WEB TABLES

High School Dropouts and Stopouts: Demographic Backgrounds, Academic Experiences, Engagement, and School Characteristics

Despite years of attention from researchers and policymakers, the high school dropout problem continues to be a serious concern for secondary education in the United States. Dropping out is not always permanent, however. Some dropouts return to school after a period of absence. These students, typically referred to as *stopouts*, may be quite different from dropouts who fail to return and may face difficulties when integrating back into the classroom (Barat, Berliner, and Fong 2012).

By design, the data from the High School Longitudinal Study of 2009 (HSLS:09) base-year and first follow-up surveys provide an opportunity to examine both stopouts and dropouts. HSLS:09 includes extensive questions regarding students' enrollment status, allowing an examination of two types of students who leave school in the early years of high school: current dropouts, those who left school between 2009 and 2012 and neither were enrolled in school nor had earned a high school diploma or an alternative credential at the time of the first follow-up in spring 2012; and stopouts, those who had experienced at least one 4-week or longer period of time out of high school between 2009 and 2012 but were enrolled in school at the time of the 2012 first follow-up interview.

These Web Tables use the base-year and first follow-up data from HSLS:09 to provide national statistics regarding current dropouts and stopouts in U.S. high schools. The base-year HSLS data collection occurred at the beginning of the 2009–10 school year when students were starting 9th grade, and the first follow-up data collection occurred at the end of the 2011–12 school year when most of the cohort was completing 11th grade. The tables present information on both groups'

demographic characteristics, academic experiences, school engagement behaviors, and the characteristics of schools they attended in 9th grade. To provide context, all tables also include *continuous students*, those who did not drop out of school between grades 9 and 11. The tables present estimates in two ways:

- The tables labeled "A" show the distribution of students' dropout status as of 2012 within each variable of interest.

- The tables labeled "B" show the distribution of each variable of interest for current dropouts, stopouts, and continuous students.

Tables 1A and 1B show 9th-grade students' demographic characteristics such as their sex, race/ethnicity, age, family socioeconomic status (SES), first language spoken, and parents' education. Tables 2A and 2B

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document these students' academic characteristics, including their educational expectations in grades 9 and 11, grade level when taking algebra 1 and grades earned in that course, and their math assessment scores. Tables 3A and 3B examine students' school engagement and belonging, with a focus on the frequency of specific behaviors in the 6 months before the 2012 interview. Tables 4A and 4B present information on the number of students' friends who had dropped out of high school and students' working experiences while attending high school. Tables 5A and 5B provide information on characteristics of the schools that the students attended in 9th grade, including specific school offerings and counselors' perceptions of the expectations of various school staff. Finally, table 6 documents the various reasons that current dropouts in 2012 gave for leaving school by their demographic characteristics.[1]

RELATED NCES REPORTS

High School Longitudinal Study of 2009 (HSLS:09) First Follow-up: A First Look at Fall 2009 Ninth-Graders in 2012 (NCES 2014-360).
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014360

Data Point—High School Dropouts: What Are Their Characteristics (NCES 2015-066).
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015066

VARIABLES USED

The variables used in these Web Tables are listed below.

Label	Name
Age in 2012	X2STDOB
Algebra I course grade	S2ALG1GRADE
Average daily attendance of students in school	A1ADA
Base-year student analytic weight	W1STUDENT
Counselor perceptions of counselor expectations	X1COUPERCOU
Counselor perceptions of principal expectations	X1COUPERPRI
Counselor perceptions of teacher expectations	X1COUPERTEA
Ever worked since 2009	S2HSJOBEVER
Family's socioeconomic status in 2009	X1SESQ5
First follow-up student analytic weight	W2STUDENT
First follow-up student longitudinal weight	W2W1STU
Grade when student took algebra I	S2ALG1WHEN
Highest education of parents	X2PAREDU
Language student first learned to speak	X2DUALLANG
Mathematics assessment score in 2009	X1TXMQUINT
Mathematics assessment score in 2012	X2TXMQUINT
Number of friends who had dropped out of high school	S2FRDROPOUT
Number of hours worked on a typical school day in 2009–10	S1HRWORK
Number of times the following events happened in the 6 months prior to the 2012 interview	
Absent from school	S2ABSENT
Came to class without books/reading materials	S2WOBOOKS
Came to school without homework done	S2WOHWDN
Came to school without notetaking supplies	S2WOPAPER
Cut or skipped class	S2SKIPCLASS
Late to school	S2LATESCH
Was put on in-school suspension	S2INSCHSUSP
Percent of 9th-graders in school who had repeated 9th grade	X1REPEAT9TH
Percent of 9th-graders who received free/reduced-price lunch	X1FREELUNCH
Percent of students in school who were Black	X1SCHBLACK
Percent of students in school who were Hispanic	X1SCHHISP
Race/ethnicity	X2RACE
Reasons for dropping out	
Could not work and go to school at the same time	S2TOWORK
Did not like school	S2DISLIKESCH
Did not need to complete high school for what I wanted to do	S2NONEEDHS
Got behind in school work or got poor grades	S2POORGRADE
Had to take care of or financially support my family	S2SUPPORTFAM
My friends had dropped out of school	S2FRIENDSDO

DATA

The estimates presented in these Web Tables were generated from the High School Longitudinal Study of 2009 (HSLS:09). HSLS:09 is primarily focused on students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond; the majors and careers that students decide to pursue; and how students choose science, technology, engineering, and mathematics (STEM) courses, majors, and careers. HSLS:09 is a nationally representative, longitudinal study of more than 23,000 students who were in the 9th grade in 944 public and private schools in 2009. Data were collected via surveys of students, their parents, math and science teachers, school administrators, and school counselors in 2009 and 2012. In both years student assessments in algebraic skills, reasoning, and problem solving were administered, providing information on students' math performance. For an overview of the survey methodology, see the *High School Longitudinal Study of 2009 (HSLS:09) Base Year to First Follow-Up Data File Documentation* (Ingels et al. 2013).

The estimates in Tables 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, and 6 were calculated using the *High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File* (U.S. Department of Education 2013a). The estimates in Tables 5A and 5B were calculated using the *High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Restricted-Use Data File* (U.S. Department of Education 2013b). The estimates and standard errors in these Web Tables were generated by SAS using the balanced repeated replication method to account for the complex sampling design used by HSLS:09.

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For readers with disabilities, a Section 508-compliant version of these Web Tables is available at
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015064.

VARIABLES USED—continued

Label	Name
Reasons for dropping out—continued	
Thought it would be easier to get a GED or alternative high school credential	S2GEDEASIER
Wanted to gain early admission to school that provides occupational training or a college	S2EARLYADMIT
Was suspended or expelled	S2SUSPENDEXP
Region	X1REGION
School had a formal dropout prevention program	C1DROPOUT
School had no programs to assist struggling 9th-graders	A1G9NOPROG
School offered 9th-graders learning communities	A1G9COMMUNTY
School offered assistance to teachers working with struggling 9th-graders	A1G9TEACHER
School offered catch up/double dosing to assist struggling 9th-graders	A1G9DOUBLE
School offered study skills seminar/class for struggling 9th-graders	A1G9STUDY
School offered tutoring to assist struggling 9th-graders	A1G9TUTOR
Sector	X1CONTROL
Sex	X2SEX
Student's educational expectations in 9th grade	X1STUEDEXPCT
Student's educational expectations in 11th grade	X2STUEDEXPCT
Student's school engagement in 9th grade	X1SCHOOLENG
Student's sense of school belonging in 9th grade	X1SCHOOLBEL
Urbanicity	X1LOCALE

REFERENCES

Barrat, V.X., Berliner, B., and Fong, A.B. (2012). When Dropping Out Is Not a Permanent High School Outcome: Student Characteristics, Motivations, and Reenrollment Challenges. *Journal of Education for Students Placed at Risk (JESPAR)*, *17*(4).

Ingels, S.J., and Dalton, B. (2013). *High School Longitudinal Study of 2009 (HSLS:09) First Follow-up: A First Look at Fall 2009 Ninth-Graders in 2012* (NCES 2014-360). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Ingels, S.J., Pratt, D.J., Herget, D.R., Dever, J.A., Fritch, L.B., Ottem, R., Rogers, J.E., Kitmitto, S., and Leinwand, S. (2013). *High School Longitudinal Study of 2009 (HSLS:09) Base Year to First Follow-Up Data File Documentation* (NCES 2014-361). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2013a). *High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File* (NCES 2014-358). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2013b). *High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Restricted-Use Data File* (NCES 2014-359). Washington, DC.

ENDNOTES

[1] Ingels and Dalton (2013) reported slightly different estimates for sex, some racial/ethnic groups, student's educational expectations, parent's highest education, family SES, and mathematics achievement for current dropouts because they only included dropouts that completed grades 10 or 11, whereas the estimates reported in these Web Tables include all dropout cases, i.e., those who may have dropped out in 9th, 10th, or 11th grade.

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Table 1A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected demographic characteristics: 2012

Demographic characteristics	Current dropout[1]	Stopout[2]	Continuous student
Total	**2.7**	**6.8**	**90.5**
Sex			
Male	2.7	7.8	89.4
Female	2.6	5.8	91.6
Race/ethnicity[3]			
White	2.1	5.4	92.6
Black	4.3	9.4	86.3
Hispanic	3.5	8.7	87.8
Asian	‡	‡	95.9
Other	2.7	7.5	89.8
Age in 2012			
17 years or younger	0.6	5.6	93.7
17.1–17.5 years	0.9	4.9	94.3
17.6 years or older	7.1	10.4	82.5
Family's socioeconomic status in 2009			
Lowest quintile	4.7	12.2	83.1
Middle quintile	2.7	6.0	91.2
Highest quintile	0.6 !	3.8	95.7
Language student first learned to speak			
English	2.8	6.8	90.4
Non-English or English and non-English equally	2.0	7.0	91.0
Highest education of parents			
High school education or less	4.1	9.3	86.6
Some college	2.8	6.6	90.6
Bachelor's degree	1.2	3.9	94.9
Master's degree or higher	0.7 !	4.1	95.2

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] Black includes African American, Hispanic includes Latino, and "Other" includes American Indian, Alaska Native, Native Hawaiian, other Pacific Islander, and individuals who indicated Two or more races or Other. All race categories exclude Hispanic or Latino origin unless specified.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

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Table S1A.

Standard errors for table 1A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected demographic characteristics: 2012

Demographic characteristics	Current dropout	Stopout	Continuous student
Total	**0.20**	**0.28**	**0.36**
Sex			
Male	0.27	0.51	0.55
Female	0.30	0.39	0.47
Race/ethnicity			
White	0.20	0.30	0.38
Black	0.81	0.94	1.35
Hispanic	0.73	0.92	1.38
Asian	†	†	1.14
Other	0.56	1.19	1.33
Age in 2012			
17 years or younger	0.14	0.58	0.58
17.1–17.5 years	0.15	0.36	0.40
17.6 years or older	0.65	0.63	0.89
Family's socioeconomic status in 2009			
Lowest quintile	0.56	1.02	1.04
Middle quintile	0.29	0.34	0.41
Highest quintile	0.20	0.47	0.48
Language student first learned to speak			
English	0.25	0.30	0.41
Non-English or English and non-English equally	0.42	0.82	0.94
Highest education of parents			
High school education or less	0.40	0.57	0.76
Some college	0.40	0.55	0.74
Bachelor's degree	0.28	0.40	0.48
Master's degree or higher	0.23	0.57	0.61

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

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Table 1B.

Among 2009 ninth-graders, percentage distribution of current dropouts, stopouts, and continuous students by selected demographic characteristics: 2009 and 2012

Demographic characteristics	Current dropout[1]	Stopout[2]	Continuous student	All students
Total	**100.0**	**100.0**	**100.0**	**100.0**
Sex				
Male	51.2	57.8	49.7	50.3
Female	48.8	42.2	50.3	49.7
Race/ethnicity[3]				
White	40.0	40.9	52.9	51.8
Black	21.7	19.0	13.1	13.7
Hispanic	29.2	28.6	21.7	22.3
Asian	‡	2.0 !	3.7	3.5
Other	‡	9.5	8.6	8.6
Age in 2012				
17 years or younger	7.2	25.8	32.1	31.0
17.1–17.5 years	12.5	27.5	40.1	38.5
17.6 years or older	80.4	46.7	27.7	30.4
Family's socioeconomic status in 2009				
Lowest quintile	35.0	35.6	18.3	19.9
Middle quintile	60.7	53.4	60.5	60.0
Highest quintile	4.2 !	11.1	21.2	20.1
Language student first learned to speak				
English	86.8	81.5	81.9	82.0
Non-English or English and non-English equally	13.2	18.5	18.1	18.0
Highest education of parents				
High school education or less	63.0	57.4	40.0	41.8
Some college	23.3	21.5	22.1	22.1
Bachelor's degree	9.7	12.4	22.6	21.6
Master's degree or higher	4.0 !	8.6	15.2	14.5

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] Black includes African American, Hispanic includes Latino, and "Other" includes American Indian, Alaska Native, Native Hawaiian, other Pacific Islander, and individuals who indicated Two or more races or Other. All race categories exclude Hispanic or Latino origin unless specified.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

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Table S1B.

Standard errors for table 1B: Among 2009 ninth-graders, percentage distribution of current dropouts, stopouts, and continuous students by selected demographic characteristics: 2009 and 2012

Demographic characteristics	Current dropout	Stopout	Continuous student	All students
Total	†	†	†	†
Sex				
Male	4.07	2.42	0.74	0.67
Female	4.07	2.42	0.74	0.67
Race/ethnicity				
White	4.24	2.56	1.13	1.14
Black	4.15	2.06	0.88	0.89
Hispanic	5.32	2.75	0.99	0.98
Asian	†	0.72	0.36	0.36
Other	†	1.48	0.46	0.42
Age in 2012				
17 years or younger	1.64	2.52	0.72	0.73
17.1–17.5 years	2.14	2.11	0.54	0.54
17.6 years or older	2.72	2.60	0.75	0.76
Family's socioeconomic status in 2009				
Lowest quintile	3.61	2.86	0.77	0.79
Middle quintile	4.13	2.66	0.66	0.68
Highest quintile	1.43	1.40	0.68	0.66
Language student first learned to speak				
English	2.98	2.29	0.89	0.91
Non-English or English and non-English equally	2.98	2.29	0.89	0.91
Highest education of parents				
High school education or less	3.94	2.63	0.95	0.98
Some college	3.33	1.97	0.44	0.45
Bachelor's degree	2.19	1.24	0.65	0.64
Master's degree or higher	1.23	1.22	0.52	0.49

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

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Table 2A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status and growth in mathematics between 9th and 11th grades, by selected academic characteristics: 2012

Academic characteristics	Current dropout[1]	Stopout[2]	Continuous student
Total	**2.7**	**6.8**	**90.5**
Students' educational expectations in 9th grade			
High school education or less	7.6	11.4	80.9
Some college	2.7	6.8	90.4
Bachelor's degree	1.0	4.9	94.1
Master's degree or higher	1.1	5.1	93.9
Do not know yet	2.5	7.9	89.6
Students' educational expectations in 11th grade			
High school education or less	8.5	12.1	79.4
Some college	2.5	9.0	88.5
Bachelor's degree	1.2	4.9	93.9
Master's degree or higher	0.6	4.0	95.4
Do not know yet	4.0	9.4	86.7
Grade when student took algebra I			
8th grade or earlier	1.5	3.7	94.8
9th grade	3.0	7.2	89.8
10th grade	3.6	10.8	85.6
11th grade	‡	‡	86.4
Have not taken algebra I yet	6.8 !	13.4	79.9
Algebra I course grade			
A (90–100)	0.8	3.4	95.8
B (80–89)	1.5	5.9	92.5
C (70–79)	3.3	8.8	87.9
D (60–69)	10.1	10.6	79.3
Below D (less than 60)	9.7	13.6	76.7
Class not graded	‡	‡	73.7
Have not completed the course yet	5.9 !	27.4	66.7
Mathematics assessment score in 2009			
Lowest quintile	6.2	11.7	82.1
Second quintile	3.1	9.3	87.6
Third quintile	2.0	6.3	91.7
Fourth quintile	0.9	3.3	95.9
Highest quintile	‡	‡	96.8

See notes at end of table.

Table 2A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status and growth in mathematics between 9th and 11th grades, by selected academic characteristics: 2012—Continued

Academic characteristics	Current dropout[1]	Stopout[2]	Continuous student
Mathematics assessment score in 2012			
Lowest quintile	8.2	11.4	80.5
Second quintile	3.4	10.1	86.5
Third quintile	1.2	6.8	92.0
Fourth quintile	0.5 !	3.4	96.2
Highest quintile	0.2 !	2.4	97.4
Growth in mathematics between 2009 and 2012[3]	15.6	21.9	26.3

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] Difference between Item Response Theory (IRT)-estimated number-right scores on HSLS mathematics assessments in 2009 and 2012, only for cases who took both assessments.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

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Table S2A.

Standard errors for table 2A: Percentage distribution of 2009 ninth-graders' dropout/stopout status and growth in mathematics between 9th and 11th grades, by selected academic characteristics: 2012

Academic characteristics	Current dropout	Stopout	Continuous student
Total	**0.20**	**0.28**	**0.36**
Students' educational expectations in 9th grade			
High school education or less	1.13	1.17	1.43
Some college	0.73	1.39	1.60
Bachelor's degree	0.25	0.69	0.71
Master's degree or higher	0.20	0.48	0.49
Do not know yet	0.41	0.69	0.81
Students' educational expectations in 11th grade			
High school education or less	0.97	0.85	1.15
Some college	0.44	0.86	0.99
Bachelor's degree	0.25	0.59	0.63
Master's degree or higher	0.14	0.39	0.41
Do not know yet	0.61	1.22	1.40
Grade when student took algebra I			
8th grade or earlier	0.30	0.38	0.48
9th grade	0.28	0.43	0.53
10th grade	0.74	1.05	1.21
11th grade	†	†	2.93
Have not taken algebra I yet	2.24	3.16	3.61
Algebra I course grade			
A (90–100)	0.21	0.31	0.38
B (80–89)	0.26	0.42	0.48
C (70–79)	0.47	0.84	0.89
D (60–69)	2.15	1.88	3.66
Below D (less than 60)	1.91	3.00	3.45
Class not graded	†	†	10.72
Have not completed the course yet	2.20	6.13	6.21
Mathematics assessment score in 2009			
Lowest quintile	0.96	1.05	1.31
Second quintile	0.48	0.92	0.93
Third quintile	0.35	0.65	0.73
Fourth quintile	0.21	0.37	0.40
Highest quintile	†	†	0.43

See notes at end of table.

Table S2A.

Standard errors for table 2A: Percentage distribution of 2009 ninth-graders' dropout/stopout status and growth in mathematics between 9th and 11th grades, by selected academic characteristics: 2012—Continued

Academic characteristics	Current dropout	Stopout	Continuous student
Mathematics assessment score in 2012			
Lowest quintile	0.93	0.85	1.19
Second quintile	0.45	0.97	1.05
Third quintile	0.34	0.69	0.75
Fourth quintile	0.15	0.37	0.40
Highest quintile	0.08	0.33	0.35
Growth in mathematics between 2009 and 2012	0.80	0.61	0.21

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

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Table 2B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected academic characteristics: 2009 and 2012

Academic characteristics	Current dropout[1]	Stopout[2]	Continuous student	All students
Total	**100.0**	**100.0**	**100.0**	**100.0**
Students' educational expectations in 9th grade				
High school education or less	45.4	25.0	13.1	14.7
Some college	8.1	7.4	7.3	7.3
Bachelor's degree	7.0	12.7	17.8	17.2
Master's degree or higher	17.4	29.7	40.7	39.4
Do not know yet	22.2	25.2	21.2	21.5
Students' educational expectations in 11th grade				
High school education or less	54.4	30.6	15.1	17.2
Some college	10.9	15.2	11.3	11.5
Bachelor's degree	11.9	20.0	28.6	27.6
Master's degree or higher	6.9	19.3	34.7	32.9
Do not know yet	15.9	14.9	10.4	10.8
Grade when student took algebra I				
8th grade or earlier	17.1	16.4	31.0	29.6
9th grade	65.8	61.0	56.6	57.2
10th grade	12.0	14.0	8.2	8.7
11th grade	‡	5.3	2.6	2.8
Have not taken algebra I yet	‡	3.4	1.5	1.7
Algebra I course grade				
A (90–100)	9.9	16.9	33.8	32.1
B (80–89)	22.1	32.9	36.7	36.1
C (70–79)	28.3	29.2	20.8	21.6
D (60–69)	25.8	10.3	5.5	6.3
Below D (less than 60)	9.8	5.3	2.1	2.5
Class not graded	‡	0.6 !	0.2 !	0.3 !
Have not completed the course yet	‡	4.8	0.8	1.1
Mathematics assessment score in 2009				
Lowest quintile	49.6	34.6	17.9	19.8
Second quintile	25.1	27.9	19.4	20.1
Third quintile	16.6	18.9	20.4	20.2
Fourth quintile	‡	9.8	21.2	20.1
Highest quintile	‡	8.8	21.2	19.9

See notes at end of table.

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Table 2B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected academic characteristics: 2009 and 2012—Continued

Academic characteristics	Current dropout[1]	Stopout[2]	Continuous student	All students
Mathematics assessment score in 2012				
Lowest quintile	60.9	33.4	17.8	20.0
Second quintile	25.1	29.7	19.1	20.0
Third quintile	8.9	19.9	20.3	20.0
Fourth quintile	3.6 !	9.9	21.2	20.0
Highest quintile	1.5 !	7.1	21.5	20.0

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

Table S2B.

Standard errors for table 2B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected academic characteristics: 2009 and 2012

Academic characteristics	Current dropout	Stopout	Continuous student	All students
Total	†	†	†	†
Students' educational expectations in 9th grade				
High school education or less	5.29	2.20	0.53	0.56
Some college	2.04	1.49	0.37	0.34
Bachelor's degree	1.72	1.81	0.55	0.52
Master's degree or higher	3.18	2.56	0.68	0.64
Do not know yet	3.38	1.94	0.50	0.48
Students' educational expectations in 11th grade				
High school education or less	3.31	2.04	0.56	0.56
Some college	1.86	1.45	0.43	0.40
Bachelor's degree	2.36	2.21	0.61	0.54
Master's degree or higher	1.72	1.83	0.84	0.74
Do not know yet	2.40	1.86	0.42	0.41
Grade when student took algebra I				
8th grade or earlier	2.95	1.74	0.92	0.87
9th grade	3.91	2.47	1.01	0.96
10th grade	2.35	1.51	0.43	0.44
11th grade	†	1.22	0.27	0.27
Have not taken algebra I yet	†	0.83	0.19	0.19
Algebra I course grade				
A (90–100)	2.65	1.51	0.79	0.76
B (80–89)	3.88	2.27	0.67	0.62
C (70–79)	3.85	2.28	0.56	0.54
D (60–69)	4.90	2.02	0.34	0.37
Below D (less than 60)	2.14	1.09	0.27	0.27
Class not graded	†	0.30	0.10	0.10
Have not completed the course yet	†	1.38	0.14	0.16
Mathematics assessment score in 2009				
Lowest quintile	5.23	2.52	0.76	0.75
Second quintile	3.52	2.76	0.68	0.66
Third quintile	2.80	1.96	0.51	0.48
Fourth quintile	†	1.07	0.58	0.56
Highest quintile	†	1.26	0.73	0.70

See notes at end of table.

Table S2B.

Standard errors for table 2B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected academic characteristics: 2009 and 2012—Continued

Academic characteristics	Current dropout	Stopout	Continuous student	All students
Mathematics assessment score in 2012				
Lowest quintile	4.33	2.15	0.74	0.72
Second quintile	3.32	2.50	0.54	0.50
Third quintile	2.59	1.89	0.48	0.45
Fourth quintile	1.15	1.16	0.51	0.49
Highest quintile	0.66	1.02	0.71	0.68

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table 3A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by school engagement and academic behaviors: 2012

School engagement and academic behaviors	Current dropout[1]	Stopout[2]	Continuous student
Total	**2.7**	**6.8**	**90.5**
Student's sense of school belonging in 9th grade[3]			
High	1.8 !	4.6	93.6
Middle	2.2	5.6	92.2
Low	5.0	9.1	85.8
Student's school engagement in 9th grade[4]			
High	1.1	3.8	95.1
Middle	2.8	6.0	91.2
Low	4.7	9.1	86.2
Number of times the following events happened in the 6 months prior to the 2012 interview			
Late to school			
Never	1.9	5.2	92.9
1–2 times	1.9	5.7	92.5
3–6 times	3.1	8.1	88.8
7–9 times	4.8	11.1	84.0
10 or more times	6.9	10.7	82.4
Absent from school			
Never	1.7	5.5	92.8
1–2 times	1.3	4.8	93.9
3–6 times	1.9	6.6	91.5
7–9 times	5.9	8.4	85.7
10 or more times	10.5	16.7	72.8
Came to school without homework done			
Never	3.8	8.6	87.6
1–2 times	1.3	5.1	93.6
3–6 times	2.1	6.2	91.8
7–9 times	2.4	7.7	89.9
10 or more times	5.6	8.4	85.9
Came to school without notetaking supplies			
Never	2.5	6.2	91.3
1–2 times	2.1	6.8	91.1
3–6 times	4.2	8.7	87.1
7–9 times	2.9 !	7.0	90.0
10 or more times	5.0	11.0	83.9

See notes at end of table.

Table 3A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by school engagement and academic behaviors: 2012—Continued

School engagement and academic behaviors	Current dropout[1]	Stopout[2]	Continuous student
Came to class without books/reading materials			
Never	2.5	6.3	91.2
1–2 times	2.1	6.4	91.4
3–6 times	3.3	11.0	85.7
7–9 times	7.4	6.2 !	86.4
10 or more times	6.3	9.4	84.2
Cut or skipped class			
Never	1.6	5.5	92.9
1–2 times	4.1	9.4	86.5
3–6 times	6.9	11.5	81.6
7–9 times	11.3	12.4	76.3
10 or more times	17.2	22.8	60.1
Was put on in-school suspension			
Never	1.5	5.4	93.0
1–2 times	7.3	13.8	78.9
3–6 times	17.2	18.7	64.1
7–9 times	31.2	15.6 !	53.2
10 or more times	23.0	34.1	42.9

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] School belonging level is a composite measure constructed from principal components factor analysis of five component measures: feel safe at school, feel proud being part of the school, there are always teachers or other adults at school that I can talk to if I have a problem, school is often a waste of time, and getting good grades in school is important to me. Students in the lowest quarter of the resulting scale distribution are considered to have "low-level school belonging"; those in the middle two quarters are considered to have "moderate-level school belonging"; and those in the highest quarter are considered to have "high-level school belonging."

[4] School engagement level is a composite measure constructed from principal components factor analysis of four component measures: frequency of going to class without homework done, frequency of going to class without pencil or paper, frequency of going to class without books, and frequency of going to class late. Students in the lowest quarter of the resulting scale distribution are considered to have "low-level school engagement"; those in the middle two quarters are considered to have "moderate-level school engagement"; and those in the highest quarter are considered to have "high-level school engagement."

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table S3A.

Standard errors for table 3A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by school engagement and academic behaviors: 2012

School engagement and academic behaviors	Current dropout	Stopout	Continuous student
Total	**0.20**	**0.28**	**0.36**
Student's sense of school belonging in 9th grade			
High	0.59	0.67	1.13
Middle	0.27	0.40	0.52
Low	0.59	0.60	0.81
Student's school engagement in 9th grade			
High	0.27	0.47	0.55
Middle	0.32	0.37	0.58
Low	0.52	0.70	0.88
Number of times the following events happened in the 6 months prior to the 2012 interview			
Late to school			
Never	0.31	0.44	0.60
1–2 times	0.38	0.42	0.47
3–6 times	0.50	0.68	0.74
7–9 times	1.14	2.52	2.74
10 or more times	1.08	1.18	1.72
Absent from school			
Never	0.40	0.63	0.81
1–2 times	0.20	0.40	0.46
3–6 times	0.27	0.47	0.51
7–9 times	1.74	1.06	1.74
10 or more times	1.49	1.45	1.55
Came to school without homework done			
Never	0.66	0.79	1.20
1–2 times	0.17	0.43	0.47
3–6 times	0.53	0.63	0.88
7–9 times	0.57	1.34	1.49
10 or more times	0.82	1.12	1.38
Came to school without notetaking supplies			
Never	0.26	0.32	0.45
1–2 times	0.43	0.65	0.78
3–6 times	0.89	0.98	1.39
7–9 times	1.10	1.66	1.89
10 or more times	0.97	1.42	1.85

See notes at end of table.

Table S3A.

Standard errors for table 3A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by school engagement and academic behaviors: 2012—Continued

School engagement and academic behaviors	Current dropout	Stopout	Continuous student
Came to class without books/reading materials			
Never	0.27	0.34	0.48
1–2 times	0.34	0.53	0.60
3–6 times	0.91	1.94	2.05
7–9 times	2.07	2.36	2.85
10 or more times	1.75	1.71	2.41
Cut or skipped class			
Never	0.21	0.26	0.36
1–2 times	0.65	1.03	1.13
3–6 times	1.67	1.75	2.29
7–9 times	2.71	3.24	3.82
10 or more times	2.98	3.45	4.03
Was put on in-school suspension			
Never	0.17	0.27	0.34
1–2 times	1.00	1.16	1.61
3–6 times	3.22	3.24	4.12
7–9 times	8.14	6.03	8.10
10 or more times	6.14	7.22	7.99

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table 3B.
Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students, by school engagement and academic behaviors: 2009 and 2012

School engagement and academic behaviors	Current dropout[1]	Stopout[2]	Continuous student	All students
Total	**100.0**	**100.0**	**100.0**	**100.0**
Student's sense of school belonging in 9th grade[3]				
High	13.4	15.8	22.3	21.7
Middle	39.7	45.7	52.3	51.6
Low	47.0	38.5	25.3	26.8
Student's school engagement in 9th grade[4]				
High	8.4	13.9	24.2	23.1
Middle	48.3	47.5	50.4	50.1
Low	43.3	38.6	25.4	26.8
Number of times the following events happened in the 6 months prior to the 2012 interview				
Late to school				
Never	21.4	23.3	30.8	30.0
1–2 times	25.2	30.8	37.2	36.4
3–6 times	23.8	24.6	20.1	20.5
7–9 times	9.3	8.6	4.8	5.2
10 or more times	20.3	12.6	7.2	7.9
Absent from school				
Never	9.1	11.8	14.7	14.3
1–2 times	18.4	28.1	40.7	39.2
3–6 times	21.2	28.9	29.9	29.6
7–9 times	19.0	10.9	8.2	8.7
10 or more times	32.3	20.4	6.6	8.2
Came to school without homework done				
Never	35.8	31.4	23.8	24.6
1–2 times	18.0	27.3	37.4	36.2
3–6 times	16.1	18.9	21.0	20.7
7–9 times	7.0	8.9	7.7	7.8
10 or more times	23.0	13.5	10.2	10.8
Came to school without notetaking supplies				
Never	61.2	60.2	65.9	65.4
1–2 times	16.9	21.3	21.1	21.0
3–6 times	11.2	9.0	6.7	7.0
7–9 times	2.6 !	2.5	2.4	2.4
10 or more times	8.1	7.0	4.0	4.3

See notes at end of table.

Table 3B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students, by school engagement and academic behaviors: 2009 and 2012—Continued

School engagement and academic behaviors	Current dropout[1]	Stopout[2]	Continuous student	All students
Came to class without books/reading materials				
Never	60.6	60.2	64.6	64.2
1–2 times	20.1	24.0	25.2	25.0
3–6 times	7.8	10.2	5.9	6.3
7–9 times	4.5 !	1.5 !	1.5	1.6
10 or more times	7.1	4.1	2.7	3.0
Cut or skipped class				
Never	48.0	64.8	81.8	79.8
1–2 times	18.0	16.4	11.2	11.7
3–6 times	11.9	7.8	4.1	4.6
7–9 times	6.4	2.7 !	1.2	1.5
10 or more times	15.8	8.2	1.6	2.4
Was put on in-school suspension				
Never	49.8	69.8	89.2	86.9
1–2 times	27.7	20.8	8.8	10.2
3–6 times	12.8	5.5	1.4	2.0
7–9 times	4.4	0.9 !	0.2	0.4
10 or more times	5.2	3.1	0.3	0.6

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] School belonging level is a composite measure constructed from principal components factor analysis of five component measures: feel safe at school, feel proud being part of the school, there are always teachers or other adults at school that I can talk to if I have a problem, school is often a waste of time, and getting good grades in school is important to me. Students in the lowest quarter of the resulting scale distribution are considered to have "low-level school belonging"; those in the middle two quarters are considered to have "moderate-level school belonging"; and those in the highest quarter are considered to have "high-level school belonging."

[4] School engagement level is a composite measure constructed from principal components factor analysis of four component measures: frequency of going to class without homework done, frequency of going to class without pencil or paper, frequency of going to class without books, and frequency of going to class late. Students in the lowest quarter of the resulting scale distribution are considered to have "low-level school engagement"; those in the middle two quarters are considered to have "moderate-level school engagement"; and those in the highest quarter are considered to have "high-level school engagement."

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table S3B.
Standard errors for table 3B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students, by school engagement and academic behaviors: 2009 and 2012

School engagement and academic behaviors	Current dropout	Stopout	Continuous student	All students
Total	†	†	†	†
Student's sense of school belonging in 9th grade				
High	3.94	2.31	0.72	0.65
Middle	3.88	2.44	0.74	0.66
Low	4.35	2.25	0.62	0.65
Student's school engagement in 9th grade				
High	1.84	1.57	0.55	0.51
Middle	4.04	2.39	0.58	0.54
Low	3.39	2.39	0.63	0.61
Number of times the following events happened in the 6 months prior to the 2012 interview				
Late to school				
Never	3.30	1.70	0.71	0.67
1–2 times	4.65	2.14	0.60	0.59
3–6 times	3.20	1.90	0.50	0.49
7–9 times	2.15	2.00	0.30	0.27
10 or more times	3.35	1.51	0.41	0.43
Absent from school				
Never	2.11	1.28	0.46	0.43
1–2 times	2.68	2.23	0.60	0.59
3–6 times	2.81	1.86	0.58	0.58
7–9 times	5.20	1.32	0.34	0.31
10 or more times	3.79	2.22	0.35	0.41
Came to school without homework done				
Never	5.44	2.71	0.70	0.73
1–2 times	2.47	2.10	0.63	0.57
3–6 times	4.12	1.82	0.53	0.49
7–9 times	1.68	1.54	0.40	0.37
10 or more times	2.98	1.79	0.47	0.46
Came to school without notetaking supplies				
Never	4.21	2.14	0.61	0.61
1–2 times	3.12	1.83	0.53	0.51
3–6 times	2.32	1.06	0.31	0.30
7–9 times	0.97	0.60	0.19	0.18
10 or more times	1.55	1.03	0.22	0.22

See notes at end of table.

Table S3B.

Standard errors for table 3B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students, by school engagement and academic behaviors: 2009 and 2012—Continued

School engagement and academic behaviors	Current dropout	Stopout	Continuous student	All students
Came to class without books/reading materials				
Never	3.94	2.30	0.71	0.66
1–2 times	3.01	1.86	0.52	0.52
3–6 times	2.06	1.92	0.31	0.33
7–9 times	1.41	0.60	0.14	0.15
10 or more times	1.98	0.69	0.25	0.24
Cut or skipped class				
Never	4.45	2.24	0.57	0.59
1–2 times	2.88	1.70	0.41	0.42
3–6 times	2.56	1.14	0.31	0.29
7–9 times	1.53	0.83	0.13	0.15
10 or more times	2.48	1.44	0.20	0.22
Was put on in-school suspension				
Never	4.00	1.90	0.49	0.53
1–2 times	3.55	1.69	0.43	0.44
3–6 times	2.54	0.98	0.15	0.17
7–9 times	1.32	0.38	0.05	0.07
10 or more times	1.45	0.77	0.07	0.08

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table 4A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by number of friends who had dropped out and employment characteristics: 2012

Friends' and employment characteristics	Current dropout[1]	Stopout[2]	Continuous student
Total	**2.7**	**6.8**	**90.5**
Number of friends who had dropped out of high school as of 2012			
None	0.8	4.4	94.7
Less than half	6.0	9.6	84.4
Half or more	12.4	22.8	64.9
Do not know	7.2	18.4	74.4
Ever worked since 2009			
No	3.5	7.0	89.5
Yes	1.8	6.6	91.6
Number of hours worked on a typical school day in 2009–10[3]			
Less than 1 hour	2.1	5.6	92.3
1–2 hours	2.4	10.3	87.3
2–3 hours	2.8	8.8	88.4
3–4 hours	4.9 !	7.8	87.3
More than 4 hours	4.7	9.3	86.0

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] This variable has greater than 15 percent missing values.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table S4A.

Standard errors for table 4A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by number of friends who had dropped out and employment characteristics: 2012

Friends' and employment characteristics	Current dropout	Stopout	Continuous student
Total	**0.20**	**0.28**	**0.36**
Number of friends who had dropped out of high school as of 2012			
None	0.12	0.32	0.35
Less than half	0.70	0.64	0.85
Half or more	1.90	3.64	4.11
Do not know	1.84	3.40	3.64
Ever worked since 2009			
No	0.33	0.43	0.58
Yes	0.22	0.40	0.43
Number of hours worked on a typical school day in 2009–10			
Less than 1 hour	0.27	0.32	0.37
1–2 hours	0.48	1.13	1.18
2–3 hours	0.69	1.49	1.67
3–4 hours	1.62	1.57	2.20
More than 4 hours	1.24	1.67	1.96

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table 4B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by friends' dropout history and students' employment: 2012

Friends' dropout history and students' employment	Current dropout[1]	Stopout[2]	Continuous student	All students
Total	**100.0**	**100.0**	**100.0**	**100.0**
Number of friends who had dropped out of high school as of 2012				
None	22.1	46.5	73.9	70.7
Less than half	50.5	31.4	20.7	22.2
Half or more	19.3	14.0	3.0	4.1
Do not know	8.1	8.1	2.4	3.0
Ever worked since 2009				
No	67.4	52.8	51.0	51.5
Yes	32.6	47.2	49.0	48.5
Number of hours worked on a typical school day in 2009–10[3]				
Less than 1 hour	62.9	59.5	72.6	71.5
1–2 hours	14.7	22.4	14.1	14.7
2–3 hours	7.1	8.0	5.9	6.1
3–4 hours	5.7 !	3.2	2.7	2.8
More than 4 hours	9.6	6.8	4.7	4.9

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] This variable has greater than 15 percent missing values.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

National Center for Education Statistics

Table S4B.

Standard errors for table 4B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by friends' dropout history and students' employment: 2012

Friends' dropout history and students' employment	Current dropout	Stopout	Continuous student	All students
Total	†	†	†	†
Number of friends who had dropped out of high school as of 2012				
None	3.08	2.74	0.66	0.70
Less than half	4.19	2.02	0.52	0.50
Half or more	3.06	2.27	0.30	0.31
Do not know	1.99	1.63	0.24	0.26
Ever worked since 2009				
No	3.60	2.44	0.70	0.70
Yes	3.60	2.44	0.70	0.70
Number of hours worked on a typical school day in 2009–10				
Less than 1 hour	4.21	2.87	0.68	0.70
1–2 hours	3.01	2.52	0.52	0.55
2–3 hours	1.88	1.36	0.33	0.32
3–4 hours	1.90	0.65	0.20	0.20
More than 4 hours	2.56	1.22	0.31	0.30

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

Table 5A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected 9th-grade school characteristics: 2012

9th-grade school characteristics	Current dropout[1]	Stopout[2]	Continuous student
Total	**2.7**	**6.8**	**90.5**
Sector			
Public	2.9	7.2	89.9
Private	‡	‡	97.6
Urbanicity			
City	3.4	7.6	89.0
Suburb	2.1	6.7	91.2
Town	3.5	6.5	90.0
Rural	2.3	5.9	91.8
Region			
Northeast	2.0	5.4	92.6
Midwest	2.8	6.5	90.7
South	3.3	7.2	89.5
West	2.2	7.5	90.3
School had a formal dropout prevention program			
Yes	3.2	7.7	89.1
No	2.5	6.0	91.5
Percent of 9th-graders who received free/reduced-price lunch			
Less than 30 percent	1.2	4.8	94.0
30–70 percent	3.2	7.2	89.5
Greater than 70 percent	5.8	10.7	83.6
Percent of students in school who were Black			
Less than 30 percent	2.2	6.2	91.6
30–70 percent	4.5	8.7	86.8
Greater than 70 percent	8.7	9.5	81.8
Percent of students in school who were Hispanic			
Less than 30 percent	2.8	6.1	91.1
30–70 percent	2.5	8.4	89.2
Greater than 70 percent	4.0 !	9.6	86.4
Percent of 9th-graders in school who had repeated 9th grade			
Zero	1.2	5.6	93.2
0.1–4.9 percent	2.4	5.7	91.9
5.0–9.9 percent	3.5	7.0	89.4
10.0–14.9 percent	4.5	8.1	87.4
15.0–19.9 percent	5.8 !	7.3	86.9
20 percent or greater	5.7	13.2	81.1

See notes at end of table.

National Center for Education Statistics

Table 5A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected 9th-grade school characteristics: 2012—Continued

9th-grade school characteristics	Current dropout[1]	Stopout[2]	Continuous student
Counselor perceptions of teacher expectations[3]			
Lowest quartile	3.1	7.8	89.1
Second quartile	3.3	7.5	89.2
Third quartile	1.9	6.0	92.1
Highest quartile	2.8	5.3	91.8
Counselor perceptions of counselor expectations[4]			
Lowest quartile	3.7	8.0	88.3
Second quartile	2.6	7.0	90.4
Third quartile	1.8	6.6	91.6
Highest quartile	2.6	4.7	92.6
Counselor perceptions of principal expectations[5]			
Lowest quartile	2.7	8.3	89.0
Second quartile	3.5	6.5	89.9
Third quartile	2.4	7.0	90.5
Highest quartile	2.5	5.5	91.9
Average daily attendance of students in school			
Below 95 percent	3.3	7.6	89.1
95 percent or above	1.7	5.5	92.8
School offered 9th-graders learning communities			
Yes	3.1	7.5	89.3
No	2.5	6.4	91.1
School offered catch up/double dosing to assist struggling 9th-graders			
Yes	2.7	7.2	90.1
No	2.6	6.2	91.2
School offered study skills seminar/class for struggling 9th-graders			
Yes	2.3	6.6	91.1
No	2.9	6.9	90.2
School offered assistance to teachers working with struggling 9th-graders			
Yes	2.5	7.4	90.1
No	2.8	6.2	91.0
School offered tutoring to assist struggling 9th-graders			
Yes	2.7	6.8	90.5
No	2.4	6.4	91.2

See notes at end of table.

Table 5A.

Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected 9th-grade school characteristics: 2012—Continued

9th-grade school characteristics	Current dropout[1]	Stopout[2]	Continuous student
School had no programs to assist struggling 9th-graders			
Yes	‡	‡	93.2
No	2.7	6.8	90.6

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] This variable is a scale of the school counselor's perceptions of the teaching staff's expectations. Higher values represent more positive assessments of the teaching staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were counselor perceptions that teachers set high standards for teaching and learning, believe that all students in the school could do well, work hard to make sure all students learn, have given up on some students in the school, care only about smart students, and expect very little from students. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Data File Documentation* (NCES 2011-328).

[4] This variable is a scale of the school counselor's perceptions of the counseling staff's expectations. Higher values represent more positive assessments of the counseling staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were counselor perceptions that counselors set high standards for teaching and learning, believe that all students in the school could do well, work hard to make sure all students learn, have given up on some students in the school, care only about smart students, and expect very little from students. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Data File Documentation* (NCES 2011-328).

[5] This variable is a scale of the school counselor's perceptions of the principal's expectations. Higher values represent more positive assessments of the principal's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were counselor perceptions that the principal sets high standards for teaching and learning, believes that all students in the school could do well, works hard to make sure all students learn, has given up on some students in the school, cares only about smart students, and expects very little from students. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Data File Documentation* (NCES 2011-328).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Restricted-Use Data File.

Table S5A.

Standard errors for table 5A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected 9th-grade school characteristics: 2012

9th-grade school characteristics	Current dropout	Stopout	Continuous student
Total	**0.20**	**0.28**	**0.36**
Sector			
Public	0.21	0.29	0.38
Private	†	†	0.44
Urbanicity			
City	0.51	0.57	0.85
Suburb	0.26	0.49	0.56
Town	0.65	0.76	0.99
Rural	0.37	0.52	0.76
Region			
Northeast	0.57	0.62	0.99
Midwest	0.43	0.60	0.84
South	0.37	0.47	0.61
West	0.36	0.80	0.96
School had a formal dropout prevention program			
Yes	0.35	0.57	0.71
No	0.31	0.40	0.55
Percent of 9th-graders who received free/reduced-price lunch			
Less than 30 percent	0.21	0.41	0.48
30–70 percent	0.34	0.50	0.63
Greater than 70 percent	1.14	1.24	1.82
Percent of students in school who were Black			
Less than 30 percent	0.21	0.30	0.42
30–70 percent	0.76	1.18	1.43
Greater than 70 percent	1.90	2.26	3.31
Percent of students in school who were Hispanic			
Less than 30 percent	0.23	0.28	0.37
30–70 percent	0.53	0.98	1.19
Greater than 70 percent	1.95	2.44	3.10
Percent of 9th-graders in school who had repeated 9th grade			
Zero	0.26	0.61	0.71
0.1–4.9 percent	0.39	0.49	0.58
5.0–9.9 percent	0.80	0.82	1.43
10.0–14.9 percent	0.93	0.74	1.17
15.0–19.9 percent	1.92	1.35	2.33
20 percent or greater	1.47	1.71	2.35

See notes at end of table.

National Center for Education Statistics

Table S5A.

Standard errors for table 5A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected 9th-grade school characteristics: 2012—Continued

9th-grade school characteristics	Current dropout	Stopout	Continuous student
Counselor perceptions of teacher expectations			
Lowest quartile	0.36	0.73	0.86
Second quartile	0.51	0.83	1.09
Third quartile	0.37	0.67	0.81
Highest quartile	0.66	0.69	1.05
Counselor perceptions of counselor expectations			
Lowest quartile	0.48	0.68	0.89
Second quartile	0.47	0.82	1.00
Third quartile	0.36	0.62	0.79
Highest quartile	0.60	0.66	0.96
Counselor perceptions of principal expectations			
Lowest quartile	0.33	0.78	0.87
Second quartile	0.53	0.54	0.84
Third quartile	0.55	0.84	1.12
Highest quartile	0.57	0.50	0.75
Average daily attendance of students in school			
Below 95 percent	0.30	0.39	0.50
95 percent or above	0.29	0.41	0.48
School offered 9th-graders learning communities			
Yes	0.44	0.70	0.85
No	0.26	0.38	0.51
School offered catch up/double dosing to assist struggling 9th-graders			
Yes	0.29	0.46	0.58
No	0.39	0.45	0.68
School offered study skills seminar/class for struggling 9th-graders			
Yes	0.27	0.53	0.63
No	0.32	0.41	0.57
School offered assistance to teachers working with struggling 9th-graders			
Yes	0.30	0.59	0.70
No	0.38	0.40	0.61
School offered tutoring to assist struggling 9th-graders			
Yes	0.24	0.33	0.42
No	0.48	0.88	1.08

See notes at end of table.

Table S5A.

Standard errors for table 5A: Percentage distribution of 2009 ninth-graders' dropout/stopout status, by selected 9th-grade school characteristics: 2012—Continued

9th-grade school characteristics	Current dropout	Stopout	Continuous student
School has no programs to assist struggling 9th-graders			
Yes	†	†	2.65
No	0.22	0.32	0.41

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Restricted-Use Data File.

Table 5B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected 9th-grade school characteristics: 2009 and 2012

9th-grade school characteristics	Current dropout[1]	Stopout[2]	Continuous student	All students
Total	**100.0**	**100.0**	**100.0**	**100.0**
Sector				
Public	‡	97.7	92.3	92.9
Private	‡	2.3	7.7	7.1
Urbanicity				
City	39.8	35.8	31.4	31.9
Suburb	25.3	33.0	33.6	33.3
Town	15.0	11.2	11.7	11.7
Rural	19.9	20.0	23.3	23.0
Region				
Northeast	13.1	13.8	17.8	17.4
Midwest	22.6	21.1	22.2	22.1
South	45.7	39.7	37.2	37.6
West	18.5	25.3	22.8	22.8
School had a formal dropout prevention program				
Yes	46.1	46.3	53.3	52.6
No	53.9	53.7	46.7	47.4
Percent of 9th-graders who received free/reduced-price lunch				
Less than 30 percent	16.8	27.8	40.7	39.2
30 percent to 70 percent	55.3	50.8	46.8	47.3
Greater than 70 percent	28.0	21.4	12.5	13.5
Percent of students in school who were Black				
Less than 30 percent	62.6	73.6	80.9	79.9
30 percent to 70 percent	27.6	22.0	16.3	17.0
Greater than 70 percent	9.8 !	4.4 !	2.8	3.1
Percent of students in school who were Hispanic				
Less than 30 percent	75.0	68.4	75.9	75.4
30 percent to 70 percent	16.9	23.6	18.7	19.0
Greater than 70 percent	8.2 !	8.0 !	5.4	5.6
Percent of 9th-graders in school who had repeated 9th grade				
Zero	15.3	29.1	36.0	35.0
0.1–4.9 percent	25.3	24.1	28.8	28.4
5.0–9.9 percent	21.0	17.1	16.0	16.2
10.0–14.9 percent	15.8	11.8	9.3	9.7
15.0–19.9 percent	7.9 !	4.1	3.6	3.7
20 percent or greater	14.6	13.9	6.3	7.0

See notes at end of table.

Table 5B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected 9th-grade school characteristics: 2009 and 2012—Continued

9th-grade school characteristics	Current dropout[1]	Stopout[2]	Continuous student	All students
Counselor perceptions of teacher expectations[3]				
Lowest quartile	32.6	33.8	29.1	29.5
Second quartile	30.9	29.5	26.3	26.6
Third quartile	14.8	19.8	22.7	22.2
Highest quartile	21.6	17.0	22.0	21.6
Counselor perceptions of counselor expectations[4]				
Lowest quartile	41.4	36.4	29.9	30.7
Second quartile	22.3	23.9	23.2	23.3
Third quartile	17.2	25.8	26.6	26.3
Highest quartile	19.0	13.9	20.2	19.7
Counselor perceptions of principal expectations[5]				
Lowest quartile	26.4	33.0	26.9	27.3
Second quartile	32.0	24.5	25.5	25.6
Third quartile	17.7	21.1	20.6	20.5
Highest quartile	23.9	21.5	27.1	26.6
Average daily attendance of students in school				
Below 95 percent	75.6	69.7	61.3	62.2
95 percent or above	24.4	30.3	38.7	37.8
School offered 9th-graders learning communities				
Yes	35.4	33.6	29.7	30.1
No	64.6	66.4	70.3	69.9
School offered catch up/double dosing to assist struggling 9th-graders				
Yes	56.0	58.8	54.6	55.0
No	44.0	41.2	45.4	45.0
School offered study skills seminar/class for struggling 9th-graders				
Yes	32.0	36.3	37.6	37.4
No	68.0	63.7	62.4	62.6
School offered assistance to teachers working with struggling 9th-graders				
Yes	41.4	48.9	44.2	44.5
No	58.6	51.1	55.8	55.5
School offered tutoring to assist struggling 9th-graders				
Yes	92.2	91.7	91.2	91.2
No	7.8	8.3	8.8	8.8

See notes at end of table.

Table 5B.

Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students, by selected 9th-grade school characteristics: 2009 and 2012—Continued

! Interpret data with caution. Estimates are unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

[1] Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

[2] Stopouts are 2009 ninth-graders who had experienced a 4-week or longer period of time out of high school between fall 2009 and spring 2012 but were enrolled in school as of the spring 2012 interview.

[3] This variable is a scale of the school counselor's perceptions of the teaching staff's expectations. Higher values represent more positive assessments of the teaching staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were counselor perceptions that teachers set high standards for teaching and learning, believe that all students in the school could do well, work hard to make sure all students learn, have given up on some students in the school, care only about smart students, and expect very little from students. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Data File Documentation* (NCES 2011-328).

[4] This variable is a scale of the school counselor's perceptions of the counseling staff's expectations. Higher values represent more positive assessments of the counseling staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were counselor perceptions that counselors; set high standards for teaching and learning, believe that all students in the school could do well, work hard to make sure all students learn, have given up on some students in the school, care only about smart students, and expect very little from students. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Data File Documentation* (NCES 2011-328).

[5] This variable is a scale of the school counselor's perceptions of the principal's expectations. Higher values represent more positive assessments of the principal's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were counselor perceptions that the principal sets high standards for teaching and learning, believes that all students in the school could do well, works hard to make sure all students learn, has given up on some students in the school, cares only about smart students, and expects very little from students. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the *High School Longitudinal Study of 2009 (HSLS:09) Base-Year Data File Documentation* (NCES 2011-328).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Restricted-Use Data File.

Table S5B.

Standard errors for table 5B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected 9th-grade school characteristics: 2009 and 2012

9th-grade school characteristics	Current dropout	Stopout	Continuous student	All students
Total	†	†	†	†
Sector				
Public	†	0.41	0.04	#
Private	†	0.41	0.04	#
Urbanicity				
City	4.37	2.14	0.24	0.02
Suburb	3.11	2.01	0.19	0.02
Town	2.68	1.25	0.13	0.01
Rural	3.12	1.65	0.18	0.02
Region				
Northeast	3.44	1.59	0.18	0.01
Midwest	3.21	1.82	0.19	0.01
South	4.18	2.15	0.21	0.02
West	2.91	2.27	0.21	0.03
School had a formal dropout prevention program				
Yes	5.48	3.70	2.58	2.59
No	5.48	3.70	2.58	2.59
Percent of 9th-graders who received free/reduced-price lunch				
Less than 30 percent	3.27	3.25	2.32	2.31
30 percent to 70 percent	5.34	3.91	2.61	2.65
Greater than 70 percent	4.89	3.53	2.15	2.21
Percent of students in school who were Black				
Less than 30 percent	5.69	3.35	2.05	2.12
30 percent to 70 percent	5.67	3.32	2.14	2.20
Greater than 70 percent	3.78	1.43	0.74	0.83
Percent of students in school who were Hispanic				
Less than 30 percent	4.64	3.43	2.14	2.14
30 percent to 70 percent	3.80	3.08	2.20	2.16
Greater than 70 percent	3.55	2.61	1.54	1.58
Percent of 9th-graders in school who had repeated 9th grade				
Zero	3.42	3.20	2.00	1.98
0.1–4.9 percent	4.36	2.48	1.76	1.75
5.0–9.9 percent	5.52	2.93	1.97	2.03
10.0–14.9 percent	4.11	2.03	1.35	1.40
15.0–19.9 percent	3.40	1.17	0.86	0.89
20 percent or greater	4.05	2.80	1.07	1.17

See notes at end of table.

Table S5B.

Standard errors for table 5B: Percentage distribution of 2009 ninth-graders who were current dropouts, stopouts, and continuous students by selected 9th-grade school characteristics: 2009 and 2012—Continued

9th-grade school characteristics	Current dropout	Stopout	Continuous student	All students
Counselor perceptions of teacher expectations				
Lowest quartile	4.34	3.76	2.42	2.43
Second quartile	5.21	3.72	2.44	2.46
Third quartile	3.17	2.68	2.10	2.04
Highest quartile	5.19	2.95	2.20	2.19
Counselor perceptions of counselor expectations				
Lowest quartile	5.60	4.17	2.57	2.63
Second quartile	4.32	3.17	2.00	1.99
Third quartile	3.70	3.38	2.24	2.23
Highest quartile	4.35	2.48	2.02	1.99
Counselor perceptions of principal expectations				
Lowest quartile	4.17	3.83	2.54	2.56
Second quartile	5.78	3.16	2.39	2.45
Third quartile	4.28	3.19	2.06	2.06
Highest quartile	5.49	3.08	2.45	2.46
Average daily attendance of students in school				
Below 95 percent	4.04	2.74	2.03	2.01
95 percent or above	4.04	2.74	2.03	2.01
School offered 9th-graders learning communities				
Yes	5.04	3.61	2.34	2.35
No	5.04	3.61	2.34	2.35
School offered catch up/double dosing to assist struggling 9th-graders				
Yes	6.06	3.67	2.72	2.74
No	6.06	3.67	2.72	2.74
School offered study skills seminar/class for struggling 9th-graders				
Yes	4.44	3.39	2.37	2.37
No	4.44	3.39	2.37	2.37
School offered assistance to teachers working with struggling 9th-graders				
Yes	5.67	3.84	2.59	2.59
No	5.67	3.84	2.59	2.59
School offered tutoring to assist struggling 9th-graders				
Yes	1.94	1.65	1.17	1.17
No	1.94	1.65	1.17	1.17

† Not applicable.
# Rounds to zero.
SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Restricted-Use Data File.

Table 6.

Among 2009 ninth-graders who were current dropouts, percentage citing various reasons for leaving high school, by selected demographic characteristics: 2012

Demographic characteristics	Got behind in school work or got poor grades	Thought it would be easier to get a GED[1] or alternative high school credential	Did not like school	Had to take care of or financially support my family	Was suspended or expelled	Could not work and go to school at the same time	Did not need to complete high school for what I wanted to do	Wanted to gain early admission to school that provides occupational training or a college	My friends had dropped out of school
Total	**73.6**	**61.7**	**49.4**	**26.2**	**19.1**	**17.5**	**16.4**	**15.7**	**14.4**
Sex									
Male	75.6	66.3	51.4	26.2	26.4	25.9	21.6	21.3	18.6
Female	71.5	56.8	47.3	26.2	11.1	8.4 !	10.8 !	9.7 !	9.9 !
Race/ethnicity[2]									
White	70.3	67.6	61.6	24.8	18.0	18.8	19.2	14.3	14.8
Black	71.5	66.3	30.3	18.2 !	29.8 !	‡	21.4 !	21.6 !	‡
Hispanic	82.7	47.9	47.2	31.9 !	10.2 !	20.0 !	‡	‡	‡
Asian	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other	65.5	70.1	49.2	33.8	27.8 !	12.3 !	19.1 !	20.8 !	16.9 !
Family's socioeconomic status in 2009									
Lowest quintile	74.4	65.7	43.4	28.9	29.1	20.8	19.6	20.4	21.2
Middle quintile	71.7	57.3	50.4	24.1	13.3	14.3	13.9	14.1	10.9 !
Highest quintile	‡	‡	‡	‡	‡	‡	‡	‡	‡
Language student first learned to speak									
English	73.4	62.1	47.3	25.7	18.9	18.1	17.4	15.5	14.1
Non-English or English and non-English equally	74.6	59.2	63.9	30.0	20.7 !	13.2 !	9.7 !	17.0 !	16.6 !

! Interpret data with caution. Estimates are unstable.

‡ Reporting standards not met.

[1] GED = General Educational Development Certificate

[2] Black includes African American, Hispanic includes Latino, and "Other" includes American Indian, Alaska Native, Native Hawaiian, other Pacific Islander, and individuals who indicated Two or more races or Other. All race categories exclude Hispanic or Latino origin unless specified.

NOTE: Current dropouts are 2009 ninth-graders who were not enrolled in school and had not completed high school or an alternative program as of the spring 2012 interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).

Table S6.

Standard errors for table 6: Among 2009 ninth-graders who were current dropouts, percentage citing various reasons for leaving high school, by selected demographic characteristics: 2012

Demographic characteristics	Got behind in school work or got poor grades	Thought it would be easier to get a GED or alternative high school credential	Did not like school	Had to take care of or financially support my family	Was suspended or expelled	Could not work and go to school at the same time	Did not need to complete high school for what I wanted to do	Wanted to gain early admission to school that provides occupational training or a college	My friends had dropped out of school
Total	**3.18**	**4.39**	**4.65**	**3.71**	**2.96**	**3.29**	**2.72**	**2.96**	**2.83**
Sex									
Male	3.99	5.00	5.42	3.72	4.33	4.88	3.64	4.21	4.00
Female	5.59	8.02	7.57	5.15	3.12	2.94	3.49	2.93	3.01
Race/ethnicity									
White	4.22	4.63	4.38	3.98	3.21	3.85	3.12	2.98	3.48
Black	6.80	8.28	8.18	6.66	10.35	†	7.55	7.23	†
Hispanic	5.88	12.92	10.96	11.03	4.55	9.29	†	†	†
Asian	†	†	†	†	†	†	†	†	†
Other	9.85	9.36	11.38	9.64	10.02	5.84	8.17	9.29	8.22
Family's socioeconomic status in 2009									
Lowest quintile	5.17	6.51	6.36	5.44	5.43	5.35	5.08	5.52	5.07
Middle quintile	4.65	6.00	5.86	4.64	2.99	3.22	3.35	3.75	3.55
Highest quintile	†	†	†	†	†	†	†	†	†
Language student first learned to speak									
English	3.47	4.68	4.99	4.09	3.41	3.66	3.00	3.19	3.28
Non-English or English and non-English equally	9.04	9.06	8.40	8.07	7.78	5.53	4.56	7.16	6.61

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) First Follow-up Public-Use Data File (NCES 2014-358).