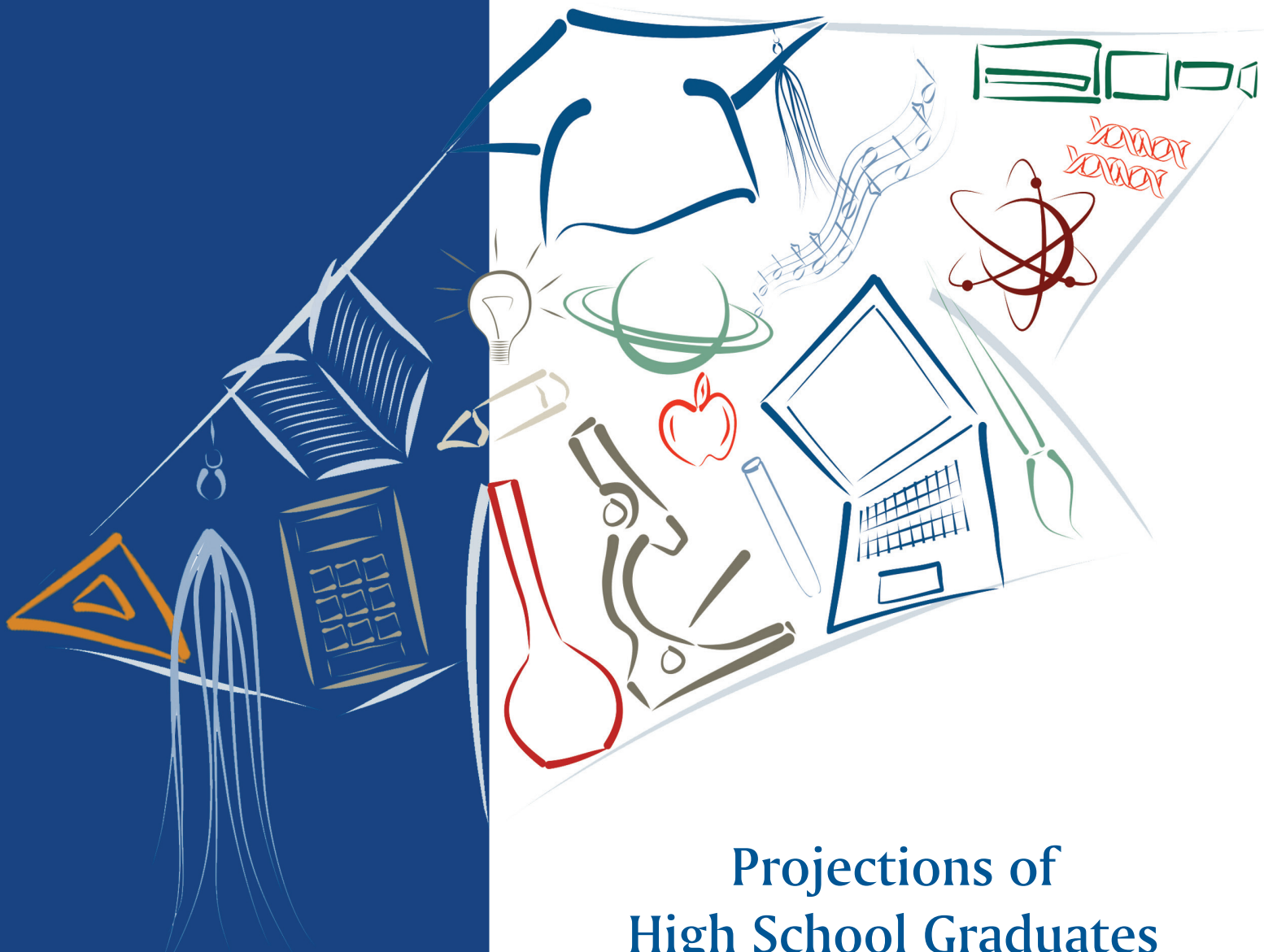
Knocking
at the College Door



Projections of High School Graduates

December 2012

WICHE
Western Interstate Commission for Higher Education

with support from

ACT
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The Western Interstate Commission for Higher Education and its 16 members, including 15 states – Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming – and the Pacific Island U.S. territories and free-standing states (the Commonwealth of the Northern Mariana Islands is the first to join), work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy among states, territories, and institutions, WICHE strengthens higher education's contributions to the region's social, economic, and civic life. As the only organization in the West that focuses exclusively on higher education issues, from access and accountability to tuition and fees to online learning and innovation, WICHE strives to find answers to solve some of the most critical questions facing higher education today. WICHE's public policy research and collaborative programs support the West's citizens and its constantly evolving cultures. Visit www.wiche.edu for more information about our programs.

WICHE's Policy Analysis and Research unit conducts research and policy analysis on current and emerging issues in higher education and communicates this information and analysis to education and government policymakers. The Policy Analysis and Research unit maintains a database of historical enrollment and graduation data on which this report is based. Inquiries regarding these data should be directed to Peace Bransberger, research analyst, Policy Analysis and Research, (303) 541-0257 or pbransberger@wiche.edu, or Brian Prescott, director of policy research, Policy Analysis and Research, (303) 541-0255 or bprescott@wiche.edu.

Readers may obtain an electronic copy of this publication, as well as individual state profiles and customizable data and graphs at www.wiche.edu/knocking. Additional hard copies may also be ordered while supplies last.

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FOREWORD

The landscape of American higher education has changed rapidly in recent years and will continue to do so into the future. Simple demographics suggest that some states and regions will continue to see increases in the number of high school graduates, while others will see declines. In addition, the composition of our graduating classes will continue to change, with increasing numbers and shares of the population coming from communities of color. In this publication we use contemporary demographic projection techniques to capture the impact of these changes on the size and racial/ethnic composition of high school graduating classes in each state, four geographic regions, and the nation as a whole.

The Western Interstate Commission for Higher Education (WICHE) conducts this analysis because the success of our business – higher education – depends greatly on our knowledge and understanding of the pool of "traditional" postsecondary students – those who go directly on to college from high school. More importantly, the success of our nation and its continued status as a world leader depend on how well our colleges and universities do in educating this young adult population.

Today, our nation's leadership position is in peril: the U.S. has slipped to 16th in the share of its young adult population with a college education. There are those who believe that all the current "hype" about education levels is overblown, who say that not everyone needs or should strive to achieve a college education. But the overwhelming evidence tells us that higher levels of educational attainment are essential, now and in the future, if our country is to compete in an increasingly globalized economy and if individuals are to compete for jobs that provide a living wage – jobs that increasingly demand an education beyond high school.

The increasing skills demands of the job market, along with the national drive to improve our educational attainment rates, are not just drawing more recent high school graduates to college – they are bringing in rising numbers of older adults, as well. Older students are quickly becoming as traditional a part of the college-going population as younger students are.

So why do we focus on high school graduates only in this report? For three reasons. First, while adult participation continues to grow, we must work to increase the share of young adults who graduate from high school and continue on to college if we are to regain our competitive advantages in education and economic vitality worldwide. Second, we can only reduce the unfortunate and persistent equity gaps within our country by assuring that students of color substantially increase their rates of graduation from high school, participation in college, and success in completing college. Third, many of our colleges will continue to rely heavily on recent high school graduates for a substantial portion of their student bodies, and these institutions need to know what the likely applicant pool will look like.

As you peruse the information in this report, you will note a number of interesting national and regional trends. For example, with the number of high school graduates overall having peaked during the 2010-11 academic year (according to our projections), all four regions will see short-term declines in their numbers. The South and West will pull out of their modest declines more quickly than the Midwest, while the Northeast appears unlikely to see any turnaround for several years to come. Digging into our forecasts of graduates broken down by race/ethnicity, Black non-Hispanic high school graduates are expected to decline nationally and within every region during the years to come, before recovering to current levels by the middle of the next decade. Similarly, the number of White non-Hispanic high school graduates will decline in every region, with no sign that their numbers will see any improvement. Meanwhile, the number of Hispanic high school graduates will increase in every region by large magnitudes, though at significantly different rates from state to state. In fact, the extent to which these projections vary across states is a big part of the story. Many states will see much more rapid changes in both the size and the composition of their graduating classes than others will. Understanding these differences is essential to informed decision making.

Another factor that makes these similarities and differences important is how they mesh with other societal demands that require the investment of public policy and financial resources. In regions or states facing substantial declines in White students, will institutions that have traditionally relied on these students seek to better serve students of color, particularly the growing Hispanic population? Or will they begin to search more vigilantly for students outside their current service

area who are more like those they have traditionally served? Will states revisit their policies on financial aid, admission standards, and residency requirements to address the likely changes in demand for higher education resulting from demographic shifts? Will members of Congressional caucuses from similar states align themselves in support of or in opposition to federal higher education policy, particularly federal student aid policy designed to support students rather than institutions?

We hope that the *Knocking* projections will help inform good public policy and institutional practices as we consider how to best serve the new population of high school graduates, and that institutions, states, and the nation will use the information reported here to advance the public good.

If we are fortunate, current changes in public policy – including those related to the Common Core State Standards and financial aid programs that guarantee affordable higher education for all – will reshape the high school graduation landscape enough to prove our projections wrong. We fervently hope that positive interventions such as these will encourage *more* students to finish high school, particularly Hispanic, Black non-Hispanic, and American Indian/Alaska Native students, who currently graduate at disproportionately low rates. In short, we hope the future is a brighter one than what we project here – for *all* students.

David A. Longanecker
President
Western Interstate Commission for Higher Education
Boulder, Colorado
December 2012

ACKNOWLEDGMENTS

A number of individuals were instrumental in the preparation of this publication. First and foremost among them were members of the WICHE staff who played critical roles at several steps along the way to publication. They include Candy Allen, who designed and produced the layout and graphics; Annie Finnigan, who edited the text and helped proof the data; Renae Dahiya, who built the interactive tool providing readers with customizable data and graphics on our website; and Deborah Jang, who designed the web environment for the online version of the publication. Additionally, David Longanecker, WICHE's president, Demarée Michelau, director of policy analysis, and Patrick Lane, project coordinator, offered their wise counsel and carefully reviewed the projections and accompanying analysis. And Dustin Weeden, who served as a policy analysis intern at WICHE during the summer of 2011, also earns our gratitude for his efforts on this project.

Others also played important roles, none more so than Patrick Kelly and John Clark of the National Center for Higher Education Management Systems (NCHEMS), who contributed their analytical talent to the production of the state profiles, and Hans Johnson and David Ezekiel of the Public Policy Institute of California, who prepared the white paper that formed the foundation of the methodology review component of this work. We would also like to thank those individuals who gave of their time and expertise in serving on one of our technical or end-user advisory panels over the past two years, as we worked our way through the methodology review.

Finally, our thanks go to ACT and the College Board for their generous support of the preparation, publication, and dissemination of the eighth edition of *Knocking*.

EXECUTIVE SUMMARY

The Western Interstate Commission for Higher Education (WICHE) has been producing high school graduate forecasts for over 30 years. This publication marks the eighth edition in the series, covering the period from 1996-97 through 2027-28, with projections starting with graduates of the 2009-10 academic year. WICHE is proud to produce these projections by state and race/ethnicity, which have become a trusted source of information for a wide and diverse audience of policymakers, enrollment managers, college counselors, schools and school districts, researchers, and the media.

As in the past this edition updates the projections for graduates of both public and nonpublic high schools for the nation, four geographic regions, and each of the 50 states plus the District of Columbia. Projections disaggregated by race/ethnicity are also available for public high school graduates. This publication includes detailed analysis of the data for the nation and the four regions. Readers are also invited to visit the *Knocking* website (www.wiche.edu/knocking), which provides profiles for each state individually and offers an interactive tool for exploring, graphing, and downloading the data.

WICHE's principal goal in generating these projections is to equip decision makers at all levels with information about how the supply of high school graduates is likely to change in the years ahead. Such information is crucial for planning and policymaking, to ensure that educational opportunities beyond high school are both widely available and of high quality. Providing that capacity and quality has never been more vital, as the global economy has spawned an increasingly competitive labor market, which demands high-level skills and innovation and where educational attainment is a profoundly important signal of the capabilities of both individuals and societies. In addition, higher education helps fuel an engaged and healthy citizenry and a civil society (a role that is equally important, if less easily measured). Accordingly, the pressure on the higher education enterprise has never been greater. Policy and practice must be informed by reasonably good estimates of what the future holds in terms of demographic change in order to be effective. One note: Although recent high school graduates are a core component of the demand for a college education, they represent a decreasing share of actual postsecondary enrollments, as more and more adult learners seek to upgrade their skills in response to rising labor market requirements.

Despite the growing need for an educated populace, we face significant challenges in creating one, especially in the wake of the economic recession of 2008. Another challenge: Our projections confirm a future marked by continued demographic change – change that is already reshaping the landscape of recent high school graduates contemplating college and that will only add to the magnitude of the task ahead. Over several editions of the *Knocking* report, our projections have told two stories: one about the overall number of individuals graduating from the nation's high schools, and one that, at least for those graduates of public high schools, indicates that the pool of future college students is rapidly growing more racially and ethnically diverse.

Changes in the Production of Graduates

The first story addresses changes in the overall supply of high school graduates from both public and nonpublic schools. Policymakers' first concern is to understand how those graduates enter college or the labor force directly, and whether our states and institutions have sufficient capacity to provide those bound for postsecondary education with suitable and affordable options. Projections indicate that the nation can look forward to significant changes in the overall size of the pool of graduates.

- Beginning around 1990 and continuing through about 2011, colleges and universities could count on an annually growing number of students graduating from the nation's high schools. But that period of abundance appears to be about to end. The nation is entering a period of modest decline in the number of graduates being produced, a decline that is closely tied to reduced births in the wake of the Baby Boom Echo.
- The peak occurred in the 2010-11 academic year, when total graduates from public and nonpublic schools reached 3.4 million.
- Production of high school graduates will fall over the immediate term, before settling down at a stable rate between 3.2 and 3.3 million nationally by 2013-14.
- The next period of sustained growth will begin in 2020-21 and continue through 2026-27. During this time national totals of high school graduates are projected to climb about 70,000 (2 percent), a much more gradual rise than the one we saw in the

two decades preceding 2010, and one that will not quite reach the 2010-11 peak.

The change in the number of graduates will vary considerably by region and state. A few states will buck the national trend by continuing to see increases in graduates. These states will face ongoing pressure to ensure adequate capacity exists to fulfill the needs of a growing cohort of individuals looking to continue their education beyond high school. Other states will look ahead to a demographic future of substantial decreases in high school graduates. These states potentially face the opposite problem: sustaining existing infrastructure that was built up over many years. Our projections find that states can expect the following.

- **Dwindling production** (losses of 15 percent or more): The District of Columbia, Maine, Michigan, New Hampshire, Rhode Island, and Vermont (six states).
- **Slowing production** (losses of between 5 and 15 percent): Alaska, California, Connecticut, Florida, Hawaii, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Minnesota, Missouri, Montana, New Jersey, Ohio, Pennsylvania, and Wisconsin (17 states).
- **Manageable decline** (losses of less than 5 percent): Arizona, Delaware, Indiana, Mississippi, North Dakota, Oregon, and West Virginia (seven states).
- **Manageable growth** (increases of less than 5 percent): Alabama, Arkansas, Georgia, Nebraska, New Mexico, New York, North Carolina, South Carolina, South Dakota, Tennessee, Virginia, and Washington (12 states).
- **Accelerated expansion** (increases of between 5 and 15 percent): Idaho, Kansas, Louisiana, Nevada, Oklahoma, and Wyoming (six states).
- **Swift expansion** (increases greater than 15 percent): Colorado, Texas, and Utah (three states).

While there is considerable variation among states, broad regional patterns are evident. In general, the South and the West are most likely to continue to see growth, while the Midwest and the Northeast can expect the greatest shrinkage.

Diversification

The second theme emerging from the projections concerns how rapidly the graduating classes of public high schools are growing more diverse.[1] We project that 45 percent of the nation's public high school graduates will be non-White by 2019-20, compared to 38 percent in the class of 2009. This pattern is driven most obviously by the rapid increase in the number of Hispanics completing high school, corresponding to a nearly equivalent decline in the number of White non-Hispanics. At the same time, the number of Asians/Pacific Islanders graduating from high school is also rising rapidly, offsetting Black non-Hispanic numbers, which are expected to drop. Nationally, between 2008-09 and 2019-20, the nation's public high schools will collectively produce:

- 228,000 fewer White non-Hispanic graduates (a decline of 12 percent).
- About 197,000 more Hispanic graduates (an increase of 41 percent).
- 49,000 more Asian/Pacific Islander graduates (an increase of 30 percent).
- 41,000 fewer Black non-Hispanic graduates (a decline of 9 percent).
- More than 500 additional American Indian/Alaska Native graduates (an increase of just under 2 percent).

These national trends are reflected in diversification in each and every state, though the pace at which minority populations are gaining shares varies considerably. Between 2008-09 and 2019-20, the number of high school graduates of Hispanic descent is projected to increase noticeably in all states. Asian/Pacific Islander numbers will grow everywhere but in Wisconsin and Hawaii. Only a handful of states can expect to see growth in the number of White non-Hispanics, including Colorado, Idaho, South Carolina, and Utah. About half the states will see decreases among Black non-Hispanic graduates of at least 100. Also by 2019-20, our projections indicate that public high school graduating classes in Arizona, Florida, Georgia, Maryland, and Nevada will reach "majority-minority" status (where public high schools graduate more minorities than White non-Hispanics), joining California, the District of Columbia, Hawaii, Mississippi, New Mexico, and Texas, the states which had achieved that distinction by 2008-09.

While the general trend toward greater demographic diversity is recognized by most Americans, understanding the size of the impending change, and its particular makeup, is critical – especially for policymakers and practitioners facing growing pressure to ensure that students succeed. The nation's track record for educating the underrepresented populations has not been particularly good, resulting in persistent educational attainment gaps. Given that our postsecondary education institutions, not to mention our public K-12 schools, will be counted on to serve ever-growing numbers of minority students, as these projections suggest, we need to address the

fact that systems, policies, and practices designed for an earlier, more racially/ethnically homogeneous era will not suffice. More than ever, our national prosperity and security, in a globalized labor market driven by the prevalence of well-educated, highly skilled workers, depend on improving our performance with these populations. Therefore, policymakers and practitioners may need to examine issues of affordability, recruitment, curriculum design and delivery, alignment across educational sectors, effective student support services, and accountability.

Related Resources

The *Knocking* website (www.wiche.edu/knocking) is home to a number of useful resources, including state-by-state profiles and an interactive tool designed to give readers access to customizable data tables and charts. Readers may also obtain electronic copies of this publication there.

Endnote

[1] The racial/ethnic classifications discussed in this section are not consistent with changes to the federal government's reporting of races/ethnicities that became mandatory in 2010-11. Our projection methodology requires at least five years of consistently defined data, and since more than one year of data reported in the new classifications was unobtainable (in most cases), this edition relies on the five racial/ethnic groups in use prior to the change. More details can be found in Chapter 4.

Chapter 1. INTRODUCTION

For nearly 35 years, the Western Interstate Commission for Higher Education (WICHE) has produced projections of high school graduates. The first edition, published in 1979, came out when our nation was loudly debating whether or not we were overinvested in higher education.[1] At about the same time, the last cohorts of the Baby Boom generation were coming of college age, and some institutions were anxious about whether they would have a sufficient pool of would-be students from which to draw their incoming classes.[2] In response to that uncertain environment, WICHE developed its first set of projections, aimed at equipping college and university planners and public policymakers with information crucial to understanding future enrollment demand. "Projected and actual decreases in student enrollment are an increasingly significant factor in determining both the present and future course of higher education in the nation," we pointed out in our first edition. "The impact of decreasing numbers of students already being felt in the West gives rise to the need for a more systematic examination of enrollments."[3]

The projections turned out to be extremely successful, not because the years that followed saw widespread reductions in college-going but because the opposite happened. More and more students sought access to higher education, which required thoughtful planning, informed by reasonably accurate forecasts, in order to ensure that sufficient capacity existed to meet growing demand. Then, as now, WICHE's projections helped provide signposts to an uncertain future.

The future that today's policymakers, enrollment managers, school and school district leaders, and others are straining to see will be shaped by a very different set of concerns. While there was a brief period of time during the 1970s when the "wage premium" associated with the lifetime earnings of someone who had earned a postsecondary degree actually fell relative to the earnings of someone with just a high school diploma, in today's economy there is little doubt that a higher education offers virtually the only path to a middle-class lifestyle, now and in the years to come.[4] Only a little over a quarter of the labor force four decades ago had any experience in a postsecondary setting, but by 2018 more than 60 percent of the jobs in the U.S. economy will demand some form of postsecondary education, if not a credential or degree.[5] Our economy's struggles during the recent recession starkly illustrate the point that education drives individual and societal success. While unemployment rates went up for all, the least well-educated suffered the most: the unemployment rate for those with just a high school diploma was nearly double that of those with a bachelor's degree.[6]

This evidence has not been lost on the public or on policymakers. The majority of Americans understand it: between 2000 and 2009, the share of the population believing that higher education is necessary for success rose from 31 percent to 55 percent.[7] Governors and legislators are keenly aware of it: each group has recently issued reports calling attention to the "national imperative" to ensure that educational opportunities beyond high school are widely available.[8] Many states are pursuing lofty educational attainment goals, driven in part by funding from major philanthropic foundations and at the behest of gubernatorial and legislative leadership from across the political spectrum. And at the national level, President Obama has called on the country to reclaim its historic status as the home of the best-educated population in the world. His reelection ensures that this focus will remain a centerpiece of the federal education policy agenda. In fact, indications are that higher education's costs and outcomes may only grow in importance during Obama's second term.[9]

However, reaching these goals got a lot more difficult over the past few years, as the nation was gripped in the most serious economic recession in a lifetime. Even as policymakers have upped the ante with a growing focus on institutional productivity measures designed to boost the number of college graduates, they have also been forced to cut back on funding to public institutions that enroll the large majority of postsecondary students. These funding cuts, combined with rapid growth in enrollments, which is at least partially the result of a stagnant economy offering fewer employment prospects, have left public institutions with their revenues significantly tightened – a situation that would have been much worse, if not for the intervention of the federal government through the stimulus package.[10] Colleges have responded as they historically have: by raising tuition levels – a move that only partially offsets the cuts in state appropriations.

No one can be certain how shifting the burden of educational costs to students and their families will affect student access and success. But our historic focus on access alone is no longer sufficient. Higher

costs may impact students' ability to identify and enroll at the institution that best meets their needs and to successfully earn a degree or credential. That failure can have real consequences for students, if falling short of a degree keeps them from acquiring a good job that helps them repay their college debt, for example. It also has consequences for states and regions, by diminishing the number of educated workers capable of competing for 21st century employment. In an environment of rising prices and cost-shifting, it is more important than ever that policymakers find ways to reward institutions for helping students succeed, using well-designed incentives in their appropriation strategies and financial aid design.

Even in the absence of these serious challenges, a thorough understanding of the size and shape of the market for likely college attendees would be important to the postsecondary education enterprise. Under current conditions it is essential. As documented in prior editions of this report and elsewhere, demographic change is rapidly reshaping the landscape of recent high school graduates.[11] Over several editions of the *Knocking* report, our projections have told two stories. The first story details changes to the overall number of individuals graduating from the nation's high schools. The second indicates that the pool of future college students coming to campuses directly from high school is rapidly growing more racially and ethnically diverse.

Here it is necessary to insert an important caveat: as a tool for forecasting future enrollment demand, this publication focuses exclusively on the traditional education pipeline. Students who enroll in college right after high school have been central to the views of policymakers, higher education leaders at elite and many nonelite institutions, and the public. However, the makeup of the college student body is changing. Individuals of traditional college age who enroll as full-time students immediately after high school represent a shrinking share of all postsecondary enrollments. Increasingly, students are older, attend college part-time, work while enrolled, or live at home. They also may be displaced workers, single parents, or returning to complete degrees. In other words, college enrollments today comprise a varied population that is increasingly unlike our idealized version of a college student. In fact, the National Center for Education Statistics (NCES) projects that enrollments of students aged 25 and older are likely to grow by nearly 20 percent between 2009 and 2020, at which point they are expected to account for approximately 42 percent of all students.[12] These students come to college with different expectations and needs. Institutions, as well as policymakers, must design and implement policies, curricula, and student services in ways that account for them.

Still, recent high school graduates remain a core source of future enrollment demand, and one that is the most straightforward to forecast. Our projections find that demand from this group is changing substantially, both in terms of overall volume and racial/ethnic composition. Over the last two decades, colleges and universities have been able to count on an annually growing number of students graduating from the nation's high schools. But it appears that period of abundance will soon be history. Our projections indicate that the nation is entering a period of modest decline in the number of graduates being produced, a decline that is closely tied to a drop in births in the wake of the Baby Boom Echo. Recalibrating planning models, operational principles, and day-to-day behaviors in the face of this change may be challenging. Institutional decisions involving recruitment practices and resource allocation, among other things, will likely be impacted, and policies addressing institutional capacity, access and affordability, capital spending, and other issues may need to be reexamined.

But a second change may be more important to our nation's future than any possible contraction in the supply of college applicants: the ongoing, rapid racial/ethnic diversification of high school graduating classes. In general, our projections indicate that the nation can expect the number of students and graduates of Hispanic descent to grow swiftly, while the number of those from White non-Hispanic backgrounds will fall. These two trends will largely offset one another. Meanwhile, Asian/Pacific Islander graduates are expected to increase, and Black non-Hispanics are expected to decline, both at a more modest pace. No significant change is anticipated for American Indians/Alaska Natives. In short, the nation will have many more students of color seeking admittance into college and the workforce in coming years than ever before, continuing a long-term trend that WICHE and others have consistently identified in previous work.

National trends, while interesting, are of somewhat limited value in fertilizing a policy landscape aimed at serving these students (and others who are not part of a traditional pipeline), since our states bear principal responsibility for education. The projections show that each state faces its own distinct set of demographic realities, as does each region. States such as Colorado, Texas, and Utah are expected to see continued growth in the production of high school graduates. Their chief capacity concern will remain about how to ensure

that adequate and equitable opportunities exist for a growing cohort of students. On the other end of the spectrum sit Michigan and several New England states, which are seeing declines in their graduate numbers; for them, sustaining existing educational infrastructures built up over decades will be a key issue. Meanwhile, even though all states will see their graduating classes grow more racially/ethnically diverse, the rapidity of that process will vary considerably among them.

How will stakeholders in higher education react to these trends? Will policymakers act in unison to address issues of preparedness through efforts like the Common Core State Standards, which offer the hope of establishing a coherent set of expectations for student performance aligned with college and career readiness? Will they find ways to effectively incentivize institutions and students to make choices that lead to more student success, especially among underrepresented populations? Will they, in partnership with the public to which they are accountable, find space to have a serious conversation about how to keep rising educational expenses from becoming an insurmountable barrier to otherwise capable students?

How will our colleges and universities respond to the challenges that face us? Picking up on the focus on student success, to what extent will they concentrate resources on retaining and graduating the students they have already recruited to their campuses? Or will they instead intensify efforts in competing with one another over the shrinking pool of potential students emerging from high school, and especially over the highly qualified or financially well-heeled among them? Furthermore, how might institutions think about curriculum redesign, technology-mediated content delivery, and other educational interventions – especially for populations of students who we have not served all that well historically? Above all, how can institutions nimbly adapt to these challenges in these trying economic times, when the stakes for our future have never been greater?

In the end solutions to the intersecting challenges of capacity, diversity, and funding may be as unique as the states themselves. Nevertheless, effective policy and practice must begin with a comprehensive understanding of the shifting demographic patterns that are distinct to each state.

This publication represents the eighth edition of WICHE's projections of high school graduates. WICHE has established a track record of credibility since it published its first set of projections. Today, our analysis of graduation trends informs a broad audience: national, state, and local policymakers, including legislators, legislative staff, and governors' offices; state education coordinating and governing agencies; postsecondary systems; schools and school districts; public and private postsecondary institutions; researchers; national organizations with a focus on education; the media; and others.

After the previous edition's release in 2008, WICHE, with support from ACT, Inc., and the College Board, undertook a thorough review of the projections. We examined both the methodological approach that has been at the heart of the projections and the overall utility of the series. Our projections series in past editions has relied on the cohort survival ratio (CSR) methodology, an approach that has seen wide use in enrollment forecasting at multiple levels. In addition to being highly transparent, CSR requires a minimum amount of data to produce accurate projections. However, it does rely on the assumption that underlying patterns of student progression, mobility, and mortality, which combine to produce the census counts of students at each grade level (and ultimately the number of graduates), will continue indefinitely into the future. WICHE does not attempt to explicitly model any of the components of change in year-over-year headcount in making our projections. WICHE was pleased that the technical methodology review found that no other approach would likely generate more systematically accurate or credible projections, but could demand more data or reduce the transparency of the method to a broad audience.[13]

Nevertheless, readers are cautioned that, as with any forecasting effort, the further out in time one looks, the less accurate the projection is likely to be. Longer-term projections serve best when used as broad indicators of the phenomenon of interest, rather than as precise predictions. Accuracy is much harder to maintain in smaller states and among smaller subgroups of the population. Yet accuracy checks for past editions of *Knocking* suggest that our projections tend to fall within a 5 percent variance of the actual data.

Additionally, our methodology review turned out to be especially timely, coinciding with changes to the way in which educational institutions are required to collect race/ethnicity information. Beginning in 2010-11, the last year for which we obtained enrollments data by grade level, states and institutions were required to report data to the federal government according to a new collection methodology (some states opted to begin reporting race/ethnicity data in the new way earlier). While the impact of this change on the accuracy

of this edition's projections is uncertain, we believe we have done everything possible to limit whatever spurious effects there may be. (More details about our methodology review, and about the changes to race/ethnicity data collection and how we dealt with it, can be found in Chapter 4, which focuses on sources and methods.)

In Chapter 2 the report addresses the overall change in the number of high school graduates that the nation, its four geographic regions, and individual states may expect to see in coming years. These projections include graduate numbers for both public and private nonprofit schools, the latter of which are estimated. Chapter 3 discusses the changes we anticipate in the racial/ethnic composition of the graduating classes from public high schools. As mentioned, Chapter 4 discusses the methodology we used to construct the projections, as well as describing the process and findings from the methodology review. Appendix A provides the detailed projections for the nation, the four regions, and each state, while Appendix B provides specific information about our data sources. Finally, interested readers are invited to visit the publication's website (www.wiche.edu/knocking), which includes an electronic version of this report, state-by-state profiles, and – new for this edition – an interactive tool that lets users manipulate the data to prepare downloadable charts and graphs for use in reports and presentations, as well as to obtain customized tables of our projections data.

Endnotes

[1] Richard B. Freeman, *The Overeducated American* (New York: Academic Press, 1976).

[2] Arthur M. Cohen, *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System* (San Francisco: Jossey-Bass, 1998).

[3] WICHE, *Projections of High School Graduates in the West* (Boulder, CO: author, 1979), vii.

[4] Claudia Golden and Lawrence Katz, "The Race Between Education and Technology: The Evolution of U.S. Educational Wage Differentials, 1890 to 2005," National Bureau of Economic Research working paper #12984 (Cambridge, MA: National Bureau of Economic Research, 2007), accessed 21 November 2012 from <www.nber.org/papers/w12984.pdf>.

[5] Anthony Carnevale, Nicole Smith, and Jeff Strohl, *Help Wanted: Projections of Jobs and Education Requirements Through 2018* (Washington, D.C.: The Georgetown University Center on Education and the Workforce, 2010), accessed 21 November 2012 from <www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/State-LevelAnalysis-web.pdf>.

[6] Bureau of Labor Statistics, "Education Pays: More Education Leads to Higher Earnings, Lower Unemployment," *Occupational Outlook Quarterly* (2010), accessed on 30 October 2012 from <www.bls.gov/ooq/2010/summer/oochart.pdf>.

[7] John Immerwahr and Jean Johnson with Amber Ott and Jonathan Rochking, *Squeeze Play 2010: Continued Public Anxiety on Cost, Harsher Judgments on How Colleges Are Run* (San Jose, CA: Public Agenda and the National Center for Public Policy and Higher Education, 2010), accessed 21 November 2012 from <www.publicagenda.org/pages/squeeze-play-2010>.

[8] National Conference of State Legislatures, *Transforming Higher Education; National Imperative – State Responsibility* (Denver, CO: author, 2006); National Governors Association, "Complete to Compete" (Washington, D.C.: author, 2010).

[9] Libby A. Nelson, "Who's in Charge?" Inside Higher Ed (8 November 2012), accessed 21 November 2012 from <www.insidehighered.com/news/2012/11/08/examining-who-could-shape-higher-education-policy-obamas-second-term>.

[10] State Higher Education Executive Officers, *State Higher Education Finance FY 2011* (Boulder, CO: author, 2012).

[11] Sharon R. Ennis, Merarys Ríos-Vargas, and Nora G. Albert, *The Hispanic Population: 2010* (Washington, D.C.: U.S. Census Bureau, 2011); Karen R. Humes, Nicolas A. Jones, and Roberto R. Ramirez. *Overview of Race and Hispanic Origin: 2010* (Washington, D.C.: U.S. Census Bureau, 2011);

[12] William J. Hussar and Tabitha M. Bailey, *Projections of Education Statistics to 2020* (NCES 2011-026) U.S. Department of Education, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 2011), accessed 21 November 2012 from <http://nces.ed.gov/pubsearch/pubsinfor.asp?pubid=2011026>.

[13] WICHE, *Knocking at the College Door Methodology Review* (Boulder, CO: author, 2012). This document is available for download at www.wiche.edu/knocking.

Chapter 2. PROJECTIONS OF HIGH SCHOOL GRADUATES

The U.S. population – which numbered 311.6 million in 2011, according to U.S. Census Bureau estimates – has grown by almost 4 percent in the five years since the last edition of the *Knocking* projections.[1] Natural increase (the extent to which births exceed deaths) and net immigration are the two principal components of the change. Longer life spans are reducing death rates, but the U.S. also experienced a protracted period of rising births, beginning in the early 1990s and extending through 2007. This surge in births led to large increases in school enrollments and, ultimately, graduates. But just as the economic recession unfolded, the number of babies born nationwide began to fall and continued to drop through 2011.[2] Net immigration also has a significant impact on the U.S. population and student and graduate numbers. And the number of immigrants is also in flux: some 1.1 million legal immigrants entered the U.S. in 2009, compared to 1.3 million in 2006, and evidence suggests the number of illegal immigrants may be falling as well.[3]

As the children born during the birth surge progress through our schools, it is vital that our nation and its states be prepared for the future demands they will place on those schools. Previous projections predicted that the size of the nation's high school graduating classes would reach a crest in 2007-08, a pattern that was expected for most of the states as well.[4] Updated data used for these projections mostly bear out our previous forecast but with some important differences. Most significantly, the data show that graduate numbers most likely peaked in 2010-11, after which they began a steep decline. As we previously projected, we again predict that they will reach a low point in 2013-14, followed by slower rates of growth that will lead to a new all-time high of high school graduates in 2024-25. In the last years of our projections, high school graduates are predicted to decline and may even drop below the 2010-11 high point, due largely to the decline in births since 2008 and slowing immigration during our current recession.

But the national picture is only a part of the story. The populations of our states and regions are also changing, often in dramatic ways. Sources of data about population change from migration indicate that in the years between 1995 and 2004, there was significant internal migration among the regions and states of the U.S., as well as immigration from foreign countries. More recent data seem to suggest that longstanding patterns of mobility, which tended toward the West and the South, may be shifting; and so may be migration between the U.S. and other countries, particularly Mexico, the primary source of migrants to the U.S over the past four decades.[5] These data may reflect differences in underlying definitions and measurements – or they may portray a new reality, one that is still not understood, as we continue to emerge from an economic crisis that has affected the population of our states and regions and their mobility.[6]

Much of the growth in population and in school enrollments continues to occur in the South and the West (although at slower rates than before) at the expense of the Midwest and Northeast. Some states in the two faster-growing regions, such as Utah and Texas, will see mostly consistent increases in enrollments and high school graduates throughout the projection period. Clearly, the wide variation in the educational demand facing individual states will require very different policies, to ensure both adequate capacity and high quality. Many states will also confront a rapidly diversifying school-age population, which will only add to the challenge. (Projected changes in enrollments and high school graduates by race/ethnicity are the subject of Chapter 3.)

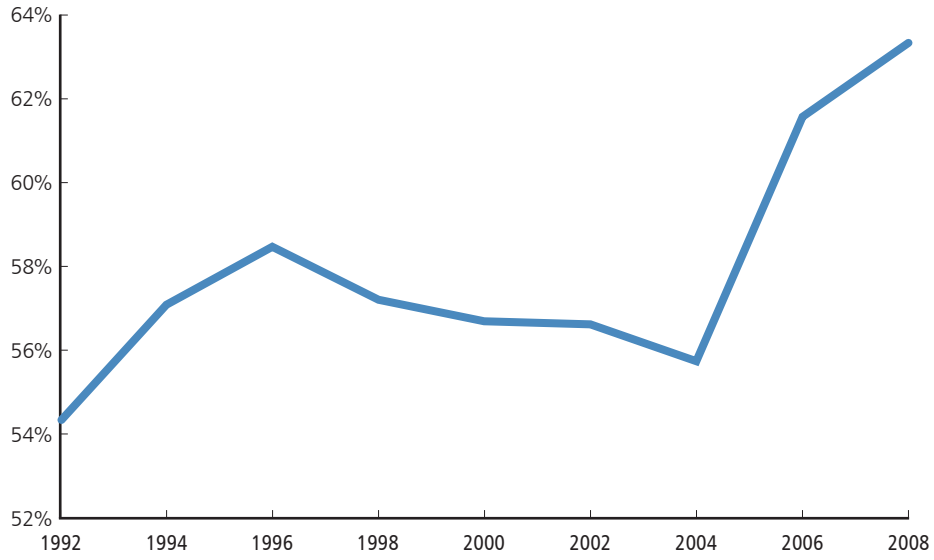
This chapter describes in broad strokes the changes in the number of school enrollments and the number of graduates for the nation and for each of the four geographic regions. Each section also addresses how the number of births will influence future projections. Finally, the regional analyses also include information about projected changes in high school graduating classes in individual states, plus the degree to which each state's projected changes will contribute to regional changes. (For detailed state tables, see Appendix A.)

National Trends

Our projections indicate that the U.S. is seeing the first overall decline in the number of its high school graduates in more than a decade.[7] In many states education agencies and postsecondary institutions, used to planning for ever-larger demand, will face a new reality. Data indicate the contraction in the national supply of high school graduates began with the class of 2012. After that, even returns to growth will be minor and temporary. The graduating classes between 2018 and 2023 will see only small increases, their numbers hovering below the high of 3.4 million that our model

suggests occurred with the class of 2011. Even in the outer years of our projections, there will only be a brief period, between 2024 and 2026, when graduating classes will exceed that peak. And in the next peak year, 2025, the numbers will only be 3 percent higher than the class of 2011 – a difference of only about 100,000 graduates nationally. After that, graduating classes are predicted to consistently decline, matching the drop in births that began with the 2007 recession.

Figure 2.1. College-going Rate of Recent U.S. High School Graduates, 1992-2008



Source: National Center for Higher Education Management Systems (NCHEMS), www.higheredinfo.org, accessed November 2012.

Postsecondary institutions will likely face greater competition for fewer recent high school graduates because of absolute declines in the size of that group. And this will hold true despite increasing rates of enrollment in recent years. Figure 2.1 shows the changes between 1992 and 2008, highlighting a key determinant of demand: the college-going rate of recent high school graduates. After ranging between 54 and 59 percent in the 12 years between 1992 and 2004, the college-going rate increased rapidly to 63 percent by 2008. (WICHE provides this additional information merely to help readers evaluate the possible impact of future demand; projected future college-going rates were not calculated.)

Demand for postsecondary education is driven only in part by the number of graduates emerging from the nation's high schools. Those institutions that have not already turned greater attention to nontraditional enrollments may be compelled to do so – and they are likely to find growing demand among older adults, as the jobs of the future will require more education and skills mastery. At the same time these changes unfold for postsecondary institutions, many schools and school districts will need to be prepared for growth in higher grade levels, as students born during the final years of the Baby Boom Echo progress through the grades. But they'll experience reduction in earlier grade levels in years farther in the future due to recently declining birth rates.

National trends are less important than regional, state, and local ones, however. While some regions, states, and localities will follow some variation of the national pattern, others will face conditions very unlike those seen countrywide. In particular, states in the Northeast will generally see a severe contraction in demand, while the most populated states in the South and West will barely notice any changes in the pattern of growth that has already strained capacity in schools and colleges for many years. See the section on regional and state projections below for more detail.

Elementary and Secondary Enrollments

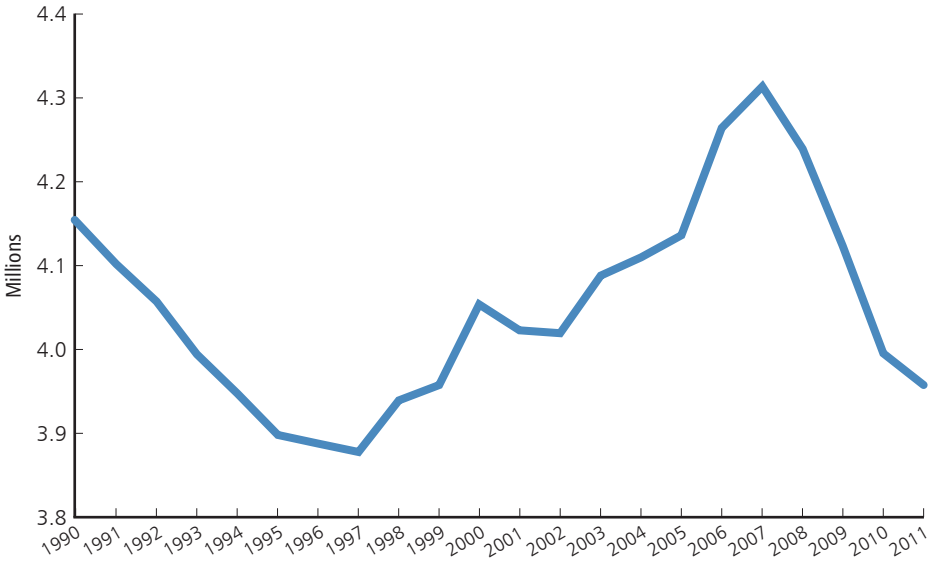
While this publication has always concentrated on high school graduates (a sensible focus, given that WICHE's mission is specifically directed to issues involving postsecondary education), it is apparent that many users – particularly schools, school districts, and statewide K-12 education agencies – also make use of these projections for analytical and planning purposes. Moreover, tomorrow's high school graduates are enrolled today somewhere in grades one to 12. For these reasons this publication also includes coverage of first through 12th grade enrollment trends and projections.

Nationally, public school enrollments increased steadily in the decade between 2000-01 and 2010-11, the last year for which enrollments data were available. K-12 enrollments grew by 4.5 percent over that timeframe, with total public enrollments reaching just over 44.4 million by 2010-11 (Table 2.1). That year, there were nearly 14.9 million students in public high schools (grades nine to 12), reflecting an increase of almost 11 percent over 2000-01. The large difference in growth rates between these years is partially explained by the declining number of births throughout most of the

1990s: births fell by 6.7 percent between the peak year of 1990 and 1997, before climbing again (Figure 2.2).

Immigrants also account for a portion of the difference in enrollment growth rates. According to the U.S. Census Bureau, immigrants accounted for about 35 percent of population change in the United States between 2000 and 2009.[8] Immigration trends can particularly affect high school enrollments – and, subsequently, graduates – because there are more years during which an individual can enter the country in time to be counted as being enrolled in high school. Furthermore, immigration is more likely to take place among older children and adolescents than it is among younger children.[9]

Figure 2.2. Births in the U.S., 1990-2011



Source: National Center for Health Statistics, Centers for Disease Control and Prevention.
Note: 2011 births are considered preliminary.

Adding in estimates of nonpublic school enrollments brings total enrollments in all grades nationally up

Table 2.1. U.S. Public and Nonpublic School Enrollments

	School Enrollments (Grades 1-12)			High School Enrollments (Grades 9-12)		
	Public	Nonpublic	Total	Public	Nonpublic	Total
2004-05	43,924,042	4,539,645	48,463,687	14,495,524	1,310,036	15,805,560
2005-06	44,131,673	4,498,032	48,629,705	14,788,672	1,327,565	16,116,237
2006-07	44,319,998	4,478,228	48,798,226	14,970,959	1,336,163	16,307,122
2007-08	44,369,593	4,463,905	48,833,498	14,994,666	1,351,248	16,345,914
2008-09	44,241,435	4,303,094	48,544,529	14,892,541	1,323,258	16,215,799
2009-10	44,284,586	4,153,288	48,437,874	14,894,739	1,305,982	16,200,721
2010-11	44,437,790	4,069,302	48,507,092	14,850,710	1,273,551	16,124,261
2011-12	44,468,460	4,001,394	48,469,854	14,688,861	1,236,153	15,925,014
2012-13	44,660,037	3,948,356	48,608,393	14,601,063	1,198,139	15,799,202
2013-14	44,939,878	3,895,020	48,834,899	14,605,472	1,158,430	15,763,902
2014-15	45,275,517	3,848,385	49,123,901	14,785,674	1,122,796	15,908,470
2015-16	45,462,661	3,809,228	49,271,889	14,920,569	1,086,751	16,007,320
2016-17	45,478,258	3,769,225	49,247,483	14,975,735	1,048,565	16,024,300
2017-18				15,030,021	1,011,354	16,041,375
2018-19				15,051,188	1,002,072	16,053,259
2019-20				15,122,480	1,003,961	16,126,441
2020-21				15,345,385	1,022,149	16,367,534
2021-22				15,570,460	1,047,848	16,618,308
2022-23				15,695,193	1,051,116	16,746,309
2023-24				15,657,827	1,047,158	16,704,985
2024-25				15,390,325	1,029,638	16,419,962

Note: Shaded area indicates the projected period.

to 48.4 million by 2009-10, the last year of reported public and nonpublic data on enrollments.[10] About 16.2 million of these enrollments were in the high school grades alone. Nonpublic enrollments for that year accounted for an estimated 8.6 percent of total enrollments and 8.1 percent of high school enrollments. Those shares were slightly lower than in preceding years. While sampling error may play a part in this decline, it appears that nonpublic school enrollments have been consistently falling over the last decade as a portion of all enrollments. Catholic schools, in particular, report that changed demographic and geographic trends could be contributing to this decline.[11] Furthermore, private education may have become less feasible for more families, particularly during the two major recessions of this decade, due to the costs of K-12 private education combined with the increasing cost of postsecondary education, as families consider costs over the enrollment continuum. The increasing availability of viable public alternatives to private education, including charter and magnet schools, probably also contributed to the declines in nonpublic enrollments.

Table 2.1 shows enrollment projections. Since all projections begin with actual birth data, it is possible to project high school enrollments out farther into the future than it is for earlier grades. Projections indicate that enrollments in all grades nationwide will not change substantially in the short term. In the public sector, enrollments are projected to climb by about 2.3 percent, or just over 1 million students, between 2010-11 and 2016-17. Projected enrollments in the nation's public high schools show a similar, relatively stable pattern out to 2024-25, with high school enrollments varying at most by 268,000 students across any two consecutive years, and usually by much less. The net positive increase is projected at 3.6 percent, or about 540,000 high school students, by the last year of projected enrollments. On the other hand, nonpublic schools' total enrollments are projected to continue to decline, by about 9 percent between 2009-10 and 2016-17, or about 384,000 students. And nonpublic high school enrollments are projected to decline at an even greater rate than public ones will – 21 percent between 2009-10 and 2024-25.

High School Graduates

Nationally, the number of public high school graduates in 2008-09 stood at just over 3 million – an increase of 8.5 percent in the five years since 2004-05, which marked the last year of actual data in our previous edition of these projections. Nonpublic schools added an estimated 309,000 graduates, for a total of 3.35 million public and nonpublic high school graduates in 2008-09 (Table 2.2). There were 15 years of sustained growth in the number of graduates nationally from both public and private high schools, which we project to have continued to increase through 2010-11. The graduating class of 2009, the last year of reported data, was 21.3 percent larger (588,000 students) than the class of 1999 a decade earlier (Figure 2.3).

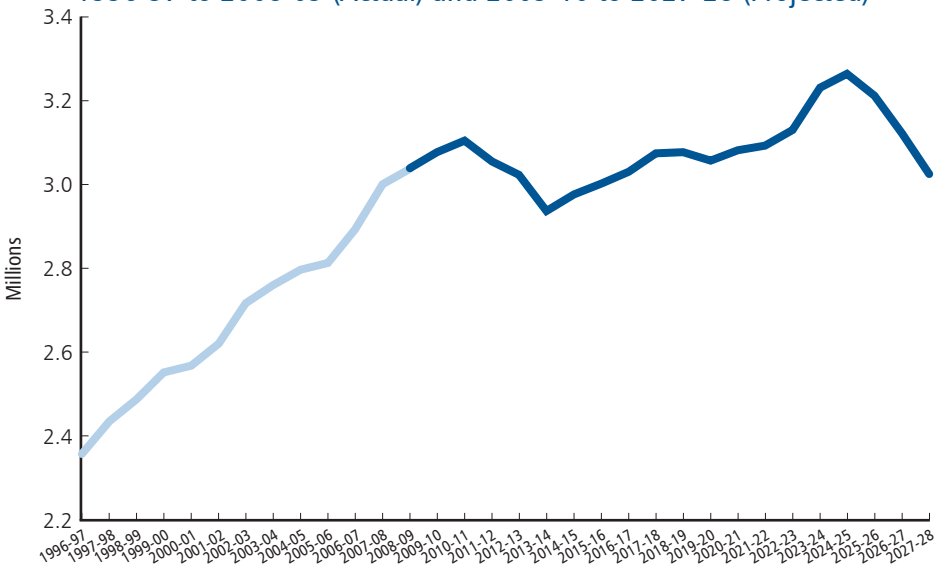
In the five years between the last edition of projections and our 2010-11 peak projections in this edition, the nation's public high school graduating class grew by 10 percent, or about 288,000 students. After this high point, the number of public high school graduates will

Table 2.2. U.S. Public and Nonpublic High School Graduates

	Public Total	Nonpublic Total	Public and Nonpublic Total
1996-97	2,358,903	253,837	2,612,740
1997-98	2,440,048	265,070	2,705,118
1998-99	2,485,630	274,339	2,759,969
1999-00	2,553,844	279,043	2,832,887
2000-01	2,569,200	280,806	2,850,006
2001-02	2,621,534	289,141	2,910,675
2002-03	2,719,947	299,287	3,019,234
2003-04	2,759,889	300,041	3,059,930
2004-05	2,799,250	296,168	3,095,418
2005-06	2,813,412	302,099	3,115,511
2006-07	2,893,045	303,059	3,196,104
2007-08	3,001,337	314,100	3,315,437
2008-09	3,039,015	308,933	3,347,948
2009-10	3,074,608	312,256	3,386,863
2010-11	3,101,815	307,346	3,409,160
2011-12	3,053,966	299,104	3,353,070
2012-13	3,023,991	291,932	3,315,923
2013-14	2,937,575	281,632	3,219,207
2014-15	2,975,411	272,586	3,247,997
2015-16	3,001,872	263,587	3,265,460
2016-17	3,031,082	255,882	3,286,964
2017-18	3,075,229	248,427	3,323,656
2018-19	3,076,517	239,119	3,315,636
2019-20	3,056,399	228,424	3,284,823
2020-21	3,081,361	221,452	3,302,813
2021-22	3,090,971	238,306	3,329,277
2022-23	3,128,459	239,694	3,368,153
2023-24	3,228,089	244,929	3,473,018
2024-25	3,262,503	246,001	3,508,504
2025-26	3,207,111	241,760	3,448,871
2026-27	3,118,880	236,726	3,355,606
2027-28	3,021,810	229,210	3,251,020

Note: Shaded area indicates the projected period.

Figure 2.3. U.S. Public High School Graduates, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

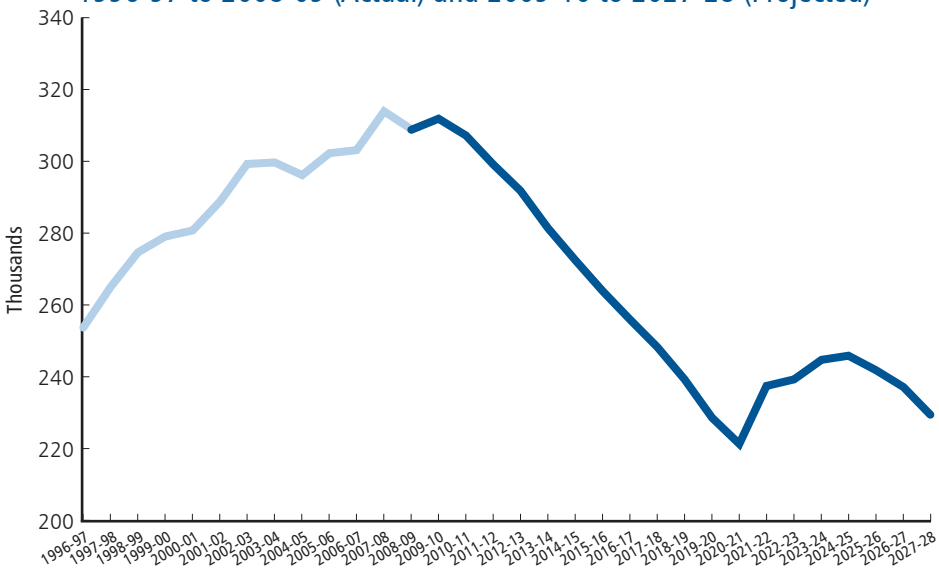


decline by about 164,000 students to some 2.9 million in 2013-14, followed by relatively stable output of between 2.9 and 3.1 million graduates per year through 2022-23. After that, there will be a few years of increase in the number of public graduates, whose numbers will rise to about 3.26 million by 2024-25, in large part due to the increases in births between 2000 and 2007. This will be succeeded by a drop in the outer years of these projections, related to the decline in births that began in 2008. Overall, the average annual rates of change for these three distinct periods are: 1.8 percent decline in the two years after the high point of 2010-11; about 0.7 percent growth between 2013-14 and 2022-23; and a 2.1 percent growth in 2023-24 and 2024-25.

According to these projections, the number of graduates from nonpublic schools peaked in 2007-08 at more than 314,000 graduates nationally (Figure 2.4), about 9.3 percent of the total graduates in that year. Projections indicate that after this high point, the number of nonpublic graduates will steadily decline to a low of about 221,000 graduates in 2020-21 (a 29 percent drop), before making a small recovery (rising to 246,000 graduates) and then dipping again, mirroring the years of increases a sharp decreases in births between 2000 and 2010. By the outer years of these projections, nonpublic schools' share of total high school graduates will be only about 7.1 percent. This decline in graduates, presaged in the seventh edition, is due in large part to declines in nonpublic school enrollments, beginning in 2001-02 and continuing to the present, especially at the elementary school level.

Associations representing nonpublic schools report that they see similar decreases in students as those indicated by our analysis. About 43 percent of nonpublic school students are enrolled in Catholic schools. According to the National Catholic Education Association (NCEA), 1,942 schools were reported closed or consolidated (23.8 percent of the total) between the 2000 and 2012 school years, and the number of Catholic school students declined by almost 622,000 (23.4 percent). Elementary schools have seen the most serious impacts.[12] And while one would expect recent rates of decline to slow, the NCEA anticipates further declines for a variety of reasons, including changes in historical predictors of enrollments and an increasing range of public school options, such as charter schools.[13] The National Association of Independent Schools (NAIS) member schools account for

Figure 2.4. U.S. Nonpublic High School Graduates, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)



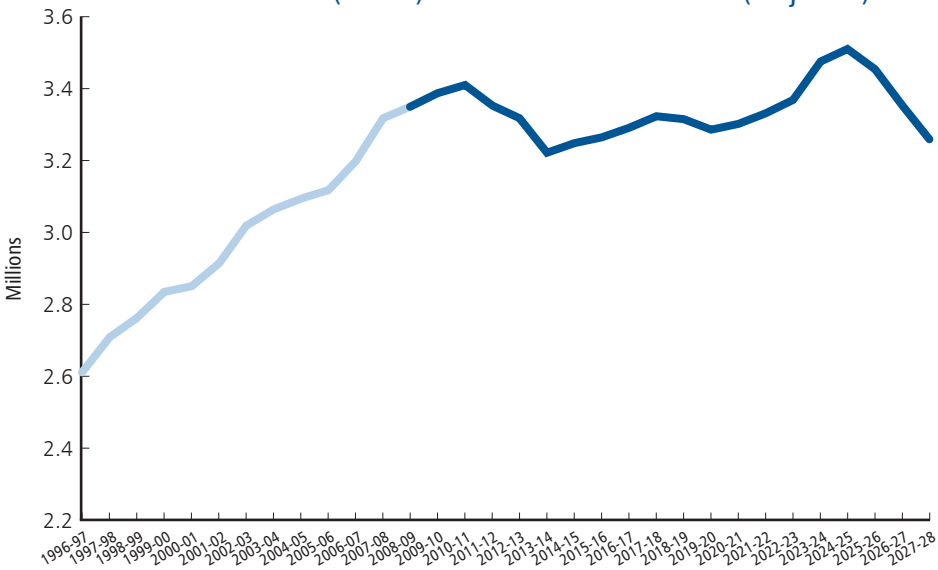
Note: Since the Private School Universe Survey (PSS) is biennial, alternate years are estimates based on data from the PSS.

a smaller section of the private school sector, about 14 percent of private school enrollments in 2008-09.[14] NAIS confirms that their member schools did see enrollment declines coincident with the recession; returns to growth are happening but at slower rates than previously.[15]

Combining the projections of graduates from both public and nonpublic schools gives a more complete picture of the national changes in supply and demand among traditional-age college students and young workers. Figure 2.5 illustrates how the total number of graduates is expected to change in the coming years. Because public schools supply the vast majority of graduates (and an increasing proportion in years going forward), this figure looks very similar to the one for public school graduates alone (Figure 2.3). It indicates that high school graduates will top out with the class of 2011 at almost 3.4 million, before going into almost a decade of relatively stable production, with between 3.2 and 3.3 million students graduating annually in the decade between 2011-12 and 2021-22. Thereafter, a brief increase is predicted, with a new high point of 3.5 million graduates in 2024-25, followed by a drop back to about 3.3 million by 2027-28, mirroring the change in national birth trends in recent years.

As with any national perspective on demographic change, this one obscures considerable shifting that is happening regionally and in individual states. The next section addresses differences in the projected supply of high school graduates in the four major regional divisions of the country and the states within them.

Figure 2.5. U.S. Public and Nonpublic High School Graduates, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)



Note: Since the Private School Universe Survey (PSS) is biennial, alternate years include nonpublic graduate estimates based on data from the PSS.

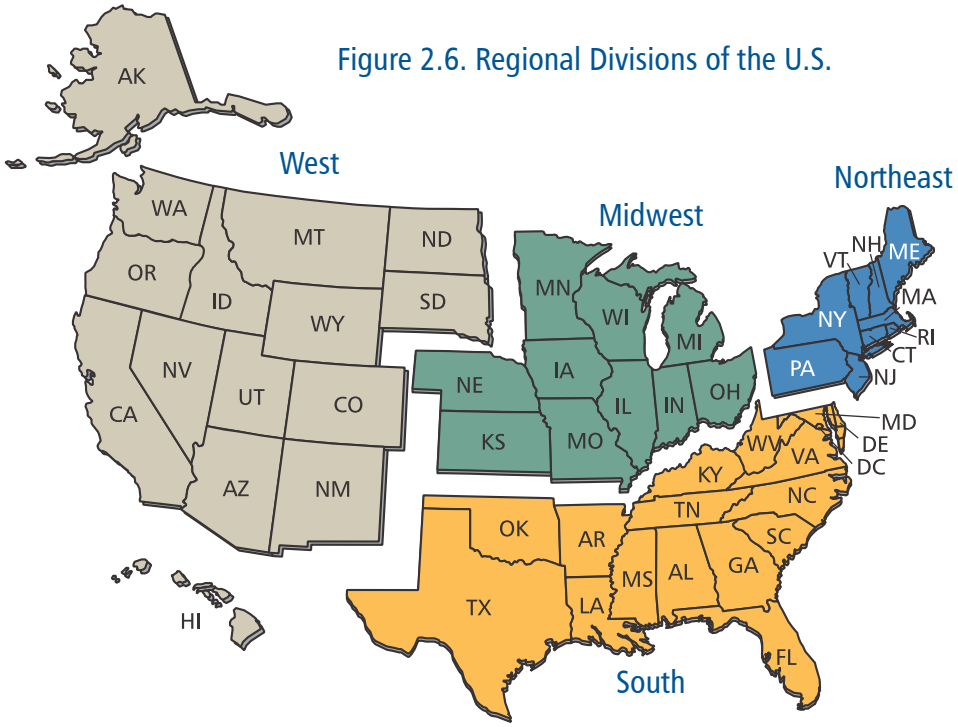
Regional and State Trends

The four regions of the country (shown in Figure 2.6, as we define them for this publication) face very different demographic futures. Figure 2.7 shows changes in the number of graduates from both public and nonpublic high schools for all four regions. It indicates that by the end of the projected time period, the Northeast and Midwest will produce fewer graduates but the West and particularly the South will experience growth.

The Northeast will see a general decline over virtually the entire period, from its predicted peak in 2010-11, with almost 644,000 graduates, to the end of the projections in 2027-28, with 576,000 graduates. This is a loss of about 1 percent per year on average, though the region will see a couple of years of mild growth. The Midwest, which produces about 100,000 more graduates than the Northeast in any given year, is predicted to face a similar but slightly steeper decline. The number of Midwest graduates peaked earlier, in 2007-08, with 772,000 graduates, before beginning a basically uninterrupted projected decline over the next two decades, diminishing the graduating class size by almost 96,000 graduates (about 12.4 percent) by 2027-28.

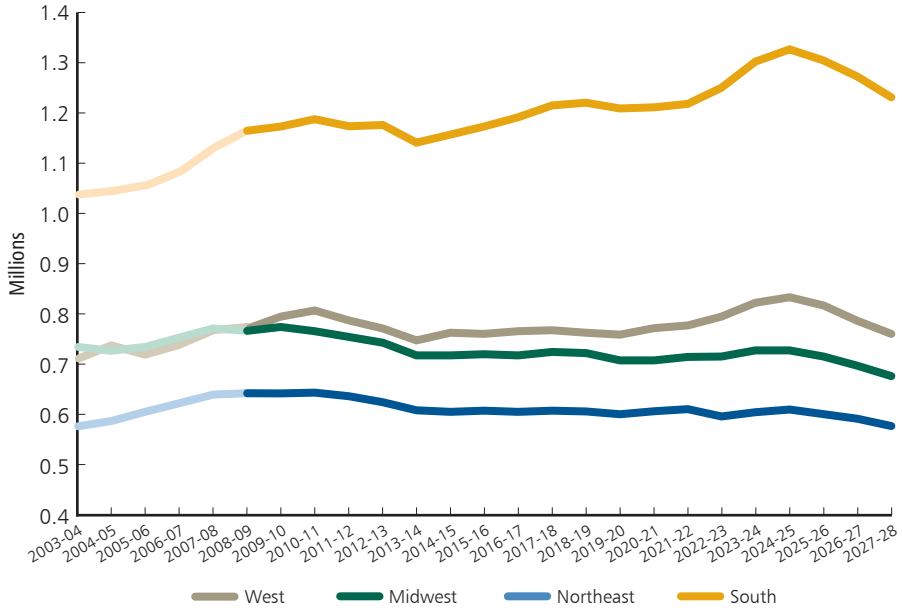
High school graduates in the West were basically neck and neck with the Midwest through 2008-09 but are projected to surpass the region every year thereafter, throughout the projection period. The number of graduates in the West is forecast to have peaked in 2010-11 at almost 808,000 graduates, followed by several years of small declines and almost a decade of relatively stable production. After a couple years of increase around 2023-24, the Western region's graduating class of 2027-28, the end of the projection period, is projected to be about 6 percent smaller than that of its peak year, with about 48,000 fewer students. Compared to the other regions, the trend in the South is upward. Our projections indicate that the South peaked in 2010-11, with almost 1.2 million graduates, an increase of 239,000 (25 percent) over 2000-01. While there are uneven annual changes, the South is projected to be the only region with net growth by the end of the projection period, 2027-28: 64,000

Figure 2.6. Regional Divisions of the U.S.



Note: These 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 WICHE member states.

Figure 2.7. Public and Nonpublic High School Graduates, by Region, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)



more graduates, a 5.5 percent increase.

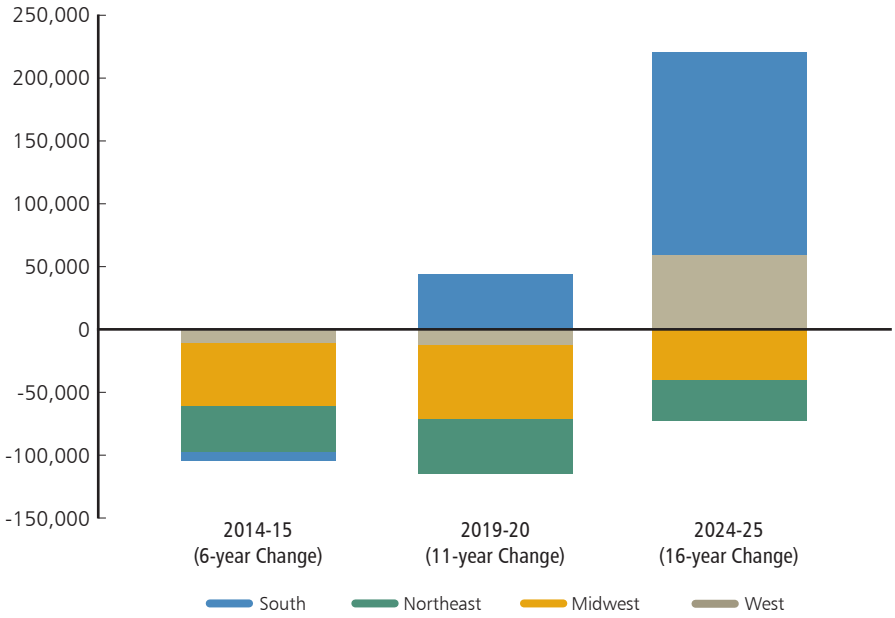
Figure 2.8 provides a view of projected national change in the number of total high school graduates for three different time frames: short term (six years), medium term (11 years), and long term (16 years). It also shows the total change disaggregated by region. The figure illustrates how changes in the projections of total high school graduates for each of the regions contribute to the projected overall national change. As indicated by the left column, in 2014-15 all four regions are expected to have declined compared to 2008-09, with drops in graduates from the Midwest and Northeast constituting the bulk of the downturn for the nation. By 2019-20 there is a small increase nationally in the number of graduates, composed almost entirely of graduates in the South, while the other regions continue to experience declines. By 2024-25 there is sustained if modest growth nationally, coming from both the West and the South, while the Midwest and Northeast continue to decline.

Just as the regional picture can differ from the national perspective, so too the view in individual states often varies from the regional pattern, sometimes dramatically. The following sections take a closer look at each region and its states.

The West

In many ways the West might be called the least homogenous of all the nation's geographic regions. Western states are characterized by diverse economies, ranging from Alaska and Wyoming, which are heavily dependent on natural resource extraction industries, to Colorado and California, which are more in step with globalized high

Figure 2.8. Contributions to the Nation's Change in Total High School Graduates (Relative to 2008-09), by Region



technology industries, to Hawaii, which is dominated by tourism and a U.S. military presence. Demographically, there is also great variety. The West includes states with very little racial and ethnic diversity and a stable or declining population, as well as states that can already be characterized as majority-minority (where those who are not White non-Hispanics outnumber those who are) and others that have seen their populations explode in recent years, both in terms of total numbers and diversity.

Because it is home to California, the most populous state in the nation, as well to some of the most sparsely populated states, the West occasionally appears to mirror demographic trends that are prevalent in its largest state. It is important to be sensitive to how trends in California affect regional patterns, as well as to point out differences faced by its neighbors.

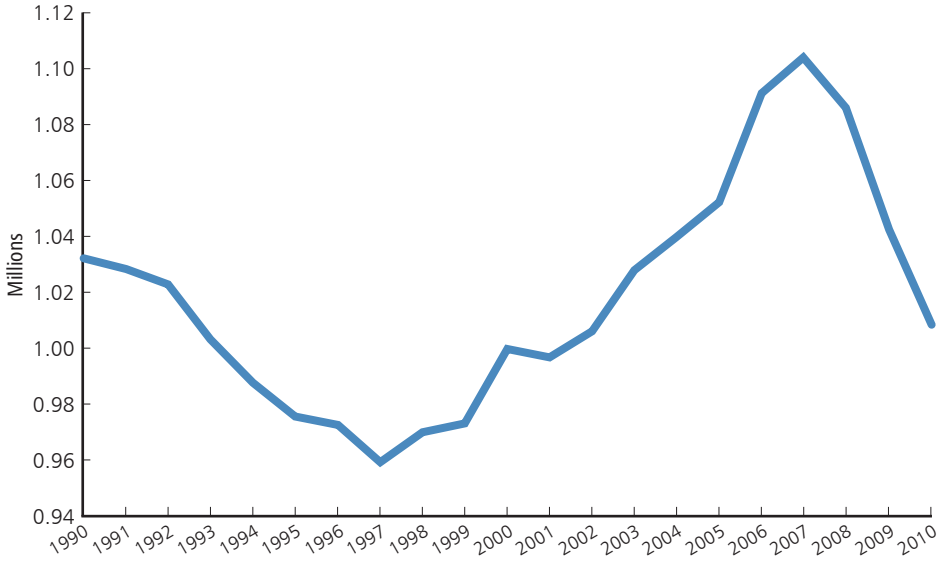
In addition to migration, births are also a major contributor to overall population change. Figure 2.9 shows how the West experienced sustained growth in births between 1997 and 2007: births increased by 15 percent over these 10 years. Annual births in the West declined sharply beginning in 2008, simultaneous with the national decline in births. The number of births in 2010 was almost the same as in 2002. Births in the West accounted for 33 percent of the increase in births nationally between 1997 and 2007 and 30 percent of the decline between 2007 and 2010. On the other hand, the West is the only region that saw a smaller decline in births between 2009 and 2010 than over the two previous years (in other words, a slowdown in the decline).

Elementary and Secondary Enrollments

Table 2.3 displays enrollments and graduates in the West. It shows that school enrollments in grades one to 12 increased steadily through 2007-08, after which there were several years of relatively small declines and a leveling out of enrollments. Total enrollment is projected to surpass the previous peak by 2014-15 and continue growing, so that enrollments in the last year projected, 2016-17, will be slightly higher than those of the last available year of reported enrollments, 2010-11 (233,000 students in grades one to 12, an increase of 2 percent).[16]

High school enrollments will expand slightly (2.3 percent) by 2024-25, the last year for which high school enrollments could be projected, after several years of decline and then moderate growth. High school enrollments in the West began declining in 2008-09,

Figure 2.9. Births in the West, 1990-2010



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

after years of steady growth. This decline – slightly less than 1 percent per year on average – is projected to continue through 2013-14, by which time there will be 163,000 fewer high school students than the all-time high of over 4 million in 2007-08, a decline of about 4 percent. High school enrollments are then projected to grow slowly beginning in 2014-15, increasing in pace until reaching and surpassing 4 million by 2020-21 and topping out at around 4.2 million by 2022-23. Projections indicate that enrollment patterns in nonpublic schools in the West will mirror those at the national level, with declines in overall enrollments, driven in large part by declines in elementary school enrollments.

High School Graduates

Between 1996-97 and the last year of actual data in 2008-09, public schools in the West graduated an additional 176,000 students, an overall growth rate of 32.5 percent and average annual growth of 2.7 percent. Between 2008-09 and 2010-11, the year when graduates peak regionally, the West is expected to add another 36,300 public graduates, for a total change of 39 percent. The period of rapid growth is projected to come to a halt after 2010-11. According to the projections for total graduates, which are driven by public graduates, the West will see a decline from the peak of 808,000 graduates in 2010-11 to about 749,000 by 2013-14, followed by moderate growth for

Table 2.3. Public and Nonpublic School Enrollments and Graduates, West

	School Enrollments (Grades 1-12)			High School Enrollments (Grades 9-12)			Graduates		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
1996-97	9,748,541			3,008,776			540,035	44,559	584,594
1997-98	9,947,392	844,355	10,791,747	3,098,082	214,504	3,312,586	563,681	46,576	610,257
1998-99	10,123,227	857,711	10,980,938	3,168,591	219,853	3,388,444	585,011	46,649	631,660
1999-00	10,271,858	874,447	11,146,305	3,235,839	225,536	3,461,375	608,396	49,037	657,433
2000-01	10,409,763	900,225	11,309,988	3,281,013	235,876	3,516,889	617,425	49,305	666,730
2001-02	10,574,613	912,572	11,487,185	3,343,262	243,898	3,587,160	634,682	50,356	685,038
2002-03	10,721,950	898,746	11,620,696	3,447,429	243,327	3,690,756	656,150	51,685	707,835
2003-04	10,867,342	882,097	11,749,439	3,541,591	242,133	3,783,724	657,671	52,957	710,628
2004-05	10,955,595	884,588	11,840,183	3,639,669	249,520	3,889,189	681,870	54,471	736,341
2005-06	11,033,955	887,256	11,921,211	3,729,361	257,081	3,986,442	663,934	55,499	719,433
2006-07	11,069,194	879,371	11,948,565	3,745,440	256,873	4,002,313	682,065	55,557	737,622
2007-08	11,134,691	873,795	12,008,486	3,786,620	258,974	4,045,594	711,636	58,231	769,867
2008-09	11,109,191	827,579	11,936,770	3,776,901	249,284	4,026,185	715,591	56,731	772,322
2009-10	11,058,675	784,546	11,843,221	3,758,310	242,768	4,001,078	737,042	58,031	795,074
2010-11	11,122,234	763,764	11,885,998	3,764,149	232,514	3,996,663	751,903	55,909	807,812
2011-12	11,132,407	747,280	11,879,687	3,714,504	222,137	3,936,641	734,879	51,919	786,798
2012-13	11,192,523	735,889	11,928,412	3,681,146	214,037	3,895,183	720,802	50,810	771,612
2013-14	11,275,090	723,071	11,998,161	3,678,021	204,903	3,882,924	700,086	48,402	748,487
2014-15	11,368,542	712,247	12,080,790	3,712,818	196,535	3,909,352	715,497	46,692	762,189
2015-16	11,413,837	702,997	12,116,834	3,727,940	187,927	3,915,867	714,947	44,732	759,679
2016-17	11,424,284	694,081	12,118,365	3,738,022	178,666	3,916,688	721,491	42,798	764,289
2017-18				3,755,395	169,894	3,925,289	726,704	40,937	767,640
2018-19				3,771,840	168,501	3,940,341	723,299	39,004	762,303
2019-20				3,814,347	169,773	3,984,120	723,789	36,559	760,348
2020-21				3,894,099	174,358	4,068,457	735,456	35,010	770,466
2021-22				3,966,361	180,221	4,146,582	739,320	39,172	778,492
2022-23				4,011,831	180,798	4,192,629	755,233	39,630	794,863
2023-24				3,995,137	179,427	4,174,564	783,618	40,562	824,180
2024-25				3,913,919	175,680	4,089,599	791,411	40,558	831,969
2025-26							777,378	39,822	817,201
2026-27							746,233	38,625	784,858
2027-28							722,493	37,361	759,854

Note: Shaded area indicates the projected period.

several years that will yield 832,000 graduates by 2024-25, and then a decline at the end of the projections period, 2027-28, to about the same graduating class size seen in 2007-08.

State Perspectives

A closer look reveals more details about variation among states and which states are driving the regional patterns discussed above. Overall, the West's total public and nonpublic projected graduates in any year between 2009-10 and 2027-28 will vary by only 4 percent (more or fewer graduates) from the 2009 graduating class. Most Western states follow a similar trend, with projected graduating classes that are 4 to 7 percent larger or smaller than the class of 2009 in any given year. Nevada's projections vary the most, showing as much as a 14 percent annual difference.

The five states that contributed the most students to the West's class of 2009 total graduates were California (53 percent), Washington (9 percent), Arizona (8 percent), Colorado (7 percent), and Oregon (5 percent). By the end of the projection period, California's contribution to the total will drop to 48 percent, while Utah's will move up and "tie" with Oregon's, with both contributing 5 percent to the total. In other words the states that influence trends in the West the most, by virtue of having the largest graduating classes, will remain the same throughout the projection period, with California dominating output in the West's graduating classes.

Figure 2.10 shows the percentage change in the number of public and nonpublic graduates for each of the Western states in three selected years – 2014-15, 2019-20, and 2024-25 – compared to 2008-09. Projections indicate much less change and growth overall than in our 2008 forecast, which was completed as the number of graduates continued to rise annually by large amounts. Arizona's public graduating classes will remain virtually the same throughout the decade after 2008-09 and well into the next, with virtually no average annual changes, or small declines, and a net decline of 6.2 percent by the end of the projection period. Nevada's public graduating classes are projected to grow, albeit much less so than in the past, with 1 percent average annual change and an increase of 24 percent by the end of the projection period. However, even in the high years, Nevada only produces half as many graduates as Arizona does and less than a tenth the number produced by California.

Not surprisingly, given the economic circumstances in recent years, California is also projected to see slowed growth, despite continuing to contribute the highest numbers of graduates. According to these projections, California's public graduating class peaked in 2010-11 at 395,000 graduates. By the end of the projection period, its graduating class is projected to be 6.4 percent smaller than in 2008-09, with several larger classes in the intervening years being counterbalanced by a number of smaller classes. Oregon, Montana, and Hawaii will see relatively unchanged public graduating class sizes by the end of projection period. But the other Western states can expect to see growth in their public school graduating classes by the end of these projections. Listed by their rank in the West in terms of graduating class size, these states will see the following increases: Washington (14 percent), Colorado (16 percent), Utah (33 percent), New Mexico (8 percent), Idaho (18 percent), South Dakota (18 percent), North Dakota (12 percent), Alaska (7 percent), and Wyoming (26 percent).

Figure 2.11 presents the projections in a slightly different way: state contributions to the total regional change in the number of graduates are shown for three different years, with the top five contributors specifically

Figure 2.10. Percentage Change (Relative to 2008-09) in the Total Number of Projected High School Graduates in Western States

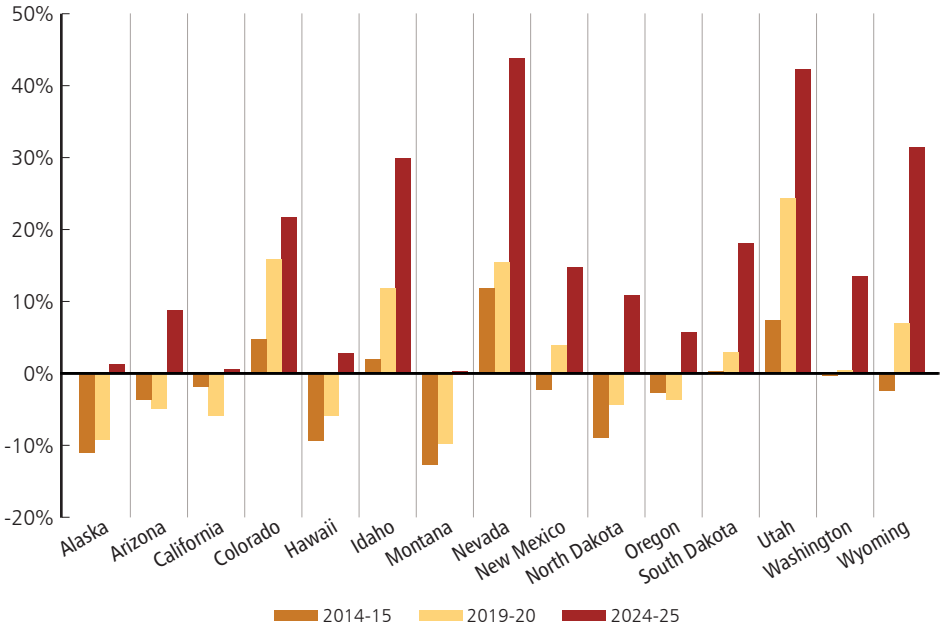
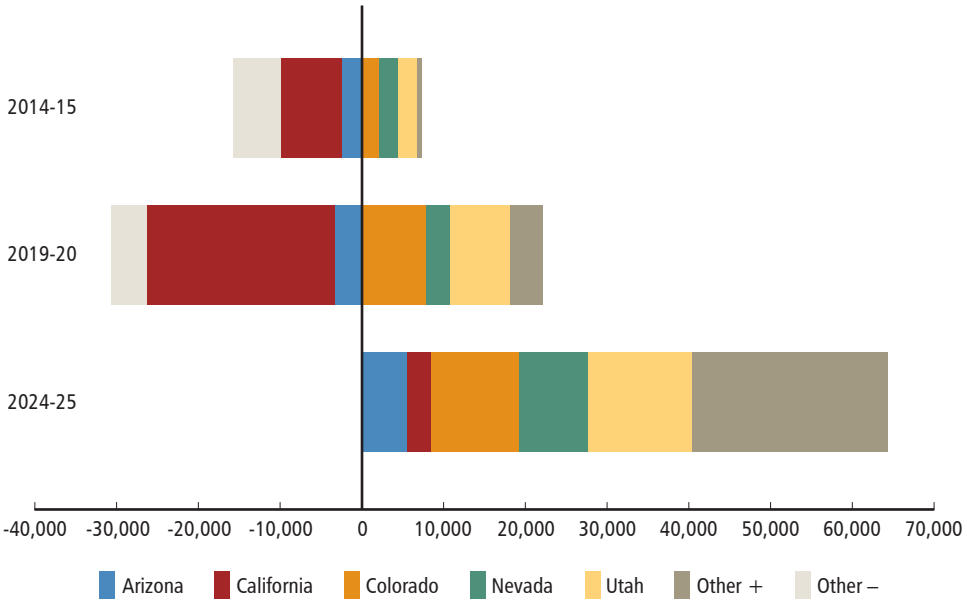


Figure 2.11. States' Contribution to the West's Change in Total High School Graduates (Relative to 2008-09)



highlighted. In summary, the same handful of states that have historically contributed most to regional change will continue to do so. However, California, which contributes overall the most graduates to the West's total, and Arizona, the third highest producing state, are projected to contribute to regional declines in the short and medium term, counterbalanced by relatively stable albeit less influential growth in smaller Western states. In the long term, all states are projected to show growth again before facing declines related to recent drops in births. And states with smaller graduating classes will become more important to growth in the West's graduate numbers.

The Midwest

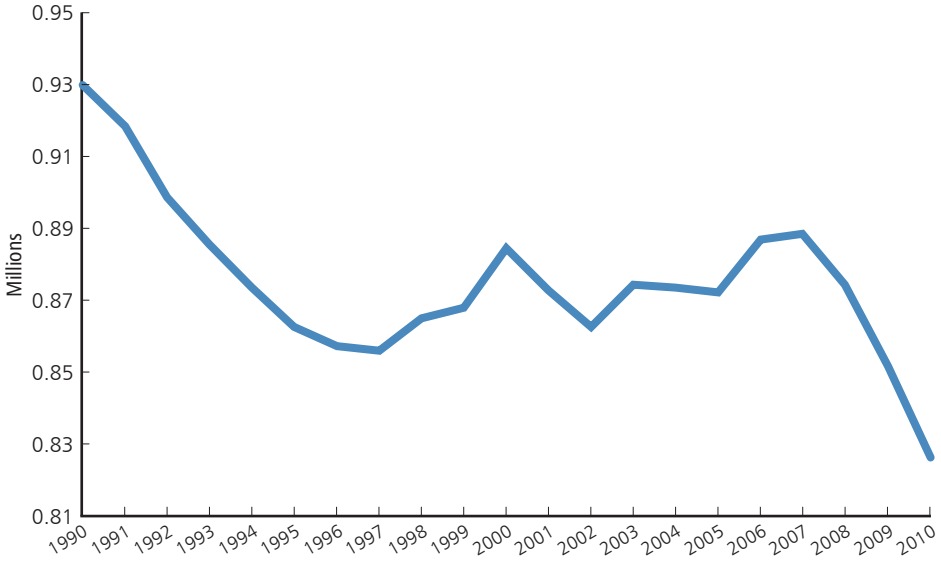
Struck by the departure of a large segment of the manufacturing industries that drove the economies of many of its states, the Midwest has been experiencing out-migration and stagnant population growth for many years. Although the mass exodus from the Midwest appears to be slowing, the region's long-standing economic woes and related migration provide the context for the enrollments' and graduates' projections that follow. In addition, the region's birth rate has trended downward substantially since the 1980s, with only small fluctuations (Figure 2.12).

Elementary and Secondary Enrollments

Table 2.4 shows enrollments and graduates in the Midwest. It indicates that public schools in the region can expect to generally see relative stability or small drops in total enrollments during the projection period. Public school enrollments in grades one to 12 will decline by about 1.3 percent, or 120,000 students, between 2010-11 and 2016-17. Nonpublic schools, which account for about 10 percent of Midwestern total enrollments, are projected to see a deeper decline over this time period, of about 7 percent, or 72,000 students, between 2009-10 and 2016-17. Nonpublic schools are projected to have only about 85 percent of the students they had in 2005-06 by 2016-17.

Midwestern schools, both public and private, have been seeing a steady decline in high school enrollments since 2007-08. Our projections suggest that by 2013-14 public high school enrollments will have declined by 223,000 students, or about 7 percent. High school enrollments are then projected to be relatively stable

Figure 2.12. Births in the Midwest, 1990-2010



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

throughout the rest of the years of these projections. Enrollments at Midwestern nonpublic high schools are projected to fall off even more dramatically, with an average annual decline of over 1.4 percent from 2008-09 through the end of the projection period, 2024-25.

High School Graduates

Total graduates in the Midwest peaked in 2007-08 at 772,000 and began a decline that is projected to end by 2013-14, when the graduating class is projected to be smaller by 55,000 students, or about 7 percent. Over the same years, public graduates will decline by 50,000 (7 percent); and nonpublic graduates will drop by 5,700 (8.5 percent). Following this, the region will see variable growth and decline in total public and nonpublic graduates between 2014-15 and 2024-25, with an average annual change of less than 0.5 percent. Towards the end of the projection period, the size of the Midwestern graduating class will begin to drop again, mirroring the decline in births that began in 2008.

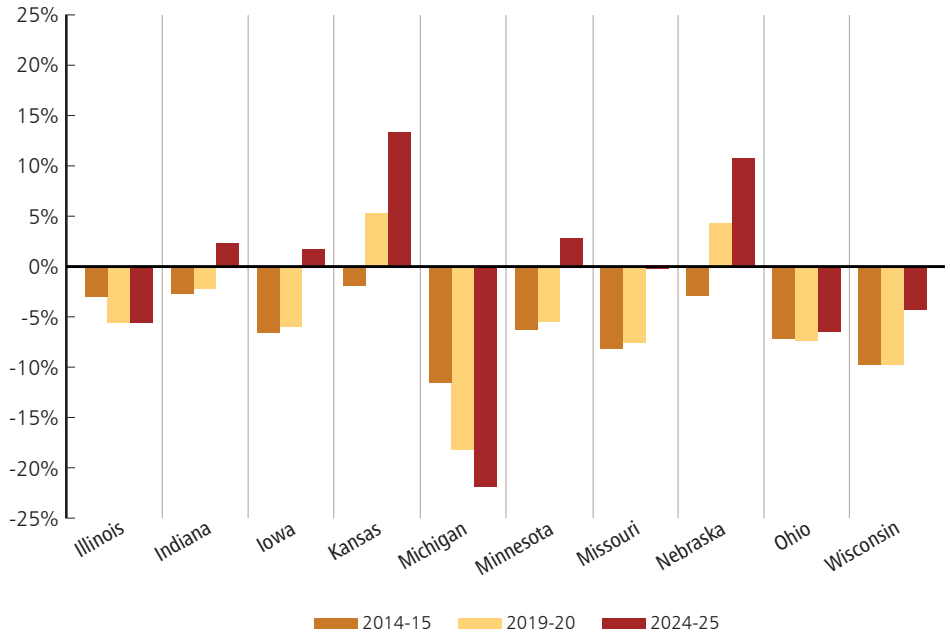
The number of graduates from Midwestern nonpublic schools peaked in 2002-03 at just shy of 71,000 and has been falling since. Despite modest growth in several of the projected years, the number of nonpublic graduates is projected to decline over the entire projection period, falling by almost 16,000 students (25 percent) from 2008-09 to 2027-28.

Table 2.4. Public and Nonpublic School Enrollments and Graduates, Midwest

	School Enrollments (Grades 1-12)			High School Enrollments (Grades 9-12)			Graduates		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
1996-97	9,354,613			3,028,352			601,130	62,503	663,633
1997-98	9,362,387	1,188,989	10,551,376	3,028,008	290,503	3,318,511	623,547	65,377	688,924
1998-99	9,398,589	1,196,705	10,595,294	3,035,875	294,823	3,330,698	628,177	68,289	696,466
1999-00	9,418,161	1,204,764	10,622,925	3,053,253	299,942	3,353,195	630,136	68,771	698,907
2000-01	9,496,254	1,209,534	10,705,788	3,101,443	303,077	3,404,520	627,444	68,899	696,343
2001-02	9,527,408	1,216,651	10,744,059	3,129,030	306,997	3,436,027	634,730	69,999	704,729
2002-03	9,578,806	1,182,175	10,760,981	3,182,348	303,321	3,485,669	656,080	70,859	726,939
2003-04	9,568,112	1,144,695	10,712,807	3,210,867	298,163	3,509,030	663,756	70,501	734,257
2004-05	9,542,835	1,115,404	10,658,239	3,245,435	289,121	3,534,556	660,646	65,856	726,502
2005-06	9,557,681	1,090,089	10,647,770	3,305,286	284,060	3,589,346	668,268	65,324	733,592
2006-07	9,545,714	1,066,516	10,612,230	3,330,574	283,353	3,613,927	687,482	65,953	753,435
2007-08	9,513,037	1,043,035	10,556,072	3,334,177	282,743	3,616,920	705,639	66,456	772,095
2008-09	9,438,772	1,022,945	10,461,717	3,293,062	279,137	3,572,199	702,181	65,471	767,652
2009-10	9,403,809	1,003,217	10,407,026	3,268,493	275,883	3,544,376	707,660	65,422	773,082
2010-11	9,350,184	984,709	10,334,893	3,220,506	270,530	3,491,036	701,863	64,759	766,622
2011-12	9,301,709	967,768	10,269,478	3,167,832	264,487	3,432,320	690,162	64,078	754,240
2012-13	9,282,697	954,332	10,237,029	3,134,022	258,016	3,392,039	680,866	61,547	742,413
2013-14	9,275,928	944,637	10,220,565	3,110,844	252,647	3,363,491	656,022	60,805	716,827
2014-15	9,285,811	934,470	10,220,280	3,127,773	246,588	3,374,361	657,777	59,269	717,046
2015-16	9,272,775	924,112	10,196,887	3,141,518	240,498	3,382,015	661,983	57,987	719,970
2016-17	9,229,693	912,850	10,142,543	3,133,939	233,500	3,367,439	661,610	56,629	718,240
2017-18				3,128,521	226,860	3,355,381	669,290	55,110	724,400
2018-19				3,122,297	224,607	3,346,904	668,307	53,658	721,964
2019-20				3,115,831	223,680	3,339,511	657,031	51,554	708,585
2020-21				3,136,276	225,559	3,361,835	657,945	50,450	708,395
2021-22				3,155,922	228,300	3,384,222	663,168	52,759	715,927
2022-23				3,153,532	227,580	3,381,112	662,085	52,628	714,713
2023-24				3,132,629	225,800	3,358,429	673,583	53,245	726,827
2024-25				3,075,394	221,665	3,297,059	674,587	53,124	727,711
2025-26							662,616	52,160	714,776
2026-27							646,599	51,090	697,688
2027-28							626,516	49,498	676,014

Note: Shaded area indicates the projected period.

Figure 2.13. Percentage Change (Relative to 2008-09) in the Total Number of Projected High School Graduates in Midwestern States



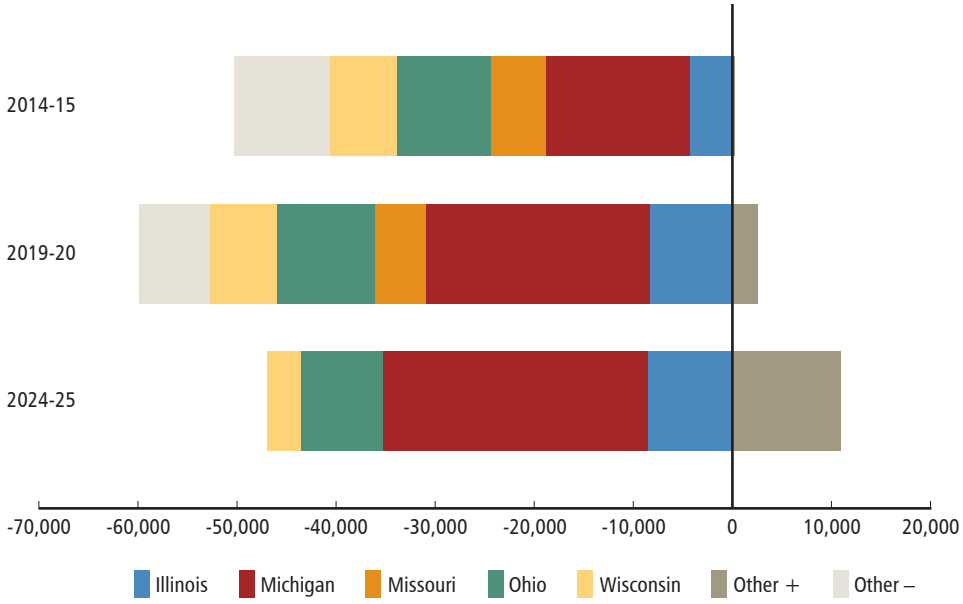
Illinois, Michigan, and Ohio are all projected to consistently see declines. Illinois's total public and nonpublic graduates are projected to have peaked in 2010-11 at 151,000 graduates. While there will be several classes with small increases, the graduating class of 2028 will be 14 percent smaller than the class of 2009 (by 20,000 graduates). Ohio's projections show about the same story, although its peak is projected to have occurred earlier, in 2008-09, with 136,000 graduates. Its numbers will decline by 14 percent through 2027-28, and it will end the projections period with about 117,000 graduates. Michigan peaked with a graduating class of about 124,000 in 2007-08. Despite a couple of years of holding steady, it's projected to begin a precipitous decline, ending with about 86,000 graduates in 2027-28, a 29 percent drop. Figure 2.14 depicts the projections somewhat differently, showing relative contribution to the total change in graduates by state at three points in the projection period – and demonstrating these three states' prominent role in the region's overall decline.

State Perspectives

The number of the Midwest's total public and nonpublic projected graduates in any year between 2009-10 and 2027-28 will be only 3 percent higher or lower than the 2009 graduating class. Most Midwest states follow a similar trend, with projected graduating classes that are no more than 6 percent bigger or smaller than the class of 2009. Three states contributed a majority of graduates to the 2009 Midwestern graduating class: Illinois (19 percent), Ohio (17 percent), and Michigan (16 percent). Other Midwestern states contributed less than 10 percent each. And while the same three states will continue to contribute the most graduates, they'll see a net decline in their numbers by the end of the projection period, driving losses for the region as a whole.

Figure 2.13 depicts the overall decline in the number of public and nonpublic graduates in the Midwestern states, in terms of percentage change in three selected years compared to 2008-09. Only Kansas and Nebraska have positive growth in most years that results in net growth by the end of the projection period (10 percent and 7 percent, respectively).

Figure 2.14. States' Contribution to the Midwest's Change in Total High School Graduates (Relative to 2008-09)



The other Midwest states – Indiana, Iowa, Minnesota, Missouri, and Wisconsin – will follow a similar pattern throughout the projections, albeit with variable graduating class sizes in any given year. Most of these states have peak years in 2008-09 or 2009-10 and then see several years with no change or declines in graduating class sizes through 2020-21 to 2021-22, followed by growth through 2025-26 and then declines in the last two years of the projections period, again related to the recent reduction in births. Net declines in graduating classes by 2027-28 range from 4 to 5 percent for Indiana, Iowa, and Minnesota to 6 percent for Missouri and 10 percent for Wisconsin.

The Northeast

If the demographic future presented above for the Midwest in terms of school enrollments and graduates seems gloomy, the Northeast's is clearly more depressing: the region will also face persistent declines in school enrollments and graduates. The Northeast has struggled to retain its population. The number of births in the region went into freefall in the 1990s (Figure 2.15). Annual births fell by more than 197,000 between 1989 and 1997, a drop of 22.3 percent. Despite some leveling out since then, the region has continued on a modest downward trend – which turned steep again beginning in 2008.

Elementary and Secondary Enrollments

Public school enrollments in all grade levels in the Northeast topped out in 2004-05 at more than 7.4 million (Table 2.5), the same peak year that the seventh edition of *Knocking* projected. Since then the region has been in a decline that shows little sign of reversing, despite several years of smaller drops and minor growth. Public school enrollments are projected to be almost the same in 2016-17 as in 2008-09, with both points seeing around 240,000 fewer students (3 percent less) than the peak year of 2004-05. A similar story is apparent when looking at high school numbers. Public high school enrollments in the Northeast peaked in 2006-07, at 2.6 million students, and are not projected to go above 2.5 million again during the projection period. By 2024-25, public high school enrollments are projected to have declined to 2.4 million, a drop of about 6 percent from the 2006-07 high point and about 56,000 fewer students (2.2 percent) than 2010-11, the last year of reported enrollments.

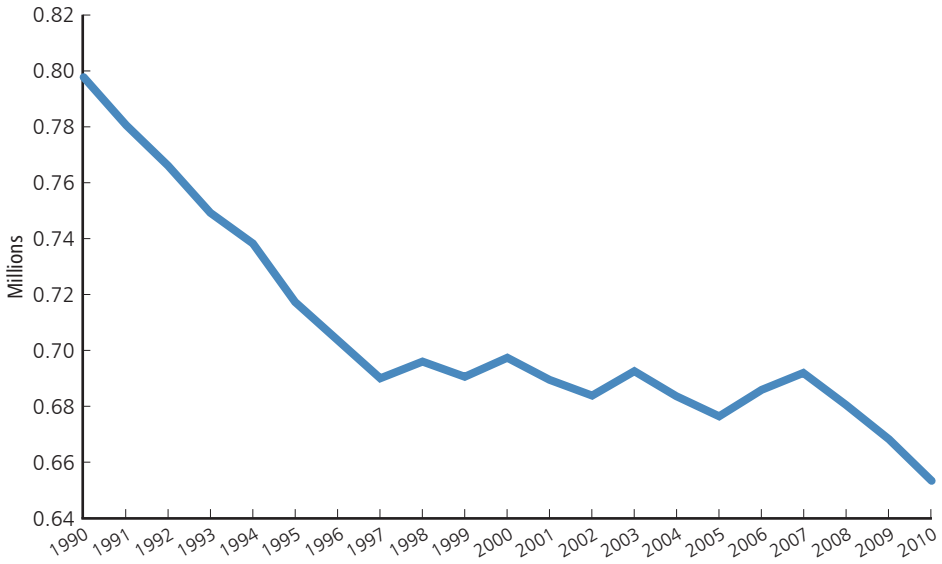
Nonpublic school enrollments in all grades also contribute to the Northeast's overall decline in graduates – dramatically so in a region that is home to a substantial portion of all private schools, and many of the most elite ones. Total nonpublic enrollments in grades one to 12 peaked in 2001-02 at 13.7 percent of total school enrollments. They fell by 183,000 students (15.5 percent) to 12.2 percent of total school enrollments by 2009-10, the last year of available data. As in other regions, nonpublic enrollments are projected to continue to decline. Total nonpublic enrollments will drop by 150,000 students (15 percent) from their 2009-10 level by 2016-17, becoming only 10.5 percent of total school enrollments.

High school nonpublic enrollments held steadier through 2009-10 and were 12.8 percent of total high school enrollments, presumably because of lower rates of migration between the public and private sectors and because the reduced levels of enrollments that began years earlier in lower grades had not yet shown up. But Northeastern nonpublic high school enrollments are predicted to decline precipitously, losing 109,000 students (29 percent) between 2010-11 and 2024-25, at which point nonpublic students will represent only 9.7 percent of total high school enrollments.

High School Graduates

The Northeast has produced more total public and nonpublic graduates each year for many years. It is

Figure 2.15. Births in the Northeast, 1990-2010



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

Table 2.5. Public and Nonpublic School Enrollments and Graduates, Northeast

	School Enrollments (Grades 1-12)			High School Enrollments (Grades 9-12)			Graduates		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
1996-97	7,050,478			2,167,545			428,595	74,223	502,818
1997-98	7,130,175	1,136,960	8,267,135	2,198,058	334,948	2,533,006	431,448	75,504	506,952
1998-99	7,185,479	1,142,880	8,328,359	2,211,300	340,174	2,551,474	437,156	76,782	513,938
1999-00	7,254,791	1,150,564	8,405,355	2,244,624	346,030	2,590,654	453,814	77,915	531,729
2000-01	7,311,922	1,165,442	8,477,364	2,280,813	351,936	2,632,749	457,638	79,042	536,680
2001-02	7,378,437	1,178,968	8,557,405	2,338,019	360,739	2,698,758	461,479	82,639	544,118
2002-03	7,415,942	1,152,537	8,568,479	2,393,705	360,759	2,754,464	477,241	86,229	563,470
2003-04	7,419,594	1,125,970	8,545,564	2,451,991	361,850	2,813,841	491,655	84,868	576,523
2004-05	7,426,250	1,097,582	8,523,832	2,508,719	362,393	2,871,112	503,528	83,278	586,806
2005-06	7,383,529	1,072,019	8,455,548	2,541,967	365,757	2,907,724	519,866	85,677	605,543
2006-07	7,379,854	1,069,615	8,449,469	2,599,961	368,063	2,968,024	536,697	85,417	622,114
2007-08	7,266,575	1,066,652	8,333,227	2,543,353	369,818	2,913,171	552,289	87,652	639,941
2008-09	7,181,072	1,030,547	8,211,619	2,502,750	369,646	2,872,396	552,973	88,929	641,902
2009-10	7,198,601	996,204	8,194,805	2,520,907	371,238	2,892,145	552,869	90,258	643,128
2010-11	7,234,643	969,518	8,204,161	2,499,857	362,079	2,861,936	553,381	90,143	643,523
2011-12	7,205,373	944,893	8,150,266	2,467,717	349,258	2,816,975	546,471	88,871	635,342
2012-13	7,182,558	921,258	8,103,816	2,442,784	334,737	2,777,521	536,840	87,257	624,097
2013-14	7,187,072	897,102	8,084,175	2,438,028	318,796	2,756,824	526,820	81,581	608,401
2014-15	7,204,610	877,667	8,082,278	2,456,691	306,789	2,763,480	527,126	78,389	605,514
2015-16	7,210,579	861,274	8,071,853	2,470,481	294,297	2,764,778	531,268	75,279	606,548
2016-17	7,191,302	846,508	8,037,810	2,474,018	282,184	2,756,202	533,164	71,869	605,034
2017-18				2,485,942	271,977	2,757,918	538,701	69,721	608,422
2018-19				2,493,433	266,973	2,760,407	538,242	66,373	604,615
2019-20				2,485,848	264,722	2,750,569	535,786	63,697	599,484
2020-21				2,490,102	265,554	2,755,656	544,249	62,069	606,318
2021-22				2,492,578	268,249	2,760,827	544,655	64,816	609,470
2022-23				2,483,140	266,909	2,750,050	532,503	64,135	596,639
2023-24				2,474,721	265,447	2,740,168	539,873	64,506	604,379
2024-25				2,444,241	262,153	2,706,393	545,163	64,689	609,851
2025-26							536,569	63,538	600,107
2026-27							527,251	62,744	589,996
2027-28							514,868	61,347	576,215

Note: Shaded area indicates the projected period.

projected to continue to do so through the class of 2011, which is projected to have 644,000 graduates. After this, the Northeast's graduating class sizes are projected to be progressively smaller each year, except for a couple of years of insignificant growth. Two decades later, by the end of the projections period, the class of 2028 will be 10 percent smaller than the class of 2009 (the most recent year of reported graduates), with almost 66,000 fewer graduates. About 58 percent of the decline will be among public high school graduates, whose numbers will drop by 38,000 (6.9 percent) between 2008-09 and 2027-28. However, the impact of shrinking nonpublic high school graduate numbers will be particularly strong in the Northeast: the nonpublic graduating class of 2028 will have about 28,000 fewer students than the class of 2009, a decline of 31 percent.

State Perspectives

Figures 2.16 and 2.17 both paint a uniformly bleak picture of the future supply of high school graduates in the Northeast, focusing on three years of interest. All states are anticipating declines over the long term – and mostly substantial ones at that. Figure 2.16 shows each state's projected decline in percentage terms in the three selected years relative to the most recent year of reported graduates, 2008-09. Figure 2.17 highlights the

five states projected to contribute most to the overall decline in the same three years.

In 2008-09, and historically, three states contributed the most to the Northeast's total public and nonpublic graduates: New York (33 percent), Pennsylvania (23 percent), and New Jersey (17 percent). These states are projected to continue to be the top producers of high school graduates in numeric terms at the end of the projections period. However, despite several years of projected variable growth, each of these states is expected to lose graduates by the end of the projections. New York, the state with the lowest net decline by the end of the projections period (1.5 percent), is projected to gain some share within the region and produce 36 percent of the total public and nonpublic graduates by 2027-28. Pennsylvania's graduating class will be 8 percent smaller, with almost 12,400 fewer students than in 2008-09. And New Jersey's graduating class will be almost 15 percent smaller, dropping by almost 16,000 students.

Massachusetts and Connecticut, despite variable years of small declines or growth in their graduating classes, are projected to experience declines of about 16 percent by 2027-28, with 13,000 and 6,700 fewer graduates, respectively, than in 2008-09. The remaining smaller states are projected to experience even higher rates of decline in their future graduating classes: Maine's and Vermont's will drop by 22 percent (3,600 and 1,800 fewer graduates in 2027-28 than in 2008-09, respectively); Rhode Island's by 27 percent (3,200 graduates); and New Hampshire's by 28 percent (4,900 graduates).

In all the Northeastern states, relatively high rates of decline are projected for public graduates over the long term. The drops range from 2.6 percent in New York and 5 percent in Pennsylvania to as high as 23 percent in Rhode Island and 25 percent in New Hampshire. For all Northeastern states, the rates of decline among nonpublic high school graduates between 2008-09 and 2027-28 will exceed 30 percent, except for New York, which is projected to "only" lose a quarter of its nonpublic graduates.

Figure 2.16. Percentage Change (Relative to 2008-09) in the Total Number of Projected High School Graduates in Northeastern States

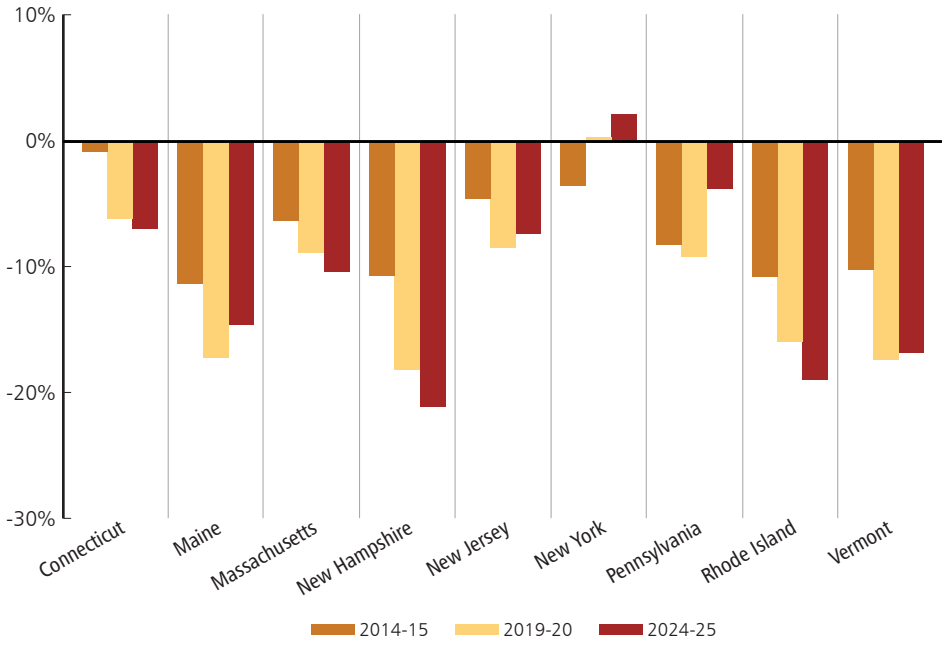
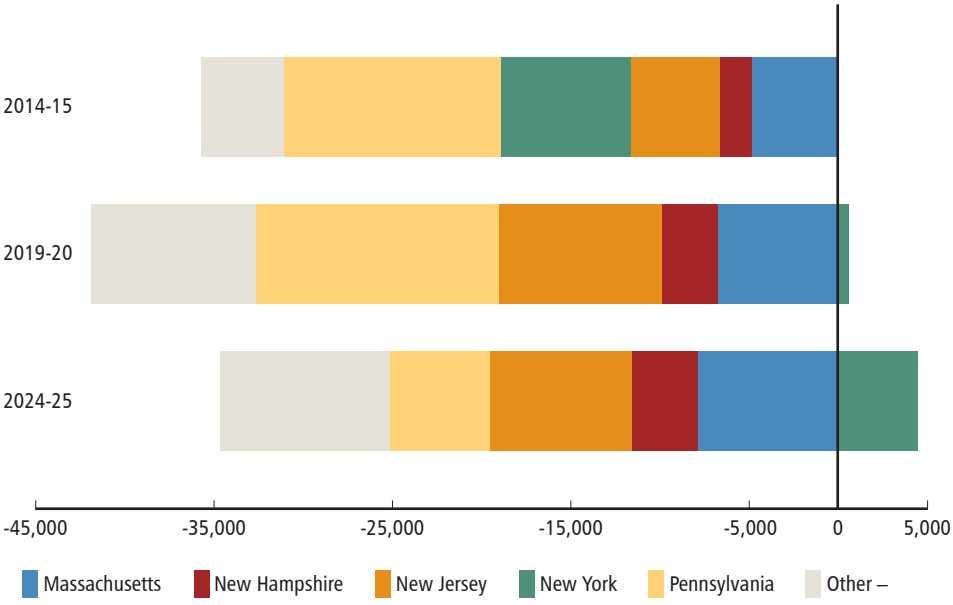


Figure 2.17. States' Contribution to the Northeast's Change in Total High School Graduates (Relative to 2008-09)



The South

The South is the most populous region in the nation and has been adding residents at a tremendous pace, through births and migration. While the South's growth owes much to migration patterns, the pace of births is equally important to future classes of high school graduates. The number of annual births in the South grew each year from 1995 to 2007, before declining from 2008 through 2010 (Figure 2.18). There were almost 256,000 more children born in 2007 to Southern mothers than there were in 1997, an 18 percent increase compared to a decade earlier.

Elementary and Secondary Enrollments

Rapid population growth is sure to create capacity challenges for schools and postsecondary institutions in many places throughout the South. Table 2.6 shows actual and projected enrollments and graduates for public and private schools in the region. Public schools can expect to see the continuation of a steady and rapid increase in the number of students at all grade levels through the 2016-17 academic year. Projections indicate that public school enrollments will climb by 922,000 students, an increase of 5.5 percent, between 2010-11 and 2016-17. Nonpublic school enrollments are projected to decrease by about 5 percent between 2009-10 (the last year for which observable data for this sector were available) and 2016-17. Public high schools in the South will add a projected 589,000 students between 2010-11 and 2024-25, about 11 percent, with pretty consistent annual rates of growth and a decline only in the last projected year. On the other hand, nonpublic high schools in the region will see an enrollment decrease of 13.7 percent (about 57,000 students) by 2024-25, compared to 2009-10.

High School Graduates

The increasing enrollments in the South will translate into many more high school graduates, if historical trends continue. The South is projected to have positive growth in its public graduating class sizes, with an average annual rate of growth of 1.1 percent in 10 of the 13 years between 2008-09 and 2021-22, followed by expanded growth up through 2024-25. The peak year graduating class of 2025 will be 16 percent larger than the class of 2009 (about 175,000 graduates). After this, the South's public graduating classes are projected to decline, coincident with the recent decline in births. Despite that projected decline, by the last year of these projections, the South's graduating class will have expanded by almost 8 percent (83,000 graduates).

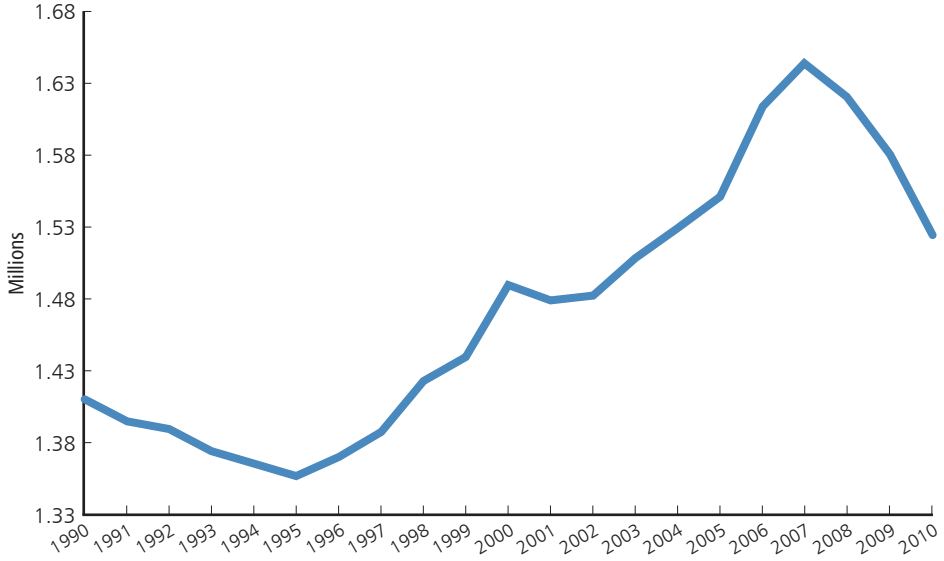
Nonpublic graduating classes will see consistent declines for most of the years of the projections: 2.3 percent on average, with the exception of a brief spike in graduates between 2020-21 and 2024-25, related in part to the birth surge in the early to mid 2000s. By the end of the projections period, nonpublic schools in the South will have experienced a net loss of almost 19,000 graduates, about 19 percent.

State Perspectives

Figure 2.19 shows the percentage change in the total public and nonpublic graduates for the Southern states and D.C. at three selected years relative to 2008-09. Figure 2.20 highlights the five states that contribute the highest number of graduates to the regional change in these three years of interest. Three of these states contributed almost half (47 percent) of the graduates in 2008-09: Texas (24 percent), Florida (15 percent), and Georgia (8 percent). These same states' share of all Southern high school graduates will increase to 49 percent by the end of the projections period, with Texas's share climbing to 28 percent of the total by 2027-28. As depicted in both charts, graduates from Texas will dominate the story, both in terms of numerical contribution to the regional total and percentage increase over time.

Texas's graduating class size, which was 277,000 in 2008-09, is projected to increase by 25 to 30 percent

Figure 2.18. Births in the South, 1990-2010



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

Table 2.6. Public and Nonpublic School Enrollments and Graduates, South

	School Enrollments (Grades 1-12)			High School Enrollments (Grades 9-12)			Graduates		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
1996-97	14,648,584			4,436,463			789,143	72,552	861,695
1997-98	14,833,066	1,322,595	16,155,661	4,516,012	353,155	4,869,167	821,372	77,613	898,985
1998-99	14,997,235	1,357,266	16,354,501	4,565,440	364,285	4,929,725	835,286	82,619	917,905
1999-00	15,143,913	1,391,937	16,535,850	4,632,114	375,420	5,007,534	861,498	83,320	944,818
2000-01	15,316,500	1,421,070	16,737,570	4,676,673	383,380	5,060,053	866,693	83,560	950,253
2001-02	15,484,182	1,446,392	16,930,574	4,766,673	389,251	5,155,924	890,643	86,147	976,790
2002-03	15,667,855	1,440,347	17,108,202	4,881,025	392,975	5,274,000	930,476	90,514	1,020,990
2003-04	15,826,991	1,436,107	17,263,098	4,984,752	398,133	5,382,885	946,808	91,715	1,038,523
2004-05	15,999,362	1,442,071	17,441,433	5,101,701	409,002	5,510,703	953,206	92,563	1,045,769
2005-06	16,156,508	1,448,668	17,605,176	5,212,058	420,667	5,632,725	961,344	95,599	1,056,943
2006-07	16,325,236	1,462,726	17,787,962	5,294,984	427,874	5,722,858	986,801	96,132	1,082,933
2007-08	16,455,290	1,480,423	17,935,713	5,330,516	439,713	5,770,229	1,031,773	101,761	1,133,534
2008-09	16,512,400	1,422,023	17,934,423	5,319,828	425,191	5,745,019	1,068,270	97,802	1,166,072
2009-10	16,623,501	1,369,321	17,992,822	5,347,029	416,093	5,763,122	1,076,194	98,517	1,174,711
2010-11	16,730,729	1,350,770	18,081,499	5,366,198	408,674	5,774,872	1,092,516	96,624	1,189,140
2011-12	16,830,851	1,339,328	18,170,178	5,337,141	400,452	5,737,593	1,080,402	94,669	1,175,071
2012-13	17,007,829	1,331,780	18,339,609	5,339,771	390,826	5,730,596	1,083,258	92,834	1,176,092
2013-14	17,212,297	1,321,564	18,533,861	5,374,432	380,420	5,754,852	1,051,890	90,876	1,142,765
2014-15	17,431,515	1,312,276	18,743,791	5,483,472	370,620	5,854,092	1,071,169	88,101	1,159,270
2015-16	17,583,356	1,306,735	18,890,091	5,574,033	361,280	5,935,313	1,089,712	85,249	1,174,961
2016-17	17,652,589	1,299,963	18,952,552	5,620,893	351,361	5,972,254	1,109,932	83,964	1,193,897
2017-18				5,649,509	340,069	5,989,578	1,135,177	82,127	1,217,304
2018-19				5,652,511	338,429	5,990,941	1,141,065	79,441	1,220,506
2019-20				5,698,937	340,773	6,039,710	1,133,747	76,202	1,209,949
2020-21				5,821,364	349,277	6,170,641	1,137,907	73,670	1,211,576
2021-22				5,954,719	360,939	6,315,658	1,138,130	79,968	1,218,098
2022-23				6,046,148	364,307	6,410,455	1,171,598	81,079	1,252,677
2023-24				6,054,553	364,706	6,419,259	1,222,967	83,735	1,306,702
2024-25				5,955,050	359,126	6,314,176	1,243,071	84,654	1,327,725
2025-26							1,222,432	83,297	1,305,730
2026-27							1,191,682	81,819	1,273,501
2027-28							1,151,323	78,924	1,230,247

Note: Shaded area indicates the projected period.

over the long term, to almost 360,000 graduates in 2026-27, before dropping back slightly to 346,000 graduates in 2027-28, the last year of the projections. In contrast to the majority of other states in the region and across the nation, Texas will see increases among nonpublic graduates: a rise of almost 20 percent by 2027-28. Florida will see its graduate numbers shrink by 2.1 percent between the class of 2009 and 2028. With the exception of the brief spike in graduates projected for all of the Southern states between 2023-24 and 2026-27, Florida's graduating classes are projected to diminish in size after peaking in 2010-11 at 158,000 graduates, with classes hovering between 144,000 and 154,000 graduates each year. Georgia's graduate numbers peaked in 2008-09 at 88,000. Following this, Georgia is projected to have generally consistent growth, achieving a new peak graduating class of 102,000 graduates in 2024-25, a 16 percent increase over 2008-09. Its numbers are then projected to drop to 91,000 graduates by 2027-28, in response to birth declines, showing 3 percent net growth from 2008-09.

Many other Southern states are projected to see a similar pattern of peak graduating classes in the early years of the projections, followed by modest growth or decline, a brief spike to new peaks between 2023-24 and 2026-

27, and finally reductions related in large part to the recent birth declines. The dark red bar in Figure 2.19 depicts this, showing how, for the academic year 2024-25, almost all states are projected to experience growth, and at quite high rates. As shown in Figure 2.20, in 2024-25 the combined graduates from the South's smaller states number almost 52,000, or 42 percent of the total growth, a substantial addition to the graduates from top producers Texas, Georgia, North Carolina, and Florida. In sum, most of the states in the South are projected to experience growth or stability in their graduating class sizes, though trends will vary. Only the District of Columbia and to a lesser extent Maryland, West Virginia, and Mississippi are projected to have generally flat or declining graduating classes throughout the period. As with the rest of the nation, nonpublic school graduating classes are projected to decline over the projections period in all Southern states, except for Texas and Delaware.

Summary

Nationally, these projections indicate that the U.S. is seeing the first overall decline in its number of high school graduates in more than a decade. While there will be small spurts of growth throughout the projection period, the graduating classes of 2018 through 2023 will hover just below the high of 3.4 million that our model suggests occurred with the class of 2011. Even in the outer years of our projections, there

Figure 2.19. Percentage Change (Relative to 2008-09) in the Total Number of Projected High School Graduates in Southern States and D.C.

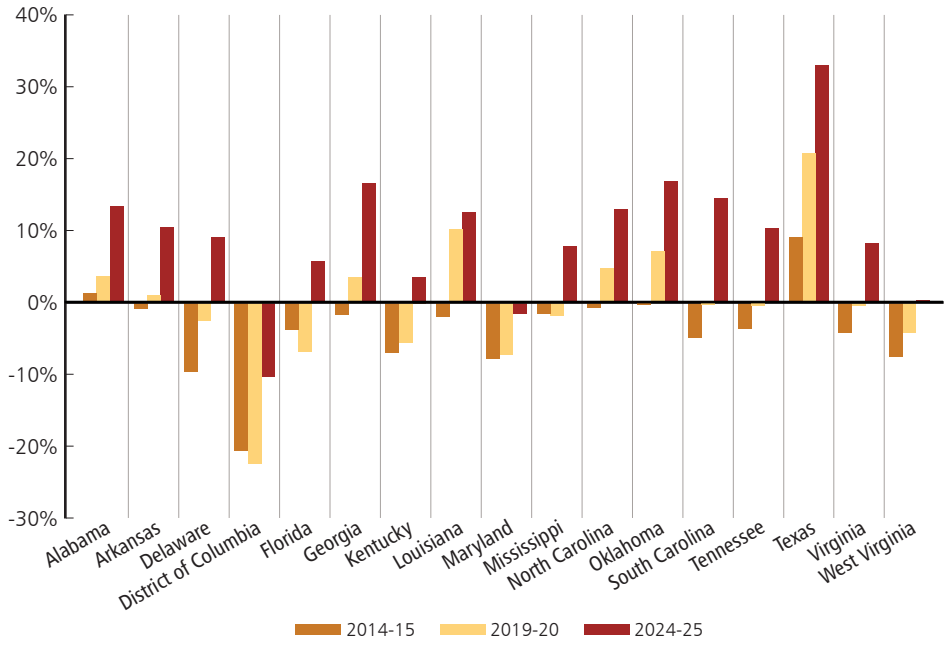


Figure 2.20. States' Contribution to the South's Change in Total High School Graduates (Relative to 2008-09)

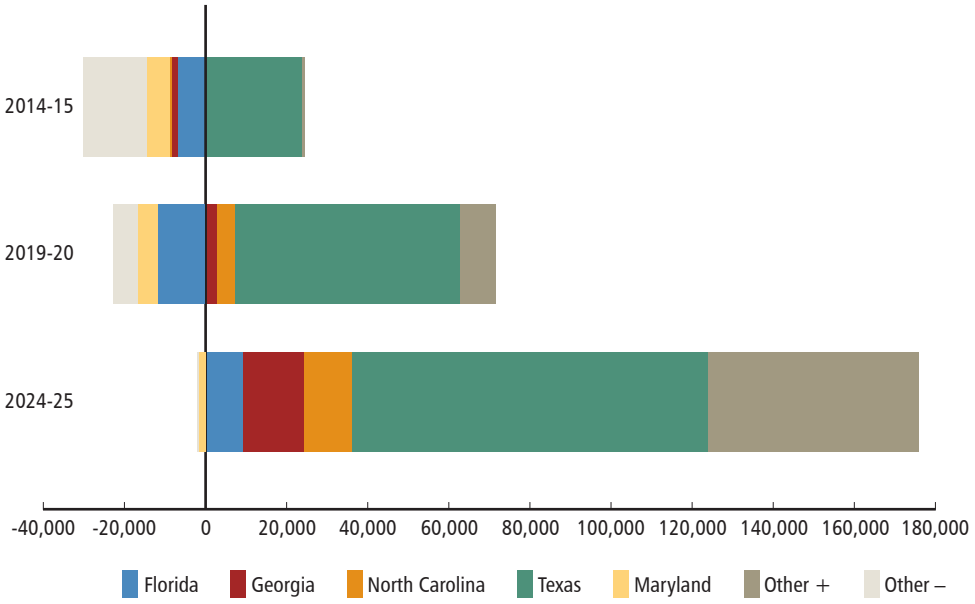


Figure 2.21. Percent Change in Public and Nonpublic High School Graduates, by State, 2008-09 to 2014-15

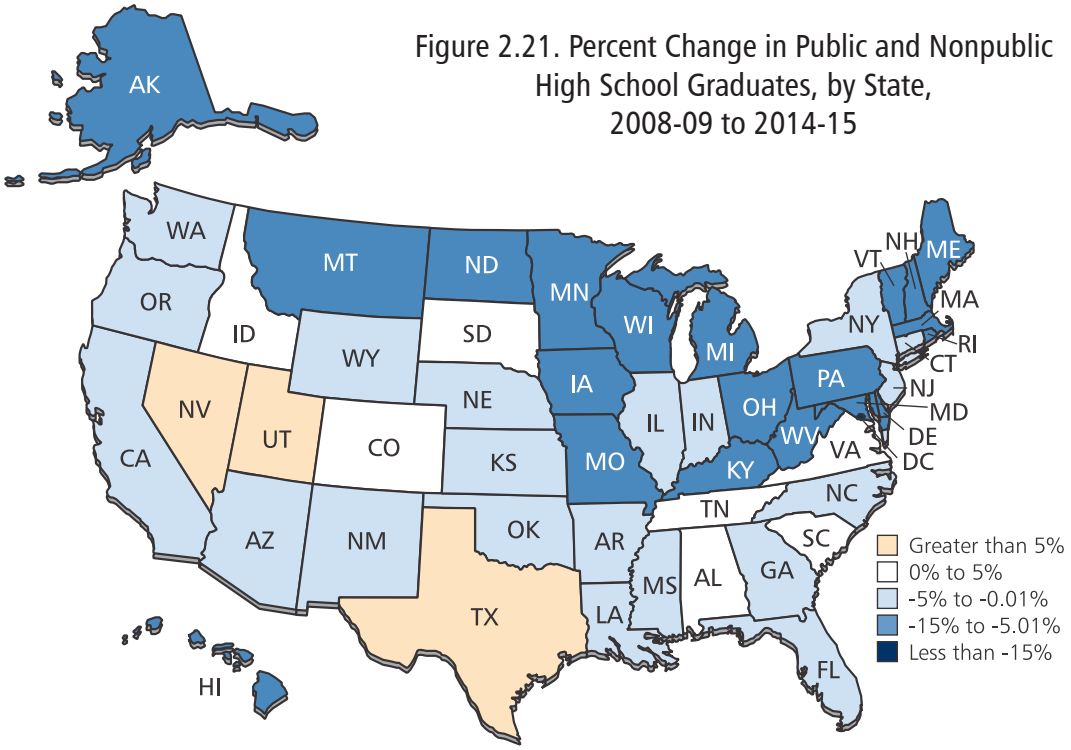
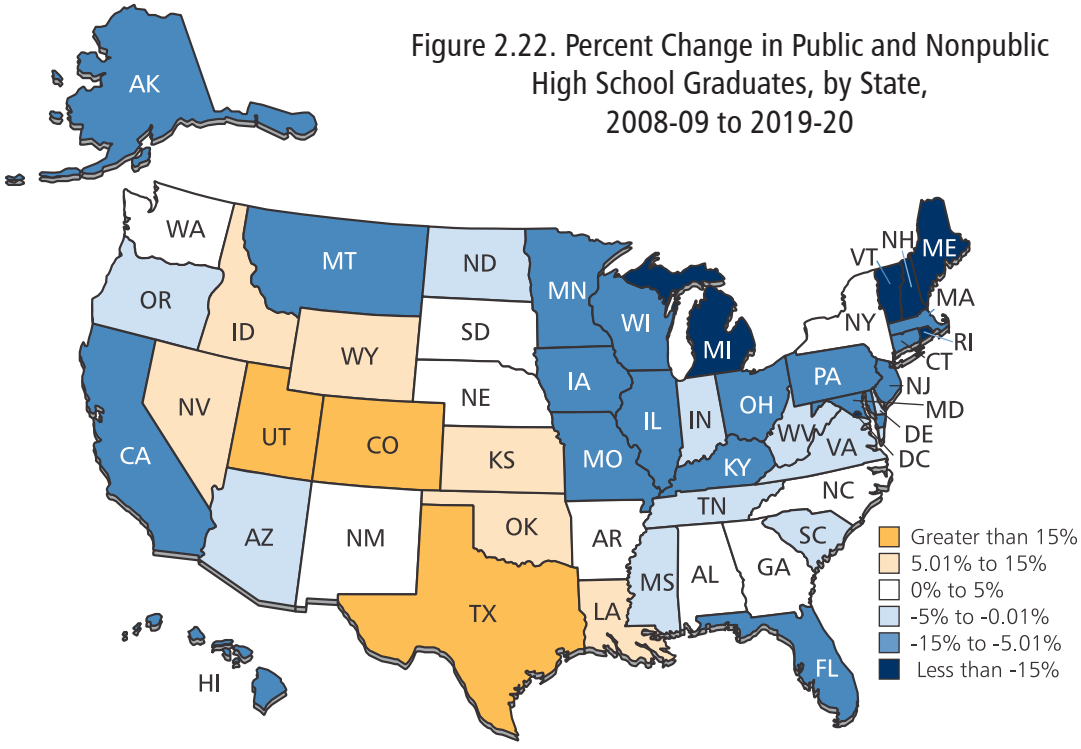


Figure 2.22. Percent Change in Public and Nonpublic High School Graduates, by State, 2008-09 to 2019-20



will only be a three-year period between 2024 and 2026 when graduating classes will exceed the previous peak, before beginning a decline that pairs with the drop in births that began with the 2007 recession. Declines are projected for both public and private high school graduates, with particularly steep declines in the nonpublic sector. While these projections assume no major changes in historical trends in schooling choices, it would be surprising if such dramatic declines did not influence nonpublic schools to adjust policies, such as those relating to tuition or admissions, moves that would inevitably affect students in both sectors.

Figures 2.21 and 2.22 illustrate projected changes in the states over the short term (six years) and the medium term (11 years). Together, the two figures point to how the forecast changes from state to state and how it differs among states over the two timeframes. While the first half of the period will be characterized by less growth and moderate declines in many places throughout the country, by 2020 growth will pick up and will be fairly significant in certain states. In both cases a number of states in the West and the South stand out for their rapid growth. By contrast states in the Northeast, the upper Midwest, and portions of the West can expect to see their production of high school graduates erode.

Endnotes

[1] U.S. Census Bureau, State and County QuickFacts, data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits, and Consolidated Federal Funds Report, accessed 20 November 2012 from <http://quickfacts.census.gov/qfd/states/00000.html>.

[2] Brady E. Hamilton, Joyce A. Martin, and Stephanie J. Ventura, "Births: Preliminary Data for 2011," National Vital Statistics Reports 61, no. 5 (Hyattsville, MD: National Center for Health Statistics, 2012).

[3] Philip Martin and Elizabeth Midgley, "Immigration in America 2010," *Population Bulletin Update* (Washington, D.C.: Population Reference Bureau, 2010), accessed 30 November 2012 from <http://www.prb.org/Publications/PopulationBulletins/2010/immigrationupdate1.aspx>; Jeffrey Passel, D'Vera Cohn, and Ana Gonzalez-Berrera, "Net Migration from Mexico Falls to Zero – and Perhaps Less" (Washington, D.C.: Pew Hispanic Center, 2012).

[4] WICHE, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022* (Boulder, CO: WICHE, 2008).

[5] Selected resources include: U.S. Census Bureau, Population Division, "Interim State Population Projections, 2005," accessed 20 November 2012 from <www.census.gov/population/projections/data/state/projectionsagesex.html>. David Ihrke, Carol Faber, and William Koerber, "Geographic Mobility: 2008 to 2009," *Current Population Reports*, 20-565 (Washington, D.C.: U.S. Census Bureau, 2011), Figure 3; U.S. Census Bureau, "Domestic Migration Across Regions, Divisions, and States: 1995 to 2000" (Washington, D.C.: U.S. Census Bureau, 2003); U.S. Census Bureau, "Domestic Migration in the United States: 2000 to 2004" (Washington, D.C.: U.S. Census Bureau, 2006); U.S. Census Bureau, "Current Population Survey, 2011 Annual Social and Economic Supplement" (Washington, D.C.: U.S. Census Bureau, 2011), Table 13.

[6] For example, the previous Census long form asked about moves in the previous five years, but the more recent annual American Community Survey replaced the Census question with a question about moves within the last year.

[7] See also William J. Hussar and Tabitha M. Bailey, *Projections of Education Statistics to 2020*, NCES 2011-026 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2011), 7.

[8] U.S. Census Bureau, Population Division, "Table 5. Cumulative Estimates of the Components of Resident Population Change by Race and Hispanic Origin for the United States: April 1, 2000 to July 1, 2009," NC-EST2009-05 (Washington, D.C.: U.S. Census Bureau, 2010), accessed 19 November 2012 from <www.census.gov/popest/data/national/asrh/2009/index.html>.

[9] Luke J. Larsen, "The Foreign-Born Population in the United States: 2003" (Washington, D.C.: U.S. Census Bureau, 2004), Figure 4.

[10] All nonpublic school enrollment and graduate numbers are estimates because the source of nonpublic data is the Private School Universe Survey (PSS), administered by NCES, and by definition survey results are estimates. Because the PSS is biennial, alternate years are imputed estimates, based on data from the PSS.

[11] Phone interview with Brian Gray, Communications Office, National Catholic Educational Association, 31 July 2012.

[12] Dale McDonald and Margaret Schultz, *United States Catholic Elementary and Secondary Schools, 2011-2012: The Annual Statistical Report on Schools, Enrollment and Staffing* (Arlington, VA: National Catholic Educational Association, 2012), 2-12.

[13] Ibid.

[14] WICHE calculation, based on statistic that more than 611,226 students were enrolled in National Association of Private Schools' member schools in 2008-09, information from NAIS, accessed 25 November 2012 from <www2.nais.org/indexPrint.cfm?print=Y&ItemNumber=149198>. WICHE also used data from the NCES Private School Universe Survey for 2008-09 (see Appendix B).

[15] Phone interview with Myra McGovern, senior director, public information, National Association of Independent Schools, 30 July 2012.

[16] 2010-11 was the last year of available reported data for public school enrollments, and 2009-10 was the last year for nonpublic school enrollments; 2010-11 is referenced as the last year of available data when referring to the total of public and nonpublic enrollments, since public school students compose more than 90 percent of the total on average.

Chapter 3. PROJECTIONS BY RACE/ETHNICITY

While Chapter 2 concentrated on changes in the overall number of high school graduates, as well as broad implications about ensuring adequate capacity and maintaining quality in response to those changes, this chapter is devoted to projections for high school graduates broken down by race/ethnicity, focusing on how the continuing diversification of our younger population will impact the nation, regions, and states.

Before wading into the details, it is important to note two factors in relation to the race/ethnicity data on which the projections are built. First, race/ethnicity is largely self-reported, and the data systems where such information is stored can contain more than one racial/ethnic classification for the same individual over time. More importantly, the U.S. Department of Education mandated that states, school districts, postsecondary institutions, and others subject to a regulatory reporting requirement report race/ethnicity data under new categories, based on a revised set of survey items. This requirement went into full effect in 2010-11, the most recent year for which WICHE was able to obtain enrollment data on which to build its projections (though some data sources voluntarily adopted the new categories earlier).[1] These changes appear to have had a relatively minor effect on enrollment counts by grade level in general. Yet they have an unknown but potentially significant impact on the projected data. Because our projections rely on several years of comparable data, we report actual and projected data in the five mutually exclusive racial/ethnic categories in use prior to the mandated changes, with adjustments to account for all students. Thus, our Asian/Pacific Islander category combines the now separated Asian and Native Hawaiian or Other Pacific Islander categories, and we distributed students counted in the new Two or More Races category proportionately among the five old categories. More information about the changes and WICHE's efforts to minimize their spurious effects on the projections can be found in the next chapter on sources and methods. What is necessary to understand is that the effects of this change on the projections cannot be known at this early stage.

Additionally, the analysis in this chapter focuses on individuals attending and graduating from public schools only – the large majority of individuals in K-12 education (see Table 3.1). Data on student enrollments at (and graduates of) private schools are not included, as they are not disaggregated by race/ethnicity in a consistent manner at the state level. Data on homeschooled students are not included for the same reason. It is worth noting that student bodies at private schools across the nation, as well as homeschooled students, are disproportionately White non-Hispanic.

Even with these caveats in mind, the demographic shifts along racial/ethnic lines that this publication projects are a continuation of trends long evident in national and state-level data. In fact, WICHE has been predicting rapid growth in the non-White population of graduates for at least the past two editions of this report. The 2010 Census showed that the share of the national population that was not White climbed by 5.7 percent in a single decade. It also indicated that all states experienced increased racial and ethnic diversity, though at varying rates.[2] Both the U.S. Census Bureau and state demographers expect diversification to continue, with younger generations driving much of the change.[3]

As manifested in the composition of high school graduating classes, and viewed nationally, the demographic changes are mostly due to extraordinarily rapid growth among individuals of Hispanic origin, combined with roughly equal declines in the number of White non-Hispanics. Changes in the number of graduates of Asian/Pacific Islander and Black non-

Table 3.1. Percent Distribution of Students by Race/Ethnicity in Public, Nonpublic, and Homeschools, 2007-08

Race/Ethnicity	Public Schools	Nonpublic Schools	Homeschools
White non-Hispanic	55.5%	74.5%	76.8%
Black non-Hispanic	16.7	9.8	4.1*
Hispanic	20.4	9.6	9.8
Asian/Pacific Islander	4.8	5.4	1.9*
American Indian/Alaska Native or Other	1.2	0.6	7.4

Note: Totals may not sum to 100 due to rounding.

* Estimates for homeschooled students are unstable; coefficient of variation is 30 percent or more.

Sources: NCES, Common Core of Data; Broughman, Swaim, and Keaton, *Characteristics of Private Schools in the United States: Results from the 2007-08 Private School Universe Survey*; Grady and Bielick, *Trends in the Use of School Choice: 1993 to 2007*.

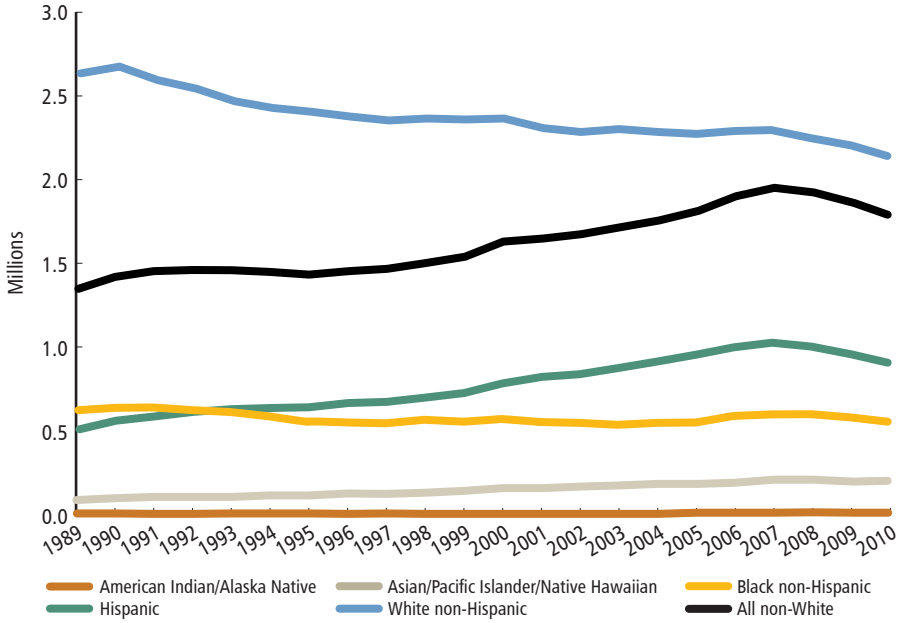
Hispanic descent are also important contributing factors, with growth in the former group largely offsetting decreases in the latter. The number of American Indians/ Alaska Natives, already the smallest subpopulation, is expected to remain fairly stable over time. Already, in several states – including California, Hawaii, Mississippi, New Mexico, and Texas – more than half the high school graduates come from non-White backgrounds. But no states will escape the necessity of addressing the particular needs of a diversifying student body.

Unfortunately, our track record nationally in serving underrepresented populations (Black non-Hispanics, American Indians/ Alaska Natives, and Hispanics) has been wanting, resulting in persistent gaps in educational attainment. The nation and individual states have been able to sidestep the need to do better because the economic consequences of not closing those gaps have not been particularly dire. However, today's globally integrated economy increasingly rewards only those societies whose people have accumulated knowledge and skills. As a result our nation's competitive advantage lies more than ever in its ability to unleash creativity and drive innovation, leveraging the skills and abilities of *all* its citizens. The U.S. can no longer afford to tolerate the wide attainment gaps that are its historical legacy in an age when innovation is driven in part by diversity. The ongoing, rapid diversification our projections portend will, ideally, cause policymakers, institutional leaders, and practitioners to recognize that the status quo is no longer sustainable. The time has come to explore new ways to deliver quality curricula; to provide necessary support services; to ensure that financial barriers and fiscal realities do not derail students from reaching their goals; to find ways to scale up interventions that are proven effective; and to align the incentives embedded in state and institutional policies, especially finance policies, with student success goals.

Components of Change

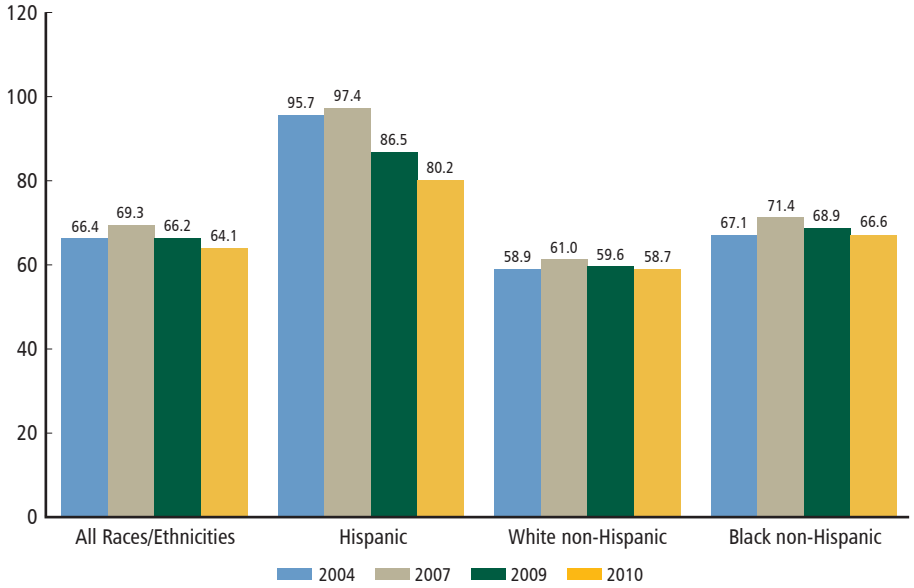
The components of change that contribute to the shifts in the racial/ ethnic profile of high school classes include: birth rates, mortality, retention in grade level, acceleration in grade level and early graduation, dropout rates, the rates at which students earn an "award" from high school that is not generally recognized as a high school diploma (i.e., a certificate of attendance), the rates at which individuals earn a General Education Diploma (GED), immigration from other countries, migration among states, and migration between schooling options (public, private,

Figure 3.1. Births in the U.S., by Race/Ethnicity



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

Figure 3.2. Fertility Rates, by Race/Ethnicity



Note: Fertility rates measure the number of live births per 1,000 women aged 15 to 44.
Source: National Vital Statistics Reports 61, no. 1 (August 2012), Tables 1 and 5.

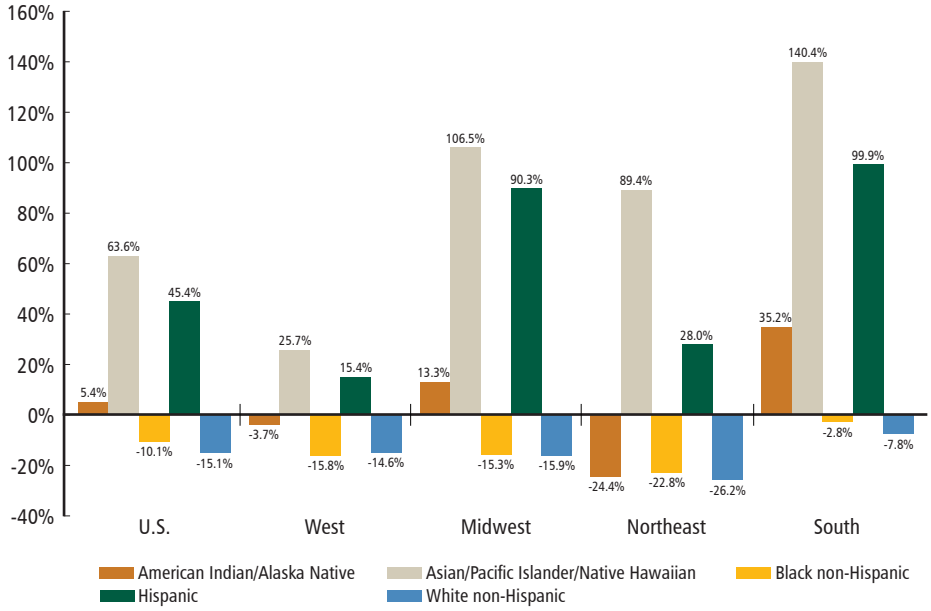
and homeschool). Apart from births, our data do not allow us to unpack precisely how significant each of these may be in influencing the number of graduates for each group. But it is useful to call out the findings from relevant research for some of these factors.

Births are obviously a major factor in how our projections play out. While White non-Hispanic mothers give birth to the most children overall, the gap between births to White non-Hispanic and all non-White mothers has been narrowing rapidly: in 2010 the gap was about 360,000 births (Figure 3.1). This corresponds to overall changes in the racial/ethnic composition of the population, but it is also the product of big differences in fertility rates. Though they have declined considerably for all races/ethnicities over the most recent years for which data are available, in 2010 the fertility rate for Hispanic women was more than a third higher than that of White non-Hispanics, while the fertility of Black non-Hispanic women was about 13 percent higher (Figure 3.2).

In total, between 1992 and 2010 (the births cohorts to which our projected data apply), the number of births to White non-Hispanics fell 15.1 percent, while Hispanic and Asian/Pacific Islander births grew by 45.4 percent and 63.6 percent, respectively (Figure 3.3). Births to Black non-Hispanic mothers also dropped by 10.1 percent. In fact, the number of Hispanics born surpassed the number of Black non-Hispanic births nearly two decades ago, in 1993, when Hispanic births ranked second only to those of White non-Hispanics. Differences in the percent change in the number of births were less extreme in the West than in other regions.

A second, and politically contentious, component of change is immigration from foreign countries. As documented by the Pew Hispanic Center, over a four-decade period beginning in 1970, immigrants from Mexico have accounted for the most significant in-migration from one country to the U.S., adding significantly to the Hispanic population captured in the data we use to make projections. However, it appears as though that trend may be slowing: from about 2005 to 2010, the number of new immigrants from Mexico roughly equaled the number of Mexican-born U.S. residents who opted to return to Mexico.[4] While the focus of the immigration debates has been on Mexico, immigration from other regions of the

Figure 3.3. Percent Change in Births Between 1992 and 2010, by Region and Race/Ethnicity



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

Table 3.2. Change in the Foreign-born Population

	2000 Population	2010 Population	Change 2000-2010	Percent Change 2000-2010	Share of Total Change (%)
Mexico	9,163,463	11,746,539	2,583,076	28.2%	29.4%
South and East Asia	7,195,764	9,930,118	2,734,354	38.0	31.1
Caribbean	2,954,820	3,730,817	775,997	26.3	8.8
Central America	2,029,383	3,007,288	977,905	48.2	11.1
South America	1,920,007	2,739,594	819,587	42.7	9.3
Middle East	1,137,898	1,421,063	283,165	24.9	3.2
All Other	6,732,146	7,341,456	609,310	9.1	6.9
Total	31,133,481	39,916,875	8,783,394	28.2	100.0

Source: Patten, *Statistical Portrait of the Foreign-Born Population in the United States, 2010*, Table 4.

world is also significant in reshaping the racial/ethnic profile of the U.S. population and high school graduate demographics. In fact, between 2000 and 2010, the population of individuals born in South and East Asia actually grew more quickly than the Mexico-born population, in terms of numbers, percent, and the overall share of new foreign-born residents (Table 3.2).

National Trends

Births and migration are the engines behind the shifting racial/ethnic composition of the U.S. population. Since it is possible to anticipate the downstream effects of both phenomena, no one involved in education should be surprised by the patterns of escalating diversification. As stated by Kenneth Prewitt, a former Census Bureau official, "Anyone who follows what's going on in demography will not learn much new from [Census 2010]."[5] The cascading effects of these demographic changes are obvious, as cohorts of students pass through each grade level and on to graduation from high school.

Public Elementary and Secondary Enrollments

Table 3.3 shows the actual number of pupils by race/ethnicity for the academic years 2005-06 through 2010-11, with projections through 2016-17. It reveals a steady increase of Hispanics and Asians/Pacific Islanders through the last six years of actual data, as well as sizeable increases in the projected years. Meanwhile, the number of White non-Hispanics enrolled in public schools has been on an extended decline, with the exception of the last year of actual data, 2010-11. The number of Black non-Hispanics is also dropping, with a temporary bump in the 2008-09 academic year.

A comparison of 2016-17 projections to 2010-11 actual data indicates that the nation can expect to see a further decline of 3.7 percentage points in the proportion of White non-Hispanics enrolled in public schools, which will be accounted for almost entirely by growth in the share of Hispanics. It is possible to see the cascading effect of increased diversity by looking at the racial/ethnic composition by grade level for one academic year. Figure 3.4 shows data for grades one through eight in 2009-10, demonstrating the decline of White non-Hispanic students as a share of each successive cohort. While eighth graders attending public schools in 2009-10 were 55.7 percent White non-Hispanic, the cohort eight years younger was only 52.8 percent White non-Hispanic.

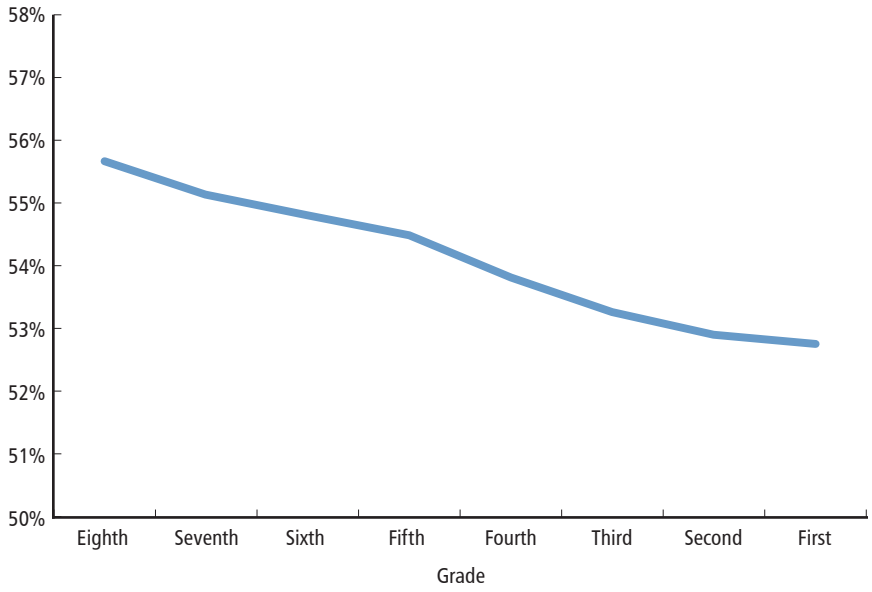
Additionally, the same cohort tends to get progressively more diverse as its members move through public schools. This reflects the combined effects of several factors: families moving in and out of the nation and in and out of public schools; retention in grade and grade advancement; and other elements, like families reclassifying their students' race/ethnicity. One might expect that, all other things being equal, the racial/ethnic composition of a cohort would remain the same as time passes – or at least that cohorts would not consistently become more or less diverse – since a cohort is likely to consist primarily of the same individuals over time. Yet Table 3.4 shows that first grade cohorts from 1998 through 2002 got progressively more diverse by the time they had reached eighth grade; in the five

Table 3.3. U.S. Public School Enrollments at All Grade Levels (1-12), by Race/Ethnicity

	American Indian/ Alaska Native	Asian/ Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic
2005-06	536,528	2,037,528	7,480,219	8,504,642	25,283,403
2006-07	530,611	2,076,262	7,413,170	8,799,946	24,951,685
2007-08	528,797	2,134,581	7,402,440	9,070,117	24,618,576
2008-09	530,507	2,239,876	7,420,051	9,244,782	24,385,947
2009-10	539,459	2,274,341	7,347,746	9,613,415	24,114,840
2010-11	523,360	2,321,897	7,296,129	10,093,714	24,202,327
2011-12	527,861	2,379,246	7,210,437	10,368,348	23,908,426
2012-13	533,401	2,450,116	7,185,164	10,673,239	23,709,694
2013-14	542,057	2,534,032	7,204,537	10,992,547	23,566,508
2014-15	552,606	2,619,567	7,265,037	11,313,160	23,459,312
2015-16	561,763	2,687,041	7,289,202	11,565,405	23,299,636
2016-17	567,022	2,755,691	7,286,714	11,726,389	23,094,642

Note: Shaded area indicates the projected period.

Figure 3.4. First Through Eighth Grade Enrollments of White non-Hispanics in Public Schools, 2009-10



cohorts shown, diversity increased by an average of 1.12 percentage points.

To obtain a longer view of enrollment changes, Table 3.5 examines enrollment in public high schools only. This focus on high school students captures both the diversifying trends evident in the previous analysis of all grade levels and the effects of varying levels of dropout by race/ethnicity (Table 3.6). White non-Hispanics and Asians/Pacific Islanders have substantially lower dropout rates than other races/ethnicities, which tends to slow the rate at which both enrollments and graduates are diversifying. Examining only the actual data that are available suggests that the share of White non-Hispanics attending public high schools nationwide fell substantially between 2005-06 and 2010-11, losing 4.3 percentage points, almost entirely to Hispanic students. Projecting enrollments outward suggests that White non-Hispanics will no longer be the majority in our nation's public high schools by 2020-21. Actual and projected data suggest that the numbers of both White non-Hispanic and Black non-Hispanic students attending public high schools across the country have already peaked, the former in 2005-06 at 8.9 million and the latter in 2008-09 at 2.5 million. By 2019-20 their numbers are both projected to fall from these peaks, by 13 percent and 9 percent, respectively. In the meantime the numbers of Asians/Pacific Islanders and Hispanics enrolled will climb without interruption, rising by approximately 229,000 students (29.5 percent) and 850,000 students (27.3 percent), respectively, between 2010-11 and 2019-20.

High School Graduates

As the pipeline of entering students grows more diverse, the racial/ethnic composition of the public high school graduating class nationally will also increasingly be composed of students of color. Figure 3.5 shows the extent to which that is projected to happen. It highlights how a steep decline in the proportion of White non-Hispanic graduates will be almost completely offset by growth in the number of Hispanic graduates, while declines in the number of Black non-Hispanics will be made up for by increases in the number of Asians/Pacific Islanders. The projected result is that public high school graduating classes are marching inexorably away from having a single racial/ethnic group compose the majority, flirting with but not quite reaching that milestone by the end of the projections in 2027-28.

Figure 3.6 shows the same data in order to highlight the relative growth rates of the different races/ethnicities, all compared to 2008-09, the most recent year of actual data on graduates. The graph indicates, for instance, that the number of high school graduates of Hispanic descent will be approximately 21 percent higher in 2014-15 than in 2008-09; by 2019-20 it will be roughly 41 percent higher, and so on. (The growth or decline represented is specific to each racial/ethnic group.)

Thus, the graph shows that the number of American Indians/Alaska Natives and Black non-Hispanics graduating from high school should experience a slight

Table 3.4. White non-Hispanic Share of First Graders vs. Eighth Graders in Public Schools

First Grade Cohort	White non-Hispanic Share		Difference in Percentage Points, First Grade-Eighth Grade
	First Grade	Eighth Grade	
1998-99	59.3%	58.2%	1.07%
1999-00	58.1	57.2	0.98
2000-01	57.8	56.6	1.23
2001-02	57.3	56.1	1.23
2002-03	56.8	55.7	1.09
Average Difference			1.12%

Table 3.5. U.S. Public High School Enrollment (Grades 9-12), by Race/Ethnicity

	American Indian/ Alaska Native	Asian/ Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic
2005-06	184,201	699,757	2,441,828	2,517,313	8,872,046
2006-07	179,369	707,991	2,477,844	2,641,040	8,827,859
2007-08	180,337	723,839	2,514,309	2,761,827	8,665,379
2008-09	179,565	751,319	2,524,829	2,833,959	8,505,114
2009-10	181,735	760,522	2,503,628	2,972,698	8,370,843
2010-11	175,725	777,121	2,468,713	3,115,220	8,313,686
2011-12	173,468	791,499	2,392,952	3,156,038	8,133,851
2012-13	171,886	804,850	2,340,102	3,207,860	8,014,474
2013-14	173,245	821,533	2,315,994	3,287,148	7,940,900
2014-15	176,310	853,463	2,343,925	3,422,956	7,942,606
2015-16	179,469	876,216	2,352,517	3,548,125	7,932,770
2016-17	181,220	906,630	2,342,617	3,651,757	7,883,751
2017-18	182,266	944,016	2,320,678	3,752,434	7,840,129
2018-19	183,841	974,058	2,290,146	3,843,745	7,784,370
2019-20	188,725	1,006,005	2,286,569	3,966,914	7,696,206
2020-21	195,390	1,042,209	2,332,654	4,130,834	7,669,705
2021-22	202,291	1,081,178	2,391,294	4,280,551	7,641,403
2022-23	207,804	1,110,829	2,442,290	4,371,350	7,582,449
2023-24	208,826	1,133,428	2,459,086	4,362,706	7,517,304
2024-25	205,657	1,140,483	2,426,542	4,248,975	7,389,783

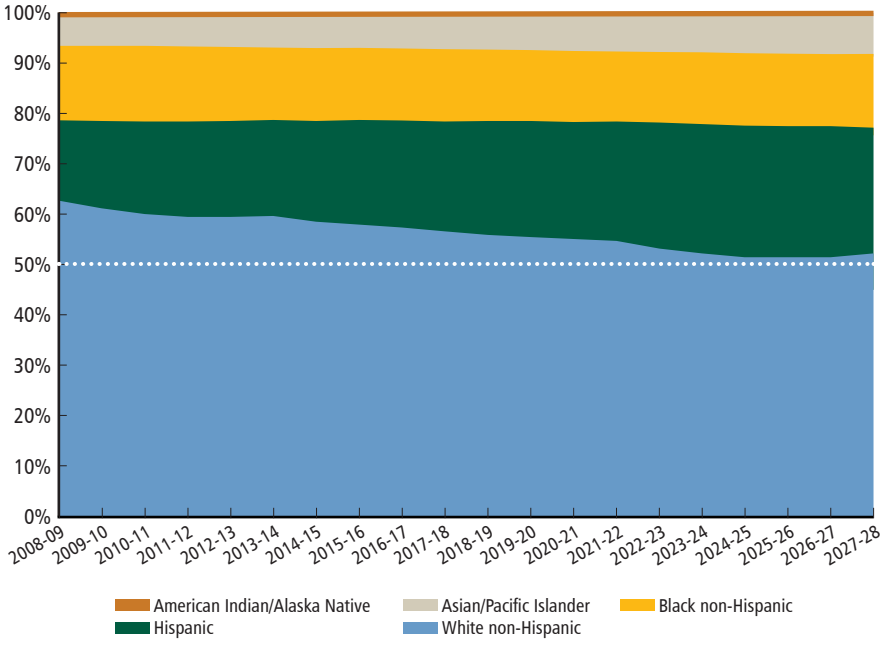
Note: Shaded area indicates the projected period.

Table 3.6. Percent of Ninth to 12th Graders Who Dropped Out of U.S. Public High Schools in 2008-09, by Race/Ethnicity

American Indian/Alaska Native	6.3%
Asian/Pacific Islander	2.4
Black non-Hispanic	6.6
Hispanic	6.0
White non-Hispanic	2.7

Source: Snyder and Dillow, *Digest of Education Statistics,* 2011.

Figure 3.5. Composition of U.S. Public High School Graduates, by Race/Ethnicity, 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)



upward bump, which will be the high water mark for both for some time. Our projections also suggest that at no point before 2027-28 will there be as many Black non-Hispanic high school graduates as were projected for 2010-11. Hispanics and Asians/Pacific Islanders will continue to see fairly steady growth through 2024-25 (a point at which our projections indicate a dip for all groups). By then we anticipate that Hispanic graduates will number about two-thirds more than in 2008-09, while the number of Asian/Pacific Islander graduates will have grown by about 58 percent. Meanwhile, the number of White non-Hispanics is on a steady decline, falling by about 10 percent between 2008-09 and 2014-15 and 13 percent by 2024-25.

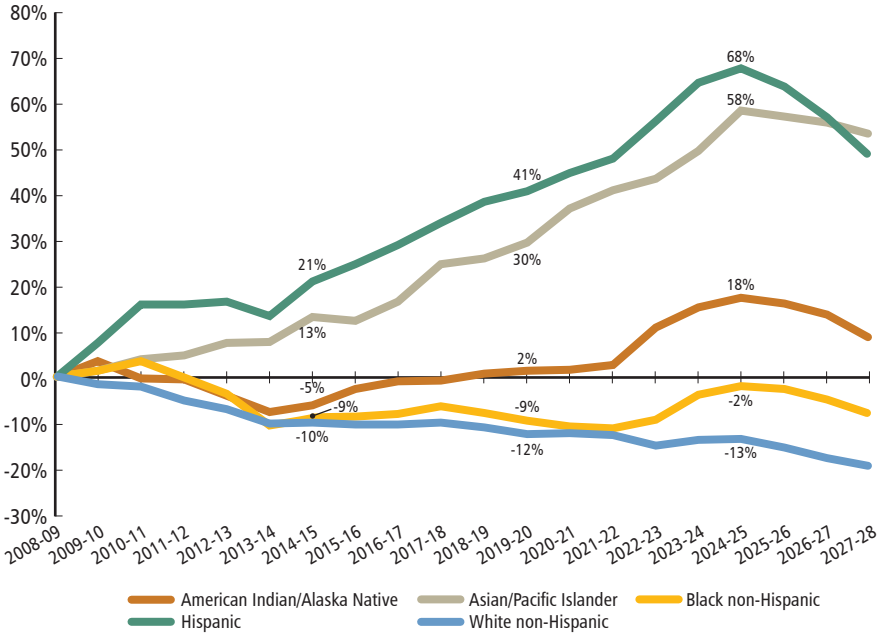
Regional and State Trends

A similar story about diversification can be told whether the geography is the nation as a whole, any one of the four regions, or the individual states. But both the magnitude and the speed at which the regions' public high school graduating classes are diversifying varies considerably.

Looking first at births, data show that all four regions saw erosion in the proportion of babies born to White non-Hispanic mothers. This was most notable in the West, where they accounted for less than half of the births beginning as early as 1994. By 2010 only 44.4 percent of births in the West were to White non-Hispanic women, the lowest rate among the regions, while 38.2 percent of births were to Hispanic women, easily the highest proportion (Figure 3.7). In the South births among White non-Hispanics barely remained a majority by 2010, having shrunk by 7.3 percent over the previous decade, while births among Hispanics and Asians/Pacific Islanders climbed by nearly 30 percent and 43.7 percent, respectively. Of particular note is that births to Hispanic women outnumbered births to Black non-Hispanics by 2004. In the Northeast, where overall births have declined by 6.3 percent since 2000, the only groups that saw growth in the number of births were Asians/Pacific Islanders (24 percent) and Hispanics (19.7 percent). Births among White non-Hispanics fell 14.6 percent. Here, too, the number of Hispanic births was greater than that of the second-largest minority group, Black non-Hispanics, beginning in 2000. Finally, the Midwest was the most racially/ethnically homogeneous region among newborns, with 71 percent born to White non-Hispanics. That still reflected a decade-long decline of 11.2 percent, which was principally responsible for driving the overall number of births in the region down by 6.6 percent. Births among Hispanics (up 15.8 percent) and Asians/Pacific Islanders (up 23.7 percent) helped offset that decline.

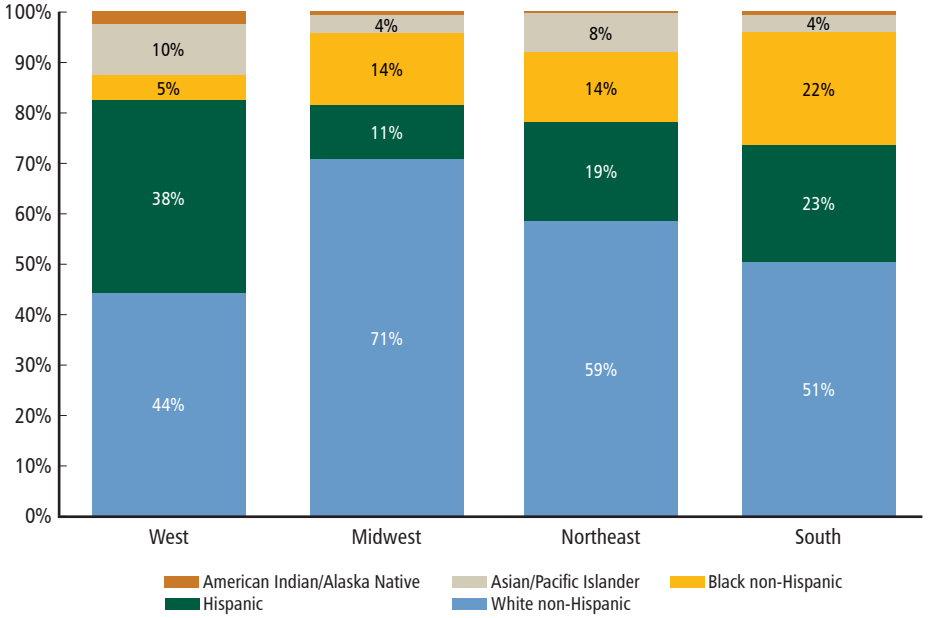
Adding to the growing share of non-Whites in all four regions is migration, though different regions are home to very different shares of foreign-born populations. As shown in Table 3.7, immigrants to the U.S. are more likely to be found in the West than in other regions, with higher actual numbers and a larger share of the total population. This trend is driven by immigrants born in Asia and Latin America, who make up considerably larger shares of the West's overall population than those of other regions. European-born immigrants tend to settle in the Northeast, which is also home to a larger share of those born in Africa.

Figure 3.6. Cumulative Percent Projected Change in U.S. Public High School Graduates Relative to 2008-09, by Race/Ethnicity



Domestic migration also impacts the racial/ethnic composition of graduating classes. Research suggests that the likelihood of moving varies across different races/ethnicities, with Black non-Hispanics and Hispanics less likely to be geographically mobile.[6] The limited evidence readily available indicates that, at least between 2010 and 2011, White non-Hispanics were likely to leave the West, Midwest, and particularly the Northeast in favor of the South, while Hispanics

Figure 3.7. Births, by Region and Race/Ethnicity, 2010



Note: Totals may not sum to 100 due to rounding.
Source: National Center for Health Statistics, Centers for Disease Control and Prevention.

were more likely to move West from the Northeast and the South.[7] These data, though they report migration occurring over a single year amidst a severe economic recession, suggest some differences from prior research, which found that the South experienced high net migration of all races/ethnicities except American Indians/Alaska Natives and that the West attracted White non-Hispanics, Black non-Hispanics, and Asians/Pacific Islanders while losing Hispanics to other regions.[8] These differences, and the scattered evidence of domestic migration based on race/ethnicity, point to the possibility that mobility among these groups may not remain consistent over time and may be hard to measure precisely.

Public Elementary and Secondary Enrollments

Tables 3.8 through 3.12 display actual and projected enrollments for each racial/ethnic group in public schools in each of the geographic regions for all grades and for high schools.[9] Projections for small groups, such as American Indians/Alaska Natives, are more susceptible to relatively small year-to-year changes in enrollments at all grade levels. Accordingly, readers should be especially cautious when examining the projections for this group. Nevertheless, actual data up through 2010-11 show that while the West is home to the greatest number of American Indians/Alaska Natives, the South is beginning to catch up (Table 3.8). This reflects a pattern that plays out throughout the projected period, driven mostly by rapid growth among American Indians/Alaska Natives in the South. Enrollments among this group in the West are still expected to climb by about 5 percent between 2010-11 and 2016-17 in all grades and (following an initial decline that is largely due to a reduction in births in this population during the 1990s) by about 7 percent in high school by 2024-25. The growth of American Indians/Alaska Natives in the South is projected to be about 18 percent for all grades and 47 percent in high school over the same timeframe. The other two regions have fewer American Indians/Alaska Natives. In the Midwest their numbers will remain fairly level over the projected period. The Northeast is projected to lose 11 percent of their enrollments across all grade levels by 2016-17 and 23 percent in high school by 2024-25; given the group's small size in that

Table 3.7. Foreign-born Population, by Region, 2011

	West		Midwest		Northeast		South	
Total Foreign-born Population	14,167,595	19.29%	4,455,591	6.81%	8,596,473	15.54%	11,982,681	10.46%
Latin America	7,473,562	10.18	1,723,008	2.63	3,807,822	6.88	7,711,463	6.73
Europe	1,153,871	1.57	880,128	1.34	1,697,172	3.07	1,024,367	0.89
Asia	4,831,078	6.58	1,449,061	2.21	2,475,712	4.48	2,422,846	2.11
Africa	286,243	0.39	272,788	0.42	425,464	0.77	560,710	0.49
Other	422,841	0.58	130,606	0.20	190,303	0.34	263,295	0.23
Entered U.S. in 2000 or later	4,164,269	5.67	1,693,286	2.59	2,885,801	5.22	4,569,794	3.99

Source: U.S. Census Bureau, American Community Survey (WICHE calculations).

region, these losses represent only a few thousand students.

Across all four regions, Asians/Pacific Islanders are projected to grow in total enrollments and in high school enrollments at a torrid pace in the years after 2010-11 (Table 3.9). Though they are most numerous in the West by a wide margin, the three other regions will see more rapid growth in this group in percentage terms, and the South is expected to add more in total numbers as well. Between 2010-11 and 2016-17, the West can expect to see 129,000 (12 percent) more Asians/Pacific Islanders at all grade levels. The South's numbers will climb by about 170,000 (33 percent), the Midwest's by 57,000 (20 percent), and the Northeast's by 88,000 (19 percent). Our high school projections indicate that the South will lead the way in growth among this population, with 150,000 more students by 2024-25 (nearly double the number from 2010-11), followed by the West with 105,000 (28 percent), the Northeast with 75,000 (50 percent), and the Midwest with 46,000 (50 percent).

Public school enrollments of Black non-Hispanics will remain relatively unchanged over the projected period in the

Table 3.8. Enrollment of American Indians/Alaska Natives, by Region

	Total Enrollment (Grades 1-12)				High School Enrollment (Grades 9-12)			
	West	Midwest	Northeast	South	West	Midwest	Northeast	South
2005-06	275,032	66,638	23,903	170,955	100,135	23,549	7,577	52,940
2006-07	263,443	68,089	24,031	175,048	92,945	23,927	7,929	54,568
2007-08	260,031	68,990	23,106	176,670	92,454	24,594	7,746	55,543
2008-09	262,596	66,827	23,228	177,856	91,751	23,962	7,895	55,957
2009-10	258,797	66,542	22,913	191,207	90,123	23,508	8,024	60,080
2010-11	246,086	65,622	24,083	187,569	84,515	23,255	8,244	59,711
2011-12	245,519	65,569	23,586	193,382	81,682	22,658	8,091	61,116
2012-13	246,255	66,018	22,935	198,670	79,229	22,376	7,830	62,752
2013-14	249,688	66,341	22,498	204,297	79,370	22,081	7,674	64,504
2014-15	254,134	66,583	22,064	210,835	79,870	22,053	7,464	67,396
2015-16	257,064	67,072	21,729	217,446	80,107	22,224	7,341	70,625
2016-17	258,508	67,181	21,363	222,142	79,826	22,069	7,287	73,225
2017-18					79,328	22,083	7,230	75,159
2018-19					80,016	22,017	7,129	76,401
2019-20					82,826	22,378	6,909	78,251
2020-21					86,497	23,132	6,616	80,724
2021-22					89,911	23,740	6,458	83,948
2022-23					92,535	24,175	6,333	86,730
2023-24					92,776	24,168	6,332	87,793
2024-25					90,843	23,658	6,311	87,555

Note: See endnote 9.

Table 3.9. Enrollment of Asians/Pacific Islanders, by Region

	Total Enrollment (Grades 1-12)				High School Enrollment (Grades 9-12)			
	West	Midwest	Northeast	South	West	Midwest	Northeast	South
2005-06	1,003,020	250,077	377,564	406,867	352,348	85,025	126,531	135,853
2006-07	1,001,398	255,251	391,182	428,431	350,606	85,625	130,305	141,455
2007-08	1,020,279	262,622	400,231	451,449	358,960	86,976	131,831	146,072
2008-09	1,078,439	273,486	414,788	473,163	374,293	89,242	135,876	151,908
2009-10	1,072,149	277,751	431,671	492,770	371,773	90,388	141,305	157,056
2010-11	1,071,787	284,925	452,206	512,979	372,044	92,654	149,143	163,280
2011-12	1,082,304	293,768	465,543	538,829	372,263	94,841	153,428	171,153
2012-13	1,102,314	303,318	479,969	567,123	371,573	96,998	157,529	179,327
2013-14	1,130,806	313,659	495,621	598,037	376,410	98,691	160,477	187,006
2014-15	1,161,816	324,344	511,888	627,022	387,104	102,578	167,957	197,383
2015-16	1,179,759	333,355	526,486	655,058	390,765	106,177	173,833	207,799
2016-17	1,200,525	341,937	540,159	682,734	400,198	109,866	180,513	219,075
2017-18					410,407	114,735	189,504	233,303
2018-19					419,391	118,113	196,453	244,800
2019-20					431,109	122,118	201,943	256,650
2020-21					445,438	126,775	207,386	269,552
2021-22					460,453	131,476	213,780	283,923
2022-23					471,803	135,589	217,400	295,869
2023-24					478,332	138,119	221,626	306,248
2024-25					476,608	139,029	223,972	312,760

Note: See endnote 9.

Table 3.10. Enrollment of Black non-Hispanics, by Region

	Total Enrollment (Grades 1-12)				High School Enrollment (Grades 9-12)			
	West	Midwest	Northeast	South	West	Midwest	Northeast	South
2005-06	693,154	1,464,693	1,113,386	4,208,986	238,930	479,146	376,187	1,347,565
2006-07	685,859	1,454,630	1,100,301	4,172,380	241,373	490,608	381,122	1,364,741
2007-08	680,734	1,449,345	1,083,183	4,189,178	242,302	505,961	382,260	1,383,786
2008-09	703,390	1,429,143	1,062,832	4,224,686	250,258	504,435	375,477	1,394,659
2009-10	676,447	1,408,662	1,060,725	4,201,912	241,886	498,365	375,710	1,387,667
2010-11	648,575	1,394,077	1,080,762	4,172,715	231,476	484,781	378,604	1,373,852
2011-12	635,715	1,371,544	1,058,148	4,145,910	221,776	467,049	367,310	1,336,418
2012-13	633,506	1,357,381	1,039,776	4,156,978	214,948	452,724	357,241	1,314,557
2013-14	637,521	1,350,305	1,028,531	4,192,655	213,067	442,944	352,798	1,306,363
2014-15	647,097	1,354,052	1,022,818	4,248,186	214,728	445,302	352,274	1,331,346
2015-16	648,548	1,352,807	1,015,797	4,280,820	211,136	443,830	350,615	1,346,384
2016-17	651,665	1,347,012	1,004,720	4,293,887	208,509	437,873	346,237	1,349,337
2017-18					205,013	431,253	340,981	1,342,455
2018-19					202,549	426,224	334,693	1,325,693
2019-20					205,212	424,610	326,250	1,330,634
2020-21					212,486	431,494	323,694	1,366,690
2021-22					220,529	439,955	323,626	1,410,715
2022-23					228,981	445,878	324,601	1,448,094
2023-24					232,867	447,175	325,940	1,458,894
2024-25					232,126	441,208	322,051	1,436,898

Note: See endnote 9.

West and the South (Table 3.10). In both regions modest growth is expected in percent terms. In the South, where Black non-Hispanics are most numerous, the 5 percent projected increase among high school students by 2024-25 represents an additional 63,000 individuals. Declines among Black non-Hispanic high school enrollments in the Midwest and the Northeast of 9 and 15 percent, respectively, more than offset the South's growth, however. A similar pattern is expected for enrollments at all grade levels by 2016-17.

Enrollments among Hispanic students show tremendous growth, both in the actual data and in the projections, for all regions (Table 3.11). While the West currently is home to the largest number of Hispanics, projections suggest that the South will overtake it in total enrollments by 2016-17 and in high school student enrollments by 2018-19. Total Hispanic enrollments in the West are expected to climb by about 315,000 students (7 percent) between 2010-11 and 2016-17, compared to a projected increase of 1,084,000 (30 percent) in the South. Both of the other two regions will also see substantial increases in the Hispanic population in all grades: their numbers will climb by approximately 154,000 (16 percent) in the Midwest and 128,000 (11 percent) in the Northeast. In terms of high school enrollments between 2010-11 and 2024-25, the South will lead the way, with 795,000 more Hispanics (75 percent). The West will see growth of 188,000 Hispanic high school students (13 percent), the Midwest's numbers will rise by 105,000 (39 percent), and the Northeast's will increase by 94,000 (25 percent).

Enrollment of White non-Hispanics is in a prolonged decline in all four regions, with the Northeast seeing the steepest drop (Table 3.12). Though the Northeast has the smallest population, it still outpaces the others in the number of White non-Hispanics lost at all grade levels, as well as the percentage decline. Between 2010-11 and 2016-17, the Northeast can expect to see 377,000 (8 percent) fewer enrollments of White non-Hispanics, compared to 362,000 (5 percent) fewer in the Midwest, 249,000 (3 percent) in the South, and 117,000 (2 percent) in the West. Concentrating only on high school enrollments, the Northeast is projected to experience a decline of roughly 297,000 White non-Hispanic students by 2024-25, the largest drop in percentage terms (19 percent). The Midwest should lose a few thousand more enrollments, at 303,000, a 13 percent decline. The South will also see about 212,000 fewer White non-Hispanic high school students (8 percent), and the West will lose roughly 113,000 students (7 percent).

These changes will significantly reshape the composition of the student bodies of each of the four regions, with rising numbers of Hispanic students making up for declines among White non-Hispanic students. While White non-Hispanic students still made up the majority of all enrollments in public schools in the Midwest and Northeast in 2010-11, this was not the case in the West and the South, where no group held a majority. In the West projections suggest that by 2016-17, White non-Hispanics will nearly be eclipsed by Hispanics as the largest group, while in the South, Hispanics will bypass Black non-Hispanics. In the Northeast actual data indicate that Hispanics have already moved ahead

Table 3.11. Enrollment of Hispanics, by Region

	Total Enrollment (Grades 1-12)				High School Enrollment (Grades 9-12)			
	West	Midwest	Northeast	South	West	Midwest	Northeast	South
2005-06	3,901,737	714,849	1,015,660	2,872,396	1,176,336	198,508	320,208	822,261
2006-07	3,997,702	750,210	1,039,575	3,012,459	1,225,297	212,131	336,407	867,205
2007-08	4,087,298	781,864	1,057,425	3,143,530	1,283,750	223,034	345,224	909,819
2008-09	4,112,153	811,735	1,072,709	3,248,185	1,316,188	234,823	348,661	934,287
2009-10	4,197,396	845,608	1,100,910	3,469,501	1,358,345	248,472	359,361	1,006,520
2010-11	4,340,650	932,899	1,180,611	3,639,554	1,403,217	272,423	380,287	1,059,293
2011-12	4,387,724	963,518	1,197,642	3,824,201	1,395,640	280,849	381,651	1,097,633
2012-13	4,454,386	994,960	1,218,698	4,016,078	1,394,817	289,392	384,756	1,138,733
2013-14	4,531,010	1,023,449	1,242,796	4,213,874	1,409,209	297,544	390,474	1,190,587
2014-15	4,605,254	1,053,322	1,268,875	4,413,513	1,442,698	312,829	401,194	1,269,255
2015-16	4,643,534	1,074,751	1,292,482	4,593,133	1,463,988	327,378	412,953	1,350,218
2016-17	4,655,700	1,086,557	1,308,898	4,723,204	1,481,044	339,380	422,227	1,418,205
2017-18					1,498,015	351,929	431,280	1,483,090
2018-19					1,514,095	363,463	441,587	1,538,729
2019-20					1,546,967	371,977	447,239	1,622,745
2020-21					1,596,037	382,793	457,517	1,724,412
2021-22					1,641,571	390,348	467,883	1,818,870
2022-23					1,666,037	393,057	473,071	1,883,938
2023-24					1,646,305	390,075	477,596	1,897,323
2024-25					1,590,890	377,922	474,203	1,854,195

Note: See endnote 9.

Table 3.12. Enrollment of White non-Hispanics, by Region

	Total Enrollment (Grades 1-12)				High School Enrollment (Grades 9-12)			
	West	Midwest	Northeast	South	West	Midwest	Northeast	South
2005-06	5,031,513	6,969,813	4,839,709	8,442,368	1,824,197	2,499,118	1,707,940	2,840,791
2006-07	4,923,619	6,882,009	4,799,338	8,346,719	1,777,643	2,488,825	1,735,399	2,825,992
2007-08	4,864,316	6,796,471	4,674,073	8,283,716	1,748,592	2,458,946	1,669,477	2,788,364
2008-09	4,897,893	6,692,728	4,588,569	8,206,757	1,731,006	2,401,818	1,630,895	2,741,395
2009-10	4,803,624	6,630,379	4,542,848	8,137,989	1,683,466	2,365,188	1,617,628	2,704,561
2010-11	4,814,958	6,672,487	4,496,974	8,217,908	1,672,837	2,347,214	1,583,574	2,710,061
2011-12	4,753,113	6,591,641	4,420,891	8,142,711	1,625,457	2,300,583	1,548,785	2,658,305
2012-13	4,729,236	6,528,253	4,354,255	8,098,305	1,596,553	2,269,217	1,521,657	2,625,967
2013-14	4,725,821	6,477,020	4,291,313	8,074,174	1,585,185	2,247,745	1,495,005	2,612,137
2014-15	4,733,297	6,430,850	4,236,638	8,061,075	1,586,127	2,245,250	1,482,043	2,627,810
2015-16	4,716,904	6,378,683	4,181,559	8,025,215	1,580,596	2,246,135	1,470,867	2,633,139
2016-17	4,697,917	6,310,201	4,119,901	7,969,394	1,574,031	2,232,725	1,452,580	2,621,594
2017-18					1,575,380	2,219,504	1,438,917	2,603,362
2018-19					1,580,135	2,205,035	1,420,825	2,576,316
2019-20					1,579,826	2,169,877	1,393,782	2,551,966
2020-21					1,590,134	2,152,018	1,374,895	2,552,926
2021-22					1,592,686	2,135,523	1,353,678	2,559,800
2022-23					1,589,207	2,104,974	1,329,421	2,557,373
2023-24					1,581,516	2,082,968	1,310,529	2,540,128
2024-25					1,559,399	2,043,733	1,286,101	2,497,988

Note: See endnote 9.

of Black non-Hispanics to become the largest minority group. Projections indicate that Asians/Pacific Islanders – the third largest race/ethnicity in the West – will gain shares in all four regions, though their relatively small numbers mean that these gains will be modest.

Figures 3.8 to 3.11 show how these changes in enrollments will affect the racial/ethnic characteristics of public school enrollments in each of the four regions. In all regions the share of students who are White non-Hispanic will decline substantially and will mostly be replaced by Hispanic students. In two regions, the South and the West, there is no majority race/ethnicity in enrollment; in both cases White non-Hispanics represented less than 50 percent of all enrollments. In the West, the share of all public school students from Hispanic descent will nearly equal the share of White non-Hispanics. Additionally, the share of Black non-Hispanic students is projected to shrink slightly, and the share of Asians/Pacific Islanders is expected to rise across all regions.

These broad regional patterns obscure what is happening at the state and local levels. Some states, school districts, and schools will be confronted with

Figures 3.8 - 3.11. Total Enrollment by Race/Ethnicity, 2010-11 and 2016-17

Figure 3.8. West

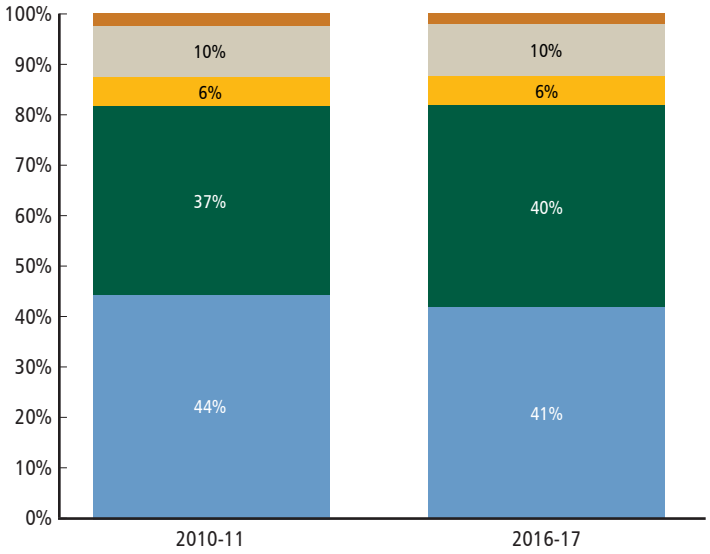


Figure 3.9. Midwest

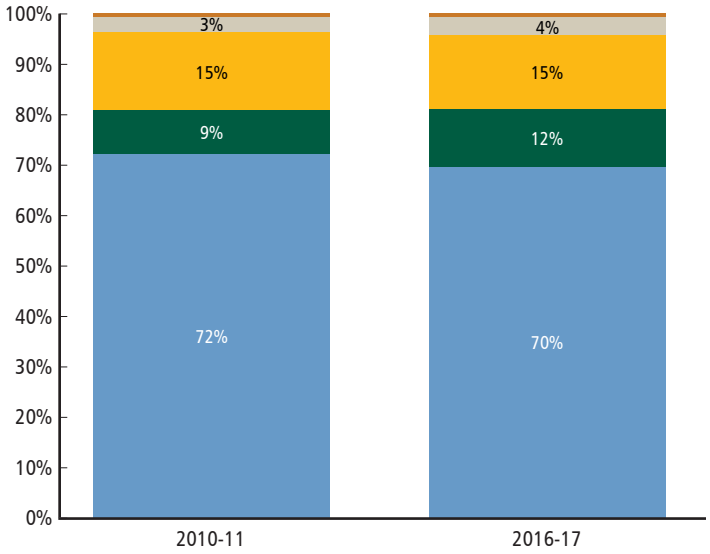


Figure 3.10. Northeast

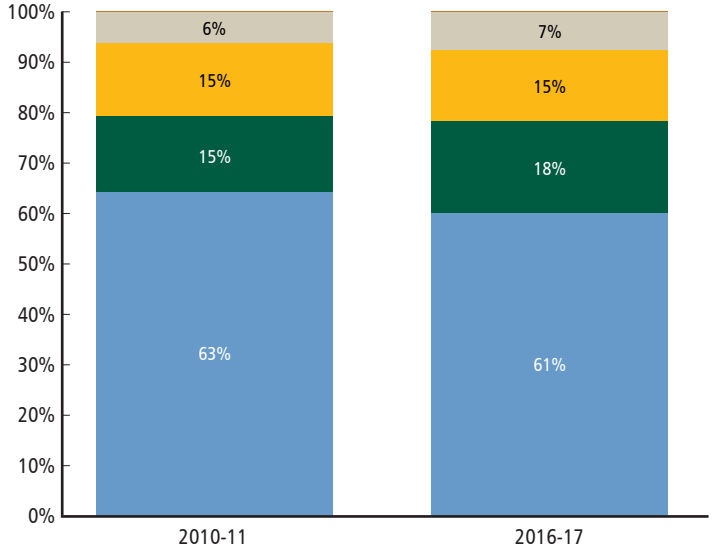
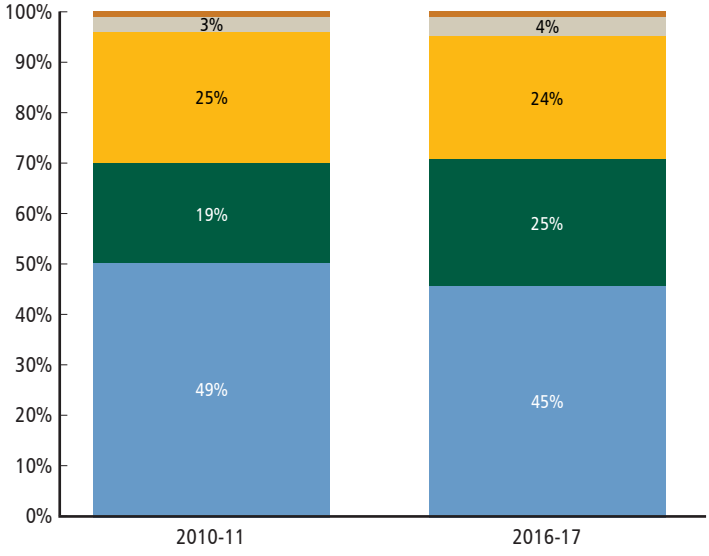


Figure 3.11. South



Note: Totals may not sum to 100 due to rounding.

far-reaching shifts in the racial/ethnic makeup of the students they serve, while others will witness relatively little change. State and local policymakers will need to understand what rapid diversification means to a variety of important issues, such as providing equal access to educational opportunities like Advanced Placement courses and dual or concurrent enrollment and sensitizing curricula and student support services in the face of new and changing cultural norms, traditions, and languages.

Public High School Graduates

Naturally, since one does not graduate from high school without first being enrolled, the regional projections for high school graduates mirror those for enrollments. As the real focal point for this publication, state-by-state, regional, and national data on graduates appears in detail in Appendix A, so this section will feature graphical representations of the projections and associated analysis, for which the most recently available year of actual data is 2008-09.

The West

Figure 3.12 shows how the total number of public high school graduates in the West will change in the years ahead, while simultaneously illustrating that the racial/ethnic composition is shifting dramatically. In 2010-11 the number of graduates is projected to have peaked, at nearly 750,000. After that, it is projected to fall off by about 70,000 graduates and enter a prolonged period of stability. A growing proportion of those graduates will be Hispanic, and their growth will largely replace a rapidly declining number of White non-Hispanic graduates. Figure 3.13 highlights the change over time in each racial/ethnic group, relative to 2008-09, the last available year of actual data on graduates. For most of the projected timeframe, the fastest-growing group of graduates in the West will be those of Hispanic descent. Asians/Pacific Islanders will see relatively low growth during the first few years of the projections, but their growth rate will climb by 2015-16 to rival that of Hispanics. White non-Hispanics will continue a long-term decline, before settling at about 10 to 13 percent below their 2008-09 levels between 2013-14 and 2025-26. Other races/

Figure 3.12. Public High School Graduates in the West, by Race/Ethnicity, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

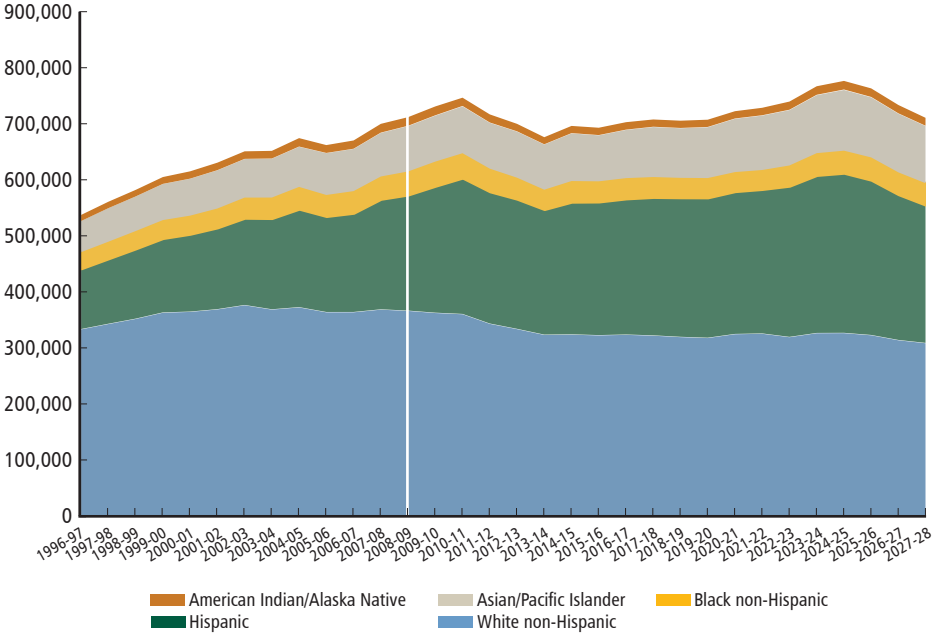
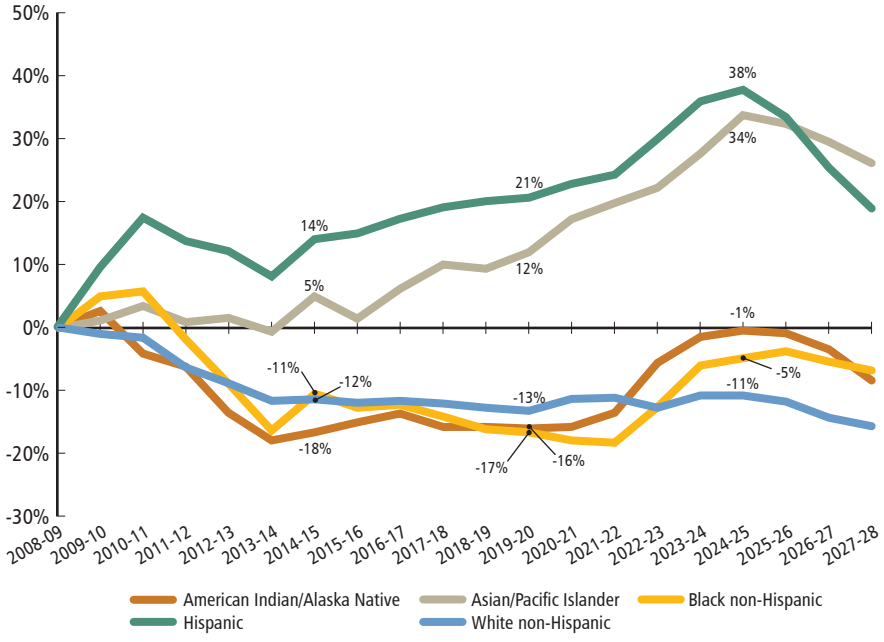


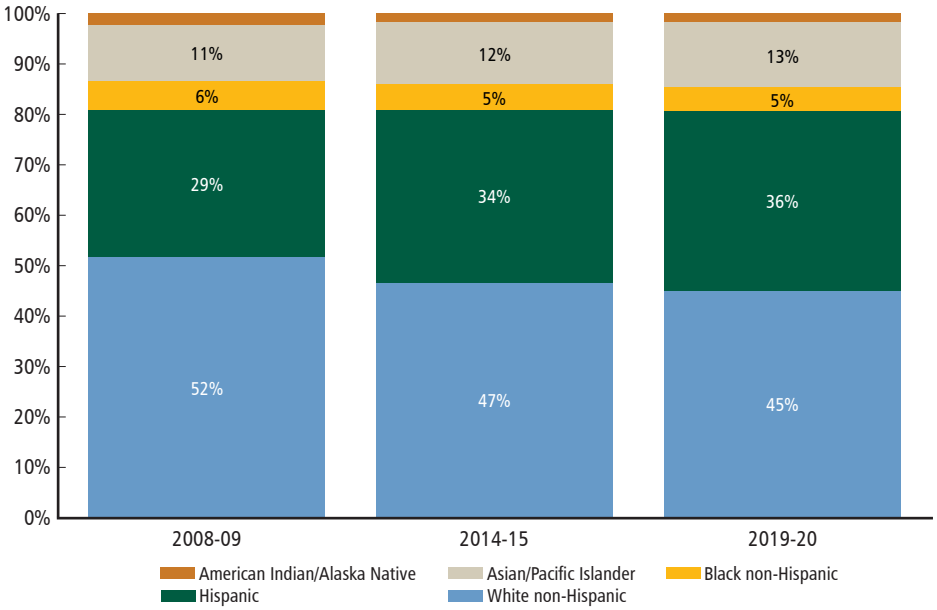
Figure 3.13. Cumulative Percent Projected Change in Public High School Graduates in the West Relative to 2008-09, by Race/Ethnicity



ethnicities in the West can expect to see their numbers fall pretty swiftly after the first few years of projections and remain at about 15 percent below their 2008-09 levels until the early 2020s.

Finally, Figure 3.14 illustrates the dramatic erosion in the White non-Hispanic share of the graduating class in coming years. Though this group retained a bare majority – 52 percent – in 2008-09, by 2014-15 the share of White non-Hispanics is projected to be only 47 percent, with the share of Hispanic graduates rising commensurately. By 2019-20 the pace of change in relative shares is projected to slow but not stop. Both Asians/Pacific Islanders and Hispanics will represent greater shares, compared to White non-Hispanics and Black non-Hispanics.

Figure 3.14. Composition of Public High School Graduates in the West, by Race/Ethnicity, 2008-09 (Actual) and 2014-15 and 2019-20 (Projected)



Note: Totals may not sum to 100 due to rounding.

As far and away the most populated state, California has the most substantial influence over how the West's projections look. Not surprisingly it will contribute the most new graduates of Hispanic decent between 2008-09 and 2019-20. On its own it is also expected to be responsible for over 70 percent of the total regional loss projected for White non-Hispanics. Arizona and Washington are also expected to shed White non-Hispanic graduates in large numbers. Only in Colorado, Idaho, and Utah is there expected to be any consequential growth among the White non-Hispanic population by the end of the decade.

In Washington growth among Asians/Pacific Islanders and Hispanics will more than account for the loss of White non-Hispanics. In Arizona those two groups are each projected to increase their numbers by at least 1,000 graduates, as are Black non-Hispanics; collectively, those three groups will not quite offset the projected loss among White non-Hispanics. After California, the states of Oregon, Washington, and Colorado saw the greatest Hispanic growth, with at least 4,500 projected additional graduates each. The pace of Hispanic growth was fastest in South Dakota, North Dakota, and Oregon – all states where projections suggest the numbers will more than double.

The Midwest

Turning now to the Midwest, the peak year of our projections is expected to be 2010-11, with just over 700,000 public high school students graduating (Figure 3.15). Subsequently, the region will see rapid erosion in graduate numbers, losing about 7 percent in just a few years before becoming relatively stable, at least through 2024-25. The initial decline in the total number of graduates corresponds closely with decreases in the projected number of White non-Hispanic graduates, but that group's numbers are expected to keep falling even as those of the overall population steadies. Making up the difference will be growth in both Hispanic and Asian/Pacific Islander graduates.

A look at the relative growth rates for each racial/ethnic group shows rapid increases in the Hispanic group. In addition, the Asian/Pacific Islander group will annually add more graduates through 2025-26, at which point it will have grown more than 60 percent (Figure 3.16). A brief increase in the Black non-Hispanic graduate population is projected to give way to a sharp decline that mostly bottoms out in 2013-14; after that the group will become steadier, while still leaking a few hundred graduates a year until the early 2020s. In the Midwest, as in the other regions, the number of White non-Hispanic graduates carries on with its downward trend, falling by nearly 10 percent by 2014-15 and by nearly 15 percent by 2024-25. American Indians/Alaska Natives are a small proportion of the graduates in the

Figure 3.15. Public High School Graduates in the Midwest, by Race/Ethnicity, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

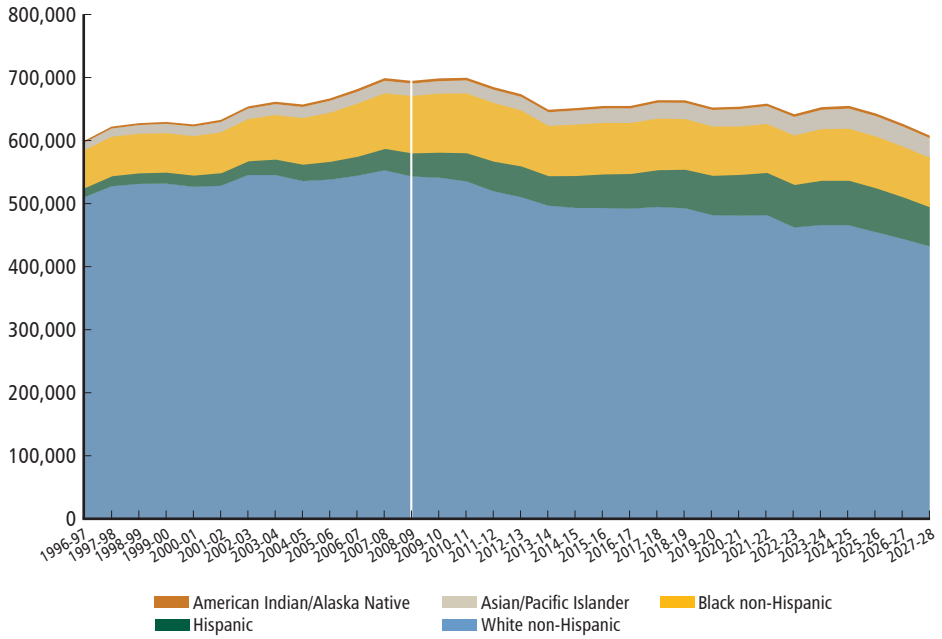
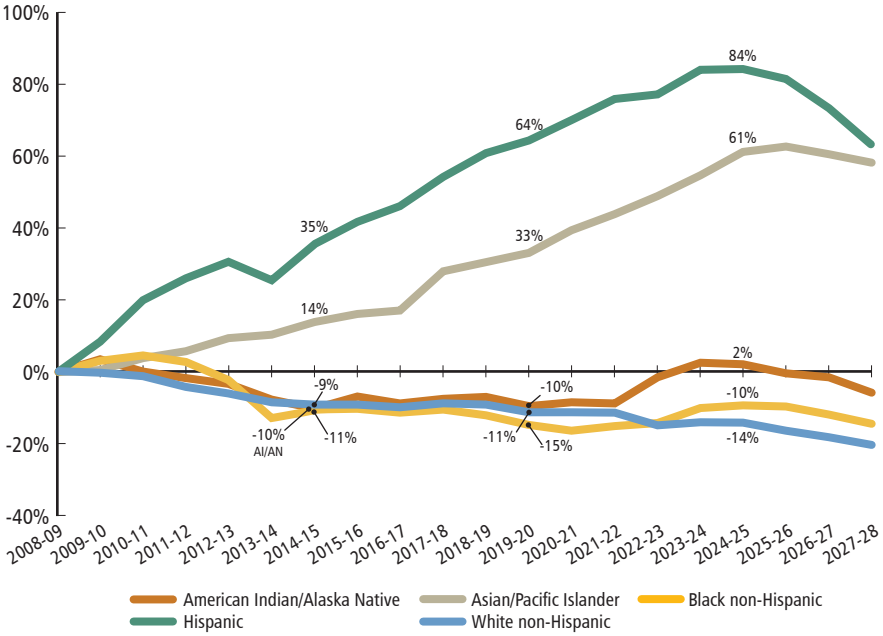


Figure 3.16. Cumulative Percent Projected Change in Public High School Graduates in the Midwest Relative to 2008-09, by Race/Ethnicity



Midwest, and their numbers are not expected to change by more than a few hundred at any point during the projected period.

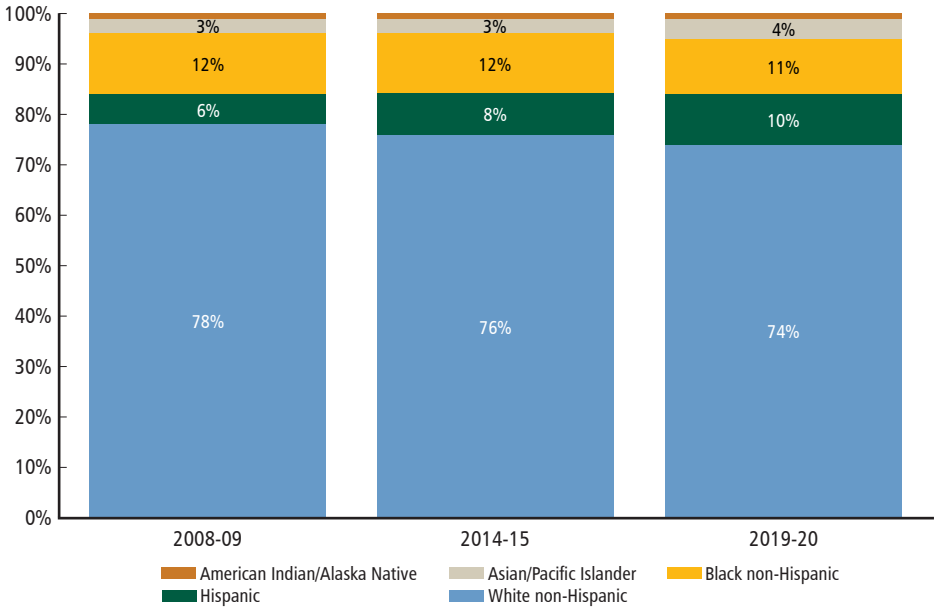
As with the other regions, the Midwest will see the composition of its public high school graduating classes change, though not nearly as dramatically as other regions (Figure 3.17). White non-Hispanics will continue to be roughly three-quarters of the graduating class even out as far as 2019-20, though their shares will fall by about 4 percentage points by then. Black non-Hispanic shares will fall by about 1 percentage point, while growth among Hispanics and Asians/Pacific Islanders will fill in the gap.

At the state level, Michigan will see significant losses of White non-Hispanics graduates. That state alone will account for nearly a quarter of projected losses by 2019-20, followed by Illinois, Ohio, and Wisconsin, which are each expected to contribute at least 10 percent to the region's total decline. All states can expect to see growth in the Hispanic group, but Illinois will contribute most to the regional change, with nearly 7,500 additional graduates. Other states are each expected to add between 1,300 and 2,700 Hispanic graduates. Illinois will also drive the regional increase in Asians/Pacific Islanders, accounting for nearly a third of the growth in that group with 2,200 additional graduates; Indiana, Ohio, Missouri, and Minnesota will each account for roughly 10 percent or more of the regional growth. Among the Midwest states, graduates of Asian/Pacific Islander descent will increase at the fastest rates in Indiana, Nebraska, and Missouri, while Wisconsin is the only Midwestern state for which projections show a decrease in the number of Asian/Pacific Islander graduates. Black non-Hispanic graduates are expected to be down in all states except for Minnesota, where projections indicate a significant increase; Illinois, Michigan, and Ohio will show the biggest drops in raw numbers, while Illinois will see the steepest drop among that group, about 20 percent.

The Northeast

As with the Midwest, the Northeast's most productive period for high school graduates is behind it (Figure

Figure 3.17. Composition of Public High School Graduates in the Midwest, by Race/Ethnicity, 2008-09 (Actual) and 2014-15 and 2019-20 (Projected)



3.18). Declines in White non-Hispanic graduates are substantial and reflect a more recent and abrupt change than what is occurring in other regions. Between 1997-98 and 2007-08, the group's peak year, the number of White non-Hispanic graduates rose by more than 55,000 (17 percent). But starting the following year and continuing through 2024-25, the number of White non-Hispanic graduates began to drop. It is projected to plummet by an average of 1.5 percent annually, ultimately falling more than 21 percent (Figure 3.19). Temporarily offsetting these reductions are increases for other race/ethnicity groups. Black non-Hispanics and American Indians/Alaska Natives are both expected to grow modestly in the initial years of the projections, before their numbers move inexorably downward. Asians/Pacific Islanders and Hispanics will see consistent growth in their public high school graduate populations. The Northeast is the only region where the former outpaces the latter in terms of cumulative percent change: Asians/Pacific Islanders will graduate 21 percent more students in 2014-15 than in 2008-09, and 44 percent more five years later; corresponding growth rates among Hispanics for those two years are 13 percent and 28 percent.

The resulting changes in the composition of the Northeast's public high school graduating classes will mean that Hispanics will rise from 11.5 percent to about 16 percent by 2019-20, becoming the region's largest minority group and supplanting Black non-Hispanics, whose share will fall by a fraction of a percentage point (Figure 3.20). White non-Hispanics are projected to lose about 7 percentage points over the same timeframe, while Asians/Pacific Islanders will add about 3 percentage points.

Changes in the Northeast's race/ethnicity projections are driven by four states: New York, Pennsylvania, New Jersey, and, to a lesser extent, Massachusetts. Over half of the regional decline in White non-Hispanic graduates is due to drops in New York and Pennsylvania. Add in New Jersey and Massachusetts, and more than 80 percent of the decrease in that group is explained. New Jersey is projected to be home to roughly one-third of the regional growth in Hispanics; with the other three states, almost 90 percent of the growth is accounted for, with virtually all the rest occurring in Connecticut. The other Northeastern states – Maine, New Hampshire, Vermont,

Figure 3.18. Public High School Graduates in the Northeast, by Race/Ethnicity, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

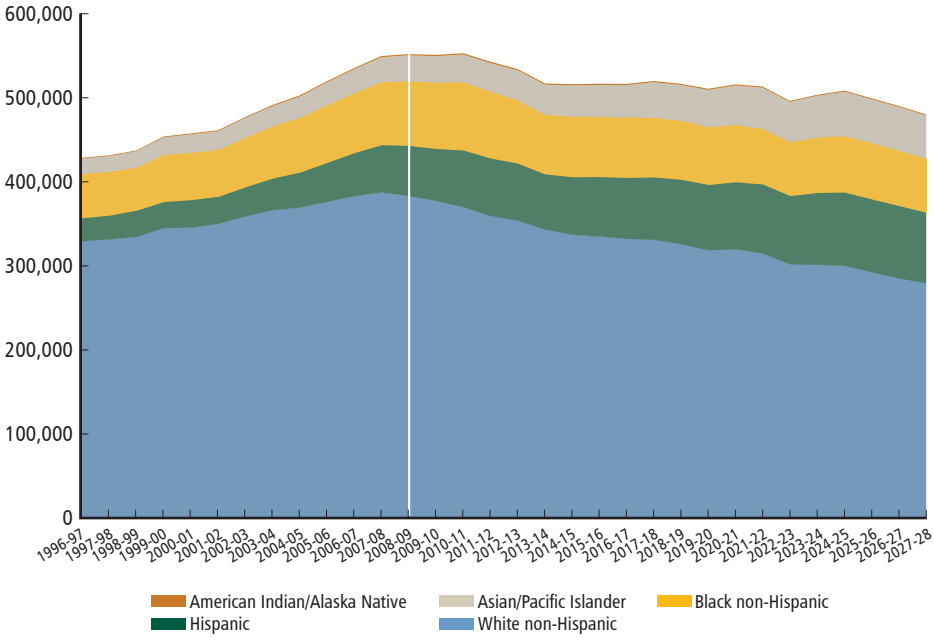


Figure 3.19. Cumulative Percent Projected Change in Public High School Graduates in the Northeast Relative to 2008-09, by Race/Ethnicity

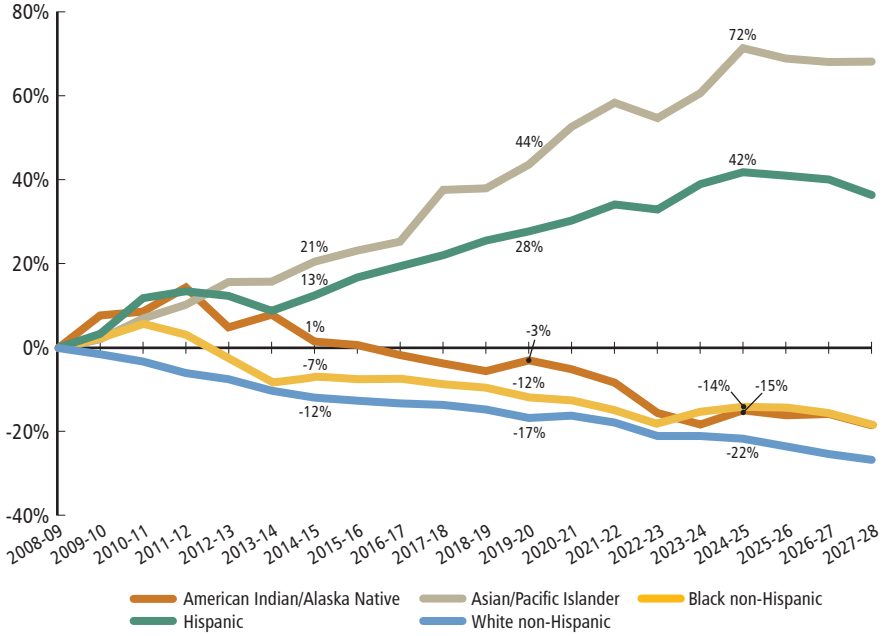
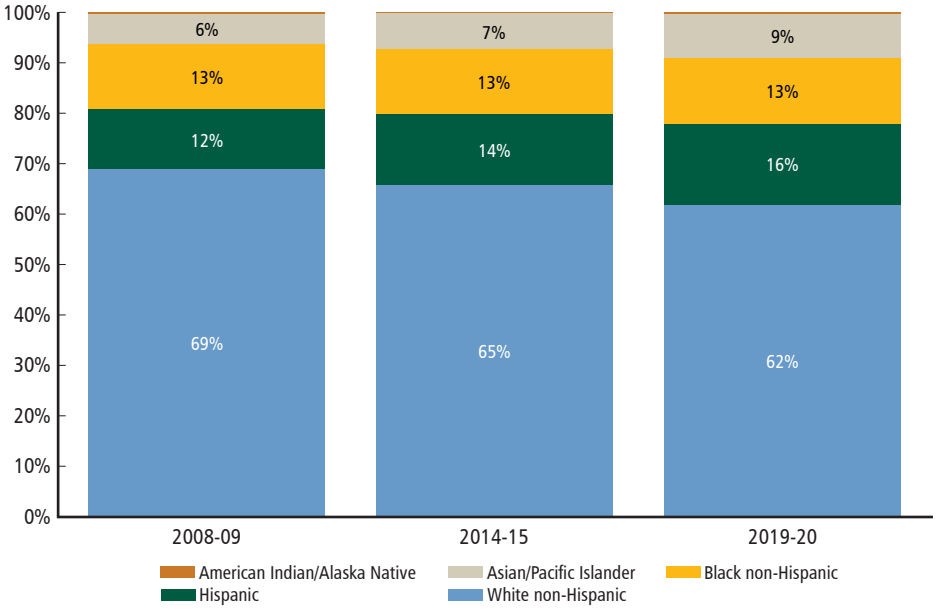


Figure 3.20. Composition of Public High School Graduates in the Northeast, by Race/Ethnicity, 2008-09 (Actual) and 2014-15 and 2019-20 (Projected)



and Rhode Island – are all quite small. They also happen to be experiencing the most incremental diversification, adding only tens to hundreds of additional graduates of color, although in percentage terms, their pace of change is fairly high.

The South

Finally, the nation's most populous region, the South, will continue to produce more high school graduates over the projected period, once it weathers a few years of modest declines between 2010-11 and 2013-14 (Figure 3.21). This overall drop corresponds to sharp reductions in White non-Hispanic and Black non-Hispanic graduates (Figure 3.22).

The last year of available actual data on public high school graduates, 2008-09, signifies the high water mark for White non-Hispanics in the South. That group's size will fall relatively quickly over the next five years, after which it will stabilize, having shrunk by about 10 percent from the 2008-09 peak. This decline will mostly be mirrored by Black non-Hispanics, who made up the largest minority group among public high school graduates at the outset of these projections. After a few years of modest growth, the number of Black non-Hispanics graduating from high school is expected to fall. The group's share will drop by about the same percent as that of White non-Hispanics by 2013-14, although its numbers are not expected to stay as far down and are actually projected to climb again in the early 2020s. Meanwhile, Hispanic graduate numbers will see substantial growth, enough so that they will overtake Black non-Hispanics by 2016-17: projections indicate that the number of Hispanic graduates will more than double by 2024-25, relative to 2008-09. Nearly equal

growth is forecast for Asians/Pacific Islanders throughout the projected period. The South also stands out for its likelihood of seeing substantially more American Indian/Alaska Native graduates, though, as elsewhere, their numbers are small.

With these projected demographic shifts, by 2017-18 White non-Hispanics will no longer be the majority of the South's public high school graduates. Between 2008-09 and 2019-20, White non-Hispanic graduates are likely to see their proportion fall by 9 percentage points (Figure 3.23). As in other regions, the difference is made up for by growth in the Hispanic population, which is projected to account for over a quarter of the graduating class in 2019-20. Black non-Hispanics will see their share drop slightly, and projections suggest that even in the region where they are most numerous, they will account for only about 80 percent of the Hispanic public high school graduates in 2019-20. Asians/Pacific Islanders and American Indians/Alaska Natives are likely to see growth in their proportion of high school graduates; combined, they'll gain about 2 percentage points between 2008-09 and 2019-20.

Within the South states vary in how rapidly their demographics are shifting. Florida and Texas together account for over two-thirds of the overall regional decline in the number of White non-Hispanic graduates between 2008-09 and 2019-20 and roughly the same proportion of the projected growth among American Indians/Alaska Natives. Texas can expect growth of nearly 67,000 Hispanics, close to six times more than Florida, the state contributing the second largest number of additional Hispanic graduates to the regional total. All states in the region can expect to see the number of Hispanic graduates at least double over the timeframe, except Texas and Florida, along with the District of Columbia; Kentucky, Alabama, and Mississippi will see them triple.

Losses of nearly 5,000 among Black non-Hispanic graduates are projected for Texas, the largest reduction in graduates of that group among states in the region. Other states where Black non-Hispanics are expected

Figure 3.21. Public High School Graduates in the South, by Race/Ethnicity, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

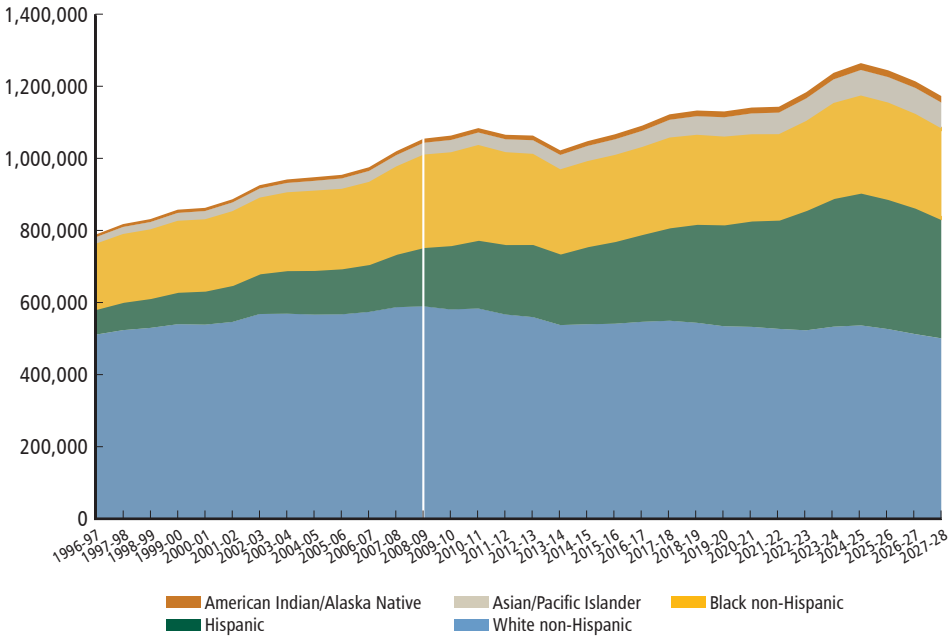


Figure 3.22. Cumulative Percent Projected Change in Public High School Graduates in the South Relative to 2008-09, by Race/Ethnicity

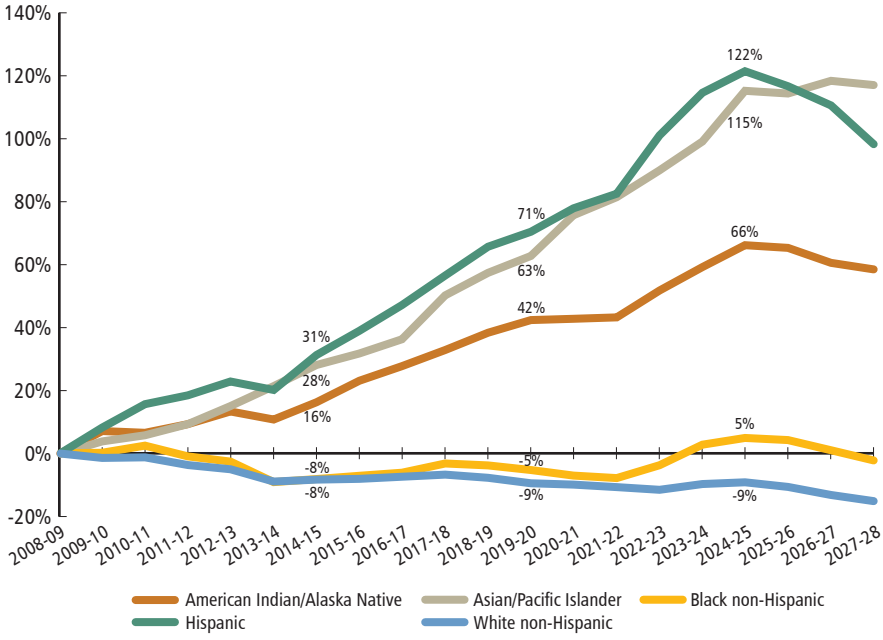
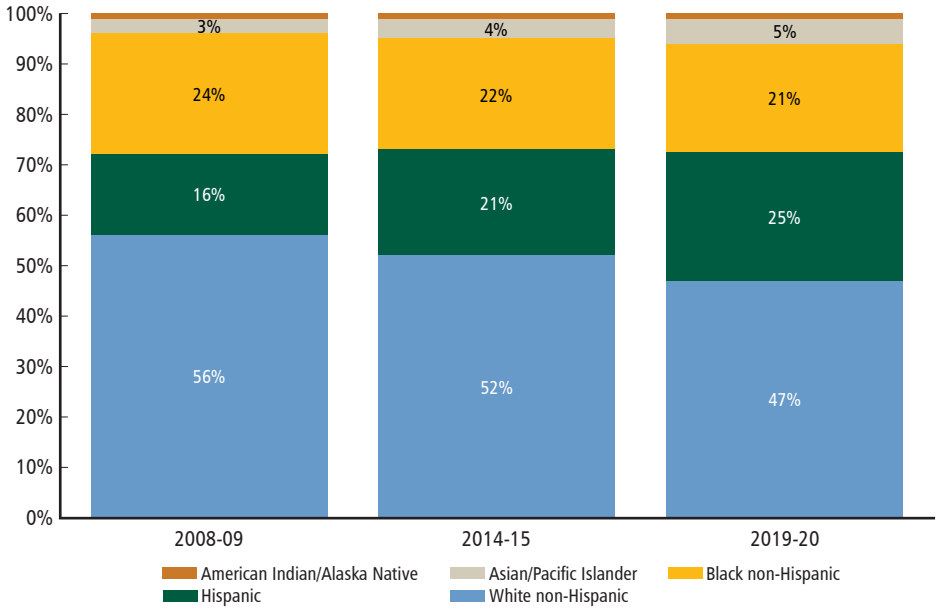


Figure 3.23. Composition of Public High School Graduates in the South, by Race/Ethnicity, 2008-09 (Actual) and 2014-15 and 2019-20 (Projected)



to decline by more than 1,000 by 2019-20 include Florida, South Carolina, Maryland, Virginia, Alabama, and Tennessee, as well as the District of Columbia. The only Southern state with significant projected growth (over 1,000) among that population is North Carolina. All states can count on producing more graduates of Asian/Pacific Islander descent. Texas alone will account for a quarter of the region's growth in that population, while Virginia and Georgia each will be responsible for more than 10 percent. Growth rates are highest for that group in Delaware and Kentucky, where their numbers are projected to at least double.

Racial/Ethnic Groups

This chapter has described how diversification will impact all regions of the nation, to varying degrees. That diversification is most typically due to a sometimes precipitous decline in the projected number of graduates from White non-Hispanic backgrounds, as well as to a less influential drop in the number of Black non-Hispanics. These trends combine with booming growth in graduates from the Hispanic community, joined by equally dramatic proportional growth among Asian/Pacific Islander communities (though their numerical increases are smaller).

What the regional views obscure is just how much variance there can be by state. Since public policies that have the greatest influence over student progression, access to higher education, and success in college are often found at the state level, this section lays out a series of maps that show how much change might be expected in the volume of graduates for each separate racial/ethnic group by state.

The discussion for each racial/ethnic group is accompanied by three maps (labeled a, b, and c) showing the varied conditions states face. The first map provides a snapshot of how states compared on the density of each racial/ethnic group in the public high school graduating class of 2008-09. The second map, comparing the 2008-09 academic year with 2019-20, shows where the projected growth or decline in the number of graduates from each group will occur. Finally, the last map provides a view of the pace of change in each state for each racial/ethnic group.

In many cases the number of graduates in smaller states will appear to grow (or shrink) especially fast, since relatively few additional graduates can influence the percent change, as can small declines. And as will be apparent to close observers, the last two maps may not always seem at first glance to be in complete agreement. That is because the second map relies on a calculation of change between two points in time, one that accounts for states that experience a peak year between 2008-09 and 2019-20, as well as for states that see their production of graduates initially fall before recovering. However, the last map attempts to account for changes in the number of graduates from each racial/ethnic group across time, providing an annual average rate of change, rather than simply seeing where each state stands at the outset of the projected period relative to the end of the current decade (which is a convenient, though arbitrary, point in time, chosen to make common comparisons among states). Hopefully, the three maps together paint a picture of what the states are facing over the next decade in likely production of high school graduates from each race/ethnicity.

American Indians/Alaska Natives

As the smallest racial/ethnic group tracked in these projections, American Indian/Alaska Native graduates were most heavily concentrated in the Southwest, the northern Great Plains, and Alaska (Figure 3.24). Their small size makes calculating projections more difficult

than it is for other races/ethnicities, and the projections are more volatile at the state level. Additionally, the projections for change in their numbers over a decade often amount to a difference of only a few hundred students. That said, states along the West Coast, along with Michigan, should expect to see the biggest decline in graduates among this population, while Texas, Florida, and Oklahoma are going to add the most graduates.

The figure 3.24 maps also show the average annual percent change in American Indian/Alaska Native graduates between 2008-09 and 2019-20.[10] It is hard to draw clear conclusions from these sometimes conflicting data, given how few graduates this display represents and how small the change in the number of American Indian/Alaska Native graduates is likely to be. But over the decade projected, several states in the South are likely to see growth relative to their existing production of graduates from this group.

Asians/Pacific Islanders

Public high school graduates of Asian/Pacific Islander descent made up larger proportions of graduating classes along the West Coast (and naturally in Hawaii) and in some Northeast and mid-Atlantic states (Figure 3.25). Three Eastern states can expect to see some of the greatest gains in the number of Asians/Pacific Islanders by 2020: New York, New Jersey, and Virginia. Texas will also have a large increase. Of the West Coast states with heavy concentrations of Asian/Pacific Islander graduates,

Figure 3.24a. American Indian/Alaska Native Public High School Graduates, Share of Total, 2008-09

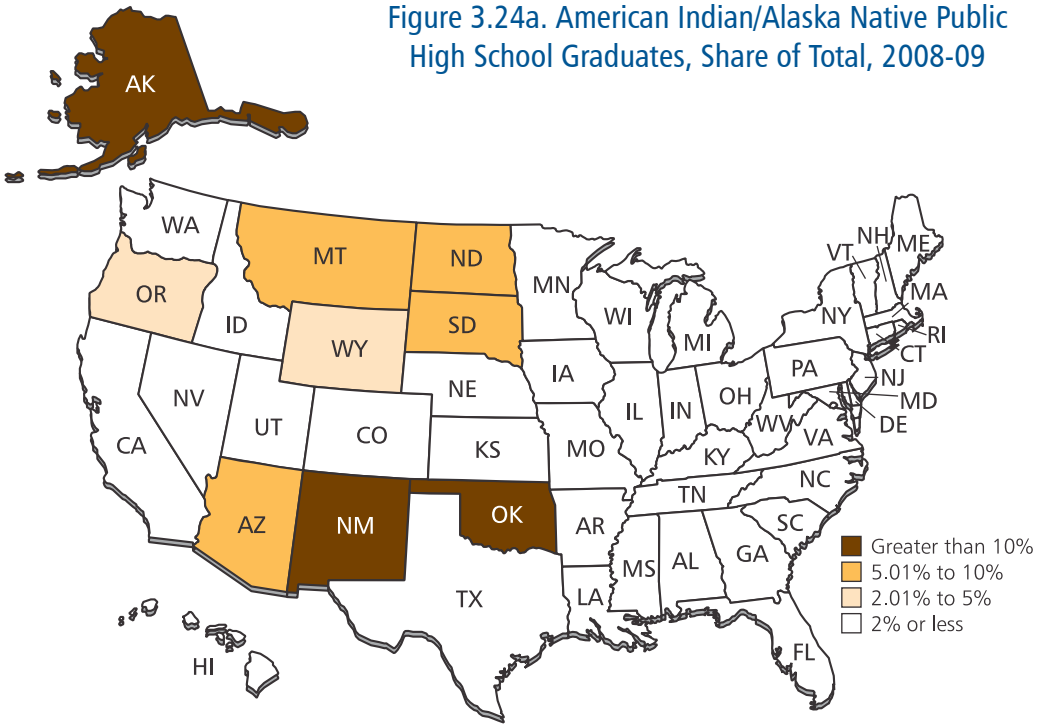


Figure 3.24b. Change in American Indian/Alaska Native Public High School Graduates, 2008-09 to 2019-20

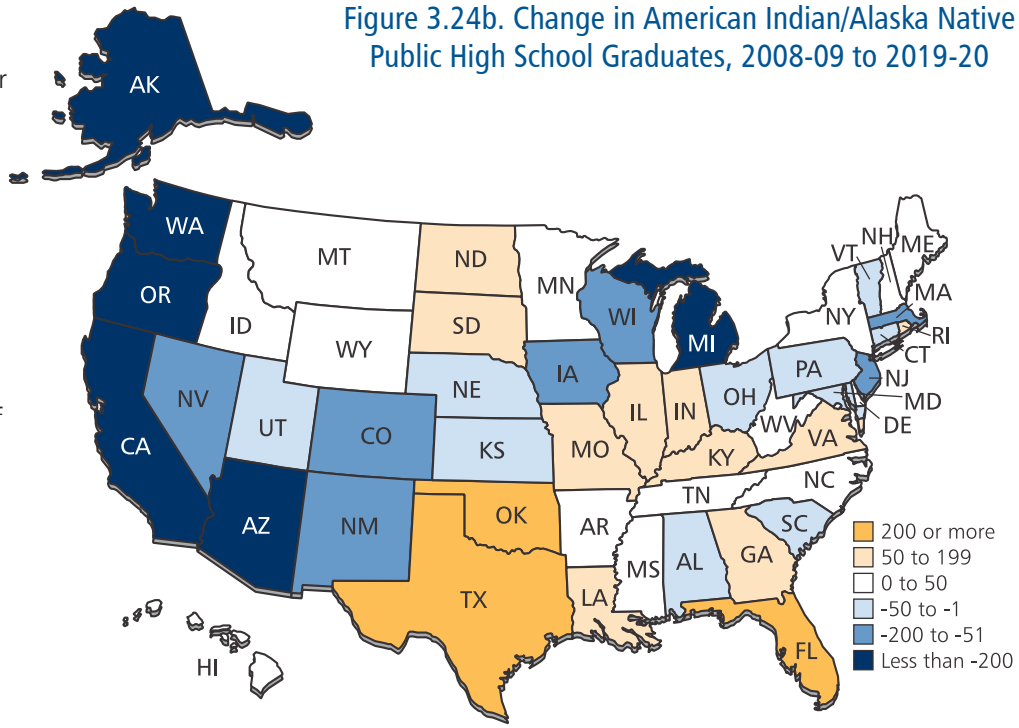


Figure 3.24c. Average Annual Percent Change in American Indian/Alaska Native Public High School Graduates, 2008-09 to 2019-20

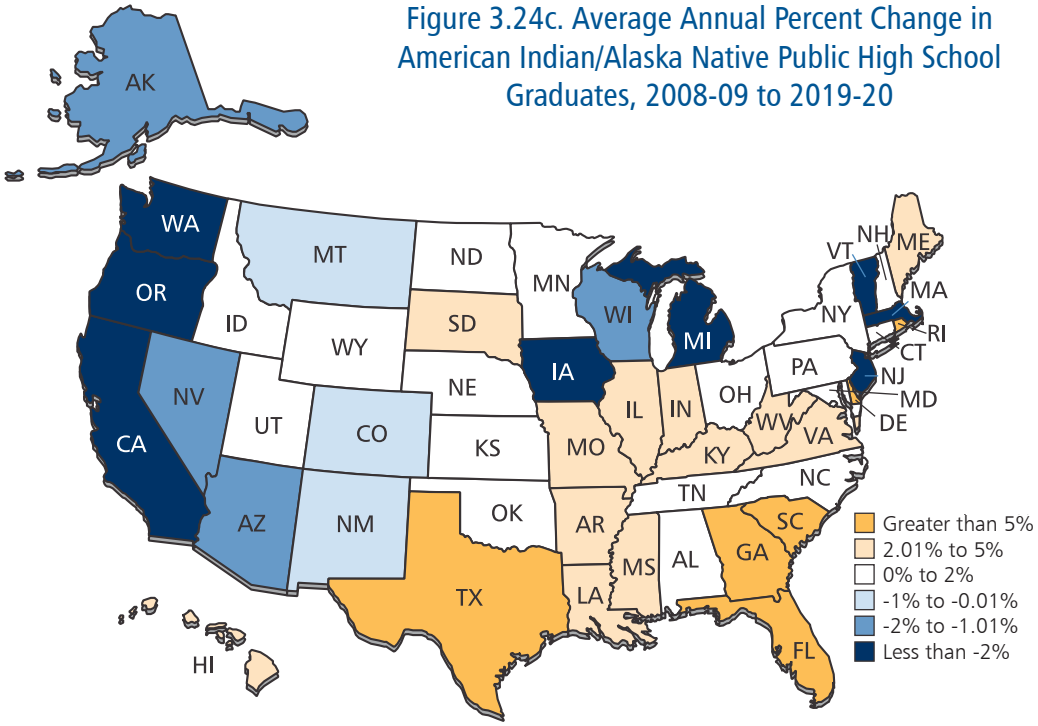


Figure 3.25a. Asian/Pacific Islander Public High School Graduates, Share of Total, 2008-09

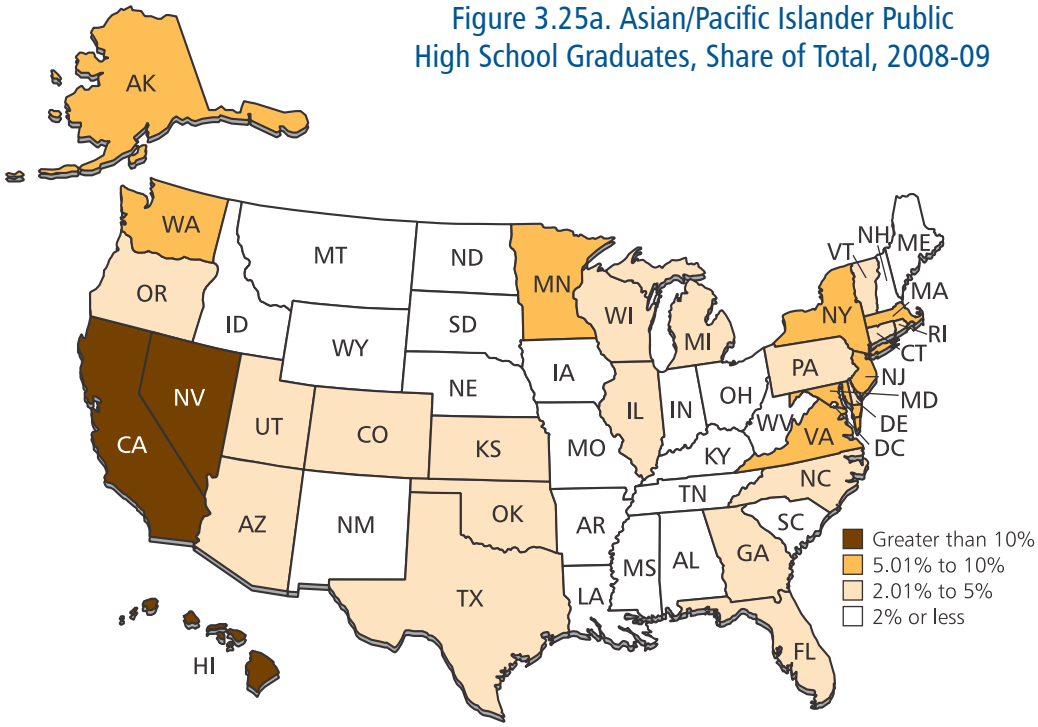


Figure 3.25b. Change in Asian/Pacific Islander Public High School Graduates, 2008-09 to 2019-20

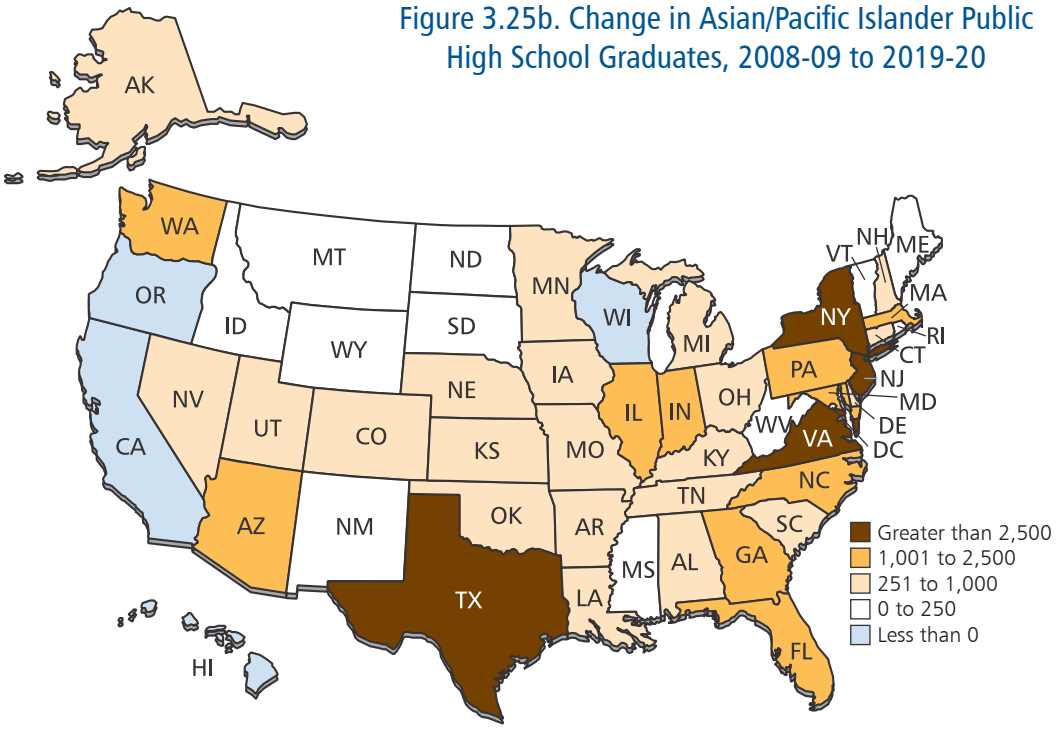
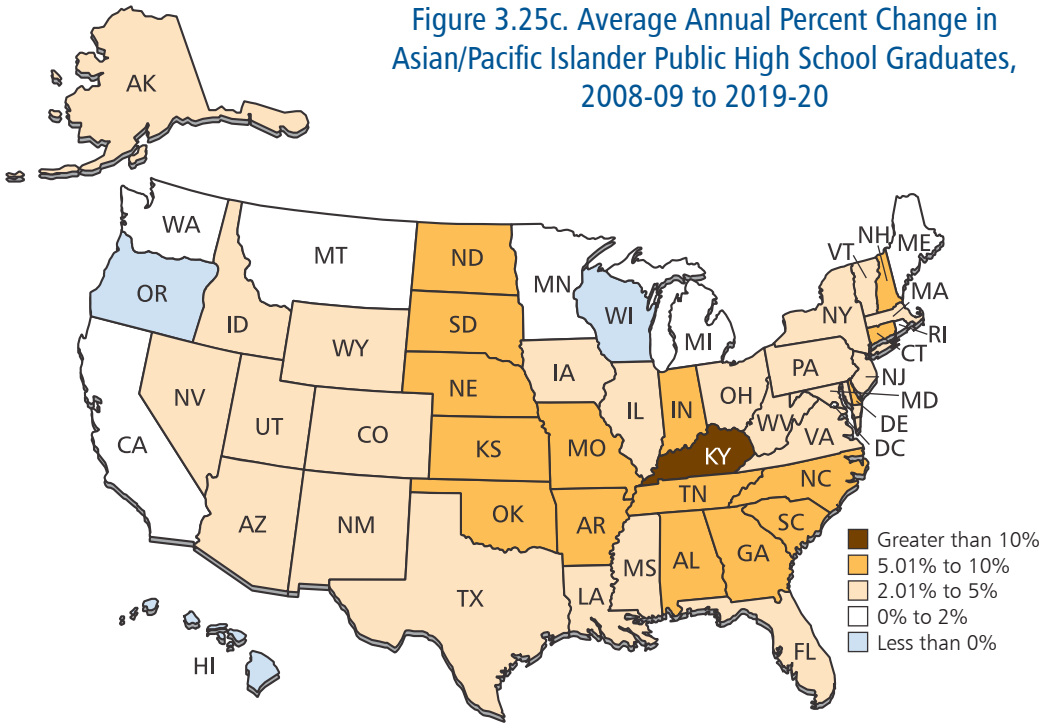


Figure 3.25c. Average Annual Percent Change in Asian/Pacific Islander Public High School Graduates, 2008-09 to 2019-20



only Washington will add significant numbers by the end of the decade. In percentage terms states throughout the South and the Midwest are projecting high average annual rates of growth in this group, with Kentucky standing out for its large increase. Negative annual rates of change are forecast for only three states: Hawaii, Oregon, and Wisconsin.

Black non-Hispanics

Concentrations of Black non-Hispanic public high school graduates were heaviest throughout the Southeast and in the mid-Atlantic states, as well as in Michigan and Illinois, in 2008-09 (Figure 3.26). In the Southeast they accounted for at least 10 percent in every state except West Virginia and for more than 20 percent everywhere but Kentucky. Only four Western states had concentrations of Black non-Hispanics of at least 5 percent: Arizona, California, Colorado, and Nevada.

But while geographic patterns in the share of Black non-Hispanic public high school graduates are reasonably clear for the 2008-09 snapshot, there is no obvious pattern showing where their numbers will climb or fall over the subsequent decade. Most states can expect a decline in Black non-Hispanics. But the magnitude of the drop, in raw numbers and in relative terms, varies throughout the nation, with some

Figure 3.26a. Black non-Hispanic Public High School Graduates, Share of Total, 2008-09

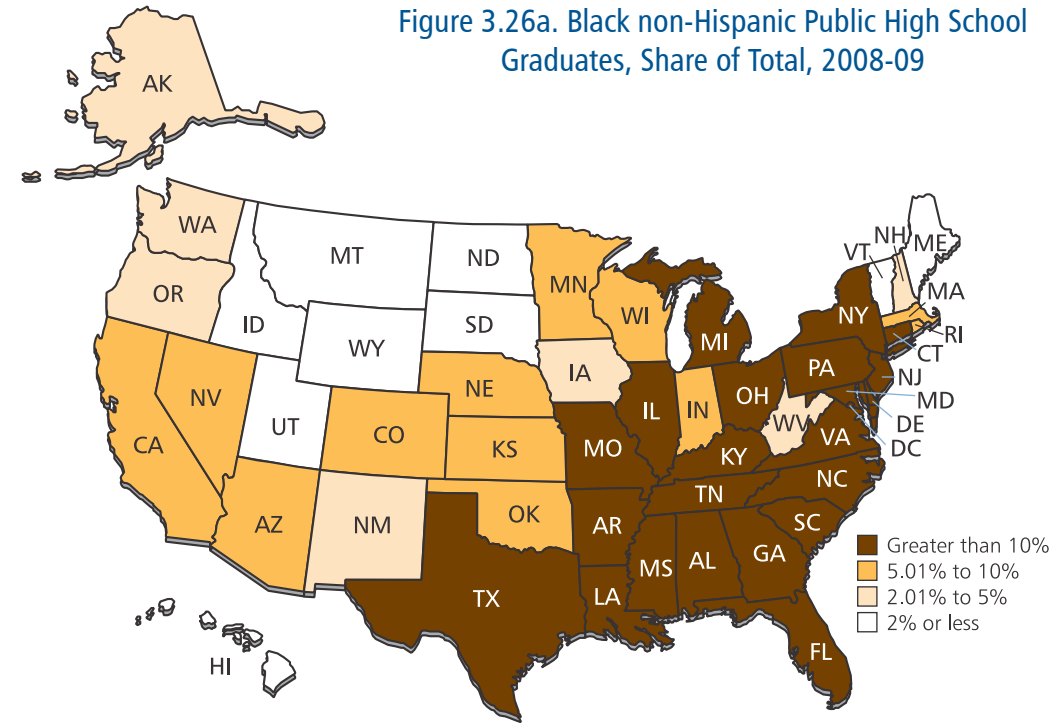


Figure 3.26b. Change in Black non-Hispanic Public High School Graduates, 2008-09 to 2019-20

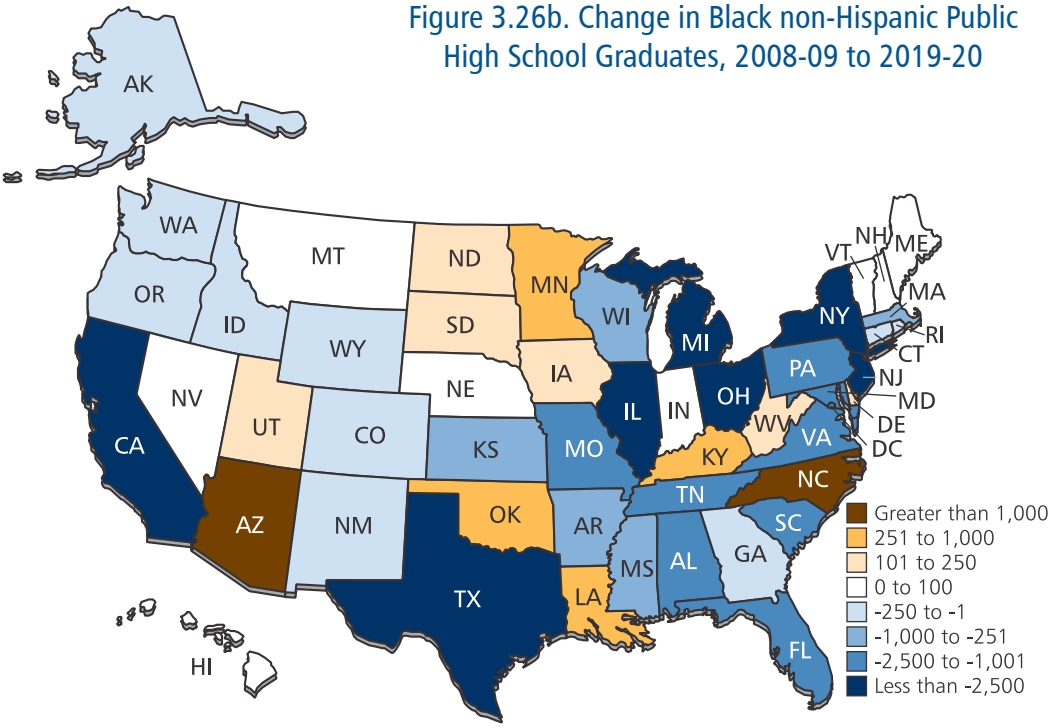


Figure 3.26c. Average Annual Percent Change in Black non-Hispanic Public High School Graduates, 2008-09 to 2019-20

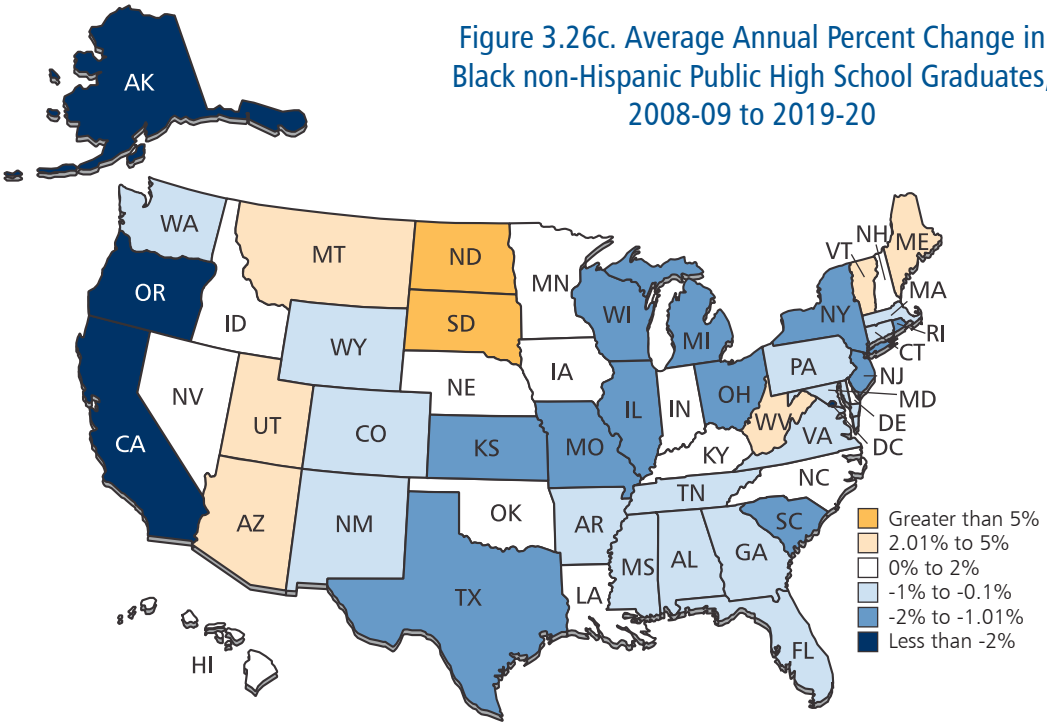
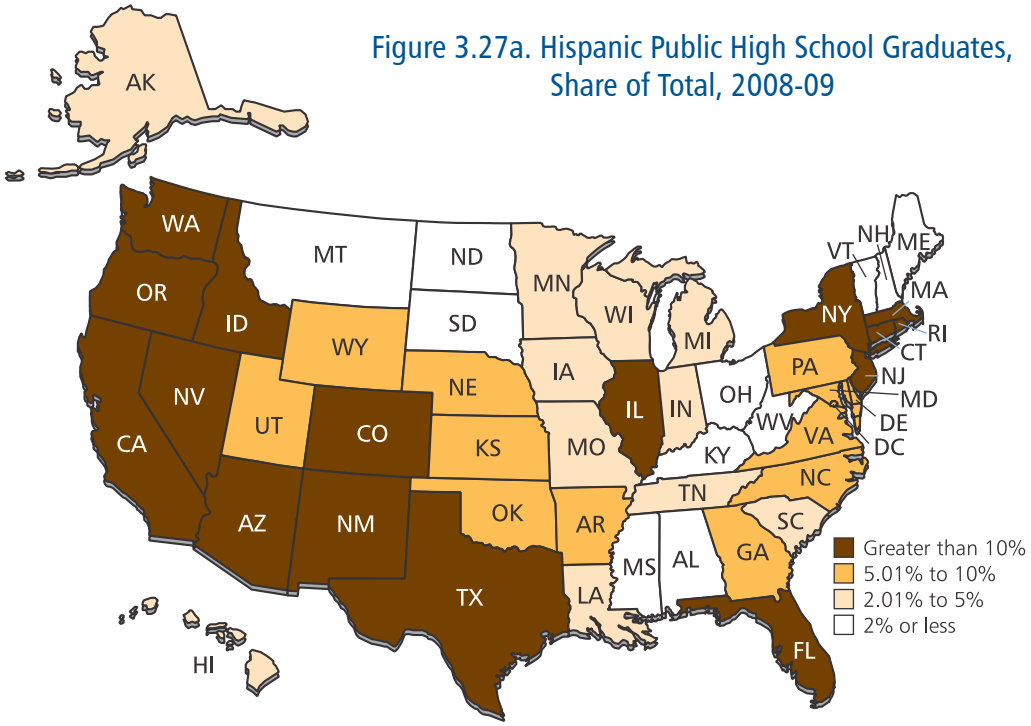


Figure 3.27a. Hispanic Public High School Graduates, Share of Total, 2008-09



single states – like Arizona or Indiana – bucking the regional trend. North Carolina and Arizona will experience the most growth numerically, though all the added Black non-Hispanics in the former state will reflect a relatively flat growth rate. North Dakota and South Dakota, both small states, are projected to be among those adding the most Black non-Hispanics and faced with the fastest growth rate.

Hispanics

Public high school graduates of Hispanic descent in the class of 2009 were most heavily concentrated in the Southwestern states, as well as in other expected places like Florida, Illinois, and New York (Figure 3.27). As the wave of Hispanic population growth has rolled in, other states have seen their proportion of graduates from Hispanic backgrounds surpass the 10 percent mark, including states in Southern New England and the Pacific Northwest (Washington, Oregon, and Idaho).

As already discussed, growth in this group is one of the most indelible characteristics of our demographic future, and the maps illustrating change over time convey how virtually every state will experience its impact. California, Texas, and Florida – which already have some of the largest populations of Hispanics – will continue to produce the biggest increases in the number of

Figure 3.27b. Change in Hispanic Public High School Graduates, 2008-09 to 2019-10

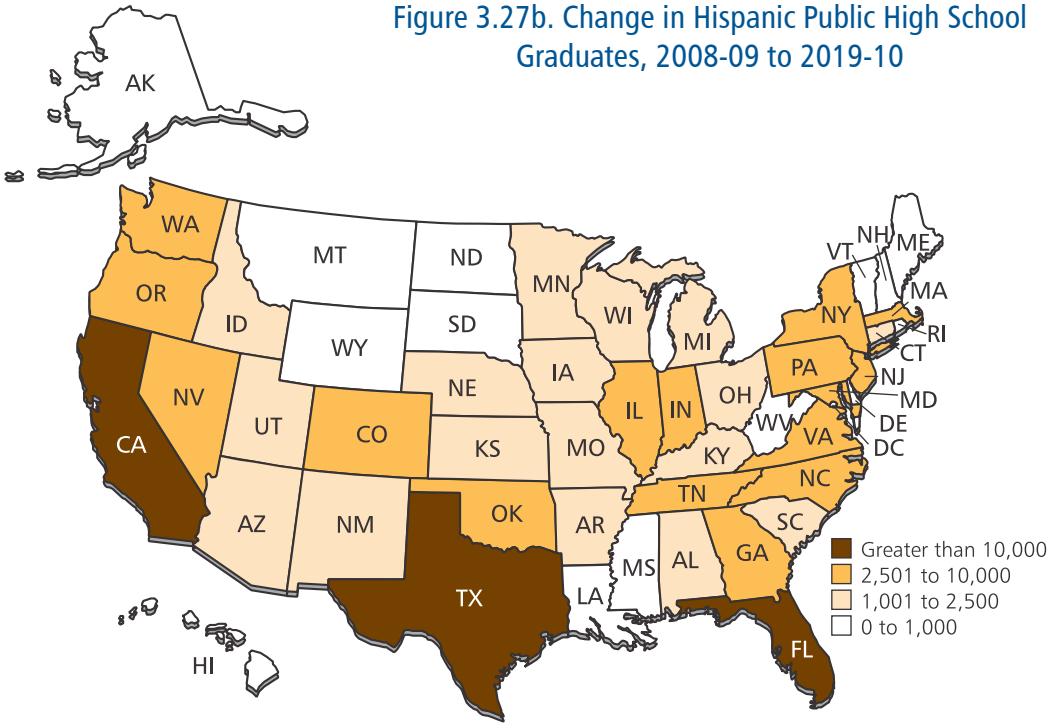
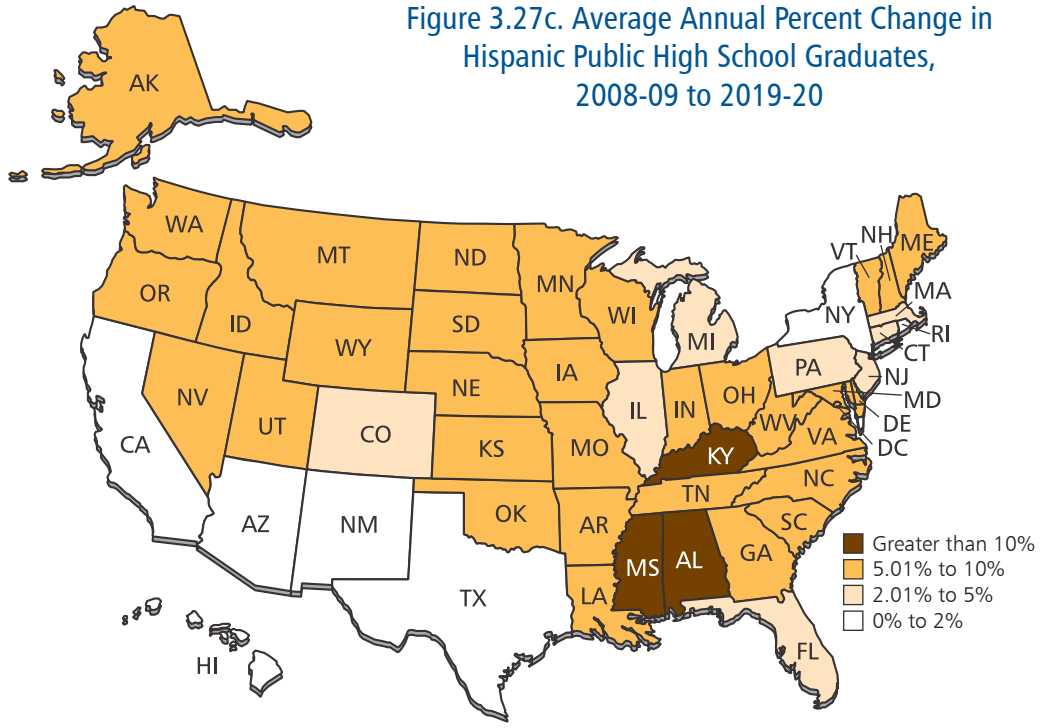


Figure 3.27c. Average Annual Percent Change in Hispanic Public High School Graduates, 2008-09 to 2019-20



Hispanic graduates by the end of the decade, though their rates will be lower than those of states that began with smaller Hispanic graduate populations. Kentucky, Mississippi, and Alabama are projected to have the fastest growth rates over the decade: all above 10 percent average annual change. And almost every state that does not share a border with Mexico can expect to see growth rates between 5 and 10 percent. The exceptions are Colorado, Illinois, Michigan, Pennsylvania, New York, New Jersey, Connecticut, Rhode Island, and Massachusetts.

White non-Hispanics

The other indelible theme of the diversification of our high school graduates is the decline in the number of White non-Hispanics. By 2008-09 five states – California, Hawaii, Mississippi, New Mexico, and Texas – plus the District of Columbia had produced public high school graduating classes that were majority-minority, in which White non-Hispanics accounted for less than half the students (Figure 3.28).

Only four states, including three in northern New England and West Virginia, produced classes with at least 90 percent White non-Hispanics, down four states from 2003-04. This trend shows no signs of abating. Looking ahead to 2020, only two states are forecast to turn out at least 1,000 more White non-Hispanic graduates than they did in 2009: Colorado and Utah. Otherwise, White non-

Figure 3.28a. White non-Hispanic Public High School Graduates, Share of Total, 2008-09

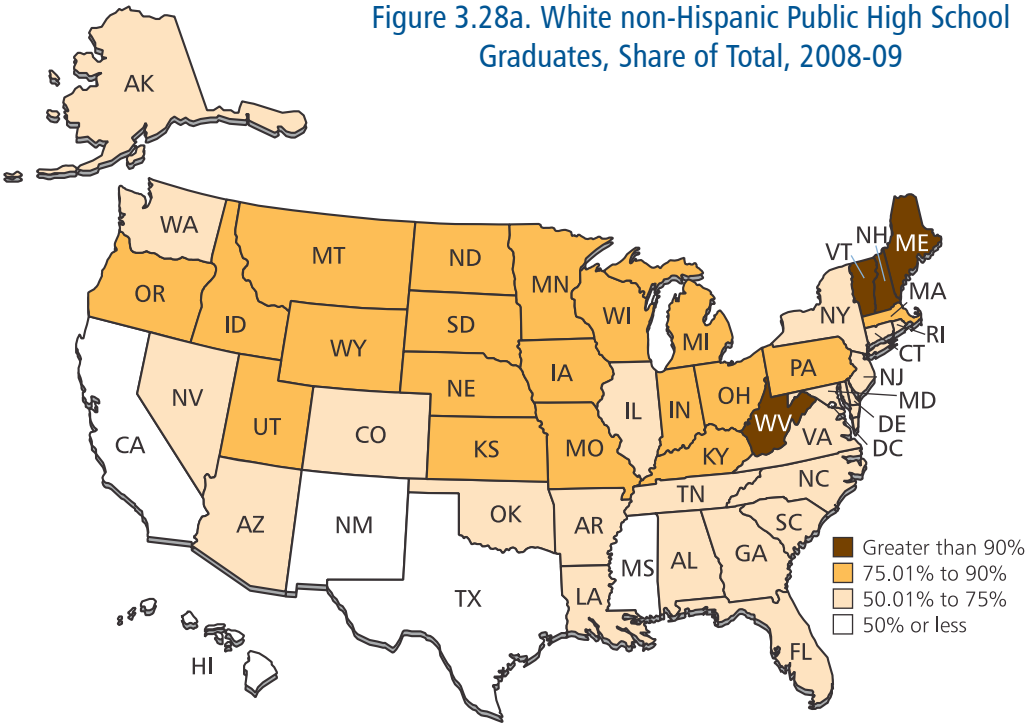


Figure 3.28b. Change in White non-Hispanic Public High School Graduates, 2008-09 to 2019-20

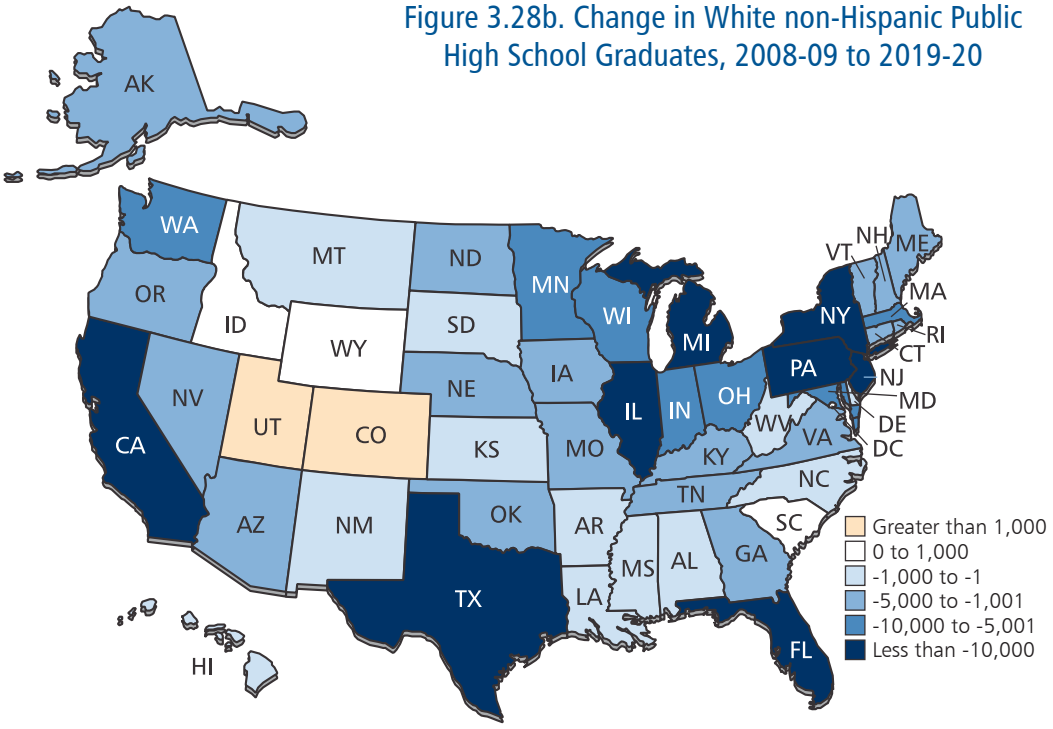


Figure 3.28c. Average Annual Percent Change in White non-Hispanic Public High School Graduates, 2008-09 to 2019-20

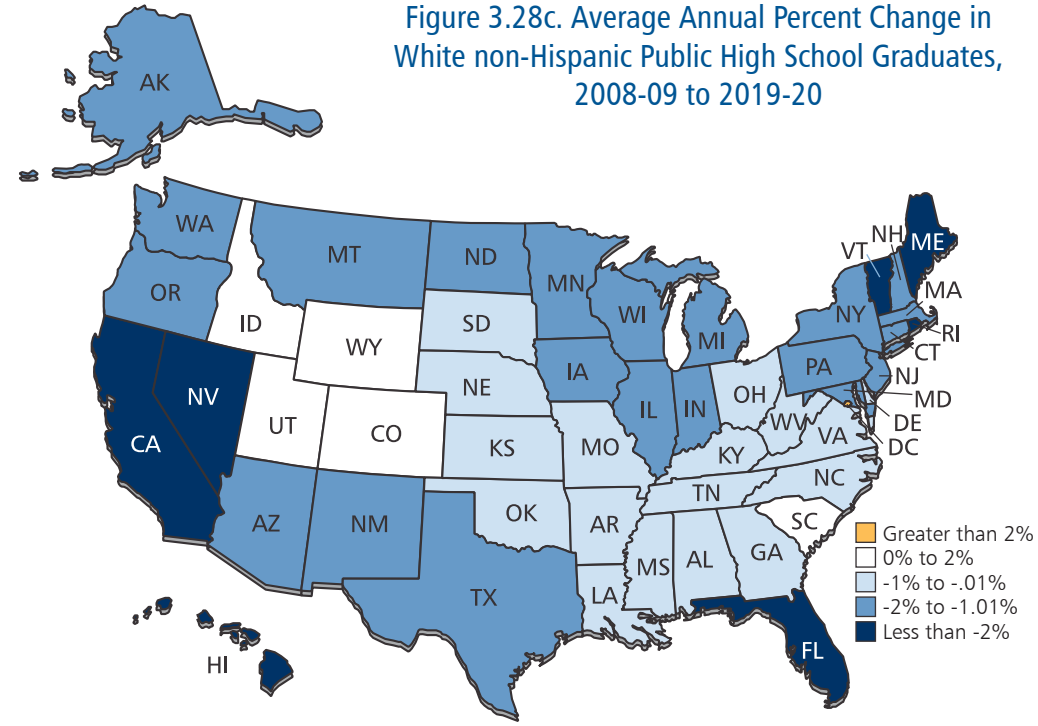
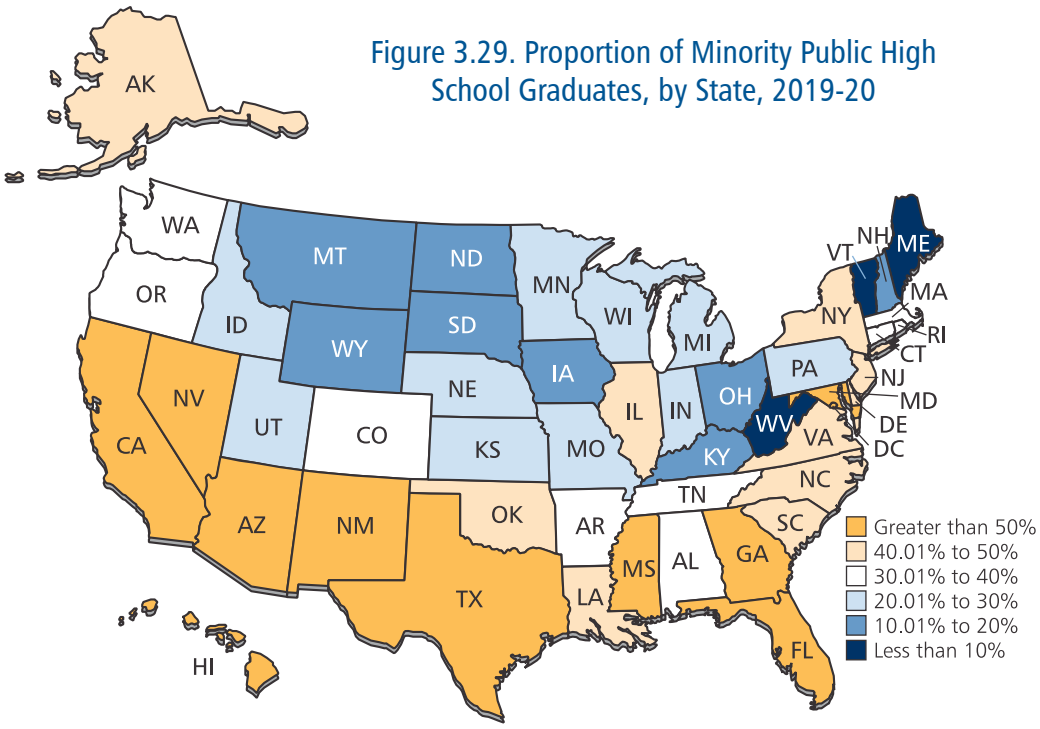


Figure 3.29. Proportion of Minority Public High School Graduates, by State, 2019-20



Hispanic numbers are in full retreat. These maps illustrate what was described earlier in the sections on the Northeast and Midwest, where declines are sharpest (in raw numbers) and steepest (in the pace of the decline).

Summary

This chapter has documented in some detail the inexorable reshaping of the American public high school graduating class. Increasingly, it is less dominated by White non-Hispanics. Hispanics are rapidly accounting for greater proportions of the total, so much so that they are overtaking Black non-Hispanics in many places where the latter has historically been the the largest minority group. Asians/Pacific Islanders are also in ascendance. The net effect is that the group of possible college entrants emerging from our high school is becoming more heterogeneous, and quite rapidly. By the class of 2020, projections indicate that 10 states will have majority-minority public high school graduating classes (Figure 3.29).

This diversification will put immediate pressure on the nation's public schools, where enrollments are already considerably more racially/ethnically heterogeneous than graduates are. Schools and school districts must overcome a long history of educational attainment gaps to ensure that these students graduate and are ready for college or work. These demographic trends also have tremendous

implications for colleges and universities, and the public policies that support and govern them, even though not all students will go on to college after they conclude their high school careers (currently, Black non-Hispanics, Hispanics, and American Indians/Alaska Natives tend not to go to college at the same rates as their White non-Hispanic and Asian/Pacific Islander peers).

The fact remains that the nation's track record with Hispanics, the fastest growing population, is not particularly good. Educational attainment gaps are stubbornly persistent, and historically this group, along with Black non-Hispanics and American Indians/Alaska Natives, have been less well-prepared academically and have had less access to financial resources to help them pay for college. There are several issues that educational and policy leaders at the state, local, and institutional levels can attend to. First, curriculum standards need to be well-aligned with the demands of college and work for all students, and curriculum should be accessible to students from different backgrounds, including non-native English speakers. Second, educational opportunities must be widely available to all and not systematically denied to one group or another (due either to explicit discrimination or to structural discrimination). Third, support services to help students understand what is needed in terms of academic preparation and financial planning for success in college must be available and regularly evaluated. And fourth, our postsecondary institutions must be accessible, affordable, and committed to helping students from all backgrounds succeed.

These would be large challenges even in resource-rich environments – and they loom especially large now, as the nation emerges from an economic collapse of historic proportions. Yet in a globally competitive environment, where education and skills are the currencies that matter for both individuals and for society as a whole, these are challenges our educational and policymaking communities must be ready to confront, armed with effective solutions.

Endnotes

[1] As detailed in Chapter 4, some states opted to report race/ethnicity data under the new requirements earlier than 2010-11.

[2] Karen R. Humes, Nicholas A. Jones, and Roberto R. Ramirez, "Overview of Race and Hispanic Origin: 2010" (Washington, D.C.: U.S. Census Bureau, 2011), Table 11, accessed 18 November 2012 from <www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

[3] U.S. Census Bureau, *2008 National Population Projections* (Washington, D.C.: U.S. Census Bureau, 2008), accessed 8 November 2012 from <www.census.gov/population/projections/data/national/2008.html>. Examples of state projections include those from the following: Office of Financial Management, State of Washington, *Projections of State Population by Age, Gender, and Race/Ethnicity: 2000-2030* (Olympia, WA: author, 2006), accessed 1 November 2012 from <www.ofm.wa.gov/pop/race/projections/methodology_0306.pdf>; and STATS Indiana, "Population Projections" (Bloomington, IN: Indiana Business Research Center), accessed 1 November 2012 from <www.stats.indiana.edu/topic/projections.asp>.

[4] Jeffrey Passel, D'Vera Cohn, and Ana Gonzalez-Berrera, "Net Migration from Mexico Falls to Zero – and Perhaps Less" (Washington, D.C.: Pew Hispanic Center, 2012).

[5] As quoted in Emanuella Grinberg, "New Census 2010 Data Offers State-by-State Look at Age, Racial Profiles," CNN.com (2011), accessed 2 November 2012 from <http://news.blogs.cnn.com/2011/05/05/new-2010-census-data-offers-state-by-state-look-at-age-racial-profiles>.

[6] David Ihrke, Carol Faber, and William Koerber, "Geographic Mobility: 2008 to 2009" (Washington, D.C.: U.S. Census Bureau, 2011), Table 5, accessed 18 November 2012 from <www.census.gov/prod/2011pubs/p20-565.pdf>.

[7] U.S. Census Bureau, "Geographical Mobility/Migration 2010-2011" (Washington, D.C.: U.S. Census Bureau, 2011) accessed 5 November 2012 from <www.census.gov/hhes/migration/data/cps/cps2011.html>, Table 11.

[8] Jason P. Schachter, "Migration by Race and Hispanic Origin: 1995 to 2000, Census 2000 Special Reports" (Washington, D.C.: U.S. Census Bureau, 2003), accessed 18 November 2012 from <www.census.gov/prod/2003pubs/censr-013.pdf>.

[9] Enrollments by region may not sum to the total enrollment for each race/ethnicity found in Tables 3.3 and 3.5 because the nation and each region are projected separately. Beginning in 2008-09, Native Hawaiians were added to the Asian/Pacific Islander category, and multiracial individuals were distributed among the four race categories (which exclude Hispanic, an ethnicity). See Appendix B for details about the source data and Chapter 4 for the projection methodology.

[10] Figure 3.26 reflects a rolling three-year average in calculating percent change in order to smooth the year-to-year volatility in the projections caused by the small numbers in American Indians/Alaska Natives.

Chapter 4. SOURCES AND METHODS

As in the previous editions of this report, our projections of high school graduates rely on a methodology known as cohort survival ratio (CSR). While the focus of this publication is on graduates, corresponding to WICHE's mission of improving access to postsecondary education, CSR also yields enrollment projections.

The CSR methodology operates by calculating the difference between the enrollments in a given grade in one academic year and the enrollments in the subsequent grade level the next year. WICHE uses births data from the National Center for Health Statistics (NCHS) to develop ratios of the number of children born in any given year who go into first grade approximately six years later. For each academic year, a ratio of the high school graduates relative to 12th grade enrollments is calculated. WICHE uses these ratios, calculated from all available data, to project the number of enrollments and graduates in the years to come. The last year for which graduates can be projected is determined by the last available year of birth data (i.e., projections are made for the 18-year period in which the most recently born children would be graduating from high school).

In order to limit the effects of any measurement error to a single year of outlying data, projections are made using a five-year smoothed average. This approach also allows WICHE to place relatively greater weight on the most recent year's data without eliminating any trends that would be evident by taking a longer view. Consistent with past editions, each cohort survival ratio is calculated as:

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

where Y_{pt} = the CSR between a given progression point p in year t, and w = smoothing weight (equal to 0.4 in WICHE's application of the CSR methodology).

The CSR methodology is widely used by educational planners because of its relative simplicity. Since the calculation relies on basic math, it is readily transparent to those seeking to understand how the projections are calculated. But perhaps an even greater strength is the limited data required. Despite CSR's relative simplicity, studies have shown that it is reasonably accurate in the short term and for small populations.[1] These strengths are key reasons why CSR is such a popular approach for schools, school districts, states, the federal government, and others who are responsible for planning to meet future educational needs. While alternatives that may be more accurate in the long term exist, they have more extensive data requirements and employ techniques that are far less easily understood by those who aren't statisticians. These characteristics tend to make them problematic for the purposes of our report.

Notwithstanding the merits and success of the CSR methodology used for this projection series, WICHE undertook a comprehensive methodological review in preparing for this edition, since the method had not been systematically examined at any point during the projection series history. As part of this process, WICHE commissioned a technical white paper, convened two panels – a technical review panel of experts and an end-user panel of various constituencies who use *Knocking* – and performed simulations analysis to compare the relative accuracy of several CSR alternatives. 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.[2] In summary, the CSR method that WICHE uses 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.

Factors Affecting CSRs and Projections

All projections are based on and affected by underlying assumptions and data. Users of projections should understand the assumptions and data constraints, in order to determine the acceptability of projected time series for their purposes. Our projections of high school graduates depend on several types of data, drawn from many years, all disaggregated by race/ethnicity and for each state: live births; enrollments by grade level and graduates in the public sector; and enrollments by grade level and graduates in the private sector. The sections below provide a brief overview of some of the most influential factors arising from or relating to the source data used for making WICHE's projections of high school graduates. For interested readers the report of WICHE's recent methodology review provides a more in-depth discussion and data regarding these factors.[3]

In demographic studies there are generally two main sources of population change: natural increase and net migration.[4] Changes in education enrollment information from one year to the next can result from grade retention and acceleration, net migration among states and schools (public vs. private in this case), dropouts, and early graduations, as well as from mortality. Aside from data on births, none of these changes is explicitly modeled in the data. Instead, CSR captures their influence implicitly through year-to-year trends. That is, each year's count of enrollments reflects the combined effects of each of the factors that occurred over the preceding year.

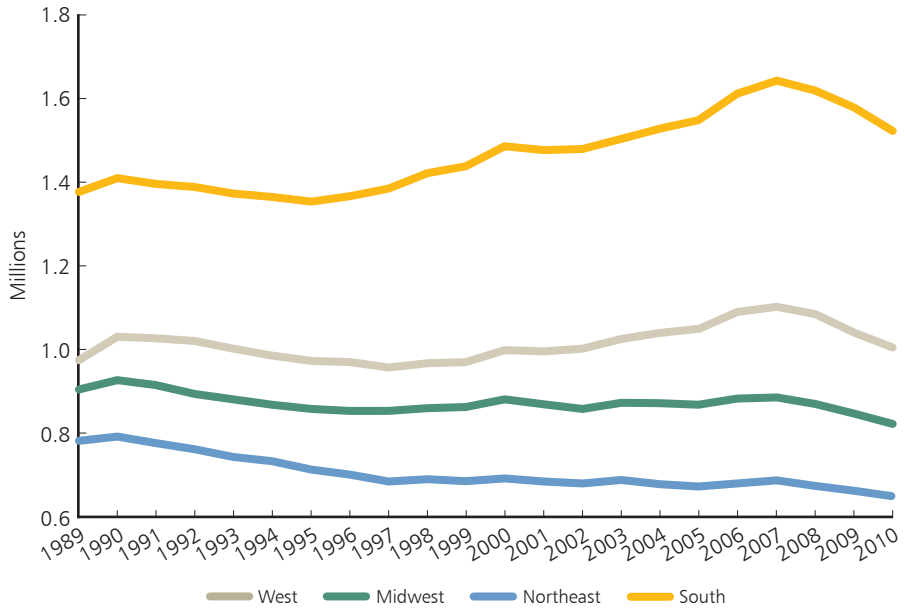
Our chief assumption is that underlying patterns that combine to create each year's enrollment data will carry forward indefinitely. This assumption has the greatest potential to degrade the accuracy of the projections when given patterns are in the last year or two of actual data or when new circumstances emerge in reality but are not evident in the years of available data.

Births

WICHE obtained raw data for live births from the National Center for Health Statistics, which is part of the Centers for Disease Control and Prevention. Birth data were grouped according to maternal race/ethnicity and state of residence. Data for all states and races/ethnicities were available through the year 2010. Since WICHE does not project birth data, this established the last year of the projections of high school graduates at 2027-28, which is approximately when babies born in 2010 would reach 17 or 18 years of age (approximately, because births are reported for calendar years January to December, while enrollments are reported for academic years). WICHE associates births to school enrollments by race/ethnicity using the five categories of race/ethnicity that the U.S. Department of Education employed until 2009, even though states have been converting their birth records to be consistent with newer federal standards for the reporting of data on race and ethnicity by expanded categories (categories first used by the Office of Management and Budget in 1997). WICHE uses the data NCHS provides by "bridged" race/ethnicity categories, in which the new, extended race and ethnicity categories are translated into the five categories previously used.[5] The differences between the reporting protocols of the NCHS and the Department of Education's National Center for Education Statistics (NCES) in any given years used for this publication, and between calendar and academic years, mean that births and first grade enrollments six years later may not exactly match.

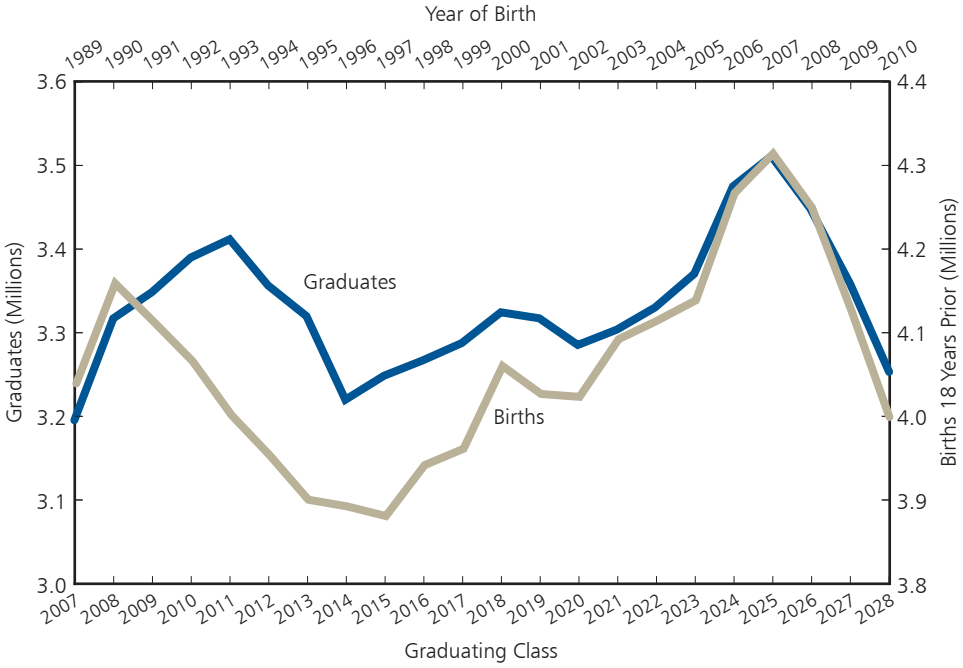
The births data, while not the principal focus of this publication, are instructive in their own right for policymakers, administrators, and other readers because of the significance they play in the projections methodology. Figure 4.1 shows total births for all the geographic regions in the U.S. between 1989 and 2010. It indicates that the South and West saw the most births throughout this time period. Births in the Midwest and Northeast declined until 1997 and have been relatively flat since then. All regions have experienced a decline in births since 2007, when the nation reached an all-time high, with the South and West slowing down the most, corresponding to their previously higher birth rates. This recent downturn in births becomes evident in the outer years of this edition's projections for graduates. Figure 4.2 plots total public and nonpublic graduates with the births 18 years prior, when most graduates would have been born. The decline in births corresponds to a decline in graduates. Furthermore, preliminary births data indicate that births continued to decline through at least 2011, although the rate of decline slowed for 2011, compared to the three previous years. The

Figure 4.1. Births, by Region



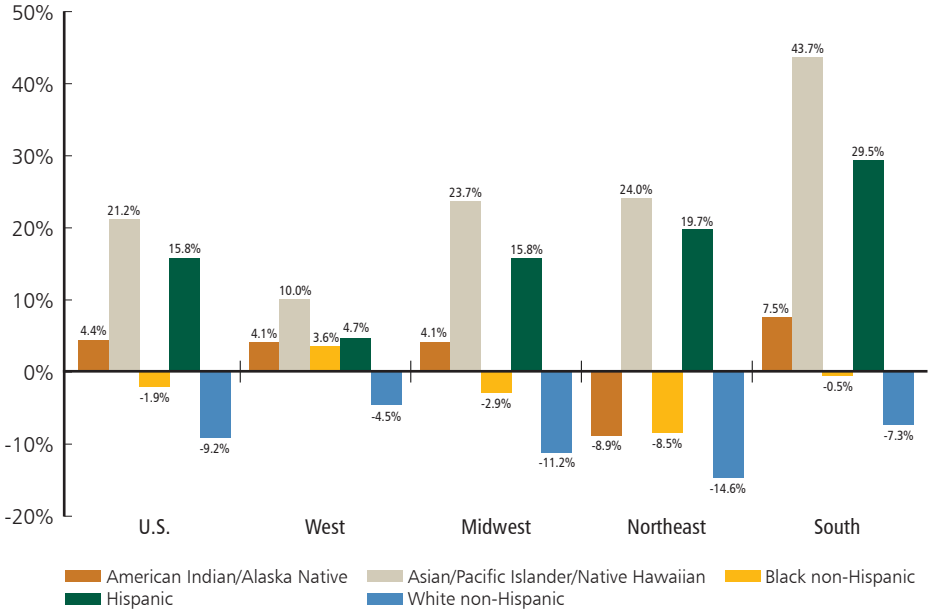
Source: National Center for Health Statistics, Centers for Disease Control and Prevention.

Figure 4.2. Total Public and Nonpublic Graduates, 2005-06 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected), Compared to Births 18 Years Prior



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

Figure 4.3. Percent Change in Births Between 2000 and 2010, by Region and Race/Ethnicity



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

provisional count of births in the United States for 2011 was 3,961,000, 1 percent lower than the 4,000,279 births for 2010, which were 3 percent lower than those in 2009.[6] Presumably, this predicts a continued decline in high school graduates for at least one year, and perhaps several, past those officially projected in this edition.

Figure 4.3 illustrates how births affect the projections' diversification and the dramatic demographic changes confronting schools in all regions. Over the last decade, the number of White non-Hispanic births declined in all regions at about the same rate as in previous years. Births to Black non-Hispanics, which had been falling everywhere but in the South, reversed that trend and grew modestly, nationally and in all regions except the Northeast. And births among Hispanics and Asian/Pacific Islanders in all regions continued to increase substantially during this decade, though at a slower rate than in previous years.

Mortality

Of the factors impacting enrollments and grade progression, mortality plays the least significant role. Child death rates do vary by race/ethnicity and gender (most race/ethnicities see overall crude death rates of 0.01 percent for those aged five to 19, about the same rate for females, and rates ranging from 0.08 percent to 0.13 percent among males aged 15-19). However, they were stable or declining through 2007.[7] And the data available cannot be reliably disaggregated to apply to the single-grade cohort survival ratios WICHE produces.[8]

Grade Retention and Acceleration

Two other factors captured in CSRs are grade retention and acceleration, reflecting student outcomes. Data from surveys such as the National Longitudinal Survey of Youth and the Educational Longitudinal Study provide some indication that grade acceleration is relatively uncommon nationally: only 0.6 percent of 10th graders and 1.4 percent of eighth graders have skipped a grade. Grade retention appears to be far more common. According to parent responses to the "Parent and Family Involvement in Education" component of the National Household Education Survey (NHES), about 10 percent of students have been retained, most often in kindergarten or first grade. Other data, including that used for these projections, indicate relatively high rates of retention for ninth graders, running at around 10 percent, with some variations by state and race/ethnicity.[9] Despite these sources of national data, data on grade retention and acceleration are generally not reported in a sufficiently disaggregated way that they can be explicitly reflected in our projections by state and race/ethnicity. However, they are implicitly included in the calculated CSRs that reflect the various aspects of grade progression. The report of WICHE's recent methodology review discusses grade retention and acceleration in more detail, and Chapter 3 provides related indications about how dropout rates vary by race/ethnicity.

Migration

Migration has a much greater impact on the year-to-year enrollment data than mortality does, and in a discussion of high school graduation rates, it takes multiple forms. As discussed below, the recent economic recession has presumably contributed to migration between states, in and out of the country, and between public and nonpublic schools. Migration occurring between states is driven in large part by the relative strength of state economies and the availability of employment, but the relative cost of living, transportation costs, and the perceived strength of local schools can also be factors. Metropolitan areas that sit astride state borders, such as Kansas City and Washington, D.C., are particularly susceptible to this form of migration.

Additionally, immigration from outside the U.S. affects the CSR. The most notable impacts are felt from immigrants (legal and illegal) from Mexico in border states like Arizona, California, and Texas. A recent Pew report found that in the five-year period from 2005 to 2010, about 1.4 million Mexicans immigrated to the United States and about the same number of Mexican immigrants and their U.S.-born children moved from the United States to Mexico. Of the latter about 300,000 were U.S.-born children. In the five-year period a decade earlier, from 1995 to 2000, about 3 million Mexicans immigrated to the U.S. and fewer than 700,000 Mexicans and their U.S. born-children moved from the U.S. to Mexico. While those of Mexican origin continue to compose the largest portion of the foreign-born, their share of the total population has recently declined. At the same time, the U.S. immigrant population from other countries has continued to grow, reflecting another aspect of diversification.[10] This is one indication of a change in immigration patterns that may not yet be fully understood.

Migration also occurs between public and nonpublic schools. This form of migration most typically occurs at the junctures between school levels, as when parents shift their children to a nonpublic high school at the beginning of ninth grade. These shifts are presumably embedded in the data for public and nonpublic enrollments, but they are not easily discernible from other factors in the data because they occur in relatively small numbers, compared to the totals.

Policy and Economic Factors

Educational policy changes can have a substantial impact on progression ratios. A growing focus on accountability mandates brought on by No Child Left Behind has likely influenced the number of enrollments and graduates. Initiatives designed to boost graduation rates, particularly the effort to establish a uniform measurement across states, are likely to direct attention to educational success in the years to come. Changes in graduation requirements, especially to improve the rigor of the standard high school curriculum, are certain to have an impact on the number of graduates in states that have adopted them. Similarly, legislation pending in several states to increase the age at which students can legally drop out of school will surely affect progression ratios in the 10th, 11th, and 12th grades. And the Common Core State Standards for mathematics and English language arts, which all but a few states have officially adopted, will likewise have an impact on student progress once they are fully implemented.

Projections based on the CSR methodology are also impacted by abrupt changes in historical demographic or school progression patterns. Projections that span a time of major transition or instability may have more variability or imprecision than those that cover more stable times. This imprecision may result from an educational policy change, a substantial single-year surge, or decline in immigration. In addition,

certain states or groups of students are inherently less predictable.

The most obvious and widespread environmental/external factor affecting this edition of projections is the recent Great Recession and slow return to economic growth. This major national economic event was about to begin at the time the 2008 edition of these projections was issued. However, because the latest available data on enrollments for that edition stopped at the 2005-06 academic year and reflected a period of rapid economic expansion, it might not have provided the best indication of what would happen in the years of the recession. The country as a whole and certain states in particular were affected in a number of ways, including where people settled or relocated, the schools they sent their children to, and the number of temporary residents who entered or left the country. The economic slump may have been so disruptive that effects on school enrollment and graduation may continue to play out. However, the data available for this publication do not extend beyond 2010-11 for enrollments and 2008-09 for graduations. Because we do not have data for more recent years, during which major economic shifts were underway, it is possible that at least the shorter-term projections may not play out precisely as we expect.

Nevertheless, our analysis of past projections provides reason for confidence in what we predict for the overall numbers and specific trends. WICHE's projections of U.S. total public graduates from the 2003 and 2008 editions of *Knocking* are on average within 2 to 3 percent of the actual graduate numbers subsequently reported to the NCES for specific years within the first five years of projections (Table 4.1); the average gap for the states is similarly low. There is variance in the historical accuracy for the different regions, which could be explained by a number of factors, including: rapid and unpredicted changes in certain states; smaller or larger numbers of students; a change in the source data used for the projections that occurred between the 2003 and 2008 edition (as explained herein); or because the NCES public data include unreported or unusual data that WICHE adjusted in preparing the 2003 and 2008 projections but did not correct for in this analysis.

Data Sources and Adjustments

WICHE's projections rely on data about past years' enrollments and graduates, and as such can be influenced the stability and quality of these underlying data. For editions prior to 2008, WICHE obtained data on enrollments and graduates from the states individually. Beginning with 2008 WICHE used data from the Common Core of Data (CCD), as well as the Private School Universe Survey (PSS) for data on nonpublic school enrollments and graduates; both are administered by NCES. Overall, the CCD provides a common structure and format for the data needed for this project, with common quality checks completed by NCES, in partnership with the U.S. Census Bureau.[11] Using the federal education data for these projections confers additional benefits of transparency and continuity, inasmuch as these commonly available data are used and understood by other policy and research entities. WICHE nonetheless carefully examines the CCD data it obtains, investigates unusual data, and makes adjustments where appropriate, as detailed in Appendix B.

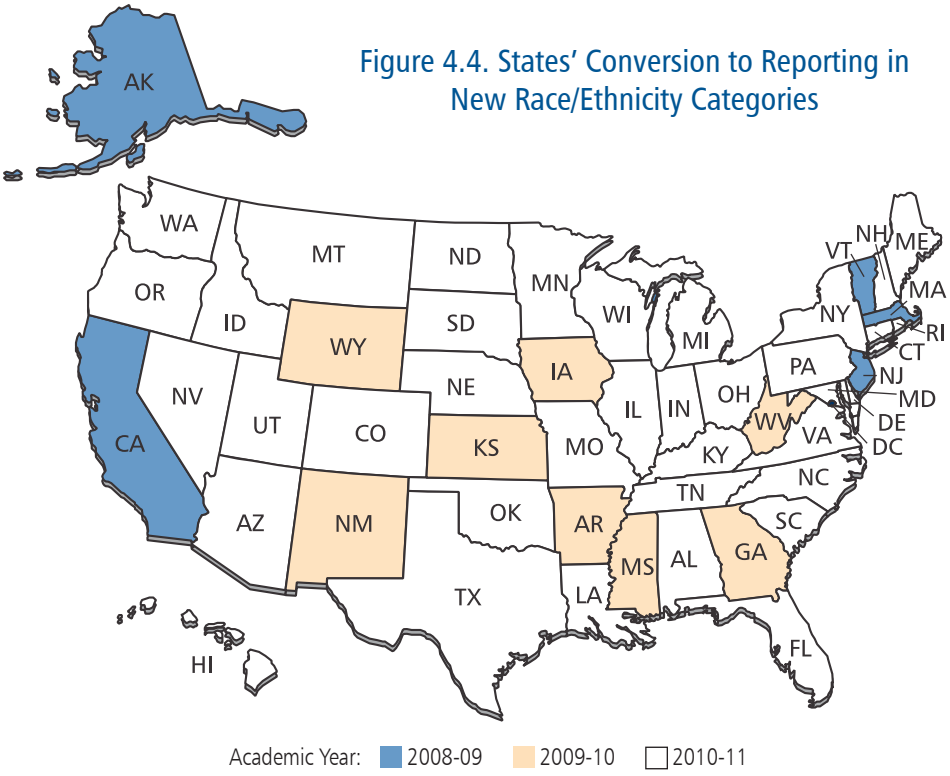
Table 4.1. Percent Difference of Projected Public Total Graduates from the 2003 and 2008 Editions of *Knocking*, Compared to Graduates Reported to NCES

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
2003 Edition							
U.S. Total	-2.0%	-3.2%	-3.8%	-2.3%	-2.9%	-4.0%	-4.8%
Average of States	-1.7	-2.6	-3.3	-2.5	-3.1	-4.4	-5.3
West Region	-5.2	-4.1	-5.8	-0.4	-0.8	-0.5	-0.9
Midwest Region	1.2	-0.6	-1.1	-1.4	-2.0	-2.4	-2.0
Northeast Region	11.4	10.0	7.9	11.6	6.8	5.7	4.9
South Region	-9.0	-11.5	-10.5	-10.4	-10.3	-12.6	-14.5
2008 Edition							
U.S. Total	Not Applicable			2.9	2.2	1.1	-0.7
Average of States				1.5	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

Source: Common Core of Data State Nonfiscal and State Dropout and Completer Files for the referenced years; and WICHE calculations.

Note: The District of Columbia, Pennsylvania, and South Carolina were excluded from the 2005-06 figures because they did not report total public graduates; 2002-03 to 2004-05 were not analyzed for the 2008 edition because they were not projected in that edition. The U.S. Total and Average of States are not equal because projections are made independently for the nation, regions, and states.

Figure 4.4. States' Conversion to Reporting in New Race/Ethnicity Categories



Transition to New Race/Ethnicity Reporting

For this edition there were changes in the data WICHE used that have the potential to impact the projections. WICHE projects high school graduates independently for five racial/ethnic categories: American Indian/Alaska Natives, Asian/Pacific Islanders, Black non-Hispanics, Hispanics, and White non-Hispanics. The smaller number of individuals in each racial/ethnic category has always meant that the projections disaggregated for each race/ethnicity are more susceptible to imprecision than the projections of total public graduates. (This is one reason that WICHE provides projections of total public graduates separately, in addition to the sum of the graduates from each race/ethnicity.) Another common source of imprecision is that over the years states have varied how they collect and report data for racial/ethnic categories in addition to the five WICHE has historically used, including longstanding categories in the CCD such as "Multi-racial" or "Unknown."[12]

In addition, the data used for this edition's public projections spanned the years during which data reporting to the Department of Education (DOE) was transitioning from five race/ethnicity categories to seven, as required by new standards issued by the U.S. Office of Management and Budget. This new reporting scheme requires individuals to answer a two-part question to indicate their racial and ethnic identity. The first question is whether an individual's ethnicity is Hispanic/Latino or not. The second question is whether the individual is from one or more of five racial groups: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; or White. In addition to the new options for racial and ethnic self-identification, the process for the *collection* of data from individuals is different than the *reporting* of that data to the Department of Education: individuals may self-identify as both Hispanic and any combination of races, but an individual who is Hispanic will only be reported as Hispanic. Also, individuals are not offered the choice of choosing the seventh category, Two or More Races; rather, it is a reporting category derived from the individual's selections.[13] These factors may account for some divergence in data across the years that cover the transition from one reporting scheme to another. All states were required to use the seven racial/ethnic categories for the reporting cycle for 2010-11 academic year data. But as shown in Figure 4.4, the new reporting protocol was phased in by some states for 2008-09 and 2009-10.[14]

In this edition WICHE continues to provide projections using the five historical, mutually exclusive racial/ethnic categories because there are not sufficient data from all states to determine recent trends or make projections for the seven racial/ethnic categories. Given the staggered transition to the new classification scheme, and because graduate data are lagged one year behind enrollments data, we did not have the assemblage of data needed to make projections in the seven categories for this edition. In fact, the five years of data on the seven categories, which WICHE requires for its projections, will barely be available by the next planned edition of *Knocking*. Appendix B describes our methods for adjusting the newer data reported in seven categories to conform with the previous five categories.

While there is still only very limited empirical research into the effects of these reporting changes, the few studies we found indicate that the exclusivity of the

Hispanic category will likely cause the Hispanic count to increase, even when compared to the already strong trends of previous years. It is also expected that counts in the other race/ethnicity categories may decrease slightly, compared to previous trends, because some individuals may be categorized as Hispanic (e.g., Hispanic Whites or Hispanic Blacks who were previously reported as White or Black) and because multiracial students will now be reported in the Two or More Races category rather than in one of the single-race categories.[15] Notwithstanding these expected patterns, exactly how individuals will redistribute across racial/ethnic categories may vary substantially state by state, especially in relation to the relative size of each group in each state and a state's unique racial/ethnic mix.

Methodology Adjustments Addressing the Race/ Ethnicity Data Change

Changes in the underlying data used in the projections create the potential for spurious forecasts. That is, in any given state, there might be a modest change in the number of enrollments or graduates among the racial/ ethnic groups in the year or two during which the data-reporting change occurred, but it could appear as a major shift if that one-time effect were carried forward over many years by the projection methodology. The greatest impact of redistribution from the data-reporting change would most likely be observed in the first year in which the state reports according to the new scheme. What results is a one-time readjustment that shows up in the CSRs.

Another possible byproduct of the data changes is spurious inflation in the number of Hispanic graduates. Suppose a state reported 1,285 Hispanic eighth graders for 2008-09 and then 1,250 Hispanic ninth graders for 2009-10, resulting in a CSR of 0.973 between eighth and ninth grade, a fairly typical progression for this group in this state. If the state then reported 1,500 Hispanic 10th graders in 2010-11 (reflecting the exclusivity of the Hispanic categorization in its first year of reporting under the new scheme, and possibly other factors), it would result in a dramatically increased CSR of 1.200. Practically speaking, it is uncommon to see a 120 percent increase of students between ninth and 10th grade, even accounting for net in-migration. We would not want to reflect this kind of implausible trend for many years going forward because it would result in unlikely projections of explosive growth in Hispanics. For that matter we would not want to project forward any dramatic increase (or decrease) that is implausibly different from previous years' CSRs and is therefore presumably a result of the data change, rather than the real growth or decline in a given racial/ethnic group.

With these examples in mind, there was a likelihood that this data change would result in spurious forecasts for this edition, and two aspects of our CSR methodology could combine to "snowball," causing this one-time "bump" to dramatically impact future projections. First, the vast majority of states converted to the new reporting scheme in 2010-11. This is the last year of available enrollment data that is included in these projections – and the most influential. The last year of reported data bears the most influence in our projections because it is weighted at 40 percent, compared to 15 percent for each of the four other years used in our calculations. Using the CSR methodology without adjustments to account for the reporting change would perpetually overstate the bump that occurred in the most recent year – the year with the greatest weight. We observed bumps in the data for states that converted in 2008-09 and 2009-10; but for these states, the effect was somewhat diminished because the data reported in those years received only 15 percent of the weight in the calculations.

Figure 4.5 provides a practical example of how this change worked in our projections methodology, using Black non-Hispanics in Maine. Keep in mind when reading the following example that CSRs tend to congregate around 1.00 – that is, typically, 100 percent of students progress to the next grade (or graduation). In the figure the trend of first-to-second-grade progression rates are highlighted in yellow. As highlighted in red, the ratio is quite different in the first year of the data-reporting conversion. Our methodology would typically have included this last year of reported data. But we excluded the ratio (in this grade level and all others), so that it would not artificially drag down the future ratios and they would remain more consistent with historical ratios, as highlighted in blue.

The recent change in federal education data also appears to have created discordance between the births and first-grade enrollments data in some cases. This is most likely because individual-level births data is sourced from NCHS, a different federal agency with slightly different reporting schemes than the aggregate-level enrollments data from NCES. For example, some children born in 2004 might have been categorized one way at birth by NCHS and another way at first-grade enrollment in 2010-11 by NCES. We observed implausible birth-to-first-grade CSRs as high as 2.00 to 3.00 in the smaller racial/ethnic groups in certain states, which are presumably attributable to data-reporting

Figure 4.5. Example of CSR Changes Resulting from New Race/Ethnicity Data Collection Process: Maine, Black non-Hispanics

School Year	Type	Birth Year	Births	Grade 1	2	3	4	5	6	7	8	9	10	11	12	Graduates
2003-04	BL	1997	78	293 3.756	299 1.075	261 1.007	266 1.119	268 1.094	251 1.063	245 1.151	289 1.098	280 1.042	270 0.943	228 1.004	186 0.873	172 0.925
2004-05	BL	1998	87	294 3.379	315 1.048	301 1.070	292 1.100	291 1.075	285 1.024	289 1.049	269 1.014	301 1.007	264 1.106	271 0.928	199 1.011	173 0.869
2005-06	BL	1999	99	315 3.182	308 1.137	337 1.175	331 1.139	314 1.076	298 1.118	299 1.168	293 1.097	271 1.085	333 1.085	245 0.982	274 1.184	219 0.799
2006-07	BL	2000	104	372 3.577	358 1.048	362 1.078	384 1.052	350 1.042				318 1.073	294 1.160	327 1.116	290 1.031	227 0.783
2007-08	BL	2001	142	392 2.761	390 1.092	386 1.092	381 1.083	400 1.042	1.070	1.059	0.990	352 1.049	369 1.111	328 0.978	337 0.970	285 0.846
2008-09	BL	2002	167	434 2.599	428 1.037	426 0.981	418 1.002	397 1.041	428 1.033	430 0.986	378	385	391	361 0.890	318 0.983	274 0.862
2009-10	BL	2003	176	414 2.352	450 0.635	420 0.598	427 0.602	435 0.630	410 0.524	422 0.554				348	355 0.724	298 0.839
2010-11	BL	2004	217	293 1.350	263 1.063	269 1.055	253 1.057	269 1.051	228 1.066	227 1.049				257	252 1.023	209 0.829
2011-12	BL	2005	258	712 2.759	312 1.072	277 1.071	284 1.064	266 1.051	287 1.081	239 1.065	233 1.032	294 1.054	318 1.085	259 0.978	263 1.034	218 0.831
2012-13	BL	2006	293	819 2.797	763 1.065	334 1.059	295 1.055	299 1.047	287 1.079	305 1.053	247 1.024	245 1.051	319 1.088	311 0.982	268 1.015	225 0.839
2013-14	BL	2007	327	879 2.689	873 1.066	809 1.054	352 1.053	309 1.046	322 1.069	303 1.045	313 1.017	259 1.047	267 1.078	313 0.963	315 1.007	265 0.840
2014-15	BL	2008	362	960 2.652	937 1.062	920 1.046	851 1.048	368 1.047				327 1.046	280 1.070	257 0.956	315 1.011	264 0.837
2015-16	BL	2009	393	1,042 2.650	1,019 1.065	981 1.054	964 1.054	891 1.048	393 1.071	344 1.048	343 1.023	322 1.048	350 1.077	267 0.964	260 1.016	217 0.835
2016-17	BL	2010	380	1,024 2.695	1,109 1.066	1,075 1.056	1,033 1.055	1,010 1.048	954 1.072	412 1.050	352 1.023	360 1.049	347 1.079	338 0.968	272 1.017	227 0.836
2017-18	BL	2011		0 2.696	1,091 1.065	1,171 1.055	1,133 1.053	1,083 1.047	1,083 1.072	1,002 1.048	421 1.022	369 1.049	388 1.078	336 0.967	344 1.014	288 0.837
2018-19	BL	2012		0 2.681	0 1.065	1,151 1.054	1,234 1.053	1,187 1.047	1,160 1.070	1,135 1.047	1,024 1.021	442 1.048	398 1.077	376 0.965	340 1.013	285 0.837

Historical ratios, used for the projections methodology to carry forward historical trends

Ratio resulting from data-reporting change in 2010-11, excluded from the projections methodology, to avoid continuation of artificial trends

Resulting calculated ratios, closer to historical average

Source: Common Core of Data, State Nonfiscal and State Dropout and Completion files; and WICHE calculations.

Actual reported data Projections

changes. We would not wish to perpetuate this effect in the projections.

Due to the staggered nature of the data-reporting change, the available data provide limited opportunity for fine-detail analysis or adjustments. In addition, it is possible that small changes in racial/ethnic distribution between 2007 and 2010 may result from underlying changes in demography, particularly given migration between states. It is also possible that our method for apportioning the Two or More Races data, which we applied to all states uniformly, might in some cases amplify the differences in distribution resulting from the data-reporting change (see Appendix B). For example, in a state such as Maine, where 96 percent of non-Hispanic students are considered White, virtually all of the students reported in the Two or More Races category were added back to the White category, even though it's possible that they might more likely be considered Black, American Indian, or Asian under the old, mutually exclusive race/ethnicity categories.

To limit the likelihood that the data-reporting changes could be a significant factor in the projections (rather than actual increases or decreases in the number of graduates), the methodology excludes the CSRs that correspond to the first year of grade-by-grade enrollment counts reported under the new racial/ethnic groups. Which CSRs were excluded was based on the year a state converted to the new categories. Table 4.2 summarizes these methodology adjustments. Since the majority of states converted in 2010-11, we excluded the CSRs resulting from 2010-11 data for all race/ethnicities for the independently calculated U.S. and regional projections. Since the data-reporting changes do not apply to the public total or nonpublic numbers

Table 4.2. Methodology Adjustments for Projections, by Race/Ethnicity

United States
Ratios resulting from 2010-11 data were excluded, i.e., ratios between 2009-10 and 2010-11.
Regions
Ratios resulting from 2010-11 data were excluded, i.e., ratios between 2009-10 and 2010-11.
States that Converted in 2008-09
• Alaska, California, Massachusetts, and New Jersey: Ratios resulting from 2008-09 data were excluded, i.e., ratios between 2007-08 and 2008-09. • Vermont: For Native American/Alaska Native projections, ratios between 2007-08 and 2008-09 and between 2009-10 and 2010-11 were excluded. • Mississippi: Officially "converted" in 2008-09 but reported no Two or More Races data for all grades, compared to several hundred for each grade in 2009-10. Therefore, it was treated as a 2009-10 converter (see below).
States that Converted in 2009-10
• Arkansas, Georgia, Iowa, Kansas, Mississippi, New Hampshire, New Mexico, West Virginia and Wyoming: Ratios resulting from 2009-10 data were excluded, i.e., ratios between 2008-09 and 2009-10. • Texas: Officially converted 2009-10 but did not report any Native Hawaiian or Other Pacific Islanders or Two or More Races data in 2009-10, so it was treated as a 2010-11 converter (see below).
States that Converted in 2010-11
• For all states that converted in 2010-11, except for Illinois and Texas: Ratios resulting from 2010-11 data were excluded, i.e., ratios between 2009-10 and 2010-11. • Illinois and Texas, for Native American/Alaska Native projections: Ratios between 2008-09 and 2009-10 and between 2009-10 and 2010-11 were excluded.

(or the resulting Public and Nonpublic Total), we did not modify the methodology used for any those projections.

Nonpublic School Enrollment and Graduate Data

The availability of data on nonpublic school enrollments and graduates varies widely among the states. Only a minority of states even attempt to collect all the data required for these projections, and in many of those, reporting by schools is voluntary. Budget reductions and shifting priorities have also limited the states' collection and reporting of nonpublic school data in years past.

Fortunately, the NCES administers the biannual Private School Universe Survey, gathering data on enrollments by grade level and diploma recipients for the preceding academic year. While nonpublic schools are not required to submit responses to this survey, at least one substantial incentive to do so exists: their information is included in a web-based, searchable database on nonpublic schools, available to the general public. In the last administration of the PSS for 2009-10, the response rate nationally was 94 percent (the response rates for states may be higher or lower).[16] Our review of the PSS data, compared to other publicly available state data for nonpublic schools, indicates it is a reliable source for nonpublic school enrollments and graduates consistently across years and states.

Because the data from the PSS is biennial, data for the years between PSS administrations were estimated, using linear interpolation based on data from two other surveyed years. More details and specifics concerning nonpublic school data can be found in Appendix B.

Homeschooled Students

As in previous editions, WICHE recognizes that the homeschooling movement influences the flow of youth seeking entry into the nation's colleges and universities (as well as the workforce). Research indicates that the number of homeschooled students continues to grow. Data from the 2007 NHES survey show an estimated 1.5 million students were homeschooled in the United States in the spring of 2007, an increase from the estimated 1.1 million students who were homeschooled in the spring of 2003. The percentage of the school-age population that was homeschooled increased from 2.2 percent in 2003 to 2.9 percent in 2007.[17]

Unfortunately, obtaining data about the size and composition of the homeschooling movement by state at a level of detail sufficient to extend our projections analysis to those students is not currently possible. State efforts to collect reliable data on homeschooled students vary considerably. Even where data do exist, it is largely impossible to subject them to the CSR methodology, since the methodology requires data to be broken down by grade level (or some reasonable proxy). In addition, determining the definition and number of "graduates" of homeschools is generally not possible.

National, Regional, and Subgroup Projections

WICHE develops its national and regional projections independently of its state projections. The state projections do not sum exactly to the regional projections, and neither the state nor regional

projections sum exactly to the national projections. Similarly, projections are developed independently by racial/ethnic group 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* users. For example, the sum of WICHE's state projections was about 40,000 greater (1.2 percent) than the independent projection for the United States for 2021-22, the last year of projections for the 2008 edition of *Knocking*.

WICHE sought consultation during the methodology review for this edition about whether to continue including these different series of independent projections or whether to consider an alternative approach (the report on the methodology review is available on www.wiche.edu/Knocking). Alternative approaches include calculating the lower-level projections and summing them to represent the higher-level projection, or calculating the higher-level projections and then adjusting the lower-level projections to match exactly.

WICHE continues to make independent projections for each racial/ethnic group in each state for this edition of *Knocking*, partly because the smaller counts of some population groups lead to greater uncertainty in the projections and some legitimate growth trends that are seen at the lower levels might be overstated or understated if adjusted. Moreover, some states provide data on race/ethnic groups that WICHE does not project; thus, the sum of the race/ethnic projections will not match the total enrolled population (that is, for many states, our sum of their race/ethnic enrollments will be lower than the total enrollment reported through the CCD).

In the 2008 edition of *Knocking*, there were relatively small differences between the independent sets of projections, including the following:

- 1 percent or less difference in any of the projected years between the sum of the regions and the independently projected national total for given categories of graduates.
- 1 percent or less difference, on average, between the sum of the state projections and those independently projected for the regions, in the first five years of projections.
- Only about 1 percent difference, 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 +/-4 percent.
- The difference between the independently projected series tends to increase in later future years, consistent with the nature of extended projections.
- The greatest differences in percent terms show up in the two categories with the smallest counts – nonpublic and American Indian/Alaskan Native graduates – and in the Northeast, the region with the lowest number of graduates.

Endnotes

[1] R.S. Grip, "Projecting Enrollment in Rural Schools: A Study of Three Vermont School Districts," *Journal of Research in Rural Education* 19, 3 (2 November 2004). Also see R.C. Shaw, "Enrollment Forecasting: What Works Best?" *NASSP Bulletin* (1984).

[2] WICHE, *Knocking at the College Door Methodology Review* (Boulder, CO: WICHE, 2012), available from<www.wiche.edu/knocking>.

[3] Ibid.

[4] Stephen Coelen and Joseph B. Berger, *New England 2020: A Forecast of Educational Attainment and Its Implications for the Workforce of New England States* (Quincy, MA: Nellie Mae Foundation, June 2006), 1.

[5] D. D. Ingram, J. D. Parker, N. Schenker, J. Weed, B. Hamilton, E. Arias, and J. Madans, *United States Census 2000: Population with Bridged Race Categories* (Washington, D.C.: National Center for Health Statistics, 2003), accessed 16 August 2012 from <www.cdc.gov/nchs/data/series/sr_02/sr02_135.pdf>.

[6] Brady E. Hamilton and Paul D. Sutton, "Recent Trends in Births and Fertility Rates Through December 2011" (Washington, D.C.: National Center for Health Statistics, 2012), accessed 3 December 2012 from <http://www.cdc.gov/nchs/data/hestat/births_fertility_december_2011/births_fertility_december_2011.htm>.

[7] Jiaquan Xu, Kenneth D. Kochanek, Sherry L. Murphy, and Betzaida Tejada-Vera, "Deaths: Final Data for 2007," National Vital Statistics Reports 58, no. 19 (Atlanta: Centers for Disease Control and Prevention, National Center for Health Statistics, Division of Vital Statistics, 20 May 2010), accessed 11 November 2012 from <www.cdc.gov/nchs/data/nvsr/nvsr58/nvsr58_19.pdf>. Author's calculations based on Table 4.

[8] Ibid. Also see WICHE, *Knocking Methodology Review*, 20.

[9] Ibid., 20-22.

[10] Jeffrey Passel, D'Vera Cohn, and Ana Gonzalez-Barrera, "Net Migration from Mexico Falls to Zero – and Perhaps Less" (Washington, D.C.: Pew Research Center, 2012), accessed 11 November 2012 from <www.pewhispanic.org/2012/04/23/net-migration-from-mexico-falls-to-zero-and-perhaps-less>.

[11] Patrick Keaton and A.M. Noel, "Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010-11," NCES 2012-336 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2012), accessed 11 November 2012 from <http://nces.ed.gov/pubsearch>.

[12] For this reason even within the range of years for which actual data are reported, the sum of published racial/ethnic categories will not equal the public total.

[13] For a detailed description, see National Forum on Education Statistics, Race/Ethnicity Data Implementation Task Force, "Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories," NFES 2008-802 (Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2008), accessed 11 November 2012 from <http://nces.ed.gov/pubsearch>.

[14] Mississippi officially converted in 2008-09 but reported only two graduates in the "Hawaiian/Pacific Islander" category and none in the Two or More Races category that year, compared to substantially more the next two years. Texas converted in 2009-10, but there were no students reported for these categories in its records (the data were coded as "missing"). Therefore, we count each of these states as having converted the next year in which data were present.

[15] See, for example, Scott Ginder and Marcinda Mason, "State Postsecondary Enrollment Distributions by Race/Ethnicity Before and After Changes to Reporting Categories: Fall 2004, 2007, and 2010," NCES 2012-264 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2012), accessed 11 November 2012 from <http://nces.ed.gov/pubsearch>. Also, Patrick Perry and Philip Garcia, "Implementing the New Race/Ethnicity Categories," presentation to the State Higher Education Executive Officers, Washington, D.C., 2 May 2012.

[16] S. Broughman, S. Tourkin, N.L., Swaim, J. Peterson, R. Parmer, A. Zotti, and S. Andriani, "Private School Universe Survey (PSS): Public-Use Data File User's Manual for School Year 2009-10," NCES 2012-322 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2012), accessed 11 November 2012 from <http://nces.ed.gov/pubsearch>.

[17] Stacey Bielick, "Homeschooling in the United States: 2007," NCES 2009-030 (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, 2008), 1.

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APPENDICES

UNITED STATES

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	2,361,669	22,132	105,077	309,580	234,075	1,690,806	2,358,903	253,837	2,612,740
1997-98	2,439,626	23,364	112,328	319,406	252,290	1,732,238	2,440,048	265,070	2,705,118
1998-99	2,485,758	23,869	116,027	322,338	269,198	1,754,327	2,485,630	274,339	2,759,969
1999-00	2,553,381	25,178	123,143	334,323	283,982	1,786,755	2,553,844	279,043	2,832,887
2000-01	2,568,437	26,138	126,852	336,176	296,776	1,782,495	2,569,200	280,806	2,850,006
2001-02	2,618,722	26,901	132,043	345,430	314,122	1,800,226	2,621,534	289,141	2,910,675
2002-03	2,715,133	27,391	135,096	358,387	338,416	1,855,842	2,719,947	299,287	3,019,234
2003-04	2,753,634	28,331	137,812	371,972	359,401	1,856,119	2,759,889	300,041	3,059,930
2004-05	2,789,570	30,456	142,555	384,728	380,736	1,851,095	2,799,250	296,168	3,095,418
2005-06	2,810,439	29,185	150,747	391,122	387,257	1,852,128	2,813,412	302,099	3,115,511
2006-07	2,870,061	30,598	153,826	408,750	404,958	1,871,929	2,893,045	303,059	3,196,104
2007-08	2,975,879	32,062	159,646	431,944	449,346	1,902,881	3,001,337	314,100	3,315,437
2008-09	3,020,658	32,428	165,297	452,313	481,698	1,888,922	3,039,015	308,933	3,347,948
2009-10	3,050,494	33,798	168,228	459,944	520,037	1,868,488	3,074,608	312,256	3,386,863
2010-11	3,089,567	32,441	172,719	468,927	559,637	1,855,841	3,101,815	307,346	3,409,160
2011-12	3,014,664	32,386	173,209	454,252	559,362	1,795,454	3,053,966	299,104	3,353,070
2012-13	2,975,074	31,237	178,131	438,005	563,292	1,764,409	3,023,991	291,932	3,315,923
2013-14	2,868,965	30,076	178,589	405,165	547,474	1,707,660	2,937,575	281,632	3,219,207
2014-15	2,916,042	30,701	187,283	412,827	583,781	1,701,450	2,975,411	272,586	3,247,997
2015-16	2,934,282	31,684	186,448	414,653	602,242	1,699,256	3,001,872	263,587	3,265,460
2016-17	2,967,371	32,219	192,751	416,672	623,297	1,702,433	3,031,082	255,882	3,286,964
2017-18	3,014,146	32,317	206,212	423,553	646,509	1,705,555	3,075,229	248,427	3,323,656
2018-19	3,016,857	32,752	208,140	418,720	667,057	1,690,188	3,076,517	239,119	3,315,636
2019-20	2,998,090	32,990	214,440	411,152	678,699	1,660,810	3,056,399	228,424	3,284,823
2020-21	3,028,838	33,104	226,755	404,308	698,354	1,666,317	3,081,361	221,452	3,302,813
2021-22	3,038,058	33,478	233,179	401,241	713,287	1,656,873	3,090,971	238,306	3,329,277
2022-23	3,051,626	35,896	237,028	411,570	751,329	1,615,803	3,128,459	239,694	3,368,153
2023-24	3,149,223	37,485	247,382	436,061	791,423	1,636,873	3,228,089	244,929	3,473,018
2024-25	3,190,703	38,152	261,979	443,882	807,087	1,639,604	3,262,503	246,001	3,508,504
2025-26	3,136,321	37,866	260,074	442,165	789,155	1,607,061	3,207,111	241,760	3,448,871
2026-27	3,048,501	36,994	257,788	431,231	757,114	1,565,374	3,118,880	236,726	3,355,606
2027-28	2,954,977	35,500	254,044	417,669	717,570	1,530,194	3,021,810	229,210	3,251,020

Notes: Graduates for the U.S. as a whole are projected independently of the state projections, and will therefore not equal the sum of the states' projected graduates. The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

WEST

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico
North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	539,767	10,844	55,692	28,189	109,938	335,104	540,035	44,559	584,594
1997-98	563,181	11,375	59,942	28,962	118,343	344,559	563,681	46,576	610,257
1998-99	584,218	11,623	61,734	30,155	127,047	353,659	585,011	46,649	631,660
1999-00	607,064	12,111	64,508	31,146	134,484	364,814	608,396	49,037	657,433
2000-01	617,218	12,962	65,852	31,432	140,674	366,298	617,425	49,305	666,730
2001-02	632,607	13,309	68,193	32,708	147,744	370,654	634,682	50,356	685,038
2002-03	652,786	13,385	68,779	34,962	157,539	378,121	656,150	51,685	707,835
2003-04	653,632	13,567	69,382	35,537	164,741	370,405	657,671	52,957	710,628
2004-05	676,269	14,964	71,614	37,770	177,644	374,277	681,870	54,471	736,341
2005-06	663,896	13,959	74,640	36,514	173,234	365,549	663,934	55,499	719,433
2006-07	672,071	14,648	75,257	37,582	179,001	365,583	682,065	55,557	737,622
2007-08	701,627	15,533	77,809	38,657	199,281	370,347	711,636	58,231	769,867
2008-09	713,538	15,321	80,983	39,916	209,276	368,042	715,591	56,731	772,322
2009-10	732,594	15,747	81,963	41,851	228,722	364,310	737,042	58,031	795,074
2010-11	748,150	14,665	83,664	42,177	245,538	362,107	751,903	55,909	807,812
2011-12	718,427	14,373	81,797	39,168	238,146	344,943	734,879	51,919	786,798
2012-13	701,620	13,224	82,251	36,365	234,319	335,461	720,802	50,810	771,612
2013-14	677,901	12,565	80,637	33,432	226,160	325,108	700,086	48,402	748,487
2014-15	697,944	12,780	84,994	35,714	238,794	325,662	715,497	46,692	762,189
2015-16	694,725	13,018	82,053	34,838	240,582	324,234	714,947	44,732	759,679
2016-17	704,586	13,229	85,991	35,027	245,043	325,296	721,491	42,798	764,289
2017-18	709,416	12,885	89,239	34,306	249,199	323,788	726,704	40,937	767,640
2018-19	707,241	12,888	88,515	33,474	251,174	321,190	723,299	39,004	762,303
2019-20	709,015	12,865	90,682	33,244	252,648	319,575	723,789	36,559	760,348
2020-21	724,126	12,913	95,064	32,752	257,058	326,340	735,456	35,010	770,466
2021-22	730,200	13,263	97,049	32,619	260,044	327,226	739,320	39,172	778,492
2022-23	741,241	14,467	98,821	34,822	272,061	321,070	755,233	39,630	794,863
2023-24	768,480	15,123	103,407	37,524	284,323	328,103	783,618	40,562	824,180
2024-25	777,958	15,248	108,347	38,018	288,052	328,292	791,411	40,558	831,969
2025-26	764,651	15,186	107,160	38,443	279,373	324,489	777,378	39,822	817,201
2026-27	735,071	14,787	104,710	37,705	262,309	315,560	746,233	38,625	784,858
2027-28	712,232	14,024	101,977	37,195	248,748	310,288	722,493	37,361	759,854

Notes: Graduates for the regions are projected independently of the state projections, and will therefore not equal the sum of the states' projected graduates. The "Race/ Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MIDWEST

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	601,130	2,942	12,232	55,849	18,319	511,788	601,130	62,503	663,633
1997-98	623,592	3,033	13,253	58,396	19,750	529,160	623,547	65,377	688,924
1998-99	628,996	3,038	13,977	58,518	20,509	532,954	628,177	68,289	696,466
1999-00	630,945	3,008	15,041	58,351	21,105	533,440	630,136	68,771	698,907
2000-01	627,024	3,211	15,493	58,409	21,527	528,384	627,444	68,899	696,343
2001-02	634,212	3,548	16,559	60,381	23,829	529,895	634,730	69,999	704,729
2002-03	655,377	3,524	16,670	62,578	25,598	547,007	656,080	70,859	726,939
2003-04	662,708	3,778	17,373	66,392	28,175	546,991	663,756	70,501	734,257
2004-05	658,392	3,924	17,727	69,590	29,670	537,481	660,646	65,856	726,502
2005-06	667,982	3,808	19,029	73,479	31,948	539,718	668,268	65,324	733,592
2006-07	682,709	4,220	19,062	79,675	33,771	545,981	687,482	65,953	753,435
2007-08	699,899	4,258	19,899	83,621	37,691	554,430	705,639	66,456	772,095
2008-09	695,610	4,262	19,803	86,525	40,302	544,718	702,181	65,471	767,652
2009-10	699,535	4,399	19,867	89,186	43,297	542,787	707,660	65,422	773,082
2010-11	700,443	4,275	20,552	90,395	48,303	536,917	701,863	64,759	766,622
2011-12	685,648	4,185	20,912	88,753	50,721	521,077	690,162	64,078	754,240
2012-13	674,577	4,111	21,617	84,444	52,592	511,812	680,866	61,547	742,413
2013-14	650,150	3,944	21,809	75,437	50,621	498,340	656,022	60,805	716,827
2014-15	652,759	3,851	22,489	77,148	54,467	494,803	657,777	59,269	717,046
2015-16	656,070	3,959	22,930	77,431	57,050	494,700	661,983	57,987	719,970
2016-17	656,105	3,885	23,167	76,592	58,810	493,652	661,610	56,629	718,240
2017-18	665,162	3,940	25,352	77,428	62,164	496,277	669,290	55,110	724,400
2018-19	664,987	3,963	25,818	76,069	64,801	494,337	668,307	53,658	721,964
2019-20	653,620	3,857	26,322	73,864	66,153	483,424	657,031	51,554	708,585
2020-21	654,964	3,898	27,588	72,501	68,457	482,520	657,945	50,450	708,395
2021-22	659,750	3,888	28,456	73,318	70,774	483,314	663,168	52,759	715,927
2022-23	643,021	4,182	29,498	74,158	71,298	463,884	662,085	52,628	714,713
2023-24	654,249	4,364	30,580	77,568	74,168	467,569	673,583	53,245	726,827
2024-25	656,241	4,346	31,903	78,277	74,241	467,474	674,587	53,124	727,711
2025-26	644,134	4,241	32,207	78,023	73,264	456,399	662,616	52,160	714,776
2026-27	627,431	4,197	31,775	76,206	69,930	445,323	646,599	51,090	697,688
2027-28	608,710	4,016	31,358	74,129	65,789	433,419	626,516	49,498	676,014

Notes: Graduates for the regions are projected independently of the state projections, and will therefore not equal the sum of the states' projected graduates. The "Race/ Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NORTHEAST

Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	428,631	936	18,781	48,596	30,571	329,747	428,595	74,223	502,818
1997-98	431,481	906	19,255	47,896	31,701	331,723	431,448	75,504	506,952
1998-99	437,259	926	19,693	47,216	34,764	334,660	437,156	76,782	513,938
1999-00	453,896	1,030	21,351	51,838	34,455	345,221	453,814	77,915	531,729
2000-01	457,638	1,100	22,239	52,403	36,148	345,748	457,638	79,042	536,680
2001-02	461,479	1,078	22,753	51,743	35,855	350,049	461,479	82,639	544,118
2002-03	477,241	1,161	23,891	54,876	38,426	358,888	477,241	86,229	563,470
2003-04	491,641	1,280	24,545	58,128	41,611	366,076	491,655	84,868	576,523
2004-05	502,951	1,400	25,572	61,268	45,418	369,293	503,528	83,278	586,806
2005-06	519,991	1,349	27,667	64,608	50,361	376,006	519,866	85,677	605,543
2006-07	535,595	1,387	28,569	67,627	55,230	382,782	536,697	85,417	622,114
2007-08	550,032	1,451	29,943	71,225	60,104	387,309	552,289	87,652	639,941
2008-09	552,235	1,432	31,078	73,242	63,567	382,916	552,973	88,929	641,902
2009-10	551,323	1,540	31,700	75,305	65,550	377,229	552,869	90,258	643,128
2010-11	553,315	1,556	33,237	77,466	71,176	369,881	553,381	90,143	643,523
2011-12	543,144	1,640	34,217	75,755	72,155	359,377	546,471	88,871	635,342
2012-13	534,381	1,503	35,987	71,450	71,407	354,034	536,840	87,257	624,097
2013-14	517,234	1,547	35,979	67,156	69,201	343,351	526,820	81,581	608,401
2014-15	516,404	1,453	37,537	68,203	71,704	337,509	527,126	78,389	605,514
2015-16	516,898	1,441	38,274	67,838	74,137	335,208	531,268	75,279	606,548
2016-17	516,717	1,406	38,915	68,063	75,896	332,437	533,164	71,869	605,034
2017-18	520,180	1,379	42,810	67,062	77,577	331,351	538,701	69,721	608,422
2018-19	516,769	1,353	42,838	66,466	79,775	326,338	538,242	66,373	604,615
2019-20	510,903	1,388	44,662	64,841	81,099	318,913	535,786	63,697	599,484
2020-21	516,177	1,361	47,419	64,220	82,920	320,257	544,249	62,069	606,318
2021-22	513,468	1,313	49,230	62,449	85,298	315,179	544,655	64,816	609,470
2022-23	496,307	1,208	48,072	60,220	84,453	302,354	532,503	64,135	596,639
2023-24	503,722	1,169	49,926	62,209	88,476	301,942	539,873	64,506	604,379
2024-25	508,662	1,221	53,309	63,184	90,269	300,680	545,163	64,689	609,851
2025-26	499,475	1,201	52,512	63,016	89,563	293,182	536,569	63,538	600,107
2026-27	490,313	1,205	52,249	61,992	89,046	285,821	527,251	62,744	589,996
2027-28	480,238	1,166	52,263	59,927	86,769	280,113	514,868	61,347	576,215

Notes: Graduates for the regions are projected independently of the state projections, and will therefore not equal the sum of the states' projected graduates. The "Race/ Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

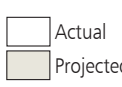
SOUTH

Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	792,141	7,410	18,371	176,946	75,247	514,167	789,143	72,552	861,695
1997-98	821,372	8,049	19,878	184,153	82,497	526,795	821,372	77,613	898,985
1998-99	835,285	8,282	20,623	186,448	86,877	533,054	835,286	82,619	917,905
1999-00	861,476	9,028	22,243	192,988	93,937	543,280	861,498	83,320	944,818
2000-01	866,557	8,865	23,267	193,932	98,428	542,065	866,693	83,560	950,253
2001-02	890,424	8,966	24,538	200,598	106,694	549,628	890,643	86,147	976,790
2002-03	929,729	9,322	25,756	205,972	116,854	571,826	930,476	90,514	1,020,990
2003-04	945,654	9,706	26,511	211,915	124,874	572,648	946,808	91,715	1,038,523
2004-05	951,958	10,168	27,642	216,100	128,004	570,044	953,206	92,563	1,045,769
2005-06	958,570	10,069	29,411	216,521	131,714	570,855	961,344	95,599	1,056,943
2006-07	979,686	10,343	30,938	223,866	136,956	577,583	986,801	96,132	1,082,933
2007-08	1,024,321	10,820	31,995	238,441	152,270	590,795	1,031,773	101,761	1,133,534
2008-09	1,059,275	11,413	33,433	252,630	168,553	593,246	1,068,270	97,802	1,166,072
2009-10	1,067,905	12,256	34,817	253,656	182,745	584,431	1,076,194	98,517	1,174,711
2010-11	1,088,701	12,202	35,418	259,081	194,803	587,198	1,092,516	96,624	1,189,140
2011-12	1,070,114	12,492	36,530	251,045	199,747	570,300	1,080,402	94,669	1,175,071
2012-13	1,067,907	12,946	38,526	246,208	207,082	563,145	1,083,258	92,834	1,176,092
2013-14	1,026,641	12,662	40,602	229,532	202,904	540,941	1,051,890	90,876	1,142,765
2014-15	1,052,386	13,252	42,819	232,083	221,076	543,155	1,071,169	88,101	1,159,270
2015-16	1,071,528	14,045	44,051	234,881	233,903	544,648	1,089,712	85,249	1,174,961
2016-17	1,095,739	14,567	45,541	237,405	248,222	550,005	1,109,932	83,964	1,193,897
2017-18	1,127,081	15,190	50,092	245,159	263,636	553,003	1,135,177	82,127	1,217,304
2018-19	1,137,752	15,793	52,530	243,101	279,067	547,261	1,141,065	79,441	1,220,506
2019-20	1,135,142	16,240	54,485	239,557	287,334	537,527	1,133,747	76,202	1,209,949
2020-21	1,145,944	16,326	58,731	235,248	299,748	535,890	1,137,907	73,670	1,211,576
2021-22	1,148,228	16,352	60,706	233,111	307,804	530,255	1,138,130	79,968	1,218,098
2022-23	1,188,764	17,292	63,468	242,951	338,767	526,286	1,171,598	81,079	1,252,677
2023-24	1,242,623	18,188	66,484	259,700	361,831	536,420	1,222,967	83,735	1,306,702
2024-25	1,269,722	18,984	71,987	265,460	373,277	540,014	1,243,071	84,654	1,327,725
2025-26	1,249,669	18,849	71,768	263,715	365,665	529,672	1,222,432	83,297	1,305,730
2026-27	1,218,813	18,381	73,100	256,252	355,550	515,529	1,191,682	81,819	1,273,501
2027-28	1,175,604	18,103	72,647	247,304	334,298	503,252	1,151,323	78,924	1,230,247

Notes: Graduates for the regions are projected independently of the state projections, and will therefore not equal the sum of the states' projected graduates. The "Race/ Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.



ALABAMA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	35,611	462	254	10,670	118	24,107	35,611	4,159	39,770
1997-98	38,089	492	341	11,590	155	25,511	38,089	4,248	42,337
1998-99	36,244	663	241	11,496	163	23,681	36,244	4,324	40,568
1999-00	37,798	465	363	12,562	223	24,185	37,819	4,258	42,077
2000-01	37,082	437	348	11,986	238	24,073	37,082	4,234	41,316
2001-02	35,887	459	347	11,374	245	23,462	35,887	4,240	40,127
2002-03	36,741	417	384	11,500	313	24,127	36,741	4,671	41,412
2003-04	36,464	339	368	11,483	325	23,949	36,464	5,265	41,729
2004-05	37,422	404	420	11,803	404	24,391	37,453	5,191	42,644
2005-06	37,918	343	391	12,026	478	24,680	37,918	4,990	42,908
2006-07	38,883	342	411	12,546	580	25,004	38,912	4,576	43,488
2007-08	41,313	437	474	13,343	684	26,375	41,346	4,635	45,981
2008-09	42,033	461	509	13,884	799	26,380	42,082	5,277	47,359
2009-10	42,630	434	606	14,304	940	26,346	42,770	5,041	47,810
2010-11	43,983	460	521	14,681	1,111	27,210	44,079	5,001	49,080
2011-12	43,491	432	585	14,406	1,169	26,898	44,317	5,219	49,536
2012-13	43,043	479	581	14,045	1,292	26,645	44,044	5,000	49,044
2013-14	40,981	416	643	13,100	1,329	25,492	42,440	4,866	47,306
2014-15	41,497	405	680	13,081	1,465	25,867	43,127	4,781	47,908
2015-16	41,711	441	710	13,059	1,654	25,846	43,751	4,654	48,405
2016-17	42,586	407	712	13,055	1,836	26,577	44,621	4,934	49,555
2017-18	43,642	419	847	13,492	2,131	26,754	45,504	5,258	50,762
2018-19	43,186	410	872	13,208	2,394	26,301	45,020	5,239	50,259
2019-20	42,039	425	843	12,679	2,478	25,616	43,827	5,246	49,073
2020-21	41,803	432	952	12,114	2,821	25,484	43,603	5,376	48,979
2021-22	42,187	484	1,046	12,138	2,917	25,600	43,944	5,175	49,119
2022-23	43,014	522	1,413	12,071	4,158	24,851	44,507	5,273	49,780
2023-24	45,154	515	1,369	12,941	4,858	25,472	46,683	5,556	52,239
2024-25	46,629	506	1,592	13,268	5,479	25,784	47,814	5,715	53,529
2025-26	46,296	517	1,525	13,376	5,374	25,505	47,564	5,689	53,253
2026-27	44,926	585	1,646	12,897	5,186	24,611	46,067	5,485	51,552
2027-28	43,222	562	1,632	12,206	4,918	23,904	44,277	5,274	49,551

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

ALASKA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	6,133	1,151	328	255	145	4,254	6,133	161	6,294
1997-98	6,462	1,132	307	259	154	4,610	6,462	189	6,651
1998-99	6,810	1,210	365	282	184	4,769	6,810	245	7,055
1999-00	6,615	1,257	347	245	190	4,576	6,615	264	6,879
2000-01	6,812	1,286	429	246	173	4,678	6,812	247	7,059
2001-02	6,945	1,340	422	252	197	4,734	6,945	257	7,202
2002-03	7,297	1,343	468	268	194	5,024	7,297	296	7,593
2003-04	7,236	1,325	461	280	198	4,972	7,236	305	7,541
2004-05	6,792	1,233	477	229	97	4,756	6,909	291	7,200
2005-06	7,361	1,442	528	302	246	4,843	7,361	269	7,630
2006-07	7,666	1,693	520	282	250	4,921	7,666	198	7,864
2007-08	7,491	1,523	575	262	389	4,742	7,855	195	8,050
2008-09	8,007	1,592	617	298	364	5,136	8,008	189	8,197
2009-10	7,684	1,597	664	263	343	4,817	7,746	197	7,943
2010-11	7,543	1,508	684	278	387	4,685	7,581	168	7,749
2011-12	7,822	1,603	715	268	404	4,830	7,813	137	7,950
2012-13	7,215	1,368	694	254	427	4,472	7,289	125	7,414
2013-14	6,933	1,393	700	211	473	4,155	7,160	114	7,274
2014-15	7,029	1,301	760	237	476	4,255	7,196	124	7,320
2015-16	6,974	1,354	731	225	520	4,144	7,198	106	7,304
2016-17	7,316	1,365	825	224	609	4,293	7,528	92	7,621
2017-18	7,312	1,383	837	231	634	4,227	7,572	87	7,659
2018-19	7,222	1,326	910	212	607	4,168	7,513	84	7,596
2019-20	7,108	1,255	877	210	644	4,122	7,391	78	7,469
2020-21	7,242	1,235	960	181	630	4,236	7,548	62	7,611
2021-22	7,242	1,214	942	199	648	4,238	7,615	82	7,697
2022-23	7,425	1,323	1,092	203	693	4,114	7,792	83	7,875
2023-24	7,881	1,347	1,244	216	670	4,404	8,192	85	8,277
2024-25	7,841	1,398	1,252	227	603	4,362	8,224	84	8,307
2025-26	8,171	1,472	1,361	216	559	4,563	8,512	86	8,597
2026-27	8,101	1,503	1,374	229	607	4,389	8,416	87	8,503
2027-28	8,280	1,474	1,524	223	579	4,479	8,534	88	8,622

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

ARIZONA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	34,082	2,139	835	1,255	7,873	21,980	34,082	2,348	36,430
1997-98	36,361	2,336	877	1,435	9,265	22,448	36,361	2,374	38,735
1998-99	35,728	2,346	864	1,473	8,920	22,125	35,728	2,399	38,127
1999-00	38,304	2,293	911	1,629	10,121	23,350	38,304	2,239	40,543
2000-01	46,733	2,868	1,209	2,038	12,468	28,150	46,733	2,079	48,812
2001-02	47,175	2,762	1,286	2,008	12,479	28,640	47,175	2,241	49,416
2002-03	49,986	2,693	1,392	2,240	13,622	30,039	49,986	2,402	52,388
2003-04	45,508	2,571	1,174	2,204	13,874	25,685	45,508	2,534	48,042
2004-05	59,498	4,139	1,590	2,790	17,616	33,363	59,498	2,634	62,132
2005-06	54,091	2,779	1,689	2,703	16,369	30,551	54,091	2,756	56,847
2006-07	55,954	3,154	1,699	2,930	17,593	30,578	55,954	2,593	58,547
2007-08	61,667	3,625	1,878	3,398	20,276	32,490	61,667	2,880	64,547
2008-09	62,374	3,346	2,007	3,519	21,607	31,895	62,374	2,755	65,129
2009-10	62,471	3,461	1,919	3,793	22,576	30,722	62,799	2,831	65,631
2010-11	63,020	3,276	2,063	3,776	23,609	30,297	63,441	2,675	66,116
2011-12	61,126	3,081	2,186	3,695	23,150	29,014	61,958	2,578	64,536
2012-13	58,978	2,705	2,350	3,584	22,383	27,956	60,799	2,415	63,214
2013-14	57,466	2,498	2,381	3,580	21,823	27,184	59,745	2,376	62,121
2014-15	59,464	2,758	2,462	3,872	22,719	27,653	60,607	2,249	62,856
2015-16	59,958	2,796	2,629	4,196	22,902	27,434	60,825	2,094	62,919
2016-17	60,776	2,903	2,815	4,101	23,349	27,608	61,183	1,957	63,140
2017-18	61,151	2,776	2,974	4,395	23,306	27,700	61,105	1,880	62,985
2018-19	61,449	2,752	3,229	4,380	23,654	27,433	60,891	1,776	62,667
2019-20	61,510	2,830	3,372	4,618	23,314	27,375	60,328	1,617	61,945
2020-21	62,317	2,845	3,600	4,645	23,329	27,898	60,507	1,544	62,052
2021-22	62,479	2,947	3,897	4,921	23,175	27,538	59,996	1,834	61,830
2022-23	69,807	3,268	4,428	6,042	27,198	28,872	64,771	1,883	66,654
2023-24	74,743	3,338	5,050	6,802	28,844	30,708	69,140	1,967	71,106
2024-25	75,444	3,395	5,495	7,360	29,090	30,103	68,988	1,943	70,931
2025-26	72,996	3,332	5,360	7,618	26,929	29,757	66,237	1,874	68,112
2026-27	68,592	3,198	5,131	7,737	24,313	28,213	61,736	1,775	63,510
2027-28	65,327	3,053	5,132	7,566	21,963	27,613	58,501	1,673	60,173

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

ARKANSAS

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	25,146	84	249	5,492	248	19,073	25,146	1,254	26,400
1997-98	26,855	92	270	5,962	333	20,198	26,855	1,287	28,142
1998-99	26,896	92	288	5,854	390	20,272	26,896	1,320	28,216
1999-00	27,335	123	315	5,782	508	20,607	27,335	1,278	28,613
2000-01	27,100	119	302	5,697	528	20,454	27,100	1,236	28,336
2001-02	26,984	118	323	5,779	626	20,138	26,984	1,294	28,278
2002-03	27,555	129	332	5,747	788	20,559	27,555	1,351	28,906
2003-04	27,181	154	360	5,596	795	20,276	27,181	1,326	28,507
2004-05	26,621	165	386	5,509	998	19,563	26,621	1,365	27,986
2005-06	28,790	172	467	5,951	1,183	21,017	28,790	1,387	30,177
2006-07	26,707	154	449	5,534	1,121	19,449	27,166	1,379	28,545
2007-08	28,725	185	513	6,132	1,421	20,474	28,725	1,454	30,179
2008-09	28,057	205	442	5,939	1,599	19,872	28,057	1,330	29,387
2009-10	28,501	186	561	5,973	1,860	19,921	28,592	1,319	29,911
2010-11	28,317	218	529	6,012	2,050	19,509	28,458	1,288	29,746
2011-12	27,837	182	529	5,777	2,104	19,246	27,990	1,142	29,132
2012-13	27,372	220	521	5,591	2,187	18,853	27,492	1,130	28,622
2013-14	27,839	215	578	5,719	2,384	18,944	27,805	1,118	28,924
2014-15	28,095	250	629	5,674	2,535	19,008	28,203	907	29,110
2015-16	28,210	234	677	5,736	2,719	18,844	28,341	847	29,189
2016-17	28,904	246	700	5,682	2,932	19,344	28,919	795	29,713
2017-18	29,175	232	833	5,672	3,200	19,239	29,033	723	29,755
2018-19	29,568	248	839	5,723	3,402	19,356	29,313	634	29,947
2019-20	29,396	245	826	5,593	3,735	18,996	29,111	600	29,711
2020-21	29,563	227	962	5,432	3,961	18,982	29,111	590	29,701
2021-22	29,607	242	1,016	5,379	4,095	18,876	29,102	692	29,794
2022-23	31,258	236	1,120	5,480	5,134	19,288	30,115	695	30,810
2023-24	32,732	275	1,058	5,843	5,556	20,000	31,598	709	32,307
2024-25	33,141	246	1,153	6,037	5,631	20,073	31,826	708	32,534
2025-26	32,385	268	1,095	5,981	5,375	19,667	31,206	698	31,905
2026-27	31,712	217	1,106	5,718	5,227	19,443	30,509	692	31,201
2027-28	30,722	282	1,039	5,489	5,061	18,851	29,597	669	30,266

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

CALIFORNIA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	269,071	2,364	39,454	20,742	82,015	124,496	269,071	27,210	296,281
1997-98	282,536	2,513	42,711	21,165	87,742	128,405	282,897	28,835	311,732
1998-99	298,428	2,665	44,031	22,065	95,438	134,229	299,221	28,688	327,909
1999-00	308,905	2,655	45,499	22,536	100,637	137,578	309,866	30,596	340,462
2000-01	315,189	2,734	46,958	22,474	103,795	139,228	315,189	30,285	345,474
2001-02	324,152	3,036	48,206	23,451	109,038	140,421	325,895	31,116	357,011
2002-03	338,091	3,120	48,728	24,855	116,724	144,664	341,097	31,946	373,043
2003-04	340,069	3,040	48,770	25,267	121,418	141,574	343,480	32,905	376,385
2004-05	350,452	2,950	50,224	26,800	129,671	140,807	355,217	33,541	388,758
2005-06	343,515	2,833	52,334	25,355	124,409	138,584	343,515	34,642	378,157
2006-07	347,912	2,866	52,252	25,737	128,462	138,595	356,641	34,878	391,519
2007-08	366,503	3,071	54,019	25,911	142,491	141,011	374,561	36,136	410,697
2008-09	372,311	2,980	56,321	26,206	147,717	139,087	372,310	35,256	407,566
2009-10	384,314	3,144	57,207	27,153	161,019	135,791	385,324	36,152	421,476
2010-11	392,907	2,887	58,601	27,762	171,099	132,559	394,926	35,366	430,292
2011-12	377,612	2,896	56,773	25,391	166,503	126,050	384,080	32,682	416,762
2012-13	369,273	2,878	56,496	23,281	164,882	121,735	376,369	32,098	408,467
2013-14	355,891	2,740	54,781	21,163	161,664	115,544	362,716	30,025	392,740
2014-15	365,146	2,635	57,424	22,273	168,376	114,439	371,296	28,791	400,087
2015-16	356,082	2,579	53,705	21,036	167,338	111,425	363,734	27,279	391,014
2016-17	358,179	2,363	55,900	20,681	169,480	109,755	365,257	25,965	391,222
2017-18	360,712	2,306	58,047	19,987	173,347	107,026	367,626	24,693	392,319
2018-19	356,760	2,261	56,272	19,382	174,554	104,292	362,951	23,195	386,146
2019-20	355,374	2,215	56,296	18,775	175,863	102,224	363,000	21,601	384,600
2020-21	362,278	2,105	58,321	18,136	180,322	103,395	368,416	20,571	388,988
2021-22	363,592	2,109	58,067	17,575	183,057	102,784	370,181	23,095	393,276
2022-23	365,863	2,214	58,085	17,402	189,947	98,215	375,247	23,246	398,493
2023-24	375,470	2,350	60,521	18,601	196,680	97,319	384,475	23,473	407,948
2024-25	376,999	2,312	62,574	18,136	199,020	94,956	386,819	23,358	410,177
2025-26	369,839	2,392	62,338	18,728	192,457	93,925	376,495	22,719	399,215
2026-27	352,608	2,290	60,974	18,082	180,524	90,739	359,624	21,938	381,562
2027-28	340,879	2,261	58,571	17,571	172,430	90,046	348,375	21,237	369,613

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

COLORADO

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	34,231	238	1,006	1,557	4,433	26,997	34,231	2,422	36,653
1997-98	35,794	272	1,081	1,594	4,612	28,235	35,794	2,446	38,240
1998-99	36,958	272	1,070	1,609	4,973	29,034	36,958	2,470	39,428
1999-00	38,924	321	1,288	1,693	5,172	30,450	38,924	2,444	41,368
2000-01	39,241	305	1,250	1,681	5,321	30,684	39,241	2,418	41,659
2001-02	40,760	314	1,442	1,798	5,700	31,506	40,760	2,421	43,181
2002-03	42,379	368	1,397	1,849	6,270	32,495	42,379	2,423	44,802
2003-04	44,777	403	1,597	2,194	7,198	33,385	44,777	2,484	47,261
2004-05	44,532	419	1,528	2,224	7,362	32,999	44,532	2,843	47,375
2005-06	44,424	398	1,617	2,129	7,727	32,553	44,424	2,812	47,236
2006-07	45,628	445	1,635	2,417	8,100	33,031	45,628	2,524	48,152
2007-08	46,082	438	1,617	2,498	8,454	33,075	46,082	2,599	48,681
2008-09	47,459	466	1,738	2,619	9,364	33,272	47,459	2,838	50,297
2009-10	49,594	521	1,821	2,923	10,634	33,695	49,887	2,827	52,714
2010-11	51,125	481	1,617	2,632	12,637	33,758	51,683	2,987	54,670
2011-12	48,718	465	1,673	2,372	11,862	32,344	50,176	2,976	53,153
2012-13	47,976	418	1,857	2,348	11,487	31,865	49,641	2,963	52,604
2013-14	46,442	356	1,864	2,264	10,827	31,130	48,384	2,795	51,179
2014-15	48,362	399	2,005	2,273	11,879	31,807	50,022	2,623	52,645
2015-16	49,597	392	2,082	2,439	12,595	32,089	51,559	2,569	54,128
2016-17	50,751	402	2,136	2,447	13,123	32,643	52,566	2,551	55,117
2017-18	52,504	409	2,288	2,482	13,637	33,689	54,141	2,521	56,662
2018-19	53,432	441	2,369	2,450	13,740	34,432	54,885	2,506	57,391
2019-20	54,175	398	2,543	2,457	13,996	34,781	55,730	2,377	58,107
2020-21	55,883	411	2,717	2,576	14,385	35,793	57,437	2,295	59,732
2021-22	55,517	431	2,800	2,508	14,206	35,572	56,999	2,465	59,464
2022-23	55,844	485	3,169	3,176	14,070	34,944	56,964	2,479	59,443
2023-24	57,002	536	3,218	3,182	14,615	35,451	58,342	2,516	60,858
2024-25	57,195	564	3,281	3,394	14,054	35,903	58,419	2,492	60,911
2025-26	56,626	544	3,223	3,427	13,724	35,708	57,895	2,463	60,358
2026-27	55,838	581	3,362	3,411	13,029	35,455	56,746	2,435	59,181
2027-28	54,157	521	3,379	3,473	12,334	34,450	54,818	2,354	57,172

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

CONNECTICUT

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	27,029	66	807	3,092	2,132	20,932	27,029	5,108	32,137
1997-98	27,885	63	795	3,154	2,266	21,607	27,885	5,125	33,010
1998-99	28,284	67	790	2,920	2,262	22,245	28,284	5,141	33,425
1999-00	31,562	84	920	3,511	2,739	24,308	31,562	5,134	36,696
2000-01	30,388	66	961	3,369	2,563	23,429	30,388	5,126	35,514
2001-02	32,327	74	1,029	3,617	2,886	24,721	32,327	5,878	38,205
2002-03	33,667	87	1,070	3,952	3,250	25,308	33,667	6,629	40,296
2003-04	34,573	102	1,126	3,896	3,319	26,130	34,573	5,964	40,537
2004-05	35,515	93	1,172	4,051	3,717	26,482	35,515	5,589	41,104
2005-06	36,222	117	1,251	4,184	3,623	27,047	36,222	4,988	41,210
2006-07	37,541	102	1,227	4,689	4,139	27,384	37,541	6,017	43,558
2007-08	38,419	104	1,307	4,775	4,451	27,782	38,419	5,680	44,099
2008-09	34,968	77	1,248	4,221	3,861	25,561	34,968	6,233	41,201
2009-10	37,029	101	1,446	4,697	4,612	26,173	37,102	5,997	43,099
2010-11	37,651	140	1,384	4,802	5,000	26,324	37,759	6,036	43,795
2011-12	36,471	180	1,507	4,391	4,925	25,468	36,836	6,169	43,005
2012-13	35,777	134	1,588	4,336	4,857	24,862	36,267	5,939	42,205
2013-14	34,580	93	1,579	4,042	4,639	24,227	35,253	5,893	41,146
2014-15	34,628	96	1,639	4,341	4,958	23,594	35,249	5,567	40,816
2015-16	34,872	111	1,773	4,280	5,307	23,402	35,629	5,313	40,942
2016-17	34,431	93	1,772	4,271	5,274	23,022	35,128	5,477	40,606
2017-18	34,107	99	1,957	4,196	5,438	22,416	34,860	5,205	40,065
2018-19	33,707	107	1,937	4,079	5,565	22,019	34,433	5,053	39,486
2019-20	32,907	75	2,114	4,030	5,526	21,161	33,679	4,824	38,503
2020-21	33,626	97	2,247	4,046	5,842	21,394	34,425	4,679	39,104
2021-22	32,587	91	2,251	3,991	5,861	20,393	33,467	4,873	38,340
2022-23	33,010	138	2,573	4,146	6,215	19,939	33,432	4,832	38,264
2023-24	33,124	146	2,559	4,402	6,600	19,418	33,524	4,812	38,336
2024-25	33,043	142	2,784	4,412	6,838	18,866	33,363	4,764	38,127
2025-26	32,012	124	2,693	4,390	6,694	18,111	32,339	4,610	36,949
2026-27	30,815	163	2,572	4,244	6,624	17,211	31,118	4,465	35,583
2027-28	29,981	168	2,740	4,046	6,370	16,657	30,191	4,330	34,521

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

DELAWARE

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	5,953	17	134	1,417	295	4,090	5,953	1,552	7,505
1997-98	6,439	13	153	1,659	219	4,395	6,439	1,571	8,010
1998-99	6,484	12	164	1,665	200	4,443	6,484	1,590	8,074
1999-00	6,107	11	168	1,510	181	4,237	6,108	1,553	7,661
2000-01	6,479	15	195	1,661	208	4,400	6,614	1,566	8,180
2001-02	6,482	15	185	1,683	241	4,358	6,482	1,685	8,167
2002-03	6,816	15	215	1,760	269	4,557	6,817	1,708	8,525
2003-04	6,951	20	210	1,858	297	4,566	6,951	1,753	8,704
2004-05	6,934	30	226	1,970	322	4,386	6,934	1,780	8,714
2005-06	7,275	20	246	2,002	361	4,646	7,275	1,766	9,041
2006-07	7,205	27	237	2,034	424	4,483	7,205	1,819	9,024
2007-08	7,339	26	236	2,104	459	4,514	7,388	1,919	9,307
2008-09	7,839	31	246	2,438	522	4,602	7,839	1,917	9,756
2009-10	7,987	26	308	2,414	593	4,647	7,985	1,569	9,554
2010-11	8,152	35	294	2,546	710	4,568	8,142	1,461	9,603
2011-12	8,341	35	353	2,647	677	4,628	8,395	1,394	9,789
2012-13	8,077	26	300	2,551	755	4,444	8,192	1,323	9,515
2013-14	7,808	36	334	2,378	746	4,314	7,941	1,235	9,176
2014-15	7,486	33	344	2,286	700	4,122	7,742	1,136	8,878
2015-16	7,857	54	335	2,448	786	4,234	8,096	1,059	9,155
2016-17	8,242	35	364	2,544	903	4,396	8,449	992	9,441
2017-18	8,571	55	425	2,616	968	4,506	8,747	927	9,675
2018-19	8,485	46	408	2,701	963	4,368	8,736	865	9,601
2019-20	8,474	61	497	2,615	1,045	4,257	8,719	805	9,524
2020-21	8,843	63	511	2,668	1,146	4,455	9,115	751	9,867
2021-22	8,827	65	533	2,736	1,099	4,394	9,073	865	9,937
2022-23	9,175	42	621	2,837	1,365	4,310	9,297	885	10,182
2023-24	9,453	32	596	2,992	1,533	4,300	9,587	897	10,484
2024-25	9,666	20	652	3,193	1,532	4,268	9,711	896	10,607
2025-26	9,594	22	662	3,194	1,462	4,254	9,664	888	10,551
2026-27	9,194	22	639	3,129	1,320	4,084	9,234	860	10,094
2027-28	8,999	16	643	3,020	1,150	4,169	9,078	846	9,924

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

DISTRICT OF COLUMBIA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	2,853	0	50	2,522	195	86	2,853	1,261	4,114
1997-98	2,777	0	198	2,320	168	91	2,777	1,246	4,023
1998-99	2,675	3	146	2,255	189	82	2,675	1,231	3,906
1999-00	2,695	1	63	2,333	200	98	2,695	1,393	4,088
2000-01	2,808	3	72	2,401	215	117	2,808	1,555	4,363
2001-02	3,090	3	66	2,684	209	128	3,090	1,379	4,469
2002-03	2,725	2	75	2,339	199	110	2,725	1,202	3,927
2003-04	3,031	10	61	2,607	239	114	3,031	1,065	4,096
2004-05	2,781	5	56	2,379	214	127	2,781	1,447	4,228
2005-06	2,900	0	78	2,478	226	118	2,863	1,541	4,404
2006-07	3,079	2	67	2,712	190	108	2,944	1,665	4,609
2007-08	3,353	3	58	2,871	277	144	3,352	1,710	5,062
2008-09	3,517	2	55	3,084	245	131	3,517	1,339	4,856
2009-10	3,152	Low N	53	2,710	274	115	3,131	1,325	4,456
2010-11	3,177	Low N	30	2,683	336	128	3,150	1,290	4,440
2011-12	3,141	Low N	40	2,689	283	129	3,194	1,212	4,406
2012-13	3,079	Low N	45	2,605	287	142	3,185	1,171	4,356
2013-14	2,954	Low N	47	2,462	302	142	2,974	1,085	4,059
2014-15	2,801	Low N	56	2,255	297	193	2,824	988	3,812
2015-16	2,742	Low N	51	2,144	327	219	2,832	1,019	3,852
2016-17	2,642	Low N	39	2,099	326	179	2,787	982	3,770
2017-18	2,843	Low N	52	2,187	383	221	2,986	918	3,904
2018-19	2,849	Low N	55	2,150	382	261	2,955	896	3,851
2019-20	2,723	Low N	60	1,967	406	290	2,855	870	3,726
2020-21	2,651	Low N	52	1,920	391	288	2,818	839	3,657
2021-22	2,718	Low N	59	1,937	396	325	2,905	926	3,831
2022-23	2,737	Low N	46	1,946	432	313	2,995	926	3,922
2023-24	2,961	Low N	54	2,059	520	328	3,206	985	4,190
2024-25	3,060	Low N	63	2,087	563	348	3,318	1,020	4,338
2025-26	3,127	Low N	64	2,117	581	365	3,405	1,048	4,453
2026-27	3,073	Low N	78	2,051	583	361	3,372	1,044	4,416
2027-28	3,090	Low N	103	2,077	526	383	3,429	1,058	4,487

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

FLORIDA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	98,082	220	2,635	20,331	13,644	61,252	95,082	10,320	105,402
1997-98	98,498	194	2,750	21,051	14,104	60,399	98,498	11,164	109,662
1998-99	102,386	242	2,856	21,651	15,013	62,624	102,386	11,973	114,359
1999-00	106,708	236	3,067	22,595	16,092	64,718	106,708	13,318	120,026
2000-01	111,112	288	3,068	23,608	17,943	66,205	111,112	14,115	125,227
2001-02	119,537	303	3,345	24,960	20,067	70,862	119,537	15,020	134,557
2002-03	127,484	363	3,354	25,835	22,041	75,891	127,484	17,383	144,867
2003-04	131,418	491	3,545	26,342	23,925	77,115	131,418	18,031	149,449
2004-05	133,318	551	3,724	26,569	25,330	77,144	133,318	16,824	150,142
2005-06	134,686	434	4,018	26,759	26,495	76,980	134,686	17,355	152,041
2006-07	140,012	405	4,234	28,099	28,861	78,413	142,284	18,583	160,867
2007-08	146,254	443	4,255	30,239	31,721	79,596	149,046	19,711	168,757
2008-09	150,066	451	4,436	32,167	34,079	78,933	153,461	18,255	171,716
2009-10	149,631	531	4,498	32,453	34,816	77,333	153,429	18,690	172,118
2010-11	156,903	666	4,511	34,567	38,405	78,754	157,676	17,967	175,644
2011-12	146,733	706	4,512	30,515	36,909	74,089	149,219	17,253	166,472
2012-13	147,023	732	4,871	31,102	37,839	72,478	150,854	16,573	167,427
2013-14	137,375	663	4,919	27,725	36,620	67,449	143,753	16,150	159,903
2014-15	144,128	836	5,541	29,994	39,614	68,144	149,836	15,523	165,360
2015-16	142,870	854	5,404	29,571	40,977	66,063	148,555	14,383	162,938
2016-17	144,776	863	5,585	29,985	42,876	65,468	150,603	13,801	164,404
2017-18	146,667	955	6,077	30,840	44,412	64,382	151,100	13,106	164,207
2018-19	146,020	1,067	6,260	30,394	45,477	62,823	151,314	12,531	163,844
2019-20	142,514	1,132	6,444	29,737	45,404	59,797	148,537	11,755	160,292
2020-21	141,854	1,150	6,860	28,807	46,664	58,373	146,617	10,815	157,432
2021-22	142,427	1,091	7,077	28,713	47,724	57,822	147,779	12,700	160,479
2022-23	153,277	785	7,816	29,671	55,449	59,556	159,394	13,197	172,591
2023-24	161,447	830	8,201	31,472	60,648	60,295	167,135	13,607	180,742
2024-25	162,383	849	8,879	31,846	60,622	60,187	167,812	13,562	181,374
2025-26	155,555	752	8,448	31,630	56,175	58,550	161,433	13,062	174,495
2026-27	148,145	656	8,198	30,901	52,678	55,711	154,413	12,661	167,074
2027-28	144,190	416	7,967	30,298	51,037	54,471	150,301	12,278	162,579

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

GEORGIA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	58,996	73	1,196	19,434	831	37,462	58,996	5,715	64,711
1997-98	58,525	77	1,380	18,515	870	37,683	58,525	6,267	64,792
1998-99	59,227	70	1,518	18,773	983	37,883	59,227	6,819	66,046
1999-00	62,563	89	1,709	20,180	1,085	39,500	62,563	6,721	69,284
2000-01	62,499	82	1,988	19,795	1,281	39,353	62,499	6,622	69,121
2001-02	65,983	81	2,151	21,357	1,593	40,801	65,983	6,851	72,834
2002-03	66,890	81	2,177	21,266	1,867	41,499	66,890	7,079	73,969
2003-04	67,789	98	2,250	22,030	2,122	41,289	68,550	7,323	75,873
2004-05	69,957	88	2,342	23,034	2,590	41,903	70,834	7,302	78,136
2005-06	73,498	82	2,625	24,829	3,003	42,959	73,498	7,613	81,111
2006-07	76,538	94	2,798	26,195	3,515	43,936	77,829	7,574	85,403
2007-08	82,033	145	2,868	29,010	4,309	45,701	83,505	8,167	91,672
2008-09	86,163	140	3,101	31,949	5,052	45,921	88,003	8,322	96,325
2009-10	85,704	226	3,329	31,022	5,557	45,569	85,929	8,189	94,117
2010-11	87,535	233	3,343	31,894	6,244	45,821	87,821	8,464	96,285
2011-12	84,358	225	3,565	30,396	6,497	43,674	84,813	8,386	93,200
2012-13	86,458	215	3,794	30,992	7,260	44,198	87,151	8,382	95,533
2013-14	85,822	206	4,101	30,475	7,408	43,632	86,706	8,696	95,402
2014-15	85,204	212	4,263	30,020	7,477	43,233	86,065	8,738	94,803
2015-16	87,879	226	4,523	30,786	8,214	44,129	88,522	8,705	97,227
2016-17	89,510	233	4,512	31,084	8,989	44,693	89,690	8,849	98,538
2017-18	92,205	258	5,005	32,534	9,743	44,664	92,231	8,714	100,945
2018-19	93,955	226	5,356	32,980	10,890	44,503	93,370	8,584	101,954
2019-20	92,381	247	5,468	31,705	11,182	43,779	91,335	8,283	99,618
2020-21	92,669	250	5,877	31,397	11,366	43,778	91,210	7,706	98,916
2021-22	94,328	257	6,282	31,829	11,968	43,992	92,292	8,608	100,900
2022-23	97,829	200	6,633	33,314	14,475	43,208	96,478	8,841	105,319
2023-24	102,262	247	6,858	35,840	15,486	43,830	100,979	9,167	110,146
2024-25	104,466	241	7,575	36,965	16,026	43,659	102,265	9,239	111,503
2025-26	100,906	162	7,315	36,202	16,528	40,700	98,906	8,919	107,825
2026-27	97,759	191	7,339	34,889	15,831	39,510	95,393	8,678	104,071
2027-28	92,805	194	7,142	33,643	13,746	38,080	90,584	8,228	98,812

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

HAWAII

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	8,929	1	6,591	136	441	1,760	8,929	2,618	11,547
1997-98	9,670	26	7,205	145	470	1,824	9,670	2,576	12,246
1998-99	9,714	27	7,248	161	396	1,882	9,714	2,533	12,247
1999-00	10,437	27	7,841	172	491	1,906	10,437	2,961	13,398
2000-01	10,102	33	7,534	177	441	1,917	10,102	3,388	13,490
2001-02	10,452	34	7,771	167	467	2,013	10,452	3,084	13,536
2002-03	10,013	35	7,385	192	477	1,924	10,013	2,780	12,793
2003-04	10,324	32	7,669	167	465	1,991	10,324	2,629	12,953
2004-05	10,813	44	8,003	183	489	2,094	10,813	2,583	13,396
2005-06	10,922	27	8,197	201	429	2,068	10,922	2,158	13,080
2006-07	11,063	44	8,301	197	450	2,071	11,063	2,385	13,448
2007-08	11,613	53	8,718	217	468	2,157	11,613	2,524	14,137
2008-09	11,508	57	8,673	226	487	2,065	11,508	2,659	14,167
2009-10	10,809	54	8,146	205	475	1,929	10,807	2,728	13,535
2010-11	11,042	45	8,705	264	363	1,665	11,037	2,708	13,745
2011-12	10,977	64	8,594	266	392	1,660	10,990	2,748	13,738
2012-13	10,739	53	8,400	250	386	1,652	10,647	2,855	13,503
2013-14	10,393	49	8,138	238	357	1,611	10,347	2,778	13,125
2014-15	10,285	68	8,031	252	445	1,490	10,168	2,684	12,852
2015-16	10,385	59	8,248	233	395	1,450	10,259	2,738	12,998
2016-17	10,466	72	8,199	267	448	1,481	10,278	2,974	13,252
2017-18	10,857	87	8,441	275	524	1,530	10,628	3,026	13,654
2018-19	10,217	56	7,974	253	487	1,446	10,020	2,875	12,895
2019-20	10,784	57	8,372	255	526	1,575	10,532	2,822	13,354
2020-21	11,006	57	8,514	246	532	1,657	10,738	3,034	13,772
2021-22	11,102	44	8,637	210	527	1,683	10,823	3,087	13,911
2022-23	10,725	72	7,644	187	543	2,280	10,666	3,015	13,681
2023-24	11,256	34	7,834	229	599	2,559	11,281	3,175	14,456
2024-25	11,421	38	8,096	192	585	2,509	11,388	3,193	14,581
2025-26	11,609	43	8,102	217	590	2,657	11,579	3,265	14,843
2026-27	11,182	47	7,858	183	602	2,491	11,223	3,168	14,390
2027-28	11,281	39	7,832	229	575	2,606	11,288	3,182	14,470

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

IDAHO

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	15,380	141	206	46	716	14,271	15,407	430	15,837
1997-98	15,523	134	191	47	770	14,381	15,523	445	15,968
1998-99	15,716	119	197	58	865	14,477	15,716	459	16,175
1999-00	16,168	130	234	64	948	14,792	16,170	460	16,630
2000-01	15,941	133	224	70	973	14,541	15,941	461	16,402
2001-02	15,874	191	248	76	1,063	14,296	15,874	498	16,372
2002-03	15,858	151	243	80	1,135	14,249	15,858	535	16,393
2003-04	15,547	182	289	79	1,175	13,822	15,547	478	16,025
2004-05	15,768	203	296	88	1,260	13,921	15,768	555	16,323
2005-06	16,096	203	251	91	1,359	14,192	16,096	505	16,601
2006-07	16,242	202	279	129	1,446	14,186	16,242	549	16,791
2007-08	16,567	202	279	133	1,632	14,321	16,567	570	17,137
2008-09	16,807	198	297	181	1,778	14,353	16,807	543	17,350
2009-10	17,179	226	313	172	2,046	14,423	17,207	631	17,838
2010-11	17,249	235	310	169	2,214	14,321	17,292	619	17,911
2011-12	16,876	253	318	170	2,158	13,977	17,043	686	17,730
2012-13	16,571	211	327	169	2,259	13,605	16,774	727	17,501
2013-14	17,111	194	362	190	2,321	14,043	17,214	693	17,907
2014-15	16,905	216	348	192	2,496	13,652	16,987	732	17,719
2015-16	17,349	209	357	208	2,654	13,920	17,362	819	18,181
2016-17	18,229	221	398	176	2,803	14,630	18,095	869	18,963
2017-18	18,291	213	397	180	2,976	14,524	18,122	865	18,988
2018-19	18,583	240	414	217	3,070	14,642	18,335	921	19,256
2019-20	18,799	234	462	178	3,214	14,710	18,430	957	19,387
2020-21	18,882	233	432	180	3,209	14,829	18,442	1,015	19,457
2021-22	19,221	240	451	180	3,465	14,886	18,596	1,016	19,612
2022-23	20,908	292	544	294	3,875	15,904	19,725	1,036	20,761
2023-24	21,943	266	511	301	4,202	16,663	20,742	1,094	21,836
2024-25	22,734	267	609	344	4,286	17,228	21,364	1,137	22,501
2025-26	22,886	281	628	379	4,485	17,113	21,357	1,143	22,500
2026-27	21,503	274	558	348	4,068	16,256	20,142	1,075	21,217
2027-28	21,129	273	632	381	4,028	15,815	19,761	1,050	20,811

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

ILLINOIS

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	110,170	269	4,380	16,472	9,377	79,672	110,170	15,116	125,286
1997-98	114,611	225	4,816	17,390	10,302	81,878	114,611	15,884	130,495
1998-99	112,556	165	4,731	16,964	10,467	80,229	112,556	16,652	129,208
1999-00	111,835	206	4,750	16,416	10,873	79,590	111,835	16,137	127,972
2000-01	110,624	172	4,889	15,498	10,855	79,210	110,624	15,621	126,245
2001-02	116,657	433	5,234	16,294	12,242	82,454	116,657	15,397	132,054
2002-03	117,507	234	5,177	15,886	13,098	83,112	117,507	15,173	132,680
2003-04	124,763	255	5,427	18,341	14,561	86,179	124,763	14,491	139,254
2004-05	123,187	363	5,514	18,771	14,926	83,613	123,615	14,352	137,967
2005-06	126,817	252	5,816	19,482	15,764	85,503	126,817	15,005	141,822
2006-07	129,181	422	5,963	21,116	16,128	85,552	130,220	15,105	145,325
2007-08	133,554	318	6,000	21,728	18,411	87,097	135,143	15,139	150,282
2008-09	130,094	242	5,600	21,887	19,616	82,749	131,670	15,107	146,777
2009-10	131,124	390	5,844	21,638	20,445	82,807	133,315	15,346	148,661
2010-11	133,741	571	6,031	22,753	22,278	82,108	133,978	15,427	149,405
2011-12	134,323	477	6,257	23,247	24,070	80,273	135,636	15,400	151,036
2012-13	133,633	541	6,608	22,206	24,892	79,386	135,204	14,658	149,862
2013-14	126,368	444	6,531	19,756	23,205	76,432	128,162	13,969	142,131
2014-15	127,117	384	6,760	19,555	24,621	75,797	128,820	13,559	142,379
2015-16	126,281	389	6,822	19,201	25,291	74,578	128,694	13,345	142,039
2016-17	125,390	357	6,882	18,603	25,369	74,178	127,865	12,594	140,458
2017-18	127,541	369	7,602	18,843	26,607	74,121	129,738	12,103	141,842
2018-19	126,643	404	7,710	18,029	27,009	73,491	128,897	11,650	140,547
2019-20	124,971	419	7,809	17,429	27,068	72,247	127,432	11,060	138,491
2020-21	124,665	396	8,196	16,727	27,692	71,654	127,046	10,761	137,806
2021-22	125,620	359	8,750	16,815	27,823	71,873	128,267	11,291	139,559
2022-23	118,455	226	8,483	15,993	26,811	66,942	126,080	11,161	137,241
2023-24	119,446	242	8,785	16,430	27,324	66,664	127,021	11,169	138,190
2024-25	119,508	221	8,947	16,585	27,109	66,646	127,254	11,122	138,376
2025-26	116,878	214	9,129	16,203	26,220	65,111	124,374	10,864	135,238
2026-27	113,119	206	8,901	15,687	24,745	63,579	120,591	10,578	131,170
2027-28	109,569	190	8,870	15,015	22,941	62,552	116,309	10,208	126,518

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

INDIANA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	57,463	90	514	4,858	1,115	50,886	57,463	4,301	61,764
1997-98	58,944	99	565	4,963	1,199	52,118	58,899	4,968	63,867
1998-99	59,033	79	675	5,108	1,252	51,919	58,964	5,676	64,640
1999-00	57,012	68	626	4,327	1,186	50,805	57,012	6,216	63,228
2000-01	56,172	95	621	4,358	1,304	49,794	56,172	6,405	62,577
2001-02	56,722	141	657	4,650	1,428	49,846	56,722	6,851	63,573
2002-03	57,897	110	724	4,669	1,474	50,920	57,897	7,059	64,956
2003-04	56,008	120	696	4,342	1,602	49,248	56,008	7,146	63,154
2004-05	55,444	119	719	4,549	1,636	48,421	55,444	5,267	60,711
2005-06	57,920	138	804	5,140	1,953	49,885	57,920	5,178	63,098
2006-07	58,962	123	821	5,279	2,161	50,578	59,887	4,788	64,675
2007-08	60,792	141	844	5,564	2,433	51,810	61,901	5,089	66,990
2008-09	62,312	140	834	6,070	2,700	52,568	63,663	5,232	68,895
2009-10	61,695	173	889	6,235	2,897	51,501	63,377	5,303	68,680
2010-11	64,622	211	977	6,481	3,561	53,392	64,812	5,244	70,056
2011-12	62,414	186	1,150	6,310	3,693	51,075	63,354	5,188	68,542
2012-13	62,422	220	1,273	6,454	4,000	50,474	63,524	5,394	68,918
2013-14	60,946	199	1,314	5,653	3,908	49,871	62,753	5,076	67,829
2014-15	60,457	225	1,394	5,721	4,180	48,937	62,213	4,833	67,047
2015-16	60,302	210	1,538	5,817	4,320	48,417	62,440	4,619	67,059
2016-17	60,565	194	1,639	5,939	4,631	48,162	62,886	4,750	67,637
2017-18	61,172	217	1,848	6,146	4,853	48,107	63,724	4,485	68,208
2018-19	62,716	204	1,957	6,283	5,511	48,761	65,619	4,556	70,175
2019-20	60,032	196	2,028	6,076	5,440	46,292	63,111	4,357	67,468
2020-21	59,251	185	2,201	5,841	5,612	45,413	62,708	4,113	66,821
2021-22	59,436	191	2,407	5,873	5,823	45,143	63,347	4,414	67,761
2022-23	57,546	186	2,166	5,938	6,215	43,042	63,978	4,420	68,398
2023-24	58,811	183	2,381	6,306	6,486	43,455	65,279	4,485	69,764
2024-25	59,745	140	2,597	6,231	6,733	44,044	65,944	4,517	70,461
2025-26	58,717	140	2,741	6,316	6,438	43,082	64,954	4,441	69,395
2026-27	57,358	139	2,970	6,127	6,082	42,040	63,482	4,364	67,846
2027-28	55,719	144	2,874	6,057	5,754	40,890	61,560	4,229	65,789

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

IOWA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	32,986	73	555	614	524	31,220	32,986	2,613	35,599
1997-98	34,189	84	508	696	531	32,370	34,189	2,653	36,842
1998-99	34,378	90	496	673	500	32,619	34,378	2,693	37,071
1999-00	33,926	74	547	734	537	32,034	33,926	2,680	36,606
2000-01	33,774	212	684	678	582	31,618	33,774	2,667	36,441
2001-02	33,789	108	657	756	660	31,608	33,789	2,678	36,467
2002-03	34,860	124	656	857	748	32,475	34,860	2,689	37,549
2003-04	34,339	121	672	900	928	31,718	34,339	2,565	36,904
2004-05	33,547	164	655	1,021	999	30,708	33,547	2,475	36,022
2005-06	33,693	156	695	1,091	1,100	30,651	33,693	2,440	36,133
2006-07	34,127	152	610	1,190	1,156	31,019	34,127	2,261	36,388
2007-08	34,573	159	631	1,266	1,267	31,250	34,573	2,393	36,966
2008-09	33,926	154	657	1,344	1,353	30,418	33,926	2,249	36,175
2009-10	34,525	153	666	1,420	1,682	30,603	34,618	2,154	36,772
2010-11	33,502	128	644	1,371	1,814	29,545	33,624	2,179	35,803
2011-12	32,686	106	678	1,341	1,871	28,690	32,833	2,162	34,995
2012-13	31,566	137	740	1,300	2,047	27,342	31,882	2,047	33,929
2013-14	31,172	121	729	1,260	2,111	26,950	31,564	2,029	33,593
2014-15	31,368	102	809	1,410	2,295	26,751	31,830	1,946	33,776
2015-16	31,745	104	806	1,393	2,405	27,037	32,103	1,829	33,932
2016-17	31,871	106	817	1,431	2,528	26,989	32,260	1,750	34,010
2017-18	32,349	98	958	1,473	2,787	27,034	32,621	1,744	34,365
2018-19	32,277	110	896	1,476	2,793	27,003	32,469	1,632	34,101
2019-20	32,323	91	944	1,490	3,027	26,771	32,460	1,529	33,988
2020-21	32,669	93	1,041	1,511	3,096	26,928	32,741	1,459	34,200
2021-22	32,924	98	1,041	1,621	3,376	26,788	32,940	1,607	34,547
2022-23	33,972	118	1,008	1,857	3,749	27,239	33,745	1,647	35,393
2023-24	35,134	109	1,037	2,012	3,864	28,111	34,909	1,680	36,589
2024-25	35,526	115	1,046	2,253	4,024	28,087	35,140	1,674	36,814
2025-26	34,921	108	1,015	2,225	3,954	27,619	34,540	1,644	36,184
2026-27	34,561	95	1,093	2,379	3,862	27,132	34,090	1,638	35,728
2027-28	33,697	103	1,159	2,306	3,710	26,419	33,256	1,598	34,854

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

KANSAS

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	26,648	254	573	1,617	1,117	23,087	26,648	1,747	28,395
1997-98	27,856	275	594	1,699	1,203	24,085	27,856	1,909	29,765
1998-99	28,685	256	599	1,736	1,252	24,842	28,685	2,071	30,756
1999-00	29,102	275	681	1,766	1,205	25,175	29,102	1,987	31,089
2000-01	29,360	271	702	1,844	1,323	25,220	29,360	1,903	31,263
2001-02	29,541	283	685	1,856	1,498	25,219	29,541	2,056	31,597
2002-03	29,907	319	687	1,948	1,680	25,273	29,963	2,209	32,172
2003-04	29,963	407	703	2,157	1,758	24,938	30,155	2,126	32,281
2004-05	30,040	374	684	2,229	2,019	24,734	30,355	2,082	32,437
2005-06	29,818	319	772	2,152	2,058	24,517	29,818	2,028	31,846
2006-07	29,377	338	662	2,236	2,283	23,858	30,139	2,378	32,517
2007-08	30,132	382	710	2,217	2,474	24,349	30,737	2,291	33,028
2008-09	29,702	418	739	2,321	2,655	23,569	30,368	2,166	32,534
2009-10	30,784	326	727	2,350	3,175	24,206	31,054	2,169	33,223
2010-11	30,451	367	795	2,314	3,357	23,618	30,728	2,132	32,861
2011-12	29,802	370	772	2,231	3,350	23,079	30,428	2,132	32,560
2012-13	29,551	379	781	2,064	3,424	22,903	30,231	2,058	32,289
2013-14	29,123	400	897	2,016	3,409	22,400	29,897	2,066	31,963
2014-15	28,890	388	954	1,966	3,658	21,923	29,850	2,085	31,935
2015-16	30,004	423	1,014	2,071	4,042	22,454	30,954	2,159	33,113
2016-17	30,408	413	975	2,078	4,141	22,800	31,394	2,131	33,525
2017-18	31,025	412	1,100	2,007	4,498	23,009	32,013	2,082	34,095
2018-19	31,393	388	1,136	1,981	4,687	23,201	32,314	2,065	34,378
2019-20	31,308	384	1,255	2,059	4,745	22,865	32,235	2,058	34,293
2020-21	32,046	390	1,280	2,068	5,087	23,221	33,000	2,002	35,003
2021-22	32,083	411	1,340	1,999	5,238	23,095	33,032	2,072	35,104
2022-23	31,649	391	1,284	2,121	5,583	22,271	32,985	2,081	35,066
2023-24	32,526	347	1,438	2,237	5,973	22,532	33,941	2,135	36,076
2024-25	33,503	330	1,482	2,275	6,116	23,300	34,797	2,182	36,979
2025-26	33,292	330	1,482	2,356	6,155	22,968	34,720	2,170	36,890
2026-27	33,083	292	1,467	2,292	6,220	22,813	34,336	2,153	36,490
2027-28	32,365	281	1,429	2,273	5,865	22,517	33,692	2,115	35,807

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

KENTUCKY

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	36,941	339	236	3,048	150	33,168	36,941	3,546	40,487
1997-98	37,270	261	224	3,007	171	33,607	37,270	3,772	41,042
1998-99	37,046	252	213	3,016	89	33,476	37,048	3,997	41,045
1999-00	36,830	555	239	2,902	197	32,937	36,830	3,826	40,656
2000-01	36,957	40	269	2,995	232	33,421	36,957	3,654	40,611
2001-02	36,337	31	350	3,151	249	32,556	36,337	3,730	40,067
2002-03	37,654	45	328	3,124	385	33,772	37,654	3,806	41,460
2003-04	37,755	50	347	3,387	586	33,385	37,787	3,772	41,559
2004-05	38,386	60	409	3,527	406	33,984	38,399	3,718	42,117
2005-06	37,514	56	389	3,505	469	33,095	38,449	3,641	42,090
2006-07	38,200	51	405	3,687	491	33,566	39,099	4,028	43,127
2007-08	38,982	53	390	3,769	585	34,185	39,339	4,274	43,613
2008-09	41,428	44	417	4,213	710	36,044	41,851	3,937	45,788
2009-10	40,955	52	476	4,356	789	35,282	41,670	4,047	45,717
2010-11	41,829	57	500	4,447	929	35,897	42,202	3,888	46,090
2011-12	40,501	48	554	4,209	951	34,740	41,038	3,900	44,938
2012-13	39,936	64	614	4,208	1,147	33,904	40,528	3,990	44,518
2013-14	37,901	48	615	3,800	1,097	32,340	38,729	3,653	42,382
2014-15	39,022	40	647	4,127	1,261	32,946	39,282	3,473	42,755
2015-16	40,104	49	722	4,257	1,427	33,649	40,324	3,284	43,608
2016-17	40,739	46	801	4,287	1,555	34,051	40,640	3,110	43,750
2017-18	41,960	53	997	4,532	1,833	34,545	41,594	3,042	44,636
2018-19	42,319	46	1,105	4,511	2,159	34,498	41,767	2,923	44,689
2019-20	41,883	99	1,212	4,641	2,316	33,615	40,684	2,664	43,348
2020-21	42,870	62	1,773	4,548	2,880	33,606	41,245	2,590	43,836
2021-22	42,059	37	1,424	4,213	2,888	33,496	41,275	2,835	44,110
2022-23	42,582	43	1,321	4,216	3,525	33,477	42,163	2,874	45,037
2023-24	44,346	46	1,500	4,625	3,881	34,294	43,635	2,937	46,572
2024-25	45,422	57	1,549	4,785	4,244	34,786	44,371	2,959	47,330
2025-26	44,407	41	1,513	4,791	4,002	34,060	43,576	2,907	46,484
2026-27	43,798	35	1,645	4,752	4,048	33,317	42,946	2,891	45,837
2027-28	42,586	52	1,620	4,589	3,931	32,394	41,670	2,803	44,473

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

LOUISIANA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	36,495	160	641	14,172	434	21,088	36,495	7,939	44,434
1997-98	38,030	173	583	14,834	443	21,997	38,030	8,328	46,358
1998-99	37,802	176	624	14,503	519	21,980	37,802	8,716	46,518
1999-00	38,430	210	659	14,831	503	22,227	38,430	8,557	46,987
2000-01	38,314	208	678	15,046	509	21,873	38,314	8,398	46,712
2001-02	37,905	225	622	15,322	484	21,252	37,905	8,775	46,680
2002-03	37,610	231	625	14,827	534	21,393	37,610	9,151	46,761
2003-04	37,019	235	671	14,782	591	20,740	37,019	9,046	46,065
2004-05	36,009	262	670	14,262	572	20,243	36,009	7,956	43,965
2005-06	33,275	237	626	12,396	533	19,483	33,275	7,780	41,055
2006-07	34,274	242	658	13,051	556	19,767	34,274	7,531	41,805
2007-08	34,401	238	622	13,253	672	19,616	34,401	7,676	42,077
2008-09	35,622	287	682	14,346	718	19,589	35,622	8,136	43,758
2009-10	35,417	235	715	14,259	894	19,314	35,458	8,282	43,740
2010-11	34,963	303	710	13,958	700	19,291	35,003	8,299	43,303
2011-12	34,713	317	711	14,080	778	18,828	35,501	8,291	43,792
2012-13	35,735	327	736	14,541	884	19,247	36,391	8,825	45,216
2013-14	35,830	365	816	14,631	899	19,119	37,034	8,801	45,835
2014-15	32,761	296	775	12,651	954	18,085	34,252	8,708	42,960
2015-16	34,037	298	827	13,372	1,069	18,471	35,925	8,838	44,763
2016-17	34,745	306	862	13,456	1,231	18,890	36,661	9,296	45,956
2017-18	37,385	333	897	15,268	1,365	19,523	39,439	9,468	48,907
2018-19	36,190	357	915	14,437	1,426	19,054	38,741	9,332	48,074
2019-20	36,414	359	974	14,652	1,614	18,815	38,509	9,527	48,036
2020-21	36,394	357	1,022	14,208	1,841	18,966	38,675	9,862	48,537
2021-22	36,120	389	1,049	14,089	2,021	18,572	38,576	9,537	48,113
2022-23	34,067	302	940	12,765	2,646	17,413	35,975	8,869	44,845
2023-24	35,916	340	920	13,025	3,296	18,336	37,509	9,274	46,783
2024-25	38,456	385	1,044	13,824	4,577	18,626	39,254	9,749	49,003
2025-26	38,150	384	1,075	13,748	4,929	18,014	38,630	9,610	48,240
2026-27	38,098	360	1,184	13,478	5,158	17,917	38,425	9,526	47,952
2027-28	36,728	387	1,186	12,953	5,148	17,054	36,896	9,143	46,039

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MAINE

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	12,019	51	125	59	40	11,744	12,019	1,745	13,764
1997-98	12,171	43	104	100	72	11,852	12,171	1,898	14,069
1998-99	11,988	50	124	76	42	11,696	11,988	2,050	14,038
1999-00	12,292	58	130	91	66	11,947	12,211	2,048	14,259
2000-01	12,654	75	121	84	79	12,295	12,654	2,045	14,699
2001-02	12,593	77	144	110	61	12,201	12,593	2,409	15,002
2002-03	12,947	78	148	149	74	12,498	12,947	2,772	15,719
2003-04	13,278	71	137	172	76	12,822	13,278	3,057	16,335
2004-05	13,077	88	172	173	92	12,552	13,077	2,350	15,427
2005-06	12,950	69	196	219	107	12,359	12,950	2,600	15,550
2006-07	13,151	76	184	227	103	12,561	13,151	2,618	15,769
2007-08	14,350	73	234	285	129	13,629	14,350	2,694	17,044
2008-09	14,093	90	216	274	116	13,397	14,093	2,362	16,455
2009-10	13,700	98	243	298	152	12,909	13,705	2,622	16,327
2010-11	13,686	77	168	209	162	13,070	13,689	2,465	16,154
2011-12	12,962	83	171	218	172	12,318	13,468	2,314	15,782
2012-13	12,560	83	183	225	206	11,864	13,115	2,165	15,280
2013-14	12,337	98	212	265	167	11,595	12,743	2,026	14,769
2014-15	11,989	97	182	264	194	11,252	12,507	2,019	14,525
2015-16	11,985	114	213	217	213	11,228	12,619	2,069	14,689
2016-17	11,802	109	230	227	203	11,033	12,441	1,811	14,252
2017-18	11,799	93	225	288	200	10,994	12,383	1,728	14,111
2018-19	11,743	103	274	285	245	10,837	12,275	1,597	13,872
2019-20	11,450	102	227	318	217	10,586	12,047	1,474	13,521
2020-21	11,421	98	234	325	243	10,520	12,055	1,324	13,379
2021-22	11,609	101	282	389	288	10,550	12,218	1,549	13,768
2022-23	12,363	96	421	946	225	10,674	12,485	1,577	14,062
2023-24	12,521	69	433	1,072	265	10,682	12,495	1,551	14,046
2024-25	12,492	104	418	1,148	254	10,568	12,442	1,525	13,966
2025-26	12,151	102	423	1,257	272	10,097	11,970	1,462	13,432
2026-27	12,115	101	431	1,369	247	9,967	11,862	1,469	13,331
2027-28	11,722	93	412	1,345	259	9,613	11,433	1,416	12,849

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MARYLAND

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	42,856	99	2,206	13,330	1,300	25,921	42,856	6,348	49,204
1997-98	44,555	112	2,310	14,031	1,439	26,663	44,555	6,972	51,527
1998-99	46,214	121	2,318	14,718	1,513	27,544	46,214	7,596	53,810
1999-00	47,849	120	2,566	15,252	1,489	28,422	47,849	7,631	55,480
2000-01	49,222	145	2,488	16,155	1,708	28,726	49,222	7,666	56,888
2001-02	50,881	158	2,725	16,745	1,890	29,363	50,881	7,875	58,756
2002-03	51,861	158	2,860	16,586	2,075	30,182	51,864	8,084	59,948
2003-04	52,870	135	2,919	17,005	2,270	30,541	52,870	8,399	61,269
2004-05	54,170	202	3,074	18,001	2,509	30,384	54,170	8,519	62,689
2005-06	55,536	178	3,338	18,558	2,790	30,672	55,536	8,686	64,222
2006-07	57,564	179	3,311	19,779	3,130	31,165	57,564	9,454	67,018
2007-08	59,171	193	3,392	20,602	3,555	31,429	59,171	9,634	68,805
2008-09	58,304	186	3,426	20,581	3,842	30,269	58,304	9,228	67,532
2009-10	58,297	203	3,664	20,983	4,035	29,411	58,340	9,629	67,969
2010-11	57,593	191	3,457	21,293	4,462	28,189	57,662	9,317	66,979
2011-12	57,942	206	3,680	21,410	4,888	27,758	58,009	8,951	66,960
2012-13	57,482	248	3,831	20,609	5,391	27,403	57,742	8,609	66,351
2013-14	54,261	196	3,871	18,775	5,448	25,972	55,109	8,167	63,276
2014-15	53,836	174	4,019	18,798	5,569	25,276	54,551	7,538	62,088
2015-16	53,831	190	4,079	18,743	5,651	25,169	54,704	7,133	61,837
2016-17	53,081	167	4,039	18,431	6,018	24,426	53,994	6,822	60,816
2017-18	54,389	198	4,504	18,628	6,555	24,505	55,193	6,430	61,623
2018-19	54,005	185	4,553	18,419	6,944	23,904	54,668	6,021	60,689
2019-20	56,206	175	5,058	18,537	7,843	24,594	56,892	5,626	62,517
2020-21	57,180	171	5,326	18,588	8,400	24,695	57,817	5,264	63,080
2021-22	58,269	181	5,588	18,986	8,802	24,711	58,843	5,906	64,749
2022-23	58,515	234	6,353	19,007	10,145	22,776	57,807	5,927	63,734
2023-24	60,978	233	6,500	19,795	11,763	22,686	59,734	6,037	65,771
2024-25	61,923	191	6,800	20,422	12,278	22,233	60,475	6,009	66,484
2025-26	61,556	219	6,908	20,285	12,157	21,987	59,902	5,931	65,833
2026-27	60,085	246	7,047	19,595	12,187	21,010	58,224	5,828	64,053
2027-28	59,150	222	7,278	19,123	11,865	20,661	57,119	5,731	62,850

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MASSACHUSETTS

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	49,008	66	1,938	3,517	3,053	40,434	49,008	8,960	57,968
1997-98	50,452	75	2,088	3,824	3,306	41,159	50,452	9,296	59,748
1998-99	51,465	57	2,268	3,830	3,326	41,984	51,465	9,632	61,097
1999-00	52,950	111	2,322	4,030	3,505	42,982	52,950	9,659	62,609
2000-01	54,393	105	2,517	4,222	3,845	43,704	54,393	9,686	64,079
2001-02	55,272	136	2,693	3,944	3,526	44,973	55,272	10,206	65,478
2002-03	55,987	137	2,712	4,089	3,676	45,373	55,987	10,725	66,712
2003-04	58,326	129	2,873	4,584	4,205	46,535	58,326	10,477	68,803
2004-05	59,665	173	2,953	4,638	4,532	47,369	59,665	10,942	70,607
2005-06	61,272	151	2,905	4,765	5,358	48,093	61,272	11,011	72,283
2006-07	63,141	141	3,004	4,791	5,918	49,287	63,903	10,435	74,338
2007-08	64,337	161	3,072	5,161	6,377	49,566	65,197	10,853	76,050
2008-09	65,258	173	3,326	5,318	6,972	49,469	65,258	10,630	75,888
2009-10	64,317	181	3,388	5,158	6,924	48,665	64,317	10,861	75,177
2010-11	64,046	155	3,375	5,247	7,167	48,102	64,043	10,726	74,770
2011-12	63,514	149	3,516	5,186	7,367	47,296	63,701	10,437	74,138
2012-13	62,841	153	3,695	5,222	7,415	46,357	63,166	10,321	73,488
2013-14	61,439	133	3,752	4,822	7,542	45,190	62,018	9,846	71,863
2014-15	61,094	148	3,783	4,778	7,605	44,780	61,539	9,560	71,100
2015-16	61,862	116	3,873	4,918	8,018	44,937	62,638	9,242	71,880
2016-17	61,052	117	3,876	4,867	8,377	43,815	61,899	8,760	70,659
2017-18	61,464	98	4,287	4,820	8,867	43,392	62,179	8,432	70,611
2018-19	61,405	103	4,474	4,902	9,056	42,869	62,145	8,074	70,219
2019-20	60,852	100	4,580	4,805	9,498	41,869	61,612	7,579	69,191
2020-21	61,348	100	4,875	4,876	9,879	41,618	62,220	7,505	69,724
2021-22	61,096	104	4,891	4,804	10,391	40,906	61,981	7,707	69,688
2022-23	58,765	116	4,757	4,898	10,183	38,812	59,658	7,520	67,178
2023-24	59,449	106	4,964	5,177	10,724	38,478	60,190	7,529	67,719
2024-25	59,755	110	5,215	5,278	10,913	38,239	60,489	7,509	67,999
2025-26	59,282	132	5,281	5,220	11,033	37,617	59,911	7,433	67,345
2026-27	57,811	101	5,310	5,242	11,062	36,095	58,410	7,276	65,686
2027-28	56,125	85	5,229	5,129	10,659	35,022	56,628	7,063	63,691

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MICHIGAN

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	89,695	849	1,435	11,361	1,984	74,066	89,695	8,886	98,581
1997-98	92,732	836	1,585	11,684	1,885	76,742	92,732	9,000	101,732
1998-99	94,125	924	1,719	11,651	2,200	77,631	94,125	9,114	103,239
1999-00	97,679	872	2,037	12,108	2,192	80,470	97,679	9,170	106,849
2000-01	96,515	875	1,989	12,060	2,139	79,452	96,515	9,226	105,741
2001-02	95,001	901	2,250	11,619	2,284	77,947	95,001	9,364	104,365
2002-03	100,301	881	2,233	12,197	2,246	82,744	100,301	9,502	109,803
2003-04	98,823	888	2,225	11,737	2,405	81,568	98,823	9,354	108,177
2004-05	101,182	836	2,383	13,129	2,575	82,259	101,582	8,051	109,633
2005-06	102,296	849	2,676	14,249	2,727	81,795	102,582	7,644	110,226
2006-07	111,313	949	2,711	17,945	3,213	86,495	111,838	8,522	120,360
2007-08	114,657	967	2,807	19,158	3,500	88,225	115,183	8,393	123,576
2008-09	112,084	873	2,812	19,219	3,538	85,642	112,742	8,519	121,261
2009-10	114,272	914	2,835	21,445	3,743	85,334	114,855	8,234	123,089
2010-11	111,886	867	2,849	20,979	4,329	82,862	111,731	8,114	119,845
2011-12	107,927	837	2,813	19,797	4,250	80,230	107,956	8,097	116,053
2012-13	106,237	810	3,037	18,703	4,471	79,216	105,971	7,916	113,887
2013-14	99,772	752	2,990	15,610	4,205	76,215	98,811	7,725	106,537
2014-15	101,267	699	3,120	17,470	4,402	75,576	99,638	7,418	107,056
2015-16	100,679	716	3,186	17,376	4,612	74,789	98,778	7,249	106,027
2016-17	99,496	683	3,104	17,151	4,598	73,960	97,216	7,104	104,320
2017-18	99,887	663	3,323	17,331	4,819	73,751	97,118	6,984	104,103
2018-19	98,420	633	3,336	17,045	4,788	72,617	95,138	6,877	102,015
2019-20	95,587	570	3,344	16,381	4,852	70,440	92,167	6,569	98,736
2020-21	94,378	557	3,347	16,227	4,884	69,364	90,783	6,477	97,259
2021-22	95,189	585	3,410	16,441	4,947	69,805	91,074	6,586	97,659
2022-23	92,930	708	3,515	16,872	4,923	66,911	90,023	6,477	96,499
2023-24	92,806	695	3,718	17,271	4,942	66,181	89,806	6,453	96,260
2024-25	91,104	723	3,577	16,888	4,921	64,994	88,064	6,321	94,385
2025-26	87,891	703	3,365	17,030	5,016	61,777	85,002	6,106	91,108
2026-27	85,167	737	3,286	16,761	4,452	59,930	82,438	5,929	88,367
2027-28	83,290	780	3,139	16,704	4,416	58,252	80,545	5,789	86,335

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MINNESOTA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	52,378	578	1,563	1,282	762	48,193	52,378	3,610	55,988
1997-98	54,628	628	1,782	1,518	841	49,859	54,628	3,810	58,438
1998-99	57,091	631	2,066	1,651	824	51,919	56,964	4,010	60,974
1999-00	57,372	629	2,280	1,683	885	51,895	57,372	4,287	61,659
2000-01	56,581	643	2,468	1,840	916	50,714	56,581	4,563	61,144
2001-02	57,440	661	2,573	2,122	1,032	51,052	57,440	4,583	62,023
2002-03	59,432	736	2,699	2,495	1,139	52,363	59,432	4,602	64,034
2003-04	59,096	799	2,861	2,510	1,238	51,688	59,096	4,794	63,890
2004-05	58,393	848	2,837	2,637	1,322	50,749	58,391	4,272	62,663
2005-06	58,898	778	3,095	2,973	1,501	50,551	58,898	4,017	62,915
2006-07	59,497	890	3,060	3,323	1,690	50,534	59,497	4,930	64,427
2007-08	60,409	830	3,351	3,678	1,788	50,762	60,409	5,077	65,486
2008-09	59,729	901	3,407	3,969	1,997	49,455	59,729	4,241	63,970
2009-10	59,813	909	3,410	4,068	2,134	49,291	60,347	4,294	64,641
2010-11	59,178	755	3,451	3,877	2,387	48,709	59,669	4,262	63,931
2011-12	56,782	725	3,351	3,612	2,440	46,654	57,486	4,152	61,638
2012-13	55,672	705	3,294	3,588	2,358	45,727	56,534	3,706	60,239
2013-14	54,725	736	3,379	3,600	2,468	44,542	55,752	3,627	59,379
2014-15	55,297	784	3,489	3,817	2,765	44,442	56,390	3,487	59,878
2015-16	55,185	793	3,413	3,893	2,795	44,290	56,250	3,287	59,537
2016-17	55,617	773	3,533	4,087	3,062	44,161	56,817	3,115	59,932
2017-18	56,325	835	3,852	4,316	3,095	44,227	57,645	2,962	60,607
2018-19	57,116	864	4,019	4,495	3,399	44,339	58,560	2,756	61,316
2019-20	56,457	905	4,109	4,513	3,471	43,458	57,900	2,537	60,438
2020-21	58,128	935	4,260	4,569	3,587	44,776	59,514	2,427	61,940
2021-22	59,023	859	4,248	4,653	3,947	45,316	60,595	2,770	63,365
2022-23	59,472	976	5,177	5,763	4,198	43,358	60,723	2,779	63,502
2023-24	61,685	1,112	5,400	6,286	4,536	44,351	62,962	2,829	65,791
2024-25	62,042	1,093	5,931	6,458	4,432	44,128	63,027	2,798	65,826
2025-26	60,884	1,091	5,973	6,515	4,272	43,032	61,915	2,746	64,661
2026-27	59,378	1,065	5,848	6,298	4,190	41,978	60,457	2,712	63,169
2027-28	57,830	981	5,769	6,377	3,848	40,855	58,706	2,634	61,340

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MISSISSIPPI

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	23,386	23	143	11,025	40	12,155	23,388	3,742	27,130
1997-98	24,502	28	141	11,585	51	12,697	24,502	3,696	28,198
1998-99	24,198	25	178	11,474	57	12,464	24,198	3,649	27,847
1999-00	24,232	22	152	11,322	55	12,681	24,232	3,551	27,783
2000-01	23,748	16	190	11,158	87	12,297	23,748	3,452	27,200
2001-02	23,740	32	219	11,195	120	12,174	23,740	3,498	27,238
2002-03	23,810	31	216	11,023	131	12,409	23,810	3,544	27,354
2003-04	23,716	20	212	11,000	122	12,362	23,735	3,404	27,139
2004-05	23,523	32	240	10,938	163	12,150	23,523	3,146	26,669
2005-06	23,848	29	194	11,161	186	12,278	23,848	3,240	27,088
2006-07	24,186	39	243	11,437	227	12,240	24,186	3,355	27,541
2007-08	24,795	40	280	11,660	271	12,544	24,795	3,406	28,201
2008-09	24,505	37	239	11,837	313	12,079	24,505	3,358	27,863
2009-10	25,709	39	238	12,486	327	12,619	25,727	3,238	28,965
2010-11	26,395	36	276	13,149	372	12,561	26,438	3,221	29,659
2011-12	25,659	30	251	12,953	473	11,953	25,756	3,287	29,043
2012-13	25,540	39	282	12,781	475	11,964	25,741	3,395	29,136
2013-14	24,025	30	283	11,622	525	11,565	24,267	3,314	27,582
2014-15	23,897	49	319	11,430	553	11,547	24,213	3,248	27,461
2015-16	23,782	47	296	11,323	581	11,536	24,137	3,282	27,419
2016-17	24,607	39	327	11,644	711	11,886	24,824	3,055	27,880
2017-18	25,605	48	343	12,218	766	12,230	25,831	3,019	28,849
2018-19	24,914	48	371	11,700	938	11,858	24,997	2,903	27,900
2019-20	24,689	52	385	11,549	995	11,708	24,720	2,632	27,352
2020-21	24,189	49	348	11,011	1,187	11,594	24,146	2,644	26,790
2021-22	24,597	45	376	11,123	1,316	11,738	24,639	2,818	27,458
2022-23	24,902	48	354	11,365	1,548	11,587	24,653	2,788	27,441
2023-24	27,435	58	378	12,949	2,025	12,025	26,821	3,010	29,831
2024-25	27,783	54	421	12,843	2,204	12,261	27,022	3,011	30,032
2025-26	26,825	50	413	12,161	2,240	11,960	26,017	2,913	28,929
2026-27	25,602	59	461	11,638	2,151	11,293	24,865	2,796	27,661
2027-28	23,853	47	404	10,714	1,922	10,767	23,238	2,609	25,847

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MISSOURI

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	50,543	105	644	5,826	481	43,487	50,543	6,214	56,757
1997-98	52,095	119	639	6,239	535	44,563	52,095	6,533	58,628
1998-99	52,531	104	667	6,687	587	44,486	52,531	6,851	59,382
1999-00	52,848	124	829	6,683	643	44,569	52,848	6,867	59,715
2000-01	54,138	134	753	6,824	711	45,716	54,138	6,883	61,021
2001-02	54,487	148	821	7,195	696	45,627	54,487	7,059	61,546
2002-03	56,925	153	800	7,536	867	47,569	56,925	7,235	64,160
2003-04	57,983	189	866	7,863	947	48,118	57,983	7,800	65,783
2004-05	57,841	195	852	8,234	1,075	47,485	57,841	8,348	66,189
2005-06	58,417	197	1,028	8,401	1,257	47,534	58,417	7,869	66,286
2006-07	60,275	222	1,035	8,970	1,371	48,677	60,275	7,330	67,605
2007-08	61,717	273	1,024	9,178	1,498	49,744	61,717	7,389	69,106
2008-09	62,969	271	1,058	10,111	1,591	49,938	62,969	7,043	70,012
2009-10	63,433	324	1,119	9,876	1,743	50,371	63,460	7,130	70,590
2010-11	62,180	314	1,120	9,972	1,948	48,825	62,238	6,913	69,152
2011-12	61,364	345	1,235	9,854	2,116	47,814	61,471	6,435	67,906
2012-13	59,767	327	1,350	9,339	2,193	46,558	60,432	5,970	66,401
2013-14	57,922	330	1,367	8,359	2,033	45,833	58,259	6,198	64,456
2014-15	57,925	319	1,430	8,630	2,290	45,256	58,286	6,059	64,344
2015-16	59,709	350	1,504	8,908	2,557	46,390	60,215	5,857	66,071
2016-17	59,377	367	1,493	8,770	2,655	46,092	59,918	5,756	65,674
2017-18	60,648	370	1,710	8,894	2,895	46,779	60,703	5,388	66,091
2018-19	60,576	403	1,795	8,708	3,031	46,639	60,317	5,304	65,621
2019-20	60,012	397	1,869	8,572	3,255	45,919	59,736	5,055	64,791
2020-21	60,730	419	2,106	8,500	3,430	46,275	60,297	4,859	65,156
2021-22	61,507	445	2,155	8,665	3,552	46,689	60,977	5,283	66,261
2022-23	62,824	506	2,222	9,127	4,210	46,759	62,037	5,334	67,371
2023-24	65,202	472	2,420	9,816	4,467	48,027	64,263	5,486	69,749
2024-25	65,689	504	2,516	10,019	4,527	48,124	64,585	5,478	70,064
2025-26	64,866	505	2,646	9,920	4,367	47,427	63,729	5,399	69,128
2026-27	63,089	443	2,557	9,548	4,139	46,403	62,140	5,301	67,441
2027-28	61,436	407	2,416	9,126	4,209	45,278	60,496	5,158	65,654

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

MONTANA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	10,322	636	77	44	171	9,394	10,322	362	10,684
1997-98	10,656	626	63	30	148	9,789	10,656	379	11,035
1998-99	10,925	667	81	39	174	9,964	10,925	395	11,320
1999-00	10,903	681	82	23	134	9,983	10,903	469	11,372
2000-01	10,628	689	108	33	169	9,629	10,628	543	11,171
2001-02	10,554	713	112	34	158	9,537	10,554	521	11,075
2002-03	10,657	660	122	44	159	9,672	10,657	498	11,155
2003-04	10,500	762	112	36	162	9,428	10,500	507	11,007
2004-05	10,335	786	120	40	198	9,191	10,335	467	10,802
2005-06	10,283	814	153	44	201	9,071	10,283	451	10,734
2006-07	10,122	786	144	49	206	8,937	10,122	435	10,557
2007-08	10,396	904	133	53	191	9,115	10,396	590	10,986
2008-09	10,077	863	115	65	190	8,844	10,077	372	10,449
2009-10	9,888	801	122	62	217	8,685	9,890	356	10,246
2010-11	9,650	762	104	71	260	8,453	9,655	211	9,866
2011-12	9,440	735	128	78	261	8,239	9,466	109	9,575
2012-13	9,029	753	126	61	265	7,825	9,083	93	9,176
2013-14	9,068	721	132	64	304	7,846	9,102	126	9,228
2014-15	8,911	746	109	85	298	7,673	8,970	102	9,072
2015-16	8,973	731	108	86	311	7,737	9,029	118	9,147
2016-17	9,079	810	122	101	305	7,741	9,120	111	9,231
2017-18	9,014	806	131	84	322	7,670	9,023	98	9,121
2018-19	9,287	833	144	97	362	7,850	9,272	96	9,368
2019-20	9,300	877	129	83	337	7,874	9,286	90	9,375
2020-21	9,507	876	134	98	393	8,006	9,427	78	9,505
2021-22	9,599	929	179	116	368	8,007	9,570	97	9,667
2022-23	9,696	984	168	176	315	8,052	9,643	97	9,739
2023-24	10,457	1,062	169	155	315	8,756	10,435	102	10,537
2024-25	10,496	1,053	204	236	291	8,712	10,363	100	10,463
2025-26	10,598	1,020	199	212	339	8,828	10,474	100	10,575
2026-27	10,268	991	177	191	335	8,575	10,201	100	10,301
2027-28	10,146	909	198	190	341	8,509	10,042	98	10,140

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NEBRASKA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	18,636	124	227	610	501	17,174	18,636	1,960	20,596
1997-98	19,719	122	231	724	595	18,047	19,719	2,132	21,851
1998-99	20,550	139	261	771	694	18,685	20,550	2,303	22,853
1999-00	20,149	126	327	808	673	18,215	20,149	2,339	22,488
2000-01	19,658	139	311	827	762	17,619	19,658	2,375	22,033
2001-02	19,910	150	357	796	756	17,851	19,910	2,397	22,307
2002-03	20,161	182	302	892	822	17,963	20,161	2,419	22,580
2003-04	20,309	183	340	984	1,004	17,798	20,309	2,323	22,632
2004-05	19,940	197	346	961	1,194	17,242	19,940	2,274	22,214
2005-06	19,764	213	352	1,032	1,236	16,931	19,764	2,219	21,983
2006-07	19,873	211	346	1,226	1,290	16,800	19,873	2,156	22,029
2007-08	20,035	228	355	1,049	1,434	16,969	20,035	2,157	22,192
2008-09	19,501	227	328	1,054	1,617	16,275	19,501	2,004	21,505
2009-10	20,015	208	387	1,206	1,862	16,352	20,049	2,006	22,055
2010-11	19,998	228	403	1,108	2,258	16,000	20,073	1,977	22,050
2011-12	19,354	244	428	1,182	2,192	15,309	19,656	2,007	21,663
2012-13	18,708	197	422	1,046	2,230	14,814	19,210	1,994	21,204
2013-14	18,176	184	456	920	2,248	14,368	18,761	1,861	20,622
2014-15	18,520	199	495	968	2,477	14,381	19,075	1,801	20,876
2015-16	18,757	175	493	999	2,562	14,527	19,336	1,783	21,119
2016-17	19,035	202	551	997	2,712	14,573	19,644	1,737	21,381
2017-18	19,593	223	537	1,071	2,966	14,795	20,209	1,724	21,933
2018-19	19,873	225	640	1,098	3,088	14,822	20,524	1,691	22,216
2019-20	20,227	218	619	1,064	3,319	15,008	20,871	1,604	22,475
2020-21	20,538	225	700	1,102	3,366	15,144	21,156	1,607	22,763
2021-22	21,123	233	733	1,146	3,612	15,400	21,772	1,736	23,508
2022-23	20,971	248	726	1,384	3,783	14,830	21,532	1,722	23,253
2023-24	21,451	275	698	1,558	3,897	15,022	22,003	1,743	23,747
2024-25	21,629	284	733	1,631	3,912	15,070	22,157	1,741	23,898
2025-26	21,680	257	745	1,580	4,089	15,009	22,200	1,746	23,946
2026-27	21,662	269	830	1,587	4,089	14,887	22,181	1,754	23,935
2027-28	20,850	231	808	1,561	3,804	14,447	21,335	1,688	23,023

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NEVADA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	12,425	198	724	1,056	1,601	8,846	12,425	439	12,864
1997-98	13,052	216	740	1,056	1,643	9,397	13,052	539	13,591
1998-99	13,892	228	891	1,042	1,747	9,984	13,892	639	14,531
1999-00	14,551	204	920	1,265	1,863	10,299	14,551	622	15,173
2000-01	15,127	249	998	1,201	2,331	10,348	15,127	605	15,732
2001-02	16,270	255	1,123	1,285	2,728	10,879	16,270	641	16,911
2002-03	16,378	276	1,139	1,626	2,595	10,742	16,378	676	17,054
2003-04	15,216	203	1,238	1,155	2,659	9,961	15,201	624	15,825
2004-05	15,740	226	1,330	1,262	2,934	9,988	15,740	662	16,402
2005-06	16,455	231	1,516	1,385	3,421	9,902	16,455	744	17,199
2006-07	17,149	252	1,678	1,449	3,620	10,150	17,149	695	17,844
2007-08	18,815	242	1,885	1,682	4,461	10,545	18,815	754	19,569
2008-09	19,904	264	2,054	1,849	5,014	10,723	19,904	824	20,728
2009-10	21,110	303	2,165	2,036	6,071	10,536	21,314	869	22,183
2010-11	23,838	307	2,196	2,179	7,410	11,747	24,150	865	25,015
2011-12	25,138	305	2,284	2,547	8,553	11,448	25,710	842	26,552
2012-13	21,127	255	2,293	1,969	6,773	9,838	23,097	878	23,975
2013-14	17,478	190	2,053	1,531	5,423	8,281	20,597	936	21,532
2014-15	19,205	251	2,223	1,779	6,539	8,415	22,120	948	23,068
2015-16	20,428	273	2,347	1,899	7,382	8,527	23,277	895	24,172
2016-17	20,726	281	2,523	1,964	7,590	8,368	23,472	935	24,408
2017-18	20,439	195	2,493	1,964	7,759	8,028	23,055	873	23,929
2018-19	20,368	188	2,640	1,920	7,839	7,783	23,088	846	23,934
2019-20	20,462	202	2,732	1,931	7,998	7,599	23,025	765	23,790
2020-21	20,540	187	2,748	2,027	7,975	7,604	22,983	717	23,700
2021-22	20,610	196	2,756	2,054	8,171	7,433	23,009	887	23,896
2022-23	24,638	219	3,862	2,602	9,791	8,163	25,818	939	26,757
2023-24	26,636	286	4,278	2,887	10,809	8,375	27,786	988	28,774
2024-25	27,442	249	4,567	3,070	11,100	8,456	28,342	996	29,337
2025-26	26,139	256	4,284	3,046	10,491	8,062	27,017	954	27,971
2026-27	24,861	225	4,092	3,032	9,764	7,747	25,685	923	26,609
2027-28	23,824	184	3,871	3,002	9,192	7,575	24,688	882	25,570

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NEW HAMPSHIRE

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	10,487	23	135	88	111	10,130	10,487	1,920	12,407
1997-98	10,843	23	117	89	111	10,503	10,843	1,907	12,750
1998-99	11,251	35	157	88	124	10,846	11,251	1,894	13,145
1999-00	11,829	21	155	92	122	11,439	11,829	2,042	13,871
2000-01	12,294	27	194	118	164	11,790	12,294	2,189	14,483
2001-02	12,452	20	174	119	211	11,928	12,452	2,330	14,782
2002-03	13,210	42	185	117	213	12,654	13,210	2,471	15,681
2003-04	13,309	29	210	142	231	12,696	13,309	2,391	15,700
2004-05	13,775	32	209	173	257	13,104	13,775	2,163	15,938
2005-06	14,113	31	223	215	222	13,422	13,988	2,173	16,161
2006-07	14,452	31	237	257	188	13,739	14,452	2,294	16,746
2007-08	14,982	30	257	320	201	14,174	14,982	2,258	17,240
2008-09	14,757	38	276	359	192	13,892	14,757	2,463	17,220
2009-10	14,705	34	252	300	249	13,871	14,693	2,477	17,171
2010-11	14,164	41	302	367	248	13,206	14,136	2,435	16,571
2011-12	13,881	39	365	380	240	12,857	13,917	2,441	16,358
2012-13	13,748	30	402	364	233	12,718	13,789	2,337	16,125
2013-14	13,554	46	434	424	261	12,390	13,569	2,173	15,743
2014-15	13,307	48	451	462	259	12,086	13,373	2,004	15,377
2015-16	13,103	52	453	460	303	11,834	13,200	1,898	15,098
2016-17	12,839	39	487	386	316	11,611	12,961	1,771	14,732
2017-18	12,800	37	514	418	306	11,525	12,883	1,679	14,562
2018-19	12,591	32	551	383	307	11,319	12,666	1,492	14,158
2019-20	12,525	42	529	413	343	11,198	12,603	1,478	14,081
2020-21	12,282	33	620	347	349	10,933	12,347	1,322	13,670
2021-22	12,180	42	604	353	389	10,792	12,280	1,510	13,791
2022-23	12,568	38	768	443	410	10,909	12,383	1,488	13,871
2023-24	12,503	23	673	516	443	10,847	12,354	1,456	13,810
2024-25	12,254	33	655	476	438	10,653	12,164	1,427	13,591
2025-26	11,871	29	677	512	412	10,242	11,716	1,372	13,089
2026-27	11,620	29	709	486	411	9,984	11,443	1,357	12,801
2027-28	11,213	22	653	507	398	9,633	11,034	1,305	12,340

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NEW JERSEY

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	70,064	143	4,590	10,251	7,618	47,461	70,028	11,826	81,854
1997-98	65,139	133	4,268	9,531	7,083	44,126	65,106	11,449	76,555
1998-99	67,513	130	4,615	9,679	7,438	45,651	67,410	11,072	78,482
1999-00	74,421	207	5,198	11,102	8,606	49,308	74,420	11,709	86,129
2000-01	76,130	204	5,370	11,507	9,402	49,647	76,130	12,345	88,475
2001-02	77,664	132	5,619	11,909	9,657	50,347	77,664	12,624	90,288
2002-03	81,391	161	6,128	12,284	11,016	51,802	81,391	12,902	94,293
2003-04	83,816	272	6,072	12,768	11,406	53,298	83,826	12,428	96,254
2004-05	86,502	300	6,452	13,090	12,238	54,422	86,502	12,826	99,328
2005-06	90,049	214	7,088	13,916	12,775	56,056	90,049	13,151	103,200
2006-07	92,722	197	7,243	14,359	13,507	57,416	93,013	13,344	106,357
2007-08	94,799	227	7,501	14,776	14,593	57,702	94,994	13,615	108,609
2008-09	95,085	137	7,801	15,269	14,808	57,070	95,085	14,348	109,433
2009-10	96,178	159	7,761	15,549	15,673	57,037	96,513	14,706	111,220
2010-11	95,073	139	8,276	15,122	15,928	55,608	95,210	14,869	110,080
2011-12	92,931	136	8,455	14,665	16,245	53,430	93,211	14,668	107,879
2012-13	92,639	133	8,934	14,210	16,507	52,855	92,978	14,462	107,439
2013-14	91,668	112	9,137	13,708	16,734	51,977	92,103	13,125	105,229
2014-15	91,082	117	9,340	13,663	17,420	50,542	91,782	12,656	104,438
2015-16	91,040	97	9,588	13,521	17,709	50,124	91,552	12,332	103,884
2016-17	91,543	92	9,642	13,743	18,657	49,409	92,079	11,486	103,565
2017-18	91,355	79	10,297	13,429	19,464	48,085	91,761	11,062	102,823
2018-19	91,031	77	10,521	13,136	20,047	47,250	91,430	10,359	101,789
2019-20	89,882	63	10,750	12,547	20,707	45,814	90,093	10,176	100,269
2020-21	91,106	75	11,605	12,545	21,567	45,314	91,128	9,841	100,968
2021-22	91,045	67	11,789	11,904	22,908	44,377	90,910	10,357	101,267
2022-23	90,577	68	11,929	11,792	23,674	43,114	89,615	10,205	99,819
2023-24	91,533	77	12,183	12,322	24,667	42,284	90,457	10,208	100,665
2024-25	92,562	71	12,849	12,640	25,258	41,743	91,187	10,257	101,444
2025-26	89,927	59	13,160	12,251	24,670	39,787	88,539	9,944	98,482
2026-27	87,980	66	12,677	12,142	24,294	38,801	86,775	9,796	96,572
2027-28	85,527	77	12,751	11,547	23,556	37,596	84,083	9,492	93,575

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NEW MEXICO

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	15,700	1,533	235	335	6,457	7,140	15,700	1,258	16,958
1997-98	16,529	1,595	228	353	7,083	7,270	16,529	1,456	17,985
1998-99	17,317	1,631	256	358	7,497	7,575	17,317	1,460	18,777
1999-00	18,031	1,858	207	416	7,591	7,959	18,031	1,400	19,431
2000-01	18,199	1,996	236	426	7,954	7,587	18,199	1,478	19,677
2001-02	18,094	1,923	241	398	7,959	7,574	18,094	1,362	19,456
2002-03	16,923	1,802	236	319	7,572	6,994	16,923	1,500	18,423
2003-04	17,892	1,894	265	405	8,123	7,205	17,892	1,609	19,501
2004-05	17,353	1,799	249	364	8,074	6,867	17,353	1,400	18,753
2005-06	17,822	2,029	270	425	8,197	6,901	17,822	1,407	19,229
2006-07	16,131	1,839	258	386	7,395	6,253	16,131	1,495	17,626
2007-08	18,264	2,177	297	467	8,740	6,583	18,264	1,546	19,810
2008-09	17,931	2,118	277	478	8,760	6,298	17,931	1,387	19,318
2009-10	18,066	2,039	274	372	9,583	5,798	18,092	1,372	19,465
2010-11	18,482	2,079	262	404	9,818	5,919	18,511	1,308	19,819
2011-12	17,929	2,037	267	441	9,567	5,617	18,141	1,249	19,389
2012-13	17,759	1,843	289	437	9,619	5,572	18,040	1,221	19,260
2013-14	17,365	1,746	342	414	9,420	5,443	17,678	1,163	18,841
2014-15	17,334	1,692	389	401	9,370	5,482	17,761	1,155	18,916
2015-16	17,562	1,772	348	389	9,656	5,398	18,057	1,071	19,128
2016-17	18,245	1,868	386	432	10,137	5,422	18,753	1,003	19,756
2017-18	18,385	1,823	343	455	10,263	5,501	18,872	1,003	19,875
2018-19	18,779	1,873	382	431	10,440	5,653	19,222	964	20,186
2019-20	18,753	1,936	387	448	10,536	5,446	19,230	895	20,124
2020-21	18,875	1,905	436	420	10,525	5,589	19,316	863	20,180
2021-22	19,147	2,002	378	403	10,710	5,654	19,643	958	20,601
2022-23	19,647	2,040	460	478	11,155	5,514	20,045	978	21,023
2023-24	20,450	2,145	524	508	11,668	5,605	20,843	1,003	21,845
2024-25	20,947	2,053	489	516	12,058	5,831	21,268	1,012	22,279
2025-26	20,595	2,108	504	484	11,875	5,623	20,956	997	21,953
2026-27	19,777	2,058	455	509	11,428	5,327	20,141	967	21,108
2027-28	19,039	1,888	495	488	10,934	5,235	19,353	929	20,282

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NEW YORK

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	137,176	421	8,616	20,340	14,772	93,027	137,176	24,618	161,794
1997-98	139,529	416	9,202	19,898	15,604	94,408	139,529	25,466	164,995
1998-99	139,426	408	9,014	18,603	18,191	93,210	139,426	26,314	165,740
1999-00	141,731	438	9,859	20,798	15,853	94,783	141,731	26,458	168,189
2000-01	141,884	494	10,124	20,594	16,317	94,355	141,884	26,601	168,485
2001-02	140,139	455	9,946	19,686	15,524	94,528	140,139	27,326	167,465
2002-03	143,818	475	10,404	20,399	15,693	96,847	143,818	28,050	171,868
2003-04	148,511	498	10,734	21,535	17,227	98,518	148,511	28,584	177,095
2004-05	153,203	520	11,064	22,670	18,761	100,188	153,203	28,471	181,674
2005-06	161,817	539	12,453	24,840	21,824	102,161	161,817	30,746	192,563
2006-07	168,934	569	13,087	26,827	24,261	104,190	168,333	29,891	198,224
2007-08	176,050	599	13,720	28,814	26,698	106,219	176,310	31,373	207,683
2008-09	180,594	646	14,346	30,441	29,529	105,632	180,917	31,245	212,162
2009-10	178,631	669	14,590	29,939	29,219	104,215	178,956	31,174	210,130
2010-11	182,208	749	15,563	31,956	33,125	100,815	181,770	31,433	213,203
2011-12	180,288	776	15,918	31,595	33,248	98,750	181,454	31,374	212,829
2012-13	175,486	706	16,647	29,279	32,093	96,761	176,819	30,996	207,814
2013-14	167,678	792	16,384	27,388	30,413	92,701	173,501	29,413	202,914
2014-15	170,621	689	17,356	28,146	31,474	92,956	176,671	28,295	204,966
2015-16	169,151	662	17,450	27,778	31,997	91,263	178,988	27,230	206,218
2016-17	169,465	651	17,795	27,758	32,360	90,900	181,761	26,224	207,985
2017-18	170,959	653	19,776	27,118	32,506	90,906	186,190	25,620	211,809
2018-19	168,313	629	18,834	26,852	33,144	88,855	186,619	24,707	211,325
2019-20	166,936	695	19,963	26,110	33,302	86,865	189,018	23,796	212,814
2020-21	167,988	640	20,879	25,278	33,415	87,776	193,387	23,498	216,885
2021-22	166,073	604	22,094	24,579	33,551	85,245	193,958	24,026	217,984
2022-23	156,247	489	20,101	22,082	31,682	81,892	186,190	23,655	209,845
2023-24	158,850	459	21,193	22,339	32,733	82,126	189,125	23,893	213,018
2024-25	161,463	471	23,076	22,504	33,209	82,203	192,491	24,112	216,603
2025-26	159,187	496	22,193	22,442	33,200	80,857	190,638	23,812	214,450
2026-27	157,823	509	22,260	22,073	33,072	79,910	188,984	23,686	212,669
2027-28	155,748	509	22,285	21,246	32,366	79,343	185,629	23,327	208,955

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NORTH CAROLINA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	57,886	679	981	15,807	662	39,757	57,886	3,565	61,451
1997-98	59,292	699	1,074	15,873	804	40,842	59,292	3,911	63,203
1998-99	60,081	681	1,208	16,144	929	41,119	60,081	4,256	64,337
1999-00	62,140	729	1,313	16,592	1,061	42,445	62,140	4,278	66,418
2000-01	63,288	761	1,334	16,810	1,264	43,119	63,288	4,299	67,587
2001-02	65,955	713	1,410	17,385	1,559	44,888	65,955	4,693	70,648
2002-03	69,696	760	1,583	18,600	1,926	46,827	69,696	5,086	74,782
2003-04	72,126	834	1,659	19,685	2,291	47,657	72,126	5,356	77,482
2004-05	75,010	852	1,717	21,155	2,864	48,422	75,010	5,333	80,343
2005-06	74,907	857	1,771	20,841	3,114	48,324	76,710	5,461	82,171
2006-07	74,801	861	1,824	20,526	3,364	48,226	76,031	5,594	81,625
2007-08	81,766	1,010	1,944	23,002	4,228	51,582	83,307	6,031	89,338
2008-09	84,847	1,102	2,088	24,103	5,067	52,487	86,712	5,727	92,439
2009-10	83,724	1,124	2,166	24,335	5,231	50,868	84,811	5,938	90,749
2010-11	85,737	1,174	2,244	23,637	6,262	52,420	86,788	5,898	92,686
2011-12	87,272	1,264	2,439	24,088	7,178	52,303	88,421	5,651	94,072
2012-13	86,510	1,235	2,511	23,174	7,582	52,008	88,338	5,439	93,777
2013-14	82,840	1,224	2,611	21,763	7,551	49,691	85,372	5,480	90,852
2014-15	84,842	1,243	2,773	22,412	8,098	50,316	86,343	5,409	91,751
2015-16	87,251	1,279	2,947	22,879	8,806	51,341	88,616	5,336	93,952
2016-17	89,839	1,200	3,026	24,063	9,612	51,939	90,694	5,024	95,718
2017-18	92,657	1,268	3,325	24,805	10,647	52,612	92,750	4,848	97,598
2018-19	94,719	1,185	3,518	25,511	11,656	52,850	93,971	4,586	98,557
2019-20	93,832	1,134	3,709	25,279	12,158	51,551	92,300	4,389	96,689
2020-21	94,355	1,124	3,971	25,110	12,462	51,688	92,134	4,226	96,360
2021-22	86,312	981	3,748	22,974	11,344	47,265	83,813	4,601	88,414
2022-23	99,091	1,090	4,269	29,601	14,870	49,261	92,302	4,704	97,006
2023-24	103,079	1,110	4,785	31,176	15,971	50,038	97,060	4,840	101,900
2024-25	106,140	1,134	5,125	32,422	16,491	50,968	99,041	4,928	103,969
2025-26	106,151	1,134	5,216	33,112	16,084	50,604	98,179	4,916	103,095
2026-27	102,960	1,169	5,280	32,198	14,977	49,335	94,473	4,800	99,273
2027-28	99,292	1,134	5,319	30,693	14,004	48,142	91,787	4,628	96,414

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

NORTH DAKOTA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	8,025	317	38	42	42	7,586	8,025	430	8,455
1997-98	8,193	330	55	39	58	7,711	8,170	439	8,609
1998-99	8,388	323	57	47	55	7,906	8,388	448	8,836
1999-00	8,606	388	52	58	68	8,040	8,606	411	9,017
2000-01	8,445	373	48	47	54	7,923	8,445	374	8,819
2001-02	8,114	362	62	58	68	7,564	8,114	432	8,546
2002-03	8,169	421	68	54	73	7,553	8,169	490	8,659
2003-04	7,888	417	66	69	83	7,253	7,888	496	8,384
2004-05	7,555	442	62	68	76	6,907	7,555	421	7,976
2005-06	7,192	374	56	62	63	6,637	7,192	407	7,599
2006-07	7,159	413	62	74	68	6,542	7,159	468	7,627
2007-08	6,999	357	55	98	79	6,410	6,999	473	7,472
2008-09	7,232	423	75	138	89	6,507	7,232	485	7,717
2009-10	7,089	497	71	119	100	6,302	7,106	448	7,555
2010-11	6,987	471	66	117	105	6,229	7,019	485	7,504
2011-12	6,712	442	80	147	105	5,939	6,785	484	7,270
2012-13	6,674	427	91	156	115	5,886	6,769	500	7,269
2013-14	6,531	372	106	198	115	5,741	6,653	484	7,136
2014-15	6,450	413	98	236	144	5,559	6,607	455	7,062
2015-16	6,561	450	117	241	154	5,599	6,722	443	7,165
2016-17	6,532	428	123	256	164	5,560	6,732	477	7,209
2017-18	6,213	415	123	293	173	5,209	6,426	524	6,951
2018-19	6,502	481	128	272	200	5,419	6,775	558	7,333
2019-20	6,492	496	144	332	207	5,314	6,788	619	7,407
2020-21	6,838	500	175	361	220	5,581	7,180	586	7,767
2021-22	7,037	574	212	408	236	5,606	7,420	590	8,010
2022-23	7,061	573	181	441	246	5,619	7,446	613	8,060
2023-24	7,234	584	168	425	342	5,715	7,678	638	8,316
2024-25	7,549	598	217	520	381	5,833	7,883	658	8,540
2025-26	7,644	601	206	563	380	5,893	7,994	658	8,653
2026-27	7,773	594	241	601	429	5,907	8,048	661	8,710
2027-28	7,953	557	283	695	419	6,000	8,124	671	8,794

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

OHIO

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	107,422	120	1,269	10,945	1,272	93,816	107,422	12,784	120,206
1997-98	111,211	116	1,343	10,952	1,375	97,425	111,211	13,089	124,300
1998-99	111,735	112	1,390	10,696	1,328	98,209	111,112	13,394	124,506
1999-00	112,477	102	1,444	11,253	1,465	98,213	111,668	13,632	125,300
2000-01	110,861	123	1,509	11,645	1,378	96,206	111,281	13,869	125,150
2001-02	110,090	100	1,568	11,945	1,441	95,036	110,608	13,906	124,514
2002-03	115,115	117	1,533	12,902	1,654	98,909	115,762	13,943	129,705
2003-04	118,173	132	1,648	14,084	1,696	100,613	119,029	13,860	132,889
2004-05	115,589	128	1,726	14,308	1,723	97,704	116,702	13,070	129,772
2005-06	117,356	130	1,641	14,919	1,922	98,744	117,356	13,262	130,618
2006-07	116,136	137	1,652	14,058	1,899	98,390	117,658	13,057	130,715
2007-08	118,847	160	1,749	14,956	2,046	99,936	120,758	13,027	133,785
2008-09	119,883	188	1,835	15,630	2,113	100,117	122,203	13,303	135,506
2009-10	119,488	160	1,677	16,087	2,305	99,259	122,117	13,016	135,132
2010-11	121,876	166	1,866	16,806	2,680	100,357	121,789	12,904	134,693
2011-12	118,777	181	2,002	16,366	2,786	97,443	119,318	12,920	132,238
2012-13	116,514	174	1,990	15,158	2,778	96,415	117,354	12,402	129,757
2013-14	112,324	169	2,092	14,149	2,805	93,108	113,220	13,207	126,427
2014-15	111,860	169	2,084	13,674	2,983	92,949	112,767	13,307	126,074
2015-16	112,987	183	2,366	13,922	3,192	93,325	114,104	13,440	127,545
2016-17	113,127	197	2,358	13,769	3,319	93,484	114,281	13,495	127,776
2017-18	114,273	172	2,628	13,743	3,429	94,302	115,375	13,675	129,050
2018-19	113,588	195	2,574	13,641	3,636	93,543	114,703	13,432	128,134
2019-20	111,271	155	2,751	13,053	3,792	91,521	112,332	13,473	125,805
2020-21	110,677	182	2,927	12,951	3,969	90,648	111,880	13,854	125,734
2021-22	110,013	174	2,896	13,129	4,161	89,654	111,659	13,467	125,126
2022-23	104,333	160	3,028	12,725	4,296	84,124	111,305	13,378	124,683
2023-24	105,759	155	2,802	13,397	4,715	84,690	113,158	13,614	126,773
2024-25	106,061	145	3,183	13,642	4,594	84,498	113,302	13,688	126,990
2025-26	104,389	134	3,256	13,636	4,767	82,597	111,641	13,516	125,157
2026-27	101,405	153	3,106	13,309	4,743	80,094	108,686	13,120	121,806
2027-28	97,556	140	3,189	12,894	4,386	76,946	104,422	12,598	117,020

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

OKLAHOMA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	33,536	4,574	499	2,973	1,009	24,481	33,536	1,250	34,786
1997-98	35,213	5,047	540	3,142	1,125	25,359	35,213	1,443	36,656
1998-99	36,556	5,191	591	3,207	1,108	26,459	36,556	1,635	38,191
1999-00	37,646	5,646	657	3,132	1,260	26,951	37,646	1,608	39,254
2000-01	37,458	5,906	751	3,243	1,492	26,066	37,458	1,581	39,039
2001-02	36,852	5,956	650	3,299	1,562	25,385	36,852	1,557	38,409
2002-03	36,694	6,124	655	3,355	1,584	24,976	36,694	1,532	38,226
2003-04	36,799	6,281	727	3,386	1,726	24,679	36,799	1,555	38,354
2004-05	36,227	6,442	685	3,449	1,937	23,714	36,227	1,780	38,007
2005-06	36,497	6,494	732	3,568	2,131	23,572	36,497	1,852	38,349
2006-07	37,100	6,730	856	3,599	2,385	23,530	37,100	2,033	39,133
2007-08	37,630	6,770	867	3,926	2,476	23,591	37,630	2,015	39,645
2008-09	37,219	7,034	902	3,643	2,664	22,976	37,219	1,531	38,750
2009-10	38,440	7,235	961	4,039	2,985	23,220	38,414	1,566	39,980
2010-11	38,073	6,864	962	3,935	3,274	23,039	38,044	1,675	39,719
2011-12	37,719	6,913	1,004	4,034	3,389	22,379	37,792	1,625	39,416
2012-13	37,039	6,831	978	3,757	3,654	21,819	37,260	1,513	38,773
2013-14	36,498	6,567	1,157	3,621	3,907	21,246	36,657	1,402	38,058
2014-15	37,177	6,674	1,150	3,799	3,969	21,585	37,313	1,370	38,682
2015-16	38,645	6,947	1,271	4,057	4,413	21,957	38,741	1,376	40,117
2016-17	39,265	7,091	1,383	4,059	4,813	21,920	39,163	1,325	40,488
2017-18	40,190	7,249	1,490	4,095	5,356	22,000	39,919	1,276	41,195
2018-19	40,635	7,335	1,688	4,061	5,660	21,891	40,070	1,204	41,274
2019-20	41,148	7,410	1,698	4,268	6,064	21,708	40,416	1,157	41,574
2020-21	42,166	7,354	2,094	4,172	6,466	22,081	41,226	1,143	42,369
2021-22	41,747	7,326	2,223	4,141	6,704	21,352	40,842	1,229	42,071
2022-23	43,161	8,544	1,995	4,378	6,957	21,288	41,455	1,236	42,691
2023-24	45,186	8,826	2,017	4,557	7,833	21,953	43,270	1,274	44,543
2024-25	46,424	9,469	2,334	4,575	7,876	22,170	44,134	1,290	45,423
2025-26	46,198	9,490	2,332	4,615	7,746	22,015	43,907	1,285	45,191
2026-27	46,089	9,124	2,527	4,731	7,954	21,752	43,666	1,288	44,953
2027-28	44,990	9,081	2,463	4,471	7,619	21,355	42,634	1,256	43,890

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

OREGON

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	27,720	385	1,043	464	1,201	24,627	27,720	2,539	30,259
1997-98	27,754	390	1,085	491	1,289	24,499	27,754	2,458	30,212
1998-99	28,245	407	1,147	526	1,381	24,784	28,245	2,376	30,621
1999-00	29,782	448	1,340	519	1,595	25,880	30,151	2,447	32,598
2000-01	29,732	448	1,269	604	1,629	25,782	29,939	2,517	32,456
2001-02	30,821	490	1,283	594	1,990	26,464	31,153	2,617	33,770
2002-03	32,260	506	1,470	697	2,380	27,207	32,587	2,717	35,304
2003-04	32,395	574	1,565	692	2,583	26,981	32,958	2,739	35,697
2004-05	32,081	600	1,590	692	2,717	26,482	32,602	2,848	35,450
2005-06	32,394	597	1,664	746	3,139	26,248	32,394	3,059	35,453
2006-07	32,643	681	1,687	806	3,242	26,227	33,446	2,814	36,260
2007-08	34,061	725	1,811	830	3,849	26,846	34,949	3,066	38,015
2008-09	34,022	693	1,695	826	4,250	26,558	35,138	3,139	38,277
2009-10	34,634	661	1,749	911	4,859	26,453	35,786	3,309	39,095
2010-11	35,715	658	1,785	930	5,424	26,918	35,938	3,106	39,044
2011-12	33,689	593	1,718	825	5,325	25,228	34,662	2,877	37,539
2012-13	33,815	608	1,728	821	5,759	24,900	34,659	2,820	37,479
2013-14	33,856	557	1,787	750	6,143	24,619	34,545	2,716	37,260
2014-15	34,054	563	1,786	752	6,669	24,283	34,548	2,775	37,323
2015-16	34,998	546	1,746	743	7,352	24,611	35,324	2,709	38,033
2016-17	35,210	549	1,753	754	7,728	24,425	35,230	2,565	37,795
2017-18	35,666	514	1,808	684	8,396	24,263	35,278	2,441	37,719
2018-19	35,944	487	1,791	638	9,113	23,914	35,244	2,360	37,604
2019-20	35,848	436	1,662	583	9,573	23,594	34,783	2,165	36,948
2020-21	36,779	441	1,748	578	10,179	23,833	35,231	2,121	37,351
2021-22	37,550	435	1,747	547	11,051	23,769	35,376	2,287	37,663
2022-23	36,043	500	1,778	619	11,131	22,015	35,471	2,298	37,769
2023-24	38,298	541	1,927	696	12,069	23,064	37,599	2,411	40,010
2024-25	38,922	547	1,894	719	12,365	23,396	38,089	2,418	40,507
2025-26	38,875	516	1,872	748	12,697	23,042	37,873	2,404	40,277
2026-27	37,193	472	1,874	707	11,879	22,261	36,392	2,327	38,720
2027-28	35,855	441	1,872	714	11,303	21,525	35,156	2,248	37,404

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

PENNSYLVANIA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	108,817	86	2,263	10,793	2,208	93,467	108,817	17,478	126,295
1997-98	110,919	86	2,327	10,801	2,617	95,088	110,919	17,740	128,659
1998-99	112,632	102	2,384	11,495	2,696	95,955	112,632	18,002	130,634
1999-00	113,959	67	2,395	11,713	2,825	96,959	113,959	18,047	132,006
2000-01	114,436	62	2,567	11,915	2,961	96,931	114,436	18,092	132,528
2001-02	114,943	102	2,696	11,655	3,093	97,397	114,943	18,730	133,673
2002-03	119,933	105	2,789	13,143	3,566	100,330	119,933	19,367	139,300
2003-04	123,478	100	2,952	14,303	4,134	101,989	123,474	18,721	142,195
2004-05	124,758	114	3,139	15,610	4,610	101,285	124,758	17,980	142,738
2005-06	126,681	123	3,156	15,563	5,088	102,751	126,681	17,976	144,657
2006-07	128,603	132	3,173	15,515	5,566	104,217	128,603	17,477	146,080
2007-08	130,029	146	3,439	16,111	5,978	104,355	130,298	17,827	148,125
2008-09	130,242	169	3,428	16,424	6,509	103,712	130,658	18,663	149,321
2009-10	130,088	174	3,604	18,356	7,027	100,928	130,768	19,232	150,000
2010-11	130,275	153	3,781	18,786	7,786	99,769	130,390	19,205	149,595
2011-12	126,975	167	3,989	18,255	8,171	96,393	127,773	18,576	146,350
2012-13	125,682	160	4,328	16,676	8,492	96,027	125,264	18,350	143,614
2013-14	121,151	153	4,316	15,467	8,104	93,112	122,720	16,603	139,323
2014-15	118,217	135	4,544	15,281	8,423	89,834	121,261	15,820	137,081
2015-16	118,514	161	4,679	15,273	9,005	89,395	121,876	15,150	137,026
2016-17	119,870	170	4,791	15,354	9,462	90,093	123,511	14,394	137,905
2017-18	121,370	181	5,332	15,163	9,554	91,140	125,045	14,050	139,095
2018-19	120,512	160	5,684	14,972	10,134	89,563	124,772	13,272	138,044
2019-20	118,429	151	5,805	14,683	10,360	87,430	123,189	12,579	135,767
2020-21	120,041	175	6,189	14,619	10,561	88,496	125,320	12,124	137,444
2021-22	120,375	160	6,560	14,193	11,198	88,264	126,459	12,964	139,423
2022-23	118,632	146	7,029	14,490	13,442	83,525	125,948	13,053	139,001
2023-24	122,353	142	7,402	15,349	14,847	84,614	129,143	13,256	142,398
2024-25	123,699	142	7,793	15,724	15,260	84,780	130,466	13,284	143,750
2025-26	121,946	142	7,474	15,916	15,190	83,224	129,271	13,130	142,401
2026-27	119,598	136	7,661	15,696	15,141	80,963	126,985	12,980	139,965
2027-28	117,502	123	7,671	15,419	14,984	79,305	124,188	12,709	136,897

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

RHODE ISLAND

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	7,850	48	230	417	595	6,560	7,850	1,385	9,235
1997-98	8,074	34	254	462	600	6,724	8,074	1,395	9,469
1998-99	8,179	27	266	487	657	6,742	8,179	1,404	9,583
1999-00	8,477	14	292	464	708	6,999	8,477	1,510	9,987
2000-01	8,603	38	273	546	769	6,977	8,603	1,616	10,219
2001-02	9,006	43	317	657	857	7,132	9,006	1,780	10,786
2002-03	9,318	33	322	684	892	7,387	9,318	1,943	11,261
2003-04	9,258	39	294	640	950	7,335	9,258	1,936	11,194
2004-05	9,881	42	316	794	1,153	7,576	9,881	1,807	11,688
2005-06	10,108	54	277	819	1,292	7,666	10,108	1,845	11,953
2006-07	10,384	43	322	871	1,485	7,663	10,384	1,582	11,966
2007-08	10,347	64	314	890	1,605	7,474	10,347	1,647	11,994
2008-09	10,028	63	286	836	1,519	7,324	10,028	1,818	11,846
2009-10	10,115	68	342	870	1,569	7,266	10,113	1,896	12,008
2010-11	9,934	50	286	836	1,671	7,091	9,929	1,863	11,792
2011-12	9,786	57	307	790	1,673	6,958	9,809	1,798	11,607
2012-13	9,407	48	289	752	1,655	6,663	9,445	1,726	11,171
2013-14	9,149	56	273	776	1,738	6,307	9,270	1,645	10,915
2014-15	8,854	77	304	714	1,681	6,078	8,965	1,585	10,550
2015-16	8,927	97	276	740	1,761	6,054	9,059	1,384	10,443
2016-17	7,950	90	277	680	1,498	5,406	8,077	1,320	9,398
2017-18	8,233	98	278	686	1,648	5,523	8,386	1,236	9,623
2018-19	8,727	102	318	777	1,762	5,768	8,894	1,142	10,036
2019-20	8,623	119	321	723	1,735	5,723	8,795	1,130	9,925
2020-21	8,536	94	319	801	1,726	5,597	8,763	1,063	9,826
2021-22	8,749	118	353	818	1,760	5,699	8,974	1,145	10,119
2022-23	8,407	138	364	934	1,670	5,302	8,739	1,135	9,874
2023-24	8,252	150	384	909	1,684	5,125	8,505	1,088	9,593
2024-25	8,284	156	352	948	1,697	5,131	8,483	1,080	9,562
2025-26	8,014	127	370	906	1,688	4,923	8,257	1,048	9,306
2026-27	7,562	90	387	765	1,619	4,701	7,880	1,006	8,886
2027-28	7,405	84	335	781	1,583	4,622	7,683	983	8,666

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

SOUTH CAROLINA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	30,829	56	304	12,212	204	18,052	30,829	2,418	33,247
1997-98	31,373	49	312	12,304	217	18,490	31,373	2,667	34,040
1998-99	31,496	63	339	12,296	280	18,519	31,495	2,915	34,410
1999-00	31,617	54	352	12,321	308	18,582	31,617	2,919	34,536
2000-01	30,025	43	368	11,435	322	17,856	30,026	2,923	32,949
2001-02	31,083	66	376	11,647	380	18,614	31,302	2,943	34,245
2002-03	32,421	49	387	12,330	454	19,202	32,482	2,963	35,445
2003-04	33,179	69	412	12,853	495	19,350	33,235	2,968	36,203
2004-05	33,562	72	447	12,906	648	19,489	33,439	2,950	36,389
2005-06	34,201	58	455	12,774	639	20,275	34,274	3,559	37,833
2006-07	34,842	44	462	12,643	631	21,062	35,108	3,211	38,319
2007-08	35,066	14	604	12,766	965	20,717	35,303	3,199	38,502
2008-09	38,933	107	605	14,541	1,227	22,453	39,114	3,073	42,187
2009-10	38,844	82	652	14,291	1,327	22,492	39,043	2,948	41,991
2010-11	39,044	69	534	14,294	1,443	22,704	39,168	2,866	42,034
2011-12	39,732	61	610	14,465	1,603	22,993	39,496	2,802	42,299
2012-13	38,491	78	651	13,442	1,768	22,551	38,712	2,601	41,313
2013-14	36,729	80	653	12,200	1,628	22,169	37,439	2,596	40,035
2014-15	37,079	74	715	12,099	1,787	22,404	37,771	2,498	40,269
2015-16	38,020	85	735	12,343	2,025	22,832	38,678	2,360	41,038
2016-17	39,073	96	829	12,433	2,118	23,598	39,617	2,286	41,904
2017-18	40,415	107	925	12,990	2,455	23,937	40,910	2,222	43,132
2018-19	40,486	103	988	12,867	2,701	23,827	40,953	2,169	43,122
2019-20	39,677	94	1,016	12,250	2,873	23,445	40,005	2,055	42,060
2020-21	39,725	112	1,013	11,998	3,042	23,560	39,905	1,967	41,872
2021-22	40,307	128	1,055	11,995	3,226	23,902	40,485	2,141	42,626
2022-23	41,842	172	1,377	12,756	4,579	22,958	41,739	2,187	43,925
2023-24	45,241	209	1,470	14,094	5,327	24,142	45,032	2,340	47,371
2024-25	45,733	197	1,532	14,190	5,470	24,343	45,462	2,350	47,812
2025-26	45,836	190	1,622	14,221	5,444	24,359	45,489	2,350	47,839
2026-27	43,922	171	1,596	13,442	4,864	23,848	43,731	2,274	46,005
2027-28	42,341	172	1,626	12,878	4,387	23,277	42,142	2,189	44,332

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

SOUTH DAKOTA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	9,006	379	65	48	60	8,454	9,247	415	9,662
1997-98	9,140	387	65	55	58	8,575	9,140	429	9,569
1998-99	8,757	327	65	63	65	8,237	8,757	442	9,199
1999-00	9,278	326	76	60	69	8,747	9,278	476	9,754
2000-01	8,881	334	83	41	65	8,358	8,881	510	9,391
2001-02	8,796	354	99	49	62	8,232	8,796	508	9,304
2002-03	8,999	426	91	85	78	8,319	8,999	506	9,505
2003-04	9,001	415	118	108	98	8,262	9,001	540	9,541
2004-05	8,585	417	107	91	91	7,879	8,585	508	9,093
2005-06	8,589	561	103	103	109	7,713	8,589	488	9,077
2006-07	8,346	491	111	93	116	7,535	8,346	556	8,902
2007-08	8,587	515	111	125	129	7,707	8,582	574	9,156
2008-09	8,123	554	99	141	137	7,192	8,123	518	8,641
2009-10	8,181	542	92	152	146	7,249	8,181	532	8,713
2010-11	8,552	564	101	169	181	7,536	8,548	477	9,024
2011-12	8,249	560	137	200	207	7,144	8,345	441	8,786
2012-13	8,032	544	138	228	223	6,899	8,226	438	8,664
2013-14	8,004	601	162	196	212	6,832	8,220	443	8,663
2014-15	7,976	585	168	231	234	6,758	8,205	449	8,654
2015-16	7,937	601	209	261	258	6,608	8,213	414	8,626
2016-17	8,084	648	194	268	283	6,689	8,393	394	8,787
2017-18	8,238	624	219	314	326	6,756	8,523	391	8,914
2018-19	8,162	674	236	375	321	6,556	8,416	350	8,765
2019-20	8,304	695	258	333	342	6,676	8,589	341	8,930
2020-21	8,609	744	293	455	415	6,702	8,858	349	9,207
2021-22	8,991	776	364	490	483	6,877	9,210	383	9,593
2022-23	9,053	775	232	583	444	7,018	9,284	386	9,671
2023-24	9,669	817	285	878	447	7,240	9,622	394	10,017
2024-25	9,906	855	310	876	513	7,353	9,897	403	10,301
2025-26	9,784	843	343	885	497	7,217	9,751	398	10,150
2026-27	9,829	801	337	1,027	513	7,152	9,651	396	10,047
2027-28	9,806	774	328	1,068	556	7,081	9,547	392	9,939

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

TENNESSEE

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	41,617	49	496	7,500	240	33,332	41,617	5,043	46,660
1997-98	39,866	52	469	8,047	287	31,012	39,866	5,880	45,746
1998-99	40,823	62	520	8,351	390	31,501	40,823	6,717	47,540
1999-00	41,568	61	554	8,446	350	32,158	41,568	6,090	47,658
2000-01	40,642	66	556	8,052	409	31,559	40,642	5,462	46,104
2001-02	40,894	57	562	8,303	479	31,495	40,894	5,460	46,354
2002-03	44,113	84	648	8,309	553	34,519	44,113	5,457	49,570
2003-04	46,096	63	726	9,301	642	35,364	46,096	5,352	51,448
2004-05	47,967	47	740	10,086	840	36,254	47,967	5,864	53,831
2005-06	50,880	74	829	11,086	995	37,896	50,880	6,285	57,165
2006-07	54,502	94	934	12,188	1,146	40,140	54,502	5,889	60,391
2007-08	57,485	105	906	13,207	1,567	41,700	57,486	7,275	64,761
2008-09	60,368	109	916	14,221	1,762	43,360	60,368	6,219	66,587
2009-10	60,279	109	1,038	14,547	1,933	42,652	60,320	6,366	66,686
2010-11	61,429	118	1,021	15,235	2,232	42,824	61,486	5,964	67,450
2011-12	59,329	107	1,049	14,532	2,350	41,291	60,444	5,796	66,239
2012-13	57,779	99	1,158	13,524	2,461	40,538	59,479	5,636	65,115
2013-14	55,752	97	1,106	12,642	2,542	39,364	57,773	5,223	62,996
2014-15	57,580	115	1,201	13,276	2,912	40,076	59,157	5,028	64,185
2015-16	59,071	105	1,302	13,443	3,072	41,150	60,599	4,716	65,315
2016-17	60,629	112	1,358	13,613	3,456	42,090	61,945	4,754	66,699
2017-18	61,188	115	1,481	13,404	3,820	42,368	62,217	4,728	66,945
2018-19	61,618	122	1,647	13,233	4,353	42,264	62,546	4,592	67,138
2019-20	61,409	138	1,660	13,122	4,545	41,944	62,092	4,231	66,323
2020-21	61,732	118	1,833	13,138	4,911	41,732	62,109	4,139	66,248
2021-22	61,938	133	1,986	12,754	5,204	41,861	62,300	4,484	66,784
2022-23	65,167	113	1,958	13,471	7,630	41,996	64,437	4,615	69,052
2023-24	67,484	130	2,049	14,173	8,541	42,592	66,700	4,721	71,421
2024-25	69,577	138	2,288	14,499	8,888	43,764	68,515	4,804	73,320
2025-26	68,451	100	2,148	14,774	8,370	43,059	67,450	4,736	72,187
2026-27	65,703	102	2,330	14,161	7,803	41,307	64,785	4,585	69,370
2027-28	63,547	131	2,130	13,527	7,576	40,183	62,708	4,435	67,143

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

TEXAS

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	181,794	429	5,526	22,840	54,131	98,868	181,794	8,729	190,523
1997-98	197,186	604	6,263	25,165	60,362	104,792	197,186	9,359	206,545
1998-99	203,393	486	6,340	25,708	63,082	107,777	203,393	9,988	213,381
1999-00	212,925	521	6,862	27,507	68,314	109,721	212,925	10,244	223,169
2000-01	215,316	574	7,218	28,295	69,595	109,634	215,316	10,500	225,816
2001-02	225,167	578	7,707	30,030	74,466	112,386	225,167	10,591	235,758
2002-03	238,111	670	8,045	31,801	80,777	116,818	238,111	10,682	248,793
2003-04	244,167	739	8,304	33,213	85,412	116,499	244,165	10,243	254,408
2004-05	239,717	764	8,363	32,811	84,566	113,213	239,717	11,498	251,215
2005-06	240,485	816	9,037	32,183	85,455	112,994	240,485	12,280	252,765
2006-07	241,193	882	9,625	32,139	86,332	112,215	241,193	11,923	253,116
2007-08	252,121	944	9,750	33,873	94,571	112,983	252,121	12,748	264,869
2008-09	264,275	961	10,462	35,982	104,854	112,016	264,275	12,903	277,178
2009-10	272,215	1,523	10,445	35,614	115,627	109,008	273,117	13,099	286,216
2010-11	277,022	1,463	11,110	36,326	119,171	108,952	278,253	13,262	291,515
2011-12	276,562	1,486	11,268	35,379	123,250	105,180	279,291	13,278	292,570
2012-13	276,661	1,626	11,923	34,319	126,090	102,703	282,244	13,199	295,443
2013-14	265,674	1,467	12,623	31,339	122,568	97,677	275,057	13,498	288,555
2014-15	280,737	1,578	13,293	32,648	134,845	98,372	287,749	13,666	301,415
2015-16	286,698	1,593	13,265	32,445	142,557	96,839	293,694	13,810	307,504
2016-17	296,038	1,699	13,908	32,244	150,555	97,631	302,562	14,216	316,777
2017-18	304,483	1,533	14,994	32,047	158,660	97,250	310,182	14,495	324,676
2018-19	311,572	1,723	15,706	31,627	167,287	95,228	315,598	14,720	330,318
2019-20	314,041	1,718	15,894	31,018	171,529	93,881	317,569	14,826	332,395
2020-21	320,651	1,617	16,879	30,451	178,812	92,891	322,740	15,097	337,837
2021-22	324,072	1,630	17,388	29,688	183,950	91,416	325,567	15,294	340,861
2022-23	330,033	1,296	17,026	30,882	189,711	91,117	330,062	15,454	345,515
2023-24	342,295	1,418	18,037	33,740	196,570	92,529	342,014	16,004	358,018
2024-25	350,511	1,374	19,669	33,805	203,088	92,576	348,466	16,311	364,777
2025-26	348,549	1,465	20,350	33,325	201,500	91,909	346,728	16,237	362,965
2026-27	345,752	1,430	20,761	32,974	199,855	90,732	343,675	16,098	359,773
2027-28	331,395	1,497	20,732	32,421	187,709	89,036	330,181	15,460	345,642

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

UTAH

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	30,753	261	617	133	970	28,772	30,753	706	31,459
1997-98	31,416	280	689	128	1,073	29,246	31,567	749	32,316
1998-99	31,574	291	685	136	1,234	29,228	31,574	792	32,366
1999-00	32,501	328	731	168	1,349	29,925	32,501	806	33,307
2000-01	31,036	348	768	184	1,527	28,209	31,036	820	31,856
2001-02	30,183	313	817	172	1,574	27,307	30,183	945	31,128
2002-03	29,496	340	808	203	1,590	26,555	29,527	1,070	30,597
2003-04	30,252	377	844	218	1,838	26,975	30,252	1,094	31,346
2004-05	30,253	377	844	218	1,838	26,976	30,253	1,088	31,341
2005-06	29,012	341	844	231	2,021	25,575	29,050	1,180	30,230
2006-07	28,276	390	876	231	2,100	24,679	28,276	1,351	29,627
2007-08	28,091	382	868	229	2,063	24,549	28,167	1,414	29,581
2008-09	30,358	420	1,086	344	2,707	25,801	30,463	1,270	31,733
2009-10	30,457	438	1,055	329	2,797	25,838	30,749	1,320	32,068
2010-11	29,795	387	1,104	333	2,926	25,044	30,040	1,229	31,269
2011-12	29,858	383	1,052	349	3,070	25,003	30,229	1,212	31,441
2012-13	30,648	352	1,154	335	3,121	25,686	31,049	1,247	32,296
2013-14	31,665	362	1,254	394	3,390	26,265	31,732	1,211	32,943
2014-15	32,507	375	1,282	387	3,520	26,943	32,772	1,177	33,949
2015-16	34,093	397	1,416	428	3,835	28,018	34,349	1,272	35,620
2016-17	35,294	410	1,531	493	4,021	28,838	35,490	1,289	36,778
2017-18	36,396	420	1,616	503	4,235	29,623	36,463	1,267	37,730
2018-19	36,862	444	1,671	560	4,398	29,788	36,880	1,404	38,284
2019-20	37,624	405	1,786	564	4,757	30,112	37,591	1,364	38,954
2020-21	39,082	486	1,995	581	4,987	31,033	38,959	1,389	40,348
2021-22	39,885	484	2,132	605	5,040	31,624	39,623	1,416	41,039
2022-23	39,868	460	1,875	805	5,359	31,369	40,013	1,441	41,454
2023-24	41,344	501	2,057	865	5,779	32,141	41,474	1,504	42,979
2024-25	42,651	534	2,183	1,003	6,318	32,613	42,762	1,542	44,304
2025-26	43,090	521	2,286	1,041	6,618	32,623	43,253	1,556	44,809
2026-27	41,740	487	1,982	1,001	6,160	32,109	41,888	1,508	43,396
2027-28	40,552	441	1,987	1,075	5,656	31,393	40,583	1,463	42,046

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

VERMONT

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	6,181	33	77	38	42	5,991	6,181	1,183	7,364
1997-98	6,469	33	101	36	42	6,257	6,469	1,228	7,697
1998-99	6,521	49	74	38	28	6,331	6,521	1,273	7,794
1999-00	6,675	30	80	37	32	6,496	6,675	1,308	7,983
2000-01	6,856	28	112	48	48	6,620	6,856	1,342	8,198
2001-02	7,083	40	135	47	40	6,822	7,083	1,356	8,439
2002-03	6,970	43	133	59	46	6,689	6,970	1,370	8,340
2003-04	7,092	40	147	89	63	6,753	7,100	1,310	8,410
2004-05	6,575	38	95	69	58	6,315	7,152	1,150	8,302
2005-06	6,779	51	118	87	72	6,451	6,779	1,187	7,966
2006-07	6,667	96	92	91	63	6,325	7,317	1,759	9,076
2007-08	6,719	47	99	93	72	6,408	7,392	1,705	9,097
2008-09	7,210	39	151	100	61	6,859	7,209	1,167	8,376
2009-10	6,702	34	83	114	71	6,400	6,956	1,368	8,324
2010-11	6,472	22	127	115	80	6,128	6,739	1,272	8,011
2011-12	6,479	23	126	118	84	6,127	6,827	1,294	8,122
2012-13	6,269	15	135	153	75	5,891	6,604	1,101	7,705
2013-14	6,004	10	179	130	78	5,608	6,278	994	7,273
2014-15	6,066	16	163	132	101	5,655	6,377	1,071	7,448
2015-16	5,995	18	157	135	97	5,588	6,343	930	7,274
2016-17	5,850	27	137	163	101	5,422	6,252	877	7,129
2017-18	5,718	28	144	156	117	5,274	6,086	881	6,966
2018-19	5,768	22	170	167	113	5,296	6,117	792	6,909
2019-20	5,701	17	167	130	115	5,273	6,078	723	6,801
2020-21	5,694	20	176	158	112	5,228	6,068	734	6,802
2021-22	5,728	30	177	153	148	5,221	6,071	797	6,868
2022-23	5,668	18	203	281	174	4,993	5,876	762	6,638
2023-24	5,851	17	190	291	182	5,170	6,097	774	6,871
2024-25	5,880	17	155	363	190	5,156	6,080	766	6,845
2025-26	5,756	14	194	335	194	5,019	5,895	747	6,642
2026-27	5,528	24	188	274	227	4,815	5,685	726	6,412
2027-28	5,705	23	191	408	188	4,895	5,801	740	6,541

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

VIRGINIA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	60,587	120	2,715	13,482	1,685	42,585	60,587	4,998	65,585
1997-98	62,738	124	2,753	14,391	1,679	43,791	62,738	5,004	67,742
1998-99	63,875	121	2,955	14,637	1,904	44,258	63,875	5,010	68,885
1999-00	65,596	163	3,070	15,042	2,039	45,282	65,596	5,240	70,836
2000-01	66,067	145	3,311	14,930	2,342	45,339	66,067	5,470	71,537
2001-02	66,519	143	3,353	15,084	2,454	45,485	66,519	5,735	72,254
2002-03	72,261	150	3,716	16,896	2,894	48,605	72,943	6,000	78,943
2003-04	71,754	156	3,591	16,751	2,956	48,300	72,042	6,077	78,119
2004-05	73,217	178	4,013	17,042	3,556	48,428	73,667	7,094	80,761
2005-06	69,597	198	4,078	15,774	3,537	46,010	69,597	7,395	76,992
2006-07	73,193	181	4,310	16,982	3,916	47,804	73,997	6,913	80,910
2007-08	76,398	200	4,689	17,960	4,394	49,155	77,369	7,256	84,625
2008-09	78,409	240	4,758	18,961	4,960	49,490	79,651	6,511	86,162
2009-10	78,476	243	4,949	18,942	5,374	48,968	79,854	6,524	86,378
2010-11	80,480	293	5,252	19,276	6,774	48,885	80,570	6,180	86,750
2011-12	79,353	235	5,169	19,060	6,800	48,088	80,354	6,085	86,439
2012-13	78,114	282	5,400	17,910	7,089	47,432	79,206	5,895	85,101
2013-14	75,118	288	5,798	16,417	6,880	45,736	76,426	5,552	81,978
2014-15	76,299	275	5,896	16,643	7,720	45,766	77,224	5,355	82,578
2015-16	77,375	282	6,327	16,918	8,048	45,799	78,564	5,146	83,710
2016-17	78,427	338	6,456	17,072	8,425	46,136	79,381	4,904	84,286
2017-18	80,880	289	7,151	17,537	9,206	46,697	81,525	4,602	86,127
2018-19	81,205	273	7,433	17,146	9,723	46,630	81,640	4,323	85,963
2019-20	81,526	310	7,887	17,117	10,534	45,678	81,761	4,096	85,857
2020-21	82,454	302	8,570	16,897	10,727	45,959	82,315	3,794	86,109
2021-22	83,881	279	8,994	16,874	11,396	46,337	83,512	4,412	87,924
2022-23	83,806	290	9,236	17,100	12,481	44,700	85,091	4,428	89,518
2023-24	86,624	277	9,619	18,070	13,700	44,958	87,859	4,494	92,353
2024-25	87,580	310	10,164	18,321	13,969	44,815	88,582	4,485	93,067
2025-26	85,541	333	9,846	17,937	13,294	44,131	86,650	4,383	91,033
2026-27	84,337	304	10,135	17,757	12,750	43,390	85,281	4,369	89,650
2027-28	82,696	301	10,098	17,236	11,727	43,335	83,727	4,283	88,010

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

WASHINGTON

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	51,609	995	4,418	2,034	3,498	40,664	51,609	3,190	54,799
1997-98	53,679	1,035	4,595	2,115	3,638	42,295	53,679	3,226	56,905
1998-99	55,418	1,068	4,744	2,184	3,756	43,666	55,418	3,262	58,680
1999-00	57,597	1,110	4,931	2,270	3,904	45,383	57,597	3,394	60,991
2000-01	55,081	1,068	4,675	2,157	3,495	43,686	55,081	3,526	58,607
2001-02	58,311	1,120	5,030	2,306	3,937	45,918	58,311	3,663	61,974
2002-03	60,435	1,162	5,179	2,388	4,373	47,333	60,435	3,800	64,235
2003-04	61,194	1,270	5,163	2,630	4,549	47,582	61,274	3,985	65,259
2004-05	60,896	1,249	5,138	2,673	4,893	46,943	61,094	4,595	65,689
2005-06	60,213	1,170	5,353	2,673	5,203	45,814	60,213	4,591	64,804
2006-07	62,339	1,273	5,696	2,749	5,625	46,996	62,801	4,565	67,366
2007-08	60,997	1,219	5,496	2,699	5,678	45,905	61,625	4,854	66,479
2008-09	61,932	1,217	5,860	2,961	6,398	45,496	62,764	4,448	67,212
2009-10	65,455	1,352	6,191	3,314	7,334	47,264	66,531	4,468	70,999
2010-11	66,532	975	5,918	3,036	8,518	48,085	66,478	4,099	70,577
2011-12	62,948	885	6,056	2,976	8,440	44,591	64,002	3,915	67,917
2012-13	61,456	815	5,954	2,880	8,375	43,432	63,354	3,682	67,036
2013-14	59,275	811	5,965	2,711	8,029	41,758	61,898	3,553	65,451
2014-15	60,827	809	6,365	2,777	9,287	41,589	63,631	3,471	67,102
2015-16	61,561	805	6,470	2,813	9,656	41,817	64,371	3,364	67,735
2016-17	61,782	792	6,357	2,880	10,163	41,589	64,911	3,065	67,977
2017-18	62,297	802	6,767	2,787	10,526	41,415	65,574	2,867	68,441
2018-19	62,216	739	6,888	2,719	11,174	40,696	65,726	2,741	68,467
2019-20	61,515	718	7,094	2,806	11,183	39,713	64,961	2,634	67,595
2020-21	62,888	743	7,488	2,776	11,751	40,130	66,427	2,476	68,902
2021-22	63,833	737	7,743	2,875	12,328	40,150	67,479	2,748	70,227
2022-23	61,947	907	8,068	3,290	12,408	37,273	68,029	2,776	70,804
2023-24	65,156	984	8,682	3,736	13,017	38,738	71,573	2,889	74,462
2024-25	66,990	1,015	9,350	3,804	13,843	38,979	73,303	2,936	76,240
2025-26	68,004	968	9,650	3,840	14,208	39,339	74,434	2,970	77,405
2026-27	67,228	992	9,506	3,875	14,047	38,808	73,594	2,963	76,557
2027-28	65,230	923	9,332	3,883	13,307	37,786	71,287	2,871	74,158

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

WEST VIRGINIA

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	19,573	26	106	691	61	18,689	19,573	713	20,286
1997-98	20,164	32	117	677	70	19,268	20,164	798	20,962
1998-99	19,889	23	124	701	68	18,973	19,889	883	20,772
1999-00	19,437	23	134	678	73	18,529	19,437	855	20,292
2000-01	18,440	17	131	665	54	17,573	18,440	827	19,267
2001-02	17,128	29	148	600	70	16,281	17,128	821	17,949
2002-03	17,287	13	156	674	64	16,380	17,287	815	18,102
2003-04	17,339	12	149	636	80	16,462	17,339	780	18,119
2004-05	17,137	14	130	659	85	16,249	17,137	796	17,933
2005-06	16,763	21	137	630	119	15,856	16,763	768	17,531
2006-07	17,407	16	114	715	87	16,475	17,407	605	18,012
2007-08	17,489	14	147	724	115	16,489	17,489	651	18,140
2008-09	17,690	16	149	741	140	16,644	17,690	739	18,429
2009-10	17,487	19	143	831	135	16,359	17,490	786	18,276
2010-11	17,248	15	131	852	146	16,104	17,252	763	18,016
2011-12	17,003	18	117	890	168	15,810	17,017	768	17,786
2012-13	17,286	17	145	912	182	16,030	17,280	736	18,016
2013-14	16,490	19	157	829	161	15,324	16,463	734	17,197
2014-15	16,368	21	149	850	188	15,160	16,387	672	17,059
2015-16	16,685	34	170	881	203	15,397	16,725	618	17,343
2016-17	16,603	19	172	899	231	15,282	16,612	577	17,189
2017-18	17,052	29	183	897	247	15,696	17,078	566	17,644
2018-19	16,890	25	182	901	301	15,481	16,867	537	17,404
2019-20	17,202	17	218	925	279	15,763	17,185	488	17,673
2020-21	16,747	26	201	855	290	15,376	16,723	452	17,175
2021-22	17,067	25	188	801	331	15,722	17,038	510	17,547
2022-23	17,274	30	231	881	526	15,606	17,029	512	17,541
2023-24	17,565	28	242	877	731	15,687	17,110	507	17,617
2024-25	18,506	33	239	998	798	16,439	17,952	524	18,477
2025-26	18,057	40	241	1,053	699	16,026	17,500	511	18,011
2026-27	17,774	32	198	1,053	706	15,784	17,346	512	17,858
2027-28	17,133	37	254	947	652	15,243	16,703	493	17,196

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

WISCONSIN

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	55,189	480	1,072	2,264	1,186	50,187	55,189	5,272	60,461
1997-98	57,607	529	1,190	2,531	1,284	52,073	57,607	5,399	63,006
1998-99	58,312	538	1,373	2,581	1,405	52,415	58,312	5,525	63,837
1999-00	58,545	532	1,520	2,573	1,446	52,474	58,545	5,456	64,001
2000-01	59,341	547	1,567	2,835	1,557	52,835	59,341	5,387	64,728
2001-02	60,575	623	1,757	3,148	1,792	53,255	60,575	5,708	66,283
2002-03	63,272	668	1,859	3,196	1,870	55,679	63,272	6,028	69,300
2003-04	63,251	684	1,935	3,474	2,036	55,123	63,251	6,042	69,293
2004-05	63,229	700	2,011	3,751	2,201	54,566	63,229	5,665	68,894
2005-06	63,003	776	2,150	4,040	2,430	53,607	63,003	5,662	68,665
2006-07	63,968	776	2,202	4,332	2,580	54,078	63,968	5,426	69,394
2007-08	65,183	800	2,428	4,827	2,840	54,288	65,183	5,501	70,684
2008-09	65,410	848	2,533	4,920	3,122	53,987	65,410	5,607	71,017
2009-10	64,508	875	2,284	4,955	3,259	53,136	64,639	5,763	70,401
2010-11	63,134	788	2,389	4,879	3,609	51,469	63,294	5,675	68,969
2011-12	61,853	773	2,246	4,957	3,745	50,131	62,111	5,683	67,794
2012-13	59,861	692	2,233	4,621	3,964	48,351	60,254	5,551	65,804
2013-14	58,542	654	2,203	4,290	3,862	47,533	59,026	5,301	64,327
2014-15	58,687	636	2,169	4,316	4,149	47,417	59,016	5,120	64,136
2015-16	58,896	688	2,096	4,297	4,482	47,334	59,368	4,932	64,301
2016-17	59,562	685	2,214	4,370	4,831	47,462	59,835	4,804	64,639
2017-18	60,469	701	2,316	4,334	4,955	48,163	60,769	4,698	65,467
2018-19	60,236	714	2,385	4,153	5,359	47,625	60,459	4,519	64,978
2019-20	59,511	726	2,313	4,244	5,508	46,720	59,871	4,324	64,194
2020-21	60,114	752	2,418	4,174	5,728	47,043	60,421	4,180	64,601
2021-22	61,052	761	2,537	4,291	5,989	47,474	61,412	4,480	65,891
2022-23	61,681	892	2,970	4,577	6,358	46,885	61,995	4,539	66,534
2023-24	62,978	978	3,118	4,771	6,931	47,179	63,107	4,586	67,692
2024-25	63,296	992	3,299	4,904	6,944	47,157	63,443	4,581	68,024
2025-26	62,800	976	3,417	4,920	7,068	46,420	62,958	4,539	67,496
2026-27	61,498	984	3,373	4,960	6,939	45,242	61,806	4,480	66,286
2027-28	59,550	957	3,289	4,664	6,575	44,064	59,739	4,332	64,072

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

WYOMING

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	6,381	106	55	42	315	5,863	6,381	31	6,412
1997-98	6,416	104	49	49	340	5,874	6,427	36	6,463
1998-99	6,348	42	33	112	362	5,799	6,348	41	6,389
1999-00	6,462	85	49	29	353	5,946	6,462	48	6,510
2000-01	6,071	98	63	53	279	5,578	6,071	54	6,125
2001-02	6,106	102	51	60	324	5,569	6,106	50	6,156
2002-03	5,845	82	53	62	297	5,351	5,845	46	5,891
2003-04	5,833	102	51	33	318	5,329	5,833	28	5,861
2004-05	5,616	80	56	48	328	5,104	5,616	35	5,651
2005-06	5,527	160	65	64	341	4,897	5,527	30	5,557
2006-07	5,441	119	59	53	328	4,882	5,441	51	5,492
2007-08	5,494	100	67	55	381	4,891	5,494	56	5,550
2008-09	5,493	130	69	65	414	4,815	5,493	48	5,541
2009-10	5,499	120	49	60	488	4,781	5,504	57	5,560
2010-11	5,557	127	70	52	531	4,777	5,565	46	5,611
2011-12	5,487	111	56	55	539	4,725	5,538	50	5,588
2012-13	5,163	92	58	47	506	4,460	5,201	58	5,259
2013-14	5,186	108	77	61	511	4,429	5,238	52	5,290
2014-15	5,297	109	63	53	573	4,499	5,376	46	5,422
2015-16	5,466	121	68	52	633	4,591	5,564	49	5,613
2016-17	5,559	117	82	56	636	4,669	5,632	50	5,681
2017-18	5,630	116	62	58	677	4,718	5,658	55	5,713
2018-19	5,720	123	73	52	759	4,712	5,716	60	5,776
2019-20	5,872	134	76	59	776	4,828	5,871	59	5,929
2020-21	6,214	141	92	56	828	5,096	6,169	59	6,228
2021-22	6,310	141	79	56	887	5,148	6,249	61	6,309
2022-23	6,713	157	89	60	987	5,421	6,629	65	6,694
2023-24	7,145	152	116	68	1,070	5,738	7,033	70	7,103
2024-25	7,381	150	88	94	1,176	5,872	7,217	71	7,288
2025-26	7,520	143	108	72	1,282	5,915	7,366	72	7,438
2026-27	7,382	132	106	67	1,187	5,889	7,221	71	7,292
2027-28	7,067	140	96	103	1,130	5,599	6,921	68	6,989

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

Actual
Projected

Appendix B. TECHNICAL INFORMATION

This appendix includes specific information regarding the sources of data used in this publication; detailed notes concerning the raw data for public and nonpublic school enrollments and graduates in all 50 states and the District of Columbia; and any adjustments made to these data.

Births

WICHE obtained raw 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). Birth data were grouped according to the mother's race/ethnicity and state of residence, using column variables SEX (of infant), UMHISP (mother's Hispanic origin), MRACEREC or MRACE4 in earlier years (mother's race, four items), and row variable MRSTATE (mother's state of residence). For this edition we acquired births data for 2005 to 2010 and added them to births data we used for previous editions; the last available data were for 2010 births by state and race/ethnicity. The births data are considered final, so no adjustments were made to it.

Public School Data Notes by State

All public school data were obtained from the Common Core of Data (CCD), maintained by the National Center for Education Statistics (NCES), part of the U.S. Department of Education. All data for the projections by state and race/ethnicity in Appendix A are from the CCD's publicly available state nonfiscal file and its dropout and completion file, except as otherwise indicated. Data for public school enrollments were available through and including the 2010-11 academic year. Data for public school graduates were available through and including the class of 2009 (academic year 2008-09). Graduate data for the two most recent academic years were not available, so projections for public graduates and by race/ethnicity begin with 2009-10. Table B.1 shows the specific state nonfiscal files and dropout and completion files (downloaded from http://nces.ed.gov/ccd/ccddata.asp), by year.

Table B.1. CCD State Data Files

Academic Year	State Nonfiscal File	State Dropout and Completion File
2005-06	st051b	sdr051b
2006-07	st061c	sdr061b
2007-08	st071b	sdr071b
2008-09	st081c	sdr081a
2009-10	st091b	n/a
2010-11	st101a	n/a

Adjustments were made in order to correct an obvious discrepancy: 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 CCD data point for one year was substantially different from adjacent years. In addition, state totals do not always equal the sum of the five racial/ethnic categories included in the CCD. This may be due to differences in the way states record students' race/ethnicity, such as when a state tracks additional categories (e.g., California, Georgia, and Ohio). It may also occur if data in the state's report were suppressed (typically for privacy reasons) or if a state's report to the NCES did not account for all students by race/ethnicity (e.g., Oregon). Efforts were made to identify where differences occurred and to account for them when possible.

Since the WICHE CSR methodology relies on only the five most recent years of available data, we did not make adjustments to enrollments data for academic years prior to 2005-06: they would not have impacted the projections calculations. Data for graduates prior to 2005-06 (2003-04 for nonpublic graduates) and for prior years' enrollments are those that were published in the 2008 edition. They are republished here for historical perspective. Specific adjustments made to these prior years' data can be found in Appendix B of the 2008 edition (available from www.wiche.edu/publications/all).

Several adjustments were made for all states' data for 2005-06 and subsequent years, as described in the following sections.

Data Reported by Male and Female

Beginning with the files for academic year 2009-10, enrollments and graduates by race/ethnicity were reported to the CCD separately for males and females. Therefore, the total for any given group of students is a sum of the reported male and female students for that group.

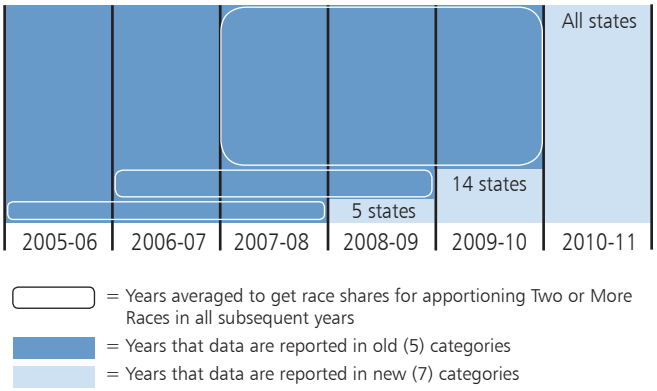
Data for Racial/Ethnic Categories

Prior to 2008-09 NCES asked states to report student enrollment and completion counts by five racial/ethnic categories. For the 2008-09 and 2009-10 data collection, NCES began phasing in 1997 Office of Management and Budget requirements for an expanded set of racial/ethnic categories and asked states to submit counts of students by seven race/ethnicity categories if their state data system allowed for such reporting. Starting 2010-11 every state and jurisdiction began reporting by these seven racial/ethnic categories. The two new categories are Hawaiian/Pacific Islander – separating this group from the previous Asian/Pacific Islander – and Two or More Races. Hispanic also represents a slightly different categorization scheme. Chapter 4, on sources and methods, details the data collection change and discusses possible implications for the *Knocking* projections. Figure B.1 illustrates the staggered implementation, and Table B.2 indicates the year each state converted.

While all states have now begun reporting in the seven racial/ethnic categories, WICHE continues to provide projections by the five historical racial/ethnic categories in this edition. Users should be aware that public school race/ethnicity data in the CCD for the years 2008-09 to 2010-11 reflect different categorizations than data from prior years (and prior editions of *Knocking*). Our data adjustments for bridging the new categories to the previous ones include the following:

- **Hawaiian/Pacific Islander**. Enrollments and graduates reported in the Hawaiian/Pacific Islander category were added to those reported in the Asian category, for the Asian/Pacific Islander total.
- **Two or More Races**. We researched available methods and sought official guidance for apportioning individuals reported in the Two or More Races category to the single-race categories. There was no official guidance for data reported in aggregate, such as that in the CCD, let alone for the varying methods used by states, depending on their unique racial/ethnic mix. We decided to apportion Two or More Races enrollments and graduates to four 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 total of the four over the three previous years. (Data in the Hispanic category were not part of the apportionment, because Hispanic is considered an ethnicity not a race.) Since states implemented the new categories in varying years between 2008-09 and 2010-11, the three years averaged depends on the first year data were reported in the Two or More Races category (see Figure B.1). For example, for the six states that converted in the 2008-09 file, Two or More Races enrollments beginning with 2008-09 are apportioned based on the average of shares for 2005-06, 2006-07, and 2007-08. An average of three years was used so that any one aberrant year would not unduly influence the apportionment.[1]

Figure B.1. Staggered Conversion to New Race/Ethnicity Reporting



Source: Common Core of Data State Nonfiscal and State Dropout and Completion Files for the referenced years.

Table B.2 States by Year Converted to New Race/Ethnicity Reporting

Academic Year*	State
2008-09	Alaska, California, Massachusetts, New Jersey, Vermont
2009-10	Arkansas, Georgia, Iowa, Kansas, Mississippi,** New Hampshire, New Mexico, West Virginia, Wyoming
2010-11	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas,*** Utah, Virginia, Washington, and Wisconsin

* Graduate data lag enrollment data reports; so far, the only graduate data available in the new (7) categories are for the five states that converted for 2008-09 reporting.

** While Mississippi began reporting in the new race/ethnicity categories for 2008-09, it reported zero Two or More Races graduates for 2008-09 so we transitioned it to 2009-10.

*** While Texas was indicated as having converted to reporting in the new race/ethnicity categories for 2009-10, it did not report any data in these new categories and therefore effectively transitioned in 2010-11.

Table B.3. Public School Data Adjustments

State	Enrollments	Graduates
Alaska	2007-08 total public enrollments by grade were 5-7% higher than the sum of enrollments by race/ethnicity. No adjustments made.	2007-08 total public enrollments by grade were 5% higher than the sum of enrollments by race/ethnicity. No adjustments made.
Arizona	Substantial decrease of reported grade nine to 12 enrollments, 2005-06 to 2006-07. Arizona Department of Education confirms that this was a result of a data-reporting change to correct some previous duplication that was highest in the upper grades; data for 2006-07 forward reflect unduplicated counts. No data adjustments made.	
Delaware		2007-08 graduates by race/ethnicity were not reported and were estimated as a share of grade 12 enrollments, based on three prior years' average.
District of Columbia		No public total graduates or graduates by race/ethnicity reported for 2005-06 and 2006-07, so these graduates were estimated, based on the average ratio of 12th graders to graduates for the next available prior and subsequent years.
Kentucky	2005-06 to 2008-09 Native American/Alaska Native grade two enrollments were interpolated by cohort because the reported enrollments were inconsistent with typical progression between grades one and three, resulting in a spike in the projections.	No graduates reported by race/ethnicity for 2005-06 and 2006-07, so they were estimated, based on the average ratio ratio of 12th graders to graduates for the surrounding years. Only six 2008-09 American Indian/Alaska Native graduates reported, about 80% less than previous years. Graduates imputed based on previous years' rates of progression from grade 12 to graduation.
Nevada	20% decrease in grade nine enrollments between 2008-09 and 2009-10, following several previous years of high progression rates between the eighth and ninth grades; Hispanics, Blacks, and Whites declined proportionally. No data adjustments made.	
New Hampshire		No graduates reported by race/ethnicity for 2005-06, so they were estimated, based on the average ratio of 12th graders to graduates for the surrounding years.
New Jersey	Unexplained tripling of grades 10 to 12 enrollments in 2009-10, so they were linearly interpolated.	
New York	2009-10 grade 10 White enrollments were linearly interpolated because they were 9% higher than 2008-09 after several years decline, apparently as a result of incorrectly reported grade 10 White female counts.	2006-07 graduates by race/ethnicity were linearly interpolated because because they were not reported.
North Carolina		No graduates reported by race/ethnicity for 2005-06, so they were estimated, based on the average ratio of 12th graders to graduates for the surrounding years.
North Dakota	Except for total public enrollments, all 2010-11 public enrollments by race/ethnicity were replaced with data provided by the state, to correct some observed errors.	
Ohio	Modifications in Ohio's data-submission process eliminated some instances of double-counting between 2009-10 and 2010-11, which had an especially large impact on the high school grade levels. The substantially lower high school enrollment counts that resulted would have caused it to appear in the projections that Ohio lost students between the two years, when in fact much of the loss is accounted for by the business rule changes; so 2009-10 and 2010-11 enrollments for grades nine through 12 were replaced with state-supplied data.	
Pennsylvania		2005-06 total public graduates and graduates by race/ethnicity were linearly interpolated because they were not reported.
South Carolina		2005-06 total public graduates and graduates by race/ethnicity were linearly interpolated because they were not reported. Also, the American Indian/Native American graduate count for each year between 2005 and 2008 is peculiar (58, 44, 21, 107), but no data adjustments were made.
Utah		Reported graduates for most categories were identical from 2003-04 to 2004-05, and to 2005-06 for Asian/Pacific Islander graduates. No data adjustments were made.
Vermont		Total public graduates in 2004-05 were 8% higher than the sum of graduates by race/ethnicity.* This was also true for 2006-07 and 2007-08. No data adjustments made.

Note: If a state is not listed, there were no circumstances to note or data adjustments made.

* This was also true for the data used for 2008.

Table B.3 specifies adjustments to the raw data obtained from the CCD and data issues that were large enough to note, even if no adjustments were made. Data were rounded to the whole number after all adjustments were made. In some cases and for some data, this rounding may result in a small numerical difference from the counts in the publicly available data files.

Nonpublic School Data Notes

The Private School Universe Survey (PSS) is conducted biennially by NCES and provides the necessary data for nonpublic schools in all 50 states and the District of Columbia. Details concerning the PSS methodology are available on NCES's website (http://nces.ed.gov/surveys/pss). Response rates for the PSS are high and its data can be disaggregated by state, which makes it extremely useful for projecting nonpublic graduates. In the last administration of the PSS, for 2009-10, the response rate nationally was 94 percent.[2] For the relatively few states for which data on nonpublic school enrollments or graduates were reasonably obtained through published sources, PSS data were compared to the state-published data; only in Delaware were the state-published data used instead of the PSS data.

PSS enrollments used for projections in this edition came from the PSS0506, PSS0708, and PSS0910 files available on NCES's website. Graduates are not provided in these files and were obtained from NCES's PSS Data Table 15, which details the number of private schools, students, full-time equivalent teachers, and 2004–05 high school graduates, by state. Information about any data adjustments or sources other than PSS data are noted for each state in Table B.4. Enrollments through 2009-10 were available and used in making the projections, but the last year of actual data for graduates in the PSS was 2008-09, so nonpublic graduates were projected beginning in 2009-10. Data for graduates through and including 2002-03, which are displayed for historical perspective but not used in calculating these projections, are those used in the 2008 edition of *Knocking*. The adjustments in Table B.4 pertain to enrollments and graduates subsequent to 2003-04; data adjustments for prior years are described in the technical appendix of *Knocking* 2008.

The PSS is a biannual survey conducted in odd years. As with the CCD, graduates data reported to the PSS are lagged and refer to the preceding academic year, while data reported for enrollments refer to the current academic year. For example, enrollments for the 2009-

Table B.4. Nonpublic School Data Adjustments

State	Enrollments	Graduates
Arkansas	2005-06 grades nine to 12 enrollments were linearly interpolated because the enrollments as reported were 25%-300% higher than previous and subsequent PSS years.	2004-05 graduates were linearly interpolated because data reported were almost triple previous and subsequent PSS years.
Connecticut	2007-08 grades 9 to 12 enrollments were interpolated proportionate to prior and subsequent years because there was an irregular increase of 35% or more in the reported enrollments, which was not reflected in state-reported enrollment data or the subsequent 2009-10 PSS data.	2006-07 graduates were interpolated proportionate to prior and subsequent years because there was an irregular increase compared to prior and subsequent years.
Delaware	State data for 2004-05 to 2009-10.	State data for 2004-05 to 2009-10.
Hawaii		2004-05 graduates were linearly interpolated because of an unexplained drop in reported 2004-05 graduates by about 40 percent (to 1,674).
Idaho	2006-07 grade 12 and 2007-08 grades one to 12 enrollments were linearly interpolated because reported data were suspiciously high at 60%-130% over 2005-06.	2006-07 graduates were linearly interpolated because reported data were suspiciously high at almost double previous years.
Montana	2005-06 enrollments were linearly interpolated because grades one to six showed an increase of 30% or more over 2003-04 and grades seven to 12 were three to six times higher than 2003-04.	2004-05 and 2006-08 graduates were linearly interpolated because reported graduates for 2004-05 were more than 20 times higher than 2002-03; and for 2006-07 they were almost two times higher. All years between 2002-03 and 2008-09 were linearly interpolated.
North Dakota		2004-05 and 2006-07 graduates were derived using a five-year historical average of 2000-01 to 2004-05 grade-12-to-graduates progression ratios because these data were not provided in NCES Table 15 due to "reporting standards not met."
Wyoming		All years of graduates were derived or imputed using historical grade-12-to-grads progression ratios from 1998-99 to 2002-03 because these data were not reported for NCES's Table 15.

Note: If a state is not listed, there were no circumstances to note or data adjustments made.

10 PSS pertain to the 2009-10 academic year, and graduates from that administration pertain to the 2008-09 academic year. Enrollment data for years between PSS administrations were linearly interpolated, except for grade 12 enrollments. Grade 12 enrollments are provided in the PSS data for all years from PSS survey question 9b. Question 9b requests the number of students enrolled in the 12th grade around October 1 of the prior academic year, which correspond 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.

Endnotes

[1] WICHE consulted multiple sources to determine if 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 is available in individual-record form, there is none for distributing them based from aggregated data, such as CCD. For one recent example of NCES reporting using 2008-09 CCD data, see C. Chapman, J. Laird, J., and A. 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 31 March 2012 from <http://nces.ed.gov/pubs2011/2011012.pdf>. Also see S. Aud, W. Hussar, G. Kena, K. Bianco, L. Frohlich, J. Kemp, and K. Tahan, *The Condition of Education 2011*, NCES 2011-033 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2011), accessed 26 November 2012 from <http://nces.ed.gov/pubs2011/2011033.pdf>.

[2] S. Broughman, S. Tourkin, N.L. Swaim, J. Peterson, R.Parmer, A. Zotti, and S. Andriani, "Private School Universe Survey (PSS): Public-Use Data File User's Manual for School Year 2009–10," NCES 2012-322 (Washington, D.C.: U.S. Department of Education National Center for Education Statistics, 2012), accessed 15 November 2012 from <http://nces.ed.gov/pubsearch>.