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Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001-02

Preliminary File, December 2004



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I. Introduction to the Common Core of Data (CCD)

This preliminary file has been fully edited but has not completed the formal National Center for Education Statistics (NCES) review and approval process.

The Common Core of Data (CCD) Nonfiscal surveys consist of data on the status of public elementary and secondary education submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, the Department of Defense, and the Bureau of Indian Affairs. In order to provide education data comparable across states, common data items and definitions have been developed and accepted by NCES and by representatives of SEAs over a period of time from the 1950's to the present. CCD data are sent to NCES by SEA personnel acting as CCD Coordinators, are edited and maintained in machine-readable data sets by NCES, and are used to produce general-purpose publications and specialized reports on the status of education. 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.

II. The Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

A. Background

The *Local Education Agency Universe Survey Dropout and Completion Data File* was first created starting with the 1997–98 School Year with only dropout data. Prior to the 1997–98 dropout file, dropout data were available only on the *Local Education Agency Universe Survey*. In 2000–01, High School Completer fields were added to the file. This file is constructed from data collected through the *Public Elementary and Secondary School Universe* and *Local Education Agency Universe Surveys*. In addition to the dropout and completer counts, several other fields were created for this file: dropout rates, enrollment bases for the dropout rates, completion rates, and the completion rate bases.

Dropout and completer data for a particular year are reported on the *Local Education Agency Universe Survey* for the following year. For example, 2001–02 dropout and completer data are reported in the 2002–03 *Local Education Agency Universe Survey*. Calculating the dropout rate requires CCD files from 2 years, with the number of dropouts reported on the 2002–03 agency file divided by enrollment reported on the 2001–02 school file.

Since 1991, the *Local Education Agency Universe* files have reported dropout data. Dropout numbers and rates were published only for states that conformed to NCES reporting standards. However, in 1999 NCES explored the feasibility of adjusting nonstandard dropout data to make them comparable to data based on NCES standards.¹ The feasibility study found that the major type of non-conforming dropout reporting practice, the use of an alternative reporting calendar that takes a snapshot count of dropouts at the conclusion of a school year, leads to a small, and statistically insignificant, net increase in the number of dropouts reported when compared to NCES's CCD reporting guidelines. The other types of non-conformity lead to a greater and more variable difference than an alternative reporting calendar. It was the recommendation of the study to include "alternative reporting calendar" non-conforming states' dropout data in NCES files and publications and continue to withhold publication of data from states that follow other variations. On this file, 39 states and outlying areas conform to the NCES definition of a dropout and 11 states use an alternative reporting calendar. See appendix C for a list that indicates each state's conformance status.

B. Who is a Dropout

The CCD provides an event dropout number. An event dropout number represents the proportion of students dropping out each year. The CCD definition of 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 educational 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-approved illness; or death.

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.

¹ U.S. Department of Education. National Center for Education Statistics. *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level*, NCES 2000–305, by Marianne Winglee, David Marker, Allison Henderson, Beth Aronstamm Young, and Lee Hoffman. Washington, DC: 2000.

See appendix C for further description of the dropout definition.

C. Who is a Completer

High school completer counts were taken at the end of the summer of the 2001–02 school year. The diploma recipient counts include students who have received a regular or other diploma, which is a formal document certifying the successful completion of a secondary school program prescribed by the state agency or other appropriate body. The other completer counts include students who have received a certificate of attendance, or other certificate of completion in lieu of a diploma. General Education Development (GED) counts are not included in these counts.

III. Methodology

Data on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* are provided to NCES by officials in each SEA. Since it is understood that local education staff has 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 for data verification except in unusual circumstances. Certain edits are performed by 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.

A. Comments About the Data File

Users of the data set need to be aware of certain characteristics of the data file.

Undercoverage and Vertical Consistency - Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular²) is virtually 100 percent, the same cannot be said for publicly funded education outside of the traditional settings and organizations.

This dropout file does not include data for agencies reported as closed on the *Local Education Agency Universe Survey, 2002–03*. Also note that states whose 2001–02 dropout data do not conform to the summer dropouts or the adult education/GED components of NCES’s CCD dropout definition (see appendix C), and states that did not report 2001–02 dropout data, are not included on the file.

Imputation Flag Options - Care has been taken to provide a meaningful entry in every cell of this data file. In order to achieve this result, it was necessary in some cases for NCES to assign a value other than that reported—including a blank response—by the state coordinator responding to the CCD surveys. For the total by grade dropout fields there is a companion cell containing a flag indicating whether the figure in the cell was reported by the state or was placed in the cell by NCES using one of several methods.

A - Adjustment

C - Combined with data provided elsewhere by the state

²Regular school districts exclude local supervisory unions, regional education service agencies, state and federally operated school districts, and other agencies that do not fall within these groupings.

- N - Not applicable
- P - Imputation based on prior year's data
- R - As reported by the state
- T - Total based on sum of internal or external detail

On the record layout, the companion cell is identified by the name of the original data cell preceded by an "I." The documentation explains any action taken by NCES in regard to each variable. A frequency distribution of the imputation flag values is attached in appendix B.

Imputation will be performed only on a state missing year 2 or year 3, and only if the 2 surrounding years were reported. Please note that year 2, grade 10 dropout counts for AZ and ID have been imputed using grade 10 data for these states from year 1 and year 3. See appendix D for computation instructions. Fields containing imputed data for these states contain a "C" in the corresponding imputation flag field. See appendix D for computation instructions.

Missing Value Options - All data elements are either completed by the state or they have been filled with "0," "-1," "-2," "M," or "N."

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category. (For example, a district having no 12th graders would report 0.)

M (or -1 for Numeric values)- Data are missing. A value was expected and 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)- Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report "-2" for 12th graders.)

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate Missing and a -2 to indicate Not Applicable. Previously, numeric fields contained an "M" to indicate Missing and an "N" to indicate Not Applicable. Character fields continue to use "M" for Missing and "N" for Not Applicable.

Completion Base Variables – This file contains two completion base variables. The variable CBS is used to calculate the completion rate on the local education agency level, and SCBS is used to calculate the completion rate at the state level. On CBS, if a district is missing dropout data for any of the 4 years needed to calculate a completion rate, that district's CBS is set to "Missing" (-1), and a completion rate cannot be calculated for the district. However, when SCBS is created, a district with dropout data for at least 1 year but fewer than 4 years is assigned a SCBS of "0."

This enables a user to create a state-level completion rate even if some data are missing. NCES suppresses completion rates for such states in its publications. In the 2001–02 file, the following states had an SCBS that included one or more years of missing dropout data: Arizona; California; Colorado; District of Columbia; Florida; Idaho; Indiana; Kansas; Massachusetts; Michigan; New Hampshire; North Carolina; Ohio; South Carolina; Texas; Washington; Dept. of

Defense Domestic and Overseas Schools; Bureau of Indian Affairs; Guam; and the Virgin Islands.

Puerto Rico's 2001–02 dropout and completion data are suppressed because of inconsistency between the completion and membership reports.

B. Comments About the Data Fields

The *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* contains the following data items: NCES agency ID; state agency ID; agency name; phone number; mailing address; locale code; status code; submission year flag; low/high grade span offered; dropout counts by grade, race, and gender; dropout rate by grade, race, and gender; enrollment base by grade, race, and gender; Diploma Recipients, Other Completers, and Total Completers by race and gender; Diploma Recipient, Other Completer, and Total Completer Rates by race, gender; Diploma Recipient, Other Completer, and Total Completer Rate bases by race, gender; and dropout definition flag. See appendix D for a description of how enrollment and completion bases are used in calculating rates. The dropout “race/ethnicity unknown” category collected previously has been removed from the survey starting with 1997–98 dropouts. Data users should also take note of certain conditions regarding each data item on the file.

(LEAID) NCES Education Agency ID - Each record contains a unique NCES agency identification number. The first two characters of this number are the FIPS state code.

(FIPST) FIPS Codes - A list of the Federal Information Processing Standards (FIPS) codes appear at the end of section IV. The FIPS code should be used to reference all agencies in a certain state. There are 21 records on this file in which agency's mailing address state code is different than the FIPS code.

(YEAR) Year Reference - The field for this data item displays the year for which all fields on the file are reported. It is important to use this field when comparing dropout data from different files.

(STID) State Local Education Agency ID - State Local Education Agency ID contains an “N” for 1 record.

(NAME) Name of Education Agency - Each record includes an agency name. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (e.g., applied standard abbreviations).

(PHONE) Area Code + Telephone Number - Telephone numbers were reported as “M” for 67 agencies on the dropout file.

(MSTREE) Mailing Address - This data item may contain a street address or a PO Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “M” or an “N” for 6 records on the dropout file.

(MCITY) Mailing City - There are valid cases in which an agency is located in one city and has a mailing address in another city.

(MSTATE) Mailing State (PO Abbreviation) - Each record includes a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state.

(MZIP, MZIP4) Mailing Zip Code + 4 - The zip + 4 field may be blank if unknown.

(LOCALE) District Locale Code - A District Locale Code was added to the file starting with the 2001–02 file. It is an NCES code to indicate the location of the district in relation to populous areas. (See a more detailed description of the District Locale Code methodology at the end of this section).

(BOUND) Operational Status Code - All agencies are coded to reflect their status on the *Local Education Agency Universe Survey, 2002–03*. The valid responses include:

- 1 - No significant boundary change for this agency since the last report.
- 2 - Agency closed with no effect on another agency's boundaries, but was open with dropout counts in one of the three previous years.
- 3 - New agency formed with no effect on another agency's boundaries.
- 4 - Agency is being added to the report for the first time, but has been in existence.
- 5 - Agency has undergone a significant change in geographical boundaries.
- 6 - Agency is temporarily closed and may reopen within 3 years. Agency has no effect on another agency's boundaries, but was open with dropout counts in one of the three previous years.
- 7 - Agency is scheduled to be operational within 2 years.

Please be aware that value “2” on this *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* differs slightly from the value “2” on the *Local Education Agency Universe Survey Data File, 2002–03*. The value “2” on the agency file's status indicates districts that closed on or around October 1 of the CCD agency universe collection year. The value “2” on this *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02*, however, indicates districts reported as closed on the 2002–03 agency universe (where 2001–02 dropout data are reported), but reporting dropout counts in any one of the three previous years. These closed records and their dropout counts are included on the dropout and completion file for the purpose of computing state-level completion rates. See appendix D for computation instructions.

(SUBMIT) Submission Year Flag - This flag indicates the year in which the directory data items (i.e., name and address information) on this *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* were reported. Directory items taken from the *Local Education Agency Universe Survey Data File* for the same year as the dropout data (school year 2001–02) are indicated by a code of 1. Directory items taken from the agency file on which the dropout data were submitted (school year 2002–03) are indicated with a code of 2. Note that

new/added districts on the agency submission file (school year 2002–03) are included on the dropout file and will contain a code of 2.

(DROPEF) Dropout Definition Flag - Each record on the file is flagged to indicate whether the dropout data conform to all components of the CCD dropout definition (C), as was the case for 39 states and outlying areas, or if the data conform to all but the Alternative Reporting Calendar component (A), which occurred in 11 states and outlying areas.

Dropouts by Grade (7–12), by Race/Ethnicity, and by Gender - For 2001–02 dropout counts, 39 states and outlying areas conformed to the CCD dropout definition, while an additional 11 conformed to all components of the CCD definition except for the alternative reporting calendar component. Data for each of the remaining states were suppressed while data from DC, MA, Guam, DoD, and BIA schools were not reported. Vermont did not report dropout counts by male/female, therefore the total male/female dropout fields contain “-1” (Missing).

Computed Dropout Rate Fields -

Dropout rate by Grade/Grade Range (7–12)

Dropout rate by Race/Ethnicity

Dropout rate by Gender

The agency dropout rate fields are computed by dividing the number of dropouts by the computed enrollment base. See appendix D for computation instructions. Vermont reported gender unknown dropout counts, and not male/female dropout counts, and therefore, male/female dropout rate fields contain “-1” (Missing). Oregon, Pennsylvania, and Northern Marianas did not report student enrollment data by male/female fields and therefore dropout rate by male/female fields contain “-1” (Missing). Idaho and Tennessee did not report student enrollment by race/ethnicity and gender data, and therefore, dropout rate fields by race/ethnicity and gender contain “-1” (Missing).

Computed Enrollment Base Fields -

Enrollment base by Grade/Grade Range (7–12)

Enrollment base by Race/Ethnicity

Enrollment base by Gender

The enrollment base fields are computed by taking the enrollment from the schools in the agencies by grade and prorating the ungraded students among them. See appendix D for computation instructions. Oregon, Pennsylvania, and Northern Marianas did not report student enrollment by male/female fields, and therefore, student enrollment base fields by male/female contain “-1” (Missing). Idaho and Tennessee did not report student enrollment by race/ethnicity and gender therefore, student enrollment base fields by race/ethnicity and gender contain “-1” (Missing).

Diploma Recipients by Race/Ethnicity, and by Gender - New Hampshire, South Carolina, Tennessee, and Vermont reported a Diploma Recipient total, but did not report the race and gender detail.

Other High School Completers by Race/Ethnicity, and by Gender - Arkansas, North Carolina, South Carolina, and Tennessee reported an Other High School Total, but did not report the race and gender detail. New Hampshire and Wisconsin are missing all Other High School Completer counts.

Total completers by Race/Ethnicity, and by Gender - The Total Completer fields are computed by summing the corresponding reported Diploma and Other Completer fields.

Computed Completion Rate Fields -

Diploma Recipients

Other High School Completers

Total Completers

The completion rate fields are computed by dividing the number of completers by the computed completion base. See appendix D for computation instructions.

Computed Completion Base Fields -

Completion Base by Race/Ethnicity

Completion Base by Gender

The completion base fields are computed by summing the count of 9th grade dropouts (year 1), 10th grade dropouts (year 2), 11th grade dropouts (year 3), 12th grade dropouts (year 4), and the number of completers.

Note that there are two sets of completion base fields: District-level completion base fields and State-level completion base fields. District-level completion base fields are used as the denominator in the calculation of district-level completion rates. State-level completion base values can be aggregated by state, and then used as the denominator in the calculation of state-level completion rates. State-level completion base fields can be identified as those fields that begin with “SCBS” in the field name. District-level completion base fields begin with “CBS.” See appendix D for computation instructions.

Arizona and Idaho did not report 10th grade dropouts (year 2), therefore these data were imputed by taking the average of the reported grade 10 (year 1) and grade 10 (year 3). Note that the imputed grade total was set to the sum of the imputed race totals in cases where the sum of the imputed race totals was more than the initial imputed grade total. Starting with the 2001–02 file, a new rounding procedure was added to the imputation methodology. For each imputed field, values with a .5 remainder now alternately round up and round down, with a random start. Prior to the 2001–02 file, all .5 remainders rounded up. See appendix D for computation instructions. Records containing these imputed values in the completion base are indicated with the value “C” in the corresponding imputation flag fields. All other non-imputed records contain a “T” in the imputation flag field.

District Locale Code methodology

Locale Code is a variable that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of the school buildings of the district, and in some cases may not reflect the entire attendance area or residences of enrolled students.

The district locale codes were assigned primarily through the use of school locale codes using the following methods:

1. If 50 percent or more of students attend schools in a single locale code, that code is assigned to the district.
2. Schools are grouped with locale codes 1 and 2 in one group; 3, 4, and 8 in another group; and 5, 6, and 7 in another group. The group that has the largest number of students is determined, and a district locale code is assigned based on the largest number of students in that group. If the number of students between two or more groups is the same, then the largest (i.e., most rural) locale code is assigned.
3. Districts with no schools or students were given a locale code of “N.”

District Locale Codes

- 1 = Large City
- 2 = Mid-size City
- 3 = Urban Fringe of a Large City
- 4 = Urban Fringe of a Mid-size City
- 5 = Large Town
- 6 = Small Town
- 7 = Rural, outside Metropolitan Statistical Area (MSA)
- 8 = Rural, inside MSA

C. Special Considerations of This File

Users should be aware of the following special characteristics of the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02*.

1. States that do not conform to NCES dropout reporting standards are excluded from this dropout file. A non-conforming state is one that does not follow the NCES definition in reporting summer dropouts or adult education/GED students (see appendix C for more information on conforming/non-conforming practices). This dropout file includes states that fully conform to the NCES dropout definition and states that use an Alternative Reporting Calendar (ARC), but still conform to all other definitional components. Each record on the dropout file contains a flag indicating whether the data fully conform (C) or use an ARC (A). These flags are contained in the field DROPDEF.

2. It is possible for a district to have dropout counts, but no dropout rates. This occurs when a district does not have any associated schools (from which the enrollment base is derived), or the associated schools do not have enrollment over zero. Enrollment is necessary to calculate the rate. Districts reported as new/added on the agency file that was used to submit dropout data are an example of this type of situation, and can be identified as those records with a code 2 in the SUBMIT field. See appendix D for more information on how dropout rates are computed.
3. There can be situations in which a small district shows a more than 100 percent dropout rate in any given grade/grade range. Since enrollment figures are reported at the school level and dropout counts are reported at the agency level, it is possible that a state may not be able to report enrollment data for all schools in a district. This could create an enrollment figure that is lower than the reported dropout count.

Another reason a district could have more dropouts than students enrolled is the method by which CCD counts students who drop out over the summer. If a student finishes a grade and school year but fails to re-enroll in the fall, then the student is counted as a dropout for the grade and district in which he or she fails to enroll in the fall. Therefore, if a student finishes 8th grade in a K–8 district, but then fails to enroll in the 9–12th grade district in the fall, that 9–12th grade district would count the student as a dropout even though the 9–12 district would not include the student in its enrollment count.

4. Dropout counts reported outside the grade span for a district have been retained as reported. This can occur when a district's grade span changed between 2001–02 and 2002–03.
5. Districts with all “-1” or “-2” (Missing or Not Applicable) dropout counts have been retained on the file. The enrollment base for these districts is reported on the file as “-2” (Not Applicable).
6. Districts that were reported as closed on the *Local Education Agency Universe Survey, 2002–03*, but were open with dropout counts in any of the previous 3 years are included on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02*. The dropout data in these records can be found in the state-level completion base fields, which, when aggregated by state, are used to create state-level completion rates. All other dropout, enrollment, and completer fields contain “-2.” These records contain a “2” in the BOUND field.

IV. User Guidelines for Processing the Local Education Agency Universe Survey Dropout and Completion Data File: 2001–02

A. File Characteristics

Two files are provided for the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02*: The SAS file is called DR010B.SD2 and the flat ASCII file is called DR010B.DAT. The data file names include a two-digit version number. The first two characters of the file name indicate the type of file (DR = Dropout File), the third and fourth characters indicate the school year (01 = 2001–02), the fifth and sixth 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.

The file contains 14,860 records. Please be aware that the following items are not included on the dropout file:

- Agencies without dropout counts that were open on the *Local Education Agency Universe Survey, School Year 2001–02*, but were closed on the *Local Education Agency Universe Survey, School Year 2002–03*.
- States whose 2001–02 dropout data do not conform to the Summer Dropouts or the Adult Education/GED components of the CCD dropout definition.
- States that did not report 2001–02 dropout counts.

B. Linking This File to Other CCD Files

Users can easily link the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* to *Local Education Agency Universe* files, or to other dropout files that NCES will be releasing in the future. The CCD *Local Education Agency Universe* file contains many useful data items including location address, type code, metropolitan status code, county name, numbers of students and staff, and high school completer data. The variable LEAID is the common link across all agency and school level files and when used will produce a valid dataset.

Users should note that enrollment counts on the dropout file may not match the enrollment counts on the *Local Education Agency Universe Survey: School Year 2001–02* because enrollment counts are from the school file and ungraded students are prorated into grades (see appendix D for information regarding the enrollment field calculations on the dropout file).

There are three file issues between the *Local Education Agency Universe Survey Dropout and Completion Data File* and the *Local Education Agency Universe Survey* file that may cause the number of agencies between the two files not to match.

1. Agencies that closed on the *Local Education Agency Universe Survey: School Year 2002–03* are not included on the *Local Education Agency Universe Survey Dropout and Completion Data File*. Closed agencies on the *Local Education Agency Universe Survey* file contain a value of “2” in the field called BOUND. This BOUND value on the *Local Education Agency Universe Survey* file can be used to filter out the closed agencies so that the number of agencies on both files is similar.

2. Since dropout and completer data are reported on the *Local Education Agency Universe Survey* for the following year (i.e., 2001–02 school year dropouts and completers are reported on the 2002–03 *Local Education Agency Universe Survey*), the *Local Education Agency Universe Survey: School Year 2002–03* includes new/added agencies for which 2001–02 dropout data are reported even though the agencies do not appear on the *Local Education Agency Universe Survey: School Year 2001–02* file. When linking the *Local Education Agency Universe Survey 9Dropout and Completion Data File: School Year 2001–02* to the *Local Education Agency*

Universe Survey: School Year 2001–02 file, these new/added agencies will not have a matching record on the *Local Education Agency Universe Survey: School Year 2001–02* file. These new/added agencies can be identified on the dropout file as those records containing a code “2” in the SUBMIT field.

3. Agencies reported as closed on the *Local Education Agency Universe Survey: School Year 2002–03* file but that were open with dropout counts in any of the previous 3 years, were included on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02*. These records contain the code “2” in the BOUND field on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02*, which can be used to filter out those records when matching to other CCD files.

State FIPS Codes and Abbreviations Used in CCD Datasets

<u>STATE NAME</u>	<u>FIPS</u> ³	<u>STABBREV</u> ⁴	<u>STATE NAME</u>	<u>FIPS</u> ³	<u>STABBREV</u> ⁴
Alabama	01	AL	Oklahoma	40	OK
Alaska	02	AK	Oregon	41	OR
Arizona	04	AZ	Pennsylvania	42	PA
Arkansas	05	AR	Rhode Island	44	RI
California ⁶	06	CA	South Carolina	45	SC
Colorado ⁶	08	CO	South Dakota	46	SD
Connecticut	09	CT	Tennessee	47	TN
Delaware	10	DE	Texas	48	TX
District of Columbia ⁶	11	DC	Utah	49	UT
Florida	12	FL	Vermont	50	VT
Georgia	13	GA	Virginia	51	VA
Hawaii	15	HI	Washington	53	WA
Idaho	16	ID	West Virginia	54	WV
Illinois	17	IL	Wisconsin	55	WI
Indiana	18	IN	Wyoming	56	WY
Iowa	19	IA			
Kansas	20	KS	Department of Defense		
Kentucky	21	KY	Dependents Schools		
Louisiana	22	LA	(overseas) ^{5,6}	58	DO
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts ⁶	25	MA	Dependents Schools		
Michigan ⁶	26	MI	(domestic) ^{5,6}	61	DD
Minnesota	27	MN			
Mississippi	28	MS	Bureau of		
Missouri	29	MO	Indian Affairs ^{5,6}	59	BI
Montana	30	MT			
Nebraska	31	NE			
Nevada	32	NV			
New Hampshire	33	NH	<u>OUTLYING AREAS</u>		
New Jersey	34	NJ	American Samoa	60	AS
New Mexico	35	NM	Guam ⁶	66	GU
New York	36	NY	Northern Marianas	69	MP
North Carolina	37	NC	Puerto Rico	72	PR
North Dakota	38	ND	Virgin Islands	78	VI
Ohio	39	OH			

³Federal Information Processing STD Codes (01–78).

⁴Postal State Abbreviation Codes.

⁵Not official U.S. FIPS Code. The State abbreviations for DO schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. All Department of Defense schools and agencies were reported as DD (not separated into overseas and domestic) until the 1999–2000 CCD Nonfiscal files; this change was introduced into the state file in 2001–02. For BIA schools, the state abbreviations correspond to the state in which the BIA school resides.

⁶This FIPS code does not appear on the file if the state does not report dropouts or reports them out of conformance with the CCD.

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LRECL = 1687

(*) Fields have one explicit decimal place

(+) Fields represent sub-fields of the fields immediately preceding them.

The file contains data for the school year 2001-02 sorted by the NCES assigned local education agency identification code (LEAID).

Variable Name	Start Position	End Position	Field Length	Data Type	Description
LEAID	0001	0007	7	AN	NCES Local Education Agency ID. The first two positions of this field is also the FIPS state code.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards, FIPS state code.
YEAR	0008	0011	4	AN	Beginning of the school year (School year 2001-02 will be represented in this field as 2001).
STID	0012	0025	14	AN	State's own ID for the education agency.
NAME	0026	0085	60	AN	Name of the education agency.
PHONE	0086	0095	10	AN	Telephone number of education agency. NOTE: Position # 0086-0088 is the area code, and position # 0089-0095 is the exchange and number.
MSTREE	0096	0125	30	AN	Mailing address of the agency -- may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character "N".
MCITY	0126	0155	30	AN	Name of the mailing address city.
MSTATE	0156	0157	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP	0158	0162	5	AN	Five-digit U.S. Postal Service zip code for the mailing address.
MZIP4	0163	0166	4	AN	Four-digit +4 code, if assigned; if none, field is blank.
LOCALE	0167	0167	1	AN	NCES code for location of the agency relative to populous areas: 1 = Large City - A central city of Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA) with the city having a population greater than or equal to 250,000. 2 = Mid-size City - A central city of a CMSA or MSA, with the city having a population less than 250,000. 3 = Urban Fringe of Large City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau. 4 = Urban Fringe of a Mid-size City - Any incorporated place, Census Designated Place (CDP), or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau. 5 = Large Town - An incorporated place or Census Designated Place (CDP) with a population greater than or equal to 25,000 and located outside a CMSA or MSA. 6 = Small Town - An incorporated place or Census Designated Place (CDP) with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA. 7 = Rural, outside MSA - Any incorporated place, Census Designated Place (CDP), or non-place territory not within a CMSA or MSA and defined as rural by the Census Bureau. 8 = Rural, inside MSA - Any incorporated place, Census Designated Place (CDP), or non-place territory within a CMSA or MSA and defined as rural by the Census Bureau.

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BOUND	0168	0168		AN	<p>The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are:</p> <p>1 = No change since last report.</p> <p>2 = Education agency has closed with no effect on another agency's boundaries, but was open with dropout counts in one of the three previous years.</p> <p>3 = This is a new education agency created with no effect on another agency's boundaries, or completely restructured into current geographic boundaries or instructional responsibilities.</p> <p>4 = Agency was in existence, but not reported on previous year's CCD agency universe. Currently in operation and is now being added.</p> <p>5 = Agency has undergone a significant change in geographical boundaries or instructional responsibilities.</p> <p>6 = Agency is temporarily closed and may reopen within three years. Agency has no effect on another agency's boundaries, but was open with dropout counts in one of the three previous years.</p> <p>7 = Agency is scheduled to be operational within two years. This is a new education agency created with no effect on another agency's boundaries, or completely restructured into current geographic boundaries or instructional responsibilities.</p>
SUBMIT	0169	0169	1	AN	<p>Flag indicating the CCD submission file in which the directory data were reported.</p> <p>1=Directory and enrollment data from the 2001-02 CCD submission file.</p> <p>2=Directory data from 2002-03 CCD submission file.</p>
GSLO	0170	0171	2	AN	<p>Agency low grade offered. If grade span data were not reported, this variable was calculated from the low grade spans of the associated schools on the CCD School Universe file. The following codes are used:</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01 -- 12 = First through Twelfth grade</p> <p>UG = Ungraded (UG occurs only in isolation from other GSLO codes)</p> <p>00 = no students reported (00 occurs only in isolation from other GSLO codes).</p>
GSHI	0172	0173	2	AN	<p>Agency high grade offered. If grade span data were not reported, this variable was calculated from the high grade spans of the associated schools on the CCD School Universe file. GSLO and GSHI comprise the Grade Span of the agency. The following codes are used:</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01 -- 12 = First through Twelfth grade</p> <p>UG = Ungraded (UG occurs only in isolation from other GSHI codes)</p> <p>00 = no students reported (00 occurs only in isolation from other GSHI codes).</p>
TOTD07	0174	0179	6	N	Count of Grade 7 dropouts - Total.
AMD07M	0180	0185	6	N	Count of Grade 7 dropouts - American Indian/Alaska Native - male.
AMD07F	0186	0191	6	N	Count of Grade 7 dropouts - American Indian/Alaska Native - female.
AMD07U	0192	0197	6	N	Count of Grade 7 dropouts - American Indian/Alaska Native - gender unknown.
ASD07M	0198	0203	6	N	Count of Grade 7 dropouts - Asian/Pacific Islander - male.
ASD07F	0204	0209	6	N	Count of Grade 7 dropouts - Asian/Pacific Islander - female.
ASD07U	0210	0215	6	N	Count of Grade 7 dropouts - Asian/Pacific Islander - gender unknown.
HID07M	0216	0221	6	N	Count of Grade 7 dropouts - Hispanic - male.
HID07F	0222	0227	6	N	Count of Grade 7 dropouts - Hispanic - female.
HID07U	0228	0233	6	N	Count of Grade 7 dropouts - Hispanic - gender unknown.
BLD07M	0234	0239	6	N	Count of Grade 7 dropouts - Black, not Hispanic - male.
BLD07F	0240	0245	6	N	Count of Grade 7 dropouts - Black, not Hispanic - female.
BLD07U	0246	0251	6	N	Count of Grade 7 dropouts - Black, not Hispanic - gender unknown.
WHD07M	0252	0257	6	N	Count of Grade 7 dropouts - White, not Hispanic - male.
WHD07F	0258	0263	6	N	Count of Grade 7 dropouts - White, not Hispanic - female.

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WHD07U	0264	0269	6	N	Count of Grade 7 dropouts - White, not Hispanic - gender unknown.
TOTD08	0270	0275	6	N	Count of Grade 8 dropouts - Total.
AMD08M	0276	0281	6	N	Count of Grade 8 dropouts - American Indian/Alaska Native - male.
AMD08F	0282	0287	6	N	Count of Grade 8 dropouts - American Indian/Alaska Native - female.
AMD08U	0288	0293	6	N	Count of Grade 8 dropouts - American Indian/Alaska Native - gender unknown.
ASD08M	0294	0299	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander - male.
ASD08F	0300	0305	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander - female.
ASD08U	0306	0311	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander- gender unknown.
HID08M	0312	0317	6	N	Count of Grade 8 dropouts - Hispanic - male.
HID08F	0318	0323	6	N	Count of Grade 8 dropouts - Hispanic - female.
HID08U	0324	0329	6	N	Count of Grade 8 dropouts - Hispanic - gender unknown.
BLD08M	0330	0335	6	N	Count of Grade 8 dropouts - Black, not Hispanic - male.
BLD08F	0336	0341	6	N	Count of Grade 8 dropouts - Black, not Hispanic - female.
BLD08U	0342	0347	6	N	Count of Grade 8 dropouts - Black, not Hispanic - gender unknown.
WHD08M	0348	0353	6	N	Count of Grade 8 dropouts - White, not Hispanic - male.
WHD08F	0354	0359	6	N	Count of Grade 8 dropouts - White, not Hispanic - female.
WHD08U	0360	0365	6	N	Count of Grade 8 dropouts - White, not Hispanic - gender unknown.
TOTD09	0366	0371	6	N	Count of Grade 9 dropouts - Total.
AMD09M	0372	0377	6	N	Count of Grade 9 dropouts - American Indian/Alaska Native - male.
AMD09F	0378	0383	6	N	Count of Grade 9 dropouts - American Indian/Alaska Native - female.
AMD09U	0384	0389	6	N	Count of Grade 9 dropouts - American Indian/Alaska Native - gender unknown.
ASD09M	0390	0395	6	N	Count of Grade 9 dropouts - Asian/Pacific Islander - male.
ASD09F	0396	0401	6	N	Count of Grade 9 dropouts - Asian/Pacific Islander - female.
ASD09U	0402	0407	6	N	Count of Grade 9 dropouts - Asian/Pacific Islander - gender unknown.
HID09M	0408	0413	6	N	Count of Grade 9 dropouts - Hispanic - male.
HID09F	0414	0419	6	N	Count of Grade 9 dropouts - Hispanic - female.
HID09U	0420	0425	6	N	Count of Grade 9 dropouts - Hispanic - gender unknown.
BLD09M	0426	0431	6	N	Count of Grade 9 dropouts - Black, not Hispanic - male.
BLD09F	0432	0437	6	N	Count of Grade 9 dropouts - Black, not Hispanic - female.
BLD09U	0438	0443	6	N	Count of Grade 9 dropouts - Black, not Hispanic - gender unknown.
WHD09M	0444	0449	6	N	Count of Grade 9 dropouts - White, not Hispanic - male.
WHD09F	0450	0455	6	N	Count of Grade 9 dropouts - White, not Hispanic - female.
WHD09U	0456	0461	6	N	Count of Grade 9 dropouts - White, not Hispanic - gender unknown.
TOTD10	0462	0467	6	N	Count of Grade 10 dropouts - Total.
AMD10M	0468	0473	6	N	Count of Grade 10 dropouts - American Indian/Alaska Native - male.
AMD10F	0474	0479	6	N	Count of Grade 10 dropouts - American Indian/Alaska Native - female.
AMD10U	0480	0485	6	N	Count of Grade 10 dropouts - American Indian/Alaska Native - gender unknown.
ASD10M	0486	0491	6	N	Count of Grade 10 dropouts - Asian/Pacific Islander - male.
ASD10F	0492	0497	6	N	Count of Grade 10 dropouts - Asian/Pacific Islander - female.
ASD10U	0498	0503	6	N	Count of Grade 10 dropouts - Asian/Pacific Islander - gender unknown.
HID10M	0504	0509	6	N	Count of Grade 10 dropouts - Hispanic - male.
HID10F	0510	0515	6	N	Count of Grade 10 dropouts - Hispanic - female.
HID10U	0516	0521	6	N	Count of Grade 10 dropouts - Hispanic - gender unknown.
BLD10M	0522	0527	6	N	Count of Grade 10 dropouts - Black, not Hispanic - male.
BLD10F	0528	0533	6	N	Count of Grade 10 dropouts - Black, not Hispanic - female.
BLD10U	0534	0539	6	N	Count of Grade 10 dropouts - Black, not Hispanic - gender unknown.
WHD10M	0540	0545	6	N	Count of Grade 10 dropouts - White, not Hispanic - male.
WHD10F	0546	0551	6	N	Count of Grade 10 dropouts - White, not Hispanic - female.

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WHD10U	0552	0557	6	N	Count of Grade 10 dropouts - White, not Hispanic - gender unknown.
TOTD11	0558	0563	6	N	Count of Grade 11 dropouts - Total.
AMD11M	0564	0569	6	N	Count of Grade 11 dropouts - American Indian/Alaska Native - male.
AMD11F	0570	0575	6	N	Count of Grade 11 dropouts - American Indian/Alaska Native - female.
AMD11U	0576	0581	6	N	Count of Grade 11 dropouts - American Indian/Alaska Native - gender unknown.
ASD11M	0582	0587	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - male.
ASD11F	0588	0593	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - female.
ASD11U	0594	0599	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - gender unknown.
HID11M	0600	0605	6	N	Count of Grade 11 dropouts - Hispanic - male.
HID11F	0606	0611	6	N	Count of Grade 11 dropouts - Hispanic - female.
HID11U	0612	0617	6	N	Count of Grade 11 dropouts - Hispanic - gender unknown.
BLD11M	0618	0623	6	N	Count of Grade 11 dropouts - Black, not Hispanic - male.
BLD11F	0624	0629	6	N	Count of Grade 11 dropouts - Black, not Hispanic - female.
BLD11U	0630	0635	6	N	Count of Grade 11 dropouts - Black, not Hispanic - gender unknown.
WHD11M	0636	0641	6	N	Count of Grade 11 dropouts - White, not Hispanic - male.
WHD11F	0642	0647	6	N	Count of Grade 11 dropouts - White, not Hispanic - female.
WHD11U	0648	0653	6	N	Count of Grade 11 dropouts - White, not Hispanic - gender unknown.
TOTD12	0654	0659	6	N	Count of Grade 12 dropouts - Total.
AMD12M	0660	0665	6	N	Count of Grade 12 dropouts - American Indian/Alaska Native - male.
AMD12F	0666	0671	6	N	Count of Grade 12 dropouts - American Indian/Alaska Native - female.
AMD12U	0672	0677	6	N	Count of Grade 12 dropouts - American Indian/Alaska Native - gender unknown.
ASD12M	0678	0683	6	N	Count of Grade 12 dropouts - Asian/Pacific Islander - male.
ASD12F	0684	0689	6	N	Count of Grade 12 dropouts - Asian/Pacific Islander - female.
ASD12U	0690	0695	6	N	Count of Grade 12 dropouts - Asian/Pacific Islander - gender unknown.
HID12M	0696	0701	6	N	Count of Grade 12 dropouts - Hispanic - male.
HID12F	0702	0707	6	N	Count of Grade 12 dropouts - Hispanic - female.
HID12U	0708	0713	6	N	Count of Grade 12 dropouts - Hispanic - gender unknown.
BLD12M	0714	0719	6	N	Count of Grade 12 dropouts - Black, not Hispanic - male.
BLD12F	0720	0725	6	N	Count of Grade 12 dropouts - Black, not Hispanic - female.
BLD12U	0726	0731	6	N	Count of Grade 12 dropouts - Black, not Hispanic - gender unknown.
WHD12M	0732	0737	6	N	Count of Grade 12 dropouts - White, not Hispanic - male.
WHD12F	0738	0743	6	N	Count of Grade 12 dropouts - White, not Hispanic - female.
WHD12U	0744	0749	6	N	Count of Grade 12 dropouts - White, not Hispanic - gender unknown.
TOTD712	0750	0755	6	N	Count of Grade 7 through 12 dropouts (calculated by summing the reported totals for those grades)
TOTD912	0756	0761	6	N	Count of Grade 9 through 12 dropouts (calculated by summing the reported totals for those grades)
TOTDAM	0762	0767	6	N	Count of American Indian/Alaska Native 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDAS	0768	0773	6	N	Count of Asian/Pacific Islander 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDHI	0774	0779	6	N	Count of Hispanic 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDBL	0780	0785	6	N	Count of Black, not Hispanic 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDWH	0786	0791	6	N	Count of White, not Hispanic 9-12 dropouts (calculated by summing the reported male, female, gender unknown totals for this race category)
TOTDM	0792	0797	6	N	Count of Male 9-12 dropouts (calculated by summing all reported race totals for this gender category)

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TOTDF	0798	0803	6	N	Count of Female 9-12 dropouts (calculated by summing all reported race totals for this gender category)
TOTDU	0804	0809	6	N	Count of Gender Unknown 9-12 dropouts (calculated by summing all reported race totals for this gender category)
DRP7	0810	0814	5*	N	Total 7th Grade Dropout Rate (see appendix D for computation procedures).
DRP8	0815	0819	5*	N	Total 8th Grade Dropout Rate (see appendix D for computation procedures).
DRP9	0820	0824	5*	N	Total 9th Grade Dropout Rate (see appendix D for computation procedures).
DRP10	0825	0829	5*	N	Total 10th Grade Dropout Rate (see appendix D for computation procedures).
DRP11	0830	0834	5*	N	Total 11th Grade Dropout Rate (see appendix D for computation procedures).
DRP12	0835	0839	5*	N	Total 12th Grade Dropout Rate (see appendix D for computation procedures).
DRP712	0840	0844	5*	N	Total 7-12th Grade Dropout Rate (see appendix D for computation procedures).
DRP912	0845	0849	5*	N	Total 9-12th Grade Dropout Rate (see appendix D for computation procedures).
DRPAM	0850	0854	5*	N	Total 9-12th Grade Dropout Rate - American Indian/Alaska Native Dropout Rate (see appendix D for computation procedures).
DRPAS	0855	0859	5*	N	Total 9-12th Grade Dropout Rate - Asian/Pacific Islander Dropout Rate (see appendix D for computation procedures).
DRPHI	0860	0864	5*	N	Total 9-12th Grade Dropout Rate - Hispanic Dropout Rate (see appendix D for computation procedures).
DRPBL	0865	0869	5*	N	Total 9-12th Grade Dropout Rate - Black, not Hispanic Dropout Rate (see appendix D for computation procedures).
DRPWH	0870	0874	5*	N	Total 9-12th Grade Dropout Rate - White, not Hispanic Dropout Rate (see appendix D for computation procedures).
DRPM	0875	0879	5*	N	Total 9-12th Grade Dropout Rate - Male Dropout Rate (see appendix D for computation procedures).
DRPF	0880	0884	5*	N	Total 9-12th Grade Dropout Rate - Female Dropout Rate (see appendix D for computation procedures).
DRPU	0885	0889	5*	N	Total 9-12th Grade Dropout Rate - Gender Unknown Dropout Rate (see appendix D for computation procedures).
EBS7	0890	0895	6	N	Total 7th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS8	0896	0901	6	N	Total 8th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS9	0902	0907	6	N	Total 9th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS10	0908	0913	6	N	Total 10th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS11	0914	0919	6	N	Total 11th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS12	0920	0925	6	N	Total 12th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS712	0926	0931	6	N	Total 7-12th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBS912	0932	0937	6	N	Total 9-12th Grade Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSAM	0938	0943	6	N	Total American Indian/Alaska Native Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSAS	0944	0949	6	N	Total Asian/Pacific Islander Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSHI	0950	0955	6	N	Total Hispanic Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSBL	0956	0961	6	N	Total Black, not Hispanic Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).

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EBSWH	0962	0967	6	N	Total White, not Hispanic Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSM	0968	0973	6	N	Total Male Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSF	0974	0979	6	N	Total Female Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
EBSU	0980	0985	6	N	Total Gender Unknown Enrollment Base aggregated from the School Universe File (see appendix D for computation procedures).
TOTDPL	0986	0991	6	N	Total Diploma Recipients.
AMDPLM	0992	0997	6	N	Diploma Recipients - Amer. Indian/Alaska Native - male.
AMDPLF	0998	1003	6	N	Diploma Recipients - Amer. Indian/Alaska Native - female.
AMDPLU	1004	1009	6	N	Diploma Recipients - Amer. Indian/Alaska Native - gender unknown.
ASDPLM	1010	1015	6	N	Diploma Recipients - Asian/Pacific Islander - male.
ASDPLF	1016	1021	6	N	Diploma Recipients - Asian/Pacific Islander - female.
ASDPLU	1022	1027	6	N	Diploma Recipients - Asian/Pacific Islander - gender unknown.
HIDPLM	1028	1033	6	N	Diploma Recipients - Hispanic - male.
HIDPLF	1034	1039	6	N	Diploma Recipients - Hispanic - female.
HIDPLU	1040	1045	6	N	Diploma Recipients - Hispanic - gender unknown.
BLDPLM	1046	1051	6	N	Diploma Recipients - Black, not Hispanic - male.
BLDPLF	1052	1057	6	N	Diploma Recipients - Black, not Hispanic - female.
BLDPLU	1058	1063	6	N	Diploma Recipients - Black, not Hispanic - gender unknown.
WHDPLM	1064	1069	6	N	Diploma Recipients - White, not Hispanic - male.
WHDPLF	1070	1075	6	N	Diploma Recipients - White, not Hispanic - female.
WHDPLU	1076	1081	6	N	Diploma Recipients - White, not Hispanic - gender unknown.
TOTOHC	1082	1087	6	N	Total Other High School Completers.
AMOHCM	1088	1093	6	N	Other High School Completers - Amer. Indian/Alaska Native - male.
AMOHCF	1094	1099	6	N	Other High School Completers - Amer. Indian/Alaska Native - female.
AMOHCU	1100	1105	6	N	Other High School Completers - Amer. Indian/Alaska Native - gender unknown.
ASOHCM	1106	1111	6	N	Other High School Completers - Asian/Pacific Islander - male.
ASOHCF	1112	1117	6	N	Other High School Completers - Asian/Pacific Islander - female.
ASOHCU	1118	1123	6	N	Other High School Completers - Asian/Pacific Islander - gender unknown.
HIOHCM	1124	1129	6	N	Other High School Completers - Hispanic - male.
HIOHCF	1130	1135	6	N	Other High School Completers - Hispanic - female.
HIOHCU	1136	1141	6	N	Other High School Completers - Hispanic - gender unknown.
BLOHCM	1142	1147	6	N	Other High School Completers - Black, not Hispanic - male.
BLOHCF	1148	1153	6	N	Other High School Completers - Black, not Hispanic - female.
BLOHCU	1154	1159	6	N	Other High School Completers - Black, not Hispanic - gender unknown.
WHOHCM	1160	1165	6	N	Other High School Completers - White, not Hispanic - male.
WHOHCF	1166	1171	6	N	Other High School Completers - White, not Hispanic - female.
WHOHCU	1172	1177	6	N	Other High School Completers - White, not Hispanic - gender unknown.
TOTCOM	1178	1183	6	N	Total Completers: The sum of the fields TOTDPL and TOTOHC.
AMCOMM	1184	1189	6	N	Total Completers - Amer. Indian/Alaska Native - male: The sum of the fields AMDPLM and AMOHCM.
AMCOMF	1190	1195	6	N	Total Completers - Amer. Indian/Alaska Native - female: The sum of the fields AMDPLF and AMOHCF.
AMCOMU	1196	1201	6	N	Total Completers - Amer. Indian/Alaska Native - gender unknown: The sum of the fields AMDPLU and AMOHCU.
ASCOMM	1202	1207	6	N	Total Completers - Asian/Pacific Islander - male: The sum of the fields ASDPLM and ASOHCM.

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ASCOMF	1208	1213	6	N	Total Completers - Asian/Pacific Islander - female: The sum of the fields ASDPLF and ASOHC.
ASCOMU	1214	1219	6	N	Total Completers - Asian/Pacific Islander - gender unknown: The sum of the fields ASDPLU and ASOHC.
HICOMM	1220	1225	6	N	Total Completers - Hispanic - male: The sum of the fields HIDPLM and HIOHCM.
HICOMF	1226	1231	6	N	Total Completers - Hispanic - female: The sum of the fields HIDPLF and HIOHCF.
HICOMU	1232	1237	6	N	Total Completers - Hispanic - gender unknown: The sum of the fields HIDPLU and HIOHC.
BLCOMM	1238	1243	6	N	Total Completers - Black, not Hispanic - male: The sum of the fields BLDPLM and BLOHCM.
BLCOMF	1244	1249	6	N	Total Completers - Black, not Hispanic - female: The sum of the fields BLDPLF and BLOHCF.
BLCOMU	1250	1255	6	N	Total Completers - Black, not Hispanic - gender unknown: The sum of the fields BLDPLU and BLOHC.
WHCOMM	1256	1261	6	N	Total Completers - White, not Hispanic - male: The sum of the fields WHDPLM and WHOHCM.
WHCOMF	1262	1267	6	N	Total Completers - White, not Hispanic - female: The sum of the fields WHDPLF and WHOHCF.
WHCOMU	1268	1273	6	N	Total Completers - White, not Hispanic - gender unknown: The sum of the fields WHDPLU and WHOHC.
TDPLAM	1274	1279	6	N	Total Diploma Recipients - Amer. Indian/Alaska Native: The sum of the fields AMDPLM, AMDPLF and AMDPLU.
TDPLAS	1280	1285	6	N	Total Diploma Recipients - Asian/Pacific Islander: The sum of the fields ASDPLM, ASDPLF and ASDPLU.
TDPLHI	1286	1291	6	N	Total Diploma Recipients - Hispanic: The sum of the fields HIDPLM, HIDPLF and HIDPLU.
TDPLBL	1292	1297	6	N	Total Diploma Recipients - Black, not Hispanic: The sum of the fields BLDPLM, BLDPLF and BLDPLU.
TDPLWH	1298	1303	6	N	Total Diploma Recipients - White, not Hispanic: The sum of the fields WHDPLM, WHDPLF and WHDPLU.
TOHCAM	1304	1309	6	N	Total Other High School Completers - Amer. Indian/Alaska Native: The sum of the fields AMOHCM, AMOHC and AMOHC.
TOHCAS	1310	1315	6	N	Total Other High School Completers - Asian/Pacific Islander: The sum of the fields ASOHCM, ASOHC and ASOHC.
TOHCHI	1316	1321	6	N	Total Other High School Completers - Hispanic: The sum of the fields HIOHCM, HIOHCF and HIOHC.
TOHCBL	1322	1327	6	N	Total Other High School Completers - Black, not Hispanic: The sum of the fields BLOHCM, BLOHCF and BLOHC.
TOHCWH	1328	1333	6	N	Total Other High School Completers - White, not Hispanic: The sum of the fields WHOHCM, WHOHCF and WHOHC.
TCOMAM	1334	1339	6	N	Total Completers - Amer. Indian/Alaska Native: The sum of the fields AMCOMM, AMCOMF and AMCOMU.
TCOMAS	1340	1345	6	N	Total Completers - Asian/Pacific Islander: The sum of the fields ASCOMM, ASCOMF and ASCOMU.
TCOMHI	1346	1351	6	N	Total Completers - Hispanic: The sum of the fields HICOMM, HICOMF and HICOMU.
TCOMBL	1352	1357	6	N	Total Completers - Black, not Hispanic: The sum of the fields BLCOMM, BLCOMF and BLCOMU.
TCOMWH	1358	1363	6	N	Total Completers - White, not Hispanic: The sum of the fields WHCOMM, WHCOMF and WHCOMU.
TDPLM	1364	1369	6	N	Total Diploma Recipients - male: The sum of the fields AMDPLM, ASDPLM, HIDPLM, BLDPLM, and WHDPLM.

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TDPLF	1370	1375	6	N	Total Diploma Recipients - female: The sum of the fields AMDPLF, ASDPLF, HIDPLF, BLDPLF, and WHDPLF.
TDPLU	1376	1381	6	N	Total Diploma Recipients - gender unknown: The sum of the fields AMDPLU, ASDPLU, HIDPLU, BLDPLU, and WHDPLU.
TOHCM	1382	1387	6	N	Total Other High School Completers - male: The sum of the fields AMOHCM, ASOHCM, HIOHCM, BLOHCM, and WHOHCM.
TOHCF	1388	1393	6	N	Total Other High School Completers - female: The sum of the fields AMOHCF, ASOHCF, HIOHCF, BLOHCF, and WHOHCF.
TOHCU	1394	1399	6	N	Total Other High School Completers - gender unknown: The sum of the fields AMOHCU, ASOHCU, HIOHCU, BLOHCU, and WHOHCU.
TCOMM	1400	1405	6	N	Total Completers - male: The sum of the fields AMCOMM, ASCOMM, HICOMM, BLCOMM, WHCOMM.
TCOMF	1406	1411	6	N	Total Completers - female: The sum of the fields AMCOMF, ASCOMF, HICOMF, BLCOMF, WHCOMF.
TCOMU	1412	1417	6	N	Total Completers - gender unknown: The sum of the fields AMCOMU, ASCOMU, HICOMU, BLCOMU, WHCOMU.
CBS	1418	1423	6	N	Total Completion Rate Base (see appendix D for computation procedures).
CBSAM	1424	1429	6	N	Amer. Indian/Alaska Native Completion Rate Base (see appendix D for computation procedures).
CBSAS	1430	1435	6	N	Asian/Pacific Islander Completion Rate Base (see appendix D for computation procedures).
CBSHI	1436	1441	6	N	Hispanic Completion Rate Base (see appendix D for computation procedures).
CBSBL	1442	1447	6	N	Black, not Hispanic Completion Rate Base (see appendix D for computation procedures).
CBSWH	1448	1453	6	N	White, not Hispanic Completion Rate Base (see appendix D for computation procedures).
CBSM	1454	1459	6	N	Male Completion Rate Base (see appendix D for computation procedures).
CBSF	1460	1465	6	N	Female Completion Rate Base (see appendix D for computation procedures).
CBSU	1466	1471	6	N	Gender unknown Completion Rate Base (see appendix D for computation procedures).
SCBS	1472	1477	6	N	Total State-level Completion Rate Base (see appendix D for computation procedures).
SCBSAM	1478	1483	6	N	Total State-level Completion Rate Base - Amer. Indian/Alaska Native (see appendix D for computation procedures).
SCBSAS	1484	1489	6	N	Total State-level Completion Rate Base - Asian/Pacific Islander (see appendix D for computation procedures).
SCBSHI	1490	1495	6	N	Total State-level Completion Rate Base - Hispanic (see appendix D for computation procedures).
SCBSBL	1496	1501	6	N	Total State-level Completion Rate Base - Black, not Hispanic (see appendix D for computation procedures).
SCBSWH	1502	1507	6	N	Total State-level Completion Rate Base - White, not Hispanic (see appendix D for computation procedures).
SCBSM	1508	1513	6	N	Total State-level Completion Rate Base - Male (see appendix D for computation procedures).
SCBSF	1514	1519	6	N	Total State-level Completion Rate Base - Female (see appendix D for computation procedures).
SCBSU	1520	1525	6	N	Total State-level Completion Rate Base - Gender unknown (see appendix D for computation procedures).
TDPLR	1526	1530	5*	N	Diploma Recipients Completion Rate (see appendix D for computation procedures).
TDPLAMR	1531	1535	5*	N	Total Diploma Recipients Rate - Amer. Indian/Alaska Native (see appendix D for computation procedures).
TDPLASR	1536	1540	5*	N	Total Diploma Recipients Rate - Asian/Pacific Islander (see appendix D for computation procedures).
TDPLHIR	1541	1545	5*	N	Total Diploma Recipients Rate - Hispanic (see appendix D for computation procedures).
TDPLBLR	1546	1550	5*	N	Total Diploma Recipients Rate - Black, not Hispanic (see appendix D for computation procedures).

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TDPLWHR	1551	1555	5*	N	Total Diploma Recipients Rate - White, not Hispanic (see appendix D for computation procedures).
TDPLMR	1556	1560	5*	N	Total Diploma Recipients Rate - male (see appendix D for computation procedures).
TDPLFR	1561	1565	5*	N	Total Diploma Recipients Rate - female (see appendix D for computation procedures).
TDPLUR	1566	1570	5*	N	Total Diploma Recipients Rate - gender unknown (see appendix D for computation procedures).
TOHCR	1571	1575	5*	N	Other High School Completion Rate (see appendix D for computation procedures).
TOHCAMR	1576	1580	5*	N	Total Other High School Completers Rate - Amer. Indian/Alaska Native (see appendix D for computation procedures).
TOHCASR	1581	1585	5*	N	Total Other High School Completers Rate - Asian/Pacific Islander (see appendix D for computation procedures).
TOHCHIR	1586	1590	5*	N	Total Other High School Completers Rate - Hispanic (see appendix D for computation procedures).
TOHCBLR	1591	1595	5*	N	Total Other High School Completers Rate - Black, not Hispanic (see appendix D for computation procedures).
TOHCWHR	1596	1600	5*	N	Total Other High School Completers Rate - White, not Hispanic (see appendix D for computation procedures).
TOHCMR	1601	1605	5*	N	Total Other High School Completers Rate - male (see appendix D for computation procedures).
TOHCFR	1606	1610	5*	N	Total Other High School Completers Rate - female (see appendix D for computation procedures).
TOHCUR	1611	1615	5*	N	Total Other High School Completers Rate - gender unknown (see appendix D for computation procedures).
TCOMR	1616	1620	5*	N	Total Completion Rate (see appendix D for computation procedures).
TCOMAMR	1621	1625	5*	N	Amer. Indian/Alaska Native Completion Rate (see appendix D for computation procedures).
TCOMASR	1626	1630	5*	N	Asian/Pacific Islander Completion Rate (see appendix D for computation procedures).
TCOMHIR	1631	1635	5*	N	Hispanic Completion Rate (see appendix D for computation procedures).
TCOMBLR	1636	1640	5*	N	Black, not Hispanic Completion Rate (see appendix D for computation procedures).
TCOMWHR	1641	1645	5*	N	White, not Hispanic Completion Rate (see appendix D for computation procedures).
TCOMMR	1646	1650	5*	N	Male Completion Rate (see appendix D for computation procedures).
TCOMFR	1651	1655	5*	N	Female Completion Rate (see appendix D for computation procedures).
TCOMUR	1656	1660	5*	N	Gender unknown Completion Rate (see appendix D for computation procedures).
DROPDEF	1661	1661	1	AN	Code indicating CCD Dropout Definition conformance type: A = The reported dropout data is based upon an alternative reporting calendar C = The reported dropout data conforms to all components of the CCD Dropout Definition
ITDO07	1662	1662	1	AN	If this field contains anything other than "R", the Total Grade 7 Dropouts count originally submitted was adjusted.
ITDO08	1663	1663	1	AN	If this field contains anything other than "R", the Total Grade 8 Dropouts count originally submitted was adjusted.
ITDO09	1664	1664	1	AN	If this field contains anything other than "R", the Total Grade 9 Dropouts count originally submitted was adjusted.
ITDO10	1665	1665	1	AN	If this field contains anything other than "R", the Total Grade 10 Dropouts count originally submitted was adjusted.
ITDO11	1666	1666	1	AN	If this field contains anything other than "R", the Total Grade 11 Dropouts count originally submitted was adjusted.
ITDO12	1667	1667	1	AN	If this field contains anything other than "R", the Total Grade 12 Dropouts count originally submitted was adjusted.
ITOTDPL	1668	1668	1	AN	If this field contains anything other than "R", the Diploma Recipient count originally submitted was adjusted.
ITOTOHC	1669	1669	1	AN	If this field contains anything other than "R", the Other High School Completers count originally submitted was adjusted.
ICBS	1670	1670	1	AN	If this field contains anything other than "T", a value used to create the CBS field was imputed.

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ICBSAM	1671	1671	1	AN	If this field contains anything other than "T", a value used to create the CBSAM field was imputed.
ICBSAS	1672	1672	1	AN	If this field contains anything other than "T", a value used to create the CBSAS field was imputed.
ICBSHI	1673	1673	1	AN	If this field contains anything other than "T", a value used to create the CBSHI field was imputed.
ICBSBL	1674	1674	1	AN	If this field contains anything other than "T", a value used to create the CBSBL field was imputed.
ICBSWH	1675	1675	1	AN	If this field contains anything other than "T", a value used to create the CBSWH field was imputed.
ICBSM	1676	1676	1	AN	If this field contains anything other than "T", a value used to create the CBSM field was imputed.
ICBSF	1677	1677	1	AN	If this field contains anything other than "T", a value used to create the CBSF field was imputed.
ICBSU	1678	1678	1	AN	If this field contains anything other than "T", a value used to create the CBSU field was imputed.
ISCBS	1679	1679	1	AN	If this field contains anything other than "T", a value used to create the SCBS field was imputed.
ISCBSAM	1680	1680	1	AN	If this field contains anything other than "T", a value used to create the SCBSAM field was imputed.
ISCBSAS	1681	1681	1	AN	If this field contains anything other than "T", a value used to create the SCBSAS field was imputed.
ISCBSHI	1682	1682	1	AN	If this field contains anything other than "T", a value used to create the SCBSHI field was imputed.
ISCBSBL	1683	1683	1	AN	If this field contains anything other than "T", a value used to create the SCBSBL field was imputed.
ISCBSWH	1684	1684	1	AN	If this field contains anything other than "T", a value used to create the SCBSWH field was imputed.
ISCBSM	1685	1685	1	AN	If this field contains anything other than "T", a value used to create the SCBSM field was imputed.
ISCBSF	1686	1686	1	AN	If this field contains anything other than "T", a value used to create the SCBSF field was imputed.
ISCBSU	1687	1687	1	AN	If this field contains anything other than "T", a value used to create the SCBSU field was imputed.

APPENDIX B – Value Distribution and Field Frequencies

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Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	14860
LEAID	Unique Agency ID (NCES Assigned)	0	0	14860
YEAR	School Year	0	0	14860
STID	State Agency ID	0	1	14859
NAME	Name Of Local Education Agency	0	0	14860
PHONE	Telephone Number Of Agency	67	0	14793
MSTREE	Mailing Address	2	4	14854
MCITY	Mailing City Name	0	0	14860
MSTATE	Mailing USPS State Abbreviation	0	0	14860
MZIP	Mailing 5-Digit Zip Code	0	0	14860
MZIP4	Mailing Zip+4 (if assigned)	0	0	14860

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Variable	Label	Minimum	Maximum	Mean	-1	-2
TOTD07	Dropouts (Total 7th Grade)	0.0	525.0	1.4	1,146	2,345
AMD07M	Dropouts (7th-Amer Ind/AK Nat-Male)	0.0	18.0	#	1,146	2,345
AMD07F	Dropouts (7th-Amer Ind/AK Nat-Female)	0.0	17.0	#	1,146	2,345
AMD07U	Dropouts (7th-Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	1,146	2,345
ASD07M	Dropouts (7th-Asian/Pac Isl-Male)	0.0	17.0	#	1,146	2,345
ASD07F	Dropouts (7th-Asian/Pac Isl-Female)	0.0	24.0	#	1,146	2,345
ASD07U	Dropouts (7th-Asian/Pac Isl-Unknown)	0.0	0.0	0.0	1,146	2,345
HID07M	Dropouts (7th-Hispanic-Male)	0.0	168.0	0.2	1,147	2,345
HID07F	Dropouts (7th-Hispanic-Female)	0.0	147.0	0.1	1,147	2,345
HID07U	Dropouts (7th-Hispanic-Unknown)	0.0	1.0	#	1,146	2,345
BLD07M	Dropouts (7th-Black-Male)	0.0	155.0	0.2	1,146	2,345
BLD07F	Dropouts (7th-Black-Female)	0.0	149.0	0.2	1,146	2,345
BLD07U	Dropouts (7th-Black-Unknown)	0.0	0.0	0.0	1,146	2,345
WHD07M	Dropouts (7th-White-Male)	0.0	176.0	0.3	1,149	2,345
WHD07F	Dropouts (7th-White-Female)	0.0	178.0	0.3	1,149	2,345
WHD07U	Dropouts (7th-White-Unknown)	0.0	5.0	#	1,146	2,345
TOTD08	Dropouts (Total 8th Grade)	0.0	1,060.0	2.0	1,106	2,356
AMD08M	Dropouts (8th-Amer Ind/AK Nat-Male)	0.0	16.0	#	1,106	2,356
AMD08F	Dropouts (8th-Amer Ind/AK Nat-Female)	0.0	20.0	#	1,106	2,356
AMD08U	Dropouts (8th-Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	1,106	2,356
ASD08M	Dropouts (8th-Asian/Pac Isl-Male)	0.0	41.0	#	1,107	2,356
ASD08F	Dropouts (8th-Asian/Pac Isl-Female)	0.0	41.0	#	1,107	2,356
ASD08U	Dropouts (8th-Asian/Pac Isl-Unknown)	0.0	1.0	#	1,106	2,356
HID08M	Dropouts (8th-Hispanic-Male)	0.0	168.0	0.2	1,106	2,356
HID08F	Dropouts (8th-Hispanic-Female)	0.0	167.0	0.2	1,106	2,356
HID08U	Dropouts (8th-Hispanic-Unknown)	0.0	0.0	0.0	1,106	2,356
BLD08M	Dropouts (8th-Black-Male)	0.0	327.0	0.4	1,106	2,356
BLD08F	Dropouts (8th-Black-Female)	0.0	283.0	0.3	1,106	2,356
BLD08U	Dropouts (8th-Black-Unknown)	0.0	0.0	0.0	1,106	2,356
WHD08M	Dropouts (8th-White-Male)	0.0	152.0	0.4	1,115	2,356
WHD08F	Dropouts (8th-White-Female)	0.0	147.0	0.3	1,115	2,356
WHD08U	Dropouts (8th-White-Unknown)	0.0	10.0	#	1,106	2,356
TOTD09	Dropouts (Total 9th Grade)	0.0	7,824.0	11.4	420	3,876
AMD09M	Dropouts (9th-Amer Ind/AK Nat-Male)	0.0	74.0	0.2	423	3,876
AMD09F	Dropouts (9th-Amer Ind/AK Nat-Female)	0.0	48.0	0.2	423	3,876

Rounds to zero.

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Variable	Label	Minimum	Maximum	Mean	-1	-2
AMD09U	Dropouts (9th-Amer Ind/AK Nat-Unknown)	0.0	1.0	#	420	3,876
ASD09M	Dropouts (9th-Asian/Pac Isl-Male)	0.0	290.0	0.1	421	3,876
ASD09F	Dropouts (9th-Asian/Pac Isl-Female)	0.0	134.0	0.1	421	3,876
ASD09U	Dropouts (9th-Asian/Pac Isl-Unknown)	0.0	1.0	#	420	3,876
HID09M	Dropouts (9th-Hispanic-Male)	0.0	1,442.0	1.5	422	3,876
HID09F	Dropouts (9th-Hispanic-Female)	0.0	1,164.0	1.1	422	3,876
HID09U	Dropouts (9th-Hispanic-Unknown)	0.0	1.0	#	420	3,876
BLD09M	Dropouts (9th-Black-Male)	0.0	3,022.0	2.3	424	3,876
BLD09F	Dropouts (9th-Black-Female)	0.0	1,686.0	1.5	424	3,876
BLD09U	Dropouts (9th-Black-Unknown)	0.0	2.0	#	420	3,876
WHD09M	Dropouts (9th-White-Male)	0.0	416.0	2.6	472	3,876
WHD09F	Dropouts (9th-White-Female)	0.0	263.0	1.8	472	3,876
WHD09U	Dropouts (9th-White-Unknown)	0.0	20.0	#	420	3,876
TOTD10	Dropouts (Total 10th Grade)	0.0	21,799.0	12.6	414	3,893
AMD10M	Dropouts (10th-Amer Ind/AK Nat-Male)	0.0	50.0	0.2	414	3,893
AMD10F	Dropouts (10th-Amer Ind/AK Nat-Female)	0.0	36.0	0.1	414	3,893
AMD10U	Dropouts (10th-Amer Ind/AK Nat-Unk)	0.0	0.0	0.0	414	3,893
ASD10M	Dropouts (10th-Asian/Pac Isl-Male)	0.0	969.0	0.2	416	3,893
ASD10F	Dropouts (10th-Asian/Pac Isl-Female)	0.0	526.0	0.1	416	3,893
ASD10U	Dropouts (10th-Asian/Pac Isl-Unknown)	0.0	1.0	#	414	3,893
HID10M	Dropouts (10th-Hispanic-Male)	0.0	4,885.0	1.6	418	3,893
HID10F	Dropouts (10th-Hispanic-Female)	0.0	4,071.0	1.3	418	3,893
HID10U	Dropouts (10th-Hispanic-Unknown)	0.0	3.0	#	414	3,893
BLD10M	Dropouts (10th-Black-Male)	0.0	4,879.0	2.2	419	3,893
BLD10F	Dropouts (10th-Black-Female)	0.0	4,127.0	1.6	419	3,893
BLD10U	Dropouts (10th-Black-Unknown)	0.0	1.0	#	414	3,893
WHD10M	Dropouts (10th-White-Male)	0.0	1,348.0	3.1	473	3,893
WHD10F	Dropouts (10th-White-Female)	0.0	929.0	2.2	473	3,893
WHD10U	Dropouts (10th-White-Unknown)	0.0	22.0	#	414	3,893
TOTD11	Dropouts (Total 11th Grade)	0.0	8,865.0	11.1	414	3,922
AMD11M	Dropouts (11th-Amer Ind/AK Nat-Male)	0.0	51.0	0.1	417	3,922
AMD11F	Dropouts (11th-Amer Ind/AK Nat-Female)	0.0	27.0	0.1	417	3,922
AMD11U	Dropouts (11th-Amer Ind/AK Nat-Unk)	0.0	1.0	#	414	3,922
ASD11M	Dropouts (11th-Asian/Pac Isl-Male)	0.0	309.0	0.2	417	3,922
ASD11F	Dropouts (11th-Asian/Pac Isl-Female)	0.0	214.0	0.1	417	3,922

Rounds to zero.

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Variable	Label	Minimum	Maximum	Mean	-1	-2
ASD11U	Dropouts (11th-Asian/Pac Isl-Unknown)	0.0	1.0	#	414	3,922
HID11M	Dropouts (11th-Hispanic-Male)	0.0	2,129.0	1.1	418	3,922
HID11F	Dropouts (11th-Hispanic-Female)	0.0	1,429.0	0.8	418	3,922
HID11U	Dropouts (11th-Hispanic-Unknown)	0.0	1.0	#	414	3,922
BLD11M	Dropouts (11th-Black-Male)	0.0	2,267.0	1.5	419	3,922
BLD11F	Dropouts (11th-Black-Female)	0.0	1,478.0	1.1	419	3,922
BLD11U	Dropouts (11th-Black-Unknown)	0.0	2.0	#	414	3,922
WHD11M	Dropouts (11th-White-Male)	0.0	649.0	3.4	476	3,922
WHD11F	Dropouts (11th-White-Female)	0.0	387.0	2.5	476	3,922
WHD11U	Dropouts (11th-White-Unknown)	0.0	25.0	#	414	3,922
TOTD12	Dropouts (Total 12th Grade)	0.0	5,119.0	11.3	415	3,935
AMD12M	Dropouts (12th-Amer Ind/AK Nat-Male)	0.0	44.0	0.1	417	3,935
AMD12F	Dropouts (12th-Amer Ind/AK Nat-Female)	0.0	42.0	0.1	417	3,935
AMD12U	Dropouts (12th-Amer Ind/AK Nat-Unk)	0.0	7.0	#	415	3,935
ASD12M	Dropouts (12th-Asian/Pac Isl-Male)	0.0	348.0	0.2	419	3,935
ASD12F	Dropouts (12th-Asian/Pac Isl-Female)	0.0	240.0	0.2	419	3,935
ASD12U	Dropouts (12th-Asian/Pac Isl-Unknown)	0.0	3.0	#	415	3,935
HID12M	Dropouts (12th-Hispanic-Male)	0.0	1,000.0	1.0	421	3,935
HID12F	Dropouts (12th-Hispanic-Female)	0.0	1,064.0	0.8	421	3,935
HID12U	Dropouts (12th-Hispanic-Unknown)	0.0	1.0	#	415	3,935
BLD12M	Dropouts (12th-Black-Male)	0.0	920.0	1.3	418	3,935
BLD12F	Dropouts (12th-Black-Female)	0.0	1,020.0	1.1	418	3,935
BLD12U	Dropouts (12th-Black-Unknown)	0.0	2.0	#	415	3,935
WHD12M	Dropouts (12th-White-Male)	0.0	621.0	3.7	476	3,935
WHD12F	Dropouts (12th-White-Female)	0.0	456.0	2.7	476	3,935
WHD12U	Dropouts (12th-White-Unknown)	0.0	31.0	#	415	3,935
TOTD712	Dropouts (Total 7-12th Grades)	0.0	41,801.0	42.3	698	1,681
TOTD912	Dropouts (Total 9-12th Grades)	0.0	41,583.0	46.2	426	3,836
TOTDAM	Dropouts (Total 9-12th Amer Ind/AK Nat)	0.0	293.0	1.1	426	3,836
TOTDAS	Dropouts (Total 9-12th Asian/Pac Isl)	0.0	2,918.0	1.2	426	3,836
TOTDHI	Dropouts (Total 9-12th Hispanic)	0.0	16,989.0	9.2	426	3,836
TOTDBL	Dropouts (Total 9-12th Black)	0.0	17,033.0	12.5	426	3,836
TOTDWH	Dropouts (Total 9-12th White)	0.0	4,516.0	22.0	426	3,836
TOTDM	Dropouts (Total 9-12th Male)	0.0	23,178.0	26.5	426	3,836
TOTDF	Dropouts (Total 9-12th Female)	0.0	18,405.0	19.5	426	3,836

Rounds to zero.

APPENDIX B – Value Distribution and Field Frequencies

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

Variable	Label	Minimum	Maximum	Mean	-1	-2
TOTDU	Dropouts (Total 9-12th Gender Unknown)	0.0	68.0	0.1	426	3,836
DRP7	Total 7th Grade Dropout Rate	0.0	700.0	0.8	499	3,588
DRP8	Total 8th Grade Dropout Rate	0.0	600.0	1.0	482	3,611
DRP9	Total 9th Grade Dropout Rate	0.0	2,223.5	3.3	11	4,702
DRP10	Total 10th Grade Dropout Rate	0.0	1,700.0	4.2	6	4,720
DRP11	Total 11th Grade Dropout Rate	0.0	614.3	4.6	9	4,734
DRP12	Total 12th Grade Dropout Rate	0.0	500.0	5.0	13	4,761
DRP712	Total 7-12th Grade Dropout Rate	0.0	1,152.2	2.9	4	2,943
DRP912	Total 9-12th Grade Dropout Rate	0.0	1,221.4	4.2	6	4,665
DRPAM	Total 9-12th Grade Amer Ind D/O Rate	0.0	600.0	5.5	193	9,386
DRPAS	Total 9-12th Grade Asian/Pac Is D/O Rate	0.0	300.0	2.3	193	7,972
DRPHI	Total 9-12th Grade Hispanic D/O Rate	0.0	1,633.3	6.7	193	6,703
DRPBL	Total 9-12th Grade Black D/O Rate	0.0	1,281.8	5.7	193	7,392
DRPWH	Total 9-12th Grade White D/O Rate	0.0	700.0	3.9	193	4,781
DRPM	Total Male 9-12th Grade Dropout Rate	0.0	1,615.0	4.7	928	4,716
DRPF	Total Female 9-12th Grade Dropout Rate	0.0	1,900.0	4.0	928	4,731
DRPU	Total Unknown 9-12th Grade Dropout Rate	0.0	0.0	0.0	193	13,932
EBS7	Total 7th Grade Enrollment Base	0.0	79,810.0	263.8	2	3,372
EBS8	Total 8th Grade Enrollment Base	0.0	76,763.0	256.3	4	3,367
EBS9	Total 9th Grade Enrollment Base	0.0	107,293.0	321.2	4	4,627
EBS10	Total 10th Grade Enrollment Base	0.0	91,113.0	281.6	4	4,646
EBS11	Total 11th Grade Enrollment Base	0.0	52,478.0	253.5	4	4,657
EBS12	Total 12th Grade Enrollment Base	0.0	41,408.0	229.6	4	4,681
EBS712	Total 7-12th Grade Enrollment Base	0.0	448,865.0	1,412.1	4	2,776
EBS912	Total 9-12th Grade Enrollment Base	0.0	292,292.0	1,080.8	4	4,601
EBSAM	Total 9-12th Grade Amer Ind Enroll Base	0.0	3,545.0	13.0	191	4,601
EBSAS	Total 9-12th Grade Asian/Pac Enroll Base	0.0	38,496.0	36.7	191	4,601
EBSHI	Total 9-12th Grade Hispanic Enroll Base	0.0	165,315.0	136.3	191	4,601
EBSBL	Total 9-12th Grade Black Enroll Base	0.0	105,291.0	180.0	191	4,601
EBSWH	Total 9-12th Grade White Enroll Base	0.0	47,219.0	702.7	191	4,601
EBSM	Total Male 9-12th Grade Enroll Base	0.0	147,870.0	548.0	926	4,601
EBSF	Total Female 9-12th Grade Enroll Base	0.0	144,342.0	527.1	926	4,601
EBSU	Total Unknown 9-12th Grade Enroll Base	0.0	56,812.0	72.4	191	4,642
TOTDPL	Diploma Recip (Total)	0.0	37,915.0	201.5	96	4,180
AMDPLM	Diploma Recip (Amer Ind/AK Nat-Male)	0.0	340.0	1.0	445	4,180

Rounds to zero.

APPENDIX B – Value Distribution and Field Frequencies

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

Variable	Label	Minimum	Maximum	Mean	-1	-2
AMDPLF	Diploma Recip (Amer Ind/AK Nat-Female)	0.0	375.0	1.1	445	4,180
AMDPLU	Diploma Recip (Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	445	4,180
ASDPLM	Diploma Recip (Asian/Pac Isl-Male)	0.0	3,903.0	3.7	447	4,180
ASDPLF	Diploma Recip (Asian/Pac Isl-Female)	0.0	3,868.0	3.7	447	4,180
ASDPLU	Diploma Recip (Asian/Pac Isl-Unknown)	0.0	823.0	0.1	445	4,180
HIDPLM	Diploma Recip (Hispanic-Male)	0.0	13,894.0	10.3	445	4,180
HIDPLF	Diploma Recip (Hispanic-Female)	0.0	16,384.0	11.3	445	4,180
HIDPLU	Diploma Recip (Hispanic-Unknown)	0.0	1.0	#	445	4,180
BLDPLM	Diploma Recip (Black-Male)	0.0	5,086.0	12.4	445	4,180
BLDPLF	Diploma Recip (Black-Female)	0.0	7,122.0	15.2	445	4,180
BLDPLU	Diploma Recip (Black-Unknown)	0.0	1.0	#	445	4,180
WHDPLM	Diploma Recip (White-Male)	0.0	3,890.0	69.6	446	4,180
WHDPLF	Diploma Recip (White-Female)	0.0	4,220.0	70.5	446	4,180
WHDPLU	Diploma Recip (White-Unknown)	0.0	1.0	#	445	4,180
TOTOHC	Other HS Completers (Total)	0.0	2,617.0	9.9	567	9,566
AMOHCM	Other HS Complet (Amer Ind/AK Nat-Male)	0.0	17.0	#	897	9,566
AMOHCF	Other HS Complet (Amer Ind/AK Nat-Female)	0.0	13.0	#	897	9,566
AMOHCU	Other HS Complet (Amer Ind/AK Nat-Unknow)	0.0	2.0	#	809	9,649
ASOHCM	Other HS Complet (Asian/Pac Isl-Male)	0.0	111.0	0.1	899	9,566
ASOHCF	Other HS Complet (Asian/Pac Isl-Female)	0.0	50.0	0.1	899	9,566
ASOHCU	Other HS Complet (Asian/Pac Isl-Unknown)	0.0	7.0	#	809	9,649
HIOHCM	Other HS Complet (Hispanic-Male)	0.0	1,182.0	0.8	911	9,566
HIOHCF	Other HS Complet (Hispanic-Female)	0.0	1,435.0	0.9	911	9,566
HIOHCU	Other HS Complet (Hispanic-Unknown)	0.0	7.0	#	809	9,649
BLOHCM	Other HS Complet (Black-Male)	0.0	454.0	1.6	980	9,566
BLOHCF	Other HS Complet (Black-Female)	0.0	335.0	1.4	980	9,566
BLOHCU	Other HS Complet (Black-Unknown)	0.0	51.0	0.1	809	9,649
WHOHCM	Other HS Complet (White-Male)	0.0	142.0	2.2	1,098	9,566
WHOHCF	Other HS Complet (White-Female)	0.0	96.0	1.6	1,098	9,566
WHOHCU	Other HS Complet (White-Unknown)	0.0	54.0	0.3	809	9,649
TOTCOM	HS Completers (Total)	0.0	39,539.0	205.7	111	4,151
AMCOMM	HS Completers (Amer Ind/AK Nat-Male)	0.0	351.0	1.0	429	4,151
AMCOMF	HS Completers (Amer Ind/AK Nat-Female)	0.0	383.0	1.1	429	4,151
AMCOMU	HS Completers (Amer Ind/AK Nat-Unknown)	0.0	2.0	#	429	4,151
ASCOMM	HS Completers (Asian/Pac Isl-Male)	0.0	4,014.0	3.7	431	4,151

Rounds to zero.

APPENDIX B – Value Distribution and Field Frequencies

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

Variable	Label	Minimum	Maximum	Mean	-1	-2
ASCOMF	HS Completers (Asian/Pac Isl-Female)	0.0	3,918.0	3.8	431	4,151
ASCOMU	HS Completers (Asian/Pac Isl-Unknown)	0.0	830.0	0.1	429	4,151
HICOMM	HS Completers (Hispanic-Male)	0.0	15,076.0	10.5	429	4,151
HICOMF	HS Completers (Hispanic-Female)	0.0	17,819.0	11.6	429	4,151
HICOMU	HS Completers (Hispanic-Unknown)	0.0	7.0	#	429	4,151
BLCOMM	HS Completers (Black-Male)	0.0	5,540.0	13.1	429	4,151
BLCOMF	HS Completers (Black-Female)	0.0	7,370.0	15.7	429	4,151
BLCOMU	HS Completers (Black-Unknown)	0.0	51.0	0.1	429	4,151
WHCOMM	HS Completers (White-Male)	0.0	3,993.0	70.2	430	4,151
WHCOMF	HS Completers (White-Female)	0.0	4,299.0	70.8	430	4,151
WHCOMU	HS Completers (White-Unknown)	0.0	54.0	0.1	429	4,151
TDPLAM	Diploma Recip (Amer Ind/AK Nat)	0.0	715.0	2.2	445	4,180
TDPLAS	Diploma Recip (Asian/Pac Isl)	0.0	7,771.0	7.5	445	4,180
TDPLHI	Diploma Recip (Hispanic)	0.0	30,278.0	21.6	445	4,180
TDPLBL	Diploma Recip (Black)	0.0	12,208.0	27.6	445	4,180
TDPLWH	Diploma Recip (White)	0.0	8,110.0	140.0	445	4,180
TOHCAM	Other HS Complet (Amer Ind/AK Nat)	0.0	30.0	0.1	892	9,566
TOHCAS	Other HS Complet (Asian/Pac Isl)	0.0	161.0	0.2	892	9,566
TOHCHI	Other HS Complet (Hispanic)	0.0	2,617.0	1.6	892	9,566
TOHCBL	Other HS Complet (Black)	0.0	702.0	3.1	892	9,566
TOHCWH	Other HS Complet (White)	0.0	235.0	3.9	892	9,566
TCOMAM	HS Completers (Amer Ind/AK Nat)	0.0	734.0	2.2	429	4,151
TCOMAS	HS Completers (Asian/Pac Isl)	0.0	7,932.0	7.6	429	4,151
TCOMHI	HS Completers (Hispanic)	0.0	32,895.0	22.2	429	4,151
TCOMBL	HS Completers (Black)	0.0	12,910.0	28.8	429	4,151
TCOMWH	HS Completers (White)	0.0	8,292.0	141.1	429	4,151
TDPLM	Diploma Recip (Male)	0.0	17,162.0	97.0	445	4,180
TDPLF	Diploma Recip (Female)	0.0	20,753.0	101.8	445	4,180
TDPLU	Diploma Recip (Unknown)	0.0	823.0	0.1	445	4,180
TOHCM	Other HS Complet (Male)	0.0	1,182.0	4.6	892	9,566
TOHCF	Other HS Complet (Female)	0.0	1,435.0	3.9	892	9,566
TOHCU	Other HS Complet (Unknown)	0.0	96.0	0.4	809	9,649
TCOMM	HS Completers (Male)	0.0	18,147.0	98.5	429	4,151
TCOMF	HS Completers (Female)	0.0	21,392.0	103.0	429	4,151
TCOMU	HS Completers (Unknown)	0.0	830.0	0.3	429	4,151

Rounds to zero.

APPENDIX B – Value Distribution and Field Frequencies

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

Variable	Label	Minimum	Maximum	Mean	-1	-2
CBS	LEA HS Compl Rate Base	0.0	60,390.0	254.0	4,574	1,318
CBSAM	LEA HS Compl Rate Base(Am Ind/AK Nat)	0.0	899.0	3.5	4,865	1,318
CBSAS	LEA HS Compl Rate Base(Asian/Pac Isl)	0.0	9,911.0	9.1	4,861	1,318
CBSHI	LEA HS Compl Rate Base(Hispanic)	0.0	34,693.0	33.7	4,904	1,318
CBSBL	LEA HS Compl Rate Base(Black)	0.0	21,337.0	43.1	4,918	1,318
CBSWH	LEA HS Compl Rate Base(White)	0.0	10,379.0	160.2	4,875	1,318
CBSM	LEA HS Compl Rate Base(Male)	0.0	29,911.0	124.8	4,883	1,318
CBSF	LEA HS Compl Rate Base(Female)	0.0	30,479.0	123.8	4,883	1,318
CBSU	LEA HS Compl Rate Base(Unknown)	0.0	1,312.0	0.9	5,161	1,552
SCBS	State HS Compl Rate Base	0.0	60,390.0	174.4	0	0
SCBSAM	State HS Compl Rate Base(Am Ind/AK Nat)	0.0	899.0	2.2	0	0
SCBSAS	State HS Compl Rate Base(Asian/Pac Isl)	0.0	9,911.0	6.0	0	0
SCBSHI	State HS Compl Rate Base(Hispanic)	0.0	34,693.0	20.4	0	0
SCBSBL	State HS Compl Rate Base(Black)	0.0	21,337.0	27.1	0	0
SCBSWH	State HS Compl Rate Base(White)	0.0	10,379.0	111.7	0	0
SCBSM	State HS Compl Rate Base(Male)	0.0	29,911.0	83.7	0	0
SCBSF	State HS Compl Rate Base(Female)	0.0	30,479.0	83.0	0	0
SCBSU	State HS Compl Rate Base(Unknown)	0.0	1,312.0	0.7	0	0
TDPLR	Total Diploma Recipient Rate	0.0	100.0	84.7	2,320	4,349
TDPLAMR	Diploma Recip Rate (Amer Ind/AK Nat)	0.0	100.0	76.7	2,641	9,618
TDPLASR	Diploma Recip Rate (Asian/Pac Isl)	0.0	100.0	90.4	2,637	8,592
TDPLHIR	Diploma Recip Rate (Hispanic)	0.0	100.0	76.1	2,680	7,334
TDPLBLR	Diploma Recip Rate (Black)	0.0	100.0	78.1	2,694	7,800
TDPLWHR	Diploma Recip Rate (White)	0.0	100.0	86.0	2,651	4,451
TDPLMR	Diploma Recip Rate (Male)	0.0	100.0	83.3	2,623	4,359
TDPLFR	Diploma Recip Rate (Female)	0.0	100.0	87.3	2,623	4,378
TDPLUR	Diploma Recip Rate (Unknown)	0.0	100.0	3.0	2,935	11,757
TOHCR	Other HS Completers Rate	0.0	100.0	3.6	1,410	9,658
TOHCAMR	Other HS Complet Rate (Amer Ind/AK Nat)	0.0	100.0	2.6	1,720	11,993
TOHCASR	Other HS Complet Rate (Asian/Pac Isl)	0.0	100.0	3.5	1,716	11,354
TOHCHIR	Other HS Complet Rate (Hispanic)	0.0	100.0	3.4	1,759	10,998
TOHCBLR	Other HS Complet Rate (Black)	0.0	100.0	5.4	1,773	11,049
TOHCWHR	Other HS Complet Rate (White)	0.0	100.0	2.5	1,730	9,706
TOHCMR	Other HS Complet Rate (Male)	0.0	100.0	2.9	1,738	9,663
TOHCFR	Other HS Complet Rate (Female)	0.0	100.0	2.0	1,738	9,676

Rounds to zero.

APPENDIX B – Value Distribution and Field Frequencies

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

Variable	Label	Minimum	Maximum	Mean	-1	-2
TOHCUR	Other HS Complet Rate (Unknown)	0.0	100.0	0.5	1,931	12,725
TCOMR	HS Completers Rate	0.0	100.0	86.2	2,335	4,320
TCOMAMR	HS Completers Rate(Amer Ind/AK Nat)	0.0	100.0	77.7	2,626	9,629
TCOMASR	HS Completers Rate(Asian/Pac Isl)	0.0	100.0	92.0	2,622	8,603
TCOMHIR	HS Completers Rate(Hispanic)	0.0	100.0	77.4	2,665	7,338
TCOMBLR	HS Completers Rate(Black)	0.0	100.0	80.6	2,679	7,811
TCOMWHR	HS Completers Rate(White)	0.0	100.0	86.6	2,636	4,422
TCOMMR	HS Completers Rate(Male)	0.0	100.0	84.5	2,644	4,331
TCOMFR	HS Completers Rate(Female)	0.0	100.0	88.1	2,644	4,352
TCOMUR	HS Completers Rate(Unknown)	0.0	100.0	2.9	2,920	11,735

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
School Year 2001-02

Agency Locale Code

LOCALE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	567	3.82	567	3.82
2	654	4.40	1221	8.22
3	2134	14.36	3355	22.58
4	932	6.27	4287	28.85
5	123	0.83	4410	29.68
6	2040	13.73	6450	43.41
7	5288	35.59	11738	78.99
8	1733	11.66	13471	90.65
N	1389	9.35	14860	100.00

Operational Status Code

BOUND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14008	94.27	14008	94.27
2	21	0.14	14029	94.41
3	489	3.29	14518	97.70
4	180	1.21	14698	98.91
5	43	0.29	14741	99.20
7	119	0.80	14860	100.00

Dropout file name and address year flag

SUBMIT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14313	96.32	14313	96.32
2	526	3.54	14839	99.86
N	21	0.14	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
School Year 2001-02

Agency Low Grade Offered

GSLO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	945	6.36	945	6.36
01	82	0.55	1027	6.91
02	11	0.07	1038	6.99
03	18	0.12	1056	7.11
04	17	0.11	1073	7.22
05	35	0.24	1108	7.46
06	137	0.92	1245	8.38
07	159	1.07	1404	9.45
08	30	0.20	1434	9.65
09	600	4.04	2034	13.69
10	22	0.15	2056	13.84
11	13	0.09	2069	13.92
12	2	0.01	2071	13.94
KG	4285	28.84	6356	42.77
N	140	0.94	6496	43.71
PK	8248	55.50	14744	99.22
UG	116	0.78	14860	100.00

Imputation Flags:

- A - Adjustment
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- N - Not Applicable
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- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
School Year 2001-02

Agency High Grade Offered

GSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	945	6.36	945	6.36
01	3	0.02	948	6.38
02	12	0.08	960	6.46
03	22	0.15	982	6.61
04	46	0.31	1028	6.92
05	88	0.59	1116	7.51
06	463	3.12	1579	10.63
07	56	0.38	1635	11.00
08	2059	13.86	3694	24.86
09	45	0.30	3739	25.16
10	29	0.20	3768	25.36
11	34	0.23	3802	25.59
12	10733	72.23	14535	97.81
KG	8	0.05	14543	97.87
N	140	0.94	14683	98.81
PK	61	0.41	14744	99.22
UG	116	0.78	14860	100.00

Dropout Definition Flag

DROPDEF	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3909	26.31	3909	26.31
C	10930	73.55	14839	99.86
N	21	0.14	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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- R - As Reported by the State
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APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
School Year 2001-02

Total 7th Grade Dropouts Adj Flag

ITDO07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2189	14.73	2189	14.73
N	152	1.02	2341	15.75
R	12519	84.25	14860	100.00

Total 8th Grade Dropouts Adj Flag

ITDO08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2161	14.54	2161	14.54
N	152	1.02	2313	15.57
R	12547	84.43	14860	100.00

Total 9th Grade Dropouts Adj Flag

ITDO09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2156	14.51	2156	14.51
N	152	1.02	2308	15.53
R	12552	84.47	14860	100.00

Total 10th Grade Dropouts Adj Flag

ITDO10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2178	14.66	2178	14.66
N	152	1.02	2330	15.68
R	12530	84.32	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
School Year 2001-02

Total 11th Grade Dropouts Adj Flag

ITDO11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2205	14.84	2205	14.84
N	152	1.02	2357	15.86
R	12503	84.14	14860	100.00

Total 12th Grade Dropouts Adj Flag

ITDO12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2221	14.95	2221	14.95
N	152	1.02	2373	15.97
R	12487	84.03	14860	100.00

Dipl Recip (Total) Adj Flag

ITOTDPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2383	16.04	2383	16.04
N	152	1.02	2535	17.06
P	1	0.01	2536	17.07
R	12324	82.93	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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Oth HS Completers (Total) Adj Flag

ITOTOHC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6987	47.02	6987	47.02
N	152	1.02	7139	48.04
R	7721	51.96	14860	100.00

LEA Com Rate Base Adj Flag

ICBS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

LEA Com Rate Base (Am In/AK Nat)Adj Flag

ICBSAM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

LEA Com Rate Base (Asian/Pac Is) Adj Flag

ICBSAS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
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LEA Com Rate Base (Hispanic) Adj Flag

ICBSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

LEA Com Rate Base (Black) Adj Flag

ICBSBL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

LEA Com Rate Base (White) Adj Flag

ICBSWH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

LEA Com Rate Base (Male) Adj Flag

ICBSM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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LEA Com Rate Base (Female) Adj Flag

ICBSF	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

LEA Com Rate Base (Unknown) Adj Flag

ICBSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	679	4.57	679	4.57
N	21	0.14	700	4.71
T	14160	95.29	14860	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:
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APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
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Each year, CCD staff contact State Coordinators to verify their dropout reporting practice. There are three main ways in which a state might differ from the CCD definition (for a more detailed description of each component see later in this appendix):

- Alternative Reporting Calendar
- Summer Dropouts
- Adult Education/GED

Dropout data that conform to all components of the CCD definition are included in this file as reported by the state. The *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02* contains a field (DROPDEF) to identify dropout data that fully conform to the CCD definition (C), and dropout data based on an Alternative Reporting Calendar, but conform to the other two components (A). States that do not conform to the Summer Dropouts and/or the Adult Education/GED components are suppressed from the publication file.

The table below identifies the each state’s conformance status.

2001–02 Dropout Conformance (for dropouts reported on 2002–03 CCD)				
State	Conforms (C)	Alternative Reporting Calendar (A)	Does not conform	Did not report any dropout data
Alabama		A		
Alaska		A		
Arizona		A		
Arkansas	C			
California			X	
Colorado			X	
Connecticut	C			
Delaware	C			
District of Columbia				X
Florida		A		
Georgia	C			
Hawaii	C			
Idaho	C			
Illinois		A		
Indiana	C			
Iowa	C			
Kansas	C			
Kentucky	C			
Louisiana	C			
Maine	C			
Maryland		A		
Massachusetts				X
Michigan			X	
Minnesota	C			
Mississippi	C			
Missouri	C			
Montana	C			
Nebraska	C			
Nevada	C			
New Hampshire	C			

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State	Conforms (C)	Alternative Reporting Calendar (A)	Does not conform	Did not report any dropout data
New Jersey		A		
New Mexico	C			
New York		A		
North Carolina	C			
North Dakota	C			
Ohio	C			
Oklahoma	C			
Oregon	C			
Pennsylvania	C			
Rhode Island	C			
South Carolina	C			
South Dakota	C			
Tennessee		A		
Texas	C			
Utah	C			
Vermont		A		
Virginia	C			
Washington	C			
West Virginia	C			
Wisconsin	C			
Wyoming	C			
DOD, BIA and Outlying Areas				
DoDS Overseas				X
DoDS Domestic				X
Bureau of Indian Affairs				X
American Samoa	C			
Guam				X
Northern Marianas	C			
Puerto Rico		A		
Virgin Islands	C			
TOTAL	39	11	3	6

Please be aware that due to definitional clarification work between NCES and the states, some states' conformance status may not match their conformance status indicated on previous publications.

APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
File: School Year 2001–02

STATE REPORTING INSTRUCTIONS

These are the instructions for reporting dropouts for the National Center for Education Statistics on the Common Core of Data (CCD) survey. These instructions ensure that the reported dropout data are comparable across all states' school districts. The dropout count is reported at the school district level on the CCD Local Education Agency Universe Survey.

I. Dropout Definition

The CCD dropout definition is based on a “snapshot” count of students at the beginning of the school year: A dropout is an individual who:

1. was enrolled in school at some time during the previous school year¹ and was not enrolled on October 1 of the current school year; or
2. was not enrolled on October 1 of the previous school year although 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. does not meet any of the following exclusionary conditions:
 - i. transfer to another public school district, private school, or state- or district-approved education program;
 - ii. temporary school-recognized absence due to suspension or illness, or
 - iii. death.

For purposes of applying this dropout definition, the following definitions also apply:

- A. *School year* is the 12-month period beginning on October 1, 2001 and ending September 30, 2002. Thus, it includes the summer following the regular school year.
- B. *School completer* is an individual who has graduated from high school or completed some other education program that is approved by the state or local education agency.
- C. *State- or district-approved program* is 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) 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 may be examples of such programs.
- D. *Transfer to another school or program* may be 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.
- E. *Race/ethnicity* of dropouts currently is reported using the pre-1997 standards set by the Office of Management and Budget. The categories approved for the CCD through the 2002–03 school year are American Indian/Alaska native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; White, not Hispanic. Definitions are included in the CCD Instructions Manual.
- F. *Gender* of dropouts is to be reported as male or female.
- G. *Grade classifications*, grades 7 through 12, are used to report dropouts, not the student's age.
- H. *Ungraded dropouts* should be allocated to the grade most appropriate for their age.

¹ A student who was enrolled in September, 2001; dropped out of school in February, 2002; and was not enrolled in school on October 1, 2002 would be reported as a 2001–02 dropout (*previous year*) on the 2002–03 CCD (*current year*).

APPENDIX C – Dropout Reporting Practices and Guidelines

Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02

II. Other Basic Guidelines

The CCD reports an *event* dropout count—the number of students who leave school during a defined period of time, in this case, a calendar year. The dropout count is taken on October 1, 2001, or the school day closest to this date, in order to agree with the CCD membership count that is taken on the same day.

The defining decision is whether a student is a dropout on October 1, 2001. A student who missed much of the previous school year (2000–01) but who is in membership on October 1, 2001 is not a dropout, while a student who is not in membership on October 1, 2001 but who returns later in that school year is a dropout (for the previous year, 2000–01). CCD publications compute a dropout rate by dividing the number of dropouts for a year by the membership count taken at the beginning of that year.

More guidelines:

1. “*Summer dropouts*” are students who were not dropouts at the close of the previous school year (2000–01) but who fail to enroll by October 1, 2001. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 2000–01 but who is not re-enrolled on October 1, 2001 is reported as a 2001–02 dropout for 11th grade.
2. 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 but for whom the district no longer takes responsibility are counted as dropouts.
 - i. 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.
 - ii. A student who leaves an elementary/secondary school and enrolls in adult education *is a dropout*. The exception to this guideline 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 of this would be 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 did not complete the GED study program.
 - iii. Students who drop out during the 2000–01 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2001 are not reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate’s degree, is not a dropout.
4. 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.
5. 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.
6. Students who drop out during the 2001–02 school year but are re-enrolled on October 1, 2002 are not reported as dropouts.
7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.

APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
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8. Underage dropouts, those who leave school when they are still too young to do so legally, should be reported on the CCD if they drop out of any of grades 7 through 12. These dropouts should be reported even if the state or district considers them “truants” rather than dropouts.

Summary of School Leaver Status

A Student Who:	Dropout?
1. Graduated or received some other recognized credential, such as a certificate of attendance or GED	No
2. Only attended summer school in this school district (was not enrolled during the regular school year)	No
3. Left school without a diploma or other certification after passing the age up to which the district was required to provide a free, public education	Yes
4. Died	No
5. Is gone; status is unknown	Yes
6. Moved to another district in this or some other state, not known to be in school	Yes
7. Moved out of the United States, enrollment status not known	No
8. Transferred, enrolled in:	
Another public school, a private school, or charter school	No
Home schooling	No
Early college (baccalaureate or associate’s program)	No
9. Is in an institution that is not primarily academic (military, possibly Job Corps, corrections, etc.)	
Offers a secondary education program	No
Does not offer a secondary education program	Yes
10. Is not in school, but known to be:	
Planning to enroll late (e.g., extended family vacation, seasonal work)	No
Ill, verified as legitimate	No
Ill, not verified as legitimate	Yes
Suffering long-term illness and not receiving education services (residential drug treatment, severe physical or mental illness)	No
Suspended or expelled, term of suspension or expulsion not yet over	No
Suspended or expelled, term of suspension or expulsion over	Yes
Expelled, no option to return	Yes
Expelled, enrolled in another school and/or district	No
11. In a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college:	
Program administered by agency considered a special school district or extension of regular school district	No
Program is off-campus offering of regular school district	No
Program classified as Adult Education not approved, administered, or tracked by regular district	Yes

APPENDIX C – Dropout Reporting Practices and Guidelines
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data
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CCD State Dropout Data Verification: 2002–03 CCD Report

This form provides the documentation that determines whether or not the National Center for Education Statistics (NCES) will publish the dropout data reported by your state. Please answer the three questions below, sign this verification, and return it to the Census Bureau fax number 1-866-394-0138.

If you have any questions, contact Lee Hoffman (NCES) at lee_hoffman@ed.gov or Jane Thomas (Census) at Jane.Moy.Thomas@census.gov. Thank you for your information.

1. **Alternative Reporting Calendar:** The CCD dropout count is based on an October-September school year in which a student's dropout status is determined at the beginning of the year. Some states follow a July-June calendar in which a student's dropout status is determined at the end of the school year. Under the CCD procedure, a student enrolled but not completing 2001–02 who returns after October 1, 2002 is reported as a 2001–02 dropout, while a student enrolled but not completing 2001–02 who is enrolled on October 1, 2002 would not be a dropout. *Note that data not conforming with this condition will be published, with an explanation, by NCES.* Please indicate if your dropout report:

_____ conforms with CCD _____ does not conform with the CCD

2. **Summer Dropouts:** Students who complete one school year but fail to enroll in the next school year should be counted as dropouts from the school year and grade for which they failed to return. For example, a student completing grade 10 in 2000-2001 who does not enroll the next year would be reported as a grade 11 dropout for 2001–02. Please indicate if your dropout report:

_____ conforms with CCD _____ does not conform with CCD

3. **Adult Education/GED:** Students who leave high school to enroll in adult education GED preparation should be reported as dropouts. They should not be counted as dropouts if the enroll in a secondary school GED program, or if the district tracks programs in adult education GED programs and reports the students as dropouts should they fail to complete the GED program. Also, students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test. Please indicate if your dropout report:

_____ conforms with CCD _____ does not conform with CCD

State: _____ Signature: _____ Date: _____

Comments/Explanations: _____

APPENDIX D - Computation Instructions
Common Core of Data, Local Education Agency Universe Survey Dropout and Completion
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COMPUTATION OF DROPOUT RATE FIELDS

$$Rg = Dg/Eg$$

Where

Rg = the 7–12 dropout rate (rounded to a single decimal place)¹

Dg = the number of 7–12 dropouts

Eg = the 7–12 enrollment

COMPUTATION OF ENROLLMENT BASE FIELDS

1. Enrollment is not reported by grade at the agency level; enrollment on the dropout file is aggregated to the agency level from the *Public Elementary and Secondary School Universe* file.²
2. Ungraded enrollment within each agency is redistributed across other grades in proportion to the graded enrollment.³
 - a. Subtract the ungraded enrollment from the total enrollment to get the total graded enrollment.
 - b. Compute the enrollment for each grade, 7–12, as a percentage of the total graded enrollment.
 - c. Increment the enrollment for each grade, 7–12, by its corresponding proportion of the ungraded enrollment (i.e., the ungraded enrollment multiplied by the percentage computed in step b).
3. Enrollment totals are computed for grade-range fields 7–12 and 9–12. The grade-range is set to “-1” (Missing) if all of the individual grades are “-1” (Missing), otherwise, the grade-range is set to the sum of the enrollment counts in each grade.
4. If a district reported all “-1” or “-2” (Missing or Not Applicable) dropouts, that district's enrollment base fields were set to “-2” (Not Applicable).

¹ The rate is set to “-2” (Not Applicable) if the corresponding enrollment (EBS) value is 0 (zero). The rate is set to “-1” (Missing) if the number of dropouts or the enrollment is “-1.” The rate is set to “-2” (Not applicable), if the number of dropouts or the enrollment is “-2.”

² Missing enrollment data in grade, race, or gender categories are treated as zero when calculating enrollment base fields. Enrollment base fields are set to “-2” (Not Applicable) when all detail components are “-2.” Enrollment base fields are set to “-1” (Missing) when all detail components are “-1” or a combination of “-1” and “-2.”

³ Starting with the 2000–01 dropout file, the proportion is based on the race and gender totals that are summed up from the individual race and gender detail fields.

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5. If a district had no associated schools, that district’s enrollment base fields were set to “-2” (Not Applicable).

COMPUTATION OF DROPOUT FIELDS

1. Total 9–12 dropouts by race is calculated by summing the reported male, female, and gender unknown fields, in grades 9–12, for a particular race category. Total 9–12 dropouts by gender is calculated by summing the 5 reported race fields, in grades 9–12, for a particular gender category. Missing dropout data are treated as zero when calculating these fields. Total dropouts by race and gender are set to “-2” (Not Applicable) when all detail components are “-2.” Total dropouts by race and gender are set to “-1” (Missing) when all detail components are “-1” or a combination of “-1” and “-2.”
2. Total dropouts are computed for grade-range fields 7–12 and 9–12. The grade-range is set to “-1” (Missing) if all of the individual grades are “-1” (Missing), otherwise the grade-range is set to the sum of the dropout counts in each grade.

COMPUTATION OF HIGH SCHOOL FOUR-YEAR COMPLETION RATE FIELDS

$$TCOMR_t = \frac{TOTCOM_t}{TOTCOM_t + DP12_t + DP11_{(t-1)} + DP10_{(t-2)} + DP9_{(t-3)}}$$

Where

$TCOMR_t$ = The high school 4-year completion rate for year t (e.g., 2001)⁴

$TOTCOM_t$ = The number of completers for the year t (e.g., 2001)

$DP12_t$ = The number of dropouts for grade 12 at year t (e.g., 2001)

$DP11_{(t-1)}$ = The number of dropouts for grade 11 in the prior year ($t - 1$) (e.g., 2000)

$DP10_{(t-2)}$ = The number of dropouts for grade 10 in the year ($t - 2$) (e.g., 1999)

$DP9_{(t-3)}$ = The number of dropouts for grade 9 in the year ($t - 3$) (e.g., 1998)

⁴ The rate is set to “-2” (Not Applicable) if the entire denominator is 0 (zero). The rate is set to “-1” (Missing) if the number of Completers or any of the dropout counts by grade is “-1” (Missing). If no completer or dropout totals are missing, the rate is set to “-2” (Not applicable), if the number of Completers or the denominator total is “-2” (Not applicable).

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COMPUTATION OF COMPLETION RATE BASE FIELDS

1. The total Completion Rate Base (denominator) value is calculated by summing the values of each of the five denominator components. The total Completion Rate Base by race is calculated by summing the reported male, female, and gender unknown fields for the race category in each of the five denominator components. The total Completion Rate Base by gender is calculated by summing the reported race fields for the gender category, in each of the 5 denominator components.
2. The total Completion Rate Base (denominator) value is set to “-2” (Not applicable) if the Total Completer value is Not Applicable (e.g., if a district does not serve grade 12 students).
3. The total district-level Completion Rate Base (denominator) field is set to “-1” (Missing) if any of the denominator components is “-1.”
4. The total state-level Completion Rate Base (denominator) field treats “-1” (Missing) values in the denominator components as 0 (zero).

COMPUTATION OF IMPUTED YEAR 2, GRADE 10 DROPOUT DATA

$$TOTD10_{Y2} = \frac{TOTD10_{Y1} + TOTD10_{Y3}}{2}$$

Where

$TOTD10_{Y2}$ = Imputed year 2 count of Grade 10 dropouts⁵

$TOTD10_{Y1}$ = Year 1 count of Grade 10 dropouts

$TOTD10_{Y3}$ = Year 3 count of Grade 10 dropouts

1. Total grade 10, year 2 data was imputed for districts in Arizona and Idaho by taking the average of the reported grade 10 (year 1) and grade 10 (year 3). If year 1 or year 3 = “-1” (Missing), imputed year 2 was set to “-1”; otherwise, if year 1 or year 3 = “-2” (Not applicable), the imputed year 2 was set to “-2.”
2. Total grade 10 dropouts $_{(Y1, Y3)}$ by race were calculated by summing the reported male, female, and gender unknown fields, in grade 10 $_{(Y1, Y3)}$, for a particular race category before taking the average. Total grade 10 dropouts $_{(Y1, Y3)}$ by gender were calculated by summing the 5 reported race fields, in grades 10 $_{(Y1, Y3)}$, for a particular gender category. Missing dropout data were treated as zero when calculating these fields. Total dropouts by race and gender were set to “-2” (Not Applicable) when all detail components were “-2.” Total dropouts by race and

⁵ Note that if the sum of the imputed race totals was greater than the imputed grade 10 total, the imputed grade 10 total was set to the sum of the imputed race totals.

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Common Core of Data, Local Education Agency Universe Survey Dropout and Completion
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gender were set to “-1” (Missing) when all detail components were “-1” or a combination of “-1” and “-2.”

3. Starting with the 2001–02 file, a new rounding procedure was added to the imputation methodology. For each imputed field, values with a .5 remainder now alternately round up and round down, with a random start. Prior to the 2001–02 file, all .5 remainders rounded up.

APPENDIX E - Data Tables

Common Core of Data, Local Education Agency Universe Dropout File: School Year 2001–02

Table E1. Number of dropouts in each grade, by state and jurisdiction: United States and other jurisdictions, school year 2001–02

State	Number of dropouts							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7–12	Grade 9–12
Alabama ¹	50	241	1,929	1,963	1,952	1,568	7,703	7,412
Alaska ¹	121	205	837	882	785	705	3,535	3,209
Arizona ¹	2,496	2,159	7,243	6,583	5,852	6,636	30,969	26,314
Arkansas	504	499	1,296	1,605	2,137	1,888	7,929	6,926
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	‡	‡	‡	‡
Connecticut	170	140	1,072	1,052	1,071	902	4,407	4,097
Delaware	17	45	838	548	394	339	2,181	2,119
District of Columbia	—	—	—	—	—	—	—	—
Florida ¹	1,722	2,113	9,732	6,033	4,789	5,531	29,920	26,085
Georgia	820	1,155	7,836	6,895	5,848	5,236	27,790	25,815
Hawaii	58	127	450	726	725	808	2,894	2,709
Idaho	—	—	505	717	903	778	2,903	2,903
Illinois ¹	2,955	3,606	11,749	9,775	8,511	6,338	42,934	36,373
Indiana	83	99	1,185	1,612	1,857	1,766	6,602	6,420
Iowa	5	5	502	782	1,129	1,288	3,711	3,701
Kansas	26	34	570	1,106	1,297	1,537	4,570	4,510
Kentucky	35	123	1,651	2,034	1,963	1,518	7,324	7,166
Louisiana	936	2,100	3,823	3,535	3,069	3,151	16,614	13,578
Maine	12	16	297	432	518	512	1,787	1,759
Maryland ¹	62	111	2,779	2,659	2,316	1,836	9,763	9,590
Massachusetts	—	—	—	—	—	—	—	—
Michigan	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	133	199	751	1,896	2,983	4,887	10,849	10,517
Mississippi	163	294	1,459	1,402	1,223	984	5,525	5,068
Missouri	174	301	1,864	2,635	2,859	2,341	10,174	9,699
Montana	33	76	360	580	497	467	2,013	1,904
Nebraska	88	118	863	859	1,042	1,011	3,981	3,775
Nevada	310	355	1,608	1,095	490	2,832	6,690	6,025
New Hampshire	—	—	317	550	782	843	2,492	2,492
New Jersey ¹	121	149	2,480	2,325	2,400	1,968	9,443	9,173
New Mexico	167	287	1,633	1,347	1,181	745	5,360	4,906
New York ¹	186	403	9,007	25,634	13,535	10,227	58,992	58,403
North Carolina	290	563	6,688	5,738	4,792	3,209	21,280	20,427
North Dakota	2	4	98	193	202	221	720	714
Ohio	983	1,327	4,534	3,948	4,937	5,295	21,024	18,714
Oklahoma	316	428	2,021	2,188	1,896	1,558	8,407	7,663
Oregon	283	314	1,277	1,640	2,156	3,087	8,757	8,160
Pennsylvania	74	157	3,277	4,610	5,240	5,226	18,584	18,353
Rhode Island	12	34	547	531	475	371	1,970	1,924
South Carolina	47	80	2,239	1,822	1,233	930	6,351	6,224
South Dakota	32	26	210	284	297	343	1,192	1,134
Tennessee ¹	317	423	1,895	2,032	2,432	2,996	10,095	9,355
Texas	587	2,426	11,125	11,550	9,224	11,054	45,966	42,953
Utah	382	413	542	878	1,438	2,503	6,156	5,361
Vermont ¹	10	20	194	313	369	391	1,297	1,267
Virginia	319	351	2,812	2,304	2,179	2,540	10,505	9,835
Washington	—	—	5,355	4,957	5,146	6,641	22,099	22,099
West Virginia	14	87	760	814	821	697	3,193	3,092
Wisconsin	206	526	1,218	970	1,085	2,260	6,265	5,533
Wyoming	31	29	185	459	538	500	1,742	1,682
DOD Dependents Schools, Bureau of Indian Affairs, and outlying areas	—	—	—	—	—	—	—	—
DODDS: DoDs Overseas	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	41	34	10	12	10	10	117	42
Guam	—	—	—	—	—	—	—	—
Northern Marianas	1	10	62	52	40	23	188	177
Puerto Rico ¹	179	224	354	762	540	364	2,423	2,020
Virgin Islands	39	34	179	76	51	33	412	339

— Not available.

‡ Reporting standards not met. State reported dropout data not in agreement with the Common Core of Data (CCD) definition.

¹ This state reported on an alternative July through June cycle rather than the specified October through September cycle (Alternative Reporting Calendar, ARC).

SOURCE: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02, version 0d."

APPENDIX E - Data Tables

Common Core of Data, Locale Education Agency Universe Dropout File: School Year 2001–02

Table E2. Percentage of dropouts in each grade, by state and jurisdiction: United States and other jurisdictions, school year 2001–02

State	Percentage of dropouts							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7–12	Grade 9–12
Alabama ¹	0.1	0.4	3.2	3.8	4.2	3.7	2.4	3.7
Alaska ¹	1.1	1.9	7.1	8.7	8.5	8.5	5.8	8.1
Arizona ¹	3.4	3.1	9.9	9.8	10.1	12.7	7.9	10.5
Arkansas	1.4	1.4	3.6	4.6	6.6	6.5	3.9	5.3
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	‡	‡	‡	‡
Connecticut	0.4	0.3	2.3	2.5	2.9	2.6	1.8	2.6
Delaware	0.2	0.5	7.9	6.1	5.2	4.8	4.1	6.2
District of Columbia	—	—	—	—	—	—	—	—
Florida ¹	0.9	1.1	3.9	3.5	3.2	4.2	2.7	3.7
Georgia	0.7	1.0	6.1	6.7	6.6	6.9	4.5	6.5
Hawaii	0.4	0.9	2.8	5.4	5.8	7.6	3.6	5.1
Idaho	—	—	2.5	3.8	4.9	4.4	2.6	3.9
Illinois ¹	1.9	2.4	7.2	6.6	6.3	5.2	4.9	6.4
Indiana	0.1	0.1	1.5	2.2	2.7	2.8	1.5	2.3
Iowa	#	#	1.2	2.0	2.9	3.5	1.6	2.4
Kansas	0.1	0.1	1.4	2.9	3.7	4.6	2.1	3.1
Kentucky	0.1	0.3	3.1	4.3	4.6	4.0	2.6	4.0
Louisiana	1.6	3.4	6.7	7.2	6.7	7.6	5.3	7.0
Maine	0.1	0.1	1.8	2.6	3.4	3.8	1.8	2.8
Maryland ¹	0.1	0.2	3.8	4.2	4.0	3.5	2.5	3.9
Massachusetts	—	—	—	—	—	—	—	—
Michigan	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	0.2	0.3	1.1	2.7	4.3	7.1	2.6	3.8
Mississippi	0.4	0.8	3.7	4.1	4.2	3.7	2.7	3.9
Missouri	0.2	0.4	2.5	3.8	4.5	4.1	2.5	3.6
Montana	0.3	0.6	2.8	4.5	4.1	4.1	2.7	3.9
Nebraska	0.4	0.5	3.6	3.8	4.7	4.7	3.0	4.2
Nevada	1.1	1.3	5.0	4.4	2.8	14.5	4.5	6.4
New Hampshire	—	—	1.8	3.4	5.1	6.3	2.8	4.0
New Jersey ¹	0.1	0.1	2.3	2.4	2.7	2.4	1.6	2.5
New Mexico	0.7	1.1	5.7	5.2	5.4	4.0	3.7	5.2
New York ¹	0.1	0.2	3.5	11.2	7.6	6.5	4.7	7.1
North Carolina	0.3	0.6	5.9	6.1	5.9	4.6	3.8	5.7
North Dakota	#	#	1.1	2.1	2.2	2.6	1.4	2.0
Ohio	0.7	0.9	2.8	2.7	3.2	3.9	2.4	3.1
Oklahoma	0.7	0.9	4.1	4.7	4.5	4.0	3.1	4.4
Oregon	0.6	0.7	2.8	3.7	5.3	8.1	3.4	4.9
Pennsylvania	0.1	0.1	2.1	3.2	4.0	4.3	2.2	3.3
Rhode Island	0.1	0.3	4.0	4.6	4.5	3.9	2.8	4.3
South Carolina	0.1	0.2	3.5	3.7	3.2	2.6	2.2	3.3
South Dakota	0.3	0.3	2.0	2.7	3.0	3.7	2.0	2.8
Tennessee ¹	0.4	0.6	2.6	3.1	4.3	6.0	2.6	3.8
Texas	0.2	0.8	3.1	4.0	3.6	4.9	2.6	3.8
Utah	1.0	1.1	1.5	2.4	3.9	7.0	2.8	3.7
Vermont ¹	0.1	0.3	2.3	3.8	4.8	5.3	2.7	4.0
Virginia	0.3	0.4	2.8	2.6	2.8	3.6	2.0	2.9
Washington	—	—	6.2	6.1	6.8	9.6	4.7	7.1
West Virginia	0.1	0.4	3.2	3.8	4.1	3.8	2.5	3.7
Wisconsin	0.3	0.8	1.6	1.3	1.6	3.5	1.5	1.9
Wyoming	0.4	0.4	2.5	6.1	7.5	7.3	4.0	5.8
DOD Dependents Schools, Bureau of Indian Affairs, and outlying areas								
DODDS: DoDs Overseas	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	3.5	3.1	0.9	1.2	1.1	1.2	1.9	1.1
Guam	—	—	—	—	—	—	—	—
Northern Marianas	0.1	1.3	7.2	7.0	9.2	5.3	4.6	7.1
Puerto Rico ¹	0.3	0.5	0.8	1.7	1.4	1.1	0.9	1.2
Virgin Islands	—	—	—	—	—	—	—	—

— Not available.

Rounds to zero.

‡ Reporting standards not met. State reported dropout data not in agreement with the Common Core of Data (CCD) definition.

¹ This state reported on an alternative July through June cycle rather than the specified October through September cycle (Alternative Reporting Calendar, ARC).

NOTE: The denominator for each percentage is the enrollment base for that grade or grade range.

SOURCE: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02, version 0d."

APPENDIX E - Data Tables

Common Core of Data, Local Education Agency Universe Dropout File: School year 2001–02

Table E3. Number of enrollments in each grade, by state and jurisdiction: United States and other jurisdictions, school year 2001–02

State	Number of enrollments							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7–12	Grade 9–12
Alabama ¹	60,224	56,595	61,084	51,569	46,171	42,905	318,548	201,729
Alaska ¹	10,967	10,702	11,734	10,147	9,240	8,340	61,130	39,461
Arizona ¹	72,628	70,062	73,200	67,418	58,040	52,400	393,748	251,058
Arkansas	36,407	35,485	36,009	34,531	32,361	28,940	203,733	131,841
California	†	†	†	†	†	†	†	†
Colorado	†	†	†	†	†	†	†	†
Connecticut	45,180	43,875	46,451	41,673	37,430	34,221	248,830	159,775
Delaware	9,217	9,396	10,588	9,026	7,588	7,027	52,842	34,229
District of Columbia	†	†	†	†	†	†	†	†
Florida ¹	202,100	194,250	248,764	172,935	150,752	130,613	1,099,414	703,064
Georgia	116,877	112,145	128,734	102,590	88,301	75,814	624,461	395,439
Hawaii	14,026	13,713	16,046	13,529	12,432	10,639	80,385	52,646
Idaho	19,341	19,546	19,879	19,033	18,431	17,609	113,839	74,952
Illinois ¹	157,523	151,162	163,908	149,100	136,090	122,783	880,566	571,881
Indiana	80,187	77,305	79,305	73,349	67,946	63,199	441,291	283,799
Iowa	38,034	37,477	40,197	39,517	38,829	36,836	230,890	155,379
Kansas	36,701	36,971	39,439	37,873	35,358	33,693	220,035	146,363
Kentucky	49,401	47,434	54,085	47,086	42,243	37,483	277,732	180,897
Louisiana	58,616	61,233	57,259	48,849	46,110	41,708	313,775	193,926
Maine	17,366	17,513	16,961	16,420	15,045	13,596	96,901	62,022
Maryland ¹	69,061	66,645	73,799	63,951	57,681	53,014	384,151	248,445
Massachusetts	†	†	†	†	†	†	†	†
Michigan	†	†	†	†	†	†	†	†
Minnesota	66,701	66,797	69,032	70,837	69,490	68,997	411,854	278,356
Mississippi	40,385	37,733	39,553	34,288	29,424	26,495	207,878	129,760
Missouri	71,542	69,939	75,374	69,579	63,321	57,581	407,336	265,855
Montana	12,099	12,404	13,033	12,785	12,109	11,332	73,762	49,259
Nebraska	21,691	21,699	23,788	22,767	22,023	21,620	133,588	90,198
Nevada	28,494	27,155	32,137	25,120	17,734	19,488	150,128	94,479
New Hampshire	13,350	13,313	17,733	16,233	15,246	13,369	89,244	62,581
New Jersey ¹	107,060	102,245	105,551	97,312	89,011	81,451	582,630	373,325
New Mexico	25,403	25,012	28,816	25,843	21,907	18,658	145,639	95,224
New York ¹	226,205	218,389	256,036	227,956	178,542	158,419	1,265,547	820,953
North Carolina	105,074	100,915	113,788	94,007	80,872	69,226	563,882	357,893
North Dakota	8,383	8,514	8,906	9,040	8,986	8,661	52,490	35,593
Ohio	145,053	142,332	160,548	145,628	153,039	136,283	882,883	595,498
Oklahoma	47,431	45,968	49,279	46,103	41,780	38,831	269,392	175,993
Oregon	44,023	42,984	44,808	43,969	41,054	37,893	254,731	167,724
Pennsylvania	147,043	145,172	158,585	146,087	132,026	120,885	849,798	557,583
Rhode Island	12,831	12,363	13,538	11,631	10,587	9,507	70,457	45,263
South Carolina	55,653	52,757	63,884	48,665	38,683	35,262	294,904	186,494
South Dakota	9,984	9,930	10,552	10,499	9,753	9,392	60,110	40,196
Tennessee ¹	72,730	68,756	73,634	65,330	57,077	50,109	387,636	246,150
Texas	311,253	306,158	360,781	289,143	257,241	223,449	1,748,025	1,130,614
Utah	36,382	36,640	35,866	36,980	36,777	35,781	218,426	145,404
Vermont ¹	8,148	7,977	8,603	8,143	7,639	7,427	47,937	31,812
Virginia	92,835	88,283	100,857	87,012	79,029	70,741	518,757	337,639
Washington	78,790	77,117	86,392	81,650	75,361	69,536	468,846	312,939
West Virginia	22,290	21,694	23,395	21,461	19,855	18,365	127,060	83,076
Wisconsin	64,315	63,554	77,680	73,259	69,867	65,043	413,718	285,849
Wyoming	7,037	7,208	7,431	7,516	7,184	6,849	43,225	28,980
DOD Dependents Schools, Bureau of Indian Affairs, and outlying areas								
DODDS: DoDs Overseas	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic	†	†	†	†	†	†	†	†
Bureau of Indian Affairs	†	†	†	†	†	†	†	†
American Samoa	1,164	1,089	1,144	1,032	933	841	6,203	3,950
Guam	†	†	†	†	†	†	†	†
Northern Marianas	785	783	865	741	436	434	4,044	2,476
Puerto Rico ¹	52,490	47,984	46,584	46,031	38,891	33,808	265,788	165,314
Virgin Islands	†	†	†	†	†	†	†	†

† Not applicable. Only states reporting dropout data in agreement with the Common Core of Data (CCD) definition are included in this file.

¹ This state reported on an alternative July through June cycle rather than the specified October through September cycle (Alternative Reporting Calendar, ARC).

SOURCE: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2001–02, version 0d."

APPENDIX E - Data Tables

Common Core of Data, Local Education Agency Universe Dropout File: School Year 2001–02

Table E4. Number of high school completers and high school four-year completion rates, by state and jurisdiction: United States and other jurisdictions, school year 2001–02

State	Number of completers ¹			Four year completion rate ²		
	Total	Diploma	Other completers	Total	Diploma	Other completers
Alabama ³	39,416	35,887	3,529	81.7	74.4	7.3
Alaska ³	6,973	6,945	28	73.4	73.1	0.3
Arizona ³	48,383	47,175	1,208	67.7 ⁴	66.0 ⁴	1.7 ⁴
Arkansas	28,893	26,984	1,909	79.4	74.2	5.2
California	‡	‡	†	‡	‡	‡
Colorado	‡	‡	‡	‡	‡	‡
Connecticut	32,352	32,193	159	87.2	86.8	0.4
Delaware	6,615	6,481	134	81.8	80.2	1.7
District of Columbia	¥	¥	¥	—	—	—
Florida ³	125,052	119,490	5,562	—	—	—
Georgia	72,564	65,983	6,581	72.7	66.1	6.6
Hawaii	10,669	10,452	217	78.9	77.3	1.6
Idaho	15,908	15,874	34	79.3 ⁴	79.1 ⁴	0.2 ⁴
Illinois ³	116,657	116,657	†	77.8	77.8	†
Indiana	58,253	56,722	1,531	—	—	—
Iowa	33,832	33,789	43	89.4	89.3	0.1
Kansas	29,541	29,541	†	—	—	—
Kentucky	36,669	36,337	332	80.7	80.0	0.7
Louisiana	38,808	37,905	903	67.1	65.6	1.6
Maine	12,195	12,166	29	86.0	85.8	0.2
Maryland ³	51,393	50,883	510	83.9	83.1	0.8
Massachusetts	¥	¥	¥	—	—	—
Michigan	‡	‡	‡	‡	‡	‡
Minnesota	57,440	57,440	†	83.3	83.3	†
Mississippi	25,612	23,740	1,872	80.2	74.3	5.9
Missouri	54,434	54,434	†	82.1	82.1	†
Montana	10,554	10,554	†	84.0	84.0	†
Nebraska	20,005	19,910	95	84.1	83.7	0.4
Nevada	16,802	16,122	680	75.1	72.0	3.0
New Hampshire	12,452	12,452	—	—	—	—
New Jersey ³	77,831	77,831	†	88.6	88.6	†
New Mexico	18,194	18,094	100	75.4	75.0	0.4
New York ³	144,585	140,096	4,489	80.9	78.4	2.5
North Carolina	66,646	65,955	691	—	—	—
North Dakota	8,114	8,114	†	90.7	90.7	†
Ohio	110,608	110,608	†	—	—	—
Oklahoma	36,853	36,853	†	79.7	79.7	†
Oregon	35,080	31,153	3,927	78.8	70.0	8.8
Pennsylvania	114,943	114,943	†	84.9	84.9	†
Rhode Island	9,015	9,006	9	81.6	81.5	0.1
South Carolina	33,686	31,302	2,384	—	—	—
South Dakota	8,720	8,720	†	84.0	84.0	†
Tennessee ³	44,926	40,894	4,032	81.6	74.3	7.3
Texas	225,164	225,164	†	—	—	—
Utah	30,338	30,183	155	84.4	84.0	0.4
Vermont ³	7,175	7,083	92	83.1	82.0	1.1
Virginia	69,272	66,519	2,753	85.1	81.7	3.4
Washington	58,463	58,311	152	—	—	—
West Virginia	17,147	17,128	19	82.7	82.6	0.1
Wisconsin	60,575	60,575	—	—	—	—
Wyoming	6,146	6,106	40	77.4	76.9	0.5
DOD Dependents Schools, Bureau of Indian Affairs, and outlying areas						
DODDS: DoDs Overseas	¥	¥	¥	—	—	—
DDESS: DoDs Domestic	¥	¥	¥	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	830	823	7	94.2	93.4	0.8
Guam	—	—	—	—	—	—
Northern Marianas	416	416	†	69.1	69.1	†
Puerto Rico ³	32,895	30,278	2,617	94.8	87.3	7.5
Virgin Islands	883	883	†	68.7	68.7	†

— Not available.

† Not applicable.

‡ Reporting standards not met. State reported dropout data not in agreement with the Common Core of Data (CCD) definition. Only states reporting dropout data in agreement with the CCD definition are included in this file.

¥ State reported completion data but did not report dropout data. Only states reporting dropout data in agreement with the CCD definition are included in this file.

¹ Includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). Total completers may be different than reported on the state-level file.

² The 4-year completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a 4-year period. States that reported completers but not 4 consecutive years.

³ This state reported on an alternative July through June cycle rather than the specified October through September cycle (Alternative Reporting Calendar, ARC).

⁴ Values for 1 year of the 4-year completion rate denominator are imputed. See the Technical Notes for more details.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2001–02, Version 0d."