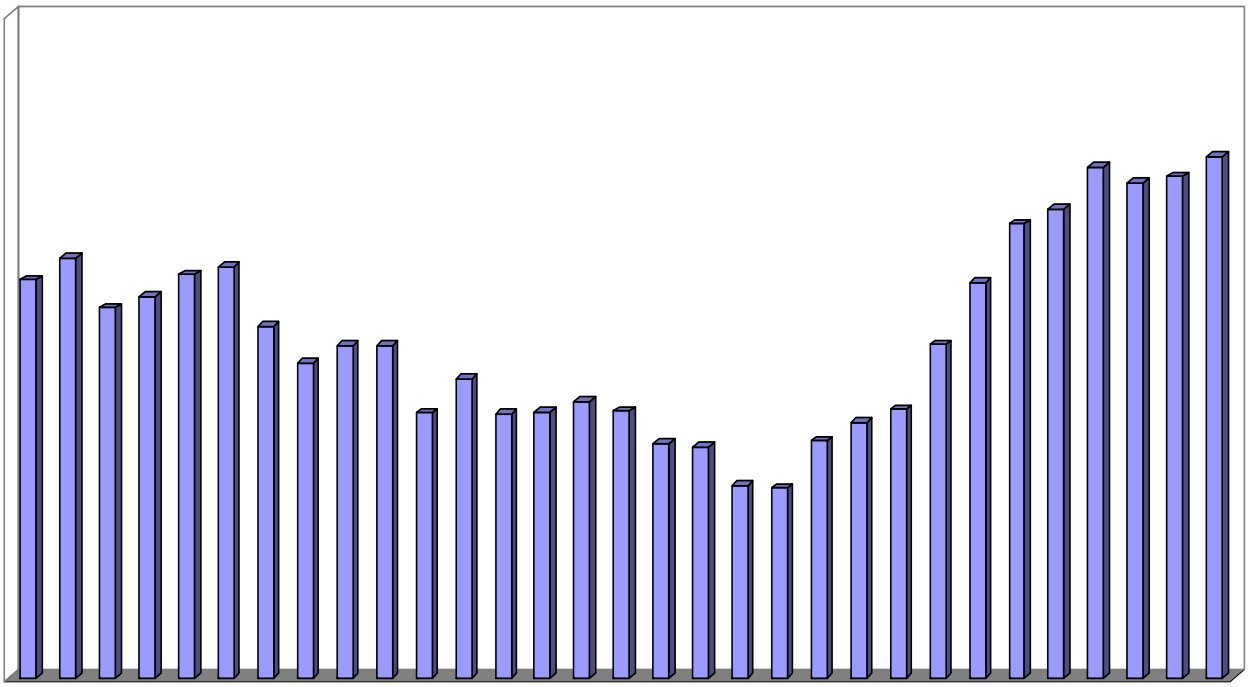


2006 Report

The Foundation for Child Development Child and Youth Well-Being Index (CWI), 1975-2004, with Projections for 2005

A composite index of trends in the well-being of America's children and youth.

Kenneth C. Land, Project Coordinator
March 15, 2006
Duke University
Durham, North Carolina

Introduction

The Foundation for Child Development Child and Youth Well-Being Index Project at Duke University has updated its measures of trends in the well-being, or quality of life, of children and youth in the United States over the 30-year period, 1975 to 2004, with projections for 2005. A number of findings and conclusions can be drawn from the updated measures. Among major trends, the Project finds:

- Children are faring better overall in recent years – child and youth well-being has continued to recover from losses in the 1980s. The Project's overall measure of well-being – a composite Child and Youth Well-Being Index (CWI) – shows only a fractional increase of 0.22 from 103.69 in 2003 to 103.91 in 2004. Our statistical models project that the CWI continued to increase in 2005 and that the rate of increase from 2004 to 2005 will be slightly larger (0.76) than that from 2003 to 2004. The CWI for 2004 (103.9) is at the highest level since the base year of 1975 and has improved almost every year since 1994.

- The economic recession and slow growth of 2001-2002 negatively impacted several indicators in the Family Economic Well-Being component of the CWI, such as the poverty rate for families with children ages 0 to 17, the rate of such families with at least one parent with secure employment, and median family income. This resulted in corresponding declines in the Family Economic Well-Being Domain Index that continued into 2003 and 2004. Our time series models project a flat-to-slight improvement in the Family Economic Well-Being Domain Index for 2005.

- Educational Attainment, based on national mathematics and reading tests, has shown slight improvements in math scores since 1978, but, except for the youngest age group tested (age 9), no improvements in reading scores are seen. A downturn in recent years is evident for the oldest group tested (age 17). Trends in educational attainment indicators are the focus of a subsequent section of this report.

- Since the mid-1980s, data used in the construction of the CWI have had sufficient race/ethnic identifiers to allow computation of the CWI for children and youth from three major race/ethnic groups in American society-- whites, African Americans, and Hispanics. The Project's studies of trends in the CWI for these three groups show that, while there are unique features in the trends for each group, major changes up or down in the CWI similarly impact all three groups. In particular, the general improvements in child and youth well-being signaled by the CWI over the past decade have not been confined to any particular group. Disparities among the groups have remained, however, especially in the Family Economic Well-Being and Educational Attainment Domains.

The following sections provide details about the CWI for all children. We then discuss in detail the Educational Attainment Domain and highlight a number of social changes and public policies that may account for these trends.

The Child and Youth Well-Being Index (CWI)
1975 – 2004, with Projections for 2005

The **Child and Youth Well-Being Index (CWI)** is an evidence-based composite measure of trends over time in the quality of life or well-being of America's children and young people. It comprises several interrelated summary domains of annual time series of various social indicators of well-being. These seven domains have been found in numerous social science studies to be related to an overall sense of subjective well-being or satisfaction with life. Appendix A briefly describes the Methods of Index Construction and identifies both the seven domains of the CWI as well as the 28 Key Indicators that comprise them. Briefly, the seven domains include: Family Economic Well-Being, Health, Safety/Behavioral Concerns, Educational Attainment, Community Connectedness, Social Relationships, and Emotional/Spiritual Well-Being. Sources for time series data on the Key Indicators are presented in Appendix B. The composite Index, an equally-weighted average of the seven domains, gives a sense of the overall direction of change in well-being, as compared to a base year of the indicators, 1975.

The CWI is designed to address questions such as the following:

- Overall, on average, how did child and youth well-being in the U.S. change in the last quarter of the 20th century and beyond?
- Did it improve or deteriorate?
- By approximately how much?
- In which domains of social life?
- For specific age groups?
- For particular race/ethnic groups?
- For each of the sexes?
- And did race/ethnic group and sex disparities increase or decrease?

The CWI is computed and updated annually, and is based on observed data from the Key Indicators through the year 2003 (except for child mortality rates and activity limitations, which are available through 2002, and child obesity rates, which were last measured in 1999-2000). Updates on most of Key Indicators currently are available for the year 2004, and three are available for 2005. The remaining indicators are projected by use of statistical time series models. Due to the substantial inertia in many of the indicators time series, the one-year-ahead projected values have been found to be quite accurate.

The CWI for 1975 through 2004, including its projected value for 2005, can be seen in Figure 1. Actual numerical CWI values are given in Appendix C.

Figure 1: Child and Youth Well-Being Index (CWI), 1975-2004, with Projections for 2005

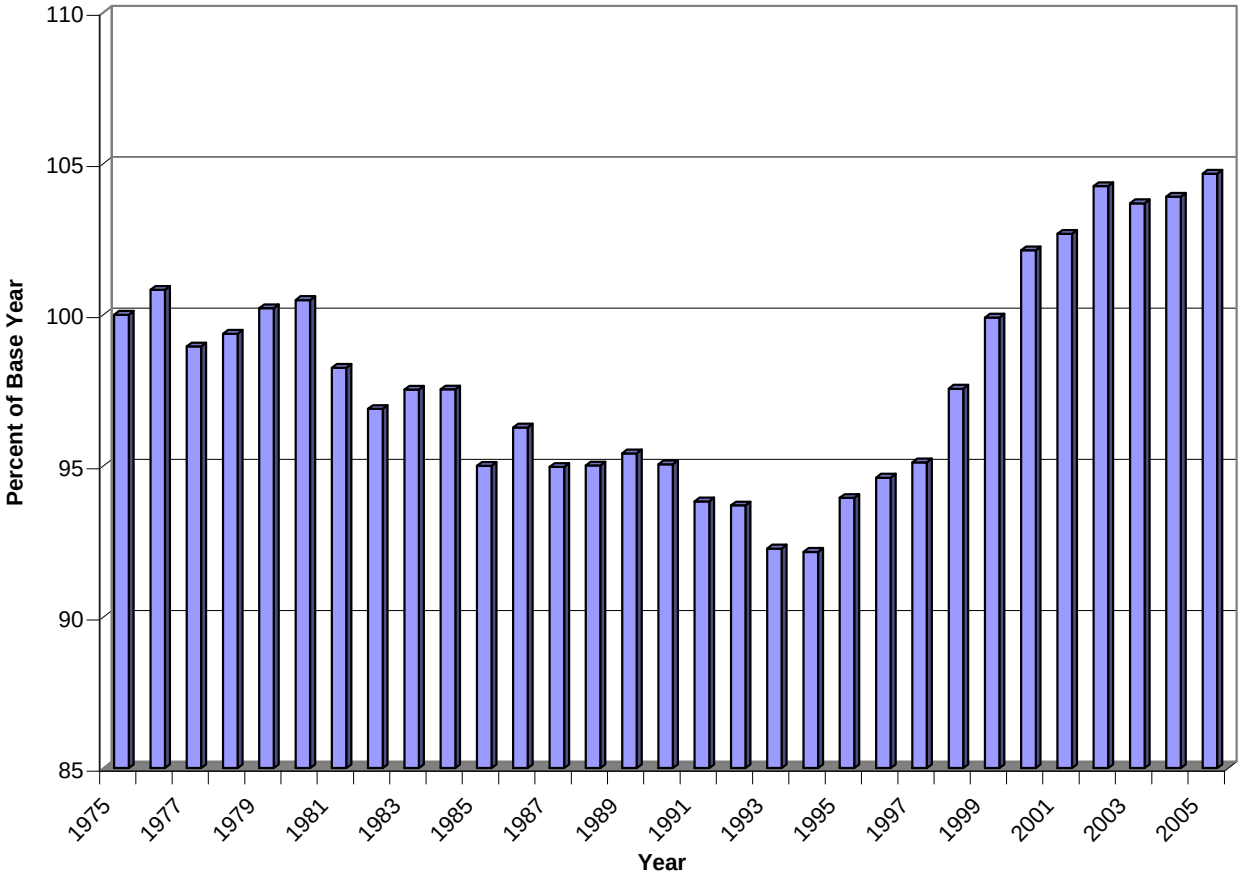
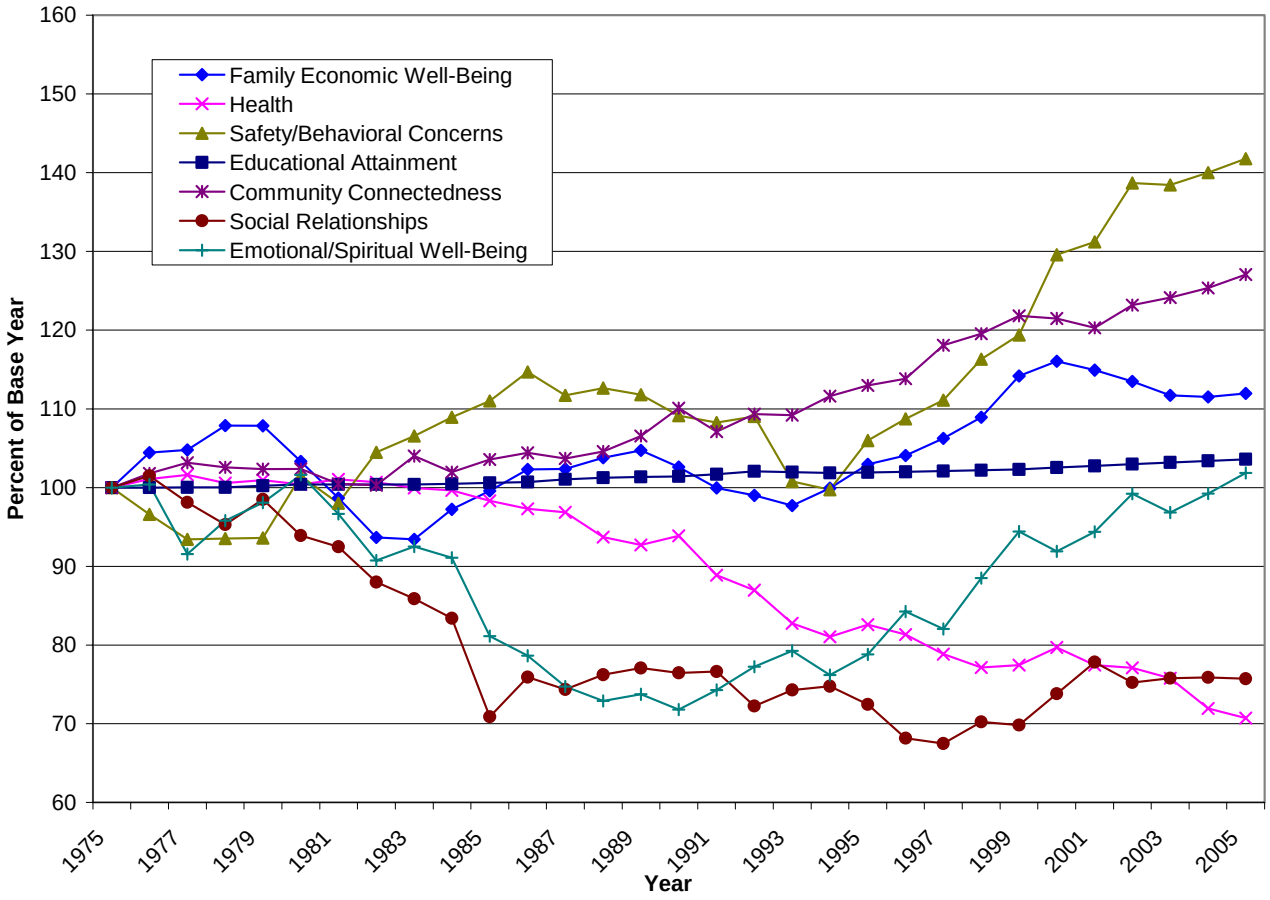


Figure 2 shows the seven domain-specific summary indices for 1975 through 2005. Again, some of the indicators are projected for 2004 and all except three are projected for 2005.

Figure 2. Domain-Specific Summary Indices, 1975-2004, with Projections for 2005.



In the year 2003, the CWI (24 Key Indicators based on observed data, 4 Indicators projected) showed a decrease of 0.57 percent from 2002 and a 3.7 percent increase over the base-year of 1975. The 2004 Index (22 Indicators based on observed data, 6 Indicators projected) shows an improvement of 3.9 percent over baseline. Further, the (almost completely) projected year, 2005, predicts an increase over 2004 and remains above the 1975 value. These results suggest that the long-term trend of increasing well-being since 1993 and 1994, the two years with the lowest CWI values, will continue.

The overall CWI can be broken down into the seven domains previously mentioned in order to judge where children are experiencing the most improvement. Over the past three decades children and youth have experienced substantial improvements in two domains: Safety/Behavioral Concerns and Community Connectedness, and Family Economic Well-Being has improved since the mid-1990s, as shown in Figure 2. One domain, Emotional/Spiritual Well-Being, deteriorated to a low point in 1990 and has show improvements to levels near those of the 1975 base year since 2002. Another domain, Educational Attainment, has remained relatively steady at a level slightly above the 1975 base-year level, despite repeated national efforts to improve education beginning in 1983. In 2004, two domains remain below baseline levels: Health, and Social Relationships.

A few key trends in individual domains and indicators should be noted:

- The Safety/Behavioral Concerns Domain (which includes indicators of trends in teenage childbearing, violent crime involvement, and cigarette, alcohol, and drug use) has shown the most improvement since 1975 and in 2004 was 40 percent higher than its base-year level. This large gain is due to improvements in all of the domain indicators.

- Although the Family Economic Well-Being Domain Index (which includes indicators of trends in the income of families with children, the family poverty rate, stable parental employment, and health insurance coverage) improved during the 1990s, since 2000 the financial status of American families with children has declined. For instance, the 2003 poverty rate for families with children under the age of 18 rose to above 1975 baseline levels for the first time since 1999 (17.2 percent in 2003 versus 16.8 percent in 1975). But, in terms of trends over the past decade, the family poverty rate remains below levels of the mid-1990s.

- Not surprisingly, the Health Domain (which includes indicators of trends in infant, child, and teenage mortality, health, activity limitations, and obesity) continues to decline and will likely do so in 2005. Though significant improvements have been made with respect to preventing mortality in infants, children, and youth since 1975, levels of obesity have steadily grown at a pace that has negated those accomplishments. Today, the Health Domain is almost 30 percent below baseline levels.

- The Community Connectedness Domain (which includes indicators of trends in the participation of children and youth in educational, economic, and political institutions) has improved since 2001 due to increases in the percentage of young adults aged 25 to 29 who receive college degrees as well as the percentage of 3 to 4 year olds who attend pre-Kindergarten. Our projections suggest that this domain will continue to show improvement through 2005.

- The Social Relationships Domain (which includes indicators of trends in the prevalence of children in single-parent families and those subjected to residential mobility, both of which break social relationships and affect children's social capital) has been below the 1975 base year level for every subsequent year. The deterioration in this Domain Index is due to increases in the percent of children who live in single-parent families. While the largest increases in this Key Indicator occurred in the early-1980s, there was a slight increase from 2003 to 2004. This follows other small increases in 2001, 2002, and 2003, and brings the level of this Key Indicator back to that of 1997.

- The Emotional/Spiritual Well-Being Domain (which includes indicators of trends in the adolescent/teenage suicide rate, the importance of religion, and attendance at religious services) has improved fairly consistently since reaching its lowest levels in 1988-1991, due to declines in the suicide rate and increases in the spirituality indicators. This trend is projected to continue from 2004 to 2005.

Overall, children and youth in the United States are doing better today than in 1975 based on the 28 Key Indicators utilized in the CWI, and improvements likely will continue into the future. Despite deterioration since 1980 in some indicators, such as the percent of children living in single-parent families and the percent of overweight children and youth, substantial and dramatic improvements in the Key Indicators of other domains, such as Safety/Behavioral and Community Connectedness, have compensated for deteriorations related to other indicators.

Focus on the Educational Attainment Domain: NAEP Math and Reading Scores

The Educational Attainment Domain consists of two sets of indicators: Mathematics and Reading Scores from the National Assessment of Educational Progress (NAEP). NAEP, conducted under the supervision of the National Assessment Governing Board, is a nationally representative periodic assessment of U.S. student knowledge and abilities in a number of subjects. It is the Nation's Report Card. The NAEP long-term trend (NAEP-LTT) assessments in math and reading use the same testing instruments and procedures to assess changes in academic performance for students at ages 9, 13, and 17, regardless of grade. The NAEP-LTT testing instruments and procedures have remained the same to precisely replicate the test results from the 1970s to allow consistent over-time comparisons.

As shown in Figure 3, NAEP math scores have only slightly improved between 1978 and 2004. The largest improvements have been for 9-year olds, with an increase of 22 points over the period. Improvements were more modest for 13- and 17-year olds, with increases of 17 and 7 points respectively between 1978 and 2004.

Figure 3. NAEP Math Scores, 1978-2004

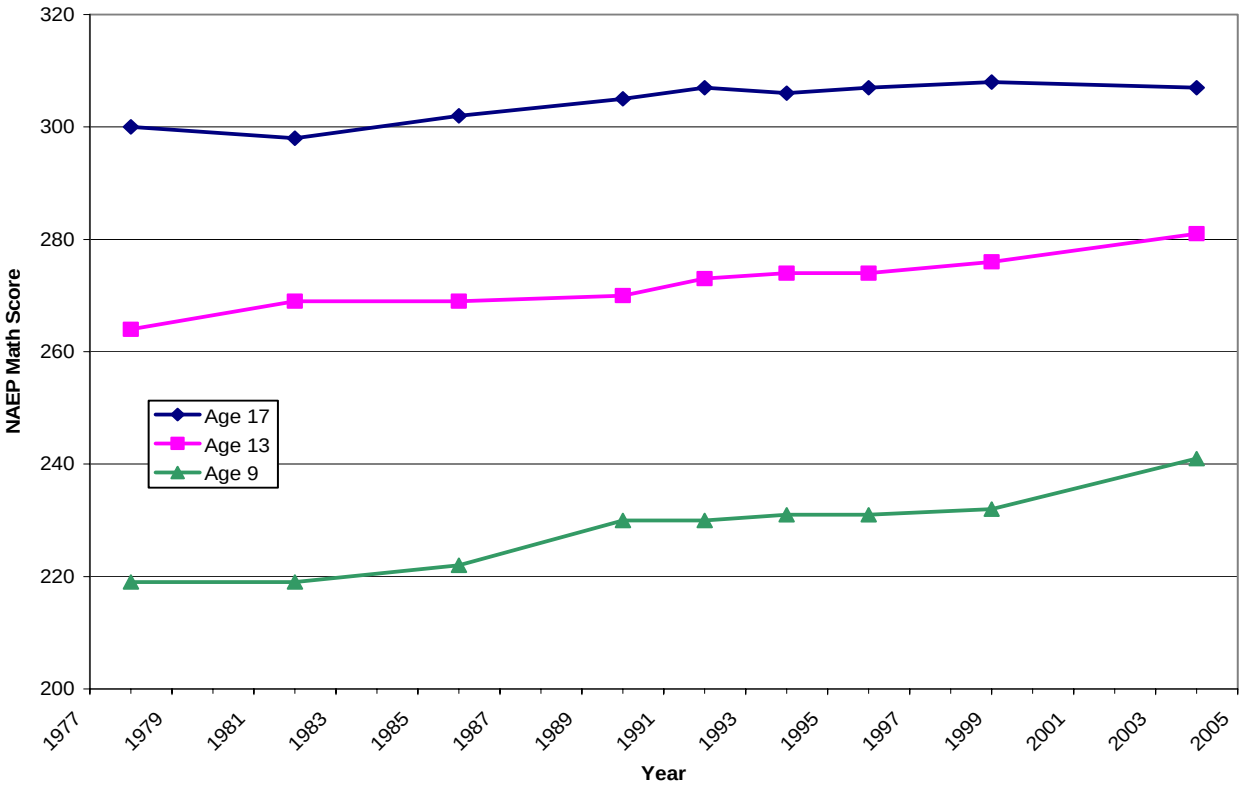
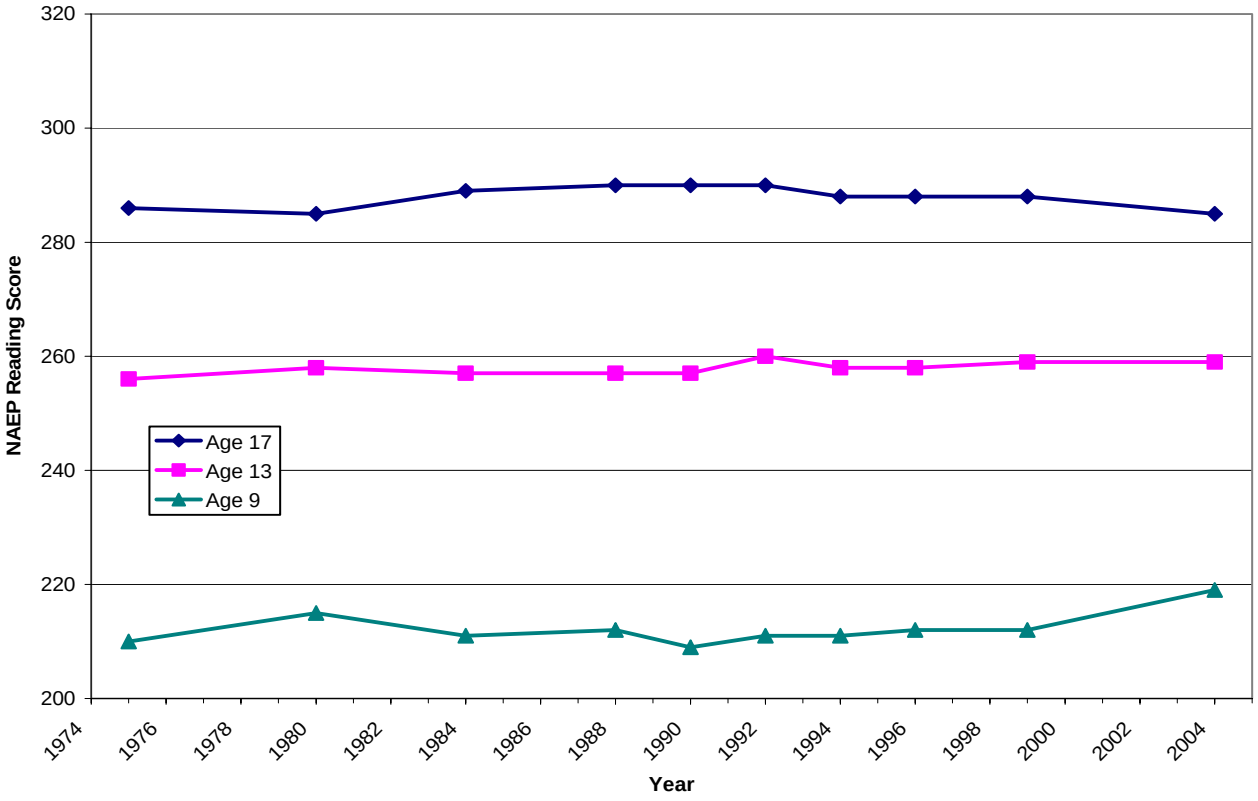


Figure 4 shows the trend in NAEP reading scores for the three ages. The 9-year olds show improvement between 1999 and 2004. Reading scores for the 13-year olds have changed very little, and since 1992 reading scores have declined for the 17-year olds.

Figure 4. NAEP Reading Scores, 1975-2004



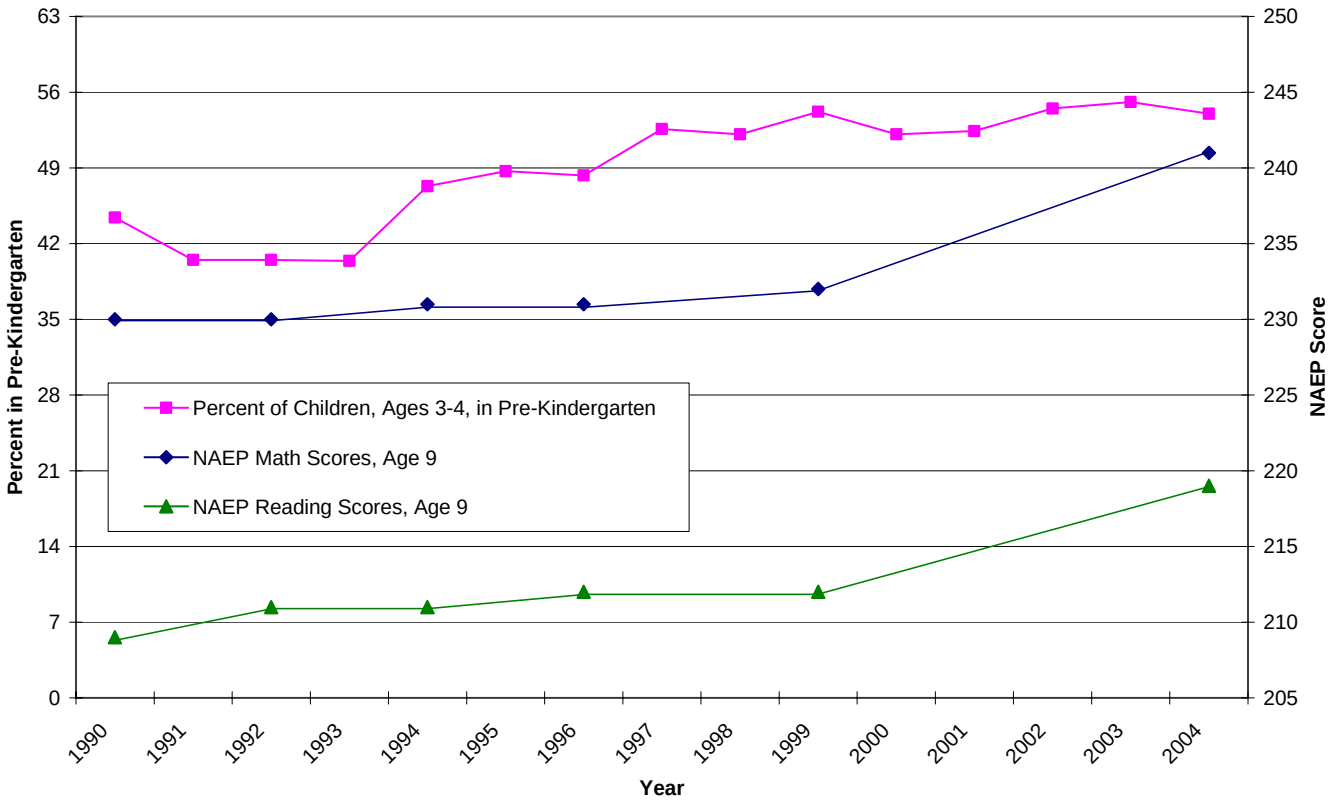
These graphs show that since the 1970s there have been slight improvements in math scores and, except for the youngest age group tested (age 9), no substantial improvements or even declines (for age 17) in reading scores.

What accounts for these trends? The simple answer is many things. American society is large and complex, with many local variations, and it – and its educational system – has changed in many ways from the 1970s to the early-2000s. Explanations of trends in test scores are similarly complex. We cannot, in this brief report, even describe the many possible factors involved. One fact is undeniable, however: the characteristics of students taking these tests have changed markedly over time. Between the 1970s and 2004, the proportion of minority students has increased. There also has been an increase in the proportion of students whose parents have advanced educational attainments themselves. And, at the youngest end of childhood, there have been increases in the percent of children at ages 3 to 4 who are enrolled in pre-Kindergarten programs. The following pages show how these changing characteristics of students are associated with changes in the NAEP test scores.

The Interrelationship of Trends: Are Pre-Kindergarten Enrollment Rates Leading Indicators for Age-9 Test Scores?

Numerous studies have documented the importance of early childhood education on the development of intellectual abilities and skills with respect to reading and mathematics. Combining the findings from such studies with observed increases in the CWI database in the percentage of children ages 3 to 4 who were enrolled in pre-Kindergarten programs across the country in the 1990s, we would expect to find evidence of a subsequent, positive impact in the age-9 test scores. Figure 5 shows the trends in the relevant time series from 1990 to 2004.

Figure 5. Percent Enrolled in Pre-Kindergarten, Ages 3-4 and NAEP Mathematics and Reading Scores, Age 9, 1990-2004



The expected positive association between increases in pre-K enrollments and increases in the NAEP scores 4 or 5 years later is evident in Figure 5. In brief, in recent decades, increases in pre-K enrollment rates have been leading indicators of subsequent increases in age-9 test scores. If this association continues to hold, it can be anticipated that further increases in pre-K enrollments will result in continued improvements in the age-9 test scores.

Effects of Demographic Standardization: Are Trends in Age-17 Test Scores Affected By Increasing Race/Ethnic Heterogeneity of Students or By Increases in Parental Education Levels?

To address this question, we apply demographic standardization techniques to examine the effect of changes in racial/ethnic composition and parental education levels on NAEP reading and math scores over time. Demographic standardization is a technique used to examine how a trend might occur if the characteristics of students remained the same over time. The gaps in math scores between whites and African Americans, or whites and Hispanics, have varied over the period of study, whereas there has been some improvement in the white-African American gap in reading scores over time. Additionally, students with better educated parents have higher scores. How has the changing characteristics of U.S. student populations influenced the overall NAEP math and reading scores? We have conducted standardization analyses for NAEP reading and mathematics scores for all three age groups (9, 13, and 17). For this report, however, we focus on the trends in scores for 17-year old students, which appear not to have increased as much as have those for the younger groups.

Demographic standardization techniques are useful for examining how a trend, such as education scores, might occur if the composition of individuals did not change over time. For the NAEP scores, we standardize the scores based on the composition of the 17-year old student populations at the beginning and end of the NAEP math and reading assessments. We first consider racial/ethnic distributions, and then the distribution of parents' highest level of education.

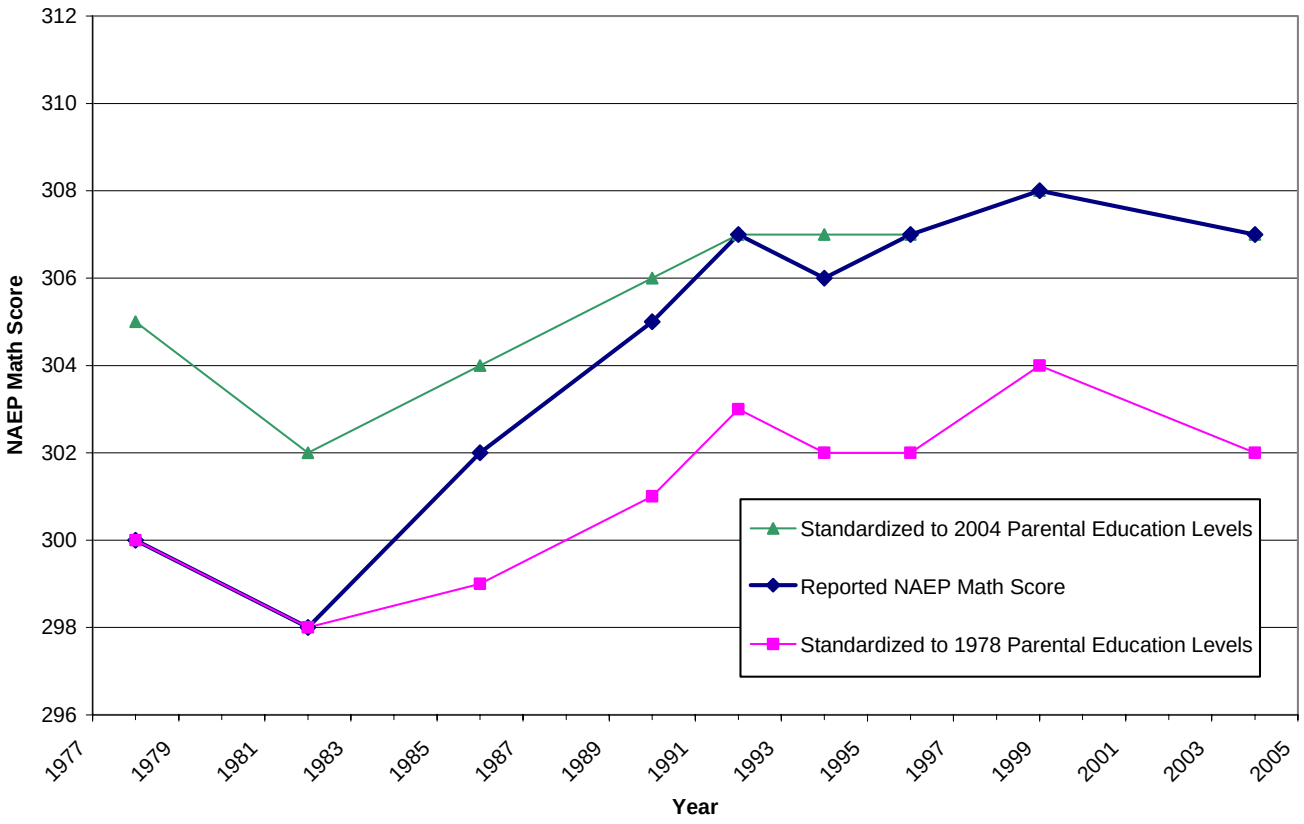
Figure 6 shows the trend of NAEP math scores for age 17, as reported and standardized to 1978 and 2004 racial/ethnic distribution of students. If the racial/ethnic distribution of 17-year old students had remained the same from 1978 to 2004, the NAEP math scores would have been 2 points higher in 2004. Similarly, if scores are standardized to the 2004 racial/ethnic distribution from 1978 to 2004, the 1978 scores would have been 2 points lower.

Figure 6. NAEP Math Scores, Age 17: As Reported and Standardized to 1978 and 2004 Racial/Ethnic Distribution

The 2004 standardized math trend is higher than the reported trend for 1994 and 1999. During this time the white-Hispanic disparity decreased due to improved Hispanic math scores and the proportion of Hispanic students also increased. Figure D1 in Appendix D shows the white-Hispanic and white-African American disparities in NAEP math scores over time.

Figure 7 shows NAEP math scores as reported and standardized to the 1978 and 2004 distributions of parents' highest level of education. If the education level of the parents of 17-year old students had remained the same from 1978 to 2004, the NAEP math scores would have been 5 points lower in 2004. Similarly, if scores are standardized to the 2004 distribution of parents' education from 1978 to 2004, the 1978 scores would have been 5 points higher.

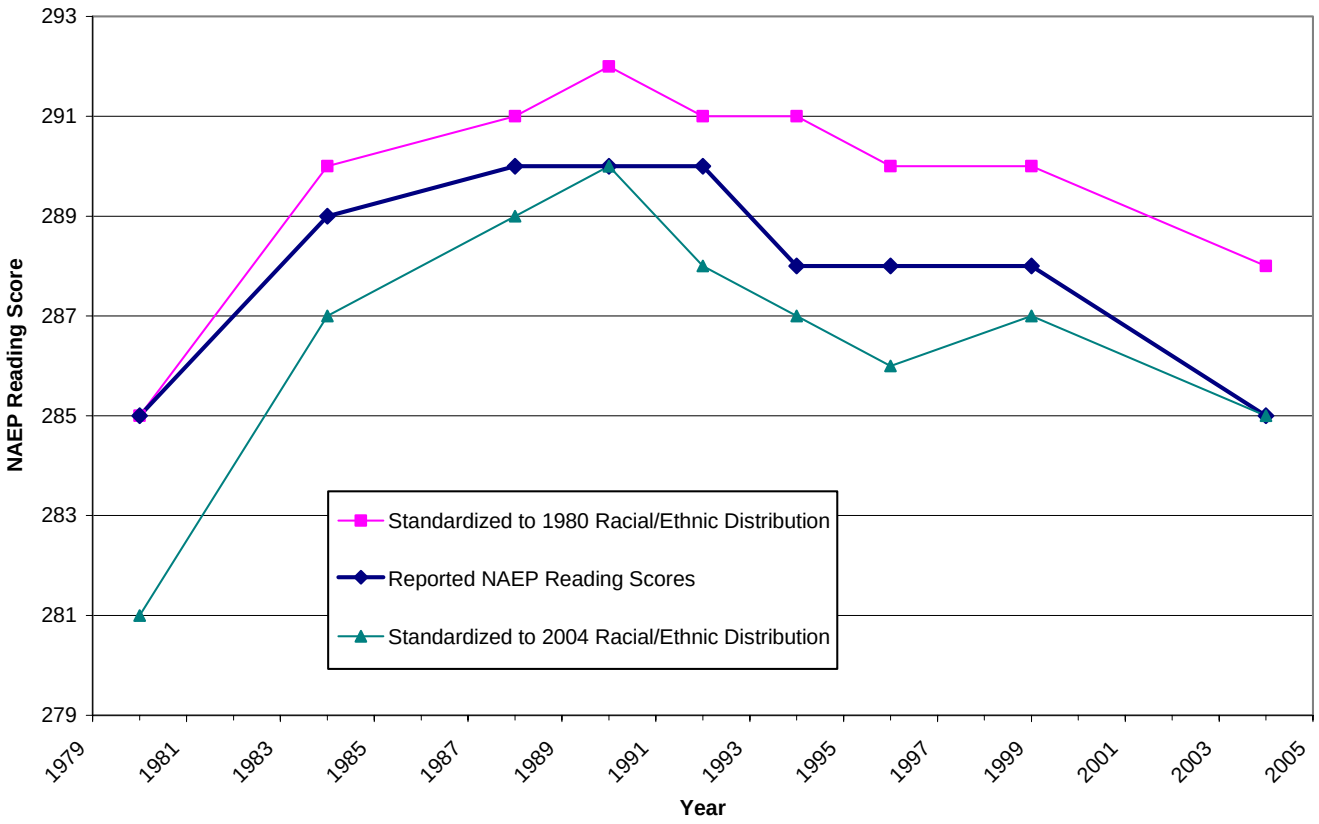
Figure 7. NAEP Math Scores, Age 17: As Reported and Standardized to 1978 and 2004 Parents' Highest Level of Education



Changes in parental education levels have had a positive effect on NAEP math scores for 17-year old students. Similar effects were also found for NAEP math scores for 13-year olds. These findings are consistent with many studies of intergenerational socioeconomic status transfers from parents to children. How does parental educational attainment affect the mathematics test scores of 17-year olds? In many ways, such as emphasizing the importance of knowledge of mathematics for success in life, encouragement to take more advanced mathematics courses in high school, assistance and encouragement in homework assignments and study, and exposure to social and cultural activities that lead to improved math ability.

Figure 8 shows the results of standardizing NAEP reading scores by the 1980 and 2004 racial/ethnic student distributions. The figure shows since 1992 there has been a decline in the reading scores of 17-year olds. This downward trend is evident for all racial/ethnic groups.

Figure 8. NAEP Reading Scores, Age 17: As Reported and Standardized to 1980 and 2004 Racial/Ethnic Distribution

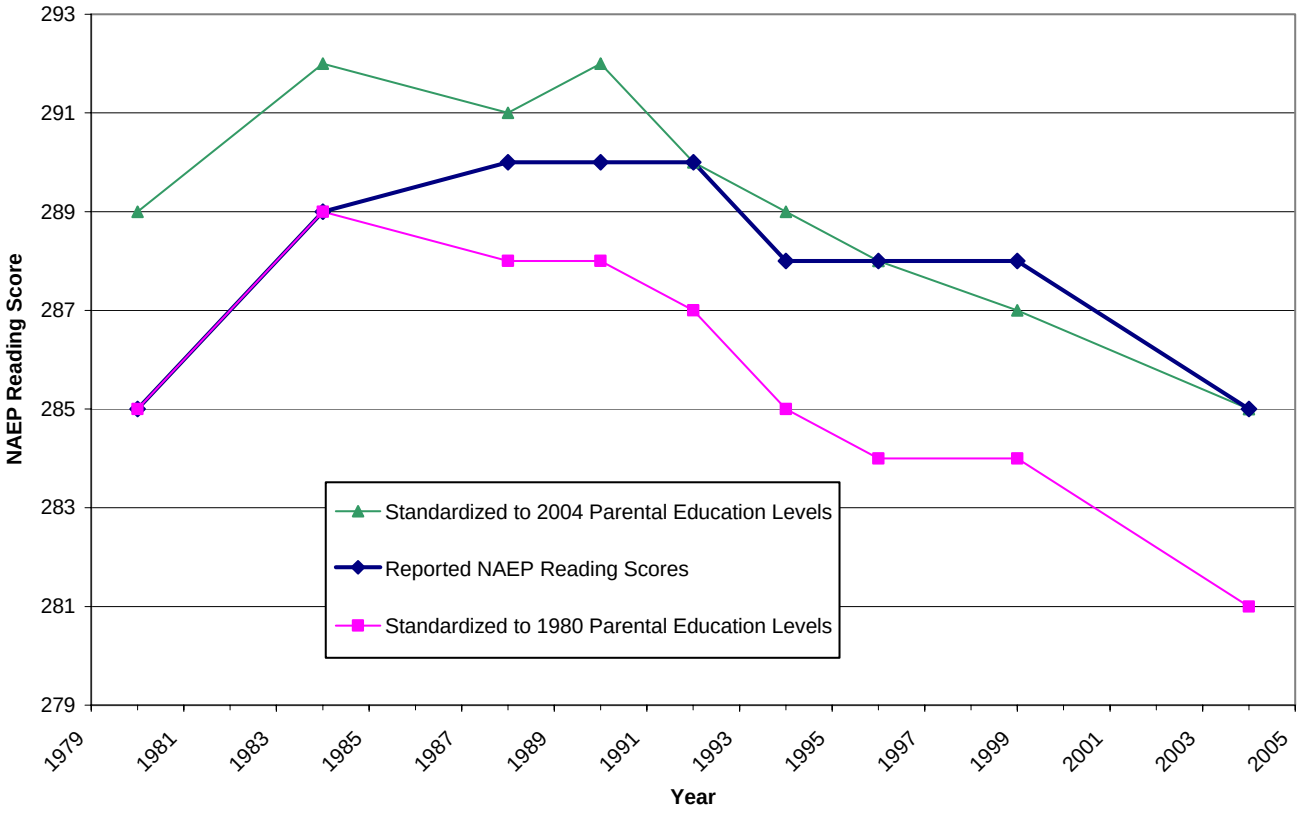


If the racial/ethnic distribution of 17-year old students had remained the same from 1980 to 2004, the NAEP reading scores would have been 3 points higher in 2004. Similarly, if scores are standardized to the 2004 racial/ethnic distribution from 1980 to 2004, the 1980 scores would have been 4 points lower.

From 1980 to 2004 the NAEP reading scores for white 17-year olds rose slightly in the early 1990s but have dropped after that time. In the 1980s African American and Hispanic reading scores increased, and thus, disparities with whites declined (see Figure D2 in Appendix D). Since the mid-1990s the Hispanic and African American disparities with whites have changed very little.

Figure 9 shows NAEP reading scores as standardized by parents' highest level of education in 1980 and 2004. If the education level of the parents of 17-year old students had remained the same from 1980 to 2004, the NAEP reading scores would have been 4 points lower in 2004. Similarly, if scores are standardized to the 2004 distribution of parents' education from 1980 to 2004, the 1980 reading scores would have been 4 points higher.

Figure 9. NAEP Reading Scores, Age 17: As Reported and Standardized to 1980 and 2004 Parents' Highest Level of Education



Standardizing by parents' highest level of education shows a trend of decline in NAEP reading scores since the late 1980s. After 1994 both standardized scores drop lower than the 1980 scores, with an accelerated decline between 1999 and 2004. This means that if the distribution of parental education remained constant, at either the 1980 or 2004 levels, the trend of reading scores would show a larger drop in the 1990s through 2004 than is shown in the reported national trends. Thus, the downturn in reading scores for 17-year olds would have been larger without the observed increases in parental education levels over the past three decades.

Trends in Math and Reading Scores and Effects of Demographic Standardization:

NAEP Math Scores:

There have been some improvements in NAEP math scores for ages 9, 13, and 17. The largest improvements have been for 9-year olds.

Demographic standardization techniques show that improvements in parents' education have had positive effects on math scores. The changing racial/ethnic distribution of students has had a smaller effect on math scores.

NAEP Reading Scores:

NAEP reading scores have shown little to no improvement over the period studied. There have been modest improvements in reading scores for age 9. Reading scores for 13-year olds have changed very little. After an initial increase the reading scores at age 17 have declined since the late 1980s.

Demographic standardization of reading scores highlights the downward trend in reading ability at age 17. However, improvements in parental educational attainment levels restrained the decline in reading scores over the past decade from being larger.

Trends and implications from our findings:

- Our trend analyses show a positive relationship between increases in pre-Kindergarten enrollment rates in the 1990s and increases in NAEP age-9 mathematics and reading scores in the early-2000s. This suggests that increases in pre-K enrollment rates at ages 3 to 4 were leading indicators of the increase in the test scores for 9-year olds a few years later. This relationship is consistent with studies that have shown that early childhood education produces greater abilities at later ages. If this association continues to hold, it can be anticipated that further increases in pre-K enrollments will result in continued improvements in the age-9 test scores.

- Our demographic standardization analyses suggest that improvements in parental educational levels are partially transferred to the abilities of their 17-year old children in reading and especially in mathematics. This is consistent with over four decades of research on intergenerational socioeconomic status transfers.

- These analyses also lead to the expectation that the increases in educational attainments of young adults in the 1990s – in particular, increases in college graduation rates as the US economy shifted towards a more high-technology mode – should result in higher mathematics test scores as they rear children over the next decade.

There remain serious disparities between test scores of minority and white students. On average, African American children start school a year behind white students in vocabulary knowledge and skills, primarily due to the effects of poverty and limited family resources. The racial/ethnic gap in learning for older students has been attributed to a number of factors, including opportunities for learning, such as courses taken, teacher perceptions, and school environments; school curriculums, tracking, and school resources; and student efforts to learn. Hispanic scores are affected by trends in immigration, such as country of origin, and language ability and availability of parental resources.

- Our demographic standardization analyses suggest that part of the leveling off and decline in age-17 reading test scores from 1992 to 2004 was due to the increasing race/ethnic heterogeneity of students. The impacts of increased levels of Hispanic immigration, in particular, may have contributed to the observed declines.

- Our findings regarding the positive effects of increases in parental education levels over the past three decades on age-17 reading test scores indicate that the observed declines from 1990 to 2004 would have been greater if parental education levels had not increased from 1980 to 2004.

- Our findings regarding the positive effects of parental education levels on test scores also suggest that increases in educational attainment levels for minorities should reduce future racial disparities in test scores, as today's youth rear children of their own.

- The strong effect of parental education level suggests the need for intervention programs to help support students who come from homes of parents with lower levels of education. Such attention and support is needed from pre-K through grade 12 as the cumulative effects are quite evident for the older students.

- Further research on the downturn in reading test scores for 17-year olds is required to explain the declines over the past decade. For instance, we do not know the extent to which the decline is related to the widespread use of new media for entertainment (e.g., video games, the Internet) and corresponding declines in time devoted to reading and the extent to which such changes are reversible. We also do not know the extent to which changes in educational practices and content in high schools have affected reading test scores for 17-year olds students.

Acknowledgements and Contact Information

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On the Web: More information about the CWI, its construction, and the scientific papers and publications on which it is based can be found on the World Wide Web:

http://www.soc.duke.edu/~cwi/

Appendix A
Methods of Construction and Indicator List for the CWI

Methods of Construction

Annual time series data (from vital statistics and sample surveys) have been assembled on some 28 national-level Key Indicators in seven quality-of-life domains: Family Economic Well-Being, Health, Safety/Behavioral Concerns, Educational Attainment, Community Connectedness, Social Relationships, and Emotional/Spiritual Well-Being. These seven domains of quality of life have been well-established as recurring time after time in over two decades of empirical research in numerous subjective well-being studies. They also have been found, in one form or another, in studies of the well-being of children and youths. The 28 Key Indicators used in the construction of the CWI are identified below in Table 1.

To calculate the CWI, each of the 28 time series of the Key Indicators is indexed by a base year (1975, or 1985 for gender or race/ethnic trends). The base year value of the indicator is assigned a value of 100 and subsequent values of the indicator are taken as percentage changes in the CWI. The directions of the indicators are oriented so that a value greater (lesser) than 100 in subsequent years means the social condition measured has improved (deteriorated).

The 28 indexed Key Indicator time series are grouped into the seven domains of well-being by equal weighting to compute the domain-specific Index values for each year. The seven domain-specific Indices then are grouped into an equally-weighted Child and Youth Well-Being Index value for each year.[1] Since it builds on the subjective well-being empirical research base in its identification of domains of well-being to be measured and the assignment of Key Indicators to the domains, the CWI can be viewed as *well-being-evidence-based measure of trends in averages of the social conditions encountered by children and youth in the United States across recent decades.*

[1] The CWI Project uses an equal-weighting strategy for constructing its composite indices for two reasons. First, it is the simplest and most transparent strategy and can easily be replicated by others. Second, statistical research done in conjunction with the CWI Project has demonstrated that, in the absence of a clear ordering of the indicators of a composite index by their relative importance to the composite and on which there is a high degree of consensus in the population, an equal weighting strategy is privileged in the sense that it will achieve the greatest level of agreement among the members of the population.

Table 1. Twenty-Eight Key National Indicators of Child Well-Being in the United States.

Family Economic Well-Being Domain

1. Poverty Rate (All Families with Children)
2. Secure Parental Employment Rate
3. Median Annual Income (All Families with Children)
4. Rate of Children with Health Insurance

Health Domain

1. Infant Mortality Rate
2. Low Birth Weight Rate
3. Mortality Rate (Ages 1-19)
4. Rate of Children with Very Good or Excellent Health (as reported by parents)
5. Rate of Children with Activity Limitations (as reported by parents)
6. Rate of Overweight Children and Adolescents (Ages 6-19)

Safety/Behavioral Domain

1. Teenage Birth Rate (Ages 10-17)
2. Rate of Violent Crime Victimization (Ages 12-19)
3. Rate of Violent Crime Offenders (Ages 12-17)
4. Rate of Cigarette Smoking (Grade 12)
5. Rate of Alcohol Drinking (Grade 12)
6. Rate of Illicit Drug Use (Grade 12)

Educational Attainment Domain

1. Reading Test Scores (Ages 9, 13, and 17)
2. Mathematics Test Scores (Ages 9, 13, and 17)

Community Connectedness

1. Rate of Persons who have Received a High School Diploma (Ages 18-24)
2. Rate of Youths Not Working and Not in School (Ages 16-19)
3. Rate of Pre-Kindergarten Enrollment (Ages 3-4)
4. Rate of Persons who have Received a Bachelor's Degree (Ages 25-29)
5. Rate of Voting in Presidential Elections (Ages 18-20)

Social Relationships Domain

1. Rate of Children in Families Headed by a Single Parent
2. Rate of Children who have Moved within the Last Year (Ages 1-18)

Emotional/Spiritual Well-Being Domain:

1. Suicide Rate (Ages 10-19)
2. Rate of Weekly Religious Attendance (Grade 12)
3. Percent who report Religion as Being Very Important (Grade 12)

Note: Unless otherwise noted, indicators refer to children ages 0-17.

Appendix B
Sources of Data for the CWI

Child Poverty	US Bureau of the Census, March Population Survey, Current Population Reports, Consumer Income, Series P-60, Washington, D.C.: US Bureau of the Census. http://pubdb3.census.gov/macro/032005/pov/new03_100_01.htm 1975-present
Secure Parental Employment	US Bureau of the Census, March Current Population Survey, Washington, D.C.: US Bureau of the Census. Available from Forum on Child and Family Statistics, http://www.childstats.gov/ 1980-present. Special tabulation from CPS CD 1975-1979.
Median Annual Income	US Bureau of the Census, March Current Population Survey, Historical Income Tables – Families, Washington, D.C.: US Bureau of the Census. http://www.census.gov/hhes/www/income/histinc/f07ar.html 1975-present.
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Crime Victimization	US Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey and FBI Supplementary Homicide Reports, www.ojp.usdoj.gov/bjs/glance/tables/vagetab.htm 1975-present.
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Bachelor's Degree	US Department of Education, National Center for Education Statistics, Condition of Education. http://nces.ed.gov/programs/coe/ 1975-present.
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Single Parent Families	US Bureau of the Census, Current Population Reports, Marital Status and Living Arrangements, Annual Reports. http://www.census.gov/population/socdemo/hh-fam/ch1.pdf 1975–present.
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Appendix C
Child and Youth Well-Being Index Values, 1975-2004, with Projections for 2005.

Year	CWI	Change in CWI
1975	100.00	0.00
1976	100.83	0.83
1977	98.95	-1.87
1978	99.37	0.42
1979	100.22	0.84
1980	100.49	0.28
1981	98.25	-2.25
1982	96.89	-1.36
1983	97.52	0.64
1984	97.53	0.01
1985	95.00	-2.53
1986	96.27	1.27
1987	94.97	-1.31
1988	95.01	0.05
1989	95.41	0.40
1990	95.05	-0.36
1991	93.83	-1.23
1992	93.69	-0.14
1993	92.27	-1.42
1994	92.16	-0.11
1995	93.94	1.78
1996	94.61	0.67
1997	95.12	0.51
1998	97.56	2.43
1999	99.91	2.35
2000	102.14	2.23
2001	102.68	0.55
2002	104.26	1.58
2003	103.69	-0.57
2004*	103.91	0.22
2005**	104.67	0.76

*At release date, six Key Indicators are projected for 2004.
**All but three Key Indicators are projected for 2005.

Note: In the 2004 CWI Report, we projected an increase of 0.39 in the Index from 2002 to 2003. This compares to the observed increase of -0.57. In the 2005 CWI Report, we projected an increase of 0.63 in the Index from 2003 to 2004. This compares to an observed increase of 0.22 (this initial estimate is subject to revision as the final values for all Key Indicators for 2004 are posted). Because of lags in the availability of Key Indicators series (particularly in Health) and occasional revisions of previously published data points, it is not expected that our projected values will be completely accurate. However, the projections have been fairly close to the real data series.

Appendix D: Race/Ethnic Disparities in NAEP Scores for Age 17

Figure D1. Disparities in NAEP Math Scores for African American and Hispanic Students as Compared to White Students, Age 17: 1978-2004

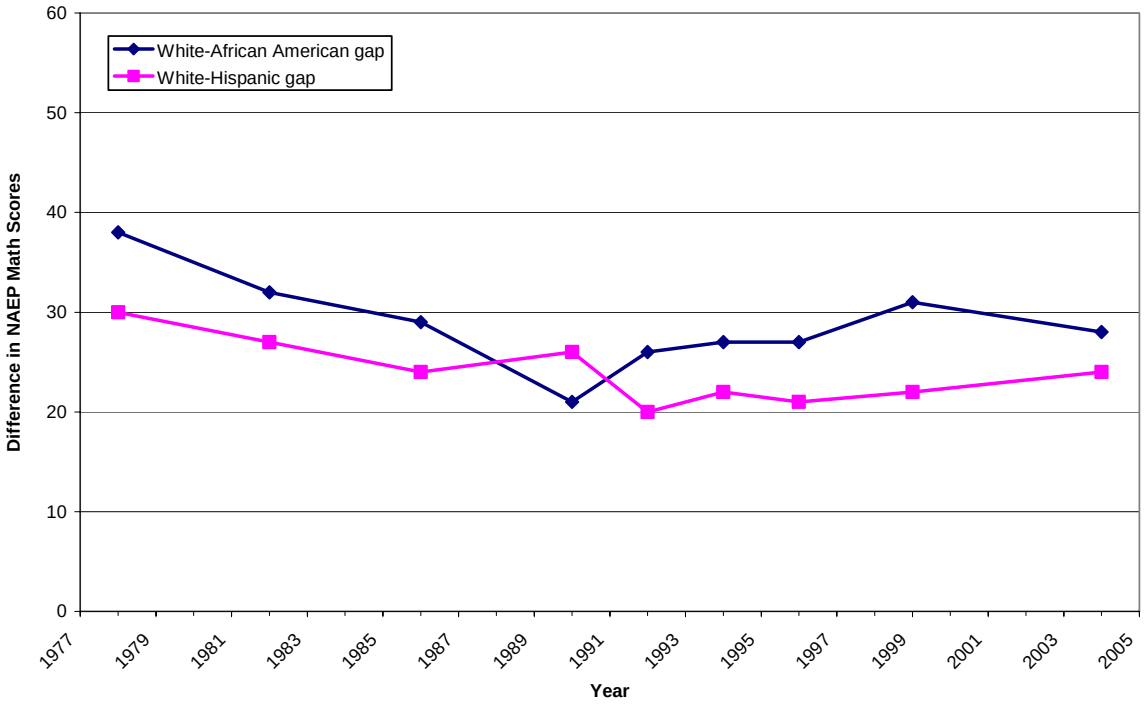

Figure D2. Disparities in NAEP Reading Scores for African American and Hispanic Students as Compared to White Students, Age 17: 1975-2004