

NCES Common Core of Data State Dropout and Completion Data File: School Year 2006–07

File Version 1b

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I. Introduction

This document provides information about the Common Core of Data (CCD) State Dropout and Completion Data File: School Year 2006–07. The CCD State Dropout and Completion Data File is one of several data files released through the CCD nonfiscal survey system. This file contains data on students who drop out of and complete public school.

The CCD nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states, NCES staff and representatives of the SEAs have worked since the 1950s to develop and accept common data items and definitions. The data are edited by the U.S. Census Bureau and maintained in machine-readable datasets by NCES and are used to produce general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

This documentation for the CCD State Dropout and Completion Data File: School Year 2006–07 contains information on CCD dropout and completion reporting methodology, as well as information on the data file itself. There are four appendixes, as follows:

- **Appendix A. Record Layout** gives the variable names and labels of the data items discussed throughout the documentation, as well as their locations in the data file.
- **Appendix B. Value Distribution, Field Frequencies, and Data Tables** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of states and the number of states for which data are missing or not applicable. For categorical and text variables, Appendix B also lists the frequency of responses for each variable. Data tables are provided for high school completers, dropouts, and enrollment base fields by state or jurisdiction.
- **Appendix C. Dropout Reporting Practices and Guidelines** presents the instructions given to SEAs for reporting dropouts to NCES.
- **Appendix D. Computation Instructions** provides the data user with information on the computation of enrollment base fields (used as the denominator to calculate dropout rates) and the computation of dropout and completion rates in NCES data reports.
- **Appendix E. Revisions to the Primary Data Release** describes the specific changes made to release 1b of the data.

II. The CCD State Dropout and Completion Data File: School Year 2006–07

A. Sources of Data Used to Construct the File

The CCD State Dropout and Completion Data File is constructed from data collected through the CCD nonfiscal surveys: the Public Elementary/Secondary School Universe Survey, the Local Education Agency Universe Survey, and the State Nonfiscal Survey of Public Elementary/Secondary Education. In addition to dropout and completion counts, the file contains the enrollment bases that can be used in calculating dropout and completion rates.

The numbers of high school diploma recipients and the student membership data that comprise the denominator for the Averaged Freshman Graduation Rate (AFGR) are taken from the State Nonfiscal Survey of Public Elementary/Secondary Education data file. Dropout data are taken from the Local Education Agency Universe Survey data file. (The state-level dropout data are created by aggregating the LEA-level data to the state level.) The membership data used to create the enrollment base (denominator) for the 2006–07 event dropout rate are taken from the Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated first to the LEA level, and then to the state level from schools associated with the state.

Counts of individuals ages 19 or younger who passed the General Education Development (GED) test were provided by the General Educational Development Testing Service. This number is used as an estimate of the number of GED diplomas awarded to individuals ages 19 or younger by the state.

B. Data Collection Methods

With the exception of New York, California, and Arkansas, all states reported their dropout and high school completer data for 2006–07 during the collection of CCD data through the Department of Education’s *EDFacts* system. The District of Columbia, Puerto Rico, and the U.S. Virgin Islands also reported their data through *EDFacts*. New York and California reported their data directly to NCES CCD staff. Arkansas regular diploma counts, by race/ethnicity, were obtained from the Arkansas Department of Education website. American Samoa and the Commonwealth of the Northern Mariana Islands reported their data through the CCD online data collection system maintained by the U.S. Census Bureau and Kforce Government Solutions.

C. Who Is a Dropout?

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

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

The following statements apply for the purpose of this definition:

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

See Appendix C. Dropout Reporting Practices and Guidelines for further description of the dropout definition.

Treatment of ungraded students in calculating dropout rates—The dropout rate denominator is based on enrollments by grade. However, some states report ungraded students (students who are not assigned a regular grade designation). To adjust for this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, based on the race/ethnicity and gender of the ungraded students and the race/ethnicity and gender of the graded students (where this information was available). In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; and the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

Caution in interpreting the dropout rates—There can be situations in which there is a dropout rate of more than 100 percent in any given cell. Since enrollment figures are reported at the school level and dropout counts are reported at the agency level, it is possible that a state may not be able to report enrollment data for all schools in a district, which could create an enrollment figure that is lower than the reported dropout count. Another reason a district could have more dropouts than students enrolled is because of the method by which the CCD counts students who drop out over the summer. If a student finishes a grade and school year but fails to re-enroll in the fall, then the student is counted as a dropout for the grade and district in which he or she fails to enroll in the fall. Therefore, if a student finishes eighth grade in a grade K–8 district, but then fails to enroll in the grade 9–12 district in the fall, that grade 9–12 district would count the student as a dropout even though it would not include the student in its enrollment count. In cases where the dropout rate exceeds 100 percent, the dropout rate cell is set to “-1” (missing).

D. Information on High School Completers and the Averaged Freshman Graduation Rate

For each record in the data file, the CCD State Dropout and Completion Data File contains counts of regular diploma recipients, the Averaged Freshman Graduation Rate (AFGR), enrollment data used to calculate the AFGR, counts of other high school completers, and counts of individuals ages 19 or younger who passed the GED test.

What is a regular diploma?—The CCD defines a regular diploma as the high school completion credential awarded to students who meet or exceed coursework and performance standards set by the state or other approving authority. There are differences in what a high school diploma represents across states. State and local policies can affect the numbers of diploma recipients reported. Some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address state or district academic standards. For example, some states have in-school GED programs that require fewer credit hours than a regular high school track, but lead to the award of regular diplomas. Other states award some form of alternative credential to students who meet some, but not all, requirements. For example, special education students who complete their individual education programs or regular education students in some alternative programs may receive a certificate of completion. As a result of different policies, students who receive a certificate of completion in one state might be awarded a regular diploma in another.

Calculating the AFGR—The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2006–07 AFGR is the average of the 8th-grade membership in 2002–03, 9th-grade membership in 2003–04, and 10th-grade membership in 2004–05. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2003–04 freshmen in order to estimate the on-time graduation rate for 2006–07.

Treatment of ungraded students in calculating the AFGR—The AFGR denominator is based on enrollments by grade. However, some states report ungraded students (students who are not assigned a regular grade designation). To adjust for this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, based on the race/ethnicity and gender of the ungraded students and the race/ethnicity and gender of the graded students (where this information was available). The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the 8th, 9th, and 10th grades. In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; and the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

Caution in interpreting the AFGR—Although the AFGR was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the AFGR does not take into account any imbalances in the number of students moving in and out of the nation or individual states over the high school years. As a result, the averaged freshman class is at best an approximation of the actual number of freshmen, where differences in the rates of transfers, retention, and dropping out in the three grades affect the average. Second, by including all graduates in a specific year, the graduates may include students who repeated a grade in high school or completed high school early and thus are not on-time graduates in that year.

While the AFGR is a reasonable proxy at the aggregate national or state level, the potential effects of three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the

estimated graduation rate would be lower than the actual on-time rate for that group of freshmen. On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen. This can lead to estimated graduation rates of more than 100 percent for small groups; such cases have been adjusted to 100 percent in this data file.

Second, including the estimate of 8th-graders from the previous year in order to remove the effect of freshmen who were retained (and, thus, are not first-time freshmen) ignores the fact that in some cases there may be a real change in the number of 8th-graders relative to counts of 9th-graders due to transfers between public and private schools. If more students transfer to public schools at this point, using a count of 8th-graders that does not include those students would serve to artificially decrease the estimated number of 9th-graders and, as a result, increase the graduation rate for that class. Conversely, if more students were to transfer out of public schools between the 8th and 9th grades, using the 8th-grade count that includes students leaving the population would artificially increase the estimated number of 9th-graders and, in turn, decrease the graduation rate.

Third, there may be a tradeoff between the adjustment for retentions and grade-specific differences in the number of dropouts. The use of the 10th-grade enrollment count also helps to dampen the effect of 9th-grade retentions, but ignores the fact that 9th-grade dropouts result in a smaller 10th-grade population. Excluding these 9th-grade dropouts lowers the estimate of freshmen and, as a result, increases the graduation rate.

What is an other high school completer?— The CCD defines an other high school completer as a student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school. Other high school completer credentials are not awarded in every state. See section F. Comments About the Data Items for a list of states that do not award other high school completer credentials.

E. Comments About the Data File

Data users should be aware of certain characteristics of the data file.

Methodology—Data for the CCD State Dropout and Completion Data File are provided to NCES by officials in each SEA. Since it is understood that LEAs have already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel to verify data except in unusual circumstances. Certain edits are performed by CCD survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

Undercoverage and vertical consistency—Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular¹) is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in the state regardless of

¹ Regular school districts are operated by a local authority and offer instruction to students within their service areas. They exclude local supervisory unions, regional education service agencies, state and federally operated school districts, and other agencies that do not fall within these groupings.

who administers the schools or districts. However, there are states that do not report schools and districts that are administered by state organizations other than SEAs (such as health and human services or corrections departments). Unreported schools may include those for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA.

Response rates—The Department of Defense Dependents Schools, the Bureau of Indian Education, and Guam did not report completion data for the 2006–07 school year. Completion data by race/ethnicity and gender were not reported by New York and Kentucky. The District of Columbia reported completion data by race/ethnicity and gender for a very low percentage of its overall completer counts, and the data were therefore suppressed. Nevada did not report student membership by race/ethnicity and gender in a year required to calculate the AFGR by race/ethnicity for 2006–07, and therefore no AFGRs by race/ethnicity are available for Nevada for 2006–07.

The Department of Defense Dependents Schools, the Bureau of Indian Education, American Samoa, Guam, and Puerto Rico did not report dropout data for 2006–07. High counts of missing data resulted in the suppression of dropout counts for Vermont. New York did not report dropout data by grade, only dropout data in aggregate for grades 9–12. Pennsylvania did not report dropout data for grades 9 and 10. A 9–12 high school dropout rate could not be calculated for Pennsylvania. Counts of dropouts by race/ethnicity and gender did not represent 80 percent or more of that total student population for any of the five racial/ethnic categories in the following states, and are therefore suppressed: Maryland, New York, and Vermont. Pennsylvania did not report dropout data representative of 80 percent or more of students in the following racial/ethnic categories, and therefore these data were suppressed: American Indian/Alaska Native, Asian/Pacific Islander, and White, non-Hispanic.

For the 2006–07 collection dropout data, it was not always possible to distinguish true zero counts of dropouts from missing data (see section E., Data values, for more information about zero counts and missing data.) NCES identified all districts with zero reported dropouts and a 2006–07 student membership in grades 9–12 of 400 or more students. These zero values of dropouts were changed to missing except in cases for which the state CCD coordinator confirmed that there were zero dropouts for the district. NCES also identified all districts with 20 or more student enrolled in grade 12 and zero reported diplomas. These zero values for diplomas were changed to missing unless the state CCD coordinator confirmed the reported zero.

Accuracy of data—The degree of rigor with which SEAs verify their dropout data is not uniform. Agencies that collect dropout and membership data through student-level record systems are better able to verify students' enrollment status than are agencies that collect aggregate reports of dropouts from schools or districts. NCES requires SEAs to confirm or amend any numbers that appear considerably out of line with other states' data or with data from previous years. However, NCES does not audit a state's dropout or completion data.

Precautions to prevent disclosure of individuals who drop out of school or fail to graduate—The data file has undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individuals who dropped out school or those who did not receive a diploma at the end of the 12th grade. Each record was examined individually, in combination with the other records in the file, and across reporting levels due to the hierarchical nature of the CCD collections.

This file has undergone perturbation. A perturbation is an adjustment to one or more counts in the file and is done to protect the identity of students. Only data fields associated with dropout counts and high school diploma counts have been perturbed. In the case of perturbations done to dropout counts, the perturbation was necessary to prevent the disclosure of individual students who dropped out of school. In the case of perturbations done to regular high school diploma counts, the perturbation was necessary to prevent the disclosure of individual students who did not receive a regular high school diploma at the end of 12th grade. These changes were done in such a way as to minimize their impact on the analytical value of the data file.

Data values— All data elements are presented as reported by the state coordinator or have been filled with codes “-1,” “-2,” “M,” or “N” by NCES. Descriptions of zero or other codes are listed below.

- 0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category. (For example, a K–12 district having no 12th-graders would report “0.”)
- M (or -1 for numeric values): A value of M (or -1) indicates that data are missing. A value was expected, but none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report “-1.”)
- N (or -2 for numeric values): A value of N (or -2) indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report “-2” for 12th-graders.)

F. Comments About the Data Items

The CCD State Dropout and Completion Data File: School Year 2006–07 contains the following data items for each record: the school year for which the data are reported; the Federal Information Processing Standards (FIPS) state code; the state postal code abbreviation; the name, address, and telephone number of each SEA; the AFGR and the AFGR by race/ethnicity; regular diploma counts by race/ethnicity; enrollment bases for the AFGR by race/ethnicity; dropout counts by grade, race/ethnicity, and gender for each of grades 9–12; dropout rates by grade, race/ethnicity, and gender for each of grades 9–12; enrollment bases for dropout rates by grade, race/ethnicity, and gender for each of grades 9–12; counts of other high school completers by race/ethnicity; and counts of individuals ages 19 and younger who passed the GED test by race/ethnicity. Data users should take note of certain conditions regarding each data item in the file, as follows:

(SEANAME) Name of State Education Agency (SEA). Each record includes an SEA name. NCES reviewed any name filling the 60 characters assigned and may have adjusted it to improve readability (i.e., by applying standard abbreviations).

(SURVYEAR) School Year. The school year in which students dropped out of school or graduated from high school (the 2006–07 school year is represented as “2006” in the data file). It is important to use this field when comparing dropout data from different files.

(TOTD9–TOTDF) Dropout Count Variables. Dropout counts are presented by grade, by grade by race/ethnicity by gender, by race/ethnicity, and by gender for grades 9 through 12. Ungraded

students who drop out of school are assigned by the LEA to the grade in the dropout count that most closely matches the grade they would have been enrolled in based on their age. Dropout counts are used as the numerator for dropout rates. Reported grade totals for dropout counts can exceed the sum of race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of dropout count variables.

(EBS9–EBSF) Dropout Rate Enrollment Base Variables. Enrollment bases are used as the denominator to calculate dropout rates because states assign ungraded dropouts to grades in their reports to the CCD. The enrollment base is calculated by summing the membership reported for each of grades prekindergarten through 12 in public schools within a state. Students who are not in traditional grades (ungraded students) are then assigned to specific grades by prorating them on the basis of each grade’s membership. Appendix D. Computation Instructions describes the procedure. Reported grade totals for the enrollment base can exceed the sum of the race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported). See Appendix A. Record Layout for a complete list of dropout rate enrollment base variables.

(DRP9–DRPF) Dropout Rate Variables. Dropout rates are presented by grade, by race/ethnicity and gender, by race/ethnicity, and by gender for grades 9 through 12. See Appendix A. Record Layout for a complete list of dropout rate variables.

(TOTDPL–WHDPL) Regular Diploma Count Variables. Diploma counts are presented for totals and by race/ethnicity. Reported totals for diploma counts can exceed the sum of the race/ethnicity detail because states may report students in the total who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of regular diploma count variables.

(AFGEB–AFGEBWH) Enrollment Base for Averaged Freshman Graduation Rate. AFGR enrollment base variables are presented for totals and by race/ethnicity. Enrollment base variables are used as the denominator in the calculation of the AFGR and represent estimates of the number of first-time freshmen in the class of 2003–04 freshmen in order to estimate the on-time graduation rate for 2006–07. See Appendix D. Computation Instructions for the procedure. See Appendix A. Record Layout for a complete list of AFGR enrollment base variables.

(AFGR–AFGRWH) Averaged Freshman Graduation Rate (AFGR) Variables. AFGR variables are presented for totals and by race/ethnicity. See Appendix A. Record Layout for a complete list of AFGR variables.

(TOTOHC–WHOHC) Other High School Completers. Some states grant a certificate of attendance or completion in lieu of a diploma. Reported totals for other high school completer counts can exceed the sum of race/ethnicity detail because states may report students in the total who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) Other high school completer credentials are not offered by the following states and jurisdictions: California, Illinois, Kansas, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, West Virginia, the Bureau of Indian Education, the Department of Defense Schools (overseas and domestic),

Guam, the Commonwealth of the Northern Mariana Islands, and Puerto Rico. See Appendix A. Record Layout for a complete list of other high school completer variables.

(TOTEQUIV–WHEQUIV) General Educational Development (GED) test passers. Counts of individuals ages 19 or younger who passed the GED test as reported by the General Educational Development Testing Service are included in this data file. Reported totals for the GED passer counts can exceed the sum of race/ethnicity detail because students may be reported in the total who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of GED passer variables.

Table 1. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets

State name/jurisdiction	FIPS ¹	Abbreviation ²	State name/jurisdiction	FIPS ¹	Abbreviation ²
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA	Department of Defense		
Kansas	20	KS	dependents schools		
Kentucky	21	KY	(overseas)	58 ³	DO
Louisiana	22	LA			
Maine	23	ME	Department of Defense		
Maryland	24	MD	dependents schools		
Massachusetts	25	MA	(domestic)	61 ³	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 ³	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

¹ Federal Information Processing Standards codes (01–78).

² U.S. Postal Service state abbreviation codes.

³ Not official U.S. FIPS code. The state abbreviations for Department of Defense dependents schools (overseas) are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense dependents schools (domestic) and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

G. Special Characteristics of This File

Data users should be aware of the following special characteristics of the CCD State Dropout and Completion Data File: School Year 2006–07.

1. The reported data were examined to identify any instance in which the identity of an individual dropout might be disclosed. To protect against the possibility of disclosure, data in some cells have been suppressed. See “Precautions to Prevent Disclosure of Individuals Who Drop Out of School” (in section II.E above) for more information.
2. Reported grade totals for the enrollment base and dropout counts can exceed the sum of race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported).
3. State-level dropout data are aggregated from the state’s LEA-level dropout counts. Unless confirmed as accurate by the state CCD coordinator, reports of zero dropouts for any LEA enrolling 400 or more students in grade 9–12 were changed to missing (-1).

III. User Guidelines for Processing the CCD State Dropout and Completion Data File: School Year 2006–07

A. File Characteristics

The CCD State Dropout and Completion Data File: School Year 2006–07 is provided in two file formats: a SAS file (sdr061b.sas7bdat); and a flat ASCII file (sdr061b.txt). The first three characters of the file name indicate the type of file (sdr = state dropout and completer file), the fourth and fifth characters indicate the school year (06 = 2006–07), and the sixth and seventh characters indicate the version number (1 = public file, a = first version). The record layout (containing field name, field position, field length, field type, and field description) is located in Appendix A. Record Layout.

B. Linking This File to Other CCD Files

Data users can easily link this file to State Nonfiscal Survey of Public Elementary/Secondary Education files or to other state-level dropout files that NCES will be releasing in the future. State nonfiscal files contain many useful data items, including numbers of staff and high school completer data. The variable FIPST is the common link across all state-level files and, when used, will produce a valid dataset.

Users should note that the enrollment bases in this file may not match the enrollment counts in other CCD files because enrollment bases are derived from the Public Elementary/Secondary School Universe Survey and ungraded students are prorated into grades (see appendix D for information regarding the enrollment field calculations in the dropout file).

C. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., FIPST) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers which is necessary when merging these data with other files. This can be accomplished in Excel by using the ‘Import Wizard’ to select the ID fields and set them as text fields.

D. Revisions Included in the 1b Version of This Data File

In March 2011, Nevada informed NCES that the data submitted for 2006-07 was incorrect. Nevada provided corrected data at that time. This latest version of the data file has incorporated these updated data.

APPENDIX A. Record Layout

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Number of Variables = 219

Number of Observations = 59

The file contains data for school year 2006–07 sorted by the Federal Information Processing Standards (FIPS) state code. “AN” and “N” indicate alphanumeric and numeric data, respectively. Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt). An asterisk (*) in the order column indicates that the field has one explicit decimal place.

Variable name	Order	Data type	Description
SURVYEAR	1	AN	School year.
STATENAM	2	AN	Name of state.
FIPST	3	AN	Federal Information Processing Standards (FIPS) state code.
TOTD9	4	N	Count of dropouts (Total 9 th grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD9M	5	N	Count of dropouts (9 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD9F	6	N	Count of dropouts (9 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD9	7	N	Count of dropouts (Total 9 th -grade American Indian/Alaska Native) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD9M	8	N	Count of dropouts (9 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD9F	9	N	Count of dropouts (9 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD9	10	N	Count of dropouts (Total 9 th -grade Asian/Pacific Islander) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID9M	11	N	Count of dropouts (9 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID9F	12	N	Count of dropouts (9 th -grade Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID9	13	N	Count of dropouts (Total 9 th -grade Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD9M	14	N	Count of dropouts (9 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD9F	15	N	Count of dropouts (9 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD9	16	N	Count of dropouts (Total 9 th -grade Black, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD9M	17	N	Count of dropouts (9 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD9F	18	N	Count of dropouts (9 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD9	19	N	Count of dropouts (Total 9 th -grade White, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD10	20	N	Count of dropouts (Total 10 th Grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD10M	21	N	Count of dropouts (10 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD10F	22	N	Count of dropouts (10 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD10	23	N	Count of dropouts (Total 10 th -grade American Indian/Alaska Native) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD10M	24	N	Count of dropouts (10 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).

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NCES Common Core of Data State Dropout and Completion Data File:
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Variable name	Order	Data	
		type	Description
ASD10F	25	N	Count of dropouts (10 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD10	26	N	Count of dropouts (Total 10 th -grade Asian/Pacific Islander) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID10M	27	N	Count of dropouts (10 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID10F	28	N	Count of dropouts (10 th -grade Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID10	29	N	Count of dropouts (Total 10 th -grade Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD10M	30	N	Count of dropouts (10 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD10F	31	N	Count of dropouts (10 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD10	32	N	Count of dropouts (Total 10 th -grade Black, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD10M	33	N	Count of dropouts (10 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD10F	34	N	Count of dropouts (10 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD10	35	N	Count of dropouts (Total 10 th -grade White, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD11	36	N	Count of dropouts (Total 11 th Grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD11M	37	N	Count of dropouts (11 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD11F	38	N	Count of dropouts (11 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD11	39	N	Count of dropouts (Total 11 th -grade American Indian/Alaska Native) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD11M	40	N	Count of dropouts (11 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD11F	41	N	Count of dropouts (11 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD11	42	N	Count of dropouts (Total 11 th -grade Asian/Pacific Islander) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID11M	43	N	Count of dropouts (11 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID11F	44	N	Count of dropouts (11 th -grade Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID11	45	N	Count of dropouts (Total 11 th -grade Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD11M	46	N	Count of dropouts (11 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD11F	47	N	Count of dropouts (11 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD11	48	N	Count of dropouts (Total 11 th -grade Black, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD11M	49	N	Count of dropouts (11 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD11F	50	N	Count of dropouts (11 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD11	51	N	Count of dropouts (Total 11 th -grade White, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).

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NCES Common Core of Data State Dropout and Completion Data File:
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Variable name	Order	Data type	Description
TOTD12	52	N	Count of dropouts (Total 12 th Grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD12M	53	N	Count of dropouts (12 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD12F	54	N	Count of dropouts (12 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD12	55	N	Count of dropouts (Total 12 th -grade American Indian/Alaska Native) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD12M	56	N	Count of dropouts (12 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD12F	57	N	Count of dropouts (12 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD12	58	N	Count of dropouts (Total 12 th -grade Asian/Pacific Islander) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID12M	59	N	Count of dropouts (12 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID12F	60	N	Count of dropouts (12 th -grade Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID12	61	N	Count of dropouts (Total 12 th -grade Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD12M	62	N	Count of dropouts (12 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD12F	63	N	Count of dropouts (12 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD12	64	N	Count of dropouts (Total 12 th -grade Black, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD12M	65	N	Count of dropouts (12 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD12F	66	N	Count of dropouts (12 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD12	67	N	Count of dropouts (Total 12 th -grade White, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD912	68	N	Count of dropouts (Total Grades 9–12) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDAMM	69	N	Count of dropouts (Total Grades 9–12 American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDAMF	70	N	Count of dropouts (Total Grades 9–12 American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDAM	71	N	Count of dropouts (Total Grades 9–12 American Indian/Alaska Native) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDASM	72	N	Count of dropouts (Total Grades 9–12 Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDASF	73	N	Count of dropouts (Total Grades 9–12 Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDAS	74	N	Count of dropouts (Total Grades 9–12 Asian/Pacific Islander) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDHIM	75	N	Count of dropouts (Total Grades 9–12 Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDHIF	76	N	Count of dropouts (Total Grades 9–12 Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDHI	77	N	Count of dropouts (Total Grades 9–12 Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDBLM	78	N	Count of dropouts (Total Grades 9–12 Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).

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Variable name	Order	Data type	Description
TOTDBLF	79	N	Count of dropouts (Total Grades 9–12 Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDBL	80	N	Count of dropouts (Total Grades 9–12 Black, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDWHM	81	N	Count of dropouts (Total Grades 9–12 White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDWHF	82	N	Count of dropouts (Total Grades 9–12 White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDWH	83	N	Count of dropouts (Total Grades 9–12 White, non-Hispanic) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDM	84	N	Count of dropouts (Total Grades 9–12-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTDF	85	N	Count of dropouts (Total Grades 9–12-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
EBS9	86	N	Enrollment Base (Total 9 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM9M	87	N	Enrollment Base (9 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM9F	88	N	Enrollment Base (9 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM9	89	N	Enrollment Base (Total 9 th -grade American Indian/Alaska Native) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS9M	90	N	Enrollment Base (9 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS9F	91	N	Enrollment Base (9 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS9	92	N	Enrollment Base (Total 9 th -grade Asian/Pacific Islander) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI9M	93	N	Enrollment Base (9 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI9F	94	N	Enrollment Base (9 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI9	95	N	Enrollment Base (Total 9 th -grade Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL9M	96	N	Enrollment Base (9 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL9F	97	N	Enrollment Base (9 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL9	98	N	Enrollment Base (Total 9 th -grade Black, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH9M	99	N	Enrollment Base (9 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH9F	100	N	Enrollment Base (9 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH9	101	N	Enrollment Base (Total 9 th -grade White, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBS10	102	N	Enrollment Base (Total 10 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM10M	103	N	Enrollment Base (10 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM10F	104	N	Enrollment Base (10 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM10	105	N	Enrollment Base (Total 10 th -grade American Indian/Alaska Native) aggregated from the school universe file (see appendix D for computation procedures).

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Variable name	Order	Data	
		type	Description
EBSAS10M	106	N	Enrollment Base (10 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS10F	107	N	Enrollment Base (10 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS10	108	N	Enrollment Base (Total 10 th -grade Asian/Pacific Islander) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI10M	109	N	Enrollment Base (10 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI10F	110	N	Enrollment Base (10 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI10	111	N	Enrollment Base (Total 10 th -grade Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL10M	112	N	Enrollment Base (10 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL10F	113	N	Enrollment Base (10 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL10	114	N	Enrollment Base (Total 10 th -grade Black, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH10M	115	N	Enrollment Base (10 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH10F	116	N	Enrollment Base (10 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH10	117	N	Enrollment Base (Total 10 th -grade White, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBS11	118	N	Enrollment Base (Total 11 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM11M	119	N	Enrollment Base (11 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM11F	120	N	Enrollment Base (11 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM11	121	N	Enrollment Base (Total 11 th -grade American Indian/Alaska Native) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS11M	122	N	Enrollment Base (11 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS11F	123	N	Enrollment Base (11 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS11	124	N	Enrollment Base (Total 11 th -grade Asian/Pacific Islander) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI11M	125	N	Enrollment Base (11 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI11F	126	N	Enrollment Base (11 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI11	127	N	Enrollment Base (Total 11 th -grade Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL11M	128	N	Enrollment Base (11 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL11F	129	N	Enrollment Base (11 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL11	130	N	Enrollment Base (Total 11 th -grade Black, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH11M	131	N	Enrollment Base (11 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH11F	132	N	Enrollment Base (11 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).

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Variable name	Order	Data type	Description
EBSWH11	133	N	Enrollment Base (Total 11 th -grade White, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBS12	134	N	Enrollment Base (Total 12 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM12M	135	N	Enrollment Base (12 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM12F	136	N	Enrollment Base (12 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM12	137	N	Enrollment Base (Total 12 th -grade American Indian/Alaska Native) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS12M	138	N	Enrollment Base (12 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS12F	139	N	Enrollment Base (12 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS12	140	N	Enrollment Base (Total 12 th -grade Asian/Pacific Islander) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI12M	141	N	Enrollment Base (12 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI12F	142	N	Enrollment Base (12 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI12	143	N	Enrollment Base (Total 12 th -grade Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL12M	144	N	Enrollment Base (12 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL12F	145	N	Enrollment Base (12 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL12	146	N	Enrollment Base (Total 12 th -grade Black, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH12M	147	N	Enrollment Base (12 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH12F	148	N	Enrollment Base (12 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH12	149	N	Enrollment Base (Total 12 th -grade White, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBS912	150	N	Enrollment Base (Total Grades 9–12) aggregated from the school universe file (see appendix D for computation procedures).
EBSAMM	151	N	Enrollment Base (Total Grades 9–12 American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAMF	152	N	Enrollment Base (Total Grades 9–12 American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM	153	N	Enrollment Base (Total Grades 9–12 American Indian/Alaska Native) aggregated from the school universe file (see appendix D for computation procedures).
EBSASM	154	N	Enrollment Base (Total Grades 9–12 Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSASF	155	N	Enrollment Base (Total Grades 9–12 Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS	156	N	Enrollment Base (Total Grades 9–12 Asian/Pacific Islander) aggregated from the school universe file (see appendix D for computation procedures).
EBSHIM	157	N	Enrollment Base (Total Grades 9–12 Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHIF	158	N	Enrollment Base (Total Grades 9–12 Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI	159	N	Enrollment Base (Total Grades 9–12 Hispanic) aggregated from the school universe file (see appendix D for computation procedures).

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Variable name	Data		Description
	Order	type	
EBSBLM	160	N	Enrollment Base (Total Grades 9–12 Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBLF	161	N	Enrollment Base (Total Grades 9–12 Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL	162	N	Enrollment Base (Total Grades 9–12 Black, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSWHM	163	N	Enrollment Base (Total Grades 9–12 White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWHF	164	N	Enrollment Base (Total Grades 9–12 White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH	165	N	Enrollment Base (Total Grades 9–12 White, non-Hispanic) aggregated from the school universe file (see appendix D for computation procedures).
EBSM	166	N	Enrollment Base (Total Grades 9–12-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSF	167	N	Enrollment Base (Total Grades 9–12-Female) aggregated from the school universe file (see appendix D for computation procedures).
DRP9	168*	N	Dropout Rate (Grade 9).
DRP10	169*	N	Dropout Rate (Grade 10).
DRP11	170*	N	Dropout Rate (Grade 11).
DRP12	171*	N	Dropout Rate (Grade 12).
DRP912	172*	N	Dropout Rate (Grades 9–12).
DRPAMM	173*	N	Dropout Rate (Grades 9–12 American Indian/Alaska Native-Male).
DRPAMF	174*	N	Dropout Rate (Grades 9–12 American Indian/Alaska Native-Female).
DRPAM	175*	N	Dropout Rate (Grades 9–12 American Indian/Alaska Native).
DRPASM	176*	N	Dropout Rate (Grades 9–12 Asian/Pacific Islander-Male).
DRPAS	177*	N	Dropout Rate (Grades 9–12 Asian/Pacific Islander-Female).
DRPAS	178*	N	Dropout Rate (Grades 9–12 Asian/Pacific Islander).
DRPHIM	179*	N	Dropout Rate (Grades 9–12 Hispanic-Male).
DRPHIF	180*	N	Dropout Rate (Grades 9–12 Hispanic-Female).
DRPHI	181*	N	Dropout Rate (Grades 9–12 Hispanic).
DRPBML	182*	N	Dropout Rate (Grades 9–12 Black, non-Hispanic-Male).
DRPBFL	183*	N	Dropout Rate (Grades 9–12 Black, non-Hispanic-Female).
DRPBL	184*	N	Dropout Rate (Grades 9–12 Black, non-Hispanic).
DRPWHM	185*	N	Dropout Rate (Grades 9–12 White, non-Hispanic-Male).
DRPWHF	186*	N	Dropout Rate (Grades 9–12 White, non-Hispanic-Female).
DRPWH	187*	N	Dropout Rate (Grades 9–12 White, non-Hispanic).
DRPM	188*	N	Dropout Rate (Grades 9–12 Male).
DRPF	189*	N	Dropout Rate (Grades 9–12 Female).
TOTDPL	190	N	Regular diploma count.
AMDPL	191	N	Regular diploma count (American Indian/Alaskan Native).
ASDPL	192	N	Regular diploma count (Asian/Pacific Islander).
HIDPL	193	N	Regular diploma count (Hispanic).
BLDPL	194	N	Regular diploma count (Black, non-Hispanic).
WHDPL	195	N	Regular diploma count (White, non-Hispanic).
AFGEB	196	N	Enrollment base Averaged Freshman Graduation Rate (AFGR).
AFGEBAM	197	N	Enrollment base AFGR (American Indian/Alaska Native).
AFGEBAS	198	N	Enrollment base AFGR (Asian/Pacific Islander).
AFGEBHI	199	N	Enrollment base AFGR (Hispanic).
AFGEBBL	200	N	Enrollment base AFGR (Black, non-Hispanic).

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable name	Data		Description
	Order	type	
AFGEBWH	201	N	Enrollment base AFGR (White, non-Hispanic).
AFGR	202*	N	AFGR.
AFGRAM	203*	N	AFGR (American Indian/Alaska Native).
AFGRAS	204*	N	AFGR (Asian/Pacific Islander).
AFGRHI	205*	N	AFGR (Hispanic).
AFGRBL	206*	N	AFGR (Black, non-Hispanic).
AFGRWH	207*	N	AFGR (White, non-Hispanic).
TOTOHC	208	N	Other high school completer count.
AMOHC	209	N	Other high school completer count (American Indian/Alaskan Native).
ASOHC	210	N	Other high school completer count (Asian/Pacific Islander).
HIOHC	211	N	Other high school completer count (Hispanic).
BLOHC	212	N	Other high school completer count (Black, non-Hispanic).
WHOHC	213	N	Other high school completer count (White, non-Hispanic).
TOTEQUIV	214	N	Count of individuals age 19 or younger who passed the General Educational Development (GED) test.
AMEQUIV	215	N	Count of individuals age 19 or younger who passed the GED (American Indian/Alaska Native).
ASEQUIV	216	N	Count of individuals age 19 or younger who passed the GED (Asian/Pacific Islander).
HIEQUIV	217	N	Count of individuals age 19 or younger who passed the GED (Hispanic).
BLEQUIV	218	N	Count of individuals age 19 or younger who passed the GED (Black, non-Hispanic).
WHEQUIV	219	N	Count of individuals age 19 or younger who passed the GED (White, non-Hispanic).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
 NCES Common Core of Data State Dropout and Completion Data File:
 School Year 2006–07**

Variable	Label	M	N	Valid response
SURVYEAR	School year.	0	0	59
STATENAM	Name of state.	0	0	59
FIPST	Federal Information Processing Standards (FIPS) state code.	0	0	59

NOTE: M indicates that the data are missing (a value was expected but no value was measured); N indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
TOTD9	Count of dropouts (Total 9 th grade)	40	17,369	2,599.3	9	0
AMD9M	Count of dropouts (9 th -grade American Indian/Alaska Native-Male)	0	329	31.1	8	0
AMD9F	Count of dropouts (9 th -grade American Indian/Alaska Native-Female)	0	235	26.4	8	0
AMD9	Count of dropouts (Total 9 th -grade American Indian/Alaska Native)	0	564	57.5	8	0
ASD9M	Count of dropouts (9 th -grade Asian/Pacific Islander-Male)	0	488	33.0	10	0
ASD9F	Count of dropouts (9 th -grade Asian/Pacific Islander-Female)	0	349	22.1	10	0
ASD9	Count of dropouts (Total 9 th -grade Asian/Pacific Islander)	0	837	55.2	10	0
HID9M	Count of dropouts (9 th -grade Hispanic-Male)	0	5,565	395.5	8	0
HID9F	Count of dropouts (9 th -grade Hispanic-Female)	0	4,289	291.7	8	0
HID9	Count of dropouts (Total 9 th -grade Hispanic)	0	9,854	687.2	8	0
BLD9M	Count of dropouts (9 th -grade Black, non-Hispanic-Male)	0	2,792	498.4	7	0
BLD9F	Count of dropouts (9 th -grade Black, non-Hispanic-Female)	0	1,934	331.2	7	0
BLD9	Count of dropouts (Total 9 th -grade Black, non-Hispanic)	0	4,726	829.5	7	0
WHD9M	Count of dropouts (9 th -grade White, non-Hispanic-Male)	0	2,132	484.9	8	0
WHD9F	Count of dropouts (9 th -grade White, non-Hispanic-Female)	0	1,436	333.9	8	0
WHD9	Count of dropouts (Total 9 th -grade White, non-Hispanic)	0	3,363	818.9	8	0
TOTD10	Count of dropouts (Total 10 th Grade)	38	18,207	2,581.0	9	0
AMD10M	Count of dropouts (10 th -grade American Indian/Alaska Native-Male)	0	245	30.4	8	0
AMD10F	Count of dropouts (10 th -grade American Indian/Alaska Native-Female)	0	216	27.5	8	0
AMD10	Count of dropouts (Total 10 th -grade American Indian/Alaska Native)	0	461	57.9	8	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
ASD10M	Count of dropouts (10 th -grade Asian/Pacific Islander-Male).	0	535	37.2	8	0
ASD10F	Count of dropouts (10 th -grade Asian/Pacific Islander-Female).	0	385	27.0	9	0
ASD10	Count of dropouts (Total 10 th -grade Asian/Pacific Islander).	0	920	64.1	8	0
HID10M	Count of dropouts (10 th -grade Hispanic-Male).	0	5,787	396.7	8	0
HID10F	Count of dropouts (10 th -grade Hispanic-Female).	0	4,320	297.9	8	0
HID10	Count of dropouts (Total 10 th -grade Hispanic).	0	10,107	694.5	8	0
BLD10M	Count of dropouts (10 th -grade Black, non-Hispanic-Male).	0	2,848	404.5	7	0
BLD10F	Count of dropouts (10 th -grade Black, non-Hispanic-Female).	0	1,979	283.7	7	0
BLD10	Count of dropouts (Total 10 th -grade Black, non-Hispanic).	0	4,827	688.2	7	0
WHD10M	Count of dropouts (10 th -grade White, non-Hispanic-Male).	0	2,618	555.3	8	0
WHD10F	Count of dropouts (10 th -grade White, non-Hispanic-Female).	0	1,823	403.0	8	0
WHD10	Count of dropouts (Total 10 th -grade White, non-Hispanic).	0	4,441	958.4	8	0
TOTD11	Count of dropouts (Total 11 th Grade).	9	22,044	2,694.3	8	0
AMD11M	Count of dropouts (11 th -grade American Indian/Alaska Native-Male).	0	245	30.8	7	0
AMD11F	Count of dropouts (11 th -grade American Indian/Alaska Native-Female).	0	241	27.7	7	0
AMD11	Count of dropouts (Total 11 th -grade American Indian/Alaska Native).	0	486	58.4	7	0
ASD11M	Count of dropouts (11 th -grade Asian/Pacific Islander-Male).	0	668	41.8	8	0
ASD11F	Count of dropouts (11 th -grade Asian/Pacific Islander-Female).	0	464	28.8	8	0
ASD11	Count of dropouts (Total 11 th -grade Asian/Pacific Islander).	0	1,132	70.6	8	0

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APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
HID11M	Count of dropouts (11 th -grade Hispanic-Male).	0	6,689	369.5	8	0
HID11F	Count of dropouts (11 th -grade Hispanic-Female).	0	4,803	283.8	8	0
HID11	Count of dropouts (Total 11 th -grade Hispanic).	0	11,492	653.3	8	0
BLD11M	Count of dropouts (11 th -grade Black, non-Hispanic-Male).	0	2,072	348.6	7	0
BLD11F	Count of dropouts (11 th -grade Black, non-Hispanic-Female).	0	1,518	254.6	7	0
BLD11	Count of dropouts (Total 11 th -grade Black, non-Hispanic).	0	3,590	603.1	7	0
WHD11M	Count of dropouts (11 th -grade White, non-Hispanic-Male).	0	3,184	667.0	8	0
WHD11F	Count of dropouts (11 th -grade White, non-Hispanic-Female).	0	2,053	512.4	7	0
WHD11	Count of dropouts (Total 11 th -grade White, non-Hispanic).	0	5,237	1,193.4	7	0
TOTD12	Count of dropouts (Total 12 th Grade).	12	51,103	3,833.7	8	0
AMD12M	Count of dropouts (12 th -grade American Indian/Alaska Native-Male).	0	521	42.6	8	0
AMD12F	Count of dropouts (12 th -grade American Indian/Alaska Native-Female).	0	520.0	38.8	8	0
AMD12	Count of dropouts (Total 12 th -grade American Indian/Alaska Native).	0	1,041.0	81.3	8	0
ASD12M	Count of dropouts (12 th -grade Asian/Pacific Islander-Male).	0	2,075.0	79.8	8	0
ASD12F	Count of dropouts (12 th -grade Asian/Pacific Islander-Female).	0	1,275.0	53.5	8	0
ASD12	Count of dropouts (Total 12 th -grade Asian/Pacific Islander).	0	3,350.0	133.4	8	0
HID12M	Count of dropouts (12 th -grade Hispanic-Male).	0	15,938.0	617.3	8	0
HID12F	Count of dropouts (12 th -grade Hispanic-Female).	0	11,624.0	501.4	8	0
HID12	Count of dropouts (Total 12 th -grade Hispanic).	0	27,562.0	1,118.7	8	0

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APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
BLD12M	Count of dropouts (12 th -grade Black, non-Hispanic-Male).	0	4,278.0	409.2	7	0
BLD12F	Count of dropouts (12 th -grade Black, non-Hispanic-Female).	0	3,101.0	336.7	7	0
BLD12	Count of dropouts (Total 12 th -grade Black, non-Hispanic).	0	7,379.0	745.9	7	0
WHD12M	Count of dropouts (12 th -grade White, non-Hispanic-Male).	0	6,784.0	941.8	7	0
WHD12F	Count of dropouts (12 th -grade White, non-Hispanic-Female).	0	4,114.0	679.8	7	0
WHD12	Count of dropouts (Total 12 th -grade White, non-Hispanic).	0	10,898.0	1,621.6	7	0
TOTD912	Count of dropouts (Total Grades 9–12).	99	108,723.0	12,137.0	8	0
TOTDAMM	Count of dropouts (Total Grades 9–12 American Indian/Alaska Native-Male).	0	1,340.0	143.3	11	0
TOTDAMF	Count of dropouts (Total Grades 9–12 American Indian/Alaska Native-Female).	0	1,212.0	127.6	11	0
TOTDAM	Count of dropouts (Total Grades 9–12 American Indian/Alaska Native).	0	2,552.0	270.9	11	0
TOTDASM	Count of dropouts (Total Grades 9–12 Asian/Pacific Islander-Male).	0	3,765.0	198.9	11	0
TOTDASF	Count of dropouts (Total Grades 9–12 Asian/Pacific Islander-Female).	0	2,473.0	136.8	11	0
TOTDAS	Count of dropouts (Total Grades 9–12 Asian/Pacific Islander).	0	6,238.0	335.6	11	0
TOTDHIM	Count of dropouts (Total Grades 9–12 Hispanic-Male).	10	33,953.0	1,862.0	11	0
TOTDHIF	Count of dropouts (Total Grades 9–12 Hispanic-Female).	3	25,013.0	1,438.3	11	0
TOTDHI	Count of dropouts (Total Grades 9–12 Hispanic).	15	58,966.0	3,300.3	11	0
TOTDBLM	Count of dropouts (Total Grades 9–12 Black, non-Hispanic-Male).	10	10,337.0	1,690.2	11	0
TOTDBLF	Count of dropouts (Total Grades 9–12 Black, non-Hispanic-Female).	3	7,585.0	1,239.9	11	0
TOTDBL	Count of dropouts (Total Grades 9–12 Black, non-Hispanic).	17	17,922.0	2,930.1	11	0
TOTDWHM	Count of dropouts (Total Grades 9–12 White, non-Hispanic-Male).	3	13,570.0	2,709.5	12	0
TOTDWHF	Count of dropouts (Total Grades 9–12 White, non-Hispanic-Female).	0	8,986.0	1,962.8	12	0

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**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07**

Variable	Label	Minimum	Maximum	Mean	-1	-2
TOTDWH	Count of dropouts (Total Grades 9–12 White, non-Hispanic).	3	22,556.0	4,672.2	12	0
TOTDM	Count of dropouts (Total Grades 9–12-Male).	183	61,246.0	6,880.1	12	0
TOTDF	Count of dropouts (Total Grades 9–12-Female).	88	43,959.0	5,093.1	12	0
EBS9	Enrollment Base (Total 9 th Grade).	987	539,782.0	76,154.3	9	0
EBSAM9M	Enrollment Base (9 th -grade American Indian/Alaska Native-Male).	0	4,990.0	508.4	8	0
EBSAM9F	Enrollment Base (9 th -grade American Indian/Alaska Native-Female).	0	4,841.0	492.5	8	0
EBSAM9	Enrollment Base (Total 9 th -grade American Indian/Alaska Native).	0	9,831.0	1,000.3	8	0
EBSAS9M	Enrollment Base (9 th -grade Asian/Pacific Islander-Male).	0	30,624.0	1,677.1	10	0
EBSAS9F	Enrollment Base (9 th -grade Asian/Pacific Islander-Female).	0	28,508.0	1,540.1	10	0
EBSAS9	Enrollment Base (Total 9 th -grade Asian/Pacific Islander).	0	59,131.0	3,216.6	10	0
EBSHI9M	Enrollment Base (9 th -grade Hispanic-Male).	0	133,961.0	7,911.9	8	0
EBSHI9F	Enrollment Base (9 th -grade Hispanic-Female).	0	125,190.0	7,241.6	8	0
EBSHI9	Enrollment Base (Total 9 th -grade Hispanic).	0	259,151.0	15,153.2	8	0
EBSBL9M	Enrollment Base (9 th -grade Black, non-Hispanic-Male).	0	32,180.0	7,052.2	7	0
EBSBL9F	Enrollment Base (9 th -grade Black, non-Hispanic-Female).	0	29,068.0	6,460.7	7	0
EBSBL9	Enrollment Base (Total 9 th -grade Black, non-Hispanic).	0	60,939.0	13,512.7	7	0
EBSWH9M	Enrollment Base (9 th -grade White, non-Hispanic-Male).	0	81,876.0	20,673.8	8	0
EBSWH9F	Enrollment Base (9 th -grade White, non-Hispanic-Female).	0	75,626.0	19,137.6	8	0
EBSWH9	Enrollment Base (Total 9 th -grade White, non-Hispanic).	0	157,502.0	39,811.4	8	0
EBS10	Enrollment Base (Total 10 th Grade).	855	514,113.0	69,096.6	9	0
EBSAM10M	Enrollment Base (10 th -grade American Indian/Alaska Native-Male).	0	4,575.0	442.6	8	0

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APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSAM10F	Enrollment Base (10 th -grade American Indian/Alaska Native-Female).	0	4,356.0	438.8	8	0
EBSAM10	Enrollment Base (Total 10 th -grade American Indian/Alaska Native).	0	8,931.0	880.8	8	0
EBSAS10M	Enrollment Base (10 th -grade Asian/Pacific Islander-Male).	0	30,885.0	1,604.10	8	0
EBSAS10F	Enrollment Base (10 th -grade Asian/Pacific Islander-Female).	0	28,949.0	1,501.30	9	0
EBSAS10	Enrollment Base (Total 10 th -grade Asian/Pacific Islander).	0	59,832.0	3,102.80	8	0
EBSHI10M	Enrollment Base (10 th -grade Hispanic-Male).	0	118,711.0	6,538.00	8	0
EBSHI10F	Enrollment Base (10 th -grade Hispanic-Female).	0	113,365.0	6,219.80	8	0
EBSHI10	Enrollment Base (Total 10 th -grade Hispanic).	0	232,072.0	12,757.00	8	0
EBSBL10M	Enrollment Base (10 th -grade Black, non-Hispanic-Male).	0	24,783.0	5,553.30	7	0
EBSBL10F	Enrollment Base (10 th -grade Black, non-Hispanic-Female).	0	24,563.0	5,577.50	7	0
EBSBL10	Enrollment Base (Total 10 th -grade Black, non-Hispanic).	0	49,271.0	11,130.50	7	0
EBSWH10M	Enrollment Base (10 th -grade White, non-Hispanic-Male).	0	83,912.0	19,597.10	8	0
EBSWH10F	Enrollment Base (10 th -grade White, non-Hispanic-Female).	0	78,734.0	18,576.10	8	0
EBSWH10	Enrollment Base (Total 10 th -grade White, non-Hispanic).	0	162,646.0	38,173.10	8	0
EBS11	Enrollment Base (Total 11 th Grade).	649	485,327.0	64,688.30	8	0
EBSAM11M	Enrollment Base (11 th -grade American Indian/Alaska Native-Male).	0	3,963.0	376.8	7	0
EBSAM11F	Enrollment Base (11 th -grade American Indian/Alaska Native-Female).	0	3,850.0	385.6	7	0
EBSAM11	Enrollment Base (Total 11 th -grade American Indian/Alaska Native).	0	7,813.0	761.8	7	0
EBSAS11M	Enrollment Base (11 th -grade Asian/Pacific Islander-Male).	0	30,426.0	1,558.70	8	0
EBSAS11F	Enrollment Base (11 th -grade Asian/Pacific Islander-Female).	0	28,527.0	1,481.10	8	0

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**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07**

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSAS11	Enrollment Base (Total 11 th -grade Asian/Pacific Islander).	0	58,951.0	3,039.20	8	0
EBSHI11M	Enrollment Base (11 th -grade Hispanic-Male).	0	104,136.0	5,429.60	8	0
EBSHI11F	Enrollment Base (11 th -grade Hispanic-Female).	0	101,533.0	5,367.40	8	0
EBSHI11	Enrollment Base (Total 11 th -grade Hispanic).	0	205,669.0	10,796.30	8	0
EBSBL11M	Enrollment Base (11 th -grade Black, non-Hispanic-Male).	0	20,739.0	4,534.30	7	0
EBSBL11F	Enrollment Base (11 th -grade Black, non-Hispanic-Female).	0	21,826.0	4,847.80	7	0
EBSBL11	Enrollment Base (Total 11 th -grade Black, non-Hispanic).	0	42,299.0	9,381.90	7	0
EBSWH11M	Enrollment Base (11 th -grade White, non-Hispanic-Male).	0	85,118.0	18,625.40	8	0
EBSWH11F	Enrollment Base (11 th -grade White, non-Hispanic-Female).	0	80,492.0	18,622.80	7	0
EBSWH11	Enrollment Base (Total 11 th -grade White, non-Hispanic).	0	165,610.0	37,875.70	7	0
EBS12	Enrollment Base (Total 12 th Grade).	723	441,488.0	59,722.80	8	0
EBSAM12M	Enrollment Base (12 th -grade American Indian/Alaska Native-Male).	0	3,685.0	357.3	8	0
EBSAM12F	Enrollment Base (12 th -grade American Indian/Alaska Native-Female).	0	3,452.0	362.5	8	0
EBSAM12	Enrollment Base (Total 12 th -grade American Indian/Alaska Native).	0	7,137.0	718.9	8	0
EBSAS12M	Enrollment Base (12 th -grade Asian/Pacific Islander-Male).	0	29,872.0	1,494.70	8	0
EBSAS12F	Enrollment Base (12 th -grade Asian/Pacific Islander-Female).	0	27,978.0	1,423.60	8	0
EBSAS12	Enrollment Base (Total 12 th -grade Asian/Pacific Islander).	0	57,850.0	2,917.80	8	0
EBSHI12M	Enrollment Base (12 th -grade Hispanic-Male).	0	87,900.0	4,602.70	8	0
EBSHI12F	Enrollment Base (12 th -grade Hispanic-Female).	0	87,717.0	4,671.50	8	0
EBSHI12	Enrollment Base (Total 12 th -grade Hispanic).	0	175,617.0	9,273.80	8	0

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**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
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Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSBL12M	Enrollment Base (12 th -grade Black, non-Hispanic-Male).	0	17,992.0	3,929.50	7	0
EBSBL12F	Enrollment Base (12 th -grade Black, non-Hispanic-Female).	0	19,579.0	4,348.70	7	0
EBSBL12	Enrollment Base (Total 12 th -grade Black, non-Hispanic).	0	37,482.0	8,278.10	7	0
EBSWH12M	Enrollment Base (12 th -grade White, non-Hispanic-Male).	0	80,868.0	18,217.00	7	0
EBSWH12F	Enrollment Base (12 th -grade White, non-Hispanic-Female).	0	77,315.0	17,716.10	7	0
EBSWH12	Enrollment Base (Total 12 th -grade White, non-Hispanic).	0	158,183.0	35,933.10	7	0
EBS912	Enrollment Base (Total Grades 9–12).	3,214	1,980,710.0	275,078.00	8	0
EBSAMM	Enrollment Base (Total Grades 9–12 American Indian/Alaska Native-Male).	3.0	17,213.0	1,788.80	11	0
EBSAMF	Enrollment Base (Total Grades 9–12 American Indian/Alaska Native-Female).	8.0	16,499.0	1,782.30	11	0
EBSAM	Enrollment Base (Total Grades 9–12 American Indian/Alaska Native).	11.0	33,712.0	3,571.20	11	0
EBSASM	Enrollment Base (Total Grades 9–12 Asian/Pacific Islander-Male).	6.0	121,287.0	6,529.40	11	0
EBSASF	Enrollment Base (Total Grades 9–12 Asian/Pacific Islander-Female).	4.0	113,517.0	6,130.60	11	0
EBSAS	Enrollment Base (Total Grades 9–12 Asian/Pacific Islander).	10.0	234,804.0	12,660.00	11	0
EBSHIM	Enrollment Base (Total Grades 9–12 Hispanic-Male).	229.0	444,021.0	25,700.30	11	0
EBSHIF	Enrollment Base (Total Grades 9–12 Hispanic-Female).	184.0	427,100.0	24,674.00	11	0
EBSHI	Enrollment Base (Total Grades 9–12 Hispanic).	413.0	871,121.0	50,374.30	11	0
EBSBLM	Enrollment Base (Total Grades 9–12 Black, non-Hispanic-Male).	159.0	95,605.0	21,535.20	11	0
EBSBLF	Enrollment Base (Total Grades 9–12 Black, non-Hispanic-Female).	160.0	94,191.0	21,694.40	11	0
EBSBL	Enrollment Base (Total Grades 9–12 Black, non-Hispanic).	319.0	189,796.0	43,229.50	11	0
EBSWHM	Enrollment Base (Total Grades 9–12 White, non-Hispanic-Male).	20.0	330,130.0	80,147.70	12	0
EBSWHF	Enrollment Base (Total Grades 9–12 White, non-Hispanic-Female).	9.0	310,632.0	76,289.80	12	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07**

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSWH	Enrollment Base (Total Grades 9–12 White, non-Hispanic).	29.0	640,762.0	156,437.50	12	0
EBSM	Enrollment Base (Total Grades 9–12-Male).	0.0	988,693.0	136,903.20	11	0
EBSF	Enrollment Base (Total Grades 9–12-Female).	0.0	941,725.0	131,781.50	11	0
DRP9	Dropout Rate (Grade 9).	0.4	8.6	3.4	9	0
DRP10	Dropout Rate (Grade 10).	0.9	7.6	3.9	9	0
DRP11	Dropout Rate (Grade 11).	1.4	8.7	4.3	8	0
DRP12	Dropout Rate (Grade 12).	1.7	13.2	5.5	8	0
DRP912	Dropout Rate (Grades 9–12).	2.0	7.6	4.3	8	0
DRPAMM	Dropout Rate (Grades 9–12 American Indian/Alaska Native-Male).	0.0	16.6	7.2	11	0
DRPAMF	Dropout Rate (Grades 9–12 American Indian/Alaska Native-Female).	0.0	14.6	5.9	11	0
DRPAM	Dropout Rate (Grades 9–12 American Indian/Alaska Native).	0.0	15.5	6.5	11	0
DRPASM	Dropout Rate (Grades 9–12 Asian/Pacific Islander-Male).	0.0	8.1	3.0	11	0
DRPASF	Dropout Rate (Grades 9–12 Asian/Pacific Islander-Female).	0.0	6.8	2.2	11	0
DRPAS	Dropout Rate (Grades 9–12 Asian/Pacific Islander).	0.0	6.9	2.6	11	0
DRPHIM	Dropout Rate (Grades 9–12 Hispanic-Male).	2.8	20.3	7.6	11	0
DRPHIF	Dropout Rate (Grades 9–12 Hispanic-Female).	1.0	18.8	6.1	11	0
DRPHI	Dropout Rate (Grades 9–12 Hispanic).	2.5	19.6	6.9	11	0
DRPBLM	Dropout Rate (Grades 9–12 Black, non-Hispanic-Male).	2.5	19.2	7.4	11	0
DRPBLF	Dropout Rate (Grades 9–12 Black, non-Hispanic-Female).	1.4	13.9	5.4	11	0
DRPBL	Dropout Rate (Grades 9–12 Black, non-Hispanic).	2.7	16.6	6.4	11	0
DRPWHM	Dropout Rate (Grades 9–12 White, non-Hispanic-Male).	1.1	15.0	3.8	12	0
DRPWHF	Dropout Rate (Grades 9–12 White, non-Hispanic-Female).	0.0	5.7	2.7	12	0
DRPWH	Dropout Rate (Grades 9–12 White, non-Hispanic).	1.2	10.3	3.4	12	0
DRPM	Dropout Rate (Grades 9–12 Male).	2.2	8.8	4.8	11	1
DRPF	Dropout Rate (Grades 9–12 Female).	1.7	6.9	3.7	11	1

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
TOTDPL	Regular diploma count.	643.0	356,641.0	53,221.5	4	0
AMDPL	Regular diploma count (American Indian/Alaskan Native).	0.0	6,730.0	587.8	8	0
ASDPL	Regular diploma count (Asian/Pacific Islander).	1.0	52,252.0	2,781.6	8	0
HIDPL	Regular diploma count (Hispanic).	0.0	128,462.0	7,919.7	7	0
BLDPL	Regular diploma count (Black, non-Hispanic).	0.0	32,139.0	7,377.3	8	0
WHDPL	Regular diploma count (White, non-Hispanic).	0.0	138,595.0	34,001.5	8	0
AFGEB	Enrollment base Averaged Freshman Graduation Rate (AFGR).	874.0	504,368.0	68,557.9	1	0
AFGEBAM	Enrollment base AFGR (American Indian/Alaska Native).	0.0	8,711.0	937.8	2	0
AFGEBAS	Enrollment base AFGR (Asian /Pacific Islander).	0.0	58,320.0	2,992.8	2	0
AFGEBHI	Enrollment base AFGR (Hispanic).	0.0	216,385.0	12,300.6	2	0
AFGEBBL	Enrollment base AFGR (Black, non-Hispanic).	0.0	54,266.0	12,000.8	2	0
AFGEBWH	Enrollment base AFGR (White, non-Hispanic).	0.0	174,913.0	40,742.0	2	0
AFGR	AFGR (Total).	54.2	88.6	74.8	4	0
AFGRAM	AFGR (American Indian/Alaska Native).	28.6	100.0	64.2	9	2
AFGRAS	AFGR (Asian/Pacific Islander).	20.0	100.0	90.5	9	0
AFGRHI	AFGR (Hispanic).	44.1	100.0	66.9	8	2
AFGRBL	AFGR (Black, non-Hispanic).	49.9	100.0	66.1	9	2
AFGRWH	AFGR (White, non-Hispanic).	40.0	100.0	79.1	9	1
TOTOHC	Other high school completer count.	3.0	9,655.0	1,586.3	11	21
AMOHC	Other high school completer count (American Indian/Alaskan Native).	0.0	127.0	18.9	16	21
ASOHC	Other high school completer count (Asian/Pacific Islander).	0.0	263.0	45.0	15	19
HIOHC	Other high school completer count (Hispanic).	0.0	3,354.0	266.4	13	21
BLOHC	Other high school completer count (Black, non-Hispanic).	0.0	4,880.0	667.4	12	21
WHOHC	Other high school completer count (White, non-Hispanic).	0.0	2,402.0	642.1	12	21
TOTEQUIV	Count of individuals age 19 or younger who passed the General Educational Development (GED) test.	4.0	14,908.0	2,692.3	4	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
 NCES Common Core of Data State Dropout and Completion Data File:
 School Year 2006–07**

Variable	Label	Minimum	Maximum	Mean	-1	-2
AMEQUIV	Count of individuals age 19 or younger who passed the GED (American Indian/Alaska Native).	0.0	329.0	51.9	4	0
ASEQUIV	Count of individuals age 19 or younger who passed the GED (Asian/Pacific Islander).	0.0	578.0	59.7	4	0
HIEQUIV	Count of individuals age 19 or younger who passed the GED (Hispanic).	0.0	3,517.0	334.4	4	0
BLEQUIV	Count of individuals age 19 or younger who passed the GED (Black, non-Hispanic).	0.0	1,959.0	350.7	4	0
WHEQUIV	Count of individuals age 19 or younger who passed the GED (White, non-Hispanic).	0.0	10,348.0	1,694.4	4	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Table B-1. Number of public school graduates, Averaged Freshman Graduation Rate (AFGR), and enrollment base for AFGR, by state or jurisdiction: School year 2006–07

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate ¹	Estimated first-time 9 th -graders in 2003–04 ²
Reporting states³	2,893,045	73.9	3,915,864
Alabama	38,912	67.1	57,966
Alaska	7,666	69.1	11,102
Arizona	55,954	69.6	80,395
Arkansas	27,166	74.4	36,491
California	356,641	70.7	504,368
Colorado	45,628	76.6	59,551
Connecticut	37,541	81.8	45,882
Delaware	7,205	71.9	10,017
District of Columbia	2,944	54.9	5,364
Florida	142,284	65.0	219,054
Georgia	77,829	64.1	121,428
Hawaii	11,063	75.4	14,682
Idaho	16,242	80.4	20,198
Illinois	130,220	79.5	163,781
Indiana	59,887	73.9	81,027
Iowa	34,127	86.5	39,437
Kansas	30,139	78.9	38,210
Kentucky	39,099	76.4	51,173
Louisiana	34,274	61.3	55,945
Maine	13,151	78.5	16,763
Maryland	57,564	80.0	71,943
Massachusetts	63,903	80.8	79,047
Michigan	111,838	77.0	145,212
Minnesota	59,497	86.5	68,811
Mississippi	24,186	63.6	38,057
Missouri	60,275	81.9	73,624
Montana	10,122	81.5	12,421
Nebraska	19,873	86.3	23,017
Nevada	17,149	54.2	31,626
New Hampshire	14,452	81.7	17,699
New Jersey	93,013	84.4	110,254
New Mexico	16,131	59.1	27,286
New York	168,333	68.8	244,595
North Carolina	76,031	68.6	110,854
North Dakota	7,159	83.1	8,614
Ohio	117,658	78.7	149,555
Oklahoma	37,100	77.8	47,682
Oregon	33,446	73.8	45,345
Pennsylvania	128,603	83.0	154,938
Rhode Island	10,384	78.4	13,252
South Carolina	35,108	58.9	59,592
South Dakota	8,346	82.5	10,117
Tennessee	54,502	72.6	75,051
Texas	241,193	71.9	335,539
Utah	28,276	76.6	36,913
Vermont	7,317	88.6	8,263
Virginia	73,997	75.5	98,067
Washington	62,801	74.8	83,971
West Virginia	17,407	78.2	22,256
Wisconsin	63,968	88.5	72,248
Wyoming	5,441	75.8	7,181

See notes at end of table.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Table B-1. Number of public school graduates, Averaged Freshman Graduation Rate (AFGR), and enrollment base for AFGR, by state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate ¹	Estimated first-time 9 th -graders in 2003–04 ²
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions			
DoDDS: DoD Overseas ⁴	—	—	4,661
DDESS: DoD Domestic ⁴	—	—	1,118
Bureau of Indian Education	—	—	3,715
American Samoa	954	84.6	1,127
Guam	—	—	—
Commonwealth of the Northern Marianas Islands	643	73.6	874
Puerto Rico	31,718	66.7	47,579
U.S. Virgin Islands	820	57.7	1,420

— Not available.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2006–07, it equals the total number of diploma recipients in 2006–07 divided by the average membership of the 8th-grade class in 2002–03, the 9th-grade class in 2003–04, and the 10th-grade class in 2004–05.

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

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

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

NOTE: Ungraded students (students who are not in a standard grade) were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2006–07, Version 1b.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Table B-2. Number of public high school dropouts, by grade and state or jurisdiction: School year 2006–07

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Reporting states¹	129,768	128,960	137,362	195,480
Alabama	1,216	1,409	1,256	1,097
Alaska	525	712	891	961
Arizona	3,951	4,496	5,434	9,307
Arkansas	1,111	1,486	1,889	1,970
California	17,369	18,207	22,044	51,103
Colorado	3,466	3,846	3,982	4,971
Connecticut	894	951	1,040	752
Delaware	757	561	371	331
District of Columbia	512	346	258	226
Florida	8,437	7,744	7,302	7,059
Georgia	7,002	5,959	4,832	3,308
Hawaii	625	835	751	727
Idaho	341	474	602	691
Illinois	6,815	5,916	6,017	6,752
Indiana	1,144	1,603	2,319	3,423
Iowa	276	558	1,070	1,703
Kansas	504	854	1,051	1,448
Kentucky	1,350	1,768	1,690	1,150
Louisiana	4,872	2,945	2,714	3,004
Maine	344	507	884	1,519
Maryland	3,585	2,650	2,185	1,878
Massachusetts	3,224	2,827	2,599	2,781
Michigan	8,289	10,347	8,851	13,291
Minnesota	741	1,343	1,989	4,410
Mississippi	1,778	1,664	1,397	1,076
Missouri	2,432	2,688	2,958	2,610
Montana	342	459	510	466
Nebraska	448	587	686	873
Nevada	1,857	1,582	1,085	1,646
New Hampshire	107	361	623	1,086
New Jersey	1,762	2,007	1,995	1,775
New Mexico	1,851	1,717	1,287	963
New York	—	—	—	—
North Carolina	8,009	6,237	5,621	3,752
North Dakota	100	200	229	222
Ohio	8,346	4,688	5,180	7,222
Oklahoma	1,460	1,580	1,774	1,478
Oregon	793	1,307	2,009	3,380
Pennsylvania	—	—	4,006	4,536
Rhode Island	783	821	715	516
South Carolina	2,708	2,309	1,817	1,268
South Dakota	267	434	346	416
Tennessee	1,808	1,796	2,565	2,947
Texas	9,682	11,991	10,173	18,978
Utah	153	339	736	3,537
Vermont	—	—	—	—
Virginia	2,461	2,206	2,443	2,873
Washington	3,303	3,555	4,586	5,501
West Virginia	838	865	896	736
Wisconsin	1,004	802	1,311	3,323
Wyoming	126	421	393	438

See notes at end of table.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Table B-2. Number of public high school dropouts, by grade and state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Department of Defense (DoD) dependents schools, Bureau of Indian Education, and other jurisdictions				
DODDS: DoD Overseas ²	—	—	—	—
DDESS: DoD Domestic ²	—	—	—	—
Bureau of Indian Education	—	—	—	—
American Samoa	—	—	—	—
Guam	—	—	—	—
Commonwealth of the Northern Mariana Islands	40	38	9	12
Puerto Rico	—	—	—	—
U.S. Virgin Islands	157	53	36	25

— Not available. These states or jurisdictions did not report dropouts or reported dropout counts that did not conform to the NCES definition.

¹ Reporting states totals include the 50 states and the District of Columbia.

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

NOTE: Ungraded students (students not in a standard grade) who dropout out of school are assigned by the local education agency (LEA) to the graded dropout count that most closely matches the grade they would have been enrolled in based on their age.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2006–07, Version 1b.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Table B-3. Enrollment base for public high school dropout rates, by grade and state or jurisdiction: School year 2006–07

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Reporting states¹	3,804,892	3,452,718	3,297,448	3,044,189
Alabama	64,168	55,227	49,175	43,985
Alaska	11,337	10,839	10,226	10,039
Arizona	84,003	79,495	72,580	70,559
Arkansas	38,982	37,274	33,939	29,650
California	539,782	514,113	485,327	441,488
Colorado	64,522	60,013	55,818	53,774
Connecticut	47,373	44,620	43,101	39,579
Delaware	11,223	9,770	8,221	7,482
District of Columbia	6,687	4,571	4,209	3,467
Florida	238,921	210,252	186,291	160,852
Georgia	145,883	121,715	104,649	90,402
Hawaii	16,435	14,254	13,314	10,684
Idaho	21,734	20,566	19,422	18,229
Illinois	177,938	166,045	150,414	143,272
Indiana	85,571	81,682	75,889	68,914
Iowa	39,988	39,391	38,575	38,186
Kansas	38,580	36,581	34,828	32,580
Kentucky	57,677	51,923	45,793	40,501
Louisiana	58,827	45,569	40,724	38,576
Maine	15,997	15,508	15,260	14,829
Maryland	78,874	68,921	64,124	60,656
Massachusetts	82,225	75,458	72,709	67,651
Michigan	155,364	145,988	130,645	118,754
Minnesota	67,874	68,866	69,639	72,519
Mississippi	42,823	36,184	30,606	27,051
Missouri	81,671	73,311	67,341	63,755
Montana	12,883	12,040	11,646	10,899
Nebraska	24,459	23,346	22,479	21,527
Nevada	41,149	33,777	25,182	21,262
New Hampshire	17,915	16,914	16,698	15,471
New Jersey	102,395	100,544	94,124	89,389
New Mexico	29,113	26,127	21,619	18,638
New York	—	—	—	—
North Carolina	127,906	107,499	95,265	84,278
North Dakota	8,241	8,199	7,975	7,818
Ohio	160,871	144,179	136,929	127,949
Oklahoma	51,347	46,408	42,845	38,657
Oregon	40,138	42,525	41,216	38,968
Pennsylvania	—	—	129,335	126,223
Rhode Island	13,768	12,777	11,697	10,575
South Carolina	66,021	54,534	43,115	41,451
South Dakota	10,273	9,776	9,026	8,714
Tennessee	83,631	76,904	69,402	60,780
Texas	395,708	326,333	289,468	262,414
Utah	39,094	38,808	37,809	36,525
Vermont	—	—	—	—
Virginia	108,680	98,259	88,915	82,901
Washington	90,048	84,140	79,927	76,978
West Virginia	24,331	21,654	19,873	18,508
Wisconsin	75,278	72,412	73,664	70,663
Wyoming	7,184	7,427	6,420	6,167

See notes at end of table.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07

Table B-3. Enrollment base for public high school dropout rates, by grade and state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions				
DODDS: DoDs Overseas ²	—	—	—	—
DDESS: DoDs Domestic ²	—	—	—	—
Bureau of Indian Education	—	—	—	—
American Samoa	—	—	—	—
Guam	—	—	—	—
Commonwealth of the Northern Mariana Islands	987	855	649	723
Puerto Rico	—	—	—	—
U.S. Virgin Islands	1,834	1,256	1,005	952

— Not available. These states or jurisdictions did not report dropouts or reported dropout counts that did not conform to the NCES definition.

¹ Reporting states totals include the 50 states and the District of Columbia.

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

NOTE: Estimates of enrollment by grade include a prorated count of students reported as not being in a standard grade (students classified as ungraded in CCD data files).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2006–07, Version 1b.

APPENDIX C. Dropout Reporting Practices and Guidelines

APPENDIX C. Dropout Reporting Practices and Guidelines

NCES Common Core of Data State Dropout and Completion Data File: School Year 2006–07

The following is a copy of the dropout reporting instructions sent to states.

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

I. Dropout Definition

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

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

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

- A. *School year* is the 12-month period beginning on October 1, 2006, and ending September 30, 2007. Thus, it includes the summer following the regular school year.
- B. *School completer* is an individual who has graduated from high school or completed some other education program that is approved by the state or local education agency.
- C. *State- or district-approved program* is one that leads to the receipt of formal recognition of completion from school authorities. It may include special education programs, home-based instruction, and programs administered by a secondary education agency (but not adult or postsecondary) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools may be examples of such programs.
- D. *Transfer to another school or program* may be confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.

Race/ethnicity of dropouts currently is reported using the pre-1997 standards set by the Office of Management and Budget. The categories approved for the CCD for the 2006–07 school year are American Indian/Alaska native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; and White, not Hispanic.

- E. *Gender* of dropouts is to be reported as male or female.
- F. *Grade classifications*, grades 7 through 12, are used to report dropouts, not the student's age.
- G. *Ungraded dropouts* should be allocated to the grade most appropriate for their age.

¹ A student who was enrolled in September 2006, dropped out of school in February 2007, and was not enrolled in school on October 1, 2007, would be reported as a 2006–07 dropout (*previous year*) in the 2007–08 CCD (*current year*).

APPENDIX C. Dropout Reporting Practices and Guidelines

NCES Common Core of Data State Dropout and Completion Data File: School Year 2006–07

II. Other Basic Guidelines

The CCD reports an *event* dropout count – the number of students who leave school during a defined period of time, in this case, a calendar year. The dropout count is taken on October 1, 2007, or the school day closest to this date, in order to agree with the CCD membership count that is taken a year earlier, but on the same date.

The defining decision is whether a student is a dropout on October 1, 2007. A student who missed much of the previous school year (2006–07) but who is in membership on October 1, 2007, is not a dropout, while a student who is not in membership on October 1, 2007, but who returns later in that school year is a dropout (for the previous year, 2006–07). CCD publications compute a dropout rate by dividing the number of dropouts for a year by the membership count taken at the beginning of that year.

More guidelines:

1. “*Summer dropouts*” are students who were not dropouts at the close of the previous school year (2006–07) but who fail to enroll by October 1, 2007. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 2006–07 but who is not re-enrolled on October 1, 2007, is reported as a 2007–08 dropout for 11th grade.
2. Students who enroll in adult education programs are counted as dropouts unless *the elementary/secondary school system remains responsible for the student*. The intent of this guideline is to ensure that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.
 - i. Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, “storefront” locations, or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students *is not a dropout*, even if the program is preparing the student to take the GED examination.
 - ii. A student who leaves an elementary/secondary school and enrolls in adult education *is a dropout*. The exception to this guideline is when the public school system monitors the student’s enrollment and reports the student as a dropout if the student drops out of the adult program. An example of this would be a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who did not complete the GED study program.
 - iii. Students who drop out during the 2006–07 school year but who have obtained a completion credential recognized by the state or district (such as a GED-based diploma or certificate of completion), on October 1, 2007, are not reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate’s degree, is not a dropout.
4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12th grade.
5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student’s subsequent enrollment in school in that other country.
6. Students who drop out during the 2006–07 school year, after October 1, 2006, but are re-enrolled on October 1, 2007, are not reported as dropouts.
7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.

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

Summary of School Leaver Status

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

APPENDIX D. Computation Instructions

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COMPUTATION OF DROPOUT RATE FIELDS

The following method is used to compute dropout rates in the National Center for Education Statistics (NCES) Common Core of Data (CCD) reports, unless otherwise noted:

$$Rg = Dg/Eg$$

where Rg = the grade 9–12 dropout rate (rounded to a single decimal place), Dg = the number of grade 9–12 dropouts, and Eg = the grade 9–12 enrollment.

COMPUTATION OF AVERAGED FRESHMAN GRADUATION RATE FIELDS

The Averaged Freshman Graduation Rate (AFGR) is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2006–07 AFGR was the average of 8th-grade membership in 2002–03, 9th-grade membership in 2003–04, and 10th-grade membership in 2004–05. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2003–04 in order to estimate the on-time graduation rate for 2006–07.

The following method is used to compute AFGRs in CCD reports, unless otherwise noted:

$$AFGR = \text{Regular Diplomas}_{(x)} / \text{mean}(8^{\text{th}}\text{-grade prorated enrollment}_{(x-4)}, 9^{\text{th}}\text{-grade prorated enrollment}_{(x-3)}, \text{ and } 10^{\text{th}}\text{-grade prorated enrollment}_{(x-2)})$$

where x = the school year for which diploma recipients were counted.

COMPUTATION OF AFGR AND DROPOUT RATE ENROLLMENT BASE FIELDS

Proration of ungraded students. Student membership data that comprise the denominator for the AFGR are taken from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education data file. The membership data that were used to create the enrollment base (denominator) for the 2006–07 dropout rate are taken from the CCD Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

To compute enrollment base fields for both AFGRs and dropout rates, ungraded enrollment within each agency is redistributed across other grades in proportion to the graded enrollment. The following steps are used to prorate ungraded enrollments into graded enrollments:

1. Calculate the number of students in each grade (PK, KG, grade 1, ..., grade 12) and the number of ungraded students by summing enrollments as reported by grade by race/ethnicity by gender. Enrollments are reported by grade by race/ethnicity by gender in one of five racial/ethnic categories (American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and

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White, non-Hispanic) and one of three gender categories (male, female, and gender unknown).

2. Create a sixth race/ethnicity count of enrollments (“unreported race/ethnicity”) by subtracting the totals calculated in step 1 from the reported grade total (e.g., total PK, total KG, total grade 1, . . . , total ungraded). (In the CCD, states can report students in a grade total without reporting the same students in a grade by race/ethnicity by gender category.)
3. Prorate ungraded American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, non-Hispanic, and White, non-Hispanic students into the graded enrollments by race/ethnicity by gender counts.
4. Prorate ungraded “unreported race/ethnicity” students into the “unreported race/ethnicity” counts by grade.
5. Calculate each grade’s total prorated enrollment by summing prorated grade by race/ethnicity by gender counts for each of the five race/ethnicity categories and adding the prorated “unreported race/ethnicity” grade count.

Dropout enrollment base fields are composed of enrollment data from the same year as the dropout count (e.g., dropout enrollment base fields for school year 2006–07 dropouts are computed from school year 2006–07 enrollment data). AFGR enrollment base fields are an estimate of first-time freshmen 4 years prior to the graduation count (e.g., the AFGR enrollment base field for school year 2006–07 is an estimate of first-time freshman in school year 2003–04). Therefore, to compute the AFGR enrollment base fields, the proration of ungraded students as described above is performed for 8th-grade membership in 2002–03, 9th-grade membership in 2003–04, and 10th-grade membership in 2004–05. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2003–04 in order to estimate the on-time graduation rate for 2006–07.

APPENDIX E. Revisions to the Primary Data Release

**APPENDIX E. Revisions to the Primary Data Release
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2006–07**

REVISIONS TO THE PRIMARY DATA RELEASE

In March 2011, Nevada informed NCES that the data submitted for 2006-07 was incorrect. Nevada provided corrected data at that time. This latest version of the data file has incorporated these updated data.