

Youth Indicators 2005

Trends in the Well-Being of American Youth

U.S. Department of Education
Institute of Education Sciences
NCES 2005-050

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Trends in the Well-Being of American Youth

July 2005

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INTRODUCTION

The National Center for Education Statistics (NCES) published the first edition of *Youth Indicators* in 1988, which contained statistics to describe the circumstances of young people's lives both in school and beyond the schoolhouse. This current report is the fifth 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.

Parents, educators, and policymakers frequently refer to information on factors outside of school that influence learning. Information about youth across varied settings provides background and baselines to inform policies and practices intended to promote educational improvement. *Youth Indicators* 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 indicators cover only more recent years, either because they show key details of the current status, or because historical data are unavailable. Demographic information for additional age groups is provided on many indicators to relate the youth population to other groups.

This report presents a selection of indicators that provide a broad perspective on youth; it uses trend data that cut across disciplines and agency lines; and it provides information on both posi-

tive and negative aspects of the youth experience. These indicators are examined in five sections: Demographics, School-Related Characteristics, Employment-Related Characteristics, Activities Outside of School and Work, and Health. Each indicator contains a table, figure, and brief descriptive text describing the types of comparisons one might reasonably make. A short glossary defines key technical terms. Standard error tables for this report are available on the web at <http://nces.ed.gov>.

Youth Indicators 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. Indicators published in previous editions of *Youth Indicators* constitute the basis for a significant proportion of this volume; however, many new and substantially revised indicators 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

- U.S. Department of Commerce, Census Bureau;
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC);
- U.S. Department of Labor, Bureau of Labor Statistics;
- University of Michigan, Institute for Social Research; and
- Federal Interagency Forum on Child and Family Statistics.

Technical Note

Unless otherwise noted, all statements cited in the text about differences between two or more groups or changes over time were tested for statistical significance at the 0.05 level. 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 and linear trend tests. Trend tests were conducted by evaluating the significance of the slope of a simple regression of the time series points and a t test comparing the end points.

HIGHLIGHTS

Youth Indicators was designed to meet the needs of individuals who are interested in viewing trends in the well-being of youth in various social contexts that may relate to youth education and learning. *Youth Indicators* contains statistics that address important aspects of the lives of youth, including family, schooling, work, community, and health. This report focuses on American youth and young adults 14 to 24 years old. The following highlights from the report provide a broad view of today's youth:

- The number of persons 14 to 24 years old is expected to increase between 2000 and 2020, reflecting growth in the number of minority youth. The population of Hispanics is expected to increase much more rapidly than the population of Blacks and Whites (*indicator 2*).
- The proportion of young adults, ages 18 to 24, with families of their own declined from 42 percent in 1960 to 19 percent in 2003 (*indicator 3*).
- The median age at first marriage has increased for both sexes; from 23 in 1970 to 27 years old in 2003 for males and from 21 in 1970 to 25 years old in 2003 for females (*indicator 4*).
- Although a performance gap in reading proficiency between 13- and 17-year-old White students and their Black and Hispanic peers was still present in 2004, this gap is smaller than it was in 1975 (*indicator 13*).
- Average mathematics proficiency for both 13- and 17-year-olds was higher in 2004 than in 1973 for all racial/ethnic groups (*indicator 15*).
- The proportion of all 16- to 24-year-olds who were dropouts declined between 1998 (12 percent) and 2003 (10 percent) (*indicator 19*).
- Young adults have attained higher levels of education over the past decades: 16 percent of 25-to 29-year-olds had completed college in 1970 compared to 29 percent in 2004 (*indicator 20*).
- College enrollment rates of 18- to 24-year-olds have increased from 26 percent in 1980 to 38 percent in 2003; the enrollment rate for females has increased more rapidly than that for males (*indicator 22*).
- The median income for male full-time workers 20 to 24 years old decreased between 1975 and 2002 (after adjustment for inflation). However, the income of females 20 to 24 years old also dropped, but not as much, and thus the gap between young males' and females' incomes narrowed (*indicator 32*).
- The proportion of high school seniors participating in community affairs or volunteer work grew between 1980 and 2001 (*indicator 36*).
- The percentage of White youth who reported using a computer at home was significantly higher than for Black and Hispanic youth in 2003 (*indicator 37*).
- The violent crime victimization rate for young people ages 12 to 24 was lower in 2002 than in 1995 (*indicator 43*).
- In 2003, 12 percent of high school students were overweight, while 15 percent were at risk for becoming overweight (*indicator 46*).
- The percentage of White seniors who reported current use of cigarettes, alcohol, and illicit drugs in 2004 was higher than the percentages of Black and Hispanic seniors (*indicator 48*).

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Indicators



DEMOGRAPHICS

Indicator 1. Number of Young Persons

Table 1. Population, by age group: Various years, 1960 to 2002

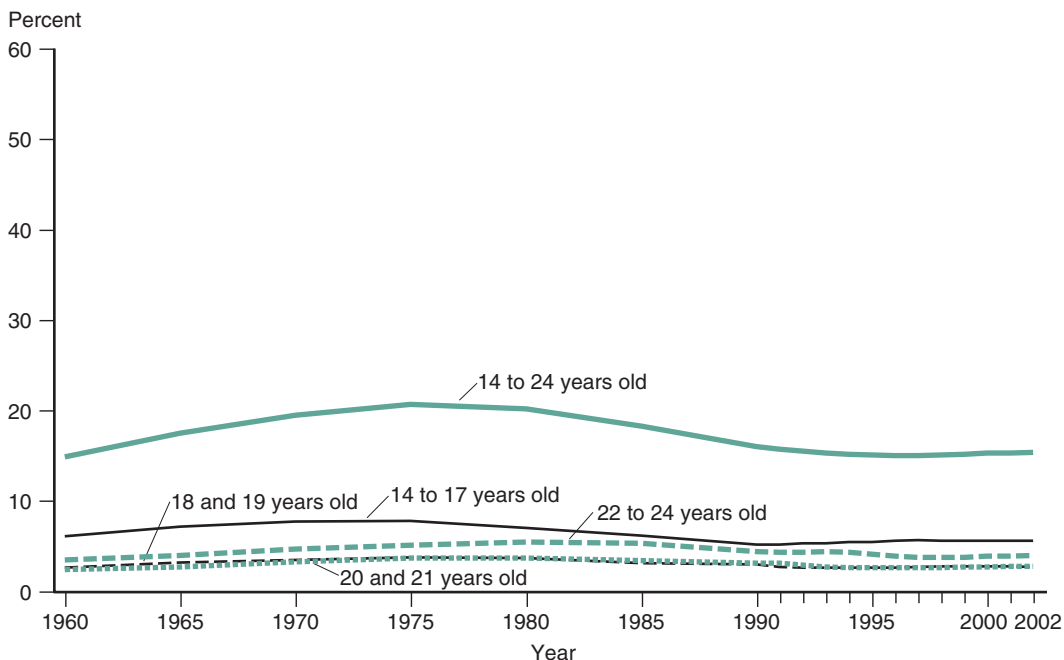
Year	Total population, all ages	Total, 14 to 24 years old	14 to 17 years old	18 and 19 years old	20 and 21 years old	22 to 24 years old
Number of persons, in thousands						
1960	179,979	26,964	11,211	4,886	4,443	6,425
1965	193,526	33,999	14,146	6,450	5,503	7,902
1970	203,984	39,909	15,921	7,410	6,850	9,728
1975	215,465	44,860	17,125	8,418	8,089	11,228
1980	227,255	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
1991	252,981	39,933	13,491	7,208	8,029	11,205
1992	256,514	39,912	13,775	6,949	7,797	11,391
1993	259,919	40,071	14,096	6,985	7,333	11,657
1994	263,126	40,341	14,637	7,047	7,071	11,585
1995	266,278	40,495	15,013	7,182	7,103	11,197
1996	269,394	40,718	15,443	7,399	7,161	10,715
1997	272,647	41,248	15,769	7,569	7,309	10,601
1998	275,854	41,888	15,829	7,892	7,520	10,647
1999	279,040	42,692	16,007	8,094	7,683	10,908
2000	282,224	43,396	16,096	8,159	7,979	11,161
2001	285,318	44,052	16,204	8,137	8,230	11,481
2002	288,369	44,706	16,365	8,128	8,264	11,949
Percent of total population						
1960	100.0	15.0	6.2	2.7	2.5	3.6
1965	100.0	17.6	7.3	3.3	2.8	4.1
1970	100.0	19.6	7.8	3.6	3.4	4.8
1975	100.0	20.8	7.9	3.9	3.8	5.2
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
1991	100.0	15.8	5.3	2.8	3.2	4.4
1992	100.0	15.6	5.4	2.7	3.0	4.4
1993	100.0	15.4	5.4	2.7	2.8	4.5
1994	100.0	15.3	5.6	2.7	2.7	4.4
1995	100.0	15.2	5.6	2.7	2.7	4.2
1996	100.0	15.1	5.7	2.7	2.7	4.0
1997	100.0	15.1	5.8	2.8	2.7	3.9
1998	100.0	15.2	5.7	2.9	2.7	3.9
1999	100.0	15.3	5.7	2.9	2.8	3.9
2000	100.0	15.4	5.7	2.9	2.8	4.0
2001	100.0	15.4	5.7	2.9	2.9	4.0
2002	100.0	15.5	5.7	2.8	2.9	4.1

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, *Population Estimates and Projections*, various years, and unpublished tabulations.

Indicator 1. Number of Young Persons

Figure 1. Young persons as a percentage of the total population, by age group: Various years, 1960 to 2002



NOTE: Data are for resident population as of July 1 of the indicated year. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, *Population Estimates and Projections*, various years, and unpublished tabulations.

Between 1960 and 1975, the proportion of young adults 14 to 24 years old increased from 15 to 21 percent of the total resident population. The proportion of this age group declined after 1975 to 15 percent in 1996, about where it was in 1960. Between 1996 and 2002, the proportion of the population in this age group rose slightly.

Indicator 2. Population Projections of Young Persons

Table 2. Population projections, birth to age 24, by race/ethnicity and age group: Various years, 2000 to 2020

Race/ethnicity and age	Population (in millions)					Percent change	
	2000	2005	2010	2015	2020	2000 to 2010	2010 to 2020
Total, all ages	282.2	295.5	308.9	322.4	335.8	9.5	8.7
Total, ages 0–24 ¹	99.7	102.8	104.9	107.0	109.6	5.3	4.5
Under 5	19.2	20.5	21.4	22.4	22.9	11.5	7.0
5 to 13	37.0	36.0	36.4	38.4	40.1	-1.6	10.2
14 to 17	16.1	17.2	16.6	16.2	17.2	2.8	3.9
18 to 24	27.3	29.2	30.5	30.0	29.3	11.7	-3.7
White, non-Hispanic, ages 0–24	61.2	61.1	60.0	58.9	58.5	-2.1	-2.4
Under 5	11.3	11.5	11.6	11.9	11.9	3.1	2.3
5 to 13	22.7	21.1	20.6	20.9	21.3	-9.4	3.4
14 to 17	10.3	10.5	9.6	9.1	9.3	-6.9	-3.3
18 to 24	16.9	18.0	18.1	17.0	16.0	7.2	-11.6
Black, ages 0–24	15.3	15.8	16.2	16.5	16.8	6.1	3.7
Under 5	2.9	3.1	3.3	3.5	3.5	13.8	6.2
5 to 13	5.9	5.6	5.5	5.9	6.2	-7.3	13.6
14 to 17	2.4	2.7	2.6	2.4	2.6	6.8	0.6
18 to 24	4.0	4.3	4.8	4.7	4.4	20.1	-7.9
Hispanic, ages 0–24 ²	17.2	19.3	21.5	23.6	25.6	25.0	18.9
Under 5	3.7	4.4	4.8	5.2	5.6	28.8	15.5
5 to 13	6.2	7.0	7.8	8.7	9.4	24.4	20.9
14 to 17	2.4	3.0	3.3	3.5	4.0	34.5	20.9
18 to 24	4.8	5.0	5.6	6.2	6.6	17.8	18.1
Asian/Pacific Islander, ages 0–24	3.8	4.1	4.5	4.9	5.3	18.3	18.8
Under 5	0.7	0.8	0.9	1.0	1.1	29.0	15.7
5 to 13	1.3	1.4	1.5	1.7	1.9	19.6	21.9
14 to 17	0.6	0.6	0.7	0.7	0.9	17.6	22.5
18 to 24	1.2	1.2	1.3	1.4	1.5	10.8	15.4
Other, ages 0–24 ³	3.7	4.2	4.8	5.3	6.0	28.3	24.8
Under 5	0.9	1.0	1.2	1.3	1.4	32.0	21.7
5 to 13	1.4	1.6	1.8	2.0	2.3	24.0	28.1
14 to 17	0.6	0.6	0.7	0.8	0.9	23.1	28.9
18 to 24	0.8	1.0	1.1	1.2	1.4	35.2	20.2

¹Includes other race/ethnicity categories not separately shown.

²Hispanics may be of any race, except where indicated otherwise.

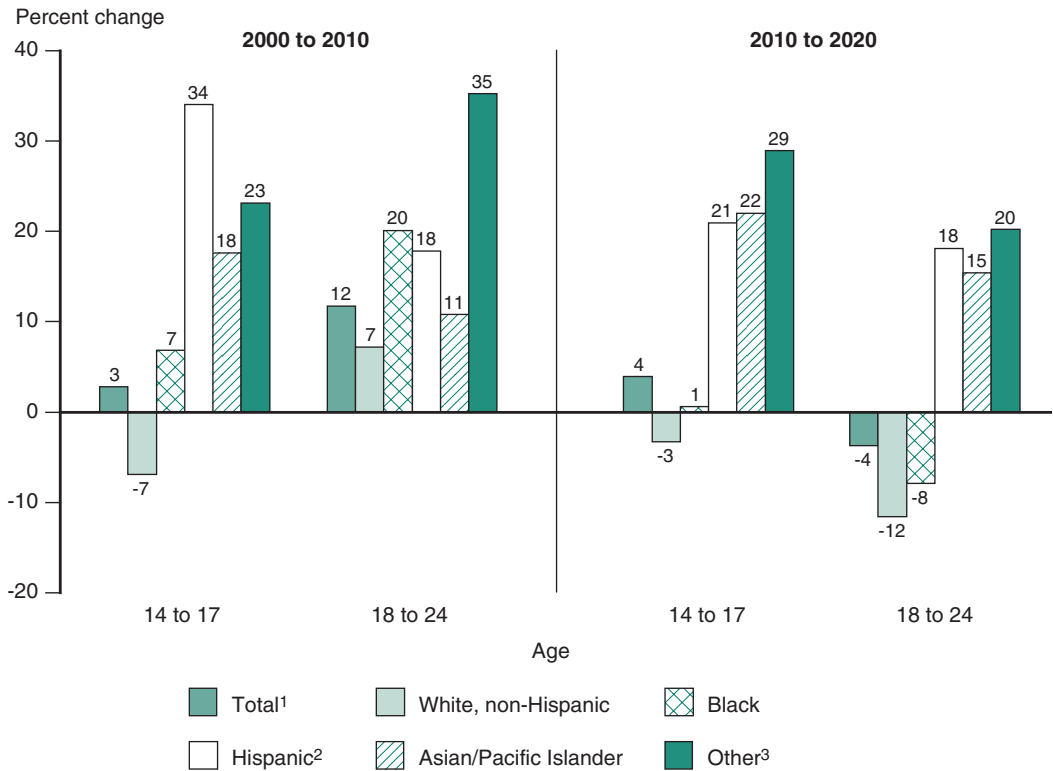
³Includes American Indians, Alaska Natives, and those of multiple race/ethnicities.

NOTE: Data for 2005 through 2020 are projected. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Interim United States Population Projections by Age, Sex, Race, and Hispanic origin, unpublished tabulations.

Indicator 2. Population Projections of Young Persons

Figure 2. Percentage change in population projections of 14- to 24-year-olds, by age group and race/ethnicity: Various years, 2000 to 2020



¹Includes other race/ethnicity categories not separately shown.

²Hispanics may be of any race, except where indicated otherwise.

³Includes American Indians, Alaska Natives, and those of multiple race/ethnicities.

SOURCE: U.S. Department of Commerce, Census Bureau, Interim United States Population Projections by Age, Race, and Hispanic origin, unpublished tabulations.

The number of young persons 14 to 24 years old is expected to increase between 2000 and 2020, reflecting growth in the number of minority youth. The population of Hispanic youth is projected to increase more rapidly than the population of Black youth. The number of White, non-Hispanic 14- to 17-year-olds and 18- to 24-year-olds is expected to decline between 2000 and 2020. Between 2000 and 2010, the number of Hispanic 14- to 17-year-olds is expected to increase 34 percent and the number of Black youths of this age is projected to increase by 7 percent. Increases are also projected between 2010 and 2020: a 21 percent increase of Hispanic youth and a 1 percent increase of Black youth. The number of Hispanic 18- to 24-year-olds is projected to increase by 18 percent between 2000 and 2010 and increase another 18 percent between 2010 and 2020. The number of Black youths of this age is expected to increase 20 percent between 2000 and 2010, but decrease by 8 percent between 2010 and 2020.

Indicator 3. Living Arrangements of Young Adults

Table 3. Living arrangements of 18- to 24-year-olds, by sex: Various years, 1960 to 2003

Living arrangement of 18- to 24-year-olds	1960	1970	1980	1990	1995	2000	2003
	Number (in thousands)						
Total	14,718	22,357	29,122	25,310	25,158	26,532	27,404
Child of householder ¹	6,333	10,582	14,091	13,367	13,224	13,823	13,898
Family householder or spouse	6,186	8,470	8,408	5,631	5,252	5,065	5,082
Nonfamily householder ²	354	1,066	2,776	2,252	2,346	2,498	3,049
Other ³	1,845	2,239	3,848	4,060	4,336	5,145	5,375
Male	6,842	10,398	14,278	12,450	12,545	13,291	13,811
Child of householder ¹	3,583	5,641	7,755	7,232	7,328	7,593	7,613
Family householder or spouse	2,160	3,119	3,041	1,838	1,684	1,669	1,788
Nonfamily householder ²	182	563	1,581	1,228	1,246	1,279	1,507
Other ³	917	1,075	1,902	2,152	2,287	2,749	2,906
Female	7,876	11,959	14,844	12,860	12,613	13,242	13,592
Child of householder ¹	2,750	4,941	6,336	6,135	5,896	6,232	6,286
Family householder or spouse	4,026	5,351	5,367	3,793	3,568	3,396	3,294
Nonfamily householder ²	172	503	1,195	1,024	1,100	1,219	1,541
Other ³	928	1,164	1,946	1,908	2,049	2,396	2,471
	Percentage distribution						
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Child of householder ¹	43.0	47.3	48.4	52.8	52.6	52.1	50.7
Family householder or spouse	42.0	37.9	28.9	22.2	20.9	19.1	18.5
Nonfamily householder ²	2.4	4.8	9.5	8.9	9.3	9.4	11.1
Other ³	12.5	10.0	13.2	16.0	17.2	19.4	19.6
Male	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Child of householder ¹	52.4	54.3	54.3	58.1	58.4	57.1	55.1
Family householder or spouse	31.6	30.0	21.3	14.8	13.4	12.6	12.9
Nonfamily householder ²	2.7	5.4	11.1	9.9	9.9	9.6	10.9
Other ³	13.4	10.3	13.3	17.3	18.2	20.7	21.0
Female	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Child of householder ¹	34.9	41.3	42.7	47.7	46.7	47.1	46.2
Family householder or spouse	51.1	44.7	36.2	29.5	28.3	25.6	24.2
Nonfamily householder ²	2.2	4.2	8.1	8.0	8.7	9.2	11.3
Other ³	11.8	9.7	13.1	14.8	16.2	18.1	18.2

¹Child of householder includes unmarried college students living in dormitories.

²A nonfamily householder is an unmarried person maintaining a household while living alone or with nonrelatives.

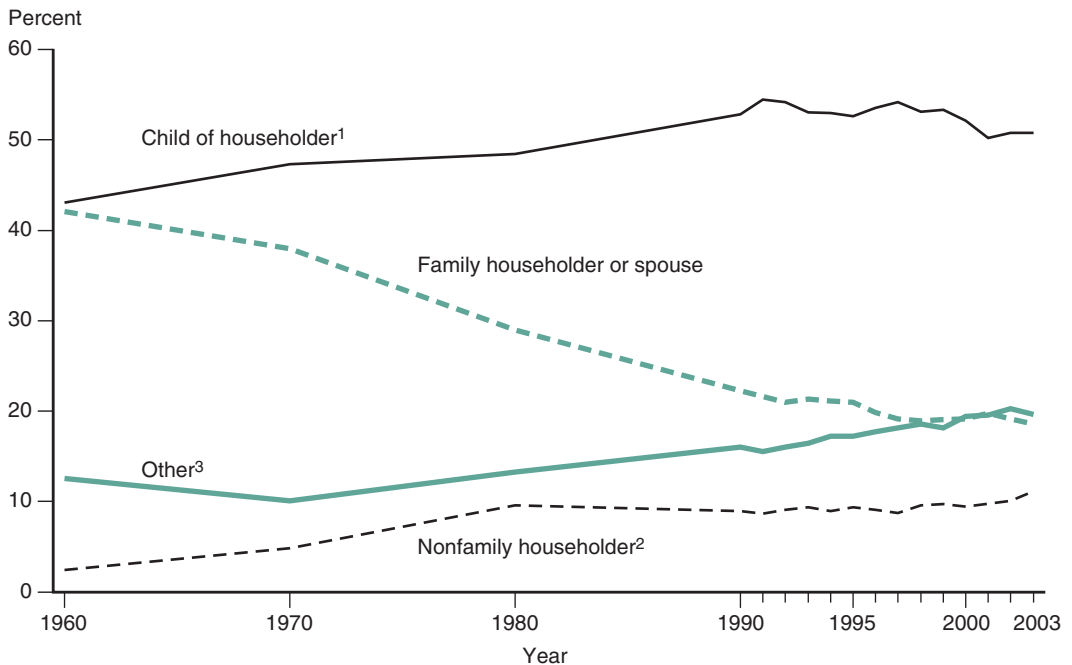
³Includes roomers, boarders, paid employees, nonrelatives, and relatives sharing a household but not classified as the householder.

NOTE: A householder is defined as the person (or one of the persons) in whose name the housing unit is owned or rented. There can only be one householder per household. See *Glossary* for additional clarification of terms. This table excludes inmates of institutions and military personnel living in barracks. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-20, *Marital Status and Living Arrangements*, various years; *America's Families and Living Arrangements*, various years.

Indicator 3. Living Arrangements of Young Adults

Figure 3. Living arrangements of 18- to 24-year-olds: Various years, 1960 to 2003



¹Child of householder includes unmarried college students living in dormitories.

²A nonfamily householder is an unmarried person maintaining a household while living alone or with nonrelatives.

³Includes roomers, boarders, paid employees, nonrelatives, and relatives sharing a household but not classified as the householder.

NOTE: A householder is defined as the person (or one of the persons) in whose name the housing unit is owned or rented. There can only be one householder per household. See *Glossary* for additional clarification of terms. This table excludes inmates of institutions and military personnel living in barracks.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-20, *Marital Status and Living Arrangements*, various years; *America's Families and Living Arrangements*, various years.

The proportion of young people 18 to 24 years old in households with families of their own (family householder or spouse) declined between 1960 (42 percent) and 2003 (19 percent). In 2003, females were more likely than males to be a family householder or spouse (24 percent vs. 13 percent, respectively). The proportion of young adults 18 to 24 years old living at home with their parents (child of householder) increased between 1960 (43 percent) and 1990 (53 percent), but decreased slightly between 1990 and 2003 (51 percent). The proportion of young adults living in other types of arrangements, such as in group houses, or sharing apartments, decreased between 1960 and 1970 (13 percent vs. 10 percent) but then increased between 1970 and 2000 (19 percent). No measurable change was found in the proportion of young adults living in other types of arrangements between 2000 and 2003.

Indicator 4. Marriage

Table 4. Number of marriages, percentage of persons who are married, and median age at first marriage: Various years, 1950 to 2003

Year	Number of marriages ¹ [in thousands]	Percent of persons 15 years old and over who are married ²			Median age at first marriage	
		Total	Male	Female	Male	Female
1950	1,667	66.6 ³	67.5 ³	65.8 ³	22.8	20.3
1955	1,531	—	—	—	22.6	20.2
1960	1,523	67.6 ³	69.3 ³	65.9 ³	22.8	20.3
1965	1,800	—	—	—	22.8	20.6
1970	2,159	64.2	66.8	61.9	23.2	20.8
1975	2,153	—	—	—	23.5	21.1
1980	2,390	61.0	63.2	58.9	24.7	22.0
1985	2,413	—	—	—	25.5	23.3
1986	2,407	—	—	—	25.7	23.1
1987	2,403	—	—	—	25.8	23.6
1988	2,396	—	—	—	25.9	23.6
1989	2,403	—	—	—	26.2	23.8
1990	2,443	58.7	60.7	56.9	26.1	23.9
1991	2,371	—	—	—	26.3	24.1
1992	2,362	—	—	—	26.5	24.4
1993	2,334	58.1	59.9	56.4	26.5	24.5
1994	2,362	57.4	59.0	55.9	26.7	24.5
1995	2,336	57.5	58.9	56.2	26.9	24.5
1996	2,344	57.0	58.5	55.6	27.1	24.8
1997	2,384	56.3	57.8	54.9	26.8	25.0
1998	2,244	56.4	58.0	54.9	26.7	25.0
1999	2,358	56.2	57.9	54.7	26.9	25.1
2000	2,329	56.2	57.9	54.7	26.8	25.1
2001	2,345	56.2	58.0	54.6	26.9	25.1
2002	2,254	55.7	57.4	54.2	26.9	25.3
2003	—	55.6	57.2	54.0	27.1	25.3

— Not available.

¹Includes remarriages.

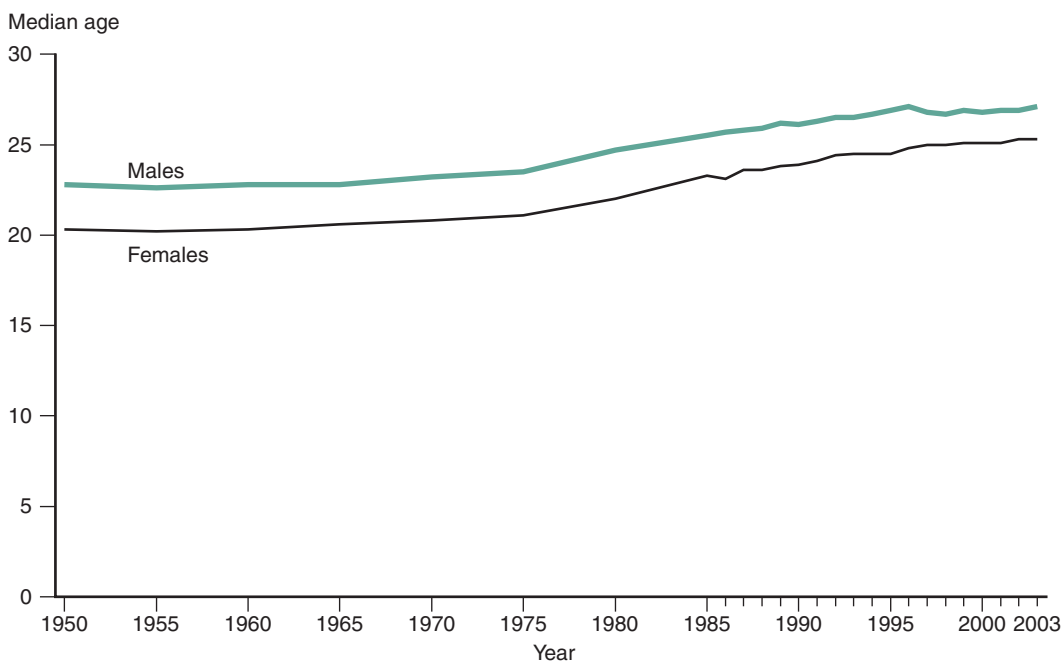
²Includes separated married couples.

³1950 and 1960 data are for the population 14 years old and over.

NOTE: Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States, 2004*; Current Population Reports, Series P-20, *Household and Family Characteristics, Marital Status and Living Arrangements*, and *America's Families and Living Arrangements*, nos. 468, 478, 491, and 553; *Table MS-1: Marital Status of the Population 15 Years Old and Over, by Sex and Race: 1950 to the Present*; and *Marital Status Historical Time Series Table MS-2: Estimated Median Age at First Marriage, by Sex: 1890 to the Present*, 2004. U.S. Department of Health and Human Services, National Center for Health Statistics, *Monthly Vital Statistics Report*, various years; *National Vital Statistics Reports*, various years; and *Vital Statistics of the United States*, various years.

Figure 4. Median age at first marriage, by sex: Various years, 1950 to 2003



NOTE: Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, *Marital Status Historical Time Series Table MS-2: Estimated Median Age at First Marriage, by Sex: 1890 to the Present, 2003*.

The median age at first marriage in 1950 was 23 for males and 20 for females. Changes in median age at first marriage were small (about half year or less) during the years between 1950 and 1970 for both sexes. The median age for males at first marriage ranged from 22.8 to 23.2 years between 1950 and 1970, while the average for females ranged from 20.2 to 20.8. Between 1970 and 2003, the median age at first marriage increased from 23 in 1970 to 27 in 2003 for males, and from 21 in 1970 to 25 in 2003 for females. The percentage of the population 15 years old and over who were married decreased steadily between 1970 and 2003, from 64 percent in 1970 to 56 percent in 2003.

Indicator 5. Family Formation

Table 5. Formation of families by persons 20 to 24 years old, by race/ethnicity of householder: 1990 and 2000

Year and family situation	Total ¹	Race/ethnicity		
		White ²	Black ²	Hispanic ³
1990				
Total persons, 20 to 24 years old (in thousands)	17,988	14,831	2,478	1,960
Percent who are head of households	25.8	25.9	25.7	23.6
Total households headed by 20- to 24-year-olds (in thousands)	4,639	3,840	636	462
Percent of households by type	100.0	100.0	100.0	100.0
Family households	55.8	53.1	73.0	76.0
Married-couple family households	33.2	36.1	17.6	42.4
Non-married-couple family households ⁴	22.6	17.0	55.3	33.5
Nonfamily households	44.2	46.9	27.2	24.0
Percent of family households by home ownership	100.0	100.0	100.0	100.0
Owner families	21.3	25.0	7.3	8.0
Renter families	78.7	75.0	92.7	92.3
Percent of family households by presence of own ⁵ children				
Any children under 18	60.5	55.2	87.3	64.7
Children under 6 years	57.9	53.0	83.0	63.0
Children 6 to 11 years	8.8	6.1	21.8	9.7
2000				
Total persons, 20 to 24 years old (in thousands)	18,441	14,671	2,762	2,755
Percent who are head of households	26.8	26.4	29.5	26.0
Total households headed by 20- to 24-year-olds (in thousands)	4,946	3,879	815	715
Percent of households by type	100.0	100.0	100.0	100.0
Family households	56.6	54.1	69.8	76.5
Married-couple family households	27.4	31.5	10.3	40.1
Non-married-couple family households ⁴	29.2	22.6	59.4	36.4
Nonfamily households	43.4	45.9	30.2	23.5
Percent of family households by home ownership	100.0	100.0	100.0	100.0
Owner families	28.4	33.4	11.4	21.9
Renter families	71.6	66.6	88.4	78.1
Percent of family households by presence of own ⁵ children				
Any children under 18	63.7	60.7	77.9	68.7
Children under 6 years	60.2	58.0	71.4	66.4
Children 6 to 11 years	9.4	7.6	17.2	10.6

¹Includes other race/ethnicity categories not separately shown.

²Includes Hispanics.

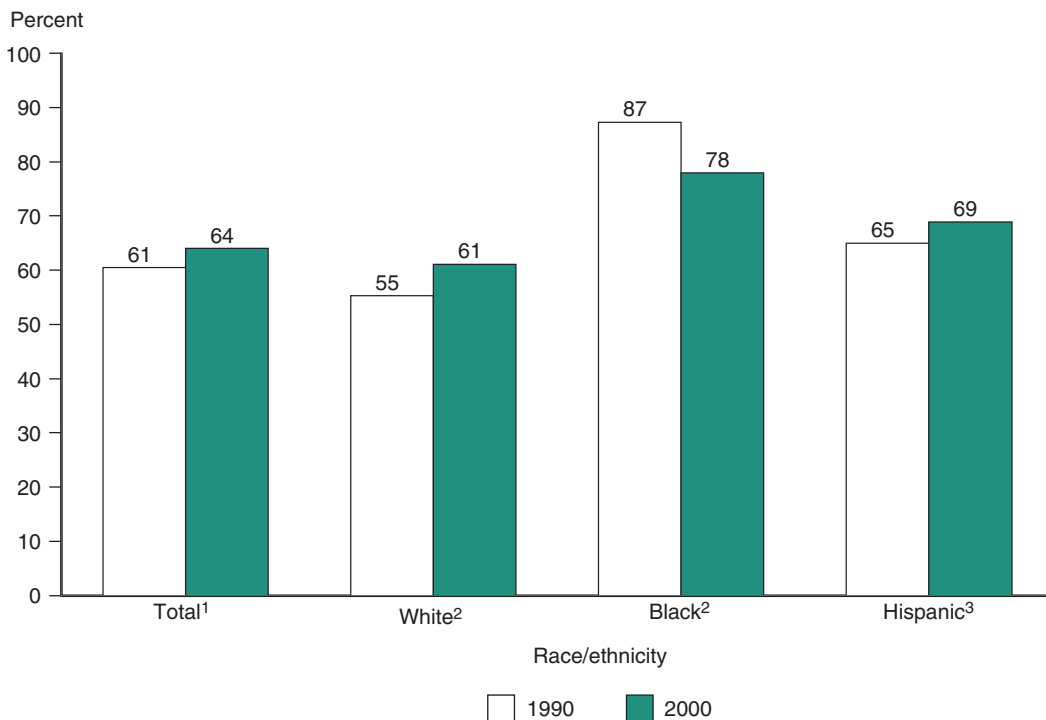
³Hispanics may be of any race.

⁴Includes single or unmarried-couple families.

⁵"Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder. Excludes householders under 18 years, nieces, nephews, grandchildren, other related or unrelated children, subfamily reference persons, and their spouses.

NOTE: A household is defined as a person or group of persons who live in a housing unit. A family is defined as a group of two or more people (one of whom is the householder, the person in whose name the housing unit is owned or rented) living together and related by birth, marriage, or adoption. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-20, *Household and Family Characteristics*, no. 447; *Marital Status and Living Arrangements*; and *America's Families and Living Arrangements*, 2001.

Figure 5. Percentage of family households of 20- to 24-year-olds with own children, by race/ethnicity of householder: 1990 and 2000

¹Includes other race/ethnicity categories not separately shown.

²Includes Hispanics.

³Hispanics may be of any race.

NOTE: "Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder. Excludes householders under 18 years, nieces, nephews, grandchildren, other related or unrelated children, subfamily reference persons, and their spouses. A household is defined as a person or group of persons who live in a housing unit. A family is defined as a group of two or more people (one of whom is the householder, the person in whose name the housing unit is owned or rented) living together and related by birth, marriage, or adoption.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-20, *Household and Family Characteristics*, no. 447; *Marital Status and Living Arrangements*; and *America's Families and Living Arrangements*, 2001.

The proportion of Black family households headed by 20- to 24-year-olds with their own children declined from 1990 to 2000 (87 percent to 78 percent). During the same period, the proportion of White family households with children increased from 55 percent in 1990 to 61 percent in 2000. There were no measurable differences in the proportion of Hispanic family households with children between 1990 and 2000. The proportion of young adults who owned houses increased from 21 percent in 1990 to 28 percent in 2000. The proportion of young adults in married couple families decreased from 33 percent in 1990 to 27 percent in 2000. In contrast, the proportion in non-married-couple families, including single or unmarried-couple households, increased over the decade from 23 percent in 1990 to 29 percent in 2000.

Indicator **6. Births**

Table 6. Birth rates for females 15 to 44 years old, by age group and race/ethnicity of mother: Various years, 1950 to 2002

Year and race/ethnicity	Number of live births per 1,000 females						
	Total, 15 to 44 years old ¹	15 to 19 years old	20 to 24 years old	25 to 29 years old	30 to 34 years old	35 to 39 years old	40 to 44 years old
All races²							
1950	106.2	81.6	196.6	166.1	103.7	52.9	15.1
1960	118.0	89.1	258.1	197.4	112.7	56.2	15.5
1970	87.9	68.3	167.8	145.1	73.3	31.7	8.1
1980	68.4	53.0	115.1	112.9	61.9	19.8	3.9
1990	70.9	59.9	116.5	120.2	80.8	31.7	5.5
2000	65.9	47.7	109.7	113.5	91.2	39.7	8.0
2002	64.8	43.0	103.6	113.6	91.5	41.4	8.3
White³							
1950	102.3	70.0	190.4	165.1	102.6	51.4	14.5
1960	113.2	79.4	252.8	194.9	109.6	54.0	14.7
1970	84.1	57.4	163.4	145.9	71.9	30.0	7.5
1980	65.6	45.4	111.1	113.8	61.2	18.8	3.5
1990	68.3	50.8	109.8	120.7	81.7	31.5	5.2
2000	65.3	43.2	106.6	116.7	94.6	40.2	7.9
2002	64.8	39.4	101.6	117.4	95.5	42.4	8.2
White, non-Hispanic							
1990	62.8	42.5	97.5	115.3	79.4	30.0	4.7
2000	58.5	32.6	91.2	109.4	93.2	38.8	7.3
2002	57.4	28.5	84.3	109.3	94.4	40.9	7.6
Black³							
1960	153.5	156.1	295.4	218.6	137.1	73.9	21.9
1970	115.4	140.7	202.7	136.3	79.6	41.9	12.5
1980	84.9	97.8	140.0	103.9	59.9	23.5	5.6
1990	86.8	112.8	160.2	115.5	68.7	28.1	5.5
2000	70.0	77.4	141.3	100.3	65.4	31.5	7.2
2002	65.8	66.6	127.1	99.0	64.4	31.5	7.4
Hispanic							
1990	107.7	100.3	181.0	153.0	98.3	45.3	10.9
2000	95.9	87.3	161.3	139.9	97.1	46.6	11.5
2002	94.4	83.4	164.3	139.4	95.1	47.8	11.5
American Indian^{3,4}							
1980	82.7	82.2	143.7	106.6	61.8	28.1	8.2
1990	76.2	81.1	148.7	110.3	61.5	27.5	5.9
2000	58.7	58.3	117.2	91.8	55.5	24.6	5.7
2002	58.0	53.8	112.6	91.8	56.4	25.4	5.8
Asian or Pacific Islander³							
1980	73.2	26.2	93.3	127.4	96.0	38.3	8.5
1990	69.6	26.4	79.2	126.3	106.5	49.6	10.7
2000	65.8	20.5	60.3	108.4	116.5	59.0	12.6
2002	64.1	18.3	60.4	105.4	109.6	56.5	12.5

¹Rates computed by relating total births to all females to the population of females 15 to 44 years old.

²For 1960–1990, includes births to races not separately shown.

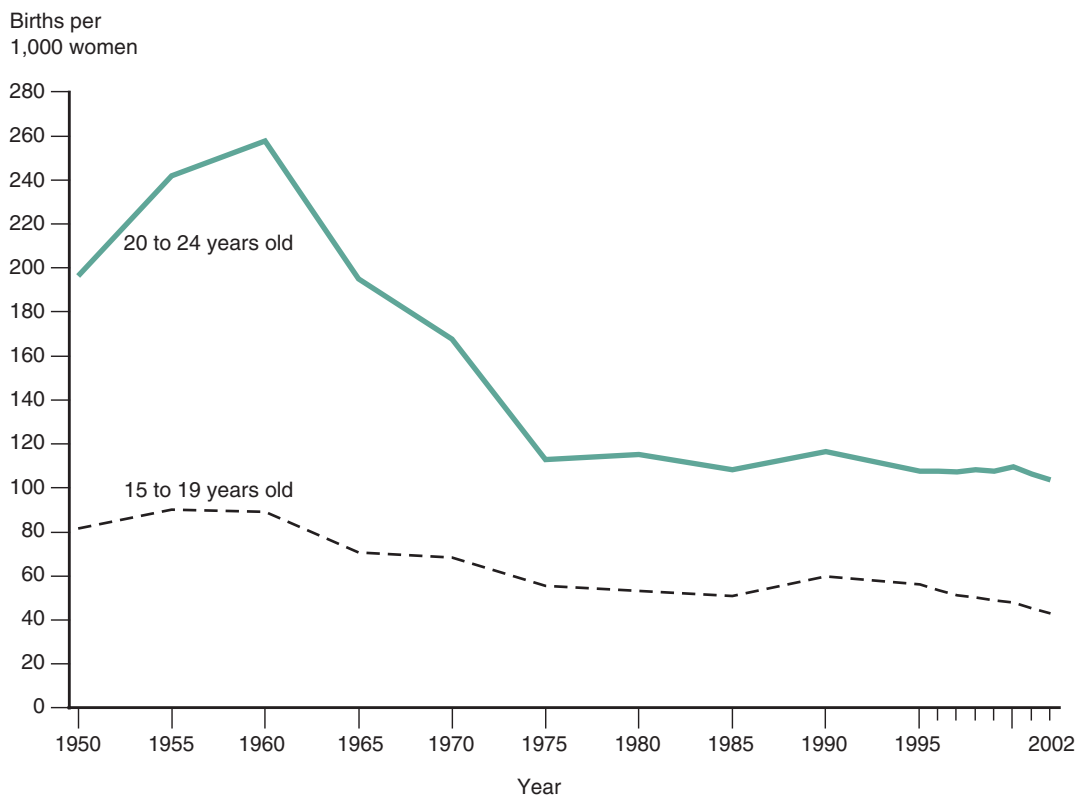
³Includes persons of Hispanic origin.

⁴Includes births to Native Alaskans.

NOTE: Data before 1980 are based on race of child; data for later years are based on race of mother. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Health and Human Services, National Center for Health Statistics, *Vital Statistics of the United States, 1997, Volume 1, Natality*; and *National Vital Statistics Report*, Vol. 49, nos. 1, 5; Vol. 50, no. 10; Vol. 51, no. 4; Vol. 52, no. 10.

Figure 6. Birth rates for 15- to 19-year-old and 20- to 24-year-old females: Various years, 1950 to 2002



SOURCE: U.S. Department of Health and Human Services, National Center for Health Statistics, *Vital Statistics of the United States, 1997, Volume I, Natality*; and *National Vital Statistics Report*, Vol. 49, nos. 1, 5; Vol. 50, no. 10; Vol. 51, No. 4; Vol. 52, no. 10.

During the last half of the 20th century, birth rates for females ages 15 to 19 years old peaked in 1960 at 89 live births per 1,000 females. Since then, birth rates for 15- to 19-year-olds have decreased, reaching 43 births per 1,000 females in 2002. After significantly declining in the 1960s and early 1970s, birth rates for females 20 to 24 years old have declined modestly through 2002. Birth rates for older female groups, 30 to 34, 35 to 39, and 40 to 44 years old, increased between 1980 and 2002. With the exception of Asian or Pacific Islanders, birth rates for younger females (ages 15 to 24) have generally been higher for minority females as compared to White females. In 2002, there were 83 live births per 1,000 females for Hispanic females ages 15 to 19, 67 for Black females, and 54 for American Indian females, compared to 39 for White females, and 18 for Asian or Pacific Islander females of the same age group.

Indicator **7. Timing of Parenthood**

Table 7. Percentage distribution of 1988 male and female eighth-graders, by timing of parenthood and selected individual characteristics: 2000

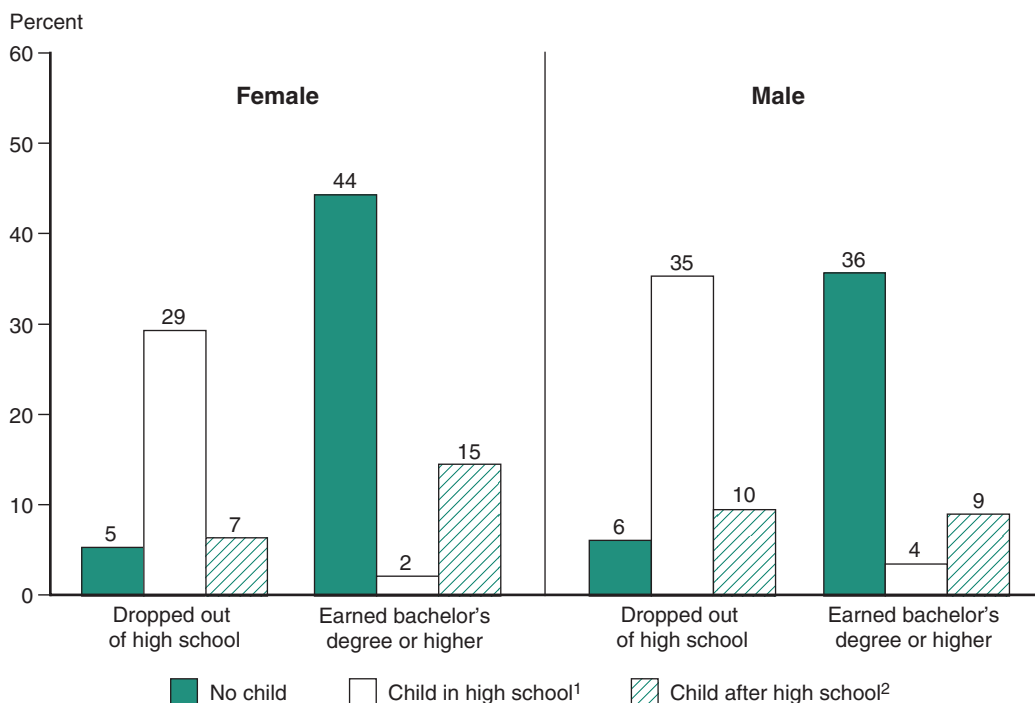
Characteristic	Female				Male			
	Total	No child	Child in high school ¹	Child after high school ²	Total	No child	Child in high school ¹	Child after high school ²
Highest level of educational attainment, 2000								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High school dropout	7.1	5.4	29.4	6.5	8.7	6.2	35.4	9.6
High school completion	14.4	11.3	13.6	19.9	19.2	13.0	26.1	30.2
Some college	30.0	23.9	43.0	38.2	30.1	32.1	18.6	38.3
Earned certificate or license	9.8	8.0	8.0	13.5	8.6	5.7	11.4	7.9
Earned associate's degree	6.9	7.0	3.8	7.4	6.6	7.2	4.9	4.9
Earned bachelor's degree or higher	32.3	44.4	2.2	14.6	26.9	35.8	3.6	9.1
Employment status, 2000								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Not working	19.2	14.8	19.7	26.9	7.9	8.3	10.5	7.4
Working part time	11.7	10.6	5.9	16.3	7.1	8.7	5.7	4.0
Working full time	69.1	74.7	74.4	56.8	85.0	83.0	83.9	88.5
Marital status, 2000								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Not married	55.2	56.5	28.5	28.7	66.2	71.4	41.8	29.2
Married	44.8	43.5	71.5	71.3	33.8	28.6	58.2	70.8

¹Also includes eighth-grade students.

²Child born between June 1992 (graduation date for most students) and 2000.

NOTE: Detail may not sum to totals because of rounding and item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000," unpublished data.

Figure 7. Percentage of 1988 male and female eighth-graders, by educational level and timing of parenthood: 2000

¹Also includes eighth-grade students.

²Child born between June 1992 (graduation date for most students) and 2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000," unpublished data.

The level of educational attainment of 1988 eighth-graders was related to whether they became parents before 2000. Twenty-nine percent of females and 35 percent of males who became parents in high school did not complete their high school education. Females who did not have a child before 2000 were more likely to have received a bachelor's degree or higher compared to those who had a child during or after high school (44 percent vs. 2 percent and 15 percent, respectively). Likewise, males who did not father a child before 2000 were more likely to have received a bachelor's degree or higher compared to those who had a child during or after high school (36 percent vs. 4 percent and 9 percent, respectively). A higher percentage of 1988 female eighth-graders earned a bachelor's degree or higher by 2000 compared to their male peers (32 percent vs. 27 percent). Similarly, females who had a child after high school were more likely than males who had a child after high school to have received a bachelor's degree or higher (15 percent vs. 9 percent).

Indicator **8. Births to Unmarried Females**

Table 8. Birth rates for unmarried females 15 to 44 years old, by age group and race/ethnicity of mother: Various years, 1950 to 2002

Year	Number of live births per 1,000 unmarried females						
	Total, 15 to 44 years old ¹	15 to 19 years old	20 to 24 years old	25 to 29 years old	30 to 34 years old	35 to 39 years old	40 to 44 years old ²
All races³							
1950	14.1	12.6	21.3	19.9	13.3	7.2	2.0
1960	21.6	15.3	39.7	45.1	27.8	14.1	3.6
1970	26.4	22.4	38.4	37.0	27.1	13.6	3.5
1980	29.4	27.6	40.9	34.0	21.1	9.7	2.6
1990	43.8	42.5	65.1	56.0	37.6	17.3	3.6
1996	43.8	42.2	68.9	54.5	40.2	19.9	4.8
1999	43.3	39.7	70.8	56.9	38.1	19.0	4.6
2000	44.1	39.0	72.2	58.5	39.3	19.7	5.0
2001	43.8	37.0	71.3	59.5	40.4	20.4	5.3
2002	43.7	35.4	70.5	61.5	40.8	20.8	5.4
White⁴							
1950	6.1	5.1	10.0	8.7	5.9	—	—
1960	9.2	6.6	18.2	18.2	10.8	—	—
1970	13.9	10.9	22.5	21.1	14.2	7.6	2.0
1980	18.1	16.5	25.1	21.5	14.1	7.1	1.8
1990	32.9	30.6	48.2	43.0	29.9	14.5	3.2
1999	37.4	33.2	60.2	50.8	34.9	17.4	4.1
2000	38.2	32.7	61.7	52.9	35.9	17.9	4.5
2001	38.5	31.3	61.8	54.6	37.2	18.6	4.9
2002	38.9	30.4	61.6	56.8	38.3	19.4	5.0
White, non-Hispanic							
1990	24.4	25.0	36.4	30.3	20.5	6.1	—
1999	27.9	25.6	46.3	36.2	24.8	13.0	3.1
2000	28.0	24.7	47.0	36.9	24.8	12.9	3.3
2001	27.8	23.1	46.4	37.5	25.4	13.2	3.6
2002	27.8	22.1	46.1	38.5	26.0	13.5	3.7
Black⁴							
1970	95.5	96.9	131.5	100.9	71.8	32.9	10.4
1980	81.1	87.9	112.3	81.4	46.7	19.0	5.5
1990	90.5	106.0	144.8	105.3	61.5	25.5	5.1
1999	69.7	76.5	126.8	85.5	49.0	24.2	5.8
2000	70.5	75.0	129.0	85.9	50.2	25.4	6.3
2001	68.1	69.9	122.8	84.1	51.1	25.4	6.3
2002	66.2	64.8	119.2	85.9	49.9	24.9	6.3
Hispanic⁵							
1990	89.6	65.9	129.8	131.7	88.1	50.8	13.7
1999	84.9	68.6	126.1	119.6	84.2	42.4	11.2
2000	87.3	68.5	130.5	121.6	89.4	46.1	12.2
2001	87.8	67.1	132.3	120.7	91.4	49.7	12.2
2002	87.9	66.1	131.4	123.1	88.1	51.3	12.6

— Not available.

¹Rates computed by relating total births to unmarried females, regardless of age of mother, to unmarried females ages 15 to 44 years.

²Rates computed by relating births to unmarried females ages 40 years and over to unmarried females ages 40 to 44 years.

³Includes race/ethnicity categories not separately shown.

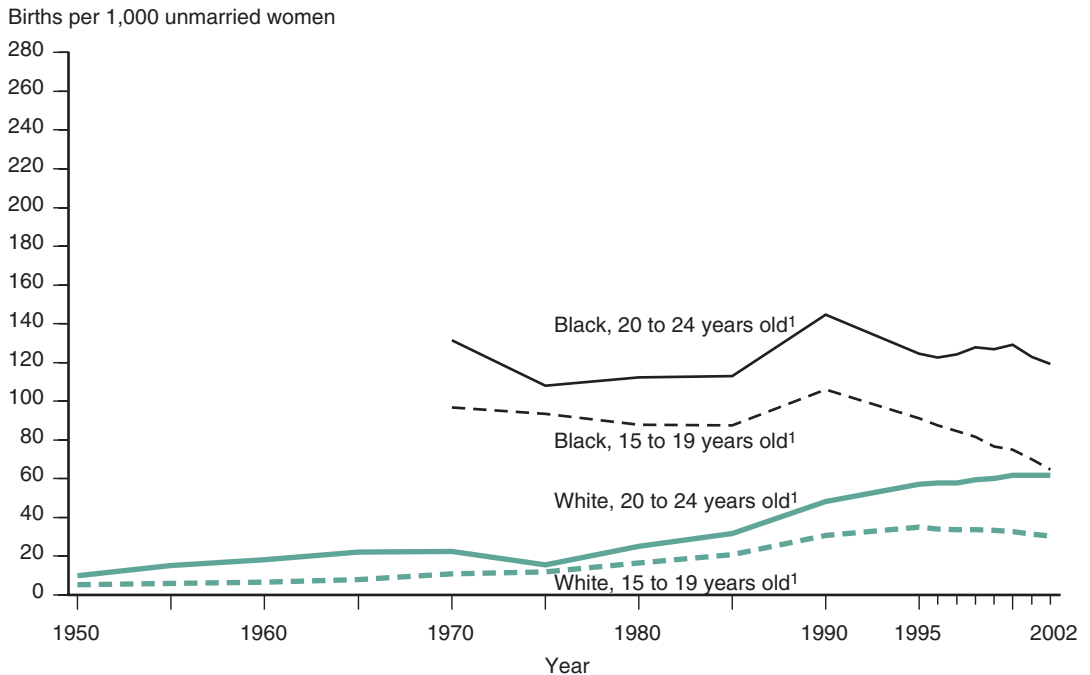
⁴Includes persons of Hispanic origin.

⁵Includes all persons of Hispanic origin of any race.

NOTE: For years 1980 to 1999, data for states in which marital status was not reported have been inferred from other items on the birth certificate and included with data from the reporting states. For years prior to 1980, births to unmarried females are estimated for the United States based on data from areas in which marital status of mother was reported.

SOURCE: U.S. Department of Health and Human Services, National Center for Health Statistics, *Vital Statistics of the United States, 1997, Volume 1, Natality*; and *National Vital Statistics Report*, Vol. 49, nos. 1, 5; Vol. 50, no. 10; Vol. 52, no. 10.

Figure 8. Birth rates for unmarried females, by age group and race of mother: Various years, 1950 to 2002



¹Includes persons of Hispanic origin.

NOTE: For years 1980 to 1999, data for states in which marital status was not reported have been inferred from other items on the birth certificate and included with data from the reporting states. For years prior to 1980, births to unmarried females are estimated for the United States based on data from areas in which marital status of mother was reported.

SOURCE: U.S. Department of Health and Human Services, National Center for Health Statistics, *Vital Statistics of the United States, 1997, Volume I, Natality*; and *National Vital Statistics Report*, Vol. 49, nos. 1, 5; Vol. 50, no. 10; Vol. 52, no. 10.

Between 1950 and 2002, birth rates for all unmarried females ages 15 to 19 and 20 to 24 increased substantially, especially during the 1980s. Since 1990, the overall birth rates for young unmarried females have been relatively stable; however, the patterns for Black and White females differ. For females ages 20 to 24, the birth rate for White females has increased from 48 live births per 1,000 unmarried females in 1990 to 62 in 2002, while the rate for Black females has decreased from 145 live births per 1,000 unmarried females in 1990 to 119 in 2002. In 2002, the birth rate for Hispanic females ages 20 to 24 (131 live births per 1,000 unmarried females) was over two times the birth rate for White females and higher than the birth rate for Black females. Birth rates for Black and Hispanic females ages 15 to 19 (65 and 66 live births per 1,000 unmarried females, respectively) were about three times higher than the birth rate for non-Hispanic White females in 2002 (22 live births per 1,000 unmarried females).



SCHOOL-RELATED CHARACTERISTICS

Indicator 9. School Enrollment

Table 9. Percentage of population 14 to 29 years old enrolled in school, by selected age group: Various years, October 1960 to October 2003

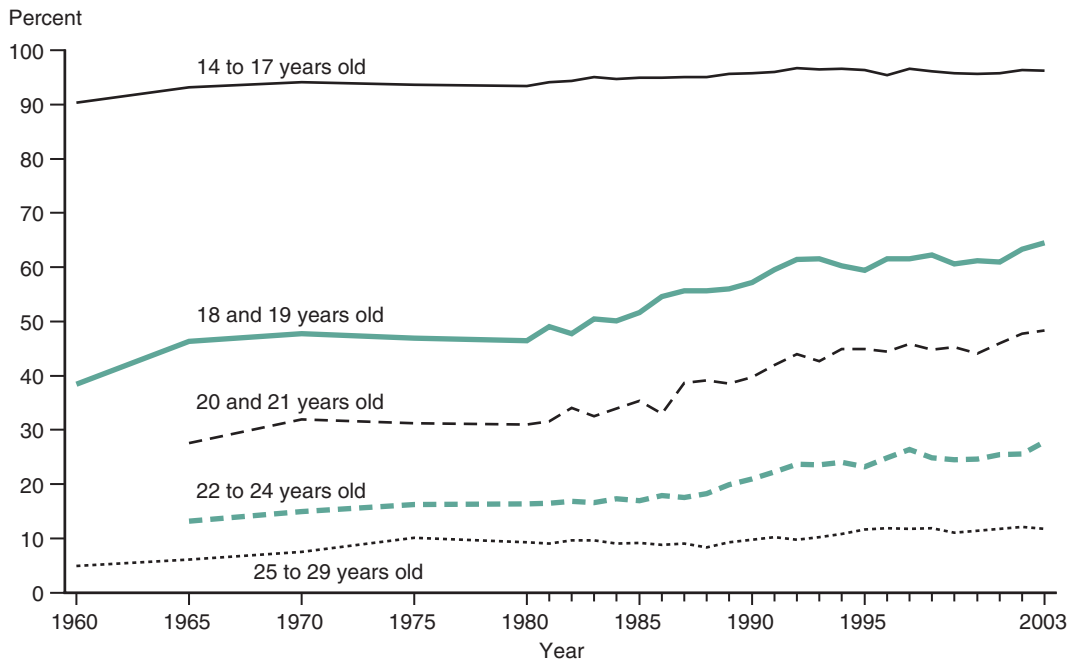
Year	14 to 17 years old	18 and 19 years old	20 and 21 years old	22 to 24 years old	25 to 29 years old
1960	90.3	38.4	—	—	4.9
1965	93.2	46.3	27.6	13.2	6.1
1970	94.1	47.7	31.9	14.9	7.5
1975	93.6	46.9	31.2	16.2	10.1
1980	93.4	46.4	31.0	16.3	9.3
1981	94.1	49.0	31.6	16.5	9.0
1982	94.4	47.8	34.0	16.8	9.6
1983	95.0	50.4	32.5	16.6	9.6
1984	94.7	50.1	33.9	17.3	9.1
1985	94.9	51.6	35.3	16.9	9.2
1986	94.9	54.6	33.0	17.9	8.8
1987	95.0	55.6	38.7	17.5	9.0
1988	95.1	55.6	39.1	18.2	8.3
1989	95.7	56.0	38.5	19.9	9.3
1990	95.8	57.2	39.7	21.0	9.7
1991	96.0	59.6	42.0	22.2	10.2
1992	96.7	61.4	44.0	23.7	9.8
1993	96.5	61.6	42.7	23.6	10.2
1994	96.6	60.2	44.9	24.0	10.8
1995	96.3	59.4	44.9	23.2	11.6
1996	95.4	61.5	44.4	24.8	11.9
1997	96.6	61.5	45.9	26.4	11.8
1998	96.1	62.2	44.8	24.9	11.9
1999	95.8	60.6	45.3	24.5	11.1
2000	95.7	61.2	44.1	24.6	11.4
2001	95.8	61.0	46.0	25.4	11.8
2002	96.4	63.3	47.8	25.6	12.1
2003	96.2	64.5	48.3	27.8	11.8

— Not available.

NOTE: Data are based upon sample surveys of the civilian noninstitutional population. Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools, are not included.

SOURCE: U.S. Department of Commerce, Census Bureau, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, Series P-20, various years; and Current Population Surveys (CPS), October, unpublished data.

Figure 9. Percentage of population 14 to 29 years old enrolled in school, by selected age group: Various years, October 1960 to October 2003



NOTE: Data are based upon sample surveys of the civilian noninstitutional population. Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools, are not included.

SOURCE: U.S. Department of Commerce, Census Bureau, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, Series P-20, various years; and Current Population Surveys (CPS), October, unpublished data.

In general, enrollment in education is compulsory for youths ages 14 to 17, as indicated by the high enrollment rates. From 1960 to 1970, school enrollment rates for this age group increased, from 90 percent to 94 percent. Since 1970, changes in school enrollment for this group have been smaller. The transition from secondary education into postsecondary education or into the workforce is reflected in the enrollment rates for 18- and 19-year-olds. In 1960, 38 percent of all 18- and 19-year-olds were enrolled in school. By 1970, the enrollment rate reached 48 percent, and additional increases during the 1980s and 1990s pushed the enrollment rate to 64 percent in 2003. Enrollment rates also increased over time for youths in their 20s. Enrollment rates increased from 28 percent in 1965 to 48 percent in 2003 for 20- and 21-year-olds, as well as from 13 percent to 28 percent for 22- to 24-year-olds and from 6 percent to 12 percent for 25- to 29-year-olds during the same time period.

Indicator **10. Race/Ethnicity of Students**

Table 10. Percentage of students 3 to 34 years old, by level of school enrollment and race/ethnicity: Various years, October 1975 to October 2003

Year	Elementary and high schools			Colleges ³
	Total	Elementary schools ¹	High schools ²	
Percent of students who are White, non-Hispanic				
1975	77.4	76.9	80.5	84.0
1980	74.4	73.8	78.8	83.0
1985	71.6	70.8	76.6	80.8
1990	69.3	69.3	73.6	78.7
1995	67.3	67.1	70.7	74.5
1997	64.6	64.4	68.2	71.9
1998	64.2	63.7	67.8	70.7
1999	63.8	63.3	67.6	70.8
2000	63.4	62.7	66.9	69.1
2001	63.2	62.4	66.6	68.3
2002	61.7	60.9	65.5	67.7
2003 ⁴	60.4	59.9	64.1	67.3
Percent of students who are Black, non-Hispanic				
1975	14.5	14.7	12.3	9.6
1980	15.2	15.3	12.8	9.8
1985	15.5	15.6	12.6	9.5
1990	15.5	15.6	12.9	10.3
1995	16.0	15.9	14.3	11.7
1997	16.2	16.3	14.2	11.9
1998	16.3	16.3	14.7	12.8
1999	15.8	15.9	14.3	12.9
2000	16.0	16.2	14.7	13.8
2001	15.8	15.9	14.7	13.6
2002	15.8	16.0	14.2	13.0
2003 ⁴	15.2	15.1	14.0	12.2
Percent of students who are Hispanic				
1975	6.5	6.7	5.4	4.2
1980	8.1	8.5	6.0	4.4
1985	9.5	10.1	7.0	5.3
1990	11.0	10.9	8.6	5.5
1995	13.3	13.7	10.5	8.4
1997	14.0	14.3	11.3	8.8
1998	14.4	14.8	11.3	9.1
1999	15.0	15.3	11.8	8.6
2000	15.3	15.7	12.1	9.6
2001	15.7	16.4	11.9	9.6
2002	17.2	17.7	13.3	10.3
2003	17.5	18.0	13.7	10.8

¹Includes prekindergarten, kindergarten, and grades 1 through 8.

²Includes grades 9 through 12.

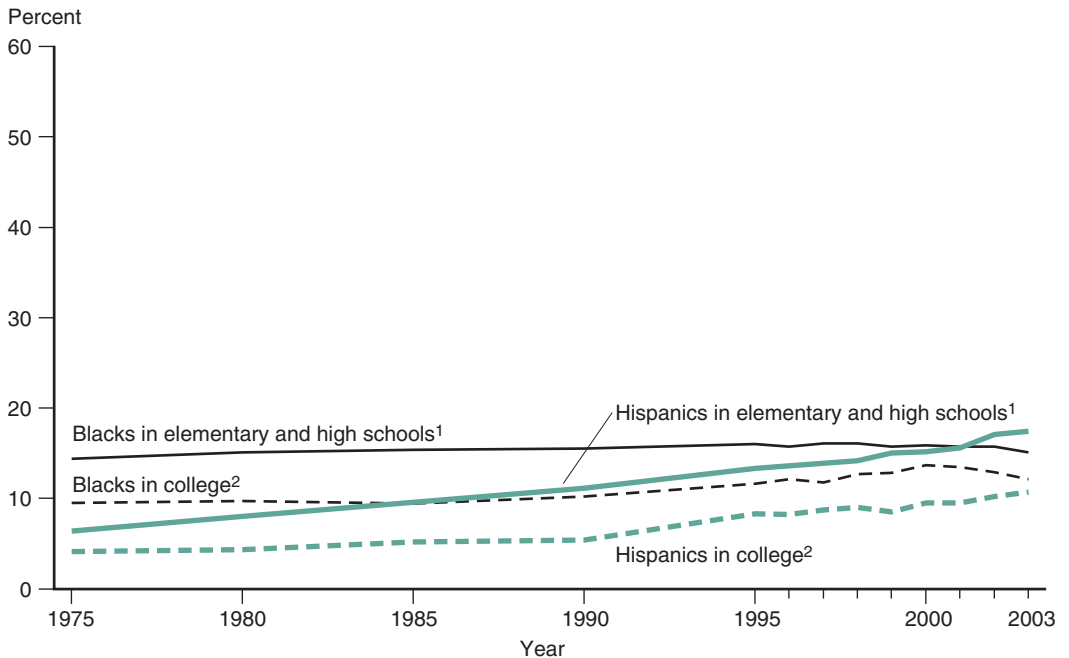
³Includes both 2- and 4-year institutions.

⁴Percentage may be slightly lower than distributions in prior years partly because of the addition of a multiracial race group which is not shown separately. In 2003, 2.5 percent of elementary students, 2.1 percent of secondary students, and 1.7 percent of college students were multiracial.

NOTE: Enrollment includes students in any type of graded public, parochial, or other private school in regular school systems. Includes elementary schools, secondary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools, are not included.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished data.

Figure 10. Percentage of students 3 to 34 years old who are Black or Hispanic, by level of school enrollment: Various years, October 1975 to October 2003



¹Includes prekindergarten through grade 12.

²Includes both 2- and 4-year institutions.

NOTE: Enrollment includes students in any type of graded public or private school in regular school systems. Includes elementary schools, secondary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in “special” schools, such as trade schools, business colleges, or correspondence schools, are not included.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished data.

The proportion of students who were White declined between 1975 and 2003 at the elementary, high school, and college levels. In 1975, 77 percent of all elementary and high school students were White; however, the percent declined steadily to 60 percent by 2003. There was no difference detected in the proportion of elementary and high school students who were Black in 1975 and 2003, 14 and 15 percent respectively. However, the proportion of students in college who were Black increased from 10 percent to 12 percent during that time period. The proportion of students in elementary and high school who were Hispanic increased from 6 percent in 1975 to 18 percent in 2003. The proportion of students who were Hispanic also increased at the college level. In 1975, approximately 4 percent of college students were Hispanic; this proportion more than doubled to 11 percent by 2003.

Indicator 11. Pupil/Teacher Ratios and Expenditures per Student

Table 11. Pupil/teacher ratios and total expenditures per student in public elementary and secondary schools: Various years, 1965 to 2002

School year beginning	Pupil/teacher ratios			Expenditures per student in fall enrollment	
	Elementary and secondary ¹	Elementary schools	Secondary schools	Total dollars	2001–02 constant dollars ²
1965	24.7	—	—	\$607	\$3,390
1970	22.3	—	—	970	4,352
1975	20.4	—	—	1,563	5,022
1980	18.7	—	—	2,529	5,203
1981	18.8	—	—	2,754	5,215
1982	18.6	—	—	2,966	5,385
1983	18.4	—	—	3,216	5,630
1984	18.1	—	—	3,456	5,822
1985	17.9	—	—	3,724	6,099
1986	17.7	—	—	3,995	6,400
1987	17.9	18.6	17.2	4,310	6,630
1988	17.9	18.6	17.2	4,738	6,966
1989	17.9	18.6	17.2	5,174	7,262
1990	17.4	18.1	16.6	5,486	7,300
1991	17.6	18.2	16.9	5,629	7,257
1992	17.7	18.1	17.3	5,804	7,257
1993	17.8	18.2	17.3	5,996	7,307
1994	17.7	18.0	17.5	6,208	7,355
1995	17.8	18.1	17.6	6,443	7,431
1996	17.6	17.8	17.5	6,764	7,585
1997	17.2	17.4	17.3	7,142	7,868
1998	16.9	17.0	17.0	7,533	8,158
1999	16.6	16.7	16.8	8,033	8,455
2000	16.4	16.5	16.6	8,575	8,726
2001	16.3	16.3	16.6	8,996	8,996
2002	16.2	16.2	16.7	—	—

— Not available.

¹Includes combined elementary/secondary schools and ungraded schools not shown separately.

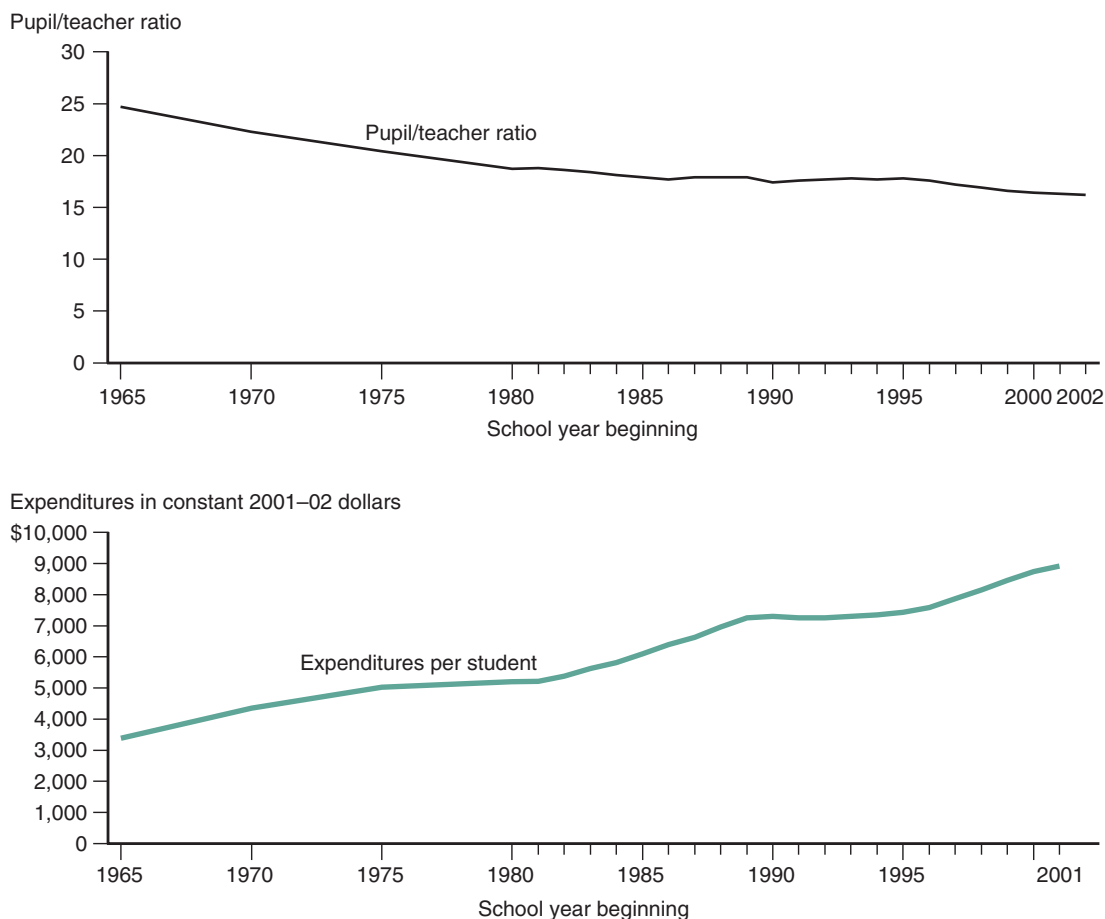
²Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Data for teachers are expressed in full-time equivalents. Elementary includes kindergarten and nursery school teachers and students. Total expenditures include current expenditures for public schools, plus capital outlay and interest on school debt. Beginning in 1980–81, state administration expenditures are excluded from expenditures. Beginning in 1987–88, pupil/teacher ratio data reflect reports from schools rather than statewide totals. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004*, based on Common Core of Data (CCD) surveys.

Indicator 11. Pupil/Teacher Ratios and Expenditures per Student

Figure 11. Pupil/teacher ratios and total expenditures per student in fall enrollment in public elementary and secondary schools: Various years, 1965 to 2002



NOTE: Data for teachers are expressed in full-time equivalents. Elementary includes kindergarten and nursery school teachers and students. Total expenditures include current expenditures for public schools, plus capital outlay and interest on school debt. Constant dollars are based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, adjusted to a school-year basis. Beginning in 1980–81, state administration expenditures are excluded from expenditures. Beginning in 1987–88, pupil/teacher ratio data reflect reports from schools rather than statewide totals. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004*, based on the Common Core of Data (CCD) surveys.

Between 1965 and 1985, the pupil/teacher ratio at public elementary and secondary schools declined from 25 to 18. The ratio remained at a similar level through the mid-1990s, until it decreased again from the late 1990s to 16 in 2002. Over the 20 years between 1981–82 and 2001–02, per pupil total expenditures rose by 73 percent, from \$5,200 to \$9,000 (after adjustment for inflation).

Indicator 12. Trends in Coursetaking

Table 12. Average number of Carnegie units earned by public high school graduates, by subject area, sex, and race/ethnicity: 1990, 1994, 1998, and 2000

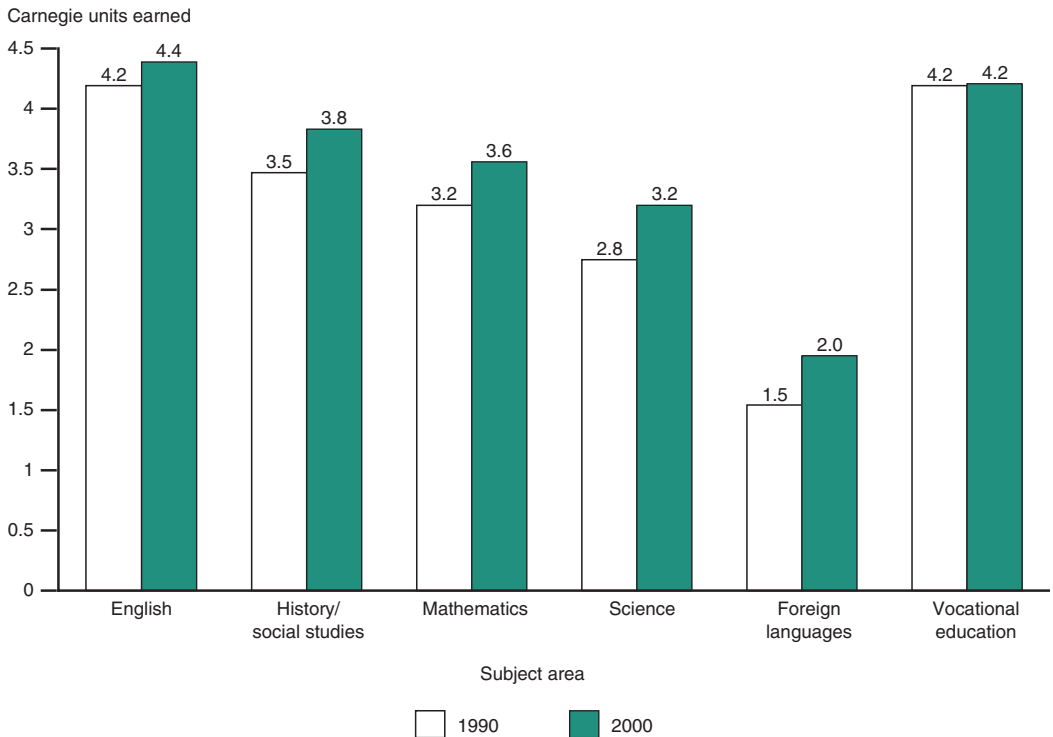
Sex and race/ethnicity of students	Total ¹	English	History/ social studies	Mathematics	Science	Foreign languages	Vocational education
1990 graduates							
Total	23.5	4.2	3.5	3.2	2.8	1.5	4.2
Sex							
Male	23.4	4.1	3.5	3.2	2.8	1.3	4.3
Female	23.7	4.3	3.5	3.1	2.7	1.7	4.1
Race/ethnicity							
White, non-Hispanic	23.5	4.1	3.5	3.1	2.8	1.6	4.2
Black, non-Hispanic	23.4	4.3	3.5	3.2	2.7	1.2	4.4
Hispanic	23.8	4.5	3.4	3.1	2.5	1.6	4.1
Asian/Pacific Islander	24.1	4.5	3.7	3.5	3.0	2.1	3.1
1994 graduates							
Total	24.2	4.3	3.6	3.3	3.0	1.7	4.0
Sex							
Male	24.0	4.3	3.5	3.3	3.0	1.5	4.1
Female	24.3	4.3	3.6	3.3	3.1	1.9	3.8
Race/ethnicity							
White, non-Hispanic	24.3	4.2	3.6	3.4	3.1	1.8	4.0
Black, non-Hispanic	23.6	4.4	3.5	3.2	2.8	1.4	4.3
Hispanic	24.1	4.6	3.5	3.3	2.7	1.7	3.9
Asian/Pacific Islander	24.5	4.6	3.7	3.7	3.4	2.1	3.0
1998 graduates							
Total	25.1	4.3	3.7	3.4	3.1	1.9	4.0
Sex							
Male	24.9	4.2	3.7	3.4	3.1	1.6	4.3
Female	25.4	4.3	3.8	3.4	3.2	2.1	3.8
Race/ethnicity							
White, non-Hispanic	25.2	4.2	3.8	3.4	3.2	1.9	4.0
Black, non-Hispanic	24.8	4.3	3.7	3.4	3.0	1.6	4.3
Hispanic	25.1	4.5	3.6	3.3	2.8	1.8	4.0
Asian/Pacific Islander	25.2	4.4	3.9	3.6	3.4	2.3	3.2
2000 graduates							
Total	26.1	4.4	3.8	3.6	3.2	2.0	4.2
Sex							
Male	25.9	4.3	3.8	3.5	3.2	1.7	4.6
Female	26.2	4.5	3.9	3.6	3.3	2.2	3.8
Race/ethnicity							
White, non-Hispanic	26.2	4.3	3.9	3.6	3.2	2.0	4.3
Black, non-Hispanic	25.8	4.4	3.8	3.5	3.1	1.7	4.3
Hispanic	25.5	4.7	3.8	3.4	2.9	1.9	3.8
Asian/Pacific Islander	26.2	4.6	3.8	4.0	3.7	2.5	2.8

¹Total includes other subjects not separately shown. Total also includes other race/ethnicity categories not separately shown.

NOTE: The Carnegie unit is a standard of measurement that represents one credit for the completion of a one-year course.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on High School and Beyond Longitudinal Study (HS&B); National Education Longitudinal Study of 1988 (NELS:88), "Second Follow-up"; and High School Transcript Study, various years.

Figure 12. Average number of Carnegie units earned by public high school graduates, by subject area: 1990 and 2000



NOTE: The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on High School and Beyond Longitudinal Study (HS&B); National Education Longitudinal Study of 1988, "Second Follow-up"; and High School Transcript Study, various years.

The average number of total courses completed by public high school graduates increased from 23.5 Carnegie units in 1990 to 26.1 Carnegie units in 2000. The average number of courses completed in core academic areas (English, history/social sciences, mathematics, science, and foreign languages) also increased since 1990. High school graduates in 2000 earned an average 3.6 Carnegie units in mathematics and an average 3.2 Carnegie units in science, compared with 3.2 and 2.8 Carnegie units, respectively, in 1990. During this same period, the average number of Carnegie units earned by high school graduates in English, history/social sciences, and foreign languages also increased.

Indicator 13. Reading Proficiency

Table 13. National Assessment of Educational Progress (NAEP) reading scores, by age and selected student characteristics: Various years, 1971 to 2004

Student characteristic	13-year-olds ¹							17-year-olds ¹						
	1971	1975	1984	1990	1994	1999	2004	1971	1975	1984	1990	1994	1999	2004
Total	255	256	257	257	258	259	259	285	286	289	290	288	288	285
Sex														
Male	250	250	253	251	251	254	254	279	280	284	284	282	281	278
Female	261	262	262	263	266	265	264	291	291	294	296	295	295	292
Race/ethnicity														
White, non-Hispanic	261	262	263	262	265	267	266	291	293	295	297	296	295	293
Black, non-Hispanic	222	226	236	241	234	238	244	239	241	264	267	266	264	264
Hispanic	—	232	240	238	235	244	242	—	252	268	275	263	271	264
Highest level of parental education ²														
Less than high school	238	239	240	241	237	238	240	261	263	269	270	268	265	259
Graduated high school	256	255	253	251	251	251	251	283	281	281	283	276	274	274
Some education after high school	—	—	266	267	266	269	264	—	—	298	295	294	295	286
Graduated from college	—	—	268	267	269	270	270	—	—	302	302	300	298	298
Number of hours spent on homework														
Did not have homework	—	—	254	252	250	251	248	—	—	276	274	273	275	270
Did not do homework	—	—	247	244	243	249	245	—	—	287	288	285	282	279
Less than 1 hour	—	—	261	258	261	262	261	—	—	290	291	288	291	287
1-2 hours	—	—	266	265	268	269	268	—	—	296	300	297	296	295
More than 2 hours	—	—	265	262	270	269	272	—	—	303	307	306	300	304

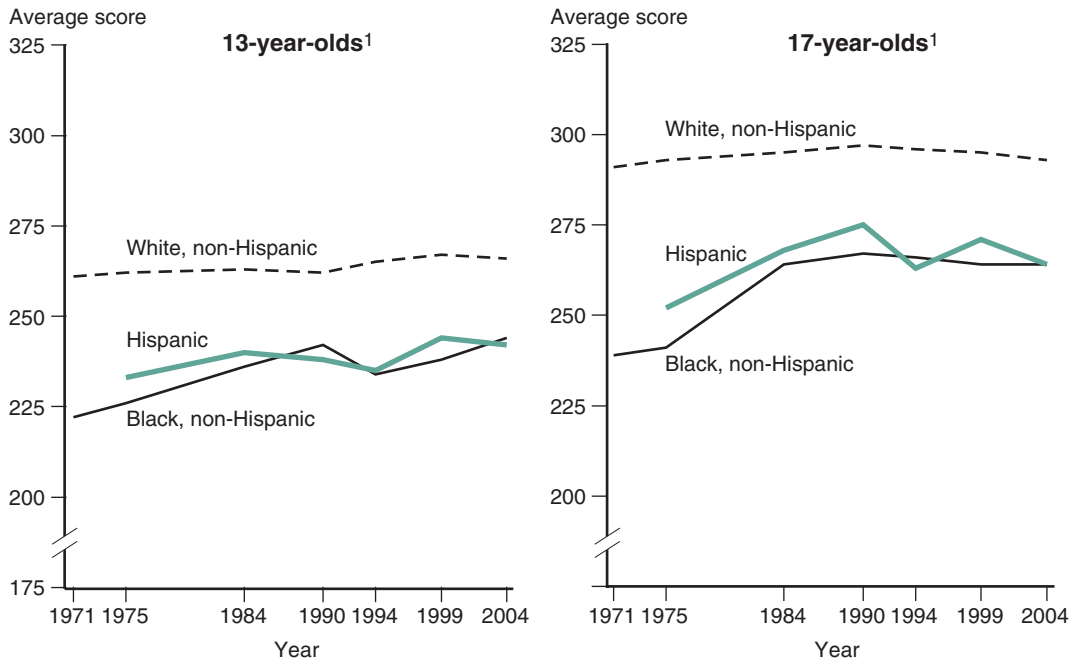
— Not available.

¹All participants of this age were in school.

²As reported by students.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. A score of 150 implies an ability to follow written directions and select phrases to describe pictures. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about rather lengthy literature, science, and social studies materials. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 350 implies an ability to extend, restructure, and synthesize ideas presented in specialized and complex scientific materials, literary essays, and historical documents. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes students in public and private schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999 Long-Term Trend Reading Summary Data Tables for Age 13 Student Data*, *1999 Long-Term Trend Reading Summary Data Tables for Age 17 Student Data*, and *2004 Trends in Academic Progress, Three Decades of Student Performance in Reading and Mathematics*, 2005.

Figure 13. National Assessment of Educational Progress (NAEP) reading scores of 13- and 17-year-olds, by race/ethnicity: Various years, 1971 to 2004

¹All participants of this age were in school.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. A score of 150 implies an ability to follow written directions and select phrases to describe pictures. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about rather lengthy literature, science, and social studies materials. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 350 implies an ability to extend, restructure, and synthesize ideas presented in specialized and complex scientific materials, literary essays, and historical documents. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes students in public and private schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *2004 Trends in Academic Progress, Three Decades of Student Performance in Reading and Mathematics*, 2005.

Students at age 13 showed no significant improvements in recent years of the reading assessment; however the average score in 2004 was higher than that in 1971. For 17 year-olds, the average reading score for 2004 was not measurably different from the score in 1971; however, their 2004 score was lower than their score in 1990. The average 2004 reading scores for Black students at both ages were higher than in 1971; however no measurable differences were found between the 1990 and 2004 assessments for either age. The average score for Hispanic students at age 13 and 17 showed an increase between 1975 and 2004. Although the difference appears large between the average scores of Hispanic 17-year-olds between 1999 and 2004, no statistically significant change was measured due to a smaller sample size and the large associated standard errors. A wide performance gap remained between White students and their Black and Hispanic peers. However, the gap between Whites and Blacks narrowed between 1971 and 2004 for 13- and 17-year-olds, while the gap between Whites and Hispanics narrowed between 1975 and 2004 for 17-year-olds. Females outscored their male peers in both age groups in 2004, and the gaps are not different from the gaps in 1971.

Indicator 14. International Reading Achievement

Table 14. Average scores on reading literacy assessments, by sex, and percentage at selected literacy proficiency levels among 15-year-old students in selected countries: 2003

Country	Reading literacy score			Percent of students at selected reading literacy proficiency levels		
	Average score	Male	Female	Level 1 or below ¹	Level 3 ²	Level 5 ³
OECD total⁴	488	472	503	22	27	8
Australia	525	506	545	12	28	15
Austria	491	467	514	21	27	8
Belgium	507	489	526	18	26	13
Canada	528	514	546	10	31	13
Czech Republic	489	473	504	19	30	6
Denmark	492	479	505	17	33	5
Finland	543	521	565	6	32	15
France	496	476	514	18	30	7
Germany	491	471	513	22	26	10
Greece	472	453	490	25	27	6
Hungary	482	467	498	21	30	5
Iceland	492	464	522	19	30	7
Ireland	515	501	530	11	32	9
Italy	476	455	495	24	28	5
Japan	498	487	509	19	27	10
Korea	534	525	547	7	34	12
Luxembourg	479	463	496	23	29	5
Mexico	400	389	410	52	16	1
Netherlands	513	503	524	12	31	9
New Zealand	522	508	535	15	26	16
Norway	500	475	525	18	29	10
Poland	497	477	516	17	30	8
Portugal	478	459	495	22	31	4
Slovak Republic	469	453	486	25	28	4
Spain	481	461	500	21	30	5
Sweden	514	496	533	13	30	11
Switzerland	499	482	517	17	31	8
Turkey	441	426	459	37	21	4
United Kingdom ⁵	—	—	—	—	—	—
United States	495	479	511	19	28	9

— Not available.

¹Less than 407 score points. Although students at this level may have the technical capacity to read, they have serious difficulties in using reading literacy as an effective tool to advance knowledge. Some students are capable of completing only the simplest reading tasks, such as locating a single piece of information, identifying the main theme of a text, or making a simple connection with everyday knowledge.

²Between 481 and 552 score points. Indicates an ability to locate multiple pieces of information, make links between different parts of a text, and relate it to familiar everyday knowledge.

³Above 625 score points. Indicates an ability to manage information that is difficult to find in unfamiliar texts, show detailed understanding of such text, and evaluate critically and build hypotheses.

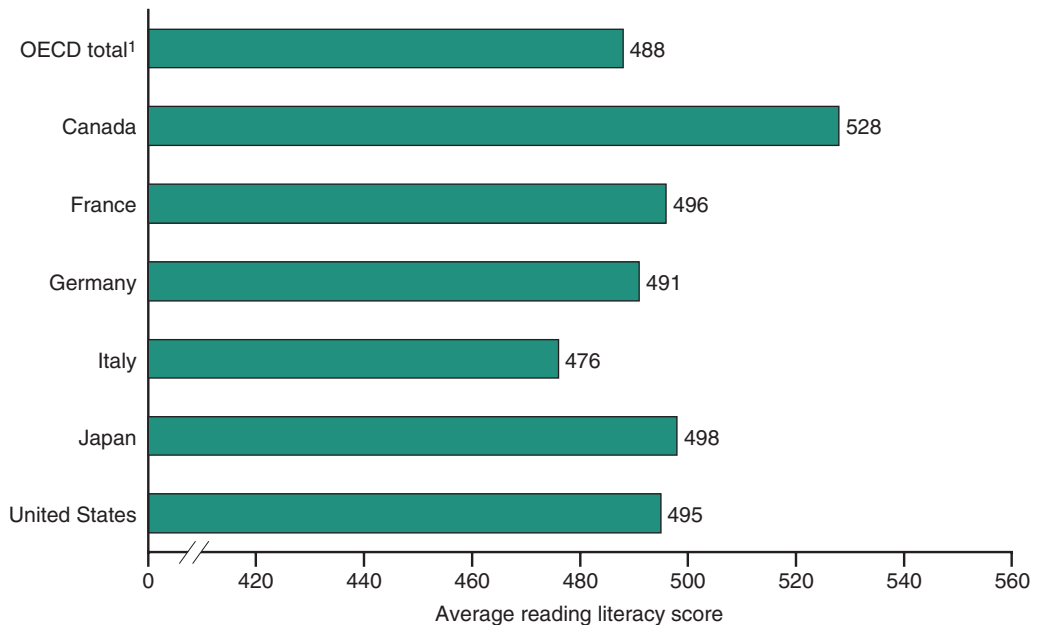
⁴Refers to the average for OECD countries as a single entity, to which each country contributes in proportion to the number of 15-year-olds enrolled in its schools.

⁵Response rate was too low to ensure comparability.

NOTE: The scale range for the Program for International Student Assessment (PISA) is from 0 to 1000. The scale was designed to have an average score of 500 points across OECD countries, with approximately two-thirds of students achieving between 400 and 600 points.

SOURCE: Organization for Economic Cooperation and Development (OECD). (2004). *Learning for Tomorrow's World: First Results from the OECD Programme for International Student Assessment (PISA) 2003*.

Figure 14. Average scores on reading literacy assessments among 15-year-old students in selected countries: 2003



¹Refers to the average for OECD countries as a single entity, to which each country contributes in proportion to the number of 15-year-olds enrolled in its schools.

NOTE: The scale range for the Program for International Student Assessment (PISA) is from 0 to 1000. The scale was designed to have an average score of 500 points across OECD countries, with approximately two-thirds of students achieving between 400 and 600 points.

SOURCE: Organization for Economic Cooperation and Development (OECD). (2004). *Learning for Tomorrow's World: First Results from the OECD Programme for International Student Assessment (PISA) 2003*.

The average reading score for United States students (495) was not significantly different than the OECD average reading score (488). The U.S. average was higher than 9 participating OECD countries' averages, but was lower than 9 other OECD countries' averages. No measurable differences were found between the United States average and the remaining 11 OECD country averages. In all OECD countries, females had a higher average score than their male peers. In the United States, females outscored males by 32 points.

Indicator 15. Mathematics Proficiency

Table 15. National Assessment of Educational Progress (NAEP) mathematics scores, by age and selected student characteristics: Various years, 1973 to 2004

Student characteristic	13-year-olds ¹							17-year-olds ¹						
	1973	1978	1986	1990	1994	1999	2004	1973	1978	1986	1990	1994	1999	2004
Total	266	264	269	270	274	276	281	304	300	302	305	306	308	307
Sex														
Male	265	264	270	271	276	277	283	309	304	305	306	309	310	308
Female	267	265	268	270	273	274	279	301	297	299	303	304	307	305
Race/ethnicity														
White, non-Hispanic	274	272	274	276	281	283	288	310	306	308	309	312	315	313
Black, non-Hispanic	228	230	249	249	252	251	262	270	268	279	289	286	283	285
Hispanic	239	238	254	255	256	259	265	277	276	283	284	291	293	289
Highest level of parental education ²														
Less than high school	—	245	252	253	255	256	262	—	280	279	285	284	289	287
Graduated high school	—	263	263	263	266	264	271	—	294	293	294	295	299	295
Some education after high school	—	273	274	277	277	279	283	—	305	305	308	305	308	306
Graduated college	—	284	280	280	285	286	292	—	317	314	316	318	317	317
Amount of daily television watching														
6 hours or more	—	—	255	258	257	260	264	—	279	282	287	286	289	286
3–5 hours	—	—	271	271	274	274	279	—	296	299	300	301	302	300
0–2 hours	—	—	276	277	282	283	288	—	305	310	312	314	315	313

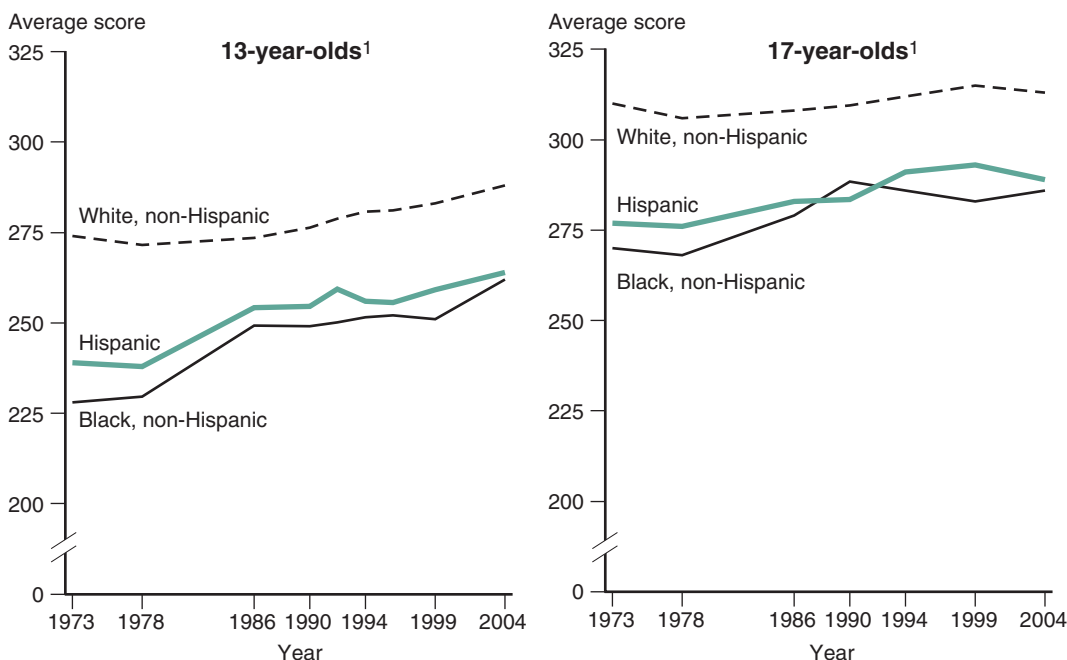
— Not available.

¹All participants of this age were in school.

²As reported by students.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. Performers at the 150 level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. Performers at the 200 level have considerable understanding of two-digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute decimals, simple fractions, and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multistep problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes students in public and private schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999 Long-Term Trend Mathematics Summary Data Tables for Age 13 Student Data, 1999 Long-Term Trend Mathematics Summary Data Tables for Age 17 Student Data, and 2004 Trends in Academic Progress, Three Decades of Student Performance in Reading and Mathematics*, 2005.

Figure 15. National Assessment of Educational Progress (NAEP) mathematics scores of 13- and 17-year-olds, by race/ethnicity: Various years, 1973 to 2004

¹All participants of this age were in school.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. Performers at the 150 level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. Performers at the 200 level have considerable understanding of two-digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute decimals, simple fractions, and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multi step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes students in public and private schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *2004 Trends in Academic Progress, Three Decades of Student Performance in Reading and Mathematics*, 2005.

Average mathematics scores for 13- and 17-year-old students were higher in 2004 than in 1973 for all racial/ethnic groups. The 2004 mathematics scores for Black and Hispanic 13-year-olds were higher than in any previous assessment year, and reflected an 11-point increase for Blacks and a 6 point increase for Hispanics between 1999 and 2004. There were no measurable differences in the average mathematics score for either Black or Hispanic 17-year-olds between 1999 and 2004. White students continued to outperform their Black and Hispanic peers at both ages; however, the differences decreased between the first (1973) and most recent (2004) assessments. The average mathematics scores for male and for female 13-year-olds increased by 5 points between 1999 and 2004. There was no measurable difference between the 1999 and 2004 scores for either male or female 17-year-olds. Male 13- and 17-year-olds scored higher than females in 2004.

Indicator **16. Science Proficiency**

Table 16. National Assessment of Educational Progress (NAEP) science scores, by age and selected student characteristics: Various years, 1973 to 1999

Student characteristic	13-year-olds ¹						17-year-olds ¹					
	1973	1977	1986	1990	1994	1999	1973	1977	1986	1990	1994	1999
Total	250	247	251	255	257	256	296	290	288	290	294	295
Sex												
Male	252	251	256	259	259	259	304	297	295	296	300	300
Female	247	244	247	252	254	253	288	282	282	285	289	291
Race/ethnicity												
White, non-Hispanic	259	256	259	264	267	266	304	298	298	301	306	306
Black, non-Hispanic	205	208	222	226	224	227	250	240	253	253	257	254
Hispanic	—	213	226	232	232	227	—	262	259	261	261	276
Highest level of parental education ²												
Less than high school	—	223	229	233	234	229	—	265	258	261	256	264
Graduated high school	—	245	245	247	247	243	—	284	277	276	279	281
Some education after high school	—	260	258	263	260	261	—	296	295	296	295	297
Graduated college	—	266	264	267	269	268	—	309	304	306	311	307
Science courses taken												
General science	—	—	—	—	—	—	—	—	290	292	296	298
Biology	—	—	—	—	—	—	—	—	294	296	300	299
Chemistry	—	—	—	—	—	—	—	—	312	316	315	312
Physics	—	—	—	—	—	—	—	—	296	303	314	314

— Not available.

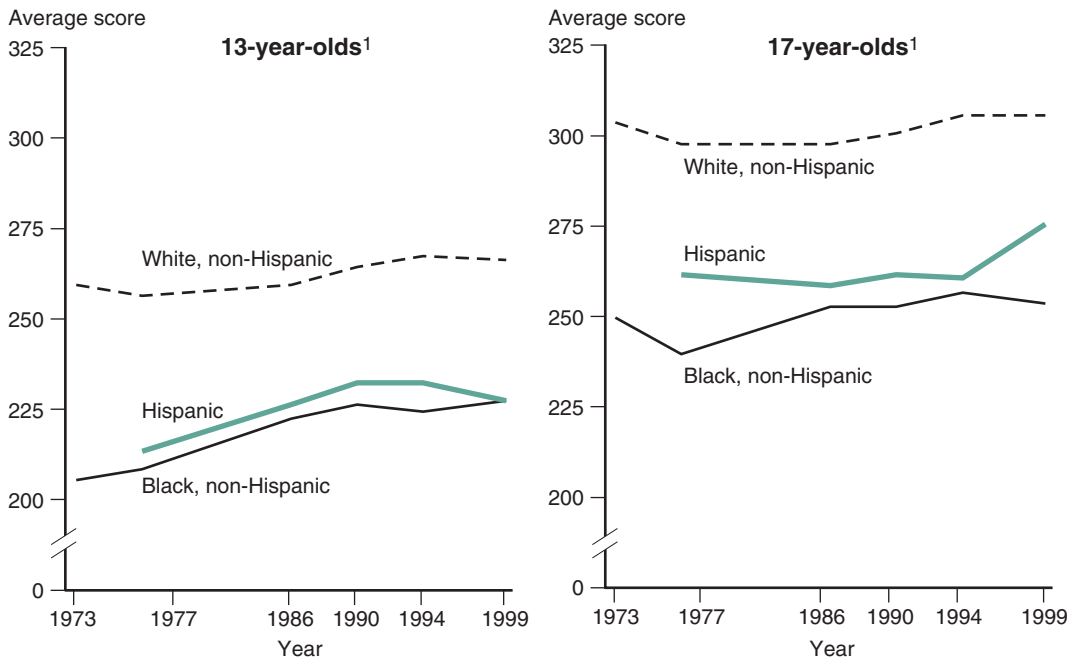
¹All participants of this age were in school.

²As reported by students.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. Performers at the 150 level know some general scientific facts of the kind that can be learned from everyday experiences. Performers at the 200 level are developing some understanding of simple scientific principles, particularly in the life sciences. Performers at the 250 level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the life sciences, and also demonstrate some knowledge of basic information from the physical sciences. A score of 300 implies the ability to evaluate the appropriateness of the design of an experiment and the skill to apply scientific knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the physical sciences. A score of 350 implies the ability to infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. These students also can apply basic principles of genetics and interpret the societal implications of research in this field. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes students in public and private schools. The science assessment was not administered in 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Assessment of Educational Progress (NAEP) 1999 Trends in Academic Progress: Three Decades of Student Performance*, 2000.

Figure 16. National Assessment of Educational Progress (NAEP) science scores of 13- and 17-year-olds, by race/ethnicity: Various years, 1973 to 1999



¹All participants of this age were in school.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. Performers at the 150 level know some general scientific facts of the kind that can be learned from everyday experiences. Performers at the 200 level are developing some understanding of simple scientific principles, particularly in the life sciences. Performers at the 250 level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the life sciences, and also demonstrate some knowledge of basic information from the physical sciences. A score of 300 implies the ability to evaluate the appropriateness of the design of an experiment and the skill to apply scientific knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the physical sciences. A score of 350 implies the ability to infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. These students also can apply basic principles of genetics and interpret the societal implications of research in this field. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes students in public and private schools. The science assessment was not administered in 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Assessment of Educational Progress (NAEP) 1999 Trends in Academic Progress: Three Decades of Student Performance*, 2000.

The average science score of 13-year-olds was higher in 1999 compared to 1973, while there was no difference detected in the average scores of 17-year-olds between 1973 and 1999. Large differences between racial/ethnic groups persisted in 1999. Whereas the gap between Hispanics and Whites showed no significant change, the science score gap between Blacks and Whites narrowed for 13-year-olds between 1977 and 1999. In 1999, 13-year-old and 17-year-old males continued to score higher than females. For 13-year-olds, the gap between males and females has not narrowed since the 1970s. For 17-year-olds, the gaps were smaller in the 1990s compared to those in the 1970s and early 1980s.

Indicator 17. International Mathematics and Science Achievement

Table 17. Average scores on mathematics and science literacy assessments among 15-year-old students in selected countries, by sex: 2003

Nation	Mathematics literacy			Science literacy		
	Average score	Male	Female	Average score	Male	Female
OECD total¹	489	494	484	496	499	493
Australia	524	527	522	525	525	525
Austria	506	509	502	491	490	492
Belgium	529	533	525	509	509	509
Canada	532	541	530	519	527	516
Czech Republic	516	524	509	523	526	520
Denmark	514	523	506	475	484	467
Finland	544	548	541	548	545	551
France	511	515	507	511	511	511
Germany	503	508	499	502	506	500
Greece	445	455	436	481	487	475
Hungary	490	494	486	503	503	504
Iceland	515	508	523	495	490	500
Ireland	503	510	495	505	506	504
Italy	466	475	457	486	490	484
Japan	534	539	530	548	550	546
Korea	542	552	528	538	546	527
Luxembourg	493	502	485	483	489	477
Mexico	385	391	380	405	410	400
Netherlands	538	540	535	524	527	522
New Zealand	523	531	516	521	529	513
Norway	495	498	492	484	485	483
Poland	490	493	487	498	501	494
Portugal	466	472	460	468	471	465
Slovak Republic	498	507	489	495	502	487
Spain	485	490	481	487	489	485
Sweden	509	512	506	506	509	504
Switzerland	527	535	518	513	518	508
Turkey	423	430	415	434	434	434
United Kingdom ²	—	—	—	—	—	—
United States	483	486	480	491	494	489

— Not available.

¹Refers to the average for OECD countries as a single entity, to which each country contributes in proportion to the number of 15-year-olds enrolled in its schools.

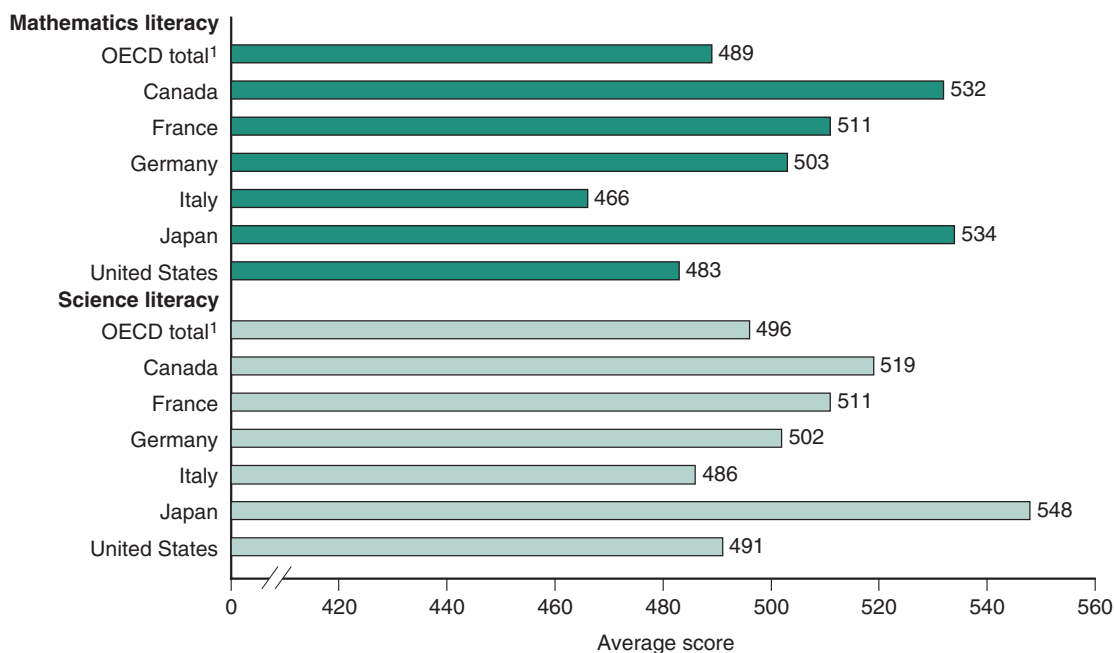
²Response rates too low to ensure comparability.

NOTE: The scale range for the PISA assessment is from 0 to 1000. The scale was designed to have an average score of 500 points, with approximately two-thirds of students achieving between 400 and 600 points.

SOURCE: Organization for Economic Cooperation and Development (OECD). (2004). *Learning for Tomorrow's World: First Results from the OECD Programme for International Student Assessment (PISA) 2003*.

Indicator 17. International Mathematics and Science Achievement

Figure 17. Average scores on mathematics and science literacy assessments among 15-year-old students in selected countries: 2003



¹Refers to the average for OECD countries as a single entity, to which each country contributes in proportion to the number of 15-year-olds enrolled in its schools.

NOTE: The scale range for the PISA assessment is from 0 to 1000. The scale was designed to have an average score of 500 points, with approximately two-thirds of students achieving between 400 and 600 points.

SOURCE: Organization for Economic Cooperation and Development (OECD). (2004). *Learning for Tomorrow's World: First Results from the OECD Programme for International Student Assessment (PISA) 2003*.

United States students had lower average scores in both mathematics and science literacy compared to the respective OECD averages in 2003. Twenty-one OECD countries outperformed the United States in mathematics literacy, while the U.S. average was higher than 5 OECD country averages. No differences were detected between the U.S. average mathematics literacy score and 3 OECD country averages. Fifteen OECD country average scores on the science literacy assessment were higher than the average score for U.S. students, while the U.S. average was higher than 6 OECD country averages. The United States science literacy average was not different than the average of 8 OECD countries. Males scored higher than females in 21 OECD countries for the mathematics assessment and in 11 OECD countries for the science assessment. No gender differences were found in 7 countries for the mathematics assessment and 16 countries for the science assessment. Within the United States, males scored higher than females on the mathematics assessment, while no measurable difference between genders was found for the science assessment.

Indicator **18. Educational Aspirations**

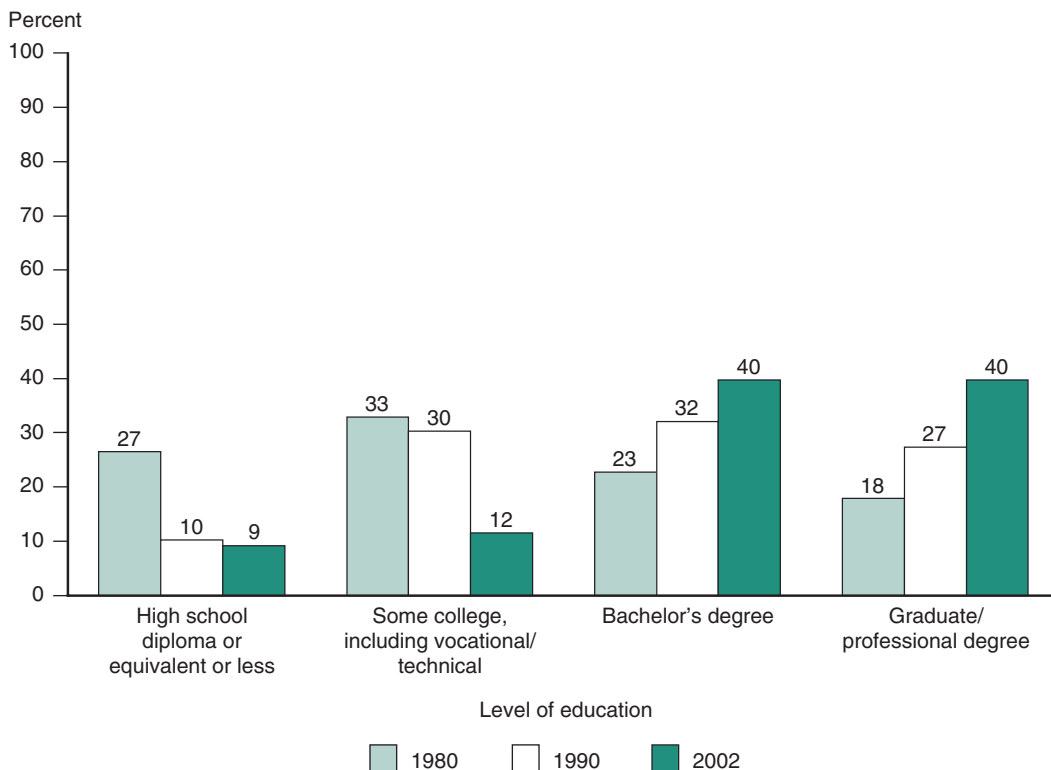
Table 18. Percentage of 10th-graders who expected to attain various levels of education, by sex and race/ethnicity: 1980, 1990, and 2002

Sex and race/ethnicity	High school diploma or equivalent or less			Some college, including vocational/technical			Bachelor's degree			Graduate/professional degree		
	1980	1990	2002	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	26.5	10.2	9.2	32.9	30.3	11.5	22.7	32.1	39.7	17.9	27.4	39.7
Sex												
Male	28.0	11.0	12.5	31.7	32.3	13.2	22.4	32.9	41.5	18.0	23.8	32.8
Female	23.4	9.4	5.8	34.2	28.3	9.7	23.8	31.4	37.8	18.7	30.9	46.6
Race/ethnicity												
White, non-Hispanic	25.9	9.4	8.0	33.1	29.5	10.9	23.4	33.9	39.6	17.7	27.3	41.4
Black, non-Hispanic	26.3	11.1	10.5	32.7	30.2	12.6	21.8	28.2	40.8	19.2	30.5	36.1
Hispanic	33.7	14.3	13.5	33.7	38.5	13.9	17.0	25.5	40.2	15.6	21.7	32.4
Asian/Pacific Islander	11.7	8.2	4.9	21.5	21.7	8.2	32.4	31.4	37.2	34.3	38.7	49.7
American Indian/ Alaska Native	35.7	18.8	12.1	32.9	43.0	12.0	17.2	21.8	36.1	14.2	16.5	39.8
More than one race	—	—	9.0	—	—	9.5	—	—	38.2	—	—	43.3

— Not available.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Figure 18. Percentage of 10th-graders who expected to attain various levels of education: 1980, 1990, and 2002

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and Education Longitudinal Study of 2002, Base Year (ELS:2002).

The proportion of 10th-graders expecting to attain bachelor's degrees and the proportion expecting to attain higher degrees increased from 1980 to 1990 and again from 1990 to 2002. The proportion of 10th-graders expecting to complete a bachelor's as their highest degree nearly doubled (from 23 to 40 percent) over this 22-year period. In addition, the proportion of students expecting to earn a graduate or professional degree rose from 18 percent in 1980 to 40 percent in 2002. Correspondingly, the proportions expecting to complete no formal education beyond high school declined, from 27 percent in 1980 to 9 percent in 2002. In 1980, the percentages of males and females who expected to receive graduate or professional degrees were about the same, but in 2002, 47 percent of females planned to complete an advanced degree, compared to 33 percent of males.

Indicator 19. Dropouts

Table 19. Percentage of persons ages 16 to 24 years who were status dropouts, by sex and race/ethnicity: 1972 to 2003

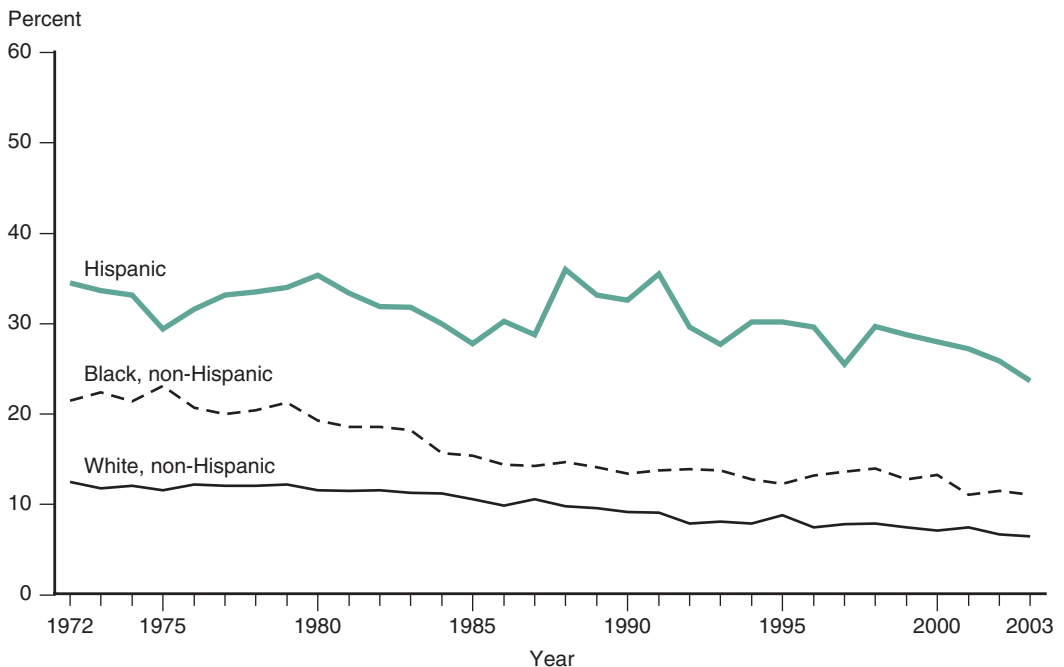
Year	All persons	Sex		Race/ethnicity		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	14.6	14.1	15.1	12.3	21.3	34.3
1973	14.1	13.7	14.5	11.6	22.2	33.5
1974	14.3	14.2	14.3	11.9	21.2	33.0
1975	13.9	13.3	14.5	11.4	22.9	29.2
1976	14.1	14.1	14.2	12.0	20.5	31.4
1977	14.1	14.5	13.8	11.9	19.8	33.0
1978	14.2	14.6	13.9	11.9	20.2	33.3
1979	14.6	15.0	14.2	12.0	21.1	33.8
1980	14.1	15.1	13.1	11.4	19.1	35.2
1981	13.9	15.1	12.8	11.3	18.4	33.2
1982	13.9	14.5	13.3	11.4	18.4	31.7
1983	13.7	14.9	12.5	11.1	18.0	31.6
1984	13.1	14.0	12.3	11.0	15.5	29.8
1985	12.6	13.4	11.8	10.4	15.2	27.6
1986	12.2	13.1	11.4	9.7	14.2	30.1
1987	12.6	13.2	12.1	10.4	14.1	28.6
1988	12.9	13.5	12.2	9.6	14.5	35.8
1989	12.6	13.6	11.7	9.4	13.9	33.0
1990	12.1	12.3	11.8	9.0	13.2	32.4
1991	12.5	13.0	11.9	8.9	13.6	35.3
1992 ¹	11.0	11.3	10.7	7.7	13.7	29.4
1993 ¹	11.0	11.2	10.9	7.9	13.6	27.5
1994 ¹	11.4	12.3	10.6	7.7	12.6	30.0
1995 ¹	12.0	12.2	11.7	8.6	12.1	30.0
1996 ¹	11.1	11.4	10.9	7.3	13.0	29.4
1997 ¹	11.0	11.9	10.1	7.6	13.4	25.3
1998 ¹	11.8	13.3	10.3	7.7	13.8	29.5
1999 ¹	11.2	11.9	10.5	7.3	12.6	28.6
2000 ¹	10.9	12.0	9.9	6.9	13.1	27.8
2001 ¹	10.7	12.2	9.3	7.3	10.9	27.0
2002 ¹	10.5	11.8	9.2	6.5	11.3	25.7
2003 ¹	9.9	11.3	8.4	6.3	10.9	23.5

¹Because of changes in data collection procedures, data may not be comparable with figures prior to 1992.

NOTE: 'Status' dropouts are 16- to 24-year-olds who are not enrolled in school and have not completed a high school program regardless of when they left school. People who have received GED credentials are counted as high school completers. All data are based on October counts. Data are based upon sample surveys of the civilian noninstitutionalized population.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004*, based on U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, unpublished data.

Figure 19. Percentage of persons ages 16 to 24 years who were status dropouts, by race/ethnicity: 1972 to 2003



NOTE: 'Status' dropouts are 16- to 24-year-olds who are not enrolled in school and have not completed a high school program regardless of when they left school. People who have received GED credentials are counted as high school completers. All data are based on October counts. Data are based upon sample surveys of the civilian noninstitutionalized population. Because of changes in data collection, data from 1992 onward may not be comparable with figures prior to 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004*, based on U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, unpublished data.

Between the years 1993 and 1998, the proportion of all 16- to 24-year-olds who were status dropouts fluctuated between 11 and 12 percent. There was a decrease in the proportion of all 16- to 24-year-olds who were status dropouts between 1998 (12 percent) and 2003 (10 percent). However, there continue to be large differences between racial/ethnic groups. In 2003, the proportion of 16- to 24-year-old Hispanic status dropouts (24 percent) was higher than either the proportion of Black or White status dropouts (11 and 6 percent, respectively). Also, Black 16- to 24-year-olds were more likely to become status dropouts than White 16- to 24-year-olds. In addition, a higher proportion of males than females were status dropouts (11 percent vs. 8 percent).

Indicator 20. School Completion

Table 20. Percentage of 25- to 29-year-olds who have completed high school and college, by race/ethnicity: Various years, 1950 to 2004

Year	Less than high school completion	Total, high school completion ¹	Highest level of education completed				
			High school completion only	High school completion and some college	Bachelor's or higher degree		
					Total	Bachelor's only	Higher than a bachelor's
All races²							
1950	47.2	52.8	—	—	—	—	—
1960	39.3	60.7	37.5	12.2	11.0	—	—
1970	24.6	75.4	44.1	14.9	16.4	—	—
1975	16.9	83.1	41.5	19.7	21.9	—	—
1980	14.6	85.4	40.7	22.2	22.5	—	—
1985	13.9	86.1	42.4	21.6	22.1	—	—
1990	14.3	85.7	41.2	21.3	24.6	—	—
1995	13.2	86.8	32.8	29.4	24.7	20.2	4.5
1998	11.9	88.1	30.3	30.5	27.3	22.1	5.2
2000	11.9	88.1	29.8	29.3	29.0	23.6	5.4
2001	12.3	87.7	29.3	29.8	28.6	23.2	5.4
2002	13.6	86.4	28.4	28.7	29.3	23.4	5.9
2003	13.5	86.5	29.1	29.0	28.4	22.8	5.7
2004	13.4	86.6	29.2	28.6	28.7	22.9	5.8
White, non-Hispanic							
1975	13.4	86.6	42.3	20.5	23.8	—	—
1980	10.8	89.2	41.2	23.0	25.0	—	—
1985	10.5	89.5	43.1	22.0	24.4	—	—
1990	9.9	90.1	41.9	21.9	26.3	—	—
1995	7.5	92.5	32.7	31.0	28.8	23.5	5.3
1998	6.4	93.6	29.4	31.8	32.4	26.4	6.0
2000	6.0	94.0	29.9	30.1	34.0	28.2	5.8
2001	6.7	93.3	28.5	31.8	33.0	26.9	6.1
2002	7.0	93.0	27.2	29.9	35.9	28.6	7.3
2003	6.3	93.7	28.1	31.3	34.2	27.6	6.6
2004	6.7	93.3	28.6	30.2	34.5	28.0	6.5
Black, non-Hispanic							
1975	28.9	71.1	43.6	17.1	10.4	—	—
1980	23.3	76.7	44.3	20.9	11.5	—	—
1985	19.5	80.5	46.2	22.8	11.5	—	—
1990	18.3	81.7	45.7	22.7	13.3	—	—
1995	13.3	86.7	41.7	29.7	15.4	13.6	1.8
1998	11.8	88.2	38.3	34.2	15.8	13.0	2.8
2000	13.2	86.8	34.1	34.9	17.9	14.2	3.7
2001	13.0	87.0	36.5	32.7	17.8	15.5	2.3
2002	12.5	87.5	34.2	35.3	18.0	15.6	2.4
2003	11.5	88.5	37.3	33.7	17.5	15.0	2.6
2004	11.3	88.7	36.8	34.8	17.1	14.1	3.0
Hispanic							
1975	46.9	53.1	31.2	13.0	8.8	—	—
1980	42.0	58.0	34.8	15.5	7.7	—	—
1985	39.1	60.9	34.0	15.9	11.0	—	—
1990	41.8	58.2	34.8	15.2	8.2	—	—
1995	42.9	57.1	28.4	19.9	8.9	7.3	1.6
1998	37.2	62.8	30.3	22.1	10.3	8.5	1.8
2000	37.2	62.8	30.0	23.1	9.7	7.6	2.1
2001	36.8	63.2	30.9	21.1	11.1	9.2	1.9
2002	37.6	62.4	31.4	22.0	8.9	7.5	1.4
2003	38.3	61.7	30.6	21.0	10.0	8.6	1.4
2004	37.6	62.4	30.1	21.4	10.9	9.2	1.6

— Not available.

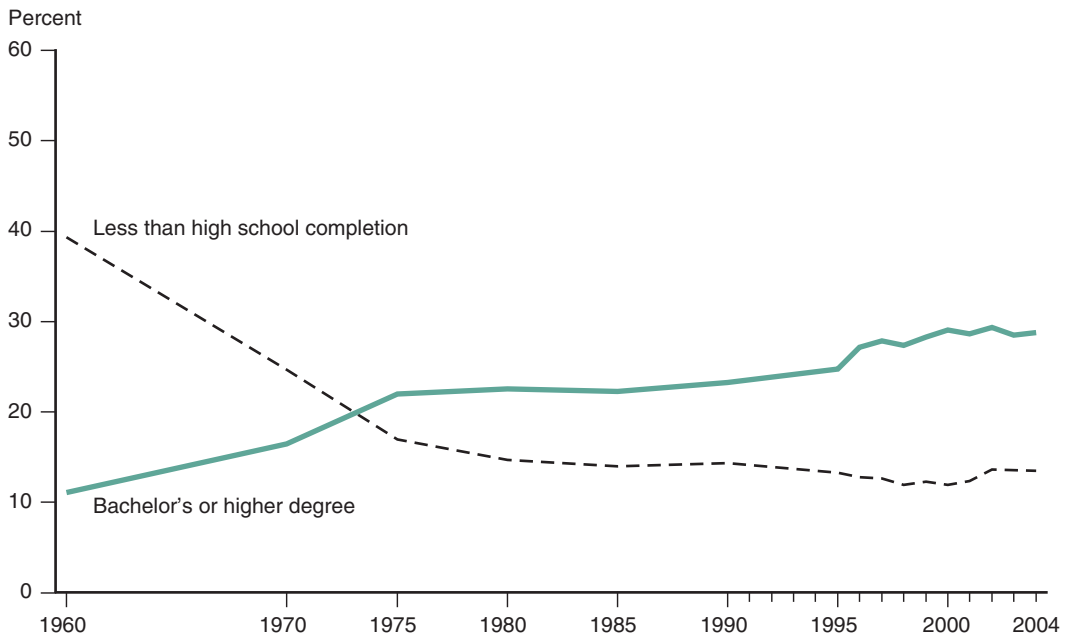
¹Includes individuals who have received GED credentials.

²Includes other race/ethnicity categories not separately shown.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004*, based on U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March, various years.

Figure 20. Percentage of 25- to 29-year-olds who have not completed high school and percentage who completed a bachelor's or higher degree: Various years, 1960 to 2004



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004*, based on U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March, various years.

Young adults have attained higher levels of education over the past several decades. The percentage of 25- to 29-year-olds who had completed a bachelor's or higher degree increased from 11 percent in 1960 to 22 percent in 1975. There was no significant change in the proportion of 25- to 29-year-olds who completed a bachelor's or higher degree between 1975 and 1985; however, completion rates rose again from 22 percent in 1985 to 29 percent in 2000, with no measurable difference since. Although overall college completion rates increased, there continue to be disparities among racial/ethnic groups. The proportion of Hispanics who completed higher education was smaller than the proportions for their Black and White peers. In 2004, 11 percent of Hispanic 25- to 29-year-olds had earned a bachelor's or higher degree compared to 17 percent of Black non-Hispanics and 34 percent of White non-Hispanics of the same age group.

Indicator **21. Mathematics and Educational Attainment**

Table 21. Percentage distribution of 1988 eighth-graders' educational attainment by 2000, by eighth-grade mathematics achievement and selected student characteristics: 2000

Student characteristic	Total	Highest educational attainment					
		Less than high school completion	Completed high school	Some college	Received certificate or license	Received associate's degree	Received bachelor's or higher
Low mathematics score¹							
Total	100.0	18.3	24.7	30.3	15.0	4.5	7.2
Sex							
Male	100.0	15.7	26.7	30.9	16.1	5.3	5.5
Female	100.0	21.0	22.7	29.8	13.9	3.6	8.9
Race/ethnicity							
White, non-Hispanic	100.0	20.5	29.7	24.3	12.1	4.4	9.1
Black, non-Hispanic	100.0	10.7	20.3	35.4	25.2	4.3	4.1
Hispanic	100.0	26.6	20.5	33.8	8.4	5.8	4.9
Socioeconomic status ²							
Low	100.0	29.9	25.4	26.7	11.2	3.9	2.9
Middle two quartiles	100.0	9.5	27.6	31.7	19.6	4.9	6.7
High	100.0	10.7	6.2	40.2	7.8	4.9	30.3
Middle mathematics score³							
Total	100.0	5.1	19.3	32.7	9.5	8.6	24.8
Sex							
Male	100.0	7.2	22.8	32.1	8.1	8.2	21.8
Female	100.0	3.2	16.0	33.2	10.9	9.0	27.7
Race/ethnicity							
White, non-Hispanic	100.0	5.1	19.9	31.0	8.5	9.1	26.4
Black, non-Hispanic	100.0	2.7	17.4	30.6	20.2	5.3	23.9
Hispanic	100.0	7.2	16.7	44.2	7.8	8.7	15.3
Socioeconomic status ²							
Low	100.0	12.4	32.0	28.8	12.4	6.4	8.0
Middle two quartiles	100.0	3.7	19.8	35.9	10.2	9.1	21.3
High	100.0	0.6	4.6	29.3	4.6	9.7	51.2
High mathematics score⁴							
Total	100.0	0.8	5.6	25.4	4.2	5.3	58.7
Sex							
Male	100.0	0.3	7.9	28.4	3.4	4.5	55.5
Female	100.0	1.5	3.2	22.2	4.9	6.2	62.0
Race/ethnicity							
White, non-Hispanic	100.0	0.8	5.6	25.0	4.4	5.8	58.4
Black, non-Hispanic	100.0	‡	‡	25.4	1.7	1.1	59.7
Hispanic	100.0	‡	6.2	37.5	4.8	4.5	46.6
Socioeconomic status ²							
Low	100.0	10.7	14.9	35.1	3.0	7.5	28.8
Middle two quartiles	100.0	0.3	9.2	30.9	5.7	7.4	46.6
High	100.0	#	1.0	18.8	2.9	3.1	74.1

‡ Reporting standards not met.

Rounds to zero.

¹Scores within the bottom 25 percent of the weighted distribution.

²Socioeconomic status was measured by a composite score on parental education and occupations, and family income.

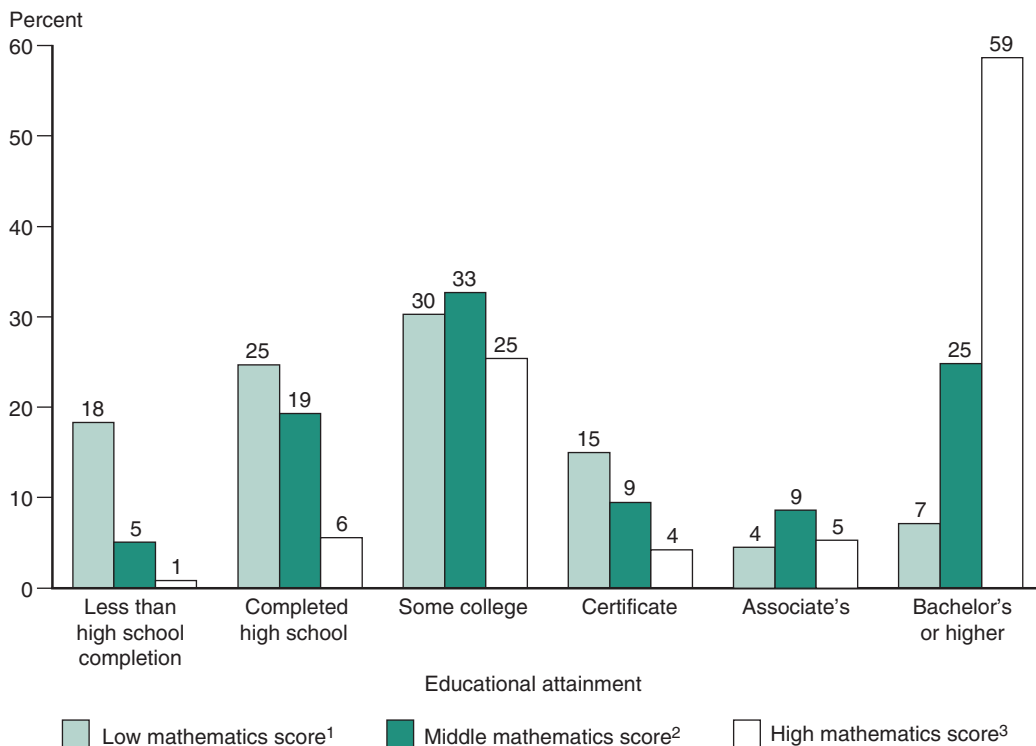
³Scores within the middle 2 quartiles of the weighted distribution.

⁴Scores within the top 25 percent of the weighted distribution.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," unpublished data.

Figure 21. Percentage distribution of 1988 eighth-graders' educational attainment by 2000, by eighth-grade mathematics achievement: 2000



¹Scores within the bottom 25 percent of the weighted distribution.

²Scores within the middle quartiles of the weighted distribution.

³Scores within the top 25 percent of the weighted distribution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," unpublished data.

Eighth-graders who had low scores in a 1988 mathematics assessment were less likely than higher-scoring students to have received a bachelor's or higher degree by 2000. By 2000, 7 percent of low-scoring students had completed a bachelor's degree or higher, compared to 25 percent of middle-scoring students and 59 percent of high-scoring students. Low-scoring students with high socioeconomic status were 10 times more likely to have received a bachelor's degree or higher than similar scoring students from low socioeconomic backgrounds (30 vs. 3 percent). Middle-scoring students with high socioeconomic status were 6 times more likely to have received a bachelor's degree or higher than similar scoring students from low socioeconomic status backgrounds (51 vs. 8 percent). High-scoring students from high socioeconomic backgrounds were more than 2 times as likely to have attained a bachelor's or higher degree compared to high-scoring students from low socioeconomic backgrounds (74 vs. 29 percent).

Indicator **22. College Enrollment**

Table 22. Enrollment of 18- to 24-year-olds in degree-granting institutions as a percentage of all 18- to 24-year-olds, by sex and race/ethnicity: Various years, 1970 to 2003

Year	Total enrollment, in thousands	Enrollment rates as a percentage of all 18- to 24-year-olds					
		Total	Sex		Race/ethnicity		
			Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
1970 ¹	5,804	25.7	32.1	20.3	27.1	15.5	—
1975	6,936	26.3	29.0	23.7	27.4	20.4	20.4
1980	7,227	25.7	26.4	25.0	27.3	19.4	16.1
1981	7,574	26.1	27.1	25.2	27.7	19.9	16.6
1982	7,677	26.6	27.2	26.0	28.1	19.9	16.8
1983	7,477	26.2	27.3	25.1	27.9	19.2	17.3
1984	7,592	27.1	28.6	25.6	28.9	20.3	17.9
1985	7,538	27.8	28.4	27.2	30.0	19.6	16.9
1986	7,397	27.9	28.2	27.6	29.7	21.9	17.6
1987	7,694	29.6	30.6	28.7	31.9	22.8	17.5
1988	7,791	30.3	30.2	30.4	33.2	21.2	17.0
1989	7,803	30.9	30.2	31.6	34.2	23.4	16.1
1990	7,964	32.0	32.3	31.8	35.1	25.4	15.8
1991	8,171	33.3	32.8	33.6	36.8	23.5	17.9
1992	8,342	34.4	32.7	36.0	37.3	25.2	21.3
1993	8,193	34.0	33.6	34.4	36.8	24.5	21.7
1994	8,729	34.6	33.1	36.0	38.1	27.7	18.8
1995	8,539	34.3	33.1	35.5	37.9	27.5	20.7
1996	8,768	35.5	34.1	37.0	39.5	27.4	20.1
1997	9,199	36.8	35.0	38.7	40.6	29.8	22.4
1998	9,322	36.5	34.5	38.6	40.6	29.8	20.4
1999	9,259	35.6	34.1	37.0	39.4	30.4	18.7
2000	9,452	35.5	32.6	38.4	38.7	30.5	21.7
2001	9,845	36.3	33.6	39.0	39.5	31.4	21.7
2002	10,033	36.7	33.7	39.7	40.9	31.9	19.9
2003	10,364	37.8	34.3	41.3	41.6	32.3	23.5

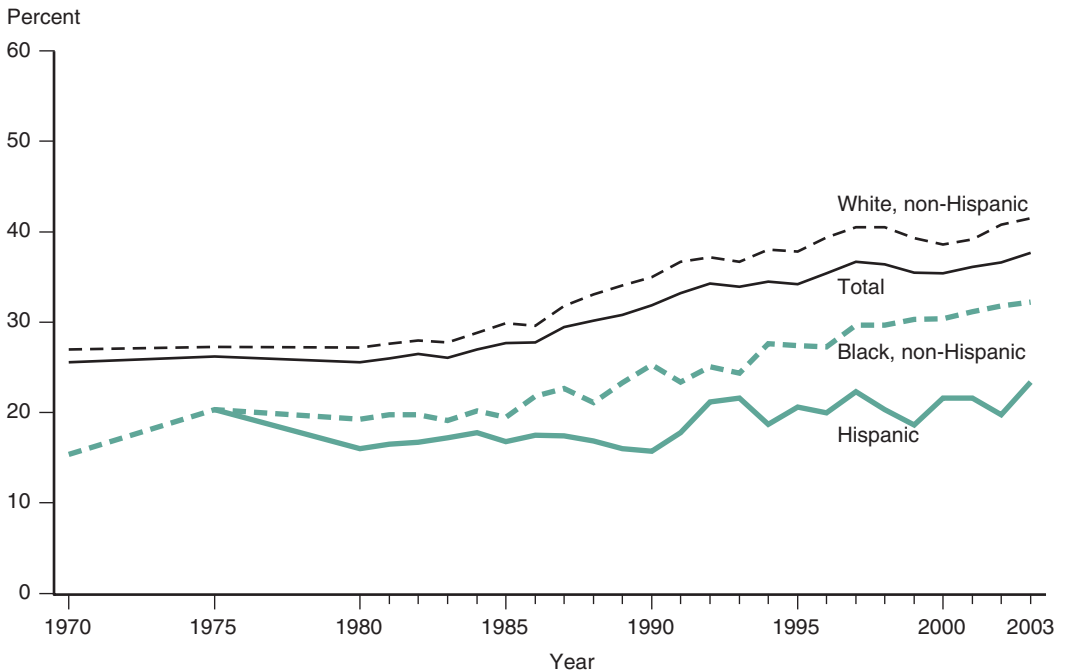
— Not available.

¹Data for White and Black enrollment include persons of Hispanic origin.

NOTE: Data are based upon sample surveys of the civilian noninstitutional population. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished tabulations.

Figure 22. Enrollment of 18- to 24-year-olds in degree-granting institutions as a percentage of all 18- to 24-year-olds, by race/ethnicity: Various years, 1970 to 2003



NOTE: Data in 1970 for White and Black enrollment include persons of Hispanic origin. Data are based upon sample surveys of the civilian noninstitutional population. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished data.

Total college enrollment rates of 18- to 24-year-olds have risen over the past 3 decades. This increase in enrollment is partly because of the increase in the enrollment rates of 18- to 24-year-olds during the 1980s (from 26 percent in 1980 to 32 percent in 1990), as well as the enrollment rate increase during the 1990s through 2003 (38 percent). The enrollment rate for females increased from 20 percent in 1970 to 41 percent in 2003. The enrollment rates for males decreased between 1970 and 1980 (32 percent and 26 percent) and then increased to 34 percent in 2003. In 2003, 42 percent of White, 32 percent of Black, and 23 percent of Hispanic 18-to 24-year-olds were enrolled in college.

Indicator **23. International Higher Education Enrollment**

Table 23. Enrollment of 18- to 29-year-olds in higher education as a percentage of all 18- to 29-year-olds, by country: 1994, 1999, and 2001

Country	1994	1999		2001			
	Total	Total	18 to 24 years old	25 to 29 years old	Total	18 to 24 years old	25 to 29 years old
Canada	24	17	24	7	19	27	8
France	18	19	30	5	20	31	5
Germany ¹	13	14	15	12	14	15	12
Italy ¹	—	16	23	9	16	23	9
United Kingdom ²	12	15	22	6	15	22	6
United States	24	25	36	11	27	36	12

— Not available.

¹Data on doctoral students are missing for 1999 and 2001.

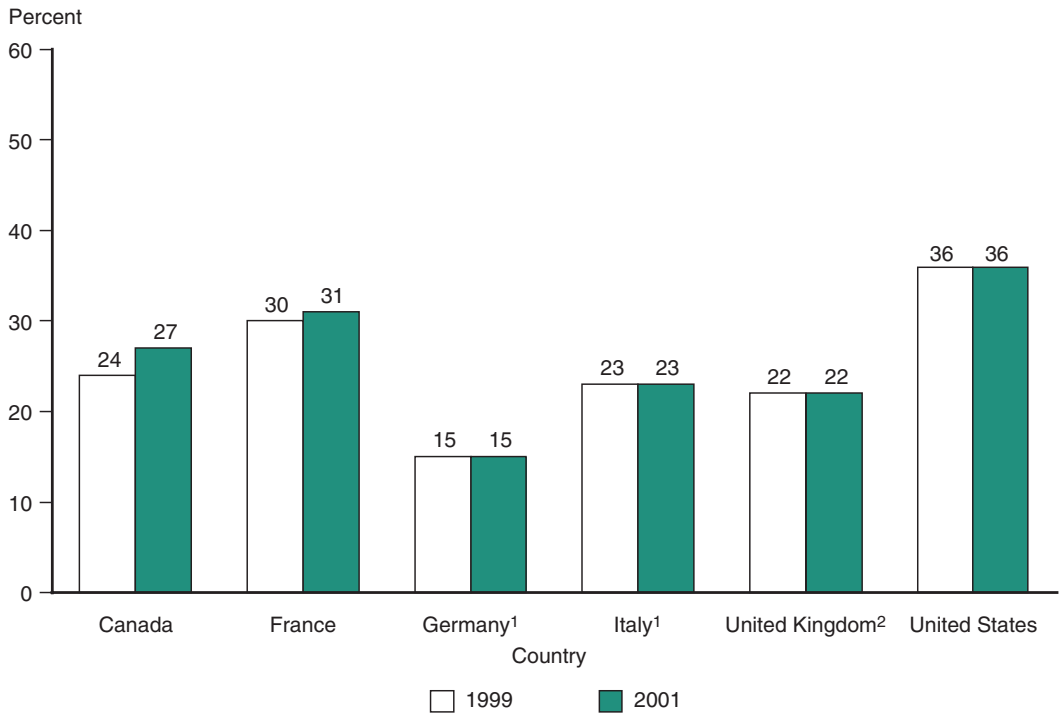
²The United Kingdom includes England, Northern Ireland, Scotland, and Wales.

NOTE: These countries were selected for comparison because they are relatively similar to the United States in their economic development and because they are among the Group of Seven (G-7) countries. Higher education refers to International Standard Classification of Education (ISCED) level 5A (academic higher education—first stage), 5B (technical and vocational higher education), and 6 (academic higher education—second stage/doctoral studies).

SOURCE: Organization for Economic Cooperation and Development (OECD), Education Database, 2001, unpublished data, and U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished tabulations.

Indicator **23. International Higher Education Enrollment**

Figure 23. Enrollment of 18- to 24-year-olds in higher education as a percentage of all 18- to 24-year-olds, by country: 1999 and 2001



¹Data on doctoral students are missing for 1999 and 2001.

²The United Kingdom includes England, Northern Ireland, Scotland, and Wales.

NOTE: These countries were selected for comparison because they are relatively similar to the United States in their economic development and because they are among the Group of Seven (G-7) countries. Higher education refers to International Standard Classification of Education (ISCED) level 5A (academic higher education—first stage), 5B (technical and vocational higher education), and 6 (academic higher education—second stage/doctoral studies).

SOURCE: Organization for Economic Cooperation and Development (OECD), Education Database, 2001, unpublished data, and U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished tabulations.

In 2001, the United States had an enrollment rate of 27 percent in higher education for adults ages 18 to 29, including full- and part-time students, higher than the enrollment rates of the 5 other countries presented. Enrollment rates for 18- to 24-year-olds in 2001 were higher than or similar to those in 1999 for each of the countries. The enrollment rate for Canada increased by 3 percentage points, the rate for France increased by 1 percentage point, and the rates for Germany, Italy, the United Kingdom, and the United States did not change.

Indicator **24. College Costs**

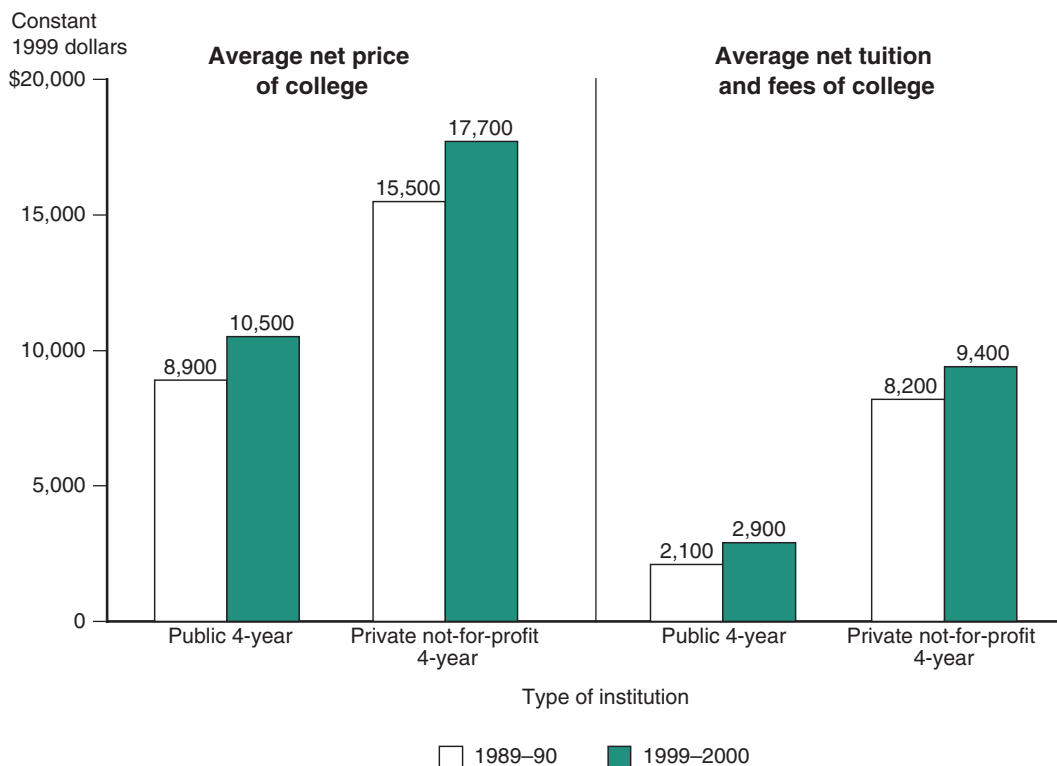
Table 24. Average net college price and average net tuition and fees (in 1999 constant dollars) for dependent full-time, full-year undergraduates, by type of institution and family income: 1989–90 and 1999–2000

College type and family income quartile	Average net price		Average net tuition and fees	
	1989–90	1999–2000	1989–90	1999–2000
Public 4-year				
Total	\$8,900	\$10,500	\$2,100	\$2,900
Lowest quartile	7,000	7,800	1,000	1,300
Lower middle quartile	8,600	10,200	2,000	2,600
Upper middle quartile	9,300	11,500	2,400	3,500
Highest quartile	10,100	12,200	2,800	4,100
Private not-for-profit 4-year				
Total	\$15,500	\$17,700	\$8,200	\$9,400
Lowest quartile	10,800	12,000	4,200	4,700
Lower middle quartile	13,500	16,000	6,500	7,800
Upper middle quartile	15,300	17,700	8,000	9,300
Highest quartile	20,000	22,400	12,200	13,600

NOTE: Net price is equal to tuition and fees, plus estimated cost of living expenses, minus all grants received. Net tuition and fees is equal to tuition and fees minus total grants received. Dependent refers to being financially dependent. Generally, all undergraduates under the age of 24 are considered dependents; for these students, the parents' income and assets are the major considerations in determining the need for financial aid. For public 4-year institutions, 78.2 percent of full-time, full-year students enrolled were classified as dependents in 1989–90, and 78.4 percent were so classified in 1999–2000. For private 4-year institutions, 83.6 percent of full-time, full-year students enrolled were classified as dependents in 1989–90, and 82.2 in 1999–2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2004*, based on National Postsecondary Student Aid Study (NPSAS), 1989–90 and 1999–2000; Wei, C.C., Li, X., and Berkner, L. (2004). *A Decade of Undergraduate Student Aid: 1989–90 to 1999–2000*, tables A-1.1, A-2.1, A-3.1, and A-4.1.

Figure 24. Average net college price and average net tuition and fees (in 1999 constant dollars) for dependent full-time, full-year undergraduates, by type of institution: 1989–90 and 1999–2000



NOTE: Net price is equal to tuition and fees, plus estimated cost of living expenses, minus all grants received. Net tuition and fees is equal to tuition and fees minus total grants received. Dependent refers to being financially dependent. Generally, all undergraduates under the age of 24 are considered dependents; for these students, the parents' income and assets are the major considerations in determining the need for financial aid. For public 4-year institutions, 78.2 percent of full-time, full-year students enrolled were classified as dependents in 1989–90; and 78.4 percent were so classified in 1999–2000. For private 4-year institutions, 83.6 percent of full-time, full-year students enrolled were classified as dependents in 1989–90, and 82.2 in 1999–2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2004*, based on National Postsecondary Student Aid Study (NPSAS), 1989–90 and 1999–2000; Wei, C.C., Li, X., and Berkner, L. (2004). *A Decade of Undergraduate Student Aid: 1989–90 to 1999–2000*, tables A-1.1, A-2.1, A-3.1, and A-4.1.

Between 1990 and 2000, the average net price (after grants are taken into account, and adjusting for inflation) of attending college for full-time, full-year dependent undergraduates increased at 4-year institutions. The average net price for both public and private not-for-profit 4-year institutions increased for all income groups. Similarly, the average net tuition and fees were greater in 2000 than in 1990 for students in each income group (except for the lowest family income quartile attending private not-for-profit institutions) at 4-year public and 4-year private not-for-profit institutions. The increase in net price between 1990 and 2000 indicates that the increases in grant aid were not enough to offset the cost increases during this decade.

Indicator 25. Degrees Conferred

Table 25. Number of degrees conferred and percentage of degrees awarded to females by degree-granting institutions, by level of degree: Various years, 1959–60 to 2001–02

Year	Associate degrees		Bachelor's degrees		Master's degrees		First-professional degrees ¹		Doctoral degrees ²	
	Percent to		Percent to		Percent to		Percent to		Percent to	
	Total	females	Total	females	Total	females	Total	females	Total	females
1959–60	—	—	392,440 ³	35.3 ³	74,435	31.6	(3)	(3)	9,829	10.5
1964–65	—	—	493,757	42.9	121,167	32.9	28,290	3.6	16,467	10.8
1969–70	206,023	43.0	792,316	43.1	208,291	39.7	34,918	5.3	29,866	13.3
1974–75	360,171	47.0	922,933	45.3	292,450	44.8	55,916	12.4	34,083	21.3
1979–80	400,910	54.2	929,417	49.0	298,081	49.4	70,131	24.8	32,615	29.7
1980–81	416,377	54.7	935,140	49.8	295,739	50.3	71,956	26.6	32,958	31.1
1981–82	434,526	54.7	952,998	50.3	295,546	50.8	72,032	27.5	32,707	32.1
1982–83	449,620	54.6	969,510	50.6	289,921	50.1	73,054	29.8	32,775	33.2
1983–84	452,240	55.2	974,309	50.5	284,263	49.5	74,468	31.0	33,209	33.6
1984–85	454,712	55.4	979,477	50.7	286,251	49.9	75,063	32.8	32,943	34.1
1985–86	446,047	56.0	987,823	50.8	288,567	50.3	73,910	33.4	33,653	35.2
1986–87	436,304	56.3	991,264	51.5	289,349	51.2	71,617	35.0	34,041	35.2
1987–88	435,085	56.3	994,829	52.0	299,317	51.5	70,735	35.7	34,870	35.1
1988–89	436,764	57.3	1,018,755	52.6	310,621	51.9	70,856	36.4	35,720	36.6
1989–90	455,102	58.0	1,051,344	53.2	324,301	52.6	70,988	38.1	38,371	36.4
1990–91	481,720	58.8	1,094,538	53.9	337,168	53.6	71,948	39.1	39,294	37.0
1991–92	504,231	58.9	1,136,553	54.2	352,838	54.1	74,146	39.2	40,659	37.1
1992–93	514,756	58.8	1,165,178	54.3	369,585	54.2	75,387	40.1	42,132	38.1
1993–94	530,632	59.4	1,169,275	54.5	387,070	54.5	75,418	40.7	43,185	38.5
1994–95	539,691	59.5	1,160,134	54.6	397,629	55.1	75,800	40.8	44,446	39.4
1995–96	555,216	60.5	1,164,792	55.1	406,301	55.9	76,734	41.7	44,652	39.9
1996–97	571,226	60.8	1,172,879	55.6	419,401	56.9	78,730	42.1	45,876	40.8
1997–98	558,555	61.0	1,184,406	56.1	430,164	57.1	78,598	42.9	46,010	42.0
1998–99	559,954	61.0	1,200,303	56.8	439,986	57.7	78,439	43.5	44,077	42.9
1999–2000	564,933	60.2	1,237,875	57.2	457,056	58.0	80,057	44.7	44,808	44.1
2000–01	578,865	60.0	1,244,171	57.3	468,476	58.5	79,707	46.2	44,904	44.9
2001–02	595,133	60.0	1,291,900	57.4	482,118	58.7	80,698	47.3	44,160	46.3

— Not available.

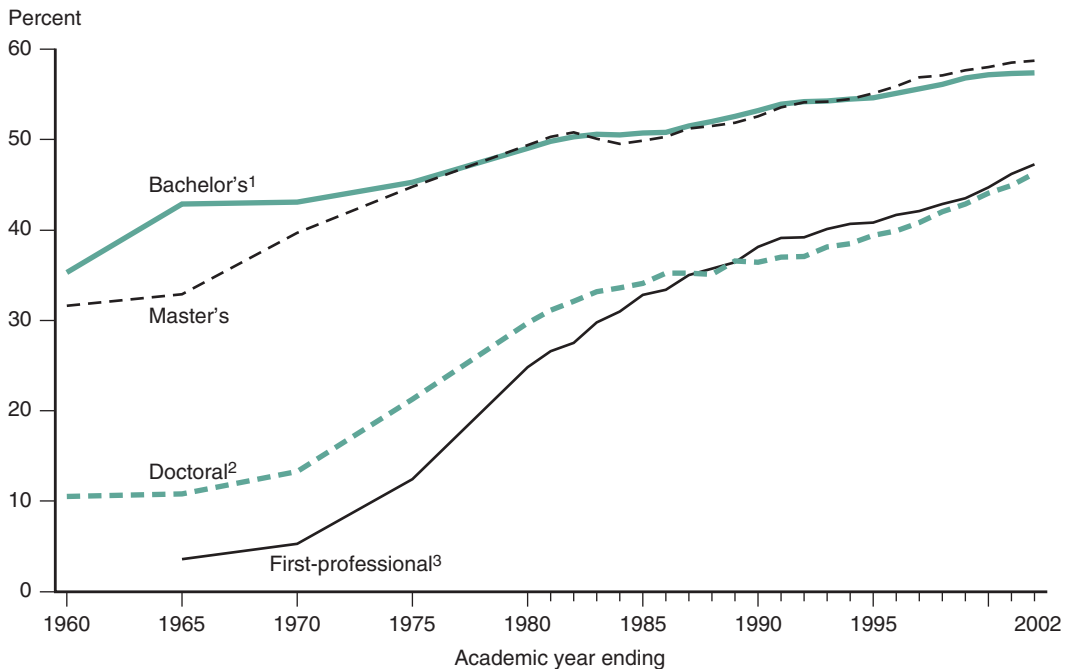
¹First-professional degrees are degrees which require at least 6 years of college work for completion (including at least 2 years of preprofessional training), such as M.D., D.D.S., and law degrees.

²Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

³Data for first-professional degrees are included with the bachelor's degrees.

NOTE: Data for 1959–60 to 1994–95 are for institutions of higher education. Data from 1995–96 to 2001–02 are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2003*, based on Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1959–60 through 1985–86; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, 1986–87 through 1998–99, and Fall 2000 through Fall 2002 surveys.

Figure 25. Percentage of bachelor's, master's, first-professional, and doctoral degrees awarded to females: Various years, 1959–60 to 2001–02

¹For the year 1959–60, data for bachelor's degrees includes first-professional degrees.

²Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

³First-professional degrees are degrees which require at least 6 years of college work for completion (including at least 2 years of preprofessional training), such as M.D., D.D.S., and law degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2003*, based on Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1959–60 through 1985–86; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, 1986–87 through 1998–99, and Fall 2000 through Fall 2002 surveys.

The percentage of college degrees awarded to females has been increasing for many decades. In 1959–60, females received 35 percent of all bachelor's (and first-professional) degrees and 32 percent of all master's degrees. By 2001–02, about 57 percent of bachelor's and 59 percent of master's degrees were awarded to females. During that same time, the percentage of doctoral degrees awarded to females increased from 10 percent in 1959–60 to 46 percent in 2001–02. In addition, the percentage of first-professional degrees awarded to females climbed from 4 percent in 1964–65 to 47 percent in 2001–02.



EMPLOYMENT-RELATED CHARACTERISTICS

Indicator 26. Employment of 16- and 17-Year-Old Students

Table 26. Percentage of 16- and 17-year-old students who are employed, by sex, race, and full-time/part-time status: Various years, 1970 to 2001

Year	Males			Females		
	Total	White ¹	Black ¹	Total	White ¹	Black ¹
Percent employed²						
1970	32.5	34.9	15.5	28.1	30.3	13.9
1975	34.4	38.2	10.6	31.5	34.7	12.4
1980	35.3	39.3	14.6	34.1	38.5	10.5
1985	30.2	34.0	13.4	31.4	35.6	11.8
1990	31.6	35.5	15.1	31.3	35.1	16.6
1995	31.9	36.8	14.7	34.1	38.3	17.6
1997	33.2	36.7	19.9	32.0	36.5	18.4
1998	32.6	36.2	18.9	34.8	39.2	19.9
1999	34.9	39.0	17.3	34.6	38.2	21.2
2000	32.2	34.9	20.4	34.3	37.9	22.3
2001	28.4	32.2	14.2	33.4	37.4	17.1
Percent employed full time²						
1970	2.1	2.3	1.0	1.0	1.1	1.6
1975	2.8	3.1	1.0	1.6	1.7	1.4
1980	2.0	2.1	1.7	0.8	0.8	0.6
1985	1.3	1.5	0.4	0.9	1.1	0.2
1990	2.1	2.3	#	1.1	1.3	0.4
1995	1.6	2.0	0.3	1.0	0.9	1.3
1997	1.6	1.4	2.7	1.2	1.4	0.8
1998	1.1	1.2	0.6	1.3	1.3	1.9
1999	1.3	1.3	‡	0.8	0.9	0.4
2000	0.8	0.9	0.5	1.7	1.9	1.1
2001	0.7	0.7	0.7	1.1	1.3	‡
Percent employed part time²						
1970	27.1	29.1	12.6	26.5	28.6	11.8
1975	27.4	30.3	8.4	29.1	32.3	9.8
1980	29.7	33.0	12.1	32.8	37.0	9.9
1985	27.2	30.5	12.8	30.2	34.1	11.6
1990	29.5	33.2	15.0	30.1	33.8	16.3
1995	30.2	34.8	14.3	33.1	37.4	16.2
1997	31.6	35.3	17.2	30.8	35.2	17.5
1998	31.5	35.0	18.3	33.5	38.0	17.8
1999	33.6	37.7	17.3	33.7	37.3	20.8
2000	31.4	34.0	19.8	32.6	36.0	21.2
2001	27.7	31.5	13.6	32.3	36.1	17.1

Rounds to zero.

‡ Reporting standards not met.

¹Includes Hispanics.

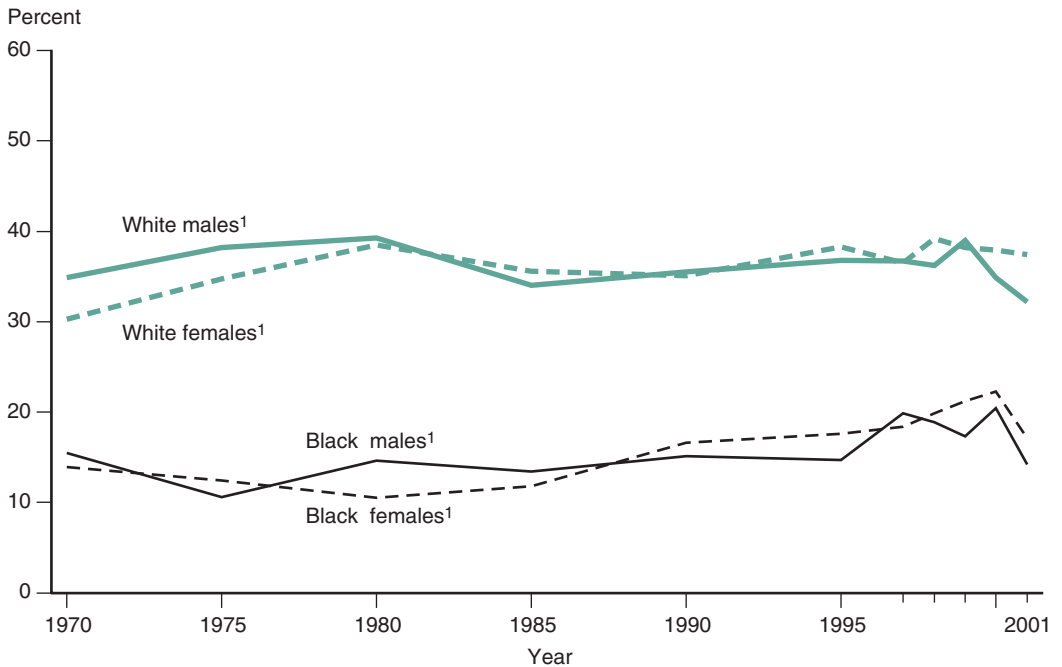
²"Percent employed full time" and "Percent employed part time" exclude agricultural employment through 1985, but figures for "Percent employed" include agricultural employment through 1985.

NOTE: Part-time workers are persons who work less than 35 hours per week. Totals include races not separately shown.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Special Labor Force Reports*, nos. 16 and 68; and unpublished data, 1997 through 2001.

Indicator **26. Employment of 16- and 17-Year-Old Students**

Figure 26. Percentage of 16- and 17-year-old students who are employed, by sex and race: Various years, 1970 to 2001



¹Includes Hispanics.

NOTE: Includes those employed full time and part time. Part-time workers are persons who work less than 35 hours per week.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Special Labor Force Reports*, nos. 16 and 68; and unpublished data, 1997 through 2001.

Although the employment rate for male 16- and 17-year-old students was lower in 2001 than in 1970 (28 vs. 32 percent), the employment rate showed no consistent pattern of change during that time period. The employment rate of female 16- and 17-year-old students increased from 28 percent in 1970 to 34 percent in 1980, with no detectable change since. Differences exist in the employment rates between Black and White 16- and 17-year-old students. In 2001, the employment rate for White male students was 18 percentage points higher than that of their Black classmates (32 vs. 14 percent), and the employment rate for White female students was 20 percentage points higher than that for Black female students (37 vs. 17 percent).

Indicator 27. Employment of Young Adults

Table 27. Labor force participation and unemployment rates of persons 16 years old and over, by sex and age group: Various years, 1960 to 2003

Year	Males				Females			
	16 years old and over	16 to 19 years old	20 to 24 years old	25 to 34 years old	16 years old and over	16 to 19 years old	20 to 24 years old	25 to 34 years old
Civilian labor force¹ (in thousands)								
1960	46,388	2,787	4,123	10,251	23,240	2,054	2,579	4,131
1970	51,228	4,008	5,717	11,327	31,543	3,241	4,880	5,708
1975	56,299	4,805	7,565	14,192	37,475	4,065	6,185	8,673
1980	61,453	4,999	8,607	16,971	45,487	4,381	7,315	12,257
1985	64,411	4,134	8,283	18,808	51,050	3,767	7,434	14,742
1990	69,011	4,094	7,866	19,872	56,829	3,698	6,834	16,058
1995	71,360	4,036	7,338	18,670	60,944	3,729	6,349	15,528
1996	72,087	4,043	7,104	18,430	61,857	3,763	6,273	15,403
1997	73,261	4,095	7,184	18,110	63,036	3,837	6,348	15,271
1998	73,959	4,244	7,221	17,796	63,714	4,012	6,418	15,017
1999	74,512	4,318	7,291	17,318	64,855	4,015	6,643	14,826
2000	76,280	4,269	7,521	17,844	66,303	4,002	6,730	14,912
2001	76,886	4,070	7,640	17,671	66,848	3,832	6,917	14,690
2002	77,500	3,870	7,769	17,596	67,363	3,715	7,012	14,600
2003	78,238	3,614	7,906	17,767	68,272	3,556	7,021	14,576
Percent in labor force²								
1960	83.3	56.1	88.1	97.5	37.7	39.3	46.1	36.0
1970	79.7	56.1	83.3	96.4	43.3	44.0	57.7	45.0
1975	77.9	59.1	84.5	95.2	46.3	49.1	64.1	54.9
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
1996	74.9	53.2	82.5	93.2	59.3	51.3	71.3	75.2
1997	75.0	52.3	82.5	93.0	59.8	51.0	72.7	76.0
1998	74.9	53.3	82.0	93.2	59.8	52.3	73.0	76.3
1999	74.7	52.9	81.9	93.3	60.0	51.0	73.2	76.4
2000	74.8	52.8	82.6	93.4	59.9	51.2	73.1	76.1
2001	74.4	50.2	81.6	92.7	59.8	49.0	72.7	75.5
2002	74.1	47.5	80.7	92.4	59.6	47.3	72.1	75.1
2003	73.5	44.3	80.0	91.8	59.5	44.8	70.8	74.1
Percent unemployed³								
1960	5.4	15.3	8.9	4.8	5.9	13.9	8.3	6.3
1970	4.4	15.0	8.4	3.5	5.9	15.6	7.9	5.7
1975	7.9	20.1	14.3	6.9	9.3	19.7	12.7	9.1
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
1996	5.4	18.1	9.5	4.9	5.4	15.2	9.0	5.5
1997	4.9	16.9	8.9	4.3	5.0	15.0	8.1	5.2
1998	4.4	16.2	8.1	3.9	4.6	12.9	7.8	4.8
1999	4.1	14.7	7.7	3.6	4.3	13.2	7.2	4.4
2000	3.9	14.0	7.3	3.4	4.1	12.1	7.1	4.1
2001	4.8	16.0	9.0	4.3	4.7	13.4	7.5	5.1
2002	5.9	18.1	10.2	5.8	5.6	14.9	9.1	5.9
2003	6.3	19.3	10.6	6.2	5.7	15.6	9.3	5.9

¹The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military.

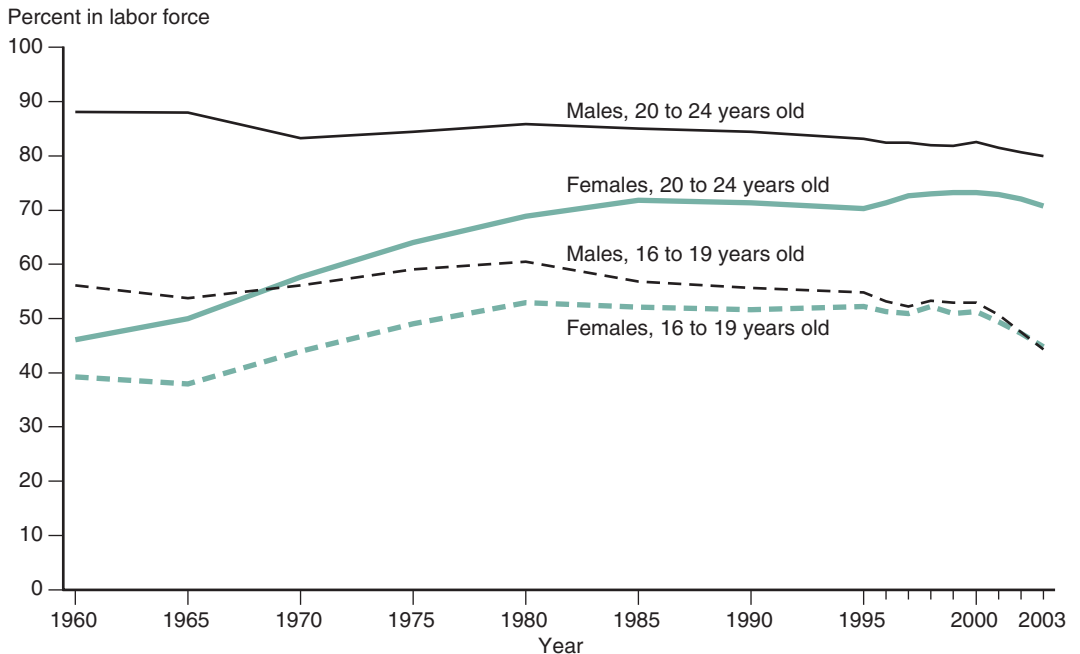
²The labor force participation rate is the percentage of civilians either employed or seeking employment.

³The unemployment rate is the proportion of those in the labor force who are not working but 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, 1960 through 2003, unpublished data.

Figure 27. Labor force participation rate of young adults, by sex and age group: Various years, 1960 to 2003



NOTE: The labor force participation rate is the percentage of civilians either employed or seeking employment.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, 1960 through 2003, unpublished data.

Young females' (ages 20 to 24) participation in the labor force increased during the 1960s, 1970s and early 1980s, but has shown no significant change since 1985. In 1960, 46 percent of females ages 20 to 24 were in the labor force. By 1985, the percentage had risen to 72 percent, and it remained around 72 percent through 2003. In general, a higher percentage of male 20- to 24-year-olds have participated in the labor force than females; however, the gap is narrowing. In 1960, 88 percent of male 20- to 24-year-olds were in the labor force compared to the previously noted 46 percent of females, a difference of 42 percentage points. By 1990, the difference was 13 percentage points, with 84 percent of young males and 71 percent of young females in the labor force. In 2003, only 9 percentage points separated the percentages of males (80 percent) and females (71 percent) participating in the labor force.

Indicator 28. Unemployment of Young Adults

Table 28. Unemployment rates of 16- to 24-year-olds, by race/ethnicity, age group, and sex: Various years, 1960 to 2003

Year	All races ¹		White ²		Black ²		Hispanic ³	
	16 to 19 years old	20 to 24 years old	16 to 19 years old	20 to 24 years old	16 to 19 years old	20 to 24 years old	16 to 19 years old	20 to 24 years old
Males								
1960	15.3	8.9	14.0	8.3	24.0 ⁴	13.1 ⁴	—	—
1965	14.1	6.3	12.9	5.9	23.3 ⁴	9.3 ⁴	—	—
1970	15.0	8.4	13.7	7.8	25.0 ⁴	12.6 ⁴	—	—
1975	20.1	14.3	18.3	13.1	38.1	24.7	27.6	16.3
1980	18.3	12.5	16.2	11.1	37.5	23.7	21.9	12.2
1985	19.5	11.4	16.5	9.7	41.0	23.5	24.7	12.9
1990	16.3	9.1	14.3	7.6	31.9	20.1	19.5	8.4
1995	18.4	9.2	15.6	7.9	37.1	17.6	25.3	10.6
1996	18.1	9.5	15.5	8.1	36.9	19.2	22.5	10.3
1997	16.9	8.9	14.3	7.3	36.5	19.8	20.8	9.8
1998	16.2	8.1	14.1	6.7	30.1	18.0	20.6	8.9
1999	14.7	7.7	12.6	6.5	30.9	16.2	17.8	7.8
2000	14.0	7.3	12.3	5.9	26.2	16.6	15.7	6.6
2001	16.0	9.0	13.9	7.8	30.4	17.6	17.1	8.1
2002	18.1	10.2	15.9	8.7	31.3	20.0	20.2	9.3
2003	19.3	10.6	17.1	9.1	36.0	20.9	21.9	9.6
Females								
1960	13.9	8.3	12.7	7.2	24.8 ⁴	15.3 ⁴	—	—
1965	15.7	7.3	14.0	6.3	31.7 ⁴	13.7 ⁴	—	—
1970	15.6	7.9	13.4	6.9	34.5 ⁴	15.0 ⁴	—	—
1975	19.7	12.7	17.4	11.2	41.0	24.3	27.9	17.2
1980	17.2	10.4	14.8	8.5	39.8	23.5	23.4	12.0
1985	17.6	10.7	14.8	8.5	39.2	25.6	23.8	12.1
1990	14.7	8.5	12.6	6.8	29.9	19.6	19.4	10.4
1995	16.1	9.0	13.4	7.4	34.3	17.8	22.6	13.0
1996	15.2	9.0	12.9	7.4	30.3	18.4	25.1	14.1
1997	15.0	8.1	12.8	6.4	28.7	17.1	22.7	11.0
1998	12.9	7.8	10.9	6.3	25.3	15.7	22.1	10.1
1999	13.2	7.2	11.3	6.1	25.1	13.4	19.8	9.1
2000	12.1	7.1	10.4	5.8	22.8	13.6	18.0	9.0
2001	13.4	7.5	11.4	6.1	27.5	15.3	18.5	8.2
2002	14.9	9.1	13.1	7.4	28.3	18.3	19.9	10.8
2003	15.6	9.3	13.3	7.6	30.3	18.8	17.7	11.3

— Not available.

¹Includes other race/ethnicity categories not separately shown.

²Includes Hispanics.

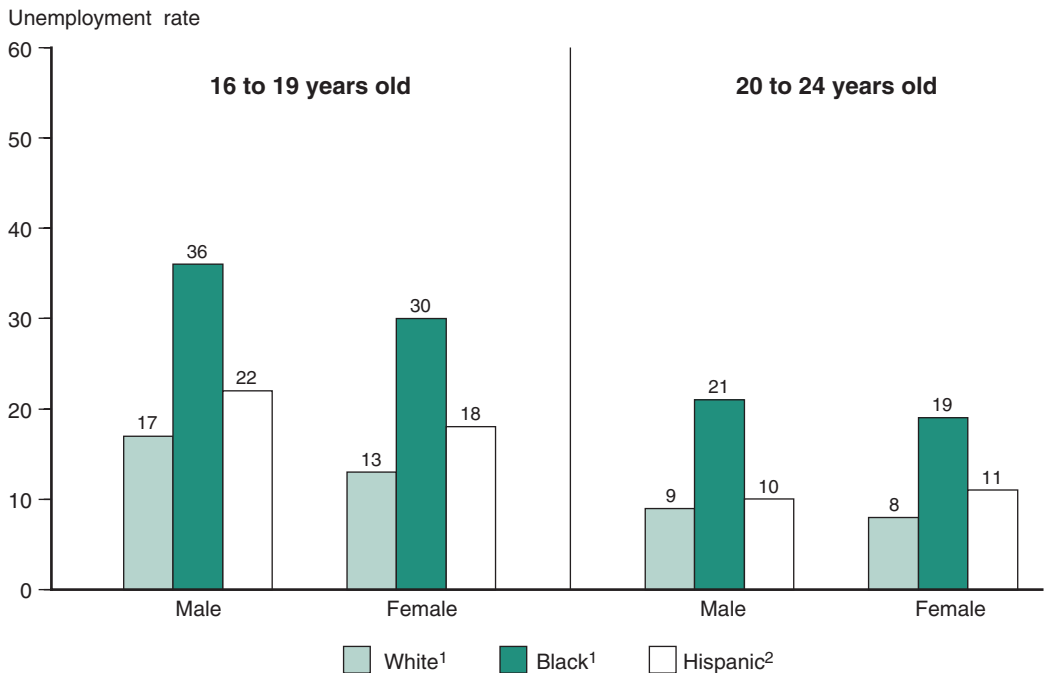
³Hispanics may be of any race.

⁴Includes Black and other races.

NOTE: The unemployment rate is the proportion of those in the labor force who are not working but are seeking employment. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Labor Force Statistics derived from the Current Population Survey, various years, unpublished data.

Figure 28. Unemployment rates of 16- to 24-year-olds, by sex, race/ethnicity, and age group: 2003



¹Includes Hispanics.

²Hispanics may be of any race.

NOTE: The unemployment rate is the proportion of those in the labor force who are not working but are seeking employment. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, unpublished data.

In 2003, the unemployment rate for 16- to 19-year-olds was higher than the rate for 20- to 24-year-olds, a pattern that has persisted since 1960. Unemployment rates increased between the years 2000 and 2003 in each gender and race/ethnicity category except for Hispanic females ages 16 to 19. In 2003, the unemployment rate for males ages 16 to 19 was 17 percent for Whites, lower than the rate for Hispanics (22 percent), which was lower than the rate for Blacks (36 percent). A similar relationship was detected for females in this age group: the unemployment rate for Whites was 13 percent, compared to 18 percent for Hispanics and 30 percent for Blacks. Differences in the unemployment rates were also found for young adults ages 20 to 24. In this age group, White and Hispanic males had a lower unemployment rate than Black males (9 percent and 10 percent, respectively, vs. 21 percent); the unemployment rate for White females was lower (8 percent) than the rate for Hispanic females (11 percent), which was lower than the unemployment rate for Black females (19 percent).

Indicator 29. Employment of High School Completers

Table 29. Employment status of high school completers in year of completion, by college enrollment status: Various years, October 1965 to October 2003

College enrollment status and year of high school completion	High school completers		High school completers in the civilian labor force ¹			
	Number (in thousands)	Percent of total ²	Number (in thousands)	Labor force participation rate ³	Percent employed	Unemployment rate ⁴
Not enrolled in college						
1965	1,305	49	1,071	82	88	12
1970	1,330	48	1,027	77	82	18
1975	1,571	49	1,276	81	80	20
1980	1,565	51	1,330	85	81	19
1985	1,127	42	927	82	75	25
1990	945	40	788	84	81	19
1991	857	38	685	80	75	25
1992	919	37	714	78	81	19
1993	873	37	736	84	76	24
1994	959	38	772	81	80	20
1995	990	38	790	80	79	21
1996	931	35	726	78	76	24
1997	913	33	738	81	83	17
1998	965	34	768	80	82	18
1999	1,075	37	904	84	83	18
2000	1,010	37	811	80	87	13
2001	976	38	787	81	79	21
2002	972	35	775	80	83	17
2003	966	36	757	78	74	26
Enrolled in college						
1965	1,354	51	380	28	89	11
1970	1,427	52	509	36	84	16
1975	1,615	51	641	40	88	12
1980	1,524	49	662	43	87	13
1985	1,539	58	683	44	87	13
1990	1,410	60	587	42	89	11
1991	1,420	62	675	48	88	12
1992	1,542	63	761	49	85	15
1993	1,464	63	677	46	86	14
1994	1,559	62	723	46	89	11
1995	1,610	62	756	47	87	13
1996	1,729	65	801	46	84	16
1997	1,856	67	853	46	88	12
1998	1,844	66	924	50	89	11
1999	1,822	63	845	46	93	7
2000	1,745	63	818	47	94	6
2001	1,569	62	735	47	86	14
2002	1,824	65	829	45	88	12
2003	1,711	64	713	42	88	12

¹The civilian labor force includes all employed civilians plus those seeking employment; it excludes persons in the military.

²Percent not enrolled in college plus percent enrolled in college equals 100.

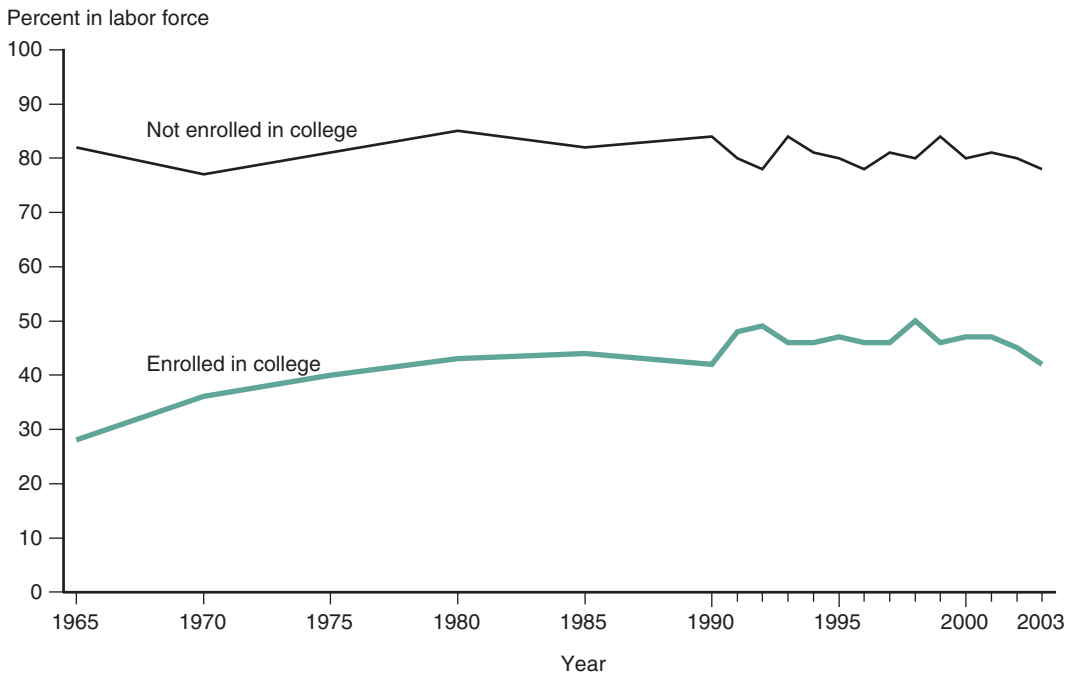
³The labor force participation rate is the percentage of civilians either employed or seeking employment.

⁴The unemployment rate is the proportion of those in the labor force who are not working but are seeking employment.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Employment of School-Age Youth, Graduates, and Dropouts*, various years; and annual news release, *College Enrollment and Work Activity of High School Graduates*, various years.

Indicator **29. Employment of High School Completers**

Figure 29. Labor force participation rate of high school completers in year of completion, by college enrollment status: Various years, October 1965 to October 2003



NOTE: The labor force participation rate is the percentage of civilians either employed or seeking employment.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Employment of School-Age Youth, Graduates, and Dropouts*, various years; and annual news release, *College Enrollment and Work Activity of High School Graduates*, various years.

About 78 percent of 2003 high school completers not enrolled in college were in the labor force in the October following their high school completion. There was no difference detected between this percentage and the corresponding percentage in 1965. In contrast, the proportion of college entrants who were also in the labor force was higher in 2003 than in 1965 (42 vs. 28 percent). However, there has been no consistent pattern of change since 1980. The proportion of high school completers enrolled in college immediately after high school also increased, from 51 percent in 1965 to 64 percent in 2003.

Indicator 30. Employment of College Students

Table 30. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 to October 2003

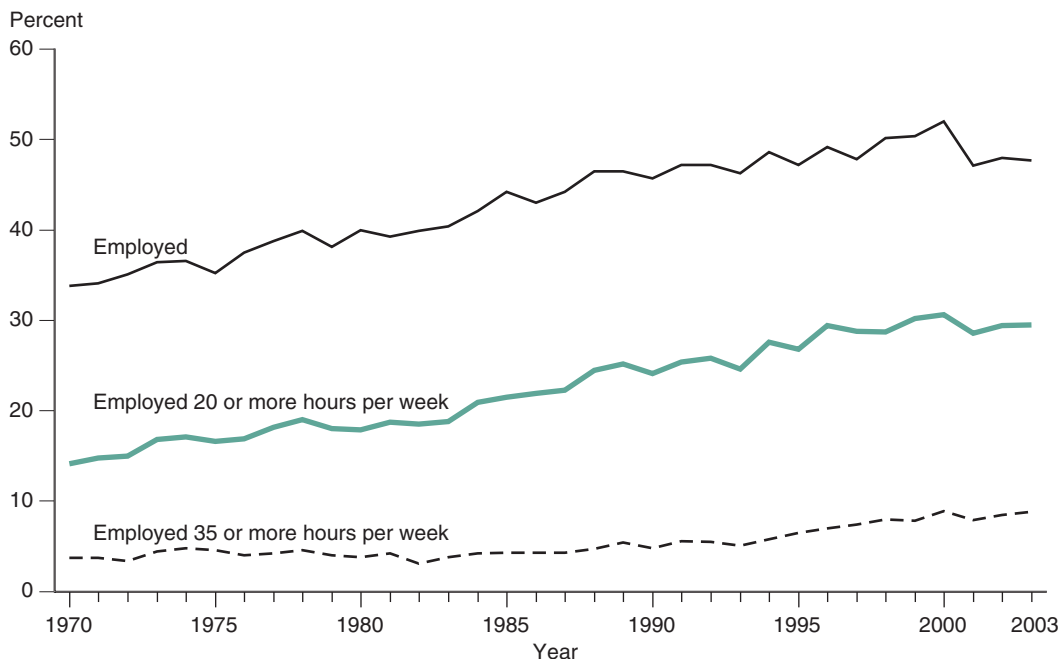
Year	Full-time college students				Part-time college students			
	Number of full-time students employed (in thousands)	Percent of full-time students employed	Percent working 20 or more hours per week	Percent working 35 or more hours per week	Number of part-time students employed (in thousands)	Percent of part-time students employed	Percent working 20 or more hours per week	Percent working 35 or more hours per week
1970	1,772	33.8	14.1	3.7	672	82.4	76.3	60.4
1971	1,905	34.1	14.8	3.7	756	83.3	75.0	51.7
1972	1,976	35.1	15.0	3.4	759	83.2	76.2	53.2
1973	1,978	36.4	16.8	4.4	774	85.3	76.9	52.5
1974	2,021	36.6	17.1	4.8	923	84.4	77.2	61.0
1975	2,134	35.2	16.6	4.6	940	80.8	72.0	52.6
1976	2,346	37.5	16.9	4.0	1,018	84.6	76.1	53.0
1977	2,381	38.8	18.2	4.2	1,062	83.4	75.4	53.3
1978	2,413	39.9	19.0	4.6	1,054	86.1	76.5	53.9
1979	2,315	38.1	18.0	4.0	1,054	86.9	78.8	56.6
1980	2,497	40.0	17.9	3.8	1,050	85.2	75.6	52.9
1981	2,557	39.3	18.7	4.2	1,112	85.7	76.0	51.4
1982	2,613	39.9	18.5	3.1	1,117	81.1	69.7	48.2
1983	2,607	40.4	18.8	3.8	1,042	81.8	74.8	48.1
1984	2,768	42.1	20.9	4.2	1,067	84.9	77.7	55.2
1985	2,894	44.2	21.5	4.3	1,056	85.8	79.0	52.2
1986	2,733	43.0	21.9	4.3	1,092	87.2	78.1	54.4
1987	2,861	44.2	22.3	4.3	1,247	85.4	77.3	49.5
1988	3,078	46.5	24.5	4.7	1,200	88.3	81.7	54.3
1989	3,127	46.5	25.2	5.4	1,097	87.3	80.8	55.4
1990	3,112	45.7	24.1	4.8	1,110	83.7	78.7	52.7
1991	3,323	47.2	25.4	5.6	1,082	85.9	76.3	51.0
1992	3,391	47.2	25.8	5.5	1,131	83.4	75.0	47.8
1993	3,197	46.3	24.6	5.1	1,187	84.6	75.1	43.7
1994	3,541	48.6	27.6	5.8	1,374	86.3	74.9	43.8
1995	3,406	47.2	26.8	6.5	1,233	82.9	72.7	42.3
1996	3,726	49.2	29.4	7.0	1,197	84.8	75.5	48.0
1997	3,776	47.8	28.8	7.4	1,238	84.4	73.9	47.7
1998	3,982	50.2	28.7	8.0	1,268	84.1	76.2	49.3
1999	4,022	50.4	30.2	7.8	1,172	82.3	74.7	45.9
2000	4,169	52.0	30.6	8.9	1,344	84.9	75.3	47.5
2001	3,913	47.1	28.6	7.9	1,413	84.4	74.6	48.9
2002	4,141	47.8	29.4	8.5	1,226	78.9	68.7	43.4
2003	4,198	47.7	29.5	8.8	1,339	79.0	70.1	42.8

NOTE: College includes both 2- and 4-year institutions. Percentage of students employed includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, various years, unpublished data.

Indicator 30. Employment of College Students

Figure 30. Percentage of 16- to 24-year-old full-time college students who were employed, by hours worked per week: October 1970 to October 2003



NOTE: College includes both 2- and 4-year institutions. Percent of students employed includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, October, various years, unpublished data.

Full-time college students in 2003 were more likely to be employed than those in the 1970s and early 1980s. The percentage of full-time college students employed increased from 34 percent in 1970 to 40 percent in 1980 to 46 percent in 1990, with some apparent fluctuations, but no measurable change since 1990. In 2003, full-time students were also working longer hours than their counterparts in the early 1970s; 30 percent worked 20 or more hours per week in 2003 compared to 14 percent working the same number of hours in 1970. In addition, the percentage of full-time college students working 35 or more hours per week increased from 4 percent in 1970 to 9 percent in 2003. The percentage of part-time college students employed fluctuated between 1970 and 2000. Between 2000 and 2003, the percentage of part-time students who were employed declined from 85 percent to 79 percent.

Indicator 31. Labor Force Participation of Dropouts

Table 31. Labor force status of high school dropouts in the year that they dropped out: Various years, October 1970 to October 2003

Year	All dropouts ¹ (in thousands)	Dropouts in the civilian labor force ²				Dropouts not in th labor force (in thousands)	
		Number (in thousands)	Number employed (in thousands)	Labor force participation rate ³	Number unemployed (in thousands)		Unemployment rate ⁴
1970	712	427	318	60	109	26	285
1975	737	462	305	63	157	34	275
1980	759	485	332	64	153	32	274
1985	612	413	266	67	147	36	199
1986	544	358	257	66	102	28	185
1987	502	333	207	66	126	38	168
1988	552	327	240	59	87	27	225
1989	446	292	210	65	82	28	154
1990	405	280	189	69	90	32	126
1991	380	235	140	62	95	40	145
1992	406	242	147	60	95	39	164
1993	399	254	187	64	67	26	145
1994 ⁵	510	311	219	61	93	30	198
1995	604	409	288	68	121	30	195
1996	496	289	210	58	80	28	206
1997	502	302	227	60	77	25	200
1998	505	308	221	61	87	28	197
1999	524	300	222	57	78	26	224
2000	515	350	252	68	99	28	165
2001	506	324	207	64	116	36	182
2002	401	271	190	68	81	30	129
2003	457	271	187	59	84	31	186

¹Includes persons 16 to 24 years old who dropped out from any grade without completing high school or a GED during the previous 12 months (October through October).

²The civilian labor force includes all employed persons plus those seeking employment; it excludes persons in the military.

³The labor force participation rate is the percentage of civilians either employed or seeking employment.

⁴The unemployment rate is the proportion of those in the labor force who are not working but are seeking employment.

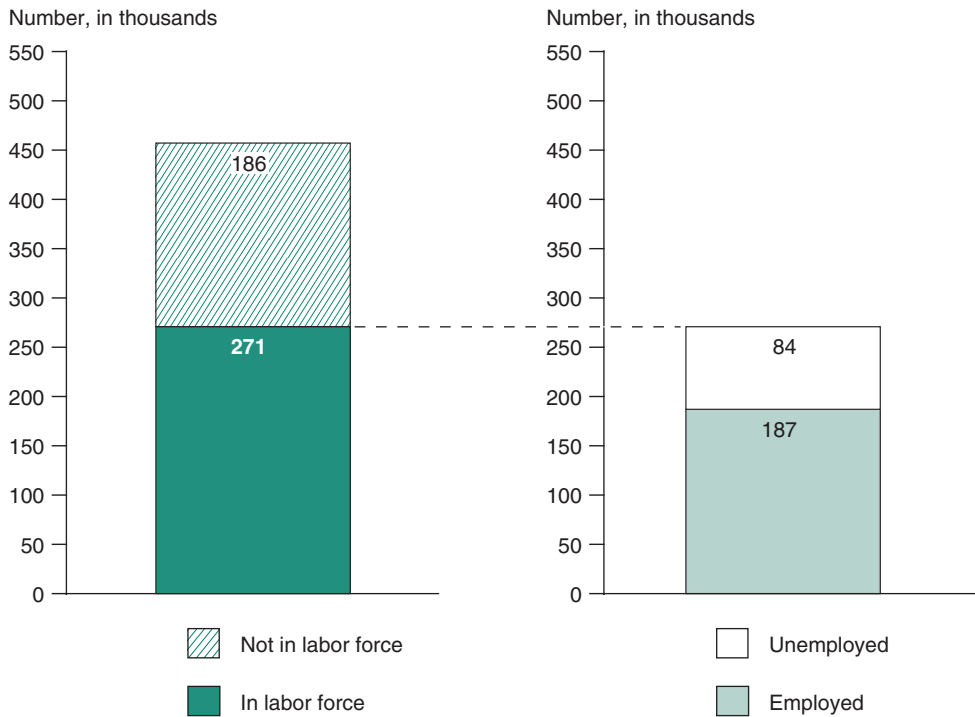
⁵In 1994, new survey collection techniques and population weighting were used.

NOTE: Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Employment of School-Age Youth, Graduates, and Dropouts*, various years; and annual news release *College Enrollment and Work Activity of High School Graduates*, various years.

Indicator **31. Labor Force Participation of Dropouts**

Figure 31. Labor force status of 16- to 24-year-olds who dropped out of school between October 2002 and October 2003



SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *College Enrollment and Work Activity of High School Graduates*, 2003.

In October 2003, of the 457,000 persons who dropped out of high school during the previous 12 months, 271,000 (or 59 percent) were in the civilian work force, while 186,000 (or 41 percent) were not in the labor force. Of those within the civilian work force, 84,000 (or 31 percent) were unemployed but seeking employment.

Indicator **32. Median Income**

Table 32. Median income of full-time, year-round workers, by sex and age group: Various years, 1955 to 2002

Year	Males				Females			
	All ages 15 and over ¹	15 to 19 years old ¹	20 to 24 years old	25 to 29 years old	All ages 15 and over ¹	15 to 19 years old ¹	20 to 24 years old	25 to 29 years old
Current dollars								
1955	\$4,246	—	\$3,299	—	\$2,734	—	\$2,768	—
1960	5,435	\$1,974	3,916	—	3,296	\$2,450	3,155	—
1965	6,479	3,074	4,706	—	3,883	2,809	3,713	—
1970	9,312	4,117	6,719	\$8,748	5,488	3,846	4,934	\$6,011
1975	12,951	5,756	8,650	11,990	7,410	4,569	6,449	7,923
1980	19,500	8,245	12,332	16,756	11,397	6,811	9,434	11,943
1985	25,111	9,139	13,793	20,866	15,914	8,455	11,733	15,993
1990	28,452	10,789	16,004	22,588	20,098	10,429	14,330	19,196
1991	29,748	11,081	15,601	23,509	20,731	9,857	14,702	20,260
1992	30,678	10,855	16,148	23,455	21,589	9,970	15,207	21,130
1994	31,121	12,570	16,212	24,253	22,493	11,005	15,350	20,979
1995 ²	31,599	12,320	17,036	25,165	23,049	10,706	15,636	21,338
1996 ²	32,365	12,085	17,859	26,111	24,097	11,496	16,196	22,154
1997 ²	34,026	13,509	18,496	26,680	25,383	11,875	16,669	23,052
1998	35,796	15,159	20,108	28,927	26,177	13,062	17,841	25,118
1999	36,928	15,825	20,319	30,592	26,751	14,401	18,418	25,540
2000	37,948	15,889	21,248	30,863	27,956	12,997	19,554	26,811
2001	39,038	16,880	21,641	31,209	29,685	15,405	20,269	27,606
2002	39,830	15,843	21,829	31,174	30,363	14,481	20,017	28,572
Constant 2002 dollars (adjusted for inflation)								
1955	28,502	—	22,145	—	18,352	—	18,581	—
1960	33,032	11,997	23,800	—	20,032	14,890	19,175	—
1965	37,002	17,556	26,876	—	22,176	16,043	21,205	—
1970	43,174	19,091	31,154	40,561	25,447	17,833	22,878	—
1975	43,307	19,246	28,925	40,093	24,777	15,279	21,566	26,492
1980	42,574	18,000	26,924	36,583	24,883	14,871	20,597	26,075
1985	41,983	15,280	23,061	34,886	26,607	14,136	19,617	26,739
1990	39,162	14,850	22,029	31,090	27,663	14,354	19,724	26,421
1991	39,293	14,636	20,606	31,051	27,383	13,019	19,419	26,760
1992	39,337	13,918	20,706	30,075	27,683	12,784	19,499	27,094
1994	37,778	15,259	19,679	29,441	27,304	13,359	18,633	25,467
1995 ²	37,301	14,544	20,110	29,706	27,208	12,637	18,458	25,188
1996 ²	37,109	13,857	20,477	29,938	27,629	13,181	18,570	25,401
1997 ²	38,138	15,142	20,732	29,904	28,451	13,310	18,683	25,839
1998	39,508	16,731	22,193	31,927	28,892	14,416	19,690	27,722
1999	39,876	17,089	21,941	33,034	28,886	15,551	19,888	27,579
2000	39,645	16,599	22,198	32,243	29,206	13,578	20,428	28,010
2001	39,655	17,146	21,984	31,702	30,154	15,648	20,589	28,043
2002	39,830	15,843	21,829	31,174	30,363	14,481	20,017	28,572

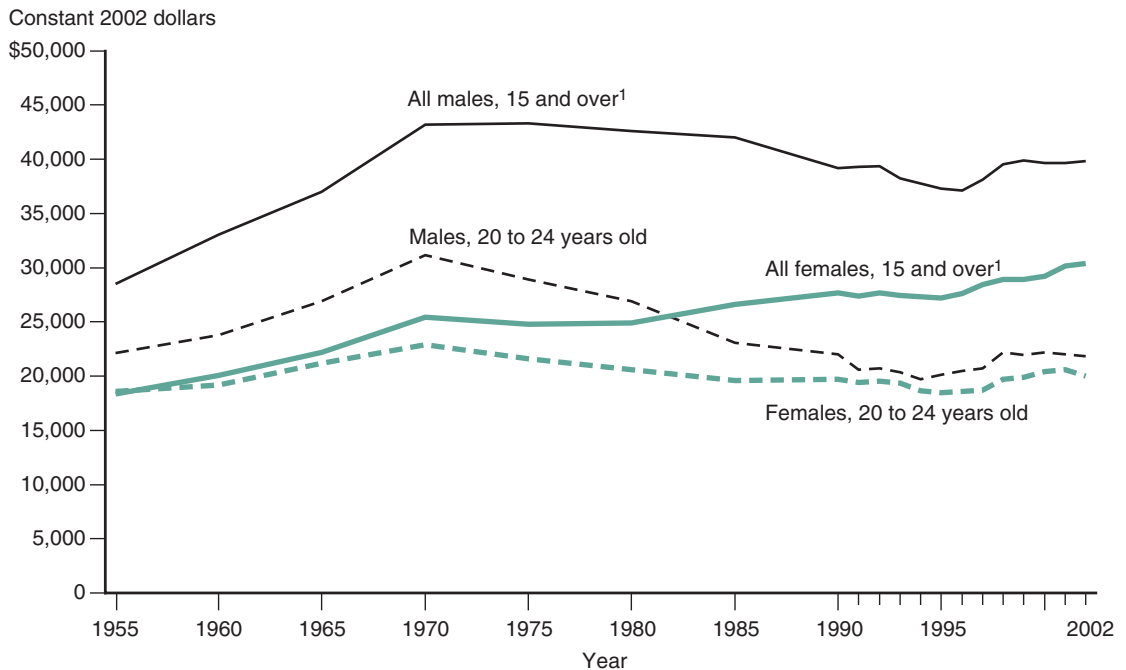
— Not available.

¹Before 1980, a relatively small number of 14-year-olds were included in the 15 to 19 years old and all ages 15 and over categories.

²Median incomes for 1995 to 1997 were calculated with different income ranges, and therefore may not be directly comparable to other years.

NOTE: Data on individuals' income used to determine median income were collected in March after the reference year presented in the table. For example, data for 1997 were collected in March 1998.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, *Money Income of Households, Families, and Persons in the United States*, various years and unpublished data; and *Money Income and Poverty Status in the United States*, 1989.

Figure 32. Median income of full-time, year-round workers, by sex and age group: Various years, 1955 to 2002

¹Before 1980, a relatively small number of 14-year-olds were included in the 15 to 19 years old and all ages 15 and over categories.

NOTE: Data on individuals' income used to determine median income were collected 1 year after the reference year presented in the table. For example, data for 1997 were collected in 1998. Median incomes for 1995 to 1997 were calculated with different income ranges, and therefore may not be directly comparable to other years.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, *Money Income of Households, Families, and Persons in the United States*, various years and unpublished data; and *Money Income and Poverty Status in the United States*, 1989.

Between 1975 and 2002, the median income (after adjusting for inflation) for male full-time, year-round workers 15 years old and over decreased by 8 percent, while the income for females increased by 23 percent. The median income for male full-time, year-round workers 20 to 24 years old dropped 25 percent between 1975 and 2002 (after adjusting for inflation), from \$28,925 to \$21,829. The median income of females 20 to 24 years old declined by a smaller percentage (7 percent) during that period, from \$21,566 to \$20,017. Consequently, the gap between young males' and females' incomes narrowed. In 2002, the difference between incomes favored 20- to 24-year-old males by \$1,812. In comparison, the income gap of \$9,467 between all males and females ages 15 years old and over was much larger.

Indicator **33. Poverty**

Table 33. Number and percentage of people in poverty, by sex, race/ethnicity, and age group: Various years, 1985 to 2002

Year	Total		Percent in poverty				
	Number below poverty level (in thousands)	Percent in poverty	Sex		Race/ethnicity		
			Male	Female	White	Black	Hispanic ¹
All persons							
1985	33,064	14.0	12.3	15.6	11.4	31.3	29.0
1990	33,585	13.5	11.7	15.2	10.7	31.9	28.1
1991	35,708	14.2	12.3	16.0	11.3	32.7	28.7
1992	38,014	14.8	12.9	16.6	11.9	33.4	29.6
1993	39,265	15.1	13.3	16.9	12.2	33.1	30.6
1994	38,059	14.5	12.8	16.3	11.7	30.6	30.7
1995	36,425	13.8	12.2	15.4	11.2	29.3	30.3
1996	36,529	13.7	12.0	15.4	11.2	28.4	29.4
1997	35,574	13.3	11.6	14.9	11.0	26.5	27.1
1998	34,476	12.7	11.1	14.3	10.5	26.1	25.6
1999	32,791	11.9	10.4	13.2	9.8	23.6	22.7
2000	31,581	11.3	9.9	12.6	9.5	22.5	21.5
2001	32,907	11.7	10.4	12.9	9.9	22.7	21.4
2002	34,570	12.1	10.9	13.3	10.2 ²	24.1 ³	21.8
Under 18 years old							
1985	13,010	20.7	20.3	21.1	16.2	43.6	40.3
1990	13,431	20.6	20.5	20.8	15.9	44.8	38.4
1991	14,341	21.8	21.3	22.2	16.8	45.9	40.4
1992	15,294	22.3	21.5	22.3	17.4	46.4	40.0
1993	15,727	22.7	22.7	22.7	17.8	46.1	40.9
1994	15,289	21.8	21.4	22.2	16.9	43.8	41.5
1995	14,665	20.8	20.4	21.2	16.2	41.9	40.0
1996	14,463	20.5	20.0	20.9	16.3	39.9	40.3
1997	14,113	19.9	19.7	20.0	16.1	37.2	36.8
1998	13,467	18.9	18.4	19.4	15.1	36.7	34.4
1999	12,280	17.1	16.5	17.3	13.7	33.2	30.3
2000	11,587	16.2	15.8	16.3	13.1	31.2	28.4
2001	11,733	16.3	16.2	16.4	13.4	30.2	28.0
2002	12,133	16.7	16.8	16.6	13.6 ²	32.3 ³	28.6
18 to 24 years old							
1985	4,513	16.6	14.0	18.8	14.0	31.2	29.9
1990	3,964	15.9	12.2	19.5	13.5	29.6	27.5
1991	4,120	16.9	13.5	20.1	14.0	31.9	27.6
1992	4,387	18.0	14.2	21.6	15.3	31.7	30.0
1993	4,854	19.1	14.8	23.3	16.0	34.4	31.0
1994	4,538	18.0	13.6	22.5	15.7	29.0	30.2
1995	4,553	18.3	15.0	21.7	15.9	30.5	30.6
1996	4,466	17.9	14.4	21.4	15.6	29.6	29.0
1997	4,416	17.5	13.9	21.1	15.5	28.0	25.8
1998	4,312	16.6	13.5	19.6	14.6	27.2	25.6
1999	4,603	17.3	14.0	20.7	14.8	29.3	23.8
2000	3,890	14.4	11.6	17.2	12.6	23.6	21.5
2001	4,449	16.3	13.6	19.0	14.1	26.8	21.0
2002	4,536	16.5	13.6	19.5	14.4 ²	28.0 ³	21.1

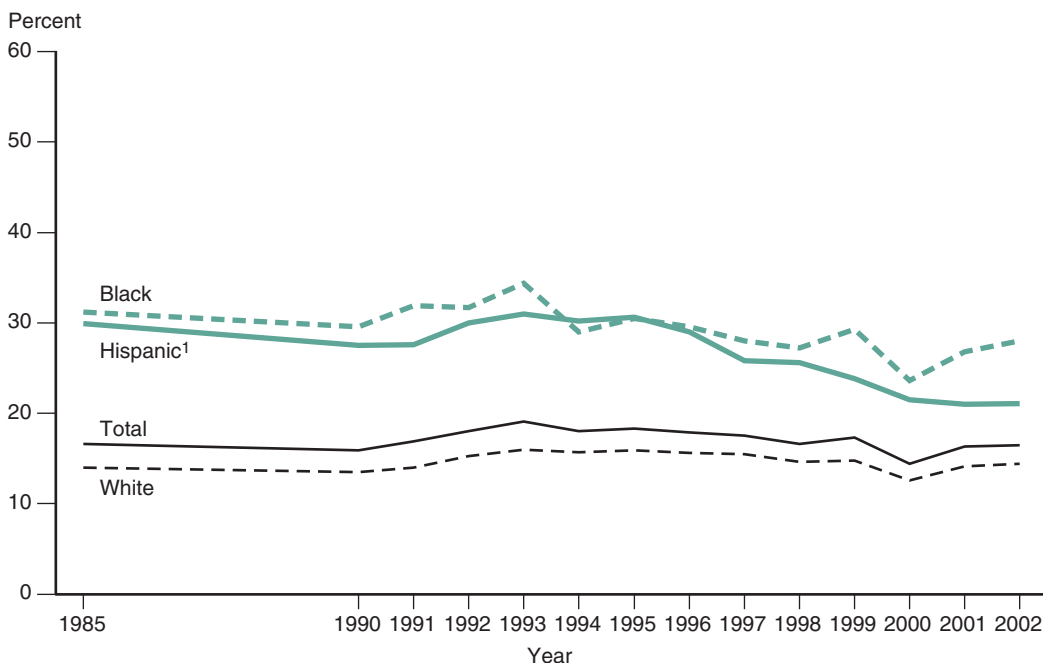
¹Hispanics may be of any race.

²White alone (excludes mixed race).

³Black alone (excludes mixed race).

SOURCE: U.S. Department of Commerce, Census Bureau, *Poverty in the United States*, various years.

Figure 33. Percentage of 18- to 24-year-olds in poverty, by race/ethnicity: Various years, 1985 to 2002



¹Hispanics may be of any race.

SOURCE: U.S. Department of Commerce, Census Bureau, *Poverty in the United States*, various years.

The percentage of all people in poverty increased from 14 percent to 15 percent between 1990 and 1993, decreased to 11 percent in 2000, and then increased to 12 percent in 2002. The percentage of children under 18 in poverty increased from 21 percent in 1990 to 23 percent in 1993, and then declined to 17 percent in 2002. The percentage of 18- to 24-year-olds in poverty showed no consistent pattern of change during 1985 to 2002. Since 1985, the percentage of male 18- to 24-year-olds in poverty has been consistently lower than the percentage of females the same ages in poverty. In 2002, 14 percent of males and 20 percent of females ages 18 to 24 were in poverty. The poverty rates for Black and Hispanic 18- to 24-year-olds decreased between 1985 and 2002. Despite these decreases, in 2002, the percent of White 18- to 24-year-olds in poverty (14 percent) was lower than that of their Black (28 percent) and Hispanic (21 percent) 18- to 24-year-old peers.



ACTIVITIES OUTSIDE OF SCHOOL AND WORK

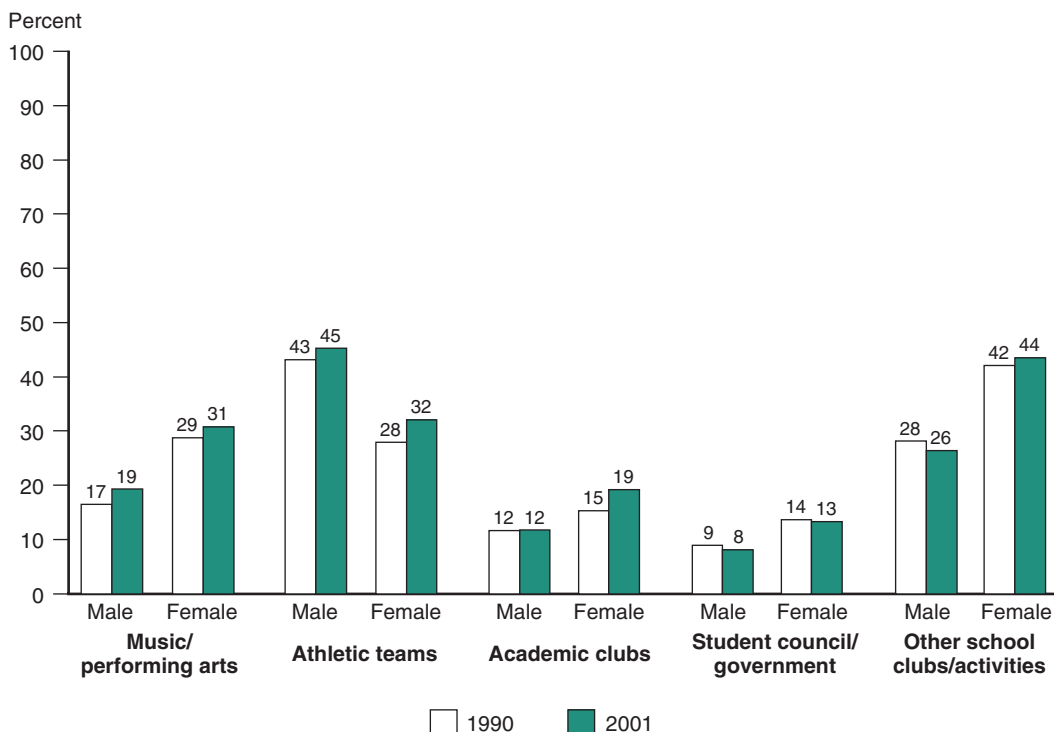
Indicator **34. Extracurricular Activities**

Table 34. Percentage of high school seniors who participated in various school-related extracurricular activities, by sex: Various years, 1990 to 2001

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
1999	10.9	27.2	39.1	13.8	11.2	33.0
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
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
1999	7.1	20.0	47.8	11.2	8.8	25.6
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
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
1999	14.7	34.0	31.1	16.2	13.8	40.1
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

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 NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

Figure 34. Percentage of high school seniors who participated in various school-related extracurricular activities, by sex: 1990 and 2001

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 NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

In 2001, a higher percentage of high school seniors reported participating in athletic teams (39 percent) and music/performing arts activities (25 percent) than academic clubs (15 percent), student council/government (11 percent), and newspaper/yearbook (10 percent). Thirty-five percent of seniors reported participating in other clubs/school activities. In 2001, females were more likely to participate in newspaper/yearbook, music/performing arts, academic clubs, student council or government, and other school clubs or activities than males. Males, however, were more likely to participate in athletics. Participation in music/performing arts was the only school-related activity that showed a significant increase in popularity between 1990 and 2001.

Indicator **35. Afterschool Activities**

Table 35. Percentage of high school seniors who participated in various recreational activities at least once a week: Various years, 1979 to 2001

Recreational activity	1979	1985	1991	1995	1999	2000	2001
Watch TV	94.8	94.9	95.4	95.0	95.5	94.9	94.0
Go to movies	9.7	11.7	9.0	8.3	9.1	8.1	9.2
Go to rock concerts ¹	—	5.4	4.7	5.0	4.2	4.5	5.4
Ride around in a car (or motorcycle) just for fun	71.8	68.1	67.6	60.3	64.3	67.9	64.7
Play musical instrument or sing	42.8	38.0	36.1	39.6	41.6	43.4	44.2
Do creative writing	15.4	19.0	23.1	21.6	19.8	20.9	22.9
Actively participate in sports, athletics, or exercising	71.6	68.7	70.3	70.8	69.0	70.5	67.1
Do art or craft work	24.1	20.9	23.5	24.7	23.3	26.3	26.4
Work around the house, yard, garden, car, etc.	78.5	73.9	69.6	64.4	63.9	62.2	64.2
Get together with friends informally	88.6	87.1	88.3	86.1	86.4	86.2	86.3
Go shopping or window-shopping	37.9	39.4	38.0	36.9	38.7	37.0	38.9
Spend at least an hour of leisure time alone	79.3	76.4	74.8	72.8	73.8	73.2	76.0
Read books, magazines, or newspapers	84.7	81.2	79.1	77.0	73.4	71.6	72.4
Go to taverns, bars, or nightclubs	22.3	13.4	13.0	10.7	13.4	12.2	13.9
Go to parties or other social affairs	39.9	35.8	37.5	33.6	38.3	37.4	38.2

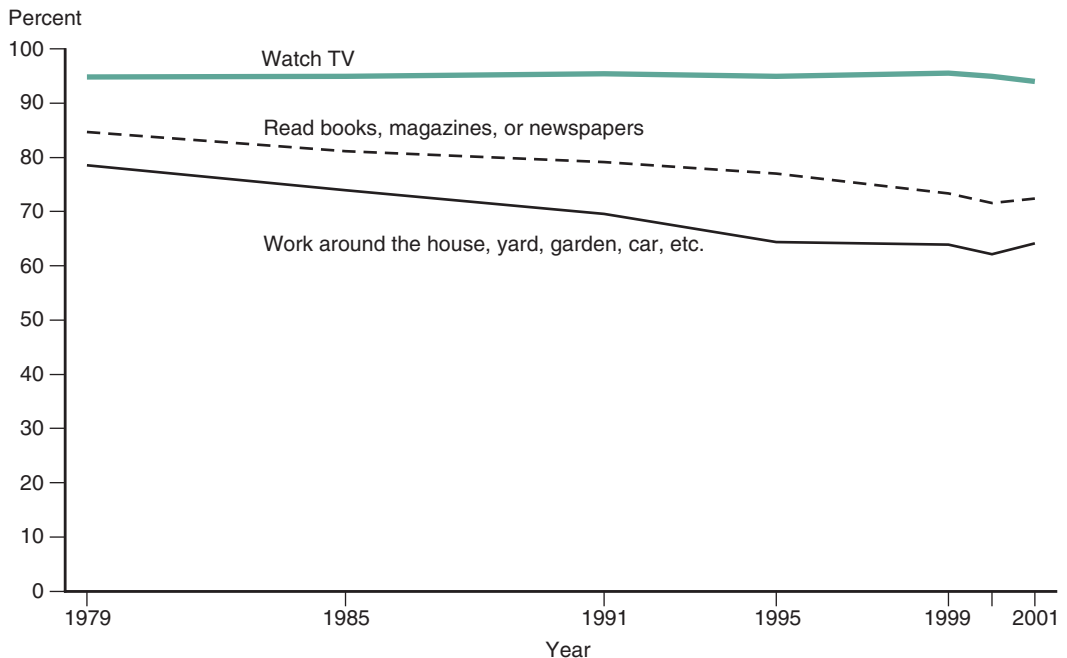
— Not available.

¹At least once a month.

NOTE: Percentages reflect the percentage of high school seniors who responded that they participated in these activities “almost every day” or “at least once a week.” The response rates for this survey do not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

Figure 35. Percentage of high school seniors who reported watching TV; reading books, magazines, or newspapers; or working around the house at least once a week: Various years, 1979 to 2001



NOTE: Percentages reflect the percentage of high school seniors who responded that they participated in these activities “almost every day” or “at least once a week.” The response rates for this survey do not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

In 2001, 94 percent of high school seniors reported watching TV at least once a week, not measurably different than the percentage reported in 1979. However, there has been a decrease in the percentage of seniors who reported reading books, magazines, or newspapers; performing work around the house, yard, garden, or car; or going to taverns, bars, or nightclubs at least once a week. The percentages of students who reported going to the movies, parties, or shopping showed no measurable change between 1979 and 2001. Likewise, during this period, the percentage of high school seniors who reported playing musical instruments or being involved in arts and crafts showed no measurable change. After watching TV, getting together informally with friends was the second most popular activity reported by high school seniors in 2001.

Indicator **36. Community Affairs and Volunteer Work**

Table 36. Percentage of high school seniors who participated in community affairs or volunteer work, by sex, race, and frequency of participation: Various years, 1980 to 2001

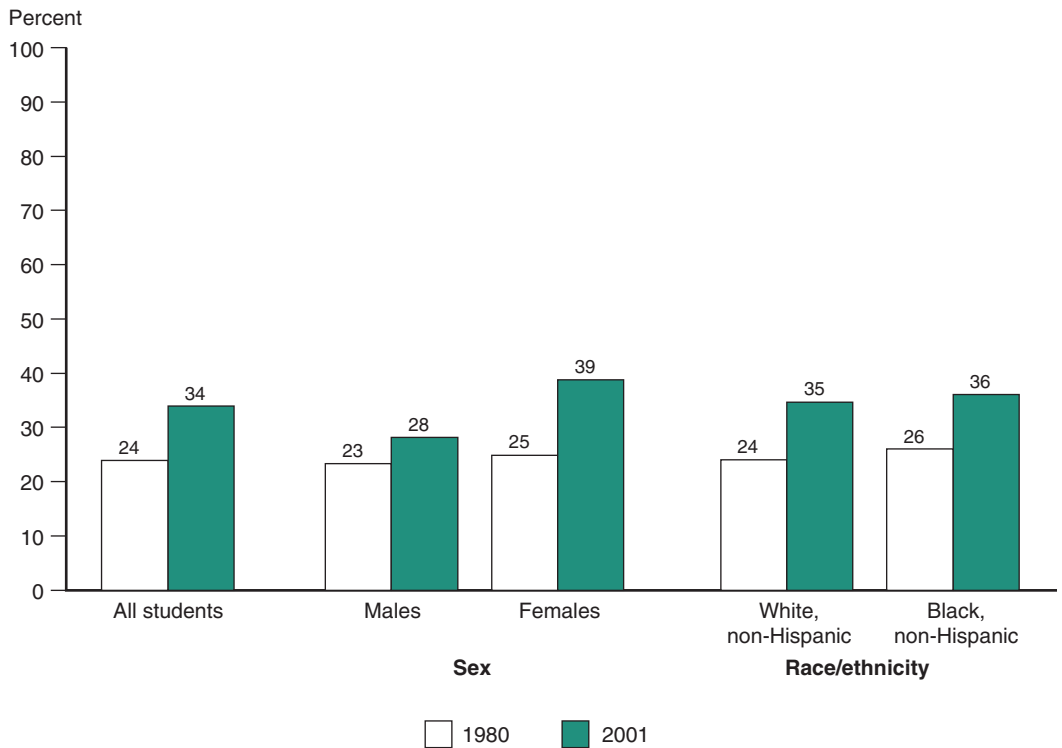
Participation	1980	1984	1988	1992	1994	1996	1997	1998	1999	2000	2001
All students											
At least once or twice a month	23.9	24.1	22.3	26.7	28.0	29.2	32.3	30.5	31.0	32.7	33.9
Almost every day	2.5	2.6	2.6	2.8	3.2	2.8	3.3	3.1	3.0	3.2	3.3
At least once a week	7.4	7.4	6.3	7.4	7.6	8.1	9.4	8.4	8.4	10.3	10.4
Once or twice a month	14.0	14.1	13.4	16.5	17.2	18.3	19.6	19.0	19.6	19.2	20.2
A few times a year	45.2	44.9	45.4	41.7	44.8	45.0	43.3	45.4	44.3	44.9	42.7
Never	30.9	31.0	32.3	31.6	27.2	25.7	24.3	24.2	24.6	22.4	23.3
Males											
At least once or twice a month	23.3	22.8	19.5	24.1	25.2	21.6	28.3	23.7	28.3	24.3	28.2
Almost every day	2.4	3.1	1.9	2.6	2.7	2.7	2.6	2.2	1.5	1.9	2.7
At least once a week	7.3	6.5	5.3	7.3	6.9	5.7	6.4	6.3	7.5	6.7	7.7
Once or twice a month	13.6	13.2	12.3	14.2	15.6	13.2	19.3	15.2	19.3	15.7	17.8
A few times a year	44.2	40.1	43.9	41.4	43.3	47.4	42.4	46.1	43.1	46.8	42.6
Never	32.6	37.2	36.5	34.5	31.4	31.0	29.3	30.2	28.6	28.9	29.2
Females											
At least once or twice a month	24.9	25.7	24.7	29.7	30.7	36.4	37.2	37.1	33.6	41.0	38.8
Almost every day	2.6	2.0	3.1	3.0	3.4	2.7	4.2	3.7	4.0	4.5	4.2
At least once a week	7.3	8.3	7.2	7.5	8.5	10.3	12.1	10.1	9.7	13.9	12.5
Once or twice a month	15.0	15.4	14.4	19.2	18.8	23.4	20.9	23.3	19.9	22.6	22.1
A few times a year	46.6	49.8	47.4	42.4	46.3	43.2	44.2	44.7	46.5	43.1	44.5
Never	28.6	24.4	27.9	27.9	23.0	20.4	18.7	18.1	19.9	15.8	16.7
White, non-Hispanic											
At least once or twice a month	24.0	23.6	22.0	28.1	27.6	30.1	33.1	30.0	32.1	33.3	34.7
Almost every day	2.2	2.3	2.6	2.6	2.9	2.7	3.3	2.8	2.4	2.5	3.5
At least once a week	7.0	6.5	5.6	7.9	7.5	7.8	8.8	7.3	7.7	10.0	10.4
Once or twice a month	14.8	14.8	13.8	17.6	17.2	19.6	21.0	19.9	22.0	20.8	20.8
A few times a year	47.3	46.1	46.5	42.6	47.5	45.8	45.0	45.2	45.6	45.6	44.8
Never	28.7	30.3	31.5	29.4	24.9	24.1	21.8	24.7	22.2	21.0	20.5
Black, non-Hispanic											
At least once or twice a month	26.0	26.7	26.4	26.2	30.8	29.4	34.4	30.1	30.9	26.9	36.1
Almost every day	3.9	4.1	3.0	3.5	4.9	2.8	3.7	2.6	5.8	5.6	2.8
At least once a week	8.9	10.1	8.9	5.9	8.7	8.5	13.9	9.9	9.4	9.6	11.7
Once or twice a month	13.2	12.5	14.5	16.8	17.2	18.1	16.8	17.6	15.7	11.7	21.6
A few times a year	37.4	43.0	41.6	37.0	35.7	41.0	41.0	49.2	42.6	47.5	36.5
Never	36.5	30.3	32.0	36.8	33.6	29.6	24.5	20.7	26.6	25.6	27.4

NOTE: The response rate for this survey does not meet NCES statistical standards. Detail may not sum to totals because of rounding.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

Indicator **36. Community Affairs and Volunteer Work**

Figure 36. Percentage of high school seniors who participated in community affairs or volunteer work at least once or twice per month, by sex and race: 1980 and 2001



NOTE: The response rate for this survey does not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

The proportion of high school seniors participating in community affairs or volunteer work has grown in recent years. The proportion of seniors who participated in community affairs or volunteer work at least once or twice a month rose from 24 percent in 1980 to 34 percent in 2001. In 2001, 3 percent of seniors participated in community affairs or volunteer work almost daily, 10 percent participated on a weekly basis, and 20 percent participated once or twice a month. In 2001, females were more likely than males to participate in community affairs or volunteer activities at least once or twice per month (39 vs. 28 percent).

Indicator **37. Home Computer Use**

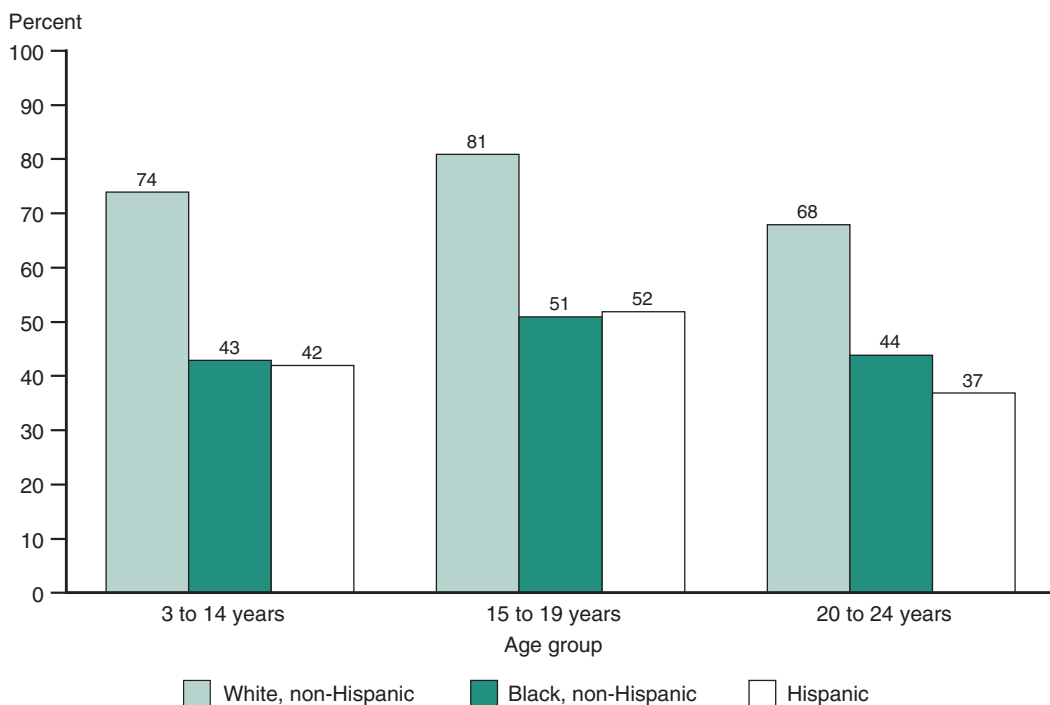
Table 37. Percentage of persons using home computers and employing specific applications, by sex, race/ethnicity, and age group: 2003

Application and age group	Total	Sex		Race/ethnicity		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
Percent of all persons using computers at home						
Age group						
3 to 14 years	62.6	62.1	63.2	74.0	43.1	41.6
15 to 19 years	72.2	72.0	72.5	81.2	51.4	52.4
20 to 24 years	59.6	59.6	59.6	68.0	44.1	37.2
Percent of home computer users who employ designated applications¹						
Word processing						
3 to 14 years	37.9	35.2	40.8	38.9	36.1	33.4
15 to 19 years	68.9	65.8	72.1	71.0	61.7	59.4
20 to 24 years	63.7	59.8	67.6	65.4	59.9	54.2
Connect to Internet						
3 to 14 years	57.6	56.8	58.5	60.5	51.4	48.6
15 to 19 years	86.6	85.7	87.4	90.3	74.6	75.4
20 to 24 years	86.4	86.6	86.3	87.9	80.3	81.8
E-mail						
3 to 14 years	34.5	31.1	38.0	37.1	30.5	24.5
15 to 19 years	77.9	75.6	80.4	82.5	62.1	64.6
20 to 24 years	80.6	79.2	82.0	82.9	71.1	74.0
Spreadsheets/databases						
3 to 14 years	—	—	—	—	—	—
15 to 19 years	23.2	22.5	23.9	24.0	18.3	20.6
20 to 24 years	29.9	29.4	30.5	31.3	22.8	26.0
Graphics/design						
3 to 14 years	—	—	—	—	—	—
15 to 19 years	43.8	44.2	43.4	46.9	37.7	32.6
20 to 24 years	40.9	44.1	37.8	42.6	32.7	32.6
School assignments						
3 to 14 years	58.5	56.6	60.4	57.0	65.9	60.8
15 to 19 years	83.3	81.4	85.3	84.0	79.6	79.8
20 to 24 years	44.1	41.2	46.9	44.0	41.6	39.0
Household records/finance						
3 to 14 years	—	—	—	—	—	—
15 to 19 years	6.2	5.9	6.5	6.3	5.7	6.4
20 to 24 years	20.5	19.3	21.8	21.9	16.7	15.7
Games						
3 to 14 years	86.0	87.5	84.3	87.5	85.2	81.4
15 to 19 years	72.4	77.1	67.6	73.8	73.1	68.5
20 to 24 years	61.9	68.4	55.4	61.9	67.9	55.8

— Not available.

¹Individuals may be counted in more than one computer activity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003, unpublished data.

Figure 37. Percentage of 3- to 24-year-olds who use a home computer, by age group and race/ethnicity: 2003

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003, unpublished data.

The percentage of White individuals who reported using a computer at home was higher than for both Black and Hispanic individuals across all age groups between 3 and 24. Also, the percentage of Black 20- to 24-year-olds who reported using a computer at home was higher than the percentage of Hispanic 20- to 24-year-olds. Among home computer users, White 15- to 19- and 20- to 24-year-olds had higher percentages of use for word processing, connecting to the Internet, e-mail, and graphics applications compared to Black and Hispanic individuals. Among home computer users, Black 3- to 14-year-olds were more likely to use a computer to complete school assignments than White and Hispanic users; however, a higher percentage of White 15- to 19- year-olds used computers to complete school assignments compared to Black and Hispanic individuals. Although the percentage of males using a computer at home was similar to the percentage of females for all age groups, there were gender differences among the types of applications used. For the three age groups, females were more likely to report using a computer for word processing, e-mail, and school assignments, but males were more likely to report using a computer for games.

Indicator 38. Spending Patterns of High School Seniors

Table 38. Percentage distribution of spending patterns of employed high school seniors on selected activities or expenses, by sex, race, and college plans: Various years, 1991 to 2001

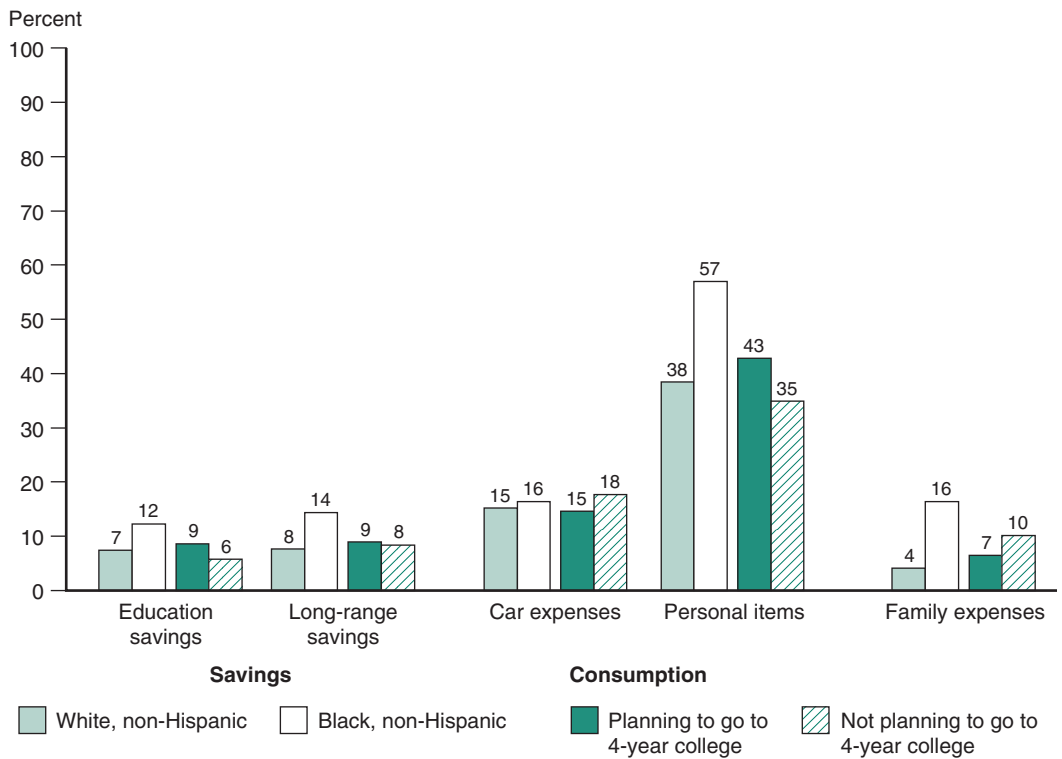
Spending pattern and portion of earnings spent	Percent of 1991 seniors	Percent of 1995 seniors	Percent of 2000 seniors	Percent of 2001 seniors						
				Total	Sex		Race		Planning to go to 4-year college	Not planning to go to 4-year college
					Male	Female	White non-Hispanic	Black non-Hispanic		
Savings for education										
None or only a little	72.4	71.9	73.1	70.6	73.6	68.5	70.7	65.5	68.0	79.8
Some	10.6	11.1	9.8	12.5	11.7	12.5	12.7	13.2	13.5	8.2
About half	7.7	7.7	7.4	9.1	7.0	11.2	9.2	9.1	9.9	6.2
Most	4.5	4.9	5.2	4.7	5.5	4.0	5.0	6.3	5.1	3.4
All or almost all	4.9	4.4	4.5	3.1	2.3	3.8	2.4	6.0	3.5	2.4
Car expenses										
None or only a little	57.0	58.8	54.2	54.9	46.8	62.3	51.9	60.6	56.6	47.9
Some	16.1	15.1	16.2	17.8	22.8	13.6	19.3	14.3	17.5	19.7
About half	11.0	10.6	11.2	12.0	13.1	10.8	13.5	8.8	11.2	14.6
Most	9.0	9.0	9.8	7.6	9.3	6.2	8.0	6.9	7.5	8.0
All or almost all	6.9	6.5	8.6	7.6	7.9	7.1	7.2	9.5	7.1	9.7
Long-range savings										
None or only a little	71.2	71.1	67.8	66.6	66.1	67.7	66.7	60.9	66.3	68.4
Some	15.3	12.3	15.0	14.7	15.7	13.9	16.0	15.0	15.3	12.3
About half	5.9	8.0	6.3	9.8	9.8	9.6	9.7	9.8	9.5	10.9
Most	4.2	4.2	4.9	4.9	4.1	5.3	4.9	6.5	5.0	4.4
All or almost all	3.4	4.4	6.0	3.9	4.4	3.5	2.7	7.8	3.9	4.0
Personal items										
None or only a little	23.1	23.9	24.9	23.8	25.3	22.6	24.5	18.6	22.0	31.1
Some	20.3	18.7	15.8	16.5	18.1	15.1	17.9	12.2	16.9	14.9
About half	16.5	15.5	15.8	18.3	17.9	18.5	19.2	12.2	18.2	19.0
Most	16.5	18.5	19.1	18.9	18.6	19.0	18.7	19.9	19.6	14.6
All or almost all	23.5	23.5	24.4	22.4	20.1	24.7	19.7	37.1	23.2	20.3
Family expenses										
None or only a little	80.7	80.8	75.9	75.8	80.6	72.1	83.9	54.1	77.2	70.7
Some	8.4	8.6	11.3	11.0	7.2	14.0	8.6	16.4	10.7	11.8
About half	4.9	4.5	5.2	5.8	5.4	6.2	3.4	13.0	5.5	7.3
Most	2.4	2.4	3.1	3.1	2.8	3.5	2.3	3.5	2.5	4.6
All or almost all	3.6	3.7	4.5	4.3	4.1	4.1	1.8	12.9	4.0	5.5

NOTE: Portions of earnings spent were defined as follows: a little (1–20%), some (21–40%), about half (41–60%), most (61–80%), and almost all (81–99%). The response rate for this survey does not meet NCES statistical standards. Detail may not sum to totals because of rounding.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

Indicator **38. Spending Patterns of High School Seniors**

Figure 38. Percentage of employed high school seniors spending “most” or “all or almost all” of their earnings on selected activities or expenses, by race and college plans: 2001



NOTE: Portions of earnings spent were defined as follows: a little (1–20%), some (21–40%), about half (41–60%), most (61–80%), and almost all (81–99%). The response rate for this survey does not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, 2001.

In 2001, 41 percent of working high school seniors said that they spent “most” or “all or almost all” of their earnings on personal items such as clothing, records, and recreation. Black students contributed a greater percentage of their earnings to meet family expenses than did White students; higher percentages of Black students reported spending “some,” “about half,” and “all or almost all” of their earnings on family expenses. Nine percent of the working high school seniors planning to attend a 4-year college were saving “most” or “all or almost all” of their money for education.

Indicator 39. Spending of Households

Table 39. Average annual expenditures of households, by age of head of household and type of expense: Various years, 1984 to 2001

Expenditure	Annual expenditures per household, 2001		Percent of expenditures							
	All ages	Under 25 ¹	All ages				Under 25 ¹			
			1984	1990	1997	2001	1984	1990	1997	2001
Total annual expenditure	\$39,518	\$23,526	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Food	5,321	3,724	15.0	15.1	13.8	13.5	15.5	16.7	15.4	15.8
Food at home	3,086	1,857	9.0	8.8	8.3	7.8	7.8	7.8	8.5	7.9
Food away from home	2,235	1,867	6.0	6.4	5.5	5.7	7.7	8.9	6.9	7.9
Alcoholic beverages	349	379	1.3	1.0	0.9	0.9	2.0	1.9	1.4	1.6
Housing ²	13,011	7,585	30.4	31.3	32.4	32.9	27.9	29.3	31.8	32.2
Shelter	7,602	4,862	15.9	17.7	18.2	19.2	16.9	18.3	19.8	20.7
Utilities, fuels and public services	2,767	1,369	7.5	6.7	6.9	7.0	5.3	5.5	5.9	5.8
Household operations	676	237	1.4	1.6	1.6	1.7	0.9	0.9	1.0	1.0
Housekeeping supplies	509	215	1.4	1.4	1.3	1.3	1.0	1.1	0.9	0.9
Household furnishings and equipment	1,458	902	4.2	3.9	4.3	3.7	3.7	3.6	4.1	3.8
Apparel and services	1,743	1,197	6.0	5.7	5.0	4.4	7.0	6.3	6.8	5.1
Males	423	293	1.6	1.4	1.2	1.1	1.8	1.9	1.5	1.2
Females	677	395	2.4	2.4	2.0	1.7	2.5	1.9	2.5	1.7
Children under 2 years old	81	103	0.2	0.2	0.2	0.2	0.4	0.5	0.6	0.4
Footwear	302	203	0.8	0.8	0.9	0.8	0.9	0.6	1.4	0.9
Other apparel products and services	259	202	1.0	0.9	0.7	0.7	1.4	1.4	0.8	0.9
Transportation	7,633	4,834	19.6	18.1	18.5	19.3	24.6	21.2	20.2	20.5
Health care	2,182	530	4.8	5.2	5.3	5.5	2.8	2.4	2.3	2.3
Entertainment	1,953	1,152	4.8	5.0	5.2	4.9	4.9	5.0	5.7	4.9
Personal care	485	307	1.3	1.3	1.5	1.2	1.2	1.3	1.6	1.3
Reading materials	141	60	0.6	0.5	0.5	0.4	0.5	0.5	0.3	0.3
Education	648	1,511	1.4	1.4	1.6	1.6	4.2	4.9	6.0	6.4
Tobacco and smoking supplies	308	265	1.0	1.0	0.8	0.8	1.2	1.3	1.1	1.1
Miscellaneous	750	319	2.1	2.3	2.4	1.9	1.8	2.3	1.5	1.4
Cash contributions ³	1,258	268	3.2	2.9	2.9	3.2	0.8	0.9	0.9	1.1
Personal insurance and pensions	3,737	1,395	8.6	9.1	9.3	9.5	5.8	5.9	5.1	5.9

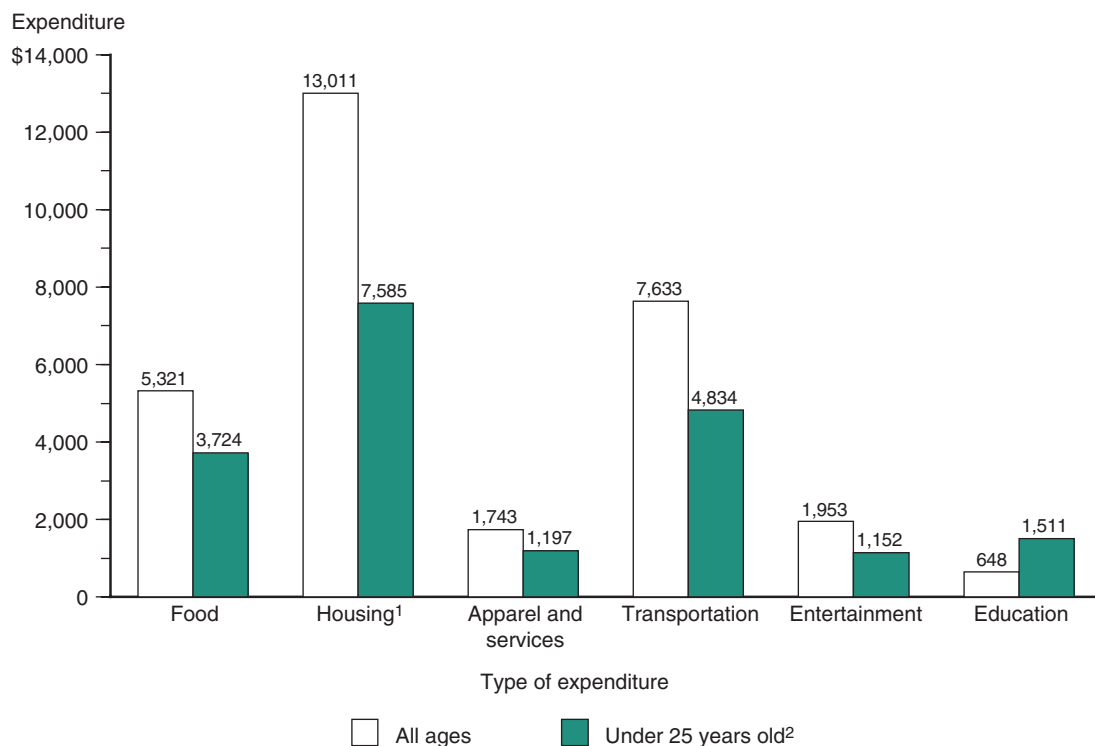
¹The age of the reference person, designated as the head of household. The reference person is the first member mentioned by the respondent when asked to, "Start with the name of the person or one of the persons who owns or rents the home." It is with respect to this person that the relationship of other household members is determined.

²For owned dwellings, includes interest on mortgages, interest on home equity loans and lines of credit, property taxes and insurance, refinancing and prepayment charges, ground rent, expenses for property management and security, homeowners' insurance, fire insurance and extended coverage, expenses for repairs and maintenance contracted out, and expenses of materials for owner-performed repairs. For rented dwellings, includes rent paid for dwellings, rent received as pay, parking fees, maintenance, and other expenses.

³Includes cash contributed to persons or organizations outside the consumer unit, including alimony and child support payments; care of students away from home; and contributions to religious, educational, charitable, or political organizations.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Consumer Expenditure Survey: Integrated Survey*, 1984, 1990, 1997, and 2001.

Figure 39. Average annual expenditures of households, by type of expenditure and age of head of household: 2001

¹For owned dwellings, includes interest on mortgages, interest on home equity loans and lines of credit, property taxes and insurance, refinancing and prepayment charges, ground rent, expenses for property management and security, homeowners' insurance, fire insurance and extended coverage, expenses for repairs and maintenance contracted out, and expenses of materials for owner-performed repairs. For rented dwellings, includes rent paid for dwellings, rent received as pay, parking fees, maintenance, and other expenses.

²The age of the reference person designated as the head of household. The reference person is the first member mentioned by the respondent when asked to, "Start with the name of the person or one of the persons who owns or rents the home." It is with respect to this person that the relationship of other household members is determined.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Consumer Expenditure Survey: Integrated Survey*, 2001.

Households headed by young adults under 25 spent less than the average household in almost every category in 2001, with the exception of education, where young adult households spent more. Compared to other household expenses, the average household (including those headed by young adults) spent a large percentage of their expenditures on housing and transportation in 2001 (33 and 19 percent, respectively). Without consideration of the size of the household, households headed by young adults spent a greater percentage of their money on food items away from home, alcoholic beverages, tobacco and smoking supplies, and education compared to the respective percentage for all households in 2001. The average household spent a greater percentage of their money on health care, personal insurance and pensions, reading materials, and cash contributions than those households headed by young adults under the age of 25.

Indicator **40. Religion**

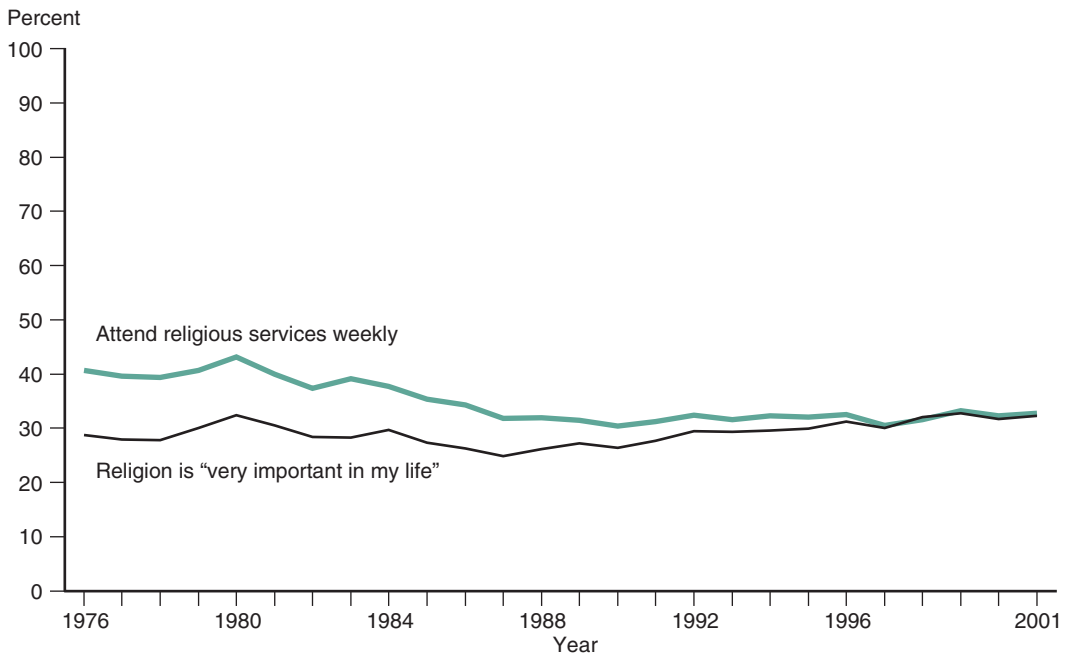
Table 40. Percentage of high school seniors reporting religious involvement: 1976 to 2001

Year	Attending religious service			Importance of religion in my life				
	Weekly	1 to 2 times per month	Rarely	Never	Very important	Pretty important	A little important	Not important
1976	40.7	16.3	32.0	11.0	28.8	30.5	27.8	12.9
1977	39.6	16.9	33.5	10.0	27.9	32.6	28.1	11.5
1978	39.4	17.2	34.4	9.0	27.8	33.0	27.9	11.2
1979	40.7	17.0	33.3	9.0	30.1	32.5	27.0	10.3
1980	43.1	16.3	32.0	8.6	32.4	32.6	25.3	9.8
1981	40.0	17.0	33.5	9.5	30.5	32.8	26.0	10.7
1982	37.3	17.4	35.8	9.6	28.4	33.0	27.9	10.7
1983	39.1	17.0	34.6	9.3	28.3	34.2	26.9	10.6
1984	37.7	16.2	35.8	10.2	29.7	32.6	26.7	11.0
1985	35.3	16.6	37.0	11.1	27.3	32.4	27.6	12.7
1986	34.3	16.8	36.9	12.0	26.3	32.7	27.8	13.3
1987	31.8	15.6	39.6	13.0	24.9	31.7	28.8	14.5
1988	31.9	17.3	39.0	11.7	26.1	31.9	28.4	13.6
1989	31.4	16.6	38.5	13.5	27.2	30.3	27.8	14.7
1990	30.4	15.7	39.7	14.1	26.4	29.5	28.7	15.5
1991	31.2	16.8	37.6	14.4	27.7	30.0	27.0	15.3
1992	32.4	17.6	36.3	13.8	29.4	29.8	26.2	14.6
1993	31.6	16.4	37.6	14.4	29.3	28.6	27.2	14.9
1994	32.3	16.5	36.8	14.3	29.6	28.6	26.4	15.4
1995	32.1	16.6	36.5	14.7	29.9	28.2	26.8	15.1
1996	32.5	16.3	36.2	15.0	31.2	28.0	24.9	16.0
1997	30.5	17.0	37.0	15.5	30.1	28.7	26.1	15.1
1998	31.6	17.9	35.8	14.7	32.0	29.5	24.0	14.5
1999	33.2	17.9	34.6	14.2	32.8	28.5	24.8	13.9
2000	32.3	17.6	35.1	14.9	31.7	29.2	25.0	14.2
2001	32.8	16.1	34.2	16.9	32.3	27.9	24.4	15.5

NOTE: The response rate for this survey does not meet NCES statistical standards. Detail may not sum to totals because of rounding.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

Figure 40. Percentage of high school seniors reporting religious involvement: 1976 to 2001



NOTE: The response rate for this survey does not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

The proportion of high school seniors who attend religious services every week declined from 43 percent in 1980 to 30 percent in 1990. However, since 1990, there has been an increase in the proportion of students who attend weekly religious services to 33 percent in 2001. The proportion of seniors who felt that religion was “very important” in their lives also declined, from 32 percent in 1980 to 26 percent in 1990. Since then, the proportion has risen to 32 percent in 2001.

Indicator 41. Voting Behavior

Table 41. Percentage of U.S. citizens 18 to 24 years old who reported being registered to vote and voting, by sex, race/ethnicity, and school enrollment status: November 2000 and 2002

Enrollment status	Total ¹	Sex		Race/ethnicity		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
2000						
Reported being registered to vote						
Total, 18 and older	69.5	68.0	70.9	71.6	67.6	57.3
Total, 18 to 24	50.7	47.9	53.4	52.9	51.5	38.5
Enrolled in high school	30.0	31.1	28.5	35.0	‡	‡
Enrolled in college	62.7	60.4	64.7	65.2	63.2	51.4
Full-time	63.5	61.7	64.9	66.3	61.5	52.3
Part-time	58.6	53.7	63.5	58.2	71.5	47.3
Not enrolled in school	50.7	47.8	53.4	52.7	51.9	39.3
18 to 20 years old	43.7	41.7	45.7	46.0	43.9	32.7
21 to 24 years old	55.4	52.0	58.6	57.1	57.4	44.3
Less than a bachelor's degree	48.2	45.6	50.8	49.7	50.8	39.1
Bachelor's degree or higher	75.9	75.7	76.0	78.9	70.6	‡
Reported voting						
Total, 18 and older	59.5	58.1	60.7	61.8	56.9	45.1
Total, 18 to 24	36.1	34.0	38.2	38.1	36.2	25.6
Enrolled in high school	24.4	27.0	20.8	29.7	‡	‡
Enrolled in college	48.0	45.5	50.1	49.8	49.5	38.0
Full-time	48.3	46.5	49.8	50.5	48.1	37.8
Part-time	46.4	40.3	52.4	45.4	56.4	‡
Not enrolled in school	35.7	33.6	37.7	37.5	35.4	26.5
18 to 20 years old	30.2	29.5	30.8	32.3	27.5	23.1
21 to 24 years old	39.4	36.5	42.2	41.1	40.7	29.1
Less than a bachelor's degree	33.1	31.4	34.9	34.5	33.9	26.1
Bachelor's degree or higher	61.7	61.5	61.9	64.2	58.1	‡
2002						
Reported being registered to vote						
Total, 18 and older	66.5	64.8	68.0	69.4	62.7	52.5
Total, 18 to 24	43.0	40.1	45.8	45.4	42.2	34.3
Reported voting						
Total, 18 and older	46.1	45.6	46.6	49.1	42.7	30.4
Total, 18 to 24	19.3	18.1	20.5	20.4	20.7	13.3

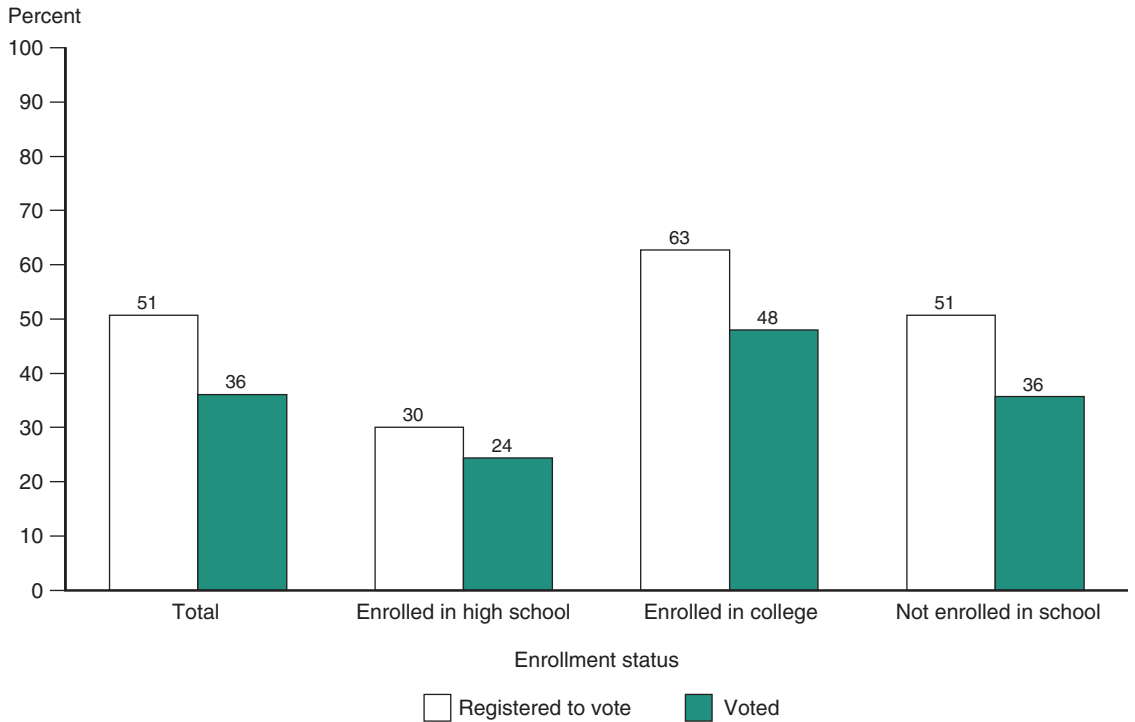
‡ Reporting standards not met.

¹Includes other race/ethnicity categories not separately shown.

NOTE: The survey sample includes the civilian, noninstitutionalized population. Information was collected two weeks after the election. These estimates may differ from administrative data or data from exit polls.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Condition of Education 2003*; based on U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, unpublished tabulations; and Current Population Survey (CPS), November 2002 Voting and Registration Supplement.

Figure 41. Percentage of U.S. citizens 18 to 24 years old who reported being registered to vote and voting, by school enrollment status: November 2000



NOTE: The survey sample includes the civilian, noninstitutionalized population. Information was collected two weeks after the election. These estimates may differ from administrative data or data from exit polls.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Condition of Education 2003*; based on U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, unpublished tabulations.

In the 2000 Presidential election, 18- to 24-year-olds were less likely to be registered to vote (51 percent) compared to the general population, 18 years old and over (70 percent). Young adults also were less likely to vote in the November 2000 election than the total voting population, 18 years old and over. In 2000, 36 percent of 18- to 24-year-olds voted compared to 60 percent of the general population. Among 18- to 24-year-olds, those who were enrolled in college were more likely to vote in the 2000 election than their peers who were not enrolled. However, they were less likely to vote than their peers who had already earned a bachelor’s degree and were no longer enrolled. There were also differences in voting participation by gender and race/ethnicity. Males ages 18 to 24 were less likely to vote than their female counterparts (34 vs. 38 percent). White and Black 18- to 24-year-olds were more likely to vote than their Hispanic peers. In the 2002 congressional election, the 18- to 24-year-olds again were less likely to be registered to vote (43 percent) compared to the general population (67 percent), as well as less likely to vote (19 percent vs. 46 percent).

Indicator **42. Arrests**

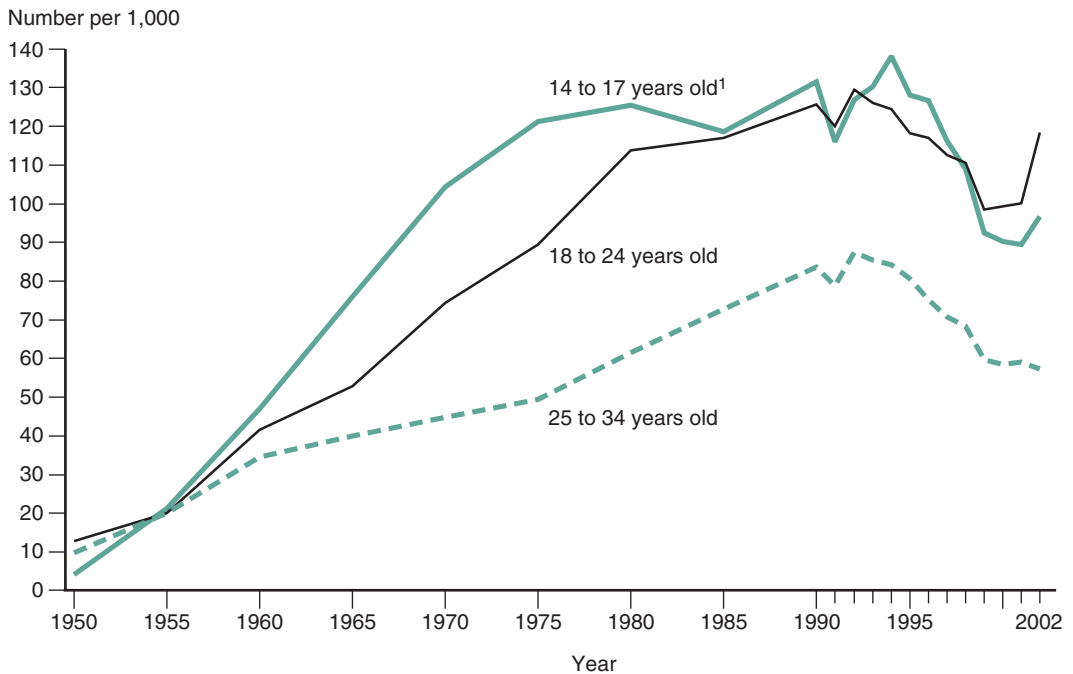
Table 42. Number of arrests per 1,000 persons in the U.S. population, ages 14 to 34 years old, by age group: Various years, 1950 to 2002

Year	14 to 17 years old ¹	18 to 24 years old	25 to 34 years old
1950	4.1	12.9	9.9
1955	21.2	20.0	20.1
1960	47.0	41.5	34.6
1965	75.9	52.8	40.0
1970	104.3	74.4	44.9
1975	121.3	89.5	49.4
1980	125.5	113.8	61.4
1985	118.6	117.0	72.7
1990	131.5	125.6	83.6
1991	116.0	120.0	78.8
1992	126.9	129.5	87.5
1993	130.3	126.1	85.4
1994	138.2	124.4	84.2
1995	128.0	118.3	80.6
1996	126.7	117.0	75.1
1997	116.2	112.6	70.8
1998	109.0	110.5	68.3
1999	92.4	98.5	59.7
2000	90.3	99.3	58.5
2001	89.5	100.2	59.0
2002	96.6	118.5	57.2

¹The arrest rate is an approximation for years 1950 to 1960. Data for 1950 to 1960 and for 1991 to 1999 are not precisely comparable to data for 1965 to 1990. The rate for 1965 to 1990 and 2000 to 2002 is based on the number of arrests under 18 per 1,000 persons in the population 14 to 17 years old. The 1991 to 1999 data for 14- to 17-year-olds includes arrests for 13-year-olds, but does not include arrests for children 12 years old and younger.

NOTE: Base of percentage is population in 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 Commerce, Census Bureau, *Historical Statistics of the United States to 1975*; *Statistical Abstract of the United States*, various years; and Population Estimates, various years. U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Reports, *Crime in the United States*, various years.

Figure 42. Number of arrests per 1,000 persons in the U.S. population, ages 14 to 34 years old, by age group: Various years, 1950 to 2002

¹The arrest rate is an approximation for years 1950 to 1960. Data for 1950 to 1960 and for 1991 to 1999 are not precisely comparable to data for 1965 to 1990. The rate for 1965 to 1990 and 2000 to 2002 is based on the number of arrests under 18 per 1,000 persons in the population 14 to 17 years old. The 1991 to 1999 data for 14- to 17-year-olds includes arrests for 13-year-olds, but does not include arrests for children 12 years old and younger.

NOTE: Base of percentage is population in 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 Commerce, Census Bureau, *Historical Statistics of the United States to 1975; Statistical Abstract of the United States*, various years; and Population Estimates, various years. U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Reports, *Crime in the United States*, various years.

The number of arrests per 1,000 14- to 17-year-olds increased steadily between 1950 and 1980, rising from 4 to 126. From 1994 to 2002, the number of arrests per 1,000 14- to 17-year-olds decreased, dropping from 138 in 1994 to 97 in 2002. Similarly, the number of arrests per 1,000 18- to 24- year-olds increased from 13 in 1950 to 130 in 1992. The number of arrests decreased for most of the 1990's, but then increased from 99 arrests in 1999 to 119 in 2002. Since 1960, arrest rates for 14- to 17-year-olds and 18- to 24-year-olds have been higher than the rates for 25- to 34-year-olds.

Indicator **43. Victims of Violent Crime**

Table 43. Number of violent crime victims per 1,000 persons, by type of crime, sex, race of victim, and age group: Various years, 1995 to 2002

Age, sex, and race	1995	1996	1997	1999	2000	2002			
						Total	Robbery	Assault	Rape/ sexual assault ¹
Total²									
12 to 15 years old	107.0	95.0	87.9	74.4	60.1	44.4	3.0	39.3	2.1
16 to 19 years old	107.7	102.7	96.2	77.4	64.3	58.2	4.0	48.6	5.5
20 to 24 years old	78.8	74.3	67.8	68.5	49.4	47.4	4.7	39.8	2.9
25 to 34 years old	54.8	51.1	46.9	36.3	34.8	26.3	2.8	22.8	0.6!
Male									
12 to 15 years old	128.3	120.0	105.9	85.0	74.0	46.1	4.9	41.2	#!
16 to 19 years old	125.0	122.1	105.2	87.7	74.4	58.4	4.9	52.6	0.8!
20 to 24 years old	88.2	82.8	76.3	74.1	56.6	56.7	7.2	49.1	0.4!
25 to 34 years old	63.0	55.9	49.4	37.3	39.6	29.4	3.2	26.0	0.1!
Female									
12 to 15 years old	84.7	68.8	68.9	63.4	45.7	42.6	0.9!	37.3	4.3
16 to 19 years old	89.7	82.6	86.7	66.7	53.6	58.1	3.2!	44.5	10.4
20 to 24 years old	69.5	65.9	59.2	62.9	42.2	38.3	2.2!	30.7	5.4
25 to 34 years old	46.7	46.3	44.4	35.3	30.1	23.2	2.4	19.8	1.1!
White³									
12 to 15 years old	106.8	96.8	90.1	68.5	58.7	47.5	2.6	43.0	2.0!
16 to 19 years old	110.5	104.4	93.6	77.3	63.4	56.6	4.2	49.0	3.4
20 to 24 years old	76.5	72.0	71.4	70.8	50.2	49.8	4.8	41.9	3.1
25 to 34 years old	53.8	49.8	45.0	36.7	36.2	26.4	2.5	23.2	0.7!
Black³									
12 to 15 years old	120.4	95.5	90.8	109.8	66.7	39.6	4.5!	32.0	3.0!
16 to 19 years old	100.0	96.7	126.7	88.1	81.9	73.9	4.3!	51.5	18.1
20 to 24 years old	97.3	94.9	62.3	65.6	54.6	34.5	2.8!	30.3	1.5!
25 to 34 years old	60.2	61.0	57.7	35.6	31.6	31.9	5.6!	25.5	0.7!

Rounds to zero.

! Interpret data with caution.

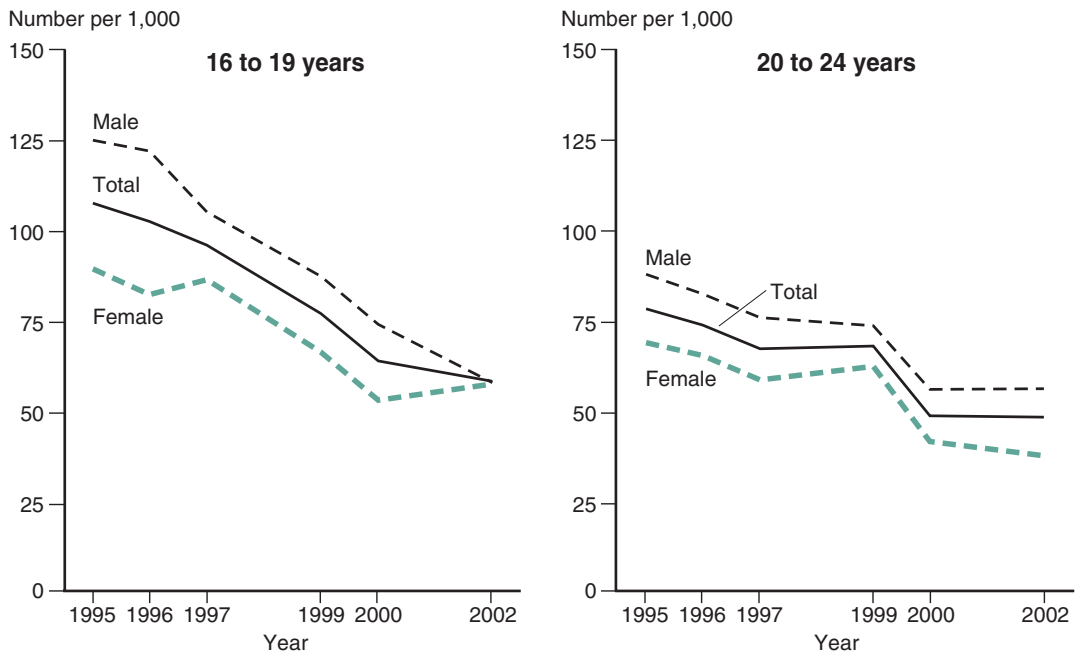
¹Includes verbal threats of rape and threats of sexual assault.

²Includes other races not separately shown.

³Includes persons of Hispanic origin.

NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, *Criminal Victimization in the United States*, various years.

Figure 43. Number of violent crime victims per 1,000 persons, by age group and sex: Various years, 1995 to 2002

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, *Criminal Victimization in the United States*, various years.

The violent crime victimization rate, as measured by the number of violent crime victims per 1,000 persons, for all four age groups (12 to 15, 16 to 19, 20 to 24, and 25 to 34) declined between 1995 and 2002. In 1995, the violent crime victimization rate for male 16- to 19-year-olds (125 per 1,000) was higher than the female rate (90 per 1,000). In 2002, there was no measurable difference in the rates between males and females. There was also a difference between the male and female victimization rate for 20- to 24-year-olds in 1995 (88 per 1,000 vs. 70 per 1,000). This gap did not close; in 2002 the male victimization rate (57 per 1,000) continued to be higher than the female rate (38 per 1,000).



HEALTH

Indicator **44. General Health**

Table 44. Percentage of persons 18 years and over who reported being in excellent or very good health, by educational attainment and selected characteristics: 2002

Selected characteristic	Total ¹	Still in high school	Less than high school completion	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher
Total, 25 years and over	59	†	37	53	64	77
Total, 25 to 34 years	74	†	61	69	75	86
Total, 18 to 24 years	75	74	64	72	80	88
Sex						
Male	77	79	66	74	82	91
Female	73	66	61	71	79	85
Race/ethnicity						
White, non-Hispanic	78	79	65	74	82	90
Black, non-Hispanic	69	62	64	66	74	85
Hispanic	77	‡	62	73	81	86
Other	68	70	62	71	75	68
Age group						
18 and 19	75	75	68	75	83	‡
20 and 21	74	‡	59	71	80	81
22 to 24	76	‡	63	71	80	88
Poverty status						
Poor	68	76	53	59	77	87
Near-poor	71	71	65	69	74	87
Nonpoor	77	74	66	75	83	88
Family income						
Less than \$20,000	69	64	54	65	77	87
\$20,000 to 34,999	74	68	68	70	80	87
\$35,000 to 54,999	77	78	65	76	80	88
\$55,000 to 74,999	80	85	76	78	82	89
\$75,000 or more	80	78	71	77	85	88

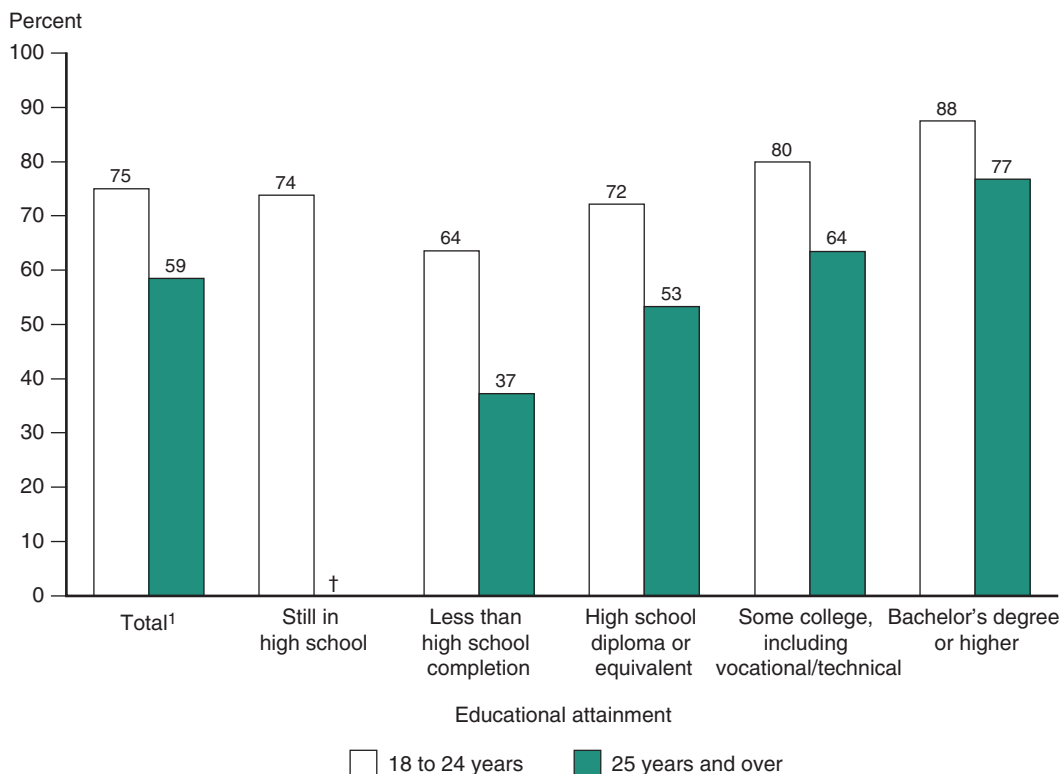
† Not applicable.

‡ Reporting standards not met.

¹Includes respondents who did not report educational attainment.

NOTE: Includes those who responded "excellent" or "very good" on a scale of "excellent," "very good," "good," "fair," and "poor."

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 2002, previously unpublished tabulations.

Figure 44. Percentage of persons 18 years and older who reported being in excellent or very good health, by educational attainment and age group: 2002

† Not applicable.

¹Includes respondents who did not report educational attainment.

NOTE: Includes those who responded "excellent" or "very good" on a scale of "excellent," "very good," "good," "fair," and "poor."

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey, 2002, previously unpublished tabulations.

Young adults ages 18 to 24 years were more likely to report being in very good or excellent health than all persons 25 years old and over; however there was no measurable difference between 18- to 24-year-olds and 25- to 34-year-olds with regard to the proportion who reported very good or excellent health. As educational attainment increases reports of very good or excellent health increases for every age group (18 to 24 and 25 and over). In 2002, 18- to 24-year-olds who completed a bachelor's degree or higher were more likely to report being in good or excellent health than peers with lower levels of educational attainment. In general, males 18 to 24 were more likely to report very good or excellent health than their female counterparts.

Indicator **45. Exercise**

Table 45. Percentage of high school students who participated in various levels of physical activities, by sex, race/ethnicity, and grade: Various years, 1993 to 2003

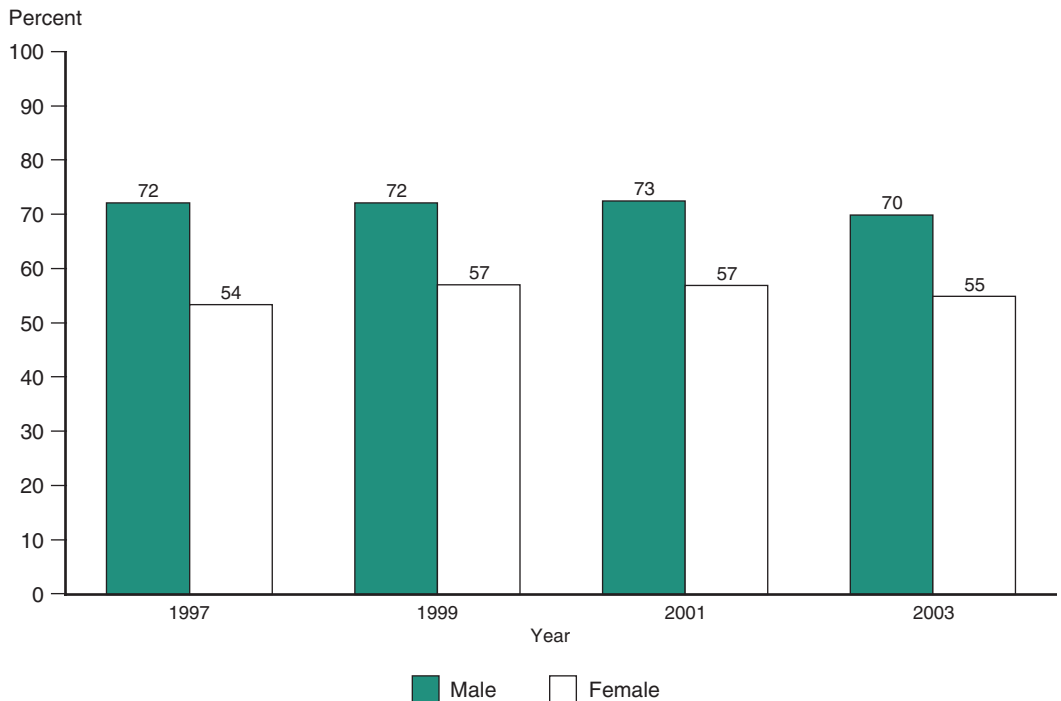
Race/ethnicity and grade	1993	1995	1997		1999			2001			2003			
	Total	Total	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Participated in vigorous physical activity¹														
Total ²	66	64	64	72	54	65	72	57	65	73	57	63	70	55
Race/ethnicity														
White, non-Hispanic	68	67	67	73	58	67	75	60	67	74	60	65	72	58
Black, non-Hispanic	60	53	54	67	41	56	65	47	60	72	48	55	65	45
Hispanic	59	57	60	69	50	61	72	50	61	69	52	59	67	52
Grade														
9	75	72	73	79	66	73	77	68	72	77	67	69	73	64
10	70	69	66	74	56	65	73	56	67	74	60	65	72	58
11	63	60	60	69	49	58	67	49	61	72	51	60	70	49
12	58	55	58	68	44	61	71	52	56	66	45	55	64	46
Participated in strengthening exercises³														
Total ²	52	50	51	58	43	54	64	44	53	63	45	52	60	43
Race/ethnicity														
White, non-Hispanic	54	53	53	58	46	56	65	46	55	63	47	54	61	46
Black, non-Hispanic	46	41	47	59	35	45	58	33	48	61	35	45	60	31
Hispanic	50	47	53	62	43	53	66	39	51	60	42	52	59	44
Grade														
9	61	57	58	63	52	59	68	50	59	66	53	56	63	48
10	55	56	51	57	45	55	64	45	54	63	45	55	60	49
11	49	47	52	59	43	50	61	38	51	63	40	51	62	40
12	45	42	46	55	34	50	60	40	48	58	38	45	55	34
Enrolled in physical education class														
Total ²	52	60	49	52	45	56	61	52	52	56	48	56	59	53
Race/ethnicity														
White, non-Hispanic	51	63	50	52	47	56	60	52	48	52	45	54	56	52
Black, non-Hispanic	56	50	46	54	39	53	59	47	61	67	54	56	63	49
Hispanic	54	51	52	53	50	59	65	54	58	62	55	59	61	56
Grade														
9	77	81	69	70	69	79	82	76	74	74	73	71	71	71
10	57	72	53	56	50	61	65	57	54	58	50	61	63	58
11	41	47	39	44	34	41	45	37	39	47	32	46	51	41
12	36	42	36	42	28	37	44	29	31	37	26	40	45	35

¹Activities that caused sweating and hard breathing for 20 minutes or more on 3 or more of the 7 days preceding the survey.

²Includes other race/ethnicity categories not separately shown.

³For example, push-ups, sit-ups, or weightlifting on 3 or more of the 7 days preceding the survey.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States*, 1993, 1995, 1997, 1999, 2001, and 2003.

Figure 45. Percentage of high school students who participated in vigorous physical activity, by sex: Various years, 1997 to 2003

NOTE: Vigorous physical activity is defined as activity that caused sweating and hard breathing for 20 minutes or more on 3 or more of the 7 days preceding the survey.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States*, 1997, 1999, 2001, and 2003.

Males were more likely than females to participate in vigorous physical activity and strengthening exercises over the years 1997 to 2003. In 2003, 70 percent of males reported participating in vigorous physical activity and 60 percent reported participating in strengthening exercises, compared to 55 percent and 43 percent of females, respectively. In 2003, there were no significant racial/ethnic differences detected among male participation rates for vigorous physical activity, strengthening exercises, or enrollment in physical education class, while there were some differences among the females. A higher percentage of White females than Black females reported participating in vigorous physical activity, 58 percent versus 45 percent. Also, a smaller percentage of Black females reported participating in strengthening exercises compared to White and Hispanic females, 31 percent versus 46 percent and 44 percent, respectively.

Indicator 46. Weight Control and Dieting

Table 46. Percentage of high school students with weight concerns, by race/ethnicity, specific concern, and sex: Various years, 1993 to 2003

Weight concern and sex	1993 Total	1995 Total	1997 Total	1999 Total	2001 Total	Total ¹	2003		
							Race/ethnicity		
							White, non-Hispanic	Black, non-Hispanic	Hispanic
Overweight²									
Total	—	—	—	9.9	10.5	12.1	10.4	16.2	16.4
Male	—	—	—	11.9	14.2	15.7	14.0	18.2	21.3
Female	—	—	—	7.9	6.9	8.3	6.5	14.2	11.5
At risk for becoming overweight³									
Total	—	—	—	16.0	13.6	14.8	13.3	18.2	17.4
Male	—	—	—	17.5	15.5	15.2	14.0	15.1	19.1
Female	—	—	—	14.4	11.7	14.4	12.4	21.2	15.7
Thought they were overweight									
Total	34.3	27.6	27.3	30.0	29.2	29.6	30.8	22.3	31.6
Male	24.4	22.1	22.2	23.7	23.3	23.5	23.5	17.9	27.1
Female	44.8	33.6	33.5	36.4	34.9	36.1	38.5	26.4	36.1
Were attempting weight loss									
Total	40.3	41.4	39.7	42.7	46.0	43.8	44.8	34.7	49.4
Male	23.1	24.3	23.1	26.1	28.8	29.1	27.9	22.7	37.4
Female	58.7	59.8	59.7	59.4	62.3	59.3	62.6	46.7	61.7
Exercised to lose weight or avoid gaining weight⁴									
Total	—	51.0	51.5	58.4	59.9	57.1	58.5	47.5	58.9
Male	—	39.3	39.9	49.5	51.0	49.0	48.1	46.1	53.7
Female	—	63.8	65.4	67.4	68.4	65.7	69.6	49.2	64.1
Fasted to lose weight or avoid gaining weight⁴									
Total	—	—	—	12.6	13.5	13.3	12.5	12.5	13.7
Male	—	—	—	6.4	7.6	8.5	7.1	10.5	9.2
Female	—	—	—	18.8	19.1	18.3	18.4	14.5	18.2
Took diet pills, powders, or liquids to lose weight or avoid gaining weight⁴									
Total	—	5.2	4.9	7.6	9.2	9.2	9.8	5.0	10.5
Male	—	1.9	2.4	4.4	5.5	7.1	6.8	4.9	9.2
Female	—	8.7	8.0	10.9	12.6	11.3	13.0	5.1	11.7

— Not available.

¹Includes other race/ethnicity categories not separately shown.

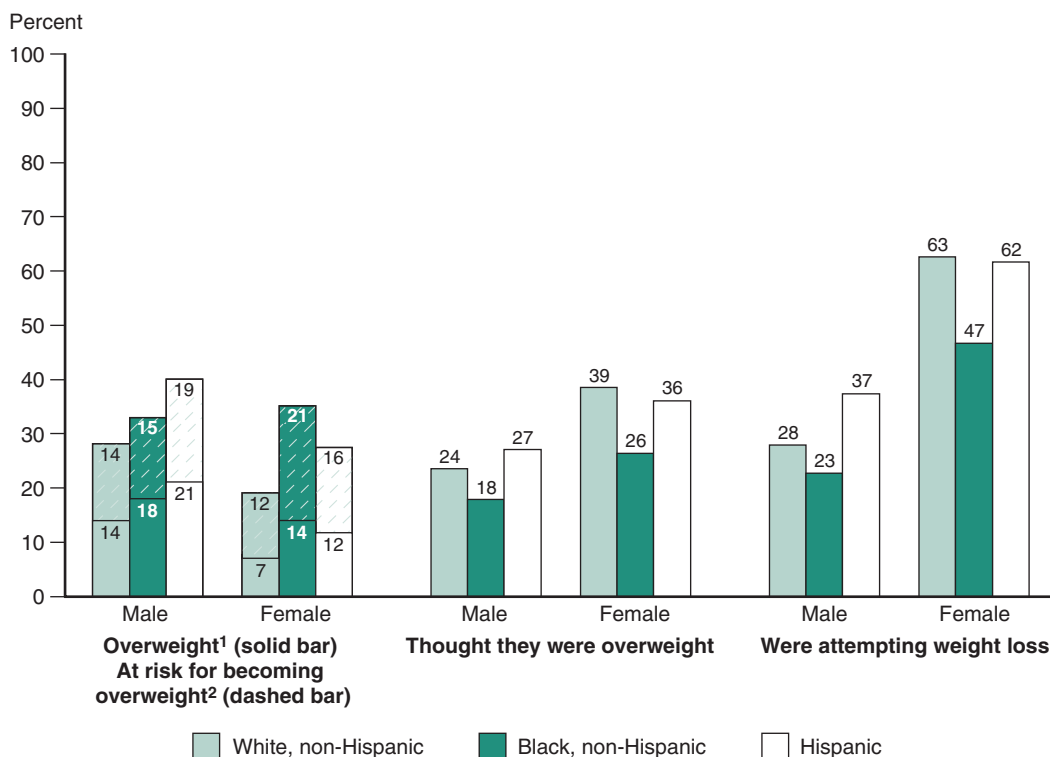
²Students who were in the 95th or higher percentile for body mass index, by age and sex, based on reference data from the National Health and Nutrition Examination Survey I. Percentiles for each age level, from 2 to 20 years of age, are based on weight and height, and differ for each age level. The percentage of overweight high school students is calculated from the total number of students in the 95th percentile or higher for their age group across all high school age groups.

³Students who were in the 85th or higher percentile, but less than the 95th percentile for body mass index, by age and sex, based on reference data from the National Health and Nutrition Examination Survey I are considered at risk for becoming overweight.

⁴During the 30 days preceding the survey.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States*, 1993, 1995, 1997, 1999, 2001, and 2003.

Figure 46. Percentage of high school students who reported selected weight control and dieting characteristics, by sex and race/ethnicity: 2003



¹Students who were in the 95th or higher percentile for body mass index, by age and sex, based on reference data from the National Health and Nutrition Examination Survey I. Percentiles for each age level, from 2 to 20 years of age, are based on weight and height, and differ for each age level. The percentage of overweight high school students is calculated from the total number of students in the 95th percentile or higher for their age group across all high school age groups.

²Students who were in the 85th or higher percentile, but less than the 95th percentile for body mass index, by age and sex, based on reference data from the National Health and Nutrition Examination Survey I are considered at risk for becoming overweight.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States, 2003*.

In 2003, 27 percent of high school students were overweight or at risk for becoming overweight. Although a higher percentage of males (16 percent) than females (8 percent) were overweight, females were twice as likely to be attempting weight loss (59 vs. 29 percent). Black high school students were more likely to be overweight than their White classmates (16 vs. 10 percent), as well as more likely to be at risk for becoming overweight (18 percent) compared to their White peers (13 percent). There were no measurable differences in the percentage of Black and Hispanic students who were overweight or at risk for becoming overweight. However, Black students were less likely to report believing they were overweight (22 percent) compared to White (31 percent) and Hispanic students (32 percent).

Indicator 47. Illness

Table 47. Number and rate of newly reported cases of selected diseases among 5- to 24-year-olds: Various years, 1985 to 2002

Disease and age	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002
Number of newly reported cases										
Measles										
5 to 14	772	4,946	48	115	20	12	21	6	14	4
15 to 24	1,093	5,646	45	131	30	29	12	17	30	5
Tuberculosis										
5 to 14	472	660	645	588	518	441	439	421	387	389
15 to 24	1,672	1,867	1,703	1,656	1,681	1,548	1,516	1,623	1,595	1,499
Gonorrhea ¹										
15 to 24	560,466	384,490	228,698	189,973	185,933	209,036	210,892	212,679	215,672	207,324
Syphilis										
15 to 24	10,849	16,408	4,860	3,058	2,091	1,626	1,410	1,338	1,223	1,193
AIDS ²										
5 to 14	20	156	264	247	203	199	135	132	138	131
15 to 24	379	1,715	2,666	2,403	2,099	1,667	1,700	1,567	1,721	1,858
Incidence rate (per 100,000 population)										
Measles										
5 to 14	—	—	0.13	0.31	0.05	0.03	0.05	0.02	0.03	0.01
15 to 24	—	—	0.13	0.37	0.08	0.08	0.03	0.05	0.08	0.01
Tuberculosis										
5 to 14	—	—	1.74	1.54	1.35	1.13	1.11	1.07	0.94	0.95
15 to 24	—	—	4.80	4.61	4.64	4.16	4.02	4.31	4.07	3.83
Gonorrhea ¹										
15 to 24	—	—	645.01	528.51	513.32	571.45	559.39	564.13	550.41	529.11
Syphilis										
15 to 24	—	—	13.71	8.51	5.77	4.45	3.74	3.55	3.12	3.04
AIDS ²										
5 to 14	—	—	0.71	0.65	0.53	0.51	0.34	0.33	0.34	0.32
15 to 24	—	—	7.51	6.69	5.79	4.48	4.51	4.16	4.39	4.74

— Not available.

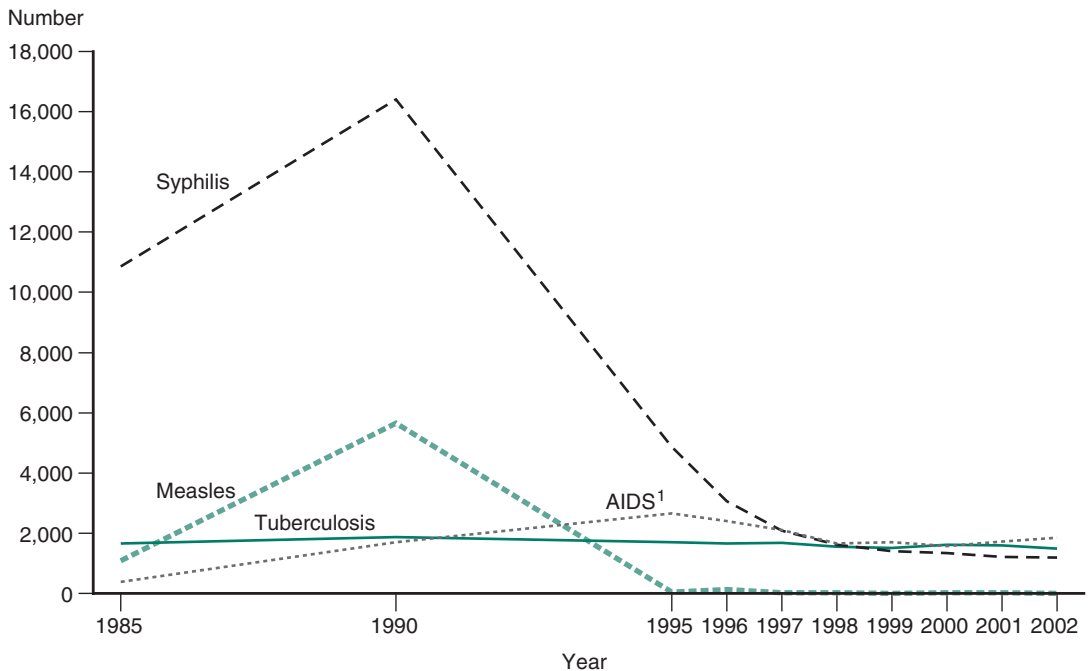
¹The number of gonorrhea cases for persons ages 9 and under for years 1985 and 1990 was 2,258 and 1,612, respectively; for ages 10 to 14 for years 1985 and 1990 the number of cases was 8,164 and 11,020, respectively.

²Acquired Immune Deficiency Syndrome.

NOTE: Data are for new reported cases, not the cumulative number of persons in the population with the given condition.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Summary of Notifiable Diseases, United States*, various years.

Figure 47. Number and rate of newly reported cases of selected diseases among 15- to 24-year-olds: Various years, 1985 to 2002



¹Acquired Immune Deficiency Syndrome.

NOTE: Data are for new reported cases, not the cumulative number of persons in the population with the given condition.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Summary of Notifiable Diseases, United States*, various years.

Since 1985, the number of reported tuberculosis cases for 15- to 24-year-olds has remained stable, while the number for 5- to 14-year-olds has declined since 1990. The incidence rates of tuberculosis decreased for both age groups from 1995 to 2002. The number of cases of syphilis and measles affecting 15- to 24-year-olds has been declining since 1990. The incidence rates for both diseases among 15- to 24-year-olds have also declined since 1995. There were 1,858 newly identified cases of Acquired Immune Deficiency Syndrome (AIDS) for 15- to 24-year-olds in 2002, which represents a decline from the number of cases reported in 1995, when 2,666 new cases were reported. The incidence rates for AIDS decreased from 1995 to 2002 for both 5- to 14-year-olds (.71 per 100,000 population vs. .32 per 100,000 population) and 15- to 24-year-olds (7.51 per 100,000 population vs. 4.74 per 100,000 population).

Indicator **48. Tobacco, Alcohol, and Drug Use**

Table 48.1. Percentage of high school seniors reporting substance use at least once during the past 30 days: Various years, 1975 to 2004

Year	Alcohol ¹	Cigarettes	Any illicit drug	Marijuana only	Any illicit drug other than marijuana ²
1975	68.2	36.7	30.7	15.3	15.4
1980	72.0	30.5	37.2	18.8	18.4
1985	65.9	30.1	29.7	14.8	14.9
1990	57.1	29.4	17.2	9.2	8.0
1991	54.0	28.3	16.4	9.3	7.1
1992	51.3	27.8	14.4	8.1	6.3
1993	48.6	29.9	18.3	10.4	7.9
1994	50.1	31.2	21.9	13.1	8.8
1995	51.3	33.5	23.8	13.8	10.0
1996	50.8	34.0	24.6	15.1	9.5
1997	52.7	36.5	26.2	15.5	10.7
1998	52.0	35.1	25.6	14.9	10.7
1999	51.0	34.6	25.9	15.5	10.4
2000	50.0	31.4	24.9	14.5	10.4
2001	49.8	29.5	25.7	14.9	11.0
2002	48.6	26.7	25.4	14.1	11.3
2003	47.5	24.4	24.1	13.7	10.4
2004	48.0	25.0	23.4	12.6	10.8

¹Survey question changed in 1993; data are not directly comparable to figures for earlier years.

²Other illicit drugs include any use of LSD, other hallucinogens, crack, other cocaine, or heroin, or any use of narcotics, amphetamines, barbiturates, or tranquilizers not under a doctor's orders.

NOTE: The response rate for this survey does not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future Study*, various years.

Table 48.2. Percentage of high school seniors who currently use alcohol, cigarettes, or illicit drugs, by sex and race/ethnicity: 2004

Characteristic	Current alcohol use ¹	Daily cigarette use ²	Current illicit drug use ³
Total	29.2	15.6	23.4
Sex			
Male	34.3	15.4	26.1
Female	24.2	15.0	20.3
Race/ethnicity			
White, non-Hispanic	32.5	18.3	25.7
Black, non-Hispanic	11.4	5.2	16.8
Hispanic	26.0	8.2	19.9

¹Had 5 or more drinks in a row in the 2 weeks preceding the survey.

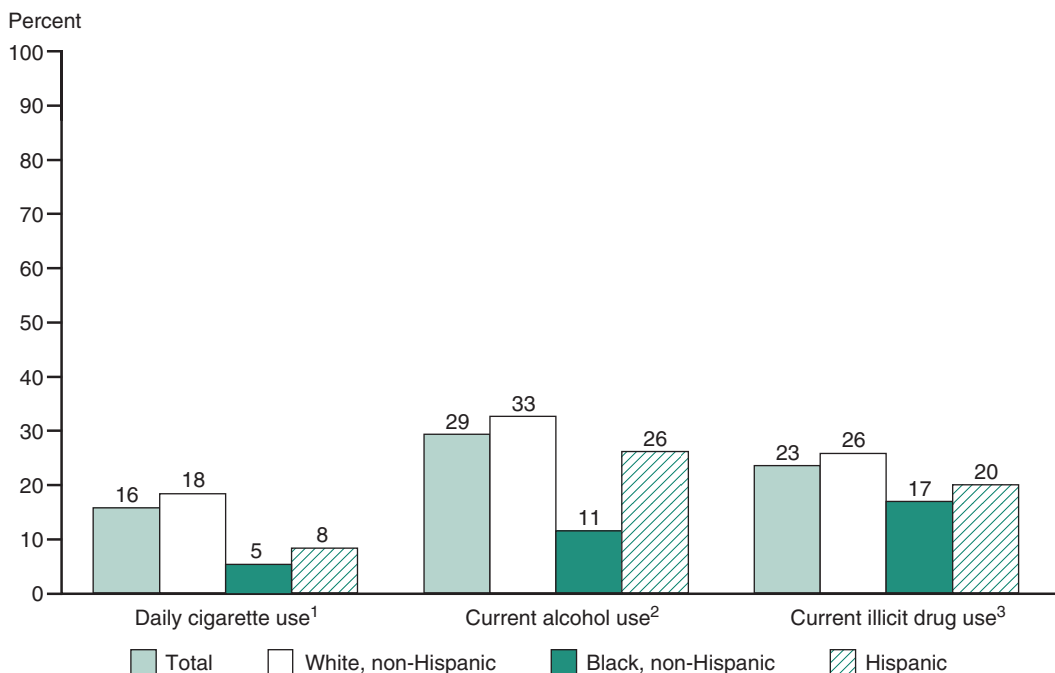
²Smoked cigarettes daily in the 30 days preceding the survey.

³Used illicit drugs on one or more of the 30 days preceding the survey. Illicit drugs include marijuana, cocaine (including crack), heroin, hallucinogens (including LSD, PCP, and ecstasy (MDMA)), amphetamines (including methamphetamine), and nonmedical use of psychotherapeutics.

NOTE: Respondents self-selected race/ethnicity as White (Caucasian), Black (African American), or one of several Hispanic categories. Race/ethnicity data are a combination of data from 2003 and 2004. The response rate for this survey does not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future Study*, 2004.

Figure 48. Percentage of high school seniors who currently use cigarettes, alcohol, or illicit drugs, by race/ethnicity: 2004



¹Smoked cigarettes daily in the 30 days preceding the survey.

²Had 5 or more drinks in a row in the 2 weeks preceding the survey.

³Used illicit drugs on one or more of the 30 days preceding the survey. Illicit drugs include marijuana, cocaine (including crack), heroin, hallucinogens (including LSD, PCP, and ecstasy (MDMA)), amphetamines (including methamphetamine), and nonmedical use of psychotherapeutics.

NOTE: Respondents self-selected race/ethnicity as White (Caucasian), Black (African American), or one of several Hispanic categories. Race/ethnicity data are a combination of data from 2003 and 2004. The response rate for this survey does not meet NCES statistical standards.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future Study*, 2004.

In 2004, 16 percent of all high school seniors reported smoking cigarettes daily in the past 30 days, 29 percent reported having five or more drinks in a row within the past 2 weeks, and 23 percent reported using illicit drugs 1 or more times in the past 30 days. The percentage of White seniors who reported the current use of cigarettes, alcohol, or illicit drugs was higher than the percentages of Black and Hispanic seniors. Alcohol use decreased from 72 percent of seniors reporting drinking alcohol at least once during the preceding 30 days in 1980 to 48 percent in 2004. The percentage of seniors who smoked cigarettes at least once during the preceding 30 days had declined from 37 percent in 1975 to 28 percent in 1992, then rose to 37 percent in 1997; since then, the percentage of seniors reporting they smoked cigarettes has declined to 25 percent in 2004. The percentage of seniors reporting illicit drug use declined from 37 percent in 1980 to 14 percent in 1992; however, the percentage increased to 26 percent during the 1990s, and slightly decreased to 23 percent in 2004.

Indicator **49. Personal Safety**

Table 49. Percentage of high school students who participated in behaviors that may endanger their safety, by race/ethnicity and sex: Various years, 1993 to 2003

Behavior and sex	1993 Total	1995 Total	1997 Total	1999 Total	2001 Total	2003			
						Total ¹	Race/ethnicity		
							White, non-Hispanic	Black non-Hispanic	Hispanic
Carried a weapon^{2,3}									
Total	22.1	20.0	18.3	17.3	17.4	17.1	16.7	17.3	16.5
Male	34.3	31.1	27.7	28.6	29.3	26.9	27.1	24.9	24.3
Female	9.2	8.3	7.0	6.0	6.2	6.7	5.5	9.8	8.5
Drove after drinking alcohol²									
Total	13.5	15.4	16.9	13.1	13.3	12.1	12.9	9.1	11.7
Male	17.6	18.5	21.0	17.4	17.2	15.0	15.2	13.4	14.9
Female	9.1	11.9	12.0	8.7	9.5	8.9	10.3	4.6	8.6
Rode with a driver who had been drinking alcohol²									
Total	35.3	38.8	36.6	33.1	30.7	30.2	28.5	30.9	36.4
Male	36.3	39.5	38.3	34.4	31.8	29.2	27.3	31.8	32.8
Female	34.5	37.8	34.5	31.7	29.6	31.1	29.8	29.8	40.0
Carried a gun²									
Total	7.9	7.6	5.9	4.9	5.7	6.1	5.9	6.0	5.4
Male	13.7	12.3	9.6	9.0	10.3	10.2	10.0	10.6	8.2
Female	1.8	2.5	1.5	0.8	1.3	1.6	1.5	1.4	2.6
Engaged in a physical fight⁴									
Total	41.8	38.7	36.6	35.7	33.2	33.0	30.5	39.7	36.1
Male	51.2	46.1	45.5	44.0	43.1	40.5	38.4	45.6	42.6
Female	31.7	30.6	26.0	27.3	23.9	25.1	22.1	34.0	29.5
Injured in a physical fight^{4,5}									
Total	4.0	4.2	3.5	4.0	4.0	4.2	2.9	5.5	5.2
Male	5.2	5.7	4.6	5.3	5.2	5.7	4.0	7.3	6.5
Female	2.7	2.5	2.2	2.8	2.9	2.6	1.7	3.7	3.9
Never or rarely wore a bicycle helmet^{4,6}									
Total	92.8	92.8	88.4	85.3	84.7	85.9	83.8	94.6	90.1
Male	92.2	93.3	88.4	86.7	86.3	87.2	85.2	95.0	91.4
Female	93.6	92.3	88.3	83.6	82.6	84.2	82.0	94.3	87.9

¹Includes other race/ethnicity categories not separately shown.

²One or more times during the 30 days preceding the survey.

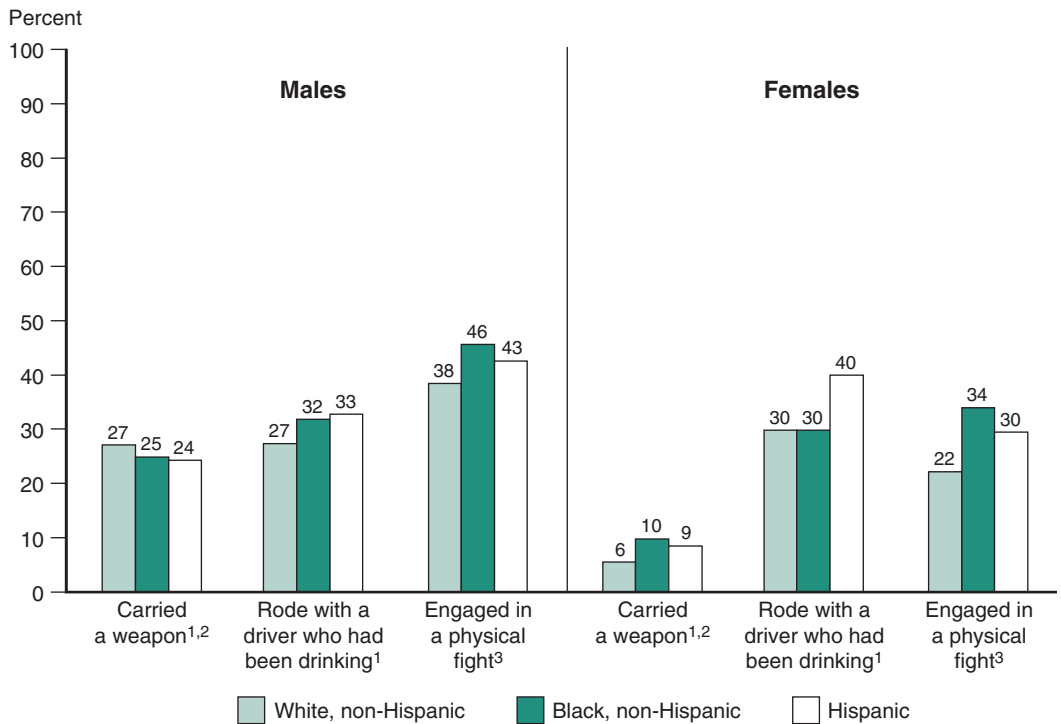
³Examples of a weapon are a gun, knife, or club.

⁴One or more times during the 12 months preceding the survey.

⁵Physical fight resulting in injury requiring attention by doctor or nurse.

⁶Percentages based on those students who rode a bicycle in the past 12 months.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States*, 1993, 1995, 1997, 1999, 2001, and 2003.

Figure 49. Percentage of high school students who participated in behaviors that may endanger their safety, by sex and race/ethnicity: 2003

¹One or more times during the 30 days preceding the survey.

²Examples of a weapon are a gun, knife, or club.

³One or more times during the 12 months preceding the survey.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States, 2003*.

In 2003, a higher percentage of male than female high school students reported engaging in a variety of behaviors that put their personal safety at risk. Specifically, a larger percentage of males than females reported driving after drinking alcoholic beverages, carrying a weapon/gun, and engaging or being injured in a physical fight. Among males, differences were found between Blacks and Whites for fighting and being injured in a fight. White males were less likely to be engaged or become injured in a physical fight than Black males. Race/ethnicity differences also were found among females. Hispanic female students were more likely than Black or White female students to report riding with a driver who had been drinking. Forty percent of Hispanic females reported riding with a driver who had been drinking, but only 9 percent reported driving after drinking. Black females were less likely to drive after drinking alcoholic beverages than White or Hispanic females.

Indicator **50. HIV/AIDS Education and Sexual Behavior**

Table 50. Percentage of high school students reporting selected sexual behaviors and receiving HIV/AIDS education, by sex, race/ethnicity, and grade: Various years, 1991 to 2003

Characteristic	1991	1993	1995	1997	1999			2001			2003		
	Total	Total	Total	Total	Total	Male	Female	Total	Male	Female	Total	Male	Female
Taught about HIV/AIDS in school													
Total ¹	—	—	86	92	91	90	92	89	89	89	88	87	89
Race/ethnicity													
White, non-Hispanic	—	—	87	93	92	92	93	91	92	90	90	90	91
Black, non-Hispanic	—	—	84	90	87	85	89	86	84	88	85	83	88
Hispanic	—	—	84	86	84	84	84	81	80	81	83	83	84
Grade													
9	—	—	86	90	88	87	89	87	87	86	84	83	85
10	—	—	88	92	91	91	90	90	89	90	89	88	91
11	—	—	85	92	92	91	94	91	91	91	89	89	90
12	—	—	87	92	92	90	94	90	90	90	90	90	90
Never had sexual intercourse													
Total ¹	46	47	47	52	50	48	52	54	52	57	53	52	55
Race/ethnicity													
White, non-Hispanic	50	52	51	56	55	55	55	57	55	59	58	60	57
Black, non-Hispanic	19	20	27	27	29	24	33	39	31	47	33	26	39
Hispanic	47	44	42	48	46	37	55	52	47	56	49	43	54
Grade													
9	61	62	63	62	61	56	68	66	60	71	67	63	72
10	52	54	52	58	53	49	57	59	58	61	56	55	57
11	38	43	41	50	48	49	46	48	46	50	47	47	47
12	33	32	34	39	35	36	34	40	39	40	38	39	38
Currently sexually active²													
Total ¹	37	38	38	35	36	36	36	33	33	33	34	34	35
Race/ethnicity													
White, non-Hispanic	34	34	35	32	33	31	35	31	30	32	31	29	33
Black, non-Hispanic	59	59	54	54	53	56	50	46	52	40	49	54	44
Hispanic	37	39	39	35	36	39	34	36	37	35	37	39	36
Grade													
9	22	25	24	24	27	29	24	23	26	20	21	24	18
10	33	30	34	29	33	34	32	30	29	31	31	30	31
11	43	40	44	38	38	35	40	38	38	38	41	39	43
12	51	53	50	46	51	48	53	48	45	51	49	47	51
Condom use during last sexual intercourse³													
Total ¹	46	53	54	57	58	66	51	58	65	51	63	69	57
Race/ethnicity													
White, non-Hispanic	47	52	53	56	55	63	48	57	64	51	63	69	57
Black, non-Hispanic	48	57	66	64	70	75	65	67	73	61	73	81	64
Hispanic	37	46	44	48	55	66	43	54	59	48	57	63	52
Grade													
9	53	62	63	59	67	70	63	68	69	67	69	71	66
10	46	55	60	59	63	70	55	60	69	52	69	72	66
11	49	55	52	60	59	69	50	59	65	53	61	67	56
12	41	47	50	52	48	56	41	49	59	41	57	67	49

— Not available.

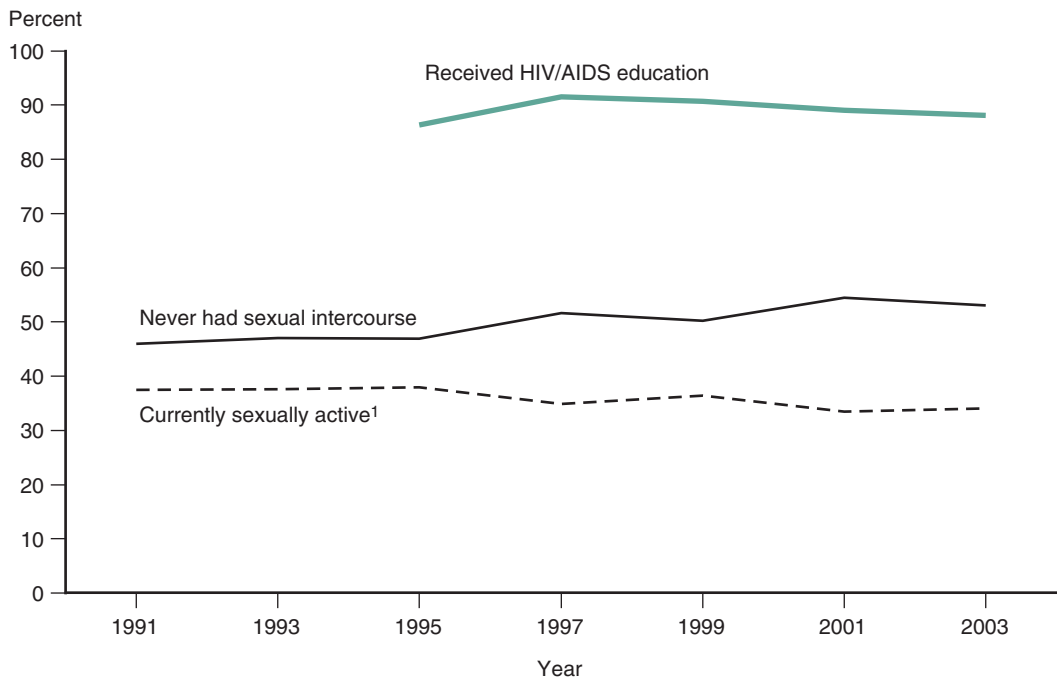
¹Includes other race/ethnicity categories not separately shown.

²Sexual intercourse within the 3 months preceding the survey.

³Among currently sexually active students.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States*, 1991, 1993, 1995, 1997, 1999, 2001, and 2003.

Figure 50. Percentage of high school students receiving HIV/AIDS education, percentage who never had sexual intercourse, and percentage who are currently sexually active: Various years, 1991 to 2003



¹Sexual intercourse within the 3 months preceding the survey.

NOTE: Data for 1991 and 1993 are not available for percentage of students who received HIV/AIDS education.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report, Youth Risk Behavior Surveillance—United States*, 1991, 1993, 1995, 1997, 1999, 2001, and 2003.

The percentage of high school students who reported never having had sexual intercourse increased from 46 percent in 1991 to 52 percent in 1997, but has not changed significantly since then. The percentage of high school students who reported being sexually active in the 3 months preceding the survey has not changed measurably during the survey years. In 2003, 34 percent of high school students reported recent sexual activity with similar percentages for males and females. However, percentages did differ by race/ethnicity. A higher percentage of Black students (49 percent) than White students (31 percent) and Hispanic students (37 percent) reported being recently sexually active. Among those who are sexually active in the 3 months preceding the survey, condom use has increased since 1991. About 63 percent of sexually active high school students reported using condoms in 2003, higher than the 46 percent in 1991. In 2003, a higher percentage of Black students (73 percent) reported condom use than either White (63 percent) or Hispanic (57 percent) students.

Indicator 51. Death and Causes of Death

Table 51. Number of deaths per 100,000 persons 5 to 14 and 15 to 24 years old, by sex, race, and cause of death: Various years, 1960 to 2001

Characteristic	1960	1970	1975	1980	1985	1990	1995	1998	1999	2000	2001
5 to 14 years old											
All causes	46.6	41.3	35.2	30.6	26.3	24.0	22.5	19.9	19.2	18.0	17.3
Males, total	55.7	50.5	43.3	36.7	31.6	28.5	26.7	23.4	22.2	20.9	19.8
Males, White ¹	52.7	48.0	40.9	35.0	29.9	26.4	24.5	21.2	20.3	19.8	18.4
Males, Black ¹	75.1	67.1	57.0	47.4	41.3	41.2	40.2	35.6	34.6	28.2	27.7
Females, total	37.3	31.8	26.8	24.2	20.8	19.3	18.2	16.2	16.1	15.0	14.6
Females, White ¹	34.7	29.9	25.5	22.9	19.4	17.9	16.6	15.0	14.9	14.1	13.9
Females, Black ¹	53.8	43.8	34.0	30.5	28.1	27.5	26.5	23.1	22.6	20.0	18.7
Accidents	19.2	20.1	18.1	15.0	12.6	10.4	9.3	8.3	—	—	—
Motor vehicle accidents	7.9	10.2	8.7	7.9	6.9	5.9	5.4	4.8	—	4.3	4.1
All other accidents	11.3	9.9	9.4	7.1	5.7	4.5	3.9	3.5	7.8	—	—
Suicide	0.3	0.3	0.5	0.4	0.8	0.8	0.9	0.8	0.6	0.7	0.7
Homicide and legal intervention	0.5	0.9	1.0	1.2	1.2	1.5	1.5	1.2	1.1	1.3 ²	1.3 ²
Males, White ¹	0.4	0.5	0.8	0.9	1.1	1.1	1.3	0.9	0.9	1.2 ²	1.1 ²
Males, Black ¹	1.4	4.2	2.7	2.9	3.3	5.1	5.0	3.2	2.9	3.1 ²	3.6 ²
Females, White ¹	0.3	0.5	0.8	1.0	0.8	0.8	0.8	0.8	0.7	0.8 ²	0.9 ²
Females, Black ¹	1.0	2.0	2.0	2.2	2.0	3.6	2.2	2.1	1.8	10.7 ²	8.9 ²
Cancer	6.8	6.0	4.8	4.3	3.5	3.1	2.7	2.6	2.6	2.5	2.5
Heart disease	1.3	0.8	0.9	0.9	1.0	0.9	0.8	0.8	0.7	0.7	0.7
Pneumonia/influenza	2.6	1.6	1.0	0.6	0.4	0.4	0.3	0.3	0.2	0.3	0.3
15 to 24 years old											
All causes	106.3	127.7	117.3	115.4	95.9	99.2	95.3	82.3	81.2	79.9	80.7
Males, total	152.1	188.5	174.1	172.3	141.1	147.4	140.5	119.3	115.9	114.9	117.0
Males, White ¹	143.7	170.8	163.6	167.0	136.3	131.3	122.3	107.6	104.9	105.8	108.0
Males, Black ¹	212.0	320.6	246.0	209.1	174.1	252.2	249.2	194.6	185.6	181.4	180.7
Females, total	61.3	68.1	59.8	57.5	49.9	49.0	48.1	43.5	44.7	43.1	42.6
Females, White ¹	54.9	61.6	55.3	55.5	48.4	45.9	44.3	41.2	42.2	41.1	40.8
Females, Black ¹	107.5	111.9	87.0	70.5	59.5	68.7	70.3	58.0	60.1	58.3	54.9
Accidents	56.1	68.7	60.3	61.7	47.9	43.9	38.5	35.8	36.3 ³	—	—
Motor vehicle accidents	38.0	47.2	39.2	44.8	35.7	34.1	29.5	26.9	—	26.9	26.8
All other accidents	18.1	21.5	21.1	16.9	12.2	9.8	9.0	8.9	—	—	—
Suicide	5.2	8.8	11.8	12.3	12.8	13.2	13.3	11.1	10.3	10.2	9.9
Males, White ¹	8.6	13.9	19.6	21.4	22.7	23.2	23.5	19.3	17.8	17.9	17.6
Males, Black ¹	4.1	10.5	12.7	12.3	13.3	15.1	18.0	15.0	14.4	14.2	13.0
Females, White ¹	2.3	4.2	4.9	4.6	4.7	4.2	3.9	3.5	3.2	3.1	3.1
Females, Black ¹	#	3.8	3.2	2.3	2.0	2.3	2.2	2.2	2.0	2.2	1.3
Homicide and legal intervention	5.9	11.7	13.7	15.6	12.1	19.9	20.3	14.8	13.2	12.6	13.3
Males, White ¹	4.4	7.9	11.2	15.5	11.2	15.4	16.5	12.2	10.5	9.9	11.2
Males, Black ¹	46.4	102.5	89.0	84.3	65.9	138.3	132.0	96.5	85.1	85.3	85.7
Females, White ¹	1.5	2.7	4.0	4.7	3.6	4.0	4.0	2.8	3.0	2.7	3.0
Females, Black ¹	11.9	17.7	20.3	18.4	14.2	18.9	16.8	12.6	11.5	10.7	8.9
Cancer	8.3	8.3	6.8	6.3	5.4	4.9	4.6	4.6	4.6	4.4	4.3
Heart disease	4.0	3.0	2.6	2.9	2.8	2.5	2.9	2.8	2.8	2.6	2.5
Pneumonia/influenza	3.0	2.4	1.7	0.8	0.6	0.6	0.6	0.6	0.5	0.5	0.4

— Not available.

Rounds to zero.

¹Includes persons of Hispanic origin. For the year 1960, Black category includes all races except White.

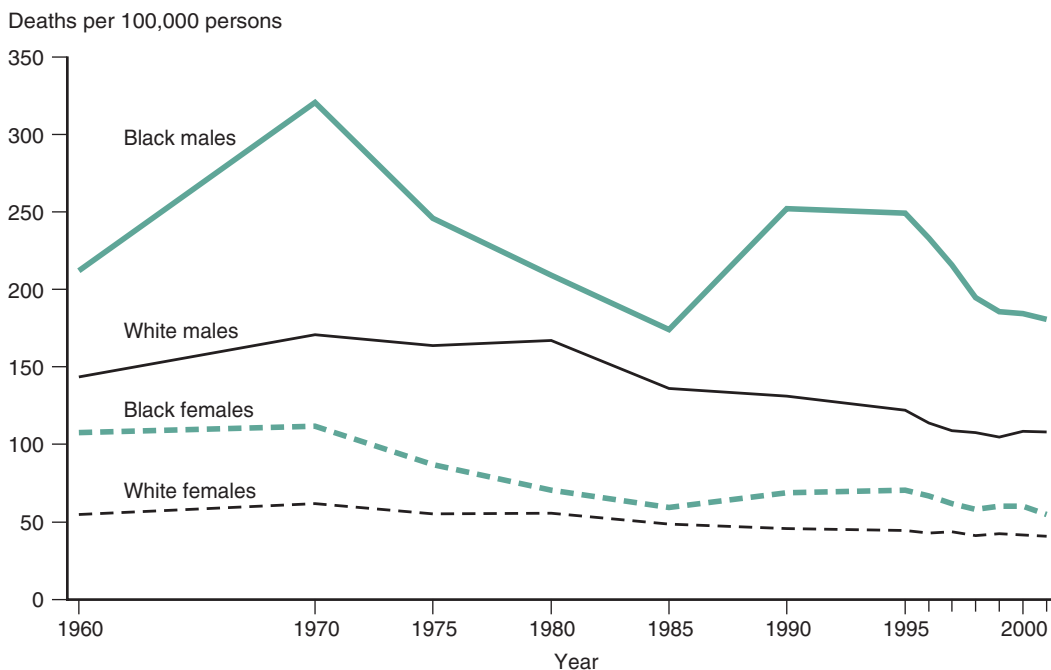
²Includes persons ages 1–14.

³Death rate by motor vehicles was not provided separately.

NOTE: Rates for 2000 and 2001 were computed using 2000-based postcensal estimates and may differ from previously published estimates.

SOURCE: U.S. Department of Health and Human Services, *Vital Statistics of the United States, Volume II - Mortality, Part A*, various years; *Monthly Vital Statistics Report*, vols. 43, 44, and 45; and *National Vital Statistics Report*, 1999 and 2000.

Figure 51. Number of deaths per 100,000 persons 15 to 24 years old, by sex and race: Various years, 1960 to 2001



NOTE: For the year 1960, Black category includes all races except White. Black and White include persons of Hispanic origin. Rates for 2000 and 2001 were computed using 2000-based postcensal estimates and may differ from previously published estimates.

SOURCE: U.S. Department of Health and Human Services, *Vital Statistics of the United States, Vol. II, Mortality, Part A*, various years; *Monthly Vital Statistics Report*, vols. 43, 44, and 45; *National Vital Statistics Report*, 1999 and 2000.

The majority of deaths of persons 15 to 24 years old can be attributed to behavioral or accidental causes over the past 40 years. Since 1960, deaths by accidents have been the leading cause of death for individuals in both the 5 to 14 and 15 to 24 age groups, with motor vehicle accidents making up a large proportion of these accidental deaths in the 15- to 24-year-old group. Between 1985 and 1990, there was a rapid rise in the homicide rate and a continuing drop in the motor vehicle accident rate among 15- to 24-year-olds. The accidental death rate among both the 5- to 14-year-old group and 15- to 24-year-old group has steadily declined since 1970, while the homicide rate among the 15- to 24-year-old group has likewise steadily declined since 1995. Among 15- to 24-year-olds, the homicide rate for Black males has remained significantly higher than the rate for Black females and White males and females. Deaths resulting from cancer, heart disease, and pneumonia/influenza have shown steady declines since the late 1960s and early 1970s.



GLOSSARY

associate degree is a degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

average daily attendance (ADA) is the aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

bachelor's degree is a degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Carnegie unit is the standard of measurement that represents one credit for the completion of a 1-year course.

civilian labor force comprises the total of all civilians classified as employed or unemployed in accordance with the criteria described below. Members of the armed forces stationed either in the United States or abroad are included in the "labor force" (see below), but not in the civilian labor force.

college is a postsecondary school which offers general or liberal arts education, usually leading to an associate, bachelor's, master's, doctoral, or first-professional degree. Junior colleges and community colleges are included under this terminology.

constant dollars are dollar amounts that have been adjusted by means of price and cost indices to eliminate inflationary factors and allow direct comparison across years. Constant dollars are expressed in two ways in this publication: 1) according to calendar year and 2) according to school year.

Consumer Price Index (CPI) is a price index that measures the average change in the cost of a fixed market basket of goods and services purchased by consumers.

consumer unit is defined as either: (1) all members of a particular household who are related by blood, marriage, adoption, or other legal arrangements; (2) a person living alone or sharing a household with others or living as a roomer in a private home or lodging house or in permanent living quarters in a hotel or motel, but who is financially independent; or (3) two or more persons living together who pool their income to make joint expenditure decisions. Financial independence is determined by the three major expense categories: Housing, food, and other living expenses. To be considered financially independent, at least two of the three major expense categories have to be provided by the respondent.

current dollars are dollar amounts that have not been adjusted to compensate for inflation.

current expenditures (elementary/secondary) are the expenditures for operating local public schools excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

doctoral degree is an earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctoral degrees in academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading.

dropouts are persons who are not enrolled in school and who have not completed high school. People who have received high school equivalency credentials are counted as having completed high school.

educational attainment is the highest grade of regular school attended and completed.

elementary school is a school classified as elementary by state and local practice and composed of any span of grades not above grade 8. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

employment refers to the activities of civilian, noninstitutional persons who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or (2) were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not they were seeking another job.

enrollment is the total number of students registered in a given school unit at a given time, generally in the fall of a year.

expenditures are charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For institutions of higher education, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions, such as the provision of perquisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

expenditures per pupil are charges incurred for a particular period of time divided by a student unit of measure, such as fall enrollment.

extracurricular activities are activities that are not part of the required curriculum and that take place outside of the regular course of study. As used here, they include both school-sponsored (e.g., varsity athletics, drama and debate clubs) and community-sponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

family is a group of two persons or more (one of whom is the householder, see below) related by birth, marriage, or adoption and residing together; all such persons (including related subfamily members) are considered as members of one family. Beginning with the 1980 Current Population Survey (CPS), members of unrelated subfamilies (referred to in the past as secondary families) are not included in the count of family members.

family household is a household maintained by a householder who is in a family (as defined above), and includes any unrelated people (unrelated subfamily members and/or secondary individuals) who may be residing there. The number of family households is equal to the number of families. The count of family household members differs from the count of family members, however, in that the family household members include all people living in the household, whereas family members include only the householder and his/her relatives.

first-professional degree is a degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

full-time enrollment The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

higher education is study beyond secondary school at an institution that offers programs terminating in an associate, bachelor's, or higher degree.

high school is a secondary school offering the final years of school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

household consists of all the persons who occupy a housing unit. A house, an apartment or other group of rooms, or a single room, is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other person in the structure and there is direct access from the outside or through a common hall.

A household includes the related family members and all the unrelated persons, if any, such as lodgers, foster children, wards, or employees who share the housing unit. A person living alone in a housing unit, or a group of unrelated persons sharing a housing unit as partners, is also counted as a household. The count of households excludes group quarters.

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 housing unit is owned or rented jointly by a married couple, the householder may be either the husband or the wife. The person designated as the householder is the "reference person" to whom the relationship of all other household members, if any, is recorded. Prior to 1980, the husband was always considered the householder in married-couple households. The number of householders is equal to the number of households. Also, the number of family householders is equal to the number of families.

labor force includes persons employed as civilians, unemployed (but looking for work), or as members of the armed forces, (see below) during survey week. The “civilian labor force” (see above) comprises all civilians classified as employed or unemployed.

labor force participation rate represents the proportion of the noninstitutionalized population (see below) that is in the labor force. The civilian labor force participation rate is the ratio of the civilian labor force to the civilian noninstitutional population.

married couple is defined for census purposes as a husband and wife enumerated as members of the same household. The married couple may or may not have children living with them. The expression “married-couple” before the term “household,” “family,” or “subfamily” indicates that the household, family, or subfamily is maintained by a husband and wife. The number of married couples equals the count of married-couple families plus related and unrelated married-couple subfamilies.

master’s degree is a degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor’s degree. One type of master’s degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master’s degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master’s degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws

(L.L.M.) and Master of Science in various medical specializations.

median is the measure of central tendency that occupies the middle position in a rank order of values. It generally has the same number of items above it as below it. If there is an even number of items in the group, the median is taken to be the average of the middle two items.

nonfamily householder is a person maintaining a household alone or with nonrelatives only.

noninstitutional population refers to all those who are not inmates of an institution such as a home, school, hospital, or ward for the physically or mentally handicapped; a hospital or ward for mental, tubercular, or chronic disease patients; a home for unmarried mothers; a nursing, convalescent, or rest home for the aged and dependent; an orphanage; or a correctional institution.

nonresident alien is a person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

own children in a family are sons and daughters, including stepchildren and adopted children, of the householder. Similarly, “own” children in a subfamily are sons and daughters of the married couple or parent in the subfamily. The counts include never-married children living away from home in college dormitories.

part-time enrollment is the number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

poverty is based on a definition developed by the Social Security Administration in 1964 and revised in 1969 and 1981. The poverty index provides a range of income cutoffs adjusted by

such factors as family size, sex of the family head, and number of children under 18 years old. The poverty thresholds rise each year by the same percentage as the annual average Consumer Price Index.

pupil/teacher ratio is the enrollment of pupils at a given period of time, divided by the full-time-equivalent number of classroom teachers serving these pupils during the same period.

racial/ethnic group is classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the U.S. Census Bureau or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Census Bureau, which are noted accordingly in this volume.

Black

A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Census Bureau, which are noted accordingly in this volume.

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaska Native

A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

resident population includes civilian population and armed forces personnel residing within the United States. It excludes armed forces personnel residing overseas.

salary is the total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

secondary school is a school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

subfamily or related subfamily is a married couple with or without children, or one parent with one or more own single (never-married) children under 18 years old, living in a household and related to, but not including, the person or couple who maintains the household. The most common example of a related subfamily is a young married couple sharing the home of the husband's or wife's parents. The number of related subfamilies is not included in the count of families.

total expenditure per student in fall

enrollment includes all expenditures allocable to per pupil costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded.

unemployed refers to civilians who had no employment but were available for work, and (1) had engaged in any specific job seeking

activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

unemployment rate represents the number unemployed as a percent of the civilian labor force (see above).

unrelated subfamily is a group of two persons or more who are related to each other by birth, marriage, or adoption, but who are not related to the householder. The unrelated subfamily

may include persons such as guests, roomers, boarders, or resident employees and their relatives living in a household. The number of unrelated subfamily members is included in the number of household members but is not included in the count of family members.

vocational education refers to organized educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.