

NCES Common Core of Data State Dropout and Completion Data File: School Year 2005–06

File Version 1b

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February 2009

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I. Introduction

This document provides information about the Common Core of Data (CCD) State Dropout and Completion Data File: School Year 2005–06. The CCD State Dropout and Completion Data File is one of several data files released through the CCD nonfiscal survey system. This file contains data on students who drop out of and complete public school.

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

This documentation for the CCD State Dropout and Completion Data File: School Year 2005–06 contains information on CCD dropout and completion reporting methodology, as well as information on the data file itself. There are four appendixes, as follows:

- **Appendix A. Record Layout** gives the variable names and labels of the data items discussed throughout the documentation, as well as their locations in the data file.
- **Appendix B. Value Distribution, Field Frequencies, and Data Tables** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of states and the number of states for which data are missing or not applicable. For categorical variables, Appendix B also lists the frequency of responses for each variable. Data tables are provided for high school completers, dropouts, and enrollment base fields by state or jurisdiction.
- **Appendix C. Dropout Reporting Practices and Guidelines** presents the instructions given to SEAs for reporting dropouts to NCES.
- **Appendix D. Computation Instructions** provides the data user with information on the computation of enrollment base fields (used as the denominator to calculate dropout rates) and the computation of dropout and completion rates in NCES data reports.

II. The CCD State Dropout and Completion Data File: School Year 2005–06

A. Sources of Data Used to Construct the File

The CCD State Dropout and Completion Data File is constructed from data collected through the CCD nonfiscal surveys: the Public Elementary/Secondary School Universe Survey, the Local Education Agency Universe Survey, and the State Nonfiscal Survey of Public

Elementary/Secondary Education. In addition to dropout and completion counts, the file contains the enrollment bases that can be used in calculating dropout and completion rates.

The numbers of high school diploma recipients and the student membership data that comprise the denominator for the Averaged Freshman Graduation Rate (AFGR), are taken from the State Nonfiscal Survey of Public Elementary/Secondary Education data file. Dropout data are taken from the Local Education Agency Universe Survey data file. (The state-level dropout data are created by aggregating the LEA-level data to the state level.) The membership data used to create the enrollment base (denominator) for the 2005–06 event dropout rate are taken from the Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

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

B. Data Collection Methods

The 2005–06 data were reported during the pilot test of the collection of CCD data through the Department of Education’s *EDFacts* system. Most states reported their dropout and high school completion data through *EDFacts*; however, Michigan, New Jersey, New Mexico, and South Dakota reported through the CCD online collection maintained by the U.S. Census Bureau and Kforce Government Solutions.

C. Who Is a Dropout?

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

1. was enrolled in school at some time during the previous school year;
2. was not enrolled at the beginning of the current school year;
3. has not graduated from high school or completed a state- or district-approved education program; and
4. does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

The following statements apply for the purpose of this definition:

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

- Individuals who are not accounted for on October 1 are considered dropouts;
- A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition from school authorities. A state- or district-approved educational program may consist of special education and district or state-sponsored General Educational Development (GED) preparation.

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

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

Caution in interpreting the dropout rates—There can be situations in which there is a dropout rate of more than 100 percent in any given cell. 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, which 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 because of the method by which the 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 eighth grade in a grade K–8 district, but then fails to enroll in the grade 9–12 district in the fall, that grade 9–12 district would count the student as a dropout even though it would not include the student in its enrollment count. In cases where the dropout rate exceeds 100 percent, the dropout rate cell is set to “-1” (missing).

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

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

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

Calculating the AFGR—The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2005–06 AFGR is the average of the 8th-grade membership in 2001–02, 9th-grade membership in 2002–03, and 10th-grade membership in 2003–04. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2002–03 freshmen in order to estimate the on-time graduation rate for 2005–06.

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

Caution in interpreting the AFGR—Although the AFGR was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the AFGR does not take into account any imbalances in the number of students moving in and out of the nation or individual states over the high school years. As a result, the averaged freshman class is at best an approximation of the actual number of freshmen, where differences in the rates of transfers, retention, and dropping out in the three grades affect the average. Second, by including all graduates in a specific year, the graduates may include students who repeated a grade in high school or completed high school early and thus are not on-time graduates in that year.

While the AFGR is a reasonable proxy at the aggregate national or state level, the potential effects of three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the estimated graduation rate would be lower than the actual on-time rate for that group of freshmen.

On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen. This can lead to estimated graduation rates of more than 100 percent for small groups; such cases have been adjusted to 100 percent in this data file.

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

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

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

E. Comments About the Data File

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

Methodology—Data for the CCD State Dropout and Completion Data File are provided to NCES by officials in each SEA. Since it is understood that LEAs have already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel to verify data except in unusual circumstances. Certain edits are performed by CCD survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

Undercoverage and vertical consistency—Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular¹) is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in the state regardless of who administers the schools or districts. However, there are states that do not report schools and

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

districts that are administered by state organizations other than SEAs (such as health and human services or corrections departments). Unreported schools may include those for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA.

Response rates—Pennsylvania, South Carolina, the Department of Defense Dependents Schools, the Bureau of Indian Education, and Guam did not report completion data for the 2005–06 school year. The District of Columbia, North Carolina, South Carolina, the Department of Defense Dependents Schools, the Bureau of Indian Education, and Guam did not report dropout data.

For the 2005–06 collection dropout data, it was not always possible to distinguish true zero counts of dropouts from missing data (see section E., Data values, for more information about zero counts and missing data.) NCES identified all districts with zero reported dropouts and a 2005–06 student membership in grades 9–12 or 400 or more students. These zero values of dropouts were changed to missing except in cases when the state CCD coordinator confirmed that there were zero dropouts for the district. This edit resulted in a state-level report of missing dropouts for North Carolina.

Accuracy of data—The degree of rigor with which SEAs verify their dropout data is not uniform. Agencies that collect dropout and membership data through student-level record systems are better able to verify students’ enrollment status than are agencies that collect aggregate reports of dropouts from schools or districts. NCES requires SEAs to confirm or amend any numbers that appear considerably out of line with other states’ data or with data from previous years. However, NCES does not audit a state’s dropout data.

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

This file has undergone perturbation. A perturbation is an adjustment to one or more counts in the file and is done to protect the identity of students. Only data fields associated with dropout counts and high school diploma counts have been perturbed. In no instances did any one count change by a magnitude greater than 2. In the case of perturbations done to dropout counts, the perturbation was necessary to prevent the disclosure of individual students who dropped out of school. In the case of perturbations done to regular high school diploma counts, the perturbation was necessary to prevent the disclosure of individual students who did not receive a regular high school diploma at the end of 12th grade. These changes were done in such a way as to minimize their impact on the analytical value of the data file.

Due to low dropout counts in several racial/ethnic groups in the Commonwealth of the Northern Mariana Islands and the U.S. Virgin Islands, race/ethnicity and gender detail for these jurisdictions has been suppressed.

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

- 0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category. (For example, a district having no 12th-graders would report “0.”)
- M (or -1 for numeric values): A value of M (or -1) indicates that data are missing. A value was expected, but none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report “-1.”)
- N (or -2 for numeric values): A value of N (or -2) indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report “-2” for 12th-graders.)

F. Comments About the Data Items

The CCD State Dropout and Completion Data File: School Year 2005–06 contains the following data items for each record: the school year for which the data are reported; the Federal Information Processing Standards (FIPS) state code; the state postal code abbreviation; the name, address, and telephone number of each SEA; the Averaged Freshman Graduation Rate (AFGR) and the AFGR by race/ethnicity; regular diploma counts by race/ethnicity; enrollment bases for the AFGR by race/ethnicity; dropout counts by grade, race/ethnicity, and gender for each of grades 9–12; dropout rates by grade, race/ethnicity, and gender for each of grades 9–12; enrollment bases for dropout rates by grade, race/ethnicity, and gender for each of grades 9–12; counts of other high school completers by race/ethnicity; and counts of individuals ages 19 and younger who passed the GED test by race/ethnicity. Data users should take note of certain conditions regarding each data item in the file, as follows:

(SURVYEAR) School Year. The school year in which students dropped out of school or graduated from high school (the 2005–06 school year is represented as “2005” in the data file). It is important to use this field when comparing dropout data from different files.

(FIPST) FIPS Codes. A list of the Federal Information Processing Standards (FIPS) state codes appears at the end of this section (see table 1). The FIPS code should be used to reference a particular state.

(STABR) State postal code abbreviation. A list of the state postal code abbreviations appears at the end of this section (see table 1).

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

(STREET) Mailing Address. The mailing address of the SEA. This field may contain a street address or a P.O. Box number.

(CITY) Mailing City Name. The name of the city in the SEA’s mailing address.

(STNAME) Mailing State Name. The name of the state in the SEA's mailing address.

(ZIP, ZIP4) Mailing ZIP Code + 4. The U.S. Postal Service five-digit ZIP code (ZIP) and four-digit add-on (ZIP4) for the mailing address. Each record contains a ZIP code. The last four digits are left blank if unknown.

(PHONE) Area Code + Telephone Number. The telephone number of the SEA.

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

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

(AFGRBASE–WHAFFGRBASE) Enrollment Base for Averaged Freshman Graduation Rate. AFGR enrollment base variables are presented for totals and by race/ethnicity. Enrollment base variables are used as the denominator in the calculation of the AFGR and represent estimates of the number of first-time freshmen in the class of 2002–03 freshmen in order to estimate the on-time graduation rate for 2005–06. See Appendix D. Computation Instructions for the procedure. See Appendix A. Record Layout for a complete list of AFGR enrollment base variables.

(TOTD912–WHD12U) Dropout Count Variables. Dropout counts are presented by grade and by grade, race/ethnicity, and gender for grades 9 through 12. Ungraded students who drop out of school are assigned by the LEA to the grade in the dropout count that most closely matches the grade they would have been enrolled in based on their age. Dropout counts are used as the numerator for dropout rates. Reported grade totals for dropout counts can exceed the sum of race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of dropout count variables.

(DRP912–DRPU) Dropout Rate Variables. Dropout rates are presented by grade and by grade and race/ethnicity for grades 9 through 12. See Appendix A. Record Layout for a complete list of dropout rate variables.

(EBS912–EBBSWH12U) Dropout Rate Enrollment Base Variables. Enrollment bases are used as the denominator to calculate dropout rates because states assign ungraded dropouts to grades in their reports to the CCD. The enrollment base is calculated by summing the membership reported for each of grades prekindergarten through 12 in public schools within a state. Students who are not in traditional grades (ungraded students) are then assigned to specific grades by prorating them on the basis of each grade's membership. Appendix D. Computation Instructions describes the procedure. Reported grade totals for the enrollment base can exceed the sum of the race/ethnicity and gender detail for the grade because states may report students in the grade total

who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported). See Appendix A. Record Layout for a complete list of dropout rate enrollment base variables.

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

(EQUIV–WHEQUIV) General Educational Development (GED) test passers. Counts of individuals ages 19 or younger who passed the GED test as reported by the General Educational Development Testing Service are included in this data file. Reported totals for the GED passer counts can exceed the sum of race/ethnicity detail because students may be reported in the total who are not included in the race/ethnicity detail (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of GED passer variables.

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

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

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

² U.S. Postal Service state abbreviation codes.

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

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

G. Special Characteristics of This File

Data users should be aware of the following special characteristics of the CCD State Dropout and Completion Data File: School Year 2005–06.

1. The reported data were examined to identify any instance in which the identity of an individual dropout might be disclosed. To protect against the possibility of disclosure, data in some cells have been suppressed. See “Precautions to Prevent Disclosure of Individuals Who Drop Out of School” (in section II.E above) for more information.
2. Reported grade totals for the enrollment base and dropout counts can exceed the sum of race/ethnicity and gender detail for the grade because states may report students in the grade total who are not included in the race/ethnicity and gender detail for that grade (i.e., students for whom race/ethnicity is not reported).
3. State-level dropout data are aggregated from state’s LEA-level dropout counts. Unless confirmed as accurate by the state CCD coordinator, reports of zero dropouts for any LEA enrolling 400 or more students in grade 9–12 were changed to missing (-1).

III. User Guidelines for Processing the CCD State Dropout and Completion Data File: School Year 2005–06

A. File Characteristics

The CCD State Dropout and Completion Data File: School Year 2005–06 is provided in two file formats: a SAS file (snfdc051b.sas7bdat); and a flat ASCII file (snfdc051b.dat). The first five characters of the file name indicate the type of file (snfdc = state dropout and completer file), the sixth and seventh characters indicate the school year (05 = 2005–06), and the eighth and ninth characters indicate the version number (1 = public file, b = second version). The record layout (containing field name, field position, field length, field type, and field description) is located in Appendix A. Record Layout.

B. Linking This File to Other CCD Files

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

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

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

Reporting errors and computation errors were detected in the data file used to create the report, “Public School Graduates and Dropouts From the Common Core of Data: School Year

2005–06” (NCES 2008-353) prior to the publication of the actual data file. This publication was created using what would have been the 1a file (final file, first version). Although these data were never published in a separate data set, the current version of this data file is referenced as version 1b (first revised). Revisions to this data file as compared to the 1a file include:

- Alabama submitted revised dropout data;
- Utah submitted revised dropout data;
- Dropout counts reported as zero were changed to missing for districts with more than 400 9-12 students in 22 states;
- The suppression of dropout data for North Carolina and several race/ethnicity subgroups in Arizona; and
- A calculation error in the computation of the enrollment base for the Averaged Freshman Graduation Rate was corrected.

APPENDIX A. Record Layout

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
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Number of Variables = 183
Record Length = 1,556
Number of Observations = 59

The file contains data for school year 2005–06 sorted by the Federal Information Processing Standards (FIPS) state code. “AN” and “N” indicate alphanumeric and numeric data, respectively. An asterisk (*) in the field length column indicates that the field has one explicit decimal place.

Variable name	Start position	End position	Field length	Data type	Description
SURVYEAR	1	4	4	N	School year.
FIPST	5	6	2	AN	Federal Information Processing Standards (FIPS) state code.
STABR	7	8	2	AN	Two-letter U.S. Postal Service abbreviation for the state.
SEANAME	9	68	60	AN	Name of the state education agency.
STREET	69	98	30	AN	Mailing address of the agency—may be a street address or a P.O. Box number.
CITY	99	128	30	AN	Name of the mailing address city.
STNAME	129	153	25	AN	Name of the mailing address state.
ZIP	154	158	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
ZIP4	159	162	4	AN	Four-digit ZIP+4 code, if assigned; if none, field is blank.
PHONE	163	172	10	AN	Telephone number of education agency. NOTE: Position #163–165 is the area code, and position #166–172 is the exchange and number.
AFGR	173	180	8*	N	Averaged Freshman Graduation Rate (AFGR).
AMAFGR	181	188	8*	N	AFGR (American Indian/Alaska Native).
ASAFGR	189	196	8*	N	AFGR (Asian/Pacific Islander).
HIAFGR	197	204	8*	N	AFGR (Hispanic).
BLAFGR	205	212	8*	N	AFGR (Black, non-Hispanic).
WHAFG	213	220	8*	N	AFGR (White, non-Hispanic).
REGDIP	221	228	8	N	Regular diploma count.
AMREGDIP	229	236	8	N	Regular diploma count (American Indian/Alaskan Native).
ASREGDIP	237	244	8	N	Regular diploma count (Asian/Pacific Islander).
HIREGDIP	245	252	8	N	Regular diploma count (Hispanic).
BLREGDIP	253	260	8	N	Regular diploma count (Black, non-Hispanic).
WHREGDIP	261	268	8	N	Regular diploma count (White, non-Hispanic).
AFGRBASE	269	276	8	N	Enrollment base AFGR.
AMAFGRBASE	277	284	8	N	Enrollment base AFGR (American Indian/Alaska Native).
ASAFGRBASE	285	292	8	N	Enrollment base AFGR (Asian/Pacific Islander).
HIAFGRBASE	293	300	8	N	Enrollment base AFGR (Hispanic).
BLAFGRBASE	301	308	8	N	Enrollment base AFGR (Black, non-Hispanic).
WHAFGBASE	309	316	8	N	Enrollment base AFGR (White, non-Hispanic).
TOTD912	317	324	8	N	Count of dropouts (Grades 9–12) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD9	325	332	8	N	Count of dropouts (Total 9 th grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD9M	333	340	8	N	Count of dropouts (9 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD9F	341	348	8	N	Count of dropouts (9 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD9U	349	356	8	N	Count of dropouts (9 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD9M	357	364	8	N	Count of dropouts (9 th -grade Asian/Pacific Islander-Male) aggregated from the local

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education agency universe file (see appendix D for computation procedures).

Variable name	Start position	End position	Field length	Data type	Description
ASD9F	365	372	8	N	Count of dropouts (9 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD9U	373	380	8	N	Count of dropouts (9 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID9M	381	388	8	N	Count of dropouts (9 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID9F	389	396	8	N	Count of dropouts (9 th -grade Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID9U	397	404	8	N	Count of dropouts (9 th -grade Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD9M	405	412	8	N	Count of dropouts (9 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD9F	413	420	8	N	Count of dropouts (9 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD9U	421	428	8	N	Count of dropouts (9 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD9M	429	436	8	N	Count of dropouts (9 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD9F	437	444	8	N	Count of dropouts (9 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD9U	445	452	8	N	Count of dropouts (9 th -grade White, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD10	453	460	8	N	Count of dropouts (Total 10 th Grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD10M	461	468	8	N	Count of dropouts (10 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD10F	469	476	8	N	Count of dropouts (10 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD10U	477	484	8	N	Count of dropouts (10 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD10M	485	492	8	N	Count of dropouts (10 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD10F	493	500	8	N	Count of dropouts (10 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD10U	501	508	8	N	Count of dropouts (10 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID10M	509	516	8	N	Count of dropouts (10 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
HID10F	517	524	8	N	Count of dropouts (10 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
HID10U	525	532	8	N	Count of dropouts (10 th -grade Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
BLD10M	533	540	8	N	Count of dropouts (10 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD10F	541	548	8	N	Count of dropouts (10 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD10U	549	556	8	N	Count of dropouts (10 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD10M	557	564	8	N	Count of dropouts (10 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD10F	565	572	8	N	Count of dropouts (10 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).

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Variable name	Start position	End position	Field length	Data type	Description
WHD10U	573	580	8	N	Count of dropouts (10 th -grade White, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD11	581	588	8	N	Count of dropouts (Total 11 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
AMD11M	589	596	8	N	Count of dropouts (11 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD11F	597	604	8	N	Count of dropouts (11 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD11U	605	612	8	N	Count of dropouts (11 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD11M	613	620	8	N	Count of dropouts (11 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD11F	621	628	8	N	Count of dropouts (11 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD11U	629	636	8	N	Count of dropouts (11 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID11M	637	644	8	N	Count of dropouts (11 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID11F	645	652	8	N	Count of dropouts (11 th -grade Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID11U	653	660	8	N	Count of dropouts (11 th -grade Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD11M	661	668	8	N	Count of dropouts (11 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD11F	669	676	8	N	Count of dropouts (11 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD11U	677	684	8	N	Count of dropouts (11 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD11M	685	692	8	N	Count of dropouts (11 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD11F	693	700	8	N	Count of dropouts (11 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD11U	701	708	8	N	Count of dropouts (11 th -grade White, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
TOTD12	709	716	8	N	Count of dropouts (Total 12 th Grade) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD12M	717	724	8	N	Count of dropouts (12 th -grade American Indian/Alaska Native-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD12F	725	732	8	N	Count of dropouts (12 th -grade American Indian/Alaska Native-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
AMD12U	733	740	8	N	Count of dropouts (12 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD12M	741	748	8	N	Count of dropouts (12 th -grade Asian/Pacific Islander-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD12F	749	756	8	N	Count of dropouts (12 th -grade Asian/Pacific Islander-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
ASD12U	757	764	8	N	Count of dropouts (12 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID12M	765	772	8	N	Count of dropouts (12 th -grade Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
HID12F	773	780	8	N	Count of dropouts (12 th -grade Hispanic-Female) aggregated from the local education

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agency universe file (see appendix D for computation procedures).

Variable name	Start position	End position	Field length	Data type	Description
HID12U	781	788	8	N	Count of dropouts (12 th -grade Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD12M	789	796	8	N	Count of dropouts (12 th -grade Black, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD12F	797	804	8	N	Count of dropouts (12 th -grade Black, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
BLD12U	805	812	8	N	Count of dropouts (12 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD12M	813	820	8	N	Count of dropouts (12 th -grade White, non-Hispanic-Male) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD12F	821	828	8	N	Count of dropouts (12 th -grade White, non-Hispanic-Female) aggregated from the local education agency universe file (see appendix D for computation procedures).
WHD12U	829	836	8	N	Count of dropouts (12 th -grade White, non-Hispanic-Gender Unknown) aggregated from the local education agency universe file (see appendix D for computation procedures).
DRP912	837	844	8*	N	Dropout Rate (Grades 9–12).
DRP9	845	852	8*	N	Dropout Rate (Grade 9).
DRP10	853	860	8*	N	Dropout Rate (Grade 10).
DRP11	861	868	8*	N	Dropout Rate (Grade 11).
DRP12	869	876	8*	N	Dropout Rate (Grade 12).
DRPAM	877	884	8*	N	Dropout Rate (American Indian/Alaska Native, Grades 9–12).
DRPAS	885	892	8*	N	Dropout Rate (Asian/Pacific Islander, Grades 9–12).
DRPHI	893	900	8*	N	Dropout Rate (Hispanic, Grades 9–12).
DRPBL	901	908	8*	N	Dropout Rate (Black, non-Hispanic, Grades 9–12).
DRPWH	909	916	8*	N	Dropout Rate (White, non-Hispanic, Grades 9–12).
DRPM	917	924	8*	N	Dropout Rate (Male, Grades 9–12).
DRPF	925	932	8*	N	Dropout Rate (Female, Grades 9–12).
DRPU	933	940	8*	N	Dropout Rate (Gender Unknown, Grades 9–12).
EBS912	941	948	8	N	Enrollment Base (Grades 9–12) aggregated from the school universe file (see appendix D for computation procedures).
EBS9	949	956	8	N	Enrollment Base (Total 9 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM9M	957	964	8	N	Enrollment Base (9 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM9F	965	972	8	N	Enrollment Base (9 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM9U	973	980	8	N	Enrollment Base (9 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS9M	981	988	8	N	Enrollment Base (9 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS9F	989	996	8	N	Enrollment Base (9 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS9U	997	1004	8	N	Enrollment Base (9 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI9M	1005	1012	8	N	Enrollment Base (9 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI9F	1013	1020	8	N	Enrollment Base (9 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI9U	1021	1028	8	N	Enrollment Base (9 th -grade Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL9M	1029	1036	8	N	Enrollment Base (9 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).

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Variable name	Start position	End position	Field length	Data type	Description
EBSBL9F	1037	1044	8	N	Enrollment Base (9 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL9U	1045	1052	8	N	Enrollment Base (9 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH9M	1053	1060	8	N	Enrollment Base (9 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH9F	1061	1068	8	N	Enrollment Base (9 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH9U	1069	1076	8	N	Enrollment Base (9 th -grade White, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBS10	1077	1084	8	N	Enrollment Base (Total 10 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM10M	1085	1092	8	N	Enrollment Base (10 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM10F	1093	1100	8	N	Enrollment Base (10 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM10U	1101	1108	8	N	Enrollment Base (10 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS10M	1109	1116	8	N	Enrollment Base (10 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS10F	1117	1124	8	N	Enrollment Base (10 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS10U	1125	1132	8	N	Enrollment Base (10 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI10M	1133	1140	8	N	Enrollment Base (10 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI10F	1141	1148	8	N	Enrollment Base (10 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI10U	1149	1156	8	N	Enrollment Base (10 th -grade Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL10M	1157	1164	8	N	Enrollment Base (10 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL10F	1165	1172	8	N	Enrollment Base (10 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL10U	1173	1180	8	N	Enrollment Base (10 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH10M	1181	1188	8	N	Enrollment Base (10 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH10F	1189	1196	8	N	Enrollment Base (10 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH10U	1197	1204	8	N	Enrollment Base (10 th -grade White, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBS11	1205	1212	8	N	Enrollment Base (Total 11 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM11M	1213	1220	8	N	Enrollment Base (11 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM11F	1221	1228	8	N	Enrollment Base (11 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM11U	1229	1236	8	N	Enrollment Base (11 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS11M	1237	1244	8	N	Enrollment Base (11 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS11F	1245	1252	8	N	Enrollment Base (11 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).

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Variable name	Start position	End position	Field length	Data type	Description
EBSAS11U	1253	1260	8	N	Enrollment Base (11 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI11M	1261	1268	8	N	Enrollment Base (11 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI11F	1269	1276	8	N	Enrollment Base (11 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI11U	1277	1284	8	N	Enrollment Base (11 th -grade Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL11M	1285	1292	8	N	Enrollment Base (11 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL11F	1293	1300	8	N	Enrollment Base (11 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL11U	1301	1308	8	N	Enrollment Base (11 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH11M	1309	1316	8	N	Enrollment Base (11 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH11F	1317	1324	8	N	Enrollment Base (11 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH11U	1325	1332	8	N	Enrollment Base (11 th -grade White, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBS12	1333	1340	8	N	Enrollment Base (Total 12 th Grade) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM12M	1341	1348	8	N	Enrollment Base (12 th -grade American Indian/Alaska Native-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM12F	1349	1356	8	N	Enrollment Base (12 th -grade American Indian/Alaska Native-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAM12U	1357	1364	8	N	Enrollment Base (12 th -grade American Indian/Alaska Native-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS12M	1365	1372	8	N	Enrollment Base (12 th -grade Asian/Pacific Islander-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS12F	1373	1380	8	N	Enrollment Base (12 th -grade Asian/Pacific Islander-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSAS12U	1381	1388	8	N	Enrollment Base (12 th -grade Asian/Pacific Islander-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI12M	1389	1396	8	N	Enrollment Base (12 th -grade Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI12F	1397	1404	8	N	Enrollment Base (12 th -grade Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSHI12U	1405	1412	8	N	Enrollment Base (12 th -grade Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL12M	1413	1420	8	N	Enrollment Base (12 th -grade Black, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL12F	1421	1428	8	N	Enrollment Base (12 th -grade Black, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSBL12U	1429	1436	8	N	Enrollment Base (12 th -grade Black, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH12M	1437	1444	8	N	Enrollment Base (12 th -grade White, non-Hispanic-Male) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH12F	1445	1452	8	N	Enrollment Base (12 th -grade White, non-Hispanic-Female) aggregated from the school universe file (see appendix D for computation procedures).
EBSWH12U	1453	1460	8	N	Enrollment Base (12 th -grade White, non-Hispanic-Gender Unknown) aggregated from the school universe file (see appendix D for computation procedures).

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Variable name	Start position	End position	Field length	Data type	Description
OTHCOM	1461	1468	8	N	Other high school completer count.
AMOHC	1469	1476	8	N	Other high school completer count (American Indian/Alaskan Native).
ASOHC	1477	1484	8	N	Other high school completer count (Asian/Pacific Islander).
HIOHC	1485	1492	8	N	Other high school completer count (Hispanic).
BLOHC	1493	1500	8	N	Other high school completer count (Black, non-Hispanic).
WHOHC	1501	1508	8	N	Other high school completer count (White, non-Hispanic).
EQUIV	1509	1516	8	N	Count of individuals age 19 or younger who passed the General Educational Development (GED) test.
AMEQUIV	1517	1524	8	N	Count of individuals age 19 or younger who passed the GED (American Indian/Alaska Native).
ASEQUIV	1525	1532	8	N	Count of individuals age 19 or younger who passed the GED (Asian/Pacific Islander).
HIEQUIV	1533	1540	8	N	Count of individuals age 19 or younger who passed the GED (Hispanic).
BLEQUIV	1541	1548	8	N	Count of individuals age 19 or younger who passed the GED (Black, non-Hispanic).
WHEQUIV	1549	1556	8	N	Count of individuals age 19 or younger who passed the GED (White, non-Hispanic).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Variable	Label	M	N	Valid response
SURVYEAR	School year.	0	0	59
FIPST	Federal Information Processing Standards (FIPS) state code.	0	0	59
STABR	Two-letter U.S. Postal Service abbreviation for the state.	0	0	59
SEANAME	Name of the state education agency.	0	0	59
STREET	Mailing address of the agency.	0	0	59
CITY	Name of the mailing address city.	0	0	59
STNAME	Name of the mailing address state.	0	0	59
ZIP	Five-digit U.S. Postal Service ZIP code for the mailing address.	0	0	59
ZIP4	Four-digit ZIP+4 code, if assigned.	25	0	34
PHONE	Telephone number of education agency.	0	0	59

NOTE: M indicates that the data are missing (a value was expected but no value was measured); N indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
AFGR	Averaged Freshman Graduation Rate (AFGR).	55.8	87.5	75.6	8	0
AMAFGR	AFGR (American Indian/Alaska Native).	41.4	100.0	64.3	12	3
ASAFGR	AFGR (Asian/Pacific Islander).	69.9	100.0	90.4	11	2
HIAFGR	AFGR (Hispanic).	44.8	100.0	68.6	11	3
BLAFGR	AFGR (Black, non-Hispanic).	44.6	87.9	64.7	11	4
WHAFGR	AFGR (White, non-Hispanic).	60.8	100.0	79.9	11	3
REGDIP	Regular diploma count.	670	343,515	51,613.6	7	0
AMREGDIP	Regular diploma count (American Indian/Alaska Native).	0	6,4940	572.7	10	0
ASREGDIP	Regular diploma count (Asian/Pacific Islander).	0	52,334	2,984.1	10	0
HIREGDIP	Regular diploma count (Hispanic).	0	124,409	8,356.4	10	0
BLREGDIP	Regular diploma count (Black, non-Hispanic).	0	32,183	6,868.1	10	0
WHREGDIP	Regular diploma count (White, non-Hispanic).	0	138,584	33,350.1	10	0
AFGRBASE	Enrollment base AFGR.	835	496,213	68,272.5	2	0
AMAFGRBASE	Enrollment base AFGR (American Indian/Alaska Native).	0	8,301	914.0	3	0
ASAFGRBASE	Enrollment base AFGR (Asian/Pacific Islander).	0	58,404	3,036.6	3	0
HIAFGRBASE	Enrollment base AFGR (Hispanic).	0	210,619	12,086.5	3	0
BLAFGRBASE	Enrollment base AFGR (Black, non-Hispanic).	0	52,374	11,780.3	3	0
WHAFGRBASE	Enrollment base AFGR (White, non-Hispanic).	0	175,563	41,146.5	3	0
TOTD912	Total Dropouts (Grades 9 through 12).	107	72,277	10,803.1	8	0
TOTD9	Dropouts (Total 9th Grade).	26	12,697	2,482.1	8	0
AMD9M	Dropouts (9th-American Indian/Alaska Native-Male).	0	168	28.2	13	0
AMD9F	Dropouts (9th-American Indian/Alaska Native-Female).	0	162	24.1	13	0
AMD9U	Dropouts (9th-American Indian/Alaska Native-Unknown).	0	35	0.7	9	0
ASD9M	Dropouts (9th-Asian/Pacific Islander-Male).	0	397	38.5	13	0
ASD9F	Dropouts (9th-Asian/Pacific Islander-Female).	0	317	26.4	13	0
ASD9U	Dropouts (9th-Asian/Pacific Islander-Unknown).	0	33	0.7	9	0
HID9M	Dropouts (9th-Hispanic-Male).	0	4,393	435.3	13	0
HID9F	Dropouts (9th-Hispanic-Female).	0	3,191	328.0	13	0
HID9U	Dropouts (9th-Hispanic-Unknown).	0	266	5.3	9	0
BLD9M	Dropouts (9th-Black, non-Hispanic-Male).	0	2,466	473.9	14	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06**

Variable	Label	Minimum	Maximum	Mean	-1	-2
BLD9F	Dropouts (9th-Black, non-Hispanic-Female).	0	1,943	324.2	14	0
BLD9U	Dropouts (9th-Black, non-Hispanic-Unknown).	0	36	0.7	9	0
WHD9M	Dropouts (9th-White, non-Hispanic-Male).	0	2,034	473.4	13	0
WHD9F	Dropouts (9th-White, non-Hispanic-Female).	0	1,472	331.5	13	0
WHD9U	Dropouts (9th-White, non-Hispanic-Unknown).	0	436	8.7	9	0
TOTD10	Dropouts (Total 10th Grade).	11	14,051	2,494.2	7	0
AMD10M	Dropouts (10th-American Indian/Alaska Native-Male).	0	178	28.9	13	0
AMD10F	Dropouts (10th-American Indian/Alaska Native-Female).	0	154	25.9	13	0
AMD10U	Dropouts (10th-American Indian/Alaska Native-Unknown).	0	51	1.0	8	0
ASD10M	Dropouts (10th-Asian/Pacific Islander-Male).	0	509	43.9	12	0
ASD10F	Dropouts (10th-Asian/Pacific Islander-Female).	0	239	28.1	12	0
ASD10U	Dropouts (10th-Asian/Pacific Islander-Unknown).	0	33	0.6	8	0
HID10M	Dropouts (10th-Hispanic-Male).	0	4,241	441.3	12	0
HID10F	Dropouts (10th-Hispanic-Female).	0	3,043	333.1	13	0
HID10U	Dropouts (10th-Hispanic-Unknown).	0	387	7.6	8	0
BLD10M	Dropouts (10th-Black, non-Hispanic-Male).	0	3,039	413.0	14	0
BLD10F	Dropouts (10th-Black, non-Hispanic-Female).	0	2,067	286.7	13	0
BLD10U	Dropouts (10th-Black, non-Hispanic-Unknown).	0	36	0.7	8	0
WHD10M	Dropouts (10th-White, non-Hispanic-Male).	0	1,800	541.0	12	0
WHD10F	Dropouts (10th-White, non-Hispanic-Female).	0	1,214	387.0	12	0
WHD10U	Dropouts (10th-White, non-Hispanic-Unknown).	0	784	15.4	8	0
TOTD11	Dropouts (Total 11th Grade).	18	13,704	2,467.7	7	0
AMD11M	Dropouts (11th-American Indian/Alaska Native-Male).	0	178	27.5	13	0
AMD11F	Dropouts (11th-American Indian/Alaska Native-Female).	0	141	24.6	13	0
AMD11U	Dropouts (11th-American Indian/Alaska Native-Unknown).	0	70	1.4	8	0
ASD11M	Dropouts (11th-Asian/Pacific Islander-Male).	0	405	42.6	12	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06**

Variable	Label	Minimum	Maximum	Mean	-1	-2
ASD11F	Dropouts (11th-Asian/Pacific Islander-Female).	0	284	31.9	12	0
ASD11U	Dropouts (11th-Asian/Pacific Islander-Unknown).	0	39	0.8	8	0
HID11M	Dropouts (11th-Hispanic-Male).	0	4,308	370.7	12	0
HID11F	Dropouts (11th-Hispanic-Female).	0	3,187	288.3	13	0
HID11U	Dropouts (11th-Hispanic-Unknown).	0	439	8.6	8	0
BLD11M	Dropouts (11th-Black, non-Hispanic-Male).	0	1,417	320.0	13	0
BLD11F	Dropouts (11th-Black, non-Hispanic-Female).	0	1,125	241.9	13	0
BLD11U	Dropouts (11th-Black, non-Hispanic-Unknown).	0	92	1.8	8	0
WHD11M	Dropouts (11th-White, non-Hispanic-Male).	0	2,006	646.5	13	0
WHD11F	Dropouts (11th-White, non-Hispanic-Female).	0	1,499	492.6	12	0
WHD11U	Dropouts (11th-White, non-Hispanic-Unknown).	0	1,225	24.0	8	0
TOTD12	Dropouts (Total 12th Grade).	16	34,054	3,216.1	7	0
AMD12M	Dropouts (12th-American Indian/Alaska Native-Male).	0	186	32.2	14	0
AMD12F	Dropouts (12th-American Indian/Alaska Native-Female).	0	197	26.6	13	0
AMD12U	Dropouts (12th-American Indian/Alaska Native-Unknown).	0	105	2.1	8	0
ASD12M	Dropouts (12th-Asian/Pacific Islander-Male).	0	1,393	71.9	12	0
ASD12F	Dropouts (12th-Asian/Pacific Islander-Female).	0	916.0	52.0	12	0
ASD12U	Dropouts (12th-Asian/Pacific Islander-Unknown).	0	113	2.2	8	0
HID12M	Dropouts (12th-Hispanic-Male).	0	10,711	544.4	12	0
HID12F	Dropouts (12th-Hispanic-Female).	0	8,092	445.5	12	0
HID12U	Dropouts (12th-Hispanic-Unknown).	0	663	16.4	8	0
BLD12M	Dropouts (12th-Black, non-Hispanic-Male).	0	2,675	362.7	13	0
BLD12F	Dropouts (12th-Black, non-Hispanic-Female).	0	2,086	306.4	13	0
BLD12U	Dropouts (12th-Black, non-Hispanic-Unknown).	0	154	3.0	8	0
WHD12M	Dropouts (12th-White, non-Hispanic-Male).	0	4,359	855.0	12	0
WHD12F	Dropouts (12th-White, non-Hispanic-Female).	0	2,821	617.2	12	0
WHD12U	Dropouts (12th-White, non-Hispanic-Unknown).	0	23	0.5	8	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06**

Variable	Label	Minimum	Maximum	Mean	-1	-2
DRP912	Total 9-12th Grade Dropout Rate.	0.7	8.4	4.1	8	0
DRP9	Total 9th Grade Dropout Rate.	0.4	9.5	3.2	8	0
DRP10	Total 10th Grade Dropout Rate.	0.5	11.0	3.7	7	0
DRP11	Total 11th Grade Dropout Rate.	0.3	8.9	4.2	7	0
DRP12	Total 12th Grade Dropout Rate.	0.4	13.0	5.1	7	0
DRPAM	Total 9-12th Grade American Indian/Alaska Native Dropout Rate.	1.3	21.2	7.2	15	2
DRPAS	Total 9-12th Grade Asian/Pacific Islander Dropout Rate.	0.3	7.4	2.8	13	1
DRPHI	Total 9-12th Grade Hispanic Dropout Rate.	0.7	15.8	6.7	14	1
DRPBL	Total 9-12th Grade Black, non-Hispanic Dropout Rate.	2.6	12.5	6.4	14	2
DRPWH	Total 9-12th Grade White, non-Hispanic Dropout Rate.	1.1	6.3	3.1	14	2
DRPM	Total Male 9-12th Grade Dropout Rate.	0.8	10.2	4.4	16	0
DRPF	Total Female 9-12th Grade Dropout Rate.	0.7	7.3	3.4	15	0
DRPU	Total Unknown 9-12th Grade Dropout Rate.	0.0	0.0	0.0	15	44
EBS912	Enrollment Base (Grades 9 through 12).	3,312	1,938,474	277,263.9	8	0
EBS9	Total 9th Grade Enrollment Base.	1,045	544,718	80,234.3	8	0
EBSAM9M	Enrollment Base (9th-American Indian/Alaska Native-Male).	0	4,852	484.7	13	0
EBSAM9F	Enrollment Base (9th-American Indian/Alaska Native-Female).	0	4,640	469.0	13	0
EBSAM9U	Enrollment Base (9th-American Indian/Alaska Native-Unknown).	0	0	0.0	9	0
EBSAS9M	Enrollment Base (9th-Asian/Pacific Islander-Male).	0	31,159	1,935.6	13	0
EBSAS9F	Enrollment Base (9th-Asian/Pacific Islander-Female).	0	28,893	1,758.9	13	0
EBSAS9U	Enrollment Base (9th-Asian/Pacific Islander-Unknown).	0	0	0.0	9	0
EBSHI9M	Enrollment Base (9th-Hispanic-Male).	0	131,796	9,415.2	13	0
EBSHI9F	Enrollment Base (9th-Hispanic-Female).	0	123,875	8,617.1	13	0
EBSHI9U	Enrollment Base (9th-Hispanic-Unknown).	0	0	0.0	9	0
EBSBL9M	Enrollment Base (9th-Black, non-Hispanic-Male).	0	32,313	7,428.0	14	0
EBSBL9F	Enrollment Base (9th-Black, non-Hispanic-Female).	0	29,333	6,870.9	14	0
EBSBL9U	Enrollment Base (9th-Black, non-Hispanic-Unknown).	0	0	0.0	9	0
EBSWH9M	Enrollment Base (9th-White, non-Hispanic-Male).	0	86,718	22,887.4	13	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06**

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSWH9F	Enrollment Base (9th-White, non-Hispanic-Female).	0	81,036	21,275.2	13	0
EBSWH9U	Enrollment Base (9th-White, non-Hispanic-Unknown).	0	0	0.0	9	0
EBS10	Total 10th Grade Enrollment Base.	826	511,950	71,452.0	7	0
EBSAM10M	Enrollment Base (10th-American Indian/Alaska Native-Male).	0	4,328	415.8	13	0
EBSAM10F	Enrollment Base (10th-American Indian/Alaska Native-Female).	0	4,103	411.7	13	0
EBSAM10U	Enrollment Base (10th-American Indian/Alaska Native-Unknown).	0	0	0.0	8	0
EBSAS10M	Enrollment Base (10th-Asian/Pacific Islander-Male).	0	30,567	1,827.2	12	0
EBSAS10F	Enrollment Base (10th-Asian/Pacific Islander-Female).	0	28,575	1,697.7	12	0
EBSAS10U	Enrollment Base (10th-Asian/Pacific Islander-Unknown).	0	0	0.0	8	0
EBSHI10M	Enrollment Base (10th-Hispanic-Male).	0	114,209	7,545.9	12	0
EBSHI10F	Enrollment Base (10th-Hispanic-Female).	0	109,370	7,380.2	13	0
EBSHI10U	Enrollment Base (10th-Hispanic-Unknown).	0	0	0.0	8	0
EBSBL10M	Enrollment Base (10th-Black, non-Hispanic-Male).	0	25,493	5,874.2	14	0
EBSBL10F	Enrollment Base (10th-Black, non-Hispanic-Female).	0	25,193	5,744.2	13	0
EBSBL10U	Enrollment Base (10th-Black, non-Hispanic-Unknown).	0	0	0.0	8	0
EBSWH10M	Enrollment Base (10th-White, non-Hispanic-Male).	0	87,779	21,279.1	12	0
EBSWH10F	Enrollment Base (10th-White, non-Hispanic-Female).	0	82,774	20,287.8	12	0
EBSWH10U	Enrollment Base (10th-White, non-Hispanic-Unknown).	0	0	0.0	8	0
EBS11	Total 11th Grade Enrollment Base.	755	462,928	63,755.7	7	0
EBSAM11M	Enrollment Base (11th-American Indian/Alaska Native-Male).	0	3,978	361.4	13	0
EBSAM11F	Enrollment Base (11th-American Indian/Alaska Native-Female).	0	3,645	359.5	13	0
EBSAM11U	Enrollment Base (11th-American Indian/Alaska Native-Unknown).	0	0	0.0	8	0
EBSAS11M	Enrollment Base (11th-Asian/Pacific Islander-Male).	0	30,108	1,729.8	12	0
EBSAS11F	Enrollment Base (11th-Asian/Pacific Islander-Female).	0	28,156	1,639.7	12	0
EBSAS11U	Enrollment Base (11th-Asian/Pacific Islander-Unknown).	0	0	0.0	8	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSHI11M	Enrollment Base (11th-Hispanic-Male).	0	96,627	6,028.8	12	0
EBSHI11F	Enrollment Base (11th-Hispanic-Female).	0	94,045	6,127.3	13	0
EBSHI11U	Enrollment Base (11th-Hispanic-Unknown).	0	0	0.0	8	0
EBSBL11M	Enrollment Base (11th-Black, non-Hispanic-Male).	0	20,606	4,556.8	13	0
EBSBL11F	Enrollment Base (11th-Black, non-Hispanic-Female).	0	21,967	4,865.6	13	0
EBSBL11U	Enrollment Base (11th-Black, non-Hispanic-Unknown).	0	0	0.0	8	0
EBSWH11M	Enrollment Base (11th-White, non-Hispanic-Male).	0	84,088	19,861.8	13	0
EBSWH11F	Enrollment Base (11th-White, non-Hispanic-Female).	0	79,726	19,116.5	12	0
EBSWH11U	Enrollment Base (11th-White, non-Hispanic-Unknown).	0	0	0.0	8	0
EBS12	Total 12th Grade Enrollment Base.	686	419,317	58,703.1	7	0
EBSAM12M	Enrollment Base (12th-American Indian/Alaska Native-Male).	0	3,419	326.0	14	0
EBSAM12F	Enrollment Base (12th-American Indian/Alaska Native-Female).	0	3,390	323.4	13	0
EBSAM12U	Enrollment Base (12th-American Indian/Alaska Native-Unknown).	0	0	0.0	8	0
EBSAS12M	Enrollment Base (12th-Asian/Pacific Islander-Male).	0	28,596	1,626.1	12	0
EBSAS12F	Enrollment Base (12th-Asian/Pacific Islander-Female).	0	27,387	1,578.0	12	0
EBSAS12U	Enrollment Base (12th-Asian/Pacific Islander-Unknown).	0	0	0.0	8	0
EBSHI12M	Enrollment Base (12th-Hispanic-Male).	0	81,784	5,162.4	12	0
EBSHI12F	Enrollment Base (12th-Hispanic-Female).	0	82,206	5,267.1	12	0
EBSHI12U	Enrollment Base (12th-Hispanic-Unknown).	0	0	0.0	8	0
EBSBL12M	Enrollment Base (12th-Black, non-Hispanic-Male).	0	18,038	3,892.3	13	0
EBSBL12F	Enrollment Base (12th-Black, non-Hispanic-Female).	0	19,143	4,328.0	13	0
EBSBL12U	Enrollment Base (12th-Black, non-Hispanic-Unknown).	0	0	0.0	8	0
EBSWH12M	Enrollment Base (12th-White, non-Hispanic-Male).	0	79,181	18,728.4	12	0
EBSWH12F	Enrollment Base (12th-White, non-Hispanic-Female).	0	75,963	18,167.8	12	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

**APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06**

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBSWH12U	Enrollment Base (12th-White, non-Hispanic-Unknown).	0	0	0.0	8	0
OTHCOM	Other high school completer count.	4	9,671	1,710.2	9	19
AMOHC	Other high school completer count (American Indian /Alaska Native).	0	170	23.4	11	19
ASOHC	Other high school completer count (Asian/Pacific Islander).	0	226	44.9	11	19
HIOHC	Other high school completer count (Hispanic).	0	3,212	283.5	11	19
BLOHC	Other high school completer count (Black, non-Hispanic).	0	4,972	737.5	11	19
WHOHC	Other high school completer count (White, non-Hispanic).	0	2,913	733.4	11	19
EQUIV	Count of individuals age 19 or younger who passed the General Educational Development (GED) test.	2	13,286	2,548.5	4	0
AMEQUIV	Count of individuals age 19 or younger who passed the GED (American Indian/Alaska Native).	0	308	50.4	4	0
ASEQUIV	Count of individuals age 19 or younger who passed the GED (Asian/Pacific Islander).	0	554	55.1	4	0
HIEQUIV	Count of individuals age 19 or younger who passed the GED (Hispanic).	0	3,456	304.7	4	0
BLEQUIV	Count of individuals age 19 or younger who passed the GED (Black, non-Hispanic).	0	1,724	316.4	4	0
WHEQUIV	Count of individuals age 19 or younger who passed the GED (White, non-Hispanic).	0	9,416	1,636.4	4	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Table B-1. Number of public school graduates, Averaged Freshman Graduation Rate (AFGR), and enrollment base for AFGR, by state or jurisdiction: School year 2005–06

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate ¹	Estimated first-time 9th-graders in 2002–03 ²
Reporting states³	2,649,594	73.2	3,833,710
Alabama	37,918	66.2	57,311
Alaska	7,361	66.5	11,069
Arizona	54,091	70.5	76,747
Arkansas	28,790	80.4	35,810
California	343,515	69.2	496,213
Colorado	44,424	75.5	58,820
Connecticut	36,222	80.9	44,780
Delaware	7,275	76.3	9,529
District of Columbia	‡	‡	4,676
Florida	134,686	63.6	211,922
Georgia	73,498	62.4	117,846
Hawaii	10,922	75.5	14,466
Idaho	16,096	80.5	20,003
Illinois	126,817	79.7	159,188
Indiana	57,920	73.3	79,049
Iowa	33,693	86.9	38,784
Kansas	29,818	77.6	38,450
Kentucky	38,449	77.2	49,828
Louisiana	33,275	59.5	55,931
Maine	12,950	76.3	16,966
Maryland	55,536	79.9	69,517
Massachusetts	61,272	79.5	77,085
Michigan	102,582	72.2	142,032
Minnesota	58,898	86.2	68,290
Mississippi	23,848	63.5	37,530
Missouri	58,417	81.0	72,092
Montana	10,283	81.9	12,563
Nebraska	19,764	87.0	22,720
Nevada	16,455	55.8	29,490
New Hampshire	13,988	81.1	17,257
New Jersey	90,049	84.8	106,173
New Mexico	17,822	67.3	26,498
New York	161,817	67.4	240,159
North Carolina	76,710	71.8	106,836
North Dakota	7,192	82.1	8,755
Ohio	117,356	79.2	148,223
Oklahoma	36,497	77.8	46,899
Oregon	32,394	73.0	44,363
Pennsylvania	—	—	153,077
Rhode Island	10,108	77.8	12,999
South Carolina	—	—	57,281
South Dakota	8,589	84.5	10,164
Tennessee	50,880	70.6	72,032
Texas	240,485	72.5	331,916
Utah	29,050	78.6	36,977
Vermont	6,779	82.3	8,239
Virginia	69,597	74.5	93,449
Washington	60,213	72.9	82,596
West Virginia	16,763	76.9	21,810
Wisconsin	63,003	87.5	72,036
Wyoming	5,527	76.1	7,264

See notes at end of table.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Table B-1. Number of public school graduates, Averaged Freshman Graduation Rate (AFGR), and enrollment base for AFGR, by state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Number of graduates	Averaged Freshman Graduation Rate ¹	Estimated first-time 9th-graders in 2002–03 ²
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions			
DoDDS: DoD Overseas ⁴	—	—	4,526
DDESS: DoD Domestic ⁴	—	—	1,221
Bureau of Indian Education	—	—	3,679
American Samoa	879	81.0	1,085
Guam	—	—	—
Commonwealth of the Northern Marianas Islands	670	80.2	835
Puerto Rico	31,896	68.6	46,478
U.S. Virgin Islands	868	—	—

— Not available. Enrollment base not presented when diploma data are not reported.

‡ Reporting standards were not met. Reported number of graduates exceeded grade 12 membership.

¹ Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2005–06, it equals the total number of diploma recipients in 2005–06 divided by the average membership of the 8th-grade class in 2001–02, the 9th-grade class in 2002–03, and the 10th-grade class in 2003–04.

² The enrollment base for the AFGR was estimated as the average of student membership in grades 8, 9, and 10 in 3 consecutive years.

³ Reporting states totals include any of the 50 states and the District of Columbia that reported data.

⁴ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Table B-2. Number of dropouts, by grade and state or jurisdiction: School year 2005–06

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Reporting states¹	126,196	129,086	127,860	166,888
Alabama	1,263	1,461	1,358	1,267
Alaska	546	823	897	1,081
Arizona	4,020	4,715	5,507	8,743
Arkansas	691	1,115	1,334	1,146
California	12,697	11,823	13,704	34,054
Colorado	3,621	4,417	4,628	5,237
Connecticut	839	793	901	677
Delaware	751	526	417	300
District of Columbia	—	—	—	—
Florida	9,132	7,889	7,672	7,649
Georgia	7,707	6,466	5,375	3,824
Hawaii	470	688	731	719
Idaho	387	509	581	623
Illinois	6,355	5,905	5,983	6,585
Indiana	1,527	2,006	2,467	3,076
Iowa	325	641	882	1,518
Kansas	594	818	1,020	1,152
Kentucky	1,470	1,829	1,725	1,307
Louisiana	5,035	3,214	2,989	3,144
Maine	411	628	965	1,336
Maryland	3,660	2,854	2,165	1,802
Massachusetts	2,477	2,529	2,388	2,613
Michigan	5,630	5,085	4,596	3,638
Minnesota	813	1,327	2,006	4,523
Mississippi	1,119	1,126	1,039	816
Missouri	2,674	2,880	3,110	2,919
Montana	390	419	489	461
Nebraska	461	590	618	846
Nevada	2,495	2,221	1,791	2,429
New Hampshire	141	402	668	916
New Jersey	1,474	1,714	1,790	1,669
New Mexico	1,582	1,559	1,223	946
New York	8,515	14,051	8,022	8,163
North Carolina	—	—	—	—
North Dakota	125	182	192	181
Ohio	8,291	4,054	4,434	6,411
Oklahoma	1,526	1,667	1,742	1,365
Oregon	882	1,361	1,959	3,194
Pennsylvania	2,273	4,109	4,650	5,130
Rhode Island	525	520	532	418
South Carolina	—	—	—	—
South Dakota	341	503	427	414
Tennessee	1,560	1,645	2,186	2,429
Texas	12,642	13,042	11,250	16,770
Utah	337	770	1,209	2,687
Vermont	—	37	24	28
Virginia	2,464	2,315	2,371	2,848
Washington	3,870	3,685	5,356	5,516
West Virginia	789	837	873	749
Wisconsin	1,061	912	1,156	3,142
Wyoming	238	424	458	427

See notes at end of table.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Table B-2. Number of dropouts, by grade and state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Department of Defense (DoD) dependents schools, Bureau of Indian Education, and other jurisdictions				
DODDS: DoD Overseas ²	—	—	—	—
DDESS: DoD Domestic ²	—	—	—	—
Bureau of Indian Education	—	—	—	—
American Samoa	26	25	29	27
Guam	—	—	—	—
Commonwealth of the Northern Mariana Islands	70	11	18	16
Puerto Rico	156	453	335	229
U.S. Virgin Islands	138	122	77	76

— Not available. These states or jurisdictions do not report dropouts or report dropout counts that are not consistent with the NCES definition.

¹ Reporting states totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Table B-3. Enrollment base for dropout rates, by grade and state or jurisdiction: School year 2005–06

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Reporting states¹	4,044,552	3,666,926	3,272,191	3,015,733
Alabama	65,352	55,608	48,393	43,536
Alaska	11,405	11,035	10,045	9,578
Arizona	82,526	78,187	69,265	67,453
Arkansas	39,006	37,386	32,650	29,396
California	544,718	511,950	462,928	419,317
Colorado	63,791	59,938	54,326	51,801
Connecticut	45,219	41,701	39,015	35,520
Delaware	11,638	9,279	7,826	7,555
District of Columbia	—	—	—	—
Florida	245,035	211,441	184,515	155,491
Georgia	145,243	120,058	99,914	87,800
Hawaii	17,184	14,292	12,927	10,910
Idaho	21,163	20,229	18,733	17,550
Illinois	177,498	163,030	145,082	134,908
Indiana	88,141	80,828	73,717	66,825
Iowa	40,404	39,500	37,901	36,683
Kansas	39,582	38,189	35,210	33,530
Kentucky	58,244	50,695	44,094	39,445
Louisiana	52,868	43,232	39,315	36,696
Maine	16,088	15,926	15,310	14,683
Maryland	79,788	70,031	62,864	58,766
Massachusetts	81,926	75,710	70,379	64,806
Michigan	160,610	145,451	126,299	114,758
Minnesota	69,295	71,008	68,946	72,139
Mississippi	42,118	35,792	30,233	26,946
Missouri	80,246	72,791	65,835	61,934
Montana	12,769	12,331	11,371	11,098
Nebraska	24,558	23,274	21,178	21,098
Nevada	39,396	32,535	23,787	20,461
New Hampshire	18,346	17,550	16,428	15,060
New Jersey	105,078	101,108	93,095	86,287
New Mexico	30,026	26,075	21,986	19,119
New York	266,964	241,578	190,835	178,019
North Carolina	—	—	—	—
North Dakota	8,424	8,207	7,948	7,829
Ohio	162,604	142,869	132,907	127,616
Oklahoma	50,037	46,552	42,013	37,993
Oregon	42,311	42,569	40,368	37,830
Pennsylvania	160,369	152,115	139,876	131,369
Rhode Island	14,025	12,821	11,589	10,350
South Carolina	—	—	—	—
South Dakota	10,266	9,992	9,103	8,896
Tennessee	81,875	74,063	65,474	57,191
Texas	393,486	323,172	281,477	256,901
Utah	38,380	38,029	36,746	36,796
Vermont	—	7,852	7,591	7,233
Virginia	109,828	96,368	86,600	78,712
Washington	89,839	84,706	80,754	76,319
West Virginia	24,482	21,195	19,453	17,963
Wisconsin	74,920	71,548	69,431	67,499
Wyoming	7,481	7,130	6,459	6,068

See notes at end of table.

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

Table B-3. Enrollment base for dropout rates, by grade and state or jurisdiction: School year 2004–05—Continued

State or jurisdiction	Grade 9	Grade 10	Grade 11	Grade 12
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions				
DODDS: DoDs Overseas ²	—	—	—	—
DDESS: DoDs Domestic ²	—	—	—	—
Bureau of Indian Education	—	—	—	—
American Samoa	1,112	1,167	1,128	949
Guam	—	—	—	—
Commonwealth of the Northern Mariana Islands	1,045	826	755	686
Puerto Rico	43,327	45,470	40,222	34,191
U.S. Virgin Islands	1,911	1,113	998	1,000

— Not available. These states or jurisdictions do not report dropouts or report dropout counts that are not consistent with the NCES definition.

¹ Reporting states totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Estimates of enrollment by grade include a prorated count of students reported as not being in a standard grade (students classified as ungraded in CCD data files).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b.

APPENDIX C. Dropout Reporting Practices and Guidelines

APPENDIX C. Dropout Reporting Practices and Guidelines

NCES Common Core of Data State Dropout and Completion Data File: School Year 2005–06

The following is a copy of the dropout reporting instructions sent to states.

These are the instructions for reporting dropouts for the National Center for Education Statistics in 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.

I. Dropout Definition

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

1. was enrolled in school at some time during the previous school year¹ and was not enrolled on October 1 of the current school year; or
2. was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and
3. has not graduated from high school or completed a state- or district-approved education 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, 2005, and ending September 30, 2006. 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.

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 for the 2005–06 school year are American Indian/Alaska native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; and White, not Hispanic.

- E. *Gender* of dropouts is to be reported as male or female.
- F. *Grade classifications*, grades 7 through 12, are used to report dropouts, not the student's age.
- G. *Ungraded dropouts* should be allocated to the grade most appropriate for their age.

¹ A student who was enrolled in September 2005, dropped out of school in February 2006, and was not enrolled in school on October 1, 2006, would be reported as a 2005–06 dropout (*previous year*) in the 2006–07 CCD (*current year*).

APPENDIX C. Dropout Reporting Practices and Guidelines

NCES Common Core of Data State Dropout and Completion Data File: School Year 2005–06

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, 2006, or the school day closest to this date, in order to agree with the CCD membership count that is taken a year earlier, but on the same date.

The defining decision is whether a student is a dropout on October 1, 2006. A student who missed much of the previous school year (2005–06) but who is in membership on October 1, 2006, is not a dropout, while a student who is not in membership on October 1, 2006, but who returns later in that school year is a dropout (for the previous year, 2005–06). 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 (2005–06) but who fail to enroll by October 1, 2006. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 2005–06 but who is not re-enrolled on October 1, 2006, is reported as a 2006–07 dropout for 11th grade.
2. Students who enroll in adult education programs are counted as dropouts unless *the elementary/secondary school system remains responsible for the student*. The intent of this guideline is to ensure that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.
 - i. Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, “storefront” 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 2005–06 school year but who have obtained a completion credential recognized by the state or district (such as a GED-based diploma or certificate of completion), on October 1, 2006, are not reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate’s degree, is not a dropout.
4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12th grade.
5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student’s subsequent enrollment in school in that other country.
6. Students who drop out during the 2005–06 school year, after October 1, 2005, but are re-enrolled on October 1, 2006, 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
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

8. Underage dropouts, those who leave school when they are still too young to do so legally, should be reported in 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 D. Computation Instructions

APPENDIX D. Computation Instructions
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2005–06

COMPUTATION OF DROPOUT RATE FIELDS

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

$$Rg = Dg/Eg$$

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

COMPUTATION OF AVERAGED FRESHMAN GRADUATION RATE FIELDS

The Averaged Freshman Graduation Rate (AFGR) is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2005–06 AFGR was the average of 8th-grade membership in 2001–02, 9th-grade membership in 2002–03, and 10th-grade membership in 2003–04. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2002–03 in order to estimate the on-time graduation rate for 2005–06.

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

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

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

COMPUTATION OF AFGR AND DROPOUT RATE ENROLLMENT BASE FIELDS

Proration of ungraded students. Student membership data that comprise the denominator for the AFGR are taken from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education data file. The membership data that were used to create the enrollment base (denominator) for the 2005–06 dropout rate are taken from the CCD Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

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

1. Calculate the number of students in each grade (PK, KG, grade 1, ..., grade 12) and the number of ungraded students by summing enrollments as reported by grade by race/ethnicity by gender. Enrollments are reported by grade by race/ethnicity by gender in one of five racial/ethnic categories (American

APPENDIX D. Computation Instructions
NCES Common Core of Data State Dropout and Completion Data File:
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Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and White, non-Hispanic) and one of three gender categories (male, female, and gender unknown).

2. Create a sixth race/ethnicity count of enrollments (“unreported race/ethnicity”) by subtracting the totals calculated in step 1 from the reported grade total (e.g., total PK, total KG, total grade 1, . . . , total ungraded). (In the CCD, states can report students in a grade total without reporting the same students in a grade by race/ethnicity by gender category.)
3. Prorate ungraded American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, non-Hispanic, and White, non-Hispanic students into the graded enrollments by race/ethnicity by gender counts.
4. Prorate ungraded “unreported race/ethnicity” students into the “unreported race/ethnicity” counts by grade.
5. Calculate each grade’s total prorated enrollment by summing prorated grade by race/ethnicity by gender counts for each of the five race/ethnicity categories and adding the prorated “unreported race/ethnicity” grade count.

Dropout enrollment base fields are composed of enrollment data from the same year as the dropout count (e.g., dropout enrollment base fields for school year 2005–06 dropouts are computed from school year 2005–06 enrollment data). AFGR enrollment base fields are an estimate of first-time freshmen 4 years prior to the graduation count (e.g., the AFGR enrollment base field for school year 2005–06 is an estimate of first-time freshman in school year 2002–03). Therefore, to compute the AFGR enrollment base fields, the proration of ungraded students as described above is performed for 8th-grade membership in 2001–02, 9th-grade membership in 2002–03, and 10th-grade membership in 2003–04. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2002–03 in order to estimate the on-time graduation rate for 2005–06.