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Institute of Education Sciences
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Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997-98

Revised 1c, August 2004



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Jennifer Sable
Education Statistics Services Institute

Julia Naum
U.S. Bureau of the Census

Lee Hoffman
Project Officer
National Center for
Education Statistics

U.S. Department of Education

Rod Paige
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Robert Lerner
Commissioner

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Content Contact:

Lee Hoffman
(202) 502-7356
Lee.Hoffman@ed.gov

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Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98 (Revised 1c, August 2004)

I. Introduction to the Common Core of Data (CCD)

The Common Core of Data (CCD) Nonfiscal surveys consist of data on the status of public elementary and secondary education submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, the Department of Defense, and the Bureau of Indian Affairs. In order to provide education data comparable across states, common data items and definitions have been developed and accepted by NCES and by representatives of SEAs over a period of time from the 1950's to the present. CCD data are sent to NCES by SEA personnel acting as CCD Coordinators, are edited and maintained in machine-readable data sets by NCES, and are used to produce general-purpose publications and specialized reports on the status of education. The principal users of CCD Nonfiscal data are the Federal Government, the education research community, state and local government officials, including school boards and Local Education Agency (LEA) administrators, and the general public.

A. What is Revised on This Version of the File?

This revised 1997–98 file includes 39 states and 5 outlying areas. Of the 39 states, all reported dropouts for 1997–98 and 33 of the 39 had the 4 consecutive years of dropout data needed to compute a high school completion rate. There were two overall changes made between the last released dropout file and this revised version of the file. First, this revised file includes data for states that did not appear in earlier versions of the file. Each year states may resubmit data from their previous year's submission. In addition, NCES recently allowed states to resubmit any of their dropout data from the 1997–98 school year to be included on this revised file. Second, high school completion numbers and rates were added to this file. NCES added completion rate data to the 2000–01 file and the older files were revised to also include these statistics. Other changes are that high school completion data for Louisiana have been revised from previously published figures and data for the state of Ohio have been removed from the file as it was learned that Ohio was not in compliance with NCES's high school dropout definition.

II. The Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98

A. Background

This file is constructed from data collected through the *Public Elementary and Secondary School Universe* and *Local Education Agency Universe Surveys*. In addition to the dropout and

completer counts, several other fields were created for this file: dropout rates, enrollment bases for the dropout rates, completion rates, and the completion rate bases.

Dropout and completer data for a particular year are reported on the *Local Education Agency Universe Survey* for the following year. For example, 1997–98 dropout and completer data are reported in the 1998–99 *Local Education Agency Universe Survey*. Calculating the dropout rate requires CCD files from two years, with the number of dropouts reported on the 1998–99 agency file divided by enrollment reported on the 1997–98 school file.

Since 1991, the *Local Education Agency Universe* files have reported dropout data. Dropout numbers and rates were published only for states that conformed with NCES reporting standards. However, in 1999 NCES explored the feasibility of adjusting nonstandard dropout data to make them comparable to data based on NCES standards.¹ The study found that the major type of non-conforming dropout reporting practice, the use of an alternative reporting calendar that takes a snapshot count of dropouts at the conclusion of a school year, leads to a small, and statistically insignificant, net increase in the number of dropouts reported when compared to NCES's CCD reporting guidelines. The other types of non-conformity lead to a greater and more variable difference than an alternative reporting calendar. It was the recommendation of the study to include reporting calendar non-conforming states' dropout data in NCES files and publications and continue to withhold publication of data from states that follow other variations. On this file, 30 states and outlying areas conform to the NCES definition of a dropout and 14 use an alternative reporting calendar. See appendix C for a list of each state's conformance status.

B. Who is a Dropout

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

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

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;

¹ U.S. Department of Education. National Center for Education Statistics. *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level*, NCES 2000–305, by Marianne Winglee, David Marker, Allison Henderson, Beth Aronstamm Young, and Lee Hoffman. Washington, DC: 2000.

* 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.

See appendix C for further description of the dropout definition.

C. Who is a Completer

High school completer counts are taken at the end of the summer of the 1997–98 school year. The diploma recipient counts include students who have received a regular or other diploma, which is a formal document certifying the successful completion of a secondary school program prescribed by the state agency or other appropriate body. The other completer counts include students who have received a certificate of attendance, or other certificate of completion in lieu of a diploma. General Education Development (GED) counts are not included in these counts.

III. Methodology

Data on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98* are provided to NCES by officials in each SEA. Since it is understood that local education staff has already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel for data verification except in unusual circumstances. Certain edits are performed by survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

A. Comments About the Data File

Users of the data set need to be aware of certain characteristics of the data file.

Undercoverage and Vertical Consistency - Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular²) is virtually 100 percent, the same cannot be said for publicly funded education outside of the traditional settings and organizations.

This dropout file does not include data for agencies reported as closed on the *Local Education Agency Universe Survey, 1998–99*. Also note that states whose 1997–98 dropout data do not conform to the summer dropouts or the adult education/GED components of NCES’s CCD dropout definition (see appendix C), and states that did not report 1997–98 dropout data, are not included on the file.

² Regular school districts exclude local supervisory unions, regional education service agencies, and state and federally operated school districts, and other agencies that do not fall within these groupings.

Imputation Flag Options - Care has been taken to provide a meaningful entry in every cell of this data file. In order to achieve this result, it was necessary in some cases for NCES to assign a value other than that reported - including a blank response - by the state coordinator responding to the CCD surveys. For the total by grade dropout fields there is a companion cell containing a flag indicating whether the figure in the cell was reported by the state or was placed in the cell by NCES using one of several methods.

- R - As reported by the state
- A - Adjustment
- T - Total based on sum of internal or external detail
- C - Combined with data provided elsewhere by the state

On the record layout, the companion cell is identified by the name of the original data cell preceded by an "I." The documentation explains any action taken by NCES in regard to each variable. A frequency distribution of the values of each imputation flag is attached in appendix B.

Missing Value Options - All data elements are either completed or filled with "0," "M," or "N."

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category. (For example, a district having no dropouts would report 0.)

M - Data are missing. A value was expected and none was measured. (For example, a district that has at least one dropout but cannot measure the number of dropouts would report M.)

N - Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report N for dropouts.)

Completion Base Variables – This file contains two completion base variables. The variable CBS is used to calculate the completion rate on the local education agency level, and SCBS is used to calculate the completion rate at the state level. On CBS, if a district is missing dropout data for any of the four years needed to calculate a completion rate, that district's CBS is set to "Missing" (-1), and a completion rate cannot be calculated for the district. However, when SCBS is created, a district with dropout data for at least one year but fewer than 4 years is assigned an SCBS of "0."

This enables a user to create a state-level completion rate even if some data are missing. NCES suppresses completion rates for such states in its publications. In the 1997–98 file, the following states had an SCBS that included one or more years of missing dropout data: Alaska, District of Columbia, Hawaii, Kentucky, Montana, New York, and Oregon.

B. Comments About the Data Fields

The *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98* contains the following data items: NCES agency ID; state agency ID; agency name,

phone number, mailing address, locale code, submission year flag, low/high grade span offered; dropout counts by grade, race, and gender; dropout rate by grade, race, and gender; enrollment base by grade, race, and gender; Diploma Recipients, Other Completers, and Total Completers by race and gender; Diploma Recipient, Other Completer, and Total Completer Rates by race, gender; Diploma Recipient, Other Completer, and Total Completer Rate Bases by race, gender and dropout definition flag. The dropout “race/ethnicity unknown” category collected previously has been removed from the survey starting with 1997–98 dropouts. Data users should also take note of certain conditions regarding each data item on the file.

(LEAID) NCES Education Agency ID - Each record contains a unique NCES agency identification number. The first two characters of this number are the FIPS code.

(FIPST) FIPS Codes - A list of the Federal Information Processing Standards (FIPS) codes appear at the end of section IV. The FIPS code should be used to reference all agencies in a certain state. There are 16 records on this file in which agency’s mailing address state code is different than the FIPS code.

(YEAR) Year Reference - The field for this data item displays the year for which all fields on the file were reported. It is important to use this field when comparing dropout data from different files.

(STID) State Local Education Agency ID - State Local Education Agency ID contains an “N” for 1 record.

(NAME) Name of Education Agency - Each record includes an agency name. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (e.g., applied standard abbreviations).

(PHONE) Area Code + Telephone Number - Telephone numbers were reported as “M” for 75 and as “N” for 23 agencies on the dropout file.

(MSTREE) Mailing Address - This data item may contain a street address or a PO Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “M” for 3 and a “N” for 54 agencies on the dropout file.

(MCITY) Mailing City - There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Mailing city contains an “M” for 2 records on the dropout file.

(MSTATE) Mailing State (PO Abbreviation) - Each record includes a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. There are 16 records in 11 states on this file in which one agency has a mailing state code different than the FIPS code for that state.

(MZIP, MZIP4) Mailing Zip Code + 4 - The zip + 4 field may be blank if unknown.

(LOCALE) District Locale Code – An NCES code to indicate the location of the district in

relation to populous areas. (See a more detailed description of the District Locale Code methodology at the end of this section).

(SUBMIT) Submission Year Flag - This flag indicates the year in which the directory data items (i.e., name and address information) on the dropout file were reported. Directory items taken from the agency file for the same year as the dropout data (school year 1997–98) are indicated by a code of 1. Directory items taken from the agency file on which the dropout data were submitted (school year 1998–99) are indicated with a code of 2. Note that new/added districts on the agency submission file (school year 1998–99) are included on the dropout file and will contain a code of 2.

(DROPDEF) Dropout Definition Flag - Each record on the file is flagged to indicate whether the dropout data conform to all components of the CCD dropout definition (C), as was the case for 30 states and outlying areas, or if the data conform to all but the Alternative Reporting Calendar component (A), which occurred in 14 states and outlying areas.

Dropouts by Grade (7–12), by Race/Ethnicity, and by Gender - Enrollment data by race/ethnicity and gender fields are not available for any states in 1997–98, though dropout counts by race/ethnicity and gender counts are available.

Computed Dropout Rate Fields -

Dropout rate by Grade/Grade Range (7–12)

Dropout rate by Race/Ethnicity

Dropout rate by Gender

The agency dropout rate fields are computed by dividing the number of dropouts by the computed enrollment base. See appendix D for computation instructions. Enrollment data by race/ethnicity and gender fields are not available for any states in 1997–98, though dropout counts by race/ethnicity and gender counts are available, and therefore dropout rates by race/ethnicity and gender fields contain “N” (Not Applicable).

Computed Enrollment Base Fields -

Enrollment base by Grade/Grade Range (7–12)

Enrollment base by Race/Ethnicity

Enrollment base by Gender

Enrollment data by race/ethnicity and gender fields are not available for any states in 1997–98, and all enrollment by race/ethnicity and gender fields contain “N” (not applicable).

Diploma Recipients by Race/Ethnicity, and by Gender - The District of Columbia, Northern Marianas, and Puerto Rico reported a Diploma Recipient total, but did not report the gender and race/ethnicity detail.

Other High School Completers by Race/Ethnicity, and by Gender - The District of Columbia reported an Other High School Total, but did not report the race and gender detail.

Total Completers by Race/Ethnicity, and by Gender - The Total Completer fields are computed by summing the corresponding reported Diploma and Other Completer fields.

Computed Completion Rate Fields -

Diploma Recipients

Other High School Completers

Total Completers

The completion rate fields are computed by dividing the number of completers by the computed completion base. See appendix D for computation instructions.

Computed Completion Base Fields -

Completion Base by Race/Ethnicity

Completion Base by Gender

The completion base fields are computed by summing the count of 9th grade dropouts (year 1), 10th grade dropouts (year 2), 11th grade dropouts (year 3), 12th grade dropouts (year 4), and the number of completers.

Note that there are two sets of completion base fields: District-level completion base fields and State-level completion base fields. District-level completion base fields are used as the denominator in the calculation of district-level completion rates. State-level completion base values can be aggregated by state, and then used as the denominator in the calculation of state-level completion rates. State-level completion base fields can be identified as those fields that begin with “SCBS” in the field name. District-level completion base fields begin with the “CBS.” See appendix D for computation instructions.

(BOUND) Operational Status Code - All agencies are coded to reflect their status on the *Local Education Agency Universe Survey, 1998–99*. The valid responses include:

- 1 - No significant boundary change for this agency since the last report
- 2 - Agency closed with no effect on another agency’s boundaries, but was open with dropout counts in one of the three previous years.
- 3 - New agency formed with no effect on another agency’s boundaries
- 4 - Agency is being added to the report for the first time, but has been in existence
- 5 - Agency has undergone a significant change in geographical boundaries

Please be aware that value “2” on this dropout and completion file differs slightly from the value “2” on the agency universe file. The value “2” on the agency file indicates districts that closed on or around October 1 of the CCD agency universe collection year. The value “2” on the dropout and completion file, however, indicates districts reported as closed on the 1998–99 agency universe (where 1997–98 dropout data are reported), but who also reported dropout counts in any one of the three previous years. These closed records and their dropout counts are included on the dropout and completion file for the purpose of computing state-level completion rates. See appendix D for computation instructions.

District Locale Code Methodology

Locale Code is a variable that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of the school buildings of the district, and in some cases may not reflect the entire attendance area or residences of enrolled students.

The district locale codes were assigned primarily through the use of school locale codes using the following methods. Once a district meets the criteria for assigning a code, it is removed from consideration:

1. If 50 percent or more of students attend schools in a single locale code, that code is assigned to the district.
2. Schools are grouped with locale codes 1 and 2 in one group; 3, 4, and 8 in another group; and 5, 6 and 7 in another group. The group that has the largest number of students is determined, and a district locale code is assigned based on the largest number of students in that group. If the number of students between two or more groups is the same, then the largest (i.e. most rural) locale code is assigned.
3. Districts with no schools or students were given a locale code of "N."

District Locale Codes

- 1 = Large City
- 2 = Mid-size City
- 3 = Urban Fringe of a Large City
- 4 = Urban Fringe of a Mid-size City
- 5 = Large Town
- 6 = Small Town
- 7 = Rural, outside Metropolitan Statistical Area (MSA)
- 8 = Rural, inside MSA

C. Special Considerations of This File

Users should be aware of the following special characteristics of the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98*.

1. States that do not conform to NCES dropout reporting standards are excluded from this dropout file. A non-conforming state is one that does not follow the NCES definition in reporting summer dropouts or adult education/GED students (see appendix C for more information on conforming/non-conforming practices). This dropout file includes states that fully conform to the NCES dropout definition and states that use an Alternative Reporting Calendar (ARC), but still conform to all other definitional components. Each record on the dropout file contains a flag indicating whether the data fully conform (C) or use an ARC (A). These flags are contained in the field DROPDEF.

2. It is possible for a district to have dropout counts, but no dropout rates. This occurs when a district does not have any associated schools (from which the enrollment base is derived), or the associated schools do not have enrollment over zero. Enrollment is necessary to calculate the rate. Districts reported as new/added on the agency file that was used to submit dropout data are an example of this type of situation, and can be identified as those records with a code 2 in the SUBMIT field. See appendix D for more information on how dropout rates are computed.
3. There can be situations in which a small district shows a more than 100 percent dropout rate in any given grade/grade range. Since enrollment figures are reported at the school level and dropout counts are reported at the agency level, it is possible that a state may not be able to report enrollment data for all schools in a district. This could create an enrollment figure that is lower than the reported dropout count.

Another reason a district could have more dropouts than students enrolled is the method by which CCD counts students who drop out over the summer. If a student finishes a grade and school year but fails to re-enroll in the fall, then the student is counted as a dropout for the grade and district in which he or she fails to enroll in the fall. Therefore, if a student finishes 8th grade in a K–8 district, but then fails to enroll in the 9–12th grade district in the fall, that 9–12th grade district would count the student as a dropout even though the 9–12 district would not include the student in its enrollment count.

4. Dropout counts reported outside the grade span for a district have been retained as reported. This can occur when a district's grade span changed between 1997–98 and 1998–99.
5. Districts with all M or N (Missing or Not Applicable) dropout counts have been retained on the file. The enrollment base for these districts is reported on the file as N (Not Applicable).
6. Districts that were reported as closed on the *Local Education Agency Universe Survey, 1998–99*, but were open with dropout counts in any of the previous three years are included on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98*. The dropout data in these records can be found in the state-level completion base fields, which, when aggregated by state, are used to create state-level completion rates. All other dropout, enrollment, and completer fields contain “N.”

IV. User Guidelines for Processing the Local Education Agency Universe Survey Dropout and Completion Data File: 1997–98

A. File Characteristics

Two files are provided for the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98*: The SAS file is called DR971C.SD2 and the flat ASCII file is called DR971C.DAT. The data file names include a two-digit version number. The first two characters of the file name indicate the type of file (DR = Dropout File), the third and fourth characters indicate the school year (97 = 1997–98), the fifth and sixth characters indicate the version number (1 = Public File, C = third version). The record layout (containing field name, field position, field length, field type, and field description) is located in appendix A.

The file contains 11,324 records, representing agencies from 39 states and 5 outlying areas.

These states can be identified by referring to the data tables in appendix E. Please be aware that the following units are not included on the dropout file:

- Agencies without dropout counts that were open on the *Local Education Agency Universe Survey, School Year 1997–98*, but were closed on the *Local Education Agency Universe Survey, School Year 1998–99*.
- States whose 1997–98 dropout data do not conform to the Summer Dropouts or the Adult Education/GED components of the CCD dropout definition.
- States that did not report 1997–98 dropout counts.

B. Linking This File to Other CCD Files

Users can easily link the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98* to *Local Education Agency Universe* files, or to other dropout files that NCES will be releasing in the future. The CCD *Local Education Agency Universe* file contains many useful data items including location address, type code, metropolitan status code, county name, numbers of students and staff, and high school completer data. The variable LEAID is the common link across all agency and school level files and when used will produce a valid dataset.

Users should note that enrollment counts on the dropout file may not match the enrollment counts on the *Local Education Agency Universe Survey: School Year 1997–98* because enrollment counts are from the school file and ungraded students are prorated into grades (see appendix D for information regarding the enrollment field calculations on the dropout file).

There are three file issues between the *Local Education Agency Universe Survey Dropout and Completion Data File* and the *Local Education Agency Universe Survey* file that may cause the number of agencies between the two files not to match.

1. Agencies that closed on the *Local Education Agency Universe Survey: School Year 1998–99* are not included on the *Local Education Agency Universe Survey Dropout and Completion Data File*. Closed agencies on the *Local Education Agency Universe Survey* file contain a value of “2” in the field called BOUND. This BOUND value on the *Local Education Agency Universe Survey* file can be used to filter out the closed agencies so that the number of agencies on both files is similar.
2. Since dropout and completer data are reported on the *Local Education Agency Universe Survey* for the following year (i.e., 1997–98 school year dropouts and completers are reported on the 1998–99 *Local Education Agency Universe Survey*), the *Local Education Agency Universe Survey: School Year 1998–99* includes new/added agencies for which 1997–98 dropout data are reported even though the agencies do not appear on the *Local Education Agency Universe Survey: School Year 1997–98* file. When linking the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98* to the *Local Education Agency Universe Survey: School Year 1998–99* file, these new/added agencies will not have a matching record on the *Local Education Agency Universe Survey: School Year 1997–98* file. These new/added agencies can be identified on the dropout file as those records containing a code “2” in the SUBMIT field.

3. Agencies closed on the *Local Education Agency Universe Survey: School Year 1998–99* file that were open with dropout counts in any of the previous three years were included on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997–98*. These records contain the code “2” in the BOUND field on *Local Education Agency Universe Survey: School Year 1998–99*, which can be used to filter out those records when matching to other CCD files.

State FIPS Codes and Abbreviations Used in CCD Datasets

<u>STATE NAME</u>	<u>FIPS</u> ³	<u>STABBREV</u> ⁴	<u>STATE NAME</u>	<u>FIPS</u> ³	<u>STABBREV</u> ⁴
Alabama	01	AL	Oklahoma	40	OK
Alaska	02	AK	Oregon	41	OR
Arizona	04	AZ	Pennsylvania	42	PA
Arkansas	05	AR	Rhode Island	44	RI
California ⁶	06	CA	South Carolina	45	SC
Colorado ⁶	08	CO	South Dakota	46	SD
Connecticut	09	CT	Tennessee	47	TN
Delaware	10	DE	Texas	48	TX
District of Columbia ⁶	11	DC	Utah	49	UT
Florida	12	FL	Vermont	50	VT
Georgia	13	GA	Virginia	51	VA
Hawaii	15	HI	Washington ⁶	53	WA
Idaho	16	ID	West Virginia	54	WV
Illinois	17	IL	Wisconsin	55	WI
Indiana ⁶	18	IN	Wyoming	56	WY
Iowa	19	IA			
Kansas	20	KS	Department of Defense		
Kentucky	21	KY	Dependents Schools		
Louisiana	22	LA	(overseas) ^{5,6}	58	DO
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan ⁶	26	MI	(domestic) ^{5,6}	61	DD
Minnesota	27	MN			
Mississippi	28	MS	Bureau of		
Missouri	29	MO	Indian Affairs ^{5,6}	59	BI
Montana	30	MT			
Nebraska	31	NE			
Nevada	32	NV			
New Hampshire	33	NH	<u>OUTLYING AREAS</u>		
New Jersey	34	NJ	American Samoa	60	AS
New Mexico	35	NM	Guam	66	GU
New York	36	NY	Northern Marianas	69	MP
North Carolina	37	NC	Puerto Rico	72	PR
North Dakota	38	ND	Virgin Islands	78	VI
Ohio	39	OH			

³Federal Information Processing STD Codes (01–78).

⁴Postal State Abbreviation Codes.

⁵Not official U.S. FIPS Code. The State abbreviations for DO schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. The Department of Defense Dependent Schools reported only Department of Defense Dependent Schools Overseas until the 1999–2000 CCD Nonfiscal files; Department of Defense Dependent Schools Domestic were introduced into the file in 2000–01. For BIA schools, the state abbreviations correspond to the state in which the BIA school resides.

⁶This FIPS code does not appear on the file because of dropout non-conformance or reporting by the state or outlying area.

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LRECL = 1669

(*) Fields have one explicit decimal place

(+) Fields represent sub-fields of the fields immediately preceding them.

The file contains data for the school year 1997-98 sorted by the NCES assigned local education agency identification code (LEAID).

Variable Name	Start Position	End Position	Field Length	Data Type	Description
LEAID	0001	0007	7	AN	NCES Local Education Agency ID. The first two positions of this field are also the FIPS state code.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards, FIPS state code.
YEAR	0008	0011	4	AN	Beginning of the school year (School year 1997-98 will be represented in this field as 1997).
STID	0012	0025	14	AN	State's own ID for the education agency.
NAME	0026	0085	60	AN	Name of the education agency.
PHONE	0086	0095	10	AN	Telephone number of education agency. NOTE: Position # 0086-0088 is the area code, and position # 0089-0095 is the exchange and number.
MSTREE	0096	0125	30	AN	Mailing address of the agency -- may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character "N".
MCITY	0126	0155	30	AN	Name of the mailing address city.
MSTATE	0156	0157	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP	0158	0162	5	AN	Five-digit U.S. Postal Service zip code for the mailing address.
MZIP4	0163	0166	4	AN	Four-digit +4 code, if assigned; if none, field is blank.
LOCALE	0167	0167	1	AN	NCES code for location of the agency relative to populous areas: 1 = Large City - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000. 2 = Mid-size City - A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000. 3 = Urban Fringe of Large City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau. 4 = Urban Fringe of Mid-size City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau. 5 = Large Town - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA. 6 = Small Town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.
SUBMIT	0168	0168	1	AN	Flag indicating the CCD submission file in which the directory data were reported. 1=Directory and enrollment data from the 1997-98 CCD submission file. 2=Directory data from 1998-99 CCD submission file.

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GSLO	0169	0170	2	AN	Agency low grade offered. If grade span data were not reported, this variable was calculated from the low grade spans of the associated schools on the CCD School Universe file. The following codes are used: PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade UG = Ungraded (UG occurs only in isolation from other GSLO codes) 00 = no students reported (00 occurs only in isolation from other GSLO codes).
GSHI	0171	0172	2	AN	Agency high grade offered. If grade span data were not reported, this variable was calculated from the high grade spans of the associated schools on the CCD School Universe file. GSLO and GSHI comprise the Grade Span of the agency. The following codes are used: PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade UG = Ungraded (UG occurs only in isolation from other GSHI codes) 00 = no students reported (00 occurs only in isolation from other GSHI codes).
TOTD07	0173	0178	6	N	Count of Grade 7 dropouts - Total.
AMD07M	0179	0184	6	N	Count of Grade 7 dropouts - American Indian/Alaskan Native - male.
AMD07F	0185	0190	6	N	Count of Grade 7 dropouts - American Indian/Alaskan Native - female.
AMD07U	0191	0196	6	N	Count of Grade 7 dropouts - American Indian/Alaskan Native - gender unknown.
ASD07M	0197	0202	6	N	Count of Grade 7 dropouts - Asian/Pacific Islander - male.
ASD07F	0203	0208	6	N	Count of Grade 7 dropouts - Asian/Pacific Islander - female.
ASD07U	0209	0214	6	N	Count of Grade 7 dropouts - Asian/Pacific Islander - gender unknown.
HID07M	0215	0220	6	N	Count of Grade 7 dropouts - Hispanic - male.
HID07F	0221	0226	6	N	Count of Grade 7 dropouts - Hispanic - female.
HID07U	0227	0232	6	N	Count of Grade 7 dropouts - Hispanic - gender unknown.
BLD07M	0233	0238	6	N	Count of Grade 7 dropouts - Black, not Hispanic - male.
BLD07F	0239	0244	6	N	Count of Grade 7 dropouts - Black, not Hispanic - female.
BLD07U	0245	0250	6	N	Count of Grade 7 dropouts - Black, not Hispanic - gender unknown.
WHD07M	0251	0256	6	N	Count of Grade 7 dropouts - White, not Hispanic - male.
WHD07F	0257	0262	6	N	Count of Grade 7 dropouts - White, not Hispanic - female.
WHD07U	0263	0268	6	N	Count of Grade 7 dropouts - White, not Hispanic - gender unknown.
TOTD08	0269	0274	6	N	Count of Grade 8 dropouts - Total.
AMD08M	0275	0280	6	N	Count of Grade 8 dropouts - American Indian/Alaskan Native - male.
AMD08F	0281	0286	6	N	Count of Grade 8 dropouts - American Indian/Alaskan Native - female.
AMD08U	0287	0292	6	N	Count of Grade 8 dropouts - American Indian/Alaskan Native - gender unknown.
ASD08M	0293	0298	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander - male.
ASD08F	0299	0304	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander - female.
ASD08U	0305	0310	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander- gender unknown.
HID08M	0311	0316	6	N	Count of Grade 8 dropouts - Hispanic - male.
HID08F	0317	0322	6	N	Count of Grade 8 dropouts - Hispanic - female.
HID08U	0323	0328	6	N	Count of Grade 8 dropouts - Hispanic - gender unknown.
BLD08M	0329	0334	6	N	Count of Grade 8 dropouts - Black, not Hispanic - male.
BLD08F	0335	0340	6	N	Count of Grade 8 dropouts - Black, not Hispanic - female.
BLD08U	0341	0346	6	N	Count of Grade 8 dropouts - Black, not Hispanic - gender unknown.
WHD08M	0347	0352	6	N	Count of Grade 8 dropouts - White, not Hispanic - male.
WHD08F	0353	0358	6	N	Count of Grade 8 dropouts - White, not Hispanic - female.
WHD08U	0359	0364	6	N	Count of Grade 8 dropouts - White, not Hispanic - gender unknown.
TOTD09	0365	0370	6	N	Count of Grade 9 dropouts - Total.

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AMD09M	0371	0376	6	N	Count of Grade 9 dropouts - American Indian/Alaskan Native - male.
AMD09F	0377	0382	6	N	Count of Grade 9 dropouts - American Indian/Alaskan Native - female.
AMD09U	0383	0388	6	N	Count of Grade 9 dropouts - American Indian/Alaskan Native - gender unknown.
ASD09M	0389	0394	6	N	Count of Grade 9 dropouts - Asian/Pacific Islander - male.
ASD09F	0395	0400	6	N	Count of Grade 9 dropouts - Asian/Pacific Islander - female.
ASD09U	0401	0406	6	N	Count of Grade 9 dropouts - Asian/Pacific Islander - gender unknown.
HID09M	0407	0412	6	N	Count of Grade 9 dropouts - Hispanic - male.
HID09F	0413	0418	6	N	Count of Grade 9 dropouts - Hispanic - female.
HID09U	0419	0424	6	N	Count of Grade 9 dropouts - Hispanic - gender unknown.
BLD09M	0425	0430	6	N	Count of Grade 9 dropouts - Black, not Hispanic - male.
BLD09F	0431	0436	6	N	Count of Grade 9 dropouts - Black, not Hispanic - female.
BLD09U	0437	0442	6	N	Count of Grade 9 dropouts - Black, not Hispanic - gender unknown.
WHD09M	0443	0448	6	N	Count of Grade 9 dropouts - White, not Hispanic - male.
WHD09F	0449	0454	6	N	Count of Grade 9 dropouts - White, not Hispanic - female.
WHD09U	0455	0460	6	N	Count of Grade 9 dropouts - White, not Hispanic - gender unknown.
TOTD10	0461	0466	6	N	Count of Grade 10 dropouts - Total.
AMD10M	0467	0472	6	N	Count of Grade 10 dropouts - American Indian/Alaskan Native - male.
AMD10F	0473	0478	6	N	Count of Grade 10 dropouts - American Indian/Alaskan Native - female.
AMD10U	0479	0484	6	N	Count of Grade 10 dropouts - American Indian/Alaskan Native - gender unknown.
ASD10M	0485	0490	6	N	Count of Grade 10 dropouts - Asian/Pacific Islander - male.
ASD10F	0491	0496	6	N	Count of Grade 10 dropouts - Asian/Pacific Islander - female.
ASD10U	0497	0502	6	N	Count of Grade 10 dropouts - Asian/Pacific Islander - gender unknown.
HID10M	0503	0508	6	N	Count of Grade 10 dropouts - Hispanic - male.
HID10F	0509	0514	6	N	Count of Grade 10 dropouts - Hispanic - female.
HID10U	0515	0520	6	N	Count of Grade 10 dropouts - Hispanic - gender unknown.
BLD10M	0521	0526	6	N	Count of Grade 10 dropouts - Black, not Hispanic - male.
BLD10F	0527	0532	6	N	Count of Grade 10 dropouts - Black, not Hispanic - female.
BLD10U	0533	0538	6	N	Count of Grade 10 dropouts - Black, not Hispanic - gender unknown.
WHD10M	0539	0544	6	N	Count of Grade 10 dropouts - White, not Hispanic - male.
WHD10F	0545	0550	6	N	Count of Grade 10 dropouts - White, not Hispanic - female.
WHD10U	0551	0556	6	N	Count of Grade 10 dropouts - White, not Hispanic - gender unknown.
TOTD11	0557	0562	6	N	Count of Grade 11 dropouts - Total.
AMD11M	0563	0568	6	N	Count of Grade 11 dropouts - American Indian/Alaskan Native - male.
AMD11F	0569	0574	6	N	Count of Grade 11 dropouts - American Indian/Alaskan Native - female.
AMD11U	0575	0580	6	N	Count of Grade 11 dropouts - American Indian/Alaskan Native - gender unknown.
ASD11M	0581	0586	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - male.
ASD11F	0587	0592	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - female.
ASD11U	0593	0598	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - gender unknown.
HID11M	0599	0604	6	N	Count of Grade 11 dropouts - Hispanic - male.
HID11F	0605	0610	6	N	Count of Grade 11 dropouts - Hispanic - female.
HID11U	0611	0616	6	N	Count of Grade 11 dropouts - Hispanic - gender unknown.
BLD11M	0617	0622	6	N	Count of Grade 11 dropouts - Black, not Hispanic - male.
BLD11F	0623	0628	6	N	Count of Grade 11 dropouts - Black, not Hispanic - female.
BLD11U	0629	0634	6	N	Count of Grade 11 dropouts - Black, not Hispanic - gender unknown.
WHD11M	0635	0640	6	N	Count of Grade 11 dropouts - White, not Hispanic - male.
WHD11F	0641	0646	6	N	Count of Grade 11 dropouts - White, not Hispanic - female.
WHD11U	0647	0652	6	N	Count of Grade 11 dropouts - White, not Hispanic - gender unknown.
TOTD12	0653	0658	6	N	Count of Grade 12 dropouts - Total.

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AMD12M	0659	0664	6	N	Count of Grade 12 dropouts - American Indian/Alaskan Native - male.
AMD12F	0665	0670	6	N	Count of Grade 12 dropouts - American Indian/Alaskan Native - female.
AMD12U	0671	0676	6	N	Count of Grade 12 dropouts - American Indian/Alaskan Native - gender unknown.
ASD12M	0677	0682	6	N	Count of Grade 12 dropouts - Asian/Pacific Islander - male.
ASD12F	0683	0688	6	N	Count of Grade 12 dropouts - Asian/Pacific Islander - female.
ASD12U	0689	0694	6	N	Count of Grade 12 dropouts - Asian/Pacific Islander - gender unknown.
HID12M	0695	0700	6	N	Count of Grade 12 dropouts - Hispanic - male.
HID12F	0701	0706	6	N	Count of Grade 12 dropouts - Hispanic - female.
HID12U	0707	0712	6	N	Count of Grade 12 dropouts - Hispanic - gender unknown.
BLD12M	0713	0718	6	N	Count of Grade 12 dropouts - Black, not Hispanic - male.
BLD12F	0719	0724	6	N	Count of Grade 12 dropouts - Black, not Hispanic - female.
BLD12U	0725	0730	6	N	Count of Grade 12 dropouts - Black, not Hispanic - gender unknown.
WHD12M	0731	0736	6	N	Count of Grade 12 dropouts - White, not Hispanic - male.
WHD12F	0737	0742	6	N	Count of Grade 12 dropouts - White, not Hispanic - female.
WHD12U	0743	0748	6	N	Count of Grade 12 dropouts - White, not Hispanic - gender unknown.
TOTD712	0749	0754	6	N	Count of Grade 7 through 12 dropouts (calculated by summing the reported totals for those grades)
TOTD912	0755	0760	6	N	Count of Grade 9 through 12 dropouts (calculated by summing the reported totals for those grades)
TOTDAM	0761	0766	6	N	Count of American Indian/Alaskan Native 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDAS	0767	0772	6	N	Count of Asian/Pacific Islander 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDHI	0773	0778	6	N	Count of Hispanic 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDBL	0779	0784	6	N	Count of Black, not Hispanic 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDWH	0785	0790	6	N	Count of White, not Hispanic 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDM	0791	0796	6	N	Count of Male 9-12 dropouts (calculated by summing all reported race totals for this gender category)
TOTDF	0797	0802	6	N	Count of Female 9-12 dropouts (calculated by summing all reported race totals for this gender category)
TOTDU	0803	0808	6	N	Count of Gender Unknown 9-12 dropouts (calculated by summing all reported race totals for this gender category)
DRP7	0809	0813	5*	N	Total 7th Grade Dropout Rate (see appendix D for computation procedures).
DRP8	0814	0818	5*	N	Total 8th Grade Dropout Rate (see appendix D for computation procedures).
DRP9	0819	0823	5*	N	Total 9th Grade Dropout Rate (see appendix D for computation procedures).
DRP10	0824	0828	5*	N	Total 10th Grade Dropout Rate (see appendix D for computation procedures).
DRP11	0829	0833	5*	N	Total 11th Grade Dropout Rate (see appendix D for computation procedures).
DRP12	0834	0838	5*	N	Total 12th Grade Dropout Rate (see appendix D for computation procedures).
DRP712	0839	0843	5*	N	Total 7-12th Grade Dropout Rate (see appendix D for computation procedures).
DRP912	0844	0848	5*	N	Total 9-12th Grade Dropout Rate (see appendix D for computation procedures).
DRPAM	0849	0853	5*	N	Total 9-12th Grade Dropout Rate - American Indian/Alaskan Native Dropout Rate (see Appendix C for computation procedures).
DRPAS	0854	0858	5*	N	Total 9-12th Grade Dropout Rate - Asian/Pacific Islander Dropout Rate (see Appendix C for computation procedures).
DRPHI	0859	0863	5*	N	Total 9-12th Grade Dropout Rate - Hispanic Dropout Rate (see Appendix C for computation procedures).
DRPBL	0864	0868	5*	N	Total 9-12th Grade Dropout Rate - Black, not Hispanic Dropout Rate (see Appendix C for computation procedures).

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DRPWH	0869	0873	5*	N	Total 9-12th Grade Dropout Rate - White, not Hispanic Dropout Rate (see Appendix C for computation procedures).
DRPM	0874	0878	5*	N	Total 9-12th Grade Dropout Rate - Male Dropout Rate (see Appendix C for computation procedures).
DRPF	0879	0883	5*	N	Total 9-12th Grade Dropout Rate - Female Dropout Rate (see Appendix C for computation procedures).
DRPU	0884	0888	5*	N	Total 9-12th Grade Dropout Rate - Gender Unknown Dropout Rate (see Appendix C for computation procedures).
EBS7	0889	0894	6	N	Total 7th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS8	0895	0900	6	N	Total 8th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS9	0901	0906	6	N	Total 9th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS10	0907	0912	6	N	Total 10th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS11	0913	0918	6	N	Total 11th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS12	0919	0924	6	N	Total 12th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS712	0925	0930	6	N	Total 7-12th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS912	0931	0936	6	N	Total 9-12th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSAM	0937	0942	6	N	Total American Indian/Alaskan Native Enrollment Base aggregated from the School Universe File.
EBSAS	0943	0948	6	N	Total Asian/Pacific Islander Enrollment Base aggregated from the School Universe File.
EBSHI	0949	0954	6	N	Total Hispanic Enrollment Base aggregated from the School Universe File.
EBSBL	0955	0960	6	N	Total Black, not Hispanic Enrollment Base aggregated from the School Universe File.
EBSWH	0961	0966	6	N	Total White, not Hispanic Enrollment Base aggregated from the School Universe File.
EBSM	0967	0972	6	N	Total Male Enrollment Base aggregated from the School Universe File.
EBSF	0973	0978	6	N	Total Female Enrollment Base aggregated from the School Universe File.
EBSU	0979	0984	6	N	Total Gender Unknown Enrollment Base aggregated from the School Universe File.
DROPDEF	0985	0985	1	AN	Code indicating CCD Dropout Definition conformance type: A = The reported dropout data is based upon an alternative reporting calendar C = The reported dropout data conforms to all components of the CCD Dropout Definition
ITOTDO07	0986	0986	1	AN	If this field contains anything other than "R", the Total Grade 7 Dropouts count originally submitted was adjusted.
ITOTDO08	0987	0987	1	AN	If this field contains anything other than "R", the Total Grade 8 Dropouts count originally submitted was adjusted.
ITOTDO09	0988	0988	1	AN	If this field contains anything other than "R", the Total Grade 9 Dropouts count originally submitted was adjusted.
ITOTDO10	0989	0989	1	AN	If this field contains anything other than "R", the Total Grade 10 Dropouts count originally submitted was adjusted.
ITOTDO11	0990	0990	1	AN	If this field contains anything other than "R", the Total Grade 11 Dropouts count originally submitted was adjusted.
ITOTDO12	0991	0991	1	AN	If this field contains anything other than "R", the Total Grade 12 Dropouts count originally submitted was adjusted.
TOTDPL	0992	0997	6	N	Total Diploma Recipients.
AMDPLM	0998	1003	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - male.
AMDPLF	1004	1009	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - female.
AMDPLU	1010	1015	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown.
ASDPLM	1016	1021	6	N	Diploma Recipients - Asian/Pacific Islander - male.

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ASDPLF	1022	1027	6	N	Diploma Recipients - Asian/Pacific Islander - female.
ASDPLU	1028	1033	6	N	Diploma Recipients - Asian/Pacific Islander - gender unknown.
HIDPLM	1034	1039	6	N	Diploma Recipients - Hispanic - male.
HIDPLF	1040	1045	6	N	Diploma Recipients - Hispanic - female.
HIDPLU	1046	1051	6	N	Diploma Recipients - Hispanic - gender unknown.
BLDPLM	1052	1057	6	N	Diploma Recipients - Black, not Hispanic - male.
BLDPLF	1058	1063	6	N	Diploma Recipients - Black, not Hispanic - female.
BLDPLU	1064	1069	6	N	Diploma Recipients - Black, not Hispanic - gender unknown.
WHDPLM	1070	1075	6	N	Diploma Recipients - White, not Hispanic - male.
WHDPLF	1076	1081	6	N	Diploma Recipients - White, not Hispanic - female.
WHDPLU	1082	1087	6	N	Diploma Recipients - White, not Hispanic - gender unknown.
TOTOHC	1088	1093	6	N	Total Other High School Completers.
AMOHCM	1094	1099	6	N	Other High School Completers - Amer. Indian/Alaskan Native - male.
AMOHCF	1100	1005	6	N	Other High School Completers - Amer. Indian/Alaskan Native - female.
AMOHCU	1106	1111	6	N	Other High School Completers - Amer. Indian/Alaskan Native - gender unknown.
ASOHCM	1112	1117	6	N	Other High School Completers - Asian/Pacific Islander - male.
ASOHCF	1118	1123	6	N	Other High School Completers - Asian/Pacific Islander - female.
ASOHCU	1124	1129	6	N	Other High School Completers - Asian/Pacific Islander - gender unknown.
HIOHCM	1130	1135	6	N	Other High School Completers - Hispanic - male.
HIOHCF	1136	1141	6	N	Other High School Completers - Hispanic - female.
HIOHCU	1142	1147	6	N	Other High School Completers - Hispanic - gender unknown.
BLOHCM	1148	1153	6	N	Other High School Completers - Black, not Hispanic - male.
BLOHCF	1154	1159	6	N	Other High School Completers - Black, not Hispanic - female.
BLOHCU	1160	1165	6	N	Other High School Completers - Black, not Hispanic - gender unknown.
WHOHCM	1166	1171	6	N	Other High School Completers - White, not Hispanic - male.
WHOHCF	1172	1177	6	N	Other High School Completers - White, not Hispanic - female.
WHOHCU	1178	1183	6	N	Other High School Completers - White, not Hispanic - gender unknown.
TOTCOM	1184	1189	6	N	Total Completers: The sum of the fields TOTDPL and TOTOHC.
AMCOMM	1190	1195	6	N	Total Completers - Amer. Indian/Alaskan Native - male: The sum of the fields AMDPLM and AMOHCM.
AMCOMF	1196	1201	6	N	Total Completers - Amer. Indian/Alaskan Native - female: The sum of the fields AMDPLF and AMOHCF.
AMCOMU	1202	1207	6	N	Total Completers - Amer. Indian/Alaskan Native - gender unknown: The sum of the fields AMDPLU and AMOHCU.
ASCOMM	1208	1213	6	N	Total Completers - Asian/Pacific Islander - male: The sum of the fields ASDPLM and ASOHCM.
ASCOMF	1214	1219	6	N	Total Completers - Asian/Pacific Islander - female: The sum of the fields ASDPLF and ASOHCF.
ASCOMU	1220	1225	6	N	Total Completers - Asian/Pacific Islander - gender unknown: The sum of the fields ASDPLU and ASOHCU.
HICOMM	1226	1231	6	N	Total Completers - Hispanic - male: The sum of the fields HIDPLM and HIOHCM.
HICOMF	1232	1237	6	N	Total Completers - Hispanic - female: The sum of the fields HIDPLF and HIOHCF.
HICOMU	1238	1243	6	N	Total Completers - Hispanic - gender unknown: The sum of the fields HIDPLU and HIOHCU.
BLCOMM	1244	1249	6	N	Total Completers - Black, not Hispanic - male: The sum of the fields BLDPLM and BLOHCM.
BLCOMF	1250	1255	6	N	Total Completers - Black, not Hispanic - female: The sum of the fields BLDPLF and BLOHCF.
BLCOMU	1256	1261	6	N	Total Completers - Black, not Hispanic - gender unknown: The sum of the fields BLDPLU and BLOHCU.

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WHCOMM	1262	1267	6	N	Total Completers - White, not Hispanic - male: The sum of the fields WHDPLM and WHOHCM.
WHCOMF	1268	1273	6	N	Total Completers - White, not Hispanic - female: The sum of the fields WHDPLF and WHOHCF.
WHCOMU	1274	1279	6	N	Total Completers - White, not Hispanic - gender unknown: The sum of the fields WHDPLU and WHOHCU.
TDPLAM	1280	1285	6	N	Total Diploma Recipients - Amer. Indian/Alaskan Native: The sum of the fields AMDPLM, AMOHCF and AMOHCU.
TDPLAS	1286	1291	6	N	Total Diploma Recipients - Asian/Pacific Islander: The sum of the fields ASDPLM, ASOHCF and ASOHCU.
TDPLHI	1292	1297	6	N	Total Diploma Recipients - Hispanic: The sum of the fields HIDPLM, HIOHCF and HIOHCU.
TDPLBL	1298	1303	6	N	Total Diploma Recipients - Black, not Hispanic: The sum of the fields BLDPLM, BLOHCF and BLOHCU.
TDPLWH	1304	1309	6	N	Total Diploma Recipients - White, not Hispanic: The sum of the fields WHDPLM, WHOHCF and WHOHCU.
TOHCM	1310	1315	6	N	Total Other High School Completers - Amer. Indian/Alaskan Native: The sum of the fields AMOHCM, AMOHCF and AMOHCU.
TOHCAS	1316	1321	6	N	Total Other High School Completers - Asian/Pacific Islander: The sum of the fields ASOHCM, ASOHCF and ASOHCU.
TOHCHI	1322	1327	6	N	Total Other High School Completers - Hispanic: The sum of the fields HIOHCM, HIOHCF and HIOHCU.
TOHCBL	1328	1333	6	N	Total Other High School Completers - Black, not Hispanic: The sum of the fields BLOHCM, BLOHCF and BLOHCU.
TOHCWH	1334	1339	6	N	Total Other High School Completers - White, not Hispanic: The sum of the fields WHOHCM, WHOHCF and WHOHCU.
TCOMAM	1340	1345	6	N	Total Completers - Amer. Indian/Alaskan Native: The sum of the fields AMCOMM, AMCOMF and AMCOMF.
TCOMAS	1346	1351	6	N	Total Completers - Asian/Pacific Islander: The sum of the fields ASCOMM, ASCOMF and ASCOMF.
TCOMHI	1352	1357	6	N	Total Completers - Hispanic: The sum of the fields HICOMM, HICOMF and HICOMF.
TCOMBL	1358	1363	6	N	Total Completers - Black, not Hispanic: The sum of the fields BLCOMM, BLCOMF and BLCOMF.
TCOMWH	1364	1369	6	N	Total Completers - White, not Hispanic: The sum of the fields WHCOMM, WHCOMF and WHCOMF.
TDPLM	1370	1375	6	N	Total Diploma Recipients - male: The sum of the fields AMDPLM, ASDPLM, HIDPLM, BLDPLM, and WHDPLM.
TDPLF	1376	1381	6	N	Total Diploma Recipients - female: The sum of the fields AMDPLF, ASDPLF, HIDPLF, BLDPLF, and WHDPLF.
TDPLU	1382	1387	6	N	Total Diploma Recipients - gender unknown: The sum of the fields AMDPLU, ASDPLU, HIDPLU, BLDPLU, and WHDPLU.
TOHCM	1388	1393	6	N	Total Other High School Completers - male: The sum of the fields AMOHCM, ASOHCM, HIOHCM, BLOHCM, and WHOHCM.
TOHCF	1394	1399	6	N	Total Other High School Completers - female: The sum of the fields AMOHCF, ASOHCF, HIOHCF, BLOHCF, and WHOHCF.
TOHCU	1400	1405	6	N	Total Other High School Completers - gender unknown: The sum of the fields AMOHCU, ASOHCU, HIOHCU, BLOHCU, and WHOHCU.
TCOMM	1406	1411	6	N	Total Completers - male: The sum of the fields AMCOMM, ASCOMM, HICOMM, BLCOMM, WHCOMM.
TCOMF	1412	1417	6	N	Total Completers - female: The sum of the fields AMCOMF, ASCOMF, HICOMF, BLCOMF, WHCOMF.
TCOMU	1418	1423	6	N	Total Completers - gender unknown: The sum of the fields AMCOMU, ASCOMU, HICOMU, BLCOMU, WHCOMU.
ITOTDPL	1424	1424	1	AN	If this field contains anything other than "R", the Diploma Recipient count originally

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					submitted was adjusted.
ITOTOHC	1425	1425	1	AN	If this field contains anything other than "R", the Other High School Completers count originally submitted was adjusted.
CBS	1426	1431	6	N	Total Completion Rate Base (see Appendix C for computation procedures).
CBSAM	1432	1437	6	N	Amer. Indian/Alaskan Native Completion Rate Base (see Appendix C for computation procedures).
CBSAS	1438	1443	6	N	Asian/Pacific Islander Completion Rate Base (see Appendix C for computation procedures).
CBSHI	1444	1449	6	N	Hispanic Completion Rate Base (see Appendix C for computation procedures).
CBSBL	1450	1455	6	N	Black, not Hispanic Completion Rate Base (see Appendix C for computation procedures).
CBSWH	1456	1461	6	N	White, not Hispanic Completion Rate Base (see Appendix C for computation procedures).
CBSM	1462	1467	6	N	Male Completion Rate Base (see Appendix C for computation procedures).
CBSF	1468	1473	6	N	Female Completion Rate Base (see Appendix C for computation procedures).
CBSU	1474	1479	6	N	Gender unknown Completion Rate Base (see Appendix C for computation procedures).
TCOMR	1480	1484	5*	N	Total Completion Rate (see Appendix C for computation procedures).
TCOMAMR	1485	1489	5*	N	Amer. Indian/Alaskan Native Completion Rate (see Appendix C for computation procedures).
TCOMASR	1490	1494	5*	N	Asian/Pacific Islander Completion Rate (see Appendix C for computation procedures).
TCOMHIR	1495	1499	5*	N	Hispanic Completion Rate (see Appendix C for computation procedures).
TCOMBLR	1500	1504	5*	N	Black, not Hispanic Completion Rate (see Appendix C for computation procedures).
TCOMWHR	1505	1509	5*	N	White, not Hispanic Completion Rate (see Appendix C for computation procedures).
TCOMMR	1510	1514	5*	N	Male Completion Rate (see Appendix C for computation procedures).
TCOMFR	1515	1519	5*	N	Female Completion Rate (see Appendix C for computation procedures).
TCOMUR	1520	1524	5*	N	Gender unknown Completion Rate (see Appendix C for computation procedures).
TDPLR	1525	1529	5*	N	Diploma Recipient Completion Rate (see Appendix C for computation procedures).
TDPLAMR	1530	1534	5*	N	Total Diploma Recipients Rate - Amer. Indian/Alaskan Native (see Appendix C for computation procedures).
TDPLASR	1535	1539	5*	N	Total Diploma Recipients Rate - Asian/Pacific Islander (see Appendix C for computation procedures).
TDPLHIR	1540	1544	5*	N	Total Diploma Recipients Rate - Hispanic (see Appendix C for computation procedures).
TDPLBLR	1545	1549	5*	N	Total Diploma Recipients Rate - Black, not Hispanic (see Appendix C for computation procedures).
TDPLWHR	1550	1554	5*	N	Total Diploma Recipients Rate - White, not Hispanic (see Appendix C for computation procedures).
TDPLMR	1555	1559	5*	N	Total Diploma Recipients Rate - male (see Appendix C for computation procedures).
TDPLFR	1560	1564	5*	N	Total Diploma Recipients Rate - female (see Appendix C for computation procedures).
TDPLUR	1565	1569	5*	N	Total Diploma Recipients Rate - gender unknown (see Appendix C for computation procedures).
TOHCR	1570	1574	5*	N	Other High School Completion Rate (see Appendix C for computation procedures).
TOHCAMR	1575	1579	5*	N	Total Other High School Completers Rate - Amer. Indian/Alaskan Native (see Appendix C for computation procedures).
TOHCASR	1580	1584	5*	N	Total Other High School Completers Rate - Asian/Pacific Islander (see Appendix C for computation procedures).
TOHCHIR	1585	1589	5*	N	Total Other High School Completers Rate - Hispanic (see Appendix C for computation procedures).
TOHCBLR	1590	1594	5*	N	Total Other High School Completers Rate - Black, not Hispanic (see Appendix C for computation procedures).
TOHCWHR	1595	1599	5*	N	Total Other High School Completers Rate - White, not Hispanic (see Appendix C for computation procedures).
TOHCMR	1600	1604	5*	N	Total Other High School Completers Rate - male (see Appendix C for computation procedures).

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TOHCFR	1605	1609	5*	N	Total Other High School Completers Rate - female (see Appendix C for computation procedures).
TOHCUR	1610	1614	5*	N	Total Other High School Completers Rate - gender unknown (see Appendix C for computation procedures).
SCBS	1615	1620	6	N	Total State-level Completion Rate Base (see Appendix C for computation procedures).
SCBSAM	1621	1626	6	N	Total State-level Completion Rate Base - Amer. Indian/Alaskan Native (see Appendix C for computation procedures).
SCBSAS	1627	1632	6	N	Total State-level Completion Rate Base - Asian/Pacific Islander (see Appendix C for computation procedures).
SCBSHI	1633	1638	6	N	Total State-level Completion Rate Base - Hispanic (see Appendix C for computation procedures).
SCBSBL	1639	1644	6	N	Total State-level Completion Rate Base - Black, not Hispanic (see Appendix C for computation procedures).
SCBSWH	1645	1650	6	N	Total State-level Completion Rate Base - White, not Hispanic (see Appendix C for computation procedures).
SCBSM	1651	1656	6	N	Total State-level Completion Rate Base - Male (see Appendix C for computation procedures).
SCBSF	1657	1662	6	N	Total State-level Completion Rate Base - Female (see Appendix C for computation procedures).
SCBSU	1663	1668	6	N	Total State-level Completion Rate Base - Gender unknown (see Appendix C for computation procedures).
BOUND	1669	1669	1	AN	The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are: 1 = No change since last report. 2 = Education agency has closed with no effect on another agency's boundaries, but was open with dropout counts in one of the three previous years. 3 = This is a new education agency formed with no effect on another agency's boundaries. 4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added. 5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.

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**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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Variable	Label	Minimum	Maximum	Mean	N
TOTD07	Dropouts (Total 7th Grade)	0.0	851.0	1.8	7775
AMD07M	Dropouts (7th-Amer Ind/AK Nat-Male)	0.0	18.0	#	7855
AMD07F	Dropouts (7th-Amer Ind/AK Nat-Female)	0.0	13.0	#	7856
AMD07U	Dropouts (7th-Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	4016
ASD07M	Dropouts (7th-Asian/Pac Isl-Male)	0.0	28.0	#	7877
ASD07F	Dropouts (7th-Asian/Pac Isl-Female)	0.0	23.0	#	7878
ASD07U	Dropouts (7th-Asian/Pac Isl-Unknown)	0.0	0.0	0.0	4036
HID07M	Dropouts (7th-Hispanic-Male)	0.0	243.0	0.2	7913
HID07F	Dropouts (7th-Hispanic-Female)	0.0	198.0	0.1	7914
HID07U	Dropouts (7th-Hispanic-Unknown)	0.0	0.0	0.0	4074
BLD07M	Dropouts (7th-Black-Male)	0.0	300.0	0.3	7916
BLD07F	Dropouts (7th-Black-Female)	0.0	243.0	0.2	7917
BLD07U	Dropouts (7th-Black-Unknown)	0.0	0.0	0.0	4079
WHD07M	Dropouts (7th-White-Male)	0.0	146.0	0.4	7921
WHD07F	Dropouts (7th-White-Female)	0.0	133.0	0.3	7914
WHD07U	Dropouts (7th-White-Unknown)	0.0	3.0	#	4079
TOTD08	Dropouts (Total 8th Grade)	0.0	688.0	2.3	7842
AMD08M	Dropouts (8th-Amer Ind/AK Nat-Male)	0.0	14.0	#	7971
AMD08F	Dropouts (8th-Amer Ind/AK Nat-Female)	0.0	14.0	#	7973
AMD08U	Dropouts (8th-Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	4075
ASD08M	Dropouts (8th-Asian/Pac Isl-Male)	0.0	30.0	#	7900
ASD08F	Dropouts (8th-Asian/Pac Isl-Female)	0.0	22.0	#	7901
ASD08U	Dropouts (8th-Asian/Pac Isl-Unknown)	0.0	0.0	0.0	4004
HID08M	Dropouts (8th-Hispanic-Male)	0.0	205.0	0.2	7918
HID08F	Dropouts (8th-Hispanic-Female)	0.0	205.0	0.2	7917
HID08U	Dropouts (8th-Hispanic-Unknown)	0.0	0.0	0.0	4026
BLD08M	Dropouts (8th-Black-Male)	0.0	296.0	0.4	7956
BLD08F	Dropouts (8th-Black-Female)	0.0	218.0	0.3	7956
BLD08U	Dropouts (8th-Black-Unknown)	0.0	0.0	0.0	4063
WHD08M	Dropouts (8th-White-Male)	0.0	110.0	0.5	7967
WHD08F	Dropouts (8th-White-Female)	0.0	105.0	0.4	7968
WHD08U	Dropouts (8th-White-Unknown)	0.0	3.0	#	4065
TOTD09	Dropouts (Total 9th Grade)	0.0	6935.0	12.6	7452
AMD09M	Dropouts (9th-Amer Ind/AK Nat-Male)	0.0	82.0	0.2	7569
AMD09F	Dropouts (9th-Amer Ind/AK Nat-Female)	0.0	48.0	0.2	7570
AMD09U	Dropouts (9th-Amer Ind/AK Nat-Unknown)	0.0	1.0	#	4003
ASD09M	Dropouts (9th-Asian/Pac Isl-Male)	0.0	298.0	0.2	7583
ASD09F	Dropouts (9th-Asian/Pac Isl-Female)	0.0	246.0	0.1	7581
ASD09U	Dropouts (9th-Asian/Pac Isl-Unknown)	0.0	2.0	#	4011
HID09M	Dropouts (9th-Hispanic-Male)	0.0	1170.0	1.1	7520
HID09F	Dropouts (9th-Hispanic-Female)	0.0	895.0	0.9	7522
HID09U	Dropouts (9th-Hispanic-Unknown)	0.0	1.0	#	3940
BLD09M	Dropouts (9th-Black-Male)	0.0	2177.0	2.6	7538
BLD09F	Dropouts (9th-Black-Female)	0.0	1940.0	1.8	7538
BLD09U	Dropouts (9th-Black-Unknown)	0.0	1.0	#	3961
WHD09M	Dropouts (9th-White-Male)	0.0	343.0	2.9	7577
WHD09F	Dropouts (9th-White-Female)	0.0	282.0	2.0	7576
WHD09U	Dropouts (9th-White-Unknown)	0.0	31.0	0.1	3998
TOTD10	Dropouts (Total 10th Grade)	0.0	5437.0	12.9	7578
AMD10M	Dropouts (10th-Amer Ind/AK Nat-Male)	0.0	45.0	0.2	7686
AMD10F	Dropouts (10th-Amer Ind/AK Nat-Female)	0.0	34.0	0.2	7682

Value is less than 0.05.

† Not applicable.

APPENDIX B – Value Distribution and Field Frequencies
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Variable	Label	Minimum	Maximum	Mean	N
AMD10U	Dropouts (10th-Amer Ind/AK Nat-Unk)	0.0	5.0	#	4011
ASD10M	Dropouts (10th-Asian/Pac Isl-Male)	0.0	278.0	0.2	7685
ASD10F	Dropouts (10th-Asian/Pac Isl-Female)	0.0	209.0	0.1	7683
ASD10U	Dropouts (10th-Asian/Pac Isl-Unknown)	0.0	1.0	#	4011
HID10M	Dropouts (10th-Hispanic-Male)	0.0	1094.0	1.1	7689
HID10F	Dropouts (10th-Hispanic-Female)	0.0	835.0	0.8	7689
HID10U	Dropouts (10th-Hispanic-Unknown)	0.0	1.0	#	4019
BLD10M	Dropouts (10th-Black-Male)	0.0	1743.0	2.1	7631
BLD10F	Dropouts (10th-Black-Female)	0.0	1730.0	1.6	7629
BLD10U	Dropouts (10th-Black-Unknown)	0.0	3.0	#	3948
WHD10M	Dropouts (10th-White-Male)	0.0	304.0	3.5	7696
WHD10F	Dropouts (10th-White-Female)	0.0	279.0	2.6	7686
WHD10U	Dropouts (10th-White-Unknown)	0.0	37.0	0.1	3969
TOTD11	Dropouts (Total 11th Grade)	0.0	6036.0	12.4	7704
AMD11M	Dropouts (11th-Amer Ind/AK Nat-Male)	0.0	21.0	0.1	7801
AMD11F	Dropouts (11th-Amer Ind/AK Nat-Female)	0.0	28.0	0.1	7798
AMD11U	Dropouts (11th-Amer Ind/AK Nat-Unk)	0.0	3.0	#	4216
ASD11M	Dropouts (11th-Asian/Pac Isl-Male)	0.0	277.0	0.2	7806
ASD11F	Dropouts (11th-Asian/Pac Isl-Female)	0.0	222.0	0.2	7808
ASD11U	Dropouts (11th-Asian/Pac Isl-Unknown)	0.0	1.0	#	4222
HID11M	Dropouts (11th-Hispanic-Male)	0.0	1382.0	0.9	7808
HID11F	Dropouts (11th-Hispanic-Female)	0.0	1173.0	0.7	7806
HID11U	Dropouts (11th-Hispanic-Unknown)	0.0	1.0	#	4221
BLD11M	Dropouts (11th-Black-Male)	0.0	1258.0	1.6	7823
BLD11F	Dropouts (11th-Black-Female)	0.0	1094.0	1.2	7823
BLD11U	Dropouts (11th-Black-Unknown)	0.0	2.0	#	4229
WHD11M	Dropouts (11th-White-Male)	0.0	504.0	3.8	7813
WHD11F	Dropouts (11th-White-Female)	0.0	474.0	2.9	7811
WHD11U	Dropouts (11th-White-Unknown)	0.0	36.0	0.1	4158
TOTD12	Dropouts (Total 12th Grade)	0.0	2382.0	10.8	7786
AMD12M	Dropouts (12th-Amer Ind/AK Nat-Male)	0.0	30.0	0.1	7839
AMD12F	Dropouts (12th-Amer Ind/AK Nat-Female)	0.0	28.0	0.1	7836
AMD12U	Dropouts (12th-Amer Ind/AK Nat-Unk)	0.0	3.0	#	4155
ASD12M	Dropouts (12th-Asian/Pac Isl-Male)	0.0	342.0	0.2	7870
ASD12F	Dropouts (12th-Asian/Pac Isl-Female)	0.0	244.0	0.1	7871
ASD12U	Dropouts (12th-Asian/Pac Isl-Unknown)	0.0	3.0	#	4192
HID12M	Dropouts (12th-Hispanic-Male)	0.0	361.0	0.6	7878
HID12F	Dropouts (12th-Hispanic-Female)	0.0	255.0	0.4	7878
HID12U	Dropouts (12th-Hispanic-Unknown)	0.0	0.0	0.0	4198
BLD12M	Dropouts (12th-Black-Male)	0.0	512.0	1.2	7889
BLD12F	Dropouts (12th-Black-Female)	0.0	601.0	1.0	7887
BLD12U	Dropouts (12th-Black-Unknown)	0.0	1.0	#	4197
WHD12M	Dropouts (12th-White-Male)	0.0	729.0	3.8	7907
WHD12F	Dropouts (12th-White-Female)	0.0	493.0	2.7	7904
WHD12U	Dropouts (12th-White-Unknown)	0.0	35.0	0.1	4205
TOTD712	Dropouts (Total 7-12th Grades)	0.0	18272.0	54.8	6786
TOTD912	Dropouts (Total 9-12th Grades)	0.0	17328.0	49.9	7345
TOTDAM	Dropouts (Total 9-12th Amer Ind/AK Nat)	0.0	232.0	1.2	8090
TOTDAS	Dropouts (Total 9-12th Asian/Pac Isl)	0.0	1900.0	1.3	8092
TOTDHI	Dropouts (Total 9-12th Hispanic)	0.0	6438.0	6.3	8089
TOTDBL	Dropouts (Total 9-12th Black)	0.0	10756.0	12.4	8094

Value is less than 0.05.

† Not applicable.

APPENDIX B – Value Distribution and Field Frequencies
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Variable	Label	Minimum	Maximum	Mean	N
TOTDWH	Dropouts (Total 9-12th White)	0.0	3057.0	23.4	8108
TOTDM	Dropouts (Total 9-12th Male)	0.0	8970.0	25.3	8108
TOTDF	Dropouts (Total 9-12th Female)	0.0	8358.0	19.0	8106
TOTDU	Dropouts (Total 9-12th Gender Unknown)	0.0	123.0	0.2	7871
DRP7	Total 7th Grade Dropout Rate	0.0	300.0	0.6	7542
DRP8	Total 8th Grade Dropout Rate	0.0	225.0	0.8	7594
DRP9	Total 9th Grade Dropout Rate	0.0	600.0	3.2	6822
DRP10	Total 10th Grade Dropout Rate	0.0	207.9	4.2	6936
DRP11	Total 11th Grade Dropout Rate	0.0	233.3	4.8	7046
DRP12	Total 12th Grade Dropout Rate	0.0	166.7	4.6	7127
DRP712	Total 7-12th Grade Dropout Rate	0.0	250.0	2.9	6725
DRP912	Total 9-12th Grade Dropout Rate	0.0	211.7	4.1	6731
DRPAM	Total 9-12th Grade Amer Ind D/O Rate	†	†	†	0
DRPAS	Total 9-12th Grade Asian/Pac Is D/O Rate	†	†	†	0
DRPHI	Total 9-12th Grade Hispanic D/O Rate	†	†	†	0
DRPBL	Total 9-12th Grade Black D/O Rate	†	†	†	0
DRPWH	Total 9-12th Grade White D/O Rate	†	†	†	0
DRPM	Total Male 9-12th Grade Dropout Rate	†	†	†	0
DRPF	Total Female 9-12th Grade Dropout Rate	†	†	†	0
DRPU	Total Unknown 9-12th Grade Dropout Rate	†	†	†	0
EBS7	Total 7th Grade Enrollment Base	0.0	74252.0	224.4	8918
EBS8	Total 8th Grade Enrollment Base	0.0	72975.0	217.7	8918
EBS9	Total 9th Grade Enrollment Base	0.0	117168.0	240.8	8918
EBS10	Total 10th Grade Enrollment Base	0.0	95745.0	216.8	8918
EBS11	Total 11th Grade Enrollment Base	0.0	57654.0	191.0	8918
EBS12	Total 12th Grade Enrollment Base	0.0	40126.0	174.5	8918
EBS712	Total 7-12th Grade Enrollment Base	0.0	457920.0	1264.9	8919
EBS912	Total 9-12th Grade Enrollment Base	0.0	310693.0	823.0	8918
EBSAM	Total 9-12th Grade Amer Ind Enroll Base	†	†	†	0
EBSAS	Total 9-12th Grade Asian/Pac Enroll Base	†	†	†	0
EBSHI	Total 9-12th Grade Hispanic Enroll Base	†	†	†	0
EBSBL	Total 9-12th Grade Black Enroll Base	†	†	†	0
EBSWH	Total 9-12th Grade White Enroll Base	†	†	†	0
EBSM	Total Male 9-12th Grade Enroll Base	†	†	†	0
EBSF	Total Female 9-12th Grade Enroll Base	†	†	†	0
EBSU	Total Unknown 9-12th Grade Enroll Base	†	†	†	0
TOTDPL	Diploma Recip (Total)	0.0	37851.0	152.6	9352
AMDPLM	Diploma Recip (Amer Ind/AK Nat-Male)	0.0	256.0	1.1	5608
AMDPLF	Diploma Recip (Amer Ind/AK Nat-Female)	0.0	325.0	1.1	5608
AMDPLU	Diploma Recip (Amer Ind/AK Nat-Unknown)	0.0	71.0	0.1	5136
ASDPLM	Diploma Recip (Asian/Pac Isl-Male)	0.0	3564.0	2.6	5608
ASDPLF	Diploma Recip (Asian/Pac Isl-Female)	0.0	3641.0	2.7	5608
ASDPLU	Diploma Recip (Asian/Pac Isl-Unknown)	0.0	665.0	0.4	5136
HIDPLM	Diploma Recip (Hispanic-Male)	0.0	2319.0	3.1	5608
HIDPLF	Diploma Recip (Hispanic-Female)	0.0	2561.0	3.3	5608
HIDPLU	Diploma Recip (Hispanic-Unknown)	0.0	359.0	0.6	5136
BLDPLM	Diploma Recip (Black-Male)	0.0	3536.0	10.2	5608
BLDPLF	Diploma Recip (Black-Female)	0.0	5079.0	13.2	5608
BLDPLU	Diploma Recip (Black-Unknown)	0.0	1315.0	1.3	5136
WHDPLM	Diploma Recip (White-Male)	0.0	3095.0	55.9	5608
WHDPLF	Diploma Recip (White-Female)	0.0	3043.0	57.1	5608

Value is less than 0.05.

† Not applicable.

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Variable	Label	Minimum	Maximum	Mean	N
WHDPLU	Diploma Recip (White-Unknown)	0.0	3621.0	12.1	5136
TOTOHC	Other HS Completers (Total)	0.0	699.0	15.2	1694
AMOHCM	Other HS Complet (Amer Ind/AK Nat-Male)	0.0	10.0	0.1	1026
AMOHCF	Other HS Complet (Amer Ind/AK Nat-Female)	0.0	7.0	0.1	1026
AMOHCU	Other HS Complet (Amer Ind/AK Nat-Unknown)	0.0	1.0	#	1032
ASOHCM	Other HS Complet (Asian/Pac Isl-Male)	0.0	302.0	0.5	1026
ASOHCF	Other HS Complet (Asian/Pac Isl-Female)	0.0	255.0	0.4	1026
ASOHCU	Other HS Complet (Asian/Pac Isl-Unknown)	0.0	11.0	#	1032
HIOHCM	Other HS Complet (Hispanic-Male)	0.0	50.0	0.4	1026
HIOHCF	Other HS Complet (Hispanic-Female)	0.0	59.0	0.4	1026
HIOHCU	Other HS Complet (Hispanic-Unknown)	0.0	0.0	0.0	1032
BLOHCM	Other HS Complet (Black-Male)	0.0	211.0	4.4	1026
BLOHCF	Other HS Complet (Black-Female)	0.0	260.0	4.0	1026
BLOHCU	Other HS Complet (Black-Unknown)	0.0	0.0	0.0	1032
WHOHCM	Other HS Complet (White-Male)	0.0	134.0	4.6	1026
WHOHCF	Other HS Complet (White-Female)	0.0	108.0	3.2	1026
WHOHCU	Other HS Complet (White-Unknown)	0.0	32.0	#	1032
TOTCOM	Total Completers	0.0	37851.0	155.2	9366
AMCOMM	Total Complet (Amer Ind/AK Nat-Male)	0.0	266.0	1.1	5618
AMCOMF	Total Complet (Amer Ind/AK Nat-Female)	0.0	332.0	1.1	5618
AMCOMU	Total Complet (Amer Ind/AK Nat-Unknown)	0.0	71.0	0.1	5148
ASCOMM	Total Complet (Asian/Pac Isl-Male)	0.0	3866.0	2.7	5618
ASCOMF	Total Complet (Asian/Pac Isl-Female)	0.0	3896.0	2.7	5618
ASCOMU	Total Complet (Asian/Pac Isl-Unknown)	0.0	676.0	0.4	5148
HICOMM	Total Complet (Hispanic-Male)	0.0	2319.0	3.1	5618
HICOMF	Total Complet (Hispanic-Female)	0.0	2561.0	3.4	5618
HICOMU	Total Complet (Hispanic-Unknown)	0.0	359.0	0.6	5148
BLCOMM	Total Complet (Black-Male)	0.0	3536.0	11.0	5618
BLCOMF	Total Complet (Black-Female)	0.0	5079.0	13.9	5618
BLCOMU	Total Complet (Black-Unknown)	0.0	1315.0	1.3	5148
WHCOMM	Total Complet (White-Male)	0.0	3100.0	56.6	5618
WHCOMF	Total Complet (Black-Female)	0.0	3046.0	57.6	5618
WHCOMU	Total Complet (Black-Unknown)	0.0	3621.0	12.0	5148
TDPLAM	Diploma recip (Amer Ind/AK Nat)	0.0	581.0	2.5	5132
TDPLAS	Diploma recip (Asian/Pac Isl)	0.0	7205.0	6.2	5132
TDPLHI	Diploma recip (Hispanic)	0.0	4880.0	7.6	5132
TDPLBL	Diploma recip (Black)	0.0	8615.0	26.9	5132
TDPLWH	Diploma recip (White)	0.0	6138.0	135.6	5132
TOHCAM	Other HS Complet (Amer Ind/AK Nat)	0.0	17.0	0.2	1026
TOHCAS	Other HS Complet (Asian)	0.0	557.0	0.9	1026
TOHCHI	Other HS Complet (Hispanic)	0.0	109.0	0.9	1026
TOHCBL	Other HS Complet (Black)	0.0	471.0	8.4	1026
TOHCWH	Other HS Complet (White)	0.0	235.0	7.9	1026
TCOMAM	Total Complet (Amer Ind/AK Nat)	0.0	598.0	2.5	5142
TCOMAS	Total Complet (Asian)	0.0	7762.0	6.3	5142
TCOMHI	Total Complet (Hispanic)	0.0	4880.0	7.8	5142
TCOMBL	Total Complet (Black)	0.0	8615.0	28.6	5142
TCOMWH	Total Complet (White)	0.0	6146.0	136.9	5142
TDPLM	Diploma recip (Male)	0.0	7336.0	72.9	5608
TDPLF	Diploma recip (Female)	0.0	9231.0	77.5	5608
TDPLU	Diploma recip (Unknown)	0.0	5080.0	14.4	5136

Value is less than 0.05.

† Not applicable.

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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Variable	Label	Minimum	Maximum	Mean	N
TOHCM	Other HS Complet (Male)	0.0	379.0	10.1	1026
TOHCF	Other HS Complet (Female)	0.0	320.0	8.2	1026
TOHCU	Other HS Complet (Unknown)	0.0	32.0	#	1032
TCOMM	Total Completers (Male)	0.0	7336.0	74.6	5618
TCOMF	Total Completers (Female)	0.0	9231.0	78.9	5618
TCOMU	Total Completers (Unknown)	0.0	5080.0	14.4	5148
CBS	Completer Base-Total	0.0	32655.0	260.3	5432
CBSAM	Completer Base-Am.Indian	0.0	799.0	3.6	3914
CBSAS	Completer Base-Asian	0.0	1723.0	6.7	3914
CBSHI	Completer Base-Hispanic	0.0	8953.0	15.0	3914
CBSBL	Completer Base-Black	0.0	17078.0	54.0	3914
CBSWH	Completer Base- White	0.0	7834.0	176.0	3914
CBSM	Completer Base- Male	0.0	14927.0	124.7	3914
CBSF	Completer Base- Female	0.0	16055.0	121.9	3914
CBSU	Completer Base- Gender Unknown	0.0	1698.0	8.6	3914
TCOMR	Total Completion Rate	0.0	100.0	84.7	5180
TCOMAMR	Compl Rate-Am.Indian	0.0	100.0	75.0	1196
TCOMASR	Compl Rate- Asian	0.0	100.0	89.6	1545
TCOMHIR	Compl Rate- Hispanic	0.0	100.0	74.5	2030
TCOMBLR	Compl Rate- Black	0.0	100.0	74.9	1953
TCOMWHR	Compl Rate- White	0.0	100.0	85.0	3875
TCOMMR	Compl Rate- Male	0.0	100.0	79.3	3913
TCOMFR	Compl Rate- Female	0.0	100.0	84.3	3904
TCOMUR	Compl Rate- Unknown	0.0	100.0	41.7	333
TDPLR	Total Diploma recipient Rate	0.0	100.0	83.4	5175
TDPLAMR	Diploma recip Rate-Am.Indian	0.0	100.0	74.1	1196
TDPLASR	Diploma recip Rate-Asian	0.0	100.0	88.0	1545
TDPLHIR	Diploma recip Rate-Hispanic	0.0	100.0	73.1	2030
TDPLBLR	Diploma recip Rate-Black	0.0	100.0	71.7	1953
TDPLWHR	Diploma recip Rate-White	0.0	100.0	84.3	3874
TDPLMR	Diploma recip Rate- Male	0.0	100.0	78.1	3912
TDPLFR	Diploma recip Rate- Female	0.0	100.0	83.3	3903
TDPLUR	Diploma recip Rate- Gender Unknown	0.0	100.0	41.7	333
TOHCR	Other HS Completer Rate	0.0	100.0	5.8	1182
TOHCAMR	Other HS Compl Rate-Am.Indian	0.0	100.0	4.0	269
TOHCASR	Other HS Compl Rate-Asian	0.0	100.0	5.8	421
TOHCHIR	Other HS Compl Rate-Hispanic	0.0	100.0	5.6	484
TOHCBLR	Other HS Compl Rate-Black	0.0	100.0	9.0	685
TOHCWHR	Other HS Compl Rate-White	0.0	100.0	3.5	764
TOHCMR	Other HS Compl Rate-Male	0.0	100.0	5.8	782
TOHCFR	Other HS Compl Rate-Female	0.0	100.0	4.8	781
TOHCUR	Other HS Compl Rate-Gender Unknown	0.0	1.6	0.1	27
SCBS	Completer Base-Total (treat M's as 0's)	0.0	38821.0	177.7	10060
SCBSAM	Completer Base-Am.Indian (treat M's as 0	0.0	799.0	2.5	9175
SCBSAS	Completer Base-Asian (treat M's as 0's)	0.0	8348.0	4.3	9175
SCBSHI	Completer Base-Hispanic (treat M's as 0'	0.0	8953.0	8.9	9175
SCBSBL	Completer Base-Black (treat M's as 0's)	0.0	17078.0	26.0	9175
SCBSWH	Completer Base-White (treat M's as 0's)	0.0	7834.0	96.5	9175
SCBSM	Completer Base-Male (treat M's as 0's)	0.0	14927.0	65.6	9262
SCBSF	Completer Base-Female (treat M's as 0's)	0.0	16055.0	63.1	9262
SCBSU	Completer Base-Gender Unknown (treat M's	0.0	5080.0	8.3	9162

Value is less than 0.05.

† Not applicable.

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School Year 1997-98

Variable	Label	Blank	M	N	Other
LEAID	Unique Agency ID (NCES Assigned)	0	0	0	11324
STID	State Agency ID	0	0	1	11323
NAME	Name Of Local Education Agency	0	0	0	11324
PHONE	Telephone Number Of Agency	0	75	23	11226
MSTREE	Mailing Address	0	3	54	11267
MCITY	Mailing City Name	0	2	0	11322
MZIP	Mailing 5-Digit Zip Code	0	0	0	11324
MZIP4	Mailing Zip+4 (if assigned)	1529	0	0	9795

Value is less than 0.05.

† Not applicable.

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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The FREQ Procedure

FIPS State Number

FIPST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	134	1.18	134	1.18
02	55	0.49	189	1.67
04	378	3.34	567	5.01
05	331	2.92	898	7.93
09	195	1.72	1093	9.65
10	26	0.23	1119	9.88
11	1	0.01	1120	9.89
13	180	1.59	1300	11.48
15	1	0.01	1301	11.49
16	115	1.02	1416	12.50
17	1107	9.78	2523	22.28
19	412	3.64	2935	25.92
21	259	2.29	3194	28.21
22	76	0.67	3270	28.88
23	329	2.91	3599	31.78
24	24	0.21	3623	31.99
25	474	4.19	4097	36.18
27	481	4.25	4578	40.43
28	164	1.45	4742	41.88
29	532	4.70	5274	46.57
30	540	4.77	5814	51.34
31	768	6.78	6582	58.12
32	18	0.16	6600	58.28
34	620	5.48	7220	63.76
35	89	0.79	7309	64.54
36	743	6.56	8052	71.11
38	283	2.50	8335	73.60
40	560	4.95	8895	78.55
41	256	2.26	9151	80.81
42	648	5.72	9799	86.53
44	37	0.33	9836	86.86
46	215	1.90	10051	88.76
47	140	1.24	10191	89.99
49	47	0.42	10238	90.41
50	349	3.08	10587	93.49
51	168	1.48	10755	94.98
54	57	0.50	10812	95.48
55	447	3.95	11259	99.43
56	60	0.53	11319	99.96
60	1	0.01	11320	99.96
66	1	0.01	11321	99.97
69	1	0.01	11322	99.98
72	1	0.01	11323	99.99
78	1	0.01	11324	100.00

APPENDIX B – Value Distribution and Field Frequencies
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Mailing USPS State Abbreviation

MSTATE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AK	55	0.49	55	0.49
AL	134	1.18	189	1.67
AR	331	2.92	520	4.59
AS	1	0.01	521	4.60
AZ	377	3.33	898	7.93
CT	195	1.72	1093	9.65
DC	1	0.01	1094	9.66
DE	26	0.23	1120	9.89
GA	180	1.59	1300	11.48
GU	1	0.01	1301	11.49
HI	1	0.01	1302	11.50
IA	415	3.66	1717	15.16
ID	114	1.01	1831	16.17
IL	1107	9.78	2938	25.94
KY	259	2.29	3197	28.23
LA	76	0.67	3273	28.90
MA	474	4.19	3747	33.09
MD	24	0.21	3771	33.30
ME	329	2.91	4100	36.21
MI	1	0.01	4101	36.22
MN	481	4.25	4582	40.46
MO	532	4.70	5114	45.16
MP	1	0.01	5115	45.17
MS	164	1.45	5279	46.62
MT	543	4.80	5822	51.41
ND	279	2.46	6101	53.88
NE	768	6.78	6869	60.66
NH	1	0.01	6870	60.67
NJ	620	5.48	7490	66.14
NM	89	0.79	7579	66.93
NV	18	0.16	7597	67.09
NY	743	6.56	8340	73.65
OK	560	4.95	8900	78.59
OR	257	2.27	9157	80.86
PA	648	5.72	9805	86.59
PR	1	0.01	9806	86.59
RI	37	0.33	9843	86.92
SD	213	1.88	10056	88.80
TN	140	1.24	10196	90.04
UT	47	0.42	10243	90.45
VA	168	1.48	10411	91.94
VI	1	0.01	10412	91.95
VT	348	3.07	10760	95.02
WI	447	3.95	11207	98.97
WV	57	0.50	11264	99.47
WY	60	0.53	11324	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
School Year 1997-98

School Year

YEAR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1997	11324	100.00	11324	100.00

Type of Locale Code

LOCALE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	226	2.00	226	2.00
2	533	4.71	759	6.70
3	1991	17.58	2750	24.28
4	741	6.54	3491	30.83
5	139	1.23	3630	32.06
6	1814	16.02	5444	48.07
7	5125	45.26	10569	93.33
8	2	0.02	10571	93.35
N	753	6.65	11324	100.00

Agency Low Grade Offered

GSLO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	999	8.82	999	8.82
01	126	1.11	1125	9.93
02	23	0.20	1148	10.14
03	25	0.22	1173	10.36
04	13	0.11	1186	10.47
05	21	0.19	1207	10.66
06	55	0.49	1262	11.14
07	147	1.30	1409	12.44
08	23	0.20	1432	12.65
09	433	3.82	1865	16.47
10	12	0.11	1877	16.58
11	6	0.05	1883	16.63
12	3	0.03	1886	16.65
KG	5595	49.41	7481	66.06
N	1	0.01	7482	66.07
PK	3701	32.68	11183	98.75
UG	141	1.25	11324	100.00

Imputation Flags:

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APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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Agency High Grade Offered

GSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	999	8.82	999	8.82
01	4	0.04	1003	8.86
02	8	0.07	1011	8.93
03	17	0.15	1028	9.08
04	38	0.34	1066	9.41
05	87	0.77	1153	10.18
06	503	4.44	1656	14.62
07	80	0.71	1736	15.33
08	1708	15.08	3444	30.41
09	33	0.29	3477	30.70
10	25	0.22	3502	30.93
11	26	0.23	3528	31.16
12	7597	67.09	11125	98.24
KG	4	0.04	11129	98.28
N	1	0.01	11130	98.29
PK	53	0.47	11183	98.75
UG	141	1.25	11324	100.00

Dropout file name and address year flag

SUBMIT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	11123	98.23	11123	98.23
2	201	1.77	11324	100.00

Dropout Definition Flag

DROPDEF	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4232	37.37	4232	37.37
C	6995	61.77	11227	99.14
N	97	0.86	11324	100.00

Total 7th Grade Dropouts Adj Flag

ITOTDO07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3385	29.89	3385	29.89
N	347	3.06	3732	32.96
R	5243	46.30	8975	79.26
T	2349	20.74	11324	100.00

Imputation Flags:

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APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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Total 8th Grade Dropouts Adj Flag

ITOTDO08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3297	29.12	3297	29.12
N	347	3.06	3644	32.18
R	5306	46.86	8950	79.04
T	2374	20.96	11324	100.00

Total 9th Grade Dropouts Adj Flag

ITOTDO09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3582	31.63	3582	31.63
N	347	3.06	3929	34.70
R	4976	43.94	8905	78.64
T	2419	21.36	11324	100.00

Total 10th Grade Dropouts Adj Flag

ITOTDO10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3462	30.57	3462	30.57
N	347	3.06	3809	33.64
R	5019	44.32	8828	77.96
T	2496	22.04	11324	100.00

Total 11th Grade Dropouts Adj Flag

ITOTDO11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3332	29.42	3332	29.42
N	347	3.06	3679	32.49
R	5112	45.14	8791	77.63
T	2533	22.37	11324	100.00

Total 12th Grade Dropouts Adj Flag

ITOTDO12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3257	28.76	3257	28.76
N	347	3.06	3604	31.83
R	5202	45.94	8806	77.76
T	2518	22.24	11324	100.00

Imputation Flags:

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- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- R - As Reported by the State
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Total Diploma Adj Flag

ITOTDPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1875	16.56	1875	16.56
N	97	0.86	1972	17.41
R	9352	82.59	11324	100.00

Total Other complet Adj Flag

ITOTOHC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9533	84.18	9533	84.18
N	97	0.86	9630	85.04
R	1694	14.96	11324	100.00

Operational Status Code

BOUND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10793	95.31	10793	95.31
2	294	2.60	11087	97.91
3	165	1.46	11252	99.36
4	23	0.20	11275	99.57
5	49	0.43	11324	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- R - As Reported by the State
- T - Total Based on Sum of Internal or External detail

APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
File: School Year 1997-98

Each year, CCD staff contact State Coordinators to verify their dropout reporting practice. There are three main ways in which a state might differ from the CCD definition. (A more detailed description of each component is presented later in this appendix):

- Alternative Reporting Calendar
- Summer Dropouts
- Adult Education/GED

Dropout data that conform to all components of the CCD definition are included in this file as reported by the state. Please note that starting with this file, states that do not conform to CCD’s reporting calendar year (but conform to all other components) are on the file. The *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997-98* contains a field (DROPEDEF) to identify dropout data that fully conform to the CCD definition (C), and dropout data based on an Alternative Reporting Calendar, but conform to the other two components (A). States that do not conform to the Summer Dropouts and/or the Adult Education/GED components are suppressed from the publication file.

The table below identifies the each state's conformance status.

1997-98 Dropout Conformance (for dropouts reported on 1998-99 CCD)				
State	Conforms (C)	Alternative Reporting Calendar (A)	Does not conform	Did not report any dropout data
Alabama		A		
Alaska	C			
Arizona		A		
Arkansas	C			
California			x	
Colorado			x	
Connecticut	C			
Delaware	C			
District of Columbia	C			
Florida			x	
Georgia	C			
Hawaii	C			
Idaho		A		
Illinois		A		
Indiana			x	
Iowa	C			
Kansas			x	
Kentucky	C			
Louisiana	C			
Maine	C			
Maryland		A		
Massachusetts	C			
Michigan			x	
Minnesota	C			
Mississippi	C			
Missouri	C			
Montana	C			
Nebraska	C			
Nevada	C			
New Hampshire				x

APPENDIX C – Dropout Reporting Practices and Guidelines
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State	Conforms (C)	Alternative Reporting Calendar (A)	Does not conform	Did not report any dropout data
New Jersey		A		
New Mexico	C			
New York		A		
North Carolina			x	
North Dakota	C			
Ohio			x	
Oklahoma		A		
Oregon	C			
Pennsylvania	C			
Rhode Island	C			
South Carolina			x	
South Dakota		A		
Tennessee		A		
Texas			x	
Utah	C			
Vermont		A		
Virginia		A		
Washington				x
West Virginia	C			
Wisconsin		A		
Wyoming	C			
Outlying Areas				
DODDS: DODS Overseas				x
DDESS: DODS Domestic				x
Bureau of Indian Affairs				x
American Samoa	C			
Guam	C			
Northern Marianas	C			
Puerto Rico		A		
Virgin Islands	C			
TOTAL	30	14	9	6

Please be aware that due to definitional clarification work between NCES and the states, some states' conformance status may not match their conformance status indicated on previous publications.

APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
File: School Year 1997-98

STATE REPORTING INSTRUCTIONS

These are the instructions for reporting dropouts for the National Center for Education Statistics on the Common Core of Data (CCD) survey. These instructions ensure that the reported dropout data are comparable across all states' school districts. The dropout count is reported at the school district level on the CCD Local Education Agency Universe Survey.

I. Dropout Definition

The CCD dropout definition is based on a “snapshot” count of students at the beginning of the school year: A dropout is an individual who:

1. was enrolled in school at some time during the previous school year¹ and was not enrolled on October 1 of the current school year; or
2. was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); 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:
 - i. transfer to another public school district, private school, or state- or district-approved education program;
 - ii. temporary school-recognized absence due to suspension or illness, or
 - iii. death.

For purposes of applying this dropout definition, the following definitions also apply:

- A. *School year* is the 12-month period beginning on October 1, 1997 and ending September 30, 1998. Thus, it includes the summer following the regular school year.
- B. *School completer* is an individual who has graduated from high school or completed some other education program that is approved by the state or local education agency.
- C. *State- or district-approved program* is one that leads to the receipt of formal recognition of completion from school authorities. It may include special education programs, home-based instruction, and programs administered by a secondary education agency (but not adult or postsecondary) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools may be examples of such programs.
- D. *Transfer to another school or program* may be confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.
- E. *Race/ethnicity* of dropouts currently is reported using the pre-1997 standards set by the Office of Management and Budget. The categories approved for the CCD through the 2001-02 school year are American Indian/Alaskan native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; White, not Hispanic. Definitions are included in the CCD Instructions Manual.
- F. *Gender* of dropouts is to be reported as male or female.
- G. *Grade classifications*, grades 7 through 12, are used to report dropouts, not the student's age.
- H. *Ungraded dropouts* should be allocated to the grade most appropriate for their age.

¹ A student who was enrolled in September, 1997; dropped out of school in February, 1998; and was not enrolled in school on October 1, 1998 would be reported as a 1997-98 dropout (*previous year*) on the 1998-99 CCD (*current year*).

APPENDIX C – Dropout Reporting Practices and Guidelines

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data

File: School Year 1997-98

II. Other Basic Guidelines

The CCD reports an *event* dropout count – the number of students who leave school during a defined period of time, in this case, a calendar year. The dropout count is taken on October 1, 1997, or the school day closest to this date, in order to agree with the CCD membership count that is taken on the same day.

The defining decision is whether a student is a dropout on October 1, 1997. A student who missed much of the previous school year (1996-97) but who is in membership on October 1, 1997 is not a dropout, while a student who is not in membership on October 1, 1997 but who returns later in that school year is a dropout (for the previous year, 1996-97). CCD publications compute a dropout rate by dividing the number of dropouts for a year by the membership count taken at the beginning of that year.

More guidelines:

1. “*Summer dropouts*” are students who were not dropouts at the close of the previous school year (1996-1997) but who fail to enroll by October 1, 1997. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 1996-97 but who is not re-enrolled on October 1, 1997 is reported as a 1997-98 dropout for 11th grade.
2. Students who enroll in adult education programs are counted as dropouts *unless the elementary/secondary school system remains responsible for the student*. The intent of this guideline is to ensure that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.
 - i. Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, ‘store front’ locations or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students *is not a dropout*, even if the program is preparing the student to take the GED examination.
 - ii. A student who leaves an elementary/secondary school and enrolls in adult education *is a dropout*. The exception to this guideline is when the public school system monitors the student’s enrollment and reports the student as a dropout if the student drops out of the adult program. An example of this would be a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who did not complete the GED study program.
 - iii. Students who drop out during the 1997-98 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 1998 are not reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate’s degree, is not a dropout.
4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12th grade.
5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student’s subsequent enrollment in school.
6. Students who drop out during the 1997-98 school year, after October 1, 1997, but are re-enrolled on October 1, 1998 are not reported as dropouts.
7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.

APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
File: School Year 1997-98

8. Underage dropouts, those who leave school when they are still too young to do so legally, should be reported on the CCD if they drop out of any of grades 7 through 12. These dropouts should be reported even if the state or district considers them “truants” rather than dropouts.

Summary of School Leaver Status

A Student Who:	Dropout?
1. Graduated or received some other recognized credential, such as a certificate of attendance or GED	No
2. Only attended summer school in this school district (was not enrolled during the regular school year)	No
3. Left school without a diploma or other certification after passing the age up to which the district was required to provide a free, public education	Yes
4. Died	No
5. Is gone; status is unknown	Yes
6. Moved to another district in this or some other state, not known to be in school	Yes
7. Moved out of the United States, enrollment status not known	No
8. Transferred, enrolled in:	
Another public school, a private school, or charter school	No
Home schooling	No
Early college (baccalaureate or associate’s program)	No
9. Is in an institution that is not primarily academic (military, possibly Job Corps, corrections, etc.)	
Offers a secondary education program	No
Does not offer a secondary education program	Yes
10. Is not in school, but known to be:	
Planning to enroll late (e.g., extended family vacation, seasonal work)	No
Ill, verified as legitimate	No
Ill, not verified as legitimate	Yes
Suffering long-term illness and not receiving education services (residential drug treatment, severe physical or mental illness)	No
Suspended or expelled, term of suspension or expulsion not yet over	No
Suspended or expelled, term of suspension or expulsion over	Yes
Expelled, no option to return	Yes
Expelled, enrolled in another school and/or district	No
11. In a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college:	
Program administered by agency considered a special school district or extension of regular school district	No
Program is off-campus offering of regular school district	No
Program classified as Adult Education not approved, administered, or tracked by regular district	Yes

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CCD State Dropout Data Verification: 1997-98 CCD Report

This form provides the documentation that determines whether or not the National Center for Education Statistics (NCES) will publish the dropout data reported by your state. Please answer the three questions below, sign this verification, and return it to the Census Bureau fax number 1-866-394-0138.

If you have any questions, contact Beth Young (NCES) at beth_young@ed.gov or Julia Naum (Census) at julia.naum@census.gov Thank you for your information.

1. **Alternative Reporting Calendar:** 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. Under the CCD procedure, a student enrolled but not completing 1997-98 who returns after October 1, 1998 is reported as a 1997-98 dropout, while a student enrolled but not completing 1997-98 who is enrolled on October 1, 1998 would not be a dropout. *Note that data not conforming with this condition will be published, with an explanation, by NCES.* Please indicate if your dropout report:

_____ conforms with CCD _____ does not conform with the CCD

2. **Summer Dropouts:** Students who complete one school year but fail to enroll in the next school year should be counted as dropouts from the school year and grade for which they failed to return. For example, a student completing grade 10 in 1996-97 who does not enroll the next year would be reported as a grade 11 dropout for 1997-98. Please indicate if your dropout report:

_____ conforms with CCD _____ does not conform with CCD

3. **Adult Education/GED:** Students who leave high school to enroll in adult education GED preparation should be reported as dropouts. They should not be counted as dropouts if the enroll in a secondary school GED program, or if the district tracks programs in adult education GED programs and reports the students as dropouts should they fail to complete the GED program. Also, students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test. Please indicate if your dropout report:

_____ conforms with CCD _____ does not conform with CCD

State: _____ Signature: _____ Date: _____

Comments/Explanations: _____

APPENDIX D - Computation Instructions
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion
Data File: School Year 1997–98

COMPUTATION OF DROPOUT RATE FIELDS

$$Rg = Dg/Eg$$

Where

Rg = the 7–12 dropout rate (rounded to a single decimal place)¹

Dg = the number of 7–12 dropouts

Eg = the 7–12 enrollment

COMPUTATION OF ENROLLMENT BASE FIELDS

1. Enrollment is not reported by grade at the agency level; enrollment on the dropout file is aggregated to the agency level from the *Public Elementary and Secondary School Universe* file.²
2. Ungraded enrollment within each agency is redistributed across other grades in proportion to the graded enrollment.
 - a. Subtract the ungraded enrollment from the total enrollment to get the total graded enrollment.
 - b. Compute the enrollment for each grade, 7–12, as a percentage of the total graded enrollment.
 - c. Increment the enrollment for each grade, 7–12, by its corresponding proportion of the ungraded enrollment (i.e., the ungraded enrollment multiplied by the percentage computed in step b).
3. Enrollment totals are computed for grade-range fields 7–12 and 9–12. The grade-range is set to M (Missing) if all of the individual grades are M (Missing), otherwise, the grade-range is set to the sum of the enrollment counts in each grade.
4. If a district reported all M or N (Missing or Not Applicable) dropouts, that district's enrollment base fields were set to N (Not Applicable).
5. If a district had no associated schools, that district's enrollment base fields were set to N (Not Applicable).

¹ The rate is set to N (Not Applicable) if the corresponding enrollment (EBS) value is 0 (zero). The rate is set to M (Missing) if the number of dropouts or the enrollment is M. The rate is set to N (Not applicable), if the number of dropouts or the enrollment is N.

² Missing enrollment data in grade, race, or gender categories are treated as zero when calculating enrollment base fields. Enrollment base fields are set to N (Not Applicable) when all detail components are N. Enrollment base fields are set to M (Missing) when all detail components are M or a combination of M and N.

APPENDIX D - Computation Instructions
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion
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COMPUTATION OF DROPOUT FIELDS

1. Total 9–12 dropouts by race is calculated by summing the reported male, female, and gender unknown fields, in grades 9–12, for a particular race category. Total 9–12 dropouts by gender is calculated by summing the 5 reported race fields, in grades 9–12, for a particular gender category. Missing dropout data are treated as zero when calculating these fields. Total dropouts by race and gender is set to N (Not Applicable) when all detail components are N. Total dropouts by race and gender are set to M (Missing) when all detail components are M or a combination of M and N.

2. Total dropouts are computed for grade-range fields 7–12 and 9–12. The grade-range is set to M (Missing) if all of the individual grades are M (Missing), otherwise the grade-range is set to the sum of the dropout counts in each grade.

COMPUTATION OF HIGH SCHOOL FOUR-YEAR COMPLETION RATE FIELDS

$$TCOMR_t = \frac{TOTCOM_t}{TOTCOM_t + DP12_t + DP11_{(t-1)} + DP10_{(t-2)} + DP9_{(t-3)}}$$

Where

- TCOMR_t = The high school four-year completion rate for year t (e.g., 1997)³
- TOTCOM_t = The number of completers for the year t (e.g., 1997)
- DP12_t = The number of dropouts for grade 12 at year t (e.g., 1997)
- DP11_(t-1) = The number of dropouts for grade 11 in the prior year (t -1) (e.g., 1996)
- DP10_(t-2) = The number of dropouts for grade 10 in the year (t -2) (e.g., 1995)
- DP9_(t-3) = The number of dropouts for grade 9 in the year (t -3) (e.g., 1994)

³ The rate is set to N (Not Applicable) if the entire denominator is 0 (zero). The rate is set to M (Missing) if the number of Completers or any of the dropout counts by grade is M (Missing). If no completer or dropout totals are missing, the rate is set to N (Not applicable), if the number of Completers or the denominator total is N (Not applicable).

APPENDIX D - Computation Instructions
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion
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COMPUTATION OF COMPLETION RATE BASE FIELDS

1. The total Completion Rate Base (denominator) value is calculated by summing the values of each of the five denominator components. The total Completion Rate Base by race is calculated by summing the reported male, female, and gender unknown fields for the race category in each of the 5 denominator components. The total Completion Rate Base by gender is calculated by summing the reported race fields for the gender category, in each of the 5 denominator components.
2. The total Completion Rate Base (denominator) value is set to N (Not applicable) if the Total Completer value is Not Applicable (e.g., if a district does not serve grade 12 students).
3. The total district-level Completion Rate Base (denominator) field is set to M (Missing) if any of the denominator components is M.
4. The total state-level Completion Rate Base (denominator) field treats M (Missing) values in the denominator components as 0 (zero).

APPENDIX D - Computation Instructions
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion
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APPENDIX E - Data Tables

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997-98

Percentage of dropouts in each grade, by state: School Year 1997-98

State	Percentage of Dropouts							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7-12	Grade 9-12
Alabama ¹	0.2	0.8	5.0	5.1	5.1	3.9	3.3	4.8
Alaska	1.3	1.3	4.3	4.7	4.5	5.2	3.4	4.6
Arizona ¹	1.9	2.4	9.7	9.9	9.2	8.3	6.7	9.4
Arkansas	1.0	1.5	3.4	5.3	6.8	6.5	3.9	5.4
California	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—
Connecticut	0.4	0.4	3.3	3.6	3.9	3.3	2.4	3.5
Delaware	#	0.2	5.3	5.6	4.5	2.9	3.1	4.7
District of Columbia	3.7	4.4	12.2	15.9	12.9	9.0	9.6	12.8
Florida	—	—	—	—	—	—	—	—
Georgia	0.7	1.2	7.2	7.4	7.0	7.4	5.0	7.3
Hawaii	0.8	0.7	3.6	5.0	5.3	7.7	3.6	5.2
Idaho ¹	0.9	1.3	5.1	7.3	7.5	7.0	4.8	6.7
Illinois ¹	0.5	0.9	6.6	7.2	7.4	6.2	4.7	6.9
Indiana	—	—	—	—	—	—	—	—
Iowa	#	0.1	1.6	2.7	3.7	3.6	1.9	2.9
Kansas	—	—	—	—	—	—	—	—
Kentucky	0.6	0.9	4.5	5.2	5.8	5.4	3.7	5.2
Louisiana	3.6	4.8	12.2	11.2	10.0	11.9	8.8	11.4
Maine	#	0.1	2.0	3.1	3.7	4.3	2.0	3.2
Maryland ¹	#	0.2	4.2	4.4	4.2	4.3	2.8	4.3
Massachusetts	0.1	0.2	2.6	3.4	3.9	3.1	2.1	3.2
Michigan	—	—	—	—	—	—	—	—
Minnesota	0.3	0.5	2.2	4.2	5.8	7.6	3.4	4.9
Mississippi	1.0	1.8	6.4	6.2	5.5	4.4	4.1	5.8
Missouri	0.2	0.5	4.0	5.9	6.1	4.8	3.5	5.2
Montana	0.3	0.6	4.2	4.5	4.7	4.3	3.1	4.4
Nebraska	0.3	0.4	3.5	4.7	4.9	4.9	3.1	4.4
Nevada	1.6	2.0	4.0	6.6	12.9	19.9	7.1	10.1
New Hampshire	—	—	—	—	—	—	—	—
New Jersey ¹	1.7	1.7	3.6	3.5	3.6	3.4	2.8	3.5
New Mexico	2.9	2.9	7.6	7.7	7.2	5.2	5.6	7.1
New York	#	0.1	1.9	3.3	5.3	2.7	2.1	3.2
North Carolina	—	—	—	—	—	—	—	—
North Dakota	#	0.1	1.8	2.9	3.6	3.1	1.9	2.8
Ohio	—	—	—	—	—	—	—	—
Oklahoma ¹	1.1	1.6	5.5	6.1	6.4	5.0	4.2	5.8
Oregon	0.9	1.3	4.7	5.9	7.1	10.2	4.8	6.8
Pennsylvania	#	0.1	2.9	3.8	4.7	4.6	2.6	3.9
Rhode Island	0.2	0.3	5.0	5.6	4.8	3.8	3.2	4.9
South Carolina	—	—	—	—	—	—	—	—
South Dakota ¹	0.2	0.3	2.5	3.1	3.7	2.9	2.1	3.1
Tennessee ¹	1.4	1.1	3.6	4.5	6.2	6.4	3.7	5.0
Texas	—	—	—	—	—	—	—	—
Utah	2.0	1.7	2.3	4.4	5.9	8.5	4.1	5.2
Vermont ¹	0.1	0.1	3.4	5.2	6.2	6.3	3.4	5.2
Virginia ¹	0.5	0.8	5.0	4.5	4.7	4.9	3.3	4.8
Washington	—	—	—	—	—	—	—	—
West Virginia	0.2	0.6	2.9	4.6	4.8	4.3	2.9	4.1
Wisconsin	0.3	0.3	2.4	2.0	2.6	4.3	2.0	2.8
Wyoming	0.2	0.4	3.7	7.2	7.3	7.6	4.3	6.4
Outlying areas, DOD Dependents Schools and Bureau of Indian Affairs	—	—	—	—	—	—	—	—
DODDS: DODs Overseas	—	—	—	—	—	—	—	—
DDESS: DODs Domestic	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	1.0	0.2	2.0	3.1	0.9	1.8	1.5	2.0
Guam	—	—	18.9	14.3	18.9	9.9	10.6	16.2
Northern Marianas	0.5	2.6	16.0	10.8	12.0	13.6	8.8	13.2
Puerto Rico ¹	0.8	0.9	1.0	1.9	1.4	1.0	1.1	1.3
Virgin Islands	2.9	1.9	9.8	6.3	5.0	3.7	5.2	6.8

— Data missing.

Percentage is less than 0.05.

¹This state reported on an alternative July through June cycle rather than the specified October through September cycle (Alternative Reporting Calendar, ARC).

Note: The denominator for each percentage is the enrollment base for that grade or grade range.

SOURCE: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997-98, version 1c"

APPENDIX E - Data Tables

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997-98

Number of high school completers and high school four-year completion rates by state: School year

State	Number of Completers ²			Four year completion rate ³		
	Total	Diploma	Other Completers ⁴	Total	Diploma	Other
Alabama ¹	41,801	38,089	3,712	78.3	71.3	6.9
Alaska	6,494	6,462	32	—	—	—
Arizona ¹	36,534	36,361	173	65.3	64.9	0.3
Arkansas	28,959	26,855	2,104	81.2	75.3	5.9
California	—	—	—	—	—	—
Colorado	—	—	—	—	—	—
Connecticut	27,988	27,885	103	83.2	82.8	0.3
Delaware	6,170	6,099	71	81.9	81.0	0.9
District of Columbia	2,905	2,777	128	—	—	—
Florida	—	—	—	—	—	—
Georgia	64,259	58,396	5,863	68.3	62.1	6.2
Hawaii	10,369	9,670	699	—	—	—
Idaho ¹	15,587	15,523	64	73.2	72.9	0.3
Illinois ¹	114,263	114,263	†	76.9	76.9	†
Indiana	—	—	—	—	—	—
Iowa	34,212	34,126	86	88.0	87.7	0.2
Kansas	—	—	—	—	—	—
Kentucky	37,222	37,222	†	—	—	†
Louisiana	39,074	38,030	1,044	67.0	65.3	1.8
Maine	11,974	11,950	24	86.5	86.3	0.2
Maryland ¹	45,511	45,033	478	80.6	79.8	0.8
Massachusetts	49,976	49,976	†	85.6	85.6	†
Michigan	—	—	—	—	—	—
Minnesota	54,494	54,494	†	80.3	80.3	†
Mississippi	26,463	24,502	1,961	76.0	70.4	5.6
Missouri	52,024	51,921	103	76.9	76.7	0.2
Montana	10,656	10,656	†	—	—	†
Nebraska	19,611	19,529	82	83.2	82.9	0.3
Nevada	13,380	13,052	328	64.5	62.9	1.6
New Hampshire	—	—	—	—	—	—
New Jersey ¹	64,981	64,981	†	84.6	84.6	†
New Mexico	16,732	16,529	203	69.0	68.1	0.8
New York	138,579	138,531	48	97.1	97.1	#
North Carolina	—	—	—	—	—	—
North Dakota	8,222	8,222	†	89.5	89.5	†
Ohio	—	—	—	—	—	—
Oklahoma ¹	35,200	35,200	†	78.3	78.3	†
Oregon	30,871	27,835	3,036	—	—	—
Pennsylvania	110,919	110,919	†	83.8	83.8	†
Rhode Island	8,075	8,074	1	80.9	80.9	#
South Carolina	—	—	—	—	—	—
South Dakota ¹	9,164	9,140	24	81.3	81.1	0.2
Tennessee ¹	61,674	57,237	4,437	83.5	77.5	6.0
Texas	—	—	—	—	—	—
Utah	31,575	31,422	153	81.3	80.9	0.4
Vermont ¹	6,469	6,469	†	81.8	81.8	†
Virginia ¹	63,387	62,738	649	81.1	80.3	0.8
Washington	—	—	—	—	—	—
West Virginia	20,137	20,130	7	83.9	83.9	#
Wisconsin	57,607	57,607	†	89.8	89.8	†
Wyoming	6,463	6,416	47	77.3	76.8	0.6
Outlying areas, DOD Dependents Schools and Bureau of Indian Affairs	—	—	—	—	—	—
DODDS: DODs Overseas	—	—	—	—	—	—
DDESS: DODs Domestic	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	676	665	11	95.9	94.3	1.6
Guam	1,209	1,209	†	54.5	54.5	†
Northern Marianas	374	374	†	71.1	71.1	†
Puerto Rico ¹	29,881	29,881	†	91.5	91.5	†
Virgin Islands	1,069	1,069	†	78.3	78.3	†

— Data missing.

† Not applicable.

Percentage is less than 0.05.

¹ This state reported on an alternative July through June cycle rather than the specified October through September cycle.

² Includes regular and other diplomas as well as other completers but does not include high school equivalency.

³ The 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. A state that reported completers but not dropouts would not have a high school completion rate.

⁴ Total Other Completers is missing in the following states: New Hampshire, Wisconsin, and Wyoming.

SOURCE: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File: School Year 1997-98, version 1c"