



Dropout Rates in the United States: 2002 and 2003

E.D. TAB

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Summary

Introduction

Dropping out of high school is related to a number of negative outcomes. For example, the median income of high school dropouts age 18 and over was \$12,184 in 2003 (U.S. Census Bureau 2005). By comparison, the median income of those age 18 and over who completed their education with a high school credential (including a General Educational Development (GED) certificate) was \$20,431. Dropouts are also less likely to be in the labor force than those with a high school credential or higher, and are more likely to be unemployed if they are in the labor force (Bureau of Labor Statistics 2004). In terms of health, dropouts over the age of 24 tend to report being in worse health than adults who are not dropouts, regardless of income (U.S. Department of Education 2004). Dropouts also make up disproportionately higher percentages of the nation's prison and death row inmates.¹

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates in 2002 and 2003, provides data about trends² in dropout and completion rates over the last three decades, and examines the characteristics of high school dropouts and high school completers in 2002 and 2003. Four rates are presented to provide a broad picture of high school dropouts and completers in the United States, with each contributing unique information: the event dropout rate, the status dropout rate, the status completion rate, and the averaged freshman graduation rate—an indicator new to this report series.

- The **event dropout rate** estimates the percentage of both private and public high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., a General Educational Development certificate, or GED). It can be used to track annual changes in the experiences of students in the U.S. school system.
- The **status dropout rate** reports the percentage of individuals in a given age range who are not in school and have not earned a high school diploma or equivalency credential, irrespective of when they dropped out. The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.

¹ Estimates indicate that approximately 30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row are high school dropouts (U.S. Department of Justice 2000, 2002).

² Trend analyses have shown a pattern of decline prior to 1990 and little or no trend since then for dropout rates. As a result, in this E.D. TAB, overall trends from 1972 to 2003 are reported, as well as separate trends from 1972 to 1990 and 1990 to 2003, to increase the understanding of patterns over time in these rates.

- The **status completion rate** indicates the percentage of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential, irrespective of when the credential was earned. The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.³
- The **averaged freshman graduation rate** estimates the proportion of high school freshmen who graduate with a regular diploma 4 years after starting 9th grade. The rate focuses on public high school students as opposed to all high school students or the general population and is designed to provide an estimate of on-time graduation from high school. Thus, it provides a measure of the extent to which public high schools are graduating students within the expected period of four years.

Data presented in this report are drawn from the annual October Current Population Survey (CPS), the annual Common Core of Data (CCD) collections, and the annual GED Testing Service (GEDTS) statistical reports.⁴ Data in the CPS files are collected through household interviews and are representative of the civilian, noninstitutionalized population in the United States. The CCD data are collected from state education agencies about all public schools and school systems in the United States, and contain administrative record data that are representative of all public school students in this country. The GEDTS data are also built from administrative record data, and contain information about all GED test takers (data presented in this report are only for test takers in the 50 states and the District of Columbia).

As with all data collections, those used in this report are useful for calculating some estimates but are poorly suited for calculating other types of estimates. For example, CPS data are well suited for studying the civilian, noninstitutionalized population in the United States, but do not provide information about military personnel or individuals residing in group quarters such as prison inmates. Data from CCD are appropriate for studying public school students in a given year, but do not provide information on private school students. GEDTS data are helpful for identifying the number of people who take and pass the GED examination in a given year, but do not contain information about schools that GED test takers attended before taking the GED test. In addition, none of the data sets track individual students over time, limiting their usefulness for studying processes and precise timelines associated with graduating or dropping out. Note that the CCD data for high school dropouts in the 2002-03 school year were not available at the time this report was written. However, diploma data for the 2002-03 school year were available, which is why 2002-03 averaged freshman graduation rates are presented, but not state-level public high school event dropout rates.

³ This rate is referred to as the “Current Population Survey High School Completion Indicator” in an upcoming technical report being developed by NCES (Seastrom et al. 2006).

⁴ Appendix A of this report contains information about these three data collections and describes in detail how the rates reported here were computed.

All changes or differences noted in this report are statistically significant at the $p \leq .05$ level. When significance tests fail to meet the $p \leq .05$ criterion and the comparison is of substantive interest, terminology such as “no measurable difference was found” is used in this report. This does not necessarily mean that there is no actual difference between the compared estimates. With a larger sample, the difference may have tested significant at the $p \leq .05$ level.

Selected Findings

Although data for both 2002 and 2003 are presented in the tables for this report, the text focuses on the 2003 dropout and completion results. For the most part, the findings for 2003 are consistent with results observed in 2002. When this is not the case, differences between the 2002 and 2003 results are noted.

National Event Dropout Rates

The event dropout rate presented here estimates the percentage of both private and public high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., a General Educational Development certificate, or GED). Specifically, the rate describes the percentage of youth ages 15 through 24 in the United States who dropped out of grades 10–12 from either public or private schools in the 12 months between one October and the next (e.g., October 2002 to October 2003). The measure provides information about the rate at which U.S. high school students are leaving school without a successful outcome. As such, it can be used to study student experiences in the U.S. secondary school system in a given year. It is not well suited for studying how many people in the country lack a high school credential irrespective of whether they attended U.S. high schools, nor does it provide a picture of the dropout problem more generally because it only measures how many students dropped out in a single year. Data from the Current Population Survey (CPS) are used to calculate national event dropout rates.

- **National event dropout rates:** Four out of every 100 students enrolled in high school in October 2002 left school before October 2003 without completing a high school program (table 1-A). Since 1972, event dropout rates have trended downward, from 6.1 percent in 1972 to 4.0 percent in 2003 (figure 1 and table 2). This decline occurred primarily from 1972 through 1990. Despite year-to-year fluctuations, there has been no overall pattern of increase or decrease in event dropout rates since 1990. Most recently, there was a decrease in event dropout rates between 2001 and 2002, and no detectable change in rates from 2002 to 2003, although the 2003 rate remained lower than the rate registered in 2001.

- **Event dropout rates by sex:** There was no measurable difference in the 2003 event dropout rates for males and females, a pattern generally found over the last 30 years (tables 1-A and 3). Exceptions to this pattern occurred in four years—1974, 1976, 1978, and 2000—when males were more likely than females to drop out.
- **Event dropout rates by race/ethnicity:**⁵ Between October 2002 and October 2003, Hispanic high school students were more likely to drop out than White students and Asian students (table 1-A). The event dropout rate for Hispanics was 7.1 percent compared with rates of 3.2 percent for Whites and 2.4 percent for Asians. Black students and students who indicated more than one race had event dropout rates of 4.8 percent and 6.1 percent, respectively. Neither of these rates was measurably different from the rates for the other racial/ethnic groups.⁶

Similar racial/ethnic differences in event dropout rates were observed between October 2001 and October 2002 (table 1-B). The exception was that differences were detected between Whites and Blacks, with Blacks being more likely to drop out.

- **Event dropout rates by family income:** In 2003, students living in low-income families were approximately 5 times more likely than their peers in high-income families to be event dropouts (table 1-A).⁷

A decline in event dropout rates for students from low-, middle-, and high-income families occurred from the mid-1970s to 1990 (figure 1 and table 4). Since 1990, event dropout rates have fluctuated between 3.6 and 5.7 percent for middle-income students and between 1.0 and 2.7 percent for high-income students, without a consistent upward or downward trend for either group (table 4). However, for low-income students, event dropout rates increased from 9.5 percent in 1990 to 13.3 percent in 1995 and then declined to 7.5 percent in 2003.

- **Event dropout rates by age:** Students who pursue a high school education past the typical high school age are at higher risk than others of becoming an event dropout (table 1-A). The 2003 event dropout rates for students in the typical age range for fall high school enrollment (ages 15 through 17) were lower than those for older students (ages 19 through 24). Specifically, 2.5 percent of 15- to 16-year-olds and 2.9 percent of 17-year-olds dropped out

⁵ Beginning in 2003, CPS respondents were able to indicate more than one race. Only 2 percent of 15- through 24-year olds who were enrolled in high school in 2002 (the base population for the 2003 event dropout rate) reported more than one race (table 1-A). The 2003 tables report data for five racial/ethnic categories: White, non-Hispanic; Black, non-Hispanic; Asian/Pacific Islander, non-Hispanic; Hispanic; and more than one race. The first three categories consist of individuals who identified as only one race, and who did not identify as Hispanic. A fourth category consists of Hispanics of all races and racial combinations. The "more than one race" category consists of non-Hispanics who identified as being multiracial. Due to small sample sizes, American Indians/Alaska Natives who reported only one race are included in the total but are not shown separately. Prior to 2003, respondents could indicate only one race. The four racial/ethnic categories reported in this publication for 2002 and earlier data are White, non-Hispanic; Black, non-Hispanic; Hispanic (any race); and Asian/Pacific Islander, non-Hispanic; American Indians/Alaska Natives are included in the total but are not shown separately. For ease of reading, the shorter terms White, Black, and Asian/Pacific Islander are used for both 2003 data and for 2002 and earlier data.

⁶ Due to a small sample size, the standard error for students who identify with more than one race is relatively large, which makes difficult the detection of statistically significant differences. The standard error for Asians was also relatively large because of small sample sizes. This may explain why no difference was detected between Blacks and Asians in terms of event dropout rates.

⁷ "Low income" is defined here as the lowest 20 percent of all family incomes, while "high income" refers to the top 20 percent of all family incomes. In 2003, low-income families included those with \$16,605 or less in family income, while high-income families included those with \$75,451 or more in family income.

in the 1-year reference period, compared with 5.7 percent of 19-year-olds and 20.8 percent of 20- through 24-year-olds.⁸

- **Event dropout rates by region:** In 2003, no differences were detected in the event dropout rates for the four regions of the country (table 1-A). In 2002, however, the South registered a higher event dropout rate than the Midwest (4.4 versus 2.6 percent) (table 1-B).

State Event Dropout Rates for Public High School Students

State-level event dropout rates for public high school students are calculated using data through 2002 from the Common Core of Data (CCD). The rates reported in this publication reflect the percentage of public school students who were enrolled in grades 9–12 at some point during the 2001–02 school year, were not enrolled in school in October of 2002, and had not earned a high school diploma or completed a state- or district-approved education program.⁹ State or district education programs may include special education programs and district- or state-sponsored GED programs. State event dropout rates shown here indicate the rate at which students are dropping out of public secondary systems in a given year. They do not include information about individuals outside of the public school system nor about individuals who may have dropped out during a preceding school year. Rates are presented for the 45 states and the District of Columbia that used this common definition of what constitutes a dropout (table 5). (See the Technical Notes in appendix A for the dropout definition.) Because some states do not follow the NCES reporting rules, the CCD data cannot be used to calculate national-level event dropout rates from public schools.¹⁰

- **State event dropout rates for 9th- through 12th-grade public high school students:** The 2001–02 CCD event dropout rates showed considerable variability across the states, ranging from 1.9 percent in Wisconsin to 10.5 percent in Arizona (table 5).

In all, event dropout rates for public school students in grades 9–12 were lower than 3 percent in nine states: Wisconsin, 1.9 percent; North Dakota, 2.0 percent; Indiana, 2.3 percent; Iowa, 2.4 percent; New Jersey, 2.5 percent; Connecticut, 2.6 percent; Maine and South Dakota, 2.8 percent; and Virginia, 2.9 percent (table 5). Nine states had event dropout rates of 6 percent or more: Delaware, 6.2 percent; Illinois and Nevada, 6.4 percent; Georgia, 6.5 percent; Louisiana, 7.0 percent; Washington and New York, 7.1 percent; Alaska, 8.1 percent; and Arizona, 10.5 percent.

⁸ Eighteen-year-olds represent a transitional population in terms of high school education. Many are still in high school, while a large proportion has entered postsecondary education or the labor market (U.S. Census Bureau 2003). As such, they are not included with those who are age 17 and under, or age 19 and over, in this analysis.

⁹ Some states report using an alternative 1-year period from one July to the next. Rates for those states are presented because event dropout rates based on the July to July calendar are comparable to those calculated using an October to October calendar (Winglee et al. 2000).

¹⁰ NCES is studying imputation strategies for missing dropout data. If implemented, the imputations may result in somewhat different state-level dropout estimates than presented in this report.

National Status Dropout Rates

The status dropout rate measures the percentage of individuals who are not enrolled in high school and who do not have a high school credential, irrespective of when they dropped out. The status dropout rate is higher than the event rate in a given year because the status dropout rate includes all dropouts in a particular age range, regardless of when or where they last attended school, including individuals who may have never attended school in the United States. The measure provides an indicator of the proportion of young people who lack a basic high school education. While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is not useful as an indicator of the performance of schools because the rate includes those who never attended school in the United States. Using data from the CPS, the status dropout rate in this report shows the percentage of young people ages 16 through 24 who are out of school and who have not earned a high school diploma or equivalent credential (e.g., a GED).

- **National status dropout rates:** In October 2003, approximately 3.6 million 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential such as a GED. These status dropouts accounted for 9.9 percent of the 36 million 16- through 24-year-olds in the United States in 2003 (table 6-A).

Among all individuals in this age group, status dropout rates declined between 1972 and 2003, from 14.6 percent to 9.9 percent (figure 2 and table 7). Unlike event dropout rates, which have remained relatively stable since 1990, status rates declined over the period between 1990 and 2003.

- **Status dropout rates by sex:** Males ages 16–24 were more likely than females to be high school dropouts in 2003 (11.3 percent compared with 8.4 percent) (table 6-A).
- **Status dropout rates by race/ethnicity:** The status dropout rate of Whites remained lower than that of Blacks in 2003, but over the past 30 years the difference between Whites and Blacks has narrowed (figure 2 and table 8). This narrowing of the gap occurred during the 1970s and 1980s. Between 1990 and 2003, there was no measurable change in the gap between Whites and Blacks.

In 2003, Asian/Pacific Islanders ages 16–24 were less likely to be status dropouts than Whites, Blacks, and Hispanics in this age group.¹¹ The percentage of Hispanics ages 16–24 who were dropouts was consistently higher than that of Blacks and Whites throughout this 31-year period (1972–2003; figure 2 and table 8). White and Black status dropout rates have fallen by about half since 1972; the rates for Whites fell from 12.3 to 6.3 percent and the rates for Blacks declined from 21.3 to 10.9 percent. Between 1972 and 2003, Hispanic status

¹¹ Because Asian/Pacific Islanders were not identified in earlier CPS collections and because of small sample sizes in some years, trends for Asian/Pacific Islanders are not examined.

dropout rates have fluctuated considerably but also have demonstrated a long-term decline, falling from 34.3 to 23.5 percent.¹²

In 2003, 39.4 percent of Hispanic 16- through 24-year-olds born outside of the United States were high school dropouts (table 6-A). Hispanics born in the United States were less likely than immigrant Hispanics to be dropouts (11.9 and 12.5 percent for first generation and second generation or higher, respectively¹³). Regardless of recency of immigration, Hispanic youth were more likely to be dropouts than non-Hispanic youth.

Seven percent of 16- through 24-year-olds who identified as more than one race in 2003 were status dropouts, a rate lower than that of Hispanics and Blacks, but not measurably different from the rates for Whites (6.3 percent) and Asian/Pacific Islanders (3.9 percent) (table 6-A).

- **Status dropout rates by age:** As might be expected, people ages 16 and 17 had lower status dropout rates in 2003 than 18- through 24-year-olds, at least in part because most 16- and 17-year-olds were still actively pursuing a high school diploma (table 6-A).¹⁴
- **Status dropout rates by region:** In 2003, the South had a higher status dropout rate (11.4 percent) than each of the other three regions (table 6-A). The South also had a higher rate in 2002 than the other regions, and that year the West had a higher status dropout rate (10.4 percent) than the Midwest (9.0 percent) (table 6-B).

The South also contained a disproportionately high percentage of the country's status dropouts. In 2003, while 35.4 percent of 16- through 24-year-olds lived in the South, 40.9 percent of all status dropouts lived there. In contrast, the Midwest was home to roughly 22.9 percent of the 16- through 24-year-old population and 20.8 percent of all status dropouts. Similarly, 18.4 percent of 16- through 24-year-olds lived in the Northeast but 15.6 percent of status dropouts lived there. The West was represented in the status dropout population in rough proportion to its share of the 16- through 24-year-old population. Results from 2002 followed a similar pattern except that the Northeast was also represented in the status dropout population in rough proportion to its representation in the overall population of 16- through 24-year-olds.

National Status Completion Rates

The status completion rate indicates the percentage of young people who have left high school and who hold a high school credential. The rate reported here is based on CPS data and represents the percentage of 18- through 24-year-olds who are not enrolled in high school and who have earned a high school diploma or equivalent credential, including a GED. The status completion rate includes individuals who may have completed their education outside of the

¹² The variable nature of the Hispanic status rate reflects, in part, the small sample of Hispanics in the CPS.

¹³ Individuals defined as "first generation" were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia. Individuals defined as "second generation or higher" were born in the 50 states or the District of Columbia, as were both of their parents.

¹⁴ In 2003, the Current Population Survey shows high school enrollment rates by age group were 96.5 percent for 16-year-olds, 89.3 percent for 17-year-olds, 20.8 percent for 18-year-olds, 6.8 percent for 19-year-olds, and 1.1 percent for 20- through 24-year-olds (estimates not shown in tables).

United States, so the rate is not suited for measuring the performance of the education system in this country.

- **National status completion rates:** In 2003, some 87.1 percent of 18- through 24-year-olds not enrolled in high school had received a high school diploma or equivalency credential (table 9-A).¹⁵ The status completion rates have increased slightly over the last three decades (figure 3 and table 10). Between 1972 and 1990, status completion rates increased by 2.8 percentage points, from 82.8 percent in 1972 to 85.6 percent in 1990. Since 1990, the rate has shown no consistent trend, with a low of 84.8 percent in 1998 and a high of 87.1 percent in 2003.
- **National estimate of 18- through 24-year-olds with diplomas:** The status completion rate reported above includes students who earned an equivalency credential. However, differences between GED recipients and diploma recipients suggest that GED holders fare significantly worse than diploma holders in terms of income and completing postsecondary education (Tyler 2003). Because the method of high school completion is of interest, data from the GED Testing Service (GEDTS) were used to estimate the number of 18- through 24-year-olds in 2002 who had passed the GED exam.¹⁶ This information was then used to estimate the percentage of individuals ages 18–24 with a regular high school diploma. The results indicate approximately 1.8 million 18- through 24-year-olds in 2002 had passed the GED exam (data not shown in tables).¹⁷ This represented 7.0 percent of people in this age range who were no longer in elementary or secondary school. Subtracting this percentage from the 2002 status completion rate of 86.6 percent suggests that approximately 79.6 percent of this age group held a regular diploma.¹⁸
- **Status completion rates by race/ethnicity:** In 2003, among 18- through 24-year-olds not currently enrolled in high school, Asian/Pacific Islanders had a higher status completion rate (94.9) than Whites, Blacks and Hispanics (91.9 percent, 85.0 percent, and 69.2 percent, respectively) (table 9-A). In addition, Whites and individuals who identified as more than one race (91.7 percent) were more likely than their Black or Hispanic peers to have completed high school.

Status completion rates for both Whites and Blacks increased between 1972 and 1990, and again between 1990 and 2003 (figure 3 and table 11). Between 1972 and 1990, the status completion rates for Hispanics exhibited no trend, but since 1990 they have increased, from 59.1 percent to 69.2 percent to 2003.

In 2003, about half of foreign-born Hispanics ages 18–24 who were not currently enrolled in high school had completed high school (53.1 percent) (table 9-A). Status completion rates were higher for Hispanics born in the United States (82.4 percent for first generation and 84.1 percent for second or higher generations), although in each immigrant category Hispanics were less likely to have earned a high school credential than non-Hispanics.

¹⁵ Considering all 18- through 24-year-olds, irrespective of enrollment status, 82.5 percent held a high school credential in October 2003 (estimates not shown in tables).

¹⁶ GEDTS data for 2003 were not available in time for this report.

¹⁷ These 1.8 million persons who were 18-24 years old in 2002 passed the GED exam between the years 1996 and 2002.

¹⁸ See appendix A of this report for details of this calculation.

- **Status completion rates by sex:** Females ages 18–24 who were not enrolled in high school in 2003 were more likely than males to have completed high school, 89.2 versus 85.1 percent (table 9-A).
- **Status completion rates by region:** Consistent with status dropout data by region, 18- through 24-year-olds in the South had a lower status completion rate (84.9 percent) than their contemporaries in other regions of the country: 87.2 percent in the West, 88.4 percent in the Midwest, and 89.6 in the Northeast (table 9-A). It is not appropriate to consider these rates as reflecting the performance of schools in each of the regions. There are a number of reasons why the rates cannot be used to directly evaluate school system performance including lack of controls for migration and immigration.

Averaged Freshman Graduation Rates (AFGR) for Public School Students

The averaged freshman graduation rate provides an estimate of the percentage of public high school students who graduate on time—that is, four years after starting 9th grade—with a regular diploma. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of a set of alternative estimates (Seastrom et al., forthcoming). AFGR estimates are based on the Common Core of Data, State Nonfiscal Survey of Public Elementary/Secondary Education, with ungraded enrollments distributed proportionally to reported enrollments by grade (Seastrom et al. 2005).¹⁹

- **National averaged freshman graduation rate for public school students:** The averaged freshman graduation rate among public school students in the United States for the class of 2002-03 was 73.9 percent (table 12-A).
- **State averaged freshman graduation rates for public school students:** For the class of 2002-03, the average freshman graduation rate ranged from 59.6 percent in the District of Columbia to 87.0 percent in New Jersey (tables 12-A). Fourteen states had rates of 80.0 percent or higher—Connecticut, Idaho, Iowa, Minnesota, Montana, Nebraska, New Jersey, North Dakota, Pennsylvania, South Dakota, Utah, Vermont, Virginia, and Wisconsin. Ten states and the District of Columbia had rates below 70.0

¹⁹ Similar data are available in the CCD district level nonfiscal files. These files provide more demographic information about students, but are incomplete. NCES is studying imputation strategies for the district-level data that may result in somewhat different state-level estimates than presented in this report.

percent—Alabama, Alaska, Florida, Georgia, Louisiana, Mississippi, New Mexico, New York, South Carolina, and Tennessee.

- **Changes in rates from 2001-02 to 2002-03:** Comparing the averaged freshman graduation rate among public school students in the graduating class of 2001-02 to that of 2002-03, the rate increased from 72.6 percent to 73.9 percent (tables 12-A and 12-B). Forty states experienced increases in the rate and 10 states and the District of Columbia experienced declines in the rate.

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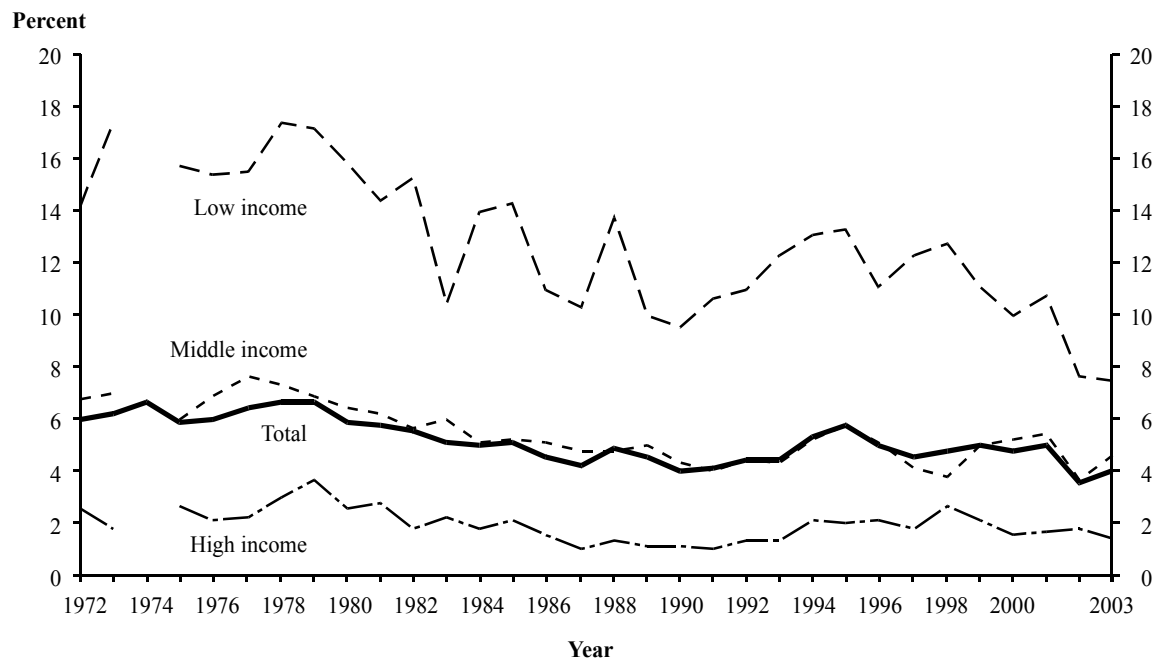
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Figures

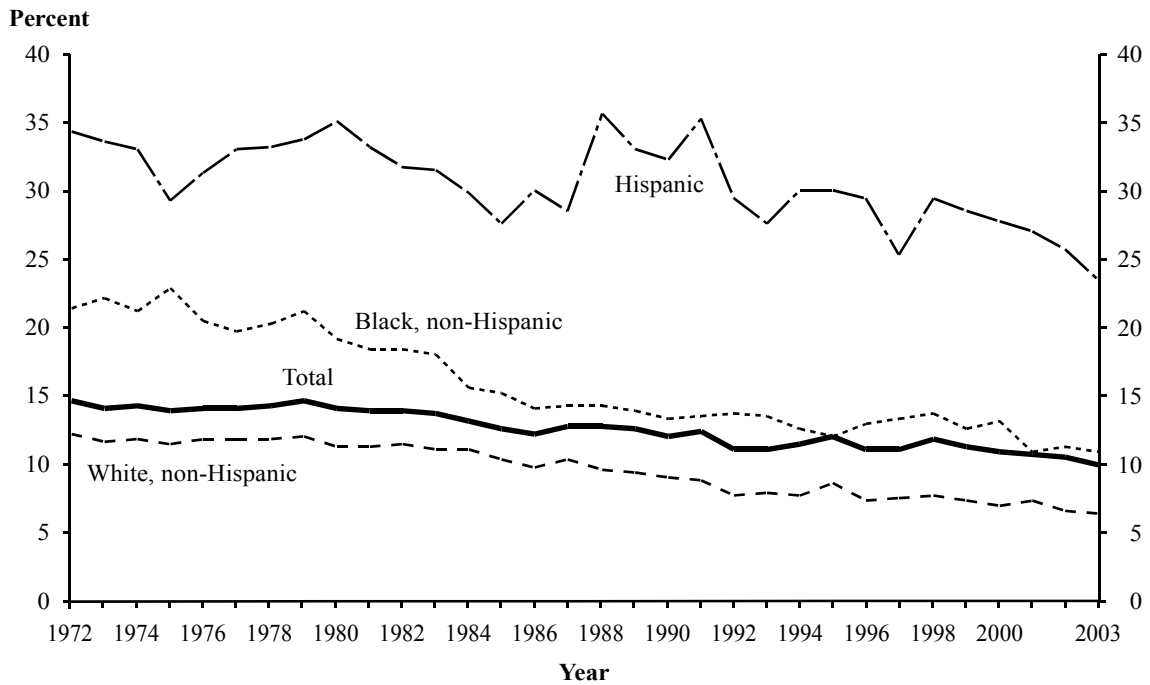
Figure 1. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2003



NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 in the 12 months between one October and the next (e.g., October 2002 to October 2003). Dropping out is defined as leaving school without a high school diploma or equivalent credential (for example, a General Educational Development certificate). Low income is defined as the bottom 20 percent of all family incomes for the year; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes. Data on family income are missing for 1974. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, Alt, and Chapman 2004.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2003).

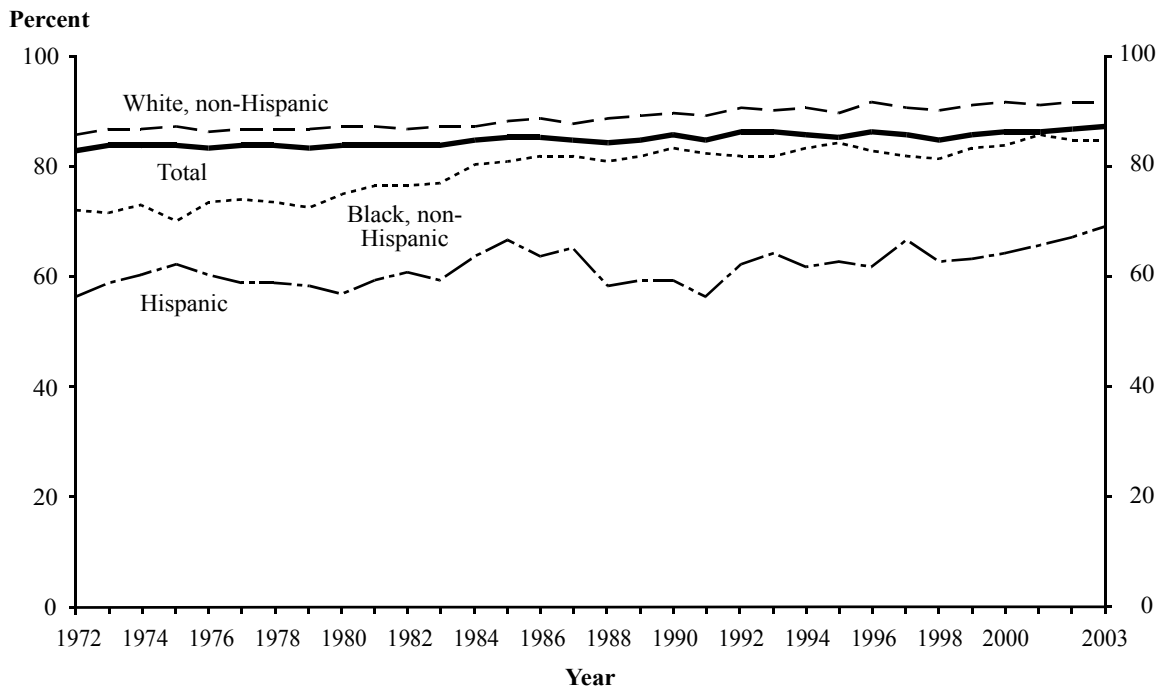
Figure 2. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972 through October 2003



NOTE: The status dropout rate indicates the percentage of 16–24 year-olds who are not enrolled in high school and who lack a high school credential. Beginning in 2003, respondents were able to identify themselves as being more than one race. The 2003 categories for White, non-Hispanic and Black, non-Hispanic contain only respondents who indicated just one race. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample size for all of the years depicted in the figure, American Indians/Alaska Natives are included in the totals but are not shown separately. Asian/Pacific Islanders are also included in the totals but not shown separately as that group has only recently been sampled in adequate numbers to be reported separately (see table 6). The more than one race category in 2003 is also included in the total but not shown separately due to small sample size. The variable nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics in the CPS. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, Alt, and Chapman (2004).

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2003).

Figure 3. Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by race/ethnicity: October 1972 through October 2003



NOTE: Status completion rates measure the percentage of 18–24 year-olds who have left high school and who also hold a high school credential. High school credentials include regular diplomas and alternative credentials such as GEDs. Beginning in 2003, respondents were able to identify themselves as being more than one race. The 2003 categories for White, non-Hispanic and Black, non-Hispanic contain only respondents who indicated just one race. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample size for all of the years depicted in the figure, American Indians/Alaska Natives are included in the totals but are not shown separately. Asian/Pacific Islanders are also included in the totals but not shown separately as that group has only recently been sampled in adequate numbers to be reported separately (see tables 9A and 9B). The more than one race category in 2003 is also included in the total but not shown separately due to small sample size. The variable nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics in the CPS. Estimates beginning with 1987 reflect new editing procedures instituted by the U.S. Census Bureau for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item in the CPS. Estimates beginning in 1994 reflect changes in the CPS due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, Alt, and Chapman (2004).

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, October (1972–2003).

Tables

Table 1-A. Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2003

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled ¹ (thousands)	Percent of all dropouts	Percent of population enrolled
Total	4.0	429	10,698	100.0	100.0
Sex					
Male	4.2	225	5,382	52.6	50.3
Female	3.8	203	5,317	47.4	49.7
Race/ethnicity ²					
White, non-Hispanic	3.2	214	6,783	49.9	63.4
Black, non-Hispanic	4.8	73	1,520	17.0	14.2
Hispanic	7.1	116	1,630	27.1	15.2
Asian/Pacific Islander	2.4	11	460	2.5	4.3
More than one race	6.1	14	233	3.3	2.2
Family income ³					
Low income	7.5	104	1,378	24.2	12.9
Middle income	4.6	281	6,134	65.5	57.3
High income	1.4	44	3,186	10.2	29.8
Age ⁴					
15–16	2.5	78	3,095	18.3	28.9
17	2.9	114	3,902	26.6	36.5
18	4.7	122	2,620	28.4	24.5
19	5.7	42	734	9.8	6.9
20–24	20.8	72	348	16.9	3.2
Region					
Northeast	3.6	71	1,995	16.5	18.6
Midwest	3.6	92	2,530	21.5	23.6
South	4.5	163	3,625	38.0	33.9
West	4.0	103	2,548	24.0	23.8

¹ This is an estimate of the population of 15- through 24-year-olds enrolled during the previous year in high school based on the number of students still enrolled in the current year and the number of students who either graduated or dropped out the previous year.

² Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The White, non-Hispanic; Black, non-Hispanic; and Asian/Pacific Islander categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. Non-Hispanics who identified as multiracial are included in the “more than one race” category. The Hispanic category consists of Hispanics of all races and racial combinations. Due to small sample size, American Indians/Alaska Natives are included in the total but are not shown separately.

³ Low income is defined as the bottom 20 percent of all family incomes for 2003; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

⁴ Age when a person dropped out may be 1 year younger, because the dropout event could occur at any time over a 12-month period.

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2002 to October 2003). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

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

Table 1-B. Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2002

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled ¹ (thousands)	Percent of all dropouts	Percent of population enrolled
Total	3.6	367	10,254	100.0	100.0
Sex					
Male	3.7	193	5,160	52.6	50.3
Female	3.4	174	5,093	47.4	49.7
Race/ethnicity ²					
White, non-Hispanic	2.6	173	6,685	47.1	65.2
Black, non-Hispanic	4.9	73	1,493	20.0	14.6
Hispanic	5.8	86	1,479	23.3	14.4
Asian/Pacific Islander	2.5	12	466	3.2	4.5
Family income ³					
Low income	7.7	105	1,373	28.6	13.4
Middle income	3.6	209	5,816	57.0	56.7
High income	1.7	53	3,065	14.4	29.9
Age ⁴					
15–16	2.6	76	2,978	20.8	29.0
17	2.6	91	3,503	24.9	34.2
18	3.6	97	2,700	26.4	26.3
19	7.5	58	765	15.7	7.5
20–24	14.8	45	307	12.3	3.0
Region					
Northeast	3.6	68	1,883	18.6	18.4
Midwest	2.6	65	2,545	17.7	24.8
South	4.4	146	3,337	39.7	32.5
West	3.5	88	2,489	24.1	24.3

¹ This is an estimate of the population of 15- through 24-year-olds enrolled during the previous year in high school based on the number of students still enrolled in the current year and the number of students who either graduated or dropped out the previous year.

² Due to small sample sizes, American Indians/Alaska Natives are included in the total but are not shown separately.

³ Low income is defined as the bottom 20 percent of all family incomes for 2002; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

⁴ Age when a person dropped out may be 1 year younger, because the dropout event could occur at any time over a 12-month period.

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2001 to October 2002). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2002.

Table 2. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2003

Year ¹	Event dropout rate (percent)	Number of dropouts (thousands)	Population enrolled (thousands)
1972	6.1	616	10,286
1973	6.3	648	10,510
1974	6.7	702	10,675
1975	5.8	618	10,617
1976	5.9	629	10,629
1977	6.5	704	10,933
1978	6.7	712	10,816
1979	6.7	711	10,695
1980	6.1	623	10,554
1981	5.9	605	10,471
1982	5.5	552	10,082
1983	5.2	502	9,911
1984	5.1	480	9,573
1985	5.2	479	9,382
1986	4.7	441	9,651
1987	4.1	405	9,620
1988	4.8	462	9,467
1989	4.5	403	9,001
1990	4.0	347	8,675
1991	4.1	348	8,700
1992	4.4	383	8,705
1993	4.5	381	8,469
1994	5.3	497	9,377
1995	5.7	544	9,509
1996	5.0	485	9,612
1997	4.6	454	9,984
1998	4.8	479	10,079
1999	5.0	519	10,464
2000	4.8	488	10,126
2001	5.0	505	10,187
2002	3.6	367	10,254
2003	4.0	429	10,698

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2002 to October 2003). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 3. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2003

Year ¹	Total (percent)	Sex (percent)		Race/ethnicity (percent) ²		
		Male	Female	White non- Hispanic	Black non- Hispanic	Hispanic
1972	6.1	5.9	6.3	5.3	9.5	11.2
1973	6.3	6.8	5.7	5.5	9.9	10.0
1974	6.7	7.4	6.0	5.8	11.6	9.9
1975	5.8	5.4	6.1	5.0	8.7	10.9
1976	5.9	6.6	5.2	5.6	7.4	7.3
1977	6.5	6.9	6.1	6.1	8.6	7.8
1978	6.7	7.5	5.9	5.8	10.2	12.3
1979	6.7	6.8	6.7	6.0	9.9	9.8
1980	6.1	6.7	5.5	5.2	8.2	11.7
1981	5.9	6.0	5.8	4.8	9.7	10.7
1982	5.5	5.8	5.1	4.7	7.8	9.2
1983	5.2	5.8	4.7	4.4	7.0	10.1
1984	5.1	5.4	4.8	4.4	5.7	11.1
1985	5.2	5.4	5.0	4.3	7.8	9.8
1986	4.7	4.7	4.7	3.7	5.4	11.9
1987	4.1	4.3	3.8	3.5	6.4	5.4
1988	4.8	5.1	4.4	4.2	5.9	10.4
1989	4.5	4.5	4.5	3.5	7.8	7.8
1990	4.0	4.0	3.9	3.3	5.0	7.9
1991	4.1	3.8	4.2	3.2	6.0	7.3
1992	4.4	3.9	4.9	3.7	5.0	8.2
1993	4.5	4.6	4.3	3.9	5.8	6.7
1994	5.3	5.2	5.4	4.2	6.6	10.0
1995	5.7	6.2	5.3	4.5	6.4	12.4
1996	5.0	5.0	5.1	4.1	6.7	9.0

See notes at end of table.

Table 3. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2003—Continued

Year ¹	Race/ethnicity (percent) ²					
	Total (percent)	Sex (percent)		White non- Hispanic	Black non- Hispanic	Hispanic
		Male	Female			
1997	4.6	5.0	4.1	3.6	5.0	9.5
1998	4.8	4.6	4.9	3.9	5.2	9.4
1999	5.0	4.6	5.4	4.0	6.5	7.8
2000	4.8	5.5	4.1	4.1	6.1	7.4
2001	5.0	5.6	4.3	4.1	6.3	8.8
2002	3.6	3.7	3.4	2.6	4.9	5.8
2003	4.0	4.2	3.8	3.2	4.8	7.1

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

² Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The 2003 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category consists of Hispanics of all races and racial combinations. Due to small sample sizes for all of the years in the table American Indians/Alaska Natives are included in the totals but are not shown separately. Asian/Pacific Islanders are also included in the totals but not shown separately as that group has only recently been sampled in adequate numbers to be reported separately (see table 1). The “more than one race” category in 2003 is also included in the total but not shown separately due to small sample size.

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2002 to October 2003). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 4. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2003

Year ¹	Total (percent)	Family income (percent) ²		
		Low income	Middle income	High income
1972	6.1	14.1	6.7	2.5
1973	6.3	17.3	7.0	1.8
1974	6.7	—	—	—
1975	5.8	15.7	6.0	2.6
1976	5.9	15.4	6.8	2.1
1977	6.5	15.5	7.6	2.2
1978	6.7	17.4	7.3	3.0
1979	6.7	17.1	6.9	3.6
1980	6.1	15.8	6.4	2.5
1981	5.9	14.4	6.2	2.8
1982	5.5	15.2	5.6	1.8
1983	5.2	10.4	6.0	2.2
1984	5.1	13.9	5.1	1.8
1985	5.2	14.2	5.2	2.1
1986	4.7	10.9	5.1	1.6
1987	4.1	10.3	4.7	1.0
1988	4.8	13.7	4.7	1.3
1989	4.5	10.0	5.0	1.1
1990	4.0	9.5	4.3	1.1
1991	4.1	10.6	4.0	1.0
1992	4.4	10.9	4.4	1.3
1993	4.5	12.3	4.3	1.3
1994	5.3	13.0	5.2	2.1
1995	5.7	13.3	5.7	2.0
1996	5.0	11.1	5.1	2.1
1997	4.6	12.3	4.1	1.8
1998	4.8	12.7	3.8	2.7
1999	5.0	11.0	5.0	2.1
2000	4.8	10.0	5.2	1.6
2001	5.0	10.7	5.4	1.7
2002	3.6	7.7	3.6	1.7
2003	4.0	7.5	4.6	1.4

— Not available.

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

² Low income is defined as the bottom 20 percent of all family incomes for the year; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2002 to October 2003). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 5. Event dropout rates for public school students in grades 9–12, by state: 1993–94 through 2001–02

State	Event dropout rate (percent)								
	1993–94	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	2001–02
Alabama ¹	5.8	6.2	5.6	5.3	4.8	4.4	4.5	4.1	3.7
Alaska ²	—	—	5.6	4.9	4.6	5.3	5.5	8.2	8.1
Arizona ¹	13.7	9.6	10.2	10.0	9.4	8.4	—	10.9	10.5
Arkansas	5.3	4.9	4.1	5.0	5.4	6.0	5.7	5.3	5.3
California	—	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—	—
Connecticut	4.8	4.9	4.8	3.9	3.5	3.3	3.1	3.0	2.6
Delaware	4.6	4.6	4.5	4.5	4.7	4.1	4.1	4.2	6.2
District of Columbia	9.5	10.6	—	—	12.8	8.2	7.2	—	—
Florida ¹	—	—	—	—	—	—	—	4.4	3.7
Georgia	8.7	9.0	8.5	8.2	7.3	7.4	7.2	7.2	6.5
Hawaii ²	—	—	—	—	5.2	5.3	5.3	5.7	5.1
Idaho ²	8.5	9.2	8.0	7.2	6.7	6.9	—	5.6	3.9
Illinois ¹	6.8	6.6	6.4	6.6	6.9	6.5	6.2	6.0	6.4
Indiana	—	—	—	—	—	—	—	—	2.3
Iowa	3.2	3.5	3.1	2.9	2.9	2.5	2.5	2.7	2.4
Kansas	—	—	—	—	—	—	—	3.2	3.1
Kentucky	—	—	—	—	5.2	4.9	5.0	4.6	4.0
Louisiana ³	4.7	3.5	11.6	11.6	11.4	10.0	9.2	8.3	7.0
Maine	3.1	3.4	3.1	3.2	3.2	3.3	3.3	3.1	2.8
Maryland ¹	5.2	5.2	4.8	4.9	4.3	4.4	4.1	4.1	3.9
Massachusetts	3.7	3.6	3.4	3.4	3.2	3.6	3.5	3.4	—
Michigan	—	—	—	—	—	—	—	—	—
Minnesota	5.1	5.2	5.2	5.5	4.9	4.5	4.3	4.0	3.8
Mississippi	6.1	6.4	6.2	6.0	5.8	5.0	4.9	4.6	3.9
Missouri	7.0	7.0	6.5	5.8	5.2	4.8	4.4	4.2	3.6
Montana	—	—	5.6	5.1	4.4	4.5	4.2	4.2	3.9
Nebraska	4.6	4.5	4.5	4.3	4.4	4.2	4.0	4.0	4.2
Nevada	9.8	10.3	9.6	10.2	10.1	7.9	6.2	5.2	6.4
New Hampshire	—	—	—	—	—	—	—	5.4	4.0
New Jersey ¹	4.3	4.0	4.1	3.7	3.5	3.1	3.1	2.8	2.5
New Mexico	8.1	8.5	8.3	7.5	7.1	6.7	6.0	5.3	5.2
New York ¹	—	—	—	—	3.2	4.0	4.1	3.8	7.1
North Carolina	—	—	—	—	—	—	—	6.3	5.7
North Dakota	2.7	2.5	2.5	2.7	2.8	2.4	2.7	2.2	2.0

See notes at end of table.

Table 5. Event dropout rates for public school students in grades 9–12, by state: 1993–94 through 2001–02
—Continued

State	Event dropout rate (percent)								
	1993–94	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	2001–02
Ohio ²	—	—	—	—	—	—	—	—	3.1
Oklahoma ²	4.6	5.8	5.7	5.9	5.8	5.2	5.4	5.2	4.4
Oregon	7.3	7.1	7.0	—	6.8	6.3	6.2	5.3	4.9
Pennsylvania	3.8	4.1	4.0	3.9	3.9	3.7	4.0	3.6	3.3
Rhode Island	4.9	4.6	4.6	4.7	4.9	4.5	4.8	5.0	4.3
South Carolina	—	—	—	—	—	—	—	3.3	3.3
South Dakota ²	5.3	5.3	5.7	4.5	3.1	4.5	3.5	3.9	2.8
Tennessee ¹	4.8	5.0	4.9	5.1	5.0	4.6	4.2	4.3	3.8
Texas	—	—	—	—	—	—	5.0	4.2	3.8
Utah	3.1	3.5	4.4	4.5	5.2	4.7	4.1	3.7	3.7
Vermont ¹	4.8	4.7	5.3	5.0	5.2	4.6	4.7	4.7	4.0
Virginia ²	4.8	5.2	4.7	4.6	4.8	4.5	3.9	3.5	2.9
Washington	—	—	—	—	—	—	—	—	7.1
West Virginia	3.8	4.2	3.8	4.1	4.1	4.9	4.2	4.2	3.7
Wisconsin ²	3.1	2.7	2.4	2.7	2.8	1.8	2.6	2.3	1.9
Wyoming ²	6.5	6.7	5.7	6.2	6.4	5.1	5.7	6.4	5.8

— Not available. These states do not report dropouts that are consistent with the NCES definition.

¹ These states used an alternative calendar for each year shown, reporting students who drop out between one July and the next. The rates from both calendar approaches are comparable (see Winglee et al. 2000).

² The following states reported data using the alternative calendar in the years indicated: Alaska (1995–96, 1999–2000, 2000–01, and 2001–02), Hawaii (2000–01), Idaho (1993–94 through 1998–99), Ohio (1993–94), Oklahoma (1993–94 through 2000–01), South Dakota (1993–94 through 1998–99), Virginia (1993–94 through 1999–2000), Wisconsin (1993–94 through 1996–97 and 1998–99), and Wyoming (1993–94).

³ Effective in the 1995–96 school year, Louisiana changed its dropout data collection from school-level aggregate counts reported to districts to an individual student-record system. The apparent increase in the dropout rate is partly due to the resulting increased ability to track students.

NOTE: These event dropout rates measure the percentage of public school students in grades 9–12 who dropped out of school between one October and the next (e.g., October 2001 to October 2002). Data are reported by states to the U.S. Department of Education, National Center for Education Statistics. Common Core of Data (CCD) includes public school students only. For event dropout rates by state for the 1991–92 through 1992–93 school years, see Aronstamm Young (2003), *Public High School Dropouts and Completers from the Common Core of Data: School Year 2000–01* (NCES 2004–310). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Some estimates differ from previously published reports because of updates to the estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey Dropout and Completion Data File: School Years 1991–92 through 1996–97” Version 1a and “Local Education Agency Universe Survey Dropout and Completion Data File” School Years 1997–98, 1998–99, 1999–2000, 2000–01, Versions 1b, and 2001–02 Version 0d. The data in the 2001–02 Version 0d file are preliminary release data.

Table 6-A. Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected background characteristics: October 2003

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)	Percent of all dropouts	Percent of population
Total	9.9	3,552	36,017	100.0	100.0
Sex					
Male	11.3	2,045	18,099	57.6	50.3
Female	8.4	1,506	17,918	42.4	49.7
Race/ethnicity ¹					
White, non-Hispanic	6.3	1,431	22,565	40.3	62.7
Black, non-Hispanic	10.9	544	4,973	15.3	13.8
Hispanic	23.5	1,437	6,103	40.5	16.9
Asian/Pacific Islander	3.9	59	1,492	1.7	4.1
More than one race	7.0	45	645	1.3	1.8
Age					
16	2.4	99	4,182	2.8	11.6
17	5.1	224	4,431	6.3	12.3
18	11.2	435	3,888	12.3	10.8
19	10.5	382	3,644	10.8	10.1
20–24	12.1	2,411	19,872	67.9	55.2
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	39.4	1,005	2,554	28.3	7.1
Non-Hispanic	5.1	105	2,041	2.9	5.7
First generation ²					
Hispanic	11.9	241	2,026	6.8	5.6
Non-Hispanic	3.6	72	2,023	2.0	5.6
Second generation or higher ²					
Hispanic	12.5	191	1,523	5.4	4.2
Non-Hispanic	7.5	1,938	25,851	54.6	71.8

See notes at end of table.

Table 6-A. Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by background characteristics: October 2003—Continued

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)	Percent of all dropouts	Percent of population
Region					
Northeast	8.4	555	6,641	15.6	18.4
Midwest	9.0	739	8,258	20.8	22.9
South	11.4	1,452	12,755	40.9	35.4
West	9.6	806	8,363	22.7	23.2

¹ Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The White, non-Hispanic; Black, non-Hispanic; and Asian/Pacific Islander categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. Non-Hispanics who identified as multiracial are included in the “more than one race” category. The Hispanic category consists of Hispanics of all races and racial combinations. Due to small sample size, American Indians/ Alaska Natives are included in the total but are not shown separately.

² Individuals defined as “first generation” were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia. Individuals defined as “second generation or higher” were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

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

Table 6-B. Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, By selected background characteristics: October 2002

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)	Percent of all dropouts	Percent of population
Total	10.5	3,721	35,495	100.0	100.0
Sex					
Male	11.8	2,108	17,893	56.7	50.4
Female	9.2	1,612	17,602	43.3	49.6
Race/ethnicity ¹					
White, non-Hispanic	6.5	1,457	22,358	39.2	63.0
Black, non-Hispanic	11.3	564	4,991	15.1	14.1
Hispanic	25.7	1,572	6,120	42.3	17.2
Asian/Pacific Islander	3.9	65	1,652	1.7	4.7
Age					
16	3.1	125	4,072	3.4	11.5
17	5.4	221	4,056	5.9	11.4
18	10.3	417	4,031	11.2	11.4
19	12.1	467	3,876	12.6	10.9
20–24	12.8	2,491	19,461	66.9	54.8
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	41.4	1,127	2,721	30.3	7.7
Non-Hispanic	5.3	113	2,107	3.0	5.9
First generation ²					
Hispanic	14.4	284	1,978	7.6	5.6
Non-Hispanic	3.5	69	1,997	1.9	5.6
Second generation or higher ²					
Hispanic	11.3	160	1,421	4.3	4.0
Non-Hispanic	7.8	1,967	25,272	52.9	71.2
Region					
Northeast	9.5	622	6,518	16.7	18.4
Midwest	9.0	758	8,460	20.4	23.8
South	12.2	1,458	11,997	39.2	33.8
West	10.4	882	8,520	23.7	24.0

¹ Due to small sample sizes, American Indians/Alaska Natives are included in the total but are not shown separately.

² Individuals defined as “first generation” were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia. Individuals defined as “second generation or higher” were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2002.

Table 7. Status dropout rates, number of status dropouts, and population of 16- through 24-year-olds: October 1972 through October 2003

Year ¹	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)
1972	14.6	4,769	32,643
1973	14.1	4,717	33,430
1974	14.3	4,847	33,968
1975	13.9	4,823	34,700
1976	14.1	4,980	35,222
1977	14.1	5,031	35,658
1978	14.2	5,113	35,931
1979	14.6	5,264	36,131
1980	14.1	5,085	36,143
1981	13.9	5,143	36,945
1982	13.9	5,056	36,452
1983	13.7	4,905	35,884
1984	13.1	4,626	35,204
1985	12.6	4,325	34,382
1986	12.2	4,141	33,945
1987	12.7	4,252	33,452
1988	12.9	4,230	32,893
1989	12.6	4,038	32,007
1990	12.1	3,797	31,443
1991	12.5	3,881	31,171
1992	11.0	3,410	30,944
1993	11.0	3,396	30,845
1994	11.5	3,727	32,560
1995	12.0	3,876	32,379
1996	11.1	3,611	32,452
1997	11.0	3,624	32,960
1998	11.8	3,942	33,445
1999	11.2	3,829	34,173
2000	10.9	3,776	34,568
2001	10.7	3,774	35,195
2002	10.5	3,721	35,495
2003	9.9	3,552	36,017

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 8. Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2003

Year ¹	Total (percent)	Sex (percent)		Race/ethnicity (percent) ²		
		Male	Female	White non- Hispanic	Black non- Hispanic	Hispanic
1972	14.6	14.1	15.1	12.3	21.3	34.3
1973	14.1	13.7	14.5	11.6	22.2	33.5
1974	14.3	14.2	14.4	11.9	21.2	33.0
1975	13.9	13.3	14.5	11.4	22.9	29.2
1976	14.1	14.1	14.2	12.0	20.5	31.4
1977	14.1	14.5	13.8	11.9	19.8	33.0
1978	14.2	14.6	13.9	11.9	20.2	33.3
1979	14.6	15.0	14.2	12.0	21.1	33.8
1980	14.1	15.1	13.1	11.4	19.1	35.2
1981	13.9	15.1	12.8	11.4	18.4	33.2
1982	13.9	14.5	13.3	11.4	18.4	31.7
1983	13.7	14.9	12.5	11.2	18.0	31.6
1984	13.1	14.0	12.3	11.0	15.5	29.8
1985	12.6	13.4	11.8	10.4	15.2	27.6
1986	12.2	13.1	11.4	9.7	14.2	30.1
1987	12.7	13.3	12.2	10.4	14.1	28.6
1988	12.9	13.5	12.2	9.6	14.5	35.8
1989	12.6	13.6	11.7	9.4	13.9	33.0
1990	12.1	12.3	11.8	9.0	13.2	32.4
1991	12.5	13.0	11.9	8.9	13.6	35.3
1992	11.0	11.3	10.7	7.7	13.7	29.4
1993	11.0	11.2	10.9	7.9	13.6	27.5
1994	11.5	12.3	10.6	7.7	12.6	30.0
1995	12.0	12.2	11.7	8.6	12.1	30.0
1996	11.1	11.4	10.9	7.3	13.0	29.4

See notes at end of table.

Table 8. Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2003—Continued

Year ¹	Total (percent)	Sex (percent)		Race/ethnicity (percent) ²		
		Male	Female	White	Black	Hispanic
				non- Hispanic	non- Hispanic	
1997	11.0	11.9	10.1	7.6	13.4	25.3
1998	11.8	13.3	10.3	7.7	13.8	29.5
1999	11.2	11.9	10.5	7.3	12.6	28.6
2000	10.9	12.0	9.9	6.9	13.1	27.8
2001	10.7	12.2	9.3	7.3	10.9	27.0
2002	10.5	11.8	9.2	6.5	11.3	25.7
2003	9.9	11.3	8.4	6.3	10.9	23.5

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

² Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The 2003 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category consists of Hispanics of all races and racial combinations. Due to small sample sizes for all of the years in the table American Indians/Alaska Natives are included in the totals but are not shown separately. Asian/Pacific Islanders are also included in the totals but not shown separately as that group has only recently been sampled in adequate numbers to be reported separately (see table 1-A). The “more than one race” category in 2003 is also included in the total but not shown separately due to small sample size.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 9-A. Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected background characteristics: October 2003

Characteristic	Completion rate	Population (thousands)	Number of completers (thousands)	Percent of all completers
Total	87.1	25,831	22,508	100.0
Sex				
Male	85.1	12,793	10,881	48.3
Female	89.2	13,038	11,627	51.7
Race/ethnicity ¹				
White, non-Hispanic	91.9	16,338	15,012	66.7
Black, non-Hispanic	85.0	3,344	2,844	12.6
Hispanic	69.2	4,449	3,079	13.7
Asian/Pacific Islander	94.9	1,112	1,055	4.7
More than one race	91.7	427	392	1.7
Age				
18–19	85.6	6,188	5,297	23.5
20–21	87.6	7,483	6,554	29.1
22–24	87.6	12,160	10,657	47.3
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	53.1	2,067	1,098	4.9
Non-Hispanic	93.0	1,556	1,447	6.4
First generation ²				
Hispanic	82.4	1,324	1,091	4.8
Non-Hispanic	95.1	1,369	1,303	5.8
Second generation or higher ²				
Hispanic	84.1	1,058	890	4.0
Non-Hispanic	90.4	18,457	16,679	74.1
Region				
Northeast	89.6	4,776	4,281	19.0
Midwest	88.4	5,870	5,192	23.1
South	84.9	9,079	7,712	34.3
West	87.2	6,106	5,323	23.6

¹ Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The White, non-Hispanic; Black, non-Hispanic; and Asian/Pacific Islander categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. Non-Hispanics who identified as multiracial are included in the “more than one race” category. The Hispanic category consists of Hispanics of all races and racial combinations. Due to small sample size, American Indians/Alaska Natives are included in the total but are not shown separately.

² Individuals defined as “first generation” were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia. Individuals defined as “second generation or higher” were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis. Detail may not sum to totals because of rounding.

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

Table 9-B. Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected background characteristics: October 2002

Characteristic	Completion rate	Population (thousands)	Number of completers (thousands)	Percent of all completers
Total	86.6	25,697	22,249	100.0
Sex				
Male	84.8	12,751	10,807	48.6
Female	88.4	12,946	11,442	51.4
Race/ethnicity¹				
White, non-Hispanic	91.8	16,203	14,873	66.8
Black, non-Hispanic	84.7	3,435	2,909	13.1
Hispanic	67.3	4,557	3,069	13.8
Asian/Pacific Islander	95.7	1,246	1,193	5.4
Age				
18–19	85.7	6,483	5,557	25.0
20–21	87.0	7,560	6,581	29.6
22–24	86.8	11,654	10,111	45.4
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	51.1	2,232	1,140	5.1
Non-Hispanic	93.7	1,654	1,549	7.0
First generation ²				
Hispanic	81.3	1,312	1,066	4.8
Non-Hispanic	95.5	1,379	1,317	5.9
Second generation or higher ²				
Hispanic	85.1	1,013	862	3.9
Non-Hispanic	90.1	18,107	16,314	73.3
Region				
Northeast	88.1	4,693	4,135	18.6
Midwest	88.1	5,979	5,268	23.7
South	84.6	8,708	7,370	33.1
West	86.7	6,317	5,477	24.6

¹ Due to small sample size, American Indians/Alaska Natives are included in the total but are not shown separately.

² Individuals defined as “first generation” were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia. Individuals defined as “second generation or higher” were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2002.

Table 10. Status completion rates, number of completers, and population of 18- through 24-year-olds: October 1972 through October 2003

Year ¹	Completion rate	Number of completers (thousands)	Population (thousands)
1972	82.8	19,623	23,688
1973	83.7	20,377	24,349
1974	83.6	20,724	24,794
1975	83.8	21,326	25,436
1976	83.5	21,677	25,953
1977	83.6	22,007	27,327
1978	83.6	22,308	26,697
1979	83.1	22,421	26,982
1980	83.9	22,746	27,122
1981	83.8	23,342	27,863
1982	83.8	23,290	27,790
1983	83.9	22,988	27,399
1984	84.7	22,871	27,014
1985	85.4	22,349	26,168
1986	85.5	21,766	25,453
1987	84.7	21,071	24,869
1988	84.5	20,838	24,650
1989	84.7	20,614	24,244
1990	85.6	20,390	23,837
1991	84.9	20,166	23,431
1992	86.4	19,942	23,025
1993	86.2	19,762	22,832
1994	85.8	20,538	23,946
1995	85.3	20,102	23,571
1996	86.2	20,074	23,277
1997	85.9	20,241	23,569
1998	84.8	20,451	24,113
1999	85.9	21,091	24,540
2000	86.5	21,743	25,138
2001	86.5	22,084	25,543
2002	86.6	22,249	25,697
2003	87.1	22,508	25,831

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 11. Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2003

Year ¹	Total (percent)	Sex (percent)		Race/ethnicity (percent) ²		
		Male	Female	White	Black	Hispanic
				non- Hispanic	non- Hispanic	
1972	82.8	83.0	82.7	86.0	72.1	56.2
1973	83.7	84.0	83.4	87.0	71.6	58.7
1974	83.6	83.4	83.8	86.7	73.0	60.1
1975	83.8	84.1	83.6	87.2	70.2	62.2
1976	83.5	83.0	84.0	86.4	73.5	60.3
1977	83.6	82.8	84.4	86.7	73.9	58.6
1978	83.6	82.8	84.2	86.9	73.4	58.8
1979	83.1	82.1	84.0	86.6	72.6	58.5
1980	83.9	82.3	85.3	87.5	75.2	57.1
1981	83.8	82.0	85.4	87.1	76.7	59.1
1982	83.8	82.7	84.9	87.0	76.4	60.9
1983	83.9	82.1	85.6	87.4	76.8	59.4
1984	84.7	83.3	85.9	87.5	80.3	63.7
1985	85.4	84.0	86.7	88.2	81.0	66.6
1986	85.5	84.2	86.7	88.8	81.8	63.5
1987	84.7	84.0	85.8	87.7	81.9	65.1
1988	84.5	83.2	85.8	88.7	80.9	58.2
1989	84.7	83.2	86.2	89.0	81.9	59.4
1990	85.6	85.1	86.0	89.6	83.2	59.1
1991	84.9	83.8	85.9	89.4	82.5	56.5
1992	86.4	85.3	87.4	90.7	82.0	62.1
1993	86.2	85.4	86.9	90.1	81.9	64.4
1994	85.8	84.5	87.0	90.7	83.3	61.8
1995	85.3	84.3	85.7	89.8	84.5	62.8
1996	86.2	85.7	86.8	91.5	83.0	61.9

See notes at end of table.

Table 11. Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2003—Continued

Year ¹	Race/ethnicity (percent) ²					
	Total (percent)	Sex (percent)		White non- Hispanic	Black non- Hispanic	Hispanic
		Male	Female			
1997	85.9	84.6	87.2	90.5	82.0	66.7
1998	84.8	82.6	87.0	90.2	81.4	62.8
1999	85.9	84.8	87.1	91.2	83.5	63.4
2000	86.5	84.9	88.1	91.8	83.7	64.1
2001	86.5	84.6	88.3	91.0	85.6	65.7
2002	86.6	84.8	88.4	91.8	84.7	67.3
2003	87.1	85.1	89.2	91.9	85.0	69.2

¹ Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

² Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The 2003 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category consists of Hispanics of all races and racial combinations. Due to small sample sizes for all of the years in the table American Indians/Alaska Natives are included in the totals but are not shown separately. Asian/Pacific Islanders are also included in the totals but not shown separately as that group has only recently been sampled in adequate numbers to be reported separately (see table 1-A). The “more than one race” category in 2003 is also included in the total but not shown separately due to small sample size.

NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table 12-A. Averaged freshman graduation rate of public high school students, by state: School year 2002-03

State or jurisdiction	Averaged Freshman Graduation Rate	Regular diplomas, school year 2002-03	Estimated first-time 9th graders in 1999-2000 ¹	Grade 10 membership, school year 2000-01 ¹	Grade 9 membership, school year 1999-2000 ¹	Grade 8 membership, school year 1998-99 ¹
United States (51 states)	73.9	2,719,947	3,682,202	3,529,652	3,986,992	3,529,963
Alabama	64.7	36,741	56,749	51,991	61,150	57,105
Alaska	68.0	7,297	10,725	10,110	11,568	10,497
Arizona	75.9	49,986	65,842	63,966	68,917	64,644
Arkansas	76.6	27,555	35,971	35,068	36,772	36,073
California	74.1	341,097	460,481	461,030	488,999	431,414
Colorado	76.4	42,379	55,491	54,006	58,815	53,652
Connecticut	80.9	33,667	41,613	40,608	43,977	40,254
Delaware	73.0	6,817	9,334	8,887	10,150	8,964
District of Columbia	59.6	2,725	4,574	3,838	5,580	4,303
Florida	66.7	127,484	191,065	170,385	223,743	179,066
Georgia	60.8	66,890	110,062	99,934	125,388	104,863
Hawaii	71.3	10,013	14,046	13,154	15,637	13,346
Idaho	81.4	15,858	19,490	19,359	20,039	19,073
Illinois	75.9	117,507	154,816	150,781	164,858	148,810
Indiana	75.5	57,897	76,718	73,565	81,442	75,147
Iowa	85.3	34,860	40,871	40,951	42,394	39,269
Kansas	76.9	29,963	38,952	38,231	40,650	37,974
Kentucky	71.7	37,654	52,488	49,708	57,405	50,350
Louisiana	64.1	37,610	58,715	53,307	64,855	57,982
Maine	76.3	12,947	16,967	16,001	17,233	17,668
Maryland	79.2	51,864	65,468	62,843	70,854	62,708
Massachusetts	75.7	55,987	73,979	71,430	78,062	72,444
Michigan	74.0	100,301	135,558	132,342	143,740	130,592
Minnesota	84.8	59,432	70,062	71,064	71,222	67,899
Mississippi	62.7	23,810	37,971	34,755	40,654	38,504
Missouri	78.3	56,925	72,657	70,666	76,575	70,731
Montana	81.0	10,657	13,157	12,885	13,562	13,024
Nebraska	85.2	20,161	23,655	23,378	24,861	22,725
Nevada	72.3	16,378	22,644	20,040	24,672	23,220
New Hampshire	78.2	13,210	16,902	16,225	17,573	16,907
New Jersey	87.0	81,391	93,573	91,086	96,228	93,404
New Mexico	63.1	16,923	26,833	25,476	29,307	25,716
New York	60.9	143,818	236,030	229,516	266,971	211,602
North Carolina	70.1	69,696	99,491	91,449	111,495	95,528
North Dakota	86.4	8,169	9,457	9,374	9,677	9,321
Ohio	79.0	115,762	146,553	139,870	157,337	142,451
Oklahoma	76.0	36,694	48,288	46,163	50,523	48,178
Oregon	73.7	32,587	44,244	43,821	45,867	43,045
Pennsylvania	81.7	119,933	146,725	143,159	155,929	141,086
Rhode Island	77.7	9,318	12,000	11,525	12,832	11,642
South Carolina	59.7	32,482	54,404	48,628	62,883	51,700
South Dakota	83.0	8,999	10,840	10,402	11,261	10,859
Tennessee	63.4	44,113	69,621	65,388	75,890	67,583
Texas	75.5	238,111	315,494	287,355	359,368	299,760
Utah	80.2	29,527	36,838	37,335	36,783	36,396

See notes at end of table.

**Table 12-A. Averaged freshman graduation rate of public high school students, by state: School year 2002-03—
Continued**

State or jurisdiction	Averaged Freshman Graduation Rate	Regular diplomas, school year 2002-03	Estimated first-time 9th graders in 1999-2000 ¹	Grade 10 membership, school year 2000-01 ¹	Grade 9 membership, school year 1999-2000 ¹	Grade 8 membership, school year 1998-99 ¹
Vermont	83.6	6,970	8,337	8,006	8,779	8,227
Virginia	80.6	72,943	90,504	86,731	96,959	87,822
Washington	74.2	60,435	81,465	80,453	86,602	77,340
West Virginia	75.7	17,287	22,826	21,882	23,928	22,669
Wisconsin	85.8	63,272	73,746	73,796	78,961	68,481
Wyoming	73.9	5,845	7,911	7,726	8,063	7,944

¹ Estimates of enrollment by grade include a prorated count of students reported as not being in a standard grade (students classified as ungraded in CCD data files).

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of high school students who graduate on time. The rate for 2002-03 is computed by dividing the number of regular diplomas issued in school year 2002-03 by the number of estimated first-time 9th graders in 1999-2000. The estimated number of first-time 9th graders in 1999-2000 is the mean of membership in grades 8, 9, and 10 in school years 1998-99, 1999-2000, and 2000-01, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1998-99, 1999-2000, 2000-01, 2002-03.

Table 12-B. Averaged freshman graduation rate of public high school students, by state: School year 2001-02

State or jurisdiction	Averaged Freshman Graduation Rate	Regular diplomas, school year 2001-02	Estimated first-time 9th graders in 1998-99 ¹	Grade 10 membership, school year 1999-2000 ¹	Grade 9 membership, school year 1998-99 ¹	Grade 8 membership, school year 1997-98 ¹
United States (51 states)	72.6	2,621,534	3,611,994	3,461,168	3,911,292	3,463,520
Alabama	62.1	35,887	57,746	52,304	62,724	58,210
Alaska	65.9	6,945	10,538	10,217	11,442	9,954
Arizona	74.7	47,175	63,160	60,728	68,216	60,537
Arkansas	74.8	26,984	36,051	35,191	36,517	36,445
California	72.7	325,895	448,379	450,279	475,487	419,371
Colorado	74.7	40,760	54,574	52,642	58,369	52,710
Connecticut	79.7	32,327	40,542	39,273	43,140	39,213
Delaware	69.5	6,482	9,325	8,618	10,453	8,905
District of Columbia	68.4	3,090	4,518	4,339	4,624	4,591
Florida	63.4	119,537	188,535	177,234	214,459	173,913
Georgia	61.1	65,983	108,060	98,019	123,055	103,107
Hawaii	72.1	10,452	14,501	13,533	16,134	13,837
Idaho	79.3	15,874	20,017	19,792	20,562	19,696
Illinois	77.1	116,657	151,263	145,805	161,781	146,202
Indiana	73.1	56,722	77,628	73,888	83,068	75,926
Iowa	84.1	33,789	40,174	40,105	41,691	38,724
Kansas	77.1	29,541	38,296	37,665	40,119	37,104
Kentucky	69.8	36,337	52,087	48,259	56,868	51,135
Louisiana	64.4	37,905	58,864	53,742	65,532	57,318
Maine	75.6	12,593	16,667	15,745	16,854	17,402
Maryland	79.7	50,881	63,801	61,123	69,262	61,019
Massachusetts	77.6	55,272	71,211	68,867	75,023	69,742
Michigan	72.9	95,001	130,257	124,193	140,457	126,120
Minnesota	83.9	57,440	68,457	69,030	69,813	66,529
Mississippi	61.2	23,740	38,764	35,127	41,441	39,725
Missouri	76.8	54,487	70,991	69,232	74,799	68,943
Montana	79.8	10,554	13,218	12,906	13,686	13,063
Nebraska	83.9	19,910	23,718	23,064	24,901	23,190
Nevada	71.9	16,270	22,634	22,710	23,235	21,958
New Hampshire	77.8	12,452	15,999	15,344	16,624	16,029
New Jersey	85.8	77,664	90,484	86,975	93,858	90,618
New Mexico	67.4	18,094	26,847	25,601	29,414	25,525
New York	60.5	140,139	231,735	224,575	262,172	208,459
North Carolina	68.2	65,955	96,754	88,457	108,756	93,048
North Dakota	85.0	8,114	9,549	9,395	9,696	9,555
Ohio	77.5	110,608	142,808	135,463	153,735	139,226
Oklahoma	76.0	36,852	48,516	46,675	50,586	48,287
Oregon	71.0	31,153	43,864	43,436	45,493	42,663
Pennsylvania	80.2	114,943	143,256	139,982	151,651	138,134
Rhode Island	75.7	9,006	11,892	11,350	12,801	11,525
South Carolina	57.9	31,302	54,017	47,592	63,683	50,775
South Dakota	79.0	8,796	11,137	10,662	11,320	11,429
Tennessee	59.6	40,894	68,639	66,924	73,380	65,613
Texas	73.5	225,167	306,219	275,265	350,743	292,648
Utah	80.5	30,183	37,501	37,836	37,460	37,206

See notes at end of table.

Table 12-B. Averaged freshman graduation rate of public high school students, by state: School year, 2001-02
—Continued

State or jurisdiction	Averaged Freshman Graduation Rate	Regular diplomas, school year 2001-02	Estimated first-time 9th graders in 1998-99 ¹	Grade 10 membership, school year 1999-2000 ¹	Grade 9 membership, school year 1998-99 ¹	Grade 8 membership, school year 1997-98 ¹
Vermont	82.0	7,083	8,641	8,386	9,045	8,492
Virginia	76.7	66,519	86,699	82,135	92,857	85,104
Washington	72.2	58,311	80,763	80,493	85,131	76,664
West Virginia	74.2	17,128	23,091	22,097	24,110	23,067
Wisconsin	84.8	60,575	71,398	70,934	76,660	66,601
Wyoming	74.4	6,106	8,209	7,962	8,403	8,261

¹ Estimates of enrollment by grade include a prorated count of students reported as not being in a standard grade (students classified as ungraded in CCD data files).

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of high school students who graduate on time. The rate for 2001-02 is computed by dividing the number of regular diplomas issued in school year 2001-02 by the number of estimated first-time 9th graders in 1998-99. The estimated number of first-time 9th graders in 1999-2000 is the mean of membership in grades 8, 9, and 10 in school years 1997-98, 1998-99, and 1999-2000, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1997-98, 1998-99, 1999-2000, 2001-02.

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Appendix A—Technical Notes and Glossary

Common Core of Data (CCD)

CCD, administered by the National Center for Education Statistics (NCES), is an annual survey of the state-level education agencies in the 50 states, the District of Columbia, and seven other jurisdictions.²⁰ Through this survey, statistical information is collected on all public school districts and their schools, staff, students, and finances. Information is not collected on private schools and their students, homeschoolers, individuals who never attended school in the United States, and those who have been out of a public school system for more than a year.

The dropout data collection was initiated with a set of instructions to state CCD coordinators in the summer of 1991. Those instructions specified the details of dropout data to be collected during the 1991–92 school year. Dropouts are reported for the preceding school year. The 1991–92 data were submitted to NCES as a component of the 1992–93 CCD data collection. Most recently, the 2001–02 dropout data were submitted as a component of the 2002–03 CCD data collection. For the 2001–02 school year, a total of 49 states submitted dropout data to the CCD. Of these, 46 reported using agreed-upon reporting definitions. Those that did not were excluded from the CCD dropout data. Because of these exclusions, CCD data cannot be used to estimate a national-level dropout rate.

Data needed to estimate the averaged freshman graduation rate, specifically data on diploma awards and enrollment by grade, have traditionally been part of the CCD data collection. Like dropout data, diploma recipient reports are lagged a year (e.g., 2001-02 diploma counts are in the 2002-03 data files). All states reported diploma and enrollment data necessary for calculating the averaged freshman graduation rate.

Defining and Calculating Event Dropout Rates Using the CCD

The definition that was agreed upon by NCES and the states was the following:

The denominator of the rate is the October 1st membership count for the state for the grades for which the dropout rate is being calculated. For example, the dropout rate for grades 9

²⁰ Dropout and AFGR data presented in this E.D. TAB are based on the Common Core of Data: State Non-Fiscal Data Files, 1998-99 Version 1c, 1999-2000 Version 1c, 2000-01 Version 1b, and 2003-04 Version 0c.

through 12 would use a denominator that equals the October 1st enrollment count for grades 9 through 12.

The numerator (dropouts) is all individuals who

- were enrolled in school at some time during the previous school year;
- were not enrolled at the beginning of the current school year;
- have not graduated from high school or completed a state- or district-approved education program; and
- do not meet any of the following exclusionary conditions: transferred to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved education program; or death.

For the purpose of this definition

- the school year is the 12-month period of time from the first day of school (operationally set as October 1), with dropouts from the previous summer reported for the year and grade in which they fail to enroll;
- individuals who are not accounted for on October 1 are considered dropouts; and,
- an individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities. A state- or district-approved education program may consist of special education and district- or state-sponsored GED preparation.

NCES is currently considering options for imputing missing dropout data. If implemented, the imputations may result in somewhat different estimates of dropout rates than presented in this report.

Defining the Averaged Freshman Graduation Rate for Public School Students Using the CCD

Data from the state nonfiscal CCD files are used to calculate averaged freshman graduation rates in this report. Graduates include only diploma recipients in this indicator. Other diploma recipients and those awarded high school equivalency credentials such as GEDs are not considered graduates. The purpose of these exclusions is to make the averaged freshman graduation rate as similar as possible conceptually to Adequate Yearly Progress provisions in the No Child Left Behind Act (NCLB) of 2001 (P.L. 107-110). These provisions require measurement of on-time graduation from public high schools, and explicitly exclude GEDs and other types of non-regular diplomas. Another reason for the exclusion of equivalency credentials in the averaged freshman graduation rate is that not all states report giving equivalency credentials, so comparable estimates across states would not be possible.

Diploma Recipients. These are individuals who are awarded, in a given year, a high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by the state or other relevant authorities. State and local policies and data collection administration can have profound effects on the numbers of diploma recipients reported by a state. There are differences in what a high school diploma represents in different states. Some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address state or district academic standards. Other states award some form of alternative credential to students who meet some, but not all, requirements.

Other High School Completers. These individuals receive a certificate of attendance or some other credential in lieu of a diploma. One example of such a credential is a certificate of attendance for special education students who do not address the regular academic curriculum. Students awarded this credential typically meet requirements that differ from those for a high school diploma. Some states do not issue an “other high school completion” type of certificate, but award all students who complete school a diploma regardless of what academic requirements the students have met.

Exclusion of High School Equivalency Recipients. High school equivalency recipients are awarded a credential certifying that they have met state or district requirements for high school completion by passing an examination or completing some other performance requirement. High school equivalency credentials, such as those earned by passing the GED test, are generally considered valid completion credentials, but recipients of such credentials are excluded from the averaged freshman graduation rate because No Child Left Behind called for only diploma recipients to be counted and because not all states report high school equivalency counts on the CCD.

Averaged Freshman Graduation Rate. The averaged freshman graduation rate provides an estimate of the percentage of high school students who graduate on time. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade in one year, 9th grade for the next year, and 10th grade for year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review

and analysis of a set of alternative estimates (Seastrom et al., forthcoming). The rate for the class of 2002-03 was calculated in the following manner.

$$\frac{\text{High School Diplomas Awarded End of 2002-03 School Year}}{\text{Enrollment in (Grade 8 in fall 1998 + Grade 9 in fall 1999 + Grade 10 in fall 2000)}/3}$$

Although enrollments are reported by grade, some states report ungraded students. To adjust for this, an allocation procedure used in the Common Core of Data “Local Education Agency Universe Survey Dropout and Completion Data” file was applied. Through this process the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, and the resulting estimates for grades 8, 9, and 10 were added to the reported enrollment counts for those grades. For the 2002–03 school year, the averaged freshman graduation rate for public schools in the United States is based on the 2,719,947 diploma recipients reported for school year 2002–03, divided by the average of the 3,529,963 8th grade student enrollment reported for October 1998–99, the 3,986,992 9th grade student enrollment reported for October 1999–2000, and the 3,529,652 10th grade student enrollment reported for October 2000–01. The 2,719,947 public school diploma recipients divided by the 3,682,202 averaged number of public school freshmen, multiplied by 100, results in a 2002–03 public school graduation rate for the United States of 73.9 percent. The same formula is applied to compute the 2002–03 AFGR for public school students in each state.

More demographic information about students is available on the district-level nonfiscal CCD data files. However, the district level data are incomplete, so additional demographic information about graduates is not shown in this report. NCES is evaluating different options for imputing these missing data so that more detailed analyses by demographic characteristics can be undertaken. Once imputations are complete, state level totals from the imputed data may differ somewhat from rates based on the state level data shown here.

Note that the rate is not the same as a true cohort graduation rate that shows the proportion of actual first-time 9th grade students who graduated within 4 years of starting 9th grade. A true cohort rate requires data that track a given set of students over time. The CCD data used for the averaged freshman graduation rate are collected using repeating cross-sectional surveys. Individual students are not followed from year to year. Although the averaged freshman graduation rate was selected as the best of the available alternatives, there are several factors that make it fall short of a true on-time graduation rate. First, the averaged freshman class is, at best, an approximation of the actual number of first-time freshmen. To the extent that the averaging

differs from actual net transfers into and out of a class, and to the extent that it does not accurately capture grade retention and dropout rates across all four years of a given freshman class' expected high school stay, the estimate will be wrong.

Second, by including all graduates in a specific year, the graduates may include students who repeated a grade in high school or completed high school early and, thus, are not on-time graduates in that year.

Taking these factors one at a time, it is possible that more high school students will move out of a given jurisdiction than move into it during the 4 years between the beginning of 9th grade and the expected graduation date. The averaged freshman count would overestimate the size of the actual cohort and thus underestimate the graduation rate. On the other hand, if more high school students moved into a jurisdiction than moved out during this 4-year period, the averaged freshman count would underestimate the size of the cohort and thus overestimate the graduation rate. Similarly, the use of 8th, 9th, and 10th grade enrollment counts to estimate a first-time freshman class may not work as intended in many situations. Using 8th and 9th grade enrollment counts can be inaccurate to the extent that they do not adequately account for grade retention at 9th grade. Retention rates at 9th grade tend to be relatively large. While adding 8th grade enrollments to the average may help diminish this problem, it is likely that in many cases it will not wholly adjust for actual 9th grade retention rates, thus overestimating the first-time freshman count and underestimating the graduation rate. Using 9th and 10th grade enrollment numbers can be inaccurate to the extent that the 10th grade counts exclude 9th graders who dropped out from the previous year (effectively underestimating the cohort) or include students retained in 10th grade (effectively overestimating the cohort).

The inclusion of graduates who spent more or less than 4 years in high school increases the number of graduates in the numerator and yields a higher estimated rate than would be the case if only on-time graduates were included in the numerator. On the other hand, not recording early graduates with their actual cohort decreases the graduation rate for a class.

Current Population Survey (CPS)

CPS provides nationally representative data for the civilian, noninstitutionalized, population of the United States. The survey is conducted in a sample of 50,000–60,000 households each month. Households are interviewed for 4 successive monthly interviews, are not interviewed for the next 8 months, and then are re-interviewed for the following 4 months. Typically, the 1st and the 5th interviews are conducted in person, with the remaining conducted via computer-assisted telephone interviewing. The sample frame is a complete list of dwelling-

unit addresses at the time of the decennial Census updated by demolitions and new construction and field listings. The population surveyed excludes members of the armed forces, inmates of correctional institutions, and patients in long-term medical or custodial facilities; it is referred to as the civilian, noninstitutionalized population. For the October 2003 core CPS, the unweighted response rate was 92.7 percent, and the unweighted response rate for the school enrollment supplement was 93.7 percent. Because the school enrollment supplement is dependent on the core collection, the overall unweighted response rate for the supplement is the product of core and supplement response rates, or 86.9 percent in 2002.

An adult member of each household serves as the informant for that household, supplying basic monthly data for each member of the household. In addition, in October of each year, supplementary questions regarding school enrollment are asked about eligible household members 3 years old and over. Data are collected about individuals who attend or attended public schools or private schools, who were homeschooled, or who never attended school in the United States.

CPS data on educational attainment and enrollment status in the current year and prior year are used to identify dropouts and completers, and additional items in the CPS data are used to describe some of their basic characteristics. The CPS is the only source of national time series data on dropout and completion rates. However, because CPS collects no information on school characteristics and experiences, its usefulness in addressing dropout and completion issues is primarily for providing insights on who drops out and who completes. Sample sizes in the CPS collections do not support stable state-level estimates.

There are important differences in data collection procedures between the CPS and CCD.²¹ First, the CCD collection includes only data for public school whereas the CPS counts include students who were enrolled in either public or private schools, and some individuals who never enrolled in school in the United States. Second, the CCD collects data about students from a given state's public school system. CPS data are based on where individuals currently reside so the state of residence may differ from the state or country of earlier school attendance. Third, the CCD collection includes dropouts in grades 7 through 12 versus grades 10 through 12 in the CPS (although CCD event rates are reported for grades 9 through 12 as in this report). Fourth, the CCD collection is based on administrative records rather than household surveys as in the CPS.

²¹ Data in CCD are based on data from all public schools. Data in CPS are collected from a sample of households and not the full universe of households. As a result, CPS data have sampling errors associated with estimates whereas CCD data do not. For more information on CPS sampling errors and how to interpret them, see the section "Statistical Procedures for Analyzing CPS Based Estimates" later in the appendix.

Defining and Calculating Dropout and Completion Rates Using the CPS

Event Dropout Rates

The October Supplement to the CPS is the only national data source that currently can be used to estimate annual national dropout rates. As a measure of recent dropout experiences, the event dropout rate measures the proportion of students who dropped out over a 1-year interval.

The numerator of the event dropout rate for October 2003 is the number of persons 15 through 24 years old surveyed in 2003 who were enrolled in grades 10–12 in October 2002, were not enrolled in high school in October 2003, and who also did not complete high school (that is, had not received a high school diploma or an alternative credential such as an equivalency certificate) between October 2002 and October 2003.

The denominator of the event dropout rate for 2003 is the sum of the dropouts (that is, the numerator) and all persons 15 through 24 years old who were attending grades 10–12 in October 2002, who were still enrolled in October 2003, or who graduated or completed high school between October 2002 and October 2003.

The dropout interval is defined to include the previous summer (in this case, the summer of 2003) and the previous school year (in the case of the 2002 school year), so that once a grade is completed, the student is then at risk of dropping out of the next grade. Given that the data collection is tied to each person's enrollment status in October of two consecutive years, any student who drops out and returns within the 12-month period is not counted as a dropout.

Status Dropout Rates

The status dropout rate reflects the percentage of individuals who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for 2003 is the number of individuals ages 16 through 24 years who, as of October 2003, had not completed high school and were not currently enrolled. The denominator is the total number of 16- through 24-year-olds in October 2003.

Status Completion Rates

The numerator of the high school status completion rate is the number of 18- through 24-year-olds who had received a high school diploma or an alternative credential such as an equivalency certificate. The denominator is the number of 18- through 24-year-olds who are no longer in elementary or secondary school.

High School Equivalency Credentials and the Status Completion Rate. Prior to 2000, editions of this series of dropout reports presented estimates of overall status completion rates and estimates of the method of completion—graduation by diploma or completion by taking an alternative exam such as the General Educational Development (GED) test. Examination of the changes in the CPS GED items in the October 2000 and subsequent surveys has indicated that GED estimates for 2000 and later years are not comparable with earlier data and may not be reliable estimates of high school equivalency completions (table A-1). Therefore, CPS estimates of the method of high school completion have not been presented in recent dropout reports. Because the method of high school completion remains of interest, an estimate of those who passed the GED exam using GED Testing Service (GEDTS) data was developed.

Table A-1. Number of 18- through 24-year-olds, who received a GED, by data source: 1990 through 2002

Year	GED Service ¹	CPS ^{2,3}	Standard error (CPS)
1990	222,295	111,023	16,728
1991	247,767	117,371	17,197
1992	249,470	107,030	16,425
1993	241,787	107,415	16,455
1994	247,051	211,560	23,047
1995	256,441	237,876	24,424
1996	258,957	312,645	27,957
1997	244,749	286,811	26,793
1998	254,239	340,784	24,790
1999	267,932	320,187	27,331
2000	263,465	90,810	24,831
2001	342,156	107,202	28,249
2002	176,291	70,745	12,111

¹ These numbers represent 18- through 24-year-olds who passed the GED examination in the United States.

² Estimates of the number of GEDs from the Current Population Survey (CPS) may include alternative credentials other than those earned by passing the GED examination.

³ Starting in 2000, estimates reflect changes made to questions about GED receipt.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) (various years); and American Council on Education, GED Testing Service, *GED Statistical Report*, 1990 to 2002.

Data on GED testing are collected by the GED Testing Service and reported in a series of annual statistical reports (American Council on Education, GED Testing Service 1996 through 2002). These reports indicate the number of people passing the GED test, by age group. Tabulation of data presented in GED Testing Service reports from 1996 through 2002 permits an estimate of the number of persons age 18–24 in 2002 (the most recent year for which data are available) who ever passed the GED test. The source data from the GEDTS reports are presented in table A-2.

GED Testing Service reports present the number of GED passers²² in the United States and the percentage of passers in each age group for persons age 16 (or age 16 and under²³), 17, 18, 19, 20–24, and higher age groups. The number of people in 2002 who were age 18–24 and who passed the GED test equals the sum of the number of people who passed the GED test since 1996 at specific ages. The GEDTS reports present grouped data for persons age 20–24. As a result, a count of the number of passers at each specific age from 20 through 24 is not available. Analysis of GEDTS data on GED passers from 2001 and 2002 indicates that approximately 8 percent of all GED passers are age 20, 6 percent are age 21, 5 percent are age 22, 4 percent are age 23, and 3 percent are age 24. It was assumed that the distribution of passers age 20–24 follows this distribution for all years from 1996 through 2002.

Table A-2. Percentage distribution of GED passers, by age group: 1996 through 2002

Year	Number passed	Age group					
		16	17	18	19	20–24	25 or over
1996	502,812	2.7	11.2	15.2	11.9	24.4	34.6
1997	460,162	2.8	11.6	16.9	11.8	24.3	32.6
1998	480,947	2.8	11.8	19.1	12.2	24.1	30.0
1999	498,015	3.3	12.9	16.1	12.3	24.3	31.1
2000	486,997	3.2	13.0	16.5	12.2	24.9	30.2
2001	648,022	2.9	11.5	14.7	11.5	26.4	33.0
2002	329,515	4.4	15.8	17.4	11.6	24.6	26.2

NOTE: Data apply to the 50 states and the District of Columbia. The numbers and percentage distributions for 1996–2001 were reported in the original source as the number receiving a credential. Detail may not sum to totals because of rounding.

SOURCE: American Council on Education, GED Testing Service, *Who Took the GED? GED [1996–2001] Statistical Report*. Washington, DC: Author; and American Council on Education, GED Testing Service, *Who Passed the GED Tests? 2002 Statistical Report*. Washington, DC: Author.

Data Considerations for CPS

Over the last several decades, data collection procedures, items, and data preparation processes have changed in the CPS. Some of these changes were introduced to ensure CPS estimates were comparable to decennial Census collections, some were introduced to reflect changes in the concepts under study, some were introduced to improve upon measures, and some were introduced to develop measures for new phenomena. The effects of the various changes have been studied to help ensure they did not disrupt trend data from CPS. For a summary of

²² Passing the GED is a good but imperfect indicator of receiving a high school equivalency credential. Some people who pass the test may not receive the credential because they do not file necessary paperwork or pay necessary fees. People may also leave the country, die, or receive a regular high school diploma after passing the GED test.

²³ The lowest standard minimum age for testing in any state is 16. Some jurisdictions grant exceptions to the minimum age on a case-by-case basis. GED Testing Service reports from 1996–1998 group the small number of individuals under age 16 as 16 years old for reporting purposes.

these studies, please see appendix C of “Dropout Rates in the United States: 2001” (Kaufman, Alt, and Chapman 2004).

CPS data include weights to help make estimates from the data representative of the civilian, noninstitutionalized population in the United States. These weights are based on decennial Census data that are adjusted for births, deaths, immigration, emigration, etc. over time. Once a decade, CPS weighting procedures shift from the previous Census to the most recent Census data. Two sets of weights are typically produced at this point; one set based on the previous Census and a second based on the most recent Census. These two sets of weights can be used to test for possible weight adjustment effects in the data. The October 2002 CPS include weights based on 1990 and 2000 Census data. To test for the possible effect of shifting from 1990-based weights to 2000-based weights, the 2002 data were weighted using both sets of weights and compared. The change in the benchmark year for the sample weights yielded no measurable difference in the event dropout, status dropout, or status completion rates for the total population, males, females, Whites, Blacks, or Hispanics (estimates not included in tables).

Imputation for Item Nonresponse in CPS. For many key items in the October CPS, the U.S. Census Bureau imputes data for cases with missing data due to item nonresponse. However, the Census Bureau did not impute data regarding the method of high school completion before 1997. Special imputations were conducted for these items using a sequential hot deck procedure implemented through the PROC IMPUTE computer program developed by the American Institutes for Research. Three categories of age, two categories of race, two categories of sex, and two categories of citizenship were used as imputation cells.

Age and Grade Ranges in CPS Estimates. The age and grade ranges used in the CPS measures of dropout rates are constrained by available data. Ideally, the estimates would be able to capture reliable estimates of children in grades as low as grade 9. However, the CPS asks the question about enrollment the previous October only about individuals age 15 and older. Many 9th graders are younger than age 15, so 10th grade was selected as the lower boundary of grade ranges in the event dropout rate.

Accuracy of CPS Estimates. CPS estimates in this report are derived from samples and are subject to two broad classes of error—sampling and nonsampling error. Sampling errors occur because the data are collected from a sample of a population rather than from the entire population. Estimates based on a sample will differ somewhat from the values that would have been obtained from a universe survey using the same instruments, instructions, and procedures. Nonsampling errors come from a variety of sources and affect all types of surveys, universe as well as sample surveys. Examples of sources of nonsampling error include design, reporting, and

processing errors and errors due to nonresponse. The effects of nonsampling errors are more difficult to evaluate than those that result from sampling variability. As much as possible, procedures are built into surveys in order to minimize nonsampling errors.

The standard error is a measure of the variability due to sampling when estimating a parameter. It indicates how much variance there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a sample statistic would differ from a population parameter by less than the standard error is about 68 percent. The chances that the difference would be less than 1.65 times the standard error are about 90 out of 100; and that the difference would be less than 1.96 times the standard error, about 95 out of 100.

Standard errors for percentages and number of persons based on CPS data were calculated using the following formulas:

Percentage:

$$se = \sqrt{(b / N)(p)(100 - p)}$$

where

p = the percentage ($0 < p < 100$),

N = the population on which the percentage is based, and

b = the regression parameter based on a generalized variance formula and is associated with the characteristic.

For both 2002 and 2003, b is equal to 2,131 for the total or White population; 2,410 for the Black population; and 2,744 for the Hispanic populations ages 14 through 24. For 2002, b for the Asian/Pacific Islander population ages 14 through 24 is 2,744, and in 2003 is 2,410. The b parameter for the “more than one race” population ages 14 through 24 in 2003 is 2,410. For both 2002 and 2003, the b parameter is multiplied by the following factors when calculating standard errors for regional estimates: 0.90 for the Northeast, 0.93 for the Midwest, 1.14 for the South, and 1.14 for the West.

Number of persons:

$$se = \sqrt{(bx)(1 - x / T)}$$

where x = the number of persons (i.e., dropouts),

T = population in the category (e.g., Blacks ages 16 through 24), and

b = as above.

Statistical Procedures for Analyzing CPS Based Estimates

Because CPS data are collected from samples of the population, statistical tests are employed to measure differences between estimates to help ensure they are different taking into account possible sampling error. The descriptive comparisons were tested in this report using Student's t statistic. Differences between estimates are tested against the probability of a type I error, or significance level. The significance levels were determined by calculating the Student's t values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's t values may be computed to test the difference between percentages with the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

Several points should be considered when interpreting t statistics. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading since the magnitude of the t statistic is related not only to the observed differences in means or proportions but also to the number of respondents in the specific categories used for comparison. Hence, a small difference compared across a large number of respondents would produce a large t statistic.

Second, there is a possibility that one can report a “false positive” or type I error. In the case of a t statistic, this false positive would result when a difference measured with a particular sample showed a statistically significant difference when there was no difference in the underlying population. Statistical tests are designed to control this type of error. These tests are set to different levels of tolerance or risk known as alphas. The alpha level of .05 selected for findings in this report indicates that a difference of a certain magnitude or larger would be produced no more than one time out of twenty when there was no actual difference in the quantities in the underlying population. When t values are at the .05 level or smaller, the null hypothesis that there is no difference between the two quantities is rejected. Finding no difference, however, does not necessarily imply the values are the same or equivalent.

Third, the probability of a type I error increases with the number of comparisons being made. Bonferroni adjustments are sometimes used to correct for this problem. Bonferroni adjustments do this by reducing the alpha level for each individual test in proportion to the number of tests being done. However, while Bonferroni adjustments help avoid type I errors, they increase the chance of making type II errors. Type II errors occur when there actually is a difference present in a population, but a statistical test applied to estimates from a sample indicates that no difference exists. Prior to the 2001 report in this series, Bonferroni adjustments were employed. Because of changes in NCES reporting standards, Bonferroni adjustments are not employed in this report.

Regression analysis was used to test for trends across age groups and over time. Regression analysis assesses the degree to which one variable (the dependent variable) is related to one or more other variables (the independent variables). The estimation procedure most commonly used in regression analysis is ordinary least squares (OLS). When studying changes in rates over time, the rates were used as dependent measures in the regressions, with a variable representing time and a dummy variable controlling for changes in the educational attainment item in 1992 (=0 for years 1972 to 1991, =1 after 1992) used as independent variables. When slope coefficients were positive and significant, rates increased over time. When slope coefficients were negative and significant, rates decreased over time. Because of varying sample sizes over time, some of the observations were less reliable than others (i.e., some years' standard errors were larger than those for other years). In such cases, OLS estimation procedures do not apply, and it is necessary to modify the regression procedures to obtain unbiased regression parameters. Each variable in the analysis was transformed by dividing by the standard error of the relevant year's rate. The new dependent variable was then regressed on the new time variable and new editing-change dummy variable. All statements about trend changes in this report are statistically significant at the .05 level.

Glossary

For dropout and completion rate estimates, please see the discussions above.

Age. Age of the subject at the time of the interview.

Family income. Family income is derived from a single question asked of the household respondent. Income includes money income from all sources including jobs, business, interest, rent, and social security payments. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and over,

including those temporarily living away, is included. Family income refers to receipts over a 12-month period.

There are several issues that affect the interpretation of dropout rates by family income using the CPS. First, it is possible that the family income of the students at the time they dropped out was somewhat different from their family income at the time of the CPS interview. Furthermore, family income is derived from a single question asked of the household respondent in the October CPS. In some cases, there are persons 15 through 24 years old living in the household who are unrelated to the household respondent, yet whose family income is defined as the income of the family of the household respondent. Therefore, the current family income of the respondent may not accurately reflect that person's family background. In particular, some of the young adults in the 15- through 24-year age range do not live in a family unit with a parent present.

GED, or General Educational Development. General Educational Development (GED) Tests are standardized tests designed to measure the skills and knowledge students normally acquire by the end of high school. The tests are developed by the American Council on Education's GED Testing Service. People who pass the tests may receive a GED credential.

Geographic regions. There are four Census regions used in this report: Northeast, Midwest, South, and West. The Northeast consists of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Pennsylvania. The Midwest consists of Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Minnesota, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. The South consists of Delaware, Maryland, the District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas. The West consists of Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

Recency of immigration. Recency of immigration was derived from a set of questions on the basic monthly survey inquiring about the country of birth of the reference person, and his or her mother and father. From these questions the following three categories were constructed: (1) born outside the 50 states and District of Columbia, (2) first generation, and (3) second or higher generation. First generation is defined as individuals who were born in one of the 50 states or the District of Columbia, but who had at least one parent who was not. Second or higher generation persons are individuals who themselves, as well as both of their parents, were born in one of the 50 states or the District of Columbia. These three categories were

subdivided using the variable for the subject’s race/ethnicity (please see below) so that there were six categories: a Hispanic and non-Hispanic category for each of the three immigration categories.

Race/ethnicity. This variable is constructed from two variables. One asks about the subject’s ethnic background and the second asks about the subject’s race. Those reported as being of Hispanic background on the ethnic background question are categorized as Hispanic irrespective of race. Non-Hispanics are then categorized by race. Beginning in 2003, respondents were able to indicate more than one race. Those who indicated more than one race, and who did not indicate that they were Hispanic, were included in a category labeled “more than one race.”

Sex. Sex of the subject.

Appendix B—Standard Error Tables

Table B-1. Standard errors for table 1-A: Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2003

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled (thousands)	Percent of all dropouts	Percent of population enrolled
Total	0.28	30	129	†	†
Sex					
Male	0.40	21	92	3.52	0.71
Female	0.38	20	91	3.52	0.71
Race/ethnicity					
White, non-Hispanic	0.31	21	103	3.53	0.68
Black, non-Hispanic	0.85	13	52	2.82	0.52
Hispanic	1.06	17	58	3.56	0.58
Asian/Pacific Islander	1.10	5	28	1.18	0.30
More than one race	2.42	6	19	1.34	0.22
Family income					
Low income	1.04	14	49	3.02	0.47
Middle income	0.39	24	98	3.35	0.70
High income	0.30	10	67	2.13	0.65
Age					
15–16	0.41	13	64	2.72	0.64
17	0.39	15	32	3.12	0.68
18	0.60	16	43	3.18	0.61
19	1.25	9	35	2.10	0.36
20–24	3.18	11	27	2.64	0.25
Region					
Northeast	0.57	11	53	2.49	0.52
Midwest	0.52	13	60	2.79	0.58
South	0.54	19	81	3.65	0.71
West	0.61	15	67	3.21	0.64

† Not applicable. Standard errors cannot be calculated.

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

Table B-2. Standard errors for table 1-B: Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2002

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled (thousands)	Percent of all dropouts	Percent of population enrolled
Total	0.27	27	127	†	†
Sex					
Male	0.39	20	90	3.80	0.72
Female	0.37	19	90	3.80	0.72
Race/ethnicity					
White, non-Hispanic	0.28	19	102	3.80	0.69
Black, non-Hispanic	0.87	13	51	3.24	0.54
Hispanic	1.01	15	56	3.65	0.57
Asian/Pacific Islander	1.20	6	31	1.52	0.34
Family income					
Low income	1.05	14	49	3.44	0.49
Middle income	0.36	21	96	3.77	0.71
High income	0.34	11	66	2.67	0.66
Age					
15–16	0.42	13	63	3.09	0.65
17	0.39	14	32	3.29	0.68
18	0.52	14	44	3.36	0.63
19	1.39	11	36	2.77	0.38
20–24	2.96	9	25	2.50	0.25
Region					
Northeast	0.60	11	52	2.81	0.53
Midwest	0.44	11	61	2.80	0.60
South	0.55	18	78	3.98	0.72
West	0.58	14	67	3.48	0.66

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2002.

Table B-3. Standard errors for table 2: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2003

Year	Event dropout rate (percent)	Number of dropouts (thousands)	Population enrolled (thousands)
1972	0.33	34	126
1973	0.33	35	127
1974	0.34	37	128
1975	0.32	34	128
1976	0.32	35	129
1977	0.34	37	130
1978	0.34	37	130
1979	0.34	37	129
1980	0.33	35	129
1981	0.33	34	129
1982	0.34	35	127
1983	0.33	33	126
1984	0.33	32	124
1985	0.34	32	123
1986	0.32	31	124
1987	0.30	30	123
1988	0.36	35	122
1989	0.36	32	120
1990	0.34	29	128
1991	0.34	29	128
1992	0.35	30	128
1993	0.36	30	127
1994	0.34	32	123
1995	0.35	33	124
1996	0.34	33	129
1997	0.32	32	131
1998	0.33	33	132
1999	0.33	34	134
2000	0.33	33	133
2001	0.33	34	134
2002	0.27	27	127
2003	0.28	30	129

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table B-4. Standard errors for table 3: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2003

Year	Total (percent)	Sex (percent)		Race/ethnicity (percent)		
		Male	Female	White non-Hispanic	Black non-Hispanic	Hispanic
1972	0.33	0.46	0.48	0.34	1.32	2.81
1973	0.33	0.49	0.45	0.35	1.35	2.65
1974	0.34	0.51	0.46	0.35	1.41	2.52
1975	0.32	0.44	0.46	0.33	1.25	2.50
1976	0.32	0.48	0.43	0.35	1.15	2.05
1977	0.34	0.49	0.46	0.37	1.20	2.13
1978	0.34	0.51	0.46	0.36	1.31	2.75
1979	0.34	0.49	0.48	0.37	1.32	2.43
1980	0.33	0.49	0.45	0.35	1.21	2.56
1981	0.33	0.47	0.46	0.34	1.29	2.28
1982	0.34	0.49	0.46	0.36	1.21	2.31
1983	0.33	0.50	0.45	0.35	1.17	2.44
1984	0.33	0.49	0.46	0.36	1.06	2.51
1985	0.34	0.50	0.48	0.36	1.26	2.55
1986	0.32	0.46	0.45	0.34	1.05	2.69
1987	0.30	0.44	0.41	0.33	1.14	1.89
1988	0.36	0.52	0.50	0.39	1.20	3.09
1989	0.36	0.51	0.51	0.37	1.39	2.65
1990	0.34	0.48	0.47	0.36	1.15	2.29
1991	0.34	0.46	0.49	0.36	1.20	2.17
1992	0.35	0.46	0.53	0.38	1.09	2.23
1993	0.36	0.51	0.50	0.40	1.20	2.03
1994	0.34	0.48	0.49	0.37	1.03	1.52
1995	0.35	0.51	0.48	0.38	1.00	1.61
1996	0.34	0.49	0.51	0.38	1.05	1.50
1997	0.32	0.47	0.43	0.35	0.92	1.45
1998	0.33	0.45	0.47	0.36	0.91	1.48
1999	0.33	0.44	0.49	0.36	1.00	1.28
2000	0.33	0.49	0.43	0.37	1.01	1.24
2001	0.33	0.49	0.44	0.37	1.01	1.38
2002	0.27	0.39	0.37	0.28	0.87	1.01
2003	0.28	0.40	0.38	0.31	0.85	1.06

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table B-5. Standard errors for table 4: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2003

Year	Total (percent)	Family income (percent)		
		Low income	Middle income	High income
1972	0.33	1.55	0.45	0.39
1973	0.33	1.65	0.46	0.32
1974	0.34	†	†	†
1975	0.32	1.57	0.43	0.38
1976	0.32	1.61	0.46	0.34
1977	0.34	1.57	0.48	0.35
1978	0.34	1.69	0.48	0.40
1979	0.34	1.62	0.47	0.44
1980	0.33	1.51	0.46	0.38
1981	0.33	1.50	0.45	0.41
1982	0.34	1.52	0.46	0.36
1983	0.33	1.35	0.48	0.39
1984	0.33	1.49	0.45	0.37
1985	0.34	1.53	0.47	0.39
1986	0.32	1.33	0.45	0.34
1987	0.30	1.29	0.45	0.27
1988	0.36	1.59	0.48	0.35
1989	0.36	1.43	0.50	0.33
1990	0.34	1.39	0.45	0.33
1991	0.34	1.43	0.44	0.31
1992	0.35	1.42	0.46	0.36
1993	0.36	1.57	0.46	0.35
1994	0.34	1.44	0.44	0.41
1995	0.35	1.36	0.47	0.39
1996	0.34	1.34	0.46	0.41
1997	0.32	1.36	0.41	0.37
1998	0.33	1.34	0.39	0.46
1999	0.33	1.26	0.44	0.40
2000	0.33	1.23	0.45	0.35
2001	0.33	1.36	0.45	0.37
2002	0.27	1.05	0.36	0.34
2003	0.28	1.04	0.39	0.30

† Not applicable.

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table B-6. Standard errors for table 6-A: Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected background characteristics: October 2003

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.23	83	†	†
Sex				
Male	0.34	62	1.21	0.38
Female	0.30	54	1.21	0.38
Race/ethnicity				
White, non-Hispanic	0.24	53	1.20	0.37
Black, non-Hispanic	0.69	34	0.94	0.28
Hispanic	0.90	55	1.36	0.33
Asian/Pacific Islander	0.78	12	0.33	0.16
More than one race	1.56	10	0.29	0.11
Age				
16	0.34	14	0.40	0.25
17	0.48	21	0.60	0.25
18	0.74	29	0.80	0.24
19	0.74	27	0.76	0.23
20–24	0.34	67	1.14	0.38
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	1.60	41	1.25	0.22
Non-Hispanic	0.71	15	0.41	0.18
First generation				
Hispanic	1.19	24	0.70	0.20
Non-Hispanic	0.60	12	0.35	0.18
Second generation or more				
Hispanic	1.41	21	0.63	0.18
Non-Hispanic	0.24	62	1.22	0.35
Region				
Northeast	0.47	31	0.84	0.28
Midwest	0.44	37	0.96	0.31
South	0.44	56	1.29	0.39
West	0.50	42	1.10	0.35

† Not applicable. Standard errors for the population totals cannot be calculated.

NOTE: Standard errors for population totals in table 6-A cannot be calculated.

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

Table B-7. Standard errors for table 6-B: Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected background characteristics: October 2002

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.24	84	†	†
Sex				
Male	0.35	63	1.19	0.39
Female	0.32	56	1.19	0.39
Race/ethnicity				
White, non-Hispanic	0.24	54	1.17	0.37
Black, non-Hispanic	0.70	35	0.91	0.29
Hispanic	0.93	57	1.34	0.33
Asian/Pacific Islander	0.79	13	0.36	0.19
Age				
16	0.39	16	0.43	0.25
17	0.52	21	0.57	0.25
18	0.70	28	0.75	0.25
19	0.76	30	0.79	0.24
20–24	0.35	68	1.13	0.39
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	1.56	43	1.25	0.23
Non-Hispanic	0.72	15	0.41	0.18
First generation				
Hispanic	1.31	26	0.72	0.20
Non-Hispanic	0.60	12	0.32	0.18
Second generation or more				
Hispanic	1.39	20	0.55	0.17
Non-Hispanic	0.25	62	1.19	0.35
Region				
Northeast	0.50	33	0.85	0.28
Midwest	0.44	37	0.93	0.32
South	0.46	56	1.25	0.39
West	0.51	44	1.09	0.35

† Not applicable. Standard errors for population totals cannot be calculated.

NOTE: Standard errors for population totals in table 6-B cannot be calculated.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2002.

Table B-8. Standard errors for table 7: Status dropout rates, number of status dropouts, and population of 16- through 24-year-olds: October 1972 through October 2003

Year	Status dropout rate (percent)	Number of status dropouts (thousands)
1972	0.28	91
1973	0.27	91
1974	0.27	92
1975	0.27	92
1976	0.26	93
1977	0.27	95
1978	0.27	96
1979	0.27	97
1980	0.26	95
1981	0.26	96
1982	0.27	100
1983	0.27	99
1984	0.27	96
1985	0.27	93
1986	0.27	91
1987	0.28	92
1988	0.30	100
1989	0.31	98
1990	0.29	92
1991	0.30	93
1992	0.28	88
1993	0.28	88
1994	0.26	85
1995	0.27	86
1996	0.27	87
1997	0.27	87
1998	0.27	91
1999	0.26	90
2000	0.26	89
2001	0.25	89
2002	0.24	84
2003	0.23	83

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau. Standard errors for population estimates in table 7 cannot be calculated.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table B-9. Standard errors for table 8: Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2003

Year	Total (percent)	Sex (percent)		Race/ethnicity (percent)		
		Male	Female	White non-Hispanic	Black non-Hispanic	Hispanic
1972	0.28	0.40	0.39	0.29	1.07	2.22
1973	0.27	0.38	0.38	0.28	1.06	2.24
1974	0.27	0.39	0.38	0.28	1.05	2.08
1975	0.27	0.37	0.38	0.27	1.06	2.02
1976	0.26	0.38	0.37	0.28	1.01	2.01
1977	0.27	0.38	0.37	0.28	1.00	2.02
1978	0.27	0.38	0.37	0.28	1.00	2.00
1979	0.27	0.39	0.37	0.28	1.01	1.98
1980	0.26	0.39	0.36	0.27	0.97	1.89
1981	0.26	0.38	0.35	0.27	0.93	1.80
1982	0.27	0.40	0.38	0.29	0.98	1.93
1983	0.27	0.41	0.37	0.29	0.97	1.93
1984	0.27	0.40	0.37	0.29	0.92	1.91
1985	0.27	0.40	0.37	0.29	0.92	1.93
1986	0.27	0.40	0.37	0.28	0.90	1.88
1987	0.28	0.40	0.38	0.30	0.91	1.84
1988	0.30	0.44	0.42	0.32	1.00	2.30
1989	0.31	0.45	0.42	0.32	0.98	2.19
1990	0.29	0.42	0.41	0.30	0.94	1.91
1991	0.30	0.43	0.41	0.31	0.95	1.93
1992	0.28	0.41	0.39	0.29	0.95	1.86
1993	0.28	0.40	0.40	0.29	0.94	1.79
1994	0.26	0.38	0.36	0.27	0.75	1.16
1995	0.27	0.38	0.37	0.28	0.74	1.15
1996	0.27	0.36	0.36	0.26	0.75	1.13
1997	0.27	0.39	0.36	0.28	0.80	1.11
1998	0.27	0.40	0.36	0.28	0.81	1.12
1999	0.26	0.38	0.36	0.27	0.77	1.11
2000	0.26	0.38	0.35	0.26	0.78	1.08
2001	0.25	0.38	0.34	0.26	0.71	1.06
2002	0.24	0.35	0.32	0.24	0.70	0.93
2003	0.23	0.34	0.30	0.24	0.69	0.90

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table B-10. Standard errors for table 9-A: Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected background characteristics: October 2003

Characteristic	Completion rate	Number of completers (thousands)	Percent of all completers
Total	0.30	79	†
Sex			
Male	0.46	59	0.49
Female	0.40	52	0.49
Race/ethnicity			
White, non-Hispanic	0.31	51	0.46
Black, non-Hispanic	0.96	32	0.34
Hispanic	1.15	51	0.38
Asian/Pacific Islander	1.03	11	0.22
More than one race	2.07	9	0.14
Age			
18–19	0.65	40	0.41
20–21	0.56	42	0.44
22–24	0.44	53	0.49
Recency of immigration			
Born outside the 50 states and District of Columbia			
Hispanic	1.82	38	0.24
Non-Hispanic	0.95	15	0.24
First generation			
Hispanic	1.73	23	0.24
Non-Hispanic	0.85	12	0.23
Second generation or more			
Hispanic	1.86	20	0.22
Non-Hispanic	0.32	59	0.43
Region			
Northeast	0.61	29	0.36
Midwest	0.59	34	0.40
South	0.58	53	0.49
West	0.67	41	0.44

† Not applicable.

NOTE: Standard errors for population totals in table 9-A cannot be calculated.

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

Table B-11. Standard errors for table 9-B: Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected background characteristics: October 2002

Characteristic	Completion rate	Number of completers (thousands)	Percent of all completers
Total	0.31	80	†
Sex			
Male	0.46	59	0.49
Female	0.41	53	0.49
Race/ethnicity			
White, non-Hispanic	0.31	51	0.46
Black, non-Hispanic	0.95	33	0.35
Hispanic	1.15	52	0.38
Asian/Pacific Islander	0.95	12	0.25
Age			
18–19	0.63	41	0.42
20–21	0.56	43	0.45
22–24	0.46	53	0.49
Recency of immigration			
Born outside the 50 states and District of Columbia			
Hispanic	1.75	39	0.24
Non-Hispanic	0.87	14	0.25
First generation			
Hispanic	1.78	23	0.24
Non-Hispanic	0.82	11	0.23
Second generation or more			
Hispanic	1.85	19	0.21
Non-Hispanic	0.32	59	0.43
Region			
Northeast	0.65	31	0.36
Midwest	0.59	35	0.40
South	0.60	52	0.49
West	0.67	42	0.45

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2002.

Table B-12. Standard errors for table 10: Status completion rates, number of completers, and population of 18- through 24-year-olds: October 1972 through October 2003

Year	Completion rate	Number of completers (thousands)
1972	0.32	83
1973	0.31	82
1974	0.31	83
1975	0.30	84
1976	0.30	85
1977	0.30	95
1978	0.30	87
1979	0.30	89
1980	0.30	87
1981	0.29	89
1982	0.31	93
1983	0.31	92
1984	0.31	90
1985	0.31	87
1986	0.31	85
1987	0.32	86
1988	0.36	94
1989	0.36	92
1990	0.34	86
1991	0.34	84
1992	0.33	82
1993	0.34	82
1994	0.34	86
1995	0.35	87
1996	0.35	84
1997	0.35	82
1998	0.36	86
1999	0.34	84
2000	0.33	83
2001	0.33	84
2002	0.31	80
2003	0.30	79

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau. Standard errors for the population of 18- through 24-year-olds cannot be calculated.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).

Table B-13. Standard errors for table 11: Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2003

Year	Total (percent)	Sex (percent)		Race/ethnicity (percent)		
		Male	Female	White non-Hispanic	Black non-Hispanic	Hispanic
1972	0.32	0.51	0.48	0.33	1.20	1.83
1973	0.31	0.49	0.47	0.31	1.17	1.83
1974	0.31	0.49	0.46	0.31	1.17	1.70
1975	0.30	0.47	0.46	0.30	1.18	1.72
1976	0.30	0.48	0.45	0.31	1.12	1.68
1977	0.30	0.49	0.45	0.31	1.12	1.66
1978	0.30	0.48	0.45	0.31	1.11	1.61
1979	0.30	0.49	0.45	0.31	1.11	1.58
1980	0.30	0.48	0.43	0.30	1.07	1.51
1981	0.29	0.48	0.43	0.30	1.02	1.46
1982	0.31	0.49	0.45	0.32	1.06	1.57
1983	0.31	0.50	0.45	0.32	1.06	1.59
1984	0.31	0.49	0.45	0.32	0.99	1.54
1985	0.31	0.49	0.44	0.32	1.00	1.58
1986	0.31	0.50	0.45	0.32	0.99	1.51
1987	0.32	0.51	0.47	0.34	0.99	1.47
1988	0.36	0.57	0.51	0.36	1.13	1.78
1989	0.36	0.57	0.51	0.37	1.11	1.73
1990	0.34	0.53	0.50	0.34	1.03	1.54
1991	0.34	0.55	0.50	0.35	1.06	1.53
1992	0.33	0.53	0.49	0.33	1.07	1.53
1993	0.34	0.53	0.50	0.35	1.07	1.49
1994	0.34	0.49	0.45	0.34	1.02	1.43
1995	0.35	0.50	0.47	0.36	1.01	1.40
1996	0.35	0.50	0.48	0.34	1.08	1.49
1997	0.35	0.51	0.47	0.36	1.10	1.42
1998	0.36	0.53	0.47	0.36	1.11	1.37
1999	0.34	0.50	0.46	0.34	1.04	1.39
2000	0.33	0.49	0.44	0.33	1.01	1.36
2001	0.33	0.50	0.43	0.34	0.97	1.31
2002	0.31	0.46	0.41	0.31	0.95	1.15
2003	0.30	0.46	0.40	0.31	0.96	1.15

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October (1972–2003).