**U.S. Department of Education**
NCES 2006–606

# The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-03 and 2003-04

## E.D. TAB

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**June 2006**

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June 2006

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**Suggested Citation:**

Seastrom, M., Hoffman, L., Chapman, C. and Stillwell, R. (2006). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002–03 and 2003-04* (NCES 2006–606). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

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## Acknowledgments

The authors appreciate the comments and suggestions of the NCES reviewers, Jack Buckley, Jeffrey Owings, and Val Plisko, and the IES reviewer, Duc-Le To.

Terri Kennerly and Dell Gray of the U.S. Census Bureau were responsible for editing and verifying the graduate data; Carol Rohr of Pinkerton Computer Consultants, Inc. formatted the text and tables. All deserve thanks for these improvements.

The greatest thanks are owed to the CCD Coordinators for the 50 states and 8 other jurisdictions who voluntarily report CCD data each year. This work is in addition to their other professional duties, and NCES is grateful for these Coordinators' efforts.

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# Summary of Findings

## Introduction

This report presents the Averaged Freshman Graduation Rate (AFGR) for public school students for two school years—2002-03 and 2003-04. The data for this collection were reported to the National Center for Education Statistics (NCES) by state education agencies (SEAs) and represent high school graduates between October 1, 2002 and September 30, 2003 and between October 1, 2003 and September 30, 2004. All 50 states and the District of Columbia reported counts of high school graduates for school year 2002-03; however only 48 states and the District of Columbia reported counts of high school graduates in 2003-04.

The Averaged Freshman Graduation Rate provides an estimate of the percentage of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming freshman class 4 years earlier, expressed as a percent. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The size of the incoming freshman class is estimated by summing the enrollment in eighth grade in one year, ninth grade for the next year, and tenth grade for the year after and then dividing by three. The averaging is intended to account for prior year retentions in the ninth grade (see discussion of data limitations for additional information). Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of those estimates (NCES 2006-604, NCES 2006-605 forthcoming).

The counts of enrollments by grade and graduates are from the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education. Graduates include those students who are reported as diploma recipients. These are individuals who are awarded, in a given year, a regular high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by the state or other relevant authorities. Other high school completers who were awarded alternate credentials such as a certificate of completion and equivalency recipients (e.g., individuals receiving credentials based on the General Education Development, or GED, test) are not included because they are not regular graduates.

Although enrollments are reported by grade, some states report ungraded students. To adjust for this, the allocation procedure used in the Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File" was applied to enrollment data from the State Nonfiscal Survey of Public Elementary/Secondary Education. Through this process the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state. These redistributed counts of ungraded enrollments were added to the reported enrollment counts for the eighth, ninth, and tenth grades.[1]

Averaged Freshman Graduation Rates for the nation and for each state in 2002-03 and 2003-04 are reported in table 1.[2] The 2002-03 rates are repeated in table 2 along with the counts of graduates and eighth, ninth, and tenth grade enrollments that were used for each population. Table 3 includes the same six columns of data for 2003-04 graduation rates. Finally, an Excel spreadsheet that includes these estimates is available for download with the web version of this report.

For the 2002-03 school year, the averaged freshman graduation rate for public schools in the nation is based on the 2,719,947 public school diploma recipients reported for school year 2002-03, divided by the average of

[1] 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; 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.

[2] In 2003-04, the national total does not include data for two states that did not report diploma counts.

the 3,529,963 eighth-grade public school enrollment reported for October 1998-99, the 3,986,992 ninth-grade public school enrollment reported for October 1999-2000, and the 3,529,652 tenth-grade public school enrollment reported for October 2000-01. The 2,719,947 diploma recipients divided by the 3,682,202 averaged number of freshmen, multiplied by 100 results in a 2002-03 public school graduation rate for the United States of 73.9 percent. The same formula was applied to compute the 2002-03 averaged freshman graduation rate for public school students in each state.

For the 2003-04 school year, the averaged freshman graduation rate for public schools in the 48 reporting states and the District of Columbia is based on the 2,548,128 diploma recipients in school year 2003-04, divided by the average of the 3,261,969 eighth-grade student enrollment reported for October 1999-2000, the 3,669,077 ninth-grade student enrollment reported for October 2000-01, and the 3,259,701 tenth-grade student enrollment reported for October 2001-02. The 2,548,128 public school diploma recipients divided by the 3,396,916 averaged number of public school freshmen, multiplied by 100 results in a 2003-04 public school graduation rate for the United States of 75.0 percent. The same formula is applied to compute the 2003-04 AFGR for public school students in each state.

In order to compare across years, the number of diploma recipients was estimated for the two states with missing diploma counts for 2003-04. To do this, the 2002-03 averaged freshman graduation rates for Wisconsin and New York were applied to the average of the grade specific enrollment data in the state for grade 8 in 1999-2000, grade 9 in 2000-01, and grade 10 in 2001-02. Thus, assuming no change in the graduation rates in these two states, the estimated count of graduates for the nation was 2,751,130 and corresponding averaged number of public school freshmen was 3,704,001—for an estimated averaged freshman graduation rate for the nation of 74.3 percent.[3]

## Highlights

- The Averaged Freshman Graduation Rate yields a 2002-03 graduation rate for public school students in the United States of 73.9 percent (tables 1 and 2). The 2003-04 rate for the 48 reporting states and the District of Columbia was 75.0 percent; and the estimated 2003-04 rate for the nation, assuming no change in the rates in the two states without diploma counts, was 74.3 percent when counts of diploma recipients are estimated for the two states with missing data. In summary, approximately three quarters of freshmen nationwide graduated from high school on time in these 2 years (tables 1 and 3).
- For the class of 2002-03, the averaged freshman graduation rate for public schools ranged from 59.6 percent in the District of Columbia to 87.0 percent in New Jersey (tables 1 and 2). Fourteen states had rates of 80.0 percent or higher—Connecticut, Idaho, Iowa, Minnesota, Montana, Nebraska, New Jersey, North Dakota, Pennsylvania, South Dakota, Utah, Vermont, Virginia, and Wisconsin. Ten states and the District of Columbia had rates below 70.0 percent—Alabama, Alaska, Florida, Georgia, Louisiana, Mississippi, New Mexico, New York, South Carolina, and Tennessee.
- For the class of 2003-04, the Averaged Freshman Graduation Rate for public schools ranged from a low of 57.4 percent in Nevada to a high of 87.6 in Nebraska (tables 1 and 3). Fifteen states had rates of 80.0 percent or higher—Connecticut, Idaho, Illinois, Iowa, Minnesota, Missouri, Montana, Nebraska, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Utah, and Vermont. Eleven states and the District of Columbia had rates below 70.0 percent—Alabama, Alaska, Arizona, Florida, Georgia, Louisiana, Mississippi, Nevada, New Mexico, South Carolina, and Tennessee.
- Comparing the averaged freshman graduation rate among public school students in the class of 2002-03 to that of 2003-04 in each of the 48 reporting states and the District of Columbia, 32 states and the District of Columbia experienced increases in the rate, 1 state experienced no change, and 15 states experienced declines in the rate over this 2-year period (table 1).

[3] This approach yielded estimates of 139,931and 63,071 diploma recipients in 2003-04 in New York and Wisconsin, respectively. The enrollment data are included in tables 2 and 3.

## Data Limitations

*Data quality*. There is variation in the degree of rigor with which the state or school districts verify their data. Those states that collect graduation data through student-level records systems are better able to verify students' enrollment status than are those agencies that collect aggregate data from schools and districts. For example, if a state using aggregate reports did not include summer and fall graduates in their total count of graduates, the estimated graduation rate for that state would be artificially lower than the actual rate.

In addition, to the extent that state estimates are aggregations of data reported from school districts, missing data at the school district level is likely to contribute to incomplete data at the state level that is not evident when the data are reported as state totals. Thus, state-to-state differences in the amount of missing school district data result in variations in the quality of data across states.

*Differences in definitions.* State and local policies and data collection administration can have profound effects on the numbers of graduates reported by a state. There are differences in what a high school diploma represents in different states. Some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address the state or district's 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 special education students may receive a certificate of completion in one state and a regular diploma in another.

Another example of differences across states involves requirements imposed in states with exit exams as a requirement for graduation with a regular diploma. Specifically, the implementation of exit exams as a graduation requirement may produce differences between states in a single year and differences within states across time.

It is important to keep in mind that the analysis in this report reflects the data as reported by individual states, based on the requirements implemented in the state for regular diplomas.

*Cautions in Interpreting the Averaged Freshman Graduation Rate.* Although the Averaged Freshman Graduation Rate was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the Averaged Freshman Graduation Rate 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. 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. Third, 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.

While the Averaged Freshman Graduation Rate is a reasonable proxy at the aggregate national or state level, the potential effects of these 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.

Second, the inclusion of 2003-04 graduates who spent more or less than 4 years in high school increases the number of graduates in the numerator and yields a higher estimated rate than would be the case if only on-time graduates were included in the numerator.

Third, including the estimate of eighth-graders from the previous year to remove the effect of freshmen who

were retained and thus are not first-time freshmen ignores the fact that in some populations there is real change in the number of eighth-graders relative to counts of ninth-graders due to transfers between public and private schools. If more students transfer in to public schools at this point, using a count of eighth-graders that does not include those students would serve to artificially decrease the estimated number of ninth-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 eighth and ninth grades, using the eighth grade count that includes students leaving the population would artificially increase the estimated number of ninth-graders and in turn, decrease the graduation rate. There may also be a tradeoff between the adjustment for retentions and grade specific differences in the number of dropouts. The use of the tenth-grade enrollment count also helps to dampen the effect of ninth-grade retentions, but ignores the fact that ninth-grade dropouts result in a smaller tenth-grade population. Excluding these ninth-grade dropouts lowers the estimate of freshmen and as a result increases the graduation rate.

Each of these factors is likely to have a larger effect on state rates than the national rate, because the impact of counterbalancing behaviors at the national level is dampened by the more homogenous experiences of an individual state. For example individual states may have relatively large numbers of high school students transferring in or out of public schools in a specific year, but when the data are aggregated to the national level these state level changes are not relevant. Similarly, these factors could have an even larger impact if this rate were computed at the district or school level; as a result even more care would be needed in interpreting Averaged Freshman Graduation Rates at those levels.

## For More Information

This report used information from the Common Core of Data "State Nonfiscal Survey of Public Elementary/Secondary Education Universe Survey: School Years 1999-99—2004–05." For more information about this data set, contact Lee Hoffman, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006-5651; or call 202-502-7356; fax 202-502-7475; or e-mail lee.hoffman@ed.gov. Visit the Common Core of Data website for downloading files and documentation at http://nces.ed.gov/ccd.

Table 1. Averaged freshman graduation rates, by state: School years 2002-03 and 2003-04

| State or jurisdiction | Averaged freshman graduation rate | |
|---|---|---|
| | 2002-03 | 2003-04 |
| United States[1] | 73.9 | 75.0 |
| Alabama | 64.7 | 65.0 |
| Alaska | 68.0 | 67.2 |
| Arizona | 75.9 | 66.8 |
| Arkansas | 76.6 | 76.8 |
| California | 74.1 | 73.9 |
| Colorado | 76.4 | 78.7 |
| Connecticut | 80.9 | 80.7 |
| Delaware | 73.0 | 72.9 |
| District of Columbia | 59.6 | 68.2 |
| Florida | 66.7 | 66.4 |
| Georgia | 60.8 | 61.2 |
| Hawaii | 71.3 | 72.6 |
| Idaho | 81.4 | 81.5 |
| Illinois | 75.9 | 80.3 |
| Indiana | 75.5 | 73.5 |
| Iowa | 85.3 | 85.8 |
| Kansas | 76.9 | 77.9 |
| Kentucky | 71.7 | 73.0 |
| Louisiana | 64.1 | 69.4 |
| Maine | 76.3 | 77.6 |
| Maryland | 79.2 | 79.5 |
| Massachusetts | 75.7 | 79.3 |
| Michigan | 74.0 | 72.5 |
| Minnesota | 84.8 | 84.7 |
| Mississippi | 62.7 | 62.7 |
| Missouri | 78.3 | 80.4 |
| Montana | 81.0 | 80.4 |
| Nebraska | 85.2 | 87.6 |
| Nevada | 72.3 | 57.4 |
| New Hampshire | 78.2 | 78.7 |
| New Jersey | 87.0 | 86.3 |
| New Mexico | 63.1 | 67.0 |
| New York | 60.9 | — |
| North Carolina | 70.1 | 71.4 |
| North Dakota | 86.4 | 86.1 |
| Ohio | 79.0 | 81.3 |
| Oklahoma | 76.0 | 77.0 |
| Oregon | 73.7 | 74.2 |
| Pennsylvania | 81.7 | 82.2 |
| Rhode Island | 77.7 | 75.9 |
| South Carolina | 59.7 | 60.6 |
| South Dakota | 83.0 | 83.7 |
| Tennessee | 63.4 | 66.1 |
| Texas | 75.5 | 76.7 |
| Utah | 80.2 | 83.0 |
| Vermont | 83.6 | 85.4 |
| Virginia | 80.6 | 79.3 |
| Washington | 74.2 | 74.6 |
| West Virginia | 75.7 | 76.9 |
| Wisconsin | 85.8 | — |
| Wyoming | 73.9 | 76.0 |

See notes at end of table.

Table 1. Averaged freshman graduation rates, by state: School years 2002-03 and 2003-04 (continued)

| State or jurisdiction | 2002-03 | 2003-04 |
|---|---|---|
| **Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas** | | |
| DoDDS: DoDs Overseas | 61.9 | — |
| DDESS: DoDs Domestic[2] | — | — |
| Bureau of Indian Affairs | — | — |
| American Samoa | 81.0 | 80.2 |
| Guam | 56.3 | 48.4 |
| Northern Marianas | 65.2 | 75.3 |
| Puerto Rico | 67.8 | 64.8 |
| Virgin Islands | 53.5 | — |

— Not available.

NOTE: Enrollments for school years 1998-99 through 2001-02 and diploma recipients for school years 2002-03 and 2003-04 were used.

[1]The national estimate for 2003-04 does not include data from two states with missing diploma counts: New York and Wisconsin. The adjusted national rate with estimates for these two states included is 74.3 percent.

[2]Enrollment patterns in DoDs Domestic dependents schools lead to an 8th grade enrollment count that is 5 times that reported for 9th grade enrollment and 7 times that reported for 10th grade enrollment; as a result, the average across these three grades yields an unrealistic estimate of the number of students enrolled as freshmen, and the resulting AFGR of 20.1 percent is not valid.

Table 2. Averaged Freshman Graduation Rate and components, by state: School year, 2002-03

| State or jurisdiction | Averaged Freshman Graduation Rate | Regular diplomas, school year 2002-03 | Estimated first-time 9th graders in 1999-2000[1] | Grade 10 membership, school year 2000-01 | Grade 9 membership, school year 1999-2000 | Grade 8 membership, school year 1998-99 |
|---|---|---|---|---|---|---|
| United States | 73.9 | 2,719,947 | 3,682,202 | 3,529,652 | 3,986,992 | 3,529,963 |
| Alabama | 64.7 | 36,741 | 56,749 | 51,991 | 61,150 | 57,105 |
| Alaska | 68.0 | 7,297 | 10,725 | 10,110 | 11,568 | 10,497 |
| Arizona | 75.9 | 49,986 | 65,842 | 63,966 | 68,917 | 64,644 |
| Arkansas | 76.6 | 27,555 | 35,971 | 35,068 | 36,772 | 36,073 |
| California | 74.1 | 341,097 | 460,481 | 461,030 | 488,999 | 431,414 |
| Colorado | 76.4 | 42,379 | 55,491 | 54,006 | 58,815 | 53,652 |
| Connecticut | 80.9 | 33,667 | 41,613 | 40,608 | 43,977 | 40,254 |
| Delaware | 73.0 | 6,817 | 9,334 | 8,887 | 10,150 | 8,964 |
| District of Columbia | 59.6 | 2,725 | 4,574 | 3,838 | 5,580 | 4,303 |
| Florida | 66.7 | 127,484 | 191,065 | 170,385 | 223,743 | 179,066 |
| Georgia | 60.8 | 66,890 | 110,062 | 99,934 | 125,388 | 104,863 |
| Hawaii | 71.3 | 10,013 | 14,046 | 13,154 | 15,637 | 13,346 |
| Idaho | 81.4 | 15,858 | 19,490 | 19,359 | 20,039 | 19,073 |
| Illinois | 75.9 | 117,507 | 154,816 | 150,781 | 164,858 | 148,810 |
| Indiana | 75.5 | 57,897 | 76,718 | 73,565 | 81,442 | 75,147 |
| Iowa | 85.3 | 34,860 | 40,871 | 40,951 | 42,394 | 39,269 |
| Kansas | 76.9 | 29,963 | 38,952 | 38,231 | 40,650 | 37,974 |
| Kentucky | 71.7 | 37,654 | 52,488 | 49,708 | 57,405 | 50,350 |
| Louisiana | 64.1 | 37,610 | 58,715 | 53,307 | 64,855 | 57,982 |
| Maine | 76.3 | 12,947 | 16,967 | 16,001 | 17,233 | 17,668 |
| Maryland | 79.2 | 51,864 | 65,468 | 62,843 | 70,854 | 62,708 |
| Massachusetts | 75.7 | 55,987 | 73,979 | 71,430 | 78,062 | 72,444 |
| Michigan | 74.0 | 100,301 | 135,558 | 132,342 | 143,740 | 130,592 |
| Minnesota | 84.8 | 59,432 | 70,062 | 71,064 | 71,222 | 67,899 |
| Mississippi | 62.7 | 23,810 | 37,971 | 34,755 | 40,654 | 38,504 |
| Missouri | 78.3 | 56,925 | 72,657 | 70,666 | 76,575 | 70,731 |
| Montana | 81.0 | 10,657 | 13,157 | 12,885 | 13,562 | 13,024 |
| Nebraska | 85.2 | 20,161 | 23,655 | 23,378 | 24,861 | 22,725 |
| Nevada | 72.3 | 16,378 | 22,644 | 20,040 | 24,672 | 23,220 |
| New Hampshire | 78.2 | 13,210 | 16,902 | 16,225 | 17,573 | 16,907 |
| New Jersey | 87.0 | 81,391 | 93,573 | 91,086 | 96,228 | 93,404 |
| New Mexico | 63.1 | 16,923 | 26,833 | 25,476 | 29,307 | 25,716 |
| New York | 60.9 | 143,818 | 236,030 | 229,516 | 266,971 | 211,602 |
| North Carolina | 70.1 | 69,696 | 99,491 | 91,449 | 111,495 | 95,528 |
| North Dakota | 86.4 | 8,169 | 9,457 | 9,374 | 9,677 | 9,321 |
| Ohio | 79.0 | 115,762 | 146,553 | 139,870 | 157,337 | 142,451 |
| Oklahoma | 76.0 | 36,694 | 48,288 | 46,163 | 50,523 | 48,178 |
| Oregon | 73.7 | 32,587 | 44,244 | 43,821 | 45,867 | 43,045 |
| Pennsylvania | 81.7 | 119,933 | 146,725 | 143,159 | 155,929 | 141,086 |
| Rhode Island | 77.7 | 9,318 | 12,000 | 11,525 | 12,832 | 11,642 |
| South Carolina | 59.7 | 32,482 | 54,404 | 48,628 | 62,883 | 51,700 |
| South Dakota | 83.0 | 8,999 | 10,840 | 10,402 | 11,261 | 10,859 |
| Tennessee | 63.4 | 44,113 | 69,621 | 65,388 | 75,890 | 67,583 |
| Texas | 75.5 | 238,111 | 315,494 | 287,355 | 359,368 | 299,760 |
| Utah | 80.2 | 29,527 | 36,838 | 37,335 | 36,783 | 36,396 |
| Vermont | 83.6 | 6,970 | 8,337 | 8,006 | 8,779 | 8,227 |
| Virginia | 80.6 | 72,943 | 90,504 | 86,731 | 96,959 | 87,822 |
| Washington | 74.2 | 60,435 | 81,465 | 80,453 | 86,602 | 77,340 |
| West Virginia | 75.7 | 17,287 | 22,826 | 21,882 | 23,928 | 22,669 |
| Wisconsin | 85.8 | 63,272 | 73,746 | 73,796 | 78,961 | 68,481 |
| Wyoming | 73.9 | 5,845 | 7,911 | 7,726 | 8,063 | 7,944 |

See notes at end of table.

Table 2. Averaged Freshman Graduation Rate and components, by state: School year, 2002-03 (continued)

| State or jurisdiction | Averaged Freshman Graduation Rate | Regular diplomas, school year 2002-03 | Estimated first-time 9th graders in 1999-2000[1] | Grade 10 membership, school year 2000-01 | Grade 9 membership, school year 1999-2000 | Grade 8 membership, school year 1998-99 |
|---|---|---|---|---|---|---|
| **Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas** | | | | | | |
| DoDDS: DoDs Overseas | 61.9 | 3,231 | 5,217 | 4,799 | 5,682 | 5,171 |
| DDESS: DoDs Domestic | — | — | — | — | — | — |
| Bureau of Indian Affairs | — | — | 3,595 | 3,024 | 4,001 | 3,759 |
| American Samoa | 81.0 | 832 | 1,027 | 1,011 | 1,062 | 1,007 |
| Guam | 56.3 | 1,502 | 2,669 | 2,279 | 3,457 | 2,270 |
| Northern Marianas | 65.2 | 422 | 648 | 544 | 749 | 650 |
| Puerto Rico | 67.8 | 31,408 | 46,321 | 46,542 | 44,862 | 47,560 |
| Virgin Islands | 53.5 | 886 | 1,656 | 1,354 | 2,083 | 1,533 |

— Not available.

[1]First-time ninth graders were estimated as the average of student membership in grades 8, 9, and 10 in three consecutive years.

NOTE: Detail may not sum to totals because of rounding. Ungraded students were allocated to individual grades.

SOURCE: NCES, Common Core of Data: State Non-Fiscal Data Files. 1998-99 Version 1c, 1999-2000 Version 1c, 2000-01 Version 1b, and 2003-04 Version 0c.

Table 3. Averaged Freshman Graduation Rate and components, by state: School year, 2003-04

| State or jurisdiction | Averaged Freshman Graduation Rate | Regular diplomas, school year 2003-04 | Estimated first-time 9th graders in 2000-01[1] | Grade 10 membership, school year 2001-02 | Grade 9 membership, school year 2000-01 | Grade 8 membership, school year 1999-2000 |
|---|---|---|---|---|---|---|
| United States[2] | 75.0 | 2,548,128 | 3,396,916 | 3,259,701 | 3,669,077 | 3,261,969 |
| Alabama | 65.0 | 36,464 | 56,063 | 51,525 | 60,463 | 56,201 |
| Alaska | 67.2 | 7,236 | 10,768 | 10,148 | 11,582 | 10,575 |
| Arizona | 66.8 | 45,508 | 68,091 | 67,727 | 70,950 | 65,596 |
| Arkansas | 76.8 | 27,181 | 35,414 | 34,537 | 36,192 | 35,514 |
| California | 73.9 | 343,480 | 464,970 | 465,027 | 492,205 | 437,677 |
| Colorado | 78.7 | 44,777 | 56,918 | 54,862 | 61,197 | 54,696 |
| Connecticut | 80.7 | 34,573 | 42,836 | 41,778 | 45,525 | 41,205 |
| Delaware | 72.9 | 6,951 | 9,540 | 9,035 | 10,628 | 8,957 |
| District of Columbia | 68.2 | 3,031 | 4,447 | 4,213 | 4,478 | 4,650 |
| Florida | 66.4 | 131,418 | 197,778 | 172,935 | 238,825 | 181,574 |
| Georgia | 61.2 | 68,550 | 112,024 | 102,590 | 126,793 | 106,688 |
| Hawaii | 72.6 | 10,324 | 14,211 | 13,529 | 15,922 | 13,182 |
| Idaho | 81.5 | 15,547 | 19,067 | 19,074 | 19,538 | 18,590 |
| Illinois | 80.3 | 124,763 | 155,404 | 150,982 | 165,558 | 149,673 |
| Indiana | 73.5 | 56,008 | 76,196 | 73,371 | 80,315 | 74,901 |
| Iowa | 85.8 | 34,339 | 40,034 | 39,517 | 41,701 | 38,883 |
| Kansas | 77.9 | 30,155 | 38,711 | 38,252 | 40,225 | 37,655 |
| Kentucky | 73.0 | 37,787 | 51,729 | 47,063 | 59,075 | 49,049 |
| Louisiana | 69.4 | 37,019 | 53,327 | 48,972 | 54,439 | 56,570 |
| Maine | 77.6 | 13,278 | 17,116 | 16,348 | 17,306 | 17,695 |
| Maryland | 79.5 | 52,870 | 66,462 | 63,954 | 72,202 | 63,229 |
| Massachusetts | 79.3 | 58,326 | 73,582 | 69,692 | 78,201 | 72,852 |
| Michigan | 72.5 | 98,823 | 136,236 | 132,743 | 146,344 | 129,620 |
| Minnesota | 84.7 | 59,096 | 69,757 | 70,837 | 70,729 | 67,705 |
| Mississippi | 62.7 | 23,735 | 37,836 | 34,377 | 40,603 | 38,529 |
| Missouri | 80.4 | 57,983 | 72,144 | 69,929 | 75,930 | 70,572 |
| Montana | 80.4 | 10,500 | 13,056 | 12,778 | 13,384 | 13,004 |
| Nebraska | 87.6 | 20,309 | 23,171 | 22,824 | 24,236 | 22,452 |
| Nevada | 57.4 | 15,201 | 26,495 | 25,129 | 30,036 | 24,321 |
| New Hampshire | 78.7 | 13,309 | 16,902 | 16,211 | 17,649 | 16,844 |
| New Jersey | 86.3 | 83,826 | 97,100 | 96,733 | 98,854 | 95,713 |
| New Mexico | 67.0 | 17,892 | 26,703 | 25,843 | 28,944 | 25,322 |
| New York | — | — | 233,909 | 229,660 | 258,564 | 213,503 |
| North Carolina | 71.4 | 72,126 | 101,065 | 94,231 | 112,420 | 96,544 |
| North Dakota | 86.1 | 7,888 | 9,164 | 9,040 | 9,314 | 9,137 |
| Ohio | 81.3 | 119,029 | 146,446 | 140,441 | 157,431 | 141,466 |
| Oklahoma | 77.0 | 36,799 | 47,770 | 46,137 | 49,939 | 47,235 |
| Oregon | 74.2 | 32,958 | 44,394 | 44,458 | 45,769 | 42,953 |
| Pennsylvania | 82.2 | 123,474 | 150,249 | 148,110 | 158,648 | 143,991 |
| Rhode Island | 75.9 | 9,258 | 12,197 | 11,631 | 13,106 | 11,855 |
| South Carolina | 60.6 | 33,235 | 54,805 | 49,037 | 63,776 | 51,601 |
| South Dakota | 83.7 | 9,001 | 10,757 | 10,585 | 11,057 | 10,631 |
| Tennessee | 66.1 | 46,096 | 69,722 | 67,543 | 74,322 | 67,300 |
| Texas | 76.7 | 244,165 | 318,256 | 293,235 | 360,704 | 300,830 |
| Utah | 83.0 | 30,252 | 36,435 | 36,968 | 36,362 | 35,974 |
| Vermont | 85.4 | 7,100 | 8,318 | 8,144 | 8,604 | 8,206 |
| Virginia | 79.3 | 72,042 | 90,856 | 86,983 | 98,753 | 86,831 |
| Washington | 74.6 | 61,274 | 82,172 | 81,650 | 87,322 | 77,543 |
| West Virginia | 76.9 | 17,339 | 22,549 | 21,430 | 23,759 | 22,458 |
| Wisconsin | — | — | 73,177 | 73,512 | 78,140 | 67,878 |
| Wyoming | 76.0 | 5,833 | 7,674 | 7,540 | 7,764 | 7,719 |

See notes at end of table.

Table 3. Averaged Freshman Graduation Rate and components, by state: School year, 2003-04 (continued)

| State or jurisdiction | Averaged Freshman Graduation Rate | Regular diplomas, school year 2003-04 | Estimated first-time 9th graders in 2000-01[1] | Grade 10 membership, school year 2001-02 | Grade 9 membership, school year 2000-01 | Grade 8 membership, school year 1999-2000 |
|---|---|---|---|---|---|---|
| **Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas** | | | | | | |
| DoDDS: DoDs Overseas | — | 2,766 | — | 3,801 | 4,445 | — |
| DDESS: DoDs Domestic[3] | — | 584 | 2,898 | 950 | 1,309 | 6,435 |
| Bureau of Indian Affairs | — | — | 3,537 | 3,095 | 3,826 | 3,691 |
| American Samoa | 80.2 | 852 | 1,063 | 1,032 | 1,106 | 1,050 |
| Guam | 48.4 | 1,346 | 2,781 | 2,412 | 3,490 | 2,442 |
| Northern Marianas | 75.3 | 575 | 763 | 741 | 852 | 697 |
| Puerto Rico | 64.8 | 30,083 | 46,395 | 46,031 | 45,809 | 47,345 |
| Virgin Islands | — | 816 | — | — | 1,856 | 1,563 |

— Not available.

[1] First-time ninth graders were estimated as the average of student membership in grades 8, 9, and 10 in three consecutive years.

[2]The national estimate does not include data from two states with missing diploma counts: New York and Wisconsin. The adjusted national rate with estimates for these two states included is 74.3 percent.

[3]Enrollment patterns in DoDs Domestic dependents schools lead to an 8th grade enrollment count that is 5 times that reported for 9th grade enrollment and 7 times that reported for 10th grade enrollment; as a result, the average across these three grades yields an unrealistic estimate of the number of students enrolled as freshmen, and the resulting AFGR of 20.1 percent is not valid.

## References

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