

Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08

First Look

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Introduction

This report presents the number of high school graduates, the Averaged Freshman Graduation Rate (AFGR), and the dropout data for grades 9 through 12 for public schools in school year 2007–08. The counts of graduates, dropouts, and enrollments by grade 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 NCES through the U. S. Department of Education’s *EDFacts* data collection system by state education agencies (SEAs). Although data from six sequential school years are presented in tables 3 and 7, only comparisons between the 2007–08 and 2006–07 school years 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 aggregate student enrollment data to estimate the size of an incoming freshman class and counts of the number of diplomas awarded four years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade in one 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 9th 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 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 a state or another relevant authority. Other high school completers who were awarded alternate credentials such as a certificate of completion or an equivalency credential are not included because they are not considered regular graduates.

This report includes counts of high school graduates for school year 2007–08 for 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Data for high school graduates were missing from CCD reports for South Carolina, the Bureau of Indian Education, the U.S. Department of Defense domestic and overseas dependents schools, American Samoa, the Commonwealth of the Northern Mariana Islands, and Guam. Graduate counts were reported by race/ethnicity for 48 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Delaware did not report graduate counts by race/ethnicity. 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 successfully 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.

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. Prior to 2007–08, local education agencies assigned ungraded dropouts to a grade and ungraded student membership was redistributed into grades by NCES. Beginning with 2007–08 ungraded dropouts were reported as a separate category. Therefore, for 2007–08, ungraded students and dropouts were not included in any individual grade-level dropout rates. These ungraded students and dropouts were, however, prorated into grades in order to calculate high school dropout rates (i.e., rates for grades 9 through 12 combined) for school year 2007–08. Appendix A of this report describes in more detail how this rate is calculated.

This report includes 2007–08 school year dropout data for 49 states, the District of Columbia and the U.S. Virgin Islands. The high frequency of missing data resulted in the suppression of dropout counts from Vermont. The reported dropout counts for Puerto Rico produced unrealistically low dropout rates and were therefore suppressed (see Appendix A for more details). The Bureau of Indian Education, the Department of Defense domestic and overseas dependents schools, American Samoa, the Northern Marianas, and Guam 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 general information with limited detail. The data gathered as part of this CCD collection include school district-level detail beyond what is represented in this report. Data files and report tables include data for the 50 states, District of Columbia, and 8 other jurisdictions. However, the findings discussed in this report are limited to the reporting states and the District of Columbia. 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 2007–08 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.
- The NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2007–08 presents data on high school dropouts (grades 9 through 12, aggregated); and regular and other high school graduates.
- The NCES Common Core of Data Local Education Agency Universe Survey Dropouts and Completion Restricted-Use Data File: School Year 2007–08 presents data on dropouts (grades 7 through 12, disaggregated) by grade, race/ethnicity, and gender; and regular and other high school graduates by race/ethnicity and gender.

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 these, and other CCD surveys and products, is available at <http://nces.ed.gov/ccd>.

Selected Findings

- Across the United States, excluding South Carolina, a total of 2,965,286 public school students received a high school diploma in 2007–08, resulting in an Averaged Freshman Graduation Rate (AFGR) of 74.9 percent (table 1)¹. This rate ranged from 51.3 percent in Nevada to 89.6 percent in Wisconsin. The median state AFGR was 76.4 percent.
- Across all reporting states, the Averaged Freshmen Graduation Rate (AFGR) was highest for Asian/Pacific Islander students (91.4 percent) (table 2). The rates for other groups of students were 81.0 percent for White students, 64.2 percent for American Indian/Alaska Native students, 63.5 percent for Hispanic students, and 61.5 percent for Black students.²
- A comparison of data from 2007–08 to data from the prior school year, 2006–07, shows a percentage point or greater increase in the Averaged Freshmen Graduation Rate (AFGR) for 16 states and the District of Columbia (table 3).³ The AFGR decreased by a percentage point or more for six states during that same time period. In the remaining 27 states for which a comparison was possible the change was within a 1 percentage point margin.
- There were 613,379 dropouts from high school (grades 9 through 12) with an overall event dropout rate of 4.1 percent across all 49 reporting states and the District of Columbia in 2007–08 (table 4).⁴ Indiana and New Jersey were tied for the lowest dropout rate at 1.7 percent while Louisiana had the highest event dropout rate at nearly 7.5 percent. The median dropout rate across the 49 reporting states and the District of Columbia was 4.1 percent.
- Across all reporting states, the dropout rates increased as grade level increased (table 5). The lowest dropout rate was for grade 9 (3.0 percent across reporting states) while the highest grade-level dropout rate was for grade 12 (6.1 percent). This was also true for 23 states and the District of Columbia.
- Across all 47 states that were able to report high school dropouts by race/ethnicity the dropout rate was lowest for Asian/Pacific Islanders at 2.4 percent (table 6).⁵ The dropout rate for White students was 2.8 percent. The dropout rates for the other three race/ethnicity subgroups were all 6 percent or greater, with the Hispanic dropout rate at 6.0 percent, the Black dropout rate at 6.7 percent, and the American Indian/Alaska Native dropout rates at 7.3 percent.
- Comparisons between high school dropout rates in the 2006–07 and 2007–08 school years could be made for 48 states and the District of Columbia.⁶ Among these jurisdictions, the event dropout rate increased by half of a percentage point or more for 10 states and decreased by the same margin or more for 14 states and the District of Columbia (table 7).
- Across the 47 states that were able to report high school dropouts by gender, the dropout rate was higher for males than for females at 4.6 percent and 3.5 percent, respectively (table 8).⁷ The dropout rate was higher among males in every state. The male-female gap ranged from 0.3 percent in Nevada to 2.7 percent in Louisiana.

NOTE: Because the findings are based on universe survey data, no statistical tests were conducted.

¹ The rate excludes 1,161 diplomas awarded in Maine to students attending private schools that receive the majority of their funding from public sources.

² The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education. Race categories exclude Hispanic origin unless specified.

³ South Carolina did not report graduates for the 2007–08 school year, thus a comparison between the 2007–08 and 2006–07 school year was not possible.

⁴ Vermont's data were suppressed because of the extent of missing data.

⁵ The District of Columbia and Maryland did not report race/ethnicity for dropouts. Vermont's dropout data were suppressed because of missing data. Delaware did not report dropouts for several districts that accounted for more than 20 percent of their Asian/Pacific Islander enrollments. The state-level dropout count and rate for Asian/Pacific Islanders in Delaware was therefore suppressed.

⁶ 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. Across-year comparisons could not be made for Pennsylvania and Vermont.

⁷ The District of Columbia and Maryland did not report gender for dropouts. Vermont's dropout data were suppressed because of missing data. Delaware's dropout counts and rates by gender were suppressed because of under-coverage of Asian/Pacific Islander enrollments.

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.
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- 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 high school number of graduates, Averaged Freshman Graduation Rate, and estimated first-time 9th-graders, by state or jurisdiction: School year 2007–08

State or jurisdiction	2007–08 school year		Estimated first-time 9th-graders in 2004-05 ²			
	Number of graduates	Averaged Freshman Graduation Rate ¹	Average	8th-grade enrollment base, 2003-04	9th-grade enrollment base, 2004-05	10th-grade enrollment base, 2005-06
Reporting states³	2,965,286⁴	74.9⁴	3,958,987	3,788,070	4,247,085	3,841,810
Alabama	41,346	69.0	59,954	59,663	64,569	55,630
Alaska	7,855	69.1	11,370	11,140	11,934	11,035
Arizona	61,667	70.7	87,280	76,801	92,275	92,763
Arkansas	28,725	76.4	37,612	37,087	38,359	37,390
California	374,561	71.2	526,251	504,701	554,174	519,879
Colorado	46,082	75.4	61,102	58,897	64,446	59,962
Connecticut	38,419	82.2	46,766	45,854	49,177	45,266
Delaware	7,388	72.1	10,250	10,222	11,249	9,279
District of Columbia	3,352	56.0	5,986	5,484	6,700	5,775
Florida	149,046	66.9	222,755	205,443	250,263	212,560
Georgia	83,505	65.4	127,610	120,694	142,079	120,058
Hawaii	11,613	76.0	15,278	14,549	16,991	14,292
Idaho	16,567	80.1	20,681	20,091	21,344	20,609
Illinois	135,143	80.4	168,121	160,570	178,280	165,513
Indiana	61,901	74.1	83,516	81,629	87,829	81,090
Iowa	34,573	86.4	40,022	38,719	41,196	40,151
Kansas	30,737	79.1	38,863	37,781	40,557	38,252
Kentucky	39,339	74.4	52,910	50,611	57,419	50,700
Louisiana	34,401	63.5	54,162	60,013	59,182	43,292
Maine	14,350 ⁴	79.1 ⁴	16,672	17,323	16,766	15,926
Maryland	59,171	80.4	73,556	69,368	81,270	70,031
Massachusetts	65,197	81.5	79,984	78,635	84,628	76,688
Michigan	115,183	76.3	150,960	143,465	163,124	146,291
Minnesota	60,409	86.4	69,904	67,909	70,751	71,051
Mississippi	24,795	63.9	38,812	39,306	41,261	35,868
Missouri	61,717	82.4	74,922	72,876	78,748	73,142
Montana	10,396	82.0	12,673	12,438	13,238	12,344
Nebraska	20,035	83.8	23,906	22,792	25,214	23,713
Nevada	17,149	51.3	33,403	31,440	36,105	32,665
New Hampshire	14,982	83.4	17,974	17,750	18,644	17,529
New Jersey	94,994	84.6	112,326	109,120	116,702	111,155
New Mexico	18,264	66.8	27,355	25,857	30,134	26,075
New York	176,310	70.8	248,854	229,801	273,438	243,322
North Carolina	83,307	72.8	114,447	108,717	126,414	108,210
North Dakota	6,999	83.8	8,351	8,245	8,547	8,261
Ohio	120,758	79.0	152,906	147,064	165,656	145,999
Oklahoma	37,630	78.0	48,270	47,572	50,404	46,834
Oregon	34,949	76.7	45,549	44,941	46,785	44,921
Pennsylvania	130,298	82.7	157,530	151,144	164,389	157,058
Rhode Island	10,347	76.4	13,539	13,018	14,591	13,007
South Carolina	—	—	56,742	53,384	65,564	51,277
South Dakota	8,582	84.4	10,168	10,082	10,377	10,046
Tennessee	57,486	74.9	76,789	73,481	82,168	74,717
Texas	252,121	73.1	344,696	324,381	386,182	323,524
Utah	28,167	74.3	37,894	37,295	38,069	38,319
Vermont	7,392	89.3	8,275	8,121	8,552	8,152
Virginia	77,369	77.0	100,512	95,615	109,375	96,546
Washington	61,625	71.9	85,674	82,274	89,802	84,945
West Virginia	17,489	77.3	22,623	22,256	24,199	21,415
Wisconsin	65,183	89.6	72,748	68,663	76,173	73,409
Wyoming	5,494	76.0	7,226	7,173	7,355	7,150

See notes at end of table.

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate, and estimated first-time 9th-graders, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	2007–08 school year		Estimated first-time 9th-graders in 2004-05 ²			
	Number of graduates	Averaged Freshman Graduation Rate ¹	Average	8th-grade enrollment base, 2003-04	9th-grade enrollment base, 2004-05	10th-grade enrollment base, 2005-06
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ⁵	—	—	4,386	5,030	4,527	3,601
DDESS: DoDs Domestic ⁵	—	—	1,069	1,496	1,034	676
Bureau of Indian Education	—	—	3,901	3,707	3,932	4,064
American Samoa	—	—	1,137	1,111	1,144	1,154
Guam	—	—	2,573	2,480	2,815	2,423
Northern Marianas Islands	—	—	864	781	986	826
Puerto Rico	30,016	64.5	46,557	47,428	46,764	45,478
U.S. Virgin Islands	820	58.2	1,408	1,417	1,694	1,113

— Not available. State or jurisdiction did not report diploma count.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2007–08, it equals the total number of diploma recipients in 2007–08 divided by the average membership of the 8th-grade class in 2003–04, the 9th-grade class in 2004–05, and the 10th-grade class in 2005–06.

² 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 three consecutive years.

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

⁴ Maine reported 1,161 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,161 diplomas were included in Maine and the Reporting States counts but were not included in the AFGR calculations for the state and for the reporting states totals. The diploma counts used to calculate the AFGR for Maine and for the reporting states were 13,189 and 2,964,125, respectively.

⁵ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, 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 2007–08, Version 1b; "State Nonfiscal Survey of Public Elementary/Secondary Education," 2003–04, Version 1b; 2004–05, Version 1f; 2005–06, Version 1b.

Table 2. Public high school number of graduates and Averaged Freshman Graduation Rate, by race/ethnicity and state or jurisdiction: School year 2007–08

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black		White	
	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹
Reporting states²	31,707	64.2	156,687	91.4	443,328	63.5	415,111	61.5	1,853,476	81.0
Alabama	437	82.3	474	87.3	684	62.2	13,343	60.6	26,375	73.9
Alaska	1,523	51.9	575	76.6	389	90.7	262	51.8	4,742	70.3
Arizona	3,625	56.3	1,878	98.5	20,276	66.7	3,398	76.9	32,490	73.6
Arkansas	185	86.9	513	100.0	1,421	77.9	6,132	70.2	20,474	77.7
California	3,071	65.3	54,019	91.1	142,491	61.2	25,911	57.4	141,011	80.1
Colorado	438	62.0	1,617	92.1	8,454	56.7	2,498	65.1	33,075	82.9
Connecticut	104	65.8	1,307	99.0	4,451	65.8	4,775	71.1	27,782	87.5
Delaware	—	—	—	—	—	—	—	—	—	—
District of Columbia	3	100.0	58	74.4	277	54.2	2,871	58.8	144	88.9
Florida	443	70.3	4,255	91.4	31,721	63.9	30,239	55.7	79,596	70.1
Georgia	145	72.1	2,868	92.9	4,309	55.4	29,010	57.4	45,701	70.7
Hawaii	53	80.3	8,718	77.3	468	71.3	217	69.6	2,157	72.7
Idaho	202	65.8	279	91.5	1,632	68.7	133	78.2	14,321	81.7
Illinois	318	95.8	6,000	100.0	18,411	69.6	21,728	61.5	87,097	87.7
Indiana	141	69.8	844	100.0	2,433	66.6	5,564	52.6	51,810	75.9
Iowa	159	63.6	631	93.2	1,267	70.2	1,266	71.9	31,250	88.0
Kansas	382	63.9	710	93.4	2,474	62.2	2,217	64.7	24,349	82.4
Kentucky	53	51.0	390	100.0	585	75.6	3,769	67.8	34,185	74.2
Louisiana	238	65.2	622	86.1	672	72.3	13,253	53.3	19,616	71.9
Maine	73	‡	234	‡	129	‡	285	‡	13,629	‡
Maryland	193	73.4	3,392	100.0	3,555	75.9	20,602	73.0	31,429	84.9
Massachusetts	161	66.8	3,072	89.1	6,377	64.7	5,161	69.6	49,566	84.4
Michigan	967	66.6	2,807	94.8	3,500	63.8	19,158	59.2	88,225	81.6
Minnesota	830	55.6	3,351	87.9	1,788	62.3	3,678	66.6	50,762	90.3
Mississippi	40	58.0	280	88.3	271	65.9	11,660	60.5	12,544	67.0
Missouri	273	93.2	1,024	100.0	1,498	83.6	9,178	68.0	49,744	85.2
Montana	904	63.3	133	100.0	191	69.5	53	64.6	9,115	84.7
Nebraska	228	55.1	355	97.8	1,434	67.2	1,049	57.0	16,969	88.6
Nevada	252	—	1,678	—	3,620	—	1,449	—	10,150	—
New Hampshire	30	60.0	257	99.2	201	48.1	320	100.0	14,174	83.3
New Jersey	227	100.0	7,501	100.0	14,593	76.4	14,776	72.9	57,702	88.3
New Mexico	2,177	61.0	297	100.0	8,740	62.3	467	71.4	6,583	74.7
New York	599	55.5	13,720	84.2	26,698	53.1	28,814	54.7	106,219	82.7
North Carolina	1,010	60.7	1,944	86.9	4,228	63.7	23,002	61.9	51,582	77.3
North Dakota	357	47.0	55	85.9	79	63.7	98	95.1	6,410	87.8
Ohio	160	74.1	1,749	95.3	2,046	65.6	14,956	55.5	99,936	84.4
Oklahoma	6,770	76.4	867	100.0	2,476	73.0	3,926	72.4	23,591	79.0
Oregon	725	62.8	1,811	91.2	3,849	71.0	830	65.8	26,846	77.1
Pennsylvania	146	63.8	3,439	100.0	5,978	67.8	16,111	64.5	104,355	86.9
Rhode Island	64	78.0	314	74.4	1,605	70.1	890	74.7	7,474	79.0
South Carolina	—	—	—	—	—	—	—	—	—	—
South Dakota	515	51.3	111	97.4	125	71.0	129	88.4	7,707	88.3
Tennessee	105	71.9	906	94.3	1,567	72.3	13,207	67.4	41,700	77.3
Texas	944	80.1	9,750	98.6	94,571	65.9	33,873	65.7	112,983	81.6
Utah	382	57.6	868	73.5	2,063	50.6	229	54.4	24,549	77.9
Vermont	47	83.9	99	81.8	72	100.0	93	91.2	6,408	81.1
Virginia	200	55.2	4,689	99.1	4,394	70.5	17,960	65.3	49,155	80.8
Washington	1,219	50.6	5,496	84.4	5,678	60.3	2,699	58.2	45,905	73.6
West Virginia	14	70.0	147	100.0	115	87.8	724	72.3	16,489	77.3
Wisconsin	800	73.9	2,428	97.5	2,840	75.0	4,827	63.1	54,288	94.0
Wyoming	100	38.5	67	98.5	381	65.5	55	61.8	4,891	78.5

See notes at end of table.

Table 2. Public high school number of graduates and Averaged Freshman Graduation Rate, by race/ethnicity and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black		White	
	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹	Graduates	AFGR ¹
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ³	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	0	†	0	†	30,016	64.5	0	†	0	†
U.S. Virgin Islands	4	100.0	1	†	88	50.0	720	59.2	7	63.6

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

† Not applicable. Jurisdiction reported membership of zero.

‡ Reporting standards not met. Maine included 1,161 diplomas that were awarded to students attending private schools that received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the AFGR was not calculated by race/ethnicity, nor were Maine's data included among the reporting states.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2007–08, it equals the total number of diploma recipients in 2007–08 divided by the average membership of the 8th-grade class in 2003–04, the 9th-grade class in 2004–05, and the 10th-grade class in 2005–06.

² Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

³ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, 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. Due to the time lapse between the reporting of enrollments and graduates, calculated rates may exceed 100 percent. For the purpose of reporting, these rates have been topcoded to 100 percent. 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 2007–08, Version 1a.

Table 3. Public high school Averaged Freshman Graduation Rate, by year and state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, 2006–07, and 2007–08

State or jurisdiction	Averaged Freshman Graduation Rate ¹					
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
Reporting states²	73.9	75.0	74.7	73.2	73.9	74.9³
Alabama	64.7	65.0	65.9	66.2	67.1	69.0
Alaska	68.0	67.2	64.1	66.5	69.1	69.1
Arizona	75.9	66.8	84.7	70.5	69.6	70.7
Arkansas	76.6	76.8	75.7	80.4	74.4	76.4
California	74.1	73.9	74.6	69.2	70.7	71.2
Colorado	76.4	78.7	76.7	75.5	76.6	75.4
Connecticut	80.9	80.7	80.9	80.9	81.8	82.2
Delaware	73.0	72.9	73.1	76.3	71.9	72.1
District of Columbia	59.6	68.2	68.8	—	54.9	56.0
Florida	66.7	66.4	64.6	63.6	65.0	66.9
Georgia	60.8	61.2	61.7	62.4	64.1	65.4
Hawaii	71.3	72.6	75.1	75.5	75.4	76.0
Idaho	81.4	81.5	81.0	80.5	80.4	80.1
Illinois	75.9	80.3	79.4	79.7	79.5	80.4
Indiana	75.5	73.5	73.2	73.3	73.9	74.1
Iowa	85.3	85.8	86.6	86.9	86.5	86.4
Kansas	76.9	77.9	79.2	77.6	78.9	79.1
Kentucky	71.7	73.0	75.9	77.2	76.4	74.4
Louisiana	64.1	69.4	63.9	59.5	61.3	63.5
Maine	76.3	77.6	78.6	76.3	78.5	79.1 ³
Maryland	79.2	79.5	79.3	79.9	80.0	80.4
Massachusetts	75.7	79.3	78.7	79.5	80.8	81.5
Michigan	74.0	72.5	73.0	72.2	77.0	76.3
Minnesota	84.8	84.7	85.9	86.2	86.5	86.4
Mississippi	62.7	62.7	63.3	63.5	63.6	63.9
Missouri	78.3	80.4	80.6	81.0	81.9	82.4
Montana	81.0	80.4	81.5	81.9	81.5	82.0
Nebraska	85.2	87.6	87.8	87.0	86.3	83.8
Nevada	72.3	57.4	55.8	55.8	52.0	51.3
New Hampshire	78.2	78.7	80.1	81.1	81.7	83.4
New Jersey	87.0	86.3	85.1	84.8	84.4	84.6
New Mexico	63.1	67.0	65.4	67.3	59.1	66.8
New York	60.9	—	65.3	67.4	68.8	70.8
North Carolina	70.1	71.4	72.6	71.8	68.6	72.8
North Dakota	86.4	86.1	86.3	82.1	83.1	83.8
Ohio	79.0	81.3	80.2	79.2	78.7	79.0
Oklahoma	76.0	77.0	76.9	77.8	77.8	78.0
Oregon	73.7	74.2	74.2	73.0	73.8	76.7
Pennsylvania	81.7	82.2	82.5	—	83.0	82.7
Rhode Island	77.7	75.9	78.4	77.8	78.4	76.4
South Carolina	59.7	60.6	60.1	—	58.9	—
South Dakota	83.0	83.7	82.3	84.5	82.5	84.4
Tennessee	63.4	66.1	68.5	70.6	72.6	74.9
Texas	75.5	76.7	74.0	72.5	71.9	73.1
Utah	80.2	83.0	84.4	78.6	76.6	74.3
Vermont	83.6	85.4	86.5	82.3	88.6	89.3
Virginia	80.6	79.3	79.6	74.5	75.5	77.0
Washington	74.2	74.6	75.0	72.9	74.8	71.9
West Virginia	75.7	76.9	77.3	76.9	78.2	77.3
Wisconsin	85.8	—	86.7	87.5	88.5	89.6
Wyoming	73.9	76.0	76.7	76.1	75.8	76.0

See notes at end of table.

Table 3. Public high school Averaged Freshman Graduation Rate, by year and state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, 2006–07, and 2007–08—Continued

State or jurisdiction	Averaged Freshman Graduation Rate ¹					
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ⁴	—	—	—	—	—	—
DDESS: DoDs Domestic ⁴	—	—	—	—	—	—
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	64.5
U.S. Virgin Islands	53.5	—	—	—	57.7	58.2

— Not available. State or jurisdiction did not report diploma count.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2007–08, it equals the total number of diploma recipients in 2007–08 divided by the average membership of the 8th-grade class in 2003–04, the 9th-grade class in 2004–05, and the 10th-grade class in 2005–06.

² Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements

³ Maine reported 1,161 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,161 diplomas were included in Maine and the Reporting States counts but were not included in the AFGR calculations for the state and for the reporting states totals. The diploma counts used to calculate the AFGR for Maine and for the reporting states were 13,189 and 2,964,125, respectively.

⁴ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, 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; 2007–08, Version 1a.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment, by state or jurisdiction: School year 2007–08

State or jurisdiction	Number of dropouts ¹	Dropout rate ^{1,2}	Enrollment grades 9–12 ²
Reportina states³	613,379	4.1	14,808,821
Alabama	4,654	2.2	214,626
Alaska	3,040	7.3	41,644
Arizona	21,034	6.7	316,232
Arkansas	6,492	4.7	139,075
California	98,230	5.0	1,954,925
Colorado	15,119	6.4	236,141
Connecticut	4,906	2.8	173,858
Delaware	2,212	6.0	36,598
District of Columbia	1,175	5.5	21,542
Florida	26,635	3.3	796,727
Georgia	20,135	4.3	471,012
Hawaii	2,922	5.4	54,306
Idaho	1,589	2.0	80,409
Illinois	32,638	5.2	630,118
Indiana	5,417	1.7	310,733
Iowa	4,437	2.9	153,575
Kansas	3,497	2.5	141,576
Kentucky	5,516	2.8	196,072
Louisiana	13,580	7.5	181,050
Maine	2,642	4.4	60,207
Maryland	9,816	3.6	269,221
Massachusetts	9,957	3.4	289,035
Michigan	34,702	6.2	555,737
Minnesota	7,826	2.8	277,332
Mississippi	6,399	4.6	139,376
Missouri	13,931	4.9	281,740
Montana	2,435	5.2	46,490
Nebraska	2,244	2.5	91,111
Nevada	6,170	5.1	122,122
New Hampshire	1,987	3.0	65,466
New Jersey	6,320	1.7	382,633
New Mexico	5,132	5.2	98,565
New York	34,069	3.9	874,231
North Carolina	21,477	5.2	412,763
North Dakota	754	2.4	31,539
Ohio	24,980	4.3	580,408
Oklahoma	5,598	3.1	177,748
Oregon	6,676	3.8	175,141
Pennsylvania	15,288	2.6	581,589
Rhode Island	2,559	5.3	47,871
South Carolina	8,013	3.9	206,929
South Dakota	871	2.3	38,182
Tennessee	11,200	3.9	285,856
Texas	51,369	4.0	1,292,825
Utah	6,920	4.2	165,952
Vermont	—	—	—
Virginia	10,135	2.7	379,628
Washington	18,976	5.7	332,831
West Virginia	3,680	4.4	83,481
Wisconsin	6,659	2.3	285,428
Wyoming	1,366	5.0	27,165

See notes at end of table.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Number of dropouts ¹	Dropout rate ^{1,2}	Enrollment grades 9–12 ²
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions			
DoDDS: DoDs Overseas ⁴	—	—	—
DDESS: DoDs Domestic ⁴	—	—	—
Bureau of Indian Education	—	—	—
American Samoa	—	—	—
Guam	—	—	—
Northern Marianas Islands	—	—	—
Puerto Rico	—	—	—
U.S. Virgin Islands	400	7.8	5,133

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

¹ Ungraded dropouts are prorated by NCES into grades based on the graded dropout counts to calculate numerators for dropout rates.

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

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

⁴ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

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 2007–08, Version 1a.

Table 5. Public high school numbers of dropouts and event dropout rates for grades 9 through 12, by grade and state or jurisdiction: School year 2007–08

State or jurisdiction	Grade 9 ¹		Grade 10 ¹		Grade 11 ¹		Grade 12 ¹	
	Number of dropouts	Dropout rate	Number of dropouts	Dropout rate	Number of dropouts	Dropout rate	Number of dropouts	Dropout rate
Reporting states²	126,057	3.0	135,244	3.6	139,144	4.0	203,630	6.1
Alabama	1,256	1.9	1,335	2.4	1,221	2.5	842	1.8
Alaska	455	4.3	607	5.8	940	9.0	1,038	10.4
Arizona	3,538	4.2	4,141	5.1	5,108	6.8	8,247	10.8
Arkansas	1,076	2.8	1,561	4.2	1,922	5.7	1,933	6.3
California	13,316	2.5	15,150	3.0	19,468	4.1	50,129	11.0
Colorado	2,469	3.9	2,915	4.8	4,067	7.2	5,668	10.2
Connecticut	1,233	2.6	1,271	2.9	1,296	3.1	1,106	2.7
Delaware	710	6.3	622	6.4	422	5.2	458	6.2
District of Columbia	436	5.7	314	5.9	226	5.2	199	4.7
Florida	6,393	2.8	6,212	3.0	5,954	3.1	5,882	3.6
Georgia	6,126	4.2	5,419	4.4	4,416	4.2	3,001	3.1
Hawaii	593	3.7	847	6.2	764	5.8	718	6.4
Idaho	237	1.1	373	1.8	445	2.3	534	2.9
Illinois	6,427	3.6	7,143	4.3	6,255	4.2	8,032	5.7
Indiana	182	0.2	660	0.8	1,458	1.9	3,117	4.4
Iowa	291	0.8	630	1.6	1,212	3.2	2,304	6.0
Kansas	453	1.2	801	2.2	1,016	3.0	1,227	3.7
Kentucky	1,248	2.2	1,704	3.3	1,502	3.2	1,062	2.5
Louisiana	4,931	8.9	3,107	6.6	2,666	6.5	2,876	7.6
Maine	213	1.4	400	2.6	704	4.7	1,325	8.8
Maryland	3,066	4.0	2,547	3.7	2,083	3.3	2,120	3.4
Massachusetts	2,400	3.1	2,663	3.6	2,374	3.4	2,520	3.7
Michigan	7,061	4.7	9,476	6.5	8,034	6.1	10,131	7.9
Minnesota	604	0.9	1,064	1.6	1,806	2.7	4,352	5.9
Mississippi	1,497	3.5	1,631	4.4	1,450	4.6	1,139	4.0
Missouri	4,110	5.3	3,352	4.6	3,357	5.0	3,112	4.8
Montana	375	3.1	613	5.1	700	6.2	726	6.6
Nebraska	321	1.3	510	2.2	606	2.8	807	3.6
Nevada	1,857	4.6	1,582	4.7	1,085	4.2	1,646	7.5
New Hampshire	31	0.2	226	1.4	599	3.7	1,131	7.1
New Jersey	1,346	1.3	1,588	1.6	1,710	1.8	1,676	1.9
New Mexico	1,468	4.9	1,491	5.6	1,192	5.3	981	5.1
New York	7,823	3.1	9,845	4.2	7,754	3.9	8,374	4.4
North Carolina	6,841	5.4	5,740	5.5	5,273	5.5	3,623	4.3
North Dakota	84	1.0	185	2.3	259	3.3	226	2.9
Ohio	7,501	4.6	4,528	3.1	5,027	3.6	7,924	5.9
Oklahoma	1,309	2.7	1,446	3.1	1,573	3.7	1,270	3.2
Oregon	621	1.4	1,071	2.4	1,745	4.0	3,238	7.6
Pennsylvania	2,984	1.9	3,828	2.6	3,775	2.7	4,689	3.4
Rhode Island	681	5.0	700	5.7	644	5.7	534	5.0
South Carolina	2,334	3.5	2,319	4.2	1,893	4.1	1,467	3.7
South Dakota	161	1.5	243	2.4	211	2.4	256	2.9
Tennessee	2,270	2.8	2,380	3.2	2,888	4.2	3,662	5.8
Texas	9,358	2.4	11,760	3.6	9,688	3.3	20,563	7.5
Utah	599	1.4	1,039	2.4	1,899	4.6	3,383	8.4
Vermont	—	—	—	—	—	—	—	—
Virginia	2,296	2.1	2,256	2.3	2,464	2.7	3,119	3.7
Washington	3,423	3.8	3,910	4.6	5,206	6.5	6,437	8.2
West Virginia	930	3.9	927	4.4	959	4.8	864	4.7
Wisconsin	997	1.4	678	1.0	1,444	2.0	3,540	5.0
Wyoming	126	1.8	434	6.0	384	5.9	422	6.8

See notes at end of table.

Table 5. Public high school numbers of dropouts and event dropout rates for grades 9 through 12, by grade and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Grade 9 ¹		Grade 10 ¹		Grade 11 ¹		Grade 12 ¹	
	Number of dropouts	Dropout rate	Number of dropouts	Dropout rate	Number of dropouts	Dropout rate	Number of dropouts	Dropout rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ³	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Northern Marianas Islands	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—
U.S. Virgin Islands	198	10.5	92	7.8	66	6.0	44	4.6

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

¹ Ungraded student enrollment counts and ungraded dropout counts are not factored into these individual grade-level dropout rates.

² Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

³ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

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 2007–08, Version 1a.

Table 6. Public high school number of dropouts and event dropout rate, by race/ethnicity and state or jurisdiction: School year 2007–08

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black		White	
	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}
Reporting states³	13,003	7.3	16,576	2.4	163,389	6.0	159,407	6.7	234,121	2.8
Alabama	37	1.8	26	1.1	108	2.2	1,765	2.2	2,706	2.1
Alaska	1,152	12.2	207	6.9	164	7.5	152	9.6	1,189	5.1
Arizona	2,211	11.4	325	3.8	8,700	7.3	1,288	7.1	8,510	5.6
Arkansas	49	4.9	62	2.8	452	5.1	2,131	6.7	3,798	4.0
California	1,075	6.6	5,467	2.3	54,911	6.0	14,476	9.0	19,409	3.1
Colorado	328	11.3	284	3.8	6,895	12.1	1,544	10.6	6,068	3.9
Connecticut	14	2.5	84	1.5	1,598	6.1	1,387	5.6	1,823	1.6
Delaware	12	9.4	—	—	232	8.2	913	7.7	1,024	4.9
District of Columbia	—	—	—	—	—	—	—	—	—	—
Florida	57	2.5	209	1.1	6,816	3.7	8,710	4.7	8,249	2.1
Georgia	26	3.6	189	1.3	1,593	4.8	8,632	4.6	8,165	3.6
Hawaii	21	7.2	2,063	5.1	163	6.7	78	7.3	597	5.9
Idaho	28	2.3	16	1.2	350	3.5	15	1.9	1,177	1.8
Illinois	64	3.8	397	1.7	7,553	7.3	11,360	9.1	8,046	2.2
Indiana	30	3.6	27	0.7	380	2.4	1,019	2.8	3,851	1.6
Iowa	80	9.1	75	2.6	479	6.1	471	6.2	3,332	2.5
Kansas	91	3.9	53	1.5	595	3.9	439	3.6	2,199	2.1
Kentucky	6	2.5	30	1.6	164	4.6	1,018	4.8	3,831	2.4
Louisiana	98	7.2	100	3.4	319	7.8	8,580	10.9	4,483	4.8
Maine	22	5.8	31	3.7	42	7.0	72	5.4	2,475	4.3
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	62	7.5	274	2.1	3,171	8.3	1,526	5.9	4,757	2.3
Michigan	422	8.3	434	3.6	2,135	10.3	14,355	12.6	17,086	4.3
Minnesota	668	11.6	497	3.1	939	7.5	1,778	7.1	3,944	1.8
Mississippi	7	3.0	25	2.0	70	3.9	3,946	5.6	2,351	3.6
Missouri	47	3.7	122	2.7	569	7.2	6,229	12.9	6,964	3.2
Montana	554	11.7	23	4.1	66	6.5	20	6.3	1,772	4.4
Nebraska	106	7.6	22	1.4	444	4.8	395	6.0	1,277	1.8
Nevada	97	4.9	343	3.4	2,583	6.7	889	6.3	2,258	3.9
New Hampshire	15	8.3	15	1.4	55	3.1	97	9.6	1,805	2.9
New Jersey	16	2.7	137	0.5	2,116	3.1	1,877	2.8	2,158	1.0
New Mexico	1,169	9.2	42	3.2	2,696	5.3	148	5.9	1,077	3.5
New York	215	5.7	1,520	2.4	10,606	6.1	10,800	6.2	10,871	2.4
North Carolina	427	7.7	186	2.0	2,139	7.6	7,683	6.2	10,541	4.4
North Dakota	195	7.3	13	4.5	21	4.4	20	3.9	505	1.8
Ohio	66	8.2	137	1.8	1,051	8.5	9,863	10.1	13,076	2.9
Oklahoma	1,106	3.3	86	2.3	721	5.2	664	3.5	3,021	2.8
Oregon	235	6.1	217	2.7	1,611	6.7	381	7.9	3,957	3.1
Pennsylvania	38	4.1	237	1.6	2,387	6.9	4,901	5.7	7,660	1.7
Rhode Island	32	10.3	69	4.8	676	8.2	341	7.8	1,441	4.3
South Carolina	0	0.0	50	1.8	397	5.3	3,578	4.3	3,954	3.5
South Dakota	343	9.9	9	2.0	31	4.0	17	2.4	471	1.4
Tennessee	27	4.7	87	2.1	505	5.3	5,618	7.7	4,963	2.5
Texas	145	3.2	583	1.3	29,348	5.3	12,116	6.3	9,177	1.8
Utah	236	7.5	222	3.9	1,732	8.0	160	6.6	4,549	3.4
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	43	3.8	263	1.3	1,484	5.4	3,957	4.0	4,275	1.9
Washington	981	11.3	1,104	4.0	3,223	8.0	1,611	8.9	11,624	5.0
West Virginia	6	6.5	8	1.3	25	3.8	197	5.0	3,444	4.4
Wisconsin	248	5.8	200	2.0	880	5.4	2,160	7.8	3,171	1.4
Wyoming	96	11.0	6	2.0	194	8.0	30	8.1	1,040	4.5

See notes at end of table.

Table 6. Public high school number of dropouts and event dropout rate, by race/ethnicity and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic		Black		White	
	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}	Number of dropouts ¹	Dropout rate ^{1,2}
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ⁴	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁴	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—
U.S. Virgin Islands	0	0.0	0	0.0	50	8.5	347	7.8	3	8.3

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

¹ Ungraded dropouts are prorated by NCES into grades based on the graded dropout counts to calculate numerators for dropout rates.

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

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

⁴ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year. 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 2007–08, Version 1a.

Table 7. Public high school event dropout rate, by state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, 2006–07, and 2007–08

State or jurisdiction	Dropout rates, grades 9–12 ¹					
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
Reporting states²	3.9	4.1	3.9	3.9	4.4	4.1
Alabama	3.5	3.3	2.8	2.5	2.3	2.2
Alaska	7.6	7.0	8.2	8.0	7.3	7.3
Arizona	8.5	6.7	6.2	7.6	7.6	6.7
Arkansas	4.6	4.7	4.3	3.1	4.6	4.7
California	3.2	3.3	3.1	3.7	5.5	5.0
Colorado	3.5	5.4	7.8	7.8	6.9	6.4
Connecticut	2.1	—	—	2.0	2.1	2.8
Delaware	5.5	6.1	5.3	5.5	5.5	6.0
District of Columbia	—	—	—	—	7.1	5.5
Florida	3.4	3.4	3.5	4.1	3.8	3.3
Georgia	5.8	5.4	5.6	5.2	4.6	4.3
Hawaii	4.7	4.8	4.7	4.7	5.4	5.4
Idaho	3.9	3.1	3.0	2.7	2.6	2.0
Illinois	5.7	5.3	4.5	4.0	4.0	5.2
Indiana	2.2	2.5	2.5	2.9	2.7	1.7
Iowa	1.9	—	2.2	2.2	2.3	2.9
Kansas	2.4	2.2	2.1	2.4	2.7	2.5
Kentucky	3.3	3.3	3.5	3.3	3.0	2.8
Louisiana	7.5	7.9	7.5	8.4	7.4	7.5
Maine	2.8	2.7	2.8	5.4	5.3	4.4
Maryland	3.6	4.1	3.9	3.9	3.8	3.6
Massachusetts	3.3	3.7	3.8	3.4	3.8	3.4
Michigan	4.5	4.6	3.9	3.5	7.4	6.2
Minnesota	3.8	—	—	3.1	3.0	2.8
Mississippi	3.7	2.9	2.8	3.0	4.3	4.6
Missouri	3.3	3.3	3.7	4.1	3.7	4.9
Montana	3.6	3.4	3.4	3.7	3.7	5.2
Nebraska	3.1	2.8	2.7	2.8	2.8	2.5
Nevada	6.1	6.0	5.8	7.7	4.5	5.1
New Hampshire	3.8	3.8	3.5	3.2	3.2	3.0
New Jersey	1.8	—	—	1.7	2.0	1.7
New Mexico	4.7	5.2	4.2	5.5	6.1	5.2
New York	5.5	5.6	5.7	4.4	5.3	3.9
North Carolina	5.2	5.2	5.2	—	5.7	5.2
North Dakota	2.2	2.0	1.9	2.1	2.3	2.4
Ohio	3.0	3.3	3.5	4.1	4.5	4.3
Oklahoma	4.0	3.9	3.5	3.6	3.5	3.1
Oregon	4.4	—	—	4.6	4.6	3.8
Pennsylvania	3.2	2.9	2.9	2.8	—	2.6
Rhode Island	4.0	3.4	4.1	4.1	5.8	5.3
South Carolina	3.2	3.4	3.3	—	3.9	3.9
South Dakota	3.3	4.2	4.4	4.4	3.9	2.3
Tennessee	3.2	3.3	2.7	2.8	3.1	3.9
Texas	3.6	3.6	3.6	4.3	4.0	4.0
Utah	3.9	3.8	3.7	3.3	3.1	4.2
Vermont	3.5	2.8	2.6	—	—	—
Virginia	3.0	2.8	2.5	2.7	2.6	2.7
Washington	6.2	6.5	4.5	5.6	5.1	5.7
West Virginia	3.7	4.3	4.1	3.9	4.0	4.4
Wisconsin	2.0	—	2.4	2.2	2.2	2.3
Wyoming	4.5	4.6	4.8	5.7	5.1	5.0

See notes at end of table.

Table 7. Public high school event dropout rate, by state or jurisdiction: School years 2002–03, 2003–04, 2004–05, 2005–06, 2006–07, and 2007–08—Continued

State or jurisdiction	Dropout rates, grades 9–12 ¹					
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ³	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—
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	7.8

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

¹ Prior to 2007–08, ungraded dropouts were distributed across grades before the data were reported to NCES. Beginning with the 2007–08 school year NCES prorated ungraded dropouts into the high school grades 9–12. For all years reported here, ungraded student enrollments are prorated by NCES into grades to calculate denominators for dropout rates.

² Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

³ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

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; 2003–04, Version 1a; 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; 2007–08, Version 1a.

Table 8. Public high school number of graduates, number of high school dropouts, and high school event dropout rate, by gender and state or jurisdiction: School year 2007–08

State or jurisdiction	Number of graduates ¹		High School Dropouts ²			
	Male	Female	Male		Female	
			Number of dropouts	Dropout rate ³	Number of dropouts	Dropout rate ³
Reporting states⁴	1,426,949	1,489,987	335,900	4.6	248,415	3.5
Alabama	19,782	21,531	2,660	2.5	1,982	1.9
Alaska	3,670	3,821	1,586	7.8	1,278	6.7
Arizona	30,124	31,543	11,480	7.1	9,554	6.2
Arkansas	13,892	14,833	3,844	5.4	2,648	3.9
California	176,744	189,754	56,535	5.6	38,803	4.1
Colorado	22,595	23,487	8,402	7.0	6,717	5.8
Connecticut	19,135	19,284	3,191	3.6	1,715	2.0
Delaware	—	—	—	—	—	—
District of Columbia	1,403	1,949	—	—	—	—
Florida	70,331	75,923	13,824	3.5	10,217	2.7
Georgia	39,036	42,997	11,159	4.8	7,446	3.2
Hawaii	5,813	5,800	1,655	5.8	1,267	4.9
Idaho	8,221	8,346	897	2.2	689	1.8
Illinois	65,506	68,048	15,602	5.0	11,818	3.9
Indiana	29,606	31,186	3,160	2.0	2,147	1.4
Iowa	17,384	17,189	2,570	3.3	1,867	2.5
Kansas	15,141	14,991	1,999	2.8	1,378	2.0
Kentucky	19,181	19,798	2,967	3.1	2,082	2.3
Louisiana	15,698	18,703	7,924	8.9	5,656	6.2
Maine	—	—	1,518	4.9	1,124	3.9
Maryland	28,730	30,441	—	—	—	—
Massachusetts	31,864	32,473	5,569	3.8	4,221	3.0
Michigan	55,985	58,672	20,305	7.2	14,127	5.2
Minnesota	30,025	30,384	4,396	3.1	3,430	2.5
Mississippi	11,097	13,644	3,807	5.5	2,592	3.7
Missouri	30,709	31,008	7,744	5.4	6,187	4.5
Montana	5,158	5,238	1,344	5.7	1,091	4.8
Nebraska	9,958	10,077	1,291	2.8	953	2.2
Nevada	8,106	8,903	3,282	5.2	2,888	4.9
New Hampshire	7,515	7,467	1,174	3.5	813	2.5
New Jersey	47,487	47,312	3,644	1.9	2,660	1.4
New Mexico	8,776	9,488	2,852	5.7	2,280	4.7
New York	85,887	90,163	19,147	4.3	14,865	3.5
North Carolina	39,616	42,150	12,595	6.2	8,381	4.2
North Dakota	3,498	3,501	416	2.6	338	2.2
Ohio	59,397	59,450	13,430	4.6	10,763	3.9
Oklahoma	18,550	19,080	3,035	3.4	2,563	2.9
Oregon	16,838	17,223	3,582	4.1	2,819	3.4
Pennsylvania	64,725	65,304	8,822	3.0	6,401	2.3
Rhode Island	5,065	5,282	1,486	6.1	1,073	4.5
South Carolina	—	—	4,619	4.5	3,360	3.3
South Dakota	4,288	4,291	480	2.5	391	2.1
Tennessee	28,109	29,376	6,559	4.5	4,641	3.3
Texas	125,157	126,964	27,973	4.2	23,396	3.7
Utah	13,846	14,245	3,873	4.5	3,026	3.8
Vermont	3,277	3,131	—	—	—	—
Virginia	36,716	39,682	5,941	3.1	4,081	2.2
Washington	29,579	31,418	10,711	6.4	7,832	4.9
West Virginia	8,714	8,775	2,067	4.8	1,613	4.0
Wisconsin	32,261	32,922	3,977	2.7	2,682	1.9
Wyoming	2,754	2,740	806	5.7	560	4.3

See notes at end of table.

Table 8. Public high school number of graduates, number of high school dropouts, and high school event dropout rate, by gender and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Number of graduates ¹		High School Dropouts ²			
	Male	Female	Male		Female	
			Number of dropouts	Dropout rate ³	Number of dropouts	Dropout rate ³
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ⁵	—	—	—	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—
Guam	—	—	—	—	—	—
Northern Marianas Islands	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—
U.S. Virgin Islands	338	482	269	10.8	131	5.0

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

¹Graduate 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.

²Ungraded dropouts are prorated by NCES into grades based on the graded dropout counts to calculate numerators for dropout rates. Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

³The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

⁴Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

⁵DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, 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 2007–08, Version 1a; and "NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File," School Year 2007–08, 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 are used to compute 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 one exception: counts 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 membership data that were used to create the enrollment base (denominator) for the 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 2007–08 data were reported through the U.S. Department of Education’s *EDFacts* system. American Samoa, the Northern Marianas, 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 2007–08 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). This can cause some confusion in how subgroups are reported for some states. For example, for the 2007–08 school year, a high school dropout rate for Asian/Pacific Islander students was not calculated for Delaware because missing data at the school district level accounted for more than 20 percent of the Asian/Pacific Islander students in Delaware. Rates could be calculated for the other racial/ethnic subgroups in Delaware because the missing data at the school district level did not account for as much as 20 percent of students in the other racial/ethnic subgroups. Also, since the total amount of missing data was not more than 20 percent in Delaware, the overall rate was computed for the state.

EDFacts accepted blank responses in 2007–08 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. “Reporting states” totals 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. “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 White students enrolled in 12th grade and only 1 White high school graduate, that graduating student could infer that all of the other White students had failed to graduate. The same situation could occur with dropouts. For example, if a state reported 15 White students enrolled in grade 9 at the beginning of a school year and 15 White 9th 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 guard against the identification of a specific 12th grade student who did not receive a regular high school diploma or a specific 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. In the past NCES did not audit state reports. Starting with the 2006–07 collection, NCES has been more aggressive in verifying data that do not appear to be accurate. During the 2007–08 collection, for example, if zero dropouts were reported for a school district that had a high school enrollment of more than 400 students NCES required confirmation from the state that the zero count was correct. Likewise, if zero diplomas were reported for a district with more than 20 twelfth graders then NCES required confirmation that the zero count was accurate. Barring confirmation, NCES recoded the submitted zero count, setting it to missing. NCES also required that some aggregate-level data be confirmed or revised. For 2007–08, Maine and South Dakota were contacted because the submitted diploma counts produced AFGR estimates that were high when compared with other states and data from earlier years. Maine provided a detailed explanation of its diploma count and South Dakota revised earlier diploma submissions. Puerto Rico, on the other hand, did not reply to a request to revise its dropout data and those data were coded by NCES as missing. States have been made aware of the new NCES protocols and understand that NCES is working to develop further methods to audit their end of year data.

Discrepancies between dropout rates and graduation rates. The AFGR estimates the percentage of public high school students that receive a regular diploma within 4 years of their entry into 9th grade. Students that receive an alternative high school credential (i.e., a certificate of attendance or a high school equivalency degree) and those that take more than 4 years to complete high school are not considered on-time completers or dropouts. Thus one should not expect the AFGR and the dropout rates to account for all high school students. This considered, one would expect a high dropout rate to accompany a low graduation rate and vice-versa. This relationship is found for some states but not for every state. CCD staff is cognizant of this and intent on researching this more in the future.

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 have been 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 2007–08 AFGR was the average of 8th-grade membership in 2003–04, 9th-grade membership in 2004–05, and 10th-grade membership in 2005–06. 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 2004–05 freshmen in order to estimate the on-time graduation rate for 2007–08.

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 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; 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 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 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 during these years, 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 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 would lower the estimate of freshmen and as a result increase the graduation rate.

Missing and suppressed data. South Carolina, The Department of Defense dependent schools (domestic and overseas), the Bureau of Indian Education, American Samoa, the Commonwealth of the Northern Marianas Islands, and Guam did not report high school graduation data for 2007–08. In addition, Delaware did not report graduation data by race/ethnicity or gender. 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 2007–08.

Maine's diploma data. Maine reported 1,161 diplomas awarded to students who attended private schools that receive a majority of their funding from public sources. Because students attending such schools were not reported by Maine prior to the 2007–08 school year, students attending them could not be included in the denominator for the AFGR. Therefore, these 1,161 diplomas were not included in the AFGR for Maine. Maine awarded 14,350 diplomas for 2007–08 and across all reporting states 2,965,286 diplomas were awarded. But, because of this discrepancy, Maine's AFGR was calculated using the 13,189 diplomas awarded to students attending public schools and the reporting states AFGR was based on 2,964,125 diplomas.

Notes on Dropout Data

Definition of a dropout. The CCD provides an event dropout count. An event dropout count represents the number 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 with 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 one 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 2006–07 who does not enroll the next year would be reported as an 11th-grade dropout for 2007–08.

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 2007–08 is the number of 2007–08 10th-grade dropouts divided by the number of students in 10th-grade at the beginning of the 2007–08 school year. Beginning with the 2007–08 school year, states reported ungraded dropouts as a separate category. Therefore, ungraded students and dropouts are not prorated into any single grade. They are prorated in the aggregate grade 9–12 high school dropout counts and rates. 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 2007–08 school year. Because the suppressed data represented districts that included more than 90 percent of the state’s student membership, NCES suppressed the 2007–08 dropout data for Vermont. In addition, the District of Columbia and Maryland did not report dropout data by race/ethnicity and gender. Delaware’s data were missing for several school districts that included more than 20 percent of the Asian/Pacific Islander population in Delaware. This led to the suppression of the state-level dropout count and rate for

Asian/Pacific Islander students in Delaware. Beginning with 2007–08, NCES asks states and other jurisdictions to confirm or revise any dropout data that would infer a dropout rate of less than 1 percent. As the dropout count reported for Puerto Rico would infer a dropout rate of less than 1 percent, and Puerto Rico did not respond to inquiries made by Census Bureau analysts, NCES has suppressed the dropout count and rate for Puerto Rico. This is part of an ongoing effort on the part of the CCD to ensure more accurate dropout and completer data. The Department of Defense dependent schools (overseas and domestic), the Bureau of Indian Education, American Samoa, Guam, and the Commonwealth of the Northern Marianas Islands did not report any dropout data for the 2007–08 school year.

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