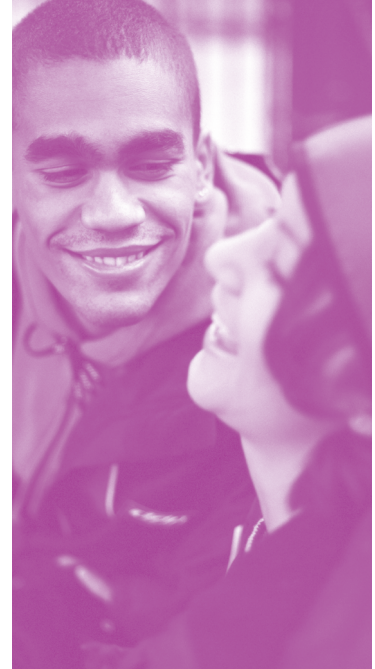


SECTION 4.

Social Development and Behavioral Health



**Social
Development**

**Behavioral Health:
Physical Health
and Safety**

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

**Behavioral Health:
Sexual Activity and
Fertility**

Social Development

Behavioral Health:
Physical Health
and Safety

Behavioral Health:
Smoking, Alcohol,
and Substance
Abuse

Behavioral Health:
Sexual Activity and
Fertility

SD 1.1 Life Goals of 12th graders

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

From 1976 to 2002, 12th graders have been fairly consistent in the relative importance they assign to various life goals. Specifically, “Being successful in my line of work” and “Having a good marriage and family life” have been cited more often than other values as being extremely important. Since 1992, more than three out of four 12th graders have felt it extremely important to have a good marriage and family life, and nearly two out of three have felt it extremely important to be successful at work (Table SD 1.1.A). “Having lots of money” and “Making a contribution to society” were the next most likely goals to be considered extremely important by 12th graders. Between 20 and 30 percent of 12th graders have found these goals extremely important in recent years (Figures SD 1.1.A and SD 1.1.B). “Working to correct social and economic inequalities” and “Being a leader in my community” are rated as extremely important goals in 2002 for only small percentages of 12th graders and are rated as 11 percent and 16 percent, respectively.

Differences by Race.¹ In 2002, Black students were more likely than Whites to rate as extremely important goals such as being successful at work (74 percent versus 61 percent), having lots of money (50 percent versus 19 percent), and correcting social and economic inequalities (17 percent versus 8 percent). The two groups appeared equally likely to attach extreme importance to having a good marriage and family life, a rate whose percentile has been in the 70s for both races since 1976 (Table SD 1.1.A).

Differences by Sex. Across the six goals, rates vary little between females and males, with several exceptions. In 2002, females were more likely to indicate that having a good marriage and family life was extremely important (82 percent versus 73 percent) and were less likely to report that having lots of money was an extremely important goal (17 percent versus 32 percent) (Table SD 1.1.A).

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

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 1.1.A

Percentage of 12th graders who rate selected personal life goals as being "extremely important," by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Being successful in my line of work															
All 12th graders	53	57	61	62	66	65	63	62	65	64	64	63	62	62	63
Sex															
Male	53	58	62	60	63	63	61	62	62	65	61	63	60	59	62
Female	52	57	60	64	69	67	66	62	68	64	68	64	64	66	64
Race ^a															
White	50	55	58	59	65	62	60	59	63	60	61	60	60	58	61
Black	67	71	73	75	80	74	79	72	74	81	80	76	71	76	74
Having a good marriage and family life															
All 12th graders	73	76	75	76	78	79	76	78	78	76	77	78	77	77	77
Sex															
Male	66	71	69	71	72	74	70	73	74	72	72	74	73	72	73
Female	80	82	82	83	84	85	81	83	81	81	82	83	83	83	82
Race ^a															
White	72	77	76	76	79	79	76	78	78	77	77	79	78	79	78
Black	75	73	76	78	75	76	72	76	75	76	77	76	75	78	70
Having lots of money															
All 12th graders	15	18	27	28	29	26	26	25	25	28	29	26	28	26	25
Sex															
Male	20	24	34	37	35	32	32	30	33	33	35	34	34	33	32
Female	11	13	18	19	22	18	19	19	16	20	20	17	20	19	17
Race ^a															
White	12	15	24	25	24	20	22	21	21	22	22	21	23	23	19
Black	33	32	38	39	46	45	47	41	43	45	46	47	47	36	50

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

Note: 1976-1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year. 1989-2000 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

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

Social Development

Table SD 1.1.B

Percentage of 12th graders who rate selected social life goals as being "extremely important," by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Making a contribution to society															
All 12th graders	18	18	17	21	22	24	24	20	24	22	23	22	20	21	22
Sex															
Male	16	19	18	20	22	25	23	19	23	19	21	22	20	21	21
Female	20	17	16	22	23	25	25	21	26	25	24	22	20	22	23
Race ^a															
White	18	18	16	20	22	24	23	19	23	22	23	21	18	19	21
Black	23	21	20	27	27	25	29	25	29	24	30	26	28	24	26
Working to correct social and economic inequalities															
All 12th graders	10	10	9	12	15	15	14	10	12	12	11	10	11	11	11
Sex															
Male	8	9	7	11	14	14	12	9	11	10	10	9	11	10	10
Female	13	10	11	13	17	16	16	10	12	12	11	10	11	10	10
Race ^a															
White	8	7	7	10	13	12	11	8	9	9	8	8	9	8	8
Black	20	21	19	21	26	21	25	18	19	18	20	16	19	14	17
Being a leader in my community															
All 12th graders	7	8	9	11	13	13	14	12	15	15	14	15	14	14	16
Sex															
Male	8	8	11	12	14	17	14	14	16	16	14	17	14	15	17
Female	6	7	6	10	11	10	13	10	13	13	15	13	13	14	13
Race ^a															
White	6	7	8	9	11	12	12	10	14	12	12	13	11	12	13
Black	14	14	12	17	21	19	21	22	23	24	30	25	26	26	23

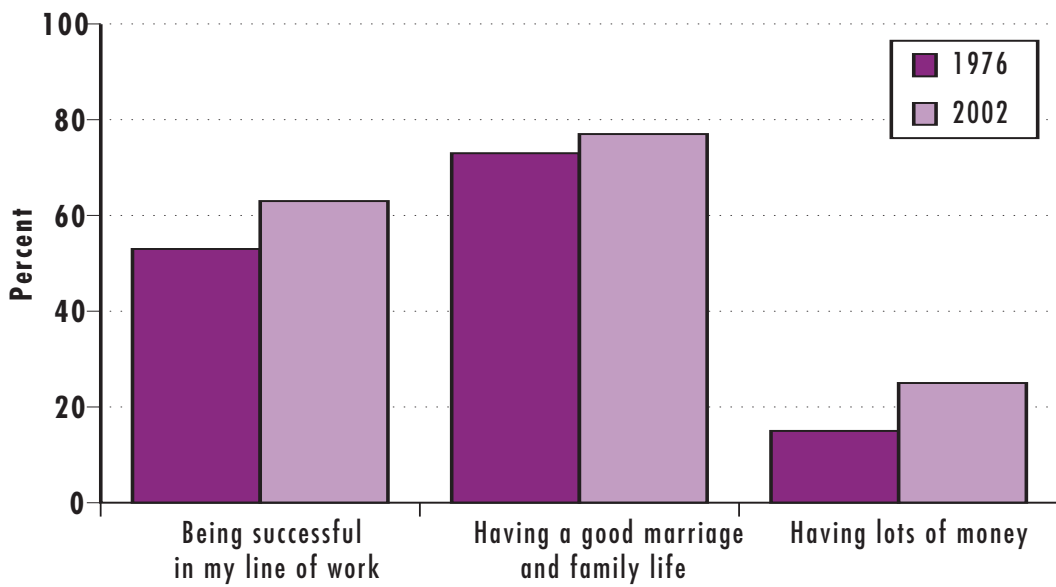
^a Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: 1976-1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year. 1989-2000 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

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

Figure SD 1.1.A

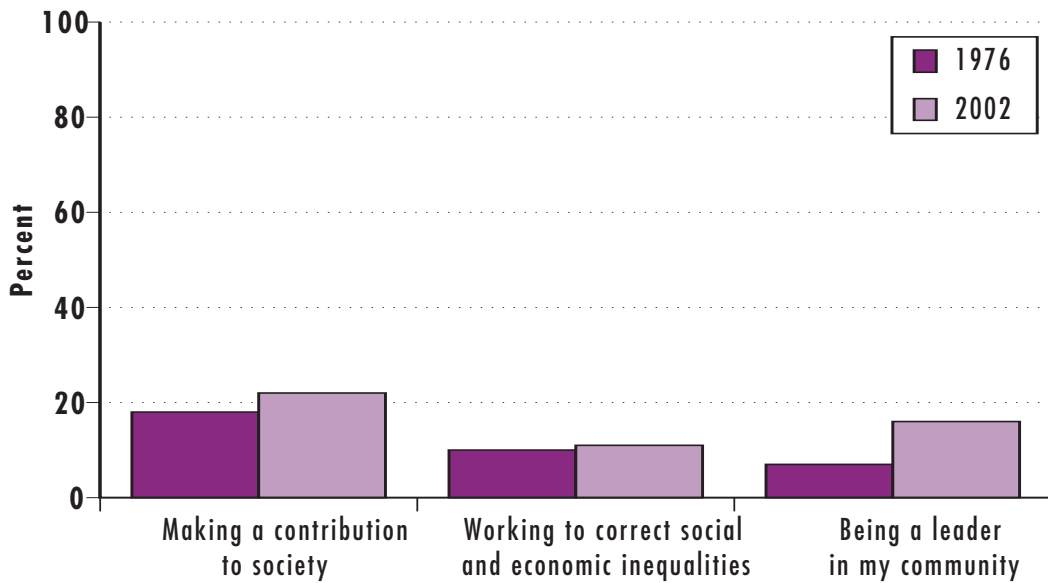
Percentage of 12th graders who rate selected personal life goals as being “extremely important:” 1976 and 2002



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

Figure SD 1.1.B

Percentage of 12th graders who rate selected social life goals as being “extremely important:” 1976 and 2002



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

SD 1.2 Peer Approval

As children age, peer relationships come to play an increasingly important role in determining behaviors and attitudes. Peer pressure, while often positive, can sometimes lead children to make poor decision choices—choices that involve underage drinking, experimental use of drugs, gang involvement, early sexual activity, and criminal behavior such as shoplifting or defacing property.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 2002, 8th graders were more likely than either 10th or 12th graders to report their peers consider good grades to be of great or very great importance (54 percent versus 43 percent, respectively). However, more 12th graders were likely to report peer disapproval of intentionally angering a teacher in school (Tables SD 1.2.A and SD 1.2.B).

Differences by Sex. Females in all grade levels were slightly more likely than males to report that their peers value good grades and that they would disapprove of intentionally angering teachers. Among 12th grade females in 2002, 45 percent reported that having their peers hold good grades was of great or very great importance, compared to 41 percent of males (Table SD 1.2.A). In that same year, 39 percent of 12th grade females and 30 percent of males reported peer disapproval of intentionally angering a teacher in school (Table SD 1.2.B).

Differences by Race.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 2002, 40 percent of White and 56 percent of Black 12th graders reported that their peers believed that good grades were of great or very great importance. Black youth were slightly less likely to report peer disapproval of intentionally angering teachers. The difference by race has been consistently largest among 12th graders since 1980 (Figure SD 1.2.B).

¹ Kitterage, K. (2000). *Today's Youth Face Pressures from Many Unprecedented Factors, not only Peers*. Brown University Child and Adolescent Behavior Letter.

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

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 1.2.A

Percentage of 8th, 10th, and 12th graders reporting that good grades have great or very great importance to peers, by sex and race: Selected years, 1980-2002

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All 8th graders	—	—	—	51	52	54	54	55	55	52	51	50	54	55	54
Sex															
Male	—	—	—	50	50	54	52	52	54	51	52	49	53	53	53
Female	—	—	—	53	53	54	55	56	55	53	50	51	54	56	54
Race ^a															
White	—	—	—	47	47	49	49	48	48	46	46	45	49	49	48
Black	—	—	—	72	72	70	70	72	77	71	69	68	70	73	72
All 10th graders	—	—	—	44	43	39	42	44	45	43	44	42	41	42	43
Sex															
Male	—	—	—	42	42	36	39	43	42	40	43	40	39	40	40
Female	—	—	—	46	44	42	45	45	47	45	46	44	42	44	44
Race ^a															
White	—	—	—	38	38	35	38	39	40	38	37	36	35	37	36
Black	—	—	—	67	66	59	64	67	65	62	69	66	65	60	64
All 12th graders	48	49	48	44	45	46	45	46	46	45	45	47	42	44	43
Sex															
Male	48	50	46	41	42	43	44	41	44	41	42	44	39	40	41
Female	48	48	51	47	48	48	46	50	49	49	48	49	44	48	45
Race ^a															
White	43	43	43	37	39	40	39	40	42	41	40	39	35	37	40
Black	78	77	76	71	70	61	67	67	69	59	63	77	63	63	56

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

— Data not available.

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

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

Social Development

Table SD 1.2.B

Percentage of 8th, 10th, and 12th graders reporting peer disapproval of intentionally angering a teacher in school, by sex and race: Selected years, 1980-2002

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All 8th graders	—	—	—	26	24	24	21	22	23	23	24	22	26	27	28
Sex															
Male	—	—	—	22	20	20	18	19	20	21	20	20	23	22	25
Female	—	—	—	30	27	26	23	24	26	26	27	24	30	32	31
Race ^a															
White	—	—	—	26	24	24	22	22	23	24	24	23	28	28	30
Black	—	—	—	23	24	23	22	22	22	20	23	20	21	23	26
All 10th graders	—	—	—	26	24	24	26	24	23	23	25	26	27	27	26
Sex															
Male	—	—	—	21	19	19	22	21	19	20	23	22	23	22	21
Female	—	—	—	31	28	28	30	28	26	27	28	30	31	32	31
Race ^a															
White	—	—	—	27	25	25	26	25	23	24	26	27	29	29	28
Black	—	—	—	22	21	20	23	19	20	19	24	26	18	21	20
All 12th graders	41	42	33	33	34	34	33	36	35	34	33	34	32	31	35
Sex															
Male	37	35	29	31	28	30	25	32	29	31	28	30	29	28	30
Female	46	48	38	37	39	37	40	41	40	38	38	37	35	33	39
Race ^a															
White	44	43	35	34	35	34	34	36	36	36	35	36	35	31	38
Black	29	33	30	29	30	27	25	33	28	30	24	23	25	27	26

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

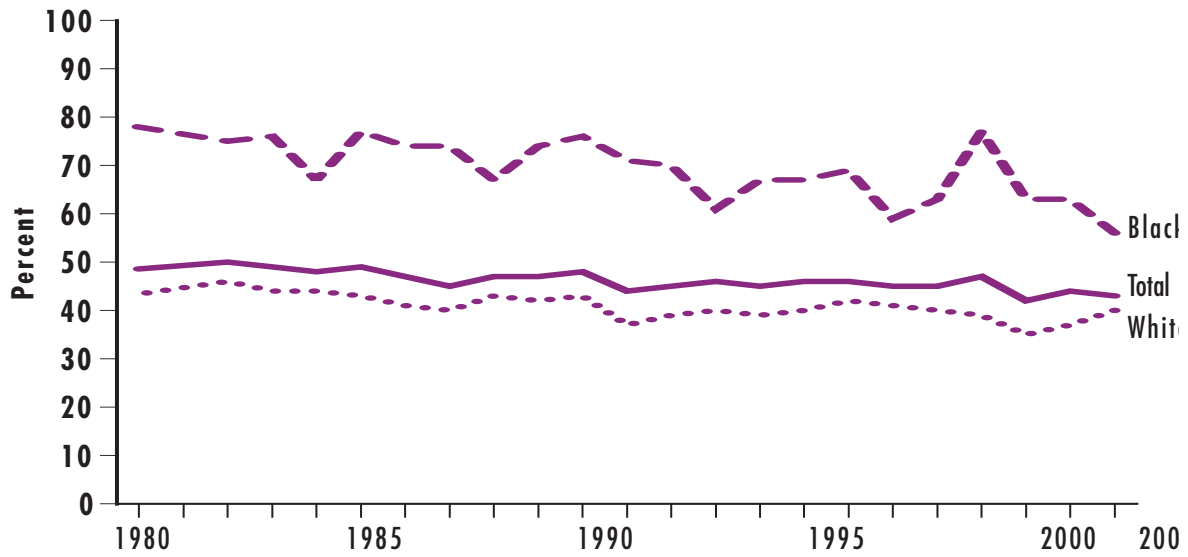
— Data not available.

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

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

Figure SD 1.2.A

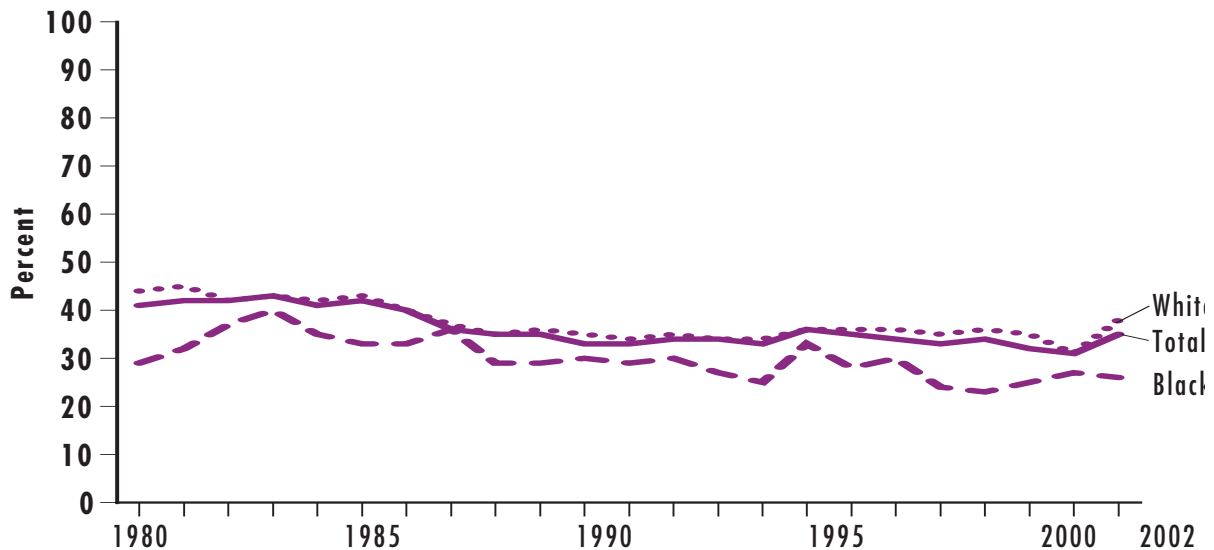
Percentage of 12th graders reporting that good grades have great or very great importance to peers, by race: 1980-2002



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

Figure SD 1.2.B

Percentage of 12th graders reporting peer disapproval of intentionally angering a teacher in school, by race: 1980-2002



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

SD 1.3 Religious Attendance and Religiosity

Research relating religion to children's day-to-day conduct suggests that religious youth are more likely to avoid high-risk behaviors.¹ The percentage of 12th graders reporting weekly religious attendance was 41 percent in 1976 and 35 percent in 2002. Since the 1990s, the percentage has remained in the low 30s (Table SD 1.3.A). Despite this trend, the percentage of 12th graders who report that religion plays a very important role in their lives has remained fairly stable since 1976 (Table SD 1.3.B and Figure SD 1.3).

Differences by Age. Data for youth in the 8th and 10th grades indicate that younger children are more likely to report weekly religious attendance but are not more likely to report that religion plays a very important role in their lives (Tables SD 1.3.A and SD 1.3.B). In 2002, 44 percent of 8th graders reported weekly religious attendance, versus 41 percent of 10th graders and 35 percent of 12th graders. During 2002, the percentage reporting that religion played an important role in their lives was 33 percent for 12th graders, 34 percent for 10th graders, and 35 percent for 8th graders.

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

Differences by Race.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 2002, 51 percent of Black 12th graders reported that religion played such a role compared with 30 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 Whites and Blacks include Hispanics of those races.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 1.3.A

Percentage of 8th, 10th, and 12th graders who report weekly religious attendance, by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998 ^a	1999 ^a	2000 ^a	2001	2002
All 8th Graders	—	—	—	46	43	42	42	42	43	44	45	43	44	44	44
Sex															
Male	—	—	—	44	41	39	40	40	40	42	42	41	41	41	41
Female	—	—	—	49	46	45	45	45	46	47	47	46	47	47	48
Race ^b															
White	—	—	—	48	44	44	44	43	44	46	45	45	45	45	47
Black	—	—	—	47	46	42	42	46	45	46	49	46	50	49	45
All 10th Graders	—	—	—	38	39	40	37	37	38	38	38	38	39	40	41
Sex															
Male	—	—	—	35	37	37	35	35	35	36	35	36	37	37	39
Female	—	—	—	42	41	43	39	40	40	41	40	40	41	43	44
Race ^b															
White	—	—	—	39	39	41	37	37	38	39	37	37	39	41	40
Black	—	—	—	44	45	44	41	44	38	43	45	43	43	46	47
All 12th Graders	41	40	34	31	32	32	32	32	33	31	32	33	32	33	35
Sex															
Male	36	36	31	28	31	29	30	30	30	28	29	33	31	31	32
Female	46	44	38	34	34	34	35	35	35	33	34	34	34	35	37
Race ^b															
White	42	41	35	31	32	31	32	32	32	29	31	33	30	31	34
Black	37	40	36	38	35	35	39	40	38	40	41	40	43	44	42

^a California schools omitted.

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

— Data not available.

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

Social Development

Table SD 1.3.B

Percentage of 8th, 10th, and 12th graders who report that religion plays a very important role in their lives, by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998 ^a	1999 ^a	2000 ^a	2001	2002
All 8th Graders	—	—	—	29	27	30	30	30	32	32	34	33	36	34	35
Sex															
Male	—	—	—	27	26	27	29	28	29	30	32	31	32	31	32
Female	—	—	—	31	28	32	32	32	34	34	36	36	39	37	38
Race ^b															
White	—	—	—	26	23	26	26	26	27	28	30	29	31	32	30
Black	—	—	—	46	46	42	47	45	47	48	52	51	52	48	52
All 10th Graders	—	—	—	29	28	29	28	29	29	30	31	32	32	32	34
Sex															
Male	—	—	—	26	26	26	24	26	26	28	29	28	28	27	31
Female	—	—	—	31	29	31	32	31	31	33	34	34	35	36	38
Race ^b															
White	—	—	—	24	24	26	24	25	26	27	26	27	28	29	30
Black	—	—	—	52	50	50	48	49	47	48	52	55	52	49	54
All 12th Graders	29	31	26	28	29	29	30	30	31	30	32	33	32	32	33
Sex															
Male	24	25	23	24	26	26	27	27	27	26	28	30	28	29	29
Female	34	36	30	31	33	33	32	33	35	34	36	35	35	36	36
Race ^b															
White	26	27	23	24	25	24	26	26	27	24	27	29	26	27	30
Black	51	51	51	50	51	51	49	52	55	55	57	55	57	56	51

^a California schools omitted.

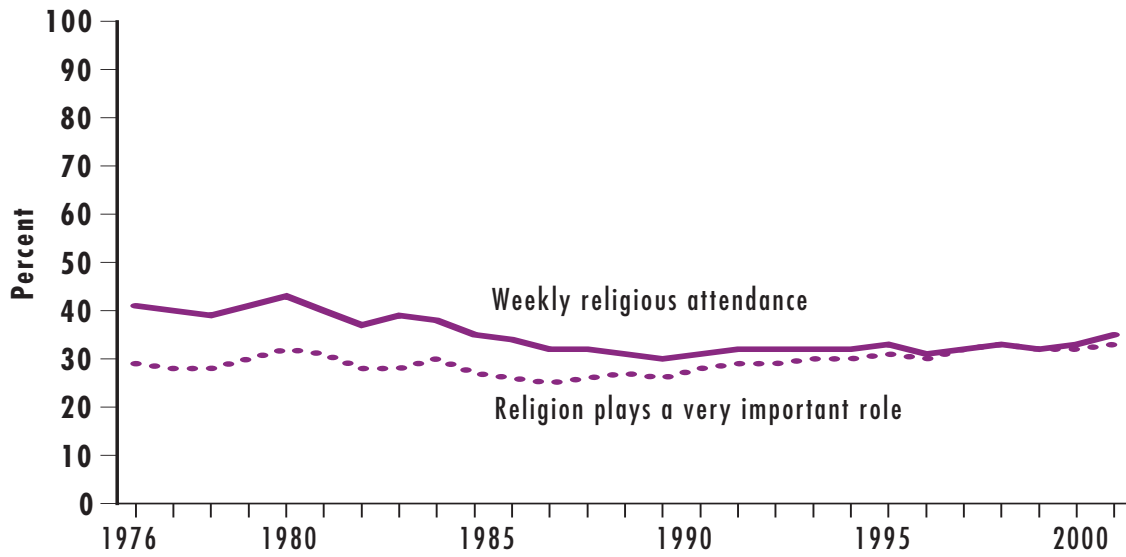
^b Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

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

Figure SD 1.3

Percentage of 12th graders reporting weekly religious attendance and reporting religion is important in their lives: 1976-2002



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

SD 1.4 Voting Behavior

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

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

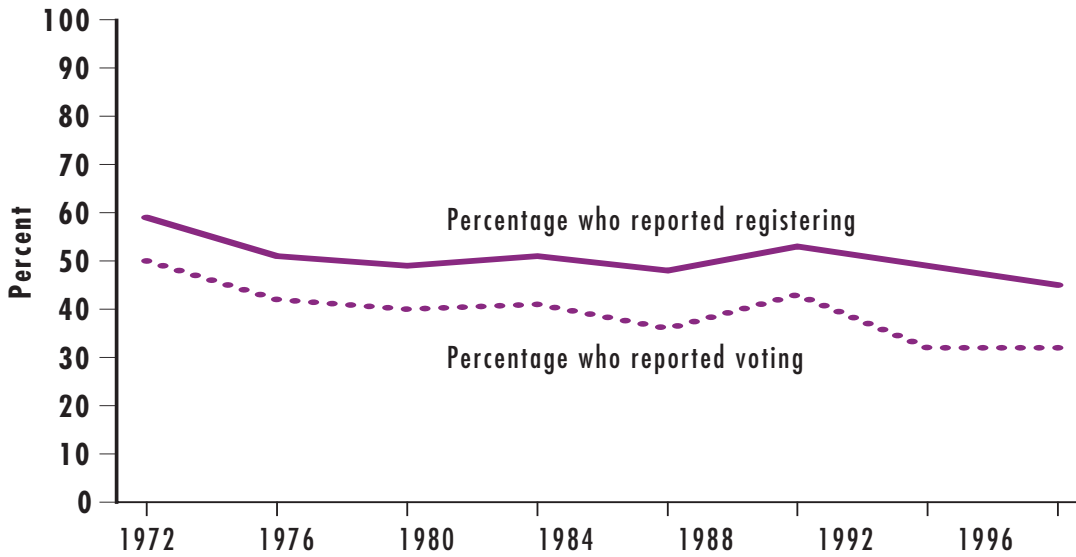
Differences by Sex. Reported rates of voter registration and voting are modestly higher among females both over time and within racial and ethnic groups, particularly during presidential election years. In the 2000 presidential election, 49 percent of females and 42 percent of males ages 18 to 24 reported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

Differences by Race and Hispanic Origin.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 Whites and Blacks include Hispanics of those races.

Figure SD 1.4.A

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



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

Sources: U.S. Census Bureau. (2001). *Current Population Reports*, P20-542; U.S. Census Bureau. (1997). *Current Population Reports*, P20-504; U.S. Census Bureau. (1993). *Current Population Reports*, P20-466; U.S. Census Bureau. (1989). *Current Population Reports*, P20-440; U.S. Census Bureau. (1985). *Current Population Reports*, P20-405; U.S. Census Bureau. (1981). *Current Population Reports*, P20-370; U.S. Census Bureau. (1975). *Current Population Reports*, P20-322; U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.

Social Development

Table SD 1.4.A

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

Registering	1972	1976	1980	1984	1988	1992	1996	2000
All races	59	51	49	51	48	53	49	45
Male	58	51	48	50	45	51	47	42
Female	59	52	50	53	51	54	51	49
White ^a	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 ^a	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 ^a	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 ^a	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 ^a	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 ^a	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*, P20-542; U.S. Census Bureau. (1997). *Current Population Reports*, P20-504; U.S. Census Bureau. (1993). *Current Population Reports*, P20-466; U.S. Census Bureau. (1989). *Current Population Reports*, P20-440; U.S. Census Bureau. (1985). *Current Population Reports*, P20-405; U.S. Census Bureau. (1981). *Current Population Reports*, P20-370; U.S. Census Bureau. (1975). *Current Population Reports*, P20-322; U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.

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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 and by sex: Selected years, 1974-1998

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

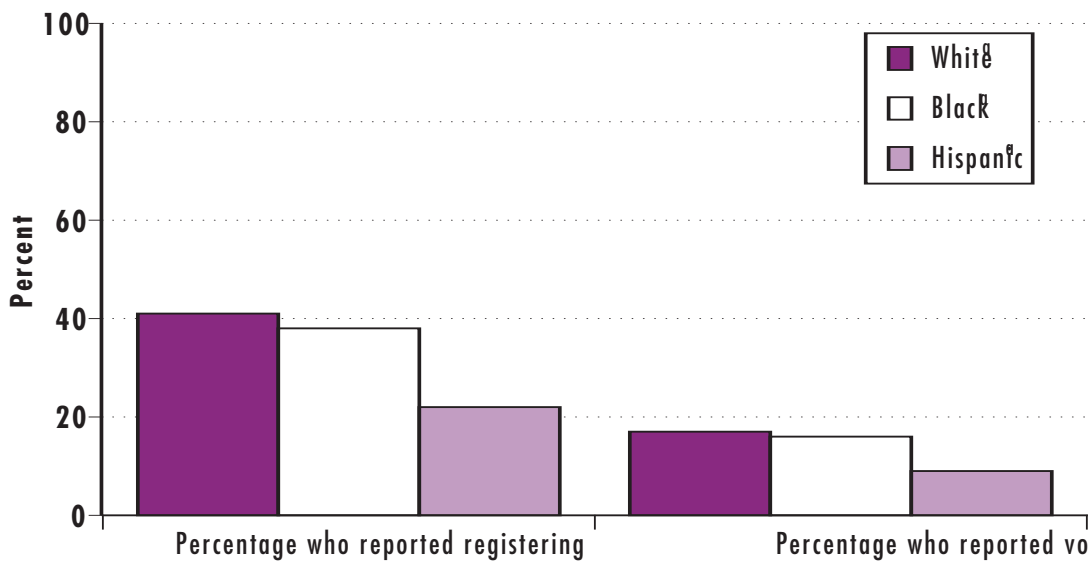
^a Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

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

Sources: U.S. Census Bureau. (2001). *Current Population Reports*, P20-542; U.S. Census Bureau. (1997). *Current Population Reports*, P20-504; U.S. Census Bureau. (1993). *Current Population Reports*, P20-466; U.S. Census Bureau. (1989). *Current Population Reports*, P20-440; U.S. Census Bureau. (1985). *Current Population Reports*, P20-405; U.S. Census Bureau. (1981). *Current Population Reports*, P20-370; U.S. Census Bureau. (1975). *Current Population Reports*, P20-322; U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.

Figure SD 1.4.B

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



^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, P20-542; U.S. Census Bureau. (1997). Current Population Reports, P20-504; U.S. Census Bureau. (1993). Current Population Reports, P20-466; U.S. Census Bureau. (1989). Current Population Reports, P20-440; U.S. Census Bureau. (1985). Current Population Reports, P20-405; U.S. Census Bureau. (1981). Current Population Reports, P20-370; U.S. Census Bureau. (1975). Current Population Reports, P20-322; U.S. Census Bureau. (1973). Current Population Reports, P20-253.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

SD 1.5 Television Viewing Habits

Extensive television viewing in American culture has long been criticized for inducing passivity and for taking time away from more active learning activities. Research studies indicate that excessive television watching is negatively related to the academic attainment of children and youth. Youth ages 17, 13, and 9 who stated they typically watch 6 or more hours of television each day scored lower, on average, than their peers who spent less time watching television.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).

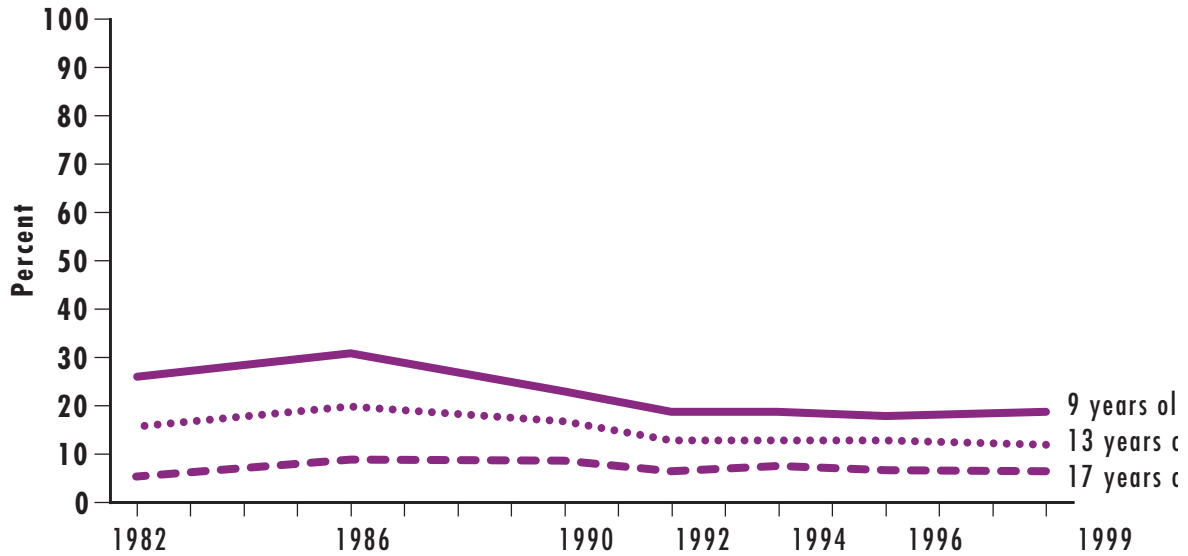
Differences by Parents' Education Level. Children's television viewing habits also vary by parents' educational level. In general, as parents' educational levels increase, the percentages of children watching 6 or more hours of television decline. In 1999, 19 percent of 13-year-olds whose parents had 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. U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress*. Unpublished work.

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

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Table SD 1.5.A

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

	1982	1986	1990	1992	1994	1996	1999
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^a							
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 did not know their parents' education level.

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

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Table SD 1.5.B

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

	1982	1986	1990	1992	1994	1996	1999
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^a							
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*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.

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Table SD 1.5.C

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

	1982	1986	1990	1992	1994	1996	1999
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^a							
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*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.

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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

Figure SD 1.6 and Table SD 1.6 show how the percentage of detached youth has fluctuated since 1985. In 2002, 9 percent of all youth ages 16 to 19 were detached. This is a slight increase from 2000 (8 percent).

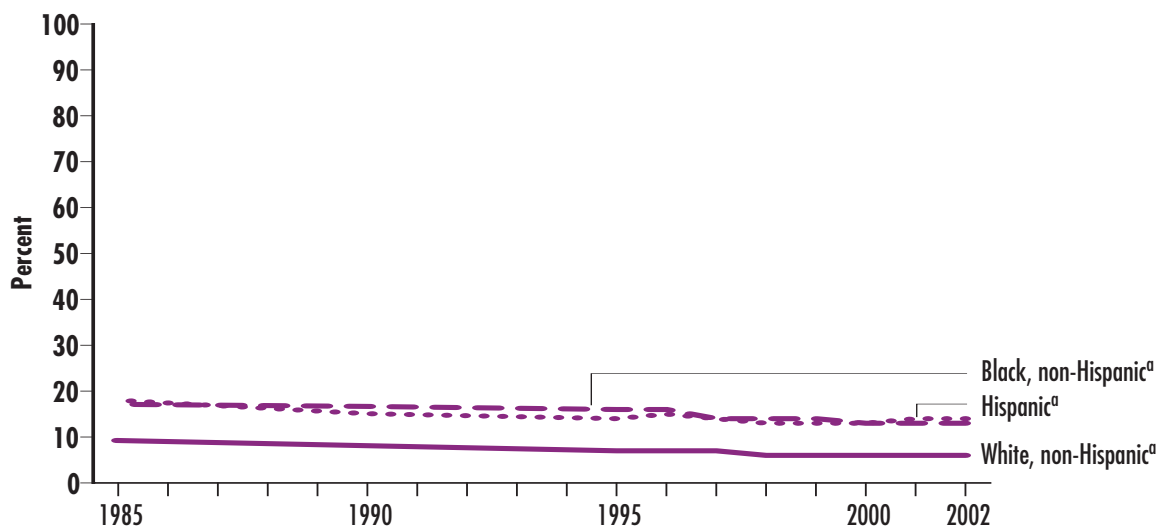
Differences by Age. Youth ages 16 or 17 are more likely than youth ages 18 or 19 to be in school or working. In 2002, 14 percent of 18- and 19-year-olds were detached, while only 4 percent of their younger peers were detached.

Differences by Sex. Females are slightly more likely than males to be detached from both school and employment. In 2002, 9 percent of females, and 8 percent of males experienced detachment.

Differences by Race and Hispanic Origin.² Black, non-Hispanic and Hispanic youth are more likely than White, non-Hispanic youth to be detached from school and employment. In 2002, 14 percent of Black, non-Hispanic youth and 13 percent of Hispanic youth experienced detachment. The corresponding rate for White, non-Hispanic youth was 7 percent.

Figure SD 1.6

Percentage of 16- to 19-year-olds who are neither enrolled in school nor working, by race and Hispanic origin: 1985-2002



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

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

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, by sex, race, Hispanic origin, and age: Selected years, 1985-2002

	1985	1990	1995 ^a	1996	1997	1998	1999	2000	2001	2002
All youth	11	10	9	9	9	8	8	8	9	9
Sex										
Male	9	8	8	8	8	8	7	7	8	8
Female	13	12	11	11	10	9	9	9	9	9
Race and Hispanic origin^b										
White, non-Hispanic	9	8	7	7	7	6	6	6	6	7
Black, non-Hispanic	18	15	14	15	14	13	13	13	14	14
Hispanic	17	17	16	16	14	14	14	13	13	13
Age										
Ages 16-17	5	5	4	4	4	4	4	4	4	4
Ages 18-19	17	15	15	15	14	13	13	12	13	14

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

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

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

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

SD 1.7 Working Youth

Through internships, part-time employment, and school-to-work programs, working youth play an increasingly important role in the labor force. But recently, worries have surfaced that youth working 20 or more hours per week may be losing too much sleep and performing poorly in school.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.

Differences by Age. According to the U.S. Census Bureau, the percentage of 16- to 19-year-olds who work while enrolled in school has remained fairly stable since 1995 (Table SD 1.7.A). For younger youth the type of employment is evenly distributed between “freelance” jobs and “employee jobs.” Casual employment arrangements (freelance jobs) are performed on an as-needed basis and lack the presence of a formal “boss.” Common examples of such jobs include working in restaurants, supermarkets, and gas stations. As youth age, they often obtain employee jobs where they establish an ongoing formal relationship with a particular employer. During the years 1995-2001, 88.1 percent of youth age 18 held any employee job compared to 40.2 percent of 15-year-old youth holding any employee job. In contrast, 46.4 percent of 15-year-old youth held any freelance job compared to 18.2 percent of 18-year-old youth during the same time period (Table SD 1.7.B).

Differences by Sex. Females are slightly more likely to be enrolled in school and working. In 2002, 29 percent of females and 24 percent of males were enrolled in school and working (Table SD 1.7.A). Females also are slightly more likely to retain a freelance job than males. During the years 1995-2001, 8.5 percent of 17-year-old females were employed only in freelance jobs compared to 6.1 percent of males (Table SD 1.7.B).

Differences by Race and Hispanic Origin.⁴ White, non-Hispanic youth are most likely to be working during their teenage years. In 2002, 32 percent of White, non-Hispanic youth were working and enrolled in school, compared to 15 percent of Black, non-Hispanics and 17 percent of Hispanics (Table SD 1.7.A). Hispanic and White, non-Hispanic youth are most likely to have employee-only jobs compared to Black, non-Hispanic youth. During the years 1995-2002, 73.4 percent of White, non-Hispanic 18-year-olds and 76.6 percent of Hispanic 18-year-olds held employee-only jobs while 66.5 percent of Black, non-Hispanic 18-year-olds held employee-only jobs (Table SD 1.7.B).

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*.

⁴ Persons of Hispanic origin may be of any race.

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Table SD 1.7A

Percentage of youth ages 16 to 19 who are enrolled in school and working, by sex, race and Hispanic origin, and age: Selected years 1985-2002

	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002
All youth	26	28	29	29	29	29	31	30	28	27
Sex										
Male	26	27	28	28	28	29	29	29	26	24
Female	26	28	30	30	30	33	32	32	30	29
Race and Hispanic origin^a										
White, non-Hispanic	30	33	35	35	35	36	36	36	34	32
Black, non-Hispanic	12	15	16	15	16	19	17	19	16	15
Hispanic	15	17	16	17	17	18	18	19	20	17
Age										
Ages 16-17	29	29	30	30	29	31	31	31	28	25
Ages 18-19	23	26	28	28	28	30	30	30	28	28

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

Note: The table refers to the labor force and enrollment status of youth ages 16 to 19 years old in the civilian noninstitutionalized population during an “average” week of the school year. Data for 1994 and subsequent years are not strictly comparable with data for prior years, because of major revisions in the Current Population Survey questionnaire and data collection methodology, and because of the inclusion of 1990 Census-based population controls in the estimation process.

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

Social Development

SD 1.7.B

Percentage of employed youth ages 15 to 18 by age, sex, race, and Hispanic origin and type of job:
1995-2001

	Percent employed in:					
	Any Job	Any Employee job	Any Freelance job	Employee Job only	Freelance jobs only	Both Employee and Freelance jobs
Age 15	69.2	40.2	46.4	22.7	28.9	17.5
Sex						
Male	67.6	43.8	39.5	28.1	23.9	15.7
Female	70.8	36.5	53.7	17.1	34.3	19.4
Race and Hispanic origin ^a						
White, non-Hispanic	76.5	45.3	52.6	23.9	31.2	21.4
Black, non-Hispanic	53.8	29.7	34.5	19.4	24.1	10.4
Hispanic	53.0	28.4	33.4	19.6	24.6	8.7
Age 16	81.8	69.1	37.6	44.2	12.7	24.9
Sex						
Male	81.3	70.0	31.4	50.0	11.3	20.1
Female	82.4	68.1	44.2	38.2	14.2	30.0
Race and Hispanic origin ^a						
White, non-Hispanic	88.1	75.4	42.4	45.7	12.7	29.6
Black, non-Hispanic	67.0	54.8	26.7	40.3	12.2	14.6
Hispanic	70.8	58.6	28.9	41.9	12.2	16.7
Age 17	86.2	78.9	27.1	59.1	7.3	19.8
Sex						
Male	85.3	79.2	21.5	63.7	6.1	15.4
Female	87.1	78.6	32.9	54.2	8.5	24.4
Race and Hispanic origin ^a						
White, non-Hispanic	90.8	83.8	30.4	60.4	7.0	23.4
Black, non-Hispanic	74.7	66.3	19.7	55.0	8.4	11.3
Hispanic	78.0	70.9	19.4	58.6	7.1	12.3
Age 18	91.0	88.1	18.2	72.7	2.9	15.3
Sex						
Male	90.2	87.9	15.0	75.2	2.3	12.7
Female	91.8	88.2	21.7	70.1	3.6	18.1
Race and Hispanic origin ^a						
White, non-Hispanic	93.9	91.3	20.5	73.4	2.6	17.9
Black, non-Hispanic	81.1	76.6	14.6	66.5	4.5	10.1
Hispanic	88.3	85.7	11.7	76.6	2.6	9.1

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

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

Source: U.S. Department of Labor, Bureau of Labor Statistics (1998). *National Longitudinal Survey of Youth, 1997*. Washington, DC: U.S. Department of Labor.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

SD 1.8 Youth Violent Crime Arrest Rates

Youth violence is a concern in every area of U.S. society. Very few communities are exempt from its negative effects.¹ The Federal Bureau of Investigation's Violent Crime Index includes murder, forcible rape, robbery, and aggravated assault. Throughout the 1980s the number of juvenile arrests² for those Index crimes varied with the size of the juvenile population. From 1985 to 1990, the arrest rate increased 40 percent and continued to climb each year until it reached a peak in 1994. In this 9-year period between 1985 and 1994, the rate of juvenile arrests for violent crime increased by 74 percent (Table SD 1.8). After 1994, the rate declined and had returned to pre-1990 levels by 1998. The rate in 2001 was 296, the lowest violent crime arrest rate since 1980.

Differences by Sex. In 1980, the female juvenile Violent Crime Index arrest rate was 12 percent of the male rate. When the overall arrest rate peaked in 1994, the female rate had increased to 17 percent of the male rate. However, as the overall arrest rate declined in the latter half of the 1990s, the rate for females did not fall as sharply as their male counterparts. Thus, by 2001, the violent crime arrest rate for females was 24 percent of the male rate (Figure SD 1.8).

Differences by Age. Between 1980 and 1994, the Violent Crime Index arrest rate for all children under age 13 nearly doubled, peaking in 1994 with 91 arrests per 100,000 (Table SD 1.8). In 2001, the arrest rate decreased to 68 for every 100,000 youth, ages 10 to 12, the lowest arrest rate for this age group since 1985. In 2001, the youth violent crime arrest rate for 17-year-olds was approximately 10 times the rate for 10- to 12-year-olds.

¹ U.S. Department of Health and Human Services. (2001). *Youth Violence: A Report of the Surgeon General- Executive Summary*. Washington, DC: Government Printing Office.

² Arrests for violent crimes were chosen as an indicator in preference to other arrest measures both because of the particular hazards that violent crime represents to our society and because arrests for violent crimes are less likely than other types of crime to be affected over time by changes in police practice and policy.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 1.8

Violent crime arrest rates for youth ages 10 to 17, by sex and age (per 100,000): Selected years, 1980-2001

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
All youth	334	303	428	461	482	504	526	516	459	441	368	337	308	296
Ages 10-12	46	56	71	79	85	86	91	90	80	82	75	77	69	68
Ages 13-14	261	252	368	404	443	459	491	467	403	396	327	316	296	278
Age 15	504	446	669	731	768	824	852	820	720	664	544	509	465	450
Age 16	639	566	876	935	993	1,026	1,052	1,031	896	868	695	625	562	563
Age 17	740	651	983	1,070	1,062	1,117	1,122	1,126	1,026	958	828	714	664	620
Males	587	528	736	792	818	504	879	856	757	723	594	542	490	471
Ages 10-12	81	99	119	134	144	86	152	148	131	135	123	125	112	110
Ages 13-14	445	425	601	664	719	459	784	741	636	618	503	486	452	423
Age 15	876	769	1,136	1,240	1,279	824	1,402	1,333	1,167	1,066	859	798	727	700
Age 16	1,131	994	1,521	1,620	1,711	1,026	1,785	1,730	1,499	1,439	1,134	1,020	898	903
Age 17	1,322	1,159	1,740	1,893	1,862	1,117	1,939	1,935	1,743	1,622	1,378	1,178	1,084	1,019
Females	70	67	105	112	127	139	153	158	144	143	129	122	117	112
Ages 10-12	10	12	19	21	23	25	27	29	26	26	26	26	24	23
Ages 13-14	70	71	123	132	153	166	183	180	158	162	142	138	132	126
Age 15	117	108	177	195	228	248	271	278	247	238	210	204	188	186
Age 16	125	117	192	207	230	252	273	287	254	261	229	205	204	201
Age 17	130	116	178	192	206	233	248	260	258	246	239	218	214	194

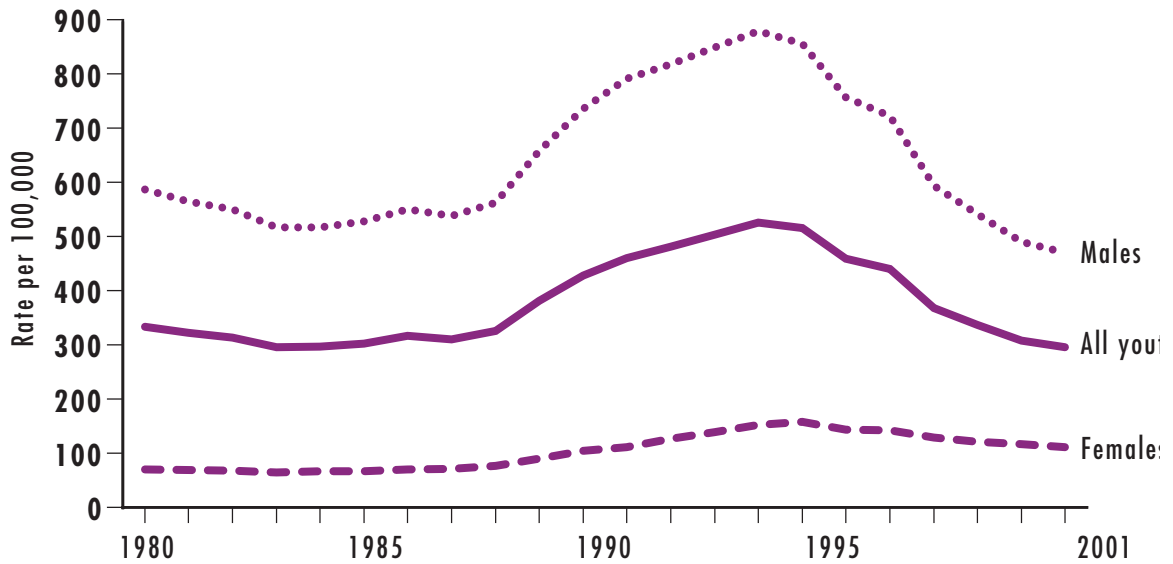
Note: Rates of arrests of youth ages 10 to 17 per 100,000 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. Data in this table have been revised and therefore do not match data presented in previous issues of this report.

Source: Snyder, H. (2003). *Special Tabulations from Juvenile Arrests 2001* [forthcoming]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Social Development

Figure SD 1.8

Violent crime arrest rates for youth ages 10 to 17 by sex: 1980-2001



Note: Rates of arrests of youth ages 10 to 17 per 100,000 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. Estimates in this table may not be comparable to estimates provided in previous issues of *Trends in the Well-being of America's Children and Youth* due to changes in the population estimates provided by the U.S. Census Bureau.

Source: Snyder, H. (2003). *Special Tabulations from Juvenile Arrests 2001* [forthcoming]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.