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Trends in High School Dropout and Completion Rates in the United States: 2018

Compendium Report

NCES 2019-117

U.S. DEPARTMENT OF EDUCATION

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DECEMBER 2018

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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 report also provides information about individuals who completed an alternative high school credential.

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

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

- Between October 2015 and October 2016, approximately 532,000 15- to 24-year-olds left school without obtaining a high school credential. These event dropouts accounted for 4.8 percent of the 11.2 million 15- to 24-year-olds enrolled in grades 10 through 12 in 2016 (figure 1.1 and table 1.1).

- In 2016, the event dropout rate for 15- to 24-year-olds from families in the lowest income quarter[1] (7.2 percent) was higher than the rates for those from families in the middle high income quarter (3.6 percent) and the highest income quarter (3.9 percent; figure 1.1 and table 1.1).

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

- The status dropout rate, as measured using the Current Population Survey, is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential. Over the past 40 years, status dropout rates have trended downward, declining from 14.1 percent in 1976 to 6.1 percent in 2016 (figure 2.2 and table 2.2).

- The status dropout rate for White 16- to 24-year-olds was consistently lower than the rate for their Black peers between 1976 and 2015 (figure 2.2 and table 2.2). The White-Black gap in status dropout rates was 8.5 percentage points in 1976 and 1.9 percentage points in 2015. However, in 2016, for the first time during the 40-year period examined in this report, there was no measurable gap between White and Black status dropout rates.

- In 2016, Hispanics born in the United States had a lower status dropout rate than Hispanics born outside the United States. Some 15.9 percent of Hispanic 16- to 24-year-olds born outside the United States were status dropouts, compared with 6.4 percent of "first-generation" Hispanics and 6.6 percent of Hispanics who were "second generation or higher" (figure 2.3 and table 2.1).[2]

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

- As measured using data from the 2016 American Community Survey, the status dropout rate for all 16- to 24-year-olds was 5.8 percent (figure 3.1 and table 3.1).[3]

- The ACS status dropout rate in 2016 was higher for 16- to 24-year-olds who were American Indian/Alaska Native (11.0 percent), Hispanic (9.1 percent), Black (7.0 percent), and Pacific Islander (6.9 percent) than for those who were of Two or more races (4.8 percent), White (4.5 percent), and Asian (2.0 percent; figure 3.1 and table 3.1).

- ACS status dropout rates varied across Hispanic subpopulations. In 2016, status dropout rates for Guatemalan (22.9 percent), Honduran (16.7 percent), and Salvadoran individuals (13.3 percent) were higher than the total Hispanic status dropout rate (9.1 percent). In contrast, status dropout rates for Spaniard (6.5 percent), Ecuadorian (6.1 percent), Cuban (5.4 percent), Venezuelan (3.3 percent), Colombian (2.9 percent), and Peruvian individuals (2.4 percent) were lower than the total Hispanic status dropout rate (figure 3.3 and table 3.1).

- In 2016, the ACS status dropout rates also varied across Asian subpopulations. The status dropout rate for Burmese individuals (29.7 percent) was

[1] For the family income categories, lowest quarter refers to family incomes at or below the 25th percentile of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to family incomes above the 75th percentile.

[2] 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 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).

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

higher than the total Asian rate (2.0 percent). Status dropout rates for individuals of Korean (0.7 percent) and Chinese (0.8 percent) descent were lower than the total Asian rate (figure 3.4 and table 3.1).

- In 2016, the ACS status dropout rate for female 16- to 24-year-olds (4.7 percent) was lower than the rate for their male peers (6.8 percent; figure 3.5 and table 3.1).

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

- The status completion rate is the percentage of 18- to 24-year-olds who have left high school and who hold a high school credential.[4] Of the 28.0 million 18- to 24-year-olds who were not enrolled in high school in October 2016, approximately 26.1 million (92.9 percent) held a high school diploma or an alternative credential (figure 4.1 and table 4.1). From 1976 to 2016, the status completion rate increased from 83.5 percent to 92.9 percent (figure 4.2 and table 4.2). Among Hispanic young adults, the 2016 status completion rate for those who were foreign born was 79.8 percent, which was lower than the rates for those who were first generation (92.0 percent) and those who were second generation or higher (92.2 percent; figure 4.3 and table 4.1).

- In 2016, the status completion rate for 18- to 24-year-olds with disabilities was lower than that of their peers without disabilities (83.8 vs. 93.3 percent; figure 4.1 and table 4.1).

Indicator 5: Adjusted Cohort Graduation Rate (ACGR)

- The adjusted cohort graduation rate provides information about the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th grade for the first time) with a regular diploma.[5] Over the first 6 years the ACGR was collected (2010–11 through 2015–16), the rate increased from 79 percent to 84 percent (table 5.1).

- In 2015–16, the state-level ACGRs ranged from 69 percent in the District of Columbia to 91 percent in Iowa.[6] More than two-thirds of states (36) reported graduation rates that were greater than or equal to 80 percent, but less than 90 percent.[7]

- In 2015–16, the ACGRs for American Indian/Alaska Native (72 percent), Black (76 percent), and Hispanic (79 percent) public high school students were below the national average of 84 percent. The ACGRs for White (88 percent) and Asian/Pacific Islander[8] (91 percent) students were above the national average (figure 5.2 and table 5.1).

Indicator 6: 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 6.1 and table 6.1).[9]

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

Indicator 7: Alternative High School Credentials

- In 2013, the GED was offered in the 50 states, the District of Columbia, and some U.S. territories and freely associated states. Of the individuals who completed the entire battery of tests, 541,000 (76 percent) passed the entire battery (figure 7.1).

- In 2015, the High School Equivalency Test (HiSET) exam was offered in 16 states. Of the individuals who completed the entire battery of tests, 27,000 (58 percent) passed the entire battery (figure 7.2 and table 7.1).

- In 2015, the Test Assessing Secondary Completion (TASC) was offered in five states. Of the individuals who completed the entire battery of tests, 26,000 (60 percent) passed the entire battery (figure 7.3; table 7.1).

[4] A high school diploma or an alternative credential, such as a GED.
[5] Those students who were awarded an alternate credential, such as a GED, are not included as graduates in the ACGR calculations.
[6] Alabama's data, including data by racial/ethnic groups, are not included in this indicator. The Alabama State Department of Education indicated that their ACGR data were 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.
[7] Based on unrounded graduation rates.
[8] Reporting practices for data on Asian and Pacific Islander students varied by state. Asian/Pacific Islander data in this indicator represent either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of separate values reported by the state for "Asian" and "Pacific Islander." "Pacific Islander" includes the "Filipino" group, which only California and Utah report separately.
[9] 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 2016 Current Population Survey, 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 ($25,400) were lower than those of workers whose highest education level was high school completion ($31,800), an associate's degree ($38,000), or a bachelor's or higher degree ($54,800). 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 (9 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.[3] Relative to individuals who complete high school, the average high school dropout costs the economy approximately $266,000 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. The report also provides information about the number and percentage of individuals who obtained an alternative high school credential (i.e., General Educational Development [GED] exam, the High School Equivalency Test [HiSET], and the Test Assessing Secondary Completion [TASC]).

Rates Featured in This Report

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

- The **status dropout rate (Indicators 2 and 3)** reports the percentage of individuals in a given age range who are not in school (public or private) and have not earned a high school diploma or an alternative credential. This report presents status dropout rates calculated using both CPS data (Indicator 2) and data from the American Community Survey (ACS) (Indicator 3). Over 40 years of data are available for the CPS. The ACS, on the other hand, is available only for more recent years, 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 4)** measures the percentage of individuals in a given age range who are not currently enrolled in high school and who have earned a high school diploma or an alternative credential, regardless of when or where

[1] See *Digest of Education Statistics 2017*, table 502.30.
[2] See *Digest of Education Statistics 2017*, table 501.80.
[3] See discussion in Indicator 3 for more details.
[4] Levin and Belfield estimate costs at $209,000 as of 2004. The estimate here is adjusted for inflation between March 2004 and March 2016 using March 2004 and March 2016 consumer price index adjustments.

[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.

the credential was earned.[6] The rate is calculated using CPS data. It focuses on an overall age group, as opposed to individuals in the U.S. education system; thus, it can be used to study general population issues.[7]

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

- The **averaged freshman graduation rate (AFGR) (Indicator 6)** provides an estimate of the cohort graduation rate for public high school students. The AFGR uses aggregated counts of students by grade and the overall diploma count, as opposed to individual student-level data, to estimate an on-time graduation rate. NCES calculates the AFGR using enrollment and diploma counts submitted by state education agencies through the Common Core of Data (CCD) collection. While the AFGR is not as accurate as the ACGR, it can be estimated annually as far back as the 1960s.[8]

- Data on **alternative high school credentials (Indicator 7)** describe the number of individuals who attempted, completed, and passed an alternative high school credential assessment. Data cover three assessments (the GED, the HiSET, and the TASC) that provide individuals who did not complete a regular high school program of study the opportunity to obtain an alternative high school credential.

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

Data Sources

As noted above, the data presented in this report are drawn from the annual October CPS, ACS, ED*Facts*, and Common Core of Data (CCD) collections, as well as General Educational Development Testing Service (GEDTS), Educational Testing Service (ETS), and Data Recognition Corporation (DRC) statistical reports. CPS data are collected through household interviews and are representative of the civilian, noninstitutionalized population in the United States, including students attending public and private schools. The ACS collects data on the U.S. resident population through interviews with households and persons in group quarters facilities. The individuals in group quarters facilities surveyed in the ACS include incarcerated persons, institutionalized persons, and the active duty military who are residing in the United States. The CCD and ED*Facts* data collections are administrative datasets that contain aggregated data for all U.S. public schools, local education agencies (LEAs), and SEAs. The GEDTS, ETS, and DRC data are from administrative records kept by the testing services and contain information about all GED, HiSET, and TASC test takers (data presented in this report are restricted to individuals in the 50 states and the District of Columbia).[9] The GEDTS, HiSET, and TASC administrative data used in this report come from annual statistical reports produced by each testing organization.

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

[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."

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

In addition, the ACS data include individuals living in a wider range of living quarters than the CPS data. Data from the CCD are appropriate for studying public school students in a given year, but do not provide 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. The GED, HiSET, and TASC data provide separate data on alternative high school credential recipients. These three assessments are the primary options available to individuals for completing high school outside of a regular high school curriculum.

Table A summarizes the different rates reported in this compendium.

[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)	4.8 percent (2016)	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)
CPS Status dropout rate (Indicator 2)	6.1 percent (2016)	Civilian noninstitutionalized 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	Current Population Survey (CPS)
ACS Status dropout rate (Indicator 3)	5.8 percent (2016)	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)
Status completion rate (Indicator 4)	92.9 percent (2016)	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 5)	84 percent (2015–16)	Public school students in grades 9–12	Percentage of public high school students who graduate with a regular diploma within 4 years of starting 9th grade	ED*Facts* Submission System
Averaged freshman graduation rate (Indicator 6)	82 percent (2012–13)	Public school students in grades 9–12	Estimated percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade	Common Core of Data (CCD)
Pass rate for General Education Development Test (GED; indicator 7)	75.7 percent (2013)	Individuals ages 16 or older	Among individuals ages 16 or older who completed the entire battery of tests, the percentage who passed the entire battery	GED Testing Service (GEDTS)
Pass rate for High School Equivalency Test (HiSET; indicator 7)	57.7 percent (2015)	Individuals ages 16 or older	Among individuals ages 16 or older who completed the entire battery of tests, the percentage who passed the entire battery	Educational Testing Service (ETS)
Pass rate for Test Assessing Secondary Completion (TASC; indicator 7)	59.8 percent (2015)	Individuals ages 16 or older	Among individuals ages 16 or older who completed the entire battery of tests, the percentage who passed the entire battery	Data Recognition Corporation (DRC)

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 1976 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.

INDICATORS

Indicator 1:

EVENT DROPOUT RATE

4.8% (2016)

Source: Current Population Survey

The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who leave high school between the beginning of one school year and the beginning of the next without earning a high school diploma or an alternative credential such as a GED. The event dropout rate provides information about the rate at which U.S. high school students are leaving school without receiving a high school credential. The measure can be used to study student experiences in the U.S. secondary school system in a given year. The status dropout rates presented in Indicators 2 and 3, on the other hand, focus on the educational attainment of the overall 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 2015 and October 2016, the number of 15- to 24-year-olds who left school without obtaining a high school credential was approximately 532,000. These event dropouts accounted for 4.8 percent of the 11.2 million 15- to 24-year-olds enrolled in grades 10 through 12 in 2016 (figure 1.1 and table 1.1). Over the preceding 40 years, the event dropout rate trended downward overall, from 5.9 percent in 1976,[1] although fluctuations in the rate have occurred. For example, during the most recent ten year period, the event dropout rate increased from 3.8 percent in 2006 to 4.8 percent in 2016 (figure 1.2 and table 1.2).

Event Dropout Rate

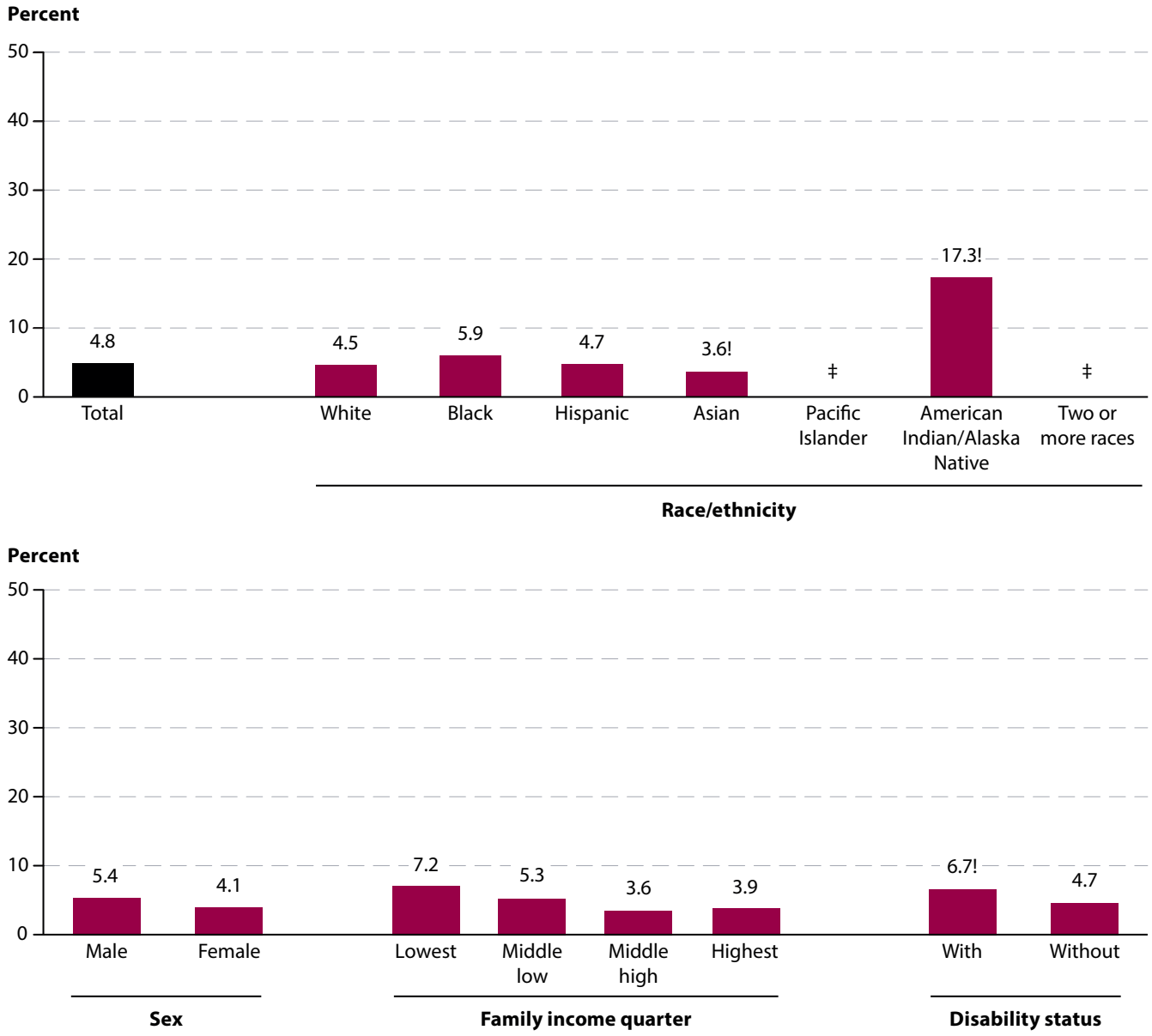
Definition: The percentage of 15- to 24-year-olds in grades 10 through 12 who left high school between the beginning of one school year and the beginning of the next (e.g., October 2015 to October 2016) without earning a high school diploma or an alternative credential, such as a GED.

Population: Civilian, noninstitutionalized youth ages 15 to 24 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 through 24 years old (event dropout rate), by selected characteristics: October 2016

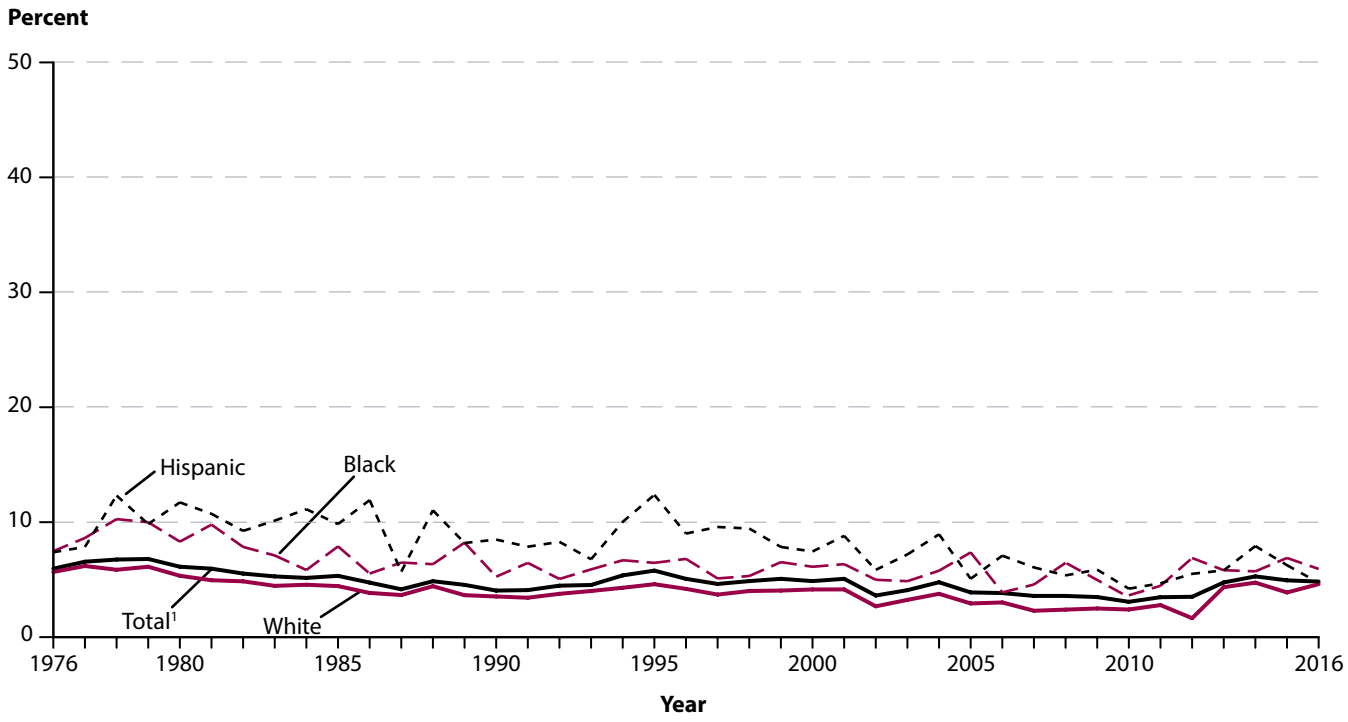


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: The event dropout rate is the percentage of youth ages 15 to 24 who dropped out of grades 10–12 between one October and the next (e.g., October 2015 to October 2016). 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. For the family income categories, lowest quarter refers to family incomes at or below the 25 percentile of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to family incomes above the 75th percentile. 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. 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 2016. See table 1.1.

Event dropout rates by race/ethnicity

In 2016, there was no measurable difference between the event dropout rates for Black (5.9 percent), Hispanic (4.7 percent), White (4.5 percent), and Asian (3.6 percent) 15- to 24-year-olds (figure 1.1 and table 1.1). The 2016 event dropout rate for American Indian/Alaska Native individuals (17.3 percent) was higher than the rates for their White, Hispanic, and Asian peers, but it was not measurably different from the rate for their Black peers (5.9 percent).[2]

Figure 1.2. Percentage of grade 10–12 dropouts among persons 15 through 24 years old (event dropout rate), by race/ethnicity: October 1976 through 2016



[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 2015 to October 2016). 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, 1976 through 2016. See table 1.2.

The event dropout rates for White, Black, and Hispanic 15- to 24-year-olds in 2016 were not measurably different from their corresponding rates in 1976 (figure 1.2 and table 1.2). In addition, the event dropout rates for Black and Hispanic 15- to 24-year-olds in 2016 were not measurably different from their corresponding rates in 2006; however, the White event dropout rate was higher in 2016 (4.5 percent) than in 2006 (2.9 percent).

Event dropout rates by sex

The 2016 event dropout rates for 15- to 24-year-old males and females were 5.4 percent and 4.1 percent, respectively; however, the apparent difference between the rates was not statistically significant (figure 1.1 and table 1.2). Over the past 40 years, there generally have been no measurable differences between the event dropout rates for male and female 15- to 24-year-olds (table 1.2). Exceptions to this pattern occurred in the years 1976, 1978, 2000, and 2001; in each of these years, the event dropout rate for males was measurably higher than the rate for females.

Event dropout rates by family income

In 2016, the event dropout rate for 15- to 24-year-olds from families in the lowest income quarter (7.2 percent) was not measurably different from the rate for those from families in the middle low income quarter (5.3 percent), but was higher than the rates for those from families in the middle high income quarter (3.6 percent) and the highest income quarter (3.9 percent; figure 1.1 and table 1.1).[3] There were no measurable differences among the event dropout rates for 15- to 24-year-olds from families in the middle low, middle high, and highest income quarters.

Event dropout rates by disability status

The 2016 event dropout rate for 15- to 24-year-olds with disabilities (6.7 percent) was not measurably different from the rate for their peers without disabilities (4.7 percent; figure 1.1 and table 1.1).

Event dropout rates by age

The event dropout rates by age group—5.3 percent for 15- to 16-year-olds, 3.8 percent for 17-year-olds, 5.2 percent for 18-year-olds, 4.5 percent for 19-year-olds, and 7.4 percent for 20- through 24-year-olds—were not measurably different from each other in 2016 (table 1.1).

Event dropout rates by region

In 2016, event dropout rates in the United States were not measurably different among the four geographic regions defined by the U.S. Census Bureau. Event dropout rates were 5.2 percent in the South, 4.8 percent in the West, 4.4 percent in the Midwest, and 4.2 percent in the Northeast (table 1.1).

Endnotes

[1] Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years.
[2] Reliable estimates were not available for Pacific Islander individuals or individuals of Two or more races.
[3] For the family income categories, lowest quarter refers to family incomes at or below the 25th percentile of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to family incomes above the 75th percentile.

Indicator 2:

CPS STATUS DROPOUT RATE

6.1% (2016)

Source: 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 credential as a percentage of the total number of civilian, noninstitutionalized 16- to 24-year-olds. This indicator presents status dropout rates based on data from the Current Population Survey (CPS). The status dropout rates discussed here differ from the status dropout rates discussed in indicator 3, which are based on data from the American Community Survey (ACS). CPS data have been collected annually for decades, allowing for the analysis of long-term trends for the civilian, noninstitutionalized population. ACS data are available only for more recent years, although they cover a broader population.

The status dropout rate is different from the event dropout rate (see Indicator 1); the status dropout rate includes all dropouts in a particular age range, regardless of when or where they last attended school, including individuals who may have never attended school in the United States,[1] 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.

Total status dropout rates

In October 2016, approximately 2.3 million 16- to 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential. These high school dropouts accounted for 6.1 percent of the 38.4 million noninstitutionalized, civilian 16- to 24-year-olds living in the United States (figure 2.1 and table 2.1). Over the past 40 years, status dropout rates have trended downward, declining from 14.1 percent in 1976[2] to 6.1 percent in 2016 (figure 2.2 and table 2.2). During the most recent ten year period, the status dropout rate decreased from 9.3 in 2006 to 6.1 percent in 2016.

Status Dropout Rate

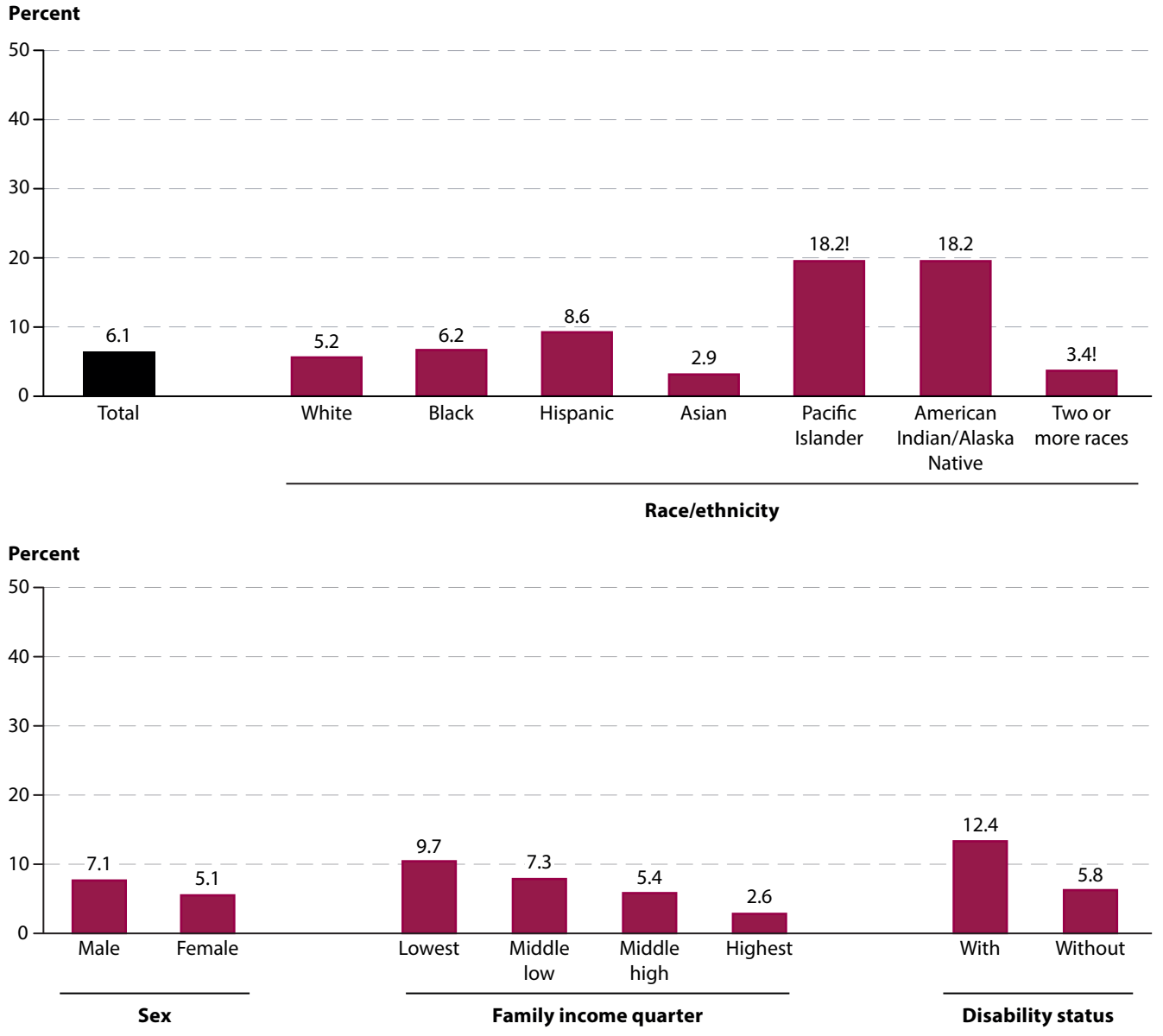
Definition: The percentage of all 16- to 24-year-olds who are not enrolled in school and do not have a high school diploma or an alternative credential, such as a GED.

Population: 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: Current Population Survey (CPS)

Figure 2.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: October 2016

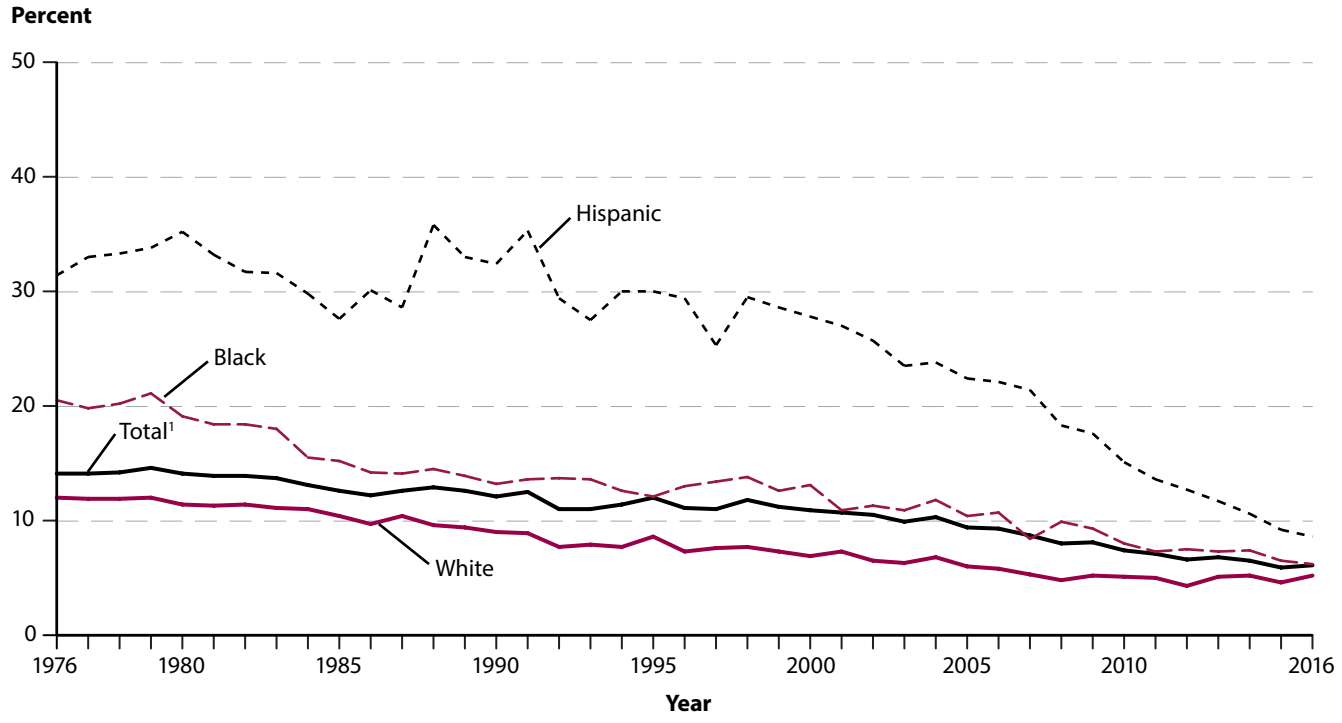


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who received an alternative credential such as a GED are counted as high school completers. Race categories exclude persons of Hispanic ethnicity. For family income categories, lowest quarter refers to family incomes at or below the 25th percentile of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to family incomes above the 75th percentile. 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 2016. See tables 2.1 and 2.3.

Status dropout rates by race/ethnicity

In 2016, the status dropout rate for Asian 16- to 24-year-olds (2.9 percent) was lower than the rate for their American Indian/Alaska Native (18.2 percent), Pacific Islander (18.2 percent), Hispanic (8.6 percent), Black (6.2 percent), and White (5.2 percent) peers (figure 2.1 and table 2.1). There was no measurable difference between the status dropout rates for White and Black 16- to 24-year-olds, which were both lower than the Hispanic and American Indian/Alaska Native rates. In addition, the status dropout rate for Hispanic individuals was lower than the rate for American Indian/Alaska Native individuals.

Figure 2.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity: October 1976 through 2016



[1] Includes other racial/ethnic groups 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, 1976 through 2016. See table 2.2.

Between 1976 and 2016, status dropout rates decreased for White, Black, and Hispanic 16- to 24-year-olds (figure 2.2 and table 2.2). During this time period, the White status dropout rate decreased from 12.0 percent to 5.2 percent, the Black status dropout rate decreased from 20.5 percent to 6.2 percent, and the Hispanic status dropout rate decreased from 31.4 percent to 8.6 percent. Between 2006 and 2016, status dropout rates decreased for Black and Hispanic 16- to 24-year-olds (from 10.7 percent to 6.2 percent and from 22.1 percent to 8.6 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 1976 and 2015 (figure 2.2 and table 2.2). The White-Black gap in status dropout rates was 8.5 percentage points in 1976 and 1.9 percentage points in 2015. However, in 2016, for the first time during the 40-year period examined in this report, there was no measurable gap between White and Black status dropout rates. The White status dropout rate was consistently lower than the Hispanic rate between 1976 and 2016, but the gap decreased from 19.4 percentage points in 1976 to 3.4 percentage points in 2016.

Status dropout rates by sex

In 2016, the status dropout rate was higher for male 16- to 24-year-olds (7.1 percent) than for female 16- to 24-year-olds (5.1 percent; figure 2.1 and table 2.1). The downward trend in the overall status dropout rate from 1976 to 2016 was also observed for both male (from 14.1 to 7.1 percent) and female 16- to 24-year olds (from 14.2 to 5.1 percent; table 2.2).

Status dropout rates by race/ethnicity and sex

In 2016, the overall pattern of a higher status dropout rate for males than for females was also observed for White (5.8 vs. 4.6 percent), Black (8.2 vs. 4.3 percent), and Hispanic (10.1 vs. 7.0 percent) 16- to 24-year-olds (table 2.1). No measurable differences between male and female status dropout rates were observed for 16- to 24-year-olds who were Asian, American Indian/Alaska Native, or of Two or more races.[3]

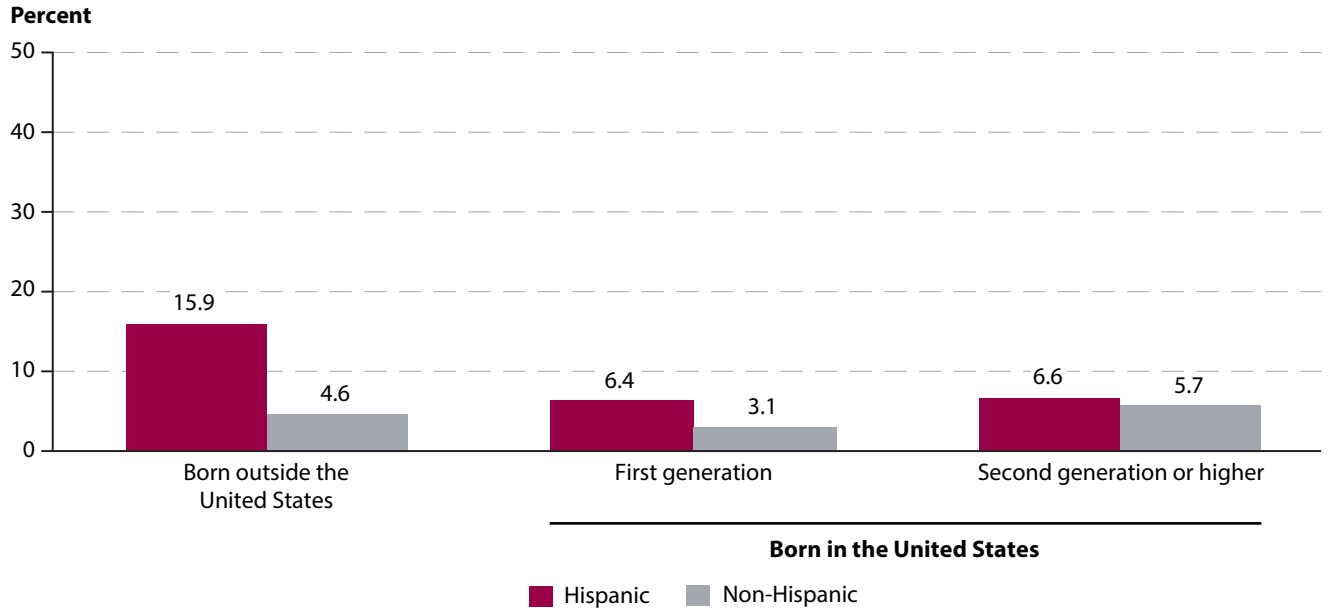
Status dropout rates by family income quarter

In 2016, the status dropout rate was highest for 16- to 24-year-olds in the lowest family income quarter (9.7 percent), followed by those in the middle low quarter (7.3 percent), those in the middle high quarter (5.4 percent), and those in the highest quarter (2.6 percent; figure 2.1 and table 2.3).[4] Between 1976 and 2016, the status dropout rate decreased for individuals from all family income quarters, and the gap between the highest and lowest quarters narrowed from 23.3 percentage points in 1976 to 7.0 percentage points in 2016.

Status dropout rates by disability status

The status dropout rate for 16- to 24-year-olds with disabilities in 2016 (12.4 percent) was higher than the rate for their peers without disabilities (5.8 percent; figure 2.1 and table 2.1).

Figure 2.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by recency of immigration and ethnicity: October 2016



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. 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. "First generation" individuals were born in the United States, but one or both of their parents were born outside the United States. "Second generation or higher" individuals 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 2016. See table 2.1.

Status dropout rates by recency of immigration

In 2016, Hispanics born in the United States had a lower status dropout rate than Hispanics born outside the United States. Some 15.9 percent of Hispanic 16- to 24-year-olds born outside the United States were status dropouts, compared with 6.4 percent of first-generation Hispanics and 6.6 percent of second-generation or higher Hispanics (figure 2.3 and table 2.1).[5] Among non-Hispanics, the status dropout rates for individuals who were second generation or higher (5.7 percent) was higher than the rate for individuals who were first generation (3.1 percent), but not measurably different from the rate for individuals who were born outside the United States (4.6 percent).

For 16- to 24-year-olds born outside of the United States, Hispanics had a higher status dropout rate (15.9 percent) than their non-Hispanic peers (4.6 percent). Also, first-generation Hispanics had a higher status dropout rate (6.4 percent) than first-generation non-Hispanics (3.1 percent). However, the status dropout rate for Hispanics who were second generation or higher (6.6 percent) was not measurably different from the rate for non-Hispanics who were second generation or higher (5.7 percent).

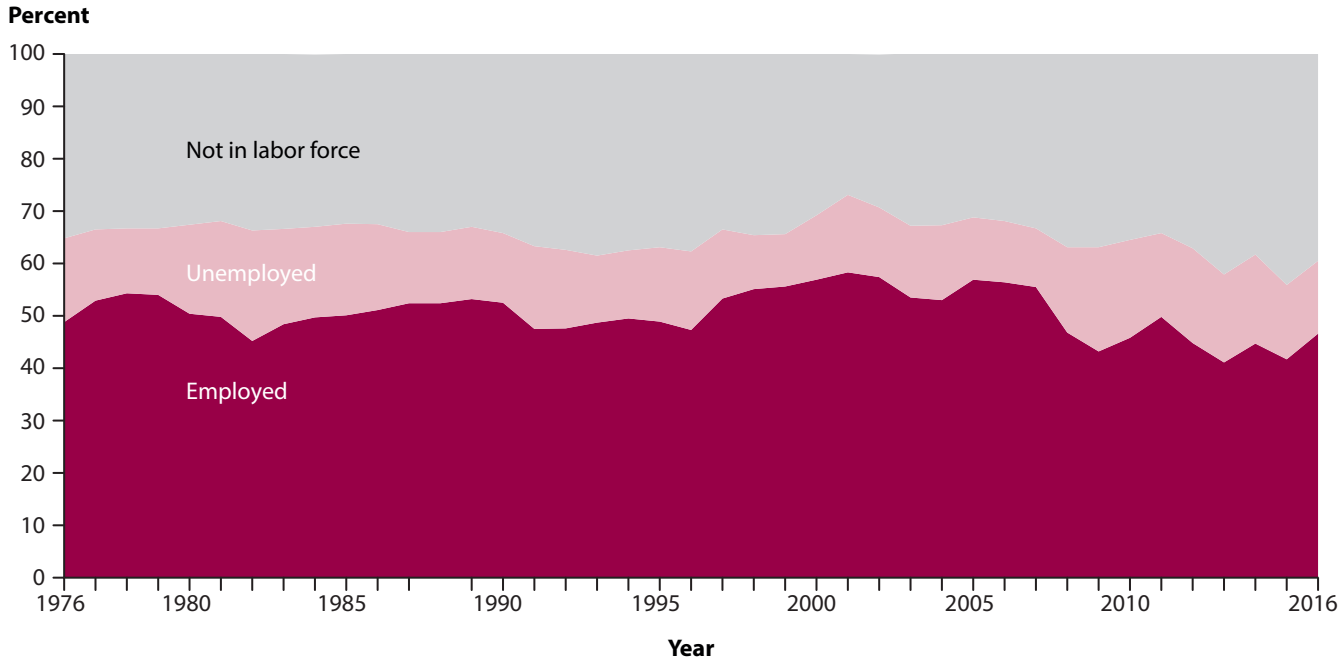
Status dropout rates by age

In 2016, the status dropout rate for 16-year-olds (4.9 percent) was lower than the rate for 20- to 24-year-olds (6.4 percent; table 2.1). However, no other measurable differences in status dropout rates were observed among individuals who were 16, 17, 18, 19, or 20 to 24 years old.

Status dropout rates by region

The status dropout rate for 16- to 24-year-olds in the Northeast (4.4 percent) was lower than the rate for their peers in the South (6.8 percent), Midwest (6.5 percent), and West in 2016 (5.8 percent; table 2.1).

Figure 2.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by labor force status: October 1976 through 2016

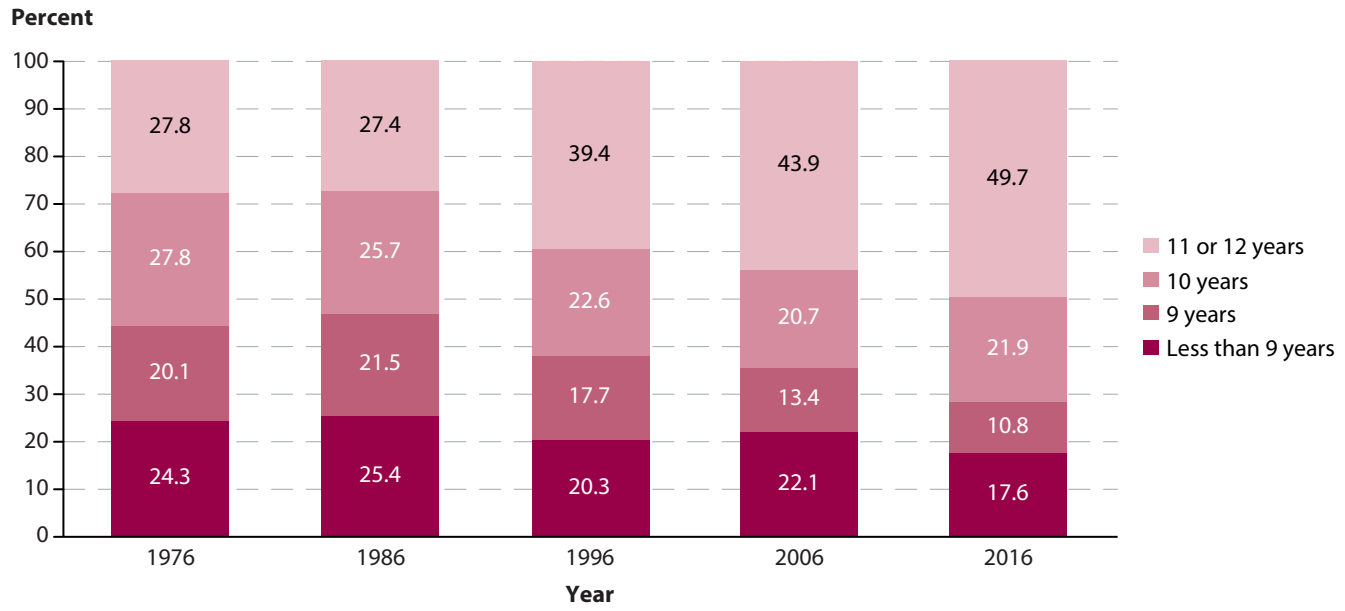


NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who received an alternative credential such as a GED are counted as high school completers. Data are based on sample surveys of 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. Data for 1988 is missing.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1976 through 2016. See table 2.3.

Distribution of status dropouts, by labor force status

Among 16- to 24-year-olds who were status dropouts in 2016, some 13.9 percent were unemployed, 39.6 percent were not in the labor force, and 46.6 percent were employed (figure 2.4 and table 2.3). These percentages are not comparable to unemployment rates produced by the Bureau of Labor Statistics, since those data exclude individuals who were not in the labor force. There was no measurable difference between the 1976 and 2016 percentages of status dropouts who were employed. Between 2006 and 2016, however, the percentage of status dropouts who were employed decreased from 56.4 percent to 46.6 percent.

Figure 2.5. Percentage distribution of high school dropouts among persons 16 through 24 years old (status dropout rate), by years of school completed: Selected years, October 1976 through 2016



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), October, 1976 through 2016. See table 2.3.

Distribution of status dropouts, by years of school completed

In 2016, some 17.6 percent of status dropouts had completed fewer than 9 years of school, 10.8 percent had completed 9 years, 21.9 percent had completed 10 years, and about half (49.7 percent) had completed 11 or 12 years (table 2.3). Between 1976 and 2016, the percentage of status dropouts who had completed fewer than 9 years of school decreased by approximately 7 percentage points, while the percentage of status dropouts who had completed 11 or 12 years increased by approximately 22 percentage points.

Endnotes

[1] While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is limited as an indicator of the performance of schools because it includes those who never attended school in the United States.
[2] Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years.
[3] Reliable estimates were not available for Pacific Islander individuals.
[4] For the family income categories, lowest quarter refers to family incomes at or below the 25th percentile of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to family incomes above the 75th percentile.
[5] 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 the United States); and (3) individuals who are second generation or higher (those who were born in the United States and whose parents were both born in the United States).

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Indicator 3:

ACS STATUS DROPOUT RATE

5.8% (2016)

Source: American Community Survey

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

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

Total status dropout rates

In 2016, the ACS status dropout rate for all 16- to 24-year-olds was 5.8 percent (figure 3.1 and table 3.1).

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 credential.

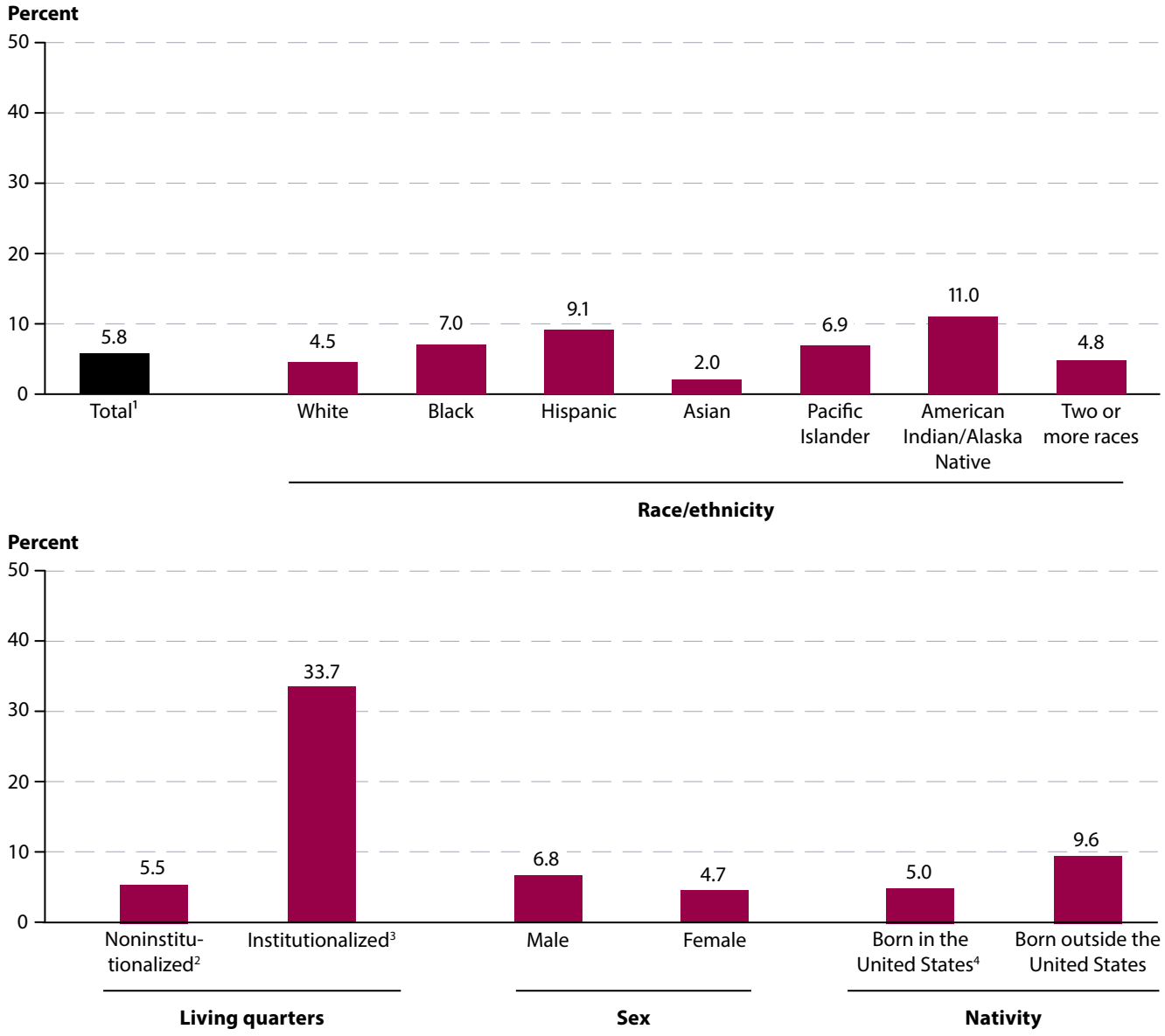
Population: Individuals ages 16 to 24 residing in the United States regardless of whether they attended public schools, private schools, or schools outside of the United States. Includes those in active duty military service and those living in institutionalized settings.

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

Data Source: American Community Survey (ACS)

The rate was 5.5 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 33.7 percent for the institutionalized population, which includes individuals in adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Figure 3.1. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected characteristics: 2016



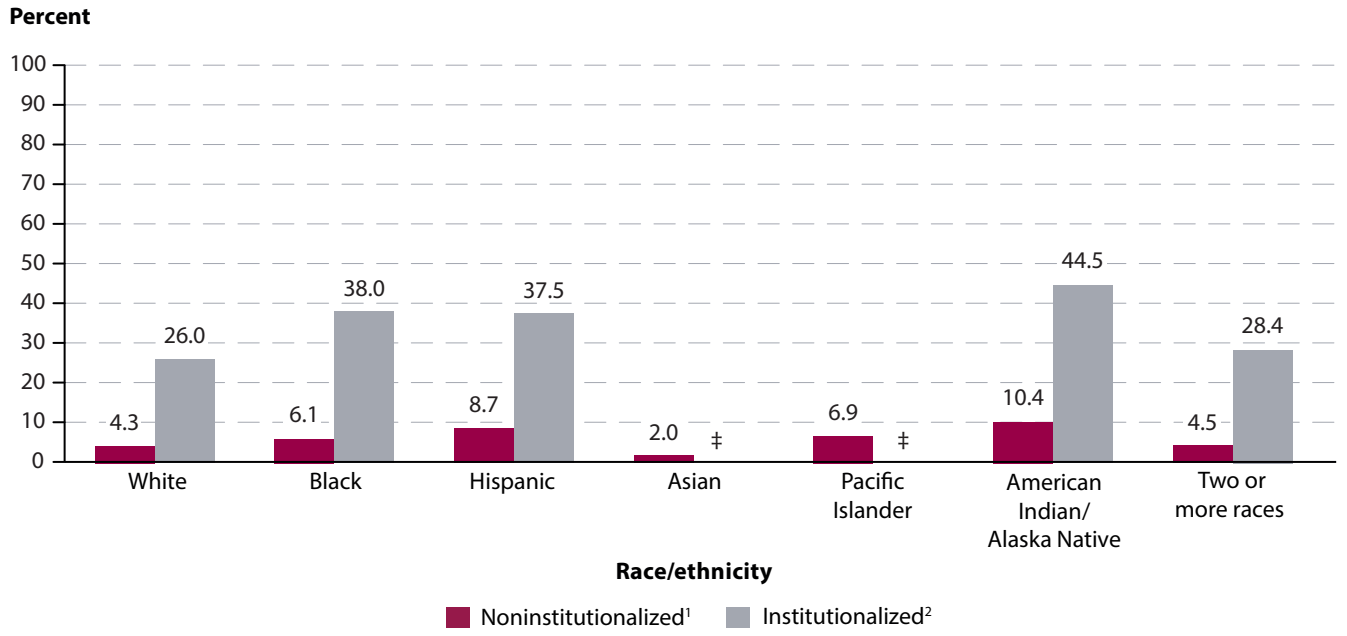
[1] Includes data from respondents who wrote in some other race that was not included as an option on the questionnaire.
[2] Persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military 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] 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.
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. 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), 2016. See table 3.1.

Status dropout rates by race/ethnicity

The ACS status dropout rate in 2016 was higher for 16- to 24-year-olds who were American Indian/Alaska Native (11.0 percent), Hispanic (9.1 percent), Black (7.0 percent), and Pacific Islander (6.9 percent) than for those who were of Two or more races (4.8 percent), White (4.5 percent), and Asian (2.0 percent; figure 3.1 and table 3.1). The ACS status dropout rates for those who were of Two or more races and for those who were White were also higher than the rate for Asian individuals.

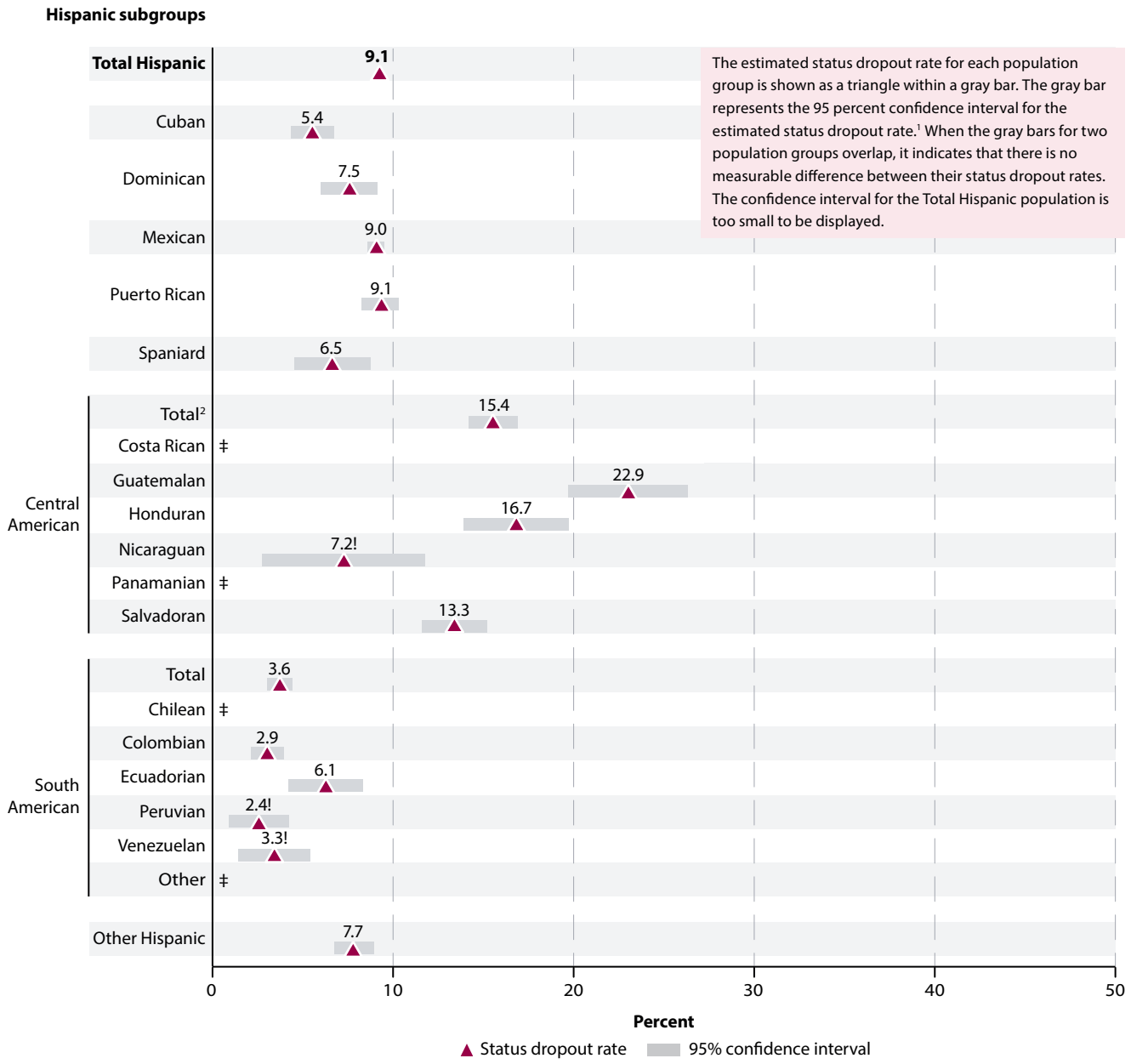
Similar to the overall population, status dropout rates within racial/ethnic groups were higher for 16- to 24-year-olds in institutionalized settings than in noninstitutionalized settings (figure 3.2 and table 3.1). The institutionalized population status dropout rate was higher than the noninstitutionalized population rate for individuals who were White (26.0 vs. 4.3 percent), Black (38.0 vs. 6.1 percent), Hispanic (37.5 vs. 8.7 percent), American Indian/Alaska Native (44.5 vs. 10.4 percent), and of Two or more races (28.4 vs. 4.5 percent).[2]

Figure 3.2. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and noninstitutionalized or institutionalized status: 2016



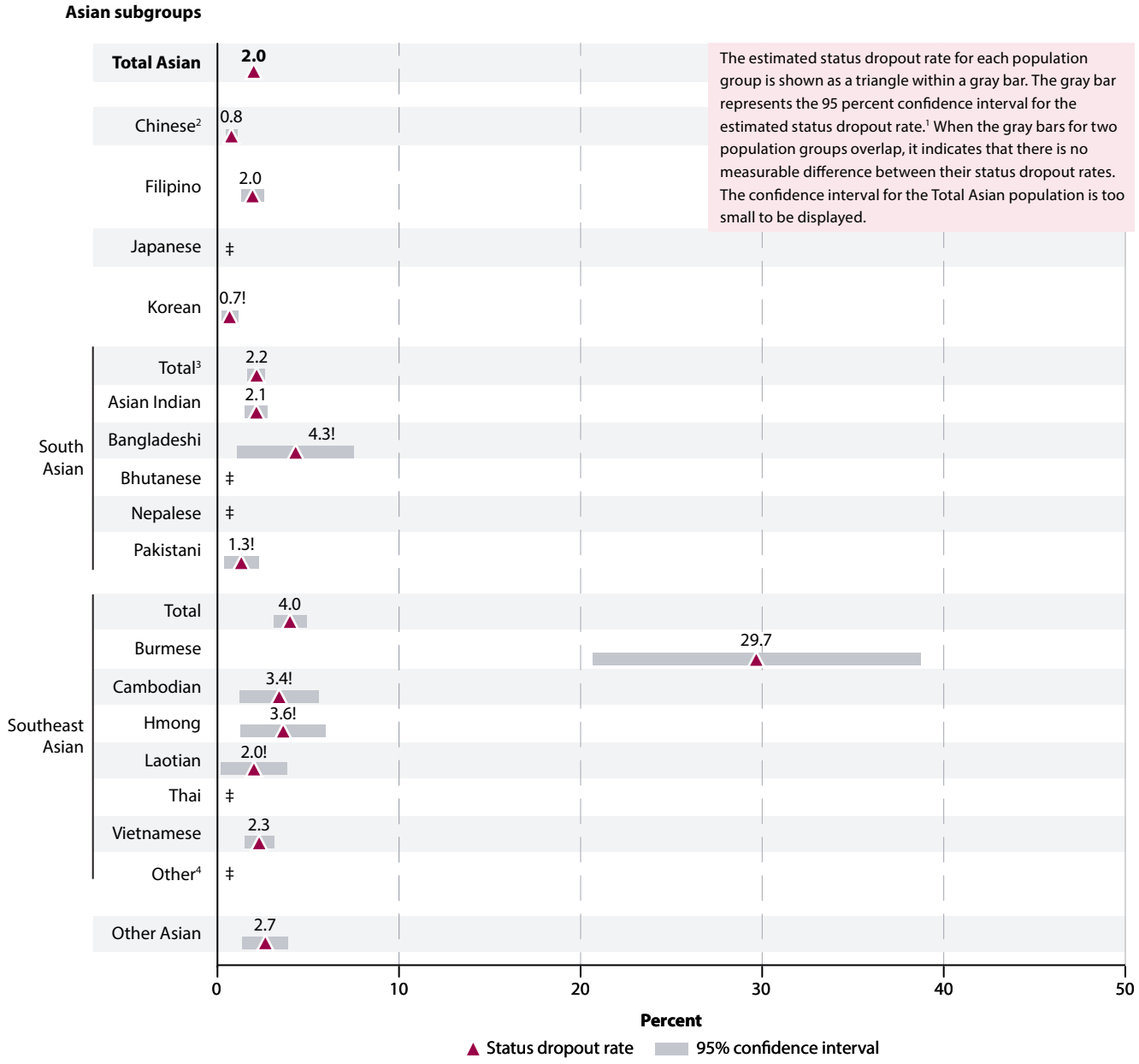
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.
[2] Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
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. 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), 2016. See table 3.1.

Figure 3.3. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Hispanic subgroups: 2016



! 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.
[2] Includes other Central American subgroups not shown separately.
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 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), 2016. See table 3.1.

Figure 3.4. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by selected Asian subgroups: 2016



! 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.
[2] Includes Taiwanese.
[3] In addition to the subgroups shown, also includes Sri Lankan.
[4] Consists of Indonesian and Malaysian.
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 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), 2016. See table 3.1.

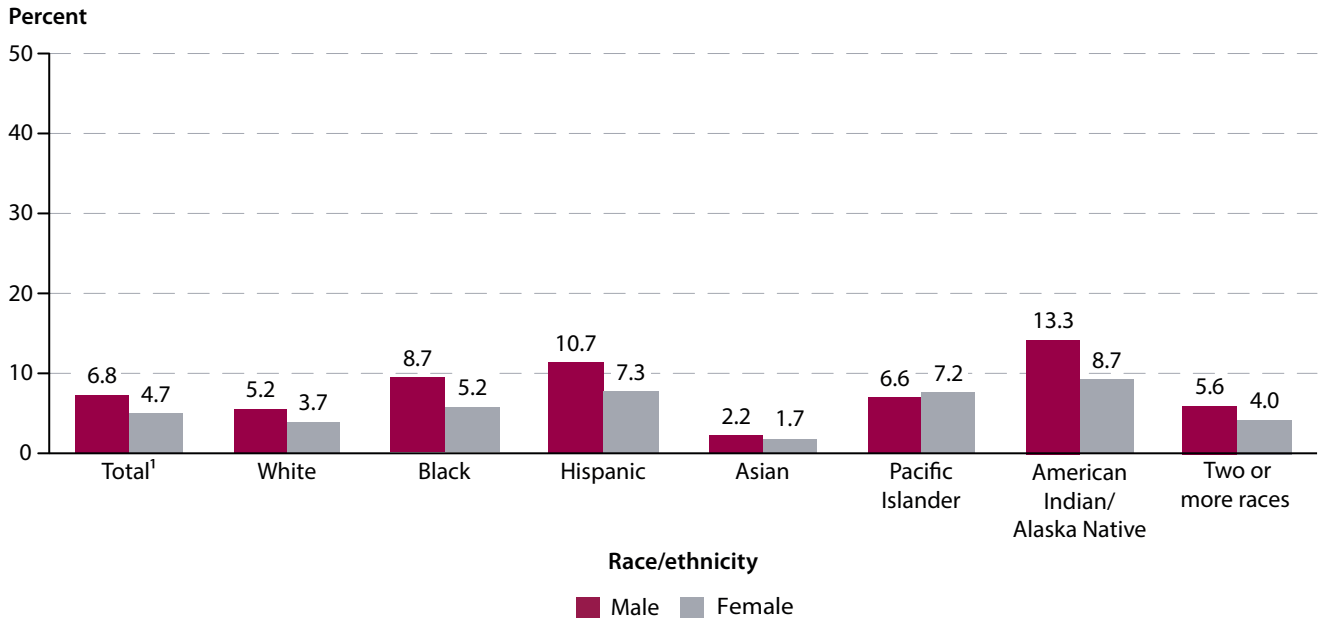
Status dropout rates by Hispanic and Asian subgroups

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

In 2016, the total status dropout rate for Hispanic 16- to 24-year-olds was 9.1 percent, while status dropout rates by Hispanic subgroup ranged from 2.4 to 22.9 percent (figure 3.3 and table 3.1). Status dropout rates for Guatemalan (22.9 percent), Honduran (16.7 percent), and Salvadoran individuals (13.3 percent) were higher than the total Hispanic status dropout rate. In contrast, status dropout rates for Spaniard (6.5 percent), Ecuadorian (6.1 percent), Cuban (5.4 percent), Venezuelan (3.3 percent), Colombian (2.9 percent), and Peruvian individuals (2.4 percent) were lower than the total Hispanic status dropout rate. The status dropout rates for Nicaraguan, Dominican, Mexican, and Puerto Rican individuals were not measurably different from the total Hispanic rate.[3]

The total status dropout rate for Asian 16- to 24-year-olds was 2.0 percent in 2016 (figure 3.4 and table 3.1). The status dropout rate for Burmese individuals (29.7 percent) was higher than the total Asian rate. Status dropout rates for individuals of Chinese[4] (0.8 percent) and Korean (0.7 percent) descent were lower than the total Asian rate. Status dropout rates for the remaining Asian subgroups were not measurably different from the total Asian rate.[5]

Figure 3.5. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and sex: 2016

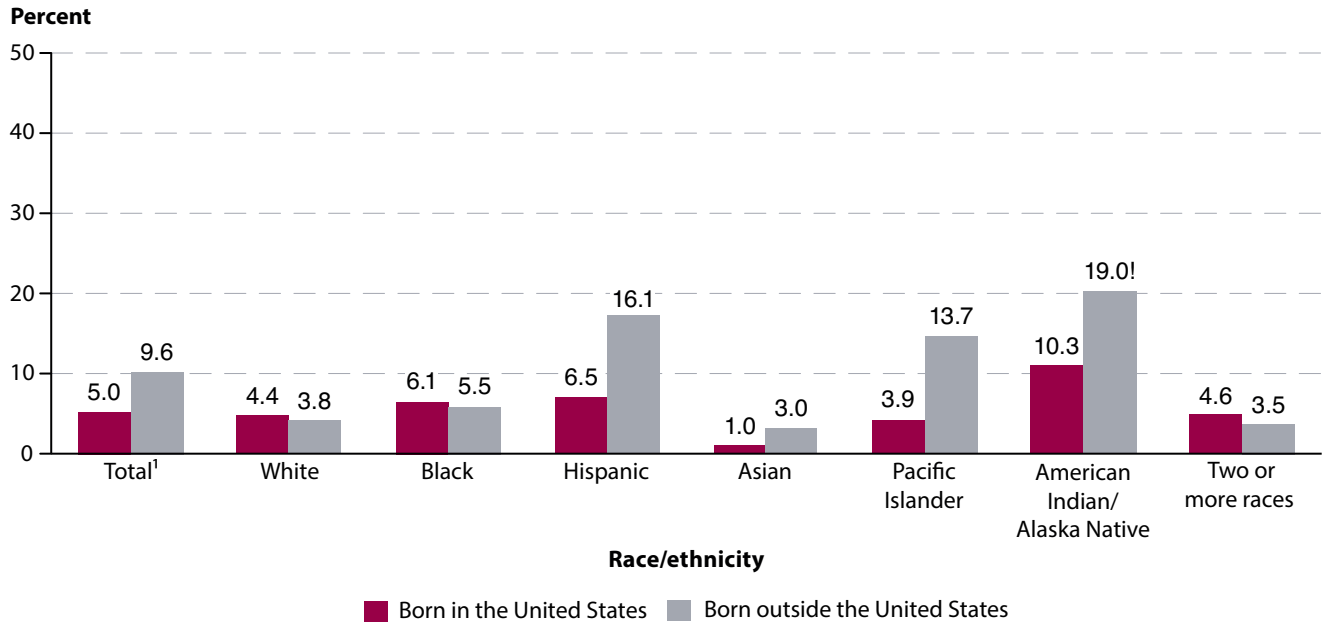


[1] Includes data from respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who received 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), 2016. See table 3.1.

Status dropout rates by sex and race/ethnicity

In 2016, the ACS status dropout rate for female 16- to 24-year-olds (4.7 percent) was lower than the rate for their male peers (6.8 percent; figure 3.5 and table 3.1). For 16- to 24-year-olds who were White, Black, Hispanic, American Indian/Alaska Native, and of Two or more races, ACS status dropout rates were higher for males than for females. Among these groups, the male-female gap in status dropout rates ranged from 1.4 percentage points for White 16- to 24-year-olds to 4.7 percentage points for American Indian/Alaska Native 16- to 24-year-olds. There were no measurable differences by sex in the status dropout rates for Asian and Pacific Islander individuals.

Figure 3.6. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and nativity: 2016



! 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. People who received an alternative credential such as a GED are counted as high school completers. United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Data are based on sample survey of noninstitutionalized population, which 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. 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), 2016. See table 3.1.

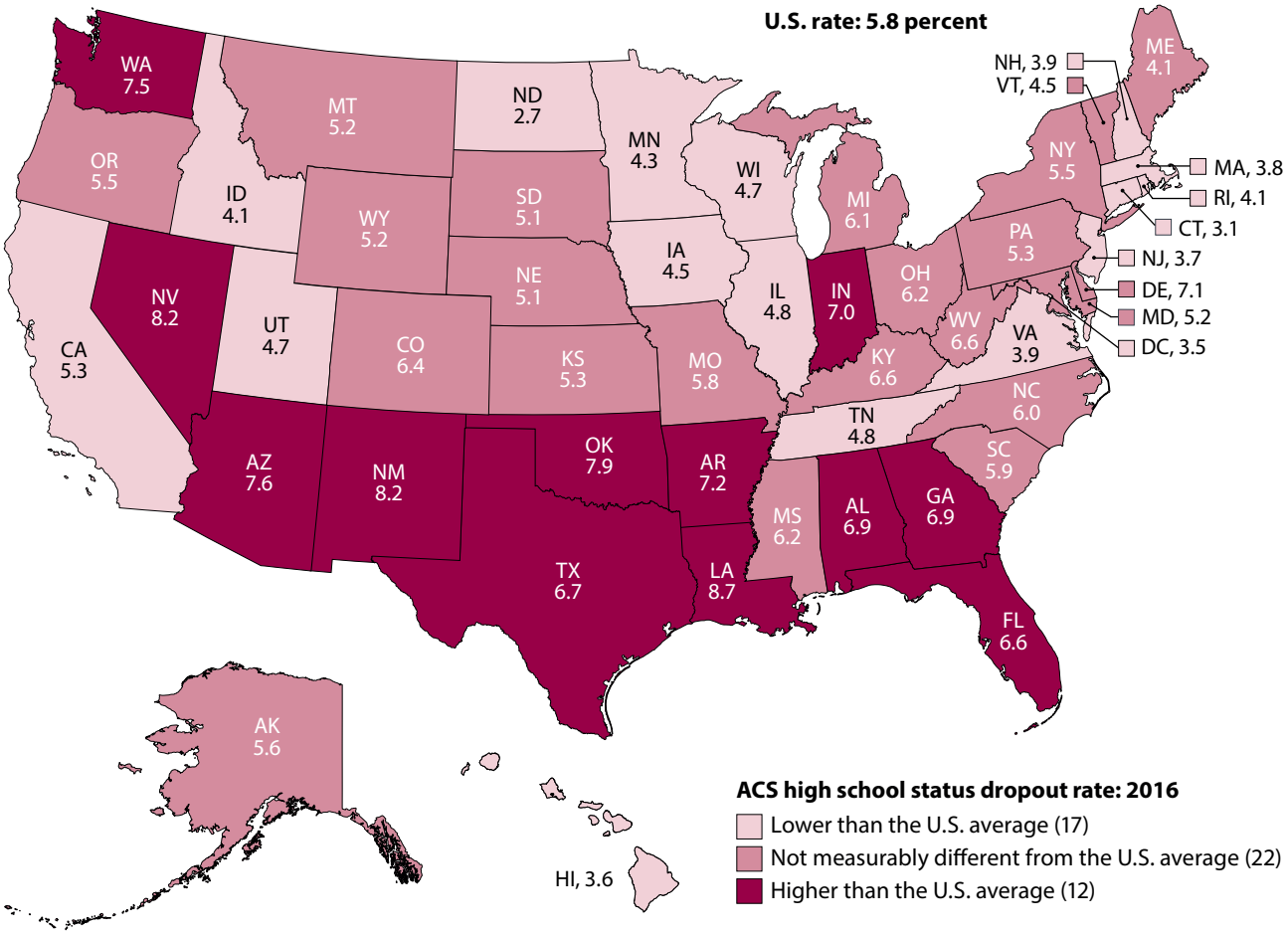
Status dropout rates by nativity

Data from the ACS also enable comparisons between the status dropout rates of U.S.-born and foreign-born individuals in the noninstitutionalized population.[6] 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 (9.6 percent; figure 3.6 and table 3.1). Following a similar pattern, status dropout rates were lower for U.S.-born individuals than for their foreign-born counterparts in the Hispanic (6.5 vs. 16.1 percent), Asian (1.0 vs. 3.0 percent), and Pacific Islander (3.9 vs. 13.7 percent) racial/ethnic groups. Gaps in status dropout rates by nativity in 2016 were larger for Hispanic (9.6 percentage points) and Pacific Islander individuals (9.8 percentage points) than for Asian individuals (2.0 percentage points). The status dropout rates for U.S.-born 16- to 24-year-olds who were White, Black, and of Two or more races were not measurably different from the rates for their foreign-born counterparts.

Status dropout rates by age

Among 16- to 24-year-olds in 2016, ACS status dropout rates were higher for older individuals than for younger individuals. For instance, status dropout rates ranged from 2.4 percent for 16-year-olds to 7.1 percent for 20- to 24-year-olds (table 3.1).

Figure 3.7. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by state: 2016



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 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), 2016. See table 3.2.

Status dropout rates by state

ACS data can also be used to calculate status dropout rates for 16- to 24-year-olds in each state. The ACS status dropout rates in 2016 ranged from 2.7 percent in North Dakota to 8.7 percent in Louisiana (figure 3.6 and table 3.2). In all, 12 states—most of which were located either in the South region (7 states) or the West region (4 states)—had higher status dropout rates than the national average for 16- to 24-year-olds (5.8 percent). Sixteen states and the District of Columbia had ACS status dropout rates lower than the national average. The remaining 22 states had status dropout rates that were not measurably different from the national average. (See figure 3.7 for a complete listing of the status dropout rates for the 50 states and the District of Columbia.)

White-Black status dropout rate gaps by state

In 2016, the national status dropout rate for White 16- to 24-year-olds (4.5 percent) was 2.5 percentage points lower than the rate for their Black peers (7.0 percent) (table 3.2). In total, 23 states had statistically significant White-Black gaps, and in each of these states the White status dropout rate was lower than the Black status dropout rate (figure 3.8).

Among these 23 states, the White-Black gap ranged from 1.4 percentage points in Georgia to 9.0 percentage points in Oklahoma. There was no measurable difference between the status dropout rates of White and Black 16- to 24-year-olds in 13 states, and reliable estimates were unavailable for one of the two subgroups in 14 states and the District of Columbia. (See figure 3.8 for a complete listing of all states.)

Figure 3.8. States in which status dropout rates for Black and Hispanic youth are higher than, not measurably different from, or lower than the status dropout rate for White youth: 2016

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
AZ, AR, CA, CO, DE, FL, GA, IL, IA, LA, MD, MA, MI, MO, NJ, NY, OH, OK, TN, TX, VA, WA, WI	AL, CT, IN, KS, KY, MN, MS, NE, NV, NC, PA, SC, WV	None	AK, HI, ID, ME, MT, NH, NM, ND, OR, RI, SD, UT, 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
AZ, CA, CO, CT, DE, FL, GA, IL, IN, KS, MD, MA, MN, MO, NE, NV, NJ, NM, NY, NC, OH, OK, PA, RI, TN, TX, UT, VA, WA, WI	AL, AR, HI, ID, IA, KY, LA, MI, MS, OR, SC	None	AK, ME, MT, NH, ND, SD, VT, WV, WY

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. 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. 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), 2016. See table 3.2.

White-Hispanic status dropout rate gaps by state

The national status dropout rate in 2016 for White 16- to 24-year-olds was 4.6 percentage points lower than the rate for their Hispanic peers (9.1 percent, table 3.2). In total, 30 states had statistically significant White-Hispanic gaps, and in each of these states the White status dropout rate was lower than the Hispanic status dropout rate (figure 3.8). Among these 30 states, the White-Hispanic gap ranged from 3.3 percentage points in Florida to 14.6 percentage points in Delaware. There was no measurable difference between the status dropout rates of White and Hispanic 16- to 24-year-olds in 11 states, and reliable estimates were unavailable for one of the two subgroups in 9 states and the District of Columbia. (See figure 3.8 for a complete listing of all states.)

Endnotes

[1] While useful for measuring overall educational attainment among young adults in the United States, the status dropout rate is limited as an indicator of the performance of U.S. schools because it includes individuals who never attended school in the United States.
[2] Status dropout rates for Asian and Pacific Islander individuals in institutionalized settings were suppressed because reporting standards were not met.
[3] Reliable estimates were not available for Costa Rican, Panamanian, Chilean, and Other South American 16- to 24-year-olds.
[4] Includes Taiwanese 16- to 24-year-olds.
[5] Reliable estimates were not available for Japanese, Bhutanese, Nepalese, Thai, and Other Southeast Asian 16- to 24-year-olds.
[6] 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.

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Indicator 4:

STATUS COMPLETION RATE

92.9% (2016)

Source: Current Population Survey

Data from the Current Population Survey (CPS) can be used to calculate the status completion rate, the percentage of 18- to 24-year-olds not enrolled in high school (also referred to as "young adults" in this indicator) who hold a high school diploma or 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 5 and 6 focus on a particular cohort of students in the U.S. secondary school system who graduated with a high school diploma, the status completion rate, 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.

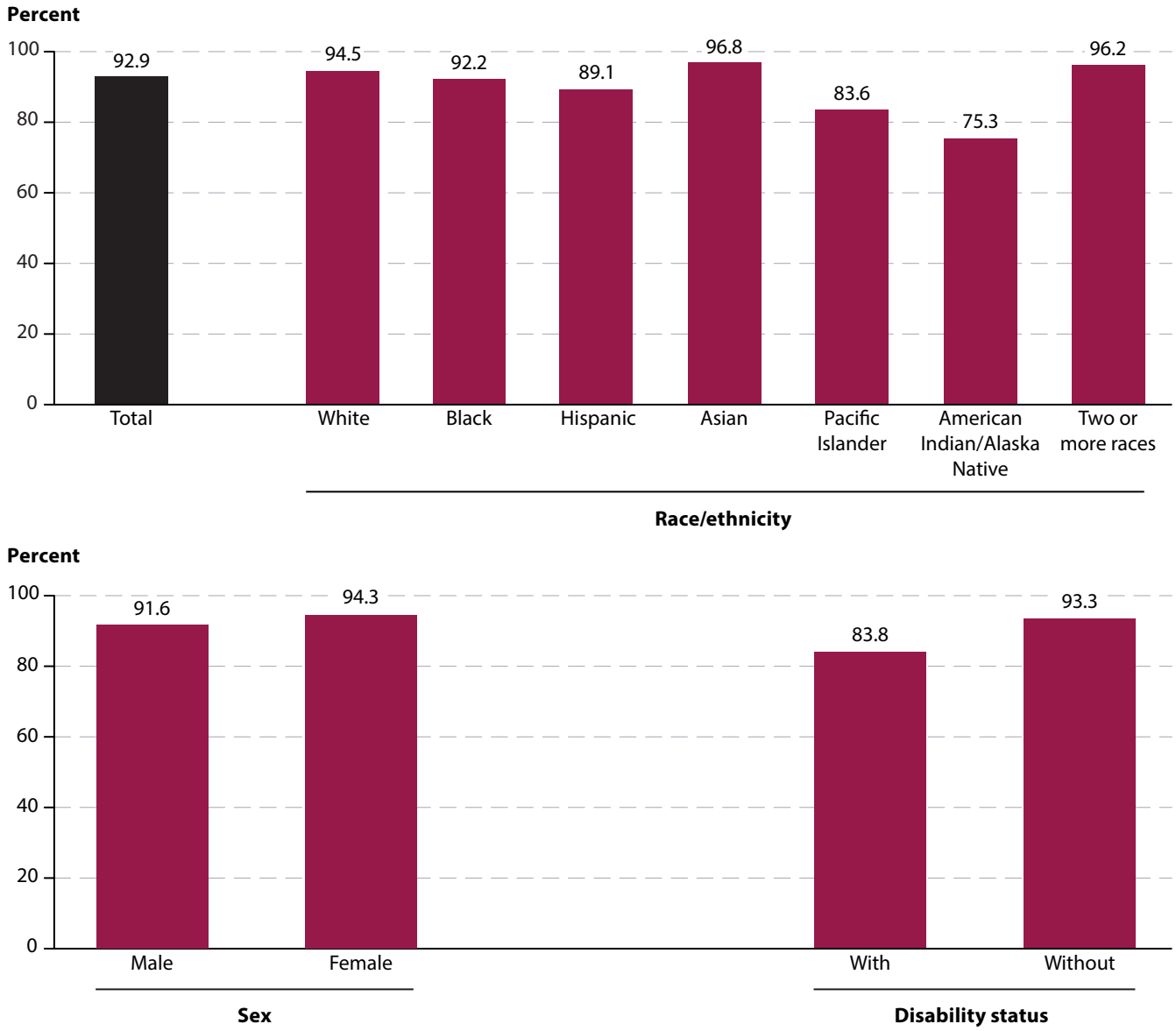
Credentials: A high school diploma or an alternative credential, such as a GED.

Data Source: Current Population Survey (CPS)

Total status completion rates

Of the 28.0 million 18- to 24-year-olds who were not enrolled in high school in October 2016, approximately 26.1 million (92.9 percent) held a high school diploma or an alternative credential (figure 4.1 and table 4.1). This percentage represents a 9 percentage point increase, compared to 83.5 percent in 1976,[1] 40 years earlier (figure 4.2 and table 4.2). More recently, the status completion rate increased by 5 percentage points over the past ten years, from 87.8 percent in 2006.

Figure 4.1. Status completion rates of 18- to 24-year-olds, by race/ethnicity, sex, and disability status: October 2016

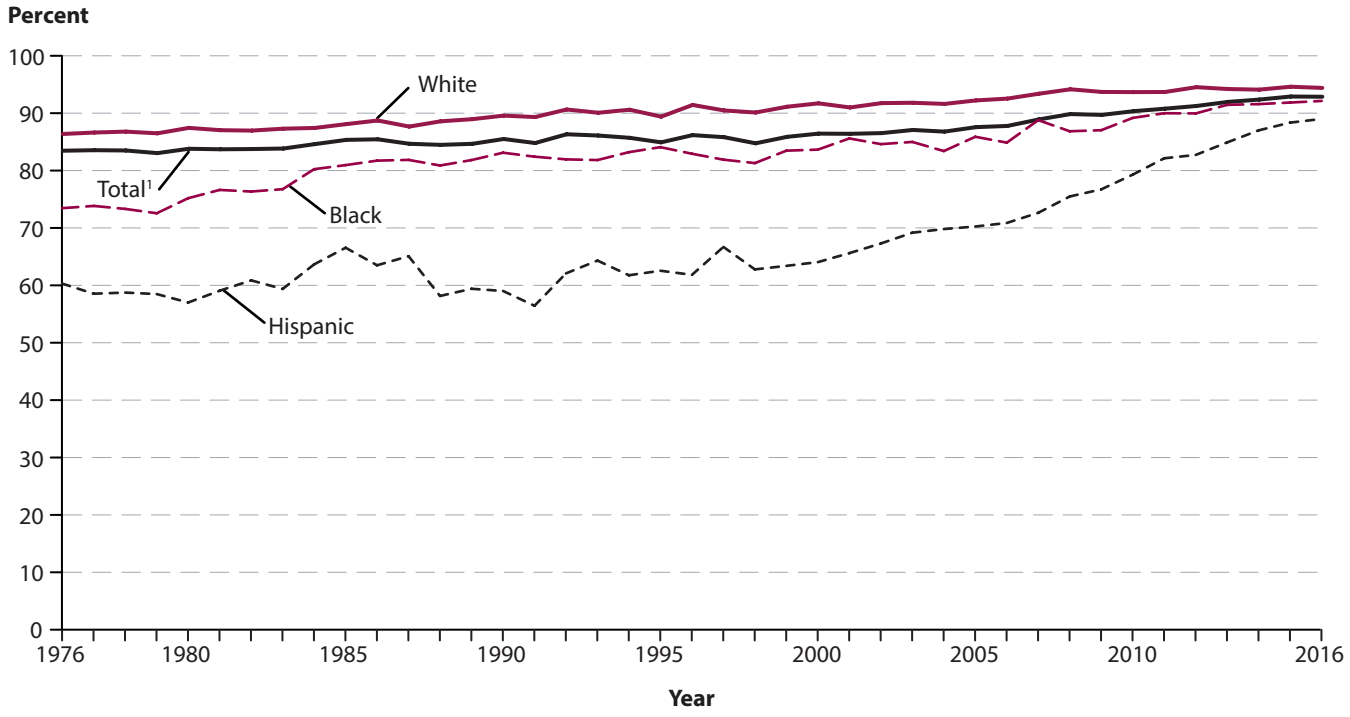


NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as 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 2016. See table 4.1.

Status completion rates by race/ethnicity

In 2016, the status completion rates for 18- to 24-year-olds who were Asian (96.8 percent), of Two or more races (96.2 percent), and White (94.5 percent) were higher than the rates for Black (92.2 percent) and Hispanic (89.1 percent) young adults (figure 4.1 and table 4.1). The rate for Asian young adults was also higher than the rates for individuals who were White and of Two or more races. In addition, the Black status completion rate was higher than the Hispanic rate. The rate for Pacific Islander young adults (83.6 percent) was not measurably different from the rate for any other racial/ethnic group. The rate for American Indian/Alaska Native young adults (75.3 percent) was lower than the rates for all racial/ethnic groups except Pacific Islanders.

Figure 4.2. Status completion rates of 18- to 24-year-olds, by race/ethnicity: October 1976 through 2016

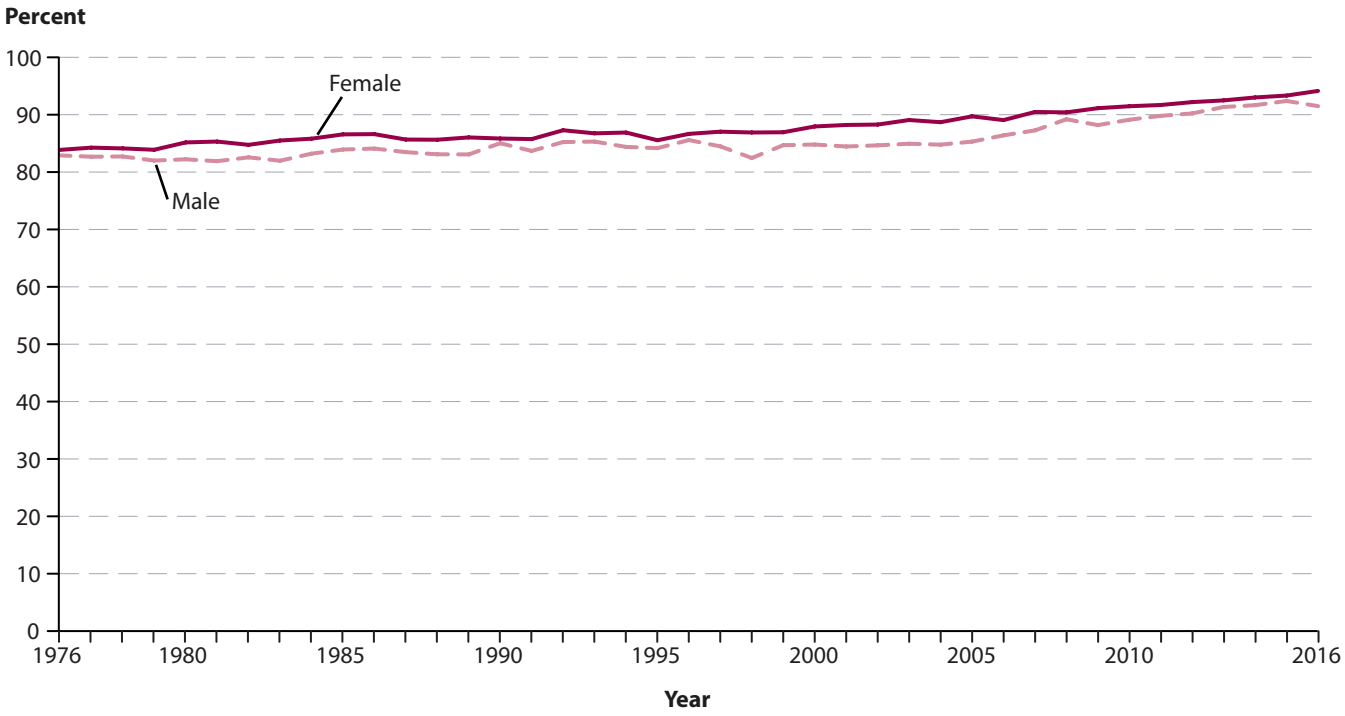


[1] Includes other racial/ethnic categories not separately shown.
NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school 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, 1976 through 2016. See table 4.2.

The general upward trend in status completion rates from 1976 to 2016 observed in the overall 18- to 24-year-old population was also found among White, Black, and Hispanic young adults (figure 4.2 and table 4.2). During this period, the White status completion rate increased from 86.4 percent to 94.5 percent, the Black status completion rate increased from 73.5 percent to 92.2 percent, and the Hispanic status completion rate rose from 60.3 percent to 89.1 percent. In particular, the Hispanic status completion rate increased 25 percentage points between 2000 and 2016 (from 64.1 to 89.1 percent), while the Hispanic status dropout rate fell during the same time period (see Indicator 2).

Over the period from 1976 to 2016, the White status completion rate was consistently higher than the Black and Hispanic rates, and the Black status completion rate was consistently higher than the Hispanic rate. Gaps in status completion rates between some racial/ethnic groups narrowed during this period. Specifically, the White-Hispanic gap narrowed from 26.1 percentage points in 1976 to 5.4 percentage points in 2016, and the White-Black gap narrowed from 12.9 percentage points in 1976 to 2.3 percentage points in 2016. Additionally, the Black-Hispanic gap narrowed from 13.2 percentage points in 1976 to 3.1 percentage points in 2016. The White-Black gap in status completion rates remained statistically significant in 2016, in contrast to the earlier finding that there was no measurable White-Black gap in the 2016 status dropout rates calculated using CPS data (see Indicator 2). These different conclusions are in part the result of the different age ranges (16–24 for the status dropout rate and 18–24 for the status completion rate) and variables used to compute these two rates.

Figure 4.3. Status completion rates of 18- to 24-year-olds, by sex: October 1976 through 2016



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, 1976 through 2016. See table 4.2.

Status completion rates by sex

In 2016, the status completion rate was higher for female 18- to 24-year-olds (94.3 percent) than for their male peers (91.6 percent; figure 4.1 and table 4.1). Between 1976 and 2016, the status completion rate for male 18- to 24-year-olds increased from 83.0 percent to 91.6 percent, and the female status completion rate increased from 84.0 percent to 94.3 percent (figure 4.3 and table 4.2). More recently, between 2006 and 2016 the status completion rate increased from 86.5 to 91.6 percent for male young adults and from 89.2 to 94.3 percent for female young adults.

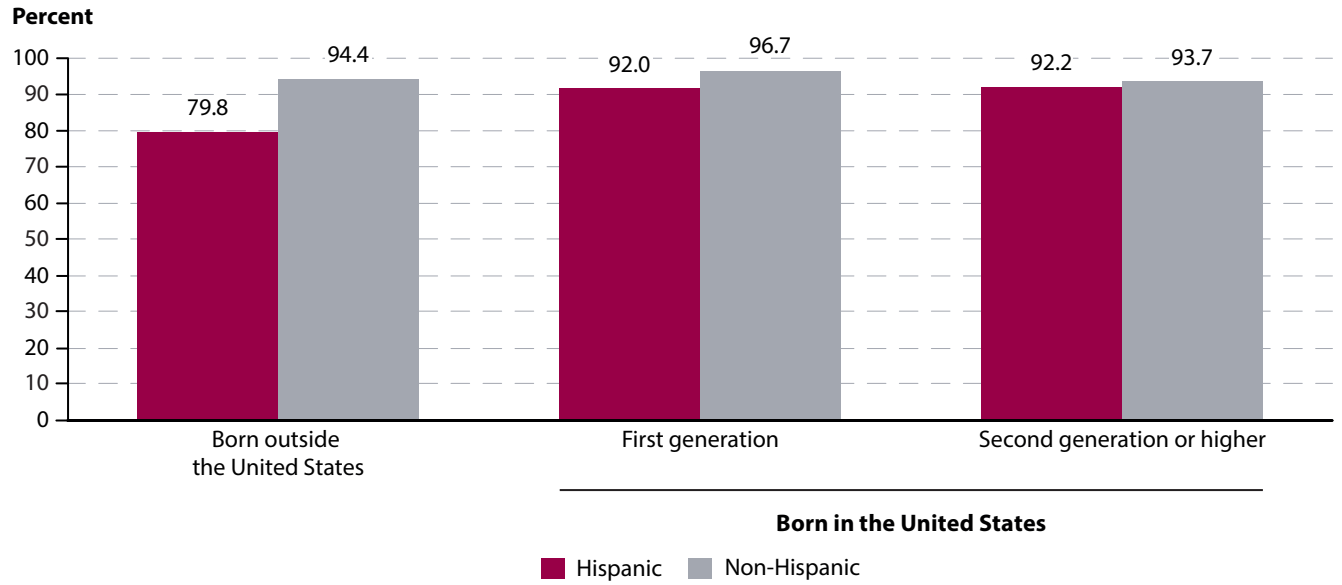
Status completion rates by race/ethnicity and sex

In 2016, the overall pattern of higher status completion rates for female than for male 18- to 24-year-olds was also observed for White (95.1 vs. 93.8 percent), Black (95.5 vs. 88.7 percent), and Hispanic (91.3 vs. 86.8 percent) 18- to 24-year-olds. There was no measurable difference between female and male status completion rates for young adults who were Asian, American Indian/Alaska Native, or of Two or more races (table 4.1).[2]

Status completion rate by disability status

In 2016, the status completion rate for 18- to 24-year-olds with disabilities was lower than that of their peers without disabilities (83.8 vs. 93.3 percent; figure 4.1 and table 4.1).

Figure 4.4. Status completion rates of 18- to 24-year-olds, by recency of immigration and ethnicity: October 2016



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 2016. See table 4.1.

Status completion rates by recency of immigration

Status completion rates of foreign-born and U.S.-born 18- to 24-year-olds can also be compared.[3] Among Hispanic young adults, the status completion rate for those who were foreign born was 79.8 percent, which was lower than the rates for those who were first generation (92.0 percent) and those who were second generation or higher (92.2 percent; figure 4.4 and table 4.1). The status completion rate for first-generation Hispanic young adults was not measurably different from the rate for Hispanic young adults who were second generation or higher.

Among non-Hispanic young adults, those who were second generation or higher had a lower status completion rate (93.7 percent) than those who were first generation (96.7 percent). Status dropout rates for non-Hispanic young adults who were foreign born were not measurably different from the rates for those who were first generation or second generation or higher.

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

Status completion rates by region

In 2016, young adults in the Northeast had a higher status completion rate (95.0 percent) than their peers in the West (93.1 percent), Midwest (92.6 percent), and South (92.0 percent; table 4.1).

Endnotes

[1] Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years.
[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 5:

ADJUSTED COHORT GRADUATION RATE

84% (2015–16)

Source: ED*Facts*

The adjusted cohort graduation rate (ACGR) provides information about the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th grade for the first time) with a regular diploma.[1] State education agencies calculate the ACGR using detailed data that track each student over time. As a result, the ACGR is considered the most accurate measure available for reporting on-time graduation rates (Seastrom et al. 2006b). However, the ACGR is a relatively new graduation rate measure, and in many states the 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 6. The AFGR uses aggregated public school enrollment data and diploma counts to approximate a 4-year graduation rate. The AFGR estimate is not as accurate as the ACGR, but the AFGR can be estimated annually as far back as the 1960s. The ACGR has only been available nationally since 2010–11.

The ACGR is also different from the high school status completion rate, which is presented in indicator 4. The status completion rate measures the percentage of all 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.

Adjusted Cohort Graduation Rate (ACGR)

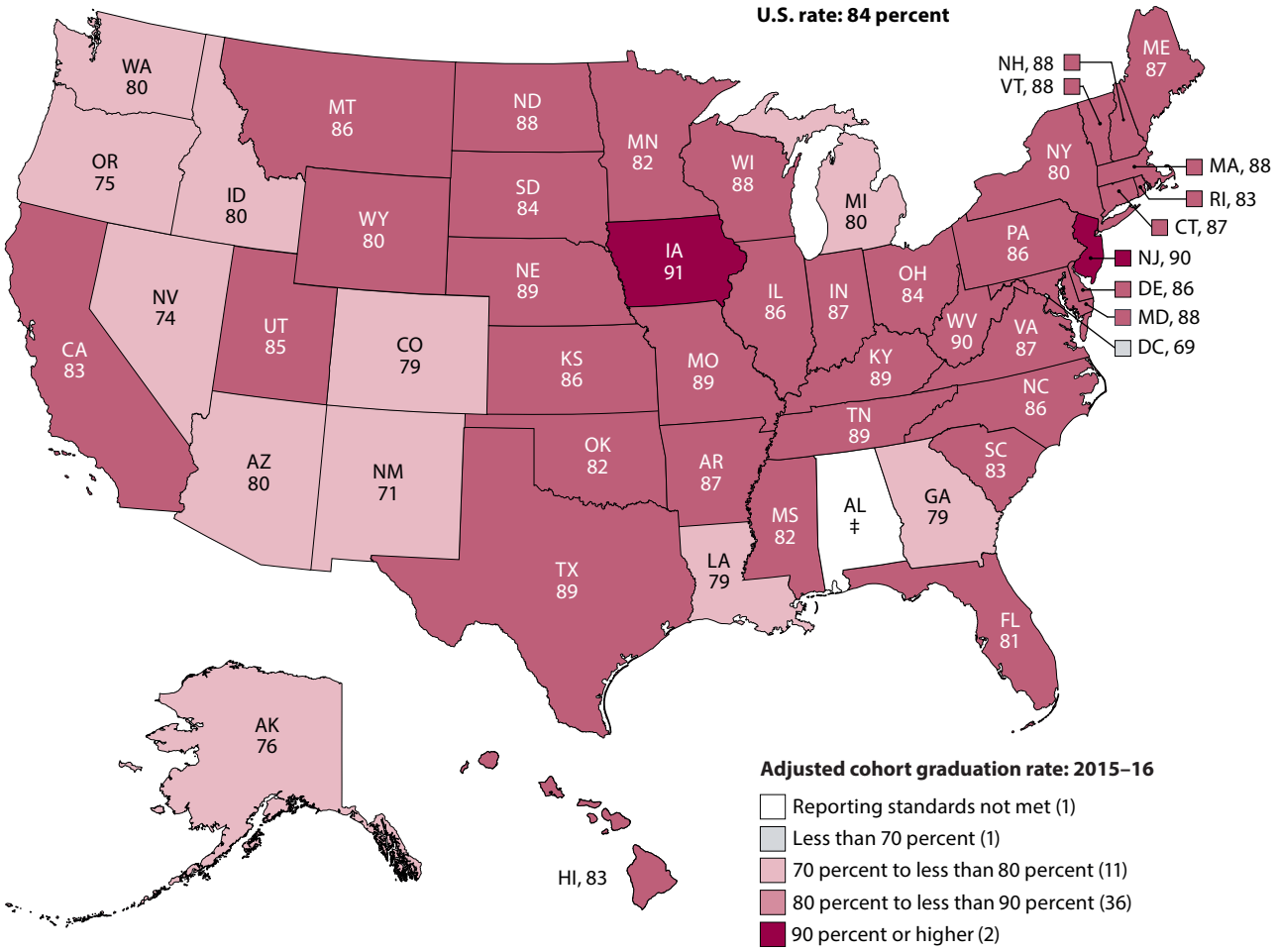
Definition: The percentage of first-time 9th-graders in public high schools who graduate with a regular diploma within 4 years.

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

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

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

Figure 5.1. Adjusted cohort graduation rate (ACGR) of public high school students, by state: 2015–16



‡ Reporting standards not met. The Alabama State Department of Education indicated that their adjusted cohort graduation rate (ACGR) data 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.

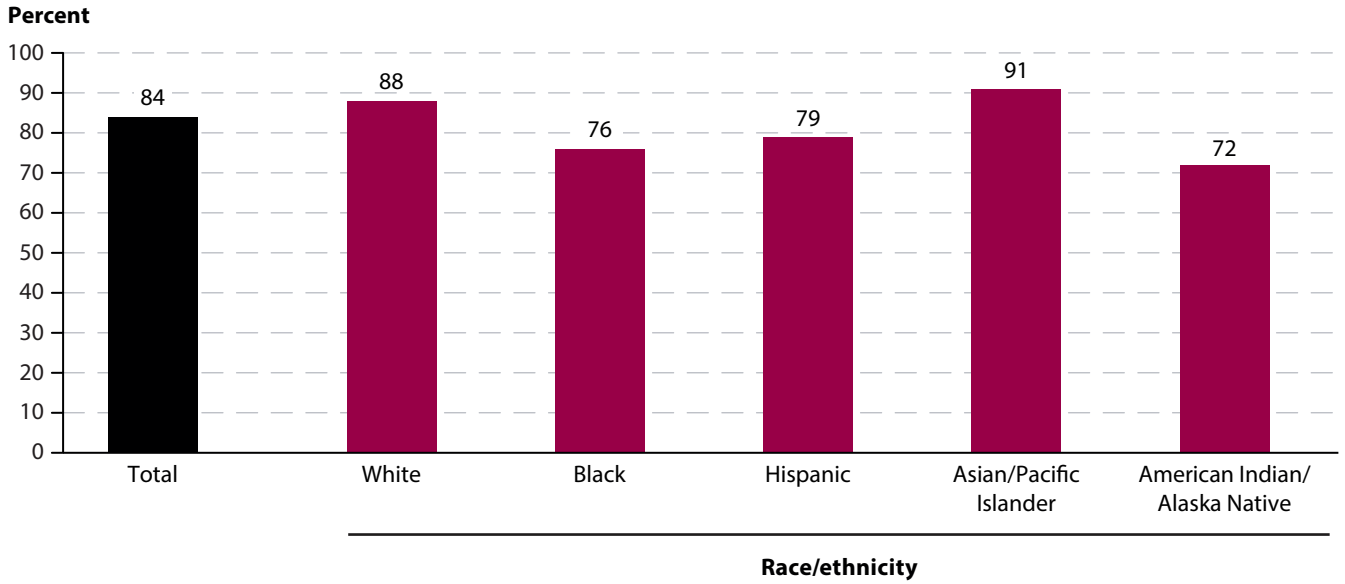
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. The U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate. 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, 2015–16. See table 5.1.

Total ACGR

Over the first 6 years the ACGR was collected (2010–11 to 2015–16), the rate increased from 79 percent to 84 percent (table 5.1). Thus, of the students who were first-time 9th-graders in 2012–13, more than 4 out of 5 had completed high school by 2015–16 (i.e., within 4 years). In 2015–16, the state-level ACGRs ranged from 69 percent in the District of Columbia to 91 percent in Iowa.[3] More than two-thirds of states (36) reported graduation rates that were at least 80 percent but less than 90 percent.[4]

Figure 5.2. Adjusted cohort graduation rate (ACGR) of public high school students, by race/ethnicity: 2015–16

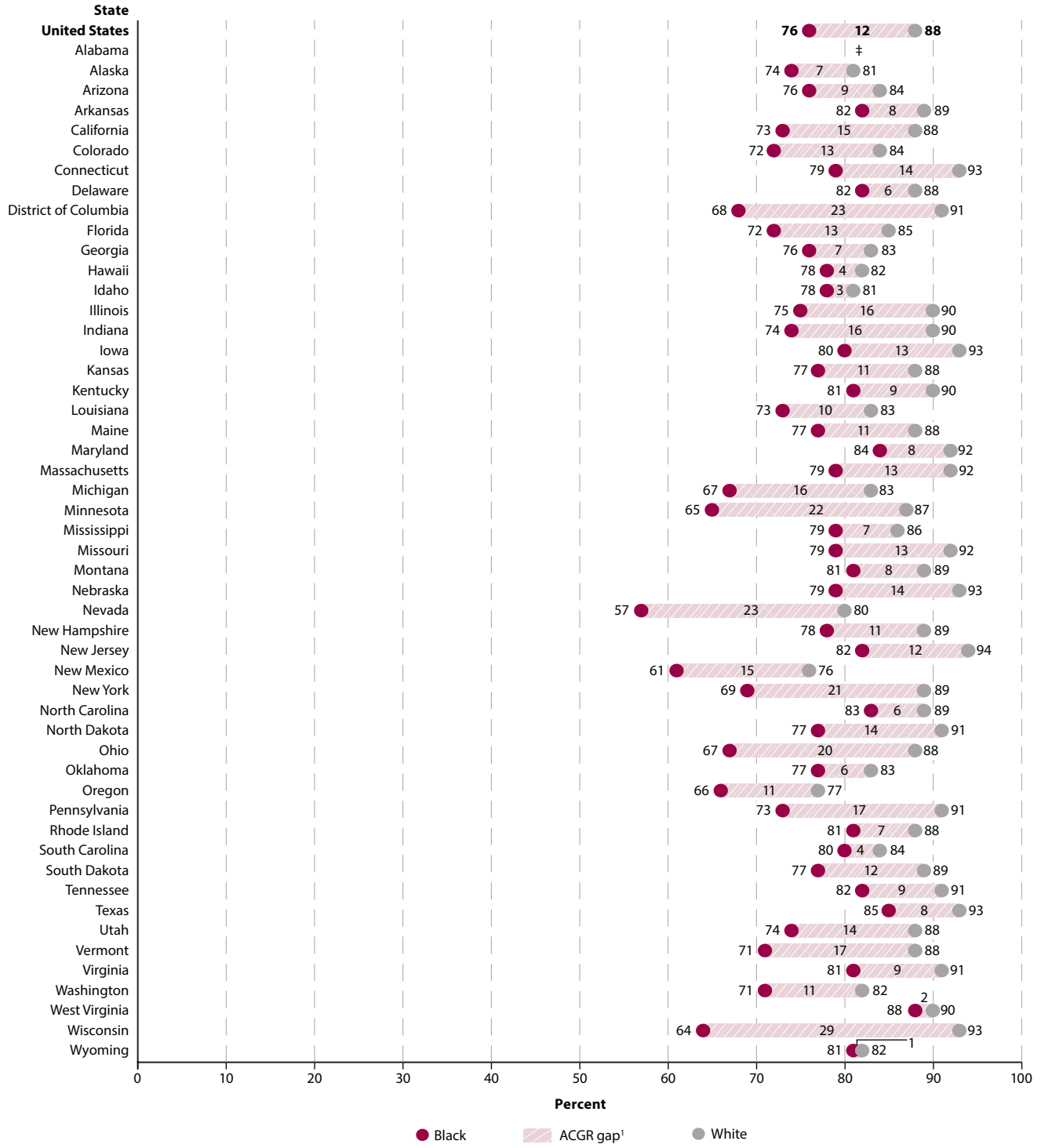


NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2015–16. See table 5.1.

ACGR by race/ethnicity

In 2015–16, the ACGRs for American Indian/Alaska Native (72 percent), Black (76 percent), and Hispanic (79 percent) public high school students were below the national average of 84 percent. The ACGRs for White students (88 percent) and Asian/Pacific Islander students (91 percent)[5] were above the national average (figure 5.2 and table 5.1). Across states, ACGRs for White students ranged from 76 percent in New Mexico to 94 percent in New Jersey, and were higher than the overall national ACGR of 84 percent in 35 states and the District of Columbia. The rates for Black students ranged from 57 percent in Nevada to 88 percent in West Virginia. Texas and West Virginia were the only two states in which the ACGR for Black students was higher than the overall national ACGR. The ACGRs for Hispanic students ranged from 65 percent in Minnesota to 89 percent in Vermont and West Virginia, and were higher than the overall national ACGR in six states (Arkansas, Iowa, Maine, Texas, Vermont, and West Virginia). For Asian/Pacific Islander students, ACGRs ranged from 77 percent in the District of Columbia to 95 percent or higher in Maryland, New Jersey, Texas, and West Virginia,[6] and were higher than the overall national ACGR in 40 states. The ACGRs for American Indian/Alaska Native students ranged from 51 percent in South Dakota to 90 percent or higher in Delaware,[7] and were higher than the overall national ACGR in nine states (Arkansas, Connecticut, Delaware, Maine, Massachusetts, Mississippi, Missouri, Tennessee, and Texas).[8] (See table 5.1 for additional state-level data.)

Figure 5.3. Adjusted cohort graduation rate (ACGR) of Black and White public high school students, by state: 2015–16

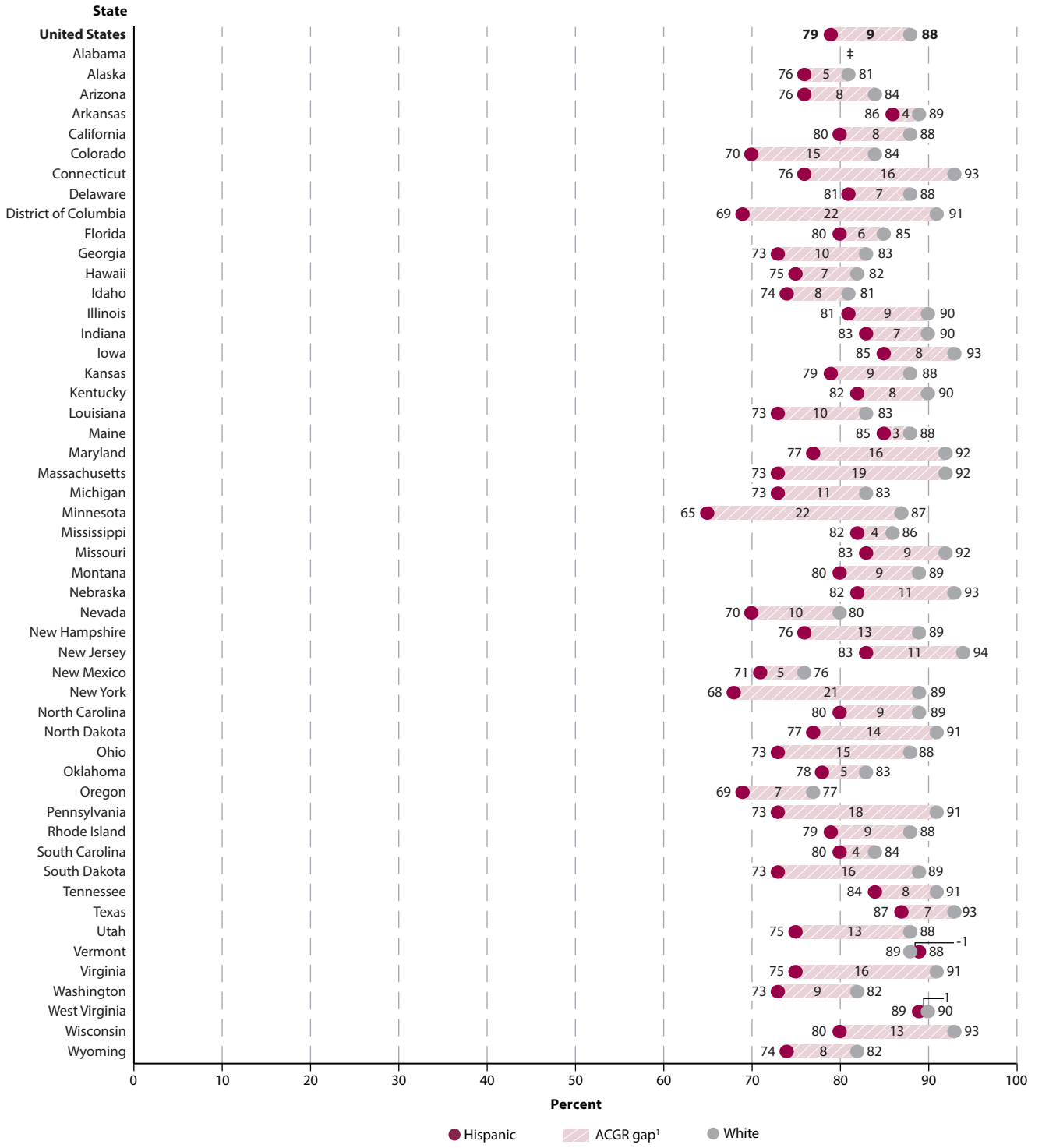


See notes on next page.

‡ Reporting standards not met. The Alabama State Department of Education has indicated that their adjusted cohort graduation rate (ACGR) data 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.
[1] The graduation rate gaps were calculated using the most precise graduation rates available for public use, which includes some rates rounded to one decimal place and some rates rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. 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 U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2015–16. See table 5.1.

The national ACGR for White public high school students (88 percent) was 12 percentage points higher than the national ACGR for their Black peers (76 percent) in 2015–16 (figure 5.3 and table 5.1).[9] White students had higher ACGRs than Black students in every state and the District of Columbia. The District of Columbia, Minnesota, Nevada, New York, Ohio, and Wisconsin reported the largest gaps between White and Black students. In each of these six jurisdictions, the ACGR for White students was at least 20 percentage points higher than the ACGR for Black students.

Figure 5.4. Adjusted cohort graduation rate (ACGR) of Hispanic and White public high school students, by state: 2015–16



See notes on next page.

‡ Reporting standards not met. The Alabama State Department of Education has indicated that their adjusted cohort graduation rate (ACGR) data 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.
[1] The graduation rate gaps were calculated using the most precise graduation rates available for public use, which includes some rates rounded to one decimal place and some rates rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. 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 U.S. 4-year ACGR was estimated using the reported 4-year ACGR data from the 50 states and the District of Columbia. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR estimate. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2015–16. See table 5.1.

The national ACGR for White students (88 percent) was 9 percentage points higher than the national ACGR for Hispanic students (79 percent) in 2015–16 (figure 5.4 and table 5.1). The ACGRs for White students were higher than the ACGRs for Hispanic students in 48 states and the District of Columbia.[10] The District of Columbia, Minnesota, and New York reported the largest gaps between White and Hispanic students. In each of these three jurisdictions, the ACGR for White students was at least 20 percentage points higher than the ACGR for Hispanic students. Vermont was the only state in which the ACGR for Hispanic students (89 percent) was higher than the ACGR for White students (88 percent).

ACGR by special populations

The U.S. Department of Education also collects ACGR data for economically disadvantaged students,[11] students with disabilities,[12] and limited-English-proficient students.[13] In 2015–16, the national ACGRs for economically disadvantaged students (78 percent), limited-English-proficient students (67 percent), and students with disabilities (66 percent) were lower than the overall national ACGR of 84 percent (table 5.1).

However, the criteria under which students are counted in these subgroups vary across states. ACGRs for students with disabilities, in particular, vary according to a state's definition of what constitutes a regular high school diploma. The types of data used to determine whether a student is economically disadvantaged or whether a student is an English language learner 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 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 English language learners. Some students enter high school as English language learners but attain English proficiency before graduation.

ACGRs for economically disadvantaged students ranged from 67 percent in Nevada, New Mexico, South Dakota, and Michigan to 88 percent in South Carolina. ACGRs varied even more widely for limited-English-proficient students (ACGRs ranged from 32 percent in Arizona to 93 percent in West Virginia for these students). For students with disabilities, ACGRs ranged from 29 percent in Nevada to 84 percent in Arkansas.

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] Alabama's data, including data by racial/ethnic groups, are not included in this indicator. The Alabama State Department of Education indicated that their adjusted cohort graduation rate data 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.
[4] Based on unrounded graduation rates.
[5] Reporting practices for data on Asian and Pacific Islander students varied by state. Asian/Pacific Islander data in this indicator represent either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of separate values reported by the state for "Asian" and "Pacific Islander." "Pacific Islander" includes the "Filipino" group, which only California and Utah report separately.
[6] The ACGR for Asian/Pacific Islander students in West Virginia was greater than or equal to 95 percent. To protect student privacy, the exact value is not displayed.
[7] The ACGR for American Indian/Alaska Native students in Delaware was greater than or equal to 90 percent. To protect student privacy, the exact value is not displayed.
[8] Discussion of ACGRs for American Indian/Alaska Native students excludes data for three states (Vermont, Virginia, and West Virginia) and the District of Columbia. Data for the District of Columbia, Vermont, and West Virginia were suppressed to protect student privacy, and data for Virginia were unavailable.
[9] Percentage point gaps were calculated using the most precise graduation rates available for public use, which includes some rates rounded to one decimal place and some rates rounded to whole numbers. These gaps may vary slightly from those that would be calculated using unrounded rates.
[10] As discussed in endnote 3, Alabama's data, including data by racial/ethnic groups, are not included in this indicator.
[11] Students who met the state criteria for classification as economically disadvantaged.
[12] Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).
[13] 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.

Indicator 6:

AVERAGED FRESHMAN GRADUATION RATE

82% (2012–13)
Source: Common Core of Data

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

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

Averaged Freshman Graduation Rate

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

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

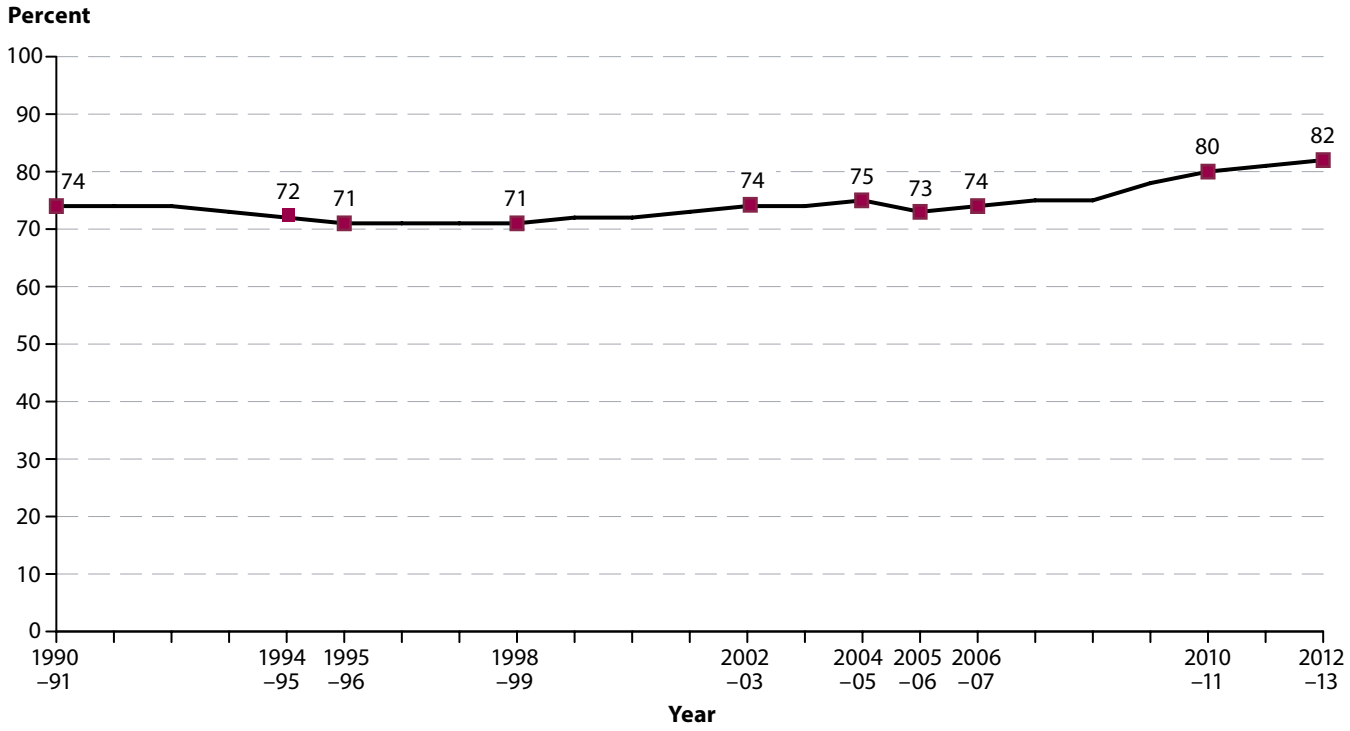
Credentials: A regular high school diploma, or a diploma that recognizes some higher level of academic achievement.

Data Source: Common Core of Data (CCD)

National AFGR

The AFGR decreased from 74 percent in 1990–91 to 71 percent in 1995–96, and then rose from 71 percent in 1998–99 to 75 percent in 2004–05 (figure 6.1).[1] After a brief decline to 73 percent in 2005–06, the AFGR rose steadily to reach 82 percent in 2012–13, the highest rate observed in the years for which the AFGR is available (table 6.1).[2] (In comparison, the ACGR for 2012–13 was 81 percent [table 5.1]). Data for 2013–14 and later years are currently unavailable.

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



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

AFGR by state

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

Endnotes

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

Indicator 7:

ALTERNATIVE HIGH SCHOOL CREDENTIALS

GED Pass Rate: 76% (2013)
Source: GED Testing Service (GEDTS)

HiSET Pass Rate: 58% (2015)
Source: Educational Testing Service (ETS)

TASC Pass Rate: 60% (2015)
Source: Data Recognition Corporation (DRC)

Alternative high school credential programs provide individuals who did not complete a regular high school program of study the opportunity to earn the equivalent of a high school diploma. This indicator presents data from the General Educational Development (GED) tests, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC), which are test-based options for obtaining an alternative high school credential.

Data presented in this indicator from the GED, HiSET, and TASC are not comparable because of differences in data availability, content coverage, and state policies. This report presents estimates from the 2013 GED administration, the latest year for which data are available, and the 2015 HiSET and TASC administrations.

Individuals Who Passed the GED, HiSET, and TASC Tests

Definition: Number of individuals age 16 or older who completed and passed all five tests on the GED, TASC, or HiSET battery.

Population: Individuals age 16 years or older.

Credentials: Completed and passed all five tests in one of the GED, HiSET, or TASC batteries.

Data Source: GED Testing Service (GEDTS), Educational Testing Service (ETS), and Data Recognition Corporation (DRC)

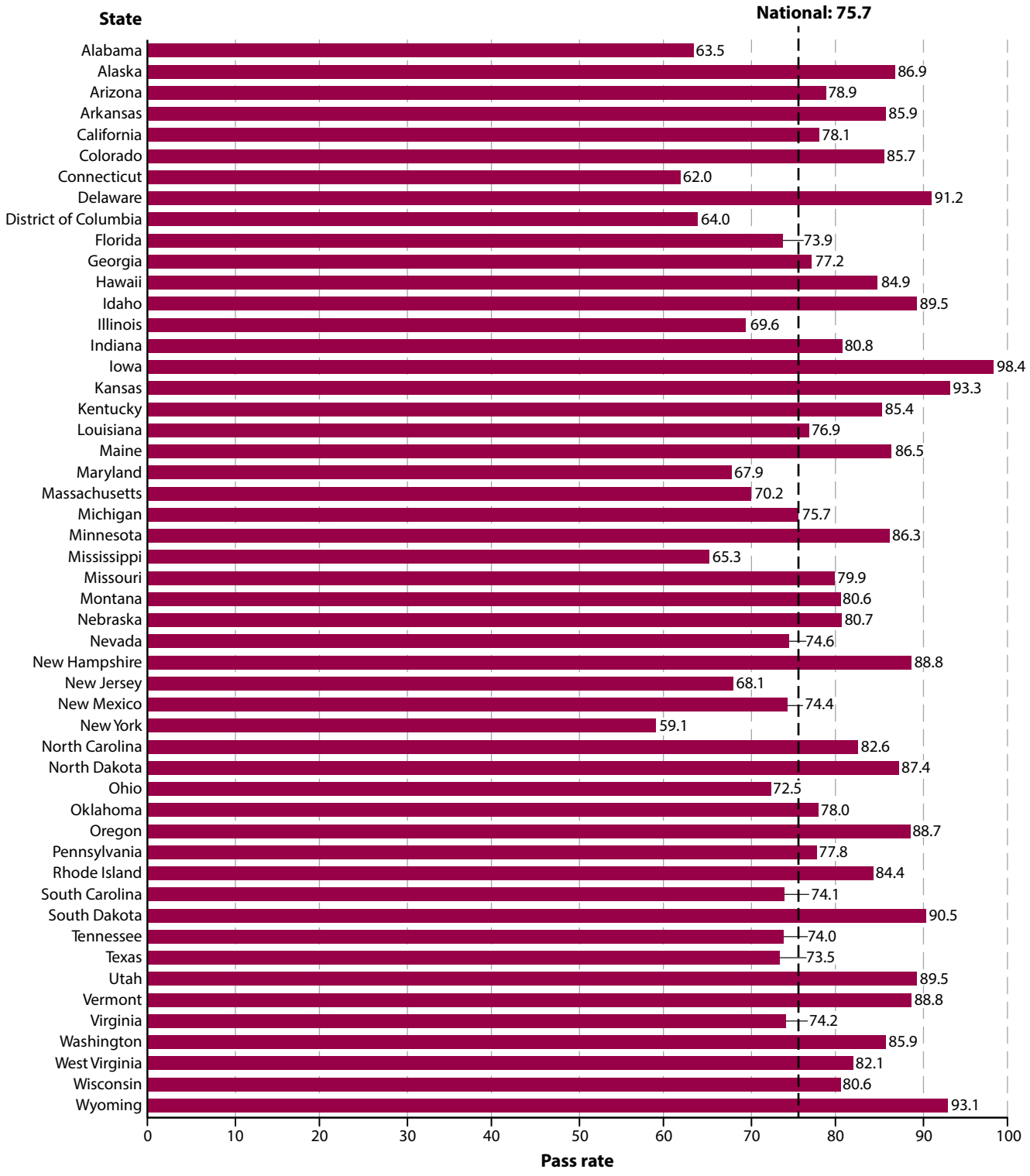
GED

The GED test, developed by the GED Testing Service (GEDTS),[1] is an alternative credential test for individuals who did not receive a high school diploma. It was first released in 1942. The 2013 GED (reported in this indicator) included a battery of tests in five content areas: reading, writing, mathematics, science, and social studies. To pass the GED, individuals were required to complete all five tests in the battery and meet the minimum passing standard and all other jurisdictional requirements. In 2013, the GED was offered in the 50 states, the District of Columbia, and some U.S. territories and associated states. Eligibility requirements to take the GED varied by state and jurisdiction.

Number Attempting, Completing, and Passing the GED Test

In 2013, some 816,000 individuals in the United States ages 16 or older were GED test takers. About 714,000 of the test takers (87 percent) completed the entire GED battery of five content area tests by the end of 2013 (table 7.1). Of the individuals who completed the entire battery of tests, 541,000 (76 percent) passed[2] the entire battery (figure 7.1 and table 7.1).

Figure 7.1. Pass rate for General Educational Development Test (GED), by state: 2013



NOTE: In 2013, test takers passed the GED test in most U.S. states by earning an average standard score of 450 or higher in the five individual content areas (equivalent to a standard score total of 2,250 or higher) and earning a minimum standard score of 410 in each individual content area.
SOURCE: American Council on Education, General Educational Development Testing Service, *2013 Annual Statistical Report on the GED Test*. See table 7.1.

GED Test Pass Rates by State

In 2013, GED pass rates ranged from 59 percent in New York to 98 percent in Iowa (figure 7.1). In all, 34 states had pass rates equal to or higher than the overall pass rate (76 percent), and 16 states and the District of Columbia had pass rates lower than the overall pass rate. Five states had pass rates above 90 percent (South Dakota, Delaware, Wyoming, Kansas, and Iowa).

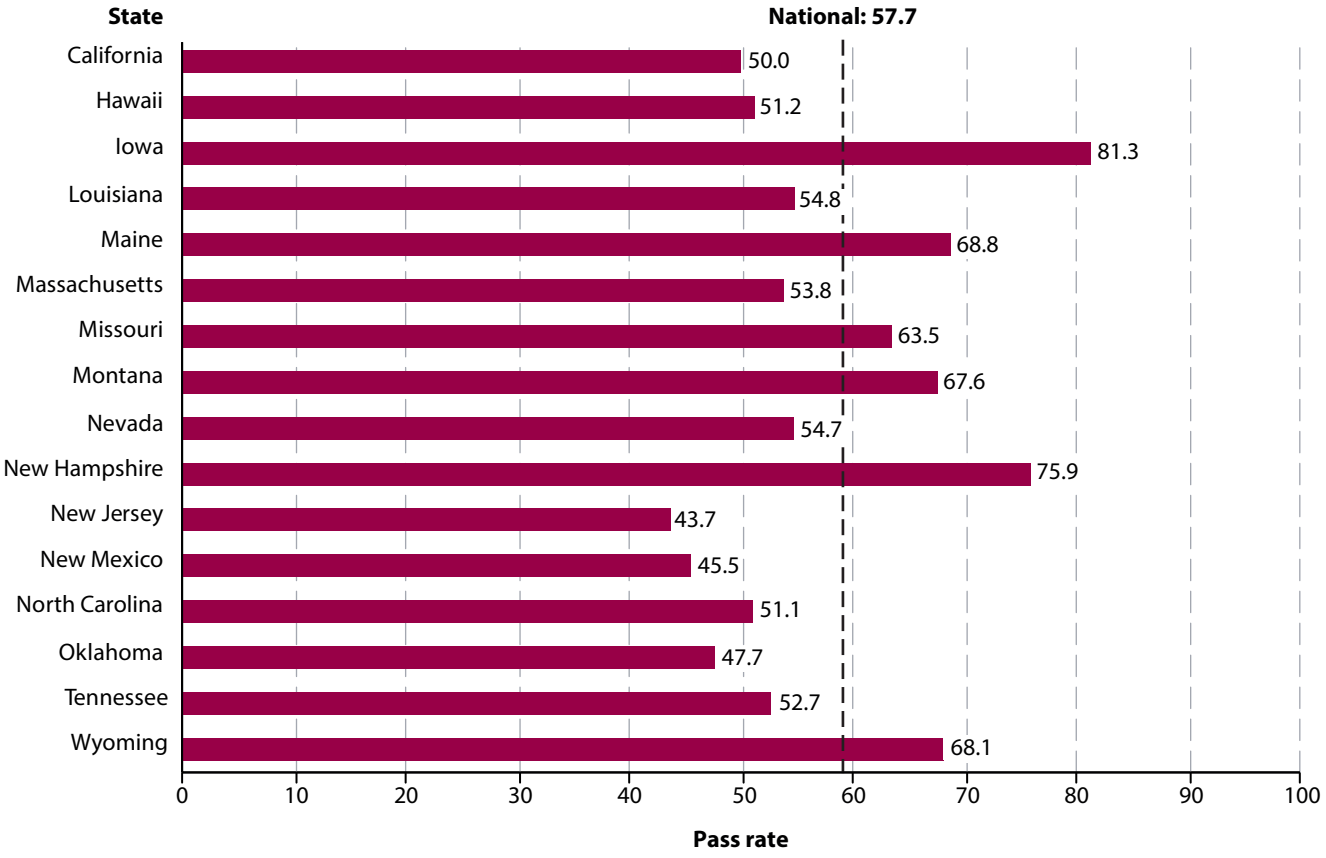
HiSET

The HiSET program, co-developed by the Educational Testing Service (ETS) and Iowa Testing Programs (ITP), provides another alternative credential to a traditional high school diploma. It was first used in 2014 and includes a battery of tests in five content areas: language arts–reading, language arts–writing, mathematics, science, and social studies.[3] In 2015, the HiSET exam was offered in 16 states and a select number of U.S. territories and associated states.[4]

Number Attempting, Completing, and Passing[5] the HiSET Test

In 2015, about 62,000 individuals ages 16 or older completed at least one content area test, and 47,000 (77 percent) of the individuals who completed at least one content area test completed the entire HiSET battery of five tests (table 7.1). Of the individuals completing the entire battery of tests, 27,000 (58 percent) passed the entire battery (figure 7.2 and table 7.1).

Figure 7.2. Pass rate for High School Equivalency Test (HiSET), by state: 2015



NOTE: In 2015, the HiSET was used in 16 states and a select number of U.S. territories and associated states. Test takers who tested in all five content areas of the HiSET and completed the final test in their battery in 2015 are considered HiSET completers, regardless of whether they met the HiSET passing standard. Those who took some of the tests in the HiSET battery in 2014 are considered 2015 completers if they took the last test in the battery in 2015. A completer must meet the minimum passing standard for the HiSET in order to be considered a HiSET passer. Some jurisdictions require examinees to fulfill additional requirements beyond passing the HiSET in order to receive an alternative high school credential.
SOURCE: Educational Testing Service, *2015 Annual Statistical Report on the HiSET Exam*. See table 7.1.

HiSET Test Pass Rates by State

In 2015, HiSET pass rates ranged from 44 percent in New Jersey to 81 percent in Iowa (figure 7.2). In all, 6 states had pass rates higher than the overall pass rate of 58 percent (Missouri, Montana, Wyoming, Maine, New Hampshire, and Iowa), 10 states had pass rates lower than the overall pass rate (New Jersey, New Mexico, Oklahoma, California, North Carolina, Hawaii, Tennessee, Massachusetts, Nevada, and Louisiana).

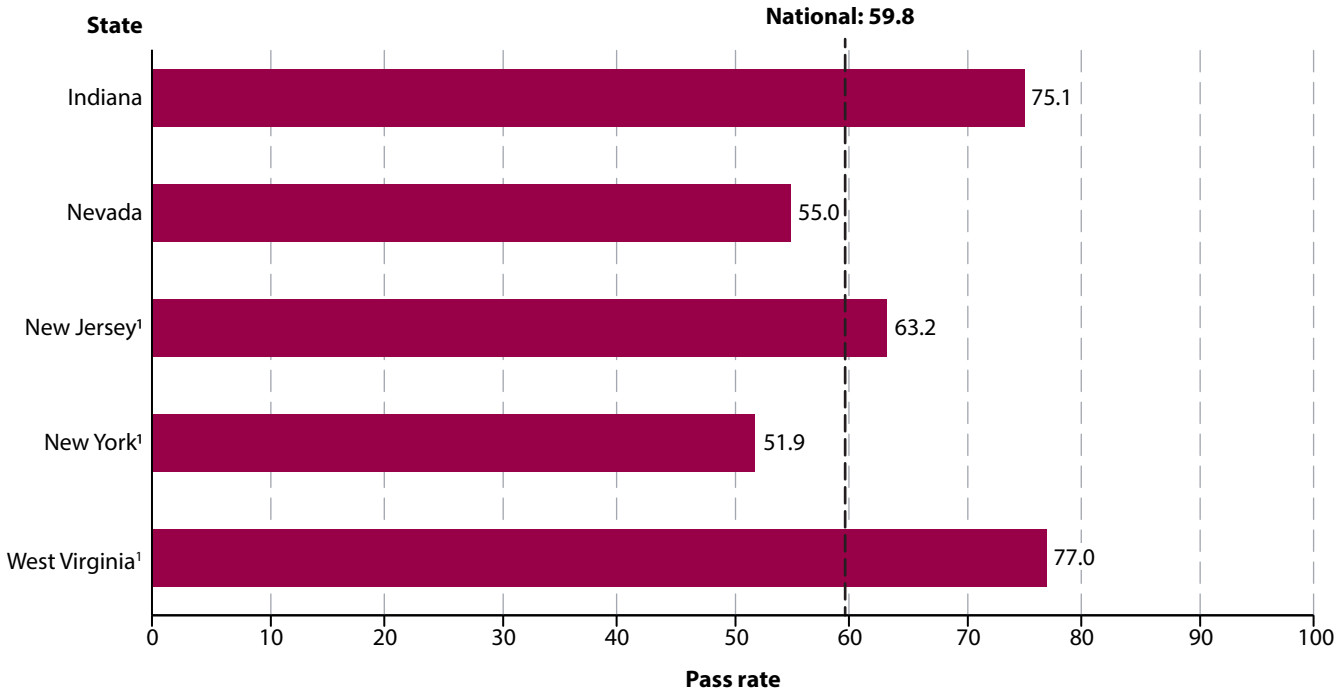
TASC

The TASC program, developed by Data Recognition Corporation (DRC), was launched in 2014. It includes a battery of tests in five content areas: reading, writing, mathematics, science, and social studies. In 2015, TASC was offered in five states—Indiana, Nevada, New Jersey, New York, and West Virginia. In 2015, the TASC programs in New Jersey, New York, and West Virginia allowed an individual who had passed any content area on the GED to skip that area on TASC.[6]

Number Attempting, Completing, and Passing the TASC Test

In 2015, TASC was offered in five states, where a total of 50,000 individuals ages 16 or older completed at least one content area and 44,000 (88 percent) completed the entire test. Of the individuals who completed the entire battery of tests, 26,000 (60 percent) passed the entire battery (figure 7.3 and table 7.1).

Figure 7.3. Pass rate for Test Assessing Secondary Completion (TASC), by state: 2015



[1] In New Jersey, New York, and West Virginia, TASC test takers who already had a passing GED score in a given content area were not required to take the same content area of the TASC test (New Jersey also allows a combination of HiSET, TASC, and GED scores). Because the content on TASC is based exclusively on TASC data, students who passed any GED or HiSET content area test in combination with TASC content area tests are not included in the calculation of TASC test passing rates.
NOTE: In 2015, TASC was used in five states. Test takers who tested in all five content areas of the TASC and completed the final test in their battery in 2015 are considered TASC completers, regardless of whether they met the TASC passing standard. Those who took some of the tests in the TASC battery in 2014 are considered 2015 completers if they took the last test in the battery in 2015. A completer must meet the minimum passing standard and all other jurisdictional requirements to be considered as a TASC passer.
SOURCE: Data Recognition Corporation, *TASC Test 2015 Annual Statistical Report*. See table 7.1.

TASC Test Pass Rates by State

In 2015, New Jersey (63 percent), Indiana (75 percent), and West Virginia (77 percent) had pass rates higher than the overall pass rate of 60 percent (table 7.1). New York (52 percent) and Nevada (55 percent) had pass rates below the overall pass rate.

Endnotes

[1] Although GEDTS designs and administers the GED test, states and sometimes jurisdictions within states set many GED-related policies, such as who can take the test, how much preparation is required, how and when the test can be retaken, how much the test costs, and the official name of the resulting credential (see https://ged.com/about_test/price_and_state_rules/ for details). In addition, in some states GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government) to receive a high school equivalency credential.
[2] In 2013, test takers passed the GED test in most U.S. states by earning an average standard score of 450 or higher in the five individual content areas (equivalent to a standard score total of 2,250 or higher) and earning a minimum standard score of 410 in each individual content area.
[3] Test takers who tested in all five content areas of the HiSET and completed the final test in their battery in 2015 are considered HiSET completers, regardless of whether they met the HiSET passing standard. Those who took some of the tests in the HiSET battery in 2014 are considered 2015 completers if they took the last test in the battery in 2015. A completer must meet the minimum passing standard for the HiSET to be considered a HiSET passer. Some jurisdictions require test takers to fulfill additional requirements beyond passing the HiSET in order to receive a passing high school completion test credential.
[4] Some states allow individuals under 16 years of age to take the HiSET. For the purpose of this indicator, only individuals age 16 years or older were included in the analysis.
[5] The total pass rates for the HiSET and TASC should be interpreted with caution. The pass rate calculations for the HiSET and TASC are based on data from less than half of the 50 states. In contrast, GED pass rates were available for all 50 states and the District of Columbia in 2013.
[6] New Jersey also allows a combination of HiSET, TASC, and GED scores.

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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, 2006 through 2016

[Standard errors appear in parentheses]

	Event dropout rate (percent)[1]								2016							
									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			
									Total population[2]		Event dropouts only[3]		Total population[2]		Event dropouts only[3]	
Selected characteristic	2006		2011		2015		2016									
1	2		3		4		5		6		7		8		9	
Total	**3.8**	**(0.27)**	**3.4**	**(0.30)**	**4.9**	**(0.43)**	**4.8**	**(0.36)**	**11,180**	**(120.3)**	**532**	**(40.2)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	4.1	(0.39)	3.6	(0.43)	5.1	(0.60)	5.4	(0.57)	5,647	(82.0)	305	(32.3)	50.5	(0.52)	57.3	(4.40)
Female	3.4	(0.36)	3.1	(0.37)	4.6	(0.57)	4.1	(0.52)	5,533	(85.5)	227	(29.0)	49.5	(0.52)	42.7	(4.40)
Race/ethnicity																
White	2.9	(0.30)	2.7	(0.38)	3.8	(0.47)	4.5	(0.45)	6,018	(86.6)	273	(26.6)	53.8	(0.54)	51.3	(4.00)
Black	3.8	(0.77)	4.4	(0.87)	6.8	(1.37)	5.9	(1.19)	1,495	(56.7)	88	(17.7)	13.4	(0.47)	16.5	(2.88)
Hispanic	7.0	(1.01)	4.6	(0.81)	6.2	(1.12)	4.7	(0.76)	2,538	(56.8)	118	(19.8)	22.7	(0.45)	22.2	(3.35)
Asian	4.3!	(1.53)	3.9!	(1.68)	6.7!	(2.26)	3.6!	(1.53)	540	(31.2)	‡	(†)	4.8	(0.28)	3.7!	(1.59)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.3!	(0.11)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	8.6!	(4.14)	17.3!	(6.10)	129	(18.8)	‡	(†)	1.2	(0.17)	4.2!	(1.59)
Two or more races	‡	(†)	‡	(†)	‡	(†)	‡	(†)	426	(38.4)	‡	(†)	3.8	(0.34)	‡	(†)
Family income[4]																
Lowest quarter	8.4	(0.97)	6.0	(0.98)	8.1	(1.17)	7.2	(1.08)	2,152	(88.2)	155	(24.7)	19.2	(0.75)	29.1	(3.89)
Middle low quarter	4.3	(0.63)	4.9	(0.74)	5.0	(0.84)	5.3	(0.80)	2,361	(84.3)	126	(19.2)	21.1	(0.71)	23.6	(3.41)
Middle high quarter	2.8	(0.45)	2.4	(0.58)	5.3	(0.79)	3.6	(0.65)	2,786	(88.8)	100	(18.3)	24.9	(0.75)	18.8	(3.29)
Highest quarter	2.1	(0.33)	1.6	(0.41)	2.8	(0.57)	3.9	(0.55)	3,882	(101.4)	151	(22.1)	34.7	(0.85)	28.4	(3.47)
Age[5]																
15 and 16	2.0	(0.36)	2.5	(0.56)	5.4	(0.77)	5.3	(0.74)	3,070	(75.4)	162	(22.6)	27.5	(0.58)	30.4	(3.89)
17	2.7	(0.39)	2.0	(0.41)	2.8	(0.46)	3.8	(0.56)	3,716	(59.1)	140	(21.1)	33.2	(0.55)	26.4	(3.40)
18	4.5	(0.56)	2.9	(0.46)	3.8	(0.67)	5.2	(0.78)	3,040	(62.1)	157	(24.5)	27.2	(0.49)	29.6	(3.82)
19	6.8	(1.34)	5.6	(1.21)	8.5	(1.97)	4.5	(1.31)	943	(58.6)	‡	(†)	8.4	(0.50)	8.0	(2.35)
20 to 24	21.8	(3.63)	22.8	(3.93)	21.0	(4.25)	7.4!	(2.55)	412	(43.8)	‡	(†)	3.7	(0.38)	5.7!	(1.94)
Recency of immigration[6]																
Born outside the United States																
Hispanic	9.5	(2.41)	7.5	(2.18)	4.8!	(2.00)	3.1!	(1.50)	458	(38.6)	‡	(†)	4.1	(0.34)	2.6!	(1.29)
Non-Hispanic	‡	(†)	‡	(†)	5.6!	(2.29)	6.7!	(2.26)	458	(46.4)	‡	(†)	4.1	(0.41)	5.8!	(2.06)
First generation																
Hispanic	6.4	(1.51)	3.5!	(1.24)	4.9	(1.26)	5.3	(1.12)	1,118	(51.9)	‡	(†)	10.0	(0.45)	11.1	(2.29)
Non-Hispanic	4.5	(1.01)	1.6!	(0.79)	4.9!	(1.53)	3.3!	(1.09)	803	(55.3)	‡	(†)	7.2	(0.50)	5.0!	(1.64)
Second or later generation																
Hispanic	6.1	(1.59)	4.8	(1.16)	8.4	(2.06)	4.7	(1.41)	961	(50.4)	‡	(†)	8.6	(0.45)	8.5!	(2.57)
Non-Hispanic	3.0	(0.28)	3.3	(0.36)	4.4	(0.47)	4.8	(0.46)	7,382	(112.7)	357	(34.1)	66.0	(0.70)	67.1	(3.67)
Disability status[7]																
With a disability	—	(†)	7.4	(2.20)	7.1!	(2.33)	6.7!	(2.17)	502	(43.1)	‡	(†)	4.5	(0.38)	6.3!	(2.04)
Without a disability	—	(†)	3.2	(0.30)	4.8	(0.42)	4.7	(0.36)	10,678	(121.8)	498	(38.5)	95.5	(0.38)	93.7	(2.04)
Region																
Northeast	2.9	(0.53)	2.9	(0.69)	4.1	(0.91)	4.2	(0.87)	1,944	(72.2)	‡	(†)	17.4	(0.62)	15.2	(2.99)
Midwest	1.8	(0.38)	2.7	(0.59)	2.8	(0.59)	4.4	(0.72)	2,298	(71.3)	102	(16.2)	20.6	(0.59)	19.2	(2.91)
South	4.1	(0.50)	4.3	(0.59)	5.3	(0.72)	5.2	(0.62)	4,265	(92.7)	222	(26.9)	38.1	(0.70)	41.7	(3.68)
West	5.8	(0.72)	2.9	(0.63)	6.6	(1.01)	4.8	(0.73)	2,673	(76.1)	127	(19.6)	23.9	(0.64)	23.9	(3.36)

—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 2016 data refer to 10th- through 12th-graders who were enrolled in October 2015 but had dropped out by October 2016). 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 2015.
[3]Includes only those 15- to 24-year-olds who dropped out of grades 10 through 12 between October 2015 and October 2016. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
[4]Lowest quarter refers to the bottom 25 percent of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to the top 25 percent of all family incomes.
[5]Age at the time of data collection. A person's age at the time of dropping out may be 1 year younger, because the dropout event could occur at any time over the previous 12-month period.
[6]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.
[7]Individuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in 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. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2006 through 2016. (This table was prepared September 2017.)

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 2016

[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)

!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 2016 data refer to 10th- through 12th-graders who were enrolled in October 2015 but had dropped out by October 2016). 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. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2016. (This table was prepared September 2017.)

Table 2.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number and percentage distribution of 16- to 24-year-olds, by selected characteristics: Selected years, 2006 through 2016

[Standard errors appear in parentheses]

Selected characteristic	Status dropout rate[1]								2016							
									Number of 16- to 24-year-olds (in thousands)				Percentage distribution of 16- to 24-year-olds			
	2006		2011		2015		2016		Total population[2]		Status dropouts only[3]		Total population[2]		Status dropouts only[3]	
1	2		3		4		5		6		7		8		9	
Total	**9.3**	**(0.22)**	**7.1**	**(0.26)**	**5.9**	**(0.26)**	**6.1**	**(0.27)**	**38,367**	**(57.6)**	**2,334**	**(102.8)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	10.3	(0.33)	7.7	(0.36)	6.3	(0.37)	7.1	(0.38)	19,338	(75.5)	1,371	(74.2)	50.4	(0.23)	58.7	(1.78)
Female	8.3	(0.30)	6.5	(0.34)	5.4	(0.33)	5.1	(0.31)	19,030	(105.1)	964	(58.3)	49.6	(0.23)	41.3	(1.78)
Race/ethnicity																
White	5.8	(0.23)	5.0	(0.31)	4.6	(0.29)	5.2	(0.31)	20,887	(55.8)	1,084	(64.8)	54.4	(0.15)	46.4	(2.16)
Black	10.7	(0.66)	7.3	(0.67)	6.5	(0.70)	6.2	(0.80)	5,378	(51.9)	333	(43.4)	14.0	(0.14)	14.3	(1.67)
Hispanic	22.1	(0.86)	13.6	(0.78)	9.2	(0.71)	8.6	(0.64)	8,512	(34.5)	731	(54.3)	22.2	(0.07)	31.3	(1.84)
Asian	3.7	(0.77)	4.3	(1.09)	3.4	(0.85)	2.9	(0.61)	2,091	(44.7)	‡	(†)	5.4	(0.11)	2.6	(0.54)
Pacific Islander	‡	(†)	4.4!	(2.07)	‡	(†)	18.2!	(7.11)	116	(20.0)	‡	(†)	0.3	(0.05)	0.9!	(0.40)
American Indian/Alaska Native	14.7	(3.62)	15.0	(3.88)	14.4	(3.75)	18.2	(3.38)	386	(44.7)	70	(15.8)	1.0	(0.12)	3.0	(0.67)
Two or more races	7.0	(1.49)	4.6	(1.22)	4.5	(1.16)	3.4!	(1.10)	996	(50.0)	‡	(†)	2.6	(0.13)	1.5!	(0.46)
Race/ethnicity by sex																
Male																
White	6.4	(0.33)	5.4	(0.41)	5.0	(0.40)	5.8	(0.42)	10,582	(65.8)	612	(43.6)	54.7	(0.22)	44.7	(2.66)
Black	9.7	(0.91)	8.3	(0.98)	6.4	(1.04)	8.2	(1.22)	2,639	(38.4)	216	(32.5)	13.6	(0.18)	15.8	(2.19)
Hispanic	25.7	(1.25)	14.6	(1.09)	9.9	(0.93)	10.1	(1.06)	4,321	(24.1)	436	(45.5)	22.3	(0.14)	31.8	(2.52)
Asian	4.6	(1.21)	3.8!	(1.40)	4.0	(1.13)	2.9	(0.86)	1,053	(22.8)	‡	(†)	5.4	(0.12)	2.3	(0.67)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	59	(14.4)	‡	(†)	0.3	(0.07)	‡	(†)
American Indian/Alaska Native	16.8!	(5.14)	9.9!	(3.80)	14.4!	(5.86)	22.3	(4.88)	182	(25.3)	‡	(†)	0.9	(0.13)	3.0	(0.73)
Two or more races	7.0!	(2.16)	4.9!	(2.00)	4.5!	(1.80)	4.6!	(1.97)	503	(29.7)	‡	(†)	2.6	(0.15)	1.7!	(0.74)
Female																
White	5.3	(0.31)	4.6	(0.38)	4.1	(0.37)	4.6	(0.39)	10,305	(59.4)	472	(40.2)	54.2	(0.20)	49.0	(3.11)
Black	11.7	(0.96)	6.4	(0.94)	6.5	(0.98)	4.3	(0.84)	2,740	(31.3)	117	(23.3)	14.4	(0.19)	12.1	(2.26)
Hispanic	18.1	(1.15)	12.4	(0.97)	8.4	(0.97)	7.0	(0.76)	4,191	(23.1)	295	(32.3)	22.0	(0.10)	30.6	(2.66)
Asian	2.7!	(0.93)	4.9!	(1.57)	2.8!	(1.01)	2.9!	(0.88)	1,038	(33.9)	‡	(†)	5.5	(0.16)	3.1!	(0.93)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	58	(12.9)	‡	(†)	0.3	(0.07)	‡	(†)
American Indian/Alaska Native	12.1!	(4.98)	19.7	(5.03)	14.3!	(4.53)	14.6	(4.36)	205	(26.0)	‡	(†)	1.1	(0.13)	3.1!	(1.09)
Two or more races	7.0	(2.06)	4.3!	(1.83)	4.4!	(1.80)	2.2!	(0.93)	493	(31.2)	‡	(†)	2.6	(0.16)	1.1!	(0.45)
Family income[4]																
Lowest quarter	16.5	(0.58)	13.0	(0.73)	9.9	(0.69)	9.7	(0.69)	9,294	(216.3)	900	(66.2)	24.2	(0.56)	38.5	(2.16)
Middle low quarter	12.1	(0.51)	9.0	(0.53)	7.4	(0.60)	7.3	(0.55)	8,886	(197.0)	649	(50.4)	23.2	(0.51)	27.8	(1.76)
Middle high quarter	6.3	(0.37)	4.8	(0.45)	4.3	(0.39)	5.4	(0.50)	9,311	(195.5)	499	(47.7)	24.3	(0.51)	21.4	(1.81)
Highest quarter	3.8	(0.27)	2.3	(0.32)	2.4	(0.31)	2.6	(0.28)	10,876	(200.6)	286	(31.7)	28.3	(0.53)	12.3	(1.34)
Age																
16	2.8	(0.36)	2.2	(0.44)	4.6	(0.60)	4.9	(0.60)	4,246	(47.4)	207	(25.7)	11.1	(0.13)	8.9	(1.02)
17	5.0	(0.49)	3.5	(0.46)	3.3	(0.45)	5.1	(0.60)	4,229	(51.8)	215	(25.6)	11.0	(0.13)	9.2	(1.03)
18	8.6	(0.64)	5.4	(0.57)	7.0	(0.77)	6.7	(0.77)	4,203	(51.1)	281	(32.8)	11.0	(0.14)	12.0	(1.35)
19	9.7	(0.68)	7.5	(0.73)	8.0	(0.83)	6.2	(0.73)	4,063	(51.2)	251	(30.1)	10.6	(0.13)	10.8	(1.19)
20 to 24	11.8	(0.33)	9.0	(0.41)	6.0	(0.32)	6.4	(0.35)	21,626	(62.0)	1,379	(75.6)	56.4	(0.09)	59.1	(1.83)
Recency of immigration[5]																
Born outside the United States																
Hispanic	37.2	(1.61)	28.8	(2.04)	17.4	(1.89)	15.9	(1.71)	1,885	(91.7)	300	(33.2)	4.9	(0.24)	12.8	(1.28)
Non-Hispanic	7.4	(1.08)	5.7	(1.31)	4.7	(1.05)	4.6	(0.96)	1,985	(97.8)	92	(20.0)	5.2	(0.25)	3.9	(0.85)
First generation																
Hispanic	11.3	(1.15)	7.5	(0.97)	6.1	(0.87)	6.4	(0.80)	3,589	(93.1)	231	(29.9)	9.4	(0.24)	9.9	(1.18)
Non-Hispanic	4.1	(0.58)	2.6	(0.64)	2.4	(0.56)	3.1	(0.60)	2,663	(113.6)	82	(16.3)	6.9	(0.30)	3.5	(0.69)
Second generation or higher																
Hispanic	14.3	(1.33)	9.9	(1.10)	8.4	(1.15)	6.6	(0.99)	3,038	(93.7)	200	(31.0)	7.9	(0.24)	8.6	(1.30)
Non-Hispanic	6.9	(0.23)	5.7													

Table 2.2. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2016

[Standard errors appear in parentheses]

Year	Total status dropout rate								Male status dropout rate								Female status dropout rate							
	All races[1]		White		Black		Hispanic		All races[1]		White		Black		Hispanic		All races[1]		White		Black		Hispanic	
1	2		3		4		5		6		7		8		9		10		11		12		13	
1960[2]	27.2	(—)	—	(†)	—	(†)	—	(†)	27.8	(—)	—	(†)	—	(†)	—	(†)	26.7	(—)	—	(†)	—	(†)	—	(†)
1967[3]	17.0	(—)	15.4	(—)	28.6	(—)	—	(†)	16.5	(—)	14.7	(—)	30.6	(—)	—	(†)	17.3	(—)	16.1	(—)	26.9	(—)	—	(†)
1968[3]	16.2	(—)	14.7	(—)	27.4	(—)	—	(†)	15.8	(—)	14.4	(—)	27.1	(—)	—	(†)	16.5	(—)	15.0	(—)	27.6	(—)	—	(†)
1969[3]	15.2	(—)	13.6	(—)	26.7	(—)	—	(†)	14.3	(—)	12.6	(—)	26.9	(—)	—	(†)	16.0	(—)	14.6	(—)	26.7	(—)	—	(†)
1970[3]	15.0	(0.30)	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[4,5,6]	7.4	(0.27)	5.1	(0.30)	8.0	(0.76)	15.1	(0.87)	8.5	(0.40)	5.9	(0.42)	9.5	(1.11)	17.3	(1.24)	6.3	(0.28)	4.2	(0.35)	6.7	(0.85)	12.8	(0.97)
2011[4,5,6]	7.1	(0.26)	5.0	(0.31)	7.3	(0.67)	13.6	(0.78)	7.7	(0.36)	5.4	(0.41)	8.3	(0.98)	14.6	(1.09)	6.5	(0.34)	4.6	(0.38)	6.4	(0.94)	12.4	(0.97)
2012[4,5,6]	6.6	(0.25)	4.3	(0.31)	7.5	(0.76)	12.7	(0.72)	7.3	(0.36)	4.8	(0.40)	8.1	(1.15)	13.9	(1.04)	5.9	(0.33)	3.8	(0.37)	7.0	(1.01)	11.3	(1.00)
2013[4,5,6]	6.8	(0.28)	5.1	(0.31)	7.3	(0.87)	11.7	(0.74)	7.2	(0.37)	5.5	(0.39)	8.2	(1.11)	12.6	(1.01)	6.3	(0.34)	4.7	(0.36)	6.6	(1.07)	10.8	(0.98)
2014[4,5,6]	6.5	(0.25)	5.2	(0.32)	7.4	(0.74)	10.6	(0.68)	7.1	(0.37)	5.7	(0.42)	7.1	(1.02)	11.8	(1.04)	5.9	(0.29)	4.8	(0.41)	7.7	(1.02)	9.3	(0.84)
2015[4,5,6]	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]	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)

—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.
[6]Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). 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 2016. (This table was prepared September 2017.)

Table 2.3. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by income level, and percentage distribution of status dropouts, by labor force status and years of school completed: 1970 through 2016

[Standard errors appear in parentheses]

Year	Status dropout rate	Status dropout rate, by family income[1]: Lowest quarter	Middle low quarter	Middle high quarter	Highest quarter	Percentage distribution of status dropouts, by labor force status[2]: Total	In labor force: Employed[3]	In labor force: Unemployed	Not in labor force	Percentage distribution of status dropouts, by years of school completed: Total	Less than 9 years	9 years	10 years	11 or 12 years
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1970	15.0 (0.30)	28.0 (0.94)	21.2 (0.66)	11.7 (0.51)	5.2 (0.34)	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)	28.8 (0.84)	18.0 (0.59)	10.2 (0.46)	5.0 (0.31)	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)	28.1 (0.80)	19.2 (0.61)	10.1 (0.46)	4.9 (0.30)	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)	28.5 (0.81)	19.0 (0.60)	10.4 (0.46)	4.5 (0.29)	100.0 (†)	52.9 (1.02)	13.6 (0.70)	33.6 (0.97)	100.0 (†)	24.3 (0.88)	21.7 (0.84)	27.3 (0.91)	26.6 (0.91)
1978	14.2 (0.27)	28.2 (0.81)	18.9 (0.61)	10.5 (0.46)	5.5 (0.31)	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)	28.1 (0.79)	18.5 (0.60)	11.5 (0.48)	5.6 (0.32)	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)	27.0 (0.77)	18.1 (0.60)	10.7 (0.46)	5.7 (0.32)	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)	26.4 (0.76)	17.8 (0.58)	11.1 (0.47)	5.2 (0.30)	100.0 (†)	49.8 (1.01)	18.3 (0.78)	31.9 (0.94)	100.0 (†)	24.3 (0.87)	18.6 (0.79)	30.2 (0.93)	26.9 (0.90)
1982	13.9 (0.28)	27.2 (0.79)	18.3 (0.63)	10.2 (0.49)	4.4 (0.30)	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)	26.5 (0.78)	17.8 (0.63)	10.5 (0.50)	4.1 (0.29)	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)	25.9 (0.77)	16.5 (0.62)	9.9 (0.49)	3.8 (0.29)	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)	27.1 (0.79)	14.7 (0.61)	8.3 (0.46)	4.0 (0.29)	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)	25.4 (0.77)	14.8 (0.61)	8.0 (0.45)	3.4 (0.28)	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)	25.5 (0.78)	16.6 (0.64)	8.0 (0.47)	3.6 (0.29)	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)	27.2 (0.86)	15.4 (0.69)	8.2 (0.52)	3.4 (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)	25.0 (0.81)	16.2 (0.68)	8.7 (0.50)	3.3 (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)	24.3 (0.82)	15.1 (0.65)	8.7 (0.51)	2.9 (0.28)	100.0 (†)	52.5 (1.29)	13.3 (0.88)	34.2 (1.23)	100.0 (†)	28.6 (1.17)	20.9 (1.05)	24.4 (1.11)	26.1 (1.14)
1991	12.5 (0.30)	25.9 (0.83)	15.5 (0.66)	7.7 (0.49)	3.0 (0.29)	100.0 (†)	47.5 (1.28)	15.8 (0.93)	36.7 (1.23)	100.0 (†)	28.6 (1.15)	20.5 (1.03)	26.1 (1.12)	24.9 (1.10)
1992[4]	11.0 (0.28)	23.4 (0.79)	12.9 (0.62)	7.3 (0.48)	2.4 (0.26)	100.0 (†)	47.6 (1.36)	15.0 (0.97)	37.4 (1.32)	100.0 (†)	21.6 (1.12)	17.5 (1.04)	24.4 (1.17)	36.5 (1.31)
1993[4]	11.0 (0.28)	22.9 (0.77)	12.7 (0.62)	6.6 (0.46)	2.9 (0.29)	100.0 (†)	48.7 (1.37)	12.8 (0.91)	38.5 (1.33)	100.0 (†)	20.5 (1.10)	16.6 (1.02)	24.1 (1.17)	38.8 (1.33)
1994[4]	11.4 (0.28)	20.7 (0.76)	13.7 (0.63)	8.7 (0.49)	4.9 (0.35)	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[4]	12.0 (0.27)	23.2 (0.70)	13.8 (0.59)	8.3 (0.46)	3.6 (0.29)	100.0 (†)	48.9 (1.19)	14.2 (0.83)	37.0 (1.15)	100.0 (†)	22.2 (0.99)	17.0 (0.89)	22.5 (0.99)	38.3 (1.16)
1996[4]	11.1 (0.27)	22.0 (0.72)	13.6 (0.60)	7.0 (0.45)	3.2 (0.28)	100.0 (†)	47.3 (1.28)	15.0 (0.91)	37.7 (1.24)	100.0 (†)	20.3 (1.03)	17.7 (0.98)	22.6 (1.07)	39.4 (1.25)
1997[4]	11.0 (0.27)	21.8 (0.71)	13.5 (0.59)	6.2 (0.42)	3.4 (0.29)	100.0 (†)	53.3 (1.27)	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[4]	11.8 (0.27)	22.3 (0.71)	14.9 (0.62)	7.7 (0.45)	3.5 (0.29)	100.0 (†)	55.1 (1.22)	10.3 (0.74)	34.6 (1.17)	100.0 (†)	21.0 (1.00)	14.9 (0.87)	21.4 (1.00)	42.6 (1.21)
1999[4]	11.2 (0.26)	21.0 (0.70)	14.3 (0.60)	7.4 (0.44)	3.9 (0.30)	100.0 (†)	55.6 (1.23)	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[4]	10.9 (0.26)	20.7 (0.70)	12.8 (0.56)	8.3 (0.46)	3.5 (0.29)	100.0 (†)	56.9 (1.24)	12.3 (0.82)	30.8 (1.16)	100.0 (†)	21.5 (1.03)	15.3 (0.90)	23.1 (1.06)	40.0 (1.23)
2001[4]	10.7 (0.24)	19.3 (0.65)	13.4 (0.54)	9.0 (0.45)	3.2 (0.25)	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[4]	10.5 (0.24)	18.8 (0.62)	12.3 (0.53)	8.4 (0.43)	3.8 (0.28)	100.0 (†)	57.4 (1.18)	13.3 (0.81)	29.2 (1.09)	100.0 (†)	22.8 (1.00)	17.1 (0.90)	21.3 (0.98)	38.9 (1.17)
2003[4]	9.9 (0.23)	19.5 (0.64)	10.8 (0.49)	7.3 (0.40)	3.4 (0.26)	100.0 (†)	53.5 (1.22)	13.7 (0.84)	32.9 (1.15)	100.0 (†)	21.2 (1.00)	18.2 (0.94)	20.7 (0.99)	40.0 (1.20)
2004[4]	10.3 (0.23)	18.0 (0.60)	12.7 (0.52)	8.2 (0.42)	3.7 (0.27)	100.0 (†)	53.0 (1.19)	14.3 (0.83)	32.7 (1.12)	100.0 (†)	21.4 (0.97)	15.9 (0.87)	22.5 (0.99)	40.3 (1.17)
2005[4]	9.4 (0.22)	17.9 (0.60)	11.5 (0.51)	7.1 (0.39)	2.7 (0.23)	100.0 (†)	56.9 (1.23)	11.9 (0.80)	31.2 (1.15)	100.0 (†)	18.9 (0.97)	16.8 (0.93)	21.4 (1.02)	42.9 (1.23)
2006[4]	9.3 (0.22)	16.5 (0.58)	12.1 (0.51)	6.3 (0.37)	3.8 (0.27)	100.0 (†)	56.4 (1.23)	11.7 (0.80)	32.0 (1.16)	100.0 (†)	22.1 (1.03)	13.4 (0.85)	20.7 (1.01)	43.9 (1.23)
2007[4]	8.7 (0.21)	16.7 (0.59)	10.5 (0.48)	6.4 (0.36)	3.2 (0.25)	100.0 (†)	55.5 (1.27)	11.2 (0.80)	33.3 (1.20)	100.0 (†)	21.2 (1.04)	16.9 (0.96)	22.9 (1.07)	39.0 (1.24)
2008[4]	8.0 (0.20)	16.4 (0.58)	9.4 (0.45)	5.4 (0.34)	2.2 (0.21)	100.0 (†)	46.8 (1.33)	16.3 (0.98)	36.9 (1.28)	100.0 (†)	18.4 (1.03)	15.2 (0.96)	23.8 (1.13)	42.6 (1.32)
2009[4]	8.1 (0.20)	15.8 (0.57)	9.7 (0.45)	5.4 (0.34)	2.5 (0.22)	100.0 (†)	43.2 (1.31)	19.9 (1.06)	36.9 (1.28)	100.0 (†)	17.7 (1.01)	13.6 (0.91)	24.4 (1.14)	44.3 (1.32)
2010[4,5]	7.4 (0.27)	13.8 (0.83)	8.9 (0.54)	5.1 (0.48)	2.5 (0.31)	100.0 (†)	45.8 (1.64)	18.7 (1.38)	35.5 (1.70)	100.0 (†)	19.2 (1.48)	13.1 (1.07)	22.5 (1.59)	45.2 (1.89)
2011[4,5]	7.1 (0.26)	13.0 (0.73)	9.0 (0.53)	4.8 (0.45)	2.3 (0.32)	100.0 (†)	49.8 (1.77)	16.0 (1.33)	34.2 (1.69)	100.0 (†)	18.1 (1.72)	12.9 (1.15)	21.2 (1.39)	47.7 (1.87)
2012[4,5]	6.6 (0.25)	11.8 (0.70)	8.7 (0.65)	4.1 (0.44)	1.9 (0.31)	100.0 (†)	44.8 (2.07)	18.1 (1.49)	37.1 (1.83)	100.0 (†)	18.3 (1.76)	10.2 (1.21)	21.9 (1.57)	49.6 (2.20)
2013[4,5]	6.8 (0.28)	10.7 (0.73)	8.8 (0.67)	5.0 (0.44)	3.2 (0.36)	100.0 (†)	41.1 (2.01)	16.8 (1.58)	42.1 (1.84)	100.0 (†)	18.3 (1.70)	13.3 (1.34)	21.1 (1.63)	47.4 (2.31)
2014[4,5]	6.5 (0.25)	11.6 (0.68)	7.6 (0.57)	4.7 (0.43)	2.8 (0.31)	100.0 (†)	44.7 (1.84)	17.0 (1.41)	38.3 (1.61)	100.0 (†)	15.0 (1.58)	13.7 (1.28)	21.3 (1.56)	50.0 (1.94)
2015[4,5]	5.9 (0.26)	9.9 (0.69)	7.4 (0.60)	4.3 (0.39)	2.4 (0.31)	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[4,5]	6.1 (0.27)	9.7 (0.69)	7.3 (0.55)	5.4 (0.50)	2.6 (0.28)	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)

—Not available.
†Not applicable.
[1]Lowest quarter refers to the bottom 25 percent of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to the top 25 percent of all family incomes.
[2]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.
[3]Includes persons who were employed but not at work during the survey week.
[4]Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
[5]Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2016. (This table was prepared September 2017.)

Table 3.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: Selected years, 2006 through 2016

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate								2016											
									Noninstitutionalized population[1]								Institutionalized population[2]			
													Status dropout rate							
	2006		2011		2015		2016		Number of status dropouts (in thousands)		Percentage distribution of status dropouts		Total for non-institutionalized population		For those born in the United States[3]		For those born outside of the United States[3]		Number of status dropouts (in thousands)		Status dropout rate	
1	2		3		4		5		6		7		8		9		10		11		12	
Total	**9.7**	**(0.07)**	**7.7**	**(0.06)**	**6.0**	**(0.05)**	**5.8**	**(0.06)**	**2,139**	**(23.2)**	**100.0 0**	**(†)**	**5.5**	**(0.06)**	**5.0**	**(0.05)**	**9.6**	**(0.21)**	**141**	**(3.3)**	**33.7**	**(0.71)**
Sex																						
Male	11.3	(0.11)	9.0	(0.09)	7.0	(0.08)	6.8	(0.09)	1,252	(18.8)	58.6	(0.53)	6.3	(0.09)	5.7	(0.09)	10.9	(0.29)	129	(3.6)	35.4	(0.85)
Female	7.9	(0.08)	6.2	(0.07)	5.0	(0.06)	4.7	(0.07)	886	(13.7)	41.4	(0.53)	4.6	(0.07)	4.2	(0.07)	8.2	(0.26)	12	(1.0)	22.3	(1.83)
Race/ethnicity																						
White	6.4	(0.07)	5.1	(0.07)	4.5	(0.07)	4.5	(0.06)	917	(13.6)	42.9	(0.52)	4.3	(0.06)	4.4	(0.06)	3.8	(0.36)	33	(1.9)	26.0	(1.30)
Black	11.5	(0.21)	9.6	(0.18)	7.2	(0.15)	7.0	(0.17)	334	(9.7)	15.6	(0.42)	6.1	(0.17)	6.1	(0.17)	5.5	(0.52)	62	(2.9)	38.0	(1.45)
Hispanic	21.0	(0.26)	14.5	(0.19)	9.9	(0.16)	9.1	(0.17)	748	(15.0)	35.0	(0.54)	8.7	(0.17)	6.5	(0.15)	16.1	(0.41)	38	(1.6)	37.5	(1.50)
Cuban	7.2	(0.83)	5.6	(0.76)	4.1	(0.49)	5.4	(0.61)	12	(1.5)	0.6	(0.07)	5.2	(0.61)	3.6	(0.57)	8.6	(1.36)	‡	(†)	30.9!	(10.85)
Dominican	10.0	(0.92)	10.9	(0.90)	8.7	(0.76)	7.5	(0.78)	21	(2.4)	1.0	(0.11)	7.1	(0.79)	5.2	(0.84)	10.0	(1.39)	‡	(†)	36.6	(8.92)
Mexican	23.6	(0.31)	15.7	(0.25)	10.4	(0.21)	9.0	(0.23)	490	(13.0)	22.9	(0.52)	8.7	(0.23)	6.9	(0.19)	16.5	(0.62)	23	(1.3)	38.9	(1.97)
Puerto Rican	15.2	(0.64)	12.0	(0.46)	8.7	(0.47)	9.1	(0.53)	70	(4.3)	3.3	(0.20)	8.7	(0.54)	7.9	(0.55)	12.0	(1.24)	5	(0.6)	35.0	(4.43)
Spaniard	6.9	(1.50)	4.3	(0.74)	4.3	(0.79)	6.5	(1.06)	6	(1.1)	0.3	(0.05)	6.1	(1.07)	5.5	(1.10)	12.4!	(4.05)	‡	(†)	‡	(†)
Central American[4]	29.8	(0.93)	21.4	(0.78)	15.8	(0.63)	15.4	(0.68)	115	(5.6)	5.4	(0.25)	15.2	(0.68)	5.0	(0.50)	28.9	(1.30)	2	(0.5)	33.4	(6.72)
Costa Rican	13.6	(3.84)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Guatemalan	43.4	(2.17)	32.8	(1.60)	22.8	(1.34)	22.9	(1.69)	46	(4.0)	2.2	(0.18)	22.8	(1.70)	4.6	(0.89)	40.7	(2.82)	‡	(†)	34.7	(10.15)
Honduran	34.2	(2.75)	25.7	(1.70)	18.9	(1.63)	16.7	(1.49)	22	(2.2)	1.0	(0.10)	16.5	(1.48)	5.5	(1.54)	25.9	(2.25)	‡	(†)	30.0!	(10.35)
Nicaraguan	13.6	(2.41)	7.5	(1.59)	7.8	(1.94)	7.2!	(2.29)	‡	(†)	0.2!	(0.06)	7.2!	(2.29)	4.7!	(1.72)	15.3!	(7.30)	‡	(†)	‡	(†)
Panamanian	7.4!	(2.95)	5.6!	(2.29)	2.5!	(1.12)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Salvadoran	23.9	(1.46)	16.9	(0.99)	13.8	(0.91)	13.3	(0.89)	41	(2.9)	1.9	(0.14)	13.1	(0.89)	5.6	(0.70)	25.1	(1.99)	‡	(†)	35.7	(10.47)
South American	8.1	(0.71)	4.6	(0.53)	3.4	(0.35)	3.6	(0.36)	15	(1.6)	0.7	(0.08)	3.4	(0.36)	2.5	(0.37)	4.6	(0.71)	‡	(†)	38.4!	(11.61)
Chilean	4.9!	(2.19)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Colombian	5.6	(0.89)	3.6	(0.93)	3.3	(0.58)	2.9	(0.46)	‡	(†)	0.2	(0.03)	2.6	(0.43)	3.0	(0.60)	2.0!	(0.81)	‡	(†)	‡	(†)
Ecuadorian	14.1	(2.31)	10.0	(1.65)	7.2	(1.16)	6.1	(1.06)	5	(1.0)	0.2	(0.05)	5.9	(1.04)	1.9!	(0.85)	11.4	(2.16)	‡	(†)	‡	(†)
Peruvian	6.2!	(1.88)	3.4	(0.82)	2.2!	(0.66)	2.4!	(0.84)	‡	(†)	0.1!	(0.03)	2.3!	(0.83)	1.5!	(0.64)	3.6!	(1.68)	‡	(†)	‡	(†)
Venezuelan	5.1!	(1.69)	1.6!	(0.70)	2.0!	(0.74)	3.3!	(1.01)	‡	(†)	0.1!	(0.02)	3.3!	(1.01)	‡	(†)	3.4!	(1.19)	‡	(†)	‡	(†)
Other South American	9.5	(2.38)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other Hispanic	13.4	(0.70)	9.5	(0.83)	7.8	(0.57)	7.7	(0.56)	19	(1.8)	0.9	(0.08)	6.3	(0.53)	5.8	(0.51)	11.3	(2.42)	5	(0.7)	36.0	(4.35)
Asian	3.1	(0.20)	2.7	(0.14)	2.4	(0.15)	2.0	(0.14)	40	(2.9)	1.9	(0.13)	2.0	(0.14)	1.0	(0.12)	3.0	(0.24)	‡	(†)	‡	(†)
Chinese[5]	3.1	(0.45)	1.7	(0.26)	1.5	(0.21)	0.8	(0.17)	5	(1.0)	0.2	(0.04)	0.8	(0.17)	0.5!	(0.16)	1.0	(0.23)	‡	(†)	‡	(†)
Filipino	2.6	(0.37)	2.3	(0.28)	1.9	(0.31)	2.0	(0.32)	6	(1.0)	0.3	(0.05)	2.0	(0.32)	0.8	(0.21)	3.4	(0.69)	‡	(†)	‡	(†)
Japanese	1.0!	(0.39)	1.3!	(0.44)	1.6!	(0.56)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Korean	0.9	(0.21)	0.9!	(0.29)	1.4	(0.42)	0.7!	(0.23)	‡	(†)	0.1!	(0.02)	0.7!	(0.23)	0.8!	(0.41)	0.6!	(0.24)	‡	(†)	‡	(†)
South Asian[6]	2.7	(0.41)	2.5	(0.32)	2.2	(0.28)	2.2	(0.24)	11	(1.2)	0.5	(0.06)	2.2	(0.24)	1.1	(0.26)	3.1	(0.46)	‡	(†)	‡	(†)
Asian Indian	2.6	(0.47)	‡	(†)	1.7	(0.25)	2.1	(0.30)	8	(1.2)	0.4	(0.05)	2.1	(0.30)	1.2	(0.31)	3.1	(0.57)	‡	(†)	‡	(†)
Bangladeshi	‡	(†)	6.5!	(2.43)	4.9!	(2.02)	4.3!	(1.63)	‡	(†)	#	(†)	4.3!	(1.64)	‡	(†)	5.6!	(2.42)	‡	(†)	‡	(†)
Bhutanese	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Nepalese	—	(†)	—	(†)	7.8	(2.24)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pakistani	3.5!	(1.22)	3.8	(0.88)	1.9!	(0.64)	1.3!	(0.49)	‡	(†)	#	(†)	1.3!	(0.49)	‡	(†)	2.2!	(0.83)	‡	(†)	‡	(†)
Southeast Asian	5.7	(0.55)	4.9	(0.49)	5.0	(0.48)	4.0	(0.47)	15	(1.9)	0.7	(0.09)	4.0	(0.47)	1.4	(0.30)	8.2	(1.07)	‡	(†)	‡	(†)
Burmese	—	(†)	—	(†)	23.8	(4.46)	29.7	(4.60)	6	(1.3)	0.3	(0.06)	29.9	(4.63)	‡	(†)	30.8	(4.76)	‡	(†)	‡	(†)
Cambodian	6.5	(1.59)	9.8	(1.90)	9.4!	(3.08)	3.4!	(1.12)	‡	(†)	#	(†)	3.2!	(1.17)	3.0!	(1.30)	‡	(†)	‡	(†)	‡	(†)
Hmong	6.7	(1.56)	‡	(†)	4.5	(1.10)	3.6!	(1.18)	‡	(†)	0.1!	(0.03)	3.6!	(1.18)	2.7!	(1.15)	‡	(†)	‡	(†)	‡	(†)
Laotian	8.0	(1.93)	‡	(†)	6.9!	(2.68)	2.0!	(0.94)	‡	(†)	#	(†)	2.1!	(0.95)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Thai	2.5!	(1.24)	4.1!	(1.58)	4.6!	(1.97)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Vietnamese	5.4	(0.76)	2.8	(0.51)	2.8	(0.39)	2.3	(0.41)	5	(0.9)	0.2	(0.04)	2.2	(0.41)	0.8!	(0.24)	4.6	(0.93)	‡	(†)	‡	(†)
Other Southeast Asian[7]	‡	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other Asian	3.0	(0.69)	6.4	(0.99)	2.8	(0.63)	2.7	(0.63)	‡	(†)	0.1	(0.02)	2.7	(0.63)	1.7!	(0.69)	5.8!	(2.12)	‡	(†)	‡	(†)
Pacific Islander	7.4	(1.13)	8.8	(1.62)	5.4	(1.58)	6.9	(1.01)	6	(0.8)	0.3	(0.04)	6.9	(1.03)	3.9	(1.01)	13.7	(2.43)	‡	(†)	‡	(†)
American Indian/Alaska Native[8]	15.1	(0.63)	13.1	(0.75)	13.2	(0.78)	11.0	(0.68)	31	(2.1)	1.5	(0.10)	10.4	(0.67)	10.3	(0.68)	19.0!	(7.97)	2	(0.5)	44.5	(6.02)
American Indian	15.0	(0.79)	13.5	(0.96)	13.6	(0.87)	10.8	(0.63)	25	(1.5)	1.2	(0.07)	10.1	(0.62)	9.9	(0.62)	‡	(†)	2	(0.5)	50.9	(7.07)
Alaska Native	17.2	(3.93)	13.6	(2.61)	13.9	(3.56)	17.9	(3.94)	3	(0.7)	0.1	(0.03)	17.9	(3.96)	18.0	(3.98)	‡	(†)	‡	(†)	‡	(†)
Some other race[9]	10.2	(1.23)	7.9	(1.52)	7.5	(1.15)	5.1	(1.09)	6	(1.4)	0.3	(0.06)	5.0	(1.11)	4.5	(1.32)	6.6!	(2.08)	‡	(†)	‡	(†)
Two or more races	7.8	(0.39)	6.0	(0.33)	4.7	(0.22)	4.8	(0.26)	57	(3.3)	2.7	(0.15)	4.5	(0.25)	4.6	(0.28)	3.5	(0.79)	4	(0.7)	28.4	(3.91)

See notes at end of table.

Table 3.1. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: Selected years, 2006 through 2016—Continued

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate								2016											
									Noninstitutionalized population[1]								Institutionalized population[2]			
											Status dropout rate									
	2006		2011		2015		2016		Number of status dropouts (in thousands)		Percentage distribution of status dropouts		Total for non-institutionalized population		For those born in the United States[3]		For those born outside of the United States[3]		Number of status dropouts (in thousands)		Status dropout rate	
1	2		3		4		5		6		7		8		9		10		11		12	
Race/ethnicity by sex																				
Male																				
White	7.2	(0.10)	5.8	(0.10)	5.1	(0.10)	5.2	(0.10)	537	(10.8)	25.1	(0.45)	5.0	(0.10)	5.0	(0.10)	4.2	(0.49)	28	(1.8)	27.5	(1.55)
Black	14.0	(0.31)	11.8	(0.25)	8.7	(0.22)	8.7	(0.22)	193	(6.3)	9.0	(0.28)	7.0	(0.22)	7.1	(0.24)	6.3	(0.84)	60	(2.8)	39.3	(1.58)
Hispanic	24.8	(0.36)	17.0	(0.27)	11.8	(0.21)	10.7	(0.25)	442	(11.4)	20.7	(0.44)	10.1	(0.25)	7.6	(0.23)	18.0	(0.55)	35	(1.6)	39.4	(1.61)
Asian	3.5	(0.28)	3.1	(0.19)	2.9	(0.22)	2.2	(0.19)	23	(2.1)	1.1	(0.10)	2.2	(0.20)	1.1	(0.16)	3.3	(0.38)	‡	(†)	‡	(†)
Pacific Islander	7.7	(1.54)	9.2	(2.10)	4.0!	(1.27)	6.6	(1.54)	‡	(†)	0.1	(0.03)	6.5	(1.57)	3.7!	(1.48)	13.1	(3.62)	‡	(†)	‡	(†)
American Indian/Alaska Native	17.3	(1.08)	14.8	(1.12)	14.4	(1.03)	13.3	(1.10)	18	(1.6)	0.9	(0.07)	12.4	(1.08)	12.4	(1.09)	‡	(†)	2	(0.5)	43.2	(6.92)
Some other race[9]	11.4	(1.78)	8.7	(2.04)	8.6	(1.73)	5.4	(1.57)	‡	(†)	0.1!	(0.05)	5.4	(1.59)	4.6!	(1.93)	8.3!	(3.21)	‡	(†)	‡	(†)
Two or more races	8.8	(0.59)	7.4	(0.57)	5.4	(0.36)	5.6	(0.37)	33	(2.3)	1.5	(0.10)	5.1	(0.36)	5.2	(0.37)	4.0	(1.15)	3	(0.6)	26.3	(4.03)
Female																				
White	5.5	(0.08)	4.3	(0.08)	3.9	(0.08)	3.7	(0.07)	379	(7.7)	17.7	(0.33)	3.7	(0.07)	3.7	(0.08)	3.4	(0.46)	6	(0.8)	20.4	(2.41)
Black	9.0	(0.23)	7.3	(0.22)	5.7	(0.20)	5.2	(0.23)	141	(6.6)	6.6	(0.30)	5.1	(0.23)	5.1	(0.23)	4.8	(0.70)	2	(0.5)	20.4	(3.70)
Hispanic	16.7	(0.29)	11.7	(0.23)	8.0	(0.20)	7.3	(0.20)	306	(8.5)	14.3	(0.37)	7.3	(0.20)	5.4	(0.17)	14.0	(0.53)	3	(0.4)	23.0	(3.47)
Asian	2.7	(0.22)	2.4	(0.18)	1.9	(0.19)	1.7	(0.18)	17	(1.8)	0.8	(0.09)	1.7	(0.18)	0.8	(0.15)	2.7	(0.28)	‡	(†)	‡	(†)
Pacific Islander	7.2	(1.49)	8.4	(2.11)	6.6!	(2.46)	7.2	(1.50)	‡	(†)	0.1	(0.03)	7.2	(1.50)	4.1!	(1.67)	14.2	(3.37)	‡	(†)	‡	(†)
American Indian/Alaska Native	12.9	(0.98)	11.4	(0.86)	11.9	(1.15)	8.7	(0.85)	13	(1.3)	0.6	(0.06)	8.5	(0.85)	8.2	(0.88)	‡	(†)	‡	(†)	52.7	(11.80)
Some other race[9]	8.9	(1.72)	7.1	(2.08)	6.2	(1.73)	4.7	(1.29)	‡	(†)	0.1	(0.04)	4.6	(1.30)	4.5!	(1.55)	‡	(†)	‡	(†)	‡	(†)
Two or more races	6.8	(0.51)	4.6	(0.41)	3.9	(0.31)	4.0	(0.34)	24	(2.2)	1.1	(0.10)	3.9	(0.34)	3.9	(0.36)	3.1!	(0.96)	‡	(†)	40.9	(11.20)
Age																				
16	3.3	(0.10)	2.2	(0.09)	2.3	(0.09)	2.4	(0.10)	100	(4.1)	4.7	(0.19)	2.4	(0.10)	2.2	(0.10)	3.7	(0.41)	4	(0.7)	11.7	(1.85)
17	5.5	(0.14)	3.8	(0.11)	3.2	(0.10)	3.1	(0.11)	122	(4.4)	5.7	(0.21)	3.0	(0.11)	2.8	(0.09)	4.5	(0.54)	6	(0.8)	16.1	(1.96)
18	8.0	(0.18)	6.2	(0.15)	4.6	(0.13)	4.8	(0.13)	206	(5.9)	9.6	(0.26)	4.6	(0.13)	4.4	(0.13)	6.1	(0.44)	11	(1.0)	35.2	(2.86)
19	10.0	(0.18)	7.7	(0.15)	5.9	(0.15)	5.8	(0.15)	230	(6.3)	10.7	(0.27)	5.5	(0.14)	5.1	(0.14)	8.6	(0.60)	14	(1.3)	41.3	(2.64)
20–24	12.2	(0.11)	9.8	(0.10)	7.6	(0.08)	7.1	(0.09)	1,481	(19.2)	69.2	(0.41)	6.7	(0.08)	6.1	(0.08)	11.7	(0.28)	106	(2.8)	37.9	(0.73)
English speaking ability																				
Spoke English at home or spoke English very well	7.9	(0.06)	6.5	(0.06)	5.3	(0.05)	5.2	(0.05)	1,814	(20.5)	84.8	(0.36)	4.9	(0.05)	4.9	(0.05)	4.7	(0.16)	130	(3.4)	32.9	(0.73)
Spoke a language other than English at home and spoke English less than very well	34.7	(0.47)	27.8	(0.45)	20.5	(0.41)	18.5	(0.42)	325	(8.8)	15.2	(0.36)	18.2	(0.42)	10.9	(0.58)	21.6	(0.52)	10	(1.0)	48.4	(3.93)
Region																				
Northeast	7.4	(0.14)	6.1	(0.13)	4.8	(0.13)	4.7	(0.11)	302	(7.8)	14.1	(0.32)	4.5	(0.12)	3.9	(0.12)	8.0	(0.42)	18	(1.1)	27.5	(1.46)
Midwest	8.1	(0.13)	6.8	(0.12)	5.6	(0.11)	5.5	(0.14)	432	(11.2)	20.2	(0.46)	5.2	(0.13)	5.0	(0.13)	8.1	(0.59)	28	(1.7)	31.1	(1.55)
South	11.0	(0.13)	8.7	(0.11)	6.6	(0.10)	6.3	(0.10)	879	(14.6)	41.1	(0.48)	6.0	(0.10)	5.4	(0.10)	11.0	(0.33)	66	(2.6)	37.6	(1.27)
West	10.7	(0.13)	8.0	(0.12)	6.4	(0.10)	5.9	(0.10)	527	(9.3)	24.6	(0.41)	5.6	(0.10)	5.0	(0.10)	9.7	(0.38)	29	(1.7)	33.2	(1.56)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.
[2]Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
[3]United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas.
[4]Includes other Central American subgroups not shown separately.
[5]Includes Taiwanese.
[6]In addition to the subgroups shown, also includes Sri Lankan.
[7]Consists of Indonesian and Malaysian.
[8]Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified.
[9]Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received GED credentials are counted as high school completers. 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. 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), 2006, 2011, 2015, and 2016. (This table was prepared November 2017.)

Table 3.2. Percentage of high school dropouts among noninstitutionalized and institutionalized persons 16 through 24 years old (status dropout rate), by race/ethnicity and state: 2016

[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	**5.8**	**(0.06)**	**4.5**	**(0.06)**	**7.0**	**(0.17)**	**9.1**	**(0.17)**	**2.0**	**(0.14)**	**6.9**	**(1.01)**	**11.0**	**(0.68)**	**4.8**	**(0.26)**
Alabama	6.9	(0.45)	6.7	(0.65)	6.5	(0.82)	12.4	(2.97)	‡	(†)	‡	(†)	‡	(†)	3.2!	(1.55)
Alaska	5.6	(0.78)	1.9!	(0.78)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	19.0	(4.18)	10.1!	(4.41)
Arizona	7.6	(0.40)	5.0	(0.46)	8.9	(1.85)	10.6	(0.69)	‡	(†)	‡	(†)	11.1	(1.46)	3.3!	(1.14)
Arkansas	7.2	(0.59)	5.8	(0.61)	10.7	(1.97)	9.1	(1.97)	‡	(†)	‡	(†)	‡	(†)	8.2!	(3.84)
California	5.3	(0.14)	3.0	(0.19)	5.7	(0.71)	7.7	(0.25)	1.6	(0.22)	‡	(†)	3.6!	(1.47)	3.6	(0.69)
Colorado	6.4	(0.43)	3.5	(0.41)	9.0	(2.51)	12.5	(1.15)	2.5!	(1.15)	‡	(†)	12.1!	(5.67)	6.1	(1.78)
Connecticut	3.1	(0.39)	1.9	(0.41)	2.5!	(0.80)	8.1	(1.33)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Delaware	7.1	(1.04)	3.4	(0.82)	10.3	(2.75)	18.0!	(5.48)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
District of Columbia	3.5	(0.77)	‡	(†)	6.0	(1.43)	6.4!	(2.69)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Florida	6.6	(0.24)	5.4	(0.32)	7.1	(0.54)	8.7	(0.57)	2.2!	(0.69)	‡	(†)	‡	(†)	5.2	(0.92)
Georgia	6.9	(0.34)	5.9	(0.35)	7.3	(0.60)	12.0	(1.24)	2.8!	(0.98)	‡	(†)	‡	(†)	5.6	(1.69)
Hawaii	3.6	(0.59)	3.9!	(1.89)	‡	(†)	5.0!	(2.25)	1.2!	(0.54)	9.0	(2.30)	‡	(†)	3.4!	(1.13)
Idaho	4.1	(0.68)	3.6	(0.66)	‡	(†)	7.2!	(2.87)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Illinois	4.8	(0.26)	3.2	(0.28)	7.4	(0.76)	7.5	(0.74)	2.1	(0.48)	‡	(†)	‡	(†)	5.4!	(1.84)
Indiana	7.0	(0.38)	6.2	(0.39)	8.2	(1.19)	13.6	(1.86)	‡	(†)	‡	(†)	‡	(†)	5.0!	(1.81)
Iowa	4.5	(0.55)	4.0	(0.57)	12.2!	(4.02)	6.6	(1.97)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Kansas	5.3	(0.47)	4.6	(0.46)	5.2!	(2.08)	10.4	(1.86)	‡	(†)	‡	(†)	‡	(†)	4.0!	(1.97)
Kentucky	6.6	(0.44)	6.4	(0.49)	7.2	(1.53)	12.4	(3.27)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Louisiana	8.7	(0.60)	6.6	(0.67)	11.9	(1.22)	7.5	(2.03)	‡	(†)	‡	(†)	‡	(†)	7.0!	(3.23)
Maine	4.1	(0.85)	4.2	(0.93)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Maryland	5.2	(0.29)	3.4	(0.39)	5.2	(0.66)	14.4	(1.63)	‡	(†)	‡	(†)	‡	(†)	4.8!	(1.67)
Massachusetts	3.8	(0.28)	2.3	(0.26)	6.9	(1.47)	10.0	(1.14)	1.4!	(0.66)	‡	(†)	‡	(†)	2.1!	(0.86)
Michigan	6.1	(0.32)	5.6	(0.38)	9.0	(0.87)	7.3	(1.38)	1.1!	(0.53)	‡	(†)	9.7!	(4.08)	6.6	(1.47)
Minnesota	4.3	(0.40)	3.5	(0.40)	5.9!	(2.60)	10.5	(2.50)	‡	(†)	‡	(†)	17.6!	(5.36)	6.8!	(2.48)
Mississippi	6.2	(0.59)	5.6	(0.66)	6.5	(0.89)	9.0!	(3.30)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Missouri	5.8	(0.40)	4.8	(0.46)	7.9	(1.29)	11.9	(1.77)	‡	(†)	‡	(†)	‡	(†)	7.3!	(2.72)
Montana	5.2	(1.09)	5.0	(1.19)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	11.3!	(4.20)	‡	(†)
Nebraska	5.1	(0.52)	3.6	(0.49)	12.4!	(4.74)	13.1	(2.39)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Nevada	8.2	(0.69)	6.1	(0.82)	9.5	(1.81)	11.9	(1.36)	1.8!	(0.81)	‡	(†)	‡	(†)	3.1!	(1.51)
New Hampshire	3.9	(0.63)	3.5	(0.64)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
New Jersey	3.7	(0.28)	2.1	(0.29)	4.9	(0.90)	7.3	(0.72)	1.4!	(0.44)	‡	(†)	‡	(†)	2.5!	(1.12)
New Mexico	8.2	(0.75)	5.4	(1.47)	‡	(†)	9.3	(1.21)	‡	(†)	‡	(†)	10.7	(2.13)	‡	(†)
New York	5.5	(0.20)	3.7	(0.24)	7.7	(0.56)	9.5	(0.63)	2.1	(0.41)	‡	(†)	‡	(†)	4.5	(1.03)
North Carolina	6.0	(0.32)	5.3	(0.39)	5.7	(0.60)	10.7	(1.15)	2.3!	(1.15)	‡	(†)	11.1	(2.56)	5.3	(1.49)
North Dakota	2.7	(0.67)	2.2!	(0.69)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Ohio	6.2	(0.29)	5.3	(0.30)	9.7	(0.90)	9.3	(1.47)	‡	(†)	‡	(†)	‡	(†)	9.1	(1.92)
Oklahoma	7.9	(0.60)	5.8	(0.66)	14.8	(2.65)	10.3	(2.10)	‡	(†)	‡	(†)	12.5	(2.05)	7.4	(1.67)
Oregon	5.5	(0.41)	5.2	(0.49)	‡	(†)	7.6	(1.16)	‡	(†)	‡	(†)	16.5!	(6.23)	4.4!	(1.68)
Pennsylvania	5.3	(0.29)	5.0	(0.36)	4.8	(0.68)	10.7	(1.05)	2.4!	(0.84)	‡	(†)	‡	(†)	3.2!	(1.18)
Rhode Island	4.1	(0.74)	2.6	(0.72)	‡	(†)	8.5	(2.12)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
South Carolina	5.9	(0.44)	5.7	(0.51)	5.9	(0.90)	8.9	(1.85)	‡	(†)	‡	(†)	‡	(†)	6.1!	(2.72)
South Dakota	5.1	(0.69)	3.1	(0.70)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	22.0	(3.52)	‡	(†)
Tennessee	4.8	(0.26)	4.2	(0.35)	6.2	(0.77)	9.5	(1.70)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Texas	6.7	(0.21)	4.4	(0.30)	6.0	(0.53)	9.2	(0.34)	2.6	(0.57)	‡	(†)	5.3!	(2.42)	2.1	(0.60)
Utah	4.7	(0.42)	3.7	(0.42)	‡	(†)	9.9	(1.62)	‡	(†)	‡	(†)	13.8!	(6.29)	3.9!	(1.67)
Vermont	4.5	(1.24)	4.8	(1.36)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Virginia	3.9	(0.29)	2.8	(0.34)	4.3	(0.58)	9.9	(1.42)	3.1!	(0.94)	‡	(†)	‡	(†)	1.7!	(0.60)
Washington	7.5	(0.36)	5.8	(0.44)	10.5	(2.23)	13.2	(1.53)	4.1	(1. 0)	12.2!	(5.45)	11.7	(2.76)	9.4	(1.61)
West Virginia	6.6	(0.77)	6.6	(0.82)	9.5!	(4.72)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Wisconsin	4.7	(0.34)	3.8	(0.32)	9.3	(2.15)	9.3	(1.90)	2.7!	(1.25)	‡	(†)	‡	(†)	‡	(†)
Wyoming	5.2	(1.17)	5.2	(1.39)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the entire population in the given age range 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), 1-year sample, 2016. (This table was prepared October 2017.)

Table 4.1. 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, 2006 through 2016

[Standard errors appear in parentheses]

Selected characteristic	Status completion rate[1]								2016							
									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			
	2006		2011		2015		2016		Total population[2]		Status completers only[3]		Total population[2]		Status completers only[3]	
1	2		3		4		5		6		7		8		9	
Total	**87.8**	**(0.29)**	**90.8**	**(0.35)**	**93.0**	**(0.33)**	**92.9**	**(0.32)**	**28,035**	**(107.3)**	**26,052**	**(135.7)**	**100.0**	**(†)**	**100.0**	**(†)**
Sex																
Male	86.5	(0.43)	89.9	(0.50)	92.5	(0.44)	91.6	(0.46)	13,984	(90.5)	12,809	(101.7)	49.9	(0.34)	49.2	(0.36)
Female	89.2	(0.39)	91.8	(0.46)	93.4	(0.45)	94.3	(0.37)	14,050	(123.7)	13,243	(129.5)	50.1	(0.34)	50.8	(0.36)
Race/ethnicity																
White	92.6	(0.30)	93.8	(0.39)	94.7	(0.36)	94.5	(0.36)	15,463	(81.9)	14,608	(90.5)	55.2	(0.26)	56.1	(0.30)
Black	84.9	(0.93)	90.1	(0.98)	91.9	(0.91)	92.2	(1.02)	3,879	(62.9)	3,577	(70.4)	13.8	(0.22)	13.7	(0.26)
Hispanic	70.9	(1.11)	82.2	(1.04)	88.4	(0.93)	89.1	(0.81)	6,125	(57.1)	5,454	(70.1)	21.8	(0.19)	20.9	(0.23)
Asian	95.8	(0.95)	94.1	(1.48)	97.3	(0.75)	96.8	(0.75)	1,572	(50.5)	1,522	(50.6)	5.6	(0.17)	5.8	(0.19)
Pacific Islander	96.1	(3.33)	94.1	(3.07)	94.2	(4.80)	83.6	(7.71)	81	(15.0)	68	(13.6)	0.3	(0.05)	0.3	(0.05)
American Indian/Alaska Native	81.6	(4.84)	79.5	(5.39)	81.8	(5.03)	75.3	(4.48)	273	(35.4)	206	(28.7)	1.0	(0.13)	0.8	(0.11)
Two or more races	89.7	(2.28)	93.3	(1.69)	94.1	(1.71)	96.2	(1.35)	641	(48.1)	616	(47.5)	2.3	(0.17)	2.4	(0.18)
Race/ethnicity by sex																
Male																
White	92.0	(0.43)	93.0	(0.53)	94.2	(0.50)	93.8	(0.47)	7,741	(69.1)	7,262	(75.5)	55.4	(0.38)	56.7	(0.47)
Black	86.1	(1.32)	88.9	(1.44)	92.2	(1.34)	88.7	(1.64)	1,873	(44.3)	1,661	(47.3)	13.4	(0.28)	13.0	(0.34)
Hispanic	65.7	(1.60)	80.9	(1.46)	87.9	(1.16)	86.8	(1.41)	3,069	(42.1)	2,664	(55.4)	21.9	(0.28)	20.8	(0.38)
Asian	95.2	(1.42)	94.7	(1.89)	96.4	(1.19)	97.4	(0.93)	808	(31.9)	787	(32.6)	5.8	(0.23)	6.1	(0.25)
Pacific Islander	‡	(†)	91.6	(5.45)	94.2	(4.56)	‡	(†)	‡	(†)	‡	(†)	0.2	(0.06)	0.2	(0.06)
American Indian/Alaska Native	78.8	(6.98)	84.0	(5.82)	79.7	(8.34)	70.3	(6.53)	131	(19.1)	92	(15.9)	0.9	(0.14)	0.7	(0.12)
Two or more races	90.8	(3.11)	92.9	(2.78)	91.7	(2.83)	95.3	(2.40)	332	(30.4)	317	(30.2)	2.4	(0.22)	2.5	(0.24)
Female																
White	93.2	(0.40)	94.5	(0.48)	95.2	(0.46)	95.1	(0.47)	7,722	(75.2)	7,347	(80.9)	55.0	(0.35)	55.5	(0.39)
Black	83.9	(1.31)	91.1	(1.40)	91.7	(1.29)	95.5	(1.02)	2,006	(38.1)	1,916	(40.4)	14.3	(0.29)	14.5	(0.31)
Hispanic	76.6	(1.49)	83.7	(1.27)	89.0	(1.32)	91.3	(0.99)	3,056	(43.0)	2,790	(46.0)	21.7	(0.27)	21.1	(0.31)
Asian	96.4	(1.26)	93.5	(2.25)	98.2	(0.99)	96.2	(1.16)	764	(36.4)	735	(36.6)	5.4	(0.23)	5.6	(0.25)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.4	(0.09)	0.3	(0.09)
American Indian/Alaska Native	84.7	(6.58)	75.1	(6.92)	83.9	(5.72)	79.8	(5.71)	142	(23.1)	113	(18.5)	1.0	(0.16)	0.9	(0.14)
Two or more races	88.7	(3.32)	93.7	(2.58)	96.2	(2.03)	97.1	(1.31)	308	(29.5)	299	(29.5)	2.2	(0.20)	2.3	(0.21)
Age																
18 and 19	87.7	(0.59)	91.2	(0.60)	90.1	(0.79)	91.4	(0.66)	6,696	(75.9)	6,118	(87.4)	23.9	(0.21)	23.5	(0.27)
20 and 21	87.7	(0.54)	91.0	(0.58)	93.7	(0.51)	93.3	(0.56)	8,106	(149.5)	7,560	(150.6)	28.9	(0.54)	29.0	(0.57)
22 to 24	88.0	(0.43)	90.6	(0.55)	93.9	(0.41)	93.5	(0.42)	13,232	(168.8)	12,374	(168.3)	47.2	(0.58)	47.5	(0.62)
Recency of immigration[4]																
Born outside the United States																
Hispanic	56.7	(1.82)	66.0	(2.28)	78.9	(2.34)	79.8	(1.99)	1,494	(80.9)	1,192	(73.9)	5.3	(0.29)	4.6	(0.28)
Non-Hispanic	88.7	(1.45)	92.5	(1.71)	94.6	(1.25)	94.4	(1.16)	1,561	(78.6)	1,474	(74.7)	5.6	(0.28)	5.7	(0.29)
First generation																
Hispanic	83.6	(1.67)	89.9	(1.31)	91.8	(1.14)	92.0	(1.09)	2,475	(81.8)	2,276	(78.4)	8.8	(0.29)	8.7	(0.30)
Non-Hispanic	95.1	(0.77)	96.1	(0.92)	97.8	(0.54)	96.7	(0.82)	1,898	(90.1)	1,835	(89.0)	6.8	(0.32)	7.0	(0.34)
Second generation or higher																
Hispanic	80.4	(1.87)	87.2	(1.46)	90.0	(1.53)	92.2	(1.23)	2,155	(79.5)	1,986	(76.8)	7.7	(0.28)	7.6	(0.29)
Non-Hispanic	91.3	(0.30)	92.7	(0.37)	93.8	(0.36)	93.7	(0.								

Table 4.2. High school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate), by sex and race/ethnicity: 1972 through 2016

[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)

—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. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2016. (This table was prepared September 2017.)

Table 5.1. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010–11 through 2015–16

State	Total, ACGR for all students						ACGR for students with selected characteristics,[1] 2015–16										
							Race/ethnicity										
										Asian/Pacific Islander[5]							
	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	White	Black	Hispanic	Total	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Students with disabilities[2]	Limited English proficient[3]	Economically disadvantaged[4]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
United States[6]	**79**	**80**	**81**	**82**	**83**	**84**	**88**	**76**	**79**	**91**	**—**	**—**	**72**	**—**	**66**	**67**	**78**
Alabama[7]	72	75	80	86	89	87	89	85	87	91	—	—	90	89	54	64	81
Alaska	68	70	72	71	76	76	81	74	76	81	—	—	64	75	54	55	68
Arizona	78	76	75	76	77	80	84	76	76	89	—	—	68	—	69	32	77
Arkansas	81	84	85	87	85	87	89	82	86	87	91	75	87	87	84	86	84
California	76	79	80	81	82	83	88	73	80	93	93	92	74	82	66	72	79
Colorado	74	75	77	77	77	79	84	72	70	85	86	74	62	79	57	61	68
Connecticut	83	85	86	87	87	87	93	79	76	94	95	84	89	88	65	67	77
Delaware	78	80	80	87	86	86	88	82	81	91	91	≥50	≥90	84	67	73	76
District of Columbia	59	59	62	61	69	69	91	68	69	77	‡	‡	‡	≥90	50	64	69
Florida	71	75	76	76	78	81	85	72	80	92	92	85	77	83	62	62	74
Georgia	67	70	72	73	79	79	83	76	73	88	—	—	69	81	57	57	75
Hawaii	80	81	82	82	82	83	82	78	75	84	—	—	72	—	59	69	78
Idaho	—	—	—	77	79	80	81	78	74	80	83	70	58	77	60	73	72
Illinois	84	82	83	86	86	86	90	75	81	94	94	85	79	85	71	72	77
Indiana	86	86	87	88	87	87	90	74	83	89	89	81	83	85	72	71	85
Iowa	88	89	90	91	91	91	93	80	85	91	92	88	81	84	70	81	84
Kansas	83	85	86	86	86	86	88	77	79	92	93	83	73	82	78	77	78
Kentucky	—	—	86	88	88	89	90	81	82	93	93	≥90	83	87	72	68	86
Louisiana	71	72	74	75	78	79	83	73	73	89	89	72	83	85	47	43	73
Maine	84	85	86	87	88	87	88	77	85	94	95	≥80	85	80	72	78	78
Maryland	83	84	85	86	87	88	92	84	77	95	95	89	82	91	67	48	79
Massachusetts	83	85	85	86	87	88	92	79	73	93	93	89	85	84	72	64	78
Michigan	74	76	77	79	80	80	83	67	73	90	90	78	67	74	55	72	67
Minnesota	77	78	80	81	82	82	87	65	65	84	—	—	53	—	61	63	68
Mississippi	75	75	76	78	81	82	86	79	82	92	93	≥50	88	7			
North Carolina	78	80	83	84	86	86	89	83	80	93	—	—	82	83	69	57	81
North Dakota	86	87	88	87	87	88	91	77	77	88	88	—	66	—	68	69	71
Ohio	80	81	82	82	81	84	88	67	73	87	—	—	70	77	70	50	72
Oklahoma	—	—	85	83	83	82	83	77	78	86	86	86	81	82	74	58	76
Oregon	68	68	69	72	74	75	77	66	69	86	88	70	56	74	56	53	68
Pennsylvania	83	84	86	85	85	86	91	73	73	91	91	90	77	80	74	63	78
Rhode Island	77	77	80	81	83	83	88	81	79	91	92	75	78	35	59	74	75
South Carolina	74	75	78	80	80	83	84	80	80	94	—	—	74	—	52	76	88
South Dakota	83	83	83	83	84	84	89	77	73	79	82	<50	51	78	60	57	67
Tennessee	86	87	86	87	88	89	91	82	84	93	93	91	86	—	72	76	86
Texas	86	88	88	88	89	89	93	85	87	95	96	88	87	91	78	74	86
Utah	76	80	83	84	85	85	88	74	75	87	90	85	71	81	70	66	76
Vermont	87	88	87	88	88	88	88	71	89	83	‡	‡	‡	78	72	68	80
Virginia	82	83	85	85	86	87	91	81	75	93	93	—	—	—	54	45	78
Washington	76	77	76	78	78	80	82	71	73	87	89	68	63	78	59	58	70
West Virginia	78	79	81	85	87	90	90	88	89	≥95	‡	‡	‡	84	77	93	86
Wisconsin	87	88	88	89	88	88	93	64	80	89	89	80	78	85	69	66	77
Wyoming	80	79	77	79	79	80	82	81	74	84	85	≥50	53	74	65	70	69

—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 and Utah report separately.
[6]For 2010–11 through 2012–13, includes imputed data for a small number of states for which ACGR data were not available. (In these years, one or more of the following states had not yet started reporting ACGR data: Idaho, Kentucky, and Oklahoma.) For American Indian/Alaska Native students (column 14), includes imputed data for Virginia, since the state does not report ACGR data for that race category. This table does not include the Bureau of Indian Education and Puerto Rico.
[7]Use data with caution. The Alabama State Department of Education has indicated that their ACGR data 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 "<" or "≥" symbol have been "blurred" to protect student privacy. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010–11 through 2015–16. (This table was prepared December 2017.)

Table 6.1. High school graduates, by sex and control of school: Selected years, 1869–70 through 2026–27

School year	High school graduates							Averaged freshman graduation rate for public schools[3]	Population 17 years old[4]	Graduates as a ratio of 17-year-old population
		Sex		Control						
				Public[2]						
	Total[1]	Males	Females	Total	Males	Females	Private, total			
1	2	3	4	5	6	7	8	9	10	11
1869–70	16,000	7,064	8,936	—	—	—	—	—	815,000	2.0
1879–80	23,634	10,605	13,029	—	—	—	—	—	946,026	2.5
1889–90	43,731	18,549	25,182	21,882	—	—	21,849 [5]	—	1,259,177	3.5
1899–1900	94,883	38,075	56,808	61,737	—	—	33,146 [5]	—	1,489,146	6.4
1909–10	156,429	63,676	92,753	111,363	—	—	45,066 [5]	—	1,786,240	8.8
1919–20	311,266	123,684	187,582	230,902	—	—	80,364 [5]	—	1,855,173	16.8
1929–30	666,904	300,376	366,528	591,719	—	—	75,185 [5]	—	2,295,822	29.0
1939–40	1,221,475	578,718	642,757	1,143,246	538,273	604,973	78,229 [5]	—	2,403,074	50.8
1949–50	1,199,700	570,700	629,000	1,063,444	505,394	558,050	136,256 [5]	—	2,034,450	59.0
1959–60	1,858,023	895,000	963,000	1,627,050	791,426	835,624	230,973	—	2,672,000	69.5
1969–70	2,888,639	1,430,000	1,459,000	2,588,639	1,285,895	1,302,744	300,000 [5]	78.7	3,757,000	76.9
1975–76	3,142,120	1,552,000	1,590,000	2,837,129	1,401,064	1,436,065	304,991	74.9	4,272,000	73.6
1979–80	3,042,214	1,503,000	1,539,000	2,747,678	—	—	294,536	71.5	4,262,000	71.4
1980–81	3,020,285	1,492,000	1,528,000	2,725,285	—	—	295,000 [5]	72.2	4,212,000	71.7
1981–82	2,994,758	1,479,000	1,515,000	2,704,758	—	—	290,000 [5]	72.9	4,134,000	72.4
1982–83	2,887,604	1,426,000	1,461,000	2,597,604	—	—	290,000 [5]	73.8	3,962,000	72.9
1983–84	2,766,797	—	—	2,494,797	—	—	272,000 [5]	74.5	3,784,000	73.1
1984–85	2,676,917	—	—	2,413,917	—	—	263,000 [5]	74.2	3,699,000	72.4
1985–86	2,642,616	—	—	2,382,616	—	—	260,000 [5]	74.3	3,670,000	72.0
1986–87	2,693,803	—	—	2,428,803	—	—	265,000 [5]	74.3	3,754,000	71.8
1987–88	2,773,020	—	—	2,500,020	—	—	273,000 [5]	74.2	3,849,000	72.0
1988–89	2,743,743	—	—	2,458,800	—	—	284,943	73.4	3,842,000	71.4
1989–90[6]	2,574,162	—	—	2,320,337	—	—	253,825 [7]	73.6	3,505,000	73.4
1990–91	2,492,988	—	—	2,234,893	—	—	258,095	73.7	3,417,913	72.9
1991–92	2,480,399	—	—	2,226,016	—	—	254,383 [7]	74.2	3,398,884	73.0
1992–93	2,480,519	—	—	2,233,241	—	—	247,278	73.8	3,449,143	71.9
1993–94	2,463,849	—	—	2,220,849	—	—	243,000 [5]	73.1	3,442,521	71.6
1994–95	2,519,084	—	—	2,273,541	—	—	245,543	71.8	3,635,803	69.3
1995–96	2,518,109	—	—	2,273,109	—	—	245,000 [5]	71.0	3,640,132	69.2
1996–97	2,611,988	—	—	2,358,403	—	—	253,585	71.3	3,792,207	68.9
1997–98	2,704,050	—	—	2,439,050	1,187,647	1,251,403	265,000 [5]	71.3	4,008,416	67.5
1998–99	2,758,655	—	—	2,485,630	1,212,924	1,272,706	273,025	71.1	3,917,885	70.4
1999–2000	2,832,844	—	—	2,553,844	1,241,631	1,312,213	279,000 [5]	71.7	4,056,639	69.8
2000–01	2,847,973	—	—	2,569,200	1,251,931	1,317,269	278,773	71.7	4,023,686	70.8
2001–02	2,906,534	—	—	2,621,534	1,275,813	1,345,721	285,000 [5]	72.6	4,023,968	72.2
2002–03	3,015,735	—	—	2,719,947	1,330,973	1,388,974	295,788	73.9	4,125,087	73.1
2003–04[6,8]	3,054,438	—	—	2,753,438	1,347,800	1,405,638	301,000 [5]	74.3	4,113,074	74.3
2004–05	3,106,499	—	—	2,799,250	1,369,749	1,429,501	307,249	74.7	4,120,073	75.4
2005–06[6]	3,122,544	—	—	2,815,544	1,376,458	1,439,086	307,000 [5]	73.4	4,200,554	74.3
2006–07	3,199,650	—	—	2,893,045	1,414,069	1,478,976	306,605	73.9	4,297,239	74.5
2007–08	3,312,337	—	—	3,001,337	1,467,180	1,534,157	311,000 [5]	74.7	4,436,955	74.7
2008–09[6]	3,347,828	—	—	3,039,015	1,490,317	1,548,698	308,813	75.5	4,336,950	77.2
2009–10	3,439,102	—	—	3,128,022	1,542,684 [9]	1,585,338 [9]	311,080 [5]	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	4,368,154	79.0
2011–12	3,455,405	—	—	3,149,185	1,558,489	1,590,694	306,220 [5]	80.8	4,294,956	80.5
2012–13	3,478,027	—	—	3,169,257	1,569,675	1,599,579	308,770	81.9	4,257,599	81.7
2013–14[10]	3,479,920	—	—	3,168,450	—	—	311,480	—	4,187,691	83.1
2014–15[10]	3,498,350	—	—	3,187,000	—	—	311,360	—	4,172,212	83.8
2015–16[10]	3,538,820	—	—	3,225,160	—	—	313,660	—	—	—
2016–17[10]	3,568,400	—	—	3,253,730	—	—	314,670	—	—	—
2017–18[10]	3,612,500	—	—	3,297,050	—	—	315,450	—	—	—
2018–19[10]	3,606,230	—	—	3,299,910	—	—	306,330	—	—	—
2019–20[10]	3,566,910	—	—	3,265,550	—	—	301,370	—	—	—
2020–21[10]	3,589,040	—	—	3,287,230	—	—	301,810	—	—	—
2021–22[10]	3,604,150	—	—	3,309,540	—	—	294,610	—	—	—
2022–23[10]	3,601,740	—	—	3,316,280	—	—	285,470	—	—	—
2023–24[10]	3,664,390	—	—	3,386,980	—	—	277,410	—	—	—
2024–25[10]	3,721,920	—	—	3,443,430	—	—	278,490	—	—	—
2025–26[10]	3,701,840	—	—	3,424,140	—	—	277,700	—	—	—
2026–27[10]	3,597,370	—	—	3,327,500	—	—	269,860	—	—	—

—Not available.
[1]Includes graduates of public and private schools.
[2]Data for 1929–30 and preceding years are from *Statistics of Public High Schools* and exclude graduates from high schools that failed to report to the Office of Education. Includes estimates for jurisdictions not reporting counts of graduates by sex.
[3]The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
[4]Derived from Current Population Reports, Series P-25. For years 1869–70 through 1989–90, 17-year-old population is an estimate of the October 17-year-old population based on July data. Data for 1990–91 and later years are October resident population estimates prepared by the Census Bureau.
[5]Estimated.
[6]Includes imputations for nonreporting states.
[7]Projected by private schools responding to the Private School Universe Survey.
[8]Includes estimates for public schools in New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.
[9]Includes estimate for Connecticut, which did not report graduates by sex.
[10]Projected by NCES.
NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding and adjustments to protect student privacy.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education*, 1870 through 1910; *Biennial Survey of Education in the United States*, 1919–20 through 1949–50; *Statistics of State School Systems*, 1951–52 through 1957–58; *Statistics of Public Elementary and Secondary School Systems*, 1958–59 through 1980–81; *Statistics of Nonpublic Elementary and Secondary Schools*, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981–82 through 2009–10; "State Dropout and Completion Data File," 2005–06 through 2012–13; *Public School Graduates and Dropouts From the Common Core of Data*, 2007–08 and 2008–09; Private School Universe Survey (PSS), 1989 through 2013; and National High School Graduates Projection Model, 1972–73 through 2026–27. U.S. Department of Commerce, Census Bureau, Population Estimates, retrieved August 11, 2011, from http://www.census.gov/popest/data/national/asrh/2009/2009-nat-res.html and Population Estimates, retrieved December 18, 2015, from http://www.census.gov/popest/data/national/asrh/2014/2014-nat-res.html. (This table was prepared May 2017.)

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

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

Table 7.1. Number and percentage of people taking, completing, and passing high school equivalency tests, by test taken and state or jurisdiction: 2013 and 2015

State or jurisdiction	General Educational Development (GED) test, 2013					High School Equivalency Test (HiSET), 2015					Test Assessing Secondary Completion (TASC), 2015				
		Completers[2]		Passers[3]			Completers[2]		Passers[3]			Completers[2,4]		Passers[3,4]	
	Total number of test takers[1]	Number completing test	Completion rate	Number passing test	Pass rate	Total number of test takers[1]	Number completing test	Completion rate	Number passing test	Pass rate	Total number of test takers[1]	Number completing test	Completion rate	Number passing test	Pass rate
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	**816,213**	**713,960**	**87.5**	**540,535**	**75.7**	**61,600**	**47,329**	**77.4**	**27,318**	**57.7**	**49,618**	**43,547**	**87.8**	**26,060**	**59.8**
Alabama	17,189	16,621	96.7	10,560	63.5	—	—	—	—	—	—	—	—	—	—
Alaska	3,468	2,812	81.1	2,444	86.9	—	—	—	—	—	—	—	—	—	—
Arizona	23,808	20,664	86.8	16,313	78.9	—	—	—	—	—	—	—	—	—	—
Arkansas	8,245	8,063	97.8	6,923	85.9	—	—	—	—	—	—	—	—	—	—
California	64,983	57,422	88.4	44,864	78.1	12,007	8,815	73.4	4,459	50.0	—	—	—	—	—
Colorado	18,714	14,345	76.7	12,292	85.7	—	—	—	—	—	—	—	—	—	—
Connecticut	6,779	5,795	85.5	3,592	62.0	—	—	—	—	—	—	—	—	—	—
Delaware	1,281	1,272	99.3	1,160	91.2	—	—	—	—	—	—	—	—	—	—
District of Columbia	2,306	1,716	74.4	1,099	64.0	—	—	—	—	—	—	—	—	—	—
Florida	64,011	49,672	77.6	36,683	73.9	—	—	—	—	—	—	—	—	—	—
Georgia	32,705	28,732	87.9	22,178	77.2	—	—	—	—	—	—	—	—	—	—
Hawaii	1,402	1,339	95.5	1,137	84.9	179	162	90.5	83	51.2		—	—	—	—
Idaho	6,384	5,394	84.5	4,829	89.5	—	—	—	—	—	—	—	—	—	—
Illinois	35,998	32,590	90.5	22,675	69.6	—	—	—	—	—	—	—	—	—	—
Indiana	19,868	18,794	94.6	15,184	80.8	—	—	—	—	—	9,083	8,817	97.1	6,617	75.1
Iowa	5,485	4,330	78.9	4,260	98.4	3,084	1,890	61.3	1,537	81.3	—	—	—	—	—
Kansas	4,034	3,843	95.3	3,586	93.3	—	—	—	—	—	—	—	—	—	—
Kentucky	13,916	13,460	96.7	11,490	85.4	—	—	—	—	—	—	—	—	—	—
Louisiana	11,769	11,405	96.9	8,766	76.9	8,411	6,603	78.5	3,621	54.8	—	—	—	—	—
Maine	3,336	2,446	73.3	2,116	86.5	1,903	1,119	58.8	770	68.8	—	—	—	—	—
Maryland	11,034	9,403	85.2	6,388	67.9	—	—	—	—	—	—	—	—	—	—
Massachusetts	14,717	13,201	89.7	9,269	70.2	7,101	5,058	71.2	2,719	53.8	—	—	—	—	—
Michigan	22,233	18,029	81.1	13,641	75.7	—	—	—	—	—	—	—	—	—	—
Minnesota	12,094	10,143	83.9	8,753	86.3	—	—	—	—	—	—	—	—	—	—
Mississippi	14,087	12,982	92.2	8,479	65.3	—	—	—	—	—	—	—	—	—	—
Missouri	16,567	15,178	91.6	12,120	79.9	10,443	9,095	87.1	5,779	63.5	—	—	—	—	—
Montana	3,250	2,827	87.0	2,279	80.6	2,080	1,580	76.0	1,068	67.6	—	—	—	—	—
Nebraska	3,885	3,012	77.5	2,432	80.7	—	—	—	—	—	—	—	—	—	—
Nevada	6,946	6,677	96.1	4,979	74.6	3,003	2,594	86.4	1,420	54.7	215	191	88.8	105	55.0
New Hampshire	2,471	2,251	91.1	1,999	88.8	1,136	971	85.5	737	75.9	—	—	—	—	—
New Jersey	16,877	15,876	94.1	10,811	68.1	1,458	1,088	74.6	475	43.7	5,803	5,428	93.5	3,431	63.2
New Mexico	10,293	8,900	86.5	6,625	74.4	1,115	874	78.4	398	45.5	—	—	—	—	—
New York	56,635	52,934	93.5	31,282	59.1	—	—	—	—	—	29,822	25,901	86.9	13,437	51.9
North Carolina	30,957	25,163	81.3	20,780	82.6	744	403	54.2	206	51.1	—	—	—	—	—
North Dakota	2,009	1,512	75.3	1,322	87.4	—	—	—	—	—	—	—	—	—	—
Ohio	22,677	20,712	91.3	15,021	72.5	—	—	—	—	—	—	—	—	—	—
Oklahoma	10,349	9,448	91.3	7,368	78.0	252	174	69.0	83	47.7	—	—	—	—	—
Oregon	15,104	13,007	86.1	11,542	88.7	—	—	—	—	—	—	—	—	—	—
Pennsylvania	24,937	22,686	91.0	17,654	77.8	—	—	—	—	—	—	—	—	—	—
Rhode Island	3,147	2,799	88.9	2,363	84.4	—	—	—	—	—	—	—	—	—	—
South Carolina	13,135	11,761	89.5	8,713	74.1	—	—	—	—	—	—	—	—	—	—
South Dakota	2,027	1,215	59.9	1,100	90.5	—	—	—	—	—	—	—	—	—	—
Tennessee	16,184	15,322	94.7	11,334	74.0	7,086	6,001	84.7	3,165	52.7	—	—	—	—	—
Texas	58,235	50,826	87.3	37,338	73.5	—	—	—	—	—	—	—	—	—	—
Utah	6,253	5,821	93.1	5,212	89.5	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table 7.1. Number and percentage of people taking, completing, and passing high school equivalency tests, by test taken and state or jurisdiction: 2013 and 2015—Continued

State or jurisdiction	General Educational Development (GED) test, 2013					High School Equivalency Test (HiSET), 2015					Test Assessing Secondary Completion (TASC), 2015				
		Completers[2]		Passers[3]			Completers[2]		Passers[3]			Completers[2,4]		Passers[3,4]	
	Total number of test takers[1]	Number completing test	Completion rate	Number passing test	Pass rate	Total number of test takers[1]	Number completing test	Completion rate	Number passing test	Pass rate	Total number of test takers[1]	Number completing test	Completion rate	Number passing test	Pass rate
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Vermont	980	771	78.7	685	88.8	—	—	—	—	—	—	—	—	—	—
Virginia	23,904	21,264	89.0	15,773	74.2	—	—	—	—	—	—	—	—	—	—
Washington	22,734	18,474	81.3	15,865	85.9	—	—	—	—	—	—	—	—	—	—
West Virginia	6,611	5,649	85.4	4,638	82.1	—	—	—	—	—	4,695	3,210	68.4	2,470	77.0
Wisconsin	18,248	13,811	75.7	11,137	80.6	—	—	—	—	—	—	—	—	—	—
Wyoming	1,952	1,591	81.5	1,482	93.1	1,135	1,187	79.5	808	68.1	—	—	—	—	—
American Samoa	32	29	90.6	7	24.1	9	9	100.0	5	55.6	—	—	—	—	—
Guam	169	159	94.1	49	30.8	13	11	84.6	5	45.5	—	—	—	—	—
Northern Marianas	37	24	64.9	11	45.8	63	26	41.3	16	61.5	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
U.S. Virgin Islands	443	319	72.0	57	17.9	—	—	—	—	—	—	—	—	—	—

—Not available.
[1]Test takers are people who took any portion of the specified equivalency test (i.e., one or more content-area subtests) in the given year.
[2]Test completers are those test takers who had tested in all five content areas of the specified equivalency test by the end of the given year and who took their final content-area subtest in the given year. People completing their final subtest in the given year may have begun testing in an earlier year.
[3]Test passers are those test completers who met the minimum passing standard for the specified equivalency test. In order to receive a high school equivalency credential in some jurisdictions, test takers must meet additional requirements beyond passing an equivalency test.
[4]In New Jersey, New York, and West Virginia, TASC test takers who had already taken a GED subtest in a given content area were not required to take the same content area of the TASC test. In New Jersey, TASC test takers who had taken a HiSET subtest also were not required to take the same content area of the TASC test. TASC completers and passers in this table include only people who took TASC subtests for all content areas; those who took a combination of subtests from TASC and GED (or HiSET in New Jersey) are not included in the calculation of TASC completion and passing rates.
NOTE: The states and other jurisdictions decide which equivalency test(s) to offer. Detail may not sum to totals because of rounding.
SOURCE: American Council on Education, General Educational Development Testing Service, the GED Annual Statistical Report, 2013, retrieved June 28, 2017, from http://www.gedtestingservice.com/educators/historical-testing-data; Educational Testing Service, 2015 Annual Statistical Report on the HiSET Exam, retrieved June 28, 2017, from https://hiset.ets.org/s/pdf/2015_annual_statistical_report.pdf; Data Recognition Corporation, TASC Test 2015 Annual Statistical Report, retrieved June 28, 2017, from http://www.ctbassessments.com/PostSecondary/GettheFacts/TASC_Test%20_2015_Annual_Statistical_Report.pdf. (This table was prepared June 2017.)

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APPENDIX A—GUIDE TO SOURCES

Common Core of Data

The Common Core of Data (CCD) is National Center for Education Statistics' (NCES) primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and 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, Department of Defense Education Activity (DoDEA) schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and 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, DoDEA, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about ED*Facts* file specifications and data groups can be found at http://www.ed.gov/EDFacts.

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. In the July supplement, items on computer and internet use are the principal focus. The October supplement also contains some questions about computer and internet use, but most of its questions relate to 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.

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 http://www.census.gov/prod/techdoc/cps/cpsoct95.pdf.

Caution should be used when comparing data from 1994 through 2001 with data from 1993 and earlier. Data from 1994 through 2001 reflect 1990 census-based population controls, while data from 1993 and earlier reflect 1980 or earlier census-based population controls. Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions; they can, however, have a significant impact on population counts. For example, use of the 1990 census-based population controls resulted in about a 1 percent increase in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 1994 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 subpopulation groups than for the total population.

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. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can be found within the CPS technical documentation at http://www.census.gov/programs-surveys/cps/technical-documentation/complete.html. The CPS data are subject to both nonsampling and sampling errors.

Standard errors were estimated using the generalized variance function prior to 2005 for March CPS data and prior to 2010 for October CPS data. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. 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 grown rapidly and 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 2016 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 http://www.census.gov/cps.

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Educational Attainment

Reports documenting educational attainment are produced by the Census Bureau using the March CPS supplement (Annual Social and Economic 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

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/topics/education/educational-attainment/data.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 2016 basic CPS, the household-level nonresponse rate was 12.7 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 8.0 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 http://www.census.gov/cps.

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

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/topics/education/school-enrollment.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 interviewing residents in group quarter facilities. 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 2016 used data collected between January 1, 2016, and December 31, 2016, and the 5-year estimates for 2012–2016 used data collected between January 1, 2012, and December 31, 2016. 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/.

GED Testing Service

GED Testing Service is a joint venture, begun in 2011, between the American Council on Education and Pearson. A GED credential documents high school-level academic skills. The test was first administered to World War II veterans in 1942 and was subsequently administered to civilians beginning in 1947. The first four generations of the GED test were the original GED test released in 1942, the 1978 series, the 1988 series, and the 2002 series. In 2014, a new test was implemented.

The annual *GED Testing Program Statistical Report* provides information on those who take the GED, performance statistics of GED test takers, and some historical background on the GED testing program.

It is important to note that attempting to make comparisons in GED testing across jurisdictions is problematic, since each jurisdiction manages its own GED testing program. Thus, each jurisdiction develops its own policies, and these policies are reflected in a jurisdiction's testing program outcomes (its pass rates, for instance).

Further information on the GED may be obtained from

GED Testing Service
1919 M Street NW
Suite 600
Washington, DC 20036
https://ged.com

Data Recognition Corporation

The Data Recognition Corporation (DRC) has collected data on individuals who take and pass the Test Assessing Secondary Completion (TASC) each year since 2014. These data are collected from test sites across the United States. In 2015, five states (Indiana, Nevada, New Jersey, New York, and West Virginia) offered the TASC. Since 2014, DRC has released an annual report with aggregated statistics that include the number of test takers, completion rates, and pass rates. The TASC is designed and administered by DRC, although certain policies are set by states. For example, determinations of who can take the exam, how much preparation is required, how much the exam costs, and the official name of the resulting credential vary across states (see table 30 in the *TASC Test 2015 Annual Statistical Report*, at http://tasctest.com/pdfs/TASC_Test_2015_Annual_Statistical_Report.pdf, for details).

Educational Testing Service

The Educational Testing Service (ETS) has collected data on individuals who take and pass the High School Equivalency Test (HiSET) each year since 2014. The HiSET was co-developed by ETS and the Iowa Testing Programs (ITP), and data are collected from test sites across the United States. In 2015, 16 states and 5 territories offered the HiSET. Since 2014, ETS has released an annual report with aggregated statistics, which include the number of test takers, completion rates, and pass rates. While the HiSET was developed by ETS and ITP, states set many of the policies surrounding the exams. For example, requirements on age, residency, test preparation or instruction, and practice testing vary by state (see http://hiset.ets.org/requirements for details).

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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*Facts* data group 39 within file 052 as well as CCD graduate counts collected through ED*Facts* data group 306 within file 040. For more information about these data groups, please see file specifications 052 and 040 for the relevant school years, available at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

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:[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 2015–16 class is formulated as follows:

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of SY 2015–16}}{\text{Number of first-time 9th-graders in fall 2012 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2012–13, 2013–14, 2014–15, and 2015–16}}$$

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" below.

[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 for 2016 is the number of persons ages 15–24[3] surveyed in October 2016 who were enrolled in grades 10–12 in October 2015, who were not enrolled in high school in October 2016, and who also did not complete high school (i.e., had not received a high school diploma or an alternative credential such as a GED) between October 2015 and October 2016.

The denominator of the event dropout rate for 2016 is the sum of the dropouts (i.e., the numerator) and all persons ages 15–24 who were attending grades 10–12 in October 2015, who were still enrolled in October 2016, or who graduated or completed high school between October 2015 and October 2016.

The dropout interval is defined to include the summer prior to the October CPS survey (in this case, the summer of 2016) and the previous school year (in this case, the 2015–16 school year), so that once a grade is completed, the event dropout rate then measures whether the student completed the next grade. Given that the data collection is tied to each person's enrollment status in October of two consecutive years, any student who drops out and returns within the 12-month period is not counted as a dropout.

Status Dropout Rates

The status dropout rate reflects the percentage of individuals who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for 2016 is the number of individuals ages 16–24[4] who, as of October 2016, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October 2016.

Status Completion Rates

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

GED Credentials and the Status Completion Rate. 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 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).

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

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

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

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:

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

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:

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

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:

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

Where:

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

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

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

Statistical Procedures for Analyzing CPS- and ACS-Based Estimates

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

[6] Data from the CCD, GED Testing Service, Data Recognition Corporation, and Educational Testing Service are from universe data collections and therefore do not require statistical testing such as that used for estimates from the CPS sample survey data.

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

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 2016 (= 0 for years 1976 to 2015, = 1 for years after 2016) 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.[8] Each variable in the analysis was transformed by dividing by the standard error of the relevant year's rate. The new dependent variable was then regressed on the new time variable, a variable for 1 divided by the standard error for the year's rate, and the new editing-change dummy variable. All statements about trend changes in this report are statistically significant at the .05 level.

Comparability of Alternative High School Credential Measures

Prior to 2000, NCES reports in this series used CPS data to estimate the population holding alternative high school credentials. Examination of the changes in the CPS alternative credential items in the October

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

2000 and subsequent surveys, however, has indicated that these estimates may not be reliable estimates of alternative high school completions.[9] Therefore, CPS estimates of the method of alternative high school completion are no longer presented in NCES reports. Because GED, Test Assessing Secondary Completion (TASC), and High School Equivalency Test (HiSET) recipients have notably different life experiences than those with no high school credential and those with a regular high school diploma,[10] the loss of information about alternative credential holders is an important measurement problem.

While the GED, HiSET, and TASC are all alternative credentials, they should not be compared against one another. Data presented in this report from the GED, HiSET, and TASC are not comparable because of differences in data availability, content coverage, and state policies. This report presents estimates from the 2013 GED administration, the latest year for which GED data are available, and the 2015 HiSET and TASC administrations. The GED pass rates were available for all 50 states and the District of Columbia in 2013. In contrast, the pass rate calculations for the HiSET and TASC in 2015 are based on data from less than half of the 50 states.

[9] For a comparison of estimates from the CPS and the GED Testing Service of the number of 18- through 24-year-olds who have received a GED, see table A-1 in Laird et al. (2007).
[10] See Boesel, Alsalam, and Smith (1998) and Tyler (2003) for overviews of GED research.

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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)

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.

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

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

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

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 below), so that there were six categories: the three immigration categories plus a Hispanic and non-Hispanic category for each of the three immigration categories.

*ED*Facts

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

Limited English proficient. 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.

General Educational Development (GED) Tests

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

High School Equivalency Test (HiSET)

HiSET, or High School Equivalency Test. The HiSET is a standardized test designed to measure the skills and knowledge that students normally acquire by the end of high school. The test is codeveloped by the Educational Testing Service and Iowa Testing Programs. People who pass may receive an alternative high school credential.

Test Assessing Secondary Completion (TASC)

TASC, or Test Assessing Secondary Completion. The TASC is a standardized test designed to measure the skills and knowledge that students normally acquire by the end of high school. The TASC program was developed by Data Recognition Corporation. People who pass may receive an alternative high school credential.

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