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NCES 2006-606rev

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E.D. TAB



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June 2007

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# Summary of Findings

## Introduction

This report presents the Averaged Freshman Graduation Rate (AFGR) for public school students for two school years—2002-03 and 2003-04. The data for this collection were reported to the National Center for Education Statistics (NCES) by state education agencies (SEAs) and represent high school graduates between October 1, 2002 and September 30, 2003 and between October 1, 2003 and September 30, 2004. All 50 states and the District of Columbia reported counts of high school graduates for school year 2002-03; however only 48 states and the District of Columbia reported counts of high school graduates in 2003-04.

The Averaged Freshman Graduation Rate provides an estimate of the percentage of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming freshman class 4 years earlier, expressed as a percent. 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 size of the incoming freshman class is estimated by summing the enrollment in eighth grade in one year, ninth grade for the next year, and tenth grade for the year after and then dividing by three. The averaging is intended to account for prior year retentions in the ninth grade (see discussion of data limitations for additional information). 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 those estimates (NCES 2006-604, NCES 2006-605 forthcoming).

The counts of enrollments by grade and graduates are from the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education. Graduates include those students who are reported as diploma recipients. These are individuals who are awarded, in a given year, a regular 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. Other high school completers who were awarded alternate credentials such as a certificate of completion and equivalency recipients (e.g., individuals receiving credentials based on the General Education Development, or GED, test) are not included because they are not regular graduates.

Although enrollments are reported by grade, some states report ungraded students. To adjust for this, the allocation procedure used in the Common Core of Data, “Local Education Agency Universe Survey Dropout and Completion Data File” was applied to enrollment data from the State Nonfiscal Survey of Public Elementary/Secondary Education. Through this process the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state. These redistributed counts of ungraded enrollments were added to the reported enrollment counts for the eighth, ninth, and tenth grades.<sup>1</sup>

Averaged Freshman Graduation Rates for the nation and for each state in 2002-03 and 2003-04 are reported in table 1.<sup>2</sup> The 2002-03 rates are repeated in table 2 along with the counts of graduates and eighth, ninth, and tenth grade enrollments that were used for each population. Table 3 includes the same six columns of data for 2003-04 graduation rates. Finally, an Excel spreadsheet that includes these estimates is available for download with the web version of this report.

For the 2002-03 school year, the averaged freshman graduation rate for public schools in the nation is based on the 2,719,947 public school diploma recipients reported for school year 2002-03, divided by the average of

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<sup>1</sup>In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

<sup>2</sup>In 2003-04, the national total does not include data for two states that did not report diploma counts.



the 3,529,963 eighth-grade public school enrollment reported for October 1998-99, the 3,986,992 ninth-grade public school enrollment reported for October 1999-2000, and the 3,529,652 tenth-grade public school enrollment reported for October 2000-01. The 2,719,947 diploma recipients divided by the 3,682,202 averaged number of freshmen, multiplied by 100 results in a 2002-03 public school graduation rate for the United States of 73.9 percent. The same formula was applied to compute the 2002-03 averaged freshman graduation rate for public school students in each state.

For the 2003-04 school year, the averaged freshman graduation rate for public schools in the 48 reporting states and the District of Columbia is based on the 2,548,128 diploma recipients in school year 2003-04, divided by the average of the 3,261,969 eighth-grade student enrollment reported for October 1999-2000, the 3,669,077 ninth-grade student enrollment reported for October 2000-01, and the 3,259,701 tenth-grade student enrollment reported for October 2001-02. The 2,548,128 public school diploma recipients divided by the 3,396,916 averaged number of public school freshmen, multiplied by 100 results in a 2003-04 public school graduation rate for the United States of 75.0 percent. The same formula is applied to compute the 2003-04 AFGR for public school students in each state.

In order to compare across years, the number of diploma recipients was estimated for the two states with missing diploma counts for 2003-04. To do this, the 2002-03 averaged freshman graduation rates for Wisconsin and New York were applied to the average of the grade specific enrollment data in the state for grade 8 in 1999-2000, grade 9 in 2000-01, and grade 10 in 2001-02. Thus, assuming no change in the graduation rates in these two states, the estimated count of graduates for the nation was 2,753,438 and corresponding averaged number of public school freshmen was 3,704,001—for an estimated averaged freshman graduation rate for the nation of 74.3 percent.<sup>3</sup>

## Highlights

- The Averaged Freshman Graduation Rate yields a 2002-03 graduation rate for public school students in the United States of 73.9 percent (tables 1 and 2). The 2003-04 rate for the 48 reporting states and the District of Columbia was 75.0 percent; and the estimated 2003-04 rate for the nation, assuming no change in the rates in the two states without diploma counts, was 74.3 percent when counts of diploma recipients are estimated for the two states with missing data. In summary, approximately three quarters of freshmen nationwide graduated from high school on time in these 2 years (tables 1 and 3).
- For the class of 2002-03, the averaged freshman graduation rate for public schools ranged from 59.6 percent in the District of Columbia to 87.0 percent in New Jersey (tables 1 and 2). 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 percent—Alabama, Alaska, Florida, Georgia, Louisiana, Mississippi, New Mexico, New York, South Carolina, and Tennessee.
- For the class of 2003-04, the Averaged Freshman Graduation Rate for public schools ranged from a low of 57.4 percent in Nevada to a high of 87.6 in Nebraska (tables 1 and 3). Fifteen states had rates of 80.0 percent or higher—Connecticut, Idaho, Illinois, Iowa, Minnesota, Missouri, Montana, Nebraska, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Utah, and Vermont. Eleven states and the District of Columbia had rates below 70.0 percent—Alabama, Alaska, Arizona, Florida, Georgia, Louisiana, Mississippi, Nevada, New Mexico, South Carolina, and Tennessee.
- Comparing the averaged freshman graduation rate among public school students in the class of 2002-03 to that of 2003-04 in each of the 48 reporting states and the District of Columbia, 32 states and the District of Columbia experienced increases in the rate, 1 state experienced no change, and 15 states experienced declines in the rate over this 2-year period (table 1).

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<sup>3</sup>This approach yielded estimates of 142,527 and 62,784 diploma recipients in 2003-04 in New York and Wisconsin, respectively. The enrollment data are included in tables 2 and 3.

## Data Limitations

*Data quality.* There is variation in the degree of rigor with which the state or school districts verify their data. Those states that collect graduation data through student-level records systems are better able to verify students' enrollment status than are those agencies that collect aggregate data from schools and districts. For example, if a state using aggregate reports did not include summer and fall graduates in their total count of graduates, the estimated graduation rate for that state would be artificially lower than the actual rate.

In addition, to the extent that state estimates are aggregations of data reported from school districts, missing data at the school district level is likely to contribute to incomplete data at the state level that is not evident when the data are reported as state totals. Thus, state-to-state differences in the amount of missing school district data result in variations in the quality of data across states.

*Differences in definitions.* State and local policies and data collection administration can have profound effects on the numbers of graduates 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 the state or district's academic standards. For example, some states have in-school GED programs that require fewer credit hours than a regular high school track, but lead to the award of regular diplomas. Other states award some form of alternative credential to students who meet some, but not all, requirements. For example, special education students who complete their individual education programs or regular education students in some alternative programs may receive a certificate of completion. As a result special education students may receive a certificate of completion in one state and a regular diploma in another.

Another example of differences across states involves requirements imposed in states with exit exams as a requirement for graduation with a regular diploma. Specifically, the implementation of exit exams as a graduation requirement may produce differences between states in a single year and differences within states across time.

It is important to keep in mind that the analysis in this report reflects the data as reported by individual states, based on the requirements implemented in the state for regular diplomas.

*Cautions in Interpreting the Averaged Freshman Graduation Rate.* Although the Averaged Freshman Graduation Rate was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the Averaged Freshman Graduation Rate does not take into account any imbalances in the number of students moving in and out of the nation or individual states over the high school years. 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. Third, the averaged freshman class is at best an approximation of the actual number of freshmen, where differences in the rates of transfers, retention, and dropping out in the three grades affect the average.

While the Averaged Freshman Graduation Rate is a reasonable proxy at the aggregate national or state level, the potential effects of these three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the estimated graduation rate would be lower than the actual on-time rate for that group of freshmen. On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen.

Second, the inclusion of 2003-04 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.

Third, including the estimate of eighth-graders from the previous year to remove the effect of freshmen who

were retained and thus are not first-time freshmen ignores the fact that in some populations there is real change in the number of eighth-graders relative to counts of ninth-graders due to transfers between public and private schools. If more students transfer in to public schools at this point, using a count of eighth-graders that does not include those students would serve to artificially decrease the estimated number of ninth-graders, and as a result increase the graduation rate for that class. Conversely, if more students were to transfer out of public schools between the eighth and ninth grades, using the eighth grade count that includes students leaving the population would artificially increase the estimated number of ninth-graders and in turn, decrease the graduation rate. There may also be a tradeoff between the adjustment for retentions and grade specific differences in the number of dropouts. The use of the tenth-grade enrollment count also helps to dampen the effect of ninth-grade retentions, but ignores the fact that ninth-grade dropouts result in a smaller tenth-grade population. Excluding these ninth-grade dropouts lowers the estimate of freshmen and as a result increases the graduation rate.

Each of these factors is likely to have a larger effect on state rates than the national rate, because the impact of counterbalancing behaviors at the national level is dampened by the more homogenous experiences of an individual state. For example individual states may have relatively large numbers of high school students transferring in or out of public schools in a specific year, but when the data are aggregated to the national level these state level changes are not relevant. Similarly, these factors could have an even larger impact if this rate were computed at the district or school level; as a result even more care would be needed in interpreting Averaged Freshman Graduation Rates at those levels.

### **For More Information**

This report used information from the Common Core of Data “State Nonfiscal Survey of Public Elementary/Secondary Education Universe Survey: School Years 1999-99—2004-05.” For more information about this data set, contact Lee Hoffman, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006-5651; or call 202-502-7356; fax 202-502-7475; or e-mail [lee.hoffman@ed.gov](mailto:lee.hoffman@ed.gov). Visit the Common Core of Data website for downloading files and documentation at <http://nces.ed.gov/ccd>.

Table 1. Averaged freshman graduation rates, by state: School years 2002-03 and 2003-04

State or jurisdiction	Averaged freshman graduation rate	
	2002-03	2003-04
United States <sup>1</sup>	73.9	75.0
Alabama	64.7	65.0
Alaska	68.0	67.2
Arizona	75.9	66.8
Arkansas	76.6	76.8
California	74.1	73.9
Colorado	76.4	78.7
Connecticut	80.9	80.7
Delaware	73.0	72.9
District of Columbia	59.6	68.2
Florida	66.7	66.4
Georgia	60.8	61.2
Hawaii	71.3	72.6
Idaho	81.4	81.5
Illinois	75.9	80.3
Indiana	75.5	73.5
Iowa	85.3	85.8
Kansas	76.9	77.9
Kentucky	71.7	73.0
Louisiana	64.1	69.4
Maine	76.3	77.6
Maryland	79.2	79.5
Massachusetts	75.7	79.3
Michigan	74.0	72.5
Minnesota	84.8	84.7
Mississippi	62.7	62.7
Missouri	78.3	80.4
Montana	81.0	80.4
Nebraska	85.2	87.6
Nevada	72.3	57.4
New Hampshire	78.2	78.7
New Jersey	87.0	86.3
New Mexico	63.1	67.0
New York	60.9	—
North Carolina	70.1	71.4
North Dakota	86.4	86.1
Ohio	79.0	81.3
Oklahoma	76.0	77.0
Oregon	73.7	74.2
Pennsylvania	81.7	82.2
Rhode Island	77.7	75.9
South Carolina	59.7	60.6
South Dakota	83.0	83.7
Tennessee	63.4	66.1
Texas	75.5	76.7
Utah	80.2	83.0
Vermont	83.6	85.4
Virginia	80.6	79.3
Washington	74.2	74.6
West Virginia	75.7	76.9
Wisconsin	85.8	—
Wyoming	73.9	76.0

See notes at end of table.

Table 1. Averaged freshman graduation rates, by state: School years 2002-03 and 2003-04 (continued)

State or jurisdiction	2002-03	2003-04
<b>Bureau of Indian Affairs and outlying areas</b>		
Bureau of Indian Affairs	—	—
American Samoa	81.0	80.2
Guam	56.3	48.4
Northern Marianas	65.2	75.3
Puerto Rico	67.8	64.8
Virgin Islands	53.5	—

— Not available.

NOTE: Enrollments for school years 1998-99 through 2001-02 and diploma recipients for school years 2002-03 and 2003-04 were used.

<sup>1</sup>The national estimate for 2003-04 does not include data from two states with missing diploma counts:

New York and Wisconsin. The adjusted national rate with estimates for these two states included is 74.3 percent.

SOURCE: NCES, Common Core of Data: State Non-Fiscal Data Files. 1998-99 Version 1c, 1999-2000 Version 1c, 2000-01 Version 1b, 2001-02 Version 1b, 2002-03 Version 1b, 2003-04 Version 0c, and 2004-05 Version 0c.

Table 2. Averaged Freshman Graduation Rate and components, 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 <sup>1</sup>	Grade 10 membership, school year 2000-01	Grade 9 membership, school year 1999-2000	Grade 8 membership, school year 1998-99
United 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
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

See notes at end of table.

Table 2. Averaged Freshman Graduation Rate and components, 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 <sup>1</sup>	Grade 10 membership, school year 2000-01	Grade 9 membership, school year 1999-2000	Grade 8 membership, school year 1998-99
<b>Bureau of Indian Affairs and outlying areas</b>						
Bureau of Indian Affairs	—	—	3,595	3,024	4,001	3,759
American Samoa	81.0	832	1,027	1,011	1,062	1,007
Guam	56.3	1,502	2,669	2,279	3,457	2,270
Northern Marianas	65.2	422	648	544	749	650
Puerto Rico	67.8	31,408	46,321	46,542	44,862	47,560
Virgin Islands	53.5	886	1,656	1,354	2,083	1,533

— Not available.

<sup>1</sup>First-time ninth graders were estimated as the average of student membership in grades 8, 9, and 10 in three consecutive years.

NOTE: Detail may not sum to totals because of rounding. Ungraded students were allocated to individual grades.

SOURCE: NCES, 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.

Table 3. Averaged Freshman Graduation Rate and components, by state: School year, 2003-04

State or jurisdiction	Averaged Freshman Graduation Rate	Regular diplomas, school year 2003-04	Estimated first-time 9th graders in 2000-01 <sup>1</sup>	Grade 10 membership, school year 2001-02	Grade 9 membership, school year 2000-01	Grade 8 membership, school year 1999-2000
United States <sup>2</sup>	75.0	2,548,128	3,396,916	3,259,701	3,669,077	3,261,969
Alabama	65.0	36,464	56,063	51,525	60,463	56,201
Alaska	67.2	7,236	10,768	10,148	11,582	10,575
Arizona	66.8	45,508	68,091	67,727	70,950	65,596
Arkansas	76.8	27,181	35,414	34,537	36,192	35,514
California	73.9	343,480	464,970	465,027	492,205	437,677
Colorado	78.7	44,777	56,918	54,862	61,197	54,696
Connecticut	80.7	34,573	42,836	41,778	45,525	41,205
Delaware	72.9	6,951	9,540	9,035	10,628	8,957
District of Columbia	68.2	3,031	4,447	4,213	4,478	4,650
Florida	66.4	131,418	197,778	172,935	238,825	181,574
Georgia	61.2	68,550	112,024	102,590	126,793	106,688
Hawaii	72.6	10,324	14,211	13,529	15,922	13,182
Idaho	81.5	15,547	19,067	19,074	19,538	18,590
Illinois	80.3	124,763	155,404	150,982	165,558	149,673
Indiana	73.5	56,008	76,196	73,371	80,315	74,901
Iowa	85.8	34,339	40,034	39,517	41,701	38,883
Kansas	77.9	30,155	38,711	38,252	40,225	37,655
Kentucky	73.0	37,787	51,729	47,063	59,075	49,049
Louisiana	69.4	37,019	53,327	48,972	54,439	56,570
Maine	77.6	13,278	17,116	16,348	17,306	17,695
Maryland	79.5	52,870	66,462	63,954	72,202	63,229
Massachusetts	79.3	58,326	73,582	69,692	78,201	72,852
Michigan	72.5	98,823	136,236	132,743	146,344	129,620
Minnesota	84.7	59,096	69,757	70,837	70,729	67,705
Mississippi	62.7	23,735	37,836	34,377	40,603	38,529
Missouri	80.4	57,983	72,144	69,929	75,930	70,572
Montana	80.4	10,500	13,056	12,778	13,384	13,004
Nebraska	87.6	20,309	23,171	22,824	24,236	22,452
Nevada	57.4	15,201	26,495	25,129	30,036	24,321
New Hampshire	78.7	13,309	16,902	16,211	17,649	16,844
New Jersey	86.3	83,826	97,100	96,733	98,854	95,713
New Mexico	67.0	17,892	26,703	25,843	28,944	25,322
New York	—	—	233,909	229,660	258,564	213,503
North Carolina	71.4	72,126	101,065	94,231	112,420	96,544
North Dakota	86.1	7,888	9,164	9,040	9,314	9,137
Ohio	81.3	119,029	146,446	140,441	157,431	141,466
Oklahoma	77.0	36,799	47,770	46,137	49,939	47,235
Oregon	74.2	32,958	44,394	44,458	45,769	42,953
Pennsylvania	82.2	123,474	150,249	148,110	158,648	143,991
Rhode Island	75.9	9,258	12,197	11,631	13,106	11,855
South Carolina	60.6	33,235	54,805	49,037	63,776	51,601
South Dakota	83.7	9,001	10,757	10,585	11,057	10,631
Tennessee	66.1	46,096	69,722	67,543	74,322	67,300
Texas	76.7	244,165	318,256	293,235	360,704	300,830
Utah	83.0	30,252	36,435	36,968	36,362	35,974
Vermont	85.4	7,100	8,318	8,144	8,604	8,206
Virginia	79.3	72,042	90,856	86,983	98,753	86,831
Washington	74.6	61,274	82,172	81,650	87,322	77,543
West Virginia	76.9	17,339	22,549	21,430	23,759	22,458
Wisconsin	—	—	73,177	73,512	78,140	67,878
Wyoming	76.0	5,833	7,674	7,540	7,764	7,719

See notes at end of table.



Table 3. Averaged Freshman Graduation Rate and components, by state: School year, 2003-04—Continued

State or jurisdiction	Averaged Freshman Graduation Rate	Regular diplomas, school year 2003-04	Estimated first-time 9th graders in 2000-01 <sup>1</sup>	Grade 10 membership, school year 2001-02	Grade 9 membership, school year 2000-01	Grade 8 membership, school year 1999-2000
<b>Bureau of Indian Affairs and outlying areas</b>						
Bureau of Indian Affairs	—	—	3,537	3,095	3,826	3,691
American Samoa	80.2	852	1,063	1,032	1,106	1,050
Guam	48.4	1,346	2,781	2,412	3,490	2,442
Northern Marianas	75.3	575	763	741	852	697
Puerto Rico	64.8	30,083	46,395	46,031	45,809	47,345
Virgin Islands	—	816	—	—	1,856	1,563

— Not available.

<sup>1</sup> First-time ninth graders were estimated as the average of student membership in grades 8, 9, and 10 in three consecutive years.

<sup>2</sup>The national estimate does not include data from two states with missing diploma counts: New York and Wisconsin. The adjusted national rate with estimates for these two states included is 74.3 percent.

NOTE: Detail may not sum to totals because of rounding. Ungraded students were allocated to individual grades.

SOURCE: NCES, Common Core of Data: State Non-Fiscal Data Files. 1999-2000 Version 1c, 2000-01 Version 1b, 2001-02 Version 1b, and 2004-05 Version 0c.

## References

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