

Table 1. Percentage distribution of spring 2002 high school sophomores and their high school completion status, by student background characteristics: Spring 2004 and 2006

| Characteristic | Spring 2004 | | 2006 | | | | |
|------------------------------|------------------------------|---------|--|-----------------------------|-------------------------------|---------------------------------------|---------|
| | In school or early completer | Dropout | Summer 2004 or earlier graduate ¹ | Fall 2004 or later graduate | GED/certificate of attendance | Working toward diploma or equivalency | Dropout |
| Total | 93.4 | 6.6 | 85.0 | 2.8 | 4.4 | 3.2 | 4.6 |
| Sex | | | | | | | |
| Male | 92.6 | 7.4 | 82.3 | 3.4 | 5.2 | 3.8 | 5.4 |
| Female | 94.1 | 5.9 | 87.8 | 2.2 | 3.6 | 2.6 | 3.8 |
| Race/ethnicity ² | | | | | | | |
| American Indian | 95.3 | 4.7 ! | 71.9 | 2.8 ! | 9.3 ! | 4.4 ! | 11.7 ! |
| Asian/Pacific Islander | 96.8 | 3.2 | 90.2 | 2.6 | 2.2 | 2.6 | 2.4 |
| Black | 90.2 | 9.8 | 78.2 | 4.0 | 6.1 | 6.0 | 5.7 |
| Hispanic | 88.8 | 11.2 | 75.0 | 5.9 | 4.8 | 4.3 | 10.0 |
| White | 95.2 | 4.8 | 89.6 | 1.5 | 3.8 | 2.2 | 2.9 |
| More than one race | 92.0 | 8.0 | 80.2 | 4.9 | 5.8 | 4.0 | 5.0 |
| Socioeconomic status quarter | | | | | | | |
| Lowest | 87.6 | 12.4 | 74.2 | 4.3 | 6.0 | 5.9 | 9.6 |
| Middle two | 94.3 | 5.7 | 87.2 | 2.5 | 4.1 | 2.8 | 3.4 |
| Highest | 98.2 | 1.8 | 94.8 | 0.8 | 2.6 | 0.9 | 1.0 |
| Composite test quarter | | | | | | | |
| Lowest | 86.7 | 13.3 | 69.2 | 5.5 | 6.5 | 7.1 | 11.7 |
| Middle two | 93.8 | 6.2 | 87.1 | 2.3 | 4.6 | 2.6 | 3.3 |
| Highest | 98.8 | 1.2 | 96.8 | 0.9 | 1.6 | 0.3 ! | 0.4 ! |

! Interpret data with caution. Standard error is more than one third as large as estimate. See appendix A for more information about the American Indian dropout rates.

¹ Includes students with unknown graduation dates (less than 1 percent of the sample).

² Asian/Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. All race categories exclude Hispanic or Latino origin.

NOTE: Detail may not sum to totals because of rounding. Spring 2004 status is based on student questionnaire responses and enrollment status checks during school year (F1DOSTAT). Summer/fall 2004 status is based on transcript information (F1RTROUT) and second follow-up questionnaire responses (F2A07).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Educational Longitudinal Study of 2002 (ELS:2002), "Base Year through Second Follow-up, Student Surveys and High School Transcripts Study, 2002–06."

Two years later, transcript information and second follow-up responses were used in conjunction with earlier-round information² to place respondents into more refined categories ("2006" columns of table 1). Those who attained a diploma or equivalency credential are grouped into one of three categories: (1) a summer (i.e., August or earlier) 2004 or earlier graduate; (2) fall 2004 or later graduate (including graduates with unknown graduation dates, less than 1 percent of the sample); and (3) a GED or certificate of attendance recipient. Those who had not yet attained a diploma or equivalency are grouped into one of two categories: (1) a student still in school and/or claiming to be working towards a diploma or equivalency

² For example, information on early graduates identified in the first follow-up of 2004. Such information was used to route students to appropriate questions in the second follow-up.