



U.S. Department of Education
NCES 2008-305

Numbers and Rates of Public High School Dropouts: School Year 2004-05

First Look

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Numbers and Rates of Public High School Dropouts: School Year 2004–05

First Look

December 2007

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Introduction

The Common Core of Data (CCD) is an annual universe collection of public elementary and secondary education data that is administered by the National Center for Education Statistics (NCES) and its data collection agent, the U.S. Census Bureau. Data for the CCD surveys are provided by state education agencies (SEAs). This report presents findings on the numbers and rates of public school students who dropped out of school in school years 2002–03, 2003–04, and 2004–05, using data from the *CCD State-Level Public-Use Data File on Public School Dropouts* for these years. The report also used the *Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2004–05*, and the *NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File: School Year 2004–05*.

The CCD provides an event dropout number and rate. An event dropout number represents the number of students dropping out in a single year, while the event dropout rate represents the percentage that drop out in a single year. According to the CCD definition, a dropout is an individual who

1. was enrolled in school at some time during the previous school year;
2. was not enrolled at the beginning of the current school year;
3. has not graduated from high school or completed a state- or district-approved education program; and
4. does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

Please see Appendix A: Methodology and Technical Notes in this report for a detailed discussion of the definition of a dropout.

While tables include data for all of the CCD respondents, the discussion in the text is limited to the 46 states that reported data for 80 percent or more of their students.

The CCD collects data from the universe of local education agencies. Because the CCD is not based on a sample of agencies, no statistical tests of the data are required. More information about the survey content and methodology can be found in appendix A. Appendix B is a glossary of key CCD terms used in this report.

More information about CCD surveys and products is available at <http://nces.ed.gov/ccd>.

Selected Findings

- There were 540,382 public school students who dropped out of grades 9–12 in school year 2004–05 in the 50 states¹. Of the states that reported dropout data for school year 2004–05, California, New York, and Texas had the highest number of grade 9–12 dropouts, with more than 43,000 dropouts each (table 1).
- In the 2004–05 school year, public school event dropout rates for grades 9–12 varied from a low of 1.9 percent in North Dakota to a high of 8.2 percent in Alaska. The public school grade 9–12 event dropout rate for the reporting states as a whole was 3.9 percent (table 2).
- The public school grade 9–12 event dropout rate was relatively stable between school years 2002–03 and 2004–05, hovering around 4 percent (table 3).
- More males (289,675) than females (209,818) dropped out of grades 9–12 in public schools in school year 2004–05. Event dropout rates for males in grades 9–12 exceeded those for females nationally (4.4 versus 3.4 percent) and in all individual states for which data were available (table 4).
- For the 512,702 grade 9–12 dropouts for whom race/ethnicity was reported in school year 2004–05, 2.1 percent were American Indian/Alaska Native, 2.9 percent were Asian/Pacific Islander, 26.4 percent were Hispanic, 27.0 percent were Black, non-Hispanic, and 41.5 percent were White, non-Hispanic (derived from table 5). However, while American Indians/Alaska Natives accounted for the smallest share of grade 9–12 event dropouts, the national event dropout rate for these students was higher than for all other racial/ethnic groups (6.7 percent versus 2.5 percent, 5.8 percent, 6.0 percent, and 2.8 percent for Asians/Pacific Islanders, Hispanics, Black, non-Hispanics, and White, non-Hispanics, respectively) (table 6).
- Public school students in grades 9–12 in the Midwest were less likely to drop out of school (3.4 percent) than were their peers in the Northeast (4.0 percent), the South (3.9 percent), and the West (4.1 percent). For all regions (Northeast, Midwest, South, and West), location of the district in large cities versus less urbanized areas was associated with higher event dropout rates. In the Northeast and Midwest, district size (based on student enrollment) of 50,000 or more students (the largest districts) was associated with higher event dropout rates, while in the South and West, the smallest districts (1,000 or fewer students) had the highest event dropout rates (table 7).
- Nationally, American Indian/Alaska Native public school students were more likely to drop out of grades 9–12 than were students in other racial/ethnic groups (table 6). However, in the Northeast and the South, public school grade 9–12 event dropout rates for Hispanic and Black, non-Hispanic students exceeded those of American Indian/Alaska Native students (table 7).

¹ Reporting states totals include data for the 49 states that reported dropouts. Individual state data were suppressed for 3 states that reported data for less than 80 percent of their students.

References and Related Data Files

References

Laird, J., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2004* (NCES 2007-024). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

McMillen, M. (1997). *Dropout Rates in the United States: 1996* (NCES 98-250). National Center for Education Statistics, U.S. Department of Education. Washington, DC.

Winglee, M., Marker, D., Henderson, A., Young, B.A., and Hoffman, L. (2000). *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level* (NCES 2000-305). National Center for Education Statistics, U.S. Department of Education. Washington, DC.

Related Data Files

Data files for all CCD surveys used in this report may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>.

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Table 1. Number of dropouts in grades 9–12, by grade and state or jurisdiction: School year 2004–05

| State or jurisdiction | Number of dropouts by grade ¹ | | | | |
|-------------------------------------|--|----------------|----------------|----------------|----------------|
| | Total ² | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Reporting states³ | 540,382 | 125,115 | 138,712 | 125,882 | 150,673 |
| Alabama ⁴ | 5,925 | 1,500 | 1,645 | 1,497 | 1,283 |
| Alaska ⁴ | 3,349 | 804 | 815 | 827 | 903 |
| Arizona ⁴ | 19,980 | 3,783 | 4,544 | 4,860 | 6,793 |
| Arkansas | 5,845 | 925 | 1,427 | 1,691 | 1,802 |
| California | 60,524 | 11,809 | 11,050 | 12,530 | 25,135 |
| Colorado | 17,497 | 3,942 | 4,147 | 4,347 | 5,061 |
| Connecticut | ‡ | ‡ | 790 | 906 | 744 |
| Delaware | 1,883 | 807 | 469 | 348 | 259 |
| District of Columbia | — | — | — | — | — |
| Florida ⁴ | 27,633 | 8,324 | 6,657 | 6,184 | 6,468 |
| Georgia | 24,280 | 7,929 | 6,666 | 5,556 | 4,129 |
| Hawaii | 2,547 | 478 | 648 | 694 | 727 |
| Idaho | 2,363 | 409 | 557 | 693 | 704 |
| Illinois ⁴ | 27,380 | 7,708 | 6,803 | 6,399 | 6,470 |
| Indiana | 7,580 | 1,150 | 1,716 | 2,273 | 2,441 |
| Iowa | 3,302 | 486 | 676 | 848 | 1,292 |
| Kansas | 3,113 | 487 | 761 | 910 | 955 |
| Kentucky | 6,522 | 1,363 | 1,847 | 1,705 | 1,607 |
| Louisiana | 14,210 | 4,813 | 3,173 | 2,883 | 3,341 |
| Maine | 1,748 | 243 | 382 | 513 | 610 |
| Maryland ⁴ | 10,468 | 3,605 | 2,636 | 2,193 | 2,034 |
| Massachusetts | 11,146 | 2,541 | 2,798 | 2,813 | 2,994 |
| Michigan | 20,612 | 6,307 | 5,196 | 4,899 | 4,210 |
| Minnesota | ‡ | ‡ | 1,237 | 1,959 | 4,588 |
| Mississippi | 3,650 | 979 | 1,040 | 922 | 709 |
| Missouri | 10,270 | 1,977 | 2,760 | 2,860 | 2,673 |
| Montana | 1,628 | 334 | 401 | 444 | 449 |
| Nebraska | 2,431 | 420 | 583 | 637 | 791 |
| Nevada | 6,436 | 1,817 | 1,694 | 1,202 | 1,723 |
| New Hampshire | 2,306 | 170 | 456 | 685 | 995 |
| New Jersey ⁴ | ‡ | ‡ | ‡ | 2,067 | 1,855 |
| New Mexico | 4,126 | 1,271 | 1,197 | 982 | 676 |
| New York ⁴ | 50,004 | 8,422 | 24,514 | 8,834 | 8,234 |
| North Carolina | 20,998 | 6,577 | 5,846 | 4,847 | 3,728 |
| North Dakota | 624 | 95 | 195 | 163 | 171 |
| Ohio | 20,089 | 6,173 | 3,271 | 4,793 | 5,852 |
| Oklahoma | 6,256 | 1,549 | 1,718 | 1,642 | 1,347 |
| Oregon | — | — | — | — | — |
| Pennsylvania | 17,018 | 2,620 | 4,424 | 4,761 | 5,213 |
| Rhode Island | 1,999 | 586 | 552 | 546 | 315 |
| South Carolina | 6,477 | 2,280 | 1,892 | 1,372 | 933 |
| South Dakota | 1,716 | 352 | 440 | 381 | 543 |
| Tennessee ⁴ | 7,311 | 1,449 | 1,602 | 1,999 | 2,261 |
| Texas | 43,475 | 10,041 | 11,151 | 9,846 | 12,437 |
| Utah | 5,518 | 384 | 747 | 1,152 | 3,235 |
| Vermont ⁴ | 839 | 119 | 229 | 252 | 239 |
| Virginia | 8,989 | 2,460 | 2,124 | 1,780 | 2,625 |
| Washington | 14,641 | 3,437 | 3,225 | 3,822 | 4,157 |
| West Virginia | 3,377 | 826 | 923 | 846 | 782 |
| Wisconsin | 6,847 | 1,168 | 768 | 1,150 | 3,761 |
| Wyoming | 1,304 | 196 | 320 | 369 | 419 |

See notes at end of table.

Table 1. Number of dropouts in grades 9–12, by grade and state or jurisdiction: School year 2004–05—Continued

| State or jurisdiction | Number of dropouts by grade ¹ | | | | |
|---|--|---------|----------|----------|----------|
| | Total ² | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | |
| DoDDS: DoDs Overseas ⁵ | — | — | — | — | — |
| DDESS: DoDs Domestic ⁵ | — | — | — | — | — |
| Bureau of Indian Education | — | — | — | — | — |
| American Samoa | 107 | 26 | 25 | 29 | 27 |
| Guam ⁴ | — | — | — | — | — |
| Northern Marianas Islands | 90 | 41 | 19 | 14 | 16 |
| Puerto Rico ⁴ | — | — | — | — | — |
| U.S. Virgin Islands | 299 | 128 | 78 | 63 | 30 |

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition. See appendix A for more information.

‡ Reporting standards were not met. Data were missing for more than 20 percent of grade total membership.

¹ Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age. See appendix A for more information.

² Individual state totals are included only if the state reports dropouts for each of grades 9–12.

³ Reporting state totals include those within the 50 states and the District of Columbia that reported data.

⁴ State reported dropout counts on an alternative July through June cycle rather than the October through September cycle specified by NCES.

⁵ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Common Core of Data (CCD), Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a.

Table 2. Dropout rates in grades 9–12, by grade and state or jurisdiction: School year 2004–05

| State or jurisdiction | Dropout rates by grade ¹ | | | | |
|-------------------------------------|-------------------------------------|------------|------------|------------|------------|
| | Total ² | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Reporting states³ | 3.9 | 3.1 | 3.8 | 3.8 | 4.9 |
| Alabama ⁴ | 2.8 | 2.3 | 3.1 | 3.1 | 3.0 |
| Alaska ⁴ | 8.2 | 6.7 | 7.6 | 8.6 | 10.3 |
| Arizona ⁴ | 6.2 | 4.1 | 5.5 | 6.4 | 9.5 |
| Arkansas | 4.3 | 2.4 | 4.0 | 5.3 | 6.3 |
| California | 3.1 | 2.1 | 2.2 | 2.7 | 6.1 |
| Colorado | 7.8 | 6.1 | 7.2 | 8.2 | 10.0 |
| Connecticut | ‡ | ‡ | 1.8 | 2.2 | 1.9 |
| Delaware | 5.3 | 7.2 | 5.2 | 4.5 | 3.5 |
| District of Columbia | — | — | — | — | — |
| Florida ⁴ | 3.5 | 3.3 | 3.3 | 3.5 | 4.3 |
| Georgia | 5.6 | 5.6 | 5.9 | 5.8 | 4.9 |
| Hawaii | 4.7 | 2.8 | 4.7 | 5.4 | 6.7 |
| Idaho | 3.0 | 1.9 | 2.8 | 3.7 | 4.0 |
| Illinois ⁴ | 4.5 | 4.3 | 4.3 | 4.5 | 4.9 |
| Indiana | 2.5 | 1.3 | 2.2 | 3.2 | 3.9 |
| Iowa | 2.2 | 1.2 | 1.7 | 2.3 | 3.6 |
| Kansas | 2.1 | 1.2 | 2.0 | 2.6 | 2.8 |
| Kentucky | 3.5 | 2.4 | 3.8 | 4.0 | 4.1 |
| Louisiana | 7.5 | 8.1 | 6.6 | 6.7 | 8.3 |
| Maine | 2.8 | 1.4 | 2.4 | 3.3 | 4.2 |
| Maryland ⁴ | 3.9 | 4.4 | 3.9 | 3.6 | 3.5 |
| Massachusetts | 3.8 | 3.0 | 3.7 | 4.1 | 4.7 |
| Michigan | 3.9 | 3.9 | 3.8 | 4.0 | 3.7 |
| Minnesota | ‡ | ‡ | 1.8 | 2.9 | 6.4 |
| Mississippi | 2.8 | 2.4 | 3.0 | 3.1 | 2.7 |
| Missouri | 3.7 | 2.5 | 3.9 | 4.5 | 4.3 |
| Montana | 3.4 | 2.5 | 3.3 | 3.8 | 4.0 |
| Nebraska | 2.7 | 1.7 | 2.6 | 3.0 | 3.7 |
| Nevada | 5.8 | 5.0 | 5.5 | 5.2 | 8.0 |
| New Hampshire | 3.5 | 0.9 | 2.6 | 4.3 | 6.7 |
| New Jersey ⁴ | ‡ | ‡ | ‡ | 2.1 | 2.0 |
| New Mexico | 4.2 | 4.2 | 4.5 | 4.4 | 3.5 |
| New York ⁴ | 5.7 | 3.1 | 10.4 | 4.7 | 4.8 |
| North Carolina | 5.2 | 5.2 | 5.6 | 5.4 | 4.7 |
| North Dakota | 1.9 | 1.1 | 2.3 | 2.0 | 2.1 |
| Ohio | 3.5 | 3.7 | 2.3 | 3.5 | 4.6 |
| Oklahoma | 3.5 | 3.1 | 3.7 | 3.9 | 3.5 |
| Oregon | — | — | — | — | — |
| Pennsylvania | 2.9 | 1.6 | 2.9 | 3.4 | 3.9 |
| Rhode Island | 4.1 | 4.1 | 4.4 | 4.8 | 3.0 |
| South Carolina | 3.3 | 3.6 | 3.6 | 3.3 | 2.4 |
| South Dakota | 4.4 | 3.4 | 4.4 | 4.1 | 5.8 |
| Tennessee ⁴ | 2.7 | 1.8 | 2.2 | 3.2 | 4.0 |
| Texas | 3.6 | 2.6 | 3.6 | 3.6 | 5.0 |
| Utah | 3.7 | 1.0 | 2.0 | 3.1 | 9.1 |
| Vermont ⁴ | 2.6 | 1.4 | 2.8 | 3.2 | 3.2 |
| Virginia | 2.5 | 2.3 | 2.2 | 2.1 | 3.4 |
| Washington | 4.5 | 3.8 | 3.9 | 4.9 | 5.6 |
| West Virginia | 4.1 | 3.4 | 4.4 | 4.5 | 4.3 |
| Wisconsin | 2.4 | 1.5 | 1.1 | 1.6 | 5.4 |
| Wyoming | 4.8 | 2.7 | 4.4 | 5.6 | 6.6 |

See notes at end of table.

Table 2. Dropout rates in grades 9–12, by grade and state or jurisdiction: School year 2004–05—Continued

| State or jurisdiction | Dropout rates by grade ¹ | | | | |
|---|-------------------------------------|---------|----------|----------|----------|
| | Total ² | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | |
| DoDDS: DoDs Overseas ⁵ | — | — | — | — | — |
| DDESS: DoDs Domestic ⁵ | — | — | — | — | — |
| Bureau of Indian Education | — | — | — | — | — |
| American Samoa | 3.1 | 2.5 | 2.3 | 2.2 | 2.7 |
| Guam ⁴ | — | — | — | — | — |
| Northern Marianas Islands | 2.4 | 2.8 | 4.2 | 2.2 | 2.0 |
| Puerto Rico ⁴ | — | — | — | — | — |
| U.S. Virgin Islands | 3.2 | 6.2 | 7.6 | 6.7 | 6.1 |

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition. See appendix A for more information.

‡ Reporting standards were not met. Dropout data were missing for more than 20 percent of grade total membership.

¹ Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age. Ungraded student enrollments are prorated into grades based on graded enrollments to calculate denominators for dropout rates. See appendix A for more information.

² Individual state total dropout rates are included only if the state reports dropouts and membership for each of grades 9–12.

³ Reporting state totals include those within the 50 states and the District of Columbia that reported data.

⁴ State reported dropout counts on an alternative July through June cycle rather than the October through September cycle specified by NCES.

⁵ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Common Core of Data (CCD), Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a.

Table 3. Dropout rates in grades 9–12, by year and state or jurisdiction: School years 2002–03, 2003–04, and 2004–05

| State or jurisdiction | Dropout rates, grades 9–12 ¹ | | |
|-------------------------------------|---|------------|------------|
| | 2002–03 | 2003–04 | 2004–05 |
| Reporting states² | 3.9 | 4.1 | 3.9 |
| Alabama ³ | 3.5 | 3.3 | 2.8 |
| Alaska ³ | 7.6 | 7.0 | 8.2 |
| Arizona ³ | 8.5 | 6.7 | 6.2 |
| Arkansas | 4.6 | 4.7 | 4.3 |
| California | 3.2 | 3.3 | 3.1 |
| Colorado | 3.5 | 5.4 | 7.8 |
| Connecticut | 2.1 | ‡ | ‡ |
| Delaware | 5.5 | 6.1 | 5.3 |
| District of Columbia | — | — | — |
| Florida ³ | 3.4 | 3.4 | 3.5 |
| Georgia | 5.8 | 5.4 | 5.6 |
| Hawaii | 4.7 | 4.8 | 4.7 |
| Idaho | 3.9 | 3.1 | 3.0 |
| Illinois ³ | 5.7 | 5.3 | 4.5 |
| Indiana | 2.2 | 2.5 | 2.5 |
| Iowa | 1.9 | ‡ | 2.2 |
| Kansas | 2.4 | 2.2 | 2.1 |
| Kentucky | 3.3 | 3.3 | 3.5 |
| Louisiana | 7.5 | 7.9 | 7.5 |
| Maine | 2.8 | 2.7 | 2.8 |
| Maryland ³ | 3.6 | 4.1 | 3.9 |
| Massachusetts | 3.3 | 3.7 | 3.8 |
| Michigan | 4.5 | 4.6 | 3.9 |
| Minnesota | 3.8 | ‡ | ‡ |
| Mississippi | 3.7 | 2.9 | 2.8 |
| Missouri | 3.3 | 3.3 | 3.7 |
| Montana | 3.6 | 3.4 | 3.4 |
| Nebraska | 3.1 | 2.8 | 2.7 |
| Nevada | 6.1 | 6.0 | 5.8 |
| New Hampshire | 3.8 | 3.8 | 3.5 |
| New Jersey ³ | 1.8 | ‡ | ‡ |
| New Mexico | 4.7 | 5.2 | 4.2 |
| New York ³ | 5.5 | 5.6 | 5.7 |
| North Carolina | 5.2 | 5.2 | 5.2 |
| North Dakota | 2.2 | 2.0 | 1.9 |
| Ohio | 3.0 | 3.3 | 3.5 |
| Oklahoma | 4.0 | 3.9 | 3.5 |
| Oregon | 4.4 | — | — |
| Pennsylvania | 3.2 | 2.9 | 2.9 |
| Rhode Island | 4.0 | 3.4 | 4.1 |
| South Carolina | 3.2 | 3.4 | 3.3 |
| South Dakota | 3.3 | 4.2 | 4.4 |
| Tennessee ³ | 3.2 | 3.3 | 2.7 |
| Texas | 3.6 | 3.6 | 3.6 |
| Utah | 3.9 | 3.8 | 3.7 |
| Vermont ³ | 3.5 | 2.8 | 2.6 |
| Virginia | 3.0 | 2.8 | 2.5 |
| Washington | 6.2 | 6.5 | 4.5 |
| West Virginia | 3.7 | 4.3 | 4.1 |
| Wisconsin | 2.0 | ‡ | 2.4 |
| Wyoming | 4.5 | 4.6 | 4.8 |

See notes at end of table.

Table 3. Dropout rates in grades 9–12, by year and state or jurisdiction: School years 2002–03, 2003–04, and 2004–05
—Continued

| State or jurisdiction | Dropout rates, grades 9–12 ¹ | | |
|---|---|---------|---------|
| | 2002–03 | 2003–04 | 2004–05 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | |
| DoDDS: DoDs Overseas ⁴ | — | — | — |
| DDESS: DoDs Domestic ⁴ | — | — | — |
| Bureau of Indian Education | — | — | — |
| American Samoa | 2.0 | 2.4 | 2.5 |
| Guam ³ | — | 9.1 | — |
| Northern Marianas Islands | 2.6 | 2.8 | 2.8 |
| Puerto Rico ³ | — | — | — |
| U.S. Virgin Islands | 2.8 | 7.7 | 6.2 |

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition. See appendix A for more information.

‡ Reporting standards were not met. Dropout data were missing for more than 20 percent of grade 9–12 total membership.

¹ Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age. Ungraded student enrollments are prorated into grades based on graded enrollments to calculate denominators for dropout rates. See appendix A for more information.

² Reporting state totals include those within the 50 states and the District of Columbia that reported data.

³ State reported dropout counts on an alternative July through June cycle rather than the October through September cycle specified by NCES.

⁴ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2002–03, version 1a; "Common Core of Data State-Level Public School Dropout Data File," 2003–04, version 1a; and "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a.

Table 4. Number of dropouts and dropout rates in grades 9–12, by gender and state or jurisdiction: School year 2004–05

| State or jurisdiction | Number of dropouts, grades 9–12 ¹ | | Dropout rates, grades 9–12 ¹ | |
|-------------------------------------|--|----------------|---|------------|
| | Male | Female | Male | Female |
| Reporting states² | 289,675 | 209,818 | 4.4 | 3.4 |
| Alabama | 3,594 | 2,331 | 3.4 | 2.3 |
| Alaska ³ | 1,828 | 1,466 | 8.7 | 7.4 |
| Arizona ³ | 11,355 | 8,625 | 6.9 | 5.5 |
| Arkansas | ‡ | 2,189 | ‡ | 4.1 |
| California | 34,302 | 25,029 | 3.5 | 2.7 |
| Colorado | 9,955 | 7,542 | 8.6 | 6.8 |
| Connecticut | ‡ | ‡ | ‡ | ‡ |
| Delaware | 1,081 | 802 | 6.0 | 4.6 |
| District of Columbia | — | — | — | — |
| Florida ³ | 15,772 | 11,861 | 4.0 | 3.1 |
| Georgia | 14,349 | 9,596 | 6.7 | 4.5 |
| Hawaii | 1,463 | 1,084 | 5.2 | 4.1 |
| Idaho | 1,377 | 973 | 3.5 | 2.6 |
| Illinois ³ | 15,522 | 11,817 | 5.0 | 3.9 |
| Indiana | 4,479 | 3,101 | 2.9 | 2.1 |
| Iowa | 1,829 | 1,473 | 2.3 | 2.0 |
| Kansas | 1,818 | 1,250 | 2.4 | 1.8 |
| Kentucky | 3,570 | 2,830 | 3.7 | 3.1 |
| Louisiana | 8,144 | 6,066 | 8.7 | 6.3 |
| Maine | 1,023 | 725 | 3.2 | 2.4 |
| Maryland ³ | 6,315 | 4,135 | 4.7 | 3.1 |
| Massachusetts | 6,524 | ‡ | 4.4 | ‡ |
| Michigan | 11,956 | 8,533 | 4.4 | 3.3 |
| Minnesota | ‡ | ‡ | ‡ | ‡ |
| Mississippi | 2,263 | 1,387 | 3.5 | 2.1 |
| Missouri | 5,891 | 4,357 | 4.2 | 3.2 |
| Montana | 902 | 726 | 3.6 | 3.1 |
| Nebraska | 1,451 | 980 | 3.1 | 2.2 |
| Nevada | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 1,429 | 877 | 4.2 | 2.7 |
| New Jersey ³ | ‡ | ‡ | ‡ | ‡ |
| New Mexico | 2,143 | 1,983 | 4.3 | 4.1 |
| New York ³ | 29,477 | 20,527 | 6.6 | 4.8 |
| North Carolina | 12,401 | 8,597 | 6.1 | 4.3 |
| North Dakota | 384 | 240 | 2.2 | 1.5 |
| Ohio | 11,067 | 8,605 | 3.8 | 3.1 |
| Oklahoma | 3,391 | 2,865 | 3.8 | 3.3 |
| Oregon | — | — | — | — |
| Pennsylvania | 9,849 | 7,169 | 3.3 | 2.5 |
| Rhode Island | ‡ | ‡ | ‡ | ‡ |
| South Carolina | 3,808 | 2,669 | 3.9 | 2.7 |
| South Dakota | 941 | 775 | 4.7 | 4.1 |
| Tennessee ³ | ‡ | ‡ | ‡ | ‡ |
| Texas | 24,271 | 19,204 | 3.9 | 3.2 |
| Utah | 2,959 | 2,559 | 3.9 | 3.6 |
| Vermont ³ | 482 | 354 | 2.9 | 2.3 |
| Virginia | 5,269 | 3,660 | 2.9 | 2.1 |
| Washington | 8,326 | 6,043 | 5.0 | 3.8 |
| West Virginia | 1,888 | 1,489 | 4.5 | 3.7 |
| Wisconsin | 4,071 | 2,776 | 2.8 | 2.0 |
| Wyoming | 756 | 548 | 5.3 | 4.2 |

See notes at end of table.

Table 4. Number of dropouts and dropout rates in grades 9–12, by gender and state or jurisdiction: School year 2004–05—Continued

| State or jurisdiction | Number of dropouts, grades 9–12 ¹ | | Dropout rates, grades 9–12 ² | |
|---|--|--------|---|--------|
| | Male | Female | Male | Female |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | |
| DoDDS: DoDs Overseas ⁴ | — | — | — | — |
| DDESS: DoDs Domestic ⁴ | — | — | — | — |
| Bureau of Indian Education | — | — | — | — |
| American Samoa | — | — | — | — |
| Guam | — | — | — | — |
| Northern Marianas Islands | — | — | — | — |
| Puerto Rico ³ | — | — | — | — |
| U.S. Virgin Islands | — | — | — | — |

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition. See appendix A for more information.

‡ Reporting standards were not met. Data were missing for districts that represent more than 20 percent of gender category total membership.

¹ Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age.

Ungraded student enrollments are prorated into grades based on graded enrollments to calculate denominators for dropout rates. See appendix A for more information.

² Reporting state totals include those within the 50 states and the District of Columbia that reported data.

³ State reported dropout counts on an alternative July through June cycle rather than the October through September cycle specified by NCES.

⁴ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a.

Table 5. Number of dropouts in grades 9–12, by race/ethnicity and state or jurisdiction: School year 2004–05

| State or jurisdiction | Number of dropouts in grades 9–12 by race/ethnicity ¹ | | | | | |
|-------------------------------------|--|-----------------------------------|---------------------------|----------------|------------------------|------------------------|
| | Total ² | American Indian/ Alaska Native | Asian/Pacific Islander | Hispanic | Black, non-Hispanic | White, non-Hispanic |
| Reporting states³ | 512,702 | 10,969 | 14,993 | 135,578 | 138,194 | 212,968 |
| Alabama | 5,925 | 22 | 23 | 111 | 2,368 | 3,401 |
| Alaska ⁴ | 3,294 | 1,133 | 209 | 166 | 225 | 1,561 |
| Arizona ⁴ | 19,980 | 2,323 | 168 | 10,029 | 1,093 | 6,367 |
| Arkansas | ‡ | ‡ | 60 | 384 | 1,745 | ‡ |
| California | 59,331 | 734 | 3,646 | 32,582 | 9,040 | 13,329 |
| Colorado | 17,497 | 348 | 347 | 7,445 | 1,430 | 7,927 |
| Connecticut | ‡ | 16 | ‡ | 914 | 671 | ‡ |
| Delaware | 1,883 | 4 | 24 | 221 | 705 | 929 |
| District of Columbia | — | — | — | — | — | — |
| Florida ⁴ | 27,633 | 79 | 293 | 6,943 | 8,945 | 11,373 |
| Georgia | 23,945 | 38 | 310 | 1,966 | 10,215 | 11,416 |
| Hawaii | 2,547 | 22 | 1,739 | 121 | 60 | 605 |
| Idaho | 2,350 | 66 | 28 | 507 | 27 | 1,722 |
| Illinois ⁴ | 27,339 | 53 | 541 | 7,242 | 10,656 | 8,847 |
| Indiana | 7,580 | 35 | 39 | 498 | 1,140 | 5,868 |
| Iowa | 3,302 | 52 | 49 | 383 | 371 | 2,447 |
| Kansas | 3,068 | 72 | 48 | 493 | 455 | 2,000 |
| Kentucky | 6,400 | 0 | 21 | 97 | 1,081 | 5,201 |
| Louisiana | 14,210 | 134 | 124 | 252 | 8,474 | 5,226 |
| Maine | 1,748 | 30 | 19 | 21 | 41 | 1,637 |
| Maryland ⁴ | 10,450 | 31 | 190 | 796 | 5,912 | 3,521 |
| Massachusetts | 10,685 | 48 | 358 | 2,872 | 1,701 | 5,706 |
| Michigan | 20,489 | 287 | 439 | 1,376 | 7,119 | 11,268 |
| Minnesota | ‡ | ‡ | ‡ | ‡ | 1,842 | ‡ |
| Mississippi | 3,650 | 7 | 15 | 29 | 2,078 | 1,521 |
| Missouri | 10,248 | 48 | 62 | 308 | 2,879 | 6,951 |
| Montana | 1,628 | 407 | 12 | 44 | 6 | 1,159 |
| Nebraska | 2,431 | 128 | 36 | 486 | 377 | 1,404 |
| Nevada | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 2,306 | 10 | 25 | 88 | 55 | 2,128 |
| New Jersey ⁴ | ‡ | ‡ | ‡ | 2,389 | 2,232 | ‡ |
| New Mexico | 4,126 | 639 | 40 | 2,981 | 135 | 331 |
| New York ⁴ | 50,004 | 282 | 3,142 | 16,596 | 16,401 | 13,583 |
| North Carolina | 20,998 | 495 | 217 | 1,763 | 7,475 | 11,048 |
| North Dakota | 624 | 170 | 8 | 25 | 16 | 405 |
| Ohio | 19,672 | 66 | 135 | 760 | 7,381 | 11,330 |
| Oklahoma | 6,256 | 1,044 | 55 | 850 | 866 | 3,441 |
| Oregon | — | — | — | — | — | — |
| Pennsylvania | 17,018 | 16 | 339 | 2,224 | 5,523 | 8,916 |
| Rhode Island | ‡ | 21 | 81 | 580 | 302 | ‡ |
| South Carolina | 6,477 | 23 | 33 | 258 | 3,147 | 3,016 |
| South Dakota | 1,716 | 696 | 24 | 59 | 41 | 896 |
| Tennessee ⁴ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Texas | 43,475 | 158 | 526 | 24,458 | 7,476 | 10,857 |
| Utah | 5,518 | 154 | 218 | 1,249 | 112 | 3,785 |
| Vermont ⁴ | 836 | 15 | 7 | 7 | 14 | 793 |
| Virginia | 8,929 | 30 | 296 | 1,504 | 3,019 | 4,080 |
| Washington | 14,369 | 713 | 792 | 2,522 | 1,094 | 9,248 |
| West Virginia | 3,377 | 4 | 10 | 24 | 191 | 3,148 |
| Wisconsin | 6,847 | 249 | 240 | 771 | 2,031 | 3,556 |
| Wyoming | 1,304 | 67 | 5 | 184 | 27 | 1,021 |

See notes at end of table.

Table 5. Number of dropouts in grades 9–12, by race/ethnicity and state or jurisdiction: School year 2004–05—Continued

| State or jurisdiction | Number of dropouts in grades 9–12 by race/ethnicity ¹ | | | | | |
|---|--|-----------------------------------|---------------------------|----------|------------------------|------------------------|
| | Total ² | American Indian/ Alaska Native | Asian/Pacific Islander | Hispanic | Black, non-Hispanic | White, non-Hispanic |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | |
| DoDDS: DoDs Overseas ⁵ | — | — | — | — | — | — |
| DDESS: DoDs Domestic ⁵ | — | — | — | — | — | — |
| Bureau of Indian Education | — | — | — | — | — | — |
| American Samoa | — | — | — | — | — | — |
| Guam | — | — | — | — | — | — |
| Northern Marianas Islands | — | — | — | — | — | — |
| Puerto Rico ⁴ | — | — | — | — | — | — |
| U.S. Virgin Islands | — | — | — | — | — | — |

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition. See appendix A for more information.

‡ Reporting standards were not met. Data were missing for districts that represent more than 20 percent of total race/ethnicity category membership.

¹ Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age. See appendix A for more information.

² Totals include only those students for whom race/ethnicity was reported; therefore these totals may differ from totals presented in other tables.

³ Reporting state totals include those within the 50 states and the District of Columbia that reported data.

⁴ State reported dropout counts on an alternative July through June cycle rather than the October through September cycle specified by NCES.

⁵ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death. Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a.

Table 6. Dropout rates in grades 9–12, by race/ethnicity and state or jurisdiction: School year 2004–05

| State or jurisdiction | Dropout rates in grades 9–12 by race/ethnicity ¹ | | | | | |
|-------------------------------------|---|-----------------------------------|---------------------------|------------|------------------------|------------------------|
| | Total ² | American Indian/ Alaska Native | Asian/Pacific Islander | Hispanic | Black, non-Hispanic | White, non-Hispanic |
| Reporting states³ | 3.9 | 6.7 | 2.5 | 5.8 | 6.0 | 2.8 |
| Alabama | 2.8 | 1.2 | 1.2 | 3.3 | 3.2 | 2.7 |
| Alaska ⁴ | 8.0 | 11.2 | 7.5 | 11.2 | 12.7 | 6.3 |
| Arizona ⁴ | 6.2 | 9.9 | 2.2 | 9.5 | 7.0 | 3.8 |
| Arkansas | ‡ | ‡ | 3.2 | 6.4 | 5.8 | ‡ |
| California | 3.1 | 4.3 | 1.6 | 4.0 | 5.5 | 2.0 |
| Colorado | 7.8 | 13.7 | 4.9 | 15.2 | 11.1 | 5.2 |
| Connecticut | ‡ | 3.1 | ‡ | 4.0 | 2.9 | ‡ |
| Delaware | 5.3 | 3.2 | 2.5 | 10.4 | 6.6 | 4.3 |
| District of Columbia | — | — | — | — | — | — |
| Florida ⁴ | 3.5 | 3.5 | 1.6 | 4.2 | 4.8 | 2.8 |
| Georgia | 5.6 | 6.1 | 2.6 | 8.4 | 6.1 | 5.0 |
| Hawaii | 4.7 | 9.5 | 4.3 | 5.2 | 5.7 | 5.7 |
| Idaho | 3.0 | 5.8 | 2.2 | 6.5 | 4.7 | 2.6 |
| Illinois ⁴ | 4.5 | 4.1 | 2.3 | 8.1 | 9.1 | 2.3 |
| Indiana | 2.5 | 4.9 | 1.1 | 4.2 | 3.3 | 2.3 |
| Iowa | 2.2 | 5.8 | 1.8 | 6.3 | 6.2 | 1.8 |
| Kansas | 2.1 | 3.4 | 1.4 | 3.7 | 3.7 | 1.8 |
| Kentucky | 3.4 | 0.0 | 1.3 | 3.8 | 5.6 | 3.2 |
| Louisiana | 7.5 | 10.1 | 3.9 | 7.7 | 10.2 | 5.2 |
| Maine | 2.8 | 7.6 | 2.6 | 4.6 | 4.0 | 2.7 |
| Maryland ⁴ | 3.9 | 3.3 | 1.4 | 5.1 | 6.0 | 2.5 |
| Massachusetts | 4.1 | 5.4 | 2.6 | 9.1 | 6.3 | 3.0 |
| Michigan | 3.9 | 5.8 | 3.9 | 8.0 | 7.5 | 2.8 |
| Minnesota | ‡ | ‡ | ‡ | ‡ | 8.8 | ‡ |
| Mississippi | 2.8 | 3.2 | 1.3 | 2.5 | 3.2 | 2.3 |
| Missouri | 3.7 | 5.0 | 1.6 | 5.1 | 6.4 | 3.2 |
| Montana | 3.4 | 8.6 | 2.2 | 4.5 | 2.2 | 2.8 |
| Nebraska | 2.7 | 9.5 | 2.4 | 6.9 | 6.3 | 1.9 |
| Nevada | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 3.5 | 5.0 | 2.5 | 6.0 | 6.1 | 3.4 |
| New Jersey ⁴ | ‡ | ‡ | ‡ | 3.5 | 3.1 | ‡ |
| New Mexico | 4.2 | 5.1 | 3.2 | 6.2 | 5.8 | 1.0 |
| New York ⁴ | 5.7 | 8.1 | 5.2 | 10.6 | 9.6 | 2.8 |
| North Carolina | 5.2 | 9.2 | 2.6 | 8.7 | 6.0 | 4.6 |
| North Dakota | 1.9 | 6.5 | 2.9 | 4.8 | 5.0 | 1.4 |
| Ohio | 3.5 | 8.7 | 1.9 | 7.1 | 8.1 | 2.5 |
| Oklahoma | 3.5 | 3.3 | 1.8 | 7.6 | 4.7 | 3.1 |
| Oregon | — | — | — | — | — | — |
| Pennsylvania | 2.9 | 2.1 | 2.5 | 7.6 | 6.4 | 1.9 |
| Rhode Island | ‡ | 7.6 | 5.2 | 7.9 | 7.1 | ‡ |
| South Carolina | 3.3 | 4.6 | 1.3 | 5.3 | 3.9 | 2.8 |
| South Dakota | 4.4 | 21.7 | 5.2 | 9.8 | 7.5 | 2.6 |
| Tennessee ⁴ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Texas | 3.6 | 4.1 | 1.4 | 5.1 | 4.2 | 2.1 |
| Utah | 3.7 | 6.0 | 4.8 | 8.7 | 7.4 | 3.0 |
| Vermont ⁴ | 2.6 | 5.4 | 1.3 | 2.7 | 3.5 | 2.6 |
| Virginia | 2.5 | 3.0 | 1.6 | 6.8 | 3.2 | 1.8 |
| Washington | 4.4 | 8.3 | 3.1 | 7.8 | 6.5 | 3.9 |
| West Virginia | 4.1 | 4.8 | 1.8 | 5.5 | 5.4 | 4.0 |
| Wisconsin | 2.4 | 5.9 | 2.5 | 5.7 | 7.9 | 1.5 |
| Wyoming | 4.8 | 8.7 | 1.8 | 9.3 | 8.0 | 4.2 |

See notes at end of table.

Table 6. Dropout rates in grades 9–12, by race/ethnicity and state or jurisdiction: School year 2004–05—Continued

| State or jurisdiction | Dropout rates in grades 9–12 by race/ethnicity ¹ | | | | | |
|---|---|-----------------------------------|---------------------------|----------|------------------------|------------------------|
| | Total ² | American Indian/ Alaska Native | Asian/Pacific Islander | Hispanic | Black, non-Hispanic | White, non-Hispanic |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | |
| DoDDS: DoDs Overseas ⁵ | — | — | — | — | — | — |
| DDESS: DoDs Domestic ⁵ | — | — | — | — | — | — |
| Bureau of Indian Education | — | — | — | — | — | — |
| American Samoa | — | — | — | — | — | — |
| Guam ³ | — | — | — | — | — | — |
| Northern Marianas Islands | — | — | — | — | — | — |
| Puerto Rico ³ | — | — | — | — | — | — |
| U.S. Virgin Islands | — | — | — | — | — | — |

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition. See appendix A for more information.

‡ Reporting standards were not met. Data were missing for districts that represent more than 20 percent of total membership.

¹ Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age. Ungraded student enrollments are prorated into grades based on graded enrollments to calculate denominators for dropout rates. See appendix A for more information.

² Totals include only those students for whom race/ethnicity was reported; therefore these totals may differ from totals presented in other tables.

³ Reporting state totals include those within the 50 states and the District of Columbia that reported data.

⁴ State reported dropout counts on an alternative July through June cycle rather than the October through September cycle specified by NCES.

⁵ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death. Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a.

Table 7. Dropout counts and dropout rates by locale, race/ethnicity, district size, and region: School year 2004–05

| | Region ¹ | | | | | | | |
|----------------------------------|---------------------------------|---------------------------|---------------------------------|---------------------------|---------------------------------|---------------------------|---------------------------------|---------------------------|
| | Northeast | | Midwest | | South | | West | |
| | Number of dropouts, grades 9–12 | Dropout rate, grades 9–12 | Number of dropouts, grades 9–12 | Dropout rate, grades 9–12 | Number of dropouts, grades 9–12 | Dropout rate, grades 9–12 | Number of dropouts, grades 9–12 | Dropout rate, grades 9–12 |
| Total | 91,422 | 4.0 | 111,748 | 3.4 | 197,299 | 3.9 | 139,913 | 4.1 |
| Locale ² | | | | | | | | |
| Large city | 41,244 | 9.5 | 36,043 | 9.7 | 30,847 | 5.5 | 39,613 | 5.7 |
| Midsize city | 15,409 | 5.6 | 20,169 | 4.4 | 28,651 | 4.5 | 28,535 | 3.9 |
| Urban fringe of a large city | 16,964 | 2.0 | 21,961 | 2.2 | 48,086 | 3.2 | 42,657 | 3.6 |
| Urban fringe of a midsize city | 9,265 | 2.0 | 8,261 | 2.5 | 25,257 | 3.5 | 11,971 | 3.2 |
| Large town | 672 | 4.2 | 1,598 | 3.1 | 2,057 | 4.0 | 1,524 | 4.4 |
| Small town | 3,705 | 3.1 | 9,449 | 2.6 | 17,222 | 4.2 | 7,782 | 4.2 |
| Rural, outside CBSA ³ | 3,528 | 2.5 | 8,997 | 2.2 | 21,915 | 3.6 | 4,685 | 4.2 |
| Rural, inside CBSA ³ | 5,067 | 2.1 | 5,938 | 1.7 | 23,262 | 3.8 | 3,146 | 3.0 |
| Race/ethnicity ⁴ | | | | | | | | |
| American Indian/Alaska Native | 464 | 6.3 | 2,343 | 8.6 | 2,111 | 4.2 | 6,606 | 7.9 |
| Asian/Pacific Islander | 4,143 | 3.8 | 2,167 | 2.8 | 2,197 | 1.7 | 7,204 | 2.2 |
| Hispanic | 25,691 | 8.1 | 13,327 | 7.2 | 39,656 | 5.2 | 57,830 | 5.4 |
| Black, non-Hispanic | 26,940 | 7.0 | 34,308 | 7.6 | 63,697 | 5.2 | 13,249 | 6.1 |
| White, non-Hispanic | 36,218 | 2.4 | 58,663 | 2.4 | 81,304 | 3.1 | 47,055 | 3.0 |
| District size ⁵ | | | | | | | | |
| 50,000 or more | 39,334 | 10.2 | 21,757 | 10.6 | 61,328 | 4.0 | 37,427 | 4.9 |
| 10,000–49,999 | 16,496 | 4.6 | 26,755 | 3.5 | 68,101 | 3.9 | 56,668 | 3.6 |
| 1,000–9,999 | 36,216 | 2.2 | 47,229 | 2.4 | 59,426 | 3.7 | 31,400 | 3.4 |
| Less than 1,000 | 3,679 | 2.5 | 16,605 | 4.1 | 8,444 | 4.5 | 14,388 | 10.0 |

¹ The 50 states and The District of Columbia are assigned to regions based on U.S. Census Bureau definitions. See Appendix B for the definition of each region.

² Dropout rates and counts are for local education agencies (LEAs) that have been assigned a locale code. Counts may not sum to totals.

³ CBSA stands for Core Based Statistical Area.

⁴ Dropout rates and counts for students for whom race/ethnicity was reported. Counts may not sum to total.

⁵ Dropout rates and counts are of LEAs for which district membership was reported. Counts may not sum to total.

NOTE: A dropout is an individual who was enrolled in school at some time during the previous school year, but was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death. The universe for this table includes the 50 states and the District of Columbia only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a; "Local Education Agency Universe Survey Dropout and Completion File 2004-05," Version 0b; "Public Elementary/Secondary School Universe Survey," 2004–05, Version 1b; "Local Education Agency Universe Survey 2004–05," Version 1b.

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Appendix A: Methodology and Technical Notes

Common Core of Data survey system. The State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency Universe Survey, and the Public Elementary/Secondary School Universe Survey are the nonfiscal components of the Common Core of Data (CCD) survey system, while the School District Finance Survey and the National Public Education Financial Survey are the fiscal components. These surveys are reported annually by state education agencies (SEAs) through the efforts of state CCD coordinators. Participation in the CCD is voluntary.

Data for CCD surveys are collected from SEAs through an online reporting system. The data are then processed, edited, and verified by the U.S. Census Bureau, the National Center for Education Statistics (NCES), and the Education Statistics Services Institute (ESSI) of the American Institutes for Research (AIR).

Common Core of Data dropout data files. NCES publishes dropout data on the local education agency level in the Local Education Agency-Level Public-Use Data File on Public School Dropouts and the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File. Data on the state education agency level are published in the State-Level Public-Use Data File on Public School Dropouts. State-level data are created by aggregating local education agency level data to the state level.

Dropout data for a particular year are reported in the Local Education Agency Universe Survey for the following year. For example, 2004–05 dropout and high school completer data are reported in the 2005–06 Local Education Agency Universe Survey. Calculating the dropout rate requires CCD files from these 2 years, with the number of dropouts reported in the 2005–06 agency file divided by the enrollment reported in the 2004–05 Public Elementary/Secondary School Universe Survey.

Definition of a dropout. The CCD provides an event dropout number. An event dropout number represents the proportion of students dropping out each year. According to the CCD definition, a dropout is an individual who

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

The following statements apply 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.
- A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition from school authorities. A state- or district-approved educational program may consist of special education and district or state-sponsored GED preparation.

Each year, CCD staff contact state coordinators to verify their dropout reporting practices. There are three main ways in which a state's reporting practices may differ from the CCD definition:

- **Alternative Reporting Calendar**— the state does not follow a fall-to-fall school year. The CCD dropout count is based on an October–September school year in which a student's dropout status is determined at the beginning of the year. Some states follow a July–June calendar in which a student's dropout status is determined at the end of the school year. Dropout rates in states that follow an alternative reporting calendar are comparable to rates for states that follow the October–September calendar (Winglee et al. 2000). Data for states that follow alternative reporting calendars are published in the CCD data files, but are flagged as deviating from the CCD reporting calendar. The data tables accompanying this report indicate which states reported dropout data on an alternative reporting calendar.
- **Summer Dropouts**—to meet the CCD definition, dropouts are accounted to the grade and school year for which they do not meet their obligation. Students who complete one school year but fail to enroll in the next school year are to be counted as dropouts from the school year and grade for which they failed to return. For example, a student completing grade 10 in 2003–04 who does not enroll the next year would be reported as a grade 11 dropout for 2004–05. States must comply with the definition of summer dropouts in order for the data to be published in the CCD data files.
- **Adult Education/General Education Development (GED)**— students who leave high school to enroll in adult education/GED preparation programs should be reported as dropouts, unless the district tracks these students and reports as dropouts those who fail to complete the program. Also, students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test, if the GED is an accepted high school credential in the state. States that do not report students enrolled in adult education as dropouts, with the exception of the above, are not in compliance with the CCD definition, and their data are not published.

Computation of dropout rates. The following method is used to compute the event dropout rate:

$$R_g = D_g/E_g$$

where R_g = the grade 9–12 dropout rate (rounded to a single decimal place), D_g = the number of grade 9–12 dropouts, and E_g = the grade 9–12 enrollment.

As stated earlier, event dropout rates provide a measure of the percentage of students who drop out of school in a single year. Other dropout rates have been developed for other purposes. NCES has published several such rates including status and cohort dropout rates. Status dropout rates report 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. These rates can be used to study general population issues (e.g., see Laird, DeBell, and Chapman 2006). Cohort dropout rates are designed to measure the percentage of students in a given cohort or class who drop out over a period of time (e.g., see McMillen 1997).

Treatment of ungraded students in counts of dropouts and enrollments for dropout rates.

Dropout counts are reported by states to the CCD by grade (grades 7–12). Ungraded students who drop out of school are assigned by the LEA or state to the grade in the dropout count that most closely matches the grade they would have been enrolled in based on their age. Counts of ungraded student enrollments are prorated into graded enrollment counts in order to have denominators for the calculation of dropout rates that reflect the placement of ungraded dropouts in the graded numerators.

Confidentiality protection of high school dropout data. Dropout data reported to the CCD have undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individuals who dropped out of school. For both the LEA- and state-level public-use data files, each record was examined to determine whether a comparison of the dropout data to the affiliated grade membership could be used to accurately predict that an individual was a dropout.

Local Education Agency-Level Data—Disclosure risk analysis revealed that the risk of disclosing an individual as a dropout decreased as the total membership of an LEA increased. For the school year 2004–05, restricting the LEA-level file to LEAs with memberships of 1,000 students or more allows dropout and enrollment counts to be published for grade totals (i.e., grades 7, 8, 9, 10, 11, and 12) for all LEAs that submitted dropout data, with the exception of six LEAs in four states. For these six LEAs, data in individual cells that had the risk of disclosing individuals who dropped out of school were suppressed (i.e., set to missing). These suppressed cells are indistinguishable from other data cells with missing values.

State-Level Data—Disclosure risk analysis revealed that there was a risk of disclosing the identity of an individual as a dropout for individuals reported by race/ethnicity and gender detail. Data in individual cells that had the risk of disclosing individuals who dropped out of school were suppressed (i.e., set to missing). These suppressed cells are indistinguishable from other data cells with missing values.

NCES also creates a restricted-use LEA-level data file. This data file contains no suppressions and is only available to researchers who have a restricted-use data license.

Missing data. Not all states and jurisdictions report dropout data to the CCD. The Bureau of Indian Education and the Department of Defense dependents schools do not participate in the CCD dropout collection. Of the remaining states and jurisdictions that do participate in the CCD dropout collection, the District of Columbia and Guam did not report dropout data for the 2002–03 school year; the District of Columbia, Oregon, and Wisconsin did not report dropout data for the 2003–04 school year; and the District of Columbia, Oregon, and Guam did not report dropout data for the 2004–05 school year. Dropout data for Puerto Rico, while reported by Puerto Rico, are not included in this report because it was not possible to determine the extent to which they were affected by missing data.

Not all states collect and report all of the data items requested in the CCD survey. NCES does not impute missing items in the NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts or the NCES Common Core of Data State-Level Public-Use Data File on Public School Dropouts.

When reporting results, NCES treats missing data within individual states differently than it treats missing data across all states, the District of Columbia, and other jurisdictions as a whole. When reporting data by states, an individual state is considered to have missing data if an item is reported for less than 80 percent of eligible students. For example, if 9th-grade dropout counts for Asian/Pacific Islander females are missing for school districts that account for more than 20 percent of all 9th-grade Asian/Pacific Islander females in the state, then this dropout count is suppressed and treated as missing.

If information is missing for some but no more than 15 percent of eligible students across the 50 states and District of Columbia, NCES calculates totals and identifies them as “reporting states” totals (rather than totals for the United States).

Totals. National totals reported in the tables are limited to the 50 states and the District of Columbia. They do not include data from the Bureau of Indian Education, Department of Defense dependents schools (overseas and domestic), Puerto Rico, or the other jurisdictions of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands. In cases where not all but at least 85 percent of eligible students in the 50 states and the District of Columbia provide a response for a data item, a “reporting states” total is presented. See “Missing data” (above) for more information.

Data limitations. The CCD does not collect data from private schools. It includes only public education system data as reported to NCES by the individual SEAs. Some states include nontraditional agencies, such as Departments of Correction, in their CCD reports, while others do not. States also vary in terms of treatment of alternative completion programs, such as credentials awarded for completion of Individualized Education Programs (IEPs) and GED programs.

There is variation in the degree of rigor with which SEAs verify their dropout data. NCEC requires SEAs to confirm whether they comply with the CCD dropout definition and to confirm or amend any numbers that appear considerably out of line with other states or with data from previous years. However, NCEC does not audit a state's or school district's dropout data.

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Appendix B: Common Core of Data Glossary

American Indian/Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands.

Black—A person having origins in any of the Black racial groups of Africa. Terms such as Haitian or Negro can be used in addition to Black or African American.

Bureau of Indian Education schools and districts—A school or district that is directly funded by the Bureau of Indian Education (formerly Bureau of Indian Affairs), U.S. Department of the Interior.

Core Based Statistical Area (CBSA) —Each CBSA must contain at least one urban area of 10,000 or more people. Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a “central county” (or counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

General Educational Development (GED) test—A comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achievement of satisfactory scores.

high school completers—Students who completed the course of public elementary and secondary education offered by the school district and who received a high school diploma, or who met other requirements of completion as defined by state law or policy, during the period October 2004 through September 2005 (for school year 2004–05 completers). Does not include high school equivalency recipients.

Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

large city—A principal city of a metropolitan CBSA, with the city having a population greater than or equal to 250,000. Prior to 1994–95, “large city” was defined as a principal city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

large town —An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

local education agencies (LEAs) —Those agencies at the local level whose primary responsibility is to operate public schools or to contract for public school services.

LEA locale code—A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also “large city,” “midsize city,” “urban fringe of a large city,” “urban fringe of a midsize city,” “large town,” “small town,” “rural, outside CBSA,” and “rural, inside CBSA.”) Schools and LEAs located outside the 50 states and District of Columbia are not assigned locale codes.

Midwest—A geographic region that includes the following states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Northeast—A geographic region that includes the following states: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

rural—Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. From 1998–99 onward, the category was separated into “rural, inside CBSA” and “rural, outside CBSA.”

rural, inside CBSA—Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “rural,” and was introduced in 1998–99.

rural, outside CBSA—Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “rural,” and was introduced in 1998–99.

small town—An incorporated place or Census Designated Place (CDP) with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

South—A geographic region that includes the following states: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

student membership—Annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students.

ungraded—A class that is not organized on the basis of grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

urban fringe—A closely settled area, contiguous to a principal city, outside a principal city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and with a Census Urbanized Area Code. (See also “LEA locale code.”)

urban fringe of a large city—Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 400,000 or more, or a population density of at least 6,000 people per square mile. (See also “LEA locale code.”)

urban fringe of a midsize city—Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 400,000, or a population density less than 6,000 people per square mile. (See also “LEA locale code.”)

West—A geographic region that includes the following states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

White—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.