Dropout Rates in the United States: 2005

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Jennifer Laird
MPR Associates, Inc.

Gregory Kienzl
Education Statistics Services Institute—
American Institutes for Research

Matthew DeBell
formerly of Education Statistics Services Institute—
American Institutes for Research

Chris Chapman
National Center for
Education Statistics

Chris Chapman
Project Officer
National Center for
Education Statistics

U.S. Department of Education
Margaret Spellings
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Mark Schneider
Commissioner

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U.S. Department of Education
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Washington, DC 20006-5651

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Content Contact
Chris Chapman
(202) 502-7414
chris.chapman@ed.gov

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Summary

Introduction

Dropping out of high school is related to a number of negative outcomes. For example, the average income of persons ages 18 through 65 who had not completed high school was roughly $20,100 in 2005.[1] By comparison, the average income of persons ages 18 through 65 who completed their education with a high school credential, including a General Educational Development (GED) certificate, was nearly $29,700 (U.S. Census Bureau 2006). Dropouts are also less likely to be in the labor force than those with a high school credential or higher and are more likely to be unemployed if they are in the labor force (U.S. Department of Labor 2006). In terms of health, dropouts older than age 24 tend to report being in worse health than adults who are not dropouts, regardless of income (U.S. Department of Education 2004). Dropouts also make up disproportionately higher percentages of the nation's prison and death row inmates.[2]

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates in 2005, provides data about trends[3] in dropout and completion rates over the last three decades (1972–2005), and examines the characteristics of high school dropouts and high school completers in 2005. Four rates are presented to provide a broad picture of high school dropouts and completers in the United States, with each contributing unique information: the event dropout rate, the status dropout rate, the status completion rate, and the averaged freshman graduation rate.

- The **event dropout rate** estimates the percentage of both private and public high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., a GED). It can be used to track annual changes in the experiences of students in the U.S. school system.

[1] These are not all high school dropouts: 0.6 percent of persons ages 18 through 65 were enrolled in high school in 2005 (U.S. Department of Commerce, Census Bureau, Current Population Survey CPS, October 2005).

[2] Estimates from the most recent data available indicate that approximately 30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row are high school dropouts (data from 1997 and 1998; U.S. Department of Justice 2000, 2002). Although not strictly comparable, estimates for the general population during the same years indicate that about 18 percent were dropouts (U.S. Census Bureau 1998a, 1988b).

[3] Trend analyses have shown a pattern of decline in event dropout rates prior to 1990, a brief upward trend from 1991 through 1995, and then another decline through 2005. As a result, in this report, overall trends from 1972 to 2005 are reported, as well as separate trends from 1972 through 1990, 1990 through 1995, and 1995 through 2005, to increase the understanding of patterns over time in these rates.

- The **status dropout rate** reports the percentage of individuals in a given age range who are not in school and have not earned a high school diploma or equivalency credential, irrespective of when they dropped out. The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.
- The **status completion rate** indicates the percentage of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential, irrespective of when the credential was earned. The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.[4]
- The **averaged freshman graduation rate** estimates the proportion of public high school freshmen who graduate with a regular diploma 4 years after starting 9th grade. The rate focuses on public high school students as opposed to all high school students or the general population and is designed to provide an estimate of on-time graduation from high school. Thus, it provides a measure of the extent to which public high schools are graduating students within the expected period of 4 years.

Data presented in this report are drawn from the annual October Current Population Survey (CPS), the annual Common Core of Data (CCD) collections, and the annual GED Testing Service (GEDTS) statistical reports.[5] Data in the CPS files are collected through household interviews and are representative of the civilian, noninstitutionalized population in the United States. The CCD data are collected from state education agencies about all public schools and school systems in the United States, and contain administrative records data kept by these agencies that are representative of all public school students in this country. The GEDTS data are also built from administrative record data kept by the testing service, and contain information about all GED test takers (data presented in this report are only for individuals in the 50 states and the District of Columbia).

As with all data collections, those used in this report are useful for calculating some estimates but are poorly suited for calculating other types of estimates. For example, CPS data are well suited for studying the civilian, noninstitutionalized population in the United States, but do not provide information about military personnel or individuals residing in group quarters, such as prison inmates. Data from CCD are appropriate for studying public school students in a given year, but do not provide information on private school students. GEDTS data are helpful for identifying the number of people who take and pass the GED examination in a given year, but do not contain information about schools that GED test takers attended before taking the GED test. In addition, none of the datasets track individual students over time, limiting their usefulness for studying processes and precise timelines associated with completing high school or dropping out.

[4] This rate is referred to as the "Current Population Survey High School Completion Indicator" in Seastrom et al. (2006a).
[5] Appendix A of this report contains information about these three data collections and describes in detail how the rates reported here were computed.

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

Selected Findings

National Event Dropout Rates

The event dropout rate presented here estimates the percentage of both private and public high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., General Educational Development certificate, or GED). Specifically, the rate describes the percentage of youth ages 15 through 24 in the United States who dropped out of grades 10–12 from either public or private schools in the 12 months between one October and the next (e.g., October 2004 to October 2005). The measure provides information about the rate at which U.S. high school students are leaving school without a successful outcome. As such, it can be used to study student experiences in the U.S. secondary school system in a given year. It is not well suited for studying how many people in the country lack a high school credential irrespective of whether they attended U.S. high schools, nor does it provide a picture of the dropout problem more generally because it only measures how many students dropped out in a single year. Data from the Current Population Survey (CPS) are used to calculate national event dropout rates.

- **National event dropout rates**: Approximately four of every 100 students who were enrolled in high school in October 2004 left school before October 2005 without completing a high school program (table 1). This represents a decrease in the event dropout rate from 4.7 percent to 3.8 percent between 2004 and 2005. Since 1972, event dropout rates have trended downward, from 6.1 percent in 1972 to 3.8 percent in 2005 (figure 1 and table 2). Declines occurred primarily from 1972 through 1990. From 1990 through 1995, event rates increased, but then trended downward again from 1995 through 2005. These fluctuations during the 1990s and early- to mid-2000s resulted in no measurable difference between the 1990 and 2005 event dropout rates.
- **Event dropout rates by sex**: There was no measurable difference in the 2005 event dropout rates for males and females, a pattern generally found over the last 30 years (tables 1 and 3). Exceptions to this pattern occurred in 4 years—1974, 1976, 1978, and 2000—when males were more likely than females to drop out (table 3).

- **Event dropout rates by race/ethnicity**:[6] Between October 2004 and October 2005, Black and Hispanic high school students were more likely to drop out than were White and Asian/Pacific Islander students (table 1). The event dropout rates for Blacks and Hispanics were 7.3 percent and 5.0 percent, respectively, compared with rates of 2.8 percent for Whites and 1.6 percent for Asians/Pacific Islanders. Students who indicated more than one race had an event dropout rate of 4.9 percent, which was not measurably different from the rates for the other racial/ethnic groups.[7]

  The general downward trend in event dropout rates from 1972 through 2005 observed in the overall population was also found among Whites, Blacks, and Hispanics (table 3).[8] However, there were trend differences during the intervening years for these racial/ethnic groups. The pattern found among Whites mirrored the overall population: a decrease in event rates from 1972 through 1990, an increase from 1990 through 1995, and another decrease from 1995 through 2005. Blacks also experienced a decline from 1972 through 1990, and an increase from 1990 through 1995, but, unlike the overall population, experienced no significant change in their event rates from 1995 to 2005. Hispanics, on the other hand, experienced no significant change in their event dropout rate from 1972 through 1990, and no significant change from 1990 through 1995, but did experience a decline from 1995 through 2005.

- **Event dropout rates by family income**: In 2005, the event dropout rate for students living in low-income families was approximately six times greater than the rate of their peers from high-income families (8.9 percent compared with 1.5 percent) (table 1).[9]

  Students from low-, middle-, and high-income families experienced an overall decline in event dropout rates during the three-decade period of the mid-1970s through 2005, including a downward trend during the first half of that period (1975 to 1990) (figure 1 and table 4). From 1990 to 1995, students from low-income families experienced an upward trend in rates, while their peers from middle- and high-income families experienced no significant change. In the last decade (1995–2005), the event rates for low-income groups trended downwards, a trend not found among students from middle- and high-income families.

- **Event dropout rates by age**: Students who pursue a high school education past the typical high school age are at higher risk than others of becoming an event dropout

[6] Beginning in 2003, CPS respondents were able to indicate more than one race. Two percent of 15- through 24-year-olds who were enrolled in high school in 2004 (the base population for the 2005 event dropout rate) reported more than one race (table 1). The 2005 tables report data for five racial/ethnic categories: White, non-Hispanic; Black, non-Hispanic; Asian/Pacific Islander, non-Hispanic; Hispanic; and more than one race. The first three categories consist of individuals who identified as only one race, and who did not identify as Hispanic. A fourth category consists of Hispanics of all races and racial combinations. The "more than one race" category consists of non-Hispanics who identified as being multiracial. Because of small sample sizes, American Indians/Alaska Natives who reported only one race are included in the total but are not shown separately.

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

[8] Because of small sample size for many of the earlier years, trend analyses could not be conducted for Asians/Pacific Islanders and American Indians/Alaska Natives.

[9] "Low income" is defined here as the lowest 20 percent of all family incomes, while "high income" refers to the top 20 percent of all family incomes. In 2005, low-income families included those with $16,800 or less in family income, while high-income families included those with $80,674 or more in family income.

(table 1). The 2005 event dropout rates for students in the typical age range for fall high school enrollment (ages 15 through 17) were lower than those for older students (ages 19 through 24). Specifically, 2.1 percent of 15- through 16-year-olds and 2.4 percent of 17-year-olds dropped out in the 1-year reference period, compared with 9.1 percent of 19-year-olds, and 24.4 percent of 20- through 24-year-olds.[10]

- **Event dropout rates by region**: In 2005, no differences were detected in the event dropout rates for the four regions of the country (table 1).

State Event Dropout Rates for Public High School Students

State-level event dropout rates for public high school students are calculated using data from 1993 through 2002 from the Common Core of Data (CCD).[11] The rates reported in this publication reflect the percentage of public school students who were enrolled in grades 9–12 at some point during the 2001–02 school year but were not enrolled in school in October of 2002 and had not earned a high school diploma or completed a state- or district-approved education program.[12] Some state or district education programs include special education programs and district- or state-sponsored GED programs. State event dropout rates are useful for evaluating the performance of public high school systems in reporting states. They do not include information about individuals outside the public school system. Rates are presented for the 46 states and the District of Columbia that used this common definition of what constitutes a dropout (table 5). (See the Technical Notes in Appendix A for the dropout definition.) Because some states do not follow the NCES reporting rules, the CCD data cannot be used to calculate national-level event dropout rates from public schools.

- **State event dropout rates for 9th- through 12th-grade public high school students**: The 2001–02 CCD event dropout rates ranged from 1.9 percent in Wisconsin to 10.5 percent in Arizona (table 5). In all, event dropout rates for public school students in grades 9–12 were lower than 3 percent in nine states: Wisconsin, 1.9 percent; North Dakota, 2.0 percent; Indiana, 2.3 percent; Iowa, 2.4 percent; New Jersey, 2.5 percent; Connecticut, 2.6 percent; Maine and South Dakota, 2.8 percent; and Virginia, 2.9 percent (table 5). Nine states had event dropout rates of 6 percent or more: Delaware, 6.2 percent; Illinois and Nevada, 6.4 percent; Georgia, 6.5 percent; Louisiana, 7.0 percent; Washington and New York, 7.1 percent; Alaska, 8.1 percent; and Arizona, 10.5 percent.

[10] Eighteen-year-olds represent a transitional population in terms of high school education. Many are still in high school, while a large proportion have entered postsecondary education or the labor market (U.S. Census Bureau 2005). As such, they are not included with those who are age 17 and younger, or age 19 and older, in this analysis.

[11] The most recent year for which CCD dropout data are available for publication is the 2001–02 school year. More recent CCD data are reported later in this report (i.e., Average Freshman Graduation Rates for 2003–04 calculated based on 2004–05 CCD data).

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

National Status Dropout Rates

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

- **National status dropout rates**: In October 2005, approximately 3.5 million 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential such as a GED (table 6). These status dropouts accounted for 9.4 percent of the 36.8 million 16- through 24-year-olds in the United States in 2005.

  Among all individuals in this age group, status dropout rates trended downward during the overall period between 1972 and 2005, from 14.6 percent to 9.4 percent (figure 2 and table 7). Unlike event dropout rates which trended upwards during the early 1990s and trended downwards from 1995 through 2005—resulting in no significant overall change from 1990 through 2005—status rates trended downwards from 1990 though 2005.

- **Status dropout rates by sex**: Males ages 16–24 were more likely than females to be high school dropouts in 2005 (10.8 percent compared with 8.0 percent) (table 6).

- **Status dropout rates by race/ethnicity**: The 2005 status dropout rate of Asians/Pacific Islanders (2.9 percent) was the lowest among racial/ethnic groups considered in this report, followed by the status dropout rate of Whites (6.0 percent). The Black status dropout rate was 10.4 percent, followed by the Hispanic rate at 22.4 percent. Approximately 8 percent of 16- through 24-year-olds who identified as more than one race in 2005 were status dropouts; a rate lower than that of Hispanics, greater than Asian/Pacific Islanders, and not measurably different from Whites and Blacks (table 6).[13]

  Since 1972 the difference between the status dropout rates of Whites and Blacks has narrowed (figure 2 and table 8). This narrowing of the gap occurred during the 1980s, with no measurable change during the 1970s or between 1990 and 2005.

  The percentage of Hispanics ages 16–24 who were dropouts was consistently higher than that of Blacks and Whites throughout this 33-year period (1972–2005; figure 2 and table

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

8). White and Black status dropout rates have fallen by about half since 1972; the rates for Whites fell from 12.3 to 6.0 percent and the rates for Blacks declined from 21.3 to 10.4 percent. Between 1972 and 1990, Hispanic status dropout rates fluctuated considerably, but since 1990 they have demonstrated a downward trend, falling from 32.4 percent to 22.4 percent.[14]

In 2005, 36.5 percent of Hispanic 16- through 24-year-olds born outside the United States were status high school dropouts (table 6). Hispanics born in the United States were less likely than immigrant Hispanics to be status dropouts (13.9 percent and 11.6 percent for first generation and second generation or higher, respectively[15]). Regardless of the recency of immigration, Hispanic youth were more likely to be dropouts than were non-Hispanic youth.

- **Status dropout rates by age**: As might be expected, persons ages 16 and 17 had lower status dropout rates in 2005 than 18- through 24-year-olds, at least in part because most 16- and 17-year-olds were still actively pursuing a high school diploma (table 6).[16]
- **Status dropout rates by region**: In 2005, the South had a higher status dropout rate (11.5 percent) than the Northeast (6.9 percent) and Midwest (7.2 percent) regions (table 6). The South contained a disproportionately high percentage of the country's status dropouts. In 2005, while 35.3 percent of 16- through 24-year-olds lived in the South, 43.1 percent of all status dropouts lived there. The West also had a percentage of the status dropout population that was greater than its share of the 16- through 24-year-old population, but the difference was not as large as in the South. In contrast, the Midwest was home to roughly 23.6 percent of the 16- through 24-year-old population and 18.1 percent of all status dropouts. Similarly, 18.1 percent of 16- through 24-year-olds lived in the Northeast but 13.3 percent of status dropouts lived there.

National Status Completion Rates

The status completion rate indicates the percentage of young people who have left high school and who hold a high school credential. The rate reported here is based on Current Population Survey (CPS) data and represents the percentage of 18- through 24-year-olds who are not enrolled in high school and who have earned a high school diploma or equivalent credential, including a General Educational Development (GED) certificate. The status completion rate includes individuals who may have completed their education outside the United States, so the rate is not suited for measuring the performance of the education system in this country. The status completion rate is not simply the inverse of the status dropout rate (i.e., status completion

[14] The variable nature of the Hispanic status rate reflects, in part, the small sample of Hispanics in the Current Population Survey.
[15] Individuals defined as "first generation" were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia. Individuals defined as "second generation or higher" were born in the 50 states or the District of Columbia, as were both of their parents.

[16] In 2005, data from the Current Population Survey show that high school enrollment rates by age group were 96.2 percent for 16-year-olds, 89.4 percent for 17-year-olds, 29.9 percent for 18-year-olds, 6.4 percent for 19-year-olds, and less than 1 percent for 20- through 24-year-olds (estimates not shown in tables).

does not equal 100 minus the status dropout rate). The rates are based on different age ranges, with the status dropout rate reported for 16- through 24-year-olds and the status completion rate reported for 18- through 24-year-olds. The completion rate excludes high school students from its denominator whereas high school students are included in the denominator of the status dropout rate.

- **National status completion rates**: In 2005, 87.6 percent of 18- through 24-year-olds not enrolled in high school had received a high school diploma or equivalency credential (table 9).[17] Overall, the status completion rates have increased over the last three decades (figure 3 and table 10), but during the 1970s status completion rates remained largely flat. Since 1980, the rate has shown a upward trend, starting at 83.9 percent in 1980 and peaking in 2005 at 87.6 percent.
- **National estimate of 18- through 24-year-olds with diplomas**: The status completion rate reported above includes students who earned an equivalency credential. However, differences between GED recipients and diploma recipients suggest that GED holders fare significantly worse than diploma holders in terms of income and completing postsecondary education (Tyler 2003). Because the method of high school completion is of interest, data from the GEDTS were used to estimate the number of 18- through 24-year-olds in 2004 who had passed the GED exam (GEDTS data for 2005 were not available in time for this report). This information was then used to estimate the percentage of individuals ages 18–24 with a regular high school diploma in 2004.[18] These calculations suggest that approximately 80.5 percent of this age group held a regular diploma (data not shown in tables).[19]
- **Status completion rates by sex**: Females ages 18–24 who were not enrolled in high school in 2005 were more likely than males to have completed high school (89.8 versus 85.4 percent) (table 9).
- **Status completion rates by race/ethnicity**: In 2005, among 18- through 24-year-olds not currently enrolled in high school, Asian/Pacific Islanders had a higher status completion rate (95.8 percent) than Whites, Blacks, Hispanics, and individuals who identified as more than one race (92.3 percent, 85.9 percent, 70.2 percent, and 89.5 percent, respectively) (table 9). In addition, Whites were more likely than their Black or Hispanic peers to have completed high school.

[17] Considering all 18- through 24-year-olds, irrespective of enrollment status, 82.9 percent held a high school credential in October 2005 (estimates not shown in tables).

[18] The number of 18- through 24-year-olds in 2004 who had passed the GED exam is estimated by taking the sum of those who passed the exam in 2004 at ages 18–24 plus those who passed the exam in 2003 at ages 17–23 plus those who passed the exam in 2002 at ages 16–22, and so on. The results indicate approximately 1.7 million 18- through 24-year-olds in 2004 had passed the GED exam (data not shown in tables). This represented 6.3 percent of people in 2004 in this age range who were no longer in elementary or secondary school. Subtracting this percentage from the 2004 status completion rate of 86.8 percent suggests that approximately 80.5 percent of this age group held a regular diploma. See Appendix A of this report for details of this calculation.

[19] When all 18- through 24-year-olds are considered, irrespective of enrollment status, the calculation reveals that 6.1 percent held a GED in 2004, while 76.5 percent had earned a regular diploma, resulting in an overall status completion rate of 82.5 (data not shown in tables, detail does not sum to total because of rounding).

Status completion rates for Whites, Blacks, and Hispanics exhibited no general patterns of change during the 1970s, but rates trended upward for each group between 1980 and 2005 (figure 3 and table 11).

In 2005, 56.8 percent of foreign-born Hispanics ages 18–24 who were not currently enrolled in high school had completed high school (table 9). Compared to foreign-born Hispanics, status completion rates were higher for Hispanics born in the United States (80.4 percent for first generation and 83.0 percent for second or higher generations), although in each immigrant category Hispanics were less likely than non-Hispanics to have earned a high school credential.

- **Status completion rates by region**: Consistent with status dropout data by region, 18- through 24-year-olds in the South and West had lower status completion rates (85.2 and 86.2 percent) than their contemporaries in the Northeast (91.2 percent) and Midwest (89.8 percent) (table 9).

Averaged Freshman Graduation Rates for Public School Students

The averaged freshman graduation rate (AFGR) provides an estimate of the percentage of public high school students who graduate on time—that is, 4 years after starting ninth grade—with a regular diploma. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of a set of alternative estimates (Seastrom et al. 2006a, 2006b). AFGR estimates are based on the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, with ungraded enrollments distributed proportionally to reported enrollments by grade. AFGR estimates are presented for 48 states and the District of Columbia.[20]

- **National averaged freshman graduation rate for public school students**: The AFGR among public school students in the United States for the class of 2003–04 was 75.0[21] percent (table 12).
- **State averaged freshman graduation rates for public school students**: For the class of 2003–04, the AFGR ranged from 57.4 percent in Nevada to 87.6 percent in Nebraska

[20] New York and Wisconsin are missing diploma count data in 2003–04, and therefore averaged freshman graduation rates could not be computed for those states that year.

[21] This national rate does not include data from two states missing diploma counts: New York and Wisconsin.

(figure 4 and table 12). Fifteen states had rates of 80.0 percent or higher—Connecticut, Idaho, Illinois, Iowa, Minnesota, Missouri, Montana, Nebraska, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Utah, and Vermont. Eleven states and the District of Columbia had rates below 70.0 percent—Alabama, Alaska, Arizona, Florida, Georgia, Louisiana, Mississippi, New Mexico, Nevada, South Carolina, and Tennessee.

- **Changes in rates from 2001–02 to 2003–04**: Comparing the AFGR among public school students in the graduating class of 2001–02 to that of 2003–04, the rate increased from 72.6 percent to an adjusted 74.3[22] percent (table 13). Of the states that reported graduation information, 43 states and the District of Columbia experienced increases in the rate and 6 states experienced declines in the rate.

[22] For this comparison, the 2003–04 adjusted national rate of 74.3 is used. The adjusted rate was calculated using the 2002–03 rates for New York and Wisconsin, two states with missing diploma counts data in 2003–04.

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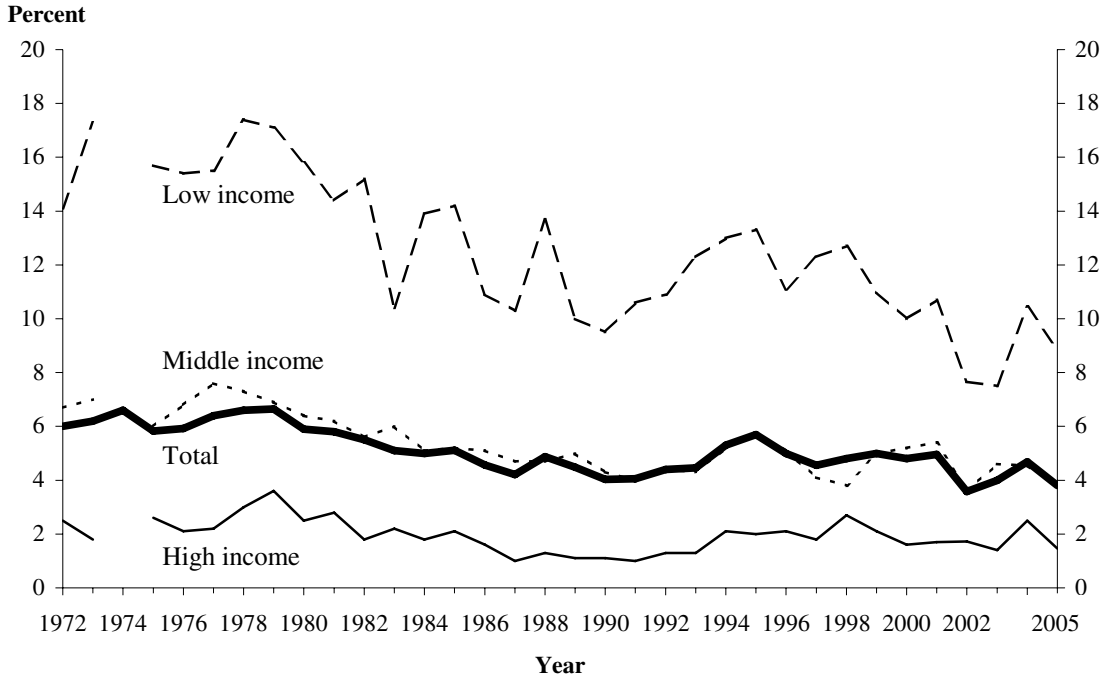
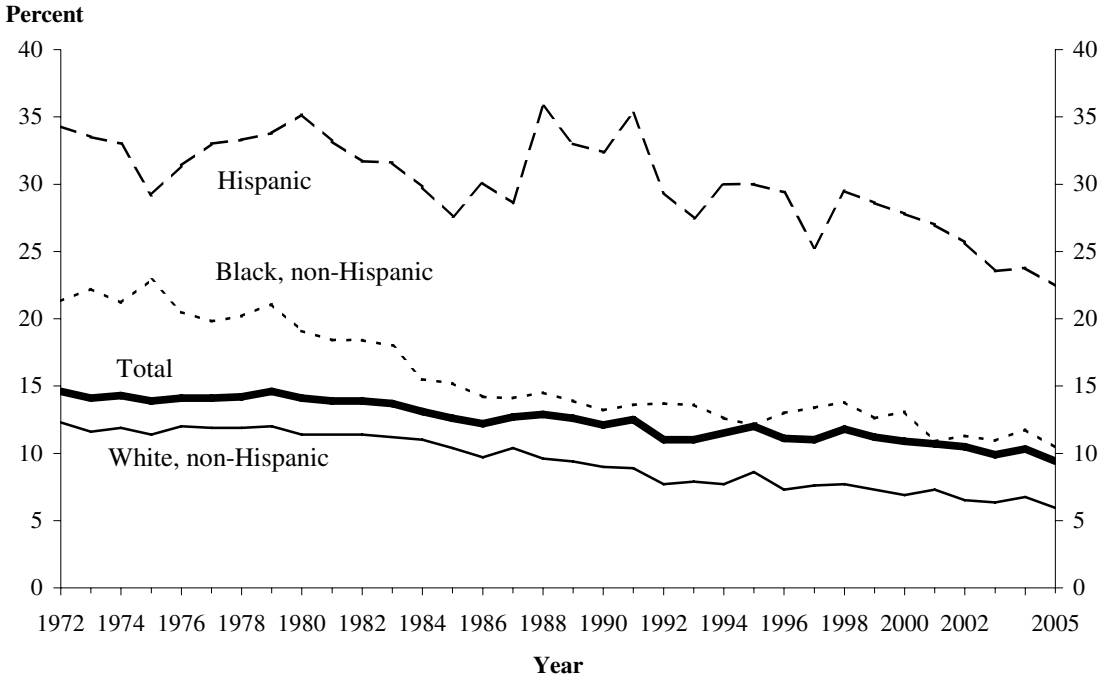
Figures

Figure 1. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2005



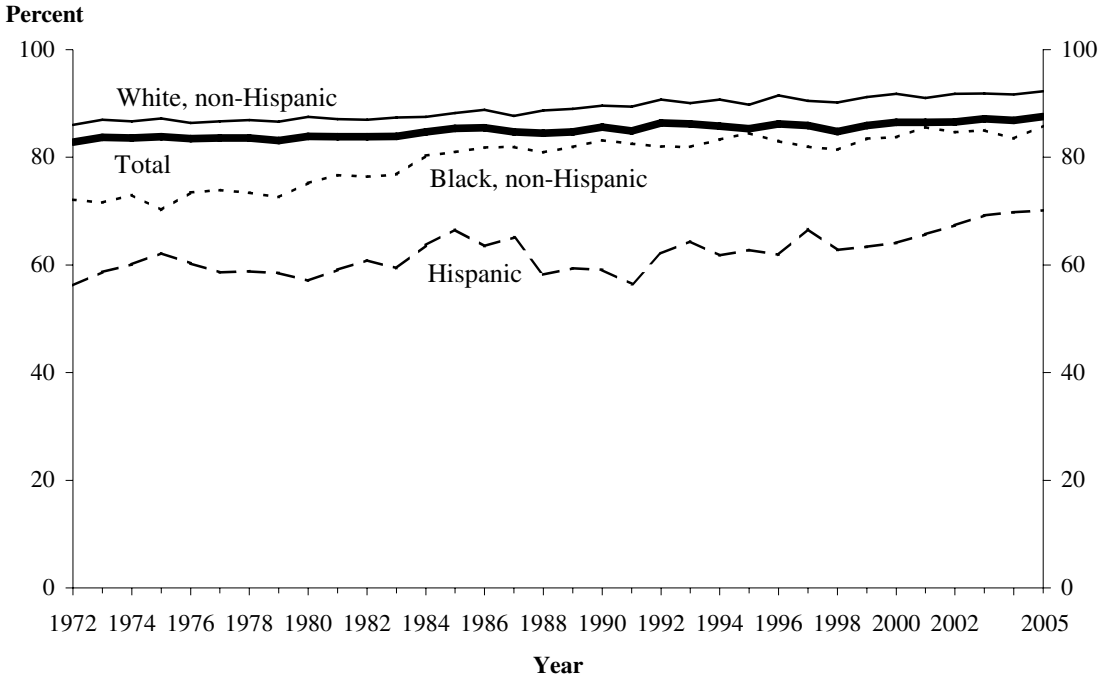
NOTE: The event dropout rate indicates the percentage of youth ages 15 through 24 who dropped out of grades 10–12 in the 12 months between one October and the next (e.g., October 2004 to October 2005). Dropping out is defined as leaving school without a high school diploma or equivalent credential (for example, a General Educational Development certificate). Low income is defined as the bottom 20 percent of all family incomes for the year; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes. Data on family income are missing for 1974. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, Alt, and Chapman (2004).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Figure 2. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972 through October 2005



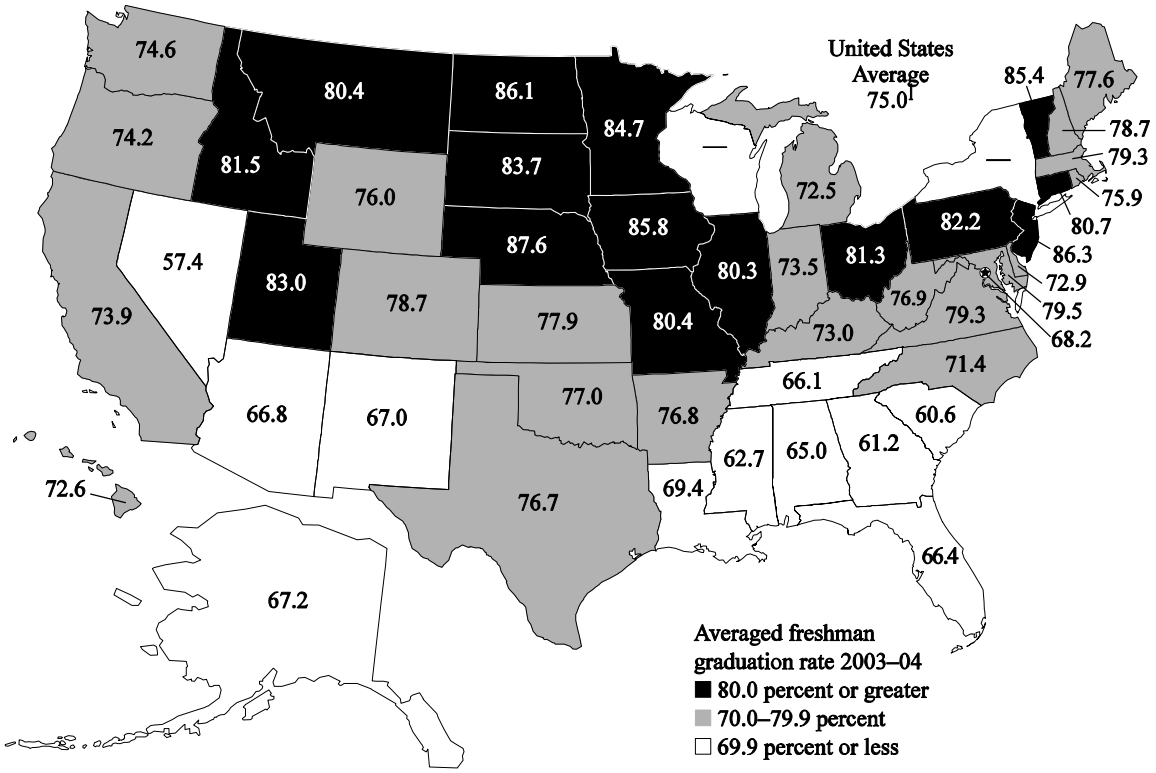
NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school diploma or equivalent credential such as a General Educational Development (GED). Beginning in 2003, respondents were able to identify themselves as being more than one race. The 2003 through 2005 categories for White, non-Hispanic and Black, non-Hispanic contain only respondents who indicated just one race. The Hispanic category includes Hispanics of all races and racial combinations. Because of small sample size for some or all of the years shown in the figure, American Indians/Alaska Natives and Asian/Pacific Islanders are included the totals but not shown separately. The "more than one race" category is also included in the total in 2003 and 2004 but not shown separately because of small sample size. The variable nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics in the CPS. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, Alt, and Chapman (2004).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Figure 3. Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by race/ethnicity: October 1972 through October 2005



NOTE: Status completion rates measure the percentage of 18- through 24-year-olds who have left high school and who also hold a high school credential. High school credentials include regular diplomas and alternative credentials such as GEDs. Beginning in 2003, respondents were able to identify themselves as being more than one race. The 2003 through 2005 categories for White, non-Hispanic and Black, non-Hispanic contain only respondents who indicated just one race. The Hispanic category includes Hispanics of all races and racial combinations. Because of small sample size for some or all of the years shown in the figure, American Indians/Alaska Natives and Asian/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 and 2004 but not shown separately because of small sample size. The variable nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics in the CPS. Estimates beginning with 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning with 1992 reflect new wording of the educational attainment item. Estimates beginning with 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in CPS over time, please see Kaufman, Alt, and Chapman (2004).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Figure 4. Averaged freshman graduation rates of public high school students, by state: School year 2003–04



— Not available.

[1] The national estimate does not include data from two states with missing diploma counts: New York and Wisconsin. When the national estimate is adjusted to account for missing information for these two states by using the 2002–03 rates for these states, the adjusted national rate is 74.3 percent.

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The number of diplomas is the count of all diplomas awarded 4 years after a 9th-grade class started 9th grade. Ungraded students were allocated to individual grades proportionally to the enrollments by grade. See table 13 for more information about these state rates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data: State Non-Fiscal Data Files. 1997–98 Version 1b, 1998–99 Version 1c, 1999–2000 Version 1c, 2000–01 Version 1b, 2001–02 Version 1b, 2002–03 Version 1b, 2003–04 Version 0c, and 2004–05 Version 0c.

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Tables

Table 1. Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2005

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled[1] (thousands)	Percent of all dropouts	Percent of population enrolled
Total	3.8	414	10,870	100.0	100.0
Sex					
Male	4.2	233	5,515	56.3	50.7
Female	3.4	181	5,355	43.7	49.3
Race/ethnicity[2]					
White, non-Hispanic	2.8	196	6,897	47.3	63.5
Black, non-Hispanic	7.3	112	1,538	27.2	14.1
Hispanic	5.0	86	1,717	20.8	15.8
Asian/Pacific Islander, non-Hispanic	1.6 !	6 !	411	1.5 !	3.8
More than one race	4.9 !	12 !	241	2.9 !	2.2
Family income[3]					
Low income	8.9	137	1,544	33.1	14.2
Middle income	3.8	228	5,990	55.2	55.1
High income	1.5	49	3,326	11.7	30.6
Age[4]					
15–16	2.1	72	3,347	17.4	30.8
17	2.4	93	3,797	22.5	34.9
18	3.9	105	2,693	25.3	24.8
19	9.1	64	702	15.4	6.5
20–24	24.4	81	331	19.5	3.0
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	5.9	25	418	6.0	3.8
Non-Hispanic	5.0	22	440	5.3	4.0
First generation[5]					
Hispanic	5.5	40	738	9.8	6.8
Non-Hispanic	1.2 !	9 !	759	2.2 !	7.0
Second generation or higher[5]					
Hispanic	3.7 !	21 !	562	5.0	5.2
Non-Hispanic	3.7	297	7,954	71.8	73.2

See notes at end of table.

Table 1. Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2005—Continued

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled[1] (thousands)	Percent of all dropouts	Percent of population enrolled
Region					
Northeast	3.8	79	2,074	19.1	19.1
Midwest	3.1	80	2,570	19.4	23.6
South	4.4	165	3,754	39.9	34.5
West	3.6	90	2,472	21.7	22.7

! Interpret data with caution. Because of relatively large standard errors, estimates are unstable.

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

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

[3] Low income is defined as the bottom 20 percent of all family incomes for 2005; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

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

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

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2004 to October 2005). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005.

Table 2. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2005

Year[1]	Event dropout rate (percent)	Number of dropouts (thousands)	Population enrolled (thousands)
1972	6.1	647	10,550
1973	6.3	674	10,736
1974	6.7	735	10,894
1975	5.8	631	10,875
1976	5.9	641	10,844
1977	6.5	729	11,178
1978	6.7	739	11,012
1979	6.7	745	11,044
1980	6.1	655	10,758
1981	5.9	636	10,746
1982	5.5	573	10,435
1983	5.2	531	10,146
1984	5.1	504	9,828
1985	5.2	502	9,597
1986	4.7	462	9,828
1987	4.1	405	9,819
1988	4.8	460	9,613
1989	4.5	403	9,001
1990	4.0	347	8,675
1991	4.0	348	8,700
1992	4.4	383	8,716
1993	4.5	381	8,549
1994	5.3	497	9,374
1995	5.7	544	9,509
1996	5.0	485	9,612
1997	4.6	454	9,984
1998	4.8	479	10,079
1999	5.0	519	10,464
2000	4.8	488	10,126
2001	5.0	505	10,187
2002	3.6	367	10,254
2003	4.0	429	10,698
2004	4.7	486	10,385
2005	3.8	414	10,870

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2004 to October 2005). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 3. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2005

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

! Interpret data with caution. Because of relatively large standard errors, estimates are unstable.

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes because of newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time please see Kaufman, Alt, and Chapman (2004).

[2] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The 2003 through 2005 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category includes Hispanics of all races and racial combinations. Because of small sample size for some or all of the years shown in the table, American Indians/Alaska Natives and Asian/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2005 but not shown separately because of small sample size.

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2004 to October 2005). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 4. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2005

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

— Not available.

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

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

NOTE: The event dropout rate indicates percentage of youth ages 15 through 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2003 to October 2004). Dropping out is defined as leaving school without a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 5. Event dropout rates for public school students in grades 9–12, by state: School years 1993–94 through 2001–02

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

See notes at end of table.

Table 5. Event dropout rates for public school students in grades 9–12, by state: School years 1993–94 through 2001–02—Continued

State	Event dropout rate (percent)								
	1993–94	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	2001–02
Ohio[2]	—	—	—	—	—	—	—	—	3.1
Oklahoma[2]	4.6	5.8	5.7	5.9	5.8	5.2	5.4	5.2	4.4
Oregon	7.3	7.1	7.0	—	6.8	6.3	6.2	5.3	4.9
Pennsylvania	3.8	4.1	4.0	3.9	3.9	3.7	4.0	3.6	3.3
Rhode Island	4.9	4.6	4.6	4.7	4.9	4.5	4.8	5.0	4.3
South Carolina	—	—	—	—	—	—	—	3.3	3.3
South Dakota[2]	5.3	5.3	5.7	4.5	3.1	4.5	3.5	3.9	2.8
Tennessee[1]	4.8	5.0	4.9	5.1	5.0	4.6	4.2	4.3	3.8
Texas	—	—	—	—	—	—	5.0	4.2	3.8
Utah	3.1	3.5	4.4	4.5	5.2	4.7	4.1	3.7	3.7
Vermont[1]	4.8	4.7	5.3	5.0	5.2	4.6	4.7	4.7	4.0
Virginia[2]	4.8	5.2	4.7	4.6	4.8	4.5	3.9	3.5	2.9
Washington	—	—	—	—	—	—	—	—	7.1
West Virginia	3.8	4.2	3.8	4.1	4.1	4.9	4.2	4.2	3.7
Wisconsin[2]	3.1	2.7	2.4	2.7	2.8	1.8	2.6	2.3	1.9
Wyoming[2]	6.5	6.7	5.7	6.2	6.4	5.1	5.7	6.4	5.8

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

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

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

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

NOTE: These event dropout rates measure the percentage of public school students in grades 9–12 who dropped out of school between one October and the next (e.g., October 2001 to October 2002). Data are reported by states to the U.S. Department of Education, National Center for Education Statistics. Common Core of Data (CCD) includes public school students only. For event dropout rates by state for the 1991–92 through 1992–93 school years, see Young (2003), *Public High School Dropouts and Completers from the Common Core of Data: School Year 2000–01* (NCES 2004-310). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Some estimates differ from previously published reports because of updates to the estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey Dropout and Completion Data File: School Years 1991–92 through 1996–97" Version 1a and "Local Education Agency Universe Survey Dropout and Completion Data File" School Years 1997–98, 1998–99, 1999–2000, 2000–01, Versions 1b, and 2001–02 Version 0d. The data in the 2001–02 Version 0d file are preliminary data.

Table 6. Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected background characteristics: October 2005

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)	Percent of all dropouts	Percent of population
Total	9.4	3,458	36,761	100.0	100.0
Sex					
Male	10.8	2,009	18,547	58.1	50.5
Female	8.0	1,449	18,214	41.9	49.5
Race/ethnicity[1]					
White, non-Hispanic	6.0	1,358	22,806	39.3	62.0
Black, non-Hispanic	10.4	534	5,111	15.4	13.9
Hispanic	22.4	1,429	6,364	41.3	17.3
Asian/Pacific Islander, non-Hispanic	2.9	44	1,532	1.3	4.2
More than one race	8.2	56	683	1.6	1.9
Age					
16	2.5	116	4,593	3.3	12.5
17	4.4	188	4,313	5.4	11.7
18	8.1	305	3,777	8.8	10.3
19	9.4	356	3,782	10.3	10.3
20–24	12.3	2,493	20,295	72.1	55.2
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	36.5	942	2,582	27.2	7.0
Non-Hispanic	4.7	94	2,008	2.7	5.5
First generation[2]					
Hispanic	13.9	297	2,146	8.6	5.8
Non-Hispanic	3.1	66	2,166	1.9	5.9
Second generation or higher[2]					
Hispanic	11.6	189	1,636	5.5	4.5
Non-Hispanic	7.1	1,869	26,222	54.0	71.3
Region					
Northeast	6.9	461	6,650	13.3	18.1
Midwest	7.2	624	8,658	18.1	23.6
South	11.5	1,491	12,985	43.1	35.3
West	10.4	881	8,468	25.5	23.0

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

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

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005.

Table 7. Status dropout rates, number of status dropouts, and population of 16- through 24-year-olds: October 1972 through October 2005

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

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 8. Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2005

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

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

[2] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The 2003 through 2005 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category includes Hispanics of all races and racial combinations. Because of small sample size for some or all of the years shown in the table, American Indians/Alaska Natives and Asian/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2005 but not shown separately because of small sample size.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 9. Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected background characteristics: October 2005

Characteristic	Completion rate (percent)	Number of completers (thousands)	Population (thousands)	Percent of all completers
Total	87.6	23,010	26,270	100
Sex				
Male	85.4	11,134	13,044	48.4
Female	89.8	11,877	13,225	51.6
Race/ethnicity[1]				
White, non-Hispanic	92.3	15,138	16,404	65.8
Black, non-Hispanic	85.9	3,020	3,517	13.1
Hispanic	70.2	3,210	4,574	13.9
Asian/Pacific Islander, non-Hispanic	95.8	1,088	1,136	4.7
More than one race	89.5	403	450	1.8
Age				
18–19	88.0	5,439	6,178	23.6
20–21	87.6	7,213	8,235	31.3
22–24	87.4	10,358	11,857	45.0
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	56.8	1,197	2,105	5.2
Non-Hispanic	93.6	1,504	1,607	6.5
First generation[2]				
Hispanic	80.4	1,133	1,408	4.9
Non-Hispanic	95.6	1,389	1,452	6.0
Second generation or higher[2]				
Hispanic	83.0	881	1,061	3.8
Non-Hispanic	90.7	16,907	18,636	73.5
Region				
Northeast	91.2	4,270	4,682	18.6
Midwest	89.8	5,540	6,167	24.1
South	85.2	7,898	9,267	34.3
West	86.2	5,302	6,154	23.0

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

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

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005.

Table 10. Status completion rates, number of completers, and population of 18- through 24-year-olds: October 1972 through October 2005

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

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 11. Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2005

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

[1] Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. For details about changes in the Current Population Survey (CPS) over time, please see Kaufman, Alt, and Chapman (2004).

[2] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The 2003 through 2005 White, non-Hispanic and Black, non-Hispanic categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. The Hispanic category includes Hispanics of all races and racial combinations. Because of small sample size for some or all of the years shown in the table, American Indians/Alaska Natives and Asian/Pacific Islanders are included in the totals but not shown separately. The "more than one race" category is also included in the total in 2003 through 2005 but not shown separately because of small sample size.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table 12. Averaged freshman graduation rate of public high school students, by state: School year 2003–04

State	Averaged freshman graduation rate	Regular diplomas, school year 2003–04	Estimated first-time 9th graders, school year 2000–01[1]	Grade 10 membership, school year 2001–02	Grade 9 membership, school year 2000–01	Grade 8 membership, school year 1999–2000
United States[2]	75.0	2,548,128	3,396,916	3,259,701	3,669,077	3,261,969
Alabama	65.0	36,464	56,063	51,525	60,463	56,201
Alaska	67.2	7,236	10,768	10,148	11,582	10,575
Arizona	66.8	45,508	68,091	67,727	70,950	65,596
Arkansas	76.8	27,181	35,414	34,537	36,192	35,514
California	73.9	343,480	464,970	465,027	492,205	437,677
Colorado	78.7	44,777	56,918	54,862	61,197	54,696
Connecticut	80.7	34,573	42,836	41,778	45,525	41,205
Delaware	72.9	6,951	9,540	9,035	10,628	8,957
District of Columbia	68.2	3,031	4,447	4,213	4,478	4,650
Florida	66.4	131,418	197,778	172,935	238,825	181,574
Georgia	61.2	68,550	112,024	102,590	126,793	106,688
Hawaii	72.6	10,324	14,211	13,529	15,922	13,182
Idaho	81.5	15,547	19,067	19,074	19,538	18,590
Illinois	80.3	124,763	155,404	150,982	165,558	149,673
Indiana	73.5	56,008	76,196	73,371	80,315	74,901
Iowa	85.8	34,339	40,034	39,517	41,701	38,883
Kansas	77.9	30,155	38,711	38,252	40,225	37,655
Kentucky	73.0	37,787	51,729	47,063	59,075	49,049
Louisiana	69.4	37,019	53,327	48,972	54,439	56,570
Maine	77.6	13,278	17,116	16,348	17,306	17,695
Maryland	79.5	52,870	66,462	63,954	72,202	63,229
Massachusetts	79.3	58,326	73,582	69,692	78,201	72,852
Michigan	72.5	98,823	136,236	132,743	146,344	129,620
Minnesota	84.7	59,096	69,757	70,837	70,729	67,705
Mississippi	62.7	23,735	37,836	34,377	40,603	38,529
Missouri	80.4	57,983	72,144	69,929	75,930	70,572
Montana	80.4	10,500	13,056	12,778	13,384	13,004
Nebraska	87.6	20,309	23,171	22,824	24,236	22,452
Nevada	57.4	15,201	26,495	25,129	30,036	24,321
New Hampshire	78.7	13,309	16,902	16,211	17,649	16,844
New Jersey	86.3	83,826	97,100	96,733	98,854	95,713
New Mexico	67.0	17,892	26,703	25,843	28,944	25,322
New York	—	—	233,909	229,660	258,564	213,503
North Carolina	71.4	72,126	101,065	94,231	112,420	96,544
North Dakota	86.1	7,888	9,164	9,040	9,314	9,137

See notes at end of table.

Table 12. Averaged freshman graduation rate of public high school students, by state: School year 2003–04—Continued

State	Averaged freshman graduation rate	Regular diplomas, school year 2003–04	Estimated first-time 9th graders, school year 2000–01[1]	Grade 10 membership, school year 2001–02	Grade 9 membership, school year 2000–01	Grade 8 membership, school year 1999–2000
Ohio	81.3	119,029	146,446	140,441	157,431	141,466
Oklahoma	77.0	36,799	47,770	46,137	49,939	47,235
Oregon	74.2	32,958	44,394	44,458	45,769	42,953
Pennsylvania	82.2	123,474	150,249	148,110	158,648	143,991
Rhode Island	75.9	9,258	12,197	11,631	13,106	11,855
South Carolina	60.6	33,235	54,805	49,037	63,776	51,601
South Dakota	83.7	9,001	10,757	10,585	11,057	10,631
Tennessee	66.1	46,096	69,722	67,543	74,322	67,300
Texas	76.7	244,165	318,256	293,235	360,704	300,830
Utah	83.0	30,252	36,435	36,968	36,362	35,974
Vermont	85.4	7,100	8,318	8,144	8,604	8,206
Virginia	79.3	72,042	90,856	86,983	98,753	86,831
Washington	74.6	61,274	82,172	81,650	87,322	77,543
West Virginia	76.9	17,339	22,549	21,430	23,759	22,458
Wisconsin	—	—	73,177	73,512	78,140	67,878
Wyoming	76.0	5,833	7,674	7,540	7,764	7,719

— Not available.

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

[2] The national estimate does not include data from two states with missing diploma counts: New York and Wisconsin. When the national estimate is adjusted to account for missing information for these two states by using the 2002–03 rates for these states, the adjusted national rate is 74.3 percent.

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Ungraded students were allocated to individual grades proportionally to the reported enrollments by grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data: State Non-Fiscal Data Files. 1999–2000 Version 1c, 2000–01 Version 1b, 2001–02 Version 1b, and 2004–05 Version 0c; and Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2006c). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002–03 and 2003–04* (NCES 2006-606rev).

Table 13. Averaged freshman graduation rates of public high school students and change in rates, by state: School years 2001–02, 2002–03, 2003–04, and change from 2001–02 to 2003–04

State	Averaged freshman graduation rate			Change in rates from 2001–02 to 2003–04
	2001–02	2002–03	2003–04	
United States	72.6	73.9	75.0[1]	2.4
Alabama	62.1	64.7	65.0	2.9
Alaska	65.9	68.0	67.2	1.3
Arizona	74.7	75.9	66.8	-7.9
Arkansas	74.8	76.6	76.8	1.9
California	72.7	74.1	73.9	1.2
Colorado	74.7	76.4	78.7	4.0
Connecticut	79.7	80.9	80.7	1.0
Delaware	69.5	73.0	72.9	3.4
District of Columbia	68.4	59.6	68.2	-0.2
Florida	63.4	66.7	66.4	3.0
Georgia	61.1	60.8	61.2	0.1
Hawaii	72.1	71.3	72.6	0.6
Idaho	79.3	81.4	81.5	2.2
Illinois	77.1	75.9	80.3	3.2
Indiana	73.1	75.5	73.5	0.4
Iowa	84.1	85.3	85.8	1.7
Kansas	77.1	76.9	77.9	0.8
Kentucky	69.8	71.7	73.0	3.3
Louisiana	64.4	64.1	69.4	5.0
Maine	75.6	76.3	77.6	2.0
Maryland	79.7	79.2	79.5	-0.2
Massachusetts	77.6	75.7	79.3	1.6
Michigan	72.9	74.0	72.5	-0.4
Minnesota	83.9	84.8	84.7	0.8
Mississippi	61.2	62.7	62.7	1.5
Missouri	76.8	78.3	80.4	3.6
Montana	79.8	81.0	80.4	0.6
Nebraska	83.9	85.2	87.6	3.7
Nevada	71.9	72.3	57.4	-14.5
New Hampshire	77.8	78.2	78.7	0.9
New Jersey	85.8	87.0	86.3	0.5
New Mexico	67.4	63.1	67.0	-0.4
New York	60.5	60.9	—	—
North Carolina	68.2	70.1	71.4	3.2
North Dakota	85.0	86.4	86.1	1.1

See notes at end of table.

Table 13. Averaged freshman graduation rates of public high school students and change in rates, by state: School years 2001–02, 2002–03, 2003–04, and change from 2001–02 to 2003–04—Continued

State	Averaged freshman graduation rate			Change in rates from 2001–02 to 2003–04
	2001–02	2002–03	2003–04	
Ohio	77.5	79.0	81.3	3.8
Oklahoma	76.0	76.0	77.0	1.1
Oregon	71.0	73.7	74.2	3.2
Pennsylvania	80.2	81.7	82.2	1.9
Rhode Island	75.7	77.7	75.9	0.2
South Carolina	57.9	59.7	60.6	2.7
South Dakota	79.0	83.0	83.7	4.7
Tennessee	59.6	63.4	66.1	6.5
Texas	73.5	75.5	76.7	3.2
Utah	80.5	80.2	83.0	2.5
Vermont	82.0	83.6	85.4	3.4
Virginia	76.7	80.6	79.3	2.6
Washington	72.2	74.2	74.6	2.4
West Virginia	74.2	75.7	76.9	2.7
Wisconsin	84.8	85.8	—	—
Wyoming	74.4	73.9	76.0	1.6

— Not available.

[1] The national estimate of 75.0 percent does not include data from two states with missing diploma counts: New York and Wisconsin. When the national estimate is adjusted to account for missing information for these two states by using the 2002–03 rates for these states, the adjusted national rate is 74.3 percent.

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. For this table, enrollments for school years 1997–99 through 2001–02 and diploma recipients for school years 2001–02, 2002–03, and 2003–04 were used. Ungraded students were allocated to individual grades proportionally to the reported enrollments by grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data: State Non-Fiscal Data Files. 1997–98 Version 1b, 1998–99 Version 1c, 1999–2000 Version 1c, 2000–01 Version 1b, 2001–02 Version 1b, 2002–03 Version 1b, 2003–04 Version 0c, and 2004–05 Version 0c; and Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2006c). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002–03 and 2003–04* (NCES 2006-606rev).

Appendix A—Technical Notes and Glossary

Common Core of Data

The Common Core of Data (CCD), administered by the National Center for Education Statistics (NCES), is an annual survey of the state-level education agencies in the 50 states, the District of Columbia, and seven other jurisdictions.[23] Through this survey, statistical information is collected on all public school districts and their schools, staff, students, and finances. Information is not collected on private schools and their students, homeschoolers, individuals who never attended school in the United States, or those who have been out of a public school system for more than a year.

The dropout data collection was initiated with a set of instructions to state CCD coordinators in the summer of 1991. Those instructions specified the details of dropout data to be collected during the 1991–92 school year. Dropouts are reported for the preceding school year. The 1991–92 data were submitted to NCES as a component of the 1992–93 CCD data collection. Most recently, the 2001–02 dropout data were submitted as a component of the 2002–03 CCD data collection. For the 2001–02 school year, a total of 49 states submitted dropout data to the CCD. Of these, 46 reported using agreed-upon reporting definitions. Those that did not were excluded from the CCD dropout data. Because of these exclusions, CCD data cannot be used to estimate a national-level dropout rate.

Data needed to estimate the averaged freshman graduation rate (AFGR), specifically data on diploma awards and enrollment by grade, have traditionally been part of the CCD data collection. Like dropout data, diploma recipient reports are lagged a year (e.g., 2001–02 diploma counts are in the 2002–03 data files). All states reported diploma and enrollment data necessary

[23] Dropout and Averaged Freshman Graduation Rate (AFGR) data presented in this report are based on the Common Core of Data: "Local Education Agency Universe Survey Dropout and Completion Data File: School Years 1991–92 through 1996–97" Version 1a and "Local Education Agency Universe Survey Dropout and Completion Data File" School Years 1997–98, 1998–99, 1999–2000, 2000–01, Versions 1b, and 2001–02 Version 0d; and "State Non-Fiscal Data Files" School Years 1997–98 Version 1b, 1998–99 Version 1c, 1999–2000 Version 1c, 2000–01 Version 1b, 2001–02 Version 1b, 2002–03 Version 1b, 2003–04 Version 0c, and 2004–05 Version 0c.

for calculating the averaged freshman graduation rate, with the exception of diploma counts for 2003–04 for New York and Wisconsin.[24]

Defining and Calculating Event Dropout Rates Using the CCD

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

The denominator of the rate is the current October 1st membership count for the state for the grades for which the dropout rate is being calculated. For example, the dropout rate for grades 9–12 would use a denominator that equals the October 1st enrollment count for grades 9–12.[25]

The numerator (dropouts) is all individuals who

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

For the purpose of this definition

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

[24] This report includes national estimates of the averaged freshman graduation rate (AFGR) based on the state Common Core of Data (CCD). Two states, New York and Wisconsin, are missing diploma counts data in 2003–04. Two calculations were produced for the national AFGR in 2003–04: one without these two missing states, and an adjusted rate calculated using the 2002–03 rates for New York and Wisconsin.

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

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

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

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

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

Exclusion of High School Equivalency Recipients. High school equivalency recipients are awarded a credential certifying that they have met state or district requirements for high school completion by passing an examination or completing some other performance requirement. High school equivalency credentials, such as those earned by passing the GED test, are generally

considered valid completion credentials, but recipients of such credentials are excluded from the AFGR because No Child Left Behind called for only diploma recipients to be counted. Furthermore, the CCD reports the number of persons passing the GED test, which may differ from the number who receive a GED-based or other equivalency credential.

Averaged Freshman Graduation Rate. The AFGR provides an estimate of the percentage of high school students who graduate on time. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade in one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of a set of alternative estimates (Seastrom et al. 2006b). The rate for the class of 2003–04 was calculated in the following manner:

$$\frac{\textit{High School Diplomas Awarded End of 2003–04 School Year}}{\textit{Enrollment in (Grade 8 in fall 1999 + Grade 9 in fall 2000 + Grade 10 in fall 2001)/3}}$$

Although enrollments are reported by grade, some states report ungraded students in addition to graded students. To adjust for this, an allocation procedure used in the CCD "Local Education Agency Universe Survey Dropout and Completion Data" file was applied. Through this process the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, and the resulting estimates for grades 8, 9, and 10 were added to the reported enrollment counts for those grades. For the 2003–04 school year, the averaged freshman graduation rate for public schools in the United States is based on the 2,548,128 diploma recipients reported for school year 2003–04, divided by the average of the 3,261,969 8th grade student enrollment reported for October 1999–2000, the 3,669,077 9th grade student enrollment reported for October 2000–01, and the 3,259,701 tenth grade student enrollment reported for October 2001–02. The 2,548,128 public school diploma recipients divided by the 3,396,916 averaged number of public school freshmen, multiplied by 100, results in a 2003–04 public school graduation rate for the United States of 75.0 percent. The same formula is applied to compute the 2003–04 AFGR for public school students in each state.

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

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

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

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

Data Considerations for CCD

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

Current Population Survey

The Current Population Survey (CPS) provides nationally representative data for the civilian, noninstitutionalized population of the United States. The survey is conducted in a sample of 50,000–60,000 households each month. Households are interviewed for 4 successive monthly interviews, are not interviewed for the next 8 months, and then are re-interviewed for the following 4 months. Typically, the 1st and the 5th interviews are conducted in person, with the remaining conducted via computer-assisted telephone interviewing. The sample frame is a complete list of dwelling-unit addresses at the time of the decennial Census updated by demolitions and new construction and field listings. The population surveyed excludes members of the armed forces, inmates of correctional institutions, and patients in long-term medical or custodial facilities; it is referred to as the civilian, noninstitutionalized population. For the October 2005 core CPS, the unweighted response rate was 92.6 percent, and the unweighted response rate for the school enrollment supplement was 96.6 percent. Because the school enrollment supplement is dependent on the core collection, the overall unweighted response rate for the supplement is the product of core and supplement response rates, or 89.5 percent in 2005.

An adult member of each household serves as the informant for that household, supplying basic monthly data for each member of the household. In addition, in October of each year, supplementary questions regarding school enrollment are asked about eligible household members age 3 years and older. Data are collected about individuals who attend or attended public schools and private schools, who were homeschooled, or who never attended school in the United States.

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

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

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

Defining and Calculating Dropout and Completion Rates Using the CPS

Event Dropout Rates

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

The numerator of the event dropout rate for October 2005 is the number of persons 15–24 years old surveyed in 2005 who were enrolled in grades 10–12 in October 2004, were not enrolled in high school in October 2005, and who also did not complete high school (that is, had not received a high school diploma or an alternative credential such as an equivalency certificate) between October 2004 and October 2005.

The denominator of the event dropout rate for 2005 is the sum of the dropouts (that is, the numerator) and all persons 15–24 years old who were attending grades 10–12 in October 2004, who were still enrolled in October 2005, or who graduated or completed high school between October 2004 and October 2005.

The dropout interval is defined to include the previous summer (in this case, the summer of 2005) and the previous school year (in this case, the 2004 school year), so that once a grade is completed, the student is then at risk of dropping out of the next grade. Given that the data collection is tied to each person's enrollment status in October of 2 consecutive years, any student who drops out and returns within the 12-month period is not counted as a dropout.

Status Dropout Rates

The status dropout rate reflects the percentage of individuals who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for 2005 is the number of individuals ages 16–24 years who, as of October 2005, had not completed high school and were not currently enrolled. The denominator is the total number of 16- through 24-year-olds in October 2005.

Status Completion Rates

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

GED Credentials and the Status Completion Rate. Prior to 2000, editions of this series of dropout reports presented estimates of overall status completion rates and estimates of the method of completion—graduation by diploma or completion by taking an alternative exam such as the GED test. Examination of the changes in the CPS GED items in the October 2000 and subsequent surveys has indicated that GED estimates for 2000 and later years are not comparable with earlier data and may not be reliable estimates of high school equivalency completions (table A-1). Therefore, CPS estimates of the method of high school completion have not been presented in recent dropout reports. Because the method of high school completion remains of interest, an estimate of those who passed the GED exam using GED Testing Service (GEDTS) data was developed.

Table A-1. Number of 18- through 24-year-olds who received a General Educational Development (GED) certificate, by data source: 1990–2004

Year	GED Service[1]	CPS[1,2]	Standard error (CPS)
1990	222,295	111,023	16,728
1991	247,767	117,371	17,197
1992	249,470	107,030	16,425
1993	241,787	107,415	16,455
1994	247,051	211,560	23,047
1995	256,441	237,876	24,424
1996	258,957	312,645	27,957
1997	244,749	286,811	26,793
1998	254,239	340,784	24,790
1999	267,932	320,187	27,331
2000[3]	263,465	90,810	24,831
2001[3]	342,156	107,202	28,249
2002[3]	176,291	70,745	12,111
2003[3]	203,422	80,407	12,878
2004[3]	220,714	94,587	13,937

[1] These numbers represent the total number of General Educational Development (GED) credentials earned by 18- through 24-year olds in the United States only.

[2] Estimate of the number of GEDs from the Current Population Survey (CPS) may include alternative credentials other than those earned by passing the GED.

[3] Reflects changes made to questions about GED receipt introduced in October 2000.

SOURCE: U.S. Department of Education, Bureau of the Census, Current Population Survey (CPS) (1990–2004); American Council on Education, GED Testing Service. (2003–2006). *Who Passed the GED Tests?* Annual Statistical Report. Washington, DC: Author.; and American Council on Education, GED Testing Service. (1991–2002). *Who Took the GED?* GED Annual Statistical Report. Washington, DC: Author.

Data on GED testing are collected by the GEDTS and reported in a series of annual statistical reports (American Council on Education, GED Testing Service 1991–2006). These reports indicate the number of people passing the GED test, by age group. Tabulation of data presented in GEDTS reports from 1998 through 2004 permits an estimate of the number of persons ages 18–24 in 2004 (the most recent year for which data are available) who ever passed the GED test. The source data from the GEDTS reports are presented in table A-2.

GEDTS reports present the number of GED passers[26] in the United States and the percentage of passers in each age group for persons ages 16 (or age 16 and younger[27]), 17, 18,

[26] Passing the GED is a good but imperfect indicator of receiving a high school equivalency credential. Some people who pass the test may not receive the credential because they do not file necessary paperwork or pay necessary fees. People may also leave the country, die, or receive a regular high school diploma after passing the GED test. Furthermore, some states grant equivalency credentials that are not based on the GED test.

[27] The lowest standard minimum age for testing in any state is 16. Some jurisdictions grant exceptions to the minimum age on a case-by-case basis. GEDTS reports from 1996 to 1998 group the small number of individuals under age 16 as 16 years old for reporting purposes.

20–24, and higher age groups. The number of people in 2004 who were ages 18–24 and who passed the GED test equals the sum of the number of people who passed the GED test since 1998 at specific ages. The GEDTS reports present grouped data for persons ages 20–24. As a result, a count of the number of passers at each specific age from 20 through 24 is not available. Analysis of GEDTS data on GED passers from 2001 and 2002 indicates that approximately 8 percent of all GED passers are age 20, 6 percent are age 21, 5 percent are age 22, 4 percent are age 23, and 3 percent are age 24 (data not shown in tables).

Table A-2. Percentage distribution of GED passers, by age group: 1998–2004

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

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

Data Considerations for CPS

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

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

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

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

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

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

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

Percentage:

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

where p = the percentage ($0 < p < 100$),
N = the population on which the percentage is based, and
b = the regression parameter based on a generalized variance formula and is associated with the characteristic.
For 2005, b is equal to 2,131 for the total or White population, 2,410 for the Black population, 2,744 for the Hispanic population, and 2,410 for the Asian/Pacific Islander or "more than one race" populations ages 14–24. The b for regional estimates are: 0.90 for the Northeast, 0.93 for the Midwest, 1.14 for the South, and 1.14 for the West.

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

> Experience has shown that certain groups of estimates have similar relations between their variances and expected values. Modeling or generalizing may provide more stable variance estimates by taking advantage of these similarities. The generalized variations function is a simple model that expresses the variance as a function of the expected value of a survey estimate. The parameters of the generalized variance function are estimated using direct replicate variances. (Cahoon 2005, p. 7)

Number of persons:

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

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

Statistical Procedures for Analyzing CPS-Based Estimates

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

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

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

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

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

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

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

Regression analysis was used to test for trends across age groups and over time. Regression analysis assesses the degree to which one variable (the dependent variable) is related to one or more other variables (the independent variables). The estimation procedure most commonly used in regression analysis is ordinary least squares (OLS). When studying changes in rates over time, the rates were used as dependent measures in the regressions, with a variable representing time and a dummy variable controlling for changes in the educational attainment item in 1992 (=0 for years 1972 to 1991, =1 after 1992) used as independent variables. When slope coefficients were positive and significant, rates increased over time. When slope coefficients were negative and significant, rates decreased over time. Because of varying sample sizes over time, some of the observations were less reliable than others (i.e., some years' standard errors were larger than

those for other years). In such cases, OLS estimation procedures do not apply, and it is necessary to modify the regression procedures to obtain unbiased regression parameters. Each variable in the analysis was transformed by dividing by the standard error of the relevant year's rate. The new dependent variable was then regressed on the new time variable and new editing-change dummy variable. All statements about trend changes in this report are statistically significant at the .05 level.

A-3. Summary table of high school dropout, completion, and graduation rates presented in this report

Rate	2005 statistic	Age group	Description	Purpose	GED status
Event dropout rate	3.8	15–24	Percentage of high school students who have dropped out of grades 10–12 in the past year	Indicator of the annual rate at which U.S. high school students are leaving school with an unsuccessful outcome	Students who get an equivalency certificate do not count as dropouts.
Status dropout rate	9.4	16–24	Percentage of people who are not enrolled in high school and who do not have a high school credential	Indicator of the proportion of young people who lack a basic high school education	Students who have earned an equivalency credential do not count as dropouts.
Status completion rate	87.6	18–24	Percentage of young adults who have left high school and who hold a high school credential	Indicator of the proportion of young adults who have a basic high school education	People who have earned an equivalency credential count as completers.
Averaged freshman graduation rate	75.0	Not applicable	Percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade	Indicator of on-time graduation from public schools	High school equivalency credentials are not counted as "graduation." Not a cohort on-time graduation statistic.

Glossary

For dropout and completion rate estimates, please see the discussions above and table A-3.

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

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

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

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

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

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

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

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

Sex. Sex of the subject.

Appendix B—Standard Error Tables

Table B-1. Standard errors for table 1: Event dropout rates and number and distribution of 15- through 24-year-olds who dropped out of grades 10–12, by selected background characteristics: October 2005

Characteristic	Event dropout rate (percent)	Number of event dropouts (thousands)	Population enrolled (thousands)	Percent of all dropouts	Percent of population enrolled
Total	0.27	29.1	130.5	†	†
Sex					
Male	0.40	21.8	92.9	3.56	0.70
Female	0.36	19.3	91.7	3.56	0.70
Race/ethnicity					
White, non-Hispanic	0.29	20.1	103.5	3.58	0.67
Black, non-Hispanic	1.03	15.8	52.2	3.39	0.52
Hispanic	0.87	15.0	59.8	3.30	0.58
Asian/Pacific Islander, non-Hispanic	0.95	3.9	27.3	0.94	0.28
More than one race	2.17	5.2	20.0	1.27	0.22
Family income					
Low income	1.06	16.3	51.6	3.38	0.49
Middle income	0.36	21.6	97.2	3.57	0.70
High income	0.30	10.1	68.4	2.31	0.65
Age					
15–16	0.37	12.2	66.7	2.72	0.65
17	0.37	13.9	31.1	2.99	0.67
18	0.54	14.6	40.6	3.12	0.60
19	1.58	11.1	34.9	2.59	0.34
20–24	3.44	11.4	26.4	2.84	0.24
Recency of immigration					
Born outside the 50 states and District of Columbia					
Hispanic	1.91	8.0	31.1	1.93	0.31
Non-Hispanic	1.51	6.6	27.2	1.60	0.28
First generation					
Hispanic	1.39	10.2	37.9	2.42	0.40
Non-Hispanic	0.58	4.4	33.5	1.05	0.36
Second generation or more					
Hispanic	1.32	7.4	32.8	1.78	0.35
Non-Hispanic	0.31	24.7	111.2	3.23	0.62
Region					
Northeast	0.58	12.1	53.5	2.67	0.52
Midwest	0.48	12.4	61.1	2.73	0.57
South	0.52	19.6	82.2	3.75	0.71
West	0.59	14.5	66.6	3.16	0.63

† Not applicable. The corresponding statistic refers to the total population, which is, by definition, 100 percent of the distribution.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005.

Table B-2. Standard errors for table 2: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, and number of dropouts and population of 15- through 24-year-olds who were enrolled: October 1972 through October 2005

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

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table B-3. Standard errors for table 3: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by sex and race/ethnicity: October 1972 through October 2005

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

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table B-4. Standard errors for table 4: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2005

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

† Not applicable. Data for family income are not available for 1974.

NOTE: Some of the standard error estimates in this table may differ from those previously published due to changes in the generalized variance parameters developed by the U.S. Census Bureau.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table B-5. Standard errors for table 6: Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by selected background characteristics: October 2005

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.22	81.7	†	†
Sex				
Male	0.33	61.8	1.22	0.38
Female	0.29	53.3	1.22	0.38
Race/ethnicity				
White, non-Hispanic	0.23	52.2	1.21	0.37
Black, non-Hispanic	0.66	33.9	0.95	0.28
Hispanic	0.87	55.1	1.39	0.33
Asian/Pacific Islander, non-Hispanic	0.66	10.1	0.30	0.16
More than one race	1.63	11.2	0.33	0.11
Age				
16	0.34	15.5	0.45	0.25
17	0.45	19.6	0.56	0.25
18	0.65	24.4	0.70	0.23
19	0.69	26.2	0.75	0.23
20–24	0.34	68.3	1.11	0.38
Recency of immigration				
Born outside the 50 states and District of Columbia				
Hispanic	1.57	40.5	1.25	0.22
Non-Hispanic	0.69	13.8	0.40	0.17
First generation				
Hispanic	1.24	26.5	0.79	0.20
Non-Hispanic	0.54	11.7	0.34	0.18
Second generation or more				
Hispanic	1.31	21.4	0.64	0.18
Non-Hispanic	0.23	60.8	1.24	0.34
Region				
Northeast	0.43	28.7	0.80	0.28
Midwest	0.39	33.9	0.92	0.31
South	0.44	56.6	1.31	0.39
West	0.52	43.8	1.16	0.34

† Not applicable. The corresponding statistic refers to the total population, which is, by definition, 100 percent of the distribution.

NOTE: Standard errors for population estimates in table 6 cannot be calculated.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005.

Table B-6. Standard errors for table 7: Status dropout rates and number of status dropouts among 16- through 24-year-olds: October 1972 through October 2005

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

NOTE: Some of the standard error estimates in this table may differ from those previously published because of changes in the generalized variance parameters developed by the U.S. Census Bureau. Standard errors for population estimates in table 7 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table B-7. Standard errors for table 8: Status dropout rates of 16- through 24-year-olds, by sex and race/ethnicity: October 1972 through October 2005

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

NOTE: Some of the standard error estimates in this table may differ from those previously published because of changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table B-8. Standard errors for table 9: Status completion rates, and number and distribution of completers ages 18–24 not currently enrolled in high school or below, by selected background characteristics: October 2005

Characteristic	Completion rate (percent)	Number of completers (thousands)	Percent of all completers
Total	0.30	78.0	†
Sex			
Male	0.45	59.0	0.48
Female	0.38	50.8	0.48
Race/ethnicity			
White, non-Hispanic	0.30	49.9	0.46
Black, non-Hispanic	0.91	32.1	0.35
Hispanic	1.12	51.3	0.38
Asian/Pacific Islander, non-Hispanic	0.93	10.5	0.22
More than one race	2.24	10.1	0.13
Age			
18–19	0.60	37.2	0.41
20–21	0.53	43.7	0.45
22–24	0.45	52.8	0.48
Recency of immigration			
Born outside the 50 states and District of Columbia			
Hispanic	1.79	37.6	0.24
Non-Hispanic	0.89	14.3	0.24
First generation			
Hispanic	1.75	24.7	0.24
Non-Hispanic	0.78	11.4	0.23
Second generation or more			
Hispanic	1.91	20.3	0.21
Non-Hispanic	0.31	57.8	0.42
Region			
Northeast	0.57	26.8	0.35
Midwest	0.54	33.4	0.40
South	0.57	53.3	0.49
West	0.69	42.2	0.43

† Not applicable. The corresponding statistic refers to the total population, which is, by definition, 100 percent of the distribution.
NOTE: Standard errors for population estimates in table 9 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005.

Table B-9. Standard errors for table 10: Status completion rates and number of completers among 18- through 24-year-olds: October 1972 through October 2005

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

NOTE: Some of the standard error estimates in this table may differ from those previously published because of changes in the generalized variance parameters developed by the U.S. Census Bureau. Standard errors for population estimates in table 10 cannot be calculated.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).

Table B-10. Standard errors for table 11: Status completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by sex and race/ethnicity: October 1972 through October 2005

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

NOTE: Some of the standard error estimates in this table may differ from those previously published because of changes in the generalized variance parameters developed by the U.S. Census Bureau.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972–2005).