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Trends in High School Dropout and Completion Rates in the United States: 2019

Compendium Report

NCES 2020-117

U.S. DEPARTMENT OF EDUCATION

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Joel McFarland
Project Officer
National Center for Education Statistics

Jiashan Cui
Juliet Holmes
Xiaolei Wang
American Institutes for Research

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Content Contact
Joel McFarland
(312) 730-1483
joel.mcfarland@ed.gov

SELECTED FINDINGS

This report provides the most recent year of data available for each dropout and completion rate, summarizes long-term trends, 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.

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

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

- Between October 2016 and October 2017, the number of 15- to 24-year-olds who left school without obtaining a high school credential was approximately 523,000. These event dropouts accounted for 4.7 percent of the 11.1 million youth enrolled in grades 10 through 12 in 2016 (figure 1.1 and table 1.1).
- In 2017, the event dropout rate for Hispanic 15- to 24-year-olds was higher than the rate for White 15- to 24-year-olds (6.5 percent vs. 3.9 percent), but not measurably different from the rate for 15- to 24-year-olds who were Black (5.5 percent), Asian (4.7 percent), and American Indian/Alaska Native (4.4 percent; figure 1.1 and table 1.1). There were no measurable differences in event dropout rates between 15- to 24-year-olds who were Black, Asian, American Indian/Alaska Native, and White.[1]

Indicator 2: American Community Survey (ACS) and Current Population Survey (CPS) Status Dropout Rate

- 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. In 2017, the ACS status dropout rate for all 16- to 24-year-olds was 5.4 percent (figure 2.1 and table 2.1).
- Based on data from ACS, the 2013–2017 5-year-average status dropout rate[2] for Hispanic 16- to 24-year-olds was 9.9 percent, while status dropout rates by Hispanic subgroup ranged from 1.5 percent for individuals of Bolivian descent to 24.5 percent for individuals of Guatemalan descent (figure 2.4 and table 2.2).
- The 2013–2017 average status dropout rate for Asian 16- to 24-year-olds was 2.3 percent, while status dropout rates by Asian subgroup ranged from 1.1 percent for individuals of Korean descent to 23.2 percent for individuals of Burmese descent (figure 2.5 and table 2.2).
- Based on CPS data, status dropout rates have trended downward over the past 40 years, declining from 14.1 percent in 1977[3] to 5.8 percent in 2017 (figure 2.8 and table 2.4). During the most recent 10-year period of available data (2007 to 2017), the status dropout rate decreased from 8.7 percent to 5.8 percent.

Indicator 3: 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.[4] For the first time in 40 years,[5] the status completion rate for Black 18- to 24-year-olds was not measurably different from that of White 18- to 24-year-olds (table 3.2). From 1977 to 2016, the status completion rate for White 18- to 24-year-olds was consistently higher than the rate for Black 18- to 24-year-olds.
- Among Hispanic 18- to 24-year-olds, the status completion rate for those who were foreign born was 78.1 percent, which was lower than the rates for those who were first generation (91.7 percent) and those who were second generation or higher (90.8 percent; figure 3.4 and table 3.1). The status completion rate for first-generation Hispanic 18- to 24-year-olds was not measurably different from the rate for Hispanic 18- to 24-year-olds who were second generation or higher.

[1] Reliable estimates were not available for 15- to 24-year-olds who were Pacific Islander or of Two or more races in 2017.
[2] This estimate is derived from a sample collected over a period of 5 years (from 2013 to 2017). The use of a 5-year average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates.
[3] Because of changes in data collection procedures, use caution when comparing data for 1992 and later years to earlier data. For more information on the data collection changes, see Kaufman, Alt, and Chapman (2004).
[4] A high school diploma or an alternative credential, such as a GED.
[5] Because of changes in data collection procedures, use caution when comparing data for 1992 and later years to earlier data. For more information on the data collection changes, see Kaufman, Alt, and Chapman (2004).

Indicator 4: Adjusted Cohort Graduation Rate (ACGR)

- The adjusted cohort graduation rate provides information about the percentage of U.S. public high school students who graduate on time (i.e., 4 years after starting 9th grade for the first time) with a regular diploma.[6] The U.S. average ACGR for public high school students increased over the first 7 years it was collected, from 79 percent in 2010–11 to 85 percent in 2016–17 (table 4.1).
- In 2016–17, the ACGR ranged from 71 percent in New Mexico to 91 percent in Iowa. More than three-quarters of states (40) reported ACGRs that were 80 percent or higher and less than 90 percent (table 4.1).[7]
- In 2016–17, the ACGRs for American Indian/Alaska Native (72 percent),[8] Black (78 percent), and Hispanic (80 percent) public high school students were below the U.S. average of 85 percent. The ACGRs for White students (89 percent) and Asian/Pacific Islander students (91 percent)[9] were above the U.S. average ACGR (figure 4.2 and table 4.1).
- In 2016–17, the U.S. average ACGRs for economically disadvantaged students (78 percent), limited-English-proficient students (66 percent), and students with disabilities (67 percent) were lower than the U.S. average ACGR of 85 percent (table 4.1).[10]

Indicator 5: Averaged Freshman Graduation Rate (AFGR)

- The national averaged freshman graduation rate, an estimated 4-year graduation rate calculated using aggregated enrollment and diploma counts, was 82 percent in 2012–13, the most recent year for which data are available (figure 5.1 and table 5.1).[11]
- In 2012–13, the AFGR across states ranged from 68 percent in Nevada and Mississippi to 93 percent in Nebraska and Wisconsin (table 5.2).

[6] Those students who were awarded an alternate credential, such as a GED, are not included as graduates in the ACGR calculations.
[7] Based on unrounded graduation rates.
[8] The U.S. average ACGRs for American Indian/Alaska Native include estimated data for Alabama, since the state did not report ACGR rates to the U.S. Department of Education for this subgroup. Estimated data for Alabama were based on data published on the Alabama State Education Agency website.
[9] Reporting practices for data on Asian and Pacific Islander students vary 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 separate values reported by the state for "Asian" and "Pacific Islander." "Pacific Islander" includes the "Filipino" group, which only California reports separately.
[10] The U.S. average ACGRs for students with disabilities, limited-English-proficient students, and economically disadvantaged students include estimated data for Alabama, since the state did not report ACGR rates to the U.S. Department of Education for these subgroups. Estimated data for Alabama were based on data published on the Alabama State Education Agency website.
[11] The AFGR is available for school years 1969–70 through 2012–13. See *Digest of Education Statistics 2015*, table 219.10.

ACKNOWLEDGMENTS

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. According to data from the Census Bureau's 2017 Current Population Survey (CPS), the median earnings of adults ages 25 through 34 who worked full time, year round and who had not completed high school were lower than the earnings of those with higher levels of educational attainment.[1] For example, median earnings for full-time workers ages 25 through 34 who had not completed high school ($26,000) were lower than those of workers whose highest education level was high school completion ($32,000), an associate's degree ($39,000), or a bachelor's or higher degree ($55,000). Among 25- to 34-year-olds in the labor force, the unemployment rate for high school dropouts (13 percent) was higher than the unemployment rate of those whose highest level of educational attainment was a high school credential (7 percent).[2] In addition, dropouts age 25 and older were reported being in worse health than adults who were not dropouts, regardless of income (Pleis, Ward, and Lucas 2010). Dropouts also make up disproportionately higher percentages of the nation's institutionalized population than of the nation's noninstitutionalized population.[3] Relative to individuals who complete high school, the average high school dropout costs the economy approximately $272,000 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 provides the most recent year of data available for each of the dropout and completion rates, summarizes long-term trends, 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.

[1] See *Digest of Education Statistics 2018*, table 502.30.
[2] See *Digest of Education Statistics 2018*, table 501.80.
[3] See discussion in Indicator 2 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 2017 using March 2004 and March 2017 consumer price index adjustments.

Rates Featured in This Report

- The **event dropout rate (Indicator 1)** 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. 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 (Indicator 2)** 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 and data from the American Community Survey (ACS). Over 40 years of data are available for the CPS. The ACS, on the other hand, is available only for more recent years, although it covers a broader population and can be used to compute dropout rates for smaller 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 3)** 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]

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

- The **adjusted cohort graduation rate (ACGR) (Indicator 4)** is the percentage of public high school students in a specific cohort who graduate with a regular diploma within 4 years of starting 9th grade. Students who enter 9th grade (or the earliest high school grade) for the first time form a cohort that 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. 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 5)** 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.[8]

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

Data Sources

As noted above, the data presented in this report are drawn from the annual October CPS, ACS, ED*Facts*, and CCD collections. 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[9] 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.

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 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 not available for long-term trend analyses, but 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 information on private school 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.[10]

The CPS and ACS data are limited in terms of their ability to identify alternative credential holders. Therefore, alternative credential recipients are not included in dropout counts and are not separated from regular diploma holders in the status completion rates.

Table A summarizes the different rates reported in this compendium.

[8] The AFGR indicator in this edition of the report is a repeat of the AFGR indicator in the previous edition since more recent data were unavailable.

[9] Institutionalized includes those in correctional institutions or nursing homes. Members of the military living in nonfamily housing such as military barracks or aboard ship are included in the noninstitutionalized population.

[10] 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)	4.7 percent (2017)	Civilian noninstitutionalized youth, ages 15–24	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)
Status dropout rate (Indicator 2)	5.4 percent (2017)	Noninstitutionalized and institutionalized youth, ages 16–24	Percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school credential	American Community Survey (ACS) and Current Population Survey (CPS)
Status completion rate (Indicator 3)	93.3 percent (2017)	Civilian noninstitutionalized youth, ages 18–24	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 4)	85 percent (2016–17)	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 5)	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)

NOTE: See technical notes in appendix B for more information. See the glossary in appendix C 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 with a "‡" when the coefficient of variation is 50 percent or greater or there are too few cases for a reliable estimate.

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[11] 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.

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 the CPS, the beginning year of the indicator is set to 1977 to provide a 40-year 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 analyses to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at http://nces.ed.gov.

[11] Throughout this report, percentages are based on unrounded counts.

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.

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INDICATORS

Indicator 1:

EVENT DROPOUT RATE

4.7% (2017)
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 Indicator 2, on the other hand, focus on the educational attainment of the overall 16- 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 2016 and October 2017, the number of 15- to 24-year-olds who left school without obtaining a high school credential was approximately 523,000. These event dropouts accounted for 4.7 percent of the 11.1 million 15- to 24-year-olds enrolled in grades 10 through 12 in 2016 (figure 1.1 and table 1.1). The event dropout rate in 2017 was lower than the rate in 1977 (when it was 6.5 percent)[1]; however, the 2017 rate was higher than the rate in 2007 (when it was 3.5 percent; figure 1.2 and table 1.2).

Event Dropout Rate

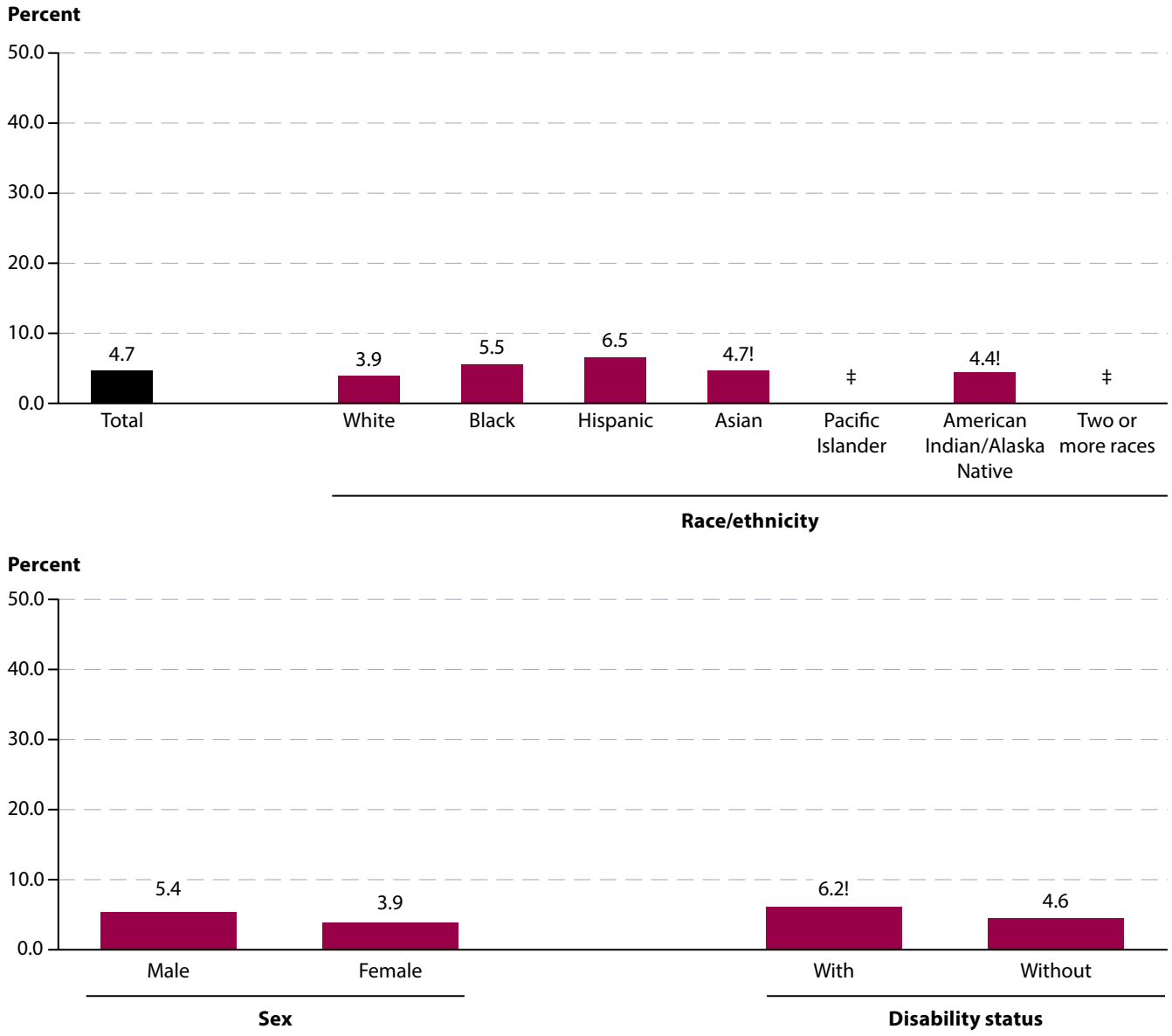
Definition: The percentage of 15- to 24-year-olds in grades 10 through 12 who left high school between the beginning of one school year and the beginning of the next (e.g., October 2016 to October 2017) without earning a high school diploma or an alternative credential, such as a GED.

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)

Figure 1.1. Percentage of grade 10–12 dropouts among persons 15 to 24 years old (event dropout rate), by selected characteristics: October 2017

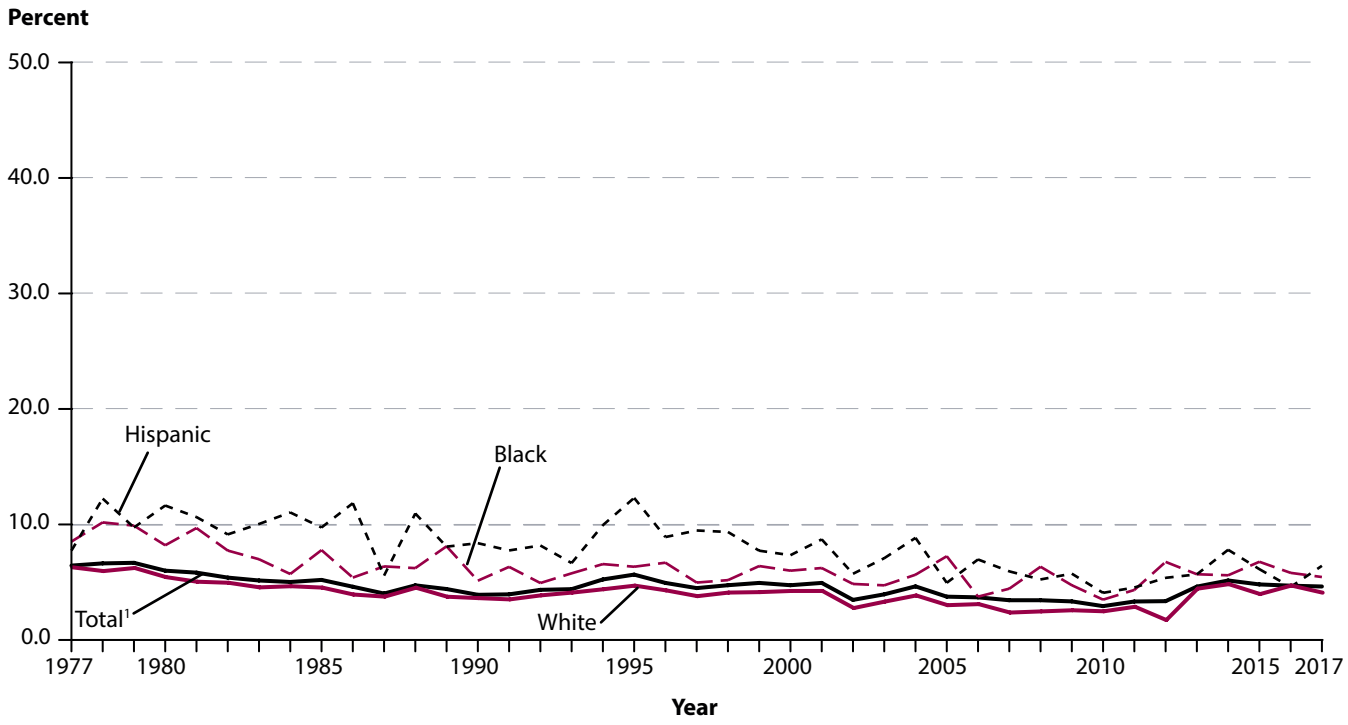


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: The event dropout rate is the percentage of youth ages 15 to 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2016 to October 2017). Dropping out is defined as leaving school without a high school diploma or an alternative credential such as a GED. Race categories exclude persons of Hispanic ethnicity. 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. Age is at the time of data collection. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2017. See table 1.1.

Event dropout rates by race/ethnicity

In 2017, the event dropout rate for Hispanic 15- to 24-year-olds was higher than the rate for White 15- to 24-year-olds (6.5 percent vs. 3.9 percent), but not measurably different from the rate for 15- to 24-year-olds who were Black (5.5 percent), Asian (4.7 percent), and American Indian/Alaska Native (4.4 percent; figure 1.1 and table 1.1). There were no measurable differences in event dropout rates between 15- to 24-year-olds who were Black, Asian, American Indian/Alaska Native, and White.[2]

Figure 1.2. Percentage of grade 10–12 dropouts among persons 15 to 24 years old (event dropout rate): October 1977 through 2017



[1] Includes other racial/ethnic categories not separately shown.
NOTE: The event dropout rate is the percentage of youth ages 15 to 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2016 to October 2017). Dropping out is defined as leaving school without a high school diploma or an alternative credential such as a GED. Race categories exclude persons of Hispanic ethnicity. White and Black exclude persons of Two or more races after 2002. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Some estimates differ from those in previously published reports because of data updates. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1977 through 2017. See table 1.2.

The event dropout rate for White 15- to 24-year-olds declined from 6.1 percent in 1977 to 3.9 percent in 2017 (figure 1.2 and table 1.2), but there was no measurable difference between the event dropout rates in 1977 and 2017 for either Black or Hispanic 15- to 24-year-olds. In addition, while the event dropout rate for White 15- to 24-year-olds increased from 2.2 percent in 2007 to 3.9 percent in 2017, there was no measurable difference between the rates in 2007 and 2017 for either Black or Hispanic 15- to 24-year-olds.

Event dropout rates by sex

In 2017, the event dropout rate for 15- to 24-year-old males (5.4 percent) was higher than the rate for females (3.9 percent; figure 1.1 and table 1.2); however, there generally have not been measurable differences between the event dropout rates for male and female 15- to 24-year-olds over the past 40 years (table 1.2). During this period, the only other years in which there were measurable differences between male and female event dropout rates were 1978, 2000, and 2001. As in 2017, in each of these three years the event dropout rate for males was higher than the rate for females.

Event dropout rates by disability status

The 2017 event dropout rate for 15- to 24-year-olds with disabilities (6.2 percent) was not measurably different from the rate for their peers without disabilities (4.6 percent; figure 1.1 and table 1.1).

Event dropout rates by age

Event dropout rates by age group—4.5 percent for 15- to 16-year-olds, 4.1 percent for 17-year-olds, 5.2 percent for 18-year-olds, 6.1 percent for 19-year-olds, and 5.8 percent for 20- to 24-year-olds—were not measurably different from each other in 2017 (table 1.1).

Event dropout rates by region

For the most part, the event dropout rates in the four U.S. geographic regions defined by the U.S. Census Bureau were not measurably different from each other in 2017. The only exception was that the event dropout rate for 15- to 24-year-olds in the Midwest (3.2 percent; table 1.1) was lower than that in the South (5.2 percent). Event dropout rates were 5.1 percent in the West and 4.9 percent in the Northeast in 2017.

Endnotes

[1] Because of changes in data collection procedures, use caution when comparing data for 1992 and later years to earlier data. For more information on the data collection changes, see Kaufman, Alt, and Chapman (2004).
[2] Reliable estimates were not available for 15- to 24-year-olds who were Pacific Islander or of Two or more races in 2017.

Indicator 2:

STATUS DROPOUT RATE

5.4% (2017)

Source: American Community Survey and Current Population Survey

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 an alternative credential, such as a GED, as a percentage of the total number of 16- to 24-year-olds in the population. The status dropout rate is different from 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, whereas the event dropout rate includes individuals in a particular age range who left a U.S. high school within a particular 1-year period.

In this indicator, status dropout rates are estimated using both the American Community Survey (ACS) and the Current Population Survey (CPS). The ACS covers a broad population, including individuals living in households, as well as individuals living in noninstitutionalized group quarters (such as college or military housing) and institutionalized group quarters (such as correctional or nursing facilities).[1] The ACS can provide detail on small demographic groups because it has a large number of respondents. The CPS household survey covers a narrower population and has fewer respondents, but it has been collected annually for decades and can be used to examine long-term trends in the civilian, noninstitutionalized population.

Status dropout rates from the American Community Survey

2017 status dropout rates by institutional status

In 2017, the ACS status dropout rate for all 16- to 24-year-olds was 5.4 percent (figure 2.1 and table 2.1).

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 an alternative credential, such as a GED.

Population:

American Community Survey (ACS) – Individuals ages 16 to 24 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 institutionalized settings.

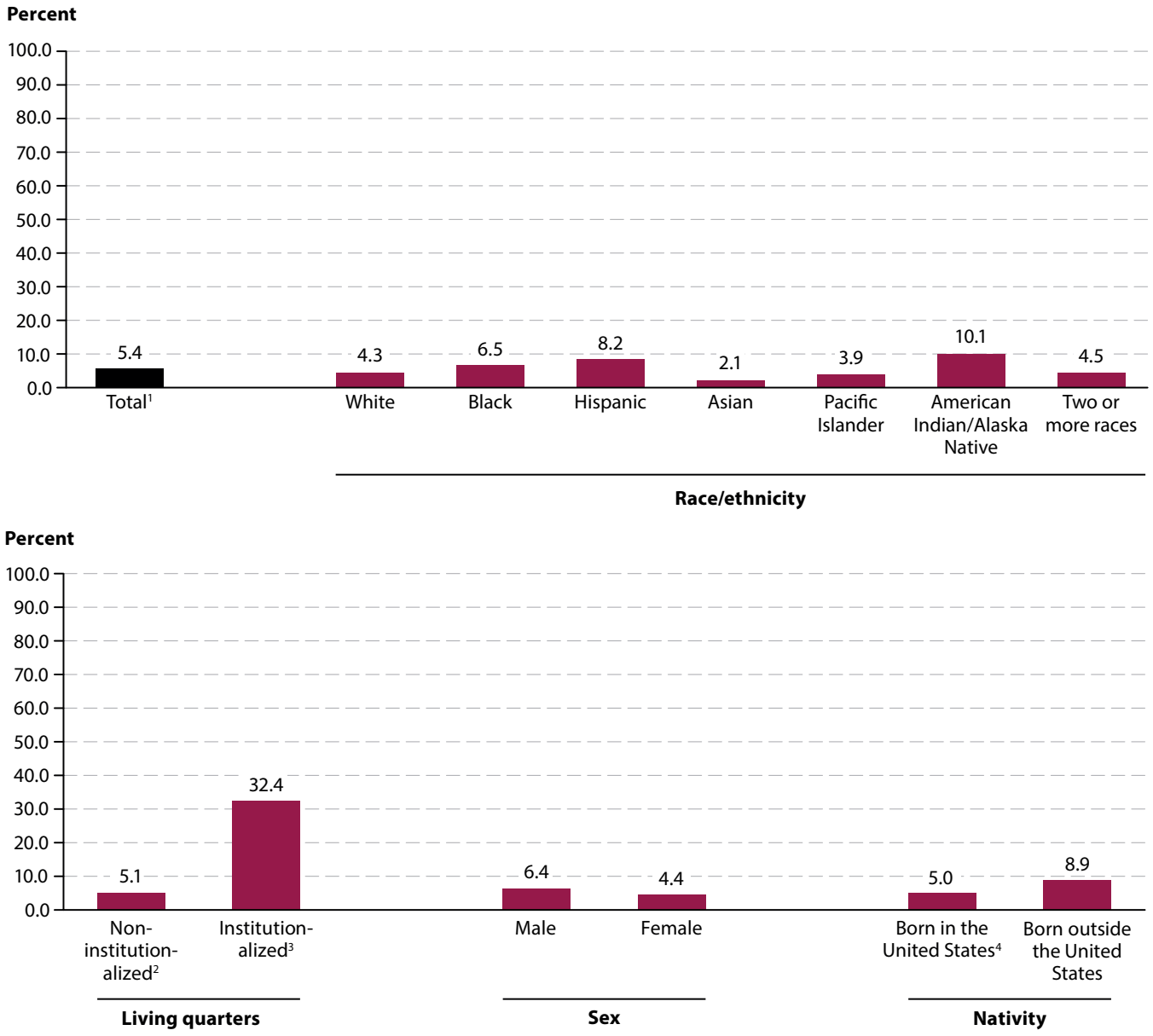
Current Population Survey (CPS) – Civilian, noninstitutionalized youth ages 16 to 24 residing in the United States, regardless of whether they attended public schools, private schools, or schools outside of the United States.

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

Data Source: American Community Survey (ACS), Current Population Survey (CPS)

The rate was 5.1 percent for the noninstitutionalized population, which 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. In contrast, the rate was 32.4 percent for the institutionalized population, which includes individuals in adult and juvenile correctional facilities, nursing facilities, and other healthcare facilities.

Figure 2.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: 2017



[1] Includes data from respondents who wrote in some other race that was not included as an option on the questionnaire.
[2] 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.
[3] Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
[4] Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.
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 received an alternative credential such as a GED are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States. Estimates may differ from those 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), 2017. See table 2.1.

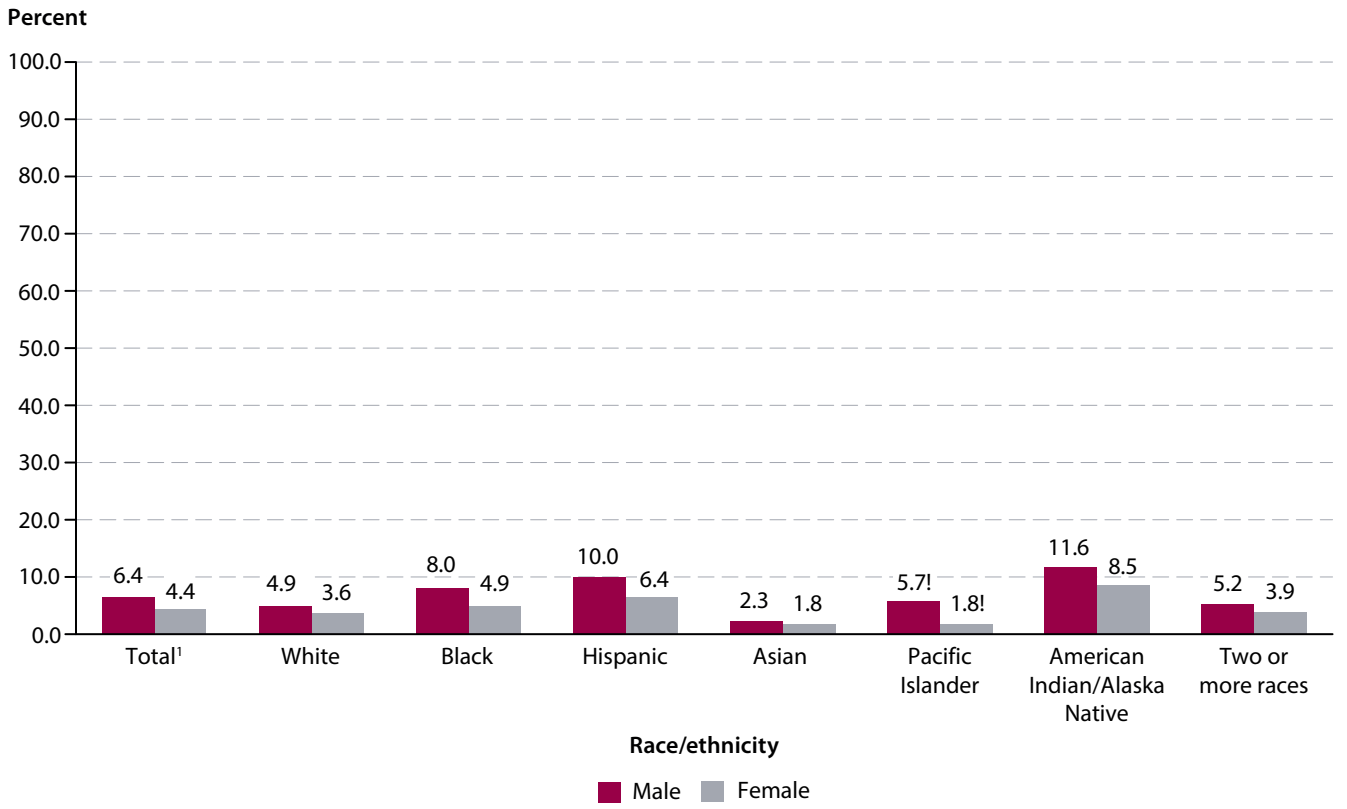
2017 status dropout rates by race/ethnicity

The status dropout rate varied by race/ethnicity in 2017. American Indian/Alaska Native youth had the highest status dropout rate (10.1 percent) of all racial/ethnic groups, including youth who were Hispanic (8.2 percent), Black (6.5 percent), of Two or more races (4.5 percent), White (4.3 percent), Pacific Islander (3.9 percent), and Asian (2.1 percent; figure 2.1 and table 2.1). In addition, the status dropout rate for Hispanic youth was higher than the rate for Black youth. Hispanic and Black youth also had higher status dropout rates than youth of Two or more races, White, Pacific Islander, and Asian youth. In contrast, Asian youth had the lowest status dropout rate of all racial/ethnic groups except for Pacific Islander youth, whose status dropout rate was not measurably different from the rate for Asian youth.

2017 status dropout rates by sex and race/ethnicity

In 2017, the ACS status dropout rate for female 16- to 24-year-olds (4.4 percent) was lower than the rate for their male peers (6.4 percent; figure 2.2 and table 2.1). For 16- to 24-year-olds who were White, Black, Hispanic, American Indian/Alaska Native, and of Two or more races, the status dropout rates were higher for males than for females. Among these groups, the male-female gap in status dropout rates ranged from 1.2 percentage points for White 16- to 24-year-olds to 3.6 percentage points for Hispanic 16- to 24-year-olds. There were no measurable differences by sex in the status dropout rates for Asian and Pacific Islander individuals.

Figure 2.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and sex: 2017

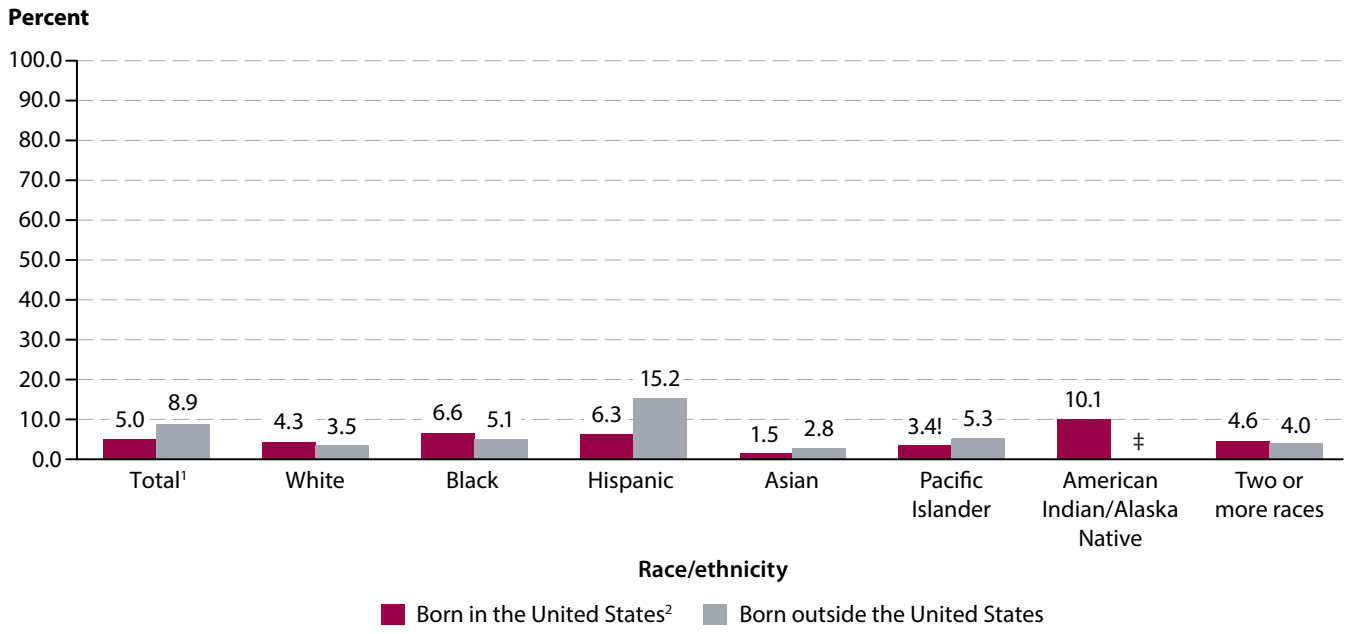


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Includes data from respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled 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 received an alternative credential such as a GED are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States. Estimates may differ from those 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), 2017. See table 2.1.

2017 status dropout rates by nativity and race/ethnicity

Data from the ACS also enable comparisons between the status dropout rates of U.S.-born[2] and foreign-born individuals in the noninstitutionalized population.[3] Overall, the status dropout rate was lower for U.S.-born 16- to 24-year-olds (5.0 percent) than for their foreign-born peers (8.9 percent; figure 2.3 and table 2.1). Following a similar pattern, status dropout rates were lower for U.S.-born individuals than for their foreign-born counterparts in the Hispanic (6.3 vs. 15.2 percent) and Asian (1.5 vs. 2.8 percent) racial/ethnic groups. However, status dropout rates were higher for U.S.-born individuals than for their foreign-born counterparts who were White (4.3 vs. 3.5 percent) and Black (6.6 vs. 5.1 percent). The status dropout rates for U.S.-born 16- to 24-year-olds who were Pacific Islanders and of Two or more races were not measurably different from the rates for their foreign-born peers.

Figure 2.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and nativity: 2017



! 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 data from respondents who wrote in some other race that was not included as an option on the questionnaire.
[2] Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.
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 received an alternative credential such as a GED are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States. Estimates may differ from those 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), 2017. See table 2.1.

2017 status dropout rates by disability status

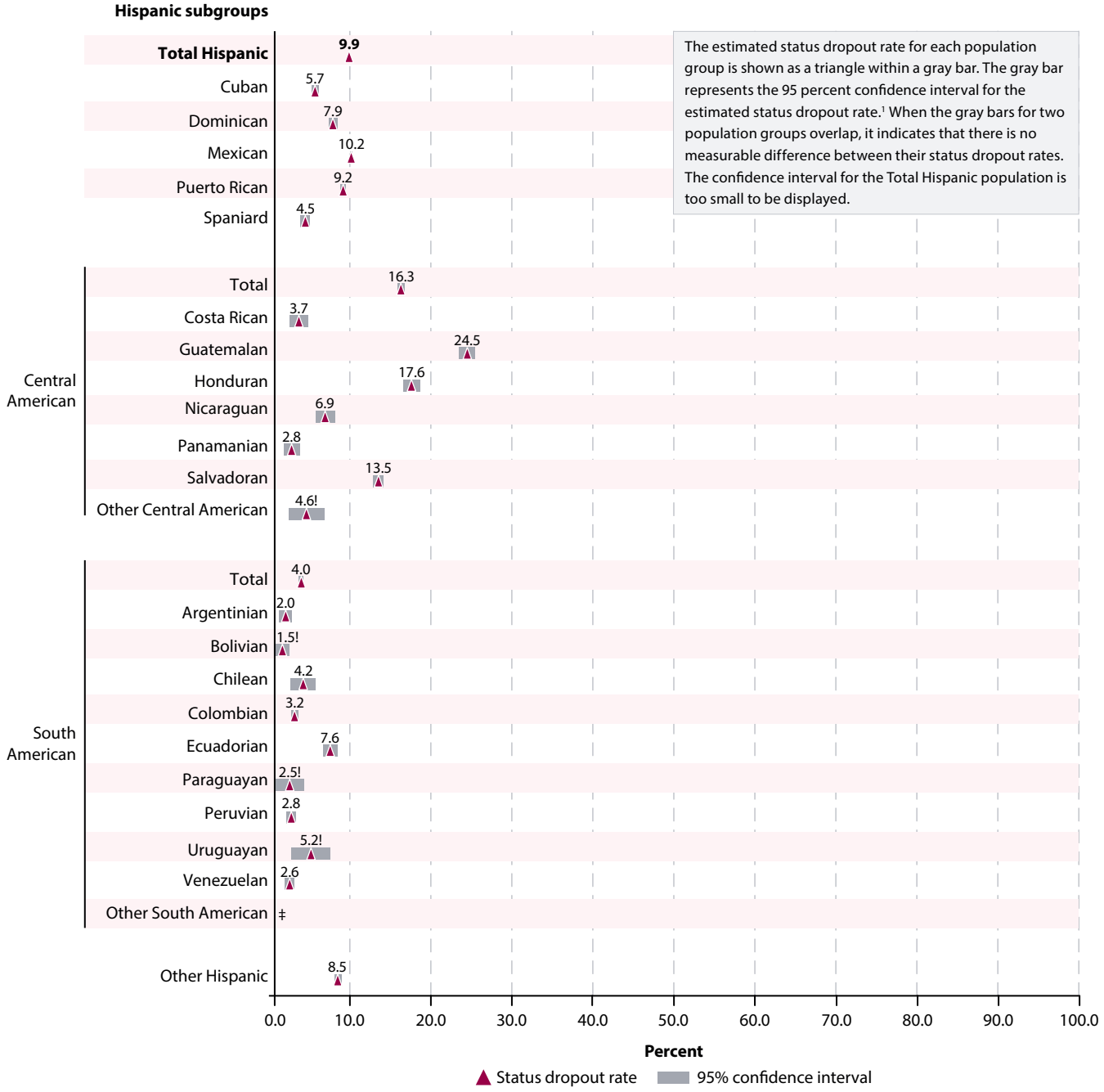
The status dropout rate also differed by disability status[4] in 2017. The status dropout rate was 12.1 percent for youth with a disability versus 5.0 percent for youth without a disability in 2017 (table 2.1).

2013–2017 average status dropout rates by Hispanic and Asian subgroup

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. ACS data on status dropout rates are available for many specific Asian and Hispanic subgroups, including, for example, 16- to 24-year-olds of Chinese, Vietnamese, Mexican, and Puerto Rican descent. Detailed data by national origin were not available for other racial/ethnic groups. This indicator presents average status dropout rates based on five years of ACS data in order to obtain more stable estimates for small population groups, including Hispanic and Asian subgroups.

The 2013–2017 5-year-average status dropout rate[5] for Hispanic 16- to 24-year-olds was 9.9 percent overall, while status dropout rates by Hispanic subgroup ranged from 1.5 percent for individuals of Bolivian descent to 24.5 percent for individuals of Guatemalan descent (figure 2.4 and table 2.2). Status dropout rates for Hispanics of Guatemalan (24.5 percent), Honduran (17.6 percent), and Salvadoran descent (13.5 percent) were higher than the total Hispanic status dropout rate. In contrast, status dropout rates for Hispanics of Puerto Rican (9.2 percent), Other Hispanic (8.5 percent), Dominican (7.9 percent), Ecuadorian (7.6 percent), Nicaraguan (6.9 percent), Cuban (5.7 percent), Uruguayan (5.2 percent), Other Central American (4.6 percent), Spaniard (4.5 percent), Chilean (4.2 percent), Costa Rican (3.7 percent), Colombian (3.2 percent), Panamanian (2.8 percent), Peruvian (2.8 percent), Venezuelan (2.6 percent), Paraguayan (2.5 percent), Argentinian (2.0 percent), and Bolivian descent (1.5 percent) were lower than the total Hispanic status dropout rate. The status dropout rates for individuals of Mexican descent were not measurably different from the total Hispanic rate.[6]

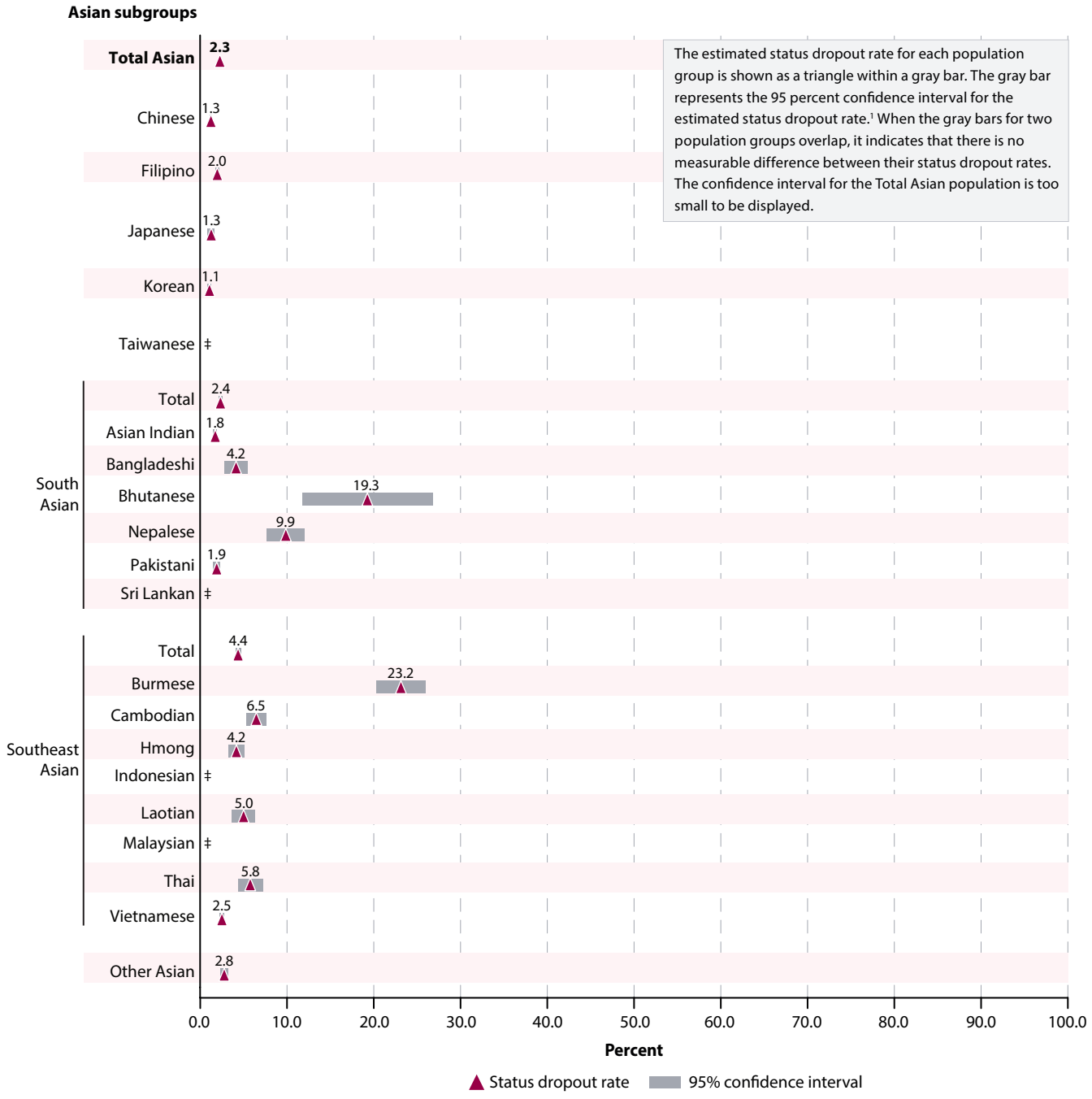
Figure 2.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Hispanic subgroups: 2013–2017



! 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] If the estimation procedure were repeated many times, 95 percent of the calculated confidence intervals would contain the true status dropout rate for the population group.
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 received an alternative credential such as a GED are counted as high school completers. This figure presents 2013–2017 5-year-average status dropout rates. Use of a 5-year average increases the sample size, thereby reducing the sampling error and producing more stable estimates. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Estimates may differ from those 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), 2013–2017. See table 2.2.

The 2013–2017 average status dropout rate for Asian 16- to 24-year-olds was 2.3 percent overall, while status dropout rates by Asian subgroup ranged from 1.1 to 23.2 percent (figure 2.5 and table 2.2). The status dropout rates for Asians of Burmese (23.2 percent), Bhutanese (19.3 percent), Nepalese (9.9 percent), Cambodian (6.5 percent), Thai (5.8 percent), Laotian (5.0 percent), Southeast Asian (4.4 percent), Hmong (4.2 percent), and Bangladeshi descent (4.2 percent) were higher than the total Asian rate. Status dropout rates for individuals of Asian Indian (1.8 percent), Chinese (1.3 percent), Japanese (1.3 percent), and Korean (1.1 percent) descent were lower than the total Asian rate. Status dropout rates for individuals of Filipino and Pakistani descent were not measurably different from the total Asian rate.[7]

Figure 2.5. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Asian subgroups: 2013–2017

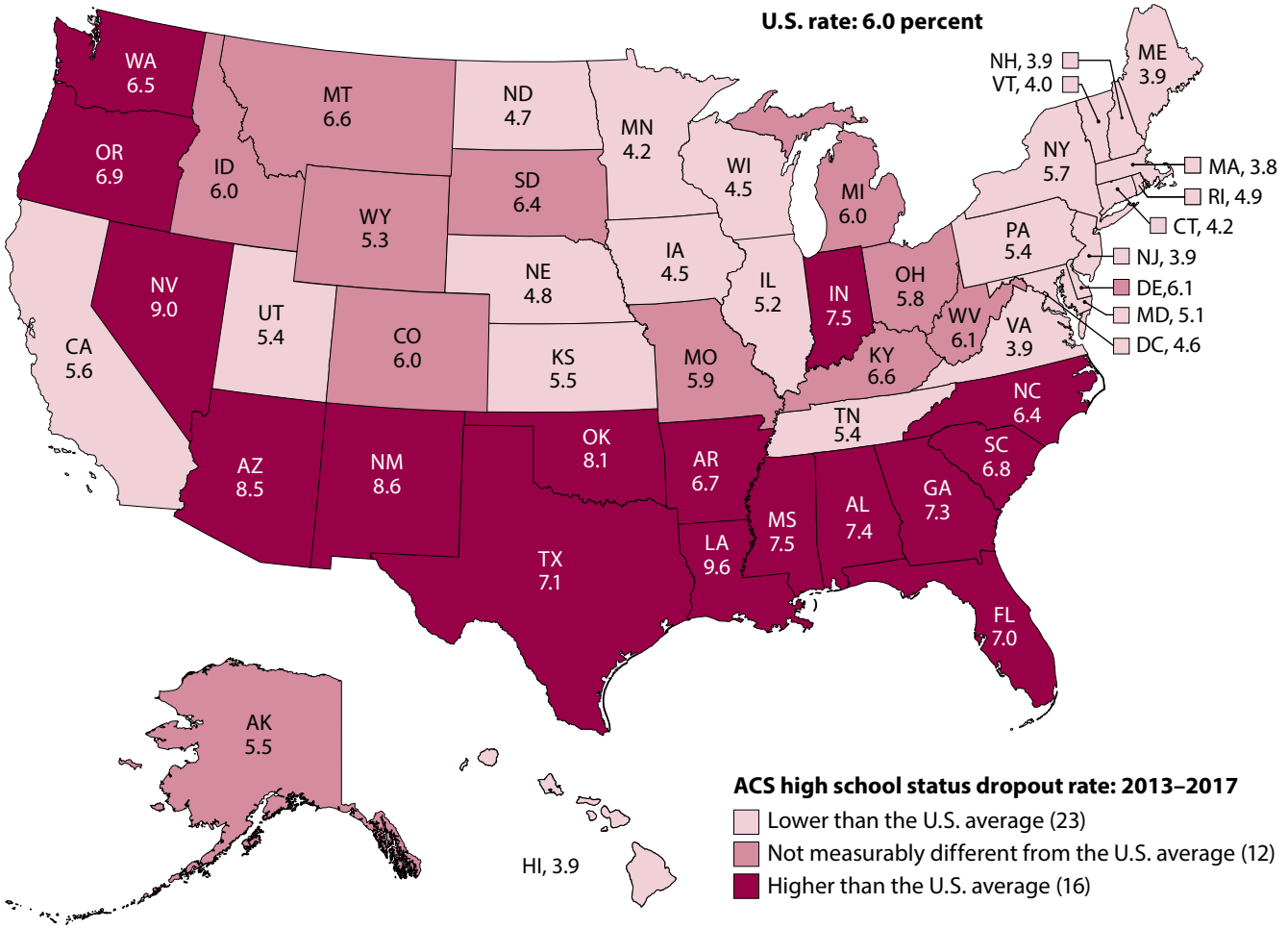


‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] If the estimation procedure were repeated many times, 95 percent of the calculated confidence intervals would contain the true status dropout rate for the population group.
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 received an alternative credential such as a GED are counted as high school completers. This figure presents 2013–2017 5-year-average status dropout rates. Use of a 5-year average increases the sample size, thereby reducing the sampling error and producing more stable estimates. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Estimates may differ from those based on the Current Population Survey (CPS) because of differences in survey design and target populations. Asian subgroups exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013–2017. See table 2.2.

2013–2017 average status dropout rates by state

Averaged data from five years of the ACS can also be used to calculate status dropout rates for 16- to 24-year-olds in each state. The average 2013–2017 status dropout rates ranged from 3.8 percent in Massachusetts to 9.6 percent in Louisiana (figure 2.6 and table 2.3). In all, 16 states—most of which were located either in the South (10 states) or the West regions (5 states)—had higher status dropout rates than the national average for 16- to 24-year-olds (6.0 percent). Twenty-two states and the District of Columbia had ACS status dropout rates lower than the national average. The remaining 12 states had status dropout rates that were not measurably different from the national average. (See figure 2.6, which presents the status dropout rates for the 50 states and the District of Columbia.)

Figure 2.6. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by state: 2013–2017



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 received an alternative credential such as a GED are counted as high school completers. This figure presents 2013-2017 5-year-average status dropout rates. Use of a 5-year average increases the sample size, thereby reducing the sampling error and producing more stable estimates. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Estimates may differ from those 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), 2013–2017. See table 2.3.

2013–2017 average White-Black gap of status dropout rate by state

Based on 5 years of ACS data, the 2013–2017 average status dropout rate for White 16- to 24-year-olds (4.5 percent) was 3.0 percentage points lower than the rate for their Black peers (7.5 percent) (table 2.3). In total, 33 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 2.7). Among these 33 states, the White-Black gap ranged from 1.1 percentage points in Alabama to 7.1 percentage points in Nebraska. There was no measurable difference between the status dropout rates of White and Black 16- to 24-year-olds in 8 states, and reliable estimates were unavailable for one of the two subgroups in 9 states and the District of Columbia. (See figure 2.7 for listings of states in which the Black status dropout rate was higher than the White status dropout rate, states in which the two rates were not measurably different, and states in which reliable estimates were unavailable for one of these two subgroups.)

Figure 2.7. States in which status dropout rates for Black and Hispanic 16- to 24-year-olds are higher than, not measurably different from, or lower than the status dropout rate for White 16- to 24-year-olds: 2013–2017

Status dropout rate for Black youth

Higher than the rate for White youth	Not measurably different from the rate for White youth	Lower than the rate for White youth	Not available/does not meet reporting standards
AL, AZ, AR, CA, CO, CT, FL, GA, IL, IN, IA, KS, LA, MD, MA, MI, MN, MS, MO, NE, NV, NJ, NY, NC, OH, OK, PA, SC, TN, TX, VA, WA, WI	DE, KY, NM, OR, RI, SD, UT, WV	None	AK, HI, ID, ME, MT, NH, ND, VT, WY

Status dropout rate for Hispanic youth

Higher than the rate for White youth	Not measurably different from the rate for White youth	Lower than the rate for White youth	Not available/does not meet reporting standards
AL, AZ, AR, CA, CO, CT, DE, FL, GA, ID, IL, IN, IA, KS, KY, LA, MD, MA, MI, MN, MS, MO, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY	AK,HI, ME, MT, WV	None	VT

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 received an alternative credential such as a GED are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. This figure presents 2013–2017 5-year-average status dropout rates. Use of a 5-year average increases the sample size, thereby reducing the sampling error and producing more stable estimates. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Estimates may differ from those based on the Current Population Survey (CPS) because of differences in survey design and target populations. Status dropout rate gaps between White students and Black and Hispanic students in DC could not be calculated because the dropout rates for White students were suppressed in DC.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013–2017. See table 2.3.

2013–2017 average White-Hispanic gap of status dropout rate by state

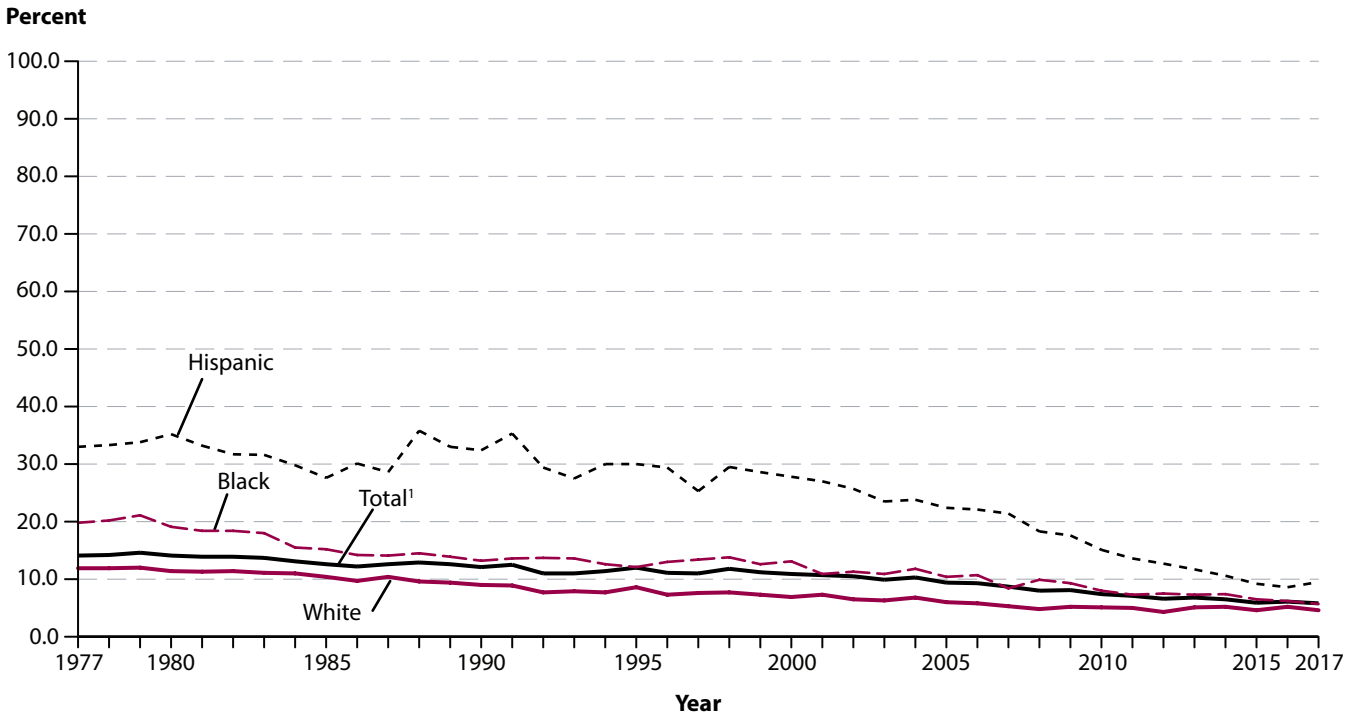
Based on 5 years of ACS data, the 2013–2017 average status dropout rate for White 16- to 24-year-olds (4.5 percent) was 5.5 percentage points lower than the rate for their Hispanic peers (9.9 percent, table 2.3). In total, 44 states had statistically significant White-Hispanic gaps, and in each of these states the White status dropout rate was lower than the Hispanic status dropout rate (figure 2.7). Among these 44 states, the White-Hispanic gap ranged from 2.9 percentage points in New Mexico to 10.5 percentage points in Oklahoma. In 5 states, there was no measurable difference between the status dropout rates of White and Hispanic 16- to 24-year-olds, and in Vermont and the District of Columbia, reliable estimates were unavailable for one of the two subgroups. (See figure 2.7 for listings of states in which the Hispanic status dropout rate was higher than the White status dropout rate and states in which the two rates were not measurably different).

Status dropout rate trends from the Current Population Survey

Total status dropout rate trends

Based on data from the CPS, which is available for a longer time period than the ACS, status dropout rates have trended downward over the past 40 years, declining from 14.1 percent in 1977[8] to 5.8 percent in 2017 (figure 2.8 and table 2.4). During the most recent 10-year period of available data (2007 to 2017), the status dropout rate decreased from 8.7 percent to 5.8 percent.

Figure 2.8. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity: October 1977 through 2017



[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 received an alternative credential such as a GED are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. White and Black exclude persons of Two or more races after 2002. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for years 1992 and later may not be comparable with figures for years prior to 1992.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1977 through 2017. See table 2.4.

Status dropout rate trends by race/ethnicity

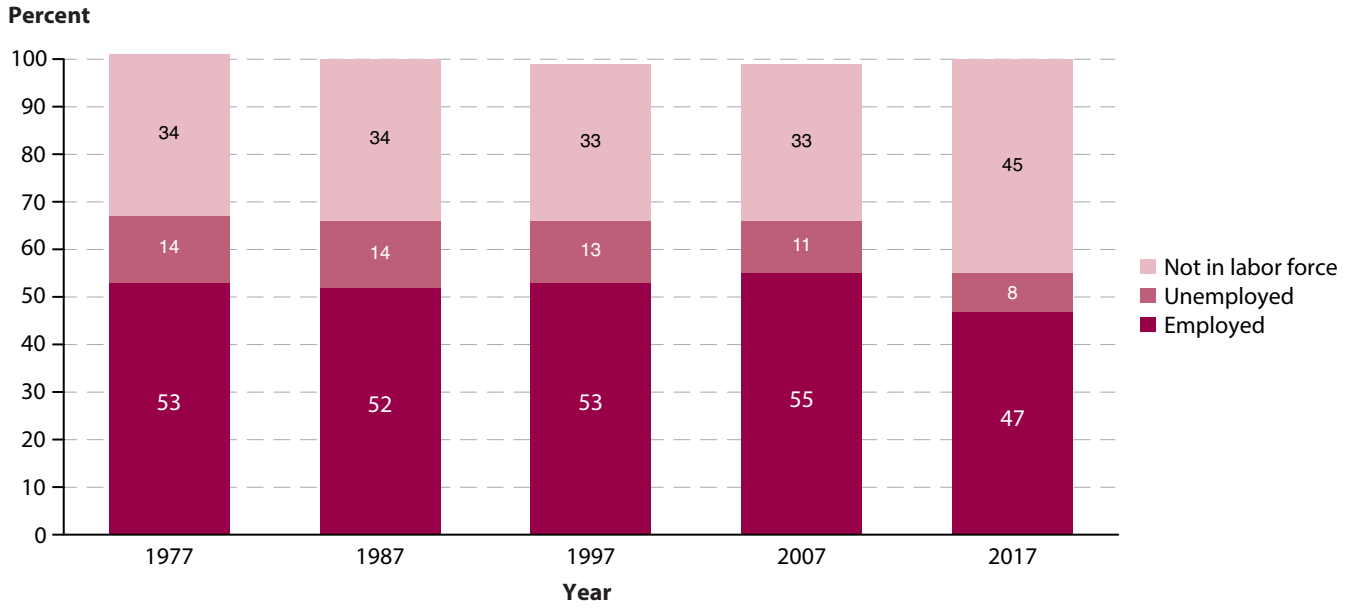
Between 1977 and 2017, status dropout rates decreased for White, Black, and Hispanic 16- to 24-year-olds (figure 2.8 and table 2.4). During this time period, the White status dropout rate decreased from 11.9 percent to 4.6 percent, the Black status dropout rate decreased from 19.8 percent to 5.7 percent, and the Hispanic status dropout rate decreased from 33.0 percent to 9.5 percent. Between 2007 and 2017, status dropout rates decreased for Black and Hispanic 16- to 24-year-olds (from 8.4 percent to 5.7 percent and from 21.4 percent to 9.5 percent, respectively), while the rate for White 16- to 24-year-olds showed no measurable change.

The status dropout rate for White 16- to 24-year-olds was consistently lower than the rate for their Black peers between 1977 and 2015 (figure 2.8 and table 2.4). The White-Black gap in status dropout rates was 7.9 percentage points in 1977 and it fell to 3.1 percentage points in 2007. After 2007, the White status dropout rate remained lower than the Black rate until 2016 and 2017, two years in which there was no measurable gap between the White and Black status dropout rates. In addition, the White status dropout rate was consistently lower than the Hispanic rate between 1977 and 2017, although the gap decreased from 21.1 percentage points to 4.8 percentage points over that period. During the most recent 10-year period of available data (2007 to 2017), the White-Hispanic gap in the status dropout rate decreased from 16.2 percentage points to 4.8 percentage points.

Status dropout rate trends by sex

The downward trend in the overall status dropout rate from 1977 to 2017 was observed for both male (from 14.5 to 6.6 percent) and female 16- to 24-year-olds (from 13.8 to 5.0 percent; table 2.4). Between 2007 and 2017, the status dropout rate for male 16- to 24-year-olds fell from 9.8 percent to 6.6 percent, and the status dropout rate for female 16- to 24-year-olds fell from 7.7 percent to 5.0 percent. From 1977 to 2017, the male status dropout rate was generally higher than the female status dropout rate; however, in certain years during the period (1977–1979, 1987, 1990–1993, 1995–1996, 2013, and 2015) there was no measurable difference between the male and female status dropout rates.

Figure 2.9. Percentage distribution of high school dropouts among persons 16 through 24 years old (status dropouts), by labor force status: Selected years, October 1977 through 2017

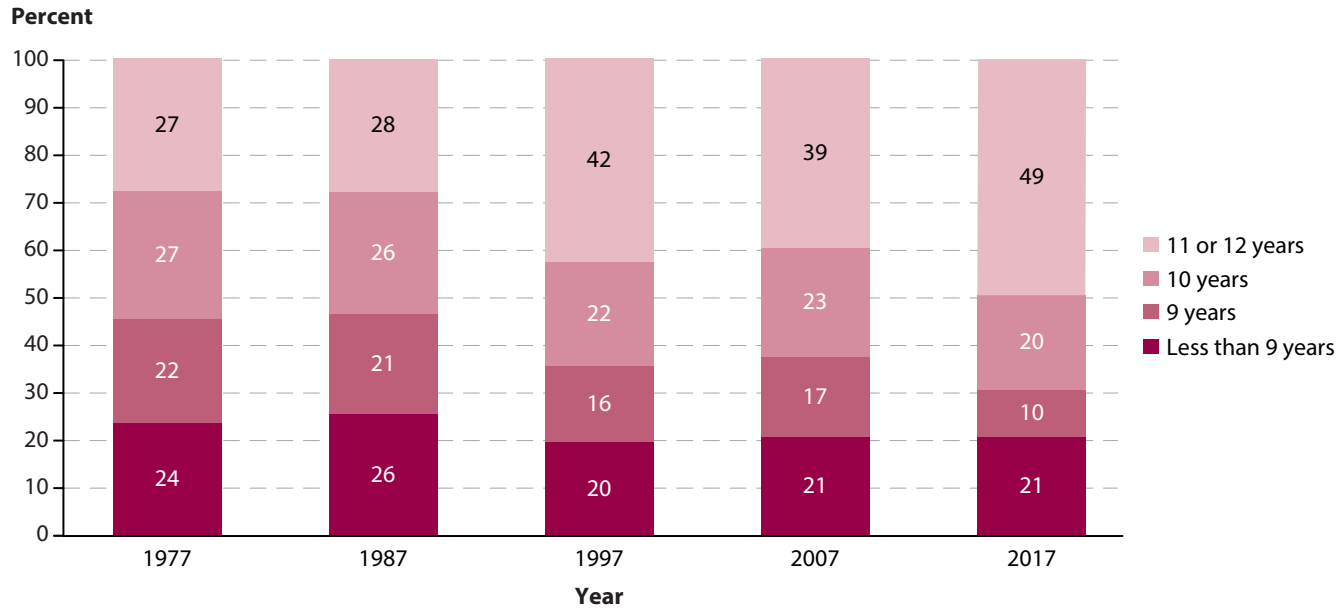


NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who received an alternative credential such as a GED are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population. The rates reported in this figure are not the same as official employment and unemployment rates released by Bureau of Labor Statistics.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1977 through 2017. See table 2.5.

Trends in the labor force status of status dropouts

Among 16- to 24-year-olds who were status dropouts in 2017, some 46.7 percent were employed, 44.9 percent were not in the labor force, and 8.3 percent were unemployed (figure 2.9 and table 2.5). These percentages are not comparable to the Bureau of Labor Statistics unemployment rates, which exclude individuals who were not in the labor force. The percentage of status dropouts who were employed in 2017 (46.7 percent) was lower than the percentage in 1977 (52.9 percent). Similarly, the percentage of status dropouts who were unemployed in 2017 (8.3 percent) was also lower than the percentage in 1977 (13.6 percent). The percentage of status dropouts who were not in the labor force increased from 33.3 percent in 2007 to 44.9 percent in 2017.

Figure 2.10. Percentage distribution of high school dropouts among persons 16 through 24 years old (status dropouts), by years of school completed: Selected years, October 1977 through 2017



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 received an alternative credential such as a GED are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1977 through 2017. See table 2.5.

Trends in the years of school completed by status dropouts

In 2017, some 21.0 percent of status dropouts had completed fewer than 9 years of school, 9.8 percent had completed 9 years, 20.3 percent had completed 10 years, and 49.0 percent had completed 11 or 12 years (figure 2.10 and table 2.5). Between 1977 and 2017, the percentage of status dropouts who had completed 9 years decreased by 12.0 percentage points. Similarly, the percentage of status dropouts who had completed 10 years of school decreased by 7.0 percentage points. By contrast, the percentage of status dropouts who had completed 11 or 12 years increased by 22.4 percentage points. Between 2007 and 2017, the percentage of status dropouts who had completed 9 years of school decreased by 7.2 percentage points, while the percentage of status dropouts who had completed 11 or 12 years increased by 10.0 percentage points and the percentage of status dropouts who had completed 10 years showed no measurable change.

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] U.S.-born individuals include those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.
[3] The noninstitutionalized population includes 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.
[4] In this indicator, a disability is a long-lasting physical, mental, or emotional condition that can make it difficult for a person to do activities such as walking, climbing stairs, dressing, bathing, learning, or remembering. The condition can also impede a person from being able to go outside the home alone or to work at a job or business. For more details, see https://www.census.gov/topics/health/disability/about/glossary.html.
[5] These estimates are derived from a sample collected over a period of 5 years (from 2013 to 2017). The use of a 5-year average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates.
[6] A reliable estimate was not available for Other South American 16- to 24-year-olds.
[7] Reliable estimates were not available for Taiwanese, Sri Lankan, Indonesian, and Malaysian 16- to 24-year-olds.
[8] Because of changes in data collection procedures, use caution when comparing data for 1992 and later years to earlier data. For more information on the data collection changes, see Kaufman, Alt, and Chapman (2004).

Indicator 3:

STATUS COMPLETION RATE

93.3% (2017)

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 or a lower education level who hold a high school diploma or an alternative credential, such as a GED. This rate includes all civilian, noninstitutionalized individuals 18 to 24 years old who have completed high school, including individuals who completed their education outside of the United States. While the graduation rates in Indicators 4 and 5 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, presented in this indicator, 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.

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 an alternative credential, such as a GED.

Population: Civilian, noninstitutionalized youth ages 18 to 24 years old, including those who attended public schools, private schools, or schools outside of the United States.

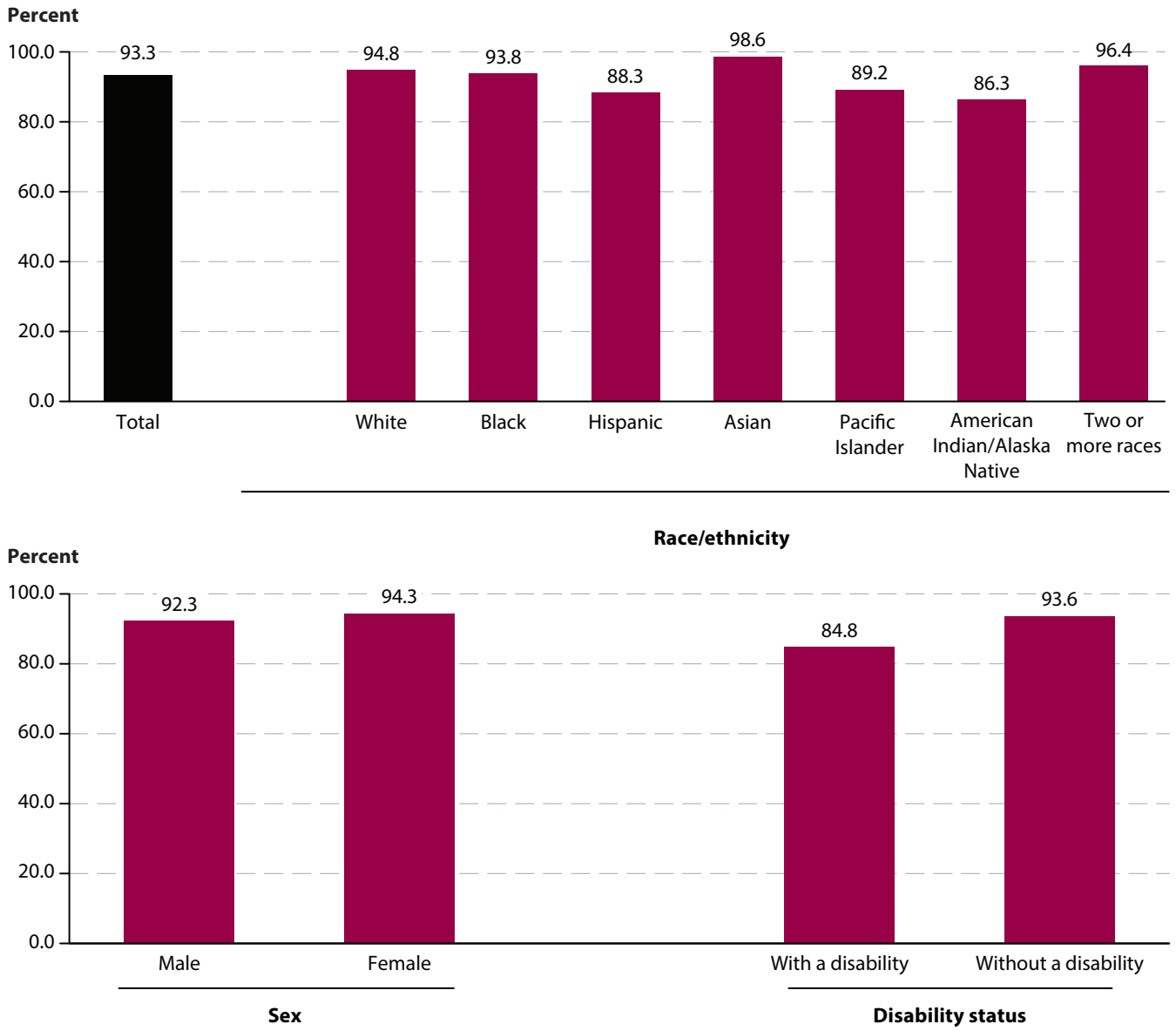
Credentials: A high school diploma or an alternative credential, such as a GED.

Data Source: Current Population Survey (CPS)

Total status completion rates

Of the 27.6 million 18- to 24-year-olds who were not enrolled in high school in October 2017, approximately 25.8 million (93.3 percent) held a high school diploma or an alternative credential (figure 3.1 and table 3.1). This percentage represents a 9.7 percentage point increase, compared to 83.6 percent in 1977,[1] 40 years earlier (figure 3.2 and table 3.2). More recently, the status completion rate increased by 4.4 percentage points over the past 10 years, from 89.0 percent in 2007.

Figure 3.1. Status completion rates of 18- to 24-year-olds, by race/ethnicity, sex, and disability status: October 2017

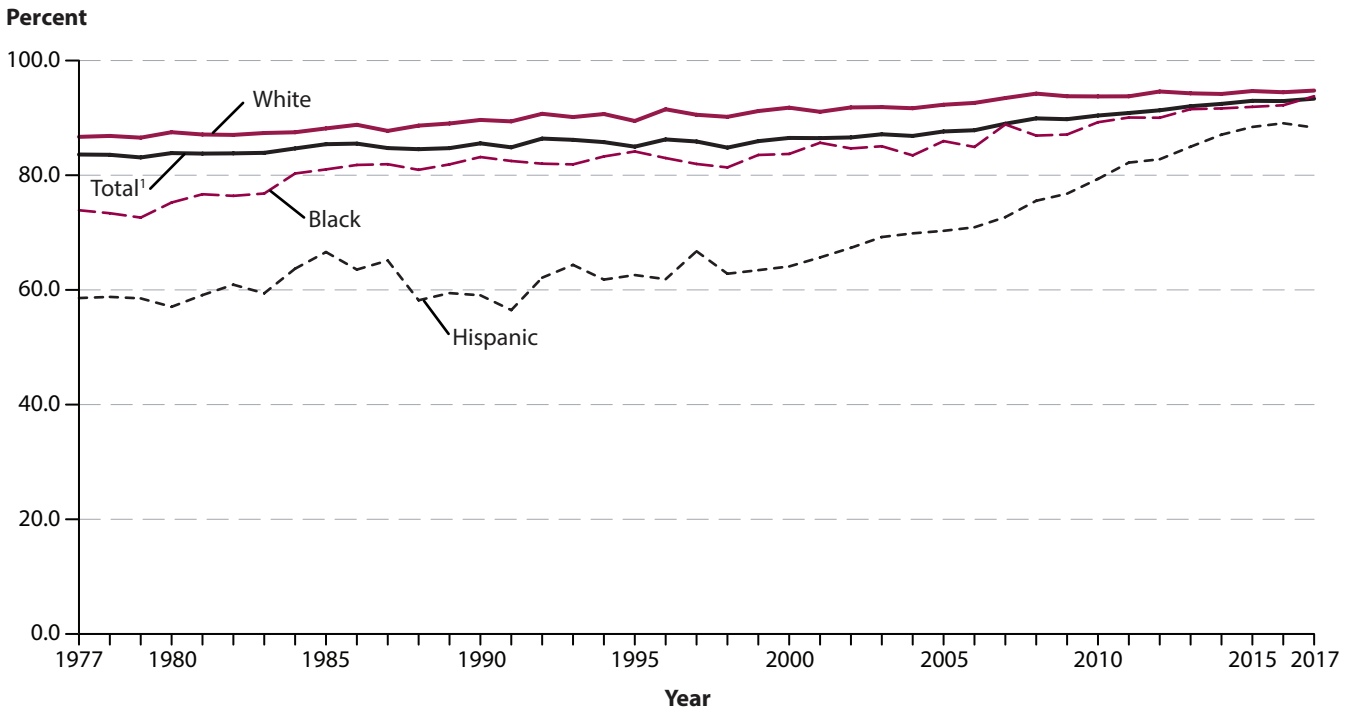


NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as 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, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2017. See table 3.1.

Status completion rates by race/ethnicity

In 2017, the status completion rate for 18- to 24-year-olds was higher for those who were Asian (98.6 percent) than for those of any racial/ethnic group except those who were of Two or more races (96.4 percent) and Pacific Islanders (89.2 percent), with whom no measurable differences were observed. In addition, the rates were higher for 18- to 24-year-olds who were of Two or more races, White (94.8 percent) and Black (93.8 percent) than for those who were Hispanic (88.3 percent) and American Indian/Alaska Native (86.3 percent). The rate for Pacific Islander 18- to 24-year-olds was not measurably different from the rate for any racial/ethnic group.

Figure 3.2. Status completion rates of 18- to 24-year-olds, by race/ethnicity: October 1977 through 2017

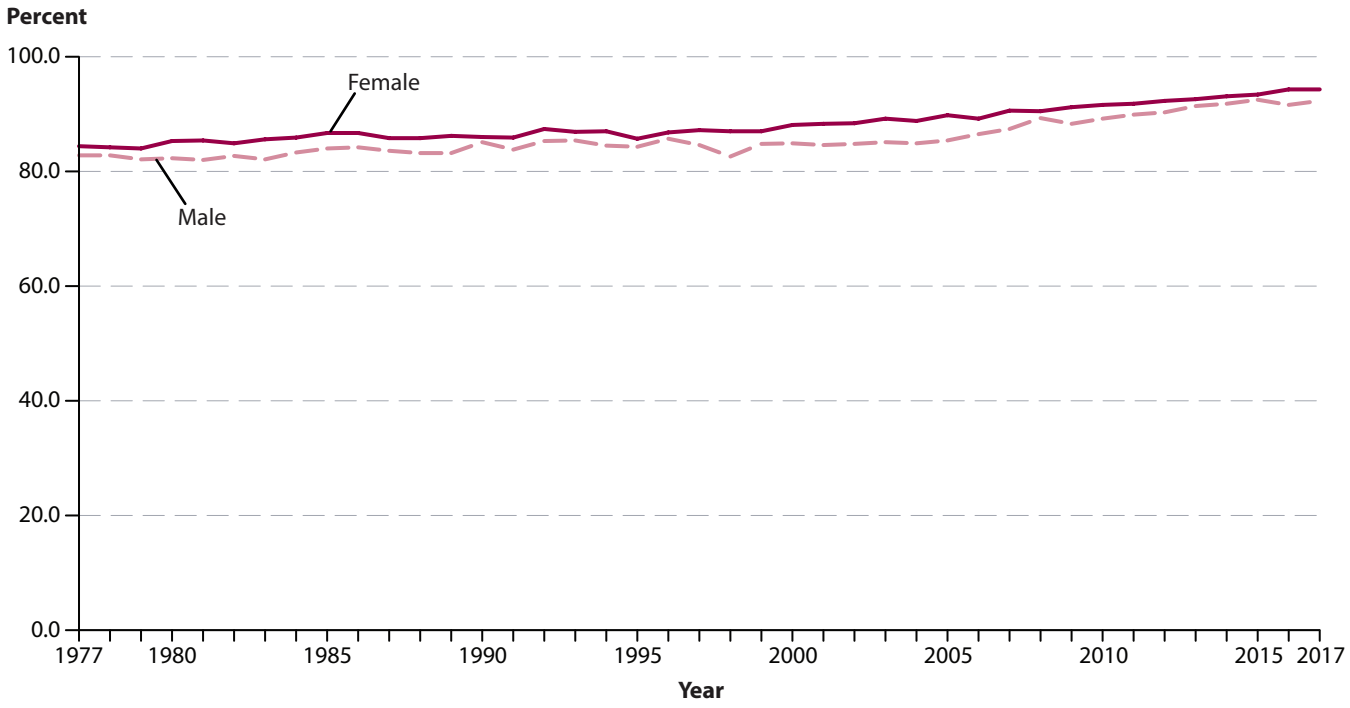


[1] Includes other racial/ethnic categories not separately shown.
NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school 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. White and Black exclude persons of Two or more races after 2002. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for years 1992 and later may not be comparable with figures for years prior to 1992.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1977 through 2017. See table 3.2.

The general upward trend in status completion rates from 1977 to 2017 observed in the overall 18- to 24-year-old population was also found among White, Black, and Hispanic 18- to 24-year-olds (figure 3.2 and table 3.2). During this period, the White status completion rate increased from 86.7 percent to 94.8 percent, the Black status completion rate increased from 73.9 percent to 93.8 percent, and the Hispanic status completion rate rose from 58.6 percent to 88.3 percent. During the most recent ten year period, the White status completion rate increased from 93.5 percent to 94.8 percent, the Black status completion rate increased from 88.8 percent to 93.8 percent, and the Hispanic status completion rate increased from 72.7 percent to 88.3 percent. The status completion rates for Asian 18- to 24-year-olds are not available prior to 1989. Between 2007 and 2017, the Asian status completion rate increased from 92.8 percent to 98.6 percent.

For the first time in 40 years, the status completion rate for Black 18- to 24-year-olds was not measurably different from that of White 18- to 24-year-olds (table 3.2). From 1977 to 2016 the status completion rate for White 18- to 24-year-olds was consistently higher than the rate for Black 18- to 24-year-olds. In addition, the status completion rates for White and Black 18- to 24-year-olds were consistently higher than for Hispanic 18- to 24-year-olds. Gaps in status completion rates between some racial/ethnic groups narrowed during this period. Specifically, the White-Black gap was 12.8 percentage points in 1977, but no longer statistically significant in 2017, and the White-Hispanic gap narrowed from 28.1 percentage points in 1977 to 6.4 percentage points in 2017. In addition, the Black-Hispanic gap narrowed from 15.3 percentage points in 1977 to 5.5 percentage points in 2017.

Figure 3.3. Status completion rates of 18- to 24-year-olds, by sex: October 1977 through 2017



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. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for years 1992 and later may not be comparable with figures for years prior to 1992.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1977 through 2017. See table 3.2.

Status completion rates by sex

In 2017, the status completion rate was higher for female 18- to 24-year-olds (94.3 percent) than for their male peers (92.3 percent; figure 3.1 and table 3.1). Between 1977 and 2017, the status completion rate for male 18- to 24-year-olds increased from 82.8 percent to 92.3 percent, and the rate for female 18- to 24-year-olds increased from 84.4 percent to 94.3 percent (figure 3.3 and table 3.2). More recently, between 2007 and 2017 the status completion rate increased from 87.4 to 92.3 percent for male 18- to 24-year-olds and from 90.6 to 94.3 percent for female 18- to 24-year-olds.

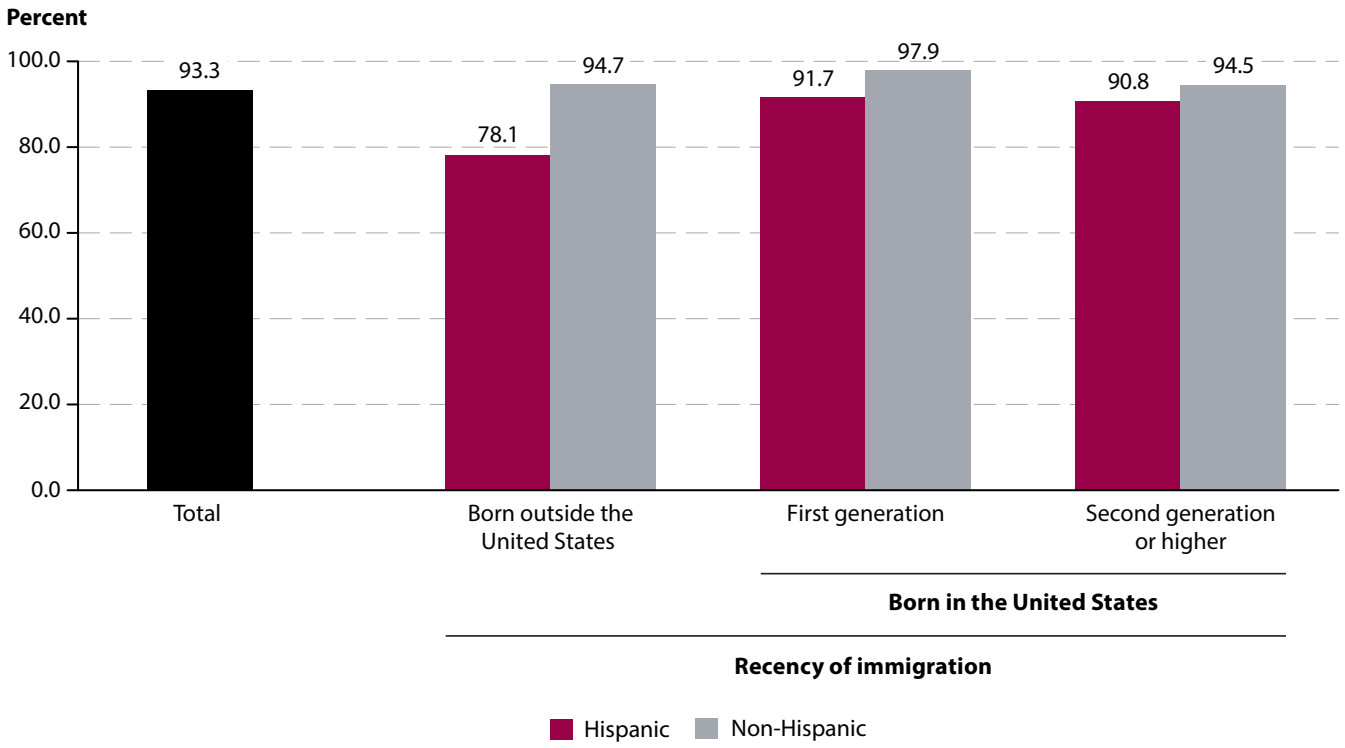
Status completion rates by race/ethnicity and sex

In 2017, the overall pattern of higher status completion rates for female 18- to 24-year-olds than for male 18- to 24-year-olds was also observed for Hispanic (90.7 vs. 85.9 percent) 18- to 24-year-olds. There was no measurable difference between female and male status completion rates for 18- to 24-year-olds who were White, Black, Asian, American Indian/Alaska Native, or of Two or more races (table 3.1).[2]

Status completion rate by disability status

In 2017, the status completion rate for 18- to 24-year-olds with disabilities was lower than that of their peers without disabilities (84.8 vs. 93.6 percent; figure 3.1 and table 3.1).

Figure 3.4. Status completion rates of 18- to 24-year-olds, by recency of immigration and ethnicity: October 2017



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. 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. Children born abroad to U.S.-citizen parents are counted as born in the United States. 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, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2017. See table 3.1.

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.[3] Among Hispanic 18- to 24-year-olds, the status completion rate for those who were foreign born was 78.1 percent, which was lower than the rates for those who were first generation (91.7 percent) and those who were second generation or higher (90.8 percent; figure 3.4 and table 3.1). The status completion rate for first-generation Hispanic 18- to 24-year-olds was not measurably different from the rate for Hispanic 18- to 24-year-olds who were second generation or higher.

Among non-Hispanic 18- to 24-year-olds, the status completion rate for those who were foreign born (94.7 percent) was lower than the rate for those who were first generation (97.9 percent) but was not measurably different from the rate for those who were second generation or higher (94.5 percent). The status completion rate for those who were first generation was higher than for those who were second generation or higher. The status completion rate for those who were first generation was also higher than the U.S. total (93.3 percent).

Among 18- to 24-year-olds who were foreign born, first generation, and second generation or higher, status completion rates were lower for Hispanics than for non-Hispanics.

Status completion rates by region

In 2017, individuals in the Northeast had a higher status completion rate (94.9 percent) than their peers in the South (92.8 percent; table 3.1). The status completion rates between the other U.S. geographic regions defined by the U.S. Census Bureau were not measurably different from one another.

Endnotes

[1] Because of changes in data collection procedures, use caution when comparing data for 1992 and later years to earlier data. For more information on the data collection changes, see Kaufman, Alt, and Chapman (2004).
[2] Reliable estimates were not available for male and female Pacific Islanders.
[3] The following recency of immigration categories are used in this analysis: (1) individuals born outside the United States (those who were born abroad to U.S.-citizen parents are counted as born in the United States); (2) first-generation individuals (those who were born in the United States but have at least one parent born outside of 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 4:

ADJUSTED COHORT GRADUATION RATE

85% (2016–17)

Source: ED*Facts*

The adjusted cohort graduation rate (ACGR) provides information about the percentage of United States (U.S.) public high school students who graduate on time with a regular diploma.[1] Specifically, the ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. 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 and subtracting any students who subsequently transfer out, emigrate to another country, or die. In this indicator, data for the United States include public schools in the 50 states and the District of Columbia, except for the Bureau of Indian Education schools. State education agencies calculate the ACGR using detailed data that track each student over time. 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 student-level 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. 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 5. 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. The ACGR has only been available nationally since 2010–11.

Adjusted Cohort Graduation Rate (ACGR)

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

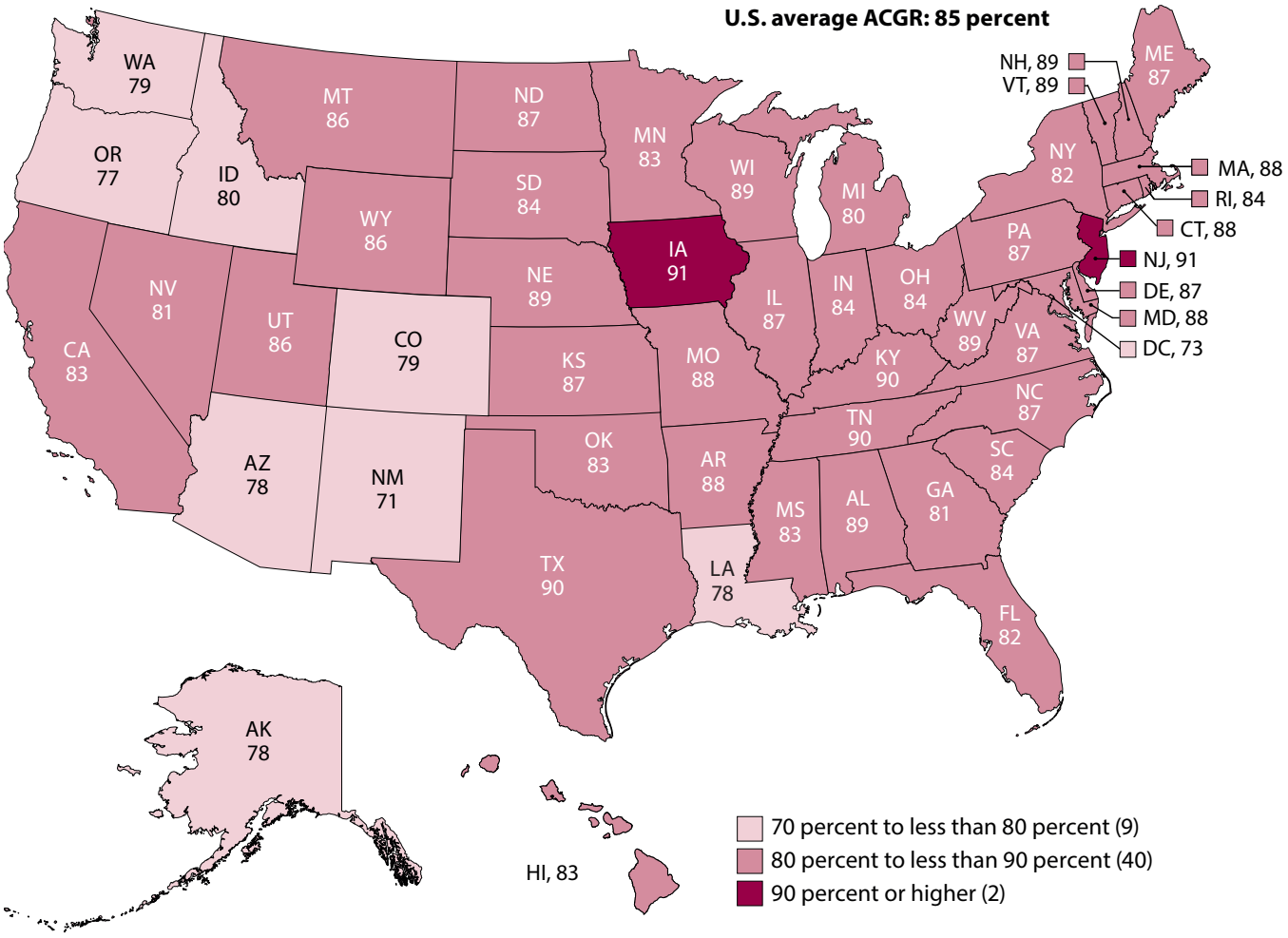
Population: Public high school students who form the adjusted cohort for the graduating class (the number of first-time 9th-graders plus students who subsequently transfer in minus students who subsequently transfer out, emigrate, or die during 9th, 10th, 11th, or 12th grade).

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 and submitted to the U.S. Department of Education through the ED*Facts* submission system.

The ACGR is also different from the high school status completion rate, which is presented in Indicator 3. The status completion rate measures the percentage of all civilian, noninstitutionalized 18- to 24-year-olds living in the United States who have a high school credential (i.e., a regular high school diploma or alternative credential, such as 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.

Figure 4.1. Adjusted cohort graduation rate (ACGR) of public high school students, by state: 2016–17

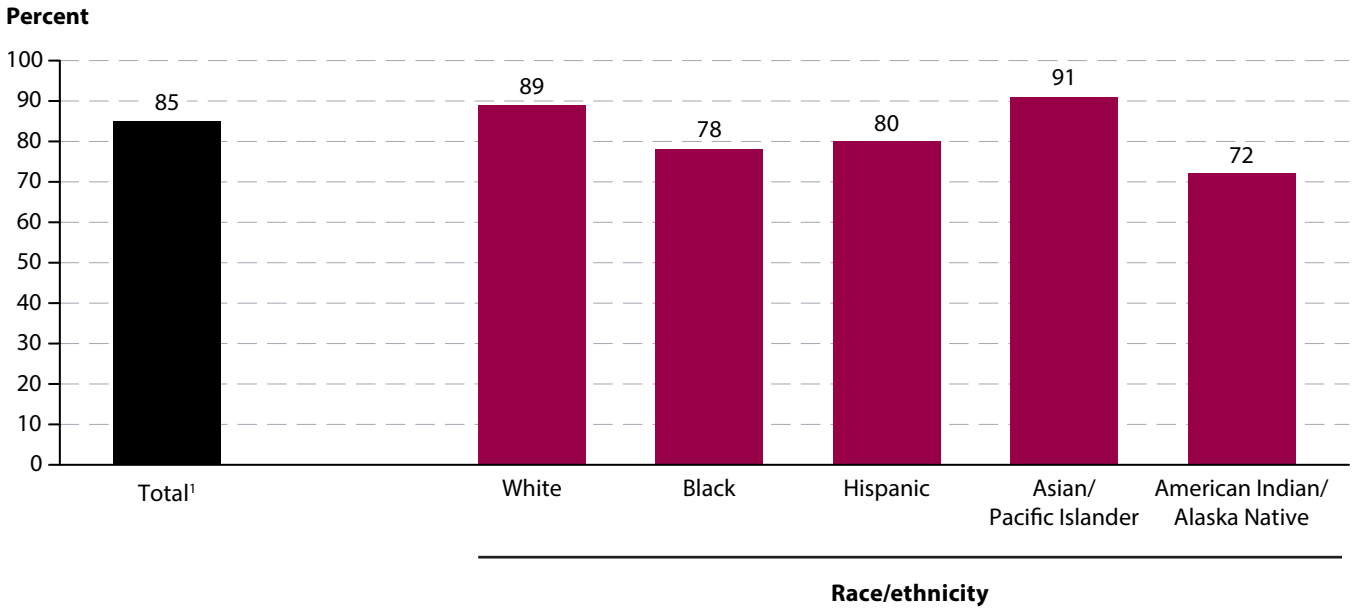


NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR. The graduation rates displayed above have been rounded to whole numbers. Categorizations are based on unrounded percentages.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17. See table 4.1.

Total ACGR

The U.S. average ACGR for public high school students increased over the first 7 years it was collected, from 79 percent in 2010–11 to 85 percent in 2016–17 (table 4.1). That is, of the students who were first-time ninth-graders in 2013–14, more than four out of five had completed high school within 4 years (by the end of SY 2016–17). In 2016–17, the ACGR ranged from 71 percent in New Mexico to 91 percent in Iowa. More than three-quarters of states (40) reported ACGRs that were 80 percent or higher and less than 90 percent.[3]

Figure 4.2. Adjusted cohort graduation rate (ACGR) of public high school students, by race/ethnicity: 2016–17

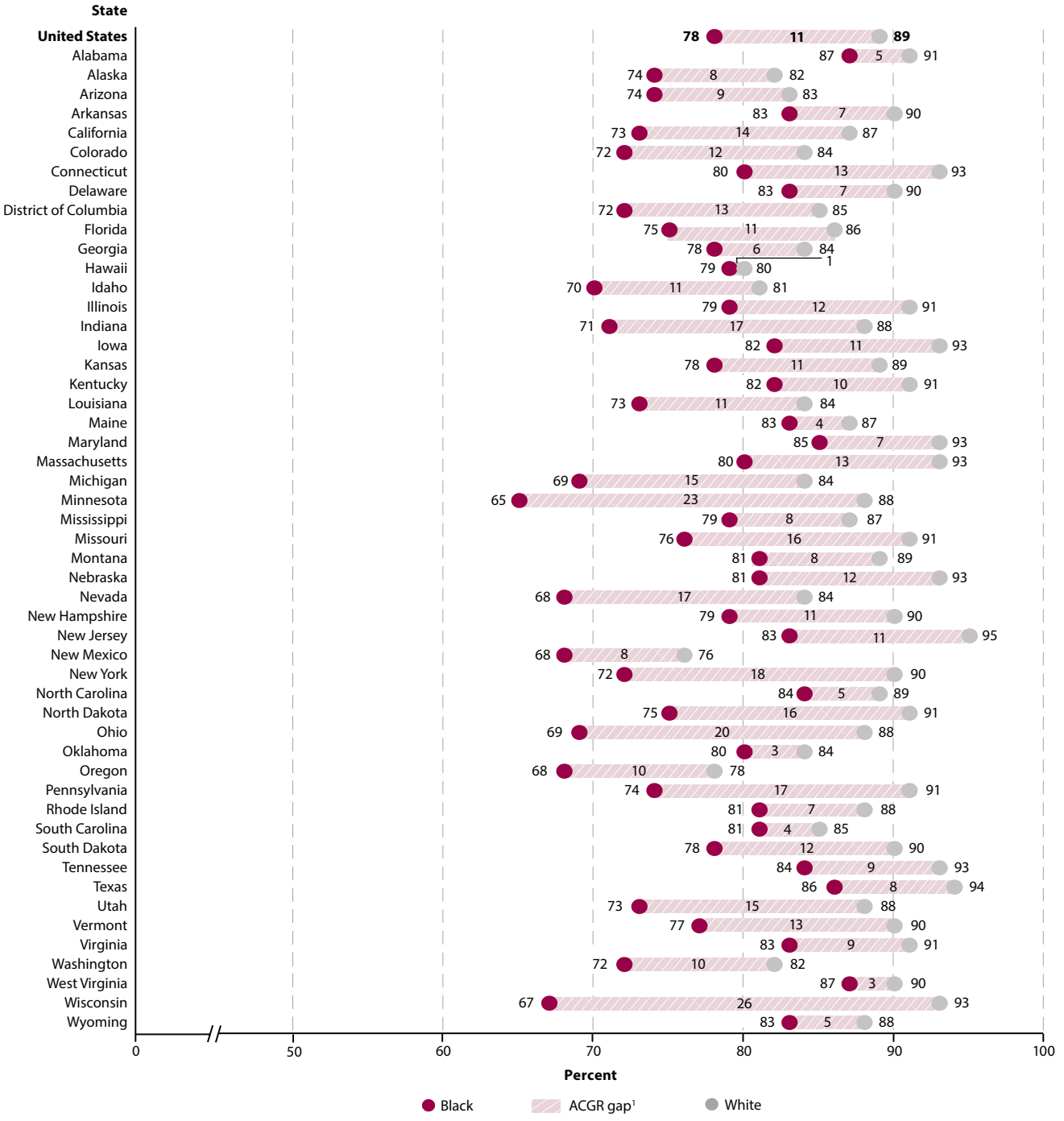


[1] Includes other race/ethnicity categories not separately shown.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a 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. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17. See table 4.1.

ACGR by race/ethnicity

In 2016–17, the ACGRs for American Indian/Alaska Native (72 percent),[4] Black (78 percent), and Hispanic (80 percent) public high school students were below the U.S. average of 85 percent. The ACGRs for White students (89 percent) and Asian/Pacific Islander students (91 percent)[5] were above the U.S. average ACGR (figure 4.2 and table 4.1). Across states, ACGRs for White students ranged from 76 percent in New Mexico to 95 percent in New Jersey; additionally, in 37 states and the District of Columbia, the rates for White students were higher than the U.S. average ACGR. The rates for Black students ranged from 65 percent in Minnesota to 87 percent in West Virginia. Alabama, Maryland, Texas, and West Virginia were the only four states in which the ACGRs for Black students were higher than the U.S. average ACGR. The ACGRs for Hispanic students ranged from 66 percent in Minnesota to 92 percent in West Virginia; in six states (Alabama, Arkansas, Maine, Texas, Vermont, and West Virginia), ACGRs for Hispanic students were higher than the U.S. average ACGR. For Asian/Pacific Islander students, ACGRs ranged from 78 percent in the District of Columbia to 95 percent or higher in Alabama, Connecticut, Delaware, Maryland, New Jersey, Texas, and West Virginia; in 43 states, ACGRs for Asian/Pacific Islander students were higher than the U.S. average ACGR. ACGRs for American Indian/Alaska Native students ranged from 50 percent in South Dakota to 92 percent in New Jersey, and in six states (Arkansas, Connecticut, Maryland, New Jersey, Tennessee, and Texas) the rates were higher than the U.S. average ACGR.[6] (See table 4.1 for additional state-level data.)

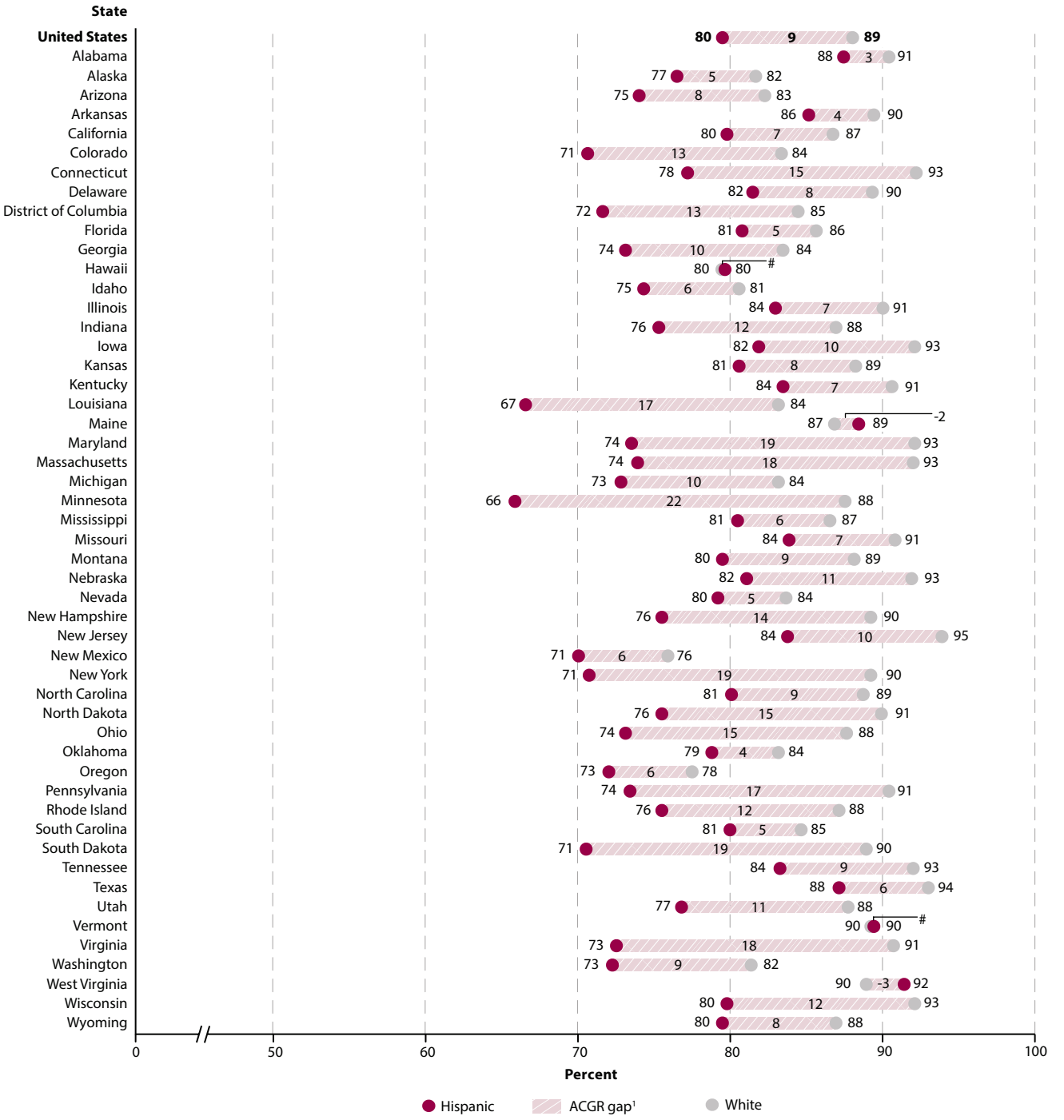
Figure 4.3. Adjusted cohort graduation rate (ACGR) of Black and White public high school students, by state: 2016–17



[1] The graduation rate gaps were calculated using the most precise graduation rates available for public use; some rates were rounded to one decimal place and some rates were 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. 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. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17. See table 4.1.

The U.S. average ACGR for White public high school students (89 percent) was 11 percentage points higher than the U.S. average ACGR for their Black peers (78 percent) in 2016–17 (figure 4.3 and table 4.1).[7] White students had higher ACGRs than Black students in every state and the District of Columbia. Minnesota and Wisconsin reported the largest gaps between the ACGRs for White and Black students (23 percentage points and 26 percentage points, respectively).

Figure 4.4. Adjusted cohort graduation rate (ACGR) of Hispanic and White public high school students, by state: 2016–17



Rounds to zero.
[1] The graduation rate gaps were calculated using the most precise graduation rates available for public use; some rates were rounded to one decimal place and some rates were 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. 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. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17. See table 4.1.

The U.S. average ACGR for White students (89 percent) was 9 percentage points higher than the U.S. average ACGR for Hispanic students (80 percent) in 2016–17 (figure 4.4 and table 4.1). The ACGRs for White students were higher than the ACGRs for Hispanic students in 46 states and the District of Columbia. In Hawaii, the ACGRs for Hispanic and White students were both 80 percent. In Maine, Vermont, and West Virginia, the ACGRs for Hispanic students were higher than the ACGRs for White students.

ACGR by special populations

The U.S. Department of Education also collects ACGR data for economically disadvantaged students,[8] students with disabilities,[9] and limited-English-proficient students.[10] In 2016–17, the U.S. average ACGRs for economically disadvantaged students (78 percent), limited-English-proficient students (66 percent), and students with disabilities (67 percent) were lower than the U.S. average ACGR of 85 percent (table 4.1).[11] 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. The types of data used to determine whether a student is economically disadvantaged or whether a student has limited English proficiency also vary across states. In addition, the point in time at which subgroup status is determined varies across states. States may determine subgroup status based on students' characteristics when they enter high school or when they exit high school, or they may determine subgroup status based on whether students were ever categorized in a particular subgroup during the course of their high school career. This variation is particularly important to keep in mind when interpreting the graduation rates for limited-English-proficient students. Some students enter high school as limited-English-proficient but attain English proficiency before graduation.

ACGRs for economically disadvantaged students ranged from 65 percent in Wyoming to 87 percent in West Virginia.[12] ACGRs varied even more widely for limited-English-proficient students and students with disabilities. ACGRs ranged from 30 percent in Arizona to 82 percent in Arkansas for limited-English-proficient students.[13] For students with disabilities, ACGRs ranged from 36 percent in Mississippi to 84 percent in Arkansas.[14]

Endnotes

[1] Those students who were awarded an alternate credential, such as a GED, 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] Based on unrounded graduation rates.
[4] The U.S. average ACGRs for American Indian/Alaska Native students include estimated data for Alabama, since the state did not report ACGR rates to the U.S. Department of Education for this subgroup. Estimated data for Alabama were based on data published on the Alabama State Department of Education website.
[5] Reporting practices for data on Asian and Pacific Islander students vary 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 separate values reported by the state for "Asian" and "Pacific Islander." "Pacific Islander" includes the "Filipino" group, which only California reports separately.
[6] Discussion of ACGRs for American Indian/Alaska Native students excludes data for Alabama, the District of Columbia, Vermont, and West Virginia. The American Indian/Alaska Native data for the District of Columbia and Vermont are suppressed to protect student privacy and are unavailable for Alabama. The ACGR for American Indian/Alaska Native students in West Virginia is greater than or equal to 80 percent. To protect student privacy, the exact value is not displayed.
[7] Percentage point gaps are calculated using the most precise graduation rates available for public use; some rates were rounded to one decimal place and some rates were rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.
[8] Students who met the state criteria for classification as economically disadvantaged.
[9] Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).
[10] Students who met the definition of "limited English proficient" as outlined in the ED*Facts* workbook. For more information, see https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html.
[11] The U.S. average ACGRs for students with disabilities, limited-English-proficient students, and economically disadvantaged students include estimated data for Alabama, since the state did not report ACGR rates to the U.S. Department of Education for these subgroups. Estimated data for Alabama were based on data published on the Alabama State Department of Education website.
[12] Discussion of ACGRs for economically disadvantaged students excludes data for Alabama. In 2016–17, the ACGR for economically disadvantaged students in Alabama was unavailable.
[13] Discussion of ACGRs for limited-English-proficient students excludes data for Alabama and West Virginia. In 2016–17, the ACGR for limited-English-proficient students in Alabama was unavailable, and data for West Virginia were suppressed to protect student privacy.
[14] Discussion of ACGRs for students with disabilities excludes data for Alabama. In 2016–17, the ACGR for students with disabilities in Alabama was unavailable.

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Indicator 5:

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 4. 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.

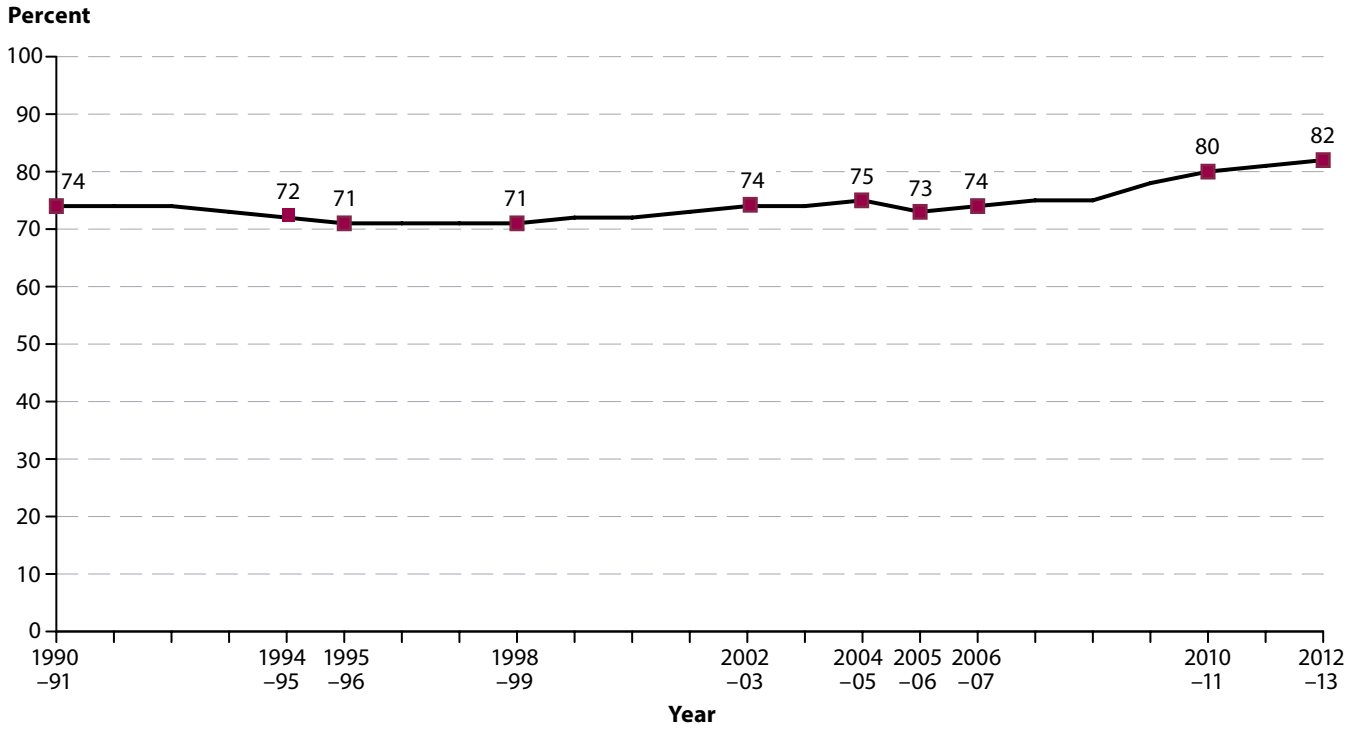
Credentials: A regular high school diploma, or a diploma that recognizes some higher level of academic achievement.

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 5.1).[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 5.1).[2] (In comparison, the ACGR for 2012–13 was 81 percent [table 4.1]). Data for 2013–14 and later years are currently unavailable.

Figure 5.1. 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 5.1.

AFGR by state

In 2012–13, the AFGR ranged from 68 percent in Nevada and Mississippi to 93 percent in Nebraska and Wisconsin (table 5.2). 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 5.1.

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TABLES

Table 1.1. Among 15- to 24-year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), and number and percentage distribution of 15- to 24-year-olds in grades 10 through 12, by selected characteristics: Selected years, 2007 through 2017

[Standard errors appear in parentheses]

Selected characteristic	Event dropout rate (percent)[1]								2017							
									Number of 15- to 24-year-olds enrolled in grades 10 through 12 (in thousands)				Percentage distribution of 15- to 24-year-olds enrolled in grades 10 through 12			
	2007		2012		2016		2017		Total population[2]		Event dropouts only[3]		Total population[2]		Event dropouts only[3]	
1	2		3		4		5		6		7		8		9	
Total	**3.5**	**(0.26)**	**3.4**	**(0.32)**	**4.8**	**(0.36)**	**4.7**	**(0.37)**	**11,138**	**(121.5)**	**523**	**(41.6)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	3.7	(0.37)	3.6	(0.48)	5.4	(0.57)	5.4	(0.52)	5,669	(83.0)	307	(29.5)	50.9	(0.49)	58.8	(3.69)
Female	3.3	(0.35)	3.3	(0.49)	4.1	(0.52)	3.9	(0.49)	5,469	(80.7)	215	(26.9)	49.1	(0.49)	41.2	(3.69)
Race/ethnicity																
White	2.2	(0.26)	1.6	(0.24)	4.5	(0.45)	3.9	(0.43)	5,988	(88.8)	235	(25.8)	53.8	(0.64)	44.9	(4.20)
Black	4.5	(0.80)	6.8	(1.35)	5.9	(1.19)	5.5	(1.16)	1,533	(54.8)	85	(18.2)	13.8	(0.48)	16.2	(3.18)
Hispanic	6.0	(0.98)	5.4	(0.93)	4.7	(0.76)	6.5	(0.98)	2,482	(70.4)	161	(24.9)	22.3	(0.57)	30.8	(3.68)
Asian	7.9	(2.14)	3.6!	(1.15)	3.6!	(1.53)	4.7!	(1.53)	609	(37.8)	‡	(†)	5.5	(0.32)	5.5!	(1.74)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.4	(0.11)	‡	(†)
American Indian/Alaska Native	20.8!	(6.40)	‡	(†)	17.3!	(6.10)	4.4!	(1.86)	123	(19.4)	‡	(†)	1.1	(0.17)	1.0!	(0.43)
Two or more races	‡	(†)	4.5!	(2.25)	‡	(†)	‡	(†)	365	(31.6)	‡	(†)	3.3	(0.28)	‡	(†)
Age[4]																
15 and 16	3.2	(0.45)	2.2	(0.42)	5.3	(0.74)	4.5	(0.64)	3,091	(70.8)	138	(20.2)	27.7	(0.60)	26.4	(3.44)
17	2.1	(0.34)	1.9	(0.36)	3.8	(0.56)	4.1	(0.55)	3,813	(56.8)	155	(21.2)	34.2	(0.51)	29.7	(3.62)
18	4.0	(0.54)	3.2	(0.71)	5.2	(0.78)	5.2	(0.79)	2,912	(62.6)	150	(23.1)	26.1	(0.51)	28.7	(3.72)
19	4.1	(1.01)	8.2	(1.74)	4.5	(1.31)	6.1!	(1.89)	924	(54.9)	‡	(†)	8.3	(0.46)	10.8	(3.09)
20 to 24	20.3	(3.60)	14.9	(3.61)	7.4!	(2.55)	5.8!	(2.31)	399	(44.1)	‡	(†)	3.6	(0.38)	4.4!	(1.89)
Recency of immigration[5]																
Born outside the United States																
Hispanic	10.6	(2.67)	10.7	(2.44)	3.1!	(1.50)	5.9!	(2.27)	306	(34.9)	‡	(†)	2.8	(0.31)	3.5!	(1.46)
Non-Hispanic	5.8!	(2.00)	2.7!	(1.25)	6.7!	(2.26)	9.6	(2.53)	386	(43.1)	‡	(†)	3.5	(0.38)	7.1	(1.93)
First generation																
Hispanic	3.3!	(1.11)	5.5	(1.50)	5.3	(1.12)	4.7	(1.17)	1,201	(63.9)	‡	(†)	10.8	(0.57)	10.8	(2.55)
Non-Hispanic	3.1	(0.88)	1.9!	(0.86)	3.3!	(1.09)	3.5	(1.04)	943	(57.3)	‡	(†)	8.5	(0.50)	6.4	(1.87)
Second or later generation																
Hispanic	6.5	(1.71)	2.3!	(0.88)	4.7	(1.41)	8.8	(1.93)	974	(55.8)	‡	(†)	8.7	(0.49)	16.5	(3.19)
Non-Hispanic	2.9	(0.27)	3.0	(0.36)	4.8	(0.46)	4.0	(0.40)	7,327	(108.0)	291	(29.5)	65.8	(0.75)	55.7	(4.03)
Disability status[6]																
With a disability	—	(†)	10.0	(2.81)	6.7!	(2.17)	6.2!	(2.10)	413	(33.5)	‡	(†)	3.7	(0.30)	4.9!	(1.69)
Without a disability	—	(†)	3.2	(0.33)	4.7	(0.36)	4.6	(0.39)	10,725	(125.9)	497	(41.7)	96.3	(0.30)	95.1	(1.69)
Region																
Northeast	2.9	(0.52)	3.3	(0.67)	4.2	(0.87)	4.9	(1.01)	1,729	(73.5)	‡	(†)	15.5	(0.63)	16.4	(3.18)
Midwest	3.1	(0.48)	2.7	(0.56)	4.4	(0.72)	3.2	(0.63)	2,508	(79.2)	81	(15.6)	22.5	(0.68)	15.6	(2.75)
South	3.6	(0.47)	3.7	(0.60)	5.2	(0.62)	5.2	(0.62)	4,229	(107.2)	219	(27.9)	38.0	(0.88)	41.9	(4.01)
West	4.2	(0.62)	3.8	(0.76)	4.8	(0.73)	5.1	(0.73)	2,672	(85.7)	137	(19.9)	24.0	(0.72)	26.2	(3.35)

—Not available.
†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]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 2017 data refer to 10th- through 12th-graders who were enrolled in October 2016 but had dropped out by October 2017). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
[2]Includes all 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2016.
[3]Includes only those 15- to 24-year-olds who dropped out of grades 10 through 12 between October 2016 and October 2017. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
[4]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.
[5]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. Children born abroad to U.S.-citizen parents are counted as born in the United States. 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.
[6]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 the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2007 through 2017. (This table was prepared November 2018.)

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 2017

[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	(0.26)	3.0	(0.36)	2.9	(0.35)	2.3	(0.29)	3.6	(0.88)	4.1	(0.73)
2011	3.4	(0.30)	3.6	(0.43)	3.1	(0.37)	2.7	(0.38)	4.4	(0.87)	4.6	(0.81)
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)
2015	4.9	(0.43)	5.1	(0.60)	4.6	(0.57)	3.8	(0.47)	6.8	(1.37)	6.2	(1.12)
2016	4.8	(0.36)	5.4	(0.57)	4.1	(0.52)	4.5	(0.45)	5.9	(1.19)	4.7	(0.76)
2017	4.7	(0.37)	5.4	(0.52)	3.9	(0.49)	3.9	(0.43)	5.5	(1.16)	6.5	(0.98)

!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 2017 data refer to 10th- through 12th-graders who were enrolled in October 2016 but had dropped out by October 2017). 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 the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later 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 2017. (This table was prepared November 2018.)

Table 2.1. Total number of 16- to 24-year-old high school dropouts (status dropouts) and percentage of dropouts among persons 16 to 24 years old (status dropout rate), by selected characteristics: 2006 through 2017

[Standard errors appear in parentheses]

Selected characteristic	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Total number of status dropouts (in thousands)	3,696	(29.6)	3,583	(25.9)	3,497	(31.2)	3,372	(30.4)	3,294	(31.5)	3,044	(26.2)	2,784	(26.9)	2,716	(24.7)	2,497	(21.5)	2,397	(21.1)	2,279	(23.1)	2,125	(19.5)
Status dropout rate																								
Total	**9.7**	**(0.07)**	**9.3**	**(0.06)**	**9.0**	**(0.08)**	**8.6**	**(0.08)**	**8.3**	**(0.08)**	**7.7**	**(0.06)**	**7.0**	**(0.07)**	**6.8**	**(0.06)**	**6.3**	**(0.05)**	**6.0**	**(0.05)**	**5.8**	**(0.06)**	**5.4**	**(0.05)**
Age																								
16	3.3	(0.10)	3.2	(0.11)	2.8	(0.10)	2.8	(0.10)	2.5	(0.09)	2.2	(0.09)	2.1	(0.08)	2.2	(0.08)	2.2	(0.10)	2.3	(0.09)	2.4	(0.10)	2.1	(0.08)
17	5.5	(0.14)	5.3	(0.15)	4.8	(0.12)	4.4	(0.12)	4.0	(0.12)	3.8	(0.11)	3.3	(0.12)	3.1	(0.09)	3.0	(0.12)	3.2	(0.10)	3.1	(0.11)	3.3	(0.11)
18	8.0	(0.18)	8.4	(0.18)	8.0	(0.17)	7.5	(0.17)	6.7	(0.14)	6.2	(0.15)	5.4	(0.14)	5.0	(0.17)	4.8	(0.15)	4.6	(0.13)	4.8	(0.13)	4.6	(0.13)
19	10.0	(0.18)	9.9	(0.19)	9.6	(0.20)	9.1	(0.20)	8.9	(0.19)	7.7	(0.15)	6.8	(0.13)	6.4	(0.16)	6.0	(0.18)	5.9	(0.15)	5.8	(0.15)	5.5	(0.14)
20–24	12.2	(0.11)	11.5	(0.09)	11.3	(0.11)	10.8	(0.11)	10.6	(0.10)	9.8	(0.10)	9.0	(0.09)	8.7	(0.09)	7.9	(0.07)	7.6	(0.08)	7.1	(0.09)	6.6	(0.07)
Race/ethnicity																								
White	6.4	(0.07)	6.1	(0.06)	5.9	(0.07)	5.6	(0.07)	5.3	(0.06)	5.1	(0.07)	4.7	(0.06)	4.7	(0.06)	4.4	(0.06)	4.5	(0.07)	4.5	(0.06)	4.3	(0.06)
Black	11.5	(0.21)	11.5	(0.18)	11.2	(0.17)	10.7	(0.18)	10.3	(0.17)	9.6	(0.18)	9.0	(0.18)	9.0	(0.19)	7.9	(0.17)	7.2	(0.15)	7.0	(0.17)	6.5	(0.16)
Hispanic	21.0	(0.26)	19.9	(0.21)	19.0	(0.23)	17.9	(0.22)	16.7	(0.26)	14.5	(0.19)	12.8	(0.18)	11.8	(0.20)	10.7	(0.15)	9.9	(0.16)	9.1	(0.17)	8.2	(0.15)
Asian	3.1	(0.20)	3.0	(0.19)	3.0	(0.18)	3.3	(0.17)	2.8	(0.16)	2.7	(0.14)	2.6	(0.14)	2.5	(0.16)	2.5	(0.14)	2.4	(0.15)	2.0	(0.14)	2.1	(0.15)
Pacific Islander	7.4	(1.13)	7.6	(1.23)	9.2	(1.54)	9.5	(1.45)	4.8	(0.95)	8.8	(1.62)	9.1	(1.45)	5.0	(1.03)	10.6	(1.66)	5.4	(1.58)	6.9	(1.01)	3.9	(1.03)
American Indian/Alaska Native	15.1	(0.63)	15.3	(0.94)	16.2	(0.80)	15.9	(0.83)	15.4	(0.80)	13.1	(0.75)	12.8	(0.71)	12.8	(0.76)	11.5	(0.77)	13.2	(0.78)	11.0	(0.68)	10.1	(0.62)
Some other race[1]	10.2	(1.23)	12.1	(1.37)	10.6	(1.30)	9.1	(1.48)	9.2	(1.42)	7.9	(1.52)	5.9	(0.89)	5.1	(1.13)	5.6	(1.03)	7.5	(1.15)	5.1	(1.09)	5.2	(1.08)
Two or more races	7.8	(0.39)	7.6	(0.41)	7.2	(0.39)	6.5	(0.36)	6.1	(0.30)	6.0	(0.33)	5.6	(0.25)	5.2	(0.28)	5.0	(0.26)	4.7	(0.22)	4.8	(0.26)	4.5	(0.25)
Sex and race/ethnicity																								
Male	11.3	(0.11)	10.9	(0.09)	10.5	(0.11)	10.1	(0.10)	10.0	(0.10)	9.0	(0.09)	8.2	(0.08)	8.0	(0.08)	7.2	(0.09)	7.0	(0.08)	6.8	(0.09)	6.4	(0.08)
White	7.2	(0.10)	6.8	(0.09)	6.6	(0.10)	6.3	(0.10)	6.1	(0.09)	5.8	(0.10)	5.4	(0.09)	5.4	(0.08)	5.0	(0.08)	5.1	(0.10)	5.2	(0.10)	4.9	(0.09)
Black	14.0	(0.31)	13.9	(0.29)	13.7	(0.23)	13.1	(0.27)	12.7	(0.26)	11.8	(0.25)	10.9	(0.26)	10.9	(0.27)	9.5	(0.22)	8.7	(0.22)	8.7	(0.22)	8.0	(0.24)
Hispanic	24.8	(0.36)	23.7	(0.30)	22.2	(0.33)	21.2	(0.31)	20.2	(0.34)	17.0	(0.27)	15.0	(0.23)	13.9	(0.26)	12.7	(0.23)	11.8	(0.21)	10.7	(0.25)	10.0	(0.21)
Asian	3.5	(0.28)	3.0	(0.26)	3.3	(0.26)	3.7	(0.26)	3.4	(0.25)	3.1	(0.19)	2.8	(0.24)	2.8	(0.19)	2.5	(0.19)	2.9	(0.22)	2.2	(0.19)	2.3	(0.22)
Pacific Islander	7.7	(1.54)	9.5	(2.13)	7.9	(1.76)	9.4	(2.06)	4.9	(1.05)	9.2	(2.10)	10.0	(1.74)	4.2	(1.00)	12.6	(2.45)	4.0!	(1.27)	6.6	(1.54)	5.7!	(1.91)
American Indian/Alaska Native	17.3	(1.08)	16.2	(1.18)	17.2	(1.11)	17.6	(1.20)	17.6	(1.34)	14.8	(1.12)	14.8	(1.06)	14.3	(1.11)	13.1	(1.14)	14.4	(1.03)	13.3	(1.10)	11.6	(0.97)
Some other race[1]	11.4	(1.78)	15.1	(2.17)	13.4	(1.84)	12.0	(2.43)	11.3	(2.16)	8.7	(2.04)	8.3	(1.49)	6.2	(1.75)	5.5	(1.36)	8.6	(1.73)	5.4	(1.57)	7.0	(1.83)
Two or more races	8.8	(0.59)	8.4	(0.63)	8.2	(0.52)	7.4	(0.56)	7.3	(0.49)	7.4	(0.57)	6.7	(0.43)	5.5	(0.43)	5.0	(0.34)	5.4	(0.36)	5.6	(0.37)	5.2	(0.41)
Female	7.9	(0.08)	7.6	(0.07)	7.5	(0.09)	7.1	(0.09)	6.6	(0.08)	6.2	(0.07)	5.7	(0.08)	5.6	(0.08)	5.2	(0.07)	5.0	(0.06)	4.7	(0.07)	4.4	(0.06)
White	5.5	(0.08)	5.3	(0.09)	5.2	(0.09)	4.9	(0.08)	4.5	(0.09)	4.3	(0.08)	4.0	(0.08)	4.0	(0.08)	3.9	(0.09)	3.9	(0.08)	3.7	(0.07)	3.6	(0.07)
Black	9.0	(0.23)	8.9	(0.25)	8.6	(0.24)	8.2	(0.21)	7.8	(0.23)	7.3	(0.22)	7.0	(0.21)	7.1	(0.23)	6.3	(0.21)	5.7	(0.20)	5.2	(0.23)	4.9	(0.18)
Hispanic	16.7	(0.29)	15.7	(0.25)	15.5	(0.26)	14.3	(0.26)	12.8	(0.27)	11.7	(0.23)	10.4	(0.23)	9.6	(0.23)	8.5	(0.20)	8.0	(0.20)	7.3	(0.20)	6.4	(0.19)
Asian	2.7	(0.22)	2.9	(0.22)	2.6	(0.21)	2.9	(0.28)	2.3	(0.20)	2.4	(0.18)	2.4	(0.20)	2.1	(0.22)	2.6	(0.21)	1.9	(0.19)	1.7	(0.18)	1.8	(0.19)
Pacific Islander	7.2	(1.49)	5.6	(1.42)	10.6	(2.17)	9.7	(2.00)	4.8!	(1.60)	8.4	(2.11)	8.0!	(2.41)	5.8!	(1.76)	8.3	(1.64)	6.6!	(2.46)	7.2	(1.50)	1.8!	(0.70)
American Indian/Alaska Native	12.9	(0.98)	14.3	(1.27)	15.2	(1.08)	14.2	(1.17)	13.2	(1.14)	11.4	(0.86)	10.8	(0.95)	11.3	(0.96)	9.9	(0.93)	11.9	(1.15)	8.7	(0.85)	8.5	(0.90)
Some other race[1]	8.9	(1.72)	9.2	(1.69)	7.8	(1.68)	6.4	(1.60)	7.1	(1.69)	7.1	(2.08)	3.2	(0.79)	3.9	(1.16)	5.6	(1.48)	6.2	(1.73)	4.7	(1.29)	3.5	(0.92)
Two or more races	6.8	(0.51)	6.7	(0.66)	6.3	(0.48)	5.6	(0.43)	4.9	(0.41)	4.6	(0.41)	4.7	(0.34)	4.8	(0.36)	5.0	(0.39)	3.9	(0.31)	4.0	(0.34)	3.9	(0.31)
Institutionalized or noninstitutionalized status and race/ethnicity																								
Noninstitutionalized[2]	9.2	(0.07)	8.8	(0.06)	8.6	(0.07)	8.2	(0.08)	7.9	(0.08)	7.3	(0.06)	6.6	(0.07)	6.4	(0.06)	6.0	(0.05)	5.7	(0.05)	5.5	(0.06)	5.1	(0.05)
White	6.2	(0.07)	5.8	(0.06)	5.8	(0.07)	5.5	(0.07)	5.1	(0.06)	4.9	(0.07)	4.5	(0.06)	4.6	(0.06)	4.3	(0.06)	4.4	(0.07)	4.3	(0.06)	4.2	(0.06)
Black	10.2	(0.20)	10.0	(0.18)	10.0	(0.18)	9.4	(0.18)	9.1	(0.17)	8.5	(0.17)	7.9	(0.18)	7.9	(0.19)	6.8	(0.17)	6.2	(0.15)	6.1	(0.17)	5.5	(0.16)
Hispanic	20.5	(0.26)	19.4	(0.21)	18.6	(0.22)	17.5	(0.22)	16.3	(0.26)	14.1	(0.19)	12.4	(0.19)	11.5	(0.19)	10.4	(0.15)	9.5	(0.15)	8.7	(0.17)	8.0	(0.15)
Asian	3.0	(0.20)	2.8	(0.19)	2.9	(0.18)	3.2	(0.18)	2.8	(0.16)	2.7	(0.14)	2.6	(0.14)	2.4	(0.16)	2.5	(0.14)	2.4	(0.14)	2.0	(0.14)	2.1	(0.15)
Pacific Islander	7.3	(1.11)	7.5	(1.25)	9.1	(1.55)	8.7	(1.42)	4.5	(0.95)	8.8	(1.64)	8.8	(1.45)	5.0	(1.05)	10.2	(1.67)	5.3	(1.59)	6.9	(1.03)	3.3!	(0.98)
American Indian/Alaska Native	14.3	(0.68)	14.8	(0.92)	15.7	(0.79)	15.3	(0.82)	14.9	(0.79)	12.6	(0.69)	12.4	(0.72)	12.0	(0.73)	11.3	(0.77)	12.6	(0.79)	10.4	(0.67)	9.7	(0.64)
Some other race[1]	10.1	(1.23)	12.0	(1.36)	10.5	(1.30)	9.1	(1.49)	9.0	(1.41)	7.9	(1.53)	5.8	(0.89)	4.7	(1.12)	5.4	(1.03)	7.3	(1.15)	5.0	(1.11)	5.0	(1.10)
Two or more races	7.4	(0.39)	7.2	(0.41)	6.8	(0.38)	6.1	(0.34)	5.8	(0.30)	5.7	(0.33)	5.5	(0.25)	5.0	(0.28)	4.8	(0.26)	4.4	(0.21)	4.5	(0.25)	4.3	(0.25)
Institutionalized[3]	43.1	(0.73)	45.9	(0.65)	40.6	(0.98)	40.1	(0.87)	37.4	(0.74)	35.4	(0.56)	35.4	(0.73)	36.0	(0.69)	33.1	(0.64)	34.6	(0.71)	33.7	(0.71)	32.4	(0.68)
White	33.6	(1.14)	39.8	(1.36)	30.6	(1.49)	31.2	(1.28)	28.8	(1.24)	26.9	(0.83)	25.9	(0.97)	26.6	(1.20)	23.9	(1.18)	24.6	(1.22)	26.0	(1.30)	25.1	(1.39)
Black	48.2	(0.91)	49.6	(1.11)	45.2	(1.27)	44.3	(1.28)	42.0	(1.05)	40.1	(1.04)	41.1	(1.17)	40.8	(1.12)	39.2	(1.12)	39.0	(1.06)	38.0	(1.45)	38.3	(1.14)
Hispanic	51.7	(1.57)	52.5	(1.60)	48.3	(1.79)	46.7	(1.56)	44.1	(1.51)	40.6	(1.22)	40.9	(1.55)	41.3	(1.61)	37.2	(1.30)	41.0	(1.63)	37.5	(1.50)	33.0	(1.44)
Asian	33.9	(5.86)	38.1	(6.16)	39.2	(5.76)	45.2	(9.23)	28.1	(6.20)	23.2	(6.25)	17.5!	(7.42)	26.0!	(8.09)	21.5!	(10.04)	26.1!	(7.98)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	32.1!	(12.36)
American Indian/Alaska Native	46.8	(4.88)	37.9	(6.15)	42.5	(6.91)	40.5	(5.54)	38.9	(6.46)	33.3	(6.83)	31.4	(5.39)	53.1	(7.63)	22.2	(5.70)	37.9	(6.08)	44.5	(6.02)	28.0	(5.96)
Some other race[1]	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	29.9	(3.86)	29.6	(5.16)	38.0	(4.49)	30.2	(5.15)	23.3	(3.68)	30.5	(5.11)	19.0	(3.16)	22.9	(3.71)	20.8	(2.67)	24.5	(3.76)	28.4	(3.91)	26.4	(4.66)

See notes at end of table.

Table 2.1. Total number of 16- to 24-year-old high school dropouts (status dropouts) and percentage of dropouts among persons 16 to 24 years old (status dropout rate), by selected characteristics: 2006 through 2017—Continued

[Standard errors appear in parentheses]

Selected characteristic	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Nativity and race/ethnicity																								
Native-born[4]	8.0	(0.06)	7.7	(0.05)	7.5	(0.07)	7.2	(0.06)	7.0	(0.06)	6.6	(0.06)	6.1	(0.06)	6.1	(0.06)	5.6	(0.05)	5.5	(0.06)	5.3	(0.05)	5.0	(0.05)
White	6.4	(0.08)	6.1	(0.07)	6.0	(0.07)	5.7	(0.07)	5.4	(0.06)	5.1	(0.07)	4.7	(0.07)	4.7	(0.06)	4.5	(0.06)	4.5	(0.07)	4.5	(0.06)	4.3	(0.06)
Black	11.9	(0.23)	11.8	(0.17)	11.5	(0.18)	11.0	(0.18)	10.5	(0.18)	9.9	(0.19)	9.2	(0.18)	9.2	(0.20)	8.0	(0.17)	7.3	(0.16)	7.1	(0.17)	6.6	(0.16)
Hispanic	12.2	(0.22)	11.5	(0.21)	11.1	(0.22)	10.7	(0.16)	10.3	(0.21)	9.4	(0.19)	8.8	(0.18)	8.4	(0.18)	7.8	(0.15)	7.5	(0.14)	6.9	(0.15)	6.3	(0.15)
Asian	2.0	(0.18)	2.2	(0.21)	2.4	(0.25)	2.4	(0.20)	1.9	(0.20)	1.8	(0.18)	1.8	(0.15)	1.6	(0.14)	1.8	(0.14)	1.4	(0.14)	1.0	(0.12)	1.5	(0.17)
Pacific Islander	6.1	(1.28)	5.5	(1.47)	8.8	(2.03)	8.9	(1.95)	4.2	(1.22)	5.1	(1.34)	6.3	(1.37)	3.5!	(1.09)	6.7	(1.37)	5.6!	(1.84)	4.0	(0.98)	3.4!	(1.21)
American Indian/Alaska Native	15.1	(0.64)	15.4	(0.95)	16.4	(0.81)	15.9	(0.85)	15.5	(0.81)	13.1	(0.74)	12.8	(0.72)	12.9	(0.77)	11.5	(0.78)	13.0	(0.79)	10.9	(0.69)	10.1	(0.63)
Some other race[1]	7.4	(1.16)	11.7	(1.72)	9.8	(1.77)	8.9	(1.77)	5.8	(1.24)	6.3	(1.33)	4.5	(0.81)	6.1	(1.54)	4.0	(1.08)	6.4	(1.26)	4.5	(1.31)	3.7	(0.84)
Two or more races	8.1	(0.43)	7.8	(0.44)	7.5	(0.41)	6.6	(0.38)	6.2	(0.30)	6.0	(0.38)	5.7	(0.28)	5.3	(0.30)	5.1	(0.28)	4.7	(0.24)	4.9	(0.27)	4.6	(0.26)
Foreign-born	21.7	(0.33)	21.2	(0.25)	20.5	(0.26)	20.0	(0.29)	18.7	(0.30)	16.3	(0.26)	14.1	(0.25)	12.9	(0.26)	11.8	(0.23)	10.6	(0.22)	9.8	(0.20)	8.9	(0.24)
White	5.4	(0.37)	5.4	(0.33)	4.5	(0.33)	5.1	(0.41)	4.0	(0.31)	4.4	(0.32)	3.8	(0.31)	3.9	(0.32)	3.8	(0.31)	3.8	(0.34)	3.9	(0.37)	3.5	(0.29)
Black	6.6	(0.51)	7.6	(0.65)	7.5	(0.65)	7.0	(0.57)	6.3	(0.52)	5.6	(0.58)	5.9	(0.61)	6.6	(0.64)	5.7	(0.50)	6.2	(0.55)	5.8	(0.52)	5.1	(0.56)
Hispanic	34.9	(0.53)	34.3	(0.39)	34.7	(0.44)	32.8	(0.50)	31.0	(0.48)	27.6	(0.45)	24.1	(0.47)	21.9	(0.48)	19.9	(0.43)	18.0	(0.42)	16.5	(0.40)	15.2	(0.41)
Asian	4.2	(0.33)	3.7	(0.29)	3.5	(0.28)	4.4	(0.33)	3.8	(0.25)	3.6	(0.25)	3.4	(0.25)	3.4	(0.29)	3.4	(0.26)	3.5	(0.23)	3.0	(0.24)	2.8	(0.22)
Pacific Islander	10.5	(2.40)	12.0	(2.54)	9.8	(2.45)	10.8	(2.23)	6.1	(1.81)	14.9	(3.43)	16.0	(3.36)	8.6	(2.15)	18.2	(3.79)	4.9!	(1.81)	13.7	(2.43)	5.3	(1.44)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	15.7!	(7.77)	11.9!	(5.75)	‡	(†)	14.6!	(4.66)	24.3!	(7.99)	19.0!	(7.97)	‡	(†)
Some other race[1]	15.3	(2.96)	12.8	(2.31)	12.0	(2.47)	9.8	(2.71)	15.4	(3.16)	10.9	(3.09)	8.6	(2.35)	2.5!	(0.91)	10.4	(2.74)	10.1	(2.60)	7.1	(2.11)	10.8!	(3.77)
Two or more races	2.9	(0.85)	3.8	(0.93)	3.4	(0.79)	4.2	(1.01)	5.3	(1.18)	6.3	(1.50)	5.2	(0.75)	3.7	(0.65)	4.3	(0.73)	3.8	(0.69)	3.9	(0.84)	4.0	(0.77)
English speaking ability																								
Spoke English at home or spoke English very well	7.9	(0.06)	7.6	(0.05)	7.5	(0.07)	7.2	(0.07)	6.9	(0.06)	6.5	(0.06)	6.1	(0.06)	6.0	(0.06)	5.5	(0.05)	5.3	(0.05)	5.2	(0.05)	4.9	(0.05)
Spoke a language other than English at home and spoke English less than very well	34.7	(0.47)	33.7	(0.40)	33.1	(0.48)	32.8	(0.41)	31.0	(0.43)	27.8	(0.45)	24.9	(0.43)	23.5	(0.53)	21.8	(0.47)	20.5	(0.41)	18.5	(0.42)	17.3	(0.48)
Disability status[5]																								
With a disability	18.1	(0.30)	18.4	(0.30)	18.9	(0.37)	18.1	(0.29)	17.4	(0.30)	15.8	(0.34)	15.4	(0.29)	15.2	(0.35)	13.9	(0.29)	12.6	(0.27)	12.4	(0.24)	12.1	(0.26)
Without a disability	9.0	(0.08)	8.6	(0.06)	8.4	(0.07)	8.1	(0.08)	7.8	(0.08)	7.2	(0.06)	6.5	(0.06)	6.3	(0.06)	5.8	(0.05)	5.6	(0.05)	5.3	(0.06)	5.0	(0.05)
Region																								
Northeast	7.4	(0.14)	7.1	(0.15)	6.6	(0.14)	6.8	(0.12)	6.3	(0.13)	6.1	(0.13)	5.6	(0.11)	5.4	(0.12)	5.2	(0.11)	4.8	(0.13)	4.7	(0.11)	4.5	(0.10)
Midwest	8.1	(0.13)	7.6	(0.15)	7.4	(0.14)	7.4	(0.13)	7.2	(0.12)	6.8	(0.12)	6.0	(0.12)	5.9	(0.12)	5.7	(0.10)	5.6	(0.11)	5.5	(0.14)	5.1	(0.11)
South	22.3	(0.28)	22.2	(0.24)	10.3	(0.11)	9.7	(0.13)	9.6	(0.13)	8.7	(0.11)	7.8	(0.10)	7.8	(0.11)	6.9	(0.10)	6.6	(0.10)	6.3	(0.10)	6.0	(0.09)
West	11.4	(0.15)	11.0	(0.15)	10.3	(0.15)	9.5	(0.14)	8.9	(0.14)	8.0	(0.12)	7.6	(0.10)	7.1	(0.10)	6.6	(0.10)	6.4	(0.10)	5.9	(0.10)	5.3	(0.10)

†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]Respondents who wrote in some other race that was not included as an option on the questionnaire.
[2]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.
[3]Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
[4]Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.
[5]A disability is a long-lasting physical, mental, or emotional condition that can make it difficult for a person to do activities such as walking, climbing stairs, dressing, bathing, learning, or remembering. The condition can also impede a person from being able to go outside the home alone or to work at a job or business. For more details, see https://www.census.gov/topics/health/disability/about/glossary.html.
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 equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population of 16- to 24-year-olds residing within the United States. Estimates may differ from those in tables based on the Current Population Survey (CPS) because of differences in survey design and target populations. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2006 through 2017. (This table was prepared October 2018.)

Table 2.2. Number of 16- to 24-year-old high school dropouts (status dropouts) and percentage of dropouts among persons 16 to 24 years old (status dropout rate), by race/ethnicity and racial/ethnic subgroup: 2013, 2017, and 2013–2017

[Standard errors appear in parentheses]

Race/ethnicity	Number of status dropouts (in thousands)						Status dropout rate					
	2013		2017		2013–2017 (5-year average)[1]		2013		2017		2013–2017 (5-year average)[1]	
1	2		3		4		5		6		7	
Total	**2,715.6**	**(24.67)**	**2,125.4**	**(19.54)**	**2,389.1**	**(10.49)**	**6.8**	**(0.06)**	**5.4**	**(0.05)**	**6.0**	**(0.03)**
White	1040.3	(13.34)	897.0	(12.02)	959.6	(5.84)	4.7	(0.06)	4.3	(0.06)	4.5	(0.03)
Black	526.6	(11.48)	362.5	(8.94)	428.5	(4.33)	9.0	(0.19)	6.5	(0.16)	7.5	(0.07)
Hispanic	992.6	(16.91)	722.8	(13.16)	849.2	(6.60)	11.8	(0.20)	8.2	(0.15)	9.9	(0.08)
Cuban	14.8	(1.57)	16.6	(2.03)	13.6	(0.71)	6.2	(0.63)	6.6	(0.78)	5.7	(0.30)
Dominican	25.7	(2.25)	22.4	(2.14)	23.9	(1.08)	8.3	(0.70)	7.0	(0.65)	7.9	(0.35)
Mexican	704.9	(15.37)	451.2	(9.38)	572.2	(5.20)	12.8	(0.26)	7.9	(0.15)	10.2	(0.09)
Puerto Rican	77.1	(4.04)	77.1	(4.78)	74.8	(1.94)	9.5	(0.49)	9.3	(0.55)	9.2	(0.23)
Spaniard	5.1	(1.14)	2.6	(0.58)	4.6	(0.46)	4.9	(1.04)	2.4	(0.51)	4.5	(0.42)
Central American	121.3	(5.39)	108.8	(4.97)	117.7	(2.74)	17.5	(0.72)	14.4	(0.63)	16.3	(0.32)
Costa Rican	1.0!	(0.42)	‡	(†)	0.7	(0.15)	4.7!	(2.06)	‡	(†)	3.7	(0.75)
Guatemalan	54.9	(4.33)	47.1	(3.28)	49.4	(1.65)	27.0	(1.75)	21.8	(1.41)	24.5	(0.66)
Honduran	23.3	(2.31)	18.5	(1.85)	21.8	(0.96)	19.9	(1.66)	14.4	(1.35)	17.6	(0.73)
Nicaraguan	4.0	(0.85)	2.6	(0.61)	3.6	(0.42)	7.6	(1.55)	4.9	(1.10)	6.9	(0.79)
Panamanian	0.8!	(0.29)	1.6!	(0.72)	0.8	(0.19)	3.0!	(1.13)	5.1!	(2.22)	2.8	(0.65)
Salvadoran	38.3	(2.90)	38.9	(2.91)	41.9	(1.51)	13.4	(0.95)	12.0	(0.82)	13.5	(0.42)
Other Central American	‡	(†)	‡	(†)	0.3!	(0.09)	‡	(†)	‡	(†)	4.6!	(1.50)
South American	18.7	(1.90)	15.7	(1.75)	16.2	(0.86)	4.5	(0.46)	3.7	(0.40)	4.0	(0.21)
Argentinian	‡	(†)	‡	(†)	0.6	(0.16)	‡	(†)	‡	(†)	2.0	(0.53)
Bolivian	‡	(†)	‡	(†)	0.2!	(0.09)	‡	(†)	‡	(†)	1.5!	(0.57)
Chilean	0.9!	(0.39)	1.5!	(0.69)	0.8	(0.21)	4.3!	(1.81)	7.5!	(3.20)	4.2	(1.04)
Colombian	5.2	(0.89)	3.8	(0.67)	4.7	(0.44)	3.4	(0.56)	2.5	(0.43)	3.2	(0.29)
Ecuadorian	9.9	(1.63)	5.6	(1.19)	6.7	(0.53)	10.8	(1.67)	6.3	(1.30)	7.6	(0.57)
Paraguayan	‡	(†)	‡	(†)	0.1!	(0.05)	‡	(†)	‡	(†)	2.5!	(1.14)
Peruvian	1.4	(0.36)	3.5	(0.84)	2.2	(0.31)	1.7	(0.42)	4.2	(0.97)	2.8	(0.38)
Uruguayan	‡	(†)	‡	(†)	0.4!	(0.12)	‡	(†)	‡	(†)	5.2!	(1.63)
Venezuelan	‡	(†)	0.7!	(0.23)	1.1	(0.17)	‡	(†)	1.5!	(0.48)	2.6	(0.38)
Other South American	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other Hispanic	23.7	(2.18)	27.3	(2.42)	24.7	(0.90)	9.0	(0.75)	8.3	(0.68)	8.5	(0.32)
Asian	47.3	(3.14)	44.1	(3.16)	46.6	(1.29)	2.5	(0.16)	2.1	(0.15)	2.3	(0.06)
Chinese	8.1	(1.25)	5.8	(0.88)	6.7	(0.47)	1.6	(0.26)	1.1	(0.16)	1.3	(0.09)
Filipino	5.7	(1.06)	6.3	(1.20)	6.0	(0.49)	1.9	(0.35)	2.0	(0.37)	2.0	(0.15)
Japanese	0.8!	(0.30)	0.6!	(0.27)	0.7	(0.12)	1.6!	(0.60)	1.2!	(0.52)	1.3	(0.24)
Korean	1.9!	(0.70)	2.7	(0.72)	2.0	(0.27)	1.0!	(0.36)	1.6	(0.42)	1.1	(0.15)
Taiwanese	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
South Asian	11.5	(1.68)	9.9	(1.33)	11.2	(0.65)	2.8	(0.40)	1.9	(0.26)	2.4	(0.14)
Asian Indian	5.5	(0.97)	5.3	(0.90)	6.2	(0.46)	1.8	(0.31)	1.4	(0.24)	1.8	(0.13)
Bangladeshi	‡	(†)	0.7!	(0.30)	0.9	(0.20)	‡	(†)	2.5!	(1.13)	4.2	(0.89)
Bhutanese	1.8!	(0.55)	‡	(†)	0.6!	(0.18)	36.8	(8.18)	‡	(†)	19.3	(5.11)
Nepalese	1.8!	(0.56)	2.1!	(0.70)	2.1	(0.34)	11.1!	(3.36)	9.0!	(3.04)	9.9	(1.47)
Pakistani	1.1!	(0.37)	1.5!	(0.46)	1.3	(0.19)	1.8!	(0.60)	1.9	(0.58)	1.9	(0.27)
Sri Lankan	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Southeast Asian	17.9	(1.90)	15.1	(2.05)	17.6	(0.93)	4.7	(0.48)	3.6	(0.47)	4.4	(0.22)
Burmese	3.5	(0.93)	3.4	(0.93)	4.7	(0.49)	20.7	(4.13)	14.9	(3.82)	23.2	(1.90)
Cambodian	2.6	(0.62)	1.2!	(0.42)	2.3	(0.30)	6.2	(1.49)	4.0!	(1.35)	6.5	(0.78)
Hmong	2.5	(0.63)	2.0!	(0.70)	2.4	(0.35)	4.3	(1.12)	3.3!	(1.19)	4.2	(0.61)
Indonesian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Laotian	1.4!	(0.48)	1.0!	(0.40)	1.3	(0.23)	5.7!	(1.91)	4.4!	(1.76)	5.0	(0.89)
Malaysian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Thai	‡	(†)	2.8!	(1.08)	1.1	(0.19)	‡	(†)	11.9!	(4.24)	5.8	(0.98)
Vietnamese	7.4	(1.19)	4.8	(0.95)	5.8	(0.42)	3.5	(0.55)	1.9	(0.38)	2.5	(0.18)
Other Asian	1.4	(0.41)	3.6	(0.82)	2.3	(0.25)	1.7	(0.49)	4.3	(0.98)	2.8	(0.30)
Pacific Islander	3.5	(0.77)	2.8	(0.74)	5.0	(0.44)	5.0	(1.03)	3.9	(1.03)	6.5	(0.57)
American Indian/Alaska Native[2]	38.9	(2.42)	28.5	(1.81)	34.4	(1.06)	12.8	(0.76)	10.1	(0.62)	11.5	(0.35)
American Indian	33.1	(2.26)	23.1	(1.76)	28.6	(0.89)	13.2	(0.83)	9.6	(0.68)	11.6	(0.36)
Alaska Native	1.6	(0.26)	2.3	(0.59)	2.2	(0.28)	9.1	(1.73)	15.1	(3.45)	12.9	(1.54)
Some other race[3]	4.9	(1.10)	6.3	(1.39)	6.0	(0.56)	5.1	(1.13)	5.2	(1.08)	5.6	(0.50)
Two or more races	61.4	(3.47)	61.4	(3.52)	59.9	(1.61)	5.2	(0.28)	4.5	(0.25)	4.8	(0.13)

†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]Use of a 5-year average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates.
[2]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.
[3]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 equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Estimates may differ from those in tables based on the Current Population Survey (CPS) because of differences in survey design and target populations. Detail may not sum to totals because of rounding and the suppression of data that do not meet reporting standards. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013, 2017, and 2013–2017. (This table was prepared February 2019.)

Table 2.3. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by race/ethnicity and state: 2013–2017

[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	**6.0**	**(0.03)**	**4.5**	**(0.03)**	**7.5**	**(0.07)**	**9.9**	**(0.08)**	**2.3**	**(0.06)**	**6.5**	**(0.57)**	**11.5**	**(0.35)**	**4.8**	**(0.13)**
Alabama	7.4	(0.19)	6.7	(0.26)	7.8	(0.43)	14.9	(1.42)	1.7!	(0.79)	‡	(†)	4.4!	(1.86)	6.5	(1.46)
Alaska	5.5	(0.50)	4.6	(0.71)	‡	(†)	3.7!	(1.44)	‡	(†)	‡	(†)	11.9	(1.53)	3.9!	(1.22)
Arizona	8.5	(0.19)	5.4	(0.20)	8.5	(0.82)	12.2	(0.42)	2.3	(0.50)	‡	(†)	12.8	(0.91)	4.5	(0.65)
Arkansas	6.7	(0.26)	5.4	(0.27)	8.2	(0.63)	11.1	(1.22)	‡	(†)	‡	(†)	9.3!	(2.89)	10.1	(1.95)
California	5.6	(0.06)	3.0	(0.09)	6.4	(0.28)	8.4	(0.11)	1.8	(0.09)	3.6	(0.75)	6.7	(0.98)	2.8	(0.26)
Colorado	6.0	(0.21)	3.9	(0.20)	7.3	(1. 0)	11.1	(0.51)	3.4	(0.70)	5.4!	(2.56)	13.8	(2.68)	4.6	(0.82)
Connecticut	4.2	(0.19)	2.2	(0.17)	5.3	(0.58)	11.0	(0.71)	‡	(†)	‡	(†)	‡	(†)	2.3!	(0.70)
Delaware	6.1	(0.44)	5.2	(0.47)	6.2	(0.87)	12.1	(1.80)	‡	(†)	‡	(†)	‡	(†)	5.6!	(2.82)
District of Columbia	4.6	(0.40)	‡	(†)	7.8	(0.74)	7.3	(2.01)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Florida	7.0	(0.11)	5.7	(0.16)	8.0	(0.24)	8.8	(0.23)	2.5	(0.33)	‡	(†)	13.5	(2.95)	4.4	(0.41)
Georgia	7.3	(0.15)	5.9	(0.19)	7.8	(0.24)	14.0	(0.58)	3.2	(0.45)	‡	(†)	‡	(†)	5.8	(0.76)
Hawaii	3.9	(0.26)	3.2	(0.70)	‡	(†)	4.7	(0.87)	3.1	(0.47)	7.7	(1.31)	‡	(†)	3.6	(0.55)
Idaho	6.0	(0.38)	5.2	(0.33)	‡	(†)	10.2	(1.21)	‡	(†)	‡	(†)	13.3	(3.40)	4.0!	(1.36)
Illinois	5.2	(0.11)	3.5	(0.10)	8.1	(0.34)	8.2	(0.35)	1.3	(0.22)	‡	(†)	7.7!	(3.79)	3.8	(0.55)
Indiana	7.5	(0.15)	6.9	(0.15)	9.2	(0.54)	12.6	(0.95)	2.6	(0.61)	‡	(†)	15.3!	(5.52)	7.5	(0.98)
Iowa	4.5	(0.25)	3.7	(0.26)	7.9	(1.42)	10.8	(1.21)	4.2!	(1.31)	‡	(†)	‡	(†)	3.6	(0.97)
Kansas	5.5	(0.24)	3.9	(0.21)	7.0	(1.07)	13.5	(1.07)	2.2!	(0.81)	‡	(†)	10.9!	(3.55)	4.5	(1.03)
Kentucky	6.6	(0.26)	6.1	(0.29)	7.6	(0.74)	13.6	(1.59)	5.4	(1.32)	‡	(†)	13.8!	(5.99)	5.8	(1.01)
Louisiana	9.6	(0.26)	7.1	(0.30)	12.7	(0.49)	14.3	(1.38)	3.2!	(1.12)	‡	(†)	16.6	(3.96)	7.9	(2.14)
Maine	3.9	(0.34)	3.8	(0.37)	‡	(†)	5.1!	(2.01)	‡	(†)	‡	(†)	9.0!	(4.03)	5.7!	(2.02)
Maryland	5.1	(0.17)	3.5	(0.20)	6.0	(0.34)	11.1	(0.75)	2.0	(0.44)	‡	(†)	4.6!	(1.93)	4.4	(0.81)
Massachusetts	3.8	(0.12)	2.3	(0.11)	5.6	(0.52)	9.8	(0.57)	2.4	(0.38)	‡	(†)	‡	(†)	3.3	(0.67)
Michigan	6.0	(0.15)	4.9	(0.15)	10.2	(0.47)	8.6	(0.67)	2.2	(0.47)	‡	(†)	14.7	(2.68)	6.9	(0.88)
Minnesota	4.2	(0.17)	3.1	(0.17)	6.0	(0.95)	11.9	(1.15)	4.1	(0.78)	‡	(†)	16.4	(2.19)	5.6	(1.10)
Mississippi	7.5	(0.25)	6.1	(0.35)	8.4	(0.42)	15.6	(1.82)	‡	(†)	‡	(†)	18.2	(4.36)	10.0	(3. 0)
Missouri	5.9	(0.19)	5.3	(0.24)	7.8	(0.51)	10.9	(1.05)	2.0!	(0.65)	‡	(†)	10.6	(3.15)	5.2	(0.96)
Montana	6.6	(0.52)	5.4	(0.54)	‡	(†)	9.2	(2.69)	‡	(†)	‡	(†)	18.5	(2.82)	5.8!	(2.45)
Nebraska	4.8	(0.30)	3.0	(0.24)	10.2	(1.60)	12.3	(1.29)	6.7!	(2.43)	‡	(†)	8.2!	(3. 0)	2.5!	(0.85)
Nevada	9.0	(0.32)	6.4	(0.44)	11.7	(1.12)	12.7	(0.65)	2.2	(0.44)	7.5!	(3.12)	5.1!	(1.67)	7.0	(1.42)
New Hampshire	3.9	(0.33)	3.3	(0.31)	‡	(†)	11.9	(3.03)	‡	(†)	‡	(†)	‡	(†)	8.2!	(3.01)
New Jersey	3.9	(0.13)	1.9	(0.11)	5.3	(0.40)	8.4	(0.34)	1.1	(0.18)	‡	(†)	11.3!	(5.33)	2.4	(0.49)
New Mexico	8.6	(0.34)	6.5	(0.58)	5.4!	(2. 0)	9.4	(0.48)	‡	(†)	‡	(†)	11.1	(1.05)	7.8	(2.29)
New York	5.7	(0.11)	3.5	(0.09)	7.7	(0.26)	10.5	(0.30)	2.8	(0.27)	‡	(†)	6.7	(1.64)	4.3	(0.49)
North Carolina	6.4	(0.14)	5.2	(0.16)	6.4	(0.30)	13.3	(0.65)	3.2	(0.62)	10.1!	(4.23)	9.8	(1.15)	5.4	(0.72)
North Dakota	4.7	(0.54)	3.6	(0.63)	‡	(†)	11.2	(3.04)	‡	(†)	‡	(†)	18.1	(2.90)	5.6!	(2.42)
Ohio	5.8	(0.11)	5.2	(0.12)	8.6	(0.41)	9.7	(0.67)	2.3	(0.63)	‡	(†)	8.0!	(3.04)	6.5	(0.71)
Oklahoma	8.1	(0.25)	5.9	(0.25)	11.2	(1.04)	16.4	(0.93)	2.2!	(0.81)	8.5!	(3.67)	9.8	(0.85)	7.4	(0.78)
Oregon	6.9	(0.22)	5.9	(0.23)	9.2	(2.03)	11.6	(0.80)	2.2	(0.54)	3.5!	(1.21)	14.0	(2.25)	5.1	(0.94)
Pennsylvania	5.4	(0.13)	4.7	(0.14)	6.8	(0.40)	10.5	(0.57)	2.5	(0.47)	‡	(†)	‡	(†)	3.5	(0.63)
Rhode Island	4.9	(0.36)	2.9	(0.33)	5.3	(1.57)	11.5	(1.31)	2.2!	(0.96)	‡	(†)	‡	(†)	8.2	(2.31)
South Carolina	6.8	(0.20)	5.7	(0.24)	7.9	(0.45)	11.1	(0.97)	3.4	(0.91)	‡	(†)	10.4	(2.80)	6.5	(1.07)
South Dakota	6.4	(0.46)	3.9	(0.48)	3.8!	(1.54)	10.8	(2.90)	13.7!	(5.16)	‡	(†)	22.7	(2.26)	9.5	(2.48)
Tennessee	5.4	(0.15)	4.3	(0.17)	6.8	(0.37)	12.9	(0.80)	3.4!	(1.07)	‡	(†)	4.6!	(2.17)	6.3	(1.10)
Texas	7.1	(0.09)	4.3	(0.11)	5.7	(0.23)	10.2	(0.16)	2.5	(0.24)	‡	(†)	10.3	(1.89)	4.1	(0.37)
Utah	5.4	(0.24)	4.1	(0.21)	5.3!	(2.04)	11.0	(0.85)	4.4!	(1.65)	‡	(†)	13.1	(2.70)	4.6	(1.05)
Vermont	4.0	(0.69)	3.9	(0.74)	‡	(†)	‡	†	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Virginia	3.9	(0.13)	2.7	(0.13)	5.1	(0.29)	9.0	(0.67)	2.1	(0.32)	‡	(†)	‡	(†)	3.5	(0.58)
Washington	6.5	(0.17)	5.0	(0.17)	7.1	(0.86)	13.0	(0.60)	2.6	(0.33)	8.8	(2.04)	15.8	(1.73)	6.5	(0.67)
West Virginia	6.1	(0.34)	6.2	(0.36)	4.9	(1.35)	8.9	(2.48)	‡	(†)	‡	(†)	‡	(†)	5.4!	(1.82)
Wisconsin	4.5	(0.18)	3.4	(0.17)	9.1	(0.90)	10.6	(0.96)	2.8!	(1.09)	‡	(†)	4.0	(1.11)	4.9	(1.08)
Wyoming	5.3	(0.50)	4.3	(0.47)	‡	(†)	10.5	(2.11)	‡	(†)	‡	(†)	16.1	(4.30)	‡	(†)

†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: This table presents 5-year-average status dropout rates. Use of a 5-year average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates. 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 equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare 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), 5-year estimate, 2013–2017. (This table was prepared February 2019.)

Table 2.4. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2017

[Standard errors appear in parentheses]

Year	Total								Male								Female							
	All races/ ethnicities[1]		White		Black		Hispanic		All races / ethnicities[1]		White		Black		Hispanic		All races/ ethnicities[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	(0.30)	13.2	(0.30)	27.9	(1.25)	—	(†)	14.2	(0.42)	12.2	(0.43)	29.4	(1.87)	—	(†)	15.7	(0.42)	14.1	(0.43)	26.6	(1.69)	—	(†)
1971[3]	14.7	(0.29)	13.4	(0.30)	24.0	(1.17)	—	(†)	14.2	(0.41)	12.6	(0.42)	25.5	(1.74)	—	(†)	15.2	(0.41)	14.2	(0.42)	22.6	(1.58)	—	(†)
1972	14.6	(0.28)	12.3	(0.29)	21.3	(1.09)	34.3	(2.93)	14.1	(0.40)	11.6	(0.41)	22.3	(1.63)	33.7	(4.26)	15.1	(0.40)	12.8	(0.42)	20.5	(1.48)	34.8	(4.03)
1973	14.1	(0.28)	11.6	(0.28)	22.2	(1.09)	33.5	(2.96)	13.7	(0.39)	11.5	(0.40)	21.5	(1.57)	30.4	(4.17)	14.5	(0.39)	11.8	(0.40)	22.8	(1.51)	36.4	(4.18)
1974	14.3	(0.28)	11.9	(0.28)	21.2	(1.07)	33.0	(2.74)	14.2	(0.39)	12.0	(0.41)	20.1	(1.55)	33.8	(3.94)	14.3	(0.39)	11.8	(0.40)	22.1	(1.49)	32.2	(3.82)
1975	13.9	(0.27)	11.4	(0.28)	22.9	(1.08)	29.2	(2.67)	13.3	(0.38)	11.0	(0.39)	23.0	(1.60)	26.7	(3.75)	14.5	(0.38)	11.8	(0.39)	22.9	(1.48)	31.6	(3.78)
1976	14.1	(0.27)	12.0	(0.28)	20.5	(1.03)	31.4	(2.66)	14.1	(0.39)	12.1	(0.40)	21.2	(1.53)	30.3	(3.88)	14.2	(0.38)	11.8	(0.39)	19.9	(1.39)	32.3	(3.64)
1977	14.1	(0.27)	11.9	(0.28)	19.8	(1.00)	33.0	(2.65)	14.5	(0.39)	12.6	(0.41)	19.5	(1.47)	31.6	(3.79)	13.8	(0.37)	11.2	(0.38)	20.0	(1.38)	34.3	(3.71)
1978	14.2	(0.27)	11.9	(0.28)	20.2	(1.01)	33.3	(2.62)	14.6	(0.39)	12.2	(0.40)	22.5	(1.54)	33.6	(3.77)	13.9	(0.37)	11.6	(0.39)	18.3	(1.32)	33.1	(3.65)
1979	14.6	(0.27)	12.0	(0.28)	21.1	(1.02)	33.8	(2.60)	15.0	(0.39)	12.6	(0.40)	22.4	(1.53)	33.0	(3.71)	14.2	(0.37)	11.5	(0.39)	20.0	(1.36)	34.5	(3.63)
1980	14.1	(0.27)	11.4	(0.27)	19.1	(0.98)	35.2	(2.47)	15.1	(0.39)	12.3	(0.40)	20.8	(1.48)	37.2	(3.57)	13.1	(0.36)	10.5	(0.37)	17.7	(1.29)	33.2	(3.42)
1981	13.9	(0.26)	11.3	(0.27)	18.4	(0.94)	33.2	(2.36)	15.1	(0.39)	12.5	(0.40)	19.9	(1.41)	36.0	(3.42)	12.8	(0.35)	10.2	(0.37)	17.1	(1.25)	30.4	(3.25)
1982	13.9	(0.28)	11.4	(0.29)	18.4	(0.99)	31.7	(2.51)	14.5	(0.40)	12.0	(0.43)	21.2	(1.52)	30.5	(3.57)	13.3	(0.38)	10.8	(0.40)	15.9	(1.28)	32.8	(3.53)
1983	13.7	(0.28)	11.1	(0.29)	18.0	(0.98)	31.6	(2.51)	14.9	(0.41)	12.2	(0.43)	19.9	(1.48)	34.3	(3.71)	12.5	(0.38)	10.1	(0.40)	16.2	(1.30)	29.1	(3.41)
1984	13.1	(0.28)	11.0	(0.29)	15.5	(0.93)	29.8	(2.49)	14.0	(0.41)	11.9	(0.43)	16.8	(1.39)	30.6	(3.62)	12.3	(0.38)	10.1	(0.40)	14.3	(1.24)	29.0	(3.42)
1985	12.6	(0.28)	10.4	(0.29)	15.2	(0.93)	27.6	(1.93)	13.4	(0.40)	11.1	(0.43)	16.1	(1.39)	29.9	(2.77)	11.8	(0.37)	9.8	(0.40)	14.3	(1.25)	25.2	(2.68)
1986	12.2	(0.27)	9.7	(0.29)	14.2	(0.91)	30.1	(1.88)	13.1	(0.40)	10.3	(0.42)	15.0	(1.36)	32.8	(2.67)	11.4	(0.37)	9.1	(0.39)	13.5	(1.23)	27.2	(2.64)
1987	12.6	(0.28)	10.4	(0.30)	14.1	(0.92)	28.6	(1.85)	13.2	(0.41)	10.8	(0.43)	15.0	(1.37)	29.1	(2.58)	12.1	(0.39)	10.0	(0.41)	13.3	(1.23)	28.1	(2.65)
1988	12.9	(0.31)	9.6	(0.32)	14.5	(1.01)	35.8	(2.17)	13.5	(0.45)	10.3	(0.47)	15.0	(1.50)	36.0	(3.02)	12.2	(0.42)	8.9	(0.43)	14.0	(1.38)	35.4	(3.13)
1989	12.6	(0.30)	9.4	(0.31)	13.9	(0.94)	33.0	(1.92)	13.6	(0.43)	10.3	(0.45)	14.9	(1.41)	34.4	(2.70)	11.7	(0.40)	8.5	(0.41)	13.0	(1.27)	31.6	(2.73)
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	(1.31)	32.1	(2.67)	10.7	(0.39)	7.4	(0.40)	14.8	(1.35)	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	(2.51)
1994[4]	11.4	(0.28)	7.7	(0.29)	12.6	(0.89)	30.0	(1.66)	12.3	(0.41)	8.0	(0.41)	14.1	(1.34)	31.6	(2.30)	10.6	(0.38)	7.5	(0.40)	11.3	(1.17)	28.1	(2.38)
1995[4]	12.0	(0.27)	8.6	(0.28)	12.1	(0.75)	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	(1.06)	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	(1.23)	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	(0.24)	7.3	(0.25)	10.9	(0.68)	27.0	(1.01)	12.2	(0.36)	7.9	(0.37)	13.0	(1.06)	31.6	(1.47)	9.3	(0.32)	6.7	(0.34)	9.0	(0.86)	22.1	(1.35)
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]	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]	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	(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]	6.8	(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]	6.5	(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)
2015[4,5]	5.9	(0.26)	4.6	(0.29)	6.5	(0.70)	9.2	(0.71)	6.3	(0.37)	5.0	(0.40)	6.4	(1.04)	9.9	(0.93)	5.4	(0.33)	4.1	(0.37)	6.5	(0.98)	8.4	(0.97)
2016[4,5]	6.1	(0.27)	5.2	(0.31)	6.2	(0.80)	8.6	(0.64)	7.1	(0.38)	5.8	(0.42)	8.2	(1.22)	10.1	(1.06)	5.1	(0.31)	4.6	(0.39)	4.3	(0.84)	7.0	(0.76)
2017[4,5]	5.8	(0.26)	4.6	(0.30)	5.7	(0.66)	9.5	(0.67)	6.6	(0.36)	5.0	(0.43)	7.0	(1.08)	11.5	(0.95)	5.0	(0.31)	4.3	(0.36)	4.4	(0.78)	7.4	(0.83)

—Not available.
†Not applicable.
[1]Includes other racial/ethnic groups 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 of Two or more races.
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 equivalency credentials, such as the GED, 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 the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2017. (This table was prepared November 2018.)

Table 2.5. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and percentage distribution of status dropouts, by labor force status and years of school completed: Selected years, 1970 through 2017

[Standard errors appear in parentheses]

Year	Status dropout rate	Percentage distribution of status dropouts, by labor force status[1]				Percentage distribution of status dropouts, by years of school completed				
		Total	In labor force		Not in labor force	Total	Less than 9 years	9 years	10 years	11 or 12 years
			Employed[2]	Unemployed						
1	2	3	4	5	6	7	8	9	10	11
1970	15.0 (0.30)	100.0 (†)	49.8 (1.08)	10.3 (0.66)	39.9 (1.06)	100.0 (†)	28.5 (0.98)	20.6 (0.87)	26.8 (0.96)	24.0 (0.92)
1975	13.9 (0.27)	100.0 (†)	46.0 (1.04)	15.6 (0.76)	38.4 (1.02)	100.0 (†)	23.5 (0.89)	21.1 (0.85)	27.5 (0.93)	27.9 (0.94)
1976	14.1 (0.27)	100.0 (†)	48.8 (1.03)	16.0 (0.75)	35.2 (0.98)	100.0 (†)	24.3 (0.88)	20.1 (0.82)	27.8 (0.92)	27.8 (0.92)
1977	14.1 (0.27)	100.0 (†)	52.9 (1.02)	13.6 (0.70)	33.6 (0.97)	100.0 (†)	24.3 (0.88)	21.7 (0.84)	27.3 (0.91)	26.6 (0.91)
1978	14.2 (0.27)	100.0 (†)	54.3 (1.01)	12.4 (0.67)	33.3 (0.96)	100.0 (†)	22.9 (0.85)	20.2 (0.81)	28.2 (0.91)	28.8 (0.92)
1979	14.6 (0.27)	100.0 (†)	54.0 (1.00)	12.7 (0.67)	33.3 (0.94)	100.0 (†)	22.6 (0.84)	21.0 (0.82)	28.6 (0.90)	27.8 (0.90)
1980	14.1 (0.27)	100.0 (†)	50.4 (1.02)	17.0 (0.77)	32.6 (0.95)	100.0 (†)	23.6 (0.86)	19.7 (0.81)	29.8 (0.93)	27.0 (0.90)
1981	13.9 (0.26)	100.0 (†)	49.8 (1.01)	18.3 (0.78)	31.9 (0.94)	100.0 (†)	24.3 (0.87)	18.6 (0.79)	30.2 (0.93)	26.9 (0.90)
1982	13.9 (0.28)	100.0 (†)	45.2 (1.08)	21.1 (0.88)	33.7 (1.02)	100.0 (†)	22.9 (0.91)	20.8 (0.88)	28.8 (0.98)	27.6 (0.97)
1983	13.7 (0.28)	100.0 (†)	48.4 (1.10)	18.2 (0.85)	33.4 (1.04)	100.0 (†)	23.0 (0.92)	19.3 (0.87)	28.8 (0.99)	28.8 (0.99)
1984	13.1 (0.28)	100.0 (†)	49.7 (1.13)	17.3 (0.86)	32.9 (1.06)	100.0 (†)	23.6 (0.96)	21.4 (0.93)	27.5 (1.01)	27.5 (1.01)
1985	12.6 (0.28)	100.0 (†)	50.1 (1.17)	17.5 (0.89)	32.4 (1.09)	100.0 (†)	23.9 (1.00)	21.0 (0.95)	27.9 (1.05)	27.2 (1.04)
1986	12.2 (0.27)	100.0 (†)	51.1 (1.19)	16.4 (0.88)	32.5 (1.12)	100.0 (†)	25.4 (1.04)	21.5 (0.98)	25.7 (1.04)	27.4 (1.07)
1987	12.6 (0.28)	100.0 (†)	52.4 (1.18)	13.6 (0.81)	34.0 (1.12)	100.0 (†)	25.9 (1.04)	20.7 (0.96)	26.0 (1.04)	27.5 (1.06)
1988	12.9 (0.31)	100.0 (†)	52.9 (1.29)	— (†)	— (†)	100.0 (†)	28.9 (1.17)	19.3 (1.02)	25.1 (1.12)	26.8 (1.14)
1989	12.6 (0.30)	100.0 (†)	53.2 (1.25)	13.8 (0.86)	33.0 (1.18)	100.0 (†)	29.4 (1.14)	20.8 (1.02)	24.9 (1.08)	25.0 (1.09)
1990	12.1 (0.29)	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)	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[3]	11.0 (0.28)	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[3]	11.0 (0.28)	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[3]	11.4 (0.28)	100.0 (†)	49.5 (1.30)	13.0 (0.88)	37.5 (1.26)	100.0 (†)	23.9 (1.11)	16.2 (0.96)	20.3 (1.05)	39.6 (1.28)
1995[3]	12.0 (0.27)	100.0 (†)	48.9 (1.19)	14.2 (0.83)	37.0 (1.15)	100.0 (†)	22.2 (0.99)	17.0 (0.89)	22.5 (0.99)	38.3 (1.16)
1996[3]	11.1 (0.27)	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[3]	11.0 (0.27)	100.0 (†)	53.3 (1.27)	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[3]	11.8 (0.27)	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 (1.00)	42.6 (1.21)
1999[3]	11.2 (0.26)	100.0 (†)	55.6 (1.23)	10.0 (0.74)	34.4 (1.18)	100.0 (†)	22.2 (1.03)	16.3 (0.92)	22.5 (1.04)	39.0 (1.21)
2000[3]	10.9 (0.26)	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[3]	10.7 (0.24)	100.0 (†)	58.3 (1.17)	14.8 (0.85)	26.9 (1.05)	100.0 (†)	18.4 (0.92)	16.8 (0.89)	23.8 (1.01)	40.9 (1.17)
2002[3]	10.5 (0.24)	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[3]	9.9 (0.23)	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[3]	10.3 (0.23)	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[3]	9.4 (0.22)	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[3]	9.3 (0.22)	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[3]	8.7 (0.21)	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[3]	8.0 (0.20)	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[3]	8.1 (0.20)	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[3]	7.4 (0.27)	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[3]	7.1 (0.26)	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[3]	6.6 (0.25)	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[3]	6.8 (0.28)	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[3]	6.5 (0.25)	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)
2015[3]	5.9 (0.26)	100.0 (†)	41.7 (2.10)	14.2 (1.48)	44.1 (2.10)	100.0 (†)	14.5 (1.67)	13.9 (1.40)	21.3 (1.65)	50.2 (2.00)
2016[3]	6.1 (0.27)	100.0 (†)	46.6 (1.99)	13.9 (1.31)	39.6 (1.90)	100.0 (†)	17.6 (1.91)	10.8 (1.14)	21.9 (1.64)	49.7 (2.22)
2017[3]	5.8 (0.26)	100.0 (†)	46.7 (1.91)	8.3 (1.09)	44.9 (1.98)	100.0 (†)	21.0 (2.14)	9.8 (1.22)	20.3 (1.76)	49.0 (2.41)

—Not available.
†Not applicable.
[1]Data are not comparable to employment and unemployment rate data produced by the Bureau of Labor Statistics, because the percentage distributions presented here include persons who are not in the labor force. The labor force consists of those who are employed and those who are unemployed (i.e., seeking employment); persons who are neither employed nor seeking employment are not in the labor force.
[2]Includes persons who were employed but not at work during the survey week.
[3]Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.

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 equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2017. (This table was prepared November 2018.)

Table 3.1. Number and high school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate), by selected characteristics: Selected years, 2007 through 2017

[Standard errors appear in parentheses]

Selected characteristic	Status completion rate[1]								2017							
									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			
	2007		2012		2016		2017		Total population[2]		Status completers only[3]		Total population[2]		Status completers only[3]	
1	2		3		4		5		6		7		8		9	
Total	**89.0**	**(0.28)**	**91.3**	**(0.33)**	**92.9**	**(0.32)**	**93.3**	**(0.33)**	**27,603**	**(119.1)**	**25,766**	**(142.3)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	87.4	(0.42)	90.3	(0.47)	91.6	(0.46)	92.3	(0.44)	13,715	(72.4)	12,665	(86.4)	49.7	(0.19)	49.2	(0.23)
Female	90.6	(0.37)	92.3	(0.45)	94.3	(0.37)	94.3	(0.41)	13,888	(85.0)	13,101	(98.9)	50.3	(0.19)	50.8	(0.23)
Race/ethnicity																
White	93.5	(0.28)	94.6	(0.38)	94.5	(0.36)	94.8	(0.38)	14,999	(87.3)	14,213	(96.7)	54.3	(0.32)	55.2	(0.37)
Black	88.8	(0.80)	90.0	(1.01)	92.2	(1.02)	93.8	(0.84)	3,791	(63.8)	3,555	(66.0)	13.7	(0.20)	13.8	(0.22)
Hispanic	72.7	(1.07)	82.8	(1.02)	89.1	(0.81)	88.3	(0.90)	6,161	(66.6)	5,441	(86.6)	22.3	(0.25)	21.1	(0.31)
Asian	92.8	(1.23)	95.3	(1.24)	96.8	(0.75)	98.6	(0.51)	1,605	(71.1)	1,583	(70.9)	5.8	(0.25)	6.1	(0.27)
Pacific Islander	97.7	(2.80)	89.6	(4.73)	83.6	(7.71)	89.2	(7.65)	99	(21.3)	88	(19.4)	0.4	(0.08)	0.3	(0.08)
American Indian/Alaska Native	77.9	(4.67)	79.0	(6.77)	75.3	(4.48)	86.3	(3.21)	274	(36.0)	236	(33.4)	1.0	(0.13)	0.9	(0.13)
Two or more races	90.4	(2.16)	91.9	(2.07)	96.2	(1.35)	96.4	(1.28)	676	(47.6)	651	(48.0)	2.4	(0.17)	2.5	(0.19)
Race/ethnicity by sex																
Male																
White	92.3	(0.42)	94.1	(0.51)	93.8	(0.47)	94.3	(0.51)	7,507	(62.6)	7,079	(63.8)	54.7	(0.38)	55.9	(0.44)
Black	89.0	(1.15)	88.2	(1.57)	88.7	(1.64)	92.1	(1.48)	1,820	(56.3)	1,677	(58.5)	13.3	(0.39)	13.2	(0.44)
Hispanic	68.1	(1.55)	80.8	(1.48)	86.8	(1.41)	85.9	(1.22)	3,077	(51.8)	2,644	(61.9)	22.4	(0.38)	20.9	(0.46)
Asian	93.5	(1.70)	97.0	(1.10)	97.4	(0.93)	99.3	(0.41)	815	(32.4)	809	(33.1)	5.9	(0.23)	6.4	(0.26)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.4	(0.10)	0.4	(0.10)
American Indian/Alaska Native	74.5	(7.43)	81.3	(7.98)	70.3	(6.53)	85.8	(5.00)	142	(22.6)	122	(21.1)	1.0	(0.16)	1.0	(0.17)
Two or more races	90.1	(3.20)	88.3	(3.57)	95.3	(2.40)	95.1	(2.14)	305	(30.7)	290	(30.2)	2.2	(0.22)	2.3	(0.24)
Female																
White	94.6	(0.36)	95.2	(0.48)	95.1	(0.47)	95.2	(0.49)	7,492	(59.0)	7,134	(66.3)	53.9	(0.45)	54.5	(0.53)
Black	88.7	(1.12)	91.7	(1.34)	95.5	(1.02)	95.3	(0.96)	1,970	(40.6)	1,878	(43.3)	14.2	(0.28)	14.3	(0.31)
Hispanic	77.6	(1.44)	84.8	(1.34)	91.3	(0.99)	90.7	(1.16)	3,084	(46.6)	2,797	(60.5)	22.2	(0.30)	21.3	(0.39)
Asian	92.2	(1.76)	93.6	(2.11)	96.2	(1.16)	97.9	(0.90)	790	(62.0)	774	(61.3)	5.7	(0.43)	5.9	(0.45)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.4	(0.09)	0.3	(0.09)
American Indian/Alaska Native	80.4	(5.93)	77.2	(8.41)	79.8	(5.71)	87.0	(5.29)	131	(20.8)	114	(19.7)	0.9	(0.15)	0.9	(0.15)
Two or more races	90.7	(2.93)	95.6	(2.11)	97.1	(1.31)	97.4	(1.41)	371	(29.2)	361	(30.1)	2.7	(0.21)	2.8	(0.23)
Age																
18 and 19	89.8	(0.53)	89.9	(0.74)	91.4	(0.66)	90.6	(0.70)	6,560	(78.4)	5,945	(86.7)	23.8	(0.22)	23.1	(0.26)
20 and 21	89.5	(0.50)	92.8	(0.56)	93.3	(0.56)	94.2	(0.54)	8,108	(183.4)	7,640	(172.4)	29.4	(0.65)	29.7	(0.65)
22 to 24	88.2	(0.43)	91.0	(0.51)	93.5	(0.42)	94.2	(0.41)	12,935	(172.4)	12,181	(169.4)	46.9	(0.64)	47.3	(0.66)
Recency of immigration[4]																
Born outside the United States																
Hispanic	54.3	(1.87)	67.4	(2.52)	79.8	(1.99)	78.1	(2.25)	1,378	(77.9)	1,076	(64.1)	5.0	(0.28)	4.2	(0.25)
Non-Hispanic	89.3	(1.39)	93.7	(1.53)	94.4	(1.16)	94.7	(1.23)	1,447	(80.7)	1,370	(79.0)	5.2	(0.28)	5.3	(0.30)
First generation																
Hispanic	87.3	(1.47)	88.6	(1.36)	92.0	(1.09)	91.7	(1.18)	2,624	(95.3)	2,405	(93.4)	9.5	(0.35)	9.3	(0.36)
Non-Hispanic	96.8	(0.64)	96.0	(0.82)	96.7	(0.82)	97.9	(0.64)	1,983	(98.4)	1,941	(98.6)	7.2	(0.35)	7.5	(0.38)
Second generation or higher																
Hispanic	83.4	(1.63)	87.1	(1.61)	92.2	(1.23)	90.8	(1.37)	2,159	(89.0)	1,959	(85.5)	7.8	(0.32)	7.6	(0.33)
Non-Hispanic	92.3	(0.28)	93.3	(0.38)	93.7	(0.37)	94.5	(0.37)	18,012	(140.8)	17,014	(150.3)	65.3	(0.46)	66.0	(0.51)
Disability[5]																
With a disability	—	(†)	81.5	(2.16)	83.8	(2.00)	84.8	(2.28)	927	(60.5)	786	(52.4)	3.4	(0.22)	3.0	(0.20)
Without a disability	—	(†)	91.7	(0.35)	93.3	(0.33)	93.6	(0.34)	26,677	(124.7)	24,981	(144.1)	96.6	(0.22)	97.0	(0.20)
Region																
Northeast	92.1	(0.54)	91.3	(0.79)	95.0	(0.64)	94.9	(0.64)	4,845	(137.5)	4,596	(131.8)	17.6	(0.49)	17.8	(0.51)
Midwest	91.4	(0.51)	92.6	(0.70)	92.6	(0.75)	93.3	(0.73)	5,842	(138.7)	5,452	(136.8)	21.2	(0.51)	21.2	(0.54)
South	87.2	(0.52)	91.1	(0.56)	92.0	(0.56)	92.8	(0.56)	10,181	(175.4)	9,445	(176.8)	36.9	(0.63)	36.7	(0.66)
West	87.1	(0.66)	90.5	(0.80)	93.1	(0.61)	93.1	(0.71)	6,736	(167.5)	6,273	(169.8)	24.4	(0.58)	24.3	(0.62)

—Not available.
†Not applicable.
‡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]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. Children born abroad to U.S.-citizen parents are counted as born in the United States. 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 the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2007 through 2017. (This table was prepared November 2018.)

Table 3.2. 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 2017

[Standard errors appear in parentheses]

Year	Status completion rate[1]													
			Sex				Race/ethnicity							
	Total		Male		Female		White		Black		Hispanic		Asian[2]	
1	2		3		4		5		6		7		8	
1972	82.8	(0.36)	83.0	(0.52)	82.7	(0.49)	86.0	(0.36)	72.1	(1.45)	56.2	(3.67)	—	(†)
1973	83.7	(0.34)	84.0	(0.50)	83.4	(0.48)	87.0	(0.35)	71.6	(1.42)	58.7	(3.68)	—	(†)
1974	83.6	(0.34)	83.4	(0.50)	83.8	(0.47)	86.7	(0.35)	72.9	(1.41)	60.1	(3.40)	—	(†)
1975	83.8	(0.34)	84.1	(0.48)	83.6	(0.47)	87.2	(0.34)	70.2	(1.43)	62.2	(3.45)	—	(†)
1976	83.5	(0.33)	83.0	(0.49)	84.0	(0.46)	86.4	(0.34)	73.5	(1.36)	60.3	(3.36)	—	(†)
1977	83.6	(0.33)	82.8	(0.49)	84.4	(0.45)	86.7	(0.34)	73.9	(1.34)	58.6	(3.50)	—	(†)
1978	83.6	(0.33)	82.8	(0.48)	84.2	(0.45)	86.9	(0.34)	73.4	(1.33)	58.8	(3.21)	—	(†)
1979	83.1	(0.33)	82.1	(0.49)	84.0	(0.45)	86.5	(0.34)	72.6	(1.33)	58.5	(3.15)	—	(†)
1980	83.9	(0.32)	82.3	(0.48)	85.3	(0.43)	87.5	(0.33)	75.2	(1.28)	57.1	(2.99)	—	(†)
1981	83.8	(0.32)	82.0	(0.48)	85.4	(0.43)	87.1	(0.33)	76.7	(1.22)	59.1	(2.90)	—	(†)
1982	83.8	(0.34)	82.7	(0.50)	84.9	(0.46)	87.0	(0.35)	76.4	(1.28)	60.9	(2.61)	—	(†)
1983	83.9	(0.34)	82.1	(0.51)	85.6	(0.45)	87.4	(0.35)	76.8	(1.27)	59.4	(3.13)	—	(†)
1984	84.7	(0.34)	83.3	(0.50)	85.9	(0.45)	87.5	(0.35)	80.3	(1.19)	63.7	(3.03)	—	(†)
1985	85.4	(0.34)	84.0	(0.50)	86.7	(0.45)	88.2	(0.35)	81.0	(1.20)	66.6	(2.40)	—	(†)
1986	85.5	(0.34)	84.2	(0.51)	86.7	(0.45)	88.8	(0.35)	81.8	(1.19)	63.5	(2.30)	—	(†)
1987	84.7	(0.35)	83.6	(0.52)	85.8	(0.47)	87.7	(0.37)	81.9	(1.20)	65.1	(2.24)	—	(†)
1988	84.5	(0.39)	83.2	(0.58)	85.8	(0.52)	88.6	(0.40)	80.9	(1.35)	58.2	(2.56)	—	(†)
1989	84.7	(0.37)	83.2	(0.55)	86.2	(0.49)	89.0	(0.38)	81.9	(1.25)	59.4	(2.29)	89.3	(2.46)
1990	85.6	(0.36)	85.1	(0.53)	86.0	(0.50)	89.6	(0.37)	83.2	(1.22)	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	(1.26)	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	(0.36)	84.5	(0.53)	87.0	(0.49)	90.7	(0.36)	83.3	(1.19)	61.8	(2.06)	92.4	(1.83)
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	(1.24)
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	(0.31)	84.6	(0.47)	88.3	(0.41)	91.1	(0.32)	85.7	(0.92)	65.7	(1.24)	96.1	(0.91)
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)
2015	93.0	(0.33)	92.5	(0.44)	93.4	(0.45)	94.7	(0.36)	91.9	(0.91)	88.4	(0.93)	97.3	(0.75)
2016	92.9	(0.32)	91.6	(0.46)	94.3	(0.37)	94.5	(0.36)	92.2	(1.02)	89.1	(0.81)	96.8	(0.75)
2017	93.3	(0.33)	92.3	(0.44)	94.3	(0.41)	94.8	(0.38)	93.8	(0.84)	88.3	(0.90)	98.6	(0.51)

—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]Prior to 2003, Asian data include Pacific Islanders.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2017. (This table was prepared November 2018.)

Table 4.1. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010–11 through 2016–17

[Standard errors appear in parentheses]

State	Total, ACGR for all students							ACGR for students with selected characteristics,[1] 2016–17										
								Race/ethnicity										
											Asian/Pacific Islander[5]			American Indian/ Alaska Native	Two or more races	Students with disabilities[2]	Limited English proficient[3]	Economically disadvantaged[4]
	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	White	Black	Hispanic	Total	Asian	Pacific Islander					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States	**79**[6]	**80**[6]	**81**[7]	**82**	**83**	**84**	**85**	**89**	**78**	**80**	**91**	**—**	**—**	**72**[8]	**—**	**67**[8]	**66**[8]	**78**[8]
Alabama[9]	72	75	80	86	89	87	89	91	87	88	95	—	—	—	91	—	—	—
Alaska	68	70	72	71	76	76	78	82	74	77	84	88	77	69	75	59	58	72
Arizona	78	76	75	76	77	80	78	83	74	75	89	—	—	67	—	66	30	72
Arkansas	81	84	85	87	85	87	88	90	83	86	86	92	69	89	86	84	82	85
California	76	79	80	81	82	83	83	87	73	80	93	93	91	68	70	65	67	79
Colorado	74	75	77	77	77	79	79	84	72	71	89	90	77	64	80	57	65	69
Connecticut	83	85	86	87	87	87	88	93	80	78	95	95	81	88	88	67	68	78
Delaware	78	80	80	87	86	86	87	90	83	82	95	96	>=50	76	91	69	69	78
District of Columbia	59	59	62	61	69	69	73	85	72	72	78	‡	‡	‡	>=90	53	63	73
Florida	71	75	76	76	78	81	82	86	75	81	93	93	87	80	83	66	67	77
Georgia	67	70	72	73	79	79	81	84	78	74	91	—	—	79	82	59	59	76
Hawaii	80	81	82	82	82	83	83	80	79	80	84	—	—	79	—	65	69	78
Idaho	—	—	—	77	79	80	80	81	70	75	85	86	78	66	76	61	75	72
Illinois	84	82	83	86	86	86	87	91	79	84	95	95	82	81	86	71	74	79
Indiana	86	86	87	88	87	87	84	88	71	76	80	81	70	76	82	71	50	80
Iowa	88	89	90	91	91	91	91	93	82	82	91	93	77	83	85	74	80	84
Kansas	83	85	86	86	86	86	87	89	78	81	93	94	75	81	84	78	80	79
Kentucky	—	—	86	88	88	89	90	91	82	84	92	93	76	77	87	74	67	87
Louisiana	71	72	74	75	78	79	78	84	73	67	90	91	77	81	82	53	36	73
Maine	84	85	86	87	88	87	87	87	83	89	89	88	>=50	71	79	73	81	79
Maryland	83	84	85	86	87	88	88	93	85	74	96	96	89	86	91	68	45	79
Massachusetts	83	85	85	86	87	88	88	93	80	74	94	94	78	81	85	73	63	79
Michigan	74	76	77	79	80	80	80	84	69	73	91	91	85	68	75	57	69	68
Minnesota	77	78	80	81	82	82	83	88	65	66	85	86	63	51	71	61	65	69
Mississippi	75	75	76	78	81	82	83	87	79	81	91	91	>=80	80	79	36	67	80
Missouri	81	84	86	87	88	89	88	91	76	84	91	—	—	84	89	77	67	80
Montana	82	84	84	85	86	86	86	89	81	80	91	94	83	69	—	77	63	77
Nebraska	86	88	89	90	89	89	89	93	81	82	82	82	85	70	86	71	50	82
Nevada	62	63	71	70	71	74	81	84	68	80	91	93	82	74	81	65	82	77
New Hampshire	86	86	87	88	88	88	89	90	79	76	93	93	>=50	75	85	74	78	78
New Jersey	83	86	88	89	90	90	91	95	83	84	97	97	>=95	92	92	79	76	84
New Mexico	63	70	70	69	69	71	71	76	68	71	85	—	—	61	—	62	68	66
New York	77	77	77	78	79	80	82	90	72	71	88	88	77	67	83	55	31	75
North Carolina	78	80	83	84	86	86	87	89	84	81	94	—	—	84	84	70	58	82
North Dakota	86	87	88	87	87	88	87	91	75	76	80	80	—	68	—	66	69	74
Ohio	80	81	82	82	81	84	84	88	69	74	88	—	—	76	79	71	55	73
Oklahoma	—	—	85	83	83	82	83	84	80	79	86	86	84	83	83	77	57	77
Oregon	68	68	69	72	74	75	77	78	68	73	86	89	69	59	77	59	55	70
Pennsylvania	83	84	86	85	85	86	87	91	74	74	92	92	90	73	79	74	65	80
Rhode Island	77	77	80	81	83	83	84	88	81	76	88	89	68	73	79	63	72	76
South Carolina	74	75	78	80	80	83	84	85	81	81	93	—	—	76	—	54	77	85
South Dakota	83	83	83	83	84	84	84	90	78	71	85	‡	‡	50	78	60	59	67
Tennessee	86	87	86	87	88	89	90	93	84	84	94	94	93	89	—	73	74	85
Texas	86	88	88	88	89	89	90	94	86	88	96	96	89	86	92	77	76	87
Utah	76	80	83	84	85	85	86	88	73	77	87	89	86	74	87	69	67	77
Vermont	87	88	87	88	88	88	89	90	77	90	82	‡	‡	‡	83	76	66	81
Virginia	82	83	85	85	86	87	87	91	83	73	93	94	91	83	90	60	57	78
Washington	76	77	76	78	78	80	79	82	72	73	85	88	68	62	80	59	58	70
West Virginia	78	79	81	85	87	90	89	90	87	92	95	95	>=50	>=80	83	76	‡	87
Wisconsin	87	88	88	89	88	88	89	93	67	80	91	91	85	79	84	68	65	77
Wyoming	80	79	77	79	79	80	86	88	83	80	84	81	>=50	59	79	68	77	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]Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).
[3]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.
[4]Students who met the state criteria for classification as economically disadvantaged.
[5]States either report data for a combined "Asian/Pacific Islander" group or report the "Asian" and "Pacific Islander" groups separately. Total represents either a single value reported by the state for "Asian/Pacific Islander" or an aggregation of separate values reported for "Asian" and "Pacific Islander." "Pacific Islander" includes the "Filipino" group, which only California reports separately.
[6]Includes imputed data for Idaho, Kentucky, and Oklahoma. Data were not available for these states because they had not yet started reporting ACGR data in 2010–11 and 2011–12.
[7]Includes imputed data for Idaho. Data were not available for Idaho because this state had not yet started reporting ACGR data in 2012–13.
[8]Includes estimated data for Alabama because Alabama did not report data for this subgroup. Estimated Alabama data were based on data published on the Alabama State Education Agency website.
[9]Use data with caution. The Alabama State Department of Education has indicated that their ACGR data for some years was misstated. For more information, please see the following press release issued by the state: https://www.alsde.edu/sec/comm/News%20Releases/12-08-2016%20Graduation%20Rate%20Review.pdf.
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" (rounded) 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 2016–17. (This table was prepared December 2018.)

Table 5.1. High school graduates, by sex and control of school; public high school averaged freshman graduation rate (AFGR); and total graduates as a ratio of 17-year-old population: Selected years, 1869–70 through 2028–29

School year	High school graduates							Public school AFGR[3]	Population 17 years old[4]	Graduates as a ratio of 17-year-old population[5]
		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[6]	—	1,259,177	3.5
1899–1900	94,883	38,075	56,808	61,737	—	—	33,146[6]	—	1,489,146	6.4
1909–10	156,429	63,676	92,753	111,363	—	—	45,066[6]	—	1,786,240	8.8
1919–20	311,266	123,684	187,582	230,902	—	—	80,364[6]	—	1,855,173	16.8
1929–30	666,904	300,376	366,528	591,719	—	—	75,185[6]	—	2,295,822	29.0
1939–40	1,221,475	578,718	642,757	1,143,246	538,273	604,973	78,229[6]	—	2,403,074	50.8
1949–50	1,199,700	570,700	629,000	1,063,444	505,394	558,050	136,256[6]	—	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[6]	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[6]	72.2	4,212,000	71.7
1981–82	2,994,758	1,479,000	1,515,000	2,704,758	—	—	290,000[6]	72.9	4,134,000	72.4
1982–83	2,887,604	1,426,000	1,461,000	2,597,604	—	—	290,000[6]	73.8	3,962,000	72.9
1983–84	2,766,797	—	—	2,494,797	—	—	272,000[6]	74.5	3,784,000	73.1
1984–85	2,676,917	—	—	2,413,917	—	—	263,000[6]	74.2	3,699,000	72.4
1985–86	2,642,616	—	—	2,382,616	—	—	260,000[6]	74.3	3,670,000	72.0
1986–87	2,693,803	—	—	2,428,803	—	—	265,000[6]	74.3	3,754,000	71.8
1987–88	2,773,020	—	—	2,500,020	—	—	273,000[6]	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[7]	2,574,162	—	—	2,320,337	—	—	253,825[8]	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[8]	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[6]	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[6]	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[6]	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[6]	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[6]	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[7,9]	3,054,438	—	—	2,753,438	1,347,800	1,405,638	301,000[6]	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[7]	3,122,544	—	—	2,815,544	1,376,458	1,439,086	307,000[6]	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[6]	74.7	4,436,955	74.7
2008–09[7]	3,347,828	—	—	3,039,015	1,490,317	1,548,698	308,813	75.5	4,336,950	77.2
2009–10	3,435,022	—	—	3,128,022	1,542,684[10]	1,585,338[10]	307,000[6]	78.2	4,311,831	79.8
2010–11	3,449,940	—	—	3,144,100	1,552,981	1,591,113	305,840	79.6	4,367,891	79.0
2011–12	3,455,405	—	—	3,149,185	1,558,489	1,590,694	306,220[6]	80.8	4,294,530	80.5
2012–13	3,478,027	—	—	3,169,257	1,569,675	1,599,579	308,770	81.9	4,256,553	81.7
2013–14[11]	3,479,930	—	—	3,168,450	—	—	311,480	83.1	4,185,547	83.1
2014–15[12]	3,530,250	—	—	3,187,000	—	—	343,250	—	4,171,850	84.6
2015–16[11]	3,563,750	—	—	3,224,140	—	—	339,620	—	4,206,222	84.7
2016–17[11]	3,599,700	—	—	3,255,320	—	—	344,380	—	4,221,958	85.3
2017–18[11]	3,672,200	—	—	3,319,760	—	—	352,440	—	4,297,191	85.5
2018–19[11]	3,683,540	—	—	3,331,520	—	—	352,020	—	4,230,390	87.1
2019–20[11]	3,650,460	—	—	3,303,890	—	—	346,580	—	—	—
2020–21[11]	3,682,230	—	—	3,330,840	—	—	351,390	—	—	—
2021–22[11]	3,717,110	—	—	3,354,240	—	—	362,870	—	—	—
2022–23[11]	3,726,140	—	—	3,372,640	—	—	353,500	—	—	—
2023–24[11]	3,799,480	—	—	3,441,920	—	—	357,560	—	—	—
2024–25[11]	3,855,370	—	—	3,492,860	—	—	362,520	—	—	—
2025–26[11]	3,859,130	—	—	3,497,750	—	—	361,380	—	—	—
2026–27[11]	3,774,260	—	—	3,416,680	—	—	357,580	—	—	—
2027–28[11]	3,707,210	—	—	3,348,520	—	—	358,690	—	—	—
2028–29[11]	3,722,010	—	—	3,361,890	—	—	360,120	—	—	—

—Not available.
[1]Includes graduates of public and private schools.
[2]Includes estimates for states not reporting counts of graduates by sex. 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.
[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]Based on persons of all ages graduating from high school in a given year divided by the 17-year-old population in the same year. This ratio allows for comparisons over time but does not provide a measure of graduation rates for incoming freshmen who form a cohort (or class) that is scheduled to graduate 4 years later. The ratio of high school graduates to the 17-year-old population differs from measures such as the AFGR (shown in column 9), which are designed to estimate high school cohort graduation rates.
[6]Estimated.
[7]Includes imputations for nonreporting states.
[8]Projected by private schools responding to the Private School Universe Survey.
[9]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.
[10]Includes estimate for Connecticut, which did not report graduates by sex.
[11]Projected by NCES.
[12]Public school data are projected by NCES; private school data are actual.
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 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 2015; and National High School Graduates Projection Model, 1972–73 through 2028–29. U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from https://www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2017 Population Estimates, retrieved November 8, 2018, from https://www.census.gov/data/tables/2017/demo/popest/nation-detail.html. (This table was prepared March 2019.)

Table 5.2. 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	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA, overseas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA, 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.
DoDEA = Department of Defense Education Activity.
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.)

APPENDIX A—GUIDE TO SOURCES

Common Core of Data

The Common Core of Data (CCD) is the primary database of the National Center for Education Statistics (NCES) 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 school districts 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 school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), 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 school districts; data on students and staff; and fiscal data. The general school and district 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. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. 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 local education agencies (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.

*ED*Facts

ED*Facts* is a centralized data collection through which SEAs submit PK–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 school districts. 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, the District of Columbia, the DoDEA, the BIE, 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 https://www2.ed.gov/about/inits/ed/edfacts/index.html.

ED*Facts* is a universe collection and is not subject to sampling error, although nonsampling errors such as nonresponse and inaccurate reporting may occur. ED 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 school districts. 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 schedules different from those they use to report data to ED. Also, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 54,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of labor force statistics on the U.S. population. In addition, supplemental questionnaires are used to provide further information about the U.S. population. The March supplement (also known as the Annual Social and Economic [ASEC] supplement) contains detailed questions on topics such as income, employment, and educational attainment; additional questions, such as items on disabilities, have also been included. The October supplement contains questions on school enrollment and school characteristics.

CPS samples are initially selected based on results from the decennial census and are periodically updated to reflect new housing construction. The current sample design for the main CPS, last revised in July 2015, includes about 74,000 households. Each month, about 54,000 of the 74,000 households are interviewed. Information is obtained each month from those in the household who are 15 years of age and over, and demographic data are collected for children 0–14 years of age. In addition, supplemental questions regarding school enrollment are asked about eligible household members age 3 and over in the October CPS supplement.

In January 1992, the CPS educational attainment variable was changed. The "Highest grade attended" and "Year completed" questions were replaced by the question "What is the highest level of school . . . has completed or the highest degree . . . has received?" Thus, for example, while the old questions elicited data for those who completed more than 4 years of high school, the new question elicited data for those who were high school completers, i.e., those who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program. For more information about how the variable changes affected the calculation of event and status dropout rates, see Kaufman, Alt, and Chapman (2004).

A major redesign of the CPS was implemented in January 1994 to improve the quality of the data collected. Survey questions were revised, new questions were added, and computer-assisted interviewing methods were used for the survey data collection. Further information about the redesign is available in *Current Population Survey, October 1995: (School Enrollment Supplement) Technical Documentation* at https://www.census.gov/prod/techdoc/cps/cpsoct95.pdf. Beginning in 2003, the race/ethnicity questions were expanded. Information on people of Two or more races were included, and the Asian and Pacific Islander race category was split into two categories—Asian and Native Hawaiian or Other Pacific Islander. In addition, questions were reworded to make it clear that self-reported data on race/ethnicity should reflect the race/ethnicity with which the responder identifies, rather than what may be written in official documentation.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Caution should be used when comparing population estimates (e.g., the number of 18- to 24-year-olds) from CPS data over long periods of time (e.g., 10 or more years) since CPS data reflect the latest available Census-based controls. For instance, 2012–2017 CPS data reflect Census 2010-based controls, while CPS data from 2003–2011 reflect Census 2000-based controls. Thus, the estimates of levels for data collected in 2012 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain population subgroups than for the total population. Nevertheless, the most recent change in population controls had relatively little impact on summary measures such as averages, medians, and percentage distributions.

The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. Methods for deriving standard errors and examples can be found within the CPS technical documentation at https://www.census.gov/programs-surveys/cps/technical-documentation/complete.html. Standard errors were estimated using replicate weight methodology beginning in 2005 for March CPS data and beginning in 2010 for October CPS data. Those interested in using CPS household-level supplement replicate weights to calculate variances may refer to Estimating Current Population Survey (CPS)

Household-Level Supplement Variances Using Replicate Weights at http://thedataweb.rm.census.gov/pub/cps/supps/HH-level_Use_of_the_Public_Use_Replicate_Weight_File.doc.

Dropouts

Each October, the CPS includes supplemental questions on the enrollment status of the population age 3 years and over as part of the monthly basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations on accuracy as noted below under "School Enrollment," the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24, regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has a high dropout rate. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison populations.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage for October 2017 is estimated to be about 11 percent.

CPS coverage varies with age, sex, and race. Generally, coverage is larger for females than for males and larger for non-Blacks than for Blacks. This differential coverage is a general problem for most household-based surveys. Further information on CPS methodology may be found in the technical documentation at https://www.census.gov/programs-surveys/cps.html.

Further information on dropout data may be obtained from

Joel McFarland
Annual Reports and Information Staff
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
joel.mcfarland@ed.gov

Educational Attainment

Reports documenting educational attainment are produced by the Census Bureau using the March CPS supplement (ASEC). Currently, the ASEC supplement consists of approximately 70,000 interviewed households. Both recent and earlier editions of Educational Attainment in the United States may be downloaded at https://www.census.gov/topics/education/educational-attainment/data/tables.All.html.

In addition to the general constraints of CPS, some data indicate that the respondents have a tendency to overestimate the educational level of members of their household. Some inaccuracy is due to a lack of the respondent's knowledge of the exact educational attainment of each household member and the hesitancy to acknowledge anything less than a high school education.

Further information on educational attainment data from CPS may be obtained from

Associate Directorate for Demographic Programs—Survey Operations
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
dsd.cps@census.gov
https://www.census.gov/programs-surveys/cps.html

School Enrollment

Each October, the CPS includes supplemental questions on the enrollment status of the population age 3 years and over. Currently, the October supplement consists of approximately 54,000 interviewed households, the same households interviewed in the basic CPS. The main sources of nonsampling variability in the responses to the supplement are those inherent in the survey instrument. The question of current enrollment may

not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class organized to provide educational experiences for children) where respondents' interpretations of "educational experiences" vary.

For the October 2017 basic CPS, the household-level nonresponse rate was 13.8 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 9.9 percent. Since the basic CPS nonresponse rate is a household-level rate and the school enrollment supplement nonresponse rate is a person-level rate, these rates cannot be combined to derive an overall nonresponse rate. Nonresponding households may have fewer persons than interviewed ones, so combining these rates may lead to an overestimate of the true overall nonresponse rate for persons for the school enrollment supplement.

Although the principal focus of the October supplement is school enrollment, in some years the supplement has included additional questions on other topics. In 2010 and 2012, for example, the October supplement included additional questions on computer and internet use.

Further information on CPS methodology may be obtained from https://www.census.gov/programs-surveys/cps.html.

Further information on the CPS School Enrollment Supplement may be obtained from

Associate Directorate for Demographic Programs—Survey Operations
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
dsd.cps@census.gov
https://www.census.gov/programs-surveys/cps.html

American Community Survey

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Forms of the Decennial Census up to and including the 2000 long form. Aggregated over time, these data serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2011, the survey has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. In 2006, the ACS began collecting data from the population living in group quarters. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. The ACS produces 1-year estimates for jurisdictions with populations of 65,000 and over and 5-year estimates for jurisdictions with smaller populations. The 1-year estimates for 2017 used data collected between January 1, 2017, and December 31, 2017, and the 5-year estimates for 2013–2017 used data collected between January 1, 2013, and December 31, 2017. The ACS produced 3-year estimates (for jurisdictions with populations of 20,000 or over) for the periods 2005–2007, 2006–2008, 2007–2009, 2008–2010, 2009–2011, 2010–2012, and 2011–2013. Three-year estimates for these periods will continue to be available to data users, but no further 3-year estimates will be produced.

Further information about the ACS is available at https://www.census.gov/programs-surveys/acs/.

APPENDIX B—TECHNICAL NOTES

Defining and Calculating Averaged Freshman Graduation Rates Using the CCD

National Center for Education Statistics (NCES) uses data from the Common Core of Data (CCD) to calculate averaged freshman graduation rates (AFGRs). The AFGR also uses CCD enrollment data collected through ED*Fact*s 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.

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 enrollments in 8th grade in year one, 9th grade in year two, and 10th grade in year three, 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 2012–13:[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 enrollments were 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 analyses 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.

Defining and Calculating Adjusted Cohort Graduation Rates

ED*Facts* 4-year ACGR data are collected in data group 695 within file 150 and in data group 696 within file 151. 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.

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 2016–17 class is formulated as follows:

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of SY 2016–17}}{\text{Number of first-time 9th-graders in fall 2013 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2013–14, 2014–15, 2015–16, and 2016–17}}$$

State education agencies (SEAs) report ACGR data for each school and local education agency (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 cohort 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 meets the regulatory definition of a regular high school diploma.[2]

Defining and Calculating Dropout and Completion Rates Using the CPS

The Current Population Survey (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 American Community Survey (ACS)-Based Estimates" on the following pages.

[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."

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 can currently 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 is the number of persons ages 15–24[3] surveyed in October of the current year who were enrolled in school[4] in October of the previous year, who were not enrolled in high school or postsecondary education in October of the current year, and who did not complete high school (i.e., had not received a high school diploma or an alternative credential such as a GED) between October of the previous year and October of the current year.

The denominator of the event dropout rate is the sum of the dropouts (i.e., the numerator) and all persons ages 15–24 who were enrolled in school in October of the previous year[4] and were either still enrolled in high school or postsecondary education in October of the current year or graduated or completed high school between October of the previous year and October of the current year.[5]

The dropout interval is defined to include the summer prior to the October CPS survey and the previous 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.

[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 lags 1 year, meaning that some 15-year-olds have turned age 16 by the time of the interview.
[4] Due to data limitations, grade 9 event dropouts could not be reliably calculated, so the calculation of the event dropout rate is restricted to grades 10–12. The current calculation potentially includes persons who were enrolled in grade 9 in October of the previous year and dropped out after completing grade 9.
[5] Due to data limitations, this excludes persons who were enrolled in grade 10 in October of the previous year and who were still enrolled in grade 10 in October of the current year, as well as persons who graduated or completed high school between October and December of the previous year.

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 the current year is the number of individuals ages 16–24[6] who, as of October of the current year, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October of the current year.

Status Completion Rates

The numerator of the high school status completion rate is the number of 18- to 24-year-olds[7] 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. Editions of this series of high school completion and dropout reports that were released prior to 2000 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 the changes that were introduced in the CPS in 2000, data on the method of completion for 2000 and later years were not comparable with data on the method of completion for years prior to 2000; in addition, pre-2000 CPS estimates and 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.

Additional Considerations Regarding CPS Data

Over the last several decades, CPS data collection procedures, items, and data preparation processes have changed. Some of these changes were introduced to ensure that CPS estimates were comparable to those from decennial Census collections, some were

[6] 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.
[7] 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.

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 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 dataset 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 in terms of 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. To the extent 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 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 Data Considerations

Estimates from the ACS in this report 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:

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

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 estimate 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.[8] 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

[8] Data from the CCD are from universe data collections and therefore do not require statistical testing such as that used for estimates from the CPS sample survey data.

error,[9] 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 the current year (= 0 for years from 1 to 40 years before the current year, = 1 for years after the current year) used as independent 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.[10] 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.

[9] 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."

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

APPENDIX C—GLOSSARY

For definitions of dropout and completion rate estimates, please see the discussions above 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)

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.

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 other asks about the person's race. Those who reported 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)

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.

Race/ethnicity. This variable is constructed from two variables in the CPS. One asks about the person's ethnic background, and the other asks about the person's race. Those who reported 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 that they were of Two or more races. Those who indicated that they were of 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 above), 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. Refers to an individual who was not born in the United States and whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

Students with disabilities. Those children evaluated as having autism; deaf-blindness; developmental delay; emotional disturbance; hearing impairment; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; and/or visual impairment; and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act according to an Individualized Education Program, Individualized Family Service Plan, or a services plan. There are local variations in the determination of disability conditions, and not all states use all reporting categories.

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