The volume is a statistical compilation of data on family structure, economic factors, jobs, extracurricular activities, health, and several dozen other elements that comprise the world of the 63.9 million students enrolled in U.S. schools in 1994. These facts present a composite of the youth experience, highlighting connections that might otherwise be missed between experiences inside and outside the school. An objective of the report is to present trends over time; whenever possible, tables go back as far as 1950 or earlier to provide historical context for today's issues. This edition has been designed to highlight information on high school graduates and dropouts entering the workforce and forming families. Each indicator contains a table, chart, and brief descriptive text. The 69 indicators are grouped in the following sections to focus on particular areas of youth experience: (1) home, including demographics, family composition, and family income; (2) school, including descriptions, outcomes, and out-of-school experiences; (3) health; (4) citizenship and values; and (5) the future. A glossary is included. (Contains 69 tables and 69 charts.) (SLD)
Youth Indicators 1996

Trends in the Well-Being of American Youth

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U.S. Department of Education
Office of Educational Research and Improvement

NCES 96-027
Trends in the Well-Being of American Youth

September 1996
The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

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September 1996

Suggested Citation
The National Center for Education Statistics and the Office of Educational Research and Improvement broke new ground with the first edition of *Youth Indicators* (in 1989) by investigating the lives of students beyond schoolhouse doors. Students learn in many settings. Early childhood experiences, family relationships, and home environments affect school performance from kindergarten to college. And, in turn, success at school has pervasive effects on each person's aspirations for the future and success in the job market. Policy-makers now rely on this report for information on factors outside of school that influence learning.

Information about children's lives across varied settings better prepares policymakers who seek lasting and effective educational change. To understand when, where, and how changes can be made in the educational process, we must examine the larger context in which children live and learn. *Youth Indicators* is a statistical compilation of data on family structure, economic factors, jobs, extracurricular activities, and several dozen other elements that comprise the world of young people. These data present a composite of the youth experience, highlighting connections that might otherwise be missed between experiences inside and outside of school.

Much of the data in this publication is central to long-term policy debates on education issues. Where possible, trend data are provided as an historical context for interpretation. It is hoped that policymakers and analysts who use these data will send comments to the National Center for Education Statistics, identifying the areas where further information is needed or the data are lacking. Good statistical reporting typically provides precise, though limited, information related to policy issues; good statistical reporting usually leads to many new questions.

Jeanne E. Griffith
Associate Commissioner for Data Development
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INTRODUCTION

America today is striving to maintain its standard of living and its pre-eminent position among the countries of the world. How well it fares in the future will depend in part on today’s youth. They will be the leaders and the citizens of the 21st century.

Youth is a period where dramatic physical, emotional, and educational changes take place. Children and adolescents make the transition to adulthood; many leave home, or marry and start families of their own, or attend postsecondary education or begin careers. Couple the demands of these personal changes with the demands of a changing society and it is easy to see why youth might also be defined as a difficult time of life.

While struggling through the passage to maturity, each generation also faces unique challenges. We conduct business in an increasingly competitive global economy. Unprecedented amounts of technology will confront our youth with a continued array of new information. We will need to be comfortable acquiring new knowledge and learning new skills. They will need to address educational and health-related problems and cultural differences in order to deal with economic and societal pressures.

Youth Indicators offers a broad perspective on youth using trend data that cut across disciplines and agency lines. It is intended to be of use to agency officials and others in public life concerned with integrating human services for youth and their families. Youth Indicators was created to meet the needs of these policymakers who must establish a context for viewing trends in the well-being of youth. Youth Indicators contains statistics that address important aspects of the lives of youth—family, work, education, health, behavior, and attitudes. When taken together, the data create an outline of the conditions under which young people live and help illuminate this period of transitions. Researchers and policymakers can look at the outline to identify gaps in data where intervention might be beneficial, and where changes might be made. Ideally, these indicators will be used as catalysts for further study and action.

One important objective of the report is to present trends over time, rather than to deliver snapshots of contemporary conditions. Whenever possible, tables go as far back as 1950, or even earlier, providing needed historical context for today’s issues. Some indicators cover only more recent years—either because they show key details or because data are simply not available for earlier years. This edition of Youth Indicators was designed to highlight information on high school graduates and dropouts entering the workforce and forming families.

Each indicator contains a table, chart, and brief descriptive text. The indicators are grouped in sections that feature particular areas of youth experience. The tables provide current and trend information on a given topic. The charts are designed to highlight the most important aspects of the statistical tables. The text describes critical features of each indicator, showing the types of inferences one might reasonably make. A short glossary defines key technical terms.

These indicators are representative but do not constitute the total body of knowledge about American youth. While the selection of indicators itself is open to debate, the assortment we have collected is intended to be full and fair in its overall portrayal of conditions facing young people. Because new data reveal changes in some of the trends we present, Youth Indicators is updated regularly, with the aim of maintaining its usefulness. We invite continuing dialogue with readers about the approaches taken and the indicators selected.

We have organized this introduction according to general themes that are based on
some of the report’s most important indica-
tors. While the task of interpretation belongs
with the reader, the report includes some
comments on the nature and substance of
the data. We hope the following passages will
serve as reference points against which read-
ers may compare and contrast their own
views on the progress of American youth.

HOME
Demographics and Family
Composition

Changes in birth rates profoundly influence
society for decades as larger or smaller
groups (birth cohorts) move through school,
adulthood, the workforce, and finally into re-
tirement. Larger birth cohorts can cause pres-
sure for building schools, hiring more teach-
ers, and expanding medical services; reduced
cohorts can have the opposite effect. Recent
demographic shifts in the youth population
have placed great stress on schools, col-
leges, and the workforce (Indicator #3).

The best-known of these birth cohorts is
the “baby boom,” the rise in births from the
late 1940s through the early 1960s that cre-
ated a large population bulge. This bulge
caused elementary and secondary school en-
rollment to rise rapidly in the 1950s and
1960s, which in turn created a surge in
school construction and a demand for hun-
dreds of thousands of new teachers. The
boom’s aftershock hit in the 1970s when
sharply declining birth rates resulted in drops
in enrollment that left schools underutilized
and sometimes overstaffed. From 1971 to
1984, total elementary and secondary school
enrollment decreased every year, reflecting
the decline in the school-age population over
that period. Meanwhile, the “baby boomers”
moved into their twenties, and unprecedented
numbers of young people entered the labor
market, causing heavy competition for entry-
level jobs and depressing wage levels. Many
demographers predict that this population
bulge will create similar pressures on retire-
ment funds and health care services as mem-
ers of that birth cohort move into their retire-
ment years. It is worth observing that “baby
boomers” will first become eligible to collect
Social Security in the first decade of the new
century.

Today another major demographic surge is
underway. Between 1985 and 1994 public
school enrollment in kindergarten through
grade eight rose. By 1997, total elementary
and secondary enrollments are projected to
surpass the previous high set in 1971 and are
expected to continue to rise into the next cen-
tury. This expansion is forcing demand for
more teachers, school buildings, and social
services. The demographic composition of
America’s youth is also changing, with pro-
jected increases in the minority composition
for preschool age children through young
adults.

Another long-term demographic trend is
that fewer people are getting married and are
doing so at a later age than in the recent
past. In fact, today’s averages exceed the
historic highs of the late 19th century. The
1950s were a period of early marriages, and
the age of first marriage has risen steadily be-
tween 1950 and the 1990s (#3). Despite the
decline in marriage rates, however, the Unit-
ed States still has a substantially higher mar-
riage rate than other developed nations. The
divorce rate in the United States is also much
higher than in other developed nations, al-
though that gap is narrowing (#5).

The structure of families has also changed,
with fewer married-couple families containing
children. This change reflects both a decline
in birth rates among younger families and an
increase in the proportion of older married
couples who are unlikely to have children
under 18. In 1994, fewer than half of white
families had children under 18, although the
majority of Hispanic and black families did
(#10).

Moreover, women are waiting until they are
older to bear children. Until 1985, the women
aged 20 to 24 had the highest birth rate.
Since the late 1980s, 25- to 29-year-old
women have had the highest birth rate. The birth rate for 30- to 34-year-old women has risen by 30 percent since 1980, but is still lower than in 1950 or 1960 (#6). Overall, the birth rate for women 15- to 44-years-old has been stable since 1980. Black women continue to bear children most frequently in their early 20s. Since 1980, birth rates to unmarried women of all ages and races have risen.

Families have grown smaller over the past two decades, a pattern especially notable between 1970 and 1980. Even when single adults and couples have children, they are having fewer of them. Since 1980, the average number of children per family has been less than two (#10 and #11).

A high divorce rate, coupled with nonmarital births, has fed another phenomenon: a rising proportion of children living with only one parent. The proportion of children under 18 living in married-couple families declined by 10 percent between 1970 and 1994, while the proportion living in single-parent families grew (#11). Much of the increase in these figures was driven by increases in the divorce rates during the 1970s, though the divorce rate has been relatively stable since 1980 (#4). In 1994, 25 percent of children lived in single-parent families. The figures for minority children are even higher. In 1994, 59 percent of black children lived in single-parent homes compared with 19 percent of white children and 29 percent of Hispanic children.

These data on children in single parent families represent children's living status during a single year. Many more children are affected over their lifetimes by the impact of divorce. As social science examines the emotional and psychological consequences of single-parent households, the economic consequences are already clear. Single-parent families tend to suffer severe economic disadvantages.

**Family Formation**

A striking change in the youth experience is an apparent lengthening of the transition period from childhood to economic independence. Several symptoms mark this phenomenon. Young adults are more likely to live with their parents. High school completion rates have improved modestly, and more graduates are going to college. Attending college typically results in a higher paying job, but it also delays moving into the work force full-time and entails paying historically high tuition rates. With all its benefits, this expensive lengthening of the education process makes it difficult for young people to become financially independent until they complete their studies. And even when they have full-time jobs, young adults' incomes have not kept pace with those of other age groups.

Prolonged education and economic dependency may contribute to the increasingly older ages at which people now marry and women begin childbearing. During the 1950s and 1960s, the average age of women at first marriage was about 20; between 1975 and 1993 this rose rapidly, reaching an average of 25 (#3). Viewed another way, marriage rates among 18- to 24-year-old women have dropped significantly; that is, the share of women in that population who are currently married is much lower than before 1975. This means that the average age at first marriage for women is now higher than at any point since 1890, when the average age was 22, and such data were first compiled for the United States.

A small proportion of the high school class of 1992\(^1\) had married within 2 years after high school, and significant numbers lived with partners (#61). About 8 percent of the high school graduates from the class of 1992\(^2\) were married, but another 6 percent were living with partners. About 12 percent of the graduates had become parents 2 years after high school. The dropouts had substantially different experiences with a far higher proportion starting families. Nineteen percent were married, and 14 percent were living with partners. Nearly half of the dropouts were parents, with the young women nearly twice as likely as the men to have become parents.
A majority of the young mothers from the 1992 class had only one child by early 1994, but about 8 percent of the female dropouts had 3 or more children.

Another way of viewing the difficult transition of high school graduates to the more general community is examining their living arrangements. The proportion of 18- to 24-year-olds living with their parents rose from 48 percent in 1980 to 53 percent in 1993. During the same time period, the proportion of those with families of their own fell from 29 percent to 21 percent.

The pattern is highlighted by the experience of the high school class of 1992. About 52 percent of the graduates and 45 percent of the dropouts were living with their parents in 1994, two years after most of the graduates would have finished high school.

Family Income

While the average size of the family has tapered off in recent years, its average income has stabilized. Between 1950 and 1970, median family income as adjusted for inflation rose significantly. Family income has, on average, been stable since 1970.

Because families are smaller and their incomes have remained stable, American families are slowly growing more affluent on a per capita basis. However, this economic stability for families has been supported by shifts in the labor force status of family members. In particular, families have been affected by the decline in earnings for men and the increase in women's labor force participation.

Real income for all men who worked full time dropped by 5 percent between 1970 and 1982 and then recovered somewhat during the mid 1980s. After 1986, incomes for male full-time workers began falling again, hitting $31,609 in 1994, about 10 percent lower real income than in 1970. For young men who worked full time, income has fallen more: annual income for 20- to 24-year-old men in 1994 was 36 percent below what it had been in 1970. On average, young women's incomes also dropped between 1970 and 1994; 20- to 24-year-old women lost about 18 percent of their real income. However, for all full-time women workers, incomes rose by about 12 percent during that time. While the gain of women's income relative to men's suggests some improvement in pay equity, the income gap remains large. Women's incomes were only 74 percent as high as male incomes in 1994.

The participation of more family members in the workforce, particularly married women, has served to buttress family incomes in spite of the decline in incomes for males. In 1960, 39 percent of married women in families with children 6 to 17 years old were in the labor force; 62 percent were in 1980, and 75 percent in 1993. (A portion of the increased participation consisted of part-time workers.) Even more dramatic has been the rise in labor force participation of married women with children under 6—from 19 percent in 1960 to 60 percent in 1993. This increase in employment of women is partially responsible for the stable family income figures. At the same time, with more mothers working outside the home, the pressures on society for better child care and after school activities for older children have increased.

Not all households are financially secure. Female-headed households continue to struggle with poverty, and it is in these households that child poverty is concentrated. In 1993, 53 percent of children under 18 in female-headed households lived in poverty. In contrast, 21 percent of children under 18 in other types of families lived in poverty. Poverty rates were relatively high for minority children. The proportion of poor children coming from female-headed households has risen dramatically, from 24 percent in 1960 to 58 percent in 1994 for all children, and from 29 percent to 82 percent for black children.

The conditions of children in female-headed households are further exacerbated by the fact that absent fathers often do not meet their full financial obligations. In 1993, about half of women awarded child support pay-
ments received their full entitlement (#23). About one-fourth received partial payment, and about one-fourth received no payment. Despite increasing attempts by courts to obtain payments from absent fathers, the percentage of mothers receiving payments has not changed since the early 1980s.

SCHOOL

There were some 63.9 million students enrolled in education institutions in 1994 from the elementary to the college and university levels. Between 1985 and 1994, enrollment rates for 18- to 24-year-olds rose rapidly (#25). The composition of the student body has been gradually changing, with minority populations growing as a proportion of the total population. Between 1975 and 1994, the proportion of white students declined at all school levels, while the proportion of black students grew from 14.5 percent to 16 percent, and that of Hispanic students grew rapidly, rising from 6.5 percent to 13 percent (#27).

A major influence on students' later educational and occupational opportunities is the type of high school program in which they enroll. In 1992, more 17-year-olds reported enrolling in college preparatory and academic programs than had reported enrolling in such programs in 1982. Correspondingly, the number enrolled in vocational education had declined from 27 percent in 1982 to 12 percent in 1992 (#26).

High school completion rates improved during the 1970s and 1980s: black students are staying in school longer, with more completing high school and college. In contrast, there were relatively small increases for whites, and Hispanics completed less school than other groups. Only 9 percent of 25- to 29-year-old Hispanics had completed 4 or more years of college in 1995 as compared with 26 percent of whites (#28).

A much higher proportion of students are completing high school today than in the 1950s. In 1950, barely half (53 percent) of 25- to 29-year-olds had completed high school, and only 8 percent had completed 4 years of college. In 1995, the figures had climbed to 87 percent completing high school and 25 percent completing 4 years of college.

Evidence from the high school class of 1992 shows a keen interest in completing college programs. Large proportions of the 1992 high school seniors aspired to postsecondary education. About one-third of high school seniors aspired to a postgraduate degree in 1992 and another third aspired to a bachelor's degree. Taken together, this means that about 70 percent of 1992 seniors hoped to obtain a bachelor's or higher level degree, compared to 39 percent of the 1982 seniors. Only 5 percent of the 1992 seniors felt that they would complete only high school (#60).

Large proportions of minority and female seniors were interested in obtaining a postgraduate degree. In 1992, about 35 percent of female seniors aspired to graduate degrees compared to 31 percent of male seniors. The increasing draw of women to higher education is not surprising given the trend of the past 20 years toward more women in the workforce. Minority seniors were as likely, or more likely, to aspire to postgraduate degrees as white seniors.

In addition to academic challenges, college students face financial hurdles. The cost of obtaining higher education degrees has skyrocketed, rising 48 percent at public 4-year colleges and 71 percent at private colleges between 1979-80 and 1994-95 after adjustment for inflation (#24). Compared with median family income, charges for students at public 4-year colleges dropped during the 1960s and 1970s, but increased during the 1980s and early 1990s to a level somewhat higher than 1960. Charges for students at private 4-year colleges, as a ratio of median family income, declined slightly during the 1960s and 1970s, but rose rapidly during the 1980s to levels much higher than those of the past 30 years.

Despite high tuition levels, college attendance is at or near an all-time high. Many col-
College students combine their education with extensive labor force activities. The proportion of full-time college students who are working has increased significantly, from 37 percent in 1974 to 48 percent in 1994. About 85 percent of the part-time 16- to 24-year-old students were employed in 1994. Nearly, 44 percent of the part-time college students worked full time (#67).

Women's participation at all levels of higher education rose rapidly during the 1960s and has continued to increase. In 1959–60, women received 35 percent of all bachelor's degrees and 32 percent of all master's degrees. By 1993–94, about 55 percent of all bachelor's and master's degrees were awarded to women. Moreover, the percentage of doctor's degrees received by women had climbed from 13 percent in 1969–70 to 39 percent in 1993–94 (#32).

Outcomes

It is problematic to judge student achievement during the 1950s and 1960s because we lack appropriate measures. Between 1971 and 1992, reading scores on the National Assessment of Educational Progress (NAEP), a test specifically designed to measure national trends, revealed no general improvement in reading performance for 9-year-olds, and small increases for 13- and 17-year-olds. However, increases in the scores of black 9-, 13-, and 17-year-olds and Hispanic 17-year-olds suggest improvements were made in the education of minority students. However, the more recent results are less encouraging: the reading achievement between 1988 and 1992 fell among black 17-year-olds and remained stable among Hispanic 17-year-olds (#33). Sizable gaps in test scores between whites and blacks, and between whites and Hispanics still remain. Although performance gaps narrowed somewhat between 1975 and 1988, the gap between blacks and whites widened between 1988 and 1992, and the gap between white and Hispanic students remained about the same.

NAEP science scores, which declined in the 1970s, recovered somewhat between 1977 and 1992. Science scores for 13-year-olds were about the same in 1992 as they were in 1970, but were lower for 17-year-olds (#36). NAEP results in mathematics are more positive, with 9- and 13-year-olds' average mathematics proficiencies significantly higher in 1992 than they had been in 1978 (#35). The 17-year-olds scored about the same in 1992 as in 1978 (#37).

International comparisons provide us with food for thought. In a 1991 international reading assessment, the United States performed in the top group for both 9- and 14-year-olds. However, in an international comparison of mathematics and science performance among 13-year-olds, students from the United States performed at or near the average in science, and below the average in mathematics.

On the whole, 17-year-olds have shown modest improvements in reading between the early 1970s and 1992, no improvement in mathematics during the same time period, and a slight decline in science. Although 17-year-olds of the early 1990s are performing about as well, or better, on mathematics and reading performance assessments as 17-year-olds of the early 1980s, many educators doubt whether current achievement levels are sufficient to ensure American competitiveness in the future.

Out-of-School Experiences

How students spend their out-of-school time affects their success in school as well as their success in life. Some activities support learning; others siphon off valuable time from studies. Some activities enrich students' lives, help prepare them for the responsibilities of citizenship, and enhance students' self-image. Researchers continue to investigate the effects of athletic, aesthetic or expressive, and academic extracurricular activities on adolescent development.
In 1992 as in 1980 and 1972, academic clubs, and newspaper and yearbook activities remained popular extracurricular activities (#39). Sports was another popular activity among young adults. In fact, teenagers and young adults were far more likely to participate in many types of sporting activities than older adults. Younger adolescents ages 12 to 17 tended to participate in organized group sports, while older youths ages 18 to 34 were more likely to participate in aerobics, exercise walking, or exercising with equipment (#40).

Many high school students work while going to school. Some students help support their families, others need money for higher education, and still others want more spending money. Two-fifths of high school seniors said they spent most of their earnings on personal items (#43). Black students were more likely to contribute their earnings to meet family expenses than were white students. Seniors planning to attend a 4-year college were more likely to save for their education than other seniors.

Students' employment opportunities appear to fluctuate with the overall economy. Between 1989 and 1993, employment rates declined for 16- to 17-year-olds, especially among black youth (#42). Although employment rates for female students fell between 1989 and 1993, they were still more likely to be employed in 1993 than in 1970. Employment rates for white students were about three times higher than those for black students.

HEALTH

While people live longer than ever before, youths still suffer their share of life-threatening problems. Overall, the number of deaths per 100,000 men 15 to 24 years old fell from 168 in 1950 to 144 in 1993. For young women, the rate fell from 89 to 49 (#50). These drops reflect advances in medicine and disease prevention which resulted in declining death rates from diseases during this time.

Much of the physical threats to youth stem from behavior rather than disease. In 1992, the leading causes of death among 15- to 24-year-olds were motor vehicle accidents, homicide, and suicide (#51). The rate of deaths from homicide and suicide rose between 1960 and 1992. White male suicide rates exceeded those for women or black males. In contrast, the homicide death rate for black males was particularly high. Between 1985 and 1992 the homicide death rate for black males rose from 66 to 154 per 100,000. This rate is many times the rates for white males or black or white females. Motor vehicle accidents continue to be the leading cause of death among 15- to 24-year-olds, although the rate has been declining in recent years and is lower now than in 1960. Homicides are now the second leading cause of death for young adults.

Health care often depends on the availability of health insurance. In 1993, about 68 percent of children under 18 were covered by some type of private health insurance (#45). An additional 24 percent were covered by Medicaid. Lower proportions of 18- to 24-year-olds were covered by private health insurance (62 percent) and Medicaid (12 percent).

Illegal drugs remain a problem for youth. Although the proportion of high school seniors who reported having ever used illegal drugs fell from 55 percent in 1975 to 41 percent in 1992, there was a significant increase between 1992 and 1994 (#49). The proportion who had ever used illegal drugs increased to 46 percent and the proportion who had used drugs in the previous 30 days rose from 14 percent to 22 percent. Alcohol continues to be the most popular substance with 80 percent of seniors in 1994 reporting using or "having used" it. Alcohol is followed in popularity by cigarettes (62 percent) and marijuana/hashish (38 percent).
CITIZENSHIP AND VALUES

How are American young people developing as citizens? Many youths volunteer for school and other organizations, and their proportions have grown in recent years. After declining during the 1980s, the proportion of seniors who participated in volunteer activities at least once per month rose from 22 percent in 1990 to 28 percent in 1994 (#53).

Religion is becoming less important in the lives of some youth. The proportion who felt that religion was important in their lives dropped from 65 percent in 1980 to 58 percent in 1994 (#54). A smaller proportion of high school seniors reported attending religious services every week in 1994 than in 1980—32 and 43 percent respectively.

Young adults continue to believe in the value of work, family, and friends. Young people two years out of high school in 1994 placed more value on finding steady work and providing better opportunities for their children than their counterparts 10 years earlier. In contrast to earlier decades, there was no significant difference in the proportion of men and women feeling that “being successful in work” was very important (#55).

On the less positive side, crime among young people has been on the rise. In 1993, about 45 percent of those arrested for serious crimes were under 25 years old. The number of arrests per 1,000 young adults 18 to 24 years old more than doubled between 1965 and 1993, but most of the increase was between 1965 and 1980 (#59).

FUTURE

Income of Youth

Youth should be a time of optimism and anticipation. Student aspirations and their modifications over time are intriguing topics for researchers. As youth consider their future economic prospects, the importance of postsecondary education becomes apparent. Clearly, education adds to future earning power.

There have been substantial declines in the earnings of 25- to 34-year-old males. Among male dropouts, the average earnings for 1993 were worth about half of what they were in 1970. There were also very large drops for males with 4 years of high school and those with some college. Although the earnings for the male college graduates did not decline at such a fast rate, they were still earning only about as much as high school graduates in 1970. As a result of these shifts, the earnings disparity by level of education widened considerably. In 1970, dropouts earned about 16 percent less than high school graduates and those with 4 years of college earned about 24 percent more than the high school graduates. By 1993, dropouts earned 33 percent less than the high school graduates, and college graduates about 57 percent more than the high school graduates (#69).

The experience for women has been similar, although the drops in earnings have not been as severe. Earnings for women with college degrees remained fairly steady throughout the period. As a result, the disparity in men’s and women’s earnings narrowed somewhat.

Transitions to the Labor Force: Examples from the Class of 1992

The entry of high school graduates and dropouts into the workforce appears to be a difficult transition. After leaving school, high school graduates, and especially their peers who dropped out, had high rates of part-year employment and relatively low earnings. About 34 percent of the high school graduates of the class of 1992 were involved exclusively in labor force activities in 1994, about 2 years after high school (#61). Another 33 percent were in the labor force and attending postsecondary education. About 22 percent were attending college and not working. Others were serving in the military or were working as homemakers. Dropouts and
other noncompleters were less likely to be enrolled in college or serving in the military, but more likely to be homemakers than the graduates.

Unemployment rates for 16- to 19-year-olds and 20- to 24-year-olds historically have been high, but these data do not adequately describe the problems many individuals face in finding steady employment. Even those who found jobs frequently faced intermittent employment. Less than three-fourths of the 1992 high school graduates, who were not attending school and worked during 1993, were employed for 10 or more months. About 61 percent of the employed dropouts from their high school class worked 10 or more months. About 1/4 of the dropouts employed during the year worked half of the year or less. Of the black dropouts who were able to find jobs, 41 percent worked half of the year or less.

Some graduates and dropouts had no job experiences at all. About 4 percent of the male graduates from the class of 1992 reported no job in the 2-year period between summer 1992 and spring 1994. About 10 percent of the male dropouts from the same class cohort had no job experiences during the 2-year period. The problem was acute for some minority groups. About 12 percent of black high school graduates and 23 percent of American Indian graduates had no jobs over the 2-year period. Among black and Hispanic dropouts, about 27 percent had no job over the 2-year period.

In contrast, some workers from the class of 1992 had a relatively large number of jobs in a short period of time, sometimes referred to as “job churning.” About 26 percent of the graduates had 5 to 9 jobs in about 2 years and 1 percent had 10 or more jobs. About half of the graduates worked at 3 or 4 jobs over the same time period. Slightly smaller proportions of dropouts also had frequent job changes.

The workers from the class of 1992 had mixed feelings about their jobs. Most were at least “somewhat satisfied” about such issues as pay, job challenge, job security, and working conditions. For example, about 77 percent of the high school graduates who were not enrolled in postsecondary education were “very satisfied” or “somewhat satisfied” with their job’s pay and benefits. However, only 26 percent were “very satisfied” and 51 percent were “somewhat satisfied.” The dropouts who had jobs expressed roughly similar satisfaction levels with 72 percent expressing at least some satisfaction with their job’s pay. Relatively high dissatisfaction levels were expressed for job’s “opportunity for promotion” and “opportunity to further your education.” About 42 percent of the dropouts and 35 percent of the graduates were dissatisfied with their job’s “opportunity for promotion and advancement.” In many of the job satisfaction measures, the differences in the opinions of the graduates and dropouts were not large.

As might be expected from the trend data presented on declining earnings for young adults, high unemployment levels, and frequent job changes, earnings for the high school class of 1992 were modest. Contributing to the low earnings may have been large proportions of young workers with minimum wage jobs and significant periods of unemployment. The average annual 1993 earnings for the graduates of the class of 1992 who were not enrolled in school and who had some earnings that year was $9,421, slightly more than a year of full-time work at minimum wage. The comparable figure for dropouts was $7,840.

The distribution of earnings shows that a sizeable proportion of graduates, and most dropouts, were clustered at very low earning levels. About 17 percent of 1992 graduates not enrolled in college had no earnings in 1993 and another 23 percent earned less than $5,000. Among dropouts, 33 percent had no earnings in 1993 and another 25 percent earned less than $5,000. The proportion of females and blacks with no or low earnings was substantially higher than the proportions for males and whites, respectively.
both dropouts and high school graduates not enrolled in college.

Trend data on employment rates suggest that the experiences of the high school class of 1992 were typical of the recent past in terms of unemployment rates. The deterioration of earning power over time is well documented and exemplified by the large proportions of graduates and dropouts from the class of 1992 in low wage and part-year jobs.

FINAL NOTES

On the previous pages we have tried to present the data in our charts and tables without interpreting them, limiting our narrative to illustration. We recognize it is never possible to succeed at this effort—as some of our most supportive critics point out, the mere selection of data and time periods suggests some interpretation. We wish, therefore, to be judged on the basis of our success at being evenhanded and at fueling in others the desire to examine and interpret the information in this book.

We recognize that this book does not report on many important dimensions of young peoples' lives. For some issues we have been unable to find reliable data. Complete information on child abuse, runaways, and drug-addicted babies, for example, are of considerable public interest but difficult to obtain or verify. Indicators of more subjective measures of human lives are also hard to discover.

We would like to think that the indicators that follow capture the important features of American youth. But we know how much more is left to be done. So our more modest goal is to sketch an outline others might fill in and suggest connections that others might develop. While this endeavor may inspire yet more questions, we trust it has also answered a few.

1 References to the class of 1992 are based on students who were 8th graders in 1988 and who would be expected to have graduated in 1992. This group includes students who did not complete high school until later years or persons who dropped out sometime during the 1988 to 1994 period. Data based on the National Education Longitudinal Study of 1988.

2 Includes regular “on-time” graduates as well as those who graduated after spring 1992, but before spring 1994, through regular or alternative education programs or GED certification. Data based on the National Education Longitudinal Study of 1988.

3 Includes persons who dropped out after 8th grade and did not complete a GED or high school equivalency program by 1994. Also includes some students who were still enrolled or returned to high school, but had not obtained their diploma by spring 1994. Data based on the National Education Longitudinal Study of 1988.
Indicators
**Indicator 1. Number of Young Adults**

Population, by selected age groups: 1950 to 1994

<table>
<thead>
<tr>
<th>Year</th>
<th>Persons, all ages</th>
<th>Total 14 to 24 years old</th>
<th>14 to 17 years old</th>
<th>18 and 19 years old</th>
<th>20 and 21 years old</th>
<th>22 to 24 years old</th>
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<tbody>
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<td>9,248</td>
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<td>11,211</td>
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<td>12,720</td>
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<td>1987</td>
<td>242,289</td>
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<td>7,701</td>
<td>8,669</td>
<td>12,450</td>
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<td>41,378</td>
<td>13,418</td>
<td>7,173</td>
<td>9,013</td>
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<td>40,692</td>
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<td>7,265</td>
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<td>1991</td>
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<td>39,590</td>
<td>14,427</td>
<td>6,937</td>
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<td>11,498</td>
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<tr>
<td>1992</td>
<td>260,341</td>
<td>39,690</td>
<td>14,427</td>
<td>6,937</td>
<td>7,742</td>
<td>11,498</td>
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Number of persons, in thousands

<table>
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<tr>
<th>Year</th>
<th>Percentage of total population</th>
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<td>1955</td>
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<td>1970</td>
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<td>1993</td>
<td>100.0</td>
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<tr>
<td>1994</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of total population

**NOTE:** Data for 1960 and later years are for resident population as of July 1 of the indicated year. Data for 1950 and 1955 are for total U.S. population as of July 1, including Alaska, Hawaii, and armed forces overseas. Because of rounding, details may not add to totals. Some data have been revised from previously published figures.

Between 1955 and 1975 the proportion of young adults 14 to 24 years old increased from 15 to 21 percent. The number of 14- to 24-year-olds peaked in 1979 and has been declining, but has stabilized in the past couple of years. The proportion of this age group to the rest of the population fell steadily after 1975 to 15 percent in 1994, about where it was in 1960.
## Indicator 2. Population Projections of Young People

### Projections of the population, birth to age 24, by race/ethnicity and age: 1993 to 2020

<table>
<thead>
<tr>
<th>Race/ethnicity and age</th>
<th>Population, in millions</th>
<th>Percent change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, all ages</td>
<td>257.8</td>
<td>263.4</td>
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<tr>
<td>All races, 0 to 24</td>
<td>92.8</td>
<td>94.5</td>
</tr>
<tr>
<td>Under 5</td>
<td>19.7</td>
<td>20.2</td>
</tr>
<tr>
<td>5 to 13</td>
<td>33.5</td>
<td>34.3</td>
</tr>
<tr>
<td>14 to 17</td>
<td>13.9</td>
<td>14.6</td>
</tr>
<tr>
<td>18 to 24</td>
<td>25.7</td>
<td>25.5</td>
</tr>
<tr>
<td>White, non-Hispanic, 0 to 24</td>
<td>63.0</td>
<td>63.4</td>
</tr>
<tr>
<td>Under 5</td>
<td>12.9</td>
<td>13.0</td>
</tr>
<tr>
<td>5 to 13</td>
<td>22.8</td>
<td>23.0</td>
</tr>
<tr>
<td>14 to 17</td>
<td>9.5</td>
<td>9.9</td>
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<tr>
<td>18 to 24</td>
<td>17.7</td>
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<td>Hispanic, 0 to 24</td>
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<td>3.1</td>
</tr>
<tr>
<td>5 to 13</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>14 to 17</td>
<td>1.7</td>
<td>1.8</td>
</tr>
<tr>
<td>18 to 24</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Black, non-Hispanic, 0 to 24</td>
<td>13.5</td>
<td>13.9</td>
</tr>
<tr>
<td>Under 5</td>
<td>3.0</td>
<td>3.1</td>
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<tr>
<td>5 to 13</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>14 to 17</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>18 to 24</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Other, non-Hispanic, 0 to 24</td>
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<td>4.6</td>
</tr>
<tr>
<td>Under 5</td>
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<td>0.6</td>
<td>0.7</td>
</tr>
<tr>
<td>18 to 24</td>
<td>1.2</td>
<td>1.3</td>
</tr>
</tbody>
</table>

1 Includes American Indians, Alaskan Natives, and Asian and Pacific Islanders.

**NOTE:** Details may not add to totals because of rounding.

The school-age population (ages 5 to 17) is expected to increase through the end of the century. Increasing numbers of minorities are expected in all age groups. The white non-Hispanic population will decrease by about 7 percent in the preschool age range and by about 3 percent in the college age range between 1993 and 2000. The population of Asians and American Indians in the high school age range is expected to increase even more rapidly than other minority groups.
### Indicator 3. Marriage

**Number and rate of marriages and median age at first marriage: 1950 to 1993**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of marriages, in thousands</th>
<th>Number of marriages per 1,000 unmarried women 15 to 44 years old</th>
<th>Number of first marriages per 1,000 never-married women</th>
<th>Median age at first marriage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>18 and 19 years old</td>
<td>20 to 24 years old</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 to 44 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td>1,667</td>
<td>166.4</td>
<td>--</td>
<td>22.8</td>
</tr>
<tr>
<td>1955</td>
<td>1,531</td>
<td>161.1</td>
<td>--</td>
<td>22.6</td>
</tr>
<tr>
<td>1960</td>
<td>1,523</td>
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<td>208.4</td>
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</tr>
<tr>
<td>1965</td>
<td>1,800</td>
<td>144.3</td>
<td>166.9</td>
<td>22.8</td>
</tr>
<tr>
<td>1970</td>
<td>2,159</td>
<td>140.2</td>
<td>151.4</td>
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<td>1975</td>
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<td>115.0</td>
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<td>103.1</td>
<td>80.7</td>
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<td>78.5</td>
<td>25.2</td>
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<td>72.6</td>
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<td>1984</td>
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<td>1993</td>
<td>2,334</td>
<td>86.8</td>
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<td>26.5</td>
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</tbody>
</table>

---

1 Includes remarriages.
2 Includes never married, divorced, and widowed women.

People are getting married less and later. Between 1960 and 1993, marriage rates for 15-to 44-year-old women dropped by 41 percent. The average age for a woman at her first marriage rose from 20 in 1960 to 25 in 1993. Most of the increase occurred after 1970 and has continued through the most recent year. Young men, too, married later. The average age for first-time grooms rose from 24 in 1975 to 27 in 1992.
## Indicator 4. Divorce

### Number and rate of divorces and number and percent of children under 18 involved annually in divorces: 1950 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of divorces, in thousands</th>
<th>Number of divorces per 1,000 married women, 15 years old and over&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Median years of marriage before divorce</th>
<th>Children under 18 involved in a divorce each year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In thousands</td>
</tr>
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<td>385</td>
<td>10.3</td>
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<tr>
<td>1955</td>
<td>377</td>
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<td>1960</td>
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—Data not available.

<sup>1</sup> Rates for 1975 to 1979 are based on population estimates that were not revised in accordance with the 1980 Census results.

**NOTE:** Cumulative numbers of children involved in/affected by divorce are not available.

Both the number of divorces and divorce rates rose rapidly between 1965 and 1975. The divorce rate (number of divorces per 1,000 married women) peaked in 1979 at 23. Since then, the divorce rate has dipped to about 21 per 1,000 in 1993. About 1 million children were involved in divorces in 1988.
Marriage and divorce ratios in selected countries: 1960 to 1992

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Marriages per 1,000 persons in population</td>
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<td>10.6</td>
<td>9.7</td>
<td>9.8</td>
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<td>6.2</td>
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<td>4.7</td>
</tr>
<tr>
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<td>6.1</td>
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<td>6.4</td>
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<td>6.9</td>
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<td>7.3</td>
<td>5.9</td>
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<td>7.4</td>
<td>6.9</td>
<td>6.5</td>
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</table>

<table>
<thead>
<tr>
<th>Divorces per 1,000 persons in population</th>
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</thead>
<tbody>
<tr>
<td>United States</td>
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<td>Canada</td>
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<tr>
<td>Denmark</td>
</tr>
<tr>
<td>France</td>
</tr>
<tr>
<td>Germany, former West</td>
</tr>
<tr>
<td>Italy</td>
</tr>
<tr>
<td>Japan</td>
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<td>Luxembourg</td>
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<td>Netherlands</td>
</tr>
<tr>
<td>Portugal</td>
</tr>
<tr>
<td>Sweden</td>
</tr>
<tr>
<td>United Kingdom</td>
</tr>
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</table>

—Data not available.
1 Estimated.
2 Provisional data.
3 Data prior to 1988 are for England and Wales only.

NOTE: Countries collect data on marriage and divorce at different intervals. For purposes of this table, therefore, some countries do not appear on both sections. Data for divorces have been revised from previous years.

Indicator 5. Marriage and Divorce Ratios

Marriage and divorce ratios in 8 countries: 1990 and 1992

**Marriage, 1992**
- United States
- Belgium
- Denmark
- France
- West Germany
- Italy
- Luxembourg
- Netherlands
- Portugal
- United Kingdom

**Divorce, 1990**


Despite a decline in marriage rates (see indicator 3), the United States still has substantially higher marriage ratios than other developed nations. Between 1980 and 1992, marriage ratios in only 3 out of 11 other industrialized nations showed larger declines than those in the United States. Most of the other countries showed either minor declines or increases in the marriage ratios.

The United States also has a much higher divorce ratio than other developed countries, although the figure declined between 1980 and 1990. Since 1980, divorce ratios in some other countries have risen and the gap between their figures and that of the United States has narrowed slightly.
## Indicator 6. Births

### Birth rates for all women 15 to 44 years old, by age and race: 1950 to 1992

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<th>15 to 19</th>
<th>20 to 24</th>
<th>25 to 29</th>
<th>30 to 34</th>
<th>35 to 39</th>
<th>40 to 44</th>
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<td>166.1</td>
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<td>112.9</td>
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<td>118.2</td>
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<td>118.4</td>
<td>81.4</td>
<td>32.2</td>
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</table>

1 Data include "other races".
2 Includes persons of Hispanic origin.

**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. Data are not available for some racial categories in all years.

Number of live births per 1,000 women, by age: 1950 to 1992

For all age groups shown above, the rates at which women gave birth declined significantly after 1960. For 20- to 29-year-old women, birth rates peaked in 1960 and then fell sharply until 1975. Rates remained stable between 1975 and 1985. During the late 1980s the birth rates for women in their 20s rose. Until 1985, the highest birth rate for women was for those aged 20 to 24. Since the late 1980s, 25- to 29-year-old women have had the highest birth rate. In contrast, birth rates (per 1,000) for 30- to 34-year-old women have risen 30 percent since 1980.

Birth rates for black and American Indian women are higher than for white women among the younger age groups. In 1992, the number of births per 1,000 women 15 to 19 years old was 52 for whites, 112 for blacks, 84 for American Indians, and 27 for Asian or Pacific Islanders. Minority women, except Asian/Pacific Islanders, continue to bear children more frequently in their early 20s than in their late 20s.
### Indicator 7. Births to Unmarried Women, by Age and Race

**Birth rates for unmarried women 15 to 44 years old, by age and race:**

**1950 to 1992**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total 15 to 44</th>
<th>15 to 19</th>
<th>20 to 24</th>
<th>25 to 29</th>
<th>30 to 34</th>
<th>35 to 39</th>
<th>40 to 44</th>
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<tbody>
<tr>
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<td></td>
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<td>86.5</td>
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<td>1991</td>
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<td>86.5</td>
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<td>1992</td>
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<td>86.5</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

1 Includes never married, divorced, and widowed women.
2 For years 1950 through 1965, includes "other races.
3 Hispanics are included in the "white" or in the "black" categories.

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

Between 1960 and 1980, birth rates for unmarried black women 20 to 24 years old dropped significantly. During that time, rates for unmarried white women at that age range rose slowly. Trends changed after 1980, when birth rates to unmarried white women of all ages began to rise more rapidly. For unmarried black women of all ages, birth rates rose after 1985, but declined slightly or remained stable in 1991 and 1992.
## Indicator 8. Births to Unmarried Women, International Comparisons

Births to unmarried women as a percentage of all live births in selected countries: 1960 to 1992

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tr>
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<td>To all women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To unmarried women</td>
</tr>
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<td>4.1</td>
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<td>—</td>
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<td>11.3</td>
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<td>—</td>
<td>—</td>
</tr>
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<td>33.2</td>
<td>46.4</td>
<td>46.4</td>
<td>-11.0</td>
</tr>
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<td>6.8</td>
<td>11.4</td>
<td>30.1</td>
<td>133.2</td>
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<td>-15.1</td>
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<td>0.8</td>
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<td>6.0</td>
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<td>12.7</td>
<td>2.6</td>
</tr>
<tr>
<td>Netherlands</td>
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<td>4.1</td>
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<td>—</td>
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<td>11.5</td>
<td>27.9</td>
<td>30.8</td>
<td>-14.9</td>
</tr>
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</table>

---

Data not available.

Provisional data.

**NOTE:** Some data have been revised from previous years.

Indicator 8. Births to Unmarried Women, International Comparisons

Births to unmarried women as a percentage of all live births in selected countries: 1960 and 1992

Since 1960, the number of births has dropped in many industrialized countries, but the decline has been less severe in the United States. The number of births fell by 4 percent in the United States between 1960 and 1992, but it plunged by 36 percent in Germany and 38 percent in Italy.

While birth rates in many countries dropped, the number and proportion of births to unmarried women rose rapidly. This is also true for the United States. Countries vary widely in the proportion of births to unmarried women. For example, in Greece, 3 percent of the 1992 births were to unmarried women compared with 46 percent in Denmark. The proportion of births to unmarried women in the United States (30 percent) is comparable to France (33 percent) and the United Kingdom (31 percent).

**Indicator 9. Pregnancy, Abortion, and Births**

**Number of estimated pregnancies, abortions, and births per 1,000 teenage women, by age: 1980 to 1991**

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated pregnancy rate</th>
<th>Abortion rate</th>
<th>Birth rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 to 14 years old</td>
<td>15 to 19 years old</td>
<td>10 to 14 years old</td>
</tr>
<tr>
<td>1980</td>
<td>2.8</td>
<td>102.3</td>
<td>1.3</td>
</tr>
<tr>
<td>1985</td>
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<td>101.4</td>
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</tr>
<tr>
<td>1986</td>
<td>3.4</td>
<td>99.0</td>
<td>1.7</td>
</tr>
<tr>
<td>1987</td>
<td>3.4</td>
<td>101.1</td>
<td>1.7</td>
</tr>
<tr>
<td>1988</td>
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<td>1990</td>
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<td>1.1</td>
</tr>
<tr>
<td>1991</td>
<td>2.9</td>
<td>105.7</td>
<td>1.1</td>
</tr>
</tbody>
</table>

1 Pregnancies are estimated as the sum of births, abortions, and miscarriages. Miscarriages are estimated as the sum of 20 percent of all births and 10 percent of all abortions (see S. Henshaw, A. Kenney, D. Somberg and J. VanVort, *U.S. Teenage Pregnancy Statistics*, The Alan Guttmacher Institute, 1992).

Estimated pregnancy rate and abortion rate for teenage women, by age: 1980 to 1991


Both pregnancy rates and birth rates for older teenagers (15 to 19 years old) rose between 1980 and 1991. The proportion of these pregnancies ending in abortions remained stable through the mid-80's, and then fell. About 28 percent of 15- to 19-year-old pregnancies resulted in abortion in 1991.
## Indicator 10. Families with Children

Number and percent of families with own children under 18 years old, by family type and race/ethnicity of family householder: 1950 to 1994

[Numbers in thousands]

<table>
<thead>
<tr>
<th>Year</th>
<th>Total families</th>
<th>Total</th>
<th>Percent of total families</th>
<th>Married-couple families</th>
<th>Percent of all families with children</th>
<th>Single-parent families</th>
<th>Percent of all families with children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1950</td>
<td>39,193</td>
<td>20,267</td>
<td>51.7</td>
<td>18,772</td>
<td>92.6</td>
<td>1,495</td>
</tr>
<tr>
<td></td>
<td>1960</td>
<td>45,062</td>
<td>25,662</td>
<td>56.9</td>
<td>23,333</td>
<td>90.9</td>
<td>2,329</td>
</tr>
<tr>
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<td>1970</td>
<td>51,237</td>
<td>28,666</td>
<td>55.9</td>
<td>25,406</td>
<td>88.6</td>
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</tr>
<tr>
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<td>54.0</td>
<td>25,169</td>
<td>83.7</td>
<td>4,888</td>
</tr>
<tr>
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<td>1980</td>
<td>58,426</td>
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<td>24,568</td>
<td>80.5</td>
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<tr>
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<td>49.6</td>
<td>24,210</td>
<td>77.8</td>
<td>6,902</td>
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<tr>
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<td>1990</td>
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<td>32,289</td>
<td>48.9</td>
<td>24,537</td>
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<td>7,752</td>
</tr>
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<td>66,322</td>
<td>32,401</td>
<td>48.9</td>
<td>24,397</td>
<td>75.3</td>
<td>8,004</td>
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<tr>
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<td>1992</td>
<td>67,173</td>
<td>32,746</td>
<td>48.7</td>
<td>24,420</td>
<td>74.6</td>
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<tr>
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<td>1993</td>
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<td>33,257</td>
<td>48.8</td>
<td>24,707</td>
<td>74.3</td>
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</tr>
<tr>
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<td>1994&lt;sup&gt;3&lt;/sup&gt;</td>
<td>68,490</td>
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<td>49.7</td>
<td>25,058</td>
<td>73.7</td>
<td>8,961</td>
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### All families

<table>
<thead>
<tr>
<th>Year</th>
<th>Total families</th>
<th>Total</th>
<th>Percent of total families</th>
<th>Married-couple families</th>
<th>Percent of all families with children</th>
<th>Single-parent families</th>
<th>Percent of all families with children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>46,022</td>
<td>25,439</td>
<td>55.3</td>
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<tr>
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<td>26,162</td>
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<td>24,078</td>
<td>85.5</td>
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</tr>
<tr>
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<td>21,579</td>
<td>80.8</td>
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</tr>
<tr>
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<td>27,335</td>
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<td>21,686</td>
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<td>79.2</td>
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### White<sup>4</sup>

<table>
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<th>Year</th>
<th>Total families</th>
<th>Total</th>
<th>Percent of total families</th>
<th>Married-couple families</th>
<th>Percent of all families with children</th>
<th>Single-parent families</th>
<th>Percent of all families with children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
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### Black<sup>4</sup>

<table>
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<th>Year</th>
<th>Total families</th>
<th>Total</th>
<th>Percent of total families</th>
<th>Married-couple families</th>
<th>Percent of all families with children</th>
<th>Single-parent families</th>
<th>Percent of all families with children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
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<td>2,609</td>
<td>68.8</td>
<td>1,181</td>
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</tbody>
</table>

---

1 "Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder.
2 Includes unmarried couples
3 Based on 1990 Census.
4 Includes Hispanics.
5 Hispanics may be of any race.

**NOTE:** Because of rounding, details may not add to totals.

The proportion of families with children under 18 who were headed by single parents more than doubled between 1970 and 1994.

Family structures differ significantly among racial/ethnic groups. In 1994, 60 percent of black families with children were single-parent families, compared with 31 percent of Hispanic families and 21 percent of white families. Moreover, about 64 percent of Hispanic families had children under 18, compared with 60 percent of black families and 48 percent of white families.
### Indicator 11. Children of Single Parents

Number and percent of own children under 18 years old in married-couple and single-parent families, by race/ethnicity of family householder: 1950 to 1994

[Numbers in thousands]

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of own children under 18</th>
<th>Married-couple families</th>
<th>Single-parent families</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>39,252</td>
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<td>7.1</td>
</tr>
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<td>48,655</td>
<td>6,057</td>
<td>88.9</td>
<td>11.1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965</td>
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<td>6,457</td>
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</tr>
<tr>
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<td>59,143</td>
<td>7,571</td>
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<td>52,611</td>
<td>10,122</td>
<td>83.9</td>
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<td>46,810</td>
<td>10,890</td>
<td>81.1</td>
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<td>45,556</td>
<td>12,102</td>
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<td>21.0</td>
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<tr>
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<td>45,907</td>
<td>13,105</td>
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<td>22.2</td>
</tr>
<tr>
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<td>14,536</td>
<td>76.0</td>
<td>24.0</td>
</tr>
<tr>
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<td>14,709</td>
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<td>24.0</td>
</tr>
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<td>47,231</td>
<td>15,352</td>
<td>75.5</td>
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</table>

#### White

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of own children under 18</th>
<th>Married-couple families</th>
<th>Single-parent families</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>57,446</td>
<td>52,791</td>
<td>4,655</td>
<td>91.9</td>
<td>8.1</td>
</tr>
<tr>
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<td>47,086</td>
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</tr>
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<td>41,903</td>
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<td>17.0</td>
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</tr>
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</table>

#### Black

| Year | Number of own children under 18 | Married-couple families | Single-parent families | Percent | Percent |
|------|---------------------------------|-------------------------|                        |         |         |
|      |                                 |                         |                        |         |         |
| 1970 | 8,462                           | 5,619                   | 2,843                  | 66.4    | 33.6    |
| 1975 | 8,095                           | 4,598                   | 3,497                  | 56.8    | 43.2    |
| 1980 | 7,724                           | 3,845                   | 3,879                  | 49.8    | 50.2    |
| 1985 | 7,741                           | 3,689                   | 4,052                  | 47.7    | 52.3    |
| 1990 | 8,151                           | 3,722                   | 4,430                  | 45.7    | 54.3    |
| 1993 | 8,685                           | 3,744                   | 4,941                  | 43.1    | 56.9    |
| 1994  | 8,884                           | 3,602                   | 5,282                  | 40.5    | 59.5    |

#### Hispanic

| Year | Number of own children under 18 | Married-couple families | Single-parent families | Percent | Percent |
|------|---------------------------------|-------------------------|                        |         |         |
|      |                                 |                         |                        |         |         |
| 1980 | 4,631                           | 3,643                   | 988                    | 78.7    | 21.3    |
| 1985 | 5,663                           | 4,171                   | 1,492                  | 73.7    | 26.3    |
| 1990 | 6,478                           | 4,763                   | 1,715                  | 73.5    | 26.5    |
| 1993 | 6,867                           | 4,910                   | 1,957                  | 71.5    | 28.5    |
| 1994  | 8,268                           | 5,865                   | 2,402                  | 70.9    | 29.1    |

---

1 "Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder. Excludes householders under 18 years, subfamily reference persons, and their spouses.

2 Includes unmarried couples

3 Based on 1990 Census.

4 Includes Hispanics.

5 Hispanics may be of any race.

NOTE: Because of rounding, details may not add to totals.

Indicator 11. Children of Single Parents

Percent of own children under 18 years old living in single-parent families, by race/ethnicity of family householder: 1965 to 1994


## Indicator 12. Family Formation

Formation of families by the high school class of 1992,\(^1\) by graduation status, sex, race/ethnicity, and activity status: 1994

<table>
<thead>
<tr>
<th>Family situations</th>
<th>Total</th>
<th>Sex</th>
<th>Race/ethnicity</th>
<th>Activity status (^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
<td>Black</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Married</td>
<td>85.3</td>
<td>89.3</td>
<td>81.3</td>
<td>85.2</td>
</tr>
<tr>
<td>Living with partner(^3)</td>
<td>7.9</td>
<td>5.4</td>
<td>10.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Divorced</td>
<td>0.8</td>
<td>0.5</td>
<td>1.1</td>
<td>0.9</td>
</tr>
<tr>
<td>Number of biological children</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>None</td>
<td>88.3</td>
<td>93.0</td>
<td>83.5</td>
<td>91.3</td>
</tr>
<tr>
<td>One</td>
<td>9.4</td>
<td>6.0</td>
<td>12.9</td>
<td>7.4</td>
</tr>
<tr>
<td>Two</td>
<td>2.1</td>
<td>0.9</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Three or more</td>
<td>0.2</td>
<td>0.1</td>
<td>0.3</td>
<td>0.1</td>
</tr>
<tr>
<td>Age at birth of first child</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>14 or younger</td>
<td>2.2</td>
<td>1.2</td>
<td>2.7</td>
<td>1.0</td>
</tr>
<tr>
<td>15</td>
<td>3.2</td>
<td>2.2</td>
<td>3.6</td>
<td>1.7</td>
</tr>
<tr>
<td>16</td>
<td>7.7</td>
<td>2.8</td>
<td>9.5</td>
<td>5.4</td>
</tr>
<tr>
<td>17</td>
<td>16.3</td>
<td>9.9</td>
<td>18.8</td>
<td>19.7</td>
</tr>
<tr>
<td>18</td>
<td>23.4</td>
<td>23.1</td>
<td>23.5</td>
<td>26.0</td>
</tr>
<tr>
<td>19</td>
<td>30.6</td>
<td>35.8</td>
<td>28.5</td>
<td>33.2</td>
</tr>
<tr>
<td>20 or older</td>
<td>16.6</td>
<td>25.0</td>
<td>13.4</td>
<td>13.0</td>
</tr>
<tr>
<td>Father or mother of a child</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Living with child</td>
<td>67.8</td>
<td>44.7</td>
<td>77.9</td>
<td>73.2</td>
</tr>
<tr>
<td>Not living with child</td>
<td>32.2</td>
<td>55.3</td>
<td>22.1</td>
<td>26.8</td>
</tr>
<tr>
<td>High school graduates and GED recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Single</td>
<td>62.1</td>
<td>71.4</td>
<td>52.1</td>
<td>54.7</td>
</tr>
<tr>
<td>Married</td>
<td>19.2</td>
<td>12.9</td>
<td>26.1</td>
<td>24.0</td>
</tr>
<tr>
<td>Living with partner(^3)</td>
<td>14.1</td>
<td>10.7</td>
<td>17.8</td>
<td>14.9</td>
</tr>
<tr>
<td>Divorced</td>
<td>4.6</td>
<td>5.1</td>
<td>4.0</td>
<td>6.3</td>
</tr>
<tr>
<td>Number of biological children</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>None</td>
<td>51.9</td>
<td>66.6</td>
<td>36.0</td>
<td>58.2</td>
</tr>
<tr>
<td>One</td>
<td>48.1</td>
<td>33.4</td>
<td>64.0</td>
<td>41.8</td>
</tr>
<tr>
<td>Two</td>
<td>32.0</td>
<td>26.5</td>
<td>37.9</td>
<td>29.7</td>
</tr>
<tr>
<td>Three or more</td>
<td>4.4</td>
<td>1.5</td>
<td>7.7</td>
<td>2.2</td>
</tr>
<tr>
<td>Age at birth of first child</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>14 or younger</td>
<td>2.0</td>
<td>0.2</td>
<td>3.0</td>
<td>0.9</td>
</tr>
<tr>
<td>15</td>
<td>3.3</td>
<td>0.7</td>
<td>4.7</td>
<td>1.8</td>
</tr>
<tr>
<td>16</td>
<td>9.1</td>
<td>2.6</td>
<td>12.7</td>
<td>7.7</td>
</tr>
<tr>
<td>17</td>
<td>20.3</td>
<td>11.9</td>
<td>25.1</td>
<td>20.2</td>
</tr>
<tr>
<td>18</td>
<td>23.4</td>
<td>21.0</td>
<td>24.8</td>
<td>23.5</td>
</tr>
<tr>
<td>19</td>
<td>27.9</td>
<td>42.0</td>
<td>20.1</td>
<td>32.8</td>
</tr>
<tr>
<td>20 or older</td>
<td>14.0</td>
<td>21.7</td>
<td>9.7</td>
<td>13.2</td>
</tr>
<tr>
<td>Father or mother of a child</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Living with child</td>
<td>71.1</td>
<td>51.3</td>
<td>82.0</td>
<td>73.4</td>
</tr>
<tr>
<td>Not living with child</td>
<td>28.9</td>
<td>48.7</td>
<td>18.0</td>
<td>26.6</td>
</tr>
</tbody>
</table>

---

1. References to the class of 1992 are based on students in eighth grade in 1988 who would have been expected to graduate in 1992. This includes students who left school between 1988 and 1992.
2. Primary activity in spring 1994. Includes only those individuals whose activities were exclusively in the listed categories. For example, tabulation excludes persons who were working and attending school.
3. Partners are those persons in marriage-like relationships.
4. Dropouts from the high school class of 1992 who may have left any time after the middle of the 8th grade. Also includes some who were still enrolled in high school in 1994.

Formation of families by the high school class of 1992, by graduation status: 1994

High school dropouts and other noncompleters were more likely to start families early than high school graduates. About 12 percent of the graduates from the class of 1992 had become parents by 1994. In contrast, 48 percent of their classmates who had not completed high school became parents during the same time period. About 85 percent of the graduates were still single compared to 62 percent of the dropouts and other noncompleters.

**Indicator 13. Housing Condition of Children**

Number of households, by housing status and condition, and presence of children under 18: 1975 to 1993

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Owners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowded ¹</td>
<td>46,909</td>
<td>52,733</td>
<td>56,144</td>
<td>59,916</td>
<td>61,251</td>
<td>100 100 100 100 100</td>
</tr>
<tr>
<td>Inadequate ²</td>
<td>1,888</td>
<td>1,654</td>
<td>960</td>
<td>954</td>
<td>883</td>
<td>4 3 2 2 1</td>
</tr>
<tr>
<td>Burden 30% to 49% ³</td>
<td>3,293</td>
<td>2,757</td>
<td>3,068</td>
<td>3,572</td>
<td>2,963</td>
<td>7 5 6 6 5</td>
</tr>
<tr>
<td>Burden 50% or more ³</td>
<td>1,697</td>
<td>2,485</td>
<td>6,141</td>
<td>6,355</td>
<td>7,176</td>
<td>4 5 11 11 12</td>
</tr>
<tr>
<td>None of the above</td>
<td>1,121</td>
<td>1,781</td>
<td>2,958</td>
<td>3,168</td>
<td>3,778</td>
<td>2 3 5 5 6</td>
</tr>
<tr>
<td>Renters</td>
<td>25,637</td>
<td>27,594</td>
<td>32,280</td>
<td>33,767</td>
<td>33,472</td>
<td>100 100 100 100 100</td>
</tr>
<tr>
<td>Crowded ¹</td>
<td>1,722</td>
<td>1,715</td>
<td>1,516</td>
<td>1,722</td>
<td>1,503</td>
<td>7 6 5 5 4</td>
</tr>
<tr>
<td>Inadequate ²</td>
<td>3,893</td>
<td>3,250</td>
<td>4,286</td>
<td>4,031</td>
<td>3,163</td>
<td>15 12 13 12 9</td>
</tr>
<tr>
<td>Burden 30% to 49% ³</td>
<td>4,169</td>
<td>5,097</td>
<td>6,222</td>
<td>6,983</td>
<td>7,157</td>
<td>16 18 19 21 21</td>
</tr>
<tr>
<td>Burden 50% or more ³</td>
<td>3,605</td>
<td>4,769</td>
<td>5,696</td>
<td>5,185</td>
<td>5,947</td>
<td>14 17 18 15 18</td>
</tr>
<tr>
<td>None of the above</td>
<td>14,272</td>
<td>14,661</td>
<td>17,214</td>
<td>18,503</td>
<td>17,993</td>
<td>56 53 55 55 54</td>
</tr>
<tr>
<td>Owners with children under 18</td>
<td>21,982</td>
<td>22,886</td>
<td>21,945</td>
<td>22,827</td>
<td>22,827</td>
<td>100 100 100 100 100</td>
</tr>
<tr>
<td>Crowded ¹</td>
<td>1,864</td>
<td>1,564</td>
<td>966</td>
<td>937</td>
<td>858</td>
<td>8 7 4 4 4</td>
</tr>
<tr>
<td>Inadequate ²</td>
<td>1,355</td>
<td>1,024</td>
<td>1,286</td>
<td>1,379</td>
<td>1,148</td>
<td>6 4 6 6 5</td>
</tr>
<tr>
<td>Burden 30% to 49% ³</td>
<td>584</td>
<td>866</td>
<td>2,575</td>
<td>2,631</td>
<td>2,822</td>
<td>3 4 12 12 12</td>
</tr>
<tr>
<td>Burden 50% or more ³</td>
<td>399</td>
<td>668</td>
<td>995</td>
<td>945</td>
<td>1,261</td>
<td>2 3 5 4 6</td>
</tr>
<tr>
<td>None of the above</td>
<td>18,231</td>
<td>19,181</td>
<td>16,680</td>
<td>17,545</td>
<td>17,326</td>
<td>83 84 76 77 76</td>
</tr>
<tr>
<td>Renters with children under 18</td>
<td>9,566</td>
<td>9,835</td>
<td>12,053</td>
<td>12,907</td>
<td>12,635</td>
<td>100 100 100 100 100</td>
</tr>
<tr>
<td>Crowded ¹</td>
<td>1,625</td>
<td>1,580</td>
<td>1,381</td>
<td>1,568</td>
<td>1,379</td>
<td>17 16 11 12 11</td>
</tr>
<tr>
<td>Inadequate ²</td>
<td>1,522</td>
<td>1,239</td>
<td>1,927</td>
<td>1,717</td>
<td>1,377</td>
<td>16 13 16 13 11</td>
</tr>
<tr>
<td>Burden 30% to 49% ³</td>
<td>1,475</td>
<td>1,829</td>
<td>2,356</td>
<td>2,762</td>
<td>2,698</td>
<td>15 19 20 21 21</td>
</tr>
<tr>
<td>Burden 50% or more ³</td>
<td>1,142</td>
<td>1,698</td>
<td>2,507</td>
<td>2,162</td>
<td>2,590</td>
<td>12 17 21 17 20</td>
</tr>
<tr>
<td>None of the above</td>
<td>4,984</td>
<td>4,652</td>
<td>5,558</td>
<td>6,370</td>
<td>6,054</td>
<td>52 47 46 49 48</td>
</tr>
<tr>
<td>Rent assisted</td>
<td>1,159</td>
<td>1,361</td>
<td>1,911</td>
<td>2,093</td>
<td>2,210</td>
<td>12 14 16 16 17</td>
</tr>
<tr>
<td>Very low-income renters with children under 18 4</td>
<td>3,752</td>
<td>4,642</td>
<td>5,771</td>
<td>5,587</td>
<td>6,646</td>
<td>100 100 100 100 100</td>
</tr>
<tr>
<td>Crowded ¹</td>
<td>898</td>
<td>953</td>
<td>844</td>
<td>934</td>
<td>946</td>
<td>24 21 15 17 14</td>
</tr>
<tr>
<td>Inadequate ²</td>
<td>831</td>
<td>765</td>
<td>1,164</td>
<td>1,012</td>
<td>904</td>
<td>22 16 20 18 14</td>
</tr>
<tr>
<td>Burden 30% to 49% ³</td>
<td>1,077</td>
<td>1,306</td>
<td>1,502</td>
<td>1,689</td>
<td>1,933</td>
<td>29 28 26 30 29</td>
</tr>
<tr>
<td>Burden 50% or more ³</td>
<td>875</td>
<td>1,664</td>
<td>2,460</td>
<td>2,109</td>
<td>2,544</td>
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</tr>
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<td>None of the above</td>
<td>803</td>
<td>1,007</td>
<td>1,237</td>
<td>1,256</td>
<td>1,651</td>
<td>21 22 21 22 25</td>
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<tr>
<td>Rent assisted</td>
<td>743</td>
<td>1,042</td>
<td>1,509</td>
<td>1,676</td>
<td>1,871</td>
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</tr>
<tr>
<td>&quot;Worst case&quot; 5</td>
<td>1,320</td>
<td>1,640</td>
<td>2,160</td>
<td>1,886</td>
<td>2,277</td>
<td>35 35 37 34 34</td>
</tr>
</tbody>
</table>

¹ More than one person per room, excluding closets and bathrooms.

² Severe or moderate physical problems as reported in the housing survey. Number in “inadequate” category is low for 1980 because of data unavailability.

³ Burden is calculated by dividing gross rent and utilities by reported family or household income.

⁴ Family or household income below 50 percent of area median family income adjusted for household size, as defined for Housing and Urban Development programs.

⁵ Unassisted with either rent burden of 50 percent of household income or more, or severely inadequate housing.

NOTE: Because of overlapping categories, details do not add to totals. Some data have been revised from previously published figures. Beginning in 1985, rent burden and income are based on household, rather than family income for all households, and return on home equity is not imputed as income to owners. 1985 utility payments adjusted to be comparable to 1989 and 1993.

Many homeowners and renters found that housing costs rose more rapidly than income between 1975 and 1993. The increasing burden of housing costs was particularly acute for renters with children. In 1993, about 20 percent of renters with children faced housing costs that consumed at least half of their income, up from 12 percent in 1975. Of homeowners with children, about 6 percent had housing costs that consumed half or more of their income. Moreover, an increasing proportion of families with children are renters rather than homeowners. The number of homeowners with children rose by 4 percent between 1975 and 1993. At the same time, the number of renters with children rose by 32 percent and the number of very low-income renters with children rose by 77 percent. As noted in earlier indicators, an increasing proportion of children are being raised in single-parent households whose incomes are typically much less than those of husband-wife families.
## Indicator 14. Living Arrangements of Young Adults

### Living arrangements of 18- to 24-year-olds, by sex: 1960 to 1993

<table>
<thead>
<tr>
<th>Living arrangements of 18- to 24-year-olds</th>
<th>Number, in thousands</th>
<th>Percentage distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>14,718</td>
<td>22,357</td>
</tr>
<tr>
<td>Child of householder</td>
<td>6,333</td>
<td>10,582</td>
</tr>
<tr>
<td>Family householder or spouse</td>
<td>6,186</td>
<td>8,470</td>
</tr>
<tr>
<td>Nonfamily householder</td>
<td>354</td>
<td>1,066</td>
</tr>
<tr>
<td>Other</td>
<td>1,845</td>
<td>2,239</td>
</tr>
<tr>
<td>Male</td>
<td>6,842</td>
<td>10,398</td>
</tr>
<tr>
<td>Child of householder</td>
<td>3,583</td>
<td>5,641</td>
</tr>
<tr>
<td>Family householder or spouse</td>
<td>2,160</td>
<td>3,119</td>
</tr>
<tr>
<td>Nonfamily householder</td>
<td>182</td>
<td>563</td>
</tr>
<tr>
<td>Other</td>
<td>917</td>
<td>1,075</td>
</tr>
<tr>
<td>Female</td>
<td>7,876</td>
<td>11,959</td>
</tr>
<tr>
<td>Child of householder</td>
<td>2,750</td>
<td>4,941</td>
</tr>
<tr>
<td>Family householder or spouse</td>
<td>4,026</td>
<td>5,351</td>
</tr>
<tr>
<td>Nonfamily householder</td>
<td>172</td>
<td>503</td>
</tr>
<tr>
<td>Other</td>
<td>928</td>
<td>1,164</td>
</tr>
</tbody>
</table>

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

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

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

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

Between 1980 and 1993, the proportion of young adults 18 to 24 years old living at home with their parents grew. The proportion of young people in households with families of their own (family householders) declined. However, females were twice as likely as males to be a family householder or spouse. The proportion of both male and female youths living in other types of arrangements, such as living alone, in group houses, or sharing apartments, has risen since 1980.
## Indicator 15. Household Composition

Living situations of the high school class of 1992, by graduation status, sex, income, and activity status: 1994

<table>
<thead>
<tr>
<th>Living situations</th>
<th>Total</th>
<th>Socioeconomic status</th>
<th>Activity status</th>
<th>Home-maker only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Low</td>
</tr>
<tr>
<td>General living arrangements</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Living alone</td>
<td>8.5</td>
<td>10.2</td>
<td>6.7</td>
<td>7.9</td>
</tr>
<tr>
<td>Living with parents</td>
<td>51.6</td>
<td>54.1</td>
<td>49.0</td>
<td>56.5</td>
</tr>
<tr>
<td>Living with own child(ren)</td>
<td>9.2</td>
<td>4.3</td>
<td>14.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Living with own child(ren) only</td>
<td>1.3</td>
<td>1.3</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Living with spouse or partner</td>
<td>11.8</td>
<td>7.9</td>
<td>16.1</td>
<td>16.2</td>
</tr>
<tr>
<td>Specific living situations</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>With spouse only</td>
<td>3.2</td>
<td>2.3</td>
<td>4.3</td>
<td>3.5</td>
</tr>
<tr>
<td>With partner only</td>
<td>2.2</td>
<td>1.6</td>
<td>2.9</td>
<td>2.8</td>
</tr>
<tr>
<td>With own child(ren) only</td>
<td>1.3</td>
<td>1.4</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>With parent or parents only</td>
<td>14.9</td>
<td>17.3</td>
<td>12.5</td>
<td>14.5</td>
</tr>
<tr>
<td>With others only</td>
<td>26.8</td>
<td>27.9</td>
<td>25.8</td>
<td>16.7</td>
</tr>
<tr>
<td>Alone</td>
<td>8.5</td>
<td>10.2</td>
<td>6.7</td>
<td>7.9</td>
</tr>
<tr>
<td>With spouse and own child(ren) only</td>
<td>3.7</td>
<td>2.3</td>
<td>5.1</td>
<td>5.8</td>
</tr>
<tr>
<td>With spouse or partner and own child(ren) and other(s)</td>
<td>0.4</td>
<td>0.4</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>With spouse or partner and parent(s)</td>
<td>0.2</td>
<td>0.1</td>
<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>With spouse or partner and other(s)</td>
<td>1.4</td>
<td>0.8</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>With parent(s) and other(s)</td>
<td>33.4</td>
<td>35.4</td>
<td>31.3</td>
<td>37.0</td>
</tr>
<tr>
<td>With own child(ren) and parent(s)</td>
<td>1.2</td>
<td>0.8</td>
<td>1.6</td>
<td>2.0</td>
</tr>
<tr>
<td>With own child(ren), parent(s), and others</td>
<td>1.2</td>
<td>0.1</td>
<td>2.3</td>
<td>1.2</td>
</tr>
<tr>
<td>With own child(ren) and other(s)</td>
<td>0.8</td>
<td>0.3</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td>Other parent and spouse combinations</td>
<td>0.7</td>
<td>0.4</td>
<td>1.2</td>
<td>0.9</td>
</tr>
<tr>
<td>General living arrangements</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Living alone</td>
<td>4.7</td>
<td>7.1</td>
<td>2.1</td>
<td>4.6</td>
</tr>
<tr>
<td>Living with parents</td>
<td>44.9</td>
<td>53.9</td>
<td>35.1</td>
<td>47.1</td>
</tr>
<tr>
<td>Living with own child(ren)</td>
<td>34.6</td>
<td>17.6</td>
<td>53.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Living with own child(ren) only</td>
<td>4.9</td>
<td>0.2</td>
<td>10.0</td>
<td>5.9</td>
</tr>
<tr>
<td>Living with spouse or partner</td>
<td>32.0</td>
<td>22.1</td>
<td>42.9</td>
<td>32.1</td>
</tr>
<tr>
<td>With others only</td>
<td>13.8</td>
<td>17.4</td>
<td>10.0</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Data not available.

1 Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "Low" SES group is the lowest quartile; the "Middle" SES group is the middle two quartiles; and the "High" SES group is the highest quartile.
2 Primary activity in spring 1994. Includes only those individuals who activities were exclusively in the listed categories. For example, tabulation excludes persons who were working and attending school.
3 Some categories such as "Living with parent(s)," "Living with spouse or Partner," and "Living with own children" overlap some other groups.
4 Partners are those persons in marriage-like relationships.
5 Dropouts from the class of 1992 who may have left any time after the middle of 8th grade. Also includes some who were still enrolled in high school in 1994.
6 Data are based on a small number of cases and should be interpreted cautiously.

Living situations of the high school class of 1992, by graduation status, sex, and activity status: 1994

High school dropouts from the class of 1992 were almost four times more likely than high school completers to be living with children of their own in 1994. Dropouts and other noncompleters were also much more likely to be living with a spouse or a partner. About half of both graduates and dropouts were living with their parents, usually with other people living in the household as well. Female completers and dropouts were more likely than males to be living with a spouse or partner.
### Indicator 16. Median Family Income

#### Median family income, by race/ethnicity of head of household: 1950 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>All families</th>
<th>White 1</th>
<th>Black 1</th>
<th>Hispanic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current dollars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td>$3,319</td>
<td>$3,445</td>
<td>3 $1,869</td>
<td>—</td>
</tr>
<tr>
<td>1955</td>
<td>4,418</td>
<td>4,613</td>
<td>3 2,544</td>
<td>—</td>
</tr>
<tr>
<td>1960</td>
<td>5,620</td>
<td>5,835</td>
<td>3 3,230</td>
<td>—</td>
</tr>
<tr>
<td>1965</td>
<td>6,957</td>
<td>7,251</td>
<td>3 3,993</td>
<td>—</td>
</tr>
<tr>
<td>1970</td>
<td>9,867</td>
<td>10,236</td>
<td>6 2,796</td>
<td>—</td>
</tr>
<tr>
<td>1975</td>
<td>13,719</td>
<td>14,268</td>
<td>8 7,791</td>
<td>$9,551</td>
</tr>
<tr>
<td>1980</td>
<td>21,023</td>
<td>21,904</td>
<td>12,674</td>
<td>14,716</td>
</tr>
<tr>
<td>1985</td>
<td>27,735</td>
<td>29,152</td>
<td>16,786</td>
<td>19,027</td>
</tr>
<tr>
<td>1986</td>
<td>29,458</td>
<td>30,809</td>
<td>17,604</td>
<td>19,995</td>
</tr>
<tr>
<td>1987</td>
<td>30,970</td>
<td>32,385</td>
<td>18,406</td>
<td>20,300</td>
</tr>
<tr>
<td>1988</td>
<td>32,191</td>
<td>33,915</td>
<td>19,329</td>
<td>21,769</td>
</tr>
<tr>
<td>1989</td>
<td>34,213</td>
<td>35,975</td>
<td>20,209</td>
<td>23,446</td>
</tr>
<tr>
<td>1990</td>
<td>35,353</td>
<td>36,915</td>
<td>21,423</td>
<td>23,431</td>
</tr>
<tr>
<td>1991</td>
<td>35,939</td>
<td>37,783</td>
<td>21,548</td>
<td>23,895</td>
</tr>
<tr>
<td>1992</td>
<td>36,573</td>
<td>38,670</td>
<td>21,103</td>
<td>23,555</td>
</tr>
<tr>
<td>1993</td>
<td>36,959</td>
<td>39,300</td>
<td>21,542</td>
<td>23,654</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Current dollars</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>19,900</td>
<td>20,656</td>
<td>3 11,206</td>
<td>—</td>
</tr>
<tr>
<td>1955</td>
<td>23,821</td>
<td>24,872</td>
<td>3 13,717</td>
<td>—</td>
</tr>
<tr>
<td>1960</td>
<td>27,435</td>
<td>28,485</td>
<td>3 15,766</td>
<td>—</td>
</tr>
<tr>
<td>1965</td>
<td>31,914</td>
<td>33,263</td>
<td>3 18,317</td>
<td>—</td>
</tr>
<tr>
<td>1970</td>
<td>36,747</td>
<td>38,121</td>
<td>23,384</td>
<td>—</td>
</tr>
<tr>
<td>1975</td>
<td>36,848</td>
<td>38,322</td>
<td>23,579</td>
<td>25,653</td>
</tr>
<tr>
<td>1980</td>
<td>36,867</td>
<td>38,412</td>
<td>22,226</td>
<td>25,807</td>
</tr>
<tr>
<td>1985</td>
<td>37,246</td>
<td>39,149</td>
<td>22,543</td>
<td>25,552</td>
</tr>
<tr>
<td>1986</td>
<td>38,838</td>
<td>40,620</td>
<td>23,210</td>
<td>26,362</td>
</tr>
<tr>
<td>1987</td>
<td>39,394</td>
<td>41,194</td>
<td>23,413</td>
<td>25,622</td>
</tr>
<tr>
<td>1988</td>
<td>39,320</td>
<td>41,426</td>
<td>23,610</td>
<td>26,590</td>
</tr>
<tr>
<td>1989</td>
<td>39,869</td>
<td>41,922</td>
<td>23,550</td>
<td>27,322</td>
</tr>
<tr>
<td>1990</td>
<td>39,086</td>
<td>40,813</td>
<td>23,685</td>
<td>25,905</td>
</tr>
<tr>
<td>1991</td>
<td>38,129</td>
<td>40,085</td>
<td>22,861</td>
<td>25,351</td>
</tr>
<tr>
<td>1992</td>
<td>37,668</td>
<td>39,828</td>
<td>21,735</td>
<td>24,260</td>
</tr>
<tr>
<td>1993</td>
<td>36,959</td>
<td>39,300</td>
<td>21,542</td>
<td>23,654</td>
</tr>
</tbody>
</table>

—Data not available.

1 Includes Hispanics.

2 Hispanics may be of any race.

3 Data include both blacks and other races. Figures are not precisely comparable to data for later years.

4 Figures adjusted by the Consumer Price Index.

Median family income, by race/ethnicity: 1950 to 1993

In contrast to the sizeable increase in median family income in the 1950s and 1960s, family income in the 1970s showed no real gains. After posting modest increases during the mid-1980s, incomes for all families leveled off during the late 1980s and then declined between 1989 and 1993. Income in black and Hispanic households remained much less than in white households.

* Data for years before 1967 include other races.

## Indicator 17. Family Income

### Presence of related children under 18 years old by money income of families: 1993

<table>
<thead>
<tr>
<th>Presence of children in families</th>
<th>Total</th>
<th>$15,000 to Less than $15,000</th>
<th>$25,000 to $24,999</th>
<th>$35,000 to $34,999</th>
<th>$50,000 to $49,999</th>
<th>$75,000 and over</th>
<th>Median income</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families</td>
<td>68,506</td>
<td>11,536</td>
<td>10,640</td>
<td>10,162</td>
<td>12,288</td>
<td>13,280</td>
<td>10,600</td>
</tr>
<tr>
<td>No related children</td>
<td>32,050</td>
<td>4,152</td>
<td>5,479</td>
<td>5,090</td>
<td>5,677</td>
<td>6,323</td>
<td>5,328</td>
</tr>
<tr>
<td>One or more related children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children under 6 years</td>
<td>36,456</td>
<td>7,384</td>
<td>5,161</td>
<td>5,072</td>
<td>6,611</td>
<td>6,956</td>
<td>5,271</td>
</tr>
<tr>
<td>Some children under 6, some 6 to 17 years</td>
<td>9,463</td>
<td>2,303</td>
<td>1,457</td>
<td>1,282</td>
<td>1,607</td>
<td>1,623</td>
<td>1,191</td>
</tr>
<tr>
<td>All children 6 to 17 years</td>
<td>18,770</td>
<td>3,210</td>
<td>2,474</td>
<td>2,616</td>
<td>3,511</td>
<td>3,911</td>
<td>3,047</td>
</tr>
<tr>
<td>One child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 6 years</td>
<td>14,827</td>
<td>2,993</td>
<td>2,203</td>
<td>2,051</td>
<td>2,685</td>
<td>2,750</td>
<td>2,146</td>
</tr>
<tr>
<td>6 to 17 years</td>
<td>9,022</td>
<td>1,663</td>
<td>1,262</td>
<td>1,211</td>
<td>1,689</td>
<td>1,784</td>
<td>1,413</td>
</tr>
<tr>
<td>Two or more children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All under 6 years</td>
<td>21,629</td>
<td>4,392</td>
<td>2,958</td>
<td>3,020</td>
<td>3,926</td>
<td>4,206</td>
<td>3,125</td>
</tr>
<tr>
<td>Some children under 6, some 6 to 17 years</td>
<td>3,658</td>
<td>972</td>
<td>516</td>
<td>442</td>
<td>612</td>
<td>658</td>
<td>458</td>
</tr>
<tr>
<td>All children 6 to 17 years</td>
<td>8,223</td>
<td>1,873</td>
<td>1,229</td>
<td>1,174</td>
<td>1,492</td>
<td>1,422</td>
<td>1,033</td>
</tr>
</tbody>
</table>

### Percentage distribution

| All families | 100.0 | 16.8 | 15.5 | 14.8 | 17.9 | 19.4 | 15.5 |
| No related children | 100.0 | 13.0 | 17.1 | 15.9 | 17.7 | 19.7 | 16.6 |
| One or more related children |       |      |      |      |      |      |      |
| All children under 6 years     | 100.0 | 20.3 | 14.2 | 13.9 | 18.1 | 19.1 | 14.5 |
| Some children under 6, some 6 to 17 years | 100.0 | 24.3 | 15.4 | 13.5 | 17.0 | 17.2 | 12.6 |
| All children 6 to 17 years     | 100.0 | 22.8 | 14.9 | 14.3 | 18.1 | 17.3 | 12.6 |
| One child                       |       |      |      |      |      |      |      |
| Under 6 years                   | 100.0 | 20.2 | 14.9 | 13.8 | 18.1 | 18.5 | 14.5 |
| 6 to 17 years                   | 100.0 | 22.9 | 16.2 | 14.5 | 17.2 | 16.6 | 12.6 |
| Two or more children            |       |      |      |      |      |      |      |
| All under 6 years               | 100.0 | 20.3 | 13.7 | 14.0 | 18.2 | 19.4 | 14.4 |
| Some children under 6, some 6 to 17 years | 100.0 | 28.6 | 14.1 | 12.1 | 16.7 | 18.0 | 12.5 |
| All children 6 to 17 years      | 100.0 | 22.8 | 14.9 | 14.3 | 18.1 | 17.3 | 12.6 |

- Data not applicable.

**NOTE:** The term "family" refers to a group of two or more persons related by birth, marriage, or adoption who reside together; all such persons are considered as members of one family.

Indicator 17. Family Income

Percentage distribution of families with children under 18, by age of children and family income: 1993


Families with children under 18 have lower incomes than families without children under 18. Families with younger children tend to have lower incomes than families with older children. For example, 27 percent of families with 2 or more children under 6 had incomes of under $15,000 compared to 16 percent of families who had 2 or more children 6 to 17 years old.
### Indicator 18. Parents’ Employment

#### Employment status of parents with own children under 18 years old, by type of family: 1975 to 1993

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numbers in thousands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total families</td>
<td>55,698</td>
<td>59,910</td>
<td>63,232</td>
<td>66,959</td>
<td>67,842</td>
<td>68,838</td>
</tr>
<tr>
<td>Total families with own children under 18</td>
<td>30,060</td>
<td>31,325</td>
<td>31,496</td>
<td>32,981</td>
<td>33,358</td>
<td>33,916</td>
</tr>
<tr>
<td><strong>Married-couple families</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(with own children under 18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both parents employed</td>
<td>25,236</td>
<td>24,974</td>
<td>24,225</td>
<td>24,435</td>
<td>24,460</td>
<td>24,746</td>
</tr>
<tr>
<td>Only father employed</td>
<td>9,358</td>
<td>11,925</td>
<td>12,844</td>
<td>14,342</td>
<td>14,426</td>
<td>14,606</td>
</tr>
<tr>
<td>Only mother employed</td>
<td>13,441</td>
<td>10,975</td>
<td>9,227</td>
<td>7,857</td>
<td>7,561</td>
<td>7,717</td>
</tr>
<tr>
<td>Neither parent employed</td>
<td>895</td>
<td>852</td>
<td>960</td>
<td>1,180</td>
<td>1,293</td>
<td>1,357</td>
</tr>
<tr>
<td><strong>Female-headed families (single mothers with own children under 18)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother in labor force</td>
<td>4,400</td>
<td>5,718</td>
<td>6,345</td>
<td>7,323</td>
<td>7,564</td>
<td>7,781</td>
</tr>
<tr>
<td>Mother employed</td>
<td>2,635</td>
<td>3,833</td>
<td>4,302</td>
<td>4,970</td>
<td>5,090</td>
<td>5,311</td>
</tr>
<tr>
<td>Mother not employed</td>
<td>2,306</td>
<td>3,412</td>
<td>3,741</td>
<td>4,431</td>
<td>4,491</td>
<td>4,755</td>
</tr>
<tr>
<td><strong>Male-headed families (single fathers with own children under 18)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father in labor force</td>
<td>424</td>
<td>633</td>
<td>926</td>
<td>1,223</td>
<td>1,334</td>
<td>1,389</td>
</tr>
<tr>
<td>Father employed</td>
<td>369</td>
<td>561</td>
<td>834</td>
<td>1,113</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Father not employed</td>
<td>327</td>
<td>514</td>
<td>750</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Percentage distribution**

| Total families                                                                 | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  |
| Total families with own children under 18                                      | 54.0   | 52.3   | 49.8   | 49.3   | 49.2   | 49.3   |

**Married-couple families (with own children under 18)**

| Both parents employed                                                          | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  |
| Only father employed                                                           | 37.1   | 47.7   | 53.0   | 58.7   | 59.0   | 59.0   |
| Only mother employed                                                           | 53.3   | 43.9   | 38.1   | 32.2   | 30.9   | 31.2   |
| Neither parent employed                                                        | 3.5    | 3.4    | 4.0    | 4.8    | 5.3    | 5.5    |

**Female-headed families (single mothers with own children under 18)**

| Mother in labor force                                                         | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  |
| Mother employed                                                               | 59.9   | 67.0   | 67.8   | 67.9   | 67.3   | 68.3   |
| Mother not employed                                                           | 52.4   | 59.7   | 59.0   | 60.5   | 59.4   | 61.1   |

**Male-headed families (single fathers with own children under 18)**

| Father in labor force                                                        | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  | 100.0  |
| Father employed                                                               | 87.0   | 88.6   | 90.1   | 91.0   | -      | -      |
| Father not employed                                                           | 77.1   | 81.2   | 81.0   | -      | -      | -      |

1 Includes mother from unmarried couples.

---

**NOTE:** Includes parents working both full-time and part-time. "Own children" in a family are sons and daughters, including stepchildren and adopted children, of the householder.

Employment status of married-couple families with own children under 18 years old: 1975 to 1993

![Graph showing employment status of married-couple families from 1975 to 1993.](image)

The number and percentage of married, working women with children under 18 rose significantly between 1975 and 1993. The proportion of married, working mothers in two-parent families with children rose from 41 percent in 1975 to 65 percent in 1993. This increase in women working outside the home caused a significant transformation of married-couple families with children. The predominant pattern in 1993 was for both parents to work outside the home, in contrast with 1975 when the most common pattern was for fathers only to be employed. Women in female-headed households were employed at about the same rate as women in married-couple families.

**Source:** U.S. Department of Labor, Bureau of Labor Statistics, unpublished data.
### Indicator 19. Mothers’ Employment

Employment status of married, separated, and divorced women with children under 18 years old, by age of children: 1950 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>With children under 6</th>
<th>With children 6 to 17 only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Separated</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td>1.4</td>
<td>--</td>
</tr>
<tr>
<td>1960</td>
<td>2.5</td>
<td>--</td>
</tr>
<tr>
<td>1970</td>
<td>3.9</td>
<td>0.3</td>
</tr>
<tr>
<td>1975</td>
<td>4.4</td>
<td>0.4</td>
</tr>
<tr>
<td>1980</td>
<td>5.2</td>
<td>0.4</td>
</tr>
<tr>
<td>1985</td>
<td>6.4</td>
<td>0.4</td>
</tr>
<tr>
<td>1986</td>
<td>6.6</td>
<td>0.5</td>
</tr>
<tr>
<td>1987</td>
<td>7.0</td>
<td>0.4</td>
</tr>
<tr>
<td>1988</td>
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<td>0.4</td>
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<tr>
<td>1990</td>
<td>7.2</td>
<td>0.5</td>
</tr>
<tr>
<td>1991</td>
<td>7.4</td>
<td>0.5</td>
</tr>
<tr>
<td>1992</td>
<td>7.3</td>
<td>0.5</td>
</tr>
<tr>
<td>1993</td>
<td>7.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Civilian labor force, in millions**

<table>
<thead>
<tr>
<th>Year</th>
<th>Married</th>
<th>Separated</th>
<th>Divorced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>11.9</td>
<td>--</td>
<td>28.3</td>
</tr>
<tr>
<td>1960</td>
<td>18.6</td>
<td>--</td>
<td>39.0</td>
</tr>
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<td>1970</td>
<td>30.3</td>
<td>45.0</td>
<td>65.4</td>
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<td>1975</td>
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<td>45.1</td>
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</tr>
<tr>
<td>1985</td>
<td>53.4</td>
<td>53.2</td>
<td>67.5</td>
</tr>
<tr>
<td>1986</td>
<td>53.8</td>
<td>57.4</td>
<td>73.8</td>
</tr>
<tr>
<td>1987</td>
<td>56.8</td>
<td>55.1</td>
<td>70.5</td>
</tr>
<tr>
<td>1988</td>
<td>57.1</td>
<td>53.0</td>
<td>70.1</td>
</tr>
<tr>
<td>1990</td>
<td>58.9</td>
<td>59.3</td>
<td>69.8</td>
</tr>
<tr>
<td>1991</td>
<td>59.9</td>
<td>52.2</td>
<td>68.5</td>
</tr>
<tr>
<td>1992</td>
<td>59.9</td>
<td>55.7</td>
<td>65.9</td>
</tr>
<tr>
<td>1993</td>
<td>59.6</td>
<td>52.1</td>
<td>68.1</td>
</tr>
</tbody>
</table>

**Labor force participation rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Married</th>
<th>Separated</th>
<th>Divorced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>7.8</td>
<td>--</td>
<td>4.9</td>
</tr>
<tr>
<td>1970</td>
<td>7.9</td>
<td>12.9</td>
<td>5.0</td>
</tr>
<tr>
<td>1975</td>
<td>13.8</td>
<td>22.7</td>
<td>10.9</td>
</tr>
<tr>
<td>1980</td>
<td>8.3</td>
<td>12.3</td>
<td>13.6</td>
</tr>
<tr>
<td>1985</td>
<td>8.0</td>
<td>22.9</td>
<td>12.1</td>
</tr>
<tr>
<td>1986</td>
<td>7.6</td>
<td>16.5</td>
<td>12.9</td>
</tr>
<tr>
<td>1987</td>
<td>5.9</td>
<td>15.7</td>
<td>13.8</td>
</tr>
<tr>
<td>1988</td>
<td>6.1</td>
<td>15.0</td>
<td>9.4</td>
</tr>
<tr>
<td>1990</td>
<td>4.8</td>
<td>13.0</td>
<td>9.0</td>
</tr>
<tr>
<td>1991</td>
<td>6.7</td>
<td>16.2</td>
<td>9.9</td>
</tr>
<tr>
<td>1992</td>
<td>7.0</td>
<td>19.4</td>
<td>14.3</td>
</tr>
<tr>
<td>1993</td>
<td>6.2</td>
<td>17.4</td>
<td>8.8</td>
</tr>
</tbody>
</table>

**Unemployment rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Married</th>
<th>Separated</th>
<th>Divorced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>7.1</td>
<td>13.0</td>
<td>14.6</td>
</tr>
<tr>
<td>1970</td>
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<td>11.7</td>
</tr>
<tr>
<td>1975</td>
<td>8.3</td>
<td>12.3</td>
<td>10.6</td>
</tr>
<tr>
<td>1980</td>
<td>8.0</td>
<td>22.9</td>
<td>14.6</td>
</tr>
<tr>
<td>1985</td>
<td>7.6</td>
<td>16.5</td>
<td>12.9</td>
</tr>
<tr>
<td>1986</td>
<td>5.9</td>
<td>15.7</td>
<td>13.8</td>
</tr>
<tr>
<td>1987</td>
<td>6.1</td>
<td>15.0</td>
<td>9.4</td>
</tr>
<tr>
<td>1990</td>
<td>4.8</td>
<td>13.0</td>
<td>9.0</td>
</tr>
<tr>
<td>1991</td>
<td>6.7</td>
<td>16.2</td>
<td>9.9</td>
</tr>
<tr>
<td>1992</td>
<td>7.0</td>
<td>19.4</td>
<td>14.3</td>
</tr>
<tr>
<td>1993</td>
<td>6.2</td>
<td>17.4</td>
<td>8.8</td>
</tr>
</tbody>
</table>

---

1 Husband present.
2 The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military.
3 The labor force participation rate is the percentage of persons either employed or seeking employment.
4 The unemployment rate is the proportion of those in the labor force who are not working and are seeking employment.

**NOTE:** Data are for both full-time and part-time workers. Data for 1989 are not available.

Labor force participation rate of married women 1 with children under 18 years old, by age of children: 1950 to 1993

The labor force participation rate of married women with children under 6 years old has been rising since 1950. Between 1970 and 1993, the participation rate for these women rose from 30 percent to 60 percent. A higher proportion of married women with older children are in the labor force than of those with children under 6. About three-quarters of married women with children between 6 and 17 were either employed or looking for work in 1993.

## Indicator 20. Median Income

<table>
<thead>
<tr>
<th>Year</th>
<th>All ages, 15 and over*</th>
<th>15 to 19 years old</th>
<th>20 to 24 years old</th>
<th>25 to 29 years old</th>
<th>All ages, 15 and over*</th>
<th>15 to 19 years old</th>
<th>20 to 24 years old</th>
<th>25 to 29 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>$4,246</td>
<td>—</td>
<td>$3,299</td>
<td>—</td>
<td>$2,734</td>
<td>—</td>
<td>$2,768</td>
<td>—</td>
</tr>
<tr>
<td>1960</td>
<td>5,435</td>
<td>$1,974</td>
<td>3,916</td>
<td>—</td>
<td>3,296</td>
<td>$2,450</td>
<td>3,155</td>
<td>—</td>
</tr>
<tr>
<td>1965</td>
<td>6,479</td>
<td>3,074</td>
<td>4,706</td>
<td>—</td>
<td>3,883</td>
<td>2,809</td>
<td>3,713</td>
<td>—</td>
</tr>
<tr>
<td>1970</td>
<td>9,184</td>
<td>3,950</td>
<td>6,655</td>
<td>—</td>
<td>5,440</td>
<td>3,783</td>
<td>4,928</td>
<td>—</td>
</tr>
<tr>
<td>1975</td>
<td>13,144</td>
<td>5,657</td>
<td>8,521</td>
<td>$11,836</td>
<td>7,719</td>
<td>4,568</td>
<td>6,598</td>
<td>$8,264</td>
</tr>
<tr>
<td>1980</td>
<td>19,173</td>
<td>7,753</td>
<td>12,109</td>
<td>13,986</td>
<td>11,591</td>
<td>6,779</td>
<td>9,407</td>
<td>11,958</td>
</tr>
<tr>
<td>1981</td>
<td>20,692</td>
<td>8,252</td>
<td>12,408</td>
<td>17,244</td>
<td>12,457</td>
<td>7,598</td>
<td>10,173</td>
<td>12,772</td>
</tr>
<tr>
<td>1982</td>
<td>21,655</td>
<td>8,475</td>
<td>12,530</td>
<td>18,359</td>
<td>13,663</td>
<td>7,879</td>
<td>10,943</td>
<td>13,904</td>
</tr>
<tr>
<td>1983</td>
<td>22,508</td>
<td>8,204</td>
<td>12,822</td>
<td>18,865</td>
<td>14,479</td>
<td>7,857</td>
<td>11,062</td>
<td>14,239</td>
</tr>
<tr>
<td>1984</td>
<td>24,004</td>
<td>8,886</td>
<td>13,043</td>
<td>20,112</td>
<td>15,422</td>
<td>8,509</td>
<td>11,435</td>
<td>15,129</td>
</tr>
<tr>
<td>1985</td>
<td>24,999</td>
<td>9,050</td>
<td>13,827</td>
<td>20,499</td>
<td>16,252</td>
<td>8,372</td>
<td>11,757</td>
<td>15,986</td>
</tr>
<tr>
<td>1986</td>
<td>25,894</td>
<td>9,730</td>
<td>14,152</td>
<td>20,720</td>
<td>16,843</td>
<td>8,333</td>
<td>12,192</td>
<td>16,400</td>
</tr>
<tr>
<td>1987</td>
<td>26,722</td>
<td>9,859</td>
<td>14,665</td>
<td>21,850</td>
<td>17,504</td>
<td>9,417</td>
<td>12,905</td>
<td>16,779</td>
</tr>
<tr>
<td>1988</td>
<td>27,342</td>
<td>10,768</td>
<td>15,373</td>
<td>22,029</td>
<td>18,545</td>
<td>9,329</td>
<td>13,652</td>
<td>17,475</td>
</tr>
<tr>
<td>1989</td>
<td>28,419</td>
<td>11,257</td>
<td>15,962</td>
<td>22,471</td>
<td>19,638</td>
<td>9,503</td>
<td>14,272</td>
<td>19,060</td>
</tr>
<tr>
<td>1990</td>
<td>29,983</td>
<td>10,513</td>
<td>16,164</td>
<td>22,637</td>
<td>20,597</td>
<td>10,360</td>
<td>14,451</td>
<td>19,475</td>
</tr>
<tr>
<td>1991</td>
<td>30,332</td>
<td>10,856</td>
<td>15,800</td>
<td>23,725</td>
<td>21,245</td>
<td>9,584</td>
<td>14,748</td>
<td>20,324</td>
</tr>
<tr>
<td>1992</td>
<td>31,011</td>
<td>10,963</td>
<td>16,247</td>
<td>23,545</td>
<td>22,157</td>
<td>9,915</td>
<td>15,260</td>
<td>21,221</td>
</tr>
<tr>
<td>1993</td>
<td>31,074</td>
<td>11,061</td>
<td>16,453</td>
<td>23,513</td>
<td>22,466</td>
<td>10,962</td>
<td>15,704</td>
<td>20,860</td>
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<td>31,609</td>
<td>12,260</td>
<td>16,276</td>
<td>24,508</td>
<td>23,261</td>
<td>11,083</td>
<td>15,434</td>
<td>21,353</td>
</tr>
</tbody>
</table>

### Current dollars

### Constant 1994 dollars

---

Data not available.

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

The median income for full-time workers 20 to 24 years old dropped between 1970 and 1994 (after adjustment for inflation). In contrast to the 36 percent income decline among young males, the median income for all men fell 10 percent during the 1970 to 1994 period, and the income for all women rose by 12 percent. During this period of decline, the income of women 20 to 24 years old fell at a slower rate than that of men, so that the gap between young men's and women's incomes narrowed to 5 percent in 1994. The gap between all men's and women's incomes remained much larger than that for younger age groups, with all men's salaries averaging 36 percent higher than those for women in 1994.
## Indicator 21. Poverty

### Number and percent of related children under 18 years old living in poverty, by family status and race/ethnicity of family householder: 1960 to 1994

<table>
<thead>
<tr>
<th>Year</th>
<th>All families</th>
<th>Families with female householder, no spouse present</th>
<th>Percent of all poor related children living in families with female householder, no spouse present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of children under 18 in poverty, (in thousands)</td>
<td>Number of children under 18 in poverty, (in thousands)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of children under 18 in poverty</td>
<td>Percent of children under 18 in poverty</td>
<td>Number of children</td>
</tr>
<tr>
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<td>17,288</td>
<td>26.5</td>
<td>4,095</td>
</tr>
<tr>
<td>1970</td>
<td>10,235</td>
<td>14.9</td>
<td>4,689</td>
</tr>
<tr>
<td>1975</td>
<td>10,882</td>
<td>16.8</td>
<td>5,597</td>
</tr>
<tr>
<td>1980</td>
<td>11,114</td>
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<td>12,483</td>
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<tr>
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<td>7,363</td>
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<td>14,521</td>
<td>21.6</td>
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</tr>
<tr>
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<td>8,752</td>
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<tr>
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<td>9,123</td>
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</tr>
<tr>
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</tr>
<tr>
<td>1959</td>
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</tr>
<tr>
<td>1970</td>
<td>3,922</td>
<td>41.5</td>
<td>2,383</td>
</tr>
<tr>
<td>1975</td>
<td>3,884</td>
<td>41.4</td>
<td>2,724</td>
</tr>
<tr>
<td>1980</td>
<td>3,906</td>
<td>42.1</td>
<td>2,944</td>
</tr>
<tr>
<td>1985</td>
<td>4,057</td>
<td>43.1</td>
<td>3,181</td>
</tr>
<tr>
<td>1989</td>
<td>4,257</td>
<td>43.2</td>
<td>3,256</td>
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<tr>
<td>1990</td>
<td>4,412</td>
<td>44.2</td>
<td>3,543</td>
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<td>5,015</td>
<td>46.3</td>
<td>4,098</td>
</tr>
<tr>
<td>1993</td>
<td>5,030</td>
<td>45.9</td>
<td>4,104</td>
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<tr>
<td>1994</td>
<td>4,787</td>
<td>43.3</td>
<td>3,935</td>
</tr>
<tr>
<td>1973</td>
<td>1,364</td>
<td>27.8</td>
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</tr>
<tr>
<td>1975</td>
<td>1,619</td>
<td>33.1</td>
<td>694</td>
</tr>
<tr>
<td>1980</td>
<td>1,718</td>
<td>33.0</td>
<td>809</td>
</tr>
<tr>
<td>1985</td>
<td>2,512</td>
<td>39.6</td>
<td>1,247</td>
</tr>
<tr>
<td>1989</td>
<td>2,496</td>
<td>36.5</td>
<td>1,163</td>
</tr>
<tr>
<td>1990</td>
<td>2,750</td>
<td>37.7</td>
<td>1,314</td>
</tr>
<tr>
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<td>3,440</td>
<td>39.0</td>
<td>1,504</td>
</tr>
<tr>
<td>1993</td>
<td>3,666</td>
<td>39.9</td>
<td>1,673</td>
</tr>
<tr>
<td>1994</td>
<td>3,955</td>
<td>41.1</td>
<td>1,804</td>
</tr>
</tbody>
</table>

1 The householder is the person in whose name the housing unit is owned or rented.
2 Includes Hispanics.
3 Hispanics may be of any race.

The proportion of children living in poverty declined significantly during the 1960s but rose after 1970. In 1994, about 21 percent of all children and 53 percent of children in female-headed families (with no husband present) lived in poverty. Poverty rates were relatively high for minority children, especially for those in female-headed households. About 43 percent of all black children and 41 percent of Hispanic children lived in poverty in 1994. The proportion of poor children coming from female-headed households has risen dramatically, from 24 percent in 1960 to 58 percent in 1994 for all children, and from 29 percent to 82 percent for black children.
## Indicator 22. Federal Aid to Families

### Persons receiving Aid to Families with Dependent Children (AFDC) and federal income tax exemptions per dependent: 1950 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of recipients of AFDC payments, in thousands</th>
<th>Percent of children under 18 receiving AFDC payments</th>
<th>Average monthly payment</th>
<th>Federal income tax exemption per dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total 2</td>
<td>Children under 18</td>
<td>Per family</td>
<td>Per recipient</td>
</tr>
<tr>
<td>1950</td>
<td>2,233</td>
<td>1,661</td>
<td>3.9</td>
<td>$71</td>
</tr>
<tr>
<td>1955</td>
<td>2,192</td>
<td>1,661</td>
<td>3.0</td>
<td>85</td>
</tr>
<tr>
<td>1960</td>
<td>3,073</td>
<td>2,370</td>
<td>3.7</td>
<td>108</td>
</tr>
<tr>
<td>1965</td>
<td>4,396</td>
<td>3,316</td>
<td>5.0</td>
<td>137</td>
</tr>
<tr>
<td>1970</td>
<td>9,659</td>
<td>7,033</td>
<td>10.5</td>
<td>190</td>
</tr>
<tr>
<td>1975</td>
<td>11,404</td>
<td>8,106</td>
<td>12.9</td>
<td>229</td>
</tr>
<tr>
<td>1980</td>
<td>11,101</td>
<td>7,599</td>
<td>13.2</td>
<td>288</td>
</tr>
<tr>
<td>1981</td>
<td>10,613</td>
<td>7,125</td>
<td>12.1</td>
<td>302</td>
</tr>
<tr>
<td>1982</td>
<td>10,504</td>
<td>6,972</td>
<td>12.0</td>
<td>310</td>
</tr>
<tr>
<td>1983</td>
<td>10,865</td>
<td>7,130</td>
<td>12.4</td>
<td>321</td>
</tr>
<tr>
<td>1984</td>
<td>10,740</td>
<td>7,114</td>
<td>12.4</td>
<td>335</td>
</tr>
<tr>
<td>1985</td>
<td>10,924</td>
<td>7,247</td>
<td>12.6</td>
<td>341</td>
</tr>
<tr>
<td>1986</td>
<td>11,065</td>
<td>7,374</td>
<td>12.7</td>
<td>358</td>
</tr>
<tr>
<td>1987</td>
<td>10,862</td>
<td>7,296</td>
<td>12.6</td>
<td>358</td>
</tr>
<tr>
<td>1988</td>
<td>10,920</td>
<td>7,325</td>
<td>12.7</td>
<td>369</td>
</tr>
<tr>
<td>1989</td>
<td>10,934</td>
<td>7,370</td>
<td>12.5</td>
<td>378</td>
</tr>
<tr>
<td>1990</td>
<td>11,464</td>
<td>7,761</td>
<td>13.2</td>
<td>379</td>
</tr>
<tr>
<td>1991</td>
<td>12,568</td>
<td>8,015</td>
<td>12.3</td>
<td>390</td>
</tr>
<tr>
<td>1992</td>
<td>13,625</td>
<td>8,816</td>
<td>13.3</td>
<td>383</td>
</tr>
<tr>
<td>1993</td>
<td>14,144</td>
<td>—</td>
<td>—</td>
<td>377</td>
</tr>
</tbody>
</table>

---

1 The Aid to Families with Dependent Children (AFDC) program provides cash support for low-income families with dependent children who have been deprived of parental support due to death, disability, continued absence of a parent, or unemployment.

2 Includes the children and one or both parents or one caretaker other than a parent in families where the needs of such adults were considered in determining the amount of assistance.

During the 1960s, the number and percentage of children receiving AFDC benefits rose dramatically as federal programs expanded. Since 1975, the number and proportion of children receiving AFDC benefits fluctuated within a relatively narrow range. At the same time, the average value in constant dollars of AFDC monthly payments has declined from $193 per recipient in 1975 to $133 per recipient in 1993.
**Indicator 23. Child Support**

Women receiving court-ordered child support payments from absent fathers: 1978 to 1991

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total women with children from an absent father²</td>
<td>7,094</td>
<td>8,387</td>
<td>8,690</td>
<td>8,808</td>
<td>9,415</td>
<td>9,955</td>
<td>9,918</td>
</tr>
<tr>
<td>Payments not awarded</td>
<td>2,898</td>
<td>3,417</td>
<td>3,675</td>
<td>3,411</td>
<td>3,861</td>
<td>4,207</td>
<td>4,376</td>
</tr>
<tr>
<td>Payments awarded³</td>
<td>4,196</td>
<td>4,969</td>
<td>5,015</td>
<td>5,396</td>
<td>5,554</td>
<td>5,748</td>
<td>5,542</td>
</tr>
<tr>
<td>Supposed to receive payments</td>
<td>3,424</td>
<td>4,043</td>
<td>3,995</td>
<td>4,381</td>
<td>4,829</td>
<td>4,953</td>
<td>4,883</td>
</tr>
<tr>
<td>Actually received payments</td>
<td>2,455</td>
<td>2,902</td>
<td>3,037</td>
<td>3,243</td>
<td>3,676</td>
<td>3,725</td>
<td>3,728</td>
</tr>
<tr>
<td>Received full amount</td>
<td>1,675</td>
<td>1,888</td>
<td>2,018</td>
<td>2,112</td>
<td>2,475</td>
<td>2,546</td>
<td>2,552</td>
</tr>
<tr>
<td>Received partial amount</td>
<td>779</td>
<td>1,014</td>
<td>1,019</td>
<td>1,131</td>
<td>1,201</td>
<td>1,179</td>
<td>1,176</td>
</tr>
<tr>
<td>Did not receive payments</td>
<td>969</td>
<td>1,140</td>
<td>958</td>
<td>1,138</td>
<td>1,153</td>
<td>1,228</td>
<td>1,156</td>
</tr>
</tbody>
</table>

**Percentage distribution**

| Total women with children from an absent father² | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Payments not awarded | 40.9 | 40.7 | 42.3 | 38.7 | 41.0 | 42.3 | 44.1 |
| Payments awarded³ | 59.1 | 59.2 | 57.7 | 61.3 | 59.0 | 57.7 | 55.9 |
| Supposed to receive payments | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Actually received payments | 71.7 | 71.8 | 76.0 | 74.0 | 76.1 | 75.2 | 76.3 |
| Received full amount | 48.9 | 46.7 | 50.5 | 48.2 | 51.3 | 51.4 | 52.3 |
| Received partial amount | 22.8 | 25.1 | 25.5 | 25.8 | 24.9 | 23.8 | 24.1 |
| Did not receive payments | 28.3 | 28.2 | 24.0 | 26.0 | 23.9 | 24.8 | 23.7 |

¹ Survey questions may not be comparable to previous years.
² Includes only women with own children under 21 years old.
³ Includes those supposed to receive payments over time and those receiving lump sum awards.


---

**ERIC**

65 58
Women receiving court-ordered child support from absent fathers, by payment status: 1978 to 1991

The extent to which fathers were meeting their obligations to pay child support changed little between 1978 and 1991. In 1991, about half of those women who were awarded child support payments received their full entitlement that year. Less than one-fourth received partial payment, and about one-fourth received no payment.
SCHOOL
## Indicator 24. College Costs

### Average charges for full-time undergraduate students, by type and control of college: 1959–60 to 1994–95

<table>
<thead>
<tr>
<th>Year</th>
<th>Public 4-year colleges, in state</th>
<th>2-year colleges</th>
<th>Private 4-year colleges</th>
<th>2-year colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total as a percent of median family income</td>
<td>Total as a percent of median family income</td>
<td>Total as a percent of median family income</td>
<td>Total as a percent of median family income</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Tuition</td>
<td>Room and board</td>
<td></td>
</tr>
<tr>
<td>1959–60</td>
<td>$810</td>
<td>$200</td>
<td>$610</td>
<td>15.0</td>
</tr>
<tr>
<td>1964–65</td>
<td>$951</td>
<td>255</td>
<td>696</td>
<td>14.5</td>
</tr>
<tr>
<td>1969–70</td>
<td>1,237</td>
<td>357</td>
<td>880</td>
<td>13.1</td>
</tr>
<tr>
<td>1974–75</td>
<td>1,646</td>
<td>512</td>
<td>1,134</td>
<td>12.8</td>
</tr>
<tr>
<td>1979–80</td>
<td>2,327</td>
<td>738</td>
<td>1,590</td>
<td>11.9</td>
</tr>
<tr>
<td>1982–83</td>
<td>3,196</td>
<td>1,031</td>
<td>2,164</td>
<td>13.6</td>
</tr>
<tr>
<td>1983–84</td>
<td>3,433</td>
<td>1,148</td>
<td>2,285</td>
<td>13.9</td>
</tr>
<tr>
<td>1984–85</td>
<td>3,682</td>
<td>1,228</td>
<td>2,454</td>
<td>13.9</td>
</tr>
<tr>
<td>1985–86</td>
<td>3,859</td>
<td>1,318</td>
<td>2,541</td>
<td>13.9</td>
</tr>
<tr>
<td>1986–87</td>
<td>4,138</td>
<td>1,414</td>
<td>2,724</td>
<td>14.0</td>
</tr>
<tr>
<td>1987–88</td>
<td>4,403</td>
<td>1,537</td>
<td>2,866</td>
<td>14.2</td>
</tr>
<tr>
<td>1988–89</td>
<td>4,678</td>
<td>1,646</td>
<td>3,032</td>
<td>14.5</td>
</tr>
<tr>
<td>1989–90</td>
<td>4,975</td>
<td>1,780</td>
<td>3,195</td>
<td>14.5</td>
</tr>
<tr>
<td>1990–91</td>
<td>5,243</td>
<td>1,888</td>
<td>3,355</td>
<td>14.8</td>
</tr>
<tr>
<td>1991–92</td>
<td>5,695</td>
<td>2,119</td>
<td>3,577</td>
<td>15.8</td>
</tr>
<tr>
<td>1992–93</td>
<td>6,020</td>
<td>2,349</td>
<td>3,670</td>
<td>16.4</td>
</tr>
<tr>
<td>1993–94</td>
<td>6,365</td>
<td>2,537</td>
<td>3,829</td>
<td>17.2</td>
</tr>
<tr>
<td>1994–95</td>
<td>6,674</td>
<td>2,689</td>
<td>3,985</td>
<td>17.2</td>
</tr>
</tbody>
</table>

**Current dollars**

- Data not available.
- Room and board data are estimated.
- Preliminary data based on fall 1993 enrollment data.

**NOTE:** In 1993, about 22 percent of all college students attended private colleges and universities. Some data have been revised from previously published figures.

College tuition, room, and board charges at public and private 4-year colleges: 1959±60 to 1994±95

College tuition, room, and board charges (after adjustment for inflation) declined slightly during the 1970s. However, since 1979±80, student charges have risen substantially, particularly at private 4-year colleges. After adjusting for inflation, charges for tuition, room, and board rose by 48 percent at public 4-year colleges and 71 percent at private 4-year colleges between 1979±80 and 1994±95. Charges at public 4-year colleges increased somewhat relative to family income, showing some decline between 1959±60 and 1979±80 and rising since then. Total college charges for private 4-year college students as a proportion of family income were much higher in 1994±95 than in the 1960s and 1970s, reflecting sharp increases since 1980±81.

## Indicator 25. School Enrollment

### Percent of population 14 to 29 years old enrolled in school, by age:
#### October 1950 to October 1994

<table>
<thead>
<tr>
<th>Year</th>
<th>14 to 17 years old</th>
<th>18 and 19 years old</th>
<th>20 and 21 years old</th>
<th>22 to 24 years old</th>
<th>25 to 29 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>83.3</td>
<td>29.4</td>
<td>-</td>
<td>-</td>
<td>3.0</td>
</tr>
<tr>
<td>1955</td>
<td>86.9</td>
<td>31.5</td>
<td>-</td>
<td>-</td>
<td>4.2</td>
</tr>
<tr>
<td>1960</td>
<td>90.3</td>
<td>38.4</td>
<td>19.4</td>
<td>8.7</td>
<td>4.9</td>
</tr>
<tr>
<td>1965</td>
<td>93.2</td>
<td>46.3</td>
<td>27.6</td>
<td>13.2</td>
<td>6.1</td>
</tr>
<tr>
<td>1970</td>
<td>94.1</td>
<td>47.7</td>
<td>31.9</td>
<td>14.9</td>
<td>7.5</td>
</tr>
<tr>
<td>1975</td>
<td>93.6</td>
<td>46.9</td>
<td>31.2</td>
<td>16.2</td>
<td>10.1</td>
</tr>
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<td>93.7</td>
<td>46.2</td>
<td>32.0</td>
<td>17.1</td>
<td>10.0</td>
</tr>
<tr>
<td>1977</td>
<td>93.6</td>
<td>46.2</td>
<td>31.8</td>
<td>16.5</td>
<td>10.8</td>
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<td>1978</td>
<td>93.7</td>
<td>45.4</td>
<td>29.5</td>
<td>16.3</td>
<td>9.4</td>
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<td>45.0</td>
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<tr>
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<td>93.4</td>
<td>46.4</td>
<td>31.0</td>
<td>16.3</td>
<td>9.3</td>
</tr>
<tr>
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<td>49.0</td>
<td>31.6</td>
<td>16.5</td>
<td>9.0</td>
</tr>
<tr>
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<td>94.4</td>
<td>47.8</td>
<td>34.0</td>
<td>16.8</td>
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<td>95.0</td>
<td>50.4</td>
<td>32.5</td>
<td>16.6</td>
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</tr>
<tr>
<td>1984</td>
<td>94.7</td>
<td>50.1</td>
<td>33.9</td>
<td>17.3</td>
<td>9.1</td>
</tr>
<tr>
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<td>94.9</td>
<td>51.6</td>
<td>35.3</td>
<td>16.9</td>
<td>9.2</td>
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<td>54.6</td>
<td>33.0</td>
<td>17.9</td>
<td>8.8</td>
</tr>
<tr>
<td>1987</td>
<td>95.0</td>
<td>55.6</td>
<td>38.7</td>
<td>17.5</td>
<td>9.0</td>
</tr>
<tr>
<td>1988</td>
<td>95.1</td>
<td>55.6</td>
<td>39.1</td>
<td>18.2</td>
<td>8.3</td>
</tr>
<tr>
<td>1989</td>
<td>95.7</td>
<td>56.0</td>
<td>38.5</td>
<td>19.9</td>
<td>9.3</td>
</tr>
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<td>1990</td>
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<td>57.2</td>
<td>39.7</td>
<td>21.0</td>
<td>9.7</td>
</tr>
<tr>
<td>1991</td>
<td>96.0</td>
<td>59.6</td>
<td>42.0</td>
<td>22.2</td>
<td>10.2</td>
</tr>
<tr>
<td>1992</td>
<td>96.7</td>
<td>61.4</td>
<td>44.0</td>
<td>23.7</td>
<td>9.8</td>
</tr>
<tr>
<td>1993</td>
<td>96.5</td>
<td>61.6</td>
<td>42.7</td>
<td>23.6</td>
<td>10.2</td>
</tr>
<tr>
<td>1994</td>
<td>96.6</td>
<td>59.7</td>
<td>44.0</td>
<td>23.2</td>
<td>10.4</td>
</tr>
</tbody>
</table>

- Data not available.

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

From 1950 to 1970, school enrollment rates rose significantly among teenagers 14 to 17 years old. Since 1970, changes in enrollment rates for this group generally have been small. Enrollment rates for 18- to 24-year-olds rose rapidly during the 1960s, but leveled off during the 1970s. Enrollment rates for 18- to 21-year-olds increased after 1979, while enrollment rates for 22-to 24-year olds increased after 1985.
## Indicator 26. Reported High School Program

Percent of high school seniors who reported being in various high school programs: 1982 and 1992

<table>
<thead>
<tr>
<th>Student and school characteristics</th>
<th>General</th>
<th>College preparatory or academic</th>
<th>Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>All seniors</td>
<td>35.2</td>
<td>45.3</td>
<td>37.9</td>
</tr>
<tr>
<td>Male</td>
<td>38.1</td>
<td>46.3</td>
<td>36.8</td>
</tr>
<tr>
<td>Female</td>
<td>32.4</td>
<td>44.2</td>
<td>38.9</td>
</tr>
<tr>
<td>Race/ethnicity</td>
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<tr>
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<td>Test performance quartile</td>
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<tr>
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<td>37.6</td>
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<tr>
<td>Highest test quartile</td>
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<td>—</td>
<td>73.1</td>
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<td>Socioeconomic status (^1)</td>
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<td>Low quartile</td>
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<tr>
<td>Middle two quartiles</td>
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—Data not available.

\(^1\) Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "Low" SES group is the lowest quartile; the "Middle" SES group is the middle two quartiles; and the "High" SES group is the upper quartile.

Indicator 26. Reported High School Program

Percent of high school seniors who reported being in various high school programs: 1982 and 1992


More white and Hispanic seniors reported being in college preparatory or academic programs in 1992 than in 1982. During the same period, the proportion of seniors in vocational education declined from 27 percent to 12 percent. The proportion in general programs rose from 35 percent to 45 percent.
### Indicator 27. Race of Students

Percent of students 3 to 34 years old, by race/ethnicity and level of enrollment: Fall 1960 to fall 1994

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<thead>
<tr>
<th>Year</th>
<th>Total Elementary schools</th>
<th>High schools</th>
<th>Colleges</th>
</tr>
</thead>
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<td>1960 3,4</td>
<td>1965 4</td>
<td>1970 4</td>
</tr>
<tr>
<td></td>
<td>1975</td>
<td>1980</td>
<td>1985</td>
</tr>
<tr>
<td></td>
<td>1992</td>
<td>1993</td>
<td>1994</td>
</tr>
<tr>
<td>Percent of students who are white, non-Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960 3,4</td>
<td>86.6</td>
<td>85.8</td>
<td>89.0</td>
</tr>
<tr>
<td>1965 4</td>
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<td>87.5</td>
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<td>1980</td>
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<td>75.9</td>
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<td>71.3</td>
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<tr>
<td>1989</td>
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<tr>
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<td>68.2</td>
<td>68.7</td>
</tr>
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<tr>
<td>1994</td>
<td>67.2</td>
<td>67.2</td>
<td>67.1</td>
</tr>
<tr>
<td>Percent of students who are black, non-Hispanic</td>
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<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>1965 4</td>
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<td>14.8</td>
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</tr>
<tr>
<td>1970 4</td>
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<td>16.3</td>
</tr>
<tr>
<td>Percent of students who are Hispanic</td>
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<td></td>
</tr>
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<td>1980</td>
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<td>1994</td>
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</table>

1 Includes grades 1 through 8.
2 Includes grades 9 through 12.
3 Excludes 3- and 4-year-olds.
4 Includes persons of Hispanic origin.
5 Includes other races and persons of Hispanic origin.

**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 either full-time or part-time and during the day or night. Enrollments in special schools, such as trade schools, business colleges, or correspondence schools, are not included.

NOTE: Data for blacks between 1960 and 1970 include other races.


Between 1975 and 1994, the proportion of white students declined at both the elementary/secondary and college levels. After increasing between 1975 and 1985, the proportion of blacks in elementary schools remained stable through 1994. The proportion of college students who are black has risen since 1985. Since 1975, the proportion of Hispanic students grew at all levels.
## Indicator 28. School Completion

Percent of 25- to 29-year-olds completing high school and college, by age and race/ethnicity: 1940 to 1995

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<th>Year</th>
<th>Less than 4 years of high school</th>
<th>Completed high school</th>
<th>Total</th>
<th>4 years of high school only</th>
<th>4 years of high school and some college</th>
<th>4 or more years of college</th>
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<td></td>
<td></td>
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<td></td>
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<td>19.9</td>
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<td>8.9</td>
</tr>
</tbody>
</table>

---Data not available.

1 Includes Hispanics.

2 Includes other races.

3 Hispanics may be of any race.

**NOTE:** Because of rounding, percentages may not total 100 percent.

Year of school completed by 25- to 29-year-olds: 1940 to 1995


Young adults have completed more and more years of education over the past decades, but increases in educational attainment since 1975 have been small. The proportion of blacks completing high school has risen significantly. The proportion of 25- to 29-year-old blacks who had completed high school rose from 77 percent in 1980 to 87 percent in 1995. Hispanics complete less schooling than other groups; 9 percent completed 4 or more years of college in 1995 compared with 26 percent of whites.
### Indicator 29. Dropouts

Percent of high school dropouts among persons 16 to 24 years old, by sex and race/ethnicity: October 1967 to October 1994

<table>
<thead>
<tr>
<th>Year</th>
<th>All persons</th>
<th>Male</th>
<th>Female</th>
<th>White, non-Hispanic</th>
<th>Black, non-Hispanic</th>
<th>Hispanic</th>
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<tbody>
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<td>29.8</td>
</tr>
<tr>
<td>1985</td>
<td>12.6</td>
<td>13.4</td>
<td>11.8</td>
<td>10.4</td>
<td>15.2</td>
<td>27.6</td>
</tr>
<tr>
<td>1986</td>
<td>12.2</td>
<td>13.1</td>
<td>11.4</td>
<td>9.7</td>
<td>14.2</td>
<td>30.1</td>
</tr>
<tr>
<td>1987</td>
<td>12.7</td>
<td>13.2</td>
<td>12.1</td>
<td>10.4</td>
<td>14.1</td>
<td>28.6</td>
</tr>
<tr>
<td>1988</td>
<td>12.9</td>
<td>13.5</td>
<td>12.2</td>
<td>9.6</td>
<td>14.5</td>
<td>35.8</td>
</tr>
<tr>
<td>1989</td>
<td>12.6</td>
<td>13.6</td>
<td>11.7</td>
<td>9.4</td>
<td>13.9</td>
<td>33.0</td>
</tr>
<tr>
<td>1990</td>
<td>12.1</td>
<td>12.3</td>
<td>11.8</td>
<td>9.0</td>
<td>13.2</td>
<td>32.4</td>
</tr>
<tr>
<td>1991</td>
<td>12.5</td>
<td>13.0</td>
<td>11.9</td>
<td>8.9</td>
<td>13.6</td>
<td>35.3</td>
</tr>
<tr>
<td>1992</td>
<td>11.0</td>
<td>11.3</td>
<td>10.7</td>
<td>7.7</td>
<td>13.7</td>
<td>29.4</td>
</tr>
<tr>
<td>1993</td>
<td>11.0</td>
<td>11.2</td>
<td>10.9</td>
<td>7.9</td>
<td>13.6</td>
<td>27.5</td>
</tr>
<tr>
<td>1994</td>
<td>11.5</td>
<td>12.3</td>
<td>10.6</td>
<td>7.7</td>
<td>12.6</td>
<td>30.0</td>
</tr>
</tbody>
</table>

---

Data not available.

1 Includes Hispanics.

2 Because of changes in data collection procedures, data may not be comparable with figures for earlier years.

**NOTE:** "Status" dropouts are persons who are not enrolled in school and who have not completed high school. People who have received GED credentials are counted as completing high school.

The proportion of all 16- to 24-year-olds who were dropouts fell between 1980 and 1994. The dropout rate for blacks fell more rapidly, from 19 percent in 1980 to 13 percent in 1994. The Hispanic dropout rate has not declined and remains by far the highest at 30 percent.
## Indicator 30. Pupil/Teacher Ratios and Expenditures per Student

Pupil/teacher ratios and expenditures per student in public elementary and secondary schools: 1955–56 to 1995–96

<table>
<thead>
<tr>
<th>Fall</th>
<th>Pupil/teacher ratios</th>
<th>Expenditures per student in average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary and secondary</td>
<td>Elementary</td>
</tr>
<tr>
<td>1955</td>
<td>26.9</td>
<td>30.2</td>
</tr>
<tr>
<td>1960</td>
<td>25.8</td>
<td>28.4</td>
</tr>
<tr>
<td>1965</td>
<td>24.7</td>
<td>27.6</td>
</tr>
<tr>
<td>1975</td>
<td>20.4</td>
<td>21.7</td>
</tr>
<tr>
<td>1980</td>
<td>18.7</td>
<td>20.3</td>
</tr>
<tr>
<td>1981</td>
<td>18.8</td>
<td>20.3</td>
</tr>
<tr>
<td>1982</td>
<td>18.7</td>
<td>20.2</td>
</tr>
<tr>
<td>1983</td>
<td>18.5</td>
<td>19.9</td>
</tr>
<tr>
<td>1984</td>
<td>18.1</td>
<td>19.7</td>
</tr>
<tr>
<td>1985</td>
<td>17.9</td>
<td>19.5</td>
</tr>
<tr>
<td>1986</td>
<td>17.7</td>
<td>19.3</td>
</tr>
<tr>
<td>1987</td>
<td>17.6</td>
<td>19.3</td>
</tr>
<tr>
<td>1988</td>
<td>17.3</td>
<td>19.0</td>
</tr>
<tr>
<td>1989</td>
<td>17.2</td>
<td>19.0</td>
</tr>
<tr>
<td>1990</td>
<td>17.2</td>
<td>19.0</td>
</tr>
<tr>
<td>1991</td>
<td>17.3</td>
<td>19.0</td>
</tr>
<tr>
<td>1992</td>
<td>17.4</td>
<td>18.9</td>
</tr>
<tr>
<td>1993</td>
<td>17.4</td>
<td>18.8</td>
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<tr>
<td>1994</td>
<td>17.3</td>
<td>19.0</td>
</tr>
<tr>
<td>1995</td>
<td>17.4</td>
<td>19.1</td>
</tr>
</tbody>
</table>

—Data not available.

1 Estimated.

2 Projected.

**NOTE:** Elementary includes nursery school and kindergarten teachers and students. Some data have been revised from previously published figures.

Between 1955 and 1988, the pupil/teacher ratio declined, from 27 to 17, but there have been only small changes since then. Partially as a result of the lower pupil/teacher ratio, per pupil expenditures in public elementary and secondary schools increased substantially. Between 1980±81 and 1990±91, expenditures per student (after adjustment for inflation) rose 36 percent, but showed only a small increase from 1990±91 to 1995±96.
### Indicator 31. Computer Use by Students

#### Student use of computers, by level of instruction and household income: October 1993

<table>
<thead>
<tr>
<th>Household income</th>
<th>Total 1</th>
<th>Grades 1 through 8</th>
<th>Grades 9 through 12</th>
<th>1st through 4th year of college</th>
<th>5th or later year of college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>59.0</td>
<td>68.9</td>
<td>58.2</td>
<td>55.2</td>
<td>52.1</td>
</tr>
<tr>
<td>Less than $5,000</td>
<td>51.2</td>
<td>55.0</td>
<td>50.6</td>
<td>61.7</td>
<td>66.7</td>
</tr>
<tr>
<td>$5,000 to $9,999</td>
<td>53.3</td>
<td>60.3</td>
<td>51.9</td>
<td>53.9</td>
<td>56.2</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>56.4</td>
<td>64.7</td>
<td>56.7</td>
<td>50.7</td>
<td>76.1</td>
</tr>
<tr>
<td>$15,000 to $19,999</td>
<td>58.1</td>
<td>67.5</td>
<td>57.4</td>
<td>51.2</td>
<td>58.5</td>
</tr>
<tr>
<td>$20,000 to $24,999</td>
<td>56.4</td>
<td>64.3</td>
<td>53.0</td>
<td>57.4</td>
<td>52.4</td>
</tr>
<tr>
<td>$25,000 to $29,999</td>
<td>60.0</td>
<td>70.1</td>
<td>60.3</td>
<td>51.5</td>
<td>58.0</td>
</tr>
<tr>
<td>$30,000 to $34,999</td>
<td>59.1</td>
<td>69.6</td>
<td>59.7</td>
<td>51.7</td>
<td>45.3</td>
</tr>
<tr>
<td>$35,000 to $39,999</td>
<td>60.7</td>
<td>72.1</td>
<td>61.7</td>
<td>49.2</td>
<td>47.9</td>
</tr>
<tr>
<td>$40,000 to $49,999</td>
<td>59.3</td>
<td>70.3</td>
<td>57.2</td>
<td>53.9</td>
<td>48.6</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>62.6</td>
<td>75.6</td>
<td>61.5</td>
<td>57.4</td>
<td>44.2</td>
</tr>
<tr>
<td>More than $74,999</td>
<td>64.6</td>
<td>78.7</td>
<td>62.5</td>
<td>60.9</td>
<td>47.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students using computers at home for any purpose</th>
<th>Total</th>
<th>Grades 1 through 8</th>
<th>Grades 9 through 12</th>
<th>1st through 4th year of college</th>
<th>5th or later year of college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>27.0</td>
<td>24.7</td>
<td>28.7</td>
<td>32.8</td>
<td>52.6</td>
</tr>
<tr>
<td>Less than $5,000</td>
<td>9.7</td>
<td>4.1</td>
<td>6.8</td>
<td>25.6</td>
<td>45.2</td>
</tr>
<tr>
<td>$5,000 to $9,999</td>
<td>8.0</td>
<td>4.5</td>
<td>5.3</td>
<td>21.3</td>
<td>45.6</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>11.4</td>
<td>6.4</td>
<td>8.7</td>
<td>29.8</td>
<td>50.0</td>
</tr>
<tr>
<td>$15,000 to $19,999</td>
<td>15.1</td>
<td>10.9</td>
<td>14.1</td>
<td>28.9</td>
<td>43.0</td>
</tr>
<tr>
<td>$20,000 to $24,999</td>
<td>16.8</td>
<td>13.1</td>
<td>17.9</td>
<td>27.7</td>
<td>49.6</td>
</tr>
<tr>
<td>$25,000 to $29,999</td>
<td>21.1</td>
<td>19.3</td>
<td>22.0</td>
<td>26.1</td>
<td>47.0</td>
</tr>
<tr>
<td>$30,000 to $34,999</td>
<td>24.1</td>
<td>20.5</td>
<td>29.1</td>
<td>26.4</td>
<td>44.4</td>
</tr>
<tr>
<td>$35,000 to $39,999</td>
<td>27.1</td>
<td>26.3</td>
<td>28.1</td>
<td>32.7</td>
<td>52.7</td>
</tr>
<tr>
<td>$40,000 to $49,999</td>
<td>32.2</td>
<td>32.9</td>
<td>33.9</td>
<td>32.5</td>
<td>45.9</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>43.0</td>
<td>45.3</td>
<td>46.4</td>
<td>40.1</td>
<td>58.2</td>
</tr>
<tr>
<td>More than $74,999</td>
<td>56.1</td>
<td>62.3</td>
<td>61.0</td>
<td>47.0</td>
<td>64.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students using computers at home for schoolwork</th>
<th>Total</th>
<th>Grades 1 through 8</th>
<th>Grades 9 through 12</th>
<th>1st through 4th year of college</th>
<th>5th or later year of college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>14.9</td>
<td>10.8</td>
<td>20.9</td>
<td>23.1</td>
<td>36.6</td>
</tr>
<tr>
<td>Less than $5,000</td>
<td>6.7</td>
<td>2.5</td>
<td>4.0</td>
<td>18.7</td>
<td>36.0</td>
</tr>
<tr>
<td>$5,000 to $9,999</td>
<td>4.8</td>
<td>1.1</td>
<td>3.6</td>
<td>16.1</td>
<td>35.5</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>7.3</td>
<td>2.6</td>
<td>5.6</td>
<td>25.9</td>
<td>34.6</td>
</tr>
<tr>
<td>$15,000 to $19,999</td>
<td>8.6</td>
<td>4.7</td>
<td>10.8</td>
<td>18.7</td>
<td>31.0</td>
</tr>
<tr>
<td>$20,000 to $24,999</td>
<td>9.8</td>
<td>5.1</td>
<td>12.6</td>
<td>22.9</td>
<td>35.0</td>
</tr>
<tr>
<td>$25,000 to $29,999</td>
<td>10.4</td>
<td>6.3</td>
<td>13.4</td>
<td>19.5</td>
<td>34.9</td>
</tr>
<tr>
<td>$30,000 to $34,999</td>
<td>13.0</td>
<td>8.1</td>
<td>21.9</td>
<td>18.0</td>
<td>35.1</td>
</tr>
<tr>
<td>$35,000 to $39,999</td>
<td>15.4</td>
<td>12.4</td>
<td>21.0</td>
<td>22.6</td>
<td>37.2</td>
</tr>
<tr>
<td>$40,000 to $49,999</td>
<td>17.1</td>
<td>14.7</td>
<td>24.2</td>
<td>22.2</td>
<td>32.1</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>23.2</td>
<td>19.7</td>
<td>35.0</td>
<td>27.0</td>
<td>38.2</td>
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<tr>
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<td>30.4</td>
<td>29.4</td>
<td>45.2</td>
<td>30.6</td>
<td>41.5</td>
</tr>
</tbody>
</table>

1 Includes data for nursery school and kindergarten students.

More than two-thirds of all elementary school children used computers at school in October 1993. The computer usage rate was 58 percent for high school students and 55 percent for undergraduate students.

Sizable percentages of students used computers at home, although fewer actually used them for schoolwork. About 25 percent of elementary school children used computers at home and about 11 percent used them for schoolwork. Students at the high school and undergraduate levels were about twice as likely as the elementary school children to use computers at home for schoolwork, although they were less likely to use computers at school. Students in higher income families were more likely to use computers at home and to use them for schoolwork than students from lower income families. High school students in the highest household income group were about 10 times more likely to use home computers for schoolwork than those in households with incomes under $15,000.
## Indicator 32. Degrees Conferred

Degrees conferred by institutions of higher education, by level of degree and sex of student: 1949-50 to 1993-94

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate degrees</th>
<th>Bachelor's degrees</th>
<th>Master's degrees</th>
<th>First-professional degrees</th>
<th>Doctor's degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Percent to women</td>
<td>Total</td>
<td>Percent to women</td>
<td>Total</td>
</tr>
<tr>
<td>1949-50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1959-60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1969-70</td>
<td>206,023</td>
<td>43.0</td>
<td>792,317</td>
<td>43.1</td>
<td>208,291</td>
</tr>
<tr>
<td>1979-80</td>
<td>400,910</td>
<td>54.2</td>
<td>929,417</td>
<td>49.0</td>
<td>298,081</td>
</tr>
<tr>
<td>1980-81</td>
<td>416,377</td>
<td>54.7</td>
<td>935,140</td>
<td>49.8</td>
<td>295,739</td>
</tr>
<tr>
<td>1981-82</td>
<td>434,515</td>
<td>54.7</td>
<td>952,998</td>
<td>50.3</td>
<td>295,546</td>
</tr>
<tr>
<td>1982-83</td>
<td>456,441</td>
<td>54.6</td>
<td>969,510</td>
<td>50.6</td>
<td>289,921</td>
</tr>
<tr>
<td>1983-84</td>
<td>452,416</td>
<td>55.2</td>
<td>974,309</td>
<td>50.5</td>
<td>284,263</td>
</tr>
<tr>
<td>1984-85</td>
<td>454,712</td>
<td>55.4</td>
<td>979,477</td>
<td>50.7</td>
<td>286,251</td>
</tr>
<tr>
<td>1985-86</td>
<td>446,047</td>
<td>56.0</td>
<td>987,823</td>
<td>50.8</td>
<td>288,567</td>
</tr>
<tr>
<td>1986-87</td>
<td>437,137</td>
<td>56.2</td>
<td>991,339</td>
<td>51.5</td>
<td>289,557</td>
</tr>
<tr>
<td>1987-88</td>
<td>435,085</td>
<td>56.3</td>
<td>994,829</td>
<td>52.0</td>
<td>299,317</td>
</tr>
<tr>
<td>1988-89</td>
<td>436,764</td>
<td>57.3</td>
<td>1,018,755</td>
<td>52.6</td>
<td>310,621</td>
</tr>
<tr>
<td>1989-90</td>
<td>455,102</td>
<td>58.0</td>
<td>1,051,344</td>
<td>53.2</td>
<td>324,301</td>
</tr>
<tr>
<td>1990-91</td>
<td>481,720</td>
<td>58.8</td>
<td>1,094,538</td>
<td>53.9</td>
<td>337,168</td>
</tr>
<tr>
<td>1991-92</td>
<td>504,231</td>
<td>58.9</td>
<td>1,136,553</td>
<td>54.2</td>
<td>352,838</td>
</tr>
<tr>
<td>1992-93</td>
<td>514,756</td>
<td>58.8</td>
<td>1,165,178</td>
<td>54.3</td>
<td>369,585</td>
</tr>
<tr>
<td>1993-94</td>
<td>542,739</td>
<td>59.3</td>
<td>1,199,275</td>
<td>54.5</td>
<td>387,070</td>
</tr>
</tbody>
</table>

---

Data not available.

1 Includes degrees in medicine, dentistry, optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, chiropractic, law, and theological professions.

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

In the 1960s, women's participation at all levels of higher education increased and has continued to rise. In 1959±60, women received 35 percent of all bachelor's degrees and 32 percent of all master's degrees. By 1992±93, about 54 percent of all bachelor's and master's degrees were awarded to women. Moreover, the percent of first-professional degrees awarded to women had climbed from 5 percent in 1969±70 to 40 percent.
Indicator 33. Reading Proficiency

Student proficiency in reading, by age and selected characteristics of students: 1971 to 1992

<table>
<thead>
<tr>
<th>Selected characteristics of students</th>
<th>9-year-olds</th>
<th>13-year-olds</th>
<th>17-year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>208 215 209 210</td>
<td>255 258 257 260</td>
<td>285 286 290 290</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>201 210 204 206</td>
<td>250 254 250 254</td>
<td>279 282 284 284</td>
</tr>
<tr>
<td>Female</td>
<td>214 220 214 215</td>
<td>261 263 263 265</td>
<td>291 289 296 296</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>214 221 217 218</td>
<td>261 264 262 266</td>
<td>291 293 297 297</td>
</tr>
<tr>
<td>Black</td>
<td>170 189 182 184</td>
<td>222 233 242 238</td>
<td>239 243 267 261</td>
</tr>
<tr>
<td>Hispanic</td>
<td>(2) 190 189 192 (2) 237 238 239 (2) 261 275 271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental education (as reported by students) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not high school graduate</td>
<td>189 194 193 195</td>
<td>238 238 241 239</td>
<td>261 262 270 271</td>
</tr>
<tr>
<td>Graduated high school</td>
<td>208 213 209 207</td>
<td>256 254 251 252</td>
<td>283 278 283 281</td>
</tr>
<tr>
<td>Post high school</td>
<td>224 226 218 220</td>
<td>270 271 267 270</td>
<td>302 299 300 299</td>
</tr>
<tr>
<td>Reading materials in the home 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 items</td>
<td>186 — 196 197 227 — 240 241 246 — 271 269</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 items</td>
<td>208 — 211 214 249 — 255 256 274 — 286 286</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 items</td>
<td>223 — 226 224 266 — 266 271 296 — 299 299</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control of school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>— 214 208 209 — 257 255 257 — 284 289 288</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>— 227 228 225 — 271 270 276 — 298 311 310</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

—Data not available.

1 All participants of this age were in school.
2 Test scores of Hispanics were not tabulated separately.
3 A quarter to a third of the 9-year-olds did not know their parents' education level.
4 The four items in the scale were: newspapers, magazines, more than 25 books, and an encyclopedia in the home.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. 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 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 150 implies an ability to follow written directions and select phrases to describe simple pictures.

Average reading performance for 9-year-olds was about the same in 1992 as it was in 1971. However, the performance of 13- and 17-year-olds improved slightly. Hispanic and black 17-year-olds were reading significantly better in 1992 than in 1980. Although there is still a performance gap between white and black students, the gap narrowed between 1971 and 1988. However, since 1988, the gap widened again for 13- and 17-year-olds.
### Indicator 34. Writing Proficiency

Average writing proficiency scores, by grade, sex, and race/ethnicity: 1984 to 1992

<table>
<thead>
<tr>
<th>Grade, sex, and race/ethnicity of students</th>
<th>1984</th>
<th>1988</th>
<th>1990</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>206</td>
<td>202</td>
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</tr>
<tr>
<td>Male</td>
<td>201</td>
<td>199</td>
<td>195</td>
<td>198</td>
</tr>
<tr>
<td>Female</td>
<td>208</td>
<td>213</td>
<td>209</td>
<td>216</td>
</tr>
<tr>
<td>White</td>
<td>211</td>
<td>215</td>
<td>211</td>
<td>217</td>
</tr>
<tr>
<td>Black</td>
<td>182</td>
<td>173</td>
<td>171</td>
<td>175</td>
</tr>
<tr>
<td>Hispanic</td>
<td>189</td>
<td>190</td>
<td>184</td>
<td>189</td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>264</td>
<td>257</td>
<td>274</td>
</tr>
<tr>
<td>Male</td>
<td>258</td>
<td>254</td>
<td>246</td>
<td>264</td>
</tr>
<tr>
<td>Female</td>
<td>276</td>
<td>274</td>
<td>268</td>
<td>285</td>
</tr>
<tr>
<td>White</td>
<td>272</td>
<td>269</td>
<td>262</td>
<td>279</td>
</tr>
<tr>
<td>Black</td>
<td>247</td>
<td>246</td>
<td>239</td>
<td>258</td>
</tr>
<tr>
<td>Hispanic</td>
<td>247</td>
<td>250</td>
<td>246</td>
<td>265</td>
</tr>
<tr>
<td><strong>Grade 11</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>291</td>
<td>287</td>
<td>287</td>
</tr>
<tr>
<td>Male</td>
<td>281</td>
<td>282</td>
<td>276</td>
<td>279</td>
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<tr>
<td>Female</td>
<td>299</td>
<td>299</td>
<td>298</td>
<td>296</td>
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<tr>
<td>White</td>
<td>297</td>
<td>296</td>
<td>293</td>
<td>294</td>
</tr>
<tr>
<td>Black</td>
<td>270</td>
<td>275</td>
<td>268</td>
<td>263</td>
</tr>
<tr>
<td>Hispanic</td>
<td>259</td>
<td>274</td>
<td>277</td>
<td>274</td>
</tr>
</tbody>
</table>

**NOTE:** The NAEP scale ranges from 0 to 500, but have been evaluated at certain performance levels. A score of 150 implies an unclear and disjointed response to the assigned writing task. A score of 200 implies an incomplete and vague response. A score of 250 implies a clear and focused response that is likely to accomplish the assigned task successfully. A score of 300 implies an ability to write a clear and sufficient response to accomplish a basic task. A score of 350 implies an ability to write an effective and coherent response to an assigned task, frequently with supporting details.

Writing proficiency of 8th and 11th graders, by race/ethnicity: 1984 to 1992

NOTE: NAEP scores range from 0 to 500.


The overall trends in writing achievement suggest few changes in performance during the 1980s. There was a decline in the performance of 8th graders between 1984 and 1990, but their performance in 1992 returned to the 1984 level.
## Indicator 35. Mathematics Proficiency

### Mathematics proficiency, by age and by selected characteristics of students: 1978, 1990 and 1992

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>219</td>
<td>230</td>
<td>230</td>
<td>264</td>
<td>270</td>
<td>273</td>
<td>300</td>
<td>305</td>
<td>307</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>217</td>
<td>229</td>
<td>231</td>
<td>264</td>
<td>271</td>
<td>274</td>
<td>304</td>
<td>306</td>
<td>309</td>
<td></td>
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<tr>
<td>Female</td>
<td>220</td>
<td>230</td>
<td>228</td>
<td>265</td>
<td>270</td>
<td>272</td>
<td>297</td>
<td>303</td>
<td>304</td>
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<td></td>
</tr>
<tr>
<td>Race/ethnicity</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>224</td>
<td>235</td>
<td>235</td>
<td>272</td>
<td>276</td>
<td>279</td>
<td>306</td>
<td>310</td>
<td>312</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Black</td>
<td>192</td>
<td>208</td>
<td>208</td>
<td>230</td>
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<td>250</td>
<td>268</td>
<td>288</td>
<td>286</td>
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<td></td>
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<td>Hispanic</td>
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<td>214</td>
<td>212</td>
<td>238</td>
<td>255</td>
<td>259</td>
<td>276</td>
<td>284</td>
<td>292</td>
<td></td>
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</tr>
<tr>
<td>Television watched per day</td>
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<tr>
<td>0 to 2 hours</td>
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<td>231</td>
<td>231</td>
<td>---</td>
<td>277</td>
<td>280</td>
<td>305</td>
<td>312</td>
<td>314</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3 to 5 hours</td>
<td>---</td>
<td>234</td>
<td>233</td>
<td>---</td>
<td>271</td>
<td>273</td>
<td>296</td>
<td>300</td>
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<tr>
<td>6 or more hours</td>
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<td>258</td>
<td>255</td>
<td>278</td>
<td>287</td>
<td>285</td>
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<td></td>
<td></td>
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<tr>
<td>Reading materials in the home</td>
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</tr>
<tr>
<td>0 to 2 items</td>
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<td>217</td>
<td>216</td>
<td>240</td>
<td>255</td>
<td>257</td>
<td>277</td>
<td>289</td>
<td>291</td>
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<td></td>
</tr>
<tr>
<td>3 items</td>
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<td>232</td>
<td>231</td>
<td>268</td>
<td>268</td>
<td>272</td>
<td>296</td>
<td>300</td>
<td>304</td>
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<td>4 items</td>
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<td>240</td>
<td>276</td>
<td>278</td>
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<td>308</td>
<td>311</td>
<td>313</td>
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<tr>
<td>Language other than English</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>---</td>
<td>209</td>
<td>212</td>
<td>---</td>
<td>259</td>
<td>261</td>
<td>288</td>
<td>295</td>
<td>296</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>---</td>
<td>231</td>
<td>232</td>
<td>---</td>
<td>277</td>
<td>278</td>
<td>300</td>
<td>305</td>
<td>306</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>---</td>
<td>232</td>
<td>231</td>
<td>---</td>
<td>270</td>
<td>273</td>
<td>303</td>
<td>306</td>
<td>308</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of school</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>217</td>
<td>229</td>
<td>228</td>
<td>263</td>
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<td>272</td>
<td>300</td>
<td>304</td>
<td>305</td>
<td></td>
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<td>279</td>
<td>280</td>
<td>283</td>
<td>314</td>
<td>318</td>
<td>320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1 All participants of this age group were in school.
2 The 4 items in the scale were: newspaper subscription; magazine subscription; more than 25 books in the home; and encyclopedia in the home.

**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.

At all three ages, students' average mathematics proficiency was significantly higher in 1992 than in 1978. At all three ages, white students in 1992 continued to have a higher average mathematics proficiency than black and Hispanic students. In 1992, the average mathematics proficiency of males remained slightly higher than that of females at age 17. Students at ages 13 and 17 who spent 2 hours or less watching television each day had higher scores than those who spent more time watching television.
### Indicator 36. Science Proficiency


<table>
<thead>
<tr>
<th>Selected characteristics of students</th>
<th>9-year-olds</th>
<th></th>
<th>13-year-olds</th>
<th></th>
<th>17-year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>220</td>
<td>229</td>
<td>231</td>
<td>247</td>
<td>255</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>222</td>
<td>230</td>
<td>235</td>
<td>251</td>
<td>258</td>
</tr>
<tr>
<td>Female</td>
<td>218</td>
<td>227</td>
<td>227</td>
<td>244</td>
<td>252</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>230</td>
<td>238</td>
<td>239</td>
<td>256</td>
<td>264</td>
</tr>
<tr>
<td>Black</td>
<td>175</td>
<td>196</td>
<td>200</td>
<td>208</td>
<td>226</td>
</tr>
<tr>
<td>Hispanic</td>
<td>192</td>
<td>206</td>
<td>205</td>
<td>213</td>
<td>232</td>
</tr>
<tr>
<td>Region</td>
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<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>224</td>
<td>231</td>
<td>234</td>
<td>255</td>
<td>257</td>
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<tr>
<td>Southeast</td>
<td>205</td>
<td>220</td>
<td>223</td>
<td>235</td>
<td>251</td>
</tr>
<tr>
<td>Central</td>
<td>225</td>
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<td>260</td>
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<tr>
<td>West</td>
<td>221</td>
<td>230</td>
<td>227</td>
<td>243</td>
<td>253</td>
</tr>
<tr>
<td>Parental education (as reported by students)²</td>
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<tr>
<td>Not high school graduate</td>
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<td>210</td>
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<td>224</td>
<td>233</td>
</tr>
<tr>
<td>Graduated high school</td>
<td>223</td>
<td>226</td>
<td>222</td>
<td>245</td>
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<td>Some college</td>
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<td>263</td>
</tr>
<tr>
<td>Graduated college</td>
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<td>236</td>
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<td>266</td>
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<tr>
<td>Type of school</td>
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<td></td>
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</tr>
<tr>
<td>Public</td>
<td>218</td>
<td>228</td>
<td>229</td>
<td>245</td>
<td>254</td>
</tr>
<tr>
<td>Private</td>
<td>235</td>
<td>237</td>
<td>240</td>
<td>268</td>
<td>269</td>
</tr>
</tbody>
</table>

¹ Excludes persons not enrolled in school.
² One quarter to one third of the 9-year-olds did not know their parents' education level.

**NOTE:** The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. 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. 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. Performers at the 200 level are developing some understanding of simple scientific principles, particularly in the life sciences. Performers at the 150 level know some general scientific facts of the kind that can be learned from everyday experiences.


### 13-year-olds

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Hispanic</td>
<td>--</td>
<td>--</td>
<td>250</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Black</td>
<td>--</td>
<td>--</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

### 17-year-olds

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>350</td>
<td>350</td>
<td>350</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>Hispanic</td>
<td>250</td>
<td>250</td>
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<tr>
<td>Black</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

**NOTE:** NAEP scores range from 0 to 500.


Between 1977 and 1992, the average proficiency of 13-year-olds and 17-year-olds increased significantly. Very large differences among the racial/ethnic groups persisted through 1992 with white 13-year-olds scoring as high or higher than black and Hispanic 17-year-olds. Higher levels of parental education were strongly correlated with higher science performance.
### Indicator 37. International Achievement Comparison

Scores on international mathematics, science, and reading assessments of 13- and 14-year-olds in selected countries: 1991

<table>
<thead>
<tr>
<th>Country</th>
<th>Mathematics</th>
<th>Science</th>
<th>Country</th>
<th>14-year-olds, mean 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>73</td>
<td>78</td>
<td>Finland</td>
<td>560</td>
</tr>
<tr>
<td>Taiwan</td>
<td>73</td>
<td>76</td>
<td>France</td>
<td>549</td>
</tr>
<tr>
<td>Switzerland 2</td>
<td>71</td>
<td>74</td>
<td>Sweden</td>
<td>546</td>
</tr>
<tr>
<td>Soviet Union 3</td>
<td>70</td>
<td>71</td>
<td>New Zealand</td>
<td>545</td>
</tr>
<tr>
<td>Hungary</td>
<td>68</td>
<td>73</td>
<td>Hungary</td>
<td>536</td>
</tr>
<tr>
<td>France</td>
<td>64</td>
<td>69</td>
<td>Switzerland</td>
<td>536</td>
</tr>
<tr>
<td>Switzerland 2</td>
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<td>70</td>
<td>Iceland</td>
<td>536</td>
</tr>
<tr>
<td>Canada</td>
<td>62</td>
<td>69</td>
<td>United States</td>
<td>535</td>
</tr>
<tr>
<td>Scotland</td>
<td>61</td>
<td>68</td>
<td>Hong Kong</td>
<td>535</td>
</tr>
<tr>
<td>Ireland</td>
<td>61</td>
<td>63</td>
<td>Slovenia</td>
<td>532</td>
</tr>
<tr>
<td>Slovenia</td>
<td>57</td>
<td>70</td>
<td>Germany (former East)</td>
<td>526</td>
</tr>
<tr>
<td>Spain 5</td>
<td>55</td>
<td>68</td>
<td>Denmark</td>
<td>525</td>
</tr>
<tr>
<td>United States</td>
<td>55</td>
<td>67</td>
<td>Canada (British Columbia)</td>
<td>522</td>
</tr>
<tr>
<td>Jordan</td>
<td>40</td>
<td>57</td>
<td>Germany (former West)</td>
<td>522</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Norway</td>
<td>516</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Italy</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Netherlands</td>
<td>514</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ireland</td>
<td>511</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spain</td>
<td>490</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Belgium 6</td>
<td>481</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Trinidad/Tobago</td>
<td>479</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thailand</td>
<td>477</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Philippines</td>
<td>430</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Venezuela</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Botswana</td>
<td>330</td>
</tr>
</tbody>
</table>

1 Score distributions are based on a mean of 500 and a standard deviation of 100.

2 15 cantons.

3 Schools in 14 republics, where instruction is in Russian.

4 Schools where instruction is in Hebrew.

5 Includes Spanish speaking schools, except in Cataluna.

6 Only French-speaking students were tested.

Average percent correct on international mathematics and science assessments of 13-year-olds in selected countries: 1991

In a 1991 international assessment in mathematics and science, 13-year-old U.S. students performed at or near the international average in science, and below the average in mathematics. U.S. students were not among the highest performing group in either subject. U.S. 14-year-olds scored near the top among countries in a 1991 reading assessment.
### Indicator 38. International Comparison of Educational Systems

Characteristics of educational systems in selected countries: 1991

<table>
<thead>
<tr>
<th>Country</th>
<th>Average days of instruction in the school year</th>
<th>Age for starting school</th>
<th>Average minutes of instruction in the school day</th>
<th>Average number of hours of instruction per school year</th>
<th>Percent of students who spend 2 or more hours on homework daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>251</td>
<td>6 or 7</td>
<td>305</td>
<td>1,276</td>
<td>35</td>
</tr>
<tr>
<td>Korea</td>
<td>222</td>
<td>6</td>
<td>264</td>
<td>977</td>
<td>38</td>
</tr>
<tr>
<td>Taiwan</td>
<td>222</td>
<td>6</td>
<td>318</td>
<td>1,177</td>
<td>44</td>
</tr>
<tr>
<td>Israel</td>
<td>215</td>
<td>6</td>
<td>278</td>
<td>996</td>
<td>49</td>
</tr>
<tr>
<td>Switzerland</td>
<td>207</td>
<td>6 or 7</td>
<td>305</td>
<td>1,052</td>
<td>21</td>
</tr>
<tr>
<td>Emilia-Romagna, Italy</td>
<td>204</td>
<td>6</td>
<td>289</td>
<td>983</td>
<td>78</td>
</tr>
<tr>
<td>(Former) Soviet Union</td>
<td>198</td>
<td>6 or 7</td>
<td>243</td>
<td>802</td>
<td>52</td>
</tr>
<tr>
<td>Jordan</td>
<td>191</td>
<td>6</td>
<td>260</td>
<td>828</td>
<td>54</td>
</tr>
<tr>
<td>Scotland</td>
<td>191</td>
<td>6</td>
<td>324</td>
<td>1,031</td>
<td>15</td>
</tr>
<tr>
<td>Slovenia</td>
<td>190</td>
<td>5</td>
<td>248</td>
<td>785</td>
<td>27</td>
</tr>
<tr>
<td>Canada</td>
<td>188</td>
<td>6</td>
<td>304</td>
<td>953</td>
<td>26</td>
</tr>
<tr>
<td>Spain</td>
<td>188</td>
<td>7</td>
<td>285</td>
<td>893</td>
<td>62</td>
</tr>
<tr>
<td>United States</td>
<td>178</td>
<td>6</td>
<td>338</td>
<td>1,003</td>
<td>31</td>
</tr>
<tr>
<td>Hungary</td>
<td>177</td>
<td>6</td>
<td>223</td>
<td>658</td>
<td>61</td>
</tr>
<tr>
<td>France</td>
<td>174</td>
<td>6</td>
<td>370</td>
<td>1,073</td>
<td>55</td>
</tr>
<tr>
<td>Ireland</td>
<td>173</td>
<td>6</td>
<td>323</td>
<td>931</td>
<td>66</td>
</tr>
<tr>
<td>Portugal</td>
<td>172</td>
<td>6</td>
<td>334</td>
<td>957</td>
<td>30</td>
</tr>
</tbody>
</table>

1 For 13-year-olds.
2 Populations with exclusions or low participation.
3 Includes 20 provinces and cities.
4 Schools where instruction is in Hebrew.
5 Fifteen cantons.
6 Schools in 14 republics, where instruction is in Russian.
7 Nine provinces.
8 Includes Spanish speaking schools, except in Cataluna.
—Data not available.

The United States has a shorter school year than many other countries, but the school day is relatively long. In a 1991 study, 12 out of 16 other countries had school years longer than the United States, but only France reported a longer school day. Some countries, such as Korea, averaged an hour less of instructional time per day. Because of the relatively long school day, U.S. schools had more instruction hours per year than 11 out of 16 countries.
### Indicator 39. Extracurricular Activities

Percent of high school seniors who participate in selected school-sponsored extracurricular activities: 1972, 1980, and 1992

<table>
<thead>
<tr>
<th>Student and school characteristics</th>
<th>Academic clubs</th>
<th>Honorary societies</th>
<th>Student government</th>
<th>Newspaper or yearbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>All seniors</td>
<td>25.6</td>
<td>23.8</td>
<td>25.1</td>
<td>14.4</td>
</tr>
<tr>
<td>Male</td>
<td>20.3</td>
<td>19.0</td>
<td>22.8</td>
<td>10.7</td>
</tr>
<tr>
<td>Female</td>
<td>30.9</td>
<td>28.3</td>
<td>27.4</td>
<td>18.1</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>25.0</td>
<td>22.9</td>
<td>25.8</td>
<td>15.1</td>
</tr>
<tr>
<td>Black</td>
<td>33.1</td>
<td>28.8</td>
<td>20.6</td>
<td>11.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24.2</td>
<td>24.7</td>
<td>22.6</td>
<td>10.2</td>
</tr>
<tr>
<td>Asian</td>
<td>26.6</td>
<td>29.6</td>
<td>32.3</td>
<td>23.6</td>
</tr>
<tr>
<td>Math and reading composite test performance quartile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>24.6</td>
<td>23.5</td>
<td>18.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Middle two quartiles</td>
<td>24.3</td>
<td>23.3</td>
<td>23.3</td>
<td>10.1</td>
</tr>
<tr>
<td>Highest</td>
<td>29.0</td>
<td>27.1</td>
<td>37.1</td>
<td>33.7</td>
</tr>
<tr>
<td>Socioeconomic status 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>24.4</td>
<td>22.6</td>
<td>19.4</td>
<td>10.3</td>
</tr>
<tr>
<td>Middle</td>
<td>25.2</td>
<td>23.8</td>
<td>24.5</td>
<td>13.2</td>
</tr>
<tr>
<td>High</td>
<td>27.7</td>
<td>25.7</td>
<td>31.7</td>
<td>21.2</td>
</tr>
<tr>
<td>High school program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>21.2</td>
<td>19.6</td>
<td>18.3</td>
<td>8.1</td>
</tr>
<tr>
<td>Academic</td>
<td>29.6</td>
<td>28.7</td>
<td>34.2</td>
<td>22.3</td>
</tr>
<tr>
<td>Vocational</td>
<td>23.8</td>
<td>23.1</td>
<td>14.7</td>
<td>7.3</td>
</tr>
</tbody>
</table>

1 Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

Change in participation of high school seniors in school-sponsored extracurricular activities, by type of activity: 1980 to 1992

Percent participating


During the 1972 to 1992 period, the proportion of seniors participating in a variety of extracurricular activities changed relatively little. There has been some decline in the percent of students participating in student government and an increase in participation in honorary societies. Academic clubs remained a popular activity, with about 25 percent of seniors participating in 1992.
### Percent of seniors who say they engage in various activities: 1980 and 1992

<table>
<thead>
<tr>
<th>Student and school characteristics</th>
<th>Driving around at least once per week</th>
<th>Five or more hours of television on a school night</th>
<th>1992</th>
<th>Read more than one hour per week</th>
<th>Do not things related to school work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1992</td>
<td>1980</td>
<td>1992</td>
<td>Use a personal computer&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>All seniors</td>
<td>59.1</td>
<td>73.3</td>
<td>16.1</td>
<td>8.4</td>
<td>23.7</td>
</tr>
<tr>
<td>Male</td>
<td>63.6</td>
<td>74.3</td>
<td>14.7</td>
<td>8.5</td>
<td>28.1</td>
</tr>
<tr>
<td>Female</td>
<td>55.2</td>
<td>72.3</td>
<td>17.0</td>
<td>8.4</td>
<td>19.3</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>60.7</td>
<td>75.7</td>
<td>13.7</td>
<td>6.4</td>
<td>23.9</td>
</tr>
<tr>
<td>Black</td>
<td>48.9</td>
<td>67.8</td>
<td>29.0</td>
<td>21.3</td>
<td>23.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.6</td>
<td>66.2</td>
<td>21.5</td>
<td>9.3</td>
<td>20.9</td>
</tr>
<tr>
<td>Asian</td>
<td>49.1</td>
<td>66.7</td>
<td>15.0</td>
<td>6.4</td>
<td>27.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.9</td>
<td>53.3</td>
<td>19.7</td>
<td>15.8</td>
<td>23.8</td>
</tr>
<tr>
<td>Socioeconomic status&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>53.8</td>
<td>69.6</td>
<td>22.7</td>
<td>12.0</td>
<td>18.9</td>
</tr>
<tr>
<td>Middle</td>
<td>61.9</td>
<td>75.3</td>
<td>15.8</td>
<td>9.4</td>
<td>23.3</td>
</tr>
<tr>
<td>High</td>
<td>59.3</td>
<td>72.4</td>
<td>9.6</td>
<td>4.1</td>
<td>27.7</td>
</tr>
<tr>
<td>Control of school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>59.1</td>
<td>73.4</td>
<td>16.6</td>
<td>8.7</td>
<td>23.4</td>
</tr>
<tr>
<td>Catholic</td>
<td>62.9</td>
<td>77.8</td>
<td>12.7</td>
<td>7.9</td>
<td>25.2</td>
</tr>
<tr>
<td>Other private</td>
<td>51.5</td>
<td>63.0</td>
<td>10.5</td>
<td>4.1</td>
<td>28.0</td>
</tr>
</tbody>
</table>

<sup>1</sup> Other than for school work or games.

<sup>2</sup> Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

**SOURCES:** U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1980 Senior Cohort; and National Education Longitudinal Study of 1988, "Second Followup".
Percent of high school seniors who watch more than 5 hours of television on school nights, by race/ethnicity and socioeconomic status: 1992


Although there appears to be a negative relationship between television watching and performance on achievement tests, other variables such as socioeconomic characteristics are also negatively related with television watching. Higher SES students were less likely to watch five or more hours of TV on school nights.
## Indicator 41. Sports Participation

Percent of population 7 years old and over participating in sports activities in the past year, by age: 1986 to 1994

<table>
<thead>
<tr>
<th>Activity</th>
<th>1986</th>
<th>1990</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 years</td>
<td>12- to 17-</td>
<td>18- to 24-</td>
</tr>
<tr>
<td>Aerobic exercising</td>
<td>10.2</td>
<td>11.5</td>
<td>16.4</td>
</tr>
<tr>
<td>Backpacking</td>
<td>3.7</td>
<td>7.6</td>
<td>5.8</td>
</tr>
<tr>
<td>Baseball</td>
<td>6.5</td>
<td>23.8</td>
<td>9.4</td>
</tr>
<tr>
<td>Basketball</td>
<td>9.9</td>
<td>35.4</td>
<td>16.8</td>
</tr>
<tr>
<td>Bicycle riding</td>
<td>23.1</td>
<td>47.5</td>
<td>23.9</td>
</tr>
<tr>
<td>Calisthenics</td>
<td>6.7</td>
<td>14.1</td>
<td>8.8</td>
</tr>
<tr>
<td>Camping</td>
<td>19.2</td>
<td>26.0</td>
<td>20.9</td>
</tr>
<tr>
<td>Exercise walking</td>
<td>24.9</td>
<td>13.4</td>
<td>22.4</td>
</tr>
<tr>
<td>Exercising with equipment</td>
<td>14.9</td>
<td>20.8</td>
<td>26.8</td>
</tr>
<tr>
<td>Fishing-fresh water</td>
<td>19.0</td>
<td>24.2</td>
<td>20.7</td>
</tr>
<tr>
<td>Fishing-salt water</td>
<td>5.7</td>
<td>5.8</td>
<td>5.5</td>
</tr>
<tr>
<td>Football</td>
<td>5.6</td>
<td>23.4</td>
<td>10.8</td>
</tr>
<tr>
<td>Golf</td>
<td>9.3</td>
<td>8.8</td>
<td>11.8</td>
</tr>
<tr>
<td>Hiking</td>
<td>7.9</td>
<td>10.7</td>
<td>9.9</td>
</tr>
<tr>
<td>Hunting/shooting firearms</td>
<td>9.6</td>
<td>12.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Racquetball</td>
<td>3.6</td>
<td>5.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Running/jogging</td>
<td>10.8</td>
<td>23.2</td>
<td>18.8</td>
</tr>
<tr>
<td>Skiing-alpine/downhill</td>
<td>4.5</td>
<td>9.0</td>
<td>9.8</td>
</tr>
<tr>
<td>Skiing-cross country</td>
<td>2.2</td>
<td>2.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.8</td>
<td>16.3</td>
<td>2.9</td>
</tr>
<tr>
<td>Softball</td>
<td>9.7</td>
<td>22.1</td>
<td>15.9</td>
</tr>
<tr>
<td>Swimming</td>
<td>33.8</td>
<td>56.0</td>
<td>41.8</td>
</tr>
<tr>
<td>Tennis</td>
<td>8.4</td>
<td>19.1</td>
<td>16.9</td>
</tr>
<tr>
<td>Volleyball</td>
<td>9.7</td>
<td>24.5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

1 Data are not available in same age categories for each year.
2 Participant engaged in activity at least six times in the year.

Teenagers are more likely to participate in many types of sporting activities than other age groups. Compared with 18- to 34-year-olds, 12- to 17-year-olds are more likely to participate in most organized group sports, bicycle riding, and swimming, but less likely to participate in aerobics, exercise walking, or exercising with equipment.

* Participated in activity at least six times in the year.

### Indicator 42. Employment of 16- and 17-Year-Old Students

Employment status of 16- and 17-year-olds enrolled in school, by sex and race: 1970 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total White 1 Black 1</td>
<td>Total White 1 Black 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent employed 2</td>
<td></td>
<td></td>
<td>Percent employed full time 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent employed part time 2</td>
<td></td>
<td></td>
<td>Unemployment rate 4</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>32.5</td>
<td>34.9</td>
<td>15.5</td>
<td>28.1</td>
<td>30.3</td>
<td>13.9</td>
</tr>
<tr>
<td>1975</td>
<td>34.4</td>
<td>38.2</td>
<td>10.6</td>
<td>31.5</td>
<td>34.7</td>
<td>12.4</td>
</tr>
<tr>
<td>1980</td>
<td>35.3</td>
<td>39.3</td>
<td>14.6</td>
<td>34.1</td>
<td>38.5</td>
<td>10.5</td>
</tr>
<tr>
<td>1985</td>
<td>30.2</td>
<td>34.0</td>
<td>13.4</td>
<td>31.4</td>
<td>35.6</td>
<td>11.8</td>
</tr>
<tr>
<td>1989</td>
<td>36.3</td>
<td>40.0</td>
<td>20.2</td>
<td>39.1</td>
<td>42.6</td>
<td>23.8</td>
</tr>
<tr>
<td>1990</td>
<td>31.6</td>
<td>35.5</td>
<td>15.1</td>
<td>31.3</td>
<td>35.1</td>
<td>16.6</td>
</tr>
<tr>
<td>1991</td>
<td>29.1</td>
<td>33.8</td>
<td>10.2</td>
<td>32.7</td>
<td>37.9</td>
<td>10.3</td>
</tr>
<tr>
<td>1992</td>
<td>29.4</td>
<td>33.6</td>
<td>11.7</td>
<td>28.8</td>
<td>33.2</td>
<td>10.0</td>
</tr>
<tr>
<td>1993</td>
<td>28.9</td>
<td>33.3</td>
<td>9.8</td>
<td>31.1</td>
<td>36.0</td>
<td>13.0</td>
</tr>
</tbody>
</table>

1 Includes Hispanics.
2 Full-time and part-time employment figures through 1985 exclude agricultural employment, but they are included in the percentage employed.
3 Less than .05 percent.
4 The unemployment rate is the percentage of those in the labor force who are not working and are seeking employment.

NOTE: Part-time workers are persons who work less than 35 hours per week.

Employment rate of 16- and 17-year-olds enrolled in school, by sex and race: 1970 to 1993

The employment rate of 16- and 17-year-old male students showed some changes during the 1970 to 1993 period, fluctuating with the overall economy. The employment rate of female students was higher in 1993 than in 1970, but exhibited some of the same fluctuations as were seen in the male rate. Between 1989 and 1993, there was a decline in the employment rates for 16- and 17-year-olds, especially among black youth. Employment rates for whites were three times higher than those for blacks in 1993. Unemployment rates for black students were correspondingly higher than for white students.
## Indicator 43. Spending Patterns of High School Seniors


<table>
<thead>
<tr>
<th>Type of expense and portion of earnings spent</th>
<th>Percent of 1981 seniors</th>
<th>Percent of 1991 seniors</th>
<th>Percent of 1992 seniors</th>
<th>Planning to go to 4-year college</th>
<th>Not planning to go to 4-year college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Sex</td>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
<td>Black</td>
</tr>
<tr>
<td>Savings for education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None or only a little</td>
<td>70.2</td>
<td>72.4</td>
<td>73.0</td>
<td>75.7</td>
<td>70.4</td>
</tr>
<tr>
<td>Some</td>
<td>12.4</td>
<td>10.6</td>
<td>11.1</td>
<td>10.1</td>
<td>11.8</td>
</tr>
<tr>
<td>About half</td>
<td>6.4</td>
<td>7.7</td>
<td>6.3</td>
<td>5.1</td>
<td>7.4</td>
</tr>
<tr>
<td>Most</td>
<td>6.4</td>
<td>4.5</td>
<td>5.5</td>
<td>4.8</td>
<td>6.4</td>
</tr>
<tr>
<td>All or almost all</td>
<td>4.6</td>
<td>4.9</td>
<td>4.2</td>
<td>4.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Car expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None or only a little</td>
<td>62.4</td>
<td>57.0</td>
<td>59.9</td>
<td>54.6</td>
<td>65.0</td>
</tr>
<tr>
<td>Some</td>
<td>14.7</td>
<td>16.1</td>
<td>15.4</td>
<td>17.9</td>
<td>13.1</td>
</tr>
<tr>
<td>About half</td>
<td>11.1</td>
<td>11.0</td>
<td>10.5</td>
<td>12.6</td>
<td>8.4</td>
</tr>
<tr>
<td>Most</td>
<td>6.6</td>
<td>9.0</td>
<td>8.0</td>
<td>7.9</td>
<td>8.0</td>
</tr>
<tr>
<td>All or almost all</td>
<td>5.3</td>
<td>6.9</td>
<td>6.1</td>
<td>6.9</td>
<td>5.5</td>
</tr>
<tr>
<td>Long-range savings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None or only a little</td>
<td>70.7</td>
<td>71.2</td>
<td>72.0</td>
<td>72.8</td>
<td>71.5</td>
</tr>
<tr>
<td>Some</td>
<td>13.4</td>
<td>15.3</td>
<td>13.3</td>
<td>13.2</td>
<td>13.5</td>
</tr>
<tr>
<td>About half</td>
<td>7.0</td>
<td>5.9</td>
<td>6.1</td>
<td>6.2</td>
<td>5.8</td>
</tr>
<tr>
<td>Most</td>
<td>4.3</td>
<td>4.2</td>
<td>4.4</td>
<td>4.5</td>
<td>4.1</td>
</tr>
<tr>
<td>All or almost all</td>
<td>4.6</td>
<td>3.4</td>
<td>4.2</td>
<td>3.3</td>
<td>5.1</td>
</tr>
<tr>
<td>Personal items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None or only a little</td>
<td>24.6</td>
<td>23.1</td>
<td>25.9</td>
<td>26.6</td>
<td>24.3</td>
</tr>
<tr>
<td>Some</td>
<td>19.1</td>
<td>20.3</td>
<td>18.3</td>
<td>17.6</td>
<td>19.1</td>
</tr>
<tr>
<td>About half</td>
<td>17.1</td>
<td>16.5</td>
<td>16.7</td>
<td>19.5</td>
<td>14.4</td>
</tr>
<tr>
<td>Most</td>
<td>16.8</td>
<td>16.5</td>
<td>15.6</td>
<td>15.5</td>
<td>15.6</td>
</tr>
<tr>
<td>All or almost all</td>
<td>22.4</td>
<td>23.5</td>
<td>23.5</td>
<td>20.7</td>
<td>26.6</td>
</tr>
<tr>
<td>Family expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None or only a little</td>
<td>82.0</td>
<td>80.7</td>
<td>80.3</td>
<td>82.5</td>
<td>78.8</td>
</tr>
<tr>
<td>Some</td>
<td>9.7</td>
<td>8.4</td>
<td>9.9</td>
<td>9.7</td>
<td>9.2</td>
</tr>
<tr>
<td>About half</td>
<td>3.6</td>
<td>4.9</td>
<td>4.0</td>
<td>3.0</td>
<td>4.9</td>
</tr>
<tr>
<td>Most</td>
<td>2.0</td>
<td>2.4</td>
<td>2.0</td>
<td>1.7</td>
<td>2.3</td>
</tr>
<tr>
<td>All or almost all</td>
<td>2.8</td>
<td>3.6</td>
<td>3.9</td>
<td>3.1</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Indicator 43. Spending Patterns of High School Seniors

Percent of employed high school seniors spending "most" or "all or almost all" of their earnings on selected expenses, by race and college plans: 1992


In 1992, about two-fifths 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 more of their earnings to meet family expenses than did white students. About 12 percent of those planning to attend a 4-year college were saving "most" or "all or almost all" of their money for education.
## Indicator 44. Spending of Young Adults

**Average annual expenditures of urban households, by age of head: 1984 to 1993**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Annual expenditures per household, 1993</th>
<th>Percent of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total annual expenditure</td>
<td>$30,692</td>
<td>$17,468</td>
</tr>
<tr>
<td>Food</td>
<td>4,399</td>
<td>2,631</td>
</tr>
<tr>
<td>Food at home</td>
<td>2,735</td>
<td>1,339</td>
</tr>
<tr>
<td>Food away from home</td>
<td>1,664</td>
<td>1,293</td>
</tr>
<tr>
<td>Alcoholic beverages</td>
<td>268</td>
<td>304</td>
</tr>
<tr>
<td>Housing</td>
<td>9,636</td>
<td>5,297</td>
</tr>
<tr>
<td>Shelter</td>
<td>5,415</td>
<td>3,297</td>
</tr>
<tr>
<td>Fuels, utilities, and public service</td>
<td>2,112</td>
<td>1,082</td>
</tr>
<tr>
<td>Household operations</td>
<td>469</td>
<td>156</td>
</tr>
<tr>
<td>House furnishings and equipment</td>
<td>1,230</td>
<td>600</td>
</tr>
<tr>
<td>Apparel and services</td>
<td>1,676</td>
<td>1,198</td>
</tr>
<tr>
<td>Men and boys</td>
<td>426</td>
<td>274</td>
</tr>
<tr>
<td>Women and girls</td>
<td>658</td>
<td>332</td>
</tr>
<tr>
<td>Children under 2 years old</td>
<td>79</td>
<td>104</td>
</tr>
<tr>
<td>Other clothing products and services</td>
<td>264</td>
<td>241</td>
</tr>
<tr>
<td>Transportation</td>
<td>5,453</td>
<td>3,948</td>
</tr>
<tr>
<td>Health care</td>
<td>1,776</td>
<td>349</td>
</tr>
<tr>
<td>Entertainment</td>
<td>1,626</td>
<td>910</td>
</tr>
<tr>
<td>Personal care</td>
<td>385</td>
<td>228</td>
</tr>
<tr>
<td>Reading</td>
<td>166</td>
<td>72</td>
</tr>
<tr>
<td>Education</td>
<td>455</td>
<td>907</td>
</tr>
<tr>
<td>Tobacco and smoking supplies</td>
<td>268</td>
<td>202</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>715</td>
<td>266</td>
</tr>
<tr>
<td>Cash contributions</td>
<td>961</td>
<td>95</td>
</tr>
<tr>
<td>Personal insurance and pensions</td>
<td>2,908</td>
<td>1,061</td>
</tr>
</tbody>
</table>

1 The age of the reference person. 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.

**NOTE:** Details may not add to totals because of rounding.

Average annual expenditures of urban households, by type of expenditure and age of head: 1993

As might be expected with their lower incomes, urban households headed by young adults under 25 spent less than the average household in almost every category in 1993. Young adults spent a higher proportion of their money on apparel and services, transportation, and education than others. By contrast, they spent a lower percentage of their funds on cash contributions, health care, and insurance and pensions than the average household.

HEALTH
### Indicator 45. Health Insurance

Percent of population with health insurance, by age, poverty status, race/ethnicity, and type of coverage: 1993

<table>
<thead>
<tr>
<th>Age, poverty status, and race/ethnicity</th>
<th>Any health insurance</th>
<th>Covered by private health insurance</th>
<th>Covered by Medicaid</th>
<th>Covered by Medicare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, all ages</td>
<td>84.7</td>
<td>70.3</td>
<td>12.2</td>
<td>12.8</td>
</tr>
<tr>
<td>Under 18 years</td>
<td>86.4</td>
<td>67.6</td>
<td>23.8</td>
<td>0.1</td>
</tr>
<tr>
<td>18 to 24 years</td>
<td>73.2</td>
<td>61.5</td>
<td>11.7</td>
<td>0.6</td>
</tr>
<tr>
<td>25 to 34 years</td>
<td>78.4</td>
<td>68.3</td>
<td>9.5</td>
<td>1.2</td>
</tr>
<tr>
<td>35 to 44 years</td>
<td>83.2</td>
<td>75.7</td>
<td>6.3</td>
<td>1.6</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>86.1</td>
<td>79.0</td>
<td>5.2</td>
<td>2.8</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>87.3</td>
<td>79.1</td>
<td>5.6</td>
<td>5.1</td>
</tr>
<tr>
<td>60 to 64 years</td>
<td>85.8</td>
<td>74.4</td>
<td>6.0</td>
<td>9.9</td>
</tr>
<tr>
<td>65 years and over</td>
<td>98.8</td>
<td>66.0</td>
<td>8.8</td>
<td>95.5</td>
</tr>
</tbody>
</table>

**Under age 18**

<table>
<thead>
<tr>
<th>Poverty status</th>
<th>Any health insurance</th>
<th>Covered by private health insurance</th>
<th>Covered by Medicaid</th>
<th>Covered by Medicare</th>
</tr>
</thead>
<tbody>
<tr>
<td>In poverty</td>
<td>79.9</td>
<td>21.1</td>
<td>67.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Not in poverty</td>
<td>88.3</td>
<td>81.3</td>
<td>11.1</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Any health insurance</th>
<th>Covered by private health insurance</th>
<th>Covered by Medicaid</th>
<th>Covered by Medicare</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>86.9</td>
<td>72.3</td>
<td>19.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Black</td>
<td>84.6</td>
<td>45.8</td>
<td>46.4</td>
<td>0.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74.3</td>
<td>42.0</td>
<td>38.9</td>
<td>0.1</td>
</tr>
</tbody>
</table>

1 Includes Medicare, Medicaid, and private health insurance during part or all of the year.
2 Persons covered by Medicaid may also be covered by private insurance.
3 Poverty is defined as 100 percent of the poverty level and below. Poverty level for a family of four was $14,763 in 1993.
4 Persons of Hispanic origin may be of any race.

Children from poor families were less likely to be covered by health insurance than children from other families. Medicaid was a critical factor in reducing the gap in health insurance coverage between poverty and nonpoverty children to 8 percentage points. Many children still were not covered by health insurance. About 20 percent of poverty children and 12 percent of nonpoverty children were not covered by health insurance.
### Indicator 46. AIDS Knowledge and Attitudes

Percent of persons 18 years old and over with selected AIDS knowledge and attitudes, by selected characteristics: 1992

<table>
<thead>
<tr>
<th>AIDS knowledge and attitude</th>
<th>Total</th>
<th>Age</th>
<th>Sex</th>
<th>Years of school completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>18–29 years</td>
<td>30–49 years</td>
<td>Male</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>How much would you say you know about AIDS?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td>26</td>
<td>31</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>Some</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td>A little</td>
<td>21</td>
<td>17</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Nothing</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Don't know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AIDS is an infectious disease caused by a virus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>85</td>
<td>92</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>False</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>AIDS can reduce the body's natural protection against disease.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>87</td>
<td>90</td>
<td>92</td>
<td>88</td>
</tr>
<tr>
<td>False</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Don't know</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Have you ever discussed AIDS with any of your children 10–17 years of age?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>75</td>
<td>55</td>
<td>76</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>43</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>Have any or all of your children 10–17 years of age had instruction at school about AIDS?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>76</td>
<td>64</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>20</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Don't know</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>What are your chances of getting the AIDS virus?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Medium</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Low</td>
<td>29</td>
<td>38</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>None</td>
<td>64</td>
<td>53</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>N/A-High chance of already having the AIDS virus</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

More educated persons believe they know more about AIDS than those with less education. Fifty-four percent of those with less than 12 years of education reported that they knew little or nothing about AIDS, yet 72 percent reported they had no chance of getting the disease. However, only 15 percent of those with more than 12 years of education reported knowing little or nothing and 57 percent reported no chance of getting AIDS. More women than men, 84 percent as compared with 64 percent, reported discussing AIDS with their children 10 to 17 years of age.
## Indicator 47. Athletics and Exercise

### Percent of high school seniors who participate in sports, athletics or exercise, by sex: 1980 to 1994

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively participate in sports, athletics or exercising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>47.3</td>
<td>44.4</td>
<td>43.6</td>
<td>46.0</td>
<td>45.9</td>
<td>45.6</td>
<td>43.8</td>
<td>45.2</td>
</tr>
<tr>
<td>At least once a week</td>
<td>25.2</td>
<td>23.8</td>
<td>23.8</td>
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<td>24.4</td>
<td>25.8</td>
<td>23.5</td>
<td>23.6</td>
</tr>
<tr>
<td>Once or twice a month</td>
<td>12.5</td>
<td>13.5</td>
<td>14.9</td>
<td>11.6</td>
<td>12.3</td>
<td>11.5</td>
<td>13.2</td>
<td>13.5</td>
</tr>
<tr>
<td>A few times a year</td>
<td>9.8</td>
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<td>10.9</td>
<td>10.3</td>
<td>10.5</td>
<td>9.6</td>
<td>11.4</td>
<td>10.2</td>
</tr>
<tr>
<td>Never</td>
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<td>6.8</td>
<td>6.7</td>
<td>7.8</td>
<td>6.9</td>
<td>7.5</td>
<td>8.1</td>
<td>7.5</td>
</tr>
<tr>
<td>Exercise vigorously †</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td>—</td>
<td>19.5</td>
<td>19.3</td>
<td>20.2</td>
<td>19.8</td>
<td>22.2</td>
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<td>20.6</td>
</tr>
<tr>
<td>Almost every day</td>
<td>—</td>
<td>16.3</td>
<td>14.9</td>
<td>15.2</td>
<td>17.4</td>
<td>15.5</td>
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<td>15.7</td>
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<tr>
<td>Most days</td>
<td>—</td>
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<td>25.8</td>
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<td>6.3</td>
<td>6.1</td>
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<td><strong>Males</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>58.6</td>
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<tr>
<td>Every day or almost every day</td>
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<td>21.1</td>
<td>23.2</td>
<td>22.4</td>
<td>20.0</td>
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<tr>
<td>At least once a week</td>
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<tr>
<td>Once or twice a month</td>
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<td>7.1</td>
<td>8.9</td>
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<td>6.1</td>
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<td>Exercise vigorously †</td>
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<tr>
<td>Almost every day</td>
<td>—</td>
<td>20.1</td>
<td>18.7</td>
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<td>19.4</td>
<td>15.3</td>
<td>18.7</td>
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<tr>
<td>Most days</td>
<td>—</td>
<td>17.2</td>
<td>15.8</td>
<td>19.1</td>
<td>14.0</td>
<td>15.5</td>
<td>15.7</td>
<td>15.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>—</td>
<td>18.7</td>
<td>21.6</td>
<td>19.4</td>
<td>22.6</td>
<td>18.2</td>
<td>21.3</td>
<td>19.6</td>
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<tr>
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<td>14.1</td>
<td>12.0</td>
<td>11.3</td>
<td>12.8</td>
<td>11.5</td>
<td>13.4</td>
<td>12.6</td>
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<tr>
<td>Never</td>
<td>—</td>
<td>4.5</td>
<td>4.2</td>
<td>5.3</td>
<td>5.3</td>
<td>4.7</td>
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<tr>
<td><strong>Females</strong></td>
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<td></td>
</tr>
<tr>
<td>Actively participate in sports, athletics or exercising</td>
<td>37.6</td>
<td>35.6</td>
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<td>36.4</td>
<td>32.6</td>
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<tr>
<td>Every day or almost every day</td>
<td>27.8</td>
<td>25.8</td>
<td>27.0</td>
<td>26.2</td>
<td>26.1</td>
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<td>24.1</td>
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<tr>
<td>At least once a week</td>
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<td>19.5</td>
<td>15.2</td>
<td>15.5</td>
<td>14.7</td>
<td>17.0</td>
<td>17.9</td>
</tr>
<tr>
<td>Once or twice a month</td>
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<td>14.5</td>
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<td>14.0</td>
<td>12.3</td>
<td>14.1</td>
<td>13.5</td>
</tr>
<tr>
<td>A few times a year</td>
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<td>8.4</td>
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<td>8.7</td>
<td>9.7</td>
<td>8.9</td>
</tr>
<tr>
<td>Exercise vigorously †</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td>—</td>
<td>14.3</td>
<td>11.8</td>
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<td>14.6</td>
<td>13.9</td>
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</tr>
<tr>
<td>Almost every day</td>
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<td>11.4</td>
<td>12.3</td>
<td>13.5</td>
<td>11.8</td>
<td>12.2</td>
<td>12.8</td>
</tr>
<tr>
<td>Most days</td>
<td>—</td>
<td>15.2</td>
<td>14.4</td>
<td>17.6</td>
<td>14.0</td>
<td>17.1</td>
<td>16.3</td>
<td>17.5</td>
</tr>
<tr>
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<td>—</td>
<td>29.8</td>
<td>29.5</td>
<td>27.5</td>
<td>28.4</td>
<td>29.0</td>
<td>27.3</td>
<td>25.2</td>
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<tr>
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<td>24.8</td>
<td>22.4</td>
<td>21.2</td>
<td>20.4</td>
<td>22.7</td>
<td>23.3</td>
</tr>
<tr>
<td>Never</td>
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<td>5.7</td>
<td>8.1</td>
<td>7.8</td>
<td>7.3</td>
<td>7.0</td>
<td>7.6</td>
<td>6.0</td>
</tr>
</tbody>
</table>

1 Includes jogging, swimming, calisthenics, or other active sports.
—Data not available.

**SOURCE:** University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.
Percent of high school seniors who participate in sports, athletics or exercise every day or almost every day, by sex: 1980 to 1994

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

About one quarter of high school seniors said that they seldom or never exercised vigorously in 1994. This proportion has shown only small fluctuations since 1986. On the other hand, more than one-third of seniors reported vigorous exercise every day or nearly every day. Males were more likely to participate extensively in athletic activities or exercise than females.
## Indicator 48. Illness

**Total number of reported cases of selected youth-related diseases, for all age groups: 1950 to 1993**

<table>
<thead>
<tr>
<th>Year</th>
<th>Polio</th>
<th>Measles</th>
<th>Tuberculosis</th>
<th>Gonorrhea</th>
<th>Syphilis</th>
<th>AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>33,300</td>
<td>319,124</td>
<td>121,742</td>
<td>286,746</td>
<td>217,558</td>
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</tr>
<tr>
<td>1955</td>
<td>28,985</td>
<td>555,156</td>
<td>77,368</td>
<td>236,197</td>
<td>122,392</td>
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</tr>
<tr>
<td>1960</td>
<td>61</td>
<td>441,703</td>
<td>55,494</td>
<td>258,933</td>
<td>122,538</td>
<td>—</td>
</tr>
<tr>
<td>1965</td>
<td>31</td>
<td>261,904</td>
<td>49,016</td>
<td>324,925</td>
<td>112,842</td>
<td>—</td>
</tr>
<tr>
<td>1970</td>
<td>8</td>
<td>47,351</td>
<td>37,137</td>
<td>600,072</td>
<td>91,382</td>
<td>—</td>
</tr>
<tr>
<td>1975</td>
<td>9</td>
<td>24,374</td>
<td>33,989</td>
<td>999,937</td>
<td>80,356</td>
<td>—</td>
</tr>
<tr>
<td>1980</td>
<td>9</td>
<td>13,506</td>
<td>27,749</td>
<td>1,004,029</td>
<td>68,832</td>
<td>—</td>
</tr>
<tr>
<td>1985</td>
<td>7</td>
<td>2,822</td>
<td>22,201</td>
<td>911,419</td>
<td>27,131</td>
<td>8,249</td>
</tr>
<tr>
<td>1986</td>
<td>8</td>
<td>6,262</td>
<td>22,768</td>
<td>900,868</td>
<td>27,883</td>
<td>12,932</td>
</tr>
<tr>
<td>1987</td>
<td>6</td>
<td>3,655</td>
<td>22,517</td>
<td>780,905</td>
<td>35,147</td>
<td>21,070</td>
</tr>
<tr>
<td>1988</td>
<td>9</td>
<td>3,396</td>
<td>22,436</td>
<td>719,536</td>
<td>40,117</td>
<td>31,001</td>
</tr>
<tr>
<td>1989</td>
<td>5</td>
<td>18,193</td>
<td>23,495</td>
<td>733,151</td>
<td>44,540</td>
<td>33,722</td>
</tr>
<tr>
<td>1990</td>
<td>7</td>
<td>27,766</td>
<td>25,701</td>
<td>690,169</td>
<td>50,223</td>
<td>41,595</td>
</tr>
<tr>
<td>1991</td>
<td>5</td>
<td>9,643</td>
<td>26,283</td>
<td>544,057</td>
<td>42,687</td>
<td>43,672</td>
</tr>
<tr>
<td>1992</td>
<td>4</td>
<td>2,237</td>
<td>26,673</td>
<td>502,458</td>
<td>34,102</td>
<td>45,472</td>
</tr>
<tr>
<td>1993</td>
<td>3</td>
<td>312</td>
<td>25,313</td>
<td>440,149</td>
<td>26,546</td>
<td>3,691</td>
</tr>
</tbody>
</table>

---Data not reported.

1 Data for 1975 and later years are not entirely comparable to prior years due to changes in reporting criteria.

2 Civilian cases only.

3 Includes HIV positive.


## Number of reported cases of selected diseases among 15- to 24-year-olds: 1981 to 1993

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio 15 to 19</td>
<td>2</td>
<td>0</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>20 to 24</td>
<td>0</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Measles 15 to 19</td>
<td>466</td>
<td>0</td>
<td>3,106</td>
<td>1,096</td>
<td>325</td>
<td>27</td>
</tr>
<tr>
<td>20 to 24</td>
<td>128</td>
<td>251</td>
<td>2,540</td>
<td>657</td>
<td>163</td>
<td>24</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>656</td>
<td>464</td>
<td>577</td>
<td>601</td>
<td>587</td>
<td>580</td>
</tr>
<tr>
<td>20 to 24</td>
<td>1,542</td>
<td>1,208</td>
<td>1,290</td>
<td>1,370</td>
<td>1,387</td>
<td>1,263</td>
</tr>
<tr>
<td>Gonorrhea 15 to 191</td>
<td>243,432</td>
<td>218,821</td>
<td>183,865</td>
<td>159,784</td>
<td>141,660</td>
<td>116,974</td>
</tr>
<tr>
<td>20 to 24 1</td>
<td>374,562</td>
<td>341,645</td>
<td>200,625</td>
<td>170,632</td>
<td>151,427</td>
<td>119,739</td>
</tr>
<tr>
<td>Syphilis 15 to 191</td>
<td>4,173</td>
<td>3,132</td>
<td>5,184</td>
<td>4,674</td>
<td>3,828</td>
<td>2,940</td>
</tr>
<tr>
<td>20 to 24 1</td>
<td>8,792</td>
<td>7,717</td>
<td>11,224</td>
<td>9,637</td>
<td>7,481</td>
<td>5,469</td>
</tr>
<tr>
<td>AIDS 15 to 19</td>
<td>—</td>
<td>30</td>
<td>148</td>
<td>132</td>
<td>133</td>
<td>2,487</td>
</tr>
<tr>
<td>20 to 24</td>
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<td>349</td>
<td>1,567</td>
<td>1,386</td>
<td>1,376</td>
<td>3,771</td>
</tr>
</tbody>
</table>

---Data not collected.

1 Civilian cases only.

2 Includes HIV positive.

Total number of reported cases of selected youth-related diseases, for all age groups: 1950 to 1993

Since 1950, young people have benefitted from dramatic strides made against such diseases as polio and measles. While the number of cases of gonorrhea increased enormously between 1965 and 1975, it has declined since 1980. Syphilis and measles have been declining since 1990. The number of reported cases of Acquired Immune Deficiency Syndrome (AIDS) more than doubled since 1990.
## Indicator 49. Tobacco, Alcohol, and Drug Use

### Tobacco, alcohol, and drug use among high school seniors, by substance and frequency of use: 1975 to 1994

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Percent reporting having ever used drugs</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cigarettes</td>
<td>73.6</td>
<td>71.0</td>
<td>68.8</td>
<td>64.4</td>
<td>63.1</td>
<td>61.8</td>
<td>61.9</td>
<td>62.0</td>
</tr>
<tr>
<td>Alcohol 1</td>
<td>90.4</td>
<td>93.2</td>
<td>92.2</td>
<td>89.5</td>
<td>88.0</td>
<td>87.5</td>
<td>80.0</td>
<td>80.4</td>
</tr>
<tr>
<td>Any illicit drug</td>
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<td>65.4</td>
<td>60.6</td>
<td>47.9</td>
<td>44.1</td>
<td>40.7</td>
<td>42.9</td>
<td>45.6</td>
</tr>
<tr>
<td>Marijuana only</td>
<td>19.0</td>
<td>26.7</td>
<td>20.9</td>
<td>18.5</td>
<td>17.2</td>
<td>15.6</td>
<td>16.2</td>
<td>18.0</td>
</tr>
<tr>
<td>Any illicit drug other than marijuana 2</td>
<td>36.2</td>
<td>38.7</td>
<td>39.7</td>
<td>29.4</td>
<td>26.9</td>
<td>25.1</td>
<td>26.7</td>
<td>27.6</td>
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<tr>
<td><strong>Selected illicit drugs:</strong></td>
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<td></td>
</tr>
<tr>
<td>Cocaine</td>
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<td>17.3</td>
<td>9.4</td>
<td>7.8</td>
<td>6.1</td>
<td>6.1</td>
<td>5.9</td>
</tr>
<tr>
<td>Heroin</td>
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<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>0.9</td>
<td>1.2</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>LSD</td>
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<td>7.5</td>
<td>8.7</td>
<td>8.8</td>
<td>8.6</td>
<td>10.3</td>
<td>10.5</td>
</tr>
<tr>
<td>Marijuana/hashish</td>
<td>47.3</td>
<td>60.3</td>
<td>54.2</td>
<td>40.7</td>
<td>36.7</td>
<td>32.6</td>
<td>35.3</td>
<td>38.2</td>
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<tr>
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<td>4.9</td>
<td>2.8</td>
<td>2.9</td>
<td>2.4</td>
<td>2.9</td>
<td>2.8</td>
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<td><strong>Percent reporting use of drugs in the previous 30 days</strong></td>
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<td>31.2</td>
</tr>
<tr>
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<td>51.3</td>
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<tr>
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<td>37.2</td>
<td>29.7</td>
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<td>16.4</td>
<td>14.4</td>
<td>18.3</td>
<td>21.9</td>
</tr>
<tr>
<td>Marijuana only</td>
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<td>18.8</td>
<td>14.8</td>
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<td>9.3</td>
<td>8.1</td>
<td>10.4</td>
<td>13.1</td>
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<td>Any illicit drug other than marijuana 2</td>
<td>15.4</td>
<td>18.4</td>
<td>14.9</td>
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<td>7.1</td>
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<td>1.9</td>
<td>2.0</td>
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<td>2.6</td>
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<tr>
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<td>25.7</td>
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<td>11.9</td>
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<tr>
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<td>—</td>
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<td>1.0</td>
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</tr>
</tbody>
</table>

—Data not available.

1 Beginning in 1993, the question was changed to indicate that "a drink" meant "more than a few sips."

2 Other illicit drugs include hallucinogens, cocaine, and heroin, or any other opiates, stimulants, sedatives, or tranquilizers not prescribed by a doctor.

**NOTE**: A revised questionnaire was used in 1982 and later years to reduce the inappropriate reporting of nonprescription stimulants. This slightly reduced the positive responses for some types of drug use.

**SOURCE**: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.
Percent of seniors reporting cigarettes, alcohol, and drug use in the previous 30 days, by substance: 1975 to 1994

The percentage of seniors who reported having ever used illicit drugs increased from 1975 to 1980, but declined from 65 percent to 41 percent between 1980 and 1992. The proportion then rose to 46 percent in 1994. The proportion of seniors reporting drug use in the previous 30 days declined from 37 percent in 1980 to 14 percent in 1992, before rising to 22 percent in 1994. The proportion using alcohol in the previous 30 days declined from 72 percent in 1980 to 50 percent in 1994. Student use of cigarettes slowly declined between 1975 and 1992, but then rose slightly. Marijuana/hashish remains the most frequently used illicit drug by a wide margin, but those reporting ever having used it declined from 60 percent of students in 1980 to 33 percent in 1992 but rose to 38 percent in 1994.

SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, various years.
### Indicator 50. Death

Number of deaths per 100,000 persons 5 to 34 years old, by sex, age, and race: 1950 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>Males and females</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 to 14 yrs old</td>
<td>15 to 24 yrs old</td>
<td>25 to 34 yrs old</td>
</tr>
<tr>
<td>1950</td>
<td>60.1</td>
<td>128.1</td>
<td>178.7</td>
</tr>
<tr>
<td>1960</td>
<td>46.6</td>
<td>106.3</td>
<td>146.4</td>
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<td>1970</td>
<td>41.3</td>
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<td>1975</td>
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<tr>
<td>1980</td>
<td>30.6</td>
<td>115.4</td>
<td>135.5</td>
</tr>
<tr>
<td>1985</td>
<td>26.3</td>
<td>95.9</td>
<td>123.4</td>
</tr>
<tr>
<td>1988</td>
<td>25.8</td>
<td>102.1</td>
<td>135.4</td>
</tr>
<tr>
<td>1989</td>
<td>25.7</td>
<td>97.6</td>
<td>140.0</td>
</tr>
<tr>
<td>1990</td>
<td>24.0</td>
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<td>1991</td>
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</tr>
<tr>
<td>1992</td>
<td>22.6</td>
<td>97.4</td>
<td>135.0</td>
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<td>1993</td>
<td>23.6</td>
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<td>142.6</td>
</tr>
</tbody>
</table>

**All races**

<table>
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<tr>
<th>Year</th>
<th>Males and females</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**White**

<table>
<thead>
<tr>
<th>Year</th>
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<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Black**

<table>
<thead>
<tr>
<th>Year</th>
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<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Includes all races except white.

The death rates of young adults 15 to 24 years old generally declined between 1970 and 1985 and have fluctuated since then. Young men have died each year at nearly triple the rate of young women since the late 1980s. Also, between 1950 and 1993, the decline in the death rate for women was much larger than that for men. There has been a recent surge in death rates for 15- to 24-year-old black males—from 174 per 100,000 in 1985 to 283 in 1993. Death rates are higher for blacks than for whites, especially among men.
### Indicator 51. Causes of Death

Number of deaths per 100,000 persons 5 to 24 years old, by age and cause of death: 1960 to 1992

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 to 14 years old</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>All causes</td>
<td>46.6</td>
<td>42.2</td>
<td>41.3</td>
<td>35.2</td>
<td>30.6</td>
<td>26.3</td>
<td>25.8</td>
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<td>24.0</td>
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<td>22.5</td>
</tr>
<tr>
<td>Motor vehicle accidents</td>
<td>7.9</td>
<td>8.9</td>
<td>10.2</td>
<td>8.7</td>
<td>7.9</td>
<td>6.9</td>
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<td>6.5</td>
<td>5.9</td>
<td>5.6</td>
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<tr>
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<td>1.1</td>
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</tr>
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<td>(2)</td>
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<td>0.1</td>
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<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
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<tr>
<td>Homicide</td>
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<td>0.9</td>
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<td>12.8</td>
<td>12.9</td>
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<td>4.7</td>
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<td>17.7</td>
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<td>17.5</td>
<td>17.4</td>
<td>18.9</td>
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</tr>
<tr>
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<td>8.2</td>
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<td>6.8</td>
<td>6.3</td>
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</tr>
<tr>
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<td>3.1</td>
<td>3.0</td>
<td>2.6</td>
<td>2.9</td>
<td>2.8</td>
<td>2.9</td>
<td>2.5</td>
<td>2.5</td>
<td>2.7</td>
<td>2.7</td>
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<tr>
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<td>2.2</td>
<td>2.4</td>
<td>1.7</td>
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</tr>
</tbody>
</table>

1 Some data have been revised from previously published figures.
2 Less than .05 percent.
3 Includes legal intervention.

Deaths of persons 15 to 24 years old have been largely attributable to behavioral causes. Since 1960, motor vehicle accidents have been by far the leading cause of death, followed by other accidents, homicides and suicides. However, during the late 1980s and early 1990s a rapid rise in the homicide rates and continuing drop in the motor vehicle deaths brought the two rates relatively close together. For young black males the homicide rate has increased dramatically in recent years, from 66 per 100,000 in 1985 to 154 per 100,000 in 1992. Meanwhile, the death rates from diseases, such as cancer, heart disease, and pneumonia have shown some declines.
**Indicator 52. Victims of Violent Crime**

**Number of violent crime victims per 1,000 persons, by type of crime and characteristics of victim: 1988 and 1992**

<table>
<thead>
<tr>
<th>Age, sex, and race</th>
<th>Total, 1988</th>
<th>1992</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Robbery</td>
<td>Assault</td>
<td>Rape</td>
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<tr>
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<td>57.1</td>
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<tr>
<td>Black</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

---

Data not available.

1 Subcategories may not sum to total due to rounding.

2 Estimate is based on 10 or fewer sample cases.

Number of violent crime victims per 1,000 persons, by age, sex, race, and crime: 1992

With the exception of white 16- to 19-year-olds, the violent crime victimization rate for young people was higher in 1992 than in 1988. Sixteen to 19-year-olds were more likely to be victimized than people over 20. Since 1988, the victimization rate for 12- to 15-year-olds increased more dramatically than the rate for 16- to 19-year-olds. In 1992, the rate for 16- to 19-year-olds was 78 per 1,000 while it was 20 per 1,000 for those 25 years old and over. Males had a much higher victimization rate than of females at all ages.
CITIZENSHIP AND VALUES
## Indicator 53. Volunteer Work and Community Affairs

Percent of high school seniors who participate in community affairs or volunteer work by sex and race: 1980 to 1994

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
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<tbody>
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<td><strong>All students</strong></td>
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<td>2.4</td>
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<td>7.6</td>
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<td>Once or twice a month</td>
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<td>14.0</td>
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<td>44.9</td>
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<td>43.3</td>
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<td>30.9</td>
<td>31.0</td>
<td>31.0</td>
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<td></td>
</tr>
<tr>
<td>Almost every day</td>
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<td>3.1</td>
<td>1.5</td>
<td>1.9</td>
<td>1.5</td>
<td>2.6</td>
<td>2.6</td>
<td>2.3</td>
<td>2.7</td>
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<td>At least once a week</td>
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<td>6.7</td>
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<td>5.8</td>
<td>5.2</td>
<td>7.3</td>
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<td>12.2</td>
<td>15.6</td>
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<tr>
<td>A few times a year</td>
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<td>42.0</td>
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<td>37.1</td>
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<td>31.4</td>
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<td><strong>Females</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost every day</td>
<td>2.6</td>
<td>2.0</td>
<td>1.8</td>
<td>3.1</td>
<td>2.1</td>
<td>2.2</td>
<td>3.0</td>
<td>3.1</td>
<td>3.4</td>
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<td>10.1</td>
<td>7.2</td>
<td>8.0</td>
<td>6.9</td>
<td>7.5</td>
<td>9.4</td>
<td>8.5</td>
</tr>
<tr>
<td>Once or twice a month</td>
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<td>16.1</td>
<td>14.4</td>
<td>14.7</td>
<td>17.4</td>
<td>19.2</td>
<td>17.6</td>
<td>18.8</td>
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<tr>
<td>A few times a year</td>
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<td>43.7</td>
<td>47.1</td>
<td>42.4</td>
<td>44.3</td>
<td>46.3</td>
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<td>28.6</td>
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<td>27.9</td>
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<tr>
<td>Almost every day</td>
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<td>1.2</td>
<td>2.6</td>
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<td>1.8</td>
<td>2.6</td>
<td>2.5</td>
<td>2.9</td>
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<td>15.5</td>
<td>17.2</td>
</tr>
<tr>
<td>A few times a year</td>
<td>47.3</td>
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<td>46.5</td>
<td>46.5</td>
<td>44.4</td>
<td>46.6</td>
<td>42.6</td>
<td>45.2</td>
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</tr>
<tr>
<td>Never</td>
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<td>30.3</td>
<td>30.3</td>
<td>31.5</td>
<td>33.7</td>
<td>31.1</td>
<td>29.4</td>
<td>29.2</td>
<td>24.9</td>
</tr>
<tr>
<td><strong>Blacks</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost every day</td>
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<td>4.1</td>
<td>2.9</td>
<td>3.0</td>
<td>4.8</td>
<td>4.5</td>
<td>3.5</td>
<td>3.9</td>
<td>4.9</td>
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<tr>
<td>At least once a week</td>
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<td>10.1</td>
<td>12.3</td>
<td>8.9</td>
<td>5.2</td>
<td>7.3</td>
<td>7.9</td>
<td>9.9</td>
<td>8.7</td>
</tr>
<tr>
<td>Once or twice a month</td>
<td>13.2</td>
<td>12.5</td>
<td>14.0</td>
<td>14.5</td>
<td>14.4</td>
<td>14.5</td>
<td>16.8</td>
<td>16.0</td>
<td>17.2</td>
</tr>
<tr>
<td>A few times a year</td>
<td>37.4</td>
<td>43.0</td>
<td>40.4</td>
<td>41.6</td>
<td>37.9</td>
<td>43.0</td>
<td>37.0</td>
<td>37.2</td>
<td>35.7</td>
</tr>
<tr>
<td>Never</td>
<td>36.5</td>
<td>30.3</td>
<td>30.4</td>
<td>32.0</td>
<td>37.7</td>
<td>30.8</td>
<td>36.8</td>
<td>33.1</td>
<td>33.6</td>
</tr>
</tbody>
</table>

**SOURCE:** University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.
Indicator 53. Volunteer Work and Community Affairs

Percent of high school seniors who participate in community affairs or volunteer work at least once per week by race: 1980 to 1994

The proportion of seniors participating in volunteer work has grown in recent years. After showing little change during the 1980s the proportion of seniors who participated in volunteer activities at least once a month rose from 22 percent in 1990 to 28 percent in 1994. About 10 percent of seniors reporting participating in volunteer activities at least once per week, including 14 percent of blacks and 10 percent of whites.

SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, various years.
Indicator 54. Religion

Religious involvement of high school seniors: 1976 to 1994

<table>
<thead>
<tr>
<th>Year</th>
<th>Attending religious services (in percent)</th>
<th>Importance of religion in my life (in percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly 1 to 2 times per month</td>
<td>Rarely</td>
</tr>
<tr>
<td>1976</td>
<td>40.7</td>
<td>16.3</td>
</tr>
<tr>
<td>1978</td>
<td>39.4</td>
<td>17.2</td>
</tr>
<tr>
<td>1980</td>
<td>43.1</td>
<td>16.3</td>
</tr>
<tr>
<td>1982</td>
<td>37.3</td>
<td>17.4</td>
</tr>
<tr>
<td>1984</td>
<td>37.7</td>
<td>16.2</td>
</tr>
<tr>
<td>1985</td>
<td>35.3</td>
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<td>15.6</td>
</tr>
<tr>
<td>1988</td>
<td>31.9</td>
<td>17.3</td>
</tr>
<tr>
<td>1989</td>
<td>31.4</td>
<td>16.6</td>
</tr>
<tr>
<td>1990</td>
<td>30.4</td>
<td>15.7</td>
</tr>
<tr>
<td>1991</td>
<td>31.2</td>
<td>16.8</td>
</tr>
<tr>
<td>1992</td>
<td>32.4</td>
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<tr>
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<td>16.4</td>
</tr>
<tr>
<td>1994</td>
<td>32.3</td>
<td>16.5</td>
</tr>
</tbody>
</table>

**SOURCE:** University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.
Religious involvement of high school seniors: 1976 to 1994

The proportion of high school seniors who attend religious services every week showed little change between 1976 and 1980, but then declined from 43 percent in 1980 to 32 percent in 1987. There was little change after that. This pattern was mirrored to some extent by the changes in the proportion who felt that religion was "very important" or "pretty important" in their lives, which dropped from 65 percent in 1980 to 57 percent in 1987. The percentage was 58 percent in 1994.

SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, various years.
## Indicator 55. Values

Percent of 1972, 1982, and 1992 high school seniors who felt that certain life values were "very important," by sex: 1974 to 1994

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Being successful in work</td>
<td>81.2</td>
<td>74.9</td>
<td>88.7</td>
<td>84.2</td>
</tr>
<tr>
<td>Finding steady work</td>
<td>74.7</td>
<td>59.9</td>
<td>87.4</td>
<td>83.3</td>
</tr>
<tr>
<td>Having lots of money</td>
<td>17.8</td>
<td>9.1</td>
<td>35.8</td>
<td>20.9</td>
</tr>
<tr>
<td>Being a leader in the community</td>
<td>8.5</td>
<td>4.4</td>
<td>13.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Correcting inequalities</td>
<td>16.6</td>
<td>18.2</td>
<td>13.3</td>
<td>13.9</td>
</tr>
<tr>
<td>Having children</td>
<td>—</td>
<td>—</td>
<td>42.7</td>
<td>56.3</td>
</tr>
<tr>
<td>Having a happy family life</td>
<td>83.1</td>
<td>86.7</td>
<td>86.1</td>
<td>90.2</td>
</tr>
<tr>
<td>Providing better opportunities for my children</td>
<td>59.5</td>
<td>61.6</td>
<td>72.1</td>
<td>69.9</td>
</tr>
<tr>
<td>Living closer to parents or relatives</td>
<td>8.3</td>
<td>12.4</td>
<td>15.6</td>
<td>20.1</td>
</tr>
<tr>
<td>Moving from area</td>
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<td>7.4</td>
<td>10.5</td>
<td>9.1</td>
</tr>
<tr>
<td>Having strong friendships</td>
<td>76.5</td>
<td>74.7</td>
<td>80.1</td>
<td>79.7</td>
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<tr>
<td>Having leisure time</td>
<td>60.9</td>
<td>55.1</td>
<td>74.5</td>
<td>72.0</td>
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</tbody>
</table>

—Question not asked.

A 1994 survey of 1992 high school seniors found that males and females had very similar life values and goals. In contrast to earlier comparisons in 1974 and 1984, women were equally likely as men to feel that being successful in work and finding steady work was very important. Another important change from the earlier period was an increase in the importance attributed to "providing better opportunities for my children."
## Indicator 56. Job Satisfaction

### Satisfaction of the high school class of 1992 with their jobs, by sex, high school program, and graduation status: 1994

<table>
<thead>
<tr>
<th>Job value</th>
<th>High school graduates from the class of 1992, not enrolled in postsecondary education</th>
<th>Dropouts and other noncompleters</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Pay and fringe benefits</td>
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<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>26.0</td>
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<tr>
<td>Dissatisfied</td>
<td>50.7</td>
<td>51.0</td>
</tr>
<tr>
<td></td>
<td>23.3</td>
<td>20.7</td>
</tr>
<tr>
<td>Importance and challenge</td>
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<td>100.0</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>34.9</td>
<td>36.2</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>47.8</td>
<td>47.9</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>17.3</td>
<td>15.9</td>
</tr>
<tr>
<td>Working conditions</td>
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<td>100.0</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>41.8</td>
<td>39.4</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>43.2</td>
<td>45.0</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>15.0</td>
<td>15.6</td>
</tr>
<tr>
<td>Opportunity for promotion and advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>30.6</td>
<td>33.3</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>34.1</td>
<td>34.6</td>
</tr>
<tr>
<td>Opportunity to use past training and education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>29.2</td>
<td>29.9</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>41.1</td>
<td>41.4</td>
</tr>
<tr>
<td>Security and permanence</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>43.2</td>
<td>44.6</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>33.0</td>
<td>32.5</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>23.8</td>
<td>22.9</td>
</tr>
<tr>
<td>Opportunity to further education</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>29.6</td>
<td>31.8</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>31.9</td>
<td>32.1</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>38.5</td>
<td>36.1</td>
</tr>
</tbody>
</table>

1 Includes persons receiving diplomas and GED credentials by the spring of 1994. Excludes working persons who were enrolled full-time or part-time in postsecondary education. Persons not in labor force and unemployed are excluded.

2 Dropouts from the class of 1992 may have left school any time after the middle of the 8th grade. Also includes some who still enrolled in high school in 1994.

3 Last high school program reported by students. Excludes students in special education, alternative, and other programs.

**NOTE:** References to the class of 1992 are based on students who were 8th graders in 1988 and who would be expected to have graduated in 1992. This group includes students who did not complete high school until later as well as persons who dropped out between 1988 and 1992.

Satisfaction of the high school class of 1992 with their jobs by graduation status:
1994


Young workers who were not enrolled in college expressed mixed feelings about their jobs. Graduates from the class of 1992 appeared only slightly more satisfied with their job’s pay and opportunity for promotion than high school dropouts. Large proportions were dissatisfied with these aspects of their jobs. For example, 35 percent of the graduates and 42 percent of the dropouts were dissatisfied with their job’s opportunity for promotion. Male and female graduates generally had similar attitudes about their jobs, except females were slightly more likely to express dissatisfaction with the job’s pay and opportunity and more likely to express satisfaction with the job’s working conditions.
## Indicator 57. Attitudes Compared with Parents' Views

Percent of high school seniors indicating that they agree with their parents on selected topics: 1975 to 1992

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What to do with your life</td>
<td>67</td>
<td>74</td>
<td>72</td>
<td>72</td>
<td>71</td>
<td>73</td>
<td>71</td>
<td>70</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>How to dress</td>
<td>63</td>
<td>68</td>
<td>66</td>
<td>65</td>
<td>64</td>
<td>64</td>
<td>63</td>
<td>62</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>How to spend money</td>
<td>48</td>
<td>47</td>
<td>44</td>
<td>43</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>41</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>What is permitted on a date</td>
<td>41</td>
<td>48</td>
<td>46</td>
<td>46</td>
<td>45</td>
<td>49</td>
<td>50</td>
<td>47</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Value of an education</td>
<td>82</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>86</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>Roles for women</td>
<td>61</td>
<td>69</td>
<td>70</td>
<td>71</td>
<td>71</td>
<td>72</td>
<td>69</td>
<td>71</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>Environmental issues</td>
<td>58</td>
<td>54</td>
<td>53</td>
<td>50</td>
<td>50</td>
<td>48</td>
<td>53</td>
<td>55</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Racial issues</td>
<td>56</td>
<td>61</td>
<td>63</td>
<td>62</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>64</td>
<td>67</td>
<td>66</td>
</tr>
<tr>
<td>Religion</td>
<td>65</td>
<td>72</td>
<td>69</td>
<td>70</td>
<td>68</td>
<td>69</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Politics</td>
<td>49</td>
<td>49</td>
<td>52</td>
<td>49</td>
<td>46</td>
<td>46</td>
<td>51</td>
<td>48</td>
<td>51</td>
<td>49</td>
</tr>
</tbody>
</table>

**NOTE:** Includes students reporting "very similar" or "mostly similar" views.

**SOURCE:** University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.
Indicator 57. Attitudes Compared with Parents' Views

Percent of high school seniors indicating that they agree with their parents on selected topics: 1975 and 1992

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

High school seniors of 1992 agreed more with their parents on six out of ten important topics than seniors in 1975. The level of agreement remained about the same for three other areas, and decreased in only one area, "how to spend money." Most seniors (87 percent) agreed with their parents on the value of an education. Only about half or fewer of the seniors were in agreement with their parents on how to spend money, what is permitted on a date, and politics.
## Number of arrests per 1,000 persons, by age: 1950 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>14 to 17 years</th>
<th>18 to 24 years</th>
<th>25 to 34 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>4.1</td>
<td>12.9</td>
<td>9.9</td>
</tr>
<tr>
<td>1955</td>
<td>21.2</td>
<td>20.0</td>
<td>20.1</td>
</tr>
<tr>
<td>1960</td>
<td>47.0</td>
<td>41.5</td>
<td>34.6</td>
</tr>
<tr>
<td>1965</td>
<td>75.9</td>
<td>52.8</td>
<td>40.0</td>
</tr>
<tr>
<td>1970</td>
<td>104.3</td>
<td>74.4</td>
<td>44.9</td>
</tr>
<tr>
<td>1975</td>
<td>121.3</td>
<td>89.5</td>
<td>49.4</td>
</tr>
<tr>
<td>1980</td>
<td>125.5</td>
<td>113.8</td>
<td>61.4</td>
</tr>
<tr>
<td>1981</td>
<td>130.5</td>
<td>119.1</td>
<td>66.2</td>
</tr>
<tr>
<td>1982</td>
<td>120.0</td>
<td>117.5</td>
<td>68.0</td>
</tr>
<tr>
<td>1983</td>
<td>117.3</td>
<td>118.3</td>
<td>71.6</td>
</tr>
<tr>
<td>1984</td>
<td>104.6</td>
<td>101.9</td>
<td>61.6</td>
</tr>
<tr>
<td>1985</td>
<td>118.6</td>
<td>117.0</td>
<td>72.7</td>
</tr>
<tr>
<td>1986</td>
<td>118.1</td>
<td>118.9</td>
<td>73.3</td>
</tr>
<tr>
<td>1987</td>
<td>123.1</td>
<td>122.8</td>
<td>78.0</td>
</tr>
<tr>
<td>1988</td>
<td>117.0</td>
<td>117.0</td>
<td>82.8</td>
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<tr>
<td>1989</td>
<td>114.9</td>
<td>130.2</td>
<td>83.7</td>
</tr>
<tr>
<td>1990</td>
<td>131.8</td>
<td>126.2</td>
<td>78.8</td>
</tr>
<tr>
<td>1991</td>
<td>116.0</td>
<td>120.0</td>
<td>87.5</td>
</tr>
<tr>
<td>1992</td>
<td>126.9</td>
<td>129.5</td>
<td>85.4</td>
</tr>
<tr>
<td>1993</td>
<td>130.3</td>
<td>126.1</td>
<td></td>
</tr>
</tbody>
</table>

- Data not available

1 Based on 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.

2 The arrest rate is an approximation for years 1950 to 1960. The rate for 1965 to 1990 is based on the number of arrests of all persons under 18 per 1,000 persons in the population 14 to 17 years old. The 14- to 17-year-old arrest rate includes arrests of persons aged 13 and younger. 1991 to 1993 data for 14- to 17-year-olds include arrests for 13-year-olds but does not include arrests for children 12 years old and younger. Data for 1950 to 1960 and for 1991 to 1993 are not directly comparable to data for 1965 to 1990.

**NOTE:** Some fluctuations in arrest rates are caused by changes in the response rates of law enforcement agencies.

The number of arrests per 1,000 of 14- to 17-year-olds increased 13 percent between 1989 and 1993. Arrest rates for young adults between 14 and 24 years old were much higher in 1993 than two or three decades earlier. In 1950, there were 13 arrests per 1,000 for 18- to 24-year-olds. By 1993 the rate was 126 per 1,000. Most of the increase in the arrest rates occurred between 1950 and 1980. Since 1980, the rates have fluctuated.
## Indicator 59. Types of Crime

### Persons arrested, by type of charge and age: 1969 to 1993

<table>
<thead>
<tr>
<th>Charge</th>
<th>Arrests, 1993</th>
<th>Number of arrests per 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of offenders under 18</td>
<td>14- to 17-year-olds</td>
</tr>
<tr>
<td>Total arrests</td>
<td>17.1</td>
<td>27.5</td>
</tr>
<tr>
<td>Serious crimes[^3]</td>
<td>29.3</td>
<td>25.9</td>
</tr>
<tr>
<td>Murder and non-negligent manslaughter</td>
<td>16.2</td>
<td>41.2</td>
</tr>
<tr>
<td>Forcible rape</td>
<td>16.3</td>
<td>26.7</td>
</tr>
<tr>
<td>Robbery</td>
<td>28.2</td>
<td>33.7</td>
</tr>
<tr>
<td>Aggravated assault</td>
<td>15.3</td>
<td>26.8</td>
</tr>
<tr>
<td>Burglary</td>
<td>34.3</td>
<td>28.5</td>
</tr>
<tr>
<td>Larceny/theft</td>
<td>31.3</td>
<td>23.4</td>
</tr>
<tr>
<td>Motor vehicle theft</td>
<td>44.6</td>
<td>28.7</td>
</tr>
<tr>
<td>Arson</td>
<td>49.3</td>
<td>17.0</td>
</tr>
<tr>
<td>All others[^4]</td>
<td>14.0</td>
<td>28.8</td>
</tr>
<tr>
<td>Other assaults</td>
<td>16.2</td>
<td>24.8</td>
</tr>
<tr>
<td>Forgery/counterfeiting</td>
<td>7.3</td>
<td>32.8</td>
</tr>
<tr>
<td>Fraud</td>
<td>4.8</td>
<td>27.4</td>
</tr>
<tr>
<td>Stolen property</td>
<td>27.0</td>
<td>34.0</td>
</tr>
<tr>
<td>Vandalism</td>
<td>45.6</td>
<td>24.3</td>
</tr>
<tr>
<td>Weapons (carrying, etc.)</td>
<td>23.3</td>
<td>35.9</td>
</tr>
<tr>
<td>Prostitution and commercialized vice</td>
<td>1.1</td>
<td>24.0</td>
</tr>
<tr>
<td>Sex offenses</td>
<td>18.7</td>
<td>19.2</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>9.6</td>
<td>31.9</td>
</tr>
<tr>
<td>Gambling</td>
<td>7.6</td>
<td>20.7</td>
</tr>
<tr>
<td>Drunk driving</td>
<td>0.9</td>
<td>22.2</td>
</tr>
<tr>
<td>Liquor law violations</td>
<td>21.9</td>
<td>52.0</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>2.3</td>
<td>20.8</td>
</tr>
<tr>
<td>Disorderly conduct</td>
<td>20.0</td>
<td>30.3</td>
</tr>
<tr>
<td>Vagrancy</td>
<td>13.0</td>
<td>21.3</td>
</tr>
</tbody>
</table>

[^1]: Based on 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. Arrests for those under 18 may include some persons below 14 years old. Data for 1991 and 1993 include all arrests of 13-year-olds.

[^2]: Data since 1991 may not be comparable to previous years.

[^3]: 1969 figures for serious crimes include data on manslaughter by negligence.

[^4]: Includes other charges not listed separately.

**NOTE:** Details may not sum to totals due to rounding.

In 1993, about 55 percent of those arrested for serious crimes were under 25 years old. The number of arrests per 1,000 young adults 18 to 24 years old doubled between 1969 and 1993. The largest percentage increase was in arrests for drunk driving which climbed from 3 per 1,000 to 11 per 1,000 between 1969 and 1993. Other large increases occurred in arrests for larceny and theft, assault, fraud, drug abuse, and liquor law violations.
## Indicator 60. Educational Aspirations

Percent of seniors who plan to go to college after graduation and educational aspirations, by selected characteristics: 1982 and 1992

<table>
<thead>
<tr>
<th>Student and school characteristics</th>
<th>Planned timing of postsecondary attendance</th>
<th>Level of educational aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right after high school</td>
<td>A year or more after graduation</td>
</tr>
<tr>
<td>Male</td>
<td>53.4</td>
<td>73.0</td>
</tr>
<tr>
<td>Female</td>
<td>63.0</td>
<td>80.1</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>60.2</td>
<td>76.6</td>
</tr>
<tr>
<td>Black</td>
<td>57.5</td>
<td>75.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.6</td>
<td>75.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>81.7</td>
<td>83.4</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>48.5</td>
<td>65.7</td>
</tr>
<tr>
<td>Test performance quartile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>32.8</td>
<td>59.3</td>
</tr>
<tr>
<td>Second</td>
<td>45.2</td>
<td>71.2</td>
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<tr>
<td>Third</td>
<td>61.9</td>
<td>81.2</td>
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<tr>
<td>Highest</td>
<td>85.4</td>
<td>90.9</td>
</tr>
<tr>
<td>Socioeconomic status 1</td>
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<td></td>
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<tr>
<td>Low</td>
<td>38.3</td>
<td>60.3</td>
</tr>
<tr>
<td>Middle</td>
<td>56.6</td>
<td>74.6</td>
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<tr>
<td>High</td>
<td>82.8</td>
<td>91.1</td>
</tr>
<tr>
<td>Control of school</td>
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<tr>
<td>Public</td>
<td>56.0</td>
<td>74.8</td>
</tr>
<tr>
<td>Catholic</td>
<td>80.0</td>
<td>93.0</td>
</tr>
<tr>
<td>Other private</td>
<td>77.3</td>
<td>92.0</td>
</tr>
</tbody>
</table>

1 Socioeconomic status was measured by a composite score on parental education and occupation, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

The hopes for the future of high school seniors included more education in 1992 than in 1982. In 1992, 69 percent said that they hoped to graduate from college as compared with 39 percent in 1982. Moreover, 33 percent said they hoped to get a postgraduate degree as compared with 18 percent in 1982. The proportion of minority students aspiring for postgraduate degrees was about the same or higher as for whites.
### Primary activities of high school class of 1992 by graduation status, sex, race, and socioeconomic status: 1994

#### Student characteristics

<table>
<thead>
<tr>
<th>Activity status 1</th>
<th>Total</th>
<th>Student only</th>
<th>Student and working</th>
<th>Working only</th>
<th>Homemaker only</th>
<th>Homemaker and worker or student</th>
<th>Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>22.0</td>
<td>32.8</td>
<td>34.0</td>
<td>2.6</td>
<td>3.4</td>
<td>3.2</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>100.0</td>
<td>21.9</td>
<td>29.4</td>
<td>39.4</td>
<td>0.1</td>
<td>1.0</td>
<td>5.6</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>100.0</td>
<td>22.2</td>
<td>36.2</td>
<td>28.4</td>
<td>5.1</td>
<td>5.8</td>
<td>0.8</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>100.0</td>
<td>22.9</td>
<td>34.3</td>
<td>32.5</td>
<td>2.2</td>
<td>3.3</td>
<td>3.3</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>100.0</td>
<td>18.3</td>
<td>27.8</td>
<td>40.6</td>
<td>2.6</td>
<td>3.8</td>
<td>3.7</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>100.0</td>
<td>16.7</td>
<td>27.9</td>
<td>41.1</td>
<td>4.8</td>
<td>3.8</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>100.0</td>
<td>34.8</td>
<td>40.3</td>
<td>18.0</td>
<td>1.3</td>
<td>1.8</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan</strong></td>
<td>100.0</td>
<td>10.3</td>
<td>20.5</td>
<td>41.0</td>
<td>10.7</td>
<td>4.5</td>
<td>3.2</td>
<td>9.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socioeconomic status 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low</strong></td>
<td>100.0</td>
<td>11.2</td>
<td>22.9</td>
<td>51.6</td>
<td>4.1</td>
<td>4.0</td>
<td>3.7</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>100.0</td>
<td>18.3</td>
<td>35.8</td>
<td>34.5</td>
<td>2.6</td>
<td>3.4</td>
<td>3.8</td>
<td>1.6</td>
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<td><strong>Asian/Pacific Islander</strong></td>
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<td><strong>American Indian/Alaskan</strong></td>
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<tr>
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<td>7.6</td>
<td>1.9</td>
<td>0.0</td>
<td>19.4</td>
</tr>
</tbody>
</table>

2. Socioeconomic status was measured by a composite score on parental education and occupation, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the highest quartile.
3. Dropouts from the class of 1992 may have left school any time after the middle of 8th grade. Also includes some still enrolled in high school in 1994.

**NOTE:** References to the class of 1992 are based on students who were 8th graders in 1988 and who would be expected to have graduated in 1992. This group includes students who did not complete high school until later as well as persons who dropped out between 1988 and 1992.

A large proportion of the high school class of 1992 were in postsecondary education in spring 1994. About 22 percent of the graduates were students only, and an additional 33 percent were enrolled in school and working. About 80 percent high socioeconomic status graduates were enrolled in postsecondary education compared to about 35 percent of low socioeconomic status graduates.
## Indicator 62. Employment of Young Adults

**Labor force participation of persons 16 years old and over, by sex and age: 1950 to 1995**

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16 years old and over</td>
<td>16 to 19 years old</td>
<td>20 to 24 years old</td>
<td>25 to 34 years old</td>
</tr>
<tr>
<td>1950</td>
<td>43,817</td>
<td>2,504</td>
<td>4,632</td>
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</tr>
<tr>
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<td>44,475</td>
<td>2,369</td>
<td>3,221</td>
<td>10,806</td>
</tr>
<tr>
<td>1960</td>
<td>46,388</td>
<td>2,787</td>
<td>4,123</td>
<td>10,251</td>
</tr>
<tr>
<td>1965</td>
<td>48,255</td>
<td>3,397</td>
<td>5,926</td>
<td>10,653</td>
</tr>
<tr>
<td>1970</td>
<td>51,228</td>
<td>4,008</td>
<td>5,709</td>
<td>11,311</td>
</tr>
<tr>
<td>1975</td>
<td>56,299</td>
<td>4,805</td>
<td>7,398</td>
<td>13,854</td>
</tr>
<tr>
<td>1980</td>
<td>61,453</td>
<td>4,998</td>
<td>8,287</td>
<td>16,327</td>
</tr>
<tr>
<td>1985</td>
<td>64,411</td>
<td>4,134</td>
<td>8,283</td>
<td>18,808</td>
</tr>
<tr>
<td>1990</td>
<td>68,234</td>
<td>3,866</td>
<td>8,287</td>
<td>20,548</td>
</tr>
<tr>
<td>1992</td>
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<td>3,564</td>
<td>7,242</td>
<td>19,355</td>
</tr>
<tr>
<td>1993</td>
<td>70,817</td>
<td>3,896</td>
<td>7,540</td>
<td>18,854</td>
</tr>
<tr>
<td>1994</td>
<td>71,360</td>
<td>4,036</td>
<td>7,338</td>
<td>18,670</td>
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</tbody>
</table>

**Civilian labor force, in thousands**

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>86.4</td>
<td>63.2</td>
</tr>
<tr>
<td>1955</td>
<td>85.4</td>
<td>58.9</td>
</tr>
<tr>
<td>1960</td>
<td>83.3</td>
<td>56.1</td>
</tr>
<tr>
<td>1965</td>
<td>80.7</td>
<td>53.8</td>
</tr>
<tr>
<td>1970</td>
<td>79.7</td>
<td>56.1</td>
</tr>
<tr>
<td>1975</td>
<td>77.9</td>
<td>59.1</td>
</tr>
<tr>
<td>1980</td>
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<td>60.5</td>
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<td>1985</td>
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<td>56.8</td>
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<td>1990</td>
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<td>55.7</td>
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<tr>
<td>1993</td>
<td>75.2</td>
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<td>54.1</td>
</tr>
<tr>
<td>1995</td>
<td>75.0</td>
<td>54.8</td>
</tr>
</tbody>
</table>

**Percent in labor force**

<table>
<thead>
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<th>Year</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
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<td>63.2</td>
</tr>
<tr>
<td>1955</td>
<td>85.4</td>
<td>58.9</td>
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<tr>
<td>1960</td>
<td>83.3</td>
<td>56.1</td>
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<td>1965</td>
<td>80.7</td>
<td>53.8</td>
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<tr>
<td>1970</td>
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<td>56.1</td>
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<td>1975</td>
<td>77.9</td>
<td>59.1</td>
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<td>56.8</td>
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<td>1990</td>
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<td>1992</td>
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<td>53.3</td>
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<tr>
<td>1994</td>
<td>75.1</td>
<td>54.1</td>
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<tr>
<td>1995</td>
<td>75.0</td>
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</table>

**Percent unemployed**

<table>
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<th>Females</th>
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<td>1960</td>
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<td>1990</td>
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<td>16.3</td>
</tr>
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</tr>
<tr>
<td>1995</td>
<td>5.6</td>
<td>18.4</td>
</tr>
</tbody>
</table>

1 The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military.
2 The labor force participation rate is the percentage of persons either employed or seeking employment.
3 The unemployment rate is the proportion of those in the labor force who are not working and are seeking employment.

The proportion of young men 20 to 24 years old in the labor force has remained relatively steady over the past 25 years. Young women's participation in the labor force grew significantly during the 1960s, 1970s, and early 1980s. Between 1960 and 1985, the proportion of women 20 to 24 years old in the labor force rose from 46 percent to 72 percent, but there has been little change since then.
# Indicator 63. Unemployment of Young Adults

Unemployment rates of 16- to 24-year-olds, by sex, race/ethnicity, and age: 1950 to 1995

<table>
<thead>
<tr>
<th>Year</th>
<th>All races 16 to 19 years old</th>
<th>All races 20 to 24 years old</th>
<th>White 16 to 19 years old</th>
<th>White 20 to 24 years old</th>
<th>Black 16 to 19 years old</th>
<th>Black 20 to 24 years old</th>
<th>Hispanic 16 to 19 years old</th>
<th>Hispanic 20 to 24 years old</th>
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<tr>
<td>1950</td>
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<td>13.9</td>
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<td>32.7</td>
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<td>22.7</td>
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<td>13.7</td>
<td>7.5</td>
<td>31.9</td>
<td>17.9</td>
<td>20.2</td>
<td>9.7</td>
</tr>
<tr>
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<td>14.2</td>
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<td>32.1</td>
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<td>26.3</td>
<td>10.8</td>
</tr>
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<td>15.6</td>
<td>7.9</td>
<td>37.1</td>
<td>17.6</td>
<td>25.3</td>
<td>10.6</td>
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<table>
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<td>1980</td>
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</tr>
<tr>
<td>1984</td>
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</tr>
<tr>
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<td>9.6</td>
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<tr>
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<td>9.2</td>
</tr>
<tr>
<td>1995</td>
<td>16.1</td>
<td>9.0</td>
</tr>
</tbody>
</table>

---

1 Includes Hispanics.
2 Hispanics may be of any race.
3 Includes black and other races.

**NOTE:** The unemployment rate is the proportion of those in the labor force who are not working and are seeking employment.

Unemployment rates of 16- to 24-year-olds, by sex, race/ethnicity, and age: 1995

<table>
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<th></th>
<th>Unemployment rate</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>25</td>
</tr>
<tr>
<td>20-24</td>
<td>11</td>
</tr>
<tr>
<td>Females</td>
<td>19</td>
</tr>
<tr>
<td>16-19</td>
<td>37</td>
</tr>
<tr>
<td>20-24</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** Hispanics may be of any race.


Black teenagers are much more likely to be unemployed than whites. The 1995 unemployment rate for white teenage males was about 16 percent; it was 37 percent for black and 25 percent for Hispanic teenage males. High unemployment rates persisted for older black male youths, with about 18 percent of black 20- to 24-year-olds being unemployed compared with 8 percent of whites and 11 percent of Hispanics. Unemployment rates for women followed similar racial/ethnic and age patterns—higher for blacks than for whites and higher for teenagers than for those in their early 20s.
### Indicator 64. Employment of High School Graduates

Employment and unemployment of high school graduates in year of graduation, by college enrollment status: October 1965 to October 1994

[Numbers in thousands]

<table>
<thead>
<tr>
<th>Year of enrollment and graduation</th>
<th>High school graduates</th>
<th>Graduates in the civilian labor force&lt;sup&gt;1&lt;/sup&gt;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent of total&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Percent employed</td>
</tr>
<tr>
<td>Not enrolled in college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>1,305</td>
<td>49</td>
<td>72</td>
</tr>
<tr>
<td>1970</td>
<td>1,330</td>
<td>48</td>
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</tr>
<tr>
<td>1975</td>
<td>1,571</td>
<td>49</td>
<td>65</td>
</tr>
<tr>
<td>1980</td>
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<td>51</td>
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</tr>
<tr>
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<td>47</td>
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</tr>
<tr>
<td>1988</td>
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<td>41</td>
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</tr>
<tr>
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<td>991</td>
<td>40</td>
<td>72</td>
</tr>
<tr>
<td>1990</td>
<td>945</td>
<td>40</td>
<td>68</td>
</tr>
<tr>
<td>1991</td>
<td>857</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>1992</td>
<td>919</td>
<td>37</td>
<td>63</td>
</tr>
<tr>
<td>1993</td>
<td>873</td>
<td>37</td>
<td>64</td>
</tr>
<tr>
<td>1994</td>
<td>959</td>
<td>38</td>
<td>64</td>
</tr>
<tr>
<td>Enrolled in college</td>
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</tr>
<tr>
<td>1965</td>
<td>1,354</td>
<td>51</td>
<td>25</td>
</tr>
<tr>
<td>1970</td>
<td>1,427</td>
<td>52</td>
<td>30</td>
</tr>
<tr>
<td>1975</td>
<td>1,615</td>
<td>51</td>
<td>35</td>
</tr>
<tr>
<td>1980</td>
<td>1,524</td>
<td>49</td>
<td>38</td>
</tr>
<tr>
<td>1983</td>
<td>1,562</td>
<td>53</td>
<td>37</td>
</tr>
<tr>
<td>1984</td>
<td>1,662</td>
<td>55</td>
<td>37</td>
</tr>
<tr>
<td>1985</td>
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<td>58</td>
<td>39</td>
</tr>
<tr>
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<td>1987</td>
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<td>57</td>
<td>41</td>
</tr>
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<td>1988</td>
<td>1,575</td>
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<td>57</td>
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<tr>
<td>1992</td>
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<td>42</td>
</tr>
<tr>
<td>1993</td>
<td>1,464</td>
<td>63</td>
<td>40</td>
</tr>
<tr>
<td>1994</td>
<td>1,559</td>
<td>62</td>
<td>41</td>
</tr>
</tbody>
</table>

<sup>1</sup> The civilian labor force includes all employed persons, plus those seeking employment; it excludes persons in the military. The labor force participation rate is the percent of persons either employed or seeking employment.

<sup>2</sup> Percent not enrolled in college plus percent enrolled in college equals 100.

<sup>3</sup> The unemployment rate is the proportion of those in the labor force who are not employed and are seeking employment.

Indicator 64. Employment of High School Graduates

Labor force participation and unemployment of high school graduates in year of graduation, by college enrollment status: October 1965 to October 1994


Between 1965 and 1994, the percentage of noncollege-bound high school graduates entering the labor force changed little. The apparent dip in 1970 was caused by the entry of young men into the military rather than the civilian labor force. In contrast, the proportion of college entrants who were also in the labor force rose from 28 percent in 1965 to 46 percent in 1994. Since the early 1980s, the proportion of high school students going on to college immediately after high school has risen.
## Indicator 65. Earnings After High School

Earnings for 1993 for the high school class of 1992, by completion status, sex, and race

<table>
<thead>
<tr>
<th>Student characteristics</th>
<th>Median earnings for those with some earnings¹</th>
<th>Average earnings for those with some earnings¹</th>
<th>Average earnings for all persons</th>
<th>Distribution of all persons, by earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Less than $5,000</td>
</tr>
<tr>
<td>Total</td>
<td>$8,400</td>
<td>$9,421</td>
<td>$7,802</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>10,000</td>
<td>11,122</td>
<td>9,744</td>
<td>100.0</td>
</tr>
<tr>
<td>Female</td>
<td>6,000</td>
<td>6,913</td>
<td>5,297</td>
<td>100.0</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>9,000</td>
<td>9,877</td>
<td>8,652</td>
<td>100.0</td>
</tr>
<tr>
<td>Black</td>
<td>6,000</td>
<td>7,884</td>
<td>5,273</td>
<td>100.0</td>
</tr>
<tr>
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<td>8,000</td>
<td>8,528</td>
<td>6,938</td>
<td>100.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>8,000</td>
<td>8,752</td>
<td>6,812</td>
<td>100.0</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>7,600</td>
<td>9,159</td>
<td>5,836</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>3,800</td>
<td>4,968</td>
<td>4,106</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>4,000</td>
<td>5,631</td>
<td>4,697</td>
<td>100.0</td>
</tr>
<tr>
<td>Female</td>
<td>3,000</td>
<td>4,331</td>
<td>3,546</td>
<td>100.0</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3,800</td>
<td>4,930</td>
<td>4,185</td>
<td>100.0</td>
</tr>
<tr>
<td>Black</td>
<td>3,000</td>
<td>4,312</td>
<td>3,168</td>
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<td>6,106</td>
<td>4,878</td>
<td>100.0</td>
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<td>4,969</td>
<td>3,632</td>
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</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>3,000</td>
<td>3,731</td>
<td>2,665</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>7,000</td>
<td>7,840</td>
<td>5,270</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>9,000</td>
<td>9,254</td>
<td>7,364</td>
<td>100.0</td>
</tr>
<tr>
<td>Female</td>
<td>4,800</td>
<td>5,693</td>
<td>3,097</td>
<td>100.0</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8,000</td>
<td>8,353</td>
<td>6,347</td>
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</tr>
<tr>
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<td>7,708</td>
<td>4,500</td>
<td>100.0</td>
</tr>
<tr>
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<td>10,000</td>
<td>9,239</td>
<td>6,284</td>
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</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>10,000</td>
<td>10,516</td>
<td>5,514</td>
<td>100.0</td>
</tr>
</tbody>
</table>

¹ Excludes persons who reported no employment or earnings during 1993.
² Enrollment status is based on persons who attended any postsecondary education in 1993.
³ Dropouts from the class of 1992 may have left school any time after the middle of 8th grade. Also includes some still enrolled in high school in 1994.
⁴ Less than .05 percent.

**NOTE:** References to the class of 1992 are based on students who were 8th graders in 1988 and who would be expected to have graduated in 1992. This group includes students who did not complete high school until later as well as persons who dropped out between 1988 and 1992.

Average 1993 earnings for employed persons for the high school class of 1992, by completion status, postsecondary enrollment, sex, and race

High school graduates earned relatively low salaries in the first full year following their expected graduation. The average earnings for graduates of the class of 1992 was $7,802. The dropouts and other noncompleters earned even less, $5,270. Many of the young people had no income at all. About 17 percent of the graduates not attending postsecondary education had no earnings, as did 33 percent of the dropouts.
Employment periods and number of jobs held by the high school class of 1992 one to two years after expected graduation, by completion status, sex and race: 1994

<table>
<thead>
<tr>
<th>Student characteristics</th>
<th>Number of months employed in 1993</th>
<th>Number of jobs held between summer 1992 and spring 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 to 3 4 to 6 7 to 9 10 or 11</td>
<td>10 or more jobs</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
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<tr>
<td>High school graduates and GED recipients not attending postsecondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>8.4</td>
</tr>
<tr>
<td>Male</td>
<td>100.0</td>
<td>6.6</td>
</tr>
<tr>
<td>Female</td>
<td>100.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
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<td>6.6</td>
</tr>
<tr>
<td>Black</td>
<td>100.0</td>
<td>15.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>100.0</td>
<td>11.3</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>100.0</td>
<td>10.8</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>100.0</td>
<td>5.4</td>
</tr>
<tr>
<td>High school graduates and GED recipients attending postsecondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>21.8</td>
</tr>
<tr>
<td>Male</td>
<td>100.0</td>
<td>23.9</td>
</tr>
<tr>
<td>Female</td>
<td>100.0</td>
<td>19.9</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>100.0</td>
<td>21.8</td>
</tr>
<tr>
<td>Black</td>
<td>100.0</td>
<td>22.2</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>18.7</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>100.0</td>
<td>25.4</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>100.0</td>
<td>18.5</td>
</tr>
<tr>
<td>High school dropouts and other noncompleters not attending postsecondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>12.9</td>
</tr>
<tr>
<td>Male</td>
<td>100.0</td>
<td>8.8</td>
</tr>
<tr>
<td>Female</td>
<td>100.0</td>
<td>18.7</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>100.0</td>
<td>10.1</td>
</tr>
<tr>
<td>Black</td>
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<td>13.2</td>
</tr>
<tr>
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</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>100.0</td>
<td>10.8</td>
</tr>
</tbody>
</table>

1 Excludes persons who reported no employment during 1993.
2 Enrollment status for number of months employed data are based on persons who attended some postsecondary education in 1993. Enrollment status for number of jobs data are based on persons who were enrolled in spring 1994.
3 Less than .05 percent.
4 Dropouts from the class of 1992 may have left school any time after the middle of 8th grade. Also includes some still enrolled in high school in 1994.

NOTE: References to the class of 1992 are based on students who were 8th graders in 1988 and who would be expected to have graduated in 1992. This group includes students who did not complete high school until later as well as persons who dropped out between 1988 and 1992.

A considerable proportion of the class of 1992 had not held any job in nearly two years out of high school. About 6 percent of the graduates not attending postsecondary education and 19 percent of the dropouts and other noncompleters did not obtain any job over the two year period. The proportion of female dropouts not holding any job was particularly high at 28 percent, perhaps because of difficulties with child care arrangements.
## Indicator 67. Employment of College Students

Employment of 16- to 24-year-old college students, by attendance status and hours worked per week: October 1970 to October 1994

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time college students</th>
<th></th>
<th></th>
<th></th>
<th>Part-time college students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of full-time students employed</td>
<td>Percent of full-time students employed</td>
<td>Percent working 20 or more hours/week</td>
<td>Percent working 35 or more hours/week</td>
<td>Number of part-time students employed</td>
<td>Percent of part-time students employed</td>
<td>Percent working 20 or more hours/week</td>
<td>Percent working 35 or more hours/week</td>
</tr>
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<td>14.1</td>
<td>3.7</td>
<td>672</td>
<td>82.5</td>
<td>76.2</td>
<td>60.4</td>
</tr>
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<td>34.1</td>
<td>14.8</td>
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<td>756</td>
<td>83.4</td>
<td>75.0</td>
<td>51.7</td>
</tr>
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<td>15.0</td>
<td>3.4</td>
<td>759</td>
<td>84.8</td>
<td>76.1</td>
<td>53.1</td>
</tr>
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<td>16.8</td>
<td>4.4</td>
<td>774</td>
<td>85.3</td>
<td>76.8</td>
<td>52.5</td>
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<td>17.0</td>
<td>4.7</td>
<td>—</td>
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<td>77.2</td>
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<td>2,134</td>
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<td>16.6</td>
<td>4.6</td>
<td>940</td>
<td>80.8</td>
<td>72.1</td>
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<td>16.9</td>
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<td>1,018</td>
<td>84.6</td>
<td>76.1</td>
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<td>86.1</td>
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<td>53.9</td>
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<td>18.8</td>
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<td>81.7</td>
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<td>84.9</td>
<td>77.7</td>
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<td>4.3</td>
<td>1,056</td>
<td>85.9</td>
<td>79.0</td>
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<td>78.7</td>
<td>52.7</td>
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<tr>
<td>1991</td>
<td>3,323</td>
<td>47.2</td>
<td>25.4</td>
<td>5.6</td>
<td>1,082</td>
<td>85.8</td>
<td>76.3</td>
<td>50.9</td>
</tr>
<tr>
<td>1992</td>
<td>3,391</td>
<td>47.2</td>
<td>25.8</td>
<td>5.5</td>
<td>1,131</td>
<td>83.4</td>
<td>75.0</td>
<td>47.8</td>
</tr>
<tr>
<td>1993</td>
<td>3,197</td>
<td>46.3</td>
<td>24.6</td>
<td>5.1</td>
<td>1,187</td>
<td>84.6</td>
<td>75.1</td>
<td>43.7</td>
</tr>
<tr>
<td>1994</td>
<td>3,470</td>
<td>47.6</td>
<td>27.6</td>
<td>5.8</td>
<td>1,347</td>
<td>84.6</td>
<td>74.9</td>
<td>43.8</td>
</tr>
</tbody>
</table>

1Includes those with a job but not at work during the survey week.

—Data not available.

Employment of 16- to 24-year-old full-time college students, by hours worked per week: October 1970 to October 1994

Full-time college students of the 1990s are much more likely to be employed than those of the early 1970s. The students of 1994 are also working longer hours than those of the early 1970s. In 1994, 28 percent of 16- to 24-year-old full-time students worked 20 or more hours per week compared to 14 percent in 1970. There has been less change in the working patterns of part-time students, except for a drop in the percent working 35 or more hours per week.

## Indicator 68. Employment of Dropouts

Employment status of high school dropouts in the year that they dropped out: October 1970 to October 1994

<table>
<thead>
<tr>
<th>October of year</th>
<th>Dropouts ¹</th>
<th>Dropouts in the civilian labor force ²</th>
<th>Dropouts not in the labor force</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent employed</td>
<td>Number</td>
</tr>
<tr>
<td>1970</td>
<td>712</td>
<td>45</td>
<td>427</td>
</tr>
<tr>
<td>1975</td>
<td>727</td>
<td>41</td>
<td>455</td>
</tr>
<tr>
<td>1980</td>
<td>739</td>
<td>44</td>
<td>471</td>
</tr>
<tr>
<td>1981</td>
<td>714</td>
<td>40</td>
<td>450</td>
</tr>
<tr>
<td>1982</td>
<td>668</td>
<td>37</td>
<td>421</td>
</tr>
<tr>
<td>1983</td>
<td>597</td>
<td>43</td>
<td>377</td>
</tr>
<tr>
<td>1984</td>
<td>601</td>
<td>43</td>
<td>387</td>
</tr>
<tr>
<td>1985</td>
<td>612</td>
<td>43</td>
<td>413</td>
</tr>
<tr>
<td>1986</td>
<td>562</td>
<td>46</td>
<td>359</td>
</tr>
<tr>
<td>1987</td>
<td>502</td>
<td>41</td>
<td>333</td>
</tr>
<tr>
<td>1988</td>
<td>552</td>
<td>43</td>
<td>327</td>
</tr>
<tr>
<td>1989</td>
<td>446</td>
<td>47</td>
<td>292</td>
</tr>
<tr>
<td>1990</td>
<td>405</td>
<td>47</td>
<td>280</td>
</tr>
<tr>
<td>1991</td>
<td>380</td>
<td>37</td>
<td>235</td>
</tr>
<tr>
<td>1992</td>
<td>406</td>
<td>36</td>
<td>242</td>
</tr>
<tr>
<td>1993</td>
<td>399</td>
<td>47</td>
<td>254</td>
</tr>
<tr>
<td>1994 ⁴</td>
<td>510</td>
<td>43</td>
<td>311</td>
</tr>
</tbody>
</table>

¹ Includes persons from 16 to 24 years old who dropped out from any grade without completing high school during the previous 12 months (October through October).
² The civilian labor force includes all employed persons plus those seeking employment. It excludes persons in the military. The labor force participation rate is the percent of persons either employed or seeking employment.
³ The unemployment rate is the proportion of those in the labor force who are not working and are looking for employment.
⁴ In 1994, new survey collection techniques and population weighting were used.

Employment status of 16- to 24-year-olds who dropped out of school between October 1993 and October 1994

Total persons who dropped out between October 1993 and October 1994 = 510,000


The job outlook for high school dropouts is generally dismal. In October of 1994, slightly more than two out of five dropouts during the previous 12 months were employed. Some of those not working were looking for jobs, but a large majority of them were not looking for work.
## Indicator 69. Earnings and Education

Median annual earnings of workers 25 to 34 years old, by sex and level of education: 1970 to 1993

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High school dropouts</td>
<td>4 years of high school</td>
<td>Some college</td>
<td>4 or more years of college</td>
<td>High school dropouts</td>
<td>4 years of high school</td>
<td>Some college</td>
<td>4 or more years of college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$26,894</td>
<td>$32,109</td>
<td>$35,472</td>
<td>$39,889</td>
<td>$11,041</td>
<td>$15,934</td>
<td>$18,913</td>
<td>$26,831</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>23,166</td>
<td>29,575</td>
<td>31,611</td>
<td>34,548</td>
<td>8,757</td>
<td>13,625</td>
<td>16,886</td>
<td>23,483</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>20,317</td>
<td>27,663</td>
<td>28,834</td>
<td>32,957</td>
<td>9,155</td>
<td>14,193</td>
<td>17,627</td>
<td>21,581</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Constant 1994 dollars

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High school dropouts</td>
<td>4 years of high school</td>
<td>Some college</td>
<td>4 or more years of college</td>
<td>High school dropouts</td>
<td>4 years of high school</td>
<td>Some college</td>
<td>4 or more years of college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>$26,894</td>
<td>$32,109</td>
<td>$35,472</td>
<td>$39,889</td>
<td>$11,041</td>
<td>$15,934</td>
<td>$18,913</td>
<td>$26,831</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>23,166</td>
<td>29,575</td>
<td>31,611</td>
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<td>8,757</td>
<td>13,625</td>
<td>16,886</td>
<td>23,483</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>20,317</td>
<td>27,663</td>
<td>28,834</td>
<td>32,957</td>
<td>9,155</td>
<td>14,193</td>
<td>17,627</td>
<td>21,581</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ratio compared to earnings for high school graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High school dropouts</td>
<td>4 years of high school</td>
<td>Some college</td>
<td>4 or more years of college</td>
<td>High school dropouts</td>
<td>4 years of high school</td>
<td>Some college</td>
<td>4 or more years of college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>0.84</td>
<td>1.00</td>
<td>1.10</td>
<td>1.24</td>
<td>0.69</td>
<td>1.00</td>
<td>1.19</td>
<td>1.68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>0.78</td>
<td>1.00</td>
<td>1.07</td>
<td>1.17</td>
<td>0.64</td>
<td>1.00</td>
<td>1.24</td>
<td>1.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>0.73</td>
<td>1.00</td>
<td>1.04</td>
<td>1.19</td>
<td>0.65</td>
<td>1.00</td>
<td>1.24</td>
<td>1.52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Source

Median annual earnings of workers 25 to 34 years old, by sex and level of education: 1970 to 1993


Median salaries in constant dollars for young adults have fallen for all education levels and both sexes since 1970. The declines have been particularly large for males with less than 4 years of college. Between 1970 and 1993, the median earnings of male high school dropouts fell by 48 percent and those of high school graduates fell by 35 percent. Because of the discrepancy in the declines among the less and more well educated males, the earnings gap increased substantially. In 1970, males with 4 or more years of college earned 24 percent more than high school graduates. This gap narrowed to 17 percent in 1975, but widened to 57 percent in 1993. Although females continue to earn substantially less than males with similar levels of education, their incomes have declined at a slower pace over the past 20 years. As a result of the more moderate decline, the disparity in men's and women's earnings with similar levels of education has narrowed.
Glossary

Aid to Families with Dependent Children (AFDC) program provides cash support for low-income families with dependent children who have been deprived of parental support due to death, disability, continued absence of a parent, or unemployment.

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

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.

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 unit is 1) all members of a particular household who are related by blood or legal arrangements; 2) persons living alone or sharing a household with others; or 3) two or more persons together who are making joint expenditure decisions. All units are considered financially independent.

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.

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.

Employment includes activities of civilian, noninstitutionalized persons such as 1) paid work during any part of a survey week; work at their own business, profession, or farm; or unpaid work for 15 hours or more in a family-owned enterprise; or 2) temporary absence due to illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not another job is being sought.

Estimated pregnancy rate is the sum of births, plus abortions, plus miscarriages. Miscarriages are estimated as 20 percent of all births and to 10 percent of all abortions.

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 family (as defined above), and any unrelated persons (unrelated subfamily members, other individuals, or both) who may be resid-
ing 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 persons living in the household, whereas family members include only the householder and his/her relatives (see “family”).

**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 persons) 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 relations of all other household members, if any, are 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 or as members of the armed forces, as well as the unemployed (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 noninstitutional 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.

**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** is 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.
Own children are family members who are sons and daughters, including stepchildren and adopted children, of the household. "Own children" in a subfamily are sons and daughters of the married couple or parent in the subfamily.

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.

Racial/ethnic group is a classification that indicates racial or ethnic heritage based on self-identification based on the Office of Management and Budget standard classification scheme presented below. (Note that two groups, American Indian or Alaskan Native and Asian or Pacific Islander, are not presented in most indicators in this report because separate data for these groups are unreliable because of small sample sizes.)

White includes persons 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 Bureau of the Census, which are noted accordingly in this book.

Black includes those having origins in any of the black racial groups of Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the Bureau of the Census, which are noted accordingly in this book.

Black and other races includes all persons who identify themselves in the enumeration process to be other than white. At the time of the 1970 Census of Population, 89 percent of the black and other population group were black; the remainder were American Indian, Alaskan Natives, and Asian and Pacific Islanders. The term "black" is used in this book when the relevant data are provided exclusively for the black population.

Hispanic or Spanish origin are persons who identify themselves as being of Hispanic or Spanish origin or descent. Persons of Hispanic origin, in particular, are those who indicate that their origin is Mexican, Puerto Rican, Cuban, Central or South American, or some other Hispanic origin. Persons of Hispanic origin may be of any race. In the 1970 Census of Population, approximately 96 percent of the Hispanic population were white.

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 expenditures per pupil in average daily attendance includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures of regular school programs, interest on school debt, and capital outlay. Beginning in 1980-81, expenditures for other programs (summer schools, community colleges, and private schools) have been included.

Unemployed persons include all persons who did not work during the survey week, who had made specific efforts to find a job within the past 4 weeks, and who were avail-
able for work during the survey week (except for temporary illness). Also included as unemployed are those who did not work at all, were available for work, and were waiting to be called back to a job from which they had been laid off, or 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.
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