

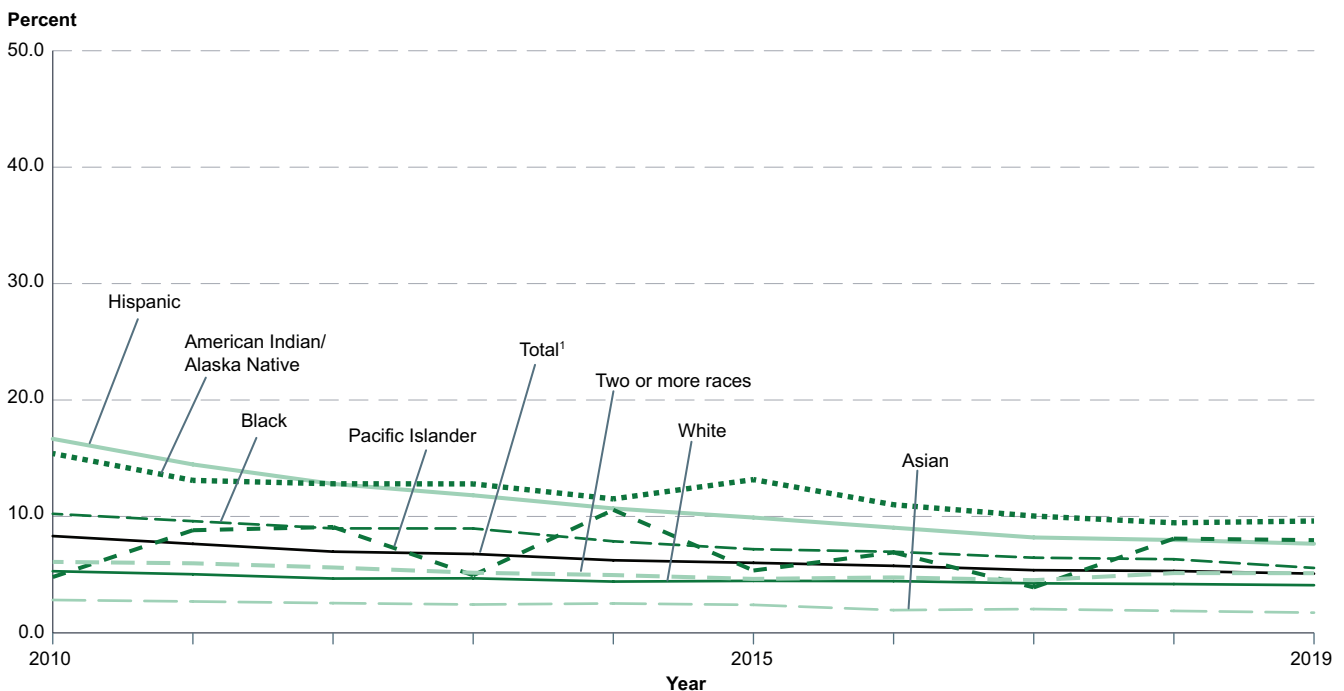
# Status Dropout Rates

The overall status dropout rate decreased from 8.3 percent in 2010 to 5.1 percent in 2019. During this time, the Hispanic status dropout rate decreased from 16.7 to 7.7 percent, the Black status dropout rate decreased from 10.3 to 5.6 percent, and the White status dropout rate decreased from 5.3 to 4.1 percent. Nevertheless, in 2019, the Hispanic (7.7 percent) and Black (5.6 percent) status dropout rates remained higher than the White (4.1 percent) status dropout rate.

The *status dropout rate*<sup>1</sup> represents the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). In

2019, there were 2.0 million status dropouts between the ages of 16 and 24, and the overall status dropout rate was 5.1 percent.

**Figure 1. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 2010 through 2019**



<sup>1</sup> Includes respondents who wrote in some other race that was not included as an option on the questionnaire.  
 NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 through 2019. See *Digest of Education Statistics 2020*, table 219.80.

## Status Dropout Rates

The status dropout rate varied by race/ethnicity in 2019. The status dropout rate for Asian 16- to 24-year-olds (1.8 percent) was lower than the rate for those who were White (4.1 percent), and both were lower than the rates for those who were of Two or more races (5.1 percent), Black (5.6 percent), Hispanic (7.7 percent), Pacific Islander (8.0 percent), and American Indian/Alaska Native (9.6 percent). The status dropout rate for those who were American Indian/Alaska Native was higher than that of most racial/ethnic groups but was not measurably different from the rates for those who were Pacific Islander.

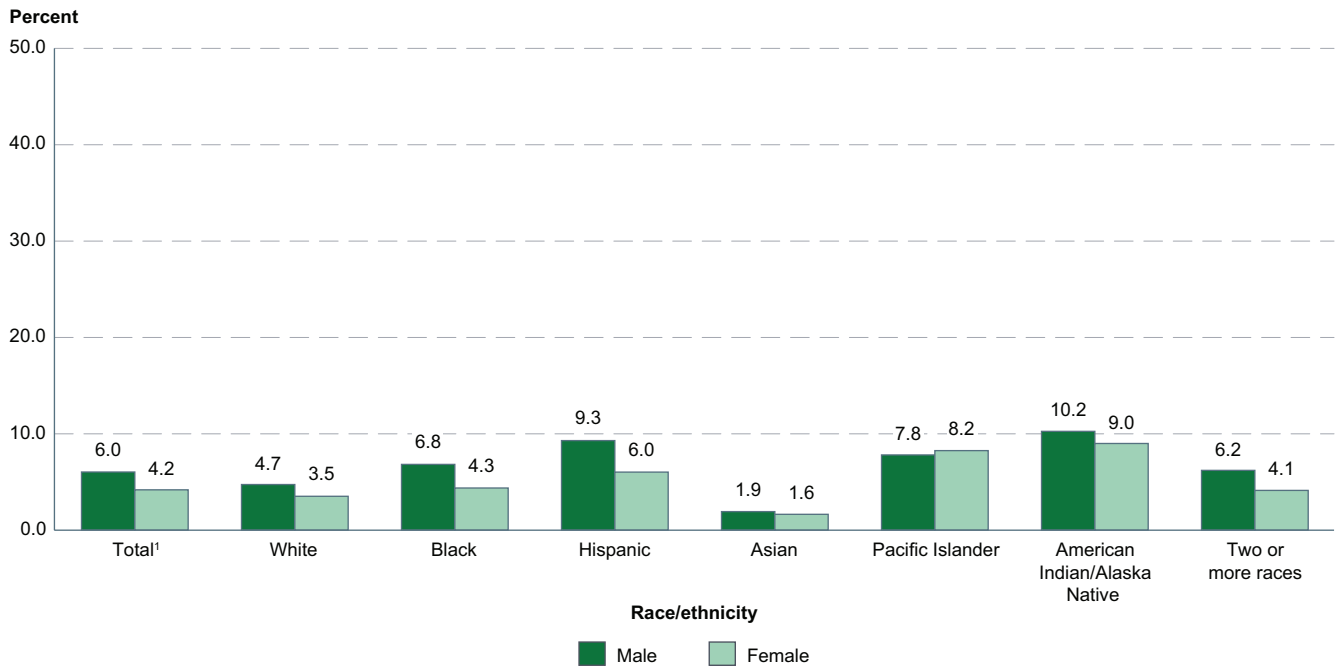
The overall status dropout rate decreased from 8.3 percent in 2010 to 5.1 percent in 2019. During this time, the status dropout rate declined for 16- to 24-year-olds who were Hispanic (from 16.7 to 7.7 percent), American Indian/Alaska Native (from 15.4 to 9.6 percent), Black (from 10.3 to 5.6 percent), White (from 5.3 to

**Chapter:** 2/Preprimary, Elementary, and Secondary Education  
**Section:** High School Persistence and Completion

4.1 percent), Asian (from 2.8 to 1.8 percent), and of Two or more races (from 6.1 to 5.1 percent). In contrast, there was no measurable difference between the status dropout rates in 2010 and 2019 for those who were Pacific Islander.

In each year from 2010 to 2019, the status dropout rate for Hispanic 16- to 24-year-olds was higher than the rate for those who were Black, and the rates for both groups were higher than the rate for those who were White. Between 2010 and 2019, the gap in status dropout rates between those who were Hispanic and those who were White decreased from 11.4 percentage points to 3.6 percentage points and the gap between those who were Black and those who were White decreased from 4.9 percentage points to 1.5 percentage points. During the same period, the gap between those who were Hispanic and those who were Black decreased from 6.4 percentage points to 2.1 percentage points.

Figure 2. Status dropout rates of 16- to 24-year-olds, by race/ethnicity and sex: 2019



<sup>1</sup> Includes respondents who wrote in some other race that was not included as an option on the questionnaire.

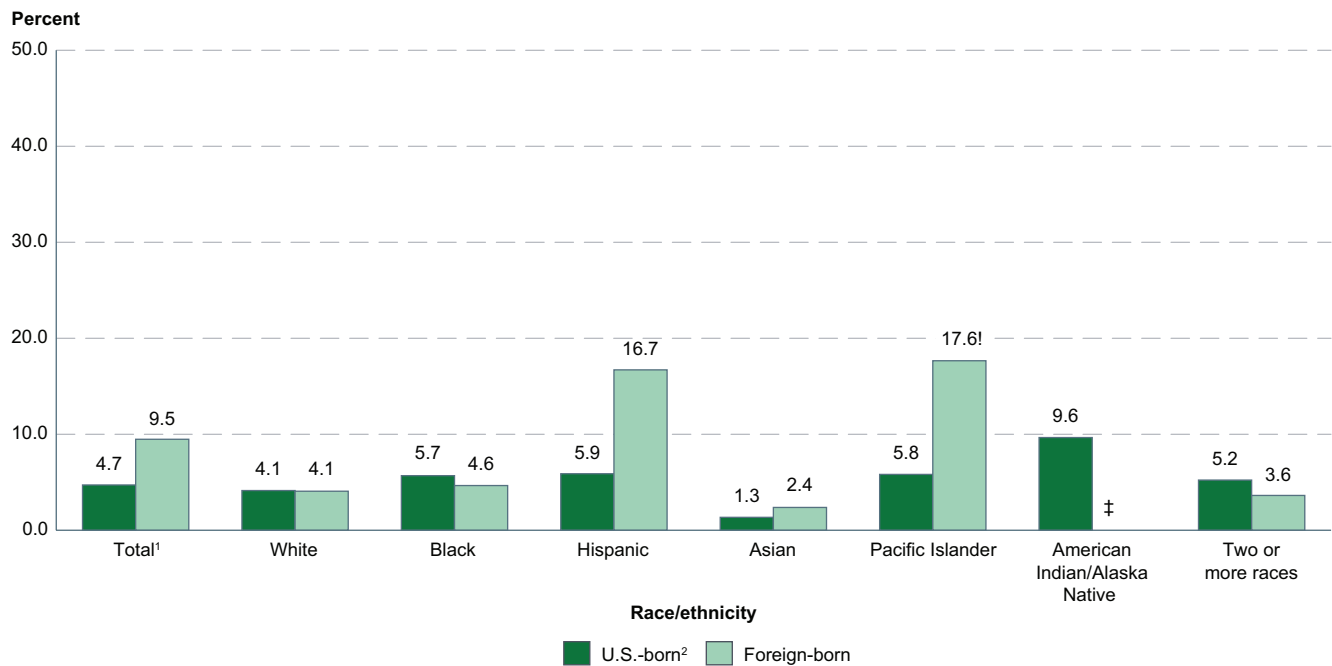
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2019. See *Digest of Education Statistics 2020*, table 219.80.

In 2019, the status dropout rate was higher for male 16- to 24-year-olds than for female 16- to 24-year-olds overall (6.0 vs. 4.2 percent). Status dropout rates were higher for males than for females among those who were Hispanic (9.3 vs. 6.0 percent), Black (6.8 vs. 4.3 percent),

of Two or more races (6.2 vs. 4.1 percent), and White (4.7 vs. 3.5 percent). However, there were no measurable differences in status dropout rates between males and females for those who were Asian, Pacific Islander, or American Indian/Alaska Native.

Figure 3. Status dropout rates of U.S.- and foreign-born 16- to 24-year-olds, by race/ethnicity: 2019

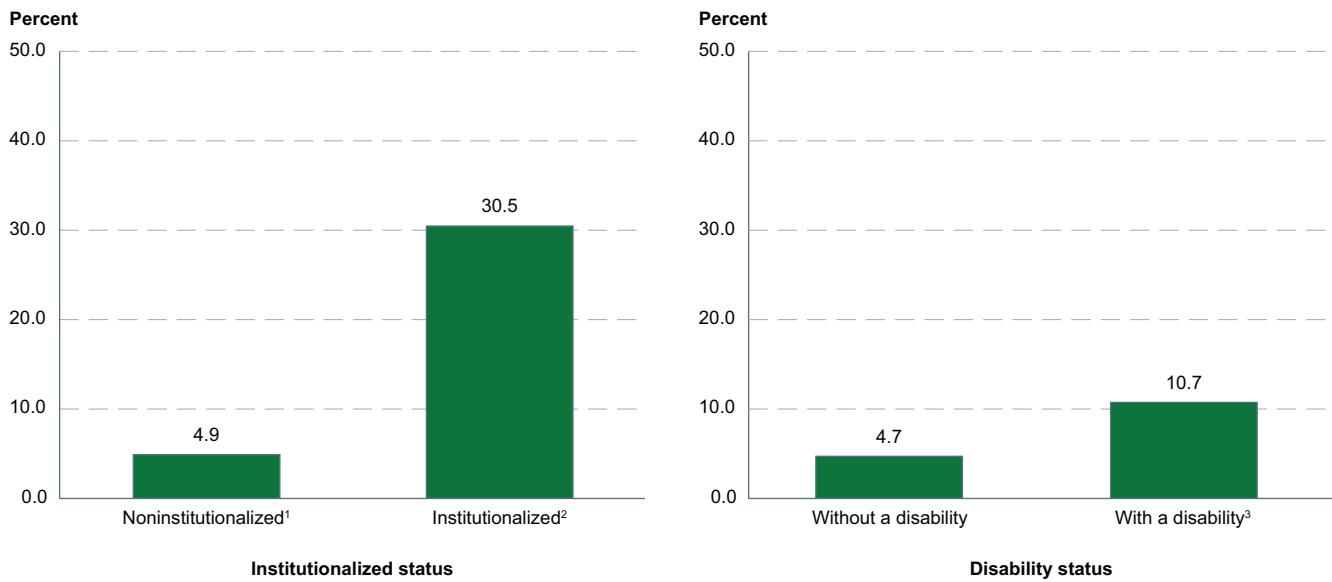


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.  
 ‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.  
<sup>1</sup> Includes respondents who wrote in some other race that was not included as an option on the questionnaire.  
<sup>2</sup> Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.  
 NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.  
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2019. See *Digest of Education Statistics 2020*, table 219.80.

Overall, U.S.-born 16- to 24-year-olds<sup>2</sup> had a lower status dropout rate in 2019 than their foreign-born peers (4.7 vs. 9.5 percent). Differences in status dropout rates between U.S.- and foreign-born individuals varied by race/ethnicity. The status dropout rate for Hispanic individuals born in the United States was 10.8 percentage points lower than the rate for their peers born outside of the United States (5.9 and 16.7 percent, respectively).

The status dropout rate for Asian individuals born in the United States was just over 1 percentage point lower than the rate for their peers born outside of the United States (1.3 and 2.4 percent, respectively). The status dropout rates for U.S.-born individuals who were White, Black, Pacific Islander, and of Two or more races were not measurably different from the rates for their foreign-born peers.<sup>3</sup>

Figure 4. Status dropout rates of 16- to 24-year-olds, by institutionalized status and disability status: 2019



<sup>1</sup> Includes persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.  
<sup>2</sup> Includes persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.  
<sup>3</sup> A disability is a long-lasting physical, mental, or emotional condition that can make it difficult for a person to do activities such as walking, climbing stairs, dressing, bathing, learning, or remembering. The condition can also impede a person from being able to go outside the home alone or to work at a job or business. For more details, see <https://www.census.gov/topics/health/disability/about/glossary.html>.  
 NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Although rounded numbers are displayed, the figures are based on unrounded data.  
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2019. See *Digest of Education Statistics 2020*, table 219.80.

In 2019, the status dropout rate was lower for 16- to 24-year-olds living in households and noninstitutionalized group quarters such as college or military housing (4.9 percent) than for those living in institutionalized group quarters such as correctional or health care facilities (30.5 percent). This pattern holds for all racial/ethnic groups with available data for institutionalized 16- to 24-year-olds.<sup>4</sup>

The status dropout rate also differed by disability status<sup>5</sup> in 2019. The status dropout rate was 4.7 percent for 16- to 24-year-olds without a disability compared with 10.7 percent for 16- to 24-year-olds with a disability.

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**Endnotes:**

<sup>1</sup> In this indicator, status dropout rates are based on data from the American Community Survey (ACS). The ACS is an annual survey that covers a broad population, including individuals living in households as well as individuals living in noninstitutionalized group quarters (such as college or military housing) and institutionalized group quarters (such as correctional or health care facilities). More specifically, noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

<sup>2</sup> U.S.-born 16- to 24-year-olds include those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

<sup>3</sup> American Indian/Alaska Native 16- to 24-year-olds are excluded from this analysis because either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>4</sup> Pacific Islander 16- to 24-year-olds are excluded from this analysis because either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>5</sup> In this indicator, a disability is a long-lasting physical, mental, or emotional condition that can make it difficult for a person to do activities such as walking, climbing stairs, dressing, bathing, learning, or remembering. The condition can also impede a person from being able to go outside the home alone or to work at a job or business. For more details, see <https://www.census.gov/topics/health/disability/about/glossary.html>.

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**Reference tables:** *Digest of Education Statistics 2020*, table 219.80

**Related indicators and resources:** [Educational Attainment of Young Adults](#); [High School Status Dropout Rates \[Status and Trends in the Education of Racial and Ethnic Groups\]](#); [Public High School Graduation Rates](#); [Snapshot: High School Status Dropout Rates for Racial/Ethnic Subgroups \[Status and Trends in the Education of Racial and Ethnic Groups\]](#); [Trends in High School Dropout and Completion Rates in the United States](#)

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**Glossary:** Gap; High school diploma; Household; Racial/ethnic group; Status dropout rate (American Community Survey)