KNOCKING
AT THE COLLEGE DOOR

Projections of High School Graduates • December 2016

Peace Bransberger Demarée K. Michelau

WICHE
Western Interstate Commission for Higher Education

with support from

ACT CollegeBoard

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The Western Interstate Commission for Higher Education (WICHE) is a federal compact of the 15 Western states and U.S. Pacific Territories and Freely Associated States established to promote and facilitate resource sharing, collaboration, and cooperative planning. WICHE's mission is to expand educational access and excellence for all citizens of the West. Members are:

Alaska	Montana	Utah
Arizona	Nevada	Washington
California	New Mexico	Wyoming
Colorado	North Dakota	U.S. Pacific Territories and Freely Associated States
Hawai'i	Oregon	
Idaho	South Dakota	

WICHE's broad objectives are to:

- Strengthen educational opportunities for students through expanded access to programs.
- Assist policymakers in dealing with higher education and human resource issues through research and analysis.
- Foster cooperative planning, especially that which targets the sharing of resources.

This publication was prepared by the Policy Analysis and Research Unit, which is involved in the research, analysis, and reporting of information on public policy issues of concern in the WICHE states. Inquiries regarding these data should be directed to Peace Bransberger, senior research analyst, at pbransberger@wiche.edu or 303.541.0257. To download a copy of this report and access related data resources, please visit www.wiche.edu/knocking. Additional WICHE resources are available at www.wiche.edu.

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TABLE OF CONTENTS

List of Tables

List of Figures

FOREWORD

As a former community college and university president, as well as the former executive director of the Colorado Department of Higher Education, I have spent a lot of time thinking about how best to serve Colorado residents and their need for high-quality, postsecondary programs. Some of our state colleges and universities had excess capacity while others turned away scores of applicants every year. Students from some demographic populations seemed to enroll and graduate at high rates, while others were consistently underrepresented in our institutions. As I worked to ensure that our institutions were meeting our short-term needs, it was easy to overlook the important planning that was necessary to create the capacity to serve not just the students who were already at our doors, but those who would be coming next year, five years, and 10 years in the future. That is why I relied on the critically important information provided in the *Knocking at the College Door* reports that have been produced by the Western Interstate Commission for Higher Education (WICHE) for the last four decades.

This latest report, like the ones before it, provides an important predictive analysis of future high school graduates, including not just the anticipated number of graduates but also the demographic composition of those graduates and the geographic areas in which we will see growth, stagnation, or decline. The data tell us that even when the number of graduates does not change dramatically, the same cannot be said of the racial and ethnic composition of those graduating classes. Nor are there consistent patterns in the geographic areas that produce those graduates. Regions, states, and communities reflect very different growth rates, and similarly, we see very different growth rates among our racial and ethnic demographic populations, with the strongest growth rates among Asians and Hispanics. With the right planning and focus, people from all demographic populations can help us meet the workforce challenges all states will face in the future as a result of our changing economy.

Because every state has limited resources for K-12 and higher education, and because every state faces a need for a more educated workforce, we must ensure that we are targeting our resources effectively. This report will help all of us, as it helped me in my previous roles, to do exactly that. We can meet the education and workforce needs of the future, but only if we know whom we must serve effectively in our postsecondary institutions. New student populations may require new approaches and new techniques – from the time, place, and manner of instructional delivery to the non-instructional support systems that improve enrollment and outcomes. This edition of *Knocking at the College Door*, like all those that preceded it, provides a roadmap to help guide us through the demographic changes that will define our future.

Joseph A. Garcia
President
Western Interstate Commission for Higher Education

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Jeff Strohl, director of research, Georgetown Center on Education and the Workforce

Christina Whitfield, associate vice president, State Higher Education Executive Officers (SHEEO)

Several individuals were instrumental to the production and dissemination of this report. Colleen Falkenstern, WICHE's intern in the Policy Analysis and Research unit, assisted with data collection and analysis, and Candy Allen, WICHE's senior graphic designer, provided her support, talent, and patience throughout the entire process. Paul Lagasse of Active Voice Editorial Consulting edited the print publication, while Boulder Insight developed the online data visualization tool, and Bross Group designed the *Knocking at the College Door* website. Finally, we want to thank Christina Sedney, Patrick Lane, Sarah Ohle Leibrandt, and Jere Mock for their review of the projections, contributions along the way, and copyediting of everything we asked them to review. This has truly been a group effort, and we appreciate all the hard work and dedication of everyone involved.

EXECUTIVE SUMMARY

For nearly 40 years, the Western Interstate Commission for Higher Education (WICHE) has produced projections of high school graduates. The purpose of *Knocking at the College Door: Projections of High School Graduates* is to equip decision-makers at all levels with information about how the numbers of high school graduates are likely to change in the years ahead. These projections inform a broad audience; stakeholders including policymakers, elected officials and their staffs, state departments of education and higher education, postsecondary system heads, K-12 and school district leaders, administrators at public and private colleges and universities, researchers, policy organization staff, media, and others rely on them for a broad variety of uses.

This 9th edition of *Knocking at the College Door* spans school years 2000-01 through 2031-32. As in previous editions, it examines data on public and private schools and projects the number of high school graduates for the nation, four geographic regions, the 50 states, and the District of Columbia. And, for the first time, WICHE also includes projections for Guam and Puerto Rico. Finally, *Knocking* also presents projections for public high school graduates, disaggregated by race/ethnicity.

U.S. High School Graduating Classes Have Reached a Plateau

After steady increases in the overall number of high school graduates over the last 15 years, the U.S. is headed into a period of stagnation. WICHE's projections indicate that the number of graduates in each graduating class will average around 3.4 million through 2023, before peaking at 3.56 million prior to 2026. At the same time, the number of high school graduates from private religious and nonsectarian schools is projected to decline.

Key points include:

- The nation is projected to produce fewer high school graduates in all of the 10 graduating classes between 2014 and 2023, compared to the highest recorded number of graduates in 2013. The year of greatest decline is projected to be 2017, with about 81,000 fewer graduates (2.3 percent). Three years of growth are projected for 2024 to 2026, reaching about 94,000 more graduates in 2025 (2.7 percent) than in 2013. Between 2027 and 2032, the average size of graduating classes is expected to be smaller than those in 2013.
- The number of high school graduates from private religious and nonsectarian schools is projected to decline at an even greater rate than the overall trend, from 302,000 in 2011 (the last year for which confirmed graduate counts are available for private schools) to about 220,000 by the early 2030s – a decrease of 80,000 graduates, or 26 percent. Furthermore, graduates from private schools will represent a gradually smaller share of the total by the end of the projection period, from 10 percent of all graduates nationally in 2000 to 9 percent in 2010 to 7 percent by the early 2030s.

Swift Change in the Racial/Ethnic Composition of Public High School Graduates

The pending national plateau is largely fueled by a decline in the White student population and counterbalanced by growth in the number of non-White public school graduates – Hispanics and Asian/Pacific Islanders in particular. Overall, there will be consistent declines in the number of White public high school graduates and robust growth in the number of public high school graduates of color (or, technically speaking, "non-White" graduates) in the coming years.

Visit www.wiche.edu/knocking to access data, individual state profiles, presentations, and copies of the report.

Key points include:

- **White public high school graduates.** By 2030, the number of White public school graduates is projected to decrease by 14 percent compared to 2013. Even in 2024-26, when the nation is projected to see some overall increase in the number of high school graduates, there will be about 110,000 fewer White public high school graduates than there were in 2013. The pace of the decline in the number of White public high school graduates is projected to further accelerate after 2025. By 2032, the number of White public high school graduates is projected to be 1.6 million, which is about 252,000 fewer than in 2013. Between the first (2013-14) and last (2031-32) projected years, the share of total high school graduates represented by White high school graduates is projected to drop six percentage points, and over the three decades between the first historical year (2000-01) and the last projected year (2031-32) included in this edition, that share is projected to drop 19 percent.
- **Non-White public high school graduates.** Between 2018 and 2028, growth in the number of non-White public high school graduates is projected to replace the numerical decrease in White graduates to a varying extent. In the first five of those years, between 2018 and 2023, the projected increase in the number of non-White public high school graduates could replace the decline in the number of White high school graduates (public and private combined) almost one-to-one. In the years of rapid increase in the number of non-White public high school graduates from 2024 to 2028 – when non-White public high school graduates are projected to number between 1.5 and 1.6 million – for every 100 White high school graduates "lost," there will be an increase of 150 non- White high school graduates. However, in the last years of the projections (2029 to 2032), the number of non-White high school graduates will then fall back to below 1.5 million, which is about the same level as 2020 but still 12 percent higher than in 2013 – an effect of the overall decline in birth rates that began after 2007.
- **Hispanic public high school graduates.** The number of Hispanic high school graduates is projected to increase by 50 percent or more from the first projected year, 2014, to the high point of 920,000 graduates around 2025.
- **Asian/Pacific Islander public high school graduates.** About 58,000 more Asian/Pacific Islander public high graduates are expected by the early 2030s compared with 2013, representing an increase of up to 30 percent.
- **Native Hawai'ian/Pacific Islander public high school graduates.** Although it was not possible to produce reliable projections for Native Hawai'ian/ Pacific Islander public high school graduates, the data indicate that between 2010-11 and 2013-14, Hawai'ian/ Pacific Islanders represented about 7 percent of the total combined number of Asian/ Pacific Islander students, or about 10,000 public high school graduates on average in these years.
- **Black public high school graduates.** The number of Black public high school graduates recently reached a high of about 480,000 in 2010 through 2012. But between now and the early 2030s, the number of Black, non-Hispanic public high school graduates is projected to gradually decline by about 6 percent.
- **American Indian/Alaska Native public high school graduates.** American Indian/Alaska Native public high school graduates represent only about 1 percent of the total number of public high school graduates currently, or about 32,000 graduates annually in recent years. This group is projected to decline in number in every year of the projections, to about 25,000 by 2025 and 23,000 by the early 2030s, at which point it will make up only about 0.7 percent of all public high school graduates.
- **Two or More Races public high school graduates.** It was not possible to produce reliable projections from the available data for public high school graduates of Two or More Races. The data, however, indicate that students of Two or More Races represented 1 to 3 percent of all non-Hispanic public high school students in the years between 2010-11 and 2013-14.

Regional Variation

The national projections of the total number of public and private high school graduates mask significant variations among the nation's four geographic regions. In general, two overriding patterns have been identified among the four regions throughout the years projected: growth in the number of high school graduates in the South and West, and continuing declines in the number of high school graduates in the Midwest and Northeast. Key points include:

- **The South.** The South is the only region that is projected to experience an increase in the number of high school graduates for every year of the projections, although that number is expected to contract after 2025. In the early 2000s, about one-third (33 percent) of the nation's high school graduates were located in the South, and the region's share of the national total grew to 43 percent, or 1.23 million high school graduates, by 2013. During the few years of high growth that are expected to end around 2025, it is projected that Southern states will generate almost 47 percent of the nation's high school graduates, or 1.35 million graduates. By that point, it is projected that the number of graduates in the region will be about 10 percent more than the 2012-13 figure. After this high point, the South is projected to produce about 45 percent of the nation's high school graduates through the end of the projection period – an annual average of 1.25 million high school graduates.
- **The West.** The West generated 25 percent of the nation's high school graduates in the early 2000s. By 2010, high school graduates from the West represented about 29 percent of the national total (813,400 graduates); that number is projected to be about 30 percent of the total throughout the projection period. The West is projected to reach its new high point in 2024 with about 860,000 high school graduates. It will remain the second-highest-producing region behind the South during the course of the projections, although it is expected to drop back slightly to 28 percent of the total (about 784,000 graduates) by the early 2030s.
- **The Midwest.** In 2013, the Midwest generated 22 percent of the nation's high school graduates (about 762,000). That share is projected to decrease to 19 percent by 2030, meaning 93,000 fewer high school graduates by that time (a decline of 12 percentage points compared to 2013).
- **The Northeast.** The trend is broadly the same for the Northeast, which produced around 639,000 graduates in 2013, or 18 percent of the national total. By 2030, the number of high school graduates in the Northeast is projected to decrease to around 567,000 graduates. This number will represent 72,000 fewer graduates by 2030 (a decline of 11 percentage points compared to 2013), and will lead to the Northeast contributing only 16 percent of the nation's high school graduates by the early 2030s.

First-Time Projections for U.S. Pacific Territories and Freely Associated States

For the first time, WICHE attempted projections for Guam and Puerto Rico (data limitations prevented WICHE from making projections for the Commonwealth of the Northern Mariana Islands). Key points include:

- **Guam.** Projections indicate that Guam will continue to steadily produce an average of 1,500 public high school graduates per year through the Class of 2023, after which it appears there will be an uptick in high school graduates to about 1,800 on average, per year, related to growth in the number of births from 2006 to 2012 and solid enrollment progression.
- **Puerto Rico.** Puerto Rico public schools produced between 29,000 and 32,000 high school graduates in the years between 2000-01 and 2008-09. Declines in births and enrollments begins to show at the high school level most notably beginning in 2009-10, and continuing in each subsequent year. The projections indicate that the Class of 2020 public high school graduates will fall below 20,000. And that by the Class of 2028, there will be less than half the number of public high school graduates as 20 years prior, below 15,000.

Trends with Younger Youth Drive High School Graduate Production

WICHE relies on data about the number of recent births and recent K-12 enrollment counts to generate the high school graduate projections in *Knocking at the College Door*. While these births and enrollment data are not the focus of this publication, WICHE does generate K-12 enrollment projections and makes them available because they provide useful information about the young children who will ultimately move through the educational pipeline and emerge as high school graduates over the course of the next 15 years or so. Key points include:

- **White public school students.** The greatest declines are among the numbers of White public school students, whose enrollments declined 8 percent (from 26.3 million to 24.2 million) between 2000-01 and 2010-11, and are projected to decline another 7 percent (to 22.4 million) by 2020-21. White students comprised 54 percent of total public school enrollments in the 2010-11 school year, and 56 percent of middle and high school enrollments, respectively. By school year 2020-21, White students are projected to represent just 50 percent of public school enrollments overall, and this number is projected to dip below 50 percent in the middle and high school grades by school year 2028-29, the last year of WICHE's high school enrollment projections.
- **Hispanic public school students.** Data show just how substantial the contribution of Hispanic students was to public school enrollments overall between 2000 and 2010, increasing from 6.8 million in 2000-01 to 10.1 million in 2020-21 – an increase from 16 percent to 23 percent of all public school students. By grade level, the number of Hispanic public elementary school students increased by 39 percent, 49 percent at the middle school level, and 68 percent at the high school level. The number of Hispanic middle and high school students is projected to continue increasing at a swift pace, by 29 percent and 35 percent, respectively, between 2010-11 and 2020-21. However, the previous rates of increase do not appear to be sustained at the elementary school level, at which the number of Hispanic elementary school students is projected to increase by only 1 percent through 2020-21. Past 2020-21, trends in the number of Hispanic public high school students will follow the overall trend downward. By school year 2020-21, Hispanic students are projected to account for 26 percent of all public school first- through fifth-graders. Also by school year 2020-21 and going forward throughout the projections, Hispanic students are projected to account for 26 to 28 percent of all public middle school and high school students.
- **Black public school students.** The total number of Black public school students is expected to remain relatively steady compared with the other student populations. The number of Black public elementary school students is projected to decline by 3 percent from 3.01 million in 2010-11 to around 2.93 million by 2020-21. The number of Black public middle school students will increase by 2 percent from 1.82 million in 2010-11 to 1.86 million students by 2020-21, and then decline by about 7 percent, to about 1.74 million students, by 2025-26. The number of Black public high school students is projected to decline by 7 percent from 2.47 million in 2010-11 to 2.31 million by 2020-21, and then decline another 2 percent by 2028-29. Between 2000-01 and 2010-11, the number of Black public high school students declined by a percentage point among total enrollments, in part due to small numerical declines but primarily as a result of the strong increase in the number of Hispanic students. By 2010-11, Black public high school students comprised 16 percent of public school elementary and middle school enrollments and 17 percent of public high school enrollments. The percentage of Black students enrolled in public high school is expected to remain at or very near this number throughout the course of the projections.
- **Asian/Pacific Islander public school students.** Asian/Pacific Islander public school students are the only student population that is projected to consistently add K-12 public school enrollments throughout the projections, at all school levels. Between 2010-11 and 2020-21, Asian/Pacific Islander public school elementary enrollments are projected to increase by 7 percent (an increase

of about 308,000 students), middle school students by 12 percent (155,000), and high school students by 11 percent (224,000). Even in the later years of the projections, when all other student populations are expected to decline in number, the number of Asian/Pacific Islander students is expected to increase. The projections show there will be an additional 7 percent of Asian/Pacific Islander middle school students between 2020-21 and 2025-26, and 10 percent more Asian/Pacific Islander public high school students between 2020-21 and 2028-29. The total number of Asian/Pacific Islander public high school students is projected to increase past 1 million by 2028-29.

- **Native Hawai'ian/Pacific Islander public school students.** Due to data limitations, WICHE was unable to produce reliable projections for Native Hawai'ian/Pacific Islander public high school students. The available data, however, indicate that between 2010-11 and 2013-14, Hawai'ian/Pacific Islanders represented about 7 percent of the total combined number of Asian/Pacific Islander students at each school level – elementary, middle, and high school (the number of Native Hawai'ian/Pacific Islander public school students decreased about 2 percent between school year 2012-13 and 2013-14, which is somewhat contrary to the expected trend).
- **American Indian/Alaska Native public school students.** American Indian/Alaska Native students make up roughly 1 percent of all public school students at all levels. Overall, the number of American Indian/Alaska Native students is projected to decrease over the course of the projections. The number of American Indian/Alaska Native public elementary school students is projected to decline by 14 percent between 2010-11 and 2020-21, from about 215,000 to about 184,500 students. At the middle school level, the number is projected to decline by 13 percent by 2020-21 and another 11 percent by 2025-26, from about 131,000 students in 2010-11 to 101,500 students by 2025-26. The number of American Indian/Alaska Native public high school students is projected to decline by 28 percent (from about 175,000 to about 125,000 students) between 2010-11 and 2028-29.
- **Two or More Races public school students.** Due to data limitations, WICHE was not able to produce reliable projections for public school students in the Two or More Races category. Students of Two or More Races represented 3 percent of non-Hispanic students in the first through fifth grades in 2010-11, and 5 percent by 2013-14, a 33 percent increase over these four years. In 2013-14, they represented 4 percent of non-Hispanic sixth to eighth graders, and 3 percent of high school students. Nationally, the number of reported students increased by 10 percent or more each year between 2010-11 and 2013-14. These are unusually high rates of growth, which make the accuracy of extrapolated results questionable.
- **Private school students.** The number of private school students dipped below 10 percent of total high school enrollments by 2010-11, and this population is projected to decline in both number and share throughout the projection period – ultimately down to 6 to 8 percent of total enrollments across school levels in the later years of the projections. The declines are projected to be steepest over the next few years, and then should level off somewhat. The number of private elementary and middle school students is projected to decrease 9 percent and 14 percent, respectively, from 2010-11 through 2020-21. Private high school enrollment is expected to decline 22 percent over this period. Private school enrollment at the middle school and high school levels is projected to decline at about the same rate as overall enrollments in the later years of the projections.

Policy Questions and Implications

Many public policy questions and implications arise from an examination of the data in *Knocking at the College Door*, including short- and long-term considerations to be addressed all along the educational pathway, from the K-12 achievement and postsecondary attainment gaps between certain populations of students to related implications for the workforce.

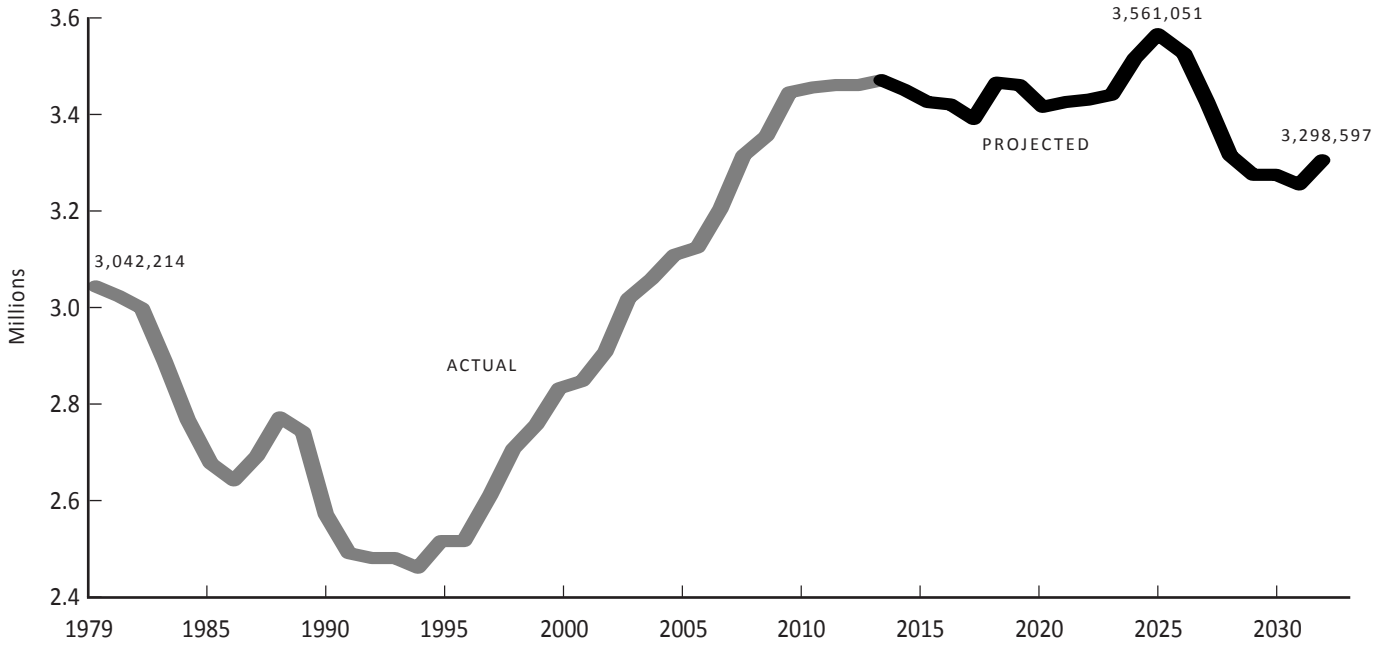
CHAPTER 1. INTRODUCTION

For nearly 40 years, the Western Interstate Commission for Higher Education (WICHE) has produced projections of high school graduates. When WICHE first began publishing projections back in the 1970s, the education landscape looked very different than it does today. In 1979, the same year that President Jimmy Carter signed the law that established the U.S. Department of Education, there were 3,042,000 high school graduates; in 2013, that number had risen to 3,467,000, a 12 percent increase (see Figure 1.1).[1] Whether this trend will continue is an issue that is discussed at length in this publication.

Not only are there more graduates today, but they are also more likely to graduate. In 1979, the average high school graduation rate was 71.9 percent;[2] in 2014, that rate hit a record high of 82 percent.[3] To be fair, one cannot accurately compare today's graduation rates to those from four decades ago, because in years past, states did not use uniform graduation rates. In fact, it was not until 2010-11 that all 50 states began using a common measure. Despite some challenges caused by inconsistent and incomplete data over the years, most observers agree that the nation's high school graduation rates have increased over time, and that is important progress.

The racial and ethnic composition of the nation's high school graduating classes has become more diverse over time as well. The number of Hispanic students, in particular, has grown with respect to the share of enrollment in public elementary and secondary schools from 13.5 percent in 1995 to 25.8 percent in 2014.[4] And, while some progress has been made to close the achievement gaps between students of color and White students that have been prevalent since the 1970s, disparities remain.[5] In 2014, high school graduation rates were at 87 percent for White students, but only 73 percent and 76 percent for Black and Hispanic students, respectively.[6] And, despite the Supreme Court ruling over 60 years ago that banned segregation in schools, a recent Government Accountability Office report found that it still persists.[7] In fact, between 2000-01 and 2013-14, the percentage of all K-12 public schools that had high percentages of Black or Hispanic students grew from 9 to 16 percent.[8] Furthermore, between 75 to 100 percent of the students in those high-minority schools were Black and Hispanic and eligible for free or reduced-price lunches.[9]

Figure 1.1. Total U.S. Public and Private High School Graduates (Actual and Projected) 1979 to 2032



Source: William J. Hussar and Tabitha M. Bailey. "Projections of Education Statistics to 2024: Forty-Third Edition", Table 9 (1979 to 2012). And, Western Interstate Commission for Higher Education, "Knocking at the College Door", 2016 (2013 to 2032).

At the same time, research shows the importance of obtaining an education in order to keep up with the changing global economy. Data from the Georgetown Center on Education and the Workforce projects that, nationwide, 65 percent of all jobs will require postsecondary training beyond high school by 2020.[10] So, although much has changed over the last 40 years, there is still more work to be done to create and maintain a more equitable education system that will serve an evolving population.

The purpose of *Knocking at the College Door* is to equip decision-makers at all levels with information about how the numbers of high school graduates are likely to change in the years ahead. These projections inform a broad audience; stakeholders including policymakers, elected officials and their staffs, state departments of education and higher education, postsecondary system heads, K-12 and school district leaders, administrators at public and private colleges and universities, researchers, policy organization staff, media, and others rely on them for a broad variety of uses. Now more than ever, these key stakeholders expect reliable data to be available to inform their decisions. Information, evaluation, and accountability are now part of education conversations, policy, and practice at all levels, and WICHE will continue to contribute to these important decisions by producing reliable projections of high school graduates through the *Knocking at the College Door* series of products for years to come.

For *Knocking at the College Door* to be as useful as possible and for the data to be used appropriately, it is important to understand the basic methodological approach to these projections (Appendix C provides detailed technical information and a description of the methodology). This 9th edition of *Knocking at the College Door* spans school years 2000-01 through 2031-32. As in previous editions, it examines data on public and private schools and projects the number of high school graduates for the nation, four geographic regions, the 50 states, and the District of Columbia. For the first time, WICHE is also providing projections for Guam and Puerto Rico. And, finally *Knocking* also includes projections for public high school graduates that have been disaggregated by race/ethnicity.

WICHE relies on data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD) for public school data. The Private School Universe Survey (PSS), a biannual survey conducted in odd years by NCES that provides data for religious and nonsectarian private/nonpublic elementary and secondary schools in all 50 states and the District of Columbia, is WICHE's source for private school data.

WICHE produces its projections using the cohort survival ratio (CSR) method, which observes the progression of individuals from birth to first grade, through the grades each year, and from the 12th grade to graduation. WICHE uses these ratios, which have been calculated from all available data, to project the number of enrollments and graduates in each of the subsequent years. WICHE uses a five-year smoothed average ratio when making its projections, which places relatively greater weight on the most recent year's data without eliminating any trends that would be evident by taking a longer view. It is important to note that the results are not graduation rates, and while there is an implied rate of progression in this methodology, there is not a set cohort.

At the time of publication, the most recent available CCD data were for enrollments through school year 2013-14 and graduates through 2012-13. WICHE analyzed select state data to determine whether the lack of more recent data would significantly impact its projections. Based on available information, WICHE determined that this data lag would not meaningfully

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impact its projections (refer to Appendix C for a detailed summary of the process that WICHE used to make this determination).

In addition to the basic methodology, there are several cautions that must be understood when interpreting and applying these projections. First, *Knocking at the College Door* exclusively projects the numbers of high school graduates and by extension, high school enrollments (as discussed in Chapter 4). While many stakeholders who rely on these projections use them to forecast future demand for postsecondary enrollment, the projections encompass only those students who are in the traditional educational pipeline. With the number of adult students enrolling in postsecondary education often fluctuating based on the performance of the U.S. economy, these projections provide an important but limited view of the general characteristics of the students who will be entering the nation's colleges and universities over the next 15 years.

Second, WICHE considered whether it was possible to make projections in the seven expanded race/ethnicity categorizations, which are now the required convention in most federal data sources. After exploring options and consulting several experts, WICHE ultimately determined that it was impossible to make reliable projections in the expanded race/ethnicity categories primarily because the data on reported births and school enrollments using these new categories remain insufficient. Therefore, in this edition, WICHE provides projections by the historical racial/ethnic categories (see Appendix C for a detailed discussion). The reported actual counts of students in the additional race/ethnicity categories are published in Appendix A for informational purposes.

Finally, as with any set of projections, the longer into the future one looks, the more possibility there is for the projected numbers to deviate from future actual numbers. Furthermore, there may be less numerical precision for smaller states and smaller subgroups. That being said, WICHE's projections of U.S. total public high school graduates from the 2003, 2008, and 2012 editions of *Knocking* have been determined to be, on average, within 2 to 3 percent of the actual graduate numbers subsequently reported for the first four years of projections. Appendix C describes in detail WICHE's efforts to analyze the historical accuracy of past projections.

The 9th edition of *Knocking at the College Door* will show that the context of K-12 education is continuing to evolve. The latest projections once again reflect the continual change that the nation has been experiencing over the last 40 years. This edition takes a deep dive into the national projections in Chapter 2, and Chapter 3 examines regional variation and changes at the state level. Once again, *Knocking at the College Door* highlights projections by race/ethnicity in the public schools. Chapter 4 focuses on current high school enrollments and projections. This edition also includes an exploration and discussion of policy implications, which is featured in Chapter 5.

Just as societal changes over the last 40 years have resulted in better student academic outcomes overall and even some improvement within specific racial/ethnic groups, the demographic changes that are projected for the future will reveal similar untapped potential and new visions. It is up to policymakers, practitioners, academics, and other stakeholders in K-12 and higher education to chart the path forward and decide how to take advantage of the opportunities before them.

Endnotes

[1] William J. Hussar and Tabitha M. Bailey, "Projections of Education Statistics to 2024: Forty-Third Edition," Washington, D.C.: National Center for Education Statistics, September 2016, accessed October 27, 2016, http://nces.ed.gov/pubs2015/2015073.pdf, Table 9, 49.

[2] National Center for Education Statistics, Digest of Education Statistics, Table 100-High School Graduates, By Sex and Control of School: Selected Years, 1869-70 through 2007-2008, accessed October 7, 2016, https://nces.ed.gov/programs/digest/d07/tables/dt07_100.asp.

[3] National Center for Education Statistics, "Public High School Graduation Rates," May 2016, accessed October 27, 2016, http://nces.ed.gov/programs/coe/indicator_coi.asp.

[4] Hussar and Bailey, Table 6, 44.

[5] National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012," June 2013, accessed October 27, 2016, http://nces.ed.gov/nationsreportcard/pubs/main2012/2013456.aspx.

[6] National Center for Education Statistics, "Public High School Graduation Rates," May 2016, accessed October 27, 2016, http://nces.ed.gov/programs/coe/indicator_coi.asp.

[7] United States Government Accountability Office, "K-12 Education: Better Use of Information Could Help Agencies Identify Disparities and Address Racial Concerns," GAO-16-345, April 2016, accessed October 27, 2016, www.gao.gov/assets/680/676745.pdf.

[8] Ibid.

[9] Ibid.

[10] Anthony Carnevale, Nicole Smith, and Jeff Strohl, "Recovery: Job Growth and Requirements through 2020," Washington, D.C.: Georgetown Center on Education and the Workforce, June 2013, accessed October 27, 2016, https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf.

CHAPTER 2. NATIONAL PROJECTIONS

The 9th edition of *Knocking at the College Door* provides national projections of and describes overall changes in the numbers of high school graduates in years to come. This perspective gives a bird's eye view of what the changing demographics will look like in terms of both public and private high school graduates and by race/ethnicity (in public schools only).

U.S. High School Graduating Classes Have Reached a Plateau

After 15 years of steady increases – from 2.52 million in 1996 to 3.47 million in 2013 (the latest year that confirmed graduate counts are available) – it appears that the annual number of U.S. high school graduates will level out at around 3.4 to 3.5 million (see Figure 2.1).[1] WICHE's projections indicate that the number of graduates per year will average around 3.4 million through 2023, before peaking at 3.56 million prior to 2026. This peak, fueled by an increase in the number of non-White high school graduates, represents a 3 percent increase over the previous high of 3.47 million graduates in 2013 (see Appendix A for U.S., regional, and state high school graduate data tables).

Beyond 2026 or so, the number of high school graduates will decline as the fewer number of children born during the Great Recession and the subsequent recovery enter high school through the early 2030s. The number of high school graduates is projected to drop 9 percent between 2026 and 2031, to 3.25 million. And, as of the release date of these projections, there is no indication of a sustained upward trend in births to suggest a sudden increase in high school graduates after 2032.

In fact, the nation is projected to produce fewer high school graduates in all of the 10 years between 2013 and 2023, compared to the highest recorded number of graduates in 2013. The year of greatest decline is projected to be 2017, with about 81,000 fewer graduates (2.3 percent). Three years of growth are projected for 2024 to 2026, reaching about 94,000 more graduates in 2025 (2.7 percent) than in 2013. Between 2027 and 2032, the average size of graduating classes is expected to be smaller than those in 2013.

Figure 2.1. Total U.S. Public and Private High School Graduates, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)

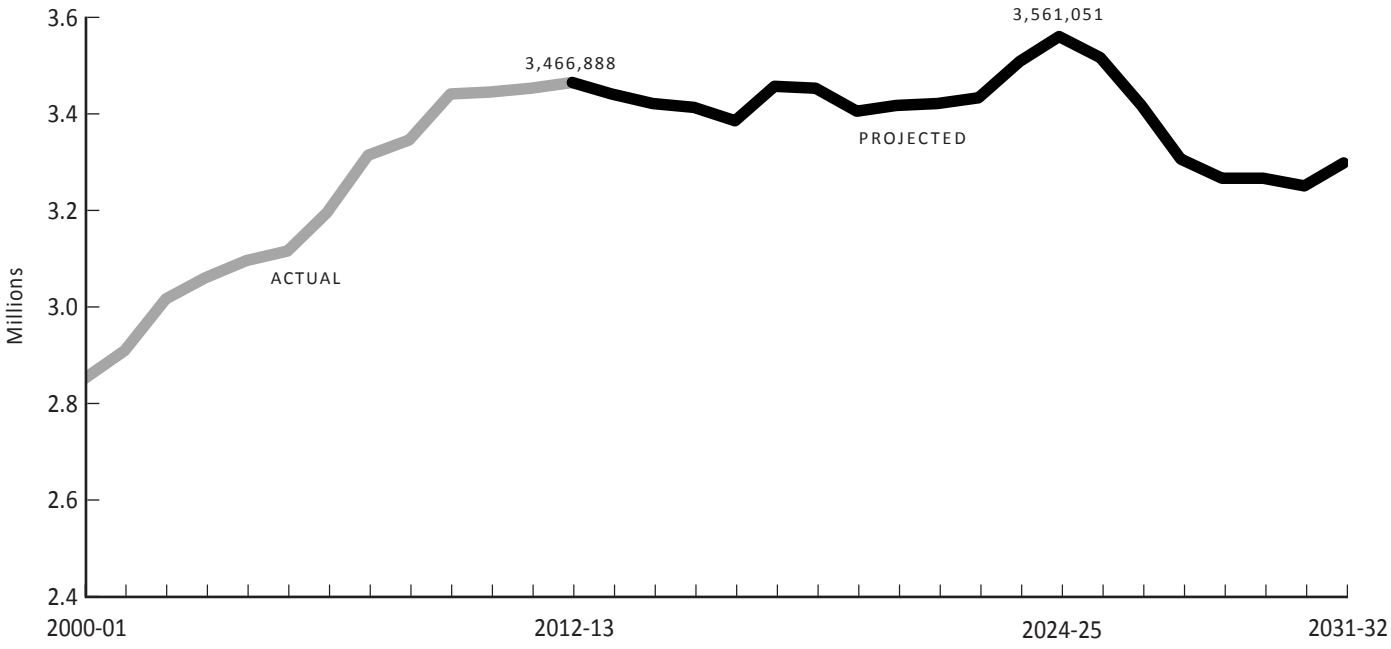
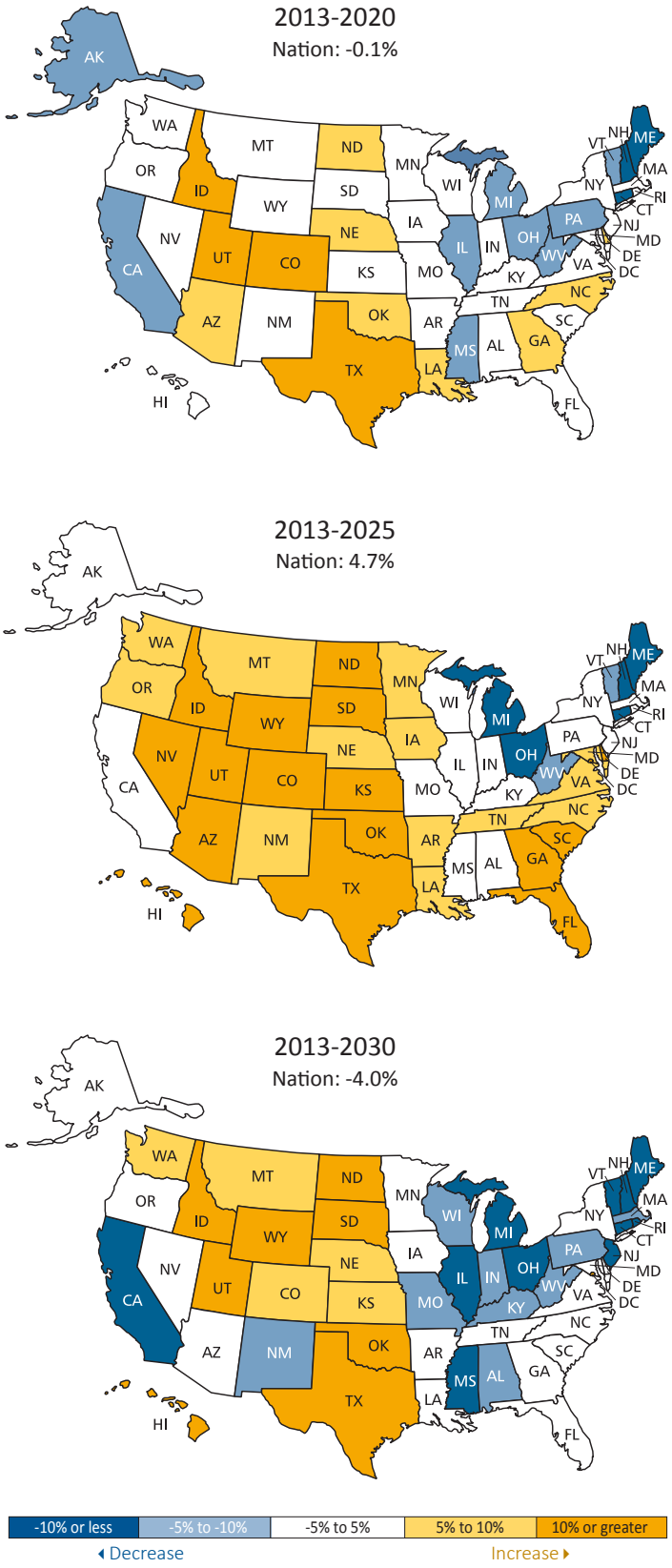


Figure 2.2. U.S. High School Graduating Classes, Percent Change from 2013 (Public Total)



To provide a snapshot of the percentage change from 2013 in typical planning timeframes, the maps in Figure 2.2 show the graduating classes of 2020, 2025, and 2030 compared to 2013 (for public schools total only).

By comparing the public high school graduating classes in approximately five-, 10-, and 15-year ranges, several findings emerge:

- By 2020 – less than five years from now – the number of public high school graduates nationally is projected to be about 3,000 fewer than in 2013 (a decline of 0.1 percent). In almost half of the states the number of graduates is projected to stay the same or even increase. The slight national decrease is due to the large projected decline (3 percent) in California, which has a large percentage of high school students in the overall population, as well as to deep declines in the number of high school students in states in the Midwest and Northeast. Meanwhile, the number of students in many states in the South and West will be stable or even increase significantly during this timeframe.
- By 2025 – about 10 years from now – the overall number of public high school graduates is expected to increase moderately, culminating in a projected new high of 3.37 million graduates. This growth is reflected in the map for 2025, in which most of the states show growth except, once again, for California and some of the states in the Northeast and Midwest.
- By 2030 – about 15 years from now – the annual number of public high school graduates is expected to decline by about 120,000 compared with 2013 (a 4 percent decrease). This is primarily a result of the decline in birth rates. California alone is projected to produce 12 percent fewer graduates (about 52,000) than it had roughly 15 years earlier. Virtually all the Midwest and Northeast states will continue to experience declines in the number of graduates, with a number of these states seeing graduating classes 15 to 25 percent smaller than just 15 years earlier. On the other hand, the sizes of graduating classes in Texas and several Midwestern states, and many of the Western states, are projected

to continue increasing, thereby mitigating the overall trend toward a decline in the number of graduates. The number of graduates in many of the Southern states will be relatively stable during this timeframe, while other states in the region will experience declines.

Private Schools Continue Losing Share

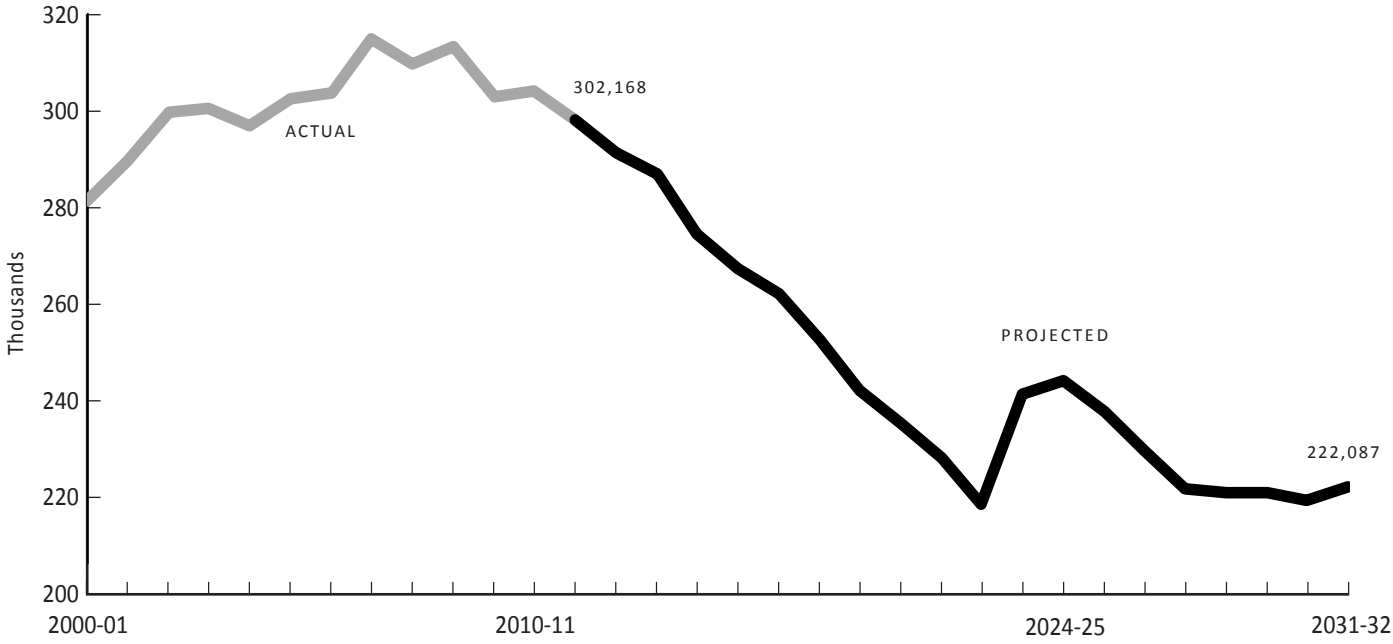
When considering projections of the number of high school graduates, it is important to distinguish between public and private schools. Specifically, it is important to note that public high school graduates (as opposed to those who graduate from private schools) currently comprise 91 percent of the total number of high school graduates in the nation, and therefore, drive the projection trends.[2]

The number of high school graduates from private religious and nonsectarian schools is projected to decline at an even greater rate than the overall trend, from 302,000 in 2011 (the last year for which confirmed graduate counts are available for private schools) to about 220,000 by the early 2030s – a decrease of 80,000 graduates, or 26 percent (see Figure 2.3). Furthermore, graduates from private schools will represent a gradually smaller share of the total by the end of the projection period, from 10 percent of all graduates nationally in 2000 to 9 percent in 2010 to 7 percent by the early 2030s. The decline in private school student enrollments is driven by declines in students at religious schools of all affiliations, but underpinned by large declines in the number of Catholic school students, which represents the longstanding majority of private school students. The National Center for Education Statistics (NCES) reports that the number of students enrolled in nonsectarian schools decreased somewhat between 2005-06 and 2011-12, but has rebounded and remains about the same as it was in the early 2000s.[3]

Swift Change in the Racial/Ethnic Composition of Public High School Graduates

Understanding the full picture of WICHE's high school graduate projections involves an exploration of trends by race/ethnicity. Due to data limitations, however, projections by race/ethnicity are limited to public high school graduates. As mentioned above, public high school graduates (as opposed to those who graduate from private schools) currently comprise 91 percent of the total number of high school graduates, and therefore provide a reasonably comprehensive representation of the racial/ethnic composition of future high school graduating classes. Overall, there will be consistent declines in the number of White public high school graduates and robust growth of

Figure 2.3. U.S. Private High School Graduates, School Years 2000-01 to 2010-11 (Actual) through 2011-12 to 2031-32 (Projected)



public high school graduates of color (or, technically speaking, "non-White" graduates) in the coming years.[4] Figure 2.4 illustrates these trends in the composition of graduating classes in U.S. high schools from 2001 to 2032 by race/ethnicity, including magnitude of change.

White High School Graduates in Decline

White students have long been the determinant force driving high school graduate trends. Barely a decade and a half ago, Whites represented 70 percent of all high school graduates (69 percent of public high school graduates, plus approximately 76 percent of private high school graduates).[5] A long-predicted decline in the number of White public high school graduates began in 2007, and by 2030 the number of White public school graduates is projected to decrease by 14 percent compared to 2013 (see Figure 2.5). Even between 2024 and 2026, when the nation is projected to see some overall increase in the number of high school graduates, there will be about 110,000 fewer White public high school graduates than there were in 2013. The pace of the decline in the number of White public high school graduates is projected to further accelerate after 2025. By 2032, the number of White public high school graduates is projected to be 1.6 million, which is about 252,000 fewer than in 2013. As a result of these consistent declines and the concomitant growth in the number of non-White students, by the early 2030s, White high school graduates are projected to comprise 53 percent of high school graduates (52 percent of public high school graduates and 71 percent of private high school graduates).[6]

Between the first (2013-14) and last (2031-32) projected years, the share of total high school graduates represented by White high school graduates is projected to drop six percentage points, and over the three decades between the first historical year (2000-01) and the last projected year (2031-32) included in this edition, that share is projected to drop 19 percent. With the share of White public high school graduates projected to hover around 52 percent in the last projected years, or 53 percent when including White private high school graduates, the racial/ethnic makeup of the nation's high school graduating classes is nearing the tipping point between majority and minority. Unforeseen increases in the number of non-White high school graduates could tip the balance within the span of these projections.

Growth Comes from Non-White Public Graduates

Robust growth in the number of non-White public school graduates – Hispanics and Asian/Pacific

Figure 2.4. Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)

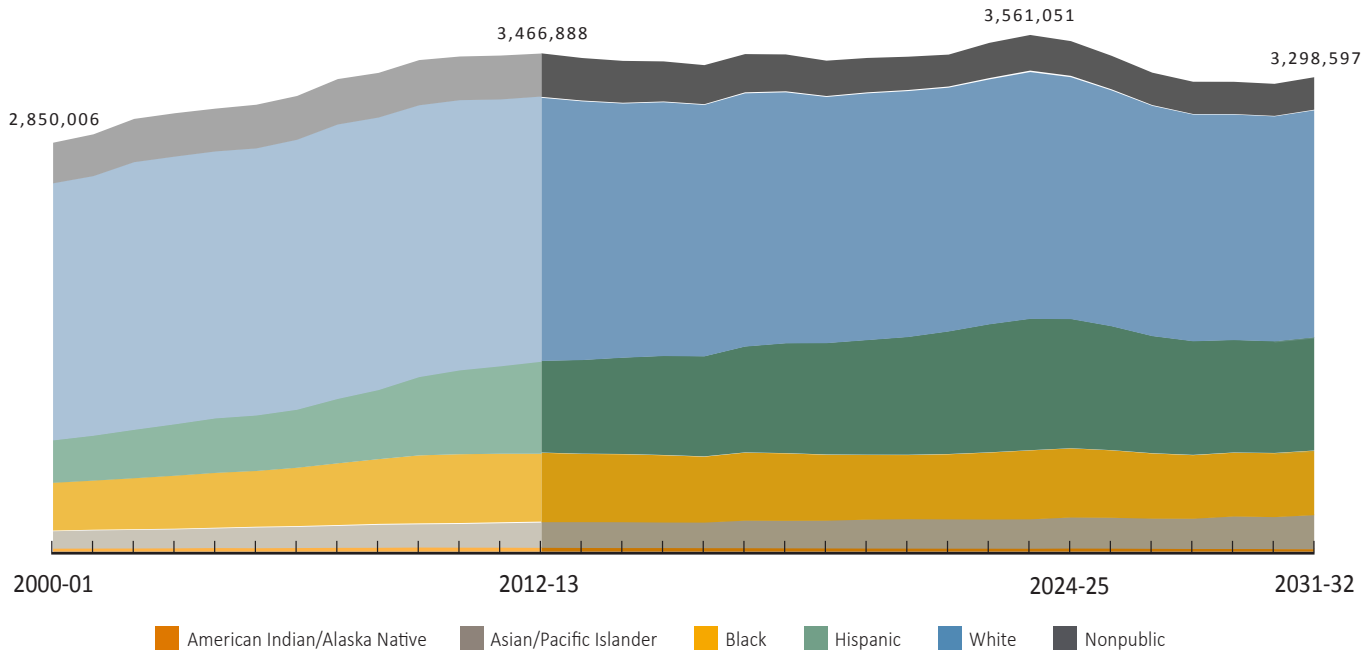
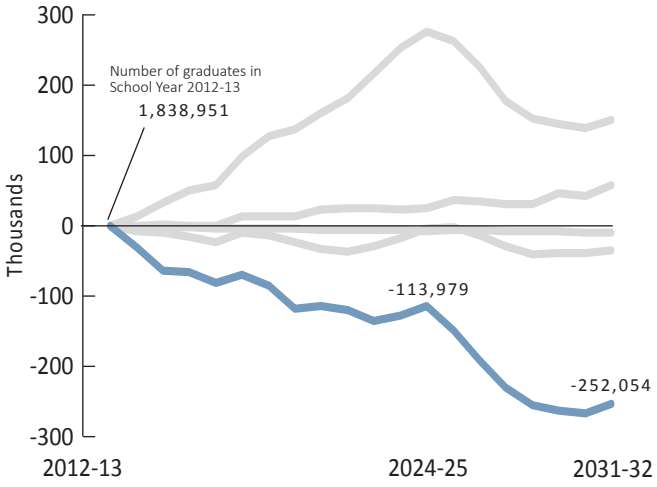


Figure 2.5. Projected Cumulative Change in U.S. High School Graduates after School Year 2012-13, by Race/Ethnicity (White)



Islanders in particular – will act as a counterbalance to the declining numbers of White graduates, even though they are starting from a substantially smaller numerical base compared to Whites (1.33 million and 1.84 million, respectively, in 2013) and as a result will not mitigate the overall flattening of growth driven by the decreases in the number of Whites. In the years between 2018 and 2028, growth in the number of non-White public high school graduates is projected to replace the numerical decrease in White graduates to a varying extent. In the first five of those years, between 2018 and 2023, the projected increase in the number of non-White public high school graduates could replace the decline in the number of White high school graduates (public and private combined) almost one-to-one. In the years of rapid increase in the number of non-White public high school graduates from 2024 to 2028 – when non-White public high school graduates are projected to number between 1.5 and 1.6 million – for every 100 White high school graduates "lost," there will be an increase of 150 non-White high school graduates. However, in the last years of the projections (2029 to 2032), the number of non-White high school graduates will then fall back to below 1.5 million, which is about the same level as 2020 but still 12 percent higher than in 2013 – an effect of the overall decline in birth rates that began after 2007.

Greater Numbers of Graduates in the Short Term Than Previously Projected

Overall, current data reflecting the number of high school graduates are 2 to 5 percent higher for the 2009-12 school years than what the 8th edition of *Knocking at the College Door* projected in 2012.[7] This is due in large part to much stronger growth and retention in the high school grades after 2010-11, and in some part to slightly greater graduation rates from 12th grade, than was previously indicated in the data. Much of this difference is accounted for by the states that contribute the greatest numbers of students to the national total and that have large Hispanic high school populations, California and Texas in particular – although the unpredictably strong number of graduates is not limited to Hispanic graduates. In fact, it was reasonable to expect that the conversion to counting students as Hispanic over other races, as required for all federal data, would have provided a boost to the number of Hispanic graduates, and it appears that it consistently has. However, the significant increase in the number of Hispanic graduates between 2010 and 2013, which represents a large part of the overall higher number of graduates who were not previously predicted at their actual levels, appear to be real increases.

While it was impossible to confirm the precise reasons for this strong growth, background research suggests it may have to some extent arisen from Deferred Action for Childhood Arrivals (DACA), a federal immigration policy implemented in 2012 that provides temporary relief from deportation and a two-year work permit to certain individuals who were brought to the U.S. illegally as children.[8] DACA requires individuals to be currently enrolled in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or be an honorably discharged veteran of the Armed Forces or Coast Guard of the U.S. The implementation of DACA therefore may have increased high school graduation numbers among certain student populations. Other policy changes (e.g., related to students with disabilities or changes in high school exit exam requirements) and any other number of policy innovations may have resulted in higher graduate numbers, not to mention more accurate student tracking through state longitudinal data systems. It is worth noting that notwithstanding the slightly greater number of high school graduates, colleges across the country have been posting enrollment declines that are consistent with the overall slowing of high school graduate production that is underway.[9]

Hispanic public high school graduates. Numerically speaking, Hispanic high school graduates are the primary growth engine. The number of Hispanic high school graduates is projected to increase by 50 percent or more from the first projected year, 2014, to the high point of 920,000 graduates around 2025 (see Figure 2.6). This is an increase of almost 280,000 in the 12 years between 2013 and 2025. The number of Hispanic public high school graduates is then projected to decline from about 900,000 in 2025-26 to 780,000 to 790,000 in the early 2030s, a 14 percent contraction over these five to seven years. This decline is, once again, related to the decline in birth rates described in this report, which was sharpest among Hispanics. The number of Hispanic public high school graduates is not projected to reach 1 million in any of the projected years, but it is not inconceivable that they could reach this milestone in the 15-year span if higher numbers of Hispanic youth make it successfully through the pipeline to high school graduation.

Asian/Pacific Islander public high school graduates. There is also a steady increase projected for the number of Asian/Pacific Islander public high school graduates. About 58,000 more Asian/Pacific Islander public high school graduates are expected by the early 2030s compared with 2013, representing an increase of up to 30 percent (see Figure 2.7). This represents a relatively smaller increase than the magnitude of growth projected for Hispanic public high school graduates; by the end of the projections, however, Asian/Pacific Islander public high school graduates are the only student population projected to continue to gain, while all other populations are expected to begin declining after the high point around 2025. The number of Asian/Pacific Islander graduates is projected to increase from 185,000 in 2014 to 240,000 in 2032, representing a gain in share of about 2 percent of the total.

Native Hawai'ian/Pacific Islander public high school graduates. Although it was not possible to produce reliable projections for Native Hawai'ian/Pacific Islander public high school graduates, the data indicate that between 2010-11 and 2013-14, Hawai'ian/Pacific Islanders represented about 7 percent of the total combined number of Asian/Pacific Islander students, or about 10,000 public high school graduates

Figure 2.6. Projected Cumulative Change in U.S. High School Graduates after School Year 2012-13, by Race/Ethnicity (Hispanic)

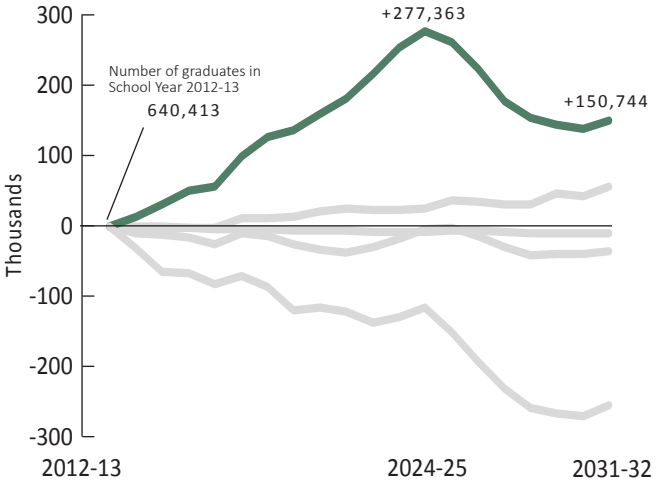
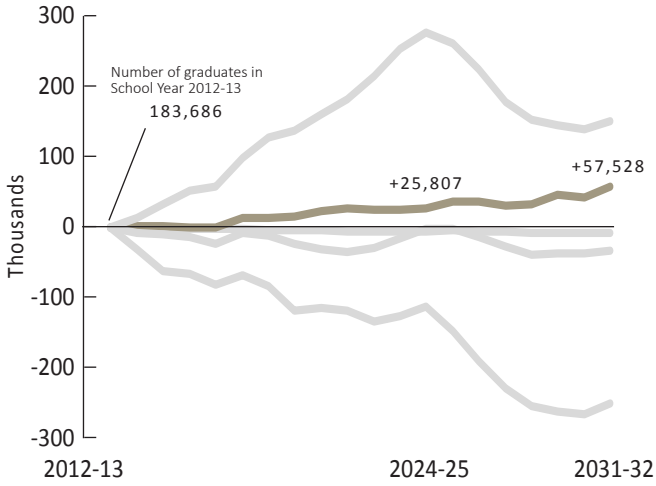


Figure 2.7. Projected Cumulative Change in U.S. High School Graduates after School Year 2012-13, by Race/Ethnicity (Asian/Pacific Islander)



on average in these years.[10] Of course, Hawai'ian/Pacific Islanders are a substantial part of some states' populations, with education outcomes that are distinct from the overall Asian/Pacific Islander population. Forty percent of Hawai'i's Asian/Pacific Islander public high school graduates are Native Hawai'ian/Pacific Islanders (3,300 graduates on average from 2010-11 to 2012-13). Other states in which Hawai'ian/Pacific Islanders comprised a notable portion of Asian/Pacific Islander public high school graduates from 2010-11 to 2012-13 include California (4 to 5 percent),

Washington (7 to 8 percent), and Oregon (10 to 12 percent).

Black public high school graduates. The number of Black public high school graduates recently reached a high of about 480,000 in 2010 through 2012. But between now and the early 2030s, the number of Black, non-Hispanic public high school graduates is projected to gradually decline by about 6 percent (see Figure 2.8). This number will vary between 467,000 and 440,000 over the next 15 years. Black graduates are projected to remain about 15 percent of the total number of public high school graduates through 2016, then decline to about 14 percent of the total and remain at that level throughout the remaining years projected.

American Indian/Alaska Native public high school graduates. American Indian/Alaska Native public high school graduates represent only about 1 percent of the total number of public high school graduates currently, or about 32,000 graduates annually in recent years. This population is projected to decline in number in every year of the projections to about 25,000 by 2025 and 23,000 by the early 2030s, at which point it will make up only about 0.7 percent of all public high school graduates (see Figure 2.9).

Two or More Races public high school graduates. It was not possible to produce reliable projections from the available data for public high school graduates of Two or More Races. The data, however, indicate that students of Two or More Races represented 1 to 3 percent of all non-Hispanic public high school students in the years between 2010-11 and 2013-14.

Figure 2.8. Projected Cumulative Change in U.S. High School Graduates after School Year 2012-13, by Race/Ethnicity (Black)

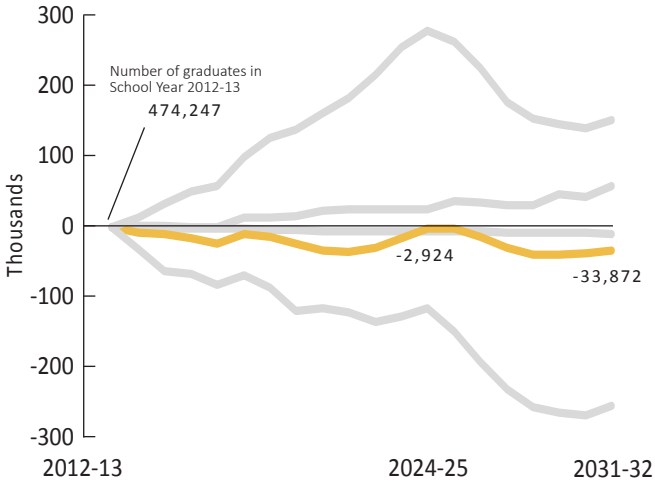
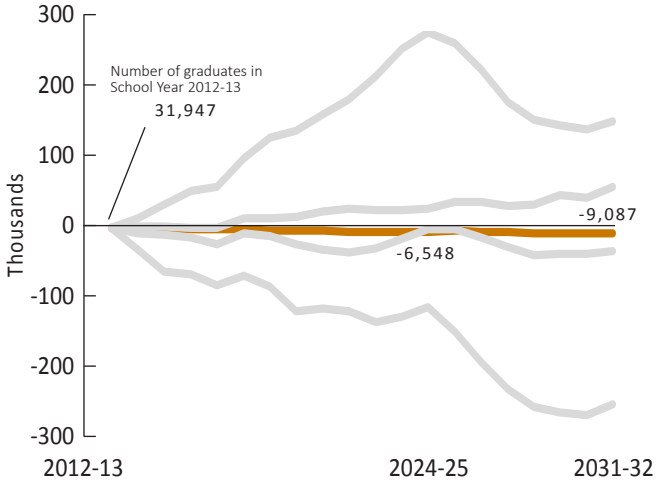


Figure 2.9. Projected Cumulative Change in U.S. High School Graduates after School Year 2012-13, by Race/Ethnicity (American Indian/Alaska Native)



Impact of New Race/Ethnicity Categories in Federal Data

It bears asking whether the declines in Black and American Indian/Alaska Native public high school graduates are a result of stagnation or decline in graduation rates. In fact, these populations have seen growth in graduation rates, which suggests that there would be more, not fewer, graduates.[11] The declines in the numbers of Black and American Indian/Alaska Native public high school graduates are more likely the result of the transition to new race/ethnicity categories in federal data. While the race/ethnicity reporting changes affect the relative distribution of individuals between all the categories, Black and American Indian/Alaska Native public school student counts may be particularly susceptible to the effects of the changes, both for racial/ethnicity identity reasons and because of the greater fluctuations that may occur with smaller groups, particularly American Indian/Alaska Natives (among other reasons).[12] Population estimates, for example, indicate that perhaps 10 percent or more of Black individuals may be counted under a different category now compared to previous reporting methods. For more information, please see Appendix C: Technical Information and Methodology.

In the first year that all states reported public high school graduates in this category (2010-11), there were almost 52,000 graduates reported. The number increased to 59,000 graduates in 2011-12, and to 66,000 graduates in 2012-13. The number of reported graduates of Two or More Races increased 27 percent over these three years. It may take several years for these numbers to stabilize enough to allow projections to be computed. Interested readers can find more detail about this topic in the Appendix C: Technical Information and Methodology.

National Projections Summary

After steady increases in the overall number of high school graduates over the last 15 years, the U.S. is headed into a period of stagnation. WICHE's projections indicate that the number of graduates per year will average around 3.44 million through 2023, before peaking at 3.56 million prior to 2026. This trend is largely fueled by a decline in the White population and counterbalanced by growth in the number of non-White public school graduates – Hispanics and Asian/Pacific Islanders in particular. At the same time, the number of high school graduates from private religious and nonsectarian schools is projected to decline at an even greater rate than the overall trend, and graduates from private schools will represent a gradually smaller share of the total by the end of the projection period.

Endnotes

[1] Unless otherwise noted, years for graduates refer to the end of the K-12 school year, e.g., May 1997 of the 1996-97 school year. The latest available data refer to the latest available published data from the National Center for Education Statistics (NCES) Common Core of Data.

[2] The first projected year is different between public and private school graduates due to differences in data availability. Public school graduates represent 91 percent or more of total graduates, and therefore when this publication refers to the total number of public and private school graduates or to public school graduates alone, it is referring to the first year of projected graduates as the 2013-14 school year, or the Class of 2014. When this publication focuses on private school graduates alone, the first year of projected graduates is for the 2011-12 school year, or the Class of 2012.

[3] National Center for Education Statistics, Condition of Education, "Private School Enrollment," May 2016, accessed October 2, 2016, http://nces.ed.gov/programs/coe/indicator_cgc.asp.

[4] Federally reported data, including the education and births data included in the *Knocking* projections, is classified under a common scheme such that Hispanics include any individuals with Hispanic origins, regardless of their race. And all race categories are non-Hispanic by definition. Therefore, this publication uses the terms White, Black, Asian/Pacific Islander, American Indian/Alaska Native, and Two or More Races throughout, without the additional "non-Hispanic" term. When comparing to prior years' data or across data sources, the exact classification can vary by year and source. For more information, please see Appendix C: Technical Information and Methodology.

[5] National Center for Education Statistics, Private School Survey Universe Data Tables, "Percentage Distribution of Students, By Racial/Ethnic Background, and Percentage Minority Students in Private Schools, By Selected Characteristics: United States," accessed September 26, 2016, https://nces.ed.gov/surveys/pss/tableswhi.asp.

[6] Ibid; NCES Private School Survey Data Tables.

[7] Brian T. Prescott and Peace Bransberger, *Knocking at the College Door: Projections of High School Graduates*, Boulder, CO: Western Interstate Commission for Higher Education, 2012, accessed October 12, 2016, www.wiche.edu/knocking-8th.

[8] U.S. Department of Homeland Security, "Deferred Action for Childhood Arrivals," accessed October 11, 2016, https://www.dhs.gov/deferred-action-childhood-arrivals.

[9] For a more complete analysis of WICHE's historical accuracy with respect to the projections of high school graduates over time, please see Appendix C: Technical Information and Methodology.

[10] Seven percent of all enrollments at each level, Grades 1 to 5, Grades 6 to 8 and Grades 9 to 12, and of graduates.

[11] Based on adjusted cohort graduation rate data for 2010-11 to 2013-14, compiled from National Center for Education Statistics, *Digest of Education Statistics and Condition of Education*, available from http://nces.ed.gov/.

[12] D'Vera Cohn, "Millions of Americans Changed Their Racial or Ethnic Identity from One Census to the Next," Pew Research Center, May 5, 2014, accessed October 1, 2016, http://www.pewresearch.org/fact-tank/2014/05/05/millions-of-americans-changed-their-racial-or-ethnic-identity-from-one-census-to-the-next/.

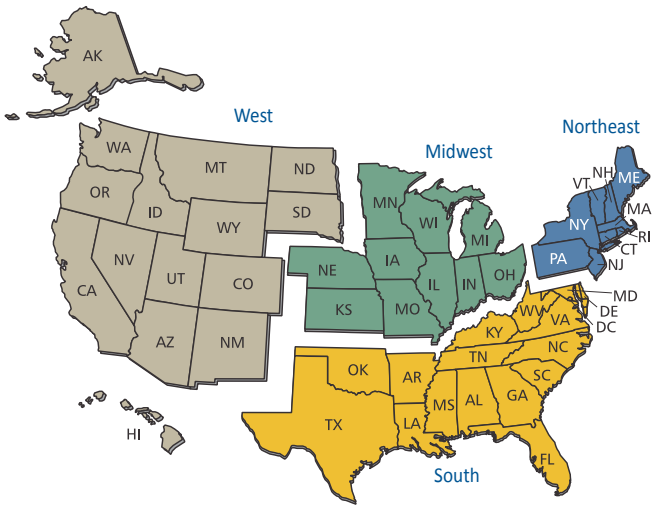
CHAPTER 3. REGIONAL AND STATE VARIATION

The national projections of the total number of public and private high school graduates for the school years covered in this edition (2000-01 through 2031-32) mask significant variations among the nation's four geographic regions (shown in Figure 3.1, as defined for this publication).[1] As illustrated in Figure 3.2, two overriding patterns have been identified among the four regions throughout the years projected: growth in the number of high school graduates in the South and West, and continuing declines in the number of high school graduates in the Midwest and Northeast.[2]

Growth in the South and West

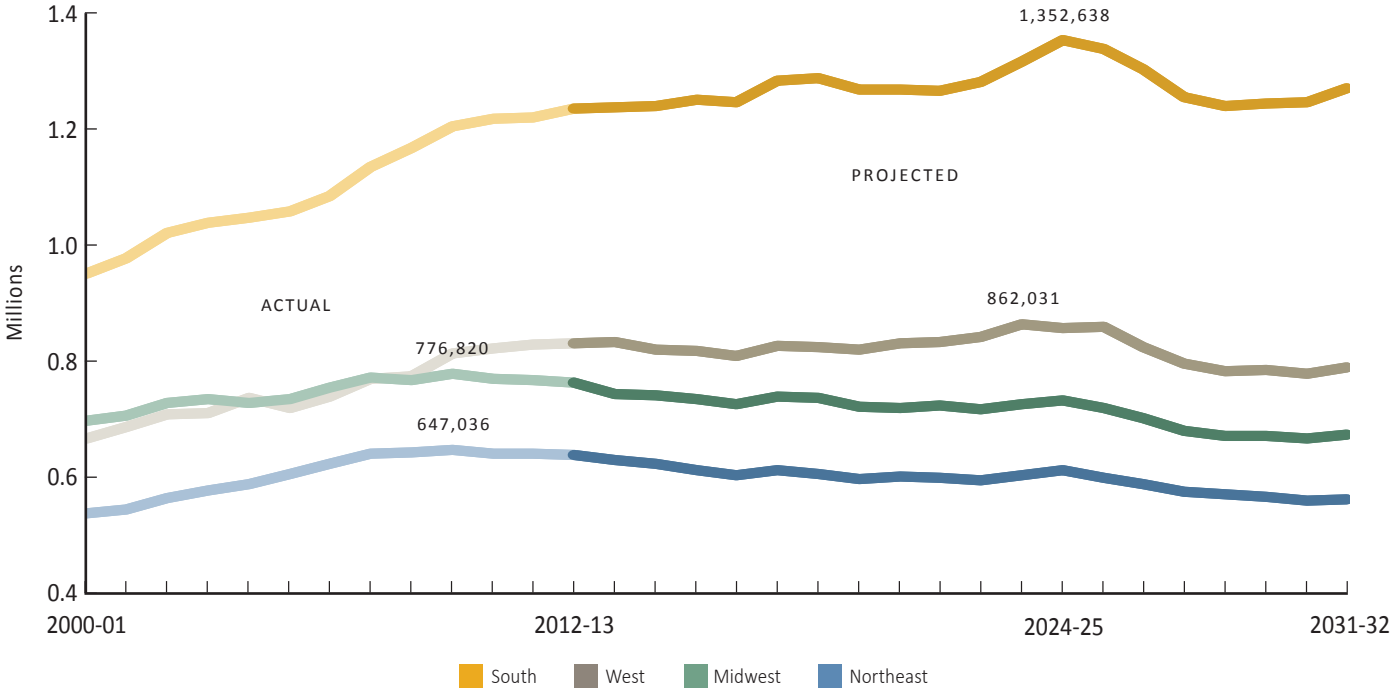
The South is the engine of growth for high school graduates. It is the only region that is projected to experience an increase in the number of high school graduates for every year of the projections, even though that number is expected to contract after 2025. In the early 2000s, about one-third (33 percent) of the nation's high school graduates were located in the Southern states, and the region's share of the national total grew to 43 percent, or 1.23 million high school graduates, by the last confirmed year, 2013.

Figure 3.1. Regional Divisions of the U.S.



During the few years of high growth that are expected to end around 2025, it is projected that states in the South will generate almost 47 percent of the nation's high school graduates, or 1.35 million graduates. By that point, it is projected that the number of graduates in the South will be about 10 percent more than the 2013 figure. After this high point, the South is projected to produce about 45 percent of the nation's high school graduates through the end of the

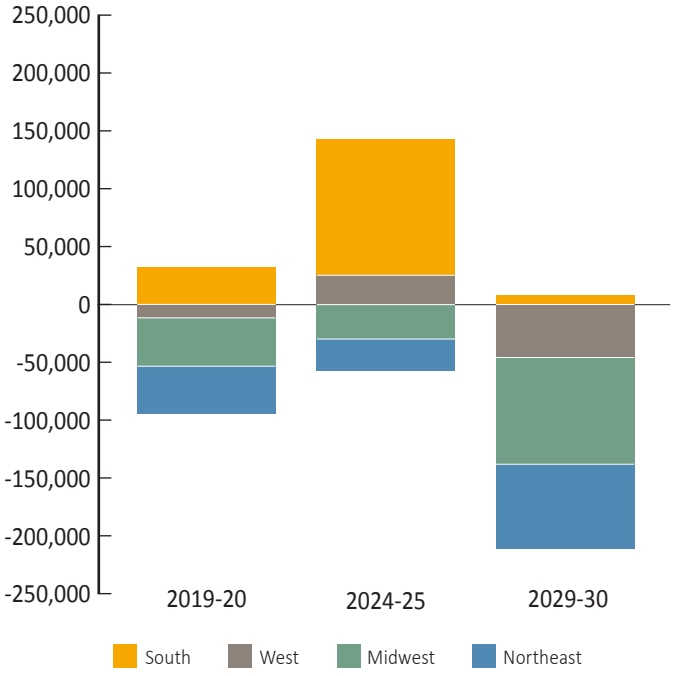
Figure 3.2. Total Public and Private High School Graduates, by Region, 2000-01 through 2031-32



projection period – an average of 1.25 million high school graduates per year.

Figure 3.3 shows each region's contribution to the projected change in the number of graduates at several points in time, relative to the last year of reported high school graduate counts (2012-13). The West generated 25 percent of the nation's high school graduates in the early 2000s. By 2009-10, high school graduates from the West represented about 29 percent of the total (813,400 graduates); that number is projected to be about 30 percent of the total throughout the projection period. The West is projected to reach its new high point in 2023-24 with about 860,000 high school graduates. It will remain the second-highest-producing region behind the South during the course of these projections, although it is expected to drop back slightly to 28 percent of the total (on average, about 785,000 graduates) by the early 2030s.

Figure 3.3. Change in High School Graduates from School Year 2012-13, by Region



	2019-20	2024-25	2029-30
South	32,200	117,900	7,100
West	-11,500	24,900	-45,900
Midwest	-41,200	-29,700	-92,700
Northeast	-42,000	-26,200	-72,300

Table 3.1. Top 10 States that Produce a Majority of U.S. High School Graduates

2012-13			2025-26		
CA	455,900	13%	CA	431,000	12%
TX	314,400	9%	TX	374,700	11%
NY	211,600	6%	NY	214,500	6%
FL	176,300	5%	FL	193,000	5%
IL	153,300	4%	IL	142,600	4%
PA	145,800	4%	PA	139,700	4%
OH	135,000	4%	OH	118,700	3%
MI	111,200	3%	MI	97,500	3%
NJ	109,000	3%	NJ	102,900	3%
NC	100,700	3%	NC	110,100	3%
	TOTAL	55%		TOTAL	54%

Four of the 10 states that produce the greatest number of high school graduates are located in the South and West (see Table 3.1). In 2012-13, these four high-producing Southern and Western states generated about 1.05 million high school graduates (30 percent of the U.S. total); California alone produced 455,900 (13 percent of the total), Texas added another 9 percent (314,400 graduates), Florida another 5 percent (176,300 graduates) and Ohio another 4 percent (135,000 graduates). By 2025-26, Texas is projected to gain 2 percentage points in the share of the U.S. total, while California will drop a percentage point.

In 2025-26, Georgia (110,000 graduates) and Virginia (93,000) will round out the top five Southern states that generate the largest number of high school graduates in that region, while Washington (77,000 graduates), Arizona (72,000), Colorado (62,000) and Oregon (38,000) will join California as the top five states in the West.

Figure 3.4 on the following pages show these trends in more detail. Each state's year-over-year change is shown, grouped by region and sorted by the state's relative number of high school graduates. Years with fewer graduates than the previous year are shown as

are neutral-colored, and years with more graduates are shown as orange.

As shown in the figure, between 2000-01 and 2012-13, the number of graduates increased in the earlier years, and more often in the Southern and Western states, than in the Midwestern and Northeastern regions. Between 2013-14 and 2020-21, the overall number of high school graduates is expected to plateau and even decrease slightly while declining more steeply in the Midwest and Northeast. Generally speaking, most states are projected to experience increases between 2021 and 2025, and higher rates of increases are projected for the South and West than the Midwest and Northeast. Most, if not all, states are then projected to experience year-over-year decreases for five to six years between 2025 and 2030. Then about half the states, mostly in the South and West, are projected to see slight increases in the last two years or so of the projections.

Decline in the Northeast and Midwest

The number of high school graduates in the Midwest and Northeast regions is, generally speaking, in decline. In 2012-13, the Midwest generated 22 percent of the nation's high school graduates (about 762,000). That share is projected to decrease to 19 percent by 2029-30, meaning 93,000 fewer high school graduates by that time (a decline of 12 percentage points compared to 2012-13). The trend is broadly the same for the Northeast, which produced around 639,000 graduates in 2012-13, or 18 percent of the national total. By 2029-30, the number of high school graduates in the Northeast is projected to decrease to around 567,000 graduates. This number will represent 72,000 fewer graduates by 2029-30 (a decline of 11 percentage points compared to 2012-13), and will lead to the Northeast contributing only 16 percent of the nation's high school graduates by that point.

Whereas the number of high school graduates in the South and West will show moderate increases in the next 10 years before heading into the slump caused by the recent decline in birth rates, the decline in the number of high school graduates in the Midwest and Northeast is projected to play out consistently year-over-year without pause. In the Midwest, several years of slight increases are projected between 2021-22 and 2026-27, but this increase will not be enough for the region to reach its previous high number of high school graduates.

Six of the 10 states that together produce around 55 percent of the nation's high school graduates are located in the Midwest and Northeast regions (see Table 3.1). In 2012-13, these six Midwestern and Northeastern states produced about 866,000 high school graduates, or 25 percent of the total number of high school graduates in the U.S. By 2025-26, this number is projected to decline to about 816,000 graduates, or 23 percent of the national total.

Indiana (111,200 graduates) and Missouri (72,700 graduates) round out the five Midwestern states that produced the greatest number of high school graduates in the region in 2012-13. The number of high school graduates in Indiana is projected to decrease throughout the projection period, while the number of graduates in Missouri will increase a little between 2020 and 2025 before ending the projection period down about 3 percent from 2012-13. Massachusetts and Connecticut round out the five Northeast states that produce the greatest number of high school graduates in that region; both states are projected to experience declines in the number of high school graduates throughout the course of the projection period.

Declines are the Result of Decreasing Numbers of White Graduates

The overriding source of the decline in the number of high school graduates in the Midwest and Northeast regions, and nationally in states that have a high proportion of White youth, is the ongoing decline in the White youth population. This trend is illustrated in Figures 3.5 through 3.8, which show the regional distributions and changes in public high school graduate populations by race/ethnicity over the projected years.[3] Currently, the Midwest generates about 30 percent of the nation's White public high school students; this portion is projected to decrease by 15 percent from 527,600 in 2012-13 to 490,000 by 2024-25, and to 445,800 by the end of the projection period (Figure 3.5). The Northeast generates about

Figure 3.4. Annual Percent Change in Total High School Graduates, by Region and Number of Graduates, School Years 2000-01 to 2012-13 (Actual) to School Years 2013-14 to 2031-32 (Projected)

	State	Graduates 2001 (Thousands)	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Graduates 2013 (Thousands)	2013-14	2014-15
South	Texas	226	4%	6%	2%	-1%	1%	0%	5%	5%	7%	4%	1%	4%	314	0%	2%
	Florida	125	7%	8%	4%	1%	2%	7%	6%	2%	2%	1%	-4%	5%	176	2%	1%
	Virginia	72	1%	9%	-1%	4%	-5%	5%	5%	2%	3%	2%	1%	0%	90	-1%	-1%
	Georgia	69	5%	2%	3%	3%	4%	6%	9%	7%	5%	0%	-2%	2%	100	3%	1%
	North Carolina	68	5%	6%	4%	4%	3%	-1%	11%	5%	3%	2%	6%	1%	101	1%	-1%
	Maryland	57	3%	2%	2%	2%	3%	5%	3%	-2%	2%	-2%	1%	-1%	68	-2%	-2%
	Louisiana	47	0%	0%	-1%	-4%	-6%	2%	1%	4%	2%	-3%	1%	2%	45	2%	-3%
	Tennessee	46	1%	7%	4%	5%	7%	7%	9%	4%	5%	-2%	1%	-3%	67	-1%	-1%
	Alabama	41	-3%	3%	1%	2%	1%	1%	6%	3%	2%	6%	-1%	-3%	49	0%	2%
	Kentucky	41	-1%	3%	0%	1%	0%	3%	1%	5%	2%	1%	-1%	1%	47	-1%	-1%
	Oklahoma	39	-2%	0%	0%	-1%	1%	2%	1%	-2%	3%	-1%	-1%	-1%	39	1%	1%
	South Carolina	33	4%	4%	2%	1%	4%	1%	1%	11%	4%	1%	2%	2%	45	-2%	0%
	Arkansas	28	0%	2%	-1%	-2%	8%	-6%	6%	-3%	1%	0%	0%	2%	30	2%	1%
	Mississippi	27	0%	0%	-1%	-2%	2%	2%	2%	-1%	3%	7%	-4%	2%	30	-1%	-3%
	West Virginia	19	-7%	1%	0%	-1%	-2%	2%	1%	1%	0%	-2%	2%	2%	19	-3%	-1%
	Delaware	8	0%	4%	2%	0%	4%	0%	3%	5%	1%	0%	2%	-3%	10	1%	-1%
	District of Columbia	4	2%	-12%	4%	3%	4%	5%	10%	-5%	2%	1%	10%	3%	6	-4%	1%
West	California	345	3%	5%	1%	4%	-3%	4%	6%	-1%	10%	1%	2%	1%	456	-1%	-2%
	Washington	59	6%	4%	2%	1%	-2%	4%	-2%	1%	6%	0%	-2%	1%	70	0%	-1%
	Arizona	49	1%	6%	-9%	29%	-11%	3%	12%	1%	-2%	6%	-2%	-3%	65	5%	-2%
	Colorado	42	4%	4%	6%	0%	0%	2%	1%	4%	4%	2%	0%	2%	54	2%	-1%
	Oregon	32	4%	5%	1%	-1%	0%	2%	5%	1%	-1%	-1%	-1%	-1%	37	3%	-2%
	Utah	32	-2%	-2%	2%	0%	-3%	-2%	0%	7%	3%	-2%	1%	6%	34	0%	3%
	New Mexico	20	-1%	-5%	5%	-4%	2%	-8%	11%	-3%	3%	3%	5%	-6%	20	-3%	3%
	Idaho	16	0%	0%	-2%	2%	2%	1%	2%	1%	6%	-2%	0%	-2%	18	10%	-1%
	Nevada	16	7%	1%	-8%	4%	5%	4%	11%	7%	7%	2%	5%	8%	24	3%	0%
	Hawai'i	13	0%	-6%	1%	3%	-2%	3%	5%	0%	-4%	-2%	5%	-3%	14	3%	-2%
	Montana	11	-1%	1%	-1%	-2%	-1%	-2%	4%	-5%	1%	-3%	0%	-4%	10	0%	-1%
	South Dakota	9	-1%	2%	0%	-5%	0%	-2%	3%	-5%	1%	2%	0%	1%	9	-4%	0%
	North Dakota	9	-3%	1%	-3%	-5%	-4%	0%	-2%	3%	-1%	0%	-2%	-1%	7	1%	1%
	Alaska	7	2%	6%	-1%	-5%	6%	3%	3%	2%	3%	-2%	-2%	-2%	8	-1%	-4%
	Wyoming	6	1%	-4%	0%	-3%	-2%	-1%	1%	0%	4%	-2%	0%	-1%	6	2%	-1%
Midwest	Illinois	126	5%	0%	5%	-1%	3%	3%	4%	-3%	6%	-4%	4%	-1%	153	-3%	2%
	Ohio	125	-1%	4%	3%	-2%	1%	0%	2%	1%	1%	1%	-1%	-1%	135	-7%	-2%
	Michigan	106	-1%	5%	-2%	1%	1%	10%	3%	-2%	-2%	-5%	0%	-2%	111	-2%	-2%
	Wisconsin	65	2%	5%	0%	-1%	0%	1%	2%	1%	-1%	-1%	-2%	-2%	67	-1%	-1%
	Indiana	63	2%	2%	-3%	-4%	4%	3%	4%	3%	2%	3%	0%	2%	73	1%	-2%
	Minnesota	61	1%	3%	0%	-2%	0%	2%	2%	-2%	0%	0%	-3%	1%	63	-3%	1%
	Missouri	61	1%	4%	3%	1%	0%	2%	2%	1%	2%	-1%	-3%	0%	69	-1%	0%
	Iowa	36	0%	3%	-2%	-2%	0%	1%	2%	-2%	1%	-2%	-2%	-2%	35	0%	0%
	Kansas	31	1%	2%	0%	0%	-2%	2%	2%	-2%	4%	-1%	2%	0%	34	0%	-1%
	Nebraska	22	1%	1%	0%	-2%	-1%	0%	1%	-3%	-1%	6%	1%	0%	23	0%	0%
Northeast	New York	168	-1%	3%	3%	3%	6%	3%	6%	3%	2%	-1%	0%	0%	212	0%	-1%
	Pennsylvania	133	1%	4%	2%	0%	1%	1%	2%	1%	1%	-3%	1%	-2%	146	-2%	-3%
	New Jersey	88	2%	5%	2%	3%	4%	4%	3%	1%	2%	-3%	-1%	2%	109	-2%	0%
	Massachusetts	64	2%	2%	3%	3%	3%	3%	3%	0%	-1%	-1%	1%	2%	76	-2%	0%
	Connecticut	36	8%	6%	1%	2%	0%	7%	2%	-8%	-1%	11%	-1%	0%	44	-3%	-2%
	Maine	15	2%	5%	4%	-6%	1%	1%	9%	-4%	2%	-3%	-1%	-2%	16	-4%	-1%
	New Hampshire	14	2%	6%	0%	2%	2%	4%	3%	0%	2%	-3%	-1%	-1%	17	-3%	-2%
	Rhode Island	10	6%	5%	-1%	5%	3%	0%	0%	-1%	0%	-1%	1%	-1%	12	1%	0%
	Vermont	8	3%	-1%	1%	-1%	-4%	14%	0%	-9%	2%	-8%	0%	-6%	7	-3%	-1%

Annual Percent Change

Decrease 2% or more	Decrease up to 2%	Same	Increase up to 2%	Increase 2% or more

Note: States are sorted in order within region by the number of graduates.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Graduates 2032 (Thousands)	States
3%	0%	4%	2%	-1%	2%	1%	2%	2%	3%	0%	-1%	-5%	-3%	2%	1%	4%	368	Texas
-2%	0%	2%	0%	-3%	0%	1%	2%	3%	3%	-3%	-5%	-3%	-1%	0%	1%	2%	177	Florida
1%	-1%	3%	0%	0%	0%	2%	0%	3%	3%	-2%	-2%	-2%	0%	0%	-1%	1%	90	Virginia
1%	0%	3%	1%	-2%	-2%	1%	1%	3%	3%	-2%	-4%	-6%	-1%	-1%	-1%	2%	97	Georgia
1%	-1%	5%	2%	-2%	0%	-7%	6%	3%	3%	1%	-4%	-4%	-2%	0%	-1%	2%	102	North Carolina
-1%	-3%	2%	-1%	2%	1%	1%	0%	4%	3%	-3%	-3%	-2%	-1%	0%	-1%	3%	65	Maryland
2%	-1%	4%	-3%	0%	-2%	-2%	1%	3%	4%	-2%	0%	-3%	-1%	1%	1%	2%	45	Louisiana
0%	1%	1%	-1%	-2%	-1%	0%	0%	3%	1%	0%	-4%	-4%	0%	1%	0%	2%	65	Tennessee
-2%	-1%	2%	-2%	-3%	-2%	-1%	0%	2%	3%	1%	-3%	-4%	-1%	-1%	0%	2%	45	Alabama
0%	-2%	2%	0%	-4%	0%	-1%	-2%	3%	2%	0%	-2%	-3%	-1%	1%	0%	1%	44	Kentucky
3%	1%	2%	0%	0%	2%	1%	0%	3%	4%	-1%	-1%	-3%	-2%	1%	1%	0%	44	Oklahoma
1%	0%	4%	0%	-3%	-1%	1%	1%	4%	4%	1%	-5%	-4%	-2%	0%	-1%	1%	46	South Carolina
0%	-1%	1%	1%	0%	-1%	0%	-1%	0%	7%	-2%	-3%	-4%	0%	0%	-1%	2%	30	Arkansas
0%	0%	3%	-3%	-2%	-3%	0%	-1%	4%	5%	-4%	-5%	-6%	-1%	-2%	0%	0%	25	Mississippi
1%	-3%	2%	-2%	0%	-2%	1%	-1%	0%	2%	0%	-1%	-4%	1%	0%	0%	-2%	17	West Virginia
-2%	1%	2%	-1%	0%	3%	-2%	1%	5%	-1%	1%	-5%	-2%	-1%	-2%	-2%	1%	9	Delaware
0%	-2%	2%	-2%	-4%	-1%	1%	6%	10%	10%	-3%	-2%	3%	2%	2%	-2%	3%	7	District of Columbia
-1%	-2%	2%	-1%	-1%	2%	0%	1%	3%	-4%	0%	-4%	-3%	-2%	0%	-1%	1%	394	California
0%	-2%	2%	0%	-2%	1%	1%	1%	2%	4%	2%	-1%	-4%	0%	1%	-1%	2%	75	Washington
1%	1%	1%	1%	-1%	1%	0%	1%	1%	2%	-1%	-8%	-6%	-3%	1%	-1%	1%	62	Arizona
2%	0%	4%	2%	1%	2%	0%	1%	2%	2%	-2%	-2%	-4%	-2%	0%	0%	1%	58	Colorado
1%	-1%	0%	0%	-2%	0%	0%	0%	3%	3%	0%	-4%	-4%	-1%	0%	0%	1%	35	Oregon
4%	4%	2%	1%	1%	3%	2%	0%	4%	3%	3%	-4%	-4%	-3%	1%	-1%	0%	41	Utah
-2%	2%	0%	2%	-1%	-2%	1%	0%	1%	3%	0%	-4%	-4%	-2%	-1%	-2%	-1%	18	New Mexico
3%	1%	0%	3%	-1%	2%	4%	3%	2%	5%	2%	-7%	-3%	-5%	4%	-3%	3%	22	Idaho
-2%	-1%	3%	2%	-1%	-1%	0%	2%	4%	5%	-2%	-6%	-5%	-2%	-1%	1%	2%	24	Nevada
-3%	0%	5%	-2%	3%	2%	2%	2%	3%	4%	0%	-4%	1%	0%	0%	0%	-3%	15	Hawai'i
1%	-2%	-1%	3%	1%	0%	2%	0%	5%	0%	2%	-3%	-2%	0%	0%	2%	1%	11	Montana
-2%	0%	3%	-2%	2%	2%	2%	5%	2%	3%	-2%	-1%	-1%	0%	2%	1%	0%	10	South Dakota
0%	1%	-2%	5%	2%	4%	7%	2%	11%	4%	-3%	1%	2%	7%	9%	7%	9%	12	North Dakota
-1%	2%	0%	0%	-3%	0%	1%	1%	2%	2%	4%	-1%	1%	0%	-2%	2%	-1%	8	Alaska
1%	1%	1%	1%	-1%	5%	0%	5%	4%	3%	5%	-3%	-6%	-3%	2%	1%	1%	7	Wyoming
-4%	-1%	1%	-1%	-2%	-1%	1%	-2%	0%	1%	-2%	-3%	-3%	-2%	-1%	-1%	1%	125	Illinois
2%	-2%	1%	-1%	-2%	-1%	-1%	-1%	1%	1%	-1%	-2%	-3%	-1%	0%	0%	0%	110	Ohio
-2%	-2%	1%	-1%	-3%	-1%	1%	-3%	1%	0%	-4%	-3%	-2%	0%	-1%	0%	1%	88	Michigan
0%	0%	2%	-1%	-2%	1%	1%	-1%	1%	2%	-1%	-2%	-3%	-1%	-1%	-1%	1%	62	Wisconsin
0%	0%	2%	2%	-4%	-2%	2%	-1%	1%	1%	-1%	-2%	-3%	0%	-1%	0%	1%	68	Indiana
-1%	1%	1%	1%	-1%	2%	2%	0%	2%	2%	-2%	-3%	-3%	0%	1%	1%	1%	63	Minnesota
1%	-2%	2%	0%	0%	0%	1%	1%	1%	2%	-1%	-3%	-3%	-1%	-1%	0%	0%	66	Missouri
0%	0%	2%	-1%	0%	1%	0%	2%	3%	2%	-2%	-2%	-3%	-1%	1%	1%	2%	36	Iowa
2%	-1%	4%	0%	-1%	2%	0%	1%	2%	3%	0%	-1%	-2%	-3%	2%	-4%	1%	35	Kansas
-1%	-1%	5%	2%	1%	1%	2%	0%	2%	-6%	4%	0%	-4%	-1%	0%	1%	3%	25	Nebraska
-3%	-1%	3%	-1%	-1%	1%	0%	0%	2%	2%	-3%	-1%	-1%	-1%	0%	-2%	1%	200	New York
-1%	0%	1%	-1%	-2%	1%	1%	-1%	2%	2%	-1%	-2%	-2%	0%	0%	-1%	1%	132	Pennsylvania
-1%	-2%	0%	0%	-2%	0%	0%	-1%	2%	1%	-3%	-2%	-3%	-1%	-1%	-1%	1%	91	New Jersey
1%	-2%	1%	-1%	-1%	0%	-1%	-2%	1%	1%	-2%	-2%	-3%	0%	-1%	-1%	0%	67	Massachusetts
-1%	0%	-2%	-2%	-2%	1%	-2%	-1%	-1%	1%	-2%	-3%	-3%	-1%	-1%	-1%	0%	33	Connecticut
-1%	-3%	-1%	0%	-3%	-1%	0%	-1%	0%	1%	-3%	-1%	-3%	-2%	0%	0%	0%	12	Maine
-1%	-3%	0%	-1%	-1%	-2%	0%	-2%	0%	-1%	-3%	-2%	-3%	0%	-3%	0%	-1%	12	New Hampshire
-4%	-10%	3%	5%	0%	-1%	2%	-3%	0%	2%	-4%	-4%	-2%	-1%	0%	-1%	0%	9	Rhode Island
-1%	1%	-5%	-1%	-1%	-1%	0%	0%	-2%	2%	-3%	-3%	2%	-2%	-1%	1%	1%	6	Vermont

20 percent of the nation's White public high school students, but by the end of the projection period that share is expected to drop to 18 percent as the number of White public high school graduates in the Northeast is projected to decrease from 365,100 in 2012-13 to 305,200 by 2024-25, and to 271,500 by the end of the projections – a decrease of 26 percent (see Figure 3.6).

The reduction in the White youth population also affects the West and South, even if it does not lead to regional declines overall. Figure 3.7 shows the number of White public high school graduates from the West will decline over the course of the projections, from about 356,000 in 2012-13 to about 343,000 by 2024-25 (going from about 45 percent of the national number to about 37 percent). The number of White public high school students in the South is projected to decline, as well, although by less than the West – from 590,000 in 2012-13 to 585,000 in 2024-25, as the South will gain in share of the national total of White public high school graduates, from 37 percent to 40 percent between 2012-13 and 2024-25 (see Figure 3.8).

The number of high school graduates from private schools is projected to decline in all regions. And while it is not possible to precisely tie this decline to any factor, and indeed it is likely related to multiple factors, the reduction in the White youth population is logically a strong factor in the decline of the private school population (as 70 percent or more of students at private high schools have been White, historically).[4]

Figure 3.5. High School Graduates by Region and Race/Ethnicity – Midwest

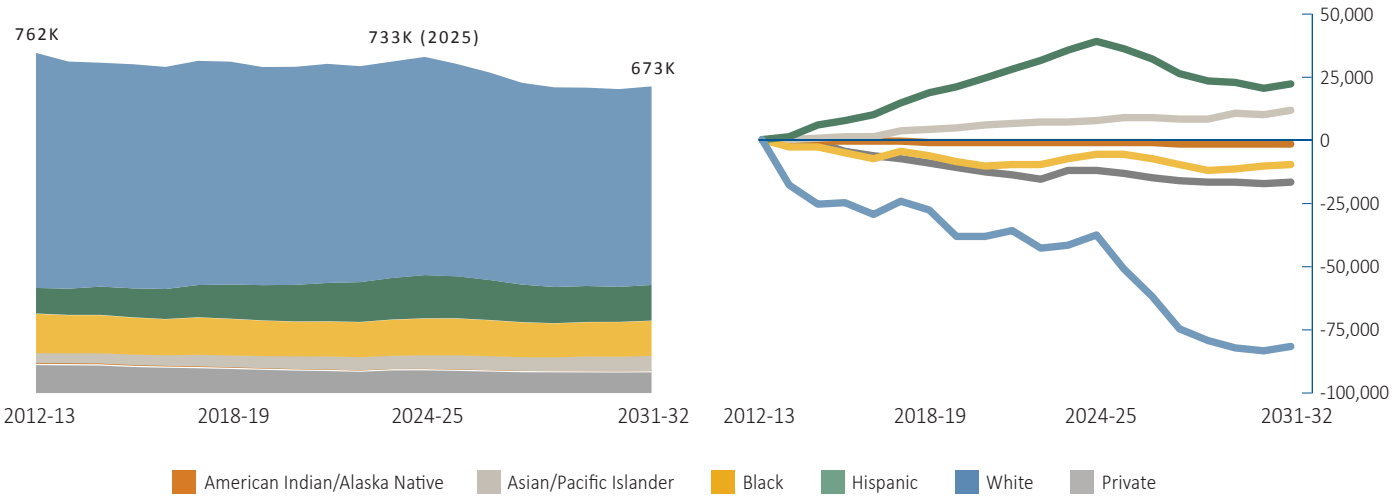


Figure 3.6. High School Graduates by Region and Race/Ethnicity – Northeast

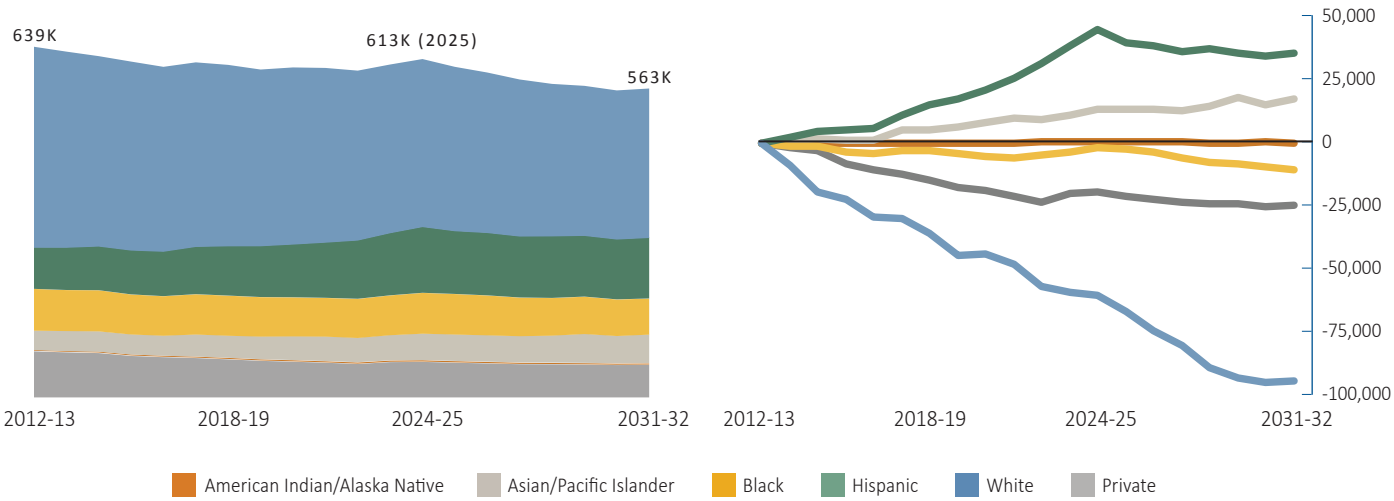


Figure 3.7. High School Graduates by Region and Race/Ethnicity – West

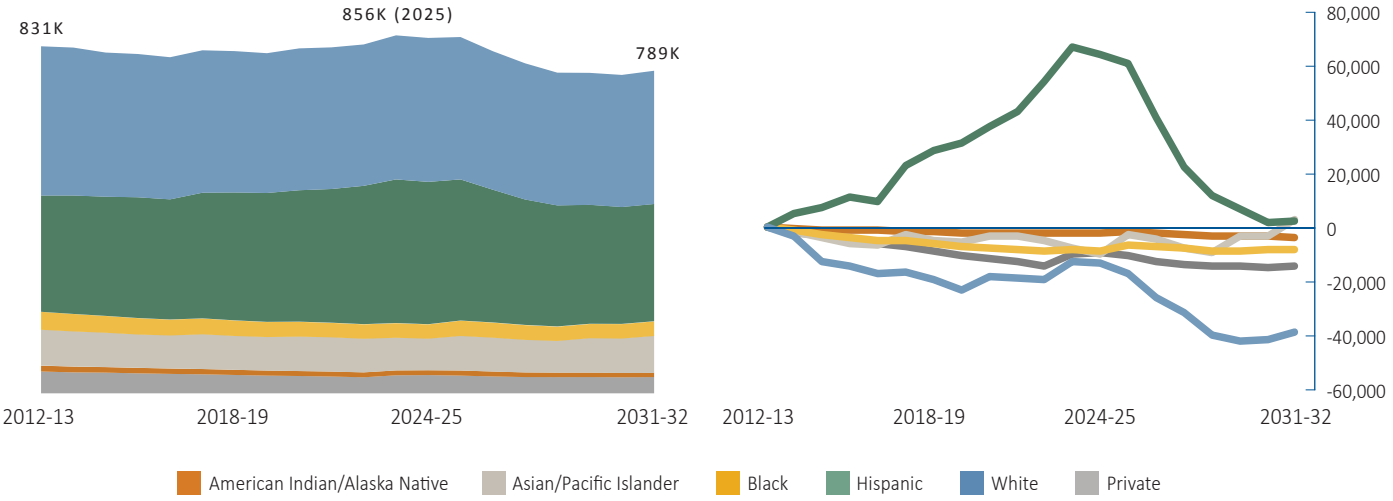
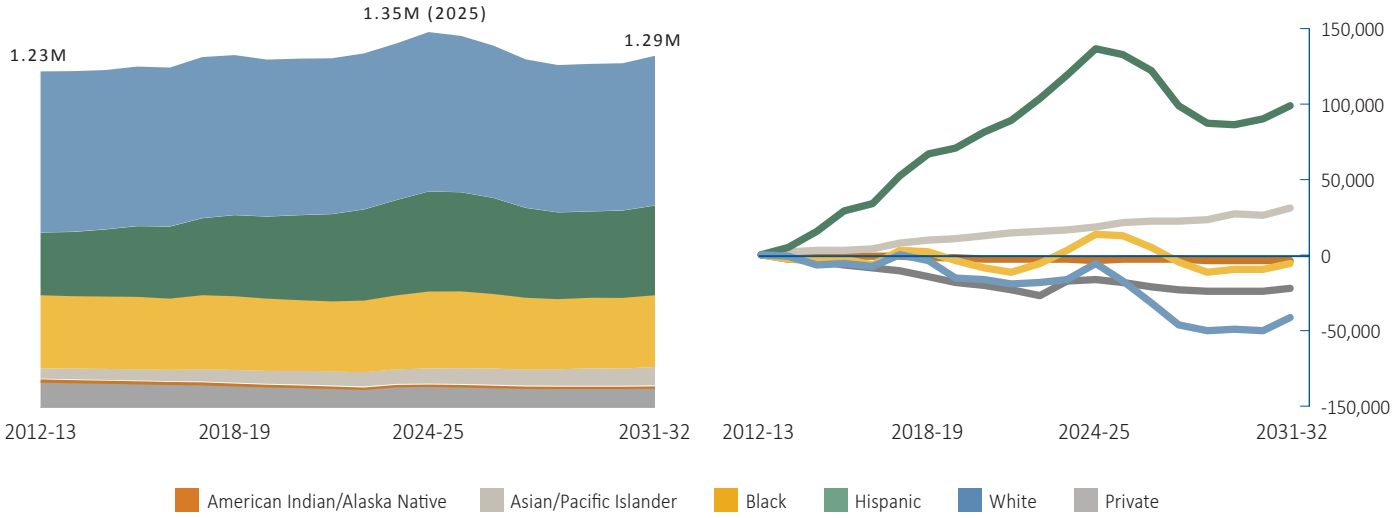


Figure 3.8. High School Graduates by Region and Race/Ethnicity – South



Other Factors Contributing to Declining Numbers

The patterns vary by region and state, but for the purpose of this summary, Black public high school graduates are a factor in the declines seen in the Midwest and Northeast, and to a lesser extent, in the West. Only in the South are Black public high school graduates a growth factor. The number of Black public high school graduates in the Midwest and Northeast peaked around 2010-11 and is projected to decline incrementally over the course of the projections, compounding the declines in the number of White high school graduates in these regions. The number of Black public high school graduates in the Midwest are projected to decline about 6 percent from 87,800 in 2012-13 to 82,200 by 2024-25, and will decline another 6 percent after that point, to a low of 75,800 in 2028-29. The Northeast is projected to see similar rates of decline among the number of Black public high school graduates, dipping slightly from 75,600 in 2012-13 to 73,900 by 2024-25, and then dropping to 65,200 in the last projected year, 2031-32 (about 14 percent fewer between 2012-13 and 2031-32). As for the West, which contributed 9 percent of the nation's Black public high school graduates in 2012-13 (about 42,000) – by 2024-25, the number of Black public high school graduates is projected to drop in number (to about 34,000), to 7 percent of the nation's total Black public high school graduates.

The number of American Indian/Alaska Native public high school graduates is projected to decrease in every region over the course of the projections. This is most notable for the West, which encompasses almost half of the nation's American Indian/Alaska Native public high school graduates. In 2012-13, there were 14,400 American Indian/Alaska Native public high school graduates in the West (45 percent of the national number), which is about 2 percent of all public high school graduates in the West. By 2024-25, the West will have about 12,000 American Indian/Alaska Native public high school graduates (47 percent of the projected number nationally that year) and the South will have about 8,800. American Indian/Alaska Native public high school graduates are 1 percent or less of all public high school graduates in the Midwest and Northeast. In the Midwest, there are projected to be 30 to 35 percent fewer American Indian/Alaska Native public high school graduates by the early 2030s, down from about 4,000 in 2012-13 to about 2,600 in the last several projected years. In contrast, the Northeast is projected to have greater numbers of American Indian/Alaska Native public high school graduates over the course of the projections, up about 30 percent around 2025 and 20 percent by the early 2030s (about 2,100 and 1,800 respectively).

Growth is the Result of Increasing Numbers of Non-White Graduates

Just as the declining number of White youth is the key driver of projected declines in the number of high school graduates in the Northeast and Midwest, rapid increases in non-White student populations are fueling the growth in the number of high school graduates in the South and West. The previous illustrations (Figures 3.5 through 3.8) highlight the swift, substantial increases among Hispanic public high school graduates, particularly in the South and West, but also to a smaller extent in the Midwest and Northeast. Asian/Pacific Islander high school graduates are fewer in number, but contribute to the increasing number of high school graduates in all regions over the course of the projections. The patterns for Black and American Indian/Alaska Native public high school graduates differ from each other, but the numbers are predicted to either remain generally stable or decline slightly in some years.

The South generated 36 percent (229,000 graduates) of the nation's Hispanic public high school graduates and 57 percent (268,000 graduates) of the nation's Black public high school graduates in 2012-13. By 2024-25, the number of Hispanic and Black public high school graduates from the South is expected to increase to about 366,000 and 282,000 graduates, respectively, or 40 percent and 60 percent of the nation's total Hispanic and Black public high school graduates.

In 2012-13, the West generated 43 percent of the nation's Hispanic public high school graduates (about 279,000 graduates). By 2024-25, the Western states are projected to generate about 341,000 Hispanic public high school graduates, which by then will represent 37 percent of the total number of Hispanic public high school graduates in the nation. The number of Hispanic high school graduates in Southern states (including Texas and Florida) is projected to surpass that generated by the West by 2022-23.

While the Midwest and Northeast are, generally speaking, experiencing a decline in the number of high school graduates they produce, these two regions are projected to experience an increase in the size of their Hispanic public high school populations similar to that of the overall national trend. The Northeast generated about 12 percent of the nation's Hispanic graduates (about 76,000 graduates) in 2012-13. The number of Hispanic public high school graduates in the Northeast is projected to increase rapidly, reaching about 121,000 graduates by 2024-25, which will be 13 percent of the nation's total number at that point. The strong increases in the number of Hispanic public high school graduates will mean that by 2024-25, for every 10 fewer White public high school graduates in the Northeast there will be eight additional Hispanic graduates, just short of replacement. Along these lines, in the Midwest between 2012-13 and 2024-25, the declining number of White public high school graduates (a decrease of about 37,500 graduates) will be offset almost one-to-one by the projected increases in Hispanic public high school graduates (an increase of about 39,200 graduates). By 2024-25, the Midwest is projected to be producing about 10 percent of the nation's Hispanic public high school graduates.

In 2012-13, the West produced 47 percent of the nation's Asian/Pacific Islander public graduates (about 86,000 graduates). The West's contribution to the total number of Asian/Pacific Islander public high school graduates is projected to decrease to about 76,000 graduates by 2024-25 (35 percent of the national total) while the number of Asian/Pacific Islander graduates from the South and Northeast grows. In the South, the number of Asian/Pacific Islander high school graduates is expected to increase significantly, though this number is not expected to exceed those of Hispanic and Black public students in the region. In 2012-13, Asian/Pacific Islander graduates in the South represented 21 percent of the national total of Asian/Pacific Islander public high school graduates, or about 40,000 graduates. The number of Asian/Pacific Islander public high school graduates in the South is projected to increase to about 58,000 by 2024-25, representing more than a quarter of the nation's total number of Asian/Pacific Islander graduates.

The Asian/Pacific Islander public high school graduate population is the only racial/ethnic category that is expected to show growth over the entire course of the projections, including in the Northeast and Midwest. The number of Asian/Pacific Islander public high school graduates in the Northeast is projected to increase from about 37,000 in 2012-13 to almost 50,000 by 2024-25, representing an increase from 20 to 23 percent of the national number of Asian/Pacific Islander public high school graduates over these years. The number of Asian/Pacific Islander public high school graduates in the Midwest is projected to increase from about 23,000 in 2012-13 to about 30,500 by 2024-25, representing 12 to 13 percent of the national number of Asian/Pacific Islander public graduates at either point.

State Variation

The projections for the nation and the four regions mask significant variation among the states in terms of overall number of graduates, racial/ethnic composition, and change over the projected years and in terms of whether state trends track or diverge from the national or regional trends. The data presented in Figures 3.4 and Figure 3.9 highlight the variation.

Figure 3.4 shows the overall trend of annual growth or decline by state, and shows the variation by state. The robust growth that occurred during the 2000s (across most of the states) is clear, but it also becomes evident that there was wide variation by state in the annual rates of growth or decline over those 10 to 12 years. A different pattern emerges by school year 2010-11 or 2011-12, with a predominantly downward trend in most states predicted through 2016-17 and moderated growth rates or even declines for many states. Then, between school years 2017-18 and 2024-25, the South and West regions are generally projected to have increases in the number of high school graduates overall.

But, Figure 3.4 highlights how this overall increase arises from only about half of the states in these two regions, while many states in the South and West are instead projected to experience virtually no growth or even decline for about five of those years. On the other hand, the Midwest and Northeast regions are generally projected to produce fewer high school graduates during these same years (2017-18 to 2024-25). But, Figure 3.4 demonstrates that a number of Midwest states, in particular, are projected to depart from that trend and have some years of growth. Towards the final projected school years, 2029-30 and onward, Figure 3.4 shows a reversal with many of the states returning to growth, primarily in the South and West regions but even in the Midwest and Northeast.

The area charts in Figure 3.9 on the following pages highlight a different aspect of state variation – the distribution of high school graduates by race/ethnicity in each state. The race and ethnicity of public high school graduates is shown by the color of each chart section; the portion of each states' high school graduates that are from private high schools is also shown, in the grey bottom section. The state area charts in Figure 3.9 can be compared to the distribution of graduates by race and ethnicity by region as seen in Figures 3.5 through 3.8, and to the national distribution of graduates by race and ethnicity in Figure 2.4 in Chapter 2. Several things stand out, for example:

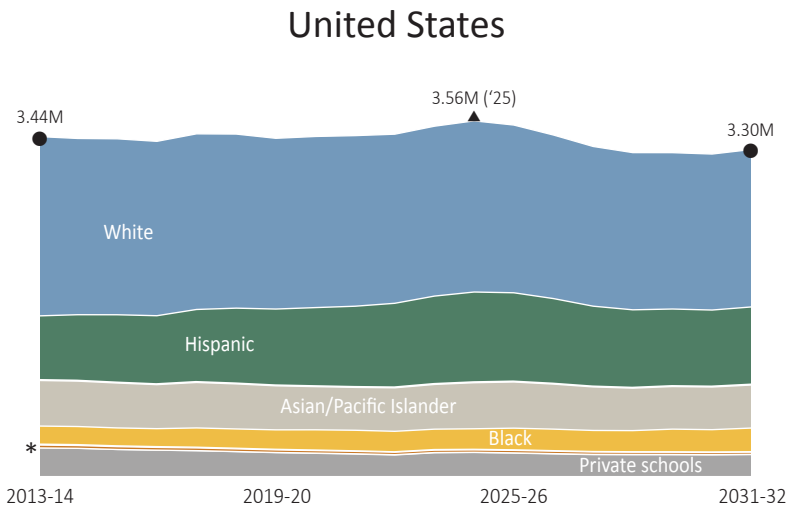
Figure 3.9. Projected High School Graduates, 2013-14 to 2031-32, Public by Race/Ethnicity, and Private

After 15 years of consistent growth, the number of high school graduates nationally has moderated and is projected to be relatively the same through about 2024-25, when the nation is projected to achieve a new high of 3.56 million graduates, made possible by increases in the number of graduates of color. After this, the number of graduates is projected to decline into the early 2030s.

Public School Graduates
- White
- Hispanic
- Asian/Pacific Islander
- Black
- American Indian/Alaska Native*

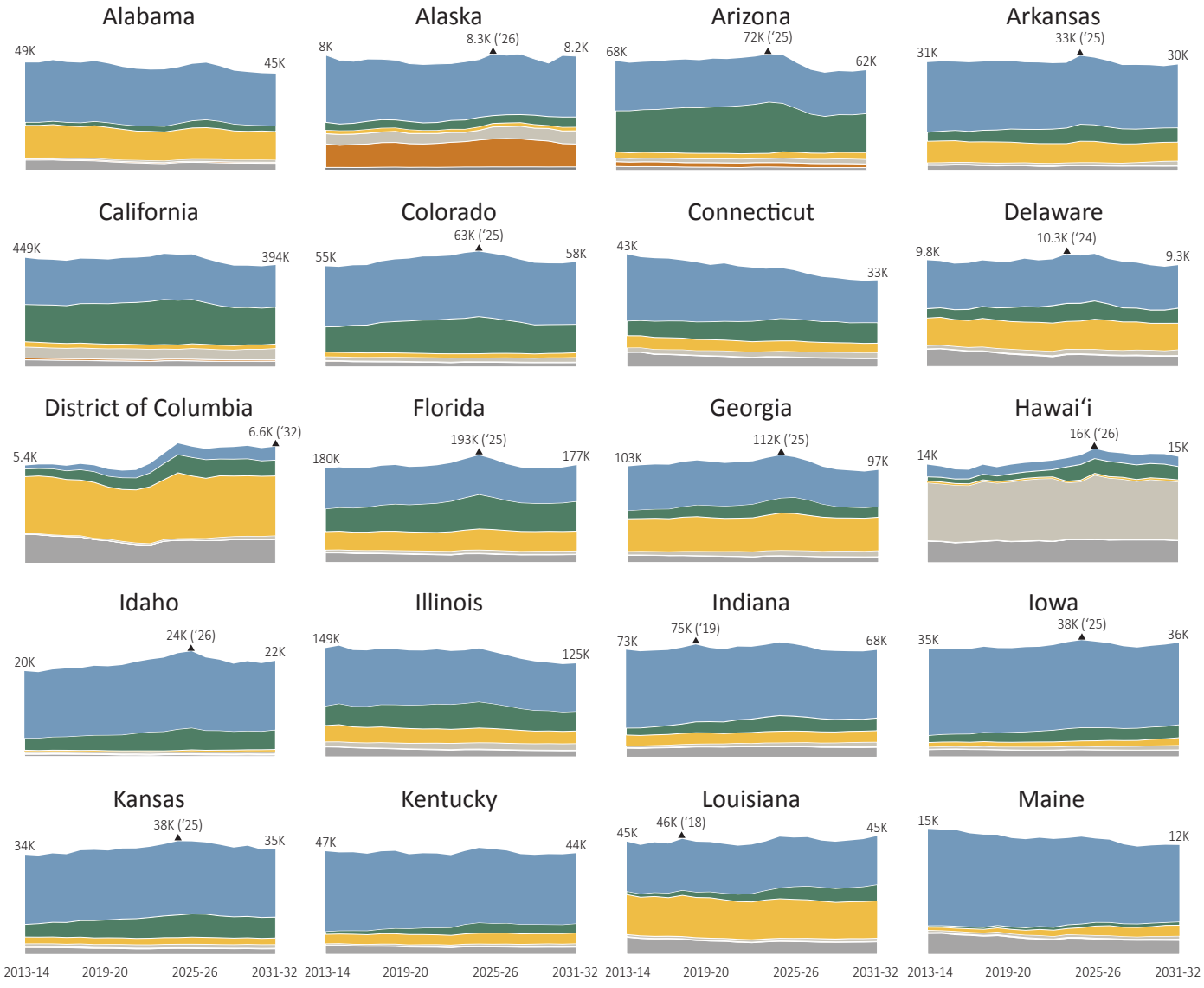
Private School Graduates

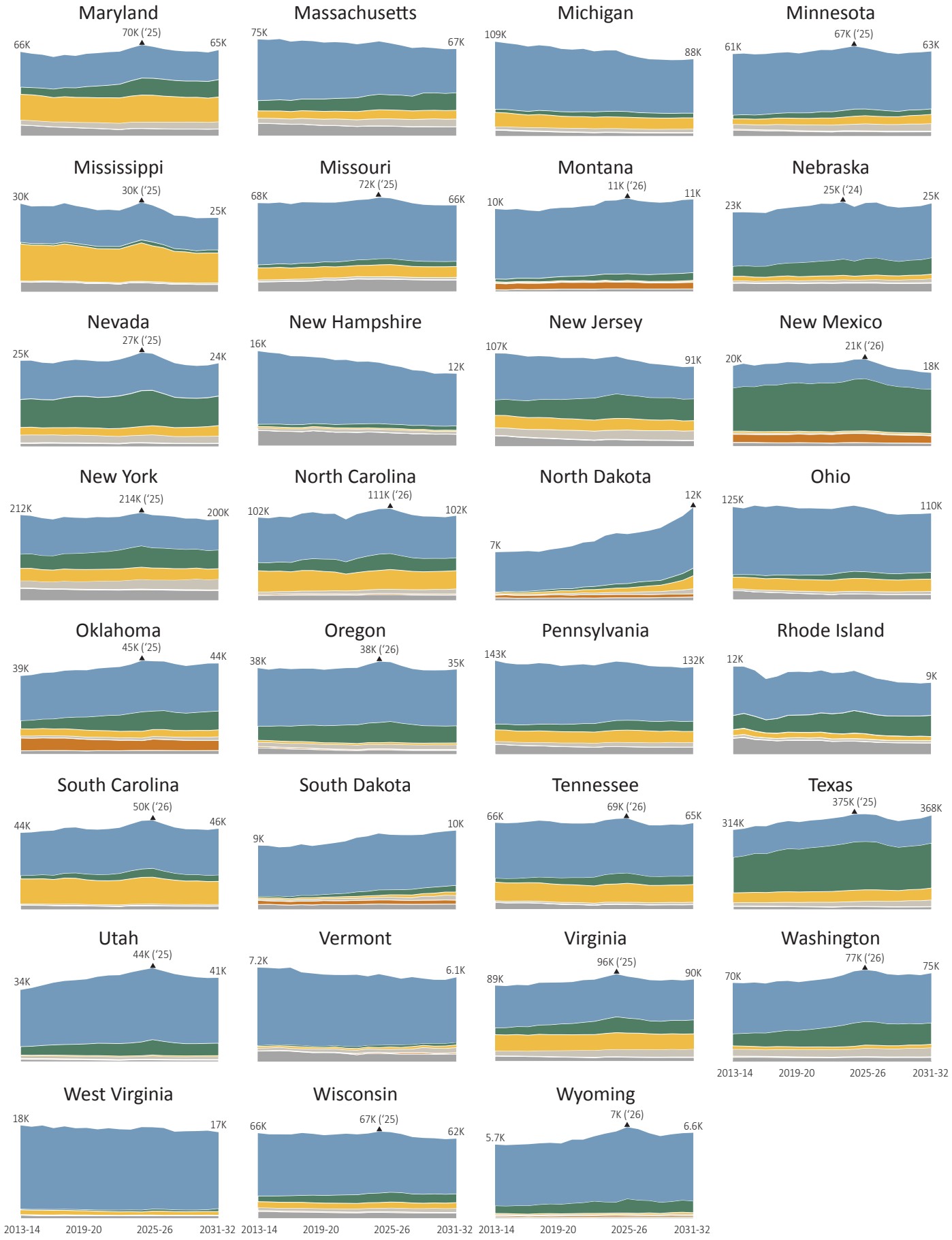
Total High School Graduates
- Count in 2013-14 and 2031-32
- Projected new high (Class year)



* American Indian/Alaska Native graduates are included in these area charts; they are one percent or less of the total number of graduates in most states.

These area charts display projections data from Appendix A: High School Graduate Data Tables.




Maryland
66K
70K ('25)
65K
Massachusetts
75K
67K
Michigan
109K
88K
Minnesota
61K
67K ('25)
63K
Mississippi
30K
30K ('25)
25K
Missouri
68K
72K ('25)
66K
Montana
10K
11K ('26)
11K
Nebraska
23K
25K ('24)
25K
Nevada
25K
27K ('25)
24K
New Hampshire
16K
12K
New Jersey
107K
91K
New Mexico
20K
21K ('26)
18K
New York
212K
214K ('25)
200K
North Carolina
102K
111K ('26)
102K
North Dakota
7K
12K
Ohio
125K
110K
Oklahoma
39K
45K ('25)
44K
Oregon
38K
38K ('26)
35K
Pennsylvania
143K
132K
Rhode Island
12K
9K
South Carolina
44K
50K ('26)
46K
South Dakota
9K
10K
Tennessee
66K
69K ('26)
65K
Texas
314K
375K ('25)
368K
Utah
34K
44K ('25)
41K
Vermont
7.2K
6.1K
Virginia
89K
96K ('25)
90K
Washington
70K
77K ('26)
75K
2013-14
2019-20
2025-26
2031-32
West Virginia
18K
17K
Wisconsin
66K
67K ('25)
62K
Wyoming
5.7K
7K ('26)
6.6K
2013-14
2019-20
2025-26
2031-32

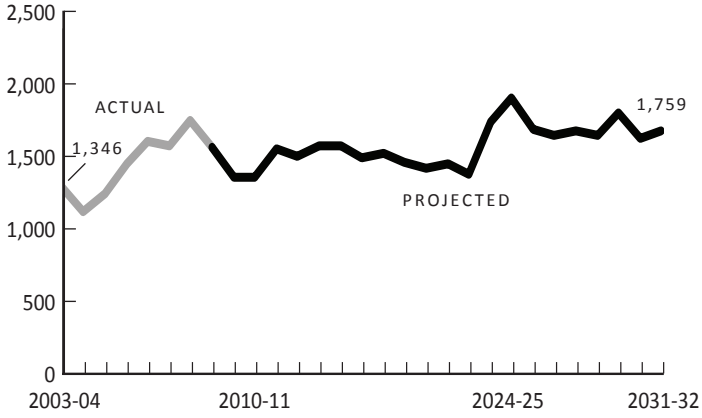
- These area charts highlight that in very few states, if any, are there projected to be increases in the number of White public high school graduates as shown in blue. Rather, the reduction in White public high school graduates underlies the overall decreases in high school graduates. This is particularly striking for Northeast states like Connecticut and Maine, and Midwest states like Illinois and Michigan.
- The substantial portion of all high school graduates which are Hispanic may not be a surprise for states such as Texas and New Mexico as shown in green. But, the growth in the portion of graduates that will be Hispanic may be surprising for states like Oklahoma and Nebraska. And, these area charts illustrate how for many states the growing population of Hispanic high school graduates adds to any overall future increases in high school graduates. Also, it is evident that the projected increases in Hispanic graduates in some states offset the reduced number of graduates of other races, particularly White. But, in other cases, Hispanic graduates appear to overtake the portion of high school graduates that is Black.
- While American Indian/Alaska Native graduates are only about one percent of high school graduates nationally, the area charts in Figure 3.11 highlight which states generate the vast majority of these graduates – Alaska, Montana, New Mexico, North Dakota, Oklahoma, and South Dakota.
- Similarly evident from these area charts are the states for whom Black high school graduates are a substantial portion of overall graduates.

First-Time Projections for U.S. Pacific Territories and Freely Associated States

For the first time, WICHE attempted projections for outlying U.S. Pacific territories and freely associated states. The U.S. Pacific territories and freely associated states are members of WICHE. WICHE produced projections for Guam, but was unable to do so for the Commonwealth of the Northern Mariana Islands due to data limitations. WICHE also produced projections for Puerto Rico for the first time, given its connection to the U.S. and frequent exchange of individuals through migration. For each of these entities, WICHE was only able to obtain the data necessary to produce projections for overall public school students and graduates (additional information can be found in Appendix C).[5]

Steady production of graduates in Guam. Guam public schools produced between 1,200 and 1,800 high school graduates in the years between 2003-04 and 2010-11 (see Figure 3.10). The projections indicate that Guam will continue to steadily produce an average of 1,500 public high school graduates per year through the Class of 2023, after which it appears there will be an uptick in high school graduates to about 1,800 on average, per year, related to growth in the number of births from 2006 to 2012 and good enrollment progression.[6]

Figure 3.10. Guam Public High School Graduates, 2003-04 to 2031-32

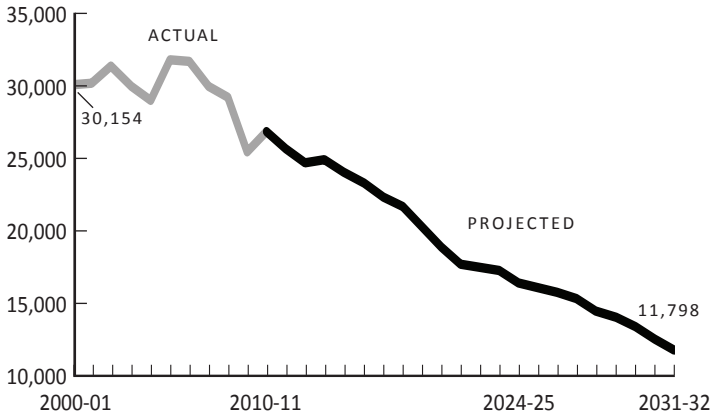


On average, 88 percent of public school enrollments are reported as Asian/Pacific Islander; 97 percent of high school graduates. Three-quarters of the combined Asian/Pacific Islander students in 2010-11 to 2013-14, the years data were available, were reported as Pacific Islander or Hawai'ian Natives (this race detail was not available in the high school graduates data). There are also four Department of Defense schools in Guam with about 2,500 students and a hundred or less 12th graders in recent years (2006-07 to 2014-15).[7]

Striking declines in graduates in Puerto Rico. After several decades of population and economic growth, Puerto Rico has seen a rapid decline in population in the last decade or so.[8] These significant population declines are showing in steady school enrollment

declines, which are set to begin showing in high school graduates. Puerto Rico public schools produced between 29,000 and 32,000 high school graduates in the years between 2000-01 and 2008-09 (see Figure 3.11). The declines in births and enrollments begins to show at the high school level most notably beginning in 2009-10, and continuing in each subsequent year. The projections indicate that the Class of 2020 public high school graduates will fall below 20,000 in Puerto Rico. And that by the Class of 2028, there will be less than half the number of public high school graduates as 20 years prior, below 15,000.[9] Practically speaking, virtually all of the public school students/graduates are considered Hispanic.[10] It appears that about 75 percent of K-12 students are enrolled in the public sector. While WICHE did not obtain sufficient data to separately project the number of graduates from private high schools, an additional 13,000 to 14,000 high school graduates were reported by private schools in Puerto Rico in the 2010-11 to 2013-14 school years.

Figure 3.11. Puerto Rico Public High School Graduates, 2000-01 to 2031-32



Regional and State Variation Summary

This chapter illustrates the projected trends in the regions, including the number of graduates and demographic makeup over the course of the projected period. Each state has its own particular variations, of course, which are a result of complex state-specific factors. Several overriding patterns, however, can be discerned for the next 15 years or so. The South and West currently produce the greatest number of graduates and are likely to experience generally robust growth in the number of high school graduates over the next decade. The Midwest and Northeast can generally be described as in decline overall. All regions will face projected declines in the number of high school graduates after about 2025, roughly a decade from now, but the magnitude of those declines will be quite different. The extent, pace, and magnitude of growth or decline are closely related to the racial/ethnic composition of the youth populations in these regions and states. Generally speaking, the more diverse the population, the better the region or state appears to fare over the course of the projections in terms of either increases in the number of high school graduates, or at least lesser declines. Inversely, states or regions with a greater portion of White youth stand to experience greater declines in the number of high school graduates throughout the course of these projections, as the White youth population declines in number.

Endnotes

[1] The regional divisions are consistent with those established by the U.S. Census Bureau, with the exception of North Dakota and South Dakota, which are included in the Western region, as they face many of the same conditions and share a number of attributes with neighboring Western states, such as Montana and Wyoming, and are also WICHE states. The U.S. Pacific territories and freely associated states are also WICHE members, but due to data limitations, were not included in the calculations for the regional projections and are therefore not displayed on the map. See Appendix A for Guam's and Puerto Rico's public high school graduate data tables.

[2] Unless otherwise noted, years for high school graduates refer to the end of the K-12 school year, e.g., May 1997 of the 1996-97 school year. The first projected year is different between public and private school graduates, due to differences in data availability. Public high school graduates represent 91 percent or more of the total number of graduates, and therefore when this publication refers to the total number of public and private high school graduates or to public school graduates alone, it is referring to the first year of projected graduates as the 2013-14 school year, or the Class of 2014. When this publication focuses on private school graduates alone, the first year of projected graduates is for the 2011-12 school year, or the Class of 2012.

[3] Due to data limitations, projections by race/ethnicity are limited to public high school graduates.

[4] National Center for Eduction Statistics, Private School Universe Survey (PSS), Data Tables, Washington, DC: U.S. Department of Education National Center for Education Statistics, accessed October 13, 2016, https://nces.ed.gov/surveys/pss/.

[5] Complete data were not available from the NCES Common Core of Data, so WICHE requested assistance obtaining data from officials in Guam, Puerto Rico, and the Commonwealth of the Northern Mariana Islands, but found that data for these entities is generally less complete and detailed than necessary.

[6] The data obtained that report 6 to 13 percent more high school graduates than the number of 12th graders suggest that totals including these additional graduates would be as much as 15 percent higher in any given projected year if WICHE used those data. These data were not used because WICHE considered them anomalous.

[7] U.S. Department of Defense Education Activity (DoDEA), Pacific Area Guam Schools enrollment data at http://www.dodea.edu/datacenter/enrollment_display.cfm. WICHE was not able to obtain data on the number of graduates from private high schools in Guam.

[8] Jens Manual Krogstad, *Historic Population Losses Continue Across Puerto Rico*. Washington D.C.: Pew Research Center, 2016, accessed May 15, 2016, http://www.pewresearch.org/fact-tank/2016/03/24/historic-population-losses-continue-across-puerto-rico/; Jaison R. Abel, Richard Dietz, "The Causes and Consequences of Puerto Rico's Declining Population," Federal Reserve Bank of New York (2014), accessed May 15, 2016, www.newyorkfed.org/medialibrary/media/research/current_issues/ci20-4.pdf. From April 2010 to July 2015 Puerto Rico is estimated to have lost 295,718 citizens to out-migration, which includes migration to the mainland United States. There are several possible reasons for the rapid increase in migration to the mainland United States, the most important of which is the economic climate in Puerto Rico. High unemployment and a weak economic outlook plays a large role in out-migration from the island, especially for younger and less educated individuals. Although it is unclear how many school-age children are migrating from Puerto Rico to the United States, the large number of 16-30 year olds who are migrating has the potential to affect future education enrollment.

[9] The data obtained that appear to have included all diploma recipients, including non-standard and those from special schools, suggest that totals including these diploma types may be as much as 20 percent higher in any given year, but with the same rate of declines related to overall birth and population declines.

[10] WICHE did not have sufficient data to attempt projections by race/ethnicity, but, on average 95 percent of births were classified as Hispanic between 2005 and 2014 (the years that births data were available by race/ethnicity), and virtually 100 percent of public school enrollments were classified as Hispanic in the available data.

CHAPTER 4. ENROLLMENT PROJECTIONS

WICHE relies on data about the number of recent births and enrollment counts to generate the projections in *Knocking at the College Door*. While these births and enrollment data are not the focus of this publication, WICHE provides them because they provide useful information about the children who will ultimately move through the educational pipeline and emerge as high school graduates over the course of the next 15 years or so.

Trends with Younger Youth Drive High School Graduate Production

A few highlights from these data help illustrate what is behind the projected overall reduction in the number of high school graduates and how the changing racial/ethnic composition of America's youth population contributes to that trend.

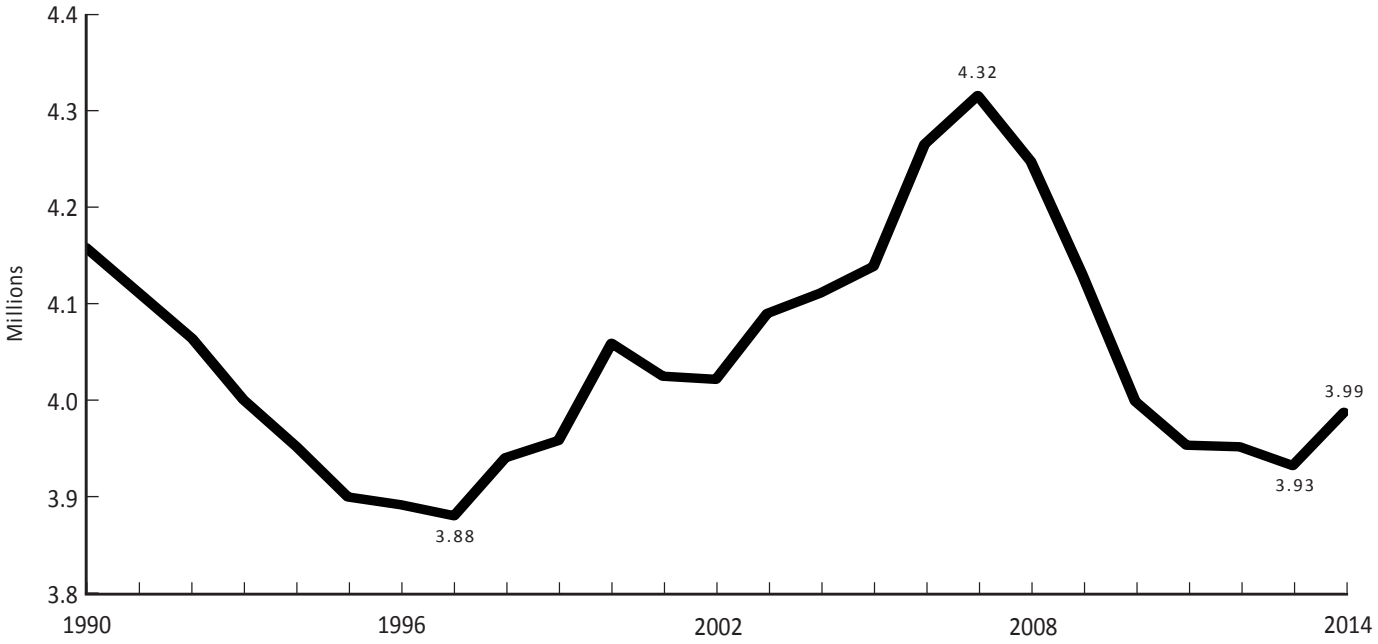
Births

Declines in the number of babies born in recent years in the U.S. will result in smaller graduating classes, projected to begin by 2025 and into the early 2030s. Figure 4.1 shows the recent decline in births nationally beginning around 2007. Essentially, the total U.S. fertility rate is teetering at or below replacement level, which is the estimated level of fertility that is necessary for a population to sustain itself assuming no in-migration or out-migration.[1]

The story appears a little different when looking at the various racial/ethnic populations. A decline in White youth has been predicted for years.[2] This long-anticipated reduction was then amplified as birth rates declined substantially for all populations after 2007. In other words, the long-predicted contraction in the number of White high school graduates unfolds throughout the course of these projections, but is compounded by the recent sharp declines in births. The other races also experienced declines further amplifying the decline in the overall number of high school graduates, because non-Whites had previously been the driver of growth in the number of school-age youth. In particular, the largest relative declines in births/fertility rates occurred among Hispanic women.[3]

Regional views provide another perspective on these trends. Figure 4.2 shows changes in the overall numbers and the racial/ethnic profiles of births between 1990 and 2014 by region.[4] Declines in the numbers of White births in the Midwest and Northeast

Figure 4.1. Births in the U.S., 1990-2014



Source: National Center for Health Statistics, Centers for Disease Control and Prevention, VitalStats.

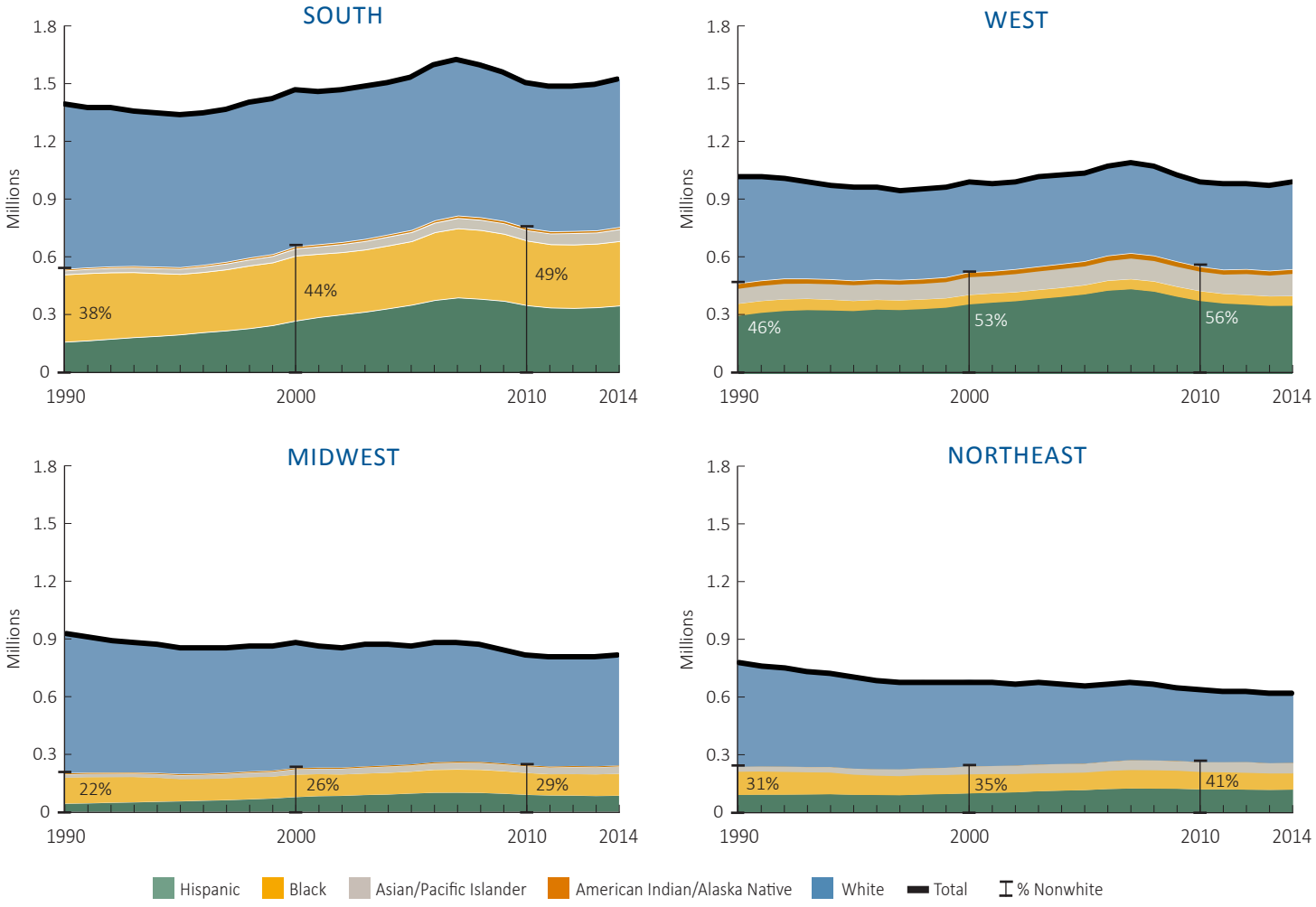
are clear, while increases in the share of non-White individuals increased in each region.

Progress Through the K-12 Pipeline

As students move through the K-12 pipeline, a variety of factors determine how many and which students will progress all the way through to high school graduation. For example, students move between private and public schools, families move to different states and even different countries, and children change schools and may be either promoted early or retained in a grade. Changes in policies and practices can also potentially impact their progress through the pipeline, as can differences related to their race/ethnicity and changes in their family and economic circumstances. While the primary underlying explanation for the declining numbers of high school graduates is the reduced number of births, enrollment patterns reveal information that highlights different progression patterns and where improvements could be made to ensure that the greatest possible number of children graduate from high school.

Ideally, the many factors, which relate to how and whether students progress as expected through grade levels to high school graduation could be quantified, but precise information about these complex underlying trends is difficult to find. Therefore, WICHE does not explicitly model these factors. Instead, these projections rely on a relatively simple and straightforward methodology that observes the percentage of students in one grade who are encompassed by the number of students in the next

Figure 4.2. Births by Race/Ethnicity, by Region, 1990 to 2014



higher grade the following year (described in Chapter 1 and in more detail in Appendix C). This method has advantages and disadvantages for developing projections, but the methodology is considered sound; furthermore, other educational agencies use similar cohort survival methods for producing projections.

Projected Enrollments

School planners will find these enrollments projections useful for anticipating the current and near-future waves of students as they evaluate capacity and funding for future school years (high school enrollment projections for the nation and region are presented in Appendix B). The national enrollment trends mirror those described for the graduates, except that most of the changes occur nearer in the future than with high school graduates.

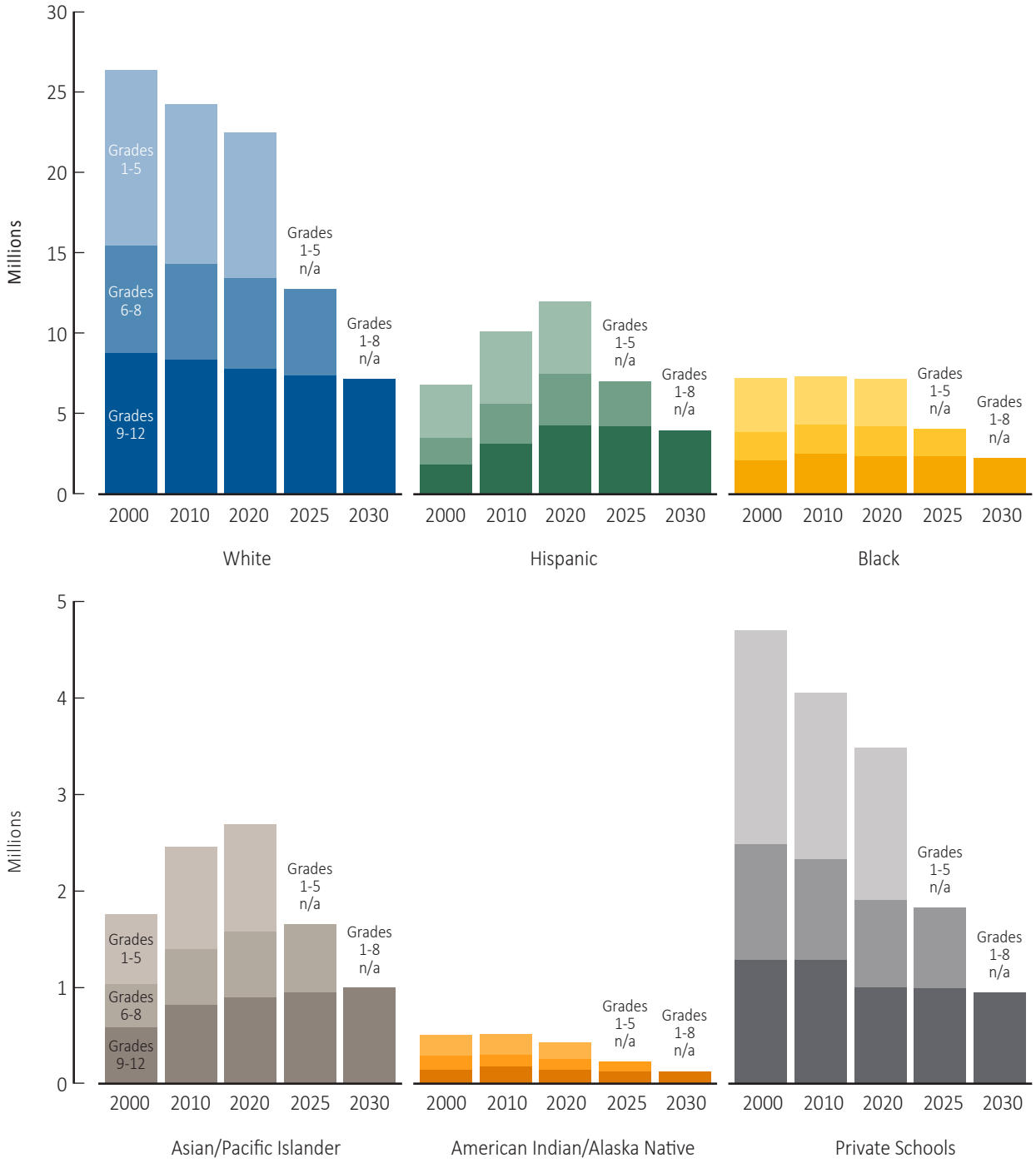
Figure 4.3 depicts enrollments by school level (elementary, middle, and high school grades), and by race/ethnicity. WICHE is able to project high school enrollments further into the future than earlier grade enrollments, so this figure displays only the projected middle and high school enrollments in the later years, while earlier grades are shown as "not available." Although elementary grade enrollments are projected through 2020-21 only, the data clearly show how the recent declines in birth rates begin to flow into the school pipeline in terms of reductions in the number of elementary grade enrollments (the lightest shade shown on the charts) from 2000 to 2020.

White public school students. The greatest declines are among the numbers of White public school students, whose enrollments declined 8 percent (from 26.3 million to 24.2 million) between 2000-01 and 2010-11, and are projected to decline another 7 percent (to 22.4 million) by 2020-21. White students comprised 54 percent of total public school enrollments in the 2010-11 school year, and 56 percent of middle and high school enrollments, respectively (the two darker shades shown on the charts). By school year 2020-21, White students are projected to represent just 50 percent of public school enrollments overall, and this number is projected to dip below 50 percent in the middle and high school grades by school year 2028-29, the last year of WICHE's high school enrollment projections.

Hispanic public school students. With respect to Hispanic students, the data show just how substantial was their contribution to public school enrollments overall between 2000 and 2010, increasing from 6.8 million in 2000-01 to 10.1 million in 2020-21 – an increase from 16 percent to 23 percent of all public school students. Compare this increase of 3.35 million Hispanic students over those 10 years to the 2.10 million decrease in the number of White students. By grade level, the number of Hispanic public elementary school students increased 39 percent, by 49 percent at the middle school level, and by 68 percent at the high school level. The number of Hispanic middle and high school students is projected to continue increasing at a swift pace, by 29 percent and 35 percent, respectively, between 2010-11 and 2020-21. However, the previous rates of increase do not appear to be sustained at the elementary school level, at which the number of Hispanic elementary school students is projected to increase by only 1 percent through 2020-21. This significant slowdown is related primarily to the recent declines in birth rates, and perhaps to reduced immigration as well. Past 2020-21, trends in the number of Hispanic public high school students will follow the overall trend downward. By school year 2020-21, Hispanic students are projected to account for 26 percent of all public school first- through fifth-graders. Also by school year 2020-21 and going forward throughout the projections, Hispanic students are projected to account for 26 to 28 percent of all public middle school and high school students.

Black public school students. The numbers of Black public school students are projected to decline somewhat throughout the course of the projections, largely in line with the overall trend. The total number of Black public school students is expected to remain relatively steady compared to the other student populations, however. The number of Black public elementary school students is projected to decline by 3 percent from 3.01 million in 2010-11 to around 2.93 million by 2020-21. The number of Black public middle school students will increase by 2 percent from 1.82 million in 2010-11 to 1.86 million students by 2020-21,

Figure 4.3. U.S. School Enrollments by Level and Race/Ethnicity, 2000-01 to 2028-29



Note: Race/ethnicity detail only available for public school students.

and then decline by about 7 percent, to about 1.74 million students, by 2025-26. The number of Black public high school students is projected to decline by 7 percent from 2.47 million in 2010-11 to 2.31 million by 2020-21, and then decline another 2 percent by 2028-29. Between 2000-01 and 2010-11, the number of Black public high school students declined by a percentage point among total enrollments, in part due to small numerical declines but it is likely that some of the apparent reduction in numbers is related to recategorization to other racial/ethnic categories (see Appendix C for additional information). By 2010-11, Black public high school students comprised 16 percent of public school elementary and middle

school enrollments and 17 percent of public high school enrollments. The percentage of Black students enrolled in public high school is expected to remain at or very near this number throughout the course of the projections.

Asian/Pacific Islander public school students. Asian/Pacific Islander public school students are the only student population that is projected to consistently add K-12 public school enrollments throughout the projections, at all school levels. Between 2010-11 and 2020-21, Asian/Pacific Islander public school elementary enrollments are projected to increase by 7 percent (an increase of about 308,000 students), middle school students by 12 percent (155,000), and high school students by 11 percent (224,000). Even in the later years of the projections, when all other student populations are expected to decline in number, the number of Asian/Pacific Islander students is expected to increase. The projections show there will be an additional 7 percent of Asian/Pacific Islander middle school students between 2020-21 and 2025-26, and 10 percent more Asian/Pacific Islander public high school students between 2020-21 and 2028-29. The total number of Asian/Pacific Islander public high school students is projected to increase past 1 million by 2028-29.

Native Hawai'ian/Pacific Islander public school students. Due to data limitations, WICHE was unable to produce reliable projections for Native Hawai'ian/Pacific Islander public school enrollments. The available data, however, indicate that between 2010-11 and 2013-14, Hawai'ian/Pacific Islanders represented about 7 percent of the total combined number of Asian/Pacific Islander students at each school level – elementary, middle, and high school (the number of Native Hawai'ian/Pacific Islander public school students decreased about 2 percent between school year 2012-13 and 2013-14, which is somewhat contrary to the expected trend). Of course, Hawaiian/Pacific Islanders represent a substantial part of some states' populations with education outcomes that are distinct from the overall Asian/Pacific Islander population – for example, Hawai'i and the Pacific Northwest states. And, certain local school districts may have a substantial number of Native Hawai'ian/Pacific Islander students, but these lower-level enrollments do not appear as substantial when rolled up in the state-level data (see Appendix C for more information).

American Indian/Alaska Native public school students. American Indian/Alaska Native students make up roughly 1 percent of all public school students, at all levels.[5] Overall, the number of American Indian/Alaska Native students is projected to decrease over the course of the projections. The number of American Indian/Alaska Native public elementary school students is projected to decline by 14 percent between 2010-11 and 2020-21, from about 215,000 to about 184,500 students. At the middle school level, the number is projected to decline by 13 percent by 2020-21 and another 11 percent by 2025-26, from about 131,000 students in 2010-11 to 101,500 students by 2025-26. The number of American Indian/Alaska Native public high school students is projected to decline by 28 percent (from about 175,000 to about 125,000 students) between 2010-11 and 2028-29, the last year of WICHE's high school enrollment projections.

Two or More Races public school students. Due to data limitations, WICHE was not able to produce reliable projections for public school students in the Two or More Races category. Students of Two or More Races represented 3 percent of non-Hispanic students in the first through fifth grades in 2010-11, and 5 percent by 2013-14, a 33 percent increase over these four years. In 2013-14, they represented 4 percent of non-Hispanic sixth to eighth graders, and 3 percent of high school students. Nationally, the number of reported students increased by 10 percent or more each year between 2010-11 and 2013-14. These are unusually high rates of growth, which make the accuracy of extrapolated results questionable; this is just one of several data complexities that limited WICHE's ability to produce reliable projections for this population. Reliable projections may not be possible for several years until the transition to the new reporting scheme has been fully implemented and enough stable data have accumulated (see Appendix C for more information). The apparent declines projected for American Indian/Alaska Native and Black

students are likely related to the reclassification of these students in the data under the Hispanic or Two or More Races categories.

Private School Students

The number of private school students dipped below 10 percent of total high school enrollments by school year 2010-11, and this population is projected to decline in both number and share throughout the projection period – ultimately down to 6 to 8 percent of total enrollments across school levels in the later years of the projections. The declines are projected to be steepest over the next few years, and then should level off somewhat. The number of private elementary and middle school students is projected to decrease 9 percent and 14 percent respectively from 2010-11 through 2020-21. Private high school enrollment is expected to decline 22 percent over this period. Private school enrollment at the middle school and high school levels is projected to decline at about the same rate as overall enrollments in the later years of the projections.

School Choice

According to the Center for Public Education, 16 percent or more of the school age population is enrolled in a "public school of choice" – about 4 percent each in magnet and charter schools and about 10 percent in public schools from inter- or intra-district transfer, and about 1 percent in online schools.[6] This increasing diversification in the type of school has the potential to affect graduation trends in ways that might not be easily sensed when these students are included in the total combined public school data. Furthermore, this increasing availability of viable traditional public school alternatives, in particular, can be a contributing factor to the declines in private enrollments.[7]

Charter Schools

WICHE does not disaggregate the public school enrollments and graduates by public traditional or charter school due to data limitations. While data about the portion of the public school population that is educated by charter schools are becoming increasingly available, they are currently not available at the level of detail needed for accurate or meaningful projections.[8]

Reasons for Declines in Private School Enrollment

There are several reasons for the declines in private school enrollments. Chief among them is undoubtedly the overall reduction in the number of White youth, which have historically represented about 70 percent of the total student population for private schools. But, enrollment in private religious schools and private nonsectarian schools exhibit different patterns; the overall declines are being driven by decreases in the number of students enrolling in private religious schools. Some of these enrollment declines are associated with rising tuition costs, increased enrollment at charter schools, and suburbanization, with families who have historically represented these private school audience moving away from the schools and/or finding suburban public schools to be better than the urban schools they previously attended. In other cases, the decline is related to different preferences among immigrant populations; whereas previous generations of European immigrants tended to enroll in private (religious) schools, newer immigrant populations, such as those from Central and South America, appear to be less inclined to do so.

As a matter of context, however, from school year 1999-2000 to 2012-13, the number of students enrolled in public charter schools increased from 0.3 million to 2.3 million. Over the past five years since the last edition of *Knocking at the College Door* projections, student enrollment in public charter schools has grown by 70 percent. Elementary school students were the fastest category of enrollment growth. Because the increase in the number of charter school students (1.9 million) was larger than the increase in the number of traditional public school students (0.9 million), the percentage of public school students who attended charter schools increased from 0.7 to 4.6 percent during this period.[9]

And while the national average of 4.6 percent of enrollments at charter schools might not be enough to significantly impact national graduation trends, the trends in certain states and regions may be affected as the percentage of charter enrollments as a portion of all public school enrollments continues to grow. For example, in school year 2012-13, charter enrollments

represented more than 5 percent of total public school enrollments in 13 states.

- In 42 states and the District of Columbia, approximately 2.7 million students attended public charter schools – more than 5 percent of the total number enrolled in public schools.
- In 12 school districts, more than 30 percent of students attended charter schools. In nearly 150 districts, at least 10 percent of students attended charter schools.
- In 43 school districts, at least 20 percent of public school students were enrolled in charter schools in the 2013-14 school year.[10]

In 2012, Black students accounted for a higher percentage of enrollment in public charter schools (28 percent) than in traditional public schools (15 percent). Hispanic students also accounted for a higher percentage of enrollment in public charter schools (29 percent) than in traditional public schools (24 percent). The percentage of public charter school enrollees who were White (35 percent) was lower than the percentage of traditional public school enrollees who were White (52 percent). The percentage of Asian/ Pacific Islander students enrolled in charter schools (4 percent) was also lower than the percentage enrolled in public schools (5 percent).[11]

Homeschooled Students

Likewise, limited data are available about the homeschooled population, making it impossible to provide projections for this group of students. Despite these limitations, it is important to understand some general background about homeschooled students. They represented 3.4 percent of the school-age population (1.77 million students) in 2011, up slightly from 3.0 percent (1.52 million students) in 2007, and research indicates that family financial conditions may have contributed to further recent increases during the economic recession and recovery.[12] It is generally not possible to get state-level detail about the number of homeschooled students, nor to determine how many graduates were homeschooled.[13]

Immigration

Similar to the data limitations around charter- and homeschooled students, immigration presents substantial data-related challenges. Immigration – both authorized and unauthorized – has an important effect on population change, including births. With available data, it is simply not possible to pinpoint the exact contribution of immigration on the number of high school graduates. A few statistics about U.S. immigration trends, however, are helpful for understanding the relationship (and to some extent, the magnitude) of immigration to population growth overall and among youth in particular. The key takeaway is that higher immigration in previous years probably added more to the youth population in previous editions' projections than is likely for most of the years covered by the current edition.

In 2014, immigrants – including those who came to the U.S. or who were born here to foreign-born parents – represented 13.6 percent of the U.S. population (of which unauthorized immigrants were estimated to represent about 3.5 percent of the overall population and a quarter of the foreign-born population).[14] The Pew Research Center estimates that immigrants contributed fully half of the nation's population increase between 1965 and 2015 (a total of 72 million people).[15]

Between 1990 and 2014, non-native youth aged 19 and under represented 4 to 5 percent of all children aged 19 and under (not including U.S.-born children born to non-native parents), but their share relative to U.S.-born children under age 19 has decreased since 2000.[16] Also, recent immigrants have higher fertility rates than the U.S-born population.[17] Furthermore, the ratio of births to first graders six years later in the U.S. indicates a potentially dramatic decrease in net in-migration over the past five years. Between 2000 and 2008, the number of first graders exceeded the number of births six years previously by 3 percent. After 2010, however, it appears that fewer students enrolled in first grade than had been born six years previously. This is to be expected given factors such as childhood mortality (which is relatively steady at 0.7 percent nationwide), homeschooling, and an increase in the number of younger students who opt to defer

enrollment by one year. But this decrease in births-to-first grade progression is likely reflective of recent declines in immigration.

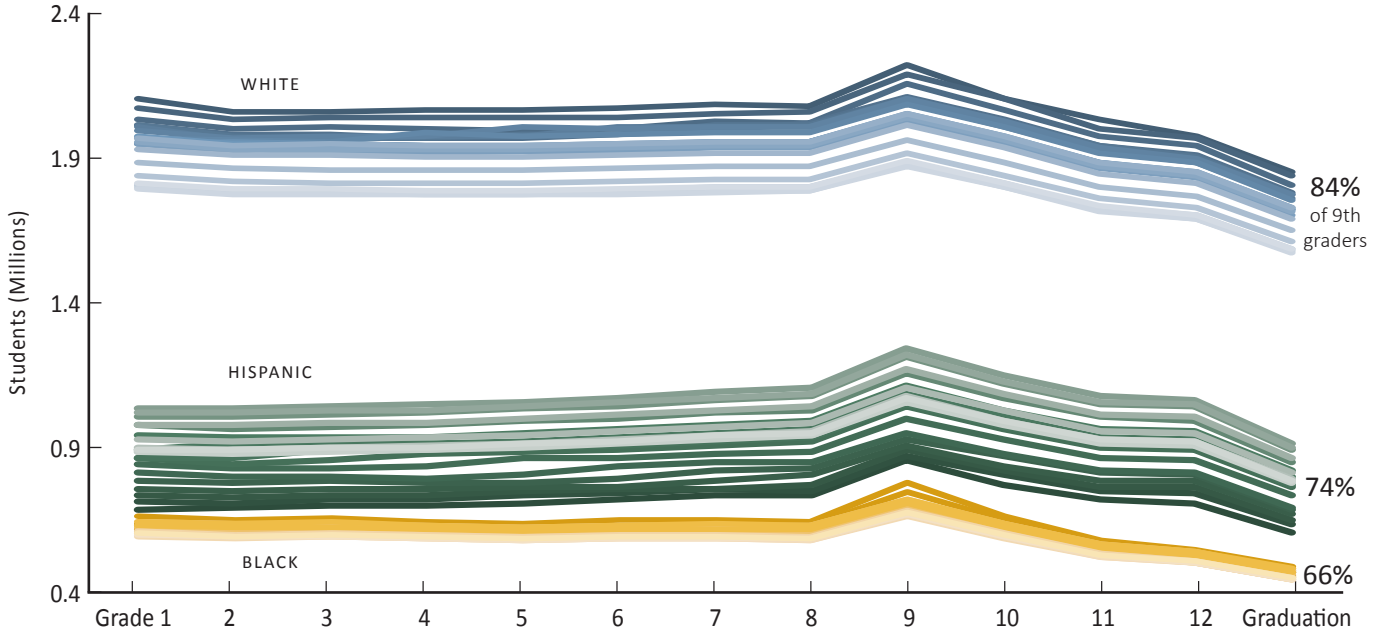
Most immigrants are Hispanic, but they are not a homogeneous category. Nationally, 64 percent of the Hispanic population is of Mexican origin, and almost 10 percent are of Puerto Rican origin. Individuals of these largest portions of the Hispanic population tend to be younger. And the share of all Hispanics that are foreign-born has fallen from about 40 percent in 2000 to 35 percent in 2014 (of these, 33 percent and 2 percent of Hispanics are of Mexican and Puerto Rican origin, respectively).[18] The number of Mexican immigrants alone has totaled about 40 million since the 1970s (not including children born here). After that, the trend of Mexican immigration halted and then reversed. About 3 million Mexicans were estimated to have migrated to the U.S. between 2000-05, about 1.4 million between 2005-10, and about 870,000 between 2009-14 – a five-year period during which more than 1 million returned to Mexico, resulting in fewer Mexicans coming to the U.S. than leaving during roughly the same years that the number of births was in decline.[19] During that same time, Asian immigration increased and is expected to be a primary factor in population growth, albeit in smaller numbers.[20]

Clearly, non-native populations have been important factors in the overall size and profile of the U.S. population and school-age youth, and will be increasingly important as the number of White students continues to decline.

Enrollments Data Describe Untapped Opportunity

The enrollments data also reveal gaps in academic progress between different student populations as well as the populations that could yield the largest number of additional students – and, ultimately, high school graduates – if those gaps were narrowed. This kind of information is particularly important because the number of high school graduates has reached

Figure 4.4. Progression of Students Through the Grades, by Race/Ethnicity, School Years 2000-01 to 2020-21 (Projected)



Notes:
Earlier starting years shown as **DARKER** lines (e.g., 1st graders in 2000-01 to 2009-10. Later starting years shown as **LIGHTER** lines (e.g., 1st graders in 2010-11 to 2020-21). Each line represents the count of students beginning in Grade 1 and in each successive grade year-over-year, to Grade 12 and then graduate counts. Twenty years, i.e., starting "cohorts," are shown for each race/ethnicity. American Indian/Alaska Native not included due to reasons of scale.

a plateau. There are simply fewer youth overall, so progress must be made in moving more of them successfully through the grades.

There are limits to the conclusions that can be drawn from these data, however. WICHE does not have data for predefined cohorts of students tracked over time, such as what the states now uniformly report on.[21] As noted earlier, although it is possible to observe the percentage of students in one grade compared to the number in the prior grade a year earlier, movement in and out of the grades over the course of a year can affect that number. This is certainly a bigger consideration at a school district level, but student movement in and out of state or between public and private schools, as well as other movements, can reduce or add to the number of students in a given year. For that reason, WICHE only looks at progression at the national level, where in- or out-migration is not likely to a primary factor. Another mitigating factor with these data is that WICHE uses data for all high school graduates (regular diploma recipients) in a given year, so the number could include graduates who were not 12th grade students in that year. And some students might not graduate in one year from the 12th grade, but might go on to graduate in a later year.

Figure 4.4 displays an approximate "cohort" (or count) of first graders in a start year and the number of children who progress to the next grade, year-over-year, until that same approximate cohort of first-graders would theoretically reach graduation approximately 11 years later. The rates of progression from one grade to the next are relatively similar in the earlier grades up through eighth grade, and then there is a noticeable uptick between the eighth and ninth grades. This is generally considered to be due to several factors that cannot be precisely quantified.[22] Other data show relatively high rates of retention for ninth graders. The other factor is the movement between private and public schools at certain junctures. For example, there is a slight decrease in the number of private school eighth graders compared to private school ninth graders, suggesting that many private middle school students attend public high schools.

Figure 4.4 illustrates that, on average, about 84 percent of White public school ninth graders are counted in the cohort of public high school graduates four years later. The corresponding rate for Hispanic public high school students is 74 percent, and for Black public high school students it is 66 percent. It bears repeating that there are limitations to the conclusiveness of these data, but it is difficult to ignore the differences between the high school populations by race/ethnicity.[23] On average, nationally, between 11 to 12 percent fewer non-White public school ninth graders appear to be making it to graduation compared to White public school ninth graders (non-White includes Black, Hispanic, American Indian/Alaska Native, and Asian/Pacific Islander).

Enrollment Projections Summary

A key message from the projections is that not only is the number of high school graduates declining, but also that the youth population is rapidly becoming majority non-White. The workforce of the 2030s will be determined over the course of the next 15 years by the youth who are entering school today. The data used in these projections indicate that fewer young adults will be entering the workforce overall over the next 15 years, and an increasing number of them will be individuals of color, but that there might be even more if differences in progression through the educational pipeline between populations were narrowed.

Endnotes

[1] Population Reference Bureau, "World Population Data Sheet 2014: The Decline in U.S. Fertility," December 2014, accessed October 6, 2016, www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/us-fertility-decline-factsheet.aspx; Gretchen Livingston, "Is U.S. fertility at an All-Time Low? It Depends," Washington, D.C.: Pew Research Center, February 24, 2015, accessed October 6, 2016, www.pewresearch.org/fact-tank/2015/02/24/is-u-s-fertility-at-an-all-time-low-it-depends/.

[2] WICHE began reporting about the impending reduction in White high school graduates in the 1998 edition of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1996-2012*. Other demographic centers report about Whites becoming the minority in the general population around 2050, but younger age groups becoming White non-majority in earlier years.

[3] Ibid, Population Reference Bureau.

[4] Births are categorized by the race/ethnicity of the mother. For simplicity, WICHE uses the mother's race/ethnicity interchangeably with the infant's race/ethnicity. However, some infants might be categorized differently in other data which capture the combined race/ethnicity of the mother and father. See Appendix C for more detail.

[5] The federal Common Core of Data data that WICHE uses for these projections do not encompass students in Bureau of Indian Education (BIE) schools. The data indicate that students enrolled in BIE and tribally-operated schools educate between 8 to 10 percent of all American Indian/Alaska Native youth, about 40,000 student within 183 schools in 23 states. In school year 2012-13, the states with the highest number of schools serving 70 percent of BIE-educated youth nationally, were Arizona, New Mexico, South Dakota, and North Dakota. Other states in which American Indian/Alaska Native individuals are most highly concentrated are Oklahoma, California, and Alaska, but it appears most of these students are included in the public schools data. WICHE was unable to obtain the necessary data to add these students to the projections.

[6] Center for Public Education, "School Choice: What the Research Says," National School Boards Association: Alexandria, VA, 2015, accessed March 30, 2016, www.centerforpubliceducation.org/schoolchoice. While still a relatively small percent of all enrollments, recent data suggest growth in the numbers of students enrolled with full-time virtual schools. These students should be reflected in the public total, but to the extent that these students experience different outcomes, they could have an effect on graduation counts that may differ from the overall trend among public school students. See for example Gary Miron, Charisse Gulosino and Brian Horvitz, "Virtual Schools in the U.S. 2014: Politics, Performance, Policy and Research Evidence," Section III, Boulder, CO: National Education Policy Center, University of Colorado Boulder, 2014, accessed October 27, 2016, http://nepc.colorado.edu and National Center for Education Statistics, Common Core of Data, Data Tables, Virtual Schools, Counts and Enrollment, 2013-14, available online at https://nces.ed.gov/ccd/data_tables.asp.

[7] Jon Marcus, "The Demise of Private Schools," *The Atlantic*, September 2, 2015, accessed October 31, 2016, www.theatlantic.com/education/archive/2015/09/parochial-schools-demise/403369/.

[8] WICHE would need grade-level enrollments disaggregated by traditional and charter school status. This level of detail is not available in the Common Core of Data state data files, let alone disaggregated by race/ethnicity.

[9] Grace Kena, Lauren Musu-Gillette, Jennifer Robinson, Xiaolei Wang, Amy Rathbun, Jijun Zhang, Sidney Wilkinson-Flicker, Amy Barmer, Erin Dunlop Velez, Thomas Nachazel, Allison Dziuba, Wyatt Smith, Victoria Nelson, Virginia Robles-Villalba, William Soo, and DeLicia Ballard, "The Condition of Education 2015," Washington, D.C.: National Center for Education Statistics, 2015), Chapter 2, accessed October 15, 2016, http://nces.ed.gov/pubs2015/2015144.pdf.

[10] National Alliance for Public Charter Schools, "A Growing Movement: America's Largest Charter School Communities," December 2014, accessed October 27, 2016, www.publiccharters.org.

[11] Lauren Musu-Gillette, Jennifer Robinson, Joel McFarland, Angelina KewalRamani, Anlan Zhang, and Sidney Wilkinson-Flicker, "Status and Trends in the Education of Racial and Ethnic Groups 2016," Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2016, accessed October 27, 2016, http://nces.ed.gov/.

[12] National Center for Education Statistics, Homeschooling Fast Facts, accessed October 31, 2016, https://nces.ed.gov/fastfacts/display.asp?id=91; Stephanie Ewert, "The Decline in Private School Enrollment," SEHSD Working Paper Number FY12-117 (Washington, D.C.: U.S. Census Bureau, 2013), accessed November 8, 2016, from https://www.census.gov/hhes/school/files/ewert_private_school_enrollment.pdf.

[13] The most easily accessible, state-level data found was Milton Gaither, "All the Available State Homeschooling Data, 2011," February 6, 2012, accessed October 27, 2016, https://gaither.wordpress.com/2012/02/06/all-the-available-state-homeschooling-data-2011/.

[14] Jeffrey S. Passel and D'Vera Cohn, "Overall Number of U.S. Unauthorized Immigrants Holds Steady Since 2009," Pew Research Center, September 20, 2016, accessed October 26, 2016, www.pewhispanic.org/2016/09/20/overall-number-of-u-s-unauthorized-immigrants-holds-steady-since-2009/.

[15] Pew Research Center, "Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065: Views of Immigration's Impact on U.S. Society Mixed," Washington, D.C.: September, 2015, accessed October 27, 2016, www.pewhispanic.org/files/2015/09/2015-09-28_modern-immigration-wave_REPORT.pdf.

[16] Ann Brown and Renee Stepler, "Statistical Portrait of the Foreign-Born Population in the United States," Pew Research Center, April 19, 2016, accessed October 15, 2016, www.pewhispanic.org/2016/04/19/statistical-portrait-of-the-foreign-born-population-in-the-united-states-trends/.

[17] Ibid, Population Reference Bureau.

[18] Ibid, Brown, 2016.

[19] Ibid, Cohn and Passel, and Miriam Jordan, "Mexican Immigration to U.S. Reverses," Wall Street Journal, November 19, 2015, accessed October 15, 2016, www.wsj.com/articles/mexican-immigration-to-u-s-reverses-1447954334.

[20] Ibid, Pew Research Center, 2015.

[21] That is, the "adjusted cohort graduation rate" (ACGR), the percent of ninth graders who graduate from high school four years later, adjusted for movement in and out of the cohort such as relocation, school change, or death.

[22] Ibid, Western Interstate Commission for Higher Education, "Knocking at the College Door Methodology Review," accessed October 24, 2016, www.wiche.edu/pub/knocking-methodology-review.

[23] See Appendix C for more information about official published cohort graduation rates.

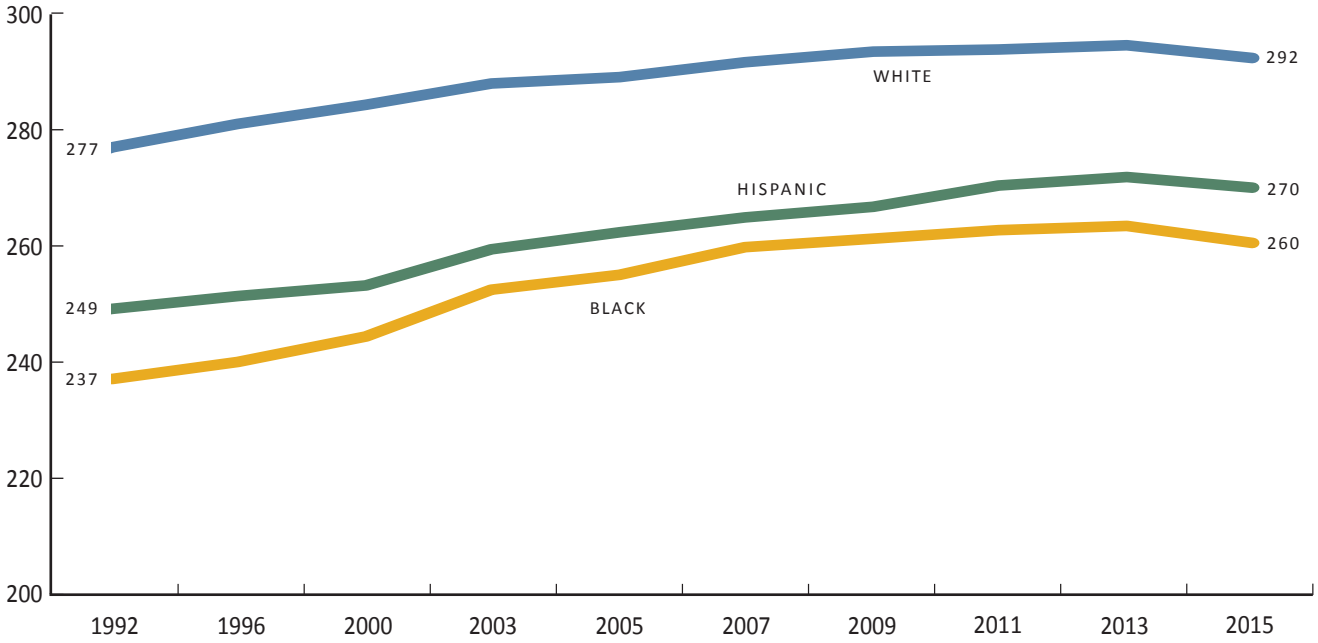
CHAPTER 5. IMPLICATIONS

The projections presented in this edition of *Knocking at the College Door* tell a different story from years past. After about 15 years of steady increases between 1996 and 2013, the total number of high school graduates is projected to reach a plateau. No longer will state and postsecondary institutional leaders be able to count on a steadily increasing stream of high school graduates knocking at their door. And, beyond 2026, U.S. colleges can expect an overall decline in the number of high school graduates. As discussed at length in Chapter 3, the national numbers certainly mask regional and state variation. Specifically, there will be growth in the South and West and continued declines in the Midwest and Northeast. Underlying these trends is increasing diversification of the high school graduating classes fueled in part by declines in the numbers of White students. If one thinks about these changing demographics in the context of the education pipeline, the policy and practice implications are varied and potentially impactful.

Policy Questions and Implications

A variety of public policy questions and implications arise from an examination of these data; how the policy issues are framed depends on one's perspective. For instance, a state legislator from a state with projected declines in high school graduates will likely see a policy challenge to solve and a solution that involves identifying ways to fill seats on college campuses. A state legislator from a state with projected increases, on the other hand, has the exact opposite challenge in mind. How will the state deal with too much demand and not enough capacity to serve its students, particularly when the available resources are limited? Another example might be an enrollment manager at a college campus with moderately selective admissions in a state with projected declines in enrollments. In order to build a freshmen class that will succeed at her institution, she will have to decide which students to recruit and from where. These are just a few on-the-ground examples of the immediate issues that arise when considering the effects of the projected demographic changes.

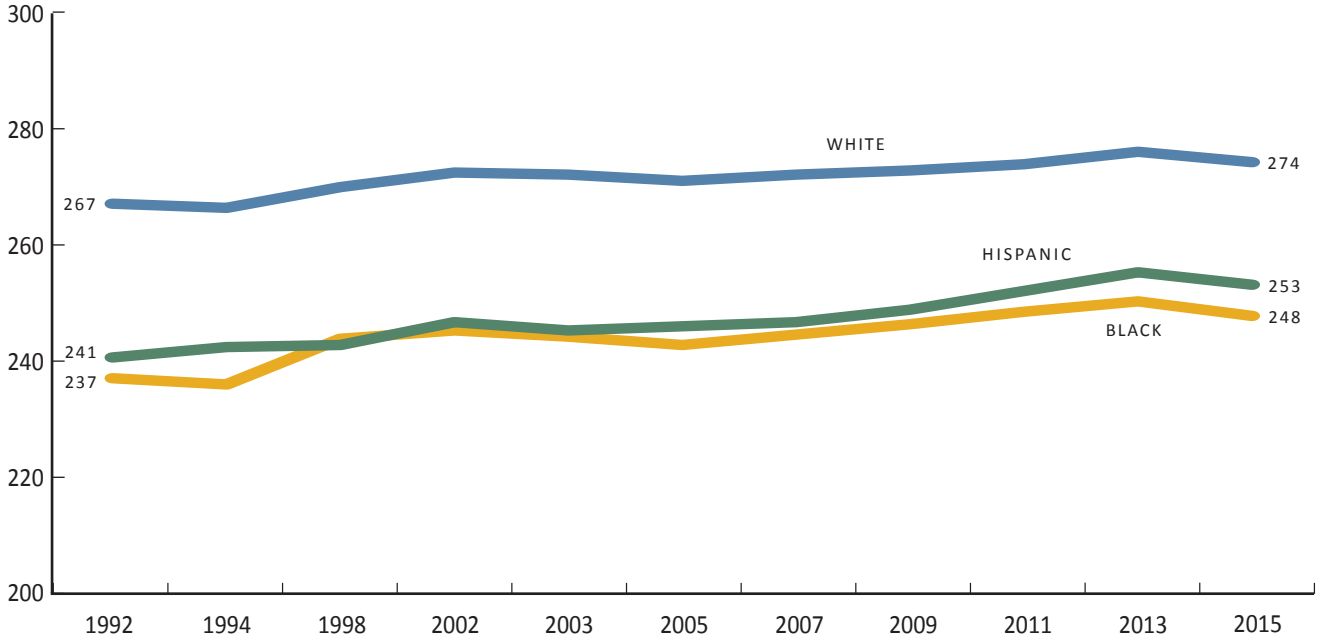
Figure 5.1. National Assessment of Educational Progress Scores in Math for 8th Graders, 1992-2015



Note: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawai'ian. Race categories exclude Hispanic origin. Prior to 2011, students in the "two or more races" category were categorized as "unclassified." The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Mathematics Assessments.

Figure 5.2. National Assessment of Educational Progress Scores in Reading for 8th Graders, 1992-2015



Note: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawai'ian. Race categories exclude Hispanic origin. Prior to 2011, students in the "two or more races" category were categorized as "unclassified." The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013 and 2015 Mathematics Assessments.

But there are also long-term considerations related to the entire educational pathway as well.

Achievement Gap in K-12

When people speak about the achievement gap in K-12 education, they are generally referring to the variations in academic performance between different populations of students. In the United States, the differences are revealed most starkly by race/ethnicity. For example, Whites consistently outperform students of color in both math and reading among eighth graders (see Figures 5.1 and 5.2).[1] And although some progress has been made to close the achievement gaps between students of color and White students that have been prevalent since the 1970s, disparities remain.[2]

The *Knocking at the College Door* projections of high school graduates as well as high school enrollments suggest a diversification of student populations, with fewer White students and increasing numbers of non-White students. Despite some progress in efforts to close the achievement gaps between these groups of students, if these trends continue the outlook for overall student performance may be in question.

Recent state policy changes, such as the implementation of the Common Core State Standards (CCSS), are intended to have a positive impact on the academic performance of all students. However, the CCSS has been a politically charged issue that has created, and will continue to create, challenges for assessing the true impact of this major policy change on student academic performance overall, as well as identifying whether they have been effective for all students and not just those who have historically performed well academically. The first CCSS-aligned examinations were given in Spring 2015; however, the decision by states to adopt various tests has induced variability that complicates the evaluation even further. For example, some states have adopted the Smarter Balanced Assessment while others have joined the Partnership for Assessment of Readiness for College and Careers (PARCC). Some states have aligned with ACT or The College Board or developed their own assessment. This variation makes comparison across states challenging at best. Over time, an examination of other indicators such as the National Assessment of Educational Progress (NAEP) can help to assess the impact of these new standards on student academic performance, specifically with respect to certain subpopulations.

Adoption and implementation of the standards on their own, however, will not lead to improvements. It is what happens on the ground that will impact students the most. The policy and practice decisions that district and school administrators make, as well as the support they give to the teachers who interact with the students every day, are critical to the success of the standards. The amount of actionable data that are now available about these standards and assessments is unprecedented. If educators can develop the skills necessary to understand and use the data from the assessments – and if schools and districts can provide them with the support they need to develop those skills – they will be better able to make informed decisions about how to more effectively support their students.

There are myriad policy efforts around the country that are designed to close the achievement gaps in K-12 education, and they are not all focused solely on the academic aspects of a child's life. Many of the children in student populations that perform less well than the average are also from low-income backgrounds, and comprehensive efforts aimed at supporting those children are underway in many areas. Stakeholders should consider undertaking additional evaluations of the impact that those policies and programs are having and the ways they interact with the academic initiatives, as well as consider ways of scaling them up in a concerted effort.

Reaching the Goals

In the past decade, various entities have established postsecondary attainment goals designed to spur policymakers and higher education leaders to action. In an address to a Joint Session of Congress in 2009, President Barack Obama established a national postsecondary attainment goal whereby the nation would achieve the highest proportion of college graduates in the world by 2020.[3] Lumina Foundation has been working toward Goal 2025, which aims to have 60 percent of Americans holding degrees, certificates, or other high-quality postsecondary credentials by 2025.[4] Likewise, as of September 2016, governors, legislatures, or college or university systems in at least 29 states had set postsecondary attainment goals for their students.[5] When these goals are developed in ways that lead to policymakers and stakeholders believing that they are legitimate and worthwhile, then policymakers and stakeholders will work toward them. When designed well, these goals also provide a common purpose by which people at all levels can make decisions. For instance, in November 2013, the Washington Student Achievement Council (WASC), that was subsequently adopted by the Washington State Legislature, adopted the 2013 Roadmap report that set two aggressive state educational attainment goals to be achieved by 2023:

- All adults in Washington, ages 25-44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.[6]

To accomplish these goals, WSAC identified strategies focused on three primary objectives: ensuring access, ensuring learning, and preparing for future challenges.[7] WSAC adopted an update to the 2013 Roadmap in December 2015.[8] The 2015 Update, which was the first progress report since the initial adoption, showed progress on three key measures: high school completion, postsecondary enrollment, and postsecondary completion.[9] Although the state is only just beginning to monitor progress toward its goals, the Roadmap has defined how the state views and advances its higher education agenda. For instance, Washington is now preparing to release its 2017-19 strategic plan to advance educational attainment, and cites *Knocking at the College Door* data that show increasing diversification in the state of Washington. Importantly, the plan highlights the need to serve underrepresented students if the state is to meet its established goals in the near future.[10]

In addition to the projected plateau in the number of high school graduates, the United States has been facing steadily declining enrollments in all sectors for students over the age of 24.[11] This creates additional challenges; with fewer students in the traditional pipeline and fewer adults returning to postsecondary education recently, policymakers who want to reach the national and state postsecondary attainment goals will need to consider how to more effectively serve populations that have not been served well

historically.[12] To begin, they need to use data to evaluate the impact of policies, particularly when resources are limited. Then, as they identify effective policies, they must invest in scaling up those that work.

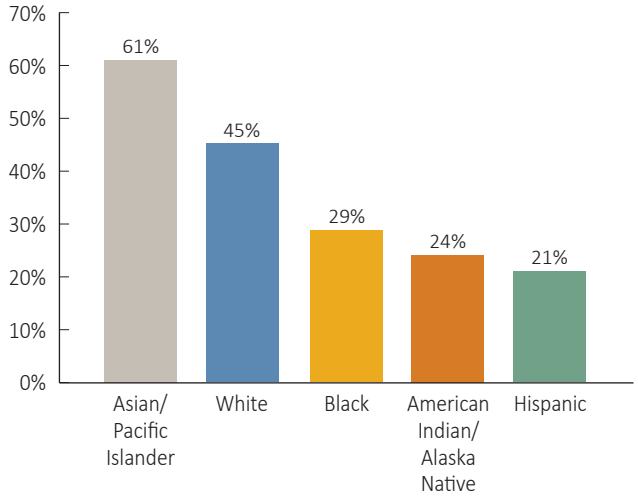
Postsecondary institutions also feel the combined effects of the projected plateau in the number of traditional-age students in the pipeline and a decline in adult student enrollments. While there is variation at the regional and state levels, overall such an environment can create increased competition for students within and across state borders, forcing enrollment managers and others not just to find new ways to recruit students, but also to identify new categories of students to recruit in the first place.

Attainment Gap in Postsecondary Education

State postsecondary attainment goals are often set by looking at data that indicate projected employment needs, which is a key consideration for governors, state legislators, and others who are interested in creating and maintaining a robust economy with a skilled workforce. Far fewer states, however, have explicitly included in their goals any language about closing attainment gaps for underserved students despite data that clearly show changes in demographics around the nation. The achievement gaps seen in K-12 education are also reflected in postsecondary education; Asian and White students have higher postsecondary attainment levels than Black, American Indian/Alaska Native, and Hispanic adults (see Figure 5.3).

Colorado is an example of a state that is taking the lead in focusing its attention on closing its attainment gap. State policymakers have recognized that despite overall high postsecondary education attainment levels, certain troubling trends persist. Students of color enroll in college at lower rates than White students, they do not perform as well, and they graduate at lower rates. In response, and with the support of Governor John Hickenlooper, the Colorado Department of Higher Education (CDHE) has set as its primary strategic policy initiative closing the attainment gap by half by 2025. For the past year, CDHE has been establishing strategies, setting targets, and monitoring progress toward this goal. This specific attention to the state's attainment gap is the guide by

Figure 5.3. Postsecondary Educational Attainment Level, Associate's Degree and Above, by Race/ Ethnicity, Adults aged 25-64 (2014)



Source: U.S. Census Bureau, 2012, 2013, and 2014 American Community Survey One-Year PUMS Files.

which the department does much of its work and that helps staff stay on target.

Going forward, particularly in light of these projections suggesting rapid diversification in the traditional-education pipeline, those states that are serious about reaching their attainment goals will soon likely need to consider establishing a set of related goals that address attainment gaps. Without specific attention paid to this issue, states are not likely to prioritize it even when the data may clearly show unprecedented changes in demographics at their doorstep.

Connections to the Workforce

Finally, the gaps that persist in K-12 and in higher education will ultimately manifest in the workforce. Data show that 65 percent of jobs will require some sort of training beyond high school by 2020.[13] Until American Indian/Alaska Native, Hispanic, and Black students are achieving the same levels of degree attainment that Asian and White students are, they will not be able to fully participate in and benefit from the expanding global economy.

As an example, students of color have fallen behind particularly in STEM (science, technology, engineering, and mathematics) occupations.[14] While underserved students (including African American, American Indian/

Alaska Native, Hispanic/Latino, or Native Hawaiian/other Pacific Islander; low-income; or first generation in college) make up a large portion of potential STEM students, they are far less prepared for success in STEM coursework in college as measured by the ACT College Readiness Benchmark in science.[15] While this is not to suggest that all students need to pursue STEM degrees in order to succeed in the workforce, careers in STEM fields are often higher paying, are increasingly in demand, and are connected to the country's economic competitiveness and innovation.[16]

Another example that affects students throughout the education pipeline is the diversity of the educator workforce. Despite evidence suggesting that racial diversity among teachers can benefit students, 82 percent of public school teachers in the 2011-12 school year identified as White, a figure that has not changed much in the past 15 years.[17] The racial/ethnic composition of the leadership at schools looks much the same. In the 2011-12 school year, about 80 percent of public school principals were White, compared to only 10 percent who were Black, and 7 percent who were Hispanic.[18] Yet, the racial/ethnic composition of the students they serve has shifted. The projections presented in this edition of *Knocking at the College Door* confirm this diversification will continue and amplify into the future. As discussed in Chapter 2, the projected increases in the number of non-White public high school graduates could replace the decline in the number of White high school graduates (public and private combined) almost one-to-one in a number of years.

As the composition of high school graduating classes becomes more diverse, targeted policy efforts designed to increase success among non-White student populations will be necessary to maintain the levels of postsecondary education attainment that the U.S. has historically experienced, not to mention the economic standard of living that is underpinned by high levels of educational attainment. Not only will the number of White students – who have historically performed better – simply not be in the pipeline as they have been at previous points, there is a societal obligation as well as an economic imperative to serve all of the youth of this country so they can succeed in school and in the workforce.

Implications Summary

In the context of the changing demographics presented in *Knocking at the College Door,* policymakers and stakeholders have some important policy decisions to make. As education professionals, policy leaders, researchers, community leaders, or parents, we can choose to focus on the challenges or view this as an opportunity. The education landscape looked very different 40 years ago than it does today, and it will look very different 40 years from now. How we want our education system, our society, and country to look is up to us. WICHE encourages everyone with a stake in education to take these data as they are presented here and use them in ways that make our schools, districts, universities, colleges, states, and country places with more high-quality educational opportunities for all students.

Endnotes

[1] National Center for Education Statistics, "NAEP Data Explorer," accessed October 27, 2016, http://nces.ed.gov/nationsreportcard/naepdata/.

[2] National Center for Education Statistics, "The Nation's Report Card," , accessed October 27, 2016, http://nces.ed.gov/nationsreportcard/.

[3] Martha Kanter PowerPoint Presentation, "Winning the Future," accessed October 27, 2016, www.ed.gov/sites/default/files/winning-the-future.ppt.

[4] Lumina Foundation, "Goal 2025," accessed October 27, 2016, https://www.luminafoundation.org/goal_2025.

[5] Strategy Labs, "States with Higher Education Attainment Goals," September 16, 2016, accessed October 27, 2016, http://strategylabs.luminafoundation.org/wp-content/uploads/2013/10/State-Attainment-Goals.pdf.

[6] Washington Student Achievement Council, "The Roadmap," accessed on October 22, 2016, http://www.wsac.wa.gov/the-roadmap.

[7] Ibid.

[8] Washington Student Achievement Council, "2015 Roadmap Update," accessed on October 22, 2016, http://www.wsac.wa.gov/2015-roadmap-update.

[9] Ibid.

[10] Washington Student Achievement Council Power PowerPoint Presentation, "2017-19 Strategic Plan to Advance Educational Attainment," accessed November 3, 2016, http://wsac.wa.gov/sites/default/files/2016.10.12.05.Strategic.Action.Plan.pdf.

[11] National Student Clearinghouse Research Center, "Current Term Enrollment Estimates, Spring 2016," accessed October 25, 2016, https://nscresearchcenter.org/currenttermenrollmentestimate-spring2016/.

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[13] Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, "Recovery: Job Growth and Education Requirements through 2020," Washington, D.C.: Georgetown Center on Education and the Workforce, 2014, accessed October 27, 2016, https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf.

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[15] Ibid.

[16] Anthony P. Carnevale, Nicole Smith, and Michelle Melton, "STEM: Science, Technology, Engineering, Mathematics," Washington, D.C.: Georgetown Center on Education and the Workforce, 2014, accessed October 27, 2016, https://cew.georgetown.edu/wp-content/uploads/2014/11/stem-complete.pdf.

[17] John B. King, Jr., Amy McIntosh, and Jennifer Bell-Ellwanger, "The State of Racial Diversity in the Educator Workforce," Washington, D.C.: U.S. Department of Education, 2016, accessed November 1, 2016, http://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf.

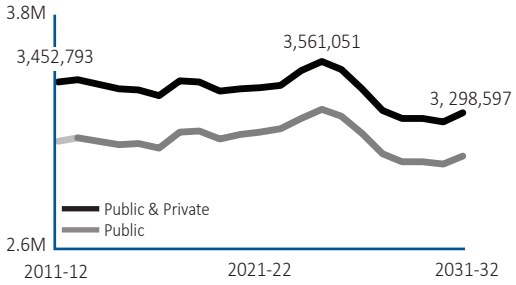
[18] Ibid.

APPENDIX A

HIGH SCHOOL GRADUATE DATA TABLES

UNITED STATES

- 3,409,100 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 3.1% between 2011-12 and 2024-25, the next highest year for the United States.



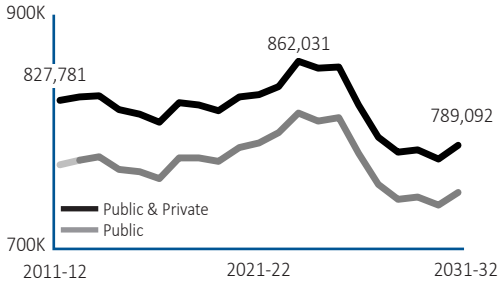
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	2,850,006	280,806	2,569,200	296,776	1,782,495	336,176	26,138	126,852		
	2001-02	2,910,675	289,141	2,621,534	314,122	1,800,226	345,430	26,901	132,043		
	2002-03	3,019,234	299,287	2,719,947	338,416	1,855,842	358,387	27,391	135,096		
	2003-04	3,059,930	300,041	2,759,889	359,401	1,856,119	371,972	28,331	137,812		
	2004-05	3,095,418	296,168	2,799,250	380,736	1,851,095	384,728	30,456	142,555		
	2005-06	3,115,511	302,099	2,813,412	387,257	1,852,128	391,122	29,185	150,747		
	2006-07	3,196,104	303,059	2,893,045	404,958	1,871,929	408,750	30,598	153,826		
	2007-08	3,315,437	314,100	3,001,337	449,346	1,902,881	431,944	32,062	159,646		
	2008-09	3,347,948	308,933	3,039,015	481,698	1,889,673	452,820	32,357	167,392	3,283	8,367
	2009-10	3,440,691	312,669	3,128,022	545,518	1,884,694	475,306	34,352	168,951	3,480	17,091
	2010-11	3,446,268	302,168	3,144,100	583,907	1,873,458	480,976	33,444	172,300	9,979	51,751
Projections of High School Graduates	2011-12	3,452,793	303,608	3,149,185	608,726	1,850,484	478,929	33,224	177,804	10,237	58,704
	2012-13	3,466,888	297,631	3,169,257	640,413	1,838,951	474,247	31,947	183,686	10,313	65,570
	2013-14	3,443,012	290,743	3,152,269	654,254	1,807,917	466,231	30,877	184,913		
	2014-15	3,421,456	286,430	3,135,026	672,840	1,776,322	464,405	30,099	185,255		
	2015-16	3,412,947	274,087	3,138,860	691,661	1,773,222	459,572	30,167	183,077		
	2016-17	3,385,917	267,024	3,118,893	698,626	1,757,322	450,543	29,300	183,383		
	2017-18	3,459,580	261,547	3,198,033	739,495	1,769,885	465,040	29,050	196,796		
	2018-19	3,455,113	252,085	3,203,028	767,254	1,754,284	461,072	28,139	196,622		
	2019-20	3,408,037	241,888	3,166,150	777,906	1,720,563	450,629	27,458	198,353		
	2020-21	3,420,211	235,248	3,184,963	800,815	1,724,512	441,955	26,662	206,196		
	2021-22	3,423,639	227,771	3,195,867	822,484	1,719,195	438,763	26,268	209,399		
	2022-23	3,434,723	218,201	3,216,522	856,276	1,704,187	445,157	25,878	208,632		
	2023-24	3,511,409	240,900	3,270,509	894,471	1,711,952	457,765	25,711	207,925		
	2024-25	3,561,051	243,739	3,317,313	917,776	1,724,972	471,323	25,399	209,494		
	2025-26	3,518,463	237,470	3,280,993	902,729	1,690,414	472,457	26,744	220,736		
	2026-27	3,420,010	229,347	3,190,662	865,793	1,648,372	460,941	26,106	219,501		
	2027-28	3,308,160	221,753	3,086,407	818,084	1,609,589	445,577	24,817	214,918		
	2028-29	3,267,826	220,750	3,047,076	794,047	1,584,150	434,638	23,785	215,234		
	2029-30	3,268,233	220,689	3,047,544	785,378	1,575,820	436,117	23,618	230,599		
	2030-31	3,252,714	219,170	3,033,544	779,977	1,572,108	436,682	23,481	226,830		
	2031-32	3,298,597	222,087	3,076,509	791,157	1,586,896	440,374	22,860	241,214		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

WEST

- 820,900 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 4.1% between 2011-12 and 2023-24, the next highest year for the West.



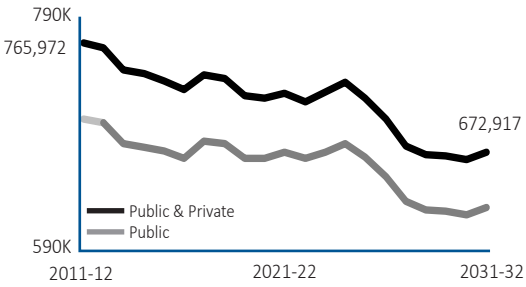
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	666,730	49,305	617,425	140,674	366,298	31,432	12,962	65,852		
	2001-02	685,038	50,356	634,682	147,744	370,654	32,708	13,309	68,193		
	2002-03	707,835	51,685	656,150	157,539	378,121	34,962	13,385	68,779		
	2003-04	710,628	52,957	657,671	164,741	370,405	35,537	13,567	69,382		
	2004-05	736,341	54,471	681,870	177,644	374,277	37,770	14,964	71,614		
	2005-06	719,433	55,499	663,934	173,234	365,549	36,514	13,959	74,640		
	2006-07	737,622	55,557	682,065	179,001	365,583	37,582	14,648	75,257		
	2007-08	769,867	58,231	711,636	199,281	370,347	38,657	15,533	77,809		
	2008-09	772,322	56,731	715,591	209,276	368,771	39,667	15,364	83,405	2,945	7,157
	2009-10	813,358	58,033	755,325	241,390	368,424	42,942	16,150	82,564	2,797	11,637
	2010-11	820,323	55,623	764,700	258,613	365,254	42,598	15,246	82,989	7,700	16,814
Projections of High School Graduates	2011-12	827,781	55,635	772,146	270,898	358,073	43,189	15,315	84,670	7,900	18,825
	2012-13	830,996	54,429	776,567	278,499	355,506	42,235	14,403	85,923	7,834	20,510
	2013-14	831,548	52,304	779,244	283,687	352,391	41,089	14,186	84,274		
	2014-15	819,994	51,649	768,345	285,524	343,343	39,514	13,597	82,433		
	2015-16	816,451	49,894	766,558	289,233	341,312	38,581	13,516	80,080		
	2016-17	808,871	48,557	760,314	287,767	338,621	37,313	13,226	79,468		
	2017-18	825,595	47,488	778,106	300,962	339,243	37,287	13,052	83,407		
	2018-19	824,370	45,897	778,473	306,284	336,652	36,502	12,753	81,399		
	2019-20	819,514	44,242	775,273	308,743	332,949	35,278	12,578	80,757		
	2020-21	830,692	43,339	787,353	314,761	337,870	34,844	12,289	82,913		
	2021-22	833,075	41,992	791,082	320,171	337,350	34,025	12,368	82,520		
	2022-23	840,180	40,180	800,000	331,258	336,696	33,894	12,239	81,096		
	2023-24	862,031	45,013	817,018	343,887	343,071	34,217	12,168	78,679		
	2024-25	855,852	45,522	810,331	340,895	342,711	33,601	12,079	76,078		
	2025-26	857,361	44,282	813,078	337,900	339,056	36,036	12,660	83,107		
	2026-27	824,051	42,186	781,865	317,929	329,914	35,445	12,292	81,572		
	2027-28	795,663	40,735	754,928	300,465	324,455	34,675	11,555	78,580		
	2028-29	782,761	40,479	742,283	289,863	316,325	33,638	11,263	76,609		
	2029-30	785,135	40,643	744,492	285,013	314,439	33,581	11,215	82,838		
	2030-31	777,687	40,104	737,583	280,133	314,669	33,992	11,060	82,839		
	2031-32	789,092	40,644	748,448	280,850	317,547	34,332	10,588	88,793		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MIDWEST

- 717,300 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in the Midwest is not projected to increase after 2011-12, ending at 672,900 in 2031-32.



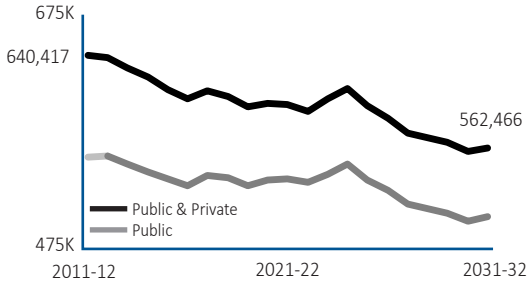
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	696,343	68,899	627,444	21,527	528,384	58,409	3,211	15,493		
	2001-02	704,729	69,999	634,730	23,829	529,895	60,381	3,548	16,559		
	2002-03	726,939	70,859	656,080	25,598	547,007	62,578	3,524	16,670		
	2003-04	734,257	70,501	663,756	28,175	546,991	66,392	3,778	17,373		
	2004-05	726,502	65,856	660,646	29,670	537,481	69,590	3,924	17,727		
	2005-06	733,592	65,324	668,268	31,948	539,718	73,479	3,808	19,029		
	2006-07	753,435	65,953	687,482	33,771	545,981	79,675	4,220	19,062		
	2007-08	772,095	66,456	705,639	37,691	554,430	83,621	4,258	19,899		
	2008-09	767,652	65,471	702,181	40,302	544,718	86,525	4,262	19,803		
	2009-10	776,820	65,293	711,527	45,909	542,505	91,630	4,376	19,791	72	1,296
	2010-11	768,067	64,692	703,375	48,730	538,508	91,146	4,208	20,783	568	13,065
Projections of High School Graduates	2011-12	765,972	65,038	700,934	53,081	531,380	90,647	4,259	21,567	556	14,606
	2012-13	762,280	63,757	698,523	56,485	527,613	87,844	4,062	22,519	533	16,616
	2013-14	743,597	63,222	680,375	58,066	509,718	85,176	3,870	22,784		
	2014-15	739,674	62,657	677,017	62,561	502,567	85,205	3,721	23,479		
	2015-16	734,066	59,422	674,644	64,084	503,058	82,792	3,700	23,759		
	2016-17	726,056	57,786	668,269	66,371	498,543	80,347	3,601	24,220		
	2017-18	738,805	56,557	682,247	71,307	503,301	83,216	3,566	26,503		
	2018-19	735,338	54,940	680,398	75,574	500,259	81,795	3,458	26,593		
	2019-20	721,119	52,926	668,193	77,932	489,664	79,294	3,298	27,412		
	2020-21	719,086	51,265	667,821	80,891	489,489	77,504	3,257	28,666		
	2021-22	723,437	50,185	673,252	84,879	491,816	78,155	3,192	29,459		
	2022-23	716,335	48,488	667,848	88,085	484,814	78,314	3,079	29,637		
	2023-24	724,826	51,702	673,124	91,941	486,035	80,592	2,972	29,693		
	2024-25	732,563	51,819	680,744	95,714	490,069	82,214	2,992	30,518		
	2025-26	719,371	50,534	668,837	92,901	476,786	82,271	3,079	31,714		
	2026-27	701,232	49,063	652,169	88,563	465,925	80,390	3,031	31,323		
	2027-28	678,668	47,498	631,170	82,985	452,987	77,979	2,866	30,789		
	2028-29	671,060	47,200	623,860	80,029	448,199	75,804	2,665	31,070		
	2029-30	669,611	47,057	622,553	79,525	445,229	76,740	2,598	33,081		
	2030-31	667,192	46,831	620,361	77,376	443,969	77,405	2,613	32,833		
	2031-32	672,917	47,213	625,704	78,793	445,824	78,370	2,662	34,240		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NORTHEAST

- 599,400 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in the Northeast is not projected to increase after 2011-12, ending at 562,500 in 2031-32.



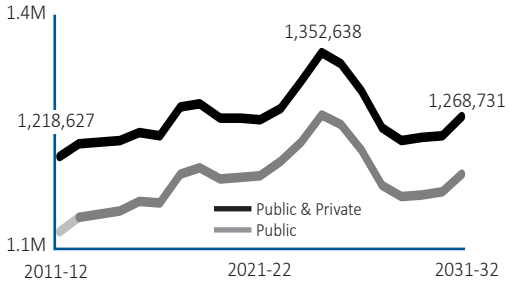
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	536,680	79,042	457,638	36,148	345,748	52,403	1,100	22,239		
	2001-02	544,118	82,639	461,479	35,855	350,049	51,743	1,078	22,753		
	2002-03	563,470	86,229	477,241	38,426	358,888	54,876	1,161	23,891		
	2003-04	576,523	84,868	491,655	41,611	366,076	58,128	1,280	24,545		
	2004-05	586,806	83,278	503,528	45,418	369,293	61,268	1,400	25,572		
	2005-06	605,543	85,677	519,866	50,361	376,006	64,608	1,349	27,667		
	2006-07	622,114	85,417	536,697	55,230	382,782	67,627	1,387	28,569		
	2007-08	639,941	87,652	552,289	60,104	387,309	71,225	1,451	29,943		
	2008-09	641,902	88,929	552,973	63,567	382,865	73,290	1,433	31,416	336	1,210
	2009-10	647,036	90,636	556,400	66,644	379,615	75,380	1,608	32,155	429	1,751
	2010-11	640,631	84,020	556,611	70,506	375,013	76,019	1,779	33,293	549	3,286
Projections of High School Graduates	2011-12	640,417	85,712	554,705	72,551	369,806	75,702	1,667	34,978	552	4,126
	2012-13	638,882	83,680	555,202	76,199	365,054	75,648	1,548	36,752	702	4,973
	2013-14	630,159	81,805	548,354	78,254	356,279	74,224	1,536	37,965		
	2014-15	622,380	80,504	541,876	80,822	345,861	74,416	1,727	38,508		
	2015-16	611,531	75,287	536,244	81,161	343,244	72,425	1,719	38,117		
	2016-17	603,414	73,056	530,358	82,217	335,878	71,483	1,642	38,131		
	2017-18	610,619	71,483	539,136	87,372	335,259	72,904	1,660	41,870		
	2018-19	605,739	69,070	536,669	91,089	329,507	72,523	1,772	41,984		
	2019-20	596,839	66,418	530,421	93,837	320,988	71,416	1,816	43,033		
	2020-21	600,008	64,826	535,182	97,315	321,736	70,657	1,808	44,979		
	2021-22	598,593	62,989	535,604	101,753	317,392	70,032	1,809	46,438		
	2022-23	593,303	60,660	532,643	107,351	308,636	70,705	1,953	46,198		
	2023-24	603,739	64,068	539,671	114,368	306,437	72,043	2,007	47,711		
	2024-25	612,637	64,536	548,101	120,918	305,179	73,873	2,104	49,921		
	2025-26	598,047	63,021	535,026	115,493	298,553	73,324	1,970	50,023		
	2026-27	587,408	61,674	525,733	114,829	291,520	72,183	1,973	49,915		
	2027-28	574,727	60,267	514,460	112,344	285,244	69,846	1,935	49,806		
	2028-29	570,654	60,045	510,609	113,424	276,950	68,058	1,805	51,150		
	2029-30	566,561	59,588	506,973	111,849	272,560	67,574	1,788	54,539		
	2030-31	558,830	58,755	500,076	110,305	270,834	66,094	1,866	51,733		
	2031-32	562,466	59,111	503,355	111,532	271,475	65,200	1,825	53,917		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

SOUTH

- 1,267,800 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 11.0% between 2011-12 and 2024-25, the next highest year for the South.



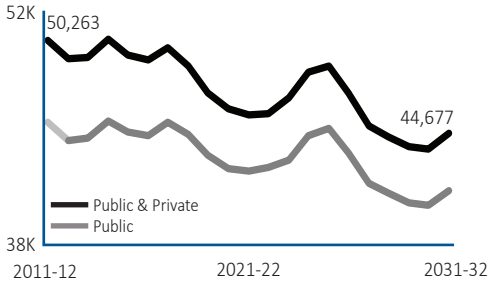
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	950,253	83,560	866,693	98,428	542,065	193,932	8,865	23,267		
	2001-02	976,790	86,147	890,643	106,694	549,628	200,598	8,966	24,538		
	2002-03	1,020,990	90,514	930,476	116,854	571,826	205,972	9,322	25,756		
	2003-04	1,038,523	91,715	946,808	124,874	572,648	211,915	9,706	26,511		
	2004-05	1,045,769	92,563	953,206	128,004	570,044	216,100	10,168	27,642		
	2005-06	1,056,943	95,599	961,344	131,714	570,855	216,521	10,069	29,411		
	2006-07	1,082,933	96,132	986,801	136,956	577,583	223,866	10,343	30,938		
	2007-08	1,133,534	101,761	1,031,773	152,270	590,795	238,441	10,820	31,995		
	2008-09	1,166,072	97,802	1,068,270	168,553	593,246	252,630	11,413	33,435	2	
	2009-10	1,203,477	98,707	1,104,770	191,575	593,970	264,353	12,401	35,439	182	2,407
	2010-11	1,217,247	97,833	1,119,414	206,058	594,284	270,775	12,395	35,886	1,162	18,586
Projections of High School Graduates	2011-12	1,218,627	97,227	1,121,400	212,196	590,790	268,904	12,185	37,307	1,229	21,147
	2012-13	1,234,777	95,812	1,138,965	229,230	590,382	267,961	12,138	39,242	1,244	23,471
	2013-14	1,236,737	93,558	1,143,178	234,794	589,323	265,319	11,552	41,181		
	2014-15	1,238,679	91,758	1,146,921	245,202	584,080	264,988	11,367	42,220		
	2015-16	1,249,349	89,284	1,160,065	258,701	584,743	265,552	11,587	42,595		
	2016-17	1,244,581	87,341	1,157,240	263,275	582,762	261,106	11,163	43,103		
	2017-18	1,281,267	85,741	1,195,526	281,405	590,653	271,403	11,130	46,950		
	2018-19	1,286,103	81,933	1,204,170	296,515	586,555	270,079	10,549	48,954		
	2019-20	1,266,957	78,078	1,188,879	299,947	575,471	264,649	10,166	49,763		
	2020-21	1,266,869	75,684	1,191,185	310,780	573,796	259,085	9,717	52,521		
	2021-22	1,264,926	72,464	1,192,461	319,002	571,209	256,582	9,294	54,235		
	2022-23	1,280,329	68,814	1,211,515	333,274	572,050	262,304	9,057	55,265		
	2023-24	1,314,251	78,512	1,235,739	348,464	574,261	270,780	9,071	56,155		
	2024-25	1,352,638	80,021	1,272,616	365,816	584,588	281,785	8,764	58,079		
	2025-26	1,337,391	77,892	1,259,499	362,461	573,439	281,018	9,536	60,758		
	2026-27	1,302,059	75,238	1,226,822	351,316	558,570	273,031	9,352	62,032		
	2027-28	1,254,353	72,430	1,181,923	328,598	544,418	263,032	9,089	61,368		
	2028-29	1,238,781	72,263	1,166,518	317,117	540,175	257,109	8,553	62,841		
	2029-30	1,241,920	72,370	1,169,550	315,651	540,898	258,136	8,515	66,724		
	2030-31	1,244,006	72,307	1,171,699	319,399	539,900	259,052	8,508	65,485		
	2031-32	1,268,731	73,675	1,195,056	327,985	548,971	262,315	8,405	70,628		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

ALABAMA

- 47,300 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Alabama is not projected to increase after 2011-12, ending at 44,700 in 2031-32.



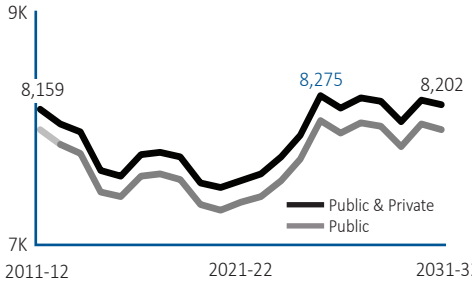
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	41,316	4,234	37,082	238	24,073	11,986	437	348		
	2001-02	40,127	4,240	35,887	245	23,462	11,374	459	347		
	2002-03	41,412	4,671	36,741	313	24,127	11,500	417	384		
	2003-04	41,729	5,265	36,464	325	23,949	11,483	339	368		
	2004-05	42,644	5,191	37,453	404	24,391	11,803	404	420		
	2005-06	42,908	4,990	37,918	478	24,680	12,026	343	391		
	2006-07	43,488	4,576	38,912	580	25,004	12,546	342	411		
	2007-08	45,981	4,635	41,346	684	26,375	13,343	437	474		
	2008-09	47,359	5,277	42,082	799	26,380	13,884	461	509		
	2009-10	48,178	5,012	43,166	976	26,569	14,558	407	606		
	2010-11	50,756	4,721	46,035	1,213	27,958	15,836	492	536	7	47
Projections of High School Graduates	2011-12	50,263	4,869	45,394	1,206	27,781	15,333	467	607	13	102
	2012-13	49,128	4,895	44,233	1,338	27,052	14,758	488	597	21	142
	2013-14	49,242	4,815	44,427	1,453	27,143	14,719	462	643		
	2014-15	50,317	4,846	45,471	1,579	27,764	15,038	419	673		
	2015-16	49,386	4,601	44,785	1,712	27,380	14,604	472	656		
	2016-17	49,102	4,531	44,571	1,843	27,308	14,368	474	649		
	2017-18	49,843	4,455	45,389	2,035	27,421	14,745	478	767		
	2018-19	48,690	4,072	44,618	2,226	26,905	14,373	453	731		
	2019-20	47,131	3,738	43,394	2,243	26,223	13,832	498	710		
	2020-21	46,185	3,562	42,623	2,487	25,915	13,118	487	808		
	2021-22	45,801	3,333	42,468	2,562	25,631	13,137	492	875		
	2022-23	45,850	3,223	42,627	2,657	25,906	12,993	490	858		
	2023-24	46,808	3,704	43,104	2,979	25,546	13,503	494	843		
	2024-25	48,325	3,792	44,533	3,357	25,838	14,159	523	946		
	2025-26	48,737	3,724	45,013	3,678	25,895	14,323	522	1,003		
	2026-27	47,122	3,567	43,555	3,477	25,084	13,807	568	1,058		
	2027-28	45,138	3,428	41,710	3,200	24,313	13,023	550	1,026		
	2028-29	44,514	3,420	41,094	2,944	24,122	12,842	525	1,060		
	2029-30	43,890	3,367	40,523	2,590	23,783	12,957	552	1,126		
	2030-31	43,745	3,343	40,402	2,667	23,766	12,826	554	1,023		
	2031-32	44,677	3,411	41,266	2,672	24,342	13,051	471	1,132		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

ALASKA

- 7,900 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 1.4% between 2011-12 and 2025-26, the next highest year for Alaska.



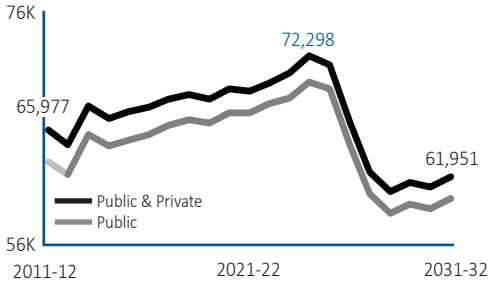
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	7,059	247	6,812	173	4,678	246	1,286	429		
	2001-02	7,202	257	6,945	197	4,734	252	1,340	422		
	2002-03	7,593	296	7,297	194	5,024	268	1,343	468		
	2003-04	7,541	305	7,236	198	4,972	280	1,325	461		
	2004-05	7,200	291	6,909	97	4,756	229	1,233	477		
	2005-06	7,630	269	7,361	246	4,843	302	1,442	528		
	2006-07	7,864	198	7,666	250	4,921	282	1,693	520		
	2007-08	8,050	195	7,855	389	4,742	262	1,523	575		
	2008-09	8,197	189	8,008	364	5,134	298	1,592	739	119	391
	2009-10	8,442	197	8,245	412	5,139	289	1,707	698	125	429
	2010-11	8,282	218	8,064	428	5,029	307	1,546	754	141	402
Projections of High School Graduates	2011-12	8,159	170	7,989	448	4,881	283	1,596	781	150	431
	2012-13	8,037	177	7,860	482	4,726	289	1,591	772	158	459
	2013-14	7,964	176	7,787	510	4,648	263	1,611	693		
	2014-15	7,635	178	7,457	435	4,408	275	1,520	732		
	2015-16	7,589	173	7,416	479	4,283	260	1,576	702		
	2016-17	7,770	177	7,593	535	4,307	277	1,605	733		
	2017-18	7,796	189	7,607	555	4,188	281	1,688	723		
	2018-19	7,758	197	7,561	520	4,138	254	1,691	757		
	2019-20	7,530	183	7,348	537	4,000	281	1,622	688		
	2020-21	7,491	190	7,302	491	4,040	234	1,596	706		
	2021-22	7,554	184	7,370	514	4,046	238	1,639	670		
	2022-23	7,605	194	7,411	576	3,933	235	1,705	674		
	2023-24	7,758	205	7,552	609	4,032	231	1,740	629		
	2024-25	7,938	205	7,734	638	3,997	243	1,851	660		
	2025-26	8,275	212	8,064	512	4,275	246	1,919	827		
	2026-27	8,171	209	7,962	539	4,119	263	1,955	810		
	2027-28	8,256	212	8,044	528	4,184	251	1,919	876		
	2028-29	8,227	212	8,015	616	3,896	256	1,839	820		
	2029-30	8,051	207	7,844	590	3,701	212	1,777	864		
	2030-31	8,244	212	8,033	681	4,261	264	1,597	864		
	2031-32	8,202	211	7,992	674	4,208	264	1,573	898		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

ARIZONA

- 66,900 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 9.6% between 2011-12 and 2024-25, the next highest year for Arizona.



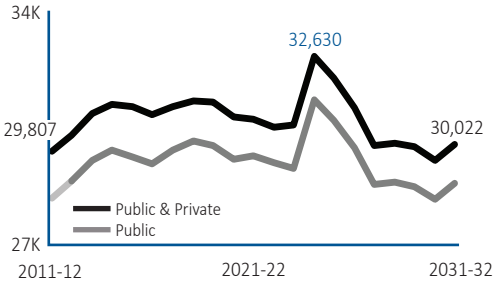
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	48,812	2,079	46,733	12,468	28,150	2,038	2,868	1,209		
	2001-02	49,416	2,241	47,175	12,479	28,640	2,008	2,762	1,286		
	2002-03	52,388	2,402	49,986	13,622	30,039	2,240	2,693	1,392		
	2003-04	48,042	2,534	45,508	13,874	25,685	2,204	2,571	1,174		
	2004-05	62,132	2,634	59,498	17,616	33,363	2,790	4,139	1,590		
	2005-06	56,847	2,756	54,091	16,369	30,551	2,703	2,779	1,689		
	2006-07	58,547	2,593	55,954	17,593	30,578	2,930	3,154	1,699		
	2007-08	64,547	2,880	61,667	20,276	32,490	3,398	3,625	1,878		
	2008-09	65,129	2,755	62,374	21,607	31,895	3,519	3,346	2,007		
	2009-10	63,982	2,837	61,145	22,452	29,448	3,622	3,370	1,879		
	2010-11	67,118	2,646	64,472	23,741	31,472	3,777	3,345	2,138	119	450
Projections of High School Graduates	2011-12	65,977	2,769	63,208	23,517	30,749	3,558	3,231	2,153	112	657
	2012-13	64,750	2,542	62,208	23,542	29,997	3,407	2,903	2,359	147	827
	2013-14	68,060	2,507	65,553	25,537	30,817	3,679	2,955	2,360		
	2014-15	66,952	2,343	64,609	26,089	29,671	3,538	2,851	2,239		
	2015-16	67,549	2,418	65,132	26,490	29,534	3,641	2,946	2,276		
	2016-17	67,909	2,369	65,540	26,832	29,724	3,420	2,963	2,338		
	2017-18	68,627	2,292	66,335	27,509	29,829	3,508	2,798	2,443		
	2018-19	68,985	2,135	66,850	28,306	29,667	3,389	2,689	2,553		
	2019-20	68,574	2,066	66,508	28,313	29,298	3,425	2,745	2,439		
	2020-21	69,507	2,060	67,447	28,773	29,808	3,338	2,707	2,566		
	2021-22	69,313	1,917	67,396	29,085	29,293	3,349	2,748	2,631		
	2022-23	69,981	1,819	68,162	29,850	29,410	3,258	2,751	2,588		
	2023-24	70,851	2,191	68,661	30,533	29,435	3,199	2,656	2,537		
	2024-25	72,298	2,204	70,094	31,836	29,492	3,189	2,662	2,606		
	2025-26	71,534	2,095	69,439	30,054	29,793	3,860	2,755	2,933		
	2026-27	66,528	1,926	64,602	27,060	28,162	3,926	2,646	2,833		
	2027-28	62,357	1,812	60,545	24,161	27,419	3,748	2,497	2,756		
	2028-29	60,705	1,795	58,910	22,835	26,972	3,662	2,433	2,856		
	2029-30	61,505	1,814	59,691	23,348	26,956	3,989	2,426	3,056		
	2030-31	61,069	1,791	59,278	23,360	26,691	4,045	2,376	2,986		
	2031-32	61,951	1,814	60,137	24,137	26,848	4,258	2,155	2,926		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

ARKANSAS

- 30,800 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 9.5% between 2011-12 and 2024-25, the next highest year for Arkansas.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic			
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*
Reported Counts of High School Graduates	2000-01	28,336	1,236	27,100	528	20,454	5,697	119	302
	2001-02	28,278	1,294	26,984	626	20,138	5,779	118	323
	2002-03	28,906	1,351	27,555	788	20,559	5,747	129	332
	2003-04	28,507	1,326	27,181	795	20,276	5,596	154	360
	2004-05	27,986	1,365	26,621	998	19,563	5,509	165	386
	2005-06	30,177	1,387	28,790	1,183	21,017	5,951	172	467
	2006-07	28,545	1,379	27,166	1,121	19,449	5,534	154	449
	2007-08	30,179	1,454	28,725	1,421	20,474	6,132	185	513
	2008-09	29,387	1,330	28,057	1,599	19,872	5,939	205	442
	2009-10	29,569	1,293	28,276	1,849	19,693	6,004	173	558
	2010-11	29,700	1,495	28,205	2,096	19,285	6,075	218	531
Projections of High School Graduates	2011-12	29,807	1,388	28,419	2,220	19,505	6,028	174	492
	2012-13	30,278	1,350	28,928	2,413	19,715	6,097	183	521
	2013-14	30,947	1,394	29,553	2,576	20,054	6,162	185	549
	2014-15	31,214	1,370	29,844	2,794	19,989	6,211	205	599
	2015-16	31,144	1,494	29,650	2,955	19,690	6,168	189	597
	2016-17	30,904	1,470	29,434	3,024	19,766	5,840	191	602
	2017-18	31,126	1,273	29,853	3,308	19,667	6,021	184	660
	2018-19	31,315	1,212	30,102	3,431	19,778	6,052	176	664
	2019-20	31,264	1,282	29,982	3,773	19,486	5,946	155	650
	2020-21	30,835	1,273	29,562	3,927	19,170	5,658	159	710
	2021-22	30,760	1,102	29,658	4,079	19,146	5,629	160	734
	2022-23	30,526	1,072	29,454	4,175	18,849	5,652	137	750
	2023-24	30,584	1,269	29,314	4,479	18,645	5,511	135	701
	2024-25	32,630	1,288	31,342	4,884	19,601	6,101	156	751
	2025-26	31,978	1,243	30,735	4,756	19,218	6,069	166	783
	2026-27	31,100	1,192	29,908	4,553	18,926	5,747	132	764
	2027-28	29,966	1,156	28,810	4,322	18,263	5,501	167	709
	2028-29	30,060	1,177	28,883	4,232	18,362	5,363	167	843
	2029-30	29,935	1,166	28,769	4,151	18,111	5,453	182	1,012
	2030-31	29,527	1,146	28,381	4,134	17,664	5,429	172	1,238
	2031-32	30,022	1,164	28,858	4,129	18,104	5,414	164	1,289

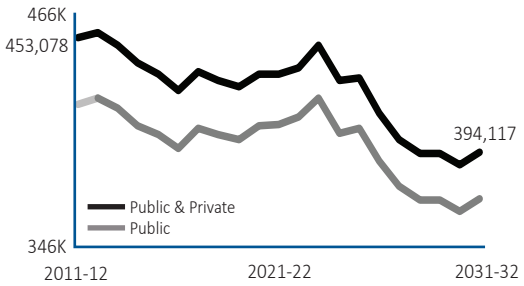
Available Data for Additional Race Categories	
Hawai'ian/ Pacific Islander	Two or More Races
96	260
63	279
75	284
85	389

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

CALIFORNIA

- #1 highest producer of high school graduates with 426,400 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in California is not projected to increase after 2011-12, ending at 394,100 in 2031-32.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	345,474	30,285	315,189	103,795	139,228	22,474	2,734	46,958		
	2001-02	357,011	31,116	325,895	109,038	140,421	23,451	3,036	48,206		
	2002-03	373,043	31,946	341,097	116,724	144,664	24,855	3,120	48,728		
	2003-04	376,385	32,905	343,480	121,418	141,574	25,267	3,040	48,770		
	2004-05	388,758	33,541	355,217	129,671	140,807	26,800	2,950	50,224		
	2005-06	378,157	34,642	343,515	124,409	138,584	25,355	2,833	52,334		
	2006-07	391,519	34,878	356,641	128,462	138,595	25,737	2,866	52,252		
	2007-08	410,697	36,136	374,561	142,491	141,011	25,911	3,071	54,019		
	2008-09	407,566	35,256	372,310	147,717	139,038	26,205	2,980	59,196	2,826	6,766
	2009-10	441,065	36,078	404,987	174,088	139,679	28,891	3,320	59,010	2,661	11,034
	2010-11	444,848	34,381	410,467	184,131	135,762	28,633	3,049	58,892	2,588	8,565
Projections of High School Graduates	2011-12	453,078	34,414	418,664	193,516	133,271	29,230	3,250	59,397	2,587	9,063
	2012-13	455,854	33,729	422,125	198,993	131,369	28,335	3,137	60,291	2,584	9,906
	2013-14	449,202	32,418	416,784	199,242	126,688	26,963	2,981	58,839		
	2014-15	440,016	32,177	407,839	198,524	120,789	25,727	2,809	57,324		
	2015-16	434,112	30,625	403,487	199,027	118,286	25,018	2,717	55,346		
	2016-17	425,864	29,749	396,115	195,763	115,709	23,894	2,490	55,017		
	2017-18	435,365	29,014	406,351	204,335	114,545	23,539	2,472	57,894		
	2018-19	431,009	27,871	403,138	205,566	111,883	23,042	2,272	56,137		
	2019-20	427,665	26,759	400,906	206,555	110,060	22,001	2,268	55,505		
	2020-21	434,526	26,472	408,054	210,573	111,762	21,719	2,156	57,127		
	2021-22	434,103	25,551	408,552	213,065	110,570	21,057	2,113	56,765		
	2022-23	437,192	24,560	412,632	220,216	108,709	20,742	1,999	55,453		
	2023-24	448,839	26,936	421,903	228,376	109,035	20,971	1,993	55,418		
	2024-25	431,016	27,111	403,906	218,862	104,573	19,912	1,902	52,431		
	2025-26	432,388	26,165	406,223	219,016	102,625	21,274	2,124	56,428		
	2026-27	414,426	24,812	389,614	206,723	99,721	20,715	2,021	55,592		
	2027-28	400,749	23,990	376,759	196,902	99,297	20,066	1,973	53,110		
	2028-29	393,429	23,774	369,655	190,536	94,821	19,181	1,820	51,669		
	2029-30	393,374	23,851	369,523	185,900	93,379	18,858	1,832	56,499		
	2030-31	387,456	23,384	364,071	181,629	93,992	18,646	1,880	56,665		
	2031-32	394,117	23,749	370,368	181,050	94,548	18,255	1,820	62,081		

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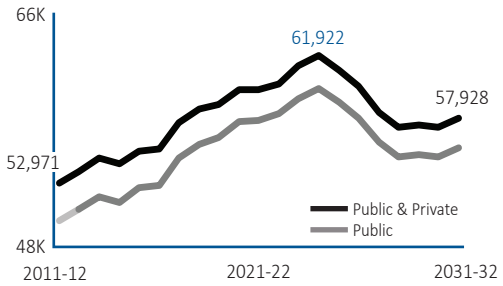
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

COLORADO

- 58,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 18.5% between 2011-12 and 2024-25, the next highest year for Colorado.



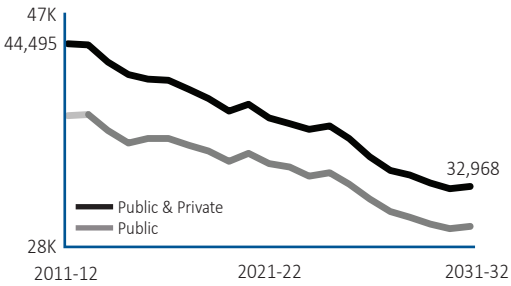
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	41,659	2,418	39,241	5,321	30,684	1,681	305	1,250		
	2001-02	43,181	2,421	40,760	5,700	31,506	1,798	314	1,442		
	2002-03	44,802	2,423	42,379	6,270	32,495	1,849	368	1,397		
	2003-04	47,261	2,484	44,777	7,198	33,385	2,194	403	1,597		
	2004-05	47,375	2,843	44,532	7,362	32,999	2,224	419	1,528		
	2005-06	47,236	2,812	44,424	7,727	32,553	2,129	398	1,617		
	2006-07	48,152	2,524	45,628	8,100	33,031	2,417	445	1,635		
	2007-08	48,681	2,599	46,082	8,454	33,075	2,498	438	1,617		
	2008-09	50,297	2,838	47,459	9,364	33,272	2,619	466	1,738		
	2009-10	52,149	2,828	49,321	10,533	33,558	2,913	507	1,810		
	2010-11	53,014	2,892	50,122	12,343	33,046	2,668	463	1,602	117	1,091
Projections of High School Graduates	2011-12	52,971	2,884	50,087	12,559	32,688	2,564	470	1,806	105	1,268
	2012-13	53,850	2,882	50,968	13,219	32,779	2,538	449	1,983	119	1,408
	2013-14	54,882	2,999	51,882	13,798	32,904	2,536	406	2,016		
	2014-15	54,481	2,980	51,502	14,141	32,428	2,418	351	2,002		
	2015-16	55,366	2,781	52,585	15,046	32,521	2,487	352	1,985		
	2016-17	55,537	2,747	52,790	15,261	32,534	2,439	347	1,970		
	2017-18	57,545	2,694	54,851	16,659	33,084	2,440	340	2,078		
	2018-19	58,612	2,686	55,925	17,169	33,697	2,380	336	2,109		
	2019-20	59,020	2,593	56,427	17,645	33,813	2,321	279	2,190		
	2020-21	60,121	2,455	57,666	18,257	34,447	2,312	281	2,207		
	2021-22	60,158	2,425	57,733	18,521	34,444	2,219	286	2,126		
	2022-23	60,582	2,264	58,318	19,122	34,325	2,310	266	2,168		
	2023-24	61,922	2,510	59,412	19,449	35,385	2,248	264	1,995		
	2024-25	62,745	2,509	60,237	20,361	35,298	2,326	232	1,979		
	2025-26	61,580	2,454	59,126	19,289	34,972	2,450	277	2,056		
	2026-27	60,356	2,394	57,962	18,146	34,795	2,429	293	2,154		
	2027-28	58,372	2,307	56,065	17,125	33,898	2,466	259	2,156		
	2028-29	57,242	2,279	54,963	15,928	33,674	2,322	231	2,105		
	2029-30	57,407	2,284	55,123	15,757	33,270	2,373	252	2,323		
	2030-31	57,207	2,273	54,934	15,725	33,163	2,462	257	2,339		
	2031-32	57,928	2,301	55,627	15,565	33,804	2,561	254	2,482		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

CONNECTICUT

- 38,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Connecticut is not projected to increase after 2011-12, ending at 33,000 in 2031-32.



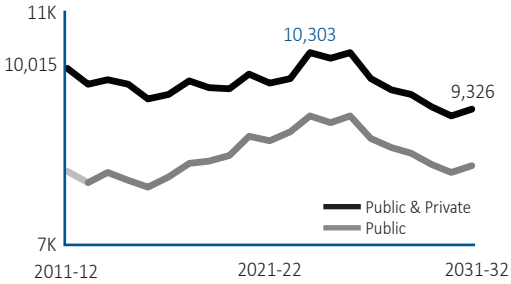
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	35,514	5,126	30,388	2,563	23,429	3,369	66	961		
	2001-02	38,205	5,878	32,327	2,886	24,721	3,617	74	1,029		
	2002-03	40,296	6,629	33,667	3,250	25,308	3,952	87	1,070		
	2003-04	40,537	5,964	34,573	3,319	26,130	3,896	102	1,126		
	2004-05	41,104	5,589	35,515	3,717	26,482	4,051	93	1,172		
	2005-06	41,210	4,988	36,222	3,623	27,047	4,184	117	1,251		
	2006-07	43,558	6,017	37,541	4,139	27,384	4,689	102	1,227		
	2007-08	44,099	5,680	38,419	4,451	27,782	4,775	104	1,307		
	2008-09	41,201	6,233	34,968	3,861	25,561	4,221	77	1,248		
	2009-10	40,996	6,501	34,495	4,063	24,787	4,226	95	1,324		
	2010-11	44,813	5,959	38,854	5,301	27,039	4,922	169	1,423	17	270
	2011-12	44,495	5,814	38,681	5,507	26,656	4,770	215	1,533	21	395
Projections of High School Graduates	2012-13	44,365	5,643	38,722	5,838	26,188	4,823	144	1,728	65	449
	2013-14	42,968	5,517	37,451	5,641	25,397	4,588	107	1,658		
	2014-15	41,956	5,533	36,423	5,845	24,123	4,538	108	1,666		
	2015-16	41,580	4,745	36,835	6,191	24,000	4,559	122	1,799		
	2016-17	41,529	4,684	36,845	6,403	23,731	4,542	109	1,791		
	2017-18	40,783	4,490	36,292	6,516	23,095	4,431	104	1,965		
	2018-19	40,056	4,255	35,801	6,696	22,679	4,271	106	1,845		
	2019-20	39,050	4,107	34,943	6,841	21,623	4,189	76	2,016		
	2020-21	39,603	3,964	35,639	7,158	22,033	4,101	88	2,079		
	2021-22	38,497	3,741	34,756	7,347	21,016	4,072	80	2,064		
	2022-23	37,991	3,504	34,488	7,774	20,434	3,966	74	2,080		
	2023-24	37,586	3,783	33,803	8,082	19,525	3,975	67	1,989		
	2024-25	37,880	3,777	34,103	8,523	19,292	3,928	62	2,163		
	2025-26	36,798	3,621	33,177	8,344	18,544	4,078	66	2,180		
	2026-27	35,370	3,460	31,910	8,272	17,590	3,937	86	2,070		
	2027-28	34,246	3,348	30,897	7,930	16,996	3,734	85	2,186		
	2028-29	33,833	3,336	30,497	8,071	16,544	3,726	71	2,092		
	2029-30	33,201	3,270	29,931	7,649	16,356	3,683	71	2,142		
	2030-31	32,796	3,223	29,572	7,900	15,929	3,614	88	2,043		
	2031-32	32,968	3,238	29,730	7,825	16,101	3,620	89	2,087		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

DELAWARE

- 9,800 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 2.9% between 2011-12 and 2023-24, the next highest year for Delaware.



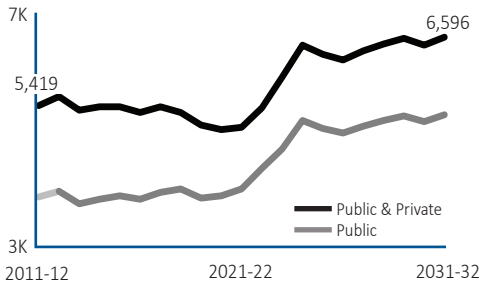
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	8,180	1,566	6,614	208	4,400	1,661	15	195		
	2001-02	8,167	1,685	6,482	241	4,358	1,683	15	185		
	2002-03	8,525	1,708	6,817	269	4,557	1,760	15	215		
	2003-04	8,704	1,753	6,951	297	4,566	1,858	20	210		
	2004-05	8,714	1,780	6,934	322	4,386	1,970	30	226		
	2005-06	9,041	1,766	7,275	361	4,646	2,002	20	246		
	2006-07	9,024	1,819	7,205	424	4,483	2,034	27	237		
	2007-08	9,307	1,919	7,388	459	4,514	2,104	26	236		
	2008-09	9,756	1,917	7,839	522	4,602	2,438	31	246		
	2009-10	9,852	1,719	8,133	594	4,697	2,507	26	309		
	2010-11	9,817	1,774	8,043	702	4,521	2,502	36	276		38
Projections of High School Graduates	2011-12	10,015	1,768	8,247	680	4,623	2,563	33	342		55
	2012-13	9,759	1,689	8,070	805	4,362	2,577	26	294		46
	2013-14	9,829	1,598	8,231	864	4,466	2,547	35	317		
	2014-15	9,744	1,641	8,103	872	4,302	2,583	27	322		
	2015-16	9,509	1,526	7,983	916	4,230	2,483	35	314		
	2016-17	9,572	1,416	8,156	1,026	4,266	2,496	33	323		
	2017-18	9,809	1,408	8,401	1,098	4,242	2,649	41	370		
	2018-19	9,689	1,266	8,423	1,125	4,254	2,629	45	376		
	2019-20	9,665	1,141	8,524	1,300	4,219	2,567	55	412		
	2020-21	9,929	1,070	8,859	1,431	4,408	2,590	59	406		
	2021-22	9,776	1,004	8,772	1,416	4,289	2,629	52	415		
	2022-23	9,852	913	8,939	1,617	4,252	2,617	55	448		
	2023-24	10,303	1,104	9,199	1,669	4,518	2,572	50	457		
	2024-25	10,201	1,114	9,088	1,639	4,388	2,633	48	430		
	2025-26	10,297	1,083	9,214	1,686	4,326	2,800	39	471		
	2026-27	9,840	1,022	8,818	1,508	4,135	2,775	37	460		
	2027-28	9,658	1,001	8,657	1,302	4,241	2,649	28	461		
	2028-29	9,569	1,007	8,562	1,277	4,180	2,602	43	486		
	2029-30	9,355	986	8,369	1,220	4,119	2,496	21	509		
	2030-31	9,205	965	8,240	1,223	3,979	2,553	21	473		
	2031-32	9,326	976	8,350	1,399	3,953	2,457	20	563		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

DISTRICT OF COLUMBIA

- 5,800 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 21.7% between 2011-12 and 2031-32, the next highest year for District of Columbia.



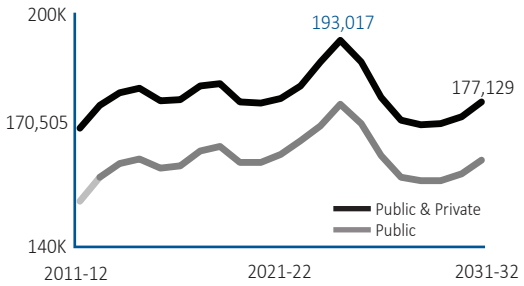
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	4,363	1,555	2,808	215	117	2,401	3	72		
	2001-02	4,469	1,379	3,090	209	128	2,684	3	66		
	2002-03	3,927	1,202	2,725	199	110	2,339	2	75		
	2003-04	4,096	1,065	3,031	239	114	2,607	10	61		
	2004-05	4,228	1,447	2,781	214	127	2,379	5	56		
	2005-06	4,404	1,541	2,863	226	118	2,478	0	78		
	2006-07	4,609	1,665	2,944	190	108	2,712	2	67		
	2007-08	5,062	1,710	3,352	277	144	2,871	3	58		
	2008-09	4,856	1,339	3,517	245	131	3,084	2	55		
	2009-10	4,927	1,325	3,602	309	129	3,097	2	65		
	2010-11	4,990	1,513	3,477	334	138	2,965	4	36	4	20
Projections of High School Graduates	2011-12	5,419	1,559	3,860	284	149	3,362	13	52	9	44
	2012-13	5,571	1,610	3,961	422	155	3,313	8	63	5	303
	2013-14	5,351	1,595	3,755	421	167	3,093	N/A	50		
	2014-15	5,398	1,570	3,828	408	203	3,143	N/A	62		
	2015-16	5,394	1,508	3,886	453	217	3,146	N/A	63		
	2016-17	5,305	1,471	3,834	476	255	3,051	N/A	62		
	2017-18	5,397	1,453	3,944	565	295	3,030	N/A	73		
	2018-19	5,305	1,304	4,001	590	325	3,039	N/A	80		
	2019-20	5,087	1,246	3,841	594	366	2,835	N/A	90		
	2020-21	5,013	1,132	3,881	641	369	2,824	N/A	86		
	2021-22	5,044	1,046	3,999	656	413	2,888	N/A	86		
	2022-23	5,379	1,019	4,361	757	482	3,096	N/A	75		
	2023-24	5,910	1,224	4,686	880	518	3,266	N/A	87		
	2024-25	6,450	1,273	5,177	985	596	3,579	N/A	94		
	2025-26	6,305	1,281	5,024	1,013	564	3,395	N/A	97		
	2026-27	6,202	1,249	4,953	1,016	557	3,274	N/A	125		
	2027-28	6,346	1,270	5,076	914	602	3,351	N/A	163		
	2028-29	6,475	1,304	5,171	921	636	3,293	N/A	174		
	2029-30	6,562	1,318	5,244	923	681	3,289	N/A	180		
	2030-31	6,447	1,298	5,149	838	668	3,274	N/A	189		
	2031-32	6,596	1,326	5,269	862	712	3,256	N/A	193		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

FLORIDA

- 4th highest producer of high school graduates with 178,700 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 13.2% between 2011-12 and 2024-25, the next highest year for Florida.



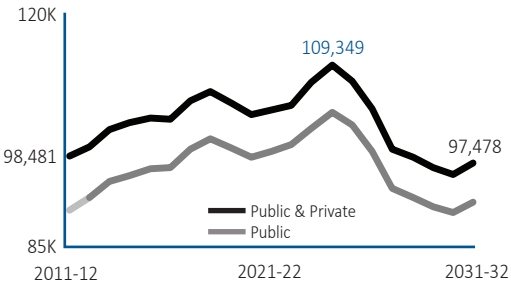
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	125,227	14,115	111,112	17,943	66,205	23,608	288	3,068		
	2001-02	134,557	15,020	119,537	20,067	70,862	24,960	303	3,345		
	2002-03	144,867	17,383	127,484	22,041	75,891	25,835	363	3,354		
	2003-04	149,449	18,031	131,418	23,925	77,115	26,342	491	3,545		
	2004-05	150,142	16,824	133,318	25,330	77,144	26,569	551	3,724		
	2005-06	152,041	17,355	134,686	26,495	76,980	26,759	434	4,018		
	2006-07	160,867	18,583	142,284	28,861	78,413	28,099	405	4,234		
	2007-08	168,757	19,711	149,046	31,721	79,596	30,239	443	4,255		
	2008-09	171,716	18,255	153,461	34,079	78,933	32,167	451	4,436		
	2009-10	174,804	18,674	156,130	36,397	77,375	33,748	502	4,540		
	2010-11	175,553	20,060	155,493	38,614	78,119	33,598	615	4,547	158	3,606
Projections of High School Graduates	2011-12	170,505	18,541	151,964	38,183	76,637	31,824	615	4,705	146	3,859
	2012-13	176,317	18,288	158,029	42,010	76,743	33,648	652	4,976	152	4,179
	2013-14	179,533	18,168	161,365	44,020	76,818	34,541	596	5,127		
	2014-15	180,670	18,096	162,574	45,844	76,045	34,969	661	5,459		
	2015-16	177,533	17,246	160,287	46,790	74,698	34,145	735	5,269		
	2016-17	177,707	16,893	160,814	48,318	73,991	34,516	698	5,328		
	2017-18	181,306	16,727	164,579	50,650	74,324	35,890	710	5,747		
	2018-19	181,999	16,081	165,917	52,624	73,831	36,327	713	6,016		
	2019-20	177,270	15,636	161,634	52,609	71,399	35,409	728	6,014		
	2020-21	176,934	15,067	161,867	54,497	70,908	35,151	693	6,337		
	2021-22	178,139	14,455	163,684	56,489	71,661	35,180	616	6,620		
	2022-23	181,350	14,134	167,217	59,020	72,145	36,713	534	6,763		
	2023-24	187,372	16,318	171,054	62,604	72,858	37,674	577	6,777		
	2024-25	193,017	16,497	176,520	66,571	73,954	39,577	609	6,907		
	2025-26	187,320	15,712	171,608	62,239	71,976	39,085	529	7,109		
	2026-27	178,507	14,867	163,640	58,015	68,601	38,258	471	6,935		
	2027-28	172,510	14,398	158,113	55,413	66,682	37,332	294	6,653		
	2028-29	171,513	14,465	157,048	54,550	65,991	36,860	319	6,825		
	2029-30	171,681	14,447	157,234	54,044	65,880	37,188	314	6,973		
	2030-31	173,546	14,561	158,985	55,300	66,889	36,961	293	6,806		
	2031-32	177,129	14,852	162,277	57,693	68,399	37,092	319	6,979		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

GEORGIA

- 103,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 13.6% between 2011-12 and 2024-25, the next highest year for Georgia.



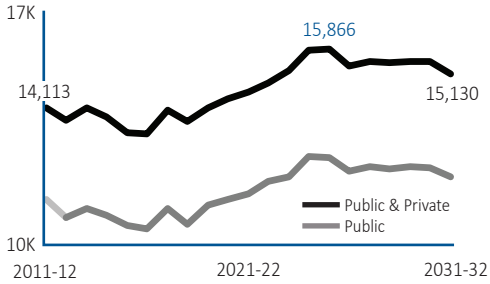
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	69,121	6,622	62,499	1,281	39,353	19,795	82	1,988		
	2001-02	72,834	6,851	65,983	1,593	40,801	21,357	81	2,151		
	2002-03	73,969	7,079	66,890	1,867	41,499	21,266	81	2,177		
	2003-04	75,873	7,323	68,550	2,122	41,289	22,030	98	2,250		
	2004-05	78,136	7,302	70,834	2,590	41,903	23,034	88	2,342		
	2005-06	81,111	7,613	73,498	3,003	42,959	24,829	82	2,625		
	2006-07	85,403	7,574	77,829	3,515	43,936	26,195	94	2,798		
	2007-08	91,672	8,167	83,505	4,309	45,701	29,010	145	2,868		
	2008-09	96,325	8,322	88,003	5,052	45,921	31,949	140	3,101		
	2009-10	99,776	8,215	91,561	6,649	47,038	34,168	230	3,476	83	2,117
	2010-11	100,099	7,761	92,338	7,272	46,517	34,738	238	3,573	70	2,283
Projections of High School Graduates	2011-12	98,481	7,899	90,582	7,359	45,727	33,574	231	3,690	75	2,293
	2012-13	99,939	7,523	92,416	8,275	46,231	33,811	214	3,885	77	2,472
	2013-14	102,511	7,743	94,767	8,925	47,177	34,318	217	4,094		
	2014-15	103,393	7,743	95,649	9,733	47,475	34,327	236	4,255		
	2015-16	104,126	7,455	96,671	10,147	47,587	34,770	244	4,347		
	2016-17	103,912	7,145	96,767	10,681	47,213	34,687	249	4,356		
	2017-18	106,728	7,187	99,540	11,637	47,660	35,934	252	4,680		
	2018-19	108,051	6,929	101,123	12,865	47,384	36,450	238	4,990		
	2019-20	106,367	6,690	99,677	13,396	46,570	35,485	276	5,078		
	2020-21	104,714	6,308	98,406	13,504	45,901	34,772	274	5,389		
	2021-22	105,313	6,169	99,145	14,062	46,031	34,897	302	5,596		
	2022-23	106,005	5,710	100,295	14,885	45,637	35,753	284	5,670		
	2023-24	109,349	6,707	102,642	15,674	45,674	37,439	304	5,732		
	2024-25	111,911	6,840	105,071	16,271	45,542	39,490	347	5,963		
	2025-26	109,613	6,528	103,085	17,588	42,670	39,082	222	6,215		
	2026-27	105,484	6,229	99,255	16,659	41,414	37,369	264	6,170		
	2027-28	99,637	5,879	93,759	14,280	39,899	35,941	267	5,967		
	2028-29	98,386	5,879	92,507	12,522	39,408	34,822	223	6,350		
	2029-30	96,920	5,787	91,133	11,734	39,225	34,647	234	6,513		
	2030-31	95,876	5,704	90,173	11,453	38,634	34,739	214	6,288		
	2031-32	97,478	5,793	91,686	11,613	39,107	35,215	241	6,781		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

HAWAI'I

- 14,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 12.4% between 2011-12 and 2025-26, the next highest year for Hawai'i.



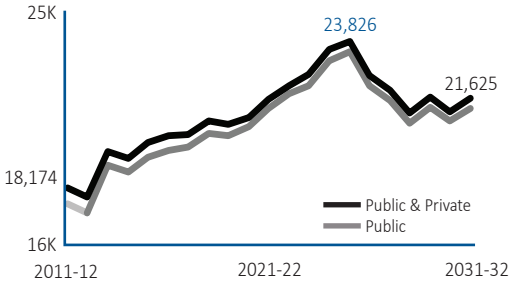
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	13,490	3,388	10,102	441	1,917	177	33	7,534		
	2001-02	13,536	3,084	10,452	467	2,013	167	34	7,771		
	2002-03	12,793	2,780	10,013	477	1,924	192	35	7,385		
	2003-04	12,953	2,629	10,324	465	1,991	167	32	7,669		
	2004-05	13,396	2,583	10,813	489	2,094	183	44	8,003		
	2005-06	13,080	2,158	10,922	429	2,068	201	27	8,197		
	2006-07	13,448	2,385	11,063	450	2,071	197	44	8,301		
	2007-08	14,137	2,524	11,613	468	2,157	217	53	8,718		
	2008-09	14,167	2,659	11,508	487	2,065	226	57	8,673		
	2009-10	13,692	2,694	10,998	481	1,954	210	56	8,297		
	2010-11	13,476	2,760	10,716	378	1,533	256	41	8,508	3,204	708
Projections of High School Graduates	2011-12	14,113	2,753	11,360	477	1,659	271	61	8,892	3,344	828
	2012-13	13,733	2,943	10,790	504	1,471	239	45	8,531	3,264	624
	2013-14	14,088	3,025	11,063	587	1,661	244	36	8,195		
	2014-15	13,818	2,956	10,862	655	1,466	264	42	8,104		
	2015-16	13,349	2,769	10,580	632	1,294	234	51	8,095		
	2016-17	13,330	2,864	10,466	688	1,221	239	48	7,953		
	2017-18	14,043	2,973	11,070	787	1,276	236	60	8,395		
	2018-19	13,702	3,089	10,613	772	1,165	232	36	8,079		
	2019-20	14,102	2,940	11,163	901	1,232	237	35	8,387		
	2020-21	14,360	3,009	11,350	891	1,215	230	31	8,603		
	2021-22	14,576	3,063	11,512	910	1,190	212	25	8,721		
	2022-23	14,855	2,974	11,882	1,008	1,221	222	27	8,856		
	2023-24	15,221	3,206	12,015	2,020	1,143	214	19	8,029		
	2024-25	15,838	3,211	12,627	2,185	1,220	240	16	8,167		
	2025-26	15,866	3,263	12,603	2,073	1,322	245	24	9,046		
	2026-27	15,376	3,164	12,212	2,122	1,255	206	24	8,732		
	2027-28	15,504	3,181	12,323	2,009	1,293	258	19	8,564		
	2028-29	15,455	3,180	12,275	2,056	1,304	256	24	8,250		
	2029-30	15,507	3,182	12,325	2,010	1,278	251	20	8,500		
	2030-31	15,491	3,182	12,308	2,033	1,339	276	16	8,362		
	2031-32	15,130	3,109	12,021	1,871	1,322	283	10	8,259		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

IDAHO

- 21,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 31.1% between 2011-12 and 2025-26, the next highest year for Idaho.



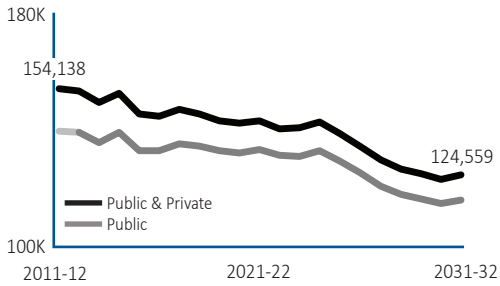
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	16,402	461	15,941	973	14,541	70	133	224		
	2001-02	16,372	498	15,874	1,063	14,296	76	191	248		
	2002-03	16,393	535	15,858	1,135	14,249	80	151	243		
	2003-04	16,025	478	15,547	1,175	13,822	79	182	289		
	2004-05	16,323	555	15,768	1,260	13,921	88	203	296		
	2005-06	16,601	505	16,096	1,359	14,192	91	203	251		
	2006-07	16,791	549	16,242	1,446	14,186	129	202	279		
	2007-08	17,137	570	16,567	1,632	14,321	133	202	279		
	2008-09	17,350	543	16,807	1,778	14,353	181	198	297		
	2009-10	18,415	622	17,793	2,176	14,943	165	199	310		
	2010-11	18,108	583	17,525	2,215	14,543	169	265	333	87	206
Projections of High School Graduates	2011-12	18,174	606	17,568	2,387	14,396	183	251	351	75	248
	2012-13	17,830	632	17,198	2,375	14,086	202	201	334	71	214
	2013-14	19,562	529	19,033	2,814	15,350	241	206	395		
	2014-15	19,304	523	18,781	2,885	15,097	211	201	365		
	2015-16	19,915	559	19,355	3,078	15,440	248	194	375		
	2016-17	20,164	547	19,617	3,148	15,638	232	193	389		
	2017-18	20,239	515	19,724	3,371	15,550	239	184	378		
	2018-19	20,739	464	20,275	3,512	15,897	275	195	398		
	2019-20	20,624	439	20,185	3,606	15,765	239	194	385		
	2020-21	20,902	374	20,528	3,700	15,996	236	197	417		
	2021-22	21,599	376	21,223	4,058	16,343	235	209	410		
	2022-23	22,123	336	21,787	4,374	16,588	282	205	405		
	2023-24	22,550	424	22,126	4,463	16,929	226	200	371		
	2024-25	23,496	438	23,058	4,906	17,401	268	195	408		
	2025-26	23,826	427	23,398	5,066	17,554	343	209	478		
	2026-27	22,491	398	22,093	4,574	16,724	321	204	434		
	2027-28	21,942	388	21,554	4,512	16,224	334	201	472		
	2028-29	21,042	379	20,663	4,298	15,503	395	189	457		
	2029-30	21,685	391	21,294	4,351	15,972	376	218	492		
	2030-31	21,117	378	20,738	4,255	15,600	402	189	515		
	2031-32	21,625	387	21,238	4,534	15,807	434	187	526		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

ILLINOIS

- 5th highest producer of high school graduates with 140,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Illinois is not projected to increase after 2011-12, ending at 124,600 in 2031-32.



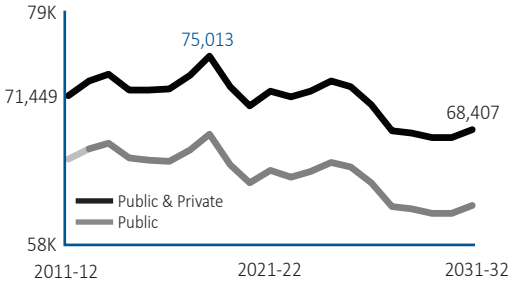
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	126,245	15,621	110,624	10,855	79,210	15,498	172	4,889		
	2001-02	132,054	15,397	116,657	12,242	82,454	16,294	433	5,234		
	2002-03	132,680	15,173	117,507	13,098	83,112	15,886	234	5,177		
	2003-04	139,254	14,491	124,763	14,561	86,179	18,341	255	5,427		
	2004-05	137,967	14,352	123,615	14,926	83,613	18,771	363	5,514		
	2005-06	141,822	15,005	126,817	15,764	85,503	19,482	252	5,816		
	2006-07	145,325	15,105	130,220	16,128	85,552	21,116	422	5,963		
	2007-08	150,282	15,139	135,143	18,411	87,097	21,728	318	6,000		
	2008-09	146,777	15,107	131,670	19,616	82,749	21,887	242	5,600		
	2009-10	154,304	15,269	139,035	22,320	83,547	24,859	284	5,827		
	2010-11	149,458	14,502	134,956	22,783	82,485	23,233	431	6,025	165	2,696
Projections of High School Graduates	2011-12	154,138	14,563	139,575	25,771	82,769	24,262	407	6,367	110	2,874
	2012-13	153,252	14,024	139,228	26,687	82,898	22,695	375	6,574	112	3,276
	2013-14	149,249	13,524	135,725	26,975	79,497	22,076	352	6,716		
	2014-15	152,293	13,319	138,974	29,048	79,680	23,169	400	6,953		
	2015-16	145,482	12,393	133,090	28,575	77,071	21,133	423	6,861		
	2016-17	144,617	11,849	132,767	29,176	76,775	20,862	425	6,948		
	2017-18	146,800	11,443	135,357	30,836	76,926	21,121	494	7,672		
	2018-19	145,526	10,999	134,527	31,884	76,209	20,472	460	7,649		
	2019-20	143,207	10,369	132,838	32,282	75,102	19,942	529	7,744		
	2020-21	142,340	10,037	132,303	33,241	74,578	19,263	535	8,173		
	2021-22	143,210	9,734	133,476	34,136	75,036	19,374	576	8,533		
	2022-23	140,373	9,202	131,170	34,353	73,337	18,967	631	8,679		
	2023-24	140,738	9,843	130,895	35,011	72,689	19,331	673	8,490		
	2024-25	142,631	9,851	132,780	36,137	73,312	19,864	761	8,808		
	2025-26	138,936	9,548	129,387	34,316	71,155	19,288	638	9,091		
	2026-27	134,538	9,199	125,339	32,352	69,646	18,724	605	8,878		
	2027-28	129,704	8,864	120,840	29,907	68,494	17,870	564	8,821		
	2028-29	126,640	8,707	117,933	28,682	67,328	16,983	457	8,831		
	2029-30	125,082	8,590	116,491	27,974	66,019	17,063	491	9,124		
	2030-31	123,295	8,458	114,837	26,849	65,729	16,761	507	8,920		
	2031-32	124,559	8,540	116,019	27,116	66,010	16,997	467	9,185		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

INDIANA

- 71,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 5.0% between 2011-12 and 2018-19, the next highest year for Indiana.



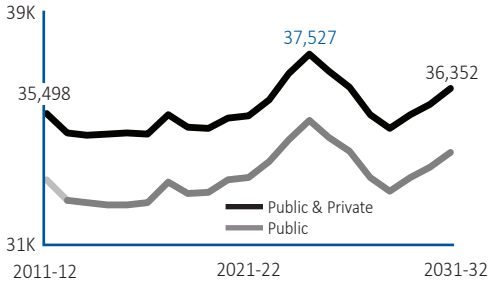
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	62,577	6,405	56,172	1,304	49,794	4,358	95	621		
	2001-02	63,573	6,851	56,722	1,428	49,846	4,650	141	657		
	2002-03	64,956	7,059	57,897	1,474	50,920	4,669	110	724		
	2003-04	63,154	7,146	56,008	1,602	49,248	4,342	120	696		
	2004-05	60,711	5,267	55,444	1,636	48,421	4,549	119	719		
	2005-06	63,098	5,178	57,920	1,953	49,885	5,140	138	804		
	2006-07	64,675	4,788	59,887	2,161	50,578	5,279	123	821		
	2007-08	66,990	5,089	61,901	2,433	51,810	5,564	141	844		
	2008-09	68,895	5,232	63,663	2,700	52,568	6,070	140	834		
	2009-10	69,853	5,302	64,551	3,168	52,160	6,583	182	900		
	2010-11	71,755	5,622	66,133	3,869	54,084	6,985	193	1,001	40	1,818
Projections of High School Graduates	2011-12	71,449	5,782	65,667	4,089	53,417	6,796	192	1,173	31	1,973
	2012-13	72,723	6,128	66,595	4,643	53,358	7,116	230	1,248	33	2,124
	2013-14	73,359	6,234	67,125	4,851	53,480	7,194	204	1,309		
	2014-15	71,986	6,128	65,858	5,226	52,327	6,970	197	1,350		
	2015-16	71,973	6,354	65,620	5,591	52,009	7,054	197	1,447		
	2016-17	72,020	6,459	65,562	6,117	51,578	7,094	182	1,601		
	2017-18	73,285	6,781	66,504	6,510	52,118	7,338	201	1,734		
	2018-19	75,013	7,013	68,001	7,545	52,793	7,549	188	1,800		
	2019-20	72,242	7,014	65,229	7,780	50,368	7,337	161	1,928		
	2020-21	70,511	6,939	63,572	8,152	49,430	6,752	160	2,033		
	2021-22	71,849	7,168	64,682	8,978	50,019	6,961	142	2,189		
	2022-23	71,276	7,147	64,130	9,292	49,282	7,363	166	2,037		
	2023-24	71,819	7,251	64,568	10,051	49,241	7,562	141	2,351		
	2024-25	72,745	7,353	65,392	10,858	49,848	7,763	121	2,327		
	2025-26	72,247	7,251	64,996	10,339	49,128	7,764	128	2,554		
	2026-27	70,637	7,097	63,540	9,760	48,115	7,539	124	2,782		
	2027-28	68,303	6,871	61,432	9,098	46,630	7,447	126	2,696		
	2028-29	68,035	6,849	61,186	8,669	46,671	7,296	140	2,774		
	2029-30	67,662	6,810	60,852	8,519	46,178	7,477	135	3,067		
	2030-31	67,607	6,799	60,808	8,268	46,204	7,440	115	3,274		
	2031-32	68,407	6,881	61,526	8,745	46,395	7,686	119	3,260		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

IOWA

- 35,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 5.7% between 2011-12 and 2024-25, the next highest year for Iowa.



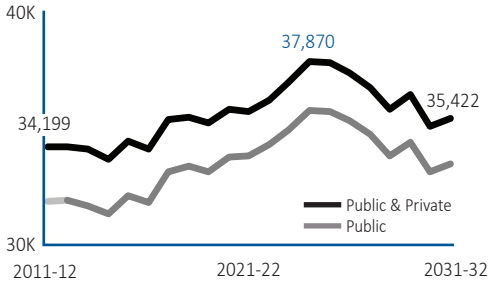
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	36,441	2,667	33,774	582	31,618	678	212	684		
	2001-02	36,467	2,678	33,789	660	31,608	756	108	657		
	2002-03	37,549	2,689	34,860	748	32,475	857	124	656		
	2003-04	36,904	2,565	34,339	928	31,718	900	121	672		
	2004-05	36,022	2,475	33,547	999	30,708	1,021	164	655		
	2005-06	36,133	2,440	33,693	1,100	30,651	1,091	156	695		
	2006-07	36,388	2,261	34,127	1,156	31,019	1,190	152	610		
	2007-08	36,966	2,393	34,573	1,267	31,250	1,266	159	631		
	2008-09	36,175	2,249	33,926	1,353	30,418	1,344	154	657		
	2009-10	36,611	2,149	34,462	1,794	30,546	1,284	161	676	33	413
	2010-11	36,060	2,207	33,853	1,921	29,729	1,398	144	660	36	490
Projections of High School Graduates	2011-12	35,498	2,268	33,230	2,045	29,090	1,305	126	664	37	582
	2012-13	34,839	2,291	32,548	2,228	28,084	1,341	157	738	37	633
	2013-14	34,768	2,295	32,474	2,307	27,785	1,412	133	750		
	2014-15	34,777	2,378	32,399	2,481	27,468	1,452	134	780		
	2015-16	34,852	2,448	32,403	2,553	27,443	1,418	107	806		
	2016-17	34,792	2,340	32,451	2,680	27,329	1,447	102	800		
	2017-18	35,471	2,318	33,153	3,031	27,475	1,506	100	955		
	2018-19	35,032	2,242	32,790	3,024	27,209	1,505	93	867		
	2019-20	34,981	2,166	32,815	3,248	26,997	1,478	81	949		
	2020-21	35,328	2,107	33,221	3,335	27,193	1,539	82	1,008		
	2021-22	35,433	2,110	33,324	3,549	27,048	1,589	75	997		
	2022-23	35,977	2,127	33,851	3,823	27,329	1,558	76	1,030		
	2023-24	36,871	2,264	34,607	4,146	27,763	1,608	66	1,020		
	2024-25	37,527	2,273	35,255	4,304	28,098	1,708	69	1,064		
	2025-26	36,914	2,221	34,693	4,243	27,632	1,841	71	1,023		
	2026-27	36,387	2,189	34,198	4,070	27,145	1,962	62	1,085		
	2027-28	35,444	2,135	33,309	3,920	26,392	1,875	65	1,160		
	2028-29	34,973	2,114	32,859	3,967	25,892	1,862	60	1,234		
	2029-30	35,459	2,140	33,319	4,014	26,051	2,022	63	1,372		
	2030-31	35,812	2,159	33,653	4,040	26,238	2,151	59	1,424		
	2031-32	36,352	2,192	34,160	4,215	26,331	2,397	69	1,481		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

KANSAS

- 35,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 10.7% between 2011-12 and 2024-25, the next highest year for Kansas.



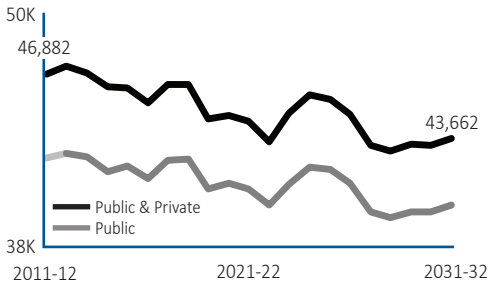
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	31,263	1,903	29,360	1,323	25,220	1,844	271	702		
	2001-02	31,597	2,056	29,541	1,498	25,219	1,856	283	685		
	2002-03	32,172	2,209	29,963	1,680	25,273	1,948	319	687		
	2003-04	32,281	2,126	30,155	1,758	24,938	2,157	407	703		
	2004-05	32,437	2,082	30,355	2,019	24,734	2,229	374	684		
	2005-06	31,846	2,028	29,818	2,058	24,517	2,152	319	772		
	2006-07	32,517	2,378	30,139	2,283	23,858	2,236	338	662		
	2007-08	33,028	2,291	30,737	2,474	24,349	2,217	382	710		
	2008-09	32,534	2,166	30,368	2,655	23,569	2,321	418	739		
	2009-10	33,806	2,164	31,642	3,468	24,617	2,371	396	791	39	883
	2010-11	33,630	2,260	31,370	3,770	23,984	2,369	392	855	47	1,038
Projections of High School Graduates	2011-12	34,199	2,301	31,898	4,057	24,190	2,429	377	845	36	1,172
	2012-13	34,202	2,280	31,922	4,352	24,004	2,341	386	839	45	1,232
	2013-14	34,098	2,393	31,705	4,379	23,754	2,208	368	901		
	2014-15	33,696	2,374	31,322	4,681	23,189	2,164	345	958		
	2015-16	34,431	2,324	32,106	5,097	23,482	2,221	359	982		
	2016-17	34,123	2,311	31,812	5,226	23,237	2,183	322	892		
	2017-18	35,398	2,236	33,162	5,737	23,958	2,203	329	1,062		
	2018-19	35,484	2,100	33,384	6,014	24,095	2,143	273	1,048		
	2019-20	35,206	2,078	33,128	6,206	23,645	2,169	256	1,111		
	2020-21	35,788	2,010	33,777	6,554	24,014	2,138	246	1,181		
	2021-22	35,712	1,909	33,803	6,839	23,944	2,049	234	1,193		
	2022-23	36,198	1,914	34,285	7,210	24,066	2,131	224	1,188		
	2023-24	36,977	2,051	34,926	7,510	24,448	2,195	197	1,215		
	2024-25	37,870	2,100	35,770	7,827	25,162	2,160	172	1,245		
	2025-26	37,783	2,074	35,710	8,034	24,714	2,314	179	1,279		
	2026-27	37,384	2,039	35,345	8,049	24,444	2,240	161	1,297		
	2027-28	36,725	2,006	34,719	7,553	24,247	2,224	155	1,250		
	2028-29	35,795	1,965	33,830	7,375	23,592	2,128	165	1,239		
	2029-30	36,423	1,999	34,424	7,397	24,096	2,144	143	1,323		
	2030-31	35,074	1,922	33,152	7,234	23,134	2,030	133	1,317		
	2031-32	35,422	1,940	33,482	7,218	23,317	2,135	164	1,293		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

KENTUCKY

- 45,100 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Kentucky is not projected to increase after 2011-12, ending at 43,700 in 2031-32.



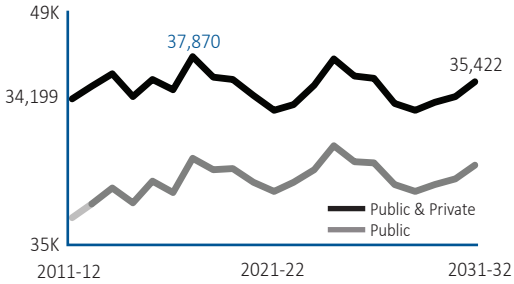
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	40,611	3,654	36,957	232	33,421	2,995	40	269		
	2001-02	40,067	3,730	36,337	249	32,556	3,151	31	350		
	2002-03	41,460	3,806	37,654	385	33,772	3,124	45	328		
	2003-04	41,559	3,772	37,787	586	33,385	3,387	50	347		
	2004-05	42,117	3,718	38,399	406	33,984	3,527	60	409		
	2005-06	42,090	3,641	38,449	469	33,095	3,505	56	389		
	2006-07	43,127	4,028	39,099	491	33,566	3,687	51	405		
	2007-08	43,613	4,274	39,339	585	34,185	3,769	53	390		
	2008-09	45,788	3,937	41,851	710	36,044	4,213	44	417		
	2009-10	46,722	4,058	42,664	835	36,672	4,573	51	533		
	2010-11	47,158	4,127	43,031	966	36,952	4,574	48	490	17	302
Projections of High School Graduates	2011-12	46,882	4,240	42,642	1,053	36,412	4,554	51	571	27	403
	2012-13	47,290	4,402	42,888	1,236	36,311	4,637	120	584	27	510
	2013-14	46,929	4,237	42,692	1,295	36,428	4,331	77	631		
	2014-15	46,251	4,295	41,956	1,506	35,532	4,382	70	661		
	2015-16	46,223	3,978	42,245	1,649	35,556	4,582	76	668		
	2016-17	45,461	3,869	41,592	1,819	34,922	4,460	64	710		
	2017-18	46,388	3,877	42,512	2,063	35,353	4,734	93	827		
	2018-19	46,380	3,795	42,585	2,486	35,170	4,732	66	920		
	2019-20	44,613	3,516	41,097	2,719	33,698	4,744	64	850		
	2020-21	44,820	3,456	41,364	3,026	33,869	4,635	67	1,008		
	2021-22	44,497	3,408	41,089	3,202	33,693	4,507	62	1,080		
	2022-23	43,487	3,246	40,240	3,556	32,823	4,480	58	1,031		
	2023-24	44,897	3,598	41,298	4,332	33,289	4,719	58	1,084		
	2024-25	45,846	3,661	42,185	4,800	33,949	4,920	57	1,116		
	2025-26	45,623	3,568	42,054	4,429	33,753	5,035	50	1,141		
	2026-27	44,857	3,498	41,360	4,499	33,000	5,014	45	1,266		
	2027-28	43,292	3,382	39,910	4,317	31,875	4,801	65	1,222		
	2028-29	42,969	3,380	39,588	4,244	31,547	4,758	52	1,352		
	2029-30	43,313	3,404	39,909	4,164	31,931	4,648	45	1,457		
	2030-31	43,306	3,394	39,912	4,091	31,914	4,789	42	1,340		
	2031-32	43,662	3,421	40,241	4,278	31,960	4,910	51	1,486		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

LOUISIANA

- 44,400 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 5.7% between 2011-12 and 2017-18, the next highest year for Louisiana.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	46,712	8,398	38,314	509	21,873	15,046	208	678		
	2001-02	46,680	8,775	37,905	484	21,252	15,322	225	622		
	2002-03	46,761	9,151	37,610	534	21,393	14,827	231	625		
	2003-04	46,065	9,046	37,019	591	20,740	14,782	235	671		
	2004-05	43,965	7,956	36,009	572	20,243	14,262	262	670		
	2005-06	41,055	7,780	33,275	533	19,483	12,396	237	626		
	2006-07	41,805	7,531	34,274	556	19,767	13,051	242	658		
	2007-08	42,077	7,676	34,401	672	19,616	13,253	238	622		
	2008-09	43,758	8,136	35,622	718	19,589	14,346	287	682		
	2009-10	44,843	8,270	36,573	933	19,496	15,178	245	721		
	2010-11	43,352	7,508	35,844	1,057	19,216	14,607	255	709	9	216
Projections of High School Graduates	2011-12	43,759	7,084	36,675	1,160	19,175	15,352	267	721	7	240
	2012-13	44,525	7,017	37,508	1,259	19,792	15,430	274	753	25	288
	2013-14	45,236	6,788	38,448	1,321	19,946	15,997	301	820		
	2014-15	43,871	6,312	37,559	1,408	19,587	15,437	275	795		
	2015-16	44,915	6,079	38,836	1,613	20,134	15,954	302	789		
	2016-17	44,319	6,139	38,180	1,903	19,824	15,410	278	811		
	2017-18	46,235	6,000	40,235	2,083	20,581	16,468	284	827		
	2018-19	45,047	5,528	39,519	2,217	20,166	16,069	268	856		
	2019-20	44,880	5,285	39,595	2,440	19,911	16,185	270	877		
	2020-21	43,977	5,172	38,805	2,663	19,741	15,472	248	929		
	2021-22	43,058	4,807	38,250	3,000	19,442	15,049	259	962		
	2022-23	43,388	4,635	38,753	3,398	19,630	15,138	222	950		
	2023-24	44,533	4,974	39,558	3,838	19,620	15,613	223	945		
	2024-25	46,128	5,179	40,949	4,450	20,443	15,821	210	1,011		
	2025-26	45,092	5,056	40,037	5,190	19,608	15,621	256	1,037		
	2026-27	44,947	4,999	39,948	5,593	19,532	15,402	243	1,155		
	2027-28	43,475	4,822	38,653	5,684	18,649	14,988	256	1,169		
	2028-29	43,072	4,801	38,271	5,615	18,707	14,644	179	1,144		
	2029-30	43,517	4,855	38,662	5,745	18,855	14,712	162	1,268		
	2030-31	43,875	4,892	38,984	6,057	18,991	14,812	195	1,179		
	2031-32	44,799	4,989	39,810	6,625	19,378	14,946	186	1,253		

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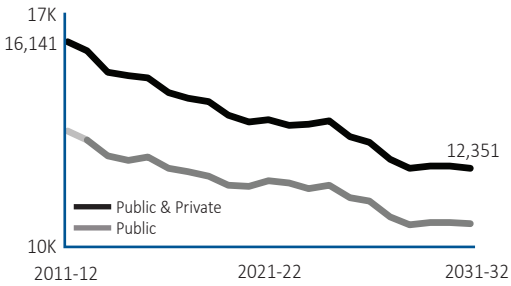
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MAINE

- 13,900 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Maine is not projected to increase after 2011-12, ending at 12,400 in 2031-32.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	14,699	2,045	12,654	79	12,295	84	75	121		
	2001-02	15,002	2,409	12,593	61	12,201	110	77	144		
	2002-03	15,719	2,772	12,947	74	12,498	149	78	148		
	2003-04	16,335	3,057	13,278	76	12,822	172	71	137		
	2004-05	15,427	2,350	13,077	92	12,552	173	88	172		
	2005-06	15,550	2,600	12,950	107	12,359	219	69	196		
	2006-07	15,769	2,618	13,151	103	12,561	227	76	184		
	2007-08	17,044	2,694	14,350	129	13,629	285	73	234		
	2008-09	16,455	2,362	14,093	116	13,397	274	90	216		
	2009-10	16,708	2,639	14,069	146	13,316	290	100	217		
	2010-11	16,254	2,601	13,653	189	12,883	281	103	197	8	82
Projections of High School Graduates	2011-12	16,141	2,668	13,473	153	12,664	316	82	258	14	53
	2012-13	15,860	2,690	13,170	191	12,269	321	93	296	10	99
	2013-14	15,227	2,530	12,696	162	11,771	386	92	292		
	2014-15	15,125	2,552	12,574	184	11,670	416	92	229		
	2015-16	15,040	2,375	12,664	236	11,681	399	86	322		
	2016-17	14,623	2,303	12,321	210	11,367	440	88	282		
	2017-18	14,427	2,198	12,230	228	11,248	456	86	310		
	2018-19	14,353	2,262	12,090	278	11,019	509	97	353		
	2019-20	13,915	2,081	11,834	283	10,792	568	102	289		
	2020-21	13,720	1,919	11,801	302	10,740	600	98	318		
	2021-22	13,780	1,807	11,973	338	10,779	741	104	381		
	2022-23	13,621	1,735	11,886	343	10,713	777	118	315		
	2023-24	13,663	1,948	11,716	431	10,536	742	94	361		
	2024-25	13,752	1,933	11,819	435	10,603	903	103	306		
	2025-26	13,282	1,824	11,458	436	10,190	1,139	118	351		
	2026-27	13,124	1,787	11,337	389	10,060	1,206	119	358		
	2027-28	12,605	1,722	10,883	415	9,652	1,122	110	332		
	2028-29	12,351	1,706	10,645	414	9,402	1,148	106	304		
	2029-30	12,411	1,711	10,700	415	9,444	1,178	120	351		
	2030-31	12,411	1,705	10,706	341	9,442	1,326	111	369		
	2031-32	12,351	1,696	10,656	397	9,344	1,317	146	369		

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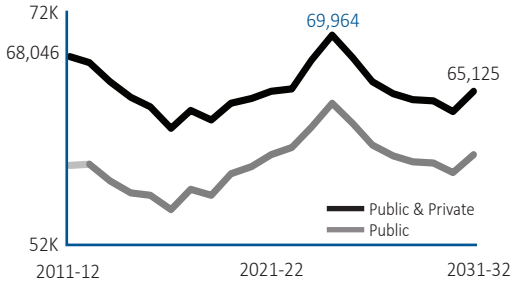
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MARYLAND

- 65,300 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 2.8% between 2011-12 and 2024-25, the next highest year for Maryland.



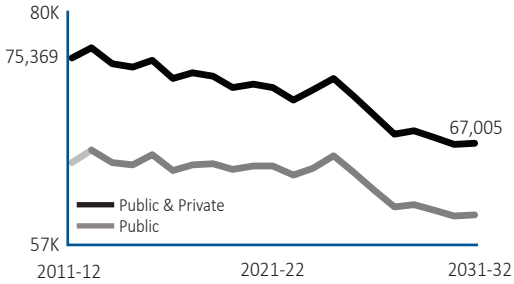
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	56,888	7,666	49,222	1,708	28,726	16,155	145	2,488		
	2001-02	58,756	7,875	50,881	1,890	29,363	16,745	158	2,725		
	2002-03	59,948	8,084	51,864	2,075	30,182	16,586	158	2,860		
	2003-04	61,269	8,399	52,870	2,270	30,541	17,005	135	2,919		
	2004-05	62,689	8,519	54,170	2,509	30,384	18,001	202	3,074		
	2005-06	64,222	8,686	55,536	2,790	30,672	18,558	178	3,338		
	2006-07	67,018	9,454	57,564	3,130	31,165	19,779	179	3,311		
	2007-08	68,805	9,634	59,171	3,555	31,429	20,602	193	3,392		
	2008-09	67,532	9,228	58,304	3,842	30,269	20,581	186	3,426		
	2009-10	68,659	9,581	59,078	4,087	29,870	21,231	190	3,700		
	2010-11	67,579	8,834	58,745	4,682	28,680	21,644	199	3,541	28	1,290
Projections of High School Graduates	2011-12	68,046	9,235	58,811	5,045	28,347	21,533	193	3,693	53	1,457
	2012-13	67,601	8,705	58,896	5,463	28,290	21,024	253	3,867	52	1,665
	2013-14	65,968	8,461	57,507	5,781	27,475	20,139	201	3,906		
	2014-15	64,586	8,097	56,489	5,771	26,443	20,221	130	3,917		
	2015-16	63,747	7,529	56,218	6,278	25,968	19,888	153	3,895		
	2016-17	62,010	7,000	55,009	6,821	24,998	19,088	136	3,910		
	2017-18	63,485	6,720	56,765	7,260	25,457	19,730	146	4,246		
	2018-19	62,688	6,401	56,287	7,622	24,891	19,534	130	4,255		
	2019-20	64,127	6,048	58,079	8,664	25,522	19,612	129	4,480		
	2020-21	64,473	5,796	58,677	9,400	25,564	19,443	116	4,678		
	2021-22	65,085	5,417	59,668	9,949	25,733	19,769	109	4,760		
	2022-23	65,290	4,960	60,330	10,905	25,341	19,909	119	4,937		
	2023-24	67,818	5,779	62,039	12,155	25,407	20,495	135	4,944		
	2024-25	69,964	5,830	64,134	13,530	25,661	21,222	110	4,993		
	2025-26	68,023	5,677	62,346	13,478	24,503	21,039	121	5,199		
	2026-27	65,987	5,447	60,539	13,452	23,432	20,344	130	5,364		
	2027-28	64,940	5,340	59,600	12,925	23,167	19,872	121	5,518		
	2028-29	64,432	5,353	59,080	12,992	22,973	19,333	114	5,535		
	2029-30	64,346	5,338	59,007	12,941	22,942	19,364	102	5,572		
	2030-31	63,408	5,255	58,153	13,307	22,467	18,945	137	5,387		
	2031-32	65,125	5,391	59,735	13,868	22,885	19,449	97	5,720		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MASSACHUSETTS

- 72,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Massachusetts is not projected to increase after 2011-12, ending at 67,000 in 2031-32.



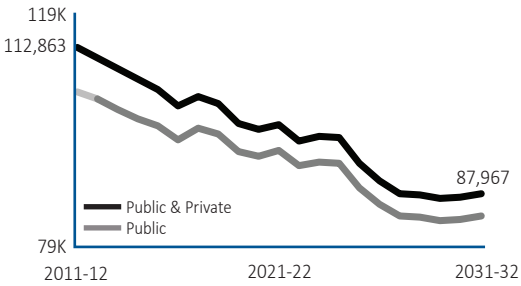
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	64,079	9,686	54,393	3,845	43,704	4,222	105	2,517		
	2001-02	65,478	10,206	55,272	3,526	44,973	3,944	136	2,693		
	2002-03	66,712	10,725	55,987	3,676	45,373	4,089	137	2,712		
	2003-04	68,803	10,477	58,326	4,205	46,535	4,584	129	2,873		
	2004-05	70,607	10,942	59,665	4,532	47,369	4,638	173	2,953		
	2005-06	72,283	11,011	61,272	5,358	48,093	4,765	151	2,905		
	2006-07	74,338	10,435	63,903	5,918	49,287	4,791	141	3,004		
	2007-08	76,050	10,853	65,197	6,377	49,566	5,161	161	3,072		
	2008-09	75,888	10,630	65,258	6,972	49,465	5,319	173	3,377	49	902
	2009-10	75,330	10,868	64,462	6,979	48,712	5,220	182	3,369	80	966
	2010-11	74,858	10,134	64,724	7,184	48,642	5,384	158	3,356	70	1,028
Projections of High School Graduates	2011-12	75,369	10,212	65,157	7,421	48,386	5,590	153	3,607	63	1,131
	2012-13	76,452	10,092	66,360	7,941	48,315	5,994	156	3,954	74	1,268
	2013-14	74,792	9,727	65,065	7,836	47,328	5,705	135	3,981		
	2014-15	74,490	9,618	64,872	8,126	46,698	5,727	161	3,985		
	2015-16	75,204	9,355	65,848	8,517	46,929	5,938	146	4,049		
	2016-17	73,335	8,994	64,341	8,495	45,433	5,813	137	4,071		
	2017-18	73,992	9,062	64,930	8,900	45,116	5,986	118	4,525		
	2018-19	73,563	8,527	65,037	9,086	44,735	6,112	116	4,706		
	2019-20	72,534	8,067	64,467	9,434	43,661	6,124	119	4,827		
	2020-21	72,867	8,037	64,831	9,731	43,484	6,092	133	5,078		
	2021-22	72,444	7,706	64,738	10,100	42,849	6,229	120	5,102		
	2022-23	71,223	7,342	63,882	10,502	41,377	6,491	102	5,095		
	2023-24	72,282	7,672	64,610	11,387	40,749	6,752	114	5,267		
	2024-25	73,421	7,689	65,731	11,845	40,895	7,044	103	5,544		
	2025-26	71,632	7,576	64,056	11,512	39,906	6,861	138	5,642		
	2026-27	69,787	7,352	62,435	11,585	38,403	6,884	107	5,622		
	2027-28	67,870	7,133	60,737	11,215	37,260	6,755	87	5,559		
	2028-29	68,225	7,187	61,038	13,328	35,331	6,831	94	5,756		
	2029-30	67,586	7,115	60,471	13,340	34,544	6,689	86	6,119		
	2030-31	66,895	7,047	59,848	13,089	34,188	6,767	87	5,864		
	2031-32	67,005	7,056	59,950	13,453	33,807	6,829	85	5,982		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MICHIGAN

- 8th highest producer of high school graduates with 98,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Michigan is not projected to increase after 2011-12, ending at 88,000 in 2031-32.



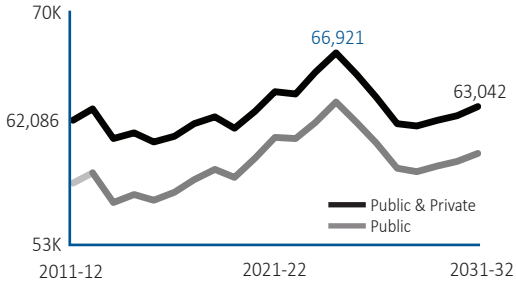
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	105,741	9,226	96,515	2,139	79,452	12,060	875	1,989		
	2001-02	104,365	9,364	95,001	2,284	77,947	11,619	901	2,250		
	2002-03	109,803	9,502	100,301	2,246	82,744	12,197	881	2,233		
	2003-04	108,177	9,354	98,823	2,405	81,568	11,737	888	2,225		
	2004-05	109,633	8,051	101,582	2,575	82,259	13,129	836	2,383		
	2005-06	110,226	7,644	102,582	2,727	81,795	14,249	849	2,676		
	2006-07	120,360	8,522	111,838	3,213	86,495	17,945	949	2,711		
	2007-08	123,576	8,393	115,183	3,500	88,225	19,158	967	2,807		
	2008-09	121,261	8,519	112,742	3,538	85,642	19,219	873	2,812		
	2009-10	118,915	8,233	110,682	3,721	83,188	19,278	891	2,808		
	2010-11	113,304	7,287	106,017	3,022	80,830	18,511	815	2,838	119	1,781
Projections of High School Graduates	2011-12	112,863	7,417	105,446	2,987	80,319	18,355	894	2,890	90	2,093
	2012-13	111,164	6,954	104,210	3,324	79,478	17,394	854	3,160	114	2,514
	2013-14	109,270	6,848	102,422	3,827	77,643	16,831	815	3,203		
	2014-15	107,458	6,748	100,709	4,100	76,148	16,311	739	3,420		
	2015-16	105,688	6,092	99,596	4,154	75,894	15,551	735	3,538		
	2016-17	102,996	5,798	97,199	4,230	74,581	14,775	720	3,478		
	2017-18	104,587	5,513	99,073	4,779	74,843	15,441	670	3,752		
	2018-19	103,250	5,177	98,073	5,078	74,269	14,894	638	3,810		
	2019-20	99,995	4,855	95,140	5,276	72,186	14,027	577	3,930		
	2020-21	98,971	4,575	94,396	5,467	71,614	13,693	589	4,080		
	2021-22	99,652	4,346	95,307	5,780	72,251	13,731	576	4,219		
	2022-23	96,855	4,082	92,772	6,218	69,582	13,565	548	4,040		
	2023-24	97,792	4,396	93,397	6,263	70,169	13,791	520	4,008		
	2024-25	97,469	4,317	93,152	6,763	69,839	13,543	521	4,077		
	2025-26	93,090	4,122	88,968	6,636	65,363	13,664	566	3,838		
	2026-27	90,101	3,962	86,139	5,874	63,483	13,450	584	3,759		
	2027-28	87,972	3,866	84,106	5,792	61,667	13,397	603	3,558		
	2028-29	87,733	3,878	83,855	5,680	61,544	13,172	547	3,610		
	2029-30	87,109	3,846	83,263	5,526	61,147	13,040	531	3,785		
	2030-31	87,302	3,852	83,450	5,458	61,083	13,355	505	3,781		
	2031-32	87,967	3,878	84,088	5,477	62,002	13,107	545	3,927		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MINNESOTA

- 62,700 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 7.8% between 2011-12 and 2024-25, the next highest year for Minnesota.



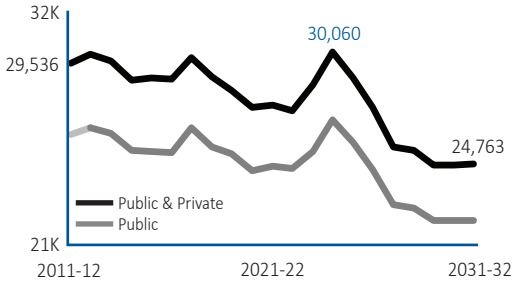
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	61,144	4,563	56,581	916	50,714	1,840	643	2,468		
	2001-02	62,023	4,583	57,440	1,032	51,052	2,122	661	2,573		
	2002-03	64,034	4,602	59,432	1,139	52,363	2,495	736	2,699		
	2003-04	63,890	4,794	59,096	1,238	51,688	2,510	799	2,861		
	2004-05	62,663	4,272	58,391	1,322	50,749	2,637	848	2,837		
	2005-06	62,915	4,017	58,898	1,501	50,551	2,973	778	3,095		
	2006-07	64,427	4,930	59,497	1,690	50,534	3,323	890	3,060		
	2007-08	65,486	5,077	60,409	1,788	50,762	3,678	830	3,351		
	2008-09	63,970	4,241	59,729	1,997	49,455	3,969	901	3,407		
	2009-10	63,969	4,302	59,667	2,176	49,048	4,194	902	3,347		
	2010-11	64,062	4,705	59,357	2,485	48,561	4,119	698	3,495	32	457
Projections of High School Graduates	2011-12	62,086	4,585	57,501	2,497	46,875	3,869	671	3,589	46	582
	2012-13	62,871	4,616	58,255	2,827	46,735	4,293	674	3,725	26	851
	2013-14	60,719	4,572	56,147	2,796	44,881	4,051	647	3,587		
	2014-15	61,115	4,396	56,719	3,166	44,876	4,109	629	3,716		
	2015-16	60,515	4,246	56,269	3,160	44,553	4,116	611	3,614		
	2016-17	60,914	4,049	56,866	3,531	44,278	4,377	584	3,769		
	2017-18	61,766	4,022	57,744	3,572	44,428	4,658	586	4,157		
	2018-19	62,303	3,809	58,494	3,973	44,454	4,829	593	4,174		
	2019-20	61,508	3,581	57,927	4,113	43,676	4,778	580	4,276		
	2020-21	62,751	3,393	59,358	4,208	44,899	4,810	567	4,411		
	2021-22	64,107	3,315	60,792	4,731	45,322	5,140	555	4,456		
	2022-23	63,982	3,221	60,762	4,712	45,294	5,198	496	4,538		
	2023-24	65,482	3,595	61,888	5,064	45,718	5,498	497	4,491		
	2024-25	66,921	3,583	63,338	5,374	46,089	5,877	515	4,789		
	2025-26	65,359	3,469	61,890	5,032	44,697	5,996	546	5,176		
	2026-27	63,737	3,365	60,372	4,920	43,638	5,785	529	5,042		
	2027-28	61,839	3,271	58,568	4,481	42,473	5,795	479	4,916		
	2028-29	61,634	3,285	58,348	4,045	42,138	5,698	488	4,927		
	2029-30	62,061	3,300	58,762	4,246	41,987	6,153	452	5,323		
	2030-31	62,382	3,311	59,071	4,094	42,106	6,526	478	5,258		
	2031-32	63,042	3,345	59,697	4,095	42,185	6,843	458	5,533		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MISSISSIPPI

- 27,800 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 1.8% between 2011-12 and 2024-25, the next highest year for Mississippi.



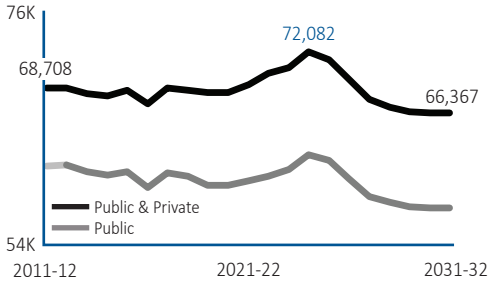
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	27,200	3,452	23,748	87	12,297	11,158	16	190		
	2001-02	27,238	3,498	23,740	120	12,174	11,195	32	219		
	2002-03	27,354	3,544	23,810	131	12,409	11,023	31	216		
	2003-04	27,139	3,404	23,735	122	12,362	11,000	20	212		
	2004-05	26,669	3,146	23,523	163	12,150	10,938	32	240		
	2005-06	27,088	3,240	23,848	186	12,278	11,161	29	194		
	2006-07	27,541	3,355	24,186	227	12,240	11,437	39	243		
	2007-08	28,201	3,406	24,795	271	12,544	11,660	40	280		
	2008-09	27,863	3,358	24,505	313	12,079	11,837	37	241	2	-
	2009-10	28,723	3,245	25,478	325	12,688	12,168	40	257	2	6
	2010-11	30,571	3,250	27,321	399	13,009	13,561	39	310		
Projections of High School Graduates	2011-12	29,536	3,378	26,158	469	12,510	12,879	29	265		53
	2012-13	29,954	3,452	26,502	448	12,924	12,781	44	305	7	83
	2013-14	29,642	3,403	26,238	584	12,855	12,470	43	316		
	2014-15	28,748	3,326	25,423	547	12,367	12,149	50	324		
	2015-16	28,823	3,479	25,344	559	12,445	12,030	46	294		
	2016-17	28,761	3,446	25,315	629	12,577	11,813	37	326		
	2017-18	29,788	3,296	26,492	644	12,929	12,540	54	371		
	2018-19	28,885	3,292	25,593	732	12,484	12,023	43	370		
	2019-20	28,250	2,980	25,270	712	12,357	11,835	48	380		
	2020-21	27,426	2,992	24,434	804	12,075	11,237	55	341		
	2021-22	27,556	2,902	24,654	827	12,248	11,250	49	381		
	2022-23	27,298	2,741	24,557	858	12,000	11,346	45	395		
	2023-24	28,538	3,183	25,355	921	12,054	11,989	57	384		
	2024-25	30,060	3,204	26,856	1,015	12,464	12,943	55	402		
	2025-26	28,845	3,074	25,770	1,348	12,189	12,031	51	430		
	2026-27	27,445	2,914	24,530	1,072	11,594	11,524	58	448		
	2027-28	25,569	2,716	22,853	979	11,001	10,544	46	406		
	2028-29	25,415	2,722	22,693	890	11,042	10,390	49	381		
	2029-30	24,721	2,637	22,084	861	10,871	9,979	43	413		
	2030-31	24,713	2,634	22,079	1,047	10,644	10,066	41	434		
	2031-32	24,763	2,639	22,124	1,072	10,704	10,024	36	461		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MISSOURI

- 68,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 4.9% between 2011-12 and 2024-25, the next highest year for Missouri.



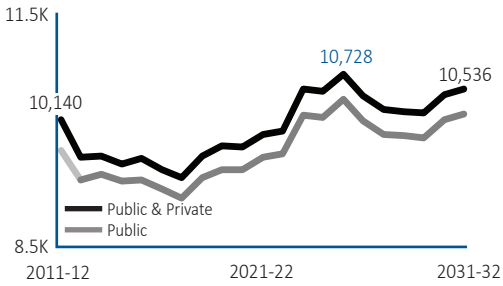
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	61,021	6,883	54,138	711	45,716	6,824	134	753		
	2001-02	61,546	7,059	54,487	696	45,627	7,195	148	821		
	2002-03	64,160	7,235	56,925	867	47,569	7,536	153	800		
	2003-04	65,783	7,800	57,983	947	48,118	7,863	189	866		
	2004-05	66,189	8,348	57,841	1,075	47,485	8,234	195	852		
	2005-06	66,286	7,869	58,417	1,257	47,534	8,401	197	1,028		
	2006-07	67,605	7,330	60,275	1,371	48,677	8,970	222	1,035		
	2007-08	69,106	7,389	61,717	1,498	49,744	9,178	273	1,024		
	2008-09	70,012	7,043	62,969	1,591	49,938	10,111	271	1,058		
	2009-10	71,096	7,102	63,994	1,772	50,516	10,262	318	1,126		
	2010-11	70,521	7,527	62,994	1,986	48,938	10,659	299	1,112	40	549
Projections of High School Graduates	2011-12	68,708	7,395	61,313	2,131	47,685	9,997	343	1,157	84	577
	2012-13	68,704	7,297	61,407	2,317	47,717	9,799	287	1,288	71	751
	2013-14	68,165	7,379	60,786	2,254	47,467	9,452	299	1,305		
	2014-15	67,986	7,515	60,472	2,545	47,010	9,330	289	1,303		
	2015-16	68,523	7,677	60,847	2,787	46,978	9,505	293	1,311		
	2016-17	67,195	7,918	59,278	2,919	46,158	8,749	302	1,319		
	2017-18	68,681	7,940	60,741	3,158	46,794	9,174	287	1,450		
	2018-19	68,514	8,165	60,348	3,368	46,498	8,884	282	1,477		
	2019-20	68,301	8,804	59,497	3,601	45,553	8,721	295	1,535		
	2020-21	68,248	8,703	59,545	3,728	45,699	8,520	274	1,607		
	2021-22	69,063	9,159	59,905	3,940	45,858	8,567	305	1,541		
	2022-23	70,092	9,741	60,351	4,295	46,021	8,496	321	1,597		
	2023-24	70,626	9,616	61,010	4,474	46,257	8,754	265	1,619		
	2024-25	72,082	9,684	62,398	4,665	47,077	9,135	278	1,573		
	2025-26	71,411	9,578	61,833	4,584	46,393	9,204	301	1,775		
	2026-27	69,589	9,395	60,195	4,318	45,426	8,838	265	1,722		
	2027-28	67,623	9,168	58,455	4,346	44,243	8,393	240	1,623		
	2028-29	66,917	9,046	57,871	4,118	43,493	8,325	243	1,632		
	2029-30	66,420	8,962	57,458	4,067	43,208	8,267	240	1,730		
	2030-31	66,318	8,950	57,368	3,950	43,214	8,331	244	1,700		
	2031-32	66,367	8,965	57,402	3,975	43,048	8,375	256	1,812		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MONTANA

- 10,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 5.8% between 2011-12 and 2025-26, the next highest year for Montana.



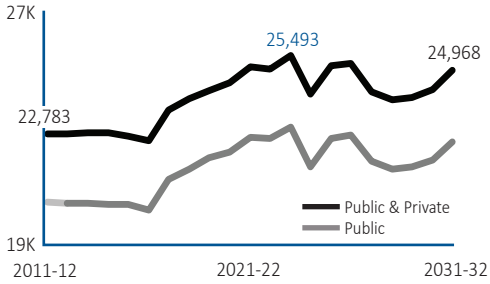
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	11,171	543	10,628	169	9,629	33	689	108		
	2001-02	11,075	521	10,554	158	9,537	34	713	112		
	2002-03	11,155	498	10,657	159	9,672	44	660	122		
	2003-04	11,007	507	10,500	162	9,428	36	762	112		
	2004-05	10,802	467	10,335	198	9,191	40	786	120		
	2005-06	10,734	451	10,283	201	9,071	44	814	153		
	2006-07	10,557	435	10,122	206	8,937	49	786	144		
	2007-08	10,986	590	10,396	191	9,115	53	904	133		
	2008-09	10,449	372	10,077	190	8,844	65	863	115		
	2009-10	10,521	446	10,075	209	8,825	69	848	124		
	2010-11	10,165	433	9,732	258	8,476	82	820	97	19	69
Projections of High School Graduates	2011-12	10,140	390	9,750	274	8,483	84	778	130	29	111
	2012-13	9,666	297	9,369	281	8,145	66	748	129	19	116
	2013-14	9,668	227	9,442	313	8,155	78	762	125		
	2014-15	9,566	210	9,357	335	8,086	100	730	103		
	2015-16	9,648	282	9,365	387	8,058	81	745	97		
	2016-17	9,494	246	9,248	379	7,884	107	758	106		
	2017-18	9,403	260	9,142	393	7,818	81	749	99		
	2018-19	9,682	279	9,403	462	7,993	95	767	91		
	2019-20	9,799	306	9,494	466	8,010	83	814	111		
	2020-21	9,797	303	9,494	537	7,997	75	802	100		
	2021-22	9,956	301	9,655	523	8,121	89	814	118		
	2022-23	9,998	296	9,702	659	8,124	72	812	100		
	2023-24	10,528	327	10,200	720	8,533	77	851	105		
	2024-25	10,503	328	10,174	794	8,592	56	811	76		
	2025-26	10,728	331	10,397	782	8,775	86	818	104		
	2026-27	10,452	321	10,132	752	8,558	82	794	98		
	2027-28	10,266	315	9,951	787	8,456	77	727	106		
	2028-29	10,248	316	9,931	832	8,323	87	733	103		
	2029-30	10,222	315	9,907	876	8,362	86	730	108		
	2030-31	10,459	322	10,137	874	8,541	100	770	92		
	2031-32	10,536	324	10,212	905	8,527	106	794	124		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NEBRASKA

- 24,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 11.9% between 2011-12 and 2023-24, the next highest year for Nebraska.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	22,033	2,375	19,658	762	17,619	827	139	311		
	2001-02	22,307	2,397	19,910	756	17,851	796	150	357		
	2002-03	22,580	2,419	20,161	822	17,963	892	182	302		
	2003-04	22,632	2,323	20,309	1,004	17,798	984	183	340		
	2004-05	22,214	2,274	19,940	1,194	17,242	961	197	346		
	2005-06	21,983	2,219	19,764	1,236	16,931	1,032	213	352		
	2006-07	22,029	2,156	19,873	1,290	16,800	1,226	211	346		
	2007-08	22,192	2,157	20,035	1,434	16,969	1,049	228	355		
	2008-09	21,505	2,004	19,501	1,617	16,275	1,054	227	328		
	2009-10	21,381	2,011	19,370	1,812	15,921	1,093	191	353		
	2010-11	22,635	2,304	20,331	2,348	16,223	1,126	242	392	29	488
Projections of High School Graduates	2011-12	22,783	2,319	20,464	2,520	15,921	1,271	280	472	31	527
	2012-13	22,787	2,345	20,442	2,666	15,811	1,301	238	426	20	540
	2013-14	22,836	2,400	20,436	2,885	15,464	1,296	221	503		
	2014-15	22,838	2,443	20,395	3,074	15,289	1,232	241	515		
	2015-16	22,707	2,336	20,372	3,115	15,396	1,167	216	472		
	2016-17	22,542	2,334	20,209	3,191	15,250	1,034	229	561		
	2017-18	23,627	2,377	21,250	3,562	15,703	1,217	225	570		
	2018-19	24,001	2,402	21,599	3,729	15,760	1,232	268	636		
	2019-20	24,272	2,304	21,968	4,053	16,001	1,133	229	646		
	2020-21	24,542	2,356	22,186	4,131	16,101	1,149	235	681		
	2021-22	25,100	2,426	22,674	4,295	16,433	1,142	230	727		
	2022-23	25,004	2,370	22,634	4,416	16,209	1,204	198	791		
	2023-24	25,493	2,456	23,037	4,695	16,285	1,225	224	805		
	2024-25	24,151	2,463	21,687	4,364	15,526	1,085	208	708		
	2025-26	25,107	2,468	22,639	4,893	15,901	1,228	204	756		
	2026-27	25,216	2,465	22,751	4,925	15,874	1,245	216	858		
	2027-28	24,234	2,369	21,865	4,506	15,408	1,215	183	846		
	2028-29	23,959	2,354	21,606	4,153	15,433	1,179	183	839		
	2029-30	24,057	2,373	21,684	4,344	15,272	1,222	183	941		
	2030-31	24,291	2,387	21,904	4,442	15,369	1,230	196	957		
	2031-32	24,968	2,451	22,517	4,730	15,570	1,288	201	1,116		

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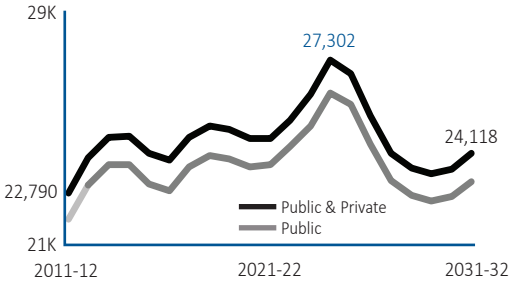
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NEVADA

- 24,700 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 19.8% between 2011-12 and 2024-25, the next highest year for Nevada.



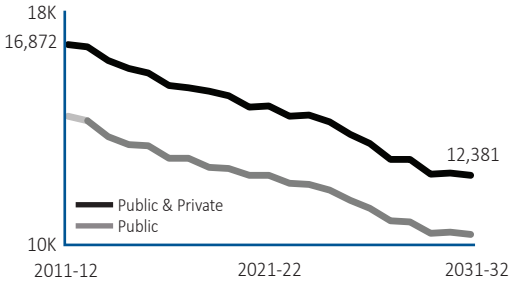
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	15,732	605	15,127	2,331	10,348	1,201	249	998		
	2001-02	16,911	641	16,270	2,728	10,879	1,285	255	1,123		
	2002-03	17,054	676	16,378	2,595	10,742	1,626	276	1,139		
	2003-04	15,825	624	15,201	2,659	9,961	1,155	203	1,238		
	2004-05	16,402	662	15,740	2,934	9,988	1,262	226	1,330		
	2005-06	17,199	744	16,455	3,421	9,902	1,385	231	1,516		
	2006-07	17,844	695	17,149	3,620	10,150	1,449	252	1,678		
	2007-08	19,569	754	18,815	4,461	10,545	1,682	242	1,885		
	2008-09	20,728	824	19,904	5,014	10,723	1,849	264	2,054		
	2009-10	21,827	871	20,956	5,713	10,758	2,045	275	2,165		
	2010-11	22,081	899	21,182	6,287	10,842	1,819	250	1,984	291	915
Projections of High School Graduates	2011-12	22,790	899	21,891	6,816	10,709	2,014	233	2,120	320	1,197
	2012-13	23,989	951	23,038	7,548	10,954	2,040	251	2,245	329	1,295
	2013-14	24,689	951	23,738	8,042	10,956	2,074	241	2,238		
	2014-15	24,718	959	23,759	8,162	10,779	2,123	242	2,269		
	2015-16	24,119	1,042	23,077	8,117	10,430	1,938	219	2,190		
	2016-17	23,920	1,055	22,864	7,988	10,316	1,968	198	2,233		
	2017-18	24,688	1,022	23,666	8,585	10,406	2,078	175	2,174		
	2018-19	25,077	1,019	24,058	8,941	10,352	2,048	188	2,228		
	2019-20	24,943	989	23,954	9,039	10,166	2,064	175	2,174		
	2020-21	24,644	961	23,682	8,788	10,183	2,082	164	2,149		
	2021-22	24,658	914	23,745	9,078	10,065	2,032	157	2,060		
	2022-23	25,247	869	24,378	9,350	10,254	2,178	169	2,009		
	2023-24	26,163	1,087	25,076	9,736	10,499	2,223	161	2,009		
	2024-25	27,302	1,119	26,183	10,292	10,724	2,419	147	2,106		
	2025-26	26,859	1,052	25,807	10,153	10,345	2,520	169	2,268		
	2026-27	25,432	985	24,447	9,435	9,888	2,503	149	2,147		
	2027-28	24,132	938	23,193	8,723	9,619	2,443	120	1,962		
	2028-29	23,632	936	22,696	8,450	9,293	2,520	122	1,941		
	2029-30	23,439	926	22,513	8,295	9,129	2,537	118	2,020		
	2030-31	23,580	926	22,654	8,300	9,124	2,686	115	2,024		
	2031-32	24,118	946	23,173	8,480	9,240	2,925	125	2,064		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NEW HAMPSHIRE

- 14,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in New Hampshire is not projected to increase after 2011-12, ending at 12,400 in 2031-32.



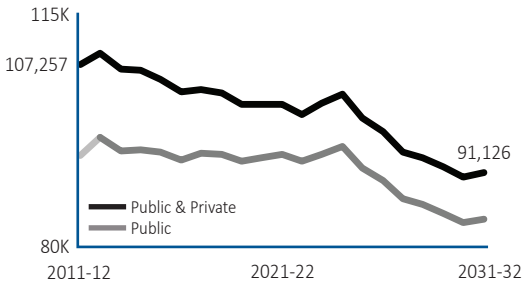
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	14,483	2,189	12,294	164	11,790	118	27	194		
	2001-02	14,782	2,330	12,452	211	11,928	119	20	174		
	2002-03	15,681	2,471	13,210	213	12,654	117	42	185		
	2003-04	15,700	2,391	13,309	231	12,696	142	29	210		
	2004-05	15,938	2,163	13,775	257	13,104	173	32	209		
	2005-06	16,161	2,173	13,988	222	13,422	215	31	223		
	2006-07	16,746	2,294	14,452	188	13,739	257	31	237		
	2007-08	17,240	2,258	14,982	201	14,174	320	30	257		
	2008-09	17,220	2,463	14,757	192	13,892	359	38	276		
	2009-10	17,482	2,448	15,034	392	14,140	206	35	261	8	56
	2010-11	17,017	2,522	14,495	443	13,448	245	43	315	7	69
Projections of High School Graduates	2011-12	16,872	2,446	14,426	471	13,327	237	38	353	7	110
	2012-13	16,794	2,532	14,262	457	13,148	263	37	356	9	132
	2013-14	16,315	2,615	13,700	404	12,578	288	41	395		
	2014-15	16,058	2,596	13,462	448	12,312	268	32	410		
	2015-16	15,896	2,491	13,405	538	12,134	290	42	406		
	2016-17	15,447	2,479	12,967	504	11,793	238	29	412		
	2017-18	15,401	2,437	12,964	535	11,733	243	29	442		
	2018-19	15,256	2,595	12,661	531	11,427	228	20	486		
	2019-20	15,114	2,482	12,632	579	11,335	240	28	480		
	2020-21	14,737	2,346	12,391	590	11,081	219	27	517		
	2021-22	14,765	2,354	12,411	650	11,063	205	30	510		
	2022-23	14,429	2,317	12,113	714	10,696	211	32	518		
	2023-24	14,451	2,383	12,068	731	10,676	214	27	483		
	2024-25	14,234	2,338	11,896	819	10,466	183	28	484		
	2025-26	13,799	2,241	11,559	725	10,143	234	26	520		
	2026-27	13,472	2,187	11,284	740	9,876	218	28	523		
	2027-28	12,947	2,107	10,840	706	9,501	223	21	477		
	2028-29	12,929	2,110	10,819	717	9,335	225	27	480		
	2029-30	12,430	2,027	10,403	748	8,994	193	11	454		
	2030-31	12,478	2,032	10,447	685	9,073	209	28	452		
	2031-32	12,381	2,016	10,365	789	8,950	184	11	478		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NEW JERSEY

- 9th highest producer of high school graduates with 100,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in New Jersey is not projected to increase after 2011-12, ending at 91,100 in 2031-32.



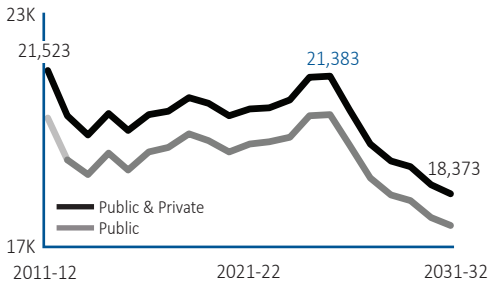
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	88,475	12,345	76,130	9,402	49,647	11,507	204	5,370		
	2001-02	90,288	12,624	77,664	9,657	50,347	11,909	132	5,619		
	2002-03	94,293	12,902	81,391	11,016	51,802	12,284	161	6,128		
	2003-04	96,254	12,428	83,826	11,406	53,298	12,768	272	6,072		
	2004-05	99,328	12,826	86,502	12,238	54,422	13,090	300	6,452		
	2005-06	103,200	13,151	90,049	12,775	56,056	13,916	214	7,088		
	2006-07	106,357	13,344	93,013	13,507	57,416	14,359	197	7,243		
	2007-08	108,609	13,615	94,994	14,593	57,702	14,776	227	7,501		
	2008-09	109,433	14,348	95,085	14,808	57,069	15,270	137	8,076	274	270
	2009-10	110,891	14,666	96,225	15,456	57,670	15,045	178	7,877	333	678
	2010-11	108,165	12,979	95,186	15,779	56,341	14,639	301	8,126	171	270
Projections of High School Graduates	2011-12	107,257	13,438	93,819	16,092	54,668	14,559	141	8,360	161	337
	2012-13	108,975	12,485	96,490	17,711	54,843	14,997	112	8,827	233	359
	2013-14	106,594	12,246	94,347	17,523	53,338	14,277	214	8,953		
	2014-15	106,475	11,926	94,549	18,546	52,239	14,346	303	8,998		
	2015-16	105,062	10,786	94,276	18,706	51,997	13,919	319	9,175		
	2016-17	103,175	10,148	93,027	19,215	50,491	13,625	341	9,071		
	2017-18	103,597	9,521	94,077	20,508	49,590	13,831	228	9,719		
	2018-19	103,091	9,147	93,944	21,121	48,807	13,733	257	9,844		
	2019-20	101,372	8,560	92,812	21,816	47,460	13,241	234	9,927		
	2020-21	101,312	7,959	93,353	22,690	46,842	13,169	225	10,343		
	2021-22	101,356	7,508	93,848	24,054	46,395	12,748	220	10,446		
	2022-23	99,865	6,963	92,902	25,195	44,527	12,728	263	10,292		
	2023-24	101,611	7,765	93,846	26,442	43,689	13,210	246	10,344		
	2024-25	102,914	7,819	95,095	28,021	42,717	13,646	218	10,569		
	2025-26	99,266	7,466	91,799	26,496	41,028	13,230	191	11,245		
	2026-27	97,248	7,247	90,000	26,241	40,097	13,018	217	10,843		
	2027-28	94,292	7,017	87,275	25,440	38,779	12,420	254	10,844		
	2028-29	93,452	7,017	86,435	25,506	37,888	12,181	177	10,912		
	2029-30	91,999	6,905	85,093	25,176	36,552	12,294	192	11,233		
	2030-31	90,476	6,778	83,699	24,770	36,632	11,818	208	10,588		
	2031-32	91,126	6,819	84,307	24,783	36,779	11,785	201	10,930		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NEW MEXICO

- 20,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in New Mexico is not projected to increase after 2011-12, ending at 18,400 in 2031-32.



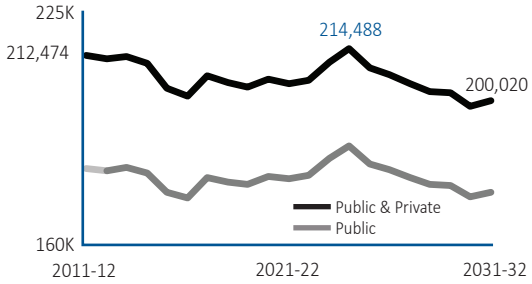
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	19,677	1,478	18,199	7,954	7,587	426	1,996	236		
	2001-02	19,456	1,362	18,094	7,959	7,574	398	1,923	241		
	2002-03	18,423	1,500	16,923	7,572	6,994	319	1,802	236		
	2003-04	19,501	1,609	17,892	8,123	7,205	405	1,894	265		
	2004-05	18,753	1,400	17,353	8,074	6,867	364	1,799	249		
	2005-06	19,229	1,407	17,822	8,197	6,901	425	2,029	270		
	2006-07	17,626	1,495	16,131	7,395	6,253	386	1,839	258		
	2007-08	19,810	1,546	18,264	8,740	6,583	467	2,177	297		
	2008-09	19,318	1,387	17,931	8,760	6,298	478	2,118	277		
	2009-10	19,960	1,365	18,595	9,617	6,061	409	2,212	296	1	126
	2010-11	20,627	1,275	19,352	10,310	6,053	417	2,309	263	10	165
Projections of High School Graduates	2011-12	21,523	1,208	20,315	11,271	5,848	479	2,434	283	11	189
	2012-13	20,383	1,151	19,232	10,628	5,654	437	2,203	310	15	220
	2013-14	19,873	1,031	18,842	10,683	5,395	400	2,047	317		
	2014-15	20,430	1,024	19,405	11,070	5,567	373	2,052	361		
	2015-16	19,994	1,025	18,970	11,120	5,181	331	2,009	329		
	2016-17	20,401	960	19,441	11,577	5,122	353	2,028	340		
	2017-18	20,478	932	19,546	11,538	5,219	373	2,093	314		
	2018-19	20,841	928	19,913	11,921	5,210	355	2,092	338		
	2019-20	20,702	975	19,727	11,999	4,922	336	2,168	318		
	2020-21	20,384	933	19,451	11,837	4,883	314	2,105	339		
	2021-22	20,551	908	19,643	12,068	4,814	301	2,209	289		
	2022-23	20,561	860	19,701	12,079	4,895	305	2,171	292		
	2023-24	20,772	966	19,806	12,188	4,832	293	2,274	282		
	2024-25	21,364	995	20,368	12,822	4,792	275	2,289	278		
	2025-26	21,383	970	20,413	12,933	4,735	291	2,298	321		
	2026-27	20,526	924	19,602	12,347	4,551	312	2,252	281		
	2027-28	19,638	884	18,753	11,745	4,471	292	2,052	299		
	2028-29	19,192	874	18,318	11,398	4,269	272	2,019	279		
	2029-30	19,062	867	18,194	11,287	4,228	254	1,966	307		
	2030-31	18,591	843	17,748	10,953	4,105	251	1,962	292		
	2031-32	18,373	832	17,540	10,982	3,994	272	1,843	288		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NEW YORK

- 3rd highest producer of high graduates with 206,300 high graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 0.9% between 2011-12 and 2024-25, the next highest year for New York.



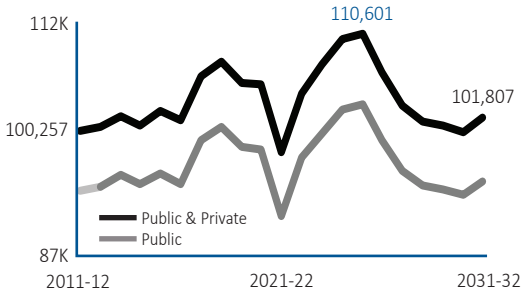
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	168,485	26,601	141,884	16,317	94,355	20,594	494	10,124		
	2001-02	167,465	27,326	140,139	15,524	94,528	19,686	455	9,946		
	2002-03	171,868	28,050	143,818	15,693	96,847	20,399	475	10,404		
	2003-04	177,095	28,584	148,511	17,227	98,518	21,535	498	10,734		
	2004-05	181,674	28,471	153,203	18,761	100,188	22,670	520	11,064		
	2005-06	192,563	30,746	161,817	21,824	102,161	24,840	539	12,453		
	2006-07	198,224	29,891	168,333	24,261	104,190	26,827	569	13,087		
	2007-08	207,683	31,373	176,310	26,698	106,219	28,814	599	13,720		
	2008-09	212,162	31,245	180,917	29,529	105,632	30,441	646	14,346		
	2009-10	214,916	31,090	183,826	30,909	105,114	31,609	727	15,058		
	2010-11	213,200	30,441	182,759	32,147	102,690	31,629	753	15,540	175	502
Projections of High School Graduates	2011-12	212,474	31,668	180,806	32,692	100,404	30,733	764	16,214	181	651
	2012-13	211,640	31,289	180,351	33,532	99,210	30,233	789	16,587	201	838
	2013-14	212,185	31,000	181,185	35,753	96,729	30,481	759	17,614		
	2014-15	210,288	30,626	179,662	36,423	93,792	30,638	857	17,950		
	2015-16	203,560	29,189	174,371	35,566	92,269	29,660	849	17,047		
	2016-17	201,290	28,601	172,689	35,834	89,758	29,119	795	17,214		
	2017-18	206,830	28,450	178,380	38,582	90,437	29,807	925	19,121		
	2018-19	205,026	27,794	177,233	40,163	88,137	29,831	1,016	18,688		
	2019-20	203,793	27,227	176,566	41,563	86,092	29,456	1,077	19,311		
	2020-21	205,831	27,130	178,701	43,053	86,666	29,062	1,075	20,188		
	2021-22	204,822	26,746	178,076	44,387	84,219	28,856	1,103	21,154		
	2022-23	205,601	26,575	179,026	47,472	81,735	29,300	1,217	21,230		
	2023-24	210,768	27,003	183,765	50,740	81,839	29,810	1,405	22,479		
	2024-25	214,488	27,305	187,183	53,592	81,328	30,115	1,545	23,826		
	2025-26	209,022	26,934	182,088	50,656	80,641	29,486	1,368	22,967		
	2026-27	207,265	26,702	180,564	50,255	79,755	29,085	1,395	23,244		
	2027-28	204,766	26,325	178,442	49,714	79,059	28,133	1,443	23,296		
	2028-29	202,472	25,995	176,477	48,422	75,995	27,308	1,369	24,492		
	2029-30	202,074	25,943	176,131	47,632	75,277	26,820	1,377	26,487		
	2030-31	198,491	25,516	172,975	46,597	74,909	26,176	1,289	25,045		
	2031-32	200,020	25,711	174,309	47,013	75,246	25,730	1,263	26,368		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NORTH CAROLINA

- 10th highest producer of high school graduates with 103,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 10.3% between 2011-12 and 2025-26, the next highest year for North Carolina.



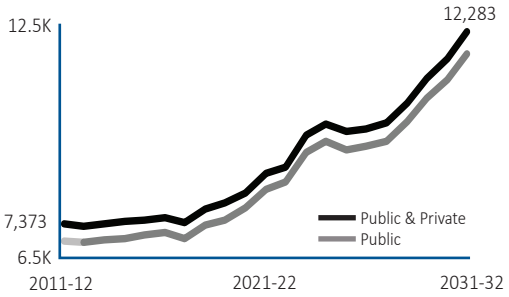
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	67,587	4,299	63,288	1,264	43,119	16,810	761	1,334		
	2001-02	70,648	4,693	65,955	1,559	44,888	17,385	713	1,410		
	2002-03	74,782	5,086	69,696	1,926	46,827	18,600	760	1,583		
	2003-04	77,482	5,356	72,126	2,291	47,657	19,685	834	1,659		
	2004-05	80,343	5,333	75,010	2,864	48,422	21,155	852	1,717		
	2005-06	82,171	5,461	76,710	3,114	48,324	20,841	857	1,771		
	2006-07	81,625	5,594	76,031	3,364	48,226	20,526	861	1,824		
	2007-08	89,338	6,031	83,307	4,228	51,582	23,002	1,010	1,944		
	2008-09	92,439	5,727	86,712	5,067	52,487	24,103	1,102	2,088		
	2009-10	94,652	5,948	88,704	5,681	52,339	25,181	1,243	2,243		
	2010-11	96,204	6,312	89,892	6,924	53,601	25,909	1,212	2,246	63	2,439
Projections of High School Graduates	2011-12	100,257	6,280	93,977	8,136	54,711	27,222	1,345	2,563	82	2,807
	2012-13	100,725	6,386	94,339	9,078	54,828	26,431	1,347	2,656	86	2,981
	2013-14	101,942	6,255	95,687	10,001	54,827	26,101	1,394	2,809		
	2014-15	100,891	6,293	94,598	10,467	54,147	25,332	1,370	2,858		
	2015-16	102,389	6,628	95,760	11,221	55,057	24,979	1,444	3,009		
	2016-17	101,408	6,741	94,667	11,479	54,807	24,101	1,335	3,052		
	2017-18	106,104	6,832	99,272	13,172	56,236	25,114	1,466	3,396		
	2018-19	107,651	6,857	100,794	14,489	56,533	25,097	1,374	3,491		
	2019-20	105,422	6,793	98,629	15,131	55,090	23,839	1,328	3,691		
	2020-21	105,221	6,825	98,396	15,642	55,381	22,849	1,351	3,934		
	2021-22	98,082	6,887	91,195	14,962	51,570	20,617	1,168	3,843		
	2022-23	104,305	6,774	97,531	17,225	53,847	22,148	1,235	4,239		
	2023-24	107,354	7,266	100,088	18,603	54,102	22,796	1,310	4,588		
	2024-25	110,075	7,470	102,605	19,940	54,845	23,084	1,340	4,987		
	2025-26	110,601	7,441	103,161	19,473	54,780	24,220	1,354	5,041		
	2026-27	106,551	7,193	99,359	17,931	53,191	23,347	1,369	5,090		
	2027-28	103,002	6,918	96,084	16,667	52,053	22,358	1,329	5,155		
	2028-29	101,307	6,830	94,477	16,235	51,218	21,971	1,256	5,235		
	2029-30	100,860	6,802	94,058	16,042	50,805	21,862	1,251	5,697		
	2030-31	100,197	6,751	93,446	15,634	50,179	22,292	1,253	5,647		
	2031-32	101,807	6,860	94,947	15,858	51,100	22,327	1,224	6,197		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NORTH DAKOTA

- 8,900 high graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 66.6% between 2011-12 and 2031-32, the next highest year for North Dakota.



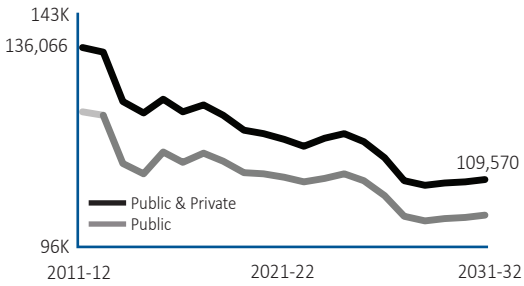
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	8,819	374	8,445	54	7,923	47	373	48		
	2001-02	8,546	432	8,114	68	7,564	58	362	62		
	2002-03	8,659	490	8,169	73	7,553	54	421	68		
	2003-04	8,384	496	7,888	83	7,253	69	417	66		
	2004-05	7,976	421	7,555	76	6,907	68	442	62		
	2005-06	7,599	407	7,192	63	6,637	62	374	56		
	2006-07	7,627	468	7,159	68	6,542	74	413	62		
	2007-08	7,472	473	6,999	79	6,410	98	357	55		
	2008-09	7,717	485	7,232	89	6,507	138	423	75		
	2009-10	7,604	449	7,155	90	6,364	136	489	76		
	2010-11	7,580	424	7,156	111	6,348	126	485	86	14	23
Projections of High School Graduates	2011-12	7,373	431	6,942	114	6,116	159	448	104	14	17
	2012-13	7,322	422	6,900	134	6,079	165	419	103	11	31
	2013-14	7,388	427	6,961	149	6,089	194	404	128		
	2014-15	7,436	430	7,006	187	5,996	240	447	132		
	2015-16	7,463	362	7,101	204	6,080	246	433	150		
	2016-17	7,522	381	7,141	218	6,116	278	412	157		
	2017-18	7,400	404	6,996	252	5,885	325	419	168		
	2018-19	7,743	404	7,339	324	6,085	314	467	195		
	2019-20	7,902	422	7,480	304	6,191	387	453	256		
	2020-21	8,171	392	7,779	345	6,468	398	441	268		
	2021-22	8,681	413	8,268	418	6,778	475	485	298		
	2022-23	8,826	394	8,432	490	6,866	528	490	272		
	2023-24	9,635	431	9,204	576	7,560	566	481	318		
	2024-25	9,943	444	9,499	660	7,736	635	498	330		
	2025-26	9,726	443	9,283	668	7,552	687	499	318		
	2026-27	9,799	445	9,353	765	7,549	766	495	390		
	2027-28	9,951	449	9,502	749	7,704	874	465	457		
	2028-29	10,481	473	10,008	741	8,018	961	488	440		
	2029-30	11,109	502	10,607	913	8,426	1,177	492	541		
	2030-31	11,608	525	11,082	1,057	8,769	1,470	466	655		
	2031-32	12,283	556	11,727	1,166	9,288	2,024	482	798		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

OHIO

- 7th highest producer of high school graduates with 119,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Ohio is not projected to increase after 2011-12, ending at 109,600 in 2031-32.



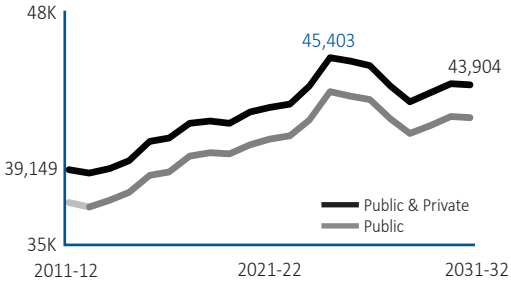
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	125,150	13,869	111,281	1,378	96,206	11,645	123	1,509		
	2001-02	124,514	13,906	110,608	1,441	95,036	11,945	100	1,568		
	2002-03	129,705	13,943	115,762	1,654	98,909	12,902	117	1,533		
	2003-04	132,889	13,860	119,029	1,696	100,613	14,084	132	1,648		
	2004-05	129,772	13,070	116,702	1,723	97,704	14,308	128	1,726		
	2005-06	130,618	13,262	117,356	1,922	98,744	14,919	130	1,641		
	2006-07	130,715	13,057	117,658	1,899	98,390	14,058	137	1,652		
	2007-08	133,785	13,027	120,758	2,046	99,936	14,956	160	1,749		
	2008-09	135,506	13,303	122,203	2,113	100,117	15,630	188	1,835		
	2009-10	136,449	13,012	123,437	2,314	99,925	16,574	165	1,695		
	2010-11	137,087	12,858	124,229	2,790	101,699	17,636	185	1,920	26	3,135
Projections of High School Graduates	2011-12	136,066	12,931	123,135	3,032	100,273	17,586	179	2,065	44	3,516
	2012-13	135,042	12,551	122,491	3,286	100,098	16,782	160	2,165	46	3,833
	2013-14	125,152	12,283	112,869	3,371	91,054	15,955	169	2,211		
	2014-15	122,825	12,101	110,724	3,720	88,939	15,933	166	2,262		
	2015-16	125,662	10,712	114,949	4,221	92,907	16,299	164	2,556		
	2016-17	123,075	10,152	112,923	4,264	92,289	15,514	180	2,620		
	2017-18	124,473	9,631	114,842	4,812	93,083	16,270	157	2,835		
	2018-19	122,452	9,156	113,296	5,263	91,726	16,192	166	2,814		
	2019-20	119,508	8,501	111,007	5,826	89,938	15,734	130	3,033		
	2020-21	118,808	8,170	110,639	6,342	89,691	15,755	139	3,180		
	2021-22	117,537	7,651	109,887	6,756	89,279	15,723	116	3,281		
	2022-23	116,169	6,974	109,195	8,059	87,729	16,103	116	3,379		
	2023-24	117,730	7,899	109,831	8,886	87,832	16,803	104	3,321		
	2024-25	118,707	7,940	110,767	9,551	88,361	17,389	124	3,483		
	2025-26	117,111	7,731	109,380	9,210	86,191	17,344	105	3,630		
	2026-27	113,828	7,434	106,394	9,123	83,700	16,903	116	3,459		
	2027-28	109,233	7,117	102,116	8,487	80,285	16,350	106	3,578		
	2028-29	108,301	7,133	101,168	8,549	79,383	15,959	101	3,486		
	2029-30	108,821	7,166	101,656	8,842	79,157	16,281	112	3,839		
	2030-31	109,177	7,172	102,005	8,742	79,091	16,624	110	3,849		
	2031-32	109,570	7,188	102,382	9,246	79,112	16,544	113	4,166		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

OKLAHOMA

- 42,300 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 16.0% between 2011-12 and 2024-25, the next highest year for Oklahoma.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	39,039	1,581	37,458	1,492	26,066	3,243	5,906	751		
	2001-02	38,409	1,557	36,852	1,562	25,385	3,299	5,956	650		
	2002-03	38,226	1,532	36,694	1,584	24,976	3,355	6,124	655		
	2003-04	38,354	1,555	36,799	1,726	24,679	3,386	6,281	727		
	2004-05	38,007	1,780	36,227	1,937	23,714	3,449	6,442	685		
	2005-06	38,349	1,852	36,497	2,131	23,572	3,568	6,494	732		
	2006-07	39,133	2,033	37,100	2,385	23,530	3,599	6,730	856		
	2007-08	39,645	2,015	37,630	2,476	23,591	3,926	6,770	867		
	2008-09	38,750	1,531	37,219	2,664	22,976	3,643	7,034	902		
	2009-10	40,065	1,562	38,503	2,870	23,492	3,797	7,281	1,063		
	2010-11	39,508	1,764	37,744	3,099	22,982	3,630	6,963	1,070	98	604
Projections of High School Graduates	2011-12	39,149	1,844	37,305	3,346	22,505	3,652	6,780	1,022	94	996
	2012-13	38,952	1,919	37,033	3,601	22,211	3,566	6,690	965	71	1,243
	2013-14	39,223	1,751	37,473	4,140	22,267	3,595	6,416	1,019		
	2014-15	39,663	1,771	37,892	4,456	22,480	3,541	6,284	1,107		
	2015-16	40,695	1,848	38,847	4,796	22,944	3,635	6,353	1,076		
	2016-17	40,897	1,858	39,039	5,098	23,122	3,456	6,272	1,119		
	2017-18	41,753	1,868	39,885	5,680	23,366	3,572	6,277	1,054		
	2018-19	41,851	1,788	40,063	6,250	23,369	3,451	6,015	1,201		
	2019-20	41,706	1,687	40,019	6,679	23,266	3,465	5,778	1,154		
	2020-21	42,373	1,826	40,547	7,227	23,770	3,360	5,496	1,232		
	2021-22	42,650	1,791	40,859	7,777	23,751	3,336	5,409	1,273		
	2022-23	42,834	1,774	41,060	8,216	23,969	3,298	5,231	1,197		
	2023-24	43,823	1,879	41,944	8,987	24,324	3,306	5,154	1,249		
	2024-25	45,403	1,912	43,491	9,817	25,469	3,406	4,942	1,276		
	2025-26	45,191	1,910	43,281	9,321	24,809	3,476	5,673	1,357		
	2026-27	44,956	1,896	43,061	9,553	24,454	3,552	5,493	1,474		
	2027-28	43,804	1,847	41,957	9,120	24,049	3,339	5,341	1,442		
	2028-29	42,960	1,817	41,143	8,804	23,498	3,329	5,149	1,595		
	2029-30	43,424	1,833	41,591	9,109	23,683	3,412	5,059	1,691		
	2030-31	43,940	1,855	42,085	9,511	23,948	3,358	5,027	1,704		
	2031-32	43,904	1,854	42,051	9,518	23,656	3,502	5,060	1,867		

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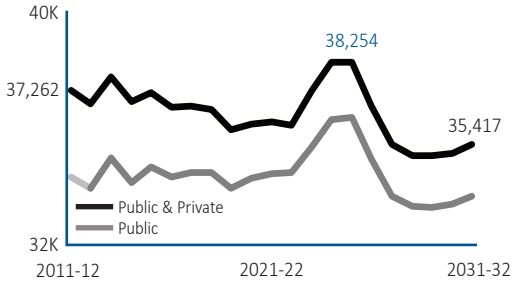
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

OREGON

- 36,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 2.7% between 2011-12 and 2025-26, the next highest year for Oregon.



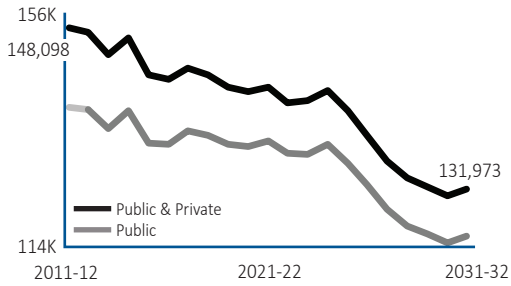
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	32,456	2,517	29,939	1,629	25,782	604	448	1,269		
	2001-02	33,770	2,617	31,153	1,990	26,464	594	490	1,283		
	2002-03	35,304	2,717	32,587	2,380	27,207	697	506	1,470		
	2003-04	35,697	2,739	32,958	2,583	26,981	692	574	1,565		
	2004-05	35,450	2,848	32,602	2,717	26,482	692	600	1,590		
	2005-06	35,453	3,059	32,394	3,139	26,248	746	597	1,664		
	2006-07	36,260	2,814	33,446	3,242	26,227	806	681	1,687		
	2007-08	38,015	3,066	34,949	3,849	26,846	830	725	1,811		
	2008-09	38,277	3,139	35,138	4,250	26,558	826	693	1,695		
	2009-10	37,955	3,284	34,671	4,900	25,675	893	616	1,703		
	2010-11	37,697	2,974	34,723	5,414	26,048	893	610	1,758	189	1,298
Projections of High School Graduates	2011-12	37,262	3,001	34,261	5,554	25,463	870	566	1,809	215	1,396
	2012-13	36,817	2,918	33,899	5,807	24,840	893	543	1,815	188	1,473
	2013-14	37,757	2,826	34,930	6,139	25,427	824	566	1,892		
	2014-15	36,885	2,814	34,071	6,286	24,697	794	527	1,869		
	2015-16	37,210	2,600	34,610	6,699	25,135	779	498	1,862		
	2016-17	36,704	2,407	34,297	6,744	24,901	799	505	1,863		
	2017-18	36,734	2,286	34,448	7,079	24,772	757	498	2,017		
	2018-19	36,594	2,176	34,418	7,406	24,663	748	444	1,981		
	2019-20	35,920	2,011	33,909	7,478	24,433	687	419	1,907		
	2020-21	36,091	1,862	34,229	7,618	24,723	723	402	2,021		
	2021-22	36,197	1,783	34,414	7,930	24,849	676	418	2,019		
	2022-23	36,058	1,642	34,416	8,211	24,853	672	381	2,000		
	2023-24	37,279	1,957	35,322	8,557	25,610	695	385	2,060		
	2024-25	38,247	1,979	36,267	8,843	26,616	708	399	1,980		
	2025-26	38,254	1,933	36,321	9,148	25,913	790	407	2,077		
	2026-27	36,733	1,839	34,894	8,558	25,042	745	373	2,078		
	2027-28	35,405	1,773	33,632	8,145	24,221	742	337	2,051		
	2028-29	35,031	1,778	33,253	7,665	24,169	748	336	1,991		
	2029-30	35,013	1,774	33,239	7,518	24,219	742	336	2,061		
	2030-31	35,109	1,772	33,337	7,431	24,367	766	356	2,025		
	2031-32	35,417	1,786	33,631	7,496	24,623	786	293	2,099		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

PENNSYLVANIA

- 6th highest producer of high school graduates with 137,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Pennsylvania is not projected to increase after 2011-12, ending at 132,000 in 2031-32.



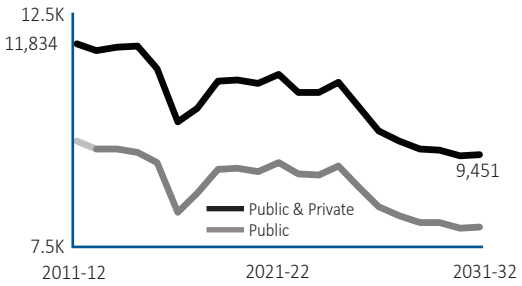
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	132,528	18,092	114,436	2,961	96,931	11,915	62	2,567		
	2001-02	133,673	18,730	114,943	3,093	97,397	11,655	102	2,696		
	2002-03	139,300	19,367	119,933	3,566	100,330	13,143	105	2,789		
	2003-04	142,195	18,721	123,474	4,134	101,989	14,303	100	2,952		
	2004-05	142,738	17,980	124,758	4,610	101,285	15,610	114	3,139		
	2005-06	144,657	17,976	126,681	5,088	102,751	15,563	123	3,156		
	2006-07	146,080	17,477	128,603	5,566	104,217	15,515	132	3,173		
	2007-08	148,125	17,827	130,298	5,978	104,355	16,111	146	3,439		
	2008-09	149,321	18,663	130,658	6,509	103,712	16,424	169	3,428		
	2009-10	150,365	19,183	131,182	7,055	102,057	17,753	198	3,530		
	2010-11	146,650	16,366	130,284	7,682	100,734	17,880	176	3,811	64	826
Projections of High School Graduates	2011-12	148,098	16,365	131,733	8,403	100,524	18,475	203	4,128	76	1,162
	2012-13	145,762	15,985	129,777	8,706	98,436	17,989	165	4,480	85	1,515
	2013-14	143,382	15,344	128,038	9,002	96,779	17,550	160	4,506		
	2014-15	139,458	14,788	124,669	9,234	93,061	17,536	154	4,672		
	2015-16	137,546	13,788	123,758	9,533	92,455	16,882	143	4,849		
	2016-17	137,536	13,437	124,099	9,951	92,195	17,050	159	4,885		
	2017-18	139,054	13,090	125,963	10,257	93,165	17,440	142	5,333		
	2018-19	137,709	12,520	125,189	11,136	91,723	17,153	151	5,553		
	2019-20	134,456	11,918	122,538	11,204	89,099	17,082	161	5,660		
	2020-21	135,550	11,553	123,997	11,695	90,210	16,914	151	5,974		
	2021-22	136,427	11,289	125,138	12,661	90,477	16,819	143	6,298		
	2022-23	134,601	10,735	123,866	13,080	88,809	16,991	170	6,221		
	2023-24	137,455	11,747	125,708	14,152	89,440	17,299	136	6,430		
	2024-25	139,680	11,863	127,817	15,148	89,919	18,130	145	6,691		
	2025-26	138,615	11,637	126,978	15,163	88,417	18,646	150	6,705		
	2026-27	136,040	11,361	124,679	15,285	86,224	18,359	141	6,870		
	2027-28	132,871	11,097	121,774	14,850	84,262	17,909	128	6,789		
	2028-29	132,696	11,158	121,539	15,341	83,494	17,178	124	6,714		
	2029-30	132,174	11,05	121,068	15,249	82,482	17,372	116	7,468		
	2030-31	130,733	10,964	119,768	15,347	81,846	16,916	134	7,072		
	2031-32	131,973	11,062	120,911	15,700	82,313	16,534	112	7,426		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

RHODE ISLAND

- 10,700 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Rhode Island is not projected to increase after 2011-12, ending at 9,500 in 2031-32.



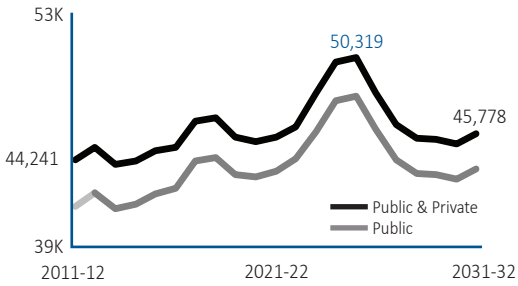
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	10,219	1,616	8,603	769	6,977	546	38	273		
	2001-02	10,786	1,780	9,006	857	7,132	657	43	317		
	2002-03	11,261	1,943	9,318	892	7,387	684	33	322		
	2003-04	11,194	1,936	9,258	950	7,335	640	39	294		
	2004-05	11,688	1,807	9,881	1,153	7,576	794	42	316		
	2005-06	11,953	1,845	10,108	1,292	7,666	819	54	277		
	2006-07	11,966	1,582	10,384	1,485	7,663	871	43	322		
	2007-08	11,994	1,647	10,347	1,605	7,474	890	64	314		
	2008-09	11,846	1,818	10,028	1,519	7,324	836	63	286		
	2009-10	11,801	1,893	9,908	1,563	7,082	865	61	337		
	2010-11	11,743	2,019	9,724	1,685	6,878	827	52	282	28	136
Projections of High School Graduates	2011-12	11,834	2,083	9,751	1,719	6,869	812	44	307	24	155
	2012-13	11,705	2,126	9,579	1,740	6,713	786	37	304	16	153
	2013-14	11,774	2,183	9,591	1,900	6,575	779	35	310		
	2014-15	11,788	2,281	9,508	1,997	6,295	815	53	346		
	2015-16	11,294	2,008	9,286	1,975	6,171	769	60	292		
	2016-17	10,158	1,933	8,225	1,761	5,496	647	48	251		
	2017-18	10,464	1,831	8,633	1,967	5,662	703	41	263		
	2018-19	11,039	1,893	9,146	2,265	5,829	744	43	296		
	2019-20	11,063	1,900	9,163	2,326	5,830	693	45	310		
	2020-21	10,986	1,899	9,087	2,366	5,729	733	41	274		
	2021-22	11,189	1,891	9,298	2,580	5,718	721	48	321		
	2022-23	10,799	1,751	9,048	2,640	5,468	735	47	275		
	2023-24	10,807	1,779	9,028	2,811	5,420	643	36	290		
	2024-25	11,011	1,785	9,227	3,028	5,350	731	36	296		
	2025-26	10,489	1,732	8,757	2,844	5,098	702	34	301		
	2026-27	9,974	1,643	8,331	2,735	4,892	595	24	315		
	2027-28	9,739	1,597	8,142	2,666	4,813	600	22	268		
	2028-29	9,583	1,572	8,011	2,679	4,531	588	20	283		
	2029-30	9,563	1,568	7,995	2,735	4,496	530	23	283		
	2030-31	9,440	1,551	7,889	2,700	4,398	580	23	288		
	2031-32	9,451	1,552	7,899	2,844	4,400	527	22	291		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

SOUTH CAROLINA

- 46,100 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 13.7% between 2011-12 and 2025-26, the next highest year for South Carolina.



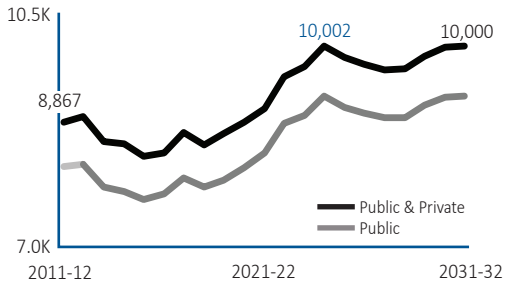
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	32,949	2,923	30,026	322	17,856	11,435	43	368		
	2001-02	34,245	2,943	31,302	380	18,614	11,647	66	376		
	2002-03	35,445	2,963	32,482	454	19,202	12,330	49	387		
	2003-04	36,203	2,968	33,235	495	19,350	12,853	69	412		
	2004-05	36,389	2,950	33,439	648	19,489	12,906	72	447		
	2005-06	37,833	3,559	34,274	639	20,275	12,774	58	455		
	2006-07	38,319	3,211	35,108	631	21,062	12,643	44	462		
	2007-08	38,502	3,199	35,303	965	20,717	12,766	14	604		
	2008-09	42,187	3,073	39,114	1,227	22,453	14,541	107	605		
	2009-10	43,387	2,949	40,438	1,394	22,985	15,125	109	699		
	2010-11	43,665	2,957	40,708	1,663	23,133	15,234	115	564	48	527
Projections of High School Graduates	2011-12	44,241	2,799	41,442	1,755	23,745	15,178	110	654	59	687
	2012-13	44,978	2,732	42,246	2,070	24,266	15,065	125	720	60	775
	2013-14	43,943	2,627	41,316	2,045	24,265	14,186	124	696		
	2014-15	44,147	2,604	41,544	2,176	24,412	14,198	110	705		
	2015-16	44,750	2,546	42,204	2,418	24,719	14,367	131	690		
	2016-17	44,954	2,429	42,525	2,540	25,374	14,007	127	737		
	2017-18	46,536	2,377	44,159	2,875	25,743	14,822	119	828		
	2018-19	46,760	2,395	44,365	3,184	25,847	14,653	121	837		
	2019-20	45,582	2,255	43,327	3,426	25,462	13,919	98	820		
	2020-21	45,285	2,112	43,172	3,621	25,540	13,576	103	825		
	2021-22	45,559	2,030	43,529	3,768	25,804	13,550	129	844		
	2022-23	46,216	1,930	44,286	4,152	25,907	13,851	135	853		
	2023-24	48,200	2,307	45,893	4,676	26,479	14,462	132	817		
	2024-25	50,076	2,335	47,740	4,915	27,324	15,207	143	857		
	2025-26	50,319	2,303	48,016	5,221	27,233	15,223	135	978		
	2026-27	48,240	2,191	46,049	4,614	26,681	14,387	121	962		
	2027-28	46,316	2,106	44,210	4,060	26,010	13,731	122	962		
	2028-29	45,475	2,093	43,382	3,878	25,750	13,267	115	920		
	2029-30	45,411	2,085	43,326	3,764	25,703	13,243	142	994		
	2030-31	45,140	2,066	43,074	3,633	25,881	12,980	114	949		
	2031-32	45,778	2,093	43,685	3,821	26,308	13,017	111	967		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

SOUTH DAKOTA

- 9,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 12.8% between 2011-12 and 2024-25, the next highest year for South Dakota.



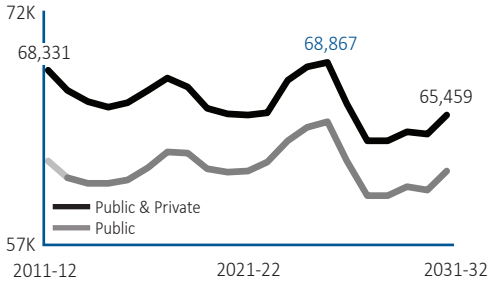
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	9,391	510	8,881	65	8,358	41	334	83		
	2001-02	9,304	508	8,796	62	8,232	49	354	99		
	2002-03	9,505	506	8,999	78	8,319	85	426	91		
	2003-04	9,541	540	9,001	98	8,262	108	415	118		
	2004-05	9,093	508	8,585	91	7,879	91	417	107		
	2005-06	9,077	488	8,589	109	7,713	103	561	103		
	2006-07	8,902	556	8,346	116	7,535	93	491	111		
	2007-08	9,156	574	8,582	129	7,707	125	515	111		
	2008-09	8,641	518	8,123	137	7,192	141	554	99		
	2009-10	8,696	534	8,162	152	7,296	145	477	92		
	2010-11	8,901	653	8,248	175	7,334	157	479	103	7	52
Projections of High School Graduates	2011-12	8,867	671	8,196	196	7,180	188	480	152	10	63
	2012-13	8,947	708	8,239	229	7,099	211	548	150	5	83
	2013-14	8,582	688	7,894	210	6,775	172	570	158		
	2014-15	8,545	719	7,826	249	6,747	167	485	168		
	2015-16	8,360	654	7,707	272	6,504	191	505	206		
	2016-17	8,405	617	7,788	282	6,663	171	496	174		
	2017-18	8,703	668	8,035	331	6,809	202	501	219		
	2018-19	8,522	632	7,890	320	6,601	221	529	211		
	2019-20	8,698	698	8,000	383	6,667	185	531	241		
	2020-21	8,862	684	8,178	440	6,782	200	526	271		
	2021-22	9,074	677	8,398	463	6,934	224	539	291		
	2022-23	9,541	686	8,855	622	7,223	231	576	271		
	2023-24	9,702	729	8,973	627	7,341	253	560	298		
	2024-25	10,002	755	9,248	770	7,521	241	564	330		
	2025-26	9,825	737	9,088	697	7,339	296	581	364		
	2026-27	9,725	725	9,000	712	7,282	340	557	354		
	2027-28	9,654	719	8,935	785	7,221	348	538	351		
	2028-29	9,663	723	8,941	782	7,091	345	562	508		
	2029-30	9,857	738	9,119	846	7,242	402	556	500		
	2030-31	9,989	747	9,242	799	7,300	421	571	616		
	2031-32	10,000	747	9,253	924	7,297	452	551	604		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

TENNESSEE

- 66,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 0.8% between 2011-12 and 2025-26, the next highest year for Tennessee.



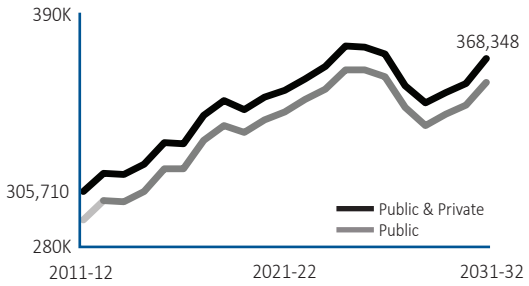
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	46,104	5,462	40,642	409	31,559	8,052	66	556		
	2001-02	46,354	5,460	40,894	479	31,495	8,303	57	562		
	2002-03	49,570	5,457	44,113	553	34,519	8,309	84	648		
	2003-04	51,448	5,352	46,096	642	35,364	9,301	63	726		
	2004-05	53,831	5,864	47,967	840	36,254	10,086	47	740		
	2005-06	57,165	6,285	50,880	995	37,896	11,086	74	829		
	2006-07	60,391	5,889	54,502	1,146	40,140	12,188	94	934		
	2007-08	64,761	7,275	57,486	1,567	41,700	13,207	105	906		
	2008-09	66,587	6,219	60,368	1,762	43,360	14,221	109	916		
	2009-10	68,790	6,382	62,408	2,046	43,934	15,242	124	1,062		
	2010-11	67,719	5,857	61,862	2,271	43,329	15,053	169	1,040	78	
Projections of High School Graduates	2011-12	68,331	5,877	62,454	2,549	43,337	15,277	172	1,119	85	
	2012-13	67,007	5,684	61,323	2,800	42,682	14,509	147	1,185	72	
	2013-14	66,336	5,369	60,967	3,131	42,295	14,254	132	1,151		
	2014-15	65,956	4,994	60,962	3,349	42,241	14,120	145	1,112		
	2015-16	66,235	5,035	61,200	3,516	42,398	13,940	147	1,209		
	2016-17	67,044	5,052	61,992	3,862	42,702	14,042	154	1,254		
	2017-18	67,863	4,821	63,042	4,434	43,115	14,092	147	1,348		
	2018-19	67,268	4,335	62,933	5,009	42,828	13,724	140	1,408		
	2019-20	65,892	3,961	61,931	5,163	41,829	13,616	143	1,368		
	2020-21	65,499	3,770	61,729	5,584	41,287	13,478	133	1,523		
	2021-22	65,399	3,623	61,776	5,989	41,295	13,188	139	1,526		
	2022-23	65,606	3,262	62,344	6,783	41,289	13,181	108	1,473		
	2023-24	67,670	3,890	63,780	7,487	41,528	13,660	110	1,596		
	2024-25	68,595	4,005	64,590	8,122	41,700	13,882	103	1,477		
	2025-26	68,867	3,884	64,983	7,950	41,716	14,506	86	1,549		
	2026-27	66,142	3,685	62,457	7,322	40,175	13,909	93	1,701		
	2027-28	63,751	3,544	60,207	6,966	39,019	13,191	114	1,547		
	2028-29	63,766	3,599	60,167	6,842	39,072	13,091	90	1,633		
	2029-30	64,365	3,636	60,730	6,840	39,444	13,175	92	1,763		
	2030-31	64,172	3,608	60,565	6,727	39,269	13,341	88	1,692		
	2031-32	65,459	3,674	61,785	6,844	40,089	13,480	100	1,840		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

TEXAS

- 2nd highest producer of high school graduates with 346,300 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 22.6% between 2011-12 and 2024-25, the next highest year for Texas.



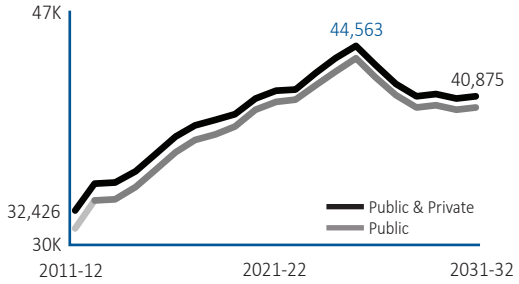
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	225,816	10,500	215,316	69,595	109,634	28,295	574	7,218		
	2001-02	235,758	10,591	225,167	74,466	112,386	30,030	578	7,707		
	2002-03	248,793	10,682	238,111	80,777	116,818	31,801	670	8,045		
	2003-04	254,408	10,243	244,165	85,412	116,499	33,213	739	8,304		
	2004-05	251,215	11,498	239,717	84,566	113,213	32,811	764	8,363		
	2005-06	252,765	12,280	240,485	85,455	112,994	32,183	816	9,037		
	2006-07	253,116	11,923	241,193	86,332	112,215	32,139	882	9,625		
	2007-08	264,869	12,748	252,121	94,571	112,983	33,873	944	9,750		
	2008-09	277,178	12,903	264,275	104,854	112,016	35,982	961	10,462		
	2009-10	294,081	13,187	280,894	120,985	110,456	37,491	1,472	10,490		
	2010-11	303,308	12,838	290,470	127,719	110,458	39,679	1,463	11,151	406	4,178
Projections of High School Graduates	2011-12	305,710	13,179	292,531	131,045	109,060	39,355	1,471	11,600	396	4,854
	2012-13	314,443	13,053	301,390	139,783	107,843	40,001	1,355	12,407	394	5,014
	2013-14	313,846	12,872	300,974	139,947	107,432	38,767	1,270	13,243		
	2014-15	318,595	12,699	305,896	145,301	106,284	39,222	1,373	13,668		
	2015-16	328,841	12,402	316,439	153,900	106,644	40,489	1,330	13,851		
	2016-17	328,451	12,224	316,227	153,399	107,283	39,853	1,263	14,019		
	2017-18	341,612	11,969	329,644	162,849	108,761	41,315	1,147	15,358		
	2018-19	348,578	11,600	336,978	169,964	107,870	41,706	1,127	16,125		
	2019-20	344,580	11,030	333,550	168,816	106,092	41,256	1,072	16,300		
	2020-21	350,471	10,827	339,643	173,798	106,256	41,514	1,029	17,164		
	2021-22	353,536	10,354	343,182	176,988	105,851	41,825	941	17,802		
	2022-23	358,973	9,714	349,259	181,243	106,353	42,730	1,033	18,141		
	2023-24	364,839	11,059	353,780	184,850	105,943	43,782	1,073	18,328		
	2024-25	374,687	11,292	363,395	190,739	107,874	44,966	1,035	19,088		
	2025-26	374,141	11,116	363,025	190,482	107,030	45,209	1,097	20,711		
	2026-27	370,813	10,905	359,908	188,793	105,781	44,789	1,066	21,203		
	2027-28	355,899	10,445	345,454	177,366	103,515	43,719	1,133	21,127		
	2028-29	347,356	10,307	337,049	170,894	102,340	42,101	1,044	21,537		
	2029-30	352,494	10,455	342,039	171,386	103,780	43,491	1,090	23,737		
	2030-31	356,918	10,560	346,358	173,835	104,567	44,837	1,077	23,626		
	2031-32	368,348	10,884	357,464	177,577	107,907	46,943	1,054	26,139		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

UTAH

- 39,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 37.4% between 2011-12 and 2025-26, the next highest year for Utah.



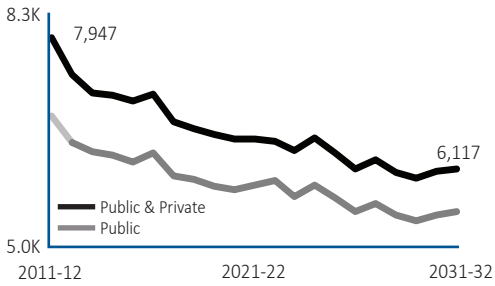
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	31,856	820	31,036	1,527	28,209	184	348	768		
	2001-02	31,128	945	30,183	1,574	27,307	172	313	817		
	2002-03	30,597	1,070	29,527	1,590	26,555	203	340	808		
	2003-04	31,346	1,094	30,252	1,838	26,975	218	377	844		
	2004-05	31,341	1,088	30,253	1,838	26,976	218	377	844		
	2005-06	30,230	1,180	29,050	2,021	25,575	231	341	844		
	2006-07	29,627	1,351	28,276	2,100	24,679	231	390	876		
	2007-08	29,581	1,414	28,167	2,063	24,549	229	382	868		
	2008-09	31,733	1,270	30,463	2,707	25,801	344	420	1,086		
	2009-10	32,766	1,285	31,481	3,096	26,357	367	442	1,113		
	2010-11	32,101	1,213	30,888	3,295	25,720	363	389	1,121	457	225
Projections of High School Graduates	2011-12	32,426	1,269	31,157	3,719	25,526	380	400	1,132	438	321
	2012-13	34,470	1,284	33,186	4,100	27,147	408	379	1,152	466	419
	2013-14	34,482	1,222	33,260	4,122	27,063	387	370	1,172		
	2014-15	35,363	1,164	34,199	4,340	27,790	373	375	1,178		
	2015-16	36,614	1,158	35,455	4,675	28,674	396	377	1,215		
	2016-17	37,874	1,108	36,766	4,952	29,688	433	360	1,242		
	2017-18	38,706	1,032	37,674	5,193	30,349	412	357	1,275		
	2018-19	39,100	1,007	38,093	5,380	30,605	445	353	1,194		
	2019-20	39,532	921	38,611	5,643	30,876	438	329	1,221		
	2020-21	40,702	859	39,843	5,955	31,758	410	342	1,309		
	2021-22	41,269	811	40,458	6,024	32,434	397	309	1,288		
	2022-23	41,353	734	40,620	6,076	32,663	380	292	1,254		
	2023-24	42,580	893	41,687	6,238	33,697	384	290	1,189		
	2024-25	43,641	919	42,722	6,651	34,266	382	306	1,254		
	2025-26	44,563	909	43,655	7,389	34,143	488	324	1,502		
	2026-27	43,165	867	42,298	6,867	33,564	471	292	1,289		
	2027-28	41,754	838	40,916	6,240	32,842	487	266	1,259		
	2028-29	40,877	834	40,043	5,907	32,380	466	253	1,225		
	2029-30	41,074	838	40,237	5,875	31,690	410	268	1,301		
	2030-31	40,720	827	39,893	5,960	31,214	466	259	1,312		
	2031-32	40,875	828	40,047	6,006	31,238	477	249	1,337		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

VERMONT

- 6,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Vermont is not projected to increase after 2011-12, ending at 6,100 in 2031-32.



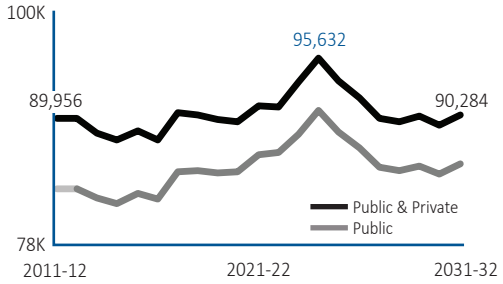
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	8,198	1,342	6,856	48	6,620	48	28	112		
	2001-02	8,439	1,356	7,083	40	6,822	47	40	135		
	2002-03	8,340	1,370	6,970	46	6,689	59	43	133		
	2003-04	8,410	1,310	7,100	63	6,753	89	40	147		
	2004-05	8,302	1,150	7,152	58	6,315	69	38	95		
	2005-06	7,966	1,187	6,779	72	6,451	87	51	118		
	2006-07	9,076	1,759	7,317	63	6,325	91	96	92		
	2007-08	9,097	1,705	7,392	72	6,408	93	47	99		
	2008-09	8,376	1,167	7,209	61	6,858	100	39	164	13	38
	2009-10	8,547	1,348	7,199	81	6,773	120	32	193	8	51
	2010-11	7,931	999	6,932	96	6,476	129	23	208	9	103
Projections of High School Graduates	2011-12	7,947	1,088	6,859	93	6,449	120	26	170	5	132
	2012-13	7,432	941	6,491	83	6,101	138	12	156	9	160
	2013-14	7,175	825	6,349	78	5,944	123	13	219		
	2014-15	7,137	834	6,303	105	5,875	124	20	216		
	2015-16	7,069	858	6,211	105	5,793	102	15	249		
	2016-17	7,160	824	6,336	110	5,899	145	29	188		
	2017-18	6,777	762	6,015	131	5,561	137	29	215		
	2018-19	6,676	709	5,967	104	5,531	130	30	246		
	2019-20	6,594	715	5,879	125	5,455	109	23	241		
	2020-21	6,541	708	5,832	127	5,369	132	22	278		
	2021-22	6,536	639	5,897	150	5,437	123	34	247		
	2022-23	6,504	550	5,954	159	5,478	123	81	264		
	2023-24	6,374	648	5,726	151	5,256	121	66	289		
	2024-25	6,550	655	5,896	193	5,412	127	75	235		
	2025-26	6,349	627	5,722	167	5,230	165	58	284		
	2026-27	6,121	594	5,527	206	5,042	129	106	273		
	2027-28	6,245	603	5,643	170	5,138	180	104	278		
	2028-29	6,076	597	5,479	159	4,949	142	108	405		
	2029-30	5,980	587	5,394	217	4,852	149	58	403		
	2030-31	6,077	595	5,483	205	4,849	175	64	376		
	2031-32	6,117	597	5,520	204	4,961	188	96	407		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

VIRGINIA

- 90,400 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 6.3% between 2011-12 and 2024-25, the next highest year for Virginia.



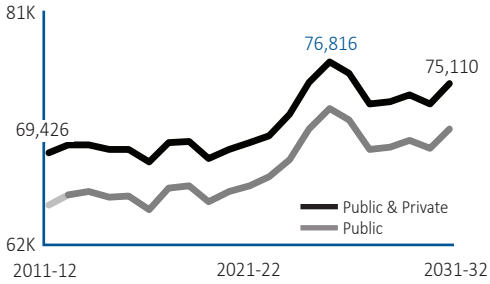
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	71,537	5,470	66,067	2,342	45,339	14,930	145	3,311		
	2001-02	72,254	5,735	66,519	2,454	45,485	15,084	143	3,353		
	2002-03	78,943	6,000	72,943	2,894	48,605	16,896	150	3,716		
	2003-04	78,119	6,077	72,042	2,956	48,300	16,751	156	3,591		
	2004-05	80,761	7,094	73,667	3,556	48,428	17,042	178	4,013		
	2005-06	76,992	7,395	69,597	3,537	46,010	15,774	198	4,078		
	2006-07	80,910	6,913	73,997	3,916	47,804	16,982	181	4,310		
	2007-08	84,625	7,256	77,369	4,394	49,155	17,960	200	4,689		
	2008-09	86,162	6,511	79,651	4,960	49,490	18,961	240	4,758		
	2009-10	88,003	6,492	81,511	5,508	49,860	19,642	260	4,970		
	2010-11	89,297	6,402	82,895	6,901	50,088	20,308	300	5,299	113	2,712
Projections of High School Graduates	2011-12	89,956	6,620	83,336	7,542	50,041	20,218	270	5,266	108	2,966
	2012-13	89,890	6,611	83,279	8,055	49,991	19,430	277	5,525	110	3,276
	2013-14	88,589	6,099	82,490	8,094	49,356	18,855	270	5,873		
	2014-15	87,856	5,935	81,921	8,654	48,572	18,729	285	5,789		
	2015-16	88,707	5,848	82,859	9,490	48,590	19,052	282	6,012		
	2016-17	87,930	5,570	82,360	10,103	48,303	18,507	298	6,053		
	2017-18	90,456	5,494	84,962	10,996	49,258	19,105	259	6,649		
	2018-19	90,213	5,203	85,010	11,722	49,173	18,655	261	6,967		
	2019-20	89,790	4,935	84,855	12,765	48,261	18,605	275	7,301		
	2020-21	89,657	4,772	84,885	13,347	48,370	18,288	260	7,649		
	2021-22	91,059	4,595	86,465	14,561	49,151	18,278	259	8,008		
	2022-23	91,009	4,334	86,676	15,694	48,584	18,451	299	8,107		
	2023-24	93,342	4,931	88,411	17,232	48,975	18,859	335	8,348		
	2024-25	95,632	4,974	90,659	18,759	49,684	19,493	360	8,636		
	2025-26	93,457	4,806	88,651	17,722	48,386	19,139	362	8,621		
	2026-27	91,822	4,684	87,138	16,848	47,532	18,923	342	8,865		
	2027-28	89,939	4,586	85,353	15,328	47,468	18,344	338	8,790		
	2028-29	89,654	4,616	85,038	15,315	47,487	17,946	246	8,772		
	2029-30	90,093	4,632	85,461	15,928	47,246	18,007	416	9,067		
	2030-31	89,309	4,582	84,727	16,112	46,621	17,964	471	8,742		
	2031-32	90,284	4,628	85,656	16,602	47,086	17,716	377	9,303		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

WASHINGTON

- 71,800 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 10.6% between 2011-12 and 2025-26, the next highest year for Washington.



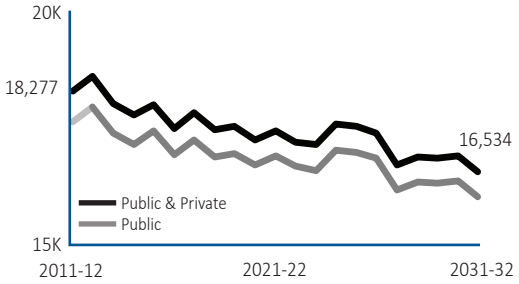
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	58,607	3,526	55,081	3,495	43,686	2,157	1,068	4,675		
	2001-02	61,974	3,663	58,311	3,937	45,918	2,306	1,120	5,030		
	2002-03	64,235	3,800	60,435	4,373	47,333	2,388	1,162	5,179		
	2003-04	65,259	3,985	61,274	4,549	47,582	2,630	1,270	5,163		
	2004-05	65,689	4,595	61,094	4,893	46,943	2,673	1,249	5,138		
	2005-06	64,804	4,591	60,213	5,203	45,814	2,673	1,170	5,353		
	2006-07	67,366	4,565	62,801	5,625	46,996	2,749	1,273	5,696		
	2007-08	66,479	4,854	61,625	5,678	45,905	2,699	1,219	5,496		
	2008-09	67,212	4,448	62,764	6,398	45,496	2,961	1,217	5,860		
	2009-10	70,514	4,468	66,046	6,971	46,124	3,130	1,437	5,893		
	2010-11	70,661	4,208	66,453	8,962	47,595	3,003	971	5,922	446	2,576
Projections of High School Graduates	2011-12	69,426	4,221	65,205	9,505	45,655	2,987	905	6,153	483	2,968
	2012-13	70,056	3,990	66,066	10,092	45,905	3,086	793	6,191	446	3,371
	2013-14	70,104	3,805	66,299	10,733	44,976	3,127	841	6,237		
	2014-15	69,702	3,816	65,885	11,343	44,336	2,955	795	6,226		
	2015-16	69,757	3,863	65,894	12,068	44,498	2,808	719	6,107		
	2016-17	68,667	3,795	64,873	12,385	43,698	2,728	668	5,914		
	2017-18	70,307	3,701	66,606	13,287	44,374	2,768	624	6,339		
	2018-19	70,411	3,604	66,807	14,500	43,654	2,688	581	6,463		
	2019-20	68,998	3,508	65,490	14,710	42,652	2,583	518	6,458		
	2020-21	69,746	3,464	66,282	15,556	42,987	2,553	491	6,572		
	2021-22	70,233	3,434	66,799	16,546	42,997	2,541	446	6,717		
	2022-23	70,859	3,354	67,505	17,846	43,178	2,508	408	6,727		
	2023-24	72,603	3,692	68,910	19,162	44,183	2,610	378	6,482		
	2024-25	75,127	3,784	71,343	20,762	45,614	2,680	351	6,788		
	2025-26	76,816	3,814	73,002	20,890	45,646	2,864	410	7,614		
	2026-27	75,881	3,754	72,127	20,642	44,996	2,887	408	7,476		
	2027-28	73,380	3,633	69,747	19,561	43,766	2,853	374	7,271		
	2028-29	73,599	3,670	69,930	19,329	43,201	2,876	354	7,241		
	2029-30	74,111	3,690	70,420	19,075	43,514	2,917	341	7,835		
	2030-31	73,423	3,649	69,775	18,803	43,012	3,051	348	7,752		
	2031-32	75,110	3,731	71,379	19,045	43,854	3,142	349	8,206		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

WEST VIRGINIA

- 17,400 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in West Virginia is not projected to increase after 2011-12, ending at 16,500 in 2031-32.



	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic			
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*
Reported Counts of High School Graduates	2000-01	19,267	827	18,440	54	17,573	665	17	131
	2001-02	17,949	821	17,128	70	16,281	600	29	148
	2002-03	18,102	815	17,287	64	16,380	674	13	156
	2003-04	18,119	780	17,339	80	16,462	636	12	149
	2004-05	17,933	796	17,137	85	16,249	659	14	130
	2005-06	17,531	768	16,763	119	15,856	630	21	137
	2006-07	18,012	605	17,407	87	16,475	715	16	114
	2007-08	18,140	651	17,489	115	16,489	724	14	147
	2008-09	18,429	739	17,690	140	16,644	741	16	149
	2009-10	18,446	795	17,651	137	16,499	851	21	143
	2010-11	17,971	660	17,311	146	16,153	857	17	131
Projections of High School Graduates	2011-12	18,277	674	17,603	164	16,369	920	13	130
	2012-13	18,580	656	17,924	174	16,671	922	19	132
	2013-14	18,013	649	17,365	188	16,144	878	14	137
	2014-15	17,750	611	17,138	195	15,935	835	21	148
	2015-16	17,990	561	17,430	209	16,171	865	24	158
	2016-17	17,477	572	16,905	216	15,679	849	20	140
	2017-18	17,815	597	17,218	243	15,990	817	27	147
	2018-19	17,447	576	16,870	271	15,665	791	16	138
	2019-20	17,511	572	16,939	234	15,791	765	14	145
	2020-21	17,221	540	16,681	266	15,558	719	19	139
	2021-22	17,417	540	16,877	307	15,786	663	22	140
	2022-23	17,189	523	16,667	359	15,591	624	18	137
	2023-24	17,123	551	16,572	356	15,495	622	19	144
	2024-25	17,576	577	16,999	392	16,004	555	13	132
	2025-26	17,516	558	16,957	430	15,791	700	20	147
	2026-27	17,383	551	16,832	425	15,678	718	19	117
	2027-28	16,693	530	16,162	379	15,078	633	21	150
	2028-29	16,855	539	16,315	363	15,200	608	17	147
	2029-30	16,842	539	16,303	340	15,227	651	8	145
	2030-31	16,892	539	16,353	393	15,243	627	9	179
	2031-32	16,534	527	16,007	627	14,716	642	9	160

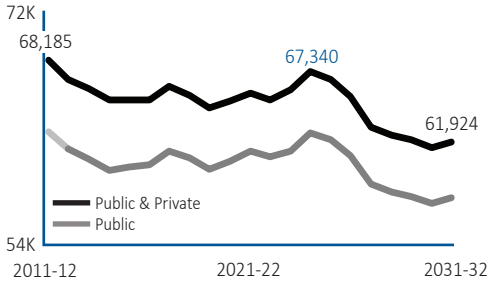
Available Data for Additional Race Categories	
Hawai'ian/ Pacific Islander	Two or More Races
1	24
	45
	47
	105

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

WISCONSIN

- 65,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Wisconsin is not projected to increase after 2011-12, ending at 61,900 in 2031-32.



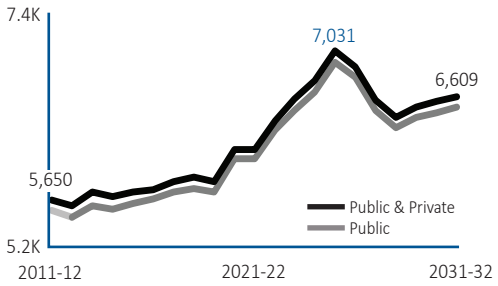
	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	64,728	5,387	59,341	1,557	52,835	2,835	547	1,567		
	2001-02	66,283	5,708	60,575	1,792	53,255	3,148	623	1,757		
	2002-03	69,300	6,028	63,272	1,870	55,679	3,196	668	1,859		
	2003-04	69,293	6,042	63,251	2,036	55,123	3,474	684	1,935		
	2004-05	68,894	5,665	63,229	2,201	54,566	3,751	700	2,011		
	2005-06	68,665	5,662	63,003	2,430	53,607	4,040	776	2,150		
	2006-07	69,394	5,426	63,968	2,580	54,078	4,332	776	2,202		
	2007-08	70,684	5,501	65,183	2,840	54,288	4,827	800	2,428		
	2008-09	71,017	5,607	65,410	3,122	53,987	4,920	848	2,533		
	2009-10	70,436	5,749	64,687	3,364	53,119	5,050	893	2,261		
	2010-11	69,555	5,420	64,135	3,756	51,976	5,148	797	2,457	34	613
Projections of High School Graduates	2011-12	68,185	5,480	62,705	3,952	50,848	4,811	779	2,316	47	710
	2012-13	66,747	5,322	61,425	4,155	49,419	4,826	693	2,332	29	862
	2013-14	66,068	5,422	60,647	4,402	48,618	4,618	677	2,300		
	2014-15	65,173	5,431	59,743	4,499	47,734	4,621	608	2,213		
	2015-16	65,174	5,137	60,037	4,932	47,582	4,634	643	2,162		
	2016-17	65,189	5,051	60,138	5,143	47,363	4,624	621	2,233		
	2017-18	66,246	4,980	61,266	5,454	48,197	4,565	622	2,334		
	2018-19	65,548	4,838	60,711	5,940	47,377	4,367	596	2,355		
	2019-20	64,536	4,676	59,860	5,951	46,573	4,339	595	2,311		
	2020-21	65,056	4,578	60,479	6,267	46,855	4,309	581	2,397		
	2021-22	65,662	4,452	61,210	6,526	47,280	4,309	571	2,464		
	2022-23	65,133	4,378	60,755	6,713	46,691	4,227	571	2,507		
	2023-24	65,904	4,685	61,219	7,221	46,301	4,404	567	2,573		
	2024-25	67,340	4,711	62,629	7,355	47,528	4,444	569	2,625		
	2025-26	66,778	4,638	62,140	7,620	46,462	4,594	600	2,883		
	2026-27	65,398	4,524	60,873	7,461	45,294	4,622	602	2,841		
	2027-28	63,073	4,373	58,700	7,004	43,992	4,318	580	2,741		
	2028-29	62,446	4,351	58,095	6,970	43,496	4,140	443	2,911		
	2029-30	62,071	4,318	57,753	7,037	42,930	4,205	449	3,097		
	2030-31	61,471	4,270	57,201	6,859	42,575	4,226	451	2,975		
	2031-32	61,924	4,301	57,624	6,831	42,633	4,448	438	3,099		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

WYOMING

- 6,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 24.4% between 2011-12 and 2025-26, the next highest year for Wyoming.

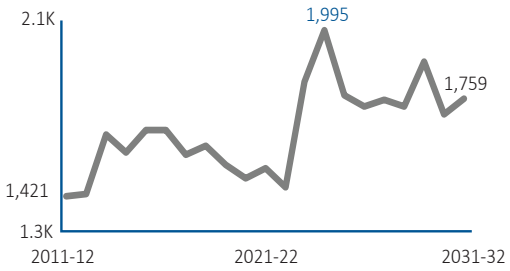


	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Graduates	2000-01	6,125	54	6,071	279	5,578	53	98	63		
	2001-02	6,156	50	6,106	324	5,569	60	102	51		
	2002-03	5,891	46	5,845	297	5,351	62	82	53		
	2003-04	5,861	28	5,833	318	5,329	33	102	51		
	2004-05	5,651	35	5,616	328	5,104	48	80	56		
	2005-06	5,557	30	5,527	341	4,897	64	160	65		
	2006-07	5,492	51	5,441	328	4,882	53	119	59		
	2007-08	5,550	56	5,494	381	4,891	55	100	67		
	2008-09	5,541	48	5,493	414	4,815	65	130	69		
	2009-10	5,770	75	5,695	500	4,964	63	109	60	10	48
	2010-11	5,664	64	5,600	565	4,798	52	122	64	11	69
Projections of High School Graduates	2011-12	5,650	97	5,553	545	4,789	58	108	54	7	68
	2012-13	5,595	106	5,489	565	4,704	63	89	68	12	64
	2013-14	5,720	123	5,597	606	4,741	73	101	72		
	2014-15	5,675	120	5,556	593	4,718	67	102	73		
	2015-16	5,715	102	5,613	650	4,726	65	103	62		
	2016-17	5,744	87	5,657	662	4,764	64	98	69		
	2017-18	5,819	100	5,720	718	4,742	86	100	65		
	2018-19	5,864	113	5,751	755	4,735	70	108	70		
	2019-20	5,818	100	5,718	749	4,708	61	113	72		
	2020-21	6,115	89	6,026	809	4,932	63	121	85		
	2021-22	6,114	89	6,025	842	4,884	74	122	88		
	2022-23	6,378	84	6,294	951	5,028	84	137	70		
	2023-24	6,583	105	6,478	886	5,298	76	131	70		
	2024-25	6,753	106	6,646	857	5,478	79	137	76		
	2025-26	7,031	106	6,925	1,117	5,554	74	126	93		
	2026-27	6,887	103	6,784	1,029	5,508	74	116	86		
	2027-28	6,574	98	6,475	966	5,221	112	123	76		
	2028-29	6,417	98	6,320	869	5,133	80	107	88		
	2029-30	6,512	99	6,413	865	5,210	97	135	103		
	2030-31	6,561	99	6,462	944	5,196	127	115	120		
	2031-32	6,609	100	6,509	914	5,297	105	113	107		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

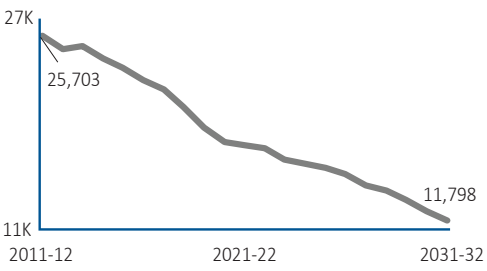
GUAM



	School Year	PUBLIC SCHOOLS TOTAL
Reported Counts of High School Graduates	2000-01	
	2001-02	
	2002-03	
	2003-04	1,346
	2004-05	1,179
	2005-06	1,308
	2006-07	1,515
	2007-08	1,686
	2008-09	1,647
	2009-10	1,838
	2010-11	1,641
Projections of High School Graduates	2011-12	1,421
	2012-13	1,426
	2013-14	1,631
	2014-15	1,573
	2015-16	1,648
	2016-17	1,649
	2017-18	1,564
	2018-19	1,594
	2019-20	1,527
	2020-21	1,483
	2021-22	1,517
	2022-23	1,449
	2023-24	1,817
	2024-25	1,995
	2025-26	1,769
	2026-27	1,729
	2027-28	1,755
	2028-29	1,729
	2029-30	1,887
	2030-31	1,704
	2031-32	1,759

- 1,600 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 40.4% between 2011-12 and 2024-25, the next highest year for Guam.

PUERTO RICO



	School Year	PUBLIC SCHOOLS TOTAL
Reported Counts of High School Graduates	2000-01	30,154
	2001-02	30,278
	2002-03	31,408
	2003-04	30,083
	2004-05	29,071
	2005-06	31,896
	2006-07	31,718
	2007-08	30,016
	2008-09	29,286
	2009-10	25,514
	2010-11	26,909
Projections of High School Graduates	2011-12	25,703
	2012-13	24,695
	2013-14	24,932
	2014-15	24,043
	2015-16	23,364
	2016-17	22,359
	2017-18	21,684
	2018-19	20,361
	2019-20	18,861
	2020-21	17,773
	2021-22	17,489
	2022-23	17,276
	2023-24	16,381
	2024-25	16,123
	2025-26	15,754
	2026-27	15,362
	2027-28	14,446
	2028-29	14,081
	2029-30	13,367
	2030-31	12,534
	2031-32	11,798

- 18,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Puerto Rico is not projected to increase over the course of the projections, ending at 11,800 in 2031-32.

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

APPENDIX B

HIGH SCHOOL ENROLLMENT DATA TABLES

UNITED STATES

	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Enrollments	2000-01	14,614,211	1,274,269	13,339,942	1,852,956	8,671,373	2,064,185	151,618	595,923		
	2001-02	14,877,869	1,300,885	13,576,984	1,968,722	8,697,601	2,121,744	157,274	613,421		
	2002-03	15,204,889	1,300,382	13,904,507	2,103,625	8,767,332	2,206,255	166,443	635,813		
	2003-04	15,489,480	1,300,279	14,189,201	2,233,208	8,800,704	2,285,967	174,840	655,382		
	2004-05	15,813,851	1,318,327	14,495,524	2,372,318	8,849,422	2,359,834	176,575	675,939		
	2005-06	16,116,237	1,327,565	14,788,672	2,517,313	8,872,046	2,441,828	184,201	699,757		
	2006-07	16,307,757	1,336,798	14,970,959	2,641,040	8,827,859	2,477,844	179,369	707,991		
	2007-08	16,345,914	1,351,248	14,994,666	2,761,827	8,665,379	2,514,309	180,337	723,839		
	2008-09	16,215,805	1,323,264	14,892,541	2,833,959	8,510,382	2,528,578	179,005	758,035	15,174	59,204
	2009-10	16,200,721	1,305,982	14,894,739	2,972,698	8,376,775	2,506,192	181,240	768,390	15,860	83,765
	2010-11	16,132,159	1,281,449	14,850,710	3,116,668	8,317,034	2,471,418	175,240	820,135	48,574	277,040
	2011-12	15,975,347	1,269,262	14,706,085	3,190,805	8,148,513	2,410,914	167,602	787,941	50,315	308,906
Projections of High School Enrollments	2012-13	15,948,736	1,238,231	14,710,505	3,288,648	8,070,281	2,389,036	162,871	799,668	51,109	334,966
	2013-14	15,945,009	1,203,180	14,741,829	3,385,138	8,003,663	2,385,080	161,126	806,823	50,571	362,397
	2014-15	15,962,457	1,171,134	14,791,324	3,489,266	7,958,484	2,383,869	159,087	821,051		
	2015-16	15,989,731	1,134,518	14,855,213	3,606,422	7,932,006	2,375,669	156,039	834,584		
	2016-17	15,968,489	1,100,113	14,868,376	3,707,895	7,865,719	2,357,652	152,028	846,794		
	2017-18	16,013,144	1,065,838	14,947,306	3,833,607	7,829,938	2,343,853	148,428	872,416		
	2018-19	15,986,769	1,029,421	14,957,348	3,939,871	7,776,987	2,313,354	144,980	887,439		
	2019-20	15,968,130	992,876	14,975,253	4,052,079	7,720,753	2,296,210	142,065	900,739		
	2020-21	16,091,826	993,462	15,098,363	4,198,146	7,710,711	2,309,407	139,775	910,941		
	2021-22	16,260,378	1,003,883	15,256,496	4,342,547	7,712,541	2,350,460	138,070	914,074		
	2022-23	16,364,988	1,014,106	15,350,883	4,436,129	7,679,003	2,392,825	139,033	926,704		
	2023-24	16,329,835	1,024,185	15,305,650	4,439,355	7,612,333	2,407,514	139,341	938,843		
	2024-25	16,078,441	1,002,934	15,075,506	4,337,392	7,494,333	2,385,391	137,783	946,361		
	2025-26	15,737,477	978,485	14,758,992	4,183,455	7,336,680	2,335,752	135,240	952,485		
	2026-27	15,456,964	960,995	14,495,969	4,042,060	7,210,209	2,292,107	131,191	963,397		
	2027-28	15,270,347	950,387	14,319,960	3,939,825	7,126,925	2,264,655	127,922	971,574		
	2028-29	15,266,100	950,935	14,315,164	3,909,980	7,103,896	2,260,422	125,335	1,000,312		

Notes: School Year refers to the K-12 calendar running fall to spring. High School Enrollments include grades 9 to 12. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2012-13. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

WEST

	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Enrollments	2000-01	3,516,889	235,876	3,281,013	882,134	1,803,033	194,918	80,148	309,962		
	2001-02	3,587,160	243,898	3,343,262	929,370	1,800,469	202,343	82,679	316,017		
	2002-03	3,690,756	243,327	3,447,429	991,310	1,815,697	211,962	87,658	325,699		
	2003-04	3,783,724	242,133	3,541,591	1,048,978	1,817,114	221,996	95,230	332,895		
	2004-05	3,897,060	257,391	3,639,669	1,110,132	1,825,048	231,038	95,169	341,361		
	2005-06	3,986,442	257,081	3,729,361	1,176,336	1,824,197	238,930	100,135	352,348		
	2006-07	4,003,260	257,820	3,745,440	1,225,297	1,777,643	241,373	92,945	350,606		
	2007-08	4,045,594	258,974	3,786,620	1,283,750	1,748,592	242,302	92,454	358,960		
	2008-09	4,026,185	249,284	3,776,901	1,316,188	1,736,737	247,654	92,365	384,520	13,968	53,858
	2009-10	4,001,078	242,768	3,758,310	1,358,345	1,689,069	239,230	90,677	381,791	13,517	57,165
	2010-11	4,002,308	238,159	3,764,149	1,403,217	1,675,768	230,404	85,090	407,928	38,320	89,428
	2011-12	3,982,227	236,053	3,746,174	1,426,401	1,641,958	222,771	82,362	372,683	38,707	105,183
Projections of High School Enrollments	2012-13	3,973,947	229,614	3,744,333	1,451,637	1,622,946	218,402	79,633	371,715	38,756	111,126
	2013-14	3,974,023	222,288	3,751,735	1,477,893	1,609,511	215,221	78,983	370,127	38,910	119,023
	2014-15	3,959,157	216,657	3,742,500	1,495,726	1,591,943	208,957	77,326	369,974		
	2015-16	3,960,462	210,629	3,749,833	1,520,098	1,583,796	203,962	75,777	369,294		
	2016-17	3,962,497	204,610	3,757,887	1,543,579	1,573,278	199,153	74,374	367,065		
	2017-18	3,991,968	198,826	3,793,141	1,579,257	1,572,889	196,166	73,048	371,464		
	2018-19	4,004,475	192,713	3,811,763	1,605,512	1,571,333	192,041	72,221	371,271		
	2019-20	4,023,214	186,386	3,836,828	1,637,245	1,571,060	188,369	71,493	371,004		
	2020-21	4,074,885	187,632	3,887,253	1,682,291	1,582,904	186,890	70,868	368,459		
	2021-22	4,104,892	190,367	3,914,524	1,714,978	1,588,555	185,157	70,545	360,401		
	2022-23	4,133,896	192,826	3,941,070	1,737,057	1,590,378	188,126	71,119	361,293		
	2023-24	4,112,546	194,490	3,918,056	1,719,024	1,582,212	190,266	71,162	361,989		
	2024-25	4,030,760	189,621	3,841,139	1,662,389	1,560,339	190,638	70,052	361,763		
	2025-26	3,942,935	184,157	3,758,778	1,597,300	1,529,500	190,615	68,767	362,246		
	2026-27	3,856,998	180,342	3,676,656	1,530,182	1,500,851	187,322	66,790	362,065		
	2027-28	3,801,370	178,129	3,623,241	1,482,074	1,483,274	185,460	65,096	363,589		
	2028-29	3,793,898	178,062	3,615,836	1,457,268	1,475,390	185,033	63,636	375,213		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring. High School Enrollments include grades 9 to 12. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2012-13. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

MIDWEST

	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Enrollments	2000-01	3,404,520	303,077	3,101,443	138,530	2,488,061	381,123	20,403	72,054		
	2001-02	3,436,027	306,997	3,129,030	150,346	2,484,552	394,522	21,287	74,640		
	2002-03	3,485,669	303,321	3,182,348	162,689	2,491,445	421,060	23,990	77,132		
	2003-04	3,509,030	298,163	3,210,867	174,168	2,488,114	438,565	22,565	79,411		
	2004-05	3,535,362	289,927	3,245,435	185,365	2,489,720	452,765	22,822	81,100		
	2005-06	3,589,346	284,060	3,305,286	198,508	2,499,118	479,146	23,549	85,025		
	2006-07	3,613,927	283,353	3,330,574	212,131	2,488,825	490,608	23,927	85,625		
	2007-08	3,616,920	282,743	3,334,177	223,034	2,458,946	505,961	24,594	86,976		
	2008-09	3,572,199	279,137	3,293,062	234,823	2,401,818	504,435	23,962	89,242		
	2009-10	3,544,376	275,883	3,268,493	248,472	2,364,603	498,966	23,463	90,760	343	7,110
	2010-11	3,494,080	273,574	3,220,506	272,423	2,347,062	484,611	23,358	95,579	2,701	69,532
	2011-12	3,416,119	272,510	3,143,609	284,787	2,276,251	465,371	21,511	95,689	2,598	72,856
Projections of High School Enrollments	2012-13	3,387,150	266,448	3,120,702	296,751	2,250,713	453,919	20,703	98,616	2,785	78,535
	2013-14	3,368,445	259,647	3,108,798	309,904	2,226,292	451,049	20,458	101,095	2,908	84,072
	2014-15	3,363,303	252,358	3,110,945	326,275	2,219,058	449,106	20,084	104,972		
	2015-16	3,355,272	244,248	3,111,024	343,516	2,216,670	443,709	19,704	108,293		
	2016-17	3,335,443	237,389	3,098,054	359,909	2,198,727	437,240	19,032	111,915		
	2017-18	3,328,448	230,381	3,098,068	377,332	2,189,055	432,695	18,565	116,803		
	2018-19	3,314,816	223,561	3,091,255	394,228	2,177,747	427,236	18,106	120,034		
	2019-20	3,293,724	216,675	3,077,049	409,817	2,160,765	423,239	17,590	123,314		
	2020-21	3,297,591	215,621	3,081,969	427,179	2,156,453	425,574	17,123	125,785		
	2021-22	3,313,445	216,378	3,097,067	445,371	2,157,218	432,194	16,766	127,742		
	2022-23	3,308,393	216,716	3,091,677	454,680	2,140,363	437,648	16,649	130,130		
	2023-24	3,288,718	217,054	3,071,664	454,296	2,118,614	439,497	16,592	131,960		
	2024-25	3,233,836	212,465	3,021,370	442,470	2,081,496	434,964	16,409	133,190		
	2025-26	3,163,791	207,577	2,956,214	423,105	2,035,557	425,813	15,916	133,818		
	2026-27	3,108,591	203,953	2,904,638	407,080	2,001,253	419,043	15,258	135,188		
	2027-28	3,071,165	201,639	2,869,526	393,665	1,977,534	415,924	14,721	136,782		
	2028-29	3,065,498	201,367	2,864,131	388,793	1,969,973	417,029	14,475	140,446		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring. High School Enrollments include grades 9 to 12. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2012-13. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

NORTHEAST

	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Enrollments	2000-01	2,632,749	351,936	2,280,813	236,662	1,615,149	317,527	6,197	105,278		
	2001-02	2,698,758	360,739	2,338,019	248,674	1,643,121	329,813	6,734	109,677		
	2002-03	2,754,464	360,759	2,393,705	262,773	1,668,912	340,997	6,816	114,207		
	2003-04	2,813,841	361,850	2,451,991	282,123	1,687,203	355,645	7,045	119,329		
	2004-05	2,871,112	362,393	2,508,719	302,955	1,706,696	367,775	7,480	123,746		
	2005-06	2,907,724	365,757	2,541,967	320,208	1,707,940	376,187	7,577	126,531		
	2006-07	2,968,024	368,063	2,599,961	336,407	1,735,399	381,122	7,929	130,305		
	2007-08	2,913,171	369,818	2,543,353	345,224	1,669,477	382,260	7,746	131,831		
	2008-09	2,872,396	369,646	2,502,750	348,661	1,630,500	375,834	7,897	137,108	1,199	5,346
	2009-10	2,892,145	371,238	2,520,907	359,361	1,617,126	376,148	8,028	142,423	1,058	6,345
	2010-11	2,857,199	357,342	2,499,857	380,287	1,582,542	379,290	8,247	151,312	1,821	18,285
	2011-12	2,795,248	351,937	2,443,311	381,768	1,535,823	363,652	8,010	153,747	2,973	21,888
Projections of High School Enrollments	2012-13	2,774,177	341,266	2,432,911	393,289	1,512,294	361,622	7,890	157,816	3,213	27,431
	2013-14	2,747,616	330,512	2,417,104	403,489	1,486,501	359,812	8,099	159,202	1,835	31,734
	2014-15	2,729,333	319,981	2,409,352	415,451	1,464,431	358,774	8,264	163,377		
	2015-16	2,708,245	307,460	2,400,786	429,200	1,445,043	356,558	8,363	167,284		
	2016-17	2,687,887	297,834	2,390,053	443,884	1,419,641	353,839	8,469	172,076		
	2017-18	2,685,878	289,143	2,396,735	462,608	1,405,220	352,726	8,644	179,263		
	2018-19	2,675,192	280,215	2,394,977	481,219	1,386,840	349,624	8,824	184,092		
	2019-20	2,661,701	271,291	2,390,410	502,121	1,364,159	347,761	9,071	188,490		
	2020-21	2,669,216	268,888	2,400,328	528,384	1,348,108	348,934	9,322	193,316		
	2021-22	2,684,289	268,723	2,415,567	558,160	1,330,478	353,271	9,687	198,479		
	2022-23	2,682,931	268,789	2,414,142	573,061	1,310,361	357,127	9,843	202,264		
	2023-24	2,674,098	269,679	2,404,419	580,027	1,291,711	358,300	9,848	206,082		
	2024-25	2,640,439	265,560	2,374,880	576,464	1,268,712	354,800	9,751	208,227		
	2025-26	2,594,312	260,812	2,333,500	568,098	1,238,252	347,316	9,380	209,513		
	2026-27	2,560,038	257,200	2,302,837	563,692	1,210,382	340,461	9,149	214,284		
	2027-28	2,528,526	254,115	2,274,411	557,924	1,188,434	333,226	9,043	216,236		
	2028-29	2,515,416	252,897	2,262,519	557,042	1,174,049	327,576	8,926	220,374		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring. High School Enrollments include grades 9 to 12. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2012-13. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

SOUTH

	School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
					Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander *(combined)*	Hawai'ian/ Pacific Islander	Two or More Races
Reported Counts of High School Enrollments	2000-01	5,060,053	383,380	4,676,673	595,630	2,765,130	1,170,617	44,870	108,629		
	2001-02	5,155,924	389,251	4,766,673	640,332	2,769,459	1,195,066	46,574	113,087		
	2002-03	5,274,000	392,975	4,881,025	686,853	2,791,278	1,232,236	47,979	118,775		
	2003-04	5,382,885	398,133	4,984,752	727,939	2,808,273	1,269,761	50,000	123,747		
	2004-05	5,510,317	408,616	5,101,701	773,866	2,827,958	1,308,256	51,104	129,732		
	2005-06	5,632,725	420,667	5,212,058	822,261	2,840,791	1,347,565	52,940	135,853		
	2006-07	5,722,546	427,562	5,294,984	867,205	2,825,992	1,364,741	54,568	141,455		
	2007-08	5,770,229	439,713	5,330,516	909,819	2,788,364	1,383,786	55,543	146,072		
	2008-09	5,745,025	425,197	5,319,828	934,287	2,741,395	1,394,659	55,957	151,915	7	
	2009-10	5,763,122	416,093	5,347,029	1,006,520	2,705,605	1,386,429	60,226	158,053	942	13,145
	2010-11	5,778,572	412,374	5,366,198	1,060,741	2,710,216	1,374,148	59,665	168,607	5,732	99,795
	2011-12	5,781,753	408,762	5,372,991	1,097,849	2,692,931	1,354,919	57,079	170,213	6,037	108,979
Projections of High School Enrollments	2012-13	5,813,311	400,752	5,412,559	1,146,971	2,683,108	1,350,523	55,977	175,980	6,355	117,874
	2013-14	5,854,495	390,303	5,464,192	1,193,852	2,680,395	1,353,960	54,982	181,002	6,918	127,568
	2014-15	5,907,601	381,260	5,526,342	1,251,342	2,681,118	1,362,054	54,862	187,506		
	2015-16	5,960,205	370,896	5,589,308	1,312,814	2,684,032	1,366,474	53,759	194,966		
	2016-17	5,975,142	358,963	5,616,178	1,359,270	2,671,364	1,362,298	51,851	202,067		
	2017-18	5,998,473	346,345	5,652,128	1,413,903	2,659,941	1,357,082	49,997	212,120		
	2018-19	5,983,794	331,928	5,651,866	1,458,970	2,638,735	1,339,405	47,831	220,082		
	2019-20	5,982,357	317,702	5,664,655	1,504,244	2,623,153	1,332,062	46,095	226,908		
	2020-21	6,042,198	319,113	5,723,084	1,562,612	2,622,282	1,343,057	44,865	233,692		
	2021-22	6,148,625	324,441	5,824,184	1,628,962	2,636,017	1,374,795	43,725	239,563		
	2022-23	6,229,172	330,109	5,899,064	1,677,521	2,637,474	1,404,485	44,189	246,585		
	2023-24	6,242,974	336,126	5,906,849	1,694,118	2,619,433	1,413,648	44,578	253,879		
	2024-25	6,160,794	329,267	5,831,527	1,664,578	2,582,715	1,399,074	44,538	259,423		
	2025-26	6,026,832	321,048	5,705,784	1,605,541	2,532,724	1,366,642	44,041	264,466		
	2026-27	5,921,463	315,347	5,606,116	1,552,358	2,497,507	1,339,910	42,818	270,883		
	2027-28	5,860,139	312,363	5,547,776	1,518,647	2,477,628	1,324,746	41,877	274,615		
	2028-29	5,882,498	313,811	5,568,687	1,520,971	2,484,208	1,325,610	41,126	284,565		

Notes: See *Figure 3.1. Regional Divisions of the U.S.* on page 19 for the states covered by this region. School Year refers to the K-12 calendar running fall to spring. High School Enrollments include grades 9 to 12. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2012-13. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see *Appendix C: Technical Information and Methodology* at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

APPENDIX C

TECHNICAL INFORMATION AND METHODOLOGY

APPENDIX C. TECHNICAL INFORMATION AND METHODOLOGY

Underlying assumptions and data constraints are inherent in any projections and must be understood in order to determine the appropriate uses and interpretations of the projections. The historical reported counts and projections of high school graduates used in this edition of *Knocking at the College Door* rely on several types of data accumulated over many years and span roughly three decades, from 2000 to 2031. The projections therefore reflect myriad past, current, and projected future trends in economics, demographics, education, and even data collection. Because the projections of high school graduates are estimates of future trends based on past observed trends, unforeseen factors will undoubtedly affect actual outcomes over the 17-year span of the projections.

The sections below provide an overview of the projection methodology, influential factors that are implicitly modeled in the projections, and pertinent information relating to the data underlying the projections. In many cases, technical aspects of the projections are discussed in light of specific examples.

Methodology Overview

WICHE's *Knocking at the College Door* projections of high school graduates are produced using a methodology known as the cohort survival ratio (CSR) method, which is essentially an observation of the progression of students/individuals from birth to first grade, through each grade, and from the 12th grade to graduation. WICHE uses these ratios, calculated from all available data, to project the number of enrollments and graduates in the years to come. WICHE uses a five-year smoothed average ratio for making the projections, in order to place relatively greater weight on the most recent year's data without masking or eliminating any trends that would be evident by taking a longer view. Each cohort survival ratio is calculated as:

$$Y_{pt} = wY_{p(t-1)} + (1\text{-}w)\frac{\sum_{i=2}^{5} Y_{p(t-i)}}{4},$$

where Ypt is the CSR at a given progression point p in year t, and w is the smoothing weight (equal to 0.4 in the first year and .15 for each of the four prior years in WICHE's methodology).

In simple terms:

- The CSR methodology operates by calculating the difference between the **enrollments** in a given grade in one school year and the enrollments in the subsequent grade level the next year. For example, if there are 100 first graders in school year 2012-13 and 98 second graders in 2013-14, the ratio of first graders to second graders is 0.98. (Although the focus of this publication is on high school graduates, the CSR methodology thereby also produces grade-level enrollment projections.)
- WICHE uses data on **births** from the National Center for Health Statistics (NCHS) to derive the ratio of the number of children born in a given year compared to the number of first graders reported approximately six years later.
- The ratio of 12th graders to graduates indicates the ratio between the reported count of 12th graders in a school year to the number of high school **graduates** (which encompasses all graduates throughout the school year, but largely reflects those who graduate in the spring term).

The last year for which graduates can be projected is 17-18 years past the last available year of births data, which is approximately when the most recently born children would be graduating from high school.

WICHE uses the CSR methodology for reasons that are similar to why educational planners in schools, school districts, states, and the federal government use it – because its relative simplicity and transparency meet the wide-ranging needs of its users. But perhaps an even greater strength of this methodology is that only a limited amount of data are required. Also, despite the relative simplicity of the CSR methodology, studies have shown that it is reasonably accurate for short-term projections and even for small populations.[1] While alternative methodologies exist that provide short-term projections that are as accurate as

CSR, this equivalence is offset by the fact that the alternative methodologies have more extensive data requirements and employ techniques that are far less easily understood by non-statisticians.

Historical Accuracy

WICHE makes all reasonable effort to ensure that the *Knocking at the College Door* methodology remains a credible and reliable method for producing these projections. This includes consulting with experts for each edition, assessing the accuracy of the projections against the subsequently reported actual data and other education projections, and carefully inspecting the underlying data and other pertinent information (discussed throughout Appendix C). Furthermore, WICHE releases updated projections every four to five years on average. This is a relatively short period of time considering that student populations and trends are relatively stable and the projections are therefore reliably contemporaneous.

Ongoing Expert Review

In preparation for the 2012 edition of *Knocking at the College Door*, WICHE undertook a comprehensive methodological review. It commissioned a technical white paper, convened both a technical review panel of experts and an end-user panel of various experts who use *Knocking at the College Door*, and conducted a simulations analysis to compare the relative accuracy of several CSR alternatives.[2] The report of WICHE's recent methodology review provides a thorough discussion of the methodological considerations, alternatives, and results of the expert panels and simulations analysis.[3] In summary, the CSR methodology was found to produce projections as well as or better than the two most feasible alternatives (single and double exponential smoothing), to accommodate the constraints of the available data, and to provide the transparency and understandability that give the projections their substantial credibility.[4]

For this edition of *Knocking at the College Door*, another full methodological review was not necessary, but WICHE convened an advisory group of experts and users to provide guidance on methodological issues and to review the preliminary projections. The members of the advisory group were:

Patricia Barth, director, Center for Public Education, National School Boards Association (NSBA)
Jack Buckley, senior vice president, research, The College Board
Emily Calderon Galdeano, senior associate, Excelencia in Education
Andrew Carlson, senior policy analyst, State Higher Education Executive Officers Association (SHEEO)
Matthew Crellin, senior associate, National Center for Higher Education Management Systems (NCHEMS)
Will Doyle, associate professor, Vanderbilt University
Nate Easley, executive director, Denver Scholarship Foundation
Steve Kappler, vice president, brand experience, ACT
Jeffrey Passel, senior demographer, Pew Research Center
Kent Rinehart, assistant vice president of enrollment management/dean of admission, Marist College
José Rios, director, multicultural communications, The College Board
David Sanders, research director, American Indian College Fund
Brian Sponsler, director, Postsecondary Institute, Education Commission of the States (ECS)
Jeff Strohl, director of research, Georgetown University Center on Education and the Workforce
Christina Whitfield, associate vice president, State Higher Education Executive Officers Association (SHEEO)

Comparison to Other Education Data

WICHE periodically compares the *Knocking at the College Door* projections to other data about high school graduates to better gauge their accuracy in real-time and over past editions. Analysis of past projections provides WICHE with greater confidence in its predictions of overall numbers as well as of particular trends. On average, WICHE's projections of the total number of public high school graduates in the United States from the 2003, 2008, and 2012 editions of *Knocking at the College Door* are within 2 to 3 percent of the actual numbers subsequently reported to the National Center for Education Statistics (NCES) Common Core of Data (CCD) for specific years within the first four years of the projections (Table C.1). The average gap for the statewide total public graduates is similarly low. There is greater variance for some

Table C.1. Percent Difference of Projected Total Graduates Compared to Graduates Reported to NCES CCD

2003 edition	2002-03	2003-04	2004-05	2005-06
U.S. Total	-2.0	-3.2	-3.8	-8.0
Average of States	-1.7	-2.6	-3.3	-2.8
West Region	-5.2	-4.1	-5.8	-0.4
Midwest Region	1.2	-0.6	-1.1	-1.4
Northeast Region	11.4	10.0	7.9	-15.6
South Region	-9.0	-11.5	-10.5	-13.9

2008 edition	2005-06	2006-07	2007-08	2008-09
U.S. Total	2.9	2.2	1.1	-0.7
Average of States	1.7	1.7	0.5	-0.6
West Region	6.9	6.1	5.0	4.7
Midwest Region	1.0	-0.3	-0.4	0.0
Northeast Region	0.0	-1.3	-2.6	-4.1
South Region	2.5	3.0	1.3	-3.0

2012 edition	2009-10	2010-11	2011-12	2012-13
U.S. Total	-1.7	-1.3	-3.0	-4.6
Average of States	-1.3	-0.9	-2.2	-3.6
West Region	-2.4	-1.7	-4.8	-7.2
Midwest Region	-0.5	-0.2	-1.5	-2.5
Northeast Region	-0.6	-0.6	-1.5	-3.3
South Region	-2.6	-2.4	-3.7	-4.9

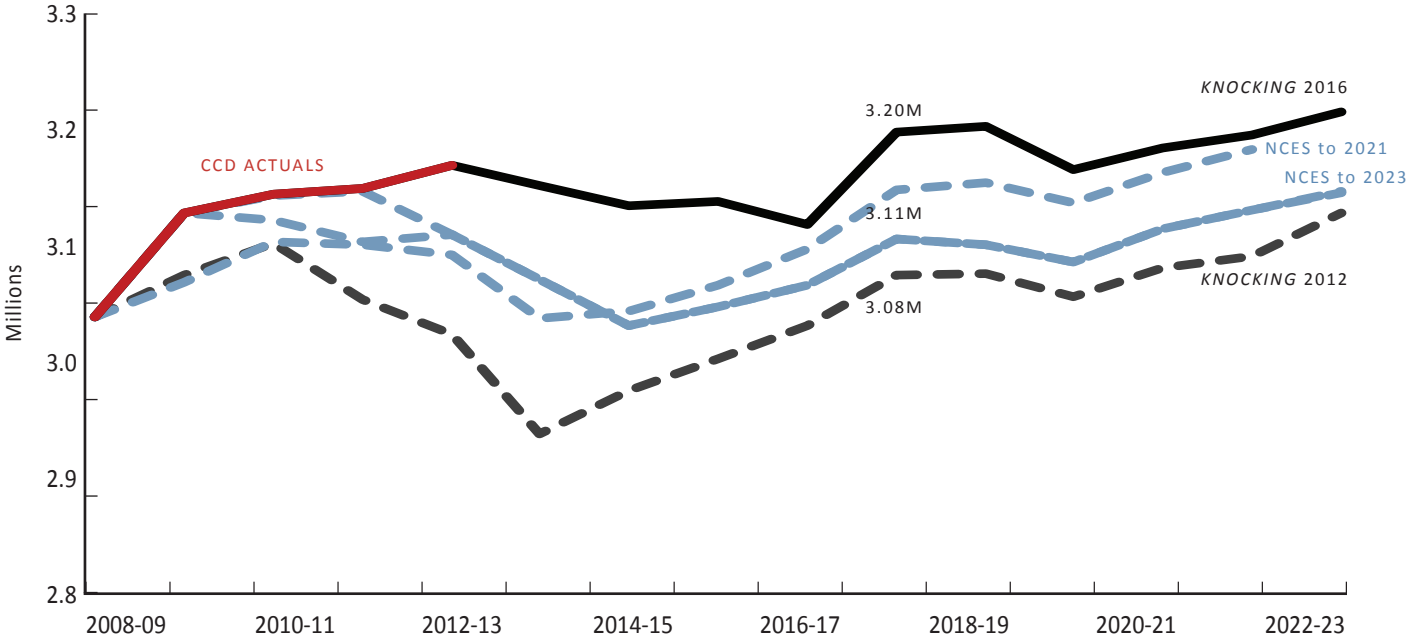
Source: WICHE *Knocking at the College Door* and U.S. Department of Education National Center for Education Statistics Common Core of Data. Author calculations.

regions and in other lower-level groupings such as by race/ethnicity, but it does not appear to be systemic. The possible reasons for variance are discussed throughout this section.

The 2012 edition of the *Knocking at the College Door* projections appear to have been particularly affected by unexpected/unforeseen increases in the number of high school students and graduates that were subsequently reported in the data used for these projections (see the sidebar in Chapter 2). California, in particular, reported higher numbers in recent years, while other states reported differences between the 2008-09 data and subsequent years, though these increases were not as high as that reported by California.[5] While it is not possible to identify the precise sources of this unexpected increase, WICHE's research indicates that it might have been a result of several factors including Deferred Action for Childhood Arrivals (DACA), an increase in the number of students who remained in high school during the Great Recession and the subsequent slow economic recovery, real increases in the number of students progressing to graduation, and the use of improved student-data systems, among other reasons. As explained previously, however, the last year of reported data had the greatest influence on the projections, especially in the short term, and it appears that the significant increases that were represented in data released since the 2012 edition introduced slightly greater short-term variance between the projections and subsequently reported data than in previous editions.

NCES also produces projections of high school graduates, the most recent edition of which contains projections through school year 2023-24 for the nation by race/ethnicity, by state totals, and by the number of national private school graduates.[6] NCES updates these projections annually, and WICHE's projections have typically been within 2 percent of these projections. WICHE compared the 2012 *Knocking at the College Door* projections to each of the three editions of NCES projections released since (Figure C.1). The figure shows the *Knocking at the College Door* projections made in 2012, for which 2008-09 was the last year of available data and therefore served as the starting point for the projections, compared with the projections in this edition, which used 2012-13 data as the starting point. Figure C.1 also shows how the starting point of the NCES projections have been adjusted with each year's subsequently released data, and as a result the following years were slightly different. This result illustrates and reiterates how influential the data from the most recent year are to subsequent projections. It also shows how relatively close all of the projections series are to each other, in that each series contains a predicted "dip" (as yet not shown in the reported data), and that they all follow a similar trend through the early 2020s.

Figure C.1. Comparison of *Knocking* and NCES Projections, United States Public Schools Total



Expected Differences between National, Regional, and Subgroup Projections

WICHE develops its national and regional projections independently of its state projections. The state projections do not equal exactly to the regional projections, nor do the state and regional projections sum exactly to the national projections. Similarly, projections are developed independently for each racial/ethnic population by state, and those projections do not sum to the regional or national total public projections. The small numerical differences that result from making these projections independently may cause confusion for some *Knocking at the College Door* users. For example, the sum of WICHE's state projections was about 11,000 (less than 1 percent) greater than that of the independent projection for the United States for 2027-28, which was the last year of projections for the 2012 edition of *Knocking at the College Door*.

During its methodology review for the 2012 edition of *Knocking at the College Door*, WICHE sought consultation on the merits and alternatives to making the lower-level projections independent of the aggregate projections. WICHE continues to make independent projections for each racial/ethnic group in each state, in part because the smaller counts of some population groups lead to greater uncertainty in the projections, and also because some legitimate growth trends that are seen at the lower levels might be overstated or understated if they were adjusted.

The 2012 edition of *Knocking at the College Door* featured relatively small differences between the independent sets of projections. There was a difference of 1 percent or less in any of the projected years between the sum of lower-level projections and the aggregate higher-level projections, for any combination, except for the following:

- A difference of 2.5 percent or less in any of the projected years between the sum of the regions and the independently projected national total for Hispanic and Asian graduates.
- A difference of 5 percent or less in any of the projected years between the sum of the regions and the independently projected national total for American Indian/Alaska Native graduates.
- A difference of only about 1 percent, on average, between the sum of race/ethnicity projections and the public total projection, across all states and years and within any region; the average difference across all years for any given state was +/-2.5 percent.

Generally speaking, the differences between the independently projected series tend to increase in later future years, consistent with the nature of extended projections. The greatest differences in terms of percentage show up in the two categories with the smallest counts: in the number of nonpublic and American Indian/Alaskan Native graduates, and in the Northeast, the region with the lowest number of graduates.

Approach to Limitations with Available Data

All public school data were obtained from the CCD, maintained by NCES, part of the U.S. Department of Education. At the time of publication, the most recent available CCD data were for enrollments through school year 2013-14 and graduates through 2012-13. To obtain private school data, WICHE relied on the Private School Universe Survey (PSS), a biannual survey conducted in odd years by NCES that provides data for religious and nonsectarian private/nonpublic elementary and secondary schools in all 50 states and the District of Columbia. In producing this edition of the *Knocking at the College Door* projections, WICHE encountered two major dilemmas resulting from data limitations that impacted its efforts to produce the most useful, relevant projections possible:

- A lack of more recent data, or "data lags," that made it impossible to make projections that began closer in time to the data of publication.
- A lack of sufficient data that would allow WICHE to make projections for the new race categorizations.

This section outlines the data issues that impacted the production of these projections, the analysis and efforts undertaken to address the data limitations, and the decisions that led to what is included in this edition. WICHE presented these issues and analysis to the *Knocking at the College Door* Advisory Group on two occasions for their recommendations. In all cases, the foremost criterion was whether WICHE could produce reliable, transparent projections from the available data for the nation, region, and each state while also making them contemporary and relevant.

Lags in Available Data

This edition of *Knocking at the College Door* projections is being released approximately four years after the 2012 edition. WICHE has typically updated its projections every four to five years, while demand typically increases for updated projections about two years after the release. This edition is no exception; indeed, WICHE has experienced heightened demand for this update given the climate over the last several years as states continue to recover from the Great Recession and colleges struggle with enrollment declines, among other factors. WICHE selected December 2016 as the target to release the ninth edition of the *Knocking at the College Door* projections for a number of reasons, but primarily to make the projections available in time for the 2017 legislative cycle. It was apparent months in advance that there would a dilemma in attempting to produce the most up-to-date projections possible despite delays in the availability of more recent data. The projections were not considered final until the last possible moment, in order to incorporate more recent data if they became available.[7]

Therefore, the first year of public high school graduate projections in this 2016 edition are for graduates of school year 2013-14 (Class of 2014), which is approximately two years earlier than this edition's December 2016 publication date. The first year of public school grade-level enrollment projections are for school year 2014-15, which is also two years in the past. The private school projections begin two years prior to this, with private school graduate projections beginning school year 2011-12 (Class of 2012) and enrollment projections beginning 2012-13, due to lags in the biennial Private School Survey data.

Of course, these issues somewhat complicate a discussion of the projections and typically require the use of precise language and notation to differentiate between confirmed counts of students and graduates versus projections. Notwithstanding this less-than-ideal situation, several factors mitigate the impact and importance of past projections. First, an analysis of historical accuracy (see the section *Historical Accuracy*) provides users with a sense of how close the first several years of projections are compared to what is

subsequently reported in the data. For example, the first two to three years of *Knocking at the College Door* projections are typically within 1-2 percent of what is subsequently reported. Therefore, unless one needs to understand trends from these prior years, it is reasonable to move past the first several projected years (e.g., 2014-15 and 2015-16) and use the projections for current and subsequent years.

In early 2016, as it became clear that there might be lags in the CCD, WICHE began considering whether to incorporate data from the states. WICHE was sufficiently concerned that the projections would not capture recent, quantitatively substantial trends, especially because a similar situation had arisen with the 2012 projections (see the section *Historical Accuracy*). Therefore, WICHE conducted extensive data collection and analysis to produce a partial, simulated projection using data obtained from state departments of education. Through these efforts, WICHE compiled a somewhat more recent set of data for 22 states, which together generated at least 66 percent of the national total of public high school graduates. Enrollments and graduates through school year 2014-15 were available for most of these, at least for public school totals.

However, this approach did have inherent limitations. In many cases, full race/ethnicity details were not available. In other cases, the data were simply unavailable or infeasible to obtain. In still other cases, it was not possible for WICHE to reconcile anomalies or other data issues, which made the data insufficient for projection purposes. From this effort, it became apparent that it would not be feasible to produce the official projections from state data instead of the Common Core of Data. Table C.2 lists the states for which sufficient data were available to allow their use in the simulated projections.

WICHE used this accumulation of more recent state-sourced data for 22 states to simulate a projection of the public schools total beginning with school year 2015-16. This served as a comparison with the official, published projections based on the CCD data that begin with the Class of 2013-14. Figure C.2 shows how the two series of projections tracked each other and indicates the percent difference in each year between the official published projections and the simulated projections based on more recent data for these 22 states. The two series of projections are within 1-2 percent of each other for the public total in each year.[8] WICHE considered these results to be a reasonable indication that substantially better or more accurate projections would not have resulted had it waited on the availability of more recent data.

Table C.2. States Included in the Simulated Comparison Projection (Percent of National Public Total Graduates and Number of Graduates)

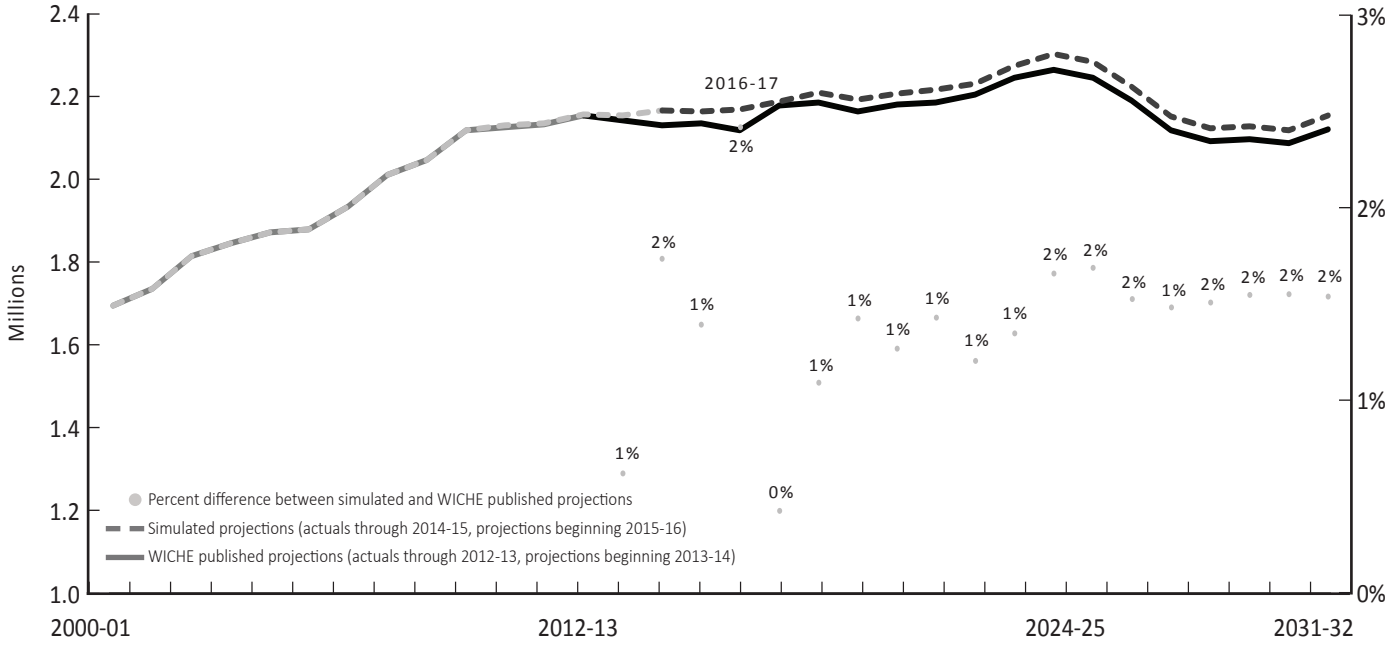
California	13%	385K	Wisconsin	2%	65K
Texas	9%	273K	Tennessee	2%	60K
New York	6%	179K	Maryland	2%	58K
Florida	5%	153K	Colorado	2%	50K
Pennsylvania	4%	131K	Kentucky	1%	42K
Ohio	4%	122K	Kansas	1%	31K
Michigan	4%	115K	Utah	1%	31K
Georgia	3%	86K	Arkansas	1%	29K
North Carolina	3%	85K	Nebraska	1%	20K
Virginia	3%	80K	Hawai'i	0%	11K
Washington	2%	67K	Rhode Island	0%	10K

Note: WICHE prioritized data collection for the highest-producing states, but assessed data availability for all states. WICHE was not able to obtain data for Illinois (133,000 students), New Jersey (97,000), Massachusetts (64,000), Missouri (63,000), Indiana (63,000), Arizona (63,000), and Minnesota (60,000), plus the other 21 states that generatd the remaining 15 percent of the national total.

Insufficient Data to Produce Projections for All New Race/Ethnicity Categories

The second major dilemma that WICHE faced while producing this edition was the question of whether it would be possible to make projections in the seven expanded race/ethnicity categorizations that are now the (required) convention in most federal data sources. WICHE considered available options in detail, but ultimately determined that it would not be possible to make projections, let alone reliable projections, in the expanded race/ethnicity categories. There are two overarching reasons for this determination. First, at present the accumulation of reported actual births and school data is insufficient to produce the projections. Second, there are patterns in these accumulating data that are erratic and have yet to "settle out" under the new schema. As a result, WICHE deemed it inadvisable

Figure C.2. Partial Simulated Projections Compared to Official, Published Projections



to attempt to use these data to produce projections, even in the very few instances in which the data were close to sufficient.

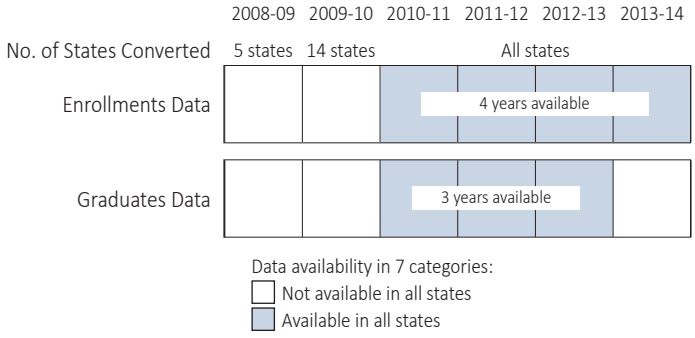
Therefore, WICHE decided to continue providing projections using the five long-standing historical racial/ethnic categories. The reported actual counts of students in the additional race/ethnicity categories are published for informational purposes. This section provides some detail about what WICHE observed with the available data and offers insights and observations resulting from the close inspection of these data.

Overview of the Racial/Ethnic Category Changes (Public School Only)

Prior to 2008-09 NCES had asked states to report public school student enrollment and completion counts by the five long-standing racial/ethnic categories.[9] Beginning with the 2010-11 school year, every state and jurisdiction was required to report its public school student counts to NCES using the expanded set of seven racial/ethnic categories established by the Office of Management and Budget (OMB) in 1997 for the collection and reporting of race/ethnicity in federal data. A small number of states began reporting in the new seven categories in school year 2008-09 or 2009-10, because their data systems allowed for it.

In simple terms, the expanded set of categories separated the distinct Hawai'ian/Pacific Islander student population from the previous Asian/Pacific Islander combined total, and also established a new category for Two or More Races. The Hispanic category also represents a slightly different categorization scheme, and the race categories are now "non-Hispanic" by definition. Figure C.3 illustrates the staggered implementation and provides a simplified view of the lack of necessary data for making projections for the new race categories. The shaded boxes indicate the number of states and years of data under the new reporting schema in the data used for this edition of the publication. The WICHE method relies on the availability of five years' worth

Figure C.3. Availability of Data in New Race/ Ethnicity Categories



of prior data, and few states had that many years' worth of data in the new categories and at all levels of detail. For most states, this lack of data was further compounded by insufficient data on births (as discussed in the section titled Methodology Considerations).

WICHE considered producing a truncated series of projections in the new categories for the few states that lacked necessary births data but had sufficient student data, but ultimately decided not to because of other data limitations discussed herein. WICHE also considered using alternative data to estimate or serve as proxies for the missing data, but this introduced other data disadvantages and complexities that would have required WICHE to abandon its relatively straightforward and transparent methodology or use of data that have proven suitable for multiple editions.

While the data for students in the Two or More Races and Hawai'ian/Pacific Islander categories were insufficient to produce reliable, plausible projections, the counts of these students are used in making the projections:

Hawai'ian/Pacific Islander. Hawai'ian/Pacific Islander student counts were added to those reported in the Asian category, prior to distributing the Two or More Races counts as described below. In the published data, the Asian/Pacific Islander combined total count includes students categorized as Asians and Hawai'ian/Pacific Islanders reported separately in all years. The separately reported Hawai'ian/Pacific Islander counts are shown for informational purposes.

Two or More Races. WICHE was unable to locate sufficient information to devise a method for distributing the reported Two or More Races student counts based on states' unique racial/ethnic mix.[10] Therefore, the Two or More Races data are apportioned to the four non-Hispanic race groups (American Indian/Alaska Native, Asian/Pacific Islander, Black non-Hispanic, and White non-Hispanic) based on each group's average share of the combined race total over the three most recent previous years. (Data in the Hispanic category were not part of the apportionment, because Hispanic is considered an ethnicity, not a race. However, WICHE's research has indicated that some individuals with Hispanic origins may be captured in the Two or More Races data.) An average of three years was used so that any one aberrant year would not unduly influence the apportionment. It is possible that a disproportional portion of the Two or More Races students may be distributed to the student population that is in the majority, e.g., Whites, whether or not it makes conceptual sense. This effect appears to be non-significant in the race projections because of the typically low number of reported Two or More Races students, compared to the other student populations by race.

Ultimately, users should take note that there are subtle differences between the exact definitions of the race/ethnicity categorizations in any given year for the 30 years of data that this edition encompasses. Generally speaking, data including and after school year 2010-11 reflect the categorizations according to the new protocol.

Data in the New Race/Ethnicity Categories: Observations and Limitations

Some of the key ways in which these new race/ethnicity categories interrelate with the projection methodology used in this edition of *Knocking at the College Door* are described below.

All states and jurisdictions were required to begin using the new categories in their reporting by school year 2010-11. However, jurisdictions were not required to conduct a full census of all students in order to re-record or re-tabulate race/ethnicity. Instead, states and jurisdictions may have begun re-recording and tabulating students under the new categories at different junctures, for example when students transitioned between elementary and middle school or switched schools. This would not affect reporting on non-Hispanic students of a single-race category. However, it appears that it could result in some on-going shifts in the data as students are re-categorized at school transitions or for other reasons. This may explain some of the shift seen in the graduate counts of students in the Hawai'ian/Pacific Islander and Two or More Races categories from 2010-11 to 2012-13. This apparent rolling conversion is sometimes even

more evident in the changing distribution in the enrollments counts.

In many cases the first-, second-, and third-grade enrollments, especially for states with smaller populations and therefore more noticeable changes in absolute numbers, appear to reveal a more logical pattern. The number of first graders appears to indicate the relative portion of very young children that will be categorized into the different student populations under the new reporting schema, for example an upward shift of 15 percent more first graders in a given category than in years past. The numbers of second and third graders indicate more typical rates of progression (90 percent to 100 percent advancing year-over-year). This suggests that additional years of data will eventually reveal the more stable patterns and ratios that are necessary for ensuring accurate projections about the coming waves of students. That is, one would expect that several more years of recent enrollment data will show a logical number of fourth, fifth and sixth graders by race/ethnicity. Perhaps more stable numbers and progression rates will also emerge in higher grades.

Sudden shifts have a greater likelihood of being noticeable, or having an impact on the projections, for race/ethnicity categories for which there are a relatively small number of students. For example, historically the number of Asian/Pacific Islander students in Arkansas has been small. But according to birth and school data, between approximately 2005 and 2013, the number of Asian/Pacific Islander first graders in Arkansas was 40 to 60 percent higher than the number of Asian/Pacific Islander infants who had been born in the state six years earlier. This discrepancy could represent either an actual increase of in-migration during this period or an effect of the categorization issues discussed herein, or a combination of both factors. In this case, the ratio that results from the data ends up projecting a similarly high increase in Asian/Pacific Islander first graders. There are, of course, cases of actual, large increases from a small starting population, such as communities that experience a refugee or immigrant influx or states that experience a sudden in- or out-migration due to changes in an industry sector. It is generally not possible to differentiate all actual changes in youth population from changes in data collection or reporting.

Self-identification and changes over time and between data sources. Users should understand that race/ethnicity are not simply data categories in the public school data, but they also touch upon individuals' self-identity. Research indicates that attempts to categorize individuals in a way that is meaningful for research purposes (e.g., educational or health outcomes) often does not equate to how individuals think of themselves in regards to race/ethnicity.[11] Furthermore, self-identity can change over time and under different circumstances. This is particularly pertinent for K-12 school data, which span 12 years. There are also subtle but important differences in the application of the uniform race/ethnicity categories across different data sources. Again, these considerations have less potential to affect non-Hispanic individuals of a single-race category, and more potential to affect individuals with mixed racial/ethnic origins.

The Hispanic category of students encompasses any student with any Hispanic ethnicity, regardless of their race. The primary consideration for making the projections was whether sudden changes in the count of Hispanic students in the year or two surrounding the year of the data change would be projected forward in perpetuity, causing the number of Hispanics to increase implausibly. WICHE observed this effect when preparing the eighth edition of these projections and made adjustments to mitigate it.

In fact, many states report atypically high (20 to 30 percent) year-over-year increases in grade-level enrollments and graduates categorized as Hispanic, in one or more school years between 2008-09 and 2010-11. Not surprisingly, the percentage increases are higher in states that have relatively lower numbers of Hispanic students to begin with. This type of sudden increase is not extrapolated forward, or at least is greatly mitigated, in the projections because the years in which these sudden shifts in the number of Hispanic students occur are given a lower weight when weighting older ratios, thus diminishing the effect. The new OMB category scheme does result in a

greater overall number of public school students to be categorized as Hispanic. For example, the CCD data reported 24,200 more Hispanic graduates for 2010-11 than were projected for that year in WICHE's 2012 projections. Additionally, while the average rate of increase among Hispanic graduates between 2010 and 2025 was projected to be the same as projected in this edition (3 percent annually), there are about 100,000 more Hispanic graduates projected for the Class of 2025 in this edition than were projected in 2012. This is the result of the sheer number of K-12 students now categorized as Hispanic.

The enrollment and graduate counts of students in the Whites category are likely to experience the greatest decline in numeric terms as the new OMB categories shift students previously classified as White into the Hispanics category. In the new schema, any individual indicating "Yes" to identifying themselves as Hispanic will be counted as Hispanic rather than in their respective race category.[12]

Decreases in the number of students categorized as Black have resulted in an apparent stagnation or even decrease in the number of Black public high school graduates, contrary to recent increases in the graduation rates of students in this category. While the available data do not confirm it, this trend appears to be the result of redistribution between race/ethnicity categories. For example, the 2015 Census population estimates indicate that there were 14 percent fewer individuals considered Black by the narrowest racial/ethnic categorization (non-Hispanic single-race Black, which is how Federal education data are reported) than the number considered Black using the less narrow categorizations of "Black only" or "Black in combination with another race" (see Table C.3).[13] It is easier to see these differences in data that retain and report different categorizations for individuals with multiple race/ethnicity selections, such as the United States Census. There is some evidence of students shifting between categories in the aggregate CCD school data (e.g., multi-origin Blacks being counted in Hispanic or Two or More Races), but it is not possible to isolate it.

Table C.3. 2015 U.S. Census Black Population Estimates

Categorization	Population	% of Total Population
Non-Hispanic "Black Only" (not in combination with another race)	39,925,949	12.4%
Hispanic or non-Hispanic "Black Only" (not in combination with another race)	42,632,530	13.3%
"Black Only" plus "Black in combination with another race"	46,282,080	14.4%

Source: U.S. Census Bureau, Population Division, Annual Estimates of the Resident Population by Sex, Single Year of Age, Race Alone or in Combination, and Hispanic Origin for the United States: April 1, 2010 to July 1, 2015 & Annual Estimates of the Resident Population by Sex, Single Year of Age, Race, and Hispanic Origin for the United States: April 1, 2010 to July 1, 2015.

Decreases in the number of students categorized as American Indian/Alaska Native also appear to be the result of redistribution between race/ethnicity categories, but this cannot be confirmed using available data. In this case, the numerical decreases among the relatively small numbers of American Indian/Alaska Native students appear even more dramatic than those that occurred with the other populations by race, in which large overall numbers dampen the effects of the redistributions between categories. Moreover, research indicates that a greater percentage of American Indian/Alaska Native individuals will shift into the Hispanic or Two or More Races categories than is the case for other races, due to higher rates of multi-ethnic/racial origins among individuals in the category.[14]

Several factors limited the usefulness of the available data about the two new race categories for producing reliable, plausible projections, in addition to the sheer lack of student data and corresponding births data necessary for the WICHE projection model. In the four years for which data are uniformly available, the numbers of students in the Hawai'ian/Pacific Islander and Two or More Races categories are often relatively low. But these low numbers were not the primary limitation when attempting to make projections; in fact, in most cases there were more Hawai'ian/Pacific Islander students and students in the Two or More Races category than American Indian/Alaska Native students, which has typically been a low number.

Projections of American Indian/Alaska Native students are possible largely because of longitudinal consistency in the data.

The patterns of the data for students in the Hawai'ian/ Pacific Islander and Two or More Races categories are still very unstable, which makes it inadvisable to attempt to make projections from them.

For example, across all states in the four years of available data, almost a quarter of the time there were year-over-year increases of 25 percent or more in the number of students in both the Hawai'ian/ Pacific Islander and Two or More Races categories. For example, there might be 1,000 fourth graders in 2010-11 and 1,250 in 2011-12, and up to 1,500 in 2012-13. These implausible rates of increase reflect redistribution from other categories, not rapid population growth. Perhaps even more problematic are erratic patterns of increase and substantial decrease over time in any given grade level.

Having only four years of these data permits only three years of CSR ratios, with attendant substantial instability and no obvious settled pattern. About a third of the time, the ratio of students in a higher grade to the number in the prior grade the year before was more than 110 percent. That is, in many cases, in each subsequent year the number of additional students increases 10 percent or more in a given grade, creating a multiplier effect and producing implausible numbers of high school students and graduates.

A snapshot of the data aggregated for the United States highlights some of the data limitations while still obscuring the variation in data limitations or robustness that exists state-by-state. Figure C.4 shows the grade level enrollment counts and number of graduates.

To begin, births data do not yet line up with school data because of scheduling variations among the different data sources for transitioning to the new categories. The data suggest a substantial increase in the number of first graders categorized as Hawai'ian/ Pacific Islander or Two or More Races, compared to the number of U.S. births in these categories, which could represent either actual in-migration, a lack of correspondence between the categorizations, or some combination of both. Figure C.4 also demonstrates the substantial rates of growth and relative instability in the numbers such as large year-over-year numerical increases by grade and implausible rates of progression, which are highlighted in orange.

Figure C.4. Snapshot of Available Data for New Race Categories, United States

	School Year	1st Grade	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th Grade	Graduates
Hawai'ian/Pacific Islander	2008-09	3K	3K	3K	3K	3K	3K	3K	4K	4K	4K	4K	4K	3K
	2009-10	4	4	3	4	4	4	4	4	4	4	4	4	3
	2010-11	14	13	13	13	13	13	12	12	13	12	12	11	10
	2011-12	15	14	14	14	13	13	13	13	14	13	12	11	10
	2012-13	14	15	14	14	14	13	13	13	14	13	12	12	10
	2013-14	14	13	14	14	14	13	13	13	14	13	12	11	N/A
Two or More Races	2008-09	26K	24K	22K	20K	18K	16K	15K	15K	16K	15K	14K	13K	8K
	2009-10	31	29	29	27	26	24	23	22	24	21	20	19	17
	2010-11	110	101	95	93	89	86	82	78	84	73	64	57	52
	2011-12	119	112	105	99	96	93	89	84	90	82	72	65	59
	2012-13	135	122	116	108	102	100	96	91	98	87	78	72	66
	2013-14	148	137	125	119	112	106	103	99	105	95	84	79	N/A

Increase over 1st grade count: 105% 108% 361% 408%

"Two or more races" births data were not uniformly available corresponding to any of the years that school data were available. By the time Two or more races births data were available (for 2010 to 2014), they represented only 40 to 50 percent of the count of Two or more races first graders in the most recent school year (e.g., 75,000 Two or more races births in 2014 versus 148,000 first graders in 2013-14).

Methodological Considerations

Demographic studies generally identify two main sources of population change: natural increase and net migration.[15] The number of school-age youth – and, eventually, high school graduates – is influenced first and foremost by the number of children born, and secondarily by factors such as grade retention and acceleration, net migration between states and schools (in this case, movement between public and private schools), dropouts, early graduations, mortality, and policies and practices).

The projections model changes in birth trends explicitly, while assuming that the implicit influences on enrollments and graduates will carry forward indefinitely. The cohort survival ratios that are used to generate the projections capture these implicit factors as quantified by recent past data and carry them forward into the future projected years. However, this assumption has the greatest potential to degrade the accuracy of the projections should either a new pattern emerge in the preceding year or two, or new circumstances emerge in reality that are not evident in the years of available data.

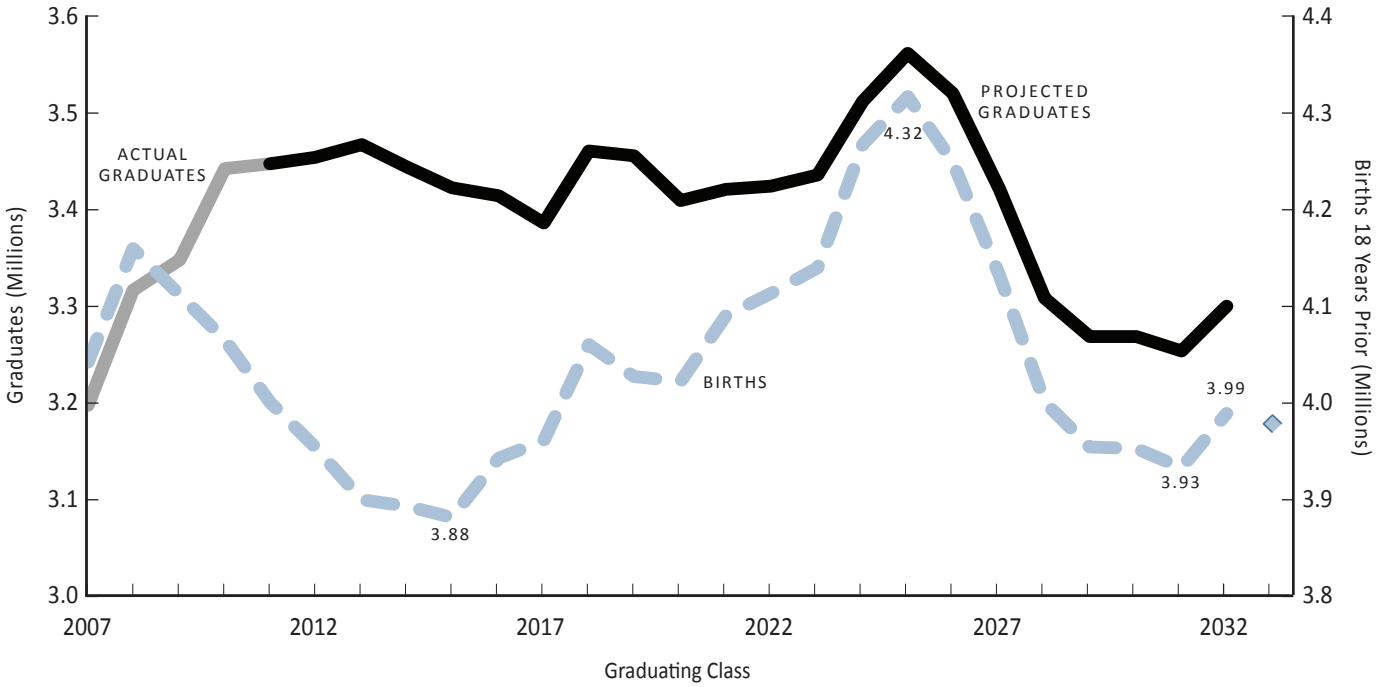
Under the current methodology, *Knocking at the College Door* estimates the number of first graders based on the number of births that occurred six years prior. WICHE obtains data for live births by state and race/ethnicity from the National Center for Health Statistics, which is part of the Centers for Disease Control and Prevention. Births for 2014 were the latest available data at the time of publication; this establishes the last year for high school graduate projections as 2031-32, i.e., approximately when babies born in 2014 would reach 17 or 18 years of age.[16] While not the principal focus of this publication, birth trends are instructive in their own right because of the significance they play in the projections methodology.

Figure C.5 plots the total number of public and private graduates (both actual reported counts and projections) with births 18 years prior, which corresponds to births between 1989 and 2014. The United States experienced a never before reached number of 4.32 million births in 2007. Birth/fertility rates then entered a seven-year slide such that there were 384,000 fewer babies born in the U.S. in 2013 than in 2007 (a decline of 9 percent), which becomes evident in the later years of this edition's projections for graduates. There was a slight uptick in births nationally in 2014 (about 56,000 births, or 1.4 percent more births than in 2013-14). But preliminary data indicates that the number of births in 2015 was essentially unchanged from 2014.[17] So there is no evidence of a resumption of previous birth rates at the time that this edition is to be released, and therefore no indication of significant growth in the number of high school graduates in the early 2030s.

Two technical details related to births data are worth highlighting. While the number of births is a fundamentally robust indicator of how many first graders there will be in approximately six years, there are some observed discordances between the number of births and first graders. These discordances can likely be ascribed to nuances in data collection. First, states have been revising birth certificates to the 1997 OMB standards for reporting data on race and ethnicity by expanded categories, as have education agencies. As noted previously, generally individuals with Hispanic ethnicity origins are now counted only in the Hispanic category, and that there are now two new categories for non-Hispanic individuals: White, Black, Asian, Hawai'ian/Pacific Islander, American Indian/ Alaska Native, and Two or More Races.

Differences in the timing of the transition to the new OMB standards mean that the data related to births and education have not yet harmonized to the extent needed to produce reliable projections in the new expanded categories. WICHE's CSR methodology requires five years of data in order for the data available for births overlap with the data available for first grade enrollments six years later. Table C.4 shows the small number of states for which birth and school data overlapped, and the years for which these data are available. All states were required to report student data in the new race/ethnicity categorizations beginning in school year 2010-11. In fact, 14 states transitioned to reporting in the new categorizations early, in 2008-09 or 2009-10, but none of these states had also converted their births records by the year that

Figure C.5. Long-Term Graduate Trends Reflect Births 18 Years Prior, 2007-2032



Sources: National Center for Health Statistics, Centers for Disease Control and Prevention and WICHE calculations. 2015 preliminary births obtained from Brady E. Hamilton, Ph.D., Joyce A. Martin, M.P.H., and Michelle J.K. Osterman, M.H.S., "Births: Preliminary Data for 2015," U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, June 2, 2016. Accessed September 6, 2016 from http://www.cdc.gov/nchs/data/nvsr/nvsr65/nvsr65_03.pdf.

would have corresponded to first graders, e.g., 2002 or 2003. Therefore, considering the data available for students and births by the time this edition was published, there were six states with four years' worth of overlapping data, five states with three years' worth, seven states with two years' worth, and three states with only one year of overlapping data. There were no years in which national and regional birth data overlapped, since national births data are computed from the states' births data.

These differences in the timing of the transition to the new race/ethnicity categories in the birth and school data compounded the overall insufficiency of data in the school data alone, making it impossible to produce reliable projections for the new race categories. Therefore, WICHE continues to associate births to school enrollments using the five categories of race/ethnicity that the U.S. Department of Education employed until school year 2009-10 (the insufficiency in the school data and decision to continue producing projections in the long-standing race/ethnicity categories is discussed below).[18]

There are certain nuances between relevant data sources, including births data, K-12 student data, and college data worth noting. A specific nuance that relates to the data sources used in these projections is that infants/births are categorized only by the mother's race/ethnicity, whereas school enrollments data are more likely to reflect both parents' race/ethnicity, which may be different from the mother's race/ethnicity alone. Because college planners and administrators are a primary audience for these projections, it is also worth noting that there may also be some differences in the way students are

Table C.4. States by Years of Overlapping Births and School Data

Year Births Records Transitioned to New Race/Ethnicity Categories					
2004	2005	2006	2007	2008	2009
(4 years of overlapping data) Idaho, Kentucky, Pennsylvania, South Carolina, Tennessee, Washington	(3 years of overlapping data) Florida, Kansas, Nebraska, New Hampshire Texas	(2 years of overlapping data) California, Delaware, North Dakota, Ohio, South Dakota, Vermont, Wyoming	(1 year of overlapping data) Colorado, Iowa, Indiana	Georgia, Michigan, Montana, New Mexico, New York, Oregon, Utah	Remaining 29 states and D.C.

categorized by race/ethnicity among recent high school graduates and in other data related to postsecondary education such as in the Integrated Postsecondary Education Data System (IPEDS). There may be some difference between how individuals are counted in different groupings (e.g., recently enrolled high school graduates versus all college students). And, some difference between data sources of any type may relate to individuals' concept of their self-attested racial/ethnic identify over time and in relation to different circumstances such as college admission and financial aid.[19] Of course, all of these factors have a greater impact in computations when there are a relatively small number of individuals.

With respect to the impact on the projections, theoretically, one would expect that something very close to 100 percent of children born would enter first grade within six years. However, there are cases where the ratio of births to first graders is notably higher or lower than 100 percent; this is particularly true for state and race/ethnicity groupings with low numbers. The ratio of births to first graders has always been subject to some level of effect from interstate relocations, immigration, changes in race/ethnicity categories, early and late enrollment of first graders, homeschooling, and the small but non-negligible rates of childhood mortality. WICHE was somewhat concerned that these data nuances could lead to an over- or underestimation of underlying population changes. WICHE's analysis, however, indicated that the underlying population changes predicted by births are actually tracked quite well in the total number of graduates. Also, for most states, the sum of the students independently projected by race/ethnicity tracks with the underlying population. However, this underlying discordance between race/ethnicity categorizations in the births and school data may have a non-negligible effect in smaller states and race/ethnicities.

Other Factors Affecting CSRs and Projections

Mortality, grade retention, and grade acceleration. Mortality, grade retention (holding students back), and grade acceleration (promoting students early) impact enrollments and grade progression to varying extents. More importantly, national estimates indicate that these factors can vary systematically by race/ethnicity.[20] However, these data cannot be specifically derived by state, race/ethnicity and grade level. Instead, they are implicitly included in the calculated cohort survival ratios that reflect the various aspects of grade progression. Interested readers can find more detail about child mortality, grade retention, and grade acceleration in WICHE's 2012 *Methodology Review Report*.[21]

Movement and migration. The impact of movement and migration may have an impact on year-to-year enrollment data and ratios. One type of movement is when students transition between public and private schools, which most typically occurs at the junctures between school levels (e.g., when parents shift their children from public to private school at the beginning of ninth grade). The movement between public and private schools is implicitly reflected in the data for public and private school enrollments, but they are not easily discernible from other factors that are in play at the same time (e.g., relatively high rates of retention in the ninth grade), because they occur in relatively small numbers compared to the totals.

More impactful are the migrations of families and students who move between states and who immigrate from outside the United States.[22] Recent trends for immigration of foreign-born individuals into the United States are discussed in Chapter 4. Overall, immigration to the U.S. has been down for eight years and will therefore not add to the overall numbers of youth as it had in past decades. Furthermore, there has been some change in the countries of origin for those foreign-born populations that are growing.[23] Patterns vary by state; for example, states with a long history of high immigration are most likely still drawing a large proportion of immigrants to their established immigrant centers. Other regions and states, such as North Carolina, are emerging as new immigrant destinations within the United States.[24] And the net out-migration of Mexican immigrants that followed the Great Recession may have been substantial enough in some states to impact enrollments.[25]

Not an adjusted cohort, as with the official graduation rate. The cohort survival ratio (CSR) method used to produce these projections does not involve true student cohorts tracked in detail over time; rather, the ratios are simple computations of the number of students in one grade compared to the number in the previous grade the year before. As a result, it is not possible to quantify the precise and individual impacts of various factors such as in- and out-migration, grade retention, and the like. It is important, therefore, to distinguish what the CSR methodology is able to describe about progression through the high school grades, as compared to the official high school graduation rate.

The first school year that all states began using a common, four-year high school graduation rate in accordance with U.S. Department of Education requirements was 2010-11. The varying methods that had previously been used by states to report graduation rates made comparisons between states unreliable. The new common metric, called the "adjusted cohort graduation rate" (ACGR, also known as the "on-time graduation rate"), reflects the number of ninth graders entering that grade for the first time who graduate four years later, adjusted for students who transfer in or out, emigrate to another country, or die over the four years. The new, uniform rate calculation is not comparable in absolute terms with previously reported rates (2009-10 and prior), although some states did track ACGR graduates and graduation rates prior to 2010-11.

Table C.5 illustrates the difference between the national official graduation rates (ACGR) for recent years and a simple computed ratio of 12th graders in the graduating year and ninth graders counted at the beginning of the school year four years earlier, derived from the data used for these projections.

With the exception of Asian/Pacific Islanders, the computed ratio appears to suggest higher attrition between ninth grade and graduation than the AGCR data. However, the lower computed ratio could result from a number of factors, for example the fact that the count of graduates used for these projections encompasses all high school diploma recipients from

Table C.5. Comparison of Official Graduation Rate and Computed Ninth-to-Graduation Ratios

	Official Rate (ACGR)	Computed Ratio
Total Public Schools	81.40	77.67
American Indian/ Alaska Native	69.70	63.09
Asian/Pacific Islander	88.70	92.00
Black	70.70	64.00
Hispanic	75.20	72.95
White	86.60	84.14

Source: U.S. Department of Education EDFacts Data Files, accessed 18 October 2016 from http://www2.ed.gov/print/about/inits/ed/edfacts/data-files/index.html. And, author calculations using Common Core of Data.

that school year, including early and late graduates, not just those who graduated in four years after ninth grade. It could also be the result of students who transferred between public and private schools before graduation (the comparable private school graduation rate is unknown and not included). This demonstrates that while the *Knocking at the College Door* CSR methodology and the underlying data implicitly capture enrollment and graduation patterns, it is generally not possible to precisely quantify or isolate specific effects within them.

Policy effects and other external factors. Finally, educational policies and other relevant external factors may also affect the data and resulting ratios used for these projections.

Economic and external factors. The most obvious and widespread external factor that likely affected enrollment and graduation patterns in the 2012 edition of projections, and which continues to affect the data used in this edition, has been the recent Great Recession and the subsequent slow return to economic growth and restructuring of the labor market. Although the 2012 edition was published when the recession had been declared officially over and the recovery was underway, the data available to produce those projections were from school years 2004-05 to 2010-11, which meant that the 2012 edition largely reflected pre-recession trends. The state of the economy might have led some students to remain in school and or led to different patterns of in- and out-migration, among other things. The

data available for this edition of projections are still substantially lagged (enrollments from school years 2009-10 to 2013-14 and graduates from school years 2008-09 to 2012-13), but they are probably more reflective of the current economic reality, which is largely very similar to the economic patterns of the past several years in many states that continue to experience relatively slow recovery. It is the case with each new edition of projections that the available data are better able to predict short-term trends. Specifically, the births and school data available for this editions might not as precisely predict medium- or longer-term trends, particularly if the economy recovers rapidly and substantially in the near future (in fact, some states have already realized significant economic recovery, the effects of which might not be reflected in the data for these projections).

WICHE's research also indicates that some of the unexpectedly strong growth/retention in enrollments and graduates in recent years may be related to this federal immigration policy, implemented in 2012, that provides temporary relief from deportation and a two-year work permit to certain individuals who were brought to the U.S. illegally as children. In particular, the DACA education requirements may be a strong, additional incentive for certain youth populations to remain in school and graduate.[26] It is not possible to quantify this effect, but for example, over 1 million DACA requests were accepted between 2012 and 2014, the highest numbers being from states with large immigrant populations.[27] Some states have also recently received and are hosting notable numbers of unaccompanied minors from Central and South America, which are more likely to have impacts locally.[28]

Education policies and practices. Educational policy and practice innovations presumably affect student and graduate patterns more directly. Changes to graduation and high school course-taking policies are likely to have the most immediate, direct effect on these high school graduate projections. But other changes that affect earlier grades may be subtler and show up over the longer term. For example:

- *Implementation of major new curricula and exams such as the Common Core.* Effects from curriculum change are unlikely to be immediate in most cases, and may only become evident over several editions of these projections. But, one specific related example is the elimination of the California High School Exit Examination (CAHSEE) due to a misalignment of the test and the recently implemented Common Core standards. Beginning January 1, 2016, no student in the state of California is required to take an exit examination, including those in adult education courses. Furthermore, any student whose only outstanding graduation requirement was the passing of CAHSEE is now immediately eligible to receive their high school diploma.[29] It is unclear exactly how many more students will graduate each year and how many will retroactively graduate (one estimate states that about 249,000 students have failed the test since it became a graduation requirement in 2006, about 6 percent of the test takers in that time).[30] But there are likely to be more graduates in California than projected as this exemption takes effect.
- *Expansions of dual/concurrent enrollment opportunities.* States may expand opportunities for dual and concurrent enrollment in order to provide an incentive to remain in school, or extend these opportunities to additional new student populations.[31]
- *Monitoring and metrics.* It is possible that more accurate student tracking through the increasing use of state longitudinal data systems may have led to numeric effects in the Common Core of Data.[32] Along these lines, it appears the transition to the uniform official graduation rate may have had some effect on the number and type of diplomas awarded and counted in the data used for these projections.[33]
- *Every Student Succeeds Act (ESSA).* Any discernible effect of ESSA – for example, the effect of the decision to shift funding formulas in order to allocate more funds to schools with higher relative proportions of students below the poverty line – will begin to emerge in the next edition of the projections at the earliest, as it is targeted for implementation in school year 2017-18.

Data Sources and Notes

This section provides specific information regarding the sources of data used in this publication, detailed notes and observations about the raw data, and any adjustments made to these data.

Births

WICHE obtained data for live births from the National Center for Health Statistics and Prevention, which is part of the Centers for Disease Control. The data were acquired through the VitalStats table builder (http://205.207.175.93/VitalStats/ExtractViewer/extractView.aspx). Births data were grouped according to the mother's state of residence (MRSTATE), mother's Hispanic origin (UMHISP), and mother's race (MRACEREC or MRACE4, as available by year). For this edition, WICHE acquired births data for 2011 to 2014 and added them to births data used for previous editions; the last available data were for 2014 births by state and race/ethnicity.

The births data are considered final, so adjustments were generally not made to the values obtained. However, due to new suppression rules for the publicly available births data, it was necessary to impute a small number of values. Counts of 10 or fewer and higher-level counts built from these counts were suppressed. WICHE derived the missing values based on the difference of totals and subcategories, as described in Table C.6. In recent years, race/ethnicity was "not stated" for between 0.6 percent and 0.9 percent of births, so these data were not used because there was no information for distributing them between the Hispanic and race categories.

Table C.6. Estimation of Suppressed Births Counts

States/Years	Estimation Method
U.S. Total (2012, 2013) Alabama (2012) Hawai'i (2014) Iowa (2013) Maine (2014)	The state total was suppressed due to suppression of a Hispanic "Not Stated" value less than 10. So, the state total was computed as the sum of Non-Hispanic and Hispanic births.
Idaho (2013) Maine (2012) Montana (2012, 2013) Vermont (2012, 2014) West Virginia (2012, 2013) Wyoming (2013)	The state total was suppressed due to suppression in underlying Hispanic nationality categories. So, the state total was computed as the sum of Non-Hispanic and Hispanic births.
Maine (2013) Idaho (2013) Mississippi (2012) Montana (2014) North Dakota (2014) South Dakota (2012, 2014) Vermont (2013) Wyoming (2012, 2014)	The Hispanic total and state total were suppressed due to suppression in underlying Hispanic nationality categories. So, the Hispanic total was obtained from National Vital Statistics publications about final births,[34] or computed based on all available unsuppressed counts in the Hispanic nationality categories, variably. Then the state total was computed as the sum of Non-Hispanic and the computed value for Hispanic births.
Delaware (2012, 2013, 2014) D.C. (2013, 2014) New Hampshire (2012, 2014) Vermont (2012, 2014) West Virginia (2012, 2013)	The Non-HIspanic American Indian total was estimated as 9 since it was suppressed in the available data for being less than 10.

Note: The difference from an actual total should be in the magnitude of 10 or less, by definition, since suppression occurs for values of 10 or less.

Public School Data Notes

All public school data were obtained from the Common Core of Data (CCD), which is maintained by the National Center for Education Statistics (NCES), part of the U.S. Department of Education.

Data for graduates prior to 2009-10 and for prior years' enrollments are those that were published in the 2012 edition of *Knocking at the College Door* and maintain the data adjustments made for that edition. Many are republished in this edition for historical perspective.

At the time of publication, the most recent available CCD data were for enrollments through school year 2013-14 and graduates through 2012-13. WICHE obtained the statewide grade-level enrollment counts from the publicly available datafiles at https://nces.ed.gov/ccd/stnfis.asp. The 2009-10 graduates were obtained from the publicly available datafile at https://nces.ed.gov/ccd/drpcompstatelvl.asp. Since the graduates data were not available past the school year 2009-10 in datafile format, the statewide counts for graduates/diploma recipients were obtained from the *Digest of Education Statistics* online data tables:

- Table 219.32. *Public high school graduates, by sex, race/ethnicity, and state or jurisdiction: 2010-11*, at http://nces.ed.gov/programs/digest/d14/tables/dt14_219.32.asp
- Table 219.33. *Public high school graduates, by sex, race/ethnicity, and state or jurisdiction: 2011-12*, at http://nces.ed.gov/programs/digest/d15/tables/dt15_219.33.asp
- Table 219.32. *Public high school graduates, by sex, race/ethnicity, and state or jurisdiction: 2012-13*, at http://nces.ed.gov/programs/digest/d15/tables/dt15_219.32.asp

Therefore, the public school enrollments projections begin with school year 2014-15 and the high school graduate projections begin with school year 2013-14.

The data were reviewed for anomalies and compared with state-published data on nonpublic school enrollments or graduates, where this information was available. In carefully reviewing these data, WICHE noted a number of nuances but limited its data adjustments to cases in which there were obvious discrepancies – for instance, if the number of public graduates was the same as the number of graduates of a single racial/ethnic group, or if a data point for one year was substantially different from adjacent years. The data were reviewed with the expectation that there might be some perceptible effects of the race/ethnicity re-categorization discussed in the *Methods* section; where a given change appeared to repeat in subsequent years, it was typically not considered a data error.

It had been the case more frequently in prior years that the state public schools' totals did not always equal the sum of the five racial/ethnic categories – for example, because a state tracked additional categories that were not covered by the five CCD categories (e.g., California, Georgia, and Ohio). This difference appears to have diminished in recent years' data, but it may be observed in the historical reported counts presented with the projections. This difference may also occur if data in data were suppressed, as is typically done for low counts, or for other unknown reasons.

Information about any data adjustments, pertinent data notes from NCES documentation about the data files, or adjustments to the projection methodology to mitigate anomalous patterns are noted for each state in Table C.7.

Definition of high school graduate. High school graduates are those reported as regular diploma recipients. The CCD defines a regular diploma as the high school completion credential awarded to students who meet or exceed coursework and performance standards set by the state or other approving authority. What a high school diploma represents varies across states. Neither GED recipients nor recipients of alternative diplomas or credentials are included in these data, and detailed data are not available to fully account for the number of GED or other diploma equivalents nationally, let alone by state. But, for example, there were about 537,600 GED passers in 2013, 22 percent of which were between 16 and 18 years old (about 120,400).[35] In 2014, there were about 20,000 completers of the HiSET exam (an alternative to the GED), but data by age are not available for these students.[36] Likewise, no data are available for the specific number of students who completed and passed the TASC exam (another alternative to the GED).

Bureau of Indian Education schools. The CCD allows for the Bureau of Indian Education (BIE) to report data about the schools under their authority, however the BIE did not report the data for most years. WICHE's research indicates that students enrolled in BIE- and tribally-operated schools educate between 8 and 10 percent of all American Indian/Alaska Native youth, representing about 40,000 students within 183 schools in 23 states. In 2012-13, the states with the highest number of schools serving 70 percent of BIE-educated youth nationally were Arizona, New Mexico, South Dakota, and North Dakota. Other states where American Indian/Alaska Native students are most highly concentrated are Oklahoma, California, and Alaska, but it appears that most of these students are included in the public-schools data. The necessary data were not available to add to the data used for the American Indian/Alaska Native projections.

Private School Data Notes

The Private School Universe Survey (PSS) is a biannual survey conducted in odd years by NCES and provides data for religious and nonsectarian private/nonpublic elementary and secondary schools in all 50 states and the District of Columbia. Details concerning the PSS methodology are available on NCES's website (http://

Table C.7. Public School Data and Methodology Adjustments

State	Enrollments	Graduates
California		California did not report graduation data for 2008-09 to the NCES Common Core of Data, so NCES imputed graduates at the state level such that the prior year's graduation rates were maintained at the race/ethnicity level.
Connecticut		For school year 2009-10, NCES imputed graduation data at the state level based on prior-year rates because reported values were "excessively high."
Georgia	According to the NCES data notes, the State Education Agency (SEA) did not report magnet schools in 2013-14. The SEA indicated that it would revise its magnet data, but these revisions were not made in time to be included in the CCD files used for these projections.	
Hawai'i	A sudden but apparently real doubling of Hispanic first- and second-grade enrollments in 2012-12 and 2013-14 in combination with sudden increases in the grade progression ratios led to implausible, additive inflation and to a tripling of the number of first graders graduating in 17 years. Hawai'i data officials confirmed that the enrollments counts were actual, and likely a result of the data recategorizations and real enrollment growth. Therefore, WICHE used the rates of progression between first and twelfth grade that were observed up through 2008-09, before the category change, and let the observed rates of increase in first and second grade enrollments flow forward, resulting in a more plausible increase.	
Louisiana	Hispanic enrollments decreased by about 20 percent between 2009-10 and 2010-11 in all grades, and then increased more than 40 percent between 2010-11 and 2011-12 in all grades. All Hispanic enrollments for 2010-11 were linearly imputed.	
Maine		For 2008-09, Maine reported data for some semi-private schools that receive more than 60 percent of their funding through public sources (1,419 diplomas awarded to students from those schools).
New Hampshire		According to NCES data notes, New Hampshire misreported its Black and Hispanic graduate counts for 2008-09. The graduate counts and associated rates for New Hampshire's Black and Hispanic students were to be corrected on an upcoming data release, but none was available by publication.

State	Enrollments	Graduates
New York	According to NCES data notes for 2013-14 enrollments data, on all three levels (state, LEA, and school) the SEA reported zero Hawaiian Native/Pacific Islander students in 2013-14 although over 5,000 students were reported in this category at all three levels in 2012-13. The SEA offered no explanation. It is possible these students are being counted in the Two or More Races category. This count increased from approximately 33,500 (all three levels) in 2012-13 to over 40,400 (all three levels) in 2013-14.	
Ohio	Observed 10-15 percent decreases in grades 11 and 12 for 2010-11 and 2011-12, primarily attributable to similar changes in White enrollments. Insufficient information or data was received in order to confirm whether these were real/actual decreases or to make adjustments to the data.	
Tennessee		There were no counts for graduates/diploma recipients in the Two or More Races category in any year.
Vermont	According to NCES data notes for the 2013-14 enrollments data, the school- and district-level counts do not match statewide counts, due perhaps to differences in funding source.	

Note: If a state is not listed, no data adjustments were made.

nces.ed.gov/surveys/pss). Response rates for the PSS are high and its data can be disaggregated by state as needed for these projections. These data do not cover students homeschooled without classroom instruction.

PSS data for enrollments and graduates through and including 2008-09 are those used in the 2012 edition of *Knocking at the College Door*. PSS enrollments obtained for this edition came from the 2011-12 survey data files (PSS1112) available on NCES's website (http://nces.ed.gov/surveys/pss), which was the latest year of data available at the time of publication. For that administration the response rate nationally was 92 percent.[37] This file provided enrollments for school year 2011-12. Graduates data are not provided in the PSS enrollment data files, so they were obtained the from NCES's PSS Data Table 15, which details the number of private schools, students, full-time equivalent teachers, and high school graduates, by state and academic year.[38] As with the CCD public school data, graduates in the PSS data are lagged and refer to the preceding academic year, so Table 15 provided graduate counts for school year 2010-11. As such, projections for private school graduates begin with school year 2011-12, two years lagged from the public school projections.

The data were reviewed for anomalies and compared to state-published data on nonpublic school enrollments or graduates where this information was available. Information about any data adjustments or sources other than PSS data, or adjustments to the projection methodology to mitigate anomalous patterns, are noted for each state in Table C.8. Most anomalies were observed in states with low student counts for private schools, and therefore the projections for these states may be considered tentative or estimated.

Because the PSS data are collected every other year, enrollment counts for grades 1 to 11 for years between PSS administrations are linearly imputed. Grade 12 enrollment counts are provided in the PSS data for all years from PSS survey question 9b, which requests the number of students enrolled in the 12th grade around October 1 of the prior academic year, which

corresponds with the number of graduates reported for that same (prior) academic year. Graduates for any given intervening year were then estimated by applying the average of the 12th-grade-to-graduation progression ratios for the adjacent years to the number of 12th graders for the academic year of interest.

Data Notes for Puerto Rico and Guam

Guam. WICHE used a combination of NCES CCD data (which were generally incomplete) and data provided upon request from the Guam Department of Education and Department of Education of Guam Annual State of Education Report (ASPER) to produce the projections for Guam. Only the necessary data to produce projections for Guam overall public school students and graduates were available. The available data for total public school enrollments and high school graduates were generally steady except for observed anomalies in the number of high school graduates compared to 12th graders beginning in school year 2011-12. The count of Guam public high school graduates through 2011-12 was 92 percent of the reported 12th graders, on average. Beginning and after 2011-12, the number of reported public high school graduates was 106 percent or more of the 12th graders. Using the original graduates counts for these years would cause the projections to be as much as 15 percent higher than observed in the prior years, which appeared anomalous. Therefore, the enrollments counts and rate of progression/graduation from 12th grade in the five years prior to the observed data anomalies (2006-07 to 2010-11) – which ranged from 85 to 98 percent and averaged 92 percent – were used to estimate the number of graduates in projected years.

Puerto Rico. A combination of NCES CCD data, which were generally incomplete, and data obtained with the assistance of the Puerto Rico Institute of Statistics and Department of Education of Puerto Rico were used to make the Puerto Rico projections.[39] Only the data necessary to produce projections for Puerto Rico overall public school students and graduates were available. Specifically, definite counts of all standard high school diploma recipients, uniformly, in each year, were not available. Data for some years included only on-time graduates and in other years may have included non-standard diploma recipients (e.g., high school equivalency exam passers and special schools). So, the enrollments data and the rate of progression/graduation from 12th grade in the five years prior to the observed data anomalies (2005-06 to 2009-10) – which ranged from 88 to 97 percent and averaged 93 percent – were used to estimate the number of graduates in projected years.

Commonwealth of the Northern Mariana Islands. The necessary enrollments and graduates data were not available to attempt projections.

Table C.8. Private School Data and Methodology Adjustments

State	Enrollments	Graduates
Iowa	Grades 9 to 12 enrollments for 2010-11 were interpolated proportionate to prior years because they were reported as double to triple in number compared to prior years.	Graduates for 2009-10 and 2010-11 were derived using a five-year historical average of 2005-06 to 2008-09 grade-12-to-graduates progression ratios, because these data were not provided in NCES Table 15 due to "reporting standards not met."
Wyoming		Due to data unavailability, most years of graduates prior to and including 2010-2011 graduates are derived and reflect an average rate of 95 percent grade-12-to-graduation ratio.

Note: If a state is not listed, no data adjustments were made.

Endnotes

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[7] WICHE attempted to obtain more recent data through the NCES staff listed on the website and through the WICHE staff's network of professional contacts. WICHE held off considering the projections final until the last possible moment (mid-September 2016), past which it would not have been possible to release the projections by early December 2016. NCES released several *First Look* reports and graduation rates for school year 2014-15 in the first part of October 2016, which suggested that new data were imminent. But as of October 18, 2016 (after most states' Fall student count dates for the 2016-17 school year), the latest CCD enrollments and graduate data available were for school year 2013-14 and 2012-13, respectively.

[8] Where the state-sourced data are sufficient to produce projections by race/ethnicity, the difference between the simulated and official projections has some additional dispersion, but it appeared generally in line with what can be seen in WICHE's Historical Accuracy analysis.

[9] Only the public school student data from the CCD uniformly include race/ethnicity detail; private school data from the Private School Survey do not include race/ethnicity detail in the grade-level enrollments or graduate data. Therefore, all references to students by race/ethnicity refer to public school students only.

[10] WICHE consulted multiple sources to determine whether there is a commonly accepted method for bridging the multiracial data to prior categories. While there is official guidance about methods for distributing multiracial individuals into the distinct categories when the data are available in individual-record form, there is none for distributing them based on aggregated data, such as CCD. For one recent example of NCES reporting using 2008-09 CCD data, see Chris Chapman, Jennifer Laird, and Angelina KewalRamani, *Trends in High School Dropout and Completion Rates in the United States: 1972–2008*, NCES 2011-012, Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2010, accessed March 31, 2012, http://nces.ed.gov/pubs2011/2011012.pdf. See also Susan Aud, William Hussar, Grace Kena, Kevin Bianco, Lauren Frohlich, Jana Kemp, and Kim Tahan, *The Condition of Education 2011*, NCES 2011-033. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2011, accessed November 26, 2012, http://nces.ed.gov/pubs2011/2011033.pdf.

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ERRATA LIST

1. Chapter 1, p.7, Figure 1. Source note was **Originally:** *Source:* William J. Hussar and Tabitha M. Bailey. "Projections of Education Statistics to 2024: Forty-Third Edition." **Changed to:** *Source:* William J. Hussar and Tabitha M. Bailey. "Projections of Education Statistics to 2024: Forty-Third Edition," Table 9 (1979 to 2012). And, Western Interstate Commission for Higher Education, "Knocking at the College Door," 2016 (2013 to 2032).

2. Chapter 3, p.20, Table 3.1.

Originally:

Table 3.1. Top 10 States that Produce a Majority of U.S. High School Graduates

2012-13			2025-26		
CA	455,900	13%	CA	431,000	12%
TX	314,400	9%	TX	374,700	11%
NY	211,600	6%	NY	214,500	6%
FL	176,300	5%	FL	193,000	5%
IL	153,300	4%	IL	142,600	4%
OH	135,000	4%	PA	139,700	4%
PA	134,800	4%	MI	97,500	3%
MI	111,200	3%	NJ	102,900	3%
NJ	109,000	3%	NC	110,100	3%
NC	100,700	3%	OH	374,700	3%
	TOTAL	55%		TOTAL	54%

Changed to:

Table 3.1. Top 10 States that Produce a Majority of U.S. High School Graduates

2012-13			2025-26		
CA	455,900	13%	CA	431,000	12%
TX	314,400	9%	TX	374,700	11%
NY	211,600	6%	NY	214,500	6%
FL	176,300	5%	FL	193,000	5%
IL	153,300	4%	IL	142,600	4%
PA	145,800	4%	PA	139,700	4%
OH	135,000	4%	OH	118,700	3%
MI	111,200	3%	MI	97,500	3%
NJ	109,000	3%	NJ	102,900	3%
NC	100,700	3%	NC	110,100	3%
	TOTAL	55%		TOTAL	54%

3. Four instances that were **Originally:** "Native American/Alaska Native" were **Corrected to:** "American Indian/Alaska Native": Chapter 2, page 17, Sidebar; Chapter 2, page 18, Endnote 4; and Chapter 4, page 42, Endnote 5.

4. Chapter 4, page 36, Figure 4.3, the column label under the sixth chart was **Originally:** "Two or More Races." It was **Corrected to:** "Private Schools."

5. Appendix A, *Notes* for pages 52 to 55, region data tables, **Information was added:** "See Figure 3.1. Regional Divisions of the U.S. on page 19 for the states covered by this region.

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