NCES Common Core of Data State Dropout and Completion Data File: School Year 2008–09

File Version 1a

ies NATIONAL CENTER FOR EDUCATION STATISTICS

Institute of Education Sciences

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CCD
COMMON CORE OF DATA

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I. Introduction

This document provides information about the Common Core of Data (CCD) State Dropout and Completion Data File: School Year 2008–09. The CCD State Dropout and Completion Data File is one of several data files released through the CCD nonfiscal survey system. This file contains state-level counts of students who complete or drop out of public high 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 U.S. Island 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. SEAs report agency- and state-level dropout and completion data for the CCD through the U.S. Department of Education's Ed*Facts* collection system. CCD survey staff[1] edits the data to produce a clean data file, which NCES uses 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 2008–09 contains information on CCD dropout and completion reporting methodology, as well as information on the data file. There are five appendixes, as follows:

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

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

- **Appendix C. Value Distribution and Field Frequency tables presents** the minimum, maximum, and mean value of each numeric variable as well as the total number of states for which data are missing or not applicable. For categorical and text variables, Appendix C also lists the frequency of responses for each variable.

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

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

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[1] CCD survey staff collectively refers to staff that are employed by NCES as well as staff who are employed by other organizations who perform collection, editing, and processing tasks on behalf of NCES. For 2008–09 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

II. The CCD State Dropout and Completion Data File: School Year 2008–09

A. Sources of Data Used to Construct the File

The CCD State Dropout and Completion Data File is a product of the State Nonfiscal Survey of Public Elementary/Secondary Education. The file contains numbers of high school diploma recipients and the student membership data that comprise the denominator for the Averaged Freshman Graduation Rate (AFGR), as well as dropout counts and the membership data that comprise the enrollment bases that are used in calculating dropout rates.

The General Educational Development Testing Service provided counts of individuals ages 19 or younger who passed the General Education Development (GED) test.

B. Data Collection Methods

All 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands reported their dropout and high school completer data for 2008–09 during the collection of CCD data through the ED*Facts* data collection system.

C. Who Is a Dropout?

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

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

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

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

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

The following statements apply for the purpose of this definition:

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

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

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

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

<u>Treatment of ungraded students in calculating dropout rates</u>— The dropout rate denominator is based on enrollments by grade. However, some states report ungraded students and/or ungraded dropouts (students who are not assigned a regular grade designation). Ungraded enrollments and ungraded dropouts are not factored into any individual grade-level counts or rates (e.g. the 9th-grade dropout rate). Overall high school counts (grades 9–12 in aggregate) and rates include a proportion of ungraded students. Ungraded student enrollments are distributed into grades proportionally based on graded enrollment. These serve as the denominator for the high school event dropout rate. Ungraded dropouts are distributed into grades proportionally using the graded dropout counts. These counts serve as the numerator for the high school event dropout rates. Ungraded dropout counts are not reported separately on the file for the purpose of disclosure mitigation. For more details please see "Precautions to Prevent Disclosure of Individuals Who Drop Out of School" (section II.E) for more information.

<u>Caution in interpreting the dropout rates</u>—The event dropout rates presented on this file are approximations and are not cohort rates. The enrollment data is reported early in the school year and is representative of the October 1st enrollment for that school year while the dropout data is cumulative across the entire school year and subsequent summer. Thus the dropout data is affected by in- and out-transfer and the enrollment data does not include any adjustments for transfer students. This issue is of greater importance at the school district-level where net transfer rates are higher than at the state-level.

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 AFGR, enrollment data used to calculate the AFGR, counts of other high school completers, and counts of individuals ages 19 or younger who passed the GED test.

<u>What is a regular diploma</u>?—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.

<u>Calculating the AFGR</u>—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 2008–09 AFGR is the average of the 8th-grade membership in 2004–05, 9th-grade membership in 2005–06, and 10th-grade membership in 2006–07. 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 2005–06

freshmen in order to estimate the on-time graduation rate for 2008–09.

<u>Treatment of ungraded students in calculating the AFGR</u>—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. The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the 8th, 9th, and 10th grades. Ungraded enrollments account for approximately 1 percent of enrollments each year.

<u>Caution in interpreting the AFGR</u>—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.

<u>What is an "other high school completer"?</u>— 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— The Ed*Facts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from State Education Agencies (SEAs) submit the high school dropout and completion data at agency and state levels to the Ed*Facts* collection system. Prior to submitting CCD files to Ed*Facts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verified data through SEA coordinators and did not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edit and consistency checks, CCD survey staff referred discrepancies to SEA coordinators for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

States report data to the ED*Facts* collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The 2008–09 school year ED*Facts* collection of CCD dropout and high school completer submissions opened in January 2010. NCES extracted data from ED*Facts* between April 2010 and January 2011. CCD processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Once a file group was edited and verified for a particular state, CCD survey staff did not continue to incorporate late reports or updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.

Response. Forty-eight states, the District of Columbia, and the U.S. Virgin Islands reported usable high school completion and dropout data during the CCD data collection period for the 2008-09 school year. Unit response rate information and state specific notes are include in Appendix B. Item response is described in Appendix C—Value Distribution, Field Frequencies, and Data Tables. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units with missing data. Appendix C also lists the frequency of responses by option for each of the categorical values.

Nonsampling error. Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error; data processing or data entry errors, or reporting error because respondents misinterpret survey questions or do not follow survey instructions or do not follow the item definitions correctly. State education policies may differ in such a way that does not allow them to map their data exactly to the CCD definitions. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). Another source of nonsampling error may be variations in the reference

period for the reported data. For example, CCD requests membership data for October 1 of each school year, but a state may report their membership data for another date because they were not able to capture these data for October 1.

Coverage error and vertical consistency— Coverage error is another source of nonsampling error; for example, the same school could be reported twice (overcoverage) or a school could be omitted (undercoverage). Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular[2]) 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, some states do not report schools and districts that are administered by state organizations other than SEAs (such as health and human services or corrections departments). Unreported schools may include those for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA.

NCES attempts to minimize nonsampling error through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing and imputation procedures.

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 or completion data except where explicitly stated in the previous section and in response to the disclosure mitigation procedures discussed in the following section.

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

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

CCD survey staff applied perturbation to the data on this file. A perturbation is an adjustment to one or more counts in the file and is done to protect the identity of students. Only data fields associated with dropout counts and high school diploma counts have been perturbed. In the case of perturbations done to dropout counts, the perturbation was necessary to prevent the disclosure of individual students who dropped out of school. In the case of perturbations done to regular high school diploma counts, the perturbation was necessary to prevent the disclosure of

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[2] 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.

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.

 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 K–12 district having no 12th-graders would report "0.")

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

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

F. Comments About the Data Items

The CCD State Dropout and Completion Data File: School Year 2008–09 contains the following data items for each record: the school year for which the data are reported; the American National Standards Institute (ANSI) State Code;[3] and official state or other jurisdiction name; dropout counts by grade and race/ethnicity for each of grades 9–12, and for grades 9–12 collectively; enrollment counts for dropout rates by grade and race/ethnicity for each of grades 9–12, and for grades 9–12, collectively; dropout rates by grade, for each of grades 9–12, and by race/ethnicity for grades 9–12, collectively; regular diploma counts by race/ethnicity; enrollment bases for the AFGR by race/ethnicity; the AFGR and the AFGR by race/ethnicity; counts of other high school completers in total and by race/ethnicity; counts of individuals ages 19 and younger who passed the GED test in total and by race/ethnicity; and an indicator specifying whether an SEA reported student-level data in 5 or 7 racial/ethnic groupings. 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 2008–09 school year is represented as "2008" in the data file). It is important to use this field when comparing dropout data from different files.

(FIPST) FIPS The American National Standards Institute state code. Please see table 1 for a list of state codes and state names.

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

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[3] American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Territories. ANSI code values map directly to the retired FIPS code values.

(TOTD9–TOTDTR) Dropout Count Variables. Dropout counts are presented by grade and race/ethnicity for grades 9–12, separately, and in aggregate by race/ethnicity. Grade-level dropouts include only those dropouts reported explicitly to that graded category. A proportion of the dropouts reported to the ungraded categories are included in the 9–12 aggregate counts based on the proportion of graded dropouts that are in grades 9–12. Dropout counts are used as the numerator for dropout rates. Reported grade totals for dropout counts can exceed the sum of race/ethnicity detail for the grade because states may report students in the grade total who are not included in the race/ethnicity detail for that grade for states that reported students in 5 racial/ethnic groupings (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of dropout count variables.

(G9–EBSTR) Enrollment Counts. Enrollment counts serve as the denominator to calculate dropout rates. Enrollment counts that are grade specific (G9–G12) include only students that were reported to the same grade. Counts that are not grade specific (those variables that begin with the letters 'EBS') serve as the denominator for the aggregate high school dropout rates. These counts include the students reported to that specific grade for grades 9–12 and a proportion of the ungraded students equal to the proportion of the graded enrollment in a state that is in grades 9–12. Appendix E. Computation Instructions describes the procedure. Reported grade totals for the enrollment base can exceed the sum of the race/ethnicity detail for the grades because states may report students in the grade totals who are not included in the race/ethnicity for those grades for states that reported students in 5 racial/ethnic groupings (i.e., students for whom race/ethnicity is not reported). See Appendix A. Record Layout for a complete list of dropout rate enrollment base variables.

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

(TOTDPL–TRDPL) Regular Diploma Count Variables. Total diploma counts and counts by race/ethnicity are presented in the data file. 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 for states that reported students in 5 racial/ethnic groupings (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of regular diploma count variables.

(AFGEB–AFGEBWH) Enrollment Base for Averaged Freshman Graduation Rate (AFGR). 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 2005–06 freshmen in order to estimate the on-time graduation rate for 2008–09. Data users should note that AFGR enrollment bases could only be calculated for the following racial/ethnic groups: American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, and White. AFGR enrollment bases for students who are Two or more races could not be calculated because enrollment data for these students was not collected in school years 2004–05, 2005–06, and 2006–07 (the years needed to calculate the number of first-time freshman in the class of 2005–06). See Appendix E. Computation Instructions for the procedure. See Appendix A. Record Layout for a complete list of AFGR enrollment base variables.

(AFGR–AFGRWH) Averaged Freshman Graduation Rate Variables. AFGR variables are presented for totals and by race/ethnicity. Data users should note that AFGRs could only be calculated for the following racial/ethnic groups: American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, and White. The enrollment data for students who are Two or more races was not collected in school years 2004–05, 2005–06, and 2006–07 (the years needed to calculate the number of first-time freshman in the class of 2005–06). See Appendix A. Record Layout for a complete list of AFGR variables.

(TOTOHC–TROHC) 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 for states that reported students in 5 racial/ethnic groupings (i.e., students for whom race/ethnicity is not reported.) Other high school completer credentials are not offered by the following states and jurisdictions: Arizona, California, Indiana, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Texas, Vermont, West Virginia, Puerto Rico, and the U.S. Virgin Islands. See Appendix A. Record Layout for a complete list of other high school completer variables.

(TOTEQUIV–TREQUIV) 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 for states that reported students in 5 racial/ethnic groupings (i.e., students for whom race/ethnicity is not reported.) See Appendix A. Record Layout for a complete list of GED passer variables.

(RACECAT) Race/ethnicities category indicator. The data item RACECAT is a race/ethnicities category indicator that indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. Prior to 2008–09, NCES asked states to report student enrollment counts by five racial/ethnic categories. For the 2008–09 and 2009–10 data collection, NCES asked states to submit counts of students by race/ethnicity by seven race/ethnicity categories if their state data system allowed for such reporting. Starting 2010–11, every state and jurisdiction should report student enrollment counts by seven racial/ethnic categories. For the 2008–09 and 2009–10 data collection, the data item RACECAT contains two values:

 5 = State reported student counts in the following 5 race/ethnicity categories: (a) America Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.

 7 = State reported student counts in the following 7 race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

In the current file, for the states that reported five race/ethnicity categories (i.e., RACECAT09=5), the variables related to the Asian race category include students who are Asian, Hawaiian Native, or Pacific Islander; for the states that reported seven race/ethnicity

categories (i.e., RACECAT09=7), the variables related to the Asian race category include Asian students only. In appendix A, the race/ethnicity categories represented by the five and seven reporting categories are followed by a notation of "(5)" or "(7)," respectively.

Table 1. State and other jurisdiction American National Standards Institute (ANSI) codes and abbreviations used in CCD datasets

State name/jurisdiction	ANSI [1]	Abbreviation [2]	State name/jurisdiction	ANSI [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] American National Standards Institute codes (01–78).

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

[3] Not official U.S. ANSI 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: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:2009)." Washington, DC: U.S. Census Bureau.

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 2008–09.

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 total who are not included in the race/ethnicity detail for states that reported students in 5 racial/ethnic groupings (i.e., students for whom race/ethnicity is not reported.) See section F. RACECAT (Race/ethnicities category indicator) for more information.

III. User Guidelines for Processing the CCD State Dropout and Completion Data File: School Year 2008–09

A. File Characteristics

The CCD State Dropout and Completion Data File: School Year 2008–09 is provided in two file formats: a SAS file (sdr081a.sas7bdat); and a flat ASCII file (sdr081a.dat). The first three characters of the file name indicate the type of file (sdr = state dropout and completer file), the fourth and fifth characters indicate the school year (08 = 2008–09), and the sixth and seventh characters indicate the version number (1 = public file, a = first version). The record layout (containing field name, field position, field length, field type, and field description) is located in Appendix A. Record Layout.

B. Linking This File to Other CCD Files

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

Users should note that the enrollment counts in this file may not match the enrollment counts in other CCD files because ungraded students are prorated into grades for grade 9–12 aggregate reporting (see appendix E for information regarding the enrollment field calculations in the dropout file).

C. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., FIPST) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers which is necessary when merging these data with other files. This can be accomplished in Excel by using the 'Import Wizard' to select the ID fields and set them as text fields.

APPENDIX A. Record Layout

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2008–09

Number of Variables = 104
Number of Observations = 59

The file contains data for school year 2008–09 sorted by the Federal Information Processing Standards (FIPS) state code. "AN" and "N" indicate alphanumeric and numeric data, respectively. Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt). An asterisk (*) in the order column indicates that the field has one explicit decimal place.

Variable name	Order	Data type	Description
FIPST	2	AN	Two Digit American National Standards Institute (ANSI) State Code

01 = Alabama	25 = Massachusetts	48 = Texas
02 = Alaska	26 = Michigan	49 = Utah
04 = Arizona	27 = Minnesota	50 = Vermont
05 = Arkansas	28 = Mississippi	51 = Virginia
06 = California	29 = Missouri	53 = Washington
08 = Colorado	30 = Montana	54 = West Virginia
09 = Connecticut	31 = Nebraska	55 = Wisconsin
10 = Delaware	32 = Nevada	56 = Wyoming
11 = District of	33 = New Hampshire	58 = Department of
Columbia	34 = New Jersey	Defense
12 = Florida	35 = New Mexico	(DoD) Dependents
13 = Georgia	36 = New York	Schools – Overseas
15 = Hawaii	37 = North Carolina	59 = Bureau of Indian
16 = Idaho	38 = North Dakota	Education
17 = Illinois	39 = Ohio	60 = American Samoa
18 = Indiana	40 = Oklahoma	61 = DoD Dependents
19 = Iowa	41 = Oregon	Schools –
20 = Kansas	42 = Pennsylvania	Domestic
21 = Kentucky	44 = Rhode Island	66 = Guam
22 = Louisiana	45 = South Carolina	69 = Commonwealth of
23 = Maine	46 = South Dakota	the Northern
24 = Maryland	47 = Tennessee	Mariana Islands
		72 = Puerto Rico
		78 = Virgin Islands

Variable name	Order	Data type	Description
SURVYEAR	1	AN	Year Corresponding to Survey Record
STATENAME	3	AN	State Name
TOTD9	4	N	Total Dropouts, Grade 9
AMD9	5	N	Dropouts, American Indian/Alaska Native, Grade 9
ASD9	6	N	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 9
HID9	7	N	Dropouts, Hispanic, Grade 9
BLD9	8	N	Dropouts, Black, Grade 9
WHD9	9	N	Dropouts, White, Grade 9
HPD9	10	N	Dropouts, Hawaiian Native/Pacific Islander, Grade 9
TRD9	11	N	Dropouts, Two or more races, Grade 9

Variable name	Order	Data type	Description
TOTD10	12	N	Total Dropouts, Grade 10
AMD10	13	N	Dropouts, American Indian/Alaska Native, Grade 10
ASD10	14	N	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 10
HID10	15	N	Dropouts, Hispanic, Grade 10
BLD10	16	N	Dropouts, Black, Grade 10
WHD10	17	N	Dropouts, White, Grade 10
HPD10	18	N	Dropouts, Hawaiian Native/Pacific Islander, Grade 10
TRD10	19	N	Dropouts, Two or more races, Grade 10
TOTD11	20	N	Total Dropouts, Grade 11
AMD11	21	N	Dropouts, American Indian/Alaska Native, Grade 11
ASD11	22	N	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 11
HID11	23	N	Dropouts, Hispanic, Grade 11
BLD11	24	N	Dropouts, Black, Grade 11
WHD11	25	N	Dropouts, White, Grade 11
HPD11	26	N	Dropouts, Hawaiian Native/Pacific Islander, Grade 11
TRD11	27	N	Dropouts, Two or more races, Grade 11
TOTD12	28	N	Total Dropouts, Grade 12
AMD12	29	N	Dropouts, American Indian/Alaska Native, Grade 12
ASD12	30	N	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 12
HID12	31	N	Dropouts, Hispanic, Grade 12
BLD12	32	N	Dropouts, Black, Grade 12
WHD12	33	N	Dropouts, White, Grade 12
HPD12	34	N	Dropouts, Hawaiian Native/Pacific Islander, Grade 12
TRD12	35	N	Dropouts, Two or more races, Grade 12
TOTD912	36	N	Total Dropouts, Grades 9–12
TOTDAM	37	N	Dropouts, Grades 9–12, American Indian/Alaska Native
TOTDAS	38	N	Dropouts, Grades 9–12, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)
TOTDHI	39	N	Dropouts, Grades 9–12, Hispanic
TOTDBL	40	N	Dropouts, Grades 9–12, Black
TOTDWH	41	N	Dropouts, Grades 9–12, White
TOTDHP	42	N	Dropouts, Grades 9–12, Hawaiian/Pacific Islander
TOTDTR	43	N	Dropouts, Grades 9–12, Two or more races
G9	44	N	Dropout Enrollment Base, Grade 9
G10	45	N	Dropout Enrollment Base, Grade 10
G11	46	N	Dropout Enrollment Base, Grade 11
G12	47	N	Dropout Enrollment Base, Grade 12
EBS912	48	N	Dropout Enrollment Base, Grades 9–12
EBSAM	49	N	Dropout Enrollment Base, Grades 9–12, American Indian/Alaska Native
BSAS	50	N	Dropout Enrollment Base, Grades 9–12, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)
EBSHI	51	N	Dropout Enrollment Base, Grades 9–12, Hispanic
EBSBL	52	N	Dropout Enrollment Base, Grades 9–12, Black
EBSWH	53	N	Dropout Enrollment Base, Grades 9–12, White

Variable name	Order		Data type	Description
EBSHP	54		N	Dropout Enrollment Base, Grades 9–12, Hawaiian/Pacific Islander
EBSTR	55		N	Dropout Enrollment Base, Grades 9–12, Two or more races
DRP9	56	*	N	Dropout Rate, Grade 9
DRP10	57	*	N	Dropout Rate, Grade 10
DRP11	58	*	N	Dropout Rate, Grade 11
DRP12	59	*	N	Dropout Rate, Grade 12
DRP912	60	*	N	Dropout Rate, Grades 9–12
DRPAM	61	*	N	Dropout Rate, Grades 9–12, American Indian/Alaska Native
DRPAS	62	*	N	Dropout Rate, Grades 9–12, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)
DRPHI	63	*	N	Dropout Rate, Grades 9–12, Hispanic
DRPBL	64	*	N	Dropout Rate, Grades 9–12, Black
DRPWH	65	*	N	Dropout Rate, Grades 9–12, White
DRPHP	66	*	N	Dropout Rate, Grades 9–12, Hawaiian/Pacific Islander
DRPTR	67	*	N	Dropout Rate, Grades 9–12, Two or more races
TOTDPL	68		N	Total Diploma Count
AMDPL	69		N	Diploma Count, American Indian/Alaska Native
ASDPL	70		N	Diploma Count, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)
HIDPL	71		N	Diploma Count, Hispanic
BLDPL	72		N	Diploma Count, Black
WHDPL	73		N	Diploma Count, White
HPDPL	74		N	Diploma Count, Hawaiian/Pacific Islander
TRDPL	75		N	Diploma Count, Two or more races
AFGEB	76		N	Total Averaged Freshman Graduation Rate (AFGR) Enrollment Base
AFGEBAM	77		N	AFGR Enrollment Base, American Indian/Alaska Native
AFGEBAS	78		N	AFGR Enrollment Base, Asian/ Pacific Islander
AFGEBHI	79		N	AFGR Enrollment Base, Hispanic
AFGEBBL	80		N	AFGR Enrollment Base, Black
AFGEBWH	81		N	AFGR Enrollment Base, White
AFGR	82	*	N	Total AFGR
AFGRAM	83	*	N	AFGR, American Indian/Alaska Native
AFGRAS	84	*	N	AFGR, Asian/ Pacific Islander
AFGRHI	85	*	N	AFGR, Hispanic
AFGRBL	86	*	N	AFGR, Black
AFGRWH	87	*	N	AFGR, White
TOTOHC	88		N	Total Other High School Completion Certificate (OHC) Recipients
AMOHC	89		N	OHC Recipients, American Indian/Alaska Native
ASOHC	90		N	OHC Recipients, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)
HIOHC	91		N	OHC Recipients, Hispanic
BLOHC	92		N	OHC Recipients, Black
WHOHC	93		N	OHC Recipients, White
HPOHC	94		N	OHC Recipients, Hawaiian/Pacific Islander
TROHC	95		N	OHC Recipients, Two or more races
EQUIV	96		N	General Equivalency Diploma (GED) Recipients, Ages 16–19
AMEQUIV	97		N	American Indian/Alaska Native GED Recipients, Ages 16–19
ASEQUIV	98		N	Asian/ Pacific Islander GED Recipients, Ages 16–19

APPENDIX A. Record Layout
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2008–09

Variable name	Order	Data type	Description
HIEQUIV	99	N	Hispanic GED Recipients, Ages 16–19
BLEQUIV	100	N	Black GED Recipients, Ages 16–19
WHEQUIV	101	N	White GED Recipients, Ages 16–19
HPEVUIV	102	N	Hawaiian/Pacific Islander GED Recipients, Ages 16–19
TREQUIV	103	N	Two or more races GED Recipients, Ages 16–19
RACECAT	104	AN	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by 5 race/ethnicity categories or 7 race/ethnicity categories. 5 = State reported student enrollment counts in the following 5 race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black, non-Hispanic; and (e) White, non-Hispanic. 7 = State reported student enrollment counts in the following 7 race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

Appendix B. Response Rates and State Specific Notes

Response rates—California, Nevada, the Department of Defense Dependents Schools (overseas and domestic), the Bureau of Indian Education, the Commonwealth of the Northern Marianas Islands, American Samoa, and Guam did not report usable high school completion data for the 2008–09 school year during the CCD reporting period.

- Graduation data presented in this data files for Nevada have been imputed at the state level based on the 2007–08 graduates and the enrollment data reported for school years 2004–05 through 2008–09. Imputations were performed such that the prior year graduation rate was maintained. The race/ethnicity graduate counts were derived from the prior year, 12th grade to diploma ratio and then raked to the imputed total diploma count. The AFGR could not be calculated by race/ethnicity for Nevada because enrollments by race/ethnicity were not reported for the 2004–05 school year. Data are not available by gender because no imputations were performed on the district-level data.

- California did not report graduation data for 2008–09. Data presented in this report and the accompanying data files for California have been imputed at the state level. Imputations were performed such that the prior year graduation rates were maintained at the race/ethnicity level. Data are not available by gender because no imputations were performed on the district-level data.

California, Nevada, the Department of Defense Dependents Schools (overseas and domestic), the Bureau of Indian Education, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands did not report usable dropout data for the 2008–09 school year during the CCD reporting period.

- Due to a policy in Vermont of suppressing any dropout counts with a magnitude of 10 or lower, the extent of missing data at the district level and the race/ethnicity detail at the state level resulted in the full suppression of district level dropout counts and race/ethnicity dropout counts at the state level for Vermont. Because Vermont has been suppressing these data for several years it was not possible to accurately impute the dropout rates for Vermont.

- California and Nevada did not report dropout data for 2008–09. Data presented in this report and the accompanying data files for California and Nevada have been imputed at the state level. Imputations maintained prior year dropout rates by race/ethnicity. Prior year dropout rates, by race/ethnicity, were applied to the current year enrollments to determine the current year dropout counts. Dropout counts and rates by grade were imputed by applying the prior year dropout rates to the current year enrollments and then raking the results to match the race/ethnicity subtotals. Data are not available by gender because no imputations were performed on the district-level data.

- Puerto Rico reported dropout counts that would have resulted in dropout rates below 1 percent, an unreasonably low rate for any state or jurisdiction, and were thereby suppressed.

- The Bureau of Indian Education, Department of Defense dependent schools (domestic and overseas), American Samoa, the Northern Marianas, and Guam did not report dropouts.

State specific notes—For 2008–09, Maine reported data for some semi-private schools that receive more than 60 percent of their funding through public sources. This caused some issues with the calculation of the AFGR as the numerator is 2008–09 data and the denominator is made up of 2004–05, 2005–06, and 2006–07 data. In these earlier years the enrollments did not include students from these semi-private schools. For 2008–09 1,169 students attending semi-private schools received a regular diploma. If these diplomas were left in for the calculation of the AFGR then Maine would have an AFGR of (14,093 / 16,166) or 87.0 percent. Excluding these 1,169 regular diplomas produces an AFGR of (12,924 / 16,166) or 79.9 percent. This latter rate is more in-line with AFGRs produced for Maine in earlier years and within the normal distribution of AFGR values across states. The 14,093 regular diplomas is included in the diploma count reported for Maine but only 12,924 diplomas were used to calculate the AFGR value for Maine. Thus, the reported numerator and denominator for the AFGR for Maine cannot be used to calculate the AFGR reported on the file for Maine.

APPENDIX C. Value Distribution and Field Frequency Tables

APPENDIX C. Value Distribution and Field Frequency Tables
NCES Common Core of Data State Dropout and Completer Data File:
School Year 2008–09

Table C–1. Distribution of responses of character variable data, by response value: School year 2008–09

Variable	Label	Missing	Not applicable	Reported
SURVYEAR	Year Corresponding to Survey Record	0	0	59
STATENAME	Name of State	0	0	59
FIPST	Two Digit American National Standards Institute (ANSI) State Code	0	0	59
RACECAT	Race/ethnicities category indicator	0	0	59

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 2008–09, Version 1a.

Table C–2. Minimum, maximum, and mean for continuous variables, by variable: School year 2008–09

Variable name	Label	Minimum	Maximum	Mean	Missing	Not applicable
TOTD9	Total Dropouts, Grade 9	19	20,908	2,570.2	7	0
AMD9	Dropouts, American Indian/Alaska Native, Grade 9	0	578	43.9	10	0
ASD9	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 9	0	762	53.0	10	0
HID9	Dropouts, Hispanic, Grade 9	0	4,625	562.3	10	0
BLD9	Dropouts, Black, Grade 9	1	7,362	916.9	10	0
WHD9	Dropouts, White, Grade 9	1	8,134	799.2	10	0
HPD9	Dropouts, Hawaiian Native/Pacific Islander, Grade 9	0	4	1.0	9	46
TRD9	Dropouts, Two or more races, Grade 9	0	39	10.0	9	46
TOTD10	Total Dropouts, Grade 10	80	17,454	2,556.7	7	0
AMD10	Dropouts, American Indian/Alaska Native, Grade 10	0	538	47.7	10	0
ASD10	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 10	0	535	51.5	10	0
HID10	Dropouts, Hispanic, Grade 10	2	5,670	550.8	10	0
BLD10	Dropouts, Black, Grade 10	2	7,587	808.2	10	0
WHD10	Dropouts, White, Grade 10	2	5,314	872.3	10	0
HPD10	Dropouts, Hawaiian Native/Pacific Islander, Grade 10	0	3	0.8	9	46
TRD10	Dropouts, Two or more races, Grade 10	0	39	10.8	9	46
TOTD11	Total Dropouts, Grade 11	61	20,057	2,600.7	7	0
AMD11	Dropouts, American Indian/Alaska Native, Grade 11	0	549	50.1	10	0
ASD11	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 11	0	450	51.9	10	0
HID11	Dropouts, Hispanic, Grade 11	1	4,438	465.1	10	0
BLD11	Dropouts, Black, Grade 11	0	5,073	641.3	10	0
WHD11	Dropouts, White, Grade 11	0	5,963	1,070.8	10	0
HPD11	Dropouts, Hawaiian Native/Pacific Islander, Grade 11	0	3	1.5	9	46
TRD11	Dropouts, Two or more races, Grade 11	0	46	12.0	9	46
TOTD12	Total Dropouts, Grade 12	49	52,377	3,924.4	7	0
AMD12	Dropouts, American Indian/Alaska Native, Grade 12	0	776	63.2	10	0
ASD12	Dropouts, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7), Grade 12	0	609	77.8	10	0
HID12	Dropouts, Hispanic, Grade 12	1	9,326	658.3	10	0
BLD12	Dropouts, Black, Grade 12	1	5,722	733.5	10	0
WHD12	Dropouts, White, Grade 12	0	9,817	1,472.4	10	0
HPD12	Dropouts, Hawaiian Native/Pacific Islander, Grade 12	0	2	0.5	9	46
TRD12	Dropouts, Two or more races, Grade 12	0	31	8.3	9	46
TOTD912	Total Dropouts, Grades 9–12	287	101,188	11,695.7	7	0
TOTDAM	Dropouts, Grades 9–12, American Indian/Alaska Native	0	2,441	220.4	8	0
TOTDAS	Dropouts, Grades 9–12, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	0	5,474	339.6	8	0
TOTDHI	Dropouts, Grades 9–12, Hispanic	4	57,420	3,336.1	8	0

See notes at end of table.

Table C–2. Minimum, maximum, and mean for continuous variables, by variable: School year 2008–09—Continued

Variable name	Label	Minimum	Maximum	Mean	Missing	Not applicable
TOTDBL	Dropouts, Grades 9–12, Black	7	25,744	3,309.9	8	0
TOTDWH	Dropouts, Grades 9–12, White	3	29,228	4,483.1	8	0
TOTDHP	Dropouts, Grades 9–12, Hawaiian/Pacific Islander	0	313	65.6	8	46
TOTDTR	Dropouts, Grades 9–12, Two or more races	0	2,853	603.4	8	46
G9	Dropout Enrollment Base, Grade 9	1,856	539,167	78,570.9	6	0
G10	Dropout Enrollment Base, Grade 10	1,253	509,157	72,893.3	6	0
G11	Dropout Enrollment Base, Grade 11	1,036	489,207	67,598.2	6	0
G12	Dropout Enrollment Base, Grade 12	1,056	476,156	64,738.9	6	0
EBS912	Dropout Enrollment Base, Grades 9–12	5,201	2,013,687	285,055.7	6	0
EBSAM	Dropout Enrollment Base, Grades 9–12, American Indian/Alaska Native	8	33,936	3,434.0	7	0
EBSAS	Dropout Enrollment Base, Grades 9–12, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	9	232,091	13,711.9	6	0
EBSHI	Dropout Enrollment Base, Grades 9–12, Hispanic	319	933,166	56,640.4	6	0
EBSBL	Dropout Enrollment Base, Grades 9–12, Black	28	193,082	47,957.9	6	0
EBSWH	Dropout Enrollment Base, Grades 9–12, White	36	608,329	160,122.8	6	0
EBSHP	Dropout Enrollment Base, Grades 9–12, Hawaiian/Pacific Islander	7	13,276	2,532.5	6	47
EBSTR	Dropout Enrollment Base, Grades 9–12, Two or more races	0	51,525	9,874.8	6	47
DRP9	Dropout Rate, Grade 9	0	12	3.1	7	0
DRP10	Dropout Rate, Grade 10	1	10	3.4	7	0
DRP11	Dropout Rate, Grade 11	1	10	3.8	7	0
DRP12	Dropout Rate, Grade 12	1	14	5.0	7	0
DRP912	Dropout Rate, Grades 9–12	1	12	3.9	7	0
DRPAM	Dropout Rate, Grades 9–12, American Indian/Alaska Native	1	15	5.9	9	0
DRPAS	Dropout Rate, Grades 9–12, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	0	8	2.1	8	0
DRPHI	Dropout Rate, Grades 9–12, Hispanic	0	13	5.5	8	0
DRPBL	Dropout Rate, Grades 9–12, Black	1	20	5.9	8	0
DRPWH	Dropout Rate, Grades 9–12, White	0	8	2.9	8	0
DRPHP	Dropout Rate, Grades 9–12, Hawaiian/Pacific Islander	0	4	1.3	8	46
DRPTR	Dropout Rate, Grades 9–12, Two or more races	0	6	2.4	8	47
TOTDPL	Total Diploma Count	940	372,310	57,910.2	6	0
AMDPL	Diploma Count, American Indian/Alaska Native	2	7,034	619.5	7	0
ASDPL	Diploma Count, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	1	51,875	3,082.6	7	0
HIDPL	Diploma Count, Hispanic	61	147,717	9,265.3	7	0
BLDPL	Diploma Count, Black	65	35,982	8,696.5	7	0
WHDPL	Diploma Count, White	6	134,816	36,219.0	7	0
HPDPL	Diploma Count, Hawaiian/Pacific Islander	2	2,826	547.2	6	47
TRDPL	Diploma Count, Two or more races	0	6,766	1,394.5	6	47
AFGEB	Total Averaged Freshman Graduation Rate (AFGR) Enrollment Base	1,490	524,273	76,781.7	6	0

See notes at end of table.

Table C–2. Minimum, maximum, and mean for continuous variables, by variable: School year 2008–09—Continued

Variable name	Label	Minimum	Maximum	Mean	Missing	Not applicable
AFGEBAM	AFGR Enrollment Base, American Indian/Alaska Native	0	9,315	955.2	7	0
AFGEBAS	AFGR Enrollment Base, Asian/ Pacific Islander	0	59,551	3,358.7	7	0
AFGEBHI	AFGR Enrollment Base, Hispanic	75	239,913	14,912.3	7	0
AFGEBBL	AFGR Enrollment Base, Black	0	53,777	13,684.6	7	0
AFGEBWH	AFGR Enrollment Base, White	0	166,927	44,162.4	7	0
AFGR	Total AFGR	56	91	76.1	6	0
AFGRAM	AFGR, American Indian/Alaska Native	7	100	66.7	8	1
AFGRAS	AFGR, Asian/ Pacific Islander	50	100	92.5	8	1
AFGRHI	AFGR, Hispanic	42	89	67.9	9	0
AFGRBL	AFGR, Black	56	100	68.2	8	1
AFGRWH	AFGR, White	65	95	80.8	8	1
TOTOHC	Total Other High School Completion Certificate (OHC) Recipients	0	8,294	1,574.4	9	17
AMOHC	OHC Recipients, American Indian/Alaska Native	0	111	18.9	12	17
ASOHC	OHC Recipients, Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	0	193	39.0	10	17
HIOHC	OHC Recipients, Hispanic	0	2,518	221.2	9	17
BLOHC	OHC Recipients, Black	0	3,449	622.0	10	17
WHOHC	OHC Recipients, White	0	4,382	681.7	9	17
HPOHC	OHC Recipients, Hawaiian/Pacific Islander	2	18	10.0	7	50
TROHC	OHC Recipients, Two or more races	14	16	15.0	7	50
EQUIV	General Equivalency Diploma (GED) Recipients, Ages 16–19	1	14,182	2,674.2	4	0
AMEQUIV	American Indian/Alaska Native GED Recipients, Ages 16–19	5	324	58.4	8	0
ASEQUIV	Asian/ Pacific Islander GED Recipients, Ages 16–19	5	439	60.5	8	0
HIEQUIV	Hispanic GED Recipients, Ages 16–19	12	3,648	405.4	8	0
BLEQUIV	Black GED Recipients, Ages 16–19	6	1,976	392.7	8	0
WHEQUIV	White GED Recipients, Ages 16–19	16	9,632	1,786.1	8	0
HPEQUIV	Hawaiian/Pacific Islander GED Recipients, Ages 16–19	5	155	31.5	8	45
TREQUIV	Two or more races GED Recipients, Ages 16–19	†	†	†	3	56

† Not applicable.

Source: U.S. Department of Educaiton, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School year 2008–09, Version 1a.

APPENDIX D. Dropout Reporting Practices and Guidelines

APPENDIX D. Dropout Reporting Practices and Guidelines
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2008–09

Definition of Dropouts

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

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

How do I handle students who transfer to adult education?
Students who enroll in adult education programs are counted as dropouts **unless the elementary/secondary school system remains responsible for the student**. The intent of this guideline is to ensure that students who do not complete a program, and for whom the district no longer takes responsibility, are counted as dropouts.
- Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, "store front" locations or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students **is not a dropout**, even if the program is preparing the student to take the GED examination.
- A student who leaves the public elementary/secondary school and enrolls in adult education **is a dropout**. The exception is when the public school system monitors the student's enrollment and reports the student as a dropout if the student drops out of the adult program. An example is a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who do not complete the GED study program.
- Students who drop out during the 2008-09 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2009 are **NOT** reported as dropouts for SY 2008-09.

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

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

APPENDIX D. Dropout Reporting Practices and Guidelines
NCES Common Core of Data State Dropout and Completion Data File:
School Year 2008–09

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

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

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

APPENDIX E. Computation Instructions

COMPUTATION OF DROPOUT COUNT FIELDS

GRADE-LEVEL DROPOUT COUNTS: Grade-level dropout counts (i.e., grade 7, grade 8, grade 9, grade 10, grade 11, and grade 12) are reported at the state level and are taken from the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education data file.[1] All counts of dropouts by grade level are excluded from the processing that allocates ungraded dropouts into other counts of dropouts described in the next section.

COMPUTATION OF DROPOUT COUNTS (AGGREGATE GRADES 9–12):
Proration of ungraded students. To compute numerator fields for the dropout rates that represent the aggregate of grade 9–12 grade dropouts only, ungraded dropouts within each state are redistributed across other grades in proportion to the graded dropouts. Counts of ungraded dropouts are not prorated into individual graded counts of dropouts (e.g., grade 9 dropouts). The following steps are used to prorate ungraded dropouts into all 9–12 graded dropouts:

1. Calculate the ratio of grade 9–12 dropouts (aggregate) to grade 7–12 dropouts (aggregate).
2. Allocate ungraded dropouts to all the aggregate grade 9–12 dropout counts based upon the ratio calculated in step 1. For example, if grade 9–12 grade dropouts account for 90 percent of all dropouts in grades 7–12, allocate 90 percent of ungraded dropouts into the grade 9–12 dropout count.

COMPUTATION OF DROPOUT RATE ENROLLMENT COUNTS AND ENROLLMENT BASE FIELDS

Dropout enrollment counts and 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 2008–09 dropouts are computed from school year 2008–09 enrollment data).

GRADE-LEVEL ENROLLMENT COUNTS: Grade-level enrollment counts (i.e., grade 7, grade 8, grade 9, grade 10, grade 11, and grade 12) are reported at the state level and are taken from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education data file. All counts of enrollments by grade level are excluded from the processing that allocates ungraded students described in the next section.

COMPUTATION OF DROPOUT ENROLLMENT BASE FIELDS (AGGREGATE GRADES 9–12):
Proration of ungraded students. To compute enrollment base fields for the grade 9–12 aggregate dropout rates only, ungraded enrollment within each state is redistributed across other grades in proportion to the graded enrollment. Counts of ungraded students are not prorated into individual grade enrollments (e.g, grade 9 enrollment). The following steps are used to prorate ungraded enrollments into all aggregate 9–12 graded enrollments:

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[1] Seventh grade, eighth grade, and ungraded dropout counts are not reported on this file in order to protect against disclosure.

1. Calculate the ratio of grade 9–12 enrollment (aggregate) to the total of graded enrollment (grades prekindergarten, kindergarten, and 1–12).
2. Allocate ungraded enrollments to all the aggregate grade 9–12 enrollment counts based upon the ratio calculated in step 1. For example, if grade 9–12 grade enrollments account for 30 percent of all enrollments in grades prekindergarten through 12, allocate 30 percent of ungraded enrollments into the grade 9–12 enrollment count.

COMPUTATION OF DROPOUT RATE FIELDS

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

$$R_{(g)} = D_{(g)}/E_{(g)}$$

where $R_{(g)}$ = the dropout rate (rounded to a single decimal place), $D_{(g)}$ = the number of dropouts, and $E_{(g)}$ = the associated enrollment count (grade-level rate) or enrollment base (aggregate 9–12 rate). For dropout rates representing a single grade (e.g., the grade 9 dropout rate), both $D_{(g)}$ and $E_{(g)}$ exclude the processing that allocates ungraded dropouts and ungraded students described in the previous sections. For dropout rates representing an aggregate of grade 9–12, ungraded dropouts are allocated into $D_{(g)}$ and ungraded students are allocated into $E_{(g)}$.

COMPUTATION OF AVERAGED FRESHMAN GRADUATION RATE (AFGR) FIELDS

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 2008–09 AFGR was the average of 8th-grade membership in 2004–05, 9th-grade membership in 2005–06, and 10th-grade membership in 2006–07. Ungraded students are prorated into grades 9 through 12. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2005–06 freshmen in order to estimate the on-time graduation rate for 2008–09.

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

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

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

COMPUTATION OF AFGR ENROLLMENT BASE FIELDS

Proration of ungraded students. Student membership data that comprise the denominators for the AFGR and dropout rates are taken from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education data file.

To compute enrollment base fields for the AFGRs, ungraded enrollment within each state 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 ratio of a single grade level enrollment (e.g., grade 8, grade 9, grade 10) to the total of graded enrollment (grades prekindergarten, kindergarten, and 1–12).

2. Allocate ungraded students to a single grade level enrollment count (e.g., grade 8) based upon the ratio calculated in step 1. For example, if 8th grade students account for 8 percent of all students in grades prekindergarten through grade 12, allocate 8 percent of ungraded students into the grade 8 enrollment count.

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 2008–09 is an estimate of first-time freshman in school year 2005–06). Therefore, to compute the AFGR enrollment base fields, the proration of ungraded students as described above is performed for 8th-grade membership in 2004–05, 9th-grade membership in 2005–06, and 10th-grade membership in 2006–07. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2005–06 in order to estimate the on-time graduation rate for 2008–09.