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Institute of Education Sciences

America's Youth: Transitions to Adulthood

NCES 2012-026

U.S. DEPARTMENT OF EDUCATION

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DECEMBER 2011

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U.S. DEPARTMENT OF EDUCATION

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SELECTED FINDINGS

The transition to adulthood in the United States has changed in recent decades as many of the traditional milestones that mark adulthood, such as household establishment and marriage, have changed or been delayed (McLanahan et al. 2010; Arnett 2000). Among these changes are increased participation and attainment in education; extenuation of educational completion and subsequent delayed participation in the labor force; and delays in child rearing. Accordingly, *America's Youth: Transitions to Adulthood* examines numerous aspects of the lives of youth and young adults, ages 14 to 24, in the United States over the last several decades. The report features status and trend data from multiple surveys on the distribution of youth and their family structure; on school-, employment-, and health-related factors; and on future plans. The following section presents a range of findings selected from each chapter of the report.

Demographics

Youth Population

In 2010, there were 47.1 million youth and young adults between the ages of 14 and 24 in the United States, representing 15 percent of the total population. The number of youth and young adults in 2010 was higher than the 46.2 million in 1980. While the number of people in this age group increased by 0.9 million since 1980, their share of the U.S. population declined from 20 to 15 percent between 1980 and 2010.

Living Arrangements

Between 1980 and 2010, the percentage of persons ages 20 to 24 who were householders (i.e., those who owned or rented their own house) or the spouses of householders decreased from 38 to 19 percent. For females in this age range, the decrease was from 47 to 25 percent between these years; for males, the decrease was from 28 to 13 percent.

Birth Rates

Birth rates for 15- to 19-year-olds increased from 53 per 1,000 females in 1980 to 60 per 1,000 in 1990 and then declined to 41 per 1,000 in 2005, increasing slightly to 43 births per 1,000 females in 2007, and decreasing again to 39 births per 1,000 females in 2009. Birth rates for women ages 20 to 24 followed a similar pattern, increasing from 115 to 117 births per 1,000 women between 1980 and 1990 and then declining to 102 per 1,000 in 2005, increasing to 106 per 1,000 women in 2007, and decreasing again to 96 per 1,000 females in 2009.

The birth rate per 1,000 unmarried teenage females ages 15 to 19 generally increased overall from 1980 to 2008, from 28 to 37 births per 1,000, with a peak at 44 births per 1,000 in 1995. In general, births to unmarried females ages 20 to 24 and ages 25 to 29 increased, approximately doubling between 1980 and 2007, before decreasing slightly between 2007 and 2008. Between these years the rate went from 41 to 79 births per 1,000 unmarried females ages 20 to 24 and from 34 to 76 births per 1,000 unmarried females ages 25 to 29.

School-Related Characteristics

School Enrollment

About 98 percent of 14- and 15-year-olds and 95 percent of 16- and 17-year-olds were enrolled in school in 2009; these percentages were similar to those for previous generations. For young adults between the ages of 18 and 24, however, the current generation has enrolled at higher rates than their predecessors did in 1980. In 2009, some 69 percent of 18- and 19-year-olds were enrolled in school, compared with 46 percent in 1980. In addition, about 52 percent of 20- and 21-year-olds were enrolled in school in 2009, compared with 31 percent in 1980, and 30 percent of 22- to 24-year-olds were enrolled in

school in 2009, compared with 16 percent in 1980. In contrast to 1980, a greater percentage of females than males were enrolled in school in 2009. For example, among 22- to 24-year-olds, about 15 percent of females and 18 percent of males were enrolled in school in 1980; in 2009, some 32 percent of females and 29 percent of males were enrolled.

High School Coursetaking and Advanced Placement Participation

Over the last several decades, there have been changes in the courses that high school students take. In most cases, the percentages of students who had taken more advanced courses in mathematics and science increased between 1982 and 2009. For example, 76 percent of 2009 high school graduates had taken algebra II, compared with 40 percent of their 1982 peers. Similarly, 70 percent of graduates in 2009 had taken chemistry, compared with 32 percent of graduates in 1982. In the 2009–10 school year, over 1.8 million U.S. students took at least one Advanced Placement (AP) exam; this number increased from 0.6 million students in 1996–97. Females have made up a majority of AP exam takers since sex was first reported in 1996–97. In 2009–10, females made up 56 percent of AP test takers.

Reading and Mathematics Achievement

According to findings from the long-term trend of the National Assessment of Educational Progress (NAEP), there were no significant changes in the overall reading achievement of 13- and 17-year-olds from 1980 to 2008, or during the more recent period of 2004 to 2008. While average mathematics scores increased overall between 1982 and 2008 for 13- and 17-year-olds, no measurable changes were found from 2004 to 2008. For both subjects, in 2008, differences in achievement were found by demographic characteristics. For example, Whites and Asians scored higher in both subjects, on average, than their Black, Hispanic, and American Indian/Alaska Native counterparts. Between 1980 and 2008 for reading and between 1982 and 2008 for mathematics, the score gaps between Whites and Blacks decreased for both 13- and 17-year-olds.

International Performance

In 2009, according to results from the Program for International Student Assessment (PISA), 6 of the 34 Organization for Economic Cooperation and Development (OECD) countries scored higher than U.S. 15-year-olds in reading, 13 scored lower, and 14 had scores that were not measurably different. In mathematics in 2009, U.S. 15-year-olds scored lower, on average, than their peers in 17 of the 34 OECD countries, higher than those in 5 countries, and not measurably different from those in 11 countries. In science, the average score for U.S. 15-year-olds was lower than the score for students in 12 of the 34 OECD countries, higher than the scores in 9 countries, and not measurably different from those in 12 countries.

High School Status Dropout Rates

A higher percentage of 16- to 24-year-olds who did not finish high school were unemployed and earned less than high school graduates when employed in 2009 (Aud, Fox, and KewalRamani 2010). Between 1990 and 2009, the percentage of 16- to 24-year-olds who were high school status dropouts (i.e., those who are not enrolled in high school and who lack a high school credential) decreased from 12 to 8 percent. Although status dropout rates decreased for Whites, Blacks, and Hispanics over this period, gaps by race/ethnicity persist. For example, in 2009, some 18 percent of Hispanic 16- to 24-year-olds were status dropouts, compared with 9 percent of Blacks and 5 percent of Whites in that age group.

College Readiness

College readiness among high school students can be measured by the actual performance of college students and their correlated scores on ACT tests for English, mathematics, reading, and science. For English, 66 percent of students met college readiness benchmarks in 2009–10. Some 52 percent met benchmarks for reading, along with 43 percent for mathematics and 29 percent for science.

College Enrollment

Young adults who enroll in college immediately after high school tend to have higher completion rates than those who do not (Bozick and DeLuca 2005). The percentage of high school completers ages 16 to 24 who enrolled in college immediately after high school increased for both sexes between 1980 and 2009. For example, 66 percent of male and 74 percent of female high school completers enrolled in college directly after high school in 2009, compared with 47 percent of male and 52 percent of female high school completers in 1980. Total undergraduate enrollment of all ages in degree-granting institutions

also increased between 1980 and 2009, from 10.5 to 17.6 million students, with enrollment increasing for each racial/ethnic group as well. While female students comprised more than half of total enrollment within each racial/ethnic group, the largest difference by sex was found among Black students: in 2009, Black females represented 64 percent of total Black enrollment in undergraduate institutions, compared with 57 percent of female undergraduates overall.

Educational Attainment

The percentage of young adults ages 18 to 24 who have completed different levels of education has changed over time. About 81 percent of young adults had obtained at least a high school diploma or equivalency certification in 2009. From 1980 to 2009, the proportion of young adults whose highest level of education was high school completion decreased from 46 to 29 percent. Conversely, the proportion of young adults who had completed some college increased from 25 to 36 percent.

Employment-Related Characteristics

Labor Force Participation

The labor force participation of young males and females declined between 1980 and 2010. The percentage of 16- to 19-year-old males in the labor force decreased from 61 percent in 1980 to 35 percent in 2010, and the percentage of 16- to 19-year-old females decreased from 53 percent to 35 percent over the same time period. The labor force participation of young adult males ages 20 to 24 also decreased between 1980 and 2010 (from 86 to 75 percent). Although there was no consistent pattern in the labor force participation of young adult females ages 20 to 24 between 1980 and 2010, the gap between males and females did narrow. In 1980, about 86 percent of young adult males were in the labor force, compared to 69 percent of young adult females (a difference of 17 percentage points). By 2010, the difference was 6 percentage points, with 75 percent of young adult males and 68 percent of young adult females in the labor force.

Young Adult Unemployment

In 2010, a higher percentage of 16- to 24-year-olds were unemployed than 25- to 29-year-olds. About 19 percent of 16- to 24-year-olds in the labor force were unemployed in 2010, compared with 11 percent of adults ages 25 to 29. In addition, among 16- to 24-year-olds the unemployment rate varied by sex, educational attainment, and race/ethnicity. Males were unemployed at higher rates than females at each level of educational attainment for 16- to 24-year-olds. The overall unemployment rate for Blacks in this age group (31 percent) exceeded that for Whites, Hispanics, and Asians (15 to 21 percent). Higher levels of education were associated with lower unemployment rates for White, Black, and Hispanic 16- to 24-year-olds.

Median Earnings

Over time, higher levels of educational attainment have generally been associated with higher median earnings. In 2009, full-time, full-year workers, ages 16 to 24, with a bachelor's or higher degree had median earnings of $33,000, compared with earnings of $18,000 for their peers who had not completed high school. Males had higher median earnings than females at each educational level in 2009. For instance, males with a bachelor's or higher degree earned $41,000, while females at this level earned $30,000. The median earnings were lower in 2009 than in 1999 for 16- to 24-year-olds whose highest level of education was some college or an associate's degree. For all other levels of educational attainment, there were no measurable differences between median earnings in 1999 and 2009. In 1999, young adults with a bachelor's or higher degree earned $11,000 more per year (in constant 2009–10 dollars), on average, than those who had received no education past high school and in 2009, this gap was $9,000.

Poverty

About 21 percent of 18- to 24-year-olds were living in poverty in 2009. Poverty rates were generally lower for young adults with higher levels of educational attainment. For instance, a higher percentage of young adults without a high school diploma (31 percent) were living in poverty, compared with those who had completed high school (24 percent) and those who had earned a bachelor's or higher degree (14 percent). This pattern persisted by sex and race/ethnicity. For example, among Black young adults, the poverty rate was 43 percent for those without a high school diploma and 34 percent for those whose highest level of educational attainment was high school completion.

Activities Outside of Work and School

Afterschool Activities

In 2009, a greater percentage of high school seniors reported participating in athletic teams (38 percent), other school clubs/activities (32 percent), and music/performing arts (24 percent), than in academic clubs (14 percent), student council/government (10 percent), and newspaper/yearbook (9 percent). Participation in these afterschool activities varied by sex. In 2009, the most popular afterschool activity for female high school seniors was other school clubs/activities, and the most popular activity for male high school seniors was athletic teams.

Homework

In 2007, parents reported that their high school students spent an average of 7 hours per week on homework. This average does not include the 7 percent of students whose parents reported that they did not do any homework outside school in 2007. About 42 percent of parents reported that their children did homework 5 or more days per week, while 5 percent reported that their children did homework less than once per week. Overall, 65 percent of parents reported that they checked to make sure that their high school students' homework was done.

Volunteer Work

Approximately 8.3 million 16- to 24-year olds, or 22 percent of this age group, reported volunteering through or for an organization at least once between September 2008 and September 2009 (U.S. Department of Labor 2010). This percentage was not measurably different from the percent of 16- to 24-year-olds who reported volunteering during 2002. However, for each year between 2002 and 2009, females in this age group volunteered at a higher rate than males.

Health and Wellness

Health Status

In 2008, reports of health status for 18- to 24-year-olds varied by educational attainment. A greater percentage of young adults with a bachelor's or higher degree (90 percent) reported being in excellent or very good health than did those with lower levels of education, ranging from 65 percent for those who had not completed high school, 72 percent for high school completers, and 82 percent each for those with some college education or an associate's degree.

Personal Safety

Between 1991 and 2009, the percentages of high school students who reported engaging in each of the following behaviors declined: carrying a weapon, driving after drinking alcohol, riding with a driver who had been drinking alcohol, and engaging in a physical fight. For example, between these years, the percentage of high school students who drove after drinking alcohol decreased from 21 to 12 percent for males and from 12 to 8 percent for females.

Future Goals

Educational Expectations

Concerning future expectations, in 2004, high school seniors reported having higher educational goals than their peers did in 1972. Between these years, the percentage of seniors who did not expect to complete high school decreased (19 vs. 5 percent), while the percentage who expected to earn a graduate or professional degree increased (13 vs. 38 percent). This growth in educational expectations was found across demographic characteristics and was more pronounced for females than males. In 1972, more female than male seniors did not expect to complete high school (22 vs. 16 percent), whereas in 2004, more males than females had this expectation (8 vs. 3 percent). In addition, more males than females expected to complete graduate or professional education in 1972 (16 vs. 9 percent), while in 2004 more females than males had this expectation (45 vs. 32 percent).

Educational Progress

Among students who were high school sophomores in 2002, some 88 percent of this cohort had received a high school diploma and 4 percent had received a General Educational Development (GED) certificate or other equivalency certificate by 2006, some 2 years after their expected graduation. Differences in high school completion rates were found by demographic and personal characteristics, including educational expectations. For example, greater percentages of those who as sophomores had expected to complete a bachelor's or higher degree (92 to 95 percent) had

completed high school by 2006, compared with their peers who had lower educational expectations (63 to 79 percent). In addition, within this cohort, there was variation in the percentage who had ever enrolled in a postsecondary institution by 2006. Overall, 70 percent of the cohort had enrolled in a postsecondary institution. Again, looking at educational expectations, 86 percent of 2002 high school sophomores who expected to complete a graduate or professional degree had enrolled in a postsecondary institution by 2006, compared with smaller percentages of their peers who had expected to complete lower levels of education. These percentages were 75 percent for those who had expected to complete a bachelor's degree, 49 percent for those who had expected to complete some college, and 26 percent for those who had expected to complete high school.

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READER'S GUIDE

The first edition of *Youth Indicators,* published by the National Center for Education Statistics (NCES) in 1988, contained statistics to describe the circumstances of young people's lives both in school and beyond the classroom. The current report is the sixth edition in this series. The report acknowledges that learning may occur across many different settings and may be influenced by circumstances and experiences in various social contexts.

America's Youth: Transitions to Adulthood is a statistical compilation of data on the distribution of youth, their family structure, economic factors, school and extracurricular activities, health factors, and other elements that constitute the world of young people between the ages of 14 to 24. These data present a composite of the youth experience, highlighting connections between their lives inside and outside of school. Much of the data in this publication are central to long-term policy debates on education issues. Where possible, trend data are provided as a historical context for interpretation. Some tables cover only more recent years, either because they show key details of the current status or because historical data are unavailable. Information on additional age groups is provided on many tables to relate the youth experience to that of people of other ages.

Some of the tables in this report use different data sources or different definitions of terms to present estimates on similar variables. It is important to note that comparisons between estimates with such differences should be made with caution, if at all, because they may be compromised by differences in populations, methodologies, question phrasing, and other factors.

Organization of the Report and Data Sources

This report presents a selection of indicators that provide a broad perspective on youth; it uses trend data that cover material across disciplines and agency lines and provides information on both positive and negative aspects of the youth experience. These measures are examined in six chapters: Demographics, School-Related Characteristics, Employment-Related Characteristics, Activities Outside of School and Work, Health and Wellness, and Future Goals. Each indicator contains a table, figure, and brief text describing the types of comparisons one might reasonably make. A reference list of works cited and a guide to sources appear at the end of the report in *Appendix A: Technical Note and Guide to Sources.* Standard error tables are available on the NCES website at http://nces.ed.gov/pubs2012/2012026/.

America's Youth: Transitions to Adulthood contains indicators that have been adapted from various other federal reports, as well as indicators that have been constructed specifically for this report from NCES and other sources. Measures published in previous editions of *Youth Indicators* constitute the basis for this volume; however, many new and substantially revised measures were designed to address emerging issues and take advantage of new databases or new features of surveys that were not available for previous editions. Many of the indicators in this report use published and unpublished data from other federal agencies and organizations, including the following:

- U.S. Department of Commerce, Census Bureau;
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention;
- U.S. Department of Labor, Bureau of Labor Statistics;
- U.S. Department of Justice, Bureau of Justice Statistics and Federal Bureau of Investigation;
- Organization for Economic Co-operation and Development's Program for International Student Assessment; and
- University of Michigan, Institute for Social Research.

Data Analysis and Interpretation

For all indicators in this report that report estimates based on samples, differences between estimates are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests at the .05 level are typically used. When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression. For more information, see *Appendix A: Technical Note and Guide to Sources.*

Classifications of Age Groups

America's Youth: Transitions to Adulthood focuses primarily on young people ages 14 to 24. This age range is referred to throughout the report as the "youth population." Within the youth population, this report discusses "youth" ages 14 to 17 and "young adults" ages 18 to 24. Due to differences in survey populations, these three general age categories vary slightly in certain tables. Each indicator specifies which population is being discussed in the table and text.

Definitions of Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation (Office of Management and Budget 1997). The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race; therefore, persons of Hispanic origin may be of any race. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The races White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native, as presented in this report, exclude persons of Hispanic origin unless noted otherwise.

These racial/ethnic categories are defined as follows:

- *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).
- *Black or African American:* A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White:* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- *Hispanic or Latino:* A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Within this report, some of the category names have been shortened. American Indian or Alaska Native is denoted as American Indian/Alaska Native; Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. When discussed separately, Native Hawaiian or Other Pacific Islander is not shortened in the text, but is shortened in tables and figures to Native Hawaiian/Pacific Islander.

The data in this report come from a number of sources. Many are federal surveys that follow the OMB standards for racial/ethnic classification described above; however, many sources have not fully adopted the standards. Since data sources vary in their reporting of race and ethnicity, this report focuses on the six categories that are the most common among data sources (i.e., the categories listed above). Asians and Native Hawaiians or Other Pacific Islanders are combined into one category in tables for which the data were not collected separately for the two groups.

Some of the surveys from which data are presented in this report give respondents the option of selecting either an "other" race category, a "two or more races"

or "multiracial" category, or both. Therefore, the remaining categories presented consist entirely of persons who identify as belonging to only one race or ethnicity. Where possible, tables present data on the "two or more races" category; however, in some cases, this category may not be separately shown, due to various data issues. The "other" category is generally not shown separately, with the exception of tables that use data from the National Health Interview Survey (see chapter 5, tables 42, 43, 44, and 46). For these tables, the category "other races" includes Native Hawaiian and Other Pacific Islander, "other race," and unspecified multiple race respondents. Any comparisons made between persons of one racial/ethnic group to "all other racial/ethnic groups" include only the racial/ethnic groups shown in the indicator. In some surveys, respondents are not given the option of selecting two or more races. In these surveys, respondents of two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as "two or more races."[1] For postsecondary data, foreign students are counted separately and, therefore, are not included in any racial/ethnic category. Please see *Appendix A: Technical Note and Guide to Sources* at the end of this report for specific information on each of the report's data sources.

[1] Such bias was found by a National Center for Health Statistics study that examined race/ethnicity responses to the 2000 census. This study found, for example, that as the percentage of multiple-race respondents in a county increased, the likelihood of respondents stating Black as their primary race increased among Black/White respondents, but decreased among American Indian or Alaska Native/Black respondents (Parker et. al 2004).

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Chapter 1

DEMOGRAPHICS

1. The Youth Population in the United States

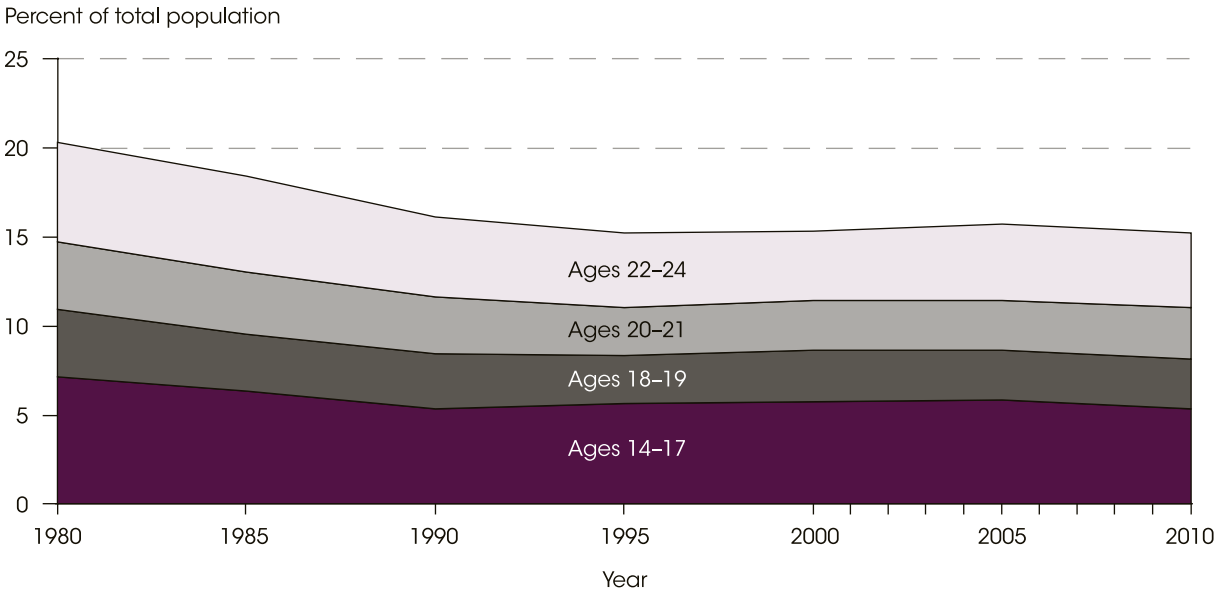
In 2010, there were 47.1 million youth and young adults between the ages of 14 and 24 living in the United States, representing 15 percent of the total population. The number of these youth and young adults in 2010 was greater than the 46.2 million in 1980. However, the number of youth and young adults had declined from 46.2 million in 1980 to 40.2 million in 1990, before beginning a gradual rise. Between 1980 and 2010, the total population increased from 227.2 to 309.6 million, resulting in a decrease in the proportion of youth and young adults. The proportion of youth and young adults ages 14 to 24 declined from 20 percent of the U.S. population in 1980 to 15 percent in 2010.

Table 1. Youth and young adult population, by age group: Selected years, 1980 through 2010

Year	Total population, all ages	Total, ages 14–24	Ages 14–17	Ages 18–19	Ages 20–21	Ages 22–24
			Number of persons, in thousands			
1980	227,225	46,246	16,143	8,718	8,669	12,716
1985	237,924	43,790	14,888	7,637	8,370	12,895
1990	249,623	40,182	13,329	7,702	7,886	11,264
1995	266,278	40,495	15,013	7,182	7,103	11,197
2000	282,172	43,447	16,131	8,191	7,997	11,129
2001	285,082	44,222	16,221	8,200	8,294	11,508
2002	287,804	44,889	16,401	8,171	8,340	11,977
2003	290,326	45,456	16,544	8,227	8,314	12,371
2004	293,046	46,140	16,854	8,327	8,292	12,666
2005	295,753	46,508	17,104	8,324	8,361	12,721
2006	298,593	46,780	17,239	8,380	8,466	12,696
2007	301,580	46,973	17,239	8,517	8,453	12,764
2008	304,375	47,070	16,980	8,768	8,500	12,822
2009	307,007	47,174	16,761	8,872	8,631	12,908
2010	309,629	47,122	16,550	8,745	8,879	12,947
			Percent of total population			
1980	100.0	20.4	7.1	3.8	3.8	5.6
1985	100.0	18.4	6.3	3.2	3.5	5.4
1990	100.0	16.1	5.3	3.1	3.2	4.5
1995	100.0	15.2	5.6	2.7	2.7	4.2
2000	100.0	15.4	5.7	2.9	2.8	3.9
2001	100.0	15.5	5.7	2.9	2.9	4.0
2002	100.0	15.6	5.7	2.8	2.9	4.2
2003	100.0	15.7	5.7	2.8	2.9	4.3
2004	100.0	15.7	5.8	2.8	2.8	4.3
2005	100.0	15.7	5.8	2.8	2.8	4.3
2006	100.0	15.7	5.8	2.8	2.8	4.3
2007	100.0	15.6	5.7	2.8	2.8	4.2
2008	100.0	15.5	5.6	2.9	2.8	4.2
2009	100.0	15.4	5.5	2.9	2.8	4.2
2010	100.0	15.2	5.3	2.8	2.9	4.2

NOTE: Data are for resident population as of July 1 of the indicated year. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, *Current Population Reports,* Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; and 2000–10 Population Estimates, retrieved September 10, 2010, from http://www.census.gov/popest/national/asrh/2009-nat-res.html.

Figure 1. Youth and young adult population, by age group: Selected years, 1980 through 2010



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SOURCE: U.S. Department of Commerce, Census Bureau, *Current Population Reports,* Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; and 2000–10 Population Estimates, retrieved September 10, 2010, from http://www.census.gov/popest/national/asrh/2009-nat-res.html.

2. Population Projections of the Youth Population

The youth population is expected to increase between 2005 and 2025. By 2015, it is expected that there will be 47.9 million youth and young adults between the ages of 14 and 24 years old in the United States, an increase of 3 percent from 2005. By 2025, the number is expected to be 51.4 million, an increase of 7 percent from 2015. However, the overall population of the United States is expected to increase by 10 percent between 2005 and 2015 and another 10 percent between 2015 and 2025, meaning that the youth population will be a smaller proportion of the total population.

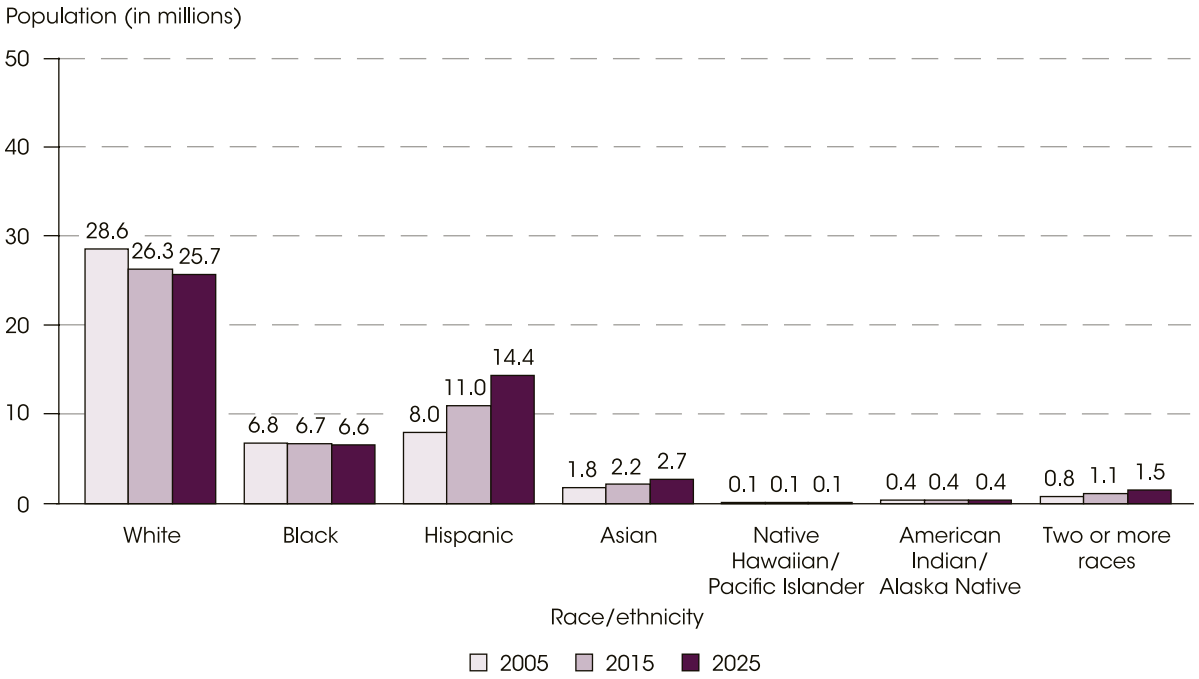
Shifts in the racial/ethnic composition of the youth population are projected between 2005 and 2025. While still expected to be the largest group overall, White youth are expected to decline in number between 2005 and 2025, from 28.6 to 25.7 million, a decrease of approximately 10 percent. The number of Black youth is expected to decrease from 6.8 to 6.6 million between 2005 and 2025, with a 2 percent decrease between 2015 and 2025. The number of Hispanic youth is expected to increase from 8.0 million to 11.0 million by 2015, a 37 percent increase, and then to 14.4 million by 2025, another 31 percent increase. Increases are also projected for Asian youth, from 1.8 million in 2005 to 2.7 million by 2025, and for youth of two or more races, from 0.8 million in 2005 to 1.5 million by 2025. The number of American Indian/Alaska Native youth (0.4 million) is projected to decline by 9 percent between 2005 and 2015, but then increase by 6 percent in the following decade.

Table 2. Population estimates and projections for 14- to 24-year-olds, by age group and race/ethnicity: Selected years, 2005 through 2025

Age group and race/ethnicity	Population (in millions)					Percent change		
	2005	2010	2015	2020	2025	2005 to 2015	2015 to 2025	2005 to 2025
Total, all ages	**295.8**	**309.6**	**325.5**	**341.4**	**357.5**	**10.1**	**9.8**	**20.9**
Total, ages 14 to 24	46.5	47.1	47.9	48.9	51.4	3.0	7.4	10.6
14 to 17	17.1	16.6	17.0	18.0	18.9	-0.5	11.0	10.5
18 to 24	29.4	30.6	30.9	30.8	32.6	5.0	5.4	10.7
White, ages 14 to 24	28.6	27.9	26.3	25.5	25.7	-7.7	-2.6	-10.1
14 to 17	10.5	9.6	9.2	9.3	9.3	-12.3	1.7	-10.8
18 to 24	18.1	18.3	17.2	16.2	16.3	-5.1	-4.8	-9.7
Black, ages 14 to 24	6.8	7.0	6.7	6.4	6.6	-0.1	-2.4	-2.4
14 to 17	2.6	2.5	2.3	2.3	2.4	-11.2	4.9	-6.9
18 to 24	4.1	4.5	4.4	4.1	4.2	6.9	-6.1	0.3
Hispanic, ages 14 to 24	8.0	8.9	11.0	12.6	14.4	36.7	31.1	79.3
14 to 17	2.9	3.3	4.1	4.8	5.4	42.4	30.3	85.6
18 to 24	5.1	5.7	6.9	7.8	9.0	33.5	31.7	75.7
Asian, ages 14 to 24	1.8	1.9	2.2	2.5	2.7	20.9	23.9	49.9
14 to 17	0.6	0.7	0.8	0.9	1.0	27.1	23.5	57.0
18 to 24	1.2	1.2	1.4	1.6	1.8	17.8	24.1	46.2
Native Hawaiian/Pacific Islander, ages 14 to 24	0.1	0.1	0.1	0.1	0.1	-2.1	14.0	11.6
14 to 17	#	#	#	#	#	-4.0	22.5	17.6
18 to 24	0.1	0.1	#	#	0.1	-1.1	9.4	8.2
American Indian/Alaska Native, ages 14 to 24	0.4	0.4	0.4	0.4	0.4	-9.2	5.9	-3.8
14 to 17	0.2	0.1	0.1	0.2	0.2	-17.3	18.9	-1.7
18 to 24	0.3	0.3	0.3	0.2	0.3	-4.2	-0.9	-5.1
Two or more races, ages 14 to 24	0.8	1.0	1.1	1.3	1.5	39.5	34.4	87.4
14 to 17	0.3	0.4	0.5	0.5	0.6	39.1	29.9	80.7
18 to 24	0.5	0.6	0.7	0.8	0.9	39.7	37.5	92.1

Rounds to zero.
NOTE: Data for 2005 and 2010 are estimates; data for 2015 through 2025 are projected. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, 2005 and 2010 Population estimates retrieved May 3, 2011, from http://www.census.gov/popest/national/asrh/2009-nat-res.html; and 2008 National Population Projections by age, sex, race and Hispanic origin, unpublished tabulations.

Figure 2. Population estimates and projections for 14- to 24-year-olds, by race/ethnicity: 2005, 2015, and 2025



NOTE: Data for 2005 are estimates; data for 2015 and 2025 are projected. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, 2005 Population estimates, retrieved May 3, 2011, from http://www.census.gov/popest/national/asrh/2009-nat-res.html; and 2008 National Population Projections by Age, Sex, Race and Hispanic origin, unpublished tabulations.

3. Nativity of the Youth Population

Changes in the demographic characteristics of today's youth can also be characterized by whether they were born in the United States or moved here later. In 2009, about 13 percent of the U.S. population was born outside of the United States (meaning the 50 U.S. states and the District of Columbia). A smaller percentage of youth ages 15 to 19 (7 percent) were born outside of the United States compared to the percentage of the total population born outside of the United States in 2009. The percentage of young adults ages 20 to 24 who were born outside of the United States was 12 percent.

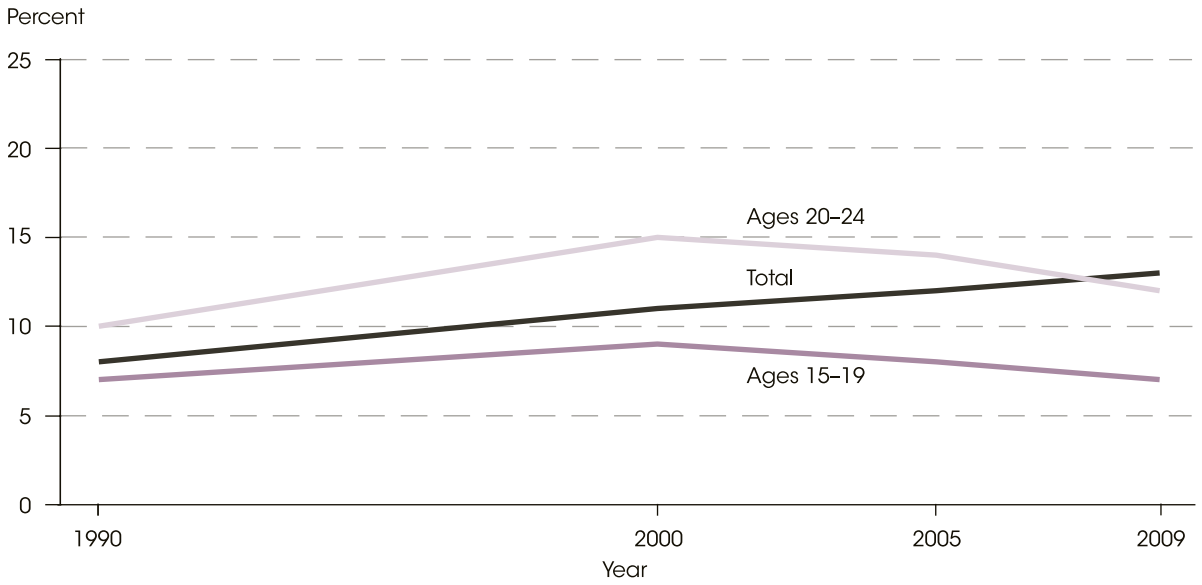
The percentage of youth (15- to 19-year-olds) born outside of the United States was higher in 2000 (9 percent) than in 1990 (7 percent); however, in 2009 it was back to 7 percent. The percentage of young adults followed a similar pattern, 10 percent in 1990, about 15 percent in 2000, and 12 percent in 2009. For all the years shown, a higher percentage of young adults than youth were born outside of the United States.

Table 3. Percentage of population in the United States, by age group, nativity, and sex: Selected years, 1990 through 2009

	Total population		Ages 15 to 19		Ages 20 to 24	
Year and sex	Born within the United States[1]	Born outside of the United States[1]	Born within the United States[1]	Born outside of the United States[1]	Born within the United States[1]	Born outside of the United States[1]
1990[2]						
Total	**92.1**	**7.9**	**93.4**	**6.6**	**90.4**	**9.6**
Male	92.0	8.0	93.1	6.9	89.6	10.4
Female	92.1	7.9	93.8	6.2	91.3	8.7
2000						
Total	**88.9**	**11.1**	**91.2**	**8.8**	**85.3**	**14.7**
Male	88.8	11.2	90.6	9.4	84.0	16.0
Female	89.1	10.9	91.8	8.2	86.7	13.3
2005						
Total	**87.6**	**12.4**	**91.6**	**8.4**	**86.3**	**13.7**
Male	87.3	12.7	91.4	8.6	85.1	14.9
Female	87.9	12.1	91.9	8.1	87.6	12.4
2009						
Total	**87.5**	**12.5**	**93.1**	**6.9**	**88.2**	**11.8**
Male	87.3	12.7	92.9	7.1	87.5	12.5
Female	87.6	12.4	93.3	6.7	89.1	10.9

[1] United States refers to the 50 states and the District of Columbia.
[2] 1990 data are from Census Bureau population estimates, rather than the American Community Survey.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Population Estimates Program, Foreign-Born Resident Population Estimates and Native Population Estimates of the United States by Sex, Race, and Hispanic Origin: July 1, 1990, released April 11, 2000; and American Community Survey, 2000, 2005, and 2009.

Figure 3. Percentage of population born outside of the United States, by age group: Selected years, 1990 through 2009



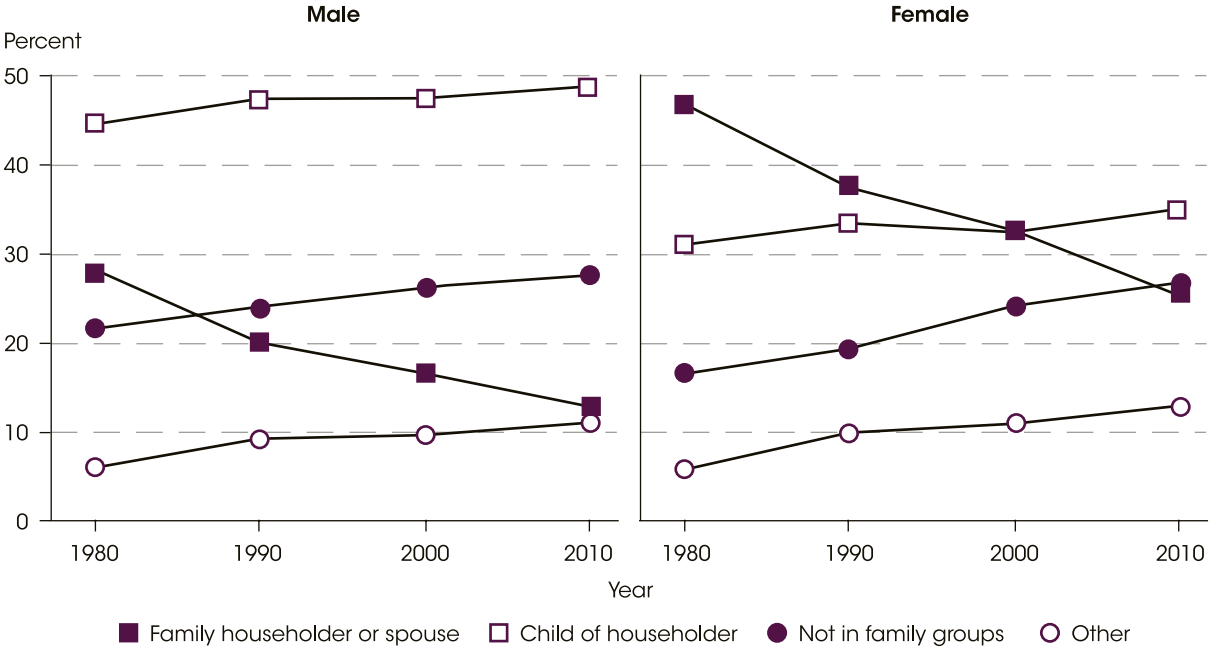
NOTE: 1990 data are from Census Bureau population estimates, rather than the American Community Survey. United States refers to the 50 states and the District of Columbia.
SOURCE: U.S. Department of Commerce, Census Bureau, Population Estimates Program, Foreign-Born Resident Population Estimates and Native Population Estimates of the United States by Sex, Race, and Hispanic Origin: July 1, 1990, released April 11, 2000; and American Community Survey, 2000, 2005, and 2009.

4. Living Arrangements of the Youth Population

In 2010, most youth ages 15 to 19 were living with their parents (82 percent).[2] This percentage was smaller than that in 1980, when 86 percent of youth lived with their parents. In both years, the percentage of youth living with their parents was greater for males than for females (89 vs. 83 percent in 1980 and 84 vs. 81 percent in 2010). In contrast, a greater percentage of young adults ages 20 to 24 were living with their parents in 2010 (42 percent) than in 1980 (38 percent). In addition, more young adults lived with relatives who were not their spouse or parent or lived with related and unrelated subfamilies in 2010 than in 1980 (12 vs. 6 percent).

Between 1980 and 2010, the percentage of young adults ages 20 to 24 who were householders[3] or the spouses of householders decreased (from 38 to 19 percent), while the percentage living in a nonfamily arrangement increased (from 19 to 27 percent). In 2010, the percentage of both female and male young adults who maintained their own household or were the spouse of a householder was less than it was in 1980. The percentage for females was 25 percent in 2010, which was 21 percentage points lower than in 1980; the percentage for males was 13 percent in 2010, which was 15 percentage points lower than in 1980.

Figure 4. Living arrangements of 20- to 24-year-olds, by sex: Selected years, 1980 through 2010



NOTE: "Householder" refers to the person (or one of the people) in whose name the housing unit is owned or rented (maintained) or, if there is no such person, any adult member, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either spouse. The person designated as the householder is the "reference person" to whom the relationship of all other household members, if any, is recorded." Child of householder" includes unmarried college students living in dormitories. "Not in family groups" includes nonfamily householders, unrelated persons in households, and those living in group quarters. "Other" includes other relatives living with the householder (not a spouse or child), as well as those in related or unrelated subfamilies.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1980–2010.

[2] This includes unmarried college students living in dormitories.
[3] Householder refers to the person (or one of the people) in whose name the housing unit is owned or rented (maintained) or, if there is no such person, any adult member, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either spouse. The person designated as the householder is the "reference person" to whom the relationship of all other household members, if any, is recorded.

Table 4. Living arrangements of 15- to 24-year-olds, by age group and sex: Selected years, 1980 through 2010

Living arrangement and sex	1980 Ages 15–19	1980 Ages 20–24	1990 Ages 15–19	1990 Ages 20–24	2000 Ages 15–19	2000 Ages 20–24	2010 Ages 15–19	2010 Ages 20–24
				Number (in thousands)				
Total	**20,267**	**20,046**	**17,269**	**17,990**	**20,101**	**18,442**	**21,078**	**21,141**
Family householder or spouse	944	7,544	554	5,143	719	4,531	679	4,019
Child of householder	17,422	7,535	14,547	7,241	16,337	7,361	17,313	8,863
Not in family groups	797	3,791	765	3,886	1,186	4,662	962	5,733
Other	1,104	1,176	1,403	1,720	1,859	1,888	2,124	2,526
Male	10,158	9,801	8,723	8,812	10,296	9,208	10,713	10,677
Family householder or spouse	191	2,759	139	1,715	209	1,519	312	1,371
Child of householder	9,069	4,358	7,655	4,172	8,725	4,367	8,965	5,201
Not in family groups	383	2,105	314	2,116	547	2,440	389	2,933
Other	515	579	615	809	815	882	1,047	1,172
Female	10,109	10,245	8,546	9,178	9,810	9,233	10,364	10,464
Family householder or spouse	753	4,785	415	3,428	509	3,012	366	2,648
Child of householder	8,353	3,177	6,892	3,069	7,614	2,994	8,348	3,663
Not in family groups	414	1,686	451	1,770	641	2,221	572	2,799
Other	589	597	788	911	1,046	1,006	1,078	1,354
				Percentage distribution				
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family householder or spouse	4.7!	37.6	‡	28.6	3.6!	24.6	3.2!	19.0
Child of householder	86.0	37.6	84.2	40.3	81.3	39.9	82.1	41.9
Not in family groups	3.9!	18.9	4.4!	21.6	5.9	25.3	4.6	27.1
Other	5.4	5.9	8.1	9.6	9.2	10.2	10.1	11.9
Male	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Family householder or spouse	‡	28.2	‡	19.5	‡	16.5	‡	12.8
Child of householder	89.3	44.5	87.8	47.3	84.7	47.4	83.7	48.7
Not in family groups	‡	21.5	‡	24.0	5.3!	26.5	3.6!	27.5
Other	5.1!	5.9!	7.1!	9.2	7.9!	9.6	9.8	11.0
Female	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Family householder or spouse	7.4	46.7	‡	37.4	5.2!	32.6	3.5!	25.3
Child of householder	82.6	31.0	80.6	33.4	77.6	32.4	80.5	35.0
Not in family groups	‡	16.5	5.3!	19.3	6.5!	24.1	5.5!	26.7
Other	5.8!	5.8!	9.2	9.9	10.7	10.9	10.4	12.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Detail may not sum to total due to rounding. "Householder" refers to the person (or one of the people) in whose name the housing unit is owned or rented (maintained) or, if there is no such person, any adult member, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either spouse. The person designated as the householder is the "reference person" to whom the relationship of all other household members, if any, is recorded. "Child of householder" includes unmarried college students living in dormitories. "Not in family groups" includes nonfamily householders, unrelated persons in households, and those living in group quarters. "Other" includes other relatives living with the householder (not a spouse or child), as well as those in related or unrelated subfamilies.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1980–2010.

5. The Mobility of the Youth Population

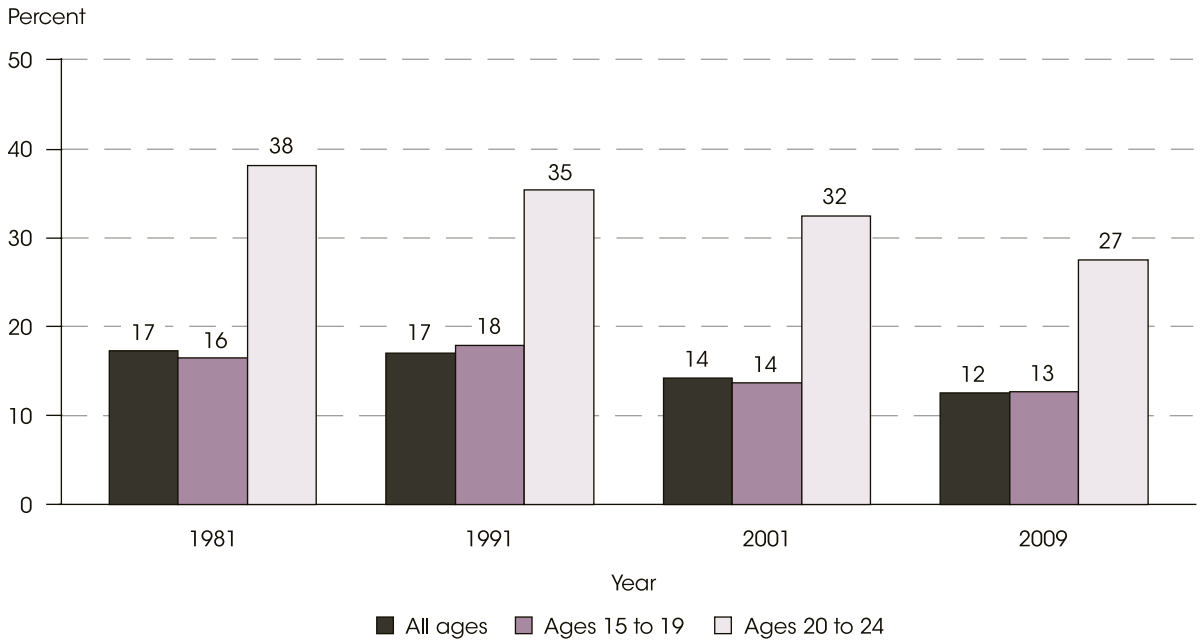
Youth and young adults in 2009 were generally less geographically mobile than their counterparts in 1981, 1991, or 2001. In 2009, a lower percentage of 20-to 24-year-olds reported that they had moved during the year than did 20-to 24-year-olds in 1981 (27 vs. 38 percent). In addition, a lower percentage of youth ages 15 to 19 moved in 2009 compared to 1991 (13 vs. 18 percent). Approximately 9 percent of young adults moved to a different county in 2009, compared to 15 percent in 1981. About 3 percent of young adults moved to a different state in 2009, a percentage not measurably different from the 6 percent of young adults who did so in 1981. In comparison to the total population, a greater percentage of young adults moved in 1981, 1991, 2001, and 2009, while the percentage of youth who moved was not measurably different from that of the overall population in any of the years. For each year shown, greater percentages of young adults ages 20 to 24 than youth ages 15 to 19 had moved.

Table 5. Number and percentage distribution of total population, by mobility status and age group: Selected years, 1981 through 2009

Year and age	Total[1] (in thousands)	Non-movers	Movers				
			Total[1]	Same county	Different county		
					Total[1]	Same state	Different state
1981							
All ages	221,640	82.8	17.2	10.4	6.4	3.4	2.8
Ages 15 to 19	20,200	83.6	16.4	10.0	6.4	‡	‡
Ages 20 to 24	20,990	61.9	38.1	23.5	14.6	7.6	5.7
1991							
All ages	244,880	83.0	17.0	10.3	6.7	3.2	2.9
Ages 15 to 19	16,840	82.2	17.8	10.8	7.0	‡	‡
Ages 20 to 24	17,990	64.7	35.3	20.9	14.4	7.1	5.8!
2001							
All ages	275,610	85.8	14.2	8.0	6.2	2.7	2.8
Ages 15 to 19	19,990	86.4	13.6	7.8	5.8!	‡	‡
Ages 20 to 24	18,810	67.6	32.4	18.4	14.0	6.7	6.0!
2009							
All ages	297,180	87.5	12.5	8.4	4.1	2.1	1.6
Ages 15 to 19	21,230	87.4	12.6	8.9	3.7!	‡	‡
Ages 20 to 24	20,630	72.6	27.4	18.3	9.2	5.6	2.8!

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Total includes movers from abroad (representing 1.4 to 2.4 percent of 15- to 24-year-olds) that are not shown separately.
NOTE: Detail may not sum to totals due to rounding. Data were collected in the March following the reference year shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1982–2010.

Figure 5. Percentage of total population who moved during the year shown, by age group: Selected years, 1981 through 2009



NOTE: Data were collected in the March following the reference year shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1982–2010.

6. Marriage

The percentage of youth and young adults who have never married increased over the last three decades. In 1980, some 94 percent of youth (ages 15 to 19) and 59 percent of young adults (ages 20 to 24) had never married. By 2009, those numbers had increased to 98 percent of youth and 82 percent of young adults. The only exception to this pattern was for male youth, where no measurable difference could be determined between 1980 and 2009.

Across all time periods, higher percentages of young adult males were never married than were their female counterparts. For example, in 2009, about 87 percent of young adult (ages 20 to 24) males had never married, compared to 77 percent of females in the same age group. (These numbers increased from 69 percent of males and 50 percent of females in 1980.) The median age at first marriage also increased between 1980 and 2009, from 25 to 28 for males and from 22 to 26 for females.

Table 6. Percentage of 15- to 29-year-olds who have never married, by sex and age group, and median age of the total population at first marriage, by sex: Selected years, 1980 through 2009

	Percent of 15- to 29-year-olds who have never married									Median age of total population at first marriage	
	Total			Male			Female				
Year	15–19	20–24	25–29	15–19	20–24	25–29	15–19	20–24	25–29	Male	Female
1980	94.2	59.2	26.5	97.3	68.6	32.4	91.1	50.2	20.8	24.7	22.0
1990	96.8	70.9	38.1	98.5	79.3	45.2	95.0	62.8	31.1	26.1	23.9
2000	97.2	78.2	45.2	98.5	83.7	51.7	95.9	72.8	38.9	26.8	25.1
2001	97.3	77.8	46.5	98.4	84.1	52.9	96.1	71.5	40.1	26.9	25.1
2002	97.4	79.7	47.0	98.3	85.4	53.7	96.5	74.0	40.4	26.9	25.3
2003	97.9	80.7	47.5	98.6	86.0	54.6	97.2	75.4	40.3	27.1	25.3
2004	98.1	80.9	48.7	98.7	86.4	56.6	97.4	75.4	40.8	27.4	25.3
2005	97.9	80.5	48.4	98.7	86.2	55.2	97.2	74.7	41.5	27.1	25.3
2006	97.8	81.1	50.3	98.5	86.7	57.4	97.2	75.3	43.1	27.5	25.5
2007	97.7	81.7	50.6	98.4	86.9	57.6	97.0	76.4	43.4	27.5	25.6
2008	97.6	83.2	52.3	98.2	87.3	58.8	96.9	78.9	45.5	27.4	25.6
2009	97.9	82.2	53.8	98.5	86.9	61.1	97.2	77.4	46.3	28.1	25.9

SOURCE: U.S. Department of Commerce, Census Bureau, *Current Population Reports,* Series P-20, America's Families and Living Arrangements; Table A1. Marital Status of People 15 Years and Over by Age, Sex, Personal Earnings, Race, and Hispanic Origin, various years; and Current Population Survey, March and Annual Social and Economic Supplements, selected years 2000–09, Marital Status Historical Time Series Table MS-2: Estimated Median Age at First Marriage, by Sex: 1890 to the Present, retrieved November 10, 2010 from http://www.census.gov/population/www/socdemo/hh-fam.html.

Figure 6. Percentage of 20- to 24-year-olds who have never married, and median age at first marriage, by sex: Selected years, 1980 through 2009

SOURCE: U.S. Department of Commerce, Census Bureau, *Current Population Reports,* Series P-20, America's Families and Living Arrangements; Table A1. Marital Status of People 15 Years and Over by Age, Sex, Personal Earnings, Race, and Hispanic Origin, various years; and Current Population Survey, March and Annual Social and Economic Supplements, selected years 2000–09, Marital Status Historical Time Series Table MS-2: Estimated Median Age at First Marriage, by Sex: 1890 to the Present, retrieved November 10, 2010 from http://www.census.gov/population/www/socdemo/hh-fam.html.

7. Birth Rates and Births to Unmarried Females

In 2009, there were 39 live births per 1,000 females ages 15 to 19, about 96 births per 1,000 females ages 20 to 24, and 111 births per 1,000 females ages 25 to 29.[4] For 15- to 19-year-olds, the birth rate increased from 53 per 1,000 females in 1980 to 60 per 1,000 in 1990 and then declined to 41 per 1,000 in 2005. Although they had been declining since 1990, teenage birth rates increased in both 2006 and 2007, with 43 births per 1,000 females in 2007, before declining to 39 births per 1,000 females in 2009. Birth rates for women ages 20 to 24 followed a similar pattern, increasing from 115 to 117 births per 1,000 women between 1980 and 1990 and then declining to 102 per 1,000 in 2005. In 2006 and 2007, birth rates increased and were 106 per 1,000 women ages 20 to 24 in both years, before declining to 96 births per 1,000 females in 2009.

In 2009, Hispanics had the highest birth rate of any racial/ethnic group across all age groups. For Hispanic teenagers, the rate was more than four times that of Asian/Pacific Islander teenagers (70 per 1,000 vs. 15 per 1,000 females, respectively). Among teenagers, Asian/Pacific Islander females had a lower birth rate than any other racial/ethnic group in 2009, followed by Whites (26 per 1,000), American Indians/Alaska Natives (56 per 1,000), Blacks (59 per 1,000), and Hispanics. A similar pattern held for women ages 20 to 24 years old in 2009. Asian/Pacific Islander women had the lowest birth rate (58 per 1,000), followed by Whites (77 per 1,000), American Indians/Alaska Natives (109 per 1,000), Blacks (124 per 1,000), and Hispanics (151 per 1,000).

Table 7. Birth rates for females 15 to 29 years old by marital status, age group, and race/ethnicity of mother: Selected years, 1980 through 2009

Year and race/ethnicity	Number of live births per 1,000 females			Number of live births per 1,000 unmarried females		
	Ages 15–19	Ages 20–24	Ages 25–29	Ages 15–19	Ages 20–24	Ages 25–29
Total						
1980	53.0	115.1	112.9	27.6	40.9	34.0
1990	59.9	116.5	120.2	42.5	65.1	56.0
1995	56.0	107.5	108.8	43.8	68.7	54.3
2000	47.7	109.7	113.5	39.0	72.2	58.5
2005	40.5	102.2	115.5	34.5	74.9	71.1
2006	41.9	105.9	116.7	36.2	79.5	74.9
2007	42.5	106.3	117.5	37.4	80.6	76.9
2008	41.5	103.0	115.1	37.0	79.2	76.1
2009	39.1	96.3	110.5	—	—	—
White, non-Hispanic						
1980	45.4[1]	111.1[1]	113.8[1]	16.5[1]	25.1[1]	21.5[1]
1990	42.5	97.5	115.3	25.0	37.0	36.4
1995	39.3	90.2	105.1	27.7	43.9	34.4
2000	32.6	91.2	109.4	24.7	47.0	36.9
2005	25.9	81.4	109.1	20.9	49.1	45.0
2006	26.6	83.4	109.1	21.6	51.6	47.7
2007	27.2	83.2	108.6	22.6	52.3	49.2
2008	26.7	80.7	106.0	22.4	51.6	49.1
2009	25.6	76.7	102.6	—	—	—

See notes at end of table.

[4] Data for 2009 were preliminary for females overall and not available for unmarried females by age.

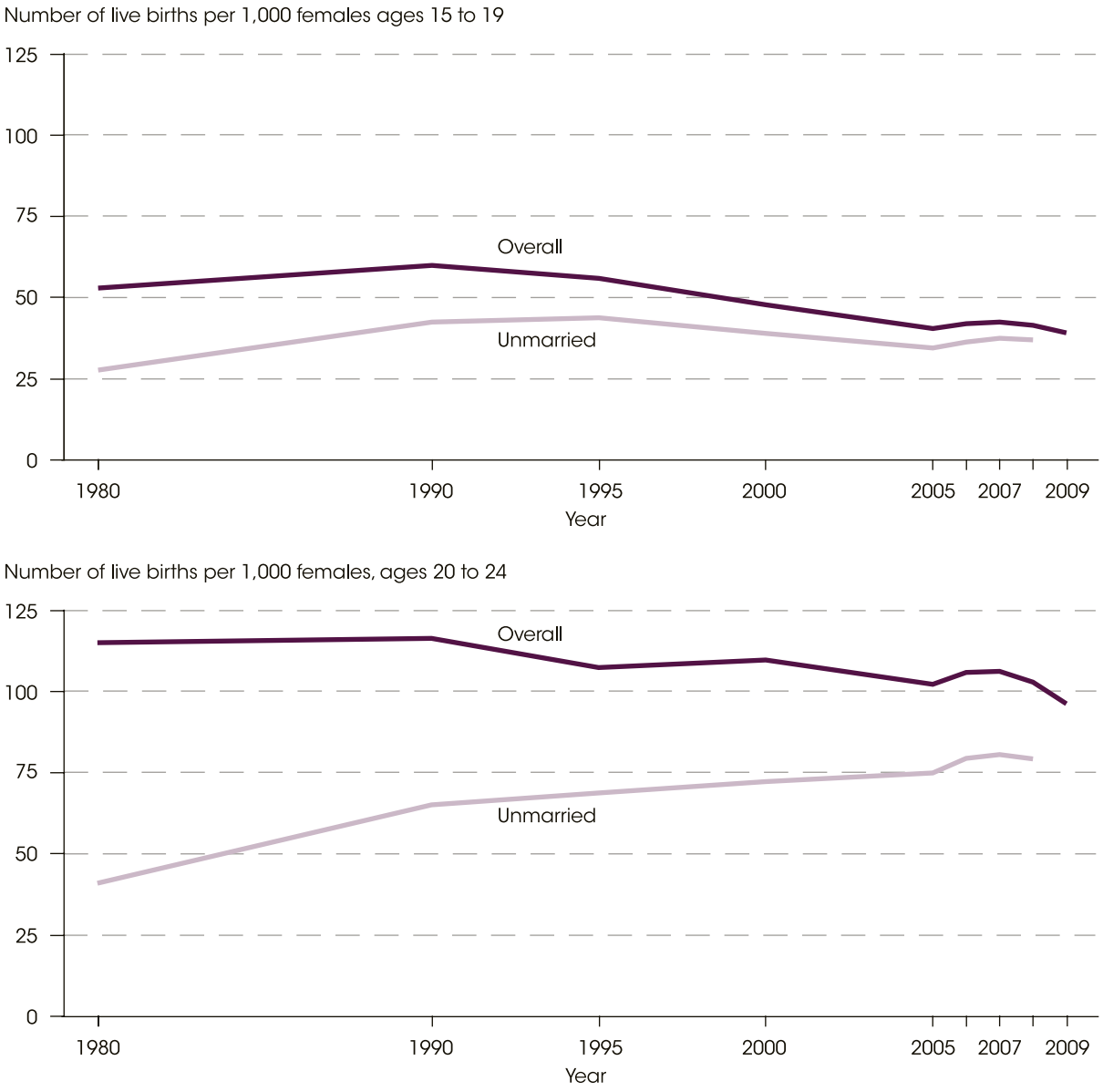
Table 7. Birth rates for females 15 to 29 years old by marital status, age group, and race/ethnicity of mother: Selected years, 1980 through 2009—Continued

Year and race/ethnicity	Number of live births per 1,000 females			Number of live births per 1,000 unmarried females		
	Ages 15–19	Ages 20–24	Ages 25–29	Ages 15–19	Ages 20–24	Ages 25–29
Black, non-Hispanic						
1980	97.8[1]	140.0[1]	103.9[1]	87.9[1]	112.3[1]	81.4[1]
1990	116.2	165.1	118.4	106.0[1]	144.8[1]	105.3[1]
1995	97.2	137.8	98.5	91.2[1]	124.6[1]	82.3[1]
2000	79.2	145.1	102.8	75.0[1]	129.0[1]	85.9[1]
2005	60.9	126.8	103.0	60.6[1]	120.7[1]	93.8[1]
2006	63.7	133.2	107.1	63.5[1]	126.0[1]	96.9[1]
2007	64.3	133.6	107.5	64.1	126.5[1]	98.3[1]
2008	62.8	130.6	105.7	63.0	125.6	96.3
2009	59.0	123.8	101.9	—	—	—
Hispanic						
1980	—	—	—	—	—	—
1990	100.3	181.0	153.0	65.9	129.8	131.7
1995	99.3	171.9	140.4	73.2	135.8	122.3
2000	87.3	161.3	139.9	68.5	130.5	121.6
2005	81.7	170.0	149.2	68.0	150.4	153.5
2006	83.0	177.0	152.4	70.6	164.7	163.3
2007	81.8	178.6	155.7	71.0	166.8	167.8
2008	77.5	170.7	152.6	68.8	156.2	62.0
2009	70.1	151.2	145.0	—	—	—
Asian/Pacific Islander						
1980	26.2	93.3	127.4	—	—	—
1990	26.4	79.2	126.3	—	—	—
1995	25.5	64.2	103.7	—	—	—
2000	20.5	60.3	108.4	15.2	24.2	25.4
2005	17.0	61.1	107.9	13.1	29.7	35.1
2006	17.0	63.2	108.4	13.4	31.4	34.5
2007	16.9	65.5	118.0	13.6	33.4	38.5
2008	16.2	64.4	120.1	13.3	33.8	41.6
2009	14.6	57.5	110.5	—	—	—
America Indian/Alaska Native						
1980	82.2	143.7	106.6	—	—	—
1990	81.1	148.7	110.3	—	—	—
1995	72.9	123.1	91.6	—	—	—
2000	58.3	117.2	91.8	—	—	—
2005	52.7	109.2	93.8	—	—	—
2006	55.0	115.4	97.8	—	—	—
2007	59.3	116.8	96.4	—	—	—
2008	58.4	115.6	94.4	—	—	—
2009	55.5	109.1	90.8	—	—	—

— Not available.
[1] Includes persons of Hispanic ethnicity.
NOTE: Number of live births per 1,000 females includes births to unmarried females. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity unless noted otherwise. Data for 2009 were preliminary for females overall and not available for unmarried females by age.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Vital Statistics Reports, Vol. 59, no. 1, *Births: Final Data for 2008,* released December, 2010 and Vol. 59, no. 3. *Births: Preliminary Data for 2009,* released December 21, 2010.

In 2008, the latest year for which unmarried birth rates were available, the birth rate for unmarried teenage females was 37 per 1,000. Between 1980 and 1995, births to unmarried teenage females increased from 28 to 44 births per 1,000 females, and then declined to 35 per 1,000 females in 2005. Between 1980 and 2008, the number of births to unmarried women ages 20 to 24 increased from 41 to 79 per 1,000 women. Similarly, among unmarried women ages 25 to 29, the number of births increased between 1980 and 2008 from 34 to 76 per 1,000 women.

Figure 7. Birth rates for females 15 to 24 years old, by age group of mother and marital status: Selected years, 1980 through 2009



NOTE: Overall number of live births per 1,000 females includes births to unmarried females. Data for 2009 were preliminary for females overall and not available for unmarried females by age.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Vital Statistics Reports, Vol. 59, no. 1, *Births: Final Data for 2008,* released December, 2010 and Vol. 59, no. 3. *Births: Preliminary Data for 2009,* released December 21, 2010.

Chapter 2

SCHOOL-RELATED CHARACTERISTICS

8. School Enrollment

In 2009, nearly all 14- to 15-year-olds (98 percent) were enrolled in school; this percentage was equivalent to the percentage enrolled in 1980. In addition, about 95 percent of 16- to 17-year-olds were enrolled in school in 2009, representing an increase of over 5 percentage points from 1980.

For older youth, the current generation is enrolled in school at consistently higher rates than previous ones were. In 2009, about 69 percent of 18- to 19-year-olds were enrolled in school, compared to 46 percent in 1980. For 20- to 21-year-olds, 52 percent were enrolled in school in 2009, which represented an increase from 31 percent in 1980. For 22- to 24-year-olds, 30 percent were enrolled in school in 2009, an increase from 16 percent in 1980.

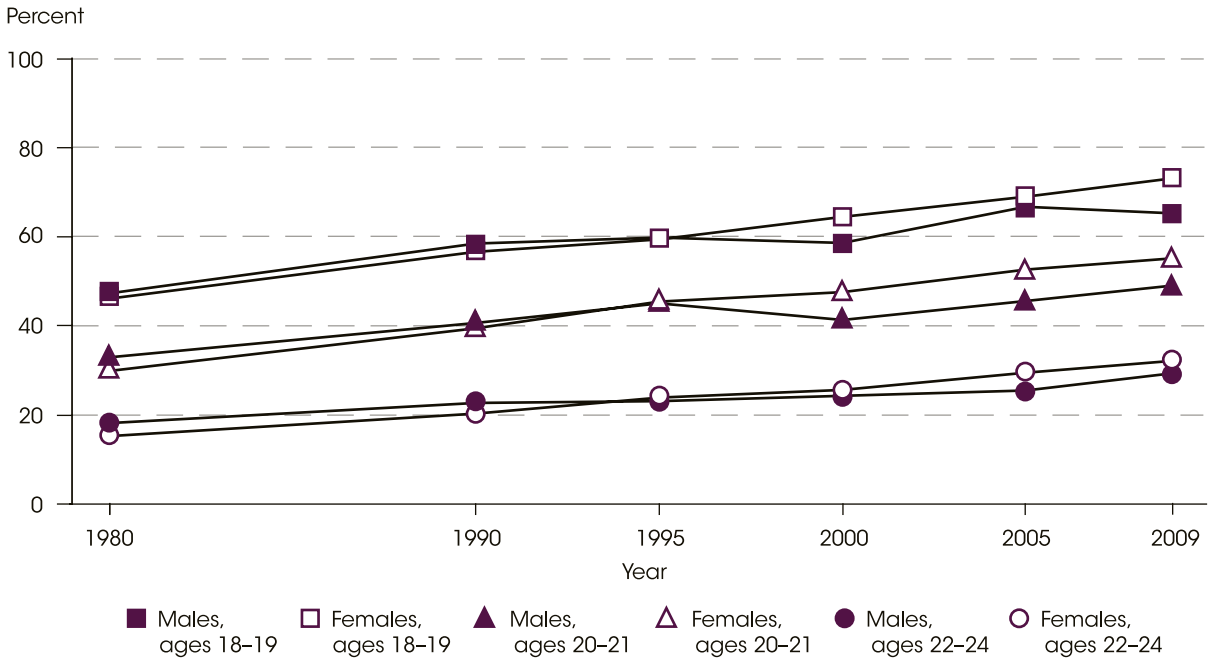
In 2009, the percentage of 18- to 19-year-olds enrolled in school was higher for females than for males (73 vs. 65 percent); in comparison, in 1980, there was no measurable difference in the percentage of males and females in this age group enrolled in school. Among 20- to 21-year-olds in 2009, a higher percentage of females were enrolled in school than males (55 vs. 49 percent). In contrast, a greater percentage of males (33 percent) than females (30 percent) in that age group were enrolled in school in 1980. Similarly, for 22- to 24-year-olds, some 32 percent of females and 29 percent of males were enrolled in school in 2009, a reversal from 1980 when a higher percentage of males were enrolled in school than females (18 vs. 15 percent).

Table 8. Percentage of the population 14 to 24 years old enrolled in school, by age group and sex: Selected years, fall 1980 through fall 2009

Year and sex	Ages 14–15	Ages 16–17	Ages 18–19	Ages 20–21	Ages 22–24
Total					
1980	98.2	89.0	46.4	31.0	16.3
1990	99.0	92.5	57.2	39.7	21.0
1995	98.9	93.6	59.4	44.9	23.2
2000	98.7	92.8	61.2	44.1	24.6
2005	98.0	95.1	67.6	48.7	27.3
2006	98.3	94.6	65.5	47.5	26.7
2007	98.7	94.3	66.8	48.4	27.3
2008	98.6	95.2	66.0	50.1	28.2
2009	98.0	94.6	68.9	51.7	30.4
Males					
1980	98.7	89.1	47.0	32.6	17.8
1990	99.1	92.6	58.2	40.3	22.3
1995	99.0	94.5	59.5	44.7	22.8
2000	98.7	92.7	58.3	41.0	23.9
2005	97.5	95.1	66.5	45.3	25.2
2006	98.2	94.1	63.6	44.0	25.0
2007	98.4	94.4	66.3	43.7	25.4
2008	99.0	94.9	64.0	47.4	26.3
2009	97.6	94.5	65.0	48.7	29.0
Females					
1980	97.7	88.8	45.8	29.5	14.9
1990	98.9	92.4	56.3	39.2	19.9
1995	98.8	92.6	59.2	45.1	23.6
2000	98.6	92.9	64.2	47.3	25.3
2005	98.4	95.1	68.8	52.3	29.2
2006	98.4	95.0	67.4	51.1	28.5
2007	99.0	94.1	67.2	53.3	29.2
2008	98.2	95.4	68.1	53.0	30.1
2009	98.5	94.7	72.9	54.9	31.8

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

Figure 8. Percentage of the population 18 to 24 years old enrolled in school, by sex and age group: Selected years, 1980 through 2009



SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

9. High School Enrollment

In 1980, there were approximately 14.6 million students enrolled in high school (grades 9–12) in the United States. Of that number, about 13.2 million were in public schools and 1.3 million were in private schools. By 1990, the total number of high school students had decreased to 12.5 million. Since that time, however, high school enrollment has increased, reaching 16.4 million in 2008. It is projected that between 2009 and 2012, overall high school enrollment will decrease to 15.7 million and then increase again, to 16.3 million by 2020. It is projected that public school enrollment will increase between 2012 and 2020 from 14.5 to 15.2 million students, while private school enrollment is projected to decrease from 1.2 to 1.1 million students in this time period.

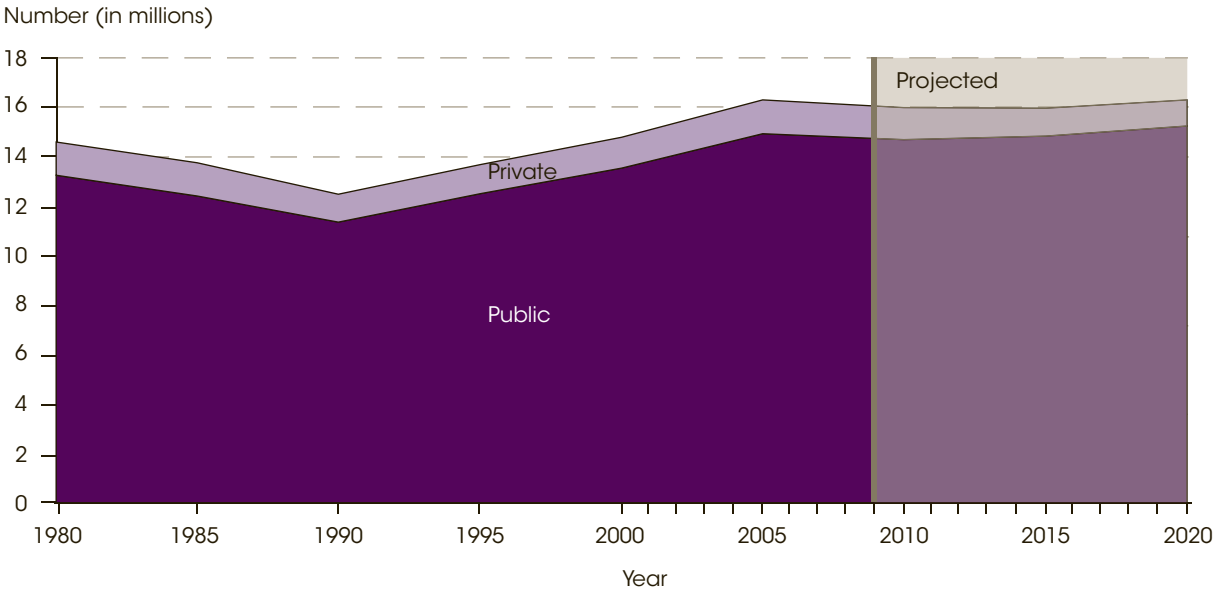
Table 9. Actual and projected numbers for enrollment in grades 9–12, by control of school: Selected years, fall 1980 through fall 2020

[In thousands]

Year	Total	Public	Private
Actual			
1980	14,570	13,231	1,339
1985	13,750	12,388	1,362
1990	12,472	11,338	1,134
1995	13,699	12,502	1,197
2000[1]	14,809	13,517	1,292
2001	15,063	13,736	1,327
2002[1]	15,404	14,069	1,335
2003	15,678	14,339	1,338
2004[1]	15,974	14,618	1,356
2005	16,283	14,909	1,374
2006[1]	16,469	15,081	1,388
2007	16,481	15,087	1,394
2008[1]	16,352	14,980	1,373
Projected			
2009	16,179	14,842	1,337
2010	15,975	14,668	1,306
2011	15,797	14,530	1,266
2012	15,742	14,512	1,229
2013	15,739	14,545	1,194
2014	15,849	14,689	1,160
2015	15,964	14,830	1,134
2016	15,980	14,877	1,103
2017	16,015	14,939	1,077
2018	16,060	15,000	1,060
2019	16,135	15,083	1,052
2020	16,278	15,222	1,056

[1] Since the biennial Private School Universe Survey (PSS) is collected in the fall of odd-numbered years, private school numbers for alternate years are estimated based on data from the PSS.
NOTE: Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1995–96 through 2008–09; Private School Universe Survey (PSS), selected school years, 1995–96 through 2009–10; and National Elementary and Secondary Enrollment Model, 1972–2008.

Figure 9. Actual and projected numbers for total enrollment in grades 9–12, by control of school: Selected years, fall 1980 through fall 2020



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1995–96 through 2008–09; Private School Universe Survey (PSS), selected school years, 1995–96 through 2009–10; and National Elementary and Secondary Enrollment Model, 1972–2008.

10. High School Mathematics and Science Coursetaking

This indicator examines the percentage of high school graduates who completed selected mathematics and science courses. These data only report the percentage of graduates who earned credit in each course while in high school (grades 9–12) and do not count graduates who took these courses prior to entering high school.

In 2009, close to 100 percent of high school graduates had taken a mathematics course during high school. Some 69 percent of high school graduates had taken algebra I in 2009 compared with 55 percent in 1982. Eighty-eight percent of high school graduates in 2009 had taken geometry, which was an increase of 41 percentage points from 1982, when 47 percent of high school graduates had taken the course. Similarly, between 1982 and 2009, there was an increase of 36 percentage points in the percentage of graduates who had taken algebra II (from 40 to 76 percent) and of 29 percentage points in the percentage of graduates who had taken analysis/precalculus (from 6 to 35 percent). Higher percentages of graduates also had taken statistics/probability, calculus, and AP calculus in 2009 (11, 16, and 11 percent, respectively) than in 1982 (1, 5, and 2 percent, respectively).

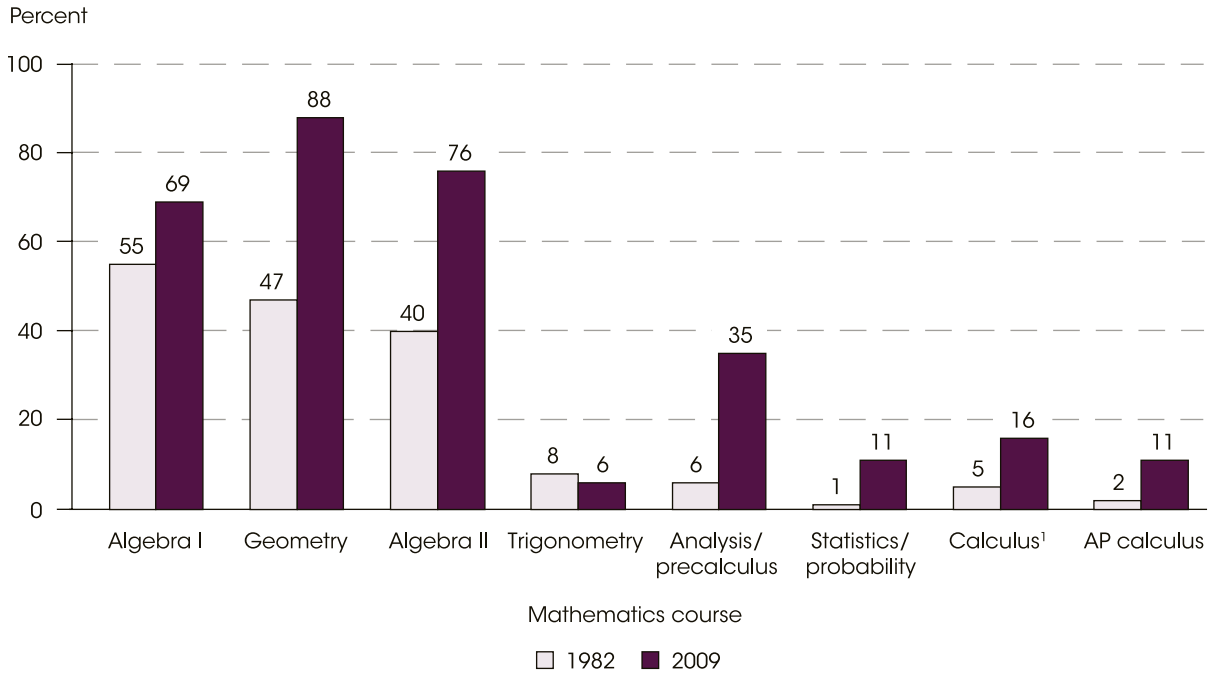
As with mathematics, nearly 100 percent of high school graduates in 2009 had taken a science course. Ninety-six percent of high school graduates in 2009 had completed biology, compared to 77 percent in 1982. In 2009, some 70 percent of high school graduates had taken chemistry, an increase of 38 percentage points from 1982, when 32 percent had taken it. Similarly, 36 percent of high school graduates in 2009 had taken physics, compared with 15 percent in 1982, and 28 percent had taken geology/earth science, compared with 14 percent in 1982. The percentages of high school graduates in 2009 who had taken AP/honors biology, AP/honors chemistry, and AP/honors physics (22, 6, and 6 percent, respectively) were higher than the corresponding percentages in 1982 (10, 3, and 1 percent, respectively).

Table 10. Percentage of public and private high school graduates taking selected mathematics and science courses in high school: Selected years, 1982 through 2009

Course (Carnegie units)	1982	1987	1990	1994	1998	2000	2005	2009
Mathematics								
Any mathematics (1.0)	98.5	98.9	99.9	99.8	99.8	99.8	99.9	100.0
Algebra I (1.0)	55.2	58.8	63.7	65.8	62.8	61.7	62.8	68.9
Geometry (1.0)	47.1	58.6	63.2	70.0	75.1	78.3	83.3	88.3
Algebra II (0.5)	39.9	49.0	52.9	61.1	61.7	67.8	70.3	75.5
Trigonometry (0.5)	8.1	11.5	9.6	11.7	8.9	7.5	8.3	6.1
Analysis/precalculus (0.5)	6.2	12.8	13.3	17.3	23.1	26.7	29.5	35.3
Statistics/probability (0.5)	1.0	1.1	1.0	2.0	3.7	5.7	7.7	10.8
Calculus (1.0)[1]	5.0	6.1	6.5	9.3	11.0	11.6	13.6	15.9
AP calculus (1.0)	1.6	3.4	4.1	7.0	6.7	7.9	9.2	11.0
Science								
Any science (1.0)	96.4	97.8	99.3	99.5	99.5	99.5	99.6	99.9
Biology (1.0)[1]	77.4	86.1	90.9	93.2	92.7	91.2	92.3	95.6
AP/honors biology (1.0)	10.0	9.4	10.1	11.9	16.2	16.3	16.0	22.4
Chemistry (1.0)[1]	32.1	44.2	48.9	55.8	60.4	62.0	66.2	70.4
AP/honors chemistry (1.0)	3.0	3.5	3.5	3.9	4.7	5.8	7.6	5.9
Physics (1.0)[1]	15.0	20.0	21.5	24.5	28.8	31.4	32.7	36.1
AP/honors physics (1.0)	1.2	1.8	2.0	2.7	3.0	3.9	5.3	5.7
Geology/earth science (0.5)	13.6	13.4	24.7	22.9	20.7	17.4	24.7	27.7
Biology and chemistry (2.0)[2]	29.3	41.4	47.5	53.7	59.0	59.4	64.3	68.3
Biology, chemistry, and physics (3.0)[3]	11.2	16.5	18.8	21.4	25.4	25.1	27.3	30.1

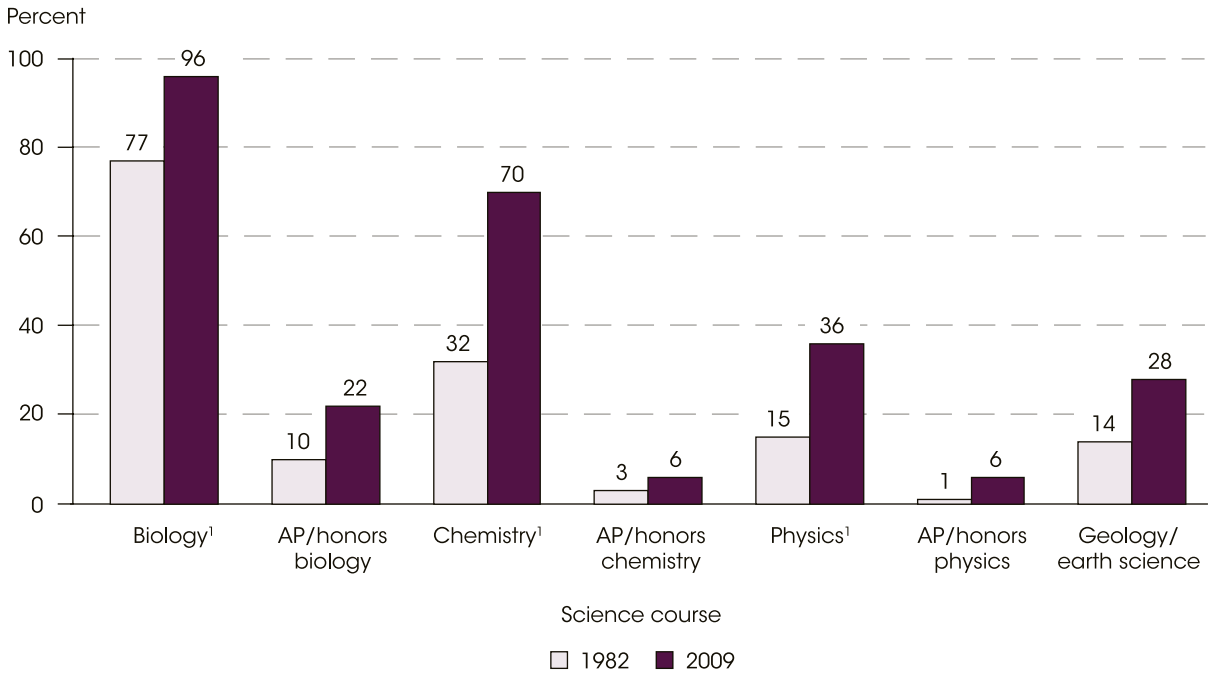
[1] Students who took an AP course are included in the general category for the corresponding course.
[2] At least one credit each in biology and chemistry.
[3] At least one credit each in biology, chemistry, and physics.
NOTE: These data only report the percentage of students who earned the indicated credit (0.5 = one semester; 1.0 = one academic year) for each course while in high school. The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course. For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate graduated with either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. An exception to this is that the 2005 initial release report contains an analysis of graduates with disabilities that included those graduates receiving special education diplomas and certificates of attendance in addition to those receiving honors or standard diplomas. Data differ slightly from figures appearing in other NCES reports because of differences in taxonomies and case exclusion criteria.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "High School Transcript Study"; and High School Transcript Study (HSTS), selected years, 1987–2009.

Figure 10a. Percentage of public and private high school graduates taking selected mathematics courses: 1982 and 2009



[1] Students who took an AP course are included in the general category for the corresponding course.
NOTE: These data only report the percentage of students who earned credit for each course while in high school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1982 and 2009.

Figure 10b. Percentage of public and private high school graduates taking selected science courses: 1982 and 2009



[1] Students who took an AP course are included in the general category for the corresponding course.
NOTE: These data only report the percentage of students who earned credit for each course while in high school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1982 and 2009.

11. Advanced Placement (AP) Participation

In the 2009–10 school year, a total of 16,699 U.S. high schools offered Advanced Placement (AP) courses designed to prepare students for corresponding AP exams (The College Board 2011). AP exams provide an opportunity for students who receive scores above a minimum threshold to fulfill college requirements and complete their college coursework in a shorter time frame. Thirty-three AP exams were offered in 2010; schools that offered the AP program offered an average of 10 different AP courses (The College Board 2011).

In 2009–10, over 1.8 million students in the United States took at least one AP exam, a number that increased from 0.6 million students in 1996–97. The number of AP exams administered also increased, from 0.9 million in 1996–97 to over 3.1 million in 2009–10. In 1996–97, about 55 percent of the students who took an AP exam were female. This pattern has held over time, as 56 percent of the test takers in 2009–10 were female.

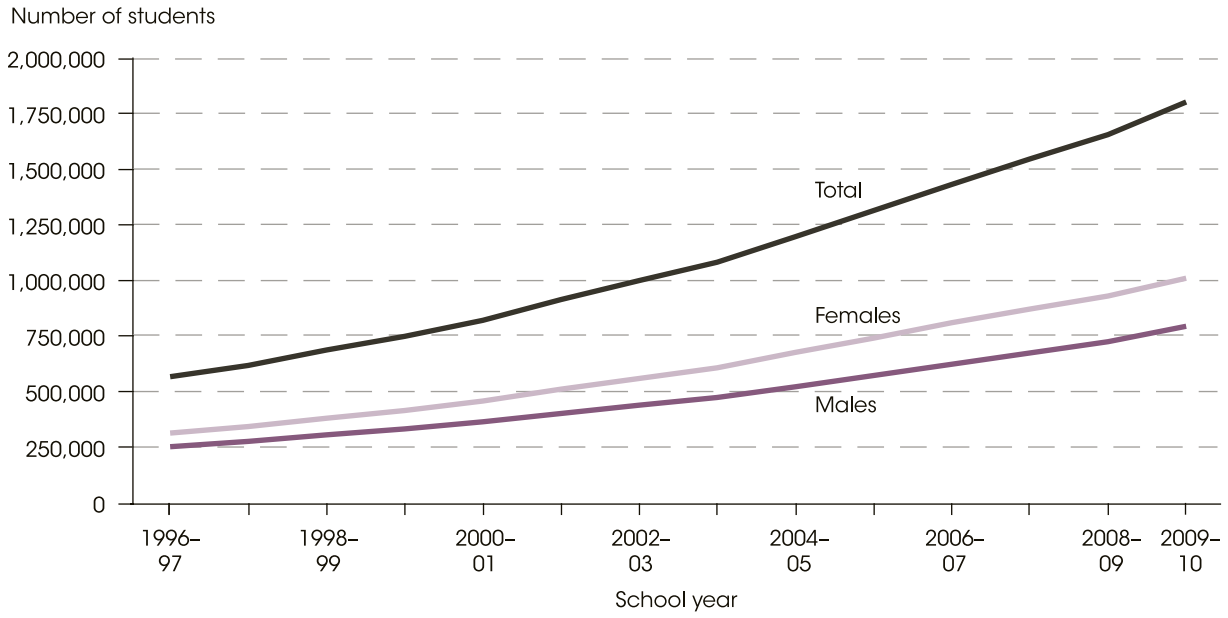
AP examinations are scored on a scale from 1 to 5, with a 5 being the highest. The College Board considers a student to have been "successful" on an exam if he or she receives a 3 or higher. In 2009–10, the mean score across all exams was 2.84 (The College Board 2011), with 58 percent of all test scores being a 3 or higher. A greater percentage of exams taken by males (61 percent) than by females (54 percent) received a 3 or higher. Both of these rates decreased from 1996–97, when 67 percent of exams taken by males and 62 percent of exams taken by females scored a 3 or above.

Table 11. Advanced Placement examinations, student performance, and participation, by sex: Selected school years, 1996–97 through 2009–10

School year	Total examination	Percentage of all exams scoring a 3 or above			Student participation					
					Total		Male		Female	
		Total	Male	Female	Number	Percent	Number	Percent	Number	Percent
1996–97	899,463	64.5	67.0	62.2	566,720	100.0	253,269	44.7	313,451	55.3
1997–98	991,952	64.1	66.9	61.7	618,257	100.0	275,160	44.5	343,097	55.5
1998–99	1,122,414	63.5	66.6	60.9	685,981	100.0	305,501	44.5	380,480	55.5
1999–00	1,242,324	63.7	66.7	61.0	747,922	100.0	332,731	44.5	415,191	55.5
2000–01	1,380,146	61.3	64.8	58.3	820,880	100.0	363,793	44.3	457,087	55.7
2001–02	1,548,999	63.1	66.4	60.4	913,251	100.0	402,565	44.1	510,686	55.9
2002–03	1,705,207	61.5	65.0	58.6	998,329	100.0	438,935	44.0	559,394	56.0
2003–04	1,852,700	61.3	64.7	58.8	1,081,102	100.0	473,296	43.8	607,806	56.2
2004–05	2,065,045	59.4	63.0	56.4	1,197,439	100.0	520,795	43.5	676,644	56.5
2005–06	2,266,038	59.4	63.2	56.3	1,312,523	100.0	571,387	43.5	741,136	56.5
2006–07	2,476,962	59.0	62.5	56.1	1,432,169	100.0	623,663	43.5	808,506	56.5
2007–08	2,674,296	57.4	61.1	54.3	1,546,020	100.0	674,299	43.6	871,721	56.4
2008–09	2,860,912	58.5	62.4	55.2	1,653,962	100.0	724,627	43.8	929,335	56.2
2009–10	3,134,686	57.5	61.2	54.5	1,802,144	100.0	792,448	44.0	1,009,696	56.0

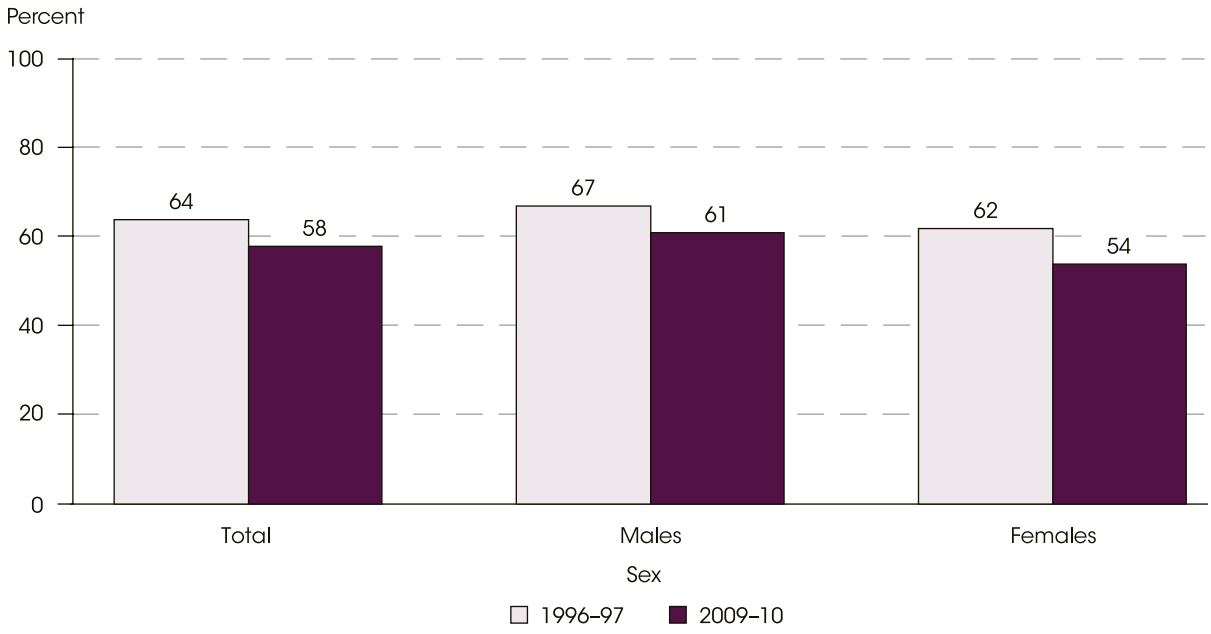
NOTE: The grades for all AP examinations range from 1 to 5, with 5 being the highest score.
SOURCE: The College Board, AP Program National Summary Reports, 1997–2010.

Figure 11a. Advanced Placement student participation, by sex: School years 1996–97 through 2009–10



SOURCE: The College Board, AP Program National Summary Reports, 1997–2010.

Figure 11b. Percent of Advanced Placement exams scoring a 3 or above, by sex: School years 1996–97 and 2009–10



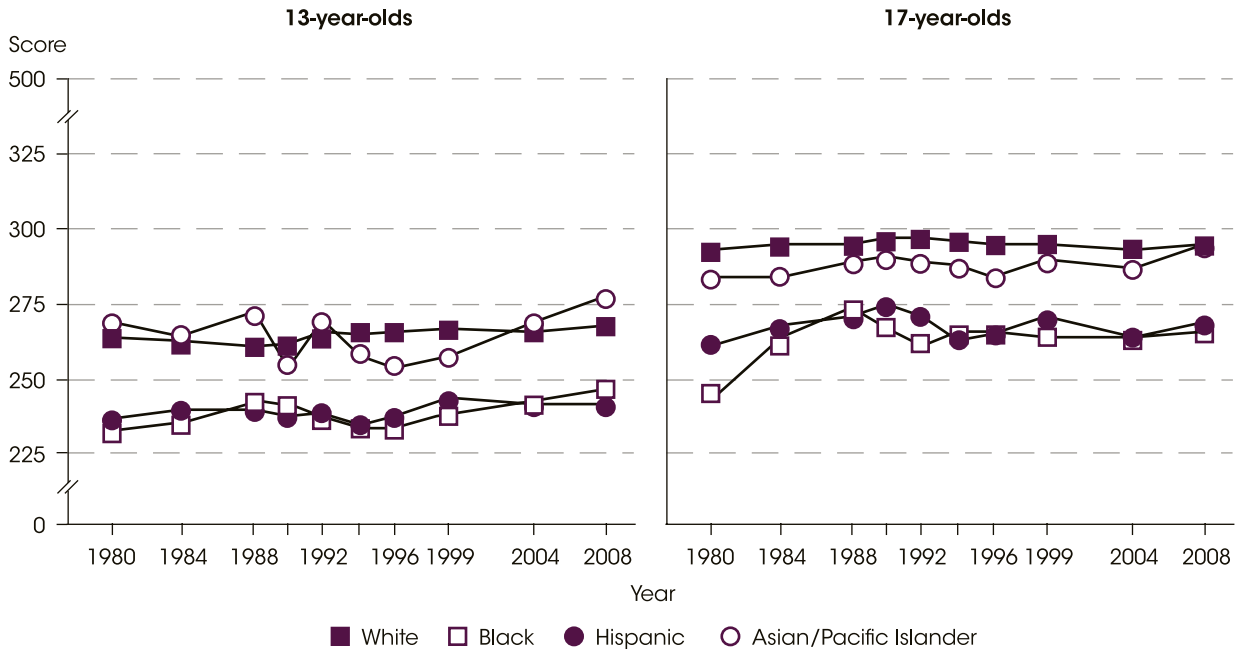
NOTE: The grades for all AP examinations range from 1 to 5, with 5 being the highest score.
SOURCE: The College Board, AP Program National Summary Reports, 1997 and 2010.

12. Reading and Mathematics Proficiency of 13- and 17-Year-Olds

The long-term trend National Assessment of Educational Progress (NAEP) has provided information on the achievement of 13- and 17-year-olds in the United States every 2 to 5 years since 1971 for reading and 1973 for mathematics.[5] The content of these assessments is designed to measure the same knowledge and skills to allow for comparisons over a long period of time.

Between 1980 and 2008, there was no significant change in the overall reading scores of 13-year-olds, nor was there a measurable difference between the overall reading scores in 2004 and 2008. In 2008, female 13-year-olds had higher reading scores than their male counterparts (264 vs. 256). Also, in 2008, Asian/Pacific Islander 13-year-olds had higher reading scores (278) than their White (268), American Indian/Alaska Native (250), Black (247), and Hispanic (242) counterparts. White, Black, Hispanic, and Asian/Pacific Islander 13-year-olds had higher average reading scores in 2008 than in 1980. In terms of parents' educational level, those 13-year-olds in 2008 whose parents had at least a college degree had higher reading scores (270) than those whose parents had attended, but not graduated from college (265); those whose parents had graduated from high school (251); and those whose parents had not graduated from high school (239).[6]

Figure 12a. National Assessment of Educational Progress (NAEP) reading scores, by age and race/ethnicity: Selected years, 1980 through 2008



NOTE: For most years, reporting standards were not met for showing American Indian/Alaska Native scores. Race categories exclude persons of Hispanic ethnicity. The NAEP Long-Term Trend Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), selected years, 1980–2008 Long-Term Trend Reading Assessments, NAEP Data Explorer.

[5] Although both the long-term trend NAEP and the main NAEP assess mathematics and reading, there are important differences in the content assessed, how often the assessments are administered, and how the results are reported. These and other differences mean that results from long-term trend and main NAEP cannot be compared directly. Main NAEP assessments change about every decade to reflect changes in curriculum in the nation's schools; new frameworks reflect these changes, while the long-term trend NAEP has remained relatively unchanged since its first administration.
[6] Parents' education level refers to the highest education level attained by either parent.

There was also no significant overall change in the reading scores of 17-year-olds between 1980 and 2008, nor was there a measurable difference between the overall reading scores in 2004 and 2008. Again, in 2008, female 17-year-olds had higher reading scores (291) than males (280). In 2008, White and Asian/Pacific Islander 17-year-olds had higher reading scores (295 each) than their American Indian/Alaska Native (281), Hispanic (269), and Black (266) counterparts.

Among 17-year-olds, Black, Hispanic, and Asian/Pacific Islander students had higher average reading scores in 2008 than in 1980. The 2008 reading scores of 17-year-olds whose parents had graduated from college (298) were higher than the scores of those whose parents had attended, but not graduated from college (288); those whose parents had graduated from high school (274); and those whose parents had not graduated from high school (266).

Table 12a. National Assessment of Educational Progress (NAEP) reading scores, by age, sex, race/ethnicity, and highest level of parental education: Selected years, 1980 through 2008

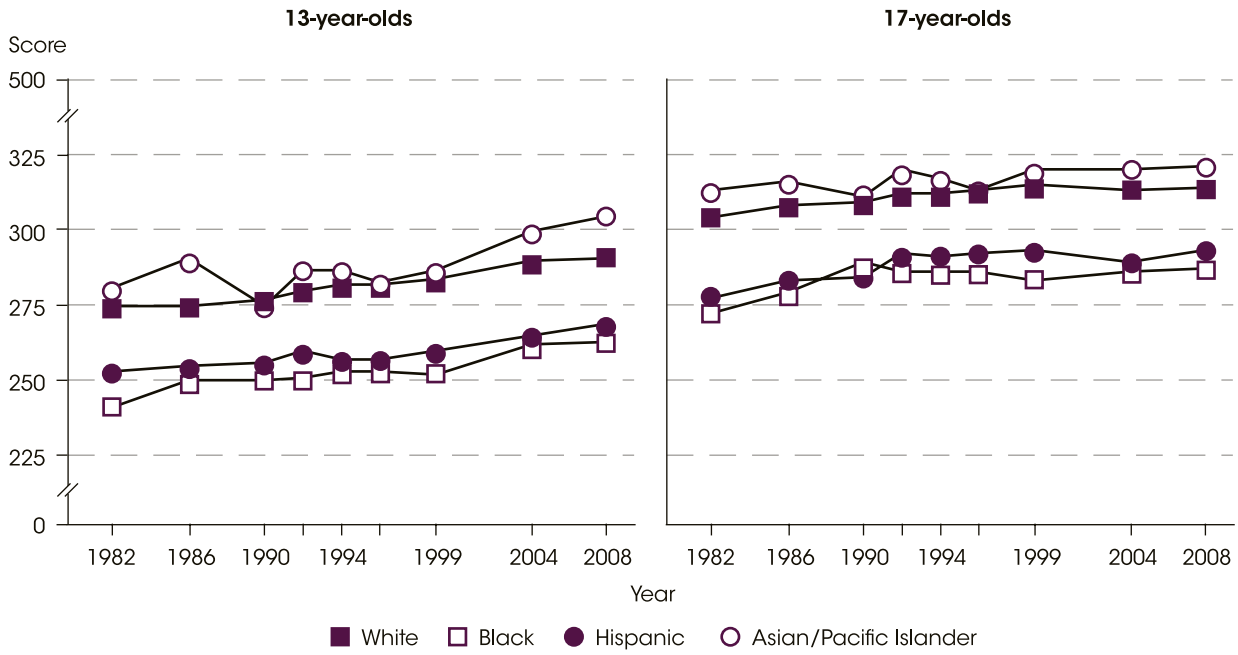
Sex, race/ethnicity, and highest level of parental education	1980	1984	1988	1990	1992	1994	1996	1999	2004	2008
					13-year-olds					
Total	**258**	**257**	**257**	**257**	**260**	**258**	**258**	**259**	**259**	**260**
Sex										
Male	254	253	252	251	254	251	251	254	254	256
Female	263	262	263	263	265	266	264	265	264	264
Race/ethnicity										
White	264	263	261	262	266	265	266	267	266	268
Black	233	236	243	241	238	234	234	238	243	247
Hispanic	237	240	240	238	239	235	238	244	242	242
Asian/Pacific Islander	269	264	273	254	270	258	254	258	269	278
American Indian/Alaska Native	238	‡	‡	‡	‡	‡	‡	‡	‡	250
Highest level of parental education										
Less than high school	239	240	246	241	239	237	239	238	240	239
Graduated high school	253	253	253	251	262	251	251	251	251	251
Some college	268	266	265	267	265	266	268	269	264	265
College graduate	273	268	265	267	271	269	269	270	270	270
					17-year-olds					
Total	**285**	**289**	**290**	**290**	**290**	**288**	**288**	**288**	**285**	**286**
Sex										
Male	282	284	286	284	284	282	281	281	278	280
Female	289	294	294	296	296	295	295	295	292	291
Race/ethnicity										
White	293	295	295	297	297	296	295	295	293	295
Black	243	264	274	267	261	266	266	264	264	266
Hispanic	261	268	271	275	271	263	265	271	264	269
Asian/Pacific Islander	284	284	289	291	289	288	284	290	287	295
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡	281
Highest level of parental education										
Less than high school	262	269	267	270	271	268	267	265	259	266
Graduated high school	277	281	282	283	280	276	273	274	274	274
Some college	295	298	299	295	293	294	295	295	286	288
College graduate	301	302	300	302	301	300	299	298	298	298

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. The NAEP Long-Term Trend Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), selected years, 1980–2008 Long-Term Trend Reading Assessments, NAEP Data Explorer.

Between 1982 and 2008, the mathematics scores of 13-year-olds increased by 12 points, from 269 to 281, but there was no measurable difference between 2004 and 2008. In 2008, male 13-year-olds had higher mathematics scores than their female counterparts (284 vs. 279). Also, in 2008, Asian/Pacific Islander 13-year-olds had higher mathematics scores (304) than their White (290), American Indian/Alaska Native (274), Hispanic (268), and Black (262) counterparts. These average mathematics scores represented an increase for White, Black, Hispanic, and Asian/Pacific Islander 13-year-olds over their average scores in 1982. In terms of parents' educational level, those 13-year-olds in 2008 whose parents had graduated from college had higher mathematics scores (291) than those whose parents had attended, but not graduated from college (285); those whose parents had graduated from high school (272); and those whose parents had not graduated from high school (268).

The mathematics scores of 17-year-olds increased by 8 points between 1982 and 2008, from 298 to 306, but there was no measurable difference between 2004 and 2008. Again, in 2008, male 17-year-olds had higher mathematics scores than did females (309 vs. 303). In 2008, Asian/Pacific Islander 17-year-olds had higher mathematics scores (321) than their White (314), American Indian/Alaska Native (305), Hispanic (293), and Black (287) counterparts. The average mathematics scores for 17-year-olds increased between 1982 and 2008 for Whites, Hispanics, and Asians/Pacific Islanders. The average mathematics score for Black 17-year-olds was higher in 2008 than it was in 1982, although there was no linear trend over the time period. The 2008 mathematics scores of 17-year-olds whose parents had graduated from college (316) were higher than the scores of those whose parents had attended, but not graduated from college (306); those whose parents had graduated from high school (296); and those whose parents had not graduated from high school (292).

Figure 12b. National Assessment of Educational Progress (NAEP) mathematics scores, by age and race/ethnicity: Selected years, 1982 through 2008



NOTE: For most years, reporting standards were not met for showing American Indian/Alaska Native scores. Race categories exclude persons of Hispanic ethnicity. The NAEP Long-Term Trend Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), selected years, 1982–2008 Long-Term Trend Mathematics Assessments, NAEP Data Explorer.

Table 12b. National Assessment of Educational Progress (NAEP) mathematics scores, by age, sex, race/ethnicity, and highest level of parental education: Selected years, 1982 through 2008

Sex, race/ethnicity, and highest level of parental education	1982	1986	1990	1992	1994	1996	1999	2004	2008
					13-year-olds				
Total	**269**	**269**	**270**	**273**	**274**	**274**	**276**	**281**	**281**
Sex									
Male	269	270	271	274	276	276	277	283	284
Female	268	268	270	272	273	272	274	279	279
Race/ethnicity									
White	274	274	276	279	281	281	283	289	290
Black	240	249	249	250	252	252	251	261	262
Hispanic	252	254	255	259	256	256	259	264	268
Asian/Pacific Islander	280	290	274	286	286	282	286	299	304
American Indian/Alaska Native	257	‡	‡	‡	‡	‡	‡	‡	274
Highest level of parental education									
Less than high school	251	252	253	256	255	254	256	262	268
Graduated high school	263	263	263	263	266	267	264	271	272
Some college	275	274	277	278	277	277	279	283	285
College graduate	282	280	280	283	285	283	286	292	291
					17-year-olds				
Total	**298**	**302**	**305**	**307**	**306**	**307**	**308**	**307**	**306**
Sex									
Male	301	305	306	309	309	310	310	308	309
Female	296	299	303	305	304	305	307	305	303
Race/ethnicity									
White	304	308	309	312	312	313	315	313	314
Black	272	279	289	286	286	286	283	286	287
Hispanic	277	283	284	292	291	292	293	289	293
Asian/Pacific Islander	313	316	311	320	317	313	320	320	321
American Indian/Alaska Native	297	‡	‡	‡	‡	‡	‡	‡	305
Highest level of parental education									
Less than high school	279	279	285	285	284	281	289	287	292
Graduated high school	293	293	294	298	295	297	299	295	296
Some college	304	305	308	308	305	307	308	306	306
College graduate	312	314	316	316	318	317	317	317	316

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. The NAEP Long-Term Trend Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), selected years, 1982–2008 Long-Term Trend Mathematics Assessments, NAEP Data Explorer.

13. International Reading, Mathematics, and Science Achievement

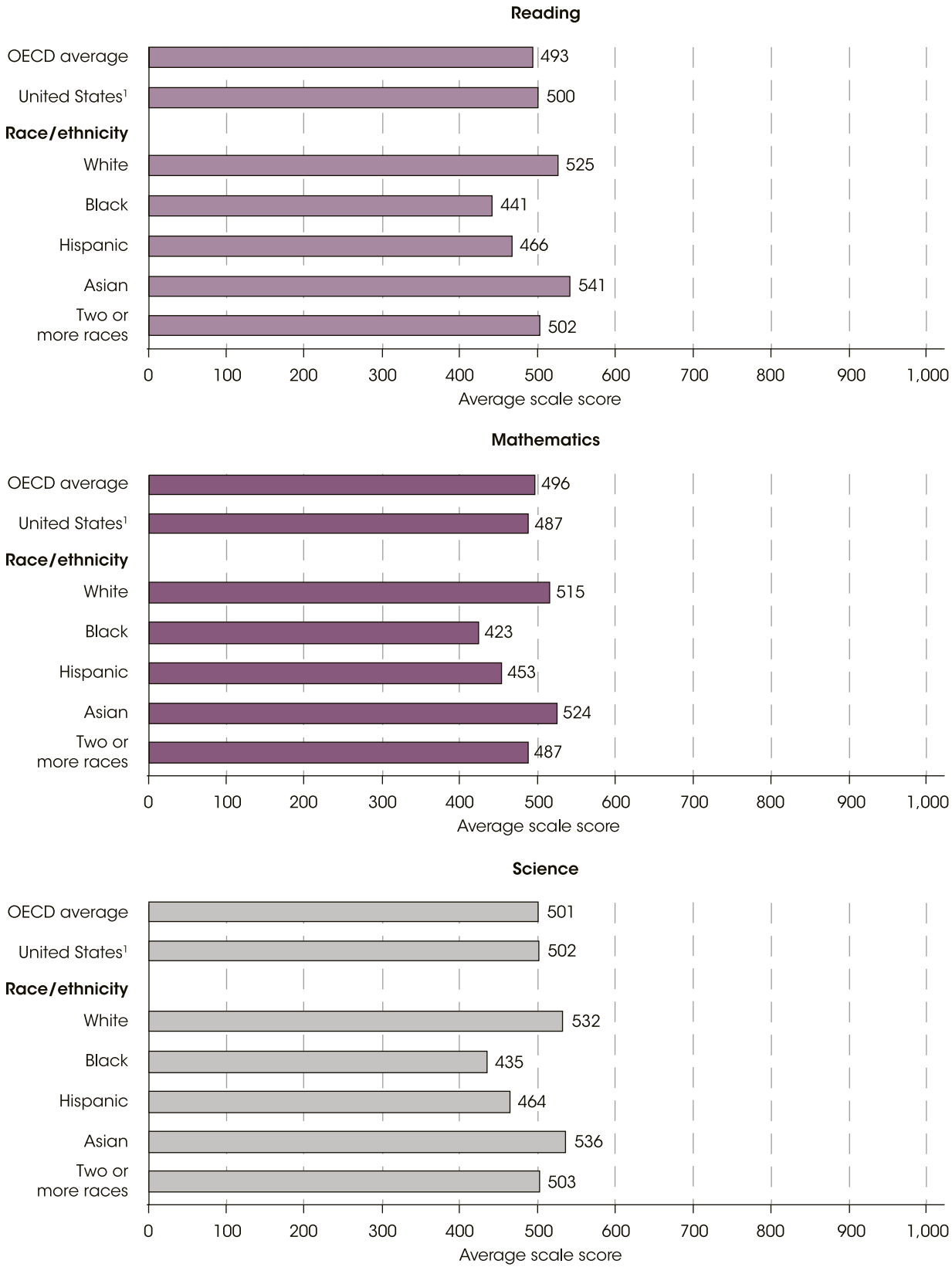
The Program for International Student Assessment (PISA) is a system of international assessments that focus on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general or cross-curricular competencies, such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of mandatory schooling. Sponsored by the Organization for Economic Co-operation and Development (OECD), an intergovernmental body of industrialized countries, PISA began in 2000 and is administered every 3 years.

The average reading score of U.S. 15-year-olds (500) was not measurably different from the OECD average (493) in 2009. Students in the United States had reading scores that were lower than those in 6 OECD countries, not measurably different than those in 14 OECD countries, and higher than those in 13 OECD countries. In the United States, Asian (541) and White (525) students scored higher than students of two or more races (502), Hispanic (466) and Black (441) students.

In 2009, the average mathematics score of U.S. 15-year-olds was 487, which was lower than the OECD average of 496. Seventeen of the other 33 OECD countries scored higher than the United States in mathematics, 5 countries scored lower, and 11 had scores that were not measurably different. Within the United States, the average mathematics scores of Asian (524) and White (515) students were higher than the average scores of students of two or more races (487), Hispanic (453) and Black (423) students.

In contrast to mathematics, the average science score in 2009 of U.S. 15-year-olds (502) was not measurably different from the OECD average (501). In science, 12 of the other 33 OECD countries scored higher than the United States, 9 scored lower, and 12 had scores that were not measurably different. In the United States, Asian (536) and White (532) students scored higher than students of two or more races (503), Hispanics (464), and Blacks (435).

Figure 13. Average scale scores among 15-year-olds on the Program for International Student Assessment (PISA) reading, mathematics, and science literacy assessments, by race/ethnicity in the United States: 2009



[1] Total includes other racial/ethnic groups not shown separately.
NOTE: The scale range for the PISA assessment is from 0 to 1,000. The scale was designed to have an average score of 500 points, with approximately two-thirds of students achieving between 400 and 600 points. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Organization for Economic Co-operation and Development (OECD), Program for International Student Assessment (PISA), 2009.

Table 13. Average scale scores among 15-year-olds on the Program for International Student Assessment (PISA) reading, mathematics, and science literacy assessments, by participating country and race/ethnicity in the United States: 2009

Reading		Mathematics		Science	
Country and race/ethnicity	Average score	Country and race/ethnicity	Average score	Country and race/ethnicity	Average score
OECD average	**493**	**OECD average**	**496**	**OECD average**	**501**
United States[1]	500	United States[1]	487	United States[1]	502
White	525	White	515	White	532
Black	441	Black	423	Black	435
Hispanic	466	Hispanic	453	Hispanic	464
Asian	541	Asian	524	Asian	536
Two or more races	502	Two or more races	487	Two or more races	503
Countries whose score was higher than the U.S. score		**Countries whose score was higher than the U.S. score**		**Countries whose score was higher than the U.S. score**	
Korea, Republic of	539	Korea, Republic of	546	Finland	554
Finland	536	Finland	541	Japan	539
Canada	524	Switzerland	534	Korea, Republic of	538
New Zealand	521	Japan	529	New Zealand	532
Japan	520	Canada	527	Canada	529
Australia	515	Netherlands	526	Estonia	528
		New Zealand	519	Australia	527
		Belgium	515	Netherlands	522
		Australia	514	Germany	520
		Germany	513	Switzerland	517
		Estonia	512	United Kingdom	514
		Iceland	507	Slovenia	512
		Denmark	503		
		Slovenia	501		
		Norway	498		
		France	497		
		Slovak Republic	497		

See notes at end of table.

Table 13. Average scale scores among 15-year-olds on the Program for International Student Assessment (PISA) reading, mathematics, and science literacy assessments, by participating country and race/ethnicity in the United States: 2009—Continued

Reading		Mathematics		Science	
Country and race/ethnicity	Average score	Country and race/ethnicity	Average score	Country and race/ethnicity	Average score
OECD average	**493**	**OECD average**	**496**	**OECD average**	**501**
Countries whose score was not measurably different from the U.S. score		**Countries whose score was not measurably different from the U.S. score**		**Countries whose score was not measurably different from the U.S. score**	
Netherlands	508	Austria	496	Poland	508
Belgium	506	Poland	495	Ireland	508
Norway	503	Sweden	494	Belgium	507
Estonia	501	Czech Republic	493	Hungary	503
Switzerland	501	United Kingdom	492	Czech Republic	500
Poland	500	Hungary	490	Norway	500
Iceland	500	Luxembourg	489	Denmark	499
Sweden	497	Ireland	487	France	498
Germany	497	Portugal	487	Iceland	496
Ireland	496	Spain	483	Sweden	495
France	496	Italy	483	Austria	494
Denmark	495			Portugal	493
United Kingdom	494				
Hungary	494				
Countries whose score was lower than the U.S. score		**Countries whose score was lower than the U.S. score**		**Countries whose score was lower than the U.S. score**	
Portugal	489	Greece	466	Slovak Republic	490
Italy	486	Israel	447	Italy	489
Slovenia	483	Turkey	445	Spain	488
Greece	483	Chile	421	Luxembourg	484
Spain	481	Mexico	419	Greece	470
Czech Republic	478			Israel	455
Slovak Republic	477			Turkey	454
Israel	474			Chile	447
Luxembourg	472			Mexico	416
Austria	470				
Turkey	464				
Chile	449				
Mexico	425				

[1] Total includes other racial/ethnic groups not shown separately.
NOTE: The scale range for the PISA assessment is from 0 to 1,000. The scale was designed to have an average score of 500 points, with approximately two-thirds of students achieving between 400 and 600 points. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Organization for Economic Co-operation and Development (OECD), Program for International Student Assessment (PISA), 2009.

14. Suspensions and Expulsions of High School Students

High school students may be suspended (temporarily removed from regular school activities either in or out of school) or expelled (permanently removed from school with no services) due to behavior problems. In 2007, about one-fourth of public school students in grades 9 through 12 had ever been suspended and 3 percent had ever been expelled.

Differences in rates of suspension were found by sex and race/ethnicity. For instance, in 2007, male high school students had been suspended at a rate that was about twice as high as that of their female peers (32 vs. 17 percent). In addition, about half (49 percent) of Black high school students had ever been suspended, a greater percentage than that of Hispanic (26 percent), White (18 percent), and Asian/Pacific Islander (13 percent) students and students of two or more races (29 percent). Differences in suspension rates between males and females were also found by race/ethnicity. Among Whites, Blacks, and Hispanics, a greater percentage of males than females in 2007 had ever been suspended.

The overall suspension rate in 2007 was not measurably different from that in 1999, but differences were found for Black males. A greater percentage of Black males had been suspended in 2007 than in 1999 (57 vs. 41 percent).

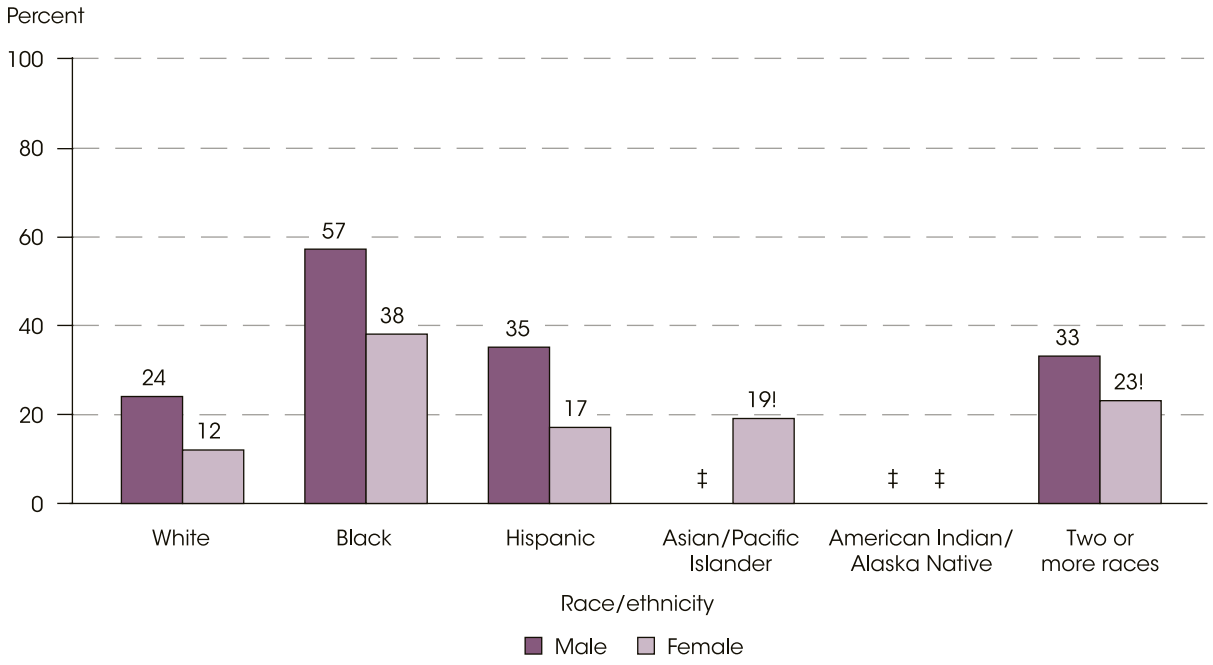
Some similar patterns were found for expulsion rates by sex and race/ethnicity. In 2007, male high school students had been expelled at a rate that was twice as high as that of their female peers (4 vs. 2 percent). Also, a greater percentage of Black students (10 percent) had been expelled than had White students (1 percent). When looking at expulsion rates over time, no measurable differences were found between 1999 and 2007; however, the rate of expulsion for White males was lower in 2007 than in 2003 (2 vs. 5 percent).

Table 14. Percentage of public school students in 9th through 12th grade who had ever been suspended or expelled, by sex and race/ethnicity: 1999, 2003, and 2007

Race/ethnicity	1999			2003			2007		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
				Suspended					
Total[1]	**22.0**	**28.5**	**15.4**	**20.4**	**25.5**	**14.9**	**24.5**	**31.7**	**16.9**
White	18.2	25.3	10.7	18.1	24.7	11.2	17.7	24.1	11.6
Black	37.0	40.9	33.6	30.2	33.1	27.2	49.0	57.0	38.5
Hispanic	22.7	30.1	14.1	21.9	25.4	17.9	26.5	35.5	17.3
Asian/Pacific Islander	18.4	28.1	‡	11.6!	17.6!	‡	12.8!	‡	19.4!
American Indian/Alaska Native	36.3	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	29.1	32.8	23.2!
				Expelled					
Total[1]	**3.0**	**4.1**	**1.9**	**3.9**	**5.3**	**2.4**	**3.2**	**4.4**	**1.9!**
White	1.8	2.8	0.8!	3.2	4.9	1.3!	1.1	1.6	0.7!
Black	6.5	8.3	4.9!	8.5	9.6	7.4	10.3	14.6!	4.6!
Hispanic	4.5!	6.0!	‡	3.6	4.9	2.2!	4.1!	3.4!	‡
Asian/Pacific Islander	‡	‡	‡	#	#	#	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Total includes other racial/ethnic groups not shown separately.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 1999, 2003, and 2007.

Figure 14. Percentage of public school students in 9th through 12th grade who had ever been suspended, by sex and race/ethnicity: 2007



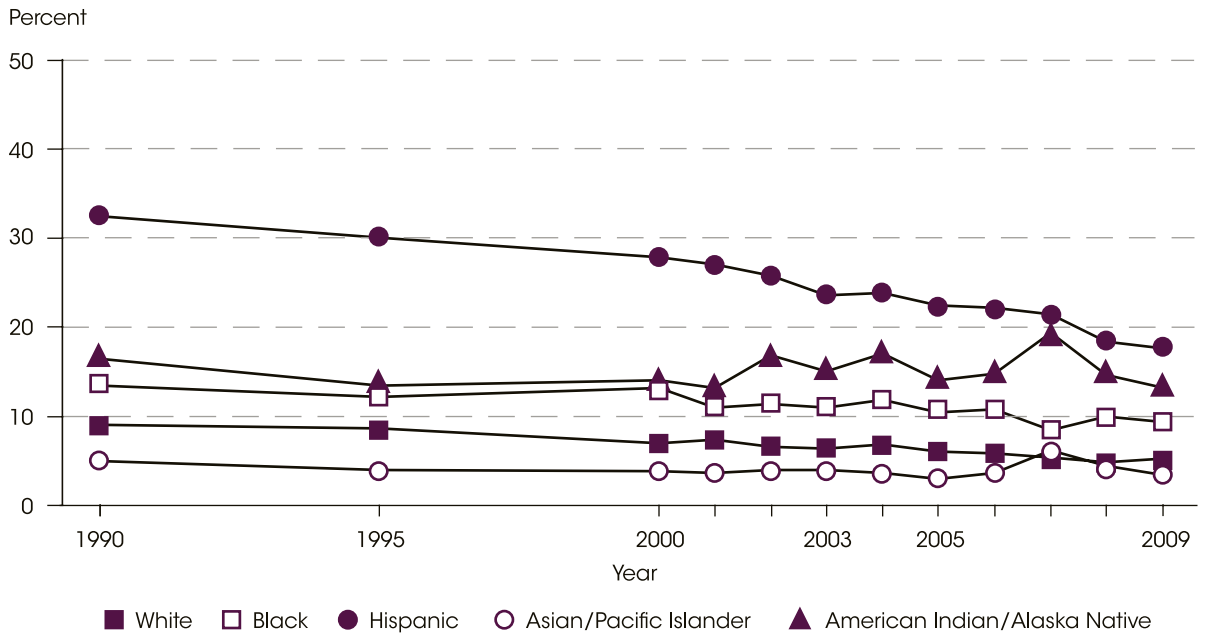
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2007.

15. High School Status Dropout Rates

A higher percentage of 16- to 24-year-olds who did not finish high school were unemployed and earned less than high school graduates when employed in 2009 (Aud, Fox, and KewalRamani 2010). Status dropout rates represent the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential. The status dropout rate includes all dropouts (regardless of when they last attended school), as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. In 2009, the status dropout rate for Hispanics (18 percent) was higher than the rate for Blacks (9 percent), Whites (5 percent), and Asians/Pacific Islanders (3 percent). Males ages 16 to 24 had higher status dropout rates than females overall and, specifically, among Whites and Blacks in the same age group.

Between 1990 and 2009, the percentage of 16- to 24-year-olds who were status dropouts decreased from 12 to 8 percent. The status dropout rate also decreased between 1990 and 2009 for Whites, Blacks, and Hispanics, as well as for White and Hispanic males and White, Black, and Hispanic females. (The status dropout rate for Black males decreased between 2000 and 2009.) Status dropout rates also declined between 1990 and 2009 for both males (12 to 9 percent) and females (12 to 7 percent). Between 1990 and 2009, the gap between the status dropout rates of Hispanics and Whites narrowed, while the gap between the status dropout rates of Whites and Blacks did not measurably change over this period.

Figure 15. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: Selected years, 1990 through 2009



NOTE: Some data for Asians/Pacific Islanders and American Indians/Alaska Natives should be interpreted with caution (see table 15). The data presented here represent status dropout rates, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts (regardless of when they last attended school), as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1990–2009.

Table 15. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity and sex: Selected years, 1990 through 2009

Year and sex	Total	White	Black	Hispanic	Asian/Pacific Islander	America Indian/ Alaska Native
Total						
1990	12.1	9.0	13.4	32.4	4.9!	16.4!
1995	12.0	8.6	12.1	30.0	3.9	13.4!
2000	10.9	6.9	13.1	27.8	3.8	14.0
2001	10.7	7.3	10.9	27.0	3.6	13.1
2002	10.5	6.5	11.3	25.7	3.9	16.8
2003	9.9[1]	6.3	10.9	23.5	3.9	15.0
2004	10.3[1]	6.8	11.8	23.8	3.6	17.0
2005	9.4[1]	6.0	10.4	22.4	2.9	14.0
2006	9.3[1]	5.8	10.7	22.1	3.6	14.7
2007	8.7[1]	5.3	8.4	21.4	6.1	19.3
2008	8.0[1]	4.8	9.9	18.3	4.4	14.6
2009	8.1[1]	5.2	9.3	17.6	3.4	13.2
Males						
1990	12.3	9.3	12.0	34.3	‡	11.4!
1995	12.2	9.0	11.1	30.0	3.2!	14.7!
2000	12.0	7.0	15.3	31.8	4.9	10.9!
2001	12.2	7.9	13.0	31.6	5.4	10.3!
2002	11.8	6.7	12.8	29.6	4.9	21.4
2003	11.3[1]	7.1	12.5	26.7	5.5	17.4!
2004	11.6[1]	7.1	13.5	28.5	2.2!	12.6!
2005	10.8[1]	6.6	12.0	26.4	2.8!	16.6
2006	10.5[1]	6.4	9.7	25.7	4.7	16.8!
2007	9.8[1]	6.0	8.0	24.7	5.8	21.4
2008	8.5[1]	5.4	8.7	19.9	3.9	18.6
2009	9.1[1]	6.3	10.6	19.0	3.3	12.3!
Females						
1990	11.8	8.7	14.6	30.3	7.2	20.3
1995	11.7	8.2	12.9	30.0	4.6!	12.1!
2000	9.9	6.9	11.1	23.5	2.6!	17.8!
2001	9.3	6.7	9.0	22.1	1.6!	14.9
2002	9.2	6.3	9.9	21.2	2.8!	12.7
2003	8.4[1]	5.6	9.5	20.1	2.3!	12.7!
2004	9.0[1]	6.4	10.2	18.5	4.9	21.7
2005	8.0[1]	5.3	9.0	18.1	3.0!	11.3!
2006	8.5[1]	5.3	11.7	18.1	2.5!	12.1!
2007	7.7[1]	4.5	8.8	18.0	6.4	17.6
2008	7.5[1]	4.2	11.1	16.7	4.9	11.6!
2009	7.0[1]	4.1	8.1	16.1	3.4	14.1!

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] For 2003 through 2009, totals include other racial/ethnic groups not shown separately.
NOTE: The data presented here represent status dropout rates, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts (regardless of when they last attended school), as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1990–2009.

SNAPSHOT

Dropout Rates for Institutionalized and Noninstitutionalized 16- to 24-Year-Olds

The American Community Survey allows for comparisons of status dropout rates for 16- through 24-year-olds residing in households, as well as those in noninstitutionalized and institutionalized group quarters. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. In 2009, the status dropout rate among 16- to 24-year-olds living in institutionalized group quarters was more than four times the rate among 16- to 24-year-olds living in noninstitutionalized households or group quarters, such as college or military housing (40 vs. 8 percent).[7] In that year, institutionalized 16- to 24-year-olds had higher status dropout rates than noninstitutionalized youth and young adults in the same age group for all races and ethnicities.

Among 16- to 24-year-olds in the institutionalized population in 2009, the percentages of Hispanics and Blacks who were status dropouts (47 and 44 percent, respectively) were greater than the percentage of Whites (31 percent) who were status dropouts. While not measurably different from the rates for other races/ethnicities, approximately 45 percent of Asians and 41 percent of American Indians/Alaska Natives who lived in institutionalized group quarters were status dropouts. Among noninstitutionalized 16- to 24-year-olds in 2009, Hispanics had the highest status dropout rate (17 percent), compared with 15 percent of American Indians/Alaska Natives, 9 percent of Blacks, 9 percent of Native Hawaiians/Pacific Islanders, 6 percent of 16- to 24-year-olds of two or more races, 5 percent of Whites, and 3 percent of Asians.[8]

Table 15a. Number and percentage of institutionalized and noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 2009

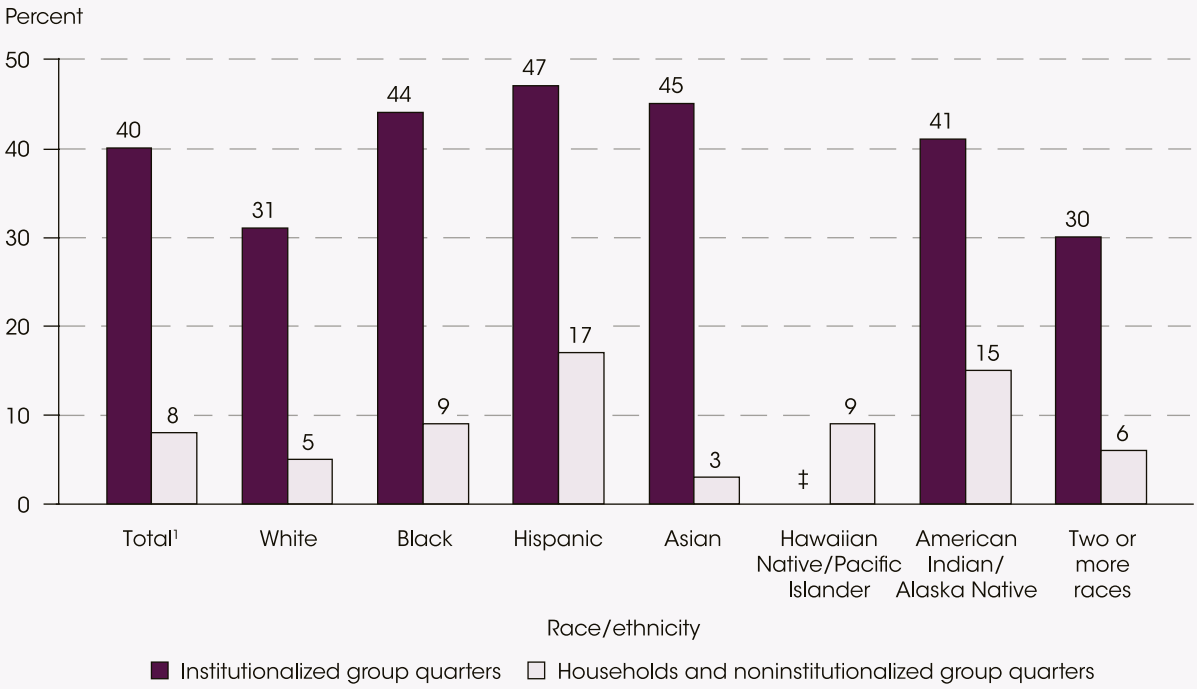
		Institutionalized group quarters		Households and noninstitutionalized group quarters	
Race/ethnicity	Total status dropout	Number of status dropouts	Status dropout rate	Number of status dropouts	Status dropout rate
Total[1]	**8.6**	**205,000**	**40.1**	**3,167,400**	**8.2**
White	5.6	51,200	31.2	1,260,700	5.5
Black	10.7	90,200	44.3	517,800	9.5
Hispanic	17.9	53,200	46.7	1,225,500	17.5
Asian	3.3	1,900	45.2	50,200	3.2
Native Hawaiian/Pacific Islander	9.5	‡	‡	5,300	8.7
American Indian/Alaska Native	15.9	3,100	40.6	46,800	15.3
Two or more races	6.5	4,700	30.2	52,400	6.1

‡ Reporting standards not met (too few cases).
[1] Total includes other racial/ethnic groups not shown separately.
NOTE: The data presented here represent status dropout rates for 16- to 24-year-olds. The status dropout rate is the percentage of 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). It includes all dropouts, regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. This table uses a different data source than table 15; therefore, total status dropout rate estimates are not directly comparable to the 2009 estimates in table 15. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless are included in the noninstitutionalized category. Among those counted in noninstitutionalized group quarters in the American Community Survey (ACS), only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey (CPS). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2009.

[7] Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.
[8] This snapshot uses a different data source than table 15; therefore, total status dropout rate estimates are not directly comparable to the 2009 estimates in table 15.

SNAPSHOT

Figure 15a. Percentage of institutionalized and noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 2009



‡ Reporting standards not met (too few cases).
[1] Total includes other racial/ethnic groups not shown separately.
NOTE: The data presented here represent status dropout rates for 16- to 24-year-olds. The status dropout rate is the percentage of 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). It includes all dropouts, regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless are included in the noninstitutionalized category. Among those counted in noninstitutionalized group quarters in the American Community Survey (ACS), only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey (CPS). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2009.

16. College Readiness

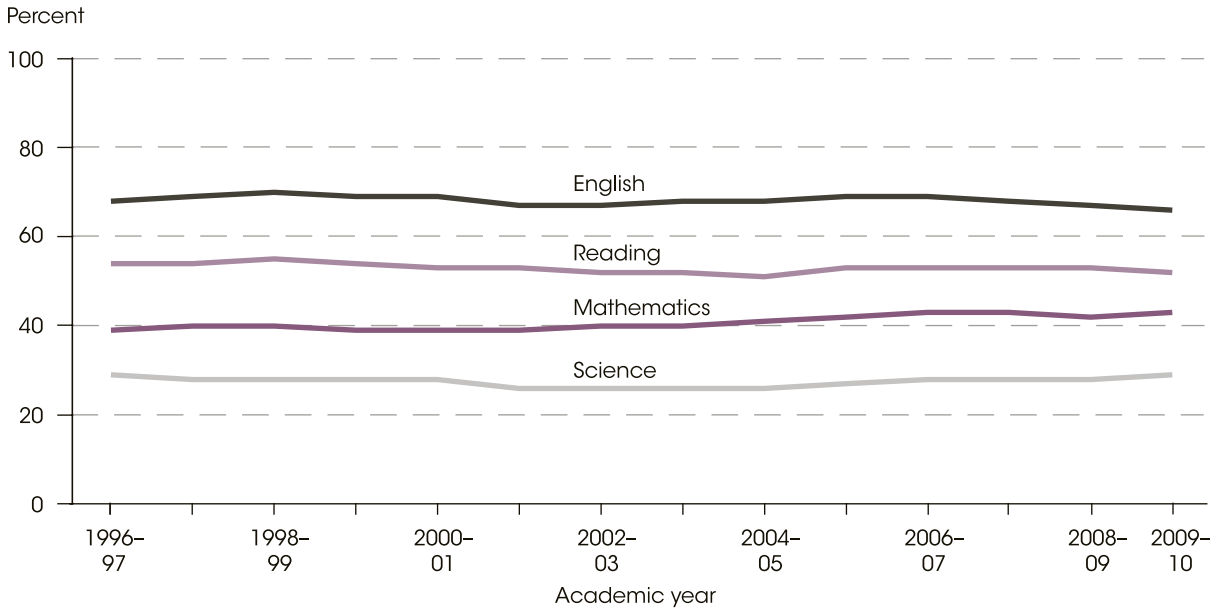
College readiness among high school students can be measured by the actual performance of college students and their correlated scores on ACT tests for English, mathematics, reading, and science. As part of its Course Placement Service, ACT has compiled an extensive database of course grade and test score data from over 90,000 first-year students across 98 institutions. These data provide an overall measure of what it takes to be successful in selected first-year college courses. The data were weighted so that they would be nationally representative of two- and four-year postsecondary institutions nationwide. The college readiness benchmark scores are the minimum ACT subject-area scores associated with a 50 percent chance of earning at least a B or a 75 percent chance of earning at least a C in corresponding college classes (ACT 2010). In academic year 2009–10, about 47 percent of high school graduates took the ACT, and of ACT test-takers, some 66 percent met the college readiness benchmark score for English, which predicts performance in college-level English composition (ACT 2010). Some 43 percent of test-takers in the same year met the benchmark for mathematics (a predictor for college-level algebra), an increase from 39 percent in 1996–97. About 52 percent of the ACT test-taking population in 2009–10 met the benchmark for reading (a predictor of performance in college-level social sciences)—a decrease from 54 percent in 1996–97—and about 29 percent met the benchmark for science (a predictor for college-level biology). No significant upward or downward trends were found for English or science between 1996–97 and 2009–10.

Table 16. Number of students who took the ACT and percentage of ACT test-taking population meeting college readiness benchmark scores, by subject: Academic years 1996–97 through 2009–10

Academic year	Number of students	English	Mathematics	Reading	Science
1996–97	959,301	67.6	39.1	53.7	28.5
1997–98	995,039	68.5	40.0	53.6	28.4
1998–99	1,019,053	70.0	39.8	54.7	27.6
1999–2000	1,065,138	69.2	39.3	54.1	28.3
2000–01	1,069,772	68.7	39.3	53.4	27.8
2001–02	1,116,082	67.0	39.4	52.7	25.5
2002–03	1,175,059	67.3	39.6	51.7	25.7
2003–04	1,171,460	67.9	40.1	51.9	26.4
2004–05	1,186,251	67.9	40.6	51.4	26.5
2005–06	1,206,455	68.9	41.7	52.8	26.9
2006–07	1,300,599	69.4	42.8	52.8	28.1
2007–08	1,421,941	68.4	42.6	52.7	28.0
2008–09	1,480,469	67.3	42.2	52.6	28.3
2009–10	1,568,835	66.3	43.4	51.8	29.3

NOTE: College readiness benchmark scores are based on the actual performance of approximately 90,000 college students from a nationally representative sample of 98 institutions and represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English Composition, College Algebra, an introductory social science course, and Biology. The Benchmarks are median course placement values for these institutions and as such represent a typical set of expectations. The benchmark scores, out of a total possible score of 36, are 18 for English, 21 for Reading, 22 for Mathematics, and 24 for Science. Estimates are based on all students who took the ACT assessment during their sophomore, junior, or senior year and who graduated from high school in the spring of the respective year shown. Beginning in 2001–02, some states mandated participation in ACT testing for all high school seniors. Prior to that year, the test would have been taken primarily by those students who planned on attending college.
SOURCE: American College Testing Program, ACT National Scores Report, 1996–2010.

Figure 16. Percentage of ACT test-taking population meeting college readiness benchmark scores, by subject: Academic years 1996–97 through 2009–10



NOTE: College readiness benchmark scores are based on the actual performance of approximately 90,000 college students from a nationally representative sample of 98 institutions and represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English Composition, College Algebra, an introductory social science course, and Biology. The Benchmarks are median course placement values for these institutions and as such represent a typical set of expectations. The benchmark scores, out of a total possible score of 36, are 18 for English, 21 for Reading, 22 for Mathematics, and 24 for Science. Estimates are based on all students who took the ACT assessment during their sophomore, junior, or senior year and who graduated from high school in the spring of the respective year shown. Beginning in 2001–02, some states mandated participation in ACT testing for all high school seniors. Prior to that year, the test would have been taken primarily by those students who planned on attending college.
SOURCE: American College Testing Program, ACT National Scores Report, 1996–2010.

17. Immediate Transition to College

Students who enroll in college in the fall immediately following their high school graduation have greater college completion rates than those who delay enrollment (Bozick and DeLuca 2005). The percentage of high school completers who enrolled in college immediately after finishing high school increased between 1980 and 2009. About half of all high school students (49 percent) enrolled in college immediately after high school in 1980, compared with 70 percent in 2009. The immediate college enrollment rates increased at both 2-year and 4-year institutions. Some 19 percent of high school completers enrolled immediately in 2-year institutions in 1980, compared with 28 percent in 2009. The immediate college enrollment rate in 4-year institutions increased from 30 percent to 42 percent.

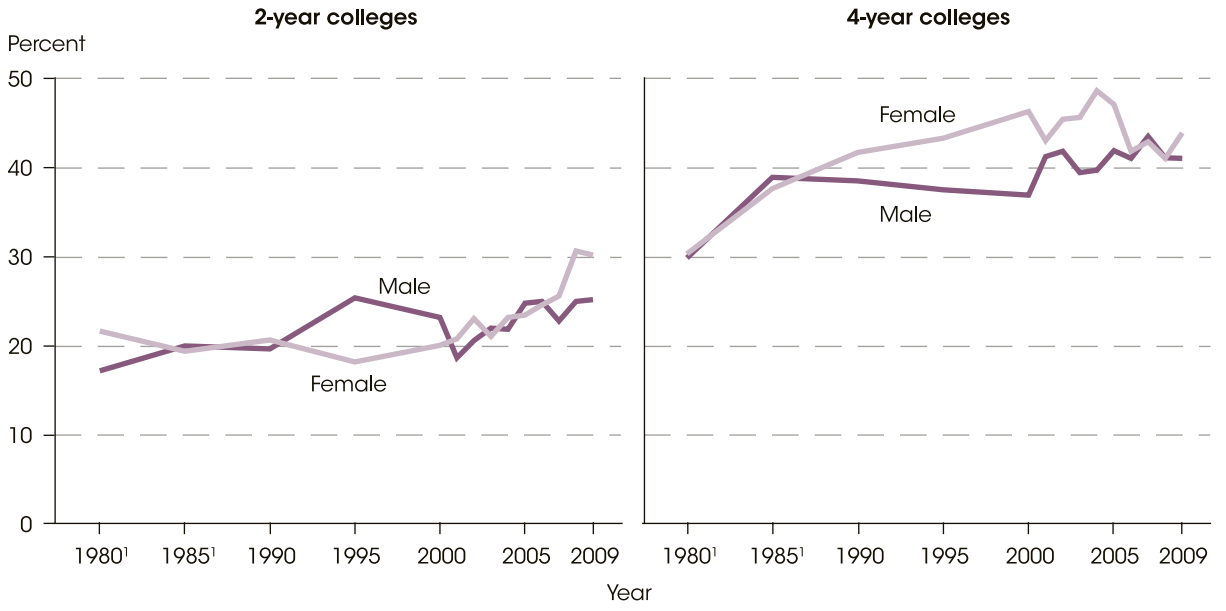
The increases in the immediate college enrollment rate were seen for both sexes as well. Some 66 percent of male and 74 percent of female high school completers enrolled in college directly after high school in 2009, compared with 47 percent of male and 52 percent of female high school completers in 1980. The immediate college enrollment rate increased for both sexes in both 2- and 4-year institutions. In 2009, approximately 25 percent of male and 30 percent of female high school completers enrolled in 2-year institutions immediately following high school completion, compared with 17 percent of male and 22 percent of female completers in 1980. At 4-year institutions, the percentage of high school completers who enrolled in college immediately after finishing high school increased from 30 to 41 percent for males and from 30 to 44 percent for females. Immediate college enrollment rates differed by sex overall and specifically at 2-year institutions in 2009.

Table 17. Percentage of high school completers who were enrolled in 2- or 4-year colleges in the October immediately following high school completion, by sex and level of institution: Selected years, 1980 through 2009

	Total			Male			Female		
Year	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1980[1]	49.3	19.4	29.9	46.7	17.1	29.7	51.8	21.6	30.2
1985[1]	57.7	19.6	38.1	58.6	19.9	38.8	56.8	19.3	37.5
1990	60.1	20.1	40.0	58.0	19.6	38.4	62.2	20.6	41.6
1995	61.9	21.5	40.4	62.6	25.3	37.4	61.3	18.1	43.2
2000	63.3	21.4	41.9	59.9	23.1	36.8	66.2	20.0	46.2
2001	61.7	19.7	42.0	59.7	18.6	41.1	63.6	20.7	42.9
2002	65.2	21.7	43.5	62.1	20.5	41.7	68.3	23.0	45.3
2003	63.9	21.5	42.5	61.2	21.9	39.3	66.5	21.0	45.5
2004	66.7	22.4	44.2	61.4	21.8	39.6	71.5	23.1	48.5
2005	68.6	24.0	44.6	66.5	24.7	41.8	70.4	23.4	47.0
2006	66.0	24.7	41.3	65.8	24.9	40.9	66.1	24.5	41.7
2007	67.2	24.1	43.1	66.1	22.7	43.4	68.3	25.5	42.8
2008	68.6	27.7	40.9	65.9	24.9	41.0	71.6	30.6	40.9
2009	70.1	27.7	42.4	66.0	25.1	40.9	73.8	30.1	43.8

[1] In 1980 and 1985, due to a skip pattern in the Current Population Survey (CPS), about 3–9 percent of high school completers ages 16–24 who immediately enrolled in college were not asked the question about the level of institution attended. Such respondents were assumed to have had the same probability of enrolling in a 2- or 4-year institution as those who were asked the question.
NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, high school completers referred to those who had completed 12 years of schooling; since 1992, the term has referred to those who have received a high school diploma or equivalency certificate. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

Figure 17. Percentage of high school completers who were enrolled in 2- or 4-year colleges in the October immediately following high school completion, by level of institution and sex: Selected years, 1980 through 2009



[1] In 1980 and 1985, due to a skip pattern in the Current Population Survey (CPS), about 3–9 percent of high school completers ages 16–24 who enrolled in college immediately were not asked the question about the levels of institutions attended. Such respondents were assumed to have had the same probability of enrolling at a 2- or 4-year institution as those who were asked the question.
NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *high school completers* referred to those who had completed 12 years of schooling; since 1992, the term has referred to those who have received a high school diploma or equivalency certificate. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

SNAPSHOT

In-state Retention of College Freshmen

In the fall of 2008, about 3.0 million students were enrolled as freshmen at postsecondary institutions in the United States, compared to 2.1 million students in the fall of 1992. In 2008, about 2.4 million of these freshmen were enrolled in institutions in their home state, compared with 1.7 million students enrolled in-state in 1992. The in-state retention rate, which is measured as the total number of in-state residents enrolled in institutions within the state divided by the total number of state residents enrolled in institutions in any state, was higher in 1992 (85 percent) than in 2008 (82 percent). California had the highest in-state retention rate in 2008, with 93 percent of California residents who were freshmen enrolled in colleges in California. Utah and Arizona (both at 91 percent) had the next highest retention rates. The District of Columbia had the lowest retention rate in 2008, with 23 percent of District residents who were freshmen enrolled in colleges inside the District. The next lowest retention rates were in Vermont (47 percent) and New Hampshire (53 percent).

The relative ranking among states in 2008 differed from the ranking in 1992. In 1992, Utah had the highest retention rate (94 percent), followed by North Carolina, Alabama, California, and Texas (93 percent for all). The District of Columbia was again the lowest ranking jurisdiction in 1992, when 47 percent of residents enrolled in their freshman year of college stayed within the District. Between 1992 and 2008, Nevada had the greatest positive retention rate difference (11 percentage points higher), while the District of Columbia had the greatest negative difference (24 percentage points lower).

Table 17a. Residence and migration of all freshman students in degree-granting institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 1992 and 2008

State or jurisdiction	Total freshman enrollment in institutions located in the state		Total state residents enrolled in institutions in any state		Total state residents enrolled in institutions in-state		Percent in-state retention	
	Fall 1992	Fall 2008	Fall 1992	Fall 2008	Fall 1992	Fall 2008	Fall 1992	Fall 2008
United States[1]	**2,066,058**	**3,024,723**	**2,028,759**	**2,963,570**	**1,718,436**	**2,418,035**	**84.7**	**81.6**
Alabama	42,234	51,456	36,912	42,596	34,298	37,581	92.9	88.2
Alaska	2,480	3,193	3,474	5,109	2,127	2,900	61.2	56.8
Arizona	30,438	89,486	27,236	50,385	24,996	45,621	91.8	90.5
Arkansas	18,364	26,838	17,751	25,071	15,341	21,760	86.4	86.8
California	213,910	433,287	211,656	422,773	196,614	393,120	92.9	93.0
Colorado	34,082	54,978	30,340	48,384	25,586	39,436	84.3	81.5
Connecticut	22,769	30,754	27,631	36,886	16,374	21,200	59.3	57.5
Delaware	7,227	9,231	5,832	7,881	4,334	5,423	74.3	68.8
District of Columbia	8,427	13,734	2,573	3,967	1,211	915	47.1	23.1
Florida	70,565	153,189	67,769	143,069	57,423	125,023	84.7	87.4
Georgia	52,148	86,199	51,377	91,194	43,780	74,153	85.2	81.3
Hawaii	9,445	9,668	9,644	11,348	7,874	7,878	81.6	69.4
Idaho	10,960	12,057	9,339	11,978	7,395	8,387	79.2	70.0
Illinois	114,044	119,139	122,220	122,184	105,034	92,908	85.9	76.0
Indiana	49,304	73,439	43,916	65,116	38,478	56,900	87.6	87.4
Iowa	36,538	44,777	32,517	30,579	28,825	26,274	88.6	85.9
Kansas	25,453	29,593	23,111	27,498	20,742	23,041	89.7	83.8
Kentucky	29,114	40,207	27,271	38,053	24,356	32,791	89.3	86.2
Louisiana	31,810	38,473	30,176	37,390	26,831	32,786	88.9	87.7

See notes at end of table.

SNAPSHOT

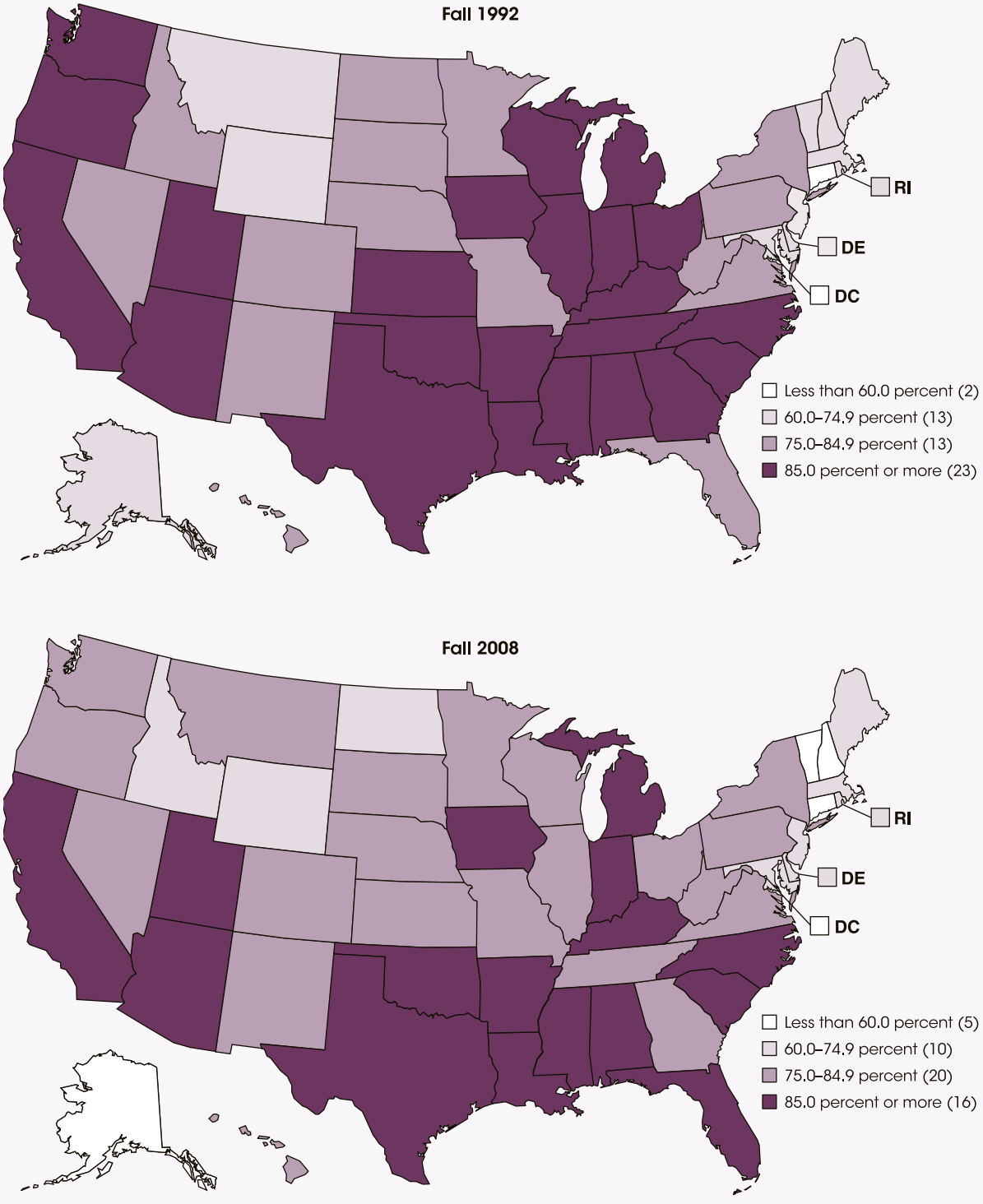
Table 17a. Residence and migration of all freshman students in degree-granting institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 1992 and 2008—Continued

State or jurisdiction	Total freshman enrollment in institutions located in the state		Total state residents enrolled in institutions in any state		Total state residents enrolled in in-state institutions		Percent in-state retention	
	Fall 1992	Fall 2008	Fall 1992	Fall 2008	Fall 1992	Fall 2008	Fall 1992	Fall 2008
Maine	8,765	12,142	10,059	12,465	6,532	8,733	64.9	70.1
Maryland	33,288	47,770	36,314	58,421	26,124	38,234	71.9	65.4
Massachusetts	59,460	75,530	51,008	67,903	37,880	47,699	74.3	70.2
Michigan	87,772	96,416	88,771	100,432	81,831	88,272	92.2	87.9
Minnesota	41,718	55,023	42,336	58,383	34,113	44,137	80.6	75.6
Mississippi	24,848	33,578	23,178	32,647	21,230	28,841	91.6	88.3
Missouri	38,821	57,833	36,375	56,087	30,828	46,447	84.8	82.8
Montana	6,413	8,520	6,636	8,349	4,873	6,351	73.4	76.1
Nebraska	16,156	18,109	16,193	17,878	13,569	14,641	83.8	81.9
Nevada	4,521	18,536	5,126	20,260	3,650	16,726	71.2	82.6
New Hampshire	11,297	13,056	9,308	13,257	5,863	7,045	63.0	53.1
New Jersey	44,611	65,959	64,431	96,826	41,016	60,691	63.7	62.7
New Mexico	11,419	19,569	11,734	19,024	9,722	15,982	82.9	84.0
New York	153,852	193,929	157,069	190,660	132,243	156,091	84.2	81.9
North Carolina	55,013	88,596	45,935	83,364	42,947	72,436	93.5	86.9
North Dakota	8,684	8,733	7,100	6,622	5,812	4,828	81.9	72.9
Ohio	91,169	108,929	89,456	113,638	78,698	93,980	88.0	82.7
Oklahoma	30,050	33,339	29,706	30,624	26,979	26,499	90.8	86.5
Oregon	22,733	33,748	21,353	31,189	18,193	25,759	85.2	82.6
Pennsylvania	100,964	143,938	94,435	127,454	79,950	105,349	84.7	82.7
Rhode Island	12,813	16,543	8,046	10,341	5,743	7,244	71.4	70.1
South Carolina	20,906	43,405	19,733	38,907	16,808	33,698	85.2	86.6
South Dakota	6,398	8,920	5,998	8,175	4,529	6,164	75.5	75.4
Tennessee	34,622	53,671	32,909	53,285	28,040	44,177	85.2	82.9
Texas	124,246	199,333	123,208	210,694	114,300	184,051	92.8	87.4
Utah	23,536	30,331	18,931	24,545	17,726	22,382	93.6	91.2
Vermont	6,274	7,744	4,478	5,363	2,707	2,529	60.5	47.2
Virginia	44,683	81,742	40,877	77,797	32,505	62,966	79.5	80.9
Washington	64,913	41,221	62,565	44,245	57,843	34,466	92.5	77.9
West Virginia	16,941	19,954	15,003	14,253	12,745	12,076	84.9	84.7
Wisconsin	46,043	58,310	44,993	57,970	38,734	47,678	86.1	82.2
Wyoming	3,817	6,241	4,258	4,608	3,084	3,445	72.4	74.8

[1] Includes students whose home state was unable to be determined by the institution. The Fall 2008 United States data also include students attending U.S. Service Academies who are not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992 and 2008 Integrated Postsecondary Education Data System (IPEDS), "Residence of First-Time Students" survey, 1992, and Spring 2009.

SNAPSHOT

Figure 17a. Percentage of freshmen who graduated from high school in the previous 12 months attending a degree-granting institution in their home state: Fall 1992 and 2008



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992 and 2008 Integrated Postsecondary Education Data System (IPEDS), "Residence of First-Time Students" survey, 1992, and Spring 2009.

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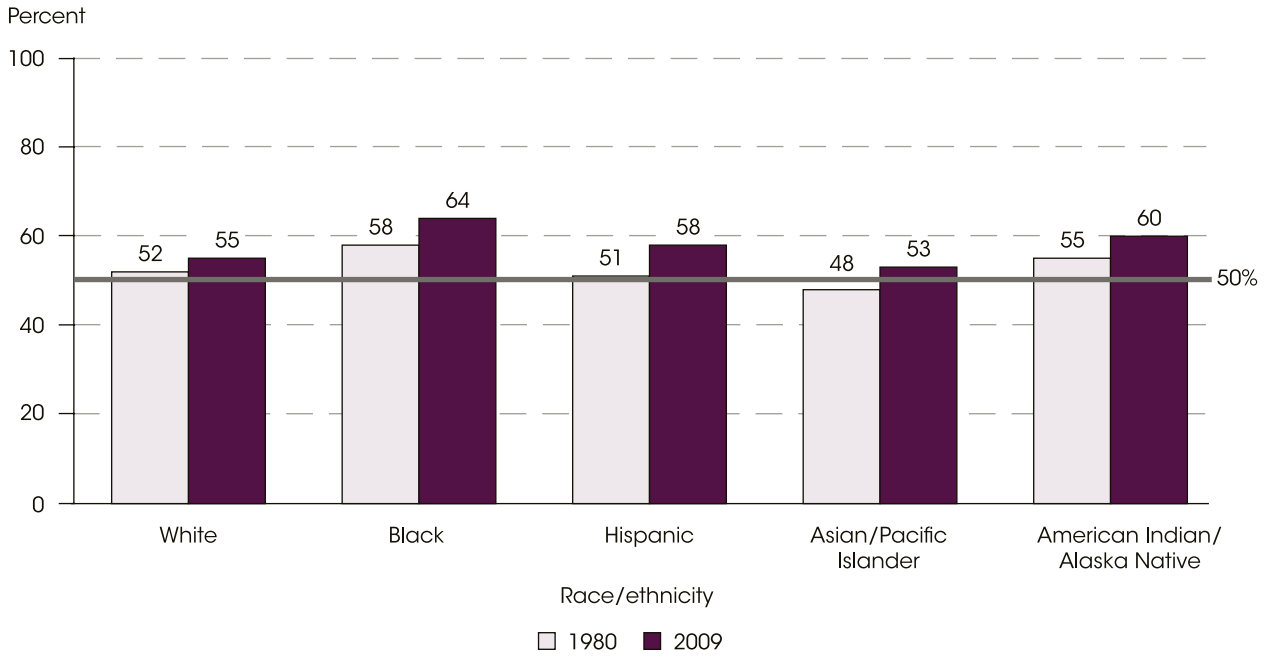
18. Undergraduate College Enrollment

Total undergraduate enrollment in degree-granting institutions increased from 10.5 million in 1980 to 17.6 million students in 2009. In 2009, about two-thirds of undergraduate students were under the age of 25 (Aud et al. 2011, table A-39-1). Between 1980 and 2009, enrollment numbers increased for each racial/ethnic group. Hispanic enrollment increased by more than five-fold, from 0.4 million in 1980 to 2.4 million in 2009. Asian/Pacific Islander enrollment more than quadrupled from 0.2 million to 1.1 million. During this time period, Black enrollment more than doubled (from 1.0 million to 2.6 million), as did American Indian/Alaska Native enrollment (from 0.1 to 0.2 million). White enrollment also increased, from 8.5 million in 1980 to 10.9 million in 2009, but it had the smallest percentage increase of all the racial/ethnic groups.

Of the 17.6 million students enrolled in an undergraduate institution in 2009, approximately 57 percent were female, up from 52 percent in 1980. For all racial/ethnic groups the majority of the increase in female enrollment occurred between 1980 and 2000 and the percentages of undergraduate enrollment that were female remained stable or decreased in recent years. The largest difference in the percentage of male and female undergraduates was among Black students. In 1980, some 58 percent of Black undergraduates were female and by 2009, females accounted for 64 percent of total Black undergraduate enrollment. The next largest difference was among American Indians/Alaska Natives, with females making up 55 percent of total American Indian/Alaska Native enrollment in 1980 and their share increasing to 60 percent in 2009. Between 1980 and 2009, females also increased their share of total Hispanic and White enrollment (from 51 to 58 percent for Hispanic females and from 52 to 55 percent for White females). In 1980 and 1990, Asian/Pacific Islander females represented less than half of total Asian/Pacific Islander enrollment. Since 2000, however, more females than males have enrolled, and, in 2009, females represented 53 percent of total Asian/Pacific Islander undergraduate enrollment.

Figure 18. Females as a percentage of undergraduate fall enrollment in degree-granting institutions, by race/ethnicity: 1980 and 2009



NOTE: Data for 1980 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; and 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, Spring 2010.

Table 18. Undergraduate fall enrollment in degree-granting institutions and the percentage of undergraduates who are female, by race/ethnicity: Selected years, 1980 through 2009

Year	Total		White		Black	
	Total (in thousands)	Percent female	Total (in thousands)	Percent female	Total (in thousands)	Percent female
1980	10,469	52.3	8,481	52.2	1,019	58.0
1990	11,959	55.0	9,273	54.9	1,147	61.0
2000	13,155	56.1	8,983	55.4	1,549	62.7
2002	14,257	56.6	9,565	55.6	1,764	63.6
2003	14,480	57.0	9,665	55.9	1,838	64.1
2004	14,781	57.1	9,771	55.9	1,918	64.3
2005	14,964	57.2	9,829	55.9	1,955	64.3
2006	15,184	57.1	9,885	55.8	2,006	64.3
2007	15,604	56.9	10,047	55.6	2,093	64.0
2008	16,366	56.8	10,339	55.5	2,269	63.8
2009	17,565	56.8	10,915	55.5	2,577	63.6

	Hispanic		Asian/Pacific Islander		American Indian/Alaska Native	
	Total (in thousands)	Percent female	Total (in thousands)	Percent female	Total (in thousands)	Percent female
1980	433	51.2	249	48.3	78	55.4
1990	725	54.9	500	49.2	95	58.2
2000	1,351	56.9	846	52.5	139	59.3
2002	1,533	57.7	927	53.0	152	60.2
2003	1,580	58.4	923	53.6	158	61.0
2004	1,667	58.6	950	53.8	160	60.9
2005	1,734	58.6	971	53.9	160	61.1
2006	1,810	58.5	998	53.8	164	60.4
2007	1,916	58.1	1,042	53.6	171	60.4
2008	2,104	58.0	1,118	54.0	176	59.9
2009	2,362	57.8	1,142	53.2	189	59.6

NOTE: Data for 1980 and 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Race categories exclude persons of Hispanic ethnicity. Total includes other racial/ethnic groups not shown separately.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; and 1990 through 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001–10.

19. College Costs

College students in the 2007–08 academic year paid more for a college education than they did a decade earlier. Between 1999–2000 and 2007–08, the total annual price of attending college for full-time, full-year dependent undergraduates, of whom about two-thirds were under the age of 25, increased at both public and private institutions (Aud et al. 2011, table A-39-1).[9] The total price of attending can be offset by grants, which do not have to be repaid, and loans, which do have to be repaid. The net access price, therefore, is the total price minus grants and loans. In 2007–08, the average annual price was $12,100 to attend a public 2-year institution, $19,300 to attend a public 4-year institution, $37,400 to attend a private not-for-profit 4-year institution, and $24,200 to attend a private for-profit less-than-4-year institution (in constant 2009–10 dollars). In 2007–2008, students received a higher amount of grants and loans at each level and control of institution than in 1999–2000. In addition, public 4-year and private not-for-profit 4-year institutions saw increases in the net access price (the total price of attendance minus grants and loans). The increases in net access price suggest that the increases in grants and loans did not counteract rising tuition and fees at 4-year institutions. In 2007–08, the net access price of attending a private not-for-profit 4-year institution was greater than that of a public 4-year institution ($18,100 vs. $11,000). In addition, private for-profit less-than-4-year institutions were more expensive, on average, than public 2-year institutions (net access prices of $12,400 vs. $9,400).

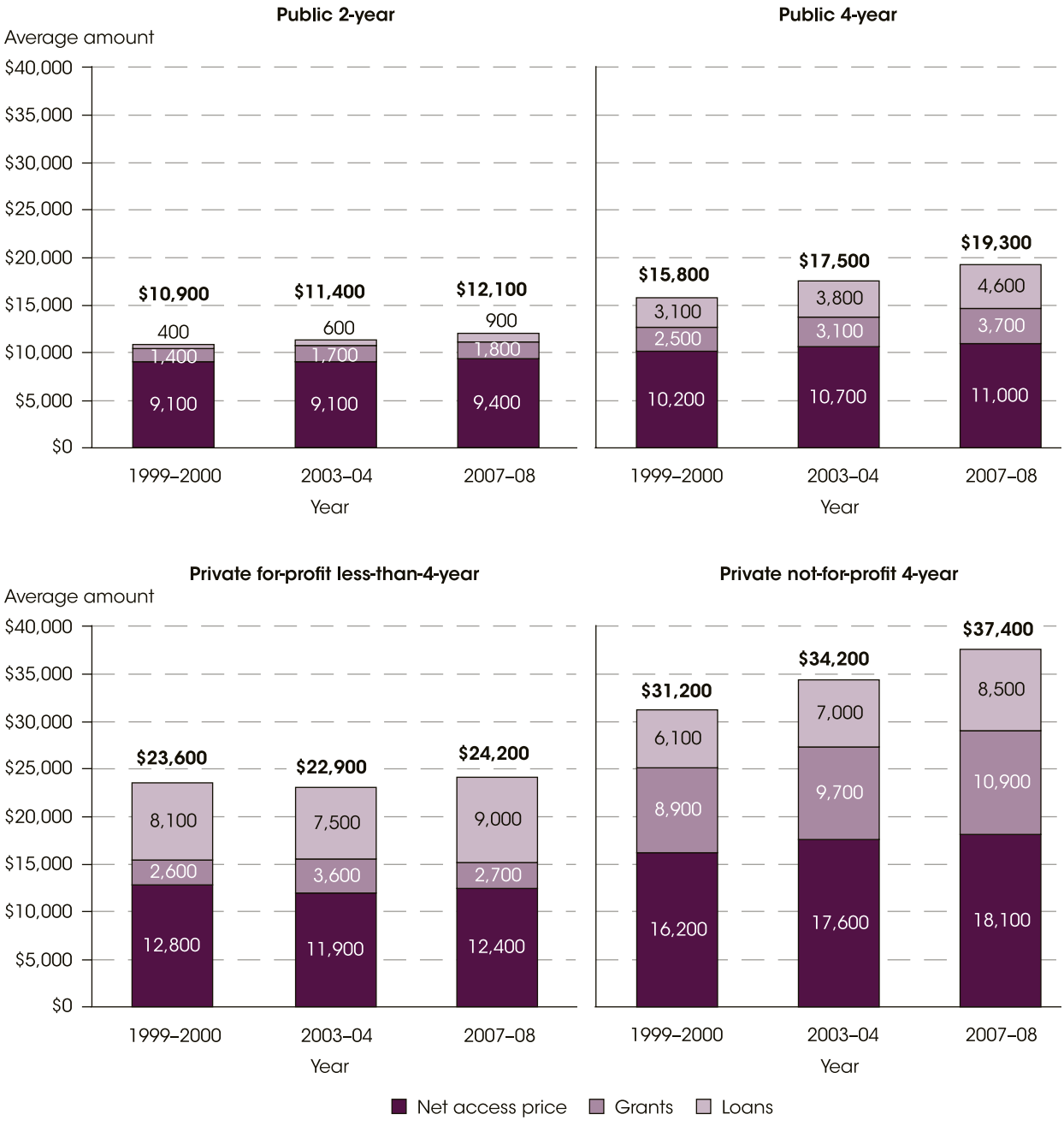
Table 19. Average annual total price, loans, grants, and net access price (in constant 2009–10 dollars) for full-time, full-year dependent undergraduates, by institution control and level: Academic years 1999–2000, 2003–04, and 2007–08

Control and level of institution	1999–2000	2003–04	2007–08
Public 2-year			
Total	**$10,900**	**$11,400**	**$12,100**
Loans	400	600	900
Grants	1,400	1,700	1,800
Net access price	9,100	9,100	9,400
Public 4-year			
Total	**15,800**	**17,500**	**19,300**
Loans	3,100	3,800	4,600
Grants	2,500	3,100	3,700
Net access price	10,200	10,700	11,000
Private not-for-profit 4-year			
Total	**31,200**	**34,200**	**37,400**
Loans	6,100	7,000	8,500
Grants	8,900	9,700	10,900
Net access price	16,200	17,600	18,100
Private for-profit less-than-4-year			
Total	**23,600**	**22,900**	**24,200**
Loans	8,100	7,500	9,000
Grants	2,600	3,600	2,700
Net access price	12,800	11,900	12,400

NOTE: Total includes net access price, loans, and grants. *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. Full time refers to students who attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution). Averages were computed for all students, including those who did not receive financial aid. Data were adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to 2009–10 dollars. Estimates exclude students who were not U.S. citizens or permanent residents and, therefore, were ineligible for federal student aid; students who attended more than one institution in a year, due to the difficulty in matching information on price and aid; and students who attended private for-profit 4-year institutions, due to their small number. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, and 2007–08 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, and NPSAS:08).

[9] The total price of attending a postsecondary institution includes tuition and fees, books and materials, and an allowance for living expenses.

Figure 19. **Average annual total price, loans, grants, and net access price (in constant 2009–10 dollars) for full-time, full-year dependent undergraduates, by institution control and level: Academic years 1999–2000, 2003–04, and 2007–08**



NOTE: *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. Full time refers to students who attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution). Averages were computed for all students, including those who did not receive financial aid. Data were adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to 2009–10 dollars. Estimates exclude students who were not U.S. citizens or permanent residents and, therefore, were ineligible for federal student aid; students who attended more than one institution in a year, due to the difficulty in matching information on price and aid; and students who attended private for-profit 4-year institutions, due to their small number. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, and 2007–08 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, and NPSAS:08).

20. Financial Aid

In the 2007–08 academic year, 80 percent of full-time, full-year undergraduate students received any kind of financial aid. The coverage of financial aid differed by type of aid and control of institution. Some 97 percent of students at private for-profit institutions were awarded aid, compared with 89 percent of students at private not-for-profit institutions and 74 percent of students at public institutions. Grants were awarded to 81 percent of students at private not-for-profit institutions, compared with 72 percent of students at private for-profits and 58 percent of students at public schools. Private for-profit institutions also awarded loans to the greatest percentage of students (92 percent). In addition, a higher percentage of students at private not-for-profits received work study awards (31 percent) than did students at public (9 percent) and private for-profit institutions (2 percent).

Students receiving aid received an average of $13,000 (in constant 2009–10 dollars) for that year. Students, on average, received $7,300 in grants, $9,700 in loans, and $2,300 in federal work-study. The amount and distribution of aid from different sources varied according to the control and level of institution. Public institutions offered less aid than the average for all institutions, while private not-for-profit institutions (with the exception of federal work-study) offered more. Private for-profit institutions awarded, on average, smaller grants than the average for all institutions ($4,100 vs. $7,300), but larger loans ($10,500 vs. $9,700) and federal work-study ($3,600 vs. $2,300). Private not-for-profit 4-year doctoral institutions awarded more financial aid from all sources than public 4-year doctoral institutions ($22,700 vs. $11,700). Private not-for-profit institutions awarded a higher average amount in grants ($12,400) than either public institutions ($5,500) or private for-profit institutions ($4,100); they also distributed the highest average amount in loans ($12,400). Federal work-study awards were highest at private for-profit institutions ($3,600) but 2 percent of students received these awards.

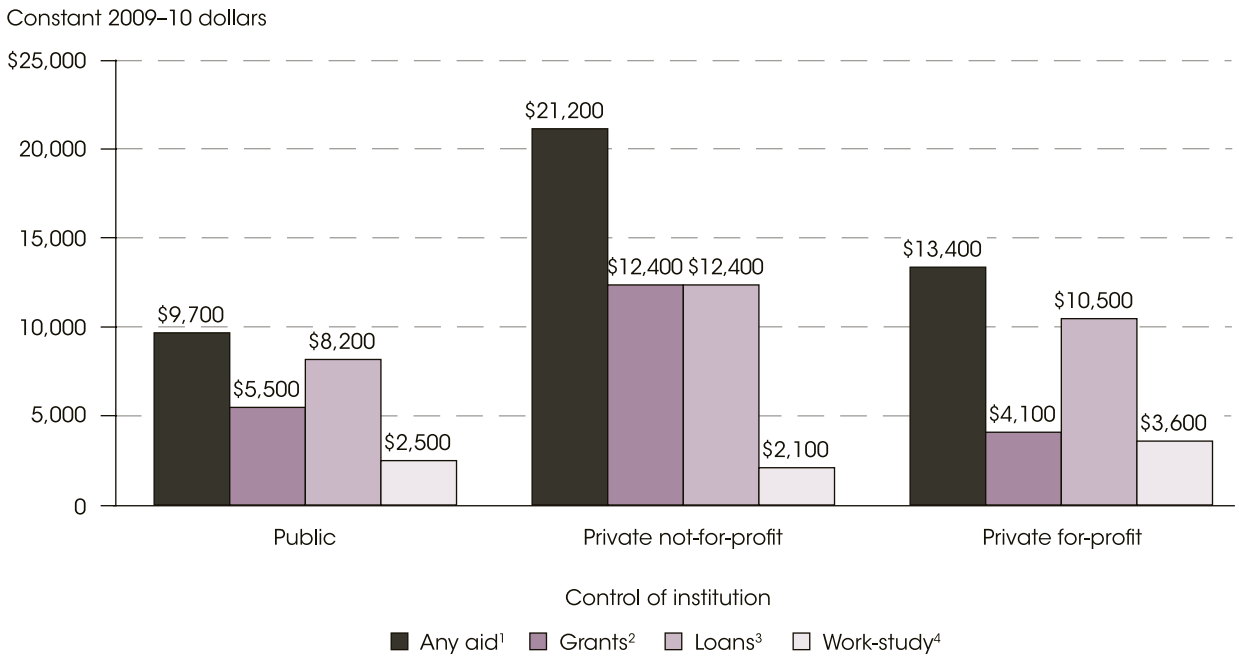
Table 20. Percentage of full-time, full-year undergraduates receiving financial aid and average amount of financial aid awarded, by type and source of aid and control and level of institution: Academic year 2007–08

[In constant 2009–10 dollars]

Control and level of institution	Any aid[1]		Grants[2]		Loans[3]		Work-study[4]	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
				[In constant 2009–10 dollars]				
Total, all institutions	**79.5**	**$13,000**	**64.4**	**$7,300**	**53.3**	**$9,700**	**13.5**	**$2,300**
Public	74.0	9,700	58.0	5,500	44.3	8,200	9.2	2,500
4-year doctoral	76.7	11,700	58.9	6,500	52.7	9,100	9.9	2,500
Other 4-year	80.9	10,000	62.1	5,500	54.6	7,900	11.1	2,400
2-year	65.4	5,800	53.9	3,700	24.8	5,600	7.0	2,600
Less-than-2-year	68.1	6,300	55.1	3,700	26.2	7,000	#	‡
Private not-for-profit	89.1	21,200	80.6	12,400	64.9	12,400	30.7	2,100
4-year doctoral	84.8	22,700	75.9	13,200	61.6	13,600	29.1	2,300
Other 4-year	93.3	20,200	85.7	11,800	68.8	11,400	33.0	2,000
Less-than-4-year	93.4	10,200	72.3	5,900	44.9	10,900	4.8	2,200
Private for-profit	96.9	13,400	72.3	4,100	92.0	10,500	2.1	3,600
2-year and above	97.4	14,100	71.7	4,200	94.7	10,900	2.4	3,700
Less-than-2-year	94.5	9,900	75.3	3,700	78.7	8,100	0.8!	1,500!

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
[1] Includes students who reported that they were awarded aid, but did not specify the source or type of aid.
[2] Indicates all grants, scholarships, or tuition waivers received from federal, state, institutional, or private sources, including employers.
[3] Includes Parent Loans for Undergraduate Students (PLUS).
[4] A part-time work program awarding on- or off-campus jobs to students who demonstrate financial need. Details on nonfederal work-study participants are not available.
NOTE: Aid averages are for those students who received the specified type of aid. Full-time, full-year students were enrolled full time for 9 or more months from July 1 through June 30. Data include Puerto Rico. Data were adjusted to constant 2009–10 dollars using the Consumer Price Index for All Urban Consumers (CPI-U).
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

Figure 20. Average amount of financial aid (in constant 2009–10 dollars) awarded to full-time, full-year undergraduates, by control of institution and type and source of aid: Academic year 2007–08



[1] Includes students who reported that they were awarded aid, but did not specify the source or type of aid.
[2] Indicates all grants, scholarships, or tuition waivers received from federal, state, institutional, or private sources, including employers.
[3] Includes Parent Loans for Undergraduate Students (PLUS).
[4] A part-time work program awarding on- or off-campus jobs to students who demonstrate financial need. Details on nonfederal work-study participants are not available.
NOTE: Aid averages are for those students who received the specified type of aid. Full-time, full-year students were enrolled full time for 9 or more months from July 1 through June 30. Data include Puerto Rico. Data were adjusted to constant 2009–10 dollars using the Consumer Price Index for All Urban Consumers (CPI-U).
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

21. Federal Aid

Grants and loans are forms of federal financial support for undergraduate students, about two-thirds of whom were under the age of 25 in 2009 (Aud et al. 2011, table A-39-1). Federal grants, which do not need to be repaid, are available to undergraduates who qualify by income, whereas loans are available to all students. In academic year 2007–08, a greater percentage of full-time, full-year undergraduate students received federal aid of any kind at private for-profit institutions (94 percent) than at private not-for-profit institutions (70 percent) and public institutions (57 percent). This pattern held true for part-time or part-year undergraduate students as well as when looking only at aid from Title IV programs, which accounts for nearly all of the federal aid. Title IV refers to the section of the Higher Education Act of 1965 that covers the administration of the federal student financial aid program. Included under Title IV are Pell grants, Supplemental Educational Opportunity Grants (SEOGs), work-study, Perkins loans, Stafford loans, and Parent Loans for Undergraduate Students (PLUS). Title IV does not include private loans, grants, and scholarships, nor does it include state-level grants and loans. Pell grants are need-based grants awarded to undergraduates and are intended to be a financial base to which other financial awards can be added.

Looking at specific types of aid, private for-profit institutions had the greatest percentage of full-time, full-year students receiving Pell grants (62 percent) in 2007–08, followed by public institutions (30 percent) and private not-for-profit institutions (28 percent). In 2007–08, about 16 percent of full-time, full-year students at private for-profit institutions received SEOGs, which are campus-based grants that are intended to supplement Pell grants, compared with 13 percent of students at private not-for-profit institutions and 6 percent of students at public institutions.

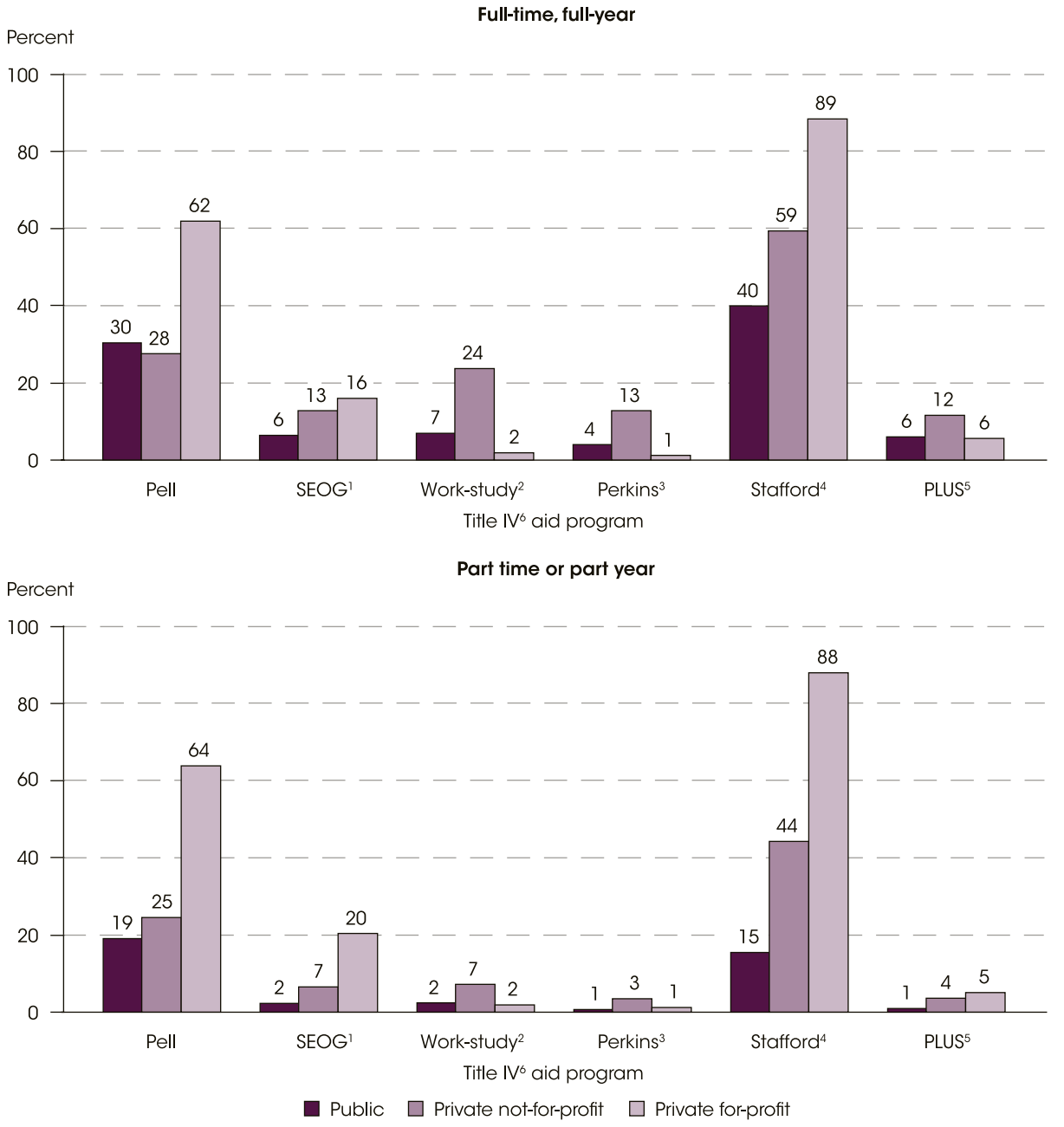
As with Pell grants and SEOGs, private for-profit institutions had a greater percentage of full-time, full-year students receiving Stafford loans (89 percent) than either private not-for-profit institutions (59 percent) or public institutions (40 percent). Stafford loans include need-based subsidized loans and unsubsidized loans that are not need-based. In contrast, private not-for-profits had the greatest percentage of students receiving aid from the Perkins loan program and from work-study, followed by public institutions and private for-profit institutions. (The Perkins loan program is a campus-based, low-interest loan program for students who demonstrate financial need.) Overall, a greater percentage of full-time, full-year undergraduates received federal aid of any kind (63 percent) than did part-time or part-year undergraduates (39 percent).

Table 21. Percentage of full-time and part-time undergraduates receiving federal aid, by Title IV aid program and control and level of institution: Academic year 2007–08

Control and level of institution	Any federal aid[2]	Selected Title IV[1] programs						
		Any Title IV aid	Pell	SEOG[3]	Work-study[4]	Perkins[5]	Stafford[6]	PLUS[7]
Full-time, full-year undergraduates								
All institutions	**63.0**	**62.0**	**32.6**	**8.7**	**10.3**	**5.6**	**48.7**	**7.2**
Public	56.6	55.5	30.4	6.4	6.9	3.9	39.9	6.0
4-year doctoral	57.5	56.5	25.6	6.1	7.3	5.7	47.5	9.1
Other 4-year	65.7	64.8	34.1	7.5	8.4	4.7	50.7	6.3
2-year	49.2	47.7	35.1	6.1	5.4	0.4	21.3	1.1
Less-than-2-year	57.2	55.5	47.9	‡	#	#	23.1	‡
Private not-for-profit	70.0	69.2	27.5	12.7	23.7	12.7	59.4	11.6
4-year doctoral	65.5	64.4	22.1	11.1	23.3	15.1	55.4	11.8
Other 4-year	74.3	73.7	32.1	14.0	24.6	10.5	64.0	11.5
Less-than-4-year	88.0	86.9	59.8	22.7	4.1	‡	40.9	‡
Private for-profit	93.6	93.4	62.0	16.0	1.8	1.1	88.5	5.6
2-year and above	94.5	94.3	59.8	14.7	2.1	1.3	92.8	4.8
Less-than-2-year	89.3	89.2	72.5	22.7	0.6!	‡	68.1	9.5
Part-time or part-year[8] undergraduates								
All institutions	**38.6**	**37.1**	**23.9**	**4.4**	**2.7**	**1.0**	**25.3**	**1.5**
Public	30.2	28.5	19.0	2.2	2.3	0.6	15.4	0.9
4-year doctoral	43.3	41.5	19.2	3.2	3.4	2.5	35.2	3.5
Other 4-year	42.6	40.2	24.9	2.6	2.5	1.4	28.4	1.5
2-year	25.2	23.7	17.9	1.9	2.0	0.1	8.9	0.2
Less-than-2-year	31.8	31.2	27.8	‡	#	#	11.3	‡
Private not-for-profit	54.3	52.2	24.5	6.5	7.1	3.4	44.2	3.6
4-year doctoral	48.1	46.8	19.4	5.3	8.2	4.0	40.8	2.5
Other 4-year	57.5	54.7	26.3	6.8	6.8	3.2	47.0	4.5
Less-than-4-year	66.8	65.5	43.0	11.6	1.6!	‡	41.1	2.9!
Private for-profit	93.2	93.1	63.8	20.3	1.8	1.2	88.0	5.0
2-year and above	97.2	97.1	64.1	20.8	2.4	1.5	95.2	4.7
Less-than-2-year	81.5	81.3	62.8	18.9	‡	0.4	66.7	5.8

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Title IV of the Higher Education Act.
[2] Includes veteran's benefits and Department of Defense aid.
[3] Supplemental Educational Opportunity Grants.
[4] Includes persons who participated in the program, but had no earnings.
[5] Formerly National Direct Student Loans (NDSL).
[6] Formerly Guaranteed Student Loans (GSL).
[7] Parent Loans for Undergraduate Students.
[8] Part-time or part-year includes full-time/part year, part-time/full year, and part-time/part year.
NOTE: Excludes students whose attendance status was not reported. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data include Puerto Rico. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

Figure 21. Percentage of full-time and part-time undergraduates receiving federal aid, by Title IV aid program and control of institution: Academic year 2007–08



[1] Supplemental Educational Opportunity Grants.
[2] Includes persons who participated in the program, but had no earnings.
[3] Formerly National Direct Student Loans (NDSL).
[4] Formerly Guaranteed Student Loans (GSL).
[5] Parent Loans for Undergraduate Students.
[6] Title IV of the Higher Education Act.
NOTE: Part-time or part-year includes full-time/part year, part-time/full year, and part-time/part year.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

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22. Time to Completion for Undergraduate Students

Not all students who begin their undergraduate careers as full-time degree-seeking students finish their degree within the normal time.[10] In fact, some 31 percent of males and 41 percent of females who began seeking a bachelor's degree at 4-year institutions in 2001 had completed their degree 4 years later. In the same cohort, about 54 percent of males and 60 percent of females completed their degree in 6 years or less. Rates of completion within 4, 5, or 6 years were higher for females than males. Differences were also apparent by race/ethnicity for male and female students who started at 4-year institutions in 2001. Among female undergraduates, Asian/Pacific Islander students had the highest completion rate within 6 years (70 percent), followed by White (63 percent), Hispanic (51 percent), Black (46 percent), and American Indian/Alaska Native students (42 percent). Among male students, Asians/Pacific Islanders again had the highest completion rates within 6 years (63 percent), followed by 57 percent of Whites, 44 percent of Hispanics, 36 percent of American Indian/Alaska Natives, and 35 percent of Blacks. Across sex and race/ethnicity, with the exception of American Indian/Alaska Native males, the 6-year completion rate was higher for the cohort starting in 2001 than for the cohort starting in 1996.

The completion rates within 150 percent of normal time were significantly lower at 2-year than at 4-year institutions. For example, 26 percent of males and 30 percent of females who started in 2004 completed their associate's degree or certificate at a 2-year institution within 3 years (or 150 percent of normal time), compared with 54 percent of males and 60 percent of females who started in 2001 at 4-year institutions. For both males and females, Asians/Pacific Islanders who started at 2-year institutions in 2004 had the highest completion rates within 150 percent of normal time (28 and 33 percent, respectively), followed by Whites (27 and 30 percent, respectively); Blacks had the lowest completion rates (19 and 25 percent, respectively). The completion rate for males in 2-year institutions was lower for the cohort starting in 2004 than for the 1999 cohort (26 vs. 28 percent); for females, the rate stayed at 30 percent.

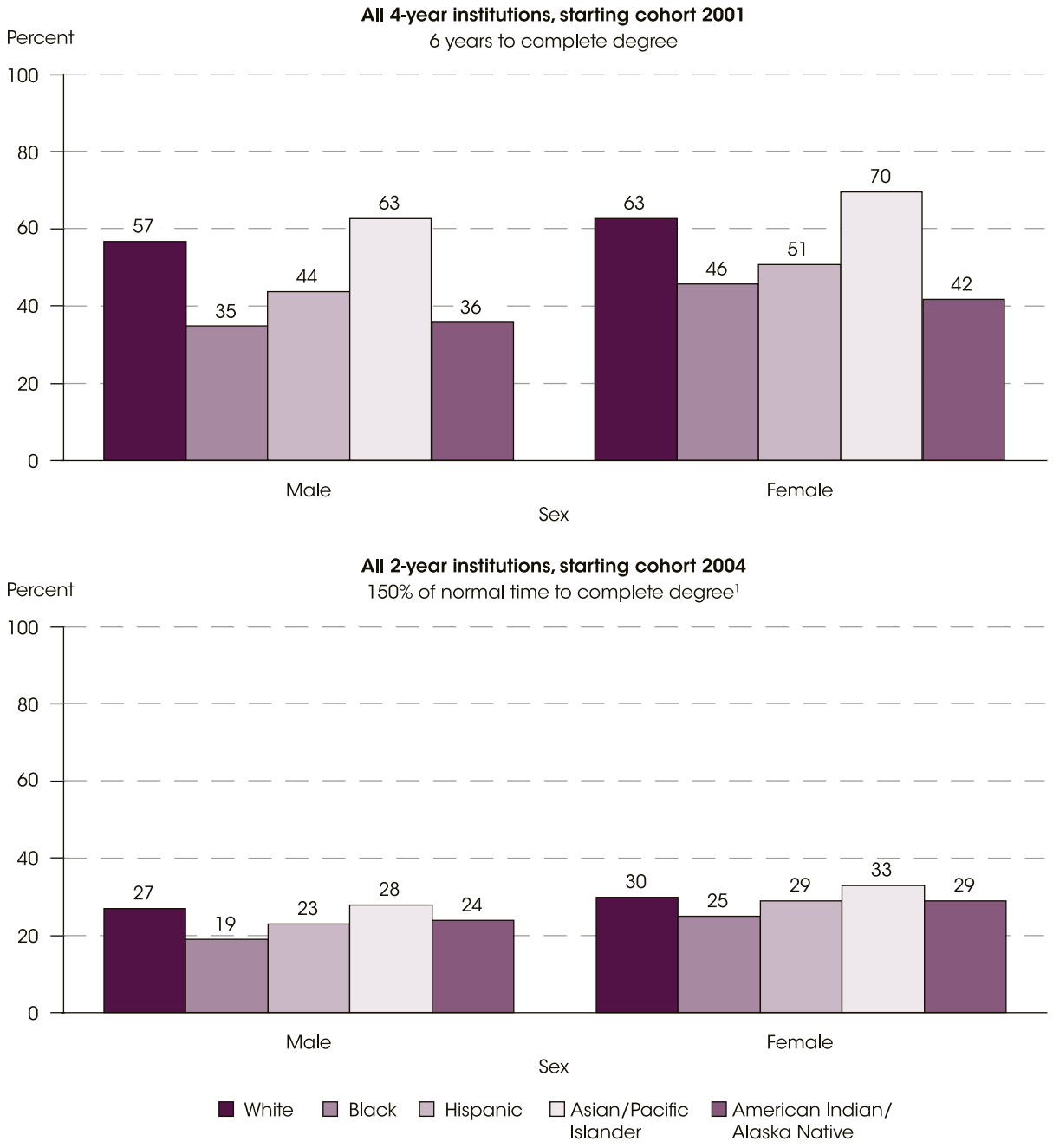
[10] Normal time to completion is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years for a bachelor's degree in a standard term-based institution; 2 years for an associate's degree in a standard term-based institution; and the various scheduled durations for certificate programs.

Table 22. Graduation rates of first-time postsecondary students who started as full-time degree-seeking students, by race/ethnicity, sex, time between starting and graduating, and level of institution: Selected cohort entry years, 1996, 1999, 2001, and 2004

Level of institution and cohort entry year	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
			Male			
All 4-year institutions						
			Percent completing bachelor's degree within 4 years of start			
1996 starting cohort	28.5	30.6	13.9	19.0	32.2	15.1
2001 starting cohort	31.0	33.4	15.0	21.3	35.7	18.0
			Percent completing bachelor's degree within 5 years of start			
1996 starting cohort	46.2	49.2	27.0	34.4	51.8	31.2
2001 starting cohort	48.6	51.9	28.9	37.3	56.0	31.5
			Percent completing bachelor's degree within 6 years of start			
1996 starting cohort	52.0	54.8	32.8	41.3	59.5	36.2
2001 starting cohort	54.2	57.3	34.6	44.1	62.7	36.1
All 2-year institutions						
			Percent completing certificates or associate's degrees within 150 percent of normal time[1]			
1999 starting cohort	28.2	29.7	20.8	25.8	29.1	24.2
2004 starting cohort	25.7	27.3	19.1	22.6	27.9	23.6
			Female			
All 4-year institutions						
			Percent completing bachelor's degree within 4 years of start			
1996 starting cohort	38.0	41.1	23.2	25.8	42.2	21.7
2001 starting cohort	40.6	43.9	25.7	29.1	47.2	23.5
			Percent completing bachelor's degree within 5 years of start			
1996 starting cohort	53.6	56.8	37.5	42.4	60.5	34.9
2001 starting cohort	55.8	59.1	40.6	45.6	64.5	37.4
			Percent completing bachelor's degree within 6 years of start			
1996 starting cohort	58.2	60.9	43.0	49.1	66.8	39.5
2001 starting cohort	60.0	62.8	46.2	51.5	69.8	42.1
All 2-year institutions						
			Percent completing certificates or associate's degrees within 150 percent of normal time[1]			
1999 starting cohort	30.2	31.7	25.1	27.8	32.6	25.8
2004 starting cohort	29.6	30.5	25.2	29.0	32.6	28.8

[1] Normal time to completion is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years for a bachelor's degree in a standard term-based institution, 2 years for an associate's degree in a standard term-based institution, and the various scheduled durations for certificate programs.
NOTE: Race categories exclude persons of Hispanic ethnicity. Total includes other racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001–02 through 2007–08 Integrated Postsecondary Education Data System (IPEDS), Fall 2001, and Spring 2002–08.

Figure 22. Graduation rates of first-time postsecondary students who started as full-time degree-seeking students, by level of institution, time between starting and graduating, sex, and race/ethnicity: 2001 and 2004 starting cohorts



[1] Normal time to completion is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years for a bachelor's degree in a standard term-based institution, 2 years for an associate's degree in a standard term-based institution, and the various scheduled durations for certificate programs.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001–02 through 2007–08 Integrated Postsecondary Education Data System (IPEDS), Fall 2001, and Spring 2002–08.

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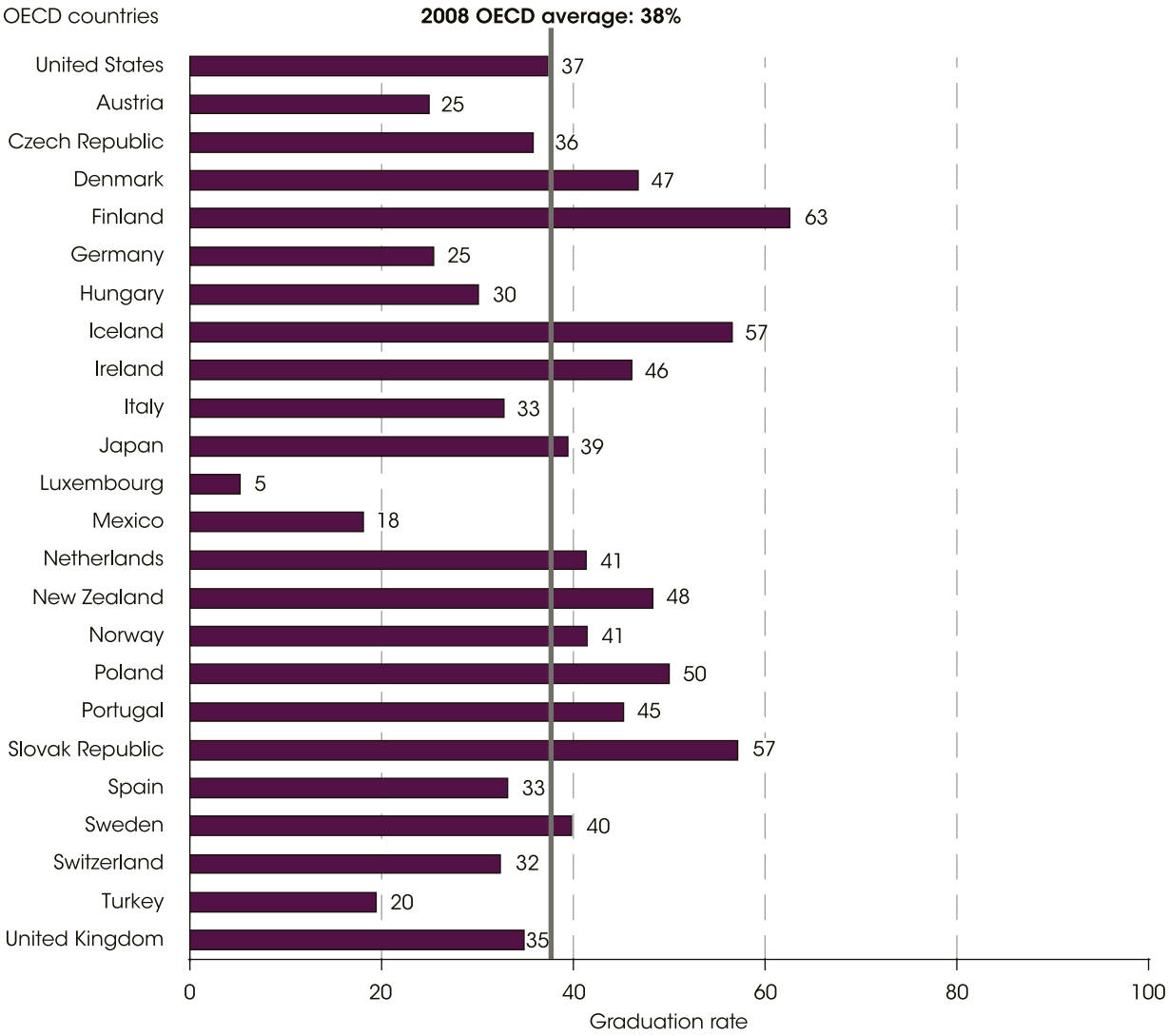
23. International College Graduation Rates

In 2008, countries belonging to the Organization for Economic Co-operation and Development (OECD) had an average first-time college graduation rate of 38 percent (meaning the percentage of persons within a specific age cohort who obtain a qualification from a given level of education). Of the 24 countries in 2008 that reported first-time college graduation rates, 12 had higher rates and 11 had lower rates than that of the United States (37 percent). Finland had the highest graduation rate (63 percent), followed by the Slovak Republic and Iceland (57 percent each). Of those countries that reported rates in 2008, the three with the lowest graduation rates were Luxembourg (5 percent), Mexico (18 percent), and Turkey (20 percent). Between 1995 and 2008, the OECD average graduation rate increased from 20 to 38 percent, but for some countries the increase was more substantial than for others. Of the countries that reported rates in both years, Finland and the Slovak Republic had the greatest increases (42 percentage points each), while Spain and the United States exhibited the least change (9 and 4 percentage points, respectively).

Figure 23. First-time college graduation rates among 24 OECD countries: 2008



NOTE: Figure includes only countries that reported data for 2008. Mismatches between the coverage of the population data and the student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students (for instance, Luxembourg) are underestimated and those that are net importers are overestimated. Data are for tertiary-type A programs, which generally correspond to bachelor's degrees in the United States.
SOURCE: Organization for Economic Co-operation and Development (OECD), *Education at a Glance 2010 OECD Indicators,* table A3.2.

Table 23. First-time college graduation rates among 30 OECD countries: 1995, 2000, 2003, and 2008

	All tertiary-type A[1] programs (first-time graduation)			
OECD countries	1995[2]	2000[2]	2003[2]	2008[3]
Australia	—	35.7	49.8	—
Austria	9.7	15.3	18.9	25.0
Belgium	—	—	—	—
Canada	27.2	27.2	28.2	—
Czech Republic	12.6	13.8	16.8	35.8
Denmark	25.2	37.3	42.7	46.8
Finland	20.3	40.8	47.7	62.6
France	—	—	—	—
Germany	13.9	18.4	18.3	25.5
Greece	13.9	14.5	20.3	—
Hungary	—	—	—	30.1
Iceland	20.3	33.2	45.2	56.6
Ireland	—	30.5	36.8	46.1
Italy	—	19.0	—	32.8
Japan	25.4	29.4	33.7	39.4
Korea	—	—	—	—
Luxembourg	—	—	—	5.3
Mexico	—	—	—	18.1
Netherlands	28.5	35.1	38.2	41.4
New Zealand	32.7	50.3	49.3	48.3
Norway	26.2	37.4	39.4	41.5
Poland	—	34.4	44.0	50.0
Portugal	14.9	23.2	32.6	45.3
Slovak Republic	15.0	—	25.2	57.1
Spain	23.9	30.4	32.3	33.1
Sweden	24.0	28.1	35.1	39.9
Switzerland	9.5	11.9	21.6	32.4
Turkey	6.0	8.8	10.5	19.5
United Kingdom	—	37.4	38.2	34.9
United States	32.7	34.4	31.9	37.3
OECD average	**20.1**	**28.1**	**32.9**	**37.7**

— Not available

[1] Tertiary-type A programs are designed to provide sufficient qualifications for entry to advanced research programs and professions with high skill requirements. These programs have a minimum cumulative duration (at tertiary level) of 3 years' full-time equivalent, although they typically last 4 or more years, corresponding to bachelor's degrees in the United States.

[2] For 1995, 2000, and 2003, graduation rates were calculated on a gross basis. Gross graduation rates refer to the total number of graduates (the graduates themselves may be of any age) at the specified level of education divided by the population at the typical graduation age at the specified level. In many countries, defining a typical age of graduation is difficult, however, because graduates are dispersed over a wide range of ages.

[3] For 2008 and for countries with available data, graduation rates were calculated as net graduation rates. Net graduation rates measure the percentage of persons within a virtual age cohort who obtain a qualification from a given level of education, thus being unaffected by changes in population size or typical graduation age. The net graduation rate is calculated by dividing the number of graduates at each single year of age by the population at that age and summing these over all the ages.

NOTE: Mismatches between the coverage of the population data and the student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students (for instance, Luxembourg) are underestimated and those that are net importers are overestimated. For more information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages, see the *Education at a Glance 2010* website (http://www.oecd.org/edu/eag2010).

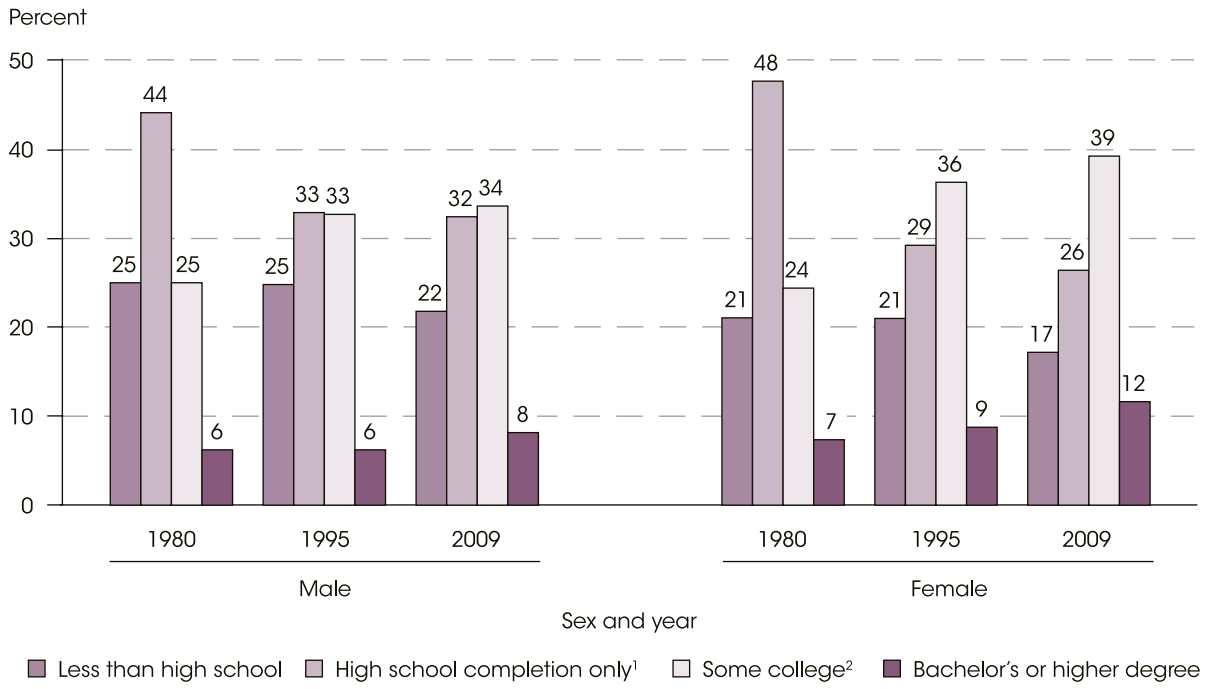
SOURCE: Organization for Economic Co-operation and Development (OECD), *Education at a Glance 2010 OECD Indicators*, table A3.2.

24. School Completion and Educational Attainment

In 2009, some 19 percent of young adults ages 18 to 24 had not completed high school, while 81 percent had at least a high school diploma or equivalency certification. While many 18- to 24-year-olds were still enrolled in school and had not yet finished their education (see Table 8), the highest level of educational attainment for 29 percent of young adults was high school completion, while 36 percent had attended some college, 5 percent had an associate's degree, and 10 percent had a bachelor's or higher degree. Between 1980 and 2009, the percentage of young adults whose highest level of education was completion of high school decreased from 46 to 29 percent. Conversely, the percentages of young adults whose highest level of education was some college or a bachelor's degree increased from 25 to 36 percent and from 7 to 9 percent, respectively, between 1980 and 2009. Between 1995 and 2009, the percentages of young adults who received an associate's degree and who received a bachelor's or higher degree also increased (from 4 to 5 percent and from 8 to 10 percent, respectively).

High school completion or less was the highest educational attainment for greater percentages of male than female young adults in 2009. In addition, greater percentages of female than male young adults reported attending some college or receiving an associate's, bachelor's, or higher degree. Between 1980 and 2009, the percentage of young adults whose highest level of educational attainment was high school completion only decreased from 44 to 32 percent for males and from 48 to 26 percent for females. During this same time period, males and females completed higher levels of education. For example, between 1995 and 2009 the percentage of young adults who had a bachelor's or higher degree increased from 6 to 8 percent for males and from 9 to 12 percent for females.

Figure 24. Percentage distribution of 18- to 24-year-olds, by sex and educational attainment: Selected years, 1980, 1995, and 2009



[1] Includes equivalency certification in 1995 and 2009.
[2] In 1980, "some college" refers to completing 1 or more years of college. In 1995 and 2009, the term refers to completing any college at all.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1980–2009.

Table 24. Percentage distribution of 18- to 24-year-olds according to highest level of educational attainment, by sex: Selected years, 1980 through 2009

Year and sex	Less than high school completion	High school completion or higher					
		Total	High school completion only[1]	Some college[2]	Associate's degree	Bachelor's degree	Bachelor's or higher degree
Total							
1980	22.9	77.1	45.8	24.6	—	6.7	—
1985	22.1	77.9	43.9	27.0	—	7.0	—
1990	22.0	78.0	42.4	28.3	—	7.4	—
1995	22.8	77.2	30.9	34.4	4.1	7.5	7.8
2000	23.5	76.5	30.4	34.6	3.9	7.0	7.7
2001	22.9	77.1	30.0	33.9	4.7	8.0	8.5
2002	23.7	76.3	30.1	34.0	4.1	7.6	8.0
2003	22.7	77.3	30.0	34.8	4.4	7.7	8.1
2004	22.1	77.9	30.0	35.0	4.4	8.0	8.4
2005	21.8	78.2	30.0	35.2	4.6	8.0	8.4
2006	21.2	78.8	30.4	35.0	5.0	7.8	8.4
2007	21.1	78.9	30.3	34.8	5.2	8.0	8.6
2008	20.0	80.0	29.2	36.5	5.0	8.8	9.4
2009	19.4	80.6	29.3	36.3	5.1	9.2	9.8
Male							
1980	24.9	75.1	44.0	24.9	—	6.2	—
1985	24.1	75.9	43.0	26.2	—	6.7	—
1990	23.6	76.4	42.2	27.3	—	6.8	—
1995	24.7	75.3	32.8	32.6	3.5	6.2	6.4
2000	26.1	73.9	31.1	33.0	3.8	5.6	6.0
2001	25.9	74.1	31.1	32.1	4.4	6.3	6.6
2002	25.9	74.1	31.3	32.2	3.9	6.4	6.6
2003	25.0	75.0	32.3	32.6	4.0	5.9	6.2
2004	25.0	75.0	32.1	32.6	3.9	6.1	6.5
2005	24.1	75.9	32.8	32.5	4.0	6.5	6.7
2006	23.6	76.4	32.0	33.3	4.6	6.1	6.6
2007	23.5	76.5	31.9	32.9	4.8	6.5	7.0
2008	21.9	78.1	31.7	34.2	4.6	7.4	7.7
2009	21.7	78.3	32.3	33.5	4.4	7.6	8.1
Female							
1980	21.0	79.0	47.5	24.3	—	7.3	—
1985	20.2	79.8	44.8	27.7	—	7.3	—
1990	20.4	79.6	42.5	29.2	—	7.9	—
1995	20.9	79.1	29.1	36.2	4.7	8.7	9.1
2000	20.9	79.1	29.6	36.3	3.9	8.5	9.3
2001	20.0	80.0	28.9	35.7	4.9	9.8	10.4
2002	21.5	78.5	28.9	35.8	4.4	8.9	9.4
2003	20.4	79.6	27.6	37.1	4.8	9.5	10.1
2004	19.2	80.8	27.9	37.6	4.9	9.9	10.5
2005	19.6	80.4	27.2	37.9	5.2	9.6	10.1
2006	18.8	81.2	28.8	36.9	5.3	9.5	10.2
2007	18.7	81.3	28.8	36.7	5.6	9.5	10.3
2008	18.0	82.0	26.7	38.8	5.4	10.4	11.2
2009	17.1	82.9	26.3	39.1	5.8	10.8	11.6

— Not available.
[1] Includes equivalency certification from 1992 to 2009.
[2] Prior to 1992, "some college" refers to completing 1 or more years of college. From 1992 to 2009, the term refers to completing any college at all.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1980–2009.

SNAPSHOT

Educational Attainment by Nativity

Changes in the demographic characteristics of today's youth are also characterized by their nativity status—whether they are born in the United States (defined here as the 50 U.S. states and the District of Columbia) or move to the United States later in life. Of those who move to the United States, some become U.S. citizens and some do not. The educational attainment of young adults in the United States varies by nativity and citizenship status. In 2009, some 16 percent of young adults (18- to 24-year-olds) had not completed high school.[11] A higher percentage of young adults born outside of the United States (30 percent) had not completed high school than had their U.S. born peers (15 percent). Although adults in this age group may not have had time to finish college, 41 percent of U.S.-born young adults had some college education, compared to 29 percent of young adults born outside of the United States.

The educational attainment of young adults born outside of the United States varied by sex; females had higher levels of educational attainment than males in 2009. Seventy-five percent of female young adults born outside of the United States had completed at least high school, compared with 66 percent of males. Similarly, 31 percent of female young adults born outside of the United States had some college education, compared to 26 percent of males. In addition, among young adults born outside the United States, a higher percentage of females than males had completed a bachelor's or higher degree in 2009 (11 vs. 7 percent).

U.S. citizens between the ages of 18 and 24 who were born outside of the United States had higher levels of educational attainment than non-U.S. citizens in the same age group. Thirty-nine percent of male and 30 percent of female noncitizen young adults born outside of the United States had not completed high school in 2009, compared to 12 percent of male and 10 percent of female U.S. citizens born outside of the United States. Similarly, 22 percent of noncitizen young adult males had attended some college, compared to 42 percent of male U.S. citizens born outside of the United States. In 2009, some 45 percent of female U.S. citizens born outside of the United States had attended some college and 18 percent had attained a bachelor's or higher degree, compared to 27 percent of female noncitizens who had attended some college and 9 percent who had attained a bachelor's or higher degree.

[11] These estimates are from the 2009 American Community Survey (ACS) and may differ from the estimates shown in Table 24 due to differing data sources.

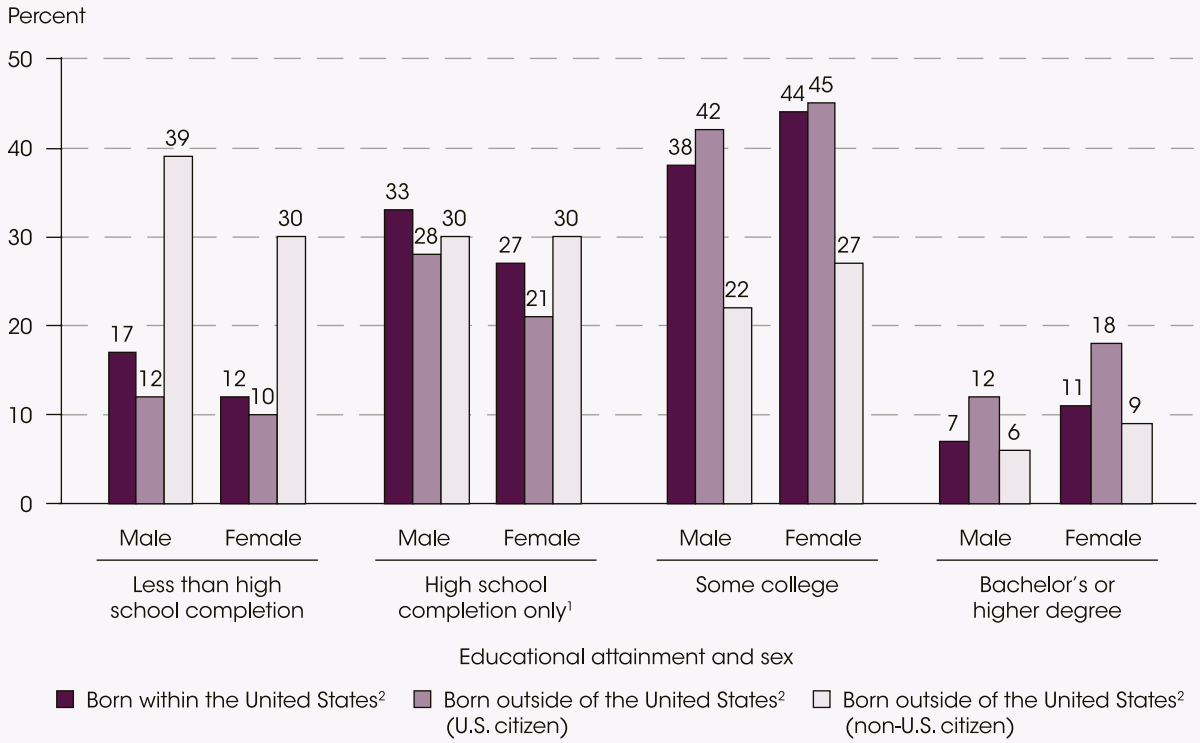
SNAPSHOT

Table 24a. Percentage distribution of 18- to 24-year-olds according to highest level of educational attainment, by nativity, sex, and citizenship status: 2009

Nativity, sex, and citizenship status	Less than high school completion	High school completion or higher				
		Total	High school completion only[1]	Some college	Associate's degree	Bachelor's degree	Bachelor's or higher degree
Total	**16.4**	**83.6**	**30.2**	**39.7**	**4.7**	**8.4**	**9.0**
Born within the United States[2]	14.8	85.2	30.4	41.0	4.8	8.5	9.0
Male	17.0	83.0	33.3	38.2	4.2	6.8	7.2
Female	12.4	87.6	27.3	43.9	5.4	10.2	11.0
Born outside of the United States[2]	29.8	70.2	28.6	28.7	3.8	7.9	9.0
Male	33.7	66.3	29.4	26.5	3.1	6.2	7.3
U.S. citizen	11.7	88.3	27.9	42.0	6.6	10.7	11.9
Non-U.S. citizen	39.4	60.6	29.8	22.5	2.2	5.0	6.2
Female	25.2	74.8	27.7	31.5	4.6	10.0	11.1
U.S. citizen	9.8	90.2	20.5	44.6	7.1	16.9	18.0
Non-U.S. citizen	30.4	69.6	30.2	27.0	3.7	7.7	8.7

[1] Includes equivalency certification.
[2] United States refers to the 50 U.S. states and the District of Columbia.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2009.

Figure 24a. Percentage distribution of 18- to 24-year-olds according to highest level of educational attainment, by sex, nativity, and citizenship status: 2009



[1] Includes equivalency certification.
[2] United States refers to the 50 U.S. states and the District of Columbia.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2009.

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Chapter 3

EMPLOYMENT-RELATED CHARACTERISTICS

25. Employment of 16- and 17-Year-Old Students

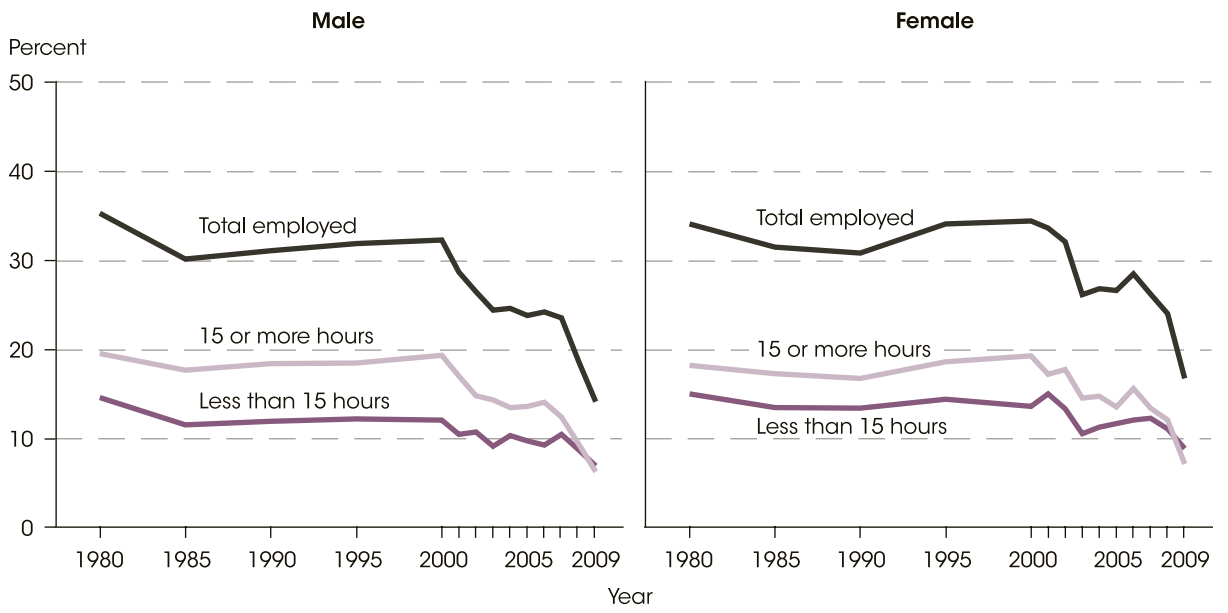
Research suggests that working more than 15 hours per week while in high school can have a negative effect on academic achievement (Singh et al. 2007). Overall, 15 percent of 16- and 17-year-old students were employed in 2009; approximately 8 percent worked less than 15 hours per week and 7 percent worked 15 or more hours per week. In 2009, some 17 percent of female students and 14 percent of male students were employed. There were no consistent overall patterns of change between 1980 and 2009. In the years shown between 1980 and 2000, no measurable differences were found between male and female students in level of employment, even when employment was examined by hours worked per week (less than 15 hours per week and 15 or more hours per week). In 2001, 2002, 2006, and 2008, greater percentages of female than male students were employed.

Between 1980 and 2009, the percentage of 16- and 17-year-old male students who were employed decreased from 35 percent to 14 percent. The percentage of female students who were employed also decreased, from 34 percent in 1980 to 17 percent in 2009.

The percentage of males and females employed for less than 15 hours per week decreased between 1980 and 2009. In 1980, some 15 percent of male students were employed less than 15 hours per week, compared to 7 percent in 2009. Similarly, 15 percent of female students were employed less than 15 hours per week in 1980, compared to 9 percent in 2009.

Between 1980 and 2009, the percentage of male students employed 15 or more hours per week decreased (from 20 to 6 percent). During this same period, the percentage of female students employed 15 or more hours per week also decreased (from 18 to 7 percent).

Figure 25. Percentage of 16- and 17-year-old students who were employed, by sex and hours worked per week: Selected years, October 1980 through 2009



NOTE: Percent employed includes those who were employed but not at work during the survey week. Hours worked per week refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to the total percentage employed.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

Table 25. Percentage of 16- and 17-year-old students who were employed, by sex and hours worked per week: Selected years, October 1980 through 2009

Year	Total	Males	Females
		Percent employed[1]	
1980	34.6	35.2	34.0
1985	30.8	30.1	31.4
1990	30.9	31.0	30.8
1995	32.9	31.9	34.1
2000	33.3	32.2	34.4
2002	29.2	26.4	32.0
2003	25.2	24.3	26.1
2005	25.2	23.8	26.6
2007	24.8	23.5	26.2
2009	15.4	14.1	16.7
		Percent employed less than 15 hours per week[2]	
1980	14.8	14.6	15.0
1985	12.5	11.5	13.5
1990	12.6	11.9	13.3
1995	13.2	12.2	14.4
2000	12.8	12.1	13.6
2002	12.0	10.7	13.3
2003	9.8	9.1	10.5
2005	10.7	9.7	11.6
2007	11.3	10.4	12.3
2009	7.9	6.9	8.8
		Percent employed 15 or more hours per week[2]	
1980	18.9	19.5	18.1
1985	17.4	17.7	17.2
1990	17.6	18.4	16.7
1995	18.5	18.4	18.6
2000	19.3	19.3	19.2
2002	16.2	14.8	17.7
2003	14.4	14.3	14.5
2005	13.5	13.6	13.5
2007	12.9	12.4	13.4
2009	6.7	6.2	7.1

[1] Includes those who were employed but not at work during the survey week.
[2] Refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to the total percentage employed.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

SNAPSHOT

Employment of 16- and 17-Year-Old Students by Race/Ethnicity

In 2009, the percentage of 16- and 17-year-old students who were employed varied by race/ethnicity. The percentage of White students (20 percent) who were employed was higher than the percentages of Black (9 percent), Hispanic (9 percent), and Asian students (6 percent) and students of two or more races (8 percent) who were employed. A higher percentage of White students (10 percent) than Black and Hispanic (4 percent each) students also worked less than 15 hours per week. The same pattern held for students who worked 15 or more hours per week.

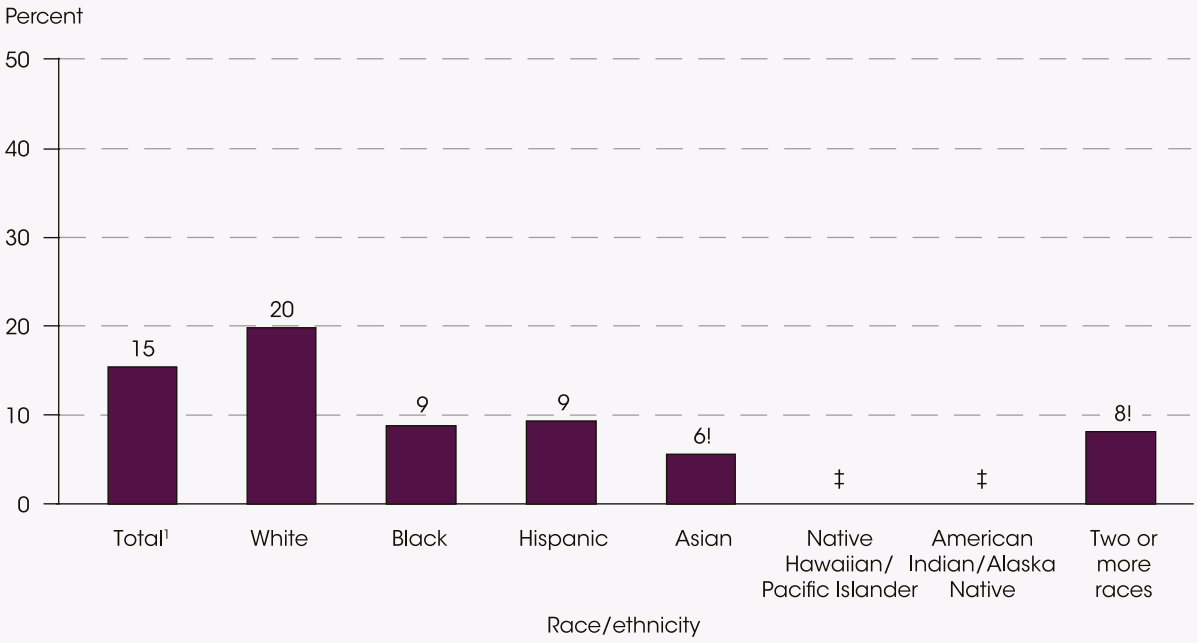
Table 25a. Percentage of 16- and 17-year-old students who were employed, by hours worked per week and race/ethnicity: 2009

Race/ethnicity	Percent employed[1]	Percent employed less than 15 hours per week[2]	Percent employed 15 or more hours per week[2]
Total[3]	**15.4**	**7.9**	**6.7**
White	19.8	10.4	8.2
Black	8.8	3.6	4.5
Hispanic	9.3	4.3	5.0
Asian	5.6!	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡
Two or more races	8.1!	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes those who were employed but not at work during the survey week.
[2] Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to the total percentage employed.
[3] Total includes other racial/ethnic groups not shown separately.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2009.

SNAPSHOT

Figure 25a. Percentage of 16- and 17-year-old students who were employed, by race/ethnicity: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate exceeds 30 percent.
‡ Reporting standards not met.
[1] Total includes other racial/ethnic groups not shown separately.
NOTE: Estimates include those who were employed but not at work during the survey week. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2009.

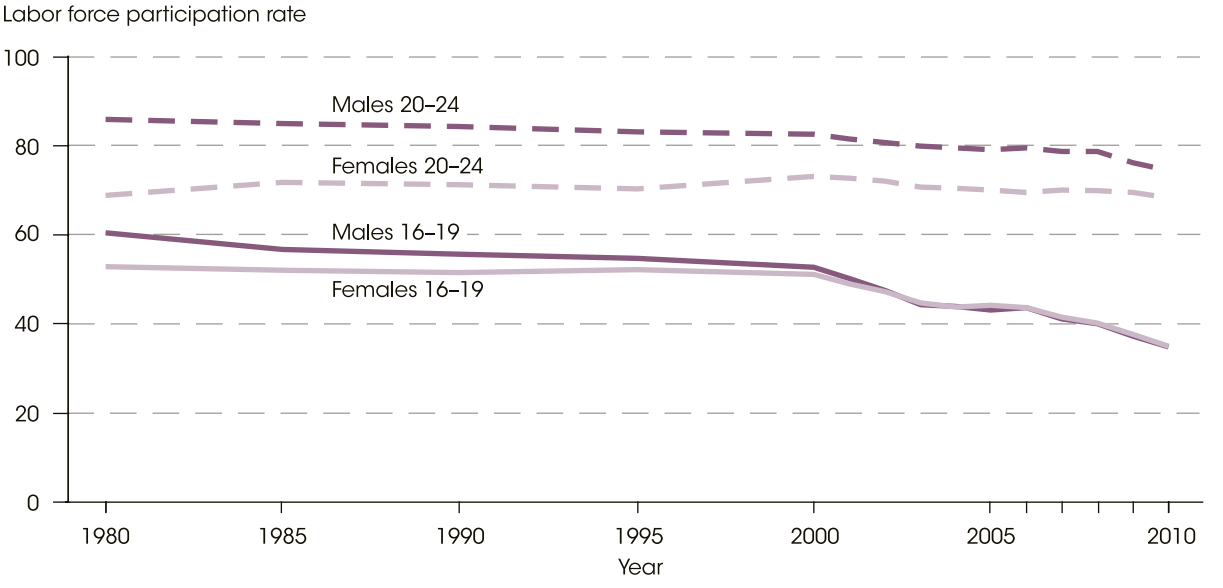
26. Labor Force Participation and Unemployment of Youth and Young Adults

The labor force participation of young males and females (i.e., 16- to 19-year-olds) declined between 1980 and 2010. The percentage of young males in the labor force decreased from 61 percent in 1980 to 35 percent in 2010, and the percentage of young females decreased from 53 percent to 35 percent over the same time period. In 1980, 1985, and 1990, a higher percentage of young males than young females were in the labor force; however, by 1995 the gap had closed and in 2010, no measurable difference was found between the labor force participation rates of young males and females (35 percent for both).

The unemployment rate is the percentage of those in the labor force who are not working and are seeking employment. People who have no job and are not looking for one, or who have a physical or mental disability that prevents them from participating in the labor force, are not included in the labor force and are not considered unemployed. The percentage of young males who were unemployed fluctuated between 1980 and 2010, with an increase seen in the more recent period of 2000 to 2010 (from 14 to 29 percent). No consistent pattern was found for young females who were unemployed between 1980 and 2010 although there was an increase between 2000 and 2010 from 12 to 23 percent unemployed. In 2010, a higher percentage of young males (29 percent) than females (23 percent) was unemployed.

Similar patterns in labor force participation and unemployment were found for young adults ages 20 to 24. The labor force participation of young adult males decreased between 1980 and 2010 (from 86 to 75 percent). Although there was no consistent pattern in the labor force participation of young adult females between 1980 and 2010, the gap between males and females did narrow. In 1980, about 86 percent of young adult males were in the labor force, compared to 69 percent of young adult females (a difference of 17 percentage points). By 2010, the difference was about 7 percentage points, with 75 percent of young adult males and 68 percent of young adult females in the labor force.

Figure 26a. Labor force participation rate of 16- to 24-year-olds, by sex and age group: Selected years, 1980 through 2010



NOTE: The labor force participation rate is the percentage of persons either employed or seeking employment.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey (CPS), unpublished data, selected years, 1980–2010.

Table 26. Labor force participation and unemployment rates of persons 16 years old and over, by sex and age group: Selected years, 1980 through 2010

Year	Males				Females			
	Age 16 and older	Ages 16–19	Ages 20–24	Ages 25–34	Age 16 and older	Ages 16–19	Ages 20–24	Ages 25–34
	Civilian labor force,[1] in thousands							
1980	61,450	5,000	8,610	16,970	45,490	4,380	7,320	12,260
1985	64,410	4,130	8,280	18,810	51,050	3,770	7,430	14,740
1990	69,010	4,090	7,870	19,870	56,830	3,700	6,830	16,060
1995	71,360	4,040	7,340	18,670	60,940	3,730	6,350	15,530
2000	76,280	4,270	7,520	17,840	66,300	4,000	6,730	14,910
2005	80,030	3,590	8,050	17,840	69,290	3,570	7,070	14,500
2006	81,260	3,690	8,120	17,940	70,170	3,590	7,000	14,630
2007	82,140	3,540	8,100	18,310	70,990	3,470	7,110	14,820
2008	82,520	3,470	8,070	18,300	71,770	3,390	7,110	15,030
2009	82,120	3,230	7,840	18,210	72,020	3,160	7,130	15,090
2010	81,990	2,990	7,860	18,350	71,900	2,910	7,160	15,260
	Percent in labor force[2]							
1980	77.4	60.5	85.9	95.2	51.5	52.9	68.9	65.5
1985	76.3	56.8	85.0	94.7	54.5	52.1	71.8	70.9
1990	76.4	55.7	84.4	94.1	57.5	51.6	71.3	73.5
1995	75.0	54.8	83.1	93.0	58.9	52.2	70.3	74.9
2000	74.8	52.8	82.6	93.4	59.9	51.2	73.1	76.1
2005	73.3	43.2	79.1	91.7	59.3	44.2	70.1	73.9
2006	73.5	43.7	79.6	91.7	59.4	43.7	69.5	74.4
2007	73.2	41.1	78.7	92.2	59.3	41.5	70.1	74.5
2008	73.0	40.1	78.7	91.5	59.5	40.2	70.0	75.2
2009	72.0	37.3	76.2	90.3	59.2	37.7	69.6	75.0
2010	71.2	34.9	74.5	89.7	58.6	35.0	68.3	74.7
	Percent unemployed[3]							
1980	6.9	18.3	12.5	6.7	7.4	17.2	10.4	7.2
1985	7.0	19.5	11.4	6.6	7.4	17.6	10.7	7.4
1990	5.7	16.3	9.1	5.5	5.5	14.7	8.5	5.6
1995	5.6	18.4	9.2	5.1	5.6	16.1	9.0	5.7
2000	3.9	14.0	7.3	3.4	4.1	12.1	7.1	4.1
2005	5.1	18.6	9.6	4.7	5.1	14.5	7.9	5.6
2006	4.6	16.9	8.7	4.5	4.6	13.8	7.6	4.9
2007	4.7	17.6	8.9	4.7	4.5	13.8	7.3	4.6
2008	6.1	21.2	11.4	6.1	5.4	16.2	8.8	5.5
2009	10.3	27.8	17.0	10.9	8.1	20.7	12.3	8.6
2010	10.5	28.8	17.8	10.9	8.6	22.8	13.0	9.1

[1] The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military.
[2] The labor force participation rate is the percentage of persons either employed or seeking employment.
[3] The unemployment rate is the percentage of those in the labor force who are not working and are seeking employment.
NOTE: Some data are revised from previously published figures.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey (CPS), unpublished data, selected years, 1980–2010.

The unemployment rates for 16- to 19-year-old males and females were higher than the rates for 20- to 24-year-old males and females, respectively, in each year shown between 1980 and 2010. During this period, unemployment rates fluctuated for male and female young adults ages 20 to 24. In 2010, a higher percentage of young adult males (18 percent) than females (13 percent) were unemployed.

Figure 26b. Unemployment rate of 16- to 24-year-olds, by sex and age group: Selected years, 1980 through 2010

NOTE: The unemployment rate is the percentage of those in the labor force who are not working and are seeking employment.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey (CPS), unpublished data, selected years, 1980–2010.

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27. Unemployment of Youth and Young Adults by Educational Attainment

In 2010, about 19 percent of the labor force ages 16 to 24 was unemployed, compared with 11 percent of those ages 25 to 29. The rate of youth and young adult unemployment varied by sex, race/ethnicity, and level of educational attainment. For instance, a higher percentage of 16- to 24-year-old males (22 percent) than females (15 percent) were unemployed. This pattern held true across levels of educational attainment. For example, in 2010, about 33 percent of males without a high school diploma were unemployed, compared to 26 percent of females. Among adults ages 25 to 29, the unemployment rates for males were higher than those for females overall and for those who have completed high school or received a bachelor's or higher degree. For males and females of both age groups, lower unemployment rates were associated with higher levels of education. For all levels of educational attainment and all races/ethnicities, 16- to 24-year-olds had higher rates of unemployment than 25- to 29-year-olds.

Looking at differences by race/ethnicity revealed that unemployment rates among 16- to 24-year-olds in 2010 were higher for American Indians/Alaska Natives (39 percent), Blacks (31 percent), Hispanics (21 percent), and persons of two or more races (25 percent) than for Whites (15 percent) and Asians (16 percent). Among 25- to 29-year-olds, Blacks had the highest unemployment rate (20 percent) followed by American Indians/Alaska Natives (17 percent), Hispanics (12 percent), persons of two or more races (11 percent), Whites (10 percent), and Asians (8 percent).

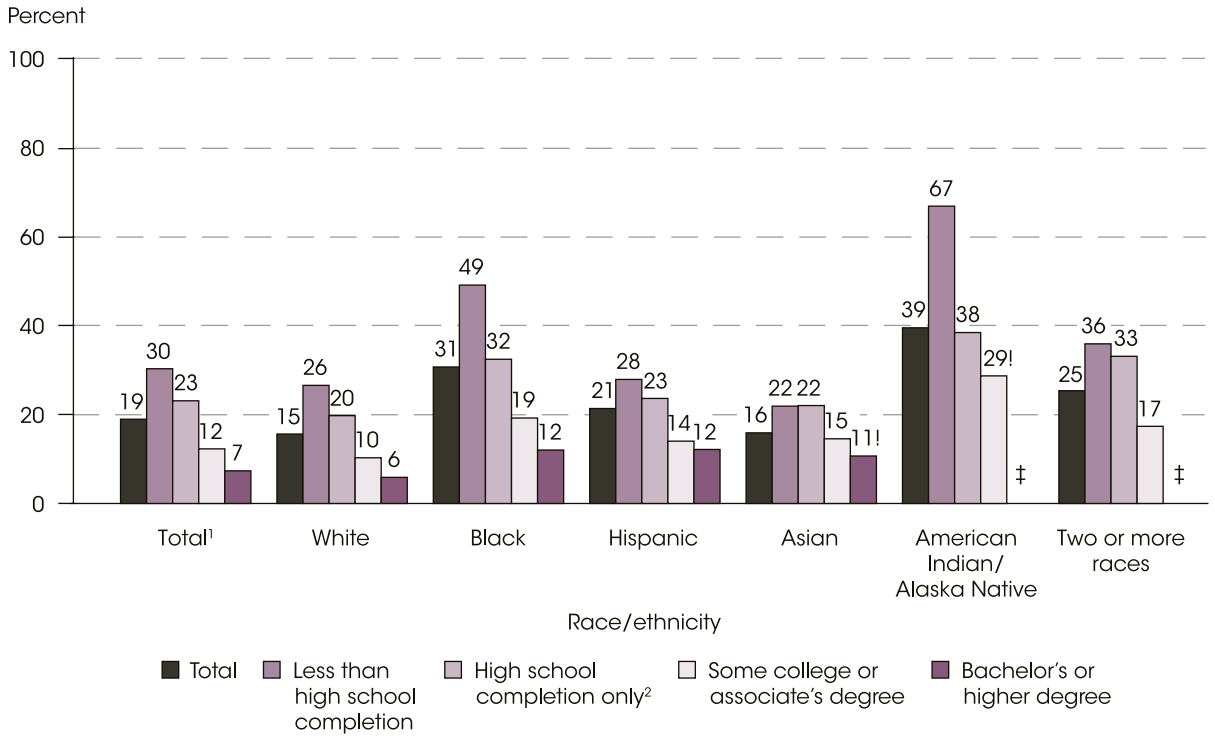
In general, lower unemployment rates were associated with higher levels of education overall and for Whites, Blacks, and Hispanics in 2010. While the overall unemployment rate for 16- to 24-year-olds was 19 percent, it was 30 percent for those without a high school diploma and 7 percent for those with a bachelor's or higher degree. Similarly, the unemployment rate for 16- to 24-year-old Blacks without a high school credential was 49 percent, compared with 32 percent for those with only a high school credential and 12 percent for those with a bachelor's or higher degree. The unemployment rate for Hispanics ages 16 to 24 who did not complete high school was 28 percent, compared with 12 percent for those who completed a bachelor's or higher degree. Patterns for adults ages 25 to 29 were similar to those of young adults ages 16 to 24. For example, 21 percent of 25- to 29-year-olds without a high school diploma were unemployed, compared with 5 percent of those with a bachelor's or higher degree.

Table 27. Unemployment rate of 16- to 29-year-olds, by educational attainment, age group, sex, and race/ethnicity: 2010

Sex and race/ethnicity	Total	Less than high school completion	High school completion only[1]	Some college or associate's degree	Bachelor's or higher degree
			Ages 16 to 24		
Total[2]	**18.8**	**30.2**	**23.0**	**12.2**	**7.3**
Sex					
Male	22.0	33.0	25.2	14.0	9.6
Female	15.4	26.2	19.9	10.6	5.6
Race/ethnicity					
White	15.5	26.5	19.6	10.2	5.9
Black	30.6	49.0	32.4	19.2	11.9
Hispanic	21.3	27.9	23.5	14.0	12.0
Asian	15.9	21.8	22.0	14.5	10.7!
Native Hawaiian/Pacific Islander	22.4	‡	‡	‡	‡
American Indian/Alaska Native	39.4	66.7	38.4	28.6!	‡
Two or more races	25.3	35.8	33.1	17.2	‡
			Ages 25 to 29		
Total[2]	**11.3**	**20.9**	**17.3**	**10.4**	**4.8**
Sex					
Male	13.2	21.1	18.8	11.2	5.7
Female	9.1	20.3	14.8	9.5	3.9
Race/ethnicity					
White	9.5	27.0	16.1	9.6	3.9
Black	19.7	36.1	27.3	16.0	8.1
Hispanic	12.4	15.0	14.0	10.4	6.8
Asian	7.8	‡	12.1	‡	7.6
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
American Indian/Alaska Native	17.0	‡	25.4!	16.9!	‡
Two or more races	10.8	‡	18.2!	‡	‡

! Interpret data with caution.The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes equivalency certification.
[2] Total includes other racial/ethnic groups not shown separately.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

Figure 27. Unemployment rate of 16- to 24-year-olds, by race/ethnicity and educational attainment: 2010



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
[1] Total includes other racial/ethnic groups not shown separately.
[2] Includes equivalency certification.
NOTE: Race categories exclude persons of Hispanic ethnicity. Data for Native Hawaiians/Pacific Islanders are excluded because they did not meet reporting standards.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

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28. Labor Force Participation of High School Dropouts

Dropping out of high school can lead to several negative outcomes. For instance, among adults in the labor force, there is a higher percentage of unemployment among dropouts than among adults who have a high school credential (U.S. Department of Labor 2011). In 2009, about 383,000 youth and young adults between the ages of 16 and 24 dropped out of high school during the previous 12 months. Of these dropouts, about 48 percent (or 186,000) were in the civilian labor force, meaning exclusive of the military, while 52 percent (or 198,000) were not. Among the dropouts in the civilian labor force in 2009, about 55 percent were unemployed.

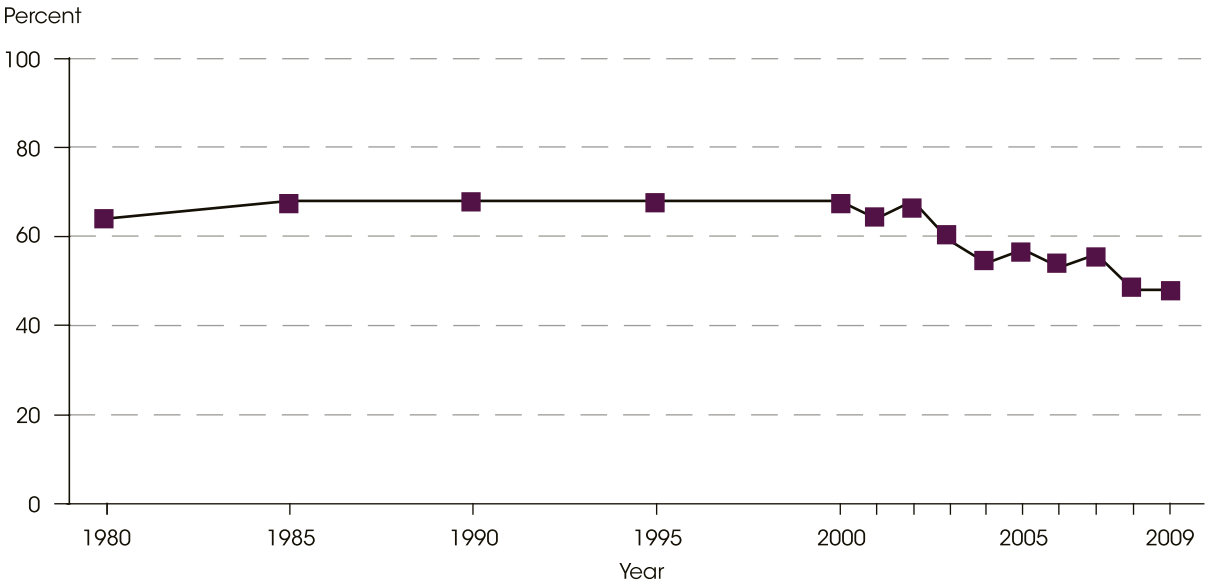
The number of high school dropouts declined from 738,000 in 1980 to 383,000 in 2009. Between 1980 and 2002, the labor force participation rate for high school dropouts fluctuated, ranging between 64 and 68 percent. However, between 2002 and 2009, the participation rate declined 20 percentage points (from 68 to 48 percent).

Table 28. Labor status of 16- to 24-year-old high school dropouts in the civilian labor force in the year that they dropped out: Selected years, 1980 through 2009

Year	Number of dropouts[2] (in thousands)	Labor force participation rate[3]	Dropouts in the civilian labor force[1]				Dropouts not in the labor force (in thousands)
			Number (in thousands)			Unemployment rate[4]	
			Total	Employed	Unemployed[4]		
1980	738	63.8	471	323	148	31.4	267
1985	610	67.5	412	265	147	35.6	198
1990	412	67.8	279	190	89	31.8	132
1995	604	67.7	409	288	121	29.6	195
2000	515	68.0	350	252	99	28.1	165
2001	506	64.0	324	207	116	35.9	182
2002	401	67.7	271	191	81	29.8	129
2003	457	59.3	271	187	84	30.8	186
2004	496	53.7	267	160	106	39.9	229
2005	407	57.2	233	156	77	32.9	174
2006	445	52.8	235	180	55	23.6	210
2007	426	56.2	239	175	64	26.9	187
2008	400	48.4	194	117	77	39.5	206
2009	383	48.5	186	83	103	55.1	198

[1] The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military.
[2] Includes persons 16 to 24 years old who dropped out from any grade without completing high school or a General Educational Development (GED) certificate during the previous 12 months (October through October).
[3] The labor force participation rate is the percent of persons either employed or seeking employment.
[4] The unemployment rate is the proportion of those in the labor force who are not working, but are seeking employment.
NOTE: Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

Figure 28. Labor force participation rate of 16- to 24-year-old high school dropouts in the civilian labor force in the year that they dropped out: Selected years, 1980 to 2009



NOTE: Dropouts include persons 16 to 24 years old who dropped out from any grade without completing high school or a General Educational Development (GED) certificate during the previous 12 months (October through October). The labor force participation rate is the percent of persons either employed or seeking employment. The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military. Some data are revised from previously published figures.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2009.

29. Young Adults in the Armed Forces

In 2008, more than 537,000 young adults between the ages of 18 and 24 were active enlisted members in the armed forces. These young adults represented 1.8 percent of the resident population (defined here as persons in the 50 U.S. states and the District of Columbia). Across all age groups, more male than female young adults were in the armed forces. For example, approximately 85,000 males between the ages of 18 and 19 were in the armed forces in 2008, compared with about 16,000 females in the same age group.

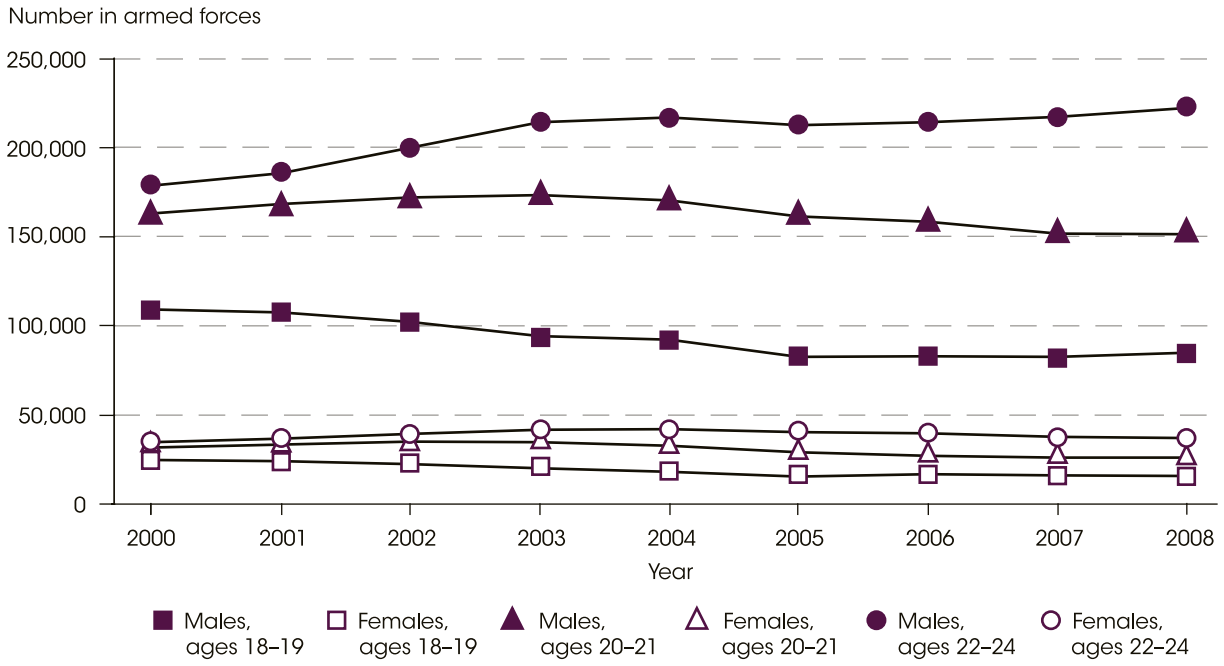
The number of young adults serving in the armed forces fluctuated between 2000 and 2008, reaching a high of about 579,000 enlisted members in 2003. However, there were differences in the trends by sex and age group. Between 2000 and 2008, the number of 18- to 19-year-olds serving in the armed forces decreased for both males and females. For males, the number decreased from about 109,000 in 2000 to 85,000 in 2008. Over the same time period, the number of 18- to 19-year-old females serving in the armed forces decreased from 24,000 to about 16,000. The number of 20- to 21-year-olds in the armed forces peaked in 2003 for males (174,000) and in 2002 for females (35,000) and then decreased for both sexes to 152,000 males and 26,000 females in the armed forces in 2008. In contrast, the number of 22- to 24-year-old males in the armed forces increased from 179,000 in 2000 to about 223,000 in 2008. However, the number of 22- to 24-year-old females who served in the armed forces increased from 34,000 in 2000 to 42,000 in 2004, and then decreased to 37,000 in 2008.

Table 29. Number and percentage of 18- to 24-year-olds in the armed forces, by age group and sex: 2000 through 2008

Year	Total	Ages 18–19		Ages 20–21		Ages 22–24	
		Male	Female	Male	Female	Male	Female
				Number in armed forces			
2000	541,696	109,284	24,428	163,172	31,416	178,903	34,493
2001	555,786	107,537	23,802	168,607	33,295	185,944	36,601
2002	570,490	102,188	22,098	172,132	34,705	200,060	39,307
2003	578,766	94,168	19,964	173,661	34,654	214,658	41,661
2004	571,998	92,055	18,013	170,440	32,511	217,184	41,795
2005	541,313	82,648	15,325	161,585	28,877	212,818	40,060
2006	539,139	82,916	16,513	158,587	27,017	214,670	39,436
2007	531,357	82,636	15,974	151,923	25,739	217,557	37,528
2008	537,187	84,758	15,680	151,606	25,775	222,609	36,759
				Percentage of resident population in armed forces			
2000	2.0	2.6	0.6	4.0	0.8	3.1	0.6
2001	2.0	2.6	0.6	4.0	0.8	3.2	0.7
2002	2.0	2.4	0.6	4.0	0.9	3.3	0.7
2003	2.0	2.2	0.5	4.1	0.9	3.4	0.7
2004	2.0	2.2	0.4	4.0	0.8	3.4	0.7
2005	1.9	2.0	0.4	3.8	0.7	3.3	0.7
2006	1.8	1.9	0.4	3.7	0.7	3.3	0.6
2007	1.8	1.9	0.4	3.5	0.6	3.3	0.6
2008	1.8	1.9	0.4	3.5	0.6	3.4	0.6

NOTE: Data consist of active component enlisted members of the armed forces, including members of the Army, Navy, Marine Corps, and Air Force.
SOURCE: U.S. Department of Defense, Defense Manpower Data Center. "Population Representation in the Military Services," appendix B, fiscal years 2000–08 and U.S. Department of Commerce, Census Bureau, Population Estimates, 2000–08, retrieved November 4, 2010, from http://www.census.gov/popest/national/asrh/2008-nat-res.html.

Figure 29. Number of 18- to 24-year-olds in the armed forces, by sex and age group: 2000 through 2008



NOTE: Data consist of active component enlisted members of the armed forces, including members of the Army, Navy, Marine Corps, and Air Force.
SOURCE: U.S. Department of Defense, Defense Manpower Data Center. "Population Representation in the Military Services," appendix B, fiscal years 2000–08 and U.S. Department of Commerce, Census Bureau, Population Estimates, 2000–08, retrieved November 4, 2010, from http://www.census.gov/popest/national/asrh/2008-nat-res.html.

30. Median Earnings

Median earnings are the reported annual wage and salary earnings of full-time, full-year workers. In 2009, the median earnings of 15- to 19-year-olds were $18,000 for males and $17,000 for females (in constant 2010 dollars). For 20- to 24-year-olds, median earnings were $25,000 for males, compared to $22,000 for females.

In 2009, median earnings for males and females between the ages of 20 and 24 were lower in constant dollars than in 1980. For young adult males, median earnings decreased from $32,000 in 1980 to $25,000 in 2009. Median earnings for young adult females were higher in 1980 ($24,000) than in 2009 ($22,000). There were no measurable changes over time for median earnings of males and females ages 15 to 19.

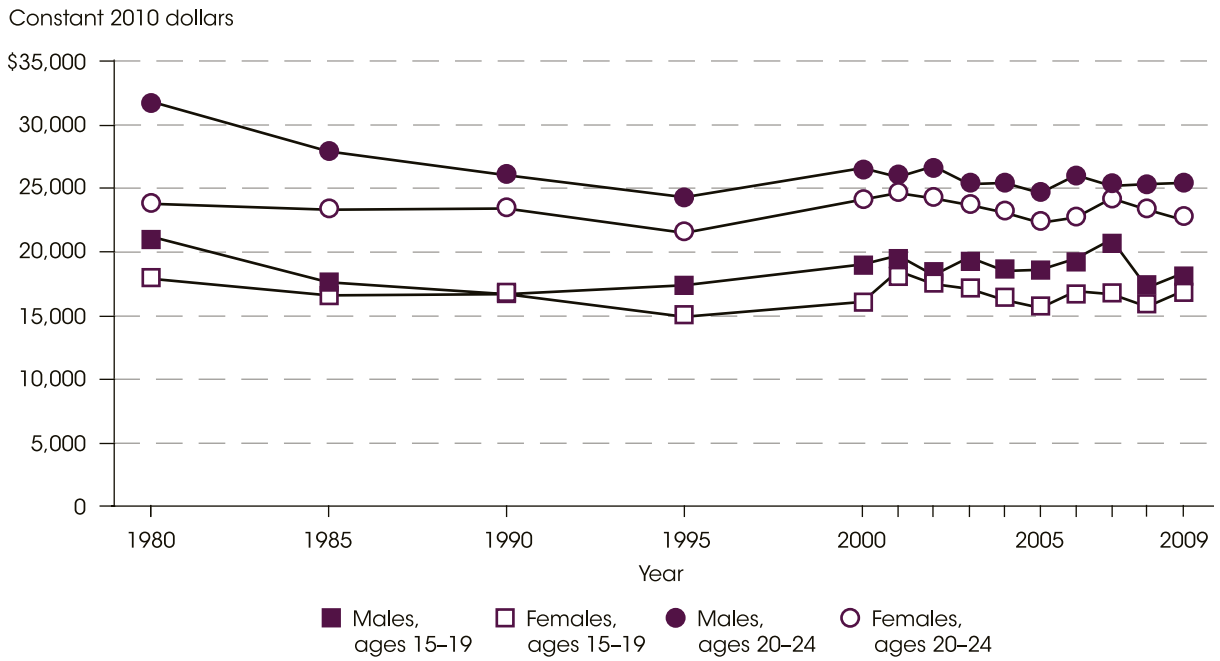
The median earnings of young males, ages 15 to 19, were higher than those of females in 1980, 1995, 2000, and between 2003 and 2007. There was no measurable difference in median earnings between the sexes in 2009. For young adults between the ages of 20 and 24, males consistently earned more than females for each year shown, with the exception of 2007 when there was no measurable difference. However, the gap between median earnings of male and female young adults did narrow during this period from $8,000 in 1980 to $3,000 in 2009.

Table 30. Median annual earnings of full-time, full-year wage and salary workers, by sex and age group: Selected years, 1980 through 2009

	Males				Females			
Year	Age 15 and older	Ages 15–19	Ages 20–24	Ages 25–29	Age 15 and older	Ages 15–19	Ages 20–24	Ages 25–29
	[In constant 2010 dollars]							
1980	$50,300	$21,200	$31,800	$42,300	$29,100	$17,900	$23,800	$31,800
1985	50,700	17,600	27,900	40,500	31,600	16,600	23,300	31,200
1990	46,700	16,700	26,000	38,300	33,400	16,700	23,400	31,700
1995	45,100	17,400	24,300	35,800	32,900	14,900	21,500	30,000
2000	48,100	19,000	26,600	38,000	35,500	16,100	24,100	32,900
2001	48,000	19,700	25,900	38,200	36,900	18,500	24,600	34,200
2002	48,500	18,200	26,700	37,600	36,400	17,500	24,200	33,900
2003	47,400	19,600	25,300	36,700	35,600	17,100	23,700	33,800
2004	46,200	18,500	25,400	36,900	35,800	16,200	23,100	34,600
2005	46,400	18,600	24,600	35,700	35,700	15,600	22,300	33,500
2006	46,500	19,500	26,000	36,800	35,800	16,900	22,700	32,500
2007	47,300	21,000	25,200	36,800	36,800	16,700	24,200	33,700
2008	46,800	17,200	25,300	36,500	35,400	15,700	23,300	32,400
2009	48,800	18,300	25,400	38,600	36,600	16,900	22,500	32,500

NOTE: Data were adjusted to constant 2010 dollars using the Consumer Price Index for All Urban Consumers (CPI-U).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2010.

Figure 30. Median annual earnings of full-time, full-year wage and salary workers ages 15 to 24, by sex and age group: Selected years, 1980 through 2009



NOTE: Data were adjusted to constant 2010 dollars using the Consumer Price Index for All Urban Consumers (CPI-U).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2010.

SNAPSHOT

Median Earnings by Educational Attainment

In order to examine median earnings by educational attainment, this snapshot focuses on 16- to 24-year-olds. The median earnings in 2009 for all full-time, full-year workers ages 16 to 24 were $24,000, a figure that was not measurably different from the median earnings in 1999 (in constant 2010 dollars). Generally, for both sexes, higher median earnings were associated with higher educational attainment. For example, those with a bachelor's or higher degree in 2009 had median earnings of $33,000, while those who had not completed high school had median earnings of $18,000.

In 2009, the median earnings of male workers were higher than the median earnings of female workers ($25,000 vs. $22,000). Males generally had higher median earnings than females for each educational level. For example, males with a bachelor's or higher degree earned $41,000 in 2009, compared to $30,000 for females with a bachelor's or higher degree.

The median earnings for 16- to 24-year-olds with some college or an associate's degree were lower in 2009 than in 1999 (in constant dollars, $22,000 vs. $24,000, respectively). The median earnings in 2009 were not measurably different from those in 1999 for young adults whose highest level of education attainment was a high school diploma or less or a bachelor's degree or more. The earnings gap between 16- to 24-year-olds with only a high school diploma or its equivalent and those with a bachelor's or higher degree did not measurably change when comparing 1999 and 2009. In 1999, youth and young adults ages 16 to 24 with a bachelor's or higher degree earned $11,000 more per year, on average, than those who had only completed high school; in 2009, this gap was $9,000.

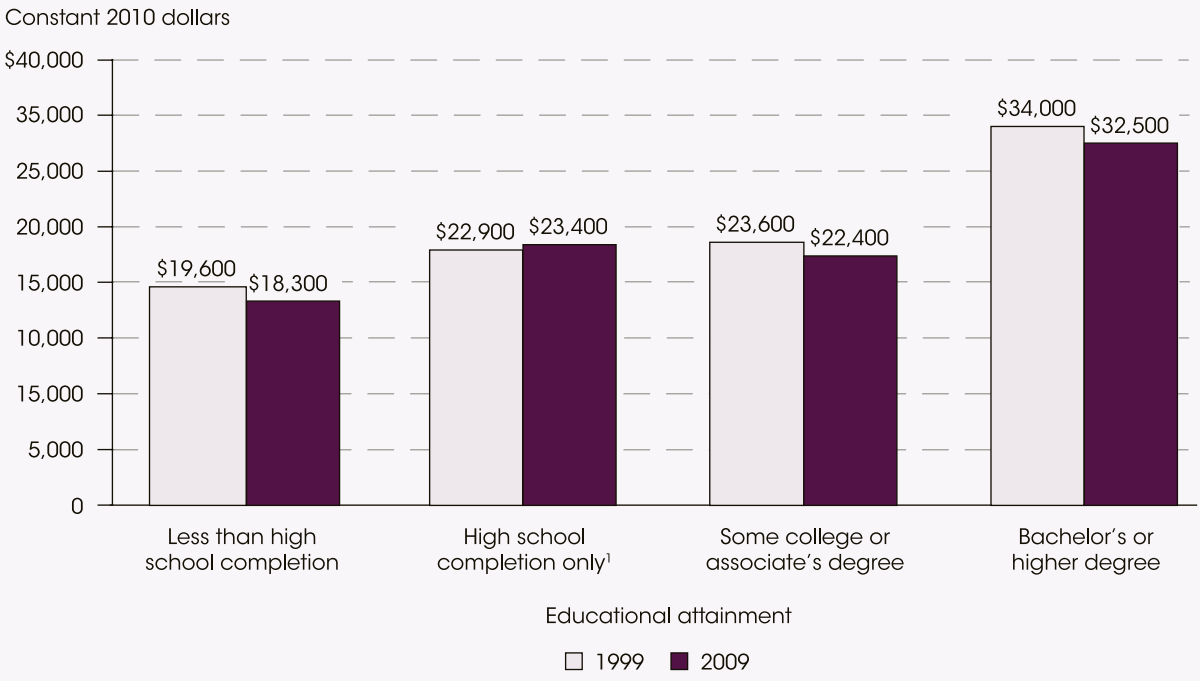
Table 30a. Median annual earnings of full-time, full-year wage and salary workers ages 16 to 24, by educational attainment and sex: 1999 and 2009

Year and sex	Total	Less than high school completion	High school completion only[1]	Some college or associate's degree	Bachelor's degree	Bachelor's or higher degree
			[In constant 2010 dollars]			
1999						
Total	**$23,600**	**$19,600**	**$22,900**	**$23,600**	**$32,700**	**$34,000**
Male	24,900	20,400	24,500	26,200	32,700	34,000
Female	22,300	17,000	20,900	22,300	32,700	34,000
2009						
Total	**$24,400**	**$18,300**	**$23,400**	**$22,400**	**$32,500**	**$32,500**
Male	25,400	20,300	24,400	25,400	40,700	40,700
Female	22,400	15,200	20,300	21,100	30,500	30,500

[1] Includes equivalency certification.
NOTE: Data were adjusted to constant 2010 dollars using the Consumer Price Index for All Urban Consumers (CPI-U).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2000 and 2010.

SNAPSHOT

Figure 30a. Median annual earnings of full-time, full-year wage and salary workers ages 16 to 24, by educational attainment: 1999 and 2009



[1] Includes equivalency certification.
NOTE: Data were adjusted to constant 2010 dollars using the Consumer Price Index for All Urban Consumers (CPI-U).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2000 and 2010.

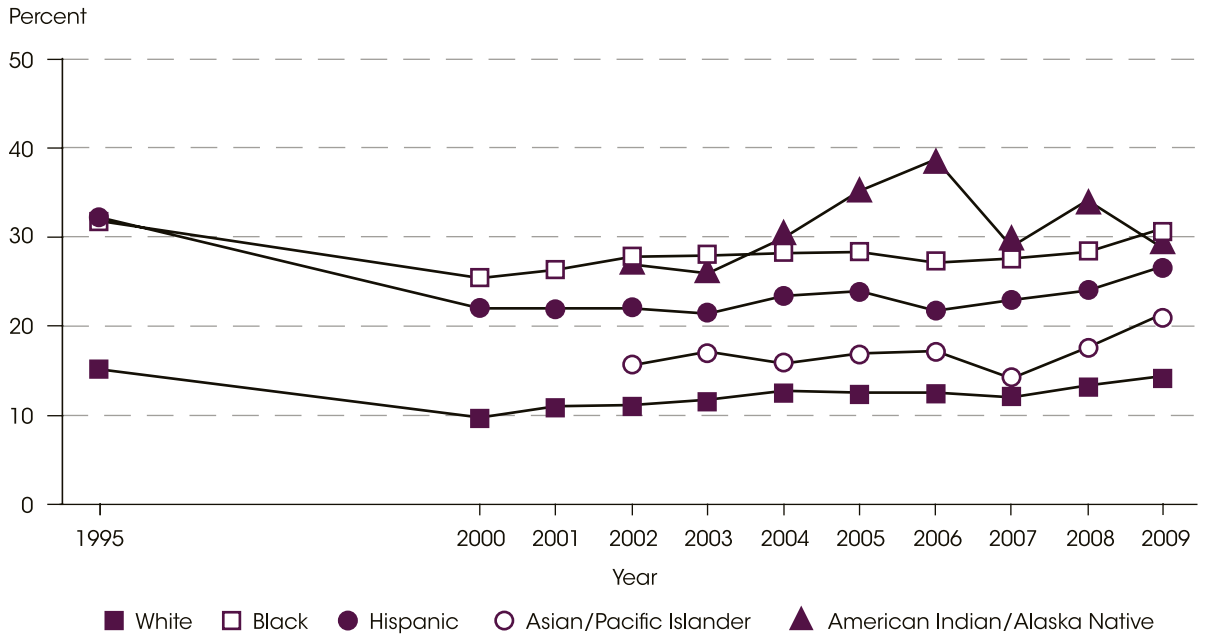
31. Poverty

The overall percentage of persons living in poverty fluctuated between 1980 and 2009, but showed no consistent pattern of change. Between 2000 and 2009, however, the overall poverty rate increased from 11 to 14 percent. For youth and young adults ages 15- to 24-years-old, the poverty rate increased from 14 to 20 percent between 2000 and 2009. This increase occurred for both male (from 12 to 17 percent) and female (from 16 to 22 percent) 15- to 24-year-olds between 2000 and 2009.

When looking at differences by sex for the years shown between 1980 and 2009, the percentage of male youth and young adults living in poverty was lower than the percentage of female youth and young adults. In 2009, about 17 percent of males between the ages of 15 and 24 were living in poverty, compared with 22 percent of females.

The percentage of 15- to 24-year-olds living in poverty varied by race/ethnicity in 2009. A higher percentage of Blacks (31 percent) than Hispanics (27 percent), Asians/Pacific Islanders (21 percent), and Whites (14 percent) in the age range were living in poverty. In addition, a higher percentage of American Indians/Alaska Natives (29 percent) were living in poverty than were Whites. A higher percentage of Whites and Blacks in the same age group were living in poverty in 2009 than in 2000 (14 vs. 10 percent and 31 vs. 25 percent, respectively). The poverty rate for Hispanic 15- to 24-year-olds increased from 22 percent in 2002 to 27 percent in 2009, while the poverty rates of Asian/Pacific Islander and American Indian/Alaska Native 15- to 24-year-olds did not change measurably over the same time period.

Figure 31. Percentage of 15- to 24-year-olds in poverty, by race/ethnicity: Selected years, 1995 through 2009



NOTE: Data for Whites and Blacks include persons of mixed race prior to 2002 and include persons of Hispanic ethnicity in 1995. Data for Blacks also include persons of Hispanic ethnicity in 2000 and 2001. Race categories exclude persons of Hispanic ethnicity after 2002.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1996–2010.

Table 31. Number and percentage of people in poverty, by sex, race/ethnicity, and age group: Selected years, 1980 through 2009

Age group and year	Number in poverty (in thousands)	Percent in poverty							
			Sex		Race/ethnicity				
		Total	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
All persons									
1980	29,270	13.0	11.2	14.7	10.2[1,2]	32.5[1,2]	25.7	—	—
1985	33,060	14.0	12.3	15.6	11.4[1,2]	31.3[1,2]	29.0	—	—
1990	33,590	13.5	11.7	15.2	8.8[2]	31.9[1,2]	28.1	12.2[1,2]	28.5[1,2]
1995	36,430	13.8	12.2	15.4	8.5[2]	29.3[1,2]	30.3	14.6[1,2]	31.0[1,2]
2000	31,580	11.3	9.9	12.6	7.4[2]	22.5[1]	21.5	9.9[1,2]	23.2[1]
2001	32,910	11.7	10.4	12.9	7.8[2]	22.7[1]	21.4	10.2[1,2]	21.9[1]
2002	34,570	12.1	10.9	13.3	8.0	24.0	21.8	10.2	26.3
2003	35,860	12.5	11.2	13.7	8.2	24.3	22.5	11.9	24.2
2004	37,040	12.7	11.5	13.9	8.7	24.7	21.9	9.8	25.4
2005	36,950	12.6	11.1	14.1	8.3	24.9	21.8	11.1	24.9
2006	36,460	12.3	11.0	13.6	8.2	24.1	20.6	10.1	30.7
2007	37,280	12.5	11.1	13.8	8.2	24.3	21.5	10.3	23.0
2008	39,830	13.2	12.0	14.4	8.6	24.6	23.2	12.1	23.7
2009	43,570	14.3	13.0	15.6	9.4	25.6	25.3	12.5	27.4
15 to 24 year olds									
1980	5,610	13.6	11.5	15.7	10.5[1,2]	32.0[1,2]	24.9	—	—
1985	6,360	16.6	14.9	18.3	13.8[1,2]	33.0[1,2]	31.1	—	—
1990	5,590	16.1	—	—	—	—	—	—	—
1995	6,530	18.0	15.5	20.5	15.1[1,2]	31.8[1,2]	32.2	—	—
2000	5,540	14.2	12.1	16.3	9.7[2]	25.4[1,2]	22.0	—	—
2001	6,100	15.5	13.6	17.4	11.0[2]	26.3[1,2]	22.0	—	—
2002	6,250	15.6	13.5	17.8	11.1	27.8	22.0	15.6	26.9
2003	6,510	16.0	13.8	18.2	11.7	27.9	21.4	17.1	25.9
2004	7,000	17.0	15.2	18.9	12.7	28.2	23.4	15.8	29.9
2005	7,060	17.1	14.5	19.8	12.5	28.3	23.9	16.9	35.2
2006	6,940	16.6	14.7	18.6	12.5	27.1	21.7	17.2	38.7
2007	6,900	16.5	14.1	18.9	12.0	27.6	22.9	14.1	28.9
2008	7,420	17.7	15.9	19.6	13.3	28.3	24.0	17.6	34.1
2009	8,270	19.6	17.0	22.3	14.4	31.0	26.7	21.4	28.7

— Not available.
[1] Includes persons of Hispanic ethnicity.
[2] Includes persons of mixed race.
NOTE: Data were not reported separately for Asians/Pacific Islanders and American Indians/Alaska Natives until 1990 for all persons and until 2002 for 15- to 24-year-olds. Data were unavailable for 15 to 24-year-olds by sex and race/ethnicity in 1990. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity unless otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2010.

SNAPSHOT

Poverty by Educational Attainment

In order to examine poverty rates by educational attainment, this snapshot focuses on 18- to 24-year-olds. In 2009, about 21 percent of young adults were living in poverty. In general, lower poverty rates were associated with higher levels of education. For instance, a higher percentage of young adults without a high school diploma (31 percent) were living in poverty than were those who had completed high school (24 percent) and those who had earned a bachelor's or higher degree (14 percent).

This pattern generally persisted across sex and race/ethnicity. For male 18- to 24-year-olds, about 24 percent without a high school diploma were living in poverty, compared with 15 percent with at least a high school diploma. Similarly, females with higher levels of educational attainment had lower poverty rates than those with less education. When looking at race/ethnicity, Black and Hispanic young adults with at least a high school diploma had lower poverty rates than those who did not finish high school. For instance, about 43 percent of Black young adults without a high school diploma were living in poverty, compared to 34 percent of Black young adults whose highest level of educational attainment was high school completion.

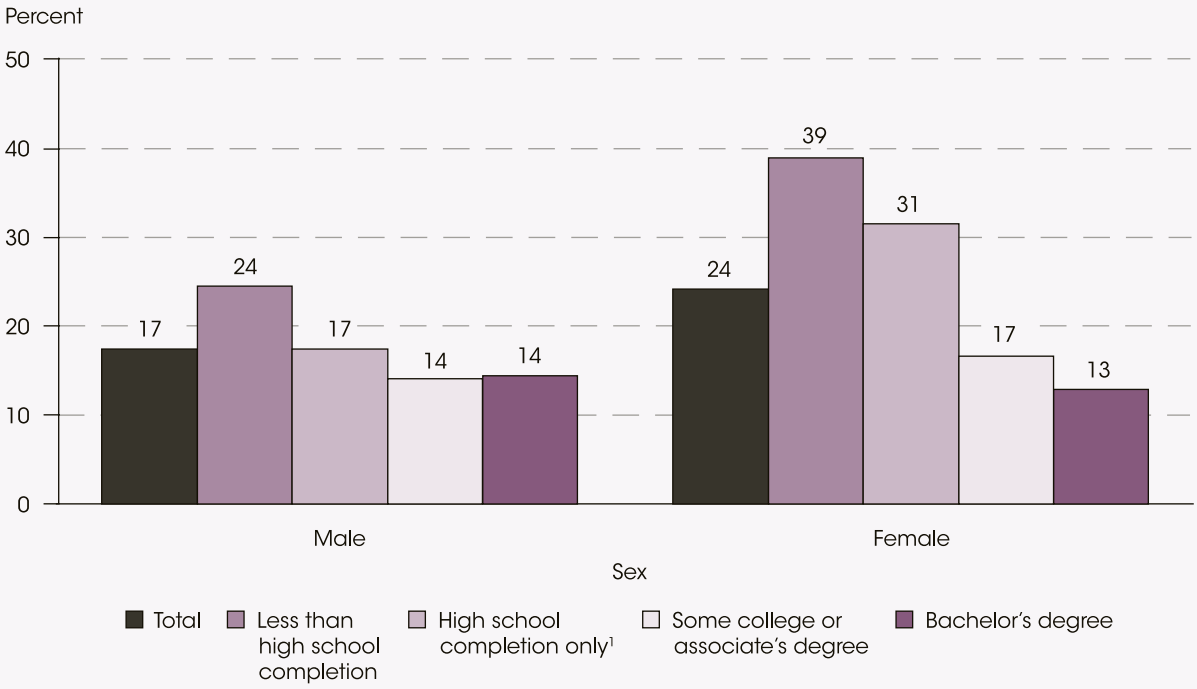
Table 31a. Percentage of 18- to 24-year-olds in poverty, by educational attainment, sex, and race/ethnicity: 2009

Sex and race/ethnicity	Total	Less than high school completion	High school completion or higher				
			Total	High school completion only[1]	Some college/ associate's degree	Bachelor's degree	Bachelor's or higher degree
Total	**20.7**	**30.8**	**18.3**	**23.7**	**15.4**	**13.5**	**13.7**
Sex							
Male	17.4	24.5	15.4	17.4	14.0	14.3	14.3
Female	24.1	38.9	21.0	31.4	16.6	12.8	13.2
Race/ethnicity							
White	16.3	22.7	15.2	19.7	13.3	11.5	11.5
Black	31.0	42.5	27.4	33.6	22.1	19.5!	18.5!
Hispanic	26.3	37.2	21.5	26.2	17.6	‡	‡
Asian	22.5	24.6!	22.2	26.6!	19.5	23.4!	25.0!
Native Hawaiian/ Pacific Islander	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	30.8	45.8	25.1!	28.3!	‡	‡	‡
Two or more races	21.7	30.9!	19.7!	22.0!	18.6!	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes equivalency certification.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

SNAPSHOT

Figure 31a. Percentage of 18- to 24-year-olds in poverty, by sex and educational attainment: 2009



[1] Includes equivalency certification.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

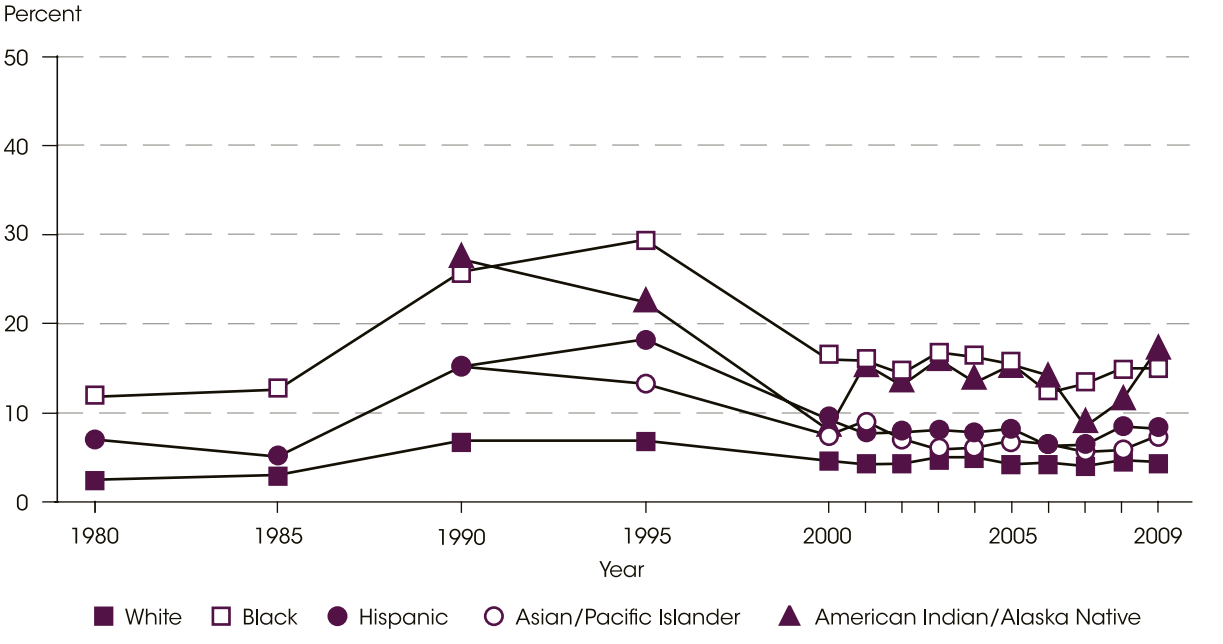
32. Receiving Public Assistance

Persons living in poverty may receive some form of government public assistance, which includes Temporary Assistance for Needy Families (TANF) (and its predecessor Aid to Families with Dependent Children [AFDC]), Supplemental Security Income (SSI), and veterans' payments. In 2009, about 2.9 million 15- to 24-year-olds (7 percent) lived in households that received some form of public assistance, compared to 1.7 million (4 percent) in 1980. However, the number of 15- to 24-year-olds living in households that received public assistance peaked in 1995 (4.4 million, or 12 percent), prior to the implementation of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Between 2000 and 2009, the percentage of youth and young adults receiving public assistance remained between 6 and 7 percent.

The percentage of 15- to 24-year-olds living in households that received public assistance varied by sex and race/ethnicity. In 2009, a higher percentage of females (7 percent) lived in households that received public assistance than did males (6 percent). The percentage of females living in households that received public assistance was also higher than that of males in 1990, 1995, 2001, 2003, and 2008. During the peak in 1995, about 14 percent of females lived in households that received public assistance, compared to 10 percent of males. Between 2000 and 2009, the percentage of males living in households that received public assistance remained between 6 and 7 percent. During the same time period, the percentage of females living in households that received public assistance ranged between 6 and 8 percent.

In 2009, a higher percentage of 15- to 24-year-old American Indians/Alaska Natives (17 percent) and Blacks (15 percent) were living in households that received public assistance than were Whites (4 percent), Asians/Pacific Islanders (7 percent), and Hispanics (8 percent) in the same age group. Between 1995 and 2009, the percentage of 15- to 24-year-old Whites, Blacks, and Hispanics living in households that received public assistance decreased.

Figure 32. Percentage of 15- to 24-year-olds receiving public assistance, by race/ethnicity: Selected years, 1980 through 2009



NOTE: Race categories exclude persons of Hispanic ethnicity. For 1990 through 2009, the population receiving public assistance is defined as persons living in households who reported receiving public assistance, Supplemental Security Income (SSI), veterans' payments, or Temporary Assistance for Needy Families (TANF) (or its predecessor Aid to Families with Dependent Children [AFDC]). TANF replaced ADFC in 1996. For 1980 and 1985, however, information was not collected on means-tested veterans' payments or those who counted public assistance as "other income" but did not report receiving public assistance.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2010.

Table 32. Number and percentage of people receiving public assistance, by sex, race/ethnicity, and age group: Selected years, 1980 through 2009

Age group and year	Total		Percent receiving public assistance						
			Sex		Race/ethnicity				
	Number receiving public assistance (in thousands)	Percent receiving public assistance	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
All persons									
1980	10,300	4.6	4.0	5.1	3.1	12.5	7.8	—	—
1985	10,800	4.6	4.2	4.9	3.0	12.4	7.3	—	—
1990	25,190	10.1	9.2	11.0	6.4	27.2	17.2	12.8	24.3
1995	27,250	10.3	9.4	11.2	6.0	26.5	18.9	12.6	24.1
2000	18,600	6.7	6.1	7.2	4.3	15.5	10.0	7.5	12.9
2001	17,610	6.2	5.7	6.8	4.1	14.4	8.6	7.6	14.1
2002	17,460	6.1	5.7	6.5	4.1	13.6	8.7	5.8	13.2
2003	18,580	6.4	6.0	6.8	4.4	14.6	8.9	5.9	15.8
2004	18,560	6.4	6.0	6.7	4.5	14.3	8.1	5.4	15.4
2005	18,110	6.2	5.7	6.6	4.2	14.0	7.8	5.8	13.2
2006	17,100	5.8	5.2	6.3	4.1	12.5	7.2	5.3	14.4
2007	17,210	5.8	5.4	6.1	4.1	12.8	7.0	5.2	11.4
2008	19,540	6.5	6.1	6.9	4.5	14.0	8.4	5.5	12.8
2009	19,670	6.5	6.1	6.8	4.4	13.5	8.7	5.9	16.1
15 to 24 years old									
1980	1,700	4.1	3.9	4.3	2.4	11.7	6.9	—	—
1985	1,760	4.6	4.7	4.5	2.9	12.5	5.0	—	—
1990	3,790	10.9	9.1	12.7	6.8	25.8	15.1	15.1	27.2!
1995	4,390	12.1	10.2	14.0	6.8	29.4	18.2	13.2	22.4!
2000	2,750	7.1	6.3	7.9	4.5	15.9	9.2	7.4	8.0!
2001	2,640	6.7	6.1	7.3	4.1	15.8	7.6	9.0	15.4
2002	2,590	6.5	6.2	6.8	4.2	14.3	7.7	7.0	13.0
2003	2,960	7.3	6.6	7.9	4.9	16.7	8.0	5.8	15.9
2004	2,930	7.1	6.6	7.6	4.9	16.2	7.7	6.0	13.3
2005	2,770	6.7	6.4	7.0	4.1	15.4	8.1	6.8	15.3
2006	2,500	6.0	5.6	6.4	4.3	12.2	6.2	6.4	14.1
2007	2,460	5.9	5.6	6.2	3.9	13.2	6.3	5.5	8.4
2008	2,910	7.0	6.3	7.6	4.6	14.9	8.4	5.7	11.3
2009	2,930	6.9	6.4	7.5	4.4	14.9	8.1	7.4	17.3

— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. For 1990 through 2009, the population receiving public assistance is defined as persons living in households who reported receiving public assistance, Supplemental Security Income (SSI), veterans' payments, or Temporary Assistance for Needy Families (TANF) (or its predecessor Aid to Families with Dependent Children [AFDC]). TANF replaced ADFC in 1996. For 1980 and 1985, however, information was not collected on means-tested veterans' payments or those who counted public assistance as "other income" but did not report receiving public assistance.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2010.

SNAPSHOT

Receiving Public Assistance by Educational Attainment

This snapshot focuses on 18- to 24-year-olds and their receipt of public assistance by educational attainment. In 2009, about 7 percent of 18- to 24-year-olds were living in households that received public assistance. In general, lower public assistance rates were associated with higher levels of education. For instance, a higher percentage of young adults without a high school diploma were living in households that received public assistance (9 percent) than were those who had completed a bachelor's or higher degree (2 percent).

This pattern generally persisted across sex and race/ethnicity. For both young adult males and females, about 9 percent without a high school diploma were living in households that received public assistance in 2009, compared with 2 percent of males and females with a bachelor's or higher degree. Higher public assistance rates were generally associated with lower educational attainment for Whites, Blacks, Hispanics, and Asians.

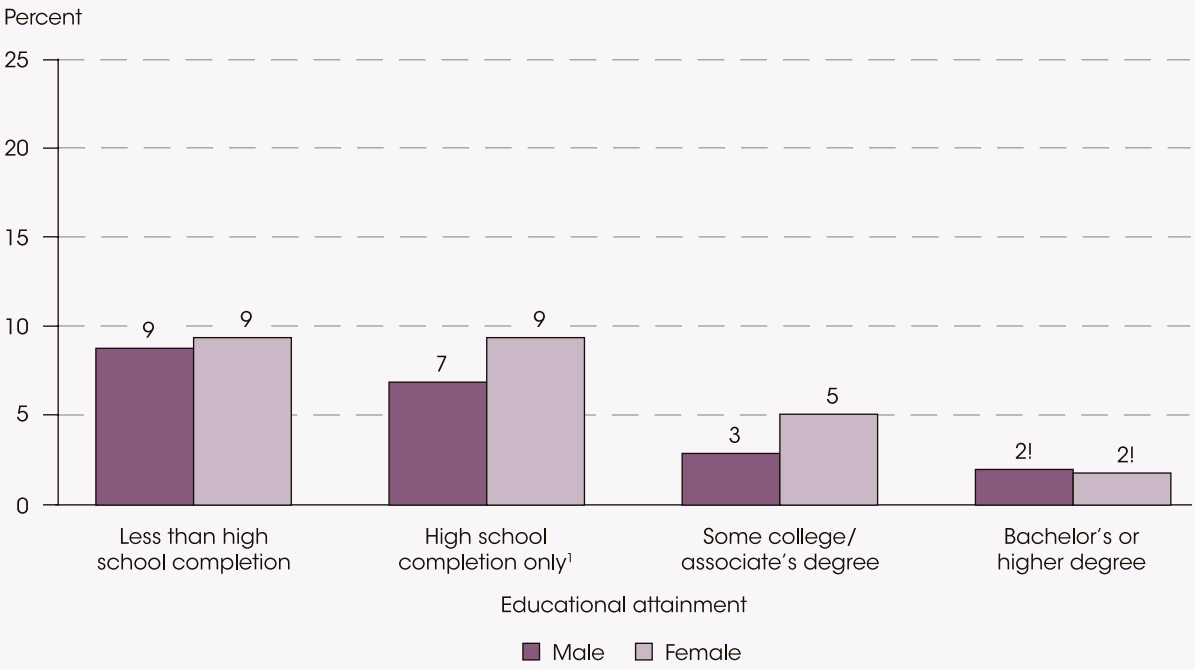
Table 32a. Percentage of 18- to 24-year-olds living in households receiving public assistance, by educational attainment, sex, and race/ethnicity: 2009

Sex and race/ethnicity	Total	Less than high school completion	High school completion only[1]	Some college/ associate's degree	Bachelor's degree	Bachelor's or higher degree
Total	**6.9**	**9.1**	**8.0**	**4.0**	**2.0**	**1.9**
Sex						
Male	6.4	8.8	6.9	2.9	2.2!	2.0!
Female	7.5	9.4	9.4	5.1	1.9!	1.8!
Race/ethnicity						
White	4.4	6.0	5.6	2.3	1.5!	1.4!
Black	14.9	17.3	16.8	9.3	4.8!	5.2!
Hispanic	8.1	9.6	6.9	6.2	5.0!	4.6!
Asian	6.9	10.4	3.7!	6.7	‡	‡
Native Hawaiian/ Pacific Islander	15.6!	‡	‡	‡	‡	‡
American Indian/ Alaska Native	17.3	19.8	15.7	‡	‡	‡
Two or more races	11.1	15.0	13.7	5.4!	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes equivalency certification.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

SNAPSHOT

Figure 32a. Percentage of 18- to 24-year-olds living in households receiving public assistance, by educational attainment and sex: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] Includes equivalency certification.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

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Chapter 4

ACTIVITIES OUTSIDE OF SCHOOL AND WORK

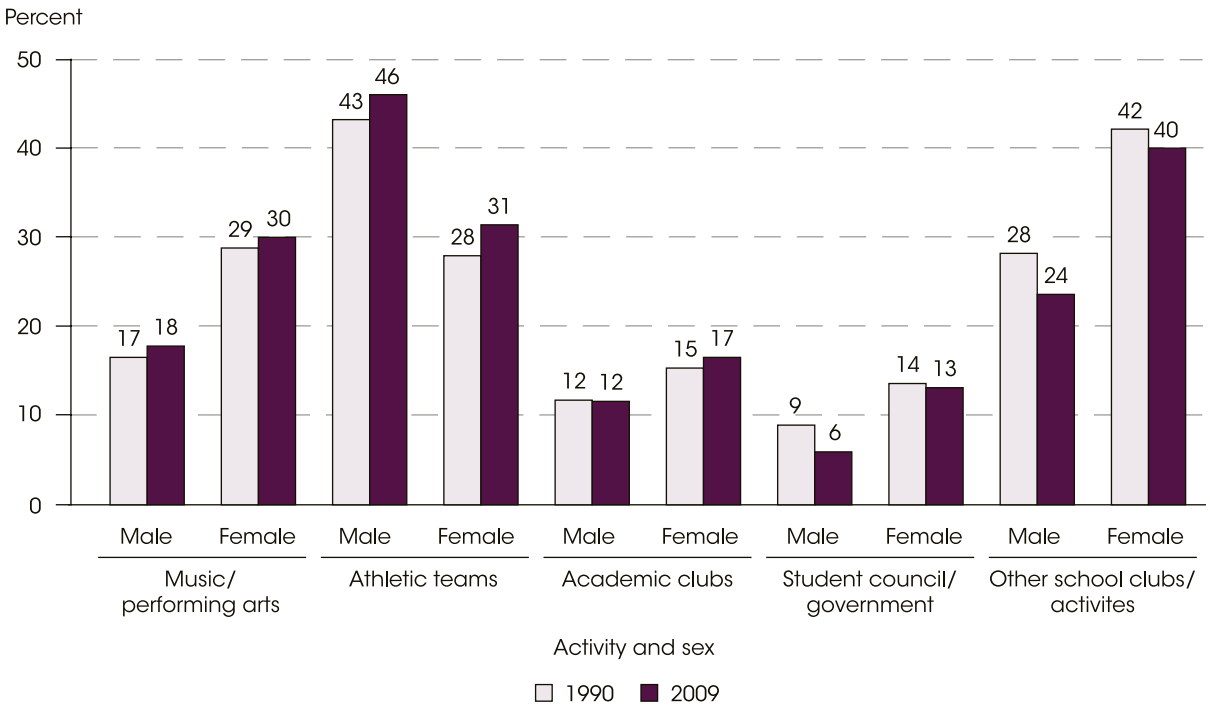
33. Afterschool Activities

Some research has shown that student participation in afterschool activities is linked to higher academic achievement, increased safety and civic participation, and reduced negative behaviors, such as drug and alcohol use (Fredricks and Eccles 2006; Zaff et al. 2003). As part of *Monitoring the Future's* national survey in 2009, high school seniors were asked about their participation in different afterschool activities, including school newspaper or yearbook, music or other performing arts, athletic teams, academic clubs (e.g. science, math, language), student council or government, and other school clubs or activities. A greater percentage of high school seniors reported participating in athletic teams (38 percent), other school clubs/activities (32 percent), and music/performing arts (24 percent) than in academic clubs (14 percent), student council/government (10 percent), and newspaper/yearbook (9 percent).

Participation in these afterschool activities varied by sex. In 2009, the most popular afterschool activity for female high school seniors was other school clubs/activities, and the most popular activity for male high school seniors was athletic teams. A greater percentage of females than males reported participating in newspaper/yearbook (11 vs. 6 percent), music/performing arts (30 vs. 18 percent), academic clubs (17 vs. 12 percent), student council/government (13 vs. 6 percent), and other school clubs/activities (40 vs. 24 percent). However, a greater percentage of males than females reported participating in athletic teams (46 vs. 31 percent).

Overall, no measurable differences were found in participation levels in these afterschool activities between 1990 and 2009. However, there was a decrease in male participation in student council/government (from 9 to 6 percent). In addition, a smaller percentage of male high school seniors participated in other school clubs/activities in 2009 (24 percent) than did in 1990 (28 percent).

Figure 33. Percentage of high school seniors who participated in various afterschool activities, by type of activity and sex: 1990 and 2009



NOTE: Percentages reflect the proportion of seniors who responded that they participated in these activities "to a considerable extent" or "to a great extent." The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future*, see *Appendix A: Technical Note and Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, 1990 and 2009.

Table 33. Percentage of high school seniors who participated in various afterschool activities, by type of activity and sex: Selected years, 1990 through 2009

Year and sex	Newspaper/ yearbook	Music/ performing arts	Athletic teams	Academic clubs	Student council/ government	Other school clubs/ activities
Total						
1990	9.3	22.0	35.9	13.3	11.0	34.6
1995	10.4	23.3	37.2	13.3	10.4	31.8
2000	11.0	27.6	37.0	17.1	10.9	33.1
2001	10.0	25.3	38.6	15.3	10.8	34.7
2002	9.3	26.7	36.0	12.4	11.8	34.0
2003	11.1	25.6	37.6	11.9	10.2	31.0
2004	11.0	25.1	39.7	13.4	9.8	30.6
2005	10.6	24.5	38.6	12.8	10.5	33.3
2006	10.0	26.7	37.9	14.0	9.1	32.5
2007	9.1	25.7	35.7	14.5	9.2	32.5
2008	9.1	25.8	37.7	12.2	9.3	32.9
2009	8.7	23.9	38.4	14.0	9.6	31.8
Male						
1990	6.3	16.5	43.2	11.7	8.9	28.2
1995	7.5	17.0	44.2	9.4	6.9	23.8
2000	6.6	22.2	45.7	15.2	7.5	24.7
2001	6.3	19.3	45.3	11.8	8.1	26.4
2002	6.5	21.9	40.6	10.8	8.4	22.9
2003	7.2	18.9	43.8	8.8	7.8	22.7
2004	6.5	19.2	45.7	9.8	6.7	21.3
2005	6.2	18.2	42.9	10.3	6.7	24.8
2006	4.8	20.5	41.6	10.4	5.5	24.1
2007	4.4	21.1	40.1	10.1	6.5	25.3
2008	5.7	21.5	43.4	8.1	7.3	26.6
2009	5.8	17.8	46.0	11.6	5.9	23.6
Female						
1990	12.7	28.8	27.9	15.3	13.6	42.1
1995	13.2	29.3	31.6	16.4	13.4	39.6
2000	15.0	32.5	30.1	20.2	14.3	41.7
2001	12.9	30.8	32.1	19.2	13.3	43.5
2002	12.1	31.4	32.6	13.6	14.8	44.9
2003	15.4	32.1	31.3	15.0	12.8	39.1
2004	15.1	30.6	35.0	16.7	12.9	39.3
2005	14.9	30.4	34.0	15.7	14.3	41.9
2006	15.0	33.3	34.0	17.6	12.8	41.0
2007	12.9	29.2	31.5	18.1	11.6	39.5
2008	11.8	29.9	32.4	15.7	10.5	37.4
2009	11.3	30.0	31.4	16.5	13.1	40.0

NOTE: Percentages reflect the proportion of seniors who responded that they participated in these activities "to a considerable extent" or "to a great extent." The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future,* see *Appendix A: Technical Note and Guide to Sources.*
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future,* selected years, 1990–2009.

34. Computer Use for Non-Schoolwork

In the 2009 Youth Risk Behavior Survey (YRBS), 9th- through 12th-grade students were asked how many hours per day they played video games or used a computer for something other than schoolwork. Some 17 percent of high school students reported that they did not use a computer for video or computer games or for something other than schoolwork. About 24 percent of high school students reported playing video or computer games or using a computer for something other than schoolwork for less than 1 hour per day, while 59 percent reported doing those activities for 1 hour per day or more.

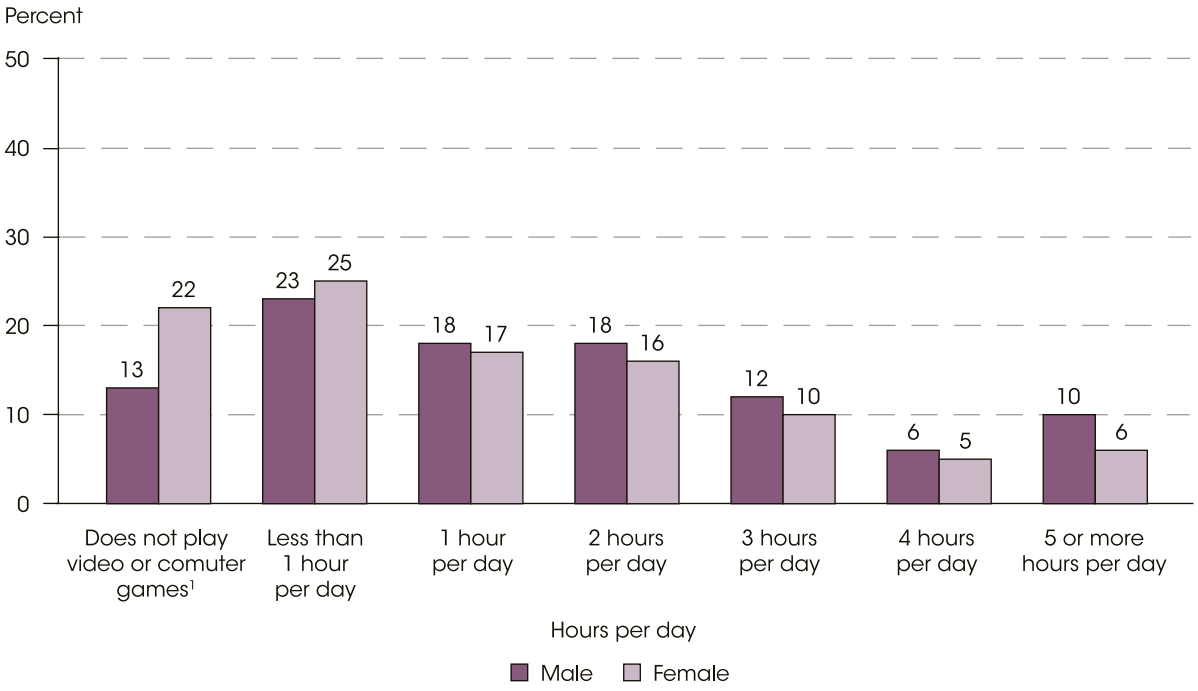
Some differences were found in the amount of time male and female high school students spent playing video or computer games. A higher percentage of females (22 percent) than males (13 percent) reported that they did not play video or computer games or use a computer for something other than schoolwork. A greater percentage of males than females reported playing video or computer games for 2, 3, 4, or 5 or more hours per day. For example, about 10 percent of male high school students reported playing video or computer games for more than 5 hours per day, compared with 6 percent of female high school students. No measurable differences were found by sex in the percentages of students who played video or computer games for less than 1 hour per day or for 1 hour per day.

Table 34. Percentage of 9th- through 12th-grade students who played video or computer games or used a computer for something other than schoolwork, by sex and hours per day: 2009

Hours per day	Total	Male	Female
Total	**100.0**	**100.0**	**100.0**
Does not play video or computer games[1]	17.0	12.8	21.6
Less than 1 hour per day	23.9	23.3	24.5
1 hour per day	17.6	18.1	17.0
2 hours per day	16.7	17.5	15.7
3 hours per day	10.9	11.7	10.0
4 hours per day	5.6	6.4	4.8
5 or more hours per day	8.4	10.2	6.5

[1] Includes "does not use a computer for something other than school work."
NOTE: Includes using the Internet other than for schoolwork.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States,* 2009.

Figure 34. Percentage of 9th- through 12th-grade students who played video or computer games or used a computer for something other than schoolwork, by hours per day and sex: 2009



[1] Includes "does not use a computer for something other than school work."
NOTE: Includes using the Internet other than for schoolwork.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States,* 2009.

35. Homework

The completion of homework has been found to have a positive effect on academic achievement, particularly for high school students (Cooper, Robinson and Patall 2006). In 2007, parents reported that their high school students spent an average of 7 hours per week on homework.[12] About 42 percent of parents reported that their children did homework 5 or more days per week, while 5 percent reported that their children did homework less than once per week. Overall, 65 percent of parents reported that they checked to make sure that their high school students' homework was done.

Parents of Asian high school students reported that they spent more hours per week on homework (10 hours on average) than did students of all other races/ethnicities shown (who spent an average of 6 to 7 hours per week on homework). Additionally, 68 percent of Asian parents reported that their students did homework 5 or more days per week, compared with 44 percent of White parents, 30 percent of Black parents, and 40 percent of Hispanic parents. Comparing parents of Asian students and parents of students of two or more races, there was no measurable difference between those groups in the percentage who reported that their children did homework 5 or more days per week.

A higher percentage of Black students (83 percent) had parents who reported that they checked to make sure that their students' homework was done, compared with parents of White students (57 percent), Asian students (59 percent), and students of two or more races (66 percent). In addition, 76 percent of Hispanic parents reported checking homework, higher than the percentage of White or Asian parents who did so.

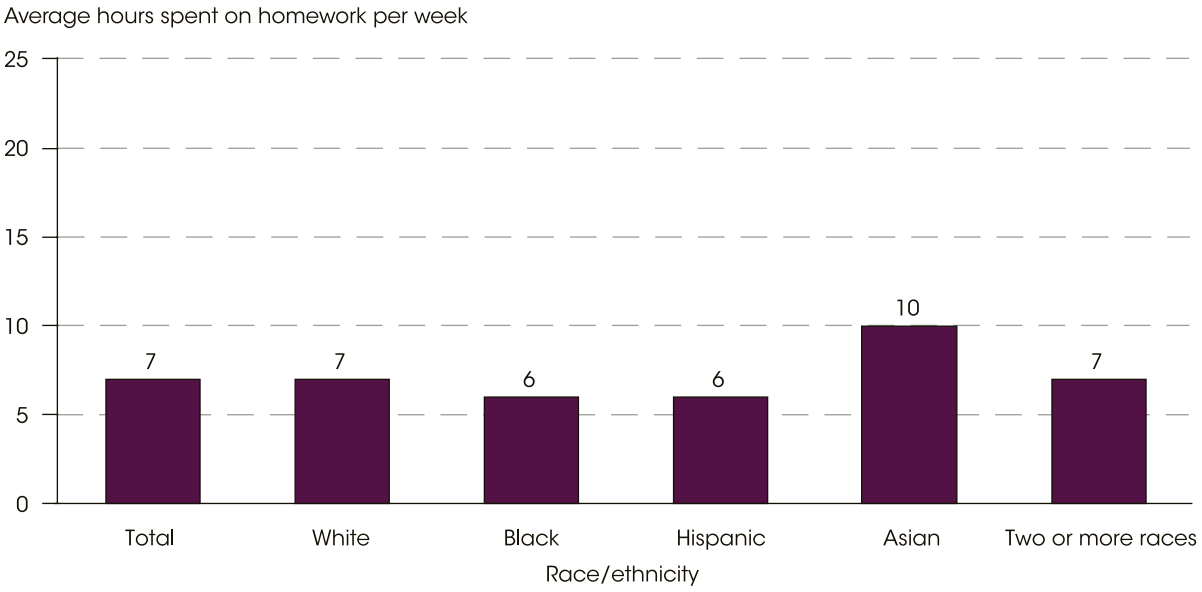
Table 35. Average hours spent on homework per week and percentage of 9th- through 12th-grade students who did homework outside of school and whose parents checked that homework was done, by frequency of doing homework and race/ethnicity: 2007

Race/ethnicity	Average hours spent on homework per week by students who did homework outside of school	Percentage distribution of students who do homework outside of school by how frequently they do homework				Percentage of students whose parents[1] check that homework is done
		Less than once per week	1 to 2 days per week	3 to 4 days per week	5 or more days per week	
Total	**6.8**	**5.4**	**14.8**	**38.0**	**41.9**	**64.6**
White	6.8	4.2	12.9	38.6	44.3	57.2
Black	6.3	‡	20.1	41.0	29.7	83.1
Hispanic	6.4	5.9	17.7	36.6	39.9	75.6
Asian	10.3	#	13.8!	18.5!	67.7	59.0
Native Hawaiian/ Pacific Islander	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡
Two or more races	7.1	‡	10.5	32.9	50.5	65.9

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Refers to one or more parent or other household adult.
NOTE: Data are based on the responses of the parent most knowledgeable about the student's education. Data exclude students who did not do homework outside of school; in 2007, parents reported that about 7 percent of 9th- through 12th-grade students did not do homework outside of school. Total includes other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2007.

[12] Data exclude students who did not do homework outside of school; in 2007, parents reported that about 7 percent of 9th- through 12th-grade students did not do homework outside of school.

Figure 35. Average hours 9th- through 12th-grade students spent on homework per week for those who did homework outside of school, by race/ethnicity: 2007



NOTE: Data are based on the responses of the parent most knowledgeable about the student's education. Data exclude students who did not do homework outside of school; in 2007, parents reported that about 7 percent of 9th- through 12th-grade students did not do homework outside of school. Total includes other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2007.

36. Volunteer Work

Approximately 8.3 million 16- to 24-year-olds, or 22 percent of this age group, reported volunteering through or for an organization at least once between September 2008 and September 2009 (U.S. Department of Labor 2010). Differences in the level of volunteering were found by sex and age group. A greater percentage of female 16- to 24-year-olds (25 percent) volunteered than did their male peers (20 percent). In 2009, a greater percentage of 16- to 19-year-old males and females volunteered than did their 20- to 24-year-old counterparts. For instance, 24 percent of 16- to 19-year-old males volunteered, compared with 16 percent of 20- to 24-year-old males. In addition, 28 percent of 16- to 19-year-old females volunteered, compared with 21 percent of 20- to 24-year-old females.

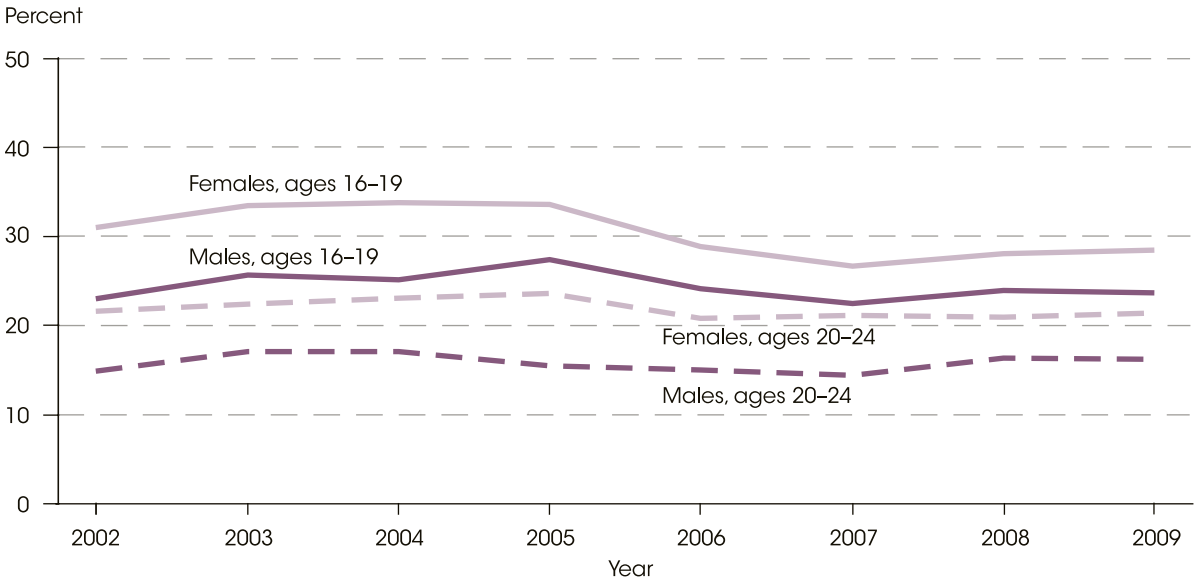
The percentage of 16- to 24-year-olds who reported volunteering in 2009 was not measurably different from the percentage in 2002 (22 percent in both years). However, for each year between 2002 and 2009, females in this age group volunteered at a higher rate than males. In addition, 16- to 19-year-olds volunteered at a higher rate than did 20- to 24-year-olds for each year in this time period, with the exception of 2007.

Table 36. Percentage of 16- to 24-year-olds who volunteered, by sex and age group: September 2002 through 2009

		Males			Females		
Year	Total	Total, ages 16–24	Ages 16–19	Ages 20–24	Total, ages 16–24	Ages 16–19	Ages 20–24
2002	22.2	18.6	23.0	14.8	25.8	30.9	21.6
2003	24.1	20.9	25.7	17.0	27.3	33.5	22.4
2004	24.2	20.7	25.1	17.0	27.8	33.8	23.0
2005	24.4	20.8	27.4	15.5	28.0	33.5	23.6
2006	21.7	19.1	24.1	15.0	24.4	28.8	20.7
2007	20.8	18.1	22.5	14.4	23.6	26.6	21.1
2008	21.9	19.8	23.9	16.3	24.1	28.0	20.9
2009	22.0	19.6	23.7	16.2	24.5	28.5	21.4

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Volunteer Supplement, September 2002–09.

Figure 36. Percentage of 16- to 24-year-olds who volunteered, by sex and age group: September 2002 through 2009



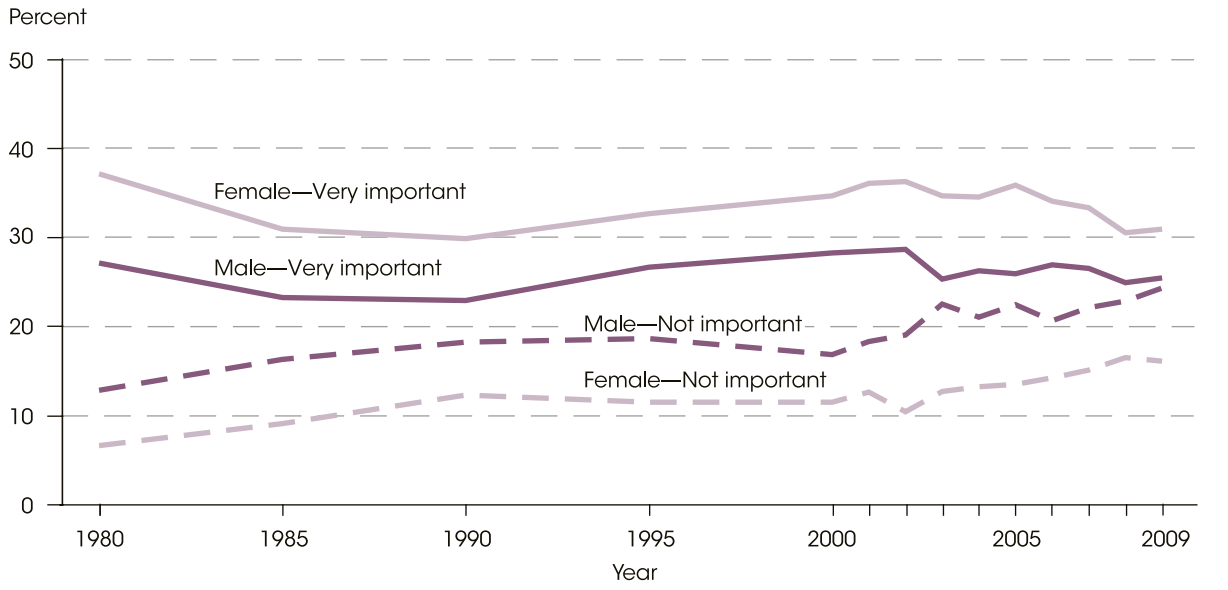
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Volunteer Supplement, September 2002–09.

37. Religion

In 2009, approximately 28 percent of high school seniors reported that religion was very important in their life, 27 percent reported that religion was pretty important, 25 percent reported that religion was a little important, and 20 percent reported that religion was not important. A smaller percentage of high school seniors reported that religion was very important in their life in 2009 than in 1980 (28 vs. 32 percent) but there was no measurable linear trend over this time period. In contrast, the percentage of students who reported that religion was not important in their life increased between 1980 and 2009 (from 10 to 20 percent).

Some differences in the level of importance of religion were found by sex. In 2009, a lower percentage of male high school seniors (26 percent) than female high school seniors (31 percent) reported that religion was very important in their life. Also, a higher percentage of males (24 percent) than females (16 percent) reported that religion was not important to them. Between 1980 and 2009, the percentage of males who reported that religion was not important increased from 13 to 24 percent, while the respective percentage of females increased from 7 to 16 percent.

Figure 37. Percentage of high school seniors reporting that religion is very important or not important in their life, by sex: Selected years, 1980 through 2009



NOTE: The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future*, see *Appendix A: Technical Note and Guide to Sources.*
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future,* selected years, 1980–2009.

Table 37. Percentage of high school seniors reporting various levels of importance of religion in their life, by sex: Selected years, 1980 through 2009

Year and sex	Very important	Pretty important	A little important	Not important
Total				
1980	32.4	32.6	25.3	9.8
1985	27.3	32.4	27.6	12.7
1990	26.4	29.5	28.7	15.5
1995	29.9	28.2	26.8	15.1
2000	31.7	29.2	25.0	14.2
2001	32.3	27.9	24.4	15.5
2002	32.8	29.6	22.9	14.7
2003	30.5	27.8	24.3	17.5
2004	30.4	27.4	24.9	17.2
2005	31.1	27.1	23.9	17.9
2006	30.7	27.5	24.3	17.5
2007	30.4	26.6	24.4	18.5
2008	28.0	27.6	24.9	19.6
2009	28.4	26.5	24.9	20.2
Males				
1980	27.2	31.9	28.0	12.9
1985	23.3	31.6	28.6	16.4
1990	23.0	28.4	30.4	18.3
1995	26.7	26.2	28.4	18.7
2000	28.3	27.9	27.0	16.9
2001	28.5	27.0	26.2	18.4
2002	28.7	28.0	24.1	19.1
2003	25.4	26.4	25.6	22.6
2004	26.3	26.7	25.9	21.1
2005	26.0	26.8	24.7	22.5
2006	27.0	27.1	25.1	20.7
2007	26.6	26.1	25.1	22.2
2008	25.0	26.1	26.0	22.9
2009	25.5	25.2	24.9	24.4
Females				
1980	37.2	33.5	22.6	6.7
1985	31.0	33.1	26.6	9.2
1990	29.9	30.8	26.9	12.4
1995	32.7	30.0	25.7	11.6
2000	34.7	30.4	23.3	11.6
2001	36.1	28.4	22.8	12.7
2002	36.3	31.0	22.2	10.5
2003	34.7	29.1	23.4	12.8
2004	34.6	28.2	23.9	13.3
2005	35.9	27.4	23.2	13.6
2006	34.1	27.8	23.7	14.3
2007	33.4	27.4	24.0	15.2
2008	30.6	28.9	23.9	16.6
2009	31.0	27.8	25.0	16.2

NOTE: The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future,* see *Appendix A: Technical Note and Guide to Sources.* Detail may not sum to total due to rounding.
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future,* selected years, 1980–2009.

38. Voting Behavior

Forty-nine percent of 18- to 24-year-olds reported voting in the 2008 presidential election, a percentage not measurably different from the 47 percent of young adults who reported voting in the 2004 presidential election. In 2008, some 52 percent of female and 45 percent of male young adults reported voting. No measurable difference was observed for males or females in this age group in the percentage who reported voting in 2008 compared to 2004. Some differences were found by race/ethnicity over time. A greater percentage of Black young adults reported voting in the 2008 election than in the 2004 election (56 vs. 47 percent).

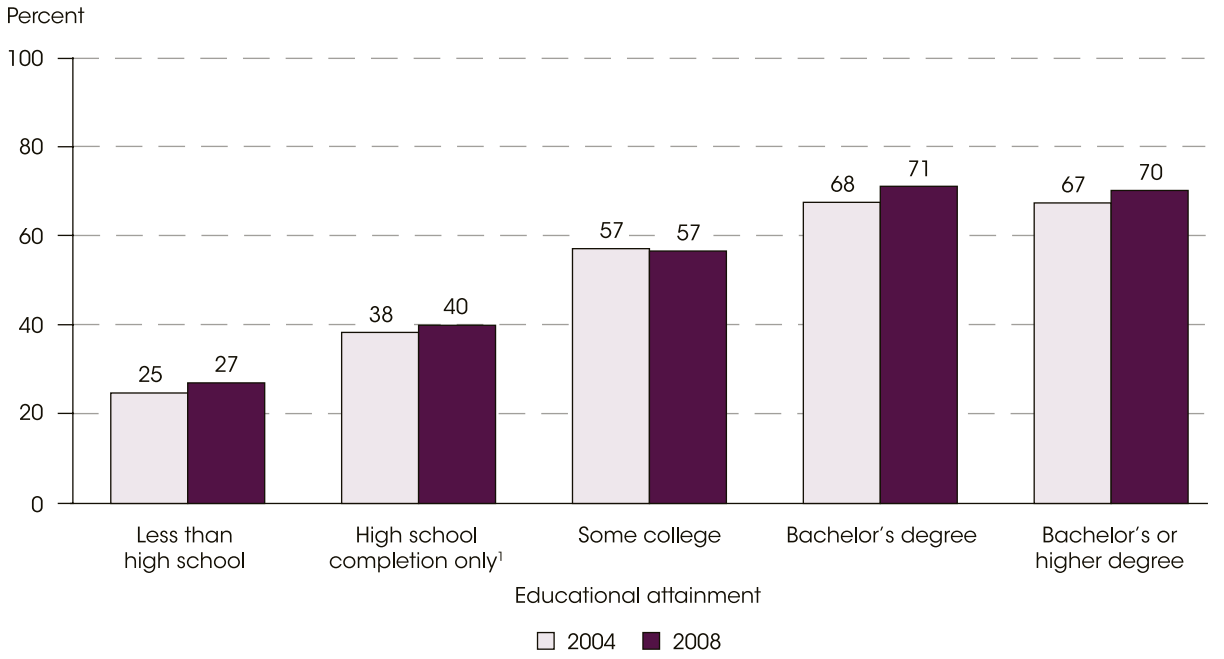
Differences in reported voting rates in election years were found by sex, race/ethnicity, and educational attainment. In both the 2004 and 2008 elections, the percentage of female young adults who reported voting was higher than that of male young adults. In this age group in 2008, a greater percentage of Blacks (56 percent) reported voting than did Whites (49 percent), Hispanics (39 percent), Asians (39 percent), and American Indians/Alaska Natives (27 percent). In turn, a greater percentage of White young adults reported voting than did Hispanic, Asian, and American Indian/Alaska Native young adults. In the 2004 election, no measurable differences were found between White and Black young adults in their reported voting rates. In 2004, a greater percentage of White young adults reported voting than did Hispanic and Asian young adults. In both the 2004 and 2008 elections, the percentage of young adults who reported voting was higher in general for young adults with higher levels of educational attainment than for their peers with less education. For instance, in 2008, some 71 percent of young adults with a bachelor's degree reported voting, compared with 57 percent of those with some college education, 40 percent of those who had completed high school, and 27 percent of those who had not completed high school.

Table 38. Percentage of U.S. citizens ages 18 to 24 who reported that they registered to vote and that they voted by sex, race/ethnicity, and educational attainment: November 2004 and 2008

Sex, race/ethnicity, and educational attainment	November 2004		November 2008	
	Registered	Voted	Registered	Voted
Total	**57.6**	**46.7**	**58.5**	**48.5**
Sex				
Male	54.4	43.8	55.3	45.1
Female	60.7	49.7	61.7	52.0
Race/ethnicity				
White	60.7	49.8	60.0	49.5
Black	56.9	47.3	61.8	56.2
Hispanic	44.6	33.0	50.0	38.8
Asian	42.9	34.4	50.3	39.4
Pacific Islander	‡	‡	‡	‡
American Indian/Alaska Native	53.7	36.6	51.0	27.1
Two or more races	60.3	45.8	60.9	52.9
Educational attainment				
Less than high school	35.0	24.8	35.1	27.0
High school completion only[1]	50.0	38.3	50.2	39.9
Some college	68.6	57.2	67.5	56.6
Bachelor's degree	73.3	67.6	78.7	71.1
Bachelor's or higher degree	73.1	67.4	77.5	70.2

‡ Reporting standards not met. The coefficient of variation (CV) is 50 percent or greater.
[1] Includes equivalency certification.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Voting and Registration Supplement, November 2004 and 2008.

Figure 38. Percentage of U.S. citizens ages 18 to 24 who reported that they voted, by educational attainment: November 2004 and 2008



[1] Includes equivalency certification.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Voting and Registration Supplement, November 2004 and 2008.

39. Arrests

Arrest rates for youth ages 14–17 and young adults ages 18–24 decreased between 1995 and 2009. In 1995, the arrest rate for youth was 128 per 1,000 persons, compared with 85 arrests per 1,000 persons in 2009.[13] The arrest rate for young adults was 118 per 1,000 persons in 1995, while in 2009 the rate was 104 per 1,000 persons.

In 2000, the arrest rate for youth was 90 arrests per 1,000 persons, which was lower than the rate in 1995 (128 per 1,000 persons). Since 2000, the number of youths arrested fluctuated between 85 and 90 arrests per 1,000 persons. The arrest rate for young adults was higher in 1995 than in 2000 (118 vs. 99 arrests per 1,000 persons). There was a period of increase from 2000 to 2002, followed by a decrease in 2003 to 99 arrests per 1,000 persons and then another increase to 104 arrests per 1,000 persons in 2007, where the arrest rate remained through 2009. In 1995, the arrest rate was higher for youth than it was for young adults. However, beginning in 2000 and continuing through 2009, the arrest rate for young adults has been higher than the rate for youth.

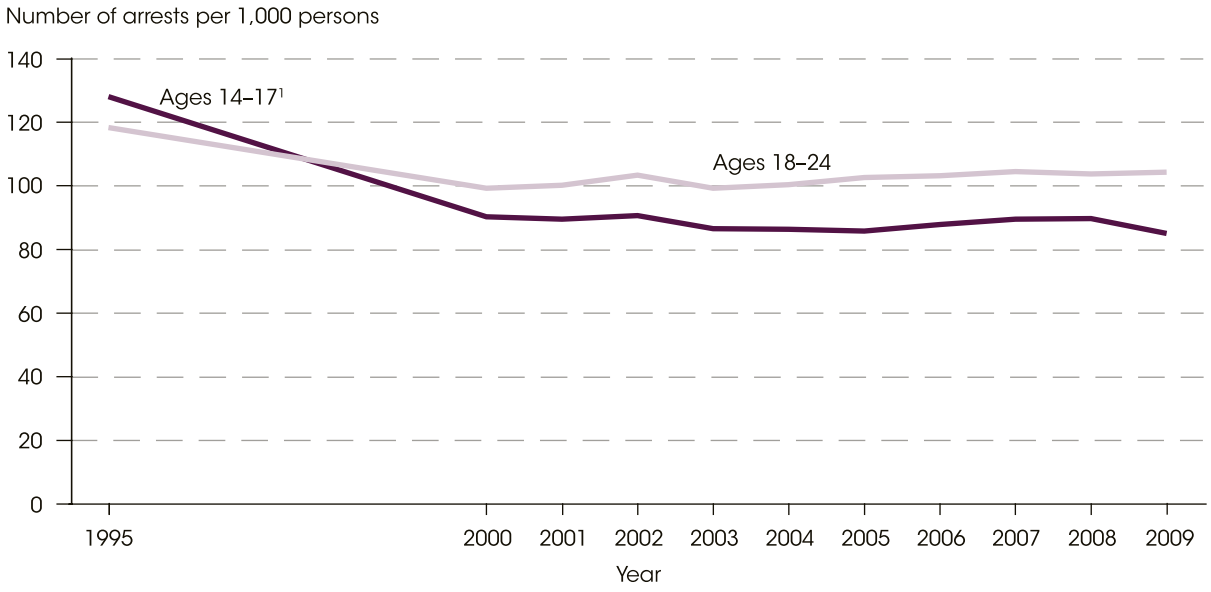
Table 39. Number of arrests per 1,000 persons in the U.S. 14- to 24-year-old population, by age group: Selected years, 1995 through 2009

Year	Ages 14–17[1]	Ages 18–24
1995	128.0	118.3
2000	90.3	99.3
2001	89.5	100.2
2002	90.5	102.9
2003	86.4	99.2
2004	86.1	100.1
2005	85.7	102.3
2006	87.9	102.8
2007	89.5	104.4
2008	89.7	103.7
2009	85.0	104.2

[1] Includes arrests of 13-year-olds but not arrests of children 12 and younger.
NOTE: The number of arrests per 1,000 persons in an age group is based on the population in that age group. Data do not indicate the proportion of persons who have been arrested, since some individuals have been arrested more than once. Some fluctuations in arrest rates are caused by changes in the response rates of law enforcement agencies. Some data are revised from previously published figures.
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation (FBI), Uniform Crime Reports, *Crime in the United States*, selected years, 1995–2009; U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States*, selected years, 1995–2001; and Population Estimates, selected years, 2002–09.

[13] The rates for 14- to 17-year-olds include arrests of 13-year-olds but not arrests of children 12 and younger.

Figure 39. Number of arrests per 1,000 persons in the U.S. 14- to 24-year-old population, by age group: Selected years, 1995 through 2009



[1] Includes arrests of 13-year-olds but not arrests of children 12 and younger.
NOTE: The number of arrests per 1,000 persons in an age group is based on the population in that age group. Data do not indicate the proportion of persons who have been arrested, since some individuals have been arrested more than once. Some fluctuations in arrest rates are caused by changes in the response rates of law enforcement agencies. Some data are revised from previously published figures.
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation (FBI), Uniform Crime Reports, *Crime in the United States,* selected years, 1995–2009; U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States,* selected years, 1995–2001; and Population Estimates, selected years, 2002–09.

40. Victims of Violent Crime

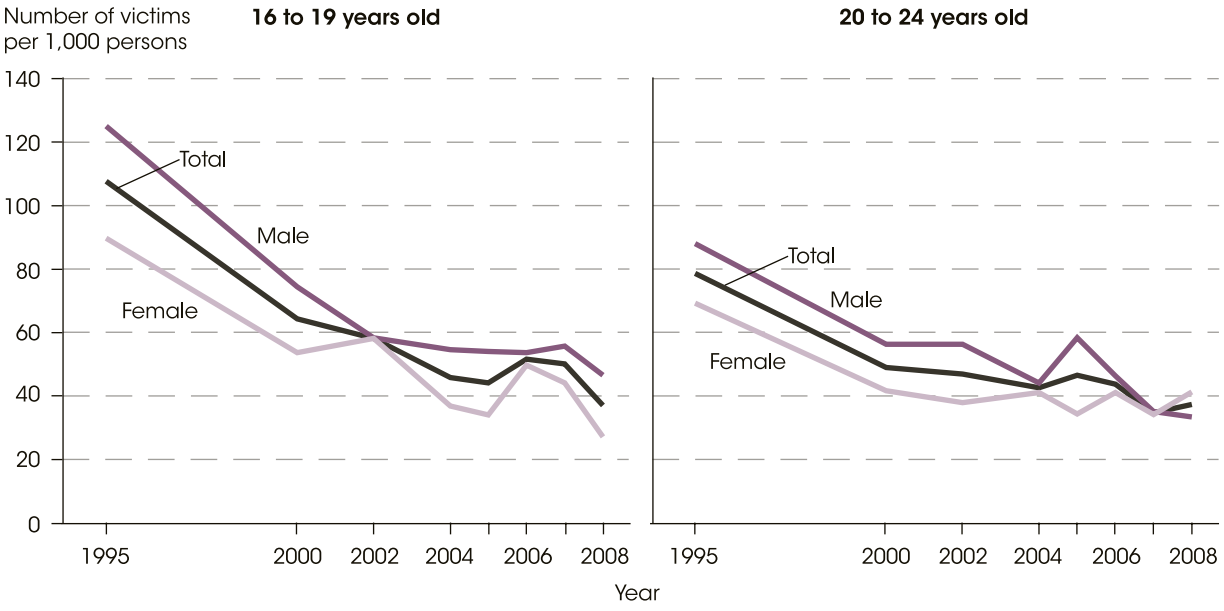
The total number of violent crime victims per 1,000 persons, also known as the violent crime victimization rate, was lower in 2008 than in 1995 for youth and young adults ages 16 to 24. For example, in 2008, the total number of violent crimes for 16- to 19-year-olds was 37 per 1,000 persons, compared with 108 per 1,000 persons in 1995. The violent crime victimization rate in 1995 was higher for males than females for both age groups (ages 16–19 and ages 20–24), but by 2008 this gap was no longer evident for 20- to 24-year-olds. In 1995, the violent crime victimization rate for 20- to 24-year-old males was 88 per 1,000, while the rate for females in this age group was 70 crimes per 1,000 persons. By 2008, however, there was no measurable difference in the violent crime victimization rates of males and females ages 20–24; the rate for males was 34 per 1,000 and the rate for females was 42 per 1,000.

Table 40. Number of violent crime victims per 1,000 persons, by type of crime, age group, and sex: Selected years, 1995 through 2008

								2008			
Age group and sex	1995	2000	2002	2004	2005	2006	2007	Total violent crime	Rape/ sexual assault[1]	Robbery	Assault
Total											
16 to 19 years old	107.7	64.3	58.2	45.9	44.2	51.7	50.1	37.0	2.2!	4.8	30.0
20 to 24 years old	78.8	49.4	47.4	43.0	46.9	44.2	35.2	37.8	2.1!	5.4	30.3
Male											
16 to 19 years old	125.0	74.4	58.4	54.7	54.0	53.7	55.8	46.5	#	7.8	38.6
20 to 24 years old	88.2	56.6	56.7	44.5	58.8	46.8	35.6	33.9	‡	5.6	27.7
Female											
16 to 19 years old	89.7	53.6	58.1	36.8	34.0	49.8	44.2	27.1	4.5!	‡	21.0
20 to 24 years old	69.5	42.2	38.3	41.6	34.8	41.6	34.7	41.7	3.7!	5.2	32.9

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes verbal threats of rape and threats of sexual assault.
NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Violent crimes exclude murder because the National Crime Victimization Survey (NCVS) is based on interviews with victims and therefore cannot measure murder. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics (BJS), *Criminal Victimization in the United States,* selected years, 1995–2008.

Figure 40. Number of violent crime victims per 1,000 persons, by age group and sex: Selected years, 1995 through 2008



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Violent crimes exclude murder because the National Crime Victimization Survey (NCVS) is based on interviews with victims and therefore cannot measure murder.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics (BJS), *Criminal Victimization in the United States*, selected years, 1995–2008.

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Chapter 5

HEALTH AND WELLNESS

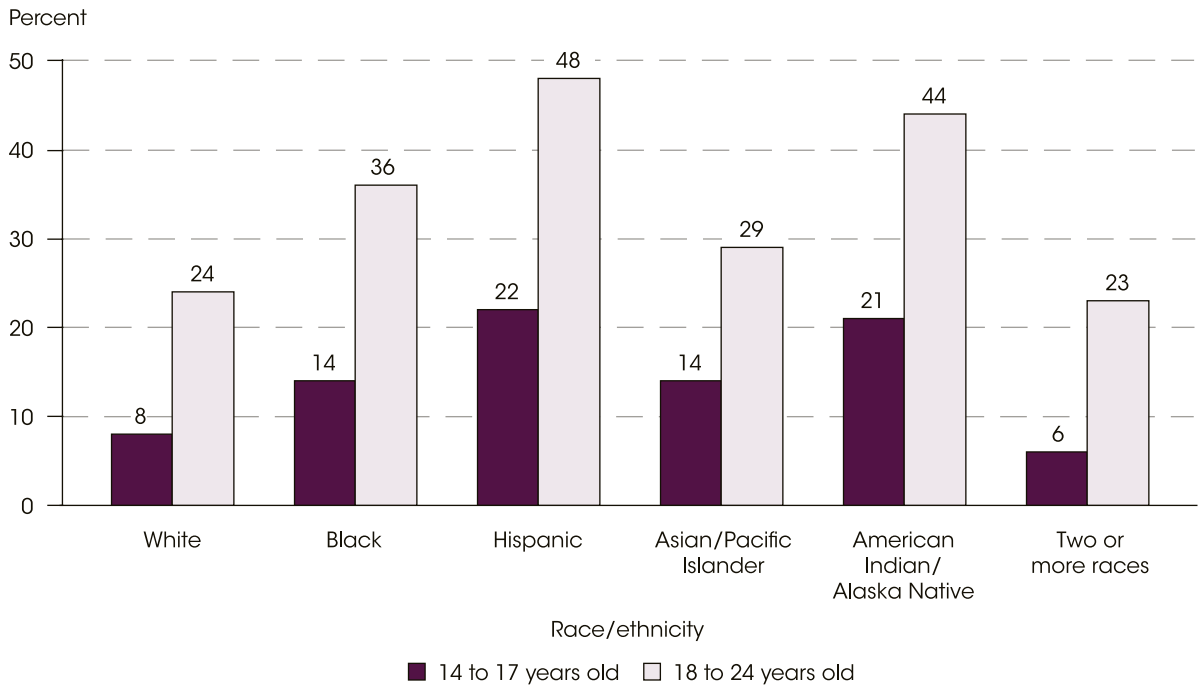
41. Health Insurance

In 2009, about 30 percent of 18- to 24-year-olds in the United States lacked health insurance, compared to 12 percent of 14- to 17-year-olds and 17 percent of the total population. In addition, a lower percentage of youth (ages 14 to 17) than young adults (ages 18 to 24) were uninsured in each year between 2000 and 2009. For both youth and young adults, some differences were found by sex and race/ethnicity in 2009. Among youth, no measurable difference was found by sex; among young adults, however, a higher percentage of males were uninsured than were females (33 vs. 28 percent). For both age groups in 2009, Hispanics were uninsured at a higher rate than were Whites, Blacks, Asians/Pacific Islanders, and persons of two or more races. For example, 48 percent of Hispanic young adults were uninsured, compared to 24 percent of Whites, 36 percent of Blacks, 29 percent of Asians/Pacific Islanders, and 23 percent of persons of two or more races. In addition, among young adults, a higher percentage of American Indians/Alaska Natives (44 percent) were uninsured than were Whites, Asians/Pacific Islanders, and persons of two or more races.

The overall percentage of youth who were uninsured decreased between 2000 and 2009 from 13 to 12 percent. In addition, a lower percentage of female youth were uninsured in 2009 than in 2000 (12 vs. 13 percent). The percentage of youth who lacked health insurance also decreased between 2000 and 2009 for Hispanics (from 32 to 22 percent).

A higher percentage of young adults were uninsured in 2009 than in 2000 (30 vs. 27 percent). Similarly, higher percentages of male and female young adults lacked insurance coverage in 2009 than in 2000 (33 vs. 29 percent for males and 28 vs. 24 percent for females). In terms of race/ethnicity, between 2000 and 2009, the percentage of White young adults who were uninsured increased (from 19 to 24 percent), and the percentage of Black young adults who were uninsured was higher in 2009 than in 2000 (36 vs. 32 percent) but there was no linear trend over the time period for Black young adults.

Figure 41. Percentage of 14- to 24-year-olds not covered by health insurance, by race/ethnicity and age group: 2009



NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010.

Table 41. Number and percentage of people not covered by health insurance, by sex, race/ethnicity, and age group: 2000 through 2009

Year and age group	Total		Percent uninsured							
			Sex		Race/ethnicity					
	Number uninsured (in thousands)	Percent uninsured	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
All persons										
2000	38,426	13.7	14.9	12.7	9.1	18.1	32.6	17.3	24.7	—
2001	39,760	14.1	15.4	12.9	9.4	18.1	32.8	17.5	24.7	—
2002	42,019	14.7	16.2	13.2	10.1	19.4	31.9	17.9	25.9	12.6
2003	43,404	15.1	16.4	13.7	10.5	18.8	32.3	18.3	25.5	15.2
2004	43,498	14.9	16.5	13.4	10.5	18.6	31.8	15.9	26.3	14.4
2005	44,815	15.3	16.8	13.8	10.7	18.7	32.3	17.3	29.1	12.3
2006	46,995	15.8	17.5	14.2	10.8	20.1	34.1	15.6	30.5	14.4
2007	45,657	15.3	16.7	13.9	10.4	19.3	32.1	16.5	27.1	12.5
2008	46,340	15.4	17.0	13.8	10.8	19.0	30.7	17.5	25.9	13.2
2009	50,674	16.7	18.4	15.0	12.0	20.8	32.4	17.1	26.7	11.6
14 to 17 years old										
2000	2,079	13.0	12.6	13.4	7.7	16.8	31.6	12.6	22.0	—
2001	2,131	13.1	13.0	13.1	7.6	16.7	30.9	13.7	28.7	—
2002	2,142	12.8	13.2	12.3	8.1	16.0	28.1	16.1	27.8	6.9!
2003	2,136	12.4	12.0	12.8	8.0	16.2	24.9	16.9	18.1!	11.4
2004	2,123	12.2	12.4	12.0	7.9	14.9	25.7	12.9	20.2	13.0
2005	2,246	12.8	12.7	12.8	8.2	15.1	26.7	15.4	20.0	8.2
2006	2,284	13.0	13.1	12.9	8.1	16.5	26.3	14.7	23.8	10.5
2007	2,180	12.4	12.4	12.5	8.1	14.0	25.0	13.6	20.9!	9.6
2008	2,067	12.0	12.3	11.7	8.2	13.0	22.1	13.9	20.7	14.3
2009	1,984	11.7	11.6	11.7	7.6	14.2	21.7	14.4	21.2	6.2
18 to 24 years old										
2000	7,203	26.9	29.4	24.3	18.8	32.0	49.0	30.2	46.3	—
2001	7,402	27.1	30.1	24.1	19.5	32.4	48.7	27.0	41.0	—
2002	7,863	28.7	32.0	25.2	21.8	34.1	48.1	29.5	44.4	25.6
2003	8,121	29.2	32.0	26.3	22.1	33.2	50.2	32.2	40.9	26.1
2004	8,247	29.4	33.0	25.9	22.5	32.0	51.0	29.3	39.1	31.9
2005	8,201	29.3	32.6	26.0	22.7	33.2	50.2	28.1	47.0	24.0
2006	8,323	29.3	32.4	26.1	21.8	34.7	51.0	25.8	43.3	30.4
2007	7,991	28.1	30.1	26.2	21.8	32.2	47.1	26.4	48.9	24.4
2008	8,200	28.6	32.3	24.8	22.5	33.8	44.9	30.7	38.8	28.1
2009	8,923	30.4	33.0	27.8	23.9	36.2	47.7	29.5	43.9	23.1

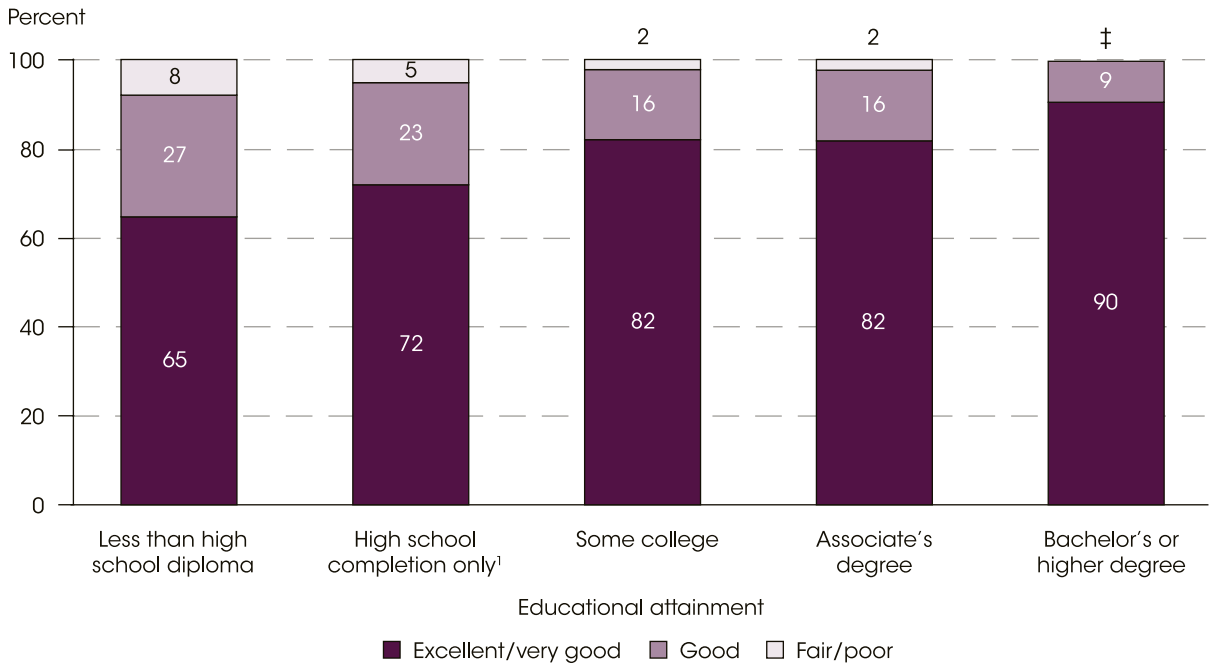
— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. Prior to 2002, respondents of two or more races were required to select a single race category.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2001–10.

42. Health Status

In 2008, about 76 percent of young adults between the ages of 18 and 24 reported being in excellent or very good health, 20 percent reported being in good health, and 4 percent reported being in fair or poor health. Greater percentages of American Indian/Alaska Native (87 percent), White (81 percent), and Asian (80 percent) young adults reported being in excellent or very good health in 2008 than did Black (69 percent) and Hispanic (66 percent) young adults. Greater levels of educational attainment were associated with better reports of health status: 90 percent of young adults with a bachelor's or higher degree reported being in excellent or very good health, compared with 82 percent each of those with some college education or an associate's degree, 72 percent of those who had completed high school, and 65 percent of those who had not completed high school. In addition, young adults who were "nonpoor" reported having excellent or very good health at a higher rate (83 percent) than young adults who were "near-poor" or "poor" (69 percent for both).[14]

A lower percentage of males reported being in excellent or very good health in 2008 than in 1999 (77 vs. 80 percent). In addition, the percentage of Hispanic young adults reporting excellent or very good health was lower in 2008 than in 1999 (66 vs. 72 percent). However, a higher percentage of American Indian/Alaska Native young adults reported being in excellent or very good health in 2008 than in 1999 (87 vs. 61 percent).

Figure 42. Percentage distribution of health status among persons ages 18 to 24, by educational attainment: 2008



‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Includes equivalency certification.
NOTE: Data are based on respondents' answers to a survey question on general health status. Detail may not sum due to rounding.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 2008.

[14] Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.*

Table 42. Percentage distribution of health status among persons ages 18 to 24, by selected characteristics: 1999 and 2008

Characteristic	1999 Total	1999 Excellent/ very good	1999 Good	1999 Fair/poor	2008 Total	2008 Excellent/ very good	2008 Good	2008 Fair/poor
Total	**100.0**	**77.7**	**19.0**	**3.4**	**100.0**	**76.4**	**19.6**	**4.0**
Sex								
Male	100.0	79.8	17.5	2.6	100.0	77.5	18.8	3.7
Female	100.0	75.6	20.4	4.1	100.0	75.3	20.4	4.3
Age								
18–21	100.0	77.9	18.8	3.2	100.0	77.5	19.1	3.4
22–24	100.0	77.4	19.1	3.5	100.0	75.0	20.2	4.9
Race/ethnicity								
White	100.0	80.6	16.5	2.9	100.0	80.7	16.1	3.3
Black	100.0	71.4	22.9	5.8	100.0	69.2	24.2	6.6
Hispanic	100.0	72.2	24.0	3.8	100.0	66.3	28.3	5.4
Asian	100.0	79.7	18.7	1.6!	100.0	80.3	19.1	‡
American Indian/ Alaska Native	100.0	60.8	37.8	‡	100.0	87.0	‡	‡
Two or more races	100.0	‡	‡	‡	100.0	‡	‡	‡
Other races[1]	100.0	64.7	31.5	‡	100.0	75.3	21.7	‡
Educational attainment								
Less than high school diploma	100.0	68.0	25.6	6.5	100.0	64.7	27.3	8.0
High school completion only[2]	100.0	76.6	19.8	3.7	100.0	71.8	23.0	5.3
Some college	100.0	82.4	15.7	2.0	100.0	81.9	15.8	2.3
Associate's degree	100.0	78.6	19.7	1.7!	100.0	81.7	15.9	2.4!
Bachelor's or higher degree	100.0	88.9	10.1	1.0!	100.0	90.4	9.1	‡
Poverty status[3]								
Poor	100.0	72.1	21.8	6.0	100.0	68.9	24.5	6.6
Near-poor	100.0	72.7	21.7	5.6	100.0	68.9	24.1	7.1
Nonpoor	100.0	82.4	15.6	2.0	100.0	82.9	15.0	2.1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes Pacific Islanders.
[2] Includes equivalency certification.
[3] Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.* Detail may not sum to totals because of missing values for poverty.
NOTE: Data are based on respondents' answers to a survey question on general health status. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 1999 and 2008.

43. Weight and Obesity

In 2008, young adults were asked about their weight and, based on these reports, about 53 percent of young adults between the ages of 18 and 24 were at a healthy weight, 26 percent were overweight, 16 percent were obese, and 4 percent were underweight.[15] A greater percentage of female than male young adults reported being at a healthy weight in 2008 (56 vs. 50 percent). Among young adults, 56 percent of 18- to 21-year-olds reported being at a healthy weight, compared with 48 percent of 22- to 24-year-olds.

Reports of being at an unhealthy weight varied by race/ethnicity and educational attainment in 2008. Greater percentages of Black (24 percent) and Hispanic (22 percent) young adults in 2008 reported being obese than did White (13 percent) young adults. Hispanic young adults also reported being overweight at a higher rate (33 percent) than Whites (26 percent), Blacks (24 percent), and Asians (21 percent) in the same age group. In addition, a lower percentage of young adults with a bachelor's or higher degree reported being obese (8 percent) than did those who had completed less than a high school diploma (20 percent), completed a high school diploma (18 percent), or attended some college (15 percent).

Looking at differences over time, the total percentage of young adults who reported being at a healthy weight was lower in 2008 than in 1999 (53 vs. 58 percent), whereas the total percentage who reported being obese was higher in 2008 than in 1999 (16 vs. 13 percent). This pattern held for 18- to 21-year-olds as well: the percentage who reported being at a healthy weight decreased from 1999 to 2008 (from 62 to 56 percent), while the percentage who reported being obese increased (from 12 to 17 percent). In addition, the percentage of male young adults who reported being at a healthy weight was lower in 2008 than in 1999 (50 vs. 56 percent). When examining weight categories by race/ethnicity, a lower percentage of Asian young adults reported being at a healthy weight in 2008 than in 1999 (61 vs. 76 percent). In contrast, a greater percentage of Asian young adults reported being overweight in 2008 than in 1999 (21 vs. 6 percent). A similar shift occurred with Hispanic young adults; a smaller percentage reported being at a healthy weight in 2008 than in 1999 (42 vs. 55 percent), while a greater percentage reported being obese (22 vs. 13 percent). In addition, some 24 percent of Black young adults in 2008 reported being obese, an increase from 17 percent in 1999.

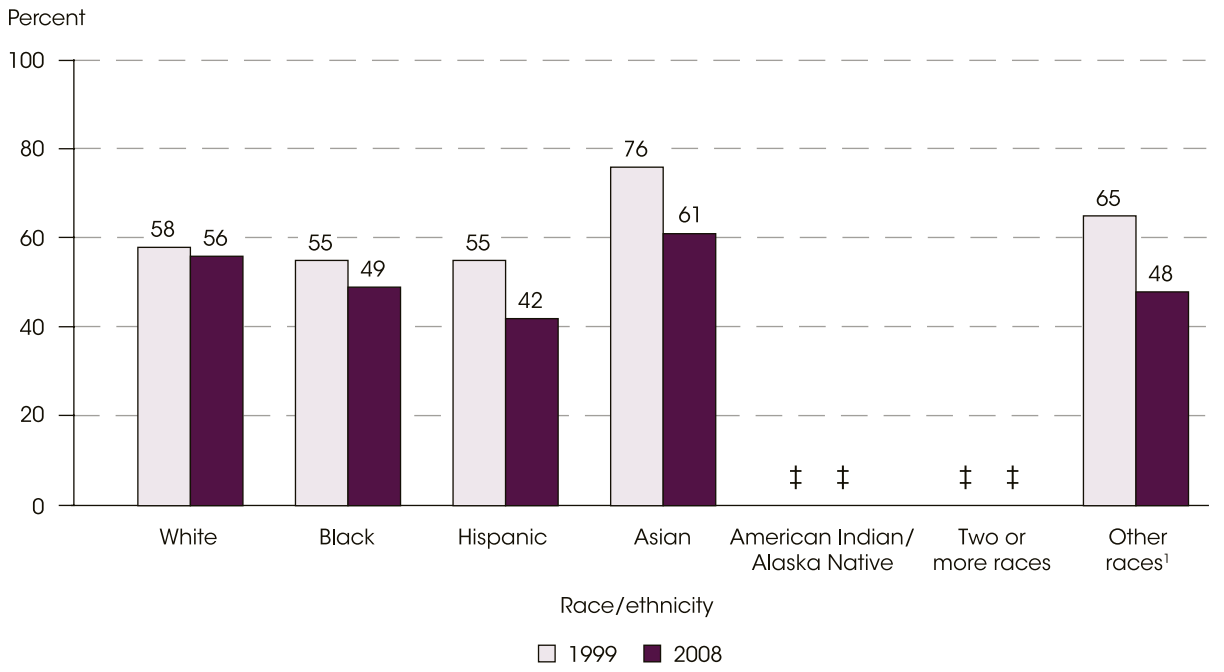
[15] The National Health Interview Survey, which is conducted by the Centers for Disease Control and Prevention, asked young adults ages 18 to 24 to report their height and weight. Body mass indices (BMI) were calculated from these self-reports and respondents were sorted into categories of underweight, healthy weight, overweight, and obese.

Table 43. Percentage distribution of body mass index categories among persons ages 18 to 24, by selected characteristics: 1999 and 2008

Characteristic	Underweight		Healthy weight		Overweight		Obese	
	1999	2008	1999	2008	1999	2008	1999	2008
Total	**4.4**	**4.5**	**58.0**	**52.8**	**24.2**	**26.4**	**13.4**	**16.3**
Sex								
Male	2.2	3.6	56.1	49.9	28.2	30.2	13.5	16.3
Female	6.6	5.4	60.0	55.6	20.2	22.5	13.2	16.4
Age								
18–21	4.8	4.7	61.6	56.1	21.8	22.6	11.8	16.5
22–24	3.9	4.2	53.5	48.4	27.3	31.3	15.4	16.1
Race/ethnicity								
White	4.5	4.8	58.5	56.4	24.3	25.9	12.7	12.9
Black	4.0!	3.6!	54.7	48.7	24.0	23.6	17.3	24.0
Hispanic	3.1	3.7!	54.8	41.6	28.8	32.9	13.3	21.7
Asian	8.7!	9.8!	76.2	60.9	6.1!	20.8	9.0!	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡
Other races[1]	‡	‡	65.3	48.2	19.1!	25.6!	‡	26.2!
Educational attainment								
Less than high school diploma	4.6	3.9!	55.5	50.6	24.5	25.0	15.5	20.5
High school completion only[2]	4.7	3.9	57.2	50.6	21.7	27.0	16.3	18.5
Some college	4.2	4.5	59.3	54.7	26.4	25.9	10.1	15.0
Associate's degree	4.4!	‡	56.4	55.2	27.5	25.9	11.7	15.2
Bachelor's or higher degree	3.4!	‡	63.5	55.5	22.1	29.1	11.0	7.6
Poverty status[3]								
Poor	4.5	4.1	57.0	52.8	25.3	29.2	13.2	13.9
Near-poor	3.1!	3.0!	58.3	48.1	23.7	26.6	14.9	22.3
Nonpoor	4.9	5.5	57.4	53.3	23.5	25.3	14.1	15.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes Pacific Islanders.
[2] Includes equivalency certification.
[3] Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.* Detail may not sum to totals because of missing values for poverty.
NOTE: The National Health Interview Survey asked young adults ages 18 to 24 to report their height and weight. Body mass indices (BMI) were calculated from these self-reports and respondents were sorted into categories of underweight, healthy weight, overweight, and obese. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 1999 and 2008.

Figure 43. Percentage of persons ages 18 to 24 who were at a healthy weight, by race/ethnicity: 1999 and 2008



‡ Reporting standards not met (too few cases).
[1] Includes Pacific Islanders.
NOTE: The National Health Interview Survey asked young adults ages 18 to 24 to report their height and weight. Body mass indices (BMI) were calculated from these self-reports and respondents were sorted into categories of underweight, healthy weight, overweight, and obese. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 1999 and 2008.

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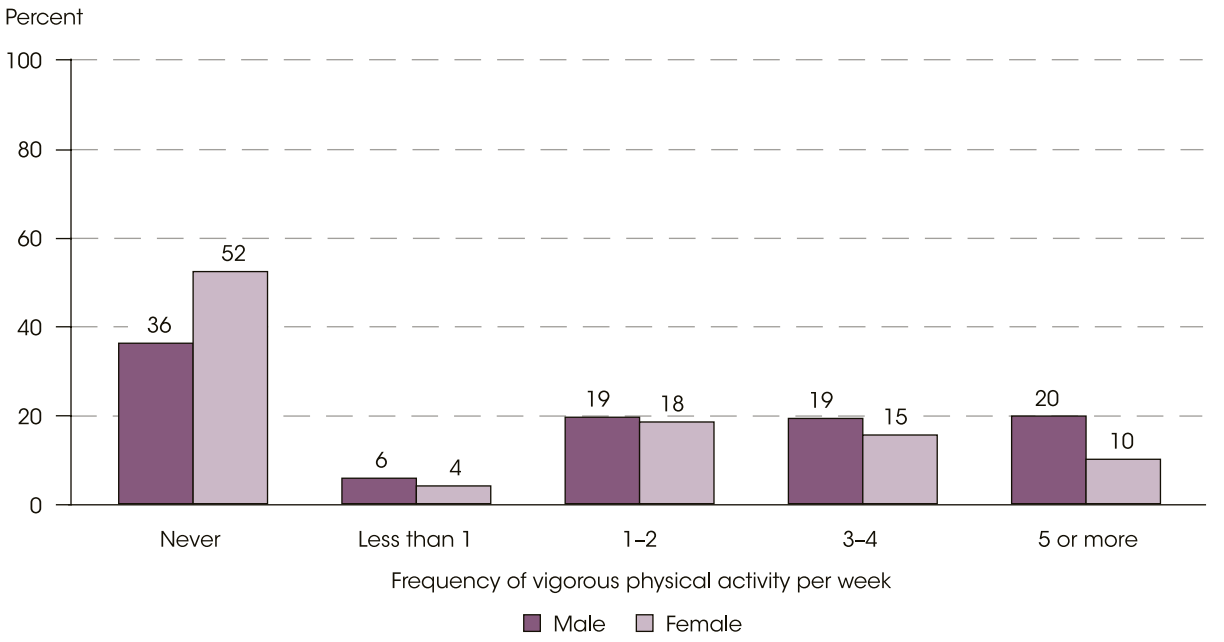
44. Exercise

In 2008, about 44 percent of young adults between the ages of 18 and 24 indicated that they never engaged in vigorous physical activity[16] during their leisure time; about 5 percent exercised less than once per week, 19 percent exercised 1–2 times per week, 17 percent exercised 3–4 times per week, and 15 percent exercised 5 or more times per week. A greater percentage of male than female young adults in 2008 reported that they participated in vigorous physical activity 5 or more times per week (20 vs. 10 percent). In turn, a greater percentage of females than males in this age range reported that they never engaged in vigorous physical activity (52 vs. 36 percent).

Differences in reported leisure-time physical activity were also found by race/ethnicity and educational attainment in 2008. For example, Black and Hispanic young adults reported a lack of vigorous physical activity at higher rates (56 percent each) than White and Asian young adults (38 and 40 percent, respectively). In addition, greater percentages of young adults with lower levels of education generally reported a lack of exercise than did their peers with higher levels of education. For example, about 56 percent of young adults who did not finish high school reported never exercising compared with 31 percent of young adults who had a bachelor's or higher degree. In general, few measurable differences were found in reported rates of vigorous physical activity in 2008 compared with 1999.

Figure 44. Percentage distribution of periods of vigorous physical activity per week among persons ages 18 to 24, by sex: 2008



NOTE: Questions related to leisure-time physical activity were phrased in terms of current behavior and lacked a specific reference period. Respondents were asked about the frequency and duration of physical activity during leisure time. They were asked how often they did vigorous activities during their leisure time for at least 10 minutes that caused heavy sweating and large increases in breathing or heart rates. Persons who indicated that they were unable to do vigorous activity were included in the "Never" category. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 2008.

[16] Persons who indicated that they were unable to do vigorous physical activity are included in this category.

Table 44. Percentage distribution of periods of vigorous physical activity per week among persons ages 18 to 24, by selected characteristics: 1999 and 2008

	Frequency of vigorous physical activity per week[1]									
	Never		Less than 1		1–2		3–4		5 or more	
Characteristic	1999	2008	1999	2008	1999	2008	1999	2008	1999	2008
Total	**44.9**	**44.2**	**3.2**	**4.8**	**19.1**	**18.9**	**16.8**	**17.3**	**16.0**	**14.8**
Sex										
Male	35.0	36.1	3.4	5.7	21.1	19.4	20.2	19.2	20.4	19.6
Female	54.7	52.3	3.0	3.9	17.2	18.3	13.4	15.5	11.7	10.0
Age										
18–21	42.9	42.9	2.5	4.4	20.5	18.5	16.9	18.4	17.1	15.8
22–24	47.4	45.9	4.1	5.4	17.3	19.3	16.6	15.9	14.6	13.5
Race/ethnicity										
White	39.9	38.3	3.1	5.4	21.3	21.1	17.8	19.6	17.9	15.5
Black	56.2	55.8	4.2!	5.0	14.7	11.9	12.7	13.5	12.3	13.9
Hispanic	55.8	55.9	2.2	2.9	13.6	14.5	15.2	13.7	13.2	13.0
Asian	44.2	40.3	‡	‡	19.2	26.2	21.2	14.7	9.8!	12.5!
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other races[2]	42.4	43.1	‡	‡	‡	26.9!	14.1!	8.5!	17.8!	20.2!
Educational attainment										
Less than high school diploma	58.6	56.4	2.3!	5.5!	13.2	11.0	10.6	14.0	15.3	13.1
High school completion only[3]	51.3	52.4	3.4	3.7	16.7	15.0	13.8	14.8	14.7	14.1
Some college	36.3	36.5	2.7	5.2	23.2	22.3	20.4	19.5	17.4	16.4
Associate's degree	39.6	35.4	3.1!	5.3!	20.0	15.7	23.8	25.5	13.5	18.2
Bachelor's or higher degree	24.6	30.9	6.4	4.3!	26.6	33.4	24.1	18.5	18.3	12.8
Poverty status[4]										
Poor	48.6	48.7	2.7	4.6	15.7	17.5	16.2	14.7	16.7	14.5
Near-poor	49.3	45.5	4.5	6.9!	16.2	15.9	12.8	15.9	17.1	15.8
Nonpoor	39.1	40.5	3.1	4.3	21.5	21.6	19.9	19.8	16.4	13.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Questions related to leisure-time physical activity were phrased in terms of current behavior and lack a specific reference period. Respondents were asked about the frequency and duration of physical activity during leisure time. They were asked how often they did vigorous activities during their leisure time for at least 10 minutes that caused heavy sweating and large increases in breathing or heart rates. Persons who indicated that they were unable to do vigorous activity were included in the "Never" category.
[2] Includes Pacific Islanders.
[3] Includes equivalency certification.
[4] Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.* Detail may not sum to totals because of missing values for poverty.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 1999 and 2008.

45. Diseases

The Centers for Disease Control and Prevention defines a "notifiable" disease as one for which regular, frequent, and timely information on individual cases is considered necessary for the prevention and control of the disease (Centers for Disease Control and Prevention 2011). Of the more than 50 infectious diseases designated as notifiable at the national level during 2007, the newly reported incidence rates of six diseases are discussed here: acquired immunodeficiency syndrome (AIDS), chlamydia, gonorrhea, syphilis, tuberculosis, and Lyme disease.

The incidence of several sexually transmitted diseases—AIDS, gonorrhea, and syphilis—within the youth and young adult population (i.e., 15- to 24-year-olds) was lower in1995 than in 2000. However, the incidence of AIDS increased between 2000 and 2007, the incidence of gonorrhea increased between 2004 and 2007, and the incidence of syphilis increased between 2003 and 2007. There were 2,666 reported cases of AIDS among youth and young adults in 1995; a reported 1,567 cases in 2000; and 2,305 cases in 2007. The number of AIDS cases was lower in 2000 than in 1995 despite an increase in the youth and young adult population over the same time period (see *table 1*). The incidence rate of AIDS in the youth and young adult population was 7.5 per 100,000 in 1995, compared with 4.2 per 100,000 in 2000. Between 2000 and 2007, the rate gradually increased to 5.4 per 100,000. There were 228,698 cases of gonorrhea in 1995 in the youth and young adult population, compared with 189,629 cases in 2004 and 209,678 cases in 2007. Accordingly, the incidence rate declined between 1995 and 2004 (from 645.0 to 460.2 cases per 100,000), but subsequently increased to 494.1 cases per 100,000 in 2007. Similarly, there were 4,860 cases of syphilis in 1995 among the youth and young adult population, compared with 1,182 cases in 2003 and 2,481 cases in 2007. The incidence rate dropped from 13.7 per 100,000 in 1995 to 2.9 per 100,000 in 2003, before rising again to 5.9 per 100,000 in 2007.

The number of cases and the incidence rate of chlamydia (the most common sexually transmitted disease) have also increased in recent years. In 2000, there were 508,736 cases of chlamydia among 15- to 24-year-olds, or 1,349.4 per 100,000. By 2007, the number of cases had increased to 779,280, or 1,836.4 per 100,000.

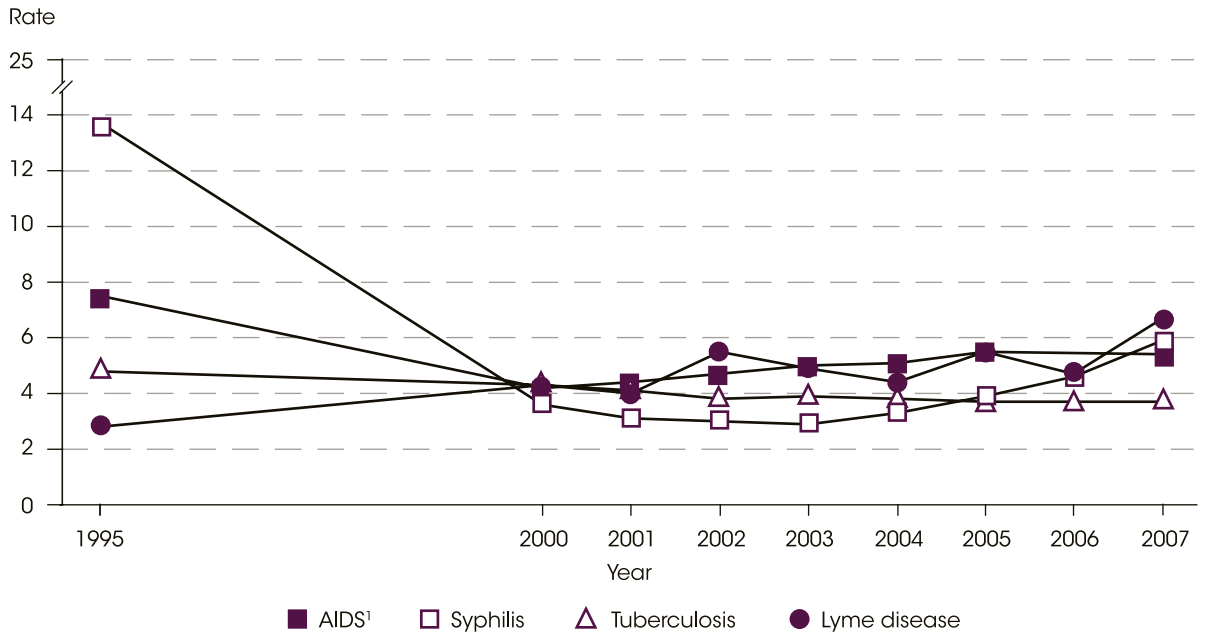
The prevalence of common nonsexually transmitted diseases among youth and young adults also varied between 1995 and 2007. There were 994 cases of Lyme disease in this population in 1995, compared with 2,833 in 2007, an increase from 2.8 to 6.7 cases per 100,000. The number of cases and the incidence rate of tuberculosis among youth and young adults was higher in 1995 (1,703 cases or 4.8 per 100,000) than in 2007(1,581 cases or 3.7 per 100,000).

Table 45. Number of newly reported cases and incidence rate of selected notifiable diseases among persons ages 15 to 24: Selected years, 1995 through 2007

Disease	1995	2000	2001	2002	2003	2004	2005	2006	2007
					Number of newly reported cases				
AIDS[1]	2,666	1,567	1,721	1,858	2,019	2,119	2,299	—	2,305
Chlamydia[2]	—	508,736	569,254	600,224	630,385	663,484	693,239	726,669	779,280
Gonorrhea	228,698	212,679	215,672	207,324	195,987	189,629	196,177	206,569	209,678
Syphilis	4,860	1,338	1,223	1,193	1,182	1,368	1,623	1,946	2,481
Tuberculosis	1,703	1,623	1,595	1,499	1,573	1,600	1,542	1,540	1,581
Lyme disease	994	1,632	1,550	2,155	1,987	1,804	2,280	1,947	2,833
					Incidence rate per 100,000				
AIDS[1]	7.5	4.2	4.4	4.7	5.0	5.1	5.5	—	5.4
Chlamydia[2]	—	1,349.4	1,452.8	1,531.8	1,553.1	1,610.2	1,662.4	1,727.0	1,836.4
Gonorrhea	645.0	564.1	550.4	529.1	482.9	460.2	470.4	490.9	494.1
Syphilis	13.7	3.6	3.1	3.0	2.9	3.3	3.9	4.6	5.9
Tuberculosis	4.8	4.3	4.1	3.8	3.9	3.8	3.7	3.7	3.7
Lyme disease	2.8	4.3	4.0	5.5	4.9	4.4	5.5	4.7	6.7

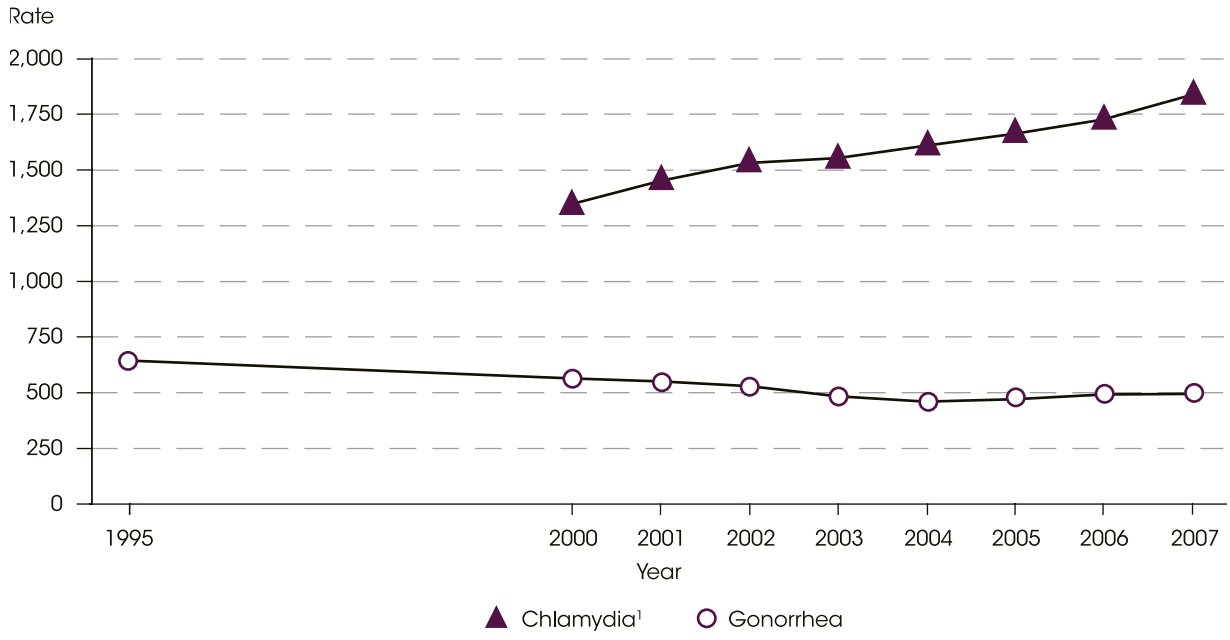
— Not available.
[1] In 2006, the Centers for Disease Control and Prevention (CDC) upgraded its national surveillance data management system for human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). During this transition, the CDC did not provide updates on AIDS or HIV infection surveillance data.
[2] 1995 data for chlamydia are not available by age.
NOTE: A "notifiable disease" is one for which regular, frequent, and timely information on individual cases is considered necessary for the prevention and control of the disease. For more information, see http://www.cdc.gov/ncphi/disss/nndss/nndsshis.htm.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report—United States,* selected years, 1995–2007.

Figure 45a. Rate per 100,000 population of reported cases of acquired immunodeficiency syndrome (AIDS), syphilis, tuberculosis, and Lyme disease among persons ages 15 to 24: Selected years, 1995 through 2007



[1] In 2006, the Centers for Disease Control and Prevention (CDC) upgraded its national surveillance data management system for human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). During this transition, the CDC did not provide updates on AIDS or HIV infection surveillance data.
NOTE: A "notifiable disease" is one for which regular, frequent, and timely information on individual cases is considered necessary for the prevention and control of the disease. For more information, see http://www.cdc.gov/epo/dphsi/nndsshis.htm.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report—United States,* selected years, 1995–2007.

Figure 45b. Rate per 100,000 population of reported cases of chlamydia and gonorrhea among persons ages 15 to 24: Selected years, 1995 through 2007



[1] 1995 data for chlamydia are not available by age.
NOTE: A "notifiable disease" is one for which regular, frequent, and timely information on individual cases is considered necessary for the prevention and control of the disease. For more information, see http://www.cdc.gov/epo/dphsi/nndsshis.htm.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report—United States,* selected years, 1995–2007.

46. Disabilities

As part of the National Health Interview Survey administered by the Centers for Disease Control and Prevention, a sample of parents of 12- to 17-year-olds were asked, "Has a representative from a school or a health professional ever told you that *[child's name]* had a learning disability?" The responses to this question revealed differences in the percentage of youth with learning disabilities by sex, race/ethnicity, poverty status, health insurance status, and health status. In 2008, a higher percentage of males (11 percent) than females (7 percent) had ever been diagnosed with a learning disability. An examination of findings by race/ethnicity in 2008 revealed that a greater percentage of Whites (11 percent) than Hispanics (6 percent) had ever been diagnosed with a learning disability. In addition, 9 percent of Black youths had ever been diagnosed with a learning disability in 2008. Youth classified as "poor" had a higher rate of learning disability diagnosis (16 percent) than youth classified as "near-poor" (10 percent) or "nonpoor" (8 percent).[17] Health insurance coverage was also associated with learning disability diagnoses: 17 percent of youth with Medicaid or other public coverage had ever been diagnosed, compared to 7 percent of privately insured youth and 4 percent of youth without health insurance. Some 30 percent of youth who reported fair or poor health in 2008 had ever been diagnosed with a learning disability, compared to 17 percent of those in good health and 7 percent in very good or excellent health. From 1999 to 2008, the only measurable difference was a drop in the percentage of uninsured children diagnosed with a learning disability (from 8 to 4 percent).

The National Health Interview Survey also asked parents, "Has a doctor or health professional ever told you that *[child's name]* had Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)?" Similar to the rate of diagnosis for learning disabilities, a higher percentage of males than females ages 12 to 17 had ever been diagnosed with ADHD in 2008 (17 vs. 5 percent). White and Black youth also had higher rates of ADHD diagnosis (14 and 11 percent, respectively) than did Hispanic youth (4 percent). In addition, a greater percentage of those covered by Medicaid or other public health insurance (14 percent) than those covered by private insurance (10 percent) or those who were uninsured (7 percent) had ever been diagnosed with ADHD in 2008. Some 9 percent of youth who were described as being in very good or excellent health had ever been diagnosed with ADHD, compared with 18 percent of youth in good health and 26 percent of youth in fair or poor health.

The rates of ADHD diagnosis were higher in 2008 than in 1999 overall and across many characteristics. Overall, 11 percent of 12- to 17-year-olds had ever been diagnosed with ADHD in 2008, compared with 8 percent in 1999. Male youth had higher percentages of ADHD diagnosis in 2008 than in 1999 (17 vs. 11 percent), as did 15- to 17-year-olds (12 vs. 7 percent), White youth (14 vs. 9 percent), and Black youth (11 vs. 5 percent). The percentage of 12- to 17-year-olds who had ever been diagnosed with ADHD was also higher in 2008 than in 1999 for those who were "nonpoor," those who were privately insured, and those in good and in very good or excellent health.

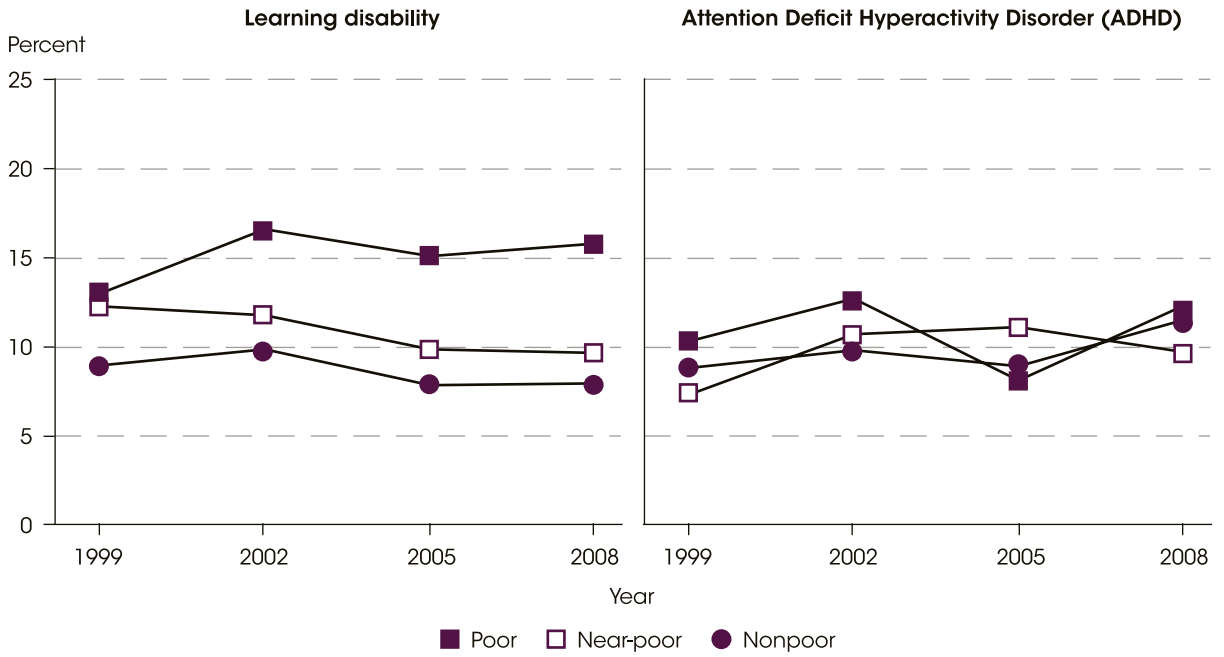
[17] Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.*

Table 46. Percentage of children ages 12 to 17 ever having been diagnosed with a learning disability or Attention Deficit Hyperactivity Disorder, by selected characteristics: Selected years, 1999 through 2008

Characteristic	Learning disability[1]				Attention Deficit Hyperactivity Disorder (ADHD)[2]			
	1999	2002	2005	2008	1999	2002	2005	2008
Total	**9.6**	**10.5**	**9.2**	**9.4**	**7.7**	**9.6**	**8.9**	**11.0**
Sex								
Male	13.0	13.8	11.0	11.4	11.4	13.6	12.5	16.6
Female	6.0	7.1	7.4	7.3	3.8	5.3	5.1	5.3
Age								
12–14	10.3	10.5	9.1	8.3	8.8	9.6	8.4	9.6
15–17	8.9	10.6	9.3	10.3	6.6	9.5	9.4	12.3
Race/ethnicity								
White	10.4	11.0	9.3	11.2	9.4	10.9	10.4	13.8
Black	10.3	12.6	10.8	9.1	5.0	10.9	8.4	11.4
Hispanic	6.4	7.0	8.2	5.9	4.0	4.2	6.1	4.1
Asian	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡
Other races[3]	‡	23.3	14.4!	9.0!	‡	12.5!	6.2!	10.3!
Parent's education[4]								
Less than high school diploma	7.2	10.3	5.8	4.6!	7.0	6.4	3.5!	1.2!
High school completion only	9.4	12.1	10.6	10.8	7.7	10.2	9.3	10.9
Some college or higher	8.3	8.4	8.2	8.0	7.2	8.0	8.2	10.9
Poverty status[5]								
Poor	13.0	16.6	15.1	15.8	10.3	12.7	8.1	12.3
Near-poor	12.3	11.8	9.9	9.7	7.3	10.7	11.1	9.7
Nonpoor	9.0	9.9	7.9	8.0	8.8	9.8	8.9	11.5
Health insurance coverage[6]								
Private	8.4	9.0	7.6	7.3	7.3	9.0	8.6	10.1
Medicaid/other public	18.5	16.3	15.1	16.8	10.3	12.7	11.3	14.5
Other	‡	‡	8.6!	8.9!	6.7!	10.9!	7.7!	18.4!
Uninsured	8.1	10.9	8.5	4.2	7.3	7.3	6.2	7.4
Current health status[7]								
Excellent/very good	7.6	8.6	8.0	7.4	6.9	8.2	8.3	9.2
Good	15.3	16.1	12.1	16.9	10.0	14.3	9.5	18.4
Fair/poor	43.2	41.2	29.5	29.9	20.6	28.6	23.8	25.7

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] "Learning disability" is based on the question "Has a representative from a school or a health professional ever told you that [child's name] had a learning disability?"
[2] "Attention Deficit Hyperactivity Disorder" is based on the question "Has a doctor or health professional ever told you that [child's name] had Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)?"
[3] Includes Pacific Islanders.
[4] Parent's education is the education level of the parent with the higher level of education. "High school completion only" includes equivalency certification.
[5] Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.* Detail may not sum to totals because of missing values for poverty.
[6] Classification of health insurance coverage is based on a hierarchy of mutually exclusive categories. Persons with more than one type of health insurance were assigned to the first appropriate category in the hierarchy. "Private" includes persons who had any type of private coverage, either alone or in combination with other coverage. "Uninsured" includes persons who had no coverage as well as those who had only Indian Health Service coverage or had only a private plan that paid for one type of service, such as accidents or dental care.
[7] Data based on respondent self-response to survey question on general health status.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Health Interview Survey, selected years, 1999–2008.

Figure 46. Percentage of children ages 12 to 17 ever having been diagnosed with a learning disability or Attention Deficit Hyperactivity Disorder, by poverty status: Selected years, 1999 through 2008



NOTE: "Learning disability" is based on the question "Has a representative from a school or a health professional ever told you that [*child's name*] had a learning disability?" "Attention Deficit Hyperactivity Disorder" is based on the question "Has a doctor or health professional ever told you that [*child's name*] had Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)?" Children in families whose incomes are below the poverty threshold are classified as *poor;* those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor,* and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor.* Detail may not sum to totals because of missing values for poverty.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Health Interview Survey, selected years, 1999–2008.

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47. Depression

A Major Depressive Episode (MDE) is defined as a period of at least 2 weeks when a person experiences a depressed mood or loss of interest or pleasure in daily activities, plus at least four additional symptoms of depression (such as problems with sleep, eating, energy, concentration, and feelings of self-worth) (American Psychiatric Association 1994). In 2009, about 14 percent of 14- to 25-year-olds reported having had an MDE in their lifetime, which was not measurably different from the percentage in 2006. From 2006 to 2009, the percentages of males and females who had experienced an MDE did not measurably change; nor were there differences from 2006 to 2009 among 14- to 17-year-olds and 18- to 20-year-olds. However, among all 21- to 25-year-olds, the percentage who reported having an MDE in their lifetime decreased from 16 to 14 percent, and the percentage among females in this age group decreased from 20 to 18 percent. In contrast, the percentage of male 14- to 17-year-olds reporting an MDE increased from 8 percent in 2006 to 10 percent in 2009. Among 14- to 25-year-olds, higher percentages of females than males reported having experienced an MDE in their lifetime in each year from 2006 through 2009; in 2009, the reported incidence of lifetime MDEs was about twice as high for females as for males (19 vs. 10 percent). Differences also emerged when examining reports of lifetime MDEs by age group. The percentage of reported lifetime MDEs in 2009 for 14- to 17-year-olds (15 percent) was higher than the percentage for 18- to 20-year-olds (13 percent).

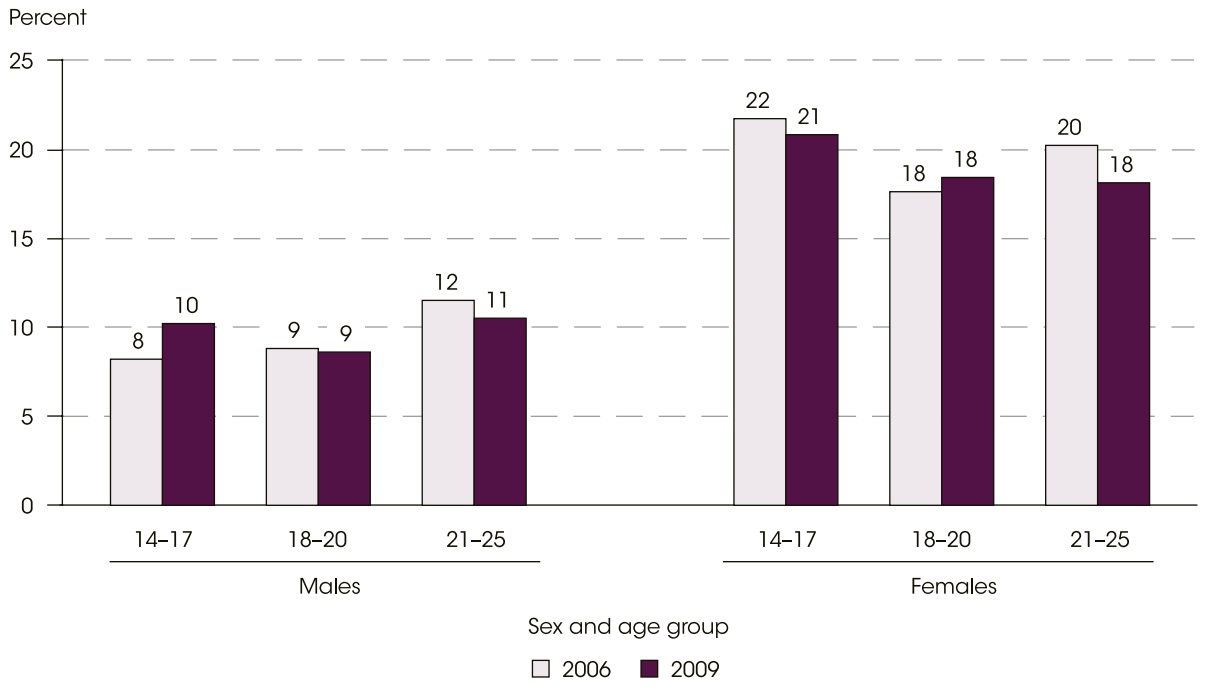
In 2009, higher percentages of 14- to 17-year-olds (10 percent) reported having an MDE in the past year than did 18- to 20-year-olds and 21- to 25-year-olds (8 percent each). Across all three age groups, higher percentages of females than males reported having an MDE in the past year. For example, 11 percent of female 18- to 20-year-olds reported having an MDE in the past year, compared with 5 percent of male 18- to 20-year-olds.

Table 47. Percentage of 14- to 25-year-olds who experienced a Major Depressive Episode (MDE) in their lifetime and in the past year, by sex, year, and age group: 2006 through 2009

Year and age group	Total		Male		Female	
	Lifetime	Past year	Lifetime	Past year	Lifetime	Past year
2006						
Total	**14.8**	**9.0**	**9.6**	**5.7**	**20.1**	**12.3**
14–17	14.8	9.2	8.2	4.5	21.7	14.0
18–20	13.0	8.5	8.8	5.9	17.6	11.4
21–25	15.9	9.1	11.5	6.7	20.2	11.5
2007						
Total	**14.9**	**9.4**	**9.9**	**5.9**	**20.0**	**12.9**
14–17	15.3	10.1	9.0	5.6	21.9	14.8
18–20	12.9	8.0	9.0	5.5	17.1	10.6
21–25	16.0	9.7	11.5	6.6	20.4	12.8
2008						
Total	**14.4**	**9.1**	**9.0**	**5.3**	**19.9**	**13.0**
14–17	15.0	9.8	7.9	4.8	22.3	15.0
18–20	13.1	8.9	8.2	5.8	18.3	12.2
21–25	14.7	8.7	10.4	5.4	18.9	11.9
2009						
Total	**14.4**	**8.5**	**9.9**	**5.7**	**19.1**	**11.4**
14–17	15.3	9.6	10.2	6.1	20.8	13.3
18–20	13.3	7.8	8.6	4.9	18.4	11.0
21–25	14.4	8.1	10.5	5.9	18.1	10.2

NOTE: Major Depressive Episode (MDE) is defined as a period of at least 2 weeks when a person experiences a depressed mood or loss of interest or pleasure in daily activities, plus at least four additional symptoms of depression (such as problems with sleep, eating, energy, concentration, and feelings of self-worth) as described in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)* (American Psychiatric Association 1994).
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health (NSDUH), 2006–09. Retrieved May 2, 2009, from http://oas.samhsa.gov/nhsda.htm.

Figure 47. Percentage of 14- to 25-year-olds who experienced a Major Depressive Episode (MDE) in their lifetime, by sex and age group: 2006 and 2009



NOTE: Major Depressive Episode (MDE) is defined as a period of at least 2 weeks when a person experiences a depressed mood or loss of interest or pleasure in daily activities, plus at least four additional symptoms of depression (such as problems with sleep, eating, energy, concentration, and feelings of self-worth) as described in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)* (American Psychiatric Association 1994).
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health (NSDUH), 2006 and 2009. Retrieved May 2, 2011, from http://oas.samhsa.gov/nhsda.htm.

48. Substance Use

In 2009, some 10 percent of youth ages 12 to 17 and 21 percent of young adults ages 18 to 25 reported using an illicit drug in the past month (i.e., recent use). Additionally, 15 percent of youth and 62 percent of young adults drank alcohol, and 9 percent of youth and 42 percent of young adults reported engaging in "binge drinking" (drinking five or more drinks on the same occasion) in the past month. Young adults had higher reported rates of recent substance use than youth in 2009 for all substances except inhalants; in that year, 1 percent of youth had used inhalants in the past month, compared with 0.4 percent of young adults. The reported rates for drinking alcohol, binge drinking, and smoking cigarettes in the past month were about four times higher for young adults than for youth in 2009.

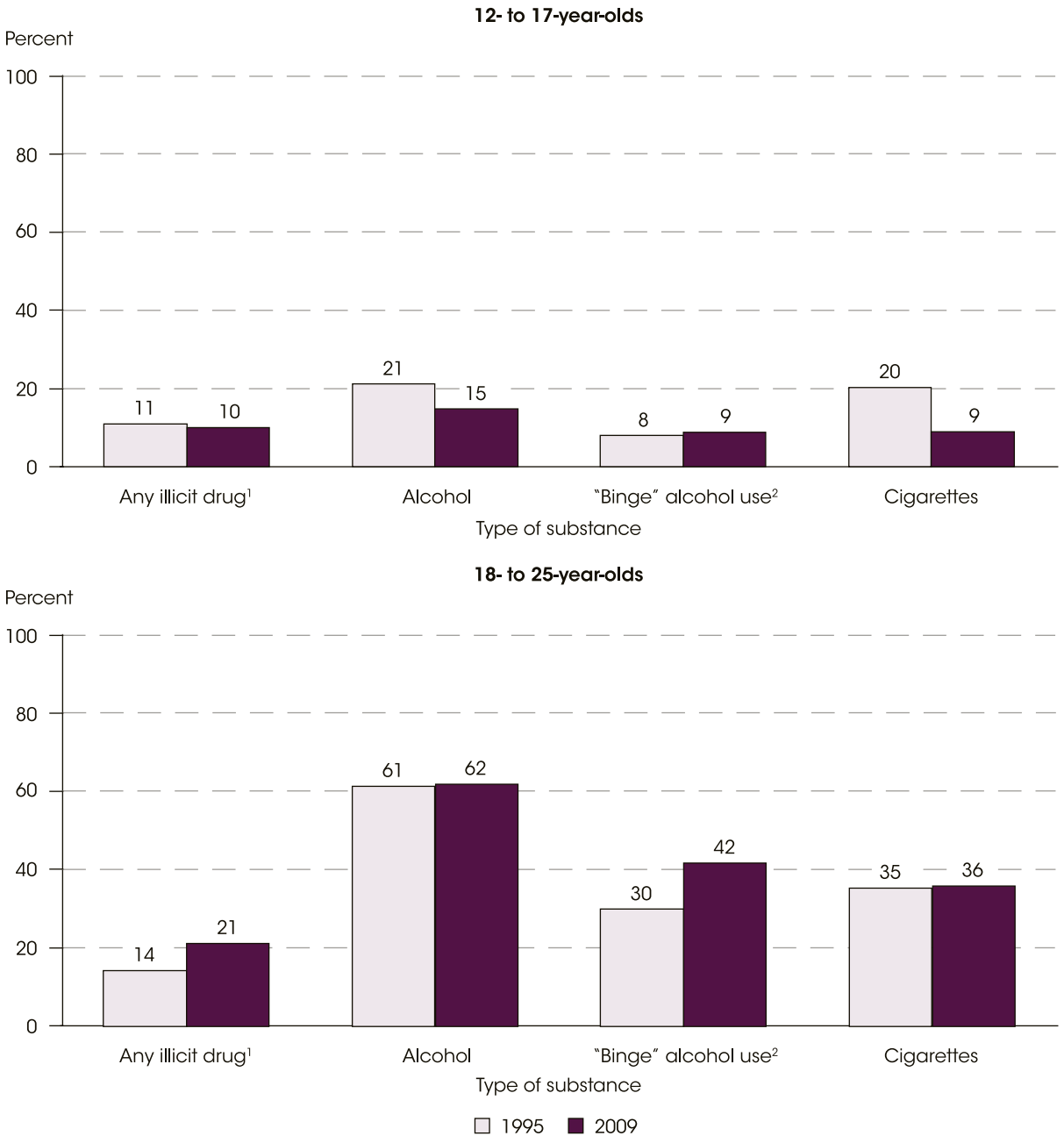
Between 1995 and 2009, declines in substance abuse among youth were found for cocaine, alcohol, and cigarettes. Reports of recent cigarette use among youth declined from 20 to 9 percent between 1995 and 2009. Recent use of alcohol among youth declined from 21 to 15 percent; however, there was no measurable change in the percentage of youth who reported marijuana use or binge drinking. In contrast to the patterns for youth, there were no measurable changes between 1995 and 2009 in the percentages of young adults who reported recent cigarette or alcohol use. However, the percentage of young adults who reported using marijuana in the past month increased during this period (from 12 to 18 percent), as did the percentage of young adults who reported binge drinking in the past month (from 30 to 42 percent). In addition, there was an increase between 1995 and 2009 in the percentage of young adults who reported recent use of illicit drugs (from 14 to 21 percent) and between 2000 and 2009 in the use of psychotherapeutic drugs (from 4 to 6 percent).

Table 48. Percentage of persons ages 12 to 25 reporting substance use in the past month, by age group and type of substance: Selected years, 1995 through 2009

Age group and type of substance	1995	2000	2005	2006	2007	2008	2009
12 to 17							
Any illicit drug[1]	10.9	9.7	9.9	9.8	9.5	9.3	10.0
Any psychotherapeutic	—	3.0	3.3	3.3	3.3	2.9	3.1
Cocaine	0.8	0.6	0.6	0.4	0.4	0.4	0.3
Hallucinogens	—	1.2	0.8	0.7	0.7	1.0	0.9
Inhalants	—	1.0	1.2	1.3	1.2	1.1	1.0
Marijuana and hashish	8.2	7.2	6.8	6.7	6.7	6.7	7.3
Alcohol	21.1	16.4	16.5	16.6	15.9	14.6	14.7
"Binge" alcohol use[2]	7.9	10.4	9.9	10.3	9.7	8.8	8.8
Cigarettes	20.2	13.4	10.8	10.4	9.8	9.1	8.9
18 to 25							
Any illicit drug[1]	14.2	15.9	20.1	19.8	19.7	19.6	21.2
Any psychotherapeutic	—	3.6	6.3	6.5	6.0	5.9	6.3
Cocaine	1.3	1.4	2.6	2.2	1.7	1.5	1.4
Hallucinogens	—	1.8	1.5	1.7	1.5	1.7	1.8
Inhalants	—	0.6	0.5	0.4	0.4	0.3	0.4
Marijuana and hashish	12.0	13.6	16.6	16.3	16.4	16.5	18.1
Alcohol	61.3	56.8	60.9	61.9	61.2	61.2	61.8
"Binge" alcohol use[2]	29.9	37.8	41.9	42.2	41.8	41.0	41.7
Cigarettes	35.3	38.3	39.0	38.4	36.2	35.7	35.8

— Not available.
[1] Indicates use of marijuana or hashish, cocaine (including crack), inhalants, hallucinogens (including PCP and LSD), heroin, or any prescription-type psychotherapeutic used nonmedically at least once in the past month.
[2] Defined as drinking five or more drinks on the same occasion (at the same time or within a couple of hours of each other) on at least 1 day in the past 30 days.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health (NSDUH), selected years, 1995–2009. Retrieved May 1, 2011, from http://oas.samhsa.gov/nhsda.htm.

Figure 48. Percentage of persons ages 12 to 25 reporting substance use in the past month, by age group and type of substance: 1995 and 2009



[1] Indicates use at least once of marijuana or hashish, cocaine (including crack), inhalants, hallucinogens (including PCP and LSD), heroin, or any prescription-type psychotherapeutic used nonmedically.
[2] Defined as drinking five or more drinks on the same occasion (at the same time or within a couple of hours of each other) on at least 1 day in the past 30 days.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health (NSDUH), 1995 and 2009. Retrieved May 1, 2011, from http://oas.samhsa.gov/nhsda.htm.

49. Personal Safety

When asked about certain health-risk behaviors in 2009, about 31 percent of high school students (grades 9 through 12) reported that they had engaged in a physical fight in the past year and 28 percent reported riding with a driver at least once in the past 30 days who had been drinking alcohol. High school students also reported having engaged in other behaviors in 2009 that could compromise their safety, including carrying a weapon (17 percent), carrying a gun (6 percent), driving after drinking alcohol (10 percent), and being injured in a physical fight (4 percent). Greater percentages of male than female high school students reported engaging in these high-risk behaviors: carrying a weapon or a gun, driving after drinking alcohol, and engaging in or being injured in a physical fight. No measurable difference was found in the percentages of male and female students who reported riding with a driver who had been drinking in 2009.

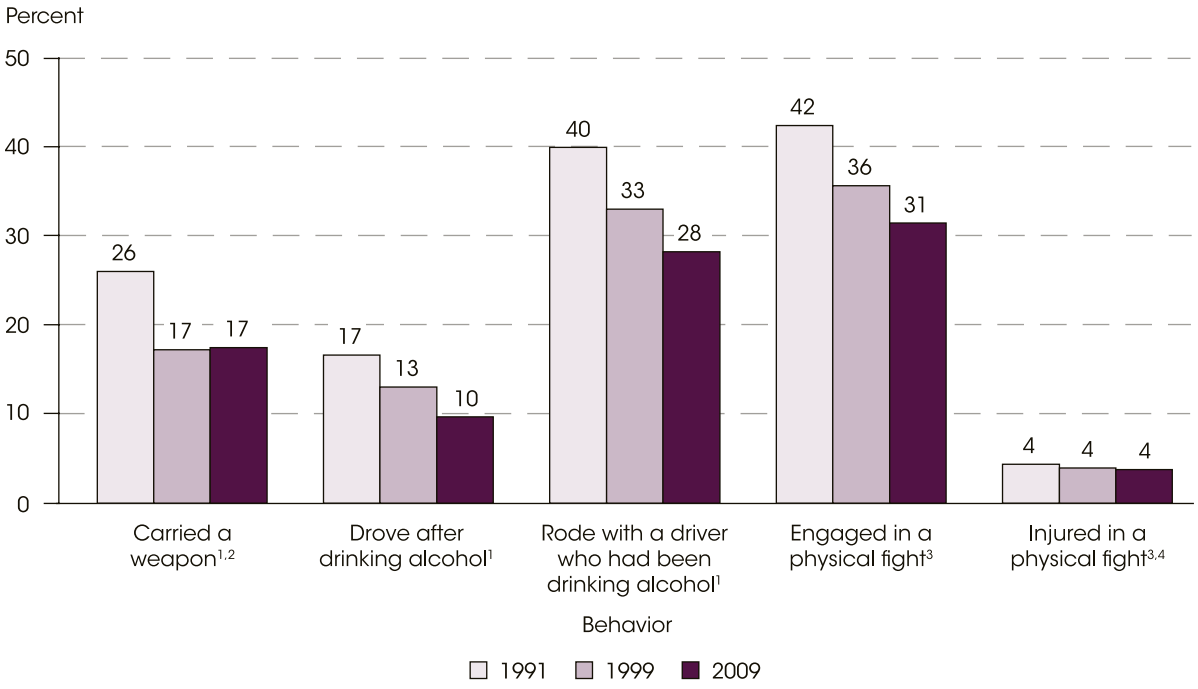
Between 1991 and 2009, the percentages of high school students, both male and female, who reported engaging in each of the following behaviors declined: carrying a weapon, driving after drinking alcohol, riding with a driver who had been drinking alcohol, and engaging in a physical fight. For example, between these years, the percentage of high school students who carried a weapon decreased from 41 to 27 percent for males and from 11 to 7 percent for females. In addition, the percentage of male high school students who carried a gun decreased between 1993 and 2009 (from 14 to 10 percent), while the corresponding percentage of female high school students fluctuated between 1 and 3 percent. There were no measurable differences over time in the percentages of males and females who reported being injured in a physical fight.

Table 49. Percentage of high school students involved in behaviors that may endanger their safety, by type of behavior and sex: Selected years, 1991 through 2009

Behavior	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009
Carried a weapon[1,2]										
Total	**26.1**	**22.1**	**20.1**	**18.3**	**17.3**	**17.4**	**17.1**	**18.5**	**18.0**	**17.5**
Male	40.6	34.3	31.1	27.7	28.6	29.3	26.9	29.8	28.5	27.1
Female	10.9	9.2	8.3	7.0	6.0	6.2	6.8	7.1	7.5	7.1
Carried a gun[1]										
Total	**—**	**7.9**	**7.6**	**5.9**	**4.9**	**5.7**	**6.1**	**5.4**	**5.2**	**5.9**
Male	—	13.7	12.3	9.6	9.0	10.3	10.2	9.9	9.0	9.8
Female	—	1.8	2.5	1.5	0.8	1.3	1.7	1.0	1.2	1.7
Drove after drinking alcohol[1]										
Total	**16.7**	**13.5**	**15.4**	**16.9**	**13.1**	**13.3**	**12.1**	**9.9**	**10.5**	**9.7**
Male	21.5	17.6	18.5	21.0	17.4	17.2	15.0	11.7	12.9	11.6
Female	11.7	9.1	11.9	12.0	8.7	9.5	8.9	8.1	8.1	7.6
Rode with a driver who had been drinking alcohol[1]										
Total	**40.0**	**35.3**	**38.8**	**36.6**	**33.1**	**30.7**	**30.2**	**28.5**	**29.2**	**28.3**
Male	40.1	36.3	39.5	38.3	34.4	31.8	29.2	27.2	29.5	27.8
Female	39.8	34.5	37.8	34.5	31.7	29.6	31.1	29.6	28.8	28.8
Engaged in a physical fight[3]										
Total	**42.5**	**41.8**	**38.7**	**36.6**	**35.7**	**33.2**	**33.0**	**35.9**	**35.5**	**31.5**
Male	50.3	51.2	46.1	45.5	44.0	43.1	40.5	43.4	44.4	39.3
Female	34.4	31.7	30.6	26.0	27.3	23.9	25.1	28.2	26.6	22.9
Injured in a physical fight[3,4]										
Total	**4.4**	**4.0**	**4.2**	**3.5**	**4.0**	**4.0**	**4.2**	**3.6**	**4.2**	**3.8**
Male	6.0	5.2	5.7	4.6	5.3	5.2	5.7	4.8	5.5	5.1
Female	2.7	2.7	2.5	2.2	2.8	2.9	2.6	2.4	2.9	2.2

— Not available.
[1] One or more times during the 30 days preceding the survey.
[2] Examples of a weapon are a gun, knife, or club.
[3] One or more times during the 12 months preceding the survey.
[4] Physical fight resulting in injury requiring attention by a doctor or nurse.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States,* selected years, 1991–2009.

Figure 49. Percentage of high school students involved in selected behaviors that may endanger their safety: 1991, 1999, and 2009



[1] One or more times during the 30 days preceding the survey.
[2] Examples of a weapon are a gun, knife, or club.
[3] One or more times during the 12 months preceding the survey.
[4] Physical fight resulting in injury requiring attention by a doctor or nurse.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States,* 1991, 1999, and 2009.

50. Sexual Behaviors

The percentage of high school students (grades 9 through 12) who reported ever having had sexual intercourse decreased between 1991 and 2009. In 2009, some 46 percent each of male and female high school students reported having had sexual intercourse, compared with 57 and 51 percent, respectively, in 1991. The percentage of female high school students who used birth control pills during their last sexual intercourse did not measurably change between 1991 and 2009 (25 vs. 23 percent). In contrast, the percentages of high school students who used a condom during their last sexual intercourse increased between 1991 and 2009 (from 55 to 69 percent for males and from 38 to 54 percent for females). The percentage of students who reported being sexually active in the past 3 months fluctuated between 1991 and 2009, with a low of 33 percent of students in 2001. There was no measurable change over time in the percentage of high schools students who drank alcohol or used drugs during their last sexual intercourse.

While reported levels of lifetime and current sexual activity did not vary by sex in 2009, other patterns of sexual behavior did differ. For example, in 2009, a greater percentage of male high school students (26 percent) reported drinking alcohol or using drugs during sex than female high school students (17 percent). In addition, more males than females reported using a condom during their last sexual intercourse (69 vs. 54 percent), while more females than males reported relying on birth control pills (23 vs. 17 percent).

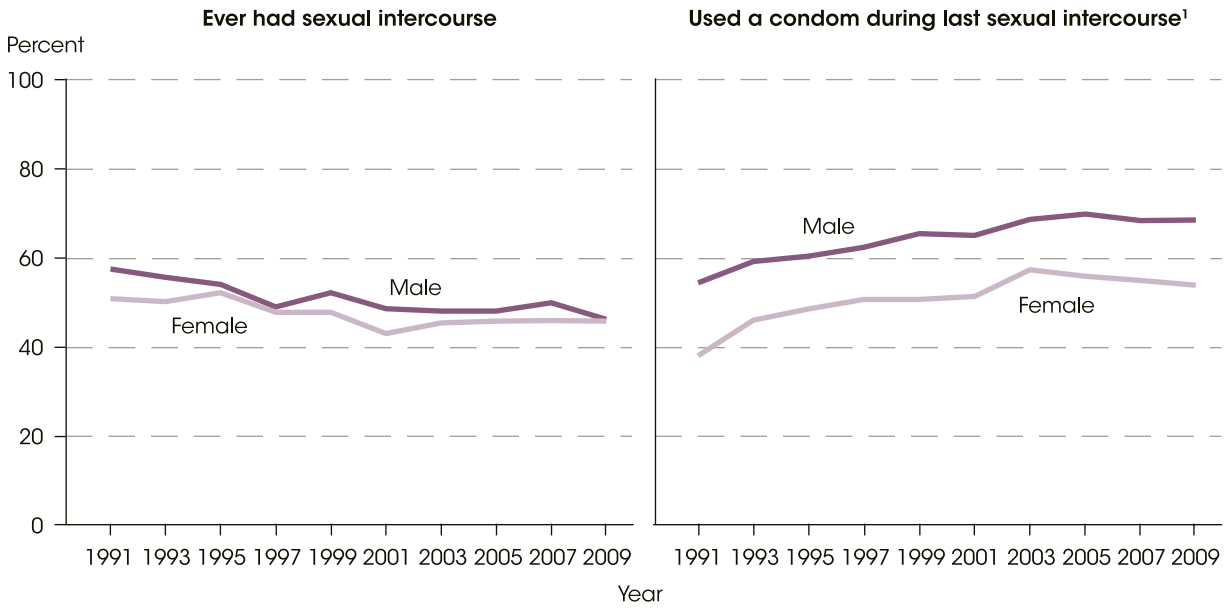
Table 50. Percentage of high school students reporting selected sexual behaviors, by sex: Selected years, 1991 through 2009

Behavior	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009
Ever had sexual intercourse										
Total	**54.1**	**53.0**	**53.1**	**48.4**	**49.9**	**45.6**	**46.7**	**46.8**	**47.8**	**46.0**
Male	57.4	55.6	54.0	48.9	52.2	48.5	48.0	47.9	49.8	46.1
Female	50.8	50.2	52.1	47.7	47.7	42.9	45.3	45.7	45.9	45.7
Currently sexually active (last 3 months)										
Total	**37.5**	**37.5**	**37.9**	**34.8**	**36.3**	**33.4**	**34.3**	**33.9**	**35.0**	**34.2**
Male	36.8	37.5	35.5	33.4	36.2	33.4	33.8	33.3	34.3	32.6
Female	38.2	37.5	40.4	36.5	36.3	33.4	34.6	34.6	35.6	35.6
Drank alcohol or used drug during last sexual intercourse[1]										
Total	**21.6**	**21.3**	**24.8**	**24.7**	**24.8**	**25.6**	**25.4**	**23.3**	**22.5**	**21.6**
Male	26.3	25.7	32.8	30.5	31.2	30.9	29.8	27.6	27.5	26.0
Female	16.8	16.7	16.8	18.5	18.6	20.7	21.0	19.1	17.7	17.1
Used a condom during last sexual intercourse[1]										
Total	**46.2**	**52.8**	**54.4**	**56.8**	**58.0**	**57.9**	**63.0**	**62.8**	**61.5**	**61.1**
Male	54.5	59.2	60.5	62.5	65.5	65.1	68.8	70.0	68.5	68.6
Female	38.0	46.1	48.6	50.8	50.7	51.3	57.4	55.9	54.9	53.9
Used birth control pills during last sexual intercourse[1]										
Total	**20.8**	**18.4**	**17.4**	**16.6**	**16.2**	**18.2**	**17.0**	**17.6**	**16.0**	**19.8**
Male	16.5	14.7	14.3	13.0	11.8	14.9	13.1	14.6	13.1	16.5
Female	25.0	22.4	20.4	20.5	20.4	21.1	20.6	20.6	18.7	23.0

[1] Among students who were currently sexually active (had sexual intercourse with at least one person during the 3 months before the survey).

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States,* selected years, 1991–2009.

Figure 50. Percentage of high school students reporting selected sexual behaviors, by sex: Selected years, 1991 through 2009



[1] Among students who were currently sexually active (had sexual intercourse with at least one person during the 3 months before the survey).

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States,* selected years, 1991–2009.

51. Causes of Death

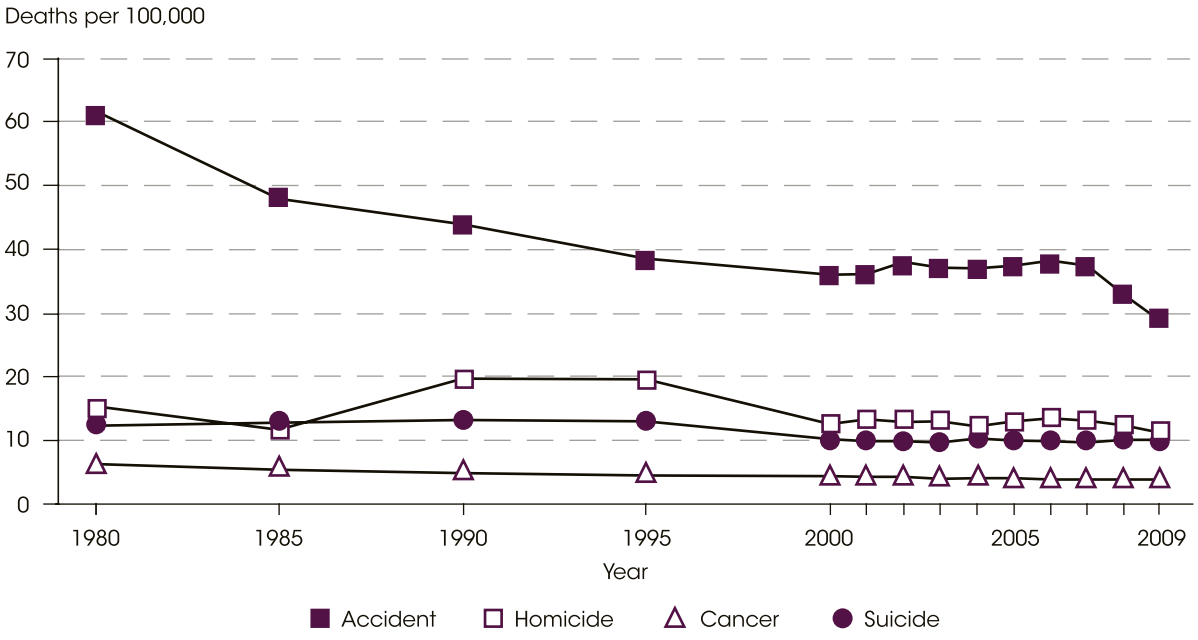
The overall death rate for youth and young adults ages 15 to 24 decreased from 115 per 100,000 persons in 1980 to 70 per 100,000 in 2009, although there were some fluctuations during this period. Deaths by accidents were the leading cause of death for youth and young adults in each year shown between 1980 and 2009. In 2009, the accident death rate was 29 per 100,000, down from 62 per 100,000 in 1980. The homicide death rate for 15- to 24-year-olds peaked in 1990 at 20 per 100,000; between 2000 and 2009, this rate remained between 11 and 14 per 100,000. The rate of death by suicide among the youth and young adult population declined from 13 per 100,000 in 1985 to 10 per 100,000 in 2000, where it remained through 2009. Deaths resulting from cancer generally declined from 6 deaths per 100,000 in 1980 to 4 deaths per 100,000 in 2009 among 15- to 24-year-olds. The number of deaths by influenza and pneumonia remained between 0.4 and 1 per 100,000 15- to 24-year-olds between 1980 and 2009. The human immunodeficiency virus death rate fell from 1.5 per 100,000 in 1990 to 0.5 per 100,000 in 2000, and was 0.3 deaths per 100,000 persons in 2009.

Table 51. Number of deaths per 100,000 persons ages 15 to 24, by selected causes of death: Selected years, 1980 through 2009

Year	Total[1]	Accident	Homicide	Cancer	Heart disease	Human immuno-deficiency virus	Influenza and pneumonia	Suicide
1980	115.4	61.7	15.4	6.3	2.9	—	0.8	12.3
1985	94.9	47.9	11.7	5.4	2.8	—	0.6	12.8
1990	99.2	43.9	19.7	4.9	2.5	1.5	0.6	13.2
1995	93.4	38.5	19.6	4.5	2.8	1.7	0.6	13.0
2000	79.9	36.0	12.6	4.4	2.6	0.5	0.5	10.2
2001	80.7	36.1	13.3	4.3	2.5	0.6	0.5	9.9
2002	81.4	38.0	12.9	4.3	2.5	0.4	0.4	9.9
2003	81.5	37.1	13.0	4.0	2.7	0.4	0.5	9.7
2004	80.1	37.0	12.2	4.1	2.5	0.5	0.4	10.3
2005	81.4	37.4	13.0	4.1	2.7	0.4	0.4	10.0
2006	82.2	38.2	13.5	3.9	2.5	0.5	0.4	9.9
2007	79.9	37.4	13.1	3.9	2.6	0.4	0.4	9.7
2008	75.7	32.9	12.4	3.9	2.5	0.4	0.5	10.1
2009	70.2	28.7	11.2	3.9	2.3	0.3	1.0	10.1

— Not available.
[1] Includes causes of death not shown separately.
NOTE: Data for 2008 and 2009 are preliminary.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Vital Statistics System, *Health, United States, 2010: With Special Feature on Death and Dying;* Mortality data, unpublished tables, selected years, 1980–95; National Vital Statistics Reports: Vol. 58, no. 19, *Deaths: Final data for 2007,* released May, 2010; National Vital Statistics Reports: Vol. 59, no. 2, *Deaths: Preliminary Data for 2008,* released December, 2010; National Vital Statistics Reports: Vol. 59, No. 4, *Deaths: Preliminary Data for 2009,* released March, 2011.

Figure 51. Number of deaths per 100,000 persons ages 15 to 24, by selected causes of death: Selected years, 1980 through 2009



NOTE: Data for 2008 and 2009 are preliminary.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Vital Statistics System, *Health, United States, 2010: With Special Feature on Death and Dying;* Mortality data, unpublished tables, selected years, 1980–95; National Vital Statistics Reports: Vol. 58, no. 19, *Deaths: Final data for 2007,* released May, 2010; National Vital Statistics Reports: Vol. 59, no. 2, *Deaths: Preliminary Data for 2008,* released December, 2010; National Vital Statistics Reports: Vol. 59, No. 4, Deaths: Preliminary Data for 2009, released March, 2011.

SNAPSHOT

Causes of Death by Race/Ethnicity

Death rates for youth and young adults ages 15 to 24 differed by race/ethnicity and sex in 2007, the latest year for which detailed mortality data were available. American Indians/Alaska Natives had the highest overall rate of death per 100,000 youth and young adults (129), followed by Blacks (113), Hispanics (76), Whites (74), and Asians (43). American Indians/Alaska Natives also had the highest rates of death per 100,000 youth and young adults by accident (66) and suicide (26) in 2007, while Blacks had the highest rates of death per 100,000 youth and young adults by homicide (49) and non-injury (29). Non-injury includes deaths by cancer, heart disease, human immunodeficiency virus (HIV), influenza/pneumonia, and other health-related causes. These relative patterns by race/ethnicity were true for both male and female subgroups.

In 2007, males ages 15 to 24 had an overall death rate of 116 per 100,000, compared to a rate of 42 per 100,000 for females. Also, in each racial/ethnic group, males had over twice the total death rate of females. The overall rate of death by homicide for males was at least six times that of females for Blacks (88 vs. 9 per 100,000) and Hispanics (30 vs. 4 per 100,000). The overall death rate by homicide for males was more than three times that of females for American Indians/Alaska Natives (17 vs. 5 per 100,000) and Asians/Pacific Islanders (7 vs. 2 per 100,000). The homicide death rate for White males was 5 per 100,000, compared with 2 per 100,000 for White females. Males in all racial/ethnic groups had higher death rates from non-injuries than females had. Suicide death rates were also higher for males than for females across all racial/ethnic groups in 2007. American Indians/Alaska Natives had the highest rate of death by suicide per 100,000 persons (41 for males and 10 for females), followed by Whites (18 and 4), Asians/Pacific Islanders (14 and 4), Hispanics (12 and 2), and Blacks (11 and 2).

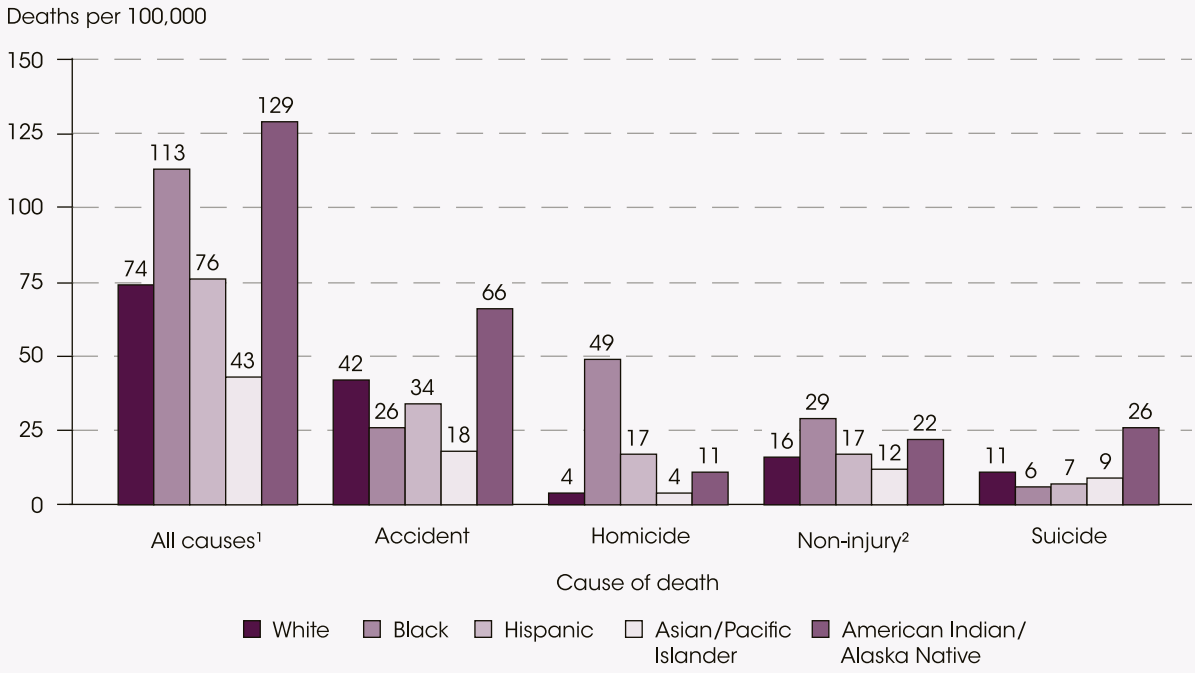
Table 51a. Number of deaths per 100,000 persons ages 15 to 24, by race/ethnicity, selected causes, and sex: 2007

Cause and sex	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
All causes[1]	**79.9**	**74.5**	**112.6**	**76.5**	**43.2**	**128.8**
Males	115.8	104.6	173.1	115.3	60.7	180.1
Females	42.0	42.7	50.5	33.5	24.7	76.0
Accident	37.4	41.9	26.4	33.8	17.7	66.3
Males	54.5	60.2	38.9	52.1	24.8	91.1
Females	19.3	22.6	13.6	13.5	10.2	40.7
Homicide	13.1	3.6	49.2	17.4	4.3	11.2
Males	22.1	4.9	88.2	30.0	6.9	17.4
Females	3.5	2.2	9.2	3.5	1.5	4.9
Non-injury[2]	18.2	16.2	29.0	16.9	11.7	21.6
Males	20.9	18.8	32.2	19.8	14.6	25.6
Females	15.3	13.5	25.7	13.8	8.6	17.4
Suicide	9.7	11.1	6.2	7.1	8.9	25.5
Males	15.9	18.2	10.5	11.5	13.5	40.8
Females	3.2	3.7	1.7	2.2	4.0	9.8

[1] Includes causes of death not shown separately.
[2] Includes deaths by cancer, heart disease, human immunodeficiency virus (HIV), influenza/pneumonia, and other health-related causes.
NOTE: Detailed mortality data were not available for 2008 or 2009 at the time of publication. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Vital Statistics System, CDC WONDER online database, compiled from Compressed Mortality File 1999–2007 Series 20 No. 2M, 2010, retrieved February 3, 2011, from http://wonder.cdc.gov/cmf-icd10.html.

SNAPSHOT

Figure 51a. Number of deaths per 100,000 persons ages 15 to 24, by selected causes and race/ethnicity: 2007



[1] Includes causes not shown separately.
[2] Includes deaths by cancer, heart disease, human immunodeficiency virus (HIV), influenza/pneumonia, and other health-related causes.
NOTE: Detailed mortality data were not available for 2008 or 2009 at the time of publication. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Vital Statistics System, CDC WONDER online database, compiled from Compressed Mortality File 1999–2007 Series 20 No. 2M, 2010, retrieved February 3, 2011, from http://wonder.cdc.gov/cmf-icd10.html.

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Chapter 6

FUTURE GOALS

52. Educational Expectations

Data from a series of longitudinal studies from the last few decades give insights as to how the goals and future plans of high school students may eventually materialize. Greater percentages of 1972 seniors did not expect to complete high school than did their peers in 2004. In 1972, some 19 percent of seniors did not expect to complete high school, compared with 5 percent of seniors in 2004. In addition, many of the educational expectation gaps across demographic groups observed in 1972 had narrowed or changed direction by 2004. For example, among 1972 seniors, more females than males did not expect to complete high school (22 vs. 16 percent), whereas in 2004, more males than females had this expectation (8 vs. 3 percent). Also, looking at changes by socioeconomic status (SES), 34 percent of seniors in the lowest SES quartile did not expect to complete high school in 1972, compared with 11 percent in 2004.

In terms of attaining higher levels of education, the percentage of high school seniors expecting to earn a graduate or professional degree was higher in 2004 than in 1972 (38 vs. 13 percent). Such shifts were evident across all demographic groups shown, although they varied across groups. For example, while the percentage of males who expected to obtain a graduate or professional degree was about 15 percentage points higher in 2004 than in 1972 (32 vs. 16 percent), the corresponding difference for females between these two time points was about 35 percentage points (45 vs. 9 percent). In addition, the percentages of seniors who expected to complete this level of education were higher in 2004 than in 1972 for Whites (39 vs. 22 percent), Blacks (39 vs. 14 percent), and Hispanics (33 vs. 9 percent).

Figure 52. Percentage of high school seniors expecting to complete a bachelor's degree or graduate or professional degree, by sex: 1972 and 2004

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS:72), "Base Year"; and Education Longitudinal Study of 2002 (ELS:2002), "First Follow-up, 2004."

Table 52. Percentage of high school seniors expecting to complete various educational levels, by sex, race/ethnicity, and socioeconomic status (SES): 1972, 1980, 1992, and 2004

Sex, race/ethnicity, and SES	Less than high school completion				Some college			
	1972	1980	1992	2004	1972	1980	1992	2004
Total	**18.9**	**19.5**	**5.3**	**5.4**	**30.9**	**34.5**	**25.3**	**19.7**
Sex								
Male	15.5	21.0	6.8	7.6	29.0	31.7	26.0	22.8
Female	22.2	18.2	3.9	3.4	32.7	37.0	24.6	16.8
Race/ethnicity								
White	18.8	20.1	5.4	5.1	30.4	34.3	25.1	18.6
Black	15.0	17.0	4.7	5.5	34.0	35.4	23.5	20.6
Hispanic	16.3	25.0	6.3	7.4	41.2	39.1	31.4	26.7
Asian	8.4!	3.3!	2.9	2.7	23.1	18.6	19.0	11.2
Two or more races	—	—	—	6.8	—	—	—	18.2
SES quartile								
Lowest	33.6	34.4	10.8	10.8	36.0	39.5	40.0	30.6
Middle two	19.8	18.5	4.9	5.0	35.6	39.6	26.9	21.0
Highest	5.8	5.0	1.3	1.3	17.8	19.3	9.3	7.3

Sex, race/ethnicity, and SES	Bachelor's degree				Graduate or professional degree			
	1972	1980	1992	2004	1972	1980	1992	2004
Total	**37.6**	**25.5**	**36.1**	**36.6**	**12.6**	**20.5**	**33.3**	**38.3**
Sex								
Male	39.2	26.0	36.2	37.9	16.3	21.2	31.1	31.8
Female	36.0	25.1	36.1	35.3	9.1	19.8	35.4	44.6
Race/ethnicity								
White	38.2	26.0	37.2	37.7	21.6	19.6	32.3	38.6
Black	37.5	24.3	34.0	35.2	13.5	23.2	37.9	38.7
Hispanic	33.3	19.2	31.3	32.6	9.2	16.8	31.0	33.3
Asian	52.1	34.9	35.7	35.1	16.5	43.2	42.5	51.1
Two or more races	—	—	—	40.7	—	—	—	34.2
SES quartile								
Lowest	24.5	16.2	27.9	33.3	6.0	10.0	21.2	25.4
Middle two	35.1	25.3	40.1	39.3	9.5	16.6	28.2	34.8
Highest	52.6	36.6	36.1	34.6	23.8	39.2	53.3	56.9

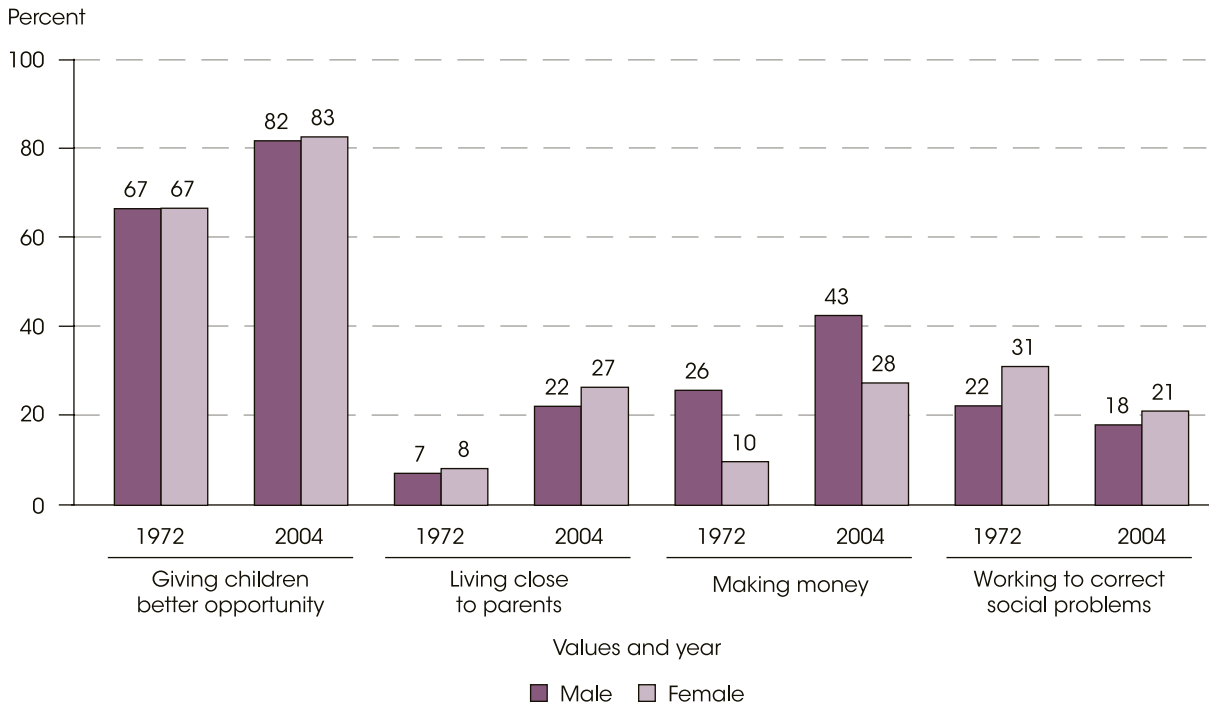
— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Totals include other racial/ethnic groups not shown separately. Asian category includes Native Hawaiians and Other Pacific Islanders. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS:72), "Base Year"; High School and Beyond Longitudinal Study of 1980 Seniors (HS&B-Sr:80), "Third Follow-up, 1986"; National Education Longitudinal Study of 1988 (NELS:88), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:2002), "First Follow-up, 2004."

53. Values

The percentages of high school seniors indicating that certain values were very important to them have changed over time. Greater percentages of seniors in 2004 than in 1972 reported that being able to give their children better opportunities was very important to them (83 vs. 67 percent); the same was true of the percentages who valued living close to parents (25 vs. 8 percent) and making money (35 vs. 18 percent). In contrast, 20 percent of seniors in 2004 said that working to correct social problems was very important to them, compared with 27 percent of seniors in 1972.

In 2004, the importance of many of these values varied across demographic groups. For example, 43 percent of males reported that making money was very important, compared with 28 percent of females. In addition, 18 percent of males reported that working to correct social problems was very important compared with 21 percent of females. While a majority of high school seniors indicated that being able to give their children a better opportunity was very important to them, greater percentages of Black (92 percent) and Hispanic (90 percent) seniors held this view than did White (79 percent) and Asian (85 percent) seniors. Furthermore, a greater percentage of seniors in the lowest socioeconomic status (SES) quartile (24 percent) indicated that working to correct social problems was important to them than did their peers in the middle two quartiles (18 percent) and the highest SES quartile (19 percent).

Figure 53. Percentage of high school seniors reporting various values as very important, by sex: 1972 and 2004



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS:72), "Base Year"; and Education Longitudinal Study of 2002 (ELS:2002), "First Follow-up, 2004."

Table 53. Percentage of high school seniors reporting various values as very important, by sex, race/ethnicity, and socioeconomic status (SES): 1972, 1980, 1992, and 2004

Sex, race/ethnicity, and SES	Giving children better opportunity				Living close to parents			
	1972	1980	1992	2004	1972	1980	1992	2004
Total	**66.8**	**66.9**	**75.5**	**82.5**	**7.7**	**14.0**	**16.9**	**24.5**
Sex								
Male	66.8	67.3	74.5	82.1	7.2	13.0	15.2	22.3
Female	66.9	66.5	76.5	82.9	8.3	14.8	18.7	26.6
Race/ethnicity								
White	63.7	63.2	71.0	78.7	7.1	13.0	15.2	21.8
Black	88.7	85.6	91.2	92.0	10.0	14.2	16.5	26.0
Hispanic	84.1	79.2	86.7	89.7	14.1	21.8	25.4	32.7
Asian	69.6	75.0	79.1	84.7	13.8	24.4	26.6	31.8
Two or more races	—	—	—	81.1	—	—	—	21.7
SES quartile								
Lowest	78.6	75.8	85.0	88.0	9.0	15.1	19.1	30.1
Middle two	67.5	67.3	76.5	84.3	8.1	14.1	16.7	25.0
Highest	56.4	56.0	64.8	73.5	5.8	12.0	15.3	17.6

Sex, race/ethnicity, and SES	Making money				Working to correct social problems			
	1972	1980	1992	2004	1972	1980	1992	2004
Total	**17.8**	**31.4**	**37.4**	**35.1**	**26.9**	**13.0**	**20.3**	**19.7**
Sex								
Male	25.9	40.5	45.3	42.7	22.4	12.3	17.0	18.1
Female	9.8	23.1	29.4	27.6	31.3	13.6	23.6	21.2
Race/ethnicity								
White	16.4	29.4	33.7	28.9	24.7	10.6	16.7	15.0
Black	29.9	44.8	51.8	55.4	46.5	25.3	33.8	31.6
Hispanic	18.8	34.6	40.5	40.3	32.5	18.3	27.0	28.1
Asian	18.7	40.1	47.9	41.9	24.6	17.4	25.3	23.1
Two or more races	—	—	—	36.4	—	—	—	19.0
SES quartile								
Lowest	19.2	31.5	43.6	41.1	28.9	15.0	24.3	24.0
Middle two	17.3	31.1	37.6	34.8	25.4	11.7	18.8	18.0
Highest	17.6	32.0	31.2	29.6	27.8	13.3	19.4	18.7

— Not available.

NOTE: Totals include other racial/ethnic groups not shown separately. Asian category includes Native Hawaiians and Other Pacific Islanders. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS:72), "Base Year"; High School and Beyond Longitudinal Study of 1980 Seniors (HS&B-Sr:80), "Third Follow-up, 1986"; National Education Longitudinal Study of 1988 (NELS:88), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:2002), "First Follow-up, 2004."

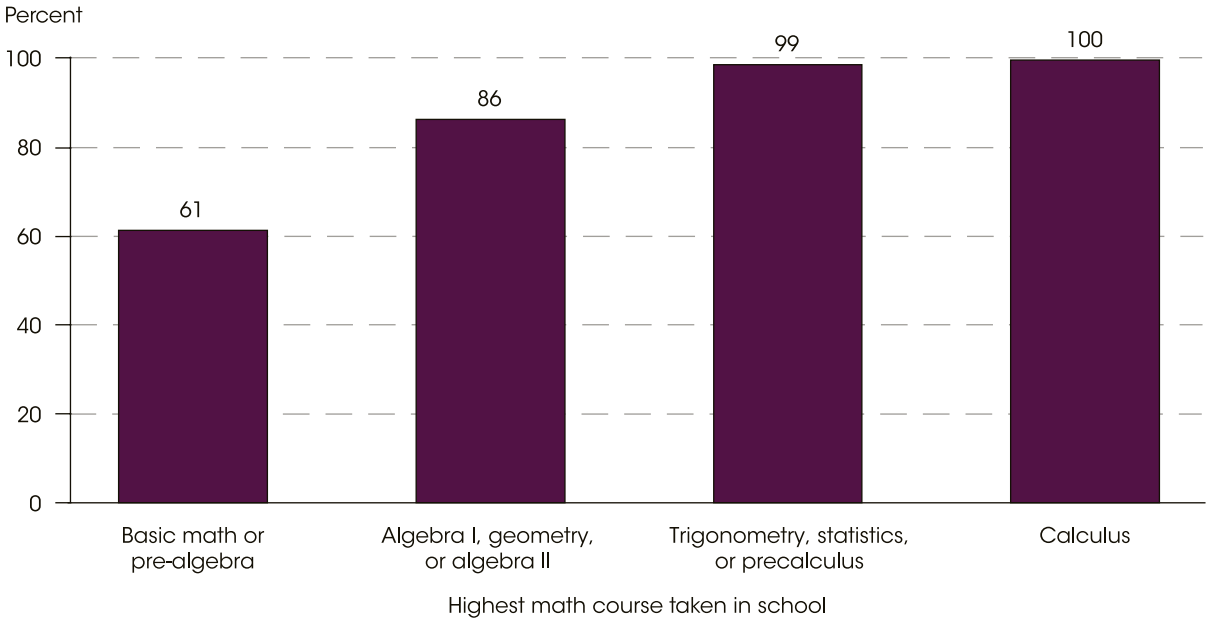
54. High School Completion Status by Spring 2002 Sophomores

Among students who were sophomores in high school in 2002, a majority (88 percent) had received a high school diploma by 2006 (2 years after their expected high school graduation). Smaller percentages had received a General Educational Development (GED) certificate or other equivalency (4 percent) or were still pursuing high school completion (3 percent); 5 percent had no diploma or equivalent certificate and were not pursuing high school completion.

Among the students in this cohort, the percentages who had received a high school diploma by 2006 varied by various student characteristics. In general, greater percentages of students who were White or Asian/Pacific Islander had received a high school diploma than those who were Black, Hispanic, or of two or more races. In addition, greater percentages of students from families with higher incomes and students who had higher 10th-grade educational expectations had received a high school diploma by 2006 than their counterparts had. For example, greater percentages of students who as sophomores had expected to complete a bachelor's or higher degree (92 to 95 percent) had received a high school diploma by 2006 than their peers who had lower educational expectations (63 to 79 percent).

There were also differences in the percentages of students in this cohort that had received a high school diploma by 2006 by the highest level of mathematics course taken during high school. Almost 100 percent of students who had taken calculus and 99 percent who had taken trigonometry, statistics, or precalculus had earned a high school diploma by 2006, compared with 86 percent who had taken algebra I, geometry, or algebra II; 61 percent who had taken basic math or pre-algebra; and 52 percent who had not taken any high school math.

Figure 54. Percentage of spring 2002 high school sophomores who had received a high school diploma, by highest math course taken in school: 2006



SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table 54. Percentage of spring 2002 high school sophomores, by high school completion status and selected student characteristics: 2006

Characteristic	No diploma; not enrolled or working toward equivalency	Enrolled in high school or working toward equivalency	Received GED or other equivalency	Received high school diploma
Total	**4.6**	**3.2**	**3.9**	**87.8**
Sex				
Male	5.4	3.8	4.7	85.7
Female	3.8	2.6	3.2	90.0
Race/ethnicity				
White	2.9	2.2	3.5	91.1
Black	5.7	6.0	4.6	82.2
Hispanic	10.0	4.3	4.3	80.9
Asian/Pacific Islander	2.4	2.6	2.1	92.6
American Indian/Alaska Native	11.7!	4.4!	9.3!	74.7
Two or more races	5.0	4.0	5.7	85.1
Family income				
$0–20,000	9.1	5.6	6.2	78.0
$20,001–50,000	6.0	3.9	4.5	85.3
$50,001–100,000	2.5	2.1	3.0	92.1
$100,001 or more	0.9!	1.3	2.0	95.5
Parental education				
High school or less	9.1	5.1	4.6	80.4
Some college	3.7	3.2	4.6	88.1
Bachelor's degree	2.3	2.0	2.8	92.7
Graduate/professional degree	1.9	1.6	2.8	93.4
Educational expectation in 10th grade				
High school or less	17.3	8.8	10.1	62.5
Some college	7.6	5.6	7.2	79.0
Bachelor's degree	2.6	2.4	3.0	91.8
Graduate/professional degree	1.7	1.5	1.7	94.8
Don't know	6.5	4.4	5.8	82.9
Highest math course taken in school				
No math	19.6	14.5	12.1	51.6
Basic math or pre-algebra	17.4	9.0	11.1	61.3
Algebra I, geometry, or algebra II	5.0	3.7	4.5	86.3
Trigonometry, statistics, or precalculus	0.5	0.3!	0.6	98.6
Calculus	#	#	0.4!	99.6
No transcript collected	8.5	7.3	9.1	73.6

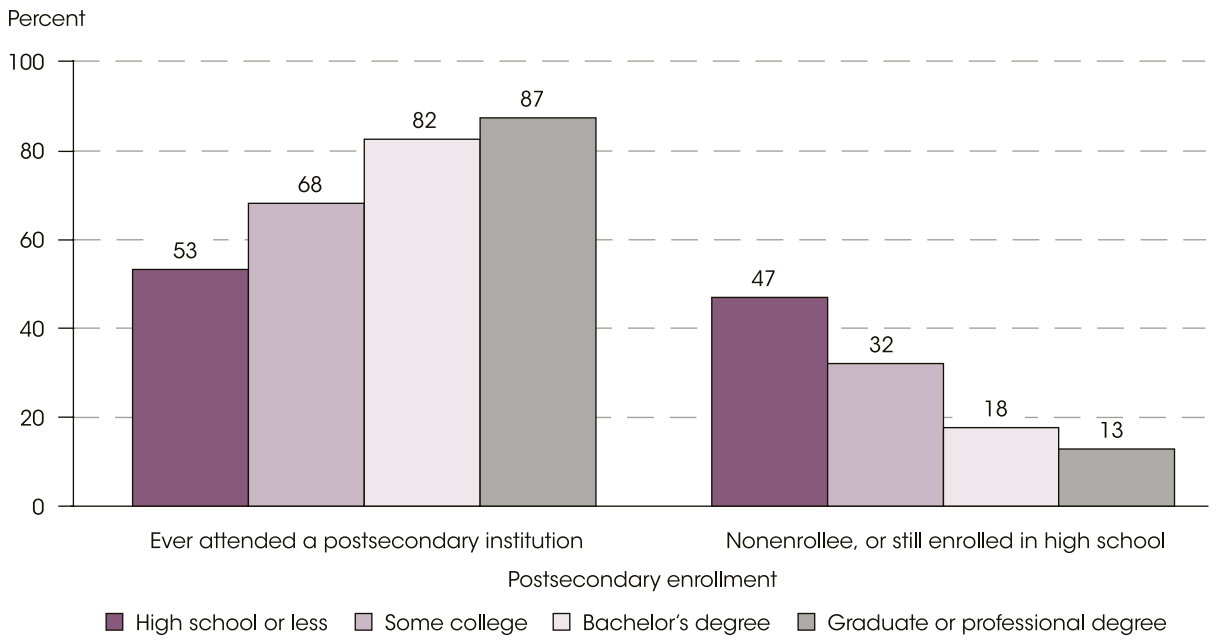
Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: High school completion status is unknown for less than 0.5 percent of the spring 2002 sophomore cohort, and certificate of attendance recipients are not displayed. Therefore, row percentages may sum to less than 100. GED = General Educational Development certificate. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

55. First Postsecondary Enrollment by Spring 2002 Sophomores

Within a cohort of students who were high school sophomores in 2002, some 70 percent had attended a postsecondary institution by 2006, some 60 percent had enrolled in a postsecondary institution immediately after completing high school, and 10 percent had delayed enrollment.

Enrollment in a postsecondary institution varied by student characteristics, including sex, race/ethnicity, parental education, and 10th-grade educational expectations. Seventy-five percent of females in the 2002 cohort had attended a postsecondary institution by 2006, compared with 65 percent of males. Greater percentages of Asians/Pacific Islanders (82 percent) and Whites (75 percent) had attended a postsecondary institution than their Black (62 percent), Hispanic (59 percent), and American Indian/Alaska Native (51 percent) peers, as well as their peers who were of two or more races (64 percent). Also, 87 percent of students whose parents had a graduate or professional degree had attended a postsecondary institution by 2006, compared with 82 percent of those whose parents had a bachelor's degree, 68 percent of those whose parents had completed some college, and 53 percent of those whose parents had completed high school or had less education. Looking at educational expectations, the postsecondary enrollment rate was at 26 percent for those who had expected to complete a high school education or less as sophomores and at 49 percent for those who had expected to complete some college. For those with higher educational expectations, the percentages were higher: 75 percent for those who had expected to complete a bachelor's degree and 86 percent for those who had expected to complete a graduate or professional degree.

Figure 55. Percentage of spring 2002 high school sophomores, by postsecondary enrollment and parental education: 2006



NOTE: Parental education is the highest education level attained by any parent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table 55. Percentage of spring 2002 high school sophomores, by timing of first postsecondary enrollment and selected student characteristics: 2006

Characteristic	Ever attended a postsecondary institution	Immediate enrollment in postsecondary education[1]	Delayed enrollment in postsecondary education[2]	Nonenrollee, or still enrolled in high school
Total	**70.1**	**60.3**	**9.8**	**29.9**
Sex				
Male	65.4	55.8	9.6	34.6
Female	74.8	64.9	9.9	25.2
Race/ethnicity				
White	75.1	66.9	8.2	24.9
Black	62.3	48.6	13.6	37.7
Hispanic	58.5	45.0	13.5	41.5
Asian/Pacific Islander	82.3	76.6	5.7	17.7
American Indian/Alaska Native	51.0	37.8	13.2	49.0
Two or more races	63.6	55.7	7.9	36.4
Family income				
$0–20,000	52.3	40.4	11.9	47.7
$20,001–50,000	63.1	52.1	11.0	36.9
$50,001–100,000	78.2	69.5	8.7	21.8
$100,001 or more	90.7	84.0	6.7	9.3
Parental education[3]				
High school or less	53.1	41.7	11.4	46.9
Some college	68.0	56.7	11.3	32.0
Bachelor's degree	82.4	74.6	7.8	17.6
Graduate/professional degree	87.2	80.6	6.6	12.8
Educational expectation in 10th grade				
High school or less	26.3	16.9	9.5	73.7
Some college	48.8	36.5	12.3	51.2
Bachelor's degree	75.2	64.4	10.8	24.8
Graduate/professional degree	85.8	78.4	7.3	14.2
Don't know	55.4	43.0	12.4	44.6
Highest math course taken in school				
No math	20.2	13.1	7.1!	79.8
Basic math or pre-algebra	30.4	20.6	9.9	69.6
Algebra I, geometry, or algebra II	61.5	48.0	13.5	38.5
Trigonometry, statistics, or precalculus	89.3	82.1	7.3	10.7
Calculus	97.3	95.4	1.9	2.7
No transcript collected	57.2	47.5	9.7	42.8

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] Respondents are considered to have immediate enrollment if their postsecondary attendance began by October of the year they left high school (if the month they left high school was between January and July), or by the following February (if the month they left high school was between August and December).
[2] Respondents are considered to have delayed enrollment if their postsecondary attendance began later than October of the year they left high school (if the month they left high school was between January and July), or later than the following February (if the month they left high school was between August and December).
[3] Parental education is the highest education level attained by any parent.
NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

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APPENDIX A: TECHNICAL NOTE AND GUIDE TO SOURCES

Technical Note

This report includes data from both universe and sample surveys. In the case of universe data, all relevant units are included in the data collection. Thus, there is no sampling error, and observed differences are reported as true. In the case of sample surveys, a nationally representative sample of respondents is selected and asked to participate in the data collection. Since the sample represents just one of many possible samples that could be selected, there is error associated with the sample. To avoid reaching false conclusions about differences between groups or differences over time measured by sample survey data, sampling error is taken into account in statistical tests that are conducted to support statements about differences. Thus, all statements about differences in this report are supported by the data, either directly in the case of universe surveys or with statistical significance testing in the case of sample survey data.

All significance tests of differences in sample survey data are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were *t* tests, linear trend tests, and equivalency tests. The *t* tests were not adjusted to compensate for multiple comparisons being made simultaneously. Trend tests were conducted by evaluating the significance of the slope of a simple regression of the annual data points and a *t* test comparing the end points. Equivalence tests were used to determine whether two statistics were substantively equivalent by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates was significantly greater or less than a preset substantively important difference. In most cases involving percentages, a difference of 3.0 percentage points was used to determine substantive equivalence or difference. In some tables involving only very small percentages, a lower value was used. The appearance of a "!" symbol (meaning "Interpret data with caution") in a table or figure indicates a data cell with a high ratio of standard error to estimate (0.30 or greater); therefore, the estimate may be unstable and the reader should use caution when interpreting the data. These unstable estimates are discussed, however, when statistically significant differences are found despite large standard errors.

Although the percentages reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), percentages reported in the text and figures are rounded from the raw numbers to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent, rather than 100. In addition, sometimes a whole number in the text may seem rounded incorrectly based on its value when rounded to one decimal place. For example, the percentage 14.479 rounds to 14.5 at one decimal place, but rounds to 14 when reported as a whole number. Counts or numbers from universe data are reported unrounded. Estimated counts or numbers from sample survey data are reported rounded to hundreds when they are four- and five-digit numbers and to thousands when they are six-digit numbers.

Guide to Sources

The tables in this report present data from a variety of sources, which are described below. Most of these sources are federal surveys, and many are conducted by the National Center for Education Statistics (NCES). Standard errors for the estimates from these sample surveys are provided on the NCES website for this publication: http://nces.ed.gov/pubs2012/2012026/. A few sources are universe surveys, meaning that they collect information on the entire population of interest; therefore, there are no standard errors, because there is no error introduced by sampling.

U.S. Department of Education

National Center for Education Statistics (NCES)

Common Core of Data, State Nonfiscal Public Elementary/Secondary Education Survey

The Common Core of Data (CCD) is a universe survey database with comprehensive, annually updated information. The State Nonfiscal Public Elementary/Secondary Education Survey provides basic information on public elementary and secondary school students and staff for each state, the District of Columbia, and the outlying territories with a U.S. relationship. Data are collected for a particular school year via an online reporting system open to state education agencies during the school year. Since the CCD is a universe collection, CCD data are not subject to sampling errors.

Table 9 reports CCD data.

For more information on the CCD, see http://nces.ed.gov/ccd/index.asp.

Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor their transition into postsecondary education, the labor force, and family formation.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics, along with a freshening sample to make the study representative of spring 2004 high school seniors nationwide. Students who were no longer at their base schools were administered a questionnaire.

The second follow-up, completed in 2006, continued to follow the sample of students into postsecondary education or work, or both. The next follow-up is scheduled for 2012.

Tables 52 and *53* use ELS:2002 and ELS:2004 data; *tables 54* and *55* use ELS:2006 data.

For more information on ELS:2002, see http://nces.ed.gov/surveys/els2002.

High School and Beyond Longitudinal Study

The High School and Beyond Longitudinal Study (HS&B) is a national longitudinal survey of individuals who were high school sophomores and seniors in 1980. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors was surveyed. Students who were high school sophomores and seniors in 1980 were surveyed every two years through 1986, and the 1980 sophomore class was also surveyed again in 1992.

Tables 10, 52, and *53* report data from HS&B.

For more information on HS&B, see http://nces.ed.gov/surveys/hsb/.

High School Transcript Studies

High school transcript studies (HSTS) have been conducted since 1982; each study is associated with a major NCES data collection. The studies collect information that is contained in a student's high school record—courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

For the studies conducted of high school graduates in 1998, 2000, 2005, and 2009, NCES collected high school transcripts from a nationally representative sample of both public and private schools that had been selected to participate in the National Assessment of Educational Progress (NAEP). Within each school, a representative sample of graduating seniors was selected. Most of the transcripts collected were those of students who participated in the NAEP assessment in that year. After collection, the courses appearing in the student transcripts were coded using the Classification of Secondary School Courses, which contains over 2,200 course codes.

Table 10 uses HSTS data.

For more information on the HSTS, see http://nces.ed.gov/surveys/hst.

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) and the postsecondary survey that preceded it, the Higher Education General Information Survey (HEGIS), are systems of universe surveys that collect

data from all Title IV postsecondary educational institutions in the United States. The surveys collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. HEGIS was conducted in 1980, 1984, and 1985, while IPEDS has been conducted annually from 1986 on. This report uses the IPEDS Fall Enrollment survey, Spring survey, and Residence of First-Time Students survey.

Tables 17a, 18, and *22* use data from IPEDS.

For more information on IPEDS and HEGIS, see http://nces.ed.gov/ipeds/.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

NAEP long-term trend assessments are designed to inform the nation of changes in the basic achievement of America's youth. Nationally representative samples of students have been assessed in science, mathematics, and reading at ages 9, 13, and 17 since the early 1970s. Students were assessed in writing at grades 4, 8, and 11 between 1984 and 1996. To measure trends accurately, assessment items (mostly multiple choice) and procedures have remained unchanged since the first assessment in each subject. Recent long-term trend assessments were conducted in 1994, 1996, 1999, and 2004. The most recent long-term trend assessment (of reading and mathematics) was administered in early 2008.

The 2004 NAEP long-term trend assessments marked the end of tests designed and administered from 1971, and marked the beginning of a modified design that provides greater accommodations for students with disabilities and English language learners, and limited the assessments to reading and math. Science and writing are now assessed only in main NAEP.

Tables 12a and *12b* provide data from NAEP.

For more information on NAEP, see http://nces.ed.gov/nationsreportcard/.

National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88), a secondary school student longitudinal study conducted by NCES, began with a cohort of 8th-grade students. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then 2 years after their scheduled high school graduation, in 1994. A fourth follow-up was conducted in 2000.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 included a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

Tables 52 and *53* use data from NELS:88.

For more information on NELS:88, see http://nces.ed.gov/surveys/nels88/.

National Household Education Surveys Program

The National Household Education Surveys Program (NHES) was developed by NCES to complement its school-based surveys. This program is the principal mechanism for addressing topics that cannot be addressed in institutional data collections. By collecting data directly from households, NHES enables NCES to gather data on a wide range of issues, such as early childhood care and education, children's readiness for school, parents' perceptions of school safety and discipline, before- and after-school activities of school-age children, participation in adult and continuing education, parents' involvement in education, and civic involvement. The NHES Parent and Family Involvement in Education survey was conducted in 1996, 1999, 2003, and 2007.

Tables 14 and *35* report NHES data.

For more information on NHES, see http://nces.ed.gov/nhes/.

National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with the collection of base-year survey data from a sample of about 19,000 high school seniors in the spring of 1972. Five follow-up surveys of these students were conducted in 1973, 1974, 1976, 1979, and 1986. NLS:72 was designed to provide the education community with information on the transitions of young adults from high school through postsecondary education and the workplace.

Tables 52 and *53* report NLS:72 data.

For more information on NLS:72, see http://nces.ed.gov/surveys/nls72/.

National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and to describe some of the demographic and other characteristics of those enrolled. The study is based on a nationally representative sample of students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. Students attending all control and levels of institutions are represented, including public and private not-for-profit and for-profit institutions, less-than-2-year institutions, community colleges, and 4-year colleges and universities. NPSAS surveys provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

Tables 19, 20, and *21* present NPSAS data.

For more information on NPSAS, see http://nces.ed.gov/surveys/npsas/.

Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools; and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989, the PSS has been conducted every 2 years. The PSS produces data similar to that of the CCD for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home). The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Table 9 features PSS data.

For more information on the PSS, see http://nces.ed.gov/surveys/pss/.

U.S. Department of Commerce

Census Bureau

American Community Survey

The American Community Survey (ACS) is a sample survey conducted by the U.S. Census Bureau. The ACS was first implemented in 1996 and expanded in scope in subsequent years; it replaced the long-form survey in the 2010 Decennial Census.

Tables 3, 15a, and *24a* report ACS data.

For more information on the ACS, see http://www.census.gov/acs/www/.

Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 60,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of information on the labor force characteristics of the U.S. noninstitutionalized population (i.e., it excludes military personnel and their families living on bases as well as inmates of institutions). In addition, supplemental questionnaires are used to provide further information about the U.S. population. Specifically, in October, detailed questions are asked about school enrollment and school characteristics. In March, detailed questions are asked about income.

The current sample design, introduced in July 2001, includes about 72,000 households. Each month about 60,000 of the 72,000 households are eligible to be interviewed; of the eligible households, 7 to 8 percent are not interviewed because of temporary absences or unavailability. Information is obtained each month from those in the household 15 years of age and older and demographic data are collected for children 0–14 years of age. Prior to July 2001, data were collected in the CPS from about 50,000 dwelling units. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can also be found within the CPS technical documentation at http://www.census.gov/apsd/techdoc/cps/cps-main.html. The CPS data are subject to both nonsampling and sampling errors.

Caution should be used when comparing data from 1994 through 2001 (which reflect 1990 census-based population controls) with data from 1993 and earlier (which reflect 1980 or earlier census-based population controls), as well as with data from 2002 onward (which reflect 2000 census-based controls). Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions. They can, however, have a significant impact on population counts. For example, use of the 1990 census-based population control resulted in about a 1 percent increase in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 1994 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Tables 4, 5, 8, 15, 17, 24, 25, 25a, 26, 27, 28, 30, 30a, 31, 31a, 32, 32a, 36, 38 and *41* use CPS data.

For more information on the CPS, see http://www.census.gov/cps/.

Decennial Census, Population Estimates, and Population Projections

The Decennial Census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, and it is composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, the Census Bureau revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. In the 2000 Census, they were first asked, "Is this person Spanish/Hispanic/Latino?" and then given the following options: No, not Spanish/Hispanic/Latino; Yes, Puerto Rican; Yes, Mexican, Mexican American, Chicano; Yes, Cuban; and Yes, other Spanish/Hispanic/Latino (with space to print the specific group). The next question was "What is this person's race?", and the options were White; Black, African American, or Negro; American Indian or Alaska Native (with space to print the name of enrolled or principal tribe); Asian Indian; Japanese; Native Hawaiian; Chinese; Korean; Guamanian or Chamorro; Filipino; Vietnamese; Samoan; Other

Asian; Other Pacific Islander; and Some other race. The last three options included space to print the specific race. The 2000 Census was also the first time that respondents were given the option of choosing more than one race. The Census population estimates program modified the enumerated population from the 2000 Census to produce the population estimates base for 2000 and onward. As part of the modification, the Census Bureau recoded the "Some other race" responses from the 2000 Census to one or more of the five OMB race categories used in the estimates program (U.S. Department of Commerce 2008). Prior to 2000, the Census Bureau combined the categories Asian and Native Hawaiian or Other Pacific Islander. For all years, all persons of Hispanic origin were included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race.

Tables 1, 2, 3, 6, 29, and *39* use data from the Decennial Census and the Census population estimates and projections program.

For more information, see http://www.census.gov.

Statistical Abstract of the United States

The *Statistical Abstract of the United States,* published since 1878, is the authoritative and comprehensive summary of statistics on the social, political, and economic organization of the United States. Sources of data include the Census Bureau, Bureau of Labor Statistics, Bureau of Economic Analysis, and many other federal agencies and private organizations.

Table 39 reports data from the *Statistical Abstract of the United States.*

For more information on the *Statistical Abstract of the United States,* see http://www.census.gov/compendia/statab.

U.S. Department of Health and Human Services

Centers for Disease Control and Prevention

National Health Interview Survey

The National Health Interview Survey (NHIS) is a continuing nationwide sample survey of the noninstitutionalized civilian population for which data are collected during household interviews. Interviewers obtain information on personal and demographic characteristics, including race and ethnicity, through self-reports or reports by a member of the household. Interviewers also collect data on illnesses, injuries, impairments, chronic conditions, activity limitations caused by chronic conditions, utilization of health services, and other health topics. Each year the survey is reviewed and special topics are added or deleted. For most health topics, the survey collects data over an entire year.

Tables 42, 43, 44, and *46* report NHIS data.

For more information on NHIS, see http://www.cdc.gov/nchs/nhis.htm.

Morbidity and Mortality Weekly Report: Summary of Notifiable Diseases

The Summary of Notifiable Diseases, a publication of the Morbidity and Mortality Weekly Report (MMWR), contains the official statistics, in tabular and graphic form, for the reported occurrence of nationally notifiable infectious diseases in the United States. These statistics are collected and compiled from reports sent by state health departments and territories to the National Notifiable Diseases Surveillance System (NNDSS), which is operated by the Centers for Disease Control and Prevention (CDC) in collaboration with the Council of State and Territorial Epidemiologists.

Table 45 includes data from the MMWR: Summary of Notifiable Diseases.

For more information on the MMWR: Summary of Notifiable Diseases, see http://www.cdc.gov/mmwr/mmwr_nd/.

National Vital Statistics System

The National Vital Statistics System (NVSS) is the method by which data on births, deaths, marriages, and divorces are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). In 1984 and earlier years, the VSCP included varying numbers of states that provided data based on a 100 percent sample of their birth certificates. Data for states not in the

VSCP were based on a 50 percent sample of birth certificates filed in those states. Population data used to compile birth rates are based on special estimation procedures and are not actual counts.

Race and Hispanic ethnicity are reported separately in the NVSS. Data are available for non-Hispanic Whites and non-Hispanic Blacks for 1990 and later; however, for 1980 and 1985, data for Whites and Blacks may include persons of Hispanic ethnicity. For all years, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic ethnicity.

Tables 7, 51 and *51a* use NVSS data.

For more information on the NCHS and the NVSS, see http://www.cdc.gov/nchs/nvss.htm.

Youth Risk Behavior Survey

The national school-based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed to monitor the prevalence of youth behaviors that most influence health. The YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States.

Tables 34, 49, and *50* present YRBS data.

For more information on the YRBS, see http://www.cdc.gov/yrbs.

Substance Abuse and Mental Health Services Administration

National Survey on Drug Use and Health

Conducted by the federal government since 1971, the National Survey on Drug Use and Health (NSDUH) is an annual survey of the civilian, noninstitutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). The NSDUH collects information from residents of households, noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

Tables 47 and *48* use NSDUH data.

For more information on the NSDUH, see http://www.oas.samhsa.gov/nsduh.htm.

Other Governmental Agencies

U.S. Department of Justice

Bureau of Justice Statistics

A division of the U.S. Department of Justice Office of Justice Programs, the Bureau of Justice Statistics (BJS) collects, analyzes, publishes, and disseminates statistical information on crime, criminal offenders, victims of crime, and the operations of the justice system at all levels of government and internationally. It also provides technical and financial support to state governments for development of criminal justice statistics and information systems on crime and justice.

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information annually on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures both crimes reported to police and crimes not reported to the police.

Table 40 reports data from the BJS.

For information on the BJS, see www.ojp.usdoj.gov/bjs/.

Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) collects statistics on crimes from law enforcement agencies throughout the country through the Uniform Crime

Reporting (UCR) Program. The UCR Program was conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation. In 1930, the FBI was tasked with collecting, publishing, and archiving those statistics. Today, several annual statistical publications, such as the comprehensive *Crime in the United States,* are produced from data provided by nearly 17,000 law enforcement agencies across the United States. *Crime in the United States* (CIUS) is an annual publication in which the FBI compiles volume and rate of crime offenses for the nation, the states, and individual agencies. This report also includes arrest, clearance, and law enforcement employee data.

Table 39 uses data from the UCR Program

For more information on the UCR Program, see http://www.fbi.gov/about-us/cjis/ucr/ucr.

U.S. Department of Defense

Defense Manpower Data Center

The Statistical Information Analysis Division of the Defense Manpower Data Center (DMDC) maintains the largest archive of personnel, manpower, and training data in the Department of Defense (DoD). The DMDC's statistical activities include the personnel survey program, an enlistment testing program to support screening of military applicants, and a client support program to provide statistical support to the Office of the Secretary of Defense. The DMDC collects DoD contract information in support of national economic tables and the Small Business Competitiveness Demonstration Program; it also produces statistics on DoD purchases from educational and nonprofit institutions and from state and local governments.

Table 29 includes data from the DMDC.

For more information on the DMDC, see https://www.dmdc.osd.mil/appj/dwp/index.jsp.

Other Organization Sources

ACT

ACT (formerly American College Testing) is an independent, not-for-profit organization that provides services in the broad areas of education and workforce development. The ACT test assesses high school students' general educational development and their ability to complete college-level work. ACT scores represent a self-selecting sample and, therefore, are not necessarily representative of the population as a whole.

Table 16 uses data from ACT.

For more information on ACT, see http://www.act.org/news/data.html.

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. The College Board conducts the SAT and Advanced Placement (AP) testing. Scores on tests conducted by the College Board are not necessarily representative of the population as a whole as test-takers are self-selected.

Advanced Placement Program

Students who take Advanced Placement (AP) courses in high school are eligible to take the corresponding AP examination, as are those students who are homeschooled and those whose schools do not offer AP courses. Students can earn college credit and advanced placement for scores above a minimum threshold. In 2009, there were 37 AP exams available across 22 subject areas.

Table 11 reports AP data.

For more information on the College Board, see http://professionals.collegeboard.com/data-reports-research.

Organization for Economic Co-operation and Development (OECD)

Education at a Glance

The Organization for Economic Co-operation and Development (OECD) publishes analyses of national policies and survey data in education, training, and economics in 34 countries. The countries surveyed are Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico,

the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

To highlight current education issues and create a set of comparative education indicators that represent key features of education systems, the OECD initiated the International Education Indicators Project (INES) and charged the Centre for Educational Research and Innovation (CERI) with developing the cross-national indicators for it. These indicators are published in *Education at a Glance.* In addition to the OECD countries listed above, several partner countries are surveyed for this publication—Brazil and the Russian Federation. The most recent publication in this series is *Education at a Glance, OECD Indicators, 2010.*

Table 23 reports *Education at a Glance* data.

For more information on *Education at a Glance,* see http://www.oecd.org/edu/eag2010.

Program for International Student Assessment

The Program for International Student Assessment (PISA) is a system of international assessments that focus on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies (such as learning strategies). PISA emphasizes functional skills that students have acquired as they near the end of mandatory schooling. PISA is organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. Begun in 2000, PISA is administered every 3 years. Each administration includes assessments of all three subjects, but assesses one of the subjects in depth. In 2009, administration of PISA was focused on science reading literacy.

Table 13 features PISA data.

For more information on PISA, see http://nces.ed.gov/surveys/pisa/.

University of Michigan

Monitoring the Future (MTF)

The Monitoring the Future (MTF) Study is a continuing series of surveys intended to assess the changing lifestyles, values, and preferences of American youth. Each year since 1975, high school seniors from a representative sample of public and private high schools have participated in this study. The 2009 survey is the 19th survey to include comparable samples of 8th- and 10th-graders in addition to seniors. The study is conducted by the University of Michigan's Institute for Social Research (ISR) under a grant from the National Institute on Drug Abuse.

The student response rates for MTF have varied between 79 and 86 percent since 1980. In 2009, the student response rate was 82 percent, compared to the NCES standard which requires a minimum of 85 percent. However, the school response rate in that year was 63 percent. In appendixes A and B of the 1984 volume, the MTF authors extensively addressed issues that could affect the representativeness and validity of their data, and they determined that there is no single factor that has been dominant in school refusals. These refusals appear to be a function of "happenstance events" of a particular year. Therefore, the authors are confident that the school refusals have not biased the survey.

Tables 33 and *37* use MTF data.

For more information on MTF, see http://www.nida.nih.gov/DrugPages/MTF.html and http://monitoringthefuture.org/.