

Public School Graduates and Dropouts From the Common Core of Data: School Year 2008–09

First Look

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MAY 2011

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May 2011

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This report was prepared in part under Contract No. ED-CO-0044 with American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Stillwell, R., Sable, J., and Plotts, C. (2011). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2008–09* (NCES 2011-312). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

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Acknowledgments

Many thanks are owed to the Common Core of Data (CCD) and *EDFacts* Coordinators for the 50 states, the District of Columbia, and 8 other jurisdictions that voluntarily report CCD data each year. This work is in addition to their other professional duties, and NCES is grateful for these Coordinators' efforts and for the support of the state education agencies or jurisdiction in which they work.

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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 9–12 for public schools in school year 2008–09. State Education Agencies report these counts of graduates, dropouts, and enrollments to the National Center for Education Statistics' (NCES) Common Core of Data (CCD) nonfiscal survey of public elementary/secondary education as part of the Cooperative Education Statistics System established in section 157 of the Education Sciences Reform Act of 2002, part C and the U. S. Department of Education's *EDFacts* data collection system. Although data from seven sequential school years are presented in tables 3 and 7, only comparisons between the 2007–08 and 2008–09 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 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 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 as the most accurate indicator 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 in the AFGR calculations because they are not considered regular graduates.

This report includes counts of high school graduates for school year 2008–09 for 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Data for high school graduates were missing from CCD reports for the Bureau of Indian Education, Department of Defense dependent schools (domestic and overseas), American Samoa, the Commonwealth of the Northern Mariana Islands, and Guam. Graduate counts are presented by race/ethnicity for the 50 states, the District of Columbia, and the U.S. Virgin Islands.

- Nevada did not report graduates for the 2008-09 collection. Graduation data presented in this report and the accompanying data files for Nevada have been imputed only at the state level based on the 2007-08 graduates and the enrollment data reported for school years 2004-05 through 2008-09. Imputations were performed such that the prior year graduation rate was maintained. The race/ethnicity graduate counts were derived from the prior year, 12th grade to diploma ratio and then raked to the imputed total diploma count. The AFGR could not be calculated by race/ethnicity for Nevada because enrollments by race/ethnicity were not reported for the 2004–05 school year. Gender data only appear on the district level file. Therefore, gender imputations were not performed.
- The AFGR for Maine could not be calculated by race/ethnicity because: (a) Maine reported 1,169 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources; (b) the racial/ethnic breakdown of these diploma recipients was not known, and therefore the counts of diploma recipients by race could not be edited to exclude these students; and (c) these 1,169 students were not included in Maine's enrollment counts in prior years, and therefore the enrollment data used to calculate the AFGR did not represent these students.
- California did not report graduation data for 2008–09. Graduation data presented in this report and the accompanying data files for California have been imputed only at the state level. Imputations were performed such that the prior year graduation rates were maintained at the race/ethnicity level. Gender data only appear on the district level file. Therefore, gender imputations were not performed.

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. A more detailed discussion of the definition of “dropout” is contained in appendix A.

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 (LEAs) 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 and beyond, 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 9–12) for school year 2007–08 and beyond. Appendix A of this report describes in more detail how this rate is calculated.

This report includes 2008–09 school year dropout data for 50 states, the District of Columbia and the U.S. Virgin Islands.

- Due to a policy in Vermont of suppressing any dropout counts with a magnitude of 10 or lower, the extent of missing data at the district level and the race/ethnicity detail at the state level resulted in the full suppression of district level dropout counts and race/ethnicity dropout counts at the state level for Vermont. Because Vermont has been suppressing these data for several years it was not possible to accurately impute the dropout rates for Vermont.
- California and Nevada did not report dropout data for 2008–09. Dropout data presented in this report and the accompanying data files for California and Nevada have been imputed only at the state level. Imputations were performed such that the prior year dropout rates were maintained at the race/ethnicity level. Gender data only appear on the district level file. Therefore, gender imputations were not performed.
- 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, Department of Defense dependent schools (domestic and overseas), American Samoa, the Northern Marianas, and Guam did not report dropouts.

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 2008–09 presents data on high school dropouts (grades 9–12) 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 2008–09 presents data on high school dropouts (grades 9–12, 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 2008–09 presents data on dropouts (grades 7–12, 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 Findings¹

- Across the United States, the 50 states and the District of Columbia reported that a total of 3,039,015 public school students received a high school diploma in 2008–09, resulting in a calculated Averaged Freshman Graduation Rate (AFGR) of 75.5 percent (table 1).² This rate ranged from 56.3 percent in Nevada and 62.0 percent in Mississippi to 89.6 percent in Vermont and 90.7 percent in Wisconsin. The median state AFGR was 77.0 percent.
- Across all reporting states and the District of Columbia, the AFGR was highest for Asian/Pacific Islander students (91.8 percent) (table 2). The rates for other groups were 82.0 percent for White students, 65.9 percent for Hispanic students, 64.8 percent for American Indian/Alaska Native students, and 63.5 percent for Black students.³
- A comparison of data from 2008–09 to data from the prior school year, 2007–08, shows a percentage point or greater increase in the AFGR for 22 states and the District of Columbia (table 3).^{4,5} The AFGR decreased by a percentage point or more for nine states during that same time period.
- Across the United States, the 50 states and the District of Columbia reported 607,789 dropouts from high school (grades 9–12), resulting in a calculated overall event dropout rate of 4.1 percent in 2008–09 (table 4). Wyoming and Alabama had the lowest event dropout rates at 1.1 and 1.5 percent, respectively, while Arizona and Illinois had the highest at 8.3 and 11.5 percent, respectively. The median state dropout rate was 3.4 percent.
- Across all reporting states and the District of Columbia, the calculated dropout rates increased as grade level increased (table 5). This pattern was also true for 24 states. The lowest dropout rate was for grade 9 (3.2 percent for reporting states) while the highest grade-level dropout rate was for grade 12 (6.0 percent).
- Across all 49 states and the District of Columbia that were able to report high school dropouts by race/ethnicity, the calculated dropout rate was the lowest for Asian/Pacific Islander students at 2.4 percent and White students at 2.7 percent (table 6).⁶ The dropout rates for Hispanic, American Indian/Alaska Native, and Black students were 6.0, 6.3, and 6.6 percent respectively.^{3,4}
- Comparisons between high school dropout rates in the 2007–08 and 2008–09 school years showed an increase of a percentage point or more in two states and the District of Columbia.^{4,5,7} A decrease by the same margin or greater was found in three states (table 7).
- Across the 45 states and the District of Columbia that were able to report high school dropouts by gender, the dropout rate was higher for males than for females at 3.6 percent and 2.7 percent, respectively (table 8).⁸ The dropout rate was higher among males in every state. The male-female gap ranged from lows of 0.2 percentage points in both North Dakota and South Dakota⁴ to highs of 2.7 in Louisiana and 2.9 percentage points in Illinois.

¹ Because the findings are based on universe survey data, no statistical tests were conducted. All rates (i.e., Averaged Freshman Graduation Rates (AFGR) and event dropout rates) are calculated based on counts of diploma recipients, dropouts, and student enrollments reported by state education agencies. Diploma and dropout counts for California and Nevada were imputed based on prior year reporting.

² The rate excludes 1,169 diplomas awarded in Maine to students attending private schools that receive the majority of their funding from public sources.

³ The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education. Race categories exclude Hispanic origin.

⁴ Calculations based on unrounded estimates.

⁵ Comparisons were restricted to states that reported data for both comparison years.

⁶ Vermont's dropout data by race/ethnicity were suppressed because of the extent of missing data.

⁷ 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.

⁸ California, Maryland, and Utah did not report gender for dropouts. Vermont's district-level dropout data were suppressed because of missing data.

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>.

Tables

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2008–09

State or jurisdiction	2008–09 school year		Estimated first-time 9th-graders in 2005–06 ¹			
	Number of graduates	AFGR ²	Average	8th-grade enrollment base, 2004–05	9th-grade enrollment base, 2005–06	10th-grade enrollment base, 2006–07
Total³	3,039,015⁴	75.5⁴	4,024,345	3,851,398	4,316,179	3,905,449
Alabama	42,082	69.9	60,169	59,286	65,357	55,864
Alaska	8,008	72.6	11,034	10,857	11,405	10,839
Arizona	62,374	72.5	85,984	78,952	99,058	79,943
Arkansas	28,057	74.0	37,912	37,447	39,013	37,277
California	372,310 ⁵	71.0 ⁵	524,273	503,027	551,379	518,412
Colorado	47,459	77.6	61,162	59,397	63,818	60,272
Connecticut	34,968	75.4	46,374	45,072	49,070	44,980
Delaware	7,839	73.7	10,634	10,494	11,638	9,770
District of Columbia	3,517	62.4	5,635	5,533	6,653	4,720
Florida	153,461	68.9	222,578	209,559	245,587	212,588
Georgia	88,003	67.8	129,797	122,432	145,243	121,715
Hawaii	11,508	75.3	15,292	14,439	17,184	14,254
Idaho	16,807	80.6	20,850	20,299	21,564	20,688
Illinois	131,670	77.7	169,361	162,227	179,742	166,115
Indiana	63,663	75.2	84,649	82,728	88,563	82,655
Iowa	33,926	85.7	39,571	38,097	41,059	39,556
Kansas	30,368	80.2	37,847	37,083	39,665	36,794
Kentucky	41,851	77.6	53,909	51,591	58,196	51,940
Louisiana	35,622	67.3	52,954	60,194	53,087	45,580
Maine	14,093 ⁴	79.9 ⁴	16,166	16,850	16,088	15,559
Maryland	58,304	80.1	72,759	69,567	79,788	68,921
Massachusetts	65,258	83.3	78,386	76,831	82,861	75,465
Michigan	112,742	75.3	149,640	141,599	161,219	146,102
Minnesota	59,729	87.4	68,329	66,016	69,339	69,631
Mississippi	24,505	62.0	39,536	40,155	42,195	36,258
Missouri	62,969	83.1	75,801	73,619	80,473	73,311
Montana	10,077	82.0	12,291	12,045	12,803	12,024
Nebraska	19,501	82.9	23,522	22,267	24,953	23,346
Nevada	19,904 ⁵	56.3 ⁵	35,336	32,516	39,518	33,973
New Hampshire	14,757	84.3	17,510	17,293	18,323	16,914
New Jersey	95,085	85.3	111,411	109,253	115,100	109,880
New Mexico	17,931	64.8	27,675	26,211	30,026	26,787
New York	180,917	73.5	245,982	226,482	267,615	243,848
North Carolina	86,712	75.1	115,487	109,979	128,333	108,148
North Dakota	7,232	87.4	8,270	8,127	8,484	8,199
Ohio	122,203	79.6	153,528	147,161	165,999	147,424
Oklahoma	37,219	77.3	48,143	47,618	50,367	46,444
Oregon	35,138	76.5	45,944	44,886	46,351	46,594
Pennsylvania	130,658	80.5	162,243	151,746	165,003	169,979
Rhode Island	10,028	75.3	13,313	12,783	14,193	12,964
South Carolina	39,114	66.0	59,274	56,641	66,201	54,981
South Dakota	8,123	81.7	9,943	9,715	10,314	9,799
Tennessee	60,368	77.4	77,980	74,379	82,641	76,920
Texas	264,275	75.4	350,368	329,214	394,739	327,151
Utah	30,463	79.4	38,366	37,674	38,628	38,795
Vermont	7,209	89.6	8,048	7,864	8,337	7,944
Virginia	79,651	78.4	101,607	96,540	110,021	98,259
Washington	62,764	73.7	85,123	80,918	90,091	84,361
West Virginia	17,690	77.0	22,983	22,582	24,712	21,654
Wisconsin	65,410	90.7	72,089	67,168	76,674	72,425
Wyoming	5,493	75.2	7,307	6,985	7,509	7,427

See notes at end of table.

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	2008–09 school year		Estimated first-time 9th-graders in 2005–06 ¹			
	Number of graduates	AFGR ²	Average	8th-grade enrollment base, 2004–05	9th-grade enrollment base, 2005–06	10th-grade enrollment base, 2006–07
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ⁶	—	—	4,207	4,712	4,476	3,433
DDESS: DoDs Domestic ⁶	—	—	997	1,409	975	607
Bureau of Indian Education	—	—	—	3,707	4,888	—
American Samoa	—	—	1,184	1,119	1,315	1,119
Guam	—	—	—	2,372	3,164	—
Commonwealth of the Northern Marianas Islands	—	—	913	840	1,045	855
Puerto Rico	29,286	67.2	43,594	44,767	43,328	42,686
U.S. Virgin Islands	940	63.1	1,490	1,302	1,911	1,256

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

¹ 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.

² AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2008–09, it equals the total number of diploma recipients in 2008–09 divided by the average membership of the 8th-grade class in 2004–05, the 9th-grade class in 2005–06, and the 10th-grade class in 2006–07.

³ Totals include the 50 states and the District of Columbia.

⁴ Maine reported 1,169 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,169 diplomas were included in the Maine and the Total counts but were not included in the AFGR calculations for Maine and for the Total AFGR. The diploma counts used to calculate the AFGR for Maine and for the reporting states were 12,924 and 3,036,757, respectively.

⁵ Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

⁶ 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 2008–09, Version 1a; "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004–05, Version 1f; 2005–06, Version 1b; 2006–07, Version 1c.

Table 2. Public high school number of graduates and Averaged Freshman Graduation Rate (AFGR), by race/ethnicity and state or jurisdiction: School year 2008–09

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White	
	Graduates	AFGR ²	Graduates	AFGR ²	Graduates	AFGR ²	Graduates	AFGR ²	Graduates	AFGR ²
Reporting states³	31,859	64.8	161,305	91.8	476,568	65.9	449,261	63.5	1,859,262	82.0
Alabama	461	84.7	509	90.2	799	63.0	13,884	62.2	26,380	74.5
Alaska	1,508	51.8	588	79.9	364	89.4	283	56.3	4,874	75.2
Arizona	3,346	53.8	2,007	98.9	21,607	69.2	3,519	78.7	31,895	75.8
Arkansas	205	79.2	442	94.4	1,599	75.7	5,939	68.0	19,872	75.5
California ⁴	2,890	65.8	54,701	91.9	147,717	61.6	25,420	57.7	134,816	80.8
Colorado	466	61.4	1,738	96.3	9,364	60.8	2,619	69.8	33,272	84.3
Connecticut	77	61.1	1,248	88.5	3,861	55.5	4,221	63.5	25,561	81.8
Delaware	31	81.6	246	91.8	522	61.3	2,438	66.8	4,602	79.0
District of Columbia	2	100.0	55	84.6	245	50.1	3,084	62.8	131	77.5
Florida	451	68.4	4,436	94.0	34,079	66.9	32,167	59.8	78,933	71.1
Georgia	140	76.1	3,101	94.1	5,052	56.6	31,949	61.2	45,921	73.0
Hawaii	57	77.0	8,673	76.7	487	71.0	226	75.3	2,065	70.5
Idaho	198	61.5	297	96.7	1,778	72.7	181	91.9	14,353	81.6
Illinois	242	70.6	5,600	92.9	19,616	68.8	21,887	60.8	82,749	85.7
Indiana	140	68.6	834	100.0	2,700	66.8	6,070	56.4	52,568	77.1
Iowa	154	63.6	657	98.1	1,353	68.7	1,344	71.5	30,418	87.4
Kansas	418	69.0	739	87.9	2,655	63.5	2,321	66.6	23,569	83.7
Kentucky	6	7.2	417	99.0	710	80.2	4,213	70.2	36,044	77.8
Louisiana	287	70.0	682	94.2	718	73.6	14,346	59.6	19,589	73.2
Maine	90	‡	216	‡	116	‡	274	‡	13,397	‡
Maryland	186	71.5	3,426	98.8	3,842	76.8	20,581	71.8	30,269	85.6
Massachusetts	171	76.0	3,279	93.3	6,972	67.7	5,240	73.9	48,694	86.1
Michigan	873	64.7	2,812	94.5	3,538	61.2	19,219	58.5	85,642	80.9
Minnesota	901	56.7	3,407	90.4	1,997	63.9	3,969	69.1	49,455	91.4
Mississippi	37	49.3	239	79.9	313	67.7	11,837	58.6	12,079	65.3
Missouri	271	83.4	1,058	100.0	1,591	80.3	10,111	71.3	49,938	85.7
Montana	863	63.1	115	92.0	190	76.6	65	73.9	8,844	84.5
Nebraska	227	56.3	328	92.4	1,617	66.9	1,054	56.7	16,275	88.0
Nevada ⁴	264	—	2,054	—	5,014	—	1,849	—	10,723	—
New Hampshire	38	77.6	276	100.0	192	41.6	359	100.0	13,892	84.2
New Jersey	136	70.5	7,776	99.1	14,808	76.1	15,220	75.9	56,875	89.1
New Mexico	2,118	59.9	277	93.3	8,760	60.7	478	67.4	6,298	72.4
New York	646	60.6	14,346	88.4	29,529	57.4	30,441	58.1	105,632	85.1
North Carolina	1,102	67.2	2,088	93.3	5,067	66.5	24,103	65.0	52,487	79.3
North Dakota	423	52.4	75	93.8	89	72.4	138	100.0	6,507	91.1
Ohio	188	83.9	1,835	98.7	2,113	66.0	15,630	56.8	100,117	84.9
Oklahoma	7,034	75.5	902	100.0	2,664	73.7	3,643	68.7	22,976	79.0
Oregon	693	62.3	1,695	89.8	4,250	70.7	826	61.1	26,558	77.4
Pennsylvania	169	72.5	3,428	99.3	6,509	65.3	16,424	64.0	103,712	84.4
Rhode Island	63	75.9	286	75.7	1,519	67.2	836	70.5	7,324	77.8
South Carolina	107	62.9	605	90.3	1,227	64.0	14,541	58.9	22,453	71.6
South Dakota	554	54.4	99	99.0	137	66.5	141	85.5	7,192	85.1
Tennessee	109	83.2	916	97.8	1,762	74.3	14,221	71.4	43,360	79.4
Texas	961	81.9	10,462	100.0	104,854	69.6	35,982	68.0	112,016	82.7
Utah	420	62.9	1,086	91.3	2,707	61.2	344	70.3	25,801	81.7
Vermont	39	83.0	150.0	100.0	61.0	81.3	99.0	84.6	6,822.0	89.1
Virginia	240	79.7	4,758	99.4	4,960	71.8	18,961	67.2	49,490	82.3
Washington	1,217	51.3	5,860	87.6	6,398	63.1	2,961	60.7	45,496	75.3
West Virginia	16	57.1	149	100.0	140	88.1	741	70.2	16,644	77.0
Wisconsin	848	74.1	2,533	99.5	3,122	77.3	4,920	65.3	53,987	95.0
Wyoming	130	45.0	69	87.3	414	69.6	65	65.0	4,815	77.1

See notes at end of table.

Table 2. Public high school number of graduates and Averaged Freshman Graduation Rate (AFGR), by race/ethnicity and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White	
	Graduates	AFGR ²	Graduates	AFGR ²	Graduates	AFGR ²	Graduates	AFGR ²	Graduates	AFGR ²
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	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—
U.S. Virgin Islands	3	50.0	1	50.0	97	52.2	833	64.6	6	85.7

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

‡ Reporting standards not met. Maine included 1,169 diplomas that were awarded to students attending private schools that received a majority of their funding from private 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.

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

²AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2008–09, it equals the total number of diploma recipients in 2008–09 divided by the average membership of the 8th-grade class in 2004–05, the 9th-grade class in 2005–06, and the 10th-grade class in 2006–07.

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

⁴Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

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.

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/Pacific Islander 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 top coded 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 2008–09, Version 1a.

Table 3. Public high school Averaged Freshman Graduation Rate (AFGR), by year and state or jurisdiction: School years 2002–03 through 2008–09

State or jurisdiction	AFGR ¹						
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Reporting states²	73.9	75.0	74.7	73.2	73.9	74.7	75.5 ³
Alabama	64.7	65.0	65.9	66.2	67.1	69.0	69.9
Alaska	68.0	67.2	64.1	66.5	69.1	69.1	72.6
Arizona	75.9	66.8	84.7	70.5	69.6	70.7	72.5
Arkansas	76.6	76.8	75.7	80.4	74.4	76.4	74.0
California	74.1	73.9	74.6	69.2	70.7	71.2	71.0 ⁴
Colorado	76.4	78.7	76.7	75.5	76.6	75.4	77.6
Connecticut	80.9	80.7	80.9	80.9	81.8	82.2	75.4
Delaware	73.0	72.9	73.1	76.3	71.9	72.1	73.7
District of Columbia	59.6	68.2	68.8	—	54.9	56.0	62.4
Florida	66.7	66.4	64.6	63.6	65.0	66.9	68.9
Georgia	60.8	61.2	61.7	62.4	64.1	65.4	67.8
Hawaii	71.3	72.6	75.1	75.5	75.4	76.0	75.3
Idaho	81.4	81.5	81.0	80.5	80.4	80.1	80.6
Illinois	75.9	80.3	79.4	79.7	79.5	80.4	77.7
Indiana	75.5	73.5	73.2	73.3	73.9	74.1	75.2
Iowa	85.3	85.8	86.6	86.9	86.5	86.4	85.7
Kansas	76.9	77.9	79.2	77.6	78.9	79.1	80.2
Kentucky	71.7	73.0	75.9	77.2	76.4	74.4	77.6
Louisiana	64.1	69.4	63.9	59.5	61.3	63.5	67.3
Maine	76.3	77.6	78.6	76.3	78.5	79.1	79.9 ³
Maryland	79.2	79.5	79.3	79.9	80.0	80.4	80.1
Massachusetts	75.7	79.3	78.7	79.5	80.8	81.5	83.3
Michigan	74.0	72.5	73.0	72.2	77.0	76.3	75.3
Minnesota	84.8	84.7	85.9	86.2	86.5	86.4	87.4
Mississippi	62.7	62.7	63.3	63.5	63.6	63.9	62.0
Missouri	78.3	80.4	80.6	81.0	81.9	82.4	83.1
Montana	81.0	80.4	81.5	81.9	81.5	82.0	82.0
Nebraska	85.2	87.6	87.8	87.0	86.3	83.8	82.9
Nevada	72.3	57.4	55.8	55.8	54.2	56.3	56.3 ⁴
New Hampshire	78.2	78.7	80.1	81.1	81.7	83.4	84.3
New Jersey	87.0	86.3	85.1	84.8	84.4	84.6	85.3
New Mexico	63.1	67.0	65.4	67.3	59.1	66.8	64.8
New York	60.9	—	65.3	67.4	68.8	70.8	73.5
North Carolina	70.1	71.4	72.6	71.8	68.6	72.8	75.1
North Dakota	86.4	86.1	86.3	82.1	83.1	83.8	87.4
Ohio	79.0	81.3	80.2	79.2	78.7	79.0	79.6
Oklahoma	76.0	77.0	76.9	77.8	77.8	78.0	77.3
Oregon	73.7	74.2	74.2	73.0	73.8	76.7	76.5
Pennsylvania	81.7	82.2	82.5	—	83.0	82.7	80.5
Rhode Island	77.7	75.9	78.4	77.8	78.4	76.4	75.3
South Carolina	59.7	60.6	60.1	—	58.9	62.2	66.0
South Dakota	83.0	83.7	82.3	84.5	82.5	84.4	81.7
Tennessee	63.4	66.1	68.5	70.6	72.6	74.9	77.4
Texas	75.5	76.7	74.0	72.5	71.9	73.1	75.4
Utah	80.2	83.0	84.4	78.6	76.6	74.3	79.4
Vermont	83.6	85.4	86.5	82.3	88.6	89.3	89.6
Virginia	80.6	79.3	79.6	74.5	75.5	77.0	78.4
Washington	74.2	74.6	75.0	72.9	74.8	71.9	73.7
West Virginia	75.7	76.9	77.3	76.9	78.2	77.3	77.0
Wisconsin	85.8	—	86.7	87.5	88.5	89.6	90.7
Wyoming	73.9	76.0	76.7	76.1	75.8	76.0	75.2

See notes at end of table.

Table 3. Public high school Averaged Freshman Graduation Rate (AFGR), by year and state or jurisdiction: School years 2002–03 through 2008–09—Continued

State or jurisdiction	AFGR ¹						
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
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	81.0	80.2	77.9	81.0	84.6	—	—
Guam	56.3	48.4	—	—	—	—	—
Commonwealth of the 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	67.2
U.S. Virgin Islands	53.5	—	—	—	57.7	58.2	63.1

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

¹ AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2008–09, it equals the total number of diploma recipients in 2008–09 divided by the average membership of the 8th-grade class in 2004–05, the 9th-grade class in 2005–06, and the 10th-grade class in 2006–07.

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

³ Maine reported 1,169 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,169 diplomas were included in the Maine and the Total counts but were not included in the AFGR calculations for Maine and for the Total AFGR. The diploma counts used to calculate the AFGR for Maine and for the reporting states were 12,924 and 3,036,757, respectively.

⁴ Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

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), "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 1b; 2007–08, Version 1b; 2008–09, Version 1a.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment for grades 9–12, by state or jurisdiction: School year 2008–09

State or jurisdiction	Number of dropouts ¹	Dropout rate ^{1,2}	Enrollment grades 9–12 ²
Total³	607,789	4.1	14,954,795
Alabama	3,292	1.5	217,590
Alaska	2,904	7.0	41,399
Arizona	26,173	8.3	316,122
Arkansas	5,641	4.1	137,358
California	101,188 ⁴	5.0 ⁴	2,013,687
Colorado	14,571	6.1	238,139
Connecticut	5,392	3.1	174,980
Delaware	1,987	5.1	38,619
District of Columbia	1,246	7.0	17,898
Florida	20,609	2.6	781,725
Georgia	19,942	4.2	470,108
Hawaii	2,598	4.9	53,535
Idaho	1,338	1.6	81,497
Illinois	73,480	11.5	640,512
Indiana	5,429	1.7	316,126
Iowa	4,782	3.1	151,993
Kansas	2,895	2.1	140,032
Kentucky	5,673	2.9	197,825
Louisiana	12,282	6.8	180,660
Maine	2,264	3.6	63,611
Maryland	7,929	3.0	267,388
Massachusetts	8,585	2.9	292,593
Michigan	20,714	3.8	541,231
Minnesota	5,177	1.9	275,864
Mississippi	5,835	4.2	139,135
Missouri	12,221	4.3	282,460
Montana	2,272	5.0	45,030
Nebraska	2,178	2.4	89,678
Nevada	6,341 ⁴	5.1 ⁴	125,117
New Hampshire	1,126	1.7	64,939
New Jersey	6,926	1.6	425,555
New Mexico	4,804	4.9	98,830
New York	36,790	4.2	875,179
North Carolina	22,966	5.3	429,719
North Dakota	757	2.5	30,773
Ohio	24,109	4.2	577,669
Oklahoma	4,462	2.5	177,132
Oregon	6,132	3.4	179,972
Pennsylvania	13,519	2.3	580,304
Rhode Island	2,086	4.4	47,359
South Carolina	7,074	3.4	210,511
South Dakota	683	1.8	38,952
Tennessee	9,086	3.2	287,401
Texas	41,393	3.2	1,305,637
Utah	5,050	3.3	155,309
Vermont	784	2.6	30,631
Virginia	9,452	2.5	380,787
Washington	15,509	4.7	332,224
West Virginia	3,444	4.1	83,252
Wisconsin	6,412	2.3	284,222
Wyoming	287	1.1	26,526

See notes at end of table.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment for grades 9–12, by state or jurisdiction: School year 2008–09—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 ⁵	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—
Bureau of Indian Education	—	—	—
American Samoa	—	—	—
Guam	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—
Puerto Rico	—	—	147,957
U.S. Virgin Islands	387	7.4	5,201

— Not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the Nation Center for Education Statistics (NCES) definition.

¹ Ungraded dropouts are prorated by the National Center for Education Statistics (NCES) into grades 9–12 based on the graded dropout counts to calculate numerators for dropout rates.

² Ungraded student enrollments are prorated by NCES into grades 9–12 based on graded enrollments to calculate denominators for dropout rates.

³ Totals include the 50 states and the District of Columbia.

⁴ Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

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: 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 2008–09, Version 1a.

Table 5. Public high school numbers of dropouts and event dropout rates for grades 9–12, by grade and state or jurisdiction: School year 2008–09

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
Total²	133,456	3.2	132,869	3.5	135,172	3.8	204,022	6.0
Alabama	865	1.3	900	1.6	829	1.7	698	1.5
Alaska	392	3.7	554	5.4	1,032	9.4	926	9.5
Arizona	6,684	8.0	5,082	6.3	5,976	7.9	8,431	11.0
Arkansas	872	2.3	1,330	3.7	1,739	5.2	1,699	5.6
California ³	13,479	2.5	15,275	3.0	20,057	4.1	52,377	11.0
Colorado	2,584	4.1	2,721	4.5	3,649	6.3	5,617	10.0
Connecticut	1,271	2.7	1,233	2.8	1,413	3.3	1,475	3.6
Delaware	717	6.1	526	5.3	384	4.4	360	4.4
District of Columbia	510	8.1	258	5.9	157	4.2	138	4.0
Florida	5,268	2.4	5,325	2.6	5,133	2.7	4,883	2.9
Georgia	6,499	4.5	5,659	4.6	4,585	4.3	3,199	3.3
Hawaii	561	3.5	748	5.4	645	5.3	644	5.7
Idaho	220	1.0	296	1.4	400	2.0	422	2.2
Illinois	20,908	11.7	17,454	10.4	14,537	9.9	20,581	13.9
Indiana	484	0.6	799	1.0	1,494	1.9	2,652	3.6
Iowa	301	0.8	667	1.7	1,257	3.3	2,557	6.7
Kansas	427	1.1	678	1.9	774	2.3	1,016	3.1
Kentucky	1,222	2.2	1,566	3.0	1,642	3.5	1,243	2.9
Louisiana	4,593	8.2	2,914	6.5	2,461	5.9	2,314	6.1
Maine	140	0.9	268	1.7	507	3.1	1,349	8.7
Maryland	2,394	3.2	2,157	3.2	1,669	2.7	1,709	2.8
Massachusetts	2,185	2.8	2,159	2.9	2,096	2.9	2,145	3.1
Michigan	4,493	3.2	5,494	3.9	4,789	3.8	5,938	4.7
Minnesota	443	0.7	566	0.8	959	1.4	3,209	4.3
Mississippi	1,379	3.4	1,498	4.1	1,285	4.1	1,094	3.9
Missouri	2,816	3.7	2,900	4.0	3,171	4.6	3,334	5.0
Montana	370	3.1	559	4.9	648	5.8	695	6.5
Nebraska	304	1.3	499	2.2	590	2.7	785	3.5
Nevada ³	1,769	4.2	1,547	4.5	1,046	4.1	1,979	8.5
New Hampshire	19	0.1	82	0.5	254	1.6	771	5.0
New Jersey	1,768	1.6	1,533	1.5	1,491	1.5	1,494	1.5
New Mexico	1,409	4.7	1,547	5.8	1,133	5.1	715	3.6
New York	8,244	3.5	10,535	4.7	7,501	3.9	9,784	5.3
North Carolina	7,311	5.6	6,168	5.5	5,633	5.7	3,854	4.3
North Dakota	78	1.0	186	2.4	210	2.8	283	3.7
Ohio	7,228	4.5	3,915	2.7	4,767	3.4	8,199	6.1
Oklahoma	966	2.0	1,176	2.6	1,261	2.9	1,059	2.7
Oregon	557	1.2	902	2.0	1,602	3.6	3,071	6.7
Pennsylvania	2,403	1.6	3,255	2.2	3,311	2.4	4,409	3.2
Rhode Island	577	4.2	581	4.8	476	4.4	452	4.2
South Carolina	2,072	3.2	1,972	3.6	1,717	3.6	1,313	3.0
South Dakota	97	0.9	194	1.9	176	1.9	216	2.4
Tennessee	1,558	2.0	1,815	2.4	2,437	3.6	3,276	5.0
Texas	7,627	2.0	9,597	2.9	8,016	2.6	16,153	5.8
Utah	262	0.7	687	1.8	1,260	3.2	2,841	7.5
Vermont	95	1.2	181	2.4	252	3.2	256	3.4
Virginia	2,097	2.0	2,173	2.2	2,334	2.6	2,848	3.3
Washington	3,075	3.5	3,115	3.7	4,046	5.0	5,273	6.6
West Virginia	875	3.7	908	4.3	896	4.6	765	4.0
Wisconsin	944	1.3	610	0.9	1,414	2.0	3,444	4.8
Wyoming	44	0.6	105	1.5	61	1.0	77	1.3

See notes at end of table.

Table 5. Public high school numbers of dropouts and event dropout rates for grades 9–12, by grade and state or jurisdiction: School year 2008–09—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 ⁴	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁴	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—
U.S. Virgin Islands	196	10.6	80	6.4	62	6.0	49	4.6

— Not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the National Center for Education Statistics (NCES) definition.

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

² Totals include the 50 states and the District of Columbia.

³ Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

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 2008–09, Version 1a.

Table 6. Public high school number of dropouts and event dropout rate for grades 9–12, by race/ethnicity and state or jurisdiction: School year 2008–09

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White		Two or more races	
	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}
Reporting states⁴	11,241	6.3	17,650	2.4	170,083	6.0	168,477	6.6	228,635	2.7	‡	‡
Alabama	24	1.2	18	0.7	89	1.6	1,318	1.7	1,838	1.4	†	†
Alaska	114	1.2	1	#	4	0.2	8	0.5	38	0.2	5	0.2
Arizona	2,441	12.9	463	5.0	12,413	10.2	1,905	10.1	8,951	6.1	†	†
Arkansas	46	4.5	82	3.8	442	4.7	1,789	5.7	3,275	3.5	†	†
California ⁵	1,078	6.8	5,787	2.4	57,420	6.2	14,710	9.2	19,340	3.2	2,853	5.5
Colorado	369	12.3	265	3.4	6,799	11.4	1,434	9.6	5,704	3.7	†	†
Connecticut	14	2.4	57	0.9	1,968	7.4	1,681	6.8	1,672	1.4	†	†
Delaware	8	5.4	28	2.3	204	6.6	867	6.9	880	4.1	†	†
District of Columbia	0	0.0	12	5.3	135	8.3	1,075	6.9	25	4.8	†	†
Florida	65	2.9	175	0.9	5,463	3.0	7,878	4.3	6,655	1.8	†	†
Georgia	17	2.3	266	1.8	1,671	4.7	9,946	5.3	7,561	3.4	†	†
Hawaii	19	6.6	1,852	4.6	119	4.8	51	4.6	526	5.3	†	†
Idaho	35	2.7	29	2.0	319	3.1	13	1.3	942	1.4	†	†
Illinois	199	15.3	2,056	8.2	14,958	13.4	25,744	20.0	29,228	8.0	†	†
Indiana	26	3.0	44	1.0	386	2.3	1,028	2.7	3,809	1.5	†	†
Iowa	52	6.0	73	2.4	445	5.3	610	7.9	3,602	2.7	†	†
Kansas	66	3.0	45	1.3	484	3.0	379	3.1	1,840	1.8	†	†
Kentucky	8	3.0	45	2.2	161	4.0	1,061	4.8	4,307	2.6	†	†
Louisiana	90	6.6	93	3.1	374	8.5	7,411	9.4	4,314	4.7	†	†
Maine	44	8.9	25	2.8	28	4.4	65	4.5	2,102	3.5	†	†
Maryland	50	5.3	157	1.1	846	4.1	3,996	3.9	2,880	2.3	†	†
Massachusetts	35	4.3	253	1.8	2,900	7.5	1,450	5.6	3,792	1.8	155	3.4
Michigan	324	6.4	200	1.6	1,162	5.6	8,850	7.9	10,002	2.6	†	†
Minnesota	492	8.5	310	1.9	677	5.0	1,193	4.7	2,505	1.2	†	†
Mississippi	9	3.9	24	1.9	66	3.2	3,711	5.2	2,024	3.2	0	0.0
Missouri	66	5.0	102	2.2	407	4.9	4,872	9.6	6,774	3.1	†	†
Montana	559	12.3	19	3.5	88	8.3	27	7.5	1,579	4.1	†	†
Nebraska	78	5.5	29	1.7	456	4.7	408	6.0	1,207	1.7	†	†
Nevada ⁵	114	5.8	359	3.4	2,704	6.6	1,033	6.9	2,131	3.7	†	†
New Hampshire	6	3.1	8	0.7	40	2.1	65	6.0	1,007	1.7	†	†
New Jersey	23	3.5	112	0.3	2,199	2.9	2,503	3.4	2,085	0.9	4	0.7
New Mexico	898	7.1	39	3.1	2,587	5.0	135	5.2	1,145	3.8	†	†
New York	270	6.7	1,644	2.5	12,564	7.1	13,120	7.6	9,085	2.0	†	†
North Carolina	450	7.7	213	2.1	2,365	7.3	8,264	6.0	11,135	4.6	†	†
North Dakota	233	8.7	3	1.0	26	5.2	29	5.5	466	1.7	†	†
Ohio	66	7.6	140	1.7	999	7.8	9,609	9.9	12,417	2.8	†	†
Oklahoma	872	2.6	78	1.9	546	3.7	509	2.7	2,457	2.3	†	†
Oregon	245	6.4	199	2.4	1,348	5.1	330	6.1	3,759	2.9	†	†
Pennsylvania	32	3.4	218	1.5	2,176	5.9	3,995	4.6	7,014	1.6	†	†
Rhode Island	17	5.4	54	3.7	589	7.2	277	6.3	1,149	3.5	†	†
South Carolina	43	6.3	41	1.4	312	3.9	3,040	3.6	3,605	3.2	†	†
South Dakota	238	6.2	4	0.8	31	3.5	7	0.8	403	1.2	†	†
Tennessee	16	2.7	71	1.7	408	3.9	4,697	6.4	3,894	2.0	†	†
Texas	103	2.2	473	1.0	24,059	4.2	9,566	5.0	7,192	1.5	†	†
Utah	191	7.4	151	2.8	1,335	6.7	114	5.3	3,244	2.6	†	†
Vermont	—	—	—	—	—	—	—	—	—	—	—	—
Virginia	38	3.2	235	1.1	1,468	5.0	3,896	3.9	3,686	1.7	†	†
Washington	795	9.4	884	3.1	2,857	6.7	1,338	7.2	9,180	4.0	†	†
West Virginia	8	8.4	7	1.2	34	4.8	188	4.4	3,207	4.1	†	†
Wisconsin	216	4.9	206	2.0	885	5.2	2,272	8.0	2,833	1.3	†	†
Wyoming	39	4.5	1	0.3	67	2.7	10	2.7	169	0.7	†	†

See notes at end of table.

Table 6. Public high school number of dropouts and event dropout rate for grades 9–12, by race/ethnicity and state or jurisdiction: School year 2008–09
—Continued

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White		Two or more races	
	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}	Number of dropouts ²	Dropout rate ^{2,3}
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ⁶	—	—	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁶	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—	—	—
U.S. Virgin Islands	1	12.5	0	0.0	57	9.2	326	7.2	3	8.3	†	†

— Not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the National Center for Education Statistics (NCES) definition.

† Not applicable.

Rounds to zero.

‡ Reporting standards not met. Data not available for more than 20 percent of states.

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

² Ungraded dropouts are prorated by NCES into grades 9–12 based on the graded dropout counts to calculate numerators for dropout rates.

³ Ungraded student enrollments are prorated by NCES into grades 9–12 based on graded enrollments to calculate denominators for dropout rates.

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

⁵ Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

⁶ 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/Pacific Islander 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 2008–09, Version 1a.

Table 7. Public high school event dropout rate for grades 9–12, by state or jurisdiction: School years 2002–03 through 2008–09

State or jurisdiction	Dropout rates, grades 9–12 ¹						
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Reporting states²	3.9	4.1	3.9	3.9	4.4	4.1	4.1
Alabama	3.5	3.3	2.8	2.5	2.3	2.2	1.5
Alaska	7.6	7.0	8.2	8.0	7.3	7.3	7.0
Arizona	8.5	6.7	6.2	7.6	7.6	6.7	8.3
Arkansas	4.6	4.7	4.3	3.1	4.6	4.7	4.1
California	3.2	3.3	3.1	3.7	5.5	5.0	5.0 ³
Colorado	3.5	5.4	7.8	7.8	6.9	6.4	6.1
Connecticut	2.1	—	—	2.0	2.1	2.8	3.1
Delaware	5.5	6.1	5.3	5.5	5.5	6.0	5.1
District of Columbia	—	—	—	—	7.1	5.5	7.0
Florida	3.4	3.4	3.5	4.1	3.8	3.3	2.6
Georgia	5.8	5.4	5.6	5.2	4.6	4.3	4.2
Hawaii	4.7	4.8	4.7	4.7	5.4	5.4	4.9
Idaho	3.9	3.1	3.0	2.7	2.6	2.0	1.6
Illinois	5.7	5.3	4.5	4.0	4.0	5.2	11.5
Indiana	2.2	2.5	2.5	2.9	2.7	1.7	1.7
Iowa	1.9	—	2.2	2.2	2.3	2.9	3.1
Kansas	2.4	2.2	2.1	2.4	2.7	2.5	2.1
Kentucky	3.3	3.3	3.5	3.3	3.0	2.8	2.9
Louisiana	7.5	7.9	7.5	8.4	7.4	7.5	6.8
Maine	2.8	2.7	2.8	5.4	5.3	4.4	3.6
Maryland	3.6	4.1	3.9	3.9	3.8	3.6	3.0
Massachusetts	3.3	3.7	3.8	3.4	3.8	3.4	2.9
Michigan	4.5	4.6	3.9	3.5	7.4	6.2	3.8
Minnesota	3.8	—	—	3.1	3.0	2.8	1.9
Mississippi	3.7	2.9	2.8	3.0	4.3	4.6	4.2
Missouri	3.3	3.3	3.7	4.1	3.7	4.9	4.3
Montana	3.6	3.4	3.4	3.7	3.7	5.2	5.0
Nebraska	3.1	2.8	2.7	2.8	2.8	2.5	2.4
Nevada	6.1	6.0	5.8	7.7	5.1	5.1	5.1 ³
New Hampshire	3.8	3.8	3.5	3.2	3.2	3.0	1.7
New Jersey	1.8	—	—	1.7	2.0	1.7	1.6
New Mexico	4.7	5.2	4.2	5.5	6.1	5.2	4.9
New York	5.5	5.6	5.7	4.4	5.3	3.9	4.2
North Carolina	5.2	5.2	5.2	—	5.7	5.2	5.3
North Dakota	2.2	2.0	1.9	2.1	2.3	2.4	2.5
Ohio	3.0	3.3	3.5	4.1	4.5	4.3	4.2
Oklahoma	4.0	3.9	3.5	3.6	3.5	3.1	2.5
Oregon	4.4	—	—	4.6	4.6	3.8	3.4
Pennsylvania	3.2	2.9	2.9	2.8	—	2.6	2.3
Rhode Island	4.0	3.4	4.1	4.1	5.8	5.3	4.4
South Carolina	3.2	3.4	3.3	—	3.9	3.9	3.4
South Dakota	3.3	4.2	4.4	4.4	3.9	2.3	1.8
Tennessee	3.2	3.3	2.7	2.8	3.1	3.9	3.2
Texas	3.6	3.6	3.6	4.3	4.0	4.0	3.2
Utah	3.9	3.8	3.7	3.3	3.1	4.2	3.3
Vermont	3.5	2.8	2.6	—	—	—	2.6
Virginia	3.0	2.8	2.5	2.7	2.6	2.7	2.5
Washington	6.2	6.5	4.5	5.6	5.1	5.7	4.7
West Virginia	3.7	4.3	4.1	3.9	4.0	4.4	4.1
Wisconsin	2.0	—	2.4	2.2	2.2	2.3	2.3
Wyoming	4.5	4.6	4.8	5.7	5.1	5.0	1.1

See notes at end of table.

Table 7. Public high school event dropout rate for grades 9–12, by state or jurisdiction: School years 2002–03 through 2008–09
—Continued

State or jurisdiction	Dropout rates, grades 9–12 ¹						
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
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	2.0	2.4	2.5	2.5	—	—	—
Guam	—	9.1	—	—	—	—	—
Commonwealth of the							
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	7.4

— 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 Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

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. 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.

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 1b; 2008–09, Version 1a.

Table 8. Public high school number of graduates, number of high school dropouts for grades 9–12, and high school event dropout rate for grades 9–12, by gender and state or jurisdiction: School year 2008–09

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	1,287,697	1,331,728	267,999	3.6	198,699	2.7
Alabama	20,207	21,826	1,987	1.8	1,326	1.2
Alaska	3,966	4,042	1,602	7.6	1,302	6.4
Arizona	30,459	31,843	12,733	7.9	9,845	6.4
Arkansas	14,091	13,965	3,305	4.7	2,327	3.5
California	—	—	—	—	—	—
Colorado	23,227	24,232	8,075	6.7	6,496	5.6
Connecticut	17,270	17,696	3,508	3.9	1,876	2.2
Delaware	3,862	3,977	1,202	6.2	754	4.0
District of Columbia	1,498	2,019	629	7.6	545	5.9
Florida	72,427	77,639	11,687	3.0	8,549	2.3
Georgia	41,306	44,857	11,691	5.1	7,768	3.4
Hawaii	6,026	5,482	1,496	5.4	1,071	4.2
Idaho	8,371	8,436	747	1.8	592	1.5
Illinois	63,901	66,193	35,414	11.5	27,568	8.6
Indiana	30,229	32,083	3,192	2.0	2,099	1.4
Iowa	16,857	17,069	2,761	3.6	2,020	2.7
Kansas	14,973	14,729	1,683	2.4	1,130	1.7
Kentucky	20,200	20,987	2,940	2.9	2,184	2.3
Louisiana	16,544	19,077	7,263	8.2	5,006	5.5
Maine	6,403	6,390	1,204	4.0	885	3.2
Maryland	28,217	30,087	—	—	—	—
Massachusetts	32,388	32,870	5,039	3.4	3,542	2.5
Michigan	54,787	57,297	11,994	4.4	8,321	3.2
Minnesota	30,059	29,626	2,982	2.1	2,138	1.6
Mississippi	11,225	13,228	3,465	5.0	2,378	3.4
Missouri	31,392	31,577	6,777	4.7	5,157	3.7
Montana	5,089	4,988	1,288	5.6	984	4.5
Nebraska	9,682	9,819	1,313	2.8	865	2.0
Nevada	—	—	—	—	—	—
New Hampshire	7,434	7,323	670	2.0	445	1.4
New Jersey	47,721	47,364	3,975	1.8	2,944	1.4
New Mexico	8,745	9,186	2,697	5.4	2,095	4.4
New York	88,242	92,352	21,408	4.9	15,237	3.6
North Carolina	41,247	43,600	13,387	6.2	8,990	4.3
North Dakota	3,646	3,586	406	2.6	351	2.4
Ohio	59,687	60,141	12,469	4.3	10,508	3.8
Oklahoma	18,649	18,570	2,450	2.7	2,012	2.3
Oregon	16,864	17,151	3,257	3.7	2,579	3.2
Pennsylvania	64,759	65,483	7,620	2.6	5,559	2.0
Rhode Island	4,864	5,164	1,233	5.2	853	3.7
South Carolina	18,141	20,792	4,055	3.8	2,986	2.9
South Dakota	4,058	4,065	376	1.9	307	1.6
Tennessee	29,651	30,717	5,398	3.7	3,718	2.6
Texas	131,773	132,468	22,595	3.4	18,924	3.0
Utah	15,000	15,358	—	—	—	—
Vermont	—	—	—	—	—	—
Virginia	38,014	40,395	5,484	2.9	3,833	2.1
Washington	30,056	31,876	8,497	5.1	6,557	4.1
West Virginia	8,818	8,872	1,947	4.5	1,497	3.7
Wisconsin	32,919	32,491	3,941	2.7	2,471	1.8
Wyoming	2,753	2,740	157	1.1	105	0.8

See notes at end of table.

Table 8. Public high school number of graduates, number of high school dropouts for grades 9–12, and high school event dropout rate for grades 9–12, by sex and state or jurisdiction: School year 2008–09—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	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—
U.S. Virgin Islands	397	543	256	10.4	131	4.8

— 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.

² Ungraded 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.

³ 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.

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

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.

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 2008–09, Version 1a; and "NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File," School Year 2008–09, 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 presented in this report are taken from the Common Core of Data (CCD) State Nonfiscal Survey file, 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 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 2008–09 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 2008–09 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 2008–09 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. Reported numbers of graduates were increased or decreased slightly to protect against disclosure. These changes resulted in a minimal distortion of information and cannot be distinguished from unperturbed counts.

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 2008–09, Alabama, Michigan, and Wyoming were contacted because the submitted dropout counts produced dropout rate estimates that were low when compared to other states and data from earlier years. Illinois was contacted because the submitted dropout counts produced dropout rate estimates that were high when compared to other states and data from earlier years. Alabama, Illinois, Michigan, and Wyoming all confirmed the reported counts. Alabama, Illinois, and Wyoming all cited a new student data system that more accurately monitors dropout status as the reason for the magnitude of the differences. Puerto Rico was also contacted but 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 2008–09 AFGR was the average of 8th-grade membership in 2004–05, 9th-grade membership in 2005–06, and 10th-grade membership in 2006–07. Ungraded students are prorated into grades 9 through 12. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2005–06 freshmen in order to estimate the on-time graduation rate for 2008–09.

Treatment of ungraded students. Although the AFGR denominator is based on enrollments by grade, some states report ungraded students. To edit this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state. For example, if 8th grade student accounted for 7 percent of all students in grades prekindergarten through grade 12 for the state, then 7 percent of the ungraded student count was prorated into the count of 8th-grade students. The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the 8th, 9th, and 10th grades. For the distribution of the race/ethnicity detail, the same proportion used for the grade was used for each race/ethnicity detail. 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 include students who repeated a grade in high school or completed high school early and thus are not on-time cohort 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 edited 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 edits 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. 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 2008–09. California did not report graduation data for 2008–09. Data presented in this report and the accompanying data files for California have been imputed at the state level. Imputations were performed such that the prior year graduation rates were maintained at the race/ethnicity level. Nevada did not report graduates for the 2008-09 collection. Graduation data presented in this report and the accompanying data files for Nevada have been imputed at the state level based on the 2007-08 graduates and the enrollment data reported for school years 2004-05 through 2008-09. Imputations were performed such that the prior year graduation rate was maintained. The race/ethnicity graduate counts were derived from the prior year, 12th-grade-to-diploma ratio and then raked to the imputed total diploma count. 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 2008–09. Data for California and Nevada are not available by gender because no imputations were performed on the district-level data. Gender information is not included at the state level.

Maine's diploma data. Maine reported 1,169 diplomas awarded to students who attended private schools that receive a majority of their funding from public sources for the 2008–09 school year. 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 1,169 diplomas were not included in the AFGR for Maine. Maine awarded 14,093 diplomas for 2008–09 and across all reporting states 3,037,926 diplomas were awarded. But, because of this discrepancy, Maine's AFGR was calculated using the 12,924 diplomas awarded to students attending public schools and the reporting states AFGR was based on 3,036,757 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 attributes 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 2007–08 who does not enroll the next year would be reported as an 11th-grade dropout for 2008–09.

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 2008–09 is the number of 2008–09 10th-grade dropouts divided by the number of students in 10th grade at the beginning of the 2008–09 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 2008–09 school year. Because the suppressed data represented districts that included more than 90 percent of the state’s student membership, NCES suppressed the 2008–09 district level dropout data for Vermont. Vermont also suppressed these low counts when reporting for the state as a whole resulting in the suppression of the race/ethnicity detail for Vermont at the state level. Utah did not report data by race/ethnicity

or gender at the school district or state levels. In addition, Maryland did not report dropout data by gender. California and Nevada did not report completion or dropout data for 2008–09. Data presented in this report and the accompanying data files for California and Nevada has been imputed at the state level. Imputations were performed such that the prior year dropout rates were maintained at the race/ethnicity level. Data are not available by gender because no imputations were performed on the district-level data. 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 Mariana Islands did not report any dropout data for the 2008–09 school year.