Table 106. Selected characteristics of 18- to 29-year-olds, by high school completion status: 1998 to 2001

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dropout</td>
<td>Completed byGED</td>
<td>Completed by diploma</td>
<td>Dropout</td>
</tr>
<tr>
<td>Number, in thousands</td>
<td>5,636</td>
<td>3,321</td>
<td>33,706</td>
<td>5,576</td>
</tr>
<tr>
<td>Percentage distribution</td>
<td>5,636</td>
<td>3,321</td>
<td>33,706</td>
<td>5,576</td>
</tr>
<tr>
<td>Sex</td>
<td>13.2</td>
<td>7.8</td>
<td>79.0</td>
<td>13.1</td>
</tr>
<tr>
<td>Male</td>
<td>57.0</td>
<td>47.3</td>
<td>48.4</td>
<td>53.5</td>
</tr>
<tr>
<td>Female</td>
<td>43.0</td>
<td>52.7</td>
<td>51.6</td>
<td>46.5</td>
</tr>
<tr>
<td>Age</td>
<td>1998</td>
<td>1999</td>
<td>2000</td>
<td>2001</td>
</tr>
<tr>
<td>18 and 19</td>
<td>13.2</td>
<td>7.8</td>
<td>79.0</td>
<td>13.1</td>
</tr>
<tr>
<td>20 and 21</td>
<td>57.0</td>
<td>47.3</td>
<td>48.4</td>
<td>53.5</td>
</tr>
<tr>
<td>22 to 24</td>
<td>43.0</td>
<td>52.7</td>
<td>51.6</td>
<td>46.5</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>40.0</td>
<td>67.5</td>
<td>70.6</td>
<td>39.1</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>15.7</td>
<td>13.9</td>
<td>13.1</td>
<td>14.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>41.6</td>
<td>13.2</td>
<td>10.7</td>
<td>42.5</td>
</tr>
<tr>
<td>Other</td>
<td>2.7</td>
<td>5.5</td>
<td>5.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Educational attainment</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Less than high school</td>
<td>14.7</td>
<td>38.5</td>
<td>56.8</td>
<td>48.0</td>
</tr>
<tr>
<td>Some college</td>
<td>1.0</td>
<td>38.8</td>
<td>33.8</td>
<td>36.3</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>8.0</td>
<td>17.1</td>
<td>9.0</td>
<td>18.1</td>
</tr>
<tr>
<td>Master's or higher degree</td>
<td>1.9</td>
<td>3.5</td>
<td>2.1</td>
<td>3.4</td>
</tr>
<tr>
<td>Family income quartile</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Lowest quartile</td>
<td>46.3</td>
<td>27.8</td>
<td>18.5</td>
<td>42.4</td>
</tr>
<tr>
<td>Low-middle quartile</td>
<td>30.6</td>
<td>29.7</td>
<td>24.6</td>
<td>33.0</td>
</tr>
<tr>
<td>High-middle quartile</td>
<td>16.6</td>
<td>23.1</td>
<td>28.4</td>
<td>17.0</td>
</tr>
<tr>
<td>Highest quartile</td>
<td>6.5</td>
<td>19.3</td>
<td>25.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Employment status</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>30.0</td>
<td>20.6</td>
<td>19.7</td>
<td>30.3</td>
</tr>
</tbody>
</table>

NOTE: Excludes persons still enrolled in high school. Data are based on sample surveys of the civilian noninstitutionalized population. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

† Due to questionnaire wording, data are not comparable to figures for years prior to 2000.

†† GED stands for General Educational Development test.