

Trends in High School Dropout and Completion Rates in the United States: 2013

Compendium Report



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INTRODUCTION

Dropping out of high school is related to a number of negative outcomes. For example, the median income of persons ages 18 through 67 who had not completed high school was roughly \$26,000 in 2013.¹ By comparison, the median income of persons ages 18 through 67 who completed their education with at least a high school credential (i.e., a regular credential or an alternative high school credential such as a General Educational Development [GED] certificate) was approximately \$46,000. Over a person's lifetime, this translates to a loss of approximately \$680,000 in income for a person who did not have a high school credential compared to a person who had at least a high school credential (Rouse 2007).² Among adults age 25 and older, the percentage of dropouts who are in the labor force is lower than the percentage of high school credential earners who are in the labor force. Similarly, among adults in the labor force, the percentage of dropouts who are unemployed is higher than the percentage of high school credential earners who are unemployed (U.S. Department of Labor 2014). In addition, dropouts age 25 and older reported being in worse health than adults who are not dropouts, regardless of income (Pleis, Ward, and Lucas 2010). Dropouts also make up disproportionately higher percentages of the nation's institutionalized population.³ In a comparison of those who drop out of high school and those who complete high school, the average high school dropout costs the economy approximately \$260,000 over his or her lifetime in terms of lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and higher reliance on welfare (Levin and Belfield 2007).⁴

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 2013, provides data on long-term trends in dropout and completion rates, and examines the characteristics of high school dropouts and completers. Five rates are presented to provide a broad perspective on high school dropouts and completers in the United States: the event dropout rate, the status dropout rate, the status completion rate, the adjusted cohort graduation rate, and the averaged freshman graduation rate. Each rate contributes unique information. Information about individuals who pass the GED exam is provided to place the different rates into context relative to this widely used alternative high school credential.

Rates Featured in this Report

- The **event dropout rate (Indicator 1)** is the percentage of high school students who left school between the beginning of one school year and the beginning of the next without earning a high school diploma or an alternative credential (e.g., a GED). This report presents a national event dropout rate for students attending public or private schools using data from the Current Population Survey (CPS). Event dropout rates can be used to track annual changes in the dropout behavior of students in the U.S. school system. The state-level event dropout rates for public high school students published as part of the Common Core of Data (CCD) were not available in time for use in this report.⁵
- The **status dropout rate (Indicators 2 and 3)** reports the percentage of individuals in a given age range who are not in school (public or private) and have not earned a high school diploma or an alternative credential. This report presents status dropout rates calculated using both CPS data (Indicator 2) and data from the American Community Survey (ACS) (Indicator 3). Over 40 years of data are available for the CPS. The ACS, on the other hand, is available only for more recent years, but covers a broader population and can be used to compute dropout rates for smaller population subgroups. Because the status dropout

¹ U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2014. However, these are not all high school dropouts: 1.0 percent of persons ages 18 through 67 were enrolled in high school in 2013 (U.S. Department of Commerce, Census Bureau, Current Population Survey, October 2013).

² Rouse estimates a lifetime loss of \$550,000 using 2004 March CPS data. The estimate here is adjusted for inflation between March 2004 and March 2013 using March-to-March consumer price index adjustments.

³ See discussion in Indicator 3 for more details.

⁴ Levin and Belfield estimate costs at \$209,000 as of 2004. The estimate here is adjusted for inflation between March 2004 and March 2013 using March 2004 and March 2013 consumer price index adjustments.

⁵ CCD event dropout rates for 2011–12 and prior years can be accessed through reports available at http://nces.ed.gov/ccd/pub_dropouts.asp.

rate focuses on an overall age group (as opposed to individuals enrolled in school during a particular year), it can be used to study general population issues.

- The **status completion rate (Indicator 4)** measures the percentage of individuals in a given age range who are not currently enrolled in high school and who have earned a high school diploma or an alternative credential, regardless of when or where the credential was earned.⁶ The rate is calculated using CPS data. It focuses on an overall age group, as opposed to individuals in the U.S. school system; thus, it can be used to study general population issues.⁷
- The **adjusted cohort graduation rate (ACGR) (Indicator 5)** is the percentage of public high school students who graduate with a regular diploma within 4 years of starting 9th grade. The ACGR accounts for students who transfer in from another state, immigrate to the United States and enroll in public school, transfer out to another state, emigrate to another country, or die. The ACGR is calculated by state education agencies (SEAs) and submitted to the U.S. Department of Education through the *EDFacts* submission system.
- The **averaged freshman graduation rate (AFGR) (Indicator 6)** provides an estimate of the cohort graduation rate for public high school students. The AFGR uses aggregated counts of students by grade and the overall diploma count, as opposed to individual student-level data, to estimate an on-time graduation rate. NCES calculates the AFGR using enrollment and diploma counts submitted by state education agencies through the Common Core of Data (CCD) collection. While the AFGR is not as accurate as the ACGR, it can be estimated annually as far back as the 1960s.

⁶ The status completion rate is not the inverse of the status dropout rate (i.e., the status completion rate does not equal 100 minus the status dropout rate). The rates are based on different age ranges, and whereas the status completion rate excludes high school students from its denominator, the status dropout rate includes high school students in its denominator.

⁷ Seastrom et al. (2006a) refer to this rate as the “Current Population Survey High School Completion Indicator.”

In addition to data from the annual surveys listed above, this edition of the Trends in High School Dropout and Completion Rates report includes supplemental data from the High School Longitudinal Study of 2009 (HSLs:09). This study is a nationally representative, longitudinal sample survey of 9th graders in 2009. Later surveys have followed up with this cohort of students to understand their educational experiences and outcomes from the beginning of high school through postsecondary education. By following the same group of students over time, this survey is able to provide more detailed information on student educational trajectories.

More information about data sources and calculations is provided briefly in the body of the report, with more detail provided in appendix A.

Data Sources

As noted above, the data presented in this report are drawn from the annual October CPS, ACS, *EDFacts*, and Common Core of Data (CCD) collections, as well as General Educational Development Testing Service (GEDTS) statistical reports. CPS data are collected through household interviews and are representative of the civilian, noninstitutionalized population in the United States, including students attending public and private schools. The ACS collects data on the U.S. resident population through interviews with households and persons in group quarters facilities. The individuals in group quarters facilities surveyed in the ACS include incarcerated persons, institutionalized persons, and the active duty military who are residing in the United States. The CCD and *EDFacts* data collections are administrative datasets that contain aggregated data for all U.S. public schools, local education agencies (LEAs), and SEAs. The GEDTS data are built from administrative record data kept by the testing service, and contain information about all GED test takers (data presented in this report are restricted to individuals in the 50 states and the District of Columbia).⁸

As with all data collections, those used in this report are useful for calculating some types of estimates, but poorly suited for calculating other types. For example, CPS data are well suited for studying the

⁸ Appendix A contains additional information about the data collections and describes in detail how the rates are computed.

civilian, noninstitutionalized population in the United States, including students attending public and private schools, but do not provide information about military personnel or individuals residing in institutionalized group quarters, such as prison inmates or patients in long-term medical or custodial facilities. Data from CPS cannot produce estimates below regional levels of geography for the age groups used in this report. ACS data are capable of generating estimates for smaller populations and smaller geographic areas than CPS data, but are not available for long-term trend analyses. In addition, the ACS data include individuals living in a wider range of living quarters than the CPS data. Data from the CCD are appropriate for studying public school students in a given year, but do not provide information on private school students or young people who did not attend school in the United States. Datasets that track individual student records over time can provide more detailed information on the processes and precise timelines associated with completing high school or dropping out.⁹

Because the GED is the primary option available to individuals for completing high school outside of a regular high school curriculum and because of limitations with CPS and ACS data in terms of being able to effectively identify GED and other alternative credential holders, alternative credential recipients are not included in dropout counts and are not separated from regular diploma holders in the status completion rates. The GEDTS data provide separate estimates of GED recipients. The GEDTS data do not provide the same demographic characteristics as other data sources used in this report, so details are limited to age range information.

Table A summarizes the different rates reported in this compendium.

⁹ Many states have student-level administrative record systems that follow student progress over time; these systems can be used for this kind of analysis. NCES is supporting the development of similar systems across additional states (see <http://nces.ed.gov/programs/slds/> for details) and periodically conducts national-level longitudinal studies of high school students that can be used for such analysis (e.g., the High School Longitudinal Study of 2009).

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

Rate	Current statistic (year)	Age group/Grades	Description	Data Sources
Event Dropout Rate (Indicator 1)	4.7 percent (2013)	Civilian noninstitutionalized youth, ages 15–24	Percentage of 15- to 24- year-olds in grades 10–12 who left school between the beginning of one school year and the beginning of the next without earning a high school diploma or alternative credential	Current Population Survey (CPS)
CPS Status Dropout Rate (Indicator 2)	6.8 percent (2013)	Civilian noninstitutionalized youth, ages 16–24	Percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school credential	Current Population Survey (CPS)
ACS Status Dropout Rate (Indicator 3)	6.8 percent (2013)	Noninstitutionalized and institutionalized youth, ages 16–24	Percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school credential	American Community Survey (ACS)
Status Completion Rate (Indicator 4)	92.0 percent (2013)	Civilian noninstitutionalized youth, ages 18–24	Among 18- to 24-year-olds who are not enrolled in high school or a lower education level, the percentage who hold a high school diploma or alternative credential	Current Population Survey (CPS)
Adjusted Cohort Graduation Rate (Indicator 5)	81 percent (2012–13)	Public school students in grades 9–12	Percentage of public high school students who graduate with a regular diploma within 4 years of starting 9th grade	EDFacts Submission System
Averaged Freshman Graduation Rate (Indicator 6)	82 percent (2012–13)	Public school students in grades 9–12	Estimated percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade	Common Core of Data (CCD)
Individuals Who Passed the GED Test (Indicator 7)	541,000 (2013)	Individuals ages 16 or older	Number of individuals who completed and passed all five tests in the GED battery	GED Testing Service (GEDTS)
HSLs:09 Dropout Rate (Spotlight indicator)	2.7 percent (2012)	9th-graders in 2009	In spring 2012, the percentage of students who were not enrolled in high school and had not earned a high school credential	High School Longitudinal Study of 2009 (HSLs:09)
HSLs:09 Stopout Rate (Spotlight indicator)	6.8 percent (2012)	9th-graders in 2009	In spring 2012, the percentage of students who were currently enrolled in high school but had experienced at least one 4-week or longer period out of school	High School Longitudinal Study of 2009 (HSLs:09)

Standard Errors

Comparisons of estimates from sample surveys such as the CPS and ACS require consideration of several factors before they become meaningful. When using data from a sample, some *margin of error* will always be present in estimations of characteristics of the total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The *margin of error* of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

When data from sample surveys are reported, a standard error is calculated for each estimate. The standard errors for all estimated totals, means, or percentages are reported in the reference tables.

In order to caution the reader when interpreting findings in the indicators, estimates from sample surveys are flagged with a “!” when the coefficient of variation (the standard error expressed as a percentage of the estimate) is between 30 and 50 percent, and suppressed with a “‡” when the coefficient of variation is 50 percent or greater.

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another, or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having *no measurable difference*, meaning that the difference between them is not statistically significant.

Whether differences in means or percentages are statistically significant can be determined using the

standard errors of the estimates. In these indicators and other reports produced by NCES, when differences are statistically significant, the probability that the difference occurred by chance is less than 5 percent, according to NCES standards.

For all indicators that report estimates based on samples, differences between estimates (including increases and decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests at the .05 level are typically used. In this report, the *t* test formula is not adjusted for multiple comparisons. When the variables to be tested are postulated to form a trend, the relationship is tested using linear regression. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at <http://nces.ed.gov/statprog/2012/pdf/Chapter5.pdf>.

A number of considerations influence the ultimate selection of the data years to feature in the indicators. To make analyses as timely as possible, the latest year of available data is shown. The choice of comparison years is often also based on the desire to show the earliest available survey year. In the case of surveys with long time frames, such as surveys measuring enrollment, the decade’s beginning year (e.g., 1980 or 1990) often starts the trend line. In the figures and tables of the indicators, intervening years are selected in increments in order to show the general trend. The narrative for the indicators typically compares the most current year’s data with those from the initial year and then with those from a more recent period. Where applicable, the narrative may also note years in which the data begin to diverge from previous trends.

Data presented in the indicators do not investigate more complex hypotheses, account for interrelationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at <http://nces.ed.gov>.

Symbols

In accordance with the NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meanings, are as follows:

— Not available.

† Not applicable.

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) for this estimate is 50 percent or greater.

SELECTED FINDINGS

Indicator 1: Current Population Survey (CPS) Event Dropout Rate

- Between October 2012 and October 2013, approximately 508,000 15- to 24-year-olds left school without obtaining a high school credential. These event dropouts accounted for 4.7 percent of the 10.9 million 15- to 24-year-olds enrolled in grades 10 through 12 (figure 1.1 and table 1.1).
- The event dropout rate for youth from high-income families in 2013 was 3.0 percent, while the rates for youth from middle- and low-income families were 4.9 and 7.2 percent, respectively (figure 1.1).

Indicator 2: Current Population Survey (CPS) Status Dropout Rate

- The status dropout rate, as measured using the Current Population Survey, is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential. Over the past 40 years, status dropout rates declined from 14.1 percent in 1973 to 6.8 percent in 2013 (figure 2.2 and table 2.2).
- In 2013, Hispanic youth born in the United States had lower status dropout rates (8.2 percent for “first generation” Hispanics and 8.3 percent for “second generation or higher” Hispanics)¹⁰ than Hispanic youth born outside the United States (22.8 percent; figure 2.3 and table 2.1).

Indicator 3: American Community Survey (ACS) Status Dropout Rate

- As measured using data from the 2013 American Community Survey, the status dropout rate for all 16- to 24-year-olds was 6.8 percent (figure 3.1).¹¹
- The 2013 ACS status dropout rate was lower for 16- to 24-year-olds who were Asian (2.5 percent), White (4.7 percent), Pacific Islander (5.0 percent), and of Two or more races (5.2 percent) than for those who were Black (9.0 percent), Hispanic

¹⁰ “First generation” refers to those who were born in the United States but have at least one parent born outside the United States, and “second generation or higher” refers to those who were born in the United States and whose parents were both born in the United States.

¹¹ The ACS status dropout rate is the estimate for the overall population whereas the CPS status dropout rate focuses on the civilian noninstitutionalized population.

(11.8 percent), and American Indian/Alaska Native (12.8 percent; figure 3.1 and table 3.1).

- In 2013, ACS status dropout rates ranged from 3.1 percent in New Hampshire to 11.6 percent in Louisiana (figure 3.6 and table 3.2).
- ACS status dropout rates varied across Hispanic subpopulations. Rates for youth of Guatemalan (27.0 percent), Honduran (19.9 percent), and Mexican (12.8 percent) descent were higher than the total status dropout rate for all Hispanic youth (11.8 percent; figure 3.2 and table 3.1).
- ACS status dropout rates also varied across Asian subpopulations. Rates for youth of Bhutanese (36.8 percent), Burmese (20.7 percent), Nepalese (11.1 percent), and Cambodian (6.2 percent) descent were higher than the total status dropout rate for all Asian youth (2.5 percent; figure 3.3 and table 3.1).
- For White, Black, Hispanic, Asian, and American Indian/Alaska Native 16- to 24-year-olds, ACS status dropout rates were higher for males than for females. Among these five race/ethnicity groups, the male-female gap in status dropout rates ranged from 0.8 percentage points for Asian youth to 4.3 percentage points for Hispanic youth (figure 3.4 and table 3.1).

Indicator 4: Current Population Survey (CPS) Status Completion Rate

- The status completion rate is the percentage of 18- to 24-year-olds who have left high school and who hold a high school credential.¹² From 1973 to 2013, the status completion rate increased from 83.7 percent to 92.0 percent (figure 4.2 and table 4.2).
- The 2013 status completion rate for foreign-born Hispanic young adults was 73.0 percent, which was lower than the rate for those who were first generation (89.1 percent) as well as the rate for those who were second generation or higher (89.8 percent; figure 4.3 and table 4.1).

¹² A high school diploma or an alternative credential, including a GED certificate.

- In 2013, young adults with disabilities (81.3 percent) had a lower status completion rate than their peers without disabilities (92.4 percent; figure 4.1 and table 4.1).

Indicator 5: Adjusted Cohort Graduation Rate (ACGR)

- The national 4-year ACGR for public high school students increased over the first three years it was collected by the U.S. Department of Education, from 79 percent in 2010–11 to 80 percent in 2011–12 and 81 percent in 2012–13 (table 5.1), indicating that approximately four out of five public high school students graduated with a regular diploma within four years of starting 9th grade.
- The 2012–13 ACGR ranged from 62 percent in the District of Columbia to 90 percent in Iowa (figure 5.2 and table 5.1). Thirty-four states had rates of 80 percent or higher.
- In 2012–13, the national ACGR for White students (87 percent) was 16 percentage points higher than the national ACGR for Black students (71 percent) and 12 percentage points higher than the national ACGR for Hispanic students (75 percent; figure 5.3, figure 5.4 and table 5.1).

Indicator 6: Averaged Freshman Graduation Rate (AFGR)

- The national AFGR, an estimated four-year graduation rate calculated using aggregated enrollment and diploma counts, rose to 82 percent in 2012–13, the highest rate observed in the years for which the AFGR is available (figure 6.1 and table 6.1).¹³
- In 2012–13, the AFGR ranged from 68 percent in Nevada and Mississippi to 93 percent in Nebraska and Wisconsin (table 6.2).

¹³ The averaged freshman graduation rate is available for school years 1969–70 through 2012–13. See *Digest of Education Statistics 2015*, table 219.10.

Indicator 7: Individuals Who Passed the GED Test

- In 2013, some 541,000 individuals successfully passed the entire battery of five GED tests (table 7.1).
- Of the individuals who passed the GED test in 2013, some 22 percent were 16- to 18-year-olds, 35 percent were 19- to 24-year-olds, 15 percent were 25- to 29-year-olds, 11 percent were 30- to 34-year-olds, and 17 percent were 35 years or older (figure 7.1 and table 7.1).

Spotlight: Characteristics of High School Dropouts and Stopouts: New Evidence From the High School Longitudinal Study of 2009 (HSL:09)

- In 2012, the high school stopout rate was 6.8 percent (figure S.1). The stopout rate, as measured using data from HSL:09, is the percentage of 2009 9th-graders who had experienced at least one 4-week or longer period of time out of high school between 2009 and 2012 but were enrolled in school at the time of the spring 2012 first follow-up interview.
- Some 2.7 percent of 2009 9th-graders were dropouts at the time of the 2012 HSL:09 follow-up survey (figure S.1). The dropout rate, as measured using data from HSL:09, is the percentage of 2009 9th-graders who were not enrolled in school at the time of the spring 2012 first follow-up interview and had not earned a high school diploma.
- According to the HSL:09 survey, the most commonly cited reasons for dropping out include that the student got behind in school work or got poor grades (74 percent), thought it would be easier to get a GED or other alternative high school credential (62 percent) and/or did not like school (49 percent; figure S.2).

INDICATORS

Indicator 1:

EVENT DROPOUT RATE

4.7% (2013)

Source: Current Population Survey

The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who leave school between the beginning of one school year and the beginning of the next without earning a high school diploma or an alternative credential, such as a GED. The event dropout rate provides information about the rate at which U.S. high school students are leaving school without receiving a high school credential. The measure can be used to study student experiences in the U.S. secondary school system in a given year. The status dropout rates presented in indicators 2 and 3, on the other hand, focus on the educational attainment of the overall youth population in the United States, regardless of when or where they attended school.

The event dropout rates presented in this indicator are based on data from the Census Bureau's Current Population Survey (CPS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends. Many of the event dropout rate estimates are based on responses from a relatively small number of survey respondents. As a result, some differences that seem substantial are not statistically significant.

Total event dropout rates

Between October 2012 and October 2013, approximately 508,000 15- to 24-year-olds left school without obtaining a high school credential. These event

Event Dropout Rate

Definition: The percentage of 15- to 24-year-olds in grades 10 through 12 who left high school between the beginning of one school year and the beginning of the next (e.g., October 2012 to October 2013) without earning a high school diploma or an alternative credential.

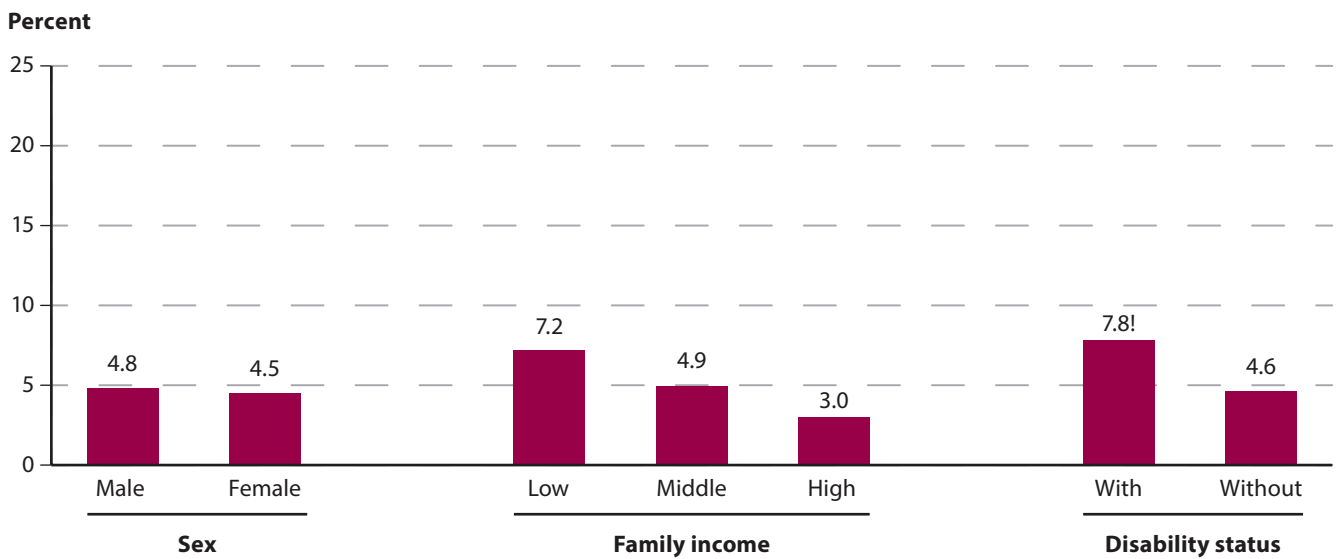
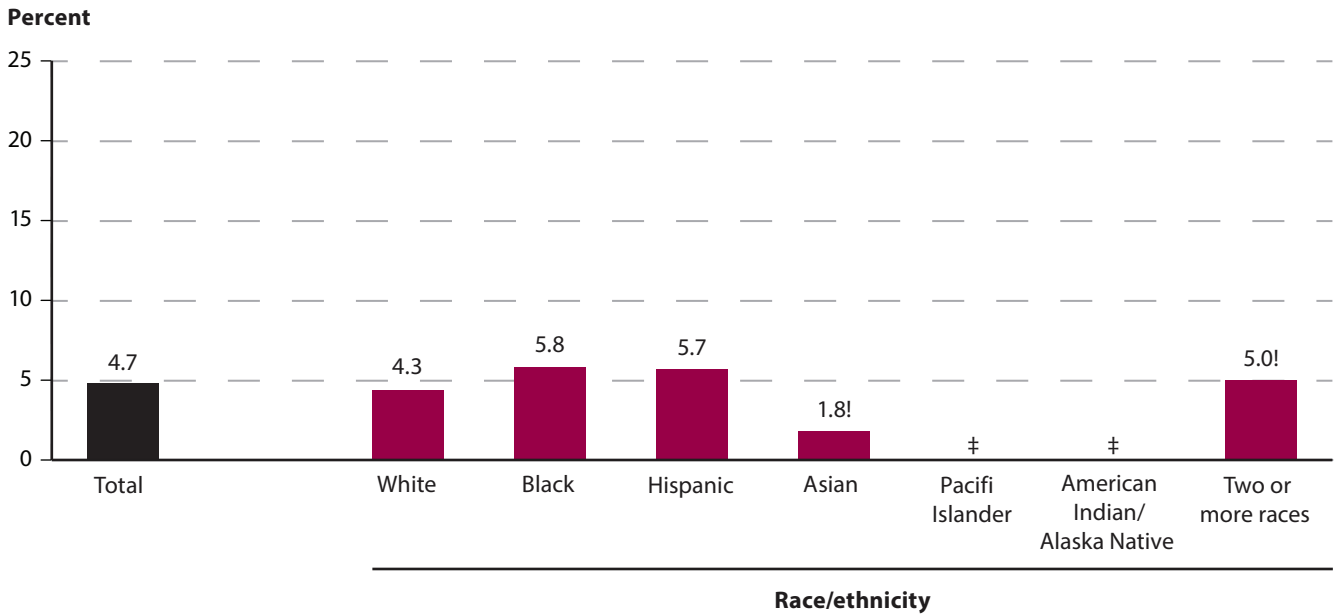
Population: Civilian, noninstitutionalized youth ages 15 to 24 who attended either public or private high schools in the United States.

Credentials: Recipients of an alternative credential such as a GED are not counted as dropouts.

Data Source: Current Population Survey (CPS)

dropouts accounted for 4.7 percent of the 10.9 million 15- to 24-year-olds enrolled in grades 10 through 12 (figure 1.1 and table 1.1). Over the past 40 years, event dropout rates trended downward, decreasing from 6.3 percent in 1973 to 4.7 percent in 2013, although there has been fluctuation in the rate, as shown in figure 1.2 and table 1.2.

Figure 1.1. Percentage of grade 10–12 dropouts among persons 15 through 24 years old (event dropout rate), by selected characteristics: October 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met (too few cases for a reliable estimate).

! Includes other racial/ethnic categories not separately shown.

NOTE: The event dropout rate is the percentage of youth ages 15 to 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2012 to October 2013). Dropping out is defined as leaving school without a high school diploma or alternative credential, such as a GED certificate. Race categories exclude persons of Hispanic ethnicity. Low income is defined as the bottom 20 percent of all family incomes; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes. In 2013, low income was defined as \$19,000 or less, and high income was defined as \$93,730 or more. Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions. Data are based on sample surveys of the civilian noninstitutionalized population.

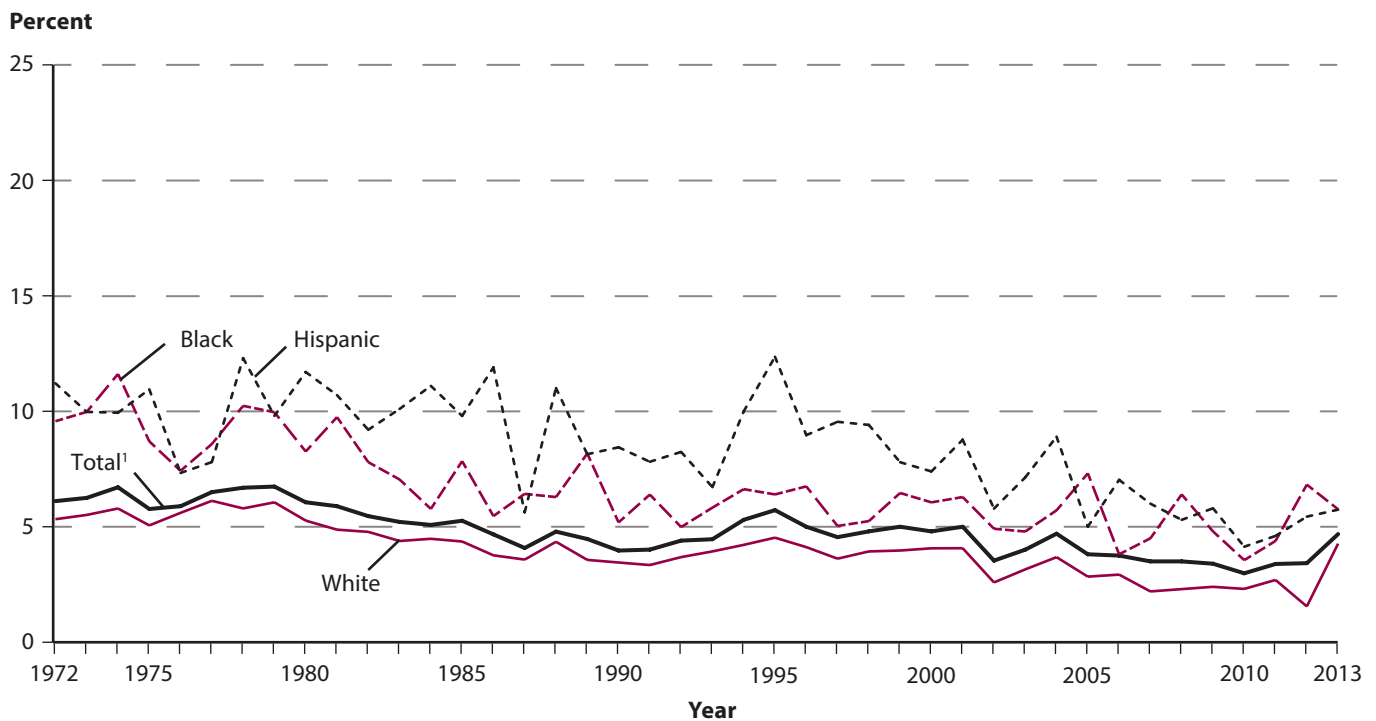
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See table 1.1.

Event dropout rates by race/ethnicity

In 2013, there were no measurable differences between the event dropout rates for Black (5.8 percent), Hispanic (5.7 percent), and White (4.3 percent) 15- to 24-year-olds (figure 1.1 and table 1.1). The rate for Asian

(1.8 percent) youth was lower than the rates for their Black, Hispanic, and White peers. The rate for youth of Two or more races (5.0 percent) was not measurably different from the rate for any racial/ethnic group measured.

Figure 1.2. Percentage of grade 10–12 dropouts among persons 15 through 24 years old (event dropout rate), by race/ethnicity: October 1972 through 2013



¹ Includes other racial/ethnic categories not separately shown.

NOTE: The event dropout rate is the percentage of youth ages 15 to 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2012 to October 2013). Dropping out is defined as leaving school without a high school diploma or alternative credential, such as a GED certificate. Race categories exclude persons of Hispanic ethnicity. Some estimates differ from those in previously published reports because of data updates. Data are based on sample surveys of the civilian noninstitutionalized population.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1972 through 2013. See table 1.2.

The general downward trend in event dropout rates from 1973 to 2013 observed in the overall 15- to 24-year-old population was also found among White and Black 15- to 24-year-olds (figure 1.2 and table 1.2).

The Hispanic event dropout rate did not change measurably between 1973 and 1995, but it did decline from 12.4 percent in 1995 to 5.7 percent in 2013.

Event dropout rates by sex

There was no measurable difference between the 2013 event dropout rates for males and females, a pattern generally observed over the past 40 years (figure 1.1 and table 1.2). Exceptions to this pattern occurred in 1974, 1976, 1978, 2000, and 2001; in each of these years, males had measurably higher event dropout rates than females.

Event dropout rates by family income

In 2013, 15- to 24-year-olds from low-income families had event dropout rates that were roughly twice as high as the rates for their peers from high-income families (figure 1.1 and table 1.1). The event dropout rate for youth from high-income families was 3.0 percent, while the rates for youth from middle- and low-income families were 4.9 and 7.2 percent, respectively. There was no statistically significant difference between the event dropout rate for youth from middle-income families and the rate for youth from low-income families.

Event dropout rates by disability status

The event dropout rate for students with disabilities was not measurably different from the rate for students without disabilities in 2013 (figure 1.1 and table 1.1).

Event dropout rates by age

The 2013 event dropout rates for students ages 15 to 18 were lower than those for older students (i.e., students ages 20 through 24; table 1.1). Specifically, 5.2 percent of 15- to 16-year-olds, 4.0 percent of 17-year-olds, and 2.9 percent of 18-year-olds dropped out in the 1-year reference period, whereas 14.4 percent of 20- through 24-year-olds dropped out in the 1-year reference period. In addition, the dropout rate for 18-year-olds was lower than the rate for 15- to 16-year-olds and 19-year-olds.

Event dropout rates by region

Event dropout rates in the United States varied by geographic region in 2013. The event dropout rate for 15- to 24-year-olds in the Northeast (2.2 percent) was lower than in the South (5.8 percent), West (4.9 percent), and Midwest (4.5 percent; table 1.1).

Indicator 2:

STATUS DROPOUT RATE

6.8% (2013)

Source: Current Population Survey

This indicator presents status dropout rates based on data from the Current Population Survey (CPS). The status dropout rates discussed here differ from the status dropout rates discussed in indicator 3, which are based on data from the American Community Survey (ACS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends for the civilian, noninstitutionalized population. ACS data are available only for more recent years, although they cover a broader population.

The status dropout rate is the number of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential as a percentage of the total number of civilian, noninstitutionalized youth ages 16 to 24. The status dropout rate is higher than the event dropout rate (see indicator 1) 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.¹

Total status dropout rates

In October 2013, approximately 2.6 million 16- to 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential. These high school dropouts accounted for 6.8 percent of the 38.8 million noninstitutionalized,

Status Dropout Rate

Definition: The percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school credential.

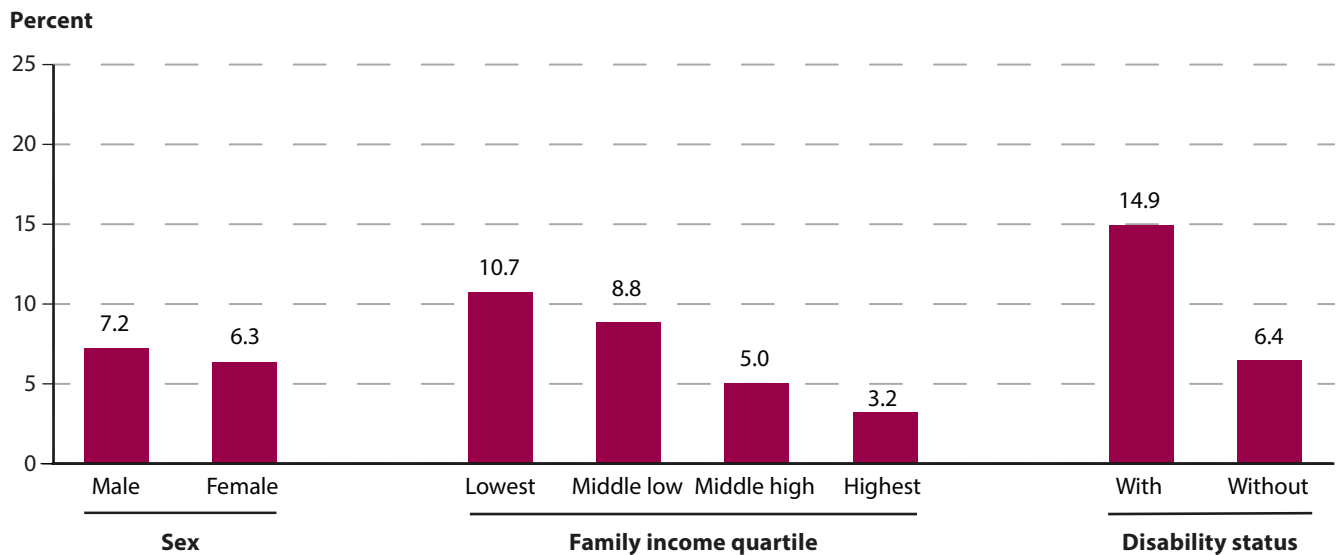
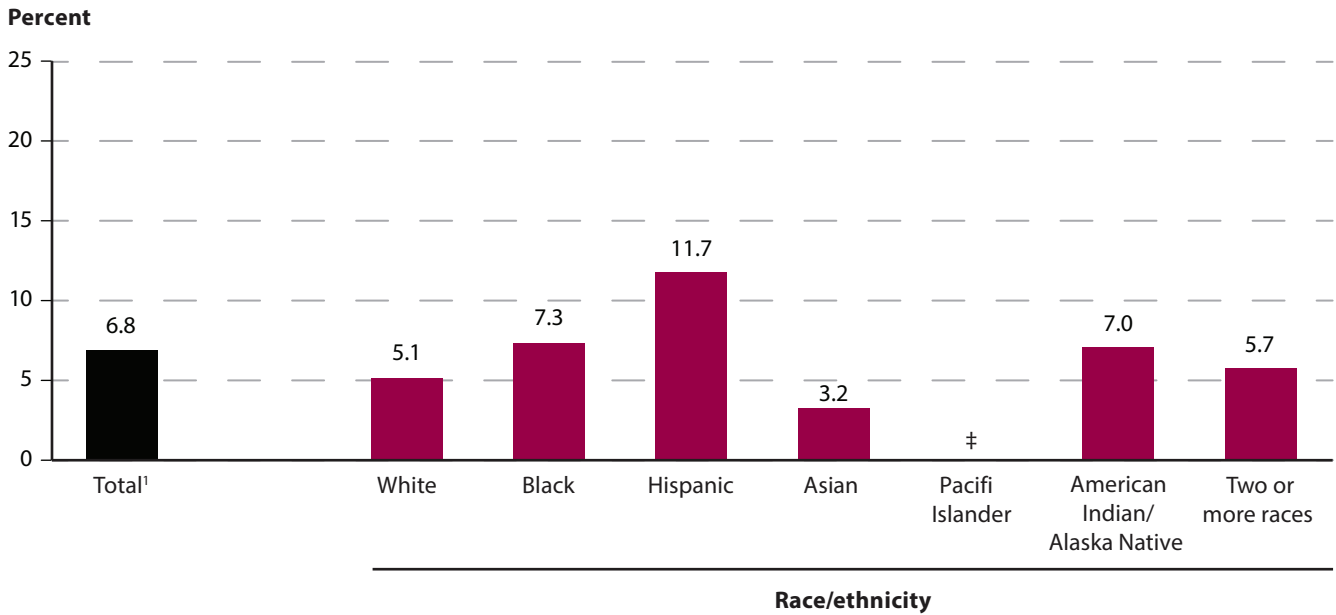
Population: Civilian, noninstitutionalized youth ages 16 to 24 residing in the United States, regardless of whether they attended public schools, private schools, or schools outside of the United States.

Credentials: Recipients of an alternative credential such as a GED are not counted as dropouts.

Data Source: Current Population Survey (CPS)

civilian 16- to 24-year-olds living in the United States (figure 2.1 and table 2.1). Over the past 40 years, status dropout rates trended downward, declining from 14.1 percent in 1973 to 6.8 percent in 2013 (figure 2.2 and table 2.2). During this period, the status dropout rate fluctuated, but over the past 10 years the status dropout rate fell from 9.9 to 6.8 percent. There was no measurable change in the status dropout rate between 2012 and 2013.

Figure 2.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: October 2013



‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹Includes other racial/ethnic categories not separately shown.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions. Data are based on sample surveys of the civilian noninstitutionalized population.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See tables 2.1 and 2.3.

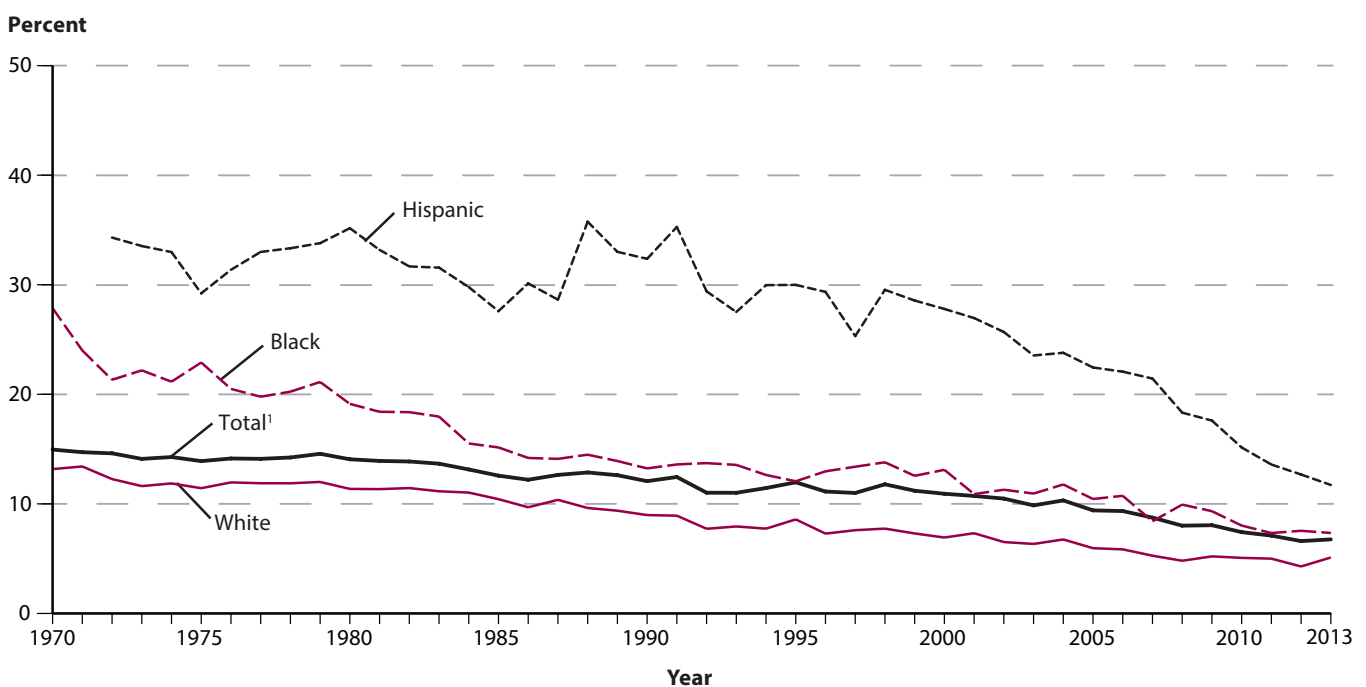
Indicator 2:
STATUS DROPOUT RATE

Status dropout rates by race/ethnicity

The 2013 status dropout rates for Asian (3.2 percent) and White (5.1 percent) 16- to 24-year-olds were lower than those of their Black (7.3 percent) and Hispanic (11.7 percent) peers (figure 2.1 and table 2.1). In addition, the Black status dropout rate was lower than the Hispanic rate. The status dropout rate

for individuals of Two or more races (5.7 percent) was also lower than the rate for Hispanic youth, but not measurably different from the rates for other racial/ethnic groups. The status dropout rate for American Indian/Alaska Native youth (7.0 percent) was not measurably different from the rates for other racial/ethnic groups.

Figure 2.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity: October 1970 through 2013



¹ Includes other racial/ethnic categories not separately shown.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2013. See table 2.2.

Between 1973 and 2013, the status dropout rate fell for White, Black, and Hispanic 16- to 24-year-olds (figure 2.2 and table 2.2). The White status dropout rate fell from 11.6 percent to 5.1 percent during this time period. The Black status dropout rate fell from 22.2 percent in 1973 to 7.3 percent in 2013. The Hispanic status dropout rate declined from

33.5 percent in 1973 to 11.7 percent in 2013. While the Hispanic status dropout rate showed no clear trend between 1973 and 1990, it fell from 32.4 percent in 1990 to 11.7 percent in 2013. Status dropout rates for White, Black, and Hispanic 16- to 24-year-olds did not measurably change from 2012 to 2013.

Indicator 2:
STATUS DROPOUT RATE

Between 1973 and 2013, the White status dropout rate was consistently lower than the Black and Hispanic rates, and the Black status dropout rate was consistently lower than the Hispanic rate (table 2.2). The White-Black gap in status dropout rates narrowed from 10.6 percentage points in 1973 to 4.3 percentage points in 1990, showed no measurable change from 1990 to 2000, and fell again from 6.2 percentage points in 2000 to 2.2 percentage points in 2013. The White-Hispanic gap in status dropout rates showed no clear trend between 1973 and 2000, but fell from 20.9 percentage points in 2000 to 6.6 percentage points in 2013.

Status dropout rates by sex

There was no measurable difference between the male and female status dropout rates in 2013 (figure 2.1). From 1997 to 2012, however, the male status dropout rate was consistently higher than the female status dropout rate (table 2.2).

Status dropout rates by sex for racial/ethnic groups

No measurable differences in status dropout rates by sex were detected for any racial/ethnic group in 2013 (table 2.1).

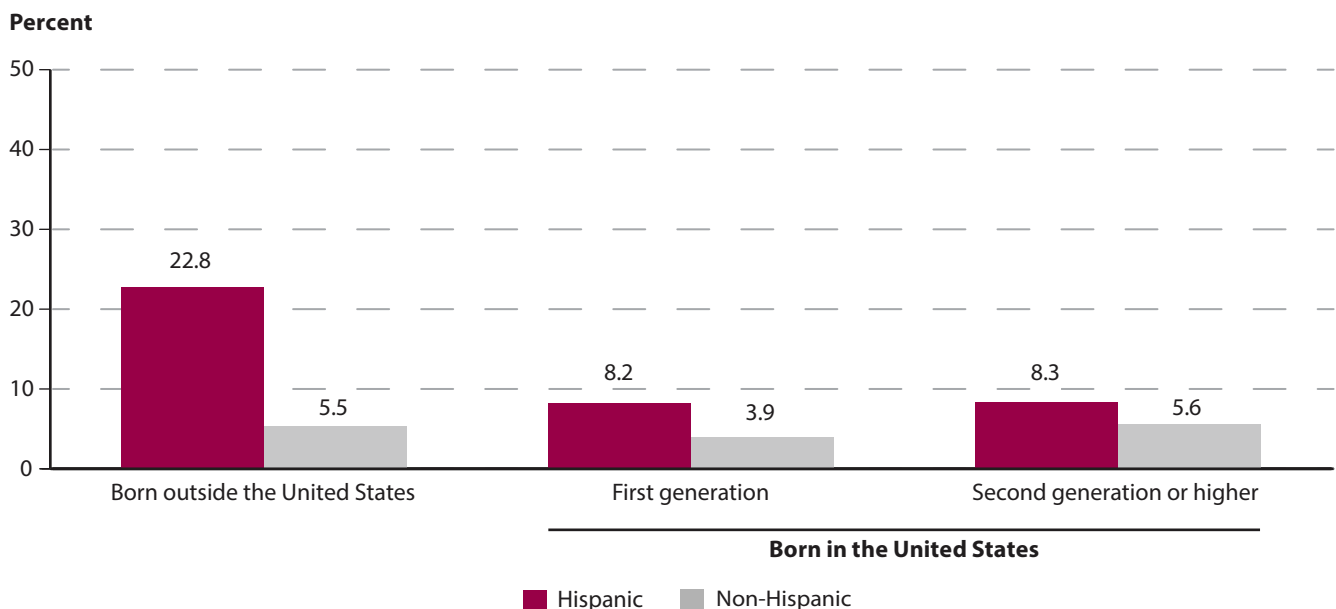
Status dropout rates by family income quartile

In 2013, 16- to 24-year-olds from the lowest family income quartile had higher status dropout rates (10.7 percent) than their peers from the highest income quartile (3.2 percent; figure 2.1 and table 2.3). Between 1973 and 2013, the status dropout rate fell for individuals from all family income quartiles, and the gap between the highest and lowest quartiles narrowed from 23.1 percentage points in 1973 to 7.6 percentage points in 2013.

Status dropout rates by disability status

The status dropout rate of 16- to 24-year-olds with disabilities in 2013 (14.9 percent) was about twice as large as the rate for their peers without disabilities that year (6.4 percent; figure 2.1 and table 2.1).

Figure 2.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by ethnicity and recency of immigration: October 2013



NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. The United States includes the 50 states and the District of Columbia. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents. Data are based on sample surveys of the civilian noninstitutionalized population.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See table 2.1.

Indicator 2:
STATUS DROPOUT RATE

Status dropout rates by recency of immigration

In 2013, some 22.8 percent of Hispanic 16- to 24-year-olds born outside the United States were status high school dropouts (figure 2.3). Hispanic youth born in the United States had lower status dropout rates than Hispanic youth born outside the United States (8.2 percent for “first generation” Hispanics and 8.3 percent for “second generation or higher” Hispanics).² In each recency of immigration category, Hispanic youth had higher status dropout rates than non-Hispanic youth. Status dropout rates by recency of immigration were not measurably different for non-Hispanic youth.

Status dropout rates by age

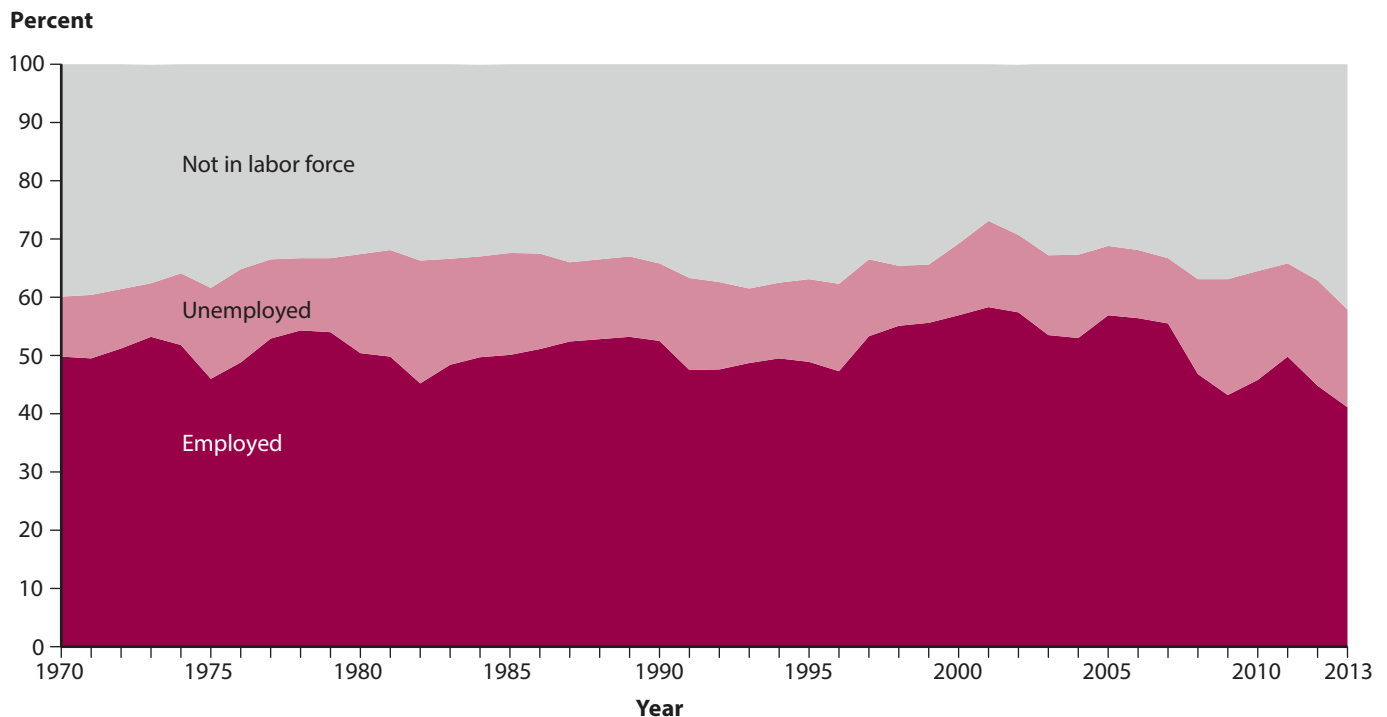
In 2013, youth ages 16, 17, and 18 had lower status dropout rates (5.2 percent, 4.7 percent, and 5.4 percent,

respectively) than 20- to 24-year-olds (7.6 percent; table 2.1). The status dropout rate for 19-year-olds (7.1 percent) was not measurably different from the rate for 20- to 24-year-olds.

Status dropout rates by region

Status dropout rates in the United States varied by geographic region. Among 16- to 24-year-olds in 2013, those in the Northeast (5.5 percent) and Midwest (6.0 percent) had lower status dropout rates than their counterparts in the South (7.6 percent; table 2.1). The status dropout rate in the West (7.1 percent) was not measurably different from the rate in any other region.

Figure 2.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by labor force status: October 1970 through 2013



NOTE: Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population. The rates reported in this figure are not the same as official unemployment rates released by Bureau of Labor Statistics. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through 2013. See table 2.3.

Distribution of status dropouts, by labor force status

Among 16- to 24-year-olds who were status dropouts in 2013, 41 percent were employed, 17 percent were unemployed, and 42 percent were not in the labor force (figure 2.4 and table 2.3). These percentages are not comparable to unemployment rates produced by the Bureau of Labor Statistics, which exclude individuals who were not in the labor force. Between 2003 and 2013, the percentage of status dropouts who were employed fell from 53 percent to 41 percent.

Distribution of status dropouts, by years of school completed

In 2013, some 18 percent of status dropouts had completed fewer than 9 years of school, 13 percent had completed 9 years, 21 percent had completed 10 years, and nearly half (47 percent) had completed 11 or 12 years (table 2.3). Between 1973 and 2013, the percentage of status dropouts who had completed fewer than 9 years of school declined by 8 percentage points, while the percentage of status dropouts who had completed 11 or 12 years increased by 22 percentage points.

Endnotes

¹ While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is limited as an indicator of the performance of schools because it includes those who never attended school in the United States.

² The following recency of immigration categories are used in this analysis: (1) individuals born outside the United States; (2) first-generation individuals (those who were born in the United States but have at least one parent born outside the United States); and (3) individuals who are second generation or higher (those who were born in the United States and whose parents were both born in the United States).

Indicator 3:

ACS STATUS DROPOUT RATE

6.8% (2013)

Source: American Community Survey

This indicator presents status dropout rates based on data from the American Community Survey (ACS). The status dropout rates discussed here differ from the status dropout rates discussed in indicator 2, which are based on data from the Current Population Survey (CPS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends for the civilian, noninstitutionalized population. ACS data are available only for more recent years, but cover a broader population. In addition to the civilian, noninstitutionalized population covered by CPS, the ACS also includes the active duty military population and individuals residing in institutionalized group quarters (such as correctional or nursing facilities). The ACS has a larger number of respondents than the CPS, which allows for comparisons of status dropout rates among smaller subgroups of youth.

The status dropout rate is the number of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential as a percentage of the total number of 16- to 24-year-old population. The status dropout rate is higher than the event dropout rate (see indicator 1) 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.¹

Total status dropout rates

In 2013, the ACS status dropout rate for all 16- to 24-year-olds was 6.8 percent; this represented a

ACS Status Dropout Rate

Definition: The percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school credential.

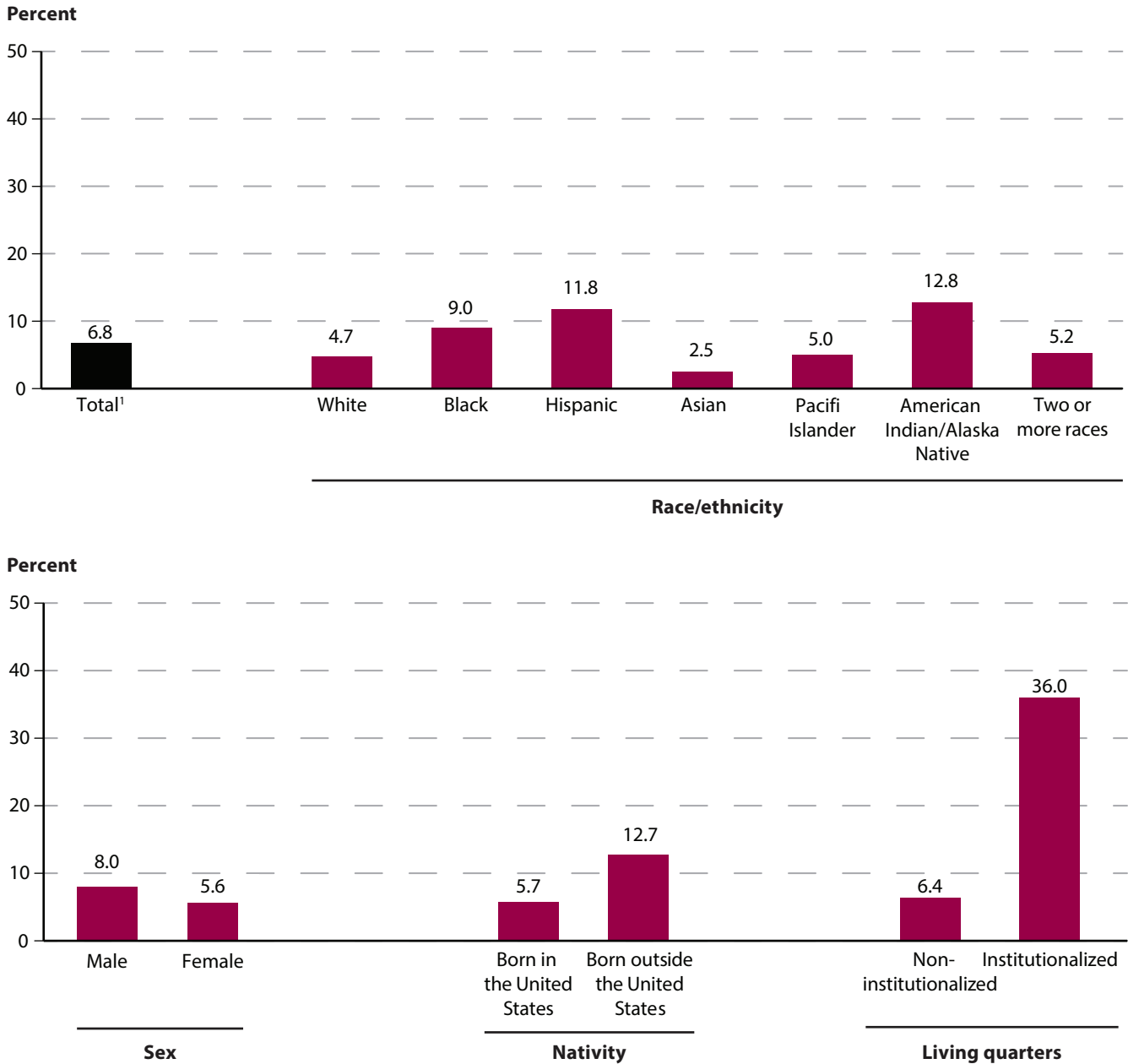
Population: Youth ages 16 to 24 residing in the United States regardless of whether they attended public schools, private schools, or schools outside of the United States. Includes those in active duty military service and those living in institutional settings.

Credentials: Recipients of an alternative credential such as a GED are not counted as dropouts.

Data Source: American Community Survey (ACS)

slight decrease from the 2012 rate of 7.0 percent (figure 3.1 and table 3.1). The ACS status dropout rate was 6.4 percent in 2013 for the noninstitutionalized population, which includes youth living in households and noninstitutional group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. In contrast, the rate was 36.0 percent in 2013 for the institutionalized population, which includes youth in adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Figure 3.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: 2013



¹ Includes other racial/ethnic categories not separately shown.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data for total include other racial/ethnic categories not separately shown. Race categories exclude persons of Hispanic ethnicity. United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.1.

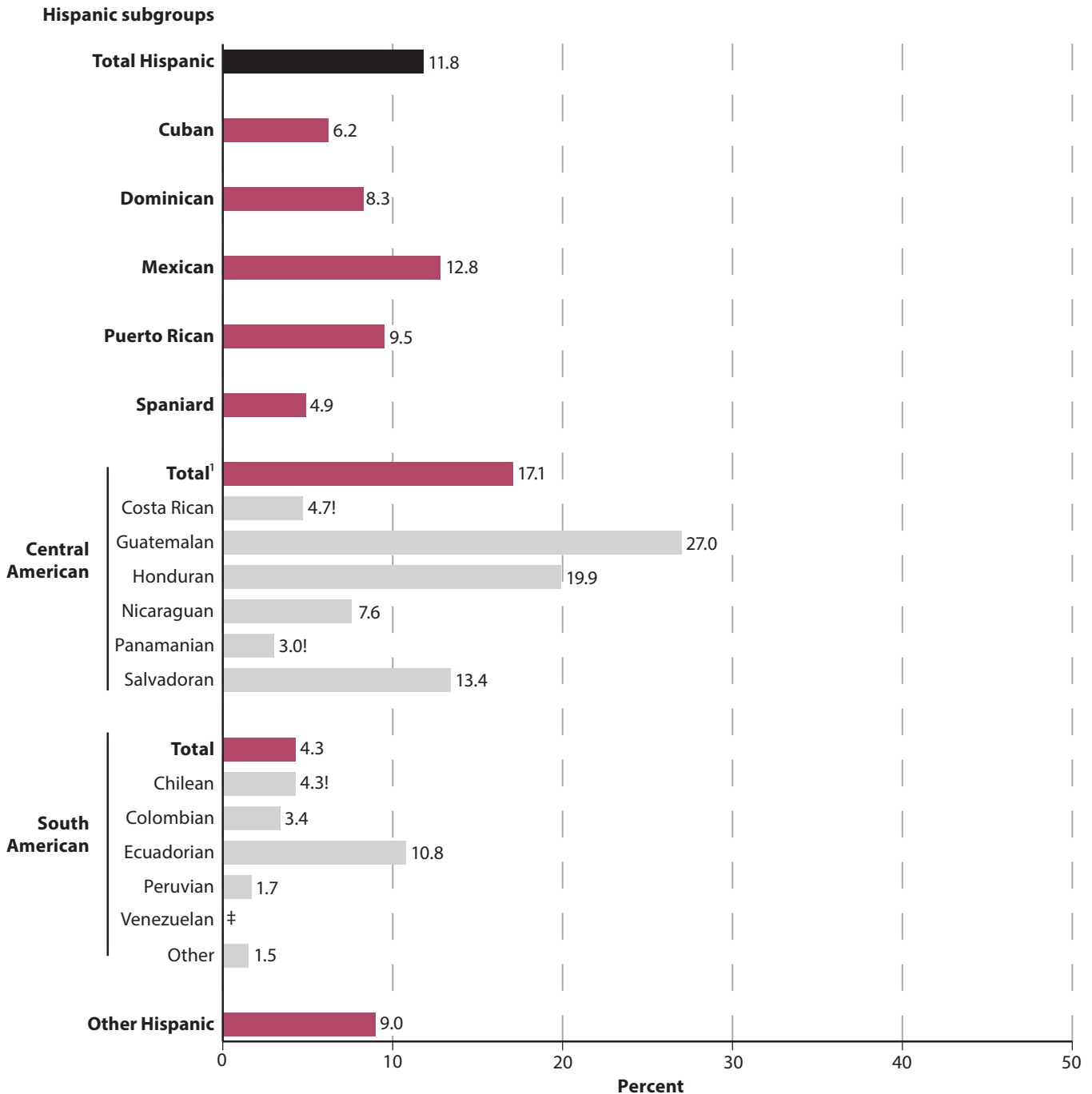
Indicator 3:
ACS STATUS DROPOUT RATE

Status dropout rates by race/ethnicity

The ACS status dropout rate in 2013 was lower for 16- to 24-year-olds who were Asian (2.5 percent), White (4.7 percent), Pacific Islander (5.0 percent), and of Two or more races (5.2 percent) than for those who were Black (9.0 percent), Hispanic (11.8 percent), and American Indian/Alaska Native (12.8 percent; figure 3.1 and table 3.1). The ACS status dropout rate for Asian youth was also lower than the rate for all other racial/ethnic groups measured, including those who were White, Pacific Islander, and of Two or more races.

For all racial/ethnic groups measured, the ACS status dropout rate was higher for 16- to 24-year-olds in institutional settings than for their noninstitutionalized peers. For example, the status dropout rate for institutionalized youth ranged from 22.9 percent for individuals of Two or more races to 53.1 percent for American Indian/Alaska Native individuals (table 3.1). In contrast, the status dropout rate for the noninstitutionalized population ranged from 2.4 percent for Asian youth to 12.0 percent for American Indian/Alaska Native youth.

Figure 3.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Hispanic subgroups: 2013



[!] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

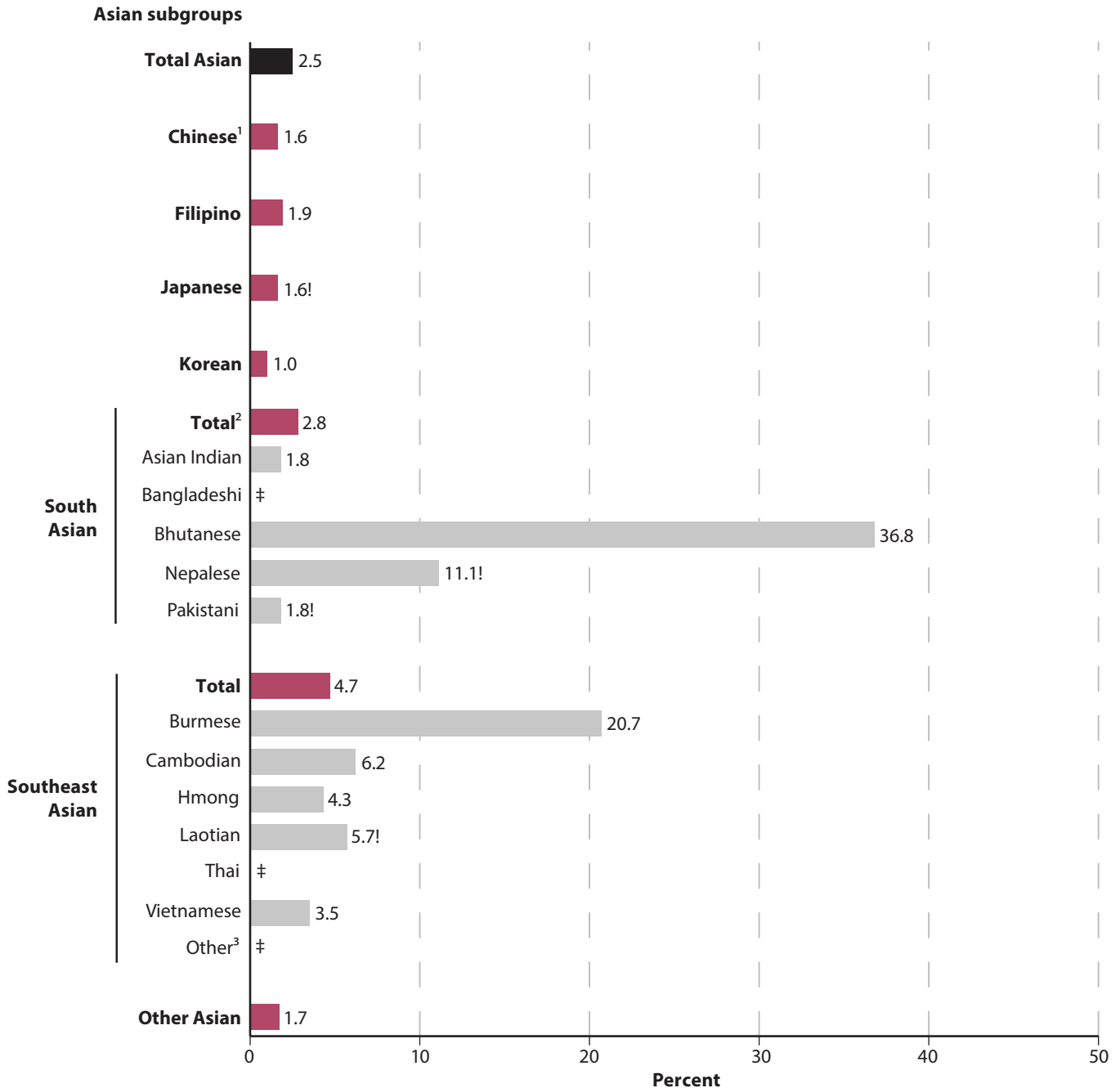
[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes other Central American subgroups not shown separately.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.1.

Figure 3.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Asian subgroups: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes Taiwanese.

² In addition to the subgroups shown, also includes Sri Lankan.

³ Consists of Indonesian and Malaysian.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.1.

Status dropout rates by Hispanic and Asian subgroups

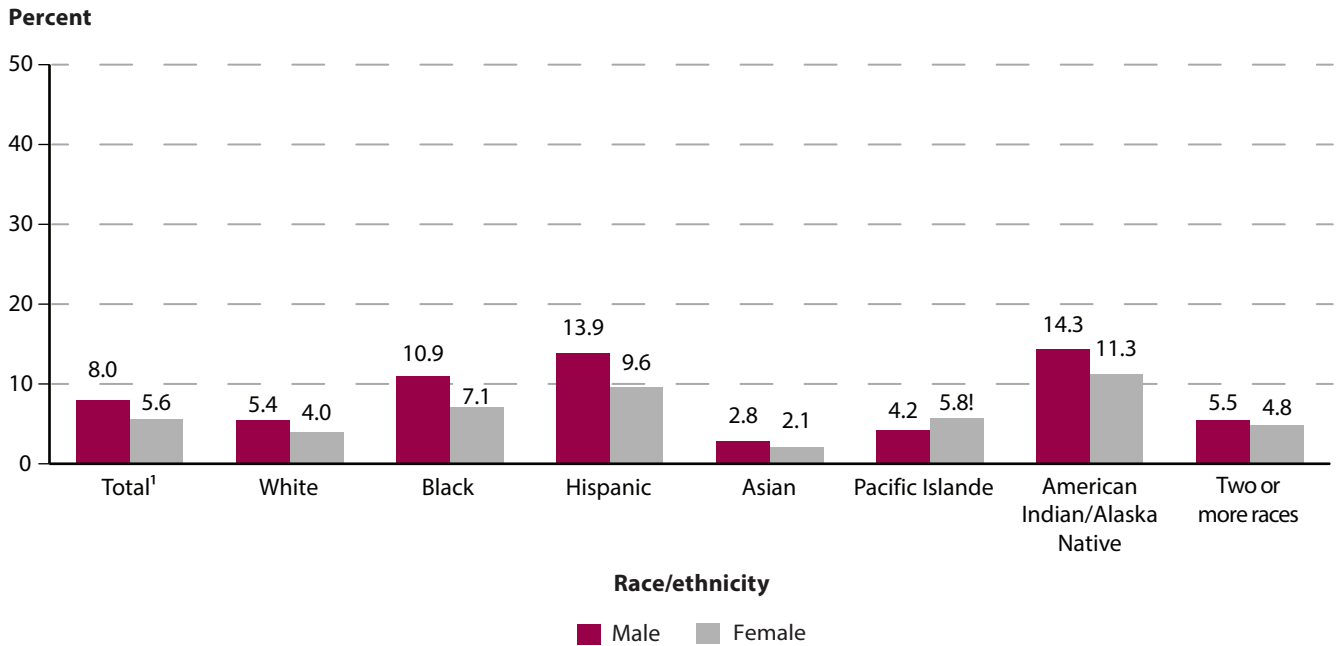
While this indicator presents overall high school status dropout rates for Hispanic and Asian youth, there is much diversity within each of these groups. The ACS has data available on the status dropout rates for many specific Asian and Hispanic subgroups, including, for example, Mexican, Puerto Rican, Chinese, and Vietnamese. ACS data were not collected for White or Black subgroups.

In 2013, the total status dropout rate for Hispanic youth was 11.8 percent, while status dropout rates by Hispanic subgroup varied considerably (figure 3.2 and table 3.1). Status dropout rates for individuals of Guatemalan (27.0 percent), Honduran (19.9 percent), and Mexican (12.8 percent) descent were higher than the total status dropout rate for all Hispanic youth (11.8 percent). The Salvadoran (13.4 percent) and

Ecuadorian (10.8 percent) status dropout rates were not measurably different from the total Hispanic rate, and the rates for the remaining Hispanic subgroups were lower than the total Hispanic rate. For example, the status dropout rate was 9.5 percent for Puerto Ricans and 8.3 percent for Dominicans.

Comparisons of the status dropout rates of Asian subgroups can also be made using ACS data. The total high school status dropout rate for Asian 16- to 24-year-olds was 2.5 percent in 2013. Four Asian subgroups had status dropout rates that were higher than the total Asian rate: Bhutanese (36.8 percent), Burmese (20.7 percent), Nepalese (11.1 percent), and Cambodian (6.2 percent; figure 3.3 and table 3.1). Status dropout rates for Chinese² (1.6 percent) and Korean (1.0 percent) individuals were lower than the total Asian rate. Status dropout rates for the remaining Asian subgroups were not measurably different from the total Asian rate.

Figure 3.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and sex: 2013



[!] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Includes other racial/ethnic categories not separately shown.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data for total include other racial/ethnic categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.1.

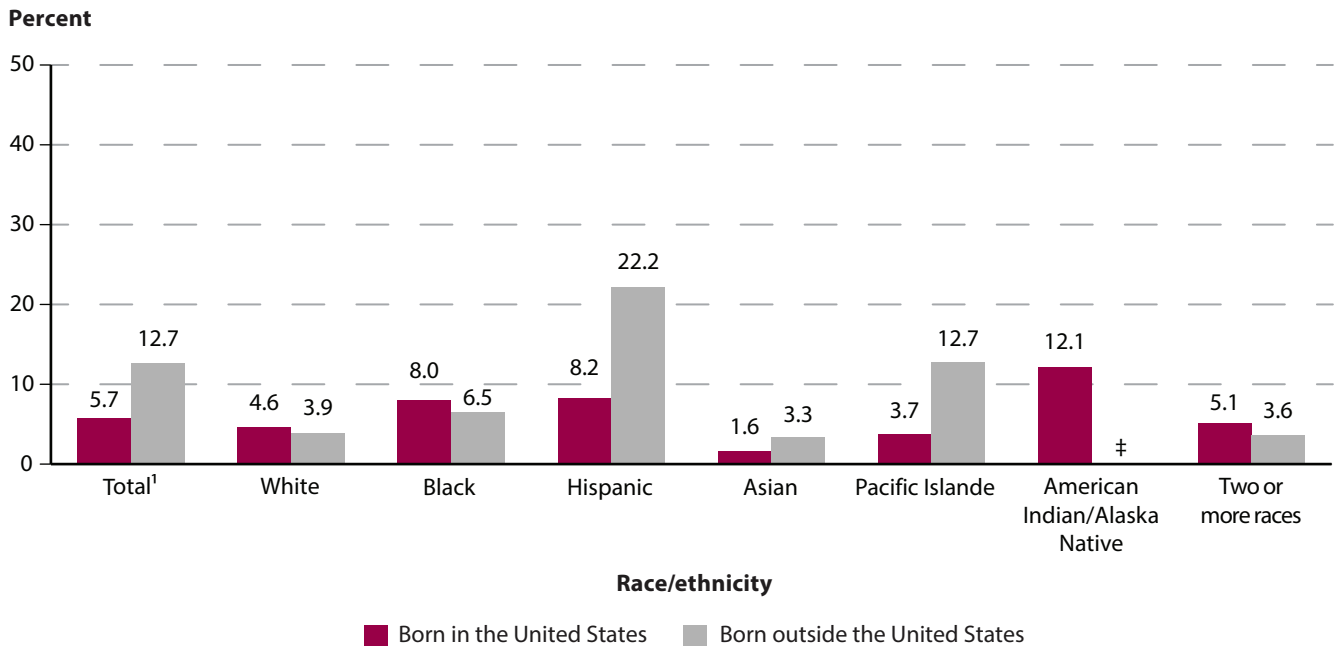
Status dropout rates by sex

In 2013, the ACS status dropout rate for female 16- to 24-year-olds (5.6 percent) was lower than the rate for their male peers (8.0 percent; figure 3.1 and table 3.1). Between 2012 and 2013, the status dropout rate for males declined from 8.2 to 8.0 percent, while there was no measurable change in the rate for females.

For White, Black, Hispanic, Asian, and American Indian/Alaska Native 16- to 24-year-olds, ACS status

dropout rates were higher for males than for females (figure 3.4 and table 3.1). Among these groups, the male-female gap in status dropout rates ranged from 0.8 percentage points for Asian youth to 4.3 percentage points for Hispanic youth. There were no measurable differences in the status dropout rates by sex for Pacific Islanders or for individuals of Two or more races.

Figure 3.5. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and nativity: 2013



‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes other racial/ethnic categories not separately shown.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data for total include other racial/ethnic categories not separately shown. Race categories exclude persons of Hispanic ethnicity. United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.1.

Status dropout rates by nativity

Data from the ACS also enable comparisons of status dropout rates between U.S.-born and foreign-born individuals in the noninstitutionalized population. Overall, the status dropout rate was lower for U.S.-born 16- to 24-year-olds (5.7 percent) than for their foreign-born peers (12.7 percent; figure 3.5 and table 3.1). This pattern varied by racial/ethnic group. U.S.-born Hispanic, Asian, and Pacific Islander 16- to 24-year-olds had lower status dropout rates than their foreign-born counterparts. In contrast, U.S.-born 16- to 24-year-olds who were White, Black, and of Two or

more races had higher status dropout rates than their foreign-born counterparts. Among all racial/ethnic groups, the largest differences in status dropout rates by nativity in 2013 were observed for Hispanic youth (14.0 percentage points) and Pacific Islanders (9.0 percentage points). U.S.-born Hispanic and Pacific Islander 16- to 24-year-olds had status dropout rates of 8.2 percent and 3.7 percent, respectively, and foreign-born Hispanic and Pacific Islander 16- to 24-year-olds had status dropout rates of 22.2 percent and 12.7 percent, respectively.

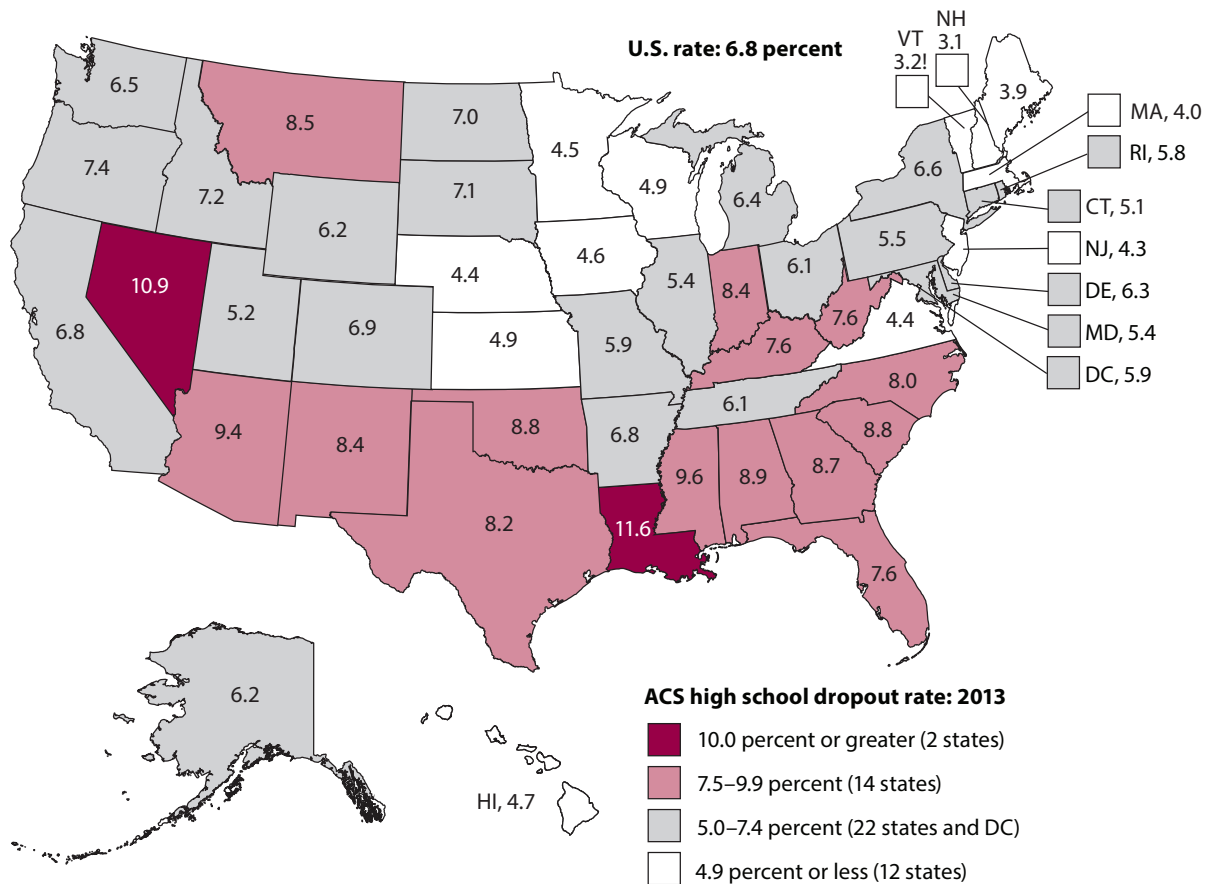
Indicator 3:
ACS STATUS DROPOUT RATE

Status dropout rates by age

Among 16- to 24-year-olds in 2013, ACS status dropout rates were higher for older individuals than for younger

individuals. For instance, status dropout rates ranged from 2.2 percent for 16-year-olds to 8.7 percent for 20- to 24-year-olds (table 3.1).

Figure 3.6. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by state: 2013



States with status dropout rates that are:

Lower than the U.S. rate	Not measurably different from the U.S. rate	Higher than the U.S. rate
CT, HI, IL, IA, KS, ME, MD, MA, MN, MO, NE, NH, NJ, OH, PA, UT, VT, VA, WI	AK, AR, CA, CO, DE, DC, ID, KY, MI, MT, NY, ND, OR, RI, SD, TN, WA, WV, WY	AL, AZ, FL, GA, IN, LA, MS, NV, NM, NC, OK, SC, TX

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received GED credentials are counted as high school completers. Data are based on a sample survey of the noninstitutionalized and institutionalized populations.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.2.

Status dropout rates by state

The ACS can also be used to calculate status dropout rates for youth in each state. The ACS status dropout rates in 2013 ranged from 3.1 percent in New Hampshire to 11.6 percent in Louisiana (figure 3.6 and table 3.2). In all, there were 13 states, most of them located in the South, which had higher status dropout rates than the national average for 16- to 24-year-olds (6.8 percent). Nineteen states had ACS status dropout rates lower than the national average. The remaining 18 states and the District of Columbia had status dropout rates that were not measurably different from the national average. See figure 3.6 for a complete listing of all states.

White-Black status dropout rate gaps by state

In 2013, the national status dropout rate for White youth was 4.3 percentage points lower than the rate for Black youth (table 3.2). In total, 25 states had statistically significant White-Black gaps and in each of these states the White status dropout rate was lower than the Black status dropout rate (figure 3.7). Among these 25 states, the White-Black gap ranged from 2.1 percentage points in North Carolina to 10.6 percentage points in Nevada. In 11 states there was no measurable difference between the status dropout rates of White and Black youth. Data for one or both subgroups were unavailable for the remaining 14 states and the District of Columbia. See figure 3.7 for a complete listing of all states.

Figure 3.7. Status dropout rate gaps between White and Black youth and between White and Hispanic youth, by state: 2013

	States in which the status dropout rate for Black youth is...	States in which the status dropout rate for Hispanic youth is...
... higher than the status dropout rate for White youth:	AL, CA, CT, FL, GA, IL, IN, LA, MD, MA, MI, MS, MO, NV, NJ, NY, NC, OH, PA, SC, TN, TX, VA, WA, WI	AL, AZ, AR, CA, CO, CT, DE, FL, GA, IL, IN, IA, KS, KY, LA, MD, MA, MI, MN, MS, MO, NE, NV, NH, NJ, NM, NY, NC, OH, OK, OR, PA, RI, SC, TN, TX, UT, VA, WA, WI, WY
... not measurably different from the status dropout rate for White youth:	AZ, AR, CO, DE, KS, KY, MN, NE, NM, OK, OR	HI, ID, MT, WV
... lower than the status dropout rate for White youth:	none	none
Data not available	AK, DC, HI, ID, IA, ME, MT, NH, ND, RI, SD, UT, VT, WV, WY	AK, DC, ME, ND, SD, VT

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received GED credentials are counted as high school completers. Data are based on a sample survey of the noninstitutionalized and institutionalized populations. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See table 3.2.

White-Hispanic status dropout rate gaps by state

In 2013, the national status dropout rate for White youth was 7.1 percentage points lower than the rate for Hispanic youth (table 3.2). In total, 41 states had statistically significant White-Hispanic gaps and in each of these states the White status dropout rate was lower than the Hispanic status dropout rate (figure 3.7). Among these 41 states, the White-Hispanic

gap ranged from 2.6 percentage points in Florida to 16.1 percentage points in Alabama. In 4 states, there were no measurable differences between the status dropout rates of White and Hispanic 16- to 24-year-olds. Data for one or both subgroups were unavailable for the remaining 5 states and the District of Columbia. See figure 3.7 for a complete listing of all states.

Endnotes

¹ While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is limited as an indicator of the performance of U.S. schools because it includes individuals who never attended school in the United States.
² Includes Taiwanese.

Indicator 4:

STATUS COMPLETION RATE

92.0% (2013)

Source: Current Population Survey

Data from the Current Population Survey (CPS) can be used to calculate the status completion rate, the percentage of young people who hold a high school credential. This rate includes all civilian, noninstitutionalized individuals 18 to 24 years old who have completed a high school level of educational attainment, including individuals who completed their education outside of the United States. While the graduation rates in indicators 5 and 6 focus on a particular cohort of students in the U.S. secondary school system who graduated with a high school diploma, the status completion rate describes the educational attainment of individuals in a given age range. Moreover, the status completion rate counts both regular high school diploma recipients and alternative credential recipients as high school completers.

The status completion rate is not the opposite of the status dropout rate, and the completion and dropout rates do not add up to 100 percent. The rates are based on different age ranges: the status dropout rate is reported for 16- to 24-year-olds, and the status completion rate is reported for 18- to 24-year-olds. The denominator of the status completion rate excludes current high school students, whereas the denominator of the status dropout rate includes high school students.

Total status completion rates

Of the 28.5 million 18- to 24-year-old young adults who were not enrolled in high school in October 2013,

Status Completion Rate

Definition: Among 18- to 24-year-olds who are not enrolled in high school or a lower education level, the percentage who hold a high school diploma or alternative credential.

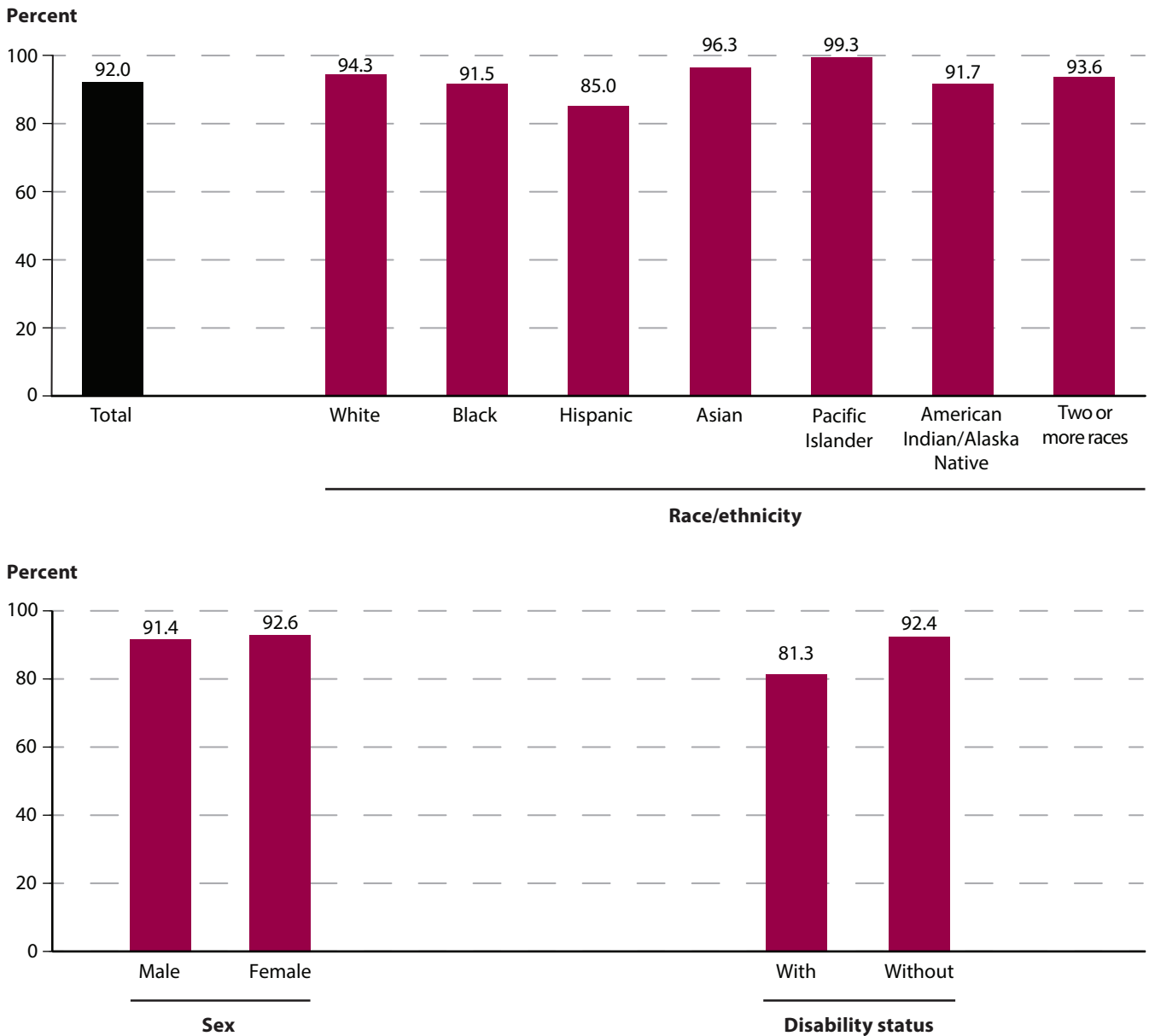
Population: Civilian, noninstitutionalized youth ages 18 to 24, including youth who attended public schools, private schools, or schools outside of the United States.

Credentials: A high school diploma or an alternative credential, such as a GED.

Data Source: Current Population Survey (CPS)

approximately 26.3 million (92 percent) held a high school diploma or alternative credential (figure 4.1 and table 4.1). Over the past 40 years (specifically, from 1973 to 2013), the status completion rate has increased from 83.7 percent to 92.0 percent (figure 4.2 and table 4.2). The status completion rate showed no clear trend from 1973 to 1980, increased during the 1980s, fluctuated again during the 1990s, and rose from 86.5 percent in 2000 to 92.0 percent in 2013. There was no measurable difference in the status completion rate between 2012 and 2013.

Figure 4.1. Status completion rates of 18- to 24-year-olds, by race/ethnicity, sex, and disability status: October 2013



NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. Data for total include other racial/ethnic categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions. Data are based on sample surveys of the civilian noninstitutionalized population.

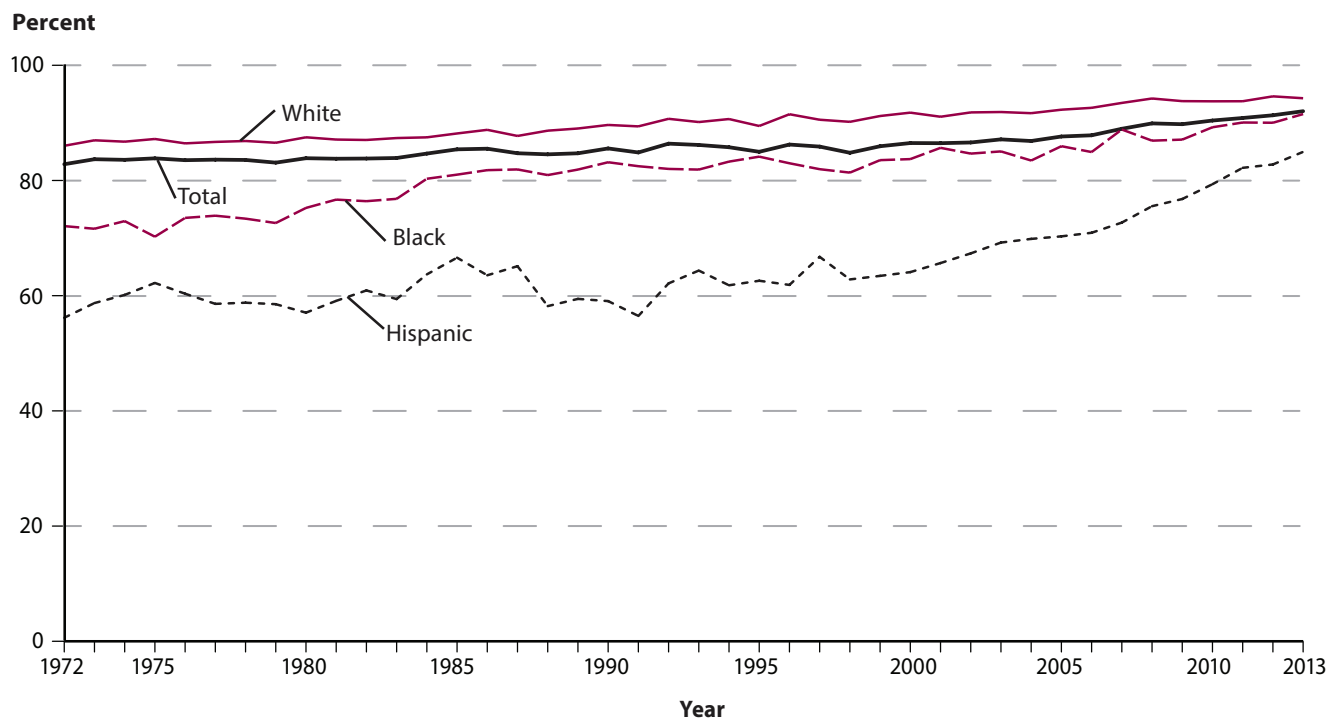
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See table 4.1.

Status completion rates by race/ethnicity

In 2013, the status completion rates for White (94.3 percent) and Asian (96.3 percent) young adults were higher than the rates for Black (91.5 percent) and Hispanic (85.0 percent) young adults, and the rate for Pacific Islander (99.3 percent) young adults was higher than the rate for young adults in all other racial/ethnic groups (figure 4.1 and table 4.1). In addition, the

Black status completion rate was higher than the Hispanic rate. The status completion rate for Hispanic young adults was lower than the rates for young adults in all other racial/ethnic groups. There were no measurable differences between the status completion rates for the White, Asian, American Indian/Alaska Native (91.7 percent), and Two or more races (93.6 percent) groups.

Figure 4.2. Status completion rates of 18- to 24-year-olds, by race/ethnicity: October 1972 through 2013



NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1972 through 2013. See table 4.2.

Between 1973 and 2013, status completion rates for White, Black, and Hispanic 18- to 24-year-olds all exhibited an upward trend (figure 4.2 and table 4.2). Over the past 40 years, the White status completion rate was consistently higher than the Black and Hispanic rates, and the Black status completion rate was consistently higher than the Hispanic rate. The White-Black gap in status completion rates narrowed from 15.4 percentage points in 1973 to 6.5 percentage points in 1990, showed no measurable change from 1990 to 2000, and fell again from 8.1 percentage points

in 2000 to 2.8 percentage points in 2013 (table 4.2). The White-Hispanic gap in status completion rates showed no clear trend between 1973 and 2000, but fell from 27.7 percentage points in 2000 to 9.3 percentage points in 2013. The status completion rate gaps between Black and Hispanic students widened from 12.9 percent in 1973 to 24.1 percent in 1990, showed no measurable change from 1990 to 2000, and narrowed from 19.6 percent in 2000 to 6.6 percent in 2013.

Indicator 4:
STATUS COMPLETION RATE

Status completion rates by sex

Between 1973 and 2013, the status completion rate for male 18- to 24-year-olds increased from 84.0 percent to 91.4 percent (table 4.2). The female status completion rate also increased, from 83.4 percent in 1973 to 92.6 percent in 2013. In 2013 there was no measurable difference in status dropout rates between male (91.4 percent) and female (92.6 percent) 18- to 24-year-olds.

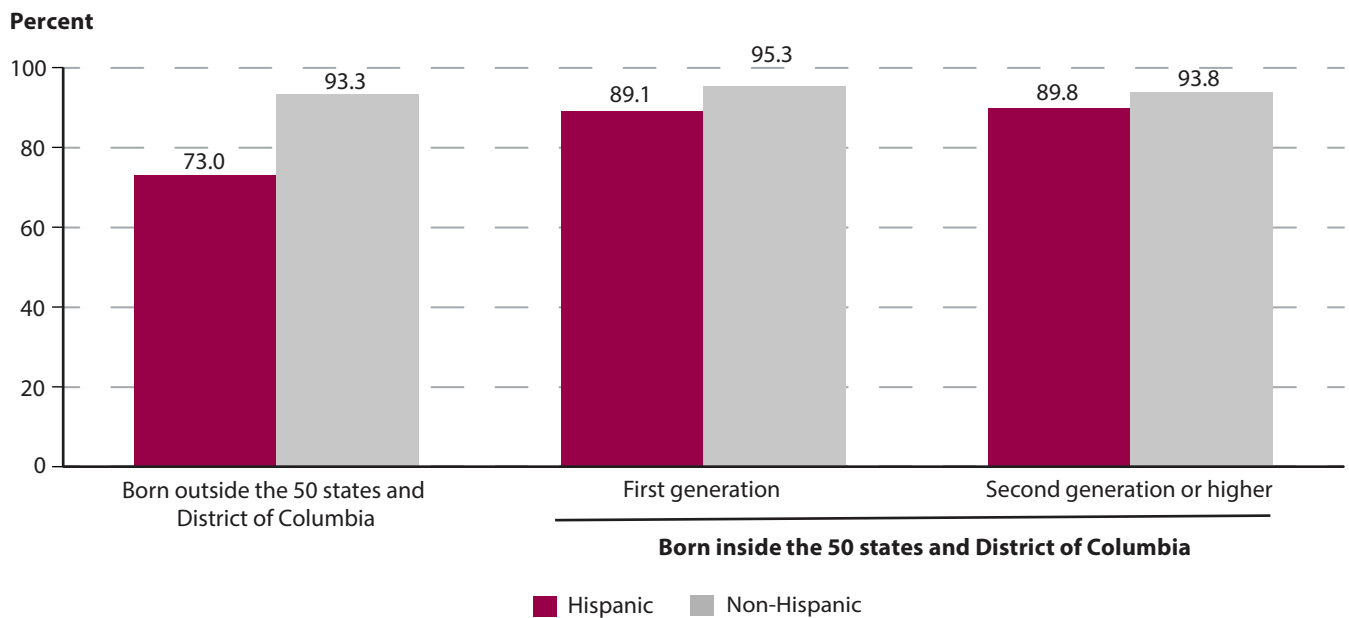
Status completion rates by race/ethnicity and sex

Within each of the racial/ethnic groups measured, there was no significant difference between male and female status completion rates in 2013 (table 4.1).

Status completion rate by disability status

In 2013, the status completion rate for 18- to 24-year-olds with disabilities was lower than that of their peers without disabilities (81.3 and 92.4 percent, respectively; figure 4.1 and table 4.1).

Figure 4.3. Status completion rates of 18- to 24-year-olds, by ethnicity and recency of immigration: October 2013



NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. The United States includes the 50 states and the District of Columbia. Individuals defined as “first generation” were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as “second generation or higher” were born in the United States, as were both of their parents. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See table 4.1.

Indicator 4:
STATUS COMPLETION RATE

Status completion rates by recency of immigration

Status completion rates of foreign-born and U.S.-born 18- to 24-year-old young adults can also be compared.¹ The status completion rate for foreign-born Hispanic young adults was 73.0 percent, which was lower than the rate for those who were first generation (89.1 percent) as well as the rate for those who were second generation or higher (89.8 percent; figure 4.3 and table 4.1). The status completion rate for first-generation Hispanic young adults was not measurably different from the rate for Hispanic young adults who were second generation or higher. Within each of the three recency of immigration

categories, Hispanic status completion rates were lower than the rates for non-Hispanic young adults. Status completion rates did not differ by recency of immigration for non-Hispanic young adults.

Status completion rates by region

Status completion rates in the United States varied by geographic region. In 2013, 18- to 24-year-olds in the South (91.2 percent) and the West (91.2 percent) had lower status completion rates in 2013 than their peers in the Northeast (93.4 percent) and Midwest (93.2 percent; table 4.1).

Endnotes

¹ The following recency of immigration categories are used in this analysis: (1) foreign-born individuals; (2) first-generation individuals (those who were born in the United States but have at least one parent born outside of the United States); and (3) individuals who are second generation or higher (those who were born in the United States and whose parents were both born in the United States).

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Indicator 5:

ADJUSTED COHORT GRADUATION RATE

81% (2012–13)

Source: *EDFacts*

The adjusted cohort graduation rate (ACGR) provides information about the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th grade for the first time) with a regular diploma.¹ The high school completion rate (indicator 4) is not sensitive to the timing of when individuals obtained their credentials whereas ACGR is. State education agencies (SEAs) calculate the ACGR using detailed data that track each student over time. As a result, the ACGR is considered the most accurate measure available for reporting on-time graduation rates (Seastrom et al. 2006). However, the ACGR is relatively new graduation rate measure, and in many states the detailed data required to calculate the ACGR have only become available in recent years.

ACGRs are more comparable across states than the graduation rates previously compiled by the U.S. Department of Education. However, there has been some variation in the way that individual states have interpreted and implemented ACGR requirements.² In addition, graduation requirements for obtaining a regular public high school diploma vary across states.

The ACGR is different from the averaged freshman graduation rate (AFGR), presented in indicator 6. The AFGR uses aggregated public school enrollment data and diploma counts to approximate a 4-year graduation rate. The AFGR estimate is not as accurate as the ACGR; however, the AFGR can be estimated annually as far back as the 1960s. The ACGR is only available nationally since 2010–11.

The ACGR is also different from the high school status completion rate, presented in indicator 4. The status completion rate measures the percentage of all 18- to

Adjusted Cohort Graduation Rate (ACGR)

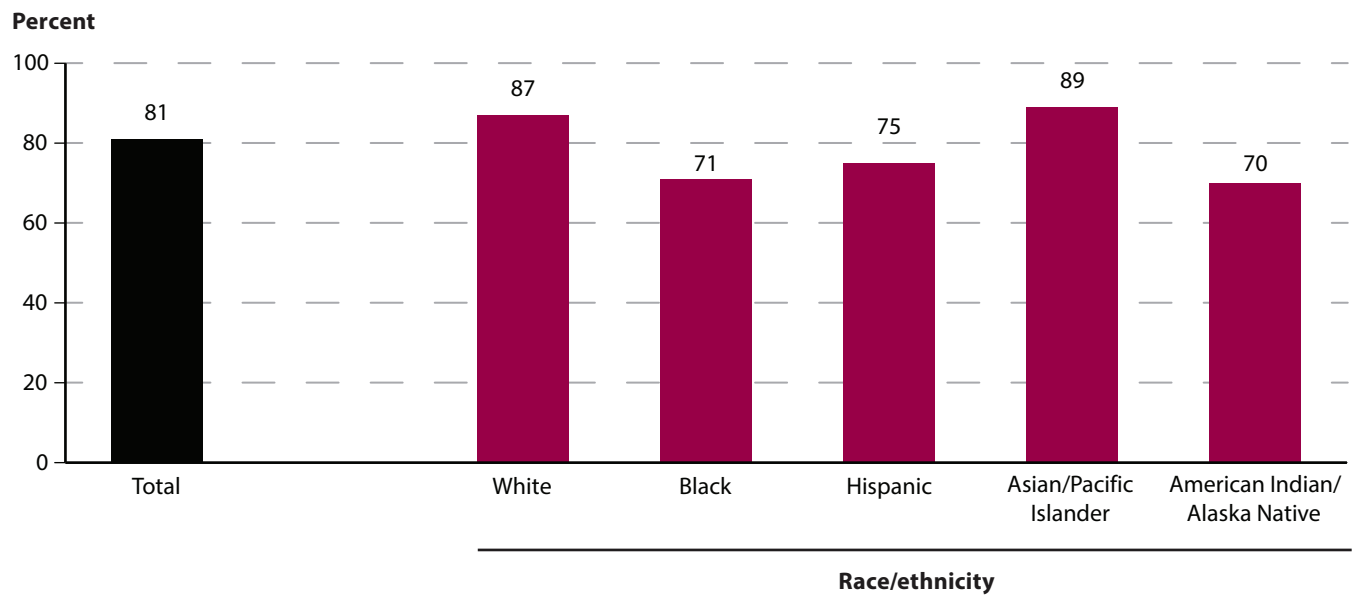
Definition: The percentage of first-time 9th graders in public high schools who graduate with a regular diploma within 4 years.

Population: Public high school students who form the adjusted cohort for the graduating class (the number of first-time 9th-graders plus students who subsequently transfer in minus students who subsequently transfer out, emigrate, or die during 9th, 10th, 11th, or 12th grade).

Credentials: A regular high school diploma or a diploma that recognizes some higher level of academic achievement.

Data Source: The ACGR is calculated by state education agencies (SEAs) and submitted to the U.S. Department of Education through the *EDFacts* submission system.

24-year-olds living in the U.S. who have a high school credential (a regular high school diploma, an alternative credential, or a GED) obtained from a public or private school or institution, including credentials from foreign schools or institutions. In contrast, the ACGR focuses on regular high school diploma recipients among a single cohort of U.S. public high school students. In addition, the status completion rate is not sensitive to the timing of when students obtained their credentials, while the ACGR counts as graduates only those students who obtain a regular high school diploma within 4 years of starting 9th grade.

ADJUSTED COHORT GRADUATION RATE**Figure 5.1. Adjusted cohort graduation rate (ACGR) of public high school students, by race/ethnicity: 2012–13**

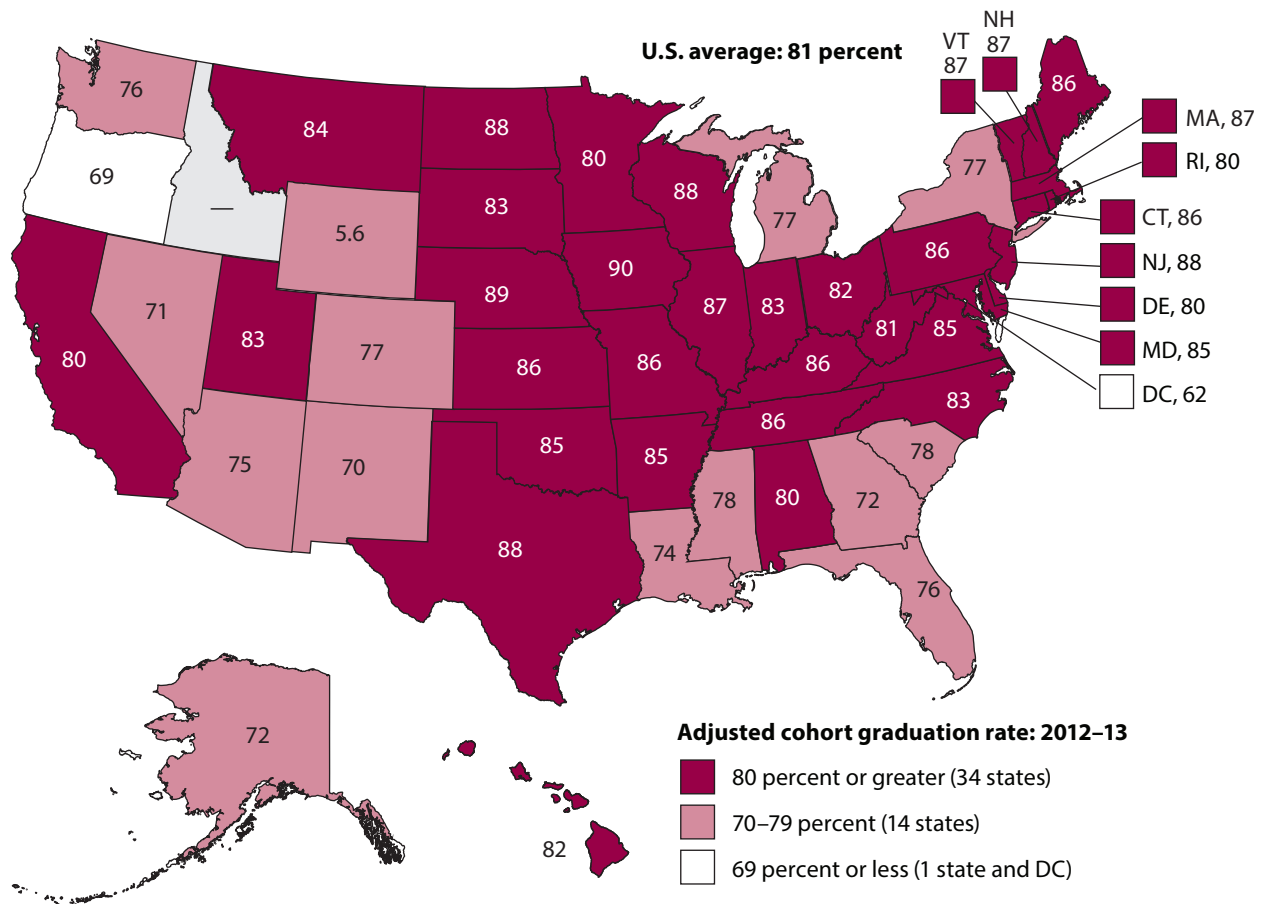
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using both the reported 4-year ACGR data from 49 states and the District of Columbia and using imputed data for Idaho. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2012–13. See table 5.1.

Total ACGR

The estimated national 4-year ACGR for public high school students increased over the first three years it was collected by the U.S. Department of Education, from 79 percent in 2010–11 to 80 percent in 2011–12 and 81 percent in 2012–13 (figure 5.1 and table 5.1).³ These rates indicate that approximately 4 out of 5 students receive a regular high school diploma within 4 years of entering 9th grade.

The 2012–13 ACGR ranged from 62 percent in the District of Columbia to 90 percent in Iowa (figure 5.2 and table 5.1). Thirty-four states had rates of 80 percent or higher, as shown in figure 5.2. Only the District of Columbia and Oregon had rates below 70 percent (62 and 69 percent, respectively). Idaho did not report ACGR data for 2012–13, due to an approved timeline extension.

ADJUSTED COHORT GRADUATION RATE**Figure 5.2. Adjusted cohort graduation rate (ACGR) of public high school students, by state: 2012–13**

—Not available.

NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using both the reported 4-year ACGR data from 49 states and the District of Columbia and using imputed data for Idaho. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2012–13. See table 5.1.

ACGR by race/ethnicity

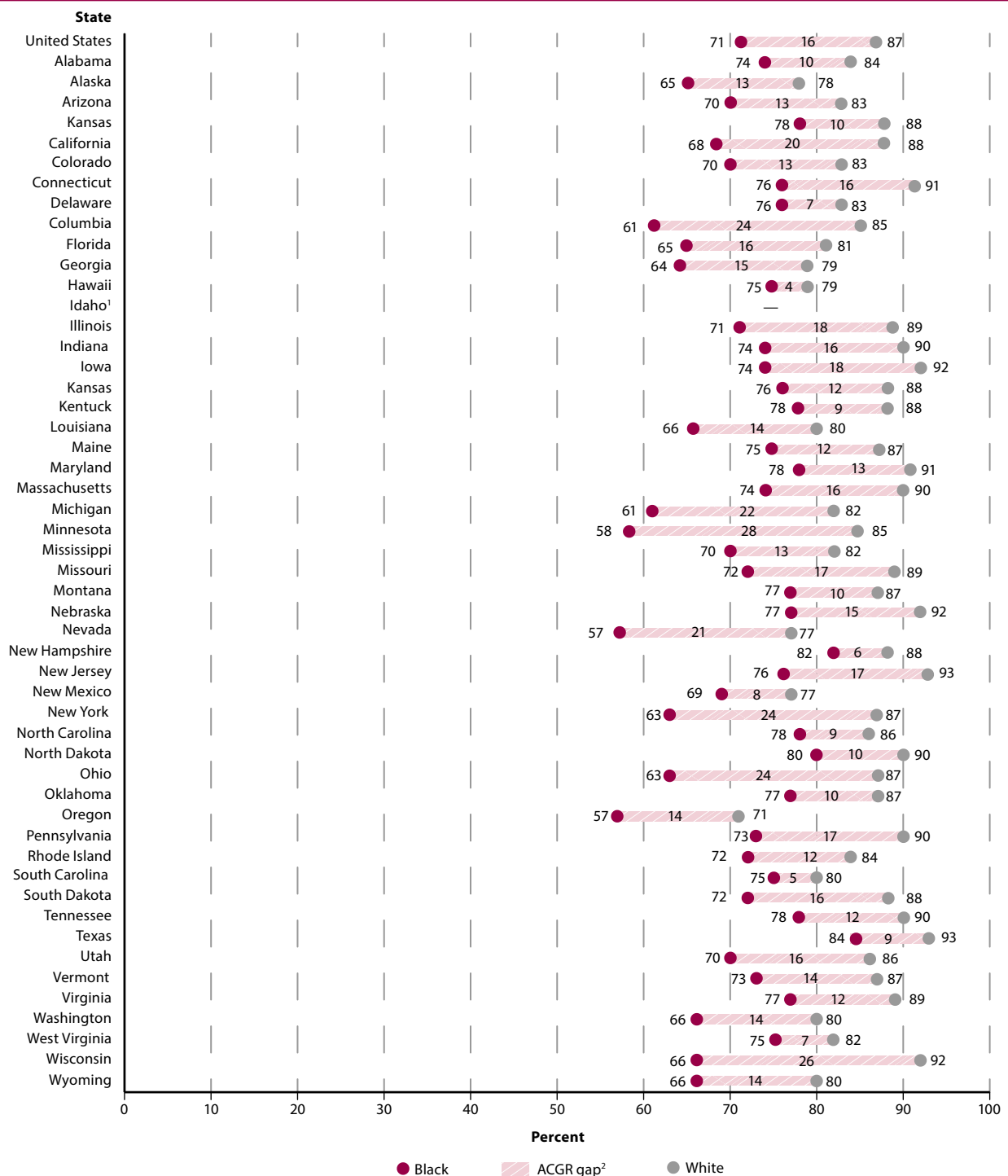
American Indian/Alaska Native (70 percent), Black (71 percent), and Hispanic (75 percent) students had 4-year ACGRs below the overall national rate of 81 percent in 2012–13. White (87 percent) and Asian/Pacific Islander (89 percent) students had ACGRs above the overall national rate (figure 5.1 and table 5.1). Across states, ACGRs for White students ranged from 71 percent in Oregon to 93 percent in New Jersey and Texas, and were higher than the national average for the whole population (81 percent) in 38 states and the District of Columbia. ACGRs for Black students ranged from 57 percent in Nevada and Oregon to 84 percent in Texas and were higher than the national average for the whole population in only one state (New Hampshire). ACGRs for Hispanic students ranged from 59 percent

in Minnesota to 85 percent in Texas and were higher than the national average for the whole population in five states: Texas, Indiana, Vermont, Arkansas, and West Virginia. See table 5.1 for specific states with subgroup graduation rates above or below the national average for the whole population.

In 2012–13, the national ACGR for White students (87 percent) was 16 percentage points higher than the national ACGR for Black students (71 percent).⁴ White public high school students had higher ACGRs than Black public high school students in each state for which data were available. The White-Black ACGR gap varied across states from 4 percentage points in Hawaii to 28 percentage points in Minnesota (figure 5.3).

ADJUSTED COHORT GRADUATION RATE

Figure 5.3. Adjusted cohort graduation rate (ACGR) of Black and White public high school students, by state: 2012–13



—Not available.

¹ The Department of Education’s Office of Elementary and Secondary Education approved a timeline extension for Idaho to begin reporting 4-year ACGR data, resulting in the 4-year ACGR not being available.

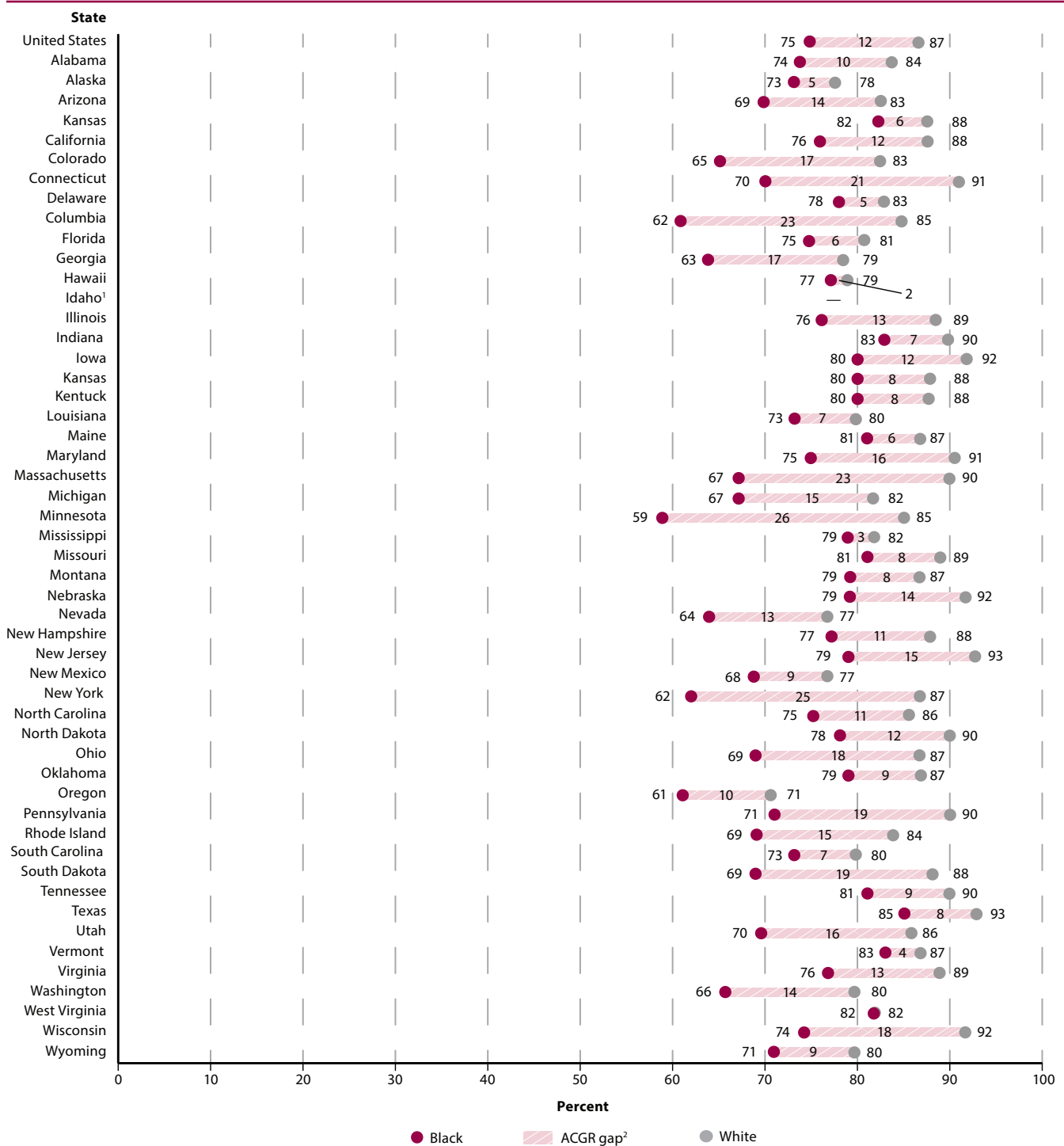
² The graduation rate gaps were calculated using graduation rates that were rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.

NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using both the reported 4-year ACGR data from 49 states and the District of Columbia and using imputed data for Idaho. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2012–13. See table 5.1.

Indicator 5:
ADJUSTED COHORT GRADUATION RATE

Figure 5.4. Adjusted cohort graduation rate (ACGR) of Hispanic and White public high school students, by state: 2012–13



—Not available.

¹ The Department of Education’s Office of Elementary and Secondary Education approved a timeline extension for Idaho to begin reporting 4-year ACGR data, resulting in the 4-year ACGR not being available.

² The graduation rate gaps were calculated using graduation rates that were rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.

NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using both the reported 4-year ACGR data from 49 states and the District of Columbia and using imputed data for Idaho. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2012–13. See table 5.1.

ADJUSTED COHORT GRADUATION RATE

Similar ACGR gaps were present between White and Hispanic public high school students. The national ACGR for White students (87 percent) was 12 percentage points higher than the rate for Hispanic students (75 percent). The rates for White students were higher than the rates for Hispanic students in every state for which data were available except West Virginia. In West Virginia, ACGRs for both White and Hispanic students were 82 percent. The state having the largest ACGR gap between White and Hispanic students (26 percentage points) was Minnesota, where the rate was 85 percent for White students and 59 percent for Hispanic students (figure 5.4).

ACGR by special populations

The U.S. Department of Education also collects ACGRs for economically disadvantaged students, students with disabilities, and limited English proficient students. In

2012–13, the national ACGRs for low income students (73 percent), limited-English proficient students (61 percent), and students with disabilities (62 percent) were lower than the overall national ACGR of 81 percent (table 5.1). However, the criteria under which students are counted in these subgroups vary across states. The graduation rates for students with disabilities, in particular, are sensitive to a state's definition of what constitutes a regular high school diploma.

ACGRs for economically disadvantaged students ranged from 59 percent in the District of Columbia to 85 percent in Kentucky. ACGRs varied even more widely for limited English proficient students (from 20 percent in Arizona to 83 percent in West Virginia). For students with disabilities, ACGRs ranged from 23 percent in Mississippi to 80 percent in Arkansas.

Endnotes

¹ Those students who were awarded a certificate of completion, a GED credential, or other alternate credential are not included as graduates in the ACGR calculations.

² Examples of ways in which the calculated ACGR may vary among states include how students are identified for inclusion in certain subgroups; how the beginning of the cohort is defined; and whether summer school students are included.

³ This indicator uses graduation rates that have been rounded to whole numbers. Comparisons among states and between racial and ethnic groups may differ slightly from comparisons based on unrounded rates.

⁴ The ACGR gaps were calculated using graduation rates that were rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.

Indicator 6:

AVERAGED FRESHMAN GRADUATION RATE

82% (2012–13)

Source: Common Core of Data

The averaged freshman graduation rate (AFGR) is an estimate of the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th 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. Regular diploma earners are individuals who were awarded a regular high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who met or exceeded the coursework and performance standards for high school graduation established by a state or other relevant authority. Other high school completers (those who were awarded a certificate of completion, a GED, or other alternate credentials) are not included as graduates in the AFGR calculations because they are not considered regular diploma earners.

The AFGR is different from the adjusted cohort graduation rate (ACGR), presented in indicator 5. The AFGR uses aggregate enrollment data and diploma counts to estimate a graduation rate, while the ACGR uses detailed student-level data to track enrollment and completions over time and calculate a precise graduation rate. Although it is less accurate than the ACGR, the AFGR can be estimated historically over a 40-year time span, whereas the student-level records required for the ACGR have become available only in recent years in many states.

Averaged Freshman Graduation Rate (AFGR)

Definition: An estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade.

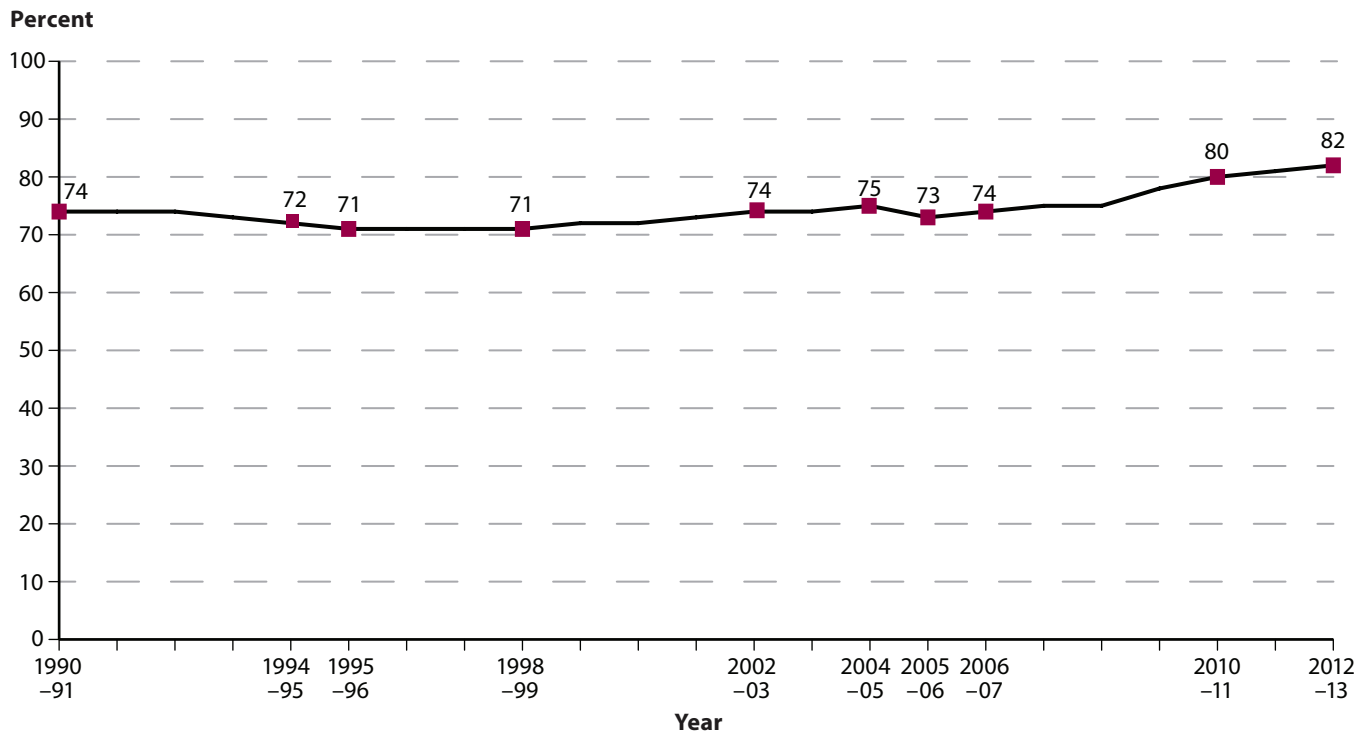
Population: The incoming class of public high school freshmen, estimated by summing the enrollment in 8th grade in year one, 9th grade for the next year, and 10th grade for the year after, and then dividing by three.

Credentials: A regular high school diploma, or a diploma that recognizes some higher level of academic achievement.

Data Source: Common Core of Data (CCD)

National AFGR

The AFGR decreased from 74 percent in 1990–91 to 71 percent in 1995–96, and then rose from 71 percent in 1998–99 to 75 percent in 2004–05 (figure 6.1).¹ After a brief decline to 73 percent in 2005–06, the AFGR rose steadily to reach 82 percent in 2012–13, the highest rate observed in the years for which the AFGR is available (table 6.1).²

AVERAGED FRESHMAN GRADUATION RATE**Figure 6.1. Averaged freshman graduation rate (AFGR) for public secondary schools in the United States: Selected years, 1990–91 through 2012–13**

NOTE: The averaged freshman graduation rate (AFGR) provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The AFGR 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 rates in this figure are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 through 2007–08; "State Dropout and Completion Data File," 2005–06 through 2012–13. See Table 6.2.

AFGR by state

In 2012–13, the AFGR ranged from 68 percent in Nevada and Mississippi to 93 percent in Nebraska and Wisconsin (table 6.2). The AFGR was also above 90 percent in Minnesota (91 percent) and North Dakota (91 percent). In contrast, seven states had AFGRs of less

than 75 percent: South Carolina (74 percent), Alabama (74 percent), Louisiana (73 percent), New Mexico (72 percent), Georgia (71 percent), Mississippi (68 percent), and Nevada (68 percent).

Endnotes

¹This indicator uses graduation rates that have been rounded to whole numbers. Comparisons across time and between states may differ slightly from comparisons based on unrounded rates.

²The averaged freshman graduation rate is available for school years 1969–70 through 2012–13. See *Digest of Education Statistics 2015*, table 219.10.

Indicator 7:

INDIVIDUALS WHO PASSED THE GED TEST

541,000 (2013)

Source: GED Testing Service (GEDTS)

This indicator presents data from the GED Testing Service (GEDTS)¹ to describe changes over time in the number of individuals who attempted, completed, and passed the GED test. The indicator also examines the age distribution of individuals who passed the GED test. GED programs provide individuals who did not complete a regular high school program of study the opportunity to obtain an alternative high school credential. There are several reasons why a student may not complete a high school program. For example, a student may drop out of high school or immigrate into the country without ever enrolling in a U.S. high school. The GED is accepted by most colleges and universities that require a high school diploma for admission, and most companies that have positions requiring a high school diploma accept the GED as an alternative credential (American Council on Education 2009).

Although the opportunity to earn a GED is an important one for those who do not earn a regular high school diploma, GED recipients tend to fare significantly worse than those holding regular diplomas across a range of measures. For example, while GED recipients who go on to postsecondary education experience the same economic benefits as regular high school diploma earners who go on to postsecondary education, GED recipients attend postsecondary programs at much lower rates than regular high school diploma earners (American Council on Education 2010). Of all students who attend postsecondary education programs, GED recipients have lower completion rates than students who hold regular high school diplomas. Also, while high school dropouts with relatively low cognitive skills experience increases in income after

Individuals Who Passed the GED Test

Definition: Number of individuals ages 16 or older who completed and passed all five tests in the GED battery.

Population: Individuals ages 16 or older.

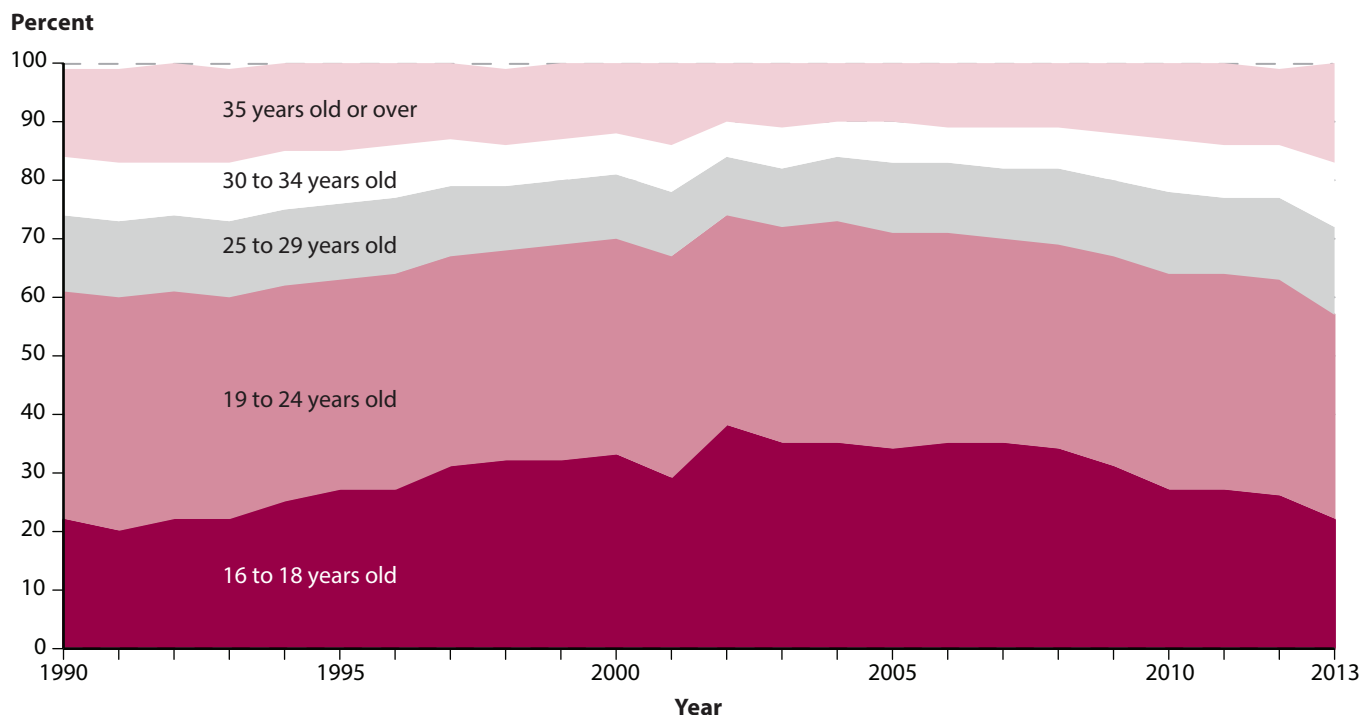
Credentials: Completed and passed all five tests in the GED battery.

Data Source: GED Testing Service (GEDTS)

earning a GED, dropouts with relatively high cognitive skills do not experience increases in income after earning a GED (see Boesel, Alsalam, and Smith [1998] and Tyler [2003] for overviews of GED research).

Number Attempting, Completing, and Passing the GED Test

In 2013, some 816,000 individuals in the United States ages 16 years and older attempted to complete at least one subsection of the GED test, and 714,000 attempted to complete the entire test (table 7.1). Of the individuals who attempted to complete the entire test, 541,000 (76 percent) successfully passed the entire GED battery of five tests. Between 1989 and 2013, the percentage of test passers fluctuated but never fell below 66 percent. Over the past 10 years, the percentage of individuals who successfully passed the GED in its entirety has stayed at or above 70 percent in all but three years—2006, 2009, and 2012.

INDIVIDUALS WHO PASSED THE GED TEST**Figure 7.1. Percentage distribution of people passing the GED test, by age group: 1990 through 2013**

NOTE: Data are for the United States only and exclude other jurisdictions. The less than 1 percent of people who failed to report their date of birth—2,948 of the 540,535 test passers in 2013—were excluded from the calculation. Data for 2002 and later years are for people passing the GED tests (i.e., earning both a passing total score on the test battery and a passing score on each individual test). Data for 2001 and prior years are for high school equivalency credentials issued by the states to GED test passers. In order to receive high school equivalency credentials in some states, GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government). A revised GED test was introduced in 2002. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002.

SOURCE: American Council on Education, General Educational Development Testing Service, the GED annual *Statistical Report*, 1971 through 1992; *Who Took the GED?* 1993 through 2001; *Who Passed the GED Tests?* 2002 through 2005; and *GED Testing Program Statistical Report*, 2006 through 2013. See table 7.1.

Age Distribution of Individuals Passing the GED Test

Of the several age categories examined in this indicator, 19- to 24-year-olds accounted for the largest percentage of GED test passers in the United States in nearly every year since 1990 (figure 7.1 and table 7.1). Those who were 30 to 34 years old accounted for the smallest percentage of GED test passers in every year since 1990.

Of those who passed the GED test in 2013, about 22 percent were 16- to 18-year-olds, 35 percent were 19- to 24-year-olds, 15 percent were 25- to 29-year-olds, 11 percent were 30- to 34-year-olds, and 17 percent were 35 years or older.

Endnotes

¹ Although GEDTS designs and administers the GED test, states and sometimes jurisdictions within states set many GED-related policies, such as who can take the test, how much preparation is required, how and when the test can be retaken, how much the test costs, and the official name of the resulting credential (see <http://www.gedtesting.com/testers/2014policypages> for details). In addition, in some states GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government) in order to receive a high school equivalency credential.

Spotlight

Characteristics of High School Dropouts and Stopouts: New Evidence From the High School Longitudinal Study of 2009 (HSLs:09)

The high school dropout rates presented elsewhere in this report describe youth who have exited school without completing a high school credential. However, there are many aspects of the dropout problem that are not captured by these rates. Some youth who drop out of high school return to continue their education later. To what extent do students return to school after dropping out? And how do these temporary dropouts differ from current dropouts and students who never dropped out? Also, what reasons do students cite when they drop out of school?

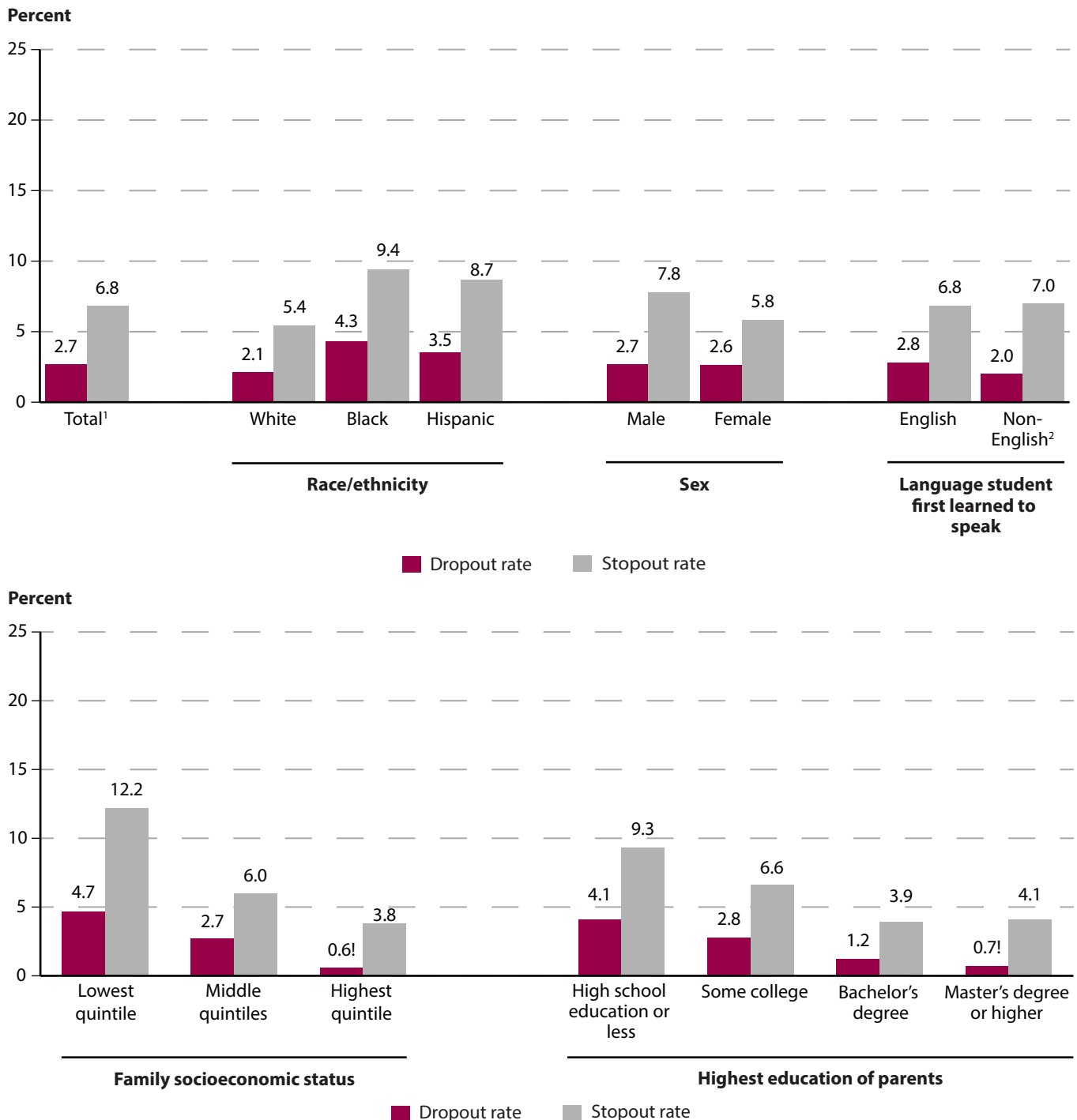
Recent findings from an NCEs survey shed light on these questions. The High School Longitudinal Study of 2009 (HSLs:09) surveyed a nationally representative sample of 9th-graders in 2009 about their demographic backgrounds and academic experiences, as well as their attitudes about and levels of engagement with school. NCEs followed up with the same students in

2012 to collect additional information, including their enrollment history. Responses from these surveys were used to compute nationally representative estimates of high school students' educational experiences (Rosen and Chen 2015).

Responses from the HSLs:09 survey show that 2.7 percent of 2009 ninth-graders were dropouts at the time of the 2012 follow-up survey, when most of the cohort was completing 11th grade (figure S.1). An additional 6.8 percent of 2009 ninth-graders had experienced at least one 4-week or longer period of time out of school between 2009 and 2012, but were enrolled in high school at the time of the 2012 follow-up survey. These temporary dropouts were termed *stopouts*. The remaining 90.5 percent of 2009 ninth-graders were continuous students, students who had never dropped out of high school (table S.1).

CHARACTERISTICS OF HIGH SCHOOL DROPOUTS AND STOPOUTS

Figure S.1. Percentage of high school dropouts and stopouts among 2009 ninth-graders, by selected characteristics: 2012



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

¹ Includes other racial/ethnic categories not separately shown.

² Includes respondents who learned to speak English and a non-English language at the same time.

NOTE: The dropout rate is the percentage of 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 HSLs follow-up interview when most of the cohort were in 11th grade. The stopout rate is the percentage of 2009 ninth-graders who experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 HSLs follow-up interview. Family socioeconomic status is based on a composite variable calculated using parents'/guardians' education, occupation, and family income, as reported on the 2009 HSLs base-year survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *High School Dropouts and Stopouts: Demographic Backgrounds, Academic Experiences, Engagement, and School Characteristics* (NCES 2015-064).

CHARACTERISTICS OF HIGH SCHOOL DROPOUTS AND STOPOUTS

Dropout and stopout rates by demographic characteristics

There was no measurable difference in dropout rates between males and females; however, a greater percentage of males than females were stopouts (7.8 versus 5.8 percent; figure S.1; table S.1). The White dropout rate (2.1 percent) was lower than the Black dropout rate (4.3 percent) but not measurably different from the Hispanic dropout rate (3.5 percent). The White stopout rate (5.4 percent) was lower than both the Black (9.4 percent) and Hispanic (8.7 percent) stopout rates.

Dropout and stopout rates were higher for students from lower socioeconomic status¹ (SES) families (figure S.1; table S.1). The dropout rate for students from families in the lowest SES quintile was 4.7 percent, which was higher than the rate for their peers from the middle SES quintiles (2.7 percent) and the highest SES quintile (0.6 percent). Similarly, stopout rates were higher for youth from the lowest SES quintile (12.2 percent) than for youth from the middle quintiles (6.0 percent) and the highest quintile (3.8 percent).

Dropout and stopout rates also varied by the highest level of education achieved by students' parents (figure S.1; table S.1). Students whose parents had attained a high school education or less had dropout and stopout rates of 4.1 and 9.3 percent, respectively. Dropout and stopout rates were lower for students whose parents had completed some college (2.8 percent and 6.6 percent, respectively) and for those whose parents had attained a bachelor's degree (1.2 percent and 3.9 percent, respectively). The dropout and stopout rates for students whose parents had attained a master's degree (0.7 and 4.1 percent, respectively) were not measurably different from the dropout and stopout rates for students whose parents had attained only a bachelor's degree.

Academic characteristics

Findings from the HSLs:09 study show that dropouts, stopouts, and continuously enrolled students differed in a variety of other ways. For example, the survey asked students in 2009 about the highest level of education that they expected to attain. A greater percentage of dropouts and stopouts (45 and 25 percent, respectively) than of continuously enrolled students (13 percent) expected to complete only a high school level of

education or less (table S.2). In contrast, a greater percentage of continuously enrolled students than of dropouts and stopouts expected that their highest level of educational attainment would be a bachelor's degree (18 percent for continuously enrolled students, 7 percent for dropouts, and 13 percent for stopouts) or a master's degree or higher (41 percent for continuously enrolled students, 17 percent for dropouts, and 30 percent for stopouts).

The HSLs:09 study also included an assessment of students' skills in mathematics. Students were divided into five groups, or quintiles, based on their math scores in 2009. The percentages of dropouts and stopouts who scored in the lowest quintile (50 and 35 percent, respectively) were higher than the percentage of continuously enrolled students who scored in the lowest quintile (18 percent; table S.2).

Friends' dropout history

The HSLs survey also asked students how many of their friends had dropped out of high school. Nearly three quarters (74 percent) of continuously enrolled students reported that none of their friends had dropped out of school (table S.2). In contrast, only 22 percent of dropouts and 47 percent of stopouts reported that none of their friends had dropped out. Twenty-one percent of continuously enrolled students reported that less than half of their friends had dropped out of school, compared to 50 percent of dropouts and 31 percent of stopouts. Only 3 percent of continuously enrolled students reported that half or more of their friends had dropped out of school, compared to 19 percent for dropouts and 14 percent for stopouts.

School engagement and academic behaviors

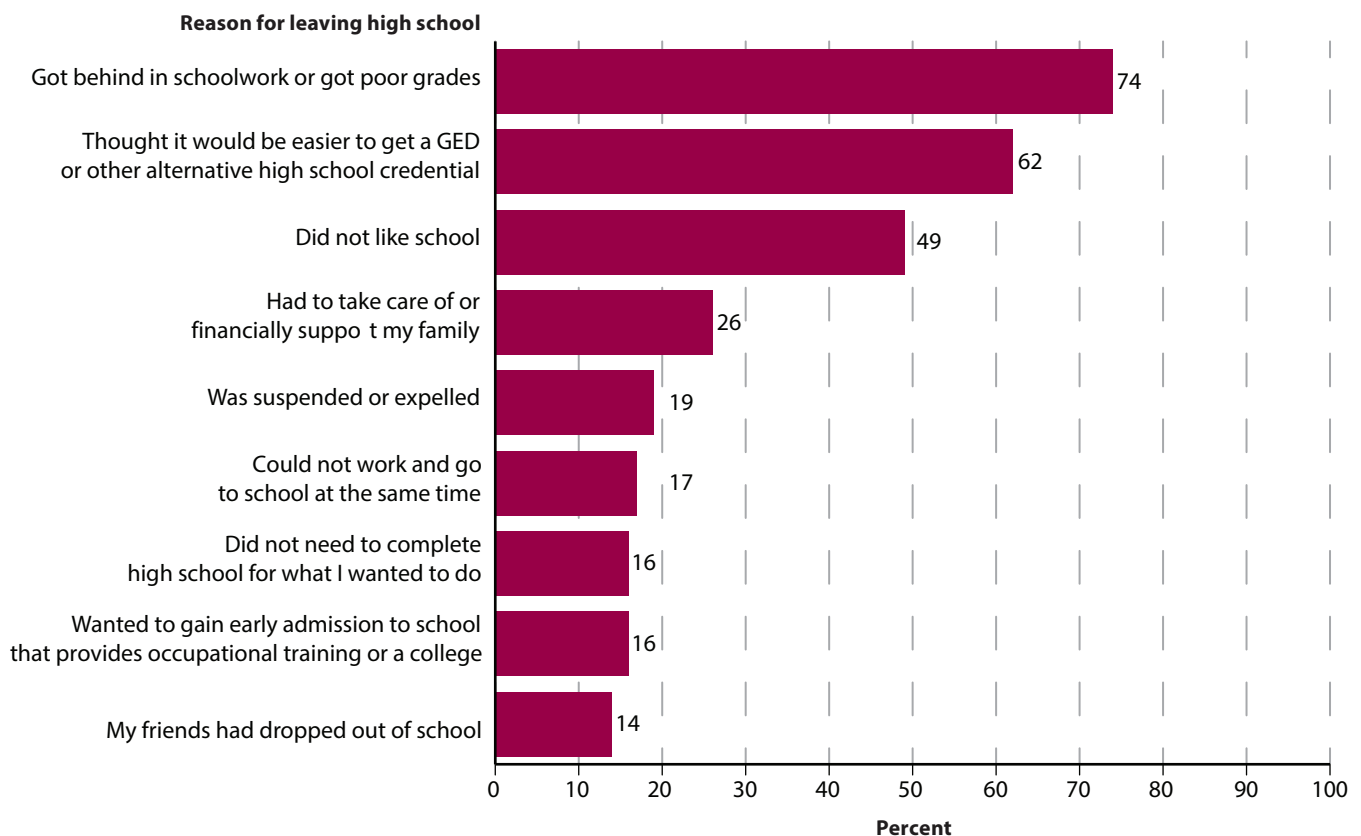
Attendance is an important measure of students' engagement with school. Better attendance is related to higher academic achievement (Epstein and Sheldon 2002; Ready 2010). Chronic absenteeism, on the other hand, is associated with increased risk of dropping out of school and other adverse outcomes (McCluskey, Bynum, and Patchin 2004; Baker, Sigmon, and Nugent 2001). Only 7 percent of continuously enrolled students reported being absent from school 10 or more times in the 6 months prior to the 2012 follow-up interview, while 20 percent of stopouts and 32 percent of dropouts reported being absent 10 or more times in this 6-month period (table S.2).

CHARACTERISTICS OF HIGH SCHOOL DROPOUTS AND STOPOUTS

School disciplinary incidents are another important measure of students' engagement with school. Suspensions are often associated with negative academic outcomes, such as lower levels of achievement and higher dropout rates (Christle, Nelson, and Jolivet 2004; Skiba, Michael, Nardo, and Peterson 2002). Overall, youth who were dropouts or stopouts reported being put on in-school suspension more frequently than continuously enrolled students (table S.2). For example, only 11 percent of continuously enrolled students reported being put on in-school suspension

in the 6 months prior to the 2012 follow-up interview, compared with 30 percent of stopouts and 50 percent of dropouts. Among dropouts, 4 percent reported being suspended 7–9 times and 5 percent reported being suspended 10 or more times. Stopouts reported lower in-school suspension rates: 1 percent reported being suspended 7–9 times and 3 percent being suspended 10 or more times. In contrast, less than 1 percent of continuously enrolled students reported being suspended 7 or more times.

Figure S.2. Percentage of current dropouts among 2009 ninth-graders citing various reasons for leaving high school: 2012



NOTE: Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 HSLs follow-up interview, when most of the cohort was in 11th grade. Percentages sum to more than 100 percent because respondents were able to choose multiple reasons for leaving school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *High School Dropouts and Stopouts: Demographic Backgrounds, Academic Experiences, Engagement, and School Characteristics* (NCES 2015-064).

CHARACTERISTICS OF HIGH SCHOOL DROPOUTS AND STOPOUTS**Reasons cited for dropping out of school**

The HSLs:09 survey asked current dropouts to identify the reasons that they dropped out of school. Respondents were able to choose more than one reason, so the percentages across reasons add up to more than 100 percent. The most commonly cited reason for dropping out was that the individual got behind in schoolwork or got poor grades; this reason was cited by 74 percent of dropouts (figure S.2; table S.3). The next most commonly cited reasons were that the individual thought it would be easier to get a GED or other alternative high school credential (62 percent)

and that the individual did not like school (49 percent). Smaller percentages of dropouts reported that they left school because they had to take care of or financially support their family (26 percent), were suspended or expelled (19 percent), could not work and go to school at the same time (17 percent), or did not need to complete high school for what they wanted to do (16 percent). Additionally, 16 percent reported that they wanted to gain early admission to a school that provides occupational training or a college, and 14 percent cited the fact that their friends had also dropped out of school.

Endnotes

¹ Socioeconomic status is a composite variable calculated using parents'/guardians' education, occupation, and family income, as reported on the 2009 base-year survey of HSLs:09.

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TABLES

Table 1.1. Population of 15- to 24-year-olds enrolled in grades 10 through 12, number who dropped out (event dropouts), percentage who dropped out (event dropout rate), and percentage distribution, by selected characteristics: 2013

[Standard errors appear in parentheses]

Selected characteristic	15- to 24-year-olds enrolled in grades 10 through 12									
	Number (in thousands)				Event dropout rate (percent) ³		Percentage distribution			
	Total population ¹		Event dropouts ²		Event dropout rate (percent) ³		Total population ¹		Event dropouts ²	
1	2		3		4		5		6	
Total	10,854	(122.5)	508	(44.4)	4.7	(0.40)	100.0	(†)	100.0	(†)
Sex										
Male.....	5,525	(79.4)	267	(29.8)	4.8	(0.53)	50.9	(0.54)	52.5	(3.85)
Female.....	5,329	(89.8)	241	(29.3)	4.5	(0.55)	49.1	(0.54)	47.5	(3.85)
Race/ethnicity										
White.....	6,006	(79.5)	256	(30.8)	4.3	(0.51)	55.3	(0.57)	50.4	(4.32)
Black.....	1,535	(59.5)	88	(18.3)	5.8	(1.17)	14.1	(0.51)	17.4	(3.19)
Hispanic.....	2,302	(65.2)	132	(22.6)	5.7	(0.95)	21.2	(0.50)	26.0	(3.70)
Asian.....	561	(32.3)	10 †	(4.4)	1.8 †	(0.78)	5.2	(0.29)	2.0 †	(0.91)
Pacific Islander.....	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native.....	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races.....	351	(27.4)	18 †	(8.3)	5.0 †	(2.34)	3.2	(0.3)	3.5 †	(1.6)
Family income⁴										
Low income.....	1,464	(76.7)	105	(19.8)	7.2	(1.31)	13.5	(0.66)	20.7	(3.37)
Middle income.....	6,371	(118.0)	311	(32.1)	4.9	(0.49)	58.7	(0.89)	61.2	(3.68)
High income.....	3,020	(85.9)	92	(16.9)	3.0	(0.56)	27.8	(0.76)	18.1	(2.90)
Age⁵										
15–16.....	3,058	(83.0)	159	(23.0)	5.2	(0.73)	28.2	(0.66)	31.3	(3.83)
17.....	3,506	(50.0)	139	(21.7)	4.0	(0.62)	32.3	(0.47)	27.3	(3.54)
18.....	2,986	(62.5)	85	(17.1)	2.9	(0.58)	27.5	(0.51)	16.8	(3.02)
19.....	875	(50.7)	63	(14.7)	7.2	(1.61)	8.1	(0.43)	12.4	(2.61)
20–24.....	428	(43.1)	62	(15.5)	14.4	(3.41)	3.9	(0.39)	12.1	(2.84)
Recency of immigration⁶										
Born outside the United States										
Hispanic.....	382	(34.5)	27 †	(10.3)	7.0 †	(2.55)	3.5	(0.31)	5.3 †	(1.93)
Non-Hispanic.....	481	(39.2)	20 †	(6.9)	4.1 †	(1.44)	4.4	(0.35)	3.9 †	(1.35)
First generation										
Hispanic.....	1,060	(54.6)	68	(16.2)	6.4	(1.45)	9.8	(0.48)	13.3	(2.95)
Non-Hispanic.....	874	(55.7)	20 †	(7.3)	2.3 †	(0.85)	8.1	(0.50)	4.0 †	(1.40)
Second or later generation										
Hispanic.....	860	(53.0)	38	(9.9)	4.4	(1.11)	7.9	(0.47)	7.4	(1.86)
Non-Hispanic.....	7,197	(96.6)	336	(34.7)	4.7	(0.47)	66.3	(0.66)	66.2	(3.76)
Disability status⁷										
With a disability.....	401	(35.4)	31 †	(11.0)	7.8 †	(2.84)	3.7	(0.32)	6.1 †	(2.05)
Without a disability.....	10,454	(121.5)	477	(42.1)	4.6	(0.39)	96.3	(0.32)	93.9	(2.05)
Region										
Northeast.....	1,868	(69.9)	41	(10.7)	2.2	(0.57)	17.2	(0.63)	8.1	(2.08)
Midwest.....	2,352	(75.6)	107	(21.2)	4.5	(0.85)	21.7	(0.63)	21.1	(3.77)
South.....	3,936	(104.4)	228	(31.9)	5.8	(0.79)	36.3	(0.84)	44.9	(4.32)
West.....	2,699	(81.3)	132	(18.8)	4.9	(0.68)	24.9	(0.72)	26.0	(3.25)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met (too few cases for a reliable estimate).

¹Includes all 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2012.

²Includes only those 15- to 24-year-olds who dropped out of grades 10 through 12 between October 2012 and October 2013. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.

³Among 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2012, the percentage who had dropped out by October 2013.

⁴Low income refers to the bottom 20 percent of all family incomes; high income refers to the top 20 percent of all family incomes; and middle income refers to the 60 percent in between. In 2013, low income was defined as \$19,000 or less, and high income was defined as \$93,730 or more.

⁵Age at the time of data collection. A person's age at the time of dropping out may be 1 year younger, because the dropout event could occur at any time over the previous 12-month period.

⁶The United States includes the 50 states and the District of Columbia. Individuals defined as first generation were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as second or later generation were born in the United States, as were both of their parents.

⁷Individuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES reporting standards. Standard errors were computed using replicate weights.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. (This table was prepared November 2015.)

Table 1.2. Among 15- to 24-year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), by sex and race/ethnicity: 1972 through 2013

[Standard errors appear in parentheses]

Year	Event dropout rate ¹											
	Total ²	Sex		Race/ethnicity			Black	Hispanic				
		Male	Female	White								
1	2	3	4	5	6	7						
1972.....	6.1	(0.34)	5.9	(0.47)	6.3	(0.49)	5.3	(0.35)	9.6	(1.36)	11.2 !	(3.70)
1973.....	6.3	(0.34)	6.8	(0.50)	5.7	(0.46)	5.5	(0.35)	10.0	(1.39)	10.0 !	(3.50)
1974.....	6.7	(0.35)	7.4	(0.52)	6.0	(0.47)	5.8	(0.36)	11.6	(1.44)	9.9 !	(3.34)
1975.....	5.8	(0.32)	5.4	(0.45)	6.1	(0.47)	5.1	(0.34)	8.7	(1.28)	10.9 !	(3.30)
1976.....	5.9	(0.33)	6.6	(0.49)	5.2	(0.44)	5.6	(0.36)	7.4	(1.18)	7.3 !	(2.71)
1977.....	6.5	(0.34)	6.9	(0.49)	6.1	(0.47)	6.1	(0.37)	8.6	(1.21)	7.8 !	(2.79)
1978.....	6.7	(0.35)	7.5	(0.52)	5.9	(0.46)	5.8	(0.36)	10.2	(1.32)	12.3	(3.60)
1979.....	6.7	(0.35)	6.8	(0.50)	6.7	(0.49)	6.1	(0.37)	10.0	(1.34)	9.8 !	(3.20)
1980.....	6.1	(0.33)	6.7	(0.49)	5.5	(0.45)	5.3	(0.35)	8.3	(1.22)	11.7	(3.36)
1981.....	5.9	(0.33)	6.0	(0.47)	5.8	(0.46)	4.9	(0.34)	9.7	(1.30)	10.7	(3.00)
1982.....	5.5	(0.34)	5.8	(0.50)	5.2	(0.47)	4.8	(0.37)	7.8	(1.23)	9.2 !	(3.04)
1983.....	5.2	(0.34)	5.8	(0.50)	4.7	(0.46)	4.4	(0.36)	7.0	(1.20)	10.1 !	(3.18)
1984.....	5.1	(0.34)	5.5	(0.50)	4.8	(0.47)	4.5	(0.37)	5.8	(1.08)	11.1	(3.28)
1985.....	5.3	(0.35)	5.4	(0.51)	5.1	(0.49)	4.4	(0.37)	7.8	(1.29)	9.8	(2.58)
1986.....	4.7	(0.33)	4.7	(0.46)	4.7	(0.46)	3.8	(0.34)	5.5	(1.08)	11.9	(2.70)
1987.....	4.1	(0.31)	4.4	(0.45)	3.8	(0.42)	3.6	(0.33)	6.4	(1.16)	5.6 !	(1.94)
1988.....	4.8	(0.37)	5.4	(0.55)	4.6	(0.53)	4.4	(0.42)	6.3	(1.28)	11.0	(3.08)
1989.....	4.5	(0.35)	4.6	(0.50)	4.6	(0.50)	3.6	(0.37)	8.2	(1.40)	8.1	(2.43)
1990.....	4.0	(0.33)	4.2	(0.49)	4.1	(0.49)	3.5	(0.37)	5.2	(1.17)	8.4	(2.41)
1991.....	4.0	(0.33)	3.9	(0.47)	4.4	(0.51)	3.3	(0.37)	6.4	(1.27)	7.8	(2.33)
1992.....	4.4	(0.35)	3.9	(0.46)	4.9	(0.53)	3.7	(0.38)	5.0	(1.09)	8.2	(2.23)
1993.....	4.5	(0.36)	4.6	(0.51)	4.3	(0.50)	3.9	(0.40)	5.8	(1.20)	6.7 !	(2.02)
1994.....	5.3	(0.37)	5.2	(0.51)	5.4	(0.53)	4.2	(0.40)	6.6	(1.21)	10.0	(2.18)
1995.....	5.7	(0.35)	6.2	(0.51)	5.3	(0.48)	4.5	(0.38)	6.4	(1.01)	12.4	(1.62)
1996.....	5.0	(0.34)	5.0	(0.48)	5.1	(0.49)	4.1	(0.38)	6.7	(1.05)	9.0	(1.49)
1997.....	4.6	(0.32)	5.0	(0.47)	4.1	(0.43)	3.6	(0.35)	5.0	(0.91)	9.5	(1.45)
1998.....	4.8	(0.33)	4.6	(0.45)	4.9	(0.47)	3.9	(0.36)	5.2	(0.91)	9.4	(1.46)
1999.....	5.0	(0.33)	4.6	(0.44)	5.4	(0.49)	4.0	(0.36)	6.5	(0.99)	7.8	(1.27)
2000.....	4.8	(0.33)	5.5	(0.49)	4.1	(0.43)	4.1	(0.37)	6.1	(1.00)	7.4	(1.24)
2001.....	5.0	(0.32)	5.6	(0.46)	4.3	(0.42)	4.1	(0.35)	6.3	(0.96)	8.8	(1.31)
2002.....	3.5	(0.27)	3.7	(0.39)	3.4	(0.37)	2.6	(0.28)	4.9	(0.87)	5.8	(1.01)
2003.....	4.0	(0.28)	4.2	(0.40)	3.8	(0.38)	3.2	(0.31)	4.8	(0.85)	7.1	(1.06)
2004.....	4.7	(0.30)	5.1	(0.44)	4.3	(0.41)	3.7	(0.34)	5.7	(0.94)	8.9	(1.20)
2005.....	3.8	(0.27)	4.2	(0.40)	3.4	(0.36)	2.8	(0.29)	7.3	(1.03)	5.0	(0.87)
2006.....	3.8	(0.27)	4.1	(0.39)	3.4	(0.36)	2.9	(0.30)	3.8	(0.77)	7.0	(1.01)
2007.....	3.5	(0.26)	3.7	(0.37)	3.3	(0.35)	2.2	(0.26)	4.5	(0.80)	6.0	(0.98)
2008.....	3.5	(0.26)	3.1	(0.34)	4.0	(0.39)	2.3	(0.27)	6.4	(0.94)	5.3	(0.85)
2009.....	3.4	(0.25)	3.5	(0.36)	3.4	(0.35)	2.4	(0.28)	4.8	(0.83)	5.8	(0.87)
2010.....	3.0	(0.24)	3.0	(0.33)	2.9	(0.34)	2.3	(0.27)	3.6	(0.70)	4.1	(0.75)
2011.....	3.4	(0.25)	3.6	(0.36)	3.1	(0.35)	2.7	(0.30)	4.4	(0.77)	4.6	(0.75)
2012.....	3.4	(0.32)	3.6	(0.48)	3.3	(0.49)	1.6	(0.24)	6.8	(1.35)	5.4	(0.93)
2013.....	4.7	(0.40)	4.8	(0.53)	4.5	(0.55)	4.3	(0.51)	5.8	(1.17)	5.7	(0.95)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2013 data refer to 10th- through 12th-graders who were enrolled in October 2012 but had dropped out by October 2013). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.

²Includes other racial/ethnic groups not separately shown.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2013. (This table was prepared November 2015.)

Table 2.1. Population 16 to 24 years old, number of 16- to 24-year-olds who were high school dropouts (status dropouts), percentage who were dropouts (status dropout rate), and percentage distribution, by selected characteristics: 2013

[Standard errors appear in parentheses]

Selected characteristic	16- to 24-year-olds									
	Number (in thousands)				Status dropout rate (percent) ³	Percentage distribution				
	Total population ¹		Status dropouts ²			Total population ¹		Status dropouts ²		
1	2		3		4	5		6		
Total	38,804	(210.7)	2,622	(109.3)	6.8	(0.28)	100.0	(†)	100.0	(†)
Sex										
Male	19,561	(150.8)	1,406	(73.6)	7.2	(0.37)	50.4	(0.14)	53.6	(1.66)
Female	19,243	(71.7)	1,216	(66.0)	6.3	(0.34)	49.6	(0.14)	46.4	(1.66)
Race/ethnicity										
White	21,542	(196.8)	1,100	(66.7)	5.1	(0.31)	55.5	(0.24)	42.0	(1.89)
Black	5,570	(48.4)	409	(48.4)	7.3	(0.87)	14.4	(0.14)	15.6	(1.62)
Hispanic	8,263	(43.2)	969	(61.2)	11.7	(0.74)	21.3	(0.20)	36.9	(1.93)
Asian	1,953	(50.8)	62	(18.2)	3.2	(0.95)	5.0	(0.11)	2.4	(0.68)
Pacific Islander	149	(37.7)	‡	(†)	‡	(†)	0.4	(0.10)	‡	(†)
American Indian/Alaska Native	280	(34.5)	20 †	(6.3)	7.0 †	(2.27)	0.7	(0.09)	0.8 †	(0.24)
Two or more races	1,047	(51.6)	60	(14.4)	5.7	(1.37)	2.7	(0.13)	2.3	(0.55)
Race/ethnicity by sex										
Male										
White	10,911	(119.0)	596	(42.8)	5.5	(0.39)	55.8	(0.25)	42.4	(2.33)
Black	2,708	(40.5)	221	(29.9)	8.2	(1.11)	13.8	(0.19)	15.7	(1.84)
Hispanic	4,248	(30.3)	536	(43.1)	12.6	(1.01)	21.7	(0.28)	38.1	(2.37)
Asian	979	(32.6)	22 †	(9.2)	2.3 †	(0.96)	5.0	(0.14)	1.6 †	(0.64)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	132	(19.9)	‡	(†)	‡	(†)	0.7	(0.10)	‡	(†)
Two or more races	507	(32.0)	21 †	(10.1)	4.2 †	(2.01)	2.6	(0.16)	1.5 †	(0.72)
Female										
White	10,631	(89.5)	504	(38.5)	4.7	(0.36)	55.2	(0.31)	41.5	(2.40)
Black	2,863	(33.1)	188	(31.1)	6.6	(1.07)	14.9	(0.19)	15.4	(2.36)
Hispanic	4,015	(22.0)	432	(39.5)	10.8	(0.98)	20.9	(0.15)	35.6	(2.69)
Asian	974	(25.6)	40 †	(12.9)	4.1 †	(1.35)	5.1	(0.12)	3.3 †	(1.05)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	148	(24.5)	12 †	(5.5)	8.0 †	(3.56)	0.8	(0.13)	1.0 †	(0.45)
Two or more races	541	(32.4)	39	(11.3)	7.2	(2.07)	2.8	(0.17)	3.2	(0.90)
Family income quartile										
Lowest	9,477	(220.2)	1,015	(69.2)	10.7	(0.73)	24.4	(0.55)	38.7	(2.13)
Middle low	8,977	(194.4)	790	(63.0)	8.8	(0.67)	23.1	(0.50)	30.1	(1.98)
Middle high	9,666	(207.8)	480	(42.7)	5.0	(0.44)	24.9	(0.51)	18.3	(1.47)
Highest	10,684	(211.7)	337	(39.2)	3.2	(0.36)	27.5	(0.52)	12.9	(1.41)
Age										
16	4,235	(45.4)	220	(27.0)	5.2	(0.64)	10.9	(0.12)	8.4	(1.00)
17	4,013	(46.1)	187	(25.0)	4.7	(0.62)	10.3	(0.14)	7.1	(0.90)
18	4,283	(50.8)	232	(27.6)	5.4	(0.64)	11.0	(0.13)	8.8	(0.98)
19	4,190	(56.9)	297	(33.3)	7.1	(0.78)	10.8	(0.16)	11.3	(1.15)
20 to 24	22,083	(201.7)	1,686	(83.7)	7.6	(0.38)	56.9	(0.21)	64.3	(1.75)
Recency of immigration⁴										
Born outside the United States										
Hispanic	1,976	(91.8)	450	(43.8)	22.8	(1.97)	5.1	(0.24)	17.2	(1.55)
Non-Hispanic	2,170	(87.7)	120	(23.7)	5.5	(1.06)	5.6	(0.22)	4.6	(0.86)
First generation										
Hispanic	3,586	(103.9)	294	(36.4)	8.2	(0.98)	9.2	(0.27)	11.2	(1.36)
Non-Hispanic	2,521	(109.6)	97	(22.8)	3.9	(0.90)	6.5	(0.27)	3.7	(0.86)
Second or later generation										
Hispanic	2,701	(105.4)	224	(32.7)	8.3	(1.10)	7.0	(0.28)	8.5	(1.20)
Non-Hispanic	25,850	(210.1)	1,436	(79.9)	5.6	(0.31)	66.6	(0.31)	54.8	(1.91)
Disability status⁵										
With a disability	1,489	(73.1)	223	(29.0)	14.9	(1.87)	3.8	(0.19)	8.5	(1.02)
Without a disability	37,315	(215.0)	2,400	(101.1)	6.4	(0.27)	96.2	(0.19)	91.5	(1.02)
Region										
Northeast	7,132	(167.2)	395	(45.2)	5.5	(0.61)	18.4	(0.39)	15.1	(1.54)
Midwest	7,946	(138.6)	473	(47.9)	6.0	(0.60)	20.5	(0.36)	18.0	(1.72)
South	14,280	(178.2)	1,086	(70.1)	7.6	(0.48)	36.8	(0.44)	41.4	(1.99)
West	9,447	(157.1)	669	(51.8)	7.1	(0.53)	24.3	(0.38)	25.5	(1.75)

†Not applicable.
¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[‡]Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) for this estimate is 50 percent or greater.
¹Includes all 16- to 24-year-olds.
²Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers.
³The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in high school and who lack a high school credential.
⁴The United States includes the 50 states and the District of Columbia. Individuals defined as first generation were born in the United States, but one or both of their parents were

born outside the United States. Individuals defined as second or later generation were born in the United States, as were both of their parents.
⁵Individuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
 NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES reporting standards. Standard errors were computed using replicate weights.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. (This table was prepared July 2016.)

Table 2.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2013

[Standard errors appear in parentheses]

Year	Total status dropout rate					Male status dropout rate					Female status dropout rate				
	All races ¹		White	Black	Hispanic	All races ¹		White	Black	Hispanic	All races ¹		White	Black	Hispanic
	2	3	4	5	6	7	8	9	10	11	12	13			
1960 ²	27.2	15.4	28.6	—	27.8	14.7	30.6	—	26.7	16.1	—	26.9	—	—	
1967 ³	17.0	14.7	27.4	—	16.5	14.4	27.1	—	17.3	15.0	—	27.6	—	—	
1968 ³	16.2	13.6	26.7	—	15.8	12.6	26.9	—	16.5	14.6	—	26.7	—	—	
1969 ³	15.2	—	—	—	14.3	—	—	—	16.0	—	—	—	—	—	
1970 ³	15.0	(0.30)	27.0	—	14.2	(0.42)	29.4	(1.82)	15.7	(0.41)	14.1	(0.42)	(1.65)	—	
1971 ³	14.7	(0.28)	24.0	(1.14)	14.2	(0.41)	25.5	(1.40)	15.2	(0.40)	14.2	(0.42)	(1.54)	—	
1972 ³	14.6	(0.28)	21.3	(0.29)	14.1	(0.40)	22.3	(1.59)	15.1	(0.39)	12.8	(0.41)	(1.44)	34.8	
1973 ³	14.1	(0.27)	20.2	(0.68)	13.7	(0.38)	21.5	(1.53)	14.5	(0.38)	11.8	(0.39)	(1.47)	36.4	
1974 ³	14.3	(0.27)	21.2	(0.95)	14.2	(0.39)	20.1	(1.51)	14.3	(0.38)	11.8	(0.39)	(1.45)	32.2	
1975 ³	13.9	(0.27)	22.9	(0.20)	13.3	(0.37)	23.0	(1.56)	14.5	(0.38)	11.8	(0.39)	(1.44)	31.6	
1976 ³	14.1	(0.27)	20.5	(1.00)	14.1	(0.38)	21.2	(1.49)	14.2	(0.37)	11.8	(0.39)	(1.35)	32.3	
1977 ³	14.1	(0.27)	19.8	(0.99)	14.5	(0.38)	19.5	(1.45)	13.8	(0.37)	11.2	(0.38)	(1.36)	34.3	
1978 ³	14.2	(0.27)	20.2	(1.00)	14.6	(0.38)	22.5	(1.52)	13.9	(0.37)	11.6	(0.39)	(1.31)	28.3	
1979 ³	14.6	(0.27)	21.1	(1.01)	15.0	(0.39)	22.4	(1.52)	14.2	(0.37)	11.5	(0.38)	(1.35)	34.5	
1980 ³	14.1	(0.26)	19.1	(0.97)	15.1	(0.39)	20.8	(1.47)	13.1	(0.36)	10.5	(0.37)	(1.28)	33.2	
1981 ³	13.9	(0.26)	18.4	(0.93)	15.1	(0.38)	19.9	(1.40)	12.8	(0.35)	10.2	(0.36)	(1.24)	30.4	
1982 ³	13.9	(0.27)	18.4	(0.97)	14.5	(0.40)	21.2	(1.50)	13.3	(0.38)	10.8	(0.40)	(1.26)	27.1	
1983 ³	13.7	(0.27)	18.0	(0.97)	14.9	(0.41)	19.9	(1.46)	13.4	(0.38)	10.1	(0.39)	(1.28)	29.1	
1984 ³	13.1	(0.27)	15.5	(0.91)	14.0	(0.40)	16.8	(1.37)	12.3	(0.37)	10.1	(0.39)	(1.22)	29.0	
1985 ³	12.6	(0.27)	15.2	(0.92)	13.4	(0.40)	16.1	(1.37)	11.8	(0.37)	9.8	(0.39)	(1.23)	25.2	
1986 ³	12.2	(0.27)	14.2	(0.90)	13.0	(0.43)	15.0	(1.33)	11.4	(0.39)	9.3	(0.39)	(1.21)	27.2	
1987 ³	12.6	(0.28)	14.1	(0.90)	13.2	(0.40)	15.0	(1.35)	12.1	(0.38)	10.0	(0.41)	(1.21)	26.1	
1988 ³	12.9	(0.30)	14.5	(1.00)	13.5	(0.44)	15.0	(1.48)	12.2	(0.42)	8.9	(0.43)	(1.36)	35.4	
1989 ³	12.6	(0.31)	13.9	(0.98)	13.6	(0.45)	14.9	(1.46)	11.7	(0.42)	8.5	(0.43)	(1.32)	31.6	
1990 ³	12.1	(0.29)	13.2	(0.94)	12.3	(0.43)	14.1	(1.14)	11.8	(0.41)	8.7	(0.42)	(1.34)	30.3	
1991 ³	12.5	(0.30)	13.6	(0.95)	13.0	(0.43)	13.5	(1.37)	11.9	(0.43)	8.9	(0.43)	(1.31)	31.1	
1992 ³	11.0	(0.28)	13.7	(0.96)	11.3	(0.41)	12.5	(1.32)	10.7	(0.39)	7.4	(0.40)	(1.36)	26.6	
1993 ³	11.0	(0.28)	13.6	(0.94)	11.2	(0.40)	12.6	(1.32)	10.9	(0.40)	7.6	(0.41)	(1.34)	26.9	
1994 ³	11.4	(0.26)	12.6	(0.75)	12.3	(0.38)	12.1	(1.10)	10.6	(0.36)	7.5	(0.37)	(1.09)	28.1	
1995 ³	12.0	(0.27)	13.1	(0.78)	12.2	(0.38)	11.1	(1.05)	11.7	(0.37)	8.2	(0.39)	(1.05)	30.0	
1996 ³	11.1	(0.27)	13.0	(0.80)	11.4	(0.38)	13.5	(1.18)	10.9	(0.38)	7.3	(0.39)	(1.08)	28.3	
1997 ³	11.0	(0.27)	13.4	(0.80)	11.3	(0.39)	13.3	(1.16)	10.1	(0.36)	6.7	(0.37)	(1.11)	23.4	
1998 ³	11.8	(0.27)	13.8	(0.81)	11.9	(0.40)	12.5	(1.24)	10.3	(0.36)	6.9	(0.37)	(1.12)	25.0	
1999 ³	11.2	(0.26)	12.6	(0.77)	11.9	(0.38)	12.1	(1.10)	10.5	(0.36)	6.9	(0.37)	(1.08)	26.0	
2000 ^{3,4}	10.9	(0.26)	13.1	(0.87)	12.0	(0.38)	15.3	(1.20)	11.7	(0.37)	8.0	(0.39)	(1.00)	23.5	
2001 ^{3,4}	10.7	(0.25)	13.0	(0.86)	12.2	(0.38)	13.0	(1.12)	11.5	(0.36)	6.7	(0.36)	(0.90)	22.1	
2002 ^{3,4}	10.5	(0.24)	11.3	(0.70)	11.8	(0.35)	12.8	(1.07)	10.1	(0.32)	6.3	(0.34)	(0.91)	21.2	
2003 ^{3,4}	9.9	(0.23)	10.9	(0.69)	11.3	(0.34)	12.5	(1.05)	9.2	(0.32)	5.6	(0.32)	(0.89)	20.1	
2004 ^{3,4}	10.3	(0.23)	11.8	(0.70)	11.6	(0.34)	13.5	(1.08)	10.3	(0.34)	6.4	(0.34)	(0.92)	18.5	
2005 ^{3,4}	9.4	(0.22)	10.4	(0.66)	10.8	(0.33)	12.0	(1.02)	9.9	(0.33)	5.3	(0.31)	(0.86)	18.1	
2006 ^{3,4}	9.3	(0.22)	10.7	(0.66)	10.3	(0.33)	9.7	(0.91)	8.3	(0.31)	5.3	(0.31)	(0.96)	18.1	
2007 ^{3,4}	8.7	(0.21)	8.4	(0.59)	9.8	(0.32)	6.0	(0.82)	7.7	(0.29)	4.2	(0.28)	(0.84)	18.0	
2008 ^{3,4}	8.0	(0.20)	9.9	(0.63)	8.5	(0.30)	8.7	(0.85)	7.5	(0.28)	4.2	(0.28)	(0.93)	16.7	
2009 ^{3,4}	8.1	(0.20)	9.3	(0.61)	9.1	(0.31)	10.6	(0.93)	7.0	(0.27)	4.1	(0.27)	(0.80)	16.1	
2010 ^{3,4,5,6}	7.4	(0.27)	8.0	(0.76)	8.5	(0.40)	5.9	(1.11)	6.3	(0.28)	4.2	(0.35)	(0.85)	12.8	
2011 ^{3,4,5,6}	7.1	(0.26)	7.3	(0.67)	7.7	(0.36)	5.4	(1.09)	6.5	(0.34)	4.6	(0.38)	(0.94)	12.4	
2012 ^{3,4,5,6}	6.6	(0.25)	4.3	(0.31)	7.3	(0.36)	4.8	(1.15)	5.9	(0.33)	3.8	(0.37)	(1.01)	11.3	
2013 ^{3,4,5,6}	6.8	(0.28)	7.3	(0.67)	7.2	(0.37)	8.2	(1.11)	6.3	(0.34)	4.7	(0.36)	(1.07)	10.8	

—Not available.
¹Not applicable.
²Includes other race/ethnic categories not separately shown.
³Based on the April 1960 decennial census.
⁴For 1967 through 1971, White and Black include persons of Hispanic ethnicity.
⁵Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
⁶White and Black exclude persons identifying themselves as two or more races.
⁷Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2013. (This table was prepared July 2014.)

Table 3.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: 2012 and 2013

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate						Noninstitutionalized population ¹						Institutionalized population ²					
	2012			2013			2012			2013			2012			2013		
	Status dropout rate		Number of status dropouts (in thousands)	Percentage distribution of status dropouts		Total for noninstitutionalized population	Status dropout rate		For those born outside of the United States ³	For those born in the United States ³		Number of status dropouts (in thousands)	Status dropout rate		For those born outside of the United States ³	For those born in the United States ³		
	2012	2013		2012	2013		2012	2013		2012	2013		2012	2013		2012	2013	2012
Total	7.0	(0.07)	2,543	(24.3)	100.0	6.4	(0.05)	5.7	(0.06)	12.7	(0.27)	173	(3.8)	36.0	(0.69)			
Sex																		
Male.....	8.2	(0.08)	1,472	(17.7)	57.9	7.3	(0.09)	6.4	(0.09)	15.1	(0.36)	157	(3.7)	37.1	(0.70)			
Female.....	5.7	(0.08)	1,071	(15.0)	42.1	5.5	(0.08)	5.0	(0.07)	10.0	(0.35)	16	(1.3)	27.8	(2.08)			
Race/ethnicity																		
White.....	4.7	(0.06)	1,001	(2.3)	39.4	4.6	(0.06)	4.6	(0.06)	3.9	(0.32)	39	(2.2)	266	(1.20)			
Hispanic.....	12.8	(0.18)	949	(16.0)	37.3	11.5	(0.19)	8.0	(0.20)	22.2	(0.49)	82	(2.7)	40.8	(1.12)			
Cuban.....	5.5	(0.71)	13	(1.5)	0.5	5.6	(0.60)	4.0	(0.61)	9.0	(1.41)	2	(0.4)	41.3	(1.61)			
Dominican.....	10.7	(0.97)	25	(2.2)	1.0	8.2	(0.70)	5.9	(0.78)	11.6	(1.29)	1	1	64.0	(9.93)			
Mexican.....	13.6	(0.24)	675	(14.7)	26.5	12.5	(0.25)	9.0	(0.22)	24.7	(0.65)	30	(0.6)	24.7	(7.35)			
Puerto Rican.....	11.3	(0.48)	73	(4.2)	2.9	9.1	(0.50)	9.0	(0.52)	11.7	(2.99)	5	(0.6)	44.0	(1.72)			
Spanish.....	4.2	(0.94)	5	(1.1)	0.2	4.8	(1.05)	5.2	(1.12)	±	(±)	±	(±)	31.3	(3.68)			
Central American ⁴	19.9	(0.63)	118	(5.4)	4.6	16.7	(0.69)	5.4	(0.44)	31.4	(1.39)	5	(0.7)	46.8	(6.25)			
Costa Rican.....	4.2	(2.03)	1	(0.4)	#	4.7	(2.06)	±	(±)	±	(±)	±	(±)	±	(±)			
Guatemalan.....	29.1	(1.65)	54	(6.7)	2.1	26.7	(1.77)	5.6	(1.23)	44.7	(2.77)	1	(0.4)	54.3	(13.06)			
Honduran.....	25.5	(2.12)	22	(2.9)	0.9	19.4	(1.70)	7.2	(1.71)	29.8	(3.62)	1	(0.4)	50.2	(10.95)			
Nicaraguan.....	11.3	(1.97)	4	(0.9)	0.2	7.4	(1.56)	6.9	(1.83)	9.5	(3.52)	±	(±)	±	(±)			
Panamanian.....	4.3	(1.46)	1	(0.3)	#	2.0	(1.02)	±	(±)	±	(±)	±	(±)	±	(±)			
South American.....	16.4	(0.94)	36	(2.9)	1.4	12.9	(0.95)	5.2	(0.85)	25.6	(2.14)	2	(0.4)	41.7	(7.79)			
Salvadoran.....	3.9	(0.39)	18	(1.9)	0.7	4.2	(0.43)	2.2	(0.39)	6.6	(0.85)	±	(±)	±	(±)			
Chilean.....	±	(±)	1	(0.4)	#	4.3	(1.81)	±	(±)	±	(±)	±	(±)	±	(±)			
Colombian.....	2.6	(0.52)	5	(0.9)	0.2	3.4	(0.81)	2.4	(0.61)	4.7	(1.06)	±	(±)	±	(±)			
Ecuadorian.....	9.3	(1.38)	10	(1.6)	0.4	10.6	(1.71)	3.7	(1.51)	18.7	(3.22)	±	(±)	±	(±)			
Peruvian.....	1.6	(0.57)	1	(0.3)	0	1.5	(0.39)	±	(±)	3.1	(0.82)	±	(±)	±	(±)			
Venezuelan.....	1.8	(1.29)	±	(±)	±	±	(±)	±	(±)	1.9	(0.73)	±	(±)	±	(±)			
Other South American.....	3.5	(1.29)	±	(±)	±	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)			
Other Hispanic.....	9.1	(0.74)	22	(2.1)	0.9	8.4	(0.75)	7.7	(0.83)	15.5	(2.89)	2	(0.6)	41.6	(7.05)			
Asian	2.6	(0.14)	46	(3.1)	1.8	2.4	(0.12)	1.6	(0.13)	3.3	(0.29)	1	1	26.0	(8.09)			
Chinese ⁵	1.7	(0.23)	8	(1.3)	0.3	1.6	(0.26)	0.9	(0.24)	2.3	(0.39)	±	(±)	±	(±)			
Filipino.....	2.7	(0.43)	6	(1.1)	0.2	1.9	(0.35)	0.9	(0.34)	3.2	(0.63)	±	(±)	±	(±)			
Japanese.....	0.8	(0.34)	1	(0.3)	#	1.6	(0.60)	1.5	(0.68)	±	(±)	±	(±)	±	(±)			
Korean.....	1.4	(0.41)	2	(0.7)	0.1	1.0	(0.36)	±	(±)	1.6	(0.61)	±	(±)	±	(±)			
South Asian ⁶	1.9	(0.24)	12	(1.7)	0.5	2.8	(0.40)	1.3	(0.32)	4.0	(0.68)	±	(±)	±	(±)			
Asian Indian.....	1.4	(0.26)	6	(1.0)	0.2	1.8	(0.31)	1.4	(0.37)	2.2	(0.48)	±	(±)	±	(±)			
Bangladeshi.....	1.9	(0.81)	±	(±)	±	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)			
Bhutanese.....	±	(±)	2	(0.5)	0.1	36.8	(8.18)	±	(±)	36.8	(8.18)	±	(±)	±	(±)			
Nepalese.....	5.5	(2.20)	2	(0.6)	0.1	11.1	(3.36)	±	(±)	10.3	(3.94)	±	(±)	±	(±)			
Pakistani.....	3.6	(1.02)	1	(0.4)	#	1.8	(0.61)	±	(±)	2.6	(0.96)	±	(±)	±	(±)			
Southeast Asian	5.4	(0.49)	17	(1.8)	0.7	4.5	(0.46)	3.5	(0.47)	6.2	(0.95)	1	1	45.8	(13.66)			
Burmese.....	23.9	(4.48)	4	(0.9)	0.1	20.7	(4.13)	±	(±)	21.2	(4.17)	±	(±)	±	(±)			
Cambodian.....	10.1	(1.82)	3	(0.6)	0.1	6.3	(1.51)	6.9	(1.67)	8.1	(3.17)	±	(±)	±	(±)			
Hmong.....	5.5	(1.39)	2	(0.6)	0.1	3.9	(1.11)	2.9	(1.13)	±	(±)	±	(±)	±	(±)			
Laotian.....	9.1	(2.54)	1	(0.5)	#	4.0	(1.87)	4.1	(1.97)	±	(±)	±	(±)	±	(±)			
Thai.....	6.0	(1.29)	±	(±)	±	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)			
Vietnamese.....	2.9	(0.48)	7	(0.55)	0.3	3.5	(0.55)	2.9	(0.61)	4.4	(0.97)	±	(±)	±	(±)			
Other Southeast Asian ⁷	±	(±)	±	(±)	±	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)			
Other Asian	2.4	(0.56)	1	(0.3)	#	1.5	(0.42)	1.2	(0.41)	2.2	(0.96)	±	(±)	±	(±)			
Pacific Islander	9.1	(1.45)	3	(0.8)	0.1	5.0	(1.05)	3.7	(1.05)	12.7	(3.17)	±	(±)	±	(±)			
American Indian/Alaska Native.....	12.8	(0.71)	36	(2.3)	1.4	12.0	(0.76)	12.1	(0.73)	±	(±)	3	(0.6)	53.1	(7.63)			
Some other race ⁸	5.9	(0.89)	5	(1.1)	0.2	4.7	(1.12)	5.6	(1.53)	2.3	(0.90)	±	(±)	±	(±)			
Two or more races.....	5.6	(0.25)	58	(3.4)	2.3	5.0	(0.28)	5.1	(0.29)	3.6	(0.68)	3	(0.6)	22.9	(3.71)			

See notes at end of table.

Table 3.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: 2012 and 2013 – Continued

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate			2013					Institutionalized population ²		
				Noninstitutionalized population ¹		Status dropout rate			Number of status dropouts (in thousands)	Status dropout rate	
	2012	2013	Total status dropout rate	Number of status dropouts (in thousands)	Percentage distribution of status dropouts	Total for noninstitutionalized population	For those born in the United States ³	For those born outside of the United States ³			8
1	2	3	4	5	6	7	8	9	10		
Race/ethnicity by sex											
Male											
White.....	5.4 (0.09)	5.4 (0.08)	580 (9.0)	39.4 (0.51)	5.2 (0.08)	5.2 (0.08)	4.4 (0.51)	33 (1.9)	27.5 (1.28)		
Black.....	10.9 (0.26)	10.9 (0.27)	244 (7.8)	16.6 (0.44)	8.8 (0.27)	9.0 (0.28)	6.8 (0.95)	77 (2.7)	41.6 (1.14)		
Hispanic.....	15.0 (0.23)	13.9 (0.26)	568 (10.9)	38.6 (0.60)	13.3 (0.25)	9.1 (0.26)	25.8 (0.64)	40 (2.1)	42.2 (1.64)		
Asian.....	2.8 (0.24)	2.8 (0.19)	27 (1.8)	1.8 (0.12)	2.7 (0.18)	1.9 (0.23)	3.7 (0.31)	1 (1)	28.5 (8.84)		
Pacific Islander.....	10.0 (1.74)	4.2 (1.00)	2 (0.4)	0.1 (0.03)	4.3 (1.01)	2.1 (0.84)	16.8 (5.22)	†	†		
American Indian/Alaska Native.....	14.8 (1.06)	14.3 (1.11)	19 (1.7)	1.3 (0.11)	13.1 (1.09)	13.2 (1.10)	2.2 (1.10)	†	†		
Some other races ⁴	8.3 (1.49)	6.2 (1.75)	3 (0.8)	0.2 (0.06)	5.4 (1.71)	6.9 (2.46)	2.2 (0.98)	†	51.5 (7.92)		
Two or more races.....	6.7 (0.43)	5.5 (0.43)	30 (2.6)	2.1 (0.18)	5.2 (0.43)	5.2 (0.46)	4.3 (1.07)	3 (0.6)	22.6 (3.99)		
Female											
White.....	4.0 (0.08)	4.0 (0.08)	422 (8.5)	39.4 (0.68)	3.9 (0.08)	3.9 (0.08)	3.5 (0.36)	6 (0.9)	22.7 (2.78)		
Black.....	7.0 (0.21)	7.1 (0.23)	200 (6.9)	18.7 (0.55)	6.9 (0.23)	7.0 (0.24)	6.3 (0.92)	5 (0.6)	31.6 (3.48)		
Hispanic.....	10.4 (0.23)	9.6 (0.23)	381 (9.2)	35.6 (0.65)	9.5 (0.23)	7.2 (0.21)	17.7 (0.64)	4 (0.5)	33.4 (4.29)		
Asian.....	2.4 (0.20)	2.1 (0.22)	20 (2.1)	1.9 (0.20)	2.1 (0.22)	1.2 (0.16)	3.0 (0.40)	†	†		
Pacific Islander.....	8.0 (2.41)	5.8 (1.76)	2 (0.6)	0.2 (0.06)	5.7 (1.78)	5.4 (1.81)	†	†	†		
American Indian/Alaska Native.....	10.8 (0.95)	11.3 (0.96)	17 (1.5)	1.6 (0.14)	11.0 (0.91)	11.1 (0.92)	†	†	†		
Some other races ⁴	3.2 (0.79)	3.9 (1.16)	2 (0.6)	0.2 (0.05)	3.9 (1.16)	4.5 (1.45)	†	†	†		
Two or more races.....	4.7 (0.34)	4.8 (0.36)	28 (2.1)	2.6 (0.20)	4.8 (0.36)	5.0 (0.37)	2.9 (0.83)	†	25.5 (10.20)		
Age											
16.....	2.1 (0.08)	2.2 (0.08)	86 (3.3)	3.4 (0.12)	2.1 (0.08)	2.0 (0.08)	3.5 (0.36)	3 (0.9)	10.4 (2.49)		
17.....	3.3 (0.12)	3.1 (0.09)	123 (3.8)	4.8 (0.15)	3.0 (0.09)	2.9 (0.10)	4.3 (0.48)	6 (0.7)	13.9 (1.58)		
18.....	5.4 (0.14)	5.0 (0.17)	217 (7.7)	8.5 (0.27)	4.8 (0.16)	4.6 (0.16)	6.7 (0.52)	13 (1.2)	37.5 (2.72)		
19.....	6.8 (0.13)	6.4 (0.16)	254 (6.9)	10.0 (0.27)	6.0 (0.16)	5.7 (0.15)	9.7 (0.70)	19 (1.2)	50.7 (2.39)		
20–24.....	9.0 (0.09)	8.7 (0.09)	1,863 (20.1)	73.3 (0.38)	8.3 (0.09)	7.2 (0.08)	16.2 (0.38)	132 (3.2)	39.5 (0.77)		
Region											
Northeast.....	5.6 (0.11)	5.4 (0.12)	353 (8.5)	13.9 (0.29)	5.1 (0.12)	4.5 (0.13)	9.7 (0.40)	22 (1.8)	29.5 (2.10)		
Midwest.....	6.0 (0.12)	5.9 (0.12)	472 (10.1)	18.6 (0.36)	5.6 (0.12)	5.2 (0.11)	11.0 (0.74)	25 (1.4)	26.7 (1.44)		
South.....	7.8 (0.10)	7.8 (0.11)	1,070 (15.6)	42.1 (0.44)	7.3 (0.11)	6.3 (0.10)	14.2 (0.46)	93 (2.8)	43.3 (0.98)		
West.....	7.6 (0.10)	7.1 (0.10)	648 (9.6)	25.5 (0.33)	6.8 (0.10)	5.8 (0.10)	13.7 (0.47)	34 (1.8)	34.0 (1.51)		

†Not applicable.
 #Rounds to zero.
 *Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 †Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
 †Persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include colleges and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.
 †Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
 †United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas.
 †Includes other Central American subgroups not shown separately.
 †Includes Taiwanese.
 †In addition to the subgroups shown, also includes Sri Lanka.
 †Consists of Indonesian and Malaysian.
 †Respondents who wrote in some other race that was not included as an option on the questionnaire.
 NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received GED credentials are counted as high school completers. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Status dropout rates in this table may differ from those in tables based on the Current Population Survey (CPS) because of differences in survey design and target populations.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2012 and 2013. (This table was prepared July 2015.)

Table 3.2. Percentage of high school dropouts among noninstitutionalized and institutionalized persons 16 to 24 years old (status dropout rate), by race/ethnicity and state: 2013

[Standard errors appear in parentheses]

State	Total		White		Black		Hispanic		Asian		Pacific Islander		American Indian/ Alaska Native		Two or more races	
1	2		3		4		5		6		7		8		9	
United States	6.8	(0.06)	4.7	(0.06)	9.0	(0.19)	11.8	(0.20)	2.5	(0.16)	5.0	(1.03)	12.8	(0.76)	5.2	(0.28)
Alabama	8.9	(0.59)	7.2	(0.56)	10.1	(1.11)	23.3	(4.59)	‡	(†)	‡	(†)	‡	(†)	9.8 !	(3.56)
Alaska	6.2	(1.07)	4.8 !	(1.44)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	10.2	(2.05)	‡	(†)
Arizona	9.4	(0.42)	5.3	(0.46)	6.9	(1.67)	14.7	(0.99)	2.8 !	(1.33)	‡	(†)	11.9	(1.64)	6.6 !	(2.09)
Arkansas	6.8	(0.55)	5.9	(0.66)	7.0	(1.34)	15.0	(2.82)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
California	6.8	(0.15)	3.1	(0.19)	7.4	(0.62)	10.6	(0.26)	1.7	(0.19)	3.7 !	(1.53)	4.0 !	(1.33)	3.2	(0.54)
Colorado	6.9	(0.43)	4.3	(0.44)	8.3 !	(2.70)	13.4	(1.30)	‡	(†)	‡	(†)	26.2 !	(9.17)	3.9 !	(1.62)
Connecticut	5.1	(0.48)	2.5	(0.38)	6.3	(1.21)	14.3	(1.75)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Delaware	6.3	(0.80)	5.1	(0.90)	5.9 !	(1.85)	13.4	(3.23)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
District of Columbia	5.9	(1.22)	‡	(†)	11.8	(2.45)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Florida	7.6	(0.30)	6.4	(0.39)	9.6	(0.61)	9.0	(0.61)	3.0 !	(0.91)	‡	(†)	‡	(†)	4.6	(1.14)
Georgia	8.7	(0.35)	6.2	(0.44)	10.1	(0.55)	18.4	(1.56)	3.0 !	(0.98)	‡	(†)	‡	(†)	7.8	(2.29)
Hawaii	4.7	(0.59)	3.7 !	(1.53)	‡	(†)	2.7 !	(1.12)	4.0	(1.12)	8.9 !	(2.87)	‡	(†)	5.9	(1.61)
Idaho	7.2	(0.81)	6.4	(0.77)	‡	(†)	10.3	(2.67)	‡	(†)	‡	(†)	‡	(†)	9.9 !	(3.98)
Illinois	5.4	(0.27)	3.5	(0.25)	7.8	(0.69)	9.9	(0.89)	1.6 !	(0.54)	‡	(†)	‡	(†)	1.5 !	(0.62)
Indiana	8.4	(0.35)	7.5	(0.39)	12.0	(1.51)	15.6	(2.81)	‡	(†)	‡	(†)	‡	(†)	3.5 !	(1.46)
Iowa	4.6	(0.45)	4.1	(0.49)	‡	(†)	13.0	(2.49)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Kansas	4.9	(0.44)	3.3	(0.45)	7.4	(2.12)	13.0	(2.06)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Kentucky	7.6	(0.55)	7.0	(0.61)	9.3	(1.54)	19.8	(4.83)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Louisiana	11.6	(0.66)	7.5	(0.74)	16.2	(1.28)	19.0	(3.11)	‡	(†)	‡	(†)	‡	(†)	5.1 !	(2.32)
Maine	3.9	(0.71)	3.9	(0.80)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Maryland	5.4	(0.36)	3.7	(0.48)	6.8	(0.68)	11.9	(1.74)	2.7 !	(1.11)	‡	(†)	‡	(†)	‡	(†)
Massachusetts	4.0	(0.28)	2.8	(0.29)	5.7	(1.08)	9.1	(1.0)	1.8 !	(0.61)	‡	(†)	‡	(†)	4.5 !	(1.72)
Michigan	6.4	(0.31)	5.0	(0.31)	11.0	(1.03)	8.7	(1.48)	2.9 !	(1.28)	‡	(†)	12.2 !	(5.18)	11.2	(2.32)
Minnesota	4.5	(0.40)	3.1	(0.38)	7.2 !	(2.56)	13.6	(2.69)	4.5	(1.23)	‡	(†)	13.9 !	(4.74)	9.0 !	(3.78)
Mississippi	9.6	(0.66)	6.9	(0.92)	12.1	(1.06)	19.4	(5.27)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Missouri	5.9	(0.36)	5.2	(0.39)	7.7	(1.07)	14.1	(3.44)	‡	(†)	‡	(†)	‡	(†)	4.1 !	(1.35)
Montana	8.5	(1.11)	5.8	(1.15)	‡	(†)	20.3 !	(8.91)	‡	(†)	‡	(†)	27.4	(5.08)	‡	(†)
Nebraska	4.4	(0.61)	3.1	(0.52)	6.7 !	(2.78)	12.4	(3.02)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Nevada	10.9	(0.85)	7.1	(1.17)	17.7	(3.50)	15.1	(1.58)	3.0 !	(1.45)	‡	(†)	‡	(†)	13.6 !	(4.88)
New Hampshire	3.1	(0.70)	2.3	(0.62)	‡	(†)	10.5 !	(3.41)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
New Jersey	4.3	(0.28)	2.2	(0.26)	6.2	(0.75)	8.8	(0.82)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
New Mexico	8.4	(0.82)	5.7	(1.17)	8.7 !	(4.28)	10.0	(1.12)	‡	(†)	‡	(†)	8.3	(1.54)	‡	(†)
New York	6.6	(0.23)	3.9	(0.21)	9.0	(0.56)	12.5	(0.68)	3.6	(0.75)	‡	(†)	9.7 !	(4.73)	5.1	(1.34)
North Carolina	8.0	(0.39)	6.0	(0.36)	8.0	(0.71)	20.0	(1.94)	5.4	(1.58)	‡	(†)	12.0	(2.22)	3.3	(0.92)
North Dakota	7.0	(1.53)	4.5 !	(1.67)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	29.1	(8.62)	‡	(†)
Ohio	6.1	(0.30)	5.0	(0.32)	9.9	(0.94)	10.6	(1.79)	4.4 !	(1.99)	‡	(†)	‡	(†)	8.8	(1.95)
Oklahoma	8.8	(0.50)	6.7	(0.58)	8.4	(1.90)	20.8	(2.25)	‡	(†)	‡	(†)	11.1	(2.36)	6.9	(1.84)
Oregon	7.4	(0.58)	6.3	(0.61)	11.5 !	(4.81)	12.6	(2.17)	4.9 !	(1.99)	‡	(†)	13.9 !	(6.08)	5.5 !	(2.07)
Pennsylvania	5.5	(0.29)	4.3	(0.25)	9.1	(1.10)	11.2	(1.31)	3.4 !	(1.10)	‡	(†)	‡	(†)	5.2 !	(1.85)
Rhode Island	5.8	(0.73)	2.9	(0.63)	‡	(†)	17.1	(3.37)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
South Carolina	8.8	(0.48)	7.3	(0.61)	10.7	(0.97)	14.9	(2.59)	‡	(†)	‡	(†)	14.1 !	(6.37)	4.7 !	(1.88)
South Dakota	7.1	(0.93)	4.3	(0.99)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	23.1	(4.27)	‡	(†)
Tennessee	6.1	(0.41)	5.1	(0.44)	8.0	(1.08)	12.5	(2.02)	‡	(†)	‡	(†)	‡	(†)	7.5 !	(2.80)
Texas	8.2	(0.24)	4.2	(0.25)	7.6	(0.73)	12.3	(0.41)	2.2	(0.50)	‡	(†)	11.5 !	(5.18)	3.0	(0.86)
Utah	5.2	(0.54)	4.3	(0.63)	‡	(†)	10.1	(1.55)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Vermont	3.2 !	(0.99)	3.3 !	(1.08)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Virginia	4.4	(0.25)	3.1	(0.28)	6.4	(0.62)	9.6	(1.27)	1.0 !	(0.39)	‡	(†)	‡	(†)	3.8 !	(1.63)
Washington	6.5	(0.35)	4.9	(0.40)	8.9	(1.92)	13.2	(1.39)	3.3 !	(1.08)	‡	(†)	20.5	(3.20)	5.8	(1.31)
West Virginia	7.6	(0.87)	7.2	(0.88)	‡	(†)	18.6 !	(6.53)	‡	(†)	‡	(†)	‡	(†)	21.9 !	(8.09)
Wisconsin	4.9	(0.35)	3.6	(0.35)	9.1	(1.76)	15.0	(2.46)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Wyoming	6.2	(1.11)	4.4	(1.24)	‡	(†)	14.9 !	(4.52)	‡	(†)	‡	(†)	23.1 !	(10.91)	‡	(†)

†Not applicable.
 !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
 NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on a sample survey of the noninstitutionalized and institutionalized populations. The

noninstitutionalized population includes persons living in households as well as persons living in college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. The institutionalized population includes persons living in adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-year sample, 2013. (This table was prepared July 2016.)

Table 4.1. Among 18- to 24-year-olds who are not enrolled in high school, number and percentage who are high school completers (status completers), and percentage distribution, by selected characteristics: 2013

[Standard errors appear in parentheses]

Selected characteristic	18- to 24-year-olds not enrolled in high school or lower level of education									
	Number (in thousands)				Percentage distribution					
	Total population ¹		Status completers ²		Status completion rate ³		Of total population ¹		Of status completers ²	
1	2		3		4		5		6	
Total	28,532	(212.2)	26,257	(209.3)	92.0	(0.35)	100.0	(†)	100.0	(†)
Sex										
Male.....	14,234	(133.4)	13,017	(138.2)	91.4	(0.47)	49.9	(0.19)	49.6	(0.25)
Female.....	14,298	(101.5)	13,240	(104.8)	92.6	(0.45)	50.1	(0.19)	50.4	(0.25)
Race/ethnicity										
White.....	16,010	(178.4)	15,094	(176.1)	94.3	(0.38)	56.1	(0.33)	57.5	(0.39)
Black.....	3,975	(58.8)	3,638	(72.6)	91.5	(1.13)	13.9	(0.20)	13.9	(0.27)
Hispanic.....	6,007	(65.2)	5,104	(78.5)	85.0	(0.98)	21.1	(0.29)	19.4	(0.34)
Asian.....	1,490	(54.2)	1,435	(59.2)	96.3	(1.27)	5.2	(0.17)	5.5	(0.20)
Pacific Islander.....	127	(34.3)	126	(34.3)	99.3	(0.79)	0.4	(0.12)	0.5	(0.13)
American Indian/Alaska Native..	198	(29.9)	181	(29.8)	91.7	(2.97)	0.7	(0.10)	0.7	(0.11)
Two or more races.....	725	(45.9)	679	(45.2)	93.6	(1.83)	2.5	(0.16)	2.6	(0.17)
Race/ethnicity by sex										
Male										
White.....	7,988	(126.9)	7,495	(125.0)	93.8	(0.48)	56.1	(0.50)	57.6	(0.57)
Black.....	1,928	(40.5)	1,742	(45.0)	90.3	(1.41)	13.5	(0.24)	13.4	(0.30)
Hispanic.....	3,054	(60.2)	2,560	(67.3)	83.8	(1.35)	21.5	(0.54)	19.7	(0.59)
Asian.....	762	(32.4)	744	(33.8)	97.6	(1.17)	5.4	(0.21)	5.7	(0.24)
Pacific Islander.....	†	(†)	†	(†)	†	(†)	†	(†)	†	(†)
American Indian/Alaska Native..	82	(14.7)	74	(15.7)	90.5	(6.44)	0.6	(0.10)	0.6	(0.12)
Two or more races.....	352	(27.9)	333	(28.8)	94.7	(2.65)	2.5	(0.20)	2.6	(0.22)
Female										
White.....	8,023	(75.2)	7,599	(75.6)	94.7	(0.45)	56.1	(0.37)	57.4	(0.44)
Black.....	2,047	(44.0)	1,896	(50.4)	92.6	(1.39)	14.3	(0.32)	14.3	(0.38)
Hispanic.....	2,953	(43.4)	2,544	(52.4)	86.2	(1.30)	20.7	(0.26)	19.2	(0.35)
Asian.....	728	(34.5)	691	(38.9)	94.9	(1.94)	5.1	(0.22)	5.2	(0.28)
Pacific Islander.....	†	(†)	†	(†)	†	(†)	†	(†)	†	(†)
American Indian/Alaska Native..	116	(22.7)	107	(22.4)	92.5	(4.02)	0.8	(0.16)	0.8	(0.17)
Two or more races.....	373	(33.2)	345	(32.0)	92.5	(2.88)	2.6	(0.23)	2.6	(0.24)
Age										
18–19.....	6,737	(79.1)	6,158	(80.9)	91.4	(0.69)	23.6	(0.28)	23.5	(0.32)
20–21.....	8,372	(163.2)	7,738	(153.2)	92.4	(0.63)	29.3	(0.49)	29.5	(0.50)
22–24.....	13,423	(168.8)	12,361	(172.2)	92.1	(0.51)	47.0	(0.49)	47.1	(0.52)
Recency of immigration⁴										
Born outside the United States										
Hispanic.....	1,627	(83.2)	1,188	(72.3)	73.0	(2.36)	5.7	(0.30)	4.5	(0.28)
Non-Hispanic.....	1,727	(82.2)	1,611	(79.1)	93.3	(1.34)	6.1	(0.28)	6.1	(0.29)
First generation										
Hispanic.....	2,503	(88.7)	2,230	(85.3)	89.1	(1.36)	8.8	(0.31)	8.5	(0.33)
Non-Hispanic.....	1,785	(88.9)	1,701	(85.3)	95.3	(1.22)	6.3	(0.30)	6.5	(0.32)
Second generation or higher										
Hispanic.....	1,877	(89.6)	1,685	(78.0)	89.8	(1.46)	6.6	(0.32)	6.4	(0.31)
Non-Hispanic.....	19,013	(192.4)	17,842	(195.1)	93.8	(0.38)	66.6	(0.37)	68.0	(0.42)
Disability⁵										
With a disability.....	1,068	(67.8)	869	(60.8)	81.3	(2.27)	3.7	(0.24)	3.3	(0.23)
Without a disability.....	27,464	(213.7)	25,389	(212.1)	92.4	(0.33)	96.3	(0.24)	96.7	(0.23)
Region										
Northeast.....	5,369	(158.4)	5,014	(151.5)	93.4	(0.79)	18.8	(0.51)	19.1	(0.54)
Midwest.....	5,714	(126.2)	5,328	(128.9)	93.2	(0.71)	20.0	(0.45)	20.3	(0.50)
South.....	10,370	(173.7)	9,462	(172.1)	91.2	(0.60)	36.3	(0.58)	36.0	(0.60)
West.....	7,079	(160.7)	6,453	(155.0)	91.2	(0.70)	24.8	(0.52)	24.6	(0.55)

†Not applicable.

‡Reporting standards not met (too few cases for a reliable estimate).

¹Includes all 18- to 24-year-olds who are not enrolled in high school or a lower level of education.

²Status completers are 18- to 24-year-olds who are not enrolled in high school or a lower level of education and who also are high school completers—that is, have either a high school diploma or an alternative credential, such as a GED.

³The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.

⁴The United States includes the 50 states and the District of Columbia. Individuals defined as first generation were born in the United States, but one or both of their parents were born outside

the United States. Individuals defined as second generation or higher were born in the United States, as were both of their parents.

⁵Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES reporting standards.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. (This table was prepared February 2015.)

Table 4.2. Among 18- to 24-year-olds who are not enrolled in high school, percentage who are high school completers (status completion rate), by sex and race/ethnicity: 1972 through 2013

[Standard errors appear in parentheses]

Year	Status completion rate ¹						
	Total	Sex		Race/ethnicity ²			
		Male	Female	White	Black	Hispanic	Asian
1	2	3	4	5	6	7	8
1972.....	82.8 (0.35)	83.0 (0.51)	82.7 (0.48)	86.0 (0.35)	72.1 (1.41)	56.2 (2.78)	— (†)
1973.....	83.7 (0.34)	84.0 (0.49)	83.4 (0.47)	87.0 (0.34)	71.6 (1.39)	58.7 (2.79)	— (†)
1974.....	83.6 (0.34)	83.4 (0.49)	83.8 (0.46)	86.7 (0.34)	72.9 (1.38)	60.1 (2.58)	— (†)
1975.....	83.8 (0.33)	84.1 (0.47)	83.6 (0.46)	87.2 (0.33)	70.2 (1.40)	62.2 (2.61)	— (†)
1976.....	83.5 (0.33)	83.0 (0.48)	84.0 (0.45)	86.4 (0.34)	73.5 (1.33)	60.3 (2.55)	— (†)
1977.....	83.6 (0.33)	82.8 (0.49)	84.4 (0.45)	86.7 (0.34)	73.9 (1.33)	58.6 (2.52)	— (†)
1978.....	83.6 (0.33)	82.8 (0.48)	84.2 (0.45)	86.9 (0.33)	73.4 (1.32)	58.8 (2.45)	— (†)
1979.....	83.1 (0.33)	82.1 (0.49)	84.0 (0.45)	86.5 (0.34)	72.6 (1.32)	58.5 (2.40)	— (†)
1980.....	83.9 (0.32)	82.3 (0.48)	85.3 (0.43)	87.5 (0.33)	75.2 (1.27)	57.1 (2.28)	— (†)
1981.....	83.8 (0.32)	82.0 (0.48)	85.4 (0.42)	87.1 (0.33)	76.7 (1.20)	59.1 (2.22)	— (†)
1982.....	83.8 (0.33)	82.7 (0.49)	84.9 (0.45)	87.0 (0.35)	76.4 (1.26)	60.9 (2.37)	— (†)
1983.....	83.9 (0.34)	82.1 (0.50)	85.6 (0.45)	87.4 (0.35)	76.8 (1.25)	59.4 (2.40)	— (†)
1984.....	84.7 (0.33)	83.3 (0.49)	85.9 (0.45)	87.5 (0.35)	80.3 (1.17)	63.7 (2.33)	— (†)
1985.....	85.4 (0.33)	84.0 (0.49)	86.7 (0.44)	88.2 (0.35)	81.0 (1.18)	66.6 (2.39)	— (†)
1986.....	85.5 (0.33)	84.2 (0.50)	86.7 (0.45)	88.8 (0.35)	81.8 (1.17)	63.5 (2.29)	— (†)
1987.....	84.7 (0.35)	83.6 (0.51)	85.8 (0.47)	87.7 (0.37)	81.9 (1.19)	65.1 (2.23)	— (†)
1988.....	84.5 (0.38)	83.2 (0.57)	85.8 (0.51)	88.6 (0.39)	80.9 (1.33)	58.2 (2.70)	— (†)
1989.....	84.7 (0.38)	83.2 (0.57)	86.2 (0.51)	89.0 (0.39)	81.9 (1.30)	59.4 (2.62)	89.3 (2.56)
1990.....	85.6 (0.36)	85.1 (0.53)	86.0 (0.50)	89.6 (0.37)	83.2 (1.23)	59.1 (2.35)	94.2 (1.72)
1991.....	84.9 (0.37)	83.8 (0.55)	85.9 (0.51)	89.4 (0.38)	82.5 (1.26)	56.5 (2.32)	95.2 (1.42)
1992.....	86.4 (0.36)	85.3 (0.53)	87.4 (0.49)	90.7 (0.36)	82.0 (1.27)	62.1 (2.32)	93.1 (1.73)
1993.....	86.2 (0.36)	85.4 (0.53)	86.9 (0.50)	90.1 (0.37)	81.9 (1.27)	64.4 (2.26)	93.9 (1.66)
1994.....	85.8 (0.33)	84.5 (0.49)	87.0 (0.45)	90.7 (0.34)	83.3 (1.01)	61.8 (1.43)	92.4 (1.56)
1995.....	85.0 (0.34)	84.3 (0.50)	85.7 (0.47)	89.5 (0.36)	84.1 (1.01)	62.6 (1.40)	94.8 (1.43)
1996.....	86.2 (0.35)	85.7 (0.50)	86.8 (0.48)	91.5 (0.34)	83.0 (1.08)	61.9 (1.49)	93.5 (1.25)
1997.....	85.9 (0.35)	84.6 (0.51)	87.2 (0.47)	90.5 (0.36)	82.0 (1.10)	66.7 (1.42)	90.6 (1.58)
1998.....	84.8 (0.36)	82.6 (0.53)	87.0 (0.47)	90.2 (0.36)	81.4 (1.11)	62.8 (1.37)	94.2 (1.22)
1999.....	85.9 (0.34)	84.8 (0.50)	87.0 (0.46)	91.2 (0.34)	83.5 (1.04)	63.4 (1.39)	94.0 (1.19)
2000.....	86.5 (0.33)	84.9 (0.49)	88.1 (0.44)	91.8 (0.33)	83.7 (1.01)	64.1 (1.36)	94.6 (1.13)
2001.....	86.5 (0.33)	84.6 (0.50)	88.3 (0.43)	91.1 (0.34)	85.7 (0.97)	65.7 (1.31)	96.1 (0.96)
2002.....	86.6 (0.31)	84.8 (0.46)	88.4 (0.41)	91.8 (0.31)	84.7 (0.95)	67.3 (1.15)	95.7 (0.89)
2003.....	87.1 (0.30)	85.1 (0.46)	89.2 (0.40)	91.9 (0.31)	85.0 (0.96)	69.2 (1.15)	94.8 (1.06)
2004.....	86.9 (0.30)	84.9 (0.46)	88.8 (0.40)	91.7 (0.31)	83.5 (0.98)	69.9 (1.12)	95.2 (1.00)
2005.....	87.6 (0.30)	85.4 (0.45)	89.8 (0.38)	92.3 (0.30)	86.0 (0.91)	70.3 (1.12)	96.0 (0.93)
2006.....	87.8 (0.29)	86.5 (0.43)	89.2 (0.39)	92.6 (0.30)	84.9 (0.93)	70.9 (1.11)	95.8 (0.95)
2007.....	89.0 (0.28)	87.4 (0.42)	90.6 (0.37)	93.5 (0.28)	88.8 (0.80)	72.7 (1.07)	92.8 (1.23)
2008.....	89.9 (0.27)	89.3 (0.39)	90.5 (0.37)	94.2 (0.26)	86.9 (0.86)	75.5 (1.03)	95.5 (1.01)
2009.....	89.8 (0.27)	88.3 (0.40)	91.2 (0.35)	93.8 (0.27)	87.1 (0.84)	76.8 (1.00)	97.6 (0.72)
2010.....	90.4 (0.35)	89.2 (0.53)	91.6 (0.38)	93.7 (0.38)	89.2 (1.08)	79.4 (1.21)	95.3 (1.26)
2011.....	90.8 (0.35)	89.9 (0.50)	91.8 (0.46)	93.8 (0.39)	90.1 (0.98)	82.2 (1.04)	94.1 (1.48)
2012.....	91.3 (0.33)	90.3 (0.47)	92.3 (0.45)	94.6 (0.38)	90.0 (1.01)	82.8 (1.02)	95.3 (1.24)
2013.....	92.0 (0.35)	91.4 (0.47)	92.6 (0.45)	94.3 (0.38)	91.5 (1.13)	85.0 (0.98)	96.3 (1.27)

—Not available.

†Not applicable.

¹The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.

²Race categories exclude persons of Hispanic ethnicity. Prior to 2003, Asian data include Pacific Islanders, because Asian and Pacific Islander data were collected as a single, combined race category. Beginning in 2003, Asians and Pacific Islanders have been separately categorized. Also beginning in 2003, respondents have been able to select more than one race category and can therefore be categorized as of Two or more races. As of 2003, the

Pacific Islander and Two or more races categories are included in the totals but are not separately shown due to small sample sizes. The American Indian/Alaska Native category is included in the totals for all years.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2013. (This table was prepared May 2015.)

Table 5.1. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010–11 through 2012–13

State	Total, ACGR for all students			ACGR for students with selected characteristics, ¹ 2012–13							
	2010–11	2011–12	2012–13	Race/ethnicity					Students with disabilities ³	Limited English proficient ⁴	Economically disadvantaged ⁵
				White	Black	Hispanic	Asian/Pacific Islander ²	American Indian/Alaska Native			
1	2	3	4	5	6	7	8	9	10	11	12
United States⁶	79	80	81	87	71	75	89	70	62	61	73
Alabama.....	72	75	80	84	74	74	89	86	77	44	72
Alaska.....	68	70	72	78	65	73	77	57	43	40	60
Arizona.....	78	76	75	83	70	69	84	61	63	20	69
Arkansas.....	81	84	85	88	78	82	81	78	80	81	80
California.....	76	79	80	88	68	76	91	73	62	63	75
Colorado.....	74	75	77	83	70	65	85	61	54	59	64
Connecticut.....	83	85	86	91	76	70	93	82	65	64	72
Delaware.....	78	80	80	83	76	78	88	80	60	71	74
District of Columbia.....	59	59	62	85	61	62	86	‡	41	52	59
Florida.....	71	75	76	81	65	75	88	77	52	58	67
Georgia.....	67	70	72	79	64	63	82	64	35	44	64
Hawaii.....	80	81	82	79	75	77	84	62	61	57	78
Idaho ⁷	—	—	—	—	—	—	—	—	—	—	—
Illinois.....	84	82	83	89	71	76	92	78	70	64	73
Indiana.....	86	86	87	90	74	83	89	86	69	78	83
Iowa.....	88	89	90	92	74	80	90	83	73	76	80
Kansas.....	83	85	86	88	76	80	89	77	78	75	77
Kentucky ⁷	—	—	86	88	78	80	87	79	52	64	85
Louisiana.....	71	72	74	80	66	73	85	75	37	48	68
Maine.....	84	85	86	87	75	81	>=95	72	70	73	77
Maryland.....	83	84	85	91	78	75	95	83	60	57	76
Massachusetts.....	83	85	85	90	74	67	90	73	68	64	74
Michigan.....	74	76	77	82	61	67	87	64	54	65	64
Minnesota.....	77	78	80	85	58	59	78	49	58	59	64
Mississippi.....	75	75	76	82	70	79	92	69	23	57	70
Missouri.....	81	84	86	89	72	81	91	82	73	69	78
Montana.....	82	84	84	87	77	79	94	65	76	57	75
Nebraska.....	86	88	89	92	77	79	77	72	71	60	81
Nevada.....	62	63	71	77	57	64	81	59	26	24	64
New Hampshire.....	86	86	87	88	82	77	86	84	71	70	76
New Jersey.....	83	86	88	93	76	79	96	76	76	71	77
New Mexico.....	63	70	70	77	69	68	86	64	60	65	65
New York.....	77	77	77	87	63	62	84	62	47	39	68
North Carolina.....	78	80	83	86	78	75	90	77	62	49	76
North Dakota.....	86	87	88	90	80	78	88	63	70	61	72
Ohio.....	80	81	82	87	63	69	89	68	69	67	70
Oklahoma ⁷	—	—	85	87	77	79	90 ⁸	84	79	64	80
Oregon.....	68	68	69	71	57	61	81	52	37	49	60
Pennsylvania.....	83	84	86	90	73	71	91 ⁸	74	75	67	77
Rhode Island.....	77	77	80	84	72	69	85	74	59	73	69
South Carolina.....	74	75	78	80	75	73	88	67	43	69	71
South Dakota.....	83	83	83	88	72	69	85	49	60	59	67
Tennessee.....	86	87	86	90	78	81	90	84	67	73	81
Texas.....	86	88	88	93	84	85	94	86	78	71	85
Utah.....	76	80	83	86	70	70	80	67	60	60	73
Vermont.....	87	88	87	87	73	83	89	>=50	68	63	75
Virginia.....	82	83	85	89	77	76	90	—	52	52	74
Washington.....	76	77	76	80	66	66	82	56	55	51	65
West Virginia.....	78	79	81	82	75	82	92	70	62	83	74
Wisconsin.....	87	88	88	92	66	74	90	76	69	62	77
Wyoming.....	80	79	77	80	66	71	86	41	59	68	64

—Not available.

‡Reporting standards not met (too few cases).

¹The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12th-grade data, or if it is reported at any point during the student's high school years.

²Represents either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of values reported by the state for separate "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino" groups.

³Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).

⁴Students who met the definition of limited English proficient students as outlined in the ED*Facts* workbook. For more information, see <http://www2.ed.gov/about/initiatives/edfacts/eden-workbook.html>.

⁵Students who met the state criteria for classification as economically disadvantaged.

⁶The U.S. 4-year ACGR was estimated using both state-reported 4-year ACGR data and imputed data for states for which data were unavailable. Does not include the Bureau of Indian Education and Puerto Rico.

⁷The U.S. Department of Education's Office of Elementary and Secondary Education approved a timeline extension for these states to begin reporting 4-year ACGR data, resulting in the 4-year ACGR not being available in one or more of the school years shown.

⁸The data submitted by the state have been edited to align with the racial/ethnic categories shown.

NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Values preceded by the ">=" symbol have been "blurred" to protect student privacy. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010–11, 2011–12, and 2012–13. (This table was prepared November 2015.)

Table 6.1. High school graduates, by sex and control of school: Selected years, 1869–70 through 2025–26

School year	High school graduates							Averaged freshman graduation rate for public schools ³	Population 17 years old ⁴	Graduates as a ratio of 17-year-old population
	Sex			Control						
	Total ¹	Males	Females	Public ²			Private, total			
				Total	Males	Females				
2	3	4	5	6	7	8	9	10	11	
1869–70	16,000	7,064	8,936	—	—	—	—	—	815,000	2.0
1879–80	23,634	10,605	13,029	—	—	—	—	—	946,026	2.5
1889–90	43,731	18,549	25,182	21,882	—	—	21,849 ⁵	—	1,259,177	3.5
1899–1900	94,883	38,075	56,808	61,737	—	—	33,146 ⁵	—	1,489,146	6.4
1909–10	156,429	63,676	92,753	111,363	—	—	45,066 ⁵	—	1,786,240	8.8
1919–20	311,266	123,684	187,582	230,902	—	—	80,364 ⁵	—	1,855,173	16.8
1929–30	666,904	300,376	366,528	591,719	—	—	75,185 ⁵	—	2,295,822	29.0
1939–40	1,221,475	578,718	642,757	1,143,246	538,273	604,973	78,229 ⁵	—	2,403,074	50.8
1949–50	1,199,700	570,700	629,000	1,063,444	505,394	558,050	136,256 ⁵	—	2,034,450	59.0
1959–60	1,858,023	895,000	963,000	1,627,050	791,426	835,624	230,973 ⁵	—	2,672,000	69.5
1969–70	2,888,639	1,430,000	1,459,000	2,588,639	1,285,895	1,302,744	300,000 ⁵	78.7	3,757,000	76.9
1975–76	3,142,120	1,552,000	1,590,000	2,837,129	1,401,064	1,436,065	304,991 ⁵	74.9	4,272,000	73.6
1979–80	3,042,214	1,503,000	1,539,000	2,747,678	—	—	294,536	71.5	4,262,000	71.4
1980–81	3,020,285	1,492,000	1,528,000	2,725,285	—	—	295,000 ⁵	72.2	4,212,000	71.7
1981–82	2,994,758	1,479,000	1,515,000	2,704,758	—	—	290,000 ⁵	72.9	4,134,000	72.4
1982–83	2,887,604	1,426,000	1,461,000	2,597,604	—	—	290,000 ⁵	73.8	3,962,000	72.9
1983–84	2,766,797	—	—	2,494,797	—	—	272,000 ⁵	74.5	3,784,000	73.1
1984–85	2,676,917	—	—	2,413,917	—	—	263,000 ⁵	74.2	3,699,000	72.4
1985–86	2,642,616	—	—	2,382,616	—	—	260,000 ⁵	74.3	3,670,000	72.0
1986–87	2,693,803	—	—	2,428,803	—	—	265,000 ⁵	74.3	3,754,000	71.8
1987–88	2,773,020	—	—	2,500,020	—	—	273,000 ⁵	74.2	3,849,000	72.0
1988–89	2,743,743	—	—	2,458,800	—	—	284,943	73.4	3,842,000	71.4
1989–90 ⁶	2,574,162	—	—	2,320,337	—	—	253,825 ⁷	73.6	3,505,000	73.4
1990–91	2,492,988	—	—	2,234,893	—	—	258,095	73.7	3,417,913	72.9
1991–92	2,480,399	—	—	2,226,016	—	—	254,383 ⁷	74.2	3,398,884	73.0
1992–93	2,480,519	—	—	2,233,241	—	—	247,278	73.8	3,449,143	71.9
1993–94	2,463,849	—	—	2,220,849	—	—	243,000 ⁵	73.1	3,442,521	71.6
1994–95	2,519,084	—	—	2,273,541	—	—	245,543	71.8	3,635,803	69.3
1995–96	2,518,109	—	—	2,273,109	—	—	245,000 ⁵	71.0	3,640,132	69.2
1996–97	2,611,988	—	—	2,358,403	—	—	253,585	71.3	3,792,207	68.9
1997–98	2,704,050	—	—	2,439,050	1,187,647	1,251,403	265,000 ⁵	71.3	4,008,416	67.5
1998–99	2,758,655	—	—	2,485,630	1,212,924	1,272,706	273,025	71.1	3,917,865	70.4
1999–2000	2,832,844	—	—	2,553,844	1,241,631	1,312,213	279,000 ⁵	71.7	4,056,639	69.8
2000–01	2,847,973	—	—	2,569,200	1,251,931	1,317,269	278,773	71.7	4,023,686	70.8
2001–02	2,906,534	—	—	2,621,534	1,275,813	1,345,721	285,000 ⁵	72.6	4,023,968	72.2
2002–03	3,015,735	—	—	2,719,947	1,330,973	1,388,974	295,788	73.9	4,125,087	73.1
2003–04 ^{6,8}	3,054,438	—	—	2,753,438	1,347,800	1,405,638	301,000 ⁵	74.3	4,113,074	74.3
2004–05	3,106,499	—	—	2,799,250	1,369,749	1,429,501	307,249	74.7	4,120,073	75.4
2005–06 ⁹	3,122,544	—	—	2,815,544	1,376,458	1,439,086	307,000 ⁵	73.4	4,200,554	74.3
2006–07	3,199,650	—	—	2,893,045	1,414,069	1,478,976	306,605	73.9	4,297,239	74.5
2007–08	3,312,337	—	—	3,001,337	1,467,180	1,534,157	311,000 ⁵	74.7	4,436,955	74.7
2008–09 ⁶	3,347,828	—	—	3,039,015	1,490,317	1,548,698	308,813	75.5	4,336,950	77.2
2009–10	3,439,102	—	—	3,128,022	1,542,684 ⁹	1,585,338 ⁹	311,080	78.2	4,311,831	79.8
2010–11	3,449,940	—	—	3,144,100	1,552,981	1,591,113	305,840 ⁵	79.6	4,368,154	79.0
2011–12	3,455,405	—	—	3,149,185	1,558,489	1,590,694	306,220	80.8	4,294,956	80.5
2012–13	3,478,027	—	—	3,169,257	1,569,675	1,599,579	308,770 ⁵	81.9	4,257,599	81.7
2013–14 ¹⁰	3,480,130	—	—	3,168,650	—	—	311,480	—	4,187,691	83.1
2014–15 ¹⁰	3,477,620	—	—	3,166,260	—	—	311,360	—	4,172,212	83.4
2015–16 ¹⁰	3,505,920	—	—	3,192,220	—	—	313,700	—	—	—
2016–17 ¹⁰	3,510,330	—	—	3,195,630	—	—	314,700	—	—	—
2017–18 ¹⁰	3,558,100	—	—	3,242,620	—	—	315,480	—	—	—
2018–19 ¹⁰	3,549,010	—	—	3,242,630	—	—	306,380	—	—	—
2019–20 ¹⁰	3,509,360	—	—	3,208,110	—	—	301,250	—	—	—
2020–21 ¹⁰	3,535,980	—	—	3,233,840	—	—	302,140	—	—	—
2021–22 ¹⁰	3,543,910	—	—	3,248,980	—	—	294,930	—	—	—
2022–23 ¹⁰	3,558,600	—	—	3,272,620	—	—	285,980	—	—	—
2023–24 ¹⁰	3,604,410	—	—	3,326,230	—	—	278,180	—	—	—
2024–25 ¹⁰	3,658,340	—	—	3,378,810	—	—	279,530	—	—	—
2025–26 ¹⁰	3,650,620	—	—	3,371,680	—	—	278,940	—	—	—

—Not available.

¹Includes graduates of public and private schools.

²Data for 1929–30 and preceding years are from *Statistics of Public High Schools* and exclude graduates from high schools that failed to report to the Office of Education. Includes estimates for jurisdictions not reporting counts of graduates by sex.

³The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth 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. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.

⁴Derived from Current Population Reports, Series P-25. For years 1869–70 through 1989–90, 17-year-old population is an estimate of the October 17-year-old population based on July data. Data for 1990–91 and later years are October resident population estimates prepared by the Census Bureau.

⁵Estimated.

⁶Includes imputations for nonreporting states.

⁷Projected by private schools responding to the Private School Universe Survey.

⁸Includes estimates for public schools in New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.

⁹Includes estimate for Connecticut, which did not report graduates by sex.

¹⁰Projected by NCES.

NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding and adjustments to protect student privacy.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, 1870 through 1910; Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1951–52 through 1957–58; Statistics of Public Elementary and Secondary School Systems, 1958–59 through 1980–81; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981–82 through 2009–10; "State Dropout and Completion Data File," 2005–06 through 2012–13; *Public School Graduates and Dropouts From the Common Core of Data, 2007–08 and 2008–09; Private School Universe Survey (PSS), 1989 through 2013; and National High School Graduates Projection Model, 1972–73 through 2025–26.* U.S. Department of Commerce, Census Bureau, Population Estimates, retrieved August 11, 2011, from <http://www.census.gov/popest/national/asrh/2009-nat-res.html> and Population Estimates, retrieved December 18, 2015, from <http://www.census.gov/popest/data/national/asrh/2014/2014-nat-res.html>. (This table was prepared January 2016.)*

Table 7.1 Number of people taking the general educational development (GED) test and percentage distribution of those who passed, by age group: 1971 through 2013

[Standard errors appear in parentheses]

Year	Number of test takers (in thousands)			Percent passing tests ⁴	Percentage distribution of test passers, by age group ¹				
	Total ²	Completing test battery ³	Passing tests ⁴		16 to 18 years old	19 to 24 years old	25 to 29 years old	30 to 34 years old	35 years old or over
1	2	3	4	5	6	7	8	9	10
1971 ⁵	377	—	227	—	—	—	—	—	—
1972 ⁵	419	—	245	—	—	—	—	—	—
1973 ⁵	423	—	249	—	—	—	—	—	—
1974.....	—	—	294	—	35 ⁶	27 ⁶	13	9	17
1975.....	—	—	340	—	33 ⁶	26 ⁶	14	9	18
1976.....	—	—	333	—	31 ⁶	28 ⁶	14	10	17
1977.....	—	—	330	—	40 ⁶	24 ⁶	13	8	14
1978.....	—	—	381	—	31 ⁶	27 ⁶	13	10	18
1979.....	—	—	426	—	37 ⁶	28 ⁶	12	13	11
1980.....	—	—	479	—	37 ⁶	27 ⁶	13	8	15
1981.....	—	—	489	—	37 ⁶	27 ⁶	13	8	14
1982.....	—	—	486	—	37 ⁶	28 ⁶	13	8	15
1983.....	—	—	465	—	34 ⁶	29 ⁶	14	8	15
1984.....	—	—	427	—	32 ⁶	28 ⁶	15	9	16
1985.....	—	—	413	—	32 ⁶	26 ⁶	15	10	16
1986.....	—	—	428	—	32 ⁶	26 ⁶	15	10	17
1987.....	—	—	444	—	33 ⁶	24 ⁶	15	10	18
1988.....	—	—	410	—	35 ⁶	22 ⁶	14	10	18
1989.....	632	541	357	66.0	22	37	13	—	—
1990.....	714	615	410	66.7	22	39	13	10	15
1991.....	755	657	462	70.3	20	40	13	10	16
1992.....	739	639	457	71.5	22	39	13	9	17
1993.....	746	651	469	72.0	22	38	13	10	16
1994.....	774	668	491	73.5	25	37	13	10	15
1995.....	787	682	504	74.0	27	36	13	9	15
1996.....	824	716	488	68.2	27	37	13	9	14
1997.....	785	681	460	67.5	31	36	12	8	13
1998.....	776	673	481	71.5	32	36	11	7	13
1999.....	808	702	498	70.9	32	37	11	7	13
2000.....	811	699	487	69.7	33	37	11	7	13
2001 ⁷	1,016	928	648	69.9	29	38	11	8	14
2002 ⁷	557	467	330	70.7	38	36	10	6	11
2003.....	657	552	387	70.1	35	37	10	7	11
2004.....	666	570	406	71.2	35	38	11	6	10
2005.....	681	588	424	72.1	34	37	12	7	11
2006.....	676	580	398	68.7	35	36	12	6	11
2007.....	692	600	429	71.5	35	35	12	7	11
2008.....	737	642	469	73.1	34	35	13	7	11
2009.....	748	645	448	69.4	31	36	13	8	12
2010.....	720	623	452	72.6	27	37	14	9	14
2011.....	691	602	434	72.2	27	37	13	9	14
2012.....	674	581	401	69.1	26	37	14	9	13
2013.....	816	714	541	75.7	22	35	15	11	17

—Not available.

¹Age data for 1988 and prior years are for all test takers and may not be comparable to data for later years. For 1989 and later years, age data are only for test passers. The less than 1 percent of people who failed to report their date of birth—2,948 of the 540,535 test passers in 2013—were excluded from the calculation.

²All people taking the GED tests (one or more subtests).

³People completing the entire GED battery of five tests.

⁴Data for 2002 and later years are for people passing the GED tests (i.e., earning both a passing total score on the test battery and a passing score on each individual test). Data for 2001 and prior years are for high school equivalency credentials issued by the states to GED test passers. In order to receive high school equivalency credentials in some states, GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government).

⁵Includes other jurisdictions, such as Puerto Rico, Guam, and American Samoa.

⁶For 1988 and prior years, 19-year-olds are included with the 16- to 18-year-olds instead of the 19- to 24-year-olds.

⁷A revised GED test was introduced in 2002. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002.

NOTE: Data are for the United States only and exclude other jurisdictions, except where noted. Detail may not sum to totals because of rounding.

SOURCE: American Council on Education, General Educational Development Testing Service, the GED annual *Statistical Report, 1971 through 1992; Who Took the GED?* 1993 through 2001; *Who Passed the GED Tests?* 2002 through 2005; and *GED Testing Program Statistical Report, 2006 through 2013*, retrieved November 5, 2014, from <http://www.gedtesting.com/educators/historical-testing-data>. (This table was prepared November 2014.)

Table S.1 Percentage distribution of 2009 ninth-graders, by high school persistence status in 2012 and selected student characteristics: 2009 and 2012

[Standard errors appear in parentheses]

Selected student characteristic	All students	Current dropouts ¹		Stopouts ²		Continuous students	
1	2	3		4		5	
Total	100.0	2.7	(0.20)	6.8	(0.28)	90.5	(0.36)
Sex							
Male.....	100.0	2.7	(0.27)	7.8	(0.51)	89.4	(0.55)
Female.....	100.0	2.6	(0.30)	5.8	(0.39)	91.6	(0.47)
Race/ethnicity							
White.....	100.0	2.1	(0.20)	5.4	(0.30)	92.6	(0.38)
Black.....	100.0	4.3	(0.81)	9.4	(0.94)	86.3	(1.35)
Hispanic.....	100.0	3.5	(0.73)	8.7	(0.92)	87.8	(1.38)
Asian.....	100.0	‡	(†)	‡	(†)	95.9	(1.14)
Other.....	100.0	2.7	(0.56)	7.5	(1.19)	89.8	(1.33)
Age in 2012							
17 years or younger.....	100.0	0.6	(0.14)	5.6	(0.58)	93.7	(0.58)
17.1 to 17.5 years.....	100.0	0.9	(0.15)	4.9	(0.36)	94.3	(0.40)
17.6 years or older.....	100.0	7.1	(0.65)	10.4	(0.63)	82.5	(0.89)
Mathematics assessment score in 2009							
Lowest fifth.....	100.0	6.2	(0.96)	11.7	(1.05)	82.1	(1.31)
Second fifth.....	100.0	3.1	(0.48)	9.3	(0.92)	87.6	(0.93)
Third fifth.....	100.0	2.0	(0.35)	6.3	(0.65)	91.7	(0.73)
Fourth fifth.....	100.0	0.9	(0.21)	3.3	(0.37)	95.9	(0.40)
Highest fifth.....	100.0	‡	(†)	‡	(†)	96.8	(0.43)
Students' educational expectations in 9th grade (2009)							
High school education or less.....	100.0	7.6	(1.13)	11.4	(1.17)	80.9	(1.43)
Some college.....	100.0	2.7	(0.73)	6.8	(1.39)	90.4	(1.60)
Bachelor's degree.....	100.0	1.0	(0.25)	4.9	(0.69)	94.1	(0.71)
Master's or higher degree.....	100.0	1.1	(0.20)	5.1	(0.48)	93.9	(0.49)
Do not know yet.....	100.0	2.5	(0.41)	7.9	(0.69)	89.6	(0.81)
Student's educational expectations in 11th grade (2012)							
High school education or less.....	100.0	8.5	(0.97)	12.1	(0.85)	79.4	(1.15)
Some college.....	100.0	2.5	(0.44)	9.0	(0.86)	88.5	(0.99)
Bachelor's degree.....	100.0	1.2	(0.25)	4.9	(0.59)	93.9	(0.63)
Master's or higher degree.....	100.0	0.6	(0.14)	4.0	(0.39)	95.4	(0.41)
Do not know yet.....	100.0	4.0	(0.61)	9.4	(1.22)	86.7	(1.40)
Language student first learned to speak							
English.....	100.0	2.8	(0.25)	6.8	(0.30)	90.4	(0.41)
Not English or English and another language equally.....	100.0	2.0	(0.42)	7.0	(0.82)	91.0	(0.94)
Family's socioeconomic status in 2009³							
Lowest quintile.....	100.0	4.7	(0.56)	12.2	(1.02)	83.1	(1.04)
Middle quintile.....	100.0	2.7	(0.29)	6.0	(0.34)	91.2	(0.41)
Highest quintile.....	100.0	‡	(†)	3.8	(0.47)	95.7	(0.48)
Highest education level of parents							
High school education or less.....	100.0	4.1	(0.40)	9.3	(0.57)	86.6	(0.76)
Some college.....	100.0	2.8	(0.40)	6.6	(0.55)	90.6	(0.74)
Bachelor's degree.....	100.0	1.2	(0.28)	3.9	(0.40)	94.9	(0.48)
Master's or higher degree.....	100.0	0.7 !	(0.23)	4.1	(0.57)	95.2	(0.61)

—Not available.

!Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative high school program as of the spring 2012 interview.

²Stopouts are 2009 ninth-graders who were out of high school for at least one period of 4 weeks or longer between 2009 and 2012 but were enrolled in school as of the spring 2012 interview.

³Socioeconomic status (SES) was measured by a composite score on parental education and occupations, and family income.

NOTE: Both the base year of the study (conducted in fall 2009, when the students were in the 9th grade) and the first follow-up (conducted in spring 2012, when most of the students were in the 11th grade) consisted of a mathematics assessment and a questionnaire-format interview.

Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09) First Follow-up Public-Use Data File (NCES 2014-358); and *High School Dropouts and Stopouts: Demographic Backgrounds, Academic Experiences, Engagement, and School Characteristics* (NCES 2015-064). (This table was prepared July 2016.)

Table S.2. Percentage distribution of 2009 ninth-graders who were current high school dropouts, stopouts, and continuous students in 2012, by selected student characteristics: 2009 and 2012

[Standard errors appear in parentheses]

Selected student characteristic	All students		Current dropouts ¹		Stopouts ²		Continuous students	
1	2		3		4		5	
	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Total	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Number of friends who had dropped out of high school as of 2012								
None	70.7	(0.70)	22.1	(3.08)	46.5	(2.74)	73.9	(0.66)
Less than half	22.2	(0.50)	50.5	(4.19)	31.4	(2.02)	20.7	(0.52)
Half or more	4.1	(0.31)	19.3	(3.06)	14.0	(2.27)	3.0	(0.30)
Do not know	3.0	(0.26)	8.1	(1.99)	8.1	(1.63)	2.4	(0.24)
Students' educational expectations in 9th grade (2009)								
High school education or less	14.7	(0.56)	45.4	(5.29)	25.0	(2.20)	13.1	(0.53)
Some college	7.3	(0.34)	8.1	(2.04)	7.4	(1.49)	7.3	(0.37)
Bachelor's degree	17.2	(0.52)	7.0	(1.72)	12.7	(1.81)	17.8	(0.55)
Master's or higher degree	39.4	(0.64)	17.4	(3.18)	29.7	(2.56)	40.7	(0.68)
Do not know yet	21.5	(0.48)	22.2	(3.38)	25.2	(1.94)	21.2	(0.50)
Student's educational expectations in 11th grade (2012)								
High school education or less	17.2	(0.56)	54.4	(3.31)	30.6	(2.01)	15.1	(0.56)
Some college	11.5	(0.40)	10.9	(1.86)	15.2	(1.45)	11.3	(0.43)
Bachelor's degree	27.6	(0.54)	11.9	(2.36)	20.0	(2.21)	28.6	(0.61)
Master's or higher degree	32.9	(0.74)	6.9	(1.72)	19.3	(1.83)	34.7	(0.84)
Do not know yet	10.8	(0.41)	15.9	(2.40)	14.9	(1.86)	10.4	(0.42)
Mathematics assessment score in 2009								
Lowest quintile	19.8	(0.75)	49.6	(5.23)	34.6	(2.52)	17.9	(0.76)
Second quintile	20.1	(0.66)	25.1	(3.52)	27.9	(2.76)	19.4	(0.68)
Third quintile	20.2	(0.48)	16.6	(2.80)	18.9	(1.96)	20.4	(0.51)
Fourth quintile	20.1	(0.56)	†	(†)	9.8	(1.07)	21.2	(0.58)
Highest quintile	19.9	(0.70)	†	(†)	8.8	(1.26)	21.2	(0.73)
Mathematics assessment score in 2012								
Lowest quintile	20.0	(0.72)	60.9	(4.33)	33.4	(2.15)	17.8	(0.74)
Second quintile	20.0	(0.50)	25.1	(3.32)	29.7	(2.50)	19.1	(0.54)
Third quintile	20.0	(0.45)	8.9	(2.59)	19.9	(1.89)	20.3	(0.48)
Fourth quintile	20.0	(0.49)	3.6 !	(1.15)	9.9	(1.16)	21.2	(0.51)
Highest quintile	20.0	(0.68)	1.5 !	(0.66)	7.1	(1.02)	21.5	(0.71)
Number of times the following events happened in the 6 months prior to the 2012 interview								
Late to school								
Never	30.0	(0.67)	21.4	(3.30)	23.3	(1.70)	30.8	(0.71)
1 or 2 times	36.4	(0.59)	25.2	(4.65)	30.8	(2.14)	37.2	(0.60)
3 to 6 times	20.5	(0.49)	23.8	(3.20)	24.6	(1.90)	20.1	(0.50)
7 to 9 times	5.2	(0.27)	9.3	(2.15)	8.6	(2.00)	4.8	(0.30)
10 or more times	7.9	(0.43)	20.3	(3.35)	12.6	(1.51)	7.2	(0.41)
Absent from school								
Never	14.3	(0.43)	9.1	(2.11)	11.8	(1.28)	14.7	(0.46)
1 or 2 times	39.2	(0.59)	18.4	(2.68)	28.1	(2.23)	40.7	(0.60)
3 to 6 times	29.6	(0.58)	21.2	(2.81)	28.9	(1.86)	29.9	(0.58)
7 to 9 times	8.7	(0.31)	19.0	(5.20)	10.9	(1.32)	8.2	(0.34)
10 or more times	8.2	(0.41)	32.3	(3.79)	20.4	(2.22)	6.6	(0.35)
Cut or skipped class								
Never	79.8	(0.59)	48.0	(4.45)	64.8	(2.24)	81.8	(0.57)
1 or 2 times	11.7	(0.42)	18.0	(2.88)	16.4	(1.70)	11.2	(0.41)
3 to 6 times	4.6	(0.29)	11.9	(2.56)	7.8	(1.14)	4.1	(0.31)
7 to 9 times	1.5	(0.15)	6.4	(1.53)	2.7 !	(0.83)	1.2	(0.13)
10 or more times	2.4	(0.22)	15.8	(2.48)	8.2	(1.44)	1.6	(0.20)
Was put on in-school suspension								
Never	86.9	(0.53)	49.8	(4.00)	69.8	(1.90)	89.2	(0.49)
1 or 2 times	10.2	(0.44)	27.7	(3.55)	20.8	(1.69)	8.8	(0.43)
3 to 6 times	2.0	(0.17)	12.8	(2.54)	5.5	(0.98)	1.4	(0.15)
7 to 9 times	0.4	(0.07)	4.4	(1.32)	0.9 !	(0.38)	0.2	(0.05)
10 or more times	0.6	(0.08)	5.2	(1.45)	3.1	(0.77)	0.3	(0.07)

†Not applicable.

Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative high school program as of the spring 2012 interview.

²Stopouts are 2009 ninth-graders who were out of high school for at least one period of 4 weeks or longer between 2009 and 2012 but were enrolled in school as of the spring 2012 interview.

NOTE: Both the base year of the study (conducted in fall 2009, when the students were in the 9th grade) and the first follow-up (conducted in spring 2012, when most of the students were in the 11th grade) consisted of a mathematics assessment and a questionnaire-format interview. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HLS:09) First Follow-up Public-Use Data File (NCES 2014-358); and *High School Dropouts and Stopouts: Demographic Backgrounds, Academic Experiences, Engagement, and School Characteristics* (NCES 2015-064). (This table was prepared July 2016.)

Table S.3. Among 2009 ninth-graders who were dropouts in 2012, percentage citing various reasons for leaving high school, by selected student characteristics: 2012

[Standard errors appear in parentheses]

Selected student characteristic	Got behind in school work or got poor grades		Thought it would be easier to get a GED ¹ or alternative high school credential		Did not like school		Had to take care of or financially support my family		Was suspended or expelled		Could not work and go to school at the same time		Did not need to complete high school for what I wanted to do		Wanted to gain early admission to school that provides occupational training or a college		My friends had dropped out of school	
	1	2	3	4	5	6	7	8	9	10								
Total	73.6	(3.18)	61.7	(4.39)	49.4	(4.65)	26.2	(3.71)	19.1	(2.96)	17.5	(3.29)	16.4	(2.72)	15.7	(2.96)	14.4	(2.83)
Sex																		
Male.....	75.6	(3.99)	66.3	(5.00)	51.4	(5.42)	26.2	(3.72)	26.4	(4.33)	25.9	(4.88)	21.6	(3.64)	21.3	(4.21)	18.6	(4.00)
Female.....	71.5	(5.59)	56.8	(8.02)	47.3	(7.57)	26.2	(5.15)	11.1	(3.12)	8.4	(2.94)	10.8	(3.49)	9.7	(2.93)	9.9	(3.01)
Race/ethnicity																		
White.....	70.3	(4.22)	67.6	(4.63)	61.6	(4.38)	24.8	(3.98)	18.0	(3.21)	18.8	(3.85)	19.2	(3.12)	14.3	(2.98)	14.8	(3.48)
Black.....	71.5	(6.80)	66.3	(8.28)	30.3	(8.18)	18.2	(6.66)	29.8	(10.35)	+	(†)	21.4	(7.55)	21.6	(7.23)	+	(†)
Hispanic.....	82.7	(5.88)	47.9	(12.92)	47.2	(10.96)	31.9	(11.03)	10.2	(4.55)	20.0	(9.29)	+	(†)	+	(†)	+	(†)
Asian.....	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)
Other.....	65.5	(9.85)	70.1	(9.36)	49.2	(11.38)	33.8	(9.64)	27.8	(10.02)	12.3	(5.84)	19.1	(8.17)	20.8	(9.29)	16.9	(8.22)
Family's socioeconomic status in 2009²																		
Lowest quintile.....	74.4	(5.17)	65.7	(6.51)	43.4	(6.36)	28.9	(5.44)	29.1	(5.43)	20.8	(5.35)	19.6	(5.08)	20.4	(5.52)	21.2	(5.07)
Middle quintile.....	71.7	(4.65)	57.3	(6.00)	50.4	(5.86)	24.1	(4.64)	13.3	(2.99)	14.3	(3.22)	13.9	(3.35)	14.1	(3.75)	10.9	(3.55)
Highest quintile.....	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)	+	(†)
Language student first learned to speak																		
English.....	73.4	(3.47)	62.1	(4.68)	47.3	(4.99)	25.7	(4.09)	18.9	(3.41)	18.1	(3.66)	17.4	(3.00)	15.5	(3.19)	14.1	(3.28)
Not English or English and another language equally.....	74.6	(9.04)	59.2	(9.06)	63.9	(8.40)	30.0	(8.07)	20.7	(7.78)	13.2	(5.53)	9.7	(4.56)	17.0	(7.16)	16.6	(6.61)

¹Not applicable.
²Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent.
³Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
⁴A high school equivalency certificate awarded upon successful completion of the GED test, which is developed and distributed by the GED Testing Service.
⁵Socioeconomic status (SES) was measured by a composite score on parental education and occupations, and family income.

NOTE: Both the base year of the study (conducted in fall 2009, when the students were in the 9th grade) and the first follow-up (conducted in spring 2012, when most of the students were in the 11th grade) consisted of a mathematics assessment and a questionnaire-format interview. Current dropouts are students who were not enrolled in school and had not completed high school or an alternative program as of the 2012 interview. Race categories exclude persons of Hispanic ethnicity. Students may select more than one reason for dropping out.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HLSL:09) First Follow-up Public-Use Data File (NCES 2014-358); and High School Dropouts and Stopouts: Demographic Backgrounds, Academic Experiences, Engagement, and School Characteristics (NCES 2015-064). (This table was prepared July 2016.)

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APPENDIX A—TECHNICAL NOTES

Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and local education agencies (LEAs) containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public LEAs (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and LEAs; data on students and staff; and fiscal data. The general descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The *EDFacts* data collection system is the primary collection tool for the CCD. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the *EDFacts* collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective LEAs through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and

survey editing procedures. In addition, each year, SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

NCES uses data from the CCD to calculate averaged freshman graduation rates (AFGRs). The AFGR also uses CCD enrollment data collected through *EDFacts* data group 39 within file 052 as well as CCD graduate counts collected through *EDFacts* data group 306 within file 040. For more information about these data groups, please see file specifications 052, and 040 for the relevant school years, available at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

Defining and Calculating Averaged Freshman Graduation Rates Using the CCD

The AFGR provides an estimate of the percentage of high school students who graduate within 4 years of first starting 9th grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and 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 year one, 9th grade for the next year, and 10th grade for the year after, and then dividing by three. The averaging has a smoothing effect that helps compensate for prior year retentions in the 8th-, 9th-, and 10th-grade enrollment counts. Although not as accurate as a 4-year graduation rate computed from a cohort of students using student record data like the ACGR, the AFGR can be computed with widely available cross-sectional data. Based on a technical review and analysis of several different 4-year graduation rates, the AFGR was selected as the most accurate indicator, excepting only the ACGR, from a number of alternative estimates that can be calculated using available cross-sectional data (Seastrom et al. 2006a, 2006b). The following formula provides an example of how the AFGR would be calculated for the graduating class of 2012:¹

Number of regular high school diplomas awarded in SY 2012–13

(The number of 8th-graders enrolled in the fall of 2008 plus the number of 9th-graders enrolled in the fall of 2009 plus the number of 10th-graders enrolled in the fall of 2010) divided by 3

¹ Eighth-, 9th-, and 10th-grade enrollment was adjusted to include a prorated number of ungraded students using the ratio of the specified grade enrollment to the total graded enrollment. The same ratio was used to prorate ungraded students for the disaggregated enrollment counts (race/ethnicity and gender).

The AFGR was intended to address a lack of regular information about the timeliness of graduating from public high schools. Precise measures of how long it takes for a student to graduate high school require data sources that follow the progress of each individual student over time. Until recently, most states lacked data systems that captured individual public-school student-level data over time. The AFGR was developed to utilize data that were available across the 50 states on a regular basis to provide a general and comparable measure of the percentage of public high school students who graduate with a regular high school diploma within 4 years of first entering 9th grade. The AFGR is useful for time series analysis of graduation rates since the data used to generate the AFGR are available going back in time to at least the 1960s.

State and local policies can affect the number of regular high school diploma recipients reported. There are differences in what a regular high school diploma represents across states. The Common Core of Data (CCD) collection defines a regular diploma as the high school completion credential awarded to students who meet or exceed coursework and performance standards set by the state or other approving authority. While this language provides a definition of common intent, the requirements to earn a high school diploma varies among states, including, for example, attendance requirements, coursework requirements, and exit exams.

EDFacts

EDFacts is a centralized data collection through which SEAs submit K–12 education data to the U.S. Department of Education (ED). All data in *EDFacts* are organized into “data groups” and reported to ED using defined file specifications. Depending on the data group, SEAs may submit aggregate counts for the state as a whole, or detailed counts for individual schools or LEAs. *EDFacts* does not collect student-level records. The entities that are required to report *EDFacts* data vary by data group, but may include the 50 states, District of Columbia, Department of Defense (DoD) dependent schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about *EDFacts* file specifications and data groups can be found at www.ed.gov/edfacts.

EDFacts is a universe collection and is not subject to sampling error, but nonsampling errors such as

nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of *EDFacts* data across states and across time. To build *EDFacts* files, SEAs rely on data that were reported by their schools and LEAs. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases *EDFacts* data may not align with data reported on SEA websites. States may update their websites on different schedules than they use to report to ED. Further, ED may use methods to protect the privacy of individuals represented within the data that could be different from the methods used by an individual state.

EDFacts Four-Year adjusted cohort graduation rate (ACGR) data are collected in data groups 695 and 696 within files 150 and 151, respectively. *EDFacts* collects these data groups on behalf of the Office of Elementary and Secondary Education. For more information about these data groups, please see file specifications 150 and 151 for the relevant school year, available at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

Defining and Calculating Adjusted Cohort Graduation Rates

The ACGR is calculated based on the number of students who graduate in 4 years or less with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. In order to calculate and report the 4-year ACGR, states must follow the progress of each individual 9th- to 12th-grade student over time and maintain documentation of students who enter or leave schools or districts within their state. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort from another state and subtracting any students who subsequently transfer out, emigrate to another country, or die. The following formula provides an example of how the 4-year adjusted cohort is calculated.

The ACGR rate for the 2012–13 class is formulated as follows:

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of SY 2012–13}}{\text{Number of first-time 9th-graders in fall 2009 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2009–10, 2010–11, 2011–12, and 2012–13}}$$

SEAs report ACGR data for each school and LEA, and for the state total cohort rate. The methodology of the ACGR, as it was designed, allows for the movement or transfer of students from one school to another, while only counting each student once. A student may change schools and thus exit their prior school’s cohort and enter their new school’s cohort, but stay in the same district and state cohort. Similarly, a student who changes districts within a state will move to the new school and district for the ACGR, but will stay in the state’s cohort. In order to subtract or transfer a student out of a cohort, the school or LEA must have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma.

Unless specified, the ACGR data in this report and the associated data files reflect the data as reported by each SEA. The ACGRs required under the current Title I regulations are more comparable across states than were graduation rates submitted by SEAs under prior regulations. However, there has been some variation in the way that individual states have interpreted and understood the methodology specified in the statute. Examples of ways the calculated ACGR may vary among states include

- how students are identified for inclusion in certain subgroups;
- how the beginning of the cohort is defined;
- whether summer school graduates are counted as on-time graduates; and
- the criteria of what constitutes a diploma that meet the regulatory definition of a regular high school diploma.²

² Under 34 C.F.R. § 200.19(b)(1)(iv) a regular high school diploma is defined as “the standard high school diploma that is awarded to students in the State and that is fully aligned with the State’s academic content standards or a higher diploma and does not include a high school equivalency credential, certificate of attendance, or any alternative award.”

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 four successive monthly interviews, are not interviewed for the next 8 months, and then are reinterviewed for the following 4 months. Typically, the first and the fifth interviews are conducted in person, with the remaining conducted via computer-assisted telephone interviewing. The sample frame is a complete list of dwelling-unit addresses at the time of the decennial Census updated by demolition and new construction listings. The population surveyed excludes members of the armed forces, inmates of correctional institutions, and patients in long-term medical or custodial facilities; it is referred to as the civilian, noninstitutionalized population. The household-level nonresponse rate was 9.9 percent in the 2013 October basic CPS, and the person-level nonresponse rate for the school enrollment supplement was an additional 8.0 percent. These rates cannot be combined to derive an overall person-level response rate. For more information, please see *Current Population Survey, October 2013: School Enrollment Supplement File* (U.S. Department of Commerce 2014). An adult member of each household serves as the respondent for that household, supplying basic monthly data for each member of the household. In addition, in October of each year, supplementary questions regarding school enrollment are asked about eligible household members age 3 and older. Data are collected about individuals who attend or attended public schools and private schools, who were homeschooled, or who never attended school in the United States.

CPS data on educational attainment and enrollment status in the current year and prior year are used to identify dropouts and completers, and additional items in the CPS data are used to describe some of their basic characteristics. The CPS is the only source of national time series data on dropout and completion rates. The CPS data are also good for studying correlations between educational outcomes and other important issues such as employment and earnings. However, because the CPS collects no information on school characteristics and experiences, its usefulness in addressing dropout and completion issues is primarily

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

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

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 2013 is the number of persons ages 15–24³ surveyed in October 2013 who were enrolled in grades 10–12 in October 2012, who were not enrolled in high school in October 2013, and who also did not complete high school (that is, had not received a high school diploma or an alternative credential such as a GED) between October 2012 and October 2013.

³ This age range was chosen in an effort to include as many students in grades 10–12 as possible. Because the rate is based on retrospective data, it is lagged 1 year, meaning that some 15-year-olds have turned age 16 by the time of the interview.

The denominator of the event dropout rate for 2013 is the sum of the dropouts (i.e., the numerator) and all persons ages 15–24 who were attending grades 10–12 in October 2012, who were still enrolled in October 2013, or who graduated or completed high school between October 2012 and October 2013.

The dropout interval is defined to include the summer prior to the October CPS survey (in this case, the summer of 2013) and the previous school year (in this case, the 2012–13 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 2013 is the number of individuals ages 16–24⁴ who, as of October 2013, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October 2013.

Status Completion Rates

The numerator of the high school status completion rate is the number of 18- to 24-year-olds⁵ who had received a high school diploma or an alternative credential such as a GED. The denominator is the number of 18- to 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 high school completion and dropout reports presented estimates of overall status completion rates and estimates of the method of completion—graduation by diploma or completion through an alternative credential such as the

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

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

GED—based on data obtained through CPS reporting. Because of changes in the CPS introduced in 2000, data on the method of completion were not comparable with prior-year CPS estimates and the method-of-completion data were no longer reported in NCES reports generally. Please see the discussion of the GED Testing Service data below for further information.

Data Considerations for the CPS

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

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

Imputation for Item Nonresponse in the CPS. For many key items in the October CPS, the U.S. Census Bureau imputes data for cases with missing data due to item nonresponse. However, the U.S. 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. The hot-deck method assigns imputed values from survey respondents who answered an item (donors) to similar survey respondents who did not (recipients). Donors and recipients are matched based on various respondent characteristics. For the CPS data, three categories of age, two categories of race, two categories of sex, and two categories of citizenship were used to match donors with recipients for any given item. The procedure ensures that information from one

donor is not used for a large number of recipients. This prevents bias from being introduced into the data set if all the recipients were imputed from one donor.

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

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

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

Prior to 2010, standard errors for percentages and numbers of persons based on CPS data were calculated using the following formulas:

Percentage:

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

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

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., Black 16- to 24-years olds), and
 b = as above.

For instance, in 2009, b is equal to 2,131 for the total and White population, 2,410 for the Black population, 2,744 for the Hispanic population, and 2,410 for the Asian/Pacific Islander population ages 14–24. For regional estimates, b is equal to 1.06 for the Northeast, 1.06 for the Midwest, 1.07 for the South, and 1.02 for the West.

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

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

Beginning with the 2010 CPS data, standard errors were estimated using Fay's Balanced Repeated Replication (Fay-BRR). While the generalized variance model provides an estimate for standard errors, BRR better accounts for the two-stage stratified sampling process of the CPS; where the first stage of the CPS Primary Sampling Unit (PSU) is the geographic area, such as a metropolitan area, county, or group of

counties. The second stage is households within these geographic areas. For the CPS October supplement, 160 replicate weights were used in Fay-BRR calculations.

American Community Survey

The Census Bureau began fielding the American Community Survey (ACS) in 1996, testing various data collection and sampling options. Data necessary to generate national level statistics for households and individuals not living in group quarters became available with the 2000 collection. Full data collection for the U.S. population outside of group quarters began with the 2005 ACS collections. Beginning that year and continuing through the present, the survey has been mailed to approximately 250,000 residential addresses in the United States and Puerto Rico each month. The survey collects household and individual demographic, socioeconomic, and housing data comparable in content to the Long Form of the Decennial Census. Survey content is primarily determined by federal law, federal regulations, and court decisions. Monthly data are aggregated to provide annual estimates. Estimates for single months are not supported.

In 2006, ACS sampling was expanded to include those living in group quarters. Annual results are available for areas with populations of 65,000 or more beginning with the 2006 data. Estimates for populations and areas with populations of 20,000 or more require 3 years of aggregated ACS data (U.S. Department of Commerce, Census Bureau 2009).

Data Considerations for the ACS

Estimates in this report from the ACS focus on status dropout rates for the institutionalized population, and for the noninstitutionalized population. The rates are derived using the same approach as that used for estimating status dropout rates from the CPS data. ACS data include weights to make estimates from the data representative of households and individuals in the United States. These weights are based on annual population updates generated by the Census Bureau to be representative of the U.S. population as of July 1. Data are fully imputed before release to the public and flags are available to identify which values have been imputed for which cases.

Replicate weights that account for the complex sample design of the ACS have been developed for use in deriving variance estimates. Variance estimates for any full-sample ACS survey estimate are calculated using the following formula:

$$\text{Var}(y_o) = \frac{4}{k} \sum_{r=1}^k (y_r - y_o)^2$$

Where:

- r = The replicate sample (r = 1.....k)
- o = The full sample
- k = The total number of replicate samples (k = 80)
- y_o = The survey estimate using the full-sample weights
- y_r = The survey estimate using the replicate weights from replicate r

This variance estimate is the product of a constant and the sum of squared differences between each replicate survey estimate and the full-sample survey estimate.

The estimates and standard errors based on ACS data in this report were produced in SAS using the jackknife 1 (JK1) option as a replication procedure. The multiplier was set at 0.05 (4/80=0.05). Eighty replicate weights, PWGTP1 to PWGTP80, were used to compute the sampling errors of estimates.

Statistical Procedures for Analyzing CPS- and ACS-Based Estimates

Because CPS and ACS 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.⁶ The descriptive comparisons in this report were tested using Student's *t* statistic. Differences between estimates are tested against the probability of a type I error,⁷ 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.

⁶ The CCD and GEDTS data are universe data collections and therefore do not require statistical testing, such as that used for estimates from the CPS sample survey data.

⁷ A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present. It is sometimes referred to as a "false positive."

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 1 time out of 20 when there was no actual difference between the quantities in the underlying population. When *p* values are smaller than the .05 level, the null hypothesis that there is no difference between the two quantities is rejected. Finding no difference, however, does not necessarily imply that the values are the same or equivalent.

Third, the probability of a type I error increases with the number of comparisons being made. Bonferroni adjustments are sometimes used to correct for this problem. Bonferroni adjustments do this by reducing the alpha level for each individual test in proportion to the number of tests being done. However, while Bonferroni adjustments help avoid type I errors, they

increase the chance of making type II errors. Type II errors occur when there actually is a difference present in a population, but a statistical test applied to estimates from a sample indicates that no difference exists. Prior to the 2001 report in this series, Bonferroni adjustments were employed. Because of changes in NCES reporting standards, Bonferroni adjustments are not employed in this report.

Regression analysis was used to test for trends across age groups and over time. Regression analysis assesses the degree to which one variable (the dependent variable) is related to one or more other variables (the independent variables). The estimation procedure most commonly used in regression analysis is ordinary least squares (OLS). When studying changes in rates over time, the rates were used as dependent measures in the regressions, with a variable representing time and a dummy variable controlling for changes in the educational attainment item in 1992 (= 0 for years 1972 to 1991, = 1 for years after 1992) used as independent variables. Significant and positive slope coefficients suggest that rates increased over time. Conversely, significant and negative coefficients suggest that rates decreased over time. Because of varying sample sizes over time, some of the estimates were less reliable than others (i.e., standard errors for some years were larger than those for other years). In such cases, OLS estimation procedures do not apply, and it is necessary to modify the regression procedures to obtain unbiased regression parameters. This is accomplished by using weighted least squares regressions.⁸ Each variable in the analysis was transformed by dividing by the standard error of the relevant year's rate. The new dependent variable was then regressed on the new time variable, a variable for 1 divided by the standard error for the year's rate, and the new editing-change dummy variable. All statements about trend changes in this report are statistically significant at the .05 level.

⁸ For general discussion of weighted least squares analysis please see Gujarati, D. (1998). *Basic Econometrics* (2nd ed.). New York: McGraw Hill.

GED Testing Service

The GED Testing Service (GEDTS) collects data on individuals who take the GED exam each year and on individuals who pass the exam each year. These data are collected from test sites both in the United States and internationally. The GEDTS releases the data in aggregate form in annual statistical reports. The reports are organized to allow readers to differentiate between those individuals taking and passing the exam in the United States and those taking and passing the exam outside of the United States. Though GEDTS designs and administers the exams, many related policies are set by states and sometimes jurisdictions within a state. For example, determinations of who can take the exam, how much preparation is required, how and when the exam can be retaken, how much the exam costs, and the official name of the resulting credential is set by states and sometimes jurisdictions within a state (see <http://www.gedtesting.com/testers/2014policypages> for details).

Prior to 2000, NCES completion and dropout reports presented estimates of those holding alternative credentials, such as GEDs, directly from CPS data as part of the status completion rate. Examination of the changes in the CPS alternative credential items in the October 2000 and subsequent surveys has indicated that these estimates may not be reliable estimates of alternative high school completions.⁹ Therefore, CPS estimates of the method of alternative high school completion are no longer presented in NCES reports. Because GED recipients do have notably different life experiences than those with no high school credential and those with a regular high school diploma, the loss of information about alternative credential holders was an important measurement problem.

⁹ For a comparison of estimates from the CPS and the GED Testing Service of the number of 18- through 24-year-olds who have received a GED, see table A-1 in Laird, J., DeBell, M., Kienzl, G., and Chapman, C. (2007). *Dropout Rates in the United States: 2005* (NCES 2007-059). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

APPENDIX B—GLOSSARY

For definitions of dropout and completion rate estimates, please see the discussions above and table A.

General Terms

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.

Specific Terms Used in Various Surveys

American Community Survey (ACS)

Institutionalized population. Includes individuals living in institutionalized group quarters, such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Noninstitutionalized population. Includes individuals living in households and noninstitutionalized group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Race/ethnicity. This variable is constructed from two variables in the ACS. One asks about the person's ethnic background, and the second asks about the person's race. Those reported as being of Hispanic background on the ethnic background question are categorized as Hispanic, irrespective of race. Non-Hispanic persons are then categorized by race.

Current Population Survey (CPS)

Disability. Individuals are identified as having a disability if they were reported to have difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.

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 ages 15–24 living in the household who are unrelated to the household respondent, yet whose family income is defined as the income of the family of the household respondent. Therefore, the current family income of the respondent may not accurately reflect that person's family background. In particular, some of the young adults in the 15- through 24-year age range do not live in a family unit with a parent present.

Race/ethnicity. This variable is constructed from two variables in the CPS. One asks about the person's ethnic background, and the second asks about the person's race. Those reported as being of Hispanic background on the ethnic background question are categorized as Hispanic, irrespective of race. Non-Hispanic persons are then categorized by race. Beginning in 2003, respondents were able to indicate two or more races. Those who indicated two or more races and who did not indicate that they were Hispanic are categorized as "Two or more races, non-Hispanic."

Recency of immigration. Recency of immigration was derived from a set of questions on the CPS survey inquiring about the country of birth of the reference person and his or her mother and father. From these questions, the following three categories were constructed: (1) born outside the 50 states and the District of Columbia, (2) first generation, and (3) second generation or higher. "First generation" is defined as individuals who were born in one of the

50 states or the District of Columbia, but who had at least one parent who was not. “Second generation or higher” refers to 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 (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.

EDFacts

Economically disadvantaged. Students who meet their state’s definition of economically disadvantaged status.

Limited English proficient. Students who meet the definition of limited English proficient (LEP) students in section 4.3 of the *EDFacts* Workbook:

In coordination with the state’s definition based on Title 9 of ESEA, students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)

- (i) the ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b)(3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

Students with disabilities. Students who meet the definition of children with disabilities under the Individuals with Disabilities Education Act (IDEA) in section 4.2 of the *EDFacts* Workbook:

Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance...; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

General Educational Development (GED) Tests

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

High School Longitudinal Study of 2009 (HSL:09)

Socioeconomic status. A composite variable calculated using parents’/guardians’ education, occupation, and family income, as reported on the 2009 base-year HSL:09 survey.

Stopouts. Students who were 9th graders in 2009 and who had experienced four or more consecutive weeks out of high school between fall 2009 and spring 2012, but were enrolled in school as of the spring 2012 HSL:09 interview.



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