



U.S. Department of Education
NCES 2008-353rev

Public School Graduates and Dropouts From the Common Core of Data: School Year 2005-06

First Look



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September 2008

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September 2008

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Suggested Citation

Stillwell, R. and Hoffman, L. (2008). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2005–06* (NCES 2008-353rev). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved DATE from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008353rev>.

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Acknowledgments

Many thanks are owed to the Common Core of Data (CCD) and *EDFacts* Coordinators for the 50 states and 8 other jurisdictions that voluntarily report CCD data each year. This work is in addition to their other professional duties, and NCES is grateful for these Coordinators' efforts and to the support of the state education agencies in which they work.

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Introduction

This report presents the number of high school graduates, the Averaged Freshman Graduation Rate (AFGR), and dropout data for grades 9 through 12 for public schools in school year 2005–06. The counts of graduates, dropouts, and enrollments by grade (which serve as the denominators for the graduation and dropout rates) are from the Common Core of Data (CCD) nonfiscal surveys of public elementary/secondary education. The data for this collection were reported to the National Center for Education Statistics (NCES) through the U. S. Department of Education’s *EDFacts* data collection system by state education agencies (SEAs). These data represent high school graduates receiving regular diplomas for the 2005–06 school year and dropouts from the 2005–06 school year.

Graduation data. The AFGR provides an estimate of the percentage of high school students who graduate on time. The rate uses both aggregate student enrollment data to estimate the size of an incoming freshman class and counts of the number of diplomas awarded four years later. The incoming freshman class size is estimated by summing the enrollment in eighth grade in one year, ninth grade for the next year, and tenth grade for the year after, and then dividing by three. The averaging is intended to account for prior year retentions in the ninth grade. 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. Based on a technical review and analysis, the AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data (Seastrom et al. 2006a, 2006b).

Graduates are those students who are reported as diploma recipients. These are individuals who are awarded, in a given year, a regular high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by state or other relevant authorities. Other high school completers who were awarded alternate credentials such as a certificate of completion and equivalency recipients (e.g., individuals receiving credentials based on the General Education Development, or GED, test) are not included because they are not regular graduates.

This report includes counts of high school graduates for school year 2005–06 for 48 states, American Samoa, the Commonwealth of the Northern Marianas Islands, and Puerto Rico. High school graduation data were suppressed for the District of Columbia because in the data submitted the number of diplomas awarded exceeded the number of students in twelfth grade. Data for high school graduates were missing from CCD reports for Pennsylvania, South Carolina, the Bureau of Indian Education, the Department of Defense domestic and overseas dependents schools, Guam, and the U.S. Virgin Islands.

Dropout data. The CCD defines a dropout as a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts. Ungraded students who drop out are assigned by the reporting state to the grade most appropriate for their age.

The event dropout rate describes the proportion of students who drop out in a single year. The rate is the number of students who drop out of a given grade divided by the number of students enrolled in that grade at the beginning of that school year. The enrollment is adjusted, if necessary, to include ungraded students. The technical notes for this report describe in more detail how this rate is calculated.

This report includes 2005–06 school year dropout data for 49 states and 4 other jurisdictions. Dropout data were missing for charter schools in the District of Columbia, and the data therefore have been suppressed in this report. The extent of missing data resulted in some suppression of dropout counts from Vermont. South Carolina, the Bureau of Indian Education, the Department of Defense domestic and overseas dependents schools, and Guam did not report dropouts. This revised version of the report corrects errors in dropout data reported for Alabama. In addition, table 8 is revised in this report to include all cases included in the restricted-use version of the data file. More information about the revisions, survey content, and methodology can be found in appendix A.

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

Selected Findings¹

- Across the 48 reporting states, a total of 2,649,001 public school students received a high school diploma in 2005–06, resulting in an averaged freshman graduation rate (AFGR) of 73.4 percent (table 1). This rate ranged from 55.8 percent in Nevada to 87.5 percent in Wisconsin. Fourteen states had rates of 80.0 percent or higher—Arkansas, Connecticut, Idaho, Iowa, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, South Dakota, Vermont, and Wisconsin. Ten states had rates below 70.0 percent—Alabama, Alaska, California, Florida, Georgia, Louisiana, Mississippi, Nevada, New Mexico, and New York. Across all reporting states, the AFGR was highest for Asian/Pacific Islander students (89.6 percent) (table 2). The rates for other groups of students were 80.6 percent for White, non-Hispanic students, 61.8 percent for American Indian/Alaska Native students, 61.4 percent for Hispanic students, and 59.1 percent for Black, non-Hispanic students.
- Comparisons of data from 2002–03 through 2005–06 show that the AFGR increased consistently over these 4 years for a total gain of 4 percentage points or more in Hawaii (4.2 percentage points), Kentucky (5.9 percentage points), New Mexico (4.2 percentage points), New York (6.5 percentage points), and Tennessee (8.4 percentage points) (table 3).
- There were more than 565,000 dropouts from high school (grades 9 through 12) among 48 reporting states in 2005–06 (table 4). The overall event dropout rate was 3.9 percent; the rate ranged from 1.6 percent in New Jersey to 8.4 percent in Louisiana. Thirteen states had event high school dropout rates of less than 3 percent. These states were Alabama, Connecticut, Idaho, Indiana, Iowa, Kansas, Nebraska, New Jersey, North Dakota, Pennsylvania, Tennessee, Virginia, and Wisconsin. Five states had event high school dropout rates of more than 6 percent. These states were Alaska, Arizona, Colorado, Louisiana, and Nevada.
- High school event dropout rates among the reporting states were highest for American Indian/Alaska Native students (7.4 percent) and lowest for Asian/Pacific Islander students (2.4 percent). The high school event dropout rates among other groups were 2.7 percent (White, non-Hispanic); 6.0 percent (Hispanic); and 6.1 percent (Black, non-Hispanic) (table 6).
- Among the 48 states for which comparisons between 2002–03 and 2005–06 could be made, the event dropout rate increased for 26 states and decreased for the remaining 22 (table 7).
- Urbanicity was associated with differences in graduation and dropout rates across the four US regions. Graduation rates were highest in the urban fringes of large cities (Northeast, 85.1 percent; Midwest, 75.0 percent; South, 73.2 percent) for all regions except the West, where graduation rates were highest in rural areas (86.0 percent) (table 8).² Dropout rates were highest in large cities for all regions of the country (10.1 percent in the West, 7.3 percent in the Northeast, 6.2 percent in the South, and 6.2 percent in the Midwest).
- School district size was associated with differences in graduation and dropout rates across the four US regions. In the Midwest, South, and West the AFGR was highest in districts enrolling fewer than 1,000 students (74.8 percent, 80.6 percent, and 88.0 percent, respectively). For the Northeast, districts enrolling between 1,000 and 10,000 students had the highest AFGR (83.8 percent). Districts enrolling 50,000, or more, students had the highest dropout rates in the Northeast (8.2 percent) and the West (9.5 percent). Districts enrolling fewer than 1,000 students had the highest dropout rates in the Midwest (10.2 percent) and the South (4.9 percent).

¹ Tables include data for the 50 states, District of Columbia, and other jurisdictions. However, the findings discussed in this report are limited to the reporting states and do not include any of the other jurisdictions.

² No graduation data were reported for Pennsylvania Local Education Agencies (LEAs) thereby excluding Pennsylvania from the regional graduation rate analysis. No graduation or dropout data were reported for South Carolina LEAs thereby excluding South Carolina from the regional graduation and dropout rate analysis.

References and Related Data Files

References

- Seastrom, M., Chapman, C. Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., and Xu, Z. (2006a). *User's Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators* (NCES 2006-604). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
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- Winglee, M., Marker, D., Henderson, A., Aronstamm Young, B., and Hoffman, L. (2000). *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level* (NCES 2000-305). National Center for Education Statistics, U.S. Department of Education. Washington, DC.

Related Data Files

Public-use data files for all CCD surveys used in this report may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>. Restricted-use data files are available to NCES Restricted-use Data Licensees. More information on licenses can be found at <http://nces.ed.gov/pubsearch/licenses.asp>.

Table 1. Public school number of graduates, Averaged Freshman Graduation Rate, and estimated first-time 9th graders in 2002–03, by state or jurisdiction: School year 2005–06

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate ¹	Estimated first-time 9th graders in 2002–03 ²			
			Average	8th grade enrollment base, 2001–02	9th grade enrollment base, 2002–03	10th grade enrollment base, 2003–04
Reporting States³	2,649,001	73.4	3,608,034	3,438,538	3,897,776	3,487,789
Alabama	37,918	66.2	57,311	56,591	61,646	53,695
Alaska	7,361	66.5	11,069	10,702	11,881	10,623
Arizona	54,091	70.5	76,747	70,273	80,209	79,757
Arkansas	28,790	80.4	35,810	35,494	36,515	35,422
California	343,515	69.9	491,149	461,126	522,106	490,216
Colorado	44,424	75.5	58,820	56,540	63,076	56,844
Connecticut	36,222	80.9	44,780	43,954	46,840	43,547
Delaware	7,275	76.3	9,529	9,396	10,409	8,782
District of Columbia	‡	‡	‡	‡	‡	‡
Florida	134,686	63.6	211,922	194,250	249,877	191,640
Georgia	73,498	62.4	117,846	112,145	131,543	109,851
Hawaii	10,922	75.5	14,466	13,714	16,151	13,535
Idaho	16,096	80.5	20,003	19,592	20,453	19,963
Illinois	126,817	79.7	159,188	152,064	169,367	156,134
Indiana	57,920	73.4	78,921	77,363	82,751	76,648
Iowa	33,693	86.9	38,784	37,486	40,126	38,741
Kansas	29,818	78.4	38,044	37,250	40,275	36,605
Kentucky	38,449	77.6	49,550	47,019	53,981	47,651
Louisiana	33,275	59.5	55,931	61,377	58,018	48,397
Maine	12,950	76.6	16,896	17,554	17,029	16,105
Maryland	55,536	79.9	69,517	66,651	75,251	66,649
Massachusetts	61,272	79.5	77,085	75,218	82,071	73,967
Michigan	102,582	73.6	139,441	132,548	153,309	132,468
Minnesota	58,898	86.2	68,290	66,797	69,177	68,895
Mississippi	23,848	63.5	37,530	37,806	40,275	34,508
Missouri	58,417	81.0	72,092	70,080	75,853	70,344
Montana	10,283	81.9	12,563	12,410	12,999	12,281
Nebraska	19,764	87.0	22,720	21,757	24,032	22,372
Nevada	16,455	55.8	29,490	27,079	32,661	28,730
New Hampshire	13,988	81.1	17,257	17,169	17,841	16,759
New Jersey	90,049	84.8	106,173	103,099	110,271	105,147
New Mexico	17,822	67.3	26,498	25,012	28,861	25,622
New York	161,817	67.4	240,159	220,395	264,969	235,112
North Carolina	76,710	71.8	106,836	102,126	117,724	100,658
North Dakota	7,192	82.2	8,755	8,514	9,091	8,659
Ohio	117,356	79.4	147,815	141,223	157,870	144,353
Oklahoma	36,497	77.8	46,899	46,004	49,202	45,491
Oregon	32,394	73.4	44,160	42,988	45,506	43,985
Pennsylvania	—	—	—	—	—	—
Rhode Island	10,108	77.8	12,999	12,458	13,863	12,676
South Carolina	—	—	—	—	—	—
South Dakota	8,589	84.5	10,164	10,018	10,479	9,996
Tennessee	50,880	71.8	70,892	68,184	76,063	68,430
Texas	240,485	72.5	331,916	310,762	375,136	309,851
Utah	28,457	77.6	36,669	36,627	36,919	36,460
Vermont	6,779	82.4	8,232	7,979	8,498	8,218
Virginia	69,597	74.5	93,409	88,352	101,866	90,009
Washington	60,213	72.9	82,596	77,933	87,735	82,120
West Virginia	16,763	76.9	21,810	21,689	23,083	20,660
Wisconsin	63,003	87.5	72,036	66,558	77,508	72,043
Wyoming	5,527	76.1	7,264	7,211	7,411	7,170

See notes at end of table.

Table 1. Public school number of graduates, Averaged Freshman Graduation Rate, and estimated first-time 9th graders in 2002–03, by state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate ¹	Estimated first-time 9th graders in 2002–03 ²		
			Average	8th grade enrollment base, 2001–02	9th grade enrollment base, 2002–03
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions					
DoDDS: DoDs Overseas ⁴	—	—	—	—	—
DDESS: DoDs Domestic ⁴	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—
American Samoa	879	81.0	1,085	1,089	1,123
Guam	—	—	—	—	—
Northern Marianas Islands	670	80.3	835	783	913
Puerto Rico	31,896	68.6	46,478	47,984	46,066
U.S. Virgin Islands	—	—	—	—	—

— Not available. Enrollment base not presented when diploma data are not reported.

‡ Reporting standards were not met. Reported number of graduates exceeded grade 12 membership.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2005–06, it equals the total number of diploma recipients in 2005–06 divided by the average membership of the 8th-grade class in 2001–02, the 9th-grade class in 2002–03, and the 10th-grade class in 2003–04.

² The enrollment base for the rate was estimated as the average of student membership in grades 8, 9, and 10 in 3 consecutive years.

³ Reporting states totals include any of the 50 states and the District of Columbia that reported data.

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

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a; "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02, Version 1c; 2002–03, Version 1b; 2003–04, Version 1b.

Table 2. Public school number of graduates and Averaged Freshman Graduation Rate, by race/ethnicity and state or jurisdiction: School year 2005–06

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹
Reporting states²	28,079	61.8	144,210	89.6	377,311	61.4	335,724	59.1	1,633,618	80.6
Alabama	343	74.3	391	84.3	478	60.2	12,026	57.6	24,680	71.2
Alaska	1,442	51.0	528	76.2	246	68.7	302	57.6	4,843	72.6
Arizona	2,779	45.9	1,689	100.0	16,369	64.4	2,703	77.3	30,551	76.1
Arkansas	172	93.1	467	100.0	1,183	83.7	5,951	72.9	21,017	81.9
California	2,833	62.0	52,334	89.6	124,409	59.1	25,355	59.1	138,584	78.9
Colorado	398	59.8	1,617	90.4	7,727	58.0	2,129	62.9	32,553	82.2
Connecticut	117	76.8	1,251	100.0	3,623	60.3	4,184	69.4	27,047	86.4
Delaware	20	75.0	246	100.0	361	65.3	2,002	70.0	4,646	79.2
District of Columbia	—	—	—	—	—	—	—	—	—	—
Florida	434	71.3	4,018	93.1	26,495	61.1	26,759	51.1	76,980	69.2
Georgia	82	43.6	2,625	90.9	3,003	51.2	24,829	54.2	42,959	68.0
Hawaii	27	54.0	8,197	76.8	429	71.1	201	67.7	2,068	72.8
Idaho	203	—	251	—	1,359	—	91	—	14,192	—
Illinois	252	71.3	5,816	100.0	15,764	66.4	19,482	60.6	85,503	87.9
Indiana	138	67.9	804	96.7	1,953	68.0	5,140	55.2	49,885	76.1
Iowa	156	72.1	695	100.0	1,100	73.6	1,091	74.2	30,651	87.7
Kansas	319	57.5	772	89.1	2,058	58.6	2,152	65.1	24,517	81.5
Kentucky	—	—	—	—	—	—	—	—	—	—
Louisiana	237	64.1	626	81.3	533	63.3	12,396	47.2	19,483	70.3
Maine	69	60.4	196	95.1	107	89.3	219	86.1	12,359	76.0
Maryland	178	78.1	3,338	100.0	2,790	78.0	18,558	71.4	30,672	84.3
Massachusetts	151	64.3	2,905	83.9	5,358	63.5	4,765	67.9	48,093	83.0
Michigan	849	49.1	2,676	95.5	2,727	55.0	14,249	50.8	81,795	78.3
Minnesota	778	53.8	3,095	86.6	1,501	63.5	2,973	64.2	50,551	89.8
Mississippi	29	41.5	194	72.7	186	66.3	11,161	59.9	12,278	67.1
Missouri	197	93.0	1,028	100.0	1,257	88.5	8,401	67.1	47,534	83.4
Montana	814	58.3	153	100.0	201	88.5	44	66.6	9,071	84.5
Nebraska	213	57.8	352	93.0	1,236	68.8	1,032	64.8	16,931	91.1
Nevada	231	44.1	1,516	78.4	3,421	44.8	1,385	44.6	9,902	60.8
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	214	100.0	7,088	99.5	12,775	76.2	13,916	74.5	56,056	88.3
New Mexico	2,029	61.2	270	91.3	8,197	61.9	425	69.9	6,901	76.3
New York	539	54.2	12,453	80.2	21,824	48.5	24,840	48.8	102,161	80.0
North Carolina	—	—	—	—	—	—	—	—	—	—
North Dakota	374	48.0	56	80.0	63	61.0	62	83.0	6,637	85.9
Ohio	130	63.1	1,641	100.0	1,922	70.7	14,919	60.2	98,744	84.2
Oklahoma	6,494	78.2	732	100.0	2,131	73.2	3,568	69.4	23,572	79.0
Oregon	597	58.3	1,664	91.4	3,139	68.8	746	61.5	26,248	74.9
Pennsylvania	—	—	—	—	—	—	—	—	—	—
Rhode Island	54	73.3	277	70.0	1,292	68.0	819	71.9	7,666	80.8
South Carolina	—	—	—	—	—	—	—	—	—	—
South Dakota	561	56.2	103	94.4	109	89.1	103	79.2	7,713	87.6
Tennessee	74	66.9	829	93.3	995	70.0	11,086	62.4	37,896	73.1
Texas	816	84.0	9,037	95.5	85,455	64.0	32,183	66.1	112,994	81.1
Utah	360	58.4	379	32.6	1,833	54.2	209	57.6	25,050	79.7
Vermont	51	85.9	118	85.4	72	100.0	87	88.3	6,451	81.9
Virginia	198	60.7	4,078	97.2	3,537	68.8	15,774	63.1	46,010	78.7
Washington	1,170	51.0	5,353	83.8	5,203	63.1	2,673	61.1	45,814	74.7
West Virginia	21	55.8	137	100.0	119	100.0	630	67.1	15,856	77.0
Wisconsin	776	70.7	2,150	93.8	2,430	71.8	4,040	56.0	53,607	92.4
Wyoming	160	65.3	65	95.6	341	65.4	64	54.2	4,897	77.6

See notes at end of table.

Table 2. Public school number of graduates and Averaged Freshman Graduation Rate, by race/ethnicity and state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ³	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	0	†	879	81.0	0	†	0	†	0	†
Guam	—	—	—	—	—	—	—	—	—	—
Northern Marianas Islands	0	†	662	79.5	0	†	0	†	8	100.0
Puerto Rico	0	†	0	†	31,896	68.6	0	†	0	†
U.S. Virgin Islands	—	—	—	—	—	—	—	—	—	—

— Not available. Idaho did not report membership data needed to calculate the Averaged Freshman Graduation Rate by race/ethnicity.

† Not applicable. Jurisdiction reported membership of zero.

¹ AFGR standards for Averaged Freshman Graduation Rate. Averaged Freshman Graduation Rate is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2005–06, it equals the total number of diploma recipients in 2005–06 divided by the average membership of the 8th-grade class in 2001–02, the 9th-grade class in 2002–03, and the 10th-grade class in 2003–04.

² Reporting states totals include any of the 50 states and the District of Columbia that reported data.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a.

Table 3. Public school Averaged Freshman Graduation Rate, by year and state or jurisdiction: School years 2002–03, 2003–04, 2004–05, and 2005–06

State or jurisdiction	Averaged Freshman Graduation Rate ¹			
	2002–03	2003–04	2004–05	2005–06
Reporting states²	73.9	75.0	74.7	73.4
Alabama	64.7	65.0	65.9	66.2
Alaska	68.0	67.2	64.1	66.5
Arizona	75.9	66.8	84.7	70.5
Arkansas	76.6	76.8	75.7	80.4
California	74.1	73.9	74.6	69.9
Colorado	76.4	78.7	76.7	75.5
Connecticut	80.9	80.7	80.9	80.9
Delaware	73.0	72.9	73.1	76.3
District of Columbia	59.6	68.2	68.8	‡
Florida	66.7	66.4	64.6	63.6
Georgia	60.8	61.2	61.7	62.4
Hawaii	71.3	72.6	75.1	75.5
Idaho	81.4	81.5	81.0	80.5
Illinois	75.9	80.3	79.4	79.7
Indiana	75.5	73.5	73.2	73.4
Iowa	85.3	85.8	86.6	86.9
Kansas	76.9	77.9	79.2	78.4
Kentucky	71.7	73.0	75.9	77.6
Louisiana	64.1	69.4	63.9	59.5
Maine	76.3	77.6	78.6	76.6
Maryland	79.2	79.5	79.3	79.9
Massachusetts	75.7	79.3	78.7	79.5
Michigan	74.0	72.5	73.0	73.6
Minnesota	84.8	84.7	85.9	86.2
Mississippi	62.7	62.7	63.3	63.5
Missouri	78.3	80.4	80.6	81.0
Montana	81.0	80.4	81.5	81.9
Nebraska	85.2	87.6	87.8	87.0
Nevada	72.3	57.4	55.8	55.8
New Hampshire	78.2	78.7	80.1	81.1
New Jersey	87.0	86.3	85.1	84.8
New Mexico	63.1	67.0	65.4	67.3
New York	60.9	—	65.3	67.4
North Carolina	70.1	71.4	72.6	71.8
North Dakota	86.4	86.1	86.3	82.2
Ohio	79.0	81.3	80.2	79.4
Oklahoma	76.0	77.0	76.9	77.8
Oregon	73.7	74.2	74.2	73.4
Pennsylvania	81.7	82.2	82.5	—
Rhode Island	77.7	75.9	78.4	77.8
South Carolina	59.7	60.6	60.1	—
South Dakota	83.0	83.7	82.3	84.5
Tennessee	63.4	66.1	68.5	71.8
Texas	75.5	76.7	74.0	72.5
Utah	80.2	83.0	84.4	77.6
Vermont	83.6	85.4	86.5	82.4
Virginia	80.6	79.3	79.6	74.5
Washington	74.2	74.6	75.0	72.9
West Virginia	75.7	76.9	77.3	76.9
Wisconsin	85.8	—	86.7	87.5
Wyoming	73.9	76.0	76.7	76.1

See notes at end of table.

Table 3. Public school Averaged Freshman Graduation Rate, by year and state or jurisdiction: School years 2002–03, 2003–04, 2004–05, and 2005–06—Continued

State or jurisdiction	Averaged Freshman Graduation Rate ¹			
	2002–03	2003–04	2004–05	2005–06
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions				
DoDDS: DoDs Overseas ³	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—
Bureau of Indian Education	—	—	—	—
American Samoa	81.0	80.2	77.9	81.0
Guam	56.3	48.4	—	—
Northern Marianas Islands	65.2	75.3	75.4	80.3
Puerto Rico	67.8	64.8	61.7	68.6
U.S. Virgin Islands	53.5	—	—	—

— Not available.

‡ Reporting standards were not met. Reported number of graduates exceeded grade 12 membership.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2005–06, it equals the total number of diploma recipients in 2005–06 divided by the average membership of the 8th-grade class in 2001–02, the 9th-grade class in 2002–03, and the 10th-grade class in 2003–04.

² Reporting states totals include any of the 50 states and the District of Columbia that reported data.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1998–99, Version 1c; 1999–2000, Version 1c; 2000–01, Version 1b; 2001–02, Version 1b; 2002–03, Version 1b; and "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a.

Table 4. Public school high school number of dropouts, event dropout rate, and enrollment in grades 9–12, by state or jurisdiction: School year 2005–06

State or jurisdiction	Number of dropouts ¹	Dropout rate ¹	Enrollment grades 9–12 ¹
Reporting states²	565,729	3.9	14,547,861
Alabama	5,349	2.5	212,906
Alaska	3,347	8.0	42,062
Arizona	22,573	6.4	353,092
Arkansas	4,285	3.1	138,330
California	72,277	3.7	1,947,782
Colorado	17,903	7.8	229,856
Connecticut	3,210	1.8	174,381
Delaware	1,994	5.5	36,298
District of Columbia	—	—	—
Florida	32,342	4.1	796,482
Georgia	23,364	5.2	452,767
Hawaii	2,608	4.7	55,313
Idaho	2,100	2.7	78,907
Illinois	24,793	3.9	629,474
Indiana	9,057	2.9	309,131
Iowa	3,366	2.2	154,946
Kansas	3,584	2.4	146,536
Kentucky	6,331	3.3	192,478
Louisiana	14,382	8.4	172,111
Maine	3,339	5.4	61,999
Maryland	10,481	3.9	271,449
Massachusetts	9,997	3.4	296,453
Michigan	18,949	3.5	547,213
Minnesota	8,657	3.1	281,328
Mississippi	4,100	3.0	135,103
Missouri	11,583	4.1	280,806
Montana	1,759	3.7	47,567
Nebraska	2,515	2.8	91,170
Nevada	8,936	7.7	116,684
New Hampshire	2,127	3.2	67,388
New Jersey	6,647	1.6	425,418
New Mexico	5,310	5.5	97,206
New York	38,751	4.4	877,404
North Carolina	16,580	4.0	412,397
North Dakota	680	2.1	32,408
Ohio	23,150	4.0	577,694
Oklahoma	6,300	3.5	177,604
Oregon	7,156	4.6	157,244
Pennsylvania	16,162	2.7	593,453
Rhode Island	1,995	4.1	48,785
South Carolina	—	—	—
South Dakota	1,685	4.4	38,257
Tennessee	7,820	2.8	281,113
Texas	53,697	4.3	1,254,417
Utah	4,998	3.3	149,742
Vermont	‡	‡	‡
Virginia	9,998	2.7	372,228
Washington	18,427	5.5	332,366
West Virginia	3,248	3.9	83,093
Wisconsin	6,271	2.2	289,895
Wyoming	1,546	5.7	27,124

See notes at end of table.

Table 4. Public school high school number of dropouts, event dropout rate, and enrollment in grades 9–12, by state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Number of dropouts ¹	Dropout rate ¹	Enrollment grades 9–12 ¹
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions			
DoDDS: DoDs Overseas ³	—	—	—
DDESS: DoDs Domestic ³	—	—	—
Bureau of Indian Education	—	—	—
American Samoa	107	2.5	4,357
Guam	—	—	—
Northern Marianas Islands	115	3.5	3,312
Puerto Rico	1,173	0.7	163,211
U.S. Virgin Islands	413	8.2	5,023

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

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

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

² Reporting states totals include any of the 50 states and the District of Columbia that reported data.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a.

Table 5. Public school number of dropouts and event dropout rate for grades 9–12, by state or jurisdiction: School year 2005–06

State or jurisdiction	Grade 9 ¹		Grade 10 ¹		Grade 11 ¹		Grade 12 ¹	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Reporting states²	131,259	3.1	133,760	3.5	131,835	3.9	169,756	5.4
Alabama	1,263	1.9	1,461	2.6	1,358	2.8	1,267	2.9
Alaska	546	4.8	823	7.5	897	8.9	1,081	11.3
Arizona	4,020	4.1	4,715	5.1	5,507	6.6	8,743	11.1
Arkansas	691	1.8	1,115	3.0	1,334	4.1	1,146	3.9
California	12,697	2.3	11,823	2.3	13,704	2.9	34,054	8.1
Colorado	3,621	5.7	4,417	7.4	4,628	8.5	5,237	10.1
Connecticut	839	1.7	793	1.8	901	2.1	677	1.8
Delaware	751	6.5	526	5.7	417	5.3	300	4.0
District of Columbia	—	—	—	—	—	—	—	—
Florida	9,132	3.7	7,889	3.7	7,672	4.2	7,649	4.9
Georgia	7,707	5.3	6,466	5.4	5,375	5.4	3,824	4.4
Hawaii	470	2.7	688	4.8	731	5.7	719	6.6
Idaho	387	1.8	509	2.5	581	3.1	623	3.5
Illinois	6,355	3.5	5,905	3.6	5,983	4.1	6,585	4.8
Indiana	1,527	1.7	2,006	2.5	2,467	3.3	3,076	4.6
Iowa	325	0.8	641	1.6	882	2.3	1,518	4.1
Kansas	594	1.5	818	2.1	1,020	2.9	1,152	3.4
Kentucky	1,470	2.5	1,829	3.6	1,725	3.9	1,307	3.3
Louisiana	5,035	9.5	3,214	7.4	2,989	7.6	3,144	8.6
Maine	411	2.6	628	3.9	965	6.3	1,336	9.1
Maryland	3,660	4.6	2,854	4.1	2,165	3.4	1,802	3.1
Massachusetts	2,477	3.0	2,529	3.3	2,388	3.3	2,613	4.0
Michigan	5,630	3.5	5,085	3.5	4,596	3.6	3,638	3.2
Minnesota	813	1.2	1,327	1.9	2,006	2.9	4,523	6.3
Mississippi	1,119	2.7	1,126	3.1	1,039	3.4	816	3.0
Missouri	2,674	3.3	2,880	4.0	3,110	4.7	2,919	4.7
Montana	390	3.1	419	3.4	489	4.3	461	4.2
Nebraska	461	1.9	590	2.5	618	2.9	846	4.0
Nevada	2,495	6.3	2,221	6.8	1,791	7.5	2,429	11.8
New Hampshire	141	0.8	402	2.3	668	4.1	916	6.1
New Jersey	1,474	1.3	1,714	1.5	1,790	1.7	1,669	1.7
New Mexico	1,582	5.3	1,559	6.0	1,223	5.6	946	4.9
New York	8,515	3.2	14,051	5.8	8,022	4.2	8,163	4.6
North Carolina	5,063	3.9	4,674	4.3	3,975	4.2	2,868	3.5
North Dakota	125	1.5	182	2.2	192	2.4	181	2.3
Ohio	8,291	5.0	4,054	2.8	4,434	3.3	6,411	4.9
Oklahoma	1,526	3.0	1,667	3.6	1,742	4.1	1,365	3.6
Oregon	882	2.1	1,361	3.2	1,959	4.8	3,194	8.3
Pennsylvania	2,273	1.4	4,109	2.7	4,650	3.3	5,130	3.8
Rhode Island	525	3.7	520	4.1	532	4.6	418	4.0
South Carolina	—	—	—	—	—	—	—	—
South Dakota	341	3.3	503	5.0	427	4.7	414	4.7
Tennessee	1,560	1.9	1,645	2.2	2,186	3.3	2,429	4.2
Texas	12,642	3.2	13,042	4.0	11,250	4.0	16,770	6.5
Utah	337	0.9	770	2.0	1,209	3.3	2,687	7.3
Vermont	‡	‡	37	0.5	24	0.3	28	0.4
Virginia	2,464	2.2	2,315	2.4	2,371	2.7	2,848	3.6
Washington	3,870	4.3	3,685	4.3	5,356	6.6	5,516	7.2
West Virginia	789	3.2	837	3.9	873	4.5	749	4.2
Wisconsin	1,061	1.4	912	1.2	1,156	1.6	3,142	4.5
Wyoming	238	3.2	424	5.9	458	7.1	427	7.0

See notes at end of table.

Table 5. Public school number of dropouts and event dropout rate for grades 9–12, by state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Grade 9 ¹		Grade 10 ¹		Grade 11 ¹		Grade 12 ¹	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ³	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	26	2.3	25	2.1	29	2.6	27	2.8
Guam	—	—	—	—	—	—	—	—
Northern Marianas Islands	70	6.7	11	1.3	18	2.4	16	2.3
Puerto Rico	156	0.4	453	1.0	335	0.8	229	0.7
U.S. Virgin Islands	138	7.2	122	11.0	77	7.7	76	7.6

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

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

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

² Reporting states totals include any of the 50 states and the District of Columbia that reported data.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a.

Table 6. Public school high school number of dropouts and event dropout rate, by race/ethnicity and state or jurisdiction: School year 2005–06

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Reporting states¹	12,775	7.4	15,709	2.4	148,488	6.0	129,437	6.1	212,121	2.7
Alabama	24	1.3	25	1.2	114	2.9	2,239	2.9	2,947	2.3
Alaska	1,241	11.7	203	6.9	152	9.7	189	10.0	1,562	6.2
Arizona	2,779	10.3	328	3.7	9,703	8.2	1,263	7.0	8,911	4.9
Arkansas	23	2.5	49	2.4	264	3.8	1,306	4.2	2,644	2.7
California	738	4.3	4,300	1.8	40,185	4.8	10,607	6.5	15,041	2.3
Colorado	356	13.5	353	4.8	8,244	15.8	1,709	12.5	6,198	4.7
Connecticut	13	2.2	36	0.7	1,050	4.4	640	2.7	1,471	1.2
Delaware	9	6.8	29	2.9	235	9.8	809	7.3	912	4.2
District of Columbia	‡	‡	22	7.4	‡	‡	‡	‡	23	4.0
Florida	84	3.7	320	1.7	8,799	5.0	10,931	5.8	11,804	2.9
Georgia	35	5.4	270	2.1	2,102	7.8	9,899	5.6	10,709	4.7
Hawaii	16	6.9	1,846	4.5	129	5.5	53	5.1	564	5.3
Idaho	63	5.6	16	1.2	533	6.4	30	4.8	1,449	2.1
Illinois	64	4.2	419	1.7	6,307	6.7	9,545	7.7	8,383	2.2
Indiana	25	3.4	61	1.7	646	4.8	1,788	5.0	6,396	2.5
Iowa	57	6.0	50	1.8	409	6.1	414	6.3	2,434	1.8
Kansas	77	3.7	78	2.4	607	4.5	531	4.4	2,066	1.9
Kentucky	—	—	—	—	—	—	—	—	—	—
Louisiana	111	8.6	148	5.6	291	9.8	8,408	12.0	5,424	5.7
Maine	39	10.1	46	5.7	44	8.1	62	5.5	3,149	5.3
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	52	6.5	352	2.7	2,794	7.9	1,703	6.6	4,953	2.3
Michigan	—	—	—	—	—	—	—	—	—	—
Minnesota	688	11.8	546	3.5	1,161	10.3	1,939	8.6	4,335	1.9
Mississippi	17	7.4	21	1.9	41	3.0	2,513	3.7	1,508	2.3
Missouri	71	6.5	83	2.0	429	6.3	3,757	7.9	7,243	3.3
Montana	405	8.5	7	1.2	53	5.4	18	6.2	1,276	3.1
Nebraska	97	7.3	41	2.7	496	6.4	500	8.0	1,381	1.9
Nevada	169	9.0	485	5.4	3,297	10.0	1,233	9.4	3,752	6.3
New Hampshire	9	4.9	18	1.7	109	6.6	33	3.6	1,958	3.1
New Jersey	20	2.8	188	0.6	2,019	2.9	1,853	2.5	2,567	1.0
New Mexico	829	6.6	43	3.3	2,854	5.9	126	5.2	1,458	4.5
New York	250	6.9	2,063	3.4	12,581	7.8	12,577	7.3	11,280	2.4
North Carolina	471	8.6	120	1.4	1,392	6.0	5,121	4.0	9,179	3.7
North Dakota	193	7.3	5	1.6	20	5.0	10	2.6	452	1.6
Ohio	61	7.9	133	1.8	902	8.3	9,168	9.8	12,314	2.7
Oklahoma	1,225	3.8	58	1.8	741	6.1	882	4.7	3,394	3.1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	32	3.9	317	2.3	2,242	7.1	5,305	6.0	8,266	1.8
Rhode Island	23	7.6	69	4.8	587	7.6	240	5.7	1,076	3.1
South Carolina	—	—	—	—	—	—	—	—	—	—
South Dakota	610	20.0	23	5.0	53	8.4	45	8.5	954	2.8
Tennessee	19	3.9	77	2.0	390	5.3	3,138	4.6	4,188	2.1
Texas	179	4.3	632	1.6	29,815	5.9	11,101	5.9	11,977	2.3
Utah	198	7.6	134	2.8	1,126	7.2	89	5.2	3,456	2.8
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	41	3.8	313	1.6	1,533	6.4	3,680	3.8	4,340	1.9
Washington	921	10.5	1,145	4.3	3,096	8.8	1,793	10.2	11,472	4.7
West Virginia	8	7.9	2	0.3	27	5.0	163	4.5	3,048	3.9
Wisconsin	250	5.9	224	2.2	704	4.9	1,997	7.7	3,096	1.3
Wyoming	183	21.2	11	3.8	212	10.4	30	8.9	1,111	4.7

See notes at end of table.

Table 6. Public school high school number of dropouts and event dropout rate, by race/ethnicity and state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ²	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ²	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	0	†	107	2.5	0	†	0	†	0	†
Guam	—	—	—	—	—	—	—	—	—	—
Northern Marianas Islands	0	†	—	—	0	†	0	†	1	5.6
Puerto Rico	0	†	0	†	1,173	0.7	0	†	0	†
U.S. Virgin Islands	0	0.0	2	28.6	85	14.3	320	7.3	6	18.1

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

† Not applicable. Jurisdiction reported membership of zero.

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

¹ Reporting states totals include any of the 50 states and the District of Columbia that reported data.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. Ungraded students (students not in a standard grade) who drop out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age. Ungraded student enrollments are prorated into grades based on graded enrollments to calculate denominators for dropout rates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a.

Table 7. Public school high school event dropout rate, by state or jurisdiction: School years 2002–03, 2003–04, 2004–05, and 2005–06

State or jurisdiction	Dropout rates, grades 9–12 ¹			
	2002–03	2003–04	2004–05	2005–06
Reporting states²	3.9	4.1	3.9	3.9
Alabama	3.5	3.3	2.8	2.5
Alaska	7.6	7.0	8.2	8.0
Arizona	8.5	6.7	6.2	6.4
Arkansas	4.6	4.7	4.3	3.1
California	3.2	3.3	3.1	3.7
Colorado	3.5	5.4	7.8	7.8
Connecticut	2.1	‡	‡	1.8
Delaware	5.5	6.1	5.3	5.5
District of Columbia	—	—	—	—
Florida	3.4	3.4	3.5	4.1
Georgia	5.8	5.4	5.6	5.2
Hawaii	4.7	4.8	4.7	4.7
Idaho	3.9	3.1	3.0	2.7
Illinois	5.7	5.3	4.5	3.9
Indiana	2.2	2.5	2.5	2.9
Iowa	1.9	‡	2.2	2.2
Kansas	2.4	2.2	2.1	2.4
Kentucky	3.3	3.3	3.5	3.3
Louisiana	7.5	7.9	7.5	8.4
Maine	2.8	2.7	2.8	5.4
Maryland	3.6	4.1	3.9	3.9
Massachusetts	3.3	3.7	3.8	3.4
Michigan	4.5	4.6	3.9	3.5
Minnesota	3.8	‡	‡	3.1
Mississippi	3.7	2.9	2.8	3.0
Missouri	3.3	3.3	3.7	4.1
Montana	3.6	3.4	3.4	3.7
Nebraska	3.1	2.8	2.7	2.8
Nevada	6.1	6.0	5.8	7.7
New Hampshire	3.8	3.8	3.5	3.2
New Jersey	1.8	‡	‡	1.6
New Mexico	4.7	5.2	4.2	5.5
New York	5.5	5.6	5.7	4.4
North Carolina	5.2	5.2	5.2	4.0
North Dakota	2.2	2.0	1.9	2.1
Ohio	3.0	3.3	3.5	4.0
Oklahoma	4.0	3.9	3.5	3.5
Oregon	4.4	—	—	4.6
Pennsylvania	3.2	2.9	2.9	2.7
Rhode Island	4.0	3.4	4.1	4.1
South Carolina	3.2	3.4	3.3	—
South Dakota	3.3	4.2	4.4	4.4
Tennessee	3.2	3.3	2.7	2.8
Texas	3.6	3.6	3.6	4.3
Utah	3.9	3.8	3.7	3.3
Vermont	3.5	2.8	2.6	‡
Virginia	3.0	2.8	2.5	2.7
Washington	6.2	6.5	4.5	5.5
West Virginia	3.7	4.3	4.1	3.9
Wisconsin	2.0	‡	2.4	2.2
Wyoming	4.5	4.6	4.8	5.7

See notes at end of table.

Table 7. Public school high school event dropout rate, by state or jurisdiction: School years 2002–03, 2003–04, 2004–05, and 2005–06—Continued

State or jurisdiction	Dropout rates, grades 9–12 ¹			
	2002–03	2003–04	2004–05	2005–06
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions				
DoDDS: DoDs Overseas ³	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—
Bureau of Indian Education	—	—	—	—
American Samoa	2.0	2.4	2.5	2.5
Guam	—	9.1	—	—
Northern Marianas Islands	2.6	2.8	2.8	3.5
Puerto Rico	—	—	—	0.7
U.S. Virgin Islands	2.8	7.7	6.2	8.2

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

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

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

² Reporting states totals include any of the 50 states and the District of Columbia that reported data.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2002–03, version 1a; "Common Core of Data State-Level Public School Dropout Data File," 2003–04, version 1a; "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a; and "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1a.

Table 8. Public school high school event dropout rate and Averaged Freshman Graduation Rate, by region, locale, and district size: School year 2005–06

Locale or district size	Region ¹							
	Northeast		Midwest		South		West	
	Dropout rate grades 9–12	Averaged Freshman Graduation Rate ^{2,3}	Dropout rate grades 9–12	Averaged Freshman Graduation Rate ²	Dropout rate grades 9–12	Averaged Freshman Graduation Rate ^{2,3}	Dropout rate grades 9–12	Averaged Freshman Graduation Rate ²
Reporting states⁴	3.2	80.2	4.6	68.0	4.0	69.8	3.4	79.5
Locale ⁵								
Large city	7.3	60.2	6.2	60.3	6.2	60.3	10.1	57.1
Midsize city	5.1	64.5	4.6	70.6	4.4	65.5	4.6	72.0
Urban fringe of a large city	1.7	85.1	4.2	75.0	3.4	73.2	2.4	84.1
Urban fringe of a midsize city	2.0	84.0	3.6	54.4	3.4	70.3	2.5	83.0
Large town	2.9	77.4	4.8	73.5	4.3	70.2	3.6	78.3
Small town	3.2	76.1	4.7	67.8	4.2	70.3	2.8	82.8
Rural, outside CBSA ⁶	2.8	79.2	4.7	71.2	3.7	72.7	2.1	84.3
Rural, inside CBSA ⁶	2.0	83.5	3.4	74.4	3.9	73.1	1.7	86.0
District size ⁷								
50,000 or more	8.2	64.8	5.5	53.1	4.1	66.4	9.5	52.5
10,000–49,999	5.3	66.7	4.2	72.9	4.0	71.4	3.5	75.6
1,000–9,999	2.1	83.8	4.0	73.1	3.8	70.4	2.4	83.3
Less than 1,000	2.7	80.0	10.2	74.8	4.9	80.6	4.6	88.0

¹ The 50 states and The District of Columbia are assigned to regions based on U.S. Census Bureau definitions.

² Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2005–06, it equals the total number of diploma recipients in 2005–06 divided by the average membership of the 8th-grade class in 2001–02, the 9th-grade class in 2002–03, and the 10th-grade class in 2003–04.

³ AFGR excludes Pennsylvania and South Carolina which did not report graduates for school year 2005–06.

⁴ Reporting states totals include any of the 50 states and the District of Columbia that reported data.

⁵ Dropout rates and AFGRs are for local education agencies (LEAs) that have been assigned a locale code.

⁶ CBSA stands for Core Based Statistical Area.

⁷ Dropout rates and AFGRs are of LEAs for which district membership was reported.

NOTE: The universe for this table includes the 50 states and the District of Columbia only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File," School Year 2005–06, version 1a.

Appendix A: Methodology and Technical Notes

General Notes

Source of data. The numbers of high school diploma recipients, and the student membership data that comprise the denominator for the Averaged Freshman Graduation Rate (AFGR), are taken from the Common Core of Data (CCD) State Nonfiscal Survey file for all AFGRs presented in this report, with the following exceptions: AFGRs by region, locale, and district size reported in Table 8 are based on data taken from the CCD Local Education Agency Universe Survey file. Dropout data are reported on the CCD Local Education Agency Universe Survey file. State-level dropout data are created by aggregating local education agency level (LEA) data to the state level. The 2005–06 membership data that were used to create the enrollment base (denominator) for the 2005–06 event dropout rate were taken from the CCD School Universe survey. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

The 2005–06 data were reported during the pilot year of collecting CCD data through the Department of Education’s *EDFacts* system. Most states reported their dropout and high school data through *EDFacts*; however, Michigan, New Jersey, New Mexico, and South Dakota reported through the CCD online collection maintained by the U.S. Census Bureau and Kforce Government Solutions. NCES accepted 2005–06 school year completion and dropout data through November 23, 2007.

Missing data. When reporting results, NCES treats missing data within individual states differently than it treats missing data across all states, the District of Columbia, and other jurisdictions as a whole. An individual state is considered to have missing data if an item is reported for less than 80 percent of eligible students. If information is missing for some but no more than 15 percent of eligible students across the 50 states and District of Columbia, NCES calculates totals and identifies them as “reporting states” totals (rather than totals for the United States).

EDFacts accepted blank responses in 2005–06 school year reports and did not require that states distinguish among missing, not applicable, and “zero” values. Every effort was made to correctly identify responses as missing, not applicable, or zero after the fact, but it is possible that some blank responses may have been categorized incorrectly.

Totals. “Reporting states” totals in the tables are limited to the 50 states and the District of Columbia. They do not include data from the Bureau of Indian Education, Department of Defense dependents schools (overseas and domestic), Puerto Rico, or the other jurisdictions of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands. Because not all, but at least 85 percent of, eligible students in the 50 states and the District of Columbia are represented in the graduation and dropout counts, every table presents a “reporting states” total. See “Missing data” (above) for more information. Note that table 8 reports data for each geographic region even though Pennsylvania and South Carolina were excluded from the regional presentations of AFGR.

Protecting the confidentiality of dropout and high school graduation data. It would be possible under some conditions to identify an individual student who dropped out of school or who was not awarded a regular diploma at the end of twelfth grade. For example, if a state had 10 twelfth grade White, non-Hispanic students enrolled and only 1 White, non-Hispanic high school graduate, that graduating student could infer that all of the other White, non-Hispanic students had failed to graduate. The same situation could occur with dropouts. For example, if a state reported 15 White, non-Hispanic students enrolled in grade 9 in one year and 15 White, non-Hispanic ninth grade dropouts, an outside observer could infer that all of the original students had dropped out. (These would be inferences because the CCD cannot distinguish between students who fail to graduate or who drop out and students who transfer out of state or into private schools.) The dropout and high school completion data were modified in order to prevent the identification of any twelfth grade student who did not receive a regular high school diploma or any student who dropped out of school. There were few threats to confidentiality in the state-level data. Some reported data were changed to “missing” and some reported numbers of graduates were increased slightly. These changes resulted in a minimal distortion of information.

Data quality. There is variation in the degree of rigor with which the states or school districts verify their data. Those states that collect dropout or graduation data through student-level records systems are better able to verify students' enrollment and graduation status than are those agencies that collect aggregate data from schools and districts. NCES does not audit state reports. NCES will ask a state to confirm or revise data if the numbers appear to have changed from the prior year considerably more for that state than others, or if the data appear unlikely on the basis of internal evidence. An example of this latter condition would be a state in which the number of graduates exceeded the number of grade 12 students.

Locale. The locales assigned to school districts are based on the locale codes of their schools, weighted by the size of the school's enrollment. A large city is a central city in a relatively densely populated area (a Core-Based Statistical Area, or CBSA) and has a population of 250,000 or more; a mid-size city is central city in a relatively densely populated area, and has a population of less than 250,000. Urban fringes are basically suburbs of cities. Large towns are outside a CBSA and have a population of 25,000 or more, while small towns are similarly located but have a population between 2,500 and 24,999. Rural areas can exist as pockets within a relatively densely populated area (within a CBSA) or outside a CBSA.

Regions. The geographic regions in this report are those defined by the U.S. Census Bureau. They are:

- Northeast Region: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. (Pennsylvania did not report graduation data and was therefore excluded from the regional analysis.)
- South Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (South Carolina did not report graduation or dropout data and was therefore excluded from these regional analyses.)
- Midwest Region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.
- West Region: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Notes on High School Graduation Data

Differences in definitions of "graduate." State and local policies can affect the numbers of graduates reported. There are differences in what a high school diploma represents across states. The CCD defines a regular diploma as the high school completion credential awarded to students who meet or exceed coursework and performance standards set by the state or other approving authority. However, some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address the state or district's academic standards. For example, some states have in-school General Education Development (GED) programs that require fewer credit hours than a regular high school track, but lead to the award of regular diplomas.

Other states award some form of alternative credential to students who meet some, but not all, requirements. For example, special education students who complete their individual education programs or regular education students in some alternative programs may receive a certificate of completion. As a result of different policies, students who receive a certificate of completion in one state might be awarded a regular diploma in another.

Calculating the AFGR. The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2005–06 AFGR was the average of eighth grade membership in 2001–02, ninth grade membership in 2002–03, and tenth grade membership in 2003–04. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2002–03 freshmen in order to estimate the on-time graduation rate for 2005–06.

The method used to create the enrollment base for the AFGR was changed slightly in the 2004–05 school year. Before 2004–05, the enrollment base used the total enrollments by grade. Beginning with the 2004–05 files, the race/ethnicity detail for each grade was summed to form the enrollment base. The change resulted in a slightly more accurate enrollment base, but had little effect on the AFGRs.

Treatment of ungraded students. Although the AFGR denominator is based on enrollments by grade, some states report ungraded students. To adjust for this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, based on the race/ethnicity and gender of the ungraded students and the race/ethnicity and gender of the graded students where this information was available. The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the eighth, ninth, and tenth grades. In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

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

While the AFGR is a reasonable proxy at the aggregate national or state level, the potential effects of three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the estimated graduation rate would be lower than the actual on-time rate for that group of freshmen. On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen. This can lead to estimated graduation rates of more than 100 percent for small groups; such cases have been adjusted to 100 percent in this report.

Second, including the estimate of eighth-graders from the previous year in order to remove the effect of freshmen who were retained, and thus are not first-time freshmen, ignores the fact that in some cases there may be real change in the number of eighth-graders relative to counts of ninth-graders due to transfers between public and private schools. If more students transfer to public schools at this point, using a count of eighth-graders that does not include those students would serve to artificially decrease the estimated number of ninth-graders, and as a result increase the graduation rate for that class. Conversely, if more students were to transfer out of public schools between the eighth and ninth grades, using the eighth grade count that includes students leaving the population would artificially increase the estimated number of ninth-graders and in turn, decrease the graduation rate.

Third, there may be a tradeoff between the adjustment for retentions and grade specific differences in the number of dropouts. The use of the tenth-grade enrollment count also helps to dampen the effect of ninth-grade retentions, but ignores the fact that ninth-grade dropouts result in a smaller tenth-grade population. Excluding these ninth-grade dropouts lowers the estimate of freshmen and as a result increases the graduation rate.

Missing and suppressed data. Pennsylvania, South Carolina, the Bureau of Indian Education, Guam, and the Virgin Islands did not report high school graduation data for 2005–06. The District of Columbia reported a number of 2005–06 high school diploma recipients that exceeded the 2005–06 twelfth grade enrollment and these data were therefore suppressed. Kentucky, New Hampshire, and North Carolina did not report graduates by race/ethnicity. Idaho did not report race/ethnicity for the student membership data that comprised the enrollment base for the AFGR.

Notes on Dropout Data

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

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

The following statements apply for the purpose of this definition:

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

Defining the school year. Not all states follow a fall-to-fall school year. The CCD dropout count is based on an October–September school year in which a student’s dropout status is determined at the beginning of the year. Some states follow a July–June calendar in which a student’s dropout status is determined at the end of the school year. Dropout rates in states that follow an alternative reporting calendar are comparable to rates for states that follow the October–September calendar (Winglee et al. 2000) and therefore data for states that follow alternative reporting calendars are published in the CCD data files.

Between-year (summer) dropouts. The CCD definition accounts dropouts to the grade and school year for which they do not meet their obligation. Students who complete one school year but fail to enroll in the next school year are counted as dropouts from the school year and grade for which they failed to return. For example, a student completing tenth grade in 2004–05 who does not enroll the next year would be reported as an eleventh grade dropout for 2005–06.

GED programs. Students who leave high school to enroll in adult education/GED preparation programs are reported as dropouts, unless the district tracks these students and reports as dropouts those who fail to complete the program. Students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test, if the GED is an accepted high school credential in the state.

Calculating the event dropout rate. The event dropout rate for a given grade is the number of dropouts from that grade divided by the number of students enrolled in that grade at the beginning of the school year. For example, the tenth grade event dropout rate for 2005–06 is the number of 2005–06 tenth grade dropouts divided by the number of students in tenth grade at the beginning of the 2005–06 school year. Ungraded students are prorated into the denominator. The high school event dropout rate aggregates dropouts and students in membership for ninth through twelfth grades.

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

Missing and suppressed data. South Carolina, the Bureau of Indian Education, the Department of Defense dependents schools (domestic and overseas), and Guam did not report dropouts for 2005–06. Missing data resulted in the suppression of data for all but Asian/Pacific Islander and White, non-Hispanic dropouts in the District of Columbia. The extent of missing data also required the suppression of Vermont’s dropout data.

Revisions

Differences between NCES 2008-353 and NCES 2008-353rev publication: Following the initial publication of this report, the state of Alabama, Department of Education realized that it had misreported the dropout counts for the state. Alabama reported grade-level total dropout counts that were larger than the counts reported in the race/ethnicity and gender detail on dropouts. The misreported numbers acted to inflate the grade-level event dropout counts and the corresponding rates. Collaboration with the Alabama Department of Education led to the grade-level data being replaced with the sum of the race/ethnicity and gender detail. According to the Alabama Department of Education, these data are accurate for the state of Alabama for the 2005–06 school year.

Along with changes due to the more accurate Alabama data, the parameters for table 8 have changed. Data found in the original NCES 2008-353 publication were based on the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File, School Year 2005–06, version 1a. Table 8 in this revised publication was produced from the Restricted-Use version of this file. This change was made to provide readers with the most accurate data available, including cases suppressed from the public-use file for confidentiality protection. The original table 8 included data for New York City Public Schools disaggregated into smaller sub-districts. Table 8 now includes aggregated data for New York City Public Schools. This change affected the distribution of dropouts and graduates by size of district.