

SECTION 4.

Social Development and Behavioral Health

Social Development

**Behavioral Health:
Physical Health and Safety**

**Behavioral Health: Smoking,
Alcohol, and Substance Abuse**

**Behavioral Health:
Sexual Activity and Fertility**



**Behavioral Health:
Physical Health and Safety**

**Behavioral Health: Smoking,
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**Behavioral Health:
Sexual Activity and Fertility**

SD 1.1 Life Goals of 12th-Graders

The personal and social life goals of 12th-graders reflect their priorities for the future and provide insights into the positive and negative influences in their lives as they make the transition to adulthood. The percentages of 12th-graders who rated selected personal and social goals as extremely important are presented in Tables SD 1.1.A and SD 1.1.B. Personal goals include being successful in their line of work, having a good marriage and family life, and having lots of money. Social goals include making a contribution to society, working to correct social and economic inequalities, and being a leader in their community.

From 1976 to 2001, 12th-graders have been fairly consistent in the relative importance they assign to various life goals. Specifically, “Being successful in my line of work” and “Having a good marriage and family life” have been cited more often than other values as being extremely important. Since 1992, more than three out of four 12th-graders have felt it extremely important to have a good marriage and family life, and nearly two out of three have felt it extremely important to be successful at work (Table SD 1.1.A). “Having lots of money” and “Making a contribution to society” were the next most likely goals to be considered extremely important by 12th-graders. Between 20 and 30 percent of 12th-graders have found these goals extremely important in recent years (Figures SD 1.1.A and SD 1.1.B). “Working to correct social and economic inequalities” and “Being a leader in my community” are rated as extremely important goals in 2001 for only small percentages of 12th-graders and are rated as 11 percent and 14 percent, respectively.

Differences by Race.¹ In 2001, Black students were more likely than Whites to rate as extremely important goals such as being successful at work (76 percent versus 58 percent), having lots of money (36 percent versus 23 percent), and correcting social and economic inequalities (14 percent versus 8 percent). The two groups appeared equally likely to attach extreme importance to having a good marriage and family life, a rate whose percentile has ranged in the upper 70s for both races since 1986 (Table SD 1.1.A).

Differences by Sex. Across the six goals, rates vary little between females and males, with several exceptions. In 2001, females were more likely to indicate that having a good marriage and family life was extremely important (83 percent versus 72 percent) and were less likely to report that having lots of money was an extremely important goal (19 percent versus 33 percent) (Table SD 1.1.A).

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

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Table SD 1.1.A

Percentage of 12th-graders who rate selected personal life goals as being “extremely important,” by sex and race:^a Selected years, 1976-2001

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Being successful in my line of work														
All 12th-graders	53	57	61	62	66	65	63	62	65	64	64	63	62	62
Sex														
Male	53	58	62	60	63	63	61	62	62	65	61	63	61	59
Female	52	57	60	64	69	67	66	62	68	64	68	64	64	66
Race														
White	50	55	58	59	65	62	60	59	63	60	61	60	60	58
Black	67	71	73	75	80	74	79	72	74	81	80	76	71	76
Having a good marriage and family life														
All 12th-graders	73	76	75	76	78	79	76	78	78	76	77	78	77	77
Sex														
Male	66	71	69	71	72	74	70	73	74	72	72	74	73	72
Female	80	82	82	83	84	85	81	83	81	81	82	83	83	83
Race														
White	72	77	76	76	79	79	76	78	78	77	77	79	78	79
Black	75	73	76	78	75	76	72	76	75	76	77	76	75	78
Having lots of money														
All 12th-graders	15	18	27	28	29	26	26	25	25	28	29	26	28	26
Sex														
Male	20	24	34	37	35	32	32	30	33	33	35	34	34	33
Female	11	13	18	19	22	18	19	19	16	20	20	17	20	19
Race														
White	12	15	24	25	24	20	22	21	21	22	22	21	23	23
Black	33	32	38	39	46	45	47	41	43	45	46	47	47	36

^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

Note: 1976–1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year. 1989–2001 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

Sources: Bachman, J. G., Johnston, L. D., & O’Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

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Table SD 1.1.B

Percentage of 12th-graders who rate selected social life goals as being "extremely important," by sex and race:^a Selected years, 1976-2001

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Making a contribution to society														
All 12th-graders	18	18	17	21	22	24	24	20	24	22	23	22	20	21
Sex														
Male	16	19	18	20	22	25	23	19	23	19	21	22	20	21
Female	20	17	16	22	23	25	25	21	26	25	24	22	20	22
Race														
White	18	18	16	20	22	24	23	19	23	22	23	21	18	19
Black	23	21	20	27	27	25	29	25	29	24	30	26	28	24
Working to correct social and economic inequalities														
All 12th-graders	10	10	9	12	15	15	14	10	12	12	11	10	11	11
Sex														
Male	8	9	7	11	14	14	12	9	11	10	10	9	11	10
Female	13	10	11	13	17	16	16	10	12	12	11	10	11	10
Race														
White	8	7	7	10	13	12	11	8	9	9	8	8	9	8
Black	20	21	19	21	26	21	25	18	19	18	20	16	19	14
Being a leader in my community														
All 12th-graders	7	8	9	11	13	13	14	12	15	15	14	15	14	14
Sex														
Male	8	8	11	12	14	17	14	14	16	16	14	17	14	15
Female	6	7	6	10	11	10	13	10	13	13	15	13	13	14
Race														
White	6	7	8	9	11	12	12	10	14	12	12	13	11	12
Black	14	14	12	17	21	19	21	22	23	24	30	25	26	26

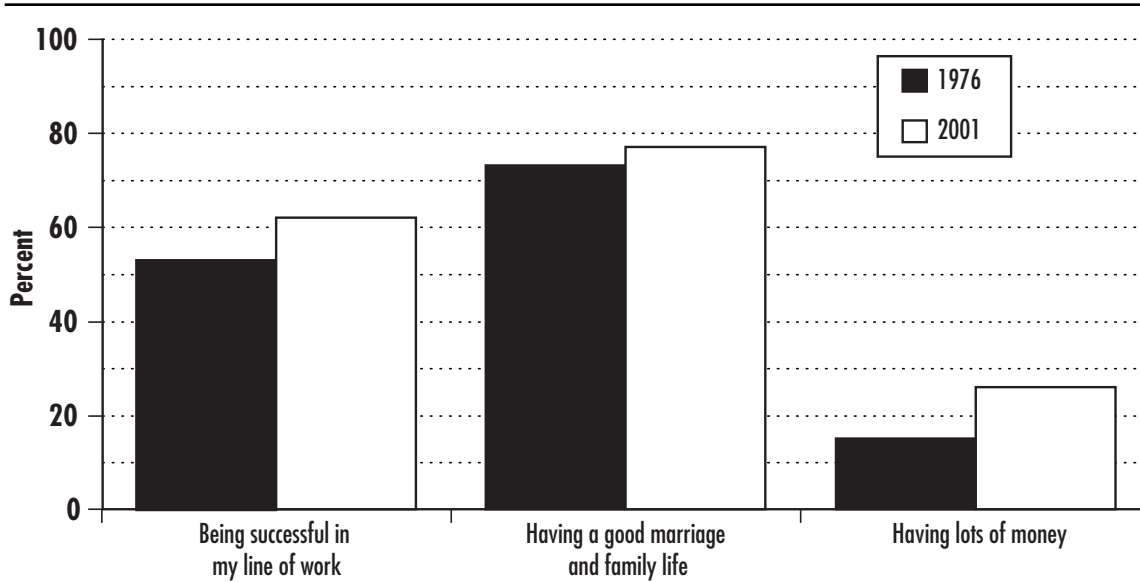
^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

Note: 1976-1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year. 1989-2001 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

Sources: Bachman, J. G., Johnston, L. D., and O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

Figure SD 1.1.A

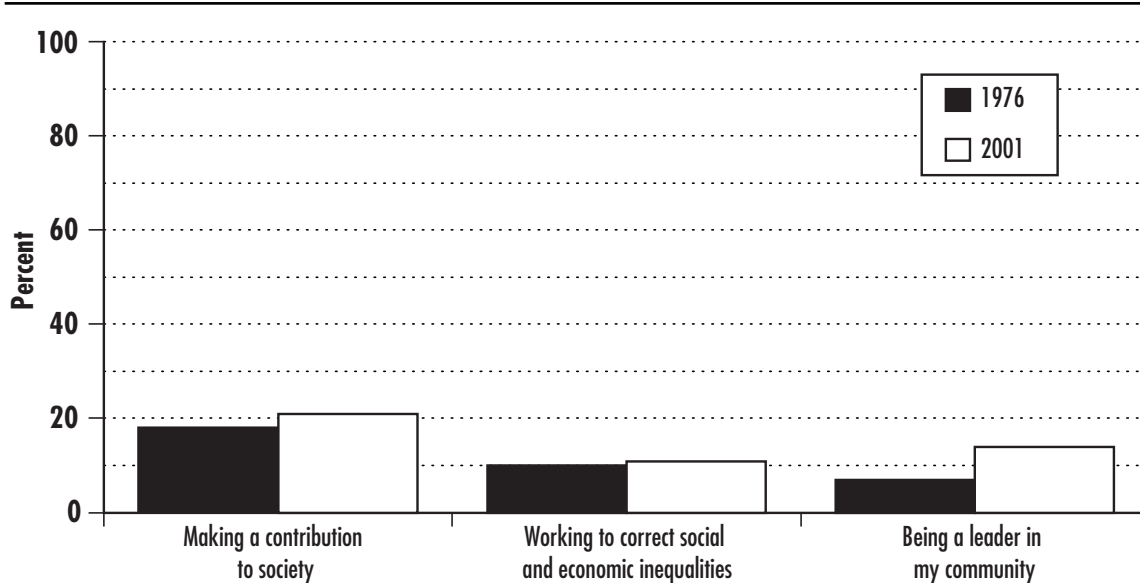
Percentage of 12th-graders who rate selected personal life goals as being “extremely important”: 1976 and 2001



Sources: Bachman, J. G., Johnston, L. D., and O’Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

Figure SD 1.1.B

Percentage of 12th-graders who rate selected social life goals as being “extremely important”: 1976 and 2001



Sources: Bachman, J. G., Johnston, L. D., and O’Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

SD 1.2 Peer Approval

As children age, peer relationships come to play an increasingly important role in determining behaviors and attitudes. For example, youth reporting that a large proportion of their friends are (or would like to be) sexually active are more likely to become sexually active themselves.¹

Two measures of potential peer influence are offered here: the percentage of youth reporting that getting good grades has great or very great importance to their peers, and the percentage reporting that peers would disapprove of intentionally angering a teacher in school.

Differences by Age. In 2001, 8th-graders were more likely than either 10th- or 12th-graders to report their peers consider good grades to be of great or very great importance (55 percent versus 42 percent and 44 percent, respectively). However, more 12th-graders were likely to report peer disapproval of intentionally angering a teacher in school (Tables SD 1.2.A and SD 1.2.B).

Differences by Sex. Females in all grade levels were slightly more likely than males to report that their peers value good grades and that they would disapprove of intentionally angering teachers. Among 12th-grade females in 2001, 48 percent reported that peers hold good grades to be of great or very great importance, compared to 40 percent of males (Table SD 1.2.A). In that same year, 33 percent of 12th-grade females and 28 percent of males reported peer disapproval of intentionally angering a teacher in school (Table SD 1.2.B).

Differences by Race.² For all years for which data are presented, Black youth in all grades were considerably more likely than their White peers to report strong support for good grades (Figure SD 1.2.A). In 2001, 37 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 youth were slightly less likely to report peer disapproval of intentionally angering teachers. The difference by race has been consistently largest among 12th-graders since 1980 (Figure SD 1.2.B).

¹ Newcomer, S. F., Gilbert, M., & Udry, J. R. (1991). *Perceived and Actual Same-Sex Behavior as Determinants of Adolescent Sexual Behavior*. Washington, DC: National Commission on Children; Cvetkovitch, G. & Grote, B. (1991). *Adolescent Pregnancy and Childbearing*. Washington, DC: U.S. Department of Health and Human Services; National Commission on Children. (1991). *Beyond Rhetoric: A New American Agenda for Children and Families*. Washington, DC: U.S. Government Printing Office; Hayes, C. D., Palmer, J. L., & Zaslow, M. J. (1990). *Child Care Policy for the 1990's*. Washington, DC: National Academy Press.

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

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Table SD 1.2.A

Percentage of 8th-, 10th-, and 12th-graders reporting that good grades have great or very great importance to peers, by sex and race:^a Selected years, 1980-2001

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
All 8th-Graders	—	—	—	51	52	54	54	55	55	52	51	50	54	55
Sex														
Male	—	—	—	50	50	54	52	52	54	51	52	49	53	53
Female	—	—	—	53	53	54	55	56	55	53	50	51	54	56
Race														
White	—	—	—	47	47	49	49	48	48	46	46	45	49	49
Black	—	—	—	72	72	70	70	72	77	71	69	68	70	73
All 10th-Graders	—	—	—	44	43	39	42	44	45	43	44	42	41	42
Sex														
Male	—	—	—	42	42	36	39	43	42	40	43	40	39	40
Female	—	—	—	46	44	42	45	45	47	45	46	44	42	44
Race														
White	—	—	—	38	38	35	38	39	40	38	37	36	35	37
Black	—	—	—	67	66	59	64	67	65	62	69	66	65	60
All 12th-Graders	48	49	48	44	45	46	45	46	46	45	45	47	42	44
Sex														
Male	48	50	46	41	42	43	44	41	44	41	42	44	39	40
Female	48	48	51	47	48	48	46	50	49	49	48	49	44	48
Race														
White	43	43	43	37	39	40	39	40	42	41	40	39	35	37
Black	78	77	76	71	70	61	67	67	69	59	63	77	63	63

^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.
 — Data not available.

Note: Data for 8th- and 10th-grade students are based on one of two questionnaire forms for 1991–1996, and based on two of four forms for 1997–1999, with a resulting sample size one-half of the total sample size for each grade in each year. Data for 12th-grade students are based on one of six questionnaire forms for 1989–1999 and one of five for 1980–1988, resulting in one-sixth, and one-fifth, respectively, of the total sample size for each year. Data for 8th and 10th grades have been available since 1991.

Sources: Bachman, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

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Table SD 1.2.B

Percentage of 8th-, 10th-, and 12th-graders reporting peer disapproval of intentionally angering a teacher in school, by sex and race:^a Selected years, 1980-2001

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
All 8th-														
Graders	—	—	—	26	24	24	21	22	23	23	24	22	26	27
Sex														
Male	—	—	—	22	20	20	18	19	20	21	20	20	23	22
Female	—	—	—	30	27	26	23	24	26	26	27	24	30	32
Race														
White	—	—	—	26	24	24	22	22	23	24	24	23	28	28
Black	—	—	—	23	24	23	22	22	22	20	23	20	21	23
All 10th-														
Graders	—	—	—	26	24	24	26	24	23	23	25	26	27	27
Sex														
Male	—	—	—	21	19	19	22	21	19	20	23	22	23	22
Female	—	—	—	31	28	28	30	28	26	27	28	30	31	32
Race														
White	—	—	—	27	25	25	26	25	23	24	26	27	29	29
Black	—	—	—	22	21	20	23	19	20	19	24	26	18	21
All 12th-														
Graders	41	42	33	33	34	34	33	36	35	34	33	34	32	31
Sex														
Male	37	35	29	31	28	30	25	32	29	31	28	30	29	28
Female	46	48	38	37	39	37	40	41	40	38	38	37	35	33
Race														
White	44	43	35	34	35	34	34	36	36	36	35	36	35	31
Black	29	33	30	29	30	27	25	33	28	30	24	23	25	27

^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

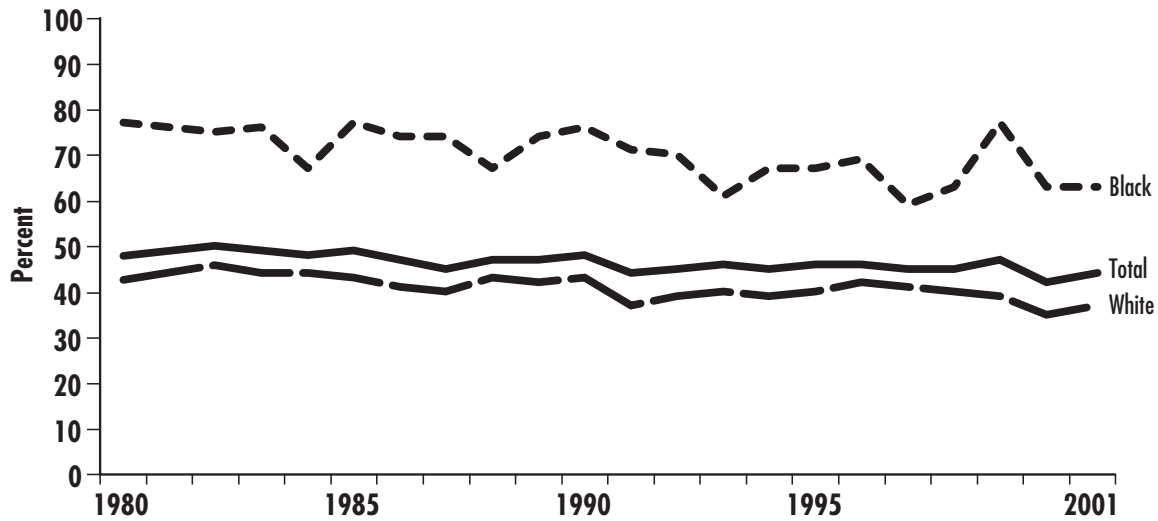
— Data not available.

Note: Data for 8th- and 10th-graders 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-graders 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, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

Figure SD 1.2.A

Percentage of 12th-graders reporting that good grades have great or very great importance to peers,^a by race:^b 1980-2001



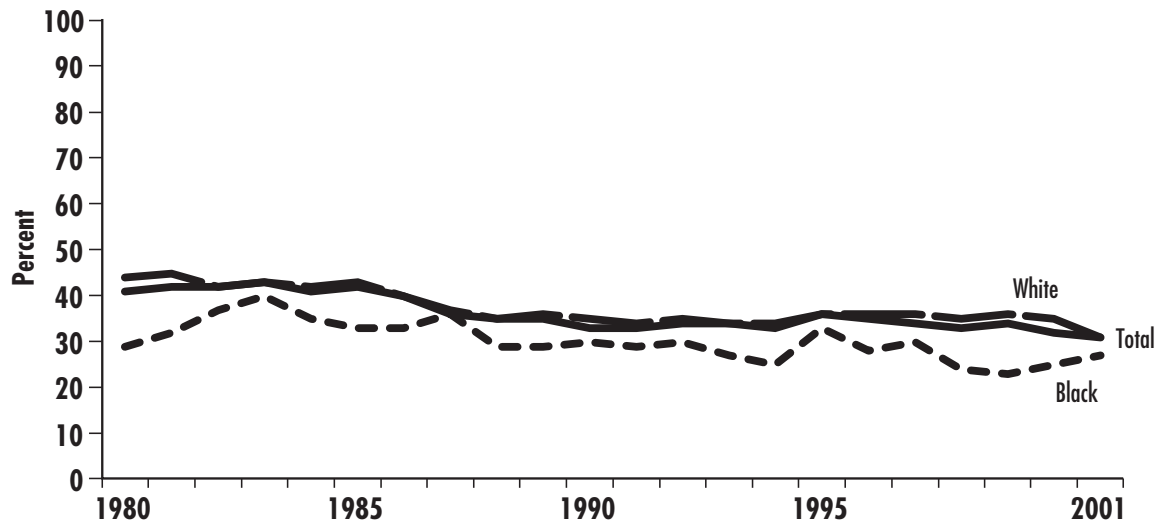
^a This question was not asked in 1981.

^b Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

Sources: Bachman, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

Figure SD 1.2.B

Percentage of 12th-graders reporting peer disapproval of intentionally angering a teacher in school, by race:^a 1980-2001



^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

Sources: Bachman, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

SD 1.3 Religious Attendance and Religiosity

Research relating religion to children's day-to-day conduct suggests that religious youth are more likely to avoid high-risk behaviors.¹ The percentage of 12th-graders reporting weekly religious attendance was 41 percent in 1976 and 33 percent in 2001. During the 1990s, the percentage remained in the low-30s (Table SD 1.3.A). Despite this trend, the percentage of 12th-graders who report religion plays a very important role in their lives has remained fairly stable since 1976 (Table SD 1.3.B and Figure SD 1.3).

Differences by Age. Data for youth in the 8th and 10th grades indicate that younger children are more likely to report weekly religious attendance but are not more likely to report religion plays a very important role in their lives (Tables SD 1.3.A and SD 1.3.B). In 2001, 44 percent of 8th-graders reported weekly religious attendance, versus 40 percent of 10th-grade and 33 percent of 12th-graders. During 2001, the percentage reporting that religion played an important role in their lives was 32 percent for 10th- and 12th-graders and 34 percent for 8th-graders.

Differences by Sex. Females in all grades are somewhat more likely than males to report weekly religious attendance and that religion plays a very important role in their lives (Tables SD 1.3.A and SD 1.3.B).

Differences by Race.² Blacks consistently across all three grades have been nearly twice as likely as Whites to report that religion plays a very important role in their lives. In 2001, 56 percent of Black 12th-graders reported that religion played such a role compared with 27 percent of White 12th-graders.

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

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

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Table SD 1.3.A

Percentage of 8th-, 10th-, and 12th-graders who report weekly religious attendance, by sex and race:^a Selected years, 1976-2001

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998 ^b	1999 ^b	2000 ^b	2001
All 8th-														
Graders	—	—	—	46	43	42	42	42	43	44	45	43	44	44
Sex														
Male	—	—	—	44	41	39	40	40	40	42	42	41	41	41
Female	—	—	—	49	46	45	45	45	46	47	47	46	47	47
Race														
White	—	—	—	48	44	44	44	43	44	46	45	45	45	45
Black	—	—	—	47	46	42	42	46	45	46	49	46	50	49
All 10th-														
Graders	—	—	—	38	39	40	37	37	38	38	38	38	39	40
Sex														
Male	—	—	—	35	37	37	35	35	35	36	35	36	37	37
Female	—	—	—	42	41	43	39	40	40	41	40	40	41	43
Race														
White	—	—	—	39	39	41	37	37	38	39	37	37	39	41
Black	—	—	—	44	45	44	41	44	38	43	45	43	43	46
All 12th-														
Graders	41	40	34	31	32	32	32	32	33	31	32	33	32	33
Sex														
Male	36	36	31	28	31	29	30	30	30	28	29	33	31	31
Female	46	44	38	34	34	34	35	35	35	33	34	34	34	35
Race														
White	42	41	35	31	32	31	32	32	32	29	31	33	30	31
Black	37	40	36	38	35	35	39	40	38	40	41	40	43	44

^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

^b California schools omitted.

— Data not available.

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

Sources: Bachman, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

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Table SD 1.3.B

Percentage of 8th-, 10th-, and 12th-graders who report that religion plays a very important role in their lives, by sex and race:^a Selected years, 1976-2001

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998 ^b	1999 ^b	2000 ^b	2001
All 8th-														
Graders	—	—	—	29	27	30	30	30	32	32	34	33	32	34
Sex														
Male	—	—	—	27	26	27	29	28	29	30	32	31	28	31
Female	—	—	—	31	28	32	32	32	34	34	36	36	35	37
Race														
White	—	—	—	26	23	26	26	26	27	28	30	29	28	32
Black	—	—	—	46	46	42	47	45	47	48	52	51	52	48
All 10th-														
Graders	—	—	—	29	28	29	28	29	29	30	31	32	32	32
Sex														
Male	—	—	—	26	26	26	24	26	26	28	29	28	28	27
Female	—	—	—	31	29	31	32	31	31	33	34	34	35	36
Race														
White	—	—	—	24	24	26	24	25	26	27	26	27	26	29
Black	—	—	—	52	50	50	48	49	47	48	52	55	57	49
All 12th-														
Graders	29	31	26	28	29	29	30	30	31	30	32	33	32	32
Sex														
Male	24	25	23	24	26	26	27	27	27	26	28	30	28	29
Female	34	36	30	31	33	33	32	33	35	34	36	35	35	36
Race														
White	26	27	23	24	25	24	26	26	27	24	27	29	26	27
Black	51	51	51	50	51	51	49	52	55	55	57	55	57	56

^a Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of those races.

^b California schools were omitted.

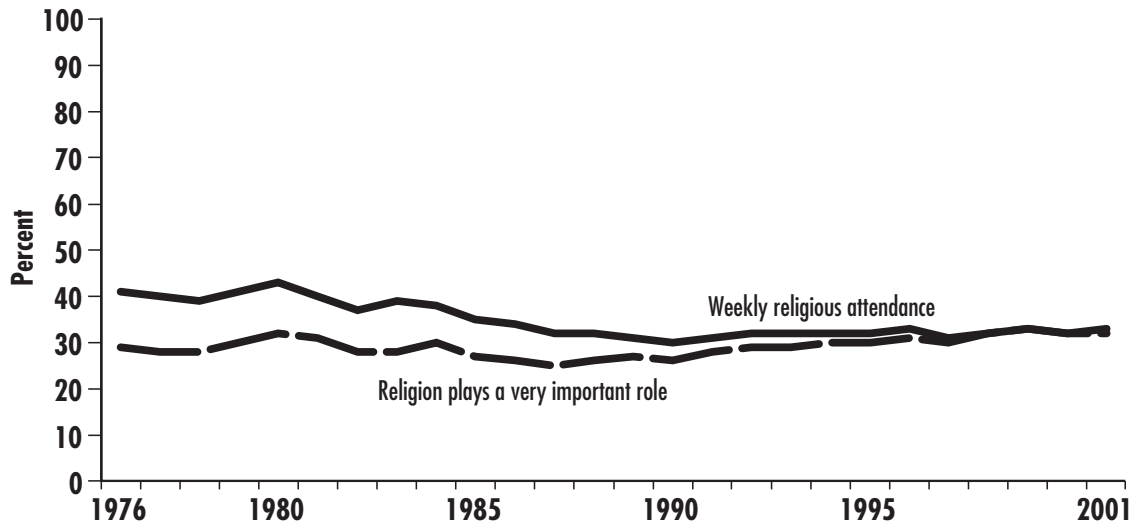
— Data not available.

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

Sources: Bachman, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

Figure SD 1.3

Percentage of 12th-graders reporting weekly religious attendance and reporting religion is important in their lives: 1976-2001



Sources: Bachman, J. G., Johnston, L. D., & O'Mally, P. M. (2002). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

SD 1.4 Voting Behavior

Voting is an exercise of citizenship in a democracy. Rates of reported voter registration and voting among 18- to 24-year-olds during presidential election years declined between 1972 and 1976 and stayed relatively flat through 2000. In 1972, 59 percent of youth ages 18 to 24 reported that they had registered to vote, and 50 percent reported that they had voted. By 2000, 45 percent reported that they had registered, and 32 percent reported that they had voted (Figure SD 1.4.A). The 2000 presidential election saw the lowest percentage of youth registering to vote since 1988 (Table SD 1.4.A).

The percentage of youth who reported that they had voted in nonpresidential election years since 1974 is substantially lower than the percentage who reported that they had voted during presidential election years (Figure SD 1.4.B and Table SD 1.4.B). Rates of reported registration and voting have been remarkably stable during such years, across non-presidential election years, with overall rates varying by only a few percentage points across the years.

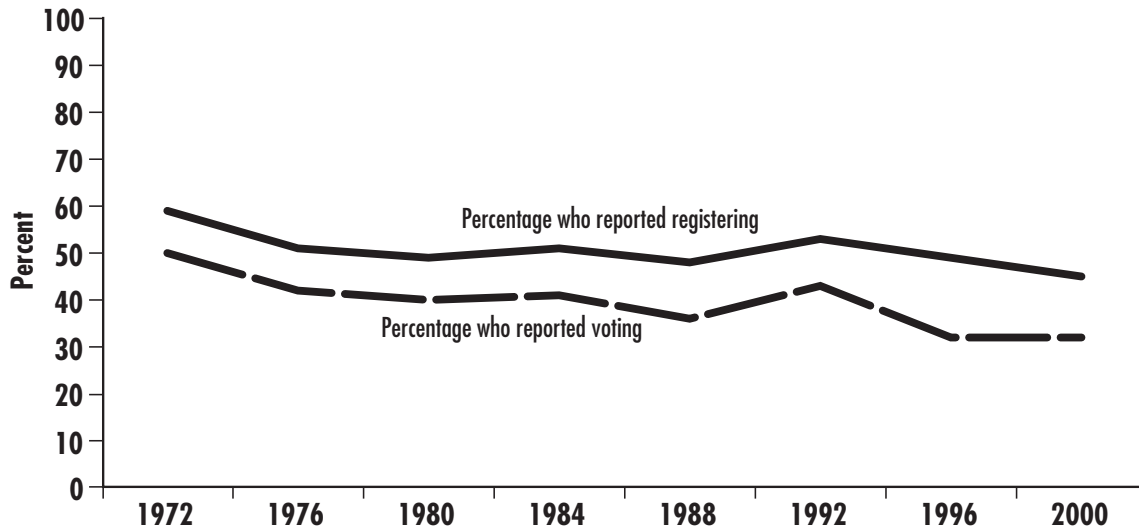
Differences by Sex. Reported rates of voter registration and voting are modestly higher among females both over time and within racial and ethnic groups, particularly during presidential election years. In the 2000 presidential election, 49 percent of females and 42 percent of males ages 18 to 24 reported that they had registered to vote (Table SD 1.4.A). Also, in 2000, 31 percent of Black males voted compared to 36 percent of Black females.

Differences by Race and Hispanic Origin.¹ Hispanic youth are the least likely to report that they register and vote. In 2000, 23 percent of Hispanic youth reported that they had registered, and 15 percent reported that they had voted. Comparable numbers for Whites are 46 percent registered and 33 percent voted. Blacks were the most likely to report that they had registered (48 percent) and voted (34 percent) in 2000 (Figure SD 1.4.A). However, it is important to note that this data does not account for how many of the Hispanic population are foreign-born and/or noncitizens. It is therefore possible that the decline in the percentage of Hispanics voting may be a function of an increase in the number of immigrants who are ineligible to vote.

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

Figure SD 1.4.A

Percentage of youth ages 18 to 24 who reported that they had registered to vote and percentage who reported that they had voted in presidential election years: 1972-2000



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

Sources: U.S. Census Bureau. (2001). *Current Population Reports*, P-20(542); U.S. Census Bureau. (1998). *Current Population Reports*, P-20(504); U.S. Census Bureau. (1996). *Current Population Reports*, P-20(466); U.S. Census Bureau. (1989). *Current Population Reports*, P-20(440); U.S. Census Bureau. (1986). *Current Population Reports*, P-20(405); U.S. Census Bureau. (1982). *Current Population Reports*, P-20(370); U.S. Census Bureau. (1978). *Current Population Reports*, P-20(322); U.S. Census Bureau. (1973). *Current Population Reports*, P-20(253).

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Table SD 1.4.A

Percentage of youth ages 18 to 24 who reported that they had registered to vote and percentage who reported that they had voted in presidential election years, by race and Hispanic origin^a and by sex: Selected years, 1972-2000

	1972	1976	1980	1984	1988	1992	1996	2000
Registering								
All races	59	51	49	51	48	53	49	45
Male	58	51	48	50	46	51	47	42
Female	59	52	50	53	51	54	51	49
White	61	54	51	52	49	55	50	46
Male	60	53	50	51	46	53	48	43
Female	61	54	52	53	51	57	52	50
Black	48	39	41	54	50	49	49	48
Male	45	38	39	49	47	46	45	46
Female	50	40	43	58	53	52	53	50
Hispanic	39	29	23	30	25	25	28	23
Male	38	30	20	27	21	20	25	20
Female	39	28	25	32	30	30	31	27
Voting								
All races	50	42	40	41	36	43	32	32
Male	49	41	39	39	34	41	30	30
Female	50	43	41	43	38	45	35	35
White	52	45	42	42	37	45	33	33
Male	51	43	40	40	35	43	31	31
Female	53	46	43	43	39	47	35	35
Black	35	28	30	41	35	37	32	34
Male	32	27	29	36	32	32	25	31
Female	37	29	31	45	37	41	38	36
Hispanic	31	22	16	22	17	18	15	15
Male	30	22	13	20	14	14	12	14
Female	32	22	19	24	20	22	19	17

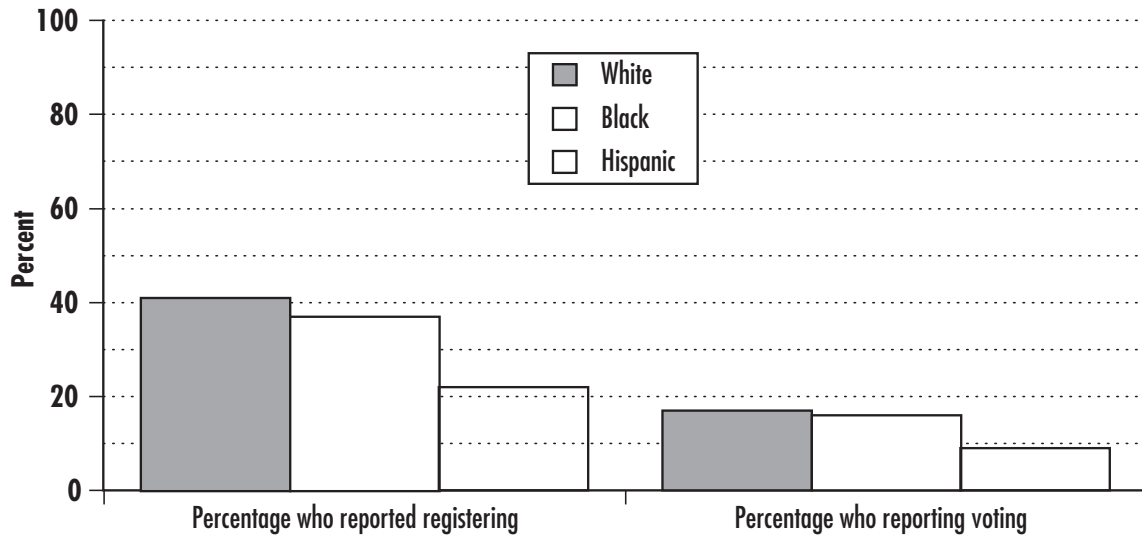
^a Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

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

Sources: U.S. Census Bureau (2001). *Current Population Reports*, P-20(542); U.S. Census Bureau (1998). *Current Population Reports*, P-20(504); U.S. Census Bureau (1996). *Current Population Reports*, P-20(466); U.S. Census Bureau (1989). *Current Population Reports*, P-20(440); U.S. Census Bureau (1986). *Current Population Reports*, P-20(405); U.S. Census Bureau (1982). *Current Population Reports*, P-20(370); U.S. Census Bureau (1978). *Current Population Reports*, P-20(322); U.S. Census Bureau (1973). *Current Population Reports*, P-20(253).

Figure SD 1.4.B

Percentage of youth ages 18 to 24 who registered to vote and percentage who voted in nonpresidential election year, by race and Hispanic origin^a: 1998



^a 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. (1998). *Current Population Reports*, P-20(504).

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Table SD 1.4.B

Percentage of youth ages 18 to 24 who reported that they had registered to vote and percentage who reported that they had voted in nonpresidential election years, by race and Hispanic origin^a and by sex: Selected years, 1974-1998

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

^a Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

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

Sources: U.S. Census Bureau. (1998). *Current Population Reports*, P-20(504); U.S. Census Bureau. (1996). *Current Population Reports*, P-20(466); U.S. Census Bureau. (1989). *Current Population Reports*, P-20(440); U.S. Census Bureau. (1986). *Current Population Reports*, P-20(405); U.S. Census Bureau. (1982). *Current Population Reports*, P-20(370); U.S. Census Bureau. (1978). *Current Population Reports*, P-20(322); U.S. Census Bureau. (1973). *Current Population Reports*, P-20(253) and PPL24-RV; Reported voting and registration for the United States, 1998.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

SD 1.5 Television Viewing Habits

Extensive television viewing in American culture has long been criticized for inducing passivity and for taking time away from more active learning activities. Research studies indicate that excessive television watching is negatively related to the academic attainment of children and youth. Youth ages 17, 13, and 9 years who stated they typically watch 6 or more hours of television each day scored lower, on average, than their peers who spent less time watching television.¹ Yet, as depicted in Figure SD 1.5, substantial percentages of youth still report watching large amounts of television on a daily basis.

Differences by Age. The percentage of youth who report watching 6 or more hours of television declines with age, as indicated in Figure SD 1.5. Among 9-year-olds, 19 percent reported watching 6 or more hours of television each day in 1999, compared to 12 and 7 percent of 13- and 17-year olds.

Differences by Sex. In general, male youth watch more hours of television than female youth regardless of age (Tables SD 1.5.A, SD 1.5.B, and SD 1.5.C).

Differences by Race and Hispanic Origin.² For each age group substantially larger proportions of Black, non-Hispanic youth watch television for 6 or more hours per day than do either White, non-Hispanic or Hispanic youth. For example, among 9-year-old children, 39 percent of Black, non-Hispanic youth, compared with 13 percent of White, non-Hispanic and 24 percent of Hispanic youth, reported watching television 6 or more hours per day in 1999. This pattern holds for all previous years of data collection (Table SD 1.5.A).

Differences by Type of School. In general, smaller percentages of children and youth who attend private school spend 6 or more hours per day watching television than do students who attend public school (Tables SD 1.5.A, SD 1.5.B, and SD 1.5.C).

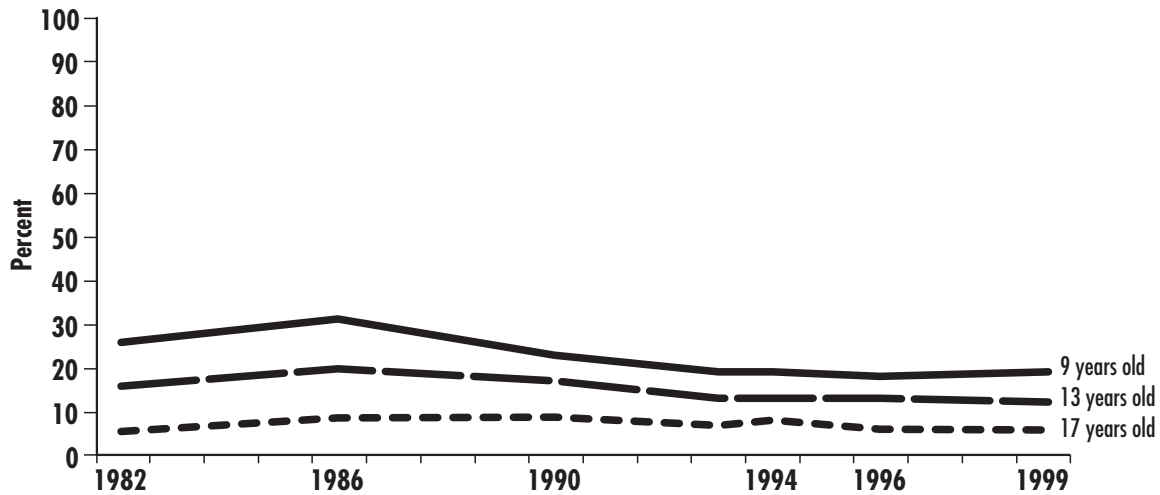
Differences by Parents' Education Level. Children's television viewing habits also vary by parents' educational level. In general, as parents' educational levels increase, the percentages of children watching 6 or more hours of television decline. In 1999, 19 percent of 13-year-olds whose parents had less than a high school education were watching 6 or more hours of television per day, compared with 16 percent of youth with parents who graduated from high school and 9 percent of youth whose parents graduated from college (Table SD 1.5.B).

¹ U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey*. Unpublished work. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessments*. Unpublished work. Washington, DC, U.S. Department of Education.

² Persons of Hispanic origin may be of any race.

Figure SD 1.5

Percentage of youth who watch 6 or more hours of television per day, by age: 1982-1999



Sources: U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessments*. Unpublished work. (1999). Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1996). *National Assessment of Education: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1994). *National Assessment of Education Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education.

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Table SD 1.5.A

Percentage of 9-year-old children who watch 6 or more hours of television per day, by sex, race and Hispanic origin^a and type of school: Selected years, 1982-1999

	1982	1986	1990	1992	1994	1996	1999
All 9-year-olds	26	31	23	19	19	18	19
Sex							
Male	30	34	27	22	23	20	22
Female	23	27	20	17	16	15	16
Race and Hispanic origin							
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
Type of school							
Public	27	32	24	21	19	19	20
Private	21	24	18	5	11	7	11

^a 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 children did not know their parents' education level.

Sources: U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessments*. Unpublished work. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1996). *National Assessment of Education: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1994). *National Assessment of Education Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education.

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Table SD 1.5.B

Percentage of 13-year-old youth who watch 6 or more hours of television per day, by sex, race and Hispanic origin,^a type of school and parents' education level: Selected years, 1982-1999

	1982	1986	1990	1992	1994	1996	1999
All 13-year-olds	16	20	17	13	13	13	12
Sex							
Male	18	21	18	14	15	15	13
Female	15	19	15	11	12	11	11
Race and Hispanic origin							
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
Type of school							
Public	17	20	17	14	14	13	12
Private	13	—	11	6	4	3	7
Parents' highest level of education							
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

^a Persons of Hispanic origin may be of any race.

— Too few observations for a reliable estimate.

Sources: U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessments*. Unpublished work. (1999). Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1996). *National Assessment of Education: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1994). *National Assessment of Education Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education.

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Table SD 1.5.C

Percentage of 17-year-old youth who watch 6 or more hours of television per day, by sex, race and Hispanic origin,^a type of school and parents' education level: Selected years, 1982-1999

	1982	1986	1990	1992	1994	1996	1999
All 17-year-olds	6	9	9	7	8	7	7
Sex							
Male	7	10	9	7	10	7	8
Female	6	8	8	7	7	7	6
Race and Hispanic origin							
White, non-Hispanic	5	6	6	4	5	4	3
Black, non-Hispanic	14	22	23	21	24	21	23
Hispanic	6	12	8	6	9	9	6
Type of school							
Public	7	9	9	7	8	7	7
Private	3	—	—	3	3	6	0
Parents' highest level of education							
Less than high school	10	17	11	10	14	15	9
Graduated high school	8	10	11	10	12	9	10
More than high school	4	9	8	5	8	6	6
Graduated college	4	4	5	5	5	6	5

^a Persons of Hispanic origin may be of any race.

— Too few observations for a reliable estimate.

Sources: U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessments*. Unpublished work. (1999). Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1996). *National Assessment of Education: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics, (1994). *National Assessment of Education Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Educational Progress: Long-Term Trends, Reading Assessment*. Unpublished work. Washington, DC: U.S. Department of Education.

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SD 1.6 Detached Youth: Not in School and Not Working

“Detached youth” refers to youth ages 16 to 19 who are neither enrolled in school nor working. This detachment, particularly if it lasts for several years, increases the risk that a youth, over time, will have lower earnings and a less stable employment history than his or her peers who stayed in school and/or secured jobs.¹

Table SD 1.6 shows how the percentage of detached youth has fluctuated since 1985. In 2001, 9 percent of all youth ages 16 to 19 were detached. This is a slight increase from 2000 (8 percent).

Differences by Age. Youth ages 16 or 17 are more likely than youth ages 18 or 19 to be in school or working. In 2001, 13 percent of 18- and 19-year-olds were detached, while only 4 percent of their younger peers were detached.

Differences by Sex. Females are slightly more likely than males to be detached from both school and employment. In 2001, 9 percent of females, and 8 percent of males experienced detachment.

Differences by Race and Hispanic Origin.² Black, non-Hispanic and Hispanic youth are more likely than White, non-Hispanic youth to be detached from school and employment. In 2001, 14 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.

¹ Brown, B. (1996). *Who are America's Disconnected Youth?* Washington, DC: American Enterprise Institute.

² Persons of Hispanic origin may be of any race.

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Table SD 1.6

Percentage of 16- to 19-year-olds who are neither enrolled in school nor working,^a by sex, race Hispanic origin,^b and age: Selected years, 1985-2001^c

	1985	1990	1995	1996	1997	1998	1999	2000	2001
All youth ages 16-19	11	10	9	9	9	8	8	8	9
Sex									
Male	9	8	8	8	8	8	7	7	8
Female	13	12	11	11	10	9	9	9	9
Race and Hispanic origin									
White, non-Hispanic	9	8	7	7	7	6	6	6	6
Black, non-Hispanic	18	15	14	15	14	13	13	13	14
Hispanic	17	17	16	16	14	14	14	13	13
Age									
Ages 16-17	5	5	4	4	4	4	4	4	4
Ages 18-19	17	15	15	15	14	13	13	12	13

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

^b Persons of Hispanic origin may be of any race.

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

SD 1.7 Working Youth

Through internships, part-time employment, and school-to-work programs, working youth play an increasingly important role in the labor force. But recently, worries have surfaced that youth working 20 or more hours per week may be losing too much sleep and performing poorly in school.¹ Furthermore, the National Research Council determined that most youth hold jobs that are disconnected from what is being taught in school, do not teach useful skills, and offer little meaningful interaction with adults.² In the years 1996-1998, approximately 2.9 million youth aged 15 to 17 worked during the school year, and approximately 4.0 million worked during the summer.³ Youth work for a variety of reasons. Most work in order to earn spending money, though some save money for future college tuition costs and others contribute to their family income.

According to the U.S. Census Bureau, the percentage of 16- to 19-year-olds who work while enrolled in school has remained fairly stable since 1995 (Table SD 1.7.A). According to the Department of Labor's National Longitudinal Survey of Youth, 44 percent of 15-year-olds, 67 percent of 16-year-olds, and 78 percent of 17-year-olds worked during the 1998-1999 school year (Table SD 1.7.B).

According to the 1997 National Survey of America's Families, 42 percent of 16- and 17-year-olds who worked 20 or more hours a week reportedly did their homework "all of the time" compared to 50 percent of youth who were not working. In contrast, the study also found that 63 percent of youth who were working 20 or more hours a week never did poorly on schoolwork compared to 64 percent of those youth not working during the week (Table SD 1.7.C). Thus a definitive link between working part-time and poor school performance has yet to be clearly established for youth.

Differences by Age. For younger youth the type of employment is evenly distributed between "freelance" jobs and "employee jobs." Casual employment arrangements (freelance jobs) are performed on an as-needed basis and lack the presence of a formal "boss." As youth age, they often obtain employee jobs where they establish an ongoing formal relationship with a particular employer. Common examples of such jobs include working in restaurants, supermarkets, and gas stations (Table SD 1.7.D). Older youth are also more likely to be employed both during the school year and in the summer. During the year 1998-1999, 58 percent of 16-year-olds worked during the school year and the summer compared to 39 percent of 15-year-olds. The percentage of 15- and 16-year-olds that worked in the summer only was 15 and 10, respectively (Table SD 1.7.B).

Differences by Sex. Male youth are more likely to be working at a younger age than females. During the year 1998-1999, 42 percent of 15-year-old males worked at some time during the school year and summer compared to 35 percent of 15-year-old females. Yet at the age of 17, 68 percent of males were working at some time during the year compared to 67 percent of females the same age (Table 1.7.B). Females were also slightly more likely to retain a freelance job than males at an older age. During the years 1995-2000, 7 percent of 17-year-old females were employed only in freelance jobs compared to 4 percent of males (Table SD 1.7.D).

¹ Kelly, K. (1998). Working Teens: Do After-School Jobs Hurt? *Harvard Education Letter*, November/December.

² National Research Council. (1998). *Protecting Youth at Work: Health Safety, and Development of Working Children and Adolescents in the United States*. Washington, DC: National Academy Press.

³ U.S. Department of Labor & Bureau of Labor Statistics. (2000). Trends in Youth Employment: Data from the *Current Population Survey. Report on the Youth Labor Force*.

Differences by Race and Hispanic Origin.⁴ White, non-Hispanic youth are most likely to be working during their teenage years. During the year 1998-1999, 65 percent of White, non-Hispanic 16-year-olds were working at some point during the school year and the summer compared to 44 percent of Black, non-Hispanics and 46 percent of Hispanics (Table SD 1.7.B). Hispanic and White, non-Hispanic youth are most likely to have employee-only jobs compared to Black, non-Hispanic youth. During the years 1995-2000, 69 percent of White, non-Hispanic 17-year-olds and 64 percent of Hispanic 17-year-olds held employee-only jobs while only 55 percent of Black, non-Hispanic 17-year-olds held employee-only jobs (Table SD 1.7.D).

⁴ Persons of Hispanic origin may be of any race.

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Table SD 1.7.A

Percentage of youth ages 16 to 19 enrolled in school and working,^a by sex, race and Hispanic origin,^b and age: Selected years, 1985-2001^c

	1985	1990	1995	1996	1997	1998	1999	2000	2001
All youth ages 16-19	26	28	29	29	29	29	31	30	28
Sex									
Male	26	27	28	28	28	29	29	29	26
Female	26	28	30	30	30	33	32	32	30
Race and Hispanic origin									
White, non-Hispanic	30	33	35	35	35	36	36	36	34
Black, non-Hispanic	12	15	16	15	16	19	17	19	16
Hispanic	15	17	16	17	17	18	18	19	20
Age									
Age 16-17	29	29	30	30	29	31	31	31	28
Age 18-19	23	26	28	28	28	30	30	30	28

^a Any work for pay or profit.

^b Persons of Hispanic origin may be of any race.

^c Data for 1994 and subsequent years are not strictly comparable with data for prior years, because of major revisions in the Current Population Survey questionnaire and data collection methodology, and because of the inclusion of 1990 census-based population controls in the estimation of process.

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

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Table SD 1.7.B

Percentage of youth ages 15 to 17^a enrolled in school and working, by sex, race and Hispanic origin,^b and grade: 1998-1999^c

	Percent of students who ever worked	Percent who worked during school year			Percent who worked during summer only
		Total	Worked during school year and summer	Worked during school year only	
Age 15	59.4	44.1	38.5	5.6	15.3
Sex					
Male	61.7	47.1	41.5	5.6	14.6
Female	57.0	41.0	35.3	5.6	16.1
Race and Hispanic origin					
White, non-Hispanic	67.4	50.9	45.2	5.7	16.5
Black, non-Hispanic	45.0	28.2	22.3	6.0	16.8
Hispanic	45.4	35.8	29.3	6.5	9.7
Grade					
9th	46.5	33.8	25.8	8.0	12.6
10th	64.7	47.8	43.0	4.8	17.0
Age 16	77.4	67.0	58.2	8.8	10.4
Sex					
Male	78.5	67.0	59.8	7.3	11.5
Female	76.2	67.0	56.4	10.6	9.3
Race and Hispanic origin					
White, non-Hispanic	82.5	73.1	64.8	8.3	9.4
Black, non-Hispanic	66.1	52.7	44.0	8.8	13.3
Hispanic	67.6	57.9	45.7	12.2	9.7
Grade					
10th	72.5	58.7	50.0	8.7	13.8
11th	80.3	71.0	63.4	7.6	9.2
Age 17	86.6	77.7	67.4	10.3	8.9
Sex					
Male	88.4	78.3	67.8	10.5	10.2
Female	84.7	77.1	67.1	10.0	7.6
Race and Hispanic origin					
White, non-Hispanic	90.1	82.6	74.0	8.6	7.5
Black, non-Hispanic	79.3	66.1	52.3	13.9	13.2
Hispanic	77.4	69.2	57.2	12.0	8.2
Grade					
11th	81.3	71.9	63.0	8.9	9.4
12th	89.2	78.7	69.8	8.9	10.5

^a Age as of September 1, 1998.

^b Persons of Hispanic origin may be of any race.

^c The 1998-1999 school year and the following summer.

Source: U.S. Department of Labor, Bureau of Labor Statistics (2001). *National Longitudinal Study of Youth*.

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Table SD 1.7.C

Percentage of youth ages 16 or 17 enrolled in high school and working,^a by school outcomes: 1997

	Not working	Working	
		Less than 20 hours per week	20 or more hours per week
Low engagement ^b in school	29.0	24.2	33.2
Suspended or expelled in past 12 months	16.6	8.1	22.2
High behavior or emotional problems	11.3	8.6	4.2
Times skipped school in past 12 months			
Never	74.9	77.4	82.6
Once	6.5	10.7	4.7
Two or more	18.5	11.9	12.7
Does homework			
All of the time	50.4	55.3	41.5
Most of the time	20.4	24.6	30.1
Some of the time	25.8	17.8	21.1
None of the time	3.5	2.2	7.3
Does poorly at schoolwork			
Often true	6.5	7.4	2.4
Sometimes true	29.4	29.5	34.9
Never true	64.0	63.1	62.7

^a Defined as any work for pay during the past 4 weeks.

^b Defined by how often the child cares about doing well in school, only working on schoolwork when forced to, doing enough schoolwork to get by, and always doing schoolwork.

Source: Lerman, R. I. (1997). Are Teens in Low-Income and Welfare Families Working too Much? *New Federalism. National Survey of America's Families*.

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Table SD 1.7.D

Percentage of employed^a youth ages 15 to 17 by age, sex, race and Hispanic origin,^b and type of job: 1995-2000

	Percent employed in:					Both employee and freelance jobs
	Any job	Any Employee job	Any Freelance job	Employee job only	Freelance jobs only	
Age 15	64.0	38.8	39.0	25.0	25.2	13.9
Sex						
Male	62.4	42.6	31.8	30.6	19.7	12.0
Female	65.7	34.9	46.6	19.1	30.8	15.8
Race and Hispanic origin						
White, non-Hispanic	71.8	44.6	44.5	27.3	27.2	17.3
Black, non-Hispanic	46.0	26.7	26.4	19.6	19.3	7.1
Hispanic	49.4	27.6	29.0	20.3	21.7	7.3
Age 16	78.4	68.1	29.2	49.2	10.4	18.9
Sex						
Males	78.2	69.4	23.1	55.1	8.8	14.3
Female	78.7	66.7	35.8	42.9	12.1	23.7
Race and Hispanic origin						
White, non-Hispanic	85.0	74.5	33.2	51.8	10.5	22.7
Black, non-Hispanic	62.7	53.3	19.7	43.0	9.4	10.3
Hispanic	67.1	57.5	21.5	45.6	9.6	11.9
Age 17	83.0	77.7	17.6	65.4	5.4	12.3
Sex						
Male	81.9	78.1	13.3	68.6	3.8	9.6
Female	84.2	77.2	22.1	62.1	7.0	15.1
Race and Hispanic origin						
White, non-Hispanic	88.8	83.0	20.0	68.7	5.8	14.3
Black, non-Hispanic	68.2	63.3	13.0	55.2	4.9	8.1
Hispanic	74.1	71.2	10.5	63.6	3.0	7.5

^a The U.S. Department of Labor divides youth employment into two categories, freelance and employee. A freelance job involves doing one or a few tasks without a specific “boss,” like babysitting or mowing lawns. An employee job is one in which the youth has an ongoing relationship with a particular employer, such as working in a supermarket or restaurant.

^b Persons of Hispanic origin may be of any race.

Source: U.S. Department of Labor, Bureau of Labor Statistics (2001). *National Longitudinal Study of Youth*.

SD 1.8 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 arrests¹ for those Index crimes varied with the size of the juvenile population. From 1985 to 1990, the arrest rate increased 40 percent and continued to climb each year until it reached a peak in 1994. In this 9-year period between 1985 and 1994, the rate of juvenile arrests for violent crime increased by 74 percent (Table SD 1.8). After 1994, the rate declined and had returned to pre-1990 levels by 1998. The rate in 2000 was 309, the lowest violent crime arrest rate since 1985.

Differences by Sex. In 1980, the female juvenile Violent Crime Index arrest rate was 12 percent of the male rate. When the overall arrest rate peaked in 1994, the female rate had increased to 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 2000, the violent crime arrest rate for females was 24 percent of the male rate (Figure SD 1.8).

Differences by Age. Between 1980 and 1994, the Violent Crime Index arrest rate for all children under age 13 nearly doubled, peaking in 1994 with 92 arrests per 100,000 (Table SD 1.8). In 2000, the arrest rate decreased to 70 for every 100,000 youth, 10-17, the lowest arrest rate reported since 1985.

¹ 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.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 1.8

Violent crime arrest rates for youth ages 10 to 17^a by sex and by age (per 100,000): Selected years, 1980-2000

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
All youth	334	303	428	461	482	504	527	518	460	443	370	339	309
Ages 10-12	46	56	71	79	85	86	92	91	80	83	76	77	70
Ages 13-14	261	252	368	405	444	460	493	469	405	398	329	319	299
Age 15	504	446	670	732	768	826	855	823	723	667	547	512	464
Age 16	639	566	876	935	993	1,026	1,053	1,031	896	869	696	626	567
Age 17	740	651	983	1,066	1,056	1,109	1,111	1,113	1,013	944	814	701	653
Males	587	528	736	792	819	851	881	859	760	726	597	545	492
Ages 10-12	81	99	119	134	144	144	153	149	132	137	124	126	112
Ages 13-14	445	425	601	664	720	739	787	744	640	622	507	490	457
Age 15	876	769	1,136	1,241	1,280	1,373	1,406	1,337	1,173	1,072	865	803	726
Age 16	1,131	994	1,521	1,620	1,711	1,755	1,785	1,730	1,500	1,440	1,135	1,021	906
Age 17	1,322	1,159	1,740	1,888	1,853	1,930	1,922	1,914	1,722	1,600	1,356	1,158	1,067
Females	70	67	105	112	127	140	153	158	144	144	130	122	117
Ages 10-12	10	12	19	21	23	25	27	29	26	26	26	26	25
Ages 13-14	70	71	123	132	153	167	183	181	159	163	143	139	133
Age 15	117	108	177	195	228	248	272	279	248	239	211	205	187
Age 16	125	117	192	207	230	252	274	287	254	261	229	206	206
Age 17	130	116	178	191	205	232	246	257	254	242	234	213	211

^a Rates of arrests of youth ages 10 to 17 per 100,000 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault.

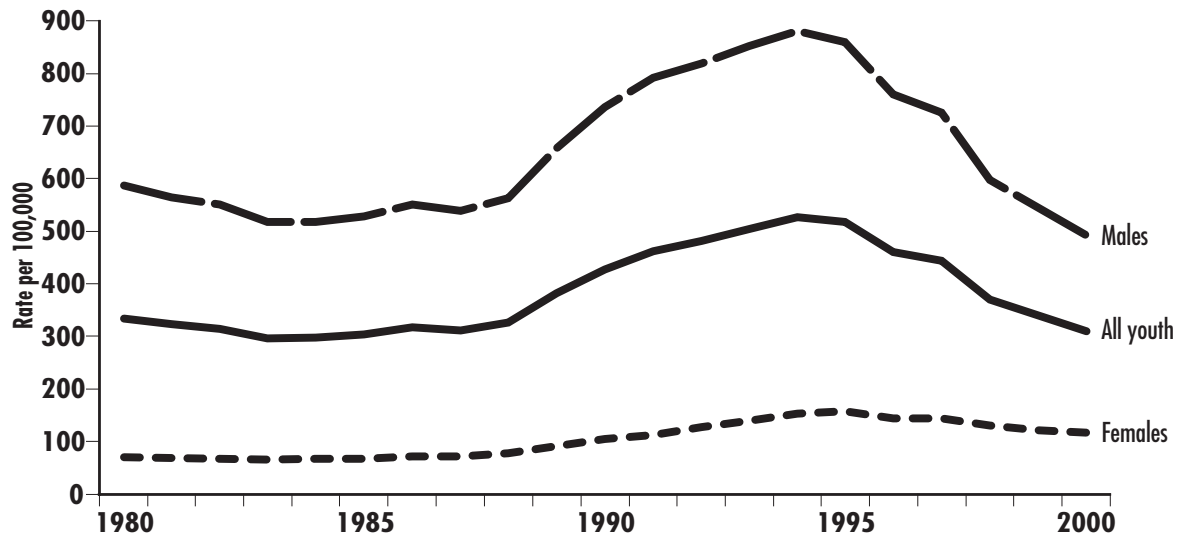
Note: Estimates in this table may not be comparable to estimates provided in previous issues of *Trends in the Well-Being of America's Children and Youth* due to changes in the population estimates provided by the U.S. Census Bureau.

Source: Snyder, H. (2002). *Special Tabulations from Juvenile Arrests 2000* [forthcoming]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

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Figure SD 1.8

Violent crime arrest rates for youth ages 10 to 17^a by sex: 1980-2000



^a Rates of arrests of youth ages 10 to 17 per 100,000 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault.

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. (2002). *Special Tabulations from Juvenile Arrests 2000* [forthcoming]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

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.¹ Research suggests that closeness with parents serves as a protective factor against emotional distress, substance use, early sexual activity, and suicide thoughts or attempts.²

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

Differences by Parent Type. More youth report feelings of closeness with resident than with nonresident biological parents. Furthermore, youth 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.

Differences by Sex. More males report feeling closer to their parents than do females. For example, 74 percent of males compared with 65 percent of females report feeling very close to their resident biological mothers. Similarly, 64 percent of males report feeling very close to their resident biological fathers, compared with 51 percent of female youth.

Differences by Race and Hispanic Origin.³ 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 youth and 74 percent of Hispanic youth report feeling very close to their resident biological mother, while 68 percent of White, non-Hispanic youth 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.

Differences by Family Income. In general, youth from low-income families report being very close to their resident parents (biological and nonbiological). 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).

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

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

3 Persons of Hispanic origin may be of any race.

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Table SD 1.9

Percentage of youth ages 12 to 17 who report feeling very close to their parents, by parent type and by age, sex, race and Hispanic origin,^a parents' education, and socioeconomic status: 1995

	Resident biological mother	Resident nonbiological mother	Nonresident biological mother	Resident biological father	Resident nonbiological father	Nonresident biological father
All youth	70	61	37	58	34	21
Sex						
Male	74	64	41	64	40	25
Female	65	57	32	51	29	17
Age						
12-14	78	71	38	68	44	29
15-17	66	58	37	53	29	18
Race and Hispanic origin						
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	64	63	29	53	43	20
Education of most educated parent						
Less than high school	75	68	38	60	47	19
High school graduate	72	63	42	59	36	20
Some college or postsecondary	67	59	27	54	24	18
College graduate or more	67	56	37	57	34	24
Annual household income						
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

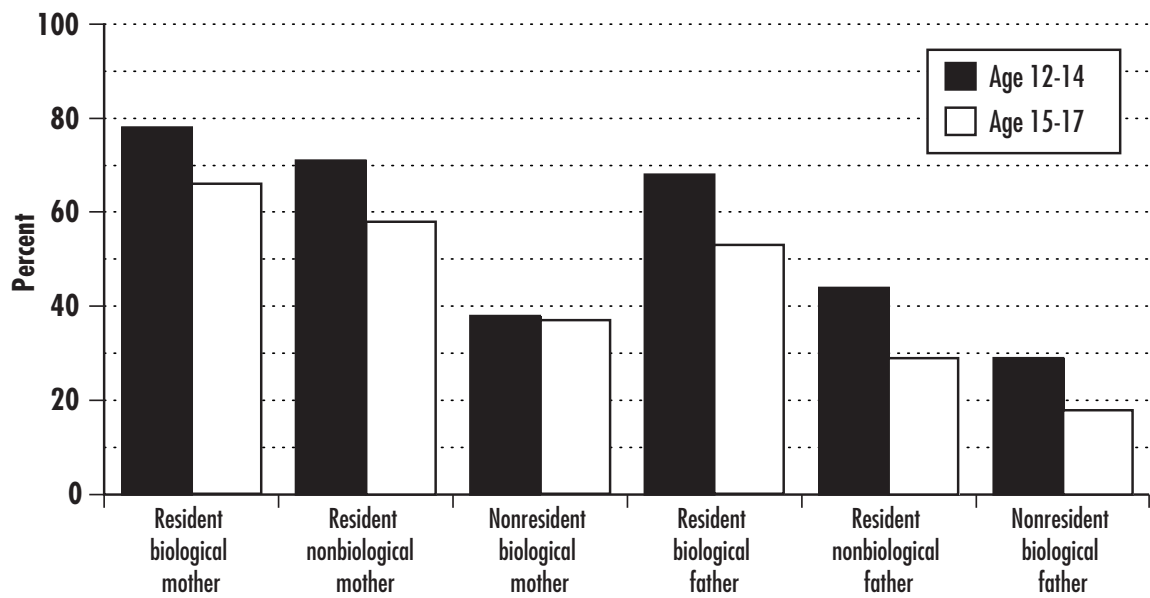
^a Persons of Hispanic origin may be of any race. "Other" race category includes respondents who chose Asian, American Indian, or other race and also did not identify themselves (in a separate question) as Hispanic.

Source: University of North Carolina, Carolina Population Center (1995). *National Longitudinal Study of Adolescent Health Wave 1*. Unpublished work.

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Figure SD 1.9

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



Source: University of North Carolina, Carolina Population Center (1995). *National Longitudinal Study of Adolescent Health Wave 1*. Unpublished work.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

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. Research indicates that positive interactions between parents and children foster positive developmental outcomes for children.¹ Furthermore, there is a growing interest in identifying ways that fathers' involvement in children's lives uniquely contributes to child well-being.²

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 to 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 in 1995, 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 (Table SD 1.10.A).

There was a significant drop in high levels of parent-child activity between 1988 and 1995 in most activities (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.³ 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 (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 (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 (Table SD 1.10.B).

¹ Hawes, D. (1996). Who Knows Best: A Program to Stimulate Parent-Teen Interaction. *School Counselor*, 44(2), 115-121.

² Lamb, M. E. (1997). *Fathers and Child Development*. New York, NY, John Wiley & Sons, Inc.

³ Persons of Hispanic origin may be of any race.

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Table SD 1.10.A

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

	Mothers		Fathers	
	1988	1995	1988	1995
Days per week eat dinner with at least one child				
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
Time spent with children in activities away from home				
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
Time spent with children at home working on a project				
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
Time spent with children having private talks				
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
Time spent with children helping with reading or homework				
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: Day, R. (1995). *National Survey of Families and Households, Wave 2*. Unpublished work.

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Table SD 1.10.B

Percentage of parents who engage in selected activities with their children ages 5 to 17, by parent, race and Hispanic origin,^a and type of activity: 1995

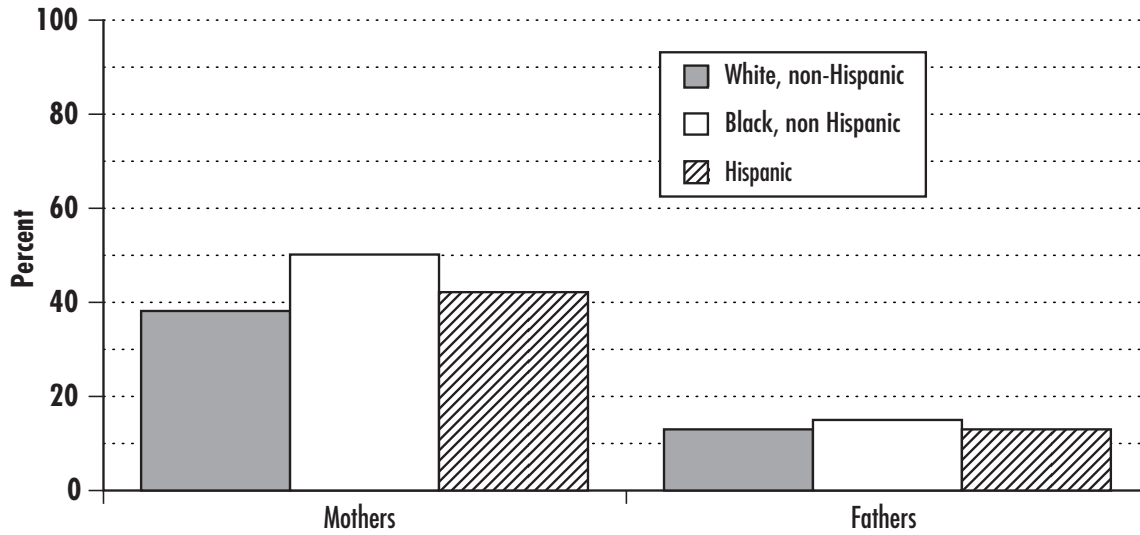
	Mothers			Fathers		
	White	Black	Hispanic	White	Black	Hispanic
Days per week eat dinner with at least one child						
0 days	1	5	1	3	9	2
1-3 days	9	15	9	14	23	19
4-6 days	34	32	24	40	35	37
Every day	55	49	65	43	34	43
Time spent with children in activities away from home						
Never or rarely	4	9	11	4	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
Time spent with children at home working on a project						
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
Time spent with children having private talks						
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
Time spent with children helping with reading or homework						
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

^a Persons of Hispanic origin may be of any race.

Source: Day, R. (1995). *National Survey of Families and Households, Wave 2*. Unpublished work.

Figure SD 1.10

Percentage of parents with children ages 5 to 17 who help their child with homework almost every day, by sex of parent and race and Hispanic origin:^a 1995



^a Persons of Hispanic origin may be of any race.

Source: Day, R. (1995). *National Survey of Families and Households, Wave 2*. Unpublished work.