



U.S. Department of Education  
Institute of Education Sciences  
NCES 2002-315R

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

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.

### **A. What is Revised on This Version of the File?**

Data for the state of Ohio have been removed from the file because it was learned that Ohio was not in compliance with NCES's high school dropout definition.

## **II. The Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01**

### **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, 2000–01 dropout and completer data are reported in the 2001–02 *Local Education Agency Universe Survey*. Calculating the dropout rate requires CCD files from two years, with the number of dropouts reported on the 2001–02 agency file divided by enrollment reported on the 2000–01 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 with 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.<sup>1</sup> 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, 36 states and outlying areas conform to the NCES definition of a dropout and 13 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.

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<sup>1</sup> 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 2000–01 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 2000–01* 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 regular<sup>2</sup>) 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, 2001–02*. Also note that states whose 2000–01 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 2000–01 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.

- R - As reported by the state
- A - Adjustment

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<sup>2</sup>Regular 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.

- T - Total based on sum of internal or external detail
- C - Combined with data provided elsewhere by the state

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 values of each imputation flag is attached in appendix B.

Please note that year 3, grade 11 dropout counts for AZ and ID have been imputed using grade 11 data for these states from year 2 and year 4. 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 or filled with “0,” “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 dropouts would report 0.)

M - Data are missing. A value was expected and none was measured. (For example, a district that has at least one dropout but cannot measure the number of dropouts would report M.)

N - Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report N for dropouts.)

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 four years needed to calculate a completion rate, that district’s CBS is set to “Missing” (M), and a completion rate cannot be calculated for the district. However, when SCBS is created, a district with dropout data for at least one year but fewer than 4 years is assigned an 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 2000–01 file, the following states had an SCBS that included one or more years of missing dropout data: Alaska, District of Columbia, Hawaii, Kentucky, Montana, and Oregon.

## **B. Comments About the Data Fields**

The *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01* 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. 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 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 16 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 were 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 53 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 14 records on the dropout file.

(MCITY) Mailing City - There are some valid cases in which an agency is located in one city and has a mailing address in another city. Mailing city contains an “M” for 4 records on the dropout file.

(MSTATE) Mailing State (PO Abbreviation) - Each record includes a mailing state. There are valid cases in which an agency is located in one state and has a mailing address in another state. There are 16 records in 6 states on this file in which one agency has a mailing state code different than the FIPS code for that state.

(MZIP, MZIP4) Mailing Zip Code + 4 - This field contains an “M” for 3 records on the dropout file. 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 2000–01 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, 2001–02*. 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

Please be aware that value “2” on this *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01* differs slightly from the value “2” on the *Local Education Agency Universe Survey Data File, 2001–02*. The value “2” on the agency file 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 2000–01*, however, indicates districts reported as closed on the 2001–02 agency universe (where 2000–01 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 2000–01* were reported. Directory items taken from the *Local Education Agency Universe Survey Data File* for the same year as the dropout data (school year 2000–01) are indicated by a code of 1. Directory items taken from the agency file on which the dropout data were submitted (school year 2001–02) are indicated with a code of 2. Note that new/added districts on the agency submission file (school year 2001–02) are included on the dropout file and will contain a code of 2.

(DROPDEF) 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 36 states and outlying areas, or if the data conform to all but the Alternative Reporting Calendar component (A), which occurred in 13 states and outlying areas.

Dropouts by Grade (7–12), by Race/Ethnicity, and by Gender - For 2000–01 dropout counts, 36 states and outlying areas conformed to the CCD dropout definition, while an additional 13 conformed to all components of the CCD definition except for the alternative reporting calendar component. Data for 3 of the remaining states were suppressed while data were not reported by DC, WA, DoD, and BIA schools. Vermont did not report dropout counts by male/female, therefore the total male/female dropout fields contain “M” (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, but not male/female dropout counts, and therefore, male/female dropout rate fields contain “M” (Missing). Massachusetts, Oregon, Pennsylvania, and Northern Marianas did not report student enrollment data by male/female fields and therefore dropout rates by male/female fields contain “M” (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 “M” (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. Massachusetts, Oregon, Pennsylvania, and Northern Marianas did not report student enrollment by male/female fields, and therefore, student enrollment base fields by male/female contain “M” (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 “M” (Missing).

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

Other High School Completers by Race/Ethnicity, and by Gender - Arizona, Arkansas, North Carolina, South Carolina, Tennessee, and Vermont reported an Other High School Total, but did not report the race and gender detail. New Hampshire, Wisconsin, and Wyoming 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 9<sup>th</sup> grade dropouts (year 1), 10<sup>th</sup> grade dropouts (year 2), 11<sup>th</sup> grade dropouts (year 3), 12<sup>th</sup> 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 11<sup>th</sup> grade dropouts (year 3), therefore these data were imputed by taking the average of the reported grade 11 (year 2) and grade 11 (year 4). 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. 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.

- 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 2000–01*.

- 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.
- 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.
- 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 8<sup>th</sup> grade in a K–8 district, but then fails to enroll in the 9–12<sup>th</sup> grade district in the fall, that

9–12<sup>th</sup> 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 2000–01 and 2001–02.
5. Districts with all M or N (Missing or Not Applicable) dropout counts have been retained on the file. The enrollment base for these districts is reported on the file as N (Not Applicable).
6. Districts that were reported as closed on the *Local Education Agency Universe Survey, 2001–02*, but were open with dropout counts in any of the previous three years are included on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01*. 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 "N." 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: 2000–01**

##### **A. File Characteristics**

Two files are provided for the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01*: The SAS file is called DR001A.SD2 and the flat ASCII file is called DR001A.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 (00 = 2000–01), the fifth and sixth characters indicate the version number (1 = Public File, A = first version). The record layout (containing field name, field position, field length, field type, and field description) is located in appendix A.

The file contains 13,584 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 2000–01*, but were closed on the *Local Education Agency Universe Survey, School Year 2001–02*.
- States whose 2000–01 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 2000–01 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 2000–01* 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 2000–01* 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 2001–02* 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., 2000–01 school year dropouts and completers are reported on the 2001–02 *Local Education Agency Universe Survey*), the *Local Education Agency Universe Survey: School Year 2001–02* includes new/added agencies for which 2000–01 dropout data are reported even though the agencies do not appear on the *Local Education Agency Universe Survey: School Year 2000–01* file. When linking the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01* to the *Local Education Agency Universe Survey: School Year 2000–01* file, these new/added agencies will not have a matching record on the *Local Education Agency Universe Survey: School Year 2000–01* 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 2001–02* file that were open with dropout counts in any of the previous three years were included on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01*. These records contain the code “2” in the BOUND field on the *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01*, 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> <sup>3</sup>	<u>STABBREV</u> <sup>4</sup>	<u>STATE NAME</u>	<u>FIPS</u> <sup>3</sup>	<u>STABBREV</u> <sup>4</sup>
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 <sup>6</sup>	06	CA	South Carolina	45	SC
Colorado <sup>6</sup>	08	CO	South Dakota	46	SD
Connecticut	09	CT	Tennessee	47	TN
Delaware	10	DE	Texas	48	TX
District of Columbia <sup>6</sup>	11	DC	Utah	49	UT
Florida	12	FL	Vermont	50	VT
Georgia	13	GA	Virginia	51	VA
Hawaii	15	HI	Washington <sup>6</sup>	53	WA
Idaho	16	ID	West Virginia	54	WV
Illinois	17	IL	Wisconsin	55	WI
Indiana <sup>6</sup>	18	IN	Wyoming	56	WY
Iowa	19	IA			
Kansas	20	KS	Department of Defense		
Kentucky	21	KY	Dependents Schools		
Louisiana	22	LA	(overseas) <sup>5,6</sup>	58	DO
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan <sup>6</sup>	26	MI	(domestic) <sup>5,6</sup>	61	DD
Minnesota	27	MN			
Mississippi	28	MS	Bureau of		
Missouri	29	MO	Indian Affairs <sup>5,6</sup>	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	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			

<sup>3</sup>Federal Information Processing STD Codes (01–78).

<sup>4</sup>Postal State Abbreviation Codes.

<sup>5</sup>Not 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 2000–01. For BIA schools, the state abbreviations correspond to the state in which the BIA school resides.

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

## APPENDIX A - Record Layout

### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

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 2000–01 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 2000-01 will be represented in this field as 2000).
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) with the city having a population greater than or equal to 250,000. 2 = Mid-size City - A central city of a CMSA or Metropolitan Statistical Area (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 Mid-size City - Any incorporated place, Census Designated Place, 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 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 with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA. 7 = Rural, outside MSA - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau. 8 = Rural, inside MSA - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

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### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

BOUND	0168	0168		AN	The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are: 1 = No change since last report. 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. 3 = This is a new education agency formed with no effect on another agency's boundaries. 4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added. 5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.
SUBMIT	0169	0169	1	AN	Flag indicating the CCD submission file in which the directory data were reported. 1=Directory and enrollment data from the 2000-01 CCD submission file. 2=Directory data from 2001-02 CCD submission file.
GSLO	0170	0171	2	AN	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: PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade UG = Ungraded (UG occurs only in isolation from other GSLO codes) 00 = no students reported (00 occurs only in isolation from other GSLO codes).
GSHI	0172	0173	2	AN	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: PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade UG = Ungraded (UG occurs only in isolation from other GSHI codes) 00 = no students reported (00 occurs only in isolation from other GSHI codes).
TOTD07	0174	0179	6	N	Count of Grade 7 dropouts - Total.
AMD07M	0180	0185	6	N	Count of Grade 7 dropouts - American Indian/Alaskan Native - male.
AMD07F	0186	0191	6	N	Count of Grade 7 dropouts - American Indian/Alaskan Native - female.
AMD07U	0192	0197	6	N	Count of Grade 7 dropouts - American Indian/Alaskan 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.
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/Alaskan Native - male.
AMD08F	0282	0287	6	N	Count of Grade 8 dropouts - American Indian/Alaskan Native - female.
AMD08U	0288	0293	6	N	Count of Grade 8 dropouts - American Indian/Alaskan Native - gender unknown.
ASD08M	0294	0299	6	N	Count of Grade 8 dropouts - Asian/Pacific Islander - male.

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### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

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/Alaskan Native - male.
AMD09F	0378	0383	6	N	Count of Grade 9 dropouts - American Indian/Alaskan Native - female.
AMD09U	0384	0389	6	N	Count of Grade 9 dropouts - American Indian/Alaskan 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/Alaskan Native - male.
AMD10F	0474	0479	6	N	Count of Grade 10 dropouts - American Indian/Alaskan Native - female.
AMD10U	0480	0485	6	N	Count of Grade 10 dropouts - American Indian/Alaskan 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.
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/Alaskan Native - male.
AMD11F	0570	0575	6	N	Count of Grade 11 dropouts - American Indian/Alaskan Native - female.
AMD11U	0576	0581	6	N	Count of Grade 11 dropouts - American Indian/Alaskan Native - gender unknown.
ASD11M	0582	0587	6	N	Count of Grade 11 dropouts - Asian/Pacific Islander - male.

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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/Alaskan Native - male.
AMD12F	0666	0671	6	N	Count of Grade 12 dropouts - American Indian/Alaskan Native - female.
AMD12U	0672	0677	6	N	Count of Grade 12 dropouts - American Indian/Alaskan 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/Alaskan 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)
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).

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### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

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/Alaskan 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/Alaskan 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).
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.

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### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

AMDPLM	0992	0997	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - male.
AMDPLF	0998	1003	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - female.
AMDPLU	1004	1009	6	N	Diploma Recipients - Amer. Indian/Alaskan 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/Alaskan Native - male.
AMOHCF	1094	1099	6	N	Other High School Completers - Amer. Indian/Alaskan Native - female.
AMOHCU	1100	1105	6	N	Other High School Completers - Amer. Indian/Alaskan 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/Alaskan Native - male: The sum of the fields AMDPLM and AMOHCM.
AMCOMF	1190	1195	6	N	Total Completers - Amer. Indian/Alaskan Native - female: The sum of the fields AMDPLF and AMOHCF.
AMCOMU	1196	1201	6	N	Total Completers - Amer. Indian/Alaskan 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.
ASCOMF	1208	1213	6	N	Total Completers - Asian/Pacific Islander - female: The sum of the fields ASDPLF and ASOHCF.
ASCOMU	1214	1219	6	N	Total Completers - Asian/Pacific Islander - gender unknown: The sum of the fields ASDPLU and ASOHCU.
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 HIOHCU.
BLCOMM	1238	1243	6	N	Total Completers - Black, not Hispanic - male: The sum of the fields BLDPLM and BLOHCM.



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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 BLOHCU.
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 WHOHCU.
TDPLAM	1274	1279	6	N	Total Diploma Recipients - Amer. Indian/Alaskan Native: The sum of the fields AMDPLM, AMOHCF and AMOHCU.
TDPLAS	1280	1285	6	N	Total Diploma Recipients - Asian/Pacific Islander: The sum of the fields ASDPLM, ASOHCF and ASOHCU.
TDPLHI	1286	1291	6	N	Total Diploma Recipients - Hispanic: The sum of the fields HIDPLM, HIOHCF and HIOHCU.
TDPLBL	1292	1297	6	N	Total Diploma Recipients - Black, not Hispanic: The sum of the fields BLDPLM, BLOHCF and BLOHCU.
TDPLWH	1298	1303	6	N	Total Diploma Recipients - White, not Hispanic: The sum of the fields WHDPLM, WHOHCF and WHOHCU.
TOHCAM	1304	1309	6	N	Total Other High School Completers - Amer. Indian/Alaskan Native: The sum of the fields AMOHCM, AMOHCF and AMOHCU.
TOHCAS	1310	1315	6	N	Total Other High School Completers - Asian/Pacific Islander: The sum of the fields ASOHCM, ASOHCF and ASOHCU.
TOHCHI	1316	1321	6	N	Total Other High School Completers - Hispanic: The sum of the fields HIOHCM, HIOHCF and HIOHCU.
TOHCBL	1322	1327	6	N	Total Other High School Completers - Black, not Hispanic: The sum of the fields BLOHCM, BLOHCF and BLOHCU.
TOHCWH	1328	1333	6	N	Total Other High School Completers - White, not Hispanic: The sum of the fields WHOHCM, WHOHCF and WHOHCU.
TCOMAM	1334	1339	6	N	Total Completers - Amer. Indian/Alaskan Native: The sum of the fields AMCOMM, AMCOMF and AMCOMF.
TCOMAS	1340	1345	6	N	Total Completers - Asian/Pacific Islander: The sum of the fields ASCOMM, ASCOMF and ASCOMF.
TCOMHI	1346	1351	6	N	Total Completers - Hispanic: The sum of the fields HICOMM, HICOMF and HICOMF.
TCOMBL	1352	1357	6	N	Total Completers - Black, not Hispanic: The sum of the fields BLCOMM, BLCOMF and BLCOMF.
TCOMWH	1358	1363	6	N	Total Completers - White, not Hispanic: The sum of the fields WHCOMM, WHCOMF and WHCOMF.
TDPLM	1364	1369	6	N	Total Diploma Recipients - male: The sum of the fields AMDPLM, ASDPLM, HIDPLM, BLDPLM, and WHDPLM.
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.

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### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

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/Alaskan 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/Alaskan 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 Recipient Completion Rate (see appendix D for computation procedures).
TDPLAMR	1531	1535	5*	N	Total Diploma Recipients Rate - Amer. Indian/Alaskan 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).
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/Alaskan 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).

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### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

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/Alaskan 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.
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.

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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.
ICBSWH	1684	1684	1	AN	If this field contains anything other than "T", a value used to create the SCBSWH field was imputed.
ICBSM	1685	1685	1	AN	If this field contains anything other than "T", a value used to create the SCBSM field was imputed.
ICBSF	1686	1686	1	AN	If this field contains anything other than "T", a value used to create the SCBSF field was imputed.
ICBSU	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**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

Variable	Label	Minimum	Maximum	Mean	N
TOTD07	Dropouts (Total 7th Grade)	0.0	632.0	1.3	10053
AMD07M	Dropouts (7th-Amer Ind/AK Nat-Male)	0.0	15.0	#	10052
AMD07F	Dropouts (7th-Amer Ind/AK Nat-Female)	0.0	18.0	#	10052
AMD07U	Dropouts (7th-Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	10052
ASD07M	Dropouts (7th-Asian/Pac Isl-Male)	0.0	8.0	#	10052
ASD07F	Dropouts (7th-Asian/Pac Isl-Female)	0.0	9.0	#	10052
ASD07U	Dropouts (7th-Asian/Pac Isl-Unknown)	0.0	0.0	0.0	10052
HID07M	Dropouts (7th-Hispanic-Male)	0.0	168.0	0.2	10052
HID07F	Dropouts (7th-Hispanic-Female)	0.0	172.0	0.2	10052
HID07U	Dropouts (7th-Hispanic-Unknown)	0.0	0.0	0.0	10052
BLD07M	Dropouts (7th-Black-Male)	0.0	158.0	0.2	10052
BLD07F	Dropouts (7th-Black-Female)	0.0	111.0	0.2	10052
BLD07U	Dropouts (7th-Black-Unknown)	0.0	0.0	0.0	10052
WHD07M	Dropouts (7th-White-Male)	0.0	120.0	0.3	10047
WHD07F	Dropouts (7th-White-Female)	0.0	122.0	0.2	10047
WHD07U	Dropouts (7th-White-Unknown)	0.0	1.0	#	10052
TOTD08	Dropouts (Total 8th Grade)	0.0	1121.0	2.1	10113
AMD08M	Dropouts (8th-Amer Ind/AK Nat-Male)	0.0	15.0	#	10112
AMD08F	Dropouts (8th-Amer Ind/AK Nat-Female)	0.0	24.0	#	10112
AMD08U	Dropouts (8th-Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	10112
ASD08M	Dropouts (8th-Asian/Pac Isl-Male)	0.0	50.0	#	10112
ASD08F	Dropouts (8th-Asian/Pac Isl-Female)	0.0	49.0	#	10112
ASD08U	Dropouts (8th-Asian/Pac Isl-Unknown)	0.0	0.0	0.0	10112
HID08M	Dropouts (8th-Hispanic-Male)	0.0	219.0	0.3	10112
HID08F	Dropouts (8th-Hispanic-Female)	0.0	179.0	0.2	10112
HID08U	Dropouts (8th-Hispanic-Unknown)	0.0	0.0	0.0	10112
BLD08M	Dropouts (8th-Black-Male)	0.0	374.0	0.4	10112
BLD08F	Dropouts (8th-Black-Female)	0.0	266.0	0.3	10112
BLD08U	Dropouts (8th-Black-Unknown)	0.0	0.0	0.0	10112
WHD08M	Dropouts (8th-White-Male)	0.0	112.0	0.4	10103
WHD08F	Dropouts (8th-White-Female)	0.0	106.0	0.3	10103
WHD08U	Dropouts (8th-White-Unknown)	0.0	2.0	#	10112
TOTD09	Dropouts (Total 9th Grade)	0.0	6805.0	12.7	9202
AMD09M	Dropouts (9th-Amer Ind/AK Nat-Male)	0.0	82.0	0.2	9198
AMD09F	Dropouts (9th-Amer Ind/AK Nat-Female)	0.0	50.0	0.2	9198
AMD09U	Dropouts (9th-Amer Ind/AK Nat-Unknown)	0.0	1.0	#	9200
ASD09M	Dropouts (9th-Asian/Pac Isl-Male)	0.0	246.0	0.2	9197
ASD09F	Dropouts (9th-Asian/Pac Isl-Female)	0.0	173.0	0.1	9197
ASD09U	Dropouts (9th-Asian/Pac Isl-Unknown)	0.0	1.0	#	9200
HID09M	Dropouts (9th-Hispanic-Male)	0.0	1220.0	1.6	9198
HID09F	Dropouts (9th-Hispanic-Female)	0.0	1036.0	1.3	9198
HID09U	Dropouts (9th-Hispanic-Unknown)	0.0	1.0	#	9200
BLD09M	Dropouts (9th-Black-Male)	0.0	2155.0	2.5	9196
BLD09F	Dropouts (9th-Black-Female)	0.0	1719.0	1.7	9196
BLD09U	Dropouts (9th-Black-Unknown)	0.0	2.0	#	9200
WHD09M	Dropouts (9th-White-Male)	0.0	361.0	2.9	9148
WHD09F	Dropouts (9th-White-Female)	0.0	285.0	2.0	9148
WHD09U	Dropouts (9th-White-Unknown)	0.0	33.0	#	9200
TOTD10	Dropouts (Total 10th Grade)	0.0	6294.0	12.6	9218
AMD10M	Dropouts (10th-Amer Ind/AK Nat-Male)	0.0	66.0	0.2	9214
AMD10F	Dropouts (10th-Amer Ind/AK Nat-Female)	0.0	47.0	0.2	9214

# Value is less than 0.05.

† Not applicable.

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

Variable	Label	Minimum	Maximum	Mean	N
AMD10U	Dropouts (10th-Amer Ind/AK Nat-Unk)	0.0	3.0	#	9216
ASD10M	Dropouts (10th-Asian/Pac Isl-Male)	0.0	321.0	0.2	9212
ASD10F	Dropouts (10th-Asian/Pac Isl-Female)	0.0	221.0	0.1	9212
ASD10U	Dropouts (10th-Asian/Pac Isl-Unknown)	0.0	1.0	#	9216
HID10M	Dropouts (10th-Hispanic-Male)	0.0	1398.0	1.5	9214
HID10F	Dropouts (10th-Hispanic-Female)	0.0	1234.0	1.1	9214
HID10U	Dropouts (10th-Hispanic-Unknown)	0.0	2.0	#	9216
BLD10M	Dropouts (10th-Black-Male)	0.0	1505.0	2.1	9211
BLD10F	Dropouts (10th-Black-Female)	0.0	1321.0	1.5	9211
BLD10U	Dropouts (10th-Black-Unknown)	0.0	2.0	#	9216
WHD10M	Dropouts (10th-White-Male)	0.0	340.0	3.4	9157
WHD10F	Dropouts (10th-White-Female)	0.0	241.0	2.4	9157
WHD10U	Dropouts (10th-White-Unknown)	0.0	24.0	#	9216
TOTD11	Dropouts (Total 11th Grade)	0.0	5972.0	12.0	9268
AMD11M	Dropouts (11th-Amer Ind/AK Nat-Male)	0.0	37.0	0.1	9264
AMD11F	Dropouts (11th-Amer Ind/AK Nat-Female)	0.0	38.0	0.1	9264
AMD11U	Dropouts (11th-Amer Ind/AK Nat-Unk)	0.0	6.0	#	9266
ASD11M	Dropouts (11th-Asian/Pac Isl-Male)	0.0	297.0	0.2	9263
ASD11F	Dropouts (11th-Asian/Pac Isl-Female)	0.0	243.0	0.1	9263
ASD11U	Dropouts (11th-Asian/Pac Isl-Unknown)	0.0	1.0	#	9266
HID11M	Dropouts (11th-Hispanic-Male)	0.0	1565.0	1.2	9261
HID11F	Dropouts (11th-Hispanic-Female)	0.0	847.0	0.9	9261
HID11U	Dropouts (11th-Hispanic-Unknown)	0.0	2.0	#	9266
BLD11M	Dropouts (11th-Black-Male)	0.0	1764.0	1.6	9262
BLD11F	Dropouts (11th-Black-Female)	0.0	915.0	1.2	9262
BLD11U	Dropouts (11th-Black-Unknown)	0.0	1.0	#	9266
WHD11M	Dropouts (11th-White-Male)	0.0	368.0	3.7	9203
WHD11F	Dropouts (11th-White-Female)	0.0	197.0	2.8	9203
WHD11U	Dropouts (11th-White-Unknown)	0.0	29.0	#	9266
TOTD12	Dropouts (Total 12th Grade)	0.0	2382.0	11.4	9390
AMD12M	Dropouts (12th-Amer Ind/AK Nat-Male)	0.0	43.0	0.1	9388
AMD12F	Dropouts (12th-Amer Ind/AK Nat-Female)	0.0	36.0	0.1	9388
AMD12U	Dropouts (12th-Amer Ind/AK Nat-Unk)	0.0	2.0	#	9390
ASD12M	Dropouts (12th-Asian/Pac Isl-Male)	0.0	328.0	0.2	9387
ASD12F	Dropouts (12th-Asian/Pac Isl-Female)	0.0	261.0	0.1	9387
ASD12U	Dropouts (12th-Asian/Pac Isl-Unknown)	0.0	1.0	#	9390
HID12M	Dropouts (12th-Hispanic-Male)	0.0	456.0	1.0	9389
HID12F	Dropouts (12th-Hispanic-Female)	0.0	537.0	0.8	9389
HID12U	Dropouts (12th-Hispanic-Unknown)	0.0	3.0	#	9390
BLD12M	Dropouts (12th-Black-Male)	0.0	472.0	1.3	9389
BLD12F	Dropouts (12th-Black-Female)	0.0	520.0	1.1	9389
BLD12U	Dropouts (12th-Black-Unknown)	0.0	1.0	#	9390
WHD12M	Dropouts (12th-White-Male)	0.0	464.0	3.7	9332
WHD12F	Dropouts (12th-White-Female)	0.0	325.0	2.8	9332
WHD12U	Dropouts (12th-White-Unknown)	0.0	25.0	#	9390
TOTD712	Dropouts (Total 7-12th Grades)	0.0	19513.0	42.9	11320
TOTD912	Dropouts (Total 9-12th Grades)	0.0	19405.0	47.5	9505
TOTDAM	Dropouts (Total 9-12th Amer Ind/AK Nat)	0.0	342.0	1.1	9505
TOTDAS	Dropouts (Total 9-12th Asian/Pac Isl)	0.0	2083.0	1.3	9505
TOTDHI	Dropouts (Total 9-12th Hispanic)	0.0	8210.0	9.1	9505
TOTDBL	Dropouts (Total 9-12th Black)	0.0	9420.0	12.8	9505

# Value is less than 0.05.

† Not applicable.

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

Variable	Label	Minimum	Maximum	Mean	N
TOTDWH	Dropouts (Total 9–12th White)	0.0	1752.0	23.2	9505
TOTDM	Dropouts (Total 9–12th Male)	0.0	10956.0	27.2	9505
TOTDF	Dropouts (Total 9–12th Female)	0.0	8449.0	20.2	9505
TOTDU	Dropouts (Total 9–12th Gender Unknown)	0.0	90.0	0.2	9505
DRP7	Total 7th Grade Dropout Rate	0.0	260.0	0.5	9535
DRP8	Total 8th Grade Dropout Rate	0.0	270.0	0.8	9574
DRP9	Total 9th Grade Dropout Rate	0.0	740.7	3.3	8894
DRP10	Total 10th Grade Dropout Rate	0.0	400.0	4.2	8920
DRP11	Total 11th Grade Dropout Rate	0.0	300.0	4.8	8953
DRP12	Total 12th Grade Dropout Rate	0.0	950.0	5.2	9075
DRP712	Total 7–12th Grade Dropout Rate	0.0	418.2	2.9	10846
DRP912	Total 9–12th Grade Dropout Rate	0.0	418.2	4.2	9211
DRPAM	Total 9–12th Grade Amer Ind D/O Rate	0.0	3700.0	7.3	4672
DRPAS	Total 9–12th Grade Asian/Pac Is D/O Rate	0.0	275.0	2.5	5844
DRPHI	Total 9–12th Grade Hispanic D/O Rate	0.0	1100.0	6.6	7125
DRPBL	Total 9–12th Grade Black D/O Rate	0.0	455.6	5.7	6448
DRPWH	Total 9–12th Grade White D/O Rate	0.0	600.0	4.0	8910
DRPM	Total Male 9–12th Grade Dropout Rate	0.0	333.3	4.8	7983
DRPF	Total Female 9–12th Grade Dropout Rate	0.0	520.0	3.9	7967
DRPU	Total Unknown 9–12th Grade Dropout Rate	0.0	0.0	0.0	994
EBS7	Total 7th Grade Enrollment Base	0.0	79259.0	261.5	10449
EBS8	Total 8th Grade Enrollment Base	0.0	73984.0	255.3	10433
EBS9	Total 9th Grade Enrollment Base	0.0	110413.0	324.0	9278
EBS10	Total 10th Grade Enrollment Base	0.0	93296.0	282.6	9262
EBS11	Total 11th Grade Enrollment Base	0.0	51948.0	247.8	9241
EBS12	Total 12th Grade Enrollment Base	0.0	41855.0	225.3	9232
EBS712	Total 7–12th Grade Enrollment Base	0.0	450755.0	1397.0	11015
EBS912	Total 9–12th Grade Enrollment Base	0.0	297512.0	1073.2	9311
EBSAM	Total 9–12th Grade Amer Ind Enroll Base	0.0	3426.0	12.9	9081
EBSAS	Total 9–12th Grade Asian/Pac Enroll Base	0.0	38190.0	37.9	9081
EBSHI	Total 9–12th Grade Hispanic Enroll Base	0.0	166475.0	141.2	9081
EBSBL	Total 9–12th Grade Black Enroll Base	0.0	108406.0	184.7	9081
EBSWH	Total 9–12th Grade White Enroll Base	0.0	47196.0	688.3	9081
EBSM	Total Male 9–12th Grade Enroll Base	0.0	150967.0	546.5	8086
EBSF	Total Female 9–12th Grade Enroll Base	0.0	146208.0	527.6	8086
EBSU	Total Unknown 9–12th Grade Enroll Base	0.0	56484.0	109.5	9002
TOTDPL	Diploma Recip (Total)	0.0	39577.0	202.4	9516
AMDPLM	Diploma Recip (Amer Ind/AK Nat-Male)	0.0	327.0	1.0	8951
AMDPLF	Diploma Recip (Amer Ind/AK Nat-Female)	0.0	412.0	1.0	8951
AMDPLU	Diploma Recip (Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	8951
ASDPLM	Diploma Recip (Asian/Pac Isl-Male)	0.0	3732.0	3.8	8949
ASDPLF	Diploma Recip (Asian/Pac Isl-Female)	0.0	3802.0	3.9	8949
ASDPLU	Diploma Recip (Asian/Pac Isl-Unknown)	0.0	724.0	0.1	8951
HIDPLM	Diploma Recip (Hispanic-Male)	0.0	13521.0	10.4	8951
HIDPLF	Diploma Recip (Hispanic-Female)	0.0	16633.0	11.5	8951
HIDPLU	Diploma Recip (Hispanic-Unknown)	0.0	0.0	0.0	8951
BLDPLM	Diploma Recip (Black-Male)	0.0	5405.0	13.0	8951
BLDPLF	Diploma Recip (Black-Female)	0.0	7392.0	15.9	8951
BLDPLU	Diploma Recip (Black-Unknown)	0.0	0.0	0.0	8951
WHDPLM	Diploma Recip (White-Male)	0.0	4187.0	69.3	8950
WHDPLF	Diploma Recip (White-Female)	0.0	4384.0	70.1	8950

# Value is less than 0.05.

† Not applicable.

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

Variable	Label	Minimum	Maximum	Mean	N
WHDPLU	Diploma Recip (White-Unknown)	0.0	1.0	#	8951
TOTOHC	Other HS Completers (Total)	0.0	2420.0	10.6	3843
AMOHCM	Other HS Complet (Amer Ind/AK Nat-Male)	0.0	12.0	#	3502
AMOHCF	Other HS Complet (Amer Ind/AK Nat-Female)	0.0	12.0	#	3502
AMOHCU	Other HS Complet (Amer Ind/AK Nat-Unknown)	0.0	2.0	#	3509
ASOHCM	Other HS Complet (Asian/Pac Isl-Male)	0.0	112.0	0.1	3502
ASOHCF	Other HS Complet (Asian/Pac Isl-Female)	0.0	58.0	0.1	3502
ASOHCU	Other HS Complet (Asian/Pac Isl-Unknown)	0.0	2.0	#	3509
HIOHCM	Other HS Complet (Hispanic-Male)	0.0	1297.0	0.8	3490
HIOHCF	Other HS Complet (Hispanic-Female)	0.0	1123.0	0.8	3490
HIOHCU	Other HS Complet (Hispanic-Unknown)	0.0	6.0	#	3509
BLOHCM	Other HS Complet (Black-Male)	0.0	426.0	1.9	3409
BLOHCF	Other HS Complet (Black-Female)	0.0	295.0	1.7	3409
BLOHCU	Other HS Complet (Black-Unknown)	0.0	39.0	0.1	3509
WHOHCM	Other HS Complet (White-Male)	0.0	118.0	2.4	3301
WHOHCF	Other HS Complet (White-Female)	0.0	84.0	1.8	3301
WHOHCU	Other HS Complet (White-Unknown)	0.0	44.0	0.4	3509
TOTCOM	HS Completers (Total)	0.0	41151.0	206.7	9519
AMCOMM	HS Completers (Amer Ind/AK Nat-Male)	0.0	339.0	0.9	9183
AMCOMF	HS Completers (Amer Ind/AK Nat-Female)	0.0	424.0	1.0	9183
AMCOMU	HS Completers (Amer Ind/AK Nat-Unknown)	0.0	2.0	#	9183
ASCOMM	HS Completers (Asian/Pac Isl-Male)	0.0	3844.0	3.7	9181
ASCOMF	HS Completers (Asian/Pac Isl-Female)	0.0	3860.0	3.8	9181
ASCOMU	HS Completers (Asian/Pac Isl-Unknown)	0.0	726.0	0.1	9183
HICOMM	HS Completers (Hispanic-Male)	0.0	14818.0	10.4	9183
HICOMF	HS Completers (Hispanic-Female)	0.0	17756.0	11.5	9183
HICOMU	HS Completers (Hispanic-Unknown)	0.0	6.0	#	9183
BLCOMM	HS Completers (Black-Male)	0.0	5831.0	13.4	9183
BLCOMF	HS Completers (Black-Female)	0.0	7687.0	16.1	9183
BLCOMU	HS Completers (Black-Unknown)	0.0	39.0	0.1	9183
WHCOMM	HS Completers (White-Male)	0.0	4305.0	68.4	9182
WHCOMF	HS Completers (White-Female)	0.0	4444.0	68.9	9182
WHCOMU	HS Completers (White-Unknown)	0.0	44.0	0.2	9183
TDPLAM	Diploma Recip (Amer Ind/AK Nat)	0.0	739.0	2.0	8951
TDPLAS	Diploma Recip (Asian/Pac Isl)	0.0	7534.0	7.8	8951
TDPLHI	Diploma Recip (Hispanic)	0.0	30154.0	21.9	8951
TDPLBL	Diploma Recip (Black)	0.0	12797.0	28.9	8951
TDPLWH	Diploma Recip (White)	0.0	8571.0	139.4	8951
TOHCAM	Other HS Complet (Amer Ind/AK Nat)	0.0	24.0	0.1	3509
TOHCAS	Other HS Complet (Asian/Pac Isl)	0.0	170.0	0.2	3509
TOHCHI	Other HS Complet (Hispanic)	0.0	2420.0	1.6	3509
TOHCBL	Other HS Complet (Black)	0.0	721.0	3.6	3509
TOHCWH	Other HS Complet (White)	0.0	178.0	4.3	3509
TCOMAM	HS Completers (Amer Ind/AK Nat)	0.0	763.0	2.0	9183
TCOMAS	HS Completers (Asian/Pac Isl)	0.0	7704.0	7.7	9183
TCOMHI	HS Completers (Hispanic)	0.0	32574.0	22.0	9183
TCOMBL	HS Completers (Black)	0.0	13518.0	29.5	9183
TCOMWH	HS Completers (White)	0.0	8749.0	137.5	9183
TDPLM	Diploma Recip (Male)	0.0	18126.0	97.5	8951
TDPLF	Diploma Recip (Female)	0.0	21451.0	102.4	8951
TDPLU	Diploma Recip (Unknown)	0.0	724.0	0.1	8951

# Value is less than 0.05.

† Not applicable.



**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

Variable	Label	Minimum	Maximum	Mean	N
TOHCM	Other HS Complet (Male)	0.0	1297.0	5.0	3508
TOHCF	Other HS Complet (Female)	0.0	1123.0	4.2	3508
TOHCU	Other HS Complet (Unknown)	0.0	62.0	0.6	3509
TCOMM	HS Completers (Male)	0.0	19053.0	96.9	9183
TCOMF	HS Completers (Female)	0.0	22098.0	101.4	9183
TCOMU	HS Completers (Unknown)	0.0	726.0	0.3	9183
CBS	LEA HS Compl Rate Base	0.0	62979.0	249.8	9113
CBSAM	LEA HS Compl Rate Base(Am Ind/AK Nat)	0.0	941.0	2.9	8892
CBSAS	LEA HS Compl Rate Base(Asian/Pac Isl)	0.0	9714.0	9.0	8900
CBSHI	LEA HS Compl Rate Base(Hispanic)	0.0	34450.0	29.7	8858
CBSBL	LEA HS Compl Rate Base(Black)	0.0	22244.0	41.5	8834
CBSWH	LEA HS Compl Rate Base(White)	0.0	10831.0	154.9	8891
CBSM	LEA HS Compl Rate Base(Male)	0.0	31597.0	119.2	8878
CBSF	LEA HS Compl Rate Base(Female)	0.0	31382.0	118.0	8878
CBSU	LEA HS Compl Rate Base(Unknown)	0.0	1190.0	0.9	8222
SCBS	State HS Compl Rate Base	0.0	62979.0	174.2	13584
SCBSAM	State HS Compl Rate Base(Am Ind/AK Nat)	0.0	941.0	2.1	13584
SCBSAS	State HS Compl Rate Base(Asian/Pac Isl)	0.0	9714.0	6.1	13584
SCBSHI	State HS Compl Rate Base(Hispanic)	0.0	34450.0	19.9	13584
SCBSBL	State HS Compl Rate Base(Black)	0.0	22244.0	27.7	13584
SCBSWH	State HS Compl Rate Base(White)	0.0	10831.0	107.8	13584
SCBSM	State HS Compl Rate Base(Male)	0.0	31597.0	82.0	13584
SCBSF	State HS Compl Rate Base(Female)	0.0	31382.0	80.8	13584
SCBSU	State HS Compl Rate Base(Unknown)	0.0	1190.0	0.7	13584
TDPLR	Total Diploma Recipient Rate	0.0	100.0	85.3	8245
TDPLAMR	Diploma Recip Rate (Amer Ind/AK Nat)	0.0	100.0	76.5	2384
TDPLASR	Diploma Recip Rate (Asian/Pac Isl)	0.0	100.0	90.3	3641
TDPLHIR	Diploma Recip Rate (Hispanic)	0.0	100.0	77.3	4788
TDPLBLR	Diploma Recip Rate (Black)	0.0	100.0	79.7	4314
TDPLWHR	Diploma Recip Rate (White)	0.0	100.0	86.7	7666
TDPLMR	Diploma Recip Rate (Male)	0.0	100.0	84.3	7790
TDPLFR	Diploma Recip Rate (Female)	0.0	100.0	88.1	7776
TDPLUR	Diploma Recip Rate (Unknown)	0.0	100.0	1.2	165
TOHCR	Other HS Completers Rate	0.0	100.0	3.2	3560
TOHCMR	Other HS Complet Rate (Amer Ind/AK Nat)	0.0	100.0	2.6	964
TOHCASR	Other HS Complet Rate (Asian/Pac Isl)	0.0	100.0	3.3	1610
TOHCHIR	Other HS Complet Rate (Hispanic)	0.0	100.0	3.5	1873
TOHCBLR	Other HS Complet Rate (Black)	0.0	100.0	6.1	1840
TOHCWHR	Other HS Complet Rate (White)	0.0	100.0	2.5	3168
TOHCMR	Other HS Complet Rate (Male)	0.0	100.0	2.9	3183
TOHCFR	Other HS Complet Rate (Female)	0.0	100.0	2.1	3173
TOHCUR	Other HS Complet Rate (Unknown)	0.0	100.0	0.5	218
TCOMR	HS Completers Rate	0.0	100.0	86.7	8246
TCOMAMR	HS Completers Rate(Amer Ind/AK Nat)	0.0	100.0	75.4	2452
TCOMASR	HS Completers Rate(Asian/Pac Isl)	0.0	100.0	91.0	3673
TCOMHIR	HS Completers Rate(Hispanic)	0.0	100.0	77.3	4877
TCOMBLR	HS Completers Rate(Black)	0.0	100.0	81.3	4368
TCOMWHR	HS Completers Rate(White)	0.0	100.0	86.0	7817
TCOMMR	HS Completers Rate(Male)	0.0	100.0	84.4	7891
TCOMFR	HS Completers Rate(Female)	0.0	100.0	87.9	7872
TCOMUR	HS Completers Rate(Unknown)	0.0	100.0	1.4	219

# Value is less than 0.05.

† Not applicable.

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

Variable	Label	Blank	M	N	Other
LEAID	Unique Agency ID (NCES Assigned)	0	0	0	13584
STID	State Agency ID	0	0	1	13583
NAME	Name Of Local Education Agency	0	0	0	13584
PHONE	Telephone Number Of Agency	0	49	0	13535
MSTREE	Mailing Address	0	3	10	13571
MCITY	Mailing City Name	0	4	0	13580
MZIP	Mailing 5-Digit Zip Code	0	3	0	13581
MZIP4	Mailing Zip+4 (if assigned)	2266	0	0	11318

# Value is less than 0.05.

† Not applicable.

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File:**  
**School Year 2000–01**

The FREQ Procedure

FIPS State Number

FIPST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	131	0.96	131	0.96
02	55	0.40	186	1.37
04	516	3.80	702	5.17
05	338	2.49	1040	7.66
09	198	1.46	1238	9.11
10	30	0.22	1268	9.33
12	73	0.54	1341	9.87
13	180	1.33	1521	11.20
15	1	0.01	1522	11.20
16	117	0.86	1639	12.07
17	1063	7.83	2702	19.89
19	386	2.84	3088	22.73
20	304	2.24	3392	24.97
21	196	1.44	3588	26.41
22	88	0.65	3676	27.06
23	325	2.39	4001	29.45
24	24	0.18	4025	29.63
25	481	3.54	4506	33.17
27	494	3.64	5000	36.81
28	162	1.19	5162	38.00
29	530	3.90	5692	41.90
30	531	3.91	6223	45.81
31	674	4.96	6897	50.77
32	18	0.13	6915	50.91
33	257	1.89	7172	52.80
34	666	4.90	7838	57.70
35	89	0.66	7927	58.36
36	788	5.80	8715	64.16
37	212	1.56	8927	65.72
38	267	1.97	9194	67.68
40	567	4.17	9761	71.86
41	221	1.63	9982	73.48
42	695	5.12	10677	78.60
44	41	0.30	10718	78.90
45	103	0.76	10821	79.66
46	199	1.46	11020	81.12
47	138	1.02	11158	82.14
48	1254	9.23	12412	91.37
49	46	0.34	12458	91.71
50	354	2.61	12812	94.32
51	199	1.46	13011	95.78
54	57	0.42	13068	96.20
55	452	3.33	13520	99.53
56	59	0.43	13579	99.96

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

N - Not Applicable

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 2000–01**

60	1	0.01	13580	99.97
66	1	0.01	13581	99.98
69	1	0.01	13582	99.99
72	1	0.01	13583	99.99
78	1	0.01	13584	100.00

Mailing USPS State Abbreviation

MSTATE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AK	55	0.40	55	0.40
AL	131	0.96	186	1.37
AR	338	2.49	524	3.86
AS	1	0.01	525	3.86
AZ	512	3.77	1037	7.63
CA	3	0.02	1040	7.66
CT	198	1.46	1238	9.11
DE	30	0.22	1268	9.33
FL	73	0.54	1341	9.87
GA	180	1.33	1521	11.20
GU	1	0.01	1522	11.20
HI	1	0.01	1523	11.21
IA	388	2.86	1911	14.07
ID	116	0.85	2027	14.92
IL	1063	7.83	3090	22.75
KS	304	2.24	3394	24.99
KY	196	1.44	3590	26.43
LA	88	0.65	3678	27.08
MA	481	3.54	4159	30.62
MD	24	0.18	4183	30.79
ME	325	2.39	4508	33.19
MI	1	0.01	4509	33.19
MN	495	3.64	5004	36.84
MO	530	3.90	5534	40.74
MP	1	0.01	5535	40.75
MS	162	1.19	5697	41.94
MT	534	3.93	6231	45.87
NC	212	1.56	6443	47.43
ND	263	1.94	6706	49.37
NE	674	4.96	7380	54.33
NH	260	1.91	7640	56.24
NJ	666	4.90	8306	61.15
NM	89	0.66	8395	61.80
NV	19	0.14	8414	61.94
NY	788	5.80	9202	67.74
OK	567	4.17	9769	71.92
OR	221	1.63	9990	73.54
PA	695	5.12	10685	78.66
PR	1	0.01	10686	78.67

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**APPENDIX B – Value Distribution and Field Frequencies**  
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RI	41	0.30	10727	78.97
SC	103	0.76	10830	79.73
SD	197	1.45	11027	81.18
TN	138	1.02	11165	82.19
TX	1254	9.23	12419	91.42
UT	46	0.34	12465	91.76
VA	199	1.46	12664	93.23
VI	1	0.01	12665	93.23
VT	351	2.58	13016	95.82
WI	452	3.33	13468	99.15
WV	57	0.42	13525	99.57
WY	59	0.43	13584	100.00

School Year

YEAR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2000	13584	100.00	13584	100.00

Agency Locale Code

LOCALE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	450	3.31	450	3.31
2	573	4.22	1023	7.53
3	1988	14.63	3011	22.17
4	797	5.87	3808	28.03
5	114	0.84	3922	28.87
6	2024	14.90	5946	43.77
7	4802	35.35	10748	79.12
8	1587	11.68	12335	90.81
N	1249	9.19	13584	100.00

Operational Status Code

BOUND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13046	96.04	13046	96.04
2	31	0.23	13077	96.27
3	359	2.64	13436	98.91
4	117	0.86	13553	99.77
5	31	0.23	13584	100.00

Imputation Flags:

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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:**  
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Agency Low Grade Offered

GSLO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	936	6.89	936	6.89
01	59	0.43	995	7.32
02	8	0.06	1003	7.38
03	10	0.07	1013	7.46
04	17	0.13	1030	7.58
05	44	0.32	1074	7.91
06	133	0.98	1207	8.89
07	129	0.95	1336	9.84
08	24	0.18	1360	10.01
09	568	4.18	1928	14.19
10	23	0.17	1951	14.36
11	10	0.07	1961	14.44
12	3	0.02	1964	14.46
KG	3776	27.80	5740	42.26
N	31	0.23	5771	42.48
PK	7712	56.77	13483	99.26
UG	101	0.74	13584	100.00

Agency High Grade Offered

GSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	936	6.89	936	6.89
01	6	0.04	942	6.93
02	11	0.08	953	7.02
03	32	0.24	985	7.25
04	36	0.27	1021	7.52
05	85	0.63	1106	8.14
06	464	3.42	1570	11.56
07	46	0.34	1616	11.90
08	1956	14.40	3572	26.30
09	49	0.36	3621	26.66
10	32	0.24	3653	26.89
11	21	0.15	3674	27.05
12	9704	71.44	13378	98.48
KG	7	0.05	13385	98.54
N	31	0.23	13416	98.76
PK	67	0.49	13483	99.26
UG	101	0.74	13584	100.00

Imputation Flags:

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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 2000–01**

Operational Status Code

BOUND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13046	96.04	13046	96.04
2	31	0.23	13077	96.27
3	359	2.64	13436	98.91
4	117	0.86	13553	99.77
5	31	0.23	13584	100.00

Dropout file name and address year flag

SUBMIT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13306	97.95	13306	97.95
2	247	1.82	13553	99.77
N	31	0.23	13584	100.00

Dropout Definition Flag

DROPDEF	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4368	32.16	4368	32.16
C	9185	67.62	13553	99.77
N	31	0.23	13584	100.00

Total 7th Grade Dropouts Adj Flag

ITDO07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2414	17.77	2414	17.77
N	31	0.23	2445	18.00
R	11139	82.00	13584	100.00

Total 8th Grade Dropouts Adj Flag

ITDO08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2344	17.26	2344	17.26
N	31	0.23	2375	17.48
R	11209	82.52	13584	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- 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 2000–01**

Total 9th Grade Dropouts Adj Flag

ITDO09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2433	17.91	2433	17.91
N	31	0.23	2464	18.14
R	11120	81.86	13584	100.00

Total 10th Grade Dropouts Adj Flag

ITDO10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2413	17.76	2413	17.76
N	31	0.23	2444	17.99
R	11140	82.01	13584	100.00

Total 11th Grade Dropouts Adj Flag

ITDO11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2376	17.49	2376	17.49
N	31	0.23	2407	17.72
R	11177	82.28	13584	100.00

Total 12th Grade Dropouts Adj Flag

ITDO12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2243	16.51	2243	16.51
N	31	0.23	2274	16.74
R	11310	83.26	13584	100.00

Dipl Recip (Total) Adj Flag

ITOTDPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2842	20.92	2842	20.92
N	31	0.23	2873	21.15
R	10711	78.85	13584	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies**  
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Oth HS Completers (Total) Adj Flag

ITOTOHC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	7734	56.93	7734	56.93
N	31	0.23	7765	57.16
R	5819	42.84	13584	100.00

LEA Com Rate Base Adj Flag

ICBS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

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

ICBSAM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

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

ICBSAS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

LEA Com Rate Base(Hispanic) Adj Flag

ICBSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies**  
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LEA Com Rate Base(Black) Adj Flag

ICBSBL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

LEA Com Rate Base(White) Adj Flag

ICBSWH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

LEA Com Rate Base(Male) Adj Flag

ICBSM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

LEA Com Rate Base(Female) Adj Flag

ICBSF	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

LEA Com Rate Base(Unknown) Adj Flag

ICBSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	628	4.62	628	4.62
N	31	0.23	659	4.85
T	12925	95.15	13584	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies**  
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**School Year 2000–01**

ST Com Rate Base Adj Flag

ISCBS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

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

ISCBSAM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

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

ISCBSAS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

ST Com Rate Base(Hispanic) Adj Flag

ISCBSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

ST Com Rate Base(Black) Adj Flag

ISCBSBL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- 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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ST Com Rate Base(White) Adj Flag

ISCBSWH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

ST Com Rate Base(Male) Adj Flag

ISCBSM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

ST Com Rate Base(Female) Adj Flag

ISCBSF	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

ST Com Rate Base(Unknown) Adj Flag

ISCBSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	633	4.66	633	4.66
T	12951	95.34	13584	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- R - As Reported by the State
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**APPENDIX C – Dropout Reporting Practices and Guidelines**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data**  
**File: School Year 2000–01**

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. Please note that starting with this file, states that do not conform to CCD’s reporting calendar year (but conform to all other components) are on the file. The *Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01* contains a field (DROPEDEF) 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.

<b>2000–01 Dropout Conformance (for dropouts reported on 2001–02 CCD)</b>				
<b>State</b>	<b>Conforms (C)</b>	<b>Alternative Reporting Calendar (A)</b>	<b>Does not conform</b>	<b>Did not report any dropout data</b>
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		A		
Idaho	C			
Illinois		A		
Indiana			X	
Iowa	C			
Kansas	C			
Kentucky	C			
Louisiana	C			
Maine	C			
Maryland		A		
Massachusetts	C			
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			x	
Oklahoma		A		
Oregon	C			
Pennsylvania	C			
Rhode Island	C			
South Carolina	C			
South Dakota	C			
Tennessee		A		
Texas	C			
Utah	C			
Vermont		A		
Virginia	C			
Washington				X
West Virginia	C			
Wisconsin	C			
Wyoming	C			
<b>DOD, BIA and Outlying Areas</b>				
DoDS Overseas				X
DoDS Domestic				X
Bureau of Indian Affairs				X
American Samoa	C			
Guam	C			
Northern Marianas	C			
Puerto Rico		A		
Virgin Islands	C			
<b>TOTAL</b>	<b>36</b>	<b>13</b>	<b>5</b>	<b>5</b>

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 2000–01**

**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 year<sup>1</sup> 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, 2000 and ending September 30, 2001. 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 2001–02 school year are American Indian/Alaskan 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.

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<sup>1</sup> A student who was enrolled in September, 2000; dropped out of school in February, 2001; and was not enrolled in school on October 1, 2001 would be reported as a 2000–01 dropout (*previous year*) on the 2001–02 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 2000–01

#### 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, 2000, 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, 2000. A student who missed much of the previous school year (1999–2000) but who is in membership on October 1, 2000 is not a dropout, while a student who is not in membership on October 1, 2000 but who returns later in that school year is a dropout (for the previous year, 1999–2000). 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 (1999–2000) but who fail to enroll by October 1, 2000. 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 10<sup>th</sup> grade in 1999–2000 but who is not re-enrolled on October 1, 2000 is reported as a 2000–01 dropout for 11<sup>th</sup> 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 1999–2000 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2000 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 12<sup>th</sup> 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 2000–01 school year but are re-enrolled on October 1, 2001 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: 2001-02 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 Beth Young (NCES) at [beth\\_young@ed.gov](mailto:beth_young@ed.gov) or Julia Naum (Census) at [julia.naum@census.gov](mailto:julia.naum@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 2000–01 who returns after October 1, 2001 is reported as a 2000–01 dropout, while a student enrolled but not completing 2000–01 who is enrolled on October 1, 2001 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 1999–2000 who does not enroll the next year would be reported as a grade 11 dropout for 2000–01. 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: \_\_\_\_\_

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**APPENDIX D - Computation Instructions**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion**  
**Data File: School Year 2000–01**

**COMPUTATION OF DROPOUT RATE FIELDS**

$$Rg = Dg/Eg$$

Where

$Rg$  = the 7–12 dropout rate (rounded to a single decimal place)<sup>1</sup>

$Dg$  = 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.<sup>2</sup>
2. Ungraded enrollment within each agency is redistributed across other grades in proportion to the graded enrollment.<sup>3</sup>
  - 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 M (Missing) if all of the individual grades are M (Missing), otherwise, the grade-range is set to the sum of the enrollment counts in each grade.
4. If a district reported all M or N (Missing or Not Applicable) dropouts, that district's enrollment base fields were set to N (Not Applicable).

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<sup>1</sup> The rate is set to N (Not Applicable) if the corresponding enrollment (EBS) value is 0 (zero). The rate is set to M (Missing) if the number of dropouts or the enrollment is M. The rate is set to N (Not applicable), if the number of dropouts or the enrollment is N.

<sup>2</sup> Missing enrollment data in grade, race, or gender categories are treated as zero when calculating enrollment base fields. Enrollment base fields are set to N (Not Applicable) when all detail components are N. Enrollment base fields are set to M (Missing) when all detail components are M or a combination of M and N.

<sup>3</sup> 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.

**APPENDIX D - Computation Instructions**  
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**Data File: School Year 2000–01**

5. If a district had no associated schools, that district’s enrollment base fields were set to N (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 is set to N (Not Applicable) when all detail components are N. Total dropouts by race and gender are set to M (Missing) when all detail components are M or a combination of M and N.
2. Total dropouts are computed for grade-range fields 7–12 and 9–12. The grade-range is set to M (Missing) if all of the individual grades are M (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<sub>t</sub>* = The high school four-year completion rate for year *t* (e.g., 2000)<sup>4</sup>
- TOTCOM<sub>t</sub>* = The number of completers for the year *t* (e.g., 2000)
- DP12<sub>t</sub>* = The number of dropouts for grade 12 at year *t* (e.g., 2000)
- DP11<sub>(t-1)</sub>* = The number of dropouts for grade 11 in the prior year (*t* - 1) (e.g., 1999)
- DP10<sub>(t-2)</sub>* = The number of dropouts for grade 10 in the year (*t* - 2) (e.g., 1998)
- DP9<sub>(t-3)</sub>* = The number of dropouts for grade 9 in the year (*t* - 3) (e.g., 1997)

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<sup>4</sup> The rate is set to N (Not Applicable) if the entire denominator is 0 (zero). The rate is set to M (Missing) if the number of Completers or any of the dropout counts by grade is M (Missing). If no completer or dropout totals are missing, the rate is set to N (Not applicable), if the number of Completers or the denominator total is N (Not applicable).

**APPENDIX D - Computation Instructions**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion**  
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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 5 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 five denominator components.
2. The total Completion Rate Base (denominator) value is set to N (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 M (Missing) if any of the denominator components is M.
4. The total state-level Completion Rate Base (denominator) field treats M (Missing) values in the denominator components as 0 (zero).

**COMPUTATION OF IMPUTED YEAR 3, GRADE 11 DROPOUT DATA**

$$TOTD11_{Y3} = \frac{TOTD11_{Y2} + TOTD11_{Y4}}{2}$$

Where

*TOTD11<sub>Y3</sub>* = Imputed year 3 count of Grade 11 dropouts<sup>5</sup>

*TOTD11<sub>Y2</sub>* = Year 2 count of Grade 11 dropouts

*TOTD11<sub>Y4</sub>* = Year 4 count of Grade 11 dropouts

1. Grade 11, year 3 data was imputed for districts in Arizona and Idaho by taking the average of the reported grade 11 (year 2) and grade 11 (year 4). If year 2 or year 4 = M (Missing), imputed year 3 was set to M; otherwise, if year 2 or year 4 = N (Not applicable), the imputed year 3 was set to N.
2. Total grade 11 dropouts <sub>(Y2, Y4)</sub> by race is calculated by summing the reported male, female, and gender unknown fields, in grade 11 <sub>(Y2, Y4)</sub>, for a particular race category. Total grade 11 dropouts <sub>(Y2, Y4)</sub> by gender is calculated by summing the 5 reported race fields, in grades 11 <sub>(Y2, Y4)</sub>, for a particular gender category. Missing dropout data are treated as zero when calculating these fields. Total dropouts by race and gender is set to N (Not Applicable) when all detail components are N. Total dropouts by race and gender are set to M (Missing) when all detail components are M or a combination of M and N.

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<sup>5</sup> Note that if the sum of the imputed race totals was greater than the imputed grade 11 total, the imputed grade 11 total was set to the sum of the imputed race totals.

**APPENDIX D - Computation Instructions**  
**Common Core of Data, Local Education Agency Universe Survey Dropout and Completion**  
**Data File: School Year 2000–01**

## APPENDIX E - Data Tables

### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

#### Number of dropouts in each grade, by state: School Year 2000–01

State	Number of dropouts							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7–12	Grade 9–12
Alabama <sup>1</sup>	88	257	2,044	2,267	2,170	1,757	8,583	8,238
Alaska <sup>1</sup>	156	246	759	849	754	815	3,579	3,177
Arizona <sup>1</sup>	2,123	2,063	7,892	6,448	5,773	5,519	29,818	25,632
Arkansas	645	566	1,226	1,707	2,135	1,919	8,198	6,987
California	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—
Connecticut	143	202	1,316	1,215	1,198	920	4,994	4,649
Delaware	49	40	522	410	265	223	1,509	1,420
District of Columbia	—	—	—	—	—	—	—	—
Florida <sup>1</sup>	2,394	2,903	11,495	6,955	5,893	5,622	35,262	29,965
Georgia	627	903	8,243	7,248	6,189	5,863	29,073	27,543
Hawaii <sup>1</sup>	44	167	616	761	778	813	3,179	2,968
Idaho	—	—	801	1,099	1,202	1,041	4,143	4,143
Illinois <sup>1</sup>	736	1,629	9,909	8,976	8,220	6,903	36,373	34,008
Indiana	—	—	—	—	—	—	—	—
Iowa	14	13	619	969	1,222	1,383	4,220	4,193
Kansas	43	41	664	1,167	1,337	1,397	4,649	4,565
Kentucky	81	173	2,162	2,484	2,115	1,796	8,811	8,557
Louisiana	1,216	2,236	4,934	4,373	3,589	3,465	19,813	16,361
Maine	2	11	312	498	630	486	1,939	1,926
Maryland <sup>1</sup>	55	132	2,957	2,621	2,290	2,062	10,117	9,930
Massachusetts	51	92	2,612	2,419	2,580	1,769	9,523	9,380
Michigan	—	—	—	—	—	—	—	—
Minnesota	149	219	998	2,187	3,057	4,772	11,382	11,014
Mississippi	234	370	1,722	1,688	1,432	1,266	6,712	6,108
Missouri	157	316	2,336	3,135	3,363	2,613	11,920	11,447
Montana	54	71	424	555	562	554	2,220	2,095
Nebraska	41	95	715	952	973	974	3,750	3,614
Nevada	280	290	1,011	337	1,125	2,257	5,300	4,730
New Hampshire	—	—	343	628	927	865	2,763	2,763
New Jersey <sup>1</sup>	164	180	2,871	2,608	2,389	2,014	10,226	9,882
New Mexico	191	263	1,574	1,477	1,253	788	5,546	5,092
New York <sup>1</sup>	50	150	6,801	9,075	9,479	5,543	31,098	30,898
North Carolina	283	676	7,075	6,295	4,948	3,455	22,732	21,773
North Dakota	1	7	101	220	225	238	792	784
Ohio	—	—	—	—	—	—	—	—
Oklahoma <sup>1</sup>	486	607	2,563	2,366	2,393	1,880	10,295	9,202
Oregon	308	396	1,386	1,922	2,271	3,117	9,400	8,696
Pennsylvania	81	187	3,333	4,709	5,786	5,740	19,836	19,568
Rhode Island	16	38	651	576	516	469	2,266	2,212
South Carolina	50	100	2,243	1,801	1,175	870	6,239	6,089
South Dakota	47	60	321	394	421	435	1,678	1,571
Tennessee <sup>1</sup>	693	859	2,051	2,357	2,815	3,276	12,051	10,499
Texas	603	2,692	12,115	12,768	9,943	12,147	50,268	46,973
Utah	310	266	435	929	1,516	2,569	6,025	5,449
Vermont <sup>1</sup>	5	10	245	362	446	423	1,491	1,476
Virginia	289	393	3,247	2,888	2,533	2,747	12,097	11,415
Washington	—	—	—	—	—	—	—	—
West Virginia	21	91	831	1,044	903	792	3,682	3,570
Wisconsin	183	399	1,280	1,058	1,182	2,482	6,584	6,002
Wyoming	18	22	234	498	592	576	1,940	1,900
Outlying areas, DOD Dependents Schools and Bureau of Indian Affairs	—	—	—	—	—	—	—	—
DODDS: DODs Overseas	—	—	—	—	—	—	—	—
DDESS: DODs Domestic	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	12	8	13	15	21	24	93	73
Guam	—	—	264	400	215	122	1,001	1,001
Northern Marianas	3	8	73	40	11	10	145	134
Puerto Rico <sup>1</sup>	246	301	323	633	502	279	2,284	1,737
Virgin Islands	26	31	127	32	33	23	272	215

— Not available.

<sup>1</sup> 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 2000–01, Version 1b."

## APPENDIX E - Data Tables

### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

#### Number of enrollments in each grade, by state: School Year 2000–01

State	Number of enrollments							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7–12	Grade 9–12
Alabama <sup>1</sup>	59,113	56,758	60,245	51,863	46,343	42,472	316,794	200,923
Alaska <sup>1</sup>	10,862	10,377	11,582	10,110	8,887	8,335	60,153	38,914
Arizona <sup>1</sup>	68,576	65,042	69,937	63,090	52,326	49,014	367,985	234,367
Arkansas	35,670	34,977	36,186	35,063	31,649	29,000	202,545	131,898
California	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—
Connecticut	44,096	42,597	45,525	40,601	37,013	32,592	242,424	155,731
Delaware	9,541	9,075	10,628	8,887	7,256	7,104	52,491	33,875
District of Columbia	—	—	—	—	—	—	—	—
Florida <sup>1</sup>	194,915	185,657	238,757	170,347	145,902	119,811	1,055,389	674,817
Georgia	112,097	109,036	126,793	99,934	85,910	72,317	606,087	384,954
Hawaii <sup>1</sup>	13,778	13,430	15,922	13,154	12,565	10,412	79,261	52,053
Idaho	19,403	18,920	19,438	19,265	18,350	17,304	112,680	74,357
Illinois <sup>1</sup>	151,790	148,993	165,038	150,093	132,257	117,245	865,416	564,633
Indiana	—	—	—	—	—	—	—	—
Iowa	37,314	37,066	41,437	40,703	38,321	37,589	232,430	158,050
Kansas	36,102	36,123	39,154	37,325	34,352	32,932	215,988	143,763
Kentucky	48,734	48,648	55,269	48,896	41,933	38,905	282,385	185,003
Louisiana	59,244	62,439	54,319	53,209	46,376	42,136	317,723	196,040
Maine	15,819	15,566	17,318	16,005	14,619	13,484	92,811	61,426
Maryland <sup>1</sup>	66,949	65,088	72,204	62,839	56,147	51,312	374,539	242,502
Massachusetts	76,731	74,527	78,164	71,403	64,614	58,316	423,755	272,497
Michigan	—	—	—	—	—	—	—	—
Minnesota	66,273	66,066	70,445	70,769	66,935	67,353	407,841	275,502
Mississippi	40,030	37,627	40,515	34,668	29,578	27,026	209,444	131,787
Missouri	70,047	69,022	75,550	71,393	64,628	59,884	410,524	271,455
Montana	12,439	12,514	13,387	12,888	12,000	11,393	74,621	49,668
Nebraska	21,540	21,781	24,153	23,290	21,847	21,054	133,665	90,344
Nevada	26,597	25,372	30,027	20,033	21,514	18,551	142,094	90,125
New Hampshire	10,764	10,701	14,899	13,599	12,270	10,824	73,057	51,592
New Jersey <sup>1</sup>	100,614	95,352	99,426	91,882	83,049	77,139	547,462	351,496
New Mexico	24,912	24,870	28,944	25,476	21,905	19,102	145,209	95,427
New York <sup>1</sup>	219,952	209,367	255,078	226,081	172,846	155,031	1,238,355	809,036
North Carolina	101,745	98,178	111,925	91,149	76,928	66,422	546,347	346,424
North Dakota	8,497	8,510	9,172	9,246	8,877	8,935	53,237	36,230
Ohio	—	—	—	—	—	—	—	—
Oklahoma <sup>1</sup>	46,684	46,504	49,911	46,133	41,929	39,604	270,765	177,577
Oregon	42,008	41,651	44,876	42,803	39,246	36,181	246,765	163,106
Pennsylvania	145,667	143,214	157,015	141,442	128,213	121,455	837,006	548,125
Rhode Island	12,663	11,994	13,107	11,496	10,541	9,355	69,156	44,499
South Carolina	54,819	53,168	63,690	48,541	37,816	33,849	291,883	183,896
South Dakota	10,097	10,321	11,064	10,409	9,943	9,368	61,202	40,784
Tennessee <sup>1</sup>	70,030	67,266	74,353	65,368	55,607	49,569	382,193	244,897
Texas	310,696	304,419	360,670	287,340	248,565	219,943	1,731,633	1,116,518
Utah	36,355	35,387	36,372	37,343	37,058	36,313	218,828	147,086
Vermont <sup>1</sup>	5,198	5,264	8,461	7,884	7,680	7,113	41,600	31,138
Virginia	88,581	87,610	98,409	86,505	74,147	70,514	505,766	329,575
Washington	—	—	—	—	—	—	—	—
West Virginia	22,038	21,936	23,759	21,880	19,716	19,745	129,074	85,100
Wisconsin	58,020	59,399	71,664	67,244	61,584	58,555	376,466	259,047
Wyoming	7,236	7,278	7,754	7,718	7,408	6,878	44,272	29,758
Outlying areas, DOD Dependents Schools and Bureau of Indian Affairs	—	—	—	—	—	—	—	—
DODDS: DODs Overseas	—	—	—	—	—	—	—	—
DDESS: DODs Domestic	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	1,074	1,112	1,106	1,011	909	747	5,959	3,773
Guam	2,493	2,318	3,490	2,279	1,592	1,414	13,586	8,775
Northern Marianas	763	717	852	544	466	344	3,686	2,206
Puerto Rico <sup>1</sup>	51,724	48,380	45,809	46,542	39,463	34,662	266,580	166,476
Virgin Islands	1,944	1,564	1,858	1,354	1,187	1,055	8,962	5,454

— Not available. Ungraded students are prorated into the 9–12th grade total for dropout rate calculation purposes (see technical notes for further detail).

For those states that did not report dropouts, no prorated 9–12th grade enrollment was calculated.

<sup>1</sup> 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 2000–01, Version 1b."



## APPENDIX E - Data Tables

### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

#### Percentage of dropouts in each grade, by state: School Year 2000–01

State	Percentage of dropouts							
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7–12	Grade 9–12
Alabama <sup>1</sup>	0.1	0.5	3.4	4.4	4.7	4.1	2.7	4.1
Alaska <sup>1</sup>	1.4	2.4	6.6	8.4	8.5	9.8	5.9	8.2
Arizona <sup>1</sup>	3.1	3.2	11.3	10.2	11.0	11.3	8.1	10.9
Arkansas	1.8	1.6	3.4	4.9	6.7	6.6	4.0	5.3
California	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—
Connecticut	0.3	0.5	2.9	3.0	3.2	2.8	2.1	3.0
Delaware	0.5	0.4	4.9	4.6	3.7	3.1	2.9	4.2
District of Columbia	—	—	—	—	—	—	—	—
Florida <sup>1</sup>	1.2	1.6	4.8	4.1	4.0	4.7	3.3	4.4
Georgia	0.6	0.8	6.5	7.3	7.2	8.1	4.8	7.2
Hawaii <sup>1</sup>	0.3	1.2	3.9	5.8	6.2	7.8	4.0	5.7
Idaho	—	—	4.1	5.7	6.6	6.0	3.7	5.6
Illinois <sup>1</sup>	0.5	1.1	6.0	6.0	6.2	5.9	4.2	6.0
Indiana	—	—	—	—	—	—	—	—
Iowa	#	#	1.5	2.4	3.2	3.7	1.8	2.7
Kansas	0.1	0.1	1.7	3.1	3.9	4.2	2.2	3.2
Kentucky	0.2	0.4	3.9	5.1	5.0	4.6	3.1	4.6
Louisiana	2.1	3.6	9.1	8.2	7.7	8.2	6.2	8.3
Maine	#	0.1	1.8	3.1	4.3	3.6	2.1	3.1
Maryland <sup>1</sup>	0.1	0.2	4.1	4.2	4.1	4.0	2.7	4.1
Massachusetts	0.1	0.1	3.3	3.4	4.0	3.0	2.2	3.4
Michigan	—	—	—	—	—	—	—	—
Minnesota	0.2	0.3	1.4	3.1	4.6	7.1	2.8	4.0
Mississippi	0.6	1.0	4.3	4.9	4.8	4.7	3.2	4.6
Missouri	0.2	0.5	3.1	4.4	5.2	4.4	2.9	4.2
Montana	0.4	0.6	3.2	4.3	4.7	4.9	3.0	4.2
Nebraska	0.2	0.4	3.0	4.1	4.5	4.6	2.8	4.0
Nevada	1.1	1.1	3.4	1.7	5.2	12.2	3.7	5.2
New Hampshire	—	—	2.3	4.6	7.6	8.0	3.8	5.4
New Jersey <sup>1</sup>	0.2	0.2	2.9	2.8	2.9	2.6	1.9	2.8
New Mexico	0.8	1.1	5.4	5.8	5.7	4.1	3.8	5.3
New York <sup>1</sup>	#	0.1	2.7	4.0	5.5	3.6	2.5	3.8
North Carolina	0.3	0.7	6.3	6.9	6.4	5.2	4.2	6.3
North Dakota	#	0.1	1.1	2.4	2.5	2.7	1.5	2.2
Ohio	—	—	—	—	—	—	—	—
Oklahoma <sup>1</sup>	1.0	1.3	5.1	5.1	5.7	4.7	3.8	5.2
Oregon	0.7	1.0	3.1	4.5	5.8	8.6	3.8	5.3
Pennsylvania	0.1	0.1	2.1	3.3	4.5	4.7	2.4	3.6
Rhode Island	0.1	0.3	5.0	5.0	4.9	5.0	3.3	5.0
South Carolina	0.1	0.2	3.5	3.7	3.1	2.6	2.1	3.3
South Dakota	0.5	0.6	2.9	3.8	4.2	4.6	2.7	3.9
Tennessee <sup>1</sup>	1.0	1.3	2.8	3.6	5.1	6.6	3.2	4.3
Texas	0.2	0.9	3.4	4.4	4.0	5.5	2.9	4.2
Utah	0.9	0.8	1.2	2.5	4.1	7.1	2.8	3.7
Vermont <sup>1</sup>	0.1	0.2	2.9	4.6	5.8	5.9	3.6	4.7
Virginia	0.3	0.4	3.3	3.3	3.4	3.9	2.4	3.5
Washington	—	—	—	—	—	—	—	—
West Virginia	0.1	0.4	3.5	4.8	4.6	4.0	2.9	4.2
Wisconsin	0.3	0.7	1.8	1.6	1.9	4.2	1.7	2.3
Wyoming	0.2	0.3	3.0	6.5	8.0	8.4	4.4	6.4
Outlying areas, DOD Dependents Schools and Bureau of Indian Affairs	—	—	—	—	—	—	—	—
DODDS: DODs Overseas	—	—	—	—	—	—	—	—
DDESS: DODs Domestic	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	1.1	0.7	1.2	1.5	2.3	3.2	1.6	1.9
Guam	—	—	7.6	17.6	13.5	8.6	7.4	11.4
Northern Marianas	0.4	1.1	8.6	7.4	2.4	2.9	3.9	6.1
Puerto Rico <sup>1</sup>	0.5	0.6	0.7	1.4	1.3	0.8	0.9	1.0
Virgin Islands	1.3	2.0	6.8	2.4	2.8	2.2	3.0	3.9

— Not available.

# Percentage is less than 0.05.

<sup>1</sup> 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 2000–01, Version 1b."

## APPENDIX E - Data Tables

### Common Core of Data, Local Education Agency Universe Survey Dropout and Completion Data File: School Year 2000–01

#### Number of high school completers and high school four-year completion rates by state: School year 2000–01

State	Number of completers <sup>2</sup>			Four year completion rate <sup>3</sup>		
	Total	Diploma	Other completers <sup>4</sup>	Total	Diploma	Other Completers
Alabama <sup>1</sup>	39,613	37,082	2,531	80.0	74.9	5.1
Alaska <sup>1</sup>	6,829	6,812	17	75.2	75.0	0.2
Arizona <sup>1</sup>	47,543	46,773	770	68.3	67.2	1.1
Arkansas	29,019	27,100	1,919	79.1	73.9	5.2
California	316,124	316,124	†	—	—	—
Colorado	39,370	39,241	129	—	—	—
Connecticut	30,435	30,388	47	86.6	86.5	0.1
Delaware	6,712	6,614	98	81.6	80.4	1.2
District of Columbia	3,043	2,808	235	—	—	—
Florida <sup>1</sup>	115,522	110,858	4,664	—	—	—
Georgia	69,215	62,499	6,716	71.1	64.2	6.9
Hawaii <sup>1</sup>	10,323	10,102	221	77.7	76.0	1.7
Idaho	16,101	16,021	80	76.9	76.5	0.4
Illinois <sup>1</sup>	110,624	110,624	†	75.8	75.8	†
Indiana	60,464	58,323	2,141	—	—	—
Iowa	33,909	33,774	135	89.2	88.9	0.4
Kansas	29,360	29,360	†	—	—	—
Kentucky	37,293	36,957	336	79.9	79.2	0.7
Louisiana	39,296	38,314	982	65.0	63.4	1.6
Maine	12,129	12,110	19	86.5	86.4	0.1
Maryland <sup>1</sup>	49,569	49,222	347	83.2	82.6	0.6
Massachusetts	54,393	54,393	†	86.3	86.3	†
Michigan	97,124	96,490	634	—	—	—
Minnesota	56,550	56,550	†	82.5	82.5	†
Mississippi	25,762	23,748	2,014	77.3	71.3	6.0
Missouri	54,198	54,099	99	81.0	80.9	0.1
Montana	10,628	10,628	†	82.1	82.1	†
Nebraska	19,738	19,565	173	83.9	83.2	0.7
Nevada	15,880	15,200	680	73.5	70.3	3.1
New Hampshire	12,294	12,294	—	—	—	—
New Jersey <sup>1</sup>	75,948	75,948	†	88.0	88.0	†
New Mexico	18,354	18,199	155	74.4	73.8	0.6
New York <sup>1</sup>	147,305	141,884	5,421	81.6	78.6	3.0
North Carolina	63,954	63,288	666	—	—	—
North Dakota	8,445	8,445	†	90.1	90.1	†
Ohio	113,973	108,722	5,251	—	—	—
Oklahoma <sup>1</sup>	37,448	37,448	†	79.2	79.2	†
Oregon	33,713	31,076	2,637	76.4	70.4	6.0
Pennsylvania	114,436	114,436	†	84.0	84.0	†
Rhode Island	8,617	8,603	14	79.8	79.7	0.1
South Carolina	30,577	29,742	835	—	—	—
South Dakota	8,881	8,881	†	84.6	84.6	†
Tennessee <sup>1</sup>	44,663	40,642	4,021	79.5	72.4	7.2
Texas	215,316	215,316	†	—	—	—
Utah	31,214	31,054	160	82.6	82.2	0.4
Vermont <sup>1</sup>	6,876	6,856	20	81.9	81.6	0.2
Virginia	68,593	66,067	2,526	83.8	80.7	3.1
Washington	55,337	54,885	452	—	—	—
West Virginia	18,452	18,440	12	83.4	83.3	0.1
Wisconsin	59,341	59,341	—	90.0	90.0	—
Wyoming	6,067	6,067	—	76.5	76.5	—
Outlying areas, DOD Dependents Schools and Bureau of Indian Affairs						
DODDS: DODs Overseas	2,621	2,621	†	—	—	†
DDESS: DODs Domestic	568	568	†	—	—	†
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	726	724	2	90.0	89.7	0.2
Guam	1,371	1,371	†	51.2	51.2	†
Northern Marianas	361	361	†	64.5	64.5	†
Puerto Rico <sup>1</sup>	32,574	30,154	2,420	94.6	87.5	7.0
Virgin Islands	966	966	†	72.3	72.3	†

— Not available.

† Not applicable.

<sup>1</sup> This state reported on an alternative July through June cycle rather than the specified October through September cycle.

<sup>2</sup> Includes regular and other diplomas as well as other completers but does not include high school equivalency.

<sup>3</sup> The 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. A state that reported completers but not dropouts would not have a high school completion rate.

<sup>4</sup> Total Other Completers is missing in the following states: New Hampshire, Wisconsin, and Wyoming.

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 2000–01, Version 1b."