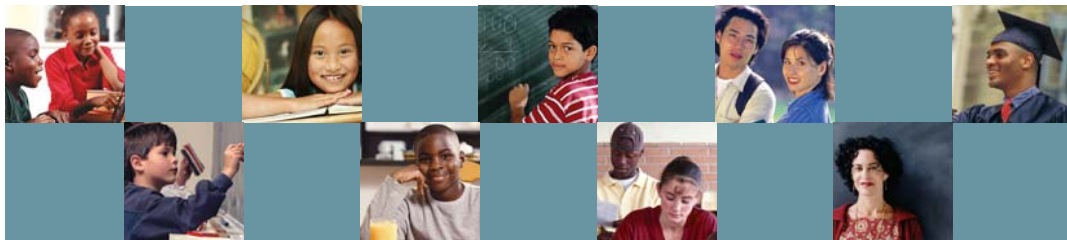


# the condition of education 2006



## INDICATOR 27

# High School Sophomores Who Left Without Graduating Within 2 Years

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

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# Elementary/Secondary Persistence and Progress

## High School Sophomores Who Left Without Graduating Within 2 Years

*High school sophomores in 2002 whose parents had not completed high school were four times more likely to have left without completing a 4-year program by spring 2004 than those with a parent who had earned at least a bachelor's degree.*

Eight percent of students who were high school sophomores in spring 2002 had left school without completing a 4-year program as of spring 2004 (see supplemental table 27-1).<sup>1</sup> In contrast, 10 percent of spring 1990 sophomores had left school without completing a 4-year program as of spring 1992, and 14 percent of spring 1980 sophomores had left as of spring 1982.

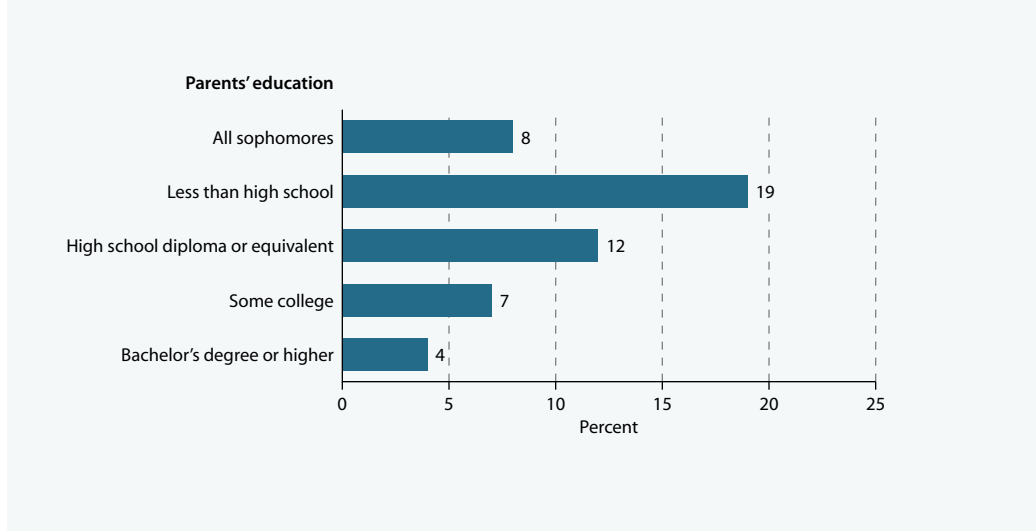
The percentage of 2002 high school sophomores who had left school as of spring 2004 without completing a 4-year program varied by sex, parental education, socioeconomic status (SES), and race/ethnicity (see supplemental table 27-2). For example, males were more likely to have left school than females (9 vs. 7 percent). Students whose parents had not completed high school were more likely to have left school than those with a parent who had earned at least a bachelor's degree (19 vs. 4 percent). In addition, 2002 sophomores from low-SES families were more likely than their peers from middle- or high-SES families to have left school. Students who were White were less likely to have left school than students who were Black,

Hispanic, or more than one race, but more so than Asian/Pacific Islander students.

Academic achievement and school experiences were also associated with students' likelihood of leaving school. For example, 15 percent of students in the bottom quarter of mathematics achievement had left school as of spring 2004, compared with 2 percent of those in the top quarter. Students who had been suspended or placed on probation three or more times before the spring of their sophomore year were more likely to have left school than students who had never been suspended or put on probation (31 vs. 6 percent).

The 2002 sophomores who had left school by spring 2004 were asked to identify the reasons why they had left. Among the most frequently cited reasons were that they had missed too many school days (43 percent), they thought it would be easier to get a GED (40 percent), they were getting poor grades and failing in school (38 percent), and they did not like school (37 percent) (see supplemental table 27-3).

**PERSISTENCE: Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents' education**



<sup>1</sup> This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

FOR MORE INFORMATION:  
 Supplemental Notes 1, 3, 12  
 Supplemental Tables 27-1,  
 27-2, 27-3



NCES 96-893

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table 27-1. Percentage of high school sophomores in spring 1980, 1990, and 2002 who had left school without completing a 4-year program as of spring 2 years later**

Cohort	Percent
Spring 1980 sophomores who had left without completing a 4-year program as of spring 1982	13.6
Spring 1990 sophomores who had left without completing a 4-year program as of spring 1992	10.1
Spring 2002 sophomores who had left without completing a 4-year program as of spring 2004	7.8

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004"; National Education Longitudinal Study of 1988 (NELS:88), "Base Year through Third Follow-up, 1994"; and High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "Base Year through Second Follow-up, 1982"; previously unpublished tabulations (January 2006).

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table 27-2.** Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics

Characteristic	Percent
<b>All sophomores</b>	<b>7.8</b>
<b>Student characteristics</b>	
Sex	
Male	8.9
Female	6.7
Race/ethnicity <sup>1</sup>	
White	6.0
Black	10.8
Hispanic	12.7
Asian/Pacific Islander	3.8
American Indian	9.6!
More than one race	9.3
Parents' education	
Less than high school	18.5
High school diploma or equivalent	11.7
Some college	7.3
Bachelor's degree or higher	4.4
Socioeconomic status (SES) <sup>2</sup>	
Lowest quarter	14.8
Middle two quarters	7.1
Highest quarter	2.4
English is the student's first language	
Yes	7.2
No	11.5
<b>Academic achievement</b>	
Mathematics achievement in spring 2002 <sup>3</sup>	
Lowest quarter	14.8
Middle low quarter	10.6
Middle high quarter	4.6
Highest quarter	1.9
Ever in remedial mathematics class	
Yes	10.4
No	6.9
Student must pass a test to receive a high school diploma	
Yes	8.2
No	6.1

See notes at end of table.

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table 27-2.** Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics—Continued

Characteristic	Percent
<b>School experiences</b>	
Number of times absent from school in the current school year	
Never	3.5
1–2 times	4.2
3 or more	10.7
How many times suspended or placed on probation	
Never	5.9
1–2 times	20.0
3 or more	30.7
How many friends dropped out of high school	
None	2.8
A few	10.6
Some	15.7
Most or all	25.9
Ever repeated grades 8–10	
Yes	38.6
No	5.5
<b>School characteristics</b>	
School control	
Public	8.3
Private	1.6
Percent of 10th-graders in school in spring 2002 who were eligible for free or reduced-price lunch	
0–5	4.1
6–20	7.1
21–50	9.6
51–100	11.2

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

<sup>2</sup> The socioeconomic status (SES) variable is a composite based on parents' educational attainment, occupations, and family income. See *supplemental note 7* for more detail about the SES variable construction.

<sup>3</sup> Mathematics achievement is measured using a comprehensive assessment of mathematical ability that is similar to the mathematics assessments of the National Assessment of Educational Progress. The test items range from simple number operations to the solution of complex equations.

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table 27-3. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by reason for leaving school**

Reason for leaving school	Percent
Missed too many school days	43.5
Thought it would be easier to get GED	40.5
Getting poor grades/failing school	38.0
Did not like school	36.6
Could not keep up with schoolwork	32.1
Became pregnant <sup>1</sup>	27.8
Got a job	27.8
Thought could not complete course requirements	25.6
Could not get along with teachers	25.0
Could not work at same time	21.7
Had to support family	20.0
Did not feel belonged there	19.9
Could not get along with other students	18.7
Was suspended from school	16.9
Had to care for a member of family	15.5
Became father/mother of a baby	14.4
Had changed schools and did not like new one	11.2
Thought would fail competency test	10.5
Did not feel safe	10.0
Was expelled from school	9.9
Got married/planned to get married	6.8

<sup>1</sup>Percentage of female respondents only. The reason could only be selected by female respondents.

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table S27.** Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents' education

Parents' education	Percent
<b>All sophomores</b>	<b>0.4</b>
Less than high school	1.7
High school diploma or equivalent	0.8
Some college	0.5
Bachelor's degree or higher	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table S27-1. Standard errors for the percentage of high school sophomores in spring 1980, 1990, and 2002 who had left school without completing a 4-year program as of spring 2 years later**

<b>Cohort</b>	<b>Percent</b>
Spring 1980 sophomores who had left without completing a 4-year program as of spring 1982	0.66
Spring 1990 sophomores who had left without completing a 4-year program as of spring 1992	0.50
Spring 2002 sophomores who had left without completing a 4-year program as of spring 2004	0.35

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004"; National Education Longitudinal Study of 1988 (NELS:88), "Base Year through Third Follow-up, 1994"; and High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "Base Year through Second Follow-up, 1982"; previously unpublished tabulations (January 2006).



## High School Sophomores Who Left Without Graduating Within 2 Years

**Table S27-2.** Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics

Characteristic	Percent
<b>All sophomores</b>	<b>0.35</b>
<b>Student characteristics</b>	
Sex	
Male	0.49
Female	0.42
Race/ethnicity	
White	0.37
Black	0.93
Hispanic	0.99
Asian/Pacific Islander	0.66
American Indian	2.96
More than one race	1.57
Parents' education	
Less than high school	1.67
High school diploma or equivalent	0.84
Some college	0.47
Bachelor's degree or higher	0.41
Socioeconomic status (SES)	
Lowest quarter	0.82
Middle two quarters	0.46
Highest quarter	0.34
English is the student's first language	
Yes	0.33
No	1.16
<b>Academic achievement</b>	
Mathematics achievement in spring 2002	
Lowest quarter	0.87
Middle low quarter	0.72
Middle high quarter	0.49
Highest quarter	0.30
Ever in remedial mathematics class	
Yes	1.11
No	0.36
Student must pass a test to receive a high school diploma	
Yes	0.48
No	0.52

See notes at end of table.

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table S27-2.** Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics—Continued

Characteristic	Percent
<b>School experiences</b>	
Number of times absent from school in the current school year	
Never	0.60
1–2 times	0.42
3 or more	0.57
How many times suspended or placed on probation	
Never	0.33
1–2 times	1.72
3 or more	4.31
How many friends dropped out of high school	
None	0.27
A few	0.58
Some	1.23
Most or all	2.50
Ever repeated grades 8–10	
Yes	3.92
No	0.32
<b>School characteristics</b>	
School control	
Public	0.38
Private	0.36
Percent of 10th-graders in school in spring 2002 who were eligible for free or reduced-price lunch	
0–5	0.58
6–20	0.61
21–50	0.67
51–100	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

## High School Sophomores Who Left Without Graduating Within 2 Years

**Table S27-3. Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by reason for leaving school**

Reason for leaving school	Percent
Missed too many school days	2.04
Thought it would be easier to get GED	2.33
Getting poor grades/failing school	2.16
Did not like school	2.27
Could not keep up with schoolwork	2.03
Became pregnant	2.91
Got a job	2.07
Thought could not complete course requirements	2.02
Could not get along with teachers	2.15
Could not work at same time	1.96
Had to support family	1.97
Did not feel belonged there	1.96
Could not get along with other students	1.92
Was suspended from school	1.77
Had to care for a member of family	1.73
Became father/mother of a baby	1.51
Had changed schools and did not like new one	1.48
Thought would fail competency test	1.38
Did not feel safe	1.45
Was expelled from school	1.37
Got married/planned to get married	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).