

# Public School Graduates and Dropouts From the Common Core of Data: School Year 2006–07

First Look



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## Introduction

This report presents the number of high school graduates, the Averaged Freshman Graduation Rate (AFGR), and dropout data for grades 9 through 12 for public schools in school year 2006–07. The counts of graduates, dropouts, and enrollments by grade (which serve as the denominators for the graduation and dropout rates) are from the National Center for Education Statistics (NCES), Common Core of Data (CCD) nonfiscal surveys of public elementary/secondary education. The data for this collection were reported to the NCES through the U. S. Department of Education’s *EDFacts* data collection system by state education agencies (SEAs). These data represent high school graduates receiving regular diplomas and dropouts for the 2006–07 school year. Although data from 5 sequential school years is presented in tables 3 and 7, only comparisons between the 2006–07 and 2005–06 are presented in the text.

*Graduation data.* The AFGR provides an estimate of the percentage of high school students who graduate on time. The rate uses both aggregate student enrollment data to estimate the size of an incoming freshman class and counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade in 1 year, 9th grade for the next year, and 10th grade for the year after, and then dividing by three. The averaging is intended to account for prior year retentions in the ninth grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available cross-sectional data. Based on a technical review and analysis, the AFGR was selected from a number of alternative estimates that can be calculated using available cross-sectional data (Seastrom et al. 2006a, 2006b).

Graduates are those students who are reported as diploma recipients. These are individuals who are awarded, in a given year, a regular high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by state or other relevant authorities. Other high school completers who were awarded alternate credentials such as a certificate of completion and equivalency recipients (e.g., individuals receiving credentials based on the General Education Development, or GED, test) are not included because they are not regular graduates.

This report includes counts of high school graduates for school year 2006–07 for 50 states, the District of Columbia, American Samoa, the Commonwealth of the Northern Marianas Islands, Puerto Rico, and the U.S. Virgin Islands. Data for high school graduates were missing from CCD reports for the Bureau of Indian Education, the U.S. Department of Defense domestic and overseas dependents schools, and Guam. Graduate counts were reported by race/ethnicity, at the state level, for 48 states. New York and Kentucky did not report graduate counts by race/ethnicity. Race/ethnicity graduate counts for the District of Columbia were suppressed due to inaccuracy. The AFGR could not be calculated by race/ethnicity for Nevada as enrollments by race/ethnicity were not reported for the 2004–05 school year. A more detailed discussion of the calculation of AFGR is contained in Appendix A.

*Dropout data.* The CCD defines a dropout as a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts. Ungraded students who drop out are assigned by the reporting state to the grade most appropriate for their age.

The event dropout rate describes the proportion of students who drop out in a single year. The rate is the number of students who drop out of a given grade divided by the number of students enrolled in that grade at the beginning of that school year. The enrollment is adjusted, if necessary, to include ungraded students. The technical notes for this report describe in more detail how this rate is calculated.

This report includes 2006–07 school year dropout data for 49 states, the District of Columbia, the Commonwealth of the Northern Marianas Islands, and the U.S. Virgin Islands. The high counts of missing data resulted in the suppression of dropout counts from Vermont. The low district-level response rate for 9th and

10th grade dropouts for Pennsylvania resulted in the suppression of the total high-school dropout rate (grades 9 through 12) presented in tables 4 and 7, and the grade 9 and 10 individual dropout rates presented on table 5. The Bureau of Indian Education, the Department of Defense domestic and overseas dependents schools, American Samoa, Guam, and Puerto Rico did not report dropouts. A more detailed discussion of the definition of “dropout” is contained in appendix A.

Because the purpose of First Look reports is to introduce new data, it is only possible to include more generalized information and limited detail. The data gathered as part of this CCD collection are of a higher detail than represented by the text and tables included in this report. The data from this collection are included in three different data files. The NCES Common Core of Data State Dropout and Completion Data File: School Year 2006–07 presents data on high school dropouts (grades 9 through 12) by grade, race/ethnicity, and gender; regular and other high school graduates by race/ethnicity; and General Education Diploma (GED) recipients at the state and other jurisdiction level. The Public NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07 presents data on high school dropouts (grades 9 through 12) by race/ethnicity and gender; and regular and other high school graduates by race/ethnicity and gender at the local education agency (LEA) level. The NCES Common Core of Data Local Education Agency Universe Survey Dropouts and Completion Restricted-Use Data File: School Year 2006–07 presents data on dropouts (grades 7 through 12) by grade, race/ethnicity, and gender; and regular and other high school graduates by race/ethnicity and gender at the local education agency level. The state-level and public-use, LEA-level data files are available for download from the NCES website. The restricted-use, LEA-level data files are available to qualified researchers through the NCES restricted-use data license program.

More information about this, and other CCD surveys and products, is available at <http://nces.ed.gov/ccd>.

## Selected Findings

- Across the United States, a total of 2,892,351 public school students received a high school diploma in 2006–07, resulting in an averaged freshman graduation rate (AFGR) of 73.9 percent (table 1). This rate ranged from 52.0 percent in Nevada to 88.6 percent in Vermont. Sixteen states had rates of 80.0 percent or higher. Twelve states and the District of Columbia had rates below 70.0 percent.
- Across all reporting states, the Average Freshmen Graduation Rate (AFGR) was highest for Asian/Pacific Islander students (91.4 percent) (table 2). The rates for other groups of students were 80.3 percent for White, non-Hispanic students, 62.3 percent for Hispanic students, 61.3 percent for American Indian/Alaska Native students,<sup>1</sup> and 60.3 percent for Black, non-Hispanic students.
- A comparison of data from 2006–07 with data from the prior school year, 2005–06, shows a percentage point or greater increase in the Average Freshmen Graduation Rate (AFGR) for 18 states (table 3). The AFGR decreased by a percentage point or more for seven states during that same time period. In the remaining 23 states for which a comparison was possible the change was within a 1 percentage point margin. The District of Columbia, Pennsylvania, and South Carolina did not report graduates for the 2005–06 school year, thus a comparison between the 2006–07 and 2005–06 was not possible.
- There were 617,948 dropouts from high school (grades 9 through 12) among 48 reporting states and the District of Columbia in 2006–07 (table 4). The overall event dropout rate was 4.4 percent; the rate ranged from 2.0 percent in New Jersey to 7.6 percent in Arizona. Twenty-seven states had event high school dropout rates of 4 percent or less; 6 states and the District of Columbia had event high school dropout rates of 6 percent or more.
- Among the reporting states and the District of Columbia, the dropout rates increased as grade level increased (table 5). Thus, the lowest dropout rate was for grade 9 (3.4 percent) followed by grade 10 (3.7 percent), grade 11 (4.2 percent), and grade 12 (6.5 percent).
- Among the states that were able to report high school dropouts by race/ethnicity and the District of Columbia, the dropout rate was lowest for Asian/Pacific Islanders at 2.6 percent (table 6). The dropout rate for White, non-Hispanic was 3.0 percent. The dropout rate for the other 3 race/ethnicity subgroups were all greater than 6 percent, with the Hispanic dropout rate at 6.5 percent, the Black, non-Hispanic dropout rate at 6.8 percent, and the American Indian/Alaskan Native dropout rate at 7.6 percent.
- Among the 46 states for which comparisons between 2005–06 and 2006–07 could be made, the event dropout rate increased by a tenth of a percentage point or more for 17 states, decreased by a tenth of a percentage point or more for 21 states, and remained the same for the remaining 8 states (table 7).<sup>2</sup>
- Across the 46 states that were able to report high school dropouts by gender, the dropout rate was higher for males than for females at 4.9 percent and 3.8 percent respectively (table 8). This difference was also found in each state with the male-female gap ranging between 0.4 in Alaska and Oklahoma and 2.9 in Louisiana.

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NOTE: Tables include data for the 50 states, District of Columbia, and other jurisdictions. However, the findings discussed in this report are limited to the reporting states and the District of Columbia and do not include any of the other jurisdictions.

<sup>1</sup> The rate for American Indians/Alaskan Natives excludes students served in schools operated by the Bureau of Indian Education.

<sup>2</sup> Caution should be taken when interpreting these data. Changes in the dropout data may reflect a real change or they could reflect an increased ability to identify students who dropped out.

## References and Related Data Files

### References

Seastrom, M., Chapman, C. Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., and Xu, Z. (2006a). *User's Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators* (NCES 2006-604). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Seastrom, M., Chapman, C. Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., and Xu, Z. (2006b). *User's Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators* (NCES 2006-605). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Winglee, M., Marker, D., Henderson, A., Aronstamm Young, B., and Hoffman, L. (2000). *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level* (NCES 2000-305). National Center for Education Statistics, U.S. Department of Education. Washington, DC.

### Related Data Files

Public-use data files for all CCD surveys used in this report may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>. Restricted-use data files are available to NCES Restricted-use Data Licensees. More information on licenses can be found at <http://nces.ed.gov/pubsearch/licenses.asp>.

Table 1. Public school number of graduates, Averaged Freshman Graduation Rate, and estimated first-time ninth-graders in 2003–04, by state or jurisdiction: School year 2006–07

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate <sup>1</sup>	Estimated first-time 9th-graders in 2003-04 <sup>2</sup>			
			Average	8th-grade enrollment base, 2002-03	9th-grade enrollment base, 2003-04	10th-grade enrollment base, 2004-05
<b>United States<sup>3</sup></b>	<b>2,892,351</b>	<b>73.9</b>	<b>3,915,864</b>	<b>3,743,679</b>	<b>4,226,668</b>	<b>3,777,241</b>
Alabama	38,912	67.1	57,966	57,576	62,718	53,604
Alaska	7,666	69.1	11,102	10,840	11,803	10,664
Arizona	55,954	69.6	80,395	70,219	88,061	82,906
Arkansas	27,166	74.4	36,491	36,221	37,385	35,869
California	356,641	70.7	504,368	478,331	533,410	501,364
Colorado	45,628	76.6	59,551	57,664	63,312	57,678
Connecticut	37,541	81.8	45,882	44,422	48,643	44,580
Delaware	7,205	71.9	10,017	9,961	11,009	9,081
District of Columbia	2,944	54.9	5,364	4,966	6,004	5,121
Florida	142,284	65.0	219,054	201,159	253,565	202,437
Georgia	77,829	64.1	121,428	116,150	135,091	113,044
Hawaii	11,063	75.4	14,682	13,882	16,466	13,698
Idaho	16,242	80.4	20,198	19,647	20,771	20,177
Illinois	130,220	79.5	163,781	156,677	174,680	159,985
Indiana	59,887	73.9	81,027	79,553	85,167	78,361
Iowa	34,127	86.5	39,437	37,936	40,794	39,580
Kansas	30,139	78.9	38,210	37,233	39,942	37,456
Kentucky	39,099	76.4	51,173	49,337	55,201	48,981
Louisiana	34,274	61.3	55,945	61,141	58,514	48,181
Maine	13,151	78.5	16,763	17,340	16,892	16,056
Maryland	57,564	80.0	71,943	68,416	79,164	68,249
Massachusetts	63,903	80.8	79,047	77,903	83,759	75,478
Michigan	111,838	77.0	145,212	139,293	157,634	138,710
Minnesota	59,497	86.5	68,811	66,999	69,744	69,691
Mississippi	24,186	63.6	38,057	38,363	40,656	35,151
Missouri	60,275	81.9	73,624	71,828	77,249	71,794
Montana	10,122	81.5	12,421	12,243	12,945	12,073
Nebraska	19,873	86.3	23,017	21,943	24,374	22,734
Nevada	16,455	52.0	31,626	29,299	34,833	30,748
New Hampshire	14,452	81.7	17,699	17,473	18,335	17,288
New Jersey	93,013	84.4	110,254	107,249	114,394	109,118
New Mexico	16,131	59.1	27,286	25,630	29,840	26,387
New York	168,333	68.8	244,595	226,638	270,709	236,437
North Carolina	76,031	68.6	110,854	106,126	122,508	103,929
North Dakota	7,159	83.1	8,614	8,374	8,952	8,515
Ohio	117,658	78.7	149,555	144,297	160,873	143,496
Oklahoma	37,100	77.8	47,682	47,107	49,858	46,080
Oregon	33,446	73.8	45,345	44,352	46,453	45,230
Pennsylvania	128,603	83.0	154,938	148,371	162,631	153,811
Rhode Island	10,384	78.4	13,252	12,805	14,188	12,763
South Carolina	35,108	58.9	59,592	56,201	69,415	53,159
South Dakota	8,346	82.5	10,117	10,051	10,375	9,924
Tennessee	54,502	72.6	75,051	71,871	80,263	73,019
Texas	241,193	71.9	335,539	316,800	377,912	311,905
Utah	28,276	76.6	36,913	36,406	36,928	37,406
Vermont	7,317	88.6	8,263	8,088	8,446	8,256
Virginia	73,997	75.5	98,067	92,723	107,067	94,410
Washington	62,801	74.8	83,971	79,857	88,869	83,187
West Virginia	17,407	78.2	22,256	21,973	23,724	21,071
Wisconsin	63,968	88.5	72,248	67,751	77,798	71,196
Wyoming	5,441	75.8	7,181	6,994	7,346	7,202

See notes at end of table.

Table 1. Public school number of graduates, Averaged Freshman Graduation Rate, and estimated first-time ninth-graders in 2003–04, by state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate <sup>1</sup>	Estimated first-time 9th-graders in 2003-04 <sup>2</sup>			
			Average	8th-grade enrollment base, 2002-03	9th-grade enrollment base, 2003-04	10th-grade enrollment base, 2004-05
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas <sup>4</sup>	—	—	4,661	5,215	4,784	3,984
DDESS: DoDs Domestic <sup>4</sup>	—	—	1,118	1,580	1,044	729
Bureau of Indian Education	—	—	3,715	3,803	3,932	3,410
American Samoa	954	84.6	1,127	1,108	1,147	1,126
Guam	—	—	—	—	3,122	2,587
Northern Marianas Islands	643	73.6	874	823	935	863
Puerto Rico	31,718	66.7	47,579	49,143	47,027	46,566
U.S. Virgin Islands	820	57.7	1,420	1,332	1,770	1,157

— Not available.

<sup>1</sup> 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.

<sup>2</sup> The enrollment base for estimated first-time 9th-graders for the rate was estimated as the average of student membership in grades 8, 9, and 10 in 3 consecutive years.

<sup>3</sup> United States total includes the 50 states and the District of Columbia.

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

NOTE: Ungraded students 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 2005–06, Version 1b; "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002–03, Version 1b; 2003–04, Version 1b; 2004–05, Version 1a.

Table 2. Public school number of graduates and Averaged Freshman Graduation Rate, by race/ethnicity and state or jurisdiction: School year 2006–07

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>
<b>Reporting states<sup>2</sup></b>	<b>29,724</b>	<b>61.3</b>	<b>138,589</b>	<b>91.4</b>	<b>376,396</b>	<b>62.3</b>	<b>374,075</b>	<b>60.3</b>	<b>1,723,915</b>	<b>80.3</b>
Alabama	342	72.0	411	80.1	580	61.4	12,546	59.3	25,004	71.7
Alaska	1,693	57.1	520	78.2	250	64.4	282	60.6	4,921	74.3
Arizona	3,154	46.9	1,699	99.4	17,593	65.6	2,930	76.3	30,578	74.0
Arkansas	154	72.6	449	100.0	1,121	70.6	5,534	65.8	19,449	75.2
California	2,866	61.7	52,252	89.6	128,462	59.4	25,737	58.4	138,595	79.2
Colorado	445	60.2	1,635	91.5	8,100	59.2	2,417	69.1	33,031	82.9
Connecticut	102	62.6	1,227	96.7	4,139	64.1	4,689	71.1	27,384	87.4
Delaware	27	77.1	237	100.0	424	64.7	2,034	64.0	4,483	75.8
District of Columbia	—	—	—	—	—	—	—	—	—	—
Florida	405	64.9	4,234	91.5	28861	62.2	28099	51.8	78413	69.3
Georgia	94	48.0	2,798	94.5	3,515	53.0	26,195	55.2	43,936	69.0
Hawaii	44	62.0	8,301	76.7	450	69.7	197	68.6	2,071	72.7
Idaho	202	68.2	279	100.0	1,446	68.9	129	82.2	14,186	81.6
Illinois	422	100.0	5,963	100.0	16,128	65.0	21,116	61.2	85,552	87.3
Indiana	123	66.1	821	98.8	2,161	68.8	5,279	52.7	50,578	75.7
Iowa	152	59.4	610	94.7	1,156	70.9	1,190	70.0	31,019	88.1
Kansas	338	60.1	662	81.4	2,283	60.3	2,236	64.5	23,858	81.4
Kentucky	—	—	—	—	—	—	—	—	—	—
Louisiana	242	59.5	658	82.8	556	63.0	13,051	49.9	19,767	71.3
Maine	76	73.1	184	100.0	103	87.3	227	85.3	12561	78.1
Maryland	179	71.6	3,311	99.6	3,130	76.8	19,779	72.4	31,165	84.3
Massachusetts	141	62.4	3,004	84.0	5,918	64.8	4,791	65.9	49,287	83.8
Michigan	949	54.1	2,711	96.4	3,213	63.0	17,945	60.0	86,495	82.2
Minnesota	890	56.8	3,060	86.4	1,690	66.6	3,323	65.5	50,534	90.1
Mississippi	39	57.4	243	84.1	227	66.4	11,437	60.0	12,240	66.9
Missouri	222	90.6	1,035	100.0	1,371	86.7	8,970	68.8	48,677	84.2
Montana	786	56.4	144	100.0	206	85.5	49	69.0	8,937	84.5
Nebraska	211	56.4	346	97.5	1,290	66.9	1,226	72.9	16,800	89.9
Nevada	231	—	1,516	—	3,421	—	1,385	—	9,902	—
New Hampshire	31	51.7	237	100.0	188	50.1	257	100.0	13,739	81.8
New Jersey	197	91.2	7,243	100.0	13,507	74.3	14,359	72.9	57,416	88.4
New Mexico	1,839	53.7	258	83.5	7,395	53.5	386	58.4	6,253	68.9
New York	—	—	—	—	—	—	—	—	—	—
North Carolina	861	53.8	1,824	84.4	3,364	58.1	20,526	58.0	48,226	73.1
North Dakota	413	53.4	62	100.0	68	62.4	74	92.5	6,542	86.2
Ohio	137	68.2	1,652	95.7	1,899	65.7	14,058	55.1	98,390	83.9
Oklahoma	6,730	77.3	856	100.0	2,385	75.0	3,599	70.7	23,530	78.6
Oregon	681	61.1	1,687	90.9	3,242	66.9	806	61.3	26,227	74.4
Pennsylvania	132	64.1	3,173	98.7	5,566	68.4	15,515	64.6	104,217	87.3
Rhode Island	43	56.6	322	78.0	1485	71.1	871	75.2	7663	80.6
South Carolina	44	28.6	462	73.7	631	44.1	12,643	51.0	21,062	66.2
South Dakota	491	46.8	111	100.0	116	65.5	93	75.0	7,535	87.1
Tennessee	94	68.6	934	94.1	1,146	71.1	12,188	64.4	40,140	75.2
Texas	882	85.4	9,625	99.0	86,332	63.1	32,139	64.7	112,215	81.1
Utah	390	58.2	876	82.3	2,100	57.3	231	61.9	24,679	79.3
Vermont	96	92.3	92	92.9	63	100.0	91	82.0	6,325	80.2
Virginia	181	58.0	4,310	97.4	3,916	66.8	16,982	63.1	47,804	79.8
Washington	1,273	53.6	5,696	88.1	5,625	64.1	2,749	60.8	46,996	76.1
West Virginia	16	66.7	114	100.0	87	93.5	715	73.9	16,475	78.2
Wisconsin	776	69.8	2,202	92.3	2,580	72.1	4,332	58.4	54,078	93.6
Wyoming	119	44.7	59	90.8	328	63.6	53	52.0	4,882	78.3

See notes at end of table.

Table 2. Public school number of graduates and Averaged Freshman Graduation Rate, by race/ethnicity and state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>	Graduates	AFGR <sup>1</sup>
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas <sup>3</sup>	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic <sup>3</sup>	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	0	†	954	84.6	0	†	0	†	0	†
Guam	—	—	—	—	—	—	—	—	—	—
Northern Marianas Islands	0	†	641	73.8	0	†	0	†	2	40.0
Puerto Rico	—	—	—	—	31,718	66.7	—	—	—	—
U.S. Virgin Islands	4	100.0	1	20.0	88	51.8	720	58.2	7	100.0

— Not available. Nevada did not report membership data needed to calculate the Averaged Freshman Graduation Rate by race/ethnicity.

† Not applicable. Jurisdiction reported membership of zero.

<sup>1</sup> 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.

<sup>2</sup> Reporting states totals include any of the 50 states and the District of Columbia that reported data.

<sup>3</sup> DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

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 1a.

Table 3. Public school Averaged Freshman Graduation Rate, by year and state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, and 2006–07

State or jurisdiction	Averaged Freshman Graduation Rate <sup>1</sup>				
	2002–03	2003–04	2004–05	2005–06	2006–07
<b>Reporting states<sup>2</sup></b>	<b>73.9</b>	<b>75.0</b>	<b>74.7</b>	<b>73.2</b>	<b>73.9</b>
Alabama	64.7	65.0	65.9	66.2	67.1
Alaska	68.0	67.2	64.1	66.5	69.1
Arizona	75.9	66.8	84.7	70.5	69.6
Arkansas	76.6	76.8	75.7	80.4	74.4
California	74.1	73.9	74.6	69.2	70.7
Colorado	76.4	78.7	76.7	75.5	76.6
Connecticut	80.9	80.7	80.9	80.9	81.8
Delaware	73.0	72.9	73.1	76.3	71.9
District of Columbia	59.6	68.2	68.8	—	54.9
Florida	66.7	66.4	64.6	63.6	65.0
Georgia	60.8	61.2	61.7	62.4	64.1
Hawaii	71.3	72.6	75.1	75.5	75.4
Idaho	81.4	81.5	81.0	80.5	80.4
Illinois	75.9	80.3	79.4	79.7	79.5
Indiana	75.5	73.5	73.2	73.3	73.9
Iowa	85.3	85.8	86.6	86.9	86.5
Kansas	76.9	77.9	79.2	77.6	78.9
Kentucky	71.7	73.0	75.9	77.2	76.4
Louisiana	64.1	69.4	63.9	59.5	61.3
Maine	76.3	77.6	78.6	76.3	78.5
Maryland	79.2	79.5	79.3	79.9	80.0
Massachusetts	75.7	79.3	78.7	79.5	80.8
Michigan	74.0	72.5	73.0	72.2	77.0
Minnesota	84.8	84.7	85.9	86.2	86.5
Mississippi	62.7	62.7	63.3	63.5	63.6
Missouri	78.3	80.4	80.6	81.0	81.9
Montana	81.0	80.4	81.5	81.9	81.5
Nebraska	85.2	87.6	87.8	87.0	86.3
Nevada	72.3	57.4	55.8	55.8	52.0
New Hampshire	78.2	78.7	80.1	81.1	81.7
New Jersey	87.0	86.3	85.1	84.8	84.4
New Mexico	63.1	67.0	65.4	67.3	59.1
New York	60.9	—	65.3	67.4	68.8
North Carolina	70.1	71.4	72.6	71.8	68.6
North Dakota	86.4	86.1	86.3	82.1	83.1
Ohio	79.0	81.3	80.2	79.2	78.7
Oklahoma	76.0	77.0	76.9	77.8	77.8
Oregon	73.7	74.2	74.2	73.0	73.8
Pennsylvania	81.7	82.2	82.5	—	83.0
Rhode Island	77.7	75.9	78.4	77.8	78.4
South Carolina	59.7	60.6	60.1	—	58.9
South Dakota	83.0	83.7	82.3	84.5	82.5
Tennessee	63.4	66.1	68.5	70.6	72.6
Texas	75.5	76.7	74.0	72.5	71.9
Utah	80.2	83.0	84.4	78.6	76.6
Vermont	83.6	85.4	86.5	82.3	88.6
Virginia	80.6	79.3	79.6	74.5	75.5
Washington	74.2	74.6	75.0	72.9	74.8
West Virginia	75.7	76.9	77.3	76.9	78.2
Wisconsin	85.8	—	86.7	87.5	88.5
Wyoming	73.9	76.0	76.7	76.1	75.8

See notes at end of table.

Table 3. Public school Averaged Freshman Graduation Rate, by year and state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, and 2006–07—Continued

State or jurisdiction	Averaged Freshman Graduation Rate <sup>1</sup>				
	2002–03	2003–04	2004–05	2005–06	2006–07
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions					
DoDDS: DoDs Overseas <sup>3</sup>	—	—	—	—	—
DDESS: DoDs Domestic <sup>3</sup>	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—
American Samoa	81.0	80.2	77.9	81.0	84.6
Guam	56.3	48.4	—	—	—
Northern Marianas Islands	65.2	75.3	75.4	80.2	73.6
Puerto Rico	67.8	64.8	61.7	68.6	66.7
U.S. Virgin Islands	53.5	—	—	—	57.7

— Not available.

<sup>1</sup> 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.

<sup>2</sup> Reporting states totals include any of the 50 states and the District of Columbia that reported data.

<sup>3</sup> DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Ungraded students 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), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1998–99, Version 1c; 1999–2000, Version 1c; 2000–01, Version 1b; 2001–02, Version 1b; 2002–03, Version 1b; and "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b; 2006–07, Version 1a.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment in grades 9–12, by state or jurisdiction: School year 2006–07

State or jurisdiction	Number of dropouts <sup>1</sup>	Dropout rate <sup>1,2</sup>	Enrollment grades 9–12 <sup>2</sup>
<b>Reporting states<sup>3</sup></b>	<b>617,948</b>	<b>4.4</b>	<b>14,020,715</b>
Alabama	4,978	2.3	212,555
Alaska	3,089	7.3	42,441
Arizona	23,188	7.6	306,637
Arkansas	6,456	4.6	139,845
California	108,723	5.5	1,980,710
Colorado	16,265	6.9	234,127
Connecticut	3,637	2.1	174,673
Delaware	2,020	5.5	36,696
District of Columbia	1,342	7.1	18,934
Florida	30,542	3.8	796,316
Georgia	21,101	4.6	462,649
Hawaii	2,938	5.4	54,687
Idaho	2,108	2.6	79,951
Illinois	25,500	4.0	637,669
Indiana	8,489	2.7	312,056
Iowa	3,607	2.3	156,140
Kansas	3,857	2.7	142,569
Kentucky	5,958	3.0	195,894
Louisiana	13,535	7.4	183,696
Maine	3,254	5.3	61,594
Maryland	10,298	3.8	272,575
Massachusetts	11,431	3.8	298,043
Michigan	40,778	7.4	550,751
Minnesota	8,483	3.0	278,898
Mississippi	5,915	4.3	136,664
Missouri	10,688	3.7	286,078
Montana	1,777	3.7	47,468
Nebraska	2,594	2.8	91,811
Nevada	5,502	4.5	121,370
New Hampshire	2,177	3.2	66,998
New Jersey	7,539	2.0	386,452
New Mexico	5,818	6.1	95,497
New York	35,588	5.3	677,026
North Carolina	23,619	5.7	414,948
North Dakota	751	2.3	32,233
Ohio	25,436	4.5	569,928
Oklahoma	6,292	3.5	179,257
Oregon	7,489	4.6	162,847
Pennsylvania	—	—	—
Rhode Island	2,835	5.8	48,817
South Carolina	8,102	3.9	205,121
South Dakota	1,463	3.9	37,789
Tennessee	9,116	3.1	290,717
Texas	50,824	4.0	1,273,923
Utah	4,765	3.1	152,236
Vermont	—	—	—
Virginia	9,983	2.6	378,755
Washington	16,945	5.1	331,093
West Virginia	3,335	4.0	84,366
Wisconsin	6,440	2.2	292,017
Wyoming	1,378	5.1	27,198

See notes at end of table.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment in grades 9–12, by state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	Number of dropouts <sup>1</sup>	Dropout rate <sup>1,2</sup>	Enrollment grades 9–12 <sup>2</sup>
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions			
DoDDS: DoDs Overseas <sup>4</sup>	—	—	—
DDESS: DoDs Domestic <sup>4</sup>	—	—	—
Bureau of Indian Education	—	—	—
American Samoa	—	—	—
Guam	—	—	—
Northern Marianas Islands	99	3.1	3,214
Puerto Rico	—	—	—
U.S. Virgin Islands	271	5.4	5,047

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

<sup>1</sup> Ungraded students (students not in a standard grade) who drop 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.

<sup>2</sup> Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

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

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

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 1a.

Table 5. Public school number of dropouts and event dropout rate in grades 9–12, by grade, state or jurisdiction: School year 2006–07

State or jurisdiction	Grade 9 <sup>1</sup>		Grade 10 <sup>1</sup>		Grade 11 <sup>1</sup>		Grade 12 <sup>1</sup>	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
<b>Reporting states<sup>2</sup></b>	<b>129,428</b>	<b>3.4</b>	<b>128,803</b>	<b>3.7</b>	<b>133,361</b>	<b>4.2</b>	<b>190,768</b>	<b>6.5</b>
Alabama	1,216	1.9	1,409	2.6	1,256	2.6	1,097	2.5
Alaska	525	4.6	712	6.6	891	8.7	961	9.6
Arizona	3,951	4.7	4,496	5.7	5,434	7.5	9,307	13.2
Arkansas	1,111	2.9	1,486	4.0	1,889	5.6	1,970	6.6
California	17,369	3.2	18,207	3.5	22,044	4.5	51,103	11.6
Colorado	3,466	5.4	3,846	6.4	3,982	7.1	4,971	9.2
Connecticut	894	1.9	951	2.1	1,040	2.4	752	1.9
Delaware	757	6.7	561	5.7	371	4.5	331	4.4
District of Columbia	512	7.7	346	7.6	258	6.1	226	6.5
Florida	8,437	3.5	7,744	3.7	7,302	3.9	7,059	4.4
Georgia	7,002	4.8	5,959	4.9	4,832	4.6	3,308	3.7
Hawaii	625	3.8	835	5.9	751	5.6	727	6.8
Idaho	341	1.6	474	2.3	602	3.1	691	3.8
Illinois	6,815	3.8	5,916	3.6	6,017	4.0	6,752	4.7
Indiana	1,144	1.3	1,603	2.0	2,319	3.1	3,423	5.0
Iowa	276	0.7	558	1.4	1,070	2.8	1,703	4.5
Kansas	504	1.3	854	2.3	1,051	3.0	1,448	4.4
Kentucky	1,350	2.3	1,768	3.4	1,690	3.7	1,150	2.8
Louisiana	4,872	8.3	2,945	6.5	2,714	6.7	3,004	7.8
Maine	344	2.2	507	3.3	884	5.8	1,519	10.2
Maryland	3,585	4.5	2,650	3.8	2,185	3.4	1,878	3.1
Massachusetts	3,224	3.9	2,827	3.7	2,599	3.6	2,781	4.1
Michigan	8,289	5.3	10,347	7.1	8,851	6.8	13,291	11.2
Minnesota	741	1.1	1,343	2.0	1,989	2.9	4,410	6.1
Mississippi	1,778	4.2	1,664	4.6	1,397	4.6	1,076	4.0
Missouri	2,432	3.0	2,688	3.7	2,958	4.4	2,610	4.1
Montana	342	2.7	459	3.8	510	4.4	466	4.3
Nebraska	448	1.8	587	2.5	686	3.1	873	4.1
Nevada	1,517	3.7	1,425	4.2	1,090	4.3	1,470	6.9
New Hampshire	107	0.6	361	2.1	623	3.7	1,086	7.0
New Jersey	1,762	1.7	2,007	2.0	1,995	2.1	1,775	2.0
New Mexico	1,851	6.4	1,717	6.6	1,287	6.0	963	5.2
New York	—	—	—	—	—	—	—	—
North Carolina	8,009	6.3	6,237	5.8	5,621	5.9	3,752	4.5
North Dakota	100	1.2	200	2.4	229	2.9	222	2.8
Ohio	8,346	5.2	4,688	3.3	5,180	3.8	7,222	5.6
Oklahoma	1,460	2.8	1,580	3.4	1,774	4.1	1,478	3.8
Oregon	793	2.0	1,307	3.1	2,009	4.9	3,380	8.7
Pennsylvania	—	—	—	—	4,006	3.1	4,536	3.6
Rhode Island	783	5.7	821	6.4	715	6.1	516	4.9
South Carolina	2,708	4.1	2,309	4.2	1,817	4.2	1,268	3.1
South Dakota	267	2.6	434	4.4	346	3.8	416	4.8
Tennessee	1,808	2.2	1,796	2.3	2,565	3.7	2,947	4.8
Texas	9,682	2.4	11,991	3.7	10,173	3.5	18,978	7.2
Utah	153	0.4	339	0.9	736	1.9	3,537	9.7
Vermont	—	—	—	—	—	—	—	—
Virginia	2,461	2.3	2,206	2.2	2,443	2.7	2,873	3.5
Washington	3,303	3.7	3,555	4.2	4,586	5.7	5,501	7.1
West Virginia	838	3.4	865	4.0	896	4.5	736	4.0
Wisconsin	1,004	1.3	802	1.1	1,311	1.8	3,323	4.7
Wyoming	126	1.8	421	5.7	393	6.1	438	7.1

See notes at end of table.

Table 5. Public school number of dropouts and event dropout rate in grades 9–12, by grade, state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	Grade 9 <sup>1</sup>		Grade 10 <sup>1</sup>		Grade 11 <sup>1</sup>		Grade 12 <sup>1</sup>	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas <sup>2</sup>	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic <sup>2</sup>	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Northern Marianas Islands	40	4.1	38	4.4	9	1.4	12	1.7
Puerto Rico	—	—	—	—	—	—	—	—
U.S. Virgin Islands	157	8.6	53	4.2	36	3.6	25	2.6

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

<sup>1</sup> Ungraded students (students not in a standard grade) who drop 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. Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

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

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 1a.

Table 6. Public high school number of dropouts and event dropout rate in grades 9-12, by race/ethnicity and state or jurisdiction:  
School year 2006–07

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Number <sup>1</sup>	Rate <sup>1</sup>	Number <sup>1</sup>	Rate <sup>1</sup>	Number <sup>1</sup>	Rate <sup>1</sup>	Number <sup>1</sup>	Rate <sup>1</sup>	Number <sup>1</sup>	Rate <sup>1</sup>
<b>Reporting states<sup>2</sup></b>	<b>12,993</b>	<b>7.6</b>	<b>16,059</b>	<b>2.6</b>	<b>156,026</b>	<b>6.5</b>	<b>136,311</b>	<b>6.8</b>	<b>219,474</b>	<b>3.0</b>
Alabama	19	1.0	15	0.7	110	2.5	2,095	2.8	2,664	2.1
Alaska	1,040	9.5	200	6.7	150	9.0	186	10.0	1,298	5.2
Arizona	2,552	13.2	320	4.1	9,572	8.5	1,318	7.9	9,426	6.3
Arkansas	42	4.5	64	2.9	442	5.5	2,061	6.5	3,847	4.0
California	1,262	7.7	6,238	2.7	58,966	6.8	16,068	10.0	22,556	3.5
Colorado	350	12.5	293	4.0	7,591	13.8	1,411	10.0	6,620	4.3
Connecticut	19	3.4	58	1.1	1,175	4.7	890	3.6	1,495	1.3
Delaware	3	2.3	23	2.3	225	8.6	828	7.1	941	4.4
District of Columbia	0	0.0	18	6.1	176	11.0	1,139	6.9	9	1.6
Florida	71	3.1	351	1.8	8,117	4.5	10,783	5.8	10,787	2.7
Georgia	35	5.2	225	1.7	1,745	5.8	8,971	4.9	9,756	4.3
Hawaii	30	10.8	2,076	5.1	156	6.6	71	6.6	605	5.9
Idaho	43	3.7	26	2.0	468	5.2	20	2.7	1,551	2.3
Illinois	43	3.5	351	1.5	6,908	6.9	9,672	7.7	8,185	2.2
Indiana	34	4.3	53	1.4	647	4.4	1,921	5.2	5,622	2.3
Iowa	54	5.9	60	2.1	402	5.5	395	5.6	2,696	2.0
Kansas	103	4.6	75	2.3	615	4.3	472	3.8	2,309	2.2
Kentucky	6	2.4	23	1.3	173	5.3	962	4.6	4,715	2.8
Louisiana	97	7.3	130	4.4	299	8.1	7,955	10.1	5,054	5.2
Maine	49	13.0	40	5.0	37	6.5	81	6.6	3,047	5.2
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	41	5.0	347	2.6	3,366	9.1	1,651	6.4	5,812	2.7
Michigan	503	10.2	708	6.0	2,327	11.8	17,922	16.6	19,028	4.7
Minnesota	589	10.0	508	3.2	1,157	9.6	1,961	8.0	4,268	1.9
Mississippi	15	6.3	35	3.0	76	4.8	3,579	5.2	2,210	3.4
Missouri	56	4.6	105	2.4	510	6.8	3,270	6.5	6,747	3.0
Montana	365	7.5	9	1.5	70	6.8	17	5.3	1,316	3.2
Nebraska	114	8.2	29	1.9	508	5.9	535	8.3	1,408	1.9
Nevada	85	4.3	291	3.0	2,209	6.1	777	5.6	2,140	3.6
New Hampshire	20	11.8	9	0.8	76	4.6	54	5.6	2,018	3.2
New Jersey	26	3.6	158	0.6	2,507	3.7	2,207	3.2	2,633	1.2
New Mexico	986	8.1	37	3.1	2,978	6.4	147	6.7	1,175	3.9
New York	—	—	—	—	—	—	—	—	—	—
North Carolina	421	8.7	186	2.6	—	—	—	—	—	—
North Dakota	216	7.9	0	0.0	16	3.9	17	3.8	502	1.8
Ohio	68	9.1	140	2.0	2,258	19.6	8,918	9.5	13,197	3.0
Oklahoma	1,263	3.7	101	2.8	699	5.3	855	4.5	3,374	3.1
Oregon	260	7.4	245	3.2	1,753	8.3	374	7.9	4,581	3.8
Pennsylvania	—	—	—	—	2,000	6.5	3,967	5.1	—	—
Rhode Island	28	9.6	103	6.9	934	11.5	356	8.3	1,414	4.1
South Carolina	35	6.0	58	2.1	299	4.6	3,655	4.4	4,055	3.6
South Dakota	475	15.5	9	2.2	62	9.3	25	4.3	892	2.7
Tennessee	20	3.8	95	2.3	464	5.4	4,057	5.7	4,480	2.2
Texas	128	2.9	652	1.5	29,386	5.6	10,988	5.8	9,670	1.9
Utah	159	6.0	138	2.8	1,030	6.0	82	4.4	3,356	2.7
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	33	3.0	289	1.5	1,463	5.7	3,794	3.8	4,303	1.9
Washington	896	10.1	964	3.5	2,898	7.8	1,397	7.8	10,482	4.4
West Virginia	3	3.4	6	1.1	24	4.1	193	5.0	3,109	3.9
Wisconsin	226	5.1	192	1.9	808	5.2	2,153	7.8	3,061	1.3
Wyoming	110	12.3	6	2.1	174	8.0	28	7.9	1,060	4.5

See notes at end of table.

Table 6. Public high school number of dropouts and event dropout rate in grades 9-12, by race/ethnicity and state or jurisdiction: School year 2006–07—Continued

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black, non-Hispanic		White, non-Hispanic	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas <sup>2</sup>	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic <sup>2</sup>	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—
U.S. Virgin Islands	0	0.0	0	0.0	15	2.6	253	5.7	3	10.3

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

<sup>1</sup> Ungraded students (students not in a standard grade) who drop 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. Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

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

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. Ungraded students (students not in a standard grade) who drop 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. Ungraded student enrollments are prorated into grades based on graded enrollments to calculate denominators for dropout rates.

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 1a.

Table 7. Public high school event dropout rate in grades 9-12, by state or jurisdiction: School years 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07

State or jurisdiction	Dropout rates, grades 9-12 <sup>1</sup>				
	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Reporting states<sup>2</sup></b>	<b>3.9</b>	<b>4.1</b>	<b>3.9</b>	<b>3.9</b>	<b>4.4</b>
Alabama	3.5	3.3	2.8	2.5	2.3
Alaska	7.6	7.0	8.2	8.0	7.3
Arizona	8.5	6.7	6.2	7.6	7.6
Arkansas	4.6	4.7	4.3	3.1	4.6
California	3.2	3.3	3.1	3.7	5.5
Colorado	3.5	5.4	7.8	7.8	6.9
Connecticut	2.1	‡	‡	2.0	2.1
Delaware	5.5	6.1	5.3	5.5	5.5
District of Columbia	—	—	—	‡	7.1
Florida	3.4	3.4	3.5	4.1	3.8
Georgia	5.8	5.4	5.6	5.2	4.6
Hawaii	4.7	4.8	4.7	4.7	5.4
Idaho	3.9	3.1	3.0	2.7	2.6
Illinois	5.7	5.3	4.5	4.0	4.0
Indiana	2.2	2.5	2.5	2.9	2.7
Iowa	1.9	‡	2.2	2.2	2.3
Kansas	2.4	2.2	2.1	2.4	2.7
Kentucky	3.3	3.3	3.5	3.3	3.0
Louisiana	7.5	7.9	7.5	8.4	7.4
Maine	2.8	2.7	2.8	5.4	5.3
Maryland	3.6	4.1	3.9	3.9	3.8
Massachusetts	3.3	3.7	3.8	3.4	3.8
Michigan	4.5	4.6	3.9	3.5	7.4
Minnesota	3.8	‡	‡	3.1	3.0
Mississippi	3.7	2.9	2.8	3.0	4.3
Missouri	3.3	3.3	3.7	4.1	3.7
Montana	3.6	3.4	3.4	3.7	3.7
Nebraska	3.1	2.8	2.7	2.8	2.8
Nevada	6.1	6.0	5.8	7.7	4.5
New Hampshire	3.8	3.8	3.5	3.2	3.2
New Jersey	1.8	‡	‡	1.7	2.0
New Mexico	4.7	5.2	4.2	5.5	6.1
New York	5.5	5.6	5.7	4.4	5.3
North Carolina	5.2	5.2	5.2	‡	5.7
North Dakota	2.2	2.0	1.9	2.1	2.3
Ohio	3.0	3.3	3.5	4.1	4.5
Oklahoma	4.0	3.9	3.5	3.6	3.5
Oregon	4.4	—	—	4.6	4.6
Pennsylvania	3.2	2.9	2.9	2.8	—
Rhode Island	4.0	3.4	4.1	4.1	5.8
South Carolina	3.2	3.4	3.3	—	3.9
South Dakota	3.3	4.2	4.4	4.4	3.9
Tennessee	3.2	3.3	2.7	2.8	3.1
Texas	3.6	3.6	3.6	4.3	4.0
Utah	3.9	3.8	3.7	3.3	3.1
Vermont	3.5	2.8	2.6	—	—
Virginia	3.0	2.8	2.5	2.7	2.6
Washington	6.2	6.5	4.5	5.6	5.1
West Virginia	3.7	4.3	4.1	3.9	4.0
Wisconsin	2.0	‡	2.4	2.2	2.2
Wyoming	4.5	4.6	4.8	5.7	5.1

See notes at end of table.

Table 7. Public high school event dropout rate in grades 9-12, by state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, and 2006–07—Continued

State or jurisdiction	Dropout rates, grades 9–12 <sup>1</sup>				
	2002–03	2003–04	2004–05	2005–06	2006–07
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions					
DoDDS: DoDs Overseas <sup>3</sup>	—	—	—	—	—
DDESS: DoDs Domestic <sup>3</sup>	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—
American Samoa	2.0	2.4	2.5	2.5	—
Guam	—	9.1	—	—	—
Northern Marianas Islands	2.6	2.8	2.8	3.5	3.1
Puerto Rico	—	—	—	0.7	—
U.S. Virgin Islands	2.8	7.7	6.2	8.2	5.4

— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.

‡ Reporting standards were not met. Dropout data were missing for more than 20 percent of grade 9–12 total membership.

<sup>1</sup> Ungraded students (students not in a standard grade) who drop 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. Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

<sup>2</sup> Reporting states totals include any of the 50 states and the District of Columbia that reported data.

<sup>3</sup> DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2002–03, version 1a; "Common Core of Data State-Level Public School Dropout Data File," 2003–04, version 1a; "Common Core of Data State-Level Public School Dropout Data File," 2004–05, version 1a; and "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b; 2006–07, Version 1a.

Table 8. Public school number of graduates, number of high school dropouts, and high school event dropout rate in grades 9-12, by gender: School year 2006–07

State or jurisdiction	Number of graduates <sup>1</sup>		High School Dropouts <sup>2</sup>			
	Male	Female	Male		Female	
			Number	Rate	Number	Rate
<b>Reporting States<sup>3</sup></b>	<b>1,355,748</b>	<b>1,418,401</b>	<b>322,968</b>	<b>4.9</b>	<b>238,833</b>	<b>3.8</b>
Alabama	18,694	20,188	2,937	2.8	1,966	1.9
Alaska	3,718	3,948	1,511	7.0	1,363	6.6
Arizona	27,005	28,949	12,874	8.2	10,314	6.9
Arkansas	6,193	6,429	3,808	5.3	2,648	3.9
California	165,225	177,157	61,246	6.2	43,959	4.7
Colorado	22,199	23,429	9,051	7.6	7,214	6.3
Connecticut	18,555	18,986	2,126	2.4	1,511	1.8
Delaware	3,495	3,710	—	—	—	—
District of Columbia	162	293	756	8.4	586	5.9
Florida	67,846	72,166	17,325	4.4	12,784	3.3
Georgia	36,504	40,034	12,378	5.4	8,376	3.7
Hawaii	5,563	5,500	1,673	5.9	1,265	4.8
Idaho	8,099	8,143	1,197	2.9	911	2.3
Illinois	63,223	65,958	14,442	4.5	10,718	3.5
Indiana	28,713	30,249	4,888	3.1	3,427	2.3
Iowa	17,077	17,050	2,101	2.6	1,506	2.0
Kansas	14,780	14,597	2,200	3.1	1,418	2.1
Kentucky	—	—	3,500	3.5	2,379	2.5
Louisiana	15,746	18,528	8,001	8.8	5,534	5.9
Maine	6,563	6,588	1,907	6.0	1,347	4.5
Maryland	27,874	29,690	—	—	—	—
Massachusetts	31,188	31,953	6,513	4.4	4,745	3.3
Michigan	54,328	56,985	23,667	8.5	16,858	6.3
Minnesota	29,332	30,124	4,746	3.3	3,737	2.7
Mississippi	10,913	13,273	3,551	5.3	2,364	3.4
Missouri	29,854	30,421	6,076	4.2	4,612	3.3
Montana	5,065	5,057	1,038	4.3	739	3.2
Nebraska	10,141	9,732	1,478	3.1	1,116	2.5
Nevada	7,851	8,604	3,069	4.9	2,433	4.1
New Hampshire	7,079	7,373	1,286	3.8	891	2.7
New Jersey	46,682	46,040	4,300	2.2	3,231	1.7
New Mexico	7,549	8,118	2,919	6.1	2,412	5.2
New York	81,150	86,802	—	—	—	—
North Carolina	35,720	39,081	13,759	6.7	9,355	4.6
North Dakota	3,593	3,522	441	2.7	310	2.0
Ohio	57,988	58,148	13,628	4.8	11,043	4.0
Oklahoma	18,234	18,866	3,405	3.7	2,887	3.3
Oregon	—	—	4,128	5.1	3,140	4.1
Pennsylvania	64,336	64,267	—	—	—	—
Rhode Island	5,077	5,307	1,655	6.7	1,180	4.9
South Carolina	15,857	18,863	4,767	4.6	3,335	3.3
South Dakota	4,177	4,169	799	4.1	664	3.6
Tennessee	26,221	28,130	5,441	3.7	3,675	2.6
Texas	120,351	120,842	27,763	4.3	23,061	3.7
Utah	13,948	14,328	2,673	3.4	2,092	2.8
Vermont	3,193	3,149	—	—	—	—
Virginia	35,065	38,128	5,826	3.1	4,056	2.2
Washington	30,303	32,036	9,477	5.6	7,160	4.5
West Virginia	8,648	8,759	1,871	4.3	1,464	3.6
Wisconsin	31,924	32,044	3,944	2.6	2,496	1.8
Wyoming	2,747	2,688	827	5.8	551	4.2

See notes at end of table.

Table 8. Public school number of graduates, number of high school dropouts, and high school event dropout rate in grades 9-12, by gender: School year 2006–07—Continued

State or jurisdiction	Number of graduates <sup>1</sup>		High School Dropouts			
	Male	Female	Male		Female	
			Number	Rate	Number	Rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas <sup>4</sup>	—	—	—	—	—	—
DDESS: DoDs Domestic <sup>4</sup>	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—
Guam	—	—	—	—	—	—
Northern Marianas Islands	—	—	—	†	—	†
Puerto Rico	—	—	—	—	—	—
U.S. Virgin Islands	—	—	183	7.5	88	3.4

— Not available. State did not report graduate counts or dropout counts by gender.

<sup>1</sup>Graduate counts were calculated using district-level data. Totals may differ from graduate counts on other tables due to different reporting levels. Graduation rates were not calculated due to missing data at the school district level.

<sup>2</sup> Ungraded students (students not in a standard grade) who drop 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. Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

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

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

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 1a; and "NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File," School Year 2006–07, Version 1a.

## Appendix A: Methodology and Technical Notes

### General Notes

*Source of data.* 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 Common Core of Data (CCD) State Nonfiscal Survey file for all AFGRs presented in this report, with the following exception: numbers of graduates by gender reported in table 8 are based on data taken from the CCD Local Education Agency Universe Survey file. The dropout data are reported on the CCD Local Education Agency Universe Survey file. State-level dropout data are created by aggregating local education agency level (LEA) data to the state level. The 2006–07 membership data that were used to create the enrollment base (denominator) for the 2006–07 event dropout rate were taken from the CCD School Universe survey. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

The 2006–07 data were reported through the U.S. Department of Education’s *EDFacts* system. With the exception of New York and California, all states reported their dropout and high school data through *EDFacts*; New York and California both reported their graduation data through *EDFacts* but reported their dropout data directly to the NCES CCD staff. The District of Columbia, Puerto Rico, and the U.S. Virgin Islands also reported all their data through *EDFacts*. American Samoa and the Northern Marianas reported through the CCD online collection maintained by the U.S. Census Bureau and Kforce Government Solutions. Guam, the U.S. Department of Defense dependent schools (overseas and domestic) and the Bureau of Indian Education did not report graduates or dropouts for the 2006–07 school year.

*Missing data.* When reporting results, NCES treats missing data within individual states differently than it treats missing data across all states, the District of Columbia, and other jurisdictions as a whole. An individual state is considered to have missing data if an item is reported for less than 80 percent of eligible students. If information is missing for some but no more than 15 percent of eligible students across the 50 states and District of Columbia, NCES calculates totals and identifies them as “reporting states” totals (rather than totals for the United States).

*EDFacts* accepted blank responses in 2006–07 school year reports and did not require that states distinguish among missing, not applicable, and “zero” values. Every effort was made to correctly identify responses as missing, not applicable, or zero after the fact, but it is possible that some blank responses may have been categorized incorrectly.

*Totals.* “United States” total in tables 1 is limited to the 50 states and the District of Columbia. This total includes data for all 50 states and the District of Columbia. “Reporting states” totals in the remaining tables are limited to the 50 states and the District of Columbia. Because not all, but at least 85 percent of eligible students in the 50 states and the District of Columbia are represented in the graduation and dropout counts, these tables present a “reporting states” total. “United States” and “Reporting States” totals do not include data from the Bureau of Indian Education, Department of Defense dependents schools (overseas and domestic), Puerto Rico, or the other jurisdictions of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands. See “Missing data” (above) for more information.

*Protecting the confidentiality of dropout and high school graduation data.* It would be possible under some conditions to identify an individual student who dropped out of school or who was not awarded a regular diploma at the end of 12th grade. For example, if a state had 10 twelfth grade White, non-Hispanic students enrolled and only 1 White, non-Hispanic high school graduate, that graduating student could infer that all of the other White, non-Hispanic students had failed to graduate. The same situation could occur with dropouts. For example, if a state reported 15 White, non-Hispanic students enrolled in grade 9 in 1 year and 15 White, non-Hispanic ninth grade dropouts, an outside observer could infer that all of the original students had dropped out.

(These would be inferences because the CCD cannot distinguish between students who fail to graduate or who drop out and students who transfer out of state or into private schools.) The dropout and high school completion data were modified in order to prevent the identification of any 12th grade student who did not receive a regular high school diploma or any student who dropped out of school. There were few threats to confidentiality in the state-level data. Some reported data were changed to “missing” and some reported numbers of graduates were increased slightly. These changes resulted in a minimal distortion of information.

*Data quality.* There is variation in the degree of rigor with which the states or school districts verify their data. Those states that collect dropout or graduation data through student-level records systems are better able to verify students’ enrollment and graduation status than are those agencies that collect aggregate data from schools and districts. NCES does not audit state reports. NCES will ask a state to confirm or revise data if the numbers appear to have changed from the prior year considerably more for that state than others, or if the data appear unlikely on the basis of internal evidence. An example of this latter condition would be a state in which the number of graduates exceeded the number of grade 12 students.

### **Notes on High School Graduation Data**

*Differences in definitions of “graduate.”* State and local policies can affect the numbers of graduates reported. There are differences in what a high school diploma represents across states. 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. However, some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address the state or district’s academic standards. For example, some states have in-school General Education Development (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 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 by NCES 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.

The method used to create the enrollment base for the AFGR was changed slightly in the 2004–05 school year. Before 2004–05, the enrollment base used the total enrollments by grade. Beginning with the 2004–05 files, the race/ethnicity detail for each grade was summed to form the enrollment base. The change resulted in a slightly more accurate enrollment base, but had little effect on the AFGRs.

*Treatment of ungraded students.* Although the AFGR denominator is based on enrollments by grade, some states report ungraded students. 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 eighth, ninth, and tenth 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; 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.

*Cautions in interpreting the Averaged Freshman Graduation Rate.* 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 report.

Second, including the estimate of eighth-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 real change in the number of eighth-graders relative to counts of ninth-graders due to transfers between public and private schools. If more students transfer to public schools at this point, using a count of eighth-graders that does not include those students would serve to artificially decrease the estimated number of ninth-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 eighth and ninth grades, using the eighth-grade count that includes students leaving the population would artificially increase the estimated number of ninth-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 ninth-grade dropouts lower the estimate of freshmen and as a result increase the graduation rate.

*Missing and suppressed data.* The Department of Defense, the Bureau of Indian Education, and Guam did not report high school graduation data for 2006–07. In addition, Kentucky and New York did not report graduation data by race/ethnicity or gender. The District of Columbia reported graduation data by race/ethnicity or gender for a very low percentage of its overall graduate counts and the data were therefore suppressed. Nevada did not report membership by race/ethnicity or gender in 2004–05. The 10th-grade enrollment from 2004–05 is required to calculate AFGR by race/ethnicity for 2006-07.

## **Notes on Dropout Data**

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

- was enrolled in school at some time during the previous school year;
- was not enrolled at the beginning of the current school year;

- has not graduated from high school or completed a state- or district-approved education program; and
- 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.

*Defining the school year.* Not all states follow a fall-to-fall school year. The CCD dropout count is based on an October–September school year in which a student’s dropout status is determined at the beginning of the year. Some states follow a July–June calendar in which a student’s dropout status is determined at the end of the school year. Dropout rates in states that follow an alternative reporting calendar are comparable to rates for states that follow the October–September calendar (Winglee et al. 2000) and therefore data for states that follow alternative reporting calendars are published in the CCD data files.

*Between-year (summer) dropouts.* The CCD definition accounts dropouts to the grade and school year for which they do not meet their obligation. Students who complete 1 school year but fail to enroll in the next school year are counted as dropouts from the school year and grade for which they failed to return. For example, a student completing 10th-grade in 2005–06 who does not enroll the next year would be reported as an 11th-grade dropout for 2006–07.

*GED programs.* Students who leave high school to enroll in adult education/GED preparation programs are reported as dropouts, unless the district tracks these students and reports as dropouts those who fail to complete the program. Students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test, if the GED is an accepted high school credential in the state.

*Calculating the event dropout rate.* The event dropout rate for a given grade is the number of dropouts from that grade divided by the number of students enrolled in that grade at the beginning of the school year. For example, the 10th-grade event dropout rate for 2006–07 is the number of 2006–07 10th-grade dropouts divided by the number of students in 10th-grade at the beginning of the 2006–07 school year. Ungraded students are prorated into the denominator. The high school event dropout rate aggregates dropouts and students in membership for 9th- through 12th-grades.

*Treatment of ungraded students in counts of dropouts and enrollments for dropout rates.* Dropout counts are reported by states to the CCD by grade (grades 7–12). Ungraded students who drop out of school are assigned by the LEA or state to the grade in the dropout count that most closely matches the grade they would have been enrolled in based on their age. Counts of ungraded student enrollments are prorated into graded enrollment counts in order to have denominators for the calculation of dropout rates that reflect the placement of ungraded dropouts in the graded numerators. The proration process is the same as that used for the AFGR.

*Missing and suppressed data.*

Vermont suppressed all dropout counts less than 10 prior to submitting these data to *EdFacts* for the 2006–07 school year. This resulted in more suppressed data values than actual counts. Due to the extent of missing data, NCES suppressed the remainder of the dropout data for Vermont, thus making it impossible to report dropout counts or rates for Vermont in 2006–07. New York did not report dropout data by grade, only dropout data in aggregate for grades 9 through 12. Pennsylvania did not report dropout data for grades 9 and 10. The race/ethnicity and gender reporting of dropouts for the following states did not represent 80 percent or more of the total student population for any of the 5 reported race/ethnicities: Maryland, New York, and Vermont. Pennsylvania reported dropout data representative of 80 percent or more of the Hispanic and Black, non-Hispanic high school population but not for any of the other 3 race/ethnicities.