NCES Common Core of Data State Dropout and Completion Data File: School Year 2007–08

File Version 1b

ies NATIONAL CENTER FOR EDUCATION STATISTICS

Institute of Education Sciences

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April 2011

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CCD
COMMON CORE OF DATA

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I. Introduction

This document provides information about the Common Core of Data (CCD) State Dropout and Completion Data File: School Year 2007–08. The CCD State Dropout and Completion Data File is one of several data files released through the CCD nonfiscal survey system. This file contains state-level counts of students who drop out of or complete public high school.

The CCD nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) through the Education Data Exchange Network (EDEN) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states, NCES staff and representatives of the SEAs have worked since the 1950s to develop and accept common data items and definitions. The data are edited by the U.S. Census Bureau and maintained in machine-readable datasets by NCES and are used to produce general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

This documentation for the CCD State Dropout and Completion Data File: School Year 2007–08 contains information on CCD dropout and completion reporting methodology, as well as information on the data file itself. There are four appendixes, as follows:

- **Appendix A. Record Layout** gives the variable names and labels of the data items discussed throughout the documentation, as well as their locations in the data file.

- **Appendix B. Response Rates and State Specific Notes** presents information pertaining to item non-response. States and jurisdictions submit data in different ways. Any information that is not captured in the actual data items that may aid in the interpretation of results is presented in this section.

- **Appendix C. Value Distribution and Field Frequency tables presents** the minimum, maximum, and mean value of each numeric variable as well as the total number of states and the number of states for which data are missing or not applicable. For categorical and text variables, Appendix B also lists the frequency of responses for each variable. Data tables are provided for high school completers, dropouts, and enrollment base fields by state or jurisdiction.

- **Appendix D. Dropout Reporting Practices and Guidelines** presents the instructions given to SEAs for reporting dropouts to NCES.

- **Appendix E. Computation Instructions** provides the data user with information on the computation of enrollment base fields (used as the denominator to calculate dropout rates) and the computation of dropout and completion rates in NCES data reports.

- **Appendix F. Revisions to the Primary Data Release** describes the specific changes made to release 1b of the data.

II. The CCD State Dropout and Completion Data File: School Year 2007–08

A. Sources of Data Used to Construct the File

The CCD State Dropout and Completion Data File is constructed from data collected through the CCD nonfiscal surveys: the Public Elementary/Secondary School Universe Survey, the Local Education Agency Universe Survey, and the State Nonfiscal Survey of Public Elementary/Secondary Education. In addition to dropout and completion counts, the file contains the membership counts and enrollment bases that can be used in calculating dropout and completion rates.

The numbers of high school diploma recipients and the student membership data that comprise the denominator for the Averaged Freshman Graduation Rate (AFGR) are taken from the State Nonfiscal Survey of Public Elementary/Secondary Education data file. Dropout data are taken from the Local Education Agency Universe Survey data file. (The state-level dropout data are created by aggregating the LEA-level data to the state level.) The membership data used to create the enrollment base (denominator) for the 2007–08 event dropout rate are taken from the Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated first to the LEA level, and then to the state level from public schools within the state.

Counts of individuals ages 19 or younger who passed the General Education Development (GED) test were provided by the General Educational Development Testing Service. This number is used as an estimate of the number of GED diplomas awarded to individuals ages 19 or younger by the state.

B. Data Collection Methods

All states reported their dropout and high school completer data for 2007–08 during the collection of CCD data through the Department of Education's EDEN system. The District of Columbia, Puerto Rico, and the U.S. Virgin Islands also reported their data through EDEN. American Samoa and the Commonwealth of the Northern Mariana Islands reported their data through the CCD online data collection system maintained by the U.S. Census Bureau and Kforce Government Solutions.

C. Who Is a Dropout?

The CCD provides an event dropout number that represents the proportion of students dropping out each year. According to the CCD definition, a dropout is an individual who

1. was enrolled in school at some time during the previous school year;

2. was not enrolled at the beginning of the current school year;

3. has not graduated from high school or completed a state- or district-approved education program; and

4. does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-recognized illness; or death. See Appendix D for more details.

The following statements apply for the purpose of this definition:

- The school year is the 12-month period of time from the first day of school (operationally set as October 1), with dropouts from the previous summer reported for the year and grade in which they fail to enroll;

- Individuals who are not accounted for on October 1 are considered dropouts;

- A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition from school authorities. A state- or district-approved educational program may consist of special education and district or state-sponsored GED preparation.

See Appendix C. Dropout Reporting Practices and Guidelines for further description of the dropout definition.

Treatment of ungraded students in calculating dropout rates—The dropout rate denominator is based on enrollments by grade. However, some states report ungraded students and/or ungraded dropouts (students who are not assigned a regular grade designation). Ungraded students, both enrollments and dropouts, are not factored into any individual grade-level counts or rates. Overall high school counts (grades 9 through 12 in aggregate) and rates include a proportion of ungraded students. Ungraded student enrollments are distributed into grades proportionally based on the graded enrollment within race/ethnicity and gender. These serve as the denominator for the high school event dropout rate. Ungraded dropouts are distributed into grades proportionally using the graded dropout counts within race/ethnicity and gender. These counts serve as the numerator for the high school event dropout rates. Ungraded dropout counts are not reported separately on the file for the purpose of disclosure mitigation. For more details please see section on disclosure mitigation on page 7.

Caution in interpreting the dropout rates—There are two situations that cause problems in interpreting these state-level dropout counts and rates. The first is based on the difference between reporting levels for enrollment data and for dropout data. The enrollment data is reported at the school level whereas the dropout data is reported at the school district level. In some cases a state may not have been able to report enrollment data for all associated schools within a district. This may lead to an underrepresentation of the class size of the school district when compared to a complete reporting of the dropout count resulting in an inflated dropout rate for the district. If the opposite is true and a state reports dropouts for a district but neglects to include data for one or more schools within that district, a situation that would not be identifiable to NCES as that data is only reported at the district level, a deflated dropout rate would be the result. If either of these situations occurs frequently within a state it could affect the state-level rates.

Additionally, there is a difference in the time period that each of the two data elements are reported. The event dropout rates presented on this file are approximations and are not cohort rates. The enrollment data is reported early in the school year and is representative of the October 1st enrollment for that school year while the dropout data is cumulative across the entire school year and subsequent summer. Thus the dropout data is affected by in- and out-transfer and the enrollment data does not include any adjustments for transfer students. This issue is of greater importance at the school district-level where net transfer rates can be more polar than at

the state-level where the net transfer rates are lower than many of the individual districts within that state.

D. Information on High School Completers and the Averaged Freshman Graduation Rate

For each record in the data file, the CCD State Dropout and Completion Data File contains counts of regular diploma recipients, the Averaged Freshman Graduation Rate (AFGR), enrollment data used to calculate the AFGR, counts of other high school completers, and counts of individuals ages 19 or younger who passed the GED test.

What is a regular diploma?—The CCD 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. There are differences in what a high school diploma represents across states. State and local policies can affect the numbers of diploma recipients reported. Some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address state or district academic standards. For example, some states have in-school GED programs that require fewer credit hours than a regular high school track, but lead to the award of regular diplomas. Other states award some form of alternative credential to students who meet some, but not all, requirements. For example, special education students who complete their individual education programs or regular education students in some alternative programs may receive a certificate of completion. As a result of different policies, students who receive a certificate of completion in one state might be awarded a regular diploma in another.

Calculating the AFGR—The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2007–08 AFGR is the average of the 8th-grade membership in 2003–04, 9th-grade membership in 2004–05, and 10th-grade membership in 2005–06. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2004–05 freshmen in order to estimate the on-time graduation rate for 2007–08.

Treatment of ungraded students in calculating the AFGR—The AFGR denominator is based on enrollments by grade. However, some states report ungraded students (students who are not assigned a regular grade designation). To adjust for this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, based on the race/ethnicity and gender of the ungraded students and the race/ethnicity and gender of the graded students (where this information was available). The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the 8th, 9th, and 10th grades. In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; and the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

Caution in interpreting the AFGR—Although the AFGR was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the AFGR

does not take into account any imbalances in the number of students moving in and out of the nation or individual states over the high school years. As a result, the averaged freshman class is at best an approximation of the actual number of freshmen, where differences in the rates of transfers, retention, and dropping out in the three grades affect the average. Second, by including all graduates in a specific year, the graduates may include students who repeated a grade in high school or completed high school early and thus are not on-time graduates in that year.

While the AFGR is a reasonable proxy at the aggregate national or state level, the potential effects of three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the estimated graduation rate would be lower than the actual on-time rate for that group of freshmen. On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen. This can lead to estimated graduation rates of more than 100 percent for small groups; such cases have been adjusted to 100 percent in this data file.

Second, including the estimate of 8th-graders from the previous year in order to remove the effect of freshmen who were retained (and, thus, are not first-time freshmen) ignores the fact that in some cases there may be a real change in the number of 8th-graders relative to counts of 9th-graders due to transfers between public and private schools. If more students transfer to public schools at this point, using a count of 8th-graders that does not include those students would serve to artificially decrease the estimated number of 9th-graders and, as a result, increase the graduation rate for that class. Conversely, if more students were to transfer out of public schools between the 8th and 9th grades, using the 8th-grade count that includes students leaving the population would artificially increase the estimated number of 9th-graders and, in turn, decrease the graduation rate.

Third, there may be a tradeoff between the adjustment for retentions and grade-specific differences in the number of dropouts. The use of the 10th-grade enrollment count also helps to dampen the effect of 9th-grade retentions, but ignores the fact that 9th-grade dropouts result in a smaller 10th-grade population. Excluding these 9th-grade dropouts lowers the estimate of freshmen and, as a result, increases the graduation rate.

What is an "other high school completer"?— The CCD defines an other high school completer as a student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school. Other high school completer credentials are not awarded in every state. See section F. Comments About the Data Items for a list of states that do not award other high school completer credentials.

E. Comments About the Data File

Data users should be aware of certain characteristics of the data file.

Methodology—Data for the CCD State Dropout and Completion Data File are provided to NCES by officials in each SEA. Since it is understood that LEAs have already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel to verify data except in unusual

circumstances. Certain edits are performed by CCD survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

<u>Undercoverage and vertical consistency</u>—Although CCD coverage of traditional public schools <u>and</u> school districts (those schools and districts typed as regular[1]) is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in the state regardless of who administers the schools or districts. However, there are states that do not report schools and districts that are administered by state organizations other than SEAs (such as health and human services or corrections departments). Unreported schools may include those for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA.

<u>Accuracy of data</u>—The degree of rigor with which SEAs verify their dropout data is not uniform. Agencies that collect dropout and membership data through student-level record systems are better able to verify students' enrollment status than are agencies that collect aggregate reports of dropouts from schools or districts. NCES requires SEAs to confirm or amend any numbers that appear considerably out of line with other states' data or with data from previous years. However, NCES does not audit a state's dropout or completion data except where explicitly stated in the previous section and in response to the disclosure mitigation procedures discussed in the following section.

<u>Precautions to prevent disclosure of individuals who drop out of school or fail to graduate</u>—The data file has undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individuals who dropped out school or those who did not receive a diploma at the end of the 12th grade. Each record was examined individually, in combination with the other records in the file, and across reporting levels due to the hierarchical nature of the CCD collections.

Seventh and eighth grade dropout counts are not reported as the counts are often too low to be adequately protected against disclosure. Ungraded dropout counts are not included as these counts and the proportion being included in the aggregate high school dropout count could lead to the disclosure of unreported 7th and 8th grade dropout counts.

This file has undergone perturbation. A perturbation is an adjustment to one or more counts in the file and is done to protect the identity of students. Only data fields associated with dropout counts and high school diploma counts have been perturbed. In the case of perturbations done to dropout counts, the perturbation was necessary to prevent the disclosure of individual students who dropped out of school. In the case of perturbations done to regular high school diploma counts, the perturbation was necessary to prevent the disclosure of individual students who did not receive a regular high school diploma at the end of 12th grade. These changes were done in such a way as to minimize their impact on the analytical value of the data file.

<u>Data values</u>— All data elements are presented as reported by the state coordinator or have been filled with codes "-1," "-2," "M," or "N" by NCES. Descriptions of zero or other codes are listed below.

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[1] Regular school districts are operated by a local authority and offer instruction to students within their service areas. They exclude local supervisory unions, regional education service agencies, state and federally operated school districts, and other agencies that do not fall within these groupings.

- 0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category. (For example, a K–12 district having no 12th-graders would report "0.")

- M (or -1 for numeric values): A value of M (or -1) indicates that data are missing. A value was expected, but none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report "-1.")

- N (or -2 for numeric values): A value of N (or -2) indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report "-2" for 12th-graders.)

F. Comments About the Data Items

The CCD State Dropout and Completion Data File: School Year 2007–08 contains the following data items for each record: the school year for which the data are reported; the Federal Information Processing Standards (FIPS) state code and official state or other jurisdiction name; the AFGR and the AFGR by race/ethnicity; regular diploma counts by race/ethnicity; enrollment bases for the AFGR by race/ethnicity; dropout counts by grade, race/ethnicity, and gender for each of grades 9–12; dropout rates by grade, for each grade 9 through 12, and by race/ethnicity, and gender for grades 9–12, collectively; enrollment counts for dropout rates by grade, race/ethnicity, and gender for each of grades 9–12, and by race/ethnicity and gender for grades 9 through 12, collectively; counts of other high school completers by race/ethnicity; and counts of individuals ages 19 and younger who passed the GED test by race/ethnicity. Data users should take note of certain conditions regarding each data item in the file, as follows:

(STATENAME) Name of State Education Agency (SEA). Each record includes an SEA name. NCES reviewed any name filling the 60 characters assigned and may have adjusted it to improve readability (i.e., by applying standard abbreviations).

(SURVYEAR) School Year. The school year in which students dropped out of school or graduated from high school (the 2006–07 school year is represented as "2006" in the data file). It is important to use this field when comparing dropout data from different files.

(TOTD9–TOTDF) Dropout Count Variables. Dropout counts are presented by grade, race/ethnicity, and gender for grades 9 through 12 and ungraded, separately, and in aggregate by race/ethnicity and gender. Grade-level dropouts include only those dropouts reported explicitly to that graded category. A proportion of the dropouts reported to the ungraded categories are included in the 9 through 12 aggregate counts based on the proportion of graded dropouts that are in grades 9 through 12. Dropout counts are used as the numerator for dropout rates. Reported grade totals for dropout counts can exceed the sum of race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of dropout count variables.

(G9–EBSF) Enrollment Counts. Enrollment counts serve as the denominator to calculate dropout rates. Enrollment counts that are grade specific (G9–WHUG) include only students that were reported to the same category on the CCD School Universe Survey. These counts have been aggregated to the LEA level from the associated schools that make up each LEA. Counts

that are not grade specific, those variables that begin with the letters 'EBS' serve as the denominator for the aggregate high school dropout rates. These counts include the students reported to that specific category for grades 9 through 12 and a proportion of the ungraded students equal to the proportion of the graded enrollment in a school district that is in grades 9 through 12. Appendix D. Computation Instructions describes the procedure. Reported grade totals for the enrollment base can exceed the sum of the race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported). See Appendix A. Record Layout for a complete list of dropout rate enrollment base variables.

(DRP9–DRPF) Dropout Rate Variables. Dropout rates are presented by grade, by race/ethnicity and gender, by race/ethnicity, and by gender for grades 9 through 12. See Appendix A. Record Layout for a complete list of dropout rate variables.

(TOTDPL–WHDPL) Regular Diploma Count Variables. Diploma counts are presented for totals and by race/ethnicity. Reported totals for diploma counts can exceed the sum of the race/ethnicity detail because states may report students in the total who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of regular diploma count variables.

(AFGEB–AFGEBWH) Enrollment Base for Averaged Freshman Graduation Rate. AFGR enrollment base variables are presented for totals and by race/ethnicity. Enrollment base variables are used as the denominator in the calculation of the AFGR and represent estimates of the number of first-time freshmen in the class of 2004–05 freshmen in order to estimate the on-time graduation rate for 2007–08. See Appendix D. Computation Instructions for the procedure. See Appendix A. Record Layout for a complete list of AFGR enrollment base variables.

(AFGR–AFGRWH) Averaged Freshman Graduation Rate (AFGR) Variables. AFGR variables are presented for totals and by race/ethnicity. See Appendix A. Record Layout for a complete list of AFGR variables.

(TOTOHC–WHOHC) Other High School Completers. Some states grant a certificate of attendance or completion in lieu of a diploma. Reported totals for other high school completer counts can exceed the sum of race/ethnicity detail because states may report students in the total who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) Other high school completer credentials are not offered by the following states and jurisdictions: Arizona, Arkansas, California, Illinois, Indiana, Kansas, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, West Virginia, the Bureau of Indian Education, the Department of Defense Schools (overseas and domestic), American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands. See Appendix A. Record Layout for a complete list of other high school completer variables.

(TOTEQUIV–WHEQUIV) General Educational Development (GED) test passers. Counts of individuals ages 19 or younger who passed the GED test as reported by the General Educational Development Testing Service are included in this data file. Reported totals for the GED passer counts can exceed the sum of race/ethnicity detail because students may be reported in the total

who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of GED passer variables.

Table 1.   State and other jurisdiction FIPS codes and abbreviations used in CCD datasets

State name/jurisdiction	FIPS [1]	Abbreviation [2]	State name/jurisdiction	FIPS [1]	Abbreviation [2]
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA	Department of Defense		
Kansas	20	KS	dependents schools		
Kentucky	21	KY	(overseas)	58 [3]	DO
Louisiana	22	LA			
Maine	23	ME	Department of Defense		
Maryland	24	MD	dependents schools		
Massachusetts	25	MA	(domestic)	61 [3]	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 [3]	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

[1] Federal Information Processing Standards codes (01–78).

[2] U.S. Postal Service state abbreviation codes.

[3] Not official U.S. FIPS code. The state abbreviations for Department of Defense dependents schools (overseas) are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense dependents schools (domestic) and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

G. Special Characteristics of This File

Data users should be aware of the following special characteristics of the CCD State Dropout and Completion Data File: School Year 2007–08.

1. The reported data were examined to identify any instance in which the identity of an individual dropout might be disclosed. To protect against the possibility of disclosure, data in some cells have been suppressed. See "Precautions to Prevent Disclosure of Individuals Who Drop Out of School" (in section II.E above) for more information.

2. Reported grade totals for the enrollment base and dropout counts can exceed the sum of race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported).

3. State-level dropout data are aggregated from the state's LEA-level dropout counts. Unless confirmed as accurate by the state CCD coordinator, reports of zero dropouts for any LEA enrolling 400 or more students in grade 9–12 were changed to missing (-1).

III. User Guidelines for Processing the CCD State Dropout and Completion Data File: School Year 2007–08

A. File Characteristics

The CCD State Dropout and Completion Data File: School Year 2007–08 is provided in two file formats: a SAS file (sdr071b.sas7bdat); and a flat ASCII file (sdr071b.txt). The first three characters of the file name indicate the type of file (sdr = state dropout and completer file), the fourth and fifth characters indicate the school year (07 = 2007–08), and the sixth and seventh characters indicate the version number (1 = public file, b = second version). The record layout (containing field name, field position, field length, field type, and field description) is located in Appendix A. Record Layout.

B. Linking This File to Other CCD Files

Data users can easily link this file to State Nonfiscal Survey of Public Elementary/Secondary Education files or to other state-level dropout files that NCES will be releasing in the future. State nonfiscal files contain many useful data items, including numbers of staff and enrollment data. The variable FIPST is the common link across all state-level files and, when used, will produce a valid dataset.

Users should note that the enrollment counts in this file may not match the enrollment counts in other CCD files because enrollment bases are derived from the Public Elementary/Secondary School Universe Survey and ungraded students are prorated into grades for grade 9 through 12 aggregate reporting (see appendix D for information regarding the enrollment field calculations in the dropout file).

C. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., FIPST) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers which is necessary when merging these data with other files.

This can be accomplished in Excel by using the 'Import Wizard' to select the ID fields and set them as text fields.

D. Revisions Included in the 1b Version of This Data File

South Carolina did not report diploma counts in time to be included in the 1a release (primary public release) of these data. South Carolina has since submitted diploma counts to NCES. The 1b version includes these counts and the AFGRs calculated from these counts.

In March 2011, Nevada informed NCES that the data submitted for 2007-08 was incorrect. Nevada provided corrected data at that time. This latest version of the data file has incorporated these updated data.

APPENDIX A. Record Layout

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2007–08
Number of Variables = 219

Number of Observations = 59

The file contains data for school year 2007–08 sorted by the Federal Information Processing Standards (FIPS) state code. "AN" and "N" indicate alphanumeric and numeric data, respectively. Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt). An asterisk (*) in the order column indicates that the field has one explicit decimal place.

Variable name	Order	Data type	Description
SURVYEAR	1	AN	Year Corresponding to Survey Record
FIPST	2	AN	Two Digit State FIPS Code
STATENAME	3	AN	State Name
TOTD9	4	N	Total Dropouts, Grade 9
AMD9M	5	N	Dropouts, American Indian/Alaskan Native, Grade 9, Male
AMD9F	6	N	Dropouts, American Indian/Alaskan Native, Grade 9, Female
AMD9	7	N	Dropouts, American Indian/Alaskan Native, Grade 9
ASD9M	8	N	Dropouts, Asian/Pacific Islander, Grade 9, Male
ASD9F	9	N	Dropouts, Asian/Pacific Islander, Grade 9, Female
ASD9	10	N	Dropouts, Asian/Pacific Islander, Grade 9
HID9M	11	N	Dropouts, Hispanic, Grade 9, Male
HID9F	12	N	Dropouts, Hispanic, Grade 9, Female
HID9	13	N	Dropouts, Hispanic, Grade 9
BLD9M	14	N	Dropouts, Black, non-Hispanic, Grade 9, Male
BLD9F	15	N	Dropouts, Black, non-Hispanic, Grade 9, Female
BLD9	16	N	Dropouts, Black, non-Hispanic, Grade 9
WHD9M	17	N	Dropouts, White, non-Hispanic, Grade 9, Male
WHD9F	18	N	Dropouts, White, non-Hispanic, Grade 9, Female
WHD9	19	N	Dropouts, White, non-Hispanic, Grade 9
TOTD10	20	N	Total Dropouts, Grade 10
AMD10M	21	N	Dropouts, American Indian/Alaskan Native, Grade 10, Male
AMD10F	22	N	Dropouts, American Indian/Alaskan Native, Grade 10, Female
AMD10	23	N	Dropouts, American Indian/Alaskan Native, Grade 10
ASD10M	24	N	Dropouts, Asian/Pacific Islander, Grade 10, Male
ASD10F	25	N	Dropouts, Asian/Pacific Islander, Grade 10, Female
ASD10	26	N	Dropouts, Asian/Pacific Islander, Grade 10
HID10M	27	N	Dropouts, Hispanic, Grade 10, Male
HID10F	28	N	Dropouts, Hispanic, Grade 10, Female
HID10	29	N	Dropouts, Hispanic, Grade 10
BLD10M	30	N	Dropouts, Black, non-Hispanic, Grade 10, Male
BLD10F	31	N	Dropouts, Black, non-Hispanic, Grade 10, Female
BLD10	32	N	Dropouts, Black, non-Hispanic, Grade 10
WHD10M	33	N	Dropouts, White, non-Hispanic, Grade 10, Male
WHD10F	34	N	Dropouts, White, non-Hispanic, Grade 10, Female
WHD10	35	N	Dropouts, White, non-Hispanic, Grade 10
TOTD11	36	N	Total Dropouts, Grade 11
AMD11M	37	N	Dropouts, American Indian/Alaskan Native, Grade 11, Male
AMD11F	38	N	Dropouts, American Indian/Alaskan Native, Grade 11, Female

Variable name	Order	Data type	Description
AMD11	39	N	Dropouts, American Indian/Alaskan Native, Grade 11
ASD11M	40	N	Dropouts, Asian/Pacific Islander, Grade 11, Male
ASD11F	41	N	Dropouts, Asian/Pacific Islander, Grade 11, Female
ASD11	42	N	Dropouts, Asian/Pacific Islander, Grade 11
HID11M	43	N	Dropouts, Hispanic, Grade 11, Male
HID11F	44	N	Dropouts, Hispanic, Grade 11, Female
HID11	45	N	Dropouts, Hispanic, Grade 11
BLD11M	46	N	Dropouts, Black, non-Hispanic, Grade 11, Male
BLD11F	47	N	Dropouts, Black, non-Hispanic, Grade 11, Female
BLD11	48	N	Dropouts, Black, non-Hispanic, Grade 11
WHD11M	49	N	Dropouts, White, non-Hispanic, Grade 11, Male
WHD11F	50	N	Dropouts, White, non-Hispanic, Grade 11, Female
WHD11	51	N	Dropouts, White, non-Hispanic, Grade 11
TOTD12	52	N	Total Dropouts, Grade 12
AMD12M	53	N	Dropouts, American Indian/Alaskan Native, Grade 12, Male
AMD12F	54	N	Dropouts, American Indian/Alaskan Native, Grade 12, Female
AMD12	55	N	Dropouts, American Indian/Alaskan Native, Grade 12
ASD12M	56	N	Dropouts, Asian/Pacific Islander, Grade 12, Male
ASD12F	57	N	Dropouts, Asian/Pacific Islander, Grade 12, Female
ASD12	58	N	Dropouts, Asian/Pacific Islander, Grade 12
HID12M	59	N	Dropouts, Hispanic, Grade 12, Male
HID12F	60	N	Dropouts, Hispanic, Grade 12, Female
HID12	61	N	Dropouts, Hispanic, Grade 12
BLD12M	62	N	Dropouts, Black, non-Hispanic, Grade 12, Male
BLD12F	63	N	Dropouts, Black, non-Hispanic, Grade 12, Female
BLD12	64	N	Dropouts, Black, non-Hispanic, Grade 12
WHD12M	65	N	Dropouts, White, non-Hispanic, Grade 12, Male
WHD12F	66	N	Dropouts, White, non-Hispanic, Grade 12, Female
WHD12	67	N	Dropouts, White, non-Hispanic, Grade 12
TOTD912	68	N	Total Dropouts, Grades 9 through 12
TOTDAMM	69	N	Dropouts, Grades 9 through 12, American Indian/Alaskan Native, Male
TOTDAMF	70	N	Dropouts, Grades 9 through 12, American Indian/Alaskan Native, Female
TOTDAM	71	N	Dropouts, Grades 9 through 12, American Indian/Alaskan Native
TOTDASM	72	N	Dropouts, Grades 9 through 12, Asian/Pacific Islander, Male
TOTDASF	73	N	Dropouts, Grades 9 through 12, Asian/Pacific Islander, Female
TOTDAS	74	N	Dropouts, Grades 9 through 12, Asian/Pacific Islander
TOTDHIM	75	N	Dropouts, Grades 9 through 12, Hispanic, Male
TOTDHIF	76	N	Dropouts, Grades 9 through 12, Hispanic, Female
TOTDHI	77	N	Dropouts, Grades 9 through 12, Hispanic
TOTDBLM	78	N	Dropouts, Grades 9 through 12, Black, non-Hispanic, Male
TOTDBLF	79	N	Dropouts, Grades 9 through 12, Black, non-Hispanic, Female
TOTDBL	80	N	Dropouts, Grades 9 through 12, Black, non-Hispanic
TOTDWHM	81	N	Dropouts, Grades 9 through 12, White, non-Hispanic, Male
TOTDWHF	82	N	Dropouts, Grades 9 through 12, White, non-Hispanic, Female
TOTDWH	83	N	Dropouts, Grades 9 through 12, White, non-Hispanic
TOTDM	84	N	Dropouts, Grades 9 through 12, Male
TOTDF	85	N	Dropouts, Grades 9 through 12, Female

Variable name	Order	Data type	Description
G9	86	N	Enrollment, Grade 9
AM9M	87	N	Enrollment, American Indian/Alaskan Native, Grade 9, Male
AM9F	88	N	Enrollment, American Indian/Alaskan Native, Grade 9, Female
AM9	89	N	Enrollment, American Indian/Alaskan Native, Grade 9
AS9M	90	N	Enrollment, Asian/Pacific Islander, Grade 9, Male
AS9F	91	N	Enrollment, Asian/Pacific Islander, Grade 9, Female
AS9	92	N	Enrollment, Asian/Pacific Islander, Grade 9
HI9M	93	N	Enrollment, Hispanic, Grade 9, Male
HI9F	94	N	Enrollment, Hispanic, Grade 9, Female
HI9	95	N	Enrollment, Hispanic, Grade 9
BL9M	96	N	Enrollment, Black, non-Hispanic, Grade 9, Male
BL9F	97	N	Enrollment, Black, non-Hispanic, Grade 9, Female
BL9	98	N	Enrollment, Black, non-Hispanic, Grade 9
WH9M	99	N	Enrollment, White, non-Hispanic, Grade 9, Male
WH9F	100	N	Enrollment, White, non-Hispanic, Grade 9, Female
WH9	101	N	Enrollment, White, non-Hispanic, Grade 9
G10	102	N	Enrollment, Grade 10
AM10M	103	N	Enrollment, American Indian/Alaskan Native, Grade 10, Male
AM10F	104	N	Enrollment, American Indian/Alaskan Native, Grade 10, Female
AM10	105	N	Enrollment, American Indian/Alaskan Native, Grade 10
AS10M	106	N	Enrollment, Asian/Pacific Islander, Grade 10, Male
AS10F	107	N	Enrollment, Asian/Pacific Islander, Grade 10, Female
AS10	108	N	Enrollment, Asian/Pacific Islander, Grade 10
HI10M	109	N	Enrollment, Hispanic, Grade 10, Male
HI10F	110	N	Enrollment, Hispanic, Grade 10, Female
HI10	111	N	Enrollment, Hispanic, Grade 10
BL10M	112	N	Enrollment, Black, non-Hispanic, Grade 10, Male
BL10F	113	N	Enrollment, Black, non-Hispanic, Grade 10, Female
BL10	114	N	Enrollment, Black, non-Hispanic, Grade 10
WH10M	115	N	Enrollment, White, non-Hispanic, Grade 10, Male
WH10F	116	N	Enrollment, White, non-Hispanic, Grade 10, Female
WH10	117	N	Enrollment, White, non-Hispanic, Grade 10
G11	118	N	Enrollment, Grade 11
AM11M	119	N	Enrollment, American Indian/Alaskan Native, Grade 11, Male
AM11F	120	N	Enrollment, American Indian/Alaskan Native, Grade 11, Female
AM11	121	N	Enrollment, American Indian/Alaskan Native, Grade 11
AS11M	122	N	Enrollment, Asian/Pacific Islander, Grade 11, Male
AS11F	123	N	Enrollment, Asian/Pacific Islander, Grade 11, Female
AS11	124	N	Enrollment, Asian/Pacific Islander, Grade 11
HI11M	125	N	Enrollment, Hispanic, Grade 11, Male
HI11F	126	N	Enrollment, Hispanic, Grade 11, Female
HI11	127	N	Enrollment, Hispanic, Grade 11
BL11M	128	N	Enrollment, Black, non-Hispanic, Grade 11, Male
BL11F	129	N	Enrollment, Black, non-Hispanic, Grade 11, Female
BL11	130	N	Enrollment, Black, non-Hispanic, Grade 11
WH11M	131	N	Enrollment, White, non-Hispanic, Grade 11, Male
WH11F	132	N	Enrollment, White, non-Hispanic, Grade 11, Female

Variable name	Order	Data type	Description
WH11	133	N	Enrollment, White, non-Hispanic, Grade 11
G12	134	N	Enrollment, Grade 12
AM12M	135	N	Enrollment, American Indian/Alaskan Native, Grade 12, Male
AM12F	136	N	Enrollment, American Indian/Alaskan Native, Grade 12, Female
AM12	137	N	Enrollment, American Indian/Alaskan Native, Grade 12
AS12M	138	N	Enrollment, Asian/Pacific Islander, Grade 12, Male
AS12F	139	N	Enrollment, Asian/Pacific Islander, Grade 12, Female
AS12	140	N	Enrollment, Asian/Pacific Islander, Grade 12
HI12M	141	N	Enrollment, Hispanic, Grade 12, Male
HI12F	142	N	Enrollment, Hispanic, Grade 12, Female
HI12	143	N	Enrollment, Hispanic, Grade 12
BL12M	144	N	Enrollment, Black, non-Hispanic, Grade 12, Male
BL12F	145	N	Enrollment, Black, non-Hispanic, Grade 12, Female
BL12	146	N	Enrollment, Black, non-Hispanic, Grade 12
WH12M	147	N	Enrollment, White, non-Hispanic, Grade 12, Male
WH12F	148	N	Enrollment, White, non-Hispanic, Grade 12, Female
WH12	149	N	Enrollment, White, non-Hispanic, Grade 12
EBS912	150	N	Dropout Enrollment Base, Grades 9 through 12
EBSAMM	151	N	Dropout Enrollment Base, Grades 9 through 12, American Indian/Alaskan Native, Male
EBSAMF	152	N	Dropout Enrollment Base, Grades 9 through 12, American Indian/Alaskan Native, Female
EBSAM	153	N	Dropout Enrollment Base, Grades 9 through 12, American Indian/Alaskan Native
EBSASM	154	N	Dropout Enrollment Base, Grades 9 through 12, Asian/Pacific Islander, Male
EBSASF	155	N	Dropout Enrollment Base, Grades 9 through 12, Asian/Pacific Islander, Female
EBSAS	156	N	Dropout Enrollment Base, Grades 9 through 12, Asian/Pacific Islander
EBSHIM	157	N	Dropout Enrollment Base, Grades 9 through 12, Hispanic, Male
EBSHIF	158	N	Dropout Enrollment Base, Grades 9 through 12, Hispanic, Female
EBSHI	159	N	Dropout Enrollment Base, Grades 9 through 12, Hispanic
EBSBLM	160	N	Dropout Enrollment Base, Grades 9 through 12, Black, non-Hispanic, Male
EBSBLF	161	N	Dropout Enrollment Base, Grades 9 through 12, Black, non-Hispanic, Female
EBSBL	162	N	Dropout Enrollment Base, Grades 9 through 12, Black, non-Hispanic
EBSWHM	163	N	Dropout Enrollment Base, Grades 9 through 12, White, non-Hispanic, Male
EBSWHF	164	N	Dropout Enrollment Base, Grades 9 through 12, White, non-Hispanic, Female
EBSWH	165	N	Dropout Enrollment Base, Grades 9 through 12, White, non-Hispanic
EBSM	166	N	Dropout Enrollment Base, Grades 9 through 12, Male
EBSF	167	N	Dropout Enrollment Base, Grades 9 through 12, Female
DRP9	168	N	Dropout Rate, Grade 9
DRP10	169	N	Dropout Rate, Grade 10
DRP11	170	N	Dropout Rate, Grade 11
DRP12	171	N	Dropout Rate, Grade 12
DRP912	172	N	Dropout Rate, Grades 9 through 12
DRPAMM	173	N	Dropout Rate, Grades 9 through 12, American Indian/Alaskan Native, Male
DRPAMF	174	N	Dropout Rate, Grades 9 through 12, American Indian/Alaskan Native, Female
DRPAM	175	N	Dropout Rate, Grades 9 through 12, American Indian/Alaskan Native

Variable name	Order	Data type	Description
DRPASM	176	N	Dropout Rate, Grades 9 through 12, Asian/Pacific Islander, Male
DRPASF	177	N	Dropout Rate, Grades 9 through 12, Asian/Pacific Islander, Female
DRPAS	178	N	Dropout Rate, Grades 9 through 12, Asian/Pacific Islander
DRPHIM	179	N	Dropout Rate, Grades 9 through 12, Hispanic, Male
DRPHIF	180	N	Dropout Rate, Grades 9 through 12, Hispanic, Female
DRPHI	181	N	Dropout Rate, Grades 9 through 12, Hispanic
DRPBLM	182	N	Dropout Rate, Grades 9 through 12, Black, non-Hispanic, Male
DRPBLF	183	N	Dropout Rate, Grades 9 through 12, Black, non-Hispanic, Female
DRPBL	184	N	Dropout Rate, Grades 9 through 12, Black, non-Hispanic
DRPWHM	185	N	Dropout Rate, Grades 9 through 12, White, non-Hispanic, Male
DRPWHF	186	N	Dropout Rate, Grades 9 through 12, White, non-Hispanic, Female
DRPWH	187	N	Dropout Rate, Grades 9 through 12, White, non-Hispanic
DRPM	188	N	Dropout Rate, Grades 9 through 12, Male
DRPF	189	N	Dropout Rate, Grades 9 through 12, Female
TOTDPL	190	N	Total Diploma Count
AMDPL	191	N	Diploma Count, American Indian/Alaskan Native
ASDPL	192	N	Diploma Count, Asian/Pacific Islander
HIDPL	193	N	Diploma Count, Hispanic
BLDPL	194	N	Diploma Count, Black, non-Hispanic
WHDPL	195	N	Diploma Count, White, non-Hispanic
AFGEB	196	N	Total AFGR Enrollment Base
AFGEBAM	197	N	AFGR Enrollment Base, American Indian/Alaskan Native
AFGEBAS	198	N	AFGR Enrollment Base, Asian/Pacific Islander
AFGEBHI	199	N	AFGR Enrollment Base, Hispanic
AFGEBBL	200	N	AFGR Enrollment Base, Black, non-Hispanic
AFGEBWH	201	N	AFGR Enrollment Base, White, non-Hispanic
AFGR	202	N	Total Average Freshman Graduation Rate (AFGR)
AFGRAM	203	N	AFGR, American Indian/Alaskan Native
AFGRAS	204	N	AFGR, Asian/Pacific Islander
AFGRHI	205	N	AFGR, Hispanic
AFGRBL	206	N	AFGR, Black, non-Hispanic
AFGRWH	207	N	AFGR, White, non-Hispanic
TOTOHC	208	N	Total Other High School Completion Certificate (OHC) Recipients
AMOHC	209	N	OHC Recipients, American Indian/Alaskan Native
ASOHC	210	N	OHC Recipients, Asian/Pacific Islander
HIOHC	211	N	OHC Recipients, Hispanic
BLOHC	212	N	OHC Recipients, Black, non-Hispanic
WHOHC	213	N	OHC Recipients, White, non-Hispanic
EQUIV	214	N	General Equivalency Diploma (GED) Recipients, Ages 16-19
AMEQUIV	215	N	American Indian/Alaskan Native GED Recipients, Ages 16-19
ASEQUIV	216	N	Asian/Pacific Islander GED Recipients, Ages 16-19
HIEQUIV	217	N	Hispanic GED Recipients, Ages 16-19
BLEQUIV	218	N	Black, non-Hispanic GED Recipients, Ages 16-19
WHEQUIV	219	N	White, non-Hispanic GED Recipients, Ages 16-19

APPENDIX B. Response Rates and State Specific Notes

Response rates—The Department of Defense Dependents Schools, the Bureau of Indian Education, the Commonwealth of the Northern Marianas Islands, American Samoa, and Guam did not report completion data for the 2007–08 school year. Completion data by race/ethnicity and gender were not reported by Delaware. Nevada did not report student membership by race/ethnicity and gender in a year required to calculate the AFGR by race/ethnicity for 2007–08, and therefore no AFGRs by race/ethnicity are available for Nevada for 2007–08.

The Department of Defense Dependents Schools, the Bureau of Indian Education, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands did not report dropout data for 2007–08. Puerto Rico reported dropout counts that would have resulted in dropout rates below 1 percent, an unreasonably low rate for any state or jurisdiction, and were thereby suppressed. Vermont suppressed any dropout count below 10 prior to submitting data to the CCD. This resulted in more missing data than available data. Because of their suppression the CCD has suppressed all dropout data for the state of Vermont. The District of Columbia and Maryland did not report dropout data disaggregated by race/ethnicity and gender. Delaware did not report dropout data for several large school districts. While these school districts did not account for more than 20 percent of the high school students for the state, they did account for more than 20 percent of the Asian/Pacific Islander students in the state and thereby state-level counts and rates for dropouts for Asian/Pacific Islander students have been suppressed.

For the 2007–08 collection dropout data, it was not always possible to distinguish true zero counts of dropouts from missing data (see section E., Data values, for more information about zero counts and missing data.) NCES identified all districts with zero reported dropouts and a 2007–08 student membership in grades 9–12 of 400 or more students. These zero values of dropouts were changed to missing except in cases for which the state CCD coordinator confirmed that there were zero dropouts for the district. NCES also identified all districts with 20 or more student enrolled in grade 12 and zero reported diplomas. These zero values for diplomas were changed to missing unless the state CCD coordinator confirmed the reported zero.

State specific notes—For 2007–08, Maine began reporting data for some semi-private schools that receive more than 60 percent of their funding through public sources. This caused some issues with the calculation of the Average Freshmen Graduation Rate as the numerator is 2007–08 data and the denominator is made up of 2003–04, 2004–05, and 2005–06 data. In these earlier years the enrollments did not include students from these semi-private schools. For 2007–08 1,161 students attending semi-private schools received a regular diploma. If these diplomas were left in for the calculation of AFGR then Maine would have an on-time graduation rate of 14,350 / 16,672 or 86.1 percent. Excluding these 1,161 regular diplomas produces an AFGR of 13,189 / 16,672 or 79.1 percent. This latter rate is more in-line with AFGRs produced for Maine in earlier years and within the normal distribution of AFGR values across states. The 14,350 regular diplomas is included in the diploma count reported for Maine but only 13,189 diplomas were used to calculate the AFGR value for Maine. Thus, the reported numerator and denominator for the AFGR for Maine cannot be used to calculate the AFGR reported on the file for Maine.

South Carolina did not report diploma counts in time to be included in the 1a release (primary public release) of these data. South Carolina has since submitted diploma counts to NCES. The

1b version includes these counts and the AFGRs calculated from these counts.

Nevada provided revisions to their dropout and completions counts in 2008-09 which have been incorporated into the 1b release.

APPENDIX C. Value Distribution and Field Frequency Tables

Table C–1 Categorized value frequencies for string variables: School year 2007–08

Variable	Label	Missing	NA	Valid response
SURVYEAR	School year	0	0	59
STATENAME	Name of State	0	0	59
FIPST	Federal Information Processing Standards (FIPS) state code	0	0	59

Note: Missing indicates that a value was expected but no value was measured; NA indicates that the data are not applicable (a value was neither expected nor measured.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2007–08, Version 1a.

Table C–2   Value distribution for numeric variables: School year 2007–08

Variable name	Minimum	Maximum	Mean	Missing (-1)	Not Applicable (-2)
TOTD9	31	13,316	2,472.6	8	0
AMD9M	0	272	31.1	10	0
AMD9F	0	196	24.6	10	0
AMD9	0	468	55.7	10	0
ASD9M	0	352	34.2	10	0
ASD9F	0	244	22.0	10	0
ASD9	0	596	56.3	10	0
HID9M	0	4,348	387.6	10	0
HID9F	0	3,495	286.0	10	0
HID9	3	7,843	673.6	10	0
BLD9M	0	2,295	548.6	10	0
BLD9F	0	1,635	356.1	10	0
BLD9	0	3,864	904.7	10	0
WHD9M	3	1,814	464.4	10	0
WHD9F	0	1,298	311.7	10	0
WHD9	3	2,936	776.1	10	0
TOTD10	92	15,150	2,652.5	8	0
AMD10M	0	239	31.7	10	0
AMD10F	0	192	28.4	10	0
AMD10	0	431	60.1	10	0
ASD10M	0	417	41.8	11	0
ASD10F	0	279	27.0	10	0
ASD10	0	696	69.3	11	0
HID10M	0	5,118	421.2	10	0
HID10F	0	3,743	318.8	10	0
HID10	0	8,861	740.0	10	0
BLD10M	0	2,504	470.9	10	0
BLD10F	0	1,635	334.8	10	0
BLD10	3	4,139	805.7	10	0
WHD10M	0	2,523	578.5	10	0
WHD10F	0	1,759	415.3	10	0
WHD10	0	4,282	993.8	10	0
TOTD11	66	19,468	2,729.1	8	0
AMD11M	0	243	33.2	10	0
AMD11F	0	217	29.8	10	0
AMD11	0	460	63.0	10	0
ASD11M	0	613	44.9	10	0
ASD11F	0	357	30.6	11	0
ASD11	0	970	76.3	11	0
HID11M	3	6,535	394.4	10	0
HID11F	0	4,290	298.6	10	0

See notes at end of table.

Table C–2   Value distribution for numeric variables: School year 2007–08—Continued

Variable name	Minimum	Maximum	Mean	Missing (-1)	Not Applicable (-2)
HID11	5	10,825	693.0	10	0
BLD11M	3	1,833	387.4	10	0
BLD11F	0	1,369	292.7	10	0
BLD11	3	3,202	680.2	10	0
WHD11M	0	2,493	707.9	10	0
WHD11F	0	1,743	537.3	10	0
WHD11	0	4,135	1,245.3	10	0
TOTD12	44	50,129	3,997.7	8	0
AMD12M	0	421	47.0	10	0
AMD12F	0	431	39.8	10	0
AMD12	0	852	86.9	10	0
ASD12M	0	1,979	84.9	11	0
ASD12F	0	1,223	56.4	10	0
ASD12	0	3,202	142.4	11	0
HID12M	3	16,194	680.3	10	0
HID12F	0	11,086	544.3	10	0
HID12	3	27,280	1,224.6	10	0
BLD12M	0	4,542	470.7	10	0
BLD12F	0	2,954	389.9	10	0
BLD12	3	7,496	860.6	10	0
WHD12M	0	6,426	1,015.1	10	0
WHD12F	0	3,923	736.9	10	0
WHD12	0	10,349	1,751.9	10	0
TOTD912	400	98,230	12,034.2	8	0
TOTDAMM	0	1,175	143.0	10	0
TOTDAMF	0	1,036	122.7	10	0
TOTDAM	0	2,211	265.7	10	0
TOTDASM	0	3,364	207.3	11	0
TOTDASF	0	2,103	138.1	11	0
TOTDAS	0	5,467	345.4	11	0
TOTDHIM	13	32,268	1,886.0	10	0
TOTDHIF	3	22,643	1,448.7	10	0
TOTDHI	21	54,911	3,334.6	10	0
TOTDBLM	6	8,507	1,884.7	10	0
TOTDBLF	6	5,969	1,377.5	10	0
TOTDBL	15	14,476	3,262.1	10	0
TOTDWHM	3	11,765	2,771.5	10	0
TOTDWHF	0	7,644	2,004.5	10	0
TOTDWH	3	19,409	4,776.0	10	0
TOTDM	269	56,535	7,004.8	11	0
TOTDF	131	38,803	5,176.0	11	0

See notes at end of table.

Table C–2   Value distribution for numeric variables: School year 2007–08—Continued

Variable name	Minimum	Maximum	Mean	Missing (-1)	Not Applicable (-2)
G9	1889	525,952	81,095.2	8	0
AM9M	0	4,856	536.2	10	0
AM9F	1	4,574	507.8	10	0
AM9	1	9,430	1,044.0	10	0
AS9M	2	31,330	1,939.9	10	0
AS9F	2	28,925	1,767.6	10	0
AS9	4	60,255	3,707.5	10	0
HI9M	75	137,007	9,016.4	10	0
HI9F	65	127,721	8,262.4	10	0
HI9	147	264,728	17,278.8	10	0
BL9M	47	32,833	7,902.6	10	0
BL9F	39	29,672	7,276.3	10	0
BL9	93	61,927	15,179.0	10	0
WH9M	10	78,415	23,202.7	10	0
WH9F	5	72,797	21,519.9	10	0
WH9	15	151,212	44,722.6	10	0
G10	1180	498,459	74,558.6	8	0
AM10M	1	4,505	473.9	10	0
AM10F	3	4,465	473.0	10	0
AM10	4	8,970	947.0	10	0
AS10M	2	31,251	1,909.7	11	0
AS10F	0	29,181	1,753.4	10	0
AS10	2	60,432	3,696.8	11	0
HI10M	73	121,354	7,520.2	10	0
HI10F	67	115,474	7,186.6	10	0
HI10	141	236,828	14,706.8	10	0
BL10M	41	25,157	6,381.7	10	0
BL10F	47	25,089	6,378.4	10	0
BL10	88	49,775	12,760.1	10	0
WH10M	3	80,783	22,282.8	10	0
WH10F	3	75,240	21,147.9	10	0
WH10	6	156,023	43,430.6	10	0
G11	1108	473,592	68,609.5	8	0
AM11M	1	4,114	420.8	10	0
AM11F	3	3,962	421.1	10	0
AM11	4	8,076	841.9	10	0
AS11M	0	30,685	1,801.0	10	0
AS11F	0	29,265	1,750.6	11	0
AS11	0	59,950	3,586.8	11	0
HI11M	56	108,349	6,276.4	10	0
HI11F	37	104,965	6,199.4	10	0

See notes at end of table.

Table C–2   Value distribution for numeric variables: School year 2007–08—Continued

Variable name	Minimum	Maximum	Mean	Missing (-1)	Not Applicable (-2)
HI11	99.0	213,314.0	12,475.7	10	0
BL11M	39.0	21,162.0	5,210.7	10	0
BL11F	37.0	22,633.0	5,562.9	10	0
BL11	76.0	43,764.0	10,773.6	10	0
WH11M	5.0	81,302.0	21,345.2	10	0
WH11F	1.0	77,041.0	20,584.5	10	0
WH11	6.0	158,343.0	41,929.7	10	0
G12	956.0	454,018.0	64,974.6	8	0
AM12M	2.0	3,545.0	390.0	10	0
AM12F	2.0	3,503.0	399.2	10	0
AM12	4.0	7,048.0	789.2	10	0
AS12M	1.0	30,441.0	1,773.4	11	0
AS12F	0.0	28,829.0	1,668.0	10	0
AS12	1.0	59,270.0	3,474.4	11	0
HI12M	49.0	97,156.0	5,498.4	10	0
HI12F	36.0	96,578.0	5,627.1	10	0
HI12	92.0	193,734.0	11,125.5	10	0
BL12M	33.0	18,998.0	4,583.5	10	0
BL12F	25.0	20,334.0	5,097.1	10	0
BL12	58.0	38,843.0	9,680.6	10	0
WH12M	6.0	82,020.0	20,706.1	10	0
WH12F	3.0	77,916.0	20,171.0	10	0
WH12	9.0	159,936.0	40,877.1	10	0
EBS912	5,133.0	1,954,925.0	290,469.7	8	0
EBSAMM	4.0	17,066.0	1,825.5	10	0
EBSAMF	9.0	16,513.0	1,802.7	10	0
EBSAM	13.0	33,579.0	3,628.2	10	0
EBSASM	5.0	123,887.0	7,524.0	11	0
EBSASF	2.0	116,277.0	7,051.5	11	0
EBSAS	7.0	240,164.0	14,575.5	11	0
EBSHIM	266.0	464,766.0	28,543.5	10	0
EBSHIF	213.0	445,241.0	27,387.4	10	0
EBSHI	479.0	910,007.0	55,930.9	10	0
EBSBLM	160.0	97,635.0	24,356.1	10	0
EBSBLF	155.0	95,769.0	24,448.8	10	0
EBSBL	315.0	192,887.0	48,804.9	10	0
EBSWHM	24.0	323,141.0	87,811.1	10	0
EBSWHF	12.0	303,327.0	83,563.9	10	0
EBSWH	36.0	626,468.0	171,375.0	10	0
EBSM	2,480.0	1,001,689.0	152,650.5	11	0
EBSF	2,635.0	951,424.0	146,748.8	11	0

See notes at end of table.

Table C–2   Value distribution for numeric variables: School year 2007–08—Continued

Variable name	Minimum	Maximum	Mean	Missing (-1)	Not Applicable (-2)
DRP9	0.2	10.5	3.2	8	0
DRP10	0.8	7.8	3.8	8	0
DRP11	1.8	9.0	4.3	8	0
DRP12	1.8	11.0	5.5	8	0
DRP912	1.7	7.8	4.2	8	0
DRPAMM	0.0	14.3	7.0	10	0
DRPAMF	0.0	12.4	5.5	10	0
DRPAM	0.0	12.2	6.3	10	0
DRPASM	0.0	8.0	2.7	11	0
DRPASF	0.0	7.1	2.1	11	0
DRPAS	0.0	6.9	2.4	11	0
DRPHIM	2.6	12.9	6.8	10	0
DRPHIF	1.4	11.3	5.4	10	0
DRPHI	2.2	12.1	6.1	10	0
DRPBLM	1.4	14.9	7.6	10	0
DRPBLF	1.8	11.4	5.5	10	0
DRPBL	1.9	12.9	6.6	10	0
DRPWHM	1.2	12.5	3.7	10	0
DRPWHF	0.0	5.2	2.6	10	0
DRPWH	1.0	8.3	3.2	10	0
DRPM	1.9	10.8	4.7	11	0
DRPF	1.4	6.7	3.5	11	0
TOTDPL	820.0	374,561.0	57,210.8	6	0
AMDPL	0.0	6,770.0	616.2	7	0
ASDPL	0.0	54,019.0	3,065.6	7	0
HIDPL	72.0	142,491.0	9,211.4	7	0
BLDPL	0.0	33,873.0	8,280.0	7	0
WHDPL	0.0	141,011.0	36,507.2	7	0
AFGEB	864.0	526,251.0	69,112.3	0	0
AFGEBAM	0.0	8,865.0	924.7	1	0
AFGEBAS	0.0	59,276.0	3,059.3	1	0
AFGEBHI	0.0	232,754.0	12,895.8	1	0
AFGEBBL	0.0	54,274.0	12,140.6	1	0
AFGEBWH	0.0	175,992.0	40,388.4	1	0
AFGR	56.0	89.6	75.2	6	0
AFGRAM	9.7	100.0	67.0	9	1
AFGRAS	73.5	100.0	92.4	9	2
AFGRHI	48.1	100.0	67.5	9	0
AFGRBL	51.8	100.0	66.3	9	1
AFGRWH	63.6	94.0	80.0	9	1
TOTOHC	3.0	9,324.0	1,838.1	0	28

See notes at end of table.

Table C–2   Value distribution for numeric variables: School year 2007–08—Continued

Variable name	Minimum	Maximum	Mean	Missing (-1)	Not Applicable (-2)
AMOHC	0	127	24.1	5	28
ASOHC	0	248	53.9	4	28
HIOHC	0	3,384	299.6	3	28
BLOHC	0	4,494	782.9	3	28
WHOHC	5	4,802	857.0	3	28
EQUIV	1	16,266	2,860.6	4	0
AMEQUIV	0	319	55.4	4	0
ASEQUIV	0	605	63.6	4	0
HIEQUIV	0	3,620	378.0	4	0
BLEQUIV	0	2,178	389.5	4	0
WHEQUIV	0	11,112	1,791.1	4	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2007–08, Version 1b.

APPENDIX D. Dropout Reporting Practices and Guidelines

APPENDIX D. Dropout Reporting Practices and Guidelines
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2007–08

Definition of Dropouts

Dropouts

For purposes of this collection, a dropout is defined as a student who:
1. was enrolled in school at some time during the school year and was **not** enrolled on October 1 of the following school year, **or**
2. was **not** enrolled on October 1 of the school year although was expected to be in membership (i.e., was not reported as a dropout the year before), **and**
3. has **not** graduated from high school or completed a state or district–approved educational program, **and**
4. did **not** meet any of the following exclusionary conditions:
    a) transfer to another public school district, private school, or state– or district–approved educational program;
    b) temporary school–recognized absence due to suspension or illness; or
    c) death.

For the definition above, the following applies:
- The phrase "graduated from high school or completed" means individuals who graduated from high school or completed some other education program that is approved by the state or local education agency.
- The phrase "state or district-approved education program" means one that leads to the receipt of formal recognition of completion from school authorities. It may **INCLUDE** special education programs, home-based instruction, and programs administered by a secondary education agency (but **NOT** adult or postsecondary education) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools are examples of such programs.
- In determine whether the exclusionary condition of "transfer to another …" applies SEAs may confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.

How do I handle students who transfer to adult education?
Students who enroll in adult education programs are counted as dropouts **unless the elementary/secondary school system remains responsible for the student**. The intent of this guideline is to ensure that students who do not complete a program, and for whom the district no longer takes responsibility, are counted as dropouts.
- Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, "store front" locations or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students **is not a dropout**, even if the program is preparing the student to take the GED examination.
- A student who leaves the public elementary/secondary school and enrolls in adult education **is a dropout**. The exception is when the public school system monitors the student's enrollment and reports the student as a dropout if the student drops out of the adult program. An example is a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who do not complete the GED study program.
- Students who drop out during the 2007-08 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2008 are **NOT** reported as dropouts for SY 2007-08.

How do I count early college admissions students?
An early college admissions student (i.e., one who transfers to a postsecondary program leading to a baccalaureate or associate's degree) is **NOT** a dropout.

How do I count students that completed 12th grade but did not complete all graduation requirements?
Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12th grade.

APPENDIX D. Dropout Reporting Practices and Guidelines
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2007–08

How do I count students that have left the United States?
Students who leave the United States are not considered to be dropouts even if the school district cannot document the student's subsequent enrollment in school.

How can I determine if the student is a dropout?
The following chart summarizes how to determine if a student is a dropout:

A Student Who:	Dropout?
Graduated or received some other recognized credential, such as a certificate of attendance or GED.	No
Only attended summer school in this school district (i.e., was not enrolled during the regular school year).	No
Left school without diploma or other certification after passing age up to which the district was required to provide a free, public education.	Yes
Died.	No
Is gone; status is unknown.	Yes
Moved to another district in this or some other state, not known to be in school.	Yes
Moved out of the United States, enrollment status not known.	No
Transferred, enrolled in another public school, a private school, or charter school.	No
Transferred, enrolled in home schooling.	No
Transferred, enrolled in early college (baccalaureate or associate's program).	No
Is in an institution that is **NOT** primarily academic (military, possibly Job Corps, corrections, etc.) and offers a secondary education program.	No
Is in an institution that is **NOT** primarily academic (military, possibly Job Corps, corrections, etc.) and does not offer a secondary education program.	Yes
Is **NOT** in school but known to be planning to enroll late (e.g., extended family vacation, seasonal work).	No
Is **NOT** in school but known to be ill, verified as legitimate.	No
Is **NOT** in school but known to be ill, **NOT** verified as legitimate.	Yes
Is **NOT** in school but known to be suffering long-term illness and **NOT** receiving education services (residential drug treatment, severe physical or mental illness).	No
Is **NOT** in school but known to be suspended or expelled and their term of suspension or expulsion is **NOT** yet over.	No
Is **NOT** in school but known to be suspended or expelled and their term of suspension or expulsion is over.	Yes
Is **NOT** in school but known to be expelled with **NO** option to return.	Yes
Is **NOT** in school but known to be expelled and enrolled in another school and/or district.	No
Is in a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college where the program is administrated by an agency that is considered a special school district or extension of a regular school district.	No
Is in a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college where the program is an off-campus offering of regular school district.	No
Is in a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college where the program is classified as adult education that is **not** approved, administered or tracked by a regular school district.	Yes

APPENDIX E. Computation Instructions

APPENDIX E. Computation Instructions
NCES Common Core of Data State Dropout and Completion Data File:
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COMPUTATION OF DROPOUT AND ENROLLMENT COUNT FIELDS

GRADE-LEVEL DROPOUT AND ASSOCIATED ENROLLMENT COUNTS: Grade-level dropout counts are reported at the school district level. Grade-level enrollment counts are reported at the school level. These enrollment counts are aggregated to the district level from the schools associated with each school district using the following formulas:

$$D_S = \Sigma\, D_D \text{ \{where } D_D >= 0 \text{ and } E_D >= 0\}$$
$$E_S = \Sigma\, E_D \text{ \{where } D_D >= 0 \text{ and } E_D >= 0\}$$
$$M_S = \Sigma\, E_D \text{ \{where } D_D < 0 \text{ and } E_D >= 0\}$$

$$\text{If } M_S\, /\, (E_S + M_S) > 0.2 \text{ then } D_S = -1 \text{ and } E_S = -1$$

D_S represents the state-level dropout count.
D_D represents the district-level dropout count,
E_D represents the district-level enrollment count,
E_S represents the state-level enrollment count,
M_S represents the enrollment count associated with missing dropout counts, and
-1 is the numeric representation of missing for NCES datasets.

The last operation is a test to determine if the available dropout data represents at least 80 percent of the total, state-level student population. This method ensures that any observation that contributes to a numerator for a state-level dropout rate also contributes to the denominator and vise-versa. D_S and E_S are both reported on the State Dropout and Completion Data File, M_S is not reported but is necessary for the calculation.

COMPUTATION OF DROPOUT RATE FIELDS

The following method is used to compute dropout rates in the National Center for Education Statistics (NCES) Common Core of Data (CCD) reports, unless otherwise noted:

$$Rg = Dg/Eg$$

where *Rg* = the grade 9–12 dropout rate (rounded to a single decimal place), *Dg* = the number of grade 9–12 dropouts, and *Eg* = the grade 9–12 enrollment.

COMPUTATION OF AVERAGED FRESHMAN GRADUATION RATE FIELDS

The Averaged Freshman Graduation Rate (AFGR) is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2007–08 AFGR was the average of 8th-grade membership in 2003–04, 9th-grade membership in 2004–05, and 10th-grade membership in 2005–06. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2004–05 in order

to estimate the on-time graduation rate for 2007–08.

The following method is used to compute AFGRs in CCD reports, unless otherwise noted:

$$AFGR = \text{Regular Diplomas}_{(x)}/\text{mean}(8^{\text{th}}\text{-grade prorated enrollment}_{(x-4)}, 9^{\text{th}}\text{-grade prorated enrollment}_{(x-3)}, \text{ and } 10^{\text{th}}\text{-grade prorated enrollment}_{(x-2)})$$

where x = the school year for which diploma recipients were counted.

COMPUTATION OF AFGR AND DROPOUT RATE ENROLLMENT BASE FIELDS

Proration of ungraded students. Student membership data that comprise the denominator for the AFGR are taken from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education data file. The membership data that were used to create the enrollment base (denominator) for the 2007–08 dropout rate are taken from the CCD Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

To compute enrollment base fields for both AFGRs and dropout rates, ungraded enrollment within each agency is redistributed across other grades in proportion to the graded enrollment. The following steps are used to prorate ungraded enrollments into graded enrollments:

1. Calculate the number of students in each grade (PK, KG, grade 1, …, grade 12) and the number of ungraded students by summing enrollments as reported by grade by race/ethnicity by gender. Enrollments are reported by grade by race/ethnicity by gender in one of five racial/ethnic categories (American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and White, non-Hispanic) and one of three gender categories (male, female, and gender unknown).

2. Create a sixth race/ethnicity count of enrollments ("unreported race/ethnicity") by subtracting the totals calculated in step 1 from the reported grade total (e.g., total PK, total KG, total grade 1,…, total ungraded). (In the CCD, states can report students in a grade total without reporting the same students in a grade by race/ethnicity by gender category.)

3. Prorate ungraded American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, non-Hispanic, and White, non-Hispanic students into the graded enrollments by race/ethnicity by gender counts.

4. Prorate ungraded "unreported race/ethnicity" students into the "unreported race/ethnicity" counts by grade.

5. Calculate each grade's total prorated enrollment by summing prorated grade by race/ethnicity by gender counts for each of the five race/ethnicity categories and adding the prorated "unreported race/ethnicity" grade count.

Dropout enrollment base fields are composed of enrollment data from the same year as the dropout count (e.g., dropout enrollment base fields for school year 2007–08 dropouts are computed from school year 2007–08 enrollment data). AFGR enrollment base fields are an estimate of first-time freshmen 4 years prior to the graduation count (e.g., the AFGR enrollment base field for school year 2007–08 is an estimate of first-time freshman in school year 2004–05). Therefore, to compute the AFGR enrollment base fields, the proration of ungraded students as described above is performed for 8th-grade membership in 2003–04, 9th-grade membership in 2004–05, and 10th-grade membership in 2005–06. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2004–05 in order to estimate the on-time graduation rate for 2007–08.

APPENDIX F. Revisions to the Primary Data Release

APPENDIX F. Revisions to the Primary Data Release
NCES Common Core of Data State Dropout and Completion Data File:
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REVISIONS TO THE PRIMARY DATA RELEASE

South Carolina did not report diploma counts in time to be included in the 1a release (primary public release) of these data. South Carolina has since submitted diploma counts to NCES. The 1b version includes these counts and the AFGRs calculated from these counts.

In March 2011, Nevada informed NCES that the data submitted for 2007-08 was incorrect. Nevada provided corrected data at that time. This latest version of the data file has incorporated these updated data.