

Crime bill - structuring
welfare reform

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Dropout Rates in the United States: 1995

Immigration, Participation in U.S. Schools, and High School Dropout Rates

The dropout rates for Hispanic youth have remained at levels consistently higher than the dropout rates experienced by their white and black peers since the early 1970s (tables 1 and 5). Although a number of factors may contribute to the dropout rates observed for Hispanic youth, previous analyses have shown even higher dropout rates for foreign-born Hispanic youths (36). What is not clear is what portion of the dropout rate observed for Hispanic youth is attributable to dropouts from U.S. schools, as opposed to immigrants who come to the U.S. without a high school credential and never enter U.S. schools. In addition, questions persist over the role that language limitations may play in determining participation and success in U.S. schools. In 1995, data on country of birth, participation in U.S. schools, and language use and ability may help provide answers to some of these questions.

Table 15—Rate, number, and distribution of status dropouts, ages 16–24, by race-ethnicity and place of birth: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts
Total	12.0	3,876	32,379	100.0
Born in U.S.	9.9	2,875	28,935	74.2
Foreign-born	29.1	1,001	3,444	25.8
White, non-Hispanic	8.6	1,887	21,991	48.7
Born in U.S.	8.6	1,831	21,242	47.2
Foreign-born	7.5	56	749	1.4
Black, non-Hispanic	12.1	571	4,732	14.7
Born in U.S.	12.2	552	4,519	14.2
Foreign-born	8.8	19	213	0.5
Hispanic	30.0	1,345	4,485	34.7
Born in U.S.	17.9	458	2,562	11.8
Foreign-born	46.2	887	1,923	22.9
Other	6.2	73	1,171	1.9
Born in U.S.	5.6	34	611	0.9
Foreign-born	6.9	39	559	1.0

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

Immigration

Among all youth 16 through 24 years of age, immigrants are more likely to be status dropouts than the native-born. The status dropout rate of 29.1 percent for immigrants ages 16 through 24 is nearly three times the rate of 9.9 percent for native-born youths (table 15). Consequently, although immigrants comprise about one-tenth of the U.S. population ages 16 through 24, they account for one-quarter of the status dropouts in this age group.

Among the different race-ethnicity groups, only Hispanic foreign-born are at greater risk of dropping out than native-born youths. For Hispanics, the dropout rate of 46.2 percent for immigrants is two and one-half times the dropout rate of 17.9 percent for Hispanic young adults born in the U.S.

A closer look at the immigrant population shows that Hispanic young adults account for 56 percent of all foreign-born 16- through 24-year-olds in the U.S., but close to 90 percent of all status dropouts in the immigrant population (table 16).

Table 16—Rate, number, and distribution of foreign-born status dropouts, ages 16-24, by enrollment in U.S. schools and race-ethnicity: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts
Total	29.1	1,001	3,444	100.0
Ever enrolled in U.S.	13.2	326	2,469	32.6
Never enrolled in U.S.	69.3	675	975	67.4
Hispanic	46.2	887	1,923	88.6
Ever enrolled in U.S.	23.7	261	1,105	26.1
Never enrolled in U.S.	76.5	626	818	62.5

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

Recall that the 1995 status dropout rate for all Hispanic 16- through 24-year-olds in the U.S. was 30.0 percent. This rate reflects the educational attainment of all Hispanic young adults in the U.S., regardless of their immigration status. However, since only four out of five Hispanic young adults ever enrolled in U.S. schools (table 17), dropout rates that include young Hispanics who have not participated in U.S. schools fail to give an accurate view of the success of Hispanic students in U.S. schools.

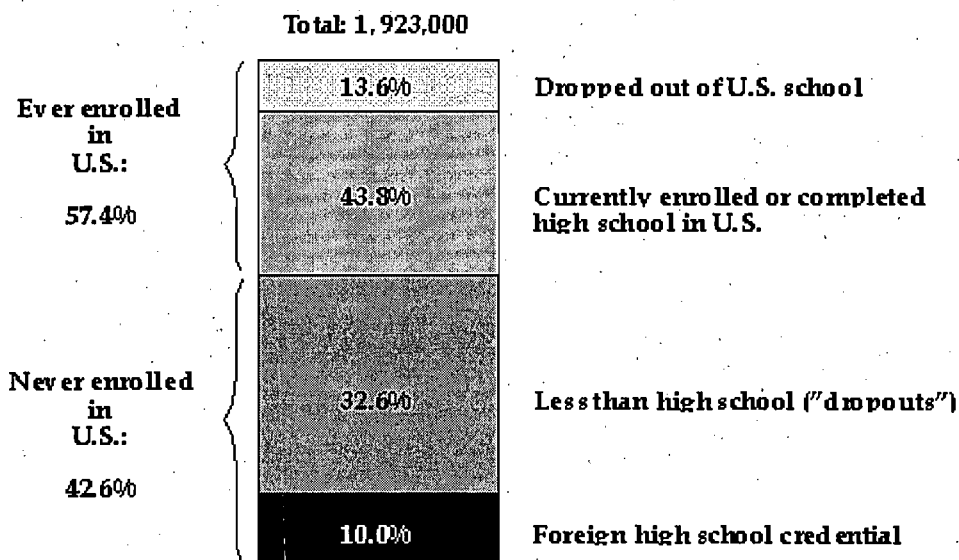
In fact, the status dropout rate for Hispanic students ever enrolled in U.S. schools is 19.6 percent, a rate appreciably lower than the aggregate rate of 30.0 percent (table 17). Furthermore, the dropout rate for foreign-born Hispanics who enrolled in U.S. schools is 23.7 percent. Thus, the dropout rate from U.S. schools for Hispanic youths born in the U.S. and the rate for foreign-born Hispanic youths are similar (17.9 percent for U.S. born and 23.7 percent for foreign-born). These rates are still higher than the rates registered for white and black young adults in the same age range (8.6 percent for whites and 12.1 percent for blacks) (table 15). Nevertheless, a third of the 30.0 percent dropout rate registered for all Hispanic youths is due to the large proportion of young Hispanic immigrants who come to this country without a high school education and are not subsequently enrolled in U.S. schools. Some of the young Hispanic immigrants who do not enroll in school in the U.S. may have entered the U.S. beyond what is considered "normal" high school age, and some may have come to the U.S. in search of employment rather than education. However, for some of these youths, language may be a barrier to participation in U.S. schools.

Educational Attainment, Participation in U.S. Schools, and Dropout Rates

Experience and anecdotal evidence both suggest that some number of these Hispanic "dropouts" never enrolled in U.S. schools. Undoubtedly, some young Hispanics arrive in the U.S. in search of employment rather than schooling. But others must find the barriers imposed by language limitations, crowded schools, limited openings in special programs, personal and economic exigencies, cultural differences, and limited first hand exposure to the intrinsic and extrinsic value of high school or post-secondary education so insurmountable that they prevent entry to U.S. schools. For example, in 1995, approximately 43 percent of Hispanic immigrants ages 16 through 24 had not enrolled in school in

the U.S. (figure 5). Only ten percent of Hispanic immigrants came to the U.S. with a high school education and never enrolled. One-third never enrolled and did not have a high school education and are counted as dropouts.

Figure 5-Hispanic immigrants, ages 16-24, by high school education status



NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, (Readers please note this figure is based on the foreign-born Hispanic population age

Recall that the 1995 status dropout rate for all Hispanic 16- through 24-year-olds in the U.S. was 30.0 percent. This rate reflects the educational attainment of all Hispanic young adults in the U.S., regardless of their immigration status. However, since only four out of five Hispanic young adults ever enrolled in U.S. schools (table 17), dropout rates that include young Hispanics who have not participated in U.S. schools fail to give an accurate view of the success of Hispanic students in U.S. schools.

In fact, the status dropout rate for Hispanic students ever enrolled in U.S. schools is 19.6 percent, a rate appreciably lower than the aggregate rate of 30.0 percent (table 17). Furthermore, the dropout rate for foreign-born Hispanics who enrolled in U.S. schools is 23.7 percent. Thus, the dropout rate from U.S. schools for Hispanic youths born in the U.S. and the rate for foreign-born Hispanic youths are similar (17.9 percent for U.S. born and 23.7 percent for foreign-born). These rates are still higher than the rates registered for white and black young adults in the same age range (8.6 percent for whites and 12.1 percent for blacks) (table 15). Nevertheless, a third of the 30.0 percent dropout rate registered for all Hispanic youths is due to the large proportion of young Hispanic immigrants who come to this country without a high school education and are not subsequently enrolled in U.S. schools. Some of the young Hispanic immigrants who do not enroll in school in the U.S. may have entered the U.S. beyond what is considered "normal" high school age, and some may have come to the U.S. in search of employment rather than education. However, for some of these youths, language may be a barrier to participation in U.S. schools.

Table 17-Rate, number, and distribution of Hispanics, ages 16-24, by enrollment in U.S. schools, dropout status, and place of birth: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Per popu
Total	30.0	1,345	4,485	100.0	10

Never enrolled in					
U.S. schools	76.5	626	818	46.5	1
Dropouts	100.0	626	626	46.5	1
Graduates	—	—	192	—	
Ever enrolled in					
U.S. schools	19.6	719	3,667	53.5	8
Born in U.S.	17.9	458	2,562	34.1	5
Foreign-born	23.7	261	1,105	19.4	2

-Not applicable					

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1995, unpublished data.

Language Usage and Hispanic Dropout Rates

In 1995, four out of five Hispanic 16- through 24-year-olds in the U.S. were reported as speaking Spanish at home (table 18)\37\ . And, 22 percent of these youths that spoke Spanish at home never attended school in the U.S. (table 19)\38\ . In contrast, 96 percent of the Hispanic young adults who spoke only English at home did attend school in the U.S.

Table 18—Rate, number, and distribution of Hispanic status dropouts, ages 16-24, by language spoken at home: October 1995

Language spoken	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts
Total	30.0	1,345	4,485	100.0
Speaks only English	20.4	188	921	14.0
Speaks Spanish	32.5	1,157	3,564	86.0

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

Among Hispanic youths who attended school in the U.S., dropout rates are similar, regardless of the language spoken at home: 20.3 percent of Hispanics who spoke Spanish at home were status dropouts in 1995 and 17.5 percent of Hispanics who spoke only English at home were status dropouts in 1995. Thus, while a larger percentage of Hispanic youth who spoke Spanish at home never entered U.S. schools (22 percent versus 4 percent), once enrolled, Hispanic students who spoke Spanish at home are as likely to remain in school as their peers who only spoke English at home. However, among the Hispanic students who spoke Spanish at home, English speaking ability is related to their success in school.

Table 19—Rate, number, and distribution of Hispanics, ages 16-24, by language spoken at home, enrollment in U.S. schools, dropout status, and school completion status: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Perce of a dropo
Total	30.0	1,345	4,485	100.

Speaks only English	20.4	188	921	100.
Ever enrolled in U.S.	17.5	154	883	82.
Never enrolled in U.S.	88.1	34	38	17.
Dropout	100.0	34	34	
Completed	—	—	—	
Speaks Spanish	32.5	1,157	3,564	100.
Ever enrolled in U.S.	20.3	565	2,784	48.
Never enrolled in U.S.	75.9	592	780	51.
Dropout	100.0	592	592	
Completed	—	—	188	

—Not applicable

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

English Speaking Ability

Three-quarters (76.3 percent) of the Hispanic 16- through 24-year-olds who spoke Spanish at home were also reported as speaking English "well" or "very well" (table 20).¹ For these young adults, speaking Spanish at home is not an indication of limited English speaking ability. Nearly this entire group attended school in the U.S. (94 percent or 2,560,000 out of 2,718,000). And the dropout rate of 19.2 percent for this group is on a par with the dropout rate of 17.5 percent observed for enrolled Hispanic young adults who spoke only English at home.

The situation is reversed among Hispanic young adults who reported limited English speaking ability. Only one-quarter of this group attended school in the U.S. (224,000 out of 846,000) and a third of those who did attend dropped out. What is more, eighty-one percent of the group who reported speaking English "not well" or "not at all," and also never enrolled in U.S. schools, lacked a high school education.

Table 20—Rate, number, and distribution of Hispanic status dropouts who speak Spanish at home, ages 16-24, by enrollment in U.S. schools and English language ability: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of al dropou
Total	32.5	1,157	3,564	100.0
Speaks English well ¹	21.4	581	2,718	50.3
Speaks English not well ²	68.0	576	846	49.7
Ever enrolled in U.S. schools	20.3	565	2,784	100.0
Speaks English well	19.2	491	2,560	86.9
Very well	17.4	362	2,081	64.1
Well	27.0	129	479	22.8
Speaks English not well	32.9	74	224	13.1
Not enrolled in U.S. schools	75.9	592	780	100.0
Speaks English well	57.4	90	158	15.3
Speaks English not well	80.7	502	622	84.7

1/Consists of those who speak English very well or well.

2/Consists of those who speak English not well or not at all.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

Participation in English as a Second Language Instruction

Programs in bilingual education and English as a Second Language (ESL) are intended to broaden the educational and employment opportunities available to youths with limited English ability. In 1995, 12.4 percent of the Hispanic young adults spoke Spanish at home, had participated in ESL instruction, and were reported as speaking English "well" or "very well" (table 21). The 22.3 percent status dropout rate for this group is on a par with the rate of 21.2 percent experienced by the group of Hispanic young adults who spoke Spanish at home and were reported as speaking English "well" or "very well" without any ESL instruction. And both of these rates are similar to the status dropout rate of 20.4 percent experienced by Hispanic youths that spoke only English at home. Taken together, these three groups of Hispanic youths make up approximately 80 percent of all Hispanic 16- through 24-year-olds in the U.S. in 1995: 12.4 percent spoke Spanish at home and spoke English "well" or "very well" with ESL instruction, 48.2 percent spoke Spanish at home and spoke English "well" or "very well" without ESL instruction, and 20.5 percent spoke only English at home.

Table 21-Rate, number, and distribution of Hispanics, ages 16-24, by language spoken at home, English language ability, and enrollment in ESL classes: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Per of dro
Total	30.0	1,345	4,485	10
Speaks only English	20.4	188	921	1
Speaks Spanish	32.5	1,157	3,564	8
Speaks English well	21.4	581	2,718	4
Ever enrolled in ESL classes	22.3	124	556	
Never enrolled in ESL classes	21.2	457	2,162	3
Speaks English not well	68.0	576	846	4
Ever enrolled in ESL classes	57.1	131	229	
Never enrolled in ESL classes	72.1	445	617	3

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

The remaining 20 percent of Hispanic young adults ages 16 through 24 were reported as either speaking English "not well" or "not at all." Twenty-seven percent of these youths reported some prior participation in ESL (57 percent of this group dropped out of school), but the majority (73 percent) reported no ESL instruction (with a status dropout rate of 72 percent) (table 21). In 1995, two-thirds (68 percent) of the Hispanic 16- through 24-year-olds in the U.S. who reported limited English speaking ability did not have a high school credential and were not enrolled in school.⁴⁰ Since the majority of these youths are not enrolled in U.S. schools, ESL training offered outside of traditional school settings (for example, community organizations, churches, and adult education programs) may be more likely to reach this group of young Hispanics.

Table 22-Rate, number, and distribution of Hispanics who speak Spanish at home, ages 16-24, with limited English speaking ability, by enrollment in ESL classes and enrollment in U.S. schools: October 1995

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Per of dro
Total	68.0	576	846	10
Ever enrolled in ESL	57.1	131	229	2
Ever enrolled in U.S. schools	40.7	47	115	
Not enrolled in U.S. schools	73.7	84	114	1
Never enrolled in ESL	72.1	445	617	7
Ever enrolled in U.S. schools	24.8	27	109	
Not enrolled in U.S. schools	82.2	418	508	7

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished data.

Educational Attainment Levels of Hispanic Young Adults

The life chances of young Hispanic immigrants without a high school education may be further hampered by the amount of schooling they have completed. This is especially the case for those without a high school credential who never enrolled in U.S. schools. For example, at least 90 percent of high school dropouts in the 16 through 24 age group who attended school in the U.S. completed a seventh or eighth grade education—this holds for all Hispanic dropouts born in the U.S. (98.0 percent) and for foreign-born Hispanics who enrolled and then dropped out of U.S. schools (91.6 percent) (table 23). In contrast, only one-half of foreign-born Hispanic 16- through 24-year-olds who did not enroll in school in the U.S. completed a seventh or eighth grade education.

Table 23-Percentage of status dropouts, ages 16-24, completing various grades of school: October 1995

Percent completing	Hispanics				
	Total		Foreign-born		
	U.S. Born	Born in U.S.	Total	Enrolled in U.S. schools	Never in U.S.
Grades 5 or 6	98.9	99.1	86.9	98.0	8
Grades 7 or 8	98.0	98.0	63.4	91.6	5
Grade 9	86.9	88.4	48.4	71.7	3
Grade 10	69.9	70.4	30.5	56.4	1
Grade 11	43.1	47.2	21.6	36.8	1
Grade 12, no diploma	9.5	15.1	10.0	16.3	

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, 1995, unpublished data.

Many students who drop out of school in the U.S. do so between the ninth and eleventh grades. About 87 percent of the dropouts who were born in the U.S. completed the ninth grade and nearly 70 percent completed the tenth grade, but less than 50 percent completed the eleventh grade. The data for Hispanic youth born in the U.S. are very similar to the data for all U.S. born 16- through 24-year-olds, with about 88 percent completing the ninth grade, 70 percent completing the tenth grade, and 47 percent completing the eleventh grade. The data for foreign-born Hispanic youth who attend schools in the U.S. mirror the same pattern; with about 72 percent completing the ninth grade, 56 percent completing the tenth grade, and 37 percent completing the eleventh grade. (41)

The pattern is different for foreign-born Hispanics who did not enroll in U.S. schools. In this group, only

39 percent completed the ninth grade and only 20 percent had a tenth grade education. The net effect of these differences is that Hispanic dropouts have more grades to make up to reach parity with their white and black peers. A large share of Hispanic youths drop out of school in the U.S., and on average, those who do not attend U.S. schools have completed fewer years of schooling than their peers.

Summary

These data on country of birth and participation in U.S. schools show that the inclusion of immigrant young adults in the aggregate dropout rate for Hispanics has resulted in a substantial increase in the reported dropout rate for Hispanics in the U.S. In 1995, for example, nearly one-half of the Hispanic dropouts were immigrants who never enrolled in U.S. schools. The Hispanic status dropout rate with these immigrants included is 30.0 percent; when they are excluded, the dropout rate for Hispanic 16-through 24-year-olds falls to 19.6 percent. Still, this rate is higher than the status dropout rates registered by black and white youths in this age group (12.1 percent for blacks and 8.6 percent for whites).

Data on language usage show that eighty percent of the Hispanic 16- through 24-year-olds spoke Spanish at home and about one out of every five of these youths never attended school in the U.S. However, among the Hispanic youths that attended school in the U.S., the dropout rates were similar, regardless of whether the youth spoke only English at home (17.5 percent) or spoke Spanish at home (20.3 percent).

For those youths that spoke Spanish at home, English speaking ability was related to their success in school. The status dropout rate for young Hispanics reported to speak English "well" or "very well" who attended U.S. schools was 19.2 percent, a rate similar to the 17.5 percent status dropout rate observed for enrolled Hispanic youths that spoke only English at home. In contrast, only one-fourth of the Hispanic youths who reported limited English speaking ability attended school in the U.S. and one-third of those who attended dropped out.

Hispanic young adults who received ESL instruction and reported speaking English "well" or "very well" had a dropout rate of 22.3 percent comparable to the rate of 20.4 percent observed for Hispanic 16-through 24-year-olds who spoke only English at home. Youth who were reported with limited English speaking ability did not fare as well. About one-quarter of the Hispanic youths with limited English speaking ability had received some ESL instruction, but 57 percent of these youths were dropouts. And, 72 percent of the youths with limited English speaking ability and no ESL instruction were dropouts. This suggests that ESL instruction offered in nonschool settings may be more likely to reach these youths.

Many of the youths with limited English speaking ability (74 percent) are immigrants who never enrolled in U.S. schools, and a number of these youths have completed fewer years of schooling than Hispanic dropouts born in the U.S. or Hispanic dropouts who migrated to the U.S. and attended U.S. schools. As a result, many Hispanic dropouts have more work to do to complete a high school education.

Footnotes:

36/ See for example, F. Bennici and W. Strang. *An Analysis of Language Minority and Limited English Proficient Students from NELS:88*, U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, August 1995; W. Strang, M. Winglee, and J. Stunkard. *Characteristics of Secondary-School-Age Language Minority and Limited English Proficient Youth*, U.S. Department of Education, 1993; and P. Kaufman and M. McMillen. *Dropout Rates in the United States: 1990*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. NCES 91-053.

37/ These data, like all CPS data in this report, are based on the report of a household respondent rather than reports from each individual in the household.

38/ Five percent of the Hispanic 16- through 24-year-olds who spoke Spanish at home completed their

high school programs outside of the U.S. These youths have a high school credential, but are reported as never enrolling in U.S. schools.

39/ The question on English speaking ability was only asked of persons who spoke a language other than English at home, thus the data do not include the English speaking ability of Hispanic youths who reported only speaking English at home.

40/ Recall from table 20, that 81 percent of the youths with limited English speaking ability and who never enrolled in U.S. schools did not have a high school credential.

41/ When the percent of Hispanic dropouts who complete each grade is compared for youths born in the U.S. and foreign-born youths who enrolled in U.S. schools, the apparent differences are not statistically significant.

High School Completion Rates



Grade Retention

~~Completion Rate~~

Enrollment
Higher Education Completion Rate

4 yr. BA

All Institutions

	1976	1978	1980	1982	1984	1986
U.S. Residents						
White	82.6	81.9	81.4	80.7	80.2	79.3
Total Minority	15.4	15.9	16.1	16.6	17	17.9
Black	9.4	9.4	9.2	8.9	8.8	8.7
Hispanic	3.5	3.7	3.9	4.2	4.4	4.9

All Four Year Institutions

	1976	1978	1980	1982	1984	1986
U.S. Residents						
White	84.4	83.7	82.9	82.5	81.8	81
Total Minority	13.1	13.5	13.9	14	14.6	15.3
Black	8.5	8.5	8.4	8	8	7.9
Hispanic	2.4	2.6	2.9	3	3.2	3.6

All Two Year Institutions

	1976	1978	1980	1982	1984	1986
U.S. Residents						
White	79.3	78.6	78.7	77.9	77.6	76.6
Total Minority	19.6	20.1	19.9	20.8	21.2	22.3
Black	11.1	11	10.4	10.3	10.1	10
Hispanic	5.4	5.6	5.6	6.1	6.4	7.3

Drop?

1988	1990	1991	1992	1993	1994	1995
78.8	77.6	76.5	75.1	74.1	73	72.3
18.4	19.6	20.6	21.8	22.7	23.8	24.5
8.7	9	9.3	9.6	9.9	10.1	10.3
5.2	5.7	6	6.6	6.9	7.3	7.7

1988	1990	1991	1992	1993	1994	1995
80.5	78.9	78	76.9	76	75	74.3
15.8	17.3	18.1	19	19.8	20.8	21.5
8	8.4	8.7	9	9.3	9.5	9.7
3.6	4.2	4.4	4.7	4.9	5.3	5.5

1988	1990	1991	1992	1993	1994	1995
76	75.5	74.3	72.2	71.2	69.8	69.1
22.7	23.3	24.4	26.2	27.2	28.5	29.3
9.7	10	10.2	10.5	10.8	11.1	11.3
7.9	8.1	8.6	9.5	10	10.5	11.1

The Condition of Education 1998, Supplemental Table 51-2

Table 51-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976-95

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1995
All institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100	
U.S. residents ²												
White	82.6	81.9	81.4	80.7	80.2	79.3	78.8	77.6	76.5	75.1	74.1	72.3
Total minority	15.4	15.9	16.1	16.6	17.0	17.9	18.4	19.6	20.6	21.8	22.7	24.5
Black	9.4	9.4	9.2	8.9	8.8	8.7	8.7	9.0	9.3	9.6	9.9	10.3
Hispanic	3.5	3.7	3.9	4.2	4.4	4.9	5.2	5.7	6.0	6.6	6.9	7.7
Asian/Pacific Islander	1.8	2.1	2.4	2.8	3.2	3.6	3.8	4.1	4.4	4.8	5.1	5.6
American Indian/Alaskan Native	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.8	0.9	0.9
Nonresident alien	2.0	2.3	2.5	2.7	2.7	2.8	2.8	2.8	2.9	3.1	3.2	3.2
Public institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100	
U.S. residents ²												
White	82.1	81.4	81.0	80.3	79.8	78.8	78.4	77.3	76.2	74.6	73.5	
Total minority	16.2	16.7	16.9	17.5	17.9	18.9	19.2	20.3	21.3	22.8	23.8	
Black	9.6	9.6	9.3	9.0	8.9	8.8	8.7	9.0	9.3	9.7	10.0	
Hispanic	3.9	4.1	4.3	4.6	4.8	5.5	5.8	6.2	6.6	7.2	7.6	
Asian/Pacific Islander	1.9	2.2	2.5	3.1	3.4	3.8	4.0	4.3	4.6	5.0	5.2	
American Indian/Alaskan Native	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.9	0.9	1.0	
Nonresident alien	1.7	1.9	2.2	2.3	2.3	2.3	2.3	2.4	2.4	2.6	2.7	
Private institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100	
U.S. residents ²												
White	84.5	83.6	82.8	82.1	81.8	81.3	80.3	78.6	77.6	76.8	76.2	
Total minority	12.4	13.0	13.4	13.7	14.0	14.4	15.4	17.0	17.7	18.4	18.9	
Black	8.6	8.7	8.8	8.5	8.4	8.2	8.6	9.1	9.2	9.4	9.6	
Hispanic	2.0	2.2	2.5	2.7	2.8	3.1	3.2	3.7	4.1	4.3	4.4	
Asian/Pacific Islander	1.4	1.6	1.8	2.0	2.4	2.8	3.2	3.8	4.0	4.2	4.4	
American Indian/Alaskan Native	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	
Nonresident alien	3.1	3.5	3.8	4.2	4.2	4.3	4.3	4.4	4.6	4.8	4.9	
All 4-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100	
U.S. residents ²												
White	84.4	83.7	82.9	82.5	81.8	81.0	80.5	78.9	78.0	76.9	76.0	74.3
Total minority	13.1	13.5	13.9	14.0	14.6	15.3	15.8	17.3	18.1	19.0	19.8	21.5
Black	8.5	8.5	8.4	8.0	8.0	7.9	8.0	8.4	8.7	9.0	9.3	9.7
Hispanic	2.4	2.6	2.9	3.0	3.2	3.6	3.6	4.2	4.4	4.7	4.9	5.5
Asian/Pacific Islander	1.7	1.9	2.1	2.5	2.9	3.3	3.6	4.2	4.4	4.6	4.9	5.5
American Indian/Alaskan Native	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.7	0.7
Nonresident alien	2.5	2.8	3.2	3.5	3.7	3.7	3.7	3.8	3.9	4.1	4.2	4.2
Public 4-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100	
U.S. residents ²												
White	84.2	83.4	82.7	82.3	81.4	80.7	80.4	78.8	77.9	76.8	75.8	
Total minority	13.6	14.1	14.5	14.6	15.3	16.0	16.4	17.9	18.7	19.6	20.6	
Black	8.6	8.7	8.5	8.1	8.2	8.0	8.1	8.5	8.7	9.1	9.4	
Hispanic	2.6	2.9	3.0	3.2	3.4	3.9	3.9	4.5	4.7	5.0	5.3	
Asian/Pacific Islander	1.8	2.0	2.3	2.7	3.1	3.5	3.8	4.3	4.5	4.8	5.1	

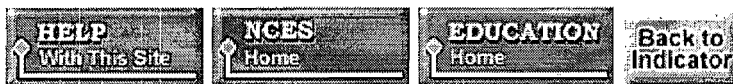
Table 51-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976-95—Continued

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993
Private 4-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100
U.S. residents ²											
White	84.9	84.2	83.3	82.8	82.5	81.7	80.8	79.2	78.3	77.2	76
Total minority	11.9	12.3	12.7	12.8	13.1	13.7	14.6	16.1	16.8	17.7	18
Black	8.2	8.1	8.0	7.8	7.6	7.6	7.9	8.4	8.6	8.9	9
Hispanic	2.0	2.2	2.5	2.6	2.7	2.9	3.0	3.5	3.7	4.0	4
Asian/Pacific Islander	1.4	1.7	1.8	2.1	2.5	2.9	3.3	3.9	4.1	4.4	4
American Indian/Alaskan Native	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0
Nonresident alien	3.2	3.5	4.0	4.4	4.5	4.6	4.6	4.7	4.9	5.0	5
All 2-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100
U.S. residents ²											
White	79.3	78.6	78.7	77.9	77.6	76.6	76.0	75.5	74.3	72.2	71.2
Total minority	19.6	20.1	19.9	20.8	21.2	22.3	22.7	23.3	24.4	26.2	27.2
Black	11.1	11.0	10.4	10.3	10.1	10.0	9.7	10.0	10.2	10.5	10.8
Hispanic	5.4	5.6	5.6	6.1	6.4	7.3	7.9	8.1	8.6	9.5	10.0
Asian/Pacific Islander	2.0	2.4	2.8	3.3	3.7	4.0	4.1	4.1	4.5	5.1	5.3
American Indian/Alaskan Native	1.1	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1	1.1
Nonresident alien	1.1	1.3	1.4	1.3	1.2	1.1	1.2	1.3	1.3	1.6	1.6
Public 2-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100
U.S. residents ²											
White	79.3	78.8	78.8	78.0	77.8	76.6	76.1	75.6	74.5	72.2	71
Total minority	19.6	20.0	19.8	20.7	21.1	22.3	22.7	23.1	24.2	26.2	27
Black	10.9	10.7	10.1	10.0	9.8	9.7	9.4	9.6	9.9	10.3	10
Hispanic	5.5	5.7	5.8	6.2	6.5	7.4	8.0	8.2	8.6	9.6	10
Asian/Pacific Islander	2.1	2.5	2.8	3.4	3.8	4.1	4.2	4.2	4.6	5.2	5
American Indian/Alaskan Native	1.0	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1	1
Nonresident alien	1.0	1.2	1.4	1.3	1.2	1.1	1.2	1.3	1.3	1.6	1
Private 2-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100
U.S. residents ²											
White	78.6	74.8	75.1	75.0	75.9	77.1	75.4	71.7	70.4	71.5	73
Total minority	19.1	22.6	22.8	23.2	22.9	21.4	23.4	27.0	28.0	27.0	25
Black	15.3	18.1	18.1	16.8	15.4	13.9	16.0	17.6	16.4	15.4	14
Hispanic	2.3	3.2	2.6	4.1	4.5	5.3	5.1	6.1	8.2	7.5	7
Asian/Pacific Islander	0.8	0.6	1.0	1.4	1.9	1.5	1.6	2.0	2.3	2.3	2
American Indian/Alaskan Native	1.5	1.3	1.0	1.4	1.5	1.1	1.2	1.2	1.2	1.7	1
Nonresident alien	2.3	2.6	2.1	1.8	1.5	1.5	1.2	1.6	1.5	1.6	1

¹ Estimates based on preliminary data.² Includes U.S. citizens and resident aliens.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 202 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).



Last updated June 1, 1998

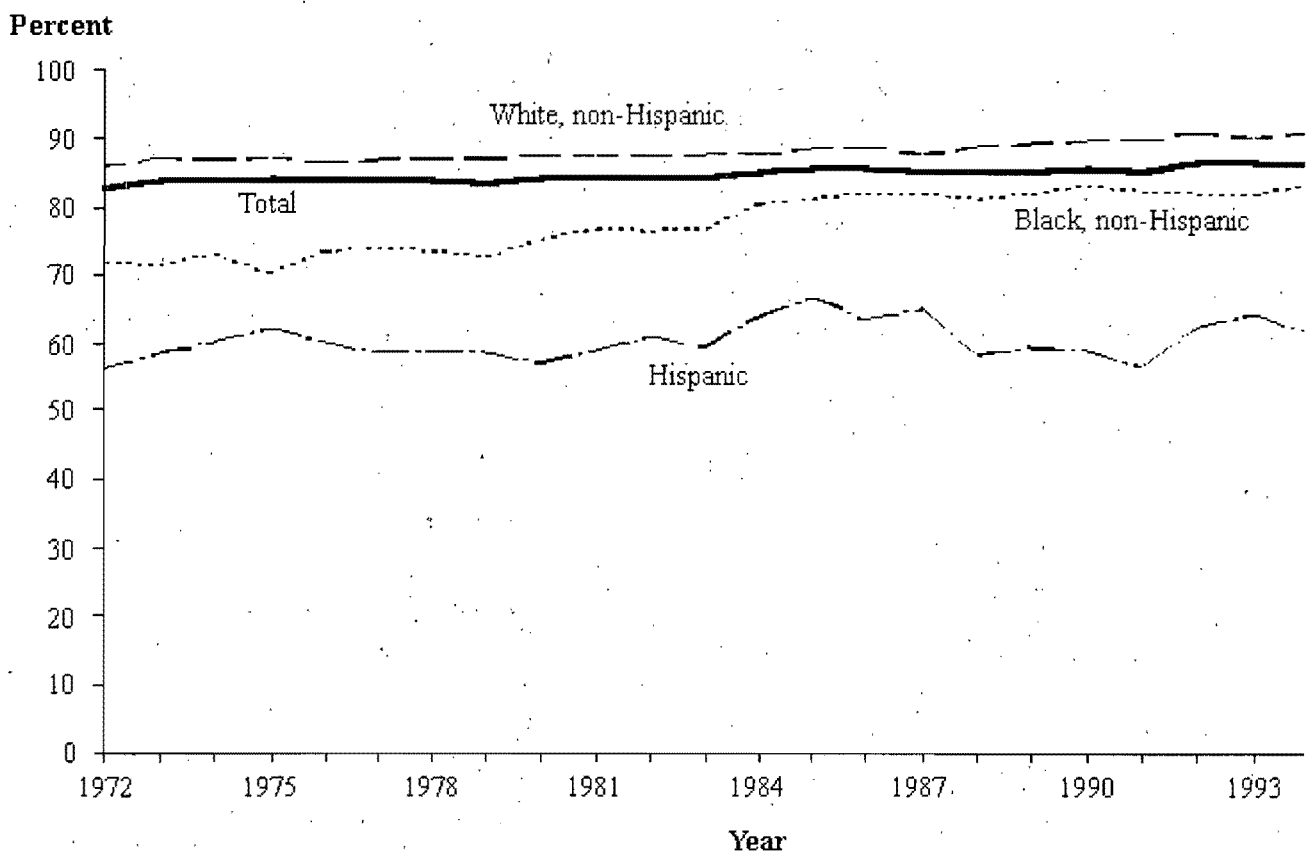
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High School Completion Rates

Concerns over high school dropouts stem from an increased understanding of the importance of having an educated workforce. Technological advances in the workplace have increased the demand for skilled labor to the point where today a high school education serves more as a minimum requirement for entry to the labor force. This increased emphasis on educational requirements makes the completion of a high school program more essential than ever.

In fact, youths entering adulthood today face more challenging educational requirements than their parents or grandparents 20 to 50 years earlier. When the grandparents of today's high school students entered adulthood, a high school education was viewed as an asset in the labor force; and for their children, a high school education still served as an entryway to a number of promising career paths. For example, in 1950, when grandparents of many of today's high school students were new to the workforce, only about one-half of the population ages 25 to 29 had completed a high school program (Digest of Education Statistics 1995). In contrast, during the 1970s, when the parents of many of today's high schoolers entered the labor force, about 83 to 84 percent of the population ages 18 through 24 not enrolled in high school had a high school education (figure 4 and table A39).

Figure 4: Completion rates for persons ages 18-24 not currently enrolled in high school or below, by race-ethnicity: October 1972 through October 1995



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

If the population is considered as a whole, the net increase in high school completion observed over the

last 20 years is less than 2 percent. By 1995 about 85 percent of the 18- through 24-year-olds who were not still in high school had completed a high school program. The picture is somewhat different when the experiences of individual racial-ethnic groups are considered separately (Table 11). The percent of white young adults with a high school education during the 1970s was between 86 and 87 percent ¹/₄ by 1995 89.8 percent of this group held high school credentials. During the 1970s, between 70 and 74 percent of black young adults had completed a high school program; by 1995, the number was up to 84.5 percent. A lower percentage of Hispanic youths complete high school programs, and the pattern for Hispanics has continued relatively unchanged during the 1970s the percentage of Hispanic 18- through 24-year-olds with a high school education fluctuated between 56 and 62 percent; in the 1990s it ranged from about 59 to 64 percent, and in 1995 the rate was 62.8 percent.

Table 11: High school completion rates and method of completion of 18- through 24-year-olds not currently enrolled in high school or below, by race-ethnicity: October 1990 through October 1995

Completion method	Year					
	1990	1991	1992 ²	1993 ²	1994 ^{2,3}	1995 ^{2,3}
	(percent)					
Totall						
Completed	85.6	84.9	86.4	86.2	85.8	85.3
Diploma	81.0	80.9	81.5	81.3	79.4	77.9
Alternative	4.6	4.0	4.9	4.9	6.4	7.4
White, non-Hispanic						
Completed	89.6	89.4	90.7	90.1	90.7	89.8
Diploma	85.0	85.2	85.7	85.4	84.6	82.9
Alternative	4.6	4.2	5.0	4.7	6.1	6.9
Black, non-Hispanic						
Completed	83.2	82.5	82	81.9	83.3	84.5
Diploma	78.0	77.4	76.8	75.9	75.7	75.9
Alternative	5.2	5.1	5.2	6.0	7.6	8.5
Hispanic						
Completed	59.1	56.5	62.1	64.4	61.8	62.8
Diploma	56.5	54.4	58.0	58.5	56.5	54.2
Alternative	2.6	2.1	4.1	5.9	5.3	8.6

1/ Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.

2/ Numbers for these years reflect new wording of the educational attainment item in the CPS.

3/ Numbers in these years reflect changes in CPS due to newly instituted computer assisted interviewing and/or due to the change in the population controls to the 1990 Census-based estimates, with adjustment.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

The race-ethnicity differences evident in these high school completion rates mirror the pattern of differences observed in the status dropout rates. The same is true when high school completion rates are examined within income levels and geographic regions.

Youths living in families at the highest income levels were the least likely to drop out of high school, compared with young adults from families with low incomes who were eight times more likely to drop out. Correspondingly, nearly 97 percent of the youngsters from families at high income levels complete high school, compared with about 73 percent of the youths from low income families (table 12).

Table 12: Completion rates and number and distribution of completers, ages 18-24, not currently enrolled in high school or below, by sex, race-ethnicity, income, and region: October 1995

	Completion rate (percent)	Number of completers (thousands)	Percent of all completers
Total	85.3	20,102	100.0
Sex			
Male	84.5	9,785	48.7
Female	86.0	10,317	51.3
Race-ethnicity ¹			
White, non-Hispanic	89.8	14,486	72.1
Black, non-Hispanic	84.5	2,738	13.6
Hispanic	62.8	2,112	10.5
Family income ²			
Low income level	73.2	3,840	19.1
Middle income level	85.8	11,464	57.0
High income level	96.6	4,798	23.9
Region			
Northeast	89.6	3,863	19.2
Midwest	88.9	4,991	24.8
South	82.8	6,997	34.8
West	81.8	4,251	21.1

1/ Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.
 2/ Low income is defined as the bottom 20 percent of all family incomes for 1994; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1995, unpublished data.

The relatively low dropout rates observed in the Northeast and Midwest are reflected in high school completion rates of nearly 90 percent in the Northeast and 89 percent in the Midwest.^{1\} Similarly, the higher dropout rates evident in the South and West translate into lower high school completion rates of about 83 percent in the South and 82 percent in the West.

Completion Rates by State

Often interest in geographic comparisons extends beyond the regional level to state-specific data. One obvious question, given the regional differences in high school completion rates, is whether the completion rates are comparable or vary across states within each region. In order to consider data by states, completion rates are computed based on data spanning a three year period, so that the data by state presented in table 13 represent the averages experienced over the three year periods of 1990-92 and 1993-95.^{2\} In looking at these data, it should be noted that the survey respondents may have attended school in a different state from that in which they resided at the time of the interview.

Data for the most recent three years show that the state-by-state estimates in the Northeast range from 86.9 percent in New Hampshire to 94.7 percent in Connecticut, with Pennsylvania at a median of 89.5 percent. The rates in the Midwest range from 86.7 percent in Illinois to 96.6 percent in North Dakota, and the median of 91.2 percent falls between the rates of 91.5 percent in South Dakota and 90.9 percent in Kansas. In the South, the rates range from 79.5 percent in Texas to 93.6 percent in Maryland, with

North Carolina at the median of 85.5 percent. Similarly, the Western rates range from 78.9 percent in California to 93.6 percent in Utah, with Idaho at the median of 86.4 percent.

In some cases, the sample sizes for individual states make it difficult to draw firm conclusions. For example, the highest and lowest rates observed in the Northeast are not significantly different from one another, despite a 7.8 percentage point range. However, some interesting comparisons can be made. In particular, in the Midwest, South and West there are significant differences between the completion rates of states with the highest and lowest rates within each region. The highest completion rates in each of the four regions are on a par with one another and are all over 90 percent; the lowest rates in the South and West are lower, however, than the lowest rates in the Midwest.

Table 13: High school completion rates of 18- through 24-year-olds not currently enrolled in high school or below, by state: October 1990-92 and 1993-95

State	1990-92*	1993-95*
TOTAL	85.5	85.3
NORTHEAST		
Connecticut	89.9	94.7
Maine	91.9	92.9
Massachusetts	89.8	92.5
New Hampshire	87.9	86.9
New Jersey	90.8	91.8
New York	88.0	87.1
Pennsylvania	90.2	89.5
Rhode Island	87.9	89.4
Vermont	87.0	88.1
MIDWEST		
Illinois	86.0	86.7
Indiana	87.8	88.5
Iowa	94.6	93.2
Kansas	93.2	90.9
Michigan	87.2	88.7
Minnesota	92.5	93.3
Missouri	88.1	90.3
Nebraska	92.5	94.5
North Dakota	96.3	96.6
Ohio	90.0	88.4
South Dakota	89.1	91.5
Wisconsin	92.4	93.7
SOUTH		
Alabama	85.2	84.0
Arkansas	87.5	88.4
Delaware	86.2	93.3
Florida	84.1	80.7
Georgia	85.1	80.3
Kentucky	81.1	82.4
Louisiana	83.9	80.5
Maryland	88.6	93.6
Mississippi	85.4	83.9
North Carolina	83.0	85.5
Oklahoma	84.3	87.0
South Carolina	85.0	88.0
Tennessee	76.7	84.6
Texas	80.0	79.5
Virginia	88.6	87.7
Washington, D.C.	84.0	87.7
West Virginia	83.3	86.8
WEST		
Alaska	85.6	90.5
Arizona	81.7	84.0
California	77.3	78.9
Colorado	88.1	88.4
Hawaii	93.5	92.0

Idaho	84.7	86.4
Montana	91.6	89.8
Nevada	82.1	81.9
New Mexico	84.1	82.4
Oregon	89.6	82.7
Utah	93.9	93.6
Washington	90.7	85.7
Wyoming	92.0	90.8

* Numbers on this table reflect 3-year averages.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

High school completion rates in table 11 and table 12 provide a measure of the relative size of the young adult population who have attained a high school credential (85.3 percent in 1995). Most of these young adults attended high school, completed the required secondary coursework, and graduated with a regular diploma. (Strictly speaking, a high school graduation rate is based on students receiving regular high school diplomas.) In 1995, 77.9 percent of the 18- through 24-year-olds who were not still enrolled in high school were graduates holding regular high school diplomas (Table 14).

The path is not so direct for all young adults; as the dropout rates show, each year over the last decade 300 to 500 thousand 10th through 12th graders left school without a high school diploma. Some of them return to school and earn a regular high school diploma. Others use the knowledge acquired while they were in school, perhaps in combination with skills and knowledge from their post high school experiences, or alternatively through special study programs, to take and pass a high school equivalency examination.³

In 1995, over 1.7 million young adults 18 through 24 years of age had earned high school credentials by passing an equivalency exam such as the General Educational Development (GED) test.⁴ The young adults who completed high school through this alternative account for 7.4 percent of the 18- through 24-year-olds who were not still enrolled in high school in 1995.

Table 14: High school completion rates and method of completion of 18- through 24-year-olds not currently enrolled in high school or below, by income level: October 1995

Family income	Method of completion		
	Completed	Diploma	Alternative
	(percent)		
Total*	85.3	77.9	7.4
Low income level	73.2	64.8	8.5
Middle income level	85.8	77.8	8.0
High income level	96.6	92.1	4.5

* Low income is defined as the bottom 20 percent of all family incomes for 1994; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

When these two methods of high school completion are examined across racial and ethnic groups, the

differences observed in the aggregate high school completion measure are repeated for high school graduates. The percentage of white young adults who complete high school with a regular diploma (82.9 percent) is larger than the percent for blacks (75.9 percent), and the percent for Hispanics (54.2 percent) is even lower than the percent for either blacks or whites (table 11). In contrast, similar portions of each group complete high school by passing an equivalency test (6.9 percent for whites, 8.5 percent for blacks, and 8.6 percent for Hispanics).

These data have only been collected since 1990. A comparison of the 1995 data with those from 1990 suggests that the percent of young adults who earn a regular diploma is relatively stable within each race-ethnicity group. Over the same time period, modest increases have been recorded in the size of the group earning alternative high school credentials this increase is present in the aggregate rates (4.6 percent in 1990 and 7.4 percent in 1995) and in the rates for white young adults (4.6 percent in 1990 and 6.9 percent in 1995). While the apparent increases in the rates for black alternative completers are not significant, the proportion of Hispanics graduating high school with alternative degrees increased (2.6 percent in 1990 and 8.6 percent in 1995).

Recall that the income data in table 12 show that young adults from families with high incomes were the most likely to complete high school (nearly 97 percent); over 90 percent of them graduated from high school with a regular diploma and about 4 percent followed an equivalency test alternative (table 14). By comparison, just over three-quarters of middle income youths and nearly two-thirds of low income youths graduated from high school with regular diplomas, while an additional 8 percent within each of these income groups passed equivalency exams to earn high school credentials.

Footnotes:

1/ The high school completion rate is based on the population of young adults ages 18 through 24 who are not still enrolled in school; the status dropout rate is based on the population ages 16 through 24. Thus, the age range of the status dropout rate is two years wider, and those 18- through 24-year-olds who are still enrolled in a high school program are excluded from the calculation of the high school completion rate. Because of these differences the status dropout rate and the high school completion rate are not the simple inverse of each other.

2/ The sample sizes of the numbers of completers at the state level are, by definition, substantially smaller than the counts of completers supporting the national estimates (but appreciably larger than the counts of dropouts). To improve the stability of the state level estimates for high school completion rates, the rates are displayed as three year moving averages (for example, the data for 1991 represent the average of the data from 1990, 1991, and 1992 and the data for 1994 are based on averages of data from 1993, 1994, and 1995). Even with this, sampling variability is increased substantially, especially in states with relatively smaller populations in the 18 through 24 age range.

3/ The General Educational Development (GED) test is the principal equivalency exam in use at this time. In 1994, about 680,000 people age 16 or older took the GED test, and 73 percent or nearly one-half million passed the exam to earn a high school credential. GED Testing Service. 1995. "Who took the GED? 1994 GED statistical report." Washington, D.C.: American Council on Education.

4/ In the CPS data there may be some ambiguity concerning students who complete high school with a certificate of attendance. While they are supposed to be counted as non-completers, some respondents may report them as completers when asked about educational attainment.

5/ Part of the increase in these estimates may be due to changes in the CPS methodology. The CPS does not specifically identify youths receiving certificates of attendance, but not earning a high school credential. Since 1992, youths who completed the 12th grade without earning a high school credential are not reported as high school completers; prior to 1992 students reported as attending and completing the 12th grade were counted as high school completers. See the technical appendix for a discussion of this issue.

[\[Event, Status, and Cohort Dropout Rates\]](#)



[\[Immigration, Participation in U.S. School\]](#)

*The Condition of Education 1998, Supplemental Table 51-1***Table 51-1 Total enrollment in institutions of higher education, by control and type of institution, race/ethnicity of student: Fall 1976-95**

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991
	Number (in thousands)								
All institutions	10,986	11,231	12,087	12,388	12,233	12,504	13,043	13,819	14,359
U.S. residents ²									
White	9,076	9,194	9,833	9,997	9,815	9,921	10,283	10,722	10,990
Total minority	1,691	1,785	1,949	2,059	2,084	2,238	2,399	2,705	2,953
Black	1,033	1,054	1,107	1,101	1,076	1,082	1,130	1,247	1,335
Hispanic	384	417	472	519	535	618	680	782	867
Asian/Pacific Islander	198	235	286	351	390	448	497	572	637
American Indian/Alaskan Native	76	78	84	88	84	90	93	103	114
Nonresident alien	219	253	305	331	335	345	361	391	416
Public institutions	8,641	8,770	9,456	9,695	9,458	9,714	10,156	10,845	11,310
U.S. residents ²									
White	7,095	7,136	7,656	7,785	7,543	7,654	7,964	8,386	8,622
Total minority	1,401	1,466	1,596	1,692	1,696	1,836	1,955	2,199	2,412
Black	831	840	876	873	844	854	881	976	1,053
Hispanic	337	363	406	446	456	532	587	672	742
Asian/Pacific Islander	166	195	240	296	323	371	406	461	516
American Indian/Alaskan Native	68	68	74	77	72	79	81	90	100
Nonresident alien	145	167	204	219	219	224	238	260	275
Private institutions	2,345	2,461	2,630	2,693	2,777	2,790	2,887	2,974	3,049
U.S. residents ²									
White	1,982	2,058	2,177	2,212	2,272	2,267	2,319	2,338	2,368
Total minority	290	319	353	368	389	403	444	506	541
Black	202	215	231	228	232	228	248	271	282
Hispanic	47	55	66	74	79	86	93	111	125
Asian/Pacific Islander	32	40	47	55	67	77	91	112	121
American Indian/Alaskan Native	9	9	10	10	11	11	11	13	14
Nonresident alien	73	85	101	113	116	120	123	132	141
All 4-year institutions	7,107	7,203	7,565	7,648	7,706	7,824	8,175	8,579	8,707
U.S. residents ²									
White	5,999	6,027	6,275	6,306	6,300	6,337	6,582	6,768	6,791
Total minority	931	975	1,050	1,073	1,124	1,195	1,292	1,486	1,573
Black	604	612	634	612	617	615	656	723	758
Hispanic	174	190	217	229	246	278	296	358	383
Asian/Pacific Islander	119	138	162	193	223	262	297	357	381
American Indian/Alaskan Native	35	35	37	39	38	40	42	48	51
Nonresident alien	177	201	241	270	282	292	302	324	343
Public 4-year institutions	4,893	4,896	5,128	5,176	5,196	5,300	5,544	5,848	5,905
U.S. residents ²									
White	4,120	4,085	4,243	4,258	4,230	4,275	4,455	4,606	4,597
Total minority	667	691	741	756	796	850	908	1,046	1,102
Black	422	425	438	421	427	424	449	495	516
Hispanic	129	140	156	164	179	206	216	263	279

Table 51-1 Total enrollment in institutions of higher education, by control and type of institution, race/ethnicity of student, Fall 1976-95-- Continued.

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991
	Number (in thousands)								
Private 4-year institutions	2,214	2,306	2,438	2,473	2,510	2,524	2,631	2,730	2,802
U.S. residents ²									
White	1,879	1,942	2,032	2,048	2,071	2,062	2,127	2,163	2,194
Total minority	264	283	309	317	328	345	384	440	472
Black	182	187	196	192	190	191	208	228	242
Hispanic	44	50	60	65	67	73	80	96	104
Asian/Pacific Islander	31	39	45	53	62	74	87	107	115
American Indian/Alaskan Native	7	8	8	8	8	8	9	10	11
Nonresident alien	71	81	97	108	112	117	120	128	137
All 2-year institutions	3,879	4,028	4,521	4,740	4,527	4,680	4,868	5,240	5,652
U.S. residents ²									
White	3,077	3,167	3,558	3,692	3,514	3,584	3,702	3,954	4,199
Total minority	760	810	899	987	960	1,043	1,107	1,219	1,380
Black	429	443	472	489	459	467	473	524	578
Hispanic	210	227	255	291	289	340	384	424	484
Asian/Pacific Islander	79	97	124	158	167	186	199	215	256
American Indian/Alaskan Native	41	43	47	49	45	51	50	55	63
Nonresident alien	42	52	64	61	52	53	60	67	74
Public 2-year institutions	3,748	3,874	4,329	4,520	4,260	4,414	4,612	4,997	5,405
U.S. residents ²									
White	2,974	3,051	3,413	3,527	3,313	3,379	3,509	3,780	4,025
Total minority	735	775	855	936	899	986	1,047	1,153	1,310
Black	410	415	438	452	417	430	433	481	537
Hispanic	208	222	250	282	277	326	371	409	463
Asian/Pacific Islander	78	96	123	155	162	183	196	210	250
American Indian/Alaskan Native	39	41	45	46	42	47	48	52	60
Nonresident alien	39	48	60	57	49	49	56	64	70
Private 2-year institutions	131	155	193	220	266	266	256	244	247
U.S. residents ²									
White	103	116	145	165	202	205	193	175	174
Total minority	25	35	44	51	61	57	60	66	69
Black	20	28	35	37	41	37	41	43	40
Hispanic	3	5	5	9	12	14	13	15	20
Asian/Pacific Islander	1	1	2	3	5	4	4	5	6
American Indian/Alaskan Native	2	2	2	3	4	3	3	3	3
Nonresident alien	3	4	4	4	4	4	3	4	4

¹ Estimates based on preliminary data.² Includes U.S. citizens and resident aliens.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 202 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).



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Executive Summary

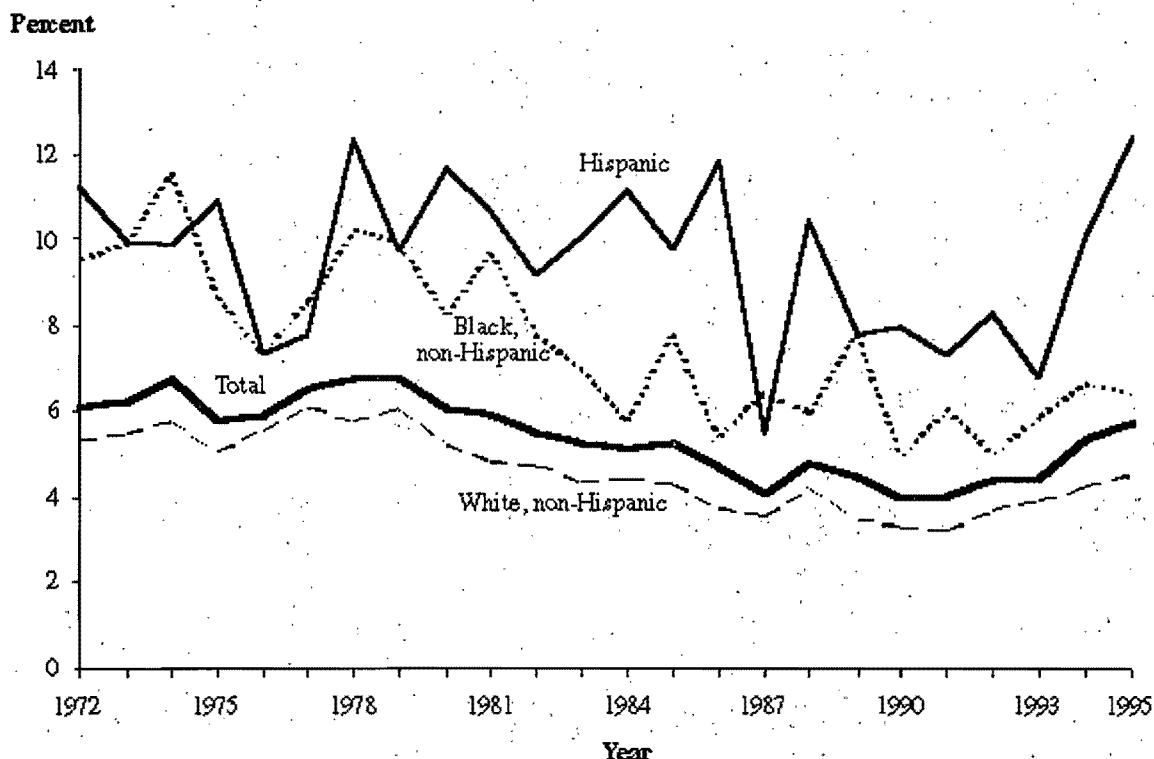
This is the eighth in a series of reports to Congress by the National Center for Education Statistics. It presents data on dropout rates in 1995, the most recent year for which data are available, and includes time series data on high school dropout and completion rates for the period 1972 through 1995. In addition to extending time series data reported in earlier reports, this report uses data on country of birth and enrollment in U.S. schools to examine dropout rates among Hispanic young adults who attend U.S. schools. This report uses these and other data available for 1995 to focus on three specific sub-populations that are at particular risk of dropping out of school: foreign-born persons attending U.S. schools, young adults who have been retained a grade or more while enrolled, and individuals who have some type of learning, physical, or other disability.

Event Dropout Rates

Event dropout rates for 1995 describe the proportion of youths ages 15-24 years who dropped out of school in the 12 months preceding October 1995. Demographic data collected as part of the CPS study permit event dropout rates to be calculated across a variety of individual characteristics, including race, sex, region of residence, and income level.

- One-half million of the 9.5 million 15- through 24-year-olds enrolled in 1994 left school by October of 1995 without successfully completing a high school program. This amounts to 5.7 percent of this group of young adults. This estimate is on a par with those reported over the last 24 years (figure A).
- Hispanic students are more likely than white students to leave school short of completing a high school program. Although the estimated rate for black students (6.4 percent) falls between the rates for Hispanics and whites, the differences are not significant (table 1).
- In 1995, young adults living in families with incomes in the lowest 20 percent of all family incomes were six times as likely as their peers from families in the top 20 percent of the income distribution to drop out (table 1).
- Students who remain in school after the majority of their age cohort has left are more likely to drop out than their younger peers (table 2).
- Youths 15 through 18 years of age account for two-thirds of all those who dropped out during the preceding year; moreover, nearly 40 percent of the 1995 dropouts were 15 through 17 years of age (table 2).

Figure A: Event dropout rates for grades 10-12, ages 15-24, by race-ethnicity: October 1972 through October 1995



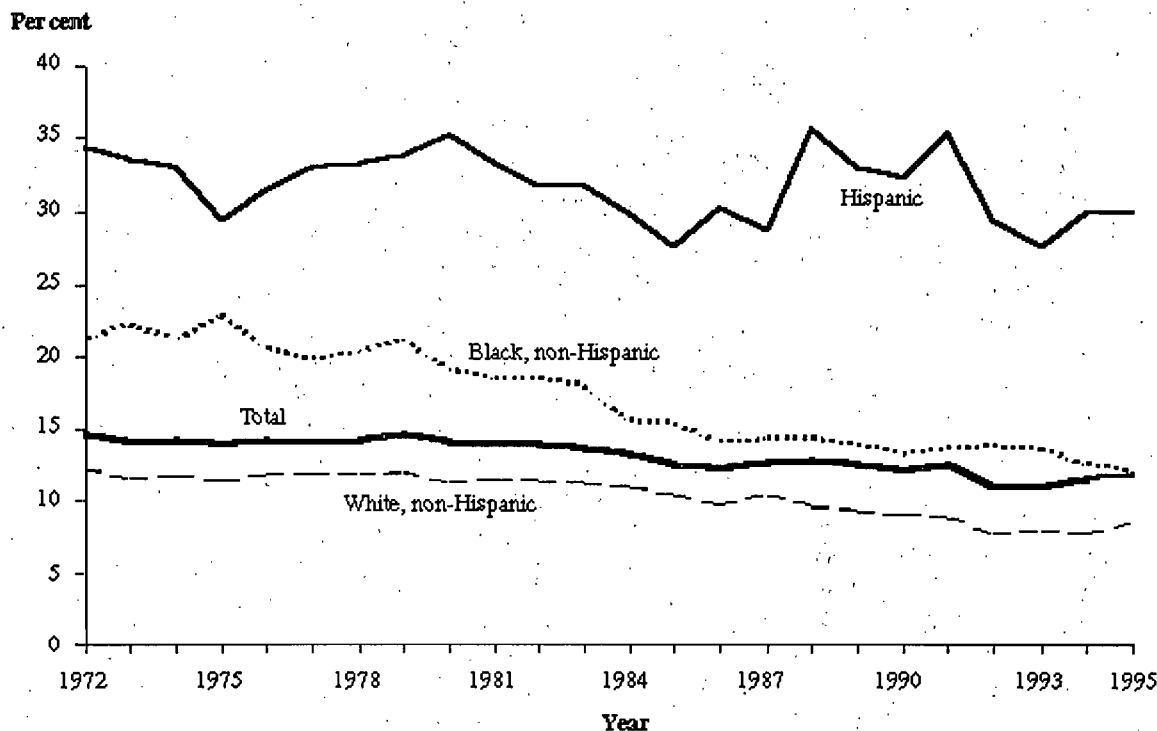
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Status Rates

Over the last decade, 300 to 500 thousand 10th through 12th graders left school each year without successfully completing a high school program. Each year some of these young adults return to school or an alternative certification program, and others pass out of this age group. Status rates describe the proportion of young adults ages 16-24 years who are considered dropouts in October 1995.

- In October of 1995 nearly 3.9 million young adults were not enrolled in a high school program and had not completed high school. These youths account for 12 percent of the 32.4 million 16-through 24-year-olds in the United States in 1995 (figure B).
- While there are still differences in the levels of the status dropout rates of whites, blacks, and Hispanics, the gap between the rates for blacks and whites is closing (figure B).
- In addition to higher dropout rates, many Hispanic dropouts do not progress as far in school as black and white students who drop out. In 1995, over half of the Hispanic dropouts reported less than a tenth grade education, compared with 31 percent of the white dropouts and 27 percent of the black dropouts (table 6).
- Youths from families with the lowest incomes are eight times more likely to be dropouts than those from families with high incomes (table 5).
- Status dropout rates are highest in the Southern and Western regions of the country, where rates are at least one and one-half times those in the Northeast and Midwest (table 5).

Figure B: Status dropout rates for persons ages 16-24, by race-ethnicity: October 1972 through October 1995



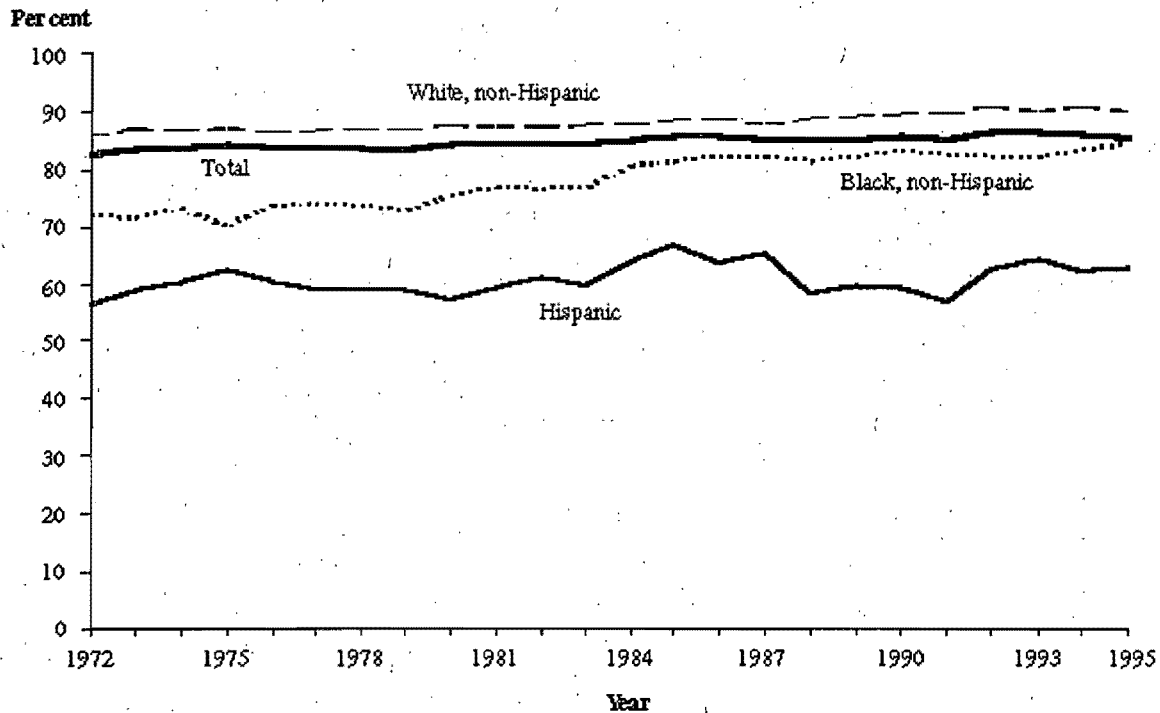
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

High School Completion Rates

By definition, the completion rate includes everyone reporting a high school diploma or the equivalent, regardless of the type of credential. The data on high school completions discussed here are reported for all 18- through 24-year-olds who held some type of high school certificate in October 1995.

- In 1995, about 85 percent of all 18- through 24-year-olds, not still enrolled, had completed a high school program (figure C).
- Whites are most likely to complete high school (90 percent) followed by blacks (85 percent) and Hispanics (63 percent) (table 11).
- The relatively low dropout rates observed in the Northeast and Midwest are reflected in high school completion rates of nearly 90 percent in the Northeast and 89 percent in the Midwest (table 12).
- Young adults who completed high school with a GED account for over 7 percent of the 18- through 24-year-olds who were not enrolled in high school in 1995 (table 11).

Figure C: Completion rates for persons ages 18-24, by race-ethnicity: October 1972 through October 1995



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Immigration, Participation in U.S. Schools, and High School Dropout Rates

The status dropout rates for Hispanic youths have remained at levels consistently higher than the dropout rates experienced by their white and black peers since the early 1970s. Although a number of factors may contribute to these elevated dropout rates, immigrants who come to the U.S. seeking employment without a high school education and never enroll in U.S. schools have traditionally been counted as dropouts. This may lead to an inaccurate view of Hispanic dropout experiences in U.S. schools.

- The Hispanic dropout rate of 30.0 percent includes young immigrants who came to the U.S. without high school credentials and did not enroll in school in the U.S. The status dropout rate for Hispanic immigrants ages 16 through 24 is 46.2 percent (table 16). The comparable rate for Hispanics born in the U.S. is 17.9 percent (table 17).
- The dropout rate for all Hispanic students who have ever enrolled in U.S. schools, regardless of country of birth, is 19.6 percent (table 17).
- Eighty percent of all Hispanic 16- through 24-year-olds in the U.S. speak Spanish at home. The majority of these young adults (76 percent) were reported as speaking English *well* or *very well* (table 20).
- Hispanic young adults who spoke Spanish at home and also spoke English *well* or *very well* were as likely to remain in school as their peers who spoke only English at home (table 19 and table 20).
- Two-thirds of the Hispanic young adults who reported limited English speaking ability did not have a high school credential and were not enrolled in school in 1995 (table 20).
- About three-quarters of the Hispanic young adults with limited English speaking ability reported no English as a Second Language instruction (table 21).
- Eighty percent of Hispanic immigrants ages 16 through 24 who did not enroll in U.S. schools

completed the fifth or sixth grade, compared to 50 percent who completed grades seven or eight, and 20 percent who completed the tenth grade ([table 23](#)).

Grade Retention

Students judged by their teachers as not ready for grade promotion are often held back a year to master missed coursework or acquire developmentally appropriate social skills. While not able to disentangle the causal effects of retention on dropout rates, 1992 and 1995 CPS data provide the opportunity to examine, on a national scale, the proportion of young adults who were retained in school. They also allow for the examination of the association between grade retention and dropping out.

- Students who are retained in school are at higher risk of dropping out of school ([table 25](#)).
- Although males were more likely to have been retained, the dropout rate for male students who were retained is lower than the dropout rate for female students who were retained ([table 26](#)).
- While black students are more likely to be retained, the dropout rates for retained students were comparable for black, white, and Hispanic students ([table 26](#)).
- Despite differences in dropout rates across income levels, within each income level, students who had been retained were more likely to drop out than their peers who were not retained ([table 26](#)).
- Youths whose last grade retention occurred in their early elementary grades are less at risk of dropping out than those retained in the later grades ([table 27](#)).
- Individuals held back for two or more years of school were nearly four times as likely to be status dropouts as those who had never been retained ([table 28](#)).

Dropping Out and Disabilities

Although they are often held to the same standard as the general population, disabled students must overcome serious obstacles that can interfere with their education. To graduate from high school, disabled students may need to work harder, study longer, or possess greater academic ability than their peers without a corresponding physical, emotional, or learning handicap. The added work and frustration associated with a disability can take its toll over time: national and local studies reveal that disabled youths drop out of school at higher rates than the general population.

- In 1995, the dropout rate of 14.6 percent for youths with disabilities was larger than the 11.8 percent rate experienced by youths without disabilities ([table 29](#)).
- Young adults reported with mental or emotional disabilities were at an increased risk of dropping out ([table 29](#)).
- Dropout rates for male and female 16- through 24-year-olds are comparable; and this relationship holds for students with disabilities as well as those without ([table 30](#)).
- Race-ethnicity differences evident between black and white young adults in the general population are repeated among students with disabilities, with black disabled students at an increased risk of dropping out ([table 31](#)).
- Disabled youths who are retained in school are at no greater risk of being status dropouts than non-disabled youths who repeated a grade in school ([table 32](#)).

The Condition of Education 1998, Indicator 50

College and university enrollment, by control and type of institution

Colleges and universities offering 2- and 4-year programs under public and private control address different student needs. When selecting a higher education institution, students' choices are affected by the various kinds of services that institutions offer, the cost of attendance, and the availability of student financial aid. Fluctuations in enrollment among the different types of institutions may indicate a shift in student needs and interests.

- **Between 1985 and 1992, enrollment in all higher education institutions increased. However, in 1993, enrollment decreased slightly and remained fairly stable through 1995 (see supplemental table 50-1).**
- **The distribution of total enrollment between public and private institutions changed little over the last two decades. Public institutions continue to enroll nearly 8 out of every 10 students.**
- **Between the mid-1980s and the early 1990s, enrollment in both public 2-year and 4-year institutions increased annually, then fell slightly between 1992 and 1995.**
- **Enrollment in private 4-year institutions increased steadily between 1985 and 1995. On the other hand, enrollment in private 2-year institutions fluctuated between 1985 and 1990, and then decreased between 1991 and 1995 (see supplemental table 50-1).**

Chart 1: Index of total enrollment in higher education institutions, by control and type of institution: Fall 1972-95

Chart 2: Percentage distribution of total enrollment in higher education institutions, by control and type of institution: Fall 1972-95

Index and percentage distribution of total enrollment in higher education, by control and type of institution: Fall 1972-95

Fall of year	Index of total enrollment (1981=100)					Percentage distribution of total enrollment				
	All	Public	Public	Private	Private	All	Public	Public	Private	Private
	institutions	4-year	2-year	4-year	2-year ¹	institutions	4-year	2-year	4-year	2-year
1972	74.5	85.7	58.9	81.5	48.9	100.0	48.1	28.7	22.0	1.3
1974	82.6	91.0	73.3	85.0	50.3	100.0	46.0	32.1	20.7	1.2
1976	89.0	94.9	83.7	89.5	55.9	100.0	44.5	34.1	20.2	1.2
1978	91.0	95.1	86.5	93.2	65.7	100.0	43.6	34.4	20.6	1.4
1980	97.8	99.3	96.6	98.1	83.9	100.0	42.4	35.8	20.2	1.6
1981	100.0	100.0	100.0	100.0	100.0	100.0	41.8	36.2	20.1	1.9
1982	100.4	100.2	100.9	99.5	107.0	100.0	41.7	36.4	19.9	2.0
1984	99.0	100.6	95.5	101.0	106.9	100.0	42.5	35.0	20.5	2.1
1986	101.1	102.6	98.5	101.4	112.9	100.0	42.4	35.3	20.2	2.1
1988	105.5	107.3	103.0	105.8	110.3	100.0	42.5	35.4	20.2	2.0
1990	111.7	113.2	111.5	109.7	103.4	100.0	42.3	36.2	19.8	1.8
1991	116.1	114.3	120.6	112.6	104.9	100.0	41.1	37.6	19.5	1.7
1992	117.1	114.2	122.4	115.1	101.0	100.0	40.7	37.9	19.8	1.6
1993	115.6	113.3	119.1	116.0	97.0	100.0	40.9	37.3	20.2	1.6
1994	115.4	112.8	118.5	117.5	93.9	100.0	40.8	37.2	20.5	1.5
1995 ²	115.3	112.5	117.8	118.7	91.2	100.0	40.8	37.0	20.7	1.5

¹ Data for 1982-94 are revised from previously published figures.

² Preliminary data.

NOTE: The index of total enrollment in higher education is calculated as the number of students enrolled in higher education institutions in a given year divided by the number of students enrolled in higher education institutions for the year 1981. A value greater than 100 indicates that more students were enrolled in higher education institutions that year than in 1981, while a value less than 100 indicates that fewer students were enrolled that year relative to 1981. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997* (based on IPEDS/HEGIS "Fall Enrollment" surveys).

Table 50-1: Total and full-time-equivalent (FTE) enrollment in higher education, by control and type of institution: Fall 1972-95

Table 50-2: Index of total and full-time-equivalent (FTE) enrollment (1981=100) in higher education, by control and type of institution: Fall 1972-95

Table 50-3: Percentage distribution of total and full-time-equivalent (FTE) enrollment in higher education, by control and type of institution: Fall 1972-95



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Percentages of 25-to 29-year olds who have completed high school, by race ethnicity, and sex
(High school diploma or equivalency certificate)

March	All			White			Black			Hispanic		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
1971	77.7	79.1	76.5	81.7	83.0	80.5	58.8	56.7	60.5	48.3	51.3	45.7
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.6	47.1	47.9
1973	80.2	80.6	79.8	84.0	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.4	71.5	65.8	54.1	55.9	52.5
1975	83.1	84.5	81.7	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.6	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.0	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.5	58.5	54.6
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	74.0	75.3	57.1	55.5	58.6
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.8	78.3	57.9	57.0	58.8
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.4	81.5	61.0	60.6	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.4	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.1	75.9	81.7	58.6	56.7	60.1
1985	86.2	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	61.0	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.7	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.5	84.5	82.6	59.8	58.6	61.0
1988	85.9	84.7	87.1	89.7	88.4	90.9	80.9	80.9	80.9	62.3	59.9	64.8
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.1
1990	85.7	84.4	87.0	90.1	88.6	91.6	81.8	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.5	81.8	83.6	80.1	56.7	56.4	57.2
1992	86.3	86.1	86.5	90.6	90.3	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.7	91.8	82.7	84.8	80.8	60.9	58.2	63.9
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.8	85.3	60.3	58.0	63.0
1995	86.9	86.3	87.4	92.5	92.0	93.0	86.8	88.4	85.3	57.2	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9

Racial and ethnic distribution of college students

Colleges and universities seek diversity in their student bodies; variety in the backgrounds and interests of students enhances the learning environment. The racial/ethnic mix of college students is one aspect of a diverse student body. Variations in the racial/ethnic composition of college enrollment suggest differences in the needs, interests, and backgrounds of the student population.

- The student body at the Nation's colleges and universities has become increasingly heterogeneous since the mid-1970s. The percentage of minority students increased from 15 percent of all students in fall 1976 to 25 percent of all students in fall 1995. This increase was due primarily to the growth in the enrollment of Hispanic and Asian/Pacific Islander students, whose enrollment as a percentage of all college students increased about 4 percentage points for each group.
- Black students accounted for 10 percent of the total enrollment at colleges and universities in fall 1995. Hispanics made up 8 percent of enrolled students; Asian/Pacific Islanders, 6 percent; and American Indian/Alaskan Natives, 1 percent.
- In fall 1995, minority students made up a greater proportion of the student body at 2-year than at 4-year institutions (29 versus 22 percent).
- The percentages of public 2-year college students who were black and Hispanic were similar; however, the percentage of students enrolled in 4-year institutions who were black was about twice that of Hispanics in fall 1995.

Chart 1: Percentage of minority and nonresident alien enrollment in higher education institutions

Chart 2: Percentage of minority and nonresident alien enrollment in higher education institutions

Percentage distribution of total enrollment in higher education institutions, by race/ethnicity, and control and type of institution: Fall 1976-95

Fall of year and control and type of institution	U.S. residents ¹							Nonresident alien
	Minority							
	White	Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native		
All institutions								
1976	82.6	15.4	9.4	3.5	1.8	0.7	2.0	
1978	81.9	15.9	9.4	3.7	2.1	0.7	2.3	
1980	81.4	16.1	9.2	3.9	2.4	0.7	2.5	
1982	80.7	16.6	8.9	4.2	2.8	0.7	2.7	
1984	80.2	17.0	8.8	4.4	3.2	0.7	2.7	
1986	79.3	17.9	8.7	4.9	3.6	0.7	2.8	
1988	78.8	18.4	8.7	5.2	3.8	0.7	2.8	
1990	77.6	19.6	9.0	5.7	4.1	0.7	2.8	
1991	76.5	20.6	9.3	6.0	4.4	0.8	2.9	
1992	75.1	21.8	9.6	6.6	4.8	0.8	3.1	
1993	74.1	22.7	9.9	6.9	5.1	0.9	3.2	
1994	73.0	23.8	10.1	7.3	5.4	0.9	3.2	
1995	72.3	24.5	10.3	7.7	5.6	0.9	3.2	
By control and type of institution: Fall 1995²								
Public	71.6	25.7	10.5	8.4	5.8	1.0	2.7	
Private	74.6	20.4	9.9	4.9	5.0	0.6	5.0	
4-year	74.3	21.5	9.7	5.5	5.5	0.7	4.2	
Public	74.0	22.3	9.8	6.0	5.7	0.9	3.6	
Private	74.9	19.8	9.5	4.7	5.2	0.5	5.2	
2-year public	69.0	29.4	11.1	11.2	5.8	1.2	1.6	

¹ Estimates based on preliminary data.

² Includes U.S. citizens and resident aliens.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997* (based on the IPEDS/HEGIS "Fall Enrollment" surveys).

Table 51-1: Total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976-95

Table 51-2: Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976-95

Table 51-3: Percentage distribution of nonresident alien enrollment in institutions of higher education, by control and type of institution: Fall 1976-95




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the condition of education

	Main Table of Contents
	Overview of the Condition of Education
I	Learner Outcomes
II	Quality of Education Environments (Elementary/Secondary)
III	Quality of Education Environments (Postsecondary)
IV	Social Support for Learning
V	Education Participation and Progress

► Enrollments

▼ Transitions

- Recent school dropouts
- High school dropouts by race-ethnicity and regency of migration
- Immediate transition from high school to college
- Racial and ethnic differences in the transition to college

► Persistence

► Educational Attainment and Degrees

Section V

Educational Participation and Progress

High school dropouts, by race-ethnicity and regency of migration

As a whole, Hispanics drop out of high school at higher rates and attain lower levels of education than non-Hispanics. The relative regency of migration among Hispanics may at least partially account for this trend. Evidence of the undereducation of Hispanics has implications for developing retention strategies as well as for assessing the educational and training needs of the population. The status dropout rate for an age group (the percentage of that age group that is not enrolled in school and has not completed high school) is one measure of dropping out.

- In 1997, a greater percentage of Hispanics than non-Hispanics ages 16-24 were born outside the United States (see supplemental table 52-1). Among this group, the status dropout rate (39 percent) was higher than it was among first- and later-generation Hispanics (15 and 18 percent, respectively). First- and later-generation Hispanics were two to three times more likely than their non-Hispanic peers to drop out.
- In 1997, the percentage of 25- to 34-year-olds who were dropouts was lower than it was in 1989 or 1979. Similar changes are occurring for all groups. The gaps in dropout rates between non-U.S.-born, first-generation, and later-generation Hispanics and comparable non-Hispanics were generally similar in 1979, 1989, and 1997.

Percentage of 16- to 24-year-olds who were not enrolled in school and had not completed high school, by recency of migration and race-ethnicity: October 1997

Recency of migration	Total	Hispanic			Non-Hispanic			Asian/Pacific Islander
		Total	Mexican	Other Hispanic	Total	White	Black	
Total	11.0	25.3	27.5	21.3	8.6	7.6	13.4	6.9
Born outside 50 states/D.C.	23.5	38.6	44.3	29.6	7.8	5.4	9.2	9.4
First generation	10.0	15.4	17.0	7.9	5.0	5.6	6.2	2.5
Later generation	9.3	17.7	18.3	14.2	9.0	7.6	14.1	6.3

Percentage of 25- to 34-year-olds who were not enrolled in school and had not completed high school, by year and recency of migration and race-ethnicity: November 1979 and 1989 and October 1997

Year and recency of migration	Total	Hispanic			Non-Hispanic			Asian/Pacific Islander
		Total	Mexican	Other Hispanic	Total	White	Black	
1979 Total*	14.9	45.4	51.2	24.6	13.0	11.5	24.1	—
Born outside 50 states/D.C.	34.4	59.9	74.8	30.6	16.1	18.6	15.3	—
First generation	12.3	30.8	35.3	4.3	8.2	7.8	18.1	—
Later generation	13.5	29.9	32.8	18.3	13.1	11.5	24.4	—
1989 Total*	13.1	39.1	45.9	27.6	10.5	9.1	18.9	10.5
Born outside 50 states/D.C.	31.8	51.8	69.9	28.6	11.5	10.2	14.2	12.3
First generation	10.6	25.3	25.2	28.5	4.5	4.0	8.9	5.9
Later generation	11.2	23.0	23.7	19.7	10.0	9.4	19.3	3.9
1997 Total*	11.9	38.5	46.2	27.8	7.7	6.6	12.2	9.3
Born outside 50 states/D.C.	30.8	49.6	60.0	34.2	10.3	7.6	16.7	10.7
First generation	9.6	16.4	22.8	3.2	5.8	5.7	9.9	3.9
Later generation	8.1	24.0	26.8	12.5	7.5	6.6	11.9	3.2

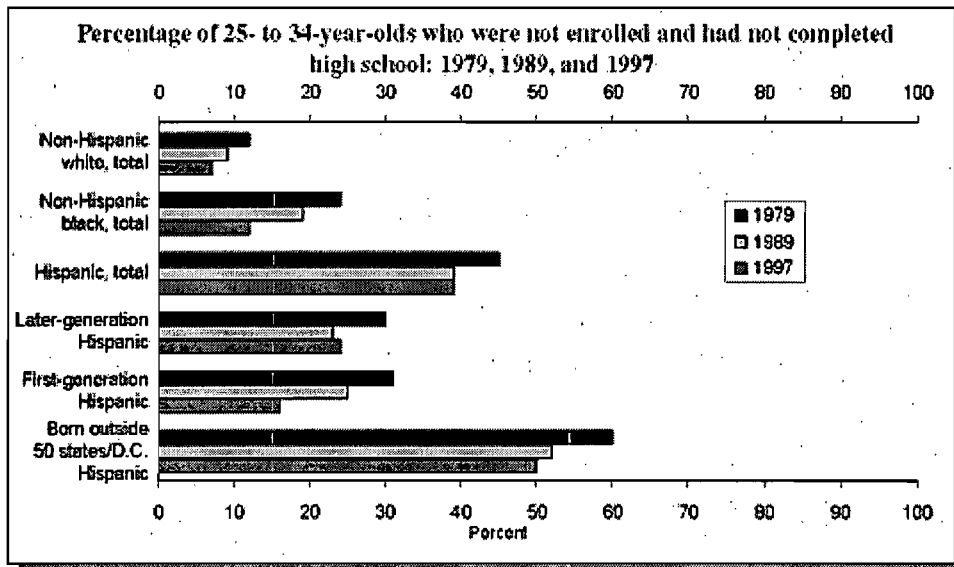
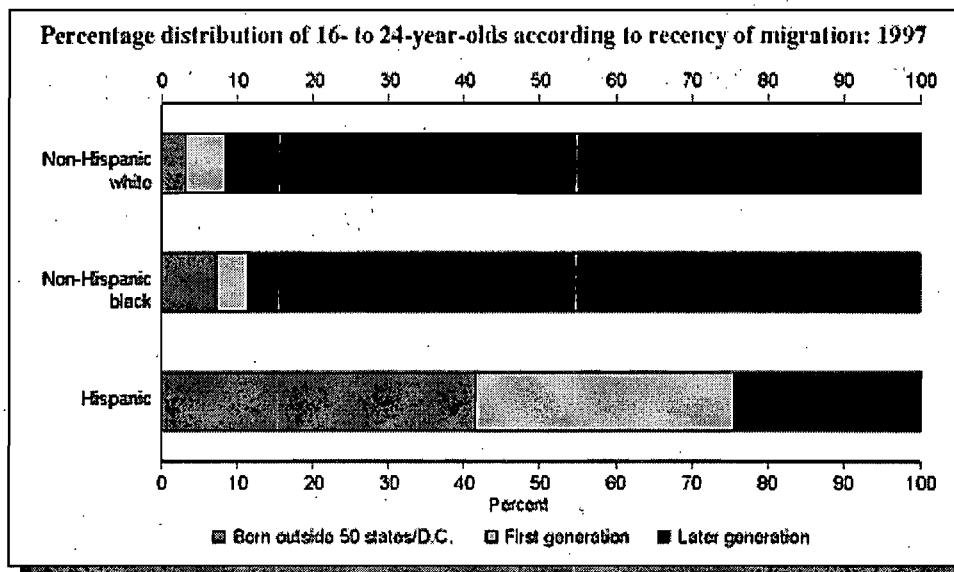
— Not available.

* Total includes a small proportion for whom recency of migration is unknown.

NOTE: People born in Puerto Rico and the U.S. territories are considered born in other countries. Individuals are classified as first generation if they were born in one of the 50 states or Washington, D.C., and at least one of their parents was not. Later generation includes those who were born in one of the 50 states or Washington, D.C., as were both of their parents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, November 1979 and 1989, and October 1997.

High school dropouts, by race-ethnicity and recency of migration



NOTE: People born in Puerto Rico and the U.S. territories are considered born in other countries. Individuals are classified as first generation if they were born in one of the 50 states or Washington, D.C., and at least one of their parents was not. Later generation includes those who were born in one of the 50 states or Washington, D.C., as were both of their parents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, November 1979 and 1989, and October 1997.

Related Links

Table 52-1 Percentage distribution of 16- to 24-year-olds, by recency of migration and race-ethnicity: October 1997



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Table S52 (a) Standard errors for the first text table in *Indicator 52*



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Table S52 (b) Standard errors for the second text table in *Indicator 52*



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Table S52-1 Standard errors for table 52-1



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[back
to top](#)

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---------------------------	--------------------------------	-----------------------------	------------------------------------	--	---------------------------	--------------------------------	----------------------------------	-------------------------------

*The Condition of Education 1996, Indicator 25***Educational attainment**

Changes in educational attainment over time indicate changes in the demand for skills and knowledge in the work force. Also, changes in educational attainment can reflect the increasing emphasis society places on graduating from high school and college: completing high school and college is an important educational accomplishment that yields many benefits to those who achieve it. Better job opportunities and higher earnings are examples of those benefits.

- Educational attainment of 25- to 29-year-olds increased between 1971 and 1995. The percentage of students completing high school rose 9 percentage points; the percentage of high school graduates completing at least some college rose 19 percentage points; and the percentage of high school graduates completing 4 or more years of college rose 6 percentage points.
- While fewer black 25- to 29-year-olds had completed high school than their white counterparts in 1995, the gap between the percentage of blacks and whites completing high school narrowed considerably between 1971 and 1995, decreasing from 23 to 6 percentage points. Fifty-two percent of black high school graduates had completed at least some college in 1995, compared to 65 percent of white high school graduates, and a smaller percentage of black than white high school graduates had completed a bachelor's degree or higher (18 compared to 31 percent).
- In 1995, fewer Hispanic 25- to 29-year-olds had completed high school than their white counterparts. Fifty percent of Hispanic high school graduates had completed at least some college and 16 percent had completed a bachelor's degree or higher, compared to 65 and 31 percent, respectively, of their white counterparts. These gaps in educational attainment between Hispanics and whites did not closed between 1971 and 1995.

Chart 1: Percentage of 25- to 29-year-olds who have completed high school and percentage of high school graduates who have completed 1 or more and 4 or more years of college, by race/ethnicity: March 1971-95; High school graduates

Chart 2: Percentage of 25- to 29-year-olds who have completed high school and percentage of high school graduates who have completed 1 or more and 4 or more years of college, by race/ethnicity: March 1971-95; High school graduates completing 1 or more years of college

Chart 3: Percentage of 25- to 29-year-olds who have completed high school and percentage of high school graduates who have completed 1 or more and 4 or more years of college, by race/ethnicity: March 1971-95; High school graduates completing 4 or more years of college

Percentage of 25- to 29-year-olds who have completed high school, and percentage of high school graduates who have completed 1 or more and 4 or more years of college, by race/ethnicity: Selected years March 1971-95

March	High school graduates*				High school gradu 1 or more years of college			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1971	77.7	81.7	58.8	48.3	43.6	44.9	30.9	30.6
1973	80.2	84.0	64.1	52.3	45.3	46.6	33.5	31.6

1975	83.1	86.6	71.1	53.1	50.1	51.2	38.7	41.1
1977	85.4	88.6	74.5	58.0	53.2	54.8	41.7	41.1
1979	85.6	89.2	74.7	57.1	54.1	55.7	41.7	44.0
1981	86.3	89.8	77.6	59.8	50.1	51.2	42.5	39.6
1983	86.0	89.3	79.5	58.4	50.6	51.6	41.6	42.9
1985	86.2	89.5	80.5	61.0	50.8	51.8	42.7	44.2
1987	86.0	89.4	83.5	59.8	50.7	51.4	43.0	44.6
1989	85.5	89.3	82.3	61.0	51.3	52.8	42.1	44.3
1991	85.4	89.8	81.8	56.7	53.1	54.9	43.2	42.2
	Diploma or equivalency certificate				Some college or more			
1992	86.3	90.6	80.9	60.9	56.7	58.8	44.7	46.8
1993	86.7	91.2	82.7	60.9	58.9	61.0	48.4	48.8
1994	86.1	91.1	84.1	60.3	60.5	62.7	49.6	51.5
1995	86.9	92.5	86.8	57.2	62.2	64.6	52.0	50.3

Table reads: In 1995, 86.9 percent of those aged 25-29 had completed high school.

* 12 years of school completed for 1971-91, and high school diploma or equivalency certificate for 1992-95.

NOTE: Beginning in 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the [supplemental note](#) to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, [March Current Population Surveys](#).

Table 25-1: Percentage of 25- to 29-year-olds who have completed high school, by race/ethnicity and sex: March 1971-95

Table 25-2: Percentage of 25- to 29-year-old high school graduates who have completed 1 or more years of college, by race/ethnicity and sex: March 1971-95

Table 25-3: Percentage of 25- to 29-year-old high school graduates who have completed 4 or more years of college, by race/ethnicity and sex: March 1971-95

Supplemental note for Indicator 25

Standard errors for text table in Indicator 25

Standard errors for supplemental table 25-1

Standard errors for supplemental table 25-2

Standard errors for supplemental table 25-3

[Indicator 24]  [Indicator 26]

[Sources of Data](#) | [Glossary](#)

Type	Total			Associate's			Bachelor's			% of total		
	1976-77	1995-96	% Diff	1976-77	1995-96	% Diff	1976-77	1995-96	% Diff	1976	1996	change
Hispanic	35,379	96,451	172.6	16,636	38,163	129.4	18,743	58,288	211.0	2.7	5.6	2.9
White	1,149,978	1,329,737	115.6	342,290	425,028	124.2	807,688	904,709	112.0	86.9	77.5	-0.4
Black	91,795	142,838	155.6	33,159	51,672	155.8	58,636	91,166	155.3	6.9	8.3	1.4
	1,277,152	1,569,026		392,085	514,863		885,067	1,054,163				
Asian	20,837	87,450	319.7	7,044	23,091	227.6	13,793	64,359	366.6	1.6	5.1	3.5
American Indian	5,824	12,526	115.1	2,498	5,556	122.4	3,326	6,970	109.6	0.4	0.7	0.3
NR alien	19,043	47,659	150.3	3,329	10,115	203.6	15,714	37,544	138.9	1.4	2.8	1.3
TOTAL	1,322,856	1,716,661	129.8	404,956	553,625	136.7	917,900	1,163,036	126.7	100.0	100.0	0.0

Type	% of total per y		1976-77		1995-96	
	1976-77	1995-96	1976-77	1995-96	1976-77	1995-96
Hispanic	2.7	5.6	4.1	6.9	2.0	5.0
White	86.9	77.5	84.5	76.8	88.0	77.8
Black	6.9	8.3	8.2	9.3	6.4	7.8
Asian	1.6	5.1	1.7	4.2	1.5	5.5
American Indian	0.4	0.7	0.6	1.0	0.4	0.6
NR alien	1.4	2.8	0.8	1.8	1.7	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Digest of Education Statistics, 1998, Tables 261 and 264

Type	Total			Master's			First Professional			Doctoral			% of total		
	1976-77	1995-96	% Diff	1976-77	1995-96	% Diff	1976-77	1995-96	% Diff	1976-77	1995-96	% Diff	1976	1996	change
Hispanic	7,669	18,887	146.3	6,071	14,412	137.4	1,076	3,476	223.0	522	999	191.2	2.0	4.3	2.3
White	351,334	384,770	109.5	266,061	297,558	111.8	58,422	59,456	101.8	26,851	27,756	103.3	91.5	88.2	-0.3
Black	24,827	32,453	130.7	21,037	25,801	122.6	2,537	5,016	197.7	1,253	1,636	130.6	6.5	7.4	1.0
	383,830	436,110		293,169	337,771		62,035	67,948		28,626	30,391				
Asian	6,801	27,424	303.2	5,122	18,161	254.6	1,021	6,617	548.1	658	2,646	302.1	1.6	1.6	(0.0)
American Indian	1,258	2,399	90.7	967	1,778	83.9	196	463	136.2	95	158	66.3	0.3	0.1	(0.2)
NR alien	21,792	60,874	179.3	17,344	47,811	175.7	701	1,613	130.1	3,747	11,450	205.6	5.3	3.5	(1.7)
TOTAL	413,681	526,807	127.3	316,602	405,521	128.1	63,953	76,641	119.8	33,126	44,645	134.8	107.2	105.3	-1.9

Type	% of total per y		1976-77		1995-96	
	1976-77	1995-96	1976-77	1995-96	1976-77	1995-96
Hispanic	1.9	3.6	1.9	3.6	1.7	4.5
White	84.9	73.0	84.0	73.4	91.4	77.6
Black	6.0	6.2	6.6	6.4	4.0	6.5
Asian	1.6	5.2	1.6	4.5	1.6	8.6
American Indian	0.3	0.5	0.3	0.4	0.3	0.6
NR alien	5.3	11.6	5.5	11.8	1.1	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Digest of Education Statistics, 1998, Tables 267, 270, 273

Completion

Type	Total			4-year			2-year <i>degree</i>			% of total			
	1976	1996	% Diff	1976	1996	% Diff	1976	1996	% Diff	1976	1996	change	
Hispanic	380	1,152	203.2	174	508	192.0	206	644	212.6	3.6	8.9	5.3	
White	9,076	10,226	12.4	5,999	6,483	8.1	3,077	3,743	21.5	86.5	79.4	(7.1)	
Black	1,033	1,499	45.3	604	870	44.0	429	629	46.6	9.8	11.6	1.8	
TOTAL	10,489	12,877	22.8	6,777	7,861	16.0	3,712	5,016	35.1	100.0	100.0	0.0	
Type	Total			Undergraduate			Graduate			First-Professional			% of total
	1976	1996	% Diff	1976	1996	% Diff	1976	1996	% Diff	1976	1996	% Diff	1976
Hispanic	384	1,153	200.3	353	1,066	202.0	26	73	180.8	5	14	180.0	3.7
White	9,077	10,226	12.4	7,741	8,731	12.5	1,116	1,274	14.2	220	221	0.5	86.5
Black	1,033	1,500	45.2	943	1,353	43.5	79	126	59.5	11	21	90.9	9.8
TOTAL	10,494	12,879	22.7	9,037	11,150	23.4	1,221	1,473	20.6	236	256	8.9	100.0
differences due to rounding				3.9	9.6		2.1	5.0					
							91.4	86.5					
							6.5	8.6					
Type & Control	Total			4-year public			2-year private			2-year public			private
	1976	1996	% Diff	1976	1996	% Diff	1976	1996	% Diff	1976	1996	% Diff	1976
Hispanic	337	1,152	241.8	129	360	179.1	44	148	236.4	208	628	201.9	3
White	7,094	10,227	44.2	4,120	4,260	3.4	1,879	2,224	18.4	2,974	3,589	20.7	103
Black	832	1,499	80.2	422	580	37.4	182	290	59.3	410	597	45.6	20
TOTAL	8,263	12,878	55.9	4,671	5,200	11.3	2,105	2,662	26.5	3,592	4,814	34.0	126
% total enrollment- UnderGraduate													
	1976	1996											
Hispanic	91.9	92.5											
White	85.3	85.4											
Black	91.3	90.2											
Source: Digest of Education Statistics, 1998, Table 207													

Indicator 28. School Completion

Percent of 25- to 29-year-olds completing high school and college, by age and race/ethnicity: 1940 to 1995

Year	Highest level of education completed				
	Less than 4 years of high school	Total	Completed high school		
			4 years of high school only	4 years of high school and some college	4 or more years of college
All races					
1940	61.9	38.1	—	—	5.9
1950	47.2	52.8	—	—	7.7
1960	39.3	60.7	37.5	12.2	11.0
1970	24.6	75.4	44.1	14.9	16.4
1980	14.6	85.4	40.7	22.2	22.5
1990	14.3	85.7	41.2	21.3	23.2
1992	13.7	86.3	37.4	25.3	23.6
1993	13.3	86.7	35.7	27.4	23.7
1994	13.9	86.1	34.0	28.8	23.3
1995	13.2	86.9	32.8	29.4	24.7
White¹					
1940	58.8	41.2	—	—	6.4
1950	43.7	56.3	—	—	8.2
1960	36.3	63.7	39.1	12.8	11.8
1970	22.2	77.8	45.0	15.5	17.3
1980	13.1	86.9	40.7	22.5	23.7
1990	13.7	86.3	41.0	21.1	24.2
1992	12.9	87.1	36.8	25.3	25.0
1993	12.7	87.3	35.0	27.5	24.7
1994	13.5	86.5	33.3	29.0	24.2
1995	12.6	87.4	32.0	29.4	26.0
Black¹					
1940 ²	87.7	12.3	—	—	1.6
1950 ²	76.4	23.6	—	—	2.8
1960 ²	61.4	38.6	25.5	7.7	5.4
1970	43.8	56.2	39.0	9.9	7.3
1980	23.1	76.9	44.1	21.1	11.7
1990	18.4	81.6	45.7	22.6	13.4
1992	19.1	80.9	44.7	24.9	11.3
1993	17.3	82.7	42.5	27.0	13.2
1994	15.9	84.1	42.2	28.2	13.7
1995	13.5	86.5	41.7	29.6	15.3
Hispanic³					
1980	42.1	57.9	34.8	15.4	7.7
1990	41.9	58.1	34.8	15.2	8.2
1992	39.1	60.9	32.3	19.1	9.5
1993	39.1	60.9	31.2	21.4	8.3
1994	39.7	60.3	29.3	23.0	8.0
1995	42.9	57.1	28.4	19.9	8.9

—Data not available.

¹Includes Hispanics.

²Includes other races.

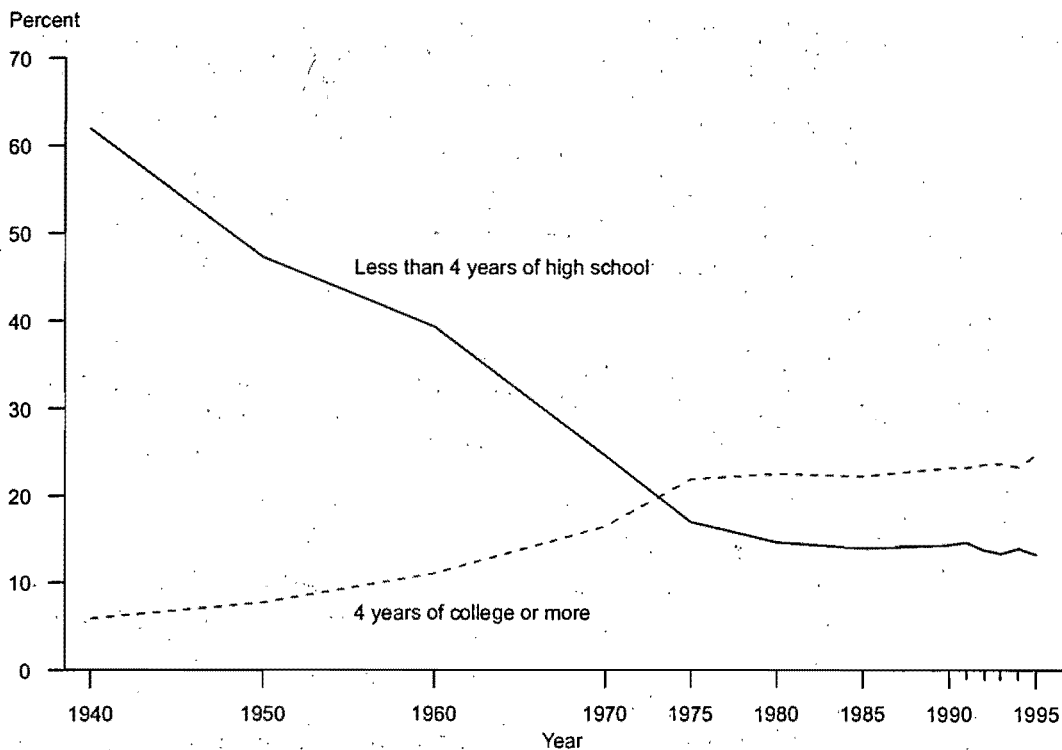
³Hispanics may be of any race.

NOTE: Because of rounding, percentages may not total 100 percent.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population*, vol. 1, part 1; Current Population Reports, Series P-20, *Educational Attainment in the United States*, various years; and unpublished data.

Indicator 28. School Completion

Years of school completed by 25- to 29-year-olds: 1940 to 1995



SOURCE: U.S. Department of Commerce, Bureau of Census, *1960 Census of Population*, vol. 1, part 1; Current Population Reports, Series P-20, *Educational Attainment in the United States*, various years; and unpublished data.

Young adults have completed more and more years of education over the past decades, but increases in educational attainment since 1975 have been small. The proportion of blacks completing high school has risen significantly. The proportion of 25- to 29-year-old blacks who had completed high school rose from 77 percent in 1980 to 87 percent in 1995. Hispanics complete less schooling than other groups; 9 percent completed 4 or more years of college in 1995 compared with 26 percent of whites.