

Healthy People 2020 Leading Health Indicators: Social Determinants

Overview

The concept of social determinants recognizes the critical role of home, school, workplace, neighborhood, and community in improving health. Social determinants are in part responsible for the unequal and avoidable differences in health status within and between communities. Individual and population health are affected by a range of personal, social, economic, and environmental factors. For example, people with a quality education, stable employment, safe homes and neighborhoods, and access to preventive services tend to be healthier throughout their lives.

Progress in Numbers*



Target met¹



Improving²



Little or no detectable change³



Getting worse⁴

Status	Leading Health Topic and Indicator: Social Determinants	Baseline (Year)	Most Recent (Year)	Target	Progress Toward Target ⁵	Movement Away From Baseline ⁶
	AH-5.1 Students awarded a high school diploma 4 years after starting 9th grade (percent)	74.9% (2007–08)	78.2% (2009–10)	82.4%	44.0%	—

Progress in Words

AH-5.1: Students awarded a high school diploma 4 years after starting 9th grade

- The on-time graduation rate, measured as students awarded a high school diploma 4 years after starting 9th grade, has increased by about 4 percent, from 74.9 percent in 2007–2008 to 78.2 percent in 2009–2010, moving toward the Healthy People 2020 target of 82.4 percent.
- This objective has achieved more than two-fifths of the targeted change.

* Discrepancies between healthypeople.gov and data in this report may exist due to the timing of data uploads. Data for the measures shown in this report are current as of May 2014.



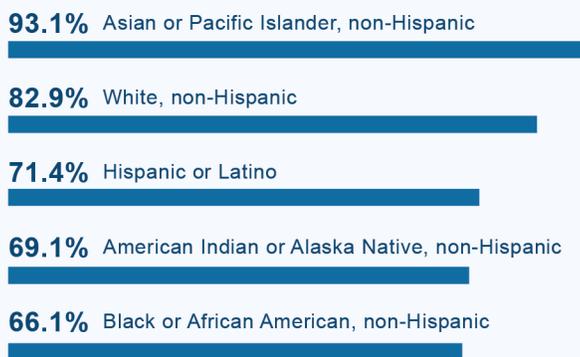
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Progress in Pictures

Health starts in our homes, schools, workplaces, neighborhoods, and communities. Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. A key social determinant of health is access to educational, economic, and job opportunities.

On-time High School Graduation Rates by Race/Ethnicity, 2009–10

On-time graduation rates varied among racial and ethnic groups in the 2009–10 school year.



Data source: Common Core of Data (CCD), ED/NCES.

HEALTHY PEOPLE 2020 TARGETS

Students Awarded a High School Diploma 4 Years After Starting 9th Grade

78.2% of students attending public schools graduated with a regular diploma, 4 years after starting 9th grade for the 2009–10 school year.



Data source: Common Core of Data (CCD), ED/NCES.

NOTES (from page 1)

- ¹ Target met or exceeded
- ² Movement is *toward* the target and is:
 - Statistically significant when measures of variability are available** – OR –
 - 10% or more of the targeted change when measures of variability are unavailable**
- ³ Objective demonstrates little or no detectable change, because either:
 - Movement toward/away from the target is not statistically significant when measures of variability are available** – OR –
 - Movement is toward the target but the objective has achieved less than 10% of the targeted change when measures of variability are unavailable** – OR –
 - Movement is away from the target but the objective has moved less than 10% relative to its baseline when measures of variability are unavailable** – OR –
 - No change between baseline and most recent data point
- ⁴ Movement is *away from* the target and is:
 - Statistically significant when measures of variability are available** – OR –
 - 10% or more relative to the baseline when measures of variability are unavailable**
- ⁵ For objectives moving toward their targets, progress is measured as the percent of targeted change achieved, quantified as follows:

$$\text{Percent of targeted change achieved} = \frac{\text{Most recent value} - \text{Baseline value}}{\text{HP2020 target} - \text{Baseline value}} \times 100.$$

- ⁶ For objectives moving away from their baselines (and, therefore, their targets), progress is measured as the magnitude of the percent change from baseline, quantified as follows:

$$\text{Magnitude of percent change from baseline} = \frac{|\text{Most recent value} - \text{Baseline value}|}{\text{Baseline value}} \times 100.$$

- ^{**} When measures of variability are available, statistical significance of the percent of targeted change achieved or the magnitude of the percent change from baseline is assessed at the 0.05 level using a one-sided test. When measures of variability are unavailable, the percent of targeted change achieved and the percent change from baseline are assessed only for their magnitude (e.g., <10% or ≥10%).

DATA SOURCES

AH-5.1 Common Core of Data (CCD), ED/NCES



U.S. Department of Health and Human Services
Office of Disease Prevention and Health Promotion