Dropout and Completion Rates in the United States: 2006

Compendium Report

SEPTEMBER 2008

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Introduction

Dropping out of high school is related to a number of negative outcomes. For example, the average income of persons ages 18 through 65 who had not completed high school was roughly $21,000 in 2006.[1] By comparison, the average income of persons ages 18 through 65 who completed their education with a high school credential, including a General Educational Development (GED) certificate, was over $31,400 (U.S. Census Bureau 2007a). Among adults age 25 and older, a lower percentage of dropouts are in the labor force compared with adults who earned a high school credential. Among adults in the labor force, a higher percentage of dropouts are unemployed compared with adults who earned a high school credential (U.S. Department of Labor 2006). Further, dropouts age 25 or older reported being in worse health than adults who are not dropouts, regardless of income (Pleis and Lethbridge-Çejku 2006). Dropouts also make up disproportionately higher percentages of the nation's prison and death row inmates.[2]

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates in 2006, provides data about trends[3] in dropout and completion rates over the last 3 decades (1972–2006), and examines the characteristics of high school dropouts and high school completers in 2006. Four rates are presented to provide a broad picture of high school dropouts and completers in the United States, with the event dropout rate, the status dropout rate, the status completion rate, and the averaged freshman graduation rate each contributing unique information.

- The **event dropout rate** estimates the percentage of high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., a GED). This report presents a national event rate for students attending both public and private schools using the Current Population

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[1] These are not all high school dropouts: 1.1 percent of persons ages 18 through 65 were enrolled in high school in 2006 (U.S. Department of Commerce, Census Bureau, Current Population Survey [CPS], October 2006).

[2] Estimates from the most recent data available indicate that approximately 30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row are high school dropouts (data from 1997 and 1998; U.S. Department of Justice 2000, 2002). Although not strictly comparable because of different age ranges considered, estimates for those 25 and over in the general population during the same years indicate that about 18 percent were dropouts (U.S. Census Bureau 1998a, 1998b).

[3] Trend analyses have shown a pattern of decline in event dropout rates prior to 1990, a brief upward trend from 1991 through 1995, and then another decline through 2006. As a result, in this report, overall trends from 1972 to 2006 are reported, as well as separate trends from 1972 through 1990, 1990 through 1995, and 1995 through 2006, to increase the understanding of patterns over time in these rates.

Survey (CPS), and state event rates for public high school students using the Common Core of Data (CCD).[4] Event rates can be used to track annual changes in the dropout behavior of students in the U.S. school system.

- The **status dropout rate** reports the percentage of individuals in a given age range who are not in school and have not earned a high school diploma or equivalency credential, irrespective of when they dropped out. The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.

- The **status completion rate** indicates the percentage of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential, irrespective of when the credential was earned.[5] The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.[6]

- The **averaged freshman graduation rate** estimates the proportion of public high school freshmen who graduate with a regular diploma 4 years after starting 9th grade. The rate focuses on public high school students as opposed to all high school students or the general population and is designed to provide an estimate of on-time graduation from high school. Thus, it provides a measure of the extent to which public high schools are graduating students within the expected period of 4 years.

Data presented in this report are drawn from the annual October Current Population Survey (CPS), the annual Common Core of Data (CCD) collections, and the annual GED Testing Service (GEDTS) statistical reports. Data in the CPS files are collected through household interviews and are representative of the civilian, noninstitutionalized population in the United States, including students attending public and private schools. The CCD data are collected from state education agencies about all public schools and school systems in the United States, and contain administrative records data kept by these agencies that are representative of all public school students in this country. The GEDTS data are also built from administrative record data kept by the testing service, and contain information about all GED test takers (data presented in this report are only for individuals in the 50 states and the District of Columbia).[7]

As with all data collections, those used in this report are useful for calculating some types of estimates, but poorly suited for calculating other types. For example, CPS data are well suited for studying the civilian, noninstitutionalized population in the United States, including students attending public and private schools, but do not provide information about military personnel or individuals residing in group quarters, such as prison inmates or patients in long-term medical

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[4] These data sets are described briefly below and in more detail in appendix A.

[5] The status completion rate is not simply the inverse of the status dropout rate (i.e., status completion does not equal 100 minus the status dropout rate). The rates are based on different age ranges, and the completion rate excludes high school students from its denominator, whereas high school students are included in the denominator of the status dropout rate.

[6] Seastrom et al. (2006a) refer to this rate as the "Current Population Survey High School Completion Indicator."

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

facilities. Data from the CCD are appropriate for studying public school students in a given year, but do not provide information on private school students. GEDTS data are helpful for identifying the number of people who take and pass the GED examination in a given year, but do not contain information about schools that GED test takers attended before taking the GED test. In addition, none of the datasets track individual students over time, limiting their usefulness for studying processes and precise time lines associated with completing high school or dropping out.[8]

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

Selected Findings

National Event Dropout Rates

The national event dropout rate presented here is based on data from the CPS and is an estimate of the percentage of both private and public high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., a GED). Specifically, the rate describes the percentage of youth ages 15 through 24 in the United States who dropped out of grades 10–12 from either public or private schools in the 12 months between one October and the next (e.g., October 2005 to October 2006).[9] The measure provides information about the rate at which U.S. high school students are leaving school without a successful outcome. As such, it can be used to study student experiences in the U.S. secondary school system in a given year. It is not well suited for studying how many people in the country lack a high school credential irrespective of whether they attended U.S. high schools, nor does it provide a picture of the dropout problem more generally because it only measures how many students dropped out in a single year, and students may reenter the school system after that time. More detail about the definition and computation of the event dropout rate and other rates in this report can be found in appendix A.

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[8] Several states have student-level administrative record systems that follow student progress over time that can be used for this kind of analysis. NCES is supporting the development of similar systems across additional states (see http://nces.ed.gov/programs/slds/ for details), and periodically conducts national level longitudinal studies of high school students that can be used for such analysis such as the upcoming High School Longitudinal Study.

[9] Data about 9th grade dropouts are not available in the Current Population Survey (see appendix A for more information). The state event dropout rates for public high school students presented later in this report are based on the Common Core of Data, which includes 9th-graders.

- **National event dropout rates**: Approximately 4 of every 100 students who were enrolled in public or private high schools in October 2005 left school before October 2006 without completing a high school program (table 1). No measurable change was detected in the event dropout rate between 2005 and 2006 (3.8 percent in each year); however, since 1972, event dropout rates have trended downward, from 6.1 percent in 1972 to 3.8 percent in 2006 (figure 1 and table 2).[10] Declines occurred primarily from 1972 through 1990, when the rate reached 4.0 percent. From 1990 through 1995, event rates increased, but then trended downward again from 1995 through 2006. These fluctuations during the 1990s and early to mid-2000s resulted in no measurable difference between the 1990 and 2006 event dropout rates.

- **Event dropout rates by sex**: There was no measurable difference in the 2006 event dropout rates for males and females, a pattern generally found over the last 30 years (tables 1 and 3). Exceptions to this pattern occurred in 4 years – 1974, 1976, 1978, and 2000 – when males had measurably higher event dropout rates than females.

- **Event dropout rates by race/ethnicity**:[11] Between October 2005 and October 2006, Hispanic students in public and private high schools were more likely to drop out than were White and Black students (table 1). The event dropout rate for Hispanics was 7.0 percent, compared with rates of 2.9 percent for Whites and 3.8 percent for Blacks. The general downward trend in event dropout rates over the three-and-a-half decade period from 1972 through 2006 observed in the overall population was also found among Whites, Blacks, and Hispanics (table 3).[12] All three groups had lower dropout rates by 2006 than they had in 1972. However, the decreases happened at different times over this 35-year period for these racial/ethnic groups. The pattern found among Whites mirrored the overall population: a decrease in event rates from 1972 through 1990, an increase from 1990 through 1995, and another decrease from 1995 through 2006. Blacks also experienced a decline from 1972 through 1990, and an increase from 1990 through 1995, but, unlike the overall and White populations, their event dropout rates fluctuated between 1995 and 2006.[13] Hispanics, on the other hand, experienced no significant change in their event dropout rate from 1972 through 1990, and no significant change from 1990 through 1995, but did experience a decline from 1995 through 2006.

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[10] Trend analyses were conducted using regressions. See appendix A for more details.

[11] Beginning in 2003, CPS respondents were able to indicate more than one race. Approximately 2 percent of 15- through 24-year-olds who were enrolled in high school in 2005 (the base population for the 2006 event dropout rate) reported more than one race (table 1). The 2006 tables report data for five racial/ethnic categories: White, non-Hispanic; Black, non-Hispanic; Asian/Pacific Islander, non-Hispanic; Hispanic; and more than one race. The first three categories consist of individuals who identified as only one race, and who did not identify as Hispanic. A fourth category consists of Hispanics of all races and racial combinations. The "more than one race" category consists of non-Hispanics who identified as being multiracial. Because of small sample sizes, American Indians/Alaska Natives who reported only one race are included in the total but are not shown separately.

[12] The trend analyses conducted to examine this three-and-a-half decade period are based annual rate estimates for each year from 1972 through 2006. Separate trend analyses were also conducted for each racial/ethnic group separately for trends across the three shorter time periods indicated in the bullet: 1972-1990, 1990-1995, and 1995-2006. Because of small sample sizes for many of the earlier years, reliable trend analyses could not be conducted for Asians/Pacific Islanders and American Indians/Alaska Natives.

[13] Although event dropout rates for Blacks fluctuated during the period from 1995 to 2006, the Black event rate for 2006 was lower than the rate for 1995.

- **Event dropout rates by family income**: In 2006, the event dropout rate of students living in low-income families was about four and one-half times greater than the rate of their peers from high-income families (9.0 percent vs. 2.0 percent) (table 1).[14]

  Students from low-, middle-, and high-income families experienced an overall decline in event dropout rates during the 3-decade period of the mid-1970s through 2006.[15] All three groups of students experienced declines in event dropout rates from 1975 through 1990. Those from low-income families had rates that fell from almost 16 percent to approximately 10 percent. Students from middle-income families had rates fall from 6 percent to 4 percent and those from high-income families had rates fall from 3 percent to 1 percent (figure 1 and table 4). From 1990 to 1995, students from low-income families experienced an upward trend in rates from 10 to 13 percent, while their peers from middle- and high-income families experienced no significant change. In the last decade (1995–2006), the event rates for low-income groups trended downward falling from 13 percent to 9 percent, a trend not found among students from middle- and high-income families.[16]

- **Event dropout rates by age**: Students who pursued a high school education past the typical high school age were at higher risk than others of becoming an event dropout (table 1). The 2006 event dropout rates for students in the typical age range for fall high school enrollment (ages 15 through 17) were lower than those for older students (ages 19 through 24). Specifically, 2.0 percent of 15- through 16-year-olds and 2.7 percent of 17-year-olds dropped out in the 1-year reference period, compared with 6.8 percent of 19-year-olds and 21.8 percent of 20- through 24-year-olds.[17]

- **Event dropout rates by region**: In 2006, the event dropout rates for public and private high school students in the West (5.8 percent) were higher than for their peers in the Northeast (2.9 percent) and Midwest (1.8 percent), and event dropout rates for students in the South (4.1 percent) were higher than those for students in the Midwest (1.8 percent) (table 1).

State Event Dropout Rates for Public High School Students

State-level event dropout rates specifically for public high school students are calculated using data from 1993 through 2004 from the CCD.[18] The rates reported in this publication reflect

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[14] "Low income" is defined here as the lowest 20 percent of all family incomes, while "high income" refers to the top 20 percent of all family incomes. In 2006, low-income families included those with $18,001 or less in family income, while high-income families included those with $84,562 or more in family income.

[15] Trend analyses indicate a decline in the event dropout rate for students from high-income families from 1975 to 2006, but the rates for these two years were not measurably different.

[16] Although there was no pattern in event dropout rates for students from middle-income families across the 1995 to 2006 period, the 2006 rate was lower than the rate in 1995.

[17] Eighteen-year-olds represent a transitional population in terms of high school education. Many are still in high school, while a large proportion have entered postsecondary education or the labor market (U.S. Census Bureau 2006). Because of this population's transitional nature, they are not included with those who are age 17 and younger, or age 19 and older, in this comparison by age. Nevertheless, the event rate for 18-year-olds is shown in table 1.

[18] The most recent school year for which CCD dropout data are available for publication is 2003–04. More recent CCD data are reported later in this report (i.e., averaged freshman graduation rates for 2004–05 are calculated based on 2005–06 CCD data).

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the percentage of public school students who were enrolled in grades 9–12 at some point during the 2003–04 school year but were not enrolled in school in October 2004 and had not earned a high school diploma or completed a state- or district-approved education program.[19] Some state or district education programs include special education programs and district- or state-sponsored GED programs. State event dropout rates are useful for evaluating the performance of public high school systems in reporting states. They do not include information about individuals outside the public school system. Rates are presented for the 48 states that submitted data for the 2003–04 school year; a national-level rate was calculated based on data from the reporting states (table 5). The District of Columbia, Oregon, and Wisconsin did not submit dropout data for 2003–04.

- **State event dropout rates for 9th- through 12th-grade public high school students**: The 2003–04 CCD event dropout rates ranged from 1.8 percent in Connecticut and New Jersey to 7.9 percent in Louisiana (table 5). In all, event dropout rates for public school students in grades 9–12 were lower than 3 percent in 12 states: Connecticut and New Jersey, 1.8 percent; North Dakota, 2.0 percent; Iowa, 2.1 percent; Kansas, 2.2 percent; Indiana, 2.5 percent; Maine, 2.7 percent; Nebraska, Vermont, and Virginia, 2.8 percent; and Mississippi and Pennsylvania, 2.9 percent. Six states had event dropout rates of 6 percent or more: Nevada, 6.0 percent; Delaware, 6.1 percent; Washington, 6.5 percent; Arizona, 6.7 percent; Alaska, 7.0 percent; and Louisiana, 7.9 percent.

National Status Dropout Rates

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

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

- **National status dropout rates**: In October 2006, approximately 3.5 million 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential (table 6). These status dropouts accounted for 9.3 percent of the 37 million 16- through 24-year-olds in the United States in 2006.

  Among all individuals in this age group, status dropout rates trended downward between 1972 and 2006, from 14.6 percent to 9.3 percent (figure 2 and table 7). The status dropout rate of 2006 was lower than that of 1990, unlike the event dropout rate where no differences were detected between these two years.

- **Status dropout rates by sex**: Males ages 16–24 were more likely than females to be high school dropouts in 2006 (10.3 percent vs. 8.3 percent) (table 6).

- **Status dropout rates by race/ethnicity**: The 2006 status dropout rate of Asians/Pacific Islanders (3.6 percent) was the lowest among the racial/ethnic groups considered in this report, followed by the status dropout rate of Whites (5.8 percent). The Black status dropout rate was 10.7 percent, followed by the Hispanic rate (22.1 percent). Approximately 7 percent of 16- through 24-year-olds who identified as more than one race in 2006 were status dropouts, a rate lower than that of Hispanics and Blacks, greater than that of Asians/Pacific Islanders, and not measurably different from that of Whites (table 6).[20]

  Since 1972 the difference between the status dropout rates of Whites and Blacks has narrowed (figure 2 and table 8). This narrowing of the gap occurred during the 1980s, with no measurable change during the 1970s or between 1990 and 2006.

  The percentage of Hispanics ages 16–24 who were dropouts was consistently higher than that of Blacks and Whites throughout the 33-year period of 1972–2006 (figure 2 and table 8). White and Black status dropout rates have fallen by about half since 1972; the rates for Whites fell from 12.3 to 5.8 percent and the rates for Blacks declined from 21.3 to 10.7 percent. Between 1972 and 1990, Hispanic status dropout rates fluctuated considerably, but since 1990 they have demonstrated a downward trend, falling from 32.4 percent to 22.1 percent.[21]

  In 2006, 36.2 percent of Hispanic 16- through 24-year-olds born outside the United States were status high school dropouts (table 6). Hispanics born in the United States were less likely than immigrant Hispanics to be status dropouts (12.3 percent and 12.1 percent for "first generation" and "second generation or higher", respectively).[22] Regardless of the recency of immigration, Hispanic youth were more likely to be dropouts than were non-Hispanic youth.

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[20] Due to a small sample size, the standard error for students who identify with more than one race is relatively large, which makes the detection of statistically significant differences difficult.

[21] The variable nature of the Hispanic status rate reflects, in part, the small sample of Hispanics in the CPS. The instability in Hispanic estimates in earlier years was the result of relatively smaller proportions of Hispanics in the general population and related CPS samples and of estimates becoming more stable as the proportion of Hispanics in the population has increased.

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

- **Status dropout rates by age**: As might be expected, persons ages 16 and 17 had lower status dropout rates in 2006 than 18- through 24-year-olds, at least in part because most 16- and 17-year-olds were still actively pursuing a high school diploma (table 6).[23]

- **Status dropout rates by region**: In 2006, the South had a higher status dropout rate (11.7 percent) than the Northeast (6.5 percent) and the Midwest (6.1 percent) (table 6). Dropouts were disproportionately concentrated in the South and the West. In 2006, 36.4 percent of 16- through 24-year-olds lived in the South while 45.6 percent of all status dropouts lived there. Similarly, 23.4 percent of the 16- through 24-year-old population lived in the West but 27.3 percent of status dropouts lived there. In contrast, dropouts were underrepresented in the Midwest. That region was home to roughly 22.6 percent of the 16- through 24-year-old population, but only 14.9 percent of all status dropouts.

National Status Completion Rates

The status completion rate indicates the percentage of young people who have left high school and who hold a high school credential. The rate reported here is based on CPS data and represents the percentage of 18- through 24-year-olds who are not enrolled in high school and who have earned a high school diploma or equivalent credential, including a GED certificate. The status completion rate includes individuals who may have completed their education outside the United States, so the rate is not suited for measuring the performance of the education system in this country. The status completion rate is not simply the inverse of the status dropout rate (i.e., status completion does not equal 100 minus the status dropout rate). The rates are based on different age ranges, with the status dropout rate reported for 16- through 24-year-olds and the status completion rate reported for 18- through 24-year-olds. The completion rate excludes high school students from its denominator, whereas high school students are included in the denominator of the status dropout rate.

- **National status completion rates**: In 2006, 87.8 percent of 18- through 24-year-olds not enrolled in high school had received a high school diploma or equivalency credential (table 9).[24] Overall, status completion rates have increased over the last 3 decades (figure 3 and table 10), but during the 1970s they remained largely flat. Since 1980, the rate has shown an upward trend, starting at 83.9 percent in 1980 and rising to 87.8 percent in 2006.

- **National estimate of 18- through 24-year-olds with diplomas**: The status completion rate reported above includes students who earned an equivalency credential. However, differences between GED recipients and diploma recipients suggest that GED holders fare significantly worse than diploma holders in terms of income and completing

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[23] In 2006, data from the CPS show that high school enrollment rates by age group were 95.1 percent for 16-year-olds, 88.5 percent for 17-year-olds, 32.0 percent for 18-year-olds, 5.4 percent for 19-year-olds, and 1.2 percent for 20- through 24-year-olds (estimates not shown in tables).

[24] Considering all 18- through 24-year-olds, irrespective of enrollment status, 82.6 percent held a high school credential in October 2006 (estimates not shown in tables).

postsecondary education (Tyler 2003). Because the method of high school completion is of interest, data from the GEDTS were used to estimate the number of 18- through 24-year-olds in 2006 who had passed the GED exam. This information was then used to estimate the percentage of individuals ages 18–24 with a regular high school diploma in 2006.[25] These calculations suggest that approximately 81.7 percent of this age group held a regular diploma in 2006 (data not shown in tables).[26]

- **Status completion rates by sex**: Females ages 18–24 who were not enrolled in high school in 2006 had a higher status completion rate (89.1 percent) than their male counterparts (86.5 percent) (table 9).

- **Status completion rates by race/ethnicity**: In 2006, among 18- through 24-year-olds not currently enrolled in high school, Asians/Pacific Islanders had a higher status completion rate (95.8 percent) than Whites, Blacks, Hispanics, and individuals who were identified as being of more than one race (92.6 percent, 84.8 percent, 70.9 percent, and 89.7 percent, respectively) (table 9). In addition, Whites were more likely than their Black or Hispanic peers to have completed high school.

  Status completion rates for Whites, Blacks, and Hispanics exhibited no general patterns of change during the 1970s, but rates trended upward for each group between 1980 and 2006 (figure 3 and table 11).

  In 2006, 57.7 percent of foreign-born Hispanics ages 18–24 who were not currently enrolled in high school had completed high school (table 9). Compared to foreign-born Hispanics, status completion rates were higher for Hispanics born in the United States (81.9 percent for "first generation" and 83.5 percent for "second generation or higher"), although in each immigrant category Hispanics were less likely than non-Hispanics to have earned a high school credential.

- **Status completion rates by region**: Consistent with status dropout data by region, 18- through 24-year-olds in the South and West had lower status completion rates (85.0 and 85.8 percent, respectively) than their contemporaries in the Northeast (91.5 percent) and Midwest (91.7 percent) (table 9).

Averaged Freshman Graduation Rates for Public School Students

The averaged freshman graduation rate (AFGR) provides an estimate of the percentage of public high school students who graduate on time—that is, 4 years after starting 9th grade—with a regular diploma. The rate uses aggregate student enrollment data to estimate the size of an

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[25] The number of 18- through 24-year-olds in 2006 who had passed the GED exam is estimated by taking the sum of those who passed the exam in 2006 at ages 18–24 plus those who passed the exam in 2005 at ages 17–23 plus those who passed the exam in 2004 at ages 16–22, and so on. The results indicate that approximately 1.6 million 18- through 24-year-olds in 2006 had passed the GED exam (data not shown in tables). This represented 6.1 percent of people in 2006 in this age range who were no longer in elementary or secondary school. Subtracting this percentage from the 2006 status completion rate of 87.8 percent suggests that approximately 81.7 percent of this age group held a regular diploma. See appendix A of this report for details of this calculation.

[26] When all 18- through 24-year-olds are considered, including those currently in high school, the calculation reveals that 5.7 percent held a GED in 2006, while 76.8 percent had earned a regular diploma, resulting in an overall status completion rate of 87.8 percent (data not shown in tables).

incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retention rates in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using individual student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of a set of alternative estimates (Seastrom et al. 2006a, 2006b). AFGR estimates are based on the CCD "State Nonfiscal Survey of Public Elementary/Secondary Education", with ungraded enrollments distributed proportionally to reported enrollments by grade. AFGR estimates are presented for the 50 states and the District of Columbia.

- **National averaged freshman graduation rate for public school students**: The AFGR among public school students in the United States for the class of 2004–05 was 74.7 percent (table 12).

- **State averaged freshman graduation rates for public school students**: For the class of 2004–05, the AFGR ranged from 55.8 percent in Nevada to 87.8 percent in Nebraska (figure 4 and table 12). Seventeen states had rates of 80.0 percent or higher—Arizona, Connecticut, Idaho, Iowa, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Utah, Vermont, and Wisconsin. Eleven states and the District of Columbia had rates below 70.0 percent— Alabama, Alaska, Florida, Georgia, Louisiana, Mississippi, Nevada, New Mexico, New York, South Carolina, and Tennessee.

- **Changes in rates from 2003–04 to 2004–05**: The AFGR among public school students in the graduating class of 2004–05 was lower than the rate for the class of 2003–04 (74.7 percent versus 75.0 percent) (table 13). Twenty-nine states and the District of Columbia had higher AFGR in 2004–05 compared with 2003–04, and 18 states had lower rates. Oregon's rate remained the same and New York's and Wisconsin's data were not available for 2003–04. The lack of data from these two states that year is an important consideration when comparing the 2003–04 and 2004–05 national rates. Removing these states from the 2004–05 national counts results in a national rate of 75.1 percent— marginally higher than the 2003–04 rate that excludes these states. Imputing the missing 2003–04 data for New York and Wisconsin based on their 2002–03 rates results in a national estimate of 74.3 percent, which is lower than the 2004–05 rate that includes these two states.[27]

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[27] Prorating was calculated by applying the 2002–03 AFGRs for New York and Wisconsin to the counts of incoming freshmen in these two states in 2000–01 (the expected graduating class of 2003–04).

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Figures

Figure 1. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2006
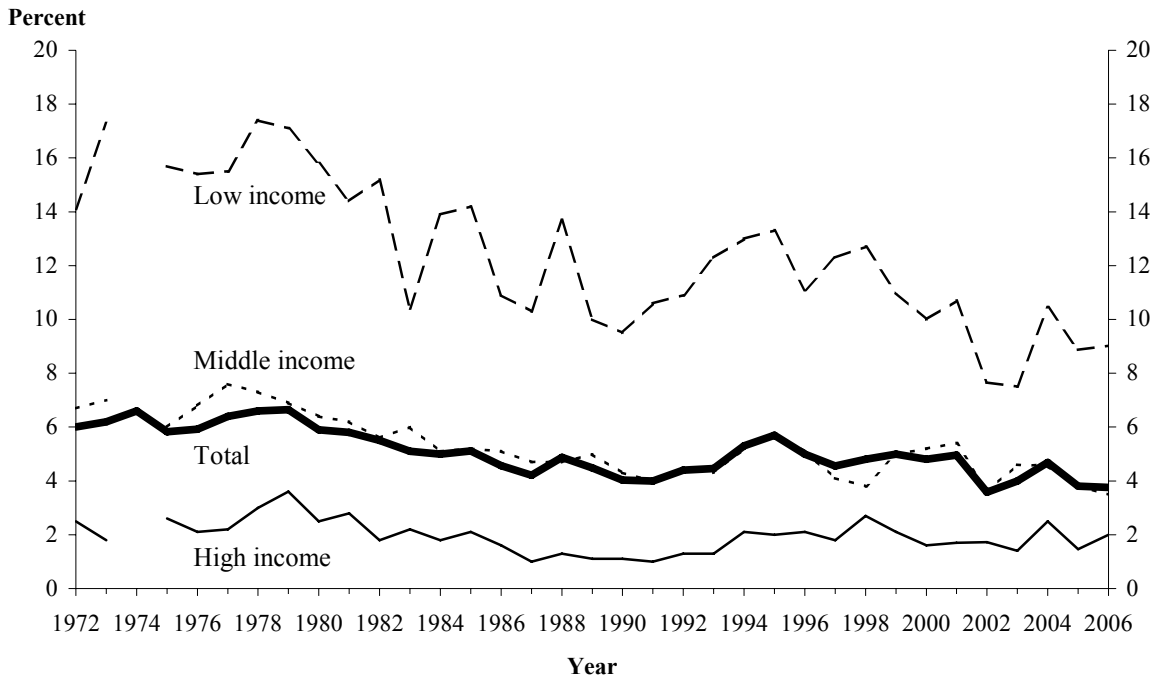
NOTE: The event dropout rate indicates the percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2005 to October 2006). Dropping out is defined as leaving school without a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. Low income is defined as the bottom 20 percent of all family incomes for the year; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes. Data on family income are missing for 1974. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Figure 2. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972 through October 2006
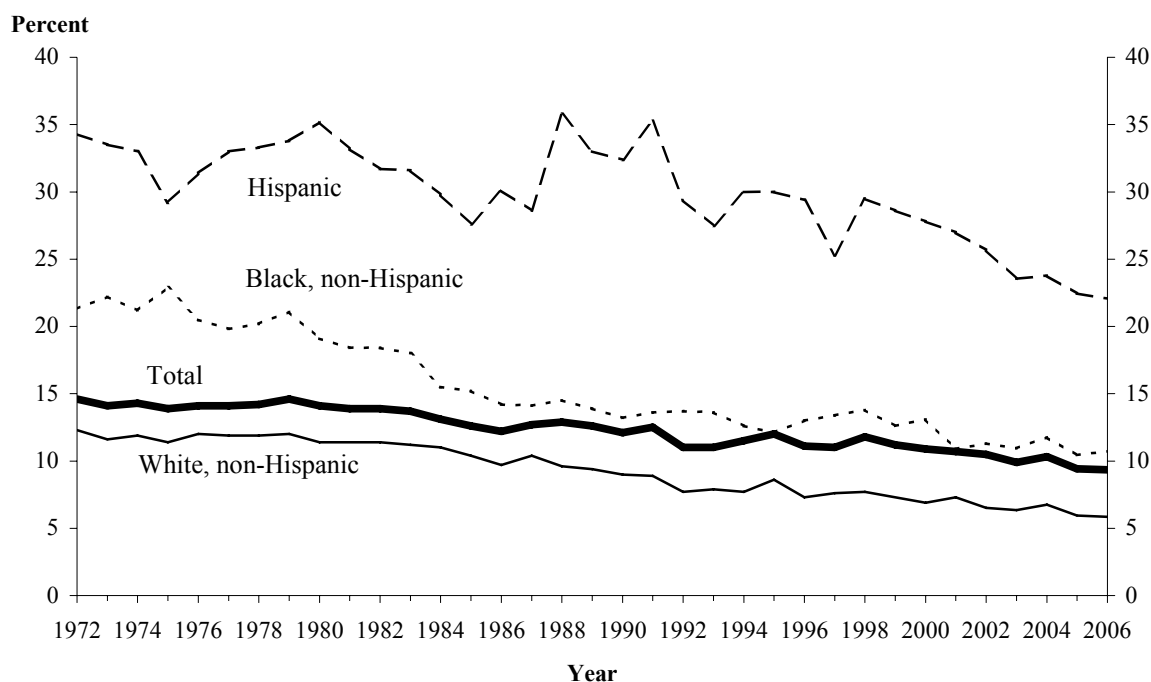
NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and equivalent credentials, such as a General Educational Development (GED) certificate. Beginning in 2003, respondents were able to identify themselves as being more than one race. The 2003 through 2006 categories for White, non-Hispanic and Black, non-Hispanic contain only respondents who indicated just one race. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample sizes for some or all of the years shown in the figure, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2006 but not shown separately due to small sample size. The variable nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics in the CPS. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the CPS over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Figure 3. **Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by race/ethnicity: October 1972 through October 2006**
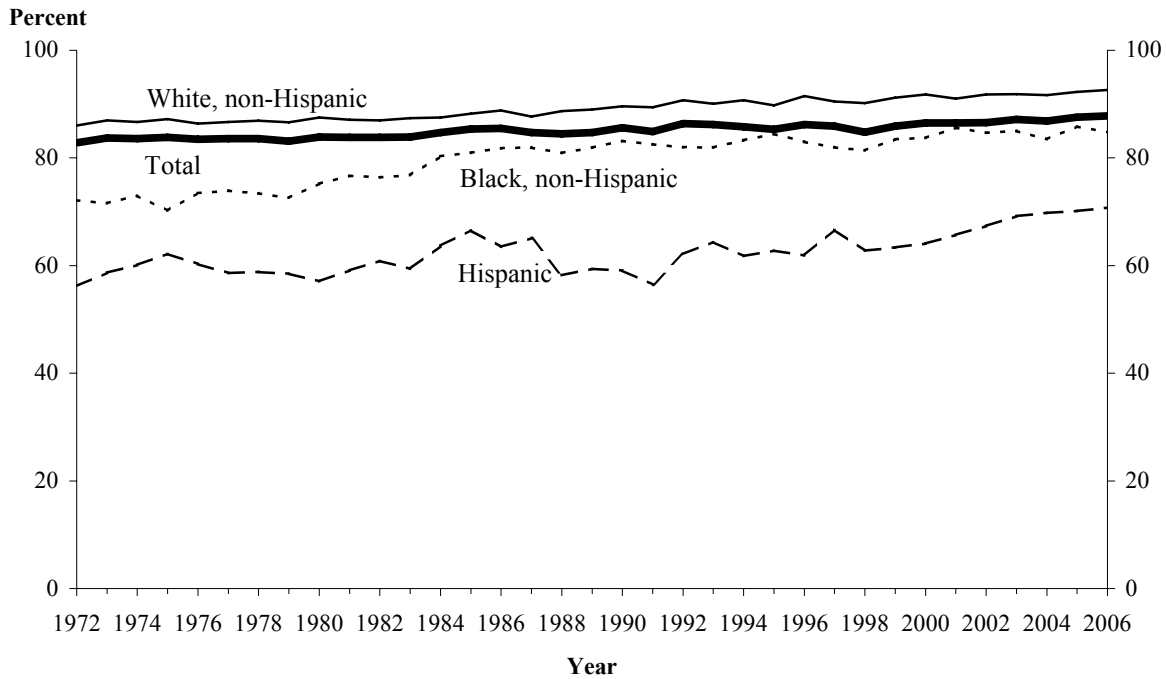
NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis. Beginning in 2003, respondents were able to identify themselves as being more than one race. The 2003 through 2006 categories for White, non-Hispanic and Black, non-Hispanic contain only respondents who indicated just one race. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample sizes for some or all of the years shown in the figure, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2006 but not shown separately due to small sample size. The variable nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics in the CPS. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the CPS over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Figure 4.   Averaged freshman graduation rates of public high school students, by state: School year 2004–05
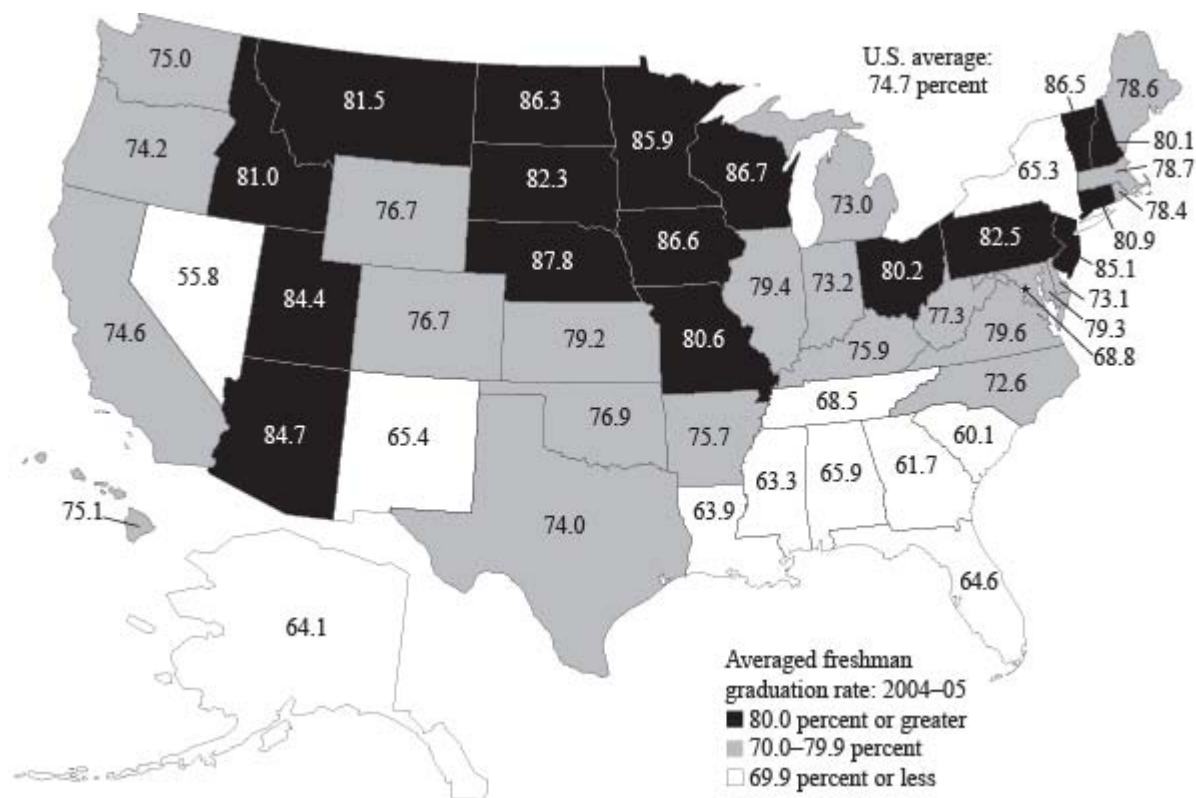
NOTE: The averaged freshman graduation rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2004–05, it equals the total number of diploma recipients in 2004–05 divided by the average membership of the 8th-grade class in 2000–01, the 9th-grade class in 2001–02, and the 10th-grade class in 2002–03. See table 12 in this report for more information about these state rates.
SOURCE: Sable, J., and Garofano, A. (2007). *Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005–06* (NCES 2007-352), table 4.

Tables

Table 1.   Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected characteristics: October 2006

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled[1] (thousands)	Percent of all dropouts	Percent of population enrolled
Total	3.8	407	10,849	100.0	100.0
Sex					
Male	4.1	227	5,472	55.7	50.4
Female	3.4	180	5,377	44.3	49.6
Race/ethnicity[2]					
White, non-Hispanic	2.9	200	6,826	49.1	62.9
Black, non-Hispanic	3.8	57	1,488	13.9	13.7
Hispanic	7.0	124	1,763	30.4	16.2
Asian/Pacific Islander, non-Hispanic	4.1 !	19 !	457	4.5 !	4.2
More than one race	3.1 !	8 !	260	2.0 !	2.4
Family income[3]					
Low income	9.0	125	1,387	30.7	12.8
Middle income	3.5	218	6,271	53.6	57.8
High income	2.0	64	3,191	15.6	29.4
Age[4]					
15–16	2.0	67	3,288	16.5	30.3
17	2.7	100	3,651	24.5	33.7
18	4.5	128	2,875	31.5	26.5
19	6.8	52	760	12.8	7.0
20–24	21.8	60	276	14.8	2.5
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	10.0	45	448	11.0	4.1
Non-Hispanic	2.5 !	10 !	415	2.5 !	3.8
First generation[5]					
Hispanic	6.9	53	764	12.9	7.0
Non-Hispanic	4.7	41	871	10.0	8.0
Second generation or higher[5]					
Hispanic	4.8 !	27 !	551	6.5 !	5.1
Non-Hispanic	3.0	232	7,800	57.1	71.9

See notes at end of table.

Table 1. Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected characteristics: October 2006—Continued

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled[1] (thousands)	Percent of all dropouts	Percent of population enrolled
Region					
Northeast	2.9	58	1,965	14.2	18.1
Midwest	1.8	47	2,531	11.4	23.3
South	4.1	155	3,802	38.2	35.0
West	5.8	147	2,550	36.2	23.5

! Interpret data with caution. Due to relatively large standard errors, estimates are unstable.

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

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

[3] Low income is defined as the bottom 20 percent of all family incomes for 2006; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

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

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

NOTE: The event dropout rate indicates the percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2005 to October 2006). Dropping out is defined as leaving school without a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006.

Table 2. **Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2006**

Year[2]	Event dropout rate (percent)	Number of dropouts (thousands)	Population enrolled[1] (thousands)
1972	6.1	647	10,550
1973	6.3	674	10,736
1974	6.7	735	10,894
1975	5.8	631	10,875
1976	5.9	641	10,844
1977	6.5	729	11,178
1978	6.7	739	11,012
1979	6.7	745	11,044
1980	6.1	655	10,758
1981	5.9	636	10,746
1982	5.5	573	10,435
1983	5.2	531	10,146
1984	5.1	504	9,828
1985	5.2	502	9,597
1986	4.7	462	9,828
1987	4.1	405	9,819
1988	4.8	460	9,613
1989	4.5	403	9,001
1990	4.0	347	8,675
1991	4.0	348	8,700
1992	4.4	383	8,716
1993	4.5	381	8,549
1994	5.3	497	9,374
1995	5.7	544	9,509
1996	5.0	485	9,612
1997	4.6	454	9,984
1998	4.8	479	10,079
1999	5.0	519	10,464
2000	4.8	488	10,126
2001	5.0	505	10,187

See notes at end of table.

Table 2. **Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2006—Continued**

Year[2]	Event dropout rate (percent)	Number of dropouts (thousands)	Population enrolled[1] (thousands)
2002	3.6	367	10,254
2003	4.0	429	10,698
2004	4.7	486	10,385
2005	3.8	414	10,870
2006	3.8	407	10,849

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

[2] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. NOTE: The event dropout rate indicates the percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2005 to October 2006). Dropping out is defined as leaving school without a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table 3.   Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2006

Year[2]	Total (percent)	Sex (percent)		Race/ethnicity (percent)[1]		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	6.1	5.9	6.3	5.3	9.5	11.2
1973	6.3	6.8	5.7	5.5	9.9	10.0
1974	6.7	7.4	6.0	5.8	11.6	9.9
1975	5.8	5.4	6.1	5.0	8.7	10.9
1976	5.9	6.6	5.2	5.6	7.4	7.3
1977	6.5	6.9	6.1	6.1	8.6	7.8
1978	6.7	7.5	5.9	5.8	10.2	12.3
1979	6.7	6.8	6.7	6.0	9.9	9.8
1980	6.1	6.7	5.5	5.2	8.2	11.7
1981	5.9	6.0	5.8	4.8	9.7	10.7
1982	5.5	5.8	5.1	4.7	7.8	9.2
1983	5.2	5.8	4.7	4.4	7.0	10.1
1984	5.1	5.4	4.8	4.4	5.7	11.1
1985	5.2	5.4	5.0	4.3	7.8	9.8
1986	4.7	4.7	4.7	3.7	5.4	11.9
1987	4.1	4.3	3.8	3.5	6.4	5.4 !
1988	4.8	5.1	4.4	4.2	5.9	10.4
1989	4.5	4.5	4.5	3.5	7.8	7.8 !
1990	4.0	4.0	3.9	3.3	5.0	7.9
1991	4.0	3.8	4.2	3.2	6.0	7.3
1992	4.4	3.9	4.9	3.7	5.0	8.2
1993	4.5	4.6	4.3	3.9	5.8	6.7
1994	5.3	5.2	5.4	4.2	6.6	10.0
1995	5.7	6.2	5.3	4.5	6.4	12.4
1996	5.0	5.0	5.1	4.1	6.7	9.0
1997	4.6	5.0	4.1	3.6	5.0	9.5
1998	4.8	4.6	4.9	3.9	5.2	9.4
1999	5.0	4.6	5.4	4.0	6.5	7.8
2000	4.8	5.5	4.1	4.1	6.1	7.4
2001	5.0	5.6	4.3	4.1	6.3	8.8
2002	3.6	3.7	3.4	2.6	4.9	5.8
2003	4.0	4.2	3.8	3.2	4.8	7.1
2004	4.7	5.1	4.3	3.7	5.7	8.9
2005	3.8	4.2	3.4	2.8	7.3	5.0
2006	3.8	4.1	3.4	2.9	3.8	7.0

! Interpret data with caution. Due to relatively large standard errors, estimates are unstable.

[1] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The 2003 through 2006 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample sizes for some or all of the years shown in the table, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2006 but not shown separately due to small sample size.

[2] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
NOTE: The event dropout rate indicates the percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2005 to October 2006). Dropping out is defined as leaving school without a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table 4.   Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2006

Year[2]	Total (percent)	Family income (percent)[1]		
		Low income	Middle income	High income
1972	6.1	14.1	6.7	2.5
1973	6.3	17.3	7.0	1.8
1974	6.7	—	—	—
1975	5.8	15.7	6.0	2.6
1976	5.9	15.4	6.8	2.1
1977	6.5	15.5	7.6	2.2
1978	6.7	17.4	7.3	3.0
1979	6.7	17.1	6.9	3.6
1980	6.1	15.8	6.4	2.5
1981	5.9	14.4	6.2	2.8
1982	5.5	15.2	5.6	1.8
1983	5.2	10.4	6.0	2.2
1984	5.1	13.9	5.1	1.8
1985	5.2	14.2	5.2	2.1
1986	4.7	10.9	5.1	1.6
1987	4.1	10.3	4.7	1.0
1988	4.8	13.7	4.7	1.3
1989	4.5	10.0	5.0	1.1
1990	4.0	9.5	4.3	1.1
1991	4.0	10.6	4.0	1.0
1992	4.4	10.9	4.4	1.3
1993	4.5	12.3	4.3	1.3
1994	5.3	13.0	5.2	2.1
1995	5.7	13.3	5.7	2.0
1996	5.0	11.1	5.1	2.1
1997	4.6	12.3	4.1	1.8
1998	4.8	12.7	3.8	2.7
1999	5.0	11.0	5.0	2.1
2000	4.8	10.0	5.2	1.6
2001	5.0	10.7	5.4	1.7
2002	3.6	7.7	3.6	1.7
2003	4.0	7.5	4.6	1.4
2004	4.7	10.4	4.6	2.5
2005	3.8	8.9	3.8	1.5
2006	3.8	9.0	3.5	2.0

— Not available.

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

[2] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
NOTE: The event dropout rate indicates the percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2005 to October 2006). Dropping out is defined as leaving school without a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Tables

Table 5. Event dropout rates for public school students in grades 9–12, by state: School years 1993–94 through 2003–04

State	Event dropout rate (percent)										
	1993 –94	1994 –95	1995 –96	1996 –97	1997 –98	1998 –99	1999 –2000	2000 –01	2001 –02	2002 –03	2003 –04
United States[1]	—	—	—	—	—	—	—	—	—	3.9	3.9
Alabama[2]	5.8	6.2	5.6	5.3	4.8	4.4	4.5	4.1	3.7	3.5	3.3
Alaska[3]	—	—	5.6	4.9	4.6	5.3	5.5	8.2	8.1	7.6	7.0
Arizona[2]	13.7	9.6	10.2	10.0	9.4	8.4	—	10.9	10.5	8.5	6.7
Arkansas	5.3	4.9	4.1	5.0	5.4	6.0	5.7	5.3	5.3	4.6	4.7
California	—	—	—	—	—	—	—	—	—	3.2	3.3
Colorado	—	—	—	—	—	—	—	—	—	3.5	5.4
Connecticut	4.8	4.9	4.8	3.9	3.5	3.3	3.1	3.0	2.6	2.1	1.8
Delaware	4.6	4.6	4.5	4.5	4.7	4.1	4.1	4.2	6.2	5.5	6.1
District of Columbia	9.5	10.6	—	—	12.8	8.2	7.2	—	—	—	—
Florida[2]	—	—	—	—	—	—	—	4.4	3.7	3.4	3.4
Georgia	8.7	9.0	8.5	8.2	7.3	7.4	7.2	7.2	6.5	5.8	5.4
Hawaii[3]	—	—	—	—	5.2	5.3	5.3	5.7	5.1	4.7	4.8
Idaho[3]	8.5	9.2	8.0	7.2	6.7	6.9	—	5.6	3.9	3.9	3.1
Illinois[2]	6.8	6.6	6.4	6.6	6.9	6.5	6.2	6.0	6.4	5.7	5.3
Indiana	—	—	—	—	—	—	—	—	2.3	2.2	2.5
Iowa	3.2	3.5	3.1	2.9	2.9	2.5	2.5	2.7	2.4	1.9	2.1
Kansas	—	—	—	—	—	—	—	3.2	3.1	2.4	2.2
Kentucky	—	—	—	—	5.2	4.9	5.0	4.6	4.0	3.3	3.3
Louisiana[4]	4.7	3.5	11.6	11.6	11.4	10.0	9.2	8.3	7.0	7.5	7.9
Maine	3.1	3.4	3.1	3.2	3.2	3.3	3.3	3.1	2.8	2.8	2.7
Maryland[2]	5.2	5.2	4.8	4.9	4.3	4.4	4.1	4.1	3.9	3.6	4.1
Massachusetts	3.7	3.6	3.4	3.4	3.2	3.6	3.5	3.4	—	3.3	3.7
Michigan	—	—	—	—	—	—	—	—	—	4.5	4.6
Minnesota	5.1	5.2	5.2	5.5	4.9	4.5	4.3	4.0	3.8	3.8	3.2
Mississippi	6.1	6.4	6.2	6.0	5.8	5.0	4.9	4.6	3.9	3.7	2.9
Missouri	7.0	7.0	6.5	5.8	5.2	4.8	4.4	4.2	3.6	3.3	3.3
Montana	—	—	5.6	5.1	4.4	4.5	4.2	4.2	3.9	3.6	3.4
Nebraska	4.6	4.5	4.5	4.3	4.4	4.2	4.0	4.0	4.2	3.1	2.8
Nevada	9.8	10.3	9.6	10.2	10.1	7.9	6.2	5.2	6.4	6.1	6.0
New Hampshire	—	—	—	—	—	—	—	5.4	4.0	3.8	3.8
New Jersey[2]	4.3	4.0	4.1	3.7	3.5	3.1	3.1	2.8	2.5	1.8	1.8
New Mexico	8.1	8.5	8.3	7.5	7.1	6.7	6.0	5.3	5.2	4.7	5.2
New York[3]	—	—	—	—	3.2	4.0	4.1	3.8	7.1	5.5	5.6
North Carolina	—	—	—	—	—	—	—	6.3	5.7	5.2	5.2
North Dakota	2.7	2.5	2.5	2.7	2.8	2.4	2.7	2.2	2.0	2.2	2.0

See notes at end of table.

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Table 5. Event dropout rates for public school students in grades 9–12, by state: School years 1993–94 through 2003–04—Continued

State	Event dropout rate (percent)										
	1993 –94	1994 –95	1995 –96	1996 –97	1997 –98	1998 –99	1999 –2000	2000 –01	2001 –02	2002 –03	2003 –04
Ohio[3]	—	—	—	—	—	—	—	—	3.1	3.0	3.3
Oklahoma[3]	4.6	5.8	5.7	5.9	5.8	5.2	5.4	5.2	4.4	4.0	3.9
Oregon	7.3	7.1	7.0	—	6.8	6.3	6.2	5.3	4.9	4.4	—
Pennsylvania	3.8	4.1	4.0	3.9	3.9	3.7	4.0	3.6	3.3	3.2	2.9
Rhode Island	4.9	4.6	4.6	4.7	4.9	4.5	4.8	5.0	4.3	4.0	3.4
South Carolina	—	—	—	—	—	—	—	3.3	3.3	3.2	3.4
South Dakota[3]	5.3	5.3	5.7	4.5	3.1	4.5	3.5	3.9	2.8	3.3	4.2
Tennessee[2]	4.8	5.0	4.9	5.1	5.0	4.6	4.2	4.3	3.8	3.2	3.3
Texas	—	—	—	—	—	—	5.0	4.2	3.8	3.6	3.6
Utah	3.1	3.5	4.4	4.5	5.2	4.7	4.1	3.7	3.7	3.9	3.8
Vermont[2]	4.8	4.7	5.3	5.0	5.2	4.6	4.7	4.7	4.0	3.5	2.8
Virginia[3]	4.8	5.2	4.7	4.6	4.8	4.5	3.9	3.5	2.9	3.0	2.8
Washington	—	—	—	—	—	—	—	—	7.1	6.2	6.5
West Virginia	3.8	4.2	3.8	4.1	4.1	4.9	4.2	4.2	3.7	3.7	4.3
Wisconsin[3]	3.1	2.7	2.4	2.7	2.8	1.8	2.6	2.3	1.9	2.0	—
Wyoming[3]	6.5	6.7	5.7	6.2	6.4	5.1	5.7	6.4	5.8	4.5	4.6

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

[1] Average event dropout rate for all reporting states. Prior to 2002–03, too few states reported to calculate a national-level estimate.

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

[3] The following states reported data using the alternative calendar of one July to the next in the years indicated: Alaska (1995–96 and 1999–2000 through 2001–02); Hawaii (2000–01); Idaho (1993–94 through 1998–99); New York (1998–99 and 2000–01 through 2003–04); Ohio (1993–94); Oklahoma (1993–94 through 2000–01); South Dakota (1993–94 through 1998–99); Virginia (1993–94 through 1999–2000); Wisconsin (1993–94 through 1996–97 and 1998–99); and Wyoming (1993–94).

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. (n.d.) *Documentation to the NCES Common Core of Data Local Education Agency Universe Dropout and Completion Data File: School Years 1991–92 Through 1996–97*, tables 2a, 2b, 2c, and 2d; Sable, J., and Naum, J. (2004), *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98* (NCES 2001-302R), table E-1; Sable, J., and Naum, J. (2004). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1998–99* (NCES 2002-310R), table E-3; Sable, J., and Naum, J. (2004). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1999–2000* (NCES 2002-384R), table E-3; Sable, J., and Naum, J. (2004). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01* (NCES 2002-315R), table E-3; Sable, J., Naum, J., and Thomas, J.M. (2004). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* (NCES 2005-349), table E-2; Chapman, C., and Hoffman, L. (2007). *Event Dropout Rates for Public School Students in Grades 9–12: 2002–03 and 2003–04* (NCES 2007-026), table 1.

Table 6. Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected characteristics: October 2006

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)	Percent of all dropouts	Percent of population
Total	9.3	3,462	37,047	100.0	100.0
Sex					
Male	10.3	1,935	18,707	55.9	50.5
Female	8.3	1,527	18,340	44.1	49.5
Race/ethnicity[1]					
White, non-Hispanic	5.8	1,337	22,863	38.6	61.7
Black, non-Hispanic	10.7	565	5,260	16.3	14.2
Hispanic	22.1	1,421	6,439	41.0	17.4
Asian/Pacific Islander, non-Hispanic	3.6	56	1,549	1.6	4.2
More than one race	7.0	49	703	1.4	1.9
Age					
16	2.8	124	4,462	3.6	12.0
17	5.0	210	4,212	6.1	11.4
18	8.6	356	4,120	10.3	11.1
19	9.7	386	3,982	11.2	10.7
20–24	11.8	2,385	20,270	68.9	54.7
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	36.2	959	2,648	27.7	7.1
Non-Hispanic	6.6	126	1,898	3.6	5.1
First generation[2]					
Hispanic	12.3	270	2,196	7.8	5.9
Non-Hispanic	4.2	100	2,387	2.9	6.4
Second generation or higher[2]					
Hispanic	12.1	193	1,595	5.6	4.3
Non-Hispanic	6.9	1,815	26,322	52.4	71.1
Region					
Northeast	6.5	426	6,523	12.3	17.6
Midwest	6.1	515	8,390	14.9	22.6
South	11.7	1,577	13,467	45.6	36.4
West	10.9	945	8,666	27.3	23.4

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

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

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006.

Table 7. Status dropout rates, number of status dropouts, and population of 16- through 24-year-olds: October 1972 through October 2006

Year[1]	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)
1972	14.6	4,769	32,643
1973	14.1	4,717	33,430
1974	14.3	4,847	33,968
1975	13.9	4,823	34,700
1976	14.1	4,980	35,222
1977	14.1	5,031	35,658
1978	14.2	5,113	35,931
1979	14.6	5,264	36,131
1980	14.1	5,085	36,143
1981	13.9	5,143	36,945
1982	13.9	5,056	36,452
1983	13.7	4,905	35,884
1984	13.1	4,626	35,204
1985	12.6	4,325	34,382
1986	12.2	4,141	33,945
1987	12.7	4,252	33,452
1988	12.9	4,230	32,893
1989	12.6	4,038	32,007
1990	12.1	3,797	31,443
1991	12.5	3,881	31,171
1992	11.0	3,410	30,944
1993	11.0	3,396	30,845
1994	11.5	3,727	32,560
1995	12.0	3,876	32,379
1996	11.1	3,611	32,452
1997	11.0	3,624	32,960
1998	11.8	3,942	33,445
1999	11.2	3,829	34,173
2000	10.9	3,776	34,568
2001	10.7	3,774	35,195
2002	10.5	3,721	35,495
2003	9.9	3,552	36,017
2004	10.3	3,766	36,504
2005	9.4	3,458	36,761
2006	9.3	3,462	37,047

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and equivalent credentials, such as a General Educational Development (GED) certificate.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table 8. Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2006

Year[2]	Total (percent)	Sex (percent)		Race/ethnicity (percent)[1]		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	14.6	14.1	15.1	12.3	21.3	34.3
1973	14.1	13.7	14.5	11.6	22.2	33.5
1974	14.3	14.2	14.4	11.9	21.2	33.0
1975	13.9	13.3	14.5	11.4	22.9	29.2
1976	14.1	14.1	14.2	12.0	20.5	31.4
1977	14.1	14.5	13.8	11.9	19.8	33.0
1978	14.2	14.6	13.9	11.9	20.2	33.3
1979	14.6	15.0	14.2	12.0	21.1	33.8
1980	14.1	15.1	13.1	11.4	19.1	35.2
1981	13.9	15.1	12.8	11.4	18.4	33.2
1982	13.9	14.5	13.3	11.4	18.4	31.7
1983	13.7	14.9	12.5	11.2	18.0	31.6
1984	13.1	14.0	12.3	11.0	15.5	29.8
1985	12.6	13.4	11.8	10.4	15.2	27.6
1986	12.2	13.1	11.4	9.7	14.2	30.1
1987	12.7	13.3	12.2	10.4	14.1	28.6
1988	12.9	13.5	12.2	9.6	14.5	35.8
1989	12.6	13.6	11.7	9.4	13.9	33.0
1990	12.1	12.3	11.8	9.0	13.2	32.4
1991	12.5	13.0	11.9	8.9	13.6	35.3
1992	11.0	11.3	10.7	7.7	13.7	29.4
1993	11.0	11.2	10.9	7.9	13.6	27.5
1994	11.5	12.3	10.6	7.7	12.6	30.0
1995	12.0	12.2	11.7	8.6	12.1	30.0
1996	11.1	11.4	10.9	7.3	13.0	29.4
1997	11.0	11.9	10.1	7.6	13.4	25.3
1998	11.8	13.3	10.3	7.7	13.8	29.5
1999	11.2	11.9	10.5	7.3	12.6	28.6
2000	10.9	12.0	9.9	6.9	13.1	27.8
2001	10.7	12.2	9.3	7.3	10.9	27.0
2002	10.5	11.8	9.2	6.5	11.3	25.7
2003	9.9	11.3	8.4	6.3	10.9	23.5
2004	10.3	11.6	9.0	6.8	11.8	23.8
2005	9.4	10.8	8.0	6.0	10.4	22.4
2006	9.3	10.3	8.3	5.8	10.7	22.1

[1] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The 2003 through 2006 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample sizes for some or all of the years shown in the table, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2006 but not shown separately due to small sample size.

[2] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and equivalent credentials, such as a General Educational Development (GED) certificate.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table 9. Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected characteristics: October 2006

Characteristic	Completion rate (percent)	Number of completers (thousands)	Population (thousands)	Percent of all completers	Percent of population
Total	87.8	23,331	26,568	100.0	100
Sex					
Male	86.5	11,462	13,254	49.1	49.9
Female	89.1	11,869	13,314	50.9	50.1
Race/ethnicity[1]					
White, non-Hispanic	92.6	15,413	16,646	66.1	62.7
Black, non-Hispanic	84.8	3,027	3,568	13.0	13.4
Hispanic	70.9	3,272	4,614	14.0	17.4
Asian/Pacific Islander, non-Hispanic	95.8	1,108	1,157	4.7	4.4
More than one race	89.7	384	428	1.6	1.6
Age					
18–19	87.6	5,740	6,551	24.6	24.7
20–21	87.7	6,936	7,910	29.7	29.8
22–24	88.0	10,656	12,106	45.7	45.6
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	57.7	1,251	2,166	5.4	8.2
Non-Hispanic	89.7	1,375	1,533	5.9	5.8
First generation[2]					
Hispanic	81.9	1,149	1,403	4.9	5.3
Non-Hispanic	95.0	1,558	1,641	6.7	6.2
Second generation or higher[2]					
Hispanic	83.5	872	1,044	3.7	3.9
Non-Hispanic	91.2	17,125	18,781	73.4	70.7
Region					
Northeast	91.5	4,283	4,680	18.4	17.6
Midwest	91.7	5,453	5,950	23.4	22.4
South	85.0	8,167	9,610	35.0	36.2
West	85.8	5,428	6,328	23.3	23.8

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

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

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006.

Table 10. Status completion rates, number of completers, and population of 18- through 24-year-olds: October 1972 through October 2006

Year[1]	Completion rate (percent)	Number of completers (thousands)	Population (thousands)
1972	82.8	19,623	23,688
1973	83.7	20,377	24,349
1974	83.6	20,724	24,794
1975	83.8	21,326	25,436
1976	83.5	21,677	25,953
1977	83.6	22,008	26,321
1978	83.6	22,308	26,697
1979	83.1	22,421	26,982
1980	83.9	22,746	27,122
1981	83.8	23,342	27,863
1982	83.8	23,290	27,790
1983	83.9	22,988	27,399
1984	84.7	22,871	27,014
1985	85.4	22,349	26,168
1986	85.5	21,766	25,453
1987	84.7	21,071	24,869
1988	84.5	20,838	24,650
1989	84.7	20,420	24,102
1990	85.6	20,269	23,689
1991	84.9	19,831	23,369
1992	86.4	19,874	23,004
1993	86.2	19,682	22,842
1994	85.8	20,538	23,946
1995	85.3	20,102	23,571
1996	86.2	20,074	23,277
1997	85.9	20,241	23,569
1998	84.8	20,451	24,113
1999	85.9	21,091	24,540
2000	86.5	21,743	25,138
2001	86.5	22,084	25,543
2002	86.6	22,249	25,697
2003	87.1	22,508	25,831
2004	86.8	22,991	26,476
2005	87.6	23,010	26,270
2006	87.8	23,331	26,568

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table 11. Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2006

Year[2]	Total (percent)	Sex (percent)		Race/ethnicity (percent)[1]		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	82.8	83.0	82.7	86.0	72.1	56.2
1973	83.7	84.0	83.4	87.0	71.6	58.7
1974	83.6	83.4	83.8	86.7	73.0	60.1
1975	83.8	84.1	83.6	87.2	70.2	62.2
1976	83.5	83.0	84.0	86.4	73.5	60.3
1977	83.6	82.8	84.4	86.7	73.9	58.6
1978	83.6	82.8	84.2	86.9	73.4	58.8
1979	83.1	82.1	84.0	86.6	72.6	58.5
1980	83.9	82.3	85.3	87.5	75.2	57.1
1981	83.8	82.0	85.4	87.1	76.7	59.1
1982	83.8	82.7	84.9	87.0	76.4	60.9
1983	83.9	82.1	85.6	87.4	76.8	59.4
1984	84.7	83.3	85.9	87.5	80.3	63.7
1985	85.4	84.0	86.7	88.2	81.0	66.6
1986	85.5	84.2	86.7	88.8	81.8	63.5
1987	84.7	84.0	85.8	87.7	81.9	65.1
1988	84.5	83.2	85.8	88.7	80.9	58.2
1989	84.7	83.2	86.2	89.0	81.9	59.4
1990	85.6	85.1	86.0	89.6	83.2	59.1
1991	84.9	83.8	85.9	89.4	82.5	56.5
1992	86.4	85.3	87.4	90.7	82.0	62.1
1993	86.2	85.4	86.9	90.1	81.9	64.4
1994	85.8	84.5	87.0	90.7	83.3	61.8
1995	85.3	84.3	85.7	89.8	84.5	62.8
1996	86.2	85.7	86.8	91.5	83.0	61.9
1997	85.9	84.6	87.2	90.5	82.0	66.7
1998	84.8	82.6	87.0	90.2	81.4	62.8
1999	85.9	84.8	87.1	91.2	83.5	63.4
2000	86.5	84.9	88.1	91.8	83.7	64.1
2001	86.5	84.6	88.3	91.0	85.6	65.7
2002	86.6	84.8	88.4	91.8	84.7	67.3
2003	87.1	85.1	89.2	91.9	85.0	69.2
2004	86.8	84.9	88.8	91.7	83.4	69.8
2005	87.6	85.4	89.8	92.3	85.9	70.2
2006	87.8	86.5	89.1	92.6	84.8	70.8

[1] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The 2003 through 2006 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify themselves as Hispanic. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample sizes for some or all of the years shown in the table, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2006 but not shown separately due to small sample size.

[2] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who are not enrolled in high school and who also hold a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. Those still enrolled in high school are excluded from the analysis.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table 12.   Averaged freshman graduation rate of public high school students, by state: School year 2004–05

State	Averaged freshman graduation rate (percent)	Regular diplomas, school year 2004–05	Estimated first-time 9th-graders, school year 2001–02[1]	Grade 10 membership, school year 2002–03	Grade 9 membership, school year 2001–02	Grade 8 membership, school year 2000–01
United States[2]	74.7	2,799,250	3,748,452	3,618,589	4,050,398	3,576,370
Alabama	65.9	37,453	56,844	52,543	61,038	56,951
Alaska	64.1	6,909	10,777	10,219	11,734	10,377
Arizona	84.7	59,498	70,268	71,551	73,522	65,732
Arkansas	75.7	26,621	35,167	34,499	36,018	34,983
California	74.6	355,217	476,473	476,400	505,416	447,601
Colorado	76.7	44,532	58,026	55,938	62,756	55,384
Connecticut	80.9	35,515	43,902	42,488	46,621	42,597
Delaware	73.1	6,934	9,491	8,797	10,602	9,075
District of Columbia	68.8	2,781	4,040	4,278	4,256	3,588
Florida	64.6	133,318	206,251	184,325	248,764	185,663
Georgia	61.7	70,834	114,731	106,335	128,734	109,124
Hawaii	75.1	10,813	14,393	13,702	16,046	13,430
Idaho	81.0	15,768	19,458	19,406	19,923	19,046
Illinois	79.4	123,615	155,735	151,956	165,899	149,350
Indiana	73.2	55,444	75,749	73,684	79,320	74,244
Iowa	86.6	33,547	38,744	38,626	40,216	37,391
Kansas	79.2	30,355	38,344	38,138	39,839	37,057
Kentucky	75.9	38,399	50,593	48,139	54,051	49,589
Louisiana	63.9	36,009	56,359	49,101	57,404	62,570
Maine	78.6	13,077	16,639	15,823	16,888	17,206
Maryland	79.3	54,170	68,304	66,028	73,789	65,095
Massachusetts	78.7	59,665	75,775	72,404	80,394	74,527
Michigan	73.0	101,582	139,120	136,929	148,732	131,698
Minnesota	85.9	58,391	67,950	68,563	69,032	66,254
Mississippi	63.3	23,523	37,136	34,055	39,638	37,715
Missouri	80.6	57,841	71,747	70,210	75,599	69,432
Montana	81.5	10,335	12,682	12,480	13,026	12,540
Nebraska	87.8	19,940	22,720	22,440	23,855	21,864
Nevada	55.8	15,740	28,220	27,131	32,147	25,381
New Hampshire	80.1	13,775	17,206	16,633	17,706	17,279
New Jersey	85.1	86,502	101,681	100,946	104,932	99,166
New Mexico	65.4	17,353	26,516	25,863	28,816	24,870
New York	65.3	153,203	234,546	231,657	257,489	214,493
North Carolina	72.6	75,010	103,332	96,462	114,236	99,299
North Dakota	86.3	7,555	8,754	8,705	8,906	8,651

See notes at end of table.

Table 12. Averaged freshman graduation rate of public high school students, by state: School year 2004–05 —Continued

State	Averaged freshman graduation rate (percent)	Regular diplomas, school year 2004–05	Estimated first-time 9th-graders, school year 2001–02[1]	Grade 10 membership, school year 2002–03	Grade 9 membership, school year 2001–02	Grade 8 membership, school year 2000–01
Ohio	80.2	116,702	145,430	139,163	156,744	140,383
Oklahoma	76.9	36,227	47,106	45,476	49,312	46,529
Oregon	74.2	32,602	43,957	44,034	45,261	42,576
Pennsylvania	82.5	124,758	151,193	148,428	160,520	144,631
Rhode Island	78.4	9,881	12,598	12,244	13,538	12,013
South Carolina	60.1	33,439	55,661	49,445	64,279	53,259
South Dakota	82.3	8,585	10,431	10,326	10,652	10,316
Tennessee	68.5	47,967	70,038	67,021	75,592	67,502
Texas	74.0	239,717	323,884	300,338	366,895	304,419
Utah	84.4	30,253	35,830	36,254	35,854	35,381
Vermont	86.5	7,152	8,265	8,180	8,603	8,013
Virginia	79.6	73,667	92,514	88,952	100,795	87,795
Washington	75.0	61,094	81,457	80,815	86,396	77,160
West Virginia	77.3	17,137	22,172	21,210	23,370	21,936
Wisconsin	86.7	63,229	72,925	73,022	77,802	67,950
Wyoming	76.7	5,616	7,318	7,226	7,443	7,286

[1] First-time 9th-graders were estimated as the average of student membership in grades 8, 9, and 10 in 3 consecutive years.

[2] U.S. totals include the 50 states and the District of Columbia.

NOTE: The averaged freshman graduation rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2004–05, it equals the total number of diploma recipients in 2004–05 divided by the average membership of the 8th-grade class in 2000–01, the 9th-grade class in 2001–02, and the 10th-grade class in 2002–03. Ungraded students were allocated to individual grades proportionally to the reported enrollments by grade.

SOURCE: Sable, J., and Garofano, A. (2007). *Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005–06* (NCES 2007-352), table 4.

Table 13.   Averaged freshman graduation rates of public high school students and change in rates, by state: School years 2001–02 to 2004–05

State	Averaged freshman graduation rate (percent)				Change in rates from 2003–04 to 2004–05
	2001–02	2002–03	2003–04	2004–05	
United States	72.6	73.9	75.0 [1]	74.7	-0.3
Alabama	62.1	64.7	65.0	65.9	0.9
Alaska	65.9	68.0	67.2	64.1	-3.1
Arizona	74.7	75.9	66.8	84.7	17.9
Arkansas	74.8	76.6	76.8	75.7	-1.1
California	72.7	74.1	73.9	74.6	0.7
Colorado	74.7	76.4	78.7	76.7	-2.0
Connecticut	79.7	80.9	80.7	80.9	0.2
Delaware	69.5	73.0	72.9	73.1	0.2
District of Columbia	68.4	59.6	68.2	68.8	0.6
Florida	63.4	66.7	66.4	64.6	-1.8
Georgia	61.1	60.8	61.2	61.7	0.5
Hawaii	72.1	71.3	72.6	75.1	2.5
Idaho	79.3	81.4	81.5	81.0	-0.5
Illinois	77.1	75.9	80.3	79.4	-0.9
Indiana	73.1	75.5	73.5	73.2	-0.3
Iowa	84.1	85.3	85.8	86.6	0.8
Kansas	77.1	76.9	77.9	79.2	1.3
Kentucky	69.8	71.7	73.0	75.9	2.9
Louisiana	64.4	64.1	69.4	63.9	-5.5
Maine	75.6	76.3	77.6	78.6	1.0
Maryland	79.7	79.2	79.5	79.3	-0.2
Massachusetts	77.6	75.7	79.3	78.7	-0.6
Michigan	72.9	74.0	72.5	73.0	0.5
Minnesota	83.9	84.8	84.7	85.9	1.2
Mississippi	61.2	62.7	62.7	63.3	0.6
Missouri	76.8	78.3	80.4	80.6	0.2
Montana	79.8	81.0	80.4	81.5	1.1
Nebraska	83.9	85.2	87.6	87.8	0.2
Nevada	71.9	72.3	57.4	55.8	-1.6
New Hampshire[2]	77.8	78.2	78.7	80.1	1.4
New Jersey	85.8	87.0	86.3	85.1	-1.2
New Mexico	67.4	63.1	67.0	65.4	-1.6
New York	60.5	60.9	—	65.3	—
North Carolina	68.2	70.1	71.4	72.6	1.2
North Dakota	85.0	86.4	86.1	86.3	0.2

See notes at end of table.

Table 13.   Averaged freshman graduation rates of public high school students and change in rates, by state: School years 2001–02 to 2004–05—Continued

State	Averaged freshman graduation rate (percent)				Change in rates from 2003–04 to 2004–05
	2001–02	2002–03	2003–04	2004–05	
Ohio	77.5	79.0	81.3	80.2	-1.1
Oklahoma	76.0	76.0	77.0	76.9	-0.1
Oregon	71.0	73.7	74.2	74.2	0.0
Pennsylvania	80.2	81.7	82.2	82.5	0.3
Rhode Island	75.7	77.7	75.9	78.4	2.5
South Carolina	57.9	59.7	60.6	60.1	-0.5
South Dakota	79.0	83.0	83.7	82.3	-1.4
Tennessee	59.6	63.4	66.1	68.5	2.4
Texas	73.5	75.5	76.7	74.0	-2.7
Utah	80.5	80.2	83.0	84.4	1.4
Vermont	82.0	83.6	85.4	86.5	1.1
Virginia	76.7	80.6	79.3	79.6	0.3
Washington	72.2	74.2	74.6	75.0	0.4
West Virginia	74.2	75.7	76.9	77.3	0.4
Wisconsin	84.8	85.8	—	86.7	—
Wyoming	74.4	73.9	76.0	76.7	0.7

— Not available.

[1] The national estimate of 75.0 percent for 2003–04 does not include data from two states with missing diploma counts: New York and Wisconsin. This is an important consideration when comparing the 2003–04 and 2004–05 national rates. Removing these states from the 2004–05 national counts results in a national rate of 75.1 percent, while prorating the 2003–04 rates to estimate New York and Wisconsin data results in a 2003–04 rate of 74.3 percent.

[2] New Hampshire included homeschooled students in reported membership in 2000–01. This could inflate the denominator for the AFGR in 2002–03, 2003–04, and 2004–05 slightly.

NOTE: The averaged freshman graduation rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2004–05, it equals the total number of diploma recipients in 2004–05 divided by the average membership of the 8th-grade class in 2000–01, the 9th-grade class in 2001–02, and the 10th-grade class in 2002–03. Ungraded students were allocated to individual grades proportionally to the reported enrollments by grade.

SOURCE: Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2001–02 and 2002–03* (NCES 2006-601), table 1; Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2007). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002–03 and 2003–04* (NCES 2006-606rev), table 1; Sable, J., and Garofano, A. (2007). *Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005–06* (NCES 2007-352), table 4.

Appendix A—Technical Notes and Glossary

Common Core of Data

The Common Core of Data (CCD), administered by the National Center for Education Statistics (NCES), is an annual survey of the state-level education agencies in the 50 states, the District of Columbia, and 7 other jurisdictions.[1] Through the CCD, statistical information is collected on all public school districts and their schools, staff, students, and finances. Information is not collected on private schools and their students, homeschoolers, individuals who never attended school in the United States, or those who have been out of a public school system for more than a year. Data from the CCD are used to calculate event dropout rates and average freshman graduation rates for public high school students.

The dropout data collection was initiated with a set of instructions to state CCD coordinators in the summer of 1991. Those instructions specified the details of dropout data to be collected during the 1991–92 school year. Dropouts are reported for the preceding school year. Thus, the 1991–92 data were submitted to NCES as a component of the 1992–93 CCD data collection. Most recently, the 2003–04 dropout data were submitted as a component of the 2004–05 CCD data collection. For the 2003–04 school year, a total of 48 states submitted dropout data to the CCD, each using agreed-upon reporting definitions. The District of Columbia, Oregon, and Wisconsin did not submit dropout data for 2003–04. A national-level event dropout rate for public school students was calculated using data from the reporting states (table 5).

Data needed to estimate the averaged freshman graduation rate (AFGR), specifically data on diploma awards and enrollment by grade, have traditionally been part of the CCD data collection. Like dropout data, diploma recipient reports are lagged a year (e.g., 2004–05 diploma counts are in the 2005–06 data files). While dropout data for the 2004–05 school year were not available at the time this report was written, data needed for calculating the 2004–05 AFGR were. All states and the District of Columbia reported diploma and enrollment data necessary for calculating overall AFGR estimates.

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[1] Dropout and averaged freshman graduation rate (AFGR) data presented in this report are based on the following CCD data files: "Local Education Agency Universe Survey Dropout and Completion Data File: School Years 1991–92 through 1996–97" (Version 1a); and "Local Education Agency Universe Survey Dropout and Completion Data File," School Years 1997–98, 1998–99, 1999–2000, 2000–01 (Versions 1b), and 2001–02 (Version 0d); and "State Nonfiscal Data File," School Years, 1997–98 (Version 1b), 1998–99 (Version 1c), 1999–2000 (Version 1c), 2000–01 (Version 1b), 2001–02 (Version 1b), 2002–03 (Version 1b), 2003–04 (Version 0c), 2004–05 (Version 0c), and 2005–06 (Version 1a).

Defining and Calculating Event Dropout Rates Using the CCD

The definition of "event dropout rates" that was agreed upon by NCES and the states was the following:

The denominator of the rate is the current October 1st membership count for the state for the grades for which the dropout rate is being calculated. For example, the dropout rate for grades 9–12 would use a denominator that equals the October 1st enrollment count for grades 9–12.[2]

The numerator (dropouts) is all individuals who

- were enrolled in school at some time during the previous school year;

- were not enrolled at the beginning of the current school year;

- have not graduated from high school or completed a state- or district-approved education program; and

- do not meet any of the following exclusionary conditions: transferred to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved education program; or death.

For the purpose of this definition, the following statements apply:

- 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. Some states report using an alternative 12-month period from one July to the next, but the different periodicity does not affect the comparability of the estimates (Winglee et al. 2000);

- Individuals who are not accounted for on October 1 are considered dropouts; and

- A high school completer is an individual who has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities. A state- or district-approved education program may consist of special education and district- or state-sponsored General Educational Development (GED) preparation.

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[2] Ungraded students are prorated across grades in the denominator proportional to known graded enrollment rates, and ungraded dropouts are included in the numerator.

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

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

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

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

Exclusion of High School Equivalency Recipients. High school equivalency recipients are awarded a credential certifying that they have met state or district requirements for high school completion by passing an examination or completing some other performance requirement. High

school equivalency credentials, such as those earned by passing the GED test, are generally considered valid completion credentials, but recipients of such credentials are excluded from the AFGR because the NCLB calls for only diploma recipients to be counted (table A-1). Furthermore, the CCD reports the number of persons passing the GED test, which may differ from the number who receive a GED-based or other equivalency credential.

Averaged Freshman Graduation Rate. The AFGR provides an estimate of the percentage of high school students who graduate on time. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of a set of alternative estimates (Seastrom et al. 2006b). The rate for the class of 2004–05 was calculated in the following manner:

$$\frac{\textit{High School Diplomas Awarded at End of 2004–05 School Year}}{\textit{Enrollment in (Grade 8 in fall 2000 + Grade 9 in fall 2001 + Grade 10 in fall 2002)/3}}$$

Although enrollments are reported by grade, some states report ungraded students in addition to graded students. To adjust for this, an allocation procedure used in the CCD "Local Education Agency Universe Survey Dropout and Completion Data File" was applied. Through this process, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, and the resulting estimates for grades 8, 9, and 10 were added to the reported enrollment counts for those grades. For the 2004–05 school year, the AFGR for public schools in the United States is based on the 2,799,250 diploma recipients reported for school year 2004–05 divided by the average of the 3,576,370 8th-grade student enrollment reported for October 2000, the 4,050,398 9th-grade student enrollment reported for October 2001, and the 3,618,589 10th-grade student enrollment reported for October 2002. The 2,799,250 public school diploma recipients divided by the 3,748,452 averaged number of public school freshmen, multiplied by 100, results in a 2004–05 public school graduation rate for the United States of 74.7 percent. The same formula is applied to compute the 2001–02, 2002–03, and 2003–04 AFGRs for public school students in each state.

Table A-1.   Summary table of high school dropout, completion, and graduation rates

Rate	Current statistic (year)	Age group	Description	Purpose	Equivalency certificate status
Event dropout rate	3.8 percent (2006)	15–24	Percentage of high school students who have dropped out of grades 10–12 in the past year	Indicator of the annual rate at which U.S. high school students are leaving school with an unsuccessful outcome	Students who get an equivalency certificate do not count as dropouts.
Event dropout rate (public school students)	3.9 percent (2003–04)	Grades 9–12	Percentage of public high school students who have dropped out of grades 9–12 in a given year	State-level indicator of the annual rate at which public high school students are leaving school with an unsuccessful outcome	Students who get an equivalency certificate do not count as dropouts.
Status dropout rate	9.3 percent (2006)	16–24	Percentage of people who are not enrolled in high school and who do not have a high school credential	Indicator of the percentage of young people who lack a basic high school education	Students who have earned an equivalency credential do not count as dropouts.
Status completion rate	87.8 percent (2006)	18–24	Percentage of young adults who have left high school and who hold a high school credential	Indicator of the percentage of young adults who have a basic high school education	People who have earned an equivalency credential count as completers.
Averaged freshman graduation rate (public school students)	74.7 percent (2004–05)	Not applicable	Percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade	Indicator of on-time graduation from public schools	High school equivalency credentials are not counted as "graduation."

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006; Chapman, C., and Hoffman, L. (2007). *Event Dropout Rates for Public School Students in Grades 9–12: 2002–03 and 2003–04* (NCES 2007-026), table 1; Sable, J., and Garofano, A. (2007). *Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005–06* (NCES 2007-352), table 4.

Note that the AFGR is not the same as a true cohort graduation rate that shows the percentage of actual first-time 9th-grade students who graduated within 4 years of starting 9th grade. A true cohort rate requires data that track a given set of students over time. The CCD data used for the AFGR are collected using repeating cross-sectional surveys. Individual students are not followed from year to year. Although the AFGR was selected as the best of the available alternatives, there are several factors that make it fall short of a true on-time graduation rate. First, the averaged freshman class is, at best, an approximation of the actual number of first-time freshmen. To the extent that the averaging differs from actual net transfers into and out of a class, and to the extent that it does not accurately capture grade retention and dropout rates across all 4 years of a given freshman class's expected high school stay, the estimate will be wrong.

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

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

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

Data Considerations for the CCD

As a universe data collection, the CCD does not have sampling errors (the difference between an estimate based on a sample and the estimate based on an entire population). However, there are potential sources for nonsampling errors in universe data collections, including inability to get information about all cases (i.e., nonresponse), definitional difficulties, respondent inability to provide correct information, and errors made in recording, coding, and processing data.

Current Population Survey

The Current Population Survey (CPS) provides nationally representative data for the civilian, noninstitutionalized population of the United States. The survey is conducted in a sample of 50,000–60,000 households each month. Households are interviewed for 4 successive monthly interviews, are not interviewed for the next 8 months, and then are reinterviewed for the following 4 months. Typically, the first and the fifth interviews are conducted in person, with the remaining conducted via computer-assisted telephone interviewing. The sample frame is a complete list of dwelling-unit addresses at the time of the decennial Census updated by demolitions and new construction listings. The population surveyed excludes members of the armed forces, inmates of correctional institutions, and patients in long-term medical or custodial facilities; it is referred to as the civilian, noninstitutionalized population. The household-level response rate was 91.9 percent in the 2006 October CPS and the person-level response rate for the school enrollment supplement was 96.1 percent, resulting in an overall supplement response rate of 88.3 percent. This may be an underestimate of the response rate. For more information, please see *Current Population Survey, October 2006: School Enrollment Supplement File (Technical Documentation CPS-06)* (U.S. Census Bureau 2007b). An adult member of each household serves as the informant for that household, supplying basic monthly data for each member of the household. In addition, in October of each year, supplementary questions regarding school enrollment are asked about eligible household members age 3 and older. Data are collected about individuals who attend or attended public schools and private schools, who were homeschooled, or who never attended school in the United States.

CPS data on educational attainment and enrollment status in the current year and prior year are used to identify dropouts and completers, and additional items in the CPS data are used to describe some of their basic characteristics. The CPS is the only source of national time series data on dropout and completion rates. However, because the CPS collects no information on school characteristics and experiences, its usefulness in addressing dropout and completion

issues is primarily for providing insights on who drops out and who completes. Sample sizes in the CPS collections do not support stable state-level estimates.

There are important differences in data collection procedures between the CPS and the CCD. First, the CCD collection includes only data for public schools, whereas the CPS counts include students who were enrolled in either public or private schools and some individuals who were never enrolled in school in the United States. Second, the CCD collects data about students from a given state's public school system. CPS data are based on where individuals currently reside, so the state of residence may differ from the state or country of earlier school attendance. Third, the CCD collection includes dropouts in grades 7–12, versus grades 10–12 in the CPS (although the CCD event rates are reported for grades 9–12 as in this report). Fourth, the CCD collection is based on administrative records rather than individual self-reports based on household surveys as in the CPS. Finally, data in the CCD are collected from the full universe of public schools, whereas data in the CPS are collected from a sample of households, not the full universe of households. As a result, CPS data have sampling errors associated with estimates whereas CCD data do not. For more information on CPS sampling errors and how to interpret them, see the section "Statistical Procedures for Analyzing CPS-Based Estimates" later in the appendix.

Defining and Calculating Dropout and Completion Rates Using the CPS

Event Dropout Rates

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

The numerator of the event dropout rate for 2006 is the number of persons ages 15–24[3] surveyed in October 2006 who were enrolled in grades 10–12 in October 2005, who were not enrolled in high school in October 2006, and who also did not complete high school (that is, had not received a high school diploma or an alternative credential such as an equivalency certificate) between October 2005 and October 2006.

The denominator of the event dropout rate for 2006 is the sum of the dropouts (that is, the numerator) and all persons ages 15–24 who were attending grades 10–12 in October 2005, who

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[3] This age range was chosen in an effort to include as many students in grades 10–12 as possible. Because the rate is based on retrospective data, it is lagged one year, meaning that some 15-year-olds have turned 16 by the time of the interview.

were still enrolled in October 2006, or who graduated or completed high school between October 2005 and October 2006.

The dropout interval is defined to include the previous summer (in this case, the summer of 2006) and the previous school year (in this case, the 2005 school year), so that once a grade is completed, the student is then at risk of dropping out of the next grade. Given that the data collection is tied to each person's enrollment status in October of 2 consecutive years, any student who drops out and returns within the 12-month period is not counted as a dropout.

Status Dropout Rates

The status dropout rate reflects the percentage of individuals who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for 2006 is the number of individuals ages 16–24[4] who, as of October 2006, had not completed high school and were not currently enrolled. The denominator is the total number of 16- through 24-year-olds in October 2006.

Status Completion Rates

The numerator of the high school status completion rate is the number of 18- through 24-year-olds[5] who had received a high school diploma or an alternative credential such as an equivalency certificate. The denominator is the number of 18- through 24-year-olds who are no longer in elementary or secondary school.

GED Credentials and the Status Completion Rate. Prior to 2000, editions of this series of dropout reports presented estimates of overall status completion rates and estimates of the method of completion—graduation by diploma or completion by taking an alternative exam such as the GED. Examination of the changes in the CPS GED items in the October 2000 and subsequent surveys has indicated that GED estimates may not be reliable estimates of high school equivalency completions.[6] Therefore, CPS estimates of the method of high school equivalency completion have not been presented in recent dropout reports. Because the method

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[4] Age 16 was chosen as the lower age limit because, in some states, compulsory education is not required after age 16. Age 24 was chosen as the upper limit because it is the age at which free secondary education is no longer available and the age at which the average person who is going to obtain a GED does so.

[5] Age 18 was chosen as the lower age limit because most diploma holders earn their diploma by this age. Age 24 was chosen as the upper limit because it is the age at which free secondary education is no longer available and the age at which the average person who is going to obtain a GED does so.

[6] For a comparison of estimates from the CPS and the GED Service of the number of 18- through 24-year-olds who have received a GED, see table A-1 in Laird, J., DeBell, M., Kienzl, G., and Chapman, C. (2007). *Dropout Rates in the United States: 2005* (NCES 2007-059). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

of high school completion remains of interest, an estimate of those who passed the GED exam using GED Testing Service (GEDTS) data was developed (table A-2).

Data on GED testing are collected by the GEDTS and reported in a series of annual statistical reports (American Council on Education, GED Testing Service 1991–2002, 2003–06, 2007). These reports indicate the number of people passing the GED test, by age group. Tabulation of data presented in GEDTS reports from 1998 through 2007 permits an estimate of the number of persons ages 18–24 in 2006 (the most recent year for which data are available) who ever passed the GED test. The source data from the GEDTS reports are presented in table A-2.

The GED Testing Service reports the number of people who passed the GED exam each year by age. Their most recent report indicates that approximately 209,000 18- to 24-year-olds passed the GED in 2006. In order to determine how many 18- to 24-year-olds held a GED in 2006, and not the number who earned the GED that year alone, data from several reports had to be combined. This was done by adding the count of 18- to 24-year-olds who passed the exam in 2006 to counts of people who were ages 18–24 in 2006, but who passed the exam in earlier years. The number of 18- to 24-year-olds who passed the exam in 2006 was added to the number of 17- to 23-year-olds who passed the exam in 2005. That sum was added to the number of 16- to 22- year-olds who passed the exam in 2004, the number of 16- to 21-year-olds who passed the exam in 2003, the number of 16- to 20-year-olds who passed the exam in 2002, the number of

Table A-2. **Percentage distribution of persons who passed the General Educational Development (GED) exam, by age group: 1998–2006**

Year	Number passed	Age group					
		16	17	18	19	20–24	25 or older
1998	480,947	2.8	11.8	19.1	12.2	24.1	30.0
1999	498,015	3.3	12.9	16.1	12.3	24.3	31.1
2000	486,997	3.2	13.0	16.5	12.2	24.9	30.2
2001	648,022	2.9	11.5	14.7	11.5	26.4	33.0
2002	329,515	4.4	15.8	17.4	11.6	24.6	26.2
2003	387,470	3.9	14.6	16.8	11.4	25.9	27.4
2004	405,724	4.0	14.0	16.8	11.4	26.2	27.6
2005	423,714	3.9	13.7	16.1	10.9	25.6	29.8
2006	398,045	4.1	14.4	16.7	10.9	24.9	29.0

NOTE: Data apply to the 50 states and the District of Columbia. The numbers and percentage distributions for 1998–2001 were reported in the original source as the number receiving a credential.
SOURCE: American Council on Education, GED Testing Service. (2007). *2006 GED Testing Program Statistical Report.* Washington, DC: Author; American Council on Education, GED Testing Service. (2003–06). *Who Passed the GED Tests? Annual Statistical Report.* Washington, DC: Author; and American Council on Education, GED Testing Service. (1991–2002). *Who Took the GED?* GED Annual Statistical Report. Washington, DC: Author.

16- to 19-year-olds who passed the exam in 2001, the number of 16- to 18-year-olds who passed the exam in 2000, the number of 16- and 17-year-olds who passed the exam in 1999, and the number of 16-year-olds who passed the exam in 1998. Sixteen year-olds in 1998 would have been 24 in 2006. The lowest standard minimum age for testing in any state is 16. It is important to note that work done independently by Mishel and Roy (2006) led them to the same approach of estimating counts of GED holders among young adults.

Data Considerations for the CPS

Over the last several decades, data collection procedures, items, and data preparation processes have changed in the CPS. Some of these changes were introduced to ensure that CPS estimates were comparable to those from decennial Census collections, some were introduced to reflect changes in the concepts under study, some were introduced to improve upon measures, and some were introduced to develop measures for new phenomena. The effects of the various changes have been studied to help ensure they do not disrupt trend data from the CPS. For a summary of the changes and studies of their effects, please see appendix C of *Dropout Rates in the United States: 2001* (Kaufman, Alt, and Chapman 2004).

CPS data include weights to help make estimates from the data representative of the civilian, noninstitutionalized population in the United States. These weights are based on decennial Census data that are adjusted for births, deaths, immigration, emigration, etc., over time.

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

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

Accuracy of CPS Estimates. CPS estimates in this report are derived from samples and are subject to two broad classes of error—sampling and nonsampling error. Sampling errors occur because the data are collected from a sample of a population rather than from the entire population. Estimates based on a sample will differ somewhat from the values that would have been obtained from a universe survey using the same instruments, instructions, and procedures. Nonsampling errors come from a variety of sources and affect all types of surveys—universe as well as sample surveys. Examples of sources of nonsampling error include design, reporting, and processing errors and errors due to nonresponse. The effects of nonsampling errors are more difficult to evaluate than those that result from sampling variability. As much as possible, procedures are built into surveys in order to minimize nonsampling errors.

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

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

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

where p = the percentage ($0 < p < 100$),
            N = the population on which the percentage is based, and
            b = the regression parameter, which is based on a generalized variance formula and is associated with the characteristic.

> For 2006, b is equal to 2,131 for the total or White population, 2,410 for the Black population, 2,744 for the Hispanic population, and 2,410 for the Asian/Pacific Islander or "more than one race" populations ages 14–24. The b for regional estimates are 0.90 for the Northeast, 0.93 for the Midwest, 1.14 for the South, and 1.14 for the West.

CPS documentation explains the purpose and process for the generalized variance parameter:

> Experience has shown that certain groups of estimates have similar relations between their variances and expected values. Modeling or generalizing may provide more stable variance estimates by taking advantage of these similarities. The generalized

variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. The parameters of the generalized variance function are estimated using direct replicate variances (Cahoon 2005, p. 7).

Number of persons:

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

where x = the number of persons (i.e., dropouts),
T = population in the category (e.g., Blacks ages 16–24), and
b = as above.

Statistical Procedures for Analyzing CPS-Based Estimates

Because CPS data are collected from samples of the population, statistical tests are employed to measure differences between estimates to help ensure they are taking into account possible sampling error.[7] The descriptive comparisons in this report were tested using Student's t statistic. Differences between estimates are tested against the probability of a type I error,[8] or significance level. The significance levels were determined by calculating the Student's t values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

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

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

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

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

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[7] The CCD and GEDTS data are universe data collections and therefore do not require statistical testing such as that used for estimates from the CPS sample survey data.

[8] A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present. It is sometimes referred to as a "false positive."

Second, there is a possibility that one can report a "false positive" or type I error. In the case of a *t* statistic, this false positive would result when a difference measured with a particular sample showed a statistically significant difference when there was no difference in the underlying population. Statistical tests are designed to control this type of error. These tests are set to different levels of tolerance or risk known as alphas. The alpha level of .05 selected for findings in this report indicates that a difference of a certain magnitude or larger would be produced no more than 1 time out of 20 when there was no actual difference in the quantities in the underlying population. When *t* values are smaller than the .05 level, the null hypothesis that there is no difference between the two quantities is rejected. Finding no difference, however, does not necessarily imply that the values are the same or equivalent.

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

Regression analysis was used to test for trends across age groups and over time. Regression analysis assesses the degree to which one variable (the dependent variable) is related to one or more other variables (the independent variables). The estimation procedure most commonly used in regression analysis is ordinary least squares (OLS). When studying changes in rates over time, the rates were used as dependent measures in the regressions, with a variable representing time and a dummy variable controlling for changes in the educational attainment item in 1992 (= 0 for years 1972 to 1991, = 1 after 1992) used as independent variables. When slope coefficients were positive and significant, rates increased over time. When slope coefficients were negative and significant, rates decreased over time. Because of varying sample sizes over time, some of the observations were less reliable than others (i.e., some years' standard errors were larger than those for other years). In such cases, OLS estimation procedures do not apply, and it is necessary to modify the regression procedures to obtain unbiased regression parameters. This is accomplished by using weighted least squares regressions.[9] Each variable in the analysis was transformed by dividing by the standard error of the relevant year's rate. The new dependent variable was then regressed on the new time variable, a variable for 1/the standard error for the

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[9] For a general discussion of weighted least squares analysis, please see Gujarati, D., *Basic Econometrics 2nd ed*. McGraw Hill, Inc., New York: New York, 1998.

year's rate, and the new editing-change dummy variable. All statements about trend changes in this report are statistically significant at the .05 level.

Glossary

For dropout and completion rate estimates, please see the discussions above and table A-1.

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

Family income. In the Current Population Survey (CPS), family income is derived from a single question asked of the household respondent. Income includes money income from all sources including jobs, business, interest, rent, and social security payments. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and older, including those temporarily living away, is included. Family income refers to receipts over a 12-month period.

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

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

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

of Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

Recency of immigration. Recency of immigration was derived from a set of questions on the CPS survey inquiring about the country of birth of the reference person and his or her mother and father. From these questions, the following three categories were constructed: (1) born outside the 50 states and the District of Columbia, (2) first generation, and (3) second generation or higher. First generation is defined as individuals who were born in one of the 50 states or the District of Columbia, but who had at least one parent who was not. Second generation or higher persons are individuals who themselves, as well as both of their parents, were born in one of the 50 states or the District of Columbia. These three categories were subdivided using the variable for the subject's race/ethnicity (please see below) so that there were six categories: the three immigration categories plus a Hispanic and non-Hispanic category for each of the three immigration categories.

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

Sex. Sex of the subject.

Appendix B—Standard Error Tables

Table B-1. **Standard errors for table 1: Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected characteristics: October 2006**

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled (thousands)	Percent of all dropouts	Percent of population enrolled
Total	0.27	28.9	130.6	†	†
Sex					
Male	0.39	21.5	92.8	3.59	0.70
Female	0.36	19.3	91.9	3.59	0.70
Race/ethnicity					
White, non-Hispanic	0.30	20.3	103.1	3.62	0.68
Black, non-Hispanic	0.77	11.5	51.8	2.66	0.51
Hispanic	1.01	17.8	60.4	3.78	0.59
Asian/Pacific Islander, non-Hispanic	1.43	6.5	28.4	1.60	0.30
More than one race	1.68	4.4	20.7	1.08	0.23
Family income					
Low income	1.12	15.6	49.2	3.34	0.47
Middle income	0.34	21.2	99.4	3.61	0.69
High income	0.36	11.5	67.4	2.63	0.64
Age					
15–16	0.36	11.8	66.0	2.68	0.64
17	0.39	14.4	32.2	3.11	0.66
18	0.56	16.1	43.0	3.36	0.62
19	1.34	10.2	36.2	2.42	0.36
20–24	3.63	10.0	24.1	2.57	0.22
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	2.35	10.5	32.1	2.57	0.32
Non-Hispanic	1.11	4.6	26.5	1.14	0.27
First generation					
Hispanic	1.52	11.6	38.4	2.76	0.41
Non-Hispanic	1.04	9.1	35.6	2.17	0.38
Second generation or higher					
Hispanic	1.51	8.3	32.4	2.03	0.35
Non-Hispanic	0.28	21.9	110.5	3.58	0.63
Region					
Northeast	0.57	11.3	56.9	2.60	0.56
Midwest	0.40	10.2	64.5	2.37	0.61
South	0.48	18.4	80.5	3.64	0.69
West	0.68	17.4	64.0	3.51	0.60

† Not applicable. The corresponding statistic refers to the total population, which is, by definition, 100 percent of the distribution.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006.

Table B-2. **Standard errors for table 2: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2006**

Year	Event dropout rate (percent)	Number of dropouts (thousands)	Population enrolled (thousands)
1972	0.33	34.3	125.7
1973	0.33	35.2	127.0
1974	0.34	36.6	128.1
1975	0.32	34.4	128.3
1976	0.32	34.7	128.6
1977	0.34	37.1	130.0
1978	0.34	37.2	129.7
1979	0.34	37.2	129.3
1980	0.33	35.0	128.7
1981	0.33	34.5	128.7
1982	0.34	34.6	126.8
1983	0.33	33.1	125.7
1984	0.33	32.4	123.9
1985	0.34	32.3	122.8
1986	0.32	31.1	123.7
1987	0.30	29.9	123.1
1988	0.36	34.6	122.0
1989	0.36	32.4	119.5
1990	0.34	29.1	118.9
1991	0.34	29.1	119.3
1992	0.35	30.5	120.1
1993	0.36	30.4	119.5
1994	0.34	34.5	123.6
1995	0.35	36.0	124.3
1996	0.34	34.1	124.8
1997	0.32	32.0	126.7
1998	0.33	32.9	132.0
1999	0.33	34.2	134.1
2000	0.33	33.2	126.7
2001	0.33	33.7	133.7
2002	0.27	27.5	127.2
2003	0.28	29.6	129.3
2004	0.30	31.4	128.4
2005	0.27	29.1	130.5
2006	0.27	28.9	130.6

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table B-3. **Standard errors for table 3: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2006**

| Year | Total (percent) | Sex (percent) | | Race/ethnicity (percent) | | |
		Male	Female	White non-Hispanic	Black non-Hispanic	Hispanic
1972	0.33	0.46	0.48	0.34	1.32	2.81
1973	0.33	0.49	0.45	0.35	1.35	2.65
1974	0.34	0.51	0.46	0.35	1.41	2.52
1975	0.32	0.44	0.46	0.33	1.25	2.50
1976	0.32	0.48	0.43	0.35	1.15	2.05
1977	0.34	0.49	0.46	0.37	1.20	2.13
1978	0.34	0.51	0.46	0.36	1.31	2.75
1979	0.34	0.49	0.48	0.37	1.32	2.43
1980	0.33	0.49	0.45	0.35	1.21	2.56
1981	0.33	0.47	0.46	0.34	1.29	2.28
1982	0.34	0.49	0.46	0.36	1.21	2.31
1983	0.33	0.50	0.45	0.35	1.17	2.44
1984	0.33	0.49	0.46	0.36	1.06	2.51
1985	0.34	0.50	0.48	0.36	1.26	2.55
1986	0.32	0.46	0.45	0.34	1.05	2.69
1987	0.30	0.44	0.41	0.33	1.14	1.89
1988	0.36	0.52	0.50	0.39	1.20	3.09
1989	0.36	0.51	0.51	0.37	1.39	2.65
1990	0.34	0.48	0.47	0.36	1.15	2.29
1991	0.34	0.46	0.49	0.36	1.20	2.17
1992	0.35	0.46	0.53	0.38	1.09	2.23
1993	0.36	0.51	0.50	0.40	1.20	2.03
1994	0.34	0.48	0.49	0.37	1.03	1.52
1995	0.35	0.51	0.48	0.38	1.00	1.61
1996	0.34	0.49	0.51	0.38	1.05	1.50
1997	0.32	0.47	0.43	0.35	0.92	1.45
1998	0.33	0.45	0.47	0.36	0.91	1.48
1999	0.33	0.44	0.49	0.36	1.00	1.28
2000	0.33	0.49	0.43	0.37	1.01	1.24
2001	0.33	0.49	0.44	0.37	1.01	1.38
2002	0.27	0.39	0.37	0.28	0.87	1.01
2003	0.28	0.40	0.38	0.31	0.85	1.06
2004	0.30	0.44	0.41	0.34	0.94	1.20
2005	0.27	0.40	0.36	0.29	1.03	0.87
2006	0.27	0.39	0.36	0.30	0.77	1.01

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table B-4. Standard errors for table 4: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2006

Year	Total (percent)	Family income (percent)		
		Low income	Middle income	High income
1972	0.33	1.55	0.45	0.39
1973	0.33	1.65	0.46	0.32
1974	0.34	†	†	†
1975	0.32	1.57	0.43	0.38
1976	0.32	1.61	0.46	0.34
1977	0.34	1.57	0.48	0.35
1978	0.34	1.69	0.48	0.40
1979	0.34	1.62	0.47	0.44
1980	0.33	1.51	0.46	0.38
1981	0.33	1.50	0.45	0.41
1982	0.34	1.52	0.46	0.36
1983	0.33	1.35	0.48	0.39
1984	0.33	1.49	0.45	0.37
1985	0.34	1.53	0.47	0.39
1986	0.32	1.33	0.45	0.34
1987	0.30	1.29	0.45	0.27
1988	0.36	1.59	0.48	0.35
1989	0.36	1.43	0.50	0.33
1990	0.34	1.39	0.45	0.33
1991	0.34	1.43	0.44	0.31
1992	0.35	1.42	0.46	0.36
1993	0.36	1.57	0.46	0.35
1994	0.34	1.44	0.44	0.41
1995	0.35	1.36	0.47	0.39
1996	0.34	1.34	0.46	0.41
1997	0.32	1.36	0.41	0.37
1998	0.33	1.34	0.39	0.46
1999	0.33	1.26	0.44	0.40
2000	0.33	1.23	0.45	0.35
2001	0.33	1.36	0.45	0.37
2002	0.27	1.05	0.36	0.34
2003	0.28	1.04	0.39	0.30
2004	0.30	1.24	0.39	0.41
2005	0.27	1.06	0.36	0.30
2006	0.27	1.12	0.34	0.36

† Not applicable. Data for family income are not available for 1974.
NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table B-5.   Standard errors for table 6: Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected characteristics: October 2006

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.22	81.8	†	†
Sex				
Male	0.33	60.8	1.23	0.38
Female	0.30	54.6	1.23	0.38
Race/ethnicity				
White, non-Hispanic	0.23	51.8	1.21	0.37
Black, non-Hispanic	0.66	34.9	0.97	0.28
Hispanic	0.86	55.1	1.38	0.33
Asian/Pacific Islander, non-Hispanic	0.74	11.4	0.33	0.16
More than one race	1.49	10.5	0.31	0.11
Age				
16	0.36	16.0	0.46	0.25
17	0.49	20.6	0.59	0.24
18	0.64	26.3	0.75	0.24
19	0.68	27.3	0.78	0.23
20–24	0.33	67.0	1.15	0.38
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	1.55	41.0	1.26	0.22
Non-Hispanic	0.83	15.8	0.46	0.17
First generation				
Hispanic	1.16	25.5	0.75	0.20
Non-Hispanic	0.60	14.3	0.42	0.19
Second generation or higher				
Hispanic	1.35	21.6	0.65	0.17
Non-Hispanic	0.23	60.0	1.24	0.34
Region				
Northeast	0.46	30.0	0.84	0.30
Midwest	0.39	33.0	0.91	0.33
South	0.42	56.3	1.28	0.38
West	0.49	42.8	1.12	0.32

† Not applicable. The corresponding statistic refers to the total population, which is, by definition, 100 percent of the distribution.
NOTE: Standard errors for population estimates in table 6 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006.

Table B-6.   Standard errors for table 7: Status dropout rates and number of status dropouts among 16- through 24-year-olds: October 1972 through October 2006

Year	Status dropout rate (percent)	Number of status dropouts (thousands)
1972	0.28	91.1
1973	0.27	90.9
1974	0.27	92.0
1975	0.27	92.0
1976	0.26	93.3
1977	0.27	94.9
1978	0.27	95.6
1979	0.27	96.8
1980	0.26	95.4
1981	0.26	96.1
1982	0.27	100.0
1983	0.27	98.6
1984	0.27	96.1
1985	0.27	93.2
1986	0.27	91.4
1987	0.28	92.3
1988	0.30	100.2
1989	0.31	98.0
1990	0.29	92.0
1991	0.30	92.8
1992	0.28	87.7
1993	0.28	87.5
1994	0.26	91.4
1995	0.27	92.9
1996	0.27	90.1
1997	0.27	87.4
1998	0.27	90.8
1999	0.26	89.7
2000	0.26	89.3
2001	0.25	89.3
2002	0.24	84.2
2003	0.23	82.6
2004	0.23	84.8
2005	0.22	81.7
2006	0.22	81.8

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau. Standard errors for population estimates in table 7 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table B-7.   Standard errors for table 8: Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2006

Year	Total (percent)	Sex (percent)		Race/ethnicity (percent)		
		Male	Female	White non-Hispanic	Black non-Hispanic	Hispanic
1972	0.28	0.40	0.39	0.29	1.07	2.22
1973	0.27	0.38	0.38	0.28	1.06	2.24
1974	0.27	0.39	0.38	0.28	1.05	2.08
1975	0.27	0.37	0.38	0.27	1.06	2.02
1976	0.26	0.38	0.37	0.28	1.01	2.01
1977	0.27	0.38	0.37	0.28	1.00	2.02
1978	0.27	0.38	0.37	0.28	1.00	2.00
1979	0.27	0.39	0.37	0.28	1.01	1.98
1980	0.26	0.39	0.36	0.27	0.97	1.89
1981	0.26	0.38	0.35	0.27	0.93	1.80
1982	0.27	0.40	0.38	0.29	0.98	1.93
1983	0.27	0.41	0.37	0.29	0.97	1.93
1984	0.27	0.40	0.37	0.29	0.92	1.91
1985	0.27	0.40	0.37	0.29	0.92	1.93
1986	0.27	0.40	0.37	0.28	0.90	1.88
1987	0.28	0.40	0.38	0.30	0.91	1.84
1988	0.30	0.44	0.42	0.32	1.00	2.30
1989	0.31	0.45	0.42	0.32	0.98	2.19
1990	0.29	0.42	0.41	0.30	0.94	1.91
1991	0.30	0.43	0.41	0.31	0.95	1.93
1992	0.28	0.41	0.39	0.29	0.95	1.86
1993	0.28	0.40	0.40	0.29	0.94	1.79
1994	0.26	0.38	0.36	0.27	0.75	1.16
1995	0.27	0.38	0.37	0.28	0.74	1.15
1996	0.27	0.36	0.36	0.26	0.75	1.13
1997	0.27	0.39	0.36	0.28	0.80	1.11
1998	0.27	0.40	0.36	0.28	0.81	1.12
1999	0.26	0.38	0.36	0.27	0.77	1.11
2000	0.26	0.38	0.35	0.26	0.78	1.08
2001	0.25	0.38	0.34	0.26	0.71	1.06
2002	0.24	0.35	0.32	0.24	0.70	0.93
2003	0.23	0.34	0.30	0.24	0.69	0.90
2004	0.23	0.34	0.31	0.24	0.70	0.89
2005	0.22	0.33	0.29	0.23	0.66	0.87
2006	0.22	0.33	0.30	0.23	0.66	0.86

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table B-8. **Standard errors for table 9: Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected characteristics: October 2006**

Characteristic	Completion rate (percent)	Number of completers (thousands)	Percent of all completers	Percent of population
Total	0.29	77.8	†	†
Sex				
Male	0.43	57.5	0.48	0.45
Female	0.39	52.4	0.48	0.45
Race/ethnicity				
White, non-Hispanic	0.30	49.3	0.45	0.43
Black, non-Hispanic	0.93	33.3	0.34	0.32
Hispanic	1.11	51.1	0.38	0.38
Asian/Pacific Islander, non-Hispanic	0.91	10.6	0.22	0.19
More than one race	2.28	9.8	0.13	0.12
Age				
18–19	0.59	38.9	0.41	0.39
20–21	0.54	42.7	0.44	0.41
22–24	0.43	52.2	0.48	0.45
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	1.76	38.1	0.24	0.28
Non-Hispanic	1.13	17.3	0.23	0.21
First generation				
Hispanic	1.70	23.9	0.23	0.23
Non-Hispanic	0.79	12.9	0.24	0.22
Second generation or higher				
Hispanic	1.90	19.9	0.21	0.20
Non-Hispanic	0.30	56.7	0.42	0.41
Region				
Northeast	0.61	28.7	0.38	0.35
Midwest	0.54	32.1	0.42	0.38
South	0.55	52.9	0.47	0.45
West	0.65	41.0	0.41	0.39

† Not applicable. The corresponding statistic refers to the total population, which is, by definition, 100 percent of the distribution.
NOTE: Standard errors for population estimates in table 9 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2006.

Table B-9. Standard errors for table 10: Status completion rates and number of completers among 18- through 24-year-olds: October 1972 through October 2006

Year	Completion rate (percent)	Number of completers (thousands)
1972	0.32	82.8
1973	0.31	82.3
1974	0.31	83.3
1975	0.30	83.8
1976	0.30	85.3
1977	0.30	94.5
1978	0.30	87.4
1979	0.30	88.9
1980	0.30	87.5
1981	0.29	88.9
1982	0.31	93.1
1983	0.31	92.2
1984	0.31	89.8
1985	0.31	86.6
1986	0.31	85.1
1987	0.32	86.0
1988	0.36	93.7
1989	0.36	91.7
1990	0.34	86.5
1991	0.34	84.4
1992	0.33	82.3
1993	0.34	82.1
1994	0.34	79.8
1995	0.35	80.3
1996	0.35	80.9
1997	0.35	82.3
1998	0.36	85.8
1999	0.34	83.8
2000	0.33	83.4
2001	0.33	83.4
2002	0.31	79.8
2003	0.30	78.6
2004	0.30	80.3
2005	0.30	78.0
2006	0.29	77.8

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau. Standard errors for population estimates in table 10 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).

Table B-10. **Standard errors for table 11: Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2006**

Year	Total (percent)	Sex (percent)		Race/ethnicity (percent)		
		Male	Female	White non-Hispanic	Black non-Hispanic	Hispanic
1972	0.32	0.51	0.48	0.33	1.20	1.83
1973	0.31	0.49	0.47	0.31	1.17	1.83
1974	0.31	0.49	0.46	0.31	1.17	1.70
1975	0.30	0.47	0.46	0.30	1.18	1.72
1976	0.30	0.48	0.45	0.31	1.12	1.68
1977	0.30	0.49	0.45	0.31	1.12	1.66
1978	0.30	0.48	0.45	0.31	1.11	1.61
1979	0.30	0.49	0.45	0.31	1.11	1.58
1980	0.30	0.48	0.43	0.30	1.07	1.51
1981	0.29	0.48	0.43	0.30	1.02	1.46
1982	0.31	0.49	0.45	0.32	1.06	1.57
1983	0.31	0.50	0.45	0.32	1.06	1.59
1984	0.31	0.49	0.45	0.32	0.99	1.54
1985	0.31	0.49	0.44	0.32	1.00	1.58
1986	0.31	0.50	0.45	0.32	0.99	1.51
1987	0.32	0.51	0.47	0.34	0.99	1.47
1988	0.36	0.57	0.51	0.36	1.13	1.78
1989	0.36	0.57	0.51	0.37	1.11	1.73
1990	0.34	0.53	0.50	0.34	1.03	1.54
1991	0.34	0.55	0.50	0.35	1.06	1.53
1992	0.33	0.53	0.49	0.33	1.07	1.53
1993	0.34	0.53	0.50	0.35	1.07	1.49
1994	0.34	0.49	0.45	0.34	1.02	1.43
1995	0.35	0.50	0.47	0.36	1.01	1.40
1996	0.35	0.50	0.48	0.34	1.08	1.49
1997	0.35	0.51	0.47	0.36	1.10	1.42
1998	0.36	0.53	0.47	0.36	1.11	1.37
1999	0.34	0.50	0.46	0.34	1.04	1.39
2000	0.33	0.49	0.44	0.33	1.01	1.36
2001	0.33	0.50	0.43	0.34	0.97	1.31
2002	0.31	0.46	0.41	0.31	0.95	1.15
2003	0.30	0.46	0.40	0.31	0.96	1.15
2004	0.30	0.46	0.40	0.31	0.98	1.12
2005	0.30	0.45	0.38	0.30	0.91	1.12
2006	0.33	0.48	0.44	0.36	1.03	1.10

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2006).