

Table A1. Standard errors for Table 1: Percentage distribution of spring 2002 10th-graders, by high school completion status and selected characteristics: 2006

Characteristics	Completion status in 2006		
	High school graduates	GED recipients	Dropouts
Sex			
Male	0.63	3.16	3.10
Female	0.63	3.16	3.10
Race/ethnicity			
American Indian/Alaska Native	0.22	0.84	0.86
Asian/Pacific Islander	0.27	0.51	0.51
Black	0.62	2.03	2.41
Hispanic/Latino	0.70	3.83	3.53
More than one race	0.25	1.50	1.16
White	0.93	3.52	3.41
Socioeconomic status			
Lowest quarter	0.61	3.45	2.81
Middle two quarters	0.61	3.18	2.76
Highest quarter	0.73	2.06	1.13
Native language			
English	0.52	3.52	3.32
Non-English	0.52	3.52	3.32
Family composition			
Mother and father	0.60	2.92	3.29
Mother or father and nonparent guardian	0.41	3.57	2.26
Single parent	0.49	2.56	2.59
Other	0.21	1.68	1.49
Parental education			
High school or less	0.61	2.75	2.96
Some college	0.61	3.50	2.32
College degree or more	0.80	2.69	2.38

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Education Longitudinal Study of 2002 (ELS:2002), "Base Year, 2002," "First Follow-up, 2004," and "Second Follow-up, 2006."

Table A2. Standard errors for Table 2: Percentage distribution of 2002 10th-graders, by high school completion status and participation in high school programs and classes, academic achievement, and plans for postsecondary education expectation: 2002, 2004, and 2006

Characteristics	Completion status in 2006		
	High school graduates	GED recipients	Dropouts
Participation in high school programs and classes in 2002			
General education program	0.77	3.24	2.97
College preparatory/academic program	0.77	2.97	2.89
Vocational program	0.49	3.43	1.97
Attended a special education program	0.30	3.84	2.17
Never attended a special education program	0.30	3.84	2.17
Took a remedial English class	0.36	1.85	2.01
Never took a remedial English class	0.36	1.85	2.01
Took a remedial mathematics class	0.44	1.92	2.00
Never took a remedial mathematics class	0.44	1.92	2.00
Regard for education in 2002			
Education not important	0.46	3.06	2.61
Education somewhat to very important	0.46	3.06	2.61
Academic achievement			
Grade 9 GPA: 2.0 or lower	0.58	3.07	2.96
Grade 9 GPA: 2.1 to 2.5	0.44	2.35	2.52
Grade 9 GPA: above 2.5	0.74	2.59	2.23
Grade 10 GPA: 2.0 or lower	0.61	2.88	2.38
Grade 10 GPA: 2.1 to 2.5	0.47	2.09	2.09
Grade 10 GPA: above 2.5	0.79	2.31	1.76
Standardized test scores by quartile			
10th-grade standardized test score: 25th percentile or below	0.62	3.35	2.63
10th-grade standardized test score: 26th to 50th percentile	0.52	2.79	2.44
10th-grade standardized test score: Above 50th percentile	0.78	2.89	1.67

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Education Longitudinal Study of 2002 (ELS:2002), "Base Year, 2002," "First Follow-up, 2004," and "Second Follow-up, 2006."

Table A3. Standard errors for Table 3: Percentage of 2002 10th-graders who completed a GED credential or dropped out of school, by reasons for leaving school and reasons for obtaining GED credential: 2006

Characteristics	Completion status in 2006	
	GED recipients	Dropouts
Reasons for leaving school		
School-related	1.90	4.73
Not getting along with teachers/students	3.01	3.49
Could not complete courses/pass test to graduate	2.86	3.12
Could not keep up with schoolwork	2.85	3.02
Did not feel belonged there	3.21	2.87
Did not feel safe	1.82	2.41
Did not like school	3.79	3.12
Missed too many school days	3.60	3.23
Thought it would be easier to get a GED	4.12	3.21
Was getting poor grades/failing school	3.77	3.34
Suspended/expelled	2.71	2.72
Work-related	4.86	3.77
Got a job	4.74	3.39
Could not work at the same time	2.50	2.72
Family-related	3.12	4.26
Had to support/care for family	2.41	3.19
Pregnant or became a parent	2.36	4.42
Reasons for obtaining GED credential		
Improve/keep up to date on current job	3.34	†
Train for new job/career	3.22	†
Required or encouraged by employer	2.54	†
Meet requirements for additional study	3.50	†
Improve basic reading/writing/math skills	3.02	†
For personal/family/social reasons	2.96	†
Program in which GED was earned		
Job training program	1.18	†
Adult education program	2.92	†
No program/just took the exam	2.98	†
Other	3.46	†

† Not applicable.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, 2002," "First Follow-up, 2004," and "Second Follow-up, 2006."