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**Public High School Dropouts and
Completers from the Common Core
of Data: School Years 1998–99 and
1999–2000**

Beth Aronstamm Young
National Center for Education Statistics

U.S. Department of Education
Office of Educational Research and Improvement

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Content Contact:

Beth Young
(202) 502–7480

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Two of the most important indicators of the educational system's success are the rates that young people complete and drop out of school each year. The Common Core of Data (CCD) survey system of the National Center for Education Statistics (NCES) annually collects information about public school dropouts and completers. This report presents the number and percentage of students dropping out and completing public school (among states that reported dropouts) for school years 1998–99 and 1999–2000.

Background

The CCD consists of six surveys that are completed each year by state education agencies (SEAs). Three of these surveys provide basic statistical information about public elementary/secondary institutions, students, and staff. Although all information is reported directly from SEAs, the surveys include data about individual states, local education agencies, and schools. The numbers of students who complete high school with a regular diploma or some alternative credential have been reported at the state and local education agency levels since the 1987–88 CCD collection. A dropout statistic was added to the *Local Education Agency (School District) Universe* beginning with the 1992–93 collection (reporting 1991–92 dropouts).

Limitations in This Report

The high school 4-year completion rate presented here differs in its calculation from other published rates and readers should be alert to this when making comparisons with other studies. The inclusion of both regular and other high school completions, and the exclusion of General Education Development (GED) test recipients, may also lead to differences with other reports (see the “High School Completers” section for a further description).

Also, state and local policies and data collection administration may have profound effects on the count of dropouts and completers reported by a state. Dropout and completion data collected by the CCD are reported from the administrative records of SEAs. Some states collect their data through student-level records systems while others collect aggregate data from schools and districts. Although state CCD Coordinators verify each year that they have followed the CCD dropout definition, states vary in their ability to track students who move in and out of districts, and it is probable that some students have been misclassified.

High School Dropouts

Determining Dropout Status

The CCD definition determines whether an individual is a dropout by his or her enrollment status at the beginning of the school year (the same day reflected in the enrollment count). Beginning in 1990, NCES defined a dropout as an individual who

- 1) was enrolled in school at some time during the previous school year (e.g., 1998–99); and
- 2) was not enrolled at the beginning of the current school year (e.g., 1999–2000); and
- 3) has not graduated from high school or completed a state- or district-approved educational program; and
- 4) does not meet any of the following exclusionary conditions:
 - a) transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs);
 - b) temporary absence due to suspension or school-excused illness; or
 - c) death.

Individuals who complete 1 year of school but fail to enroll at the beginning of the subsequent year (“summer dropouts”) are counted as dropouts from the school year and grade in which they fail to enroll. Those who leave secondary education but are enrolled in an adult education program at the beginning of the school year are considered dropouts. However, note that dropout status is determined by a student’s status on October 1. Students who receive their GED certificate by October 1 are not counted as dropouts if the state or district recognizes this as an approved program. Although a student whose whereabouts is unknown is considered a dropout, states are not required to count students who leave the United States as dropouts even if there is no information about such students’ subsequent enrollment status. A student can be counted as a dropout only once for a single school year but can, if he or she repeatedly drops out and re-enrolls, appear as a dropout in more than 1 year.

Dropout Rate

This is an annual event dropout rate: the number of dropouts for a school year divided by the number of students enrolled at the beginning of that school year. For example, to compute the 9th-through 12th-grade dropout rate, the calculation is

$$\frac{\text{Number of 9th- through 12th-grade dropouts}}{\text{October 1st 9th- through 12th-grade enrollment count}}$$

Dropout Results

In the 1999–2000 school year, 37 states (including the District of Columbia), and in the 1998–99 school year, 38 states (including the District of Columbia), reported dropouts using the CCD definition. The change in the number of states between the two collection periods occurred because Arizona and Idaho did not report dropouts using the CCD definition in 1999–2000, while Texas did report them using the CCD definition in 1999–2000 but not in 1998–99. Table 1 presents data on 1999–2000 and 1998–99 dropouts. In the 1999–2000 school year, the 9th-through 12th-grade dropout rate in the reporting states ranged from 2.5 percent in Iowa to 9.2 percent in Louisiana. In the 1998–99 school year, the dropout rate ranged from 2.4 percent in North Dakota to 10.0 percent in Louisiana.

The majority of reporting states in 1999–2000 (24 of the 37) had dropout rates ranging from 4.0 to 6.0 percent. Eight states had a dropout rate lower than 4.0 in the 1999–2000 school year: Connecticut, Iowa, Maine, New Jersey, North Dakota, South Dakota, Virginia, and Wisconsin. In 1998–99, the number of states with dropout rates ranging from 4.0 to 6.0 was smaller, only 20 out of the 38. Nine states had a dropout rate lower than 4.0 in the 1998–99 school year: Connecticut, Iowa, Maine, Massachusetts, New Jersey, North Dakota, Ohio, Pennsylvania, and Wisconsin.

Because of the differing sizes of states, the numbers of dropouts varied greatly among reporting states. In the 1999–2000 school year, while Texas had the greatest number of dropouts (54,390) among reporting states, it did not have the highest dropout rate. On the other hand, North Dakota had the smallest number of dropouts (1,003) and also had the third lowest dropout rate (2.7 percent) of reporting states.

High School Completers

Diploma recipients

These are individuals who are awarded a high school diploma or a diploma in a given year that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by the state or other relevant authorities.

Other high school completers

These individuals receive a certificate of attendance or some other credential in lieu of a diploma. 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. In order to make data as comparable as possible across states, this report includes both regular and other diploma recipients in its high school 4-year completion rate.

Exclusion of high school equivalency recipients

High school equivalencies 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. The equivalency certificate is usually awarded on the basis of the GED test. The CCD asks states to report high school equivalency recipients who are in roughly the same cohort as the regular graduating class, that is, 19 years of age or younger. Although students who receive their GED from a state- or district-recognized program by October 1 are not counted as dropouts in the dropout rate calculation, there are two reasons that GED counts are not included in the count of high school completers (i.e., they are counted as dropouts) in the 4-year completion rate. First, the count of high school equivalencies is only reported on the CCD’s state collection and the other data collected and used in the four-year completion rate are at the school district level. Second, not all states report the total number of GED recipients.

High School 4-Year Completion Rate

Put simply, this rate asks, “of those students who have left school, what proportion have done so as completers?” The rate incorporates 4 years’ worth of data and thus, is an estimated cohort rate. It is calculated by dividing the number of high school completers by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of completers. If a hypothetical graduating class began as 9th-graders in Year 1, this 4-year completion rate would look like:

$$\frac{\text{High School Completers Year 4}}{\text{Dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4)} + \text{High School Completers Year 4}}$$

To get a more detailed description of the development of both rates as well as the limitations of the dropout and completion rates, see *Public High School Dropouts and Completers From the Common Core of Data: School Years 1991–92 through 1997–98* (NCES 2002317).

High School Completer Results

As with states’ numbers of high school dropouts, states’ numbers of high school completers varied widely, partially because of the sizes of states’ public school populations. As might be expected, in 1999–2000, the state with the largest public school population, California, had the

most high school completers (309,866), and the District of Columbia, with the smallest public school population, had the fewest high school completers (2,916) (table 2). Seven states had more than 100,000 high school completers: California, Florida, Illinois, New York, Ohio, Pennsylvania, and Texas.

In the 1999–2000 school year, the 4 years of dropout data needed to calculate a high school 4-year completion rate were available for 33 states. The high school 4-year completion rates ranged from a high of 89.3 in Wisconsin to a low of 62.6 in Louisiana for those states with data. (This rate includes other high school completers but does not reflect those receiving a GED-based equivalency credential.) In 1999–2000, eight of the reporting states had a 4-year completion rate above 85 percent: Connecticut, Iowa, Maine, Massachusetts, Nebraska, New Jersey, North Dakota, and Wisconsin. Four states had 4-year completion rates below 75 percent: Georgia, Louisiana, Nevada, and New Mexico.

The majority of high school completion credentials are in the form of a diploma. There were 32 reporting states with data available to calculate a 1999–2000 high school 4-year completion rate that either reported other high school completer data (i.e., certificates of completion) or did not award any type of other high school completer credentials. Other high school completers made up only 1.5 percent of all high school completers in these 32 reporting states (derived from table 2). Twenty-two of these states awarded other high school completion credentials (the other 10 states did not award these credentials) and had data necessary to calculate a 1999–2000 4-year completion rate for other high school completers (e.g., recipients of certificates of completion). In 5 of these 22 states — Alabama, Arkansas, Georgia, Mississippi, and Tennessee — the percent of all students who completed by means of another high school completion credential was 5 percent or more.

Table 1. — Dropout numbers and rates in grades 9–12, by state: School years 1999–2000 and 1998–99

State	1999–2000			1998–99		
	Total 9th- through 12th-graders ¹	Dropouts	Rate	Total 9th- through 12th-graders ¹	Dropouts	Rate
Alabama ²	199,574	8,928	4.5	205,459	9,118	4.4
Alaska ²	38,790	2,134	5.5	38,382	2,044	5.3
Arizona	—	—	—	224,813	18,881	8.4
Arkansas	133,274	7,637	5.7	132,988	7,918	6.0
California	—	—	—	—	—	—
Colorado	—	—	—	—	—	—
Connecticut	148,263	4,541	3.1	143,823	4,715	3.3
Delaware	32,447	1,337	4.1	32,803	1,361	4.1
District of Columbia	15,296	1,096	7.2	14,684	1,197	8.2
Florida	—	—	—	—	—	—
Georgia	378,486	27,175	7.2	371,642	27,358	7.4
Hawaii	—	—	—	—	—	—
Idaho	—	—	—	74,074	5082	6.9
Illinois ²	554,327	34,095	6.2	549,515	35,908	6.5
Indiana	—	—	—	—	—	—
Iowa	158,477	4,002	2.5	158,820	3,997	2.5
Kansas	—	—	—	—	—	—
Kentucky	187,553	9,445	5.0	191,352	9,317	4.9
Louisiana	207,331	18,999	9.2	208,895	20,923	10.0
Maine	60,595	1,977	3.3	59,790	1,975	3.3
Maryland ²	238,113	9,772	4.1	233,541	10,208	4.4
Massachusetts	265,949	10,874	4.1	256,726	9,189	3.6
Michigan	—	—	—	—	—	—
Minnesota	272,869	11,790	4.3	268,966	12,011	4.5
Mississippi	133,095	6,571	4.9	133,837	6,961	5.2
Missouri	269,188	11,896	4.4	264,984	12,633	4.8
Montana	50,031	2,089	4.2	49,913	2,230	4.5
Nebraska	90,792	3,605	4.0	90,975	3,844	4.2
Nevada	85,960	5,348	6.2	81,945	6,493	7.9
New Hampshire	—	—	—	—	—	—
New Jersey ²	331,468	10,267	3.1	327,784	10,188	3.1
New Mexico	95,903	5,772	6.0	96,268	6,775	7.0
New York	—	—	—	—	—	—
North Carolina	—	—	—	—	—	—
North Dakota	37,740	1,003	2.7	38,001	921	2.4
Ohio	590,504	29,386	5.0	590,608	22,821	3.9
Oklahoma ²	180,203	9,737	5.4	180,235	9,433	5.2
Oregon ³	166,548	9,709	5.8	162,100	10,559	6.5
Pennsylvania	543,803	21,605	4.0	538,452	20,410	3.8
Rhode Island	43,617	2,096	4.8	43,019	1,931	4.5
South Carolina	—	—	—	—	—	—
South Dakota ²	41,439	1,442	3.5	41,633	1,883	4.5
Tennessee ²	253,913	10,668	4.2	244,929	11,340	4.6
Texas	1,088,428	54,390	5.0	—	—	—
Utah	149,816	6,167	4.1	151,366	7,152	4.7
Vermont ²	31,984	1,491	4.7	30,656	1,403	4.6
Virginia ²	320,920	12,381	3.9	316,569	14,153	4.5
Washington	—	—	—	—	—	—
West Virginia	88,320	3,708	4.2	91,394	4,438	4.9
Wisconsin	249,028	6,441	2.6	253,888	6,555	2.6
Wyoming	30,200	1,715	5.7	31,109	1,608	5.2
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs						
DoDDS: DoDs Overseas	—	—	—	—	—	—
DDESS: DoDs Domestic	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	3,545	45	1.3	3,531	70	2.0
Guam	8,800	1,077	12.2	8,364	1,254	15.0
Northern Marianas	2,098	156	7.4	2,078	239	11.5
Puerto Rico ²	165,027	1,519	0.9	161,321	1,892	1.2
Virgin Islands	5,994	409	6.8	5,750	421	7.3

— Not available.

¹ Ungraded students are prorated into the 9th- through 12th-grade total for dropout rate calculation purposes. For those states that did not report dropouts, no prorated 9th- through 12th-grade enrollment was calculated.² This state reported on an alternative July through June cycle rather than the specified October through September cycle.³ Oregon dropout counts erroneously included students that were completers, these students account for approximately 0.2 percent of Oregon's dropout counts.SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *Data File: Local Education Agency Universe Dropout Data*, School years 1998–99 and 1999–2000.

Table 2.—Four-year high school completion rates, by state: School years 1999-2000 and 1998-99

State	1999-2000						1998-99					
	Number of Completers ¹			4-year completion rate ²			Number of Completers ¹			4-year completion rate ²		
	Total	Total diploma	Other completers	Total	Total diploma	Other	Total	Total diploma	Other completers	Total	Total diploma	Other
United States	2,586,195 ^{3,4}	2,546,701	39,494 ^{3,4}	—	—	—	2,526,890 ⁴	2,487,200	39,690 ⁴	—	—	—
Alabama	40,354	37,819	2,535	79.8	74.8	5.0	40,624	36,991	3,633	78.9	71.8	7.1
Alaska	6,683	6,630	53	77.3	76.7	0.6	6,860	6,810	50	78.9	78.3	0.6
Arizona ⁵	38,679	38,304	375	—	—	—	36,085	35,728	357	63.2	62.6	0.6
Arkansas	29,511	27,335	2,176	80.1	74.2	5.9	29,072	26,896	2,176	81.0	74.9	6.1
California	309,866	309,866	†	—	—	†	299,277	299,277	†	—	—	†
Colorado	39,064	38,924	140	—	—	—	37,764	36,958	806	—	—	—
Connecticut	31,470	31,437	33	86.5	86.4	0.1	28,319	28,278	41	83.7	83.6	0.1
Delaware	6,185	6,107	78	80.8	79.8	1.0	6,577	6,484	93	82.9	81.7	1.2
District of Columbia	2,916	2,695	221	—	—	—	2,805	2,675	130	—	—	—
Florida	110,492	106,498	3,994	—	—	—	105,815	102,414	3,401	—	—	—
Georgia	67,897	62,563	5,334	70.7	65.1	5.6	65,467	59,227	6,240	68.9	62.3	6.6
Hawaii	10,666	10,437	229	—	—	—	10,418	9,714	704	—	—	—
Idaho	16,207	16,170	37	—	—	—	15,747	15,716	31	74.7	74.5	0.1
Illinois	111,796	111,796	†	75.4	75.4	†	112,498	112,498	†	75.8	75.8	†
Indiana	59,821	58,941	880	—	—	—	59,472	58,962	510	—	—	—
Iowa	34,050	33,926	124	88.8	88.5	0.3	34,446	34,378	68	88.3	88.1	0.2
Kansas	29,102	29,102	†	—	—	†	28,543	28,543	†	—	—	†
Kentucky	36,775	36,775	—	—	—	—	37,273	37,127	146	—	—	—
Louisiana	39,390	38,430	960	62.6	61.1	1.5	39,122	37,802	1,320	61.5	59.4	2.1
Maine	12,015	11,999	16	86.2	86.1	0.1	11,706	11,691	15	86.4	86.3	0.1
Maryland	48,310	47,849	461	81.9	81.1	0.8	46,821	46,214	607	81.6	80.6	1.1
Massachusetts	52,877	52,877	†	85.5	85.5	†	51,465	51,465	†	86.0	86.0	†
Michigan ⁴	90,445	89,986	459	—	—	—	94,451	94,125	326	—	—	—
Minnesota	57,363	57,363	†	81.2	81.2	†	56,964	56,964	†	81.2	81.2	†
Mississippi	26,324	24,232	2,092	76.4	70.4	6.1	26,284	24,198	2,086	76.4	70.3	6.1
Missouri	52,895	52,796	99	79.6	79.4	0.1	52,448	52,354	94	77.8	77.7	0.1
Montana	10,902	10,902	†	82.4	82.4	†	10,925	10,925	†	82.0	82.0	†
Nebraska	20,218	20,046	172	85.1	84.3	0.7	20,864	20,488	376	84.5	82.9	1.5
Nevada	15,390	14,551	839	70.2	66.4	3.8	14,495	13,892	603	66.9	64.1	2.8
New Hampshire	11,797	11,797	—	—	—	—	11,251	11,251	—	—	—	—
New Jersey	74,586	74,586	†	86.7	86.7	†	67,410	67,410	†	85.2	85.2	†
New Mexico	18,551	18,291	260	73.0	72.0	1.0	17,547	17,317	230	70.6	69.6	0.9
New York	147,284	141,731	5,553	—	—	—	143,461	139,366	4,095	—	—	—
North Carolina	62,844	62,140	704	—	—	—	60,819	60,081	738	—	—	—
North Dakota	8,606	8,606	†	88.9	88.9	†	8,388	8,388	†	89.7	89.7	†
Ohio	112,515	112,515	†	80.4	80.4	†	108,183	108,183	†	80.5	80.5	†
Oklahoma	37,629	37,629	†	78.8	78.8	†	36,496	36,496	†	78.7	78.7	†
Oregon	33,441	30,583	2,858	—	—	—	30,869	27,835	3,034	—	—	—
Pennsylvania	113,959	113,959	†	84.1	84.1	†	112,714	112,714	†	84.0	84.0	†
Rhode Island	8,495	8,477	18	80.8	80.6	0.2	8,193	8,179	14	81.8	81.7	0.1
South Carolina	33,918	31,617	2,301	—	—	—	33,770	31,495	2,275	—	—	—
South Dakota	9,278	9,278	†	83.6	83.6	†	8,757	8,757	†	81.7	81.7	†
Tennessee	45,825	41,568	4,257	78.8	71.5	7.3	44,597	40,823	3,774	78.5	71.8	6.6
Texas	212,925	212,925	†	—	—	†	203,367	203,367	†	—	—	†
Utah	32,822	32,510	312	81.4	80.6	0.8	31,782	31,587	195	80.1	79.6	0.5
Vermont	6,698	6,675	23	81.4	81.2	0.3	6,438	6,418	20	82.1	81.9	0.3
Virginia	67,458	65,596	1,862	81.8	79.5	2.3	65,345	63,875	1,470	81.5	79.7	1.8
Washington	55,418	55,418	—	—	—	—	57,908	57,908	—	—	—	—
West Virginia	19,449	19,437	12	82.6	82.5	0.1	19,908	19,889	19	83.2	83.2	0.1
Wisconsin	58,545	58,545	—	89.3	89.3	—	58,312	58,312	—	89.7	89.7	—
Wyoming	6,489	6,462	27	77.6	77.3	0.3	6,365	6,352	13	77.2	77.0	0.2
Outlying Areas, DoD Dependents Schools, and Bureau of Indian Affairs												
DoDDS: DoDs Overseas	2,642	2,642	—	—	—	—	2,403	2,403	—	—	—	—
DDESS: DoDs Domestic	560	560	—	—	—	—	570	570	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	701	698	3	91.0	90.6	0.4	741	740	1	94.4	94.3	0.1
Guam	1,406	1,406	—	52.7	52.7	—	1,326	1,326	—	53.4	53.4	—
Northern Marianas	360	360	—	72.7	72.7	—	341	341	—	67.7	67.7	—
Puerto Rico	30,856	30,856	—	93.4	93.4	—	30,479	30,479	—	92.3	92.3	—
Virgin Islands	1,060	1,060	—	78.8	78.8	—	951	951	—	83.9	83.9	—

— Not available.

† Not applicable, state does not award this type of credential.

¹ Includes regular and other diplomas as well as other completers but does not include high school equivalency.

² The 4-year completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a 4-year period (see report text for further description).

³ Michigan completer counts in 1999–2000 do not include the following districts: Detroit, Lansing, and Litchfield. These three districts accounted for less than 8 percent of all Michigan completers in the 1998–99 school year.

⁴ Other Completers data are missing the following states: Kentucky (1999–2000 only), New Hampshire, Washington, and Wisconsin.

⁵ Arizona completers data are obtained from the 2000-01 State Nonfiscal Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *Data File: Local Education Agency Universe Dropout File*, School Year 1998-99 and 1999-2000, "Local Education Agency Universe Survey," 1999–2000 and 2000-01 and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1999–2000 and 2000-01.

Technical Notes

How does the CCD dropout rate compare with other dropout rates?

NCES publishes three types of dropout rates.

Event rates describe the proportion of students who leave school each year without completing a high school program. This annual measure of recent dropout occurrences provides important information about how effective educators are in keeping students enrolled in school. Data used to compute event rates are collected through the CCD and the Current Population Survey (CPS).

Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts regardless of when they last attended school. Since status rates reveal the extent of the dropout problem in the population, these rates also can be used to estimate the need for further education and training designed to help dropouts participate fully in the economy and life of the nation. Data used to calculate status rates for young adults ages 16 through 24 are collected through the CPS.

Cohort rates measure what happens to a group of students over a period of time. These rates are based on repeated measures of a cohort of students with shared experiences and reveal how many students starting in a specific grade drop out over time. Typically, data from longitudinal studies provide more background and contextual information on the students who drop out than are available through the CPS or CCD data collections. Data used to calculate cohort rates were collected through the National Education Longitudinal Survey of 1988 (NELS:88), and are included in subsequent longitudinal files.

Conceptually, the dropout collection through the CCD is designed to be consistent with the current CPS procedures. However, there are operational differences in dropout collection procedures between the two data sets. First, the CCD represents a state's public school dropout counts; in other words, the dropout rate represents the number of public school students who have dropped out over the total number of public school students enrolled in the state. This differs from the CPS dropout counts in a few ways. The CPS counts include students who were enrolled in either public or private schools. Secondly, the CPS is a count of young adults who live in the state, not necessarily those who went to school in that state. The third difference between CPS and CCD dropout collection procedures is that the CCD collects data on dropouts from grades 7 through 12 and reports event rates based on grades 9 through 12 versus only grades 10 through 12 in the CPS. Fourth, the CCD collection is based on administrative records rather than a household survey as in CPS. One other difference is that, in contrast to the CPS, the CCD collection counts those students who leave public school to enroll in GED programs (outside the public education system) as dropouts, but they are not counted as dropouts in the estimates NCES publishes based on CPS data. Finally, the CPS is not traditionally used to report state-level dropout estimates.

How does the CCD 4-year completion rate differ from the CPS completion rate?

The CCD and CPS are different types of data collections that lead to different completion rates. The CCD is an annual administrative records data collection from SEAs of data about schools, districts, and states. The CPS is a monthly household survey of 50,000 households conducted by the Bureau of the Census for the Bureau of Labor Statistics to provide information about employment, unemployment, and other characteristics of the civilian noninstitutionalized population.

Many of the differences between the CCD and CPS dropout collections are evident in their respective data collection procedures. There are additional distinctions, however. The CCD is more of an accountability measure for states while the CPS measure defines a population. The main difference is that the CCD 4-year completion rate is a leaver rate, of those that leave school, how many completed. The CPS measures an age group of the population (in NCES' case 18- to 24-year-olds) and asks if they graduated from school. Thus, the CCD estimates a cohort completion rate for those who have left school, while the CPS provides a status rate based on the total young adult population.

National totals

Because not all states report dropouts using the CCD definition, the CCD cannot provide national totals for dropout or completion rates. It is also not advisable to create "reporting state" totals, because the bias introduced by those states that are missing is unknown. When all states are able to report to NCES using the CCD dropout definition, a national total of dropouts and completers can and will be reported.

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