CHAPTER 2

Adolescent Health (AH)

Lead Agencies
Centers for Disease Control and Prevention
Health Resources and Services Administration
Office of Adolescent Health, Office of the Assistant Secretary for Health
Substance Abuse and Mental Health Services Administration

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**Goal:** Improve the healthy development, health, safety, and well-being of adolescents and young adults.

This chapter includes objectives that monitor the use of health care, healthy adolescent development, positive adult involvement, educational attainment and skills, school breakfast programs, schools as safe environments, and adolescent and young adult safety. The Reader’s Guide provides a step-by-step explanation of the content of this chapter, including criteria for highlighting objectives in the Selected Findings.¹

### Status of Objectives

**Figure 2–1. Midcourse Status of the Adolescent Health Objectives**

All of the 24 objectives in the Adolescent Health Topic Area were measurable² (Figure 2–1, Table 2–1). The status of these objectives (Table 2–2) was as follows:

- 7 objectives had met or exceeded their 2020 targets,³
- 8 objectives were improving,⁴
- 6 objectives demonstrated little or no detectable change,⁵ and
- 3 objectives had baseline data only.⁶

### Selected Findings

#### Healthy Adolescent Development

- The proportion of **adolescents aged 10–17 who had received a wellness checkup in the past 12 months** (AH-1) increased from 68.7% in 2008 to 78.8% in 2014, exceeding the 2020 target (Table 2–2).
  - In 2014, there were statistically significant disparities by family income and geographic location in the proportion of adolescents aged 10–17 who had received a wellness checkup in the past 12 months (AH-1, Table 2–3). The disparities by sex and race and ethnicity were not statistically significant.

- The proportion of **adolescents aged 12–17 participating in extracurricular and/or out-of-school activities** (AH-2) demonstrated little or no detectable change from 2007 to 2011–2012 (82.5% and 82.7%, respectively) (Table 2–2).
  - In 2011–2012, there were statistically significant disparities by sex, race and ethnicity, family income, and geographic location in the proportion of adolescents aged 12–17 participating in extracurricular and/or out-of-school activities (AH-2, Table 2–3).

- The proportion of **adolescents aged 12–17 who had an adult in their lives with whom they could discuss serious problems** (AH-3.1) increased from 75.6% in 2008 to 78.2% in 2013, moving toward the 2020 target (Table 2–2).
» In 2013, there was a statistically significant disparity by family income in the proportion of adolescents aged 12–17 who had an adult in their lives with whom they could discuss serious problems (AH-3.1, Table 2–3). The disparities by sex, race and ethnicity, and geographic location were not statistically significant.

The proportion of adolescents aged 12–17 whose parents attended their events and activities (AH-3.2) demonstrated little or no detectable change from 2007 to 2011–2012 (82.1% and 82.6%, respectively) (Table 2–2).

» In 2011–2012, there were statistically significant disparities by sex, race and ethnicity, and family income in the proportion of adolescents aged 12–17 whose parents attended their activities and events (AH-3.2, Table 2–3). The disparity by geographic location was not statistically significant.

The proportion of adolescents aged 12–17 who considered school work meaningful and important (AH-5.5) was not tested for statistical significance (Table 2–3).

From 2007–2008 to 2012–2013, the proportion of students aged 14–21 served under the Individuals with Disabilities Education Act (IDEA) who graduated from high school with a diploma (AH-5.2) increased from 59.1% to 65.1%, exceeding the 2020 target (Table 2–2).

» In 2012–2013, the disparities by sex and race and ethnicity in the proportion of students aged 14–21 served under IDEA who graduated high school with a diploma (AH-5.2) were not tested for statistical significance (Table 2–3).

The proportion of adolescents aged 12–17 who considered school work meaningful and important (AH-5.5) increased from 26.4% in 2008 to 27.7% in 2013, moving toward the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by race and ethnicity and family income in the proportion of adolescents aged 12–17 who considered school work meaningful and important (AH-5.5, Table 2–3). The disparities by sex and geographic location were not statistically significant.

Educational Achievement
Graduation, Attitude Toward School Work, and School Attendance

The proportion of students who graduated from high school 4 years after starting the 9th grade (AH-5.1) was not tested for statistical significance (Table 2–3).

From 2007–2008 to 2012–2013, the proportion of students aged 14–21 served under the Individuals with Disabilities Education Act (IDEA) who graduated from high school with a diploma (AH-5.2) increased from 59.1% to 65.1%, exceeding the 2020 target (Table 2–2).

» In 2012–2013, the disparities by sex and race and ethnicity in the proportion of students aged 14–21 served under IDEA who graduated high school with a diploma (AH-5.2) were not tested for statistical significance (Table 2–3).

» In 2013, there were statistically significant disparities by race and ethnicity and family income in the proportion of adolescents aged 12–17 who considered school work meaningful and important (AH-5.5) increased from 26.4% in 2008 to 27.7% in 2013, moving toward the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by race and ethnicity and family income in the proportion of adolescents aged 12–17 who considered school work meaningful and important (AH-5.5, Table 2–3). The disparities by sex and geographic location were not statistically significant.

There was little or no detectable change in the proportion of adolescents aged 12–17 who missed 11 or more days of school due to illness or injury (AH-5.6) from 2008 to 2014 (5.0% and 4.4%, respectively) (Table 2–2).

» In 2014, there was a statistically significant disparity by geographic location in the proportion of adolescents aged 12–17 who missed 11 or more days of school due to illness or injury (AH-5.6, Table 2–3). The disparities by sex, race and ethnicity, and family income were not statistically significant.

Grade-level Proficiencies

The proportion of 4th graders with reading skills at or above grade level (AH-5.3.1) increased from 33.0% in 2009 to 35.2% in 2013, moving toward the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by sex, race and ethnicity, disability status,7 and school’s geographic location in the proportion of 4th graders with reading skills at or above grade level (AH-5.3.1, Table 2–3).

The proportion of 8th graders with reading skills at or above grade level (AH-5.3.2) increased from 32.4% in 2009 to 36.1% in 2013, exceeding the 2020 target (Table 2–2).
» In 2013, there were statistically significant disparities by sex, race and ethnicity, parent’s education, disability status, and school’s geographic location in the proportion of 8th graders with reading skills at or above grade level (AH-5.3.2, Table 2–3).

The proportion of 12th graders with reading skills at or above grade level (AH-5.3.3) increased from 35.4% in 2005 to 37.6% in 2013, moving toward the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by sex, race and ethnicity, parent’s education, and disability status in the proportion of 12th graders with reading skills at or above grade level (AH-5.3.3, Table 2–3).

The proportion of 4th graders with mathematics skills at or above grade level (AH-5.4.1) increased from 39.1% in 2009 to 41.8% in 2013, moving toward the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by sex, race and ethnicity, disability status, and school’s geographic location in the proportion of 4th graders with mathematics skills at or above grade level (AH-5.4.1, Table 2–3).

The proportion of 8th graders with mathematics skills at or above grade level (AH-5.4.2) increased from 33.9% in 2009 to 35.5% in 2013, moving toward the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by sex, race and ethnicity, parent’s education, disability status, and school’s geographic location in the proportion of 8th graders with mathematics skills at or above grade level (AH-5.4.2, Table 2–3).

The proportion of 12th graders with mathematics skills at or above grade level (AH-5.4.3) increased from 23.0% in 2005 to 25.7% in 2013, exceeding the 2020 target (Table 2–2).

» In 2013, there were statistically significant disparities by race and ethnicity, family income, and geographic location in the proportion of students aged 12–18 who reported the presence of gangs at school (AH-11.3, Table 2–3). The disparity by sex was not statistically significant.

Positive School Experience

The proportion of public and private elementary, middle, and high schools with a school breakfast program (AH-6) increased from 68.6% in 2006 to 77.1% in 2014, exceeding the 2020 target (Table 2–2).

There was little or no detectable change in the proportion of adolescents in grades 9–12 who have been offered, sold, or given an illegal drug on school property (AH-7) from 2009 to 2013 (22.7% and 22.1%, respectively) (Table 2–2).

» In 2013, there were statistically significant disparities by sex and race and ethnicity in the proportion of adolescents in grades 9–12 who have been offered, sold, or given an illegal drug on school property (AH-7, Table 2–3).

There was little or no detectable change in the proportion of adolescents aged 12–17 whose parents considered them to be safe at school (AH-8) increased from 86.4% in 2007 to 90.9% in 2011–2012, moving toward the 2020 target (Table 2–2).

» In 2011–2012, there were statistically significant disparities by race and ethnicity and family income in the proportion of adolescents aged 12–17 whose parents considered them to be safe at school (AH-8, Table 2–3). The disparities by sex and geographic location were not statistically significant.

There was little or no detectable change in the proportion of middle and high schools that prohibited harassment based on a student’s sexual orientation or gender identity (AH-9) from 2010 to 2012 (88.2% and 87.4%, respectively) (Table 2–2).

» In 2012, the proportion of schools prohibiting harassment based on sexual orientation or gender identity (AH-9) varied by state (Map 2–3). Eight states had met the national 2020 target.

In 2013, 12.4% of students aged 12–18 reported the presence of gangs at school (AH-11.3). Data beyond the baseline were not available, so progress toward the 2020 target could not be assessed (Table 2–2).

Adolescent Safety

Between 2008 and 2012, the rate of arrests of minors and young adults aged 10–24 for serious violent crimes (AH-11.1) decreased from 444.0 to 323.5 per 100,000 population, and the rate of arrests of minors and young adults aged 10–24 for serious property crimes (AH-11.2) decreased from 1,526.7 to 1,222.7 per 100,000 population, both exceeding their respective 2020 targets (Table 2–2).
In 2012, the disparity by sex in the rate of arrests of minors and young adults aged 10–24 for serious violent crimes (AH-11.1) was not tested for statistical significance (Table 2–3).

In 2012, the disparity by sex in the rate of arrests of minors and young adults aged 10–24 for serious property crimes (AH-11.2) was not tested for statistical significance (Table 2–3).

In 2013, the rate of violent crimes experienced by youth aged 12–24 (AH-11.4) was 42.0 per 1,000 population. Data beyond the baseline were not available, so progress toward the 2020 target could not be assessed (Table 2–2).

In 2013, there were statistically significant disparities by race and ethnicity and family income in the rate of violent crimes experienced by youth aged 12–24 (AH-11.4, Table 2–3). The disparities by sex and geographic location were not statistically significant.

More Information

Readers interested in more detailed information about the objectives in this topic area are invited to visit the HealthyPeople.gov website, where extensive substantive and technical information is available:

- For the background and importance of the topic area, see: https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health
- For data details for each objective, including definitions, numerators, denominators, calculations, and data limitations, see: https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health/objectives
  Select an objective, then click on the “Data Details” icon.
- For objective data by population group (e.g., sex, race and ethnicity, or family income), including rates, percentages, or counts for multiple years, see: https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health/objectives
  Select an objective, then click on the “Data2020” icon.

Data for the measurable objectives in this chapter were from the following data sources:

- Common Core of Data: http://nces.ed.gov/ccd/
- Individuals with Disabilities Education Act Data: http://idea.ed.gov/explore/home
- National Assessment of Educational Progress: http://nces.ed.gov/nationsreportcard/
- National Health Interview Survey: http://www.cdc.gov/nchs/nhis.htm
- School Health Profiles: http://www.cdc.gov/healthyyouth/data/profiles/index.htm
- Uniform Crime Reporting Program: https://www.fbi.gov/about-us/cjis/ucr/ucr

Footnotes

1 The Technical Notes provide more information on Healthy People 2020 statistical methods and issues.

2 Measurable objectives had a national baseline value.

3 Target met or exceeded—One of the following, as specified in the Midcourse Progress Table:
   » At baseline the target was not met or exceeded and the midcourse value was equal to or exceeded the target. (The percentage of targeted change achieved was equal to or greater than 100%.)
   » The baseline and midcourse values were equal to or exceeded the target. (The percentage of targeted change achieved was not assessed.)

4 Improving—One of the following, as specified in the Midcourse Progress Table:
   » Movement was toward the target, standard errors were available, and the percentage of targeted change achieved was statistically significant.
   » Movement was toward the target, standard errors were not available, and the objective had achieved 10% or more of the targeted change.
Little or no detectable change—One of the following, as specified in the Midcourse Progress Table:

» Movement was toward the target, standard errors were available, and the percentage of targeted change achieved was not statistically significant.

» Movement was toward the target, standard errors were not available, and the objective had achieved less than 10% of the targeted change.

» Movement was away from the baseline and target, standard errors were available, and the percentage change relative to the baseline was not statistically significant.

» Movement was away from the baseline and target, standard errors were not available, and the objective had moved less than 10% relative to the baseline.

» There was no change between the baseline and the midcourse data point.

Baseline only—The objective only had one data point, so progress toward target attainment could not be assessed.

Children with disabilities are defined as those with an Individualized Educational Program as required by the Individuals with Disabilities Education Act, or a 504 plan as mandated in the Americans with Disabilities Act. Academic assessment test data for students with disabilities cannot be generalized to the total population of disabled students because some students are unable to take the test.

Suggested Citation

Table 2–1. Adolescent Health Objectives

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Objective Statement</th>
<th>Data Sources</th>
<th>Midcourse Data Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH-1</td>
<td>Increase the proportion of adolescents who have had a wellness checkup in the past 12 months</td>
<td>National Health Interview Survey (NHIS), CDC/NCHS</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-2</td>
<td>Increase the proportion of adolescents who participate in extracurricular and/or out-of-school activities</td>
<td>National Survey of Children's Health (NSCH), HRSA/MCHB and CDC/NCHS</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-3.1</td>
<td>Increase the proportion of adolescents who have an adult in their lives with whom they can talk about serious problems</td>
<td>National Survey on Drug Use and Health (NSDUH), SAMHSA</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-3.2</td>
<td>Increase the proportion of parents who attend events and activities in which their adolescents participate</td>
<td>National Survey of Children's Health (NSCH), HRSA/MCHB and CDC/NCHS</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-4.1</td>
<td>Increase the proportion of adolescents in foster care who exhibit positive early indicators of readiness for transition to adulthood</td>
<td>National Youth in Transition Database (NYTD), ACF</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-5.1</td>
<td>Increase the proportion of students who graduate with a regular diploma 4 years after starting 9th grade</td>
<td>Common Core of Data (CCD), ED/NCES</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-5.2</td>
<td>Increase the proportion of students who are served under the Individuals with Disabilities Education Act who graduate high school with a diploma</td>
<td>Individuals with Disabilities Education Act data (IDEA data), ED/OSERS</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-5.3.1</td>
<td>Increase the proportion of 4th grade students whose reading skills are at or above the proficient achievement level for their grade</td>
<td>National Assessment of Educational Progress (NAEP), ED/NCES</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-5.3.2</td>
<td>Increase the proportion of 8th grade students whose reading skills are at or above the proficient achievement level for their grade</td>
<td>National Assessment of Educational Progress (NAEP), ED/NCES</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-5.3.3</td>
<td>Increase the proportion of 12th grade students whose reading skills are at or above the proficient achievement level for their grade</td>
<td>National Assessment of Educational Progress (NAEP), ED/NCES</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
<tr>
<td>AH-5.4.1</td>
<td>Increase the proportion of 4th grade students whose mathematics skills are at or above the proficient achievement level for their grade</td>
<td>National Assessment of Educational Progress (NAEP), ED/NCES</td>
<td><img src="https://example.com/image1" alt="Image" /> <img src="https://example.com/image2" alt="Image" /></td>
</tr>
</tbody>
</table>

**LEGEND**
- Data for this objective are available in this chapter's Midcourse Progress Table.
- Disparities data for this objective are available, and this chapter includes a Midcourse Health Disparities Table.
- A state or county level map for this objective is available at the end of the chapter.

Midcourse data availability is not applicable for developmental and archived objectives. Developmental objectives did not have a national baseline value. Archived objectives are no longer being monitored due to lack of data source, changes in science, or replacement with other objectives.
### Table 2–1. Adolescent Health Objectives—Continued

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Objective Statement</th>
<th>Data Sources</th>
<th>Midcourse Data Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH-5.4.2</td>
<td>Increase the proportion of 8th grade students whose mathematics skills are at or above the proficient achievement level for their grade</td>
<td>National Assessment of Educational Progress (NAEP), ED/NCES</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-5.4.3</td>
<td>Increase the proportion of 12th grade students whose mathematics skills are at or above the proficient achievement level for their grade</td>
<td>National Assessment of Educational Progress (NAEP), ED/NCES</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-5.5</td>
<td>Increase the proportion of adolescents who consider their school work to be meaningful and important</td>
<td>National Survey on Drug Use and Health (NSDUH), SAMHSA</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-5.6</td>
<td>Decrease school absenteeism among adolescents due to illness or injury</td>
<td>National Health Interview Survey (NHIS), CDC/NCHS</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-6</td>
<td>Increase the proportion of schools with a school breakfast program</td>
<td>School Health Policies and Practices Study (SHPSS), CDC/NCHHSTP</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-7</td>
<td>Reduce the proportion of adolescents who have been offered, sold, or given an illegal drug on school property</td>
<td>Youth Risk Behavior Surveillance System (YRBSS), CDC/NCHHSTP</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-8</td>
<td>Increase the proportion of adolescents whose parents consider them to be safe at school</td>
<td>National Survey of Children's Health (NSCH), HRSA/MCHB and CDC/NCHS</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-9</td>
<td>Increase the proportion of middle and high schools that prohibit harassment based on a student's sexual orientation or gender identity</td>
<td>School Health Profiles, CDC/NCHHSTP</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-10</td>
<td>Reduce the proportion of public schools with a serious violent incident</td>
<td>School Survey on Crime and Safety (SSOCS), ED/NCES</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-11.1</td>
<td>Reduce the rate of minor and young adult perpetration of violent crimes</td>
<td>Uniform Crime Reporting Program (UCR), DOJ/FBI</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-11.2</td>
<td>Reduce the rate of minor and young adult perpetration of serious property crimes</td>
<td>Uniform Crime Reporting Program (UCR), DOJ/FBI</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-11.3</td>
<td>Decrease the proportion of secondary school students who report the presence of youth gangs at school during the school year</td>
<td>School Crime Supplement to the National Crime Victimization Survey (SCS), DOJ/BJS</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>AH-11.4</td>
<td>Reduce the rate of adolescent and young adult victimization from crimes of violence</td>
<td>National Crime Victimization Survey (NCVS), DOJ/BJS</td>
<td>![Icon] ![Icon]</td>
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</tbody>
</table>
### Table 2–2. Midcourse Progress for Measurable Adolescents Health Objectives

<table>
<thead>
<tr>
<th>Objective Description</th>
<th>Baseline Value (Year)</th>
<th>Midcourse Value (Year)</th>
<th>Target</th>
<th>Movement Toward Target</th>
<th>Movement Away From Baseline</th>
<th>Movement Statistically Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AH-1</strong> Adolescents receiving a wellness checkup in the past 12 months (percent, 10–17 years)</td>
<td>68.7% (2008)</td>
<td>78.8% (2014)</td>
<td>75.6%</td>
<td>146.4%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-2</strong> Adolescents participating in extracurricular and out-of-school activities (percent, 12–17 years)</td>
<td>82.4% (2007)</td>
<td>82.7% (2011–2012)</td>
<td>90.6%</td>
<td>3.7%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>AH-3.1</strong> Adolescents having an adult in their lives with whom they can discuss serious problems (percent, 12–17 years)</td>
<td>75.6% (2008)</td>
<td>78.2% (2013)</td>
<td>83.2%</td>
<td>34.2%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-3.2</strong> Adolescents whose parents attend their events and activities (percent, 12–17 year olds)</td>
<td>82.1% (2007)</td>
<td>82.6% (2011–2012)</td>
<td>90.3%</td>
<td>6.1%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>AH-4.1</strong> Adolescents in foster care who exhibit early readiness for adulthood (percent, 17 year olds)</td>
<td>42.8% (2010–2011)</td>
<td></td>
<td>47.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.1</strong> Students graduating from high school 4 years after starting 9th grade (percent)</td>
<td>79% (2010–2011)</td>
<td>81% (2012–2013)</td>
<td>87%</td>
<td>25.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.2</strong> Students served under the Individuals with Disabilities Education Act who graduate high school with a diploma (percent, 14–21 years)</td>
<td>59.1% (2007–2008)</td>
<td>65.1% (2012–2013)</td>
<td>65.0%</td>
<td>101.7%</td>
<td></td>
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<tr>
<td><strong>AH-5.3.1</strong> Fourth graders whose reading skills are at or above grade level (percent)</td>
<td>33.0% (2009)</td>
<td>35.2% (2013)</td>
<td>36.3%</td>
<td>66.7%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.3.2</strong> Eighth graders whose reading skills are at or above grade level (percent)</td>
<td>32.4% (2009)</td>
<td>36.1% (2013)</td>
<td>35.6%</td>
<td>115.6%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.3.3</strong> Twelfth graders whose reading skills are at or above grade level (percent)</td>
<td>35.4% (2005)</td>
<td>37.6% (2013)</td>
<td>38.9%</td>
<td>62.9%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.4.1</strong> Fourth graders whose mathematics skills are at or above grade level (percent)</td>
<td>39.1% (2009)</td>
<td>41.8% (2013)</td>
<td>43.0%</td>
<td>69.2%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.4.2</strong> Eighth graders whose mathematics skills are at or above grade level (percent)</td>
<td>33.9% (2009)</td>
<td>35.5% (2013)</td>
<td>37.3%</td>
<td>47.1%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.4.3</strong> Twelfth graders whose mathematics skills are at or above grade level (percent)</td>
<td>23.0% (2005)</td>
<td>25.7% (2013)</td>
<td>25.3%</td>
<td>117.4%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.5</strong> Adolescents who consider school work to be meaningful and important (percent, 12–17 years)</td>
<td>26.4% (2008)</td>
<td>27.7% (2013)</td>
<td>29.0%</td>
<td>50.0%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>AH-5.6</strong> Adolescents missing school for 11+ days due to illness or injury (percent, 12–17 years)</td>
<td>5.0% (2008)</td>
<td>4.4% (2014)</td>
<td>3.6%</td>
<td>42.9%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>AH-6</strong> Schools with a school breakfast program (percent, elementary, middle, and high schools)</td>
<td>68.6% (2006)</td>
<td>77.1% (2014)</td>
<td>75.5%</td>
<td>123.2%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Objective Description</td>
<td>Baseline Value (Year)</td>
<td>Midcourse Value (Year)</td>
<td>Target</td>
<td>Movement Toward Target</td>
<td>Movement Away From Baseline</td>
<td>Movement Statistically Significant</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>e) AH-7 Adolescents who have been offered, sold, or given an illegal drug on school property (percent, grades 9–12)</td>
<td>22.7% (2009)</td>
<td>22.1% (2013)</td>
<td>20.4%</td>
<td>26.1%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>b) AH-8 Adolescents whose parents consider them to be safe at school (percent, 12–17 years)</td>
<td>86.4% (2007)</td>
<td>90.9% (2011–2012)</td>
<td>95.0%</td>
<td>52.3%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>i) AH-9 Proportion of middle and high schools that prohibit harassment based on a student’s sexual orientation or gender identity (median of reporting states)</td>
<td>88.2% (2010)</td>
<td>87.4% (2012)</td>
<td>92.2%</td>
<td>0.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) AH-10 Schools with a serious violent incident (percent)</td>
<td>17.2% (2007–2008)</td>
<td>16.4% (2009–2010)</td>
<td>15.5%</td>
<td>47.1%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2) AH-11.1 Arrests of minors and young adults for serious violent crimes (per 100,000 population, 10–24 years)</td>
<td>444.0 (2008)</td>
<td>323.5 (2012)</td>
<td>399.6</td>
<td>271.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) AH-11.2 Arrests of minors and young adults for serious property crimes (per 100,000 population, 10–24 years)</td>
<td>1,526.7 (2008)</td>
<td>1,222.7 (2012)</td>
<td>1,374.0</td>
<td>199.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) AH-11.3 Secondary school students who report the presence of gangs at school (percent, 12–18 years)</td>
<td>12.4% (2013)</td>
<td></td>
<td>10.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) AH-11.4 Youth victimization from crimes of violence (per 1,000 population, 12–24 years)</td>
<td>42.0 (2013)</td>
<td></td>
<td>37.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2–2. Midcourse Progress for Measurable Adolescent Health Objectives—Continued

NOTES
See HealthyPeople.gov for all Healthy People 2020 data. The Technical Notes provide more information on the measures of progress.

FOOTNOTES
1 Measurable objectives had a national baseline value.
2 Target met or exceeded:
   • At baseline the target was not met or exceeded and the midcourse value was equal to or exceeded the target. (The percentage of targeted change achieved was equal to or greater than 100%.)
   • The baseline and midcourse values were equal to or exceeded the target. (The percentage of targeted change achieved was not assessed.)
3 Improving:
   • Movement was toward the target, standard errors were available, and the percentage of targeted change achieved was statistically significant.
   • Movement was toward the target, standard errors were not available, and the objective had achieved 10% or more of the targeted change.
4 Little or no detectable change:
   • Movement was toward the target, standard errors were available, and the percentage of targeted change achieved was not statistically significant.
   • Movement was toward the target, standard errors were not available, and the objective had achieved less than 10% of the targeted change.
5 Getting worse:
   • Movement was away from the baseline and target, standard errors were available, and the percentage change relative to the baseline was statistically significant.
   • Movement was away from the baseline and target, standard errors were not available, and the objective had moved 10% or more relative to the baseline.
6 Baseline only: The objective only had one data point, so progress toward target attainment could not be assessed.
7 Informational: A target was not set for this objective, so progress toward target attainment could not be assessed.
8 For objectives that moved toward their targets, movement toward the target was measured as the percentage of targeted change achieved (unless the target was already met or exceeded at baseline):
   \[ \text{Percentage of targeted change achieved} = \frac{\text{Midcourse value} - \text{Baseline value}}{\text{HP2020 target} - \text{Baseline value}} \times 100 \]
9 For objectives that moved away from their baselines and targets, movement away from the baseline was measured as the magnitude of the percentage change from baseline:
   \[ \text{Magnitude of percentage change from baseline} = \frac{|\text{Midcourse value} - \text{Baseline value}|}{\text{Baseline value}} \times 100 \]
10 Statistical significance was tested when the objective had a target and at least two data points, standard errors of the data were available, and a normal distribution could be assumed. Statistical significance of the percentage of targeted change achieved or the magnitude of the percentage change from baseline was assessed at the 0.05 level using a normal one-sided test.

DATA SOURCES
AH-1 National Health Interview Survey (NHIS), CDC/NCHS
AH-2 National Survey of Children's Health (NSCH), HRSA/MCHB and CDC/NCHS
AH-3.1 National Survey on Drug Use and Health (NSDUH), SAMHSA
AH-3.2 National Survey of Children's Health (NSCH), HRSA/MCHB and CDC/NCHS
AH-4.1 National Youth in Transition Database (NYTD), ACF
AH-5.1 Common Core of Data (CCD), ED/NCES
AH-5.2 Individuals with Disabilities Education Act data (IDEA data), ED/OSERS
AH-5.3.1 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.3.2 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.3.3 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.4.1 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.4.2 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.4.3 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.5 National Survey on Drug Use and Health (NSDUH), SAMHSA
AH-5.6 National Health Interview Survey (NHIS), CDC/NCHS
AH-6 School Health Policies and Practices Study (SHPPS), CDC/NCHHSTP
AH-7 Youth Risk Behavior Surveillance System (YRBSS), CDC/NCHHSTP
AH-8 National Survey of Children's Health (NSCH), HRSA/MCHB and CDC/NCHS
AH-9 School Health Profiles, CDC/NCHHSTP
AH-10 School Survey on Crime and Safety (SSOCS), ED/NCES
AH-11.1 Uniform Crime Reporting Program (UCR), DOJ/FBI
AH-11.2 Uniform Crime Reporting Program (UCR), DOJ/FBI
AH-11.3 School Crime Supplement to the National Crime Victimization Survey (SCS), DOJ/BJS
AH-11.4 National Crime Victimization Survey (NCVS), DOJ/BJS
Table 2–3. Midcourse Health Disparities for Population-based Adolescent Health Objectives

Most favorable (least adverse) and least favorable (most adverse) group rates and summary disparity ratios for selected characteristics at the midcourse data point

<table>
<thead>
<tr>
<th>Characteristics and Groups</th>
<th>Population-based Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Race and Ethnicity</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>Hawaiian or Other Pacific Islanders</td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td></td>
<td>Black, not Hispanic</td>
</tr>
<tr>
<td></td>
<td>White, not Hispanic</td>
</tr>
<tr>
<td>Education</td>
<td>Less than high school</td>
</tr>
<tr>
<td></td>
<td>High school graduate</td>
</tr>
<tr>
<td></td>
<td>At least some college</td>
</tr>
<tr>
<td></td>
<td>Associate's degree</td>
</tr>
<tr>
<td></td>
<td>4-year college degree</td>
</tr>
<tr>
<td></td>
<td>Advanced degree</td>
</tr>
<tr>
<td>Family Income</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>Near-poor</td>
</tr>
<tr>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Disability</td>
<td>Persons with disabilities</td>
</tr>
<tr>
<td></td>
<td>Persons without disabilities</td>
</tr>
<tr>
<td>Location</td>
<td>Metropolitan</td>
</tr>
<tr>
<td></td>
<td>Nonmetropolitan</td>
</tr>
</tbody>
</table>

AH-1 Adolescents receiving a wellness checkup in the past 12 months (percent, 10–17 years) (2014)

AH-2 Adolescents participating in extracurricular and out-of-school activities (percent, 12–17 years) (2011–2012)

AH-3.1 Adolescents having an adult with whom they can discuss serious problems (percent, 12–17 years) (2013)

AH-3.2 Adolescents whose parents attend their events and activities (percent, 12–17 year olds) (2011–2012)

AH-4.1 Adolescents in foster care who exhibit early readiness for adulthood (percent, 17 year olds) (2010–2011)

AH-5.1 Students graduating from high school 4 years after starting 9th grade (percent) (2012–2013)

AH-5.2 Students served under the Individuals with Disabilities Education Act who graduate high school with a diploma (percent, 14–21 years) (2012–2013)

AH-5.3.1 Fourth graders whose reading skills are at or above grade level (percent) (2013)
Table 2–3. Midcourse Health Disparities for Population-based Adolescent Health Objectives—Continued

Most favorable (least adverse) and least favorable (most adverse) group rates and summary disparity ratios for selected characteristics at the midcourse data point

LEGEND

| At the midcourse data point | Group with the most favorable (least adverse) rate | Group with the least favorable (most adverse) rate | Data are available, but this group did not have the highest or lowest rate. | Data are not available for this group because the data were statistically unreliable, not collected, or not analyzed. |

<table>
<thead>
<tr>
<th>Characteristics and Groups</th>
<th>Sex</th>
<th>Race and Ethnicity</th>
<th>Education</th>
<th>Family Income</th>
<th>Disability</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population-based Objectives</td>
<td>Male</td>
<td>Female</td>
<td>Summary Disparity Ratio</td>
<td>American Indian or Alaska Native</td>
<td>Asian</td>
<td>Native Hawaiian or other Pacific Islanders</td>
</tr>
<tr>
<td>AH-5.3.2 Eighth graders whose reading skills are at or above grade level (percent) (2013)</td>
<td>1.363*</td>
<td>1.507*</td>
<td>1.617*</td>
<td>1.813*</td>
<td>1.991*</td>
<td>2.144*</td>
</tr>
<tr>
<td>AH-5.3.3 Twelfth graders whose reading skills are at or above grade level (percent) (2013)</td>
<td>1.363*</td>
<td>1.507*</td>
<td>1.617*</td>
<td>1.813*</td>
<td>1.991*</td>
<td>2.144*</td>
</tr>
<tr>
<td>AH-5.4.1 Fourth graders whose mathematics skills are at or above grade level (percent) (2013)</td>
<td>1.058*</td>
<td>1.058*</td>
<td>1.058*</td>
<td>1.058*</td>
<td>1.058*</td>
<td>1.058*</td>
</tr>
<tr>
<td>AH-5.4.2 Eighth graders whose mathematics skills are at or above grade level (percent) (2013)</td>
<td>1.040*</td>
<td>1.040*</td>
<td>1.040*</td>
<td>1.040*</td>
<td>1.040*</td>
<td>1.040*</td>
</tr>
<tr>
<td>AH-5.4.3 Twelfth graders whose mathematics skills are at or above grade level (percent) (2013)</td>
<td>1.061*</td>
<td>1.061*</td>
<td>1.061*</td>
<td>1.061*</td>
<td>1.061*</td>
<td>1.061*</td>
</tr>
<tr>
<td>AH-5.5 Adolescents who consider school work to be meaningful and important (percent, 12–17 years) (2013)</td>
<td>1.008</td>
<td>1.008</td>
<td>1.008</td>
<td>1.008</td>
<td>1.008</td>
<td>1.008</td>
</tr>
<tr>
<td>AH-5.6 Adolescents missing school for 11+ days due to illness or injury (percent, 12–17 years) (2014)</td>
<td>1.274</td>
<td>1.274</td>
<td>1.274</td>
<td>1.274</td>
<td>1.274</td>
<td>1.274</td>
</tr>
<tr>
<td>AH-7 Adolescents who have been offered, sold, or given an illegal drug on school property (percent, grades 9–12) (2013)</td>
<td>1.245*</td>
<td>1.245*</td>
<td>1.245*</td>
<td>1.245*</td>
<td>1.245*</td>
<td>1.245*</td>
</tr>
</tbody>
</table>
Table 2–3. Midcourse Health Disparities for Population-based Adolescent Health Objectives—Continued

Most favorable (least adverse) and least favorable (most adverse) group rates and summary disparity ratios for selected characteristics at the midcourse data point

<table>
<thead>
<tr>
<th>Characteristics and Groups</th>
<th>Population-based Objectives</th>
<th>Sex</th>
<th>Race and Ethnicity</th>
<th>Education</th>
<th>Family Income</th>
<th>Disability</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>American Indian or Alaska Native</td>
<td>Asian</td>
<td>Native Hawaiian or other Pacific Islander</td>
<td>Two or more races</td>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>AH-8 Adolescents whose parents consider them to be safe at school (percent, 12–17 years) (2011–2012)</td>
<td>1.010</td>
<td>1.083*</td>
<td>1.118*</td>
<td>1.010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AH-11.1 Arrests of minors and young adults for serious violent crimes (per 100,000 population, 10–24 years) (2012)</td>
<td>4.076†</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AH-11.2 Arrests of minors and young adults for serious property crimes (per 100,000 population, 10–24 years) (2012)</td>
<td>1.686</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AH-11.3 Students who report the presence of gangs at school (percent, 12–18 years) (2013)</td>
<td>1.074</td>
<td>2.034*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AH-11.4 Youth victimization from crimes of violence (per 1,000 population, 12–24 years) (2013)</td>
<td>1.010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEGEND

- At the midcourse data point: Group with the most favorable (least adverse) rate
- Group with the least favorable (most adverse) rate
- Data are available, but this group did not have the highest or lowest rate.
- Data are not available for this group because the data were statistically unreliable, not collected, or not analyzed.
Table 2–3. Midcourse Health Disparities\(^1\) for Population-based Adolescent Health Objectives—Continued

NOTES
See HealthyPeople.gov for all Healthy People 2020 data. The Technical Notes provide more information on the measures of disparities.

FOOTNOTES
\(^1\)Health disparities were assessed among population groups within specified demographic characteristics (sex, race and ethnicity, educational attainment, etc.). This assessment did not include objectives that were not population-based, such as those based on states, worksites, or those monitoring the number of events.
\(^2\)When there were only two groups (e.g., male and female), the summary disparity ratio was the ratio of the higher to the lower rate.
\(^3\)When there were three or more groups (e.g., white non-Hispanic, black non-Hispanic, Hispanic) and the most favorable rate \(R_b\) was the highest rate, the summary disparity ratio was calculated as \(R_b / R_a\), where \(R_a\) = the average of the rates for all other groups. When there were three or more groups and the most favorable rate was the lowest rate, the summary disparity ratio was calculated as \(R_b / R_a\).
\(^4\)Education level of the parent.
\(^5\)Unless otherwise footnoted, the poor, near-poor, middle, near-high, and high income groups are for persons whose family incomes were less than 100%, 100%–199%, 200%–399%, 400%–599%, and at or above 600% of the poverty threshold, respectively.
\(^6\)The summary disparity ratio was significantly greater than 1.000. Statistical significance was assessed at the 0.05 level using a normal one-sided test on the natural logarithm scale.
\(^7\)The summary disparity ratio was not tested for statistical significance because standard errors of the data were not available or normality on the natural logarithm scale could not be assumed.
\(^8\)Data do not include persons of Hispanic origin.
\(^9\)Data are for Asian or Pacific Islander persons.
\(^10\)Data are for urban locations.
\(^11\)Location of the school.
\(^12\)Data are for persons whose families earned less than $20,000.
\(^13\)Data are for persons whose families earned $20,000 to $34,999.

DATA SOURCES
AH-1 National Health Interview Survey (NHIS), CDC/NCHS
AH-2 National Survey of Children’s Health (NSCH), HRSA/MCHB and CDC/NCHS
AH-3.1 National Survey on Drug Use and Health (NSDUH), SAMHSA
AH-3.2 National Survey of Children’s Health (NSCH), HRSA/MCHB and CDC/NCHS
AH-4.1 National Youth in Transition Database (NYTD), ACF
AH-5.1 Common Core of Data (CCD), ED/NCES
AH-5.2 Individuals with Disabilities Education Act data (IDEA data), ED/OSERS
AH-5.3.1 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.3.2 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.3.3 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.4.1 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.4.2 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.4.3 National Assessment of Educational Progress (NAEP), ED/NCES
AH-5.5 National Survey on Drug Use and Health (NSDUH), SAMHSA
AH-5.6 National Health Interview Survey (NHIS), CDC/NCHS
AH-7 Youth Risk Behavior Surveillance System (YRBS), CDC/NCHHSTP
AH-8 National Survey of Children’s Health (NSCH), HRSA/MCHB and CDC/NCHS
AH-11.1 Uniform Crime Reporting Program (UCR), DOJ/FBI
AH-11.2 Uniform Crime Reporting Program (UCR), DOJ/FBI
AH-11.3 National Crime Victimization Survey-School Crime Supplement (SCS), Department of Justice, Bureau of Justice Statistics and Department of Education, National Center for Education Statistics (DOJ/BJS and ED/NCES)
AH-11.4 National Crime Victimization Survey (NCVS), DOJ/BJS
Map 2–1. Adolescents (17 years) in Foster Care Who Exhibited Early Readiness for Transition to Adulthood, by State: 2010–2011

Healthy People 2020 Objective AH-4.1 • National Target = 47.1% • National Rate = 42.8%
Map 2–2. Students Who Graduated From High School 4 Years After Starting 9th Grade, by State: 2012–2013

Healthy People 2020 Objective AH-5.1 • National Target = 87% • National Rate = 81%

NOTES: Data are for students who graduated from high school 4 years after starting 9th grade and are measured using the 4-year adjusted cohort graduation rate. Data are displayed by a modified Jenks classification for U.S. states which creates categories that minimize within-group variation and maximize between-group variation. The Technical Notes provide more information on the data and methods.

DATA SOURCE: Common Core of Data (CCD), ED/NCES
Map 2–3. Middle and High Schools That Prohibited Harassment Based on a Student’s Sexual Orientation or Gender Identity, by State: 2012

Healthy People 2020 Objective AH-9 • National Target = 92.2% • National Rate = 87.4%

NOTES: Data are for middle and high schools that prohibited harassment based on a student’s sexual orientation or gender identity. Data are displayed by a modified Jenks classification for U.S. states which creates categories that minimize within-group variation and maximize between-group variation. The Technical Notes provide more information on the data and methods.

DATA SOURCE: School Health Profiles, CDC/NCHHSTP