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Trends in High School Dropout and Completion Rates in the United States: 2014

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U.S. DEPARTMENT OF EDUCATION

Trends in High School Dropout and Completion Rates in the United States: 2014

March 2018

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SELECTED FINDINGS

This report provides 2014 data on long-term trends in dropout and completion rates, and examines the characteristics of high school dropouts and completers. Five types of rates are presented to provide a broad perspective on high school dropouts and completers in the United States: the event dropout rate, the status dropout rate, the status completion rate, the adjusted cohort graduation rate, and the averaged freshman graduation rate. Information about individuals who pass the GED exam is also provided.

The following selected findings are drawn from each section of the report.

Indicator 1: Current Population Survey (CPS) Event Dropout Rate

- Between October 2013 and October 2014, approximately 567,000 15- to 24-year-olds left school without obtaining a high school credential. These event dropouts accounted for 5.2 percent of the 10.9 million 15- to 24-year-olds enrolled in grades 10 through 12 (figure 1.1 and table 1.1).

- The event dropout rate for individuals from high-income families in 2014 was 2.6 percent, while the rates for individuals from middle- and low-income families were 5.4 and 9.4 percent, respectively (figure 1.1 and table 1.1).

Indicator 2: Current Population Survey (CPS) Status Dropout Rate

- The status dropout rate, as measured using the Current Population Survey, is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential. Over the past 40 years, status dropout rates declined from 14.3 percent in 1974 to 6.5 percent in 2014 (figure 2.2 and table 2.2).

- In 2014, Hispanics born in the United States had lower status dropout rates (7.1 percent for "first-generation" Hispanics and 8.1 percent for "second-generation or higher" Hispanics)[1] than Hispanics born outside the United States (21.0 percent; figure 2.3 and table 2.1).

Indicator 3: American Community Survey (ACS) Status Dropout Rate

- The American Community Survey, which covers a broader population than the Current Population Survey, can also be used to measure the status dropout rate. In 2014, the ACS status dropout rate for all 16- to 24-year-olds was 6.3 percent (figure 3.1 and table 3.10).[2]

- The 2014 ACS status dropout rate was lower for 16- to 24-year-olds who were Asian (2.5 percent), White (4.4 percent), and of Two or more races (5.0 percent) than for those who were Black (7.9 percent), Pacific Islander (10.6 percent), Hispanic (10.7 percent), and American Indian/Alaska Native (11.5 percent; figure 3.1 and table 3.1).

- In 2014, ACS status dropout rates across states ranged from 2.7 percent in Vermont to 10.6 percent in Louisiana (figure 3.6 and table 3.2).

- ACS status dropout rates varied across Hispanic subpopulations.[3] Rates for individuals of Guatemalan (28.7 percent), Honduran (19.5 percent), and Salvadoran (14.9 percent) descent were higher than the total status dropout rate for all Hispanics (10.7 percent; figure 3.2 and table 3.1).

- ACS status dropout rates also varied across Asian subpopulations.[4] Rates for individuals of Burmese (27.5 percent), Nepalese (19.6 percent), Laotian (8.9 percent), Cambodian (8.4 percent), and Hmong (5.8 percent) descent were higher than the total status dropout rate for all Asians (2.5 percent; figure 3.3 and table 3.1).

- For White, Black, Hispanic, and American Indian/Alaska Native 16- to 24-year-olds, ACS status dropout rates were higher for males than for females. Among these four racial/ethnic groups, the male-female gap in status dropout rates ranged from 1.1 percentage points for White 16- to 24-year-olds to 4.2 percentage points for Hispanic 16- to 24-year-olds (figure 3.4 and table 3.1).

[1] "First generation" refers to those who were born in the United States but have at least one parent born outside the United States, and "second generation or higher" refers to those who were born in the United States and whose parents were both born in the United States.

[2] The ACS status dropout rate is the estimate for the overall population, whereas the CPS status dropout rate focuses on the civilian noninstitutionalized population.

[3] Includes both U.S.-born and foreign-born individuals.

[4] Includes both U.S.-born and foreign-born individuals.

Indicator 4: Current Population Survey (CPS) Status Completion Rate

- The status completion rate is the percentage of 18- to 24-year-olds who have left high school and who hold a high school credential.[5] From 1974 to 2014, the status completion rate increased from 83.6 percent to 92.4 percent (figure 4.2 and table 4.2).

- The 2014 status completion rate for foreign-born Hispanic young adults was 74.7 percent, which was lower than the rate for those who were first generation (91.3 percent) as well as the rate for those who were second generation or higher (90.5 percent; figure 4.3 and table 4.1).

- In 2014, young adults with disabilities (83.7 percent) had a lower status completion rate than their peers without disabilities (92.8 percent; figure 4.1 and table 4.1).

Indicator 5: Adjusted Cohort Graduation Rate (ACGR)

- The adjusted cohort graduation rate is the percentage of public high school students who graduate with a regular diploma within 4 years of starting 9th grade. The national 4-year ACGR for public high school students increased over the first four years it was collected by the U.S. Department of Education, from 79 percent in 2010–11 to 82 percent in 2013–14 (table 5.1), indicating that approximately 4 out of 5 public high school students graduated with a regular diploma within four years of starting 9th grade.

- Across states, the 2013–14 ACGR ranged from 61 percent in the District of Columbia to 91 percent in Iowa (figure 5.1 and table 5.1). Thirty-five states had rates of 80 percent or higher.

- In 2013–14, the national ACGR for White students (87 percent) was 15 percentage points higher than the national ACGR for Black students (73 percent) and 11 percentage points higher than the national ACGR for Hispanic students (76 percent; figure 5.3, figure 5.4 and table 5.1).

Indicator 6: Averaged Freshman Graduation Rate (AFGR)

- The national Averaged Freshman Graduation Rate, an estimated four-year graduation rate calculated using aggregated enrollment and diploma counts, rose to 82 percent in 2012–13, the highest rate observed in the years for which the AFGR is available (figure 6.1 and table 6.1).[6]

- In 2012–13, the AFGR ranged across states from 68 percent in Nevada and Mississippi to 93 percent in Nebraska and Wisconsin (table 6.2).

Indicator 7: Individuals Who Passed the GED Test

- In 2013, some 541,000 individuals (76 percent of those who attempted to complete the entire test) successfully passed the entire battery of five GED tests (table 7.1).

- Of the individuals who passed the GED test in 2013, some 22 percent were 16- to 18-year-olds, 35 percent were 19- to 24-year-olds, 15 percent were 25- to 29-year-olds, 11 percent were 30- to 34-year-olds, and 17 percent were 35 years or older (figure 7.1 and table 7.1).

[5] A high school diploma or an alternative credential, including a GED certificate.

[6] The averaged freshman graduation rate is available for school years 1969–70 through 2012–13. See *Digest of Education Statistics 2015*, table 219.50.

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The authors would like to recognize the time and effort volunteered by household respondents to the Current Population Survey and to the American Community Survey. The report also relies on data submitted to the U.S. Department of Education through the ED*Facts* collection. The authors would like to recognize the efforts of staff in state and local education agencies who collect and submit these data.

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INTRODUCTION

Dropping out of high school is related to a number of negative outcomes. For example, according to data from the Census Bureau's Current Population Survey (CPS), the median income of persons ages 18 through 67 who had not completed high school was roughly $26,000 in 2014. By comparison, the median income of persons ages 18 through 67 who completed their education with at least a high school credential (i.e., a regular credential or an alternative high school credential such as a General Educational Development [GED] certificate) was approximately $45,000.[1] Over a person's lifetime, this translates to a loss of approximately $690,000 in income for a person who did not have a high school credential compared to a person who had at least a high school credential (Rouse 2007).[2] Among adults age 25 and older, the percentage of dropouts who are in the labor force is lower than the percentage of high school credential earners who are in the labor force. Similarly, among adults in the labor force, the percentage of dropouts who are unemployed is higher than the percentage of high school credential earners who are unemployed (U.S. Department of Labor 2015). In addition, dropouts age 25 and older reported being in worse health than adults who are not dropouts, regardless of income (Pleis, Ward, and Lucas 2010). Dropouts also make up disproportionately higher percentages of the nation's institutionalized population.[3] In a comparison of those who drop out of high school and those who complete high school, the average high school dropout costs the economy approximately $262,000 over his or her lifetime in terms of lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and higher reliance on welfare (Levin and Belfield 2007).[4]

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates in 2014, provides data on long-term trends in dropout and completion rates, and examines the characteristics of high school dropouts and completers. Five rates are presented to provide a broad perspective on high school dropouts and completers in the United States: the event dropout rate, the status dropout rate, the status completion rate, the adjusted cohort graduation rate, and the averaged freshman graduation rate. Each rate contributes unique information. Information about individuals who pass the GED exam is provided to place the different rates into context relative to this widely used alternative high school credential.

Rates Featured in this Report

- The **event dropout rate** (**Indicator 1**) is the percentage of high school students who left school between the beginning of one school year and the beginning of the next without earning a high school diploma or an alternative credential (e.g., a GED). This report presents a national event dropout rate for students attending public or private schools using data from the CPS Event dropout rates can be used to track annual changes in the dropout behavior of students in the U.S. education system. The state-level event dropout rates for public high school students published as part of the Common Core of Data (CCD) were not available in time for use in this report.[5]

- The **status dropout rate** (**Indicators 2 and 3**) reports the percentage of individuals in a given age range who are not in school (public or private) and have not earned a high school diploma or an alternative credential. This report presents status dropout rates calculated using both CPS data (Indicator 2) and data from the American Community Survey (ACS) (Indicator 3). Over 40 years of data are available for the CPS. The ACS, on the other hand, is available only for more recent years, but covers a broader population and can be used to compute dropout rates for smaller

[1] U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2015. Please note that among persons ages 18 through 67 who had not completed high school, 1.1 percent were still enrolled in high school in 2014 (U.S. Department of Commerce, Census Bureau, Current Population Survey, October 2014).

[2] Rouse estimates a lifetime loss of $550,000 using March 2004 CPS data. The estimate here is adjusted for inflation between March 2004 and March 2014 using March-to-March consumer price index adjustments.

[3] See discussion in Indicator 3 for more details.

[4] Levin and Belfield estimate costs at $209,000 as of 2004. The estimate here is adjusted for inflation between March 2004 and March 2014 using March 2004 and March 2014 consumer price index adjustments.

[5] CCD event dropout rates for 2011–12 and prior years can be accessed through reports available at http://nces.ed.gov/ccd/pub_dropouts.asp.

population subgroups. Because the status dropout rate focuses on an overall age group (as opposed to individuals enrolled in school during a particular year), it can be used to study general population issues.

- The **status completion rate** (**Indicator 4**) measures the percentage of individuals in a given age range who are not currently enrolled in high school and who have earned a high school diploma or an alternative credential, regardless of when or where the credential was earned.[6] The rate is calculated using CPS data. It focuses on an overall age group, as opposed to individuals in the U.S. education system; thus, it can be used to study general population issues.[7]

- The **adjusted cohort graduation rate** (**ACGR**) (**Indicator 5**) is the percentage of public high school students who graduate with a regular diploma within 4 years of starting 9th grade. The ACGR accounts for students who transfer in from another state, immigrate to the United States and enroll in public school, transfer out to another state, emigrate to another country, or die. The ACGR is calculated by state education agencies (SEAs) and submitted to the U.S. Department of Education through the ED*Facts* submission system.

- The **averaged freshman graduation rate** (**AFGR**) (**Indicator 6**) provides an estimate of the cohort graduation rate for public high school students. The AFGR uses aggregated counts of students by grade and the overall diploma count, as opposed to individual student-level data, to estimate an on-time graduation rate. NCES calculates the AFGR using enrollment and diploma counts submitted by SEAs through the CCD collection. While the AFGR is not as accurate as the ACGR, it can be estimated annually as far back as the 1960s.

[6] The status completion rate is not the inverse of the status dropout rate (i.e., the status completion rate does not equal 100 minus the status dropout rate). The rates are based on different age ranges, and whereas the status completion rate excludes high school students from its denominator, the status dropout rate includes high school students in its denominator.

[7] Seastrom et al. (2006a) refer to this rate as the "Current Population Survey High School Completion Indicator."

More information about data sources and calculations is provided briefly in the body of the report, with more detail provided in appendix A.

Data Sources

As noted above, the data presented in this report are drawn from the annual October CPS, ACS, ED*Facts*, and CCD collections, as well as General Educational Development Testing Service (GEDTS) statistical reports. CPS data are collected through household interviews and are representative of the civilian, noninstitutionalized population in the United States, including students attending public and private schools. The ACS collects data on the U.S. resident population through interviews with households and persons in group quarters facilities. The individuals in group quarters facilities surveyed in the ACS include incarcerated persons, institutionalized persons, and the active duty military who are residing in the United States. The CCD and ED*Facts* data collections are administrative datasets that contain aggregated data for all U.S. public schools, local education agencies (LEAs), and SEAs. The GEDTS data are built from administrative record data kept by the testing service, and contain information about all GED test takers (data presented in this report are restricted to individuals in the 50 states and the District of Columbia).[8]

As with all data collections, those used in this report are useful for calculating some types of estimates, but poorly suited for calculating other types. For example, CPS data are well suited for studying the civilian, noninstitutionalized population in the United States, including students attending public and private schools, but do not provide information about military personnel or individuals residing in institutionalized group quarters, such as prison inmates or patients in long-term medical or custodial facilities. Data from CPS cannot produce estimates below regional levels of geography for the age groups used in this report. ACS data are capable of generating estimates for smaller populations and smaller geographic areas than CPS data, but are not available for long-term trend analyses. In addition, the ACS data include individuals living in a wider range of living quarters than the CPS data. Data from the CCD are appropriate for studying public school students in a given year, but do not provide

[8] Appendix A contains additional information about the data collections and describes in detail how the rates are computed.

information on private school students, homeschooled students, or young people who did not attend school in the United States. Datasets that track individual student records over time can provide more detailed information on the processes and precise timelines associated with completing high school or dropping out.[9]

Because the GED is the primary option available to individuals for completing high school outside of a regular high school curriculum and because of limitations with CPS and ACS data in terms of being able to effectively identify GED and other alternative credential holders, alternative credential recipients are not included in dropout counts and are not separated from regular diploma holders in the status completion rates. The GEDTS data provide separate estimates of GED recipients. The GEDTS data do not provide the same demographic characteristics as other data sources used in this report, so details are limited to age range information.

Table A summarizes the different rates reported in this compendium.

[9] Many states have student-level administrative record systems that follow student progress over time; these systems can be used for this kind of analysis. NCES is supporting the development of similar systems across additional states (see http://nces.ed.gov/programs/slds/ for details) and periodically conducts national-level longitudinal studies of high school students that can be used for such analysis (e.g., the High School Longitudinal Study of 2009).

Table A. Summary table of high school dropout, completion, and graduation rates

Rate	Current statistic (year)	Age group/Grades	Description	Data Sources
Event Dropout Rate (Indicator 1)	5.2 percent (2014)	Civilian noninstitutionalized 15- to 24-year-olds	Percentage of 15- to 24-year-olds in grades 10–12 who left school between the beginning of one school year and the beginning of the next without earning a high school diploma or alternative credential	Current Population Survey (CPS)
CPS Status Dropout Rate (Indicator 2)	6.5 percent (2014)	Civilian noninstitutionalized 16- to 24-year-olds	Percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school diploma or alternative credential	Current Population Survey (CPS)
ACS Status Dropout Rate (Indicator 3)	6.3 percent (2014)	Noninstitutionalized and institutionalized 16- to 24-year-olds	Percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school diploma or alternative credential	American Community Survey (ACS)
Status Completion Rate (Indicator 4)	92.4 percent (2014)	Civilian noninstitutionalized 18- to 24-year-olds	Among 18- to 24-year-olds who are not enrolled in high school or a lower education level, the percentage who hold a high school diploma or alternative credential	Current Population Survey (CPS)
Adjusted Cohort Graduation Rate (Indicator 5)	82 percent (2013–14)	Public school students in grades 9–12	Percentage of public high school students who graduate with a regular diploma within 4 years of starting 9th grade	ED*Facts* Submission System
Averaged Freshman Graduation Rate (Indicator 6)	82 percent (2012–13)	Public school students in grades 9–12	Estimated percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade	Common Core of Data (CCD)
Individuals Who Passed the GED Test (Indicator 7)	541,000 (2013)	Individuals ages 16 or older	Number of individuals who completed and passed all five tests in the GED battery	GED Testing Service (GEDTS)

NOTE: See technical notes in appendix A for more information. See the glossary in appendix B for definitions of institutionalized and noninstitutionalized populations.

Standard Errors

Comparisons of estimates from sample surveys such as the CPS and ACS require consideration of several factors before they become meaningful. When using data from a sample, some *margin of error* will always be present in estimations of characteristics of the total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the "standard error" of an estimate.

When data from sample surveys are reported, a standard error is calculated for each estimate. The standard errors for all estimated totals, means, or percentages are reported in the reference tables.

In order to caution the reader when interpreting findings in the indicators, estimates from sample surveys are flagged with a "!" when the coefficient of variation (the standard error expressed as a percentage of the estimate) is between 30 and 50 percent, and suppressed and replaced with a "‡" when the coefficient of variation is 50 percent or greater.

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another, or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having *no measurable difference*, meaning that the difference between them is not statistically significant.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. In these indicators and other reports produced by NCES, when differences are statistically significant, the probability that the difference occurred by chance is less than 5 percent, according to NCES standards.

For all indicators that report estimates based on samples, differences between estimates (including increases and decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests at the .05 level are typically used. In this report, the *t* test formula is not adjusted for multiple comparisons. When the variables to be tested are postulated to form a trend, the relationship is tested using linear regression. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at http://nces.ed.gov/statprog/2012/pdf/Chapter5.pdf.

Unless otherwise noted, all calculations within the indicators in this report are based on unrounded data. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables.

A number of considerations influence the ultimate selection of the data years to feature in the indicators. To make analyses as timely as possible, the latest year of available data is shown. The choice of comparison years is often also based on the desire to show the earliest available survey year. In the case of surveys with long time frames, such as surveys measuring enrollment, the decade's beginning year (e.g., 1980 or 1990) often starts the trend line. In the figures and tables of the indicators, intervening years are selected in increments in order to show the general trend. The narrative for the indicators typically compares the most current year's data with those from the initial year and then with those from a more recent period. Where applicable, the narrative may also note years in which the data begin to diverge from previous trends.

Data presented in the indicators do not investigate more complex hypotheses, account for interrelationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at http://nces.ed.gov.

Symbols

In accordance with the NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meanings, are as follows:

— Not available.

† Not applicable.

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) for this estimate is 50 percent or greater.

INDICATORS

Indicator 1:

EVENT DROPOUT RATE

5.2% (2014)

Source: Current Population Survey

The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who leave high school between the beginning of one school year and the beginning of the next without earning a high school diploma or an alternative credential, such as a GED. The event dropout rate provides information about the rate at which U.S. high school students are leaving school without receiving a high school credential. The measure can be used to study student experiences in the U.S. secondary school system in a given year. The status dropout rates presented in indicators 2 and 3, on the other hand, focus on the educational attainment of the overall 15- to 24-year-old population in the United States, regardless of when or where they attended school.

The event dropout rates presented in this indicator are based on data from the Census Bureau's Current Population Survey (CPS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends. Many of the event dropout rate estimates are based on responses from a relatively small number of survey respondents. As a result, some differences that seem substantial are not statistically significant.

Total event dropout rates

Between October 2013 and October 2014, the number of 15- to 24-year-olds who left school without obtaining a high school credential was approximately 567,000.

Event Dropout Rate

Definition: The percentage of 15- to 24-year-olds in grades 10 through 12 who left high school between the beginning of one school year and the beginning of the next (e.g., October 2013 to October 2014) without earning a high school diploma or an alternative credential.

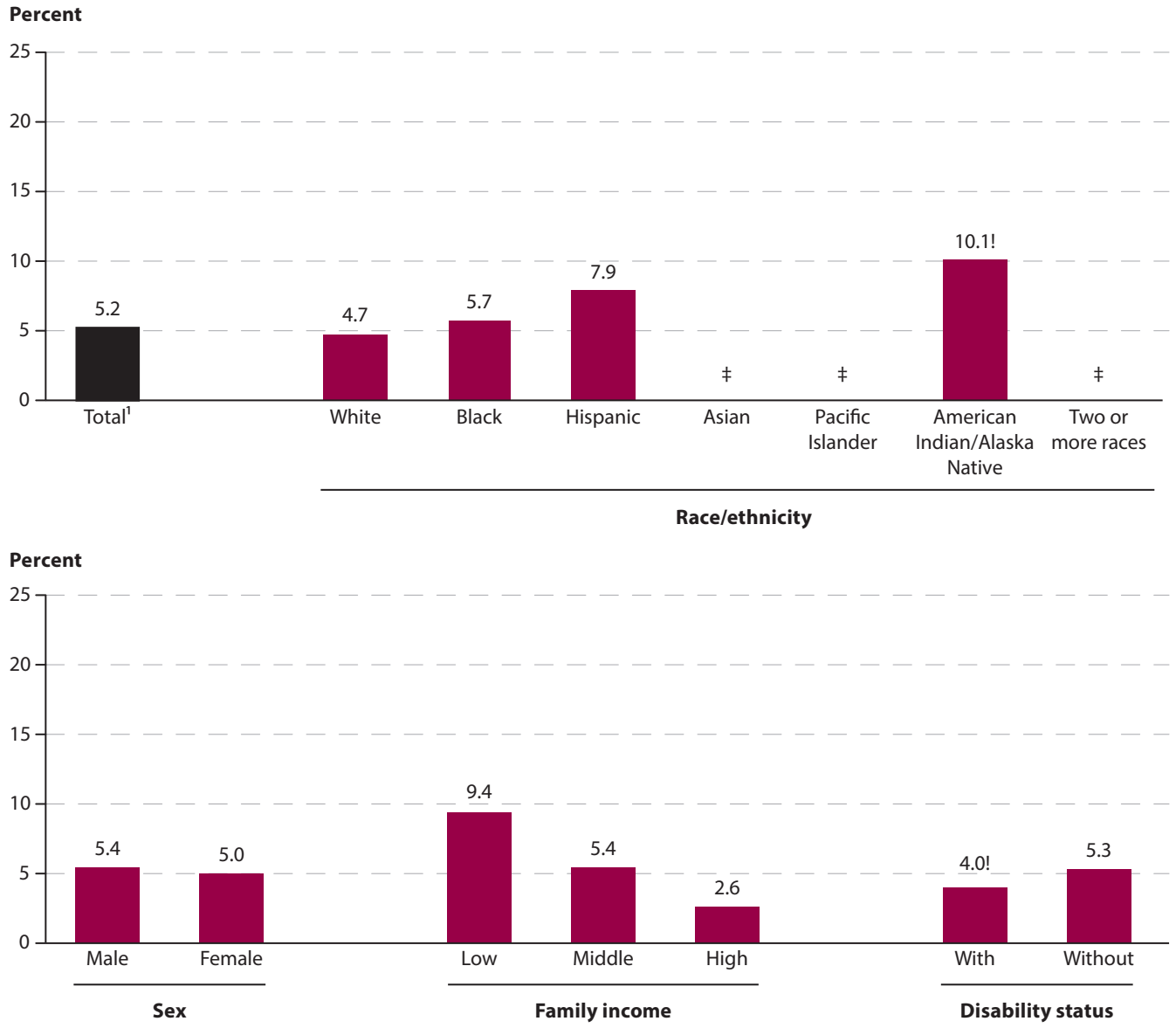
Population: Civilian, noninstitutionalized 15- to 24-year-olds who attended either public or private high schools in the United States.

Credentials: Recipients of an alternative credential such as a GED are not counted as dropouts.

Data Source: Current Population Survey (CPS)

These event dropouts accounted for 5.2 percent of the 10.9 million 15- to 24-year-olds enrolled in grades 10 through 12 (figure 1.1 and table 1.1). Over the past 40 years, event dropout rates trended downward, decreasing from 6.7 percent in 1974 to 5.2 percent in 2014, although there has been fluctuation in the rate, as shown in figure 1.2 and table 1.2. In recent years, the event dropout rate increased from 3.0 percent in 2010 to 5.2 percent in 2014.

Figure 1.1. Percentage of grade 10–12 dropouts among persons 15 through 24 years old (event dropout rate), by selected characteristics: October 2014

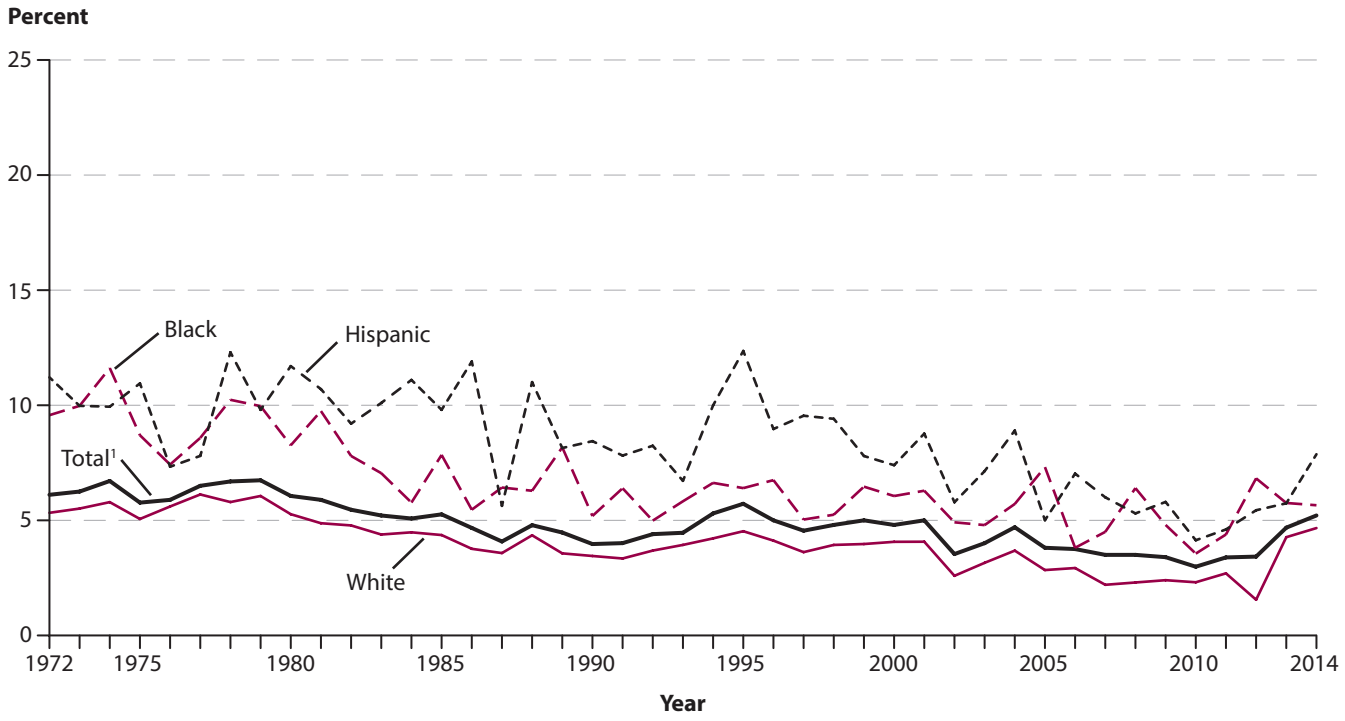


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes other racial/ethnic categories not separately shown.
NOTE: The event dropout rate is the percentage of 15- to 24-year-olds who dropped out of grades 10–12 between one October and the next (e.g., October 2013 to October 2014). Dropping out is defined as leaving school without a high school diploma or alternative credential, such as a GED certificate. Race categories exclude persons of Hispanic ethnicity. Low income is defined as the bottom 20 percent of all family incomes; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes. In 2014, low income was defined as $19,716 or less, and high income was defined as $95,433 or more. Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. See table 1.1.

Event dropout rates by race/ethnicity

In 2014, there was no measurable difference between the event dropout rates for Black (5.7 percent) and White (4.7 percent) 15- to 24-year-olds. The event dropout rate for Hispanic individuals (7.9 percent) was higher than the rate for their White peers (figure 1.1 and table 1.1). The rate for American Indian/Alaska Native individuals (10.1 percent) was not measurably different from the rates for White, Black, and Hispanic individuals.[1]

Figure 1.2. Percentage of grade 10–12 dropouts among persons 15 through 24 years old (event dropout rate): October 1972 through 2014



[1] Includes other racial/ethnic categories not separately shown.
NOTE: The event dropout rate is the percentage of 15- to 24-year-olds who dropped out of grades 10–12 between one October and the next (e.g., October 2013 to October 2014). Dropping out is defined as leaving school without a high school diploma or alternative credential, such as a GED certificate. Race categories exclude persons of Hispanic ethnicity. Some estimates differ from those in previously published reports because of data updates. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1972 through 2014. See table 1.2.

The general downward trend in event dropout rates from 1974 to 2014 observed in the overall 15- to 24-year-old population was also found among White and Black individuals in the same age range (figure 1.2 and table 1.2). During this period, the White event dropout rate declined from 5.8 to 4.7 percent and the Black event dropout rate declined from 11.6 percent to 5.7 percent. The Hispanic event dropout rate did not change measurably between 1974 and 1995, but it did decline from 12.4 percent in 1995 to 7.9 percent in 2014.

Event dropout rates by sex

There was no measurable difference between the 2014 event dropout rates for 15- to 24-year-old males and females, a pattern generally observed over the past 40 years (figure 1.1 and table 1.2). Exceptions to this pattern occurred in 1974, 1976, 1978, 2000, and 2001; in each of these years, males had measurably higher event dropout rates than females.

Event dropout rates by family income

In 2014, the event dropout rate for 15- to 24-year-olds from low-income families (9.4 percent) was higher than the rates for their peers from middle-income (5.4 percent) and high-income (2.6 percent) families (figure 1.1 and table 1.1).

Event dropout rates by disability status

The 2014 event dropout rate for 15- to 24-year-olds with disabilities (4.0 percent) was not measurably different from the rate for their peers without disabilities (5.3 percent; figure 1.1 and table 1.1).

Event dropout rates by age

The 2014 event dropout rates for 15- to 18-year-olds were lower than those for 20- to 24-year-olds (table 1.1). Specifically, 6.2 percent of 15- to 16-year-olds, 3.3 percent of 17-year-olds, and 4.2 percent of 18-year-olds dropped out in the 1-year reference period, whereas 19.5 percent of 20- through 24-year-olds dropped out during the 1-year reference period. In addition, the dropout rate for 18-year-olds was lower than the rate for 19-year-olds (7.4 percent).

Event dropout rates by region

Event dropout rates in the United States were not measurably different among the Northeast (4.8 percent), Midwest (4.6 percent), South (5.1 percent), and West (6.2 percent) geographic regions in 2014 (table 1.1).

Endnotes

[1] Reliable estimates were not available for Asian and Pacific Islander individuals and individuals of Two or more races.

Indicator 2:

STATUS DROPOUT RATE

6.5% (2014)

Source: Current Population Survey

This indicator presents status dropout rates based on data from the Current Population Survey (CPS). The status dropout rates discussed here differ from the status dropout rates discussed in indicator 3, which are based on data from the American Community Survey (ACS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends for the civilian, noninstitutionalized population. ACS data are available only for more recent years, although they cover a broader population.

The status dropout rate is the number of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential as a percentage of the total number of civilian, noninstitutionalized 16- to 24-year-olds. The status dropout rate is higher than the event dropout rate (see indicator 1) because the status dropout rate includes all dropouts in a particular age range, regardless of when or where they last attended school, including individuals who may have never attended school in the United States.[1]

Total status dropout rates

In October 2014, approximately 2.5 million 16- to 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential. These high school dropouts accounted for 6.5 percent of the 38.7 million noninstitutionalized, civilian 16- to 24-year-olds living in the United States (figure 2.1 and table 2.1). Over the past 40 years, status dropout rates trended downward, declining from 14.3 percent in 1974 to 6.5 percent in 2014 (figure 2.2 and table 2.2). Over the past 10 years the status dropout rate fell from 10.3 to 6.5 percent.

Status Dropout Rate

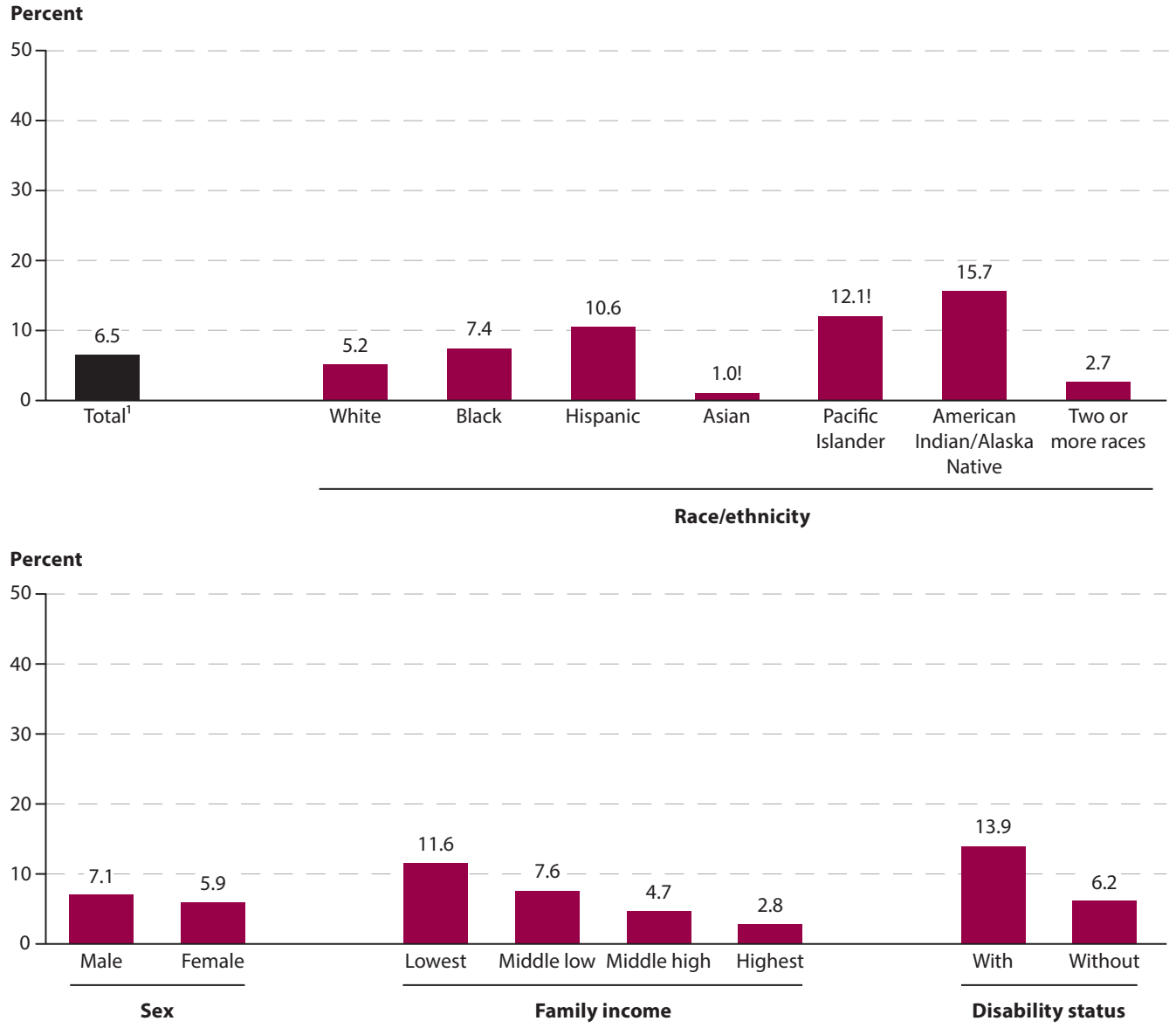
Definition: The percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school diploma or alternative credential.

Population: Civilian, noninstitutionalized 16- to 24-year-olds residing in the United States, regardless of whether they attended public schools, private schools, or schools outside of the United States.

Credentials: Recipients of an alternative credential such as a GED are not counted as dropouts.

Data Source: Current Population Survey (CPS)

Figure 2.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: October 2014

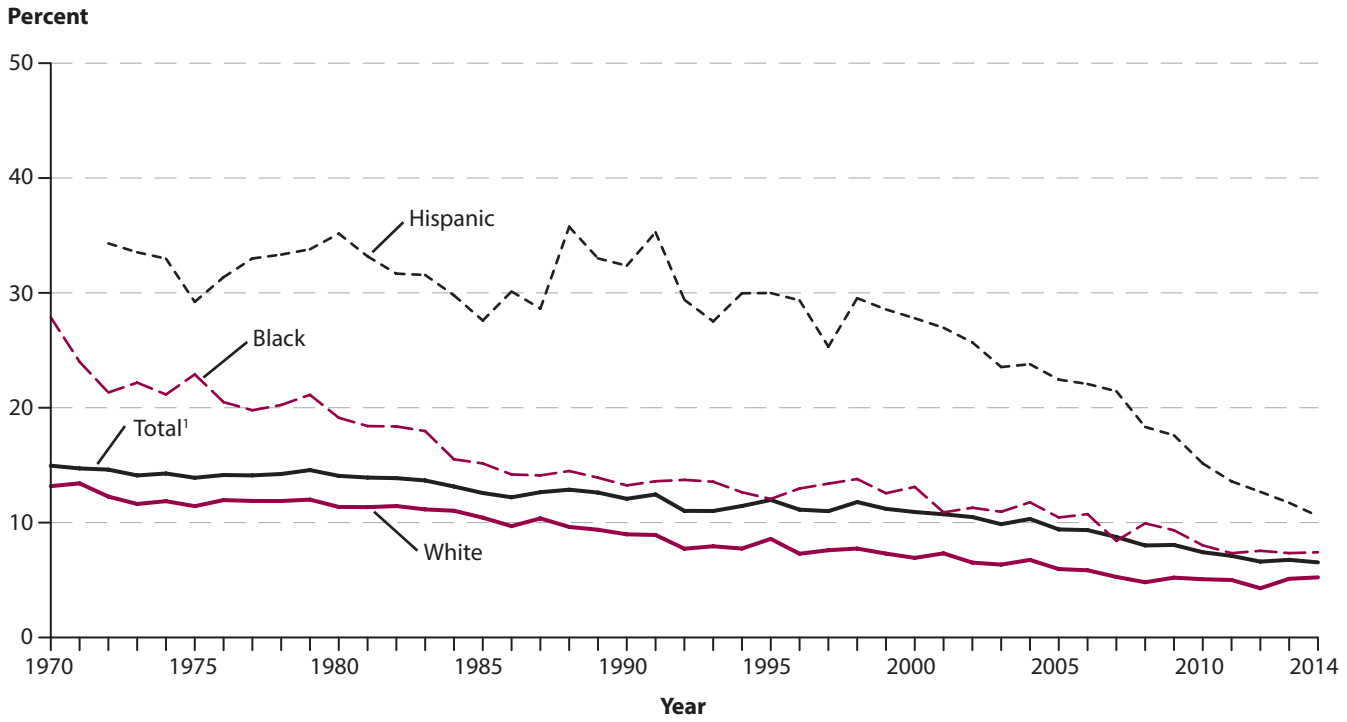


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Includes other racial/ethnic categories not separately shown.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. See tables 2.1 and 2.3.

Status dropout rates by race/ethnicity

The 2014 status dropout rates for Asian (1.0 percent) and White (5.2 percent) 16- to 24-year-olds were lower than those of their Black (7.4 percent) and Hispanic (10.6 percent) peers (figure 2.1 and table 2.1). In addition, the Black status dropout rate was lower than the Hispanic rate. The status dropout rate for individuals of Two or more races (2.7 percent) was lower than the rates for White, Black, Hispanic, and American Indian/Alaska Native (15.7 percent) individuals, but not measurably different from the rate for Asian individuals. The status dropout rate for American Indian/Alaska Native individuals was not measurably different from the rate for their Hispanic and Pacific Islander peers, but was higher than the rates for all other racial/ethnic groups. The status dropout rate for Pacific Islander individuals (12.1 percent) was not measurably different from the rate for any other racial/ethnic group.

Figure 2.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate): October 1970 through 2014



[1] Includes other racial/ethnic categories not separately shown.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Hispanic status dropout rates are not available prior to 1972. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through 2014. See table 2.2.

Between 1974 and 2014, the status dropout rate fell for White, Black, and Hispanic 16- to 24-year-olds (figure 2.2 and table 2.2). During this time period, the White status dropout rate fell from 11.9 percent to 5.2 percent and the Black status dropout rate fell from 21.2 percent to 7.4 percent. In 1974, the Hispanic status dropout rate was 33.0 percent and showed no clear trend between 1974 and 1990. However, this rate fell from 32.4 percent in 1990 to 10.6 percent in 2014.

Between 1974 and 2014, the White status dropout rate was consistently lower than the Black and Hispanic rates, and the Black status dropout rate was consistently lower than the Hispanic rate (figure 2.2 and table 2.2). The White-Black gap in status dropout rates narrowed from 9.3 percentage points in 1974 to 4.3 percentage points in 1990, showed no measurable change from 1990 to 2000, and fell again from 6.2 percentage points in 2000 to 2.2 percentage points in 2014. The White-Hispanic gap in status dropout rates showed no clear trend between 1974 and 2000, but fell from 20.9 percentage points in 2000 to 5.3 percentage points in 2014.

Status dropout rates by sex

In 2014, the status dropout rate was higher for male 16- to 24-year-olds (7.1 percent) than for female 16- to 24-year-olds (5.9 percent; figure 2.1). From 1997 to 2012, the male status dropout rate was consistently higher than the female status dropout rate (table 2.2). In 2013, there was no measurable difference between the status dropout rates for male and female 16- to 24-year-olds.

Status dropout rates by sex for racial/ethnic groups

No measurable differences in status dropout rates by sex were detected for any racial/ethnic group in 2014 (table 2.1).

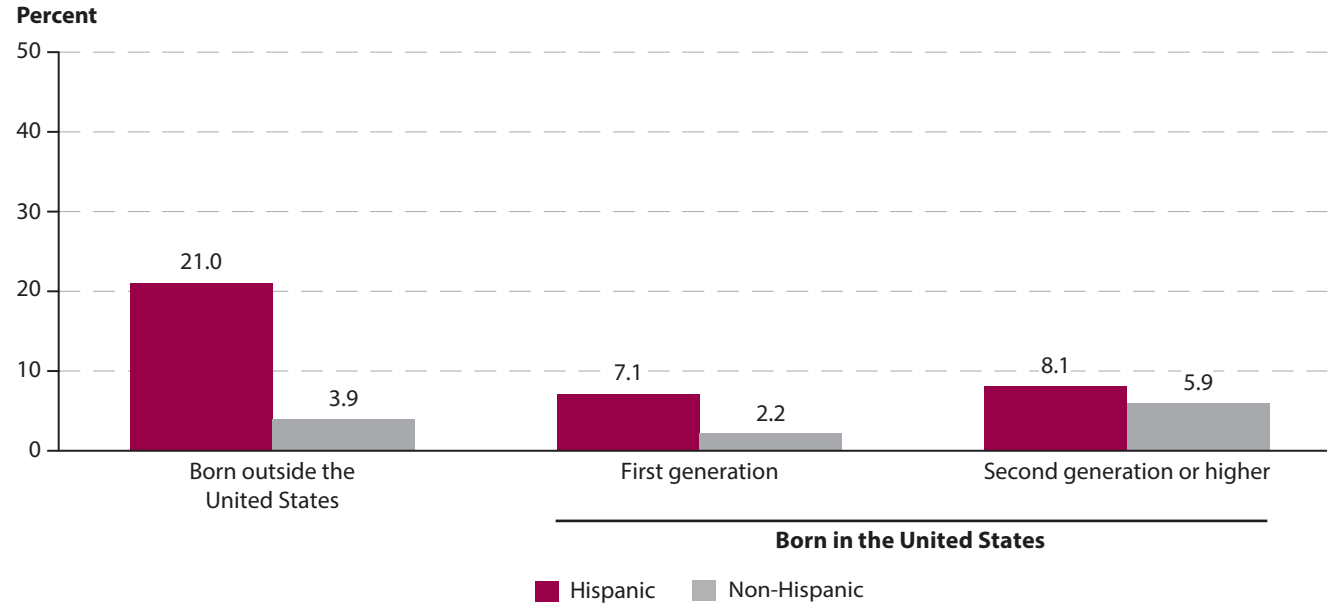
Status dropout rates by family income quarter

In 2014, 16- to 24-year-olds from the lowest family income quarter had higher status dropout rates (11.6 percent) than their peers from the highest income quarter (2.8 percent; figure 2.1 and table 2.3). Between 1975 and 2014, the status dropout rate fell for individuals from all family income quarters, and the gap between the highest and lowest quarters narrowed from 23.8 percentage points in 1975 to 8.8 percentage points in 2014.

Status dropout rates by disability status

The status dropout rate of 16- to 24-year-olds with disabilities in 2014 (13.9 percent) was higher than the rate for their peers without disabilities that year (6.2 percent; figure 2.1 and table 2.1).

Figure 2.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by recency of immigration and ethnicity: October 2014



NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. The United States includes the 50 states and the District of Columbia. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. See table 2.1.

Status dropout rates by recency of immigration

In 2014, some 21.0 percent of Hispanic 16- to 24-year-olds born outside the United States were status dropouts (figure 2.3). Hispanics born in the United States had lower status dropout rates than Hispanics born outside the United States (7.1 percent for first-generation Hispanics and 8.1 percent for Hispanics who were second generation or higher).[2] Hispanics born outside the United States had higher status dropout rates than their non-Hispanic peers (21.0 percent vs. 3.9 percent), and first-generation Hispanics had higher status dropout rates than first-generation non-Hispanics (7.1 percent vs. 2.2 percent). However, the status dropout rate for Hispanics who were second generation or higher was not measurably different from the rate for non-Hispanics who were second generation or higher. The 2014 status dropout rate for non-Hispanics who were second generation or higher (5.9 percent) was higher than both the rate for non-Hispanics born outside the United States (3.9 percent) and the rate for first generation non-Hispanics (2.2 percent).

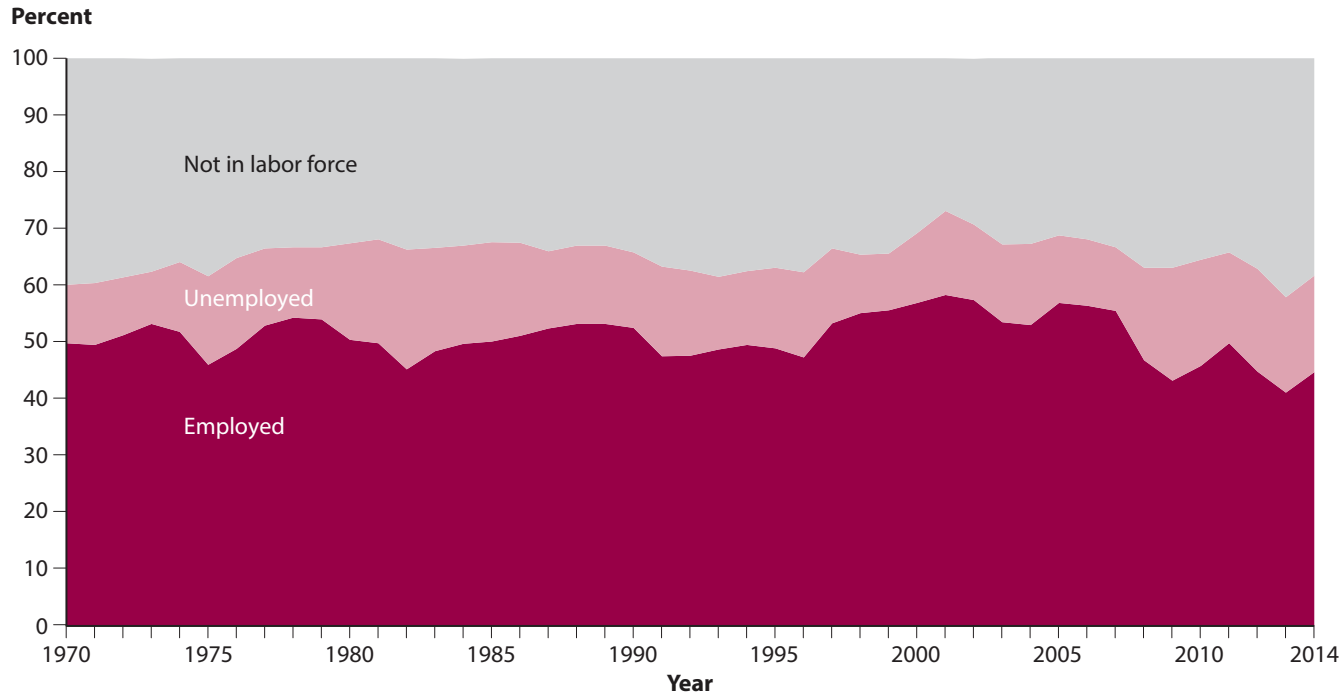
Status dropout rates by age

In 2014, status dropout rates for 16- and 17-year-olds (5.2 percent each) were lower than the rate for 20- to 24-year-olds (6.8 percent; table 2.1). The status dropout rates for 18- and 19-year-olds (7.0 percent and 7.2 percent, respectively) were not measurably different from the rate for 20- to 24-year-olds.

Status dropout rates by region

Status dropout rates in the United States varied by geographic region. In 2014, the rates for 16- to 24-year-olds in the Northeast (5.3 percent) and Midwest (5.4 percent) were lower than the rate for their counterparts in the South (7.6 percent; table 2.1). The status dropout rate for those in the West (6.8 percent) was not measurably different from the rate for those in any other region.

Figure 2.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by labor force status: October 1970 through 2014



NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population. The rates reported in this figure are not the same as offical unemployment rates released by Bureau of Labor Statistics.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2014. See table 2.3.

Distribution of status dropouts, by labor force status

Among 16- to 24-year-olds who were status dropouts in 2014, 44.7 percent were employed, 17.0 percent were unemployed, and 38.3 percent were not in the labor force (figure 2.4 and table 2.3). These percentages are not comparable to unemployment rates produced by the Bureau of Labor Statistics, which exclude individuals who were not in the labor force. Between 2004 and 2014, the percentage of status dropouts who were employed fell from 53.0 percent to 44.7 percent.

Distribution of status dropouts, by years of school completed

In 2014, some 15.0 percent of status dropouts had completed fewer than 9 years of school, 13.7 percent had completed 9 years, 21.3 percent had completed 10 years, and about half (50.0 percent) had completed 11 or 12 years (table 2.3). Between 1974 and 2014, the percentage of status dropouts who had completed fewer than 9 years of school declined by approximately 10 percentage points, while the percentage of status dropouts who had completed 11 or 12 years increased by approximately 24 percentage points.

Endnotes

[1] While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is limited as an indicator of the performance of schools because it includes those who never attended school in the United States.
[2] The following recency of immigration categories are used in this analysis: (1) individuals born outside the United States; (2) first-generation individuals (those who were born in the United States but have at least one parent born outside the United States); and (3) individuals who are second generation or higher (those who were born in the United States and whose parents were both born in the United States).

Indicator 3:

ACS STATUS DROPOUT RATE

6.3% (2014)

Source: American Community Survey

This indicator presents status dropout rates based on data from the American Community Survey (ACS). The status dropout rates discussed here differ from the status dropout rates discussed in indicator 2, which are based on data from the Current Population Survey (CPS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends for the civilian, noninstitutionalized population. ACS data are available only for more recent years, but cover a broader population. In addition to the civilian, noninstitutionalized population covered by CPS, the ACS also includes the active duty military population and individuals residing in institutionalized group quarters (such as correctional or nursing facilities). The ACS has a larger number of respondents than the CPS; the larger number of respondents allows for comparisons of status dropout rates among smaller population subgroups.

ACS Status Dropout Rate

Definition: The percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school diploma or alternative credential.

Population: 16- to 24-year-olds residing in the United States regardless of whether they attended public schools, private schools, or schools outside of the United States. Includes those in active duty military service and those living in institutional settings.

Credentials: Recipients of an alternative credential such as a GED are not counted as dropouts.

Data Source: American Community Survey (ACS)

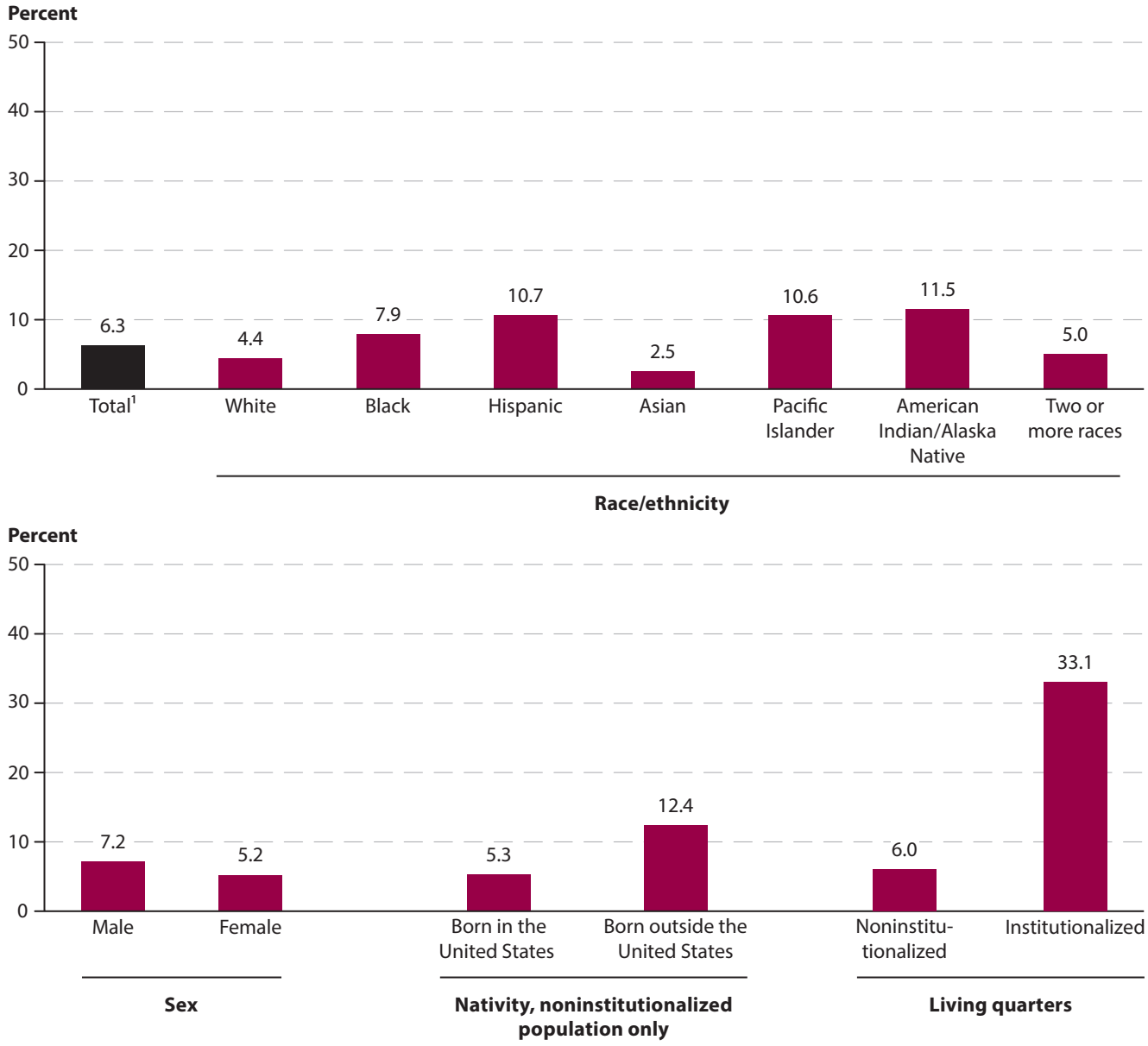
The status dropout rate is the number of 16- to 24-year-olds who are not enrolled in school and have not earned a high school diploma or alternative credential as a percentage of the total number of the 16- to 24-year-old population. The status dropout rate is higher than the event dropout rate (see indicator 1) because the status dropout rate includes all dropouts in a particular age range, regardless of when or where they last attended school, including individuals who may have never attended school in the United States.[1]

Total status dropout rates

In 2014, the ACS status dropout rate for all 16- to 24-year-olds was 6.3 percent (figure 3.1 and table 3.1).

The ACS status dropout rate was 6.0 percent in 2014 for the noninstitutionalized population, which includes individuals living in households and noninstitutional group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. In contrast, the rate was 33.1 percent in 2014 for the institutionalized population, which includes individuals in adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Figure 3.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: 2014



[1] Includes other racial/ethnic categories not separately shown.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Race categories exclude persons of Hispanic ethnicity. United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).

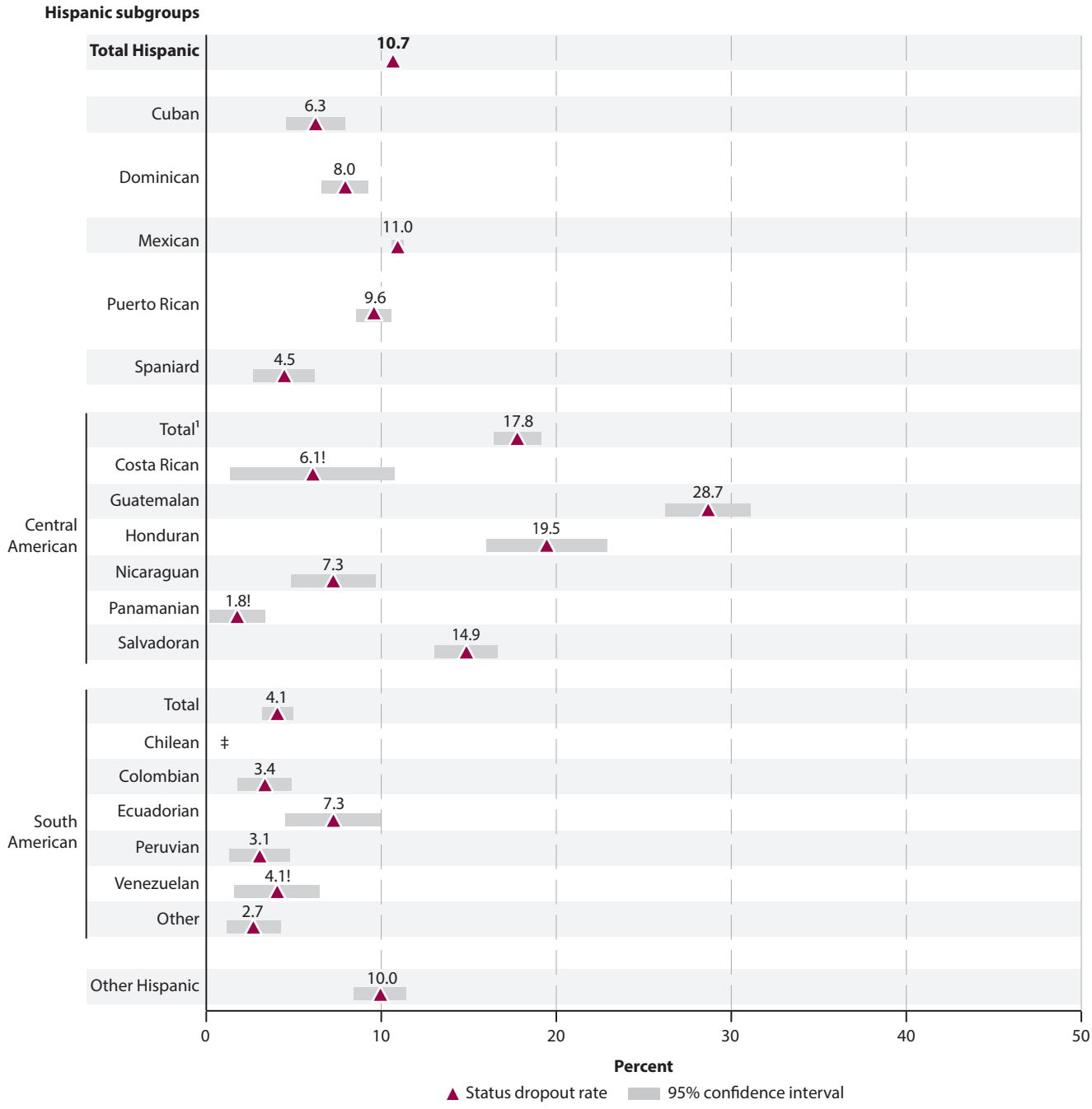
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.1.

Status dropout rates by race/ethnicity

The ACS status dropout rate in 2014 was lower for 16- to 24-year-olds who were Asian (2.5 percent), White (4.4 percent), and of Two or more races (5.0 percent) than for those who were Black (7.9 percent), Pacific Islander (10.6 percent), Hispanic (10.7 percent), and American Indian/Alaska Native (11.5 percent; figure 3.1 and table 3.1). The ACS status dropout rate for Asian individuals was also lower than the rate for those who were White and of Two or more races.

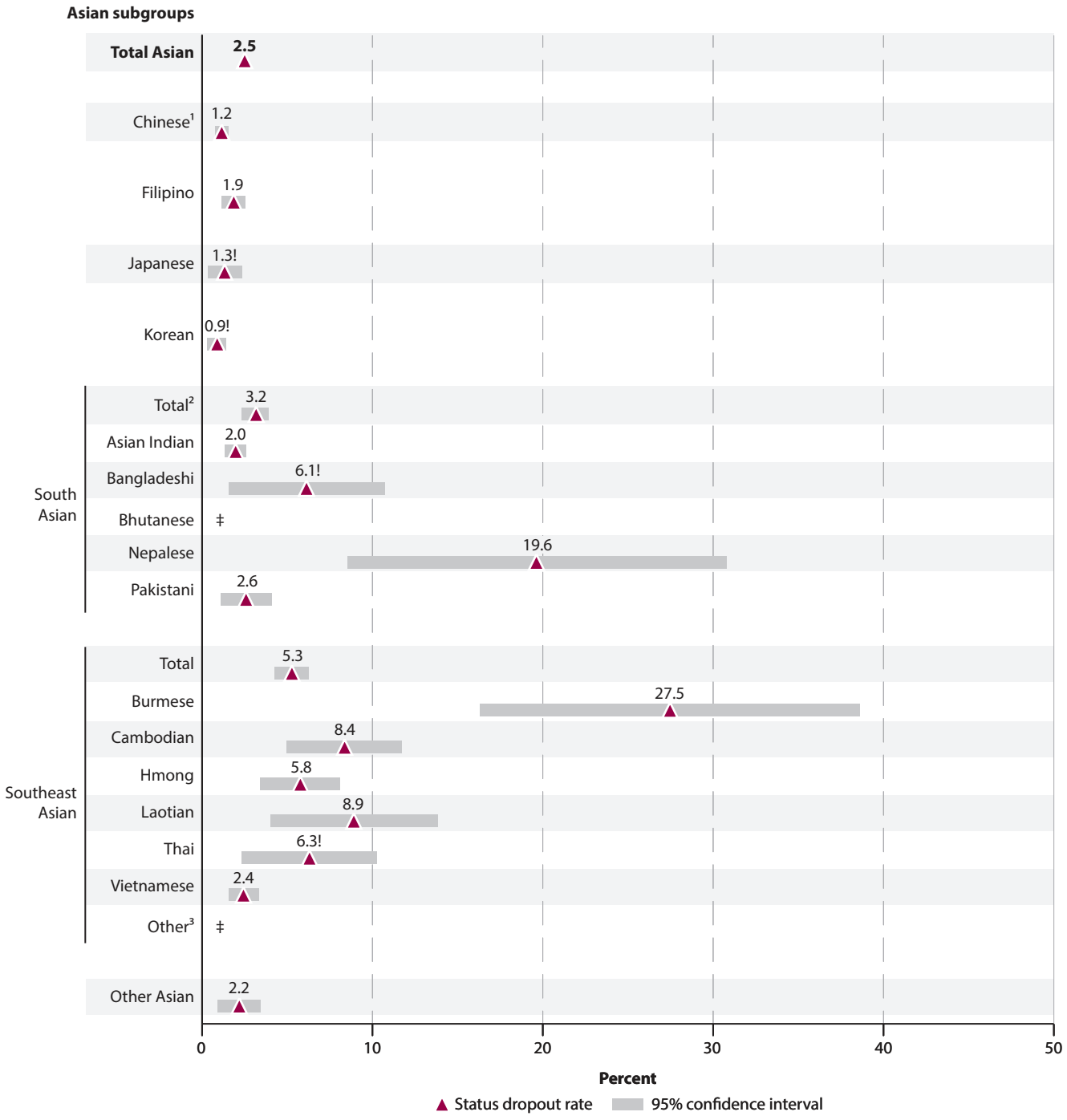
Among 16- to 24-year-olds who were White, Black, Hispanic, and of Two or more races, status dropout rates were higher for those in institutional settings than for those in noninstitutionalized settings. The status dropout rate for institutionalized individuals ranged from 20.8 percent for individuals of Two or more races to 39.2 percent for Black individuals (table 3.1). In contrast, the status dropout rate for the noninstitutionalized population ranged from 2.5 percent for Asian individuals to 11.3 percent for American Indian/Alaska Native individuals.

Figure 3.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Hispanic subgroups: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes other Central American subgroups not shown separately.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.1.

Figure 3.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Asian subgroups: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Includes Taiwanese.
[2] In addition to the subgroups shown, also includes Sri Lankan.
[3] Consists of Indonesian and Malaysian.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.1.

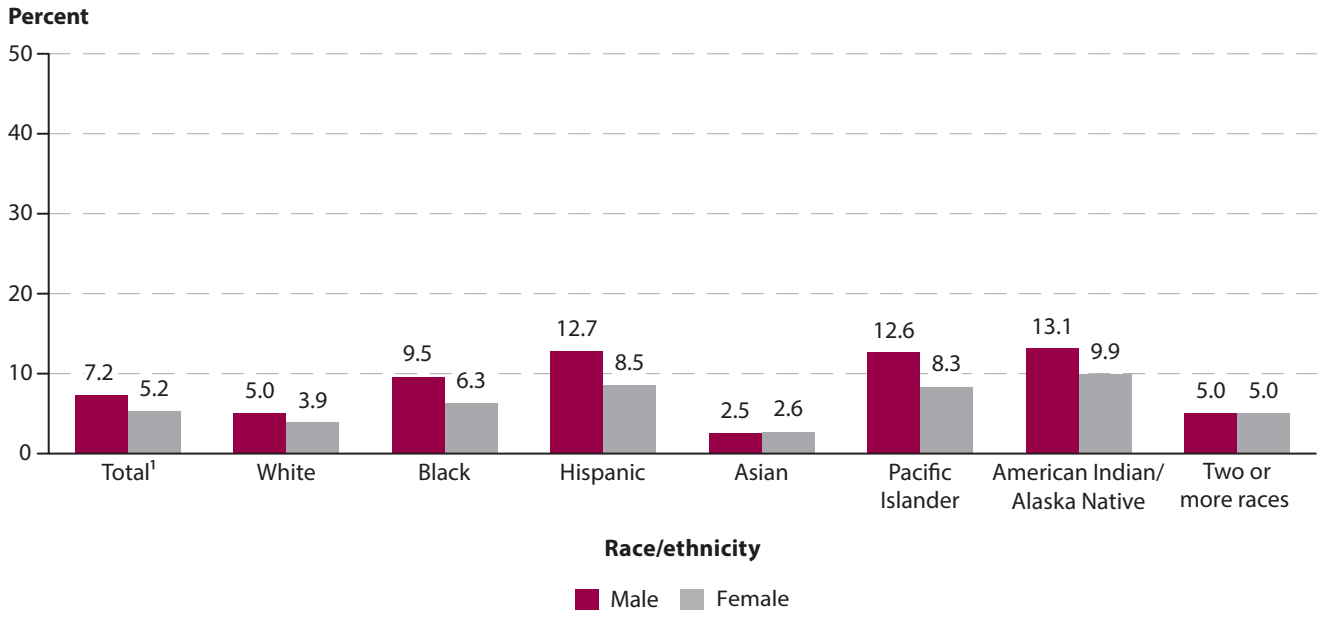
Status dropout rates by Hispanic and Asian subgroups

While this indicator presents overall high school status dropout rates for Hispanic and Asian 16- to 24-year-olds, there is much diversity within each of these groups. The ACS has data available on the status dropout rates for many specific Asian and Hispanic subgroups, including, for example, Mexican, Puerto Rican, Chinese, and Vietnamese. ACS data were not collected for White or Black subgroups.

In 2014, the total status dropout rate for Hispanics was 10.7 percent, while status dropout rates by Hispanic subgroup varied considerably (figure 3.2 and table 3.1). Status dropout rates for individuals of Guatemalan (28.7 percent), Honduran (19.5 percent), and Salvadoran (14.9 percent) descent were higher than the total status dropout rate for all Hispanics (10.7 percent). The Mexican (11.0 percent) and Costa Rican (6.1 percent) status dropout rates were not measurably different from the total Hispanic rate, and the rates for the remaining Hispanic subgroups were lower than the total Hispanic rate. For example, the status dropout rate was 9.6 percent for Puerto Ricans and 8.0 percent for Dominicans.

Comparisons of the status dropout rates of Asian subgroups can also be made using ACS data. The total high school status dropout rate for Asian 16- to 24-year-olds was 2.5 percent in 2014. Five Asian subgroups had status dropout rates that were higher than the total Asian rate: Burmese (27.5 percent), Nepalese (19.6 percent), Laotian (8.9 percent), Cambodian (8.4 percent), and Hmong (5.8 percent; figure 3.3 and table 3.1). Status dropout rates for individuals of Japanese (1.3 percent), Chinese[2] (1.2 percent), and Korean (0.9 percent) descent were lower than the total Asian rate. Status dropout rates for the remaining Asian subgroups were not measurably different from the total Asian rate.

Figure 3.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and sex: 2014



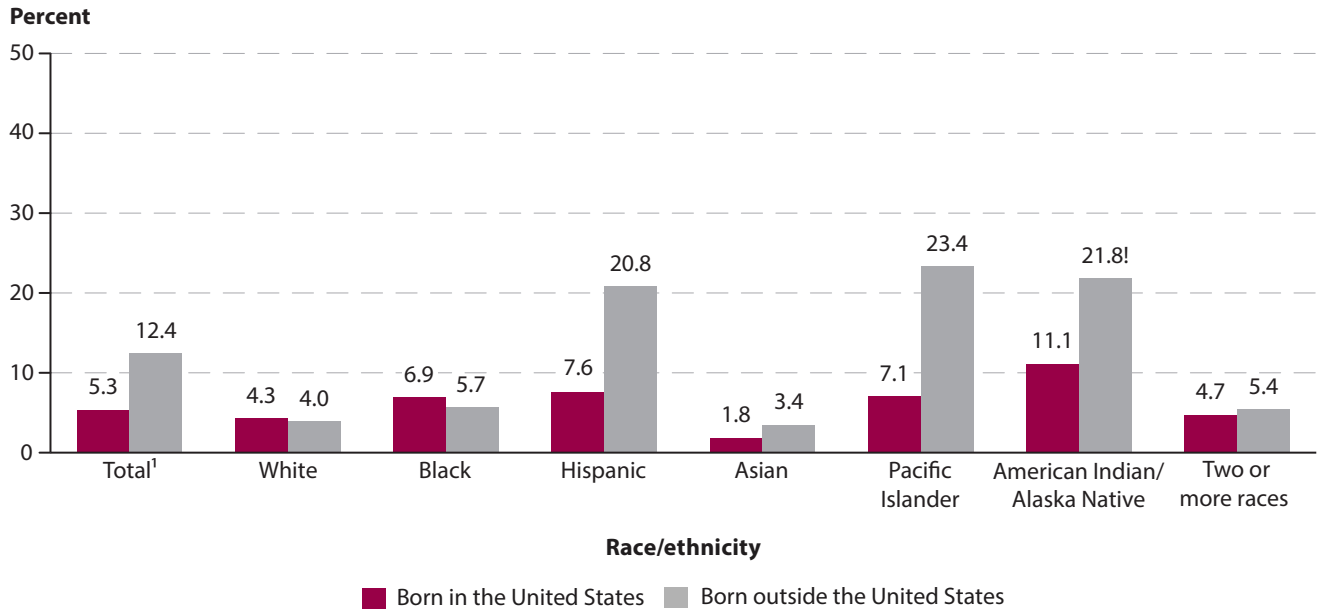
[1] Includes other racial/ethnic categories not separately shown.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.1.

Status dropout rates by sex

In 2014, the ACS status dropout rate for female 16- to 24-year-olds (5.2 percent) was lower than the rate for their male peers (7.2 percent; figure 3.1 and table 3.1).

For White, Black, Hispanic, and American Indian/Alaska Native 16- to 24-year-olds, ACS status dropout rates were higher for males than for females (figure 3.4 and table 3.1). Among these groups, the male-female gap in status dropout rates ranged from 1.1 percentage points for White 16- to 24-year-olds to 4.2 percentage points for Hispanic 16- to 24-year-olds. There were no measurable differences in the status dropout rates by sex for Asians, Pacific Islanders, and individuals of Two or more races.

Figure 3.5. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and nativity: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Includes other racial/ethnic categories not separately shown.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Race categories exclude persons of Hispanic ethnicity. United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Data are based on sample surveys of persons living in households and noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.1.

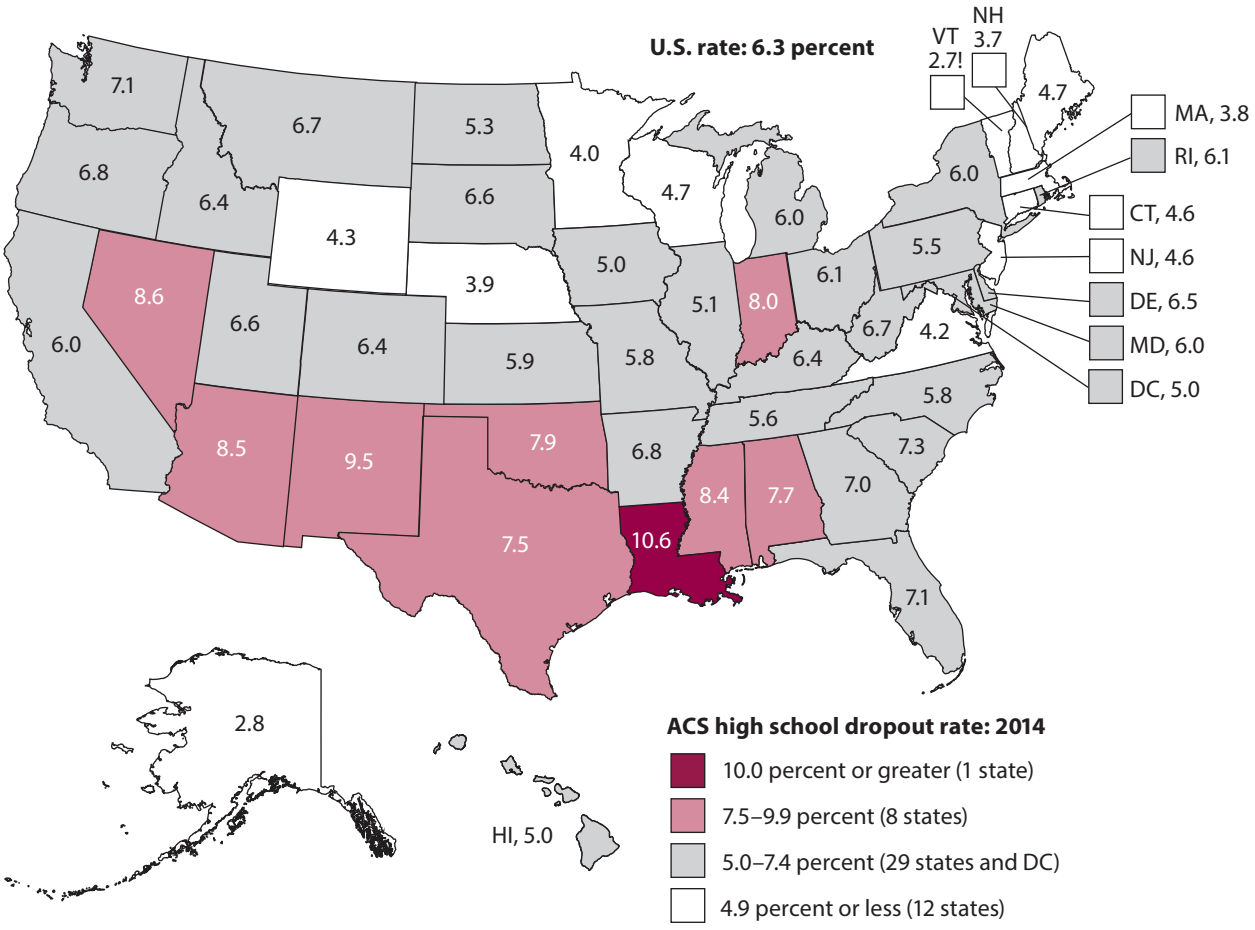
Status dropout rates by nativity

Data from the ACS also enable comparisons of status dropout rates between U.S.-born and foreign-born individuals in the noninstitutionalized population. Overall, the status dropout rate was lower for U.S.-born 16- to 24-year-olds (5.3 percent) than for their foreign-born peers (12.4 percent; figure 3.5 and table 3.1). This pattern varied by racial/ethnic group. U.S.-born Hispanic, Asian, and Pacific Islander 16- to 24-year-olds had lower status dropout rates than their foreign-born counterparts. The status dropout rates for U.S.-born 16- to 24-year-olds who were White, Black, and of Two or more races were not measurably different from the rates for their foreign-born counterparts. Among all racial/ethnic groups, the largest differences in status dropout rates by nativity in 2014 were observed for Pacific Islander (16.4 percentage points) and Hispanic 16- to 24-year-olds (13.2 percentage points). U.S.-born Pacific Islander and Hispanic 16- to 24-year-olds had status dropout rates of 7.1 percent and 7.6 percent, respectively, and foreign-born Pacific Islander and Hispanic 16- to 24-year-olds had status dropout rates of 23.4 percent and 20.8 percent, respectively.

Status dropout rates by age

Among 16- to 24-year-olds in 2014, ACS status dropout rates were higher for older individuals than for younger individuals. For instance, status dropout rates ranged from 2.2 percent for 16-year-olds to 7.9 percent for 20- to 24-year-olds (table 3.1).

Figure 3.6. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by state: 2014



States with status dropout rates that are:

Lower than the U.S. rate	Not measurably different from the U.S. rate	Higher than the U.S. rate
AK, CT, IL, IA, ME, MA, MN, NE, NH, NJ, PA, VT, VA, WI	AR, CA, CO, DC, DE, HI, ID, KS, KY, MD, MI, MO, MT, NY, NC, ND, OH, OR, RI, SD, TN, UT, WA, WV, WY	AL, AZ, FL, GA, IN, LA, MS, NV, NM, OK, SC, TX

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.2.

Status dropout rates by state

The ACS can also be used to calculate status dropout rates for 16- to 24-year-olds in each state. The ACS status dropout rates in 2014 ranged from 2.7 percent in Vermont to 10.6 percent in Louisiana (figure 3.6 and table 3.2). In all, there were 12 states, most of them located in the South that had higher status dropout rates than the national average for 16- to 24-year-olds (6.3 percent). Fourteen states had ACS status dropout rates lower than the national average. The remaining 24 states and the District of Columbia had status dropout rates that were not measurably different from the national average. (See figure 3.6 for a complete listing of the status dropout rates for the 50 states and the District of Columbia.)

White-Black status dropout rate gaps by state

In 2014, the national status dropout rate for White 16- to 24-year-olds was 3.5 percentage points lower than the rate for their Black peers (table 3.2). In total, 22 states had statistically significant White-Black gaps, and in each of these states the White status dropout rate was lower than the Black status dropout rate (figure 3.7). Among these 22 states, the White-Black gap ranged from 2.5 percentage points in Pennsylvania to 6.6 percentage points in Wisconsin. In 14 states there was no measurable difference between the status dropout rates of White and Black 16- to 24-year-olds. Reliable estimates for one or both subgroups were unavailable for the remaining 14 states and the District of Columbia. (See figure 3.7 for a complete listing of all states.)

Figure 3.7. Status dropout rate gaps between White and Black 16- to 24-year-olds and between White and Hispanic 16- to 24-year-olds, by state: 2014

	States in which the status dropout rate for **Black 16- to 24-year-olds** is…	States in which the status dropout rate for **Hispanic 16- to 24-year-olds** is…
…**higher** than the status dropout rate for White 16- to 24-year-olds	AZ, CA, CT, FL, GA, IL, IN, KS, LA, MD, MA, MI, MS, MO, NJ, NY, OH, PA, SC, TN, VA, WI	AZ, AR, CA, CO, CT, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, MD, MA, MI, MN, MS, MO, NE, NV, NJ, NY, NC, OH, OK, OR, PA, RI, TN, TX, UT, VA, WA, WI
…**not measurably different** from the status dropout rate for White 16- to 24-year-olds	AL, AR, CO, DE, IA, KY, MN, NE, NV, NC, OK, OR, TX, WA	AL, DE, MT, NH, NM, SC, SD, WY
…**lower** than the status dropout rate for White 16- to 24-year-olds	†	†
Data not available/reporting standards not met	AK, DC, HI, ID, ME, MT, NH, NM, ND, RI, SD, UT, VT, WV, WY	AK, DC, ME, ND, VT, WV

† Not applicable.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless), and institutionalized group quarters (such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See table 3.2.

White-Hispanic status dropout rate gaps by state

In 2014, the national status dropout rate for White 16- to 24-year-olds was 6.3 percentage points lower than the rate for their Hispanic peers (table 3.2). In total, 37 states had statistically significant White-Hispanic gaps, and in each of these states the White status dropout rate was lower than the Hispanic status dropout rate (figure 3.7). Among these 37 states, the White-Hispanic gap ranged from 4.1 percentage points in Missouri to 17.4 percentage points in Mississippi. In 8 states, there were no measurable differences between the status dropout rates of White and Hispanic 16- to 24-year-olds. Reliable estimates for one or both subgroups were unavailable for the remaining 5 states and the District of Columbia. (See figure 3.7 for a complete listing of all states.)

Endnotes

[1] While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is limited as an indicator of the performance of U.S. schools because it includes individuals who never attended school in the United States.
[2] Includes Taiwanese.

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Indicator 4:

STATUS COMPLETION RATE

92.4% (2014)

Source: Current Population Survey

Data from the Current Population Survey (CPS) can be used to calculate the status completion rate, the percentage of 18- to 24-year-olds not enrolled in high school (also referred to as "young adults" in this indicator) who hold a high school diploma or alternative credential. This rate includes all civilian, noninstitutionalized individuals 18 to 24 years old who have completed a high school level of educational attainment, including individuals who completed their education outside of the United States. While the graduation rates in indicators 5 and 6 focus on a particular cohort of students in the U.S. secondary school system who graduated with a high school diploma, the status completion rate describes the educational attainment of individuals in a given age range. Moreover, the status completion rate counts both high school diploma recipients and alternative credential recipients as high school completers.

The status completion rate is not the opposite of the status dropout rate, and the two rates do not add up to 100 percent. The rates are based on different age ranges: the status dropout rate is reported for 16- to 24-year-olds, and the status completion rate is reported for 18- to 24-year-olds. The denominator of the status completion rate excludes current high school students, whereas the denominator of the status dropout rate includes high school students.

Total status completion rates

Of the 28.4 million 18- to 24-year-olds who were not enrolled in high school in October 2014, approximately 26.3 million (92.4 percent) held a high school diploma or alternative credential (figure 4.1 and table 4.1). Over the 40-year period from 1974 to 2014, the status completion rate increased from 83.6 percent to 92.4 percent (figure 4.2 and table 4.2). The status completion rate showed no clear trend from 1974 to 1980, increased during the 1980s, fluctuated again during the 1990s, and then rose from 86.5 percent in 2000 to 92.4 percent in 2014.

Status Completion Rate

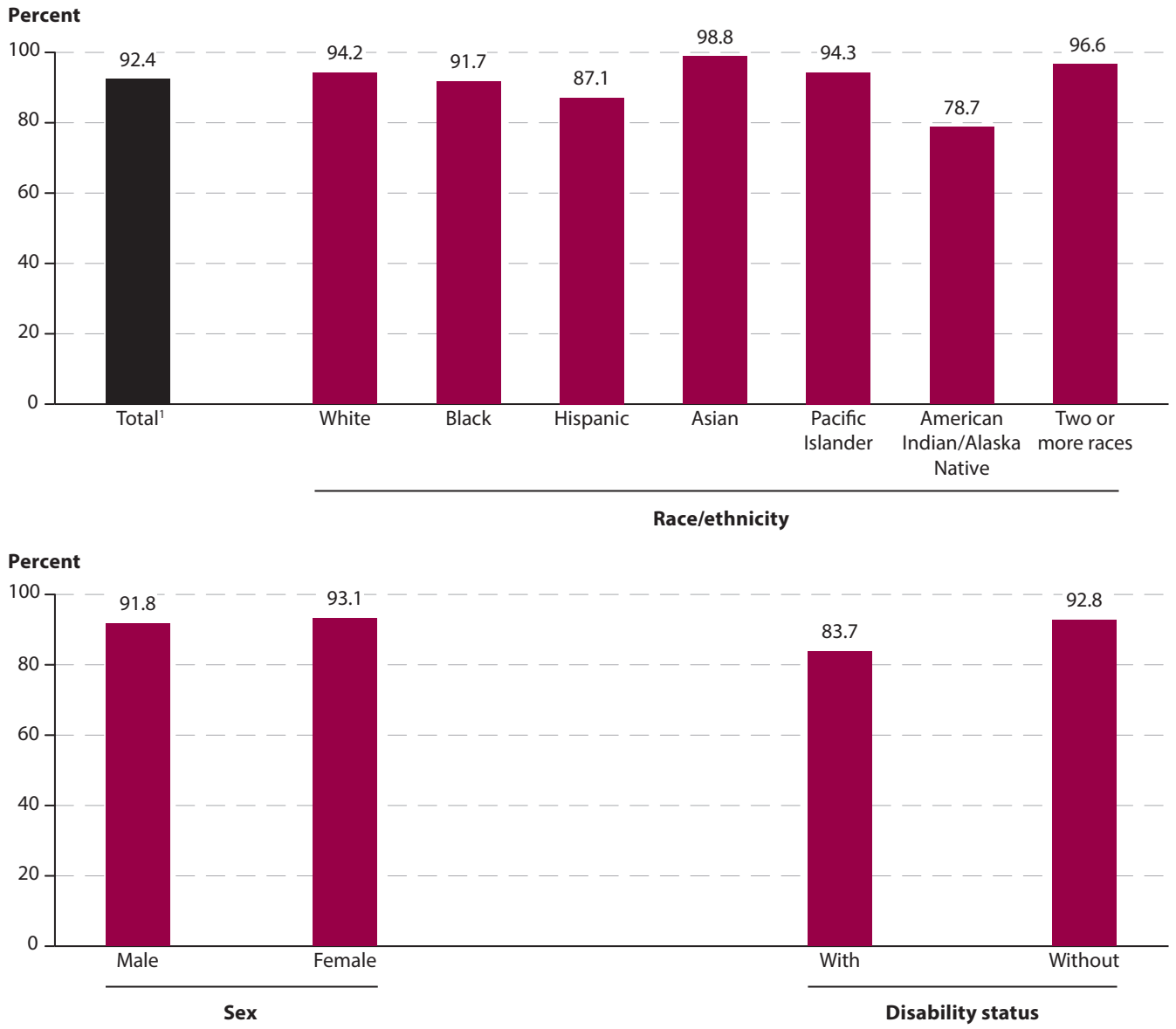
Definition: Among 18- to 24-year-olds who are not enrolled in high school or a lower education level, the percentage who hold a high school diploma or alternative credential.

Population: Civilian, noninstitutionalized 18- to 24-year-olds, including those who attended public schools, private schools, or schools outside of the United States.

Credentials: A high school diploma or an alternative credential, such as a GED.

Data Source: Current Population Survey (CPS)

Figure 4.1. Status completion rates of 18- to 24-year-olds, by race/ethnicity, sex, and disability status: October 2014

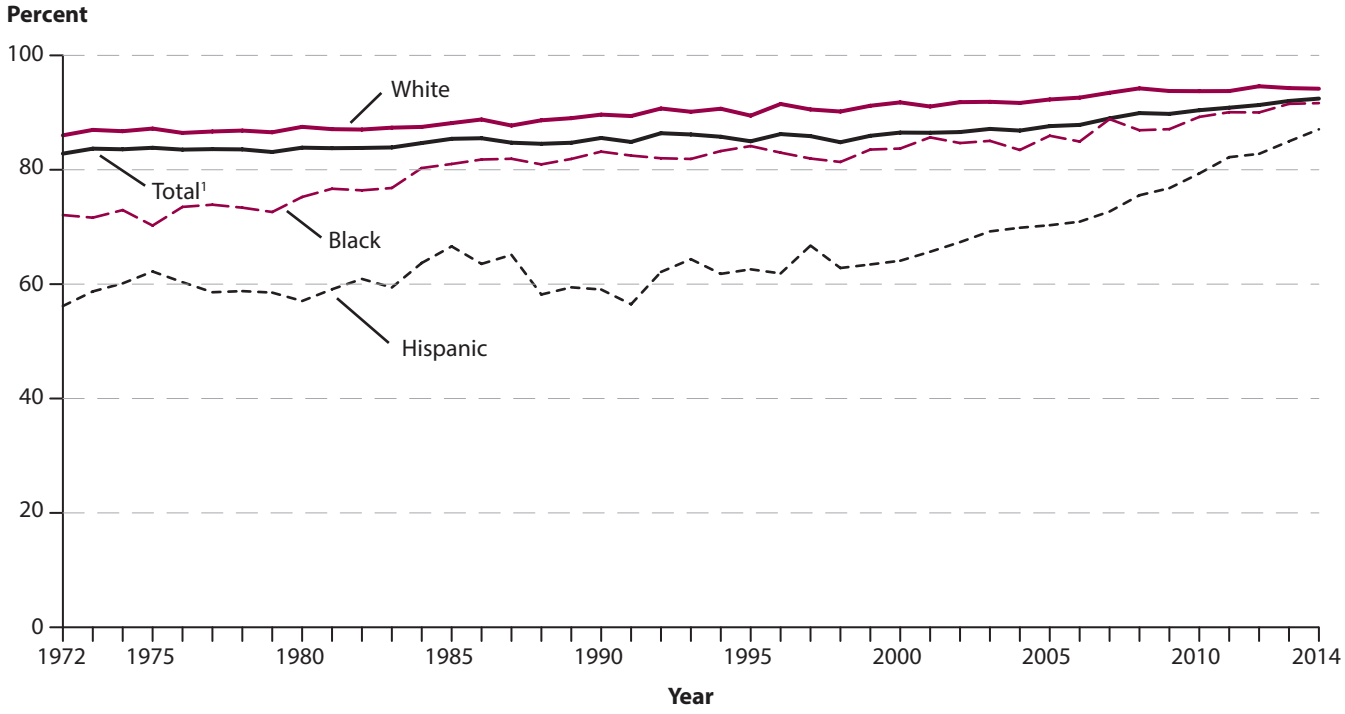


[1] Includes other racial/ethnic categories not separately shown.
NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. Race categories exclude persons of Hispanic ethnicity. Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. See table 4.1.

Status completion rates by race/ethnicity

In 2014, the status completion rates for White (94.2 percent) and Asian (98.8 percent) young adults were higher than the rates for Black (91.7 percent) and Hispanic (87.1 percent) young adults (figure 4.1 and table 4.1). In addition, the Black status completion rate was higher than the Hispanic rate. The status completion rate for American Indian/Alaska Native young adults (78.7 percent) was not measurably different from the Hispanic rate, but it was lower than the rates for young adults in all other racial/ethnic groups.

Figure 4.2 Status completion rates of 18- to 24-year-olds, by race/ethnicity: October 1972 through 2014



[1] Includes other racial/ethnic categories not separately shown.
NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2014. See table 4.2.

Between 1974 and 2014, status completion rates for White, Black, and Hispanic 18- to 24-year-olds all exhibited an upward trend (figure 4.2 and table 4.2). Over the past 40 years, the White status completion rate was consistently higher than the Black and Hispanic rates, and the Black status completion rate was consistently higher than the Hispanic rate. The White-Black gap in status completion rates narrowed from 13.8 percentage points in 1974 to 6.5 percentage points in 1990, showed no measurable change from 1990 to 2000, and fell again from 8.1 percentage points in 2000 to 2.5 percentage points in 2014 (table 4.2). The White-Hispanic gap in status completion rates showed no clear trend between 1974 and 2000, but fell from 27.7 percentage points in 2000 to 7.1 percentage points in 2014. The status completion rate gaps between Black and Hispanic students widened from 12.8 percent in 1974 to 24.1 percent in 1990, showed no measurable change from 1990 to 2000, and narrowed from 19.6 percent in 2000 to 4.6 percent in 2014.

Status completion rates by sex

Between 1974 and 2014, the status completion rate for male 18- to 24-year-olds increased from 83.4 percent to 91.8 percent (table 4.2). The female status completion rate also increased, from 83.8 percent in 1974 to 93.1 percent in 2014. In 2014, the status completion rate was higher for female 18- to 24-year-olds (93.1 percent) than for their male peers (91.8 percent; figure 4.1).

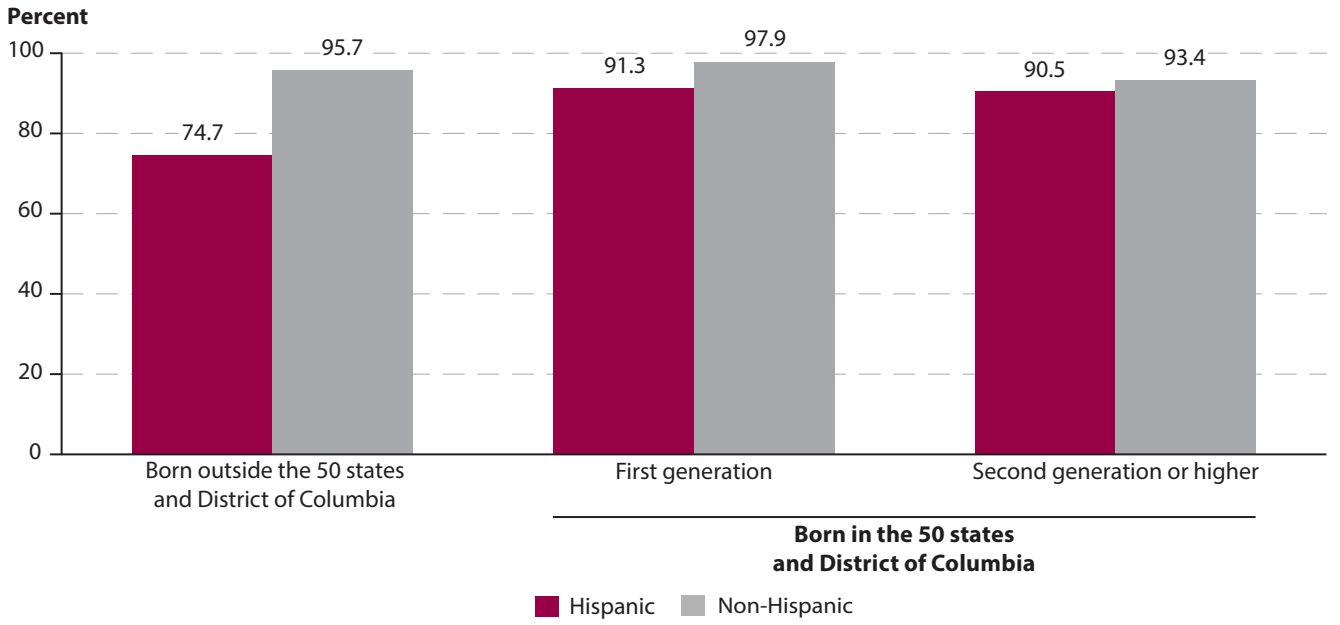
Status completion rates by race/ethnicity and sex

There was no measurable difference between male and female status completion rates within each of the racial/ethnic groups measured in 2014 (table 4.1).

Status completion rate by disability status

In 2014, the status completion rate for 18- to 24-year-olds with disabilities was lower than that of their peers without disabilities (83.7 and 92.8 percent, respectively; figure 4.1 and table 4.1).

Figure 4.3. Status completion rates of 18- to 24-year-olds, by recency of immigration and ethnicity: October 2014



NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. The United States includes the 50 states and the District of Columbia. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. See table 4.1.

Status completion rates by recency of immigration

Status completion rates of foreign-born and U.S.-born 18- to 24-year-olds can also be compared.[1] The status completion rate for foreign-born Hispanic young adults was 74.7 percent, which was lower than the rate for those who were first generation (91.3 percent) as well as lower than the rate for those who were second generation or higher (90.5 percent; figure 4.3 and table 4.1). The status completion rate for first-generation Hispanic young adults was not measurably different from the rate for Hispanic young adults who were second generation or higher.

Status completion rates for non-Hispanic young adults also varied by recency of immigration. Non-Hispanic young adults who were second generation or higher had a lower status completion rate (93.4 percent) than those who were foreign born (95.7 percent) as well as those who were first generation (97.9 percent). There was no measurable difference between the status dropout rates for foreign-born and first-generation non-Hispanic young adults.

Among foreign-born and first-generation young adults, status completion rates were lower for Hispanics than for non-Hispanics. Among second-generation young adults, there was no measurable difference in status completion rates between Hispanics and non-Hispanics.

Status completion rates by region

Status completion rates in the United States varied by geographic region. In 2014, young adults in the South had a lower status completion rate (91.2 percent) than their peers in the Northeast (94.3 percent) and Midwest (93.6 percent; table 4.1). In addition, young adults in the West had a lower status completion rate (92.0 percent) than their peers in the Northeast (94.3 percent).

Endnotes

[1] The following recency of immigration categories are used in this analysis: (1) foreign-born individuals; (2) first-generation individuals (those who were born in the United States but have at least one parent born outside the United States); and (3) individuals who are second generation or higher (those who were born in the United States and whose parents were both born in the United States).

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Indicator 5:

ADJUSTED COHORT GRADUATION RATE

82% (2013–14)

Source: ED*Facts*

The adjusted cohort graduation rate (ACGR) provides information about the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th grade for the first time) with a regular diploma.[1] State education agencies (SEAs) calculate the ACGR using detailed data that track each student over time. As a result, the ACGR is considered the most accurate measure available for reporting on-time graduation rates (Seastrom et al. 2006b). However, the ACGR is a relatively new graduation rate measure, and in many states the detailed data required to calculate the ACGR have only become available in recent years.

ACGRs are more comparable across states than the graduation rates previously compiled by the U.S. Department of Education (Stetser et al. 2014). However, there has been some variation in the way that individual states have implemented ACGR requirements.[2] In addition, graduation requirements for obtaining a regular public high school diploma vary across states.

The ACGR is different from the averaged freshman graduation rate (AFGR), presented in indicator 6. The AFGR uses aggregated public school enrollment data and diploma counts to approximate a 4-year graduation rate. The AFGR estimate is not as accurate as the ACGR, but the AFGR can be estimated annually as far back as the 1960s (Seastrom et al. 2006b). The ACGR has only been available nationally since 2010–11.

The ACGR is also different from the high school status completion rate, which is presented in indicator 4. The status completion rate measures the percentage of all 18- to 24-year-olds living in the United States who have a high school credential (a regular high school diploma, an alternative credential, or a GED) obtained from a public or private school or institution, including credentials from foreign schools or institutions. In contrast, the ACGR focuses on regular high school diploma recipients among a single cohort of U.S. public high school students. In addition, the status completion rate is not sensitive to the timing of when students obtained their credentials, while the ACGR counts as graduates only those students who obtain a regular high school diploma within 4 years of starting 9th grade.

Adjusted Cohort Graduation Rate (ACGR)

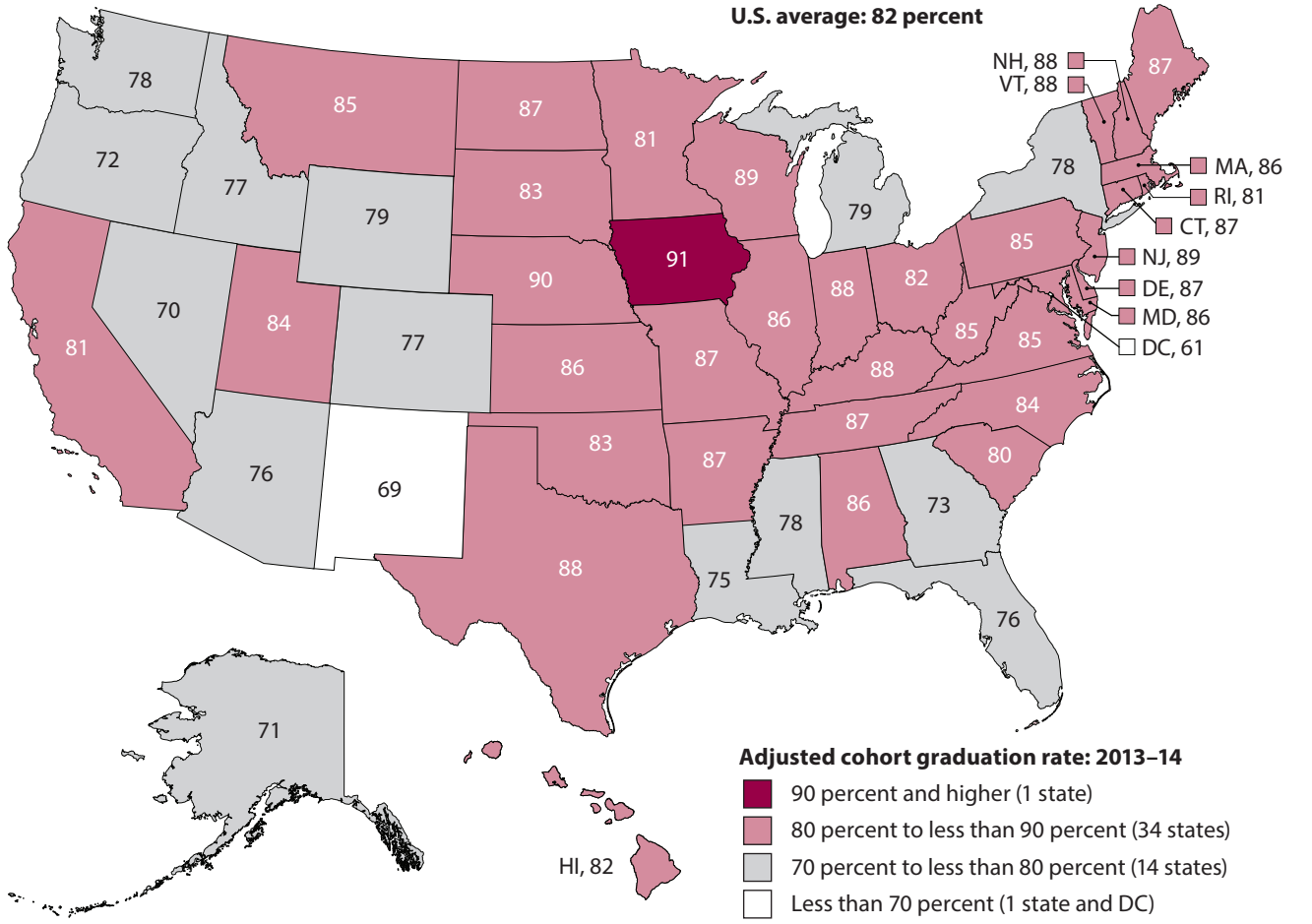
Definition: The percentage of first-time 9th-graders in public high schools who graduate with a regular diploma within 4 years.

Population: Public high school students who form the adjusted cohort for the graduating class (the number of first-time 9th-graders plus students who subsequently transfer in minus students who subsequently transfer out, emigrate, or die during 9th, 10th, 11th, or 12th grade).

Credentials: A regular high school diploma or a diploma that recognizes some higher level of academic achievement.

Data Source: The ACGR is calculated by state education agencies (SEAs) and submitted to the U.S. Department of Education through the ED*Facts* submission system.

Figure 5.1. Adjusted cohort graduation rate (ACGR) of public high school students, by state: 2013–14



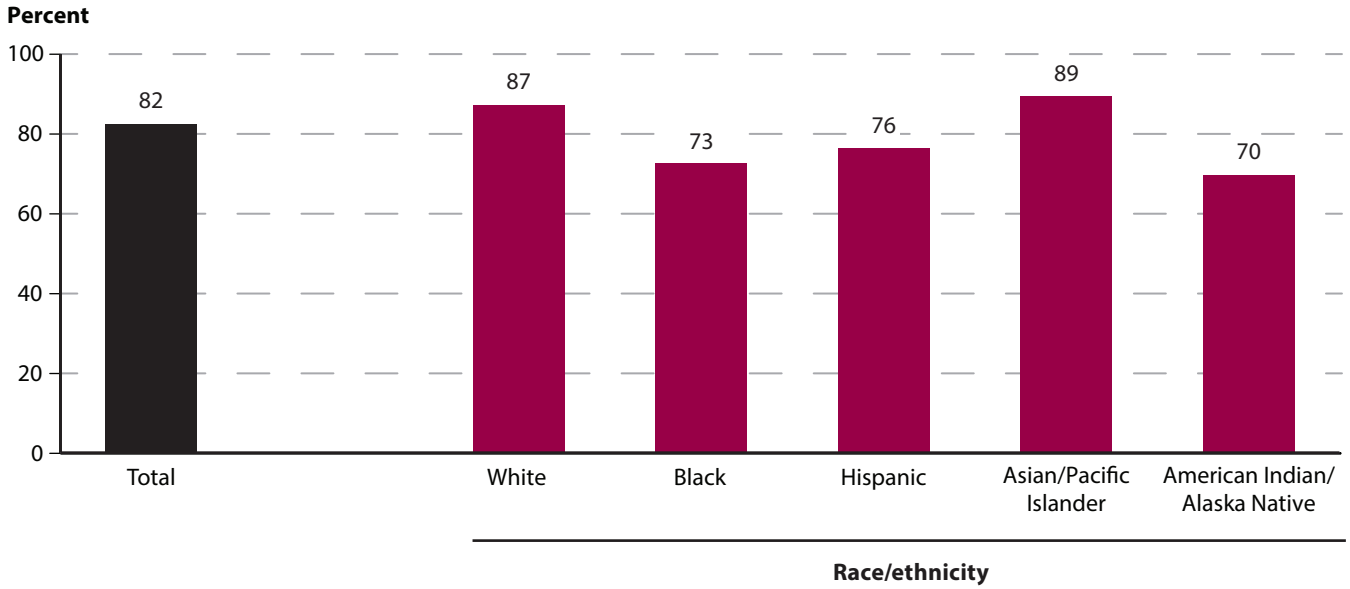
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the U.S. 4-year ACGR estimate. The graduation rates displayed above have been rounded to whole numbers.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2013–14. See table 5.1.

Total ACGR

The estimated national 4-year ACGR for public high school students was 79 percent when it was first collected by the U.S. Department of Education in 2010–11. The rate then increased from 80 percent in 2011–12 to 81 percent in 2012–13 and 82 percent in 2013–14 (figure 5.1 and table 5.1). These rates indicate that approximately 4 out of 5 students receive a regular high school diploma within 4 years of entering 9th grade.

The 2013–14 ACGR ranged from 61 percent in the District of Columbia to 91 percent in Iowa (figure 5.1 and table 5.1). Thirty-five states had rates of 80 percent or higher, as shown in figure 5.1. Only the District of Columbia and New Mexico (with 61 percent and 69 percent, respectively) had rates below 70 percent.

Figure 5.2. Adjusted cohort graduation rate (ACGR) of public high school students, by race/ethnicity: 2013–14



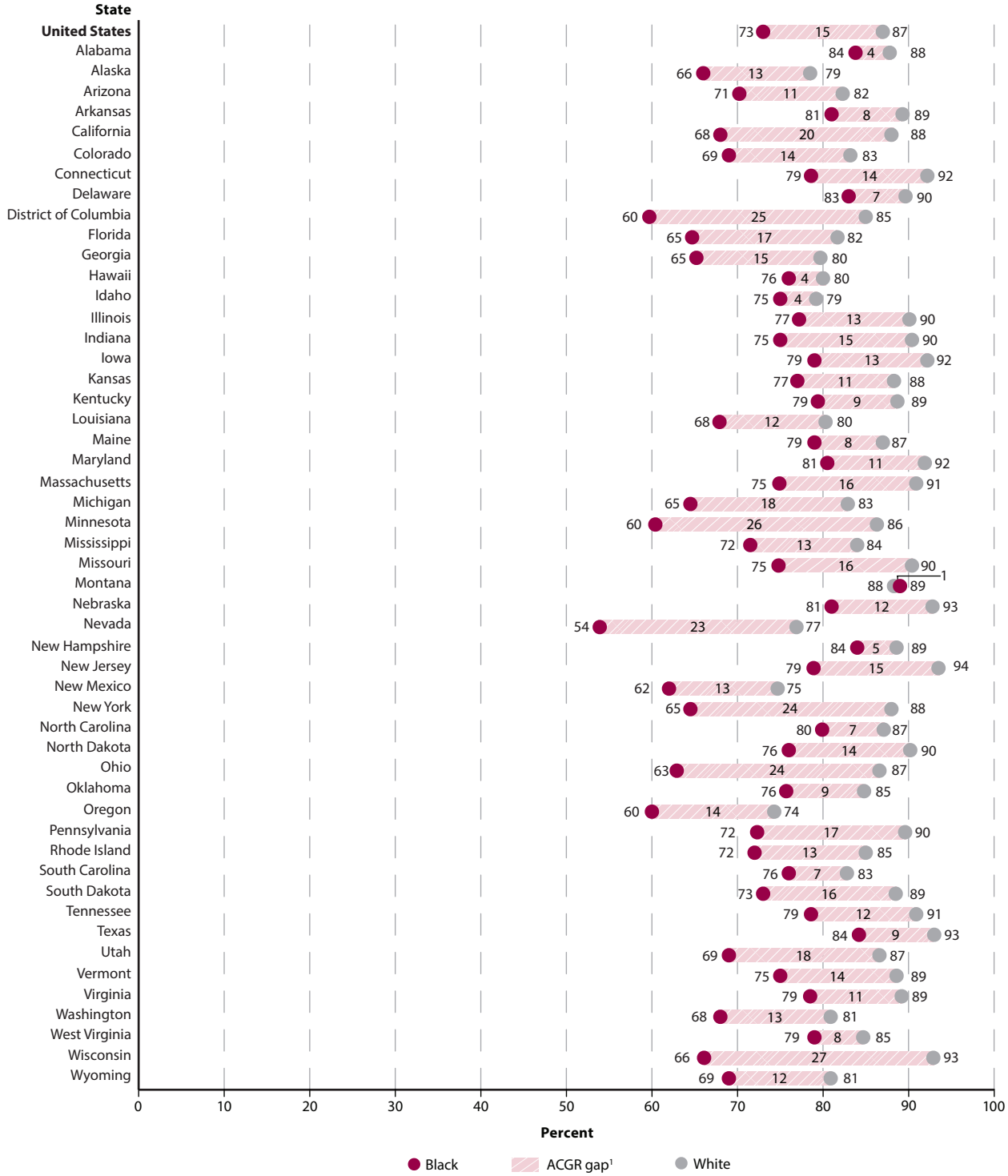
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the U.S. 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2013–14. See table 5.1.

ACGR by race/ethnicity

American Indian/Alaska Native (70 percent), Black (73 percent), and Hispanic (76 percent) students had 4-year ACGRs below the overall national rate of 82 percent in 2013–14. White (87 percent) and Asian/Pacific Islander[3] (89 percent) students had ACGRs above the overall national rate (figure 5.2 and table 5.1).

Across states, ACGRs for White students ranged from 74 percent in Oregon to 94 percent in New Jersey, and were higher than the national average for the whole population (82 percent) in 38 states and the District of Columbia. ACGRs for Black students ranged from 54 percent in Nevada to 89 percent in Montana and were higher than the overall national rate in five states (Delaware, Alabama, New Hampshire, Texas, and Montana). ACGRs for Hispanic students ranged from 63 percent in Minnesota to 89 percent in West Virginia and were higher than the overall national rate in eight states (Nebraska, Indiana, Delaware, Kentucky, Arkansas, Alabama, Texas, and West Virginia). ACGRs for Asian students ranged from 74 percent in Alaska to 96 percent in New Jersey, and were higher than the overall national rate in 45 states.[4] For American Indian/Alaska Native students, ACGRs ranged from 47 percent in South Dakota and Wyoming to 89 percent in Delaware, and were higher than the overall national rate in 12 states[5] (See table 5.1 to compare graduation rates for specific states to the overall national graduation rate.)

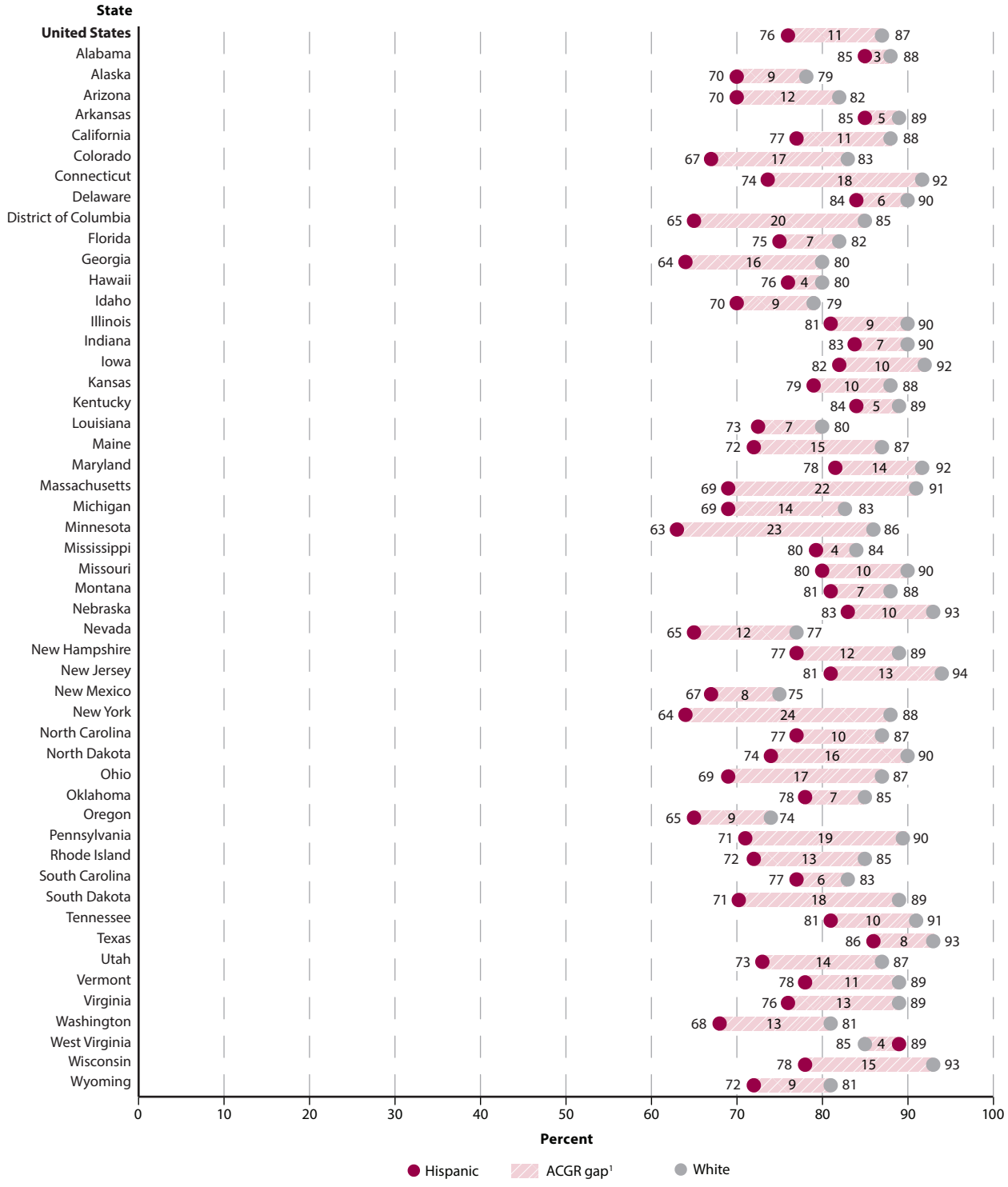
Figure 5.3. Adjusted cohort graduation rate (ACGR) of Black and White public high school students, by state: 2013–14



[1] The graduation rate gaps were calculated using the most precise graduation rates available for public use, which include some rates rounded to one decimal place and some rates rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the U.S. 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2013–14. See table 5.1.

In 2013–14, the national ACGR for White students (87 percent) was 15 percentage points higher than the national ACGR for Black students (73 percent).[6] White public high school students had higher ACGRs than Black public high school students in every state except Montana, where the ACGR was 88 percent for White students and 89 percent for Black students. The White-Black ACGR gap varied across states from 1 percentage point in Montana to 27 percentage points in Wisconsin (figure 5.3).

Figure 5.4. Adjusted cohort graduation rate (ACGR) of Hispanic and White public high school students, by state: 2013–14



[1] The graduation rate gaps were calculated using the most precise graduation rates available for public use, which include some rates rounded to one decimal place and some rates rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. The U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the U.S. 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2013–14. See table 5.1.

Similar ACGR gaps were present between White and Hispanic public high school students. The national ACGR for White students (87 percent) was 11 percentage points higher than the national rate for Hispanic students (76 percent). The rates for White students were higher than the rates for Hispanic students in every state for which data were available except West Virginia, where the rate was 85 percent for White students and 89 percent for Hispanic students. The state having the largest ACGR gap between White and Hispanic students (24 percentage points) was New York, where the rate was 88 percent for White students and 64 percent for Hispanic students (figure 5.4).

ACGR by special populations

The U.S. Department of Education also collects ACGR data for economically disadvantaged students, students with disabilities, and limited-English-proficient students. In 2013–14, the national ACGRs for economically disadvantaged students (75 percent), limited-English-proficient students (63 percent), and students with disabilities (63 percent) were lower than the overall national ACGR of 82 percent (table 5.1).

However, the criteria under which students are counted in these subgroups vary across states. ACGRs for students with disabilities, in particular, vary according to a state's definition of what constitutes a regular high school diploma. ACGRs for economically disadvantaged students ranged from 60 percent in Alaska and the District of Columbia to 85 percent in Texas and Indiana. ACGRs varied even more widely for limited-English-proficient students (ACGRs ranged from 18 percent in Arizona to 89 percent in West Virginia for these students). For students with disabilities, ACGRs ranged from 28 percent in Nevada and Mississippi to 83 percent in Arkansas.

Endnotes

[1] Those students who were awarded a certificate of completion, a GED credential, or other alternate credential are not included as graduates in the ACGR calculations.
[2] Examples of ways in which the calculated ACGR may vary among states include how students are identified for inclusion in certain subgroups; how the beginning of the cohort is defined; and whether summer school students are included.
[3] Reporting practices for data on Asian and Pacific Islander students varied by state. Asian/Pacific Islander data in this indicator represent either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of values reported by the state for separate "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino" groups.
[4] Discussion of ACGRs for Asian/Pacific Islander students excludes the District of Columbia. Data for the District of Columbia were suppressed to protect student privacy.
[5] Discussion of ACGRs for American Indian/Alaska Native students excludes data for three jurisdictions: the District of Columbia, Vermont, and Virginia. Data for the District of Columbia were suppressed to protect student privacy, data for Vermont were displayed as greater than or equal to 50 percent to protect student privacy, and data for Virginia were unavailable.
[6] Percentage point gaps were calculated using the most precise graduation rates available for public use, which include some rates rounded to one decimal place and some rates rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.

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Indicator 6:

AVERAGED FRESHMAN GRADUATION RATE

82% (2012–13)

Source: Common Core of Data

The averaged freshman graduation rate (AFGR) is an estimate of the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th grade) with a regular diploma. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Regular diploma earners are individuals who were 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 met or exceeded the coursework and performance standards for high school graduation established by a state or other relevant authority. Other high school completers (those who were awarded a certificate of completion, a GED, or other alternate credentials) are not included as graduates in the AFGR calculations because they are not considered regular diploma earners.

The AFGR is different from the adjusted cohort graduation rate (ACGR), presented in indicator 5. The AFGR uses aggregate enrollment data and diploma counts to estimate a graduation rate, while the ACGR uses detailed student-level data to track enrollment and completions over time and calculate a precise graduation rate. Although it is less accurate than the ACGR, the AFGR can be estimated historically over a 40-year time span, whereas the student-level records required for the ACGR have become available only in recent years in many states.

Averaged Freshman Graduation Rate

Definition: An estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade.

Population: The incoming class of public high school freshmen, estimated by summing the enrollment in 8th grade in year one, 9th grade for the next year, and 10th grade for the year after, and then dividing by three.

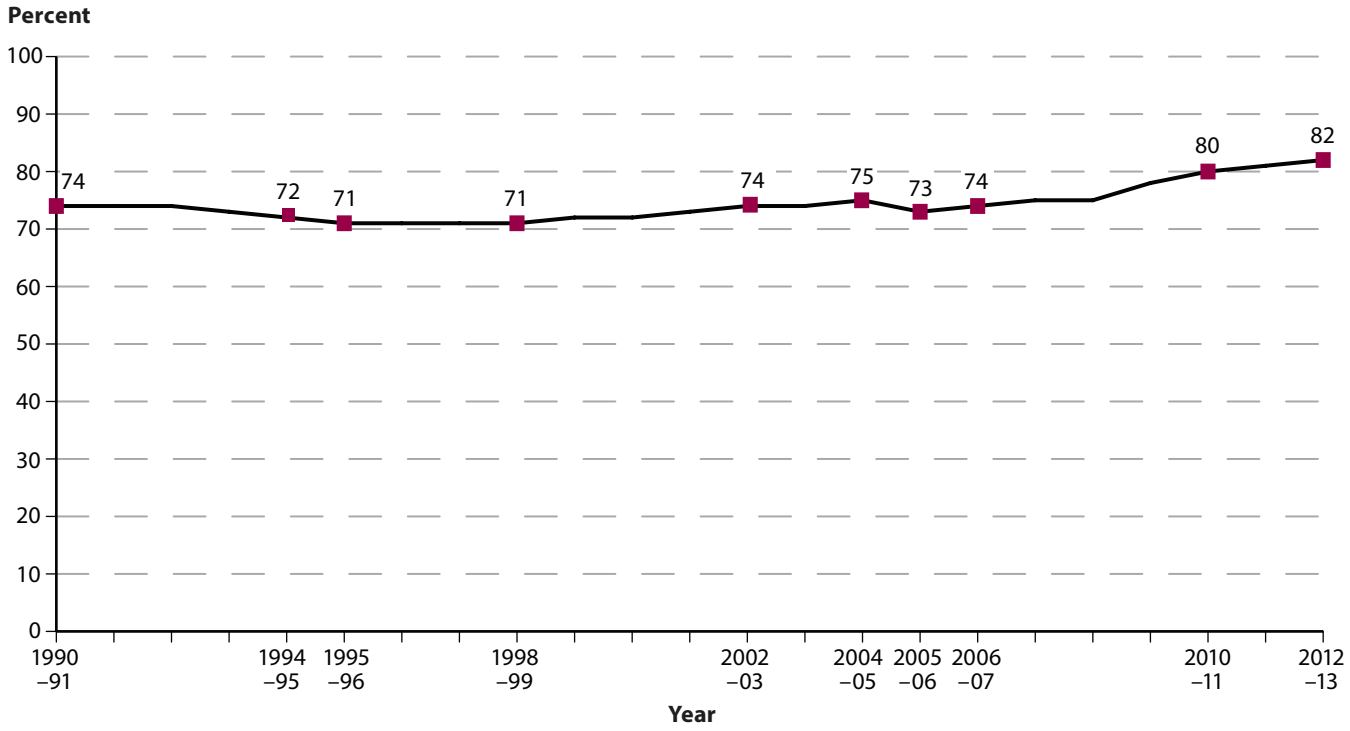
Credentials: A regular high school diploma, or a diploma that recognizes some higher level of academic achievement.

Data Source: Common Core of Data (CCD)

National AFGR

The AFGR decreased from 74 percent in 1990–91 to 71 percent in 1995–96, and then rose from 71 percent in 1998–99 to 75 percent in 2004–05 (figure 6.1).[1] After a brief decline to 73 percent in 2005–06, the AFGR rose steadily to reach 82 percent in 2012–13, the highest rate observed in the years for which the AFGR is available (table 6.1).[2]

Figure 6.1. Averaged freshman graduation rate (AFGR) for public secondary schools in the United States: Selected years, 1990–91 through 2012–13



NOTE: The averaged freshman graduation rate (AFGR) provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering 9th grade. The AFGR uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The rates in this figure are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 through 2007–08; "State Dropout and Completion Data File," 2005–06 through 2012–13. See table 6.1.

AFGR by state

In 2012–13, the AFGR ranged from 68 percent in Nevada and Mississippi to 93 percent in Nebraska and Wisconsin (table 6.2). The AFGR was also above 90 percent in Minnesota (91 percent) and North Dakota (91 percent). In contrast, seven states had AFGRs of less than 75 percent: South Carolina (74 percent), Alabama (74 percent), Louisiana (73 percent), New Mexico (72 percent), Georgia (71 percent), Mississippi (68 percent), and Nevada (68 percent).

Endnotes

[1] This indicator uses graduation rates that have been rounded to whole numbers. Comparisons across time and between states may differ slightly from comparisons based on unrounded rates.
[2] The averaged freshman graduation rate is available for school years 1969–70 through 2012–13. See table 6.1.

Indicator 7:

INDIVIDUALS WHO PASSED THE GED TEST

541,000 (2013)

Source: GED Testing Service (GEDTS)

This indicator presents data from the GED Testing Service (GEDTS)[1] to describe changes over time in the number of individuals who attempted, completed, and passed the GED test. The indicator also examines the age distribution of individuals who passed the GED test. GED programs provide individuals who did not complete a regular high school program of study the opportunity to obtain an alternative high school credential. There are several reasons why a student may not complete a high school program. For example, a student may drop out of high school or immigrate into the country without ever enrolling in a U.S. high school. The GED is accepted by most colleges and universities that require a high school diploma for admission, and most companies that have positions requiring a high school diploma accept the GED as an alternative credential (American Council on Education 2009).

Although the opportunity to earn a GED is an important one for those who do not earn a regular high school diploma, GED recipients tend to fare significantly worse across a range of measures than those holding regular diplomas. For example, while GED recipients who go on to postsecondary education experience the same economic benefits as regular high school diploma earners who go on to postsecondary education, GED recipients attend postsecondary programs at much lower rates than regular high school diploma earners (American Council on Education 2010). Of all students who attend postsecondary education programs, GED recipients have lower completion rates than students who hold regular high school diplomas (see Boesel, Alsalam, and Smith [1998] and Tyler [2003] for overviews of GED research).

Individuals Who Passed the GED Test

Definition: Number of individuals ages 16 or older who completed and passed all five tests in the GED battery.

Population: Individuals ages 16 or older.

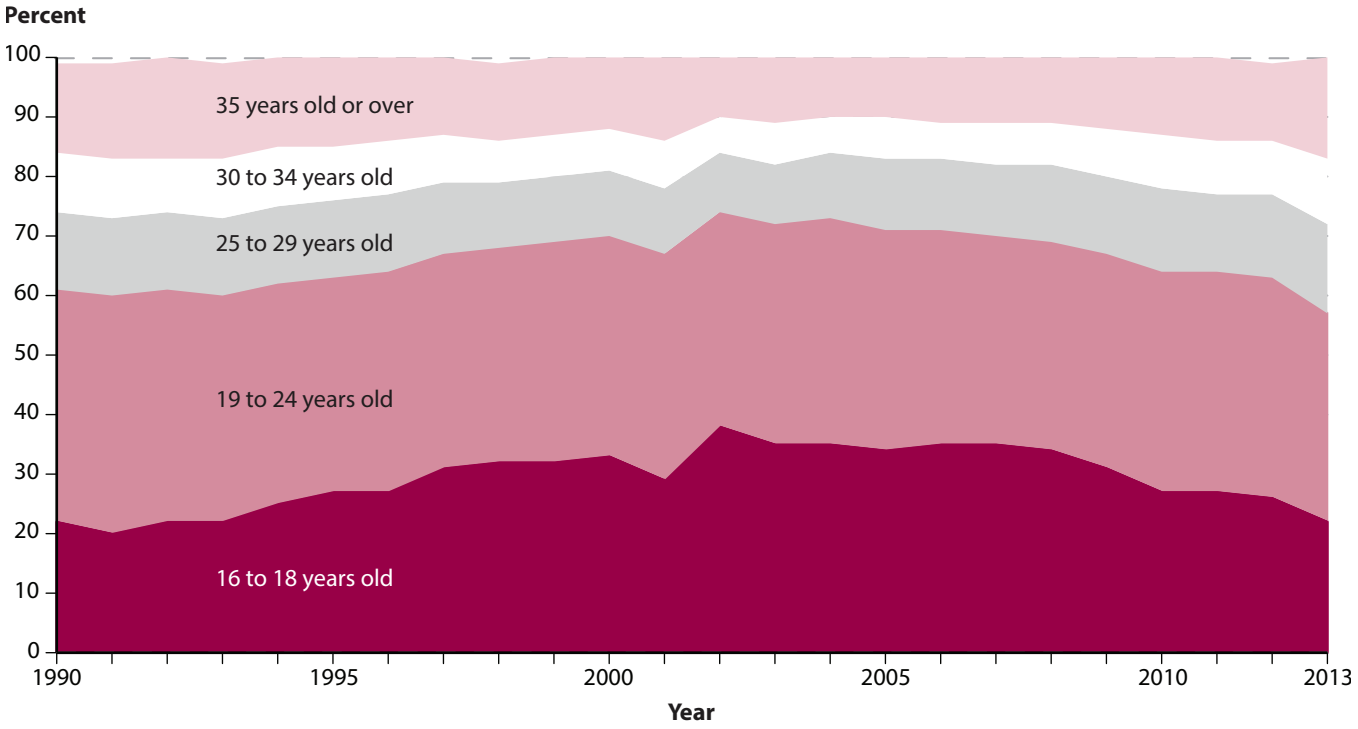
Credentials: Completed and passed all five tests in the GED battery.

Data Source: GED Testing Service (GEDTS)

Number Attempting, Completing, and Passing the GED Test

In 2013, some 816,000 individuals in the United States ages 16 years and older attempted to complete at least one subsection of the GED test, and 714,000 attempted to complete the entire test (table 7.1). Of the individuals who attempted to complete the entire test, 541,000 (76 percent) successfully passed the entire GED battery of five tests. Between 1989 and 2013, the percentage of test passers fluctuated but never fell below 66 percent. Over the past 10 years, the percentage of individuals who successfully passed the GED in its entirety has stayed at or above 70 percent in all but three years—2006, 2009, and 2012.

Figure 7.1. Percentage distribution of people passing the GED test, by age group: 1990 through 2013



NOTE: Data are for the United States only and exclude other jurisdictions. The less than 1 percent of people who failed to report their date of birth—2,948 of the 540,535 test passers in 2013—were excluded from the calculation. Data for 2002 and later years are for people passing the GED tests (i.e., earning both a passing total score on the test battery and a passing score on each individual test). Data for 2001 and prior years are for high school equivalency credentials issued by the states to GED test passers. In order to receive high school equivalency credentials in some states, GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government). A revised GED test was introduced in 2002. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002.
SOURCE: American Council on Education, General Educational Development Testing Service, GED Annual Statistical Reports, 1990 through 2013. See table 7.1.

Age Distribution of Individuals Passing the GED Test

Of the several age categories examined in this indicator, 19- to 24-year-olds accounted for the largest percentage of GED test passers in the United States in nearly every year since 1990 (figure 7.1 and table 7.1). Those who were 30 to 34 years old accounted for the smallest percentage of GED test passers in every year since 1990. Of those who passed the GED test in 2013, about 22 percent were 16- to 18-year-olds, 35 percent were 19- to 24-year-olds, 15 percent were 25- to 29-year-olds, 11 percent were 30- to 34-year-olds, and 17 percent were 35 years or older.

Endnotes

[1] Although GEDTS designs and administers the GED test, states and sometimes jurisdictions within states set many GED-related policies, such as who can take the test, how much preparation is required, how and when the test can be retaken, how much the test costs, and the official name of the resulting credential (see http://www.gedtestingservice.com/testers/2014policypages for details). In addition, in some states GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government) in order to receive a high school equivalency credential.

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TABLES

Table 1.1. Population of 15- to 24-year-olds enrolled in grades 10 through 12, number who dropped out (event dropouts), percentage who dropped out (event dropout rate), and percentage distribution, by selected characteristics: 2014

[Standard errors appear in parentheses]

Selected characteristic	15- to 24-year-olds enrolled in grades 10 through 12									
	Number (in thousands)						Percentage distribution			
	Total population[1]		Event dropouts[2]		Event dropout rate (percent)[3]		Total population[1]		Event dropouts[2]	
1	2		3		4		5		6	
Total	**10,889**	**(138.4)**	**567**	**(42.4)**	**5.2**	**(0.38)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex										
Male	5,558	(88.5)	300	(32.7)	5.4	(0.58)	51.0	(0.54)	53.0	(3.99)
Female	5,330	(92.9)	267	(29.3)	5.0	(0.53)	49.0	(0.54)	47.0	(3.99)
Race/ethnicity										
White	6,104	(94.2)	285	(27.4)	4.7	(0.43)	56.1	(0.64)	50.2	(3.90)
Black	1,463	(46.3)	83	(17.9)	5.7	(1.21)	13.4	(0.38)	14.6	(2.84)
Hispanic	2,274	(67.4)	179	(25.6)	7.9	(1.05)	20.9	(0.52)	31.5	(3.52)
Asian	507	(34.5)	‡	(†)	‡	(†)	4.7	(0.30)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	118	(21.0)	12 !	(4.9)	10.1 !	(3.91)	1.1	(0.19)	2.1 !	(0.86)
Two or more races	378	(32.5)	‡	(†)	‡	(†)	3.5	(0.30)	‡	(†)
Family income[4]										
Low income	1,603	(76.5)	150	(23.9)	9.4	(1.41)	14.7	(0.65)	26.5	(3.43)
Middle income	6,273	(123.3)	339	(30.6)	5.4	(0.48)	57.6	(0.90)	59.8	(3.76)
High income	3,012	(90.8)	78	(15.8)	2.6	(0.50)	27.7	(0.77)	13.7	(2.55)
Age[5]										
15–16	3,058	(84.0)	190	(25.8)	6.2	(0.82)	28.1	(0.62)	33.5	(3.85)
17	3,684	(56.1)	120	(22.3)	3.3	(0.60)	33.8	(0.49)	21.2	(3.51)
18	2,871	(63.2)	121	(21.4)	4.2	(0.73)	26.4	(0.54)	21.3	(3.39)
19	930	(56.1)	68	(14.1)	7.4	(1.38)	8.5	(0.48)	12.1	(2.35)
20–24	346	(39.8)	68	(16.1)	19.5	(4.25)	3.2	(0.35)	11.9	(2.73)
Recency of immigration[6]										
Born outside the United States										
Hispanic	387	(35.5)	72	(16.8)	18.7	(3.82)	3.6	(0.32)	12.8	(2.74)
Non-Hispanic	480	(42.5)	24 !	(10.5)	4.9 !	(2.11)	4.4	(0.38)	4.2 !	(1.75)
First generation										
Hispanic	1,183	(60.6)	63	(15.7)	5.3	(1.29)	10.9	(0.54)	11.0	(2.65)
Non-Hispanic	952	(60.8)	27 !	(9.3)	2.8 !	(0.96)	8.7	(0.56)	4.7 !	(1.58)
Second or later generation										
Hispanic	703	(47.6)	44 !	(14.6)	6.2 !	(1.95)	6.5	(0.41)	7.7 !	(2.43)
Non-Hispanic	7,183	(117.9)	338	(27.8)	4.7	(0.37)	66.0	(0.72)	59.6	(3.66)
Disability status[7]										
With a disability	450	(40.8)	18 !	(6.2)	4.0 !	(1.39)	4.1	(0.37)	3.2 !	(1.10)
Without a disability	10,439	(136.3)	549	(42.3)	5.3	(0.39)	95.9	(0.37)	96.8	(1.10)
Region										
Northeast	1,983	(80.2)	96	(20.3)	4.8	(0.98)	18.2	(0.69)	16.9	(3.29)
Midwest	2,533	(75.8)	118	(17.2)	4.6	(0.68)	23.3	(0.65)	20.7	(2.90)
South	3,715	(100.2)	190	(25.9)	5.1	(0.67)	34.1	(0.82)	33.5	(3.93)
West	2,659	(84.5)	164	(26.0)	6.2	(0.93)	24.4	(0.69)	28.9	(3.80)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Includes all 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2013.
[2]Includes only those 15- to 24-year-olds who dropped out of grades 10 through 12 between October 2013 and October 2014. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
[3]Among 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2013, the percentage who had dropped out by October 2014.
[4]Low income refers to the bottom 20 percent of all family incomes; high income refers to the top 20 percent of all family incomes; and middle income refers to the 60 percent in between. In 2014, low income was defined as $19,716 or less, and high income was defined as $95,433 or more.
[5]Age at the time of data collection. A person's age at the time of dropping out may be 1 year younger, because the dropout event could occur at any time over the previous 12-month period.
[6]The United States includes the 50 states and the District of Columbia. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second or later generation" were born in the United States, as were both of their parents.
[7]Individuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Standard errors were computed using replicate weights.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. (This table was prepared March 2016.)

Table 1.2. Among 15- to 24-year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), by sex and race/ethnicity: 1972 through 2014

[Standard errors appear in parentheses]

Year	Event dropout rate[1]											
			Sex				Race/ethnicity					
	Total[2]		Male		Female		White		Black		Hispanic	
1	2		3		4		5		6		7	
1972	6.1	(0.34)	5.9	(0.47)	6.3	(0.49)	5.3	(0.35)	9.6	(1.36)	11.2 !	(3.70)
1973	6.3	(0.34)	6.8	(0.50)	5.7	(0.46)	5.5	(0.35)	10.0	(1.39)	10.0 !	(3.50)
1974	6.7	(0.35)	7.4	(0.52)	6.0	(0.47)	5.8	(0.36)	11.6	(1.44)	9.9 !	(3.34)
1975	5.8	(0.32)	5.4	(0.45)	6.1	(0.47)	5.1	(0.34)	8.7	(1.28)	10.9 !	(3.30)
1976	5.9	(0.33)	6.6	(0.49)	5.2	(0.44)	5.6	(0.36)	7.4	(1.18)	7.3 !	(2.71)
1977	6.5	(0.34)	6.9	(0.49)	6.1	(0.47)	6.1	(0.37)	8.6	(1.21)	7.8 !	(2.79)
1978	6.7	(0.35)	7.5	(0.52)	5.9	(0.46)	5.8	(0.36)	10.2	(1.32)	12.3	(3.60)
1979	6.7	(0.35)	6.8	(0.50)	6.7	(0.49)	6.1	(0.37)	10.0	(1.34)	9.8 !	(3.20)
1980	6.1	(0.33)	6.7	(0.49)	5.5	(0.45)	5.3	(0.35)	8.3	(1.22)	11.7	(3.36)
1981	5.9	(0.33)	6.0	(0.47)	5.8	(0.46)	4.9	(0.34)	9.7	(1.30)	10.7	(3.00)
1982	5.5	(0.34)	5.8	(0.50)	5.2	(0.47)	4.8	(0.37)	7.8	(1.23)	9.2 !	(3.04)
1983	5.2	(0.34)	5.8	(0.50)	4.7	(0.46)	4.4	(0.36)	7.0	(1.20)	10.1 !	(3.18)
1984	5.1	(0.34)	5.5	(0.50)	4.8	(0.47)	4.5	(0.37)	5.8	(1.08)	11.1	(3.28)
1985	5.3	(0.35)	5.4	(0.51)	5.1	(0.49)	4.4	(0.37)	7.8	(1.29)	9.8	(2.58)
1986	4.7	(0.33)	4.7	(0.46)	4.7	(0.46)	3.8	(0.34)	5.5	(1.08)	11.9	(2.70)
1987	4.1	(0.31)	4.4	(0.45)	3.8	(0.42)	3.6	(0.33)	6.4	(1.16)	5.6 !	(1.94)
1988	4.8	(0.37)	5.4	(0.55)	4.6	(0.53)	4.4	(0.42)	6.3	(1.28)	11.0	(3.08)
1989	4.5	(0.35)	4.6	(0.50)	4.6	(0.50)	3.6	(0.37)	8.2	(1.40)	8.1	(2.43)
1990	4.0	(0.33)	4.2	(0.49)	4.1	(0.49)	3.5	(0.37)	5.2	(1.17)	8.4	(2.41)
1991	4.0	(0.33)	3.9	(0.47)	4.4	(0.51)	3.3	(0.37)	6.4	(1.27)	7.8	(2.33)
1992	4.4	(0.35)	3.9	(0.46)	4.9	(0.53)	3.7	(0.38)	5.0	(1.09)	8.2	(2.23)
1993	4.5	(0.36)	4.6	(0.51)	4.3	(0.50)	3.9	(0.40)	5.8	(1.20)	6.7 !	(2.02)
1994	5.3	(0.37)	5.2	(0.51)	5.4	(0.53)	4.2	(0.40)	6.6	(1.21)	10.0	(2.18)
1995	5.7	(0.35)	6.2	(0.51)	5.3	(0.48)	4.5	(0.38)	6.4	(1.01)	12.4	(1.62)
1996	5.0	(0.34)	5.0	(0.48)	5.1	(0.49)	4.1	(0.38)	6.7	(1.05)	9.0	(1.49)
1997	4.6	(0.32)	5.0	(0.47)	4.1	(0.43)	3.6	(0.35)	5.0	(0.91)	9.5	(1.45)
1998	4.8	(0.33)	4.6	(0.45)	4.9	(0.47)	3.9	(0.36)	5.2	(0.91)	9.4	(1.46)
1999	5.0	(0.33)	4.6	(0.44)	5.4	(0.49)	4.0	(0.36)	6.5	(0.99)	7.8	(1.27)
2000	4.8	(0.33)	5.5	(0.49)	4.1	(0.43)	4.1	(0.37)	6.1	(1.00)	7.4	(1.24)
2001	5.0	(0.32)	5.6	(0.46)	4.3	(0.42)	4.1	(0.35)	6.3	(0.96)	8.8	(1.31)
2002	3.5	(0.27)	3.7	(0.39)	3.4	(0.37)	2.6	(0.28)	4.9	(0.87)	5.8	(1.01)
2003	4.0	(0.28)	4.2	(0.40)	3.8	(0.38)	3.2	(0.31)	4.8	(0.85)	7.1	(1.06)
2004	4.7	(0.30)	5.1	(0.44)	4.3	(0.41)	3.7	(0.34)	5.7	(0.94)	8.9	(1.20)
2005	3.8	(0.27)	4.2	(0.40)	3.4	(0.36)	2.8	(0.29)	7.3	(1.03)	5.0	(0.87)
2006	3.8	(0.27)	4.1	(0.39)	3.4	(0.36)	2.9	(0.30)	3.8	(0.77)	7.0	(1.01)
2007	3.5	(0.26)	3.7	(0.37)	3.3	(0.35)	2.2	(0.26)	4.5	(0.80)	6.0	(0.98)
2008	3.5	(0.26)	3.1	(0.34)	4.0	(0.39)	2.3	(0.27)	6.4	(0.94)	5.3	(0.85)
2009	3.4	(0.25)	3.5	(0.36)	3.4	(0.35)	2.4	(0.28)	4.8	(0.83)	5.8	(0.87)
2010	3.0	(0.24)	3.0	(0.33)	2.9	(0.34)	2.3	(0.27)	3.6	(0.70)	4.1	(0.75)
2011	3.4	(0.25)	3.6	(0.36)	3.1	(0.35)	2.7	(0.30)	4.4	(0.77)	4.6	(0.75)
2012	3.4	(0.32)	3.6	(0.48)	3.3	(0.49)	1.6	(0.24)	6.8	(1.35)	5.4	(0.93)
2013	4.7	(0.40)	4.8	(0.53)	4.5	(0.55)	4.3	(0.51)	5.8	(1.17)	5.7	(0.95)
2014	5.2	(0.38)	5.4	(0.58)	5.0	(0.53)	4.7	(0.43)	5.7	(1.21)	7.9	(1.05)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[1]The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2014 data refer to 10th-through 12th-graders who were enrolled in October 2013 but had dropped out by October 2014). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.

[2]Includes other racial/ethnic groups not separately shown.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2014. (This table was prepared March 2016.)

Table 2.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number and percentage distribution of 16- to 24-year-olds, by selected characteristics: Selected years, 2004 to 2014

[Standard errors appear in parentheses]

Selected characteristic	Status dropout rate[1]								2014							
									Number of 16- to 24-year-olds (in thousands)				Percentage distribution of 16- to 24-year-olds			
	2004		2009		2013		2014		Total population[2]		Status dropouts only[3]		Total population[2]		Status dropouts only[3]	
1	2		3		4		5		6		7		8		9	
Total	**10.3**	**(0.23)**	**8.1**	**(0.20)**	**6.8**	**(0.28)**	**6.5**	**(0.25)**	**38,650**	**(67.1)**	**2,527**	**(94.9)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	11.6	(0.34)	9.1	(0.31)	7.2	(0.37)	7.1	(0.37)	19,484	(46.7)	1,389	(71.1)	50.4	(0.10)	55.0	(1.66)
Female	9.0	(0.31)	7.0	(0.27)	6.3	(0.34)	5.9	(0.29)	19,166	(57.8)	1,138	(55.7)	49.6	(0.10)	45.0	(1.66)
Race/ethnicity																
White	6.8	(0.24)	5.2	(0.21)	5.1	(0.31)	5.2	(0.32)	21,290	(111.6)	1,114	(68.1)	55.1	(0.28)	44.1	(2.03)
Black	11.8	(0.70)	9.3	(0.61)	7.3	(0.87)	7.4	(0.74)	5,590	(99.2)	415	(42.8)	14.5	(0.26)	16.4	(1.60)
Hispanic	23.8	(0.89)	17.6	(0.76)	11.7	(0.74)	10.6	(0.68)	8,345	(61.6)	882	(57.4)	21.6	(0.16)	34.9	(1.85)
Asian	3.5	(0.74)	2.1	(0.58)	3.2	(0.95)	1.0 !	(0.35)	1,966	(43.1)	21 !	(6.8)	5.1	(0.11)	0.8 !	(0.27)
Pacific Islander	‡	(†)	18.4	(5.42)	‡	(†)	12.1 !	(6.05)	125	(26.3)	‡	(†)	0.3	(0.07)	‡	(†)
American Indian/Alaska Native	17.0	(3.46)	13.2	(3.28)	7.0 !	(2.27)	15.7	(3.02)	339	(32.9)	53	(10.6)	0.9	(0.08)	2.1	(0.42)
Two or more races	6.1	(1.47)	6.5	(1.41)	5.7	(1.37)	2.7	(0.80)	996	(51.7)	27	(7.8)	2.6	(0.13)	1.1	(0.30)
Race/ethnicity by sex																
Male																
White	7.1	(0.35)	6.3	(0.33)	5.5	(0.39)	5.7	(0.42)	10,775	(67.6)	612	(44.6)	55.3	(0.28)	44.1	(2.48)
Black	13.5	(1.08)	10.6	(0.93)	8.2	(1.11)	7.1	(1.02)	2,739	(31.6)	195	(27.9)	14.1	(0.17)	14.1	(1.89)
Hispanic	28.5	(1.30)	19.0	(1.10)	12.6	(1.01)	11.8	(1.04)	4,278	(41.7)	506	(45.4)	22.0	(0.24)	36.4	(2.41)
Asian	2.1 !	(0.82)	‡	(†)	2.3 !	(0.96)	1.9 !	(0.66)	978	(29.8)	18 !	(6.4)	5.0	(0.15)	1.3 !	(0.47)
Pacific Islander	‡	(†)	26.9 !	(8.45)	‡	(†)	‡	(†)	58	(13.6)	‡	(†)	0.3	(0.07)	‡	(†)
American Indian/Alaska Native	12.6 !	(4.26)	12.3 !	(4.59)	‡	(†)	13.7	(3.48)	186	(24.3)	25	(7.3)	1.0	(0.12)	1.8	(0.53)
Two or more races	6.3 !	(2.09)	5.5 !	(1.86)	4.2 !	(2.01)	4.1 !	(1.45)	469	(29.5)	19 !	(6.7)	2.4	(0.15)	1.4 !	(0.47)
Female																
White	6.4	(0.34)	4.1	(0.27)	4.7	(0.36)	4.8	(0.41)	10,515	(57.9)	502	(43.2)	54.9	(0.34)	44.1	(2.98)
Black	10.2	(0.92)	8.1	(0.80)	6.6	(1.07)	7.7	(1.02)	2,851	(81.4)	219	(30.5)	14.9	(0.40)	19.3	(2.48)
Hispanic	18.5	(1.18)	16.1	(1.06)	10.8	(0.98)	9.3	(0.84)	4,066	(26.8)	377	(33.9)	21.2	(0.12)	33.1	(2.62)
Asian	4.9	(1.24)	3.0 !	(0.99)	4.1 !	(1.35)	‡	(†)	988	(22.2)	‡	(†)	5.2	(0.11)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	67	(18.6)	‡	(†)	0.3	(0.10)	‡	(†)
American Indian/Alaska Native	21.7	(5.44)	14.1 !	(4.69)	8.0 !	(3.56)	18.1	(4.01)	153	(19.3)	28	(6.2)	0.8	(0.10)	2.4	(0.56)
Two or more races	5.8 !	(2.06)	7.5	(2.10)	7.2	(2.07)	1.5 !	(0.72)	527	(32.3)	8 !	(3.8)	2.8	(0.17)	0.7 !	(0.33)
Age																
16	3.8	(0.42)	2.7	(0.37)	5.2	(0.64)	5.2	(0.62)	4,101	(50.9)	213	(25.1)	10.6	(0.13)	8.4	(0.96)
17	5.2	(0.51)	4.4	(0.46)	4.7	(0.62)	5.2	(0.67)	4,245	(50.0)	223	(28.6)	11.0	(0.13)	8.8	(1.10)
18	10.6	(0.73)	7.8	(0.59)	5.4	(0.64)	7.0	(0.72)	4,145	(45.9)	291	(30.4)	10.7	(0.12)	11.5	(1.15)
19	11.2	(0.74)	9.3	(0.65)	7.1	(0.78)	7.2	(0.76)	4,116	(46.5)	297	(31.5)	10.7	(0.13)	11.7	(1.12)
20 to 24	12.6	(0.34)	9.7	(0.30)	7.6	(0.38)	6.8	(0.33)	22,043	(65.5)	1,503	(72.9)	57.0	(0.08)	59.5	(1.72)
Recency of immigration[4]																
Born outside the United States																
Hispanic	38.4	(1.61)	31.3	(1.64)	22.8	(1.97)	21.0	(1.84)	1,889	(88.1)	397	(41.3)	4.9	(0.23)	15.7	(1.51)
Non-Hispanic	6.5	(0.81)	6.2	(0.81)	5.5	(1.06)	3.9	(0.91)	2,134	(102.5)	84	(20.2)	5.5	(0.27)	3.3	(0.79)
First generation																
Hispanic	14.7	(1.27)	11.8	(1.04)	8.2	(0.98)	7.1	(0.82)	3,808	(112.6)	270	(33.3)	9.9	(0.29)	10.7	(1.25)
Non-Hispanic	2.6	(0.51)	3.9	(0.57)	3.9	(0.90)	2.2	(0.59)	2,689	(106.8)	60	(15.8)	7.0	(0.27)	2.4	(0.61)
Second generation or higher																
Hispanic	13.7	(1.39)	10.2	(1.13)	8.3	(1.10)	8.1	(1.17)	2,648	(109.4)	215	(31.7)	6.9	(0.28)	8.5	(1.22)
Non-Hispanic	8.0	(0.24)	6.1	(0.21)	5.6	(0.31)	5.9	(0.29)	25,483	(135.2)	1,500	(74.1)	65.9	(0.34)	59.4	(1.94)
Disability[5]																
With a disability	—	(†)	15.5	(1.44)	14.9	(1.87)	13.9	(1.59)	1,530	(75.0)	212	(26.4)	4.0	(0.19)	8.4	(0.98)
Without a disability	—	(†)	7.8	(0.21)	6.4	(0.27)	6.2	(0.24)	37,121	(103.8)	2,314	(89.0)	96.0	(0.19)	91.6	(0.98)
Region																
Northeast	8.8	(0.47)	7.1	(0.47)	5.5	(0.61)	5.3	(0.54)	6,750	(134.1)	359	(37.4)	17.5	(0.34)	14.2	(1.42)
Midwest	8.0	(0.42)	7.6	(0.44)	6.0	(0.60)	5.4	(0.52)	8,186	(149.1)	443	(43.4)	21.2	(0.38)	17.5	(1.62)
South	11.4	(0.44)	8.4	(0.36)	7.6	(0.48)	7.6	(0.49)	14,294	(171.5)	1,083	(70.8)	37.0	(0.45)	42.9	(2.05)
West	12.2	(0.56)	8.6	(0.44)	7.1	(0.53)	6.8	(0.55)	9,420	(153.4)	642	(52.5)	24.4	(0.39)	25.4	(1.92)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and alternative credentials, such as a GED certificate.
[2]Includes all 16- to 24-year-olds.
[3]Status dropouts are 16- to 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and alternative credentials, such as a GED certificate.
[4]The United States includes the 50 states and the District of Columbia. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
[5]Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2004 through 2014. (This table was prepared July 2016.)

Table 2.2. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2014

[Standard errors appear in parentheses]

Year	Total status dropout rate								Male status dropout rate								Female status dropout rate							
	All races[1]		White		Black		Hispanic		All races[1]		White		Black		Hispanic		All races[1]		White		Black		Hispanic	
1	2		3		4		5		6		7		8		9		10		11		12		13	
1960[2]	27.2	(—)	—	(†)	—	(†)	—	(†)	27.8	(—)	—	(†)	—	(†)	—	(†)	26.7	(—)	—	(†)	—	(†)	—	(†)
1967[3]	17.0	(—)	15.4	(—)	28.6	(—)	—	(†)	16.5	(—)	14.7	(—)	30.6	(—)	—	(†)	17.3	(—)	16.1	(—)	26.9	(—)	—	(†)
1968[3]	16.2	(—)	14.7	(—)	27.4	(—)	—	(†)	15.8	(—)	14.4	(—)	27.1	(—)	—	(†)	16.5	(—)	15.0	(—)	27.6	(—)	—	(†)
1969[3]	15.2	(—)	13.6	(—)	26.7	(—)	—	(†)	14.3	(—)	12.6	(—)	26.9	(—)	—	(†)	16.0	(—)	14.6	(—)	26.7	(—)	—	(†)
1970[3]	15.0	(0.29)	13.2	(0.30)	27.9	(1.22)	—	(†)	14.2	(0.42)	12.2	(0.42)	29.4	(1.82)	—	(†)	15.7	(0.41)	14.1	(0.42)	26.6	(1.65)	—	(†)
1971[3]	14.7	(0.28)	13.4	(0.29)	24.0	(1.14)	—	(†)	14.2	(0.41)	12.6	(0.41)	25.5	(1.70)	—	(†)	15.2	(0.40)	14.2	(0.42)	22.6	(1.54)	—	(†)
1972	14.6	(0.28)	12.3	(0.29)	21.3	(1.07)	34.3	(2.22)	14.1	(0.40)	11.6	(0.40)	22.3	(1.59)	33.7	(3.23)	15.1	(0.39)	12.8	(0.41)	20.5	(1.44)	34.8	(3.05)
1973	14.1	(0.27)	11.6	(0.28)	22.2	(1.06)	33.5	(2.24)	13.7	(0.38)	11.5	(0.39)	21.5	(1.53)	30.4	(3.16)	14.5	(0.38)	11.8	(0.39)	22.8	(1.47)	36.4	(3.16)
1974	14.3	(0.27)	11.9	(0.28)	21.2	(1.05)	33.0	(2.08)	14.2	(0.39)	12.0	(0.40)	20.1	(1.51)	33.8	(2.99)	14.3	(0.38)	11.8	(0.39)	22.1	(1.45)	32.2	(2.90)
1975	13.9	(0.27)	11.4	(0.27)	22.9	(1.06)	29.2	(2.02)	13.3	(0.37)	11.0	(0.38)	23.0	(1.56)	26.7	(2.84)	14.5	(0.38)	11.8	(0.39)	22.9	(1.44)	31.6	(2.86)
1976	14.1	(0.27)	12.0	(0.28)	20.5	(1.00)	31.4	(2.01)	14.1	(0.38)	12.1	(0.39)	21.2	(1.49)	30.3	(2.94)	14.2	(0.37)	11.8	(0.39)	19.9	(1.35)	32.3	(2.76)
1977	14.1	(0.27)	11.9	(0.28)	19.8	(0.99)	33.0	(2.02)	14.5	(0.38)	12.6	(0.40)	19.5	(1.45)	31.6	(2.89)	13.8	(0.37)	11.2	(0.38)	20.0	(1.36)	34.3	(2.83)
1978	14.2	(0.27)	11.9	(0.28)	20.2	(1.00)	33.3	(2.00)	14.6	(0.38)	12.2	(0.40)	22.5	(1.52)	33.6	(2.88)	13.9	(0.37)	11.6	(0.39)	18.3	(1.31)	33.1	(2.78)
1979	14.6	(0.27)	12.0	(0.28)	21.1	(1.01)	33.8	(1.98)	15.0	(0.39)	12.6	(0.40)	22.4	(1.52)	33.0	(2.83)	14.2	(0.37)	11.5	(0.38)	20.0	(1.35)	34.5	(2.77)
1980	14.1	(0.26)	11.4	(0.27)	19.1	(0.97)	35.2	(1.89)	15.1	(0.39)	12.3	(0.40)	20.8	(1.47)	37.2	(2.72)	13.1	(0.36)	10.5	(0.37)	17.7	(1.28)	33.2	(2.61)
1981	13.9	(0.26)	11.3	(0.27)	18.4	(0.93)	33.2	(1.80)	15.1	(0.38)	12.5	(0.40)	19.9	(1.40)	36.0	(2.61)	12.8	(0.35)	10.2	(0.36)	17.1	(1.24)	30.4	(2.48)
1982	13.9	(0.27)	11.4	(0.29)	18.4	(0.97)	31.7	(1.93)	14.5	(0.40)	12.0	(0.42)	21.2	(1.50)	30.5	(2.73)	13.3	(0.38)	10.8	(0.40)	15.9	(1.26)	32.8	(2.71)
1983	13.7	(0.27)	11.1	(0.29)	18.0	(0.97)	31.6	(1.93)	14.9	(0.41)	12.2	(0.43)	19.9	(1.46)	34.3	(2.84)	12.5	(0.37)	10.1	(0.39)	16.2	(1.28)	29.1	(2.61)
1984	13.1	(0.27)	11.0	(0.29)	15.5	(0.91)	29.8	(1.91)	14.0	(0.40)	11.9	(0.43)	16.8	(1.37)	30.6	(2.78)	12.3	(0.37)	10.1	(0.39)	14.3	(1.22)	29.0	(2.63)
1985	12.6	(0.27)	10.4	(0.29)	15.2	(0.92)	27.6	(1.93)	13.4	(0.40)	11.1	(0.42)	16.1	(1.37)	29.9	(2.76)	11.8	(0.37)	9.8	(0.39)	14.3	(1.23)	25.2	(2.68)
1986	12.2	(0.27)	9.7	(0.28)	14.2	(0.90)	30.1	(1.88)	13.1	(0.40)	10.3	(0.42)	15.0	(1.33)	32.8	(2.66)	11.4	(0.37)	9.1	(0.39)	13.5	(1.21)	27.2	(2.63)
1987	12.6	(0.28)	10.4	(0.30)	14.1	(0.90)	28.6	(1.84)	13.2	(0.40)	10.8	(0.43)	15.0	(1.35)	29.1	(2.57)	12.1	(0.38)	10.0	(0.41)	13.3	(1.21)	28.1	(2.64)
1988	12.9	(0.30)	9.6	(0.31)	14.5	(1.00)	35.8	(2.30)	13.5	(0.44)	10.3	(0.46)	15.0	(1.48)	36.0	(3.19)	12.2	(0.42)	8.9	(0.43)	14.0	(1.36)	35.4	(3.31)
1989	12.6	(0.31)	9.4	(0.32)	13.9	(0.98)	33.0	(2.19)	13.6	(0.45)	10.3	(0.47)	14.9	(1.46)	34.4	(3.08)	11.7	(0.42)	8.5	(0.43)	13.0	(1.32)	31.6	(3.11)
1990	12.1	(0.29)	9.0	(0.30)	13.2	(0.94)	32.4	(1.91)	12.3	(0.42)	9.3	(0.44)	11.9	(1.30)	34.3	(2.71)	11.8	(0.41)	8.7	(0.42)	14.4	(1.34)	30.3	(2.70)
1991	12.5	(0.30)	8.9	(0.31)	13.6	(0.95)	35.3	(1.93)	13.0	(0.43)	8.9	(0.44)	13.5	(1.37)	39.2	(2.74)	11.9	(0.41)	8.9	(0.43)	13.7	(1.31)	31.1	(2.70)
1992[4]	11.0	(0.28)	7.7	(0.29)	13.7	(0.95)	29.4	(1.86)	11.3	(0.41)	8.0	(0.42)	12.5	(1.32)	32.1	(2.67)	10.7	(0.39)	7.4	(0.40)	14.8	(1.36)	26.6	(2.56)
1993[4]	11.0	(0.28)	7.9	(0.29)	13.6	(0.94)	27.5	(1.79)	11.2	(0.40)	8.2	(0.42)	12.6	(1.32)	28.1	(2.54)	10.9	(0.40)	7.6	(0.41)	14.4	(1.34)	26.9	(2.52)
1994[4]	11.4	(0.26)	7.7	(0.27)	12.6	(0.75)	30.0	(1.16)	12.3	(0.38)	8.0	(0.38)	14.1	(1.14)	31.6	(1.60)	10.6	(0.36)	7.5	(0.37)	11.3	(0.99)	28.1	(1.66)
1995[4]	12.0	(0.27)	8.6	(0.28)	12.1	(0.74)	30.0	(1.15)	12.2	(0.38)	9.0	(0.40)	11.1	(1.05)	30.0	(1.59)	11.7	(0.37)	8.2	(0.39)	12.9	(1.05)	30.0	(1.66)
1996[4]	11.1	(0.27)	7.3	(0.27)	13.0	(0.80)	29.4	(1.19)	11.4	(0.38)	7.3	(0.38)	13.5	(1.18)	30.3	(1.67)	10.9	(0.38)	7.3	(0.39)	12.5	(1.08)	28.3	(1.69)
1997[4]	11.0	(0.27)	7.6	(0.28)	13.4	(0.80)	25.3	(1.11)	11.9	(0.39)	8.5	(0.41)	13.3	(1.16)	27.0	(1.55)	10.1	(0.36)	6.7	(0.37)	13.5	(1.11)	23.4	(1.59)
1998[4]	11.8	(0.27)	7.7	(0.28)	13.8	(0.81)	29.5	(1.12)	13.3	(0.40)	8.6	(0.41)	15.5	(1.24)	33.5	(1.59)	10.3	(0.36)	6.9	(0.37)	12.2	(1.05)	25.0	(1.56)
1999[4]	11.2	(0.26)	7.3	(0.27)	12.6	(0.77)	28.6	(1.11)	11.9	(0.38)	7.7	(0.39)	12.1	(1.10)	31.0	(1.58)	10.5	(0.36)	6.9	(0.37)	13.0	(1.08)	26.0	(1.54)
2000[4]	10.9	(0.26)	6.9	(0.26)	13.1	(0.78)	27.8	(1.08)	12.0	(0.38)	7.0	(0.37)	15.3	(1.20)	31.8	(1.56)	9.9	(0.35)	6.9	(0.37)	11.1	(1.00)	23.5	(1.48)
2001[4]	10.7	(0.25)	7.3	(0.26)	10.9	(0.71)	27.0	(1.06)	12.2	(0.38)	7.9	(0.39)	13.0	(1.12)	31.6	(1.55)	9.3	(0.34)	6.7	(0.36)	9.0	(0.90)	22.1	(1.42)
2002[4]	10.5	(0.24)	6.5	(0.24)	11.3	(0.70)	25.7	(0.93)	11.8	(0.35)	6.7	(0.35)	12.8	(1.07)	29.6	(1.32)	9.2	(0.32)	6.3	(0.34)	9.9	(0.91)	21.2	(1.27)
2003[4,5]	9.9	(0.23)	6.3	(0.24)	10.9	(0.69)	23.5	(0.90)	11.3	(0.34)	7.1	(0.35)	12.5	(1.05)	26.7	(1.29)	8.4	(0.30)	5.6	(0.32)	9.5	(0.89)	20.1	(1.23)
2004[4,5]	10.3	(0.23)	6.8	(0.24)	11.8	(0.70)	23.8	(0.89)	11.6	(0.34)	7.1	(0.35)	13.5	(1.08)	28.5	(1.30)	9.0	(0.31)	6.4	(0.34)	10.2	(0.92)	18.5	(1.18)
2005[4,5]	9.4	(0.22)	6.0	(0.23)	10.4	(0.66)	22.4	(0.87)	10.8	(0.33)	6.6	(0.34)	12.0	(1.02)	26.4	(1.26)	8.0	(0.29)	5.3	(0.31)	9.0	(0.86)	18.1	(1.16)
2006[4,5]	9.3	(0.22)	5.8	(0.23)	10.7	(0.66)	22.1	(0.86)	10.3	(0.33)	6.4	(0.33)	9.7	(0.91)	25.7	(1.25)	8.3	(0.30)	5.3	(0.31)	11.7	(0.96)	18.1	(1.15)
2007[4,5]	8.7	(0.21)	5.3	(0.22)	8.4	(0.59)	21.4	(0.83)	9.8	(0.32)	6.0	(0.32)	8.0	(0.82)	24.7	(1.22)	7.7	(0.29)	4.5	(0.28)	8.8	(0.84)	18.0	(1.13)
2008[4,5]	8.0	(0.20)	4.8	(0.21)	9.9	(0.63)	18.3	(0.78)	8.5	(0.30)	5.4	(0.30)	8.7	(0.85)	19.9	(1.12)	7.5	(0.28)	4.2	(0.28)	11.1	(0.93)	16.7	(1.08)
2009[4,5]	8.1	(0.20)	5.2	(0.21)	9.3	(0.61)	17.6	(0.76)	9.1	(0.31)	6.3	(0.33)	10.6	(0.93)	19.0	(1.10)	7.0	(0.27)	4.1	(0.27)	8.1	(0.80)	16.1	(1.06)
2010[4,5,6]	7.4	(0.27)	5.1	(0.30)	8.0	(0.76)	15.1	(0.87)	8.5	(0.40)	5.9	(0.42)	9.5	(1.11)	17.3	(1.24)	6.3	(0.28)	4.2	(0.35)	6.7	(0.85)	12.8	(0.97)
2011[4,5,6]	7.1	(0.26)	5.0	(0.31)	7.3	(0.67)	13.6	(0.78)	7.7	(0.36)	5.4	(0.41)	8.3	(0.98)	14.6	(1.09)	6.5	(0.34)	4.6	(0.38)	6.4	(0.94)	12.4	(0.97)
2012[4,5,6]	6.6	(0.25)	4.3	(0.31)	7.5	(0.76)	12.7	(0.72)	7.3	(0.36)	4.8	(0.40)	8.1	(1.15)	13.9	(1.04)	5.9	(0.33)	3.8	(0.37)	7.0	(1.01)	11.3	(1.00)
2013[4,5,6]	6.8	(0.28)	5.1	(0.31)	7.3	(0.87)	11.7	(0.74)	7.2	(0.37)	5.5	(0.39)	8.2	(1.11)	12.6	(1.01)	6.3	(0.34)	4.7	(0.36)	6.6	(1.07)	10.8	(0.98)
2014[4,5,6]	6.5	(0.25)	5.2	(0.32)	7.4	(0.74)	10.6	(0.68)	7.1	(0.37)	5.7	(0.42)	7.1	(1.02)	11.8	(1.04)	5.9	(0.29)	4.8	(0.41)	7.7	(1.02)	9.3	(0.84)

—Not available.
†Not applicable.
[1]Includes other racial/ethnic categories not separately shown.
[2]Based on the April 1960 decennial census.
[3]For 1967 through 1971, White and Black include persons of Hispanic ethnicity.
[4]Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
[5]White and Black exclude persons identifying themselves as Two or more races.
[6]Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1960 through 2014. (This table was prepared August 2015.)

Table 2.3. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by income level, and percentage distribution of status dropouts, by labor force status and years of school completed: 1970 through 2014

[Standard errors appear in parentheses]

Year	Status dropout rate		Status dropout rate, by family income quarter								Percentage distribution of status dropouts, by labor force status								Percentage distribution of status dropouts, by years of school completed									
			Lowest quarter		Middle low quarter		Middle high quarter		Highest quarter		Total		Employed[1]		Unemployed		Not in labor force		Total		Less than 9 years		9 years		10 years		11 or 12 years	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
1970	15.0	(0.29)	28.0	(0.92)	21.2	(0.65)	11.7	(0.50)	5.2	(0.34)	100.0	(†)	49.8	(1.06)	10.3	(0.65)	39.9	(1.04)	100.0	(†)	28.5	(0.96)	20.6	(0.86)	26.8	(0.94)	24.0	(0.91)
1971	14.7	(0.28)	28.8	(0.90)	20.7	(0.63)	10.9	(0.49)	5.1	(0.32)	100.0	(†)	49.5	(1.05)	10.9	(0.65)	39.6	(1.02)	100.0	(†)	27.9	(0.94)	21.7	(0.86)	27.8	(0.94)	22.7	(0.88)
1972	14.6	(0.28)	27.6	(0.85)	20.8	(0.62)	10.2	(0.46)	5.4	(0.33)	100.0	(†)	51.2	(1.03)	10.2	(0.63)	38.6	(1.01)	100.0	(†)	27.5	(0.92)	20.8	(0.84)	29.0	(0.94)	22.7	(0.87)
1973	14.1	(0.27)	28.0	(0.85)	19.6	(0.60)	9.9	(0.45)	4.9	(0.31)	100.0	(†)	53.2	(1.04)	9.2	(0.60)	37.5	(1.01)	100.0	(†)	26.5	(0.92)	20.9	(0.84)	27.4	(0.93)	25.3	(0.90)
1974	14.3	(0.27)	—	(†)	—	(†)	—	(†)	—	(†)	100.0	(†)	51.8	(1.02)	12.3	(0.67)	35.9	(0.98)	100.0	(†)	25.4	(0.89)	20.1	(0.82)	28.7	(0.93)	25.8	(0.90)
1975	13.9	(0.27)	28.8	(0.82)	18.0	(0.58)	10.2	(0.45)	5.0	(0.30)	100.0	(†)	46.0	(1.02)	15.6	(0.74)	38.4	(1.00)	100.0	(†)	23.5	(0.87)	21.1	(0.84)	27.5	(0.92)	27.9	(0.92)
1976	14.1	(0.27)	28.1	(0.79)	19.2	(0.60)	10.1	(0.45)	4.9	(0.29)	100.0	(†)	48.8	(1.01)	16.0	(0.74)	35.2	(0.97)	100.0	(†)	24.3	(0.87)	20.1	(0.81)	27.8	(0.91)	27.8	(0.91)
1977	14.1	(0.27)	28.5	(0.80)	19.0	(0.60)	10.4	(0.46)	4.5	(0.29)	100.0	(†)	52.9	(1.02)	13.6	(0.70)	33.6	(0.96)	100.0	(†)	24.3	(0.87)	21.7	(0.84)	27.3	(0.91)	26.6	(0.90)
1978	14.2	(0.27)	28.2	(0.80)	18.9	(0.60)	10.5	(0.46)	5.5	(0.31)	100.0	(†)	54.3	(1.01)	12.4	(0.67)	33.3	(0.95)	100.0	(†)	22.9	(0.85)	20.2	(0.81)	28.2	(0.91)	28.8	(0.91)
1979	14.6	(0.27)	28.1	(0.79)	18.5	(0.60)	11.5	(0.47)	5.6	(0.32)	100.0	(†)	54.0	(0.99)	12.7	(0.66)	33.3	(0.94)	100.0	(†)	22.6	(0.83)	21.0	(0.81)	28.6	(0.90)	27.8	(0.89)
1980	14.1	(0.26)	27.0	(0.77)	18.1	(0.60)	10.7	(0.46)	5.7	(0.32)	100.0	(†)	50.4	(1.01)	17.0	(0.76)	32.6	(0.95)	100.0	(†)	23.6	(0.86)	19.7	(0.80)	29.8	(0.93)	27.0	(0.90)
1981	13.9	(0.26)	26.4	(0.75)	17.8	(0.57)	11.1	(0.47)	5.2	(0.30)	100.0	(†)	49.8	(1.01)	18.3	(0.78)	31.9	(0.94)	100.0	(†)	24.3	(0.86)	18.6	(0.78)	30.2	(0.92)	26.9	(0.89)
1982	13.9	(0.27)	27.2	(0.78)	18.3	(0.63)	10.2	(0.48)	4.4	(0.29)	100.0	(†)	45.2	(1.06)	21.1	(0.87)	33.7	(1.01)	100.0	(†)	22.9	(0.90)	20.8	(0.87)	28.8	(0.96)	27.6	(0.95)
1983	13.7	(0.27)	26.5	(0.77)	17.8	(0.62)	10.5	(0.50)	4.1	(0.29)	100.0	(†)	48.4	(1.08)	18.2	(0.83)	33.4	(1.02)	100.0	(†)	23.0	(0.91)	19.3	(0.85)	28.8	(0.98)	28.8	(0.98)
1984	13.1	(0.27)	25.9	(0.76)	16.5	(0.61)	9.9	(0.48)	3.8	(0.29)	100.0	(†)	49.7	(1.11)	17.3	(0.84)	32.9	(1.05)	100.0	(†)	23.6	(0.95)	21.4	(0.91)	27.5	(1.00)	27.5	(0.99)
1985	12.6	(0.27)	27.1	(0.78)	14.7	(0.60)	8.3	(0.46)	4.0	(0.29)	100.0	(†)	50.1	(1.15)	17.5	(0.88)	32.4	(1.08)	100.0	(†)	23.9	(0.98)	21.0	(0.94)	27.9	(1.03)	27.2	(1.03)
1986	12.2	(0.27)	25.4	(0.75)	14.8	(0.60)	8.0	(0.45)	3.4	(0.28)	100.0	(†)	51.1	(1.18)	16.4	(0.87)	32.5	(1.10)	100.0	(†)	25.4	(1.03)	21.5	(0.97)	25.7	(1.03)	27.4	(1.05)
1987	12.6	(0.28)	25.5	(0.76)	16.6	(0.63)	8.0	(0.46)	3.6	(0.28)	100.0	(†)	52.4	(1.16)	13.6	(0.80)	34.0	(1.10)	100.0	(†)	25.9	(1.02)	20.7	(0.94)	26.0	(1.02)	27.5	(1.04)
1988	12.9	(0.30)	27.2	(0.85)	15.4	(0.68)	8.2	(0.51)	3.4	(0.30)	100.0	(†)	52.9	(1.27)	—	(†)	—	(†)	100.0	(†)	28.9	(1.15)	19.3	(1.00)	25.1	(1.10)	26.8	(1.12)
1989	12.6	(0.31)	25.0	(0.84)	16.2	(0.71)	8.7	(0.52)	3.3	(0.31)	100.0	(†)	53.2	(1.30)	13.8	(0.90)	33.0	(1.22)	100.0	(†)	29.4	(1.18)	20.8	(1.05)	24.9	(1.12)	25.0	(1.13)
1990	12.1	(0.29)	24.3	(0.82)	15.1	(0.65)	8.7	(0.51)	2.9	(0.28)	100.0	(†)	52.5	(1.29)	13.3	(0.88)	34.2	(1.23)	100.0	(†)	28.6	(1.17)	20.9	(1.05)	24.4	(1.11)	26.1	(1.14)
1991	12.5	(0.30)	25.9	(0.83)	15.5	(0.66)	7.7	(0.49)	3.0	(0.29)	100.0	(†)	47.5	(1.28)	15.8	(0.93)	36.7	(1.23)	100.0	(†)	28.6	(1.15)	20.5	(1.03)	26.1	(1.12)	24.9	(1.10)
1992[2]	11.0	(0.28)	23.4	(0.79)	12.9	(0.62)	7.3	(0.48)	2.4	(0.26)	100.0	(†)	47.6	(1.36)	15.0	(0.97)	37.4	(1.32)	100.0	(†)	21.6	(1.12)	17.5	(1.04)	24.4	(1.17)	36.5	(1.31)
1993[2]	11.0	(0.28)	22.9	(0.77)	12.7	(0.62)	6.6	(0.46)	2.9	(0.29)	100.0	(†)	48.7	(1.37)	12.8	(0.91)	38.5	(1.33)	100.0	(†)	20.5	(1.10)	16.6	(1.02)	24.1	(1.17)	38.8	(1.33)
1994[2]	11.4	(0.26)	20.7	(0.71)	13.7	(0.58)	8.7	(0.45)	4.9	(0.33)	100.0	(†)	49.5	(1.21)	13.0	(0.81)	37.5	(1.17)	100.0	(†)	23.9	(1.03)	16.2	(0.89)	20.3	(0.97)	39.6	(1.18)
1995[2]	12.0	(0.27)	23.2	(0.69)	13.8	(0.59)	8.3	(0.46)	3.6	(0.29)	100.0	(†)	48.9	(1.19)	14.2	(0.83)	37.0	(1.14)	100.0	(†)	22.2	(0.99)	17.0	(0.89)	22.5	(0.99)	38.3	(1.15)
1996[2]	11.1	(0.27)	22.0	(0.72)	13.6	(0.60)	7.0	(0.45)	3.2	(0.28)	100.0	(†)	47.3	(1.28)	15.0	(0.91)	37.7	(1.24)	100.0	(†)	20.3	(1.03)	17.7	(0.98)	22.6	(1.07)	39.4	(1.25)
1997[2]	11.0	(0.27)	21.8	(0.71)	13.5	(0.59)	6.2	(0.42)	3.4	(0.29)	100.0	(†)	53.3	(1.28)	13.2	(0.86)	33.5	(1.21)	100.0	(†)	19.9	(1.02)	15.7	(0.93)	22.3	(1.06)	42.1	(1.26)
1998[2]	11.8	(0.27)	22.3	(0.71)	14.9	(0.62)	7.7	(0.45)	3.5	(0.29)	100.0	(†)	55.1	(1.22)	10.3	(0.74)	34.6	(1.17)	100.0	(†)	21.0	(1.00)	14.9	(0.87)	21.4	(1.01)	42.6	(1.21)
1999[2]	11.2	(0.26)	21.0	(0.70)	14.3	(0.60)	7.4	(0.44)	3.9	(0.30)	100.0	(†)	55.6	(1.24)	10.0	(0.75)	34.4	(1.18)	100.0	(†)	22.2	(1.03)	16.3	(0.92)	22.5	(1.04)	39.0	(1.21)
2000[2]	10.9	(0.26)	20.7	(0.70)	12.8	(0.56)	8.3	(0.46)	3.5	(0.29)	100.0	(†)	56.9	(1.24)	12.3	(0.82)	30.8	(1.16)	100.0	(†)	21.5	(1.03)	15.3	(0.90)	23.1	(1.06)	40.0	(1.23)
2001[2]	10.7	(0.25)	19.3	(0.68)	13.4	(0.57)	9.0	(0.47)	3.2	(0.27)	100.0	(†)	58.3	(1.24)	14.8	(0.89)	26.9	(1.11)	100.0	(†)	18.4	(0.97)	16.8	(0.94)	23.8	(1.07)	40.9	(1.23)
2002[2]	10.5	(0.24)	18.8	(0.62)	12.3	(0.53)	8.4	(0.43)	3.8	(0.28)	100.0	(†)	57.4	(1.18)	13.3	(0.81)	29.2	(1.09)	100.0	(†)	22.8	(1.00)	17.1	(0.90)	21.3	(0.98)	38.9	(1.17)
2003[2]	9.9	(0.23)	19.5	(0.64)	10.8	(0.49)	7.3	(0.40)	3.4	(0.26)	100.0	(†)	53.5	(1.22)	13.7	(0.84)	32.9	(1.15)	100.0	(†)	21.2	(1.00)	18.2	(0.94)	20.7	(0.99)	40.0	(1.20)
2004[2]	10.3	(0.23)	18.0	(0.60)	12.7	(0.52)	8.2	(0.42)	3.7	(0.27)	100.0	(†)	53.0	(1.19)	14.3	(0.83)	32.7	(1.12)	100.0	(†)	21.4	(0.97)	15.9	(0.87)	22.5	(0.99)	40.3	(1.17)
2005[2]	9.4	(0.22)	17.9	(0.60)	11.5	(0.51)	7.1	(0.39)	2.7	(0.23)	100.0	(†)	56.9	(1.23)	11.9	(0.80)	31.2	(1.15)	100.0	(†)	18.9	(0.97)	16.8	(0.93)	21.4	(1.02)	42.9	(1.23)
2006[2]	9.3	(0.22)	16.5	(0.58)	12.1	(0.51)	6.3	(0.37)	3.8	(0.27)	100.0	(†)	56.4	(1.23)	11.7	(0.80)	32.0	(1.16)	100.0	(†)	22.1	(1.03)	13.4	(0.85)	20.7	(1.01)	43.9	(1.23)
2007[2]	8.7	(0.21)	16.7	(0.59)	10.5	(0.48)	6.4	(0.36)	3.2	(0.25)	100.0	(†)	55.5	(1.27)	11.2	(0.80)	33.3	(1.20)	100.0	(†)	21.2	(1.04)	16.9	(0.96)	22.9	(1.07)	39.0	(1.24)
2008[2]	8.0	(0.20)	16.4	(0.58)	9.4	(0.45)	5.4	(0.34)	2.2	(0.21)	100.0	(†)	46.8	(1.33)	16.3	(0.98)	36.9	(1.28)	100.0	(†)	18.4	(1.03)	15.2	(0.96)	23.8	(1.13)	42.6	(1.32)
2009[2]	8.1	(0.20)	15.8	(0.57)	9.7	(0.45)	5.4	(0.34)	2.5	(0.22)	100.0	(†)	43.2	(1.31)	19.9	(1.06)	36.9	(1.28)	100.0	(†)	17.7	(1.01)	13.6	(0.91)	24.4	(1.14)	44.3	(1.32)
2010[2,3]	7.4	(0.27)	13.8	(0.83)	8.9	(0.54)	5.1	(0.48)	2.5	(0.31)	100.0	(†)	45.8	(1.64)	18.7	(1.38)	35.5	(1.70)	100.0	(†)	19.2	(1.48)	13.1	(1.07)	22.5	(1.59)	45.2	(1.89)
2011[2,3]	7.1	(0.26)	13.0	(0.73)	9.0	(0.53)	4.8	(0.45)	2.3	(0.32)	100.0	(†)	49.8	(1.77)	16.0	(1.33)	34.2	(1.69)	100.0	(†)	18.1	(1.72)	12.9	(1.15)	21.2	(1.39)	47.7	(1.87)
2012[2,3]	6.6	(0.25)	11.8	(0.70)	8.7	(0.65)	4.1	(0.44)	1.9	(0.31)	100.0	(†)	44.8	(2.07)	18.1	(1.49)	37.1	(1.83)	100.0	(†)	18.3	(1.76)	10.2	(1.21)	21.9	(1.57)	49.6	(2.20)
2013[2,3]	6.8	(0.28)	10.7	(0.73)	8.8	(0.67)	5.0	(0.44)	3.2	(0.36)	100.0	(†)	41.1	(2.01)	16.8	(1.58)	42.1	(1.84)	100.0	(†)	18.3	(1.70)	13.3	(1.34)	21.1	(1.63)	47.4	(2.31)
2014[2,3]	6.5	(0.25)	11.6	(0.68)	7.6	(0.57)	4.7	(0.43)	2.8	(0.31)	100.0	(†)	44.7	(1.84)	17.0	(1.41)	38.3	(1.61)	100.0	(†)	15.0	(1.58)	13.7	(1.28)	21.3	(1.56)	50.0	(1.94)

—Not available.
†Not applicable.
[1]Includes persons who were employed but not at work during the survey week.
[2]Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
[3]Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2014. (This table was prepared August 2015.)

Table 3.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: Selected years, 2006 through 2014

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate								2014											
									Noninstitutionalized population[1]								Institutionalized population[2]			
													Status dropout rate							
	2006		2009		2013		2014		Number of status dropouts (in thousands)		Percentage distribution of status dropouts		Total for noninstitutionalized population		For those born in the United States[3]		For those born outside of the United States[3]		Number of status dropouts (in thousands)		Status dropout rate	
1	2		3		4		5		6		7		8		9		10		11		12	
Total	**9.7**	**(0.07)**	**8.6**	**(0.08)**	**6.8**	**(0.06)**	**6.3**	**(0.05)**	**2,346**	**(21.5)**	**100.0**	**(†)**	**6.0**	**(0.05)**	**5.3**	**(0.05)**	**12.4**	**(0.27)**	**151**	**(3.4)**	**33.1**	**(0.64)**
Sex																						
Male	11.3	(0.11)	10.1	(0.10)	8.0	(0.08)	7.2	(0.09)	1,343	(17.2)	57.2	(0.46)	6.7	(0.09)	5.9	(0.08)	14.2	(0.35)	138	(3.6)	34.1	(0.72)
Female	7.9	(0.08)	7.1	(0.09)	5.6	(0.08)	5.2	(0.07)	1,003	(13.3)	42.8	(0.46)	5.2	(0.07)	4.7	(0.07)	10.4	(0.33)	13	(1.1)	24.7	(1.76)
Race/ethnicity																						
White	6.4	(0.07)	5.6	(0.07)	4.7	(0.06)	4.4	(0.06)	936	(12.5)	39.9	(0.41)	4.3	(0.06)	4.3	(0.06)	4.0	(0.36)	33	(1.7)	23.9	(1.18)
Black	11.5	(0.21)	10.7	(0.18)	9.0	(0.19)	7.9	(0.17)	385	(9.5)	16.4	(0.38)	6.8	(0.17)	6.9	(0.17)	5.7	(0.59)	74	(2.6)	39.2	(1.12)
Hispanic	21.0	(0.26)	17.9	(0.22)	11.8	(0.20)	10.7	(0.15)	872	(12.5)	37.2	(0.39)	10.4	(0.15)	7.6	(0.15)	20.8	(0.47)	38	(1.6)	37.2	(1.30)
Cuban	7.2	(0.83)	7.0	(0.87)	6.2	(0.63)	6.3	(0.85)	14	(2.0)	0.6	(0.08)	6.1	(0.85)	4.3	(0.68)	10.4	(1.89)	‡	(†)	‡	(†)
Dominican	10.0	(0.92)	10.8	(0.94)	8.3	(0.70)	8.0	(0.67)	22	(2.2)	1.0	(0.09)	7.7	(0.70)	6.2	(0.78)	10.7	(1.35)	‡	(†)	30.8	(8.29)
Mexican	23.6	(0.31)	19.3	(0.26)	12.8	(0.26)	11.0	(0.16)	592	(9.2)	25.2	(0.34)	10.6	(0.16)	7.8	(0.17)	22.0	(0.61)	26	(1.5)	39.2	(1.55)
Puerto Rican	15.2	(0.64)	14.1	(0.58)	9.5	(0.49)	9.6	(0.51)	76	(3.9)	3.2	(0.16)	9.4	(0.51)	9.3	(0.51)	13.3 !	(5.35)	3	(0.7)	25.9	(3.82)
Spaniard	6.9	(1.50)	7.4	(1.46)	4.9	(1.04)	4.5	(0.90)	4	(0.9)	0.2	(0.04)	4.1	(0.86)	4.0	(0.88)	‡	(†)	‡	(†)	‡	(†)
Central American[4]	29.8	(0.93)	27.0	(0.83)	17.1	(0.69)	17.8	(0.73)	123	(5.6)	5.2	(0.23)	17.4	(0.75)	6.5	(0.51)	32.7	(1.53)	4	(0.7)	46.0	(5.36)
Costa Rican	13.6	(3.84)	12.5	(3.59)	4.7 !	(2.06)	6.1 !	(2.38)	‡	(†)	#	(†)	6.1 !	(2.38)	5.6 !	(2.56)	‡	(†)	‡	(†)	‡	(†)
Guatemalan	43.4	(2.17)	41.0	(1.57)	27.0	(1.75)	28.7	(1.66)	52	(3.8)	2.2	(0.16)	28.4	(1.68)	7.8	(1.21)	46.3	(2.51)	‡	(†)	50.5	(9.24)
Honduran	34.2	(2.75)	32.0	(2.45)	19.9	(1.66)	19.5	(1.76)	20	(2.2)	0.9	(0.09)	18.7	(1.78)	6.3	(1.55)	28.7	(3.07)	‡	(†)	67.4	(9.27)
Nicaraguan	13.6	(2.41)	7.5	(1.51)	7.6	(1.55)	7.3	(1.24)	4	(0.7)	0.2	(0.03)	7.4	(1.25)	6.4	(1.34)	11.3 !	(3.99)	‡	(†)	‡	(†)
Panamanian	7.4 !	(2.95)	5.6 !	(2.07)	3.0 !	(1.13)	1.8 !	(0.81)	‡	(†)	#	(†)	1.8 !	(0.82)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Salvadoran	23.9	(1.46)	23.1	(1.36)	13.4	(0.95)	14.9	(0.92)	45	(3.1)	1.9	(0.13)	14.6	(0.93)	6.8	(0.80)	27.8	(1.94)	‡	(†)	41.9	(9.74)
South American	8.1	(0.71)	6.8	(0.63)	4.3	(0.43)	4.1	(0.45)	17	(1.9)	0.7	(0.08)	3.9	(0.43)	2.7	(0.40)	5.4	(0.79)	‡	(†)	38.3 !	(11.97)
Chilean	4.9 !	(2.19)	‡	(†)	4.3 !	(1.81)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Colombian	5.6	(0.89)	6.1	(0.80)	3.4	(0.56)	3.4	(0.79)	5	(1.1)	0.2	(0.05)	3.1	(0.73)	2.2	(0.53)	4.3 !	(1.37)	‡	(†)	‡	(†)
Ecuadorian	14.1	(2.31)	13.8	(2.08)	10.8	(1.67)	7.3	(1.38)	6	(1.2)	0.3	(0.05)	7.1	(1.37)	3.3 !	(1.07)	12.8	(2.76)	‡	(†)	‡	(†)
Peruvian	6.2 !	(1.88)	3.5	(0.96)	1.7	(0.42)	3.1	(0.88)	‡	(†)	0.1	(0.03)	3.0	(0.87)	‡	(†)	4.4	(1.28)	‡	(†)	‡	(†)
Venezuelan	5.1 !	(1.69)	2.6 !	(1.00)	‡	(†)	4.1 !	(1.26)	‡	(†)	#	(†)	4.1 !	(1.26)	3.8 !	(1.85)	4.3 !	(1.66)	‡	(†)	‡	(†)
Other South American	9.5	(2.38)	6.5	(1.50)	1.5	(0.41)	2.7	(0.79)	‡	(†)	0.1 !	(0.02)	2.5 !	(0.75)	2.7 !	(1.05)	2.3 !	(1.03)	‡	(†)	‡	(†)
Other Hispanic	13.4	(0.70)	11.9	(0.87)	9.0	(0.75)	10.0	(0.77)	24	(2.2)	1.0	(0.09)	9.6	(0.80)	9.0	(0.86)	15.1	(3.14)	‡	(†)	27.8	(6.34)
Asian	3.1	(0.20)	3.3	(0.17)	2.5	(0.16)	2.5	(0.14)	51	(2.9)	2.2	(0.12)	2.5	(0.14)	1.8	(0.14)	3.4	(0.28)	‡	(†)	21.5 !	(10.04)
Chinese[5]	3.1	(0.45)	2.1	(0.34)	1.6	(0.25)	1.2	(0.18)	6	(1.0)	0.3	(0.04)	1.2	(0.18)	1.0	(0.23)	1.3	(0.25)	‡	(†)	‡	(†)
Filipino	2.6	(0.37)	3.2	(0.43)	1.9	(0.35)	1.9	(0.35)	6	(1.1)	0.2	(0.05)	1.9	(0.35)	1.4	(0.37)	2.5	(0.62)	‡	(†)	‡	(†)
Japanese	1.0 !	(0.39)	2.5 !	(0.82)	1.6 !	(0.60)	1.3 !	(0.51)	‡	(†)	#	(†)	1.3 !	(0.51)	1.5 !	(0.72)	‡	(†)	‡	(†)	‡	(†)
Korean	0.9	(0.21)	2.4	(0.56)	1.0 !	(0.36)	0.9 !	(0.28)	‡	(†)	0.1 !	(0.02)	0.9 !	(0.28)	1.3 !	(0.47)	‡	(†)	‡	(†)	‡	(†)
South Asian[6]	2.7	(0.41)	2.4	(0.35)	2.8	(0.40)	3.2	(0.38)	14	(1.8)	0.6	(0.08)	3.1	(0.39)	1.4	(0.34)	4.6	(0.65)	‡	(†)	‡	(†)
Asian Indian	2.6	(0.47)	2.1	(0.34)	1.8	(0.31)	2.0	(0.31)	7	(1.1)	0.3	(0.05)	1.9	(0.31)	1.3	(0.38)	2.6	(0.51)	‡	(†)	‡	(†)
Bangladeshi	‡	(†)	‡	(†)	‡	(†)	6.1 !	(2.34)	‡	(†)	#	(†)	5.2 !	(2.35)	‡	(†)	8.0 !	(3.45)	‡	(†)	‡	(†)
Bhutanese	—	(†)	—	(†)	36.8	(8.18)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Nepalese	—	(†)	—	(†)	11.1 !	(3.36)	19.6	(5.67)	‡	(†)	0.2 !	(0.06)	19.9	(5.80)	‡	(†)	21.6	(6.24)	‡	(†)	‡	(†)
Pakistani	3.5 !	(1.22)	4.1	(1.18)	1.8 !	(0.60)	2.6	(0.76)	‡	(†)	0.1	(0.02)	2.6	(0.76)	2.4 !	(1.14)	2.8 !	(1.01)	‡	(†)	‡	(†)
Southeast Asian	5.7	(0.55)	6.0	(0.55)	4.7	(0.48)	5.3	(0.50)	21	(2.1)	0.9	(0.09)	5.2	(0.50)	3.4	(0.45)	8.5	(1.24)	‡	(†)	‡	(†)
Burmese	—	(†)	—	(†)	20.7	(4.13)	27.5	(5.70)	‡	(†)	0.2	(0.06)	27.5	(5.70)	‡	(†)	28.4	(5.91)	‡	(†)	‡	(†)
Cambodian	6.5	(1.59)	9.7	(2.10)	6.2	(1.49)	8.4	(1.71)	‡	(†)	0.1	(0.03)	8.3	(1.71)	8.2	(2.00)	8.9 !	(4.45)	‡	(†)	‡	(†)
Hmong	6.7	(1.56)	7.3	(1.33)	4.3	(1.12)	5.8	(1.20)	‡	(†)	0.1	(0.03)	5.8	(1.20)	3.3	(0.91)	17.6 !	(5.64)	‡	(†)	‡	(†)
Laotian	8.0	(1.93)	9.7	(2.15)	5.7 !	(1.91)	8.9	(2.51)	‡	(†)	0.1	(0.03)	8.8	(2.53)	8.9 !	(2.80)	‡	(†)	‡	(†)	‡	(†)
Thai	2.5 !	(1.24)	‡	(†)	‡	(†)	6.3 !	(2.02)	‡	(†)	#	(†)	5.5 !	(1.98)	‡	(†)	10.6 !	(4.41)	‡	(†)	‡	(†)
Vietnamese	5.4	(0.76)	4.6	(0.74)	3.5	(0.55)	2.4	(0.45)	6	(1.0)	0.2	(0.04)	2.5	(0.45)	1.6	(0.37)	4.0	(1.08)	‡	(†)	‡	(†)
Other Southeast Asian[7]	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other Asian	3.0	(0.69)	6.0	(1.01)	1.7	(0.49)	2.2	(0.64)	‡	(†)	0.1	(0.02)	2.2	(0.64)	1.0 !	(0.51)	6.3 !	(2.41)	‡	(†)	‡	(†)
Pacific Islander	7.4	(1.13)	9.5	(1.45)	5.0	(1.03)	10.6	(1.66)	8	(1.4)	0.3	(0.06)	10.2	(1.67)	7.1	(1.37)	23.4	(5.65)	‡	(†)	‡	(†)
American Indian/Alaska Native[8]	15.1	(0.63)	15.9	(0.83)	12.8	(0.76)	11.5	(0.77)	32	(2.3)	1.4	(0.09)	11.3	(0.77)	11.1	(0.77)	21.8 !	(7.44)	2	(0.5)	22.2	(5.70)
American Indian	15.0	(0.79)	16.3	(0.95)	13.2	(0.83)	11.5	(0.83)	27	(2.0)	1.2	(0.08)	11.2	(0.82)	11.0	(0.84)	‡	(†)	‡	(†)	23.8 !	(7.36)
Alaska Native	17.2	(3.93)	19.5	(3.42)	9.1	(1.73)	10.6	(1.73)	2	(0.3)	0.1	(0.01)	10.7	(1.78)	10.7	(1.78)	‡	(†)	‡	(†)	‡	(†)

See notes at end of table.

Table 3.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: Selected years, 2006 through 2014—Continued

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate								2014											
									Noninstitutionalized population[1]								Institutionalized population[2]			
											Status dropout rate									
	2006		2009		2013		2014		Number of status dropouts (in thousands)		Percentage distribution of status dropouts		Total for noninstitutionalized population		For those born in the United States[3]		For those born outside of the United States[3]		Number of status dropouts (in thousands)		Status dropout rate	
1	2		3		4		5		6		7		8		9		10		11		12	
Some other race[9]	10.2	(1.23)	9.1	(1.48)	5.1	(1.13)	5.6	(1.03)	5	(1.0)	0.2	(0.04)	5.4	(1.03)	3.8	(1.05)	10.9	(2.94)	‡	(†)	‡	(†)
Two or more races	7.8	(0.39)	6.5	(0.36)	5.2	(0.28)	5.0	(0.26)	56	(3.2)	2.4	(0.14)	4.8	(0.26)	4.7	(0.27)	5.4	(1.04)	3	(0.4)	20.8	(2.67)
Race/ethnicity by sex																						
Male																						
White	7.2	(0.10)	6.3	(0.10)	5.4	(0.08)	5.0	(0.08)	528	(9.2)	39.3	(0.52)	4.8	(0.08)	4.8	(0.09)	4.6	(0.59)	29	(1.6)	25.3	(1.38)
Black	14.0	(0.31)	13.1	(0.27)	10.9	(0.27)	9.5	(0.22)	211	(6.7)	15.7	(0.42)	7.6	(0.23)	7.7	(0.23)	5.6	(0.84)	69	(2.6)	39.5	(1.22)
Hispanic	24.8	(0.36)	21.2	(0.31)	13.9	(0.26)	12.7	(0.23)	526	(9.9)	39.1	(0.56)	12.2	(0.23)	8.8	(0.23)	23.6	(0.60)	35	(1.6)	37.6	(1.41)
Asian	3.5	(0.28)	3.7	(0.26)	2.8	(0.19)	2.5	(0.19)	25	(2.0)	1.9	(0.14)	2.5	(0.19)	2.0	(0.20)	3.1	(0.36)	‡	(†)	21.5 !	(10.04)
Pacific Islander	7.7	(1.54)	9.4	(2.06)	4.2	(1.00)	12.6	(2.45)	‡	(†)	0.4	(0.08)	11.9	(2.48)	7.8	(1.82)	24.9 !	(8.06)	‡	(†)	‡	(†)
American Indian/Alaska Native	17.3	(1.08)	17.6	(1.20)	14.3	(1.11)	13.1	(1.13)	18	(1.5)	1.3	(0.11)	12.6	(1.08)	12.5	(1.12)	‡	(†)	‡	(†)	24.4	(6.33)
Some other race[9]	11.4	(1.78)	12.0	(2.43)	6.2	(1.75)	5.5	(1.36)	‡	(†)	0.2	(0.05)	5.3	(1.37)	3.6 !	(1.25)	10.3 !	(3.79)	‡	(†)	‡	(†)
Two or more races	8.8	(0.59)	7.4	(0.56)	5.5	(0.43)	5.0	(0.34)	27	(2.1)	2.0	(0.16)	4.7	(0.35)	4.7	(0.37)	4.5 !	(1.48)	3	(0.4)	19.6	(2.97)
Female																						
White	5.5	(0.08)	4.9	(0.08)	4.0	(0.08)	3.9	(0.09)	408	(9.3)	40.7	(0.68)	3.8	(0.09)	3.9	(0.09)	3.3	(0.41)	5	(0.7)	17.5	(2.49)
Black	9.0	(0.23)	8.2	(0.21)	7.1	(0.23)	6.3	(0.21)	174	(5.8)	17.3	(0.60)	6.1	(0.21)	6.1	(0.22)	5.9	(0.82)	5	(0.7)	35.0	(4.13)
Hispanic	16.7	(0.29)	14.3	(0.26)	9.6	(0.23)	8.5	(0.20)	347	(7.9)	34.5	(0.60)	8.5	(0.20)	6.3	(0.19)	17.3	(0.59)	3	(0.5)	31.9	(4.88)
Asian	2.7	(0.22)	2.1	(0.22)	2.1	(0.22)	2.6	(0.21)	26	(2.1)	2.6	(0.20)	2.6	(0.21)	1.5	(0.21)	3.8	(0.39)	‡	(†)	‡	(†)
Pacific Islander	7.2	(1.49)	9.7	(2.00)	5.8 !	(1.76)	8.3	(1.64)	3	(0.6)	0.3	(0.06)	8.4	(1.63)	6.4	(1.73)	20.6	(6.14)	‡	(†)	‡	(†)
American Indian/Alaska Native	12.9	(0.98)	14.2	(1.18)	11.3	(0.96)	9.9	(0.93)	15	(1.4)	1.4	(0.14)	9.9	(0.93)	9.7	(0.92)	‡	(†)	‡	(†)	‡	(†)
Some other race[9]	8.9	(1.72)	6.4	(1.60)	3.9	(1.16)	5.6	(1.48)	‡	(†)	0.3	(0.07)	5.6	(1.48)	4.1 !	(1.70)	11.8 !	(4.54)	‡	(†)	‡	(†)
Two or more races	6.8	(0.51)	5.6	(0.43)	4.8	(0.36)	5.0	(0.39)	29	(2.4)	2.8	(0.24)	4.9	(0.39)	4.8	(0.39)	6.5	(1.62)	‡	(†)	27.8	(7.47)
Age																						
16	3.3	(0.10)	2.8	(0.10)	2.2	(0.08)	2.2	(0.10)	88	(4.2)	3.8	(0.17)	2.1	(0.10)	2.0	(0.10)	4.3	(0.58)	3	(0.5)	7.2	(1.32)
17	5.5	(0.14)	4.4	(0.12)	3.1	(0.09)	3.0	(0.12)	121	(4.8)	5.2	(0.20)	2.9	(0.12)	2.8	(0.12)	4.6	(0.57)	5	(0.8)	14.0	(1.88)
18	8.0	(0.18)	7.5	(0.17)	5.0	(0.17)	4.8	(0.15)	207	(6.4)	8.8	(0.24)	4.6	(0.14)	4.3	(0.14)	7.6	(0.63)	11	(1.1)	35.7	(3.00)
19	10.0	(0.18)	9.1	(0.20)	6.4	(0.16)	6.0	(0.18)	237	(7.6)	10.1	(0.30)	5.6	(0.18)	5.3	(0.19)	9.7	(0.72)	16	(1.1)	41.3	(2.35)
20–24	12.2	(0.11)	10.8	(0.11)	8.7	(0.09)	7.9	(0.07)	1,693	(15.6)	72.2	(0.42)	7.5	(0.07)	6.6	(0.07)	15.4	(0.34)	117	(3.2)	37.0	(0.87)
English speaking ability																						
Spoke English at home or spoke English very well	7.9	(0.06)	7.2	(0.07)	6.0	(0.06)	5.5	(0.05)	1,946	(20.4)	82.9	(0.39)	5.2	(0.05)	5.2	(0.05)	5.5	(0.18)	140	(3.3)	32.2	(0.64)
Spoke a language other than English at home and spoke English less than very well	34.7	(0.47)	32.8	(0.42)	23.5	(0.53)	21.8	(0.47)	400	(9.8)	17.1	(0.39)	21.5	(0.47)	12.7	(0.53)	25.8	(0.65)	11	(1.0)	49.4	(3.17)
Region																						
Northeast	7.4	(0.14)	6.8	(0.12)	5.4	(0.12)	5.2	(0.11)	337	(7.4)	14.4	(0.30)	4.9	(0.11)	4.3	(0.11)	10.2	(0.50)	22	(1.4)	30.3	(1.65)
Midwest	8.1	(0.13)	7.4	(0.13)	5.9	(0.12)	5.7	(0.10)	454	(8.5)	19.4	(0.29)	5.4	(0.10)	5.1	(0.09)	10.7	(0.76)	26	(1.5)	30.0	(1.44)
South	11.0	(0.13)	9.7	(0.13)	7.8	(0.11)	6.9	(0.10)	956	(14.5)	40.8	(0.45)	6.5	(0.10)	5.8	(0.09)	13.7	(0.46)	74	(2.7)	36.8	(1.02)
West	10.7	(0.13)	9.5	(0.14)	7.1	(0.10)	6.6	(0.10)	599	(9.4)	25.5	(0.37)	6.3	(0.10)	5.4	(0.10)	13.2	(0.43)	29	(1.7)	30.0	(1.61)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.
[2]Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
[3]United States refers to the 50 states and the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas.
[4]Includes other Central American subgroups not shown separately.
[5]Includes Taiwanese.
[6]In addition to the subgroups shown, also includes Sri Lankan.
[7]Consists of Indonesian and Malaysian.
[8]Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified.
[9]Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received GED credentials are counted as high school completers. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Status dropout rates in this table may differ from those in tables based on the Current Population Survey (CPS) because of differences in survey design and target populations.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2006, 2009, 2013, and 2014. (This table was prepared November 2015.)

Table 3.2. Percentage of high school dropouts among noninstitutionalized and institutionalized persons 16 to 24 years old (status dropout rate), by race/ethnicity and state: 2014

[Standard errors appear in parentheses]

State	Total		White		Black		Hispanic		Asian		Pacific Islander		American Indian/ Alaska Native		Two or more races	
1	2		3		4		5		6		7		8		9	
United States	**6.3**	**(0.05)**	**4.4**	**(0.06)**	**7.9**	**(0.17)**	**10.7**	**(0.15)**	**2.5**	**(0.14)**	**10.6**	**(1.66)**	**11.5**	**(0.77)**	**5.0**	**(0.26)**
Alabama	7.7	(0.49)	7.3	(0.66)	8.5	(0.93)	13.0	(3.25)	‡	(†)	‡	(†)	‡	(†)	5.1 !	(2.44)
Alaska	2.8	(0.61)	2.6 !	(0.94)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	8.8	(1.70)	‡	(†)
Arizona	8.5	(0.40)	4.8	(0.51)	9.9	(2.19)	12.1	(0.85)	‡	(†)	‡	(†)	14.9	(2.12)	5.7 !	(1.83)
Arkansas	6.8	(0.66)	5.2	(0.63)	5.5	(1.04)	13.7	(3.62)	‡	(†)	‡	(†)	‡	(†)	15.3 !	(5.08)
California	6.0	(0.14)	3.3	(0.18)	7.2	(0.71)	8.8	(0.24)	2.2	(0.24)	6.9 !	(2.43)	7.5	(2.16)	2.6	(0.41)
Colorado	6.4	(0.50)	4.4	(0.57)	5.1 !	(2.16)	11.0	(1.10)	7.7	(2.29)	‡	(†)	20.3 !	(7.68)	5.9 !	(2.33)
Connecticut	4.6	(0.39)	2.5	(0.47)	6.3	(1.45)	11.3	(1.36)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Delaware	6.5	(0.98)	6.6	(1.25)	3.7 !	(1.54)	13.9 !	(4.20)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
District of Columbia	5.0	(0.85)	‡	(†)	8.5	(1.59)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Florida	7.1	(0.25)	5.3	(0.29)	8.3	(0.58)	9.7	(0.60)	2.3 !	(1.0)	‡	(†)	12.8 !	(5.76)	4.8	(1.09)
Georgia	7.0	(0.36)	5.1	(0.32)	8.4	(0.72)	12.8	(1.20)	3.4	(0.97)	‡	(†)	‡	(†)	3.3 !	(1.19)
Hawaii	5.0	(0.71)	3.2 !	(1.54)	‡	(†)	10.1 !	(3.08)	3.4	(1.01)	11.3 !	(3.43)	‡	(†)	3.1 !	(1.02)
Idaho	6.4	(0.84)	4.0	(0.61)	‡	(†)	15.7	(3.31)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Illinois	5.1	(0.22)	3.0	(0.21)	8.3	(0.72)	9.2	(0.71)	0.7 !	(0.29)	‡	(†)	‡	(†)	4.4 !	(1.64)
Indiana	8.0	(0.45)	7.3	(0.39)	11.0	(1.35)	13.5	(2.52)	‡	(†)	‡	(†)	‡	(†)	9.3	(2.34)
Iowa	5.0	(0.56)	4.0	(0.52)	10.8 !	(3.77)	12.1	(3.52)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Kansas	5.9	(0.57)	3.4	(0.52)	8.7	(2.28)	17.2	(2.60)	‡	(†)	‡	(†)	‡	(†)	3.4 !	(1.65)
Kentucky	6.4	(0.45)	6.0	(0.43)	7.3	(1.92)	11.8	(2.67)	11.3 !	(4.70)	‡	(†)	‡	(†)	3.4 !	(1.66)
Louisiana	10.6	(0.61)	7.8	(0.77)	13.3	(1.09)	23.9	(4.05)	‡	(†)	‡	(†)	‡	(†)	5.5 !	(2.45)
Maine	4.7	(0.82)	4.1	(0.87)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	17.8 !	(7.28)
Maryland	6.0	(0.34)	4.4	(0.46)	7.2	(0.70)	12.3	(1.63)	‡	(†)	‡	(†)	‡	(†)	4.8 !	(1.74)
Massachusetts	3.8	(0.29)	2.3	(0.26)	4.9	(0.99)	9.9	(1.36)	2.9	(0.86)	‡	(†)	‡	(†)	4.5 !	(2.16)
Michigan	6.0	(0.31)	4.5	(0.34)	10.8	(1.01)	11.3	(1.67)	3.5 !	(1.21)	‡	(†)	13.4	(3.23)	4.7	(1.19)
Minnesota	4.0	(0.39)	3.0	(0.37)	6.2 !	(1.98)	11.5	(2.23)	2.1 !	(0.82)	‡	(†)	10.5 !	(4.15)	‡	(†)
Mississippi	8.4	(0.49)	6.6	(0.77)	9.3	(0.91)	24.0	(4.33)	‡	(†)	‡	(†)	‡	(†)	10.7 !	(5.21)
Missouri	5.8	(0.33)	5.1	(0.35)	8.6	(1.04)	9.3	(2.01)	‡	(†)	‡	(†)	‡	(†)	6.0 !	(2.94)
Montana	6.7	(1.25)	4.7	(1.13)	‡	(†)	11.1 !	(4.12)	‡	(†)	‡	(†)	22.0 !	(7.10)	‡	(†)
Nebraska	3.9	(0.61)	2.3	(0.43)	4.0 !	(1.90)	11.4	(3.10)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Nevada	8.6	(0.62)	6.7	(0.92)	12.2	(2.76)	11.6	(1.21)	‡	(†)	‡	(†)	‡	(†)	6.3 !	(2.35)
New Hampshire	3.7	(0.71)	3.1	(0.74)	‡	(†)	15.1 !	(6.54)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
New Jersey	4.6	(0.28)	2.0	(0.23)	6.0	(0.76)	10.3	(0.87)	0.9 !	(0.37)	‡	(†)	‡	(†)	5.4 !	(1.98)
New Mexico	9.5	(0.82)	7.7	(1.57)	‡	(†)	10.4	(1.12)	‡	(†)	‡	(†)	13.4	(2.51)	‡	(†)
New York	6.0	(0.22)	3.6	(0.20)	7.9	(0.57)	11.6	(0.57)	3.3	(0.62)	‡	(†)	11.3	(2.99)	4.4	(1.12)
North Carolina	5.8	(0.29)	4.8	(0.33)	5.7	(0.56)	12.3	(1.32)	3.4 !	(1.06)	‡	(†)	7.2 !	(2.19)	3.6 !	(1.46)
North Dakota	5.3	(1.07)	4.7	(1.24)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	9.4 !	(3.48)	‡	(†)
Ohio	6.1	(0.35)	5.5	(0.36)	8.6	(0.90)	9.8	(1.61)	‡	(†)	‡	(†)	‡	(†)	5.7 !	(1.87)
Oklahoma	7.9	(0.54)	6.3	(0.64)	6.5	(1.54)	16.5	(1.67)	‡	(†)	‡	(†)	8.8	(1.69)	9.7	(1.71)
Oregon	6.8	(0.54)	4.9	(0.53)	16.7 !	(6.50)	14.6	(2.11)	‡	(†)	‡	(†)	‡	(†)	3.9 !	(1.38)
Pennsylvania	5.5	(0.27)	4.6	(0.27)	7.2	(0.88)	12.5	(1.77)	2.1 !	(0.71)	‡	(†)	‡	(†)	2.9 !	(1.37)
Rhode Island	6.1	(0.83)	4.1	(0.79)	‡	(†)	14.5	(2.79)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
South Carolina	7.3	(0.39)	5.5	(0.47)	10.1	(0.95)	9.4	(1.98)	‡	(†)	‡	(†)	‡	(†)	11.5 !	(3.75)
South Dakota	6.6	(1.24)	4.7	(1.30)	‡	(†)	9.3 !	(3.79)	‡	(†)	‡	(†)	19.1	(4.75)	‡	(†)
Tennessee	5.6	(0.35)	4.2	(0.36)	7.2	(1.15)	16.8	(2.33)	5.8 !	(2.74)	‡	(†)	‡	(†)	6.5 !	(2.85)
Texas	7.5	(0.18)	4.3	(0.26)	5.1	(0.47)	11.2	(0.35)	2.6	(0.71)	‡	(†)	11.7 !	(5.27)	5.4	(1.17)
Utah	6.6	(0.58)	5.3	(0.60)	‡	(†)	13.0	(2.04)	‡	(†)	‡	(†)	21.4	(5.13)	2.8 !	(1.38)
Vermont	2.7 !	(0.88)	2.5 !	(0.90)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Virginia	4.2	(0.35)	2.3	(0.27)	6.5	(0.87)	9.4	(1.55)	3.1	(0.92)	‡	(†)	‡	(†)	4.8	(1.42)
Washington	7.1	(0.43)	4.8	(0.42)	9.6	(2.56)	15.8	(1.75)	2.7 !	(0.86)	14.7 !	(5.04)	13.2	(2.93)	7.3	(1.54)
West Virginia	6.7	(0.69)	6.9	(0.74)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Wisconsin	4.7	(0.39)	3.4	(0.31)	10.0	(1.79)	9.4	(2.35)	‡	(†)	‡	(†)	‡	(†)	5.7 !	(2.11)
Wyoming	4.3	(1.02)	2.6	(0.73)	‡	(†)	10.1 !	(4.82)	‡	(†)	‡	(†)	24.6 !	(10.27)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on a sample survey of the noninstitutionalized and institutionalized populations. The noninstitutionalized population includes persons living in households as well as persons living in college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. The institutionalized population includes persons living in adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S Department of Commerce, Census Bureau, American Community Survey (ACS), 1-year sample, 2014. (This table was prepared July 2016.)

Table 4.1. High school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate) and number and percentage distribution of 18- to 24-year-olds not enrolled in high school, by selected characteristics: Selected years, 2004 through 2014

[Standard errors appear in parentheses]

Selected characteristic	Status completion rate[1]								2014							
									Number of 18- to 24-year-olds not enrolled in high school (in thousands)				Percentage distribution of 18- to 24-year-olds not enrolled in high school			
	2004		2009		2013		2014		Total population[2]		Status completers only[3]		Total population[2]		Status completers only[3]	
1	2		3		4		5		6		7		8		9	
Total	**86.9**	**(0.30)**	**89.8**	**(0.27)**	**92.0**	**(0.35)**	**92.4**	**(0.32)**	**28,402**	**(99.9)**	**26,255**	**(137.6)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	84.9	(0.46)	88.3	(0.40)	91.4	(0.47)	91.8	(0.46)	14,151	(70.1)	12,986	(94.1)	49.8	(0.20)	49.5	(0.26)
Female	88.8	(0.40)	91.2	(0.35)	92.6	(0.45)	93.1	(0.38)	14,251	(81.9)	13,269	(99.3)	50.2	(0.20)	50.5	(0.26)
Race/ethnicity																
White	91.7	(0.31)	93.8	(0.27)	94.3	(0.38)	94.2	(0.40)	15,767	(123.5)	14,847	(136.0)	55.5	(0.40)	56.6	(0.45)
Black	83.5	(0.98)	87.1	(0.84)	91.5	(1.13)	91.7	(0.91)	4,092	(102.0)	3,750	(102.8)	14.4	(0.35)	14.3	(0.38)
Hispanic	69.9	(1.12)	76.8	(1.00)	85.0	(0.98)	87.1	(0.88)	6,101	(76.5)	5,313	(88.9)	21.5	(0.26)	20.2	(0.32)
Asian	95.2	(1.00)	97.6	(0.72)	96.3	(1.27)	98.8	(0.47)	1,467	(44.6)	1,450	(45.5)	5.2	(0.16)	5.5	(0.17)
Pacific Islander	94.7	(4.07)	77.2	(6.63)	99.3	(0.79)	94.3	(5.59)	97	(22.4)	91	(21.7)	0.3	(0.08)	0.3	(0.08)
American Indian/Alaska Native	76.7	(4.70)	82.4	(4.47)	91.7	(2.97)	78.7	(4.18)	244	(25.2)	192	(24.0)	0.9	(0.09)	0.7	(0.09)
Two or more races	93.1	(1.86)	89.2	(2.18)	93.6	(1.83)	96.6	(1.16)	633	(42.5)	612	(41.9)	2.2	(0.15)	2.3	(0.16)
Race/ethnicity by sex																
Male																
White	91.2	(0.46)	92.4	(0.42)	93.8	(0.48)	93.7	(0.53)	7,911	(75.4)	7,411	(85.6)	55.9	(0.43)	57.1	(0.50)
Black	79.9	(1.56)	85.0	(1.31)	90.3	(1.41)	91.2	(1.30)	1,944	(39.4)	1,773	(46.3)	13.7	(0.27)	13.7	(0.34)
Hispanic	64.2	(1.59)	74.9	(1.43)	83.8	(1.35)	86.0	(1.22)	3,095	(51.4)	2,663	(53.4)	21.9	(0.37)	20.5	(0.40)
Asian	96.7	(1.18)	98.7	(0.74)	97.6	(1.17)	98.0	(0.86)	755	(32.7)	739	(33.3)	5.3	(0.23)	5.7	(0.25)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	41 !	(12.3)	36 !	(11.1)	0.3 !	(0.09)	0.3 !	(0.09)
American Indian/Alaska Native	81.0	(6.37)	85.0	(6.06)	90.5	(6.44)	78.0	(5.79)	115	(16.2)	89	(14.3)	0.8	(0.11)	0.7	(0.11)
Two or more races	92.1	(2.79)	90.0	(3.00)	94.7	(2.65)	94.7	(2.14)	290	(26.2)	275	(25.6)	2.1	(0.18)	2.1	(0.20)
Female																
White	92.2	(0.43)	95.1	(0.34)	94.7	(0.45)	94.7	(0.52)	7,856	(75.2)	7,436	(83.7)	55.1	(0.55)	56.0	(0.61)
Black	86.5	(1.22)	88.9	(1.09)	92.6	(1.39)	92.0	(1.16)	2,148	(84.5)	1,977	(81.9)	15.1	(0.55)	14.9	(0.57)
Hispanic	76.5	(1.52)	78.8	(1.40)	86.2	(1.30)	88.1	(1.16)	3,006	(47.6)	2,649	(61.2)	21.1	(0.31)	20.0	(0.42)
Asian	93.6	(1.62)	96.5	(1.23)	94.9	(1.94)	99.6	(0.31)	713	(27.1)	710	(26.9)	5.0	(0.19)	5.4	(0.20)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	100.0	(#)	56	(16.4)	56	(16.4)	0.4	(0.11)	0.4	(0.12)
American Indian/Alaska Native	73.0	(6.79)	80.1	(6.50)	92.5	(4.02)	79.4	(4.56)	129	(17.5)	103	(16.5)	0.9	(0.12)	0.8	(0.12)
Two or more races	94.2	(2.45)	88.5	(3.16)	92.5	(2.88)	98.2	(1.05)	343	(29.4)	337	(29.3)	2.4	(0.21)	2.5	(0.22)
Age																
18–19	85.9	(0.63)	89.0	(0.55)	91.4	(0.69)	90.7	(0.70)	6,643	(71.6)	6,028	(81.5)	23.4	(0.20)	23.0	(0.25)
20–21	87.2	(0.55)	89.8	(0.50)	92.4	(0.63)	92.8	(0.53)	8,369	(171.4)	7,765	(166.7)	29.5	(0.60)	29.6	(0.61)
22–24	87.1	(0.44)	90.2	(0.39)	92.1	(0.51)	93.1	(0.44)	13,389	(167.8)	12,463	(162.9)	47.1	(0.59)	47.5	(0.61)
Recency of immigration[4]																
Born outside the United States																
Hispanic	54.7	(1.84)	63.0	(1.88)	73.0	(2.36)	74.7	(2.29)	1,462	(76.0)	1,093	(63.3)	5.1	(0.27)	4.2	(0.24)
Non-Hispanic	91.0	(1.06)	92.5	(0.99)	93.3	(1.34)	95.7	(1.08)	1,669	(91.1)	1,597	(88.4)	5.9	(0.32)	6.1	(0.34)
First generation																
Hispanic	81.0	(1.70)	83.7	(1.49)	89.1	(1.36)	91.3	(1.05)	2,718	(97.9)	2,481	(90.1)	9.6	(0.34)	9.4	(0.34)
Non-Hispanic	95.9	(0.77)	95.2	(0.74)	95.3	(1.22)	97.9	(0.69)	1,883	(82.1)	1,843	(82.0)	6.6	(0.29)	7.0	(0.31)
Second generation or higher																
Hispanic	82.0	(1.86)	86.7	(1.53)	89.8	(1.46)	90.5	(1.46)	1,921	(91.0)	1,739	(92.0)	6.8	(0.32)	6.6	(0.35)
Non-Hispanic	90.0	(0.32)	92.3	(0.28)	93.8	(0.38)	93.4	(0.36)	18,748	(137.9)	17,502	(149.0)	66.0	(0.42)	66.7	(0.47)
Disability[5]																
With a disability	—	(†)	80.0	(1.90)	81.3	(2.27)	83.7	(2.10)	1,050	(64.1)	878	(57.3)	3.7	(0.23)	3.3	(0.22)
Without a disability	—	(†)	90.1	(0.27)	92.4	(0.33)	92.8	(0.31)	27,352	(115.1)	25,377	(144.9)	96.3	(0.23)	96.7	(0.22)
Region																
Northeast	88.7	(0.62)	90.9	(0.62)	93.4	(0.79)	94.3	(0.71)	5,017	(125.5)	4,731	(120.4)	17.7	(0.43)	18.0	(0.45)
Midwest	89.7	(0.55)	90.3	(0.58)	93.2	(0.71)	93.6	(0.70)	5,897	(145.8)	5,520	(146.8)	20.8	(0.50)	21.0	(0.54)
South	85.5	(0.57)	89.3	(0.47)	91.2	(0.60)	91.2	(0.62)	10,459	(166.6)	9,538	(174.3)	36.8	(0.58)	36.3	(0.63)
West	84.5	(0.73)	89.1	(0.56)	91.2	(0.70)	92.0	(0.68)	7,029	(135.9)	6,466	(139.7)	24.7	(0.48)	24.6	(0.53)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent.
‡Reporting standards not met (too few cases for a reliable estimate).
[1]The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.
[2]Includes all 18- to 24-year-olds who are not enrolled in high school or a lower level of education.
[3]Status completers are 18- to 24-year-olds who are not enrolled in high school or a lower level of education and who also are high school completers—that is, have either a high school diploma or an alternative credential, such as a GED.
[4]The United States includes the 50 states and the District of Columbia. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
[5]Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2004 through 2014. (This table was prepared March 2016.)

Table 4.2. High school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate), by sex and race/ethnicity: 1972 through 2014

[Standard errors appear in parentheses]

Year	Status completion rate[1]													
			Sex				Race/ethnicity[2]							
	Total		Male		Female		White		Black		Hispanic		Asian	
1	2		3		4		5		6		7		8	
1972	82.8	(0.35)	83.0	(0.51)	82.7	(0.48)	86.0	(0.35)	72.1	(1.41)	56.2	(2.78)	—	(†)
1973	83.7	(0.34)	84.0	(0.49)	83.4	(0.47)	87.0	(0.34)	71.6	(1.39)	58.7	(2.79)	—	(†)
1974	83.6	(0.34)	83.4	(0.49)	83.8	(0.46)	86.7	(0.34)	72.9	(1.38)	60.1	(2.58)	—	(†)
1975	83.8	(0.33)	84.1	(0.47)	83.6	(0.46)	87.2	(0.33)	70.2	(1.40)	62.2	(2.61)	—	(†)
1976	83.5	(0.33)	83.0	(0.48)	84.0	(0.45)	86.4	(0.34)	73.5	(1.33)	60.3	(2.55)	—	(†)
1977	83.6	(0.33)	82.8	(0.49)	84.4	(0.45)	86.7	(0.34)	73.9	(1.33)	58.6	(2.52)	—	(†)
1978	83.6	(0.33)	82.8	(0.48)	84.2	(0.45)	86.9	(0.33)	73.4	(1.32)	58.8	(2.45)	—	(†)
1979	83.1	(0.33)	82.1	(0.49)	84.0	(0.45)	86.5	(0.34)	72.6	(1.32)	58.5	(2.40)	—	(†)
1980	83.9	(0.32)	82.3	(0.48)	85.3	(0.43)	87.5	(0.33)	75.2	(1.27)	57.1	(2.28)	—	(†)
1981	83.8	(0.32)	82.0	(0.48)	85.4	(0.42)	87.1	(0.33)	76.7	(1.20)	59.1	(2.22)	—	(†)
1982	83.8	(0.33)	82.7	(0.49)	84.9	(0.45)	87.0	(0.35)	76.4	(1.26)	60.9	(2.37)	—	(†)
1983	83.9	(0.34)	82.1	(0.50)	85.6	(0.45)	87.4	(0.35)	76.8	(1.25)	59.4	(2.40)	—	(†)
1984	84.7	(0.33)	83.3	(0.49)	85.9	(0.45)	87.5	(0.35)	80.3	(1.17)	63.7	(2.33)	—	(†)
1985	85.4	(0.33)	84.0	(0.49)	86.7	(0.44)	88.2	(0.35)	81.0	(1.18)	66.6	(2.39)	—	(†)
1986	85.5	(0.33)	84.2	(0.50)	86.7	(0.45)	88.8	(0.35)	81.8	(1.17)	63.5	(2.29)	—	(†)
1987	84.7	(0.35)	83.6	(0.51)	85.8	(0.47)	87.7	(0.37)	81.9	(1.19)	65.1	(2.23)	—	(†)
1988	84.5	(0.38)	83.2	(0.57)	85.8	(0.51)	88.6	(0.39)	80.9	(1.33)	58.2	(2.70)	—	(†)
1989	84.7	(0.38)	83.2	(0.57)	86.2	(0.51)	89.0	(0.39)	81.9	(1.30)	59.4	(2.62)	89.3	(2.56)
1990	85.6	(0.36)	85.1	(0.53)	86.0	(0.50)	89.6	(0.37)	83.2	(1.23)	59.1	(2.35)	94.2	(1.72)
1991	84.9	(0.37)	83.8	(0.55)	85.9	(0.51)	89.4	(0.38)	82.5	(1.26)	56.5	(2.32)	95.2	(1.42)
1992	86.4	(0.36)	85.3	(0.53)	87.4	(0.49)	90.7	(0.36)	82.0	(1.27)	62.1	(2.32)	93.1	(1.73)
1993	86.2	(0.36)	85.4	(0.53)	86.9	(0.50)	90.1	(0.37)	81.9	(1.27)	64.4	(2.26)	93.9	(1.66)
1994	85.8	(0.33)	84.5	(0.49)	87.0	(0.45)	90.7	(0.34)	83.3	(1.01)	61.8	(1.43)	92.4	(1.56)
1995	85.0	(0.34)	84.3	(0.50)	85.7	(0.47)	89.5	(0.36)	84.1	(1.01)	62.6	(1.40)	94.8	(1.43)
1996	86.2	(0.35)	85.7	(0.50)	86.8	(0.48)	91.5	(0.34)	83.0	(1.08)	61.9	(1.49)	93.5	(1.25)
1997	85.9	(0.35)	84.6	(0.51)	87.2	(0.47)	90.5	(0.36)	82.0	(1.10)	66.7	(1.42)	90.6	(1.58)
1998	84.8	(0.36)	82.6	(0.53)	87.0	(0.47)	90.2	(0.36)	81.4	(1.11)	62.8	(1.37)	94.2	(1.22)
1999	85.9	(0.34)	84.8	(0.50)	87.0	(0.46)	91.2	(0.34)	83.5	(1.04)	63.4	(1.39)	94.0	(1.19)
2000	86.5	(0.33)	84.9	(0.49)	88.1	(0.44)	91.8	(0.33)	83.7	(1.01)	64.1	(1.36)	94.6	(1.13)
2001	86.5	(0.33)	84.6	(0.50)	88.3	(0.43)	91.1	(0.34)	85.7	(0.97)	65.7	(1.31)	96.1	(0.96)
2002	86.6	(0.31)	84.8	(0.46)	88.4	(0.41)	91.8	(0.31)	84.7	(0.95)	67.3	(1.15)	95.7	(0.89)
2003	87.1	(0.30)	85.1	(0.46)	89.2	(0.40)	91.9	(0.31)	85.0	(0.96)	69.2	(1.15)	94.8	(1.06)
2004	86.9	(0.30)	84.9	(0.46)	88.8	(0.40)	91.7	(0.31)	83.5	(0.98)	69.9	(1.12)	95.2	(1.00)
2005	87.6	(0.30)	85.4	(0.45)	89.8	(0.38)	92.3	(0.30)	86.0	(0.91)	70.3	(1.12)	96.0	(0.93)
2006	87.8	(0.29)	86.5	(0.43)	89.2	(0.39)	92.6	(0.30)	84.9	(0.93)	70.9	(1.11)	95.8	(0.95)
2007	89.0	(0.28)	87.4	(0.42)	90.6	(0.37)	93.5	(0.28)	88.8	(0.80)	72.7	(1.07)	92.8	(1.23)
2008	89.9	(0.27)	89.3	(0.39)	90.5	(0.37)	94.2	(0.26)	86.9	(0.86)	75.5	(1.03)	95.5	(1.01)
2009	89.8	(0.27)	88.3	(0.40)	91.2	(0.35)	93.8	(0.27)	87.1	(0.84)	76.8	(1.00)	97.6	(0.72)
2010	90.4	(0.35)	89.2	(0.53)	91.6	(0.38)	93.7	(0.38)	89.2	(1.08)	79.4	(1.21)	95.3	(1.26)
2011	90.8	(0.35)	89.9	(0.50)	91.8	(0.46)	93.8	(0.39)	90.1	(0.98)	82.2	(1.04)	94.1	(1.48)
2012	91.3	(0.33)	90.3	(0.47)	92.3	(0.45)	94.6	(0.38)	90.0	(1.01)	82.8	(1.02)	95.3	(1.24)
2013	92.0	(0.35)	91.4	(0.47)	92.6	(0.45)	94.3	(0.38)	91.5	(1.13)	85.0	(0.98)	96.3	(1.27)
2014	92.4	(0.32)	91.8	(0.46)	93.1	(0.38)	94.2	(0.40)	91.7	(0.91)	87.1	(0.88)	98.8	(0.47)

—Not available.
†Not applicable.
[1]The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.
[2]Race categories exclude persons of Hispanic ethnicity. Prior to 2003, Asian data include Pacific Islanders, because Asian and Pacific Islander data were collected as a single, combined race category. Beginning in 2003, Asians and Pacific Islanders have been separately categorized. Also beginning in 2003, respondents have been able to select more than one race category and can therefore be categorized as of Two or more races. As of 2003, the Pacific Islander and Two or more races categories are included in the totals but are not separately shown due to small sample sizes. The American Indian/Alaska Native category is included in the totals for all years.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2014. (This table was prepared March 2016.)

Table 5.1. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010–11 through 2013–14

State	Total, ACGR for all students				ACGR for students with selected characteristics,[1] 2013–14							
					Race/ethnicity							
	2010–11	2011–12	2012–13	2013–14	White	Black	Hispanic	Asian/ Pacific Islander[2]	American Indian/ Alaska Native	Students with disabilities[3]	Limited English proficient[4]	Economically disadvantaged[5]
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[6]	**79**	**80**	**81**	**82**	**87**	**73**	**76**	**89**	**70**	**63**	**63**	**75**
Alabama	72	75	80	86	88	84	85	91	88	64	67	82
Alaska	68	70	72	71	79	66	70	74	55	42	32	60
Arizona	78	76	75	76	82	71	70	83	63	63	18	70
Arkansas	81	84	85	87	89	81	85	85	86	83	84	83
California	76	79	80	81	88	68	77	92	71	62	65	76
Colorado	74	75	77	77	83	69	67	84	61	55	59	64
Connecticut	83	85	86	87	92	79	74	93	85	65	63	76
Delaware	78	80	80	87	90	83	84	93	89	68	77	81
District of Columbia	59	59	62	61	85	60	65	‡	‡	41	64	60
Florida	71	75	76	76	82	65	75	89	74	55	56	68
Georgia	67	70	72	73	80	65	64	83	67	37	44	63
Hawaii	80	81	82	82	80	76	76	83	72	59	53	78
Idaho	—	—	—	77	79	75	70	79	56	59	75	71
Illinois[7]	84	82	83	86	90	77	81	94	82	72	72	79
Indiana	86	86	87	88	90	75	83	89	84	73	80	85
Iowa	88	89	90	91	92	79	82	90	78	76	83	84
Kansas	83	85	86	86	88	77	79	90	76	77	75	77
Kentucky[7]	—	—	86	88	89	79	84	89	84	71	66	84
Louisiana	71	72	74	75	80	68	73	89	80	43	50	69
Maine	84	85	86	87	87	79	72	95	80	71	72	78
Maryland	83	84	85	86	92	81	78	95	87	64	54	78
Massachusetts	83	85	85	86	91	75	69	92	76	69	63	76
Michigan	74	76	77	79	83	65	69	89	65	55	68	66
Minnesota	77	78	80	81	86	60	63	82	51	58	64	66
Mississippi	75	75	76	78	84	72	80	89	66	28	67	71
Missouri	81	84	86	87	90	75	80	90	83	75	64	80
Montana	82	84	84	85	88	89	81	85	65	76	59	75
Nebraska	86	88	89	90	93	81	83	78	69	72	60	82
Nevada	62	63	71	70	77	54	65	83	52	28	29	64
New Hampshire	86	86	87	88	89	84	77	90	84	72	75	77
New Jersey	83	86	88	89	94	79	81	96	86	77	71	80
New Mexico	63	70	70	69	75	62	67	84	61	57	64	62
New York	77	77	77	78	88	65	64	84	65	52	37	69
North Carolina	78	80	83	84	87	80	77	91	79	64	52	78
North Dakota	86	87	88	87	90	76	74	85	66	70	64	72
Ohio	80	81	82	82	87	63	69	88	74	68	66	69
Oklahoma[7]	—	—	85	83	85	76	78	88	82	77	59	78
Oregon	68	68	69	72	74	60	65	83	54	51	52	64
Pennsylvania	83	84	86	85	90	72	71	90	82	71	64	77
Rhode Island	77	77	80	81	85	72	72	88	57	60	72	71
South Carolina	74	75	78	80	83	76	77	88	74	43	73	73
South Dakota	83	83	83	83	89	73	71	80	47	59	57	65
Tennessee	86	87	86	87	91	79	81	93	81	69	73	82
Texas	86	88	88	88	93	84	86	95	87	78	72	85
Utah	76	80	83	84	87	69	73	85	66	68	62	74
Vermont	87	88	87	88	89	75	78	90	≥50	70	69	78
Virginia	82	83	85	85	89	79	76	91	—	53	48	75
Washington	76	77	76	78	81	68	68	84	57	56	54	67
West Virginia	78	79	81	85	85	79	89	95	59	70	89	80
Wisconsin	87	88	88	89	93	66	78	90	81	69	64	78
Wyoming	80	79	77	79	81	69	72	85	47	62	65	65

—Not available.
‡Reporting standards not met (too few cases).
[1]The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12th-grade data, or if it is reported at any point during the student's high school years.
[2]Represents either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of values reported by the state for separate "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino" groups.
[3]Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).
[4]Students who met the definition of limited English proficient students as outlined in the ED*Facts* workbook. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html.
[5]Students who met the state criteria for classification as economically disadvantaged.
[6]The U.S. 4-year ACGR was estimated using both state-reported 4-year ACGR data and imputed data for states for which data were unavailable. Does not include the Bureau of Indian Education and Puerto Rico.
[7]The U.S. Department of Education's Office of Elementary and Secondary Education approved a timeline extension for these states to begin reporting 4-year ACGR data, resulting in the 4-year ACGR not being available in one or more of the school years shown.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Values preceded by the "≥" symbol have been "blurred" to protect student privacy. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010–11 through 2013–14. (This table was prepared January 2016.)

Table 6.1. High school graduates, by sex and control of school: Selected years, 1869–70 through 2025–26

School year	High school graduates							Averaged freshman graduation rate for public schools[3]	Population 17 years old[4]	Graduates as a ratio of 17-year-old population
		Sex		Control						
				Public[2]						
	Total[1]	Males	Females	Total	Males	Females	Private, total			
1	2	3	4	5	6	7	8	9	10	11
1869–70	16,000	7,064	8,936	—	—	—	—	—	815,000	2.0
1879–80	23,634	10,605	13,029	—	—	—	—	—	946,026	2.5
1889–90	43,731	18,549	25,182	21,882	—	—	21,849 [5]	—	1,259,177	3.5
1899–1900	94,883	38,075	56,808	61,737	—	—	33,146 [5]	—	1,489,146	6.4
1909–10	156,429	63,676	92,753	111,363	—	—	45,066 [5]	—	1,786,240	8.8
1919–20	311,266	123,684	187,582	230,902	—	—	80,364 [5]	—	1,855,173	16.8
1929–30	666,904	300,376	366,528	591,719	—	—	75,185 [5]	—	2,295,822	29.0
1939–40	1,221,475	578,718	642,757	1,143,246	538,273	604,973	78,229 [5]	—	2,403,074	50.8
1949–50	1,199,700	570,700	629,000	1,063,444	505,394	558,050	136,256 [5]	—	2,034,450	59.0
1959–60	1,858,023	895,000	963,000	1,627,050	791,426	835,624	230,973	—	2,672,000	69.5
1969–70	2,888,639	1,430,000	1,459,000	2,588,639	1,285,895	1,302,744	300,000 [5]	78.7	3,757,000	76.9
1975–76	3,142,120	1,552,000	1,590,000	2,837,129	1,401,064	1,436,065	304,991	74.9	4,272,000	73.6
1979–80	3,042,214	1,503,000	1,539,000	2,747,678	—	—	294,536	71.5	4,262,000	71.4
1980–81	3,020,285	1,492,000	1,528,000	2,725,285	—	—	295,000 [5]	72.2	4,212,000	71.7
1981–82	2,994,758	1,479,000	1,515,000	2,704,758	—	—	290,000 [5]	72.9	4,134,000	72.4
1982–83	2,887,604	1,426,000	1,461,000	2,597,604	—	—	290,000 [5]	73.8	3,962,000	72.9
1983–84	2,766,797	—	—	2,494,797	—	—	272,000 [5]	74.5	3,784,000	73.1
1984–85	2,676,917	—	—	2,413,917	—	—	263,000 [5]	74.2	3,699,000	72.4
1985–86	2,642,616	—	—	2,382,616	—	—	260,000 [5]	74.3	3,670,000	72.0
1986–87	2,693,803	—	—	2,428,803	—	—	265,000 [5]	74.3	3,754,000	71.8
1987–88	2,773,020	—	—	2,500,020	—	—	273,000 [5]	74.2	3,849,000	72.0
1988–89	2,743,743	—	—	2,458,800	—	—	284,943	73.4	3,842,000	71.4
1989–90[6]	2,574,162	—	—	2,320,337	—	—	253,825 [7]	73.6	3,505,000	73.4
1990–91	2,492,988	—	—	2,234,893	—	—	258,095	73.7	3,417,913	72.9
1991–92	2,480,399	—	—	2,226,016	—	—	254,383 [7]	74.2	3,398,884	73.0
1992–93	2,480,519	—	—	2,233,241	—	—	247,278	73.8	3,449,143	71.9
1993–94	2,463,849	—	—	2,220,849	—	—	243,000 [5]	73.1	3,442,521	71.6
1994–95	2,519,084	—	—	2,273,541	—	—	245,543	71.8	3,635,803	69.3
1995–96	2,518,109	—	—	2,273,109	—	—	245,000 [5]	71.0	3,640,132	69.2
1996–97	2,611,988	—	—	2,358,403	—	—	253,585	71.3	3,792,207	68.9
1997–98	2,704,050	—	—	2,439,050	1,187,647	1,251,403	265,000 [5]	71.3	4,008,416	67.5
1998–99	2,758,655	—	—	2,485,630	1,212,924	1,272,706	273,025	71.1	3,917,885	70.4
1999–2000	2,832,844	—	—	2,553,844	1,241,631	1,312,213	279,000 [5]	71.7	4,056,639	69.8
2000–01	2,847,973	—	—	2,569,200	1,251,931	1,317,269	278,773	71.7	4,023,686	70.8
2001–02	2,906,534	—	—	2,621,534	1,275,813	1,345,721	285,000 [5]	72.6	4,023,968	72.2
2002–03	3,015,735	—	—	2,719,947	1,330,973	1,388,974	295,788	73.9	4,125,087	73.1
2003–04[6,8]	3,054,438	—	—	2,753,438	1,347,800	1,405,638	301,000 [5]	74.3	4,113,074	74.3
2004–05	3,106,499	—	—	2,799,250	1,369,749	1,429,501	307,249	74.7	4,120,073	75.4
2005–06[6]	3,122,544	—	—	2,815,544	1,376,458	1,439,086	307,000 [5]	73.4	4,200,554	74.3
2006–07	3,199,650	—	—	2,893,045	1,414,069	1,478,976	306,605	73.9	4,297,239	74.5
2007–08	3,312,337	—	—	3,001,337	1,467,180	1,534,157	311,000 [5]	74.7	4,436,955	74.7
2008–09[6]	3,347,828	—	—	3,039,015	1,490,317	1,548,698	308,813	75.5	4,336,950	77.2
2009–10	3,439,102	—	—	3,128,022	1,542,684 [9]	1,585,338 [9]	311,080	78.2	4,311,831	79.8
2010–11	3,449,940	—	—	3,144,100	1,552,981	1,591,113	305,840 [5]	79.6	4,368,154	79.0
2011–12	3,455,405	—	—	3,149,185	1,558,489	1,590,694	306,220	80.8	4,294,956	80.5
2012–13	3,478,027	—	—	3,169,257	1,569,675	1,599,579	308,770 [5]	81.9	4,257,599	81.7
2013–14[10]	3,480,130	—	—	3,168,650	—	—	311,480	—	4,187,691	83.1
2014–15[10]	3,477,620	—	—	3,166,260	—	—	311,360	—	4,172,212	83.4
2015–16[10]	3,505,920	—	—	3,192,220	—	—	313,700	—	—	—
2016–17[10]	3,510,330	—	—	3,195,630	—	—	314,700	—	—	—
2017–18[10]	3,558,100	—	—	3,242,620	—	—	315,480	—	—	—
2018–19[10]	3,549,010	—	—	3,242,630	—	—	306,380	—	—	—
2019–20[10]	3,509,360	—	—	3,208,110	—	—	301,250	—	—	—
2020–21[10]	3,535,980	—	—	3,233,840	—	—	302,140	—	—	—
2021–22[10]	3,543,910	—	—	3,248,980	—	—	294,930	—	—	—
2022–23[10]	3,558,600	—	—	3,272,620	—	—	285,980	—	—	—
2023–24[10]	3,604,410	—	—	3,326,230	—	—	278,180	—	—	—
2024–25[10]	3,658,340	—	—	3,378,810	—	—	279,530	—	—	—
2025–26[10]	3,650,620	—	—	3,371,680	—	—	278,940	—	—	—

—Not available.
[1]Includes graduates of public and private schools.
[2]Data for 1929–30 and preceding years are from *Statistics of Public High Schools* and exclude graduates from high schools that failed to report to the Office of Education. Includes estimates for jurisdictions not reporting counts of graduates by sex.
[3]The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
[4]Derived from Current Population Reports, Series P-25. For years 1869–70 through 1989–90, 17-year-old population is an estimate of the October 17-year-old population based on July data. Data for 1990–91 and later years are October resident population estimates prepared by the Census Bureau.
[5]Estimated.
[6]Includes imputations for nonreporting states.
[7]Projected by private schools responding to the Private School Universe Survey.
[8]Includes estimates for public schools in New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.
[9]Includes estimate for Connecticut, which did not report graduates by sex.
[10]Projected by NCES.
NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding and adjustments to protect student privacy.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education*, 1870 through 1910; *Biennial Survey of Education in the United States*, 1919–20 through 1949–50; *Statistics of State School Systems*, 1951–52 through 1957–58; *Statistics of Public Elementary and Secondary School Systems*, 1958–59 through 1980–81; *Statistics of Nonpublic Elementary and Secondary Schools*, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981–82 through 2009–10; "State Dropout and Completion Data File," 2005–06 through 2012–13; *Public School Graduates and Dropouts From the Common Core of Data*, 2007–08 and 2008–09; Private School Universe Survey (PSS), 1989 through 2013; and National High School Graduates Projection Model, 1972–73 through 2025–26. U.S. Department of Commerce, Census Bureau, Population Estimates, retrieved August 11, 2011, from http://www.census.gov/popest/national/asrh/2009-nat-res.html and Population Estimates, retrieved December 18, 2015, from http://www.census.gov/popest/data/national/asrh/2014/2014-nat-res.html. (This table was prepared January 2016.)

Table 6.2. Public high school averaged freshman graduation rate (AFGR), by sex, race/ethnicity, and state or jurisdiction: 2012–13

State or jurisdiction	Total, male and female						Male						Female					
	Total[1]	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Total[1]	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Total[1]	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States	**81.9**	**85.6**	**69.4**	**78.2**	**94.6**	**67.7**	**78.8**	**83.5**	**64.3**	**74.1**	**92.6**	**65.3**	**85.2**	**87.8**	**74.8**	**82.6**	**96.7**	**70.2**
Alabama	74.2	78.1	67.6	67.5	87.2	84.7	70.5	75.8	61.3	64.9	86.7	83.4	78.2	80.6	74.3	70.5	87.8	86.0
Alaska	79.9	82.3	74.7	87.6	94.1	68.6	77.7	80.7	67.3	87.7	92.1	64.7	82.2	83.9	83.6	87.6	96.5	72.8
Arizona	76.5	80.1	70.0	72.1	90.1	64.2	72.7	77.1	67.3	66.9	89.0	61.3	80.6	83.1	72.8	77.6	91.4	67.0
Arkansas	80.1	81.0	74.5	81.1	87.8	67.0	77.1	78.8	69.0	78.5	86.7	65.5	83.3	83.5	80.2	83.9	89.0	68.5
California	83.6	88.7	72.7	79.7	97.3	73.5	80.1	86.3	68.9	75.2	95.5	68.9	87.3	91.3	76.8	84.4	99.2	78.4
Colorado	83.3	84.5	68.7	77.7	90.4	62.7	79.8	81.7	66.5	73.0	87.2	60.3	87.0	87.6	71.1	82.7	93.5	65.2
Connecticut	87.4	90.4	76.6	77.7	100.0	79.5	84.9	89.1	72.0	73.0	99.6	80.1 [2]	90.0	91.7	81.8	82.8	100.0	78.8 [2]
Delaware	77.0	79.8	70.6	75.8	94.2	83.0 [2]	72.7	76.1	65.2	71.8	92.8	‡	81.6	83.8	76.5	79.7	98.1	‡
District of Columbia	77.7	94.8	69.8	80.7	87.1 [2]	‡	68.9	84.6 [2]	59.8	76.8	82.9 [2]	‡	86.2	100.0 [2]	79.7	84.3	93.5 [2]	‡
Florida	75.8	77.8	67.2	79.1	93.3	85.2	72.1	74.4	62.3	75.7	91.7	82.3	79.7	81.4	72.5	82.6	95.0	88.7
Georgia	70.5	76.5	63.7	64.4	90.8	66.9	66.5	73.3	58.0	60.9	89.3	63.3	74.9	79.8	69.6	68.1	92.5	70.8
Hawaii	78.0	57.5	70.6	84.8	79.8	57.0 [2]	74.8	53.9	60.2	76.2	77.0	49.1 [2]	81.4	61.3	82.8	94.4	82.9	67.7 [2]
Idaho	82.1	82.4	77.3	78.7	88.8	55.2	79.8	80.0	84.5	75.1	87.8	55.1	84.5	84.8	71.0	82.2	89.8	55.2
Illinois	82.7	90.6	63.6	78.3	97.8	78.5	80.7	90.5	58.1	75.1	96.7	81.8	84.7	90.7	69.4	81.6	98.9	74.7
Indiana	81.0	83.1	66.4	85.7	99.2	92.7	77.0	79.8	59.3	80.2	96.8	89.6	85.2	86.6	73.9	91.6	100.0	95.6
Iowa	89.4	90.2	69.0	85.5	98.0	67.2	87.3	88.3	65.9	82.1	96.1	69.1	91.6	92.2	72.6	89.0	100.0	65.5
Kansas	88.4	89.6	75.5	85.9	95.9	68.8	86.3	88.6	73.6	79.8	94.2	68.1	90.6	90.6	77.5	92.7	97.5	69.6
Kentucky	83.1	83.4	79.5	86.8	99.7	100.0 [2]	81.7	81.6	75.0	79.8	100.0	100.0 [2]	86.6	85.4	84.4	94.9	99.0	100.0 [2]
Louisiana	72.7	78.0	64.3	94.4	97.1	69.5	67.3	73.7	57.7	87.4	94.5	64.6	78.4	82.6	71.1	100.0	99.9	74.7
Maine	87.5	86.5	92.7	92.9	100.0	76.9	86.0	85.0	95.7	87.6	100.0	79.2 [2]	89.1	88.2	90.0	100.0 [2]	100.0	74.6 [2]
Maryland	85.6	88.6	76.2	84.5	99.3	85.0	81.8	86.5	70.7	79.8	97.8	83.6	89.7	90.9	82.1	89.9	100.0	86.7
Massachusetts	88.4	90.9	87.0	72.7	100.0	67.6	86.1	89.3	81.2	69.6	100.0	71.5	90.8	92.6	93.4	76.0	100.0	63.6
Michigan	78.3	83.4	60.6	52.6	95.3	68.2	74.5	80.3	54.8	49.8	93.3	66.6	82.3	86.7	67.0	55.7	97.5	69.8
Minnesota	91.0	93.2	74.2	77.1	97.8	50.7	88.5	91.3	70.4	73.1	94.3	48.5	93.6	95.3	78.4	81.6	100.0	53.0
Mississippi	68.4	74.2	63.1	64.7	88.7	60.8 [2]	63.1	70.5	56.4	62.5	85.1	52.6 [2]	73.7	78.1	69.8	67.1	92.7	71.1 [2]
Missouri	86.6	88.2	73.6	91.2	95.7	86.8	84.8	87.0	69.9	89.9	96.6	84.2	88.4	89.6	77.6	92.6	94.7	89.6
Montana	84.7	86.9	66.6 [2]	94.6	92.3	60.1	83.7	85.8	66.7 [2]	94.1	90.9 [2]	59.1	85.8	88.0	66.4 [2]	95.3	93.6 [2]	61.2
Nebraska	93.3	94.6	71.3	90.7	93.4	65.5	91.3	93.4	67.4	85.7	90.5	66.0	95.5	95.9	75.5	96.1	96.6	64.9
Nevada	67.5	69.5	48.6	62.0	73.4	45.1	63.2	65.6	45.6	56.9	70.9	42.0	71.9	73.7	51.7	67.2	76.1	48.5
New Hampshire	87.3	86.7	85.9	87.0	97.3	68.5 [2]	84.9	84.5	85.3	77.6	99.6	‡	89.8	89.1	86.8	97.3	95.2	71.0 [2]
New Jersey	89.1	92.7	79.4	83.3	98.6	70.3	86.9	91.3	75.7	79.9	98.5	60.5 [2]	91.4	94.3	83.4	86.8	98.8	80.2 [2]
New Mexico	71.6	76.9	64.9	68.3	94.8	71.8	67.6	73.7	58.4	63.9	92.6	67.8	76.0	80.2	73.6	73.0	97.2	76.2
New York	78.5	87.1	65.2	66.4	90.9	71.9	76.1	87.1	60.5	62.1	86.1	65.2	81.0	87.1	70.1	70.9	96.1	79.4
North Carolina	80.5	83.4	69.7	79.9	91.9	76.3	76.6	80.8	64.3	74.7	89.5	72.5	84.7	86.2	75.4	85.7	94.3	80.6
North Dakota	91.4	93.8	100.0	85.4	100.0 [2]	59.1	89.1	91.8	100.0 [2]	89.7 [2]	100.0 [2]	54.5	93.8	95.8	100.0 [2]	81.0 [2]	100.0 [2]	63.7
Ohio	84.9	89.4	65.2	85.7	98.8	73.9	82.7	87.7	60.5	84.0	96.5	81.6	87.3	91.1	70.3	87.6	100.0	66.0
Oklahoma	79.4	81.0	66.2	76.6	92.8	71.5	76.9	78.7	63.1	73.0	92.4	70.0	82.0	83.5	69.5	80.3	93.2	73.1
Oregon	76.8	76.7	66.4	76.0	87.3	56.5	73.2	73.7	59.9	70.3	86.2	49.2	80.6	80.0	72.7	82.0	88.4	64.3
Pennsylvania	88.4	90.8	76.4	77.4	100.0	68.4	86.0	89.2	71.7	73.2	100.0	63.0	91.0	92.6	81.2	81.9	100.0	74.3
Rhode Island	79.0	80.5	69.7	74.6	81.1	46.2 [2]	75.3	77.2	64.0	70.4	77.8	53.3 [2]	83.0	84.1	76.0	79.1	84.3	40.2 [2]
South Carolina	74.2	78.2	66.3	74.7	86.3	57.4	69.4	74.4	60.0	70.7	85.6	56.2	79.5	82.3	73.1	79.0	87.0	58.8 [2]
South Dakota	83.8	87.9	76.7	80.5	100.0	47.7	81.3	85.3	72.6	71.0	100.0 [2]	47.9	86.3	90.7	81.4	90.1	100.0 [2]	47.6
Tennessee	82.4	83.8	77.6	82.7	100.0	96.1	79.2	81.6	71.6	78.4	100.0	100.0 [2]	85.8	86.2	83.8	87.5	100.0	85.2 [2]
Texas	83.6	85.8	77.0	82.1	97.4	71.5	80.9	84.3	73.1	78.6	96.9	71.5	86.6	87.4	81.2	85.7	98.0	71.4
Utah	81.6	83.2	67.4	71.4	82.5	62.5	78.9	80.9	66.3	67.2	85.2	55.3	84.4	85.7	68.7	75.9	79.6	69.6
Vermont	89.3	89.2	88.0	97.3 [2]	100.0	‡	88.9	88.9	79.2 [2]	100.0 [2]	100.0 [2]	‡	89.7	89.6	95.9 [2]	83.9 [2]	100.0 [2]	‡
Virginia	84.8	86.4	72.7	89.7	98.5	76.2	81.5	84.2	67.2	84.5	97.1	74.4	88.4	88.7	78.6	95.5	100.0	78.0
Washington	80.4	80.1	62.7	80.7	84.5	40.3	76.8	76.8	58.5	74.8	82.1	40.5	84.6	83.7	67.2	86.9	87.0	40.1
West Virginia	81.5	81.5	73.5	83.4	93.7	‡	79.7	79.7	73.5	80.0	92.8 [2]	‡	83.3	83.5	73.5	86.8	99.0 [2]	‡
Wisconsin	93.0	96.3	68.1	83.7	97.7	72.9	90.7	95.1	61.5	78.5	93.5	68.6	95.5	97.5	75.5	89.3	100.0	77.9
Wyoming	82.5	84.0	75.3 [2]	77.9	100.0 [2]	42.6	80.0	82.1	73.9 [2]	69.4	‡	41.0 [2]	85.0	85.9	77.1 [2]	86.8	100.0 [2]	44.2
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoD, overseas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoD, domestic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other jurisdictions																		
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Northern Marianas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
U.S. Virgin Islands	67.8	‡	67.2	63.8	‡	‡	59.1	‡	59.6	54.5	‡	‡	76.1	‡	74.7	71.8	‡	‡

—Not available.
‡Reporting standards not met (too few cases).
[1]Total averaged freshman graduation rate (AFGR) is based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
[2]AFGR is based on an estimate of 30 to 99 students entering ninth grade and may show large variation from year to year.
NOTE: The AFGR provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The enrollment data used in computing the AFGR for race/ethnicity categories include only students for whom race/ethnicity was reported. Race categories exclude persons of Hispanic ethnicity. DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Dropout and Completion Data File," 2012–13. (This table was prepared January 2016.)

Table 7.1. Number of people taking the general educational development (GED) test and percentage distribution of those who passed, by age group: 1971 through 2013

Year	Number of test takers (in thousands)			Percentage distribution of test passers, by age group[1]				
	Total[2]	Completing test battery[3]	Passing tests[4]	16 to 18 years old	19 to 24 years old	25 to 29 years old	30 to 34 years old	35 years old or over
1	2	3	4	5	6	7	8	9
1971[5]	377	—	227	—	—	—	—	—
1972[5]	419	—	245	—	—	—	—	—
1973[5]	423	—	249	—	—	—	—	—
1974	—	—	294	35 [6]	27 [6]	13	9	17
1975	—	—	340	33 [6]	26 [6]	14	9	18
1976	—	—	333	31 [6]	28 [6]	14	10	17
1977	—	—	330	40 [6]	24 [6]	13	8	14
1978	—	—	381	31 [6]	27 [6]	13	10	18
1979	—	—	426	37 [6]	28 [6]	12	13	11
1980	—	—	479	37 [6]	27 [6]	13	8	15
1981	—	—	489	37 [6]	27 [6]	13	8	14
1982	—	—	486	37 [6]	28 [6]	13	8	15
1983	—	—	465	34 [6]	29 [6]	14	8	15
1984	—	—	427	32 [6]	28 [6]	15	9	16
1985	—	—	413	32 [6]	26 [6]	15	10	16
1986	—	—	428	32 [6]	26 [6]	15	10	17
1987	—	—	444	33 [6]	24 [6]	15	10	18
1988	—	—	410	35 [6]	22 [6]	14	10	18
1989	632	541	357	22	37	13	—	—
1990	714	615	410	22	39	13	10	15
1991	755	657	462	20	40	13	10	16
1992	739	639	457	22	39	13	9	17
1993	746	651	469	22	38	13	10	16
1994	774	668	491	25	37	13	10	15
1995	787	682	504	27	36	13	9	15
1996	824	716	488	27	37	13	9	14
1997	785	681	460	31	36	12	8	13
1998	776	673	481	32	36	11	7	13
1999	808	702	498	32	37	11	7	13
2000	811	699	487	33	37	11	7	13
2001[7]	1,016	928	648	29	38	11	8	14
2002[7]	557	467	330	38	36	10	6	11
2003	657	552	387	35	37	10	7	11
2004	666	570	406	35	38	11	6	10
2005	681	588	424	34	37	12	7	11
2006	676	580	398	35	36	12	6	11
2007	692	600	429	35	35	12	7	11
2008	737	642	469	34	35	13	7	11
2009	748	645	448	31	36	13	8	12
2010	720	623	452	27	37	14	9	14
2011	691	602	434	27	37	13	9	14
2012	674	581	401	26	37	14	9	13
2013	816	714	541	22	35	15	11	17

—Not available.
[1]Age data for 1988 and prior years are for all test takers and may not be comparable to data for later years. For 1989 and later years, age data are only for test passers. The less than 1 percent of people who failed to report their date of birth—2,948 of the 540,535 test passers in 2013—were excluded from the calculation.
[2]All people taking the GED tests (one or more subtests).
[3]People completing the entire GED battery of five tests.
[4]Data for 2002 and later years are for people passing the GED tests (i.e., earning both a passing total score on the test battery and a passing score on each individual test). Data for 2001 and prior years are for high school equivalency credentials issued by the states to GED test passers. In order to receive high school equivalency credentials in some states, GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government).
[5]Includes other jurisdictions, such as Puerto Rico, Guam, and American Samoa.
[6]For 1988 and prior years, 19-year-olds are included with the 16- to 18-year-olds instead of the 19- to 24-year-olds.
[7]A revised GED test was introduced in 2002. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002.
NOTE: Data are for the United States only and exclude other jurisdictions, except where noted. Detail may not sum to totals because of rounding.
SOURCE: American Council on Education, General Educational Development Testing Service, the GED annual *Statistical Report*, 1971 through 1992; *Who Took the GED?* 1993 through 2001; *Who Passed the GED Tests?* 2002 through 2005; and *GED Testing Program Statistical Report,* 2006 through 2013, retrieved November 5, 2014, from http://www.gedtestingservice.com/educators/historical-testing-data. (This table was prepared November 2014.)

APPENDIX A—TECHNICAL NOTES

Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and local education agencies (LEAs) containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public LEAs (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and LEAs; data on students and staff; and fiscal data. The general descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The ED*Facts* data collection system is the primary collection tool for the CCD. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the ED*Facts* collection system. Prior to submitting CCD files to ED*Facts*, SEAs must collect and compile information from their respective LEAs through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year, SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

NCES uses data from the CCD to calculate averaged freshman graduation rates (AFGRs). The AFGR also uses CCD enrollment data collected through ED*Facts* data group 39 within file 052 as well as CCD graduate counts collected through ED*Facts* data group 306 within file 040. For more information about these data groups, please see file specifications 052, and 040 for the relevant school years, available at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

Defining and Calculating Averaged Freshman Graduation Rates Using the CCD

The AFGR provides an estimate of the percentage of high school students who graduate within 4 years of first starting 9th grade. 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 year one, 9th grade for the next year, and 10th grade for the year after, and then dividing by three. The averaging has a smoothing effect that helps compensate for prior year retentions in the 8th-, 9th-, and 10th-grade enrollment counts. Although not as accurate as a 4-year graduation rate computed from a cohort of students using student record data like the adjusted cohort graduation rate (ACGR), the AFGR can be computed with widely available cross-sectional data. Based on a technical review and analysis of several different 4-year graduation rates, the AFGR was selected as the most accurate indicator, excepting only the ACGR, from a number of alternative estimates that can be calculated using available cross-sectional data (Seastrom et al. 2006a, 2006b). The following formula provides an example of how the AFGR would be calculated for the graduating class of 2012:[1]

$$\frac{\text{Number of regular high school diplomas awarded in SY 2012–13}}{\text{(The number of 8th-graders enrolled in the fall of 2008 plus the number of 9th-graders enrolled in the fall of 2009 plus the number of 10th-graders enrolled in the fall of 2010) divided by 3}}$$

[1] Eighth-, 9th-, and 10th-grade enrollment was adjusted to include a prorated number of ungraded students using the ratio of the specified grade enrollment to the total graded enrollment. The same ratio was used to prorate ungraded students for the disaggregated enrollment counts (race/ethnicity and gender).

The AFGR was intended to address a lack of regular information about the timeliness of graduating from public high schools. Precise measures of how long it takes for a student to graduate high school require data sources that follow the progress of each individual student over time. Until recently, most states lacked data systems that captured individual public-school student-level data over time. The AFGR was developed to utilize data that were available across the 50 states on a regular basis to provide a general and comparable measure of the percentage of public high school students who graduate with a regular high school diploma within 4 years of first entering 9th grade. The AFGR is useful for time series analysis of graduation rates since the data used to generate the AFGR are available going back in time to at least the 1960s.

State and local policies can affect the number of regular high school diploma recipients reported. There are differences in what a regular high school diploma represents across states. The CCD collection 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. While this language provides a definition of common intent, the requirements to earn a high school diploma varies among states, including, for example, attendance requirements, coursework requirements, and exit exams.

*ED*Facts

ED*Facts* is a centralized data collection through which SEAs submit K–12 education data to the U.S. Department of Education (ED). All data in ED*Facts* are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, SEAs may submit aggregate counts for the state as a whole, or detailed counts for individual schools or LEAs. ED*Facts* does not collect student-level records. The entities that are required to report ED*Facts* data vary by data group, but may include the 50 states, DoD dependent schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about ED*Facts* file specifications and data groups can be found at www.ed.gov/edfacts.

ED*Facts* is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of ED*Facts* data across states and across time. To build ED*Facts* files, SEAs rely on data that were reported by their schools and LEAs. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases ED*Facts* data may not align with data reported on SEA websites. States may update their websites on different schedules than they use to report to ED. Further, ED may use methods to protect the privacy of individuals represented within the data that could be different from the methods used by an individual state.

ED*Facts* Four-year ACGR data are collected in data groups 695 and 696 within files 150 and 151, respectively. ED*Facts* collects these data groups on behalf of the Office of Elementary and Secondary Education. For more information about these data groups, please see file specifications 150 and 151 for the relevant school year, available at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

Defining and Calculating Adjusted Cohort Graduation Rates

The ACGR is calculated based on the number of students who graduate in 4 years or less with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. In order to calculate and report the 4-year ACGR, states must follow the progress of each individual 9th- to 12th-grade student over time and maintain documentation of students who enter or leave schools or districts within their state. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort from another state and subtracting any students who subsequently transfer out, emigrate to another country, or die. The following formula provides an example of how the 4-year adjusted cohort is calculated.

The ACGR rate for the 2013–14 class is formulated as follows:

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of SY 2013–14}}{\text{Number of first-time 9th-graders in fall 2009 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2010–11, 2011–12, 2012–13, and 2013–14}}$$

SEAs report ACGR data for each school and LEA, and for the state total cohort rate. The methodology of the ACGR, as it was designed, allows for the movement or transfer of students from one school to another, while only counting each student once. A student may change schools and thus exit their prior school's cohort and enter their new school's cohort, but stay in the same district and state cohort. Similarly, a student who changes districts within a state will move to the new school and district for the ACGR, but will stay in the state's cohort. In order to subtract or transfer a student out of a cohort, the school or LEA must have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma.

Unless specified, the ACGR data in this report and the associated data files reflect the data as reported by each SEA. The ACGRs required under the current Title I regulations are more comparable across states than were graduation rates submitted by SEAs under prior regulations. However, there has been some variation in the way that individual states have interpreted and understood the methodology specified in the statute. Examples of ways the calculated ACGR may vary among states include

- how students are identified for inclusion in certain subgroups;
- how the beginning of the cohort is defined;
- whether summer school graduates are counted as on-time graduates; and
- the criteria of what constitutes a diploma that meet the regulatory definition of a regular high school diploma.[2]

[2] Under 34 C.F.R. § 200.19(b)(1)(iv) a regular high school diploma is defined as "the standard high school diploma that is awarded to students in the State and that is fully aligned with the State's academic content standards or a higher diploma and does not include a high school-equivalency credential, certificate of attendance, or any alternative award."

Current Population Survey

The Current Population Survey (CPS) provides nationally representative data for the civilian, noninstitutionalized population of the United States. The survey is conducted in a sample of 50,000–60,000 households each month. Households are interviewed for four successive monthly interviews, are not interviewed for the next 8 months, and then are reinterviewed for the following 4 months. Typically, the first and the fifth interviews are conducted in person, with the remaining conducted via computer-assisted telephone interviewing. The sample frame is a complete list of dwelling-unit addresses at the time of the decennial Census updated by demolition and new construction listings. The population surveyed excludes members of the armed forces, inmates of correctional institutions, and patients in long-term medical or custodial facilities; it is referred to as the civilian, noninstitutionalized population. The household-level nonresponse rate was 10.6 percent in the 2014 October basic CPS, and the person-level nonresponse rate for the school enrollment supplement was an additional 7.8 percent. These rates cannot be combined to derive an overall person-level response rate. For more information, please see *Current Population Survey, October 2014: School Enrollment Supplement File* (U.S. Department of Commerce 2015). An adult member of each household serves as the respondent for that household, supplying basic monthly data for each member of the household. In addition, in October of each year, supplementary questions regarding school enrollment are asked about eligible household members age 3 and older. Data are collected about individuals who attend or attended public schools and private schools, who were homeschooled, or who never attended school in the United States.

CPS data on educational attainment and enrollment status in the current year and prior year are used to identify dropouts and completers, and additional items in the CPS data are used to describe some of their basic characteristics. The CPS is the only source of national time series data on dropout and completion rates. The CPS data are also good for studying correlations between educational outcomes and other important issues such as employment and earnings. However, because the CPS collects no information on school characteristics and experiences, its usefulness in addressing dropout and completion issues is primarily for providing insights on who drops out and who completes school. Sample sizes in the CPS collections do not support stable state-level estimates.

There are important differences in data collection procedures between the CPS and the CCD. First, the CCD collection includes only data for public schools, whereas the CPS counts include students who were enrolled in either public or private schools and some individuals who were never enrolled in school in the United States. Second, the CCD collects data about students from a given state's public school system. CPS data are based on where individuals currently reside, so the state of residence may differ from the state or country of earlier school attendance. Third, the CCD collection is based on administrative records rather than on individual self-reports based on household surveys, as in the CPS. Finally, data in the CCD are collected from the full universe of public schools, whereas data in the CPS are collected from a sample of households, not the full universe of households. As a result, CPS data have sampling errors associated with estimates, whereas CCD data do not. For more information on CPS sampling errors and how to interpret them, see "Statistical Procedures for Analyzing CPS- and ACS-Based Estimates," below.

Defining and Calculating Dropout and Completion Rates Using the CPS

Event Dropout Rates

The October Supplement to the CPS is the only national data source that currently can be used to estimate annual national dropout rates. As a measure of recent dropout experiences, the event dropout rate measures the proportion of students who dropped out over a 1-year interval.

The numerator of the event dropout rate for 2014 is the number of persons ages 15–24[3] surveyed in October 2014 who were enrolled in grades 10–12 in October 2013, who were not enrolled in high school in October 2014, and who also did not complete high school (i.e., had not received a high school diploma or an alternative credential such as a GED) between October 2013 and October 2014.

The denominator of the event dropout rate for 2014 is the sum of the dropouts (i.e., the numerator) and all persons ages 15–24 who were attending grades 10–12 in October 2013, who were still enrolled in October 2014, or who graduated or completed high school between October 2013 and October 2014.

[3] This age range was chosen in an effort to include as many students in grades 10 through 12 as possible. Because the rate is based on retrospective data, it is lagged 1 year, meaning that some 15-year-olds have turned age 16 by the time of the interview.

The dropout interval is defined to include the summer prior to the October CPS survey (in this case, the summer of 2014) and the previous school year (in this case, the 2013–14 school year), so that once a grade is completed, the event dropout rate then measures whether the student completed the next grade. Given that the data collection is tied to each person's enrollment status in October of two consecutive years, any student who drops out and returns within the 12-month period is not counted as a dropout.

Status Dropout Rates

The status dropout rate reflects the percentage of individuals who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for 2014 is the number of individuals ages 16–24[4] who, as of October 2014, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October 2014.

Status Completion Rates

The numerator of the high school status completion rate is the number of 18- to 24- year-olds[5] who had received a high school diploma or an alternative credential such as a GED. The denominator is the number of 18- to 24-year-olds who are no longer in elementary or secondary school.

GED Credentials and the Status Completion Rate. Prior to 2000, editions of this series of high school completion and dropout reports presented estimates of overall status completion rates and estimates of the method of completion—graduation by diploma or completion through an alternative credential such as the GED—based on data obtained through CPS reporting. Because of changes in the CPS introduced in 2000, data on the method of completion were not comparable with prior-year CPS estimates and the method-of-completion data were no longer reported in NCES reports generally. Please see the discussion of the GED Testing Service data below for further information.

[4] Age 16 was chosen as the lower age limit because, in some states, compulsory education is not required after age 16. Age 24 was chosen as the upper limit because it is the age at which free secondary education is no longer available and the age at which the average person who is going to obtain a GED does so.

[5] Age 18 was chosen as the lower age limit because most diploma holders earn their diploma by this age. Age 24 was chosen as the upper limit because it is the age at which free secondary education is no longer available and the age at which the average person who is going to obtain a GED does so.

Data Considerations for the CPS

Over the last several decades, data collection procedures, items, and data preparation processes have changed in the CPS. Some of these changes were introduced to ensure that CPS estimates were comparable to those from decennial Census collections, some were introduced to reflect changes in the concepts under study, some were introduced to improve upon measures, and some were introduced to develop measures for new phenomena. The effects of the various changes have been studied to help ensure they do not disrupt trend data from the CPS. For a summary of the changes and studies of their effects, please see appendix C of *Dropout Rates in the United States: 2001* (Kaufman, Alt, and Chapman 2004).

CPS data include weights to help make estimates from the data representative of the civilian, noninstitutionalized population in the United States. These weights are based on decennial Census data that are adjusted for births, deaths, immigration, emigration, etc., over time.

Imputation for Item Nonresponse in the CPS. For many key items in the October CPS, the U.S. Census Bureau imputes data for cases with missing data due to item nonresponse. However, the U.S. Census Bureau did not impute data regarding the method of high school completion before 1997. Special imputations were conducted for these items using a sequential hot deck procedure implemented through the PROC IMPUTE computer program developed by the American Institutes for Research. The hot-deck method assigns imputed values from survey respondents who answered an item (donors) to similar survey respondents who did not (recipients). Donors and recipients are matched based on various respondent characteristics. For the CPS data, three categories of age, two categories of race, two categories of sex, and two categories of citizenship were used to match donors with recipients for any given item. The procedure ensures that information from one donor is not used for a large number of recipients. This prevents bias from being introduced into the data set if all the recipients were imputed from one donor.

Age and Grade Ranges in CPS Estimates. The age and grade ranges used in the CPS measures of dropout rates are constrained by available data. Ideally, the estimates would be able to capture reliable estimates of children in grades as low as grade 9. However, the CPS asks the question about enrollment in the previous October only about individuals age 15 and older. Many 9th-graders are younger than age 15, so 10th grade was selected as the lower boundary of grade ranges in the event dropout rate.

Accuracy of CPS Estimates. CPS estimates in this report are derived from samples and are subject to two broad classes of error—sampling and nonsampling error. Sampling errors occur because the data are collected from a sample of a population rather than from the entire population. Estimates based on a sample will differ to some degree (dependent largely on sample size and coverage) from the values that would have been obtained from a universe survey using the same instruments, instructions, and procedures. Nonsampling errors come from a variety of sources and affect all types of surveys—universe as well as sample surveys. Examples of sources of nonsampling error include design, reporting, and processing errors and errors due to nonresponse. The effects of nonsampling errors are more difficult to evaluate than those that result from sampling variability. As much as possible, procedures are built into surveys in order to minimize nonsampling errors.

The standard error is a measure of the variability due to sampling when estimating a parameter. It indicates how much variance there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a sample statistic would differ from a population parameter by less than the standard error is about 68 percent. The chances that the difference would be less than 1.65 times the standard error are about 90 out of 100, and the chances that the difference would be less than 1.96 times the standard error are about 95 out of 100.

Prior to 2010, standard errors for percentages and numbers of persons based on CPS data were calculated using the following formulas:

Percentage:

$$se = \sqrt{(b/N)(p)(100 - p)}$$

Where p = the percentage ($0 < p < 100$),
N = the population on which the percentage is based, and
b = the regression parameter, which is based on a generalized variance formula and is associated with the characteristic.

Number of persons:

$$se = \sqrt{(bx)(1 - (x/T))}$$

Where x = the number of persons (i.e., dropouts),
T = population in the category (e.g., Black 16- to 24-year-olds), and
b = as above.

For instance, in 2009, b is equal to 2,131 for the total and White population, 2,410 for the Black population, 2,744 for the Hispanic population, and 2,410 for the Asian/Pacific Islander population ages 14–24. For regional estimates, b is equal to 1.06 for the Northeast, 1.06 for the Midwest, 1.07 for the South, and 1.02 for the West.

CPS documentation explains the purpose and process for the generalized variance parameter:

> Experience has shown that certain groups of estimates have similar relations between their variances and expected values. Modeling or generalizing may provide more stable variance estimates by taking advantage of these similarities. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. The parameters of the generalized variance function are estimated using direct replicate variances. (Cahoon 2005, p. 7)

Beginning with the 2010 CPS data, standard errors were estimated using Fay's Balanced Repeated Replication (Fay-BRR). While the generalized variance model provides an estimate for standard errors, BRR better accounts for the two-stage stratified sampling process of the CPS; where the first stage of the CPS Primary Sampling Unit (PSU) is the geographic area, such as a metropolitan area, county, or group of counties. The second stage is households within these geographic areas. For the CPS October supplement, 160 replicate weights were used in Fay-BRR calculations.

American Community Survey

The Census Bureau began fielding the American Community Survey (ACS) in 1996, testing various data collection and sampling options. Data necessary to generate national level statistics for households and individuals not living in group quarters became available with the 2000 collection. Full data collection for the U.S. population outside of group quarters began with the 2005 ACS collections. Beginning that year and continuing through the present, the survey has been mailed to approximately 250,000 residential addresses in the United States and Puerto Rico each month. The survey collects household and individual demographic, socioeconomic, and housing data comparable in content to the Long Form of the Decennial Census. Survey content is primarily determined by federal law, federal regulations, and court decisions. Monthly data are aggregated to provide annual estimates. Estimates for single months are not supported.

In 2006, ACS sampling was expanded to include those living in group quarters. Annual results are available for areas with populations of 65,000 or more beginning with the 2006 data. Estimates for populations and areas with populations of 20,000 or more require 3 years of aggregated ACS data (U.S. Department of Commerce, Census Bureau 2009).

Data Considerations for the ACS

Estimates in this report from the ACS focus on status dropout rates for the institutionalized population, and for the noninstitutionalized population. The rates are derived using the same approach as that used for estimating status dropout rates from the CPS data. ACS data include weights to make estimates from the data representative of households and individuals in the United States. These weights are based on annual population updates generated by the Census Bureau to be representative of the U.S. population as of July 1. Data are fully imputed before release to the public and flags are available to identify which values have been imputed for which cases.

Replicate weights that account for the complex sample design of the ACS have been developed for use in deriving variance estimates. Variance estimates for any full-sample ACS survey estimate are calculated using the following formula:

$$\mathrm{Var}(y_o) = \frac{4}{k}\sum_{r=1}^{k}(y_r - y_o)^2$$

Where:

- r = The replicate sample (r = 1.....k)
- o = The full sample
- k = The total number of replicate samples (k = 80)
- y_0 = The survey estmate using the full-sample weights
- y_r = The survey estimate using the replicate weights from replicate r

This variance estimate is the product of a constant and the sum of squared differences between each replicate survey estimate and the full-sample survey estimate.

The estimates and standard errors based on ACS data in this report were produced in SAS using the jackknife 1 (JK1) option as a replication procedure. The multiplier was set at 0.05 (4/80=0.05). Eighty replicate weights, PWGTP1 to PWGTP80, were used to compute the sampling errors of estimates.

Statistical Procedures for Analyzing CPS- and ACS-Based Estimates

Because CPS and ACS data are collected from samples of the population, statistical tests are employed to measure differences between estimates to help ensure they are taking into account possible sampling error.[6] The descriptive comparisons in this report were tested using Student's *t* statistic. Differences between estimates are tested against the probability of a type I error,[7] or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between percentages with the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

Several points should be considered when interpreting *t* statistics. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading since the magnitude of the *t* statistic is related not only to the observed differences in means or proportions but also to the number of respondents in the specific categories used for comparison. Hence, a small difference compared across a large number of respondents would produce a large *t* statistic.

Second, there is a possibility that one can report a "false positive" or type I error. In the case of a *t* statistic, this false positive would result when a difference measured with a particular sample showed a statistically significant difference when there was no difference in the underlying population. Statistical tests are designed to control this type of error. These tests are set to different levels of tolerance or risk, known as alphas. The alpha level of .05 selected for findings in this report indicates that a difference of a certain magnitude or larger would be produced no more than 1 time out of 20 when there was no actual difference between the quantities in the underlying population. When *p* values are smaller than the .05 level, the null hypothesis that there is no difference between the two quantities is rejected. Finding no difference, however, does not necessarily imply that the values are the same or equivalent.

Third, the probability of a type I error increases with the number of comparisons being made. Bonferroni adjustments are sometimes used to correct for this problem. Bonferroni adjustments do this by reducing the alpha level for each individual test in proportion to the number of tests being done. However, while Bonferroni adjustments help avoid type I errors, they increase the chance of making type II errors. Type II errors occur when there actually is a difference present in a population, but a statistical test applied to estimates from a sample indicates that no difference exists. Prior to the 2001 report in this series, Bonferroni adjustments were employed. Because of changes in NCES reporting standards, Bonferroni adjustments are not employed in this report.

Regression analysis was used to test for trends across age groups and over time. Regression analysis assesses the degree to which one variable (the dependent variable) is related to one or more other variables (the independent variables). The estimation procedure most commonly used in regression analysis is ordinary least squares (OLS). When studying changes in rates over time, the rates were used as dependent measures in the regressions, with a variable representing time and a dummy variable controlling for changes in the educational attainment item in 1992 (= 0 for years 1972 to 1991, = 1 for years after 1992) used as independent

[6] The CCD and the GED Testing Service (GEDTS) data are universe data collections and therefore do not require statistical testing such as that used for estimates from the CPS sample survey data.

[7] A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present. It is sometimes referred to as a "false positive."

variables. Significant and positive slope coefficients suggest that rates increased over time. Conversely, significant and negative coefficients suggest that rates decreased over time. Because of varying sample sizes over time, some of the estimates were less reliable than others (i.e., standard errors for some years were larger than those for other years). In such cases, OLS estimation procedures do not apply, and it is necessary to modify the regression procedures to obtain unbiased regression parameters. This is accomplished by using weighted least squares regressions.[8] Each variable in the analysis was transformed by dividing by the standard error of the relevant year's rate. The new dependent variable was then regressed on the new time variable, a variable for 1 divided by the standard error for the year's rate, and the new editing-change dummy variable. All statements about trend changes in this report are statistically significant at the .05 level.

GED Testing Service

The GED Testing Service (GEDTS) collects data on individuals who take the GED exam each year and on individuals who pass the exam each year. These data are collected from test sites both in the United States and internationally. The GEDTS releases the data in aggregate form in annual statistical reports. The reports are organized to allow readers to differentiate between those individuals taking and passing the exam in the United States and those taking and passing the exam outside of the United States. Though GEDTS designs and administers the exams, many related policies are set by states and sometimes jurisdictions within a state. For example, determinations of who can take the exam, how much preparation is required, how and when the exam can be retaken, how much the exam costs, and the official name of the resulting credential is set by states and sometimes jurisdictions within a state (see http://www.gedtestingservice.com/testers/2014policypages for details).

Prior to 2000, NCES completion and dropout reports presented estimates of those holding alternative credentials, such as GEDs, directly from CPS data as part of the status completion rate. Examination of the changes in the CPS alternative credential items in the October 2000 and subsequent surveys has indicated that these estimates may not be reliable estimates of alternative high school completions.[9] Therefore, CPS estimates of the method of alternative high school completion are no longer presented in NCES reports. Because GED recipients do have notably different life experiences than those with no high school credential and those with a regular high school diploma, the loss of information about alternative credential holders was an important measurement problem.

[8] For general discussion of weighted least squares analysis please see Gujarati, D. (1998).

[9] For a comparison of estimates from the CPS and the GED Testing Service of the number of 18- through 24-year-olds who have received a GED, see table A-1 in Laird, J., DeBell, M., Kienzl, G., and Chapman, C. (2007).

APPENDIX B—GLOSSARY

For definitions of dropout and completion rate estimates, please see appendix A and table A.

General Terms

Geographic regions. There are four Census regions used in this report: Northeast, Midwest, South, and West. The Northeast consists of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Pennsylvania. The Midwest consists of Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Minnesota, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. The South consists of Delaware, Maryland, the District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas. The West consists of Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

Specific Terms Used in Various Surveys

American Community Survey (ACS)

Institutionalized population. Includes individuals living in institutionalized group quarters, such as adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Noninstitutionalized population. Includes individuals living in households and noninstitutionalized group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Race/ethnicity. This variable is constructed from two variables in the ACS. One asks about the person's ethnic background, and the second asks about the person's race. Those reported as being of Hispanic background on the ethnic background question are categorized as Hispanic, irrespective of race. Non-Hispanic persons are then categorized by race.

Current Population Survey (CPS)

Civilian noninstitutionalized population. Includes persons 16 years of age and older residing in the 50 states and the District of Columbia who do not live in institutions (for example, correctional facilities, long-term care hospitals, and nursing homes) and who are not on active duty in the Armed Forces.

Disability. Individuals are identified as having a disability if they were reported to have difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.

Group Quarters. This is a place where individuals live or stay that provides services for its occupants, such as medical care, custodial assistance, and additional assistance. Group quarters include, but are not limited to, college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, and workers' dormitories (Census Bureau, 2010).

Family income. Family income is derived from a single question asked of the household respondent. Income includes money income from all sources, including jobs, business, interest, rent, and social security payments. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and older, including those temporarily living away, is included. Family income refers to receipts over a 12-month period.

There are several issues that affect the interpretation of dropout rates by family income using the CPS. First, it is possible that the family income of the students at the time they dropped out was somewhat different from their family income at the time of the CPS interview. Furthermore, family income is derived from a single question asked of the household respondent in the October CPS. In some cases, there are persons ages 15–24 living in the household who are unrelated to the household respondent, yet whose family income is defined as the income of the family of the household respondent. Therefore, the current family income of the respondent may not accurately reflect that person's family background. In particular, some of the young adults in the 15- through 24-year age range do not live in a family unit with a parent present.

Race/ethnicity. This variable is constructed from two variables in the CPS. One asks about the person's ethnic background, and the second asks about the person's race. Those reported as being of Hispanic background on the ethnic background question are categorized as Hispanic, irrespective of race. Non-Hispanic persons

are then categorized by race. Beginning in 2003, respondents were able to indicate two or more races. Those who indicated two or more races and who did not indicate that they were Hispanic are categorized as "Two or more races, non-Hispanic."

Recency of immigration. Recency of immigration was derived from a set of questions on the CPS survey inquiring about the country of birth of the reference person and his or her mother and father. From these questions, the following three categories were constructed: (1) born outside the 50 states and the District of Columbia, (2) first generation, and (3) second generation or higher. "First generation" is defined as individuals who were born in one of the 50 states or the District of Columbia, but who had at least one parent who was not. "Second generation or higher" refers to individuals who themselves, as well as both of their parents, were born in one of the 50 states or the District of Columbia. These three categories were subdivided using the variable for the subject's race/ethnicity (see below), so that there were six categories: the three immigration categories plus a Hispanic and non-Hispanic category for each of the three immigration categories.

*ED*Facts

Economically disadvantaged. Students who meet their state's definition of economically disadvantaged status.

Limited English proficient. Students who meet the definition of limited English proficient (LEP) students in section 4.3 of the ED*Facts* Workbook:

In coordination with the state's definition based on Title 9 of ESEA, students:

(A) who are ages 3 through 21;
(B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
(C) (who are i, ii, or iii)
  (i) who were not born in the United States or whose native languages are languages other than English;
  (ii) (who are I and II)
    (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
    (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
  (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)
  (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
  (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  (iii) the opportunity to participate fully in society.

Students with disabilities. Students who meet the definition of children with disabilities under the Individuals with Disabilities Education Act (IDEA) in section 4.2 of the ED*Facts* Workbook:

Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance…; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

General Educational Development (GED) Tests

GED, or General Educational Development. General Educational Development (GED) tests are standardized tests designed to measure the skills and knowledge that students normally acquire by the end of high school. The tests are developed by the American Council on Education's GED Testing Service. People who pass may receive an alternative high school credential.

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