

KNOCKING AT THE COLLEGE DOOR

March 2008

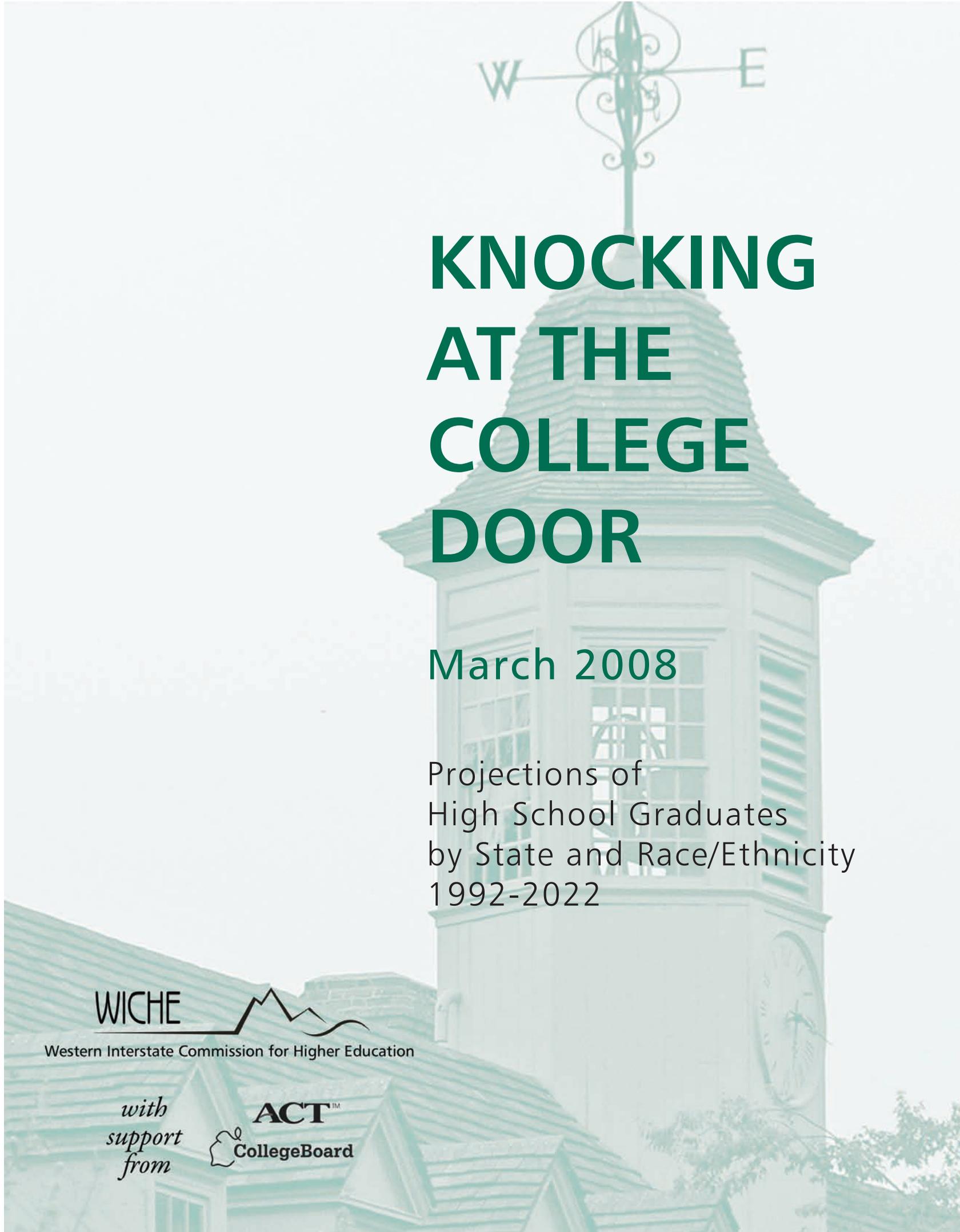
Projections of
High School Graduates
by State and Race/Ethnicity
1992-2022

WICHE

Western Interstate Commission for Higher Education

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WICHE's Public Policy 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 Public Policy 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 Brian Prescott, Senior Research Analyst, Public Policy and Research, (303) 541-0255 or bprescott@wiche.edu.

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Western Interstate Commission for Higher Education
3035 Center Green Drive, Suite 200
Boulder, Colorado 80301-2204
Telephone (303) 541-0200
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Publication Number: 2A365
Printed in the United States of America
5017-5400:10K: 2/08: 2A365

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FOREWORD

Education is widely recognized as being vital to our future – both as a nation and as individuals who want to participate fully in our society as wage earners and citizens. When it comes to education, the United States has a solid track record: it was the first country to establish public schooling for all and among the first to give the bulk of its population the opportunity to obtain a postsecondary education. These farsighted actions are two major reasons why our nation has ascended to the position of global leadership it enjoys today.

We earned that position through our efforts – but how long will we continue to enjoy it? Today, many other countries, recognizing the linkage between education and prosperity, have leapt forward with massive education programs in order to compete more effectively with us. In fact, it appears that the U.S. is falling behind some other developed countries in terms of the proportion of young people with either a high school education or postsecondary degrees or certificates. In a global economy that increasingly relies on knowledge and skill development, the prosperity of our nation is becoming ever more intertwined with the educational attainment level of our population.

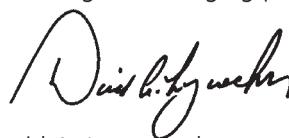
Yet the challenge of ensuring a high-quality education for all Americans has never been more acute. Today, our nation is continuing to experience an upsurge in the number of school enrollments and high school graduates. This surge began in the early 1990s and has strained capacity in many states. While the nation as a whole can expect some relief from these steady and substantial annual increases within the next several years, several states, like Arizona and Nevada, will continue to grapple with explosive growth. Others, such as North Dakota and Vermont, will experience shrinking enrollment and graduate numbers as their populations age or move away. Both extremes have enormous implications for our ability to provide our students with a high-quality education.

Perhaps more important, however, is the dramatic reshaping of our population. Immigration (legal and otherwise) and differences in birth rates among racial/ethnic groups have contributed to demographic shifts that are radically transforming the face of public schools nationally and in many states. Today, White non-Hispanics

make up a shrinking proportion of enrollments and graduates, and this trend will continue. Meanwhile, the numbers of students from other groups – including some that have not been served well historically by our school systems or our colleges and universities (especially Hispanics) – are on the upswing.

Gaps in educational attainment based on race/ethnicity – gaps that translate into huge differences in individual opportunity – have long existed, and eliminating these gaps has been the target of many public policy efforts. Such efforts generally have sought first and foremost to assure an equal playing field for all students, one in which hard work and ingenuity determine success. Certainly, providing for equal educational opportunity for all individuals is as vital as ever and the right thing to do morally. Today, however, we have a second, equally critical motivation to “do the right thing”: our nation’s future prosperity and security depend on it. The urgency of reducing educational attainment gaps is intensifying, due to the changing demographics of our student population. Failure to more fully address the educational needs of our rapidly growing minority populations threatens our nation’s future.

This report helps to quantify the major changes in the size of our student population and its demographic makeup for the years ahead by projecting the number of high school graduates for each state and the nation. (In addition, we’ve posted individual state profiles on our website at www.wiche.edu/policy – follow the links to this publication’s web page.) It is targeted at a wide range of users, including researchers, planners, policymakers, businesspeople, and education leaders. In providing these projections, we hope to stimulate more questions and research concerning how we can meet the challenges of educating our changing population.



David A. Longanecker
President
Western Interstate Commission for Higher Education
Boulder, Colorado
February 2008

ACKNOWLEDGMENTS

Brian Prescott, senior research analyst at WICHE, is primarily responsible for compiling and writing the 7th edition of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*. A number of other individuals have contributed substantially to preparing this publication as well. At WICHE, Jeanette Porter prepared data tables and figures; Candy Allen designed and produced the layout and graphics; and Annie Finnigan edited the text. The projections and accompanying analysis also benefited from careful review by and sage advice from Demarée Michelau and Dolores Mize.

Patrick Kelly of the National Center for Higher Education Management Systems lent his expertise with data analysis to solve several puzzles presented by the data. His online mapping tool (www.myonlinemaps.com) was also extremely helpful in producing maps for this publication and accompanying presentations. A host of others helped answer particular questions about the data. Though we can't name them all, we are very grateful for their assistance.

Finally, our thanks go to ACT and the College Board for their generous support for the production and dissemination of this publication.

EXECUTIVE SUMMARY

This publication of *Knocking at the College Door* marks the 7th edition of the Western Interstate Commission for Higher Education's projections of high school graduates. It updates forecasts of the number of high school graduates for public and nonpublic schools for the nation, four geographic regions, and all 50 states and the District of Columbia, and also includes projections of public school graduates by race/ethnicity. (In addition, we've posted individual state profiles on our website at www.wiche.edu/policy – follow the links to this publication's web page.) Projections for public school graduates cover the period 2005-06 through 2021-22 in this edition, while actual data are reported for preceding years back to 1991-92. The years of coverage for estimates and projections for nonpublic school graduates differ by state, although projections most commonly begin for that sector in 2002-03. Projections of school enrollments are also included, though they are not the central focus of the publication.

These projections provide a useful indicator of how the supply of high school graduates and the corresponding demand for postsecondary education are expected to change in the years to come. As such, these data have many uses, especially in planning and policymaking in an era when education – and increasingly, postsecondary education – are essential for the success of individuals and society as a whole. These projections offer a view into the future, indicating ways in which the current “system” of education may need to adapt to accommodate rapidly changing demographic conditions. There are two main sets of findings to be drawn from these projections.

Changes in Total Production of High School Graduates

Predicted changes in total production of high school graduates for the nation and individual states account for the first set of findings. The overall demand for education is a central concern for policymakers and for planners at the state, school district, school, and postsecondary institutional levels. Demand helps determine how much space is needed to ensure each student has access to a quality education, both within the K-12 system and at colleges and universities. Projections indicate that the nation can expect that:

- ✦ The rapid and sustained expansion in the number of high school graduates that began in the early 1990s will initially continue.
- ✦ This expansion will reach a peak in 2007-08, when total graduates from public and nonpublic schools will exceed 3.34 million.

- ✦ The production of high school graduates will slow moderately between 2008-09 and 2014-15.
- ✦ After 2007-08 overall production of high school graduates will become much more stable for the foreseeable future than it was during the expansion period, when it was growing by leaps and bounds.

Since the responsibility for providing education largely falls on the states, demographic data at the state level are especially valuable. These projections show that states face very different demographic futures. In terms of total production of high school graduates, states may be categorized into six groups, based on the projected change in high school graduates between the last year for which actual data were available, 2004-05, and a decade later.

- ✦ **Dwindling production (losses of 10 percent or more):** Kansas, Louisiana,¹ Montana, New Hampshire, North Dakota, South Dakota, Vermont, and Wyoming (eight states).
- ✦ **Slowing production (losses of between 10 and 5 percent):** Massachusetts, Michigan, Minnesota, Nebraska, New York, Ohio, Pennsylvania, Rhode Island, West Virginia, and Wisconsin (10 states).
- ✦ **Stable production (changes falling between a loss of 5 percent and an increase of 5 percent):** Alaska, California, Connecticut, Hawaii, Illinois, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee, and Washington (17 states).
- ✦ **Manageable expansion (increases of between 5 and 10 percent):** Alabama, Colorado, Delaware, District of Columbia, New Jersey, and Virginia (five states plus D.C.).
- ✦ **Rapid expansion (increases of between 10 and 20 percent):** Arkansas, Idaho, Indiana, and North Carolina (four states).
- ✦ **Explosive growth (increases greater than 20 percent):** Arizona, Florida, Georgia, Nevada, Texas, and Utah (six states).

These categories highlight how very different the futures of individual states look. They also show that the bulk of the growth is concentrated in the South and in the West, and especially in states in the lower latitudes of those regions. But this categorization scheme oversimplifies and obscures considerable variation in how individual states' production of high school graduates will change in the time between 2004-05 and 2014-15 and beyond. Individual states' projections are available in the tables in Appendix A.

Escalating Diversification

The second key theme arising out of these projections relates to how the nation and most states are experiencing a shift in the racial/ethnic composition of their populations. In particular, the population of minority groups and especially Hispanics is increasing rapidly, while growth among White non-Hispanics is not projected to keep pace.

Among high school graduates, the story is much the same. The nation and more and more states are closing in on “majority-minority” status relative to public high school graduating classes, in which the number of graduates who are not White non-Hispanic exceeds the number of graduates who are. Between 2004-05 and 2014-15, WICHE projects that the nation’s public high schools will produce:

- ✦ Almost 207,000 more Hispanic graduates (an increase of 54 percent).
- ✦ Nearly 46,000 more Asian/Pacific Islander graduates (an increase of 32 percent).
- ✦ About 12,000 more Black non-Hispanic graduates (an increase of 3 percent).
- ✦ About 2,000 more American Indian/Alaska Native graduates (an increase of 7 percent).
- ✦ Nearly 197,000 fewer White non-Hispanic graduates (a decline of 11 percent).

These data show that minorities account for all the growth in the our public high schools’ production of graduates.² Especially noteworthy is that the projected increase in Hispanic graduates alone more than offsets the decrease in White non-Hispanic graduates. In fact, if minority students completed high school at the same rate that White non-Hispanic students do, this shift would be even more dramatic.

Clearly, the composition of our schools is changing. State policymakers and officials in school districts, K-12 schools, and postsecondary institutions need to be aware of these changes and how they might impact curriculum and preparation, the demand for support services, the demand for postsecondary education, affordability, and other issues.

The national trends are playing out in many states as well. The number of Hispanic graduates from public schools is expected to rise in all states except Hawaii by 2014-15, with the largest increases in the southern parts of the West and the South. In percentage terms, however, states all over the country will need to educate substantially more Hispanic students – and will be producing more Hispanic graduates – than they did previously. And Hispanics are not the only group that can expect to

grow: the number of Asian/Pacific Islander graduates will climb in virtually all states, with rapid growth rates seen in many of them. Conversely, by 2014-15 only six states will graduate more White non-Hispanic students than they did in 2004-05, while the majority of states outside the South can expect average annual declines in their production of White non-Hispanic graduates. Appendix A contains detailed tables for each state, including actual and projected data for graduates by race/ethnicity.

How These Data Might Be Used

Demographic data such as these projections are vital to crafting effective policy solutions to the challenge of providing high-quality educational opportunities to all students. One of the most important implications that arises from these projections is that the stark differences in individual states’ overall production of high school graduates present entirely different challenges to educational planners and policymakers and necessitate carefully tailored policy approaches. In other words, states, school districts, schools, and postsecondary institutions should carefully examine demographic data and projections such as these before adopting any policy solution (especially a policy enacted by one of its counterparts), to ensure that it fits its own needs and conditions.

Beyond that, these data have many potential uses for a variety of audiences. A few examples of how they might be effectively employed follow.

- ✦ *State policymakers* may use the projections to adjust accountability schemes, to give schools, school districts, and postsecondary institutions incentives to reach out to and serve traditionally underrepresented student populations more effectively. In states anticipating a large expansion of high school graduates, for example, policymakers may use the projections to estimate the scope of the capacity challenge ahead of them and to craft solutions that leverage proven technology to deliver education more efficiently. Policymakers in states expecting a downturn may rely on the projections to implement changes in the nonresident tuition rate for their postsecondary institutions, as one way to appeal to neighboring states with a surplus of graduates; or they may use them as a rationale for committing more resources to programs, like WICHE’s Western Undergraduate Exchange (<http://wue.wiche.edu>), that help facilitate student mobility across state lines.
- ✦ Given the rapid increase in the number of traditionally underrepresented students, combined with projected stagnation in the supply of high school graduates, *college presidents* may respond by adjusting the ways in which they reach out to

minority students and adults. Such adjustments may influence the curricula, as well as the times when and the locations where courses are taught; or they may affect institutional tuition and financial aid policies.

- ✦ *Researchers* can employ the data to forecast additional data points of use to public policymakers. They may also make the data a central element of an argument for increased attention to issues of postsecondary access, success, and equity.

These projections indicate that our nation's schools have big but varied challenges ahead of them. Those challenges are about assuring adequate capacity, preserving or enhancing educational quality, and responding to rapidly changing student bodies. The 50 states' educational policies will have a crucial effect on how well schools are able to respond to those challenges. Our ability to meet these challenges will go a long way in determining whether all individuals have an equal opportunity to obtain a good education, get a decent job, and be productive contributors to our society and economy. It will also play a pivotal role in whether our states and our nation can remain competitive in a global, knowledge-based economy that is dependent upon our improving the educational attainment levels of all citizens, including those minority populations that are clearly growing the fastest in our society.

Endnotes

¹ Louisiana's projections were substantially influenced by the aftermath of Hurricane Katrina. More information and analysis on how the state's projections were affected is available in Chapter 4.

² A complete picture of the racial/ethnic composition of the high school graduate cohort is not possible because data on race/ethnicity are insufficient for nonpublic schools and homeschools, although public schools account for a large majority of enrollments nationally.

Chapter 1. INTRODUCTION

For some time now, the link between education and individual and societal prosperity has been well established. One indicator of this linkage is the earnings gap between those who have a college degree or credential and those who do not, a gap that continues to widen. Furthermore, high-wage employment prospects increasingly are coalescing around local communities and in states that can provide employers with a labor force full of highly educated, high-skill workers. The rise of global markets appears to be reinforcing the need for Americans to obtain more years of education and educational credentials. But even as education becomes ever more essential to a prosperous society and a middle-class lifestyle, our communities, states, and nation face growing challenges in providing it.

As education becomes ever more critical to success, educational planners and policymakers face growing pressure to ensure that all individuals have a reasonable chance to obtain the skills and abilities that are needed in a globally competitive economy. Today, and in the foreseeable future, they will need to provide educational opportunities to a population that is changing rapidly in size and racial/ethnic composition. The U.S. Census Bureau announced not long ago that our nations' population now exceeds 300 million and continues to grow rapidly.¹ Not only is our country swelling in size, it is simultaneously growing more and more racially and ethnically diverse. These demographic changes, and the economic challenges that accompany them, have tremendous implications for education policies. Will the nation be able to expand educational capacity to meet the needs of the growing population of school-aged children? How might educational delivery and curricula need to change in order to accommodate both growth and the particular demands of the more rapidly growing populations that have been poorly served historically? How can these challenges be met affordably and without compromising quality?

All these questions are critical for our nation – and the responsibility for providing answers falls more heavily on individual states, as well as on schools and school districts. And as the projections in this publication will show, each region and state will face its own distinct set of demographic realities and educational and economic hurdles. Some states, like Arizona and Nevada, will be challenged to find ways to effectively serve a swiftly diversifying, explosively growing school-age population, while other states face the opposite problem: a shrinking population that may make it difficult to sustain existing educational infrastructure. These very different challenges

will require very different solutions that begin with a complete understanding of the demography distinct to each state.

The projections developed by the Western Interstate Commission for Higher Education (WICHE) for this publication focus on the traditional education pipeline – from birth to enrollment in first grade at about age six to on-time high school graduation – because for the most part they rely on factors that are relatively well known and well (but not perfectly, of course) measured. And although adult education is not a focus of this research, labor force experts are predicting that individuals' working lives are becoming less linear, so educational planners and policymakers will also need to gauge how demand will change among adults seeking further training and education.²

This publication represents the 7th edition of WICHE's projections of high school graduates. WICHE's projections have an established track record and are widely respected across the nation. Among our users are national, state, and local policymakers including legislators, legislative staff, and governor's offices; state education coordinating and governing agencies; schools and school districts; public and private postsecondary institutions; researchers; and the media. The projections have undergone several changes in their over-30-year-long history. Among the most notable enhancements were the disaggregation of projections by race/ethnicity and the development of income-based projections, which were included for the first time in the previous edition, published in 2003.

This edition contains historical data as well as projections for each of the 50 states and the District of Columbia, with separate national and regional projections. Historical data on public high school graduates reach back to 1991-92 and extend through 2004-05, and projections extend up to 2021-22. The last year for which births data were available established the last year of the projections, since WICHE does not make forecasts for births. The projections are available for total graduates of nonpublic schools and public schools, as well as for graduates of public schools by five racial/ethnic categories: American Indian/Alaska Native; Asian/Pacific Islander; Black non-Hispanic; Hispanic; and White non-Hispanic.

Consistent with past editions of this publication, these projections are produced using the cohort survival ratio (CSR) methodology. CSR is an approach that has seen wide use in enrollment forecasting at multiple levels, from schools and school districts to national projections.

Its appeal is based on two main features: it does not require an elaborate statistical modeling approach, which makes it a methodology that is relatively transparent to policymakers; and the data required to apply it are not overly extensive and are generally available. CSR contains important assumptions about the ways in which students progress through school, especially concerning retention and migration patterns. These assumptions mean that CSR produces projections that generally reflect historical patterns and trends. They also suggest that readers should exercise caution when using the projections, especially for years further out from the last year of actual data. The longer-term projections serve best when used as broad indicators of the size and composition of graduating classes, rather than as precise predictions of the graduating class size in a specific year. Accuracy checks on prior editions' projections have generally demonstrated that WICHE's projections for public school graduates have fallen within a 5 percent variance of the actual data obtained later. Not surprisingly, projections have been more accurate in states where the population is larger and more stable. Details about WICHE's accuracy in projecting high school graduates in past editions can be obtained by contacting us.

This edition heralds new enhancements in WICHE's projections, some realized here and others planned for the future. First and foremost, in an effort to make the projections more relevant and timely, they now rely on data from the Common Core of Data (CCD), which supplies the federal government's official statistics on public education. In past editions, WICHE collected public school enrollments and graduates data from the states individually. Although in most states, this change in data sources had little noticeable effect on the projections or on the series of historical graduates data, comparisons to the data in past editions of this publication should be made with care. However, the change to the CCD will have numerous benefits, including the ability to produce updated projections more frequently than every five years, as we have done in the past. Additionally, the switch will allow WICHE to perform more detailed analyses of the data for states, as well as for other geographic areas. More details on the adoption of the CCD data can be found in Chapter 4 and in Appendix B.

Unfortunately, this edition does not include projections by income, due to a lack of new data sufficient for the task of updating the analysis from the preceding edition. However, income is an increasingly important dimension of demography and demographic change, and concerns about the adequacy of educational funding and especially access and affordability in postsecondary institutions are not going away. WICHE plans to reexamine how the income projections might be updated in the future, using

data from the American Community Survey, which the U.S. Census Bureau is currently rolling out to replace the decennial census's long form with data available annually. More information concerning the decision not to update the projections by income for this publication is available in Chapter 4.

In the two chapters that follow, this report documents, first, the overall change in the number of high school graduates that the nation, each of its four geographic regions, and individual states may expect to see in the coming years. These data include graduates from public schools as well as estimated figures for graduates from nonpublic schools. The next chapter examines more closely the racial/ethnic composition of public high school graduating classes. Though there are important differences by state, the central finding in this chapter is the rapid diversification of virtually all states' high school graduate cohorts, which is largely the result of a dramatic upsurge in Hispanic students combined with a decrease in the number of White non-Hispanic students. Next comes a more detailed description of the methodology used in this study. Finally, an appendix provides state-by-state views of the number of high school graduates from public and nonpublic schools, as well as the composition of public school graduates by race/ethnicity.

Endnotes

¹ U.S. Census Bureau, "Census Bureau Projects Population of 300.9 Million on New Year's Day," 28 December 2006, press release, accessed 1/5/08 at <www.census.gov/Press-Release/www/releases/archives/population/007996.html>.

² Anthony P. Carnevale and Donna M. Desrochers, *Help Wanted ... Credentials Required: Community Colleges in the Knowledge Economy* (Washington, D.C.: Educational Testing Service and American Association of Community Colleges, 2001).

Chapter 2. PROJECTIONS OF HIGH SCHOOL GRADUATES

Not long ago, the U.S. Census Bureau reported that the national population exceeded 300 million.¹ While longer life spans are one major reason population numbers are at a record high, another is the pace of births: the Census Bureau estimates that a baby is born in the U.S. about every 15 seconds. It is vital that our nation and its states be prepared for the future demands placed on our schools by these children.

Although the nation continues in a long-term population growth pattern, previous projections have indicated that the size of the nation's high school graduating classes will reach a crest in 2007-08, a pattern that was expected for most of the states as well.² Updated data used for these projections mostly bear that forecast out. However, the data also show that while the nation's supply of high school graduates is projected to fall slightly in subsequent years, it will rise again and exceed the 2007-08 level by 2021-22.

But the national picture is only a part of the story. In particular, it masks the fact that much of the growth in population and in school enrollments is occurring in the South and the West at the expense of the Midwest and, especially, the Northeast. In fact, the dip in high school graduates that is projected to follow 2007-08 will be barely noticeable in many parts of the South and West, while the other two regions will experience substantial declines that last through the better part of the next decade. Some states in the two faster-growing regions, especially Arizona, Nevada, and Texas, will see large annual increases in enrollments and high school graduates virtually every year of the projection period.

Clearly, the wide variation in the demand facing individual states will require very different policies in order 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 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 individual state tables, see Appendix A.)

National Trends

The U.S. is on the cusp of seeing the first overall decline in the number of high school graduates produced nationally in more than a decade. State education agencies and postsecondary institutions used to planning for ever-larger demand emanating from students progressing along the traditional educational pipeline will need to adjust to a contraction in the national supply of high school graduates as it begins to gradually decline after 2008.

In particular, postsecondary institutions accustomed to filling entering classes with relative ease will likely face greater competition for fewer traditional-age students. Those who have not already turned greater attention to nontraditional enrollments may be compelled to do so – a positive development if, as expected, the jobs of the future will demand more education and skills mastery. Meanwhile, many schools and school districts have already been seeing reduced rates of growth in the earlier grade levels, but they will also need to be prepared for renewed growth that will begin picking up, as the number of births has increased in recent years.

But since most of the changes in educational demand will be not be nationwide, national trends are less important than regional, state, and local ones. So while the picture painted by national trends will parallel more proximate changes in some states and localities, others will face conditions very unlike those seen in the national picture. 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 trends that have already strained capacity in schools and colleges for many years.

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 today enrolled 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 between the turn of the century and 2005-06, the last year for which enrollments data were available. K-12

Knocking at the College Door

enrollments grew by 3.8 percent over that time frame (Table 2.1), with total enrollments reaching just over 44.1 million by 2005-06. That year, there were nearly 14.8 million students in public high schools (grades nine to 12), reflecting an increase of almost 11 percent over 2000-01. The large difference in these growth rates 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 2.1). This drop came on the heels of the 1980s, a decade characterized by rapid growth in the number of births, and most of the high school students in 2005-06 were born during these peak years.

Immigrants from outside the nation also likely account for a portion of the difference in enrollment growth rates. This is simply due to the fact that, since high school students are older than elementary students, 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.³ In addition, immigration numbers overall have been rising: the U.S. Census Bureau estimates that all 50 states and the District of Columbia experienced a net increase in international migration between 2000 and 2006.⁴

Adding in estimates of nonpublic school enrollments brings total enrollments in all grades nationally in 2005-06 up to 48.7 million, with 16.1 million in the high school grades alone.⁵ Nonpublic enrollments that year accounted for an estimated 9.4 percent of total enrollments and 8.2 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 is possible that the recession of the early 21st century contributed to families finding it more difficult to afford an expensive private education.

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
2000-01	42,534,439	4,696,258	47,230,697	13,339,942	1,274,263	14,614,205
2001-02	42,964,640	4,754,581	47,719,221	13,576,984	1,300,882	14,877,866
2002-03	43,384,553	4,673,808	48,058,361	13,904,507	1,300,381	15,204,888
2003-04	43,682,039	4,586,174	48,268,213	14,189,201	1,298,676	15,487,877
2004-05	43,924,042	4,575,278	48,499,320	14,495,524	1,309,124	15,804,648
2005-06	44,131,673	4,569,695	48,701,368	14,788,672	1,314,577	16,103,249
2006-07	44,320,790	4,558,653	48,879,443	14,927,068	1,310,279	16,237,347
2007-08	44,405,505	4,530,173	48,935,678	14,951,292	1,299,207	16,250,499
2008-09	44,397,291	4,497,115	48,894,407	14,826,153	1,273,993	16,100,146
2009-10	44,476,072	4,485,805	48,961,876	14,738,995	1,250,494	15,989,488
2010-11	44,550,811	4,481,421	49,032,231	14,620,409	1,226,445	15,846,854
2011-12				14,547,854	1,197,100	15,744,953
2012-13				14,586,554	1,197,290	15,783,844
2013-14				14,650,950	1,201,907	15,852,857
2014-15				14,839,092	1,215,303	16,054,395
2015-16				14,962,318	1,232,568	16,194,886
2016-17				15,033,830	1,230,137	16,263,967
2017-18				15,147,999	1,233,825	16,381,824
2018-19				15,171,809	1,235,093	16,406,902

Actual Figures Projected Figures

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table 2.1 also shows enrollment projections. Since all projections begin with actual birth data, it is possible to project high school enrollments out further into the future than it is for total enrollments. Projections indicate that enrollments in all grades nationwide will not change substantially in the short term. In the public sector,

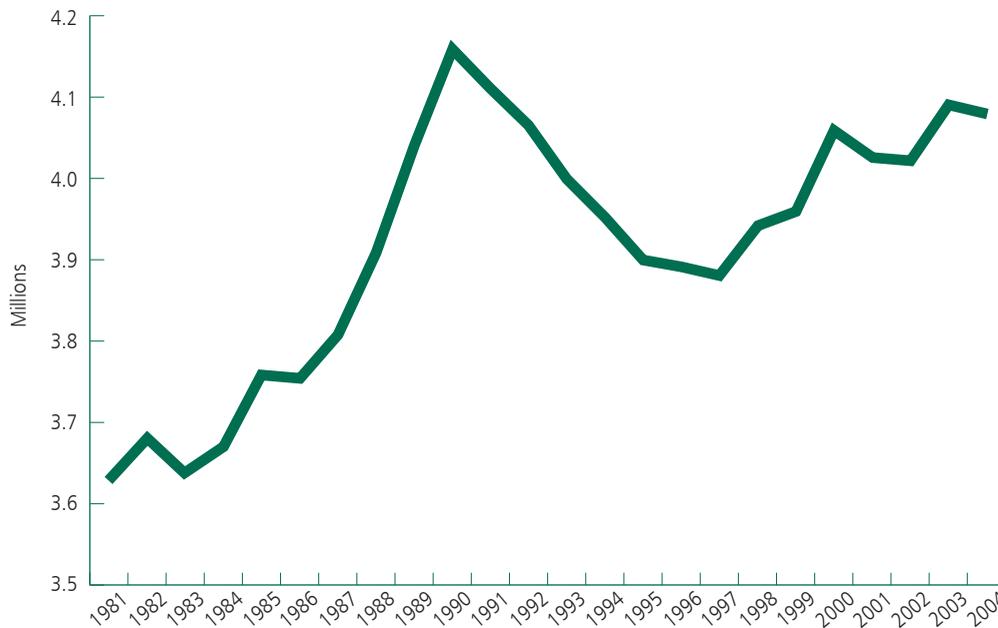
enrollments are projected to climb by less than 1 percent between 2005-06 and 2010-11. Nonpublic schools' total enrollments are projected to decline slightly. Projected enrollments in the nation's public high schools show a similar, relatively stable pattern out to 2018-19, with a difference of less than 624,000 students between the

highest and the lowest projected years. Despite these modest changes, patterns in both series of projections are apparent. Whereas enrollments in all grades are expected to gradually climb throughout the years for which projections were made, high school enrollments will first dip somewhat, bottoming out in 2011-12 before rising again through the remaining projected years.

High School Graduates
Nationally, the number of public high school graduates in 2004-05 stood at just under 2.8 million, with nonpublic schools adding an estimated 300,000 graduates (Table 2.2). Up to that point, the nation had seen a steadily climbing number of graduates from both public and private high schools. Over the period between 1994-95 and 2004-05, the number of public high school graduates rose by 23.1 percent (Figure 2.2). This rapid growth was associated primarily with the "baby boom echo" generation as it made its way through high school and beyond.

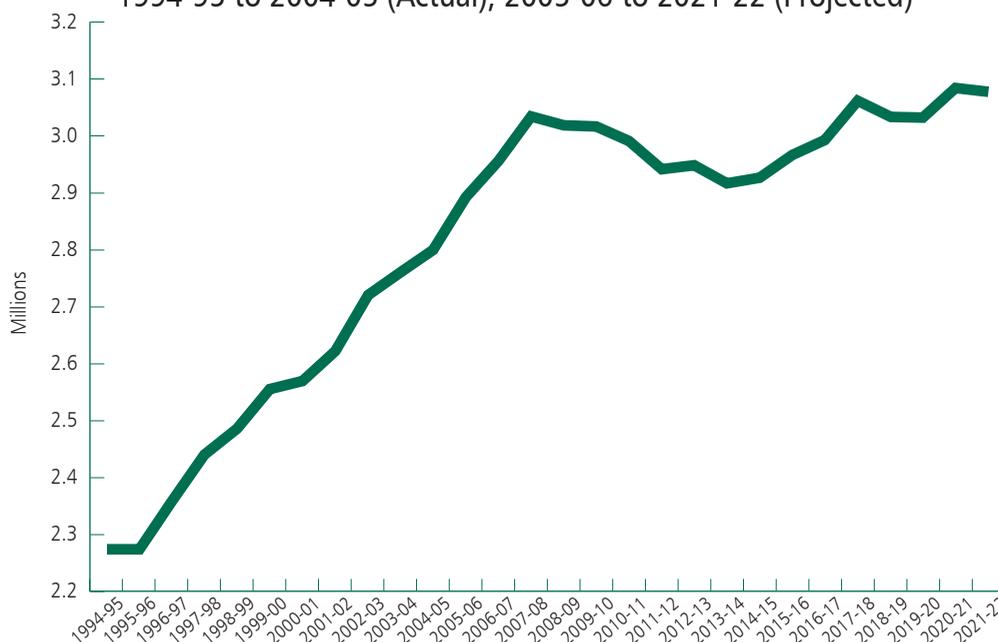
Projections indicate that the number of public high school graduates is expected to continue to rise through 2007-08, when it will peak at just over 3 million. The first

Figure 2.1. Births in the U.S., 1981-2004



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

Figure 2.2. U.S. Public High School Graduates 1994-95 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Knocking at the College Door

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

	Public Total	Nonpublic Total	Public and Nonpublic Total
1991-92	2,226,016		2,226,016
1992-93	2,234,649		2,234,649
1993-94	2,220,849		2,220,849
1994-95	2,273,541		2,273,541
1995-96	2,273,109		2,273,109
1996-97	2,358,903	253,837	2,612,740
1997-98	2,440,048	265,062	2,705,110
1998-99	2,485,630	274,339	2,759,969
1999-00	2,553,844	279,035	2,832,879
2000-01	2,569,200	280,806	2,850,006
2001-02	2,621,534	289,131	2,910,665
2002-03	2,719,947	299,287	3,019,234
2003-04	2,759,889	298,256	3,058,145
2004-05	2,799,250	297,584	3,096,834
2005-06	2,891,592	297,946	3,189,538
2006-07	2,956,147	298,285	3,254,432
2007-08	3,033,788	306,447	3,340,235
2008-09	3,018,499	301,664	3,320,163
2009-10	3,016,202	294,429	3,310,631
2010-11	2,990,159	290,026	3,280,185
2011-12	2,941,541	283,476	3,225,017
2012-13	2,948,305	279,740	3,228,044
2013-14	2,916,244	272,398	3,188,642
2014-15	2,925,959	263,405	3,189,364
2015-16	2,966,161	282,058	3,248,219
2016-17	2,992,713	282,771	3,275,484
2017-18	3,060,868	284,343	3,345,212
2018-19	3,033,175	280,813	3,313,988
2019-20	3,031,704	280,059	3,311,763
2020-21	3,083,498	285,767	3,369,265
2021-22	3,076,539	285,158	3,361,696

Actual Figures
 Projected Figures

three years of projected increases (2005-06 through 2007-08) represent the tail end of a period of sustained growth lasting more than a decade. In the peak year of 2007-08, the nation's public high school graduating class will be larger than 2004-05 by roughly 235,000. From there, the number of public high school graduates will undergo a mostly steady, gradual decline lasting through 2013-14, after which the number of graduates will slowly recover to its previous peak level by 2017-18. The forecasted decline between 2008 and 2014 will ultimately yield a graduating class that is smaller by about 118,000 students. Overall, the average annual rates of change for these three distinct periods are: 2.7 percent growth between 2004-05 and 2007-08; almost 0.7 percent decline between 2007-08 and 2013-14; and 1.2 percent growth between 2013-14 and 2017-18.

The number of graduates from nonpublic schools nationally shows somewhat more year-to-year variance (Figure 2.3). Data indicate that the number of nonpublic school graduates peaked in 2002-03, with the next several years showing virtually no change. According to projections, 2007-08 will set the high-water mark for nonpublic graduates, at more than 306,000. Thereafter, projections indicate a substantial decline that will last all the way through 2014-15 before showing any signs of recovery. In the intervening seven years, the number of nonpublic graduates nationally will fall by over 43,000 or 14 percent.

In the first peak year for nonpublic school graduates, 2002-03, the available data indicate that nonpublic schools accounted for approximately 9.9 percent of all high school graduates. But from that point forward, the projections show that the share of high school graduates in the United States coming out of nonpublic schools will not be as high. By 2014-15, the share is forecast to have dropped to 8.3 percent. Even in the 2007-08 peak year, nonpublic schools will account for only about 9.2 percent of all high school graduates nationwide, less than the share of graduates nonpublic schools produced just a few years earlier.

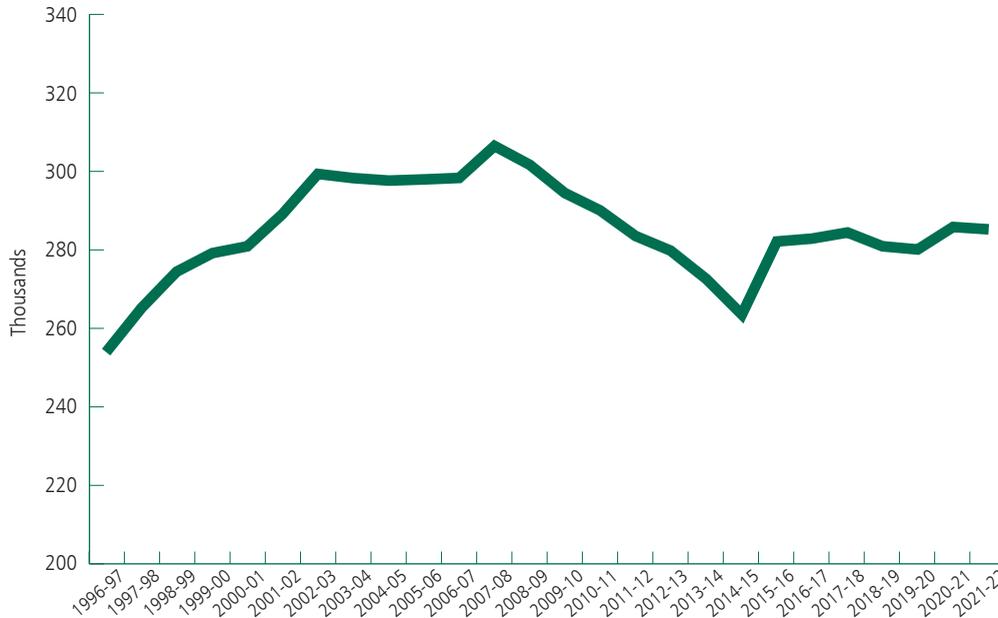
Combining the projections of graduates from both public and nonpublic schools gives a more complete picture of the changes in demand from traditional-age college students that our nation's postsecondary education and training providers will face. Figure 2.4 illustrates how the total number of graduates is expected to change in the coming years. Because public schools supply the vast majority of graduates, this figure looks very similar to the one for public school graduates alone. It indicates that high school

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

graduates will top out first for the class of 2008 at over 3.3 million. That year, the nation will graduate nearly 244,000 more high school students than it did in 2004-05, an increase of 7.9 percent. Thereafter, the number of high school graduates nationally is expected to stabilize, relative to the sustained climb in total graduates

over the 13 years leading up to this peak. The number of graduates will fall slightly between 2007-08 and 2013-14 by about 150,000, or 4.5 percent, before resuming a growth pattern until 2017-18. Extending historical trends, the nation's high school graduates will near 3.4 million by the beginning of the third decade of the 21st century.

Figure 2.3. U.S. Nonpublic High School Graduates 1996-97 to 2002-03 (Estimated), 2003-04 to 2021-22 (Projected)



Of course, the demand for postsecondary enrollments among traditional-age students is only driven in part by the number of graduates emerging from the nation's high schools. The proclivity of those graduates to seek entry into a postsecondary institution is also a key determinant of demand. The college-going rate of recent high school graduates has not been constant over time. Figure 2.5 shows how that indicator of demand changed between 1992 and 2004, when it ranged between 54 and 59 percent. (WICHE provides this additional information merely to help readers evaluate the possible impact of future demand; projected future college-going rates were not calculated.)

Figure 2.4. U.S. Public and Nonpublic High School Graduates 1996-97 to 2002-03 (Estimated), 2003-04 to 2021-22 (Projected)



Note: The most recent estimates for most states' nonpublic school graduates were for 2002-03. The most recent actual data for public school graduates were for 2004-05.

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 based on the four major regional divisions of the country and the states within them.

Regional and State Trends

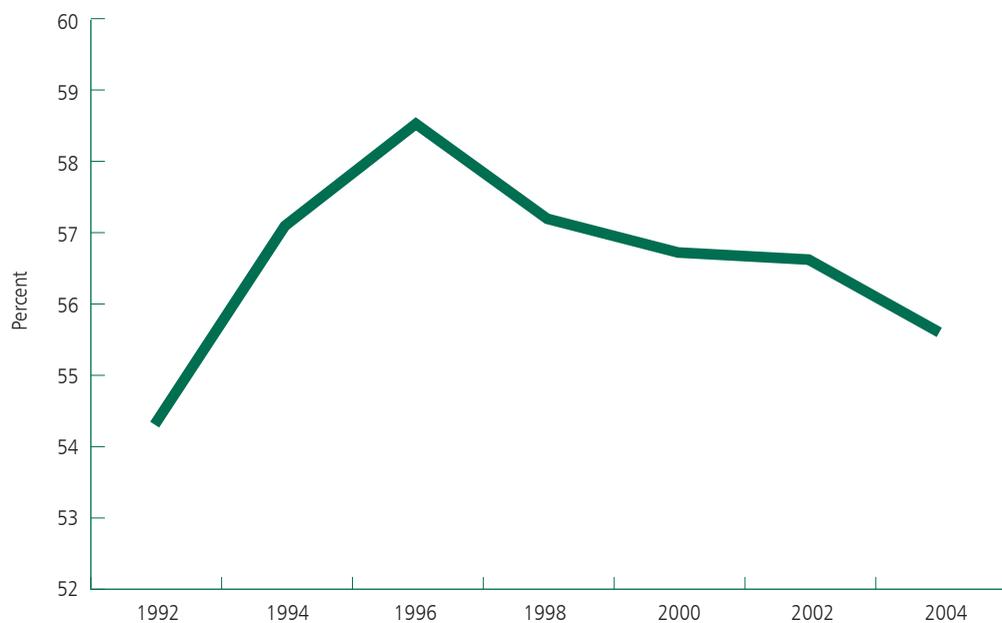
The four regions of the country (shown in Figure 2.6, as we define them for

Knocking at the College Door

this publication) face very different demographic futures. Readers of the preceding edition of *Knocking at the College Door* will note that the makeup of these regions has changed. The first reason to adjust the regions was to move Maryland, Delaware, and the District of Columbia from the Northeast to the South, which is consistent with

the regional geographic divisions established by the U.S. Census Bureau. The second change was to include North Dakota and South Dakota in the Western region, since they face many of the same conditions as neighboring Western states, such as Montana and Wyoming, and also share a number of attributes with them. In addition, both are WICHE members.

Figure 2.5. College-Going Rate of Recent U.S. High School Graduates 1992-2004



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

Figure 2.6. Regional Divisions of the U.S.

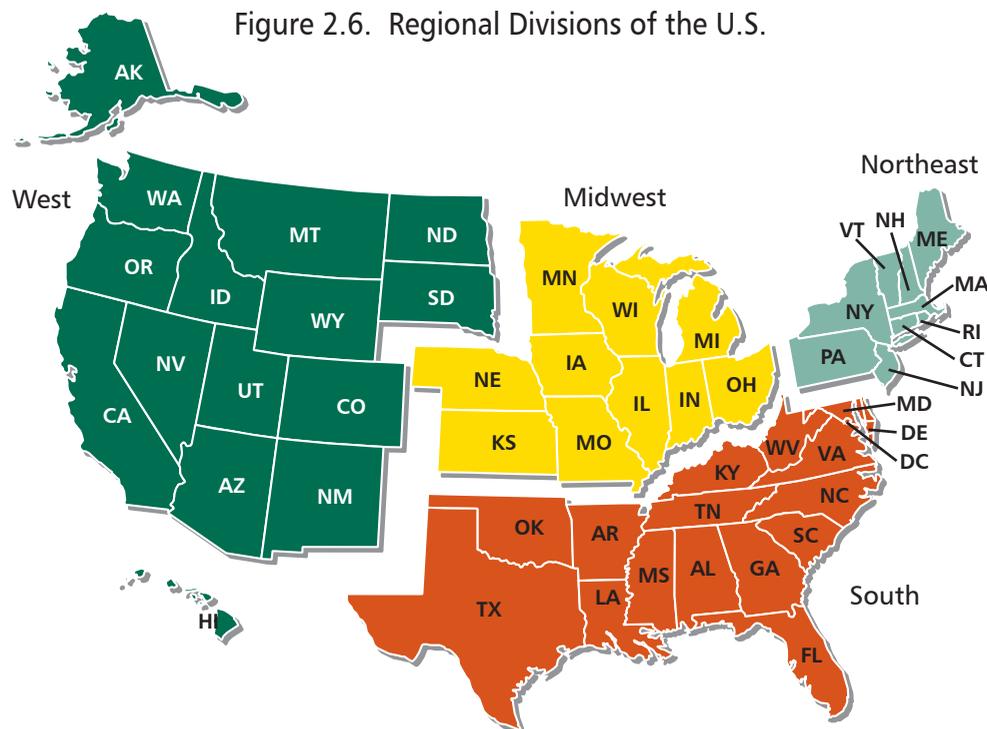


Figure 2.7 shows changes in the number of graduates from both public and nonpublic high schools for all four regions. It indicates that by the end of the projected time period, the Northeast can expect to graduate a substantially reduced number of students. The Midwest will also produce fewer graduates, but both the South and the West will contend with growth.

The Northeast will see a general decline over virtually the entire period between its peak year of 2007-08 and the end of the projections in 2021-22, amounting to a drop equal to about 1 percent per year on average. In the Midwest, graduates will continue to increase until 2007-08 before beginning a long decline that will ultimately see the region's number of graduates fall by over 60,000, or about 8 percent, by 2014-15. Thereafter, the number of graduates is projected to fluctuate. In 2004-05, the number of high school graduates in the West surpassed the Midwest for the first time, and indications are that the gap will continue to widen throughout the projection period. The number of graduates in the West is forecast to peak in 2008-09 at just over 803,000 before beginning a period of slow

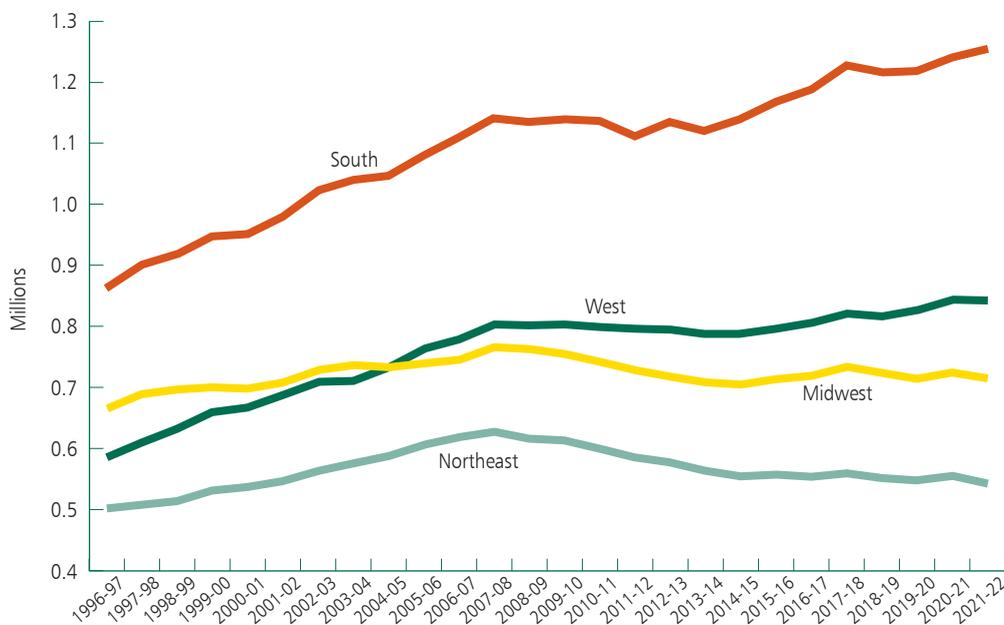
Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

decline until 2014-15, shedding about 2 percent of its graduates during this period. Thereafter, the number of graduates in the West will begin climbing again.

Overall, the trend in the South is generally and rapidly upward. Between 2004-05 and 2021-22, the South will add nearly 210,000 more high school graduates, nearly a 20 percent increase. Most of the projected increase is forecast for the periods 2004-05 to 2007-08 and 2014-15 to 2017-18, with the intervening years

characterized by uneven year-to-year changes.

Figure 2.7. Public and Nonpublic High School Graduates by Region 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)



Note: Nonpublic school graduates are projected beginning with the 2003-04 academic year.

Figure 2.8 provides a view of projected national change in the number of total high school graduates for three different time frames (short, medium, and long term), with the total change disaggregated by region. That is, the figure illustrates how changes in the projections of total high school graduates for each of the regions contribute to the projected national change. As indicated by the left column, in 2009-10 all four regions are expected to grow, but the South and the West will contribute the bulk of the additional graduates projected for the nation. By 2014-15, the Midwest and Northeast will produce fewer graduates than they did in 2004-05. But the additional output from the South and West will more than compensate for the declining regions, so the nation's high school graduates numbers will be higher than in 2004-05. A similar story is evident for the 2019-20 projections, when the increase from the South and West is even more pronounced.

Figure 2.8. Contribution to the Nation's Change in Total High School Graduates (Relative to 2004-05) by Region



Much as the regional picture reveals more detail than what is apparent from the national perspective, so too can conditions in individual states vary from the regional pattern, sometimes dramatically. The

following sections address each of the regions in greater detail.

West

In many ways, the West might be called the least homogenous of all nation's geographic regions. Western states are characterized by diverse economies, ranging from those in Alaska and Wyoming, which are heavily dependent on natural resource extraction industries, to those in Colorado and California, which are more in step with globalized high technology industries, to those like Hawaii, which are 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 (when the population of those who are not White non-Hispanics outnumbers the population of those who are) and others that are seeing their populations explode, both in terms of total numbers and diversity. Home to the most populous state in the nation, as well as to some of the most sparsely populated states, the West will occasionally appear to mirror conditions prevalent in California in analyses of demographic trends. 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.

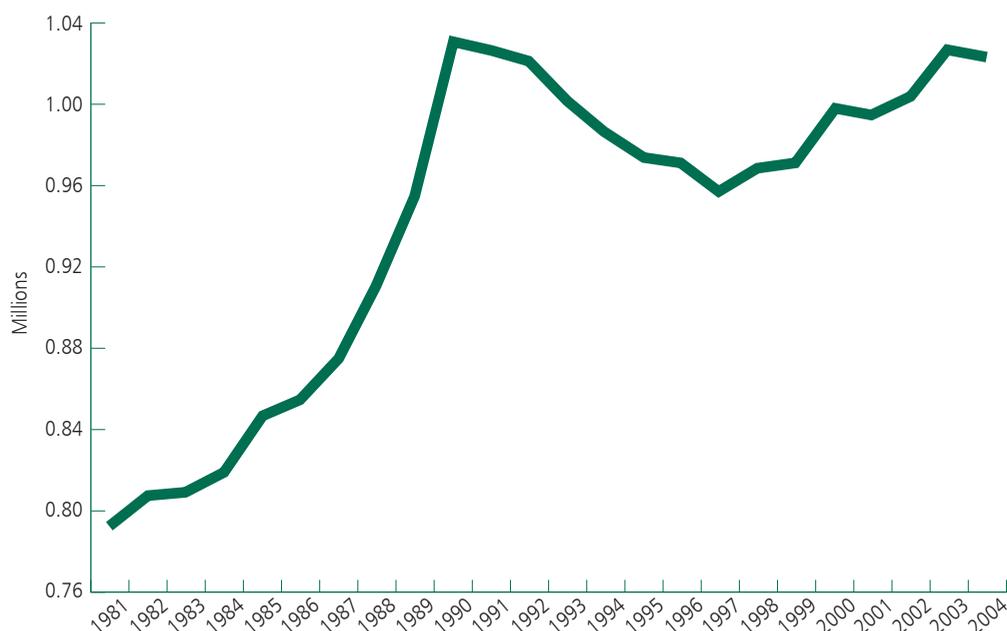
The U.S. Census Bureau projects that the West will be the country's fastest-growing region between 2000 and 2020 in terms of total population.⁶ Domestic migration and natural increase (the extent to which births exceed deaths) are two principal components of this conclusion. According to the last decennial census, the West was able to attract about as many individuals from other regions as it lost to those regions. Between 1995 and 2000, the West's domestic migration rate was 0.2 people per 1,000 population.⁷ Estimates of domestic migration between 2000 and 2004 indicate that the West's rate of importing new residents from elsewhere within the country increased to 3.2 per 1,000.⁸ Births are a second major contributor to the overall population change. Figure 2.9 shows how births in the West underwent rapid and sustained growth between 1981 and 1990, during which time births increased by over 30 percent. Thereafter, births declined modestly through 1997, and then rose in fits and starts until 2003, when they nearly reached their previous peak.

Elementary and Secondary Enrollments

Table 2.3 combines enrollments and graduates in the West. It shows that school enrollments in grades one to 12 increased steadily between 2000-01 and 2005-06 and that the increase will be sustained through 2010-11. Overall, growth will add more than 257,000 students to public schools in the West by the end of the projected period, an increase over 2005-06 of 2.3 percent.

Enrollments in high schools will experience three phases of change between 2005-06 and 2018-19, the last year for which high school enrollments could be projected. The first two projected years (2006-07 and 2007-08) will continue a trend of expansion, with just over 3.8 million students in public high schools by 2007-08. Next will begin a slow decline that will see the West shed more than 32,000 high school students by 2011-12. Thereafter, the West will see more growth, ultimately topping out with almost 4 million high school students in 2018-19. Projections indicate that enrollment patterns in nonpublic high schools

Figure 2.9. Births in the West, 1981-2004



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

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

in the West will generally mirror those of public high schools.

High School Graduates

Between 1991-92 and the last year of actual data in 2004-05, public schools in the West graduated an additional 201,000 students, an overall growth rate of 41.8 percent. That works out to growth roughly equal to

2.7 percent on an average annual basis. By the time that the projections reach a peak regionally in 2008-09, the West is expected to add another 67,344 public graduates, or 9.9 percent. This extremely rapid growth will then come to a halt, and the region can expect to see small, annual drops in graduate numbers until 2015-16, when growth will resume.

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							540,035	44,559	584,594
1997-98							563,681	46,573	610,254
1998-99							585,011	46,649	631,660
1999-00							608,396	49,036	657,432
2000-01	10,409,763	900,218	11,309,981	3,281,013	235,873	3,516,886	617,425	49,305	666,730
2001-02	10,574,613	912,574	11,487,187	3,343,262	243,897	3,587,159	634,682	50,354	685,036
2002-03	10,721,950	898,747	11,620,697	3,447,429	243,326	3,690,755	656,150	51,685	707,835
2003-04	10,867,342	882,091	11,749,433	3,541,591	242,133	3,783,724	657,671	52,461	710,132
2004-05	10,955,595	881,473	11,837,068	3,639,669	245,472	3,885,141	681,870	52,580	734,450
2005-06	11,033,955	882,211	11,916,166	3,729,361	247,955	3,977,316	709,825	52,715	762,540
2006-07	11,106,532	880,134	11,986,666	3,775,390	248,639	4,024,029	723,674	52,638	776,312
2007-08	11,159,655	875,083	12,034,738	3,800,378	247,066	4,047,444	747,167	54,847	802,014
2008-09	11,194,642	869,490	12,064,131	3,796,065	241,955	4,038,020	749,214	53,853	803,066
2009-10	11,242,856	869,001	12,111,857	3,786,037	237,954	4,023,992	748,504	53,174	801,678
2010-11	11,291,202	869,172	12,160,374	3,776,265	233,092	4,009,358	745,141	51,996	797,137
2011-12				3,768,139	228,218	3,996,357	744,055	50,688	794,743
2012-13				3,770,213	228,304	3,998,517	742,398	50,287	792,684
2013-14				3,785,784	228,881	4,014,665	740,306	48,848	789,154
2014-15				3,823,809	230,977	4,054,786	738,721	47,782	786,503
2015-16				3,857,610	233,562	4,091,172	744,874	50,498	795,372
2016-17				3,893,828	233,879	4,127,707	753,470	50,538	804,008
2017-18				3,942,874	235,696	4,178,570	768,707	50,626	819,333
2018-19				3,969,403	237,129	4,206,532	765,921	50,294	816,215
2019-20							773,968	50,747	824,715
2020-21							791,450	51,979	843,429
2021-22							789,300	51,825	841,124

Actual Figures Projected Figures

State Perspectives

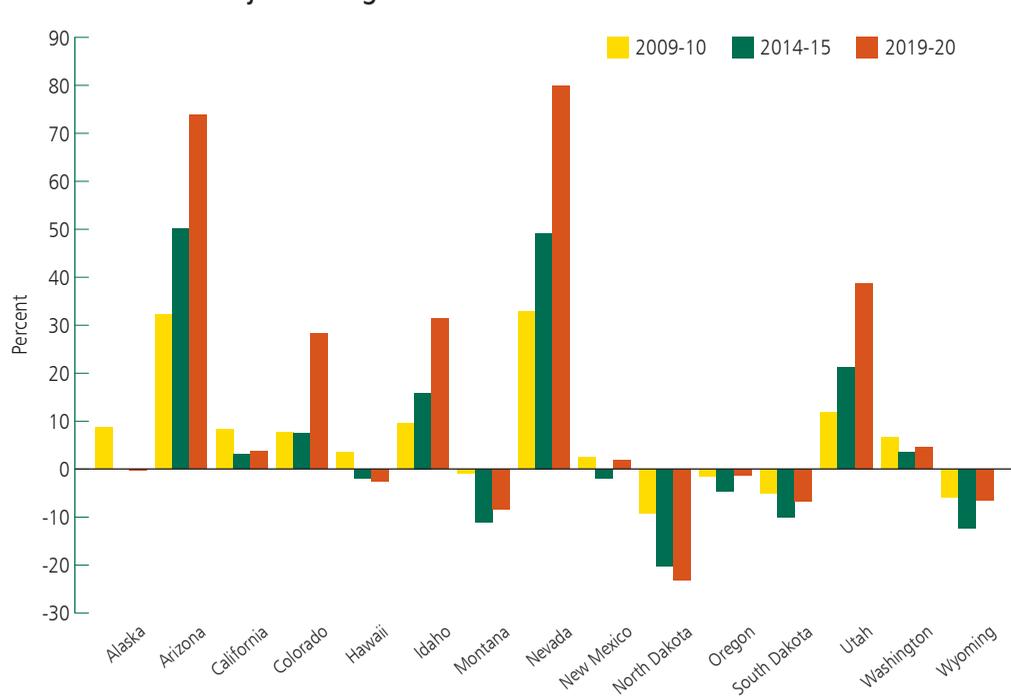
A closer look at the individual states reveals more details about which states are driving the regional patterns discussed above. Figure 2.10 shows the percentage change in the number of public and nonpublic graduates for the Western states at three different points in time, all relative to 2004-05. Two states stand out as contributing to the projected growth: Arizona and Nevada. Both have been experiencing dramatic population growth, and projections indicate that they will see their high school graduating classes nearly double in size by 2021-22 if historical trends persist. Estimates for the average annual increase in graduating class size throughout the projected period for Arizona’s public schools is 3.6 percent, while for Nevada it is 4 percent. While Nevada’s rate of growth is slightly higher, Arizona contributes more momentum to overall regional growth because it is a much larger state. Other Western states that can expect to see big changes in their public school graduating classes by 2021-22 include Colorado (29.3 percent), Idaho (39.1 percent), and Utah (42.4 percent). By 2021-22 California will also have expanded and, while its increase will add substantially to the West’s total growth, it will represent only a 6.6 percent gain for the state. However, in the short term, California’s public graduating classes will swell considerably, peaking in 2007-08 after having grown by more than 33,000 students (9.4 percent) since 2004-05. In fact, the number of public school graduates in California is not expected to reach that height again in these projections.

Counterbalancing rapid growth in these Western states are several others that are facing the opposite challenge: dwindling projections of high school graduates. Western states expecting to see an overall decline during the next 17 years include: Montana, North Dakota, South Dakota, and Wyoming. Of these, North Dakota is forecast to see its graduating classes diminish the most, by about 20 percent. Postsecondary institutions in states where demand from traditional-age students is falling may struggle to maintain enrollments and, with reduced enrollment-based state appropriations and fewer tuition dollars, may see quality suffer. In between are a few states where high school graduates projections are mostly stagnant or growing slowly, including Alaska, Hawaii, New Mexico, Oregon, and Washington.

Figure 2.11 provides another view of projected regional change in the number of total high school graduates at three different points in time, with the total regional change disaggregated by state. That is, the figure illustrates how changes in the projections in each of the Western states’ total number of high school graduates contribute to the projected regional change. As indicated by the leftmost graphic, in 2009-10 the states in the West are projected to collectively graduate about 70,000 more high school students than they did in 2004-05 (the “height” of the column net of the “depth” of the column). Of that increase, the states that will provide the biggest boosts will be Arizona and California, followed

by Nevada, Washington, Colorado, and Utah. North Dakota, South Dakota, and Oregon are projected to lose graduates, and so their contributions are shown as negative. Looking ahead to 2014-15, the contribution from Arizona to the regional increase grows to exceed California’s, and Colorado, Nevada, and Utah will each add more graduates to the regional total than Washington. Several states’ high school graduate numbers will fall, so their contribution to the regional total will be negative. These states include: Montana, New Mexico, North Dakota, Oregon, South Dakota, and Wyoming. By 2020, the regional change is

Figure 2.10. Percent Change (Relative to 2004-05) in the Total Number of Projected High School Graduates in Western States



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

much greater and the additional growth is fueled mostly by larger increases in Arizona, Nevada, Colorado, and Utah, while Idaho is also projected to make a strong contribution to growth by then.

The long-term view conceals differences in the shorter term that are actually less speculative and also contribute to the challenges facing some states. For instance, projections suggest that Alaska's public schools will graduate more students in 2010 than they did in 2005.

So as Alaska's public education leaders are considering ways to serve a small upwelling of demand among traditional-age students, they must simultaneously be thinking about the subsequent, mild erosion of high school graduating classes (if historical trends persist). Furthermore, in most Western states, the bulk of the projected growth (or the moderation of the projected decline) is expected in the shorter term.

Midwest

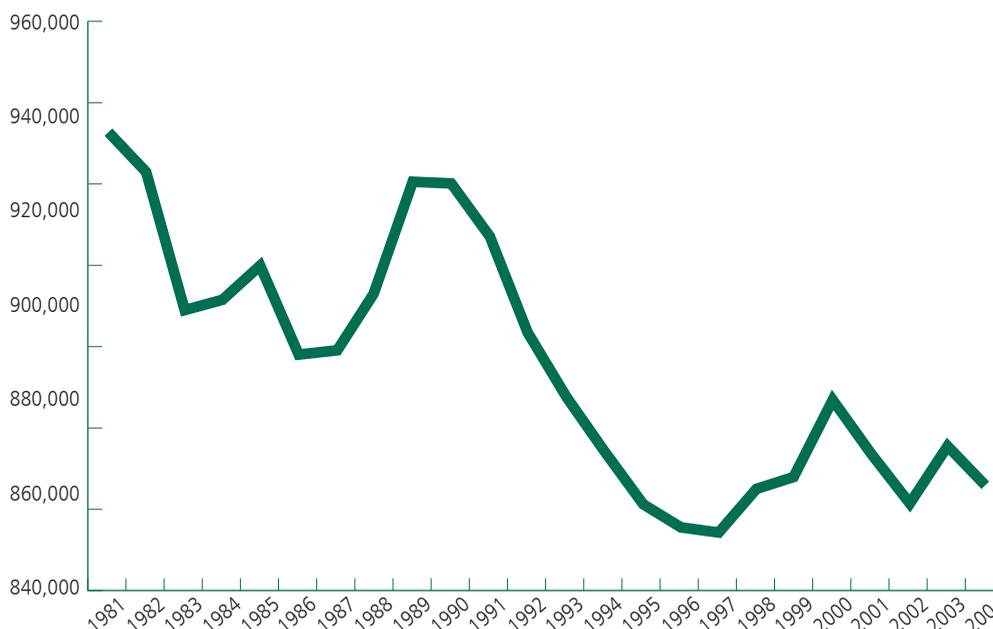
Struck by the departure of a large segment of the manufacturing industries that drove the economies of many of its states, the Midwest has been experiencing out-migration and stagnant population growth overall. Between 1995 and 2000, states in the Midwest lost a total of 541,189 former residents to states in the other regions, a loss of 9.1 individuals per 1,000 population.⁹ During the first four years of the new century, net migration was responsible for a continued decline in population as the Midwest lost an estimated 10 residents per 1,000 population to other regions.¹⁰ This, in combination with a birth rate that, despite considerable fluctuations, has trended downward substantially since 1981 (Figure 2.12), lays the

Figure 2.11. Contribution to the West's Change in Total High School Graduates (Relative to 2004-05) by State



Note: In 2014-15, Alaska's "net contribution" was 0.

Figure 2.12. Births in the Midwest, 1981-2004



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

Knocking at the College Door

context for the enrollments and graduates projections that follow.

Elementary and Secondary Enrollments

Table 2.4 shows actual data and projections for total school enrollments, high school enrollments, and high school graduates in the Midwest. It indicates that, during the projected period, public schools in the region can expect to see mostly a drop-off in overall numbers,

which will decline by nearly 160,000 between 2005-06 and 2010-11, or 1.7 percent. Estimated enrollments in all grades in nonpublic schools crested in 2001-02 and will continue to fall throughout the projection period. Ultimately, by 2010-11, nonpublic schools in the Midwest are projected to have only 87.6 percent of the students they served during 2001-02.

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							601,130	62,503	663,633
1997-98							623,547	65,376	688,923
1998-99							628,177	68,289	696,466
1999-00							630,136	68,769	698,905
2000-01	9,496,254	1,209,535	10,705,789	3,101,443	303,077	3,404,520	627,444	68,899	696,343
2001-02	9,527,408	1,216,647	10,744,055	3,129,030	306,995	3,436,025	634,730	69,998	704,728
2002-03	9,578,806	1,182,178	10,760,984	3,182,348	303,322	3,485,670	656,080	70,859	726,939
2003-04	9,568,112	1,144,697	10,712,809	3,210,867	298,162	3,509,029	663,756	70,544	734,299
2004-05	9,542,835	1,129,273	10,672,108	3,245,435	296,296	3,541,731	660,646	69,302	729,948
2005-06	9,557,681	1,117,795	10,675,476	3,305,286	294,335	3,599,621	674,943	68,396	743,339
2006-07	9,558,240	1,108,284	10,666,523	3,326,127	290,079	3,616,206	685,455	67,387	752,842
2007-08	9,534,363	1,094,830	10,629,193	3,321,298	284,816	3,606,114	703,015	68,386	771,401
2008-09	9,478,022	1,080,507	10,558,529	3,280,453	276,794	3,557,247	702,238	67,118	769,355
2009-10	9,435,083	1,072,065	10,507,148	3,234,330	269,063	3,503,393	694,139	64,407	758,546
2010-11	9,398,451	1,065,860	10,464,311	3,190,856	262,171	3,453,027	684,095	62,962	747,057
2011-12				3,154,809	253,386	3,408,195	671,183	61,126	732,309
2012-13				3,144,429	250,695	3,395,124	664,239	59,854	724,093
2013-14				3,143,472	249,827	3,393,298	656,302	58,018	714,321
2014-15				3,168,762	251,752	3,420,514	652,954	54,963	707,917
2015-16				3,184,040	255,236	3,439,276	660,998	58,342	719,340
2016-17				3,179,390	254,292	3,433,682	662,589	58,743	721,332
2017-18				3,185,967	254,286	3,440,254	676,223	59,590	735,814
2018-19				3,169,495	252,881	3,422,377	667,006	58,482	725,488
2019-20							658,782	57,616	716,397
2020-21							667,943	58,706	726,649
2021-22							661,866	58,207	720,073

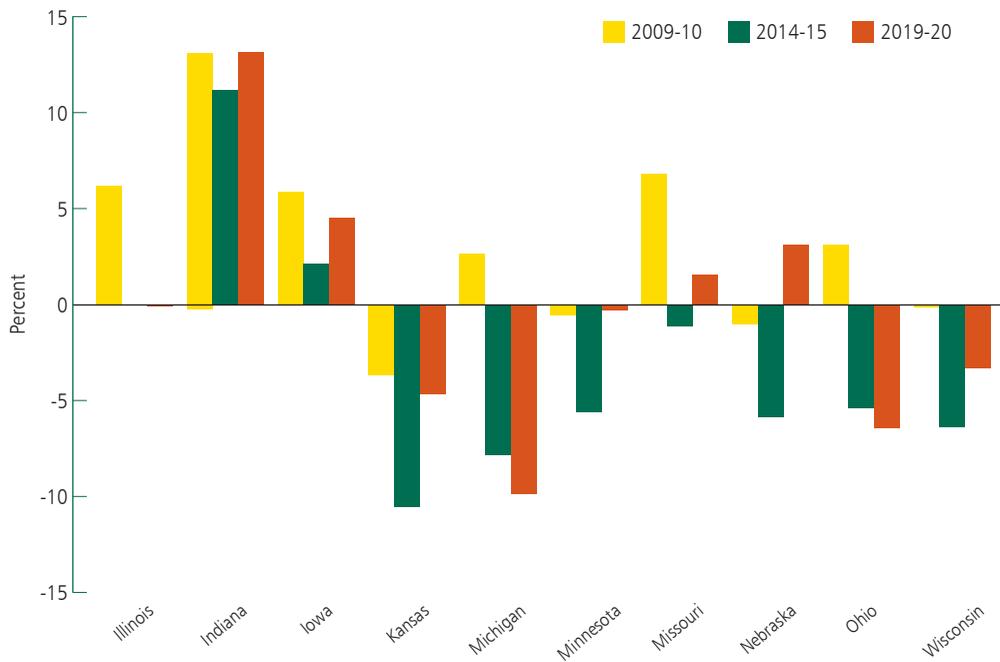
Actual Figures Projected Figures

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

The picture for the Midwest’s high school enrollments is a little less bleak, if only because more years are projected, allowing the region to recover somewhat from early declines. After 2005-06 public high school enrollments will enter an extended slump, shedding almost 162,000 students, or 4.9 percent, by 2013-14. But enrollments will

begin to pick up again the following year. Enrollments at Midwestern nonpublic high schools are projected to fall off even more dramatically, with an average annual decline of over 1.1 percent between 2001-02 and 2013-14.

Figure 2.13. Percent Change (Relative to 2004-05) in the Total Number of Projected High School Graduates in Midwestern States



High School Graduates

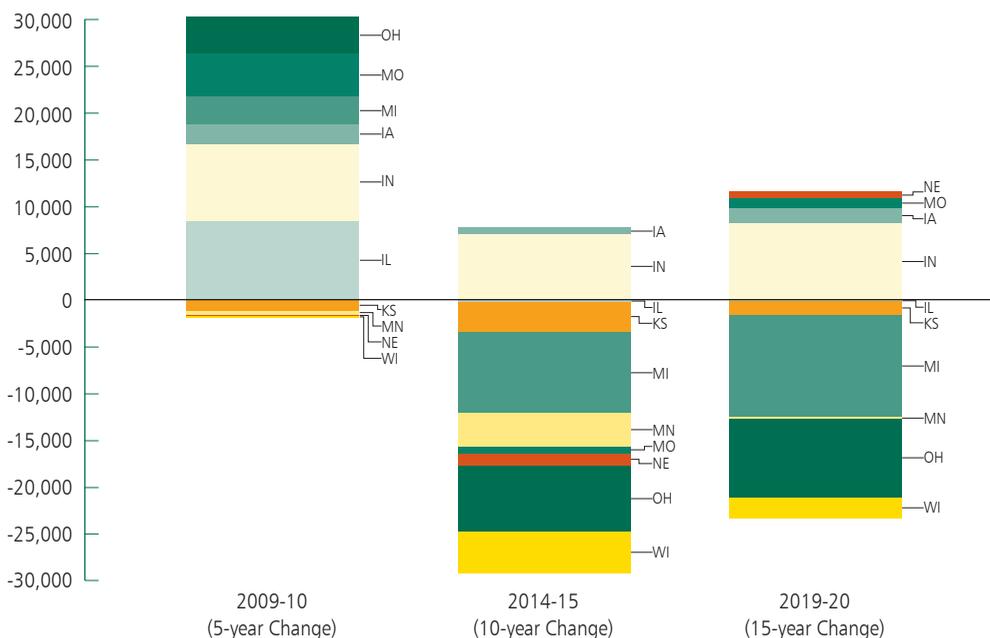
Graduates from public high schools in the Midwest will follow a similar pattern as total enrollments, although the number of graduates will continue to rise initially in the projections period. By 2007-08, the number of public high school graduates will peak at about 703,000. Seven years of declines will follow, and the Midwest will eventually lose over 50,000 public school graduates by 2014-15, or 7.1 percent. The number of graduates from nonpublic schools in the Midwest reached its peak in 2002-03 at just shy of 71,000 and is projected to fall by almost 16,000 (22.4 percent) by 2014-15.

State Perspectives

Leading up to 2007-08, the individual states in the Midwest region will mostly see an initial bump in projections, with all but Kansas experiencing some growth. For most, this growth will be relatively manageable; Indiana is the only Midwestern state with a projected increase greater than 10 percent in the public sector over the three years from 2004-05 to 2007-08.

However, all of the Midwestern states are expected to contribute to the decline in public school graduates between 2007-08 and 2014-15, and the drop will be especially large in a few states. The decline will be greatest

Figure 2.14. Contribution to the Midwest’s Change in Total High School Graduates (Relative to 2004-05) by State



in Michigan, whether one looks at raw numbers or percent change: Michigan will lose a projected 14,606 public school graduates during that time frame, or about 13.2 percent. In addition, Kansas, Minnesota, and Wisconsin can also expect to see the size of their respective public school graduating classes cut by over 8 percent, with Nebraska and Ohio not far behind at more than 7 percent. Projected to be down by over 9,000 graduates, Ohio will be the second biggest loss leader in total numbers, followed by Wisconsin and Minnesota, which will both shed more than 5,000. Indiana's forecast indicates that it will emerge from this downturn relatively unscathed, dropping by only about 500 public school graduates, or less than 1 percent, between 2007-08 and 2014-15. (Figure 2.13 shows the percentage change in the number of public and nonpublic graduates for Midwestern states at three different points in time, relative to 2004-05.)

By the end of the projections period, the individual states of the Midwest are expected to have had quite different experiences. Michigan and Ohio can expect to see large decreases by 2021-22 (relative to 2004-05), which, combined, will account for almost 16,000 fewer public high school graduates. Indiana will see a robust expansion in the number of graduates, with a 16.1 percent increase; and Iowa (6.7 percent) and Missouri (5.9 percent) also have long-term forecasts for notable growth.

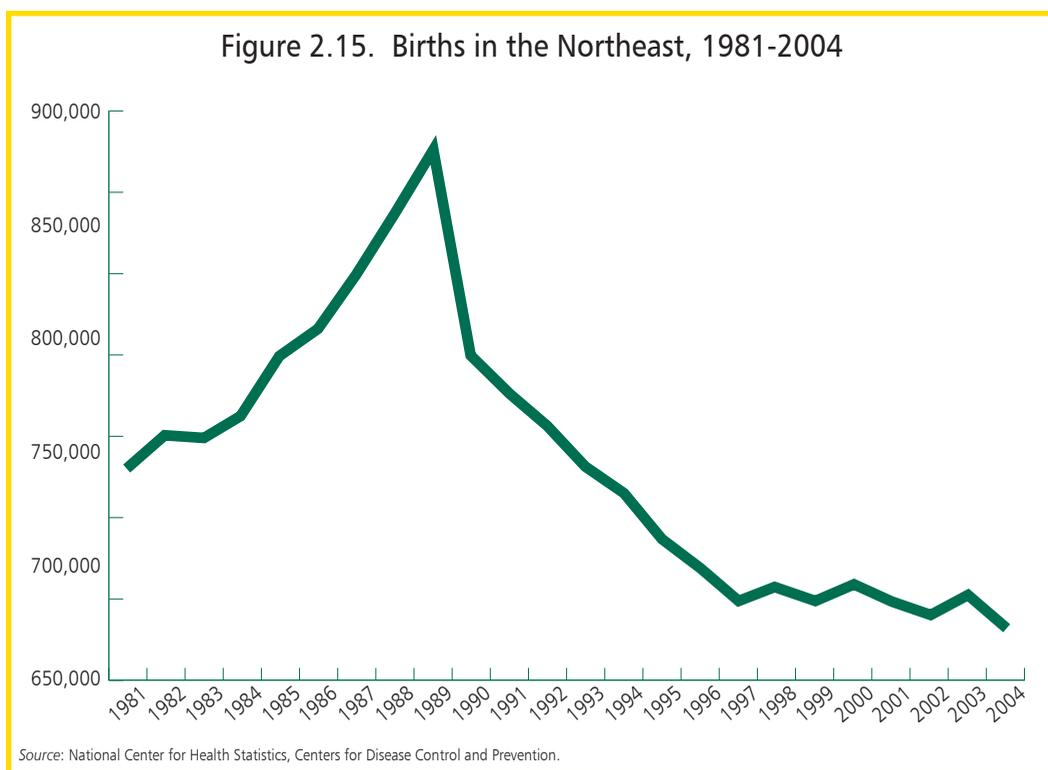
The size of graduating classes from the Midwest's nonpublic sector will also vary by state. Where the number of nonpublic graduates falls, it is forecast to shrink substantially. By 2021-22, the decrease will be roughly 23.5 percent in Illinois, 21.4 percent in Kansas, 37.8 percent in Michigan, 19.4 percent in Nebraska, and 22.8 percent in Ohio. Growth in the number of nonpublic graduates in the other states will be very modest by comparison. Even in Indiana where the percent increase is 9.4, the number of nonpublic graduates will rise by less than 700 over projections for 2004-05.

Figure 2.14 provides an illustration of how

projected changes in total high school graduates in the individual states combine to determine the projected regional change. It indicates that by 2010, the states driving most of the regional increase will be Illinois, Indiana, Missouri, and Ohio, while declines in Kansas will be limiting overall regional growth the most. The story changes dramatically, however, when looking at the class of 2015. Growth projected for Indiana and – to a lesser extent – Iowa, will be overwhelmed by reverses in all the other states, but particularly in Michigan and Ohio. By 2019-20, Missouri and Nebraska join Indiana and Iowa on the positive side of the ledger, but sizeable decreases in Michigan and Ohio will continue to drag the total regional projection downward.

Northeast

If the demographic future presented above for the Midwest in terms of school enrollments and graduates seems gloomy, the Northeast's looks worse: the region will face even more significant and persistent declines in school enrollments and graduates. Overall, the Northeast has struggled to retain its existing population. According to data from the last decennial census, and accounting for both in-migrants and out-migrants, the Northeast lost residents to other parts of the country between 1995 and 2000 at a rate of 25.5 people out of every 1,000.¹¹ That trend persisted into the early part of the 21st century, though estimates suggest the hemorrhaging was somewhat reduced, with the Northeast losing approximately 18.4 per 1,000 population between



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

2000 and 2004.¹² Meanwhile, the number of births in the Northeast went into relative freefall in the early- to mid-1990s (Figure 2.15). Annual births regionwide fell by more than 197,000 between 1989 and 1997, a drop of 22.3 percent. There has not been a consistent pattern in the number of births in the Northeast since then, but overall the region has continued on a more modest downward trend.

Elementary and Secondary Enrollments

Public school enrollments in all grade levels in the Northeast region topped out in 2004-05 at more than 7.4 million (Table 2.5). Since then the region has begun a steep decline that shows little sign of stopping: enrollment numbers are projected to fall by nearly 348,000 students (4.7 percent) by 2010-11. Nonpublic school enrollments in all grades also contribute to the overall decline: having peaked even earlier, in 2001-02,

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							428,595	74,223	502,818
1997-98							431,448	75,503	506,951
1998-99							437,156	76,782	513,938
1999-00							453,814	77,912	531,726
2000-01	7,311,922	1,165,438	8,477,360	2,280,813	351,934	2,632,747	457,638	79,042	536,680
2001-02	7,378,437	1,178,969	8,557,406	2,338,019	360,738	2,698,757	461,479	82,636	544,115
2002-03	7,415,942	1,152,536	8,568,478	2,393,705	360,758	2,754,463	477,241	86,229	563,470
2003-04	7,419,594	1,125,962	8,545,556	2,451,991	361,848	2,813,839	491,655	83,742	575,397
2004-05	7,426,250	1,113,082	8,539,332	2,508,719	365,950	2,874,669	503,528	85,061	588,589
2005-06	7,383,529	1,100,555	8,484,084	2,541,967	365,547	2,907,514	521,007	85,251	606,258
2006-07	7,338,826	1,087,572	8,426,398	2,547,917	363,125	2,911,042	529,937	86,134	616,071
2007-08	7,277,595	1,069,517	8,347,112	2,530,222	357,279	2,887,500	537,662	87,800	625,462
2008-09	7,203,659	1,050,070	8,253,729	2,492,945	347,169	2,840,113	530,282	84,810	615,092
2009-10	7,146,862	1,036,640	8,183,501	2,456,431	337,752	2,794,182	528,443	83,068	611,511
2010-11	7,078,331	1,023,018	8,101,349	2,411,094	327,412	2,738,506	518,708	81,020	599,728
2011-12				2,368,683	315,480	2,684,163	507,825	78,196	586,021
2012-13				2,342,915	308,924	2,651,838	499,965	75,994	575,959
2013-14				2,321,900	304,835	2,626,735	490,041	73,363	563,404
2014-15				2,318,795	304,229	2,623,025	483,054	69,839	552,894
2015-16				2,315,451	305,806	2,621,257	485,038	71,802	556,839
2016-17				2,304,945	304,659	2,609,604	481,299	71,893	553,191
2017-18				2,307,394	304,732	2,612,126	486,234	72,573	558,807
2018-19				2,290,416	302,397	2,592,813	480,719	71,494	552,213
2019-20							476,940	70,797	547,737
2020-21							482,916	71,929	554,845
2021-22							472,353	70,377	542,730

 Actual Figures

 Projected Figures

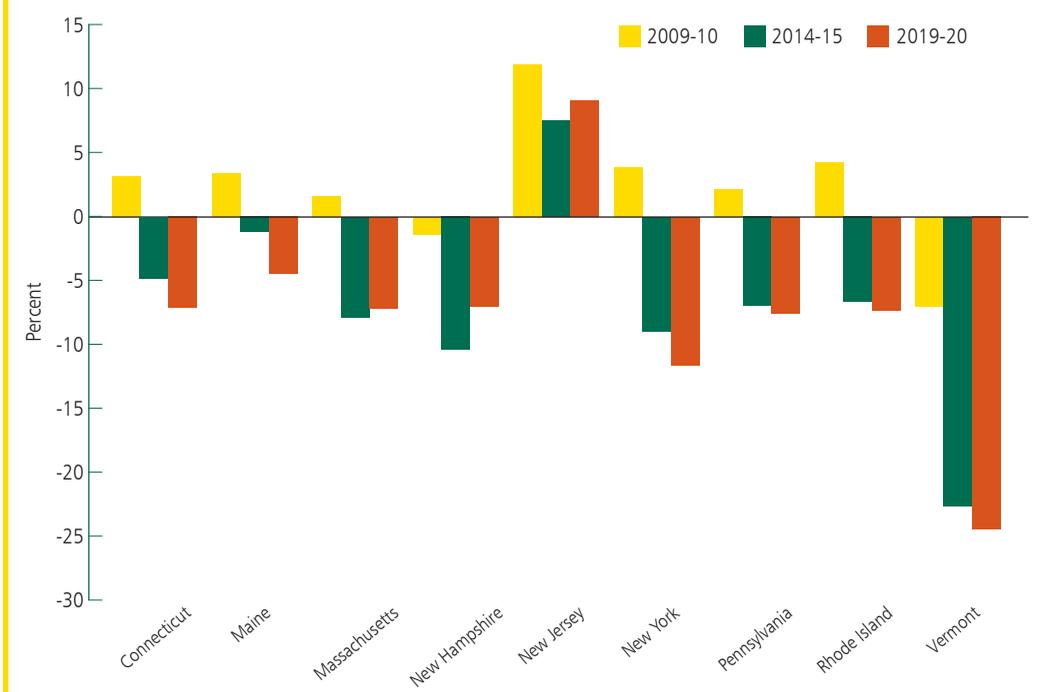
they are projected to fall by almost 156,000 students, or 13.2 percent. In a region that prides itself on its large number of nonpublic schools (at the K-12 as well as the postsecondary level), the share of nonpublic enrollments in all grades will decline from 13.8 percent in 2001-02 to a projected 12.6 percent in 2010-11.

A similar story is apparent when looking at high school numbers. Enrollments in the public sector will begin a persistent decline in 2007-08, resulting in a reduction of 9.5 percent by 2018-19. Nonpublic high school enrollments are also projected to fall precipitously, with the decline beginning in 2005-06. The slump will eventually reduce enrollments by 17.4 percent by 2018-19 but will be steepest between 2006-07 and 2013-14. In those seven years, nonpublic high school enrollments will fall by over 58,000 students (16.1 percent). The share of high school students served by nonpublic schools is expected to fall from 13.4 percent in 2000-01 to 11.6 in 2014-15. These projections assume no major changes in historical trends in schooling choices, but a forecasted decline this dramatic will likely threaten the existence of some schools in the nonpublic sector. Consequently, it will be surprising if nonpublic schools do not adjust policies – such as those relating to tuition or admissions – in order to survive. Such changes will likely target public school students in the region, which would tend to exacerbate the projected decreases in that sector.

High School Graduates

Public high schools in the Northeast have been graduating an increasing number of students since 1993-94; between then and the projections peak year in 2007-08, the number grew by almost 129,000 to 537,662 graduates, an increase of 31.5 percent. But projections show that the class of 2009 will be the first of many consecutive classes of shrinking size, leading to an overall decrease of nearly 55,000 (10.2 percent) by 2014-15. In subsequent years, public high school graduates are expected to fluctuate considerably from

Figure 2.16. Percent Change (Relative to 2004-05) in the Total Number of Projected High School Graduates in Northeastern States



one year to the next, hovering between 472,000 and 486,000. The number of graduates from the Northeast's nonpublic schools will undergo a similar though more variable pattern. By 2014-15, nonpublic schools will produce roughly 20.5 percent fewer graduates than they did in 2007-08, with numbers stabilizing during the remaining years of the projections. Again, changes in nonpublic school policies to offset the projected declines in enrollments described earlier may impact these projections down the road.

State Perspectives

The story that emerges from looking at projections of high school graduates in individual Northeastern states is almost uniformly bleak. Figure 2.16 shows the percentage change in the number of public and nonpublic graduates for the Northeast states at three different points in time, relative to 2004-05. All states but New Jersey are anticipating declines over the long term – and mostly substantial ones at that. New Jersey projects to have an increase in high school graduates of about 9.6 percent between 2004-05 and 2021-22, but all of that increase is forecast to take place by 2007-08. Beyond that year, New Jersey is projected to experience mild fluctuations of no more than 2 percent in the public sector.

Otherwise, Northeast states can expect to see declines in high school graduates by 2021-22, ranging from 2.6 percent in Maine to 22.7 percent in Vermont.¹³ Initially

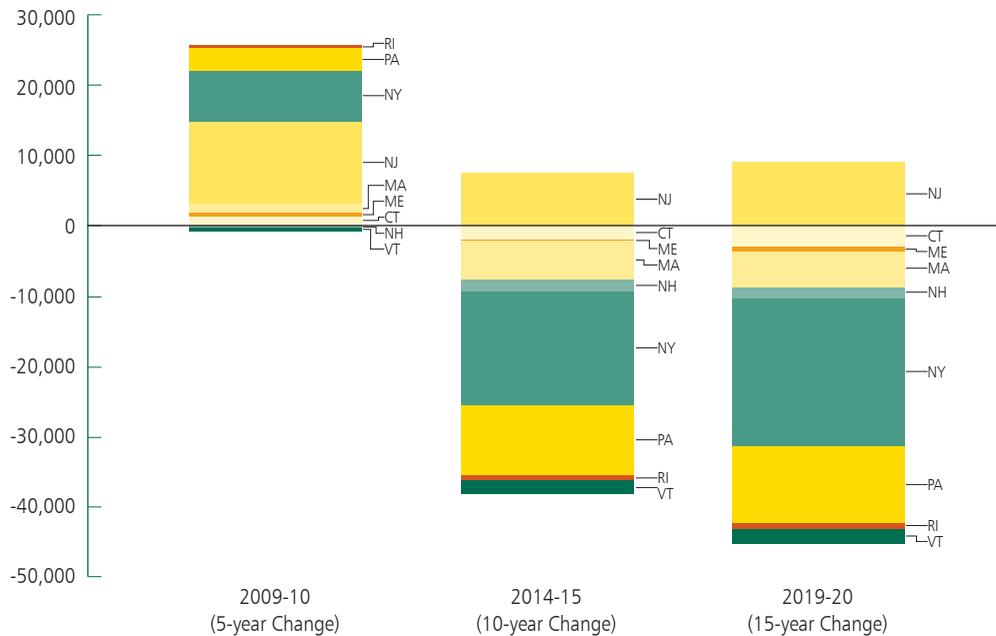
Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

though, many of the states will see growth in the short term, before the pipeline of students begins to dry up. For instance, between the classes of 2005 and 2008, Connecticut's number of public graduates is forecast to grow by 6.3 percent, Massachusetts's will be up by 5.5 percent, New Hampshire's will rise by about 4.9 percent,

New York's will climb by 5.7 percent, Pennsylvania's will be up by 6 percent, and Rhode Island's will increase by 5.5 percent. Only Vermont will not see an initial bump in the numbers of public graduates by 2007-08.

Thereafter, however, all of those states will enter a period

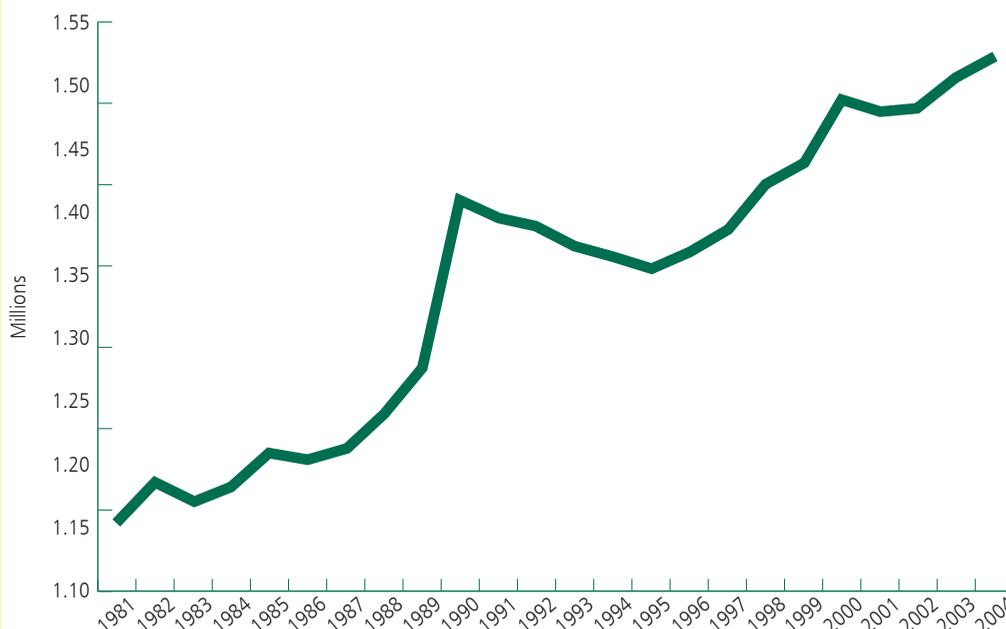
Figure 2.17. Contribution to the Northeast's Change in Total High School Graduates (Relative to 2004-05) by State



of shrinking public school graduate numbers, during which most of them will experience their greatest losses. Between 2007-08 and 2014-15, the drops will range from 8 percent in Connecticut to 18.5 percent in Vermont. Even New Jersey will lose about 3.4 percent of its graduates over this time period.

Figure 2.17 illustrates how the regional picture is influenced by projected changes in each of the Northeast's states. The regional growth between 2004-05 and 2009-10 will be fueled mainly by increases in New Jersey, New York, and Pennsylvania. But by the class of 2015, only New Jersey will still have more graduates than it did in 2004-05, while losses in most states, especially in New York and Pennsylvania, will drag the regional total downward. That pattern only worsens by 2020.

Figure 2.18. Births in the South, 1981-2004



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

South

The South is the most populous region in the nation and has been adding residents at a tremendous pace. Between 1995 and 2000, the South attracted more than 20 new migrants from elsewhere in the country for every 1,000 people already residing there, even after accounting for those individuals who opted to leave.¹⁴ All the region's states, except

Knocking at the College Door

Maryland, West Virginia, Louisiana, and the District of Columbia, experienced positive net migration during that same time frame. More recent estimates suggest that the South's in-migration rate has slowed somewhat, to 13.6 individuals per 1,000 between 2000 and 2004, though the South still added over 1.4 million new residents from other regions.¹⁵ While the South's growth owes much to migration patterns, the pace of births is perhaps more important. With the notable exception of the period from

1990 through 1995, the number of births in the region has grown each year (Figure 2.18). By 2004, there were almost 365,000 more children born to Southern mothers than there were in 1981, an increase of about 31.5 percent.

Elementary and Secondary Enrollments

The rapid growth in domestic in-migration in the South, combined with a dramatic expansion in the

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							789,143	72,552	861,695
1997-98							821,372	77,610	898,982
1998-99							835,286	82,619	917,905
1999-00							861,498	83,317	944,815
2000-01	15,316,500	1,421,067	16,737,567	4,676,673	383,379	5,060,052	866,693	83,560	950,253
2001-02	15,484,182	1,446,391	16,930,573	4,766,673	389,252	5,155,925	890,643	86,144	976,787
2002-03	15,667,855	1,440,348	17,108,203	4,881,025	392,976	5,274,001	930,476	90,514	1,020,990
2003-04	15,826,991	1,433,423	17,260,414	4,984,752	396,533	5,381,285	946,808	91,533	1,038,341
2004-05	15,999,362	1,442,996	17,442,358	5,101,701	401,719	5,503,420	953,206	90,653	1,043,859
2005-06	16,156,508	1,454,835	17,611,343	5,212,058	407,229	5,619,287	985,723	91,591	1,077,314
2006-07	16,321,725	1,468,308	17,790,033	5,277,807	409,279	5,687,086	1,016,544	92,166	1,108,710
2007-08	16,443,516	1,476,123	17,919,639	5,299,910	411,397	5,711,308	1,044,763	95,621	1,140,384
2008-09	16,535,941	1,481,362	18,017,303	5,256,709	409,777	5,666,486	1,035,746	95,959	1,131,705
2009-10	16,673,200	1,490,793	18,163,992	5,263,067	407,937	5,671,004	1,043,188	94,027	1,137,215
2010-11	16,813,030	1,503,647	18,316,678	5,242,799	406,283	5,649,082	1,039,717	94,481	1,134,198
2011-12				5,258,270	402,821	5,661,090	1,016,447	93,930	1,110,377
2012-13				5,329,491	405,580	5,735,071	1,037,873	94,087	1,131,959
2013-14				5,400,178	409,753	5,809,931	1,025,658	92,670	1,118,328
2014-15				5,531,002	418,859	5,949,861	1,045,987	91,413	1,137,400
2015-16				5,611,056	427,433	6,038,489	1,069,557	96,108	1,165,665
2016-17				5,665,180	431,147	6,096,327	1,088,745	97,580	1,186,324
2017-18				5,725,476	435,588	6,161,065	1,125,260	100,827	1,226,088
2018-19				5,761,709	437,986	6,199,695	1,115,185	99,730	1,214,915
2019-20							1,117,692	99,749	1,217,442
2020-21							1,136,866	101,722	1,238,588
2021-22							1,149,316	102,837	1,252,153

Actual Figures

Projected Figures

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

number of births, is sure to create capacity challenges for schools and postsecondary institutions in many places throughout the region. Table 2.6 shows actual and projected enrollments and graduates for public and private schools in the South. 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 2010-11 academic year. Projections indicate that public school enrollments will climb by 656,522 students, an increase of 4.1 percent between 2005-06 and 2010-11. Nonpublic school enrollments are also projected to grow rapidly, at 49 percent between 2003-04 (the last year for which observable data for this sector were available) and 2010-11.

Public high schools in the South will add a projected 550,000 students between 2005-06 and 2018-19, or about 10.5 percent, although annual changes will not be consistently upward throughout the projection period. Most of this projected growth will take place beginning in 2010-11, adding about 519,000 additional students to public high schools by 2018-19. Nonpublic high schools in the region will also see an enrollment increase that is roughly equivalent in percentage terms to the projected enrollment growth in the public schools, with the bulk of the growth expected after 2011-12. Overall, nonpublic high schools are expected to enroll more than 41,000 additional students in 2018-19 than they did in 2003-04.

High School Graduates

The rapid growth of enrollments in the South will translate into many more high school graduates, if historical trends continue. Near-term projections show a rapid increase in public high school graduates between the classes of 2005 and 2008. This first surge will add an estimated 91,557 more graduates (9.6 percent), at an average annual rate of 3.1 percent. After several years in which the number of public high school graduates will remain relatively stable, projections indicate that a swift expansion will begin in 2013-14. This second surge is projected to add almost 124,000 more graduates (12.1 percent) between then and 2021-22.

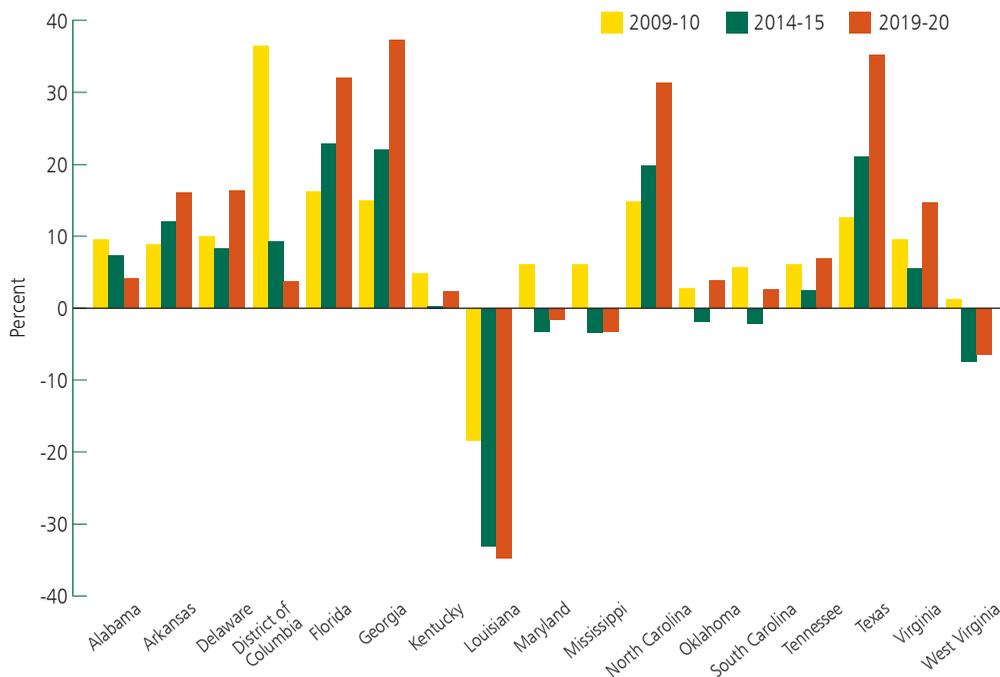
Multiyear patterns in the projections for graduates from nonpublic high schools in the region are less clear, with annual changes almost alternating between increases and declines. However, by 2021-22, graduates from nonpublic schools are projected to number over 12,000 more than they did for the class of 2003 (a 13.6 percent increase), which was the last available year of observable data for this sector.

State Perspectives

Figure 2.19 shows the percentage change in the number of public and nonpublic graduates for the Southern states at three different points in time, relative to 2004-05. Unlike the other regions, where it is mostly the case that the number of public high school graduates in each state

will reach a peak more or less all at the same time, around 2007-08 or 2008-09, the pattern is less clear in the South. To begin with, there is the case of Louisiana. There, initial evidence indicates that the aftereffects of Hurricane Katrina have had a dramatic impact on the projections, resulting in a substantial fall in public graduates. (These projections are built on the first data available on school enrollments post-Katrina, but little is yet known about the long-term effects of the hurricane on enrollments and graduates in affected areas. Readers are cautioned to examine Louisiana's projections in this light. More details and some analysis concerning the projections for

Figure 2.19. Percent Change (Relative to 2004-05) in the Total Number of Projected High School Graduates in Southern States



Knocking at the College Door

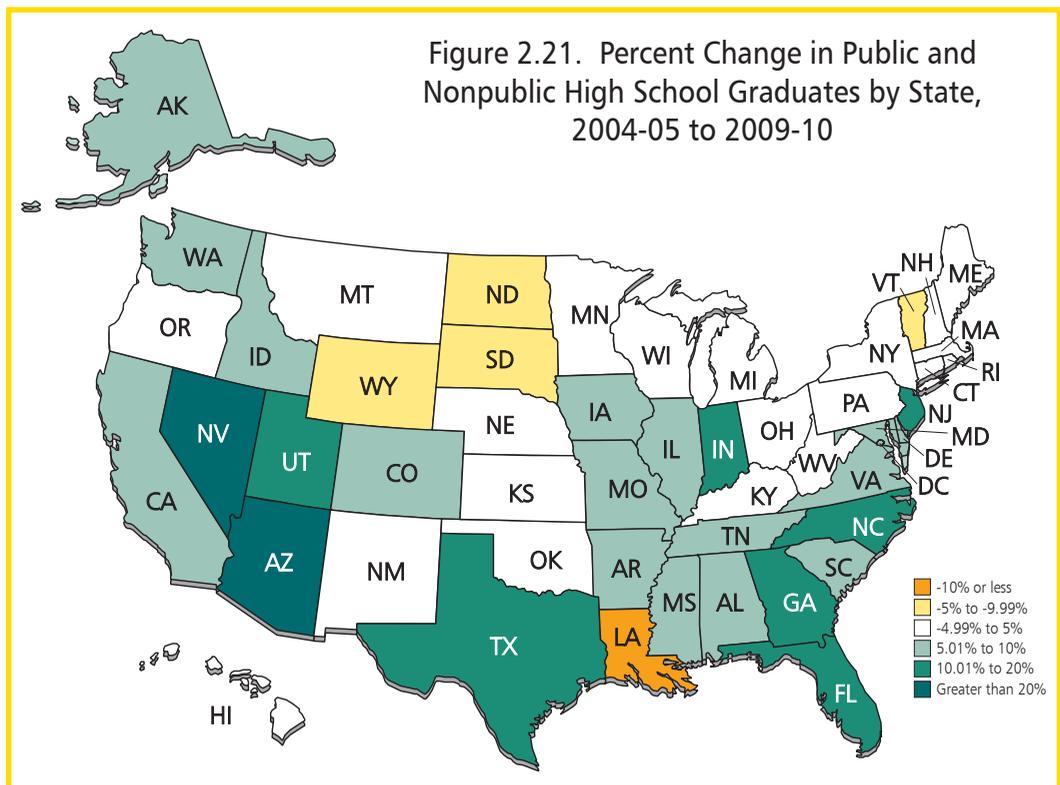
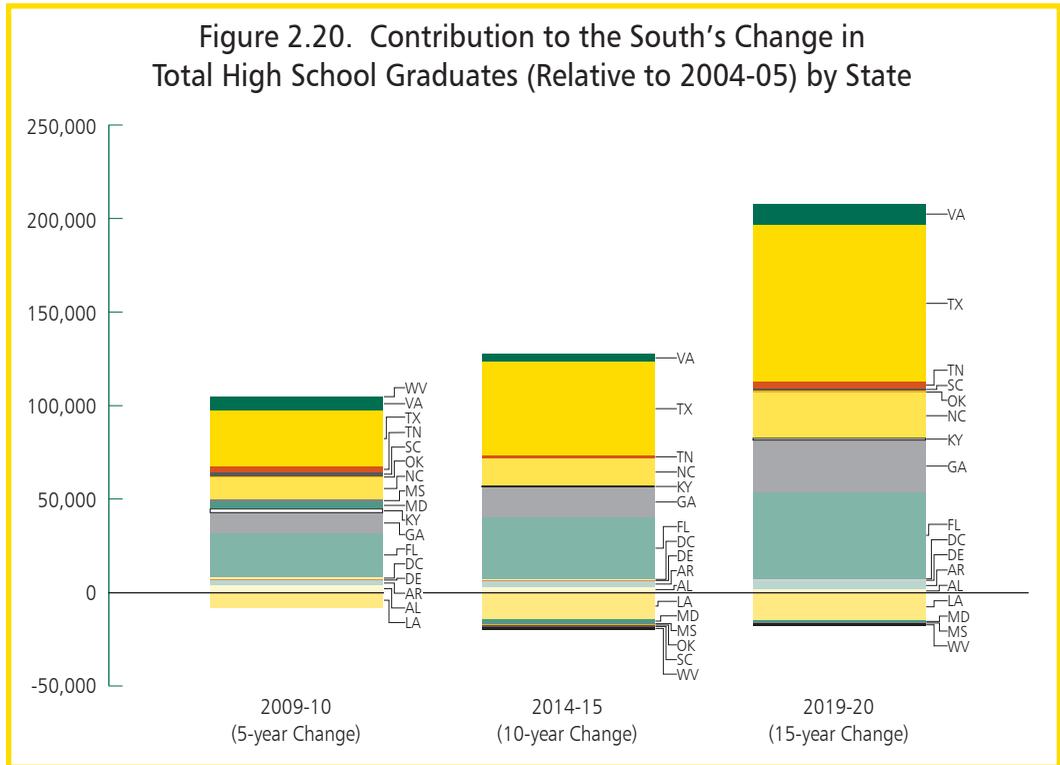
Louisiana are available in Chapter 4.) Additionally, the peaks for each state in the South are spread out over a longer time frame than in other regions. That is, the peak year for South Carolina is 2006-07, while the District of Columbia's peak is delayed until 2010-11.

projected for the longer term. But in Alabama, the District of Columbia, Maryland, Mississippi, and West Virginia, some or all of the increase by 2010 is projected to be temporary. Nonpublic school graduating classes are projected to climb along with public school graduates

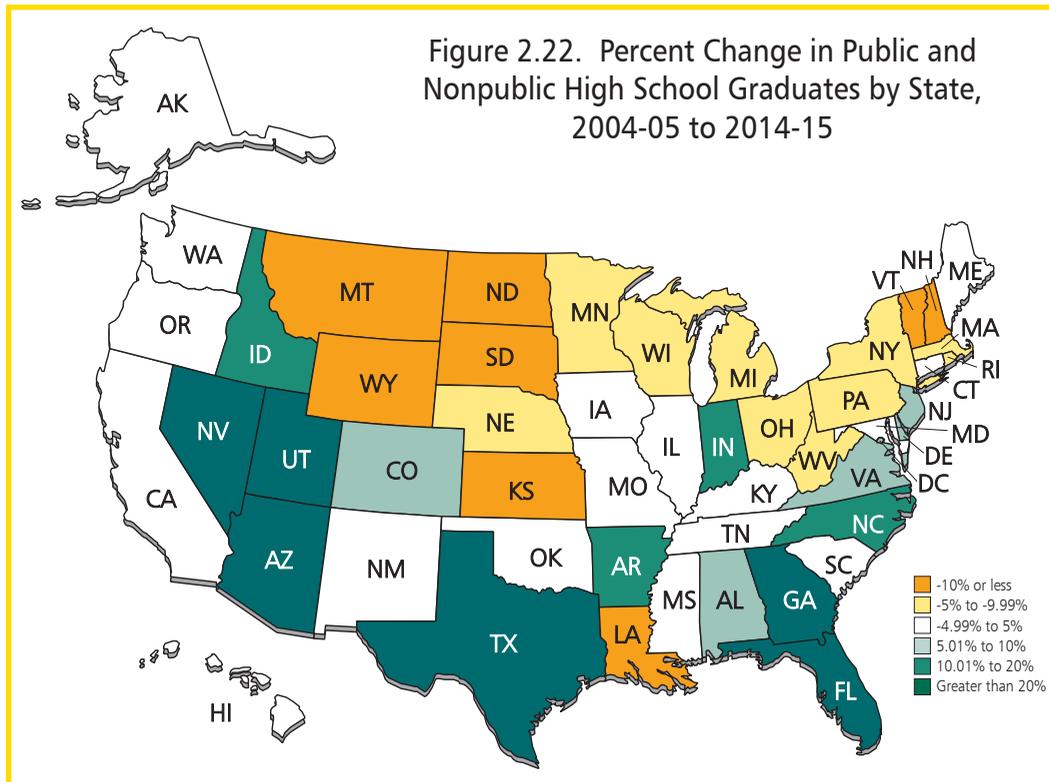
Lastly, it is unclear whether several states – including Florida, North Carolina, Georgia, and Texas – will experience a peak at all; rather, they may undergo a consistent expansion in high school graduate numbers, with a single year or two during which the growth pattern is momentarily interrupted. In fact, these states, which are also the largest in the South, account for the vast bulk of the regional expansion described above. Between 2004-05 and 2021-22, public graduates are projected to climb by over 47,000 in Florida (a 35.5 percent increase), almost 29,000 in Georgia (40.9 percent higher), over 23,000 in North Carolina (up 30.7 percent), and over 96,000 in Texas (a 40.1 percent rise).

Other Southern states will grow dramatically as well. High school graduates numbers in Arkansas, Delaware, and Virginia will grow by about 20 percent or more. Besides Louisiana, only Maryland and West Virginia are projected to see smaller public graduating class sizes at the end of the projections period, relative to the class of 2005.

In the medium term, all states except Louisiana can expect to see increased public graduates by 2010. Generally, these gains are just part of the growth



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

**Summary**

Nationally, these projections indicate that the number of high school graduates will rise through 2007-08, continuing a trend that began more than a decade ago. After that, the number of graduates will dip for several years before starting to increase again around the middle of the second decade of the century. Yet the four geographic regions, as well as individual states, will face very different fortunes over the next decade in terms of the number of graduates they produce from public and nonpublic high schools.

Figures 2.21 and 2.22 illustrate changes in the states over the short term

regionwide, with several exceptions. Louisiana is the most obvious one, though the decline in graduates from nonpublic schools may be much less substantial than declines in the public sector there. Other states will also have shrinking nonpublic school graduating classes between 2002-03 and 2009-10, including Mississippi (23.7 percent), Oklahoma (34.3 percent), South Carolina (18.6 percent), Tennessee (8.9 percent), and Texas (12.8 percent). Mostly, the short-term projections for nonpublic graduates are part of an upward (though uneven) trend that is predicted to reach into the third decade of the 21st century. Kentucky represents the exception, where by 2021-22 the number of nonpublic graduates is forecast to have fallen by 10.8 percent from 2004-05, more than reversing a short-term gain in that state.

and the medium term. Figure 2.21 shows the change over the first five years of the projections, while Figure 2.22 shows the change over the first 10 years. Together, the two figures point to how dramatically the forecast changes from state to state and how it differs among states over the two time frames. While the first half of the period will clearly be characterized by growth in many places throughout the country, by 2015 decreases will be more widespread. In both figures, a number of states in the West and the South stand out for their rapid growth, especially Nevada and Arizona. By contrast, states in the Northeast, the upper Midwest, and the northeastern part of the West can expect to see their production of high school graduates erode.

Figure 2.20 shows the projected regional change in total high school graduates, as disaggregated by state, for three different time periods. It shows that the bulk of the growth in the South is attributable to Texas and Florida, with North Carolina and Georgia accounting for most of the remaining increase.

Endnotes

¹ U.S. Census Bureau, "Census Bureau Projects Population of 300.9 Million on New Year's Day," 28 December 2006, press release, accessed 1/5/08 at <www.census.gov/Press-Release/www/releases/archives/population/007996.html>.

² WICHE, *Knocking at the College Door, 1988 to 2018: Projections of High School Graduates by State, Income, and Race/Ethnicity* (Boulder, CO: WICHE, 2003).

³ Luke J. Larsen, *The Foreign-Born Population in the United States: 2003* (Washington, D.C.: U.S. Census Bureau, 2004), Table 4. Note that the children born in the United States to immigrants are counted in the birth data as native-born individuals.

⁴ U.S. Census Bureau, "Cumulative Estimates of the Components of Population Change for the United States, Regions and States, April 1, 2000 to July 1, 2006" (NST-EST2006-04), accessed 9/6/07 at <www.census.gov/popest/states/NST-comp-chg.html>.

⁵ All nonpublic school enrollment and graduate numbers are estimates due to incompleteness of data. Also, because the source for these data in most states was last administered in 2003, the projections for enrollments and graduates begin earlier than they do for public schools. The last available data for nonpublic school graduates (in most states) was 2002-03 and for public school graduates was 2004-05, with the last data on enrollments available for one subsequent year in both sectors. See Chapter 4 and the Technical Appendix (Appendix B) for more details.

⁶ U.S. Census Bureau, Population Division, "Interim State Population Projections, 2005," accessed 9/12/07 from <www.census.gov/population/www.projections/regdivpyramid.html>.

⁷ U.S. Census Bureau, "Domestic Migration Across Regions, Divisions, and States: 1995 to 2000" (Washington, D.C.: U.S. Census, 2003), 3. Note that this figure represents interregional domestic migration as defined by the U.S. Census Bureau, which includes North Dakota and South Dakota in the Midwest rather than in the West, as this publication does elsewhere.

⁸ U.S. Census Bureau, "Domestic Migration in the United States: 2000 to 2004" (Washington, D.C.: U.S. Census Bureau, 2006), 2. Note that this figure represents interregional domestic migration as defined by the U.S. Census Bureau, which includes North Dakota and South Dakota in the Midwest rather than in the West, as this publication does elsewhere. The net migration rates provided in this publication are annualized; to estimate a total net migration rate over the four years, the annual rate was multiplied by four.

⁹ U.S. Census Bureau, "Domestic Migration, 1995 to 2000."

¹⁰ U.S. Census Bureau, "Domestic Migration, 2000-2004," Table 1. The annual rate of change listed in the publication was multiplied by four.

¹¹ U.S. Census Bureau, "Domestic Migration, 1995 to 2000."

¹² U.S. Census Bureau, "Domestic Migration, 2000-2004," Table 1. The annual rate of change listed in the publication was multiplied by four.

¹³ Interestingly, Maine's nonpublic schools are forecast to experience a period of growth completely atypical of the rest of the region's projections, producing 63.7 percent more graduates in 2021-22 than in 2004-05. This result is so counter to trends throughout the region that the most reasonable explanation is that it may be due to measurement error in the data source. Details concerning the difficulty of obtaining useful data on nonpublic graduates are described in the Methods Chapter (Chapter 4) and the Technical Appendix (Appendix B).

¹⁴ U.S. Census Bureau, "Domestic Migration, 1995 to 2000."

¹⁵ U.S. Census Bureau, "Domestic Migration, 2000-2004," Table 1. The annual rate of change listed in the publication was multiplied by four.

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Chapter 3. PROJECTIONS BY RACE/ETHNICITY

The previous chapter examined the ways in which the overall demand for educational services will impact states, localities, and institutions in the years ahead. The key questions relating to educational policies and practices raised by the projections in that chapter mostly centered on issues of providing adequate capacity and preserving quality. This chapter will concentrate on the dramatic changes in demography which are part of that overall demand.

Seismic demographic shifts are remaking the fabric of our society, and they will dramatically alter the racial/ethnic composition of our primary and secondary schools and postsecondary education institutions. Specifically, growth in minority populations, particularly among Hispanics,¹ is vastly outpacing change in the White non-Hispanic population. The nation is in the process of transitioning from one in which a single racial/ethnic group predominates to one that has no single race/ethnicity that can claim a majority of the population.² Some states, including California, Hawaii, New Mexico, and Texas, are already majority-minority (where less than 50 percent of the population is White non-Hispanic), and more are poised to follow within a short time. This is due in large part to the fact that White non-Hispanic women have a lower fertility rate than Black non-Hispanic and Hispanic women (Figure 3.1). In addition, the fertility rate among Hispanics has been increasing in recent years, while the fertility rate for Black non-Hispanics and White non-

Hispanics has been flat or declining.³ Also, immigration into the United States in recent years has been dominated by individuals from Latin American countries, intensifying the demographic changes already underway.⁴

In response to these developments, educational providers and policymakers will need to examine how existing educational systems and policies must be reformed in order to better serve fast-growing but historically underserved populations, especially Hispanics. Persistent gaps in educational attainment levels are the legacy of our nation's past failures to more effectively reach minority populations. These projections are clear evidence that vast improvements in how our nation and individual states meet the educational needs of minorities are imperative for competitiveness and prosperity in a global economy that is increasingly driven by a society's accumulated knowledge and skill. Thus, the projections described in this chapter will ideally lead states, localities, and institutions to explore new ways to deliver quality curricula, effectively assess performance, provide sufficient academic support, conduct outreach, and the like.

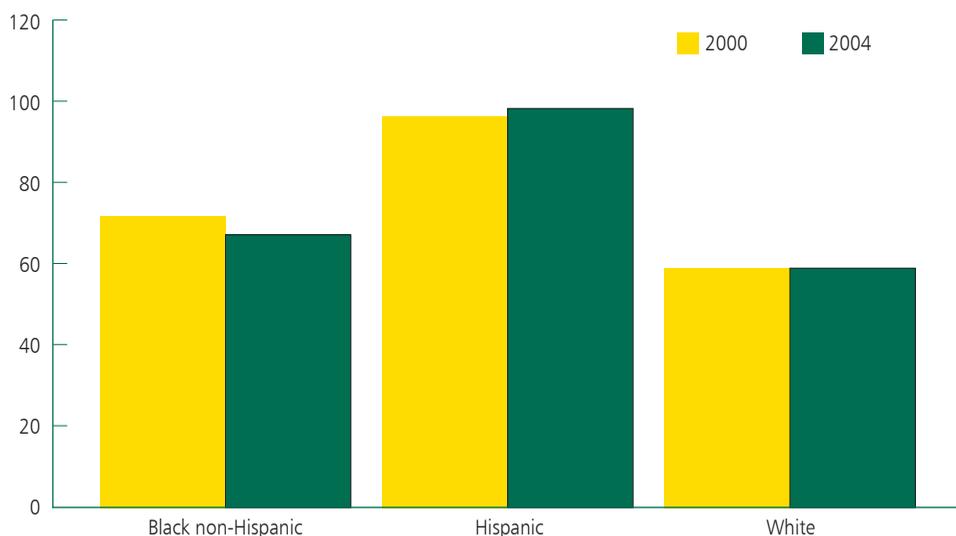
Unlike the previous chapter, this analysis will focus solely on the population of individuals attending public schools, a restriction necessary because data on nonpublic school enrollments and graduates disaggregated by race/ethnicity are not available in any consistent manner across the nation. Data on homeschooled students are also not

included, for the same reason. Thus, the data and projections described here capture the large majority of school enrollments and graduates from the traditional educational pipeline – but not all. It is worth noting that student bodies at nonpublic schools and homeschooled students across the nation are disproportionately White non-Hispanic (Table 3.1).⁵

National Trends

Nationally, White non-Hispanic mothers give birth to the most children as a group (Figure 3.2). But over the past decade and a half, the number of White non-

Figure 3.1. Fertility Rates by Race/Ethnicity



Note: Fertility rates measure the number of live births per 1,000 women aged 15 to 44.
Source: Martin et al, 2006.

Knocking at the College Door

Hispanic births has declined steeply while the number of births in almost all other racial/ethnic groups has risen – so much so that by 2004, the difference between the number of White non-Hispanic births and the number of minority births had shrunk to a little over 500,000, down from 1.25 million in 1990. White non-Hispanic births fell by 15.1 percent over this time period, while Hispanic births grew by 56.7 percent. Births among Asians/Pacific Islanders were up even more dramatically (58.2 percent), but their relatively low numbers reduce their impact on the overall trend. Finally, the number of Black non-Hispanic births dropped almost as steeply as the number for White non-Hispanics (14.1 percent).

This relative change in the number of births is a major factor in the demographic shifts taking place. But immigration is also diversifying our national population. According to the U.S. Census Bureau, foreign-born individuals who emigrated to the U.S. between 2000 and 2006 numbered an estimated 7.6 million new residents.⁶ Most of the new residents came from Latin American countries, especially Mexico.⁷

Public Elementary and Secondary Enrollments

The increasing racial/ethnic diversity in our nation is very evident in data and projections for enrollments at our public schools. Table 3.2 shows the actual number of pupils by race/ethnicity for the academic years 2000-01 through 2005-06, with projections through 2010-11. It indicates that in just the five years preceding 2005-06, all racial/ethnic groups except White non-Hispanics experienced growth, and the number of Hispanic students grew especially fast, with 1.8 million new students (a 26 percent increase). Looking ahead, rapid growth in Hispanic enrollments is expected to continue, as are decreases in the White non-Hispanic population. By 2010-11, the number of students of Hispanic origin will climb by another 1.8 million, while the number of White non-Hispanics will fall by 1.5 million. The number of Black non-Hispanic students at all grade levels is forecast to peak in 2006-07 and then begin a gradual decline.

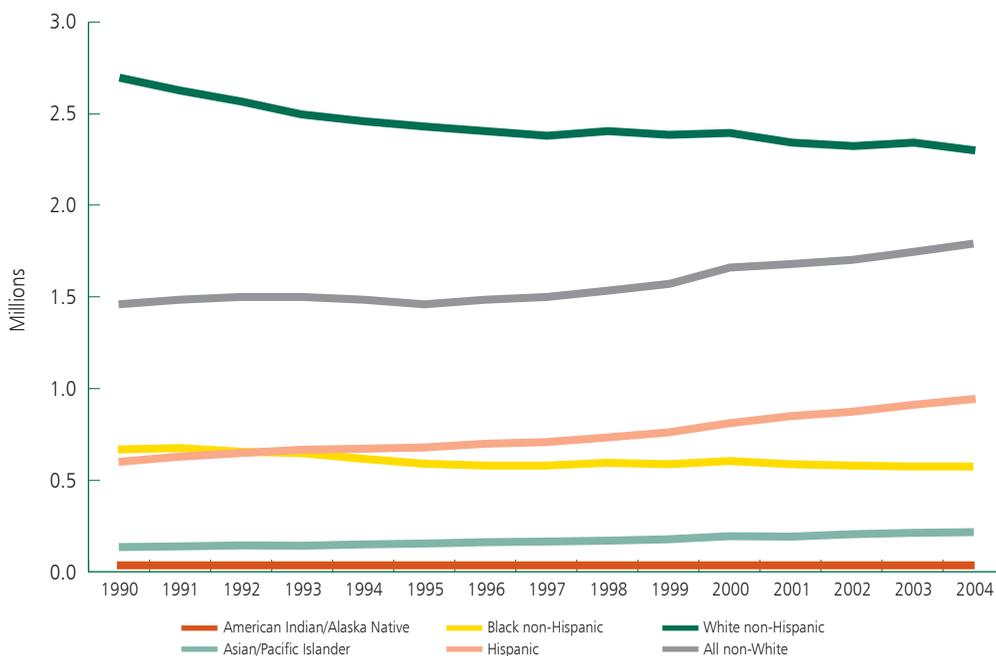
To obtain a longer view of enrollment change than is possible by looking at all grade levels (since births are not projected), Table 3.3 examines enrollments in public high schools by race/ethnicity. It tells a similar story, with continued growth among Hispanic students. By 2018-19, the number

Table 3.1. Percent Distribution of Students by Race/Ethnicity in Public, Nonpublic, and Home Schools, 2003-04

Race/Ethnicity	Public Schools	Nonpublic Schools	Home Schools
White non-Hispanic	58.7	76.2	77.0
Black non-Hispanic	17.1	9.5	9.4
Hispanic	18.5	8.8	5.4
Other	5.6	5.7	8.3
Asian/Pacific Islander	4.4	4.9	–
American Indian/Alaska Native	1.2	0.6	–

Notes: Data for Asians/Pacific Islanders and American Indians/Alaska Natives were not separately broken out in the homeschooling data. Data for public school enrollments are for grades one - 12 only. Numbers may not sum to 100 due to rounding.
Sources: NCES, *Common Core of Data*; Broughman and Swaim, *Characteristics of Private Schools in the United States*; Princiotta and Bielick, *Homeschooling in the United States*. WICHE calculations.

Figure 3.2. Births in the U.S. by Race/Ethnicity



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

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table 3.2. U.S. Public School Enrollments at All Grade Levels (Grades 1-12), by Race/Ethnicity

	American Indian/ Alaska Native	Asian/ Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic
2000-01	497,904	1,769,239	7,186,348	6,751,543	26,295,562
2001-02	509,088	1,835,168	7,275,392	7,140,329	26,137,057
2002-03	525,335	1,887,508	7,381,228	7,507,466	25,988,658
2003-04	530,665	1,935,325	7,428,010	7,856,464	25,784,676
2004-05	530,556	1,981,087	7,461,725	8,176,613	25,543,574
2005-06	536,378	2,037,528	7,480,219	8,504,642	25,283,403
2006-07	540,890	2,104,039	7,487,076	8,855,633	25,017,763
2007-08	543,236	2,166,196	7,453,781	9,216,017	24,698,496
2008-09	543,913	2,234,649	7,384,305	9,559,029	24,344,848
2009-10	544,290	2,310,320	7,319,155	9,920,625	24,063,435
2010-11	546,225	2,387,485	7,251,595	10,287,365	23,784,157

Table 3.3. U.S. Public High School Enrollments (Grades 9-12), by Race/Ethnicity

	American Indian/ Alaska Native	Asian/ Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic
2000-01	151,617	595,923	2,064,184	1,852,955	8,671,374
2001-02	157,273	613,421	2,121,744	1,968,722	8,697,601
2002-03	166,443	635,813	2,206,255	2,103,625	8,767,332
2003-04	174,840	655,382	2,285,967	2,233,208	8,800,704
2004-05	176,575	675,939	2,359,834	2,372,318	8,849,422
2005-06	184,201	699,757	2,441,828	2,517,313	8,872,046
2006-07	187,289	714,833	2,485,427	2,641,944	8,803,948
2007-08	187,131	729,919	2,499,086	2,765,677	8,657,182
2008-09	185,026	745,462	2,468,337	2,858,900	8,442,205
2009-10	181,697	764,844	2,433,421	2,967,287	8,260,386
2010-11	179,776	785,909	2,371,172	3,055,033	8,087,358
2011-12	178,953	807,085	2,320,169	3,142,002	7,951,572
2012-13	180,019	826,224	2,303,258	3,244,817	7,873,362
2013-14	182,036	844,659	2,293,303	3,347,620	7,811,993
2014-15	185,618	885,782	2,322,340	3,498,282	7,802,230
2015-16	188,742	922,265	2,325,146	3,660,083	7,763,260
2016-17	191,031	968,076	2,306,594	3,817,082	7,699,969
2017-18	192,907	1,018,025	2,290,889	3,983,368	7,668,371
2018-19	193,459	1,044,807	2,265,968	4,134,501	7,582,099

 Actual Figures

 Projected Figures

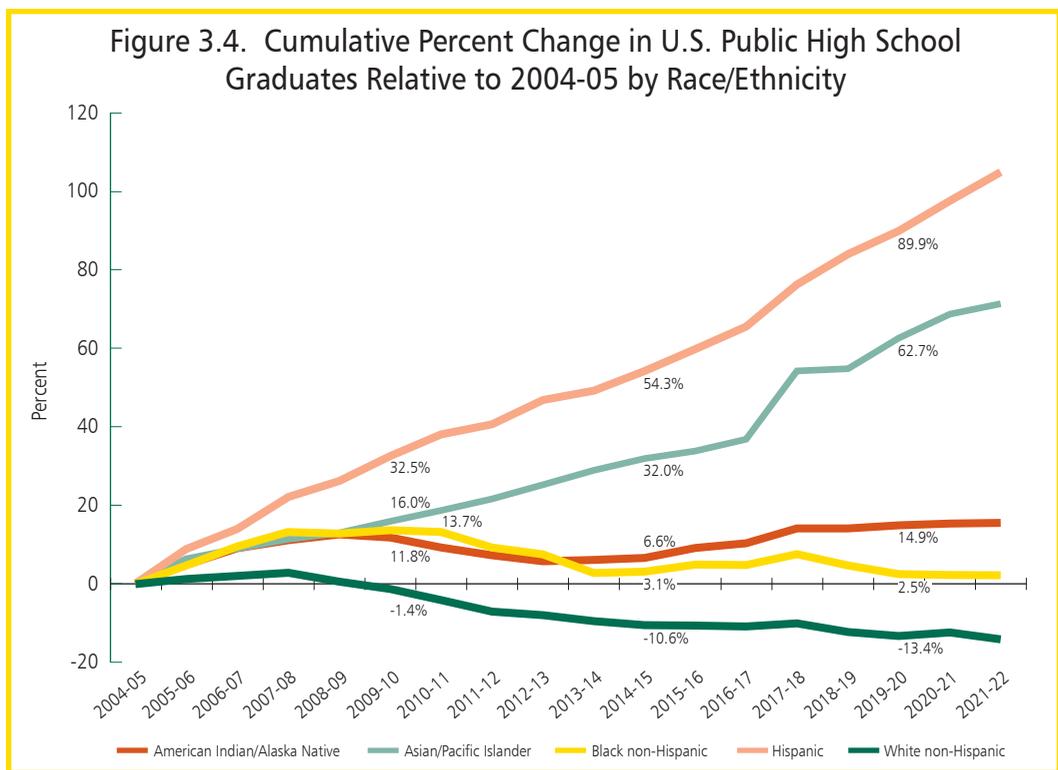
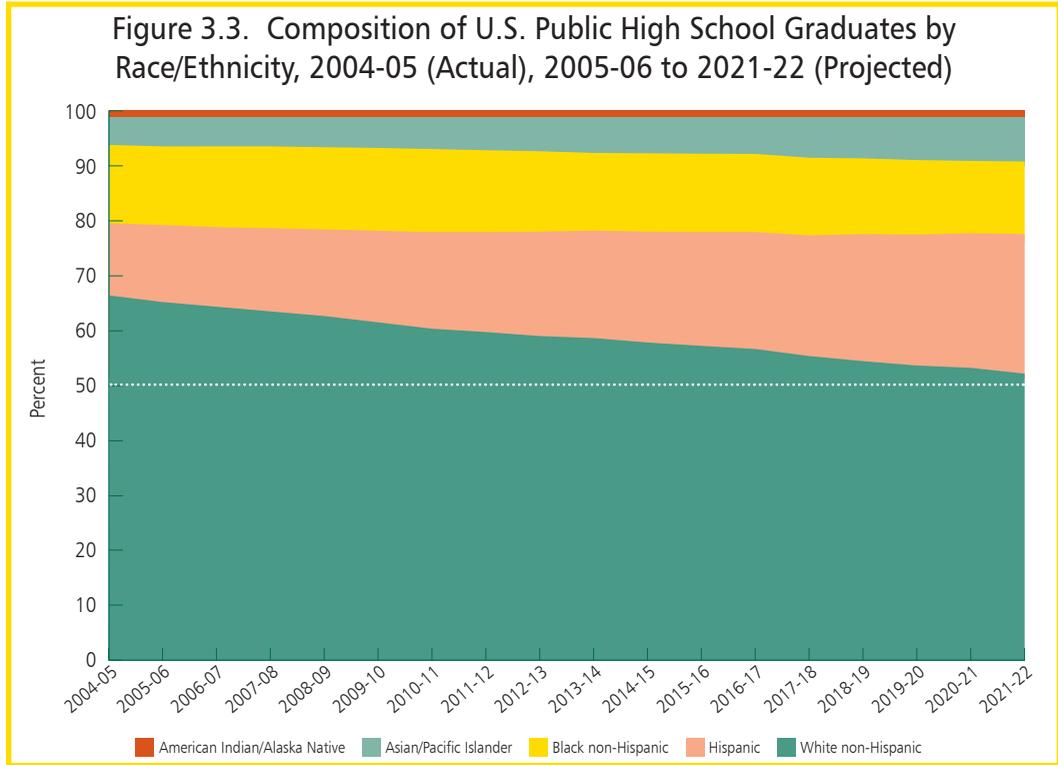
Knocking at the College Door

of Hispanic high school students nationwide will have more than doubled from its 2001-02 level, increasing its composition of enrollments from 14.5 to 27.2 percent. This growth will offset declines in the number of White non-Hispanics enrolled at public high schools. These projections indicate that our nation's public high schools will become majority-minority in 2018-19, when the share of high school students who are White non-Hispanic is expected to fall below 50 percent for the first time. Also growing will be the proportion of enrollments among Asian/Pacific Islanders, while the share of Black non-Hispanic students is forecast to peak in 2007-08 and then decline.

High School Graduates

Similarly, the rapid demographic diversification evident in the enrollment projections will have profound effects on the nation's supply of high school graduates. Figure 3.3 shows how the composition of the nation's graduating classes is forecast to change in the years to come, especially by highlighting how the steep decline in the number of White non-Hispanics will be almost completely offset by growth in the number of Hispanic graduates. Similarly, the decline in the share of Black non-Hispanics will be fully balanced by growth in the proportion of Asians/Pacific Islanders. The projected result is that White non-Hispanic high school graduates are expected to decline toward 50 percent of the graduating class, but won't quite reach that watermark by 2021-22.

Figure 3.4 presents data on high school graduates by race/ethnicity in another way that highlights the rapid growth among Hispanics and Asian/Pacific Islanders and contrasts that growth with decreases among graduates of White non-Hispanic descent. It shows the cumulative percent change in graduates, using 2004-05 (the last



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

year of actual data) as the base year. The graph indicates that, for instance, in 2009-10, the number of high school graduates of Hispanic descent will be approximately 32.5 percent higher than in 2004-05; by 2014-15, that number will have reached about 54.3 percent, and so on. (Because it is expressed in percentage terms, the growth or decline represented is specific to each racial/ethnic group individually.)

Thus, the graph indicates that all race/ethnicities will see growth initially in the projections. But after 2007-08, three groups will begin a period in which their numbers will stagnate or fall. While the declines among Black non-Hispanics and American Indians/Alaska Natives will never make their number fall back to their 2004-05 levels, by 2009-10, the number of White non-Hispanic graduates will have declined below that level and will continue to fall throughout the projected period. Meanwhile, the number of Hispanics and Asians/Pacific Islanders are forecast to experience a rapid and mostly uninterrupted climb throughout the projection period. By 2019-20, the increase in Hispanic graduates will have reached 90 percent, and Asians/Pacific Islanders will have grown by about 63 percent.

Regional and State Trends

These national demographic changes will play out very differently across the regions and in individual states. However, any differences will generally be a matter of degrees, rather than of incongruence with the overall patterns. That is, regional and statewide patterns are mostly consistent in moving toward greater diversity, though the actual magnitude to which the racial/ethnic composition of public school enrollments and graduates is changing varies, as does the speed at which it is changing.

Once again, births data herald significant change in enrollments and graduates in the years to come. In all four regions, the proportion of children born to White non-Hispanic mothers fell substantially between 1990 and 2004. In the West, the share fell from 54.2 percent to 44.3 percent, highlighting the fact that White non-Hispanic babies were in the minority in recent years. In the Midwest, it dropped from 78.5 percent to 72.3 percent. In the Northeast, it fell from 69.5 percent to 62 percent. And in the South, it declined from 61.7 percent to 52.8 percent.

Migration is also important, but data on migration by

race/ethnicity are less widely available. The foreign-born population has tended to concentrate mostly in the West, as indicated by the estimates in Table 3.4.⁸ It shows that those born in Latin American countries most commonly settle in the West or the South. Immigrants from Asia are more numerous in the West than in other regions, while those from Europe have tended to concentrate in the Northeast.

Domestic migration also shifts the racial/ethnic composition of the population. Between 1995 and 2000, the South experienced the highest net migration rates for all races/ethnicities except American Indians/Alaska Natives. Meanwhile, the West also experienced positive net migration among Asians/Pacific Islanders, White non-Hispanics, and Black non-Hispanics, although it lost more Hispanic residents than it attracted from elsewhere. Hispanics destined for states in the Midwest outnumbered those leaving that region, but the Midwest saw losses in all other racial/ethnic groups. The Northeast saw losses in all racial/ethnic groups over that time frame.⁹

Public Elementary and Secondary School Enrollments

Tables 3.5 to 3.9 display actual and projected enrollments for each racial/ethnic group in public schools in each of the geographic regions at all grade levels and for grades nine to 12. Table 3.5 shows that American Indians/Alaska Natives are most numerous in the West, followed by the South. Projections indicate that enrollments among American Indians/Alaska Natives are expected to show substantial change only in the South. There, enrollments are forecast to grow by about 10.1 percent from 2005-06 to 2010-11 in all grades and by about 26.4 percent in high schools between 2005-06 and 2018-19.

Table 3.6 provides the same data for Asians/Pacific Islanders. Enrollments among students from this group are projected to grow rapidly in all four regions. Between 2005-06 and 2010-11, projected growth in the West will add 100,000 students of Asian/Pacific Islander descent (9.8 percent), while the Midwest will add nearly 60,000 (23.8 percent), the Northeast will add almost 72,000 (19 percent), and the South will add almost 132,000 (32.4

Table 3.4. Place of Birth of Foreign-Born Population by Region, 2003
(in Thousands)

Region	Latin America	Asia	Europe	Other
West	6,676	4,024	1,131	573
Midwest	1,397	1,230	915	303
Northeast	3,239	1,988	1,754	544
South	6,223	1,908	974	653

Source: U.S. Census Bureau. WICHE calculations.

Knocking at the College Door

Table 3.5. 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
2000-01	261,314	64,824	20,494	151,272	80,147	20,403	6,197	44,870
2001-02	265,217	65,818	22,114	155,939	82,678	21,287	6,734	46,574
2002-03	268,938	74,492	22,210	159,695	87,658	23,990	6,816	47,979
2003-04	275,429	67,061	23,152	165,023	95,230	22,565	7,045	50,000
2004-05	271,955	66,829	23,569	168,203	95,169	22,822	7,480	51,104
2005-06	275,032	66,638	23,903	170,805	100,135	23,549	7,577	52,940
2006-07	274,853	66,931	24,566	175,192	101,099	23,579	8,089	54,527
2007-08	273,274	67,191	24,919	179,100	99,967	23,245	8,434	55,480
2008-09	271,535	66,469	25,409	182,343	97,912	22,629	8,738	55,781
2009-10	268,973	66,392	25,741	185,545	94,423	21,904	9,017	56,333
2010-11	268,546	66,802	25,587	188,019	92,982	21,332	8,812	56,650
2011-12					91,722	20,856	8,767	57,649
2012-13					91,635	20,578	8,685	59,195
2013-14					92,466	20,618	8,648	60,438
2014-15					93,068	21,232	8,931	63,052
2015-16					93,962	21,905	9,039	64,942
2016-17					94,527	22,525	9,346	66,046
2017-18					94,799	23,151	9,419	67,323
2018-19					95,366	23,557	9,169	66,911

Table 3.6. 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
2000-01	912,094	214,619	322,655	319,871	309,962	72,054	105,278	108,629
2001-02	937,523	222,609	338,570	336,466	316,017	74,640	109,677	113,087
2002-03	956,081	228,264	348,925	354,238	325,699	77,132	114,207	118,775
2003-04	971,473	234,304	360,572	368,976	332,895	79,411	119,329	123,747
2004-05	983,395	239,658	370,846	387,188	341,361	81,100	123,746	129,732
2005-06	1,003,020	250,077	377,564	406,867	352,348	85,025	126,531	135,853
2006-07	1,023,720	261,435	390,652	429,809	357,702	87,177	128,730	141,352
2007-08	1,041,552	271,742	403,259	453,018	363,469	89,244	131,314	146,226
2008-09	1,060,910	282,621	417,536	479,044	368,214	91,106	134,405	152,344
2009-10	1,081,030	295,262	433,732	508,346	373,019	93,601	138,565	160,696
2010-11	1,101,214	309,591	449,396	538,535	378,335	97,030	142,670	169,513
2011-12					382,658	100,662	146,066	180,237
2012-13					385,854	104,534	149,154	190,172
2013-14					389,301	108,330	151,774	199,839
2014-15					401,801	116,299	160,311	214,601
2015-16					412,046	123,224	168,466	228,383
2016-17					426,714	130,702	177,859	245,459
2017-18					441,595	139,609	189,111	263,624
2018-19					446,509	144,595	194,658	277,273

Note for Tables 3.5 and 3.6: Enrollments by region may not sum to the total enrollment for each race/ethnicity found in Tables 3.2 and 3.3 because the nation and each region were projected separately.

Actual Figures
 Projected Figures

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

percent). Similarly, rapid growth is projected for high school enrollments among Asians/Pacific Islanders, whose numbers will grow consistently in all four regions.

Enrollments among Black non-Hispanic students will be down in all regions in the years to come, despite initial projected increases among high school students, especially in the South and the Midwest (Table 3.7). After 2007-08, high school enrollments will begin declining (total enrollments will already have begun a descent), with decreases by 2018-19 reaching about 34,000 in the West (13.9 percent), 72,000 in the Midwest (14.4 percent), and 68,000 in the Northeast (17.9 percent). Only in the South, which is projected to enroll almost 47,000 fewer Black non-Hispanic high school students in 2011-12 than it did in 2005-06, is there expected to be any recovery in the number of Black non-Hispanics enrolled in public schools as the decade closes. Yet even then, the South will enroll fewer Black non-Hispanic students than it did in its peak year.

Consistent with all other projections, enrollments among Hispanic students will show tremendous growth in all four regions, although the vast majority of Hispanics are concentrated in the West and South (Table 3.8). Enrollments of Hispanics in all grades are projected to rise

by over 540,000 (13.9 percent) in the West and by about 957,000 (33.3 percent) in the South between 2005-06 and 2010-11. Although the Midwest will add fewer Hispanic students, 237,000, its growth rate is similar to the South's at 33.1 percent. In the Northeast, Hispanics are projected to increase during that time frame by approximately 104,000 additional students at all grades (equal to 10.3 percent growth). There are no signs that increases in the number of Hispanic students are likely to slow much, as enrollments in the high school grades are also expected to grow constantly through 2018-19.

Finally, Table 3.9 shows actual and projected enrollments among White non-Hispanic students. It indicates that all four regions are projected to see steady enrollment declines between 2005-06 and 2010-11 in all grade levels. That decline will cost the West about 380,000 students (7.6 percent), while over 400,000 students will be lost in both the Midwest (5.8 percent) and the Northeast (8.3 percent), and over 300,000 in the South (3.6 percent). Looking at high school enrollments, the story is much the same: the regions, except for the South, can expect a steady and continued decline in their enrollments of White non-Hispanic students through 2018-19. Only in the South is that downward-sloping trend line meaningfully interrupted at all. For two years,

Table 3.7. 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
2000-01	658,393	1,393,077	1,089,283	4,045,596	194,918	381,123	317,527	1,170,616
2001-02	671,244	1,416,698	1,104,341	4,083,109	202,343	394,522	329,813	1,195,066
2002-03	682,273	1,459,371	1,112,639	4,126,945	211,962	421,060	340,997	1,232,236
2003-04	688,414	1,466,027	1,113,579	4,159,990	221,996	438,565	355,645	1,269,761
2004-05	691,434	1,455,828	1,123,956	4,190,507	231,038	452,765	367,775	1,308,256
2005-06	693,154	1,464,693	1,113,386	4,208,986	238,930	479,146	376,187	1,347,565
2006-07	690,950	1,466,471	1,103,043	4,228,470	241,572	493,773	380,377	1,370,125
2007-08	685,139	1,457,056	1,089,321	4,225,494	242,199	499,080	379,803	1,378,651
2008-09	676,017	1,435,464	1,071,795	4,205,371	241,064	494,034	374,299	1,359,200
2009-10	666,793	1,412,517	1,054,376	4,191,325	237,283	481,273	366,475	1,348,608
2010-11	657,897	1,393,703	1,031,840	4,175,959	233,183	465,767	352,874	1,319,456
2011-12					228,544	449,650	341,630	1,300,989
2012-13					224,537	440,516	335,281	1,303,593
2013-14					222,401	434,700	332,166	1,304,734
2014-15					221,093	437,739	331,845	1,333,734
2015-16					218,676	438,465	329,658	1,340,681
2016-17					214,863	433,442	325,088	1,336,087
2017-18					211,970	431,039	319,323	1,332,201
2018-19					208,563	427,168	311,872	1,322,656

Note: Enrollments by region may not sum to the total enrollment for each race/ethnicity found in Tables 3.2 and 3.3 because the nation and each region were projected separately.

Actual Figures
 Projected Figures

Knocking at the College Door

Table 3.8. Enrollment of Hispanics by Region

	Total Enrollment (Grades 1-12)				High School Enrollment (Grades 9-12)			
	West	Midwest	Northeast	South	West	Midwest	Northeast	South
2000-01	3,208,581	528,468	862,821	2,151,674	882,134	138,530	236,662	595,630
2001-02	3,372,721	570,462	897,416	2,299,730	929,370	150,346	248,674	640,332
2002-03	3,522,672	610,243	930,078	2,444,473	991,310	162,689	262,773	686,853
2003-04	3,669,727	649,006	959,936	2,577,795	1,048,978	174,168	282,123	727,939
2004-05	3,780,241	683,155	990,974	2,722,243	1,110,132	185,365	302,955	773,866
2005-06	3,901,737	714,849	1,015,660	2,872,396	1,176,336	198,508	320,208	822,261
2006-07	4,020,362	760,827	1,036,615	3,045,361	1,230,024	211,263	331,512	869,510
2007-08	4,135,674	809,874	1,056,556	3,230,657	1,284,370	224,491	339,428	917,854
2008-09	4,239,513	856,280	1,075,296	3,414,897	1,328,699	236,318	344,546	949,059
2009-10	4,340,969	903,928	1,097,815	3,618,984	1,364,099	248,628	349,483	1,007,174
2010-11	4,442,638	951,767	1,119,841	3,829,424	1,391,636	259,874	350,405	1,056,596
2011-12					1,412,946	270,686	351,402	1,113,154
2012-13					1,432,249	283,365	356,488	1,182,280
2013-14					1,456,935	295,027	361,413	1,247,460
2014-15					1,493,721	319,569	370,151	1,339,728
2015-16					1,533,603	346,024	381,087	1,436,559
2016-17					1,575,177	368,274	390,979	1,531,726
2017-18					1,620,949	392,898	405,268	1,624,765
2018-19					1,663,500	408,810	418,862	1,712,153

Table 3.9. 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
2000-01	5,329,463	7,292,887	5,016,667	8,656,545	1,803,034	2,488,061	1,615,149	2,765,130
2001-02	5,285,648	7,229,091	5,015,926	8,606,392	1,800,469	2,484,552	1,643,121	2,769,459
2002-03	5,239,282	7,176,503	5,001,811	8,571,062	1,815,697	2,491,445	1,668,912	2,791,278
2003-04	5,176,655	7,111,657	4,958,058	8,538,306	1,817,114	2,488,114	1,687,203	2,808,273
2004-05	5,112,191	7,029,971	4,916,403	8,485,009	1,825,048	2,489,720	1,706,696	2,827,958
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	4,955,423	6,901,652	4,767,095	8,395,670	1,801,405	2,482,773	1,693,125	2,826,462
2007-08	4,871,841	6,820,992	4,685,178	8,323,842	1,760,252	2,449,132	1,662,796	2,784,463
2008-09	4,785,390	6,725,195	4,595,731	8,243,121	1,705,627	2,391,791	1,621,587	2,722,171
2009-10	4,717,029	6,644,567	4,519,595	8,188,190	1,657,793	2,338,498	1,583,766	2,678,747
2010-11	4,650,551	6,567,629	4,436,991	8,137,190	1,615,211	2,289,904	1,545,932	2,634,370
2011-12					1,580,934	2,250,551	1,510,178	2,607,855
2012-13					1,556,530	2,228,272	1,483,142	2,602,640
2013-14					1,536,434	2,211,077	1,457,864	2,603,148
2014-15					1,527,309	2,209,984	1,440,325	2,622,513
2015-16					1,517,899	2,201,257	1,423,958	2,618,665
2016-17					1,509,196	2,183,545	1,403,366	2,603,313
2017-18					1,509,435	2,173,892	1,391,685	2,594,636
2018-19					1,496,584	2,147,255	1,367,277	2,573,406

Note for Tables 3.8 and 3.9: Enrollments by region may not sum to the total enrollment for each race/ethnicity found in Tables 3.2 and 3.3 because the nation and each region were projected separately.

Actual Figures
 Projected Figures

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

2013-14 and 2014-15, White non-Hispanic enrollments will temporarily climb in the South, only to immediately begin falling once again in 2015-16, ultimately reaching their lowest point in the last year projected.

Figures 3.5 to 3.8 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. By 2010-11, the South can expect to see the representation of White non-Hispanic students in all its public schools shrink below 50 percent, leaving the region with no majority race/ethnicity in enrollment. In the West, the share of all public school students from Hispanic descent will almost 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 are sure to be unevenly felt at the level of individual school districts or schools, with some seeing virtually no change and others beset by constant change. But this rapid diversification at the regional level nevertheless calls for attention from state and often local policymakers and educational leaders regarding how curricula and educational delivery may need to be adjusted to accommodate students from varying cultural traditions. Many of these students are from families occupying lower rungs on the socioeconomic ladder, are more likely to speak English as a second language, and come from backgrounds historically underserved by our education system.

Public High School Graduates

Building as they do on enrollments data, the regional projections for high school graduates also reflect rapid diversification. Because data tables showing high school graduates by race/ethnicity for the nation, the four geographical regions, and all 50 states and the District of Columbia can be found in Appendix A, this section will concentrate on graphical representations of the projections and associated analyses.

Figure 3.9 shows the total number of public high school graduates in the West, disaggregated by race/ethnicity. It shows that the West will see increases in its public schools' production of high school graduates, that the majority of the growth will be among Hispanics, and that the number of White non-Hispanic graduates will decline, especially in the years after 2007-08. Figure 3.10 highlights these demographic shifts by showing the cumulative percentage change in the number of public high school graduates by race/ethnicity in the West

over the coming years. While the number of Hispanic graduates is on an uninterrupted climb throughout the projected period, the increase in the number of White non-Hispanic graduates will reach its zenith in 2007-08, after which it is expected to fall substantially throughout the projection time frame. Additionally, the number of Black non-Hispanic graduates coming out of public high schools will be up relative to the 2004-05 level throughout the decade to follow, but will ultimately dip slightly below that level beginning in 2018-19. Asians/Pacific Islanders will also show considerable growth and American Indians/Alaska Natives, who are most concentrated in the West, will also climb above their 2004-05 level, though with less consistency than other groups.

In the Midwest, the decline in public high school graduates that begins after 2007-08 is the result of a large decrease in the projected number of White non-Hispanic graduates (Figure 3.11). During the same time frame, the Midwest is forecast to see growth in the number of Hispanic graduates, but not enough to overcome the loss in the number of White non-Hispanics. Figure 3.12 shows cumulative changes following the 2004-05 graduating class in percentage terms. It shows that graduates from all races/ethnicities are expected to grow at first, with Hispanics and Black non-Hispanics seeing the fastest initial growth. Only among Hispanics and Asians/Pacific Islanders will the growth pattern continue. By 2014-15, the number of Hispanic high school graduates in the Midwest will be almost three-quarters higher than it was in 2004-05, and graduates of Asian/Pacific Islander descent will have increased by nearly 40 percent. Black non-Hispanic graduates will number barely more that year than in 2004-05, while graduates from both American Indian/Alaska Native and White non-Hispanic backgrounds will be down by about 10 percent. The number of American Indian/Alaska Native graduates in the Midwest is forecast to rally in subsequent years, however.

The Northeast's dramatic projected decline in high school graduates overall is clearly the result of decreasing numbers of White non-Hispanic and Black non-Hispanic graduates, as illustrated by Figures 3.13 and 3.14. Like other regions, the Northeast is forecast to see growth in the first few years of the projections before the bottom drops out, beginning in 2008-09. Within the two years that follow, the number of White non-Hispanic graduates will fall below the 2004-05 levels: their numbers will plummet 12.7 percent by 2014-15 and 18.2 percent by 2019-20. Meanwhile, the production of Black non-Hispanic graduates will climb through 2009-10, by which time their numbers will be 11.6 percent higher than in 2004-05; but this group will also then begin a

Figures 3.5, 3.6, 3.7, 3.8. Total Enrollment by Race/Ethnicity
2005-06 and 2010-11

- American Indian/Alaska Native
- Asian/Pacific Islander
- Black non-Hispanic
- Hispanic
- White non-Hispanic

Figure 3.5. West

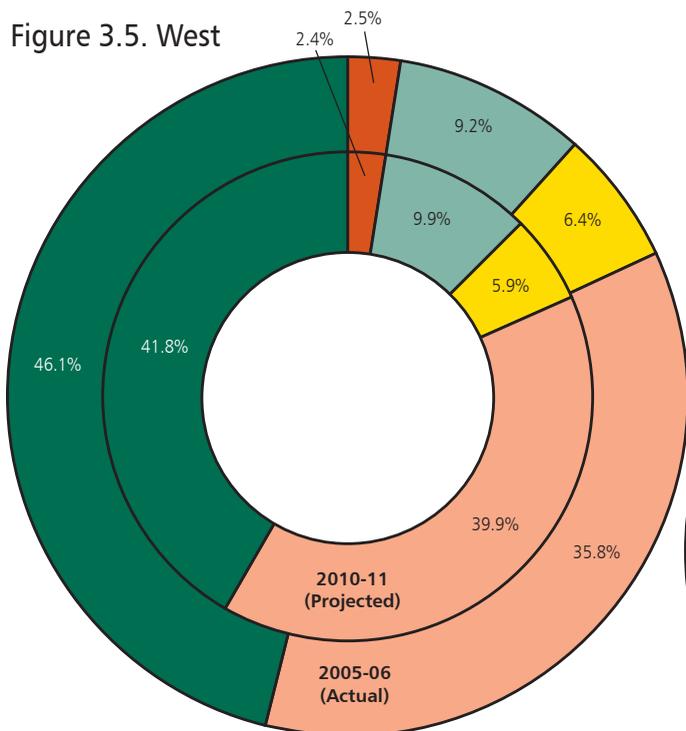


Figure 3.6. Midwest

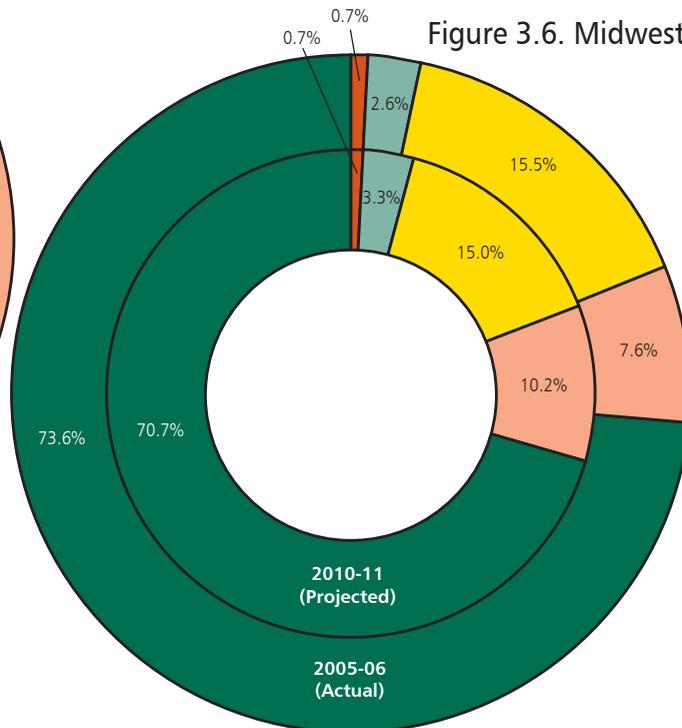


Figure 3.7. Northeast

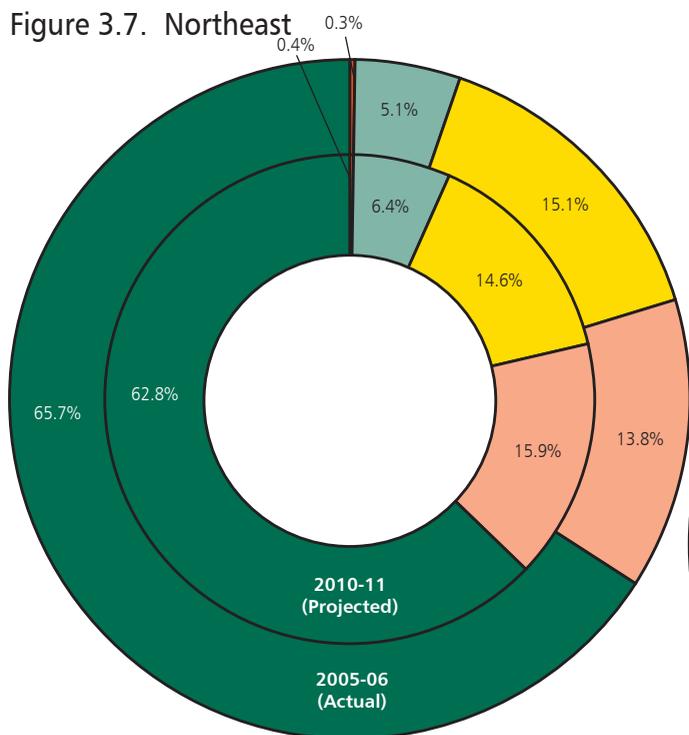
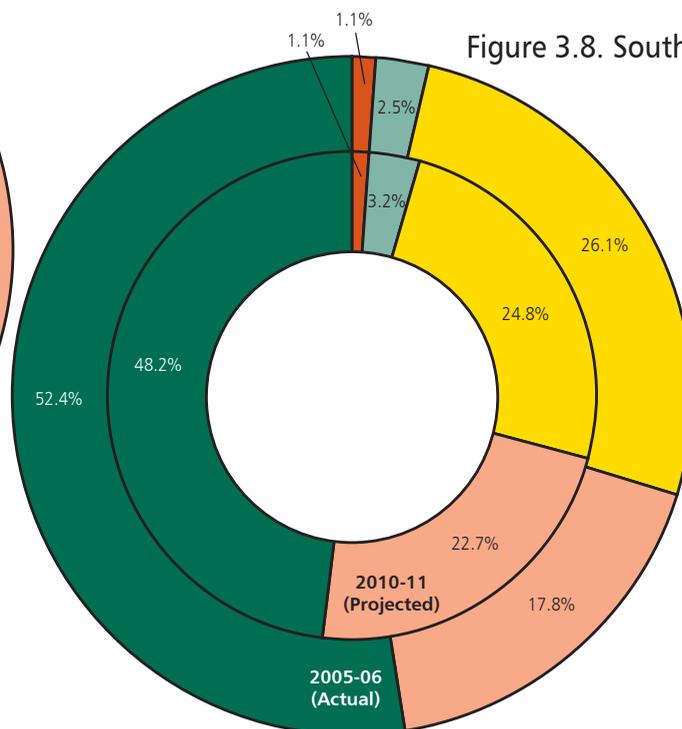


Figure 3.8. South



Note: Numbers may not sum to 100 percent due to rounding.

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

long fall that is ultimately expected to result in a loss of about 10 percent (relative to 2004-05) by the end of the projected period. The number of Hispanic graduates in the Northeast will be continually climbing throughout the projection time frame, but their pace of growth is forecast to be considerably slower than in the other regions. The rate of forecasted growth among Asians/Pacific Islanders will outpace that of Hispanics in the later portion of the projected period.

Finally, Figure 3.15 illustrates how the South's dramatic growth curve with respect to public high school graduates is essentially the result of explosive growth among Hispanics. Especially notable is how decreases in White non-Hispanic graduates are more than accounted for by increases in Hispanic graduates. Indeed, the number of Hispanic high school graduates in the South will grow at the fastest pace of all racial/ethnic groups in all regions. By 2016-17, the South's production of Hispanic public high school graduates will just about double the amount produced just 12 years previously (Figure 3.16), adding over 125,000 new graduates to the regional total.

While substantial growth in Hispanic graduates is the major factor driving changes in the total number and racial/ethnic composition of the region's graduates, the South also will produce more graduates from the other races/ethnicities (besides non-Hispanic Whites). But the projected growth

among Black non-Hispanics is comparably modest, hovering between 5 and 12 percent above 2004-05 levels throughout the time frame, and while substantial increases (in percentage terms) are projected for Asians/Pacific Islanders and American Indians/Alaska Natives,

Figure 3.9. Public High School Graduates in the West by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

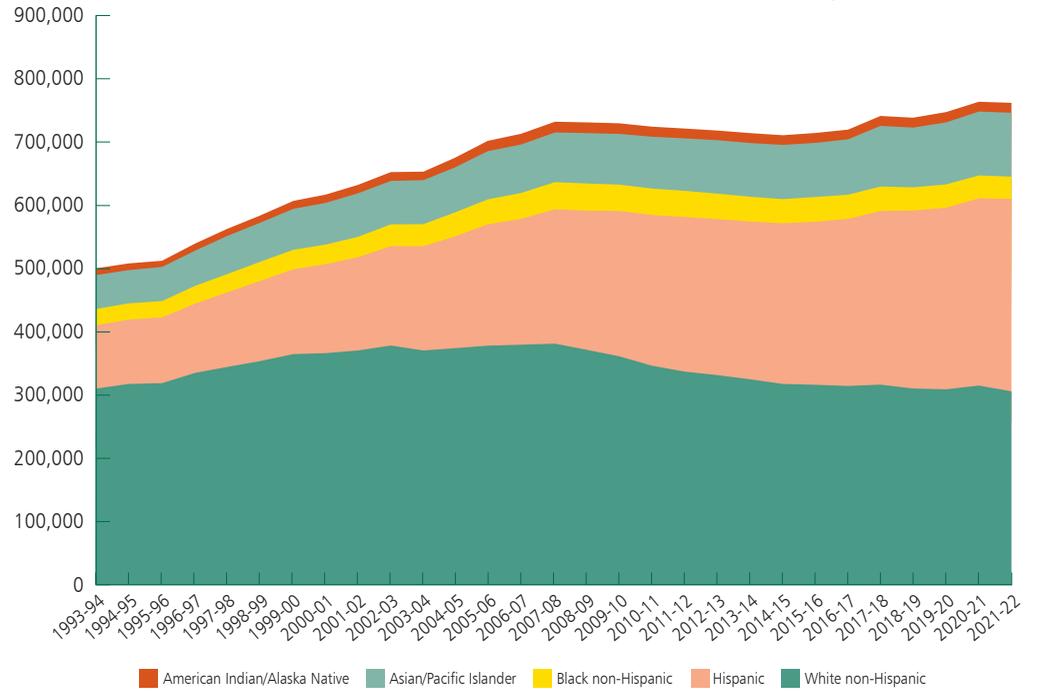
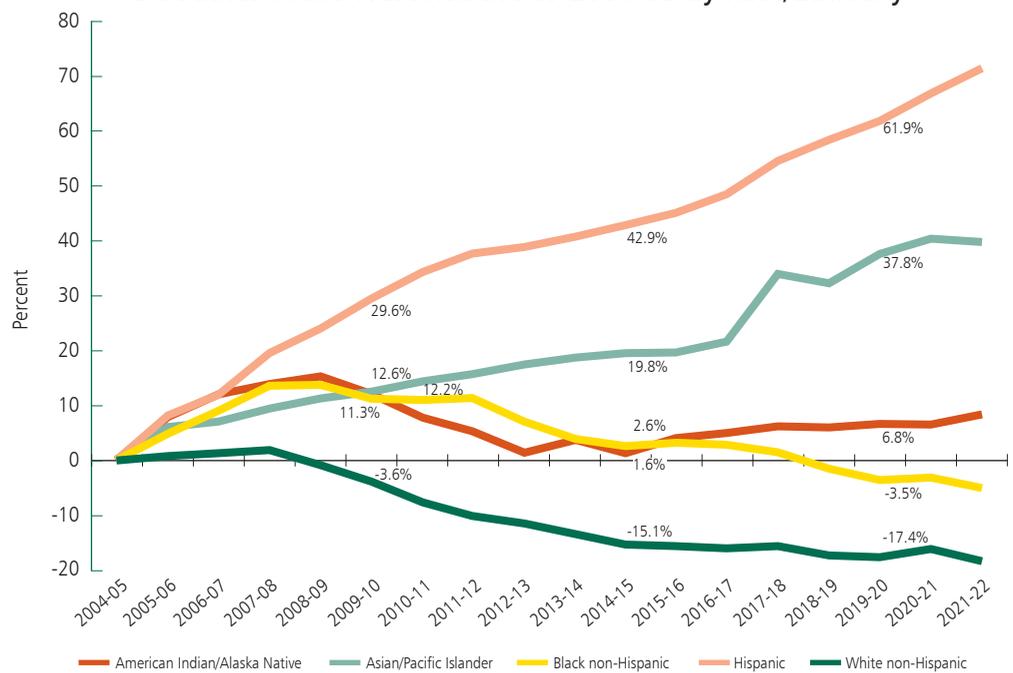
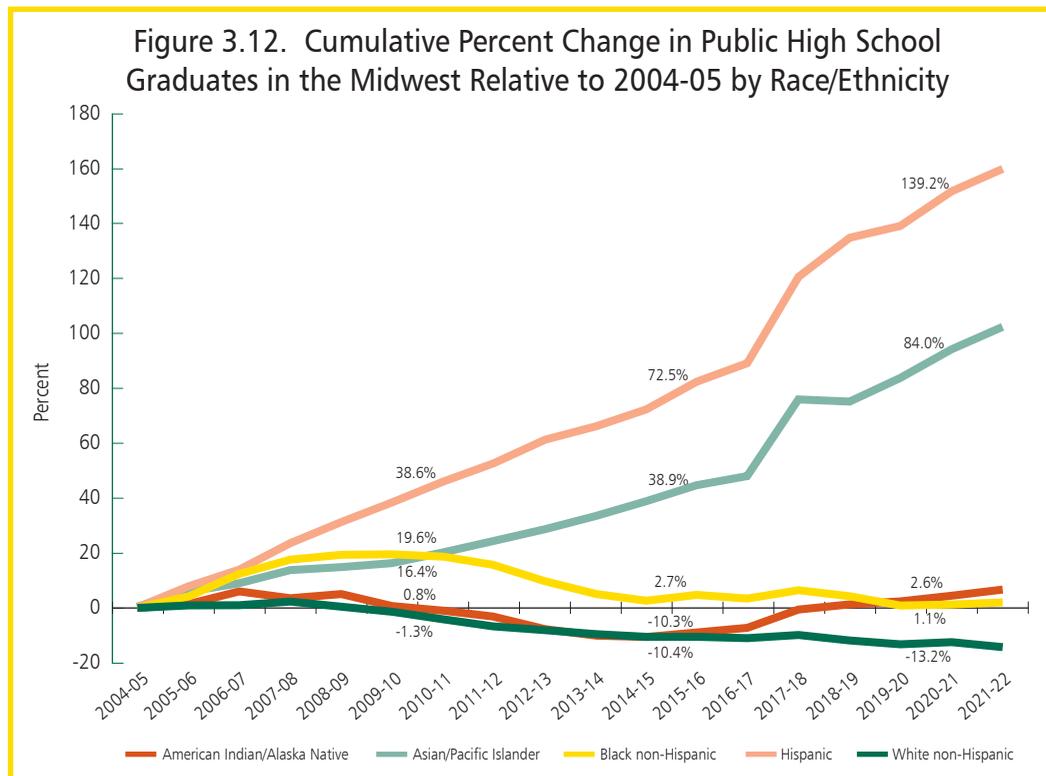
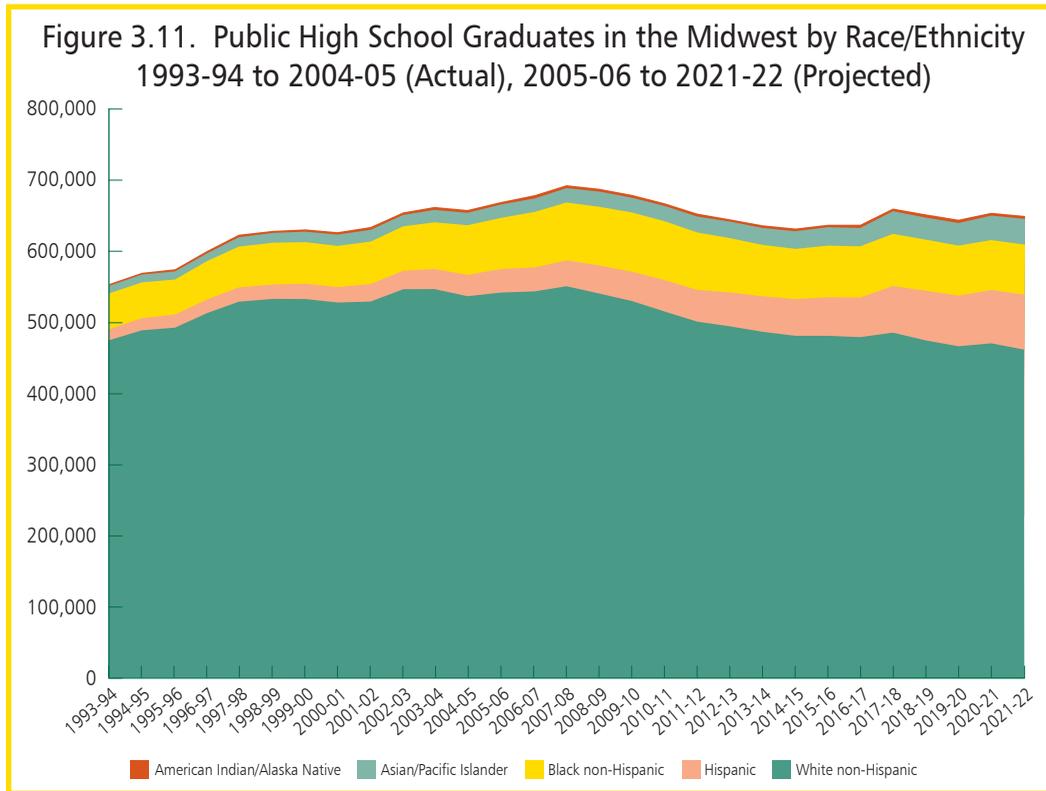


Figure 3.10. Cumulative Percent Change in Public High School Graduates in the West Relative to 2004-05 by Race/Ethnicity



Knocking at the College Door



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Figure 3.13. Public High School Graduates in the Northeast by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

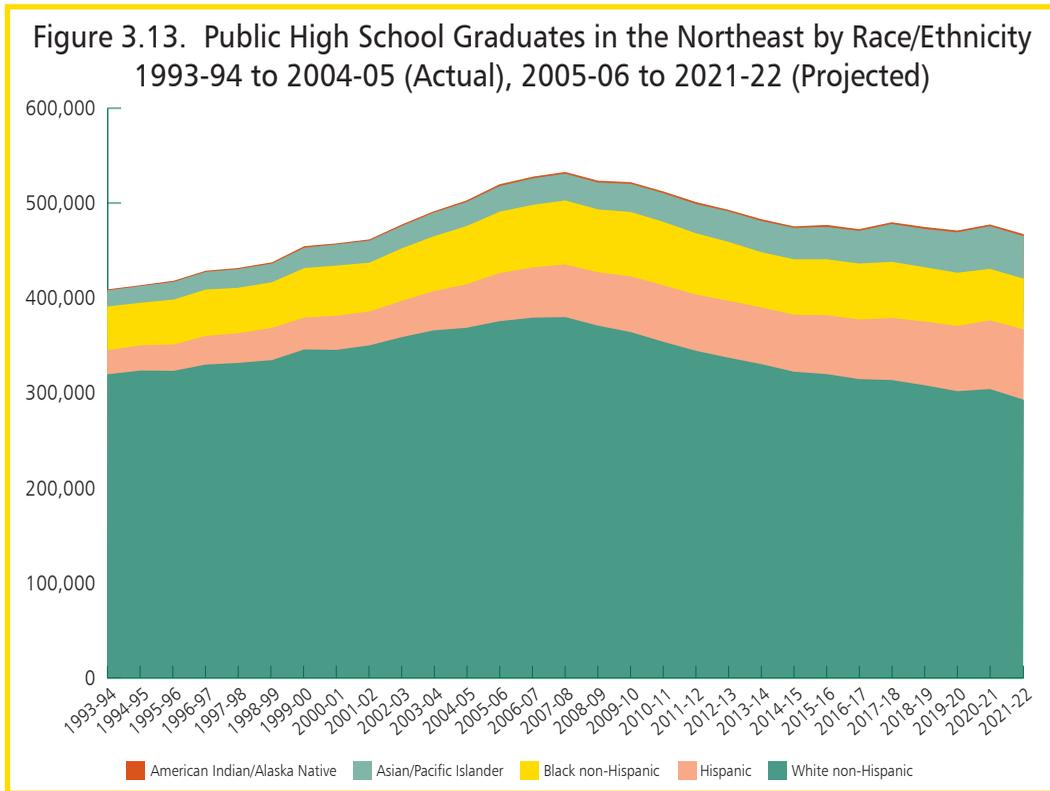
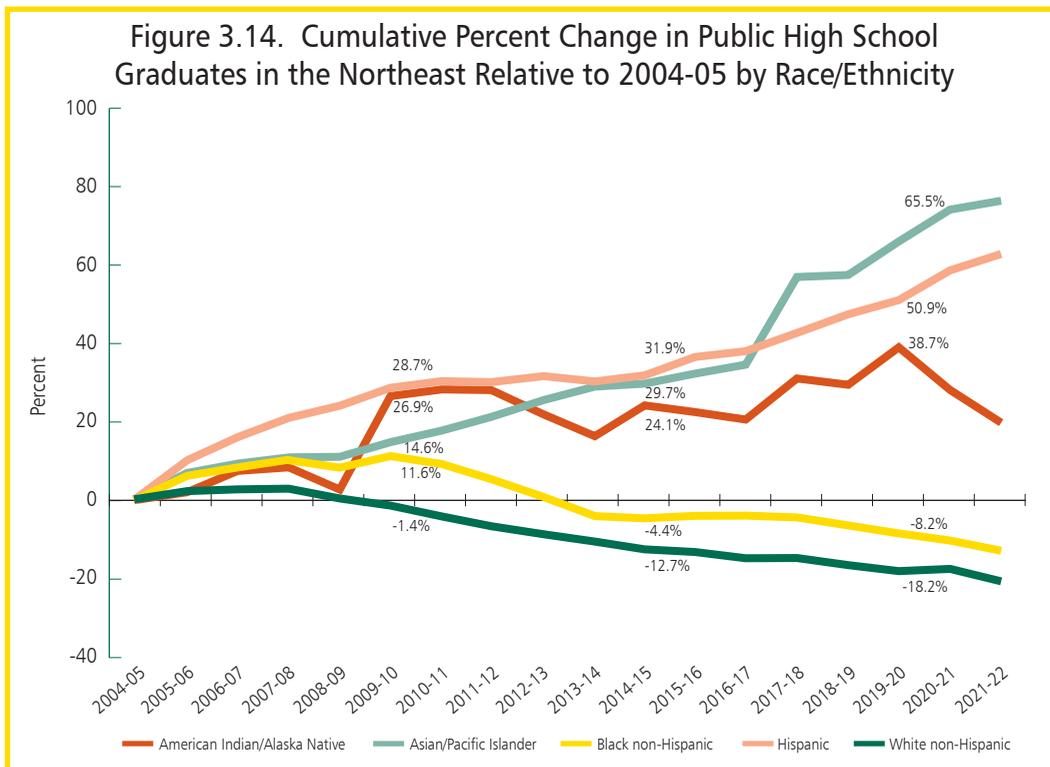


Figure 3.14. Cumulative Percent Change in Public High School Graduates in the Northeast Relative to 2004-05 by Race/Ethnicity



Knocking at the College Door

those groups' numbers of high school graduates in 2004-05 were small compared to the other groups, so their increases will have only a modest impact on the region's aggregate growth.

Despite the projections showing rapid diversification, the projected share of White non-Hispanic high school graduates in each region is higher than their proportion of the public school student population as a whole. This overrepresentation in graduates is largely because

the growth in minority enrollments is greatest in the earlier grades. But it also reflects that fact that minority students (except Asians/Pacific Islanders) are less likely to complete high school than are White non-Hispanic students.¹⁰ Ultimately, the patterns presented above will lead to big increases in the proportion of Hispanic students in high school graduating classes in all four regions, increases that will offset, to varying degrees, the declining share of White non-Hispanics.

In the West, White non-Hispanics, who made up about 55 percent of the graduating class in 2004-05, will see that proportion drop by about 10 percent in just 10 years (Figure 3.17), with Hispanics almost completely replacing them. The other racial/ethnic groups are projected to mostly maintain their shares in the decade ending in 2014-15, with a small decline among Black non-Hispanics, made up for by growth in Asian/Pacific Islander graduates.

The proportion of graduates of White non-Hispanic descent will decline from 81 percent to 76 percent in the Midwest over the decade following 2004-05 (Figure 3.18), and from 74 percent to 68 percent in the Northeast (Figure 3.19). In both regions, these decreases

Figure 3.15. Public High School Graduates in the South by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

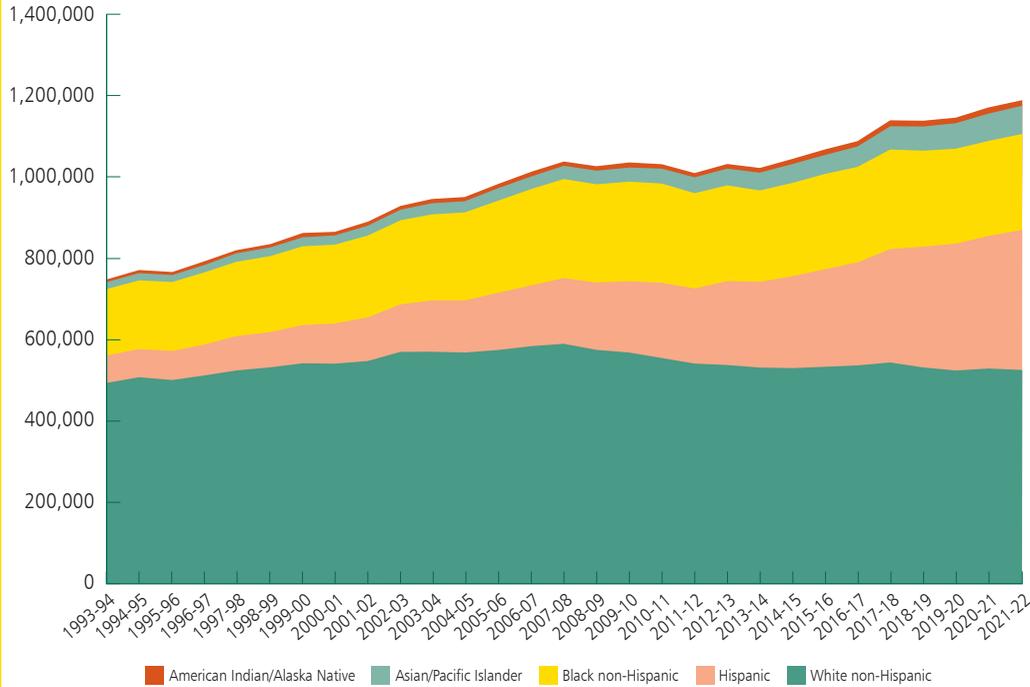
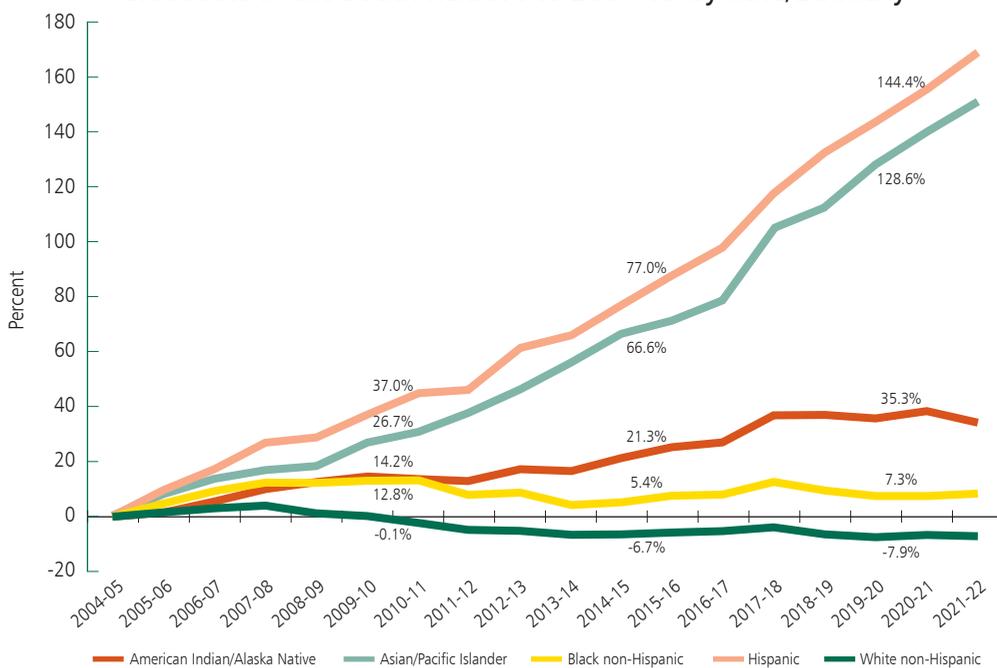


Figure 3.16. Cumulative Percent Change in Public High School Graduates in the South Relative to 2004-05 by Race/Ethnicity



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Figures 3.17, 3.18, 3.19, 3.20. Composition of Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10 and 2014-15 (Projected)

Figure 3.17. West

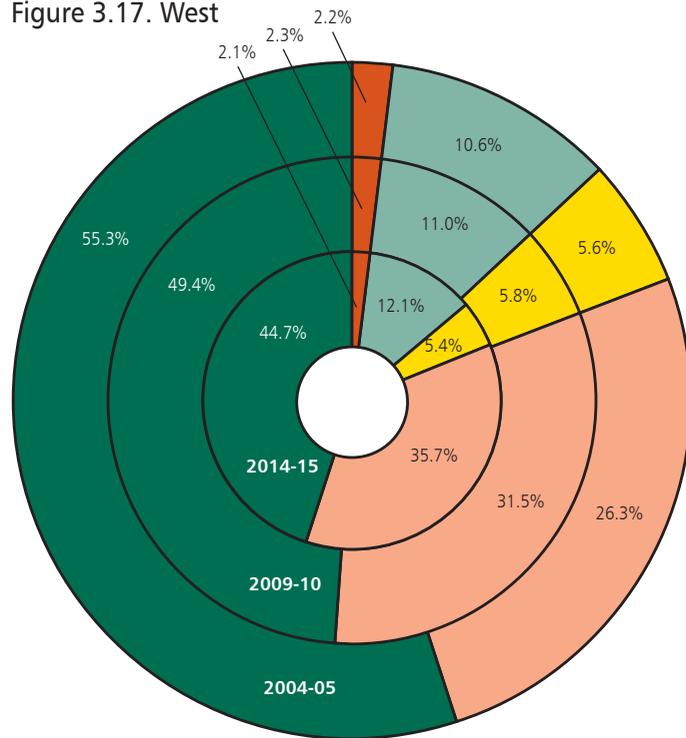


Figure 3.18. Midwest

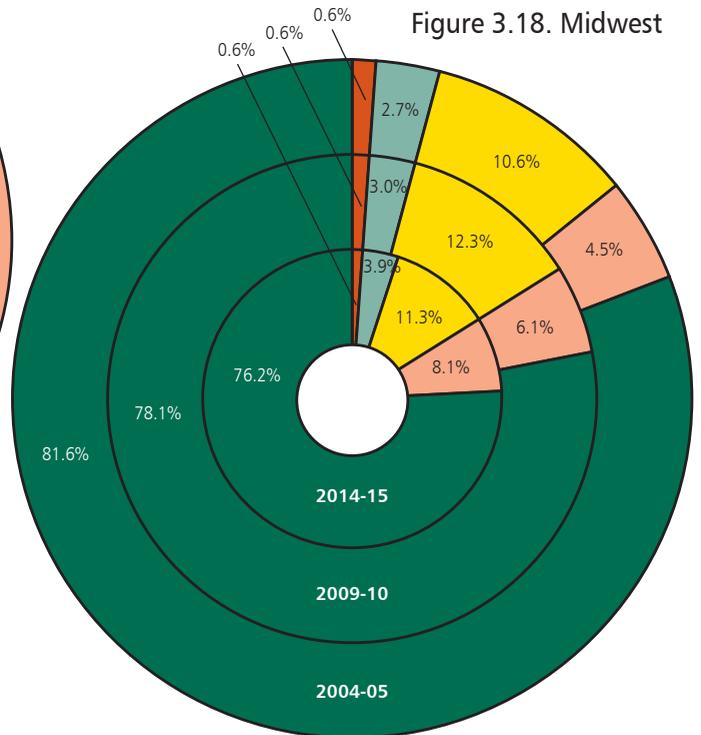


Figure 3.19. Northeast

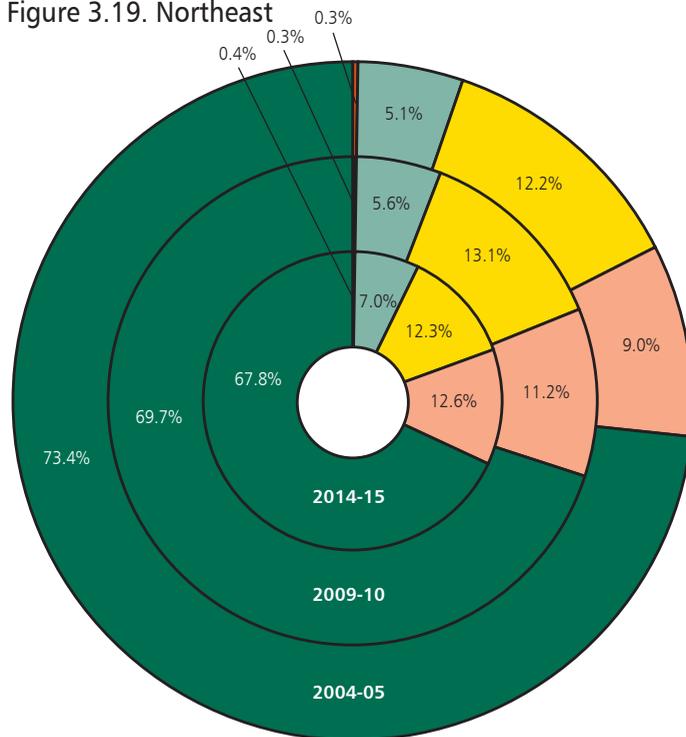
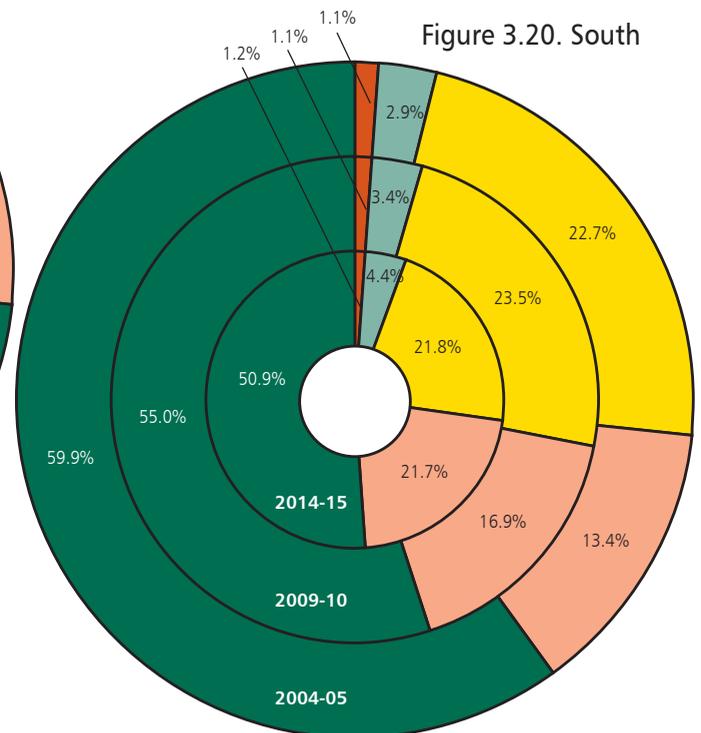


Figure 3.20. South



Note: Numbers may not sum to 100 percent due to rounding.

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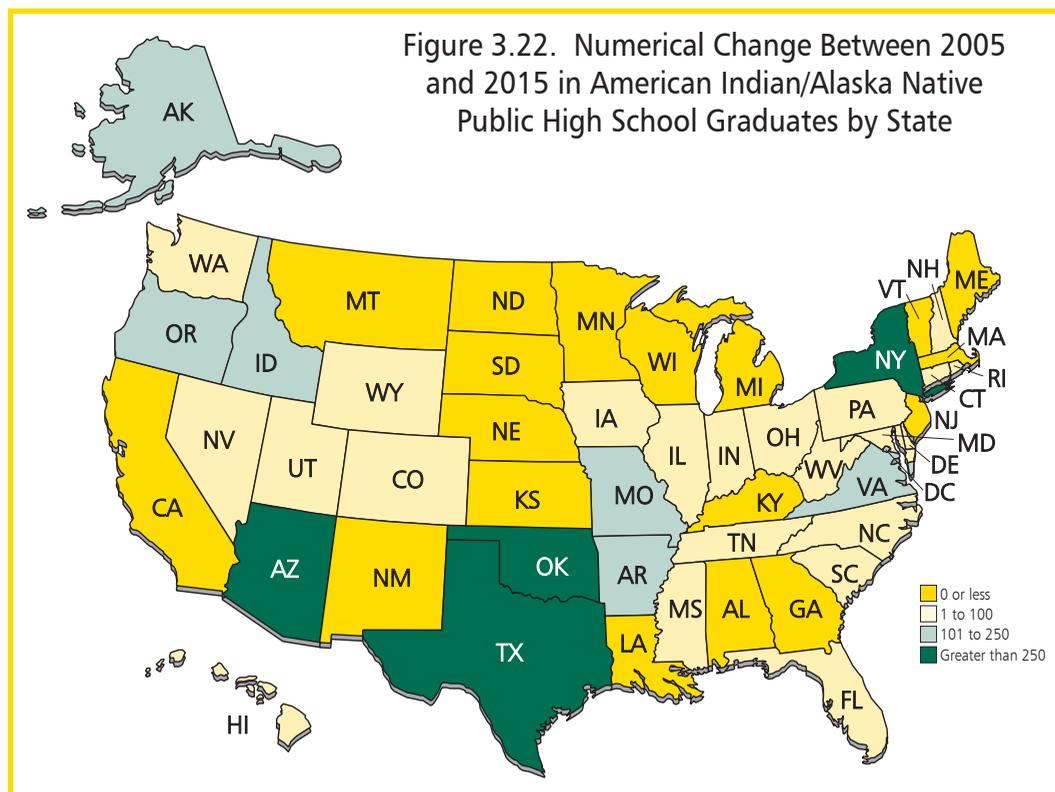
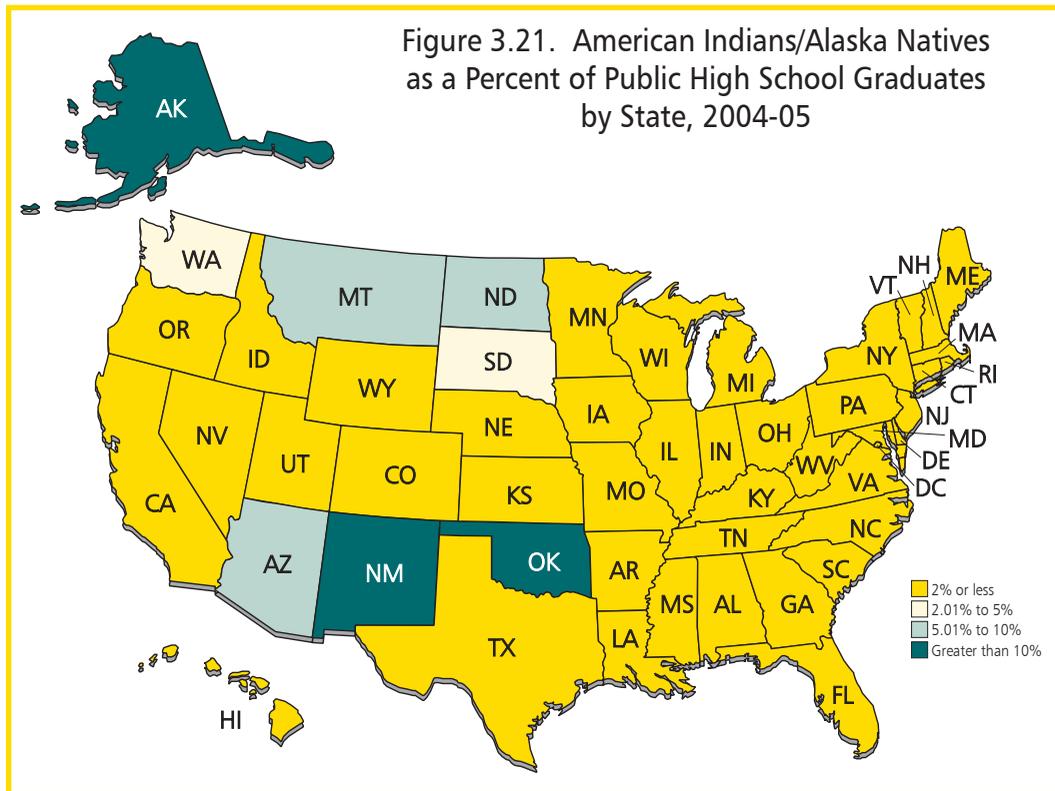
will be offset by growth in the proportion of Hispanic graduates, which is projected to climb from 5 to 8 percent in the Midwest and from 9 to 13 percent in the Northeast, and by growth in the share of Asians/Pacific Islanders. In the South, the proportion of White non-Hispanic graduates will fall from 60 percent to 51 percent over the same time frame, while the share of Hispanic graduates will fill in the resulting gap as it swells from 13 percent to 22 percent (Figure 3.20).

Racial/Ethnic Groups

It is abundantly clear that all four regions are feeling the impact of the demographic shifts taking place today, and they will continue to do so throughout the coming years. Indeed, few states will escape the necessity of having to take a critical look at the way they structure and deliver education in order to meet the needs of a rapidly changing population.

Yet the momentum behind these demographic shifts is concentrated in some states more than in others. For instance, the flow of additional school enrollments and graduates among Hispanics is heavier in states that already have relatively large Hispanic populations, although even states with comparably little experience working with Hispanic students will see dramatic growth relative to their existing student populations. Therefore, this section presents a series of maps that are intended to describe the existing racial/ethnic composition of each state's cohort of high

school graduates and how that composition is projected to change by 2015.



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

American Indians/Alaska Natives

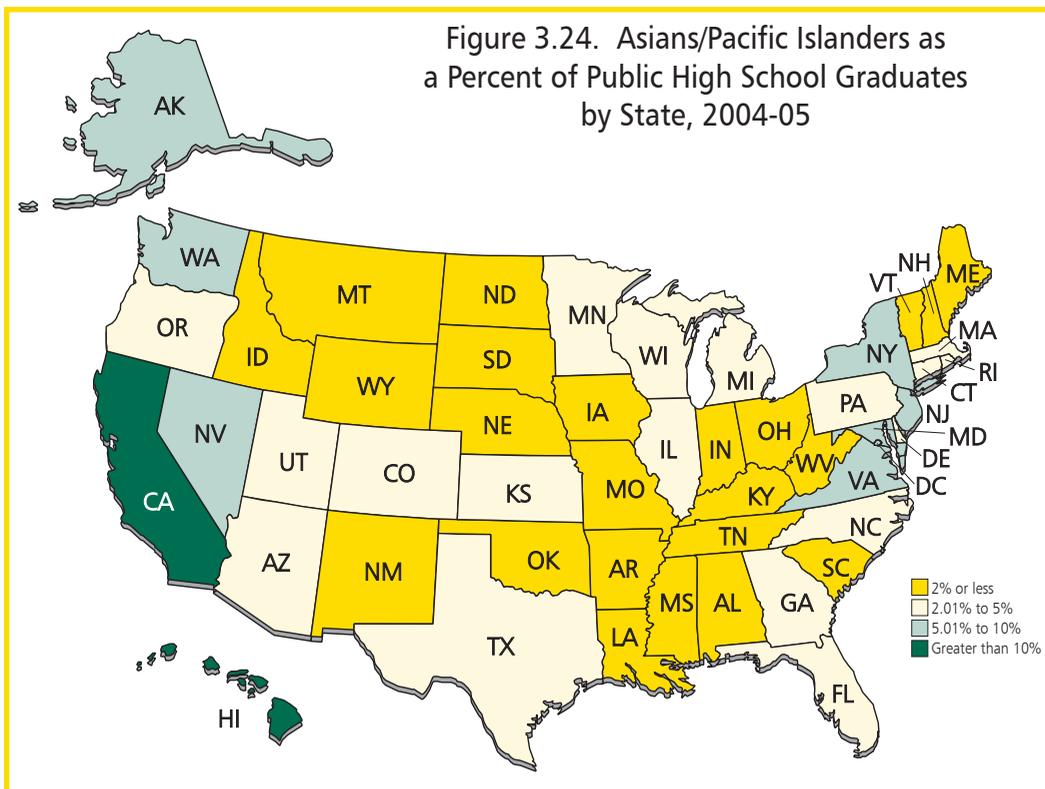
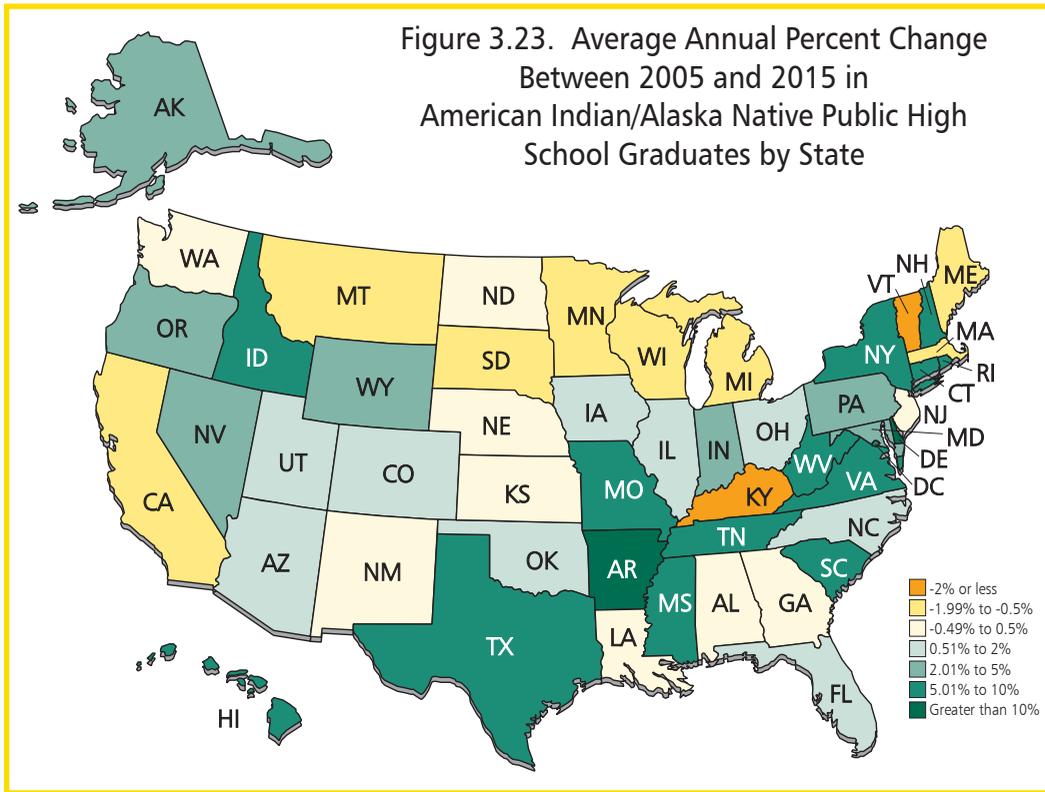
American Indians/Alaska Natives represent the smallest of the racial/ethnic groups examined in this publication, and Figure 3.21 shows that they were more densely

concentrated in the graduating class of 2005 in the West and in Oklahoma than elsewhere. Projections indicate, however, that several of the states with larger concentrations are likely to see decreases in their

production of graduates from that demographic (Figure 3.22). Montana, North Dakota, and New Mexico are among the states with heavier concentrations of American Indians/Alaska Natives that are forecast to see declines in graduates. On the other hand, projections show increases in Oklahoma and Arizona, two other states with relatively large American Indian/Alaska Native populations.

Figure 3.23 exhibits the average annual rate of change among American Indian/Alaska Native graduates. While the numbers of these students may be low and obvious geographic patterns are not readily apparent, several states – especially Arkansas and Delaware – are projected to see fast changes with respect to the production of graduates from this background.

Asians/Pacific Islanders
Asians/Pacific Islanders who graduated from public high schools in 2004-05 were found in denser concentrations in coastal states than in the interior of the nation (Figure 3.24). That year, they accounted for more than 10 percent of all graduates from public high schools in just two states: Hawaii, where they were a large majority, and California. Washington, D.C., and seven other states – Alaska, Maryland, Nevada, New Jersey, New



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York, Virginia, and Washington – had shares between five and 10 percent. Several of those same states will continue to add larger numbers of graduates from this group than other states: California, Nevada, New Jersey, New York, and Virginia will be joined by Florida and Texas

as states that will see their number of public high school graduates of Asian/Pacific Islander descent climb by more than 2,500 between 2005 and 2015 (Figure 3.25). Only Louisiana, Massachusetts, South Dakota, and Rhode Island are forecast to produce fewer Asian/Pacific Islander

graduates in that period. A vast swath of states in the center of the country, spanning three regions (the West, the Midwest, and the South), will show only modest increases of less than 1,000 Asian/Pacific Islander graduates.

Nationally, Asians/Pacific Islanders are projected to see the second-fastest growth rates among all racial/ethnic groups (Figure 3.26). Only four states will see a negative average annual growth rate over the decade following 2004-05: Hawaii, Louisiana, Massachusetts, and Rhode Island.¹¹ Arizona, Nevada, and Arkansas can expect the biggest increases in Asian/Pacific Islander numbers, and the southern tier of states generally (other than Louisiana) will see the fastest average annual growth, relative to 2004-05 levels. Even the Northeast states, aside from Rhode Island and Massachusetts, will produce Asian/Pacific Islander graduates at a significantly increased rate.

Black non-Hispanics
Public high school graduates who are Black non-Hispanic are more densely concentrated in eastern half of the nation than elsewhere, particularly in the Southeast, where they accounted for 10 percent or more of the high school graduating class of 2005 in all states except

Figure 3.25. Numerical Change Between 2005 and 2015 in Asian/Pacific Islander Public High School Graduates by State

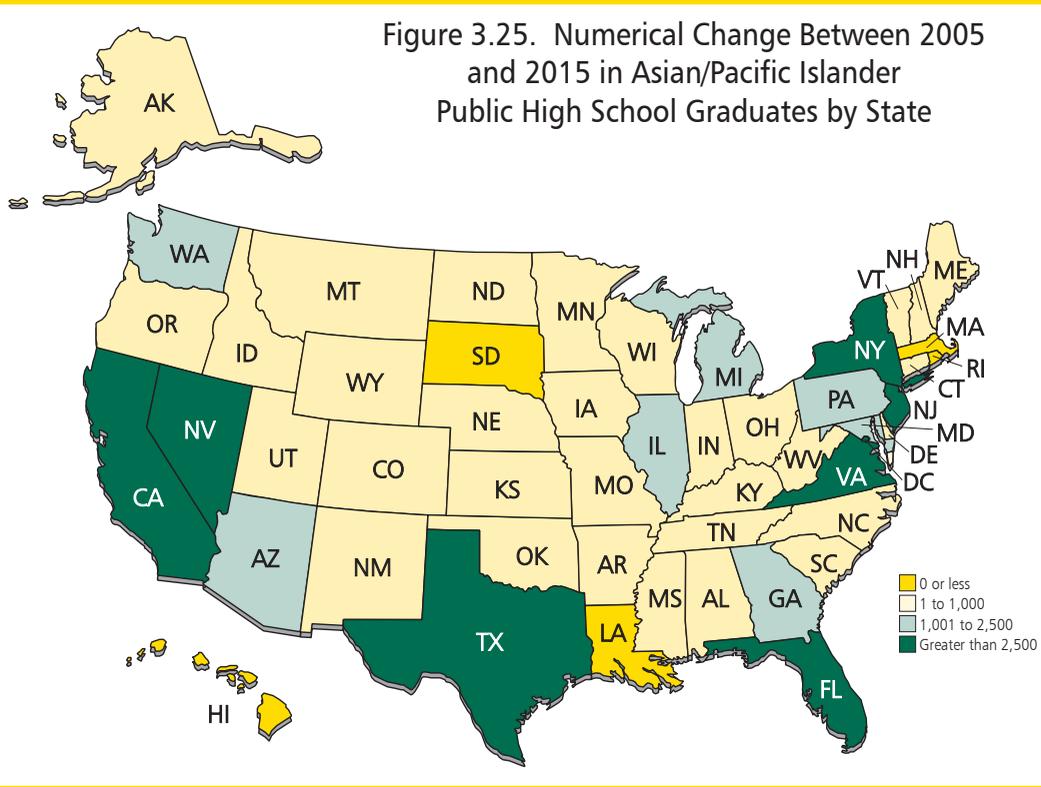
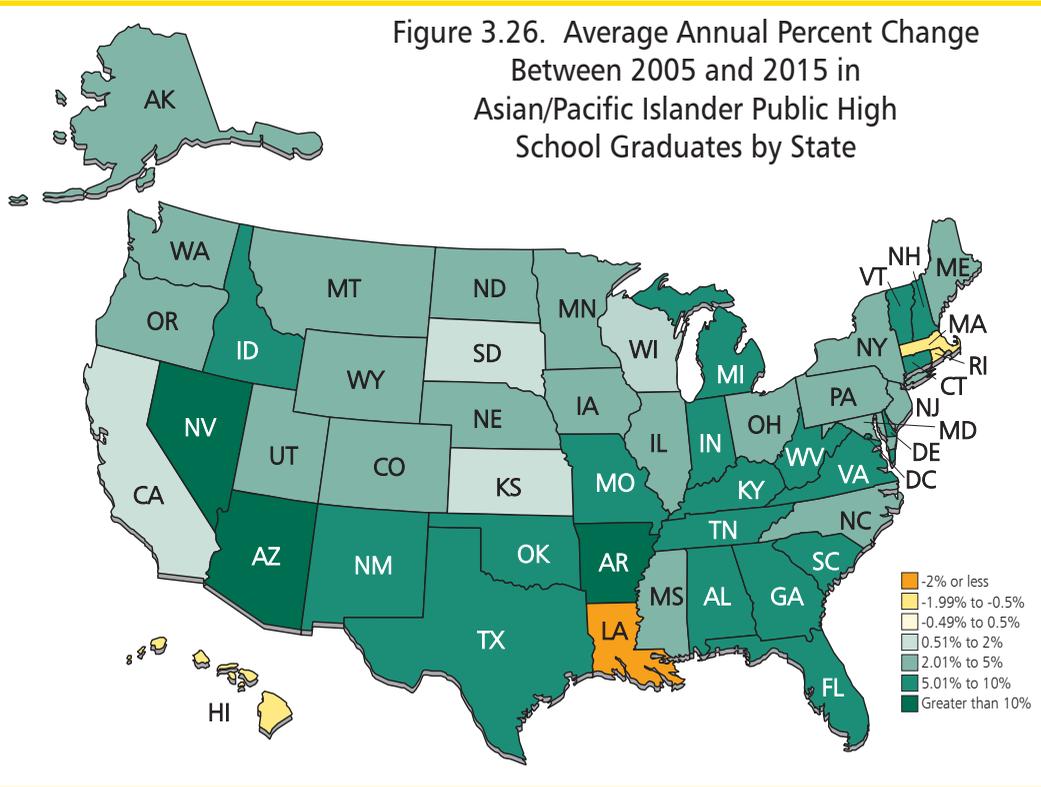


Figure 3.26. Average Annual Percent Change Between 2005 and 2015 in Asian/Pacific Islander Public High School Graduates by State



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

West Virginia and Kentucky (Figure 3.27). Many of these states had concentrations exceeding 30 percent, including Alabama, Georgia, Louisiana, Maryland, Mississippi, and South Carolina. In several states along the Eastern Seaboard, including Maryland, Delaware, New Jersey,

New York, and Connecticut, as well as in Pennsylvania and the District of Columbia, Black non-Hispanics represented at least 10 percent of public graduating classes. The same held true in four Midwestern states: Ohio, Michigan, Missouri, and Illinois. The only public

high school graduating classes in the West in which Black non-Hispanics had at least a 5 percent share were in California and Nevada.

Figure 3.27. Black non-Hispanics as a Percent of Public High School Graduates by State, 2004-05

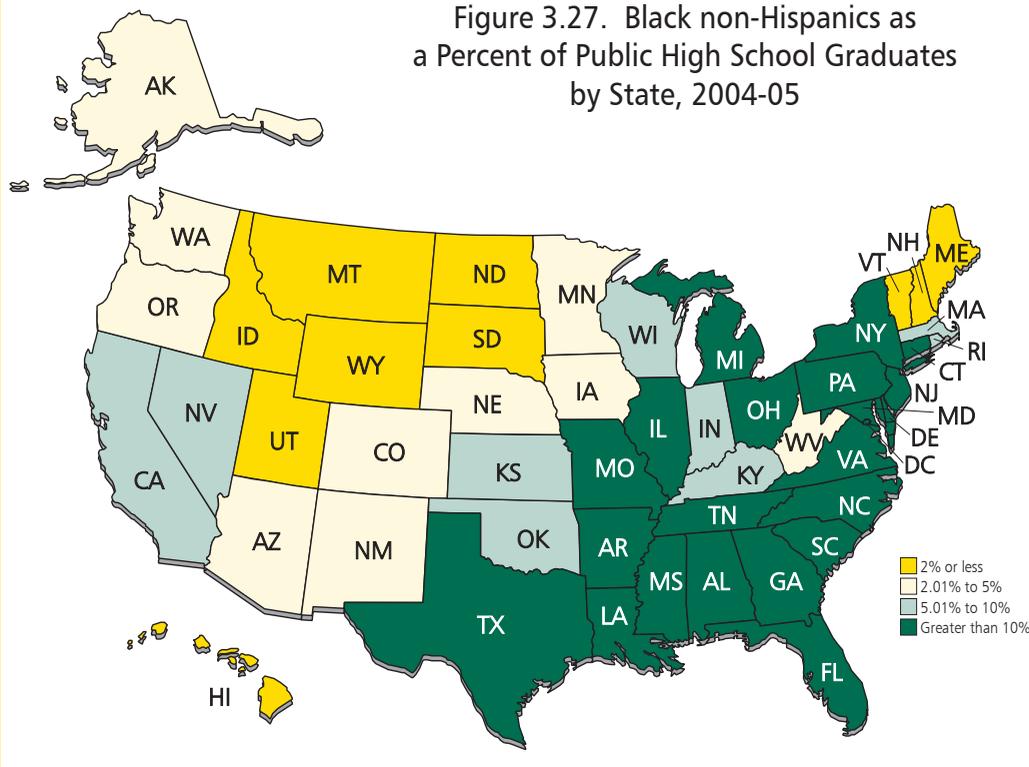
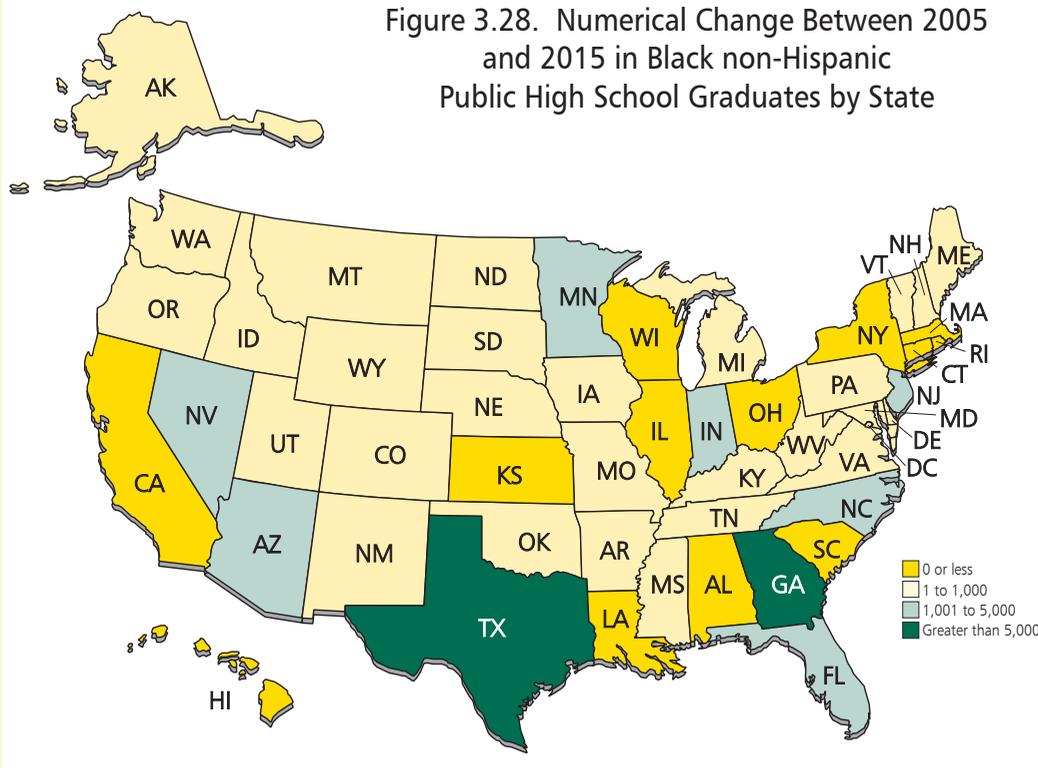


Figure 3.28 shows the change in the number of Black non-Hispanic public high school graduates projected to occur in the decade following 2004-05. Geographic patterns are less clear for members of this population. For instance, Georgia is projected to have one of the largest increases over that time frame, but two of the states it borders (Alabama and South Carolina) will see declines. Drops will also be seen in the southern part of New England, as well as in New York and California. But most of the states in the country can expect modest increases in the number of Black non-Hispanic graduates from public schools by 2014-15.

Figure 3.28. Numerical Change Between 2005 and 2015 in Black non-Hispanic Public High School Graduates by State



States showing the fastest average annual growth in Black non-Hispanic graduate numbers by 2014-15 are mostly those that have relatively small Black non-Hispanic populations in the first place (Figure 3.29). States such as Montana, Maine, and North Dakota (for which projections indicate a growth rate exceeding 10 percent per year) will see high rates of growth but very modest increases in the number of Black non-Hispanic graduates. A

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similar finding is evident for other states posting fast-growing projected rates, including Iowa and states in some parts of the West and the upper Northeast. Many of the states that produce most of the Black non-Hispanic

high school graduates are projected to see little or no average annual change by the end of the decade. And in the Southeast overall, some states' declines will be made up for by others' increases: for instance, South Carolina's

projections indicate an average annual decline in its production of Black non-Hispanic graduates, but its drop-off will be more than offset by growth in Florida, Georgia, and North Carolina.

Hispanics

Hispanics in the public high school graduating class of 2005 were much more concentrated in the Southwest and in several other states, such as Texas, Illinois, Florida, New York, Connecticut, and Rhode Island, than they were elsewhere (Figure 3.30). Less than 2 percent of the public high school graduates in large swaths of the Midwest, the South, and the northern New England states were Hispanic.

The number of Hispanic public high school graduates is expected to grow in all states except Hawaii by 2015 (Figure 3.31). But only a handful of states will account for the vast bulk of that growth. Between them, Texas and California will add about 80,000 of the roughly 206,000 new Hispanic graduates, with Arizona, Florida, Georgia, Illinois, Nevada, New Jersey, and North Carolina each adding at least 5,000 Hispanic graduates. Because of the rather larger existing populations of Hispanics in many of those states, however, other states will see a faster pace of growth

Figure 3.29. Average Annual Percent Change Between 2005 and 2015 in Black non-Hispanic Public High School Graduates by State

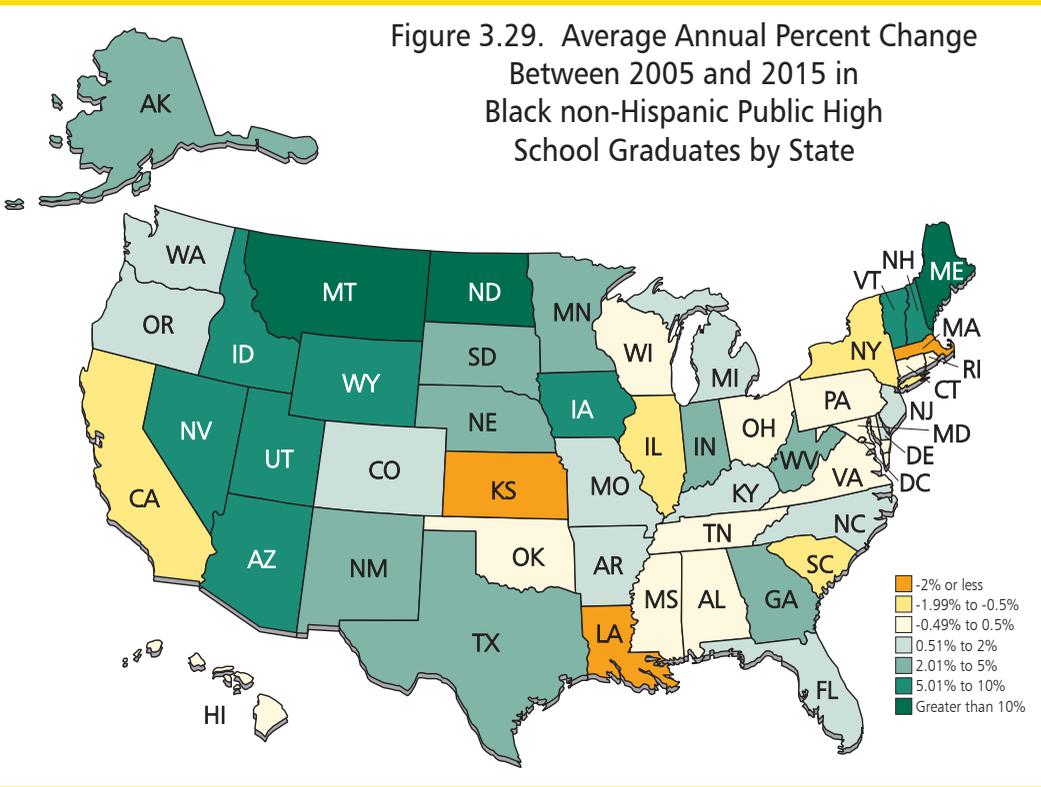
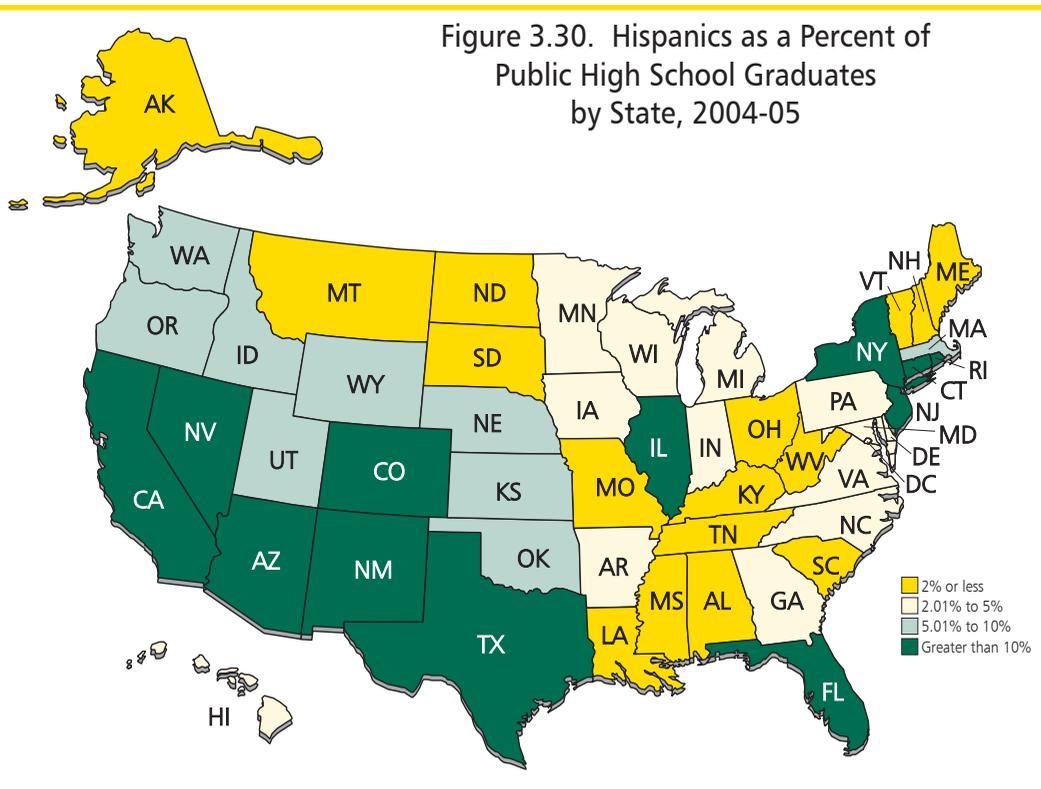


Figure 3.30. Hispanics as a Percent of Public High School Graduates by State, 2004-05



Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

among Hispanic graduates. Figure 3.32 shows the rates at which such growth is projected to occur. Hispanic graduate numbers will grow especially rapidly in all the states of the South, as well as in several Midwest states.

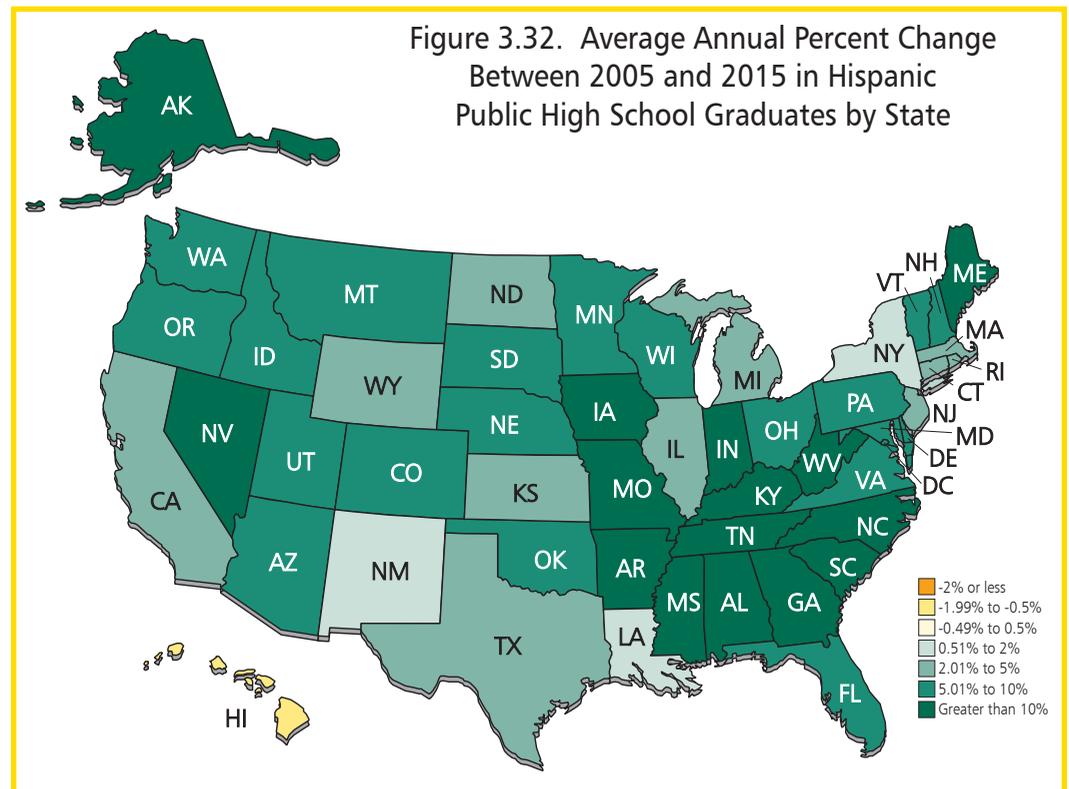
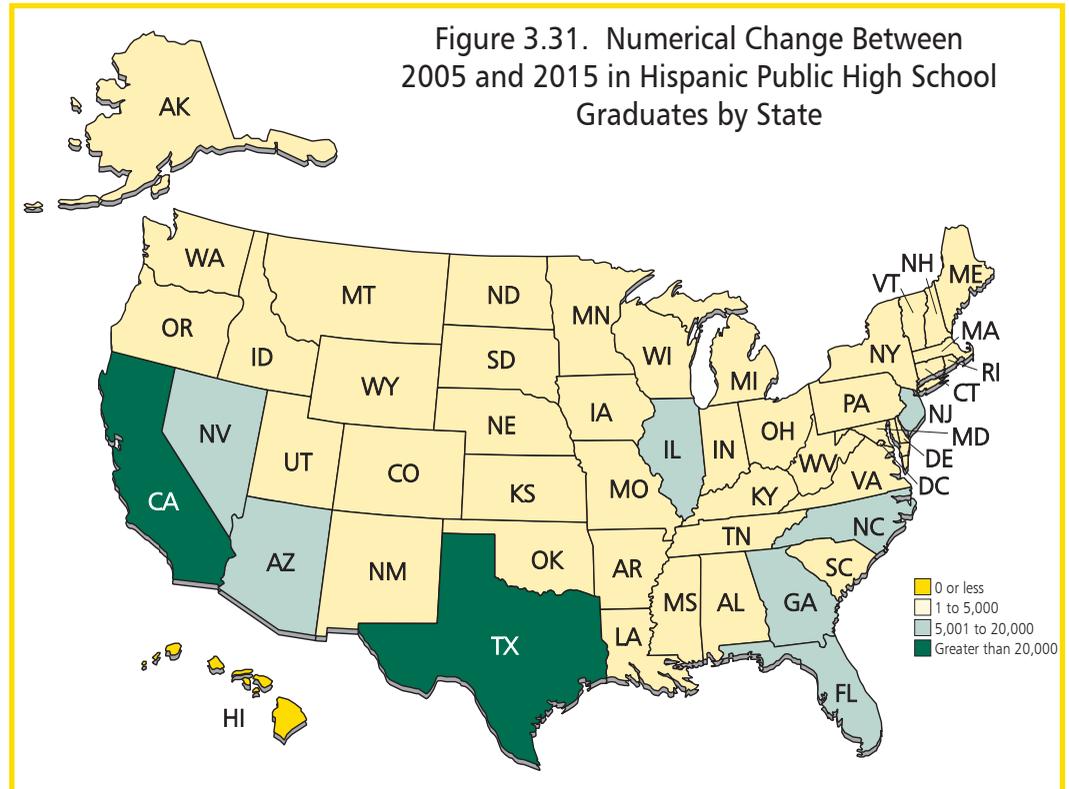
Despite its large share of Hispanic graduates in 2004-05, Nevada still projects rapid growth among those students due to its exploding rate of overall growth. And several other Western states, such as Colorado and Arizona, show a similar combination of high numbers and a fast growth rate (though not as fast as Nevada's).

White non-Hispanics

Other than in California, Hawaii, New Mexico, and Texas, White non-Hispanic graduates composed the majority of those graduating from public high school in 2005 (Figure 3.33). Moreover, the northern tier states, especially in northern New England and the upper Midwest, generally produced graduating classes with denser concentrations of White non-Hispanics.

Looking ahead to 2015, regional patterns are a little less discernable in terms of changes in the number of White non-Hispanic graduates (Figure 3.34). The bulk of the states are likely to see decreases, with growth isolated in a small and scattered group of states. Only Arizona, Florida, Idaho, Indiana, North Carolina, and Utah are projected to produce more White non-Hispanic public high school graduates in 2015 than they did in 2004-05. Meanwhile, White

non-Hispanic graduates in California in 2014-15 are projected to number almost 40,000 less than they did in 2004-05, and the decline will exceed 10,000 in Illinois, Pennsylvania, New York, and Texas.



Knocking at the College Door

Figure 3.35 shows how the majority of states can expect to see average annual decreases in their production of White non-Hispanic public high school graduates. The states expected to see the fastest average annual decline

are California, Louisiana, New Mexico, North Dakota, Kansas, Maryland, Oregon, Wyoming, Rhode Island, and Vermont, all of which project annual decreases averaging 2 percent or more. Despite its large population, California sets the pace for the slowing production of White non-Hispanic high school graduates, with a projected decline of nearly 3.2 percent annually, averaged over the decade.

But, several states in the South will see little average annual change in the number of White non-Hispanic graduates. These will be joined by Indiana and New Jersey outside that region.

Summary

Demographic shifts underway throughout the nation, all four of its regions, and most of its states are radically changing the racial/ethnic composition of the student body that public schools will be serving in the years to come. High school graduating classes are diversifying almost as rapidly. Although not all high school graduates go on to college and not all college students are recent high school graduates, such diversification will put pressure on many aspects of postsecondary education to adapt.

States and institutions will have to consider how to ensure that the curriculum being offered is culturally sensitive and responsive. Given historical patterns of academic support and preparation, academic and financial aid advisors will likely see more students with larger deficits in learning and fewer financial

Figure 3.33. White non-Hispanics as a Percent of Public High School Graduates by State, 2004-05

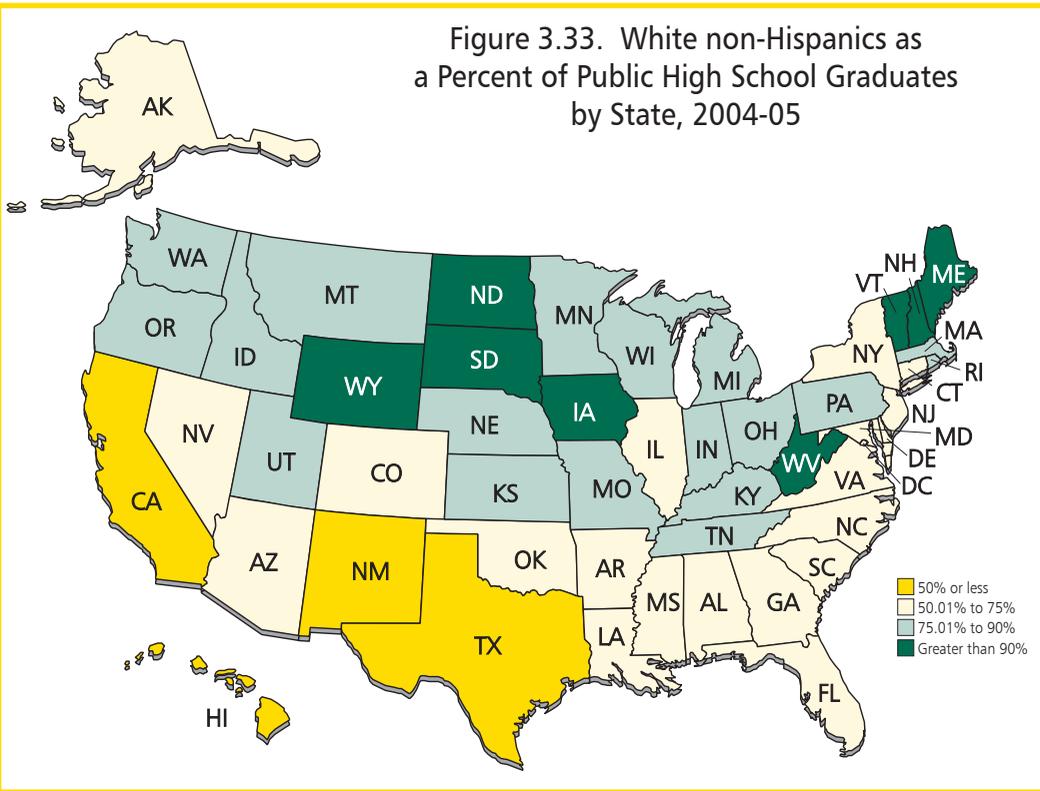
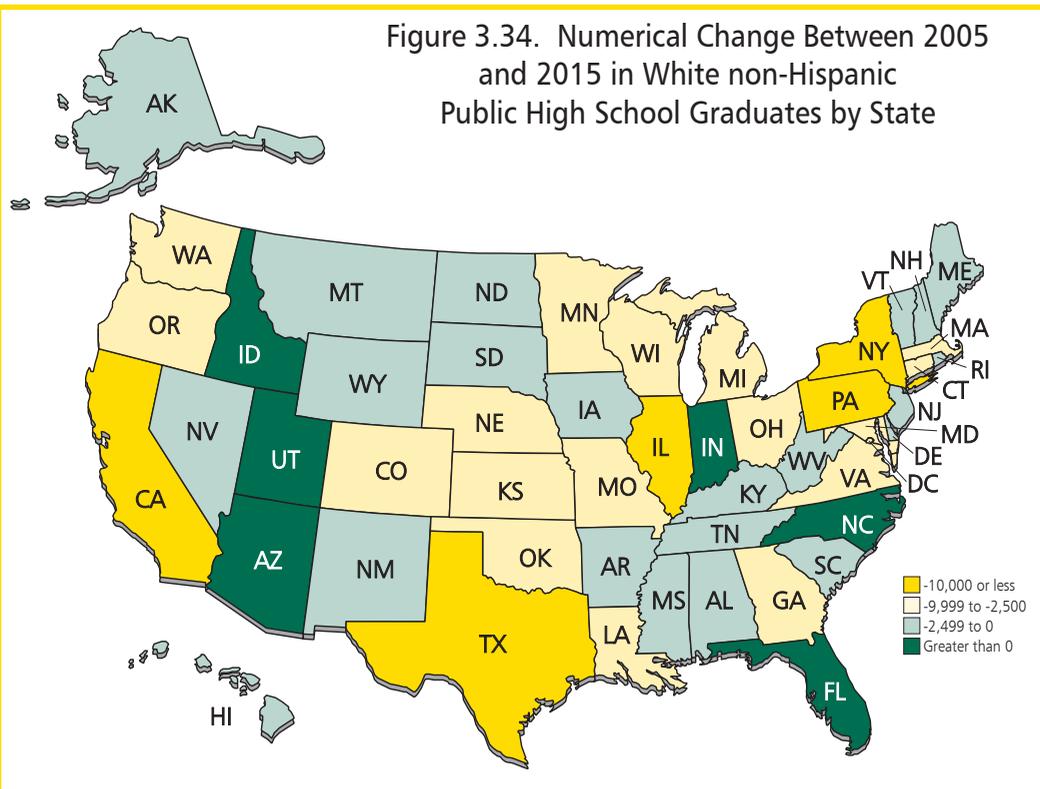


Figure 3.34. Numerical Change Between 2005 and 2015 in White non-Hispanic Public High School Graduates by State



Endnotes

¹ This publication makes widespread use of “Hispanics” as an umbrella term for individuals from a number of nationalities and origins that typically rely on Spanish as their native language, even though they may share few other cultural traditions. The main reason for this occasionally awkward grouping is because the data used in these analyses are disaggregated in this way.

² The U.S. Census Bureau predicts the nation’s population will be just 50.1 percent White non-Hispanic by 2050. U.S. Census Bureau, “U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin,” accessed 1/9/08 from <<http://www.census.gov/ipc/www/usinterimproj/>>.

³ Joyce Martin et al., *Births: Final Data for 2004, National Vital Statistics Reports* 55, no. 1 (Hyattsville, MD: National Center for Health Statistics, 2006), 41.

⁴ Luke J. Larsen, *The Foreign-Born Population in the United States: 2003, Current Population Reports*, P20-551 (Washington, D.C.: U.S. Census Bureau, 2004).

⁵ Stephen P. Broughman and Nancy L. Swaim, *Characteristics of Private Schools in the United States: Results from the 2003-2004 Private School Universe Survey*, NCES 2006-319 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, March 2006), 19. Also see Daniel Princiotta and Stacy Bielick, *Homeschooling in the United States: 2003*, NCES 2006-042 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2006), 9.

⁶ U.S. Census Bureau, “Cumulative Estimates of the Components of Population Change for the United States, Regions and States: April 1, 2000 to July 1, 2006,” accessed 10/4/07 from <<http://www.census.gov/popest/states/NST-comp-chg.html>>.

⁷ Larsen, *The Foreign-Born Population*. Also see Steven A. Camarota and Nora McArdle, *Where Immigrants Live: An Examination of State Residency of the Foreign Born by Country of Origin in 1990 and 2000* (Washington, D.C.: Center for Immigration Studies, 2003).

⁸ WICHE analysis based on data from the U.S. Census Bureau, “Table A-9. States – Place of Birth, 2003,” *State and Metropolitan Area Statistical Data Book*, 6th ed. (Washington, D.C.: U.S. Census Bureau, 2006), 14.

⁹ Jason P. Schachter, *Migration by Race and Hispanic Origin: 1995 to 2000, Census 2000 Special Reports* (Washington, D.C.: U.S. Census Bureau, 2003). Note that these figures represent interregional domestic migration as defined by the Census Bureau, which includes North Dakota and South Dakota in the Midwest rather than in the West, as this publication does elsewhere.

¹⁰ Angelina KewalRamani et al., *Status and Trends in the Education of Racial and Ethnic Minorities* NCES 2007-039 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 2007), 88. Also see Bryan J. Cook and Diana I. Córdova, *Minorities in*

Higher Education, Twenty-Second Annual Status Report: 2007 Supplement (Washington, D.C.: American Council on Education, 2007), 7. This analysis assumes that existing patterns of high school completion will continue essentially unchanged.

¹¹ Projections for South Dakota show both a decline in the number of public high school graduates of Asian/Pacific Islander descent and a positive average annual rate of change between 2004-05 and 2014-15. This apparently counterfactual outcome is because of the small number of Asians/Pacific Islanders in South Dakota and the small projected change in graduates from that group.

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* (which corresponds to WICHE’s mission of improving access to postsecondary education), CSR also yields projections of enrollments by grade and total enrollments.

The CSR methodology operates by measuring the difference between the enrollments in a given grade in one year and the enrollments in the next grade level the following year. The same calculation is made for 12th grade enrollments in a given academic year and the number of high school graduates for that year.

Additionally, WICHE calculates a cohort survival ratio between birth and first grade enrollments six years later. Birth data also set the outer limits of the projection time frame: the last year for which graduates are projected is based on the last year for which birth data were available. After calculating ratios for all the available data, WICHE uses them to project the number of enrollments and graduates in the years to come.

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 evident by taking a longer view. Consistent with past editions, each cohort survival ratio is calculated as

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

where Y_{pt} = the CSR for a given progression point p in year t , and w = smoothing weight (equal to 0.4 in WICHE’s CSR methodological approach).

Strengths and Limitations

The CSR methodology is widely used by educational planners because of its relatively 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 fact that it requires only a few data points. Despite CSR’s relative simplicity, studies have shown that it is reasonably accurate in the short term and for small populations as well as large ones.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 non-statisticians. These characteristics tend to make them problematic for the purposes of our report.

In demographic studies, there are generally two main sources of population change: natural increase and net migration.² Aside from data on births, these are not explicitly modeled in the data. Instead, CSR captures their influence implicitly through year-to-year trends. That is, each year’s count of enrollment reflects the combined effects of net migration and mortality that occurred over the preceding year. These factors have the greatest potential to upset the accuracy of the projections when their effects become evident in the last year or two of actual data or when new patterns emerge after the last year of available data.

While not the principal focus of this publication, the birth data 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 1985 and 2004. It indicates that the South saw the most births throughout that time period, and in fact it was the only region to experience more births in 2004 than in 1990, the highest previous year. Declining births in the Midwest and especially the Northeast have contributed to the declining population in those regions.

Figure 4.2 illustrates how births have affected the demographic shifts evident in the projections. In the decade between 1994 and 2004, the number of births of White non-Hispanics declined in all regions, while births to Black non-Hispanics also fell substantially everywhere but in the South. These declines were more than offset (in percentage terms) by the surge in births among Hispanics and Asian/Pacific Islanders in all regions. These shifts in births are important contributors to the dramatic demographic changes confronting states in all regions, as the composition of school enrollments and high school graduating classes rapidly becomes more diverse.

Of the remaining factors, mortality plays the least significant role. Though child death rates do vary by race/

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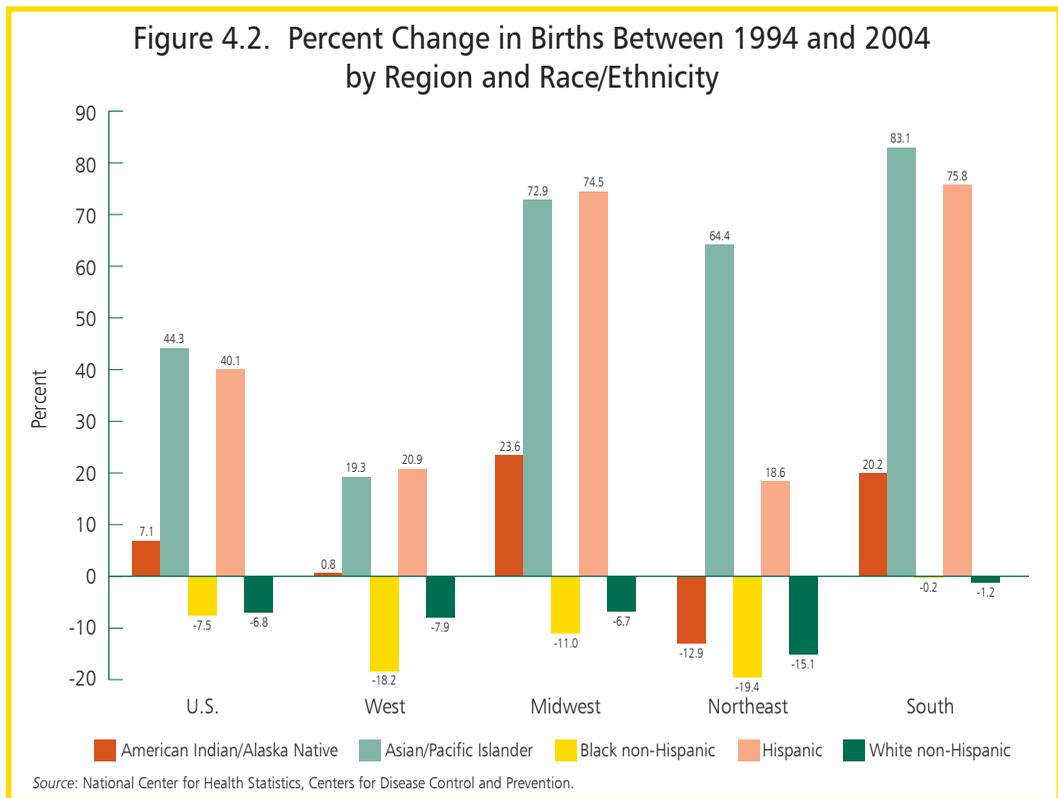
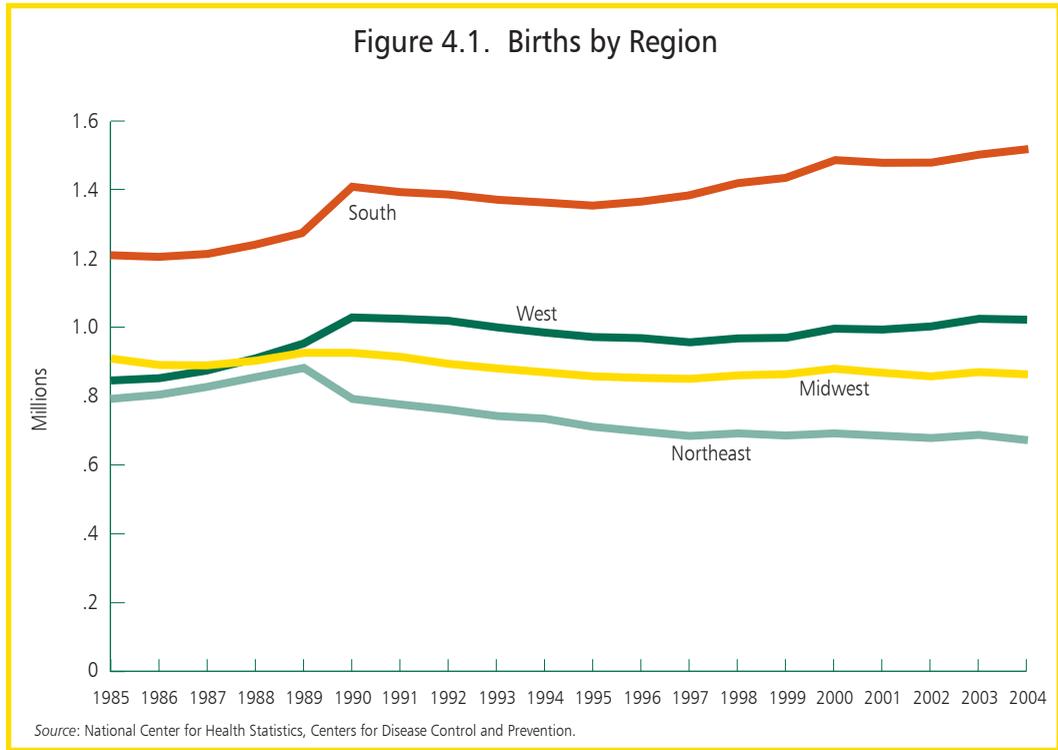
ethnicity and gender, they have been in decline nationally among individuals aged five to 14 for many years and now account for only about 16.8 deaths per 100,000 individuals.³

Migration has a much greater impact on the year-to-year enrollment data, and in a discussion of high school graduation rates, it takes multiple forms. Migration occurring between states is driven in large part by the relative strength of 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 Washington, D.C., and Kansas City, are particularly susceptible to this form of migration. Additionally, immigration from outside the U.S. affects CSR. The most notable impacts are felt from immigrants (legal and illegal) from Mexico in border states like Arizona, Texas, and California.

Migration also occurs between public and nonpublic schools. This form of migration most typically occurs at the junctures between school levels. For example, parents may be likely to transfer their children to a nonpublic high school at the beginning of ninth grade.

In addition, educational policy changes can have a substantial impact on progression ratios. Growing attention to accountability mandates brought on by the passage of No Child Left Behind has likely

influenced the number of enrollments and graduates. Increased attention to graduation rates, particularly the effort to establish a uniform measurement across states, is 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

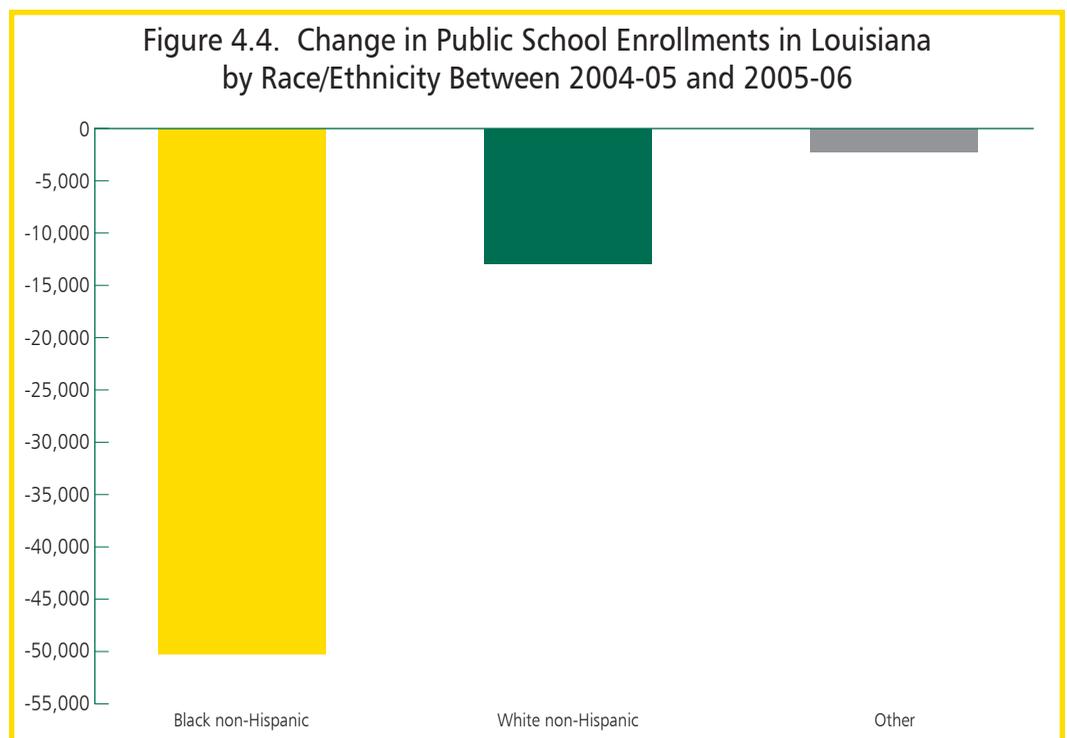
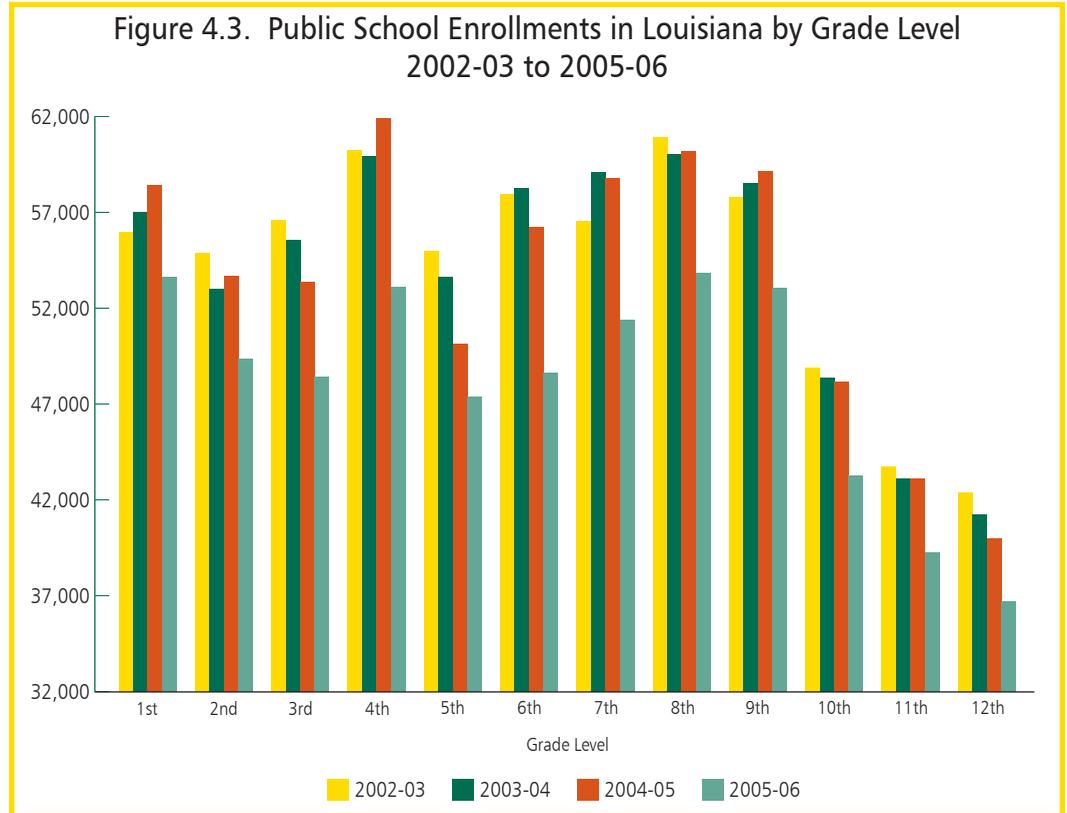


Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

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.

Hurricane Katrina was so disruptive that its effects on Louisiana and its schools are still playing out.⁴ Given that data to help understand the near-term impact of the storm are only just now emerging, and while good information to probe its longer-term effects remains

Finally, the accuracy of projections based on the CSR methodology suffers whenever there is an abrupt change in historical demographic or school progression patterns. Such a change may be the result of an educational policy change, a substantial single-year surge or decline in immigration, or a major disruptive event like Hurricane Katrina. The data upon which these projections rely include public school enrollments – but not graduates – for the first year following Katrina (the 2005-06 academic year). Enrollments in Louisiana in the first post-Katrina academic year were considerably lower than historical trends, and so were the corresponding cohort survival ratios. Figure 4.3 shows the enrollments in Louisiana’s public schools by grade level for the three academic years preceding Katrina and for the first year following it. Moreover, as Figure 4.4 shows, post-Katrina declines were far from equally distributed among racial/ethnic groups. In percentage terms, total enrollments in public schools fell by 16.5 percent among Black non-Hispanics, approximately four times the rate for White non-Hispanics (4.1 percent) and double that of other races/ethnicities (8.3 percent).



elusive, these projections include no adjustments in the CSR methodology as it relates to Louisiana.

Accordingly, readers should be aware of at least two ways Katrina impacts the projections. First, with all other factors held equal, CSR will tend to bias projections of graduates downward. This occurs because of the way these projections weight cohort survival ratios and because the lower cohort survival ratio calculated with the last year of actual enrollments data is factored into the projections for all subsequent years. Second, refugees from the storm scattered to many other states, notably Texas, where public schools absorbed some of them. Again, no adjustments were made to account for those additional students in this case, largely because of limitations in disaggregating the data to separately identify refugees, as well as uncertainty about whether the refugees have resettled themselves permanently in their new locations. In any case, those who relocated have little impact on the overall population of their new states, given the relative size of those states. Finally, though parts of Mississippi also suffered gravely as Katrina came ashore, as a whole that state did not experience the dramatic declines in public school enrollments that Louisiana did.

Data and Sources

These projections of high school graduates depend on several types of data covering 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.

Births

WICHE obtained raw data for live births from the National Center for Health Statistics (NCHS), which is part of the Centers for Disease Control and Prevention. Birth data were grouped according to the mother's race/ethnicity and state of residence. Data were available through the year 2004. Since WICHE does not project birth data, this established the last year of the projections of high school graduates at 2021-22 (or when the babies born in 2004 would have reached roughly 18 years of age).

Enrollments and Graduates at Public Schools

In past editions of its projections of high school graduates, WICHE obtained data on enrollments and graduates from the states themselves. This always proved to be a time-consuming task, both in terms of collecting the data and in terms of managing datasets that varied widely in structure and, sometimes, in quality and content. With the ongoing development and improvement of the Common Core of Data (CCD), administered by the National Center for Education

Statistics (NCES) of the U.S. Department of Education, it became apparent that contacting 50 individual states and the District of Columbia was duplicative and inefficient. The CCD provides a common structure and format for the storage and use of all the public school-related data needed for this project, plus other data elements that offer WICHE the potential to expand our analysis to include other demographic and educational trends of interest to policymakers. Furthermore, extensive data quality checks are completed by CCD staff in partnership with the U.S. Census Bureau, relieving WICHE of the bulk of that responsibility.⁵

WICHE nevertheless carefully examined the CCD data it obtained, questioned suspicious data elements, and made adjustments where appropriate. Additionally, WICHE conducted a thorough analysis of the CCD data in comparison to data provided by individual states for the previous edition. With a handful of exceptions, the data from the CCD was identical to the state data or else differed by an insignificant amount (typically less than 1 percent). WICHE sought to determine what accounted for any large differences, which most commonly were due to the inclusion (or exclusion) in the CCD data of certain categories of diplomas, such as special education diplomas. Where small differences occurred, conversations with state data analysts revealed that they resulted from the timing of data collection by the state or changes in data WICHE already had collected. Finally, on occasion, there was good reason to make small adjustments in a state's data for a single year or two. Specifics about these adjustments, as well as more information concerning differences between the CCD and WICHE's previous data collection efforts, are provided in the Technical Appendix (Appendix B).

Relying on CCD data confers additional possible benefits with the potential to make WICHE's projections more useful in informing policy and planning. First and foremost, with the substantial savings in the time required to collect the data from all 50 states and the District of Columbia and perform wholesale data quality checks, WICHE plans to reproduce the projections of high school graduates more frequently than in the past. Furthermore, the CCD provides, from a single source, a wide array of additional data elements beyond simple counts of enrollments and graduates, which allow for more in-depth analysis. WICHE also plans to explore some of the analytical possibilities the expanded data permit.

Accordingly, this edition of WICHE's projections of high school graduates from public schools is based on data available through the CCD. Specifically, the actual number of enrollments by grade level and public high school graduates for each state come from the State Nonfiscal

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Public Elementary/Secondary Education Survey data files (which can be downloaded from <http://nces.ed.gov/ccd/stnfnis.asp>). Each file provides the total number of enrollments and graduates, as well as data for each of the five races/ethnicities.

WICHE projects high school graduates independently for each race/ethnicity. The smaller sizes of these groups mean that these projections are statistically more susceptible to imprecision than are projections for total public graduates, due to all the factors influencing progression, plus any measurement error. This is one reason that WICHE projects total public graduates separately, rather than using a simple sum of the graduates from each race/ethnicities. Another is that several states include racial/ethnic categories in addition to the five that are collected in the CCD and in previous editions of this publication, such as “Multi-racial” or “Unknown.”⁶

Enrollments and Graduates at Nonpublic Schools

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 cases, reporting by schools is merely voluntary. Budget reductions and shifting priorities have also limited the collection and reporting of nonpublic school data by states in years past.

Fortunately, over the last decade the NCES has administered a biannual survey, known as the *Private School Survey* (PSS). The PSS contains data on enrollments by grade level for a specific academic year and the number of diploma recipients in 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: a web-based, searchable database on nonpublic schools, available to the general public, which is made possible through data supplied by those schools. Consequently, the most recent administration of the PSS in 2003-04 generated a response rate approaching 95 percent.⁷ Although the response rates for individual states may be higher or lower than that amount, except in a few states the PSS appears to have more completely captured the total number of nonpublic school enrollments and graduates than the states themselves have.

WICHE’s decision to employ the PSS data or available state data in its projections depended on a simple test: which source consistently showed the greater number of enrollments or graduates (many states collect enrollments but not graduates from the nonpublic schools within their borders). When PSS data were used, data for the

years between PSS administrations were estimated using linear interpolation based on the two adjacent years’ data. As with the CCD data, more details and specifics concerning data and sources for the nonpublic school analyses can be found in the Technical Appendix (Appendix B).

Income

Unfortunately, WICHE was unable to replicate the projections by income, first developed for the previous edition and based on the 2000 Census, because no new data sufficient for the task were available. WICHE considered alternative measures of income as a way to update these projections, most notably the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) program. But none allowed for the development of projections consistent with the income methodology employed in 2003. For instance, SAIPE identifies students dichotomously as either in poverty or not in poverty, which is not as detailed as the income bands previously used. Misidentification is also a particular problem with dichotomous variables, since it doubles the resulting error (an individual improperly identified as impoverished is counted among the impoverished *and* not counted in the wealthier group).

However, since the last census, the U.S. Census Bureau has been rolling out a powerful new data source, the American Community Survey (ACS). By 2010, the U.S. Census Bureau plans for the ACS to replace the decennial census’s long form, which provided the data to do the income analysis in the previous edition of these projections.⁸ Once it is fully implemented, the ACS will provide a level of detail and richness available through the long form but on an annual basis, which ultimately holds the promise of allowing WICHE to make improvements on the accuracy and usefulness of its projections by income. As this publication was being prepared, it was possible to obtain ACS data that is representative for areas with populations equal to 65,000 or greater (including all states). But the data requirements to replicate the income projections are at the school district level, and the ACS could not yet be used for that purpose.⁹ WICHE plans to examine how it may be possible to update the income-based projections using the ACS in the coming years.

Homeschooling

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). 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.

To begin with, states' 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). A second reason is the difficulty of determining a valid number of "graduates" of home schools. Nonetheless, research indicates that the number of homeschooled students continues to grow rapidly in our society. In 2003, an estimated 1.1 million children were homeschooled, which represented an increase of 29 percent over the 1999 estimate, while the rate of homeschooling grew from 1.7 percent in 1999 to 2.2 percent in 2003.¹⁰

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 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.

³ National Center for Health Statistics, Centers for Disease Control, *Death Rates by 10-Year Age Groups: United States and Each State, 1999-2004*, accessed 8/2/07 from <<http://0-www.cdc.gov.mill1.sjlibrary.org/nchs/dataawh/statab/unpubd/mortabs/gmwk23a.htm>>.

⁴ A more thorough analysis of the impacts of Hurricanes Katrina and Rita on school districts in the Gulf Coast region can be found in Karen Rowley, *An Examination of the Impact of Hurricanes Katrina and Rita on the Public School Districts in 15 Communities* (Baton Rouge, LA: Nelson A. Rockefeller Institute of Government and the Public Affairs Research Council of Louisiana, 2007).

⁵ J. Sable and J. Hill, *Overview of Public Elementary and Secondary Students, Staff, Schools, School Districts, Revenues, and Expenditures: School Year 2004-05 and Fiscal Year 2004*, NCES 2007-309 (Washington, D.C.: U.S. Department of Education, 2007). See corresponding reports for other CCD administrations.

⁶ 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.

⁷ S.P. Broughman and N.L. Swaim, *Characteristics of Private Schools in the United States: Results from the 2003-04 Private School Universe Survey* (NCES 2006-319) (Washington, D.C.: U.S. Department of Education, 2006), B-5. See corresponding reports for other PSS administrations.

⁸ Data for areas with small populations will be based on a three- or five-year rolling average. For more details concerning the American Community Survey, see <www.census.gov/acs>.

⁹ For more details concerning WICHE's methodology for generating projections by income, see Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity* (Boulder, CO: WICHE, December 2003), 82-85.

¹⁰ D. Princiotta and S. Bielick, *Homeschooling in the United States: 2003*, NCES 2006-042 (Washington, D.C.: U.S. Department of Education, 2006), iii.

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Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

UNITED STATES

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	-	-	-	-	-	-	2,226,016	235,233	2,461,249
1992-93	-	-	-	-	-	-	2,234,649	236,656	2,471,305
1993-94	2,212,949	20,254	100,090	284,864	208,463	1,599,277	2,220,849	240,367	2,461,216
1994-95	2,264,218	21,452	99,236	291,056	213,169	1,639,304	2,273,541	246,584	2,520,125
1995-96	2,272,980	21,209	101,247	293,996	218,966	1,637,562	2,273,109	249,188	2,522,297
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	265,062	2,705,110
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	279,035	2,832,879
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	289,131	2,910,665
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	298,256	3,058,145
2004-05	2,789,570	30,456	142,555	384,728	380,736	1,851,095	2,799,250	297,584	3,096,834
2005-06	2,875,664	31,918	152,127	402,997	415,068	1,873,554	2,891,592	297,946	3,189,538
2006-07	2,932,919	33,216	155,317	421,887	434,408	1,888,090	2,956,147	298,285	3,254,432
2007-08	2,997,473	33,824	159,106	435,636	465,480	1,903,427	3,033,788	306,447	3,340,235
2008-09	2,969,297	34,268	161,093	434,234	480,187	1,859,514	3,018,499	301,664	3,320,163
2009-10	2,966,572	34,045	165,313	437,524	504,504	1,825,187	3,016,202	294,429	3,310,631
2010-11	2,935,303	33,276	169,153	435,571	525,772	1,771,531	2,990,159	290,026	3,280,185
2011-12	2,884,663	32,687	173,494	420,388	535,197	1,722,896	2,941,541	283,476	3,225,017
2012-13	2,886,474	32,202	178,629	413,401	558,995	1,703,247	2,948,305	279,740	3,228,044
2013-14	2,853,990	32,295	183,798	395,721	568,166	1,674,011	2,916,244	272,398	3,188,642
2014-15	2,858,933	32,455	188,103	396,466	587,438	1,654,471	2,925,959	263,405	3,189,364
2015-16	2,890,867	33,252	190,828	403,355	608,808	1,654,625	2,966,161	282,058	3,248,219
2016-17	2,911,412	33,632	195,298	403,074	630,685	1,648,723	2,992,713	282,771	3,275,484
2017-18	3,003,493	34,777	220,200	413,920	671,774	1,662,821	3,060,868	284,343	3,345,212
2018-19	2,983,381	34,794	220,566	402,427	701,153	1,624,442	3,033,175	280,813	3,313,988
2019-20	2,988,357	35,006	231,987	394,345	723,204	1,603,816	3,031,704	280,059	3,311,763
2020-21	3,042,408	35,124	240,568	393,471	752,705	1,620,540	3,083,498	285,767	3,369,265
2021-22	3,041,417	35,187	244,143	393,363	780,268	1,588,455	3,076,539	285,158	3,361,696

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

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, 1991-92 through 2021-22

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			
1991-92	-	-	-	-	-	-	480,743	36,853	517,596
1992-93	-	-	-	-	-	-	490,847	37,038	527,885
1993-94	501,065	10,544	54,168	25,564	100,439	310,350	501,065	38,628	539,693
1994-95	508,576	10,543	52,885	25,393	101,924	317,831	508,806	39,137	547,943
1995-96	512,777	10,374	53,396	26,167	103,885	318,955	512,777	42,292	555,069
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	46,573	610,254
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	49,036	657,432
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	50,354	685,036
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	52,461	710,132
2004-05	676,269	14,964	71,614	37,770	177,644	374,277	681,870	52,580	734,450
2005-06	702,649	16,155	76,075	39,676	192,308	378,435	709,825	52,715	762,540
2006-07	713,636	16,790	76,805	41,231	199,085	379,725	723,674	52,638	776,312
2007-08	732,669	17,061	78,415	42,953	212,716	381,525	747,167	54,847	802,014
2008-09	731,973	17,274	79,807	42,988	220,493	371,410	749,214	53,853	803,066
2009-10	730,466	16,790	80,621	42,034	230,187	360,834	748,504	53,174	801,678
2010-11	725,090	16,152	82,021	41,955	238,624	346,338	745,141	51,996	797,137
2011-12	722,077	15,773	82,908	42,057	244,728	336,611	744,055	50,688	794,743
2012-13	718,566	15,205	84,133	40,509	247,032	331,687	742,398	50,287	792,684
2013-14	714,856	15,541	85,137	39,346	250,092	324,740	740,306	48,848	789,154
2014-15	711,500	15,208	85,814	38,760	253,927	317,791	738,721	47,782	786,503
2015-16	714,703	15,595	85,805	38,978	258,124	316,201	744,874	50,498	795,372
2016-17	720,507	15,752	87,217	38,842	264,062	314,634	753,470	50,538	804,008
2017-18	741,870	15,918	95,969	38,437	274,893	316,654	768,707	50,626	819,333
2018-19	739,546	15,869	94,788	37,267	281,448	310,174	765,921	50,294	816,215
2019-20	747,963	15,985	98,716	36,432	287,682	309,148	773,968	50,747	824,715
2020-21	764,433	15,956	100,607	36,691	296,646	314,532	791,450	51,979	843,429
2021-22	763,017	16,250	100,260	35,949	304,592	305,966	789,300	51,825	841,124

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

MIDWEST

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

Public and Nonpublic High School Graduates, 1991-92 through 2021-22

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			
1991-92	563,390	2,456	10,707	51,275	14,506	484,446	563,407	55,561	618,968
1992-93	571,746	2,519	11,234	52,988	15,424	489,581	572,971	56,451	629,422
1993-94	554,487	2,516	11,540	50,838	15,449	474,145	562,950	56,911	619,861
1994-95	570,360	2,531	11,570	51,522	15,911	488,826	580,581	58,836	639,417
1995-96	575,113	2,846	11,661	51,315	16,599	492,692	576,216	58,025	634,241
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	65,376	688,923
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	68,769	698,905
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	69,998	704,728
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	70,544	734,299
2004-05	658,392	3,924	17,727	69,590	29,670	537,481	660,646	69,302	729,948
2005-06	670,183	3,981	18,806	72,612	32,074	542,708	674,943	68,396	743,339
2006-07	679,092	4,162	19,330	78,246	33,848	543,507	685,455	67,387	752,842
2007-08	693,470	4,066	20,175	81,998	36,693	550,539	703,015	68,386	771,401
2008-09	687,972	4,122	20,369	83,170	39,001	541,309	702,238	67,118	769,355
2009-10	679,356	3,954	20,633	83,227	41,115	530,426	694,139	64,407	758,546
2010-11	667,476	3,883	21,292	82,680	43,359	516,262	684,095	62,962	747,057
2011-12	652,721	3,806	22,063	80,480	45,291	501,081	671,183	61,126	732,309
2012-13	645,221	3,630	22,788	76,405	47,872	494,525	664,239	59,854	724,093
2013-14	636,616	3,525	23,692	73,061	49,304	487,035	656,302	58,018	714,321
2014-15	632,310	3,521	24,630	71,444	51,190	481,525	652,954	54,963	707,917
2015-16	637,650	3,578	25,677	72,845	54,230	481,320	660,998	58,342	719,340
2016-17	637,272	3,647	26,319	71,996	56,163	479,146	662,589	58,743	721,332
2017-18	660,414	3,909	31,173	74,308	65,629	485,395	676,223	59,590	735,814
2018-19	651,614	3,975	31,027	72,502	69,699	474,412	667,006	58,482	725,488
2019-20	644,525	4,024	32,609	70,324	70,970	466,598	658,782	57,616	716,397
2020-21	654,538	4,103	34,445	70,607	74,738	470,644	667,943	58,706	726,649
2021-22	650,050	4,187	35,854	70,986	77,146	461,876	661,866	58,207	720,073

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

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

Public and Nonpublic High School Graduates, 1991-92 through 2021-22

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			
1991-92	419,104	777	16,145	44,219	23,835	334,128	419,115	80,840	499,955
1992-93	414,437	998	16,582	44,642	25,283	326,931	414,437	80,065	494,502
1993-94	408,921	736	17,296	44,969	26,383	319,537	408,755	73,165	481,920
1994-95	413,413	825	17,200	45,269	26,813	323,306	413,417	74,150	487,567
1995-96	417,878	862	18,626	46,520	28,124	323,746	417,843	73,734	491,577
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	75,503	506,951
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	77,912	531,726
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	82,636	544,115
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	83,742	575,397
2004-05	502,951	1,400	25,572	61,268	45,418	369,293	503,528	85,061	588,589
2005-06	519,967	1,427	27,372	65,123	49,963	376,083	521,007	85,251	606,258
2006-07	527,738	1,509	27,849	66,362	52,629	379,389	529,937	86,134	616,071
2007-08	532,695	1,517	28,408	67,580	54,921	380,269	537,662	87,800	625,462
2008-09	523,400	1,438	28,407	66,356	56,265	370,934	530,282	84,810	615,092
2009-10	521,981	1,776	29,316	68,384	58,442	364,063	528,443	83,068	611,511
2010-11	511,963	1,799	30,105	67,043	59,188	353,829	518,708	81,020	599,728
2011-12	500,859	1,795	31,017	64,647	59,104	344,297	507,825	78,196	586,021
2012-13	492,704	1,709	32,068	61,969	59,755	337,203	499,965	75,994	575,959
2013-14	483,062	1,629	32,967	58,988	59,167	330,310	490,041	73,363	563,404
2014-15	475,594	1,737	33,174	58,549	59,896	322,237	483,054	69,839	552,894
2015-16	476,713	1,716	33,817	59,017	61,986	320,177	485,038	71,802	556,839
2016-17	472,337	1,687	34,382	58,953	62,638	314,677	481,299	71,893	553,191
2017-18	479,930	1,832	40,150	58,765	64,819	314,364	486,234	72,573	558,807
2018-19	474,428	1,811	40,166	57,484	67,004	307,961	480,719	71,494	552,213
2019-20	471,247	1,942	42,324	56,240	68,533	302,207	476,940	70,797	547,737
2020-21	477,537	1,792	44,502	55,094	71,998	304,151	482,916	71,929	554,845
2021-22	467,142	1,679	45,021	53,552	73,878	293,013	472,353	70,377	542,730

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

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, 1991-92 through 2021-22

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			
1991-92	-	-	-	-	-	-	762,751	61,979	824,730
1992-93	755,035	6,418	15,838	165,830	62,707	504,242	756,394	63,102	819,496
1993-94	748,476	6,458	17,086	163,494	66,192	495,246	748,079	71,663	819,742
1994-95	771,869	7,553	17,581	168,872	68,521	509,341	770,737	74,461	845,198
1995-96	767,212	7,127	17,565	169,994	70,358	502,169	766,273	75,137	841,410
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	77,610	898,982
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	83,317	944,815
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	86,144	976,787
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	91,533	1,038,341
2004-05	951,958	10,168	27,642	216,100	128,004	570,044	953,206	90,653	1,043,859
2005-06	983,302	10,301	29,932	225,607	140,826	576,637	985,723	91,591	1,077,314
2006-07	1,012,988	10,705	31,446	235,920	149,197	585,719	1,016,544	92,166	1,108,710
2007-08	1,039,193	11,159	32,247	242,948	161,663	591,175	1,044,763	95,621	1,140,384
2008-09	1,026,563	11,434	32,665	241,554	164,909	576,001	1,035,746	95,959	1,131,705
2009-10	1,035,395	11,614	35,025	243,708	175,342	569,706	1,043,188	94,027	1,137,215
2010-11	1,031,821	11,583	36,094	243,657	185,547	554,940	1,039,717	94,481	1,134,198
2011-12	1,010,312	11,478	38,059	233,078	187,010	540,687	1,016,447	93,930	1,110,377
2012-13	1,032,694	11,892	40,437	234,490	206,731	539,143	1,037,873	94,087	1,131,959
2013-14	1,022,956	11,837	43,106	224,297	212,562	531,154	1,025,658	92,670	1,118,328
2014-15	1,044,318	12,330	46,060	227,842	226,512	531,575	1,045,987	91,413	1,137,400
2015-16	1,067,796	12,728	47,348	232,631	239,799	535,290	1,069,557	96,108	1,165,665
2016-17	1,088,244	12,905	49,468	233,425	254,414	538,031	1,088,745	97,580	1,186,324
2017-18	1,139,002	13,917	56,809	243,146	279,213	545,918	1,125,260	100,827	1,226,088
2018-19	1,137,727	13,924	58,843	235,689	298,084	531,186	1,115,185	99,730	1,214,915
2019-20	1,146,683	13,757	63,183	231,948	312,837	524,957	1,117,692	99,749	1,217,442
2020-21	1,170,117	14,056	66,484	231,878	327,347	530,353	1,136,866	101,722	1,238,588
2021-22	1,188,955	13,632	69,488	233,905	345,270	526,661	1,149,316	102,837	1,252,153

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

ALABAMA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	38,680	416	203	12,028	88	25,945	38,680	3,029	41,709
1992-93	36,007	383	216	10,599	85	24,724	36,007	2,962	38,969
1993-94	34,447	347	241	10,394	86	23,379	34,447	3,841	38,288
1994-95	36,268	433	251	10,637	131	24,816	36,268	3,814	40,082
1995-96	35,043	446	235	10,424	103	23,835	35,043	3,950	38,993
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	5,408	41,872
2004-05	37,422	404	420	11,803	404	24,391	37,453	5,634	43,087
2005-06	37,628	374	398	11,867	522	24,467	37,681	5,777	43,458
2006-07	37,988	343	441	12,096	570	24,537	38,076	6,433	44,509
2007-08	39,191	406	497	12,464	658	25,167	39,317	6,875	46,192
2008-09	39,461	411	508	12,819	769	24,954	39,692	7,265	46,957
2009-10	39,442	387	605	12,828	925	24,696	39,628	7,559	47,187
2010-11	38,892	406	533	12,682	1,066	24,205	39,108	7,502	46,610
2011-12	38,180	381	595	12,254	1,218	23,733	38,318	7,780	46,098
2012-13	37,945	437	620	11,961	1,395	23,532	38,010	8,061	46,071
2013-14	37,587	412	695	11,505	1,542	23,434	37,543	8,070	45,612
2014-15	38,388	396	807	11,577	1,864	23,745	38,217	7,961	46,178
2015-16	39,330	439	753	11,852	2,240	24,045	39,112	8,054	47,166
2016-17	39,726	380	842	11,730	2,495	24,279	39,396	8,121	47,517
2017-18	40,917	536	882	12,161	3,172	24,165	39,875	8,319	48,194
2018-19	39,458	535	779	11,345	3,754	23,045	38,017	7,935	45,952
2019-20	38,972	465	910	10,806	4,283	22,508	37,138	7,718	44,856
2020-21	39,723	412	1,061	10,595	4,799	22,855	37,542	7,791	45,332
2021-22	40,401	504	1,335	10,646	5,540	22,374	37,496	7,788	45,283

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

ALASKA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	5,535	1,036	237	196	124	3,942	5,535	135	5,670
1992-93	5,535	1,017	274	204	119	3,921	5,535	168	5,703
1993-94	5,747	1,084	285	233	145	4,000	5,747	106	5,853
1994-95	5,765	1,110	248	230	123	4,054	5,765	136	5,901
1995-96	5,945	1,077	289	225	148	4,206	5,945	157	6,102
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	294	7,530
2004-05	6,792	1,233	477	229	97	4,756	6,909	332	7,241
2005-06	7,674	1,607	552	327	202	4,986	7,782	314	8,096
2006-07	7,856	1,698	556	298	230	5,074	7,955	319	8,275
2007-08	7,893	1,645	615	324	245	5,065	7,999	328	8,327
2008-09	7,295	1,520	590	300	210	4,675	7,404	359	7,763
2009-10	7,408	1,612	616	289	218	4,673	7,551	321	7,872
2010-11	7,083	1,525	627	282	245	4,404	7,202	295	7,497
2011-12	7,046	1,509	656	255	249	4,377	7,143	273	7,417
2012-13	6,788	1,401	649	269	252	4,216	6,875	306	7,181
2013-14	6,615	1,440	652	240	267	4,015	6,717	297	7,013
2014-15	6,765	1,448	706	257	244	4,110	6,847	394	7,241
2015-16	6,715	1,491	718	243	277	3,986	6,808	326	7,134
2016-17	7,033	1,501	783	241	301	4,206	7,093	318	7,411
2017-18	7,073	1,511	1,095	251	275	3,941	6,905	326	7,231
2018-19	7,075	1,510	1,114	250	295	3,906	6,906	332	7,238
2019-20	7,078	1,396	1,185	236	364	3,898	6,888	336	7,224
2020-21	7,229	1,441	1,236	218	358	3,976	7,004	334	7,338
2021-22	6,464	1,426	1,026	177	410	3,426	6,364	302	6,666

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

ARIZONA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	31,264	1,987	674	1,125	6,524	20,954	31,264	1,971	33,235
1992-93	31,747	2,061	725	1,125	7,035	20,801	31,747	1,833	33,580
1993-94	31,799	2,048	748	1,244	7,526	20,233	31,799	2,038	33,837
1994-95	30,989	1,944	769	1,135	7,047	20,094	30,989	1,201	32,190
1995-96	30,008	1,734	760	1,046	6,852	19,616	30,008	1,498	31,506
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	2,391	47,899
2004-05	59,498	4,139	1,590	2,790	17,616	33,363	59,498	2,430	61,928
2005-06	66,010	4,443	1,981	3,318	20,072	36,196	66,098	2,467	68,565
2006-07	70,850	4,651	2,094	3,663	21,609	38,833	70,944	2,517	73,462
2007-08	75,278	4,885	2,260	4,096	24,077	39,959	75,518	2,504	78,022
2008-09	78,350	5,424	2,585	4,399	25,377	40,565	78,608	2,529	81,136
2009-10	78,698	4,784	2,598	4,612	27,499	39,205	79,117	2,736	81,853
2010-11	79,525	4,762	2,916	4,813	28,371	38,663	79,878	2,860	82,738
2011-12	82,449	4,645	3,158	5,058	30,396	39,192	82,885	2,938	85,824
2012-13	84,301	4,360	3,649	5,178	31,658	39,454	84,606	3,053	87,659
2013-14	87,721	4,604	3,831	5,600	33,656	40,029	88,017	3,290	91,307
2014-15	89,359	4,441	4,059	5,796	35,683	39,380	89,597	3,269	92,865
2015-16	92,609	4,595	4,486	6,317	37,337	39,875	92,630	3,338	95,969
2016-17	96,510	4,741	4,820	6,582	39,703	40,664	96,453	3,462	99,915
2017-18	101,522	4,857	5,370	6,590	43,032	41,672	100,759	3,653	104,411
2018-19	102,175	4,661	5,453	6,506	44,865	40,690	101,140	3,678	104,818
2019-20	105,235	4,822	5,919	6,524	47,224	40,747	103,939	3,767	107,706
2020-21	109,500	5,016	6,528	7,057	49,513	41,387	107,678	3,896	111,574
2021-22	110,650	5,001	6,360	6,968	51,474	40,847	108,802	3,937	112,739

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

ARKANSAS

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	25,845	57	180	5,483	121	20,004	25,845	822	26,667
1992-93	25,655	73	229	5,695	149	19,509	25,655	839	26,494
1993-94	24,990	90	248	5,299	167	19,186	24,990	1,072	26,062
1994-95	24,636	82	244	5,381	243	18,686	24,636	1,102	25,738
1995-96	25,094	83	249	5,481	247	19,034	25,094	1,105	26,199
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	1,327	28,508
2004-05	26,621	165	386	5,509	998	19,563	26,621	1,328	27,949
2005-06	27,445	183	461	5,727	1,168	19,906	27,450	1,364	28,813
2006-07	27,932	220	516	5,829	1,279	20,089	27,940	1,287	29,227
2007-08	29,154	215	586	6,209	1,506	20,638	29,177	1,391	30,568
2008-09	29,429	269	563	6,254	1,760	20,581	29,395	1,326	30,721
2009-10	29,235	273	666	6,130	2,036	20,130	29,074	1,328	30,402
2010-11	28,609	305	724	5,982	2,338	19,260	28,296	1,354	29,650
2011-12	29,009	310	793	5,981	2,670	19,255	28,546	1,226	29,772
2012-13	29,216	330	951	5,818	2,997	19,120	28,505	1,254	29,759
2013-14	30,051	342	969	5,921	3,364	19,456	29,180	1,355	30,536
2014-15	31,270	415	1,245	6,137	3,914	19,559	29,967	1,336	31,303
2015-16	32,050	413	1,369	6,217	4,316	19,734	30,486	1,359	31,845
2016-17	33,004	447	1,446	6,200	4,760	20,151	31,161	1,341	32,501
2017-18	34,373	438	1,743	6,243	5,990	19,959	31,305	1,382	32,687
2018-19	34,141	439	1,696	5,815	6,691	19,499	30,581	1,359	31,940
2019-20	35,409	459	1,924	5,842	7,665	19,518	31,048	1,373	32,421
2020-21	36,066	443	1,899	5,670	8,214	19,840	31,409	1,386	32,795
2021-22	37,159	428	2,091	5,800	8,786	20,054	32,013	1,409	33,422

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

CALIFORNIA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	244,594	2,112	34,921	17,656	66,199	123,706	244,594	23,366	267,960
1992-93	249,320	2,138	36,644	18,219	71,466	120,853	249,320	23,481	272,801
1993-94	253,083	2,119	38,379	18,979	75,026	118,580	253,083	24,301	277,384
1994-95	255,200	2,262	37,029	18,864	76,557	120,488	255,200	25,152	280,352
1995-96	259,071	2,290	37,434	19,436	78,619	121,292	259,071	26,998	286,069
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	32,459	375,939
2004-05	350,452	2,950	50,224	26,800	129,671	140,807	355,217	32,474	387,691
2005-06	364,415	3,115	53,162	27,600	138,766	141,771	370,697	33,807	404,504
2006-07	367,824	3,195	53,347	28,183	142,549	140,550	376,385	34,159	410,544
2007-08	377,272	3,269	53,996	28,785	150,546	140,677	388,697	34,918	423,615
2008-09	374,991	3,098	54,669	28,470	155,389	133,365	387,759	34,346	422,105
2009-10	372,654	2,946	55,543	27,043	159,780	127,342	385,728	33,910	419,638
2010-11	372,038	2,807	56,242	26,858	165,378	120,754	386,595	32,885	419,481
2011-12	371,137	2,868	56,789	26,695	168,271	116,513	386,844	32,339	419,183
2012-13	365,777	2,867	57,235	25,202	167,768	112,705	382,601	31,354	413,955
2013-14	358,601	2,796	57,469	23,915	167,273	107,148	376,210	30,035	406,245
2014-15	351,808	2,583	57,640	23,087	166,765	101,734	370,492	28,995	399,487
2015-16	346,703	2,570	56,493	22,616	166,249	98,774	367,479	28,181	395,660
2016-17	345,085	2,489	57,346	22,070	167,545	95,636	367,262	27,076	394,337
2017-18	356,870	2,287	63,514	21,701	172,260	97,108	374,228	28,844	403,072
2018-19	354,311	2,255	62,185	20,854	174,209	94,808	371,446	28,661	400,107
2019-20	356,491	2,256	64,542	20,165	175,965	93,564	373,120	28,640	401,760
2020-21	364,354	2,218	66,698	19,868	180,479	95,090	381,378	29,142	410,520
2021-22	362,658	2,290	66,549	19,454	184,108	90,258	378,635	28,880	407,514

Note: 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 may not for the years in which actual data are reported. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

COLORADO

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	31,059	222	915	1,286	4,094	24,542	31,059	1,361	32,420
1992-93	31,839	225	926	1,356	4,247	25,085	31,839	1,639	33,478
1993-94	31,867	215	988	1,346	4,186	25,132	31,867	1,775	33,642
1994-95	32,409	244	990	1,396	4,195	25,584	32,409	1,969	34,378
1995-96	32,608	237	981	1,364	4,109	25,917	32,608	2,078	34,686
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	2,539	47,316
2004-05	44,532	419	1,528	2,224	7,362	32,999	44,532	2,446	46,978
2005-06	46,417	423	1,645	2,364	8,553	33,432	46,538	2,393	48,931
2006-07	46,598	457	1,689	2,560	8,619	33,272	46,797	2,260	49,056
2007-08	47,974	455	1,659	2,834	9,510	33,516	48,387	2,273	50,660
2008-09	46,582	462	1,680	2,579	9,297	32,565	47,106	2,164	49,270
2009-10	47,727	509	1,769	2,739	10,062	32,647	48,329	2,219	50,548
2010-11	47,264	478	1,718	2,788	10,577	31,703	47,987	2,191	50,178
2011-12	46,626	479	1,869	2,736	10,681	30,861	47,369	2,107	49,476
2012-13	46,576	429	2,066	2,687	10,846	30,547	47,315	2,090	49,404
2013-14	46,934	467	2,120	2,724	11,232	30,392	47,760	2,077	49,837
2014-15	47,553	432	2,217	2,611	11,941	30,353	48,447	1,951	50,397
2015-16	49,085	432	2,299	2,882	12,867	30,605	50,118	2,211	52,329
2016-17	50,348	452	2,381	2,957	13,550	31,008	51,467	2,315	53,782
2017-18	54,539	436	2,642	3,085	16,004	32,370	55,290	2,421	57,712
2018-19	56,054	442	2,972	3,010	17,350	32,281	56,640	2,460	59,100
2019-20	57,133	471	3,027	2,920	18,410	32,305	57,729	2,502	60,231
2020-21	57,732	395	3,156	2,969	18,613	32,599	58,343	2,554	60,897
2021-22	57,037	409	3,092	2,965	18,867	31,704	57,590	2,525	60,115

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

CONNECTICUT

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	27,081	51	719	2,727	1,758	21,826	27,079	5,552	32,631
1992-93	26,799	45	687	2,860	1,755	21,452	26,799	5,479	32,278
1993-94	26,330	56	754	2,941	1,913	20,666	26,330	5,016	31,346
1994-95	26,445	59	707	2,774	1,940	20,965	26,445	4,946	31,391
1995-96	26,319	59	725	2,854	1,936	20,745	26,319	5,075	31,394
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	5,835	40,408
2004-05	35,515	93	1,172	4,051	3,717	26,482	35,515	5,889	41,404
2005-06	36,022	105	1,259	3,983	3,622	27,053	35,998	5,806	41,805
2006-07	37,316	98	1,259	4,629	4,185	27,146	37,412	5,993	43,405
2007-08	37,580	116	1,298	4,642	4,317	27,208	37,735	5,889	43,624
2008-09	37,337	94	1,386	4,576	4,343	26,937	37,578	5,751	43,329
2009-10	36,948	116	1,515	4,456	4,576	26,285	37,139	5,602	42,741
2010-11	36,482	105	1,482	4,352	4,526	26,016	36,647	5,588	42,235
2011-12	35,938	129	1,680	4,283	4,588	25,257	36,059	5,482	41,541
2012-13	35,246	125	1,769	4,061	4,580	24,712	35,326	5,151	40,478
2013-14	35,537	146	1,837	4,113	4,709	24,732	35,610	5,075	40,685
2014-15	34,655	162	1,919	4,036	4,837	23,701	34,725	4,695	39,420
2015-16	35,086	159	2,088	4,093	5,183	23,563	35,143	4,999	40,141
2016-17	34,657	163	2,068	4,064	5,109	23,252	34,701	4,961	39,662
2017-18	34,753	196	2,524	3,970	5,340	22,722	34,476	4,897	39,373
2018-19	34,517	278	2,429	3,861	5,726	22,222	34,202	4,831	39,033
2019-20	34,156	365	2,629	3,813	5,784	21,566	33,697	4,747	38,444
2020-21	34,961	445	2,805	3,726	6,230	21,755	34,379	4,869	39,248
2021-22	34,297	431	2,909	3,778	6,260	20,919	33,648	4,768	38,416

Note: 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 may not for the years in which actual data are reported. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

DELAWAREPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	5,325	7	125	1,152	103	3,938	5,325	1,398	6,723
1992-93	5,492	3	123	1,181	135	4,050	5,492	1,451	6,943
1993-94	5,230	26	118	1,171	137	3,778	5,230	1,450	6,680
1994-95	5,234	12	128	1,247	135	3,712	5,234	1,441	6,675
1995-96	5,609	14	132	1,362	152	3,949	5,609	1,465	7,074
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	7,069	22	235	1,895	334	4,582	7,092	1,794	8,886
2006-07	7,062	32	235	1,978	401	4,416	7,073	1,838	8,911
2007-08	7,227	33	233	2,012	430	4,519	7,251	1,872	9,123
2008-09	7,515	31	278	2,240	509	4,457	7,595	1,888	9,483
2009-10	7,590	22	302	2,263	546	4,458	7,661	1,911	9,572
2010-11	7,503	41	318	2,278	584	4,282	7,570	1,964	9,533
2011-12	7,595	34	345	2,294	605	4,317	7,647	1,939	9,587
2012-13	7,526	40	338	2,249	703	4,196	7,584	1,829	9,413
2013-14	7,535	76	364	2,194	756	4,144	7,558	1,822	9,380
2014-15	7,636	54	391	2,294	819	4,078	7,667	1,765	9,432
2015-16	7,675	57	400	2,437	846	3,934	7,708	1,781	9,489
2016-17	8,007	53	383	2,495	966	4,109	8,056	1,742	9,798
2017-18	8,485	98	597	2,457	1,190	4,143	8,242	1,879	10,121
2018-19	8,323	78	565	2,519	1,265	3,896	8,004	1,833	9,837
2019-20	8,731	82	689	2,519	1,543	3,900	8,256	1,878	10,133
2020-21	8,956	75	726	2,676	1,596	3,884	8,427	1,910	10,337
2021-22	9,030	73	718	2,680	1,763	3,796	8,426	1,902	10,328

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

DISTRICT OF COLUMBIAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	0	M	M	M	M	M	3,385	1,138	4,523
1992-93	3,136	0	46	2,845	170	75	3,136	1,068	4,204
1993-94	3,207	1	71	2,870	180	85	3,207	1,176	4,383
1994-95	2,946	0	54	2,646	152	94	2,974	1,001	3,975
1995-96	2,696	0	66	2,404	156	70	2,696	981	3,677
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	1,071	4,102
2004-05	2,781	5	56	2,379	214	127	2,781	1,010	3,791
2005-06	3,178	Low N	84	2,749	233	112	3,175	1,009	4,184
2006-07	3,524	Low N	62	3,112	240	110	3,519	994	4,513
2007-08	3,974	Low N	66	3,512	272	124	3,967	967	4,934
2008-09	4,056	Low N	49	3,629	261	118	4,035	1,085	5,120
2009-10	4,161	Low N	63	3,739	262	97	4,138	1,034	5,172
2010-11	4,188	Low N	41	3,757	288	102	4,175	1,034	5,210
2011-12	3,942	Low N	41	3,544	259	97	3,917	944	4,862
2012-13	3,572	Low N	52	3,194	239	87	3,552	920	4,472
2013-14	3,436	Low N	46	3,042	251	97	3,435	913	4,348
2014-15	3,254	Low N	41	2,892	225	96	3,256	887	4,143
2015-16	3,242	Low N	47	2,869	214	113	3,259	842	4,101
2016-17	3,077	Low N	45	2,698	232	104	3,108	815	3,923
2017-18	3,050	Low N	54	2,616	273	108	3,156	837	3,992
2018-19	2,933	Low N	56	2,472	278	127	3,152	838	3,990
2019-20	2,846	Low N	58	2,362	294	131	3,107	824	3,931
2020-21	2,865	Low N	67	2,365	293	140	3,163	835	3,998
2021-22	2,931	Low N	59	2,417	305	150	3,270	865	4,135

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

FLORIDA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	93,674	179	2,262	19,262	11,503	60,468	93,674	8,687	102,361
1992-93	89,428	157	2,266	18,259	11,812	56,934	89,428	9,016	98,444
1993-94	88,032	151	2,437	17,910	12,375	55,159	88,032	9,595	97,627
1994-95	89,827	171	2,458	18,501	12,882	55,815	89,827	9,713	99,540
1995-96	89,242	182	2,468	18,792	13,178	54,622	89,242	10,114	99,356
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	19,925	151,343
2004-05	133,318	551	3,724	26,569	25,330	77,144	133,318	17,327	150,645
2005-06	142,703	511	4,225	28,822	28,263	80,881	142,918	20,894	163,812
2006-07	150,987	511	4,489	30,993	31,187	83,807	151,427	21,726	173,152
2007-08	157,816	563	4,571	32,680	34,949	85,053	158,553	23,280	181,833
2008-09	145,103	568	4,399	28,596	32,226	79,314	145,317	24,156	169,474
2009-10	150,784	585	4,740	30,257	34,928	80,273	151,116	23,808	174,924
2010-11	153,108	590	4,927	30,790	37,185	79,617	153,381	24,808	178,188
2011-12	144,547	551	5,058	26,834	35,730	76,373	143,928	25,833	169,761
2012-13	156,722	612	5,691	30,271	41,566	78,582	156,034	26,143	182,177
2013-14	153,989	595	6,026	28,278	42,384	76,707	152,542	26,435	178,977
2014-15	159,636	641	6,558	29,542	45,178	77,718	157,858	27,172	185,030
2015-16	164,211	697	6,639	30,289	48,256	78,330	162,038	26,976	189,013
2016-17	168,586	612	7,118	30,414	51,191	79,252	165,673	27,270	192,944
2017-18	174,455	776	7,988	32,271	55,821	77,598	169,176	28,366	197,543
2018-19	177,134	802	8,293	31,919	60,285	75,835	169,964	28,638	198,602
2019-20	178,587	781	8,708	31,446	62,876	74,776	170,255	28,605	198,860
2020-21	185,660	876	9,303	32,165	66,940	76,375	176,140	29,465	205,604
2021-22	191,608	648	9,907	32,626	71,448	76,979	180,595	30,199	210,794

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

GEORGIA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	-	-	-	-	-	-	57,742	4,680	62,422
1992-93	57,602	83	962	18,938	541	37,078	57,602	4,790	62,392
1993-94	56,356	77	1,105	18,350	606	36,218	56,356	5,624	61,980
1994-95	56,660	66	1,063	18,273	658	36,600	56,660	5,799	62,459
1995-96	56,271	35	1,019	18,331	983	35,903	56,271	6,197	62,468
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	7,295	75,845
2004-05	69,957	88	2,342	23,034	2,590	41,903	70,834	7,306	78,140
2005-06	73,312	86	2,563	25,074	3,031	42,559	74,827	7,282	82,109
2006-07	74,633	102	2,717	26,023	3,205	42,585	76,675	7,581	84,256
2007-08	78,179	105	2,786	27,583	3,942	43,763	80,926	7,646	88,572
2008-09	77,880	96	2,956	28,105	4,528	42,194	81,613	7,978	89,590
2009-10	78,082	113	3,249	28,591	5,188	40,942	82,085	7,716	89,800
2010-11	78,662	89	3,366	29,208	5,918	40,081	83,201	7,990	91,191
2011-12	77,115	102	3,704	28,231	6,494	38,584	81,912	8,183	90,096
2012-13	77,980	84	3,910	28,410	7,351	38,225	83,182	8,353	91,535
2013-14	78,674	91	4,211	28,219	8,429	37,723	84,195	8,258	92,453
2014-15	80,649	84	4,458	29,096	9,360	37,651	86,734	8,598	95,332
2015-16	82,800	92	4,764	29,981	10,443	37,520	89,443	8,940	98,383
2016-17	84,642	87	4,982	30,247	11,753	37,573	91,938	9,279	101,217
2017-18	94,052	114	6,088	32,100	16,720	39,029	97,072	9,708	106,780
2018-19	96,563	103	6,695	31,779	19,706	38,280	97,741	9,746	107,487
2019-20	97,051	114	7,388	31,035	20,904	37,610	97,455	9,735	107,190
2020-21	99,221	120	7,529	31,061	22,467	38,046	99,331	9,938	109,268
2021-22	101,108	86	8,015	31,393	24,566	37,047	99,790	9,989	109,779

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

HAWAII

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	9,160	29	6,775	137	521	1,698	9,160	2,360	11,520
1992-93	8,854	29	6,501	122	484	1,718	8,854	2,301	11,155
1993-94	9,369	26	6,897	172	459	1,815	9,369	2,437	11,806
1994-95	9,407	31	6,938	171	456	1,811	9,407	2,387	11,794
1995-96	9,387	21	6,931	177	466	1,792	9,387	2,449	11,836
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	2,562	12,886
2004-05	10,813	44	8,003	183	489	2,094	10,813	2,561	13,374
2005-06	10,729	26	8,076	202	418	2,007	10,723	2,657	13,381
2006-07	10,689	41	8,003	192	421	2,032	10,685	2,740	13,425
2007-08	11,123	39	8,365	202	450	2,066	11,115	3,011	14,126
2008-09	11,295	43	8,498	195	462	2,098	11,287	2,966	14,253
2009-10	10,708	50	8,056	206	436	1,960	10,702	3,136	13,837
2010-11	10,603	48	8,063	200	438	1,853	10,588	3,155	13,743
2011-12	10,521	50	7,930	193	441	1,906	10,511	3,097	13,609
2012-13	10,279	54	7,757	190	408	1,870	10,268	3,138	13,406
2013-14	10,226	58	7,690	170	454	1,854	10,211	3,179	13,390
2014-15	9,905	69	7,461	174	449	1,751	9,887	3,227	13,114
2015-16	9,990	90	7,624	185	388	1,703	9,955	3,050	13,005
2016-17	9,919	93	7,518	179	404	1,724	9,888	2,935	12,823
2017-18	10,037	78	7,768	166	442	1,582	9,977	3,053	13,030
2018-19	9,757	80	7,566	181	432	1,498	9,695	2,991	12,686
2019-20	9,978	77	7,726	162	462	1,550	9,956	3,073	13,030
2020-21	10,086	27	7,300	181	491	2,088	10,322	3,160	13,482
2021-22	10,166	27	7,340	183	506	2,109	10,423	3,183	13,606

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

IDAHO

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	-	-	-	-	-	-	12,734	353	13,087
1992-93	-	-	-	-	-	-	12,974	306	13,280
1993-94	13,281	133	163	33	519	12,433	13,281	341	13,622
1994-95	14,198	117	169	41	548	13,323	14,198	354	14,552
1995-96	14,667	140	160	39	645	13,683	14,667	410	15,077
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	477	16,024
2004-05	15,768	203	296	88	1,260	13,921	15,768	528	16,296
2005-06	16,144	223	280	87	1,389	14,165	16,135	593	16,728
2006-07	16,450	242	299	112	1,453	14,344	16,391	550	16,940
2007-08	16,884	253	366	132	1,629	14,504	16,760	584	17,344
2008-09	17,162	296	390	137	1,697	14,642	17,012	624	17,636
2009-10	17,350	317	397	142	1,816	14,678	17,226	613	17,839
2010-11	17,183	313	397	126	1,878	14,470	17,050	651	17,701
2011-12	17,254	322	439	153	1,893	14,447	17,127	676	17,803
2012-13	17,401	325	487	149	1,969	14,470	17,242	705	17,948
2013-14	18,219	318	495	175	2,047	15,184	18,063	725	18,788
2014-15	18,338	355	473	184	2,131	15,194	18,161	721	18,882
2015-16	19,016	369	487	211	2,312	15,637	18,831	750	19,581
2016-17	20,261	449	632	229	2,326	16,626	19,922	772	20,694
2017-18	20,289	384	655	200	2,493	16,557	20,003	792	20,795
2018-19	20,597	464	633	228	2,617	16,655	20,295	804	21,099
2019-20	21,003	500	739	277	2,650	16,836	20,601	814	21,415
2020-21	21,846	495	759	285	2,814	17,493	21,440	846	22,286
2021-22	22,231	476	639	251	3,112	17,753	21,927	864	22,791

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

ILLINOIS

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	102,742	187	3,705	16,017	7,079	75,754	102,742	14,871	117,613
1992-93	103,628	139	3,746	16,045	7,782	75,916	103,628	14,620	118,248
1993-94	102,126	143	3,929	15,598	7,983	74,473	102,126	14,239	116,365
1994-95	105,164	220	4,089	15,411	8,263	77,181	105,164	14,824	119,988
1995-96	104,626	158	4,063	15,597	8,459	76,349	104,626	14,520	119,146
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	14,404	139,167
2004-05	123,187	363	5,514	18,771	14,926	83,613	123,615	13,942	137,557
2005-06	124,231	408	5,688	18,160	15,906	84,069	125,385	13,648	139,033
2006-07	127,848	469	5,889	20,558	16,376	84,555	129,652	13,080	142,732
2007-08	130,968	409	5,935	21,294	17,554	85,777	133,806	13,597	147,403
2008-09	129,957	449	5,998	21,271	18,775	83,464	134,495	13,339	147,833
2009-10	128,534	370	6,158	21,022	19,239	81,744	133,503	12,582	146,084
2010-11	126,328	408	6,294	21,120	20,023	78,482	132,309	12,116	144,425
2011-12	125,872	466	6,514	21,162	20,788	76,941	133,159	11,647	144,806
2012-13	124,449	408	6,595	19,893	21,583	75,969	132,334	11,340	143,674
2013-14	120,670	381	6,695	18,545	21,655	73,396	129,044	10,854	139,898
2014-15	118,856	390	7,133	17,316	21,834	72,183	127,302	10,180	137,482
2015-16	118,290	444	7,294	17,324	22,458	70,770	128,112	10,838	138,950
2016-17	116,532	470	7,222	16,569	22,551	69,720	127,381	10,829	138,210
2017-18	121,143	456	8,469	17,004	25,130	70,084	130,122	10,953	141,075
2018-19	120,642	430	8,579	16,395	26,294	68,943	129,356	10,830	140,186
2019-20	118,400	427	8,827	15,602	26,243	67,301	126,870	10,601	137,471
2020-21	119,548	438	9,291	15,438	27,023	67,357	128,122	10,768	138,890
2021-22	118,463	523	9,494	15,168	27,053	66,224	126,841	10,666	137,507

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

INDIANA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	56,630	74	510	4,888	963	50,195	56,630	3,220	59,850
1992-93	56,982	23	399	4,663	920	50,977	56,982	3,495	60,477
1993-94	54,650	52	396	4,136	882	49,184	54,650	3,661	58,311
1994-95	56,058	38	421	4,597	991	50,011	56,058	3,575	59,633
1995-96	56,330	101	561	4,416	1,143	50,109	56,330	3,336	59,666
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	7,265	63,273
2004-05	55,444	119	719	4,549	1,636	48,421	55,444	7,318	62,762
2005-06	59,282	128	838	5,186	1,977	51,153	59,378	7,435	66,813
2006-07	61,204	128	853	5,530	2,236	52,457	61,369	7,247	68,616
2007-08	62,709	126	854	5,648	2,522	53,559	62,949	8,075	71,024
2008-09	62,828	139	859	5,780	2,801	53,249	63,165	8,044	71,209
2009-10	62,435	152	975	5,990	3,155	52,162	62,789	8,183	70,972
2010-11	62,580	146	992	5,962	3,551	51,928	62,873	8,256	71,129
2011-12	61,621	135	1,082	5,814	3,866	50,723	61,807	7,934	69,741
2012-13	62,147	140	1,233	5,909	4,387	50,478	62,230	7,894	70,125
2013-14	63,078	152	1,271	5,699	4,872	51,083	62,946	7,755	70,701
2014-15	62,654	166	1,310	5,726	5,247	50,204	62,422	7,345	69,767
2015-16	63,278	159	1,468	5,915	5,713	50,023	62,908	7,883	70,791
2016-17	63,970	169	1,533	6,022	6,324	49,923	63,432	7,991	71,424
2017-18	67,121	189	1,632	6,171	8,427	50,701	65,226	8,111	73,337
2018-19	66,688	240	1,705	6,227	9,090	49,426	64,346	7,951	72,296
2019-20	65,745	219	1,747	6,040	9,400	48,338	63,209	7,801	71,010
2020-21	67,111	192	1,889	6,054	10,284	48,692	64,119	7,966	72,085
2021-22	67,833	168	2,124	6,224	10,979	48,338	64,398	8,004	72,402

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

IOWA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	29,224	143	455	514	356	27,756	29,224	1,951	31,175
1992-93	30,677	45	455	529	342	29,306	30,677	2,009	32,686
1993-94	30,247	59	485	717	419	28,567	30,247	2,004	32,251
1994-95	31,268	69	562	580	403	29,654	31,268	2,129	33,397
1995-96	31,689	55	503	647	404	30,080	31,689	2,193	33,882
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	2,541	36,880
2004-05	33,547	164	655	1,021	999	30,708	33,547	2,503	36,050
2005-06	34,795	206	715	1,178	1,151	31,546	34,858	2,476	37,334
2006-07	35,353	197	695	1,319	1,190	31,952	35,446	2,415	37,861
2007-08	35,576	201	698	1,356	1,329	31,992	35,715	2,576	38,291
2008-09	35,248	197	695	1,465	1,433	31,458	35,466	2,639	38,104
2009-10	35,416	197	770	1,661	1,636	31,152	35,604	2,551	38,155
2010-11	34,858	212	803	1,695	1,815	30,333	35,029	2,535	37,564
2011-12	34,032	188	781	1,667	1,936	29,460	34,204	2,580	36,784
2012-13	33,441	179	801	1,698	2,089	28,674	33,607	2,617	36,224
2013-14	33,760	184	817	1,754	2,283	28,722	33,917	2,623	36,540
2014-15	34,176	187	922	1,951	2,600	28,517	34,270	2,543	36,814
2015-16	34,815	198	965	2,012	2,736	28,904	34,878	2,594	37,472
2016-17	35,287	197	974	2,116	2,900	29,099	35,317	2,629	37,946
2017-18	35,979	216	1,081	2,188	3,384	29,111	35,612	2,684	38,295
2018-19	35,470	214	947	2,232	3,528	28,549	35,018	2,633	37,651
2019-20	35,676	223	1,141	2,256	3,788	28,267	35,063	2,624	37,687
2020-21	36,322	237	1,118	2,300	3,982	28,685	35,655	2,669	38,324
2021-22	36,872	227	1,166	2,643	4,482	28,354	35,800	2,682	38,482

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

KANSAS

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	24,129	165	494	1,533	818	21,119	24,129	1,409	25,538
1992-93	24,720	198	526	1,368	931	21,697	24,720	1,263	25,983
1993-94	25,319	189	548	1,472	1,007	22,103	25,319	1,255	26,574
1994-95	26,125	200	594	1,587	1,096	22,648	26,125	1,258	27,383
1995-96	25,786	237	559	1,556	1,049	22,385	25,786	1,274	27,060
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	1,951	32,106
2004-05	30,040	374	684	2,229	2,019	24,734	30,355	1,841	32,196
2005-06	28,612	343	730	2,005	1,846	23,688	29,404	1,749	31,153
2006-07	28,697	357	719	2,096	2,050	23,474	29,480	1,718	31,197
2007-08	29,026	397	676	2,149	2,237	23,567	30,034	1,866	31,899
2008-09	28,180	401	719	2,189	2,234	22,637	29,398	1,770	31,168
2009-10	27,992	369	697	2,072	2,427	22,427	29,394	1,626	31,020
2010-11	26,850	373	705	1,947	2,450	21,374	28,485	1,578	30,063
2011-12	26,361	378	720	1,966	2,524	20,772	28,160	1,486	29,646
2012-13	26,010	389	680	1,785	2,639	20,517	27,948	1,477	29,425
2013-14	25,662	367	773	1,683	2,677	20,163	27,759	1,360	29,119
2014-15	25,243	362	783	1,647	2,810	19,641	27,543	1,253	28,796
2015-16	25,907	398	792	1,682	3,095	19,940	28,528	1,437	29,965
2016-17	25,847	394	757	1,601	3,111	19,984	28,631	1,456	30,086
2017-18	27,146	473	899	1,680	3,767	20,326	29,502	1,475	30,978
2018-19	26,632	501	864	1,639	3,856	19,772	28,919	1,428	30,347
2019-20	26,880	489	991	1,695	3,908	19,798	29,247	1,441	30,688
2020-21	26,952	514	1,028	1,619	4,213	19,579	29,296	1,459	30,754
2021-22	26,716	542	957	1,626	4,227	19,364	29,033	1,447	30,480

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

KENTUCKYPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	34,945	22	238	2,883	93	31,709	33,896	3,188	37,084
1992-93	36,736	216	249	3,020	130	33,122	36,361	2,967	39,328
1993-94	38,851	229	263	3,193	137	35,028	38,454	2,979	41,433
1994-95	38,014	224	257	3,125	134	34,274	37,626	3,213	40,839
1995-96	36,641	294	260	2,989	143	32,955	36,641	2,997	39,638
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	3,811	41,598
2004-05	38,386	60	409	3,527	406	33,984	38,399	3,551	41,950
2005-06	37,935	48	401	3,598	544	33,344	37,930	3,435	41,365
2006-07	38,624	55	432	3,781	616	33,740	38,594	3,288	41,882
2007-08	40,032	53	423	3,805	785	34,965	39,970	3,794	43,764
2008-09	40,378	43	452	4,086	912	34,886	40,305	3,885	44,190
2009-10	40,342	41	552	4,172	1,097	34,479	40,135	3,837	43,972
2010-11	39,702	41	489	3,912	1,178	34,082	39,453	3,332	42,785
2011-12	39,400	32	589	3,882	1,349	33,548	39,010	3,249	42,259
2012-13	39,678	40	637	3,935	1,708	33,359	39,084	3,154	42,238
2013-14	39,395	37	680	3,836	1,893	32,949	38,653	3,027	41,680
2014-15	40,324	28	740	3,894	2,234	33,428	39,290	2,765	42,054
2015-16	40,818	24	799	3,881	2,618	33,496	39,447	3,110	42,557
2016-17	41,549	27	809	3,958	2,804	33,950	40,220	3,138	43,357
2017-18	43,322	25	910	4,133	3,486	34,768	41,314	3,205	44,519
2018-19	43,350	35	978	3,966	4,862	33,508	40,204	3,092	43,295
2019-20	43,394	33	1,136	3,991	5,209	33,025	39,884	3,051	42,935
2020-21	44,918	31	1,177	3,882	6,282	33,546	40,594	3,138	43,732
2021-22	45,800	27	1,191	3,823	6,953	33,806	40,989	3,167	44,156

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

LOUISIANA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	32,247	97	447	12,117	388	19,198	32,247	7,720	39,967
1992-93	33,682	136	548	12,134	403	20,461	33,682	8,287	41,969
1993-94	34,822	121	568	12,868	452	20,813	34,822	7,495	42,317
1994-95	36,766	127	644	13,803	404	21,788	36,480	8,138	44,618
1995-96	37,192	136	613	14,037	462	21,944	36,467	7,681	44,148
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	9,067	46,086
2004-05	36,009	262	670	14,262	572	20,243	36,009	8,708	44,717
2005-06	33,201	255	600	12,342	527	19,477	33,115	8,542	41,657
2006-07	31,872	270	565	11,341	486	19,210	31,676	8,404	40,080
2007-08	30,470	218	504	10,568	534	18,645	30,154	8,758	38,912
2008-09	30,439	243	506	10,774	573	18,341	30,113	8,510	38,622
2009-10	28,814	225	449	9,654	637	17,850	28,126	8,381	36,507
2010-11	27,169	250	428	8,920	569	17,002	26,439	8,636	35,075
2011-12	25,391	245	394	7,964	571	16,218	24,482	8,503	32,985
2012-13	25,494	242	411	7,943	596	16,301	24,542	8,561	33,103
2013-14	24,106	269	408	6,860	640	15,929	22,559	8,437	30,996
2014-15	23,060	242	360	6,329	630	15,499	21,412	8,511	29,924
2015-16	22,854	269	335	6,010	662	15,579	20,972	8,574	29,545
2016-17	22,810	269	353	5,705	690	15,794	20,630	8,624	29,254
2017-18	23,921	340	400	6,667	741	15,773	22,189	8,755	30,944
2018-19	22,974	336	384	6,300	759	15,195	21,222	8,420	29,642
2019-20	22,644	356	392	6,083	671	15,142	20,823	8,350	29,173
2020-21	22,741	339	409	5,918	808	15,266	20,774	8,367	29,141
2021-22	22,792	368	411	6,033	935	15,045	20,864	8,398	29,262

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

MAINE

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	13,177	59	133	95	53	12,837	13,177	1,914	15,091
1992-93	12,103	54	122	87	49	11,790	12,103	1,996	14,099
1993-94	11,384	48	98	57	46	11,135	11,384	2,024	13,408
1994-95	11,501	49	93	65	41	11,253	11,501	1,903	13,404
1995-96	11,795	59	139	131	61	11,405	11,795	2,053	13,848
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	3,028	16,306
2004-05	13,077	88	172	173	92	12,552	13,077	3,138	16,215
2005-06	13,535	81	216	243	126	12,867	13,539	3,388	16,927
2006-07	13,415	78	197	215	126	12,799	13,409	3,575	16,984
2007-08	13,271	68	223	284	148	12,549	13,243	4,068	17,311
2008-09	12,710	77	205	256	153	12,019	12,679	3,892	16,571
2009-10	12,830	70	228	285	156	12,091	12,774	4,012	16,786
2010-11	12,178	69	216	307	181	11,405	12,096	4,081	16,177
2011-12	11,929	72	209	325	169	11,153	11,837	4,102	15,939
2012-13	11,563	70	252	361	223	10,657	11,409	4,451	15,860
2013-14	11,457	61	298	409	208	10,482	11,270	4,473	15,743
2014-15	11,417	73	235	456	252	10,400	11,196	4,837	16,034
2015-16	11,468	66	297	439	259	10,407	11,224	4,427	15,651
2016-17	11,159	58	252	471	234	10,145	10,920	4,379	15,299
2017-18	11,386	78	313	526	264	10,206	11,048	4,447	15,495
2018-19	11,756	72	362	726	327	10,269	11,191	4,530	15,721
2019-20	11,698	76	359	860	318	10,085	11,023	4,480	15,503
2020-21	11,932	64	347	889	313	10,320	11,249	4,533	15,782
2021-22	12,123	74	363	1,092	336	10,258	11,250	4,538	15,788

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

MARYLAND

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	39,720	72	1,952	10,668	901	26,127	39,720	5,350	45,070
1992-93	39,523	91	2,053	10,997	1,002	25,380	39,523	5,441	44,964
1993-94	39,091	89	1,999	11,379	1,090	24,534	39,091	5,291	44,382
1994-95	41,387	80	2,068	12,354	1,223	25,662	41,387	5,765	47,152
1995-96	41,785	75	2,046	12,766	1,279	25,619	41,785	5,976	47,761
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	8,546	61,416
2004-05	54,170	202	3,074	18,001	2,509	30,384	54,170	8,669	62,839
2005-06	55,855	191	3,348	18,465	2,790	31,062	55,886	8,744	64,630
2006-07	57,132	192	3,310	19,305	3,093	31,233	57,207	8,719	65,926
2007-08	58,292	202	3,328	19,828	3,579	31,354	58,484	9,265	67,748
2008-09	57,836	195	3,462	20,343	3,952	29,884	58,284	9,289	67,573
2009-10	57,277	195	3,594	20,456	4,112	28,920	57,523	9,084	66,607
2010-11	55,767	231	3,630	19,976	4,462	27,469	55,919	9,094	65,013
2011-12	55,241	221	3,828	19,760	4,867	26,566	55,219	8,918	64,137
2012-13	54,527	219	3,949	19,043	5,286	26,030	54,278	8,924	63,202
2013-14	53,476	191	4,066	18,180	5,827	25,212	52,946	8,865	61,811
2014-15	53,149	242	4,304	18,240	6,176	24,186	52,381	8,401	60,782
2015-16	52,700	232	4,238	18,205	6,389	23,635	51,826	8,732	60,558
2016-17	51,168	230	4,282	17,696	6,680	22,281	50,031	8,758	58,789
2017-18	56,306	279	5,107	19,120	8,305	23,495	53,622	9,063	62,685
2018-19	56,581	244	5,477	18,610	9,312	22,938	53,004	8,916	61,920
2019-20	57,412	278	5,534	18,490	10,654	22,456	52,944	8,902	61,846
2020-21	59,570	202	6,494	18,408	12,125	22,339	53,796	9,110	62,906
2021-22	60,168	183	6,823	18,391	13,179	21,592	53,426	9,070	62,496

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

MASSACHUSETTSPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	50,317	142	1,809	3,176	2,358	42,832	50,317	11,319	61,636
1992-93	48,321	324	1,848	3,274	2,559	40,316	48,321	11,285	59,606
1993-94	47,453	59	1,964	3,395	2,770	39,265	47,453	10,523	57,976
1994-95	47,679	54	1,804	3,278	2,699	39,844	47,679	10,657	58,336
1995-96	47,993	73	1,841	3,420	2,926	39,733	47,993	10,586	58,579
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	10,528	68,854
2004-05	59,665	173	2,953	4,638	4,532	47,369	59,665	10,500	70,165
2005-06	60,365	137	2,835	4,706	5,070	47,617	61,120	10,566	71,686
2006-07	61,129	137	2,836	4,539	5,469	48,148	62,344	10,505	72,849
2007-08	61,299	148	2,781	4,650	5,899	47,821	62,966	10,964	73,929
2008-09	59,461	122	2,789	4,515	6,187	45,848	61,665	10,709	72,374
2009-10	58,842	157	2,783	4,594	6,475	44,833	61,220	10,100	71,320
2010-11	56,629	149	2,661	4,283	6,393	43,143	59,315	9,955	69,270
2011-12	55,339	136	2,686	3,936	6,486	42,094	58,316	9,843	68,160
2012-13	54,401	138	2,723	3,837	6,651	41,053	57,724	9,724	67,448
2013-14	53,064	122	2,706	3,440	6,789	40,007	56,596	9,299	65,895
2014-15	52,111	145	2,584	3,250	7,018	39,114	55,947	8,755	64,703
2015-16	52,020	130	2,599	3,267	7,486	38,539	56,263	9,325	65,588
2016-17	51,242	133	2,563	3,407	8,102	37,037	55,729	9,332	65,061
2017-18	52,938	138	3,224	3,483	8,170	37,923	56,752	9,389	66,141
2018-19	52,646	125	3,320	3,515	8,307	37,378	56,373	9,264	65,638
2019-20	52,222	168	3,586	3,513	8,436	36,519	55,953	9,178	65,131
2020-21	51,874	166	3,515	3,480	8,657	36,055	55,574	9,173	64,747
2021-22	50,486	146	3,641	3,556	8,731	34,412	54,019	8,925	62,943

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

MICHIGAN

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	87,756	771	1,327	10,830	1,617	73,211	87,756	8,276	96,032
1992-93	85,302	859	1,451	11,260	1,702	70,030	85,302	7,967	93,269
1993-94	83,385	775	1,689	10,243	1,648	69,030	83,385	9,053	92,438
1994-95	84,628	766	1,454	10,558	1,634	70,216	84,628	9,094	93,722
1995-96	85,530	996	1,429	10,435	1,756	70,914	85,530	8,734	94,264
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	9,416	108,239
2004-05	101,182	836	2,383	13,129	2,575	82,259	101,582	9,175	110,757
2005-06	103,759	798	2,729	14,294	2,840	83,097	103,996	8,690	112,686
2006-07	105,439	859	2,761	15,875	3,019	82,925	105,990	8,443	114,433
2007-08	109,927	831	3,022	17,372	3,290	85,412	111,072	8,281	119,353
2008-09	107,607	741	3,033	17,143	3,285	83,405	109,349	7,908	117,257
2009-10	104,776	769	3,130	17,060	3,383	80,432	106,246	7,469	113,715
2010-11	102,777	742	3,296	16,700	3,488	78,550	104,127	7,095	111,222
2011-12	100,009	744	3,474	16,088	3,634	76,070	101,304	6,713	108,017
2012-13	98,768	713	3,882	14,812	3,829	75,533	99,654	6,353	106,007
2013-14	96,622	649	4,134	14,303	3,753	73,783	97,369	6,042	103,411
2014-15	95,841	673	4,395	14,052	3,901	72,821	96,466	5,628	102,093
2015-16	96,011	642	4,706	14,165	4,164	72,333	96,654	6,099	102,752
2016-17	95,512	640	4,779	14,109	4,359	71,625	96,215	6,111	102,326
2017-18	98,765	613	5,741	14,266	5,029	73,115	98,759	6,173	104,932
2018-19	96,883	590	6,034	13,822	5,269	71,169	96,642	5,997	102,639
2019-20	94,482	610	6,286	13,122	5,182	69,282	93,994	5,823	99,816
2020-21	95,515	570	6,817	13,198	5,458	69,472	94,808	5,921	100,729
2021-22	91,972	608	6,698	13,066	5,580	66,020	91,298	5,705	97,003

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

MINNESOTA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	46,228	483	1,495	537	837	42,876	46,228	3,138	49,366
1992-93	48,037	497	1,602	912	643	44,383	48,002	3,179	51,181
1993-94	47,536	528	1,603	1,004	658	43,743	47,514	3,071	50,585
1994-95	49,354	503	1,571	1,051	690	45,539	49,354	3,157	52,511
1995-96	50,481	503	1,526	1,140	667	46,645	50,481	3,208	53,689
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	4,833	63,929
2004-05	58,393	848	2,837	2,637	1,322	50,749	58,391	4,876	63,267
2005-06	58,847	874	2,923	3,009	1,465	50,575	59,320	4,842	64,162
2006-07	58,971	934	3,057	3,180	1,587	50,214	59,548	4,888	64,435
2007-08	59,577	862	3,344	3,409	1,800	50,161	60,321	4,908	65,229
2008-09	58,010	918	3,303	3,514	1,989	48,286	58,915	4,928	63,843
2009-10	57,249	858	3,264	3,654	2,116	47,357	58,152	4,759	62,911
2010-11	56,411	800	3,325	3,599	2,291	46,396	57,338	4,804	62,142
2011-12	55,032	774	3,380	3,716	2,458	44,704	56,055	4,735	60,789
2012-13	54,241	768	3,385	3,822	2,590	43,676	55,328	4,802	60,130
2013-14	53,458	747	3,477	3,798	2,829	42,607	54,550	4,696	59,246
2014-15	53,955	764	3,591	3,985	3,175	42,440	55,117	4,578	59,695
2015-16	54,268	793	3,619	4,300	3,358	42,197	55,493	4,767	60,260
2016-17	55,027	766	3,851	4,646	3,719	42,045	56,279	4,844	61,123
2017-18	57,664	831	4,284	5,350	4,684	42,515	57,918	4,966	62,884
2018-19	57,844	871	4,288	5,671	5,343	41,670	57,762	4,937	62,700
2019-20	58,262	903	4,605	5,769	5,425	41,558	58,114	4,958	63,072
2020-21	60,073	932	4,658	6,319	5,718	42,445	59,830	5,122	64,951
2021-22	60,151	901	4,943	6,649	6,197	41,461	59,501	5,095	64,597

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

MISSISSIPPI

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	22,912	65	150	10,495	50	12,152	22,912	3,025	25,937
1992-93	23,597	52	136	10,816	47	12,546	23,597	3,346	26,943
1993-94	23,379	58	160	10,756	40	12,365	23,379	3,358	26,737
1994-95	23,837	74	182	11,033	35	12,513	23,837	3,549	27,386
1995-96	23,032	19	115	11,005	40	11,853	23,032	3,565	26,597
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	3,247	26,982
2004-05	23,523	32	240	10,938	163	12,150	23,523	2,896	26,419
2005-06	24,067	31	202	11,348	178	12,308	24,080	2,824	26,903
2006-07	24,521	34	239	11,803	200	12,245	24,542	2,785	27,328
2007-08	24,957	32	260	11,895	240	12,530	24,985	2,799	27,784
2008-09	25,290	35	241	12,449	272	12,293	25,377	2,705	28,082
2009-10	25,275	28	236	12,414	311	12,285	25,331	2,671	28,002
2010-11	25,181	31	281	12,696	324	11,850	25,255	2,539	27,794
2011-12	24,632	34	255	12,534	389	11,421	24,705	2,372	27,077
2012-13	24,198	36	265	12,209	410	11,279	24,251	2,405	26,656
2013-14	23,362	29	290	11,376	506	11,160	23,352	2,222	25,574
2014-15	23,371	51	292	11,422	532	11,074	23,350	2,154	25,504
2015-16	23,646	40	301	11,469	627	11,209	23,577	2,380	25,957
2016-17	24,081	41	323	11,607	717	11,393	23,974	2,368	26,342
2017-18	25,204	47	321	12,007	1,039	11,789	24,893	2,437	27,329
2018-19	24,186	50	318	11,296	1,192	11,330	23,776	2,314	26,090
2019-20	23,781	53	351	10,913	1,341	11,123	23,274	2,268	25,542
2020-21	23,858	54	237	11,111	881	11,575	23,729	2,331	26,059
2021-22	24,802	59	380	11,093	1,807	11,463	24,021	2,354	26,375

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

MISSOURI

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	46,556	94	555	6,344	422	39,141	46,556	4,984	51,540
1992-93	46,864	80	606	5,308	411	40,459	46,864	5,223	52,087
1993-94	46,566	98	539	5,369	391	40,169	46,566	5,389	51,955
1994-95	48,862	88	564	5,420	404	42,386	48,862	5,900	54,762
1995-96	49,011	90	609	5,345	471	42,496	49,011	5,852	54,863
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	7,884	65,867
2004-05	57,841	195	852	8,234	1,075	47,485	57,841	7,809	65,650
2005-06	58,639	190	1,009	8,636	1,254	47,550	58,673	7,872	66,545
2006-07	59,662	223	1,030	9,057	1,407	47,945	59,682	8,362	68,045
2007-08	60,545	264	1,087	9,369	1,591	48,234	60,620	7,717	68,338
2008-09	61,848	288	1,150	10,028	1,748	48,634	62,077	7,629	69,706
2009-10	62,425	313	1,234	10,165	1,996	48,717	62,502	7,634	70,136
2010-11	60,632	299	1,288	10,213	2,277	46,555	60,657	7,482	68,139
2011-12	58,115	295	1,403	9,522	2,321	44,573	57,978	7,326	65,304
2012-13	58,005	319	1,595	9,169	2,605	44,318	57,659	7,240	64,899
2013-14	58,064	334	1,647	8,886	2,771	44,425	57,578	7,368	64,946
2014-15	58,346	356	1,771	9,147	3,001	44,070	57,730	7,191	64,921
2015-16	60,484	368	1,928	9,542	3,671	44,975	59,580	7,430	67,010
2016-17	60,943	403	2,065	9,485	3,974	45,017	59,811	7,454	67,265
2017-18	62,164	446	2,354	9,533	4,831	45,001	60,262	7,550	67,812
2018-19	61,588	442	2,341	9,220	5,365	44,221	59,368	7,445	66,813
2019-20	61,763	462	2,377	9,169	5,852	43,902	59,252	7,409	66,661
2020-21	63,603	461	2,689	9,211	6,277	44,965	60,766	7,597	68,363
2021-22	64,563	481	2,840	9,424	6,904	44,915	61,275	7,663	68,938

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

MONTANAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	9,046	522	87	44	129	8,264	9,046	346	9,392
1992-93	9,389	527	79	24	122	8,637	9,389	396	9,785
1993-94	9,601	570	88	56	140	8,747	9,601	408	10,009
1994-95	10,134	632	74	33	145	9,250	10,134	403	10,537
1995-96	10,139	622	82	30	133	9,272	10,139	455	10,594
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	601	11,101
2004-05	10,335	786	120	40	198	9,191	10,335	562	10,897
2005-06	10,310	820	146	49	208	9,087	10,318	521	10,838
2006-07	10,095	816	159	55	206	8,859	10,109	709	10,818
2007-08	10,256	836	141	62	228	8,989	10,280	922	11,202
2008-09	10,017	806	142	62	213	8,794	10,036	1,009	11,044
2009-10	10,001	819	150	71	241	8,719	10,019	775	10,794
2010-11	9,373	757	123	67	241	8,185	9,387	701	10,088
2011-12	9,243	714	157	95	251	8,025	9,233	711	9,943
2012-13	9,044	696	149	95	244	7,860	9,033	707	9,740
2013-14	9,089	726	179	97	301	7,787	9,072	803	9,875
2014-15	8,893	723	141	113	316	7,600	8,885	813	9,698
2015-16	9,041	736	154	120	307	7,724	9,029	752	9,781
2016-17	9,077	777	156	141	377	7,626	9,062	748	9,811
2017-18	9,128	804	175	135	346	7,668	9,110	767	9,877
2018-19	9,168	821	184	149	393	7,620	9,130	781	9,911
2019-20	9,203	841	168	133	400	7,663	9,193	785	9,978
2020-21	9,584	853	199	181	397	7,954	9,524	805	10,329
2021-22	9,488	920	196	178	398	7,796	9,457	799	10,256

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

NEBRASKA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	17,040	77	242	392	617	15,712	17,057	1,767	18,824
1992-93	17,569	94	244	631	411	16,189	17,569	1,716	19,285
1993-94	17,073	104	255	627	407	15,680	17,072	1,690	18,762
1994-95	17,969	106	236	608	445	16,574	17,969	1,841	19,810
1995-96	18,014	106	220	631	455	16,602	18,014	1,774	19,788
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	2,366	22,675
2004-05	19,940	197	346	961	1,194	17,242	19,940	2,375	22,315
2005-06	19,765	189	354	962	1,225	17,035	19,798	2,273	22,071
2006-07	19,739	191	368	994	1,318	16,867	19,799	2,152	21,951
2007-08	20,648	215	363	1,125	1,513	17,432	20,801	2,128	22,929
2008-09	20,294	222	365	1,177	1,724	16,806	20,623	2,036	22,659
2009-10	19,908	196	386	1,146	1,822	16,357	20,151	1,941	22,091
2010-11	19,528	228	412	1,127	1,982	15,778	19,799	1,878	21,677
2011-12	19,075	213	450	1,170	2,032	15,212	19,342	1,834	21,176
2012-13	19,062	197	438	1,247	2,167	15,012	19,360	1,781	21,141
2013-14	19,019	193	487	1,146	2,384	14,810	19,290	1,720	21,009
2014-15	19,052	184	488	1,234	2,546	14,601	19,334	1,666	21,001
2015-16	19,314	181	508	1,241	2,618	14,765	19,581	1,769	21,351
2016-17	19,708	222	572	1,282	2,882	14,750	19,985	1,799	21,784
2017-18	20,528	220	676	1,372	3,291	14,969	20,524	1,841	22,365
2018-19	20,779	216	607	1,361	3,711	14,885	20,649	1,843	22,491
2019-20	21,415	198	658	1,427	4,157	14,975	21,125	1,883	23,008
2020-21	21,891	221	697	1,452	4,312	15,209	21,584	1,933	23,517
2021-22	21,739	216	697	1,545	4,331	14,950	21,380	1,914	23,294

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

NEVADA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	8,811	131	472	739	754	6,715	8,811	378	9,189
1992-93	9,042	120	462	629	833	6,998	9,042	322	9,364
1993-94	9,485	145	524	692	924	7,200	9,485	385	9,870
1994-95	10,038	131	521	761	1,035	7,590	10,038	402	10,440
1995-96	10,374	157	589	804	1,156	7,668	10,374	397	10,771
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	626	15,827
2004-05	15,740	226	1,330	1,262	2,934	9,988	15,740	686	16,426
2005-06	16,300	240	1,521	1,501	3,343	9,694	16,411	631	17,043
2006-07	17,828	257	1,784	1,815	4,016	9,955	17,880	682	18,562
2007-08	19,883	278	1,981	2,192	5,001	10,432	20,106	743	20,849
2008-09	20,329	271	2,128	2,150	5,437	10,344	20,714	739	21,453
2009-10	20,850	267	2,354	2,334	6,217	9,678	21,041	785	21,826
2010-11	21,265	259	2,574	2,369	6,828	9,235	21,206	854	22,061
2011-12	21,895	264	2,674	2,471	7,514	8,972	21,656	870	22,526
2012-13	23,417	285	3,191	2,562	8,353	9,025	22,822	997	23,819
2013-14	23,837	281	3,359	2,519	8,992	8,686	22,970	1,058	24,028
2014-15	24,794	283	3,880	2,690	9,644	8,297	23,372	1,130	24,502
2015-16	26,351	270	4,155	2,839	10,938	8,149	24,414	1,149	25,563
2016-17	27,858	258	4,475	2,967	11,970	8,188	25,441	1,169	26,610
2017-18	30,402	277	5,193	3,099	13,232	8,601	26,911	1,242	28,153
2018-19	31,352	290	5,481	3,231	13,965	8,385	27,267	1,270	28,537
2019-20	33,057	307	6,354	3,381	14,587	8,428	28,217	1,319	29,537
2020-21	34,481	285	6,459	3,696	15,653	8,388	29,117	1,356	30,473
2021-22	36,192	300	6,855	3,765	16,801	8,471	30,215	1,403	31,618

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

NEW HAMPSHIREPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	10,329	18	134	86	105	9,986	10,329	1,666	11,995
1992-93	10,065	16	135	82	95	9,737	10,065	1,619	11,684
1993-94	9,933	19	124	80	98	9,612	9,933	1,432	11,365
1994-95	10,145	19	132	87	113	9,794	10,145	1,560	11,705
1995-96	10,094	16	123	75	108	9,772	10,094	1,619	11,713
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	2,421	15,730
2004-05	13,775	32	209	173	257	13,104	13,775	2,453	16,228
2005-06	13,951	38	260	173	319	13,161	13,951	2,507	16,458
2006-07	14,261	38	244	200	321	13,458	14,259	2,498	16,758
2007-08	14,463	31	268	195	363	13,607	14,454	2,521	16,975
2008-09	14,206	31	283	198	403	13,290	14,184	2,323	16,506
2009-10	13,950	39	278	228	388	13,017	13,916	2,096	16,013
2010-11	13,455	47	284	266	447	12,412	13,392	2,226	15,618
2011-12	13,405	42	345	258	516	12,243	13,305	2,038	15,342
2012-13	13,154	58	380	254	458	12,004	13,046	2,011	15,058
2013-14	12,897	79	409	307	478	11,625	12,740	1,861	14,601
2014-15	12,857	57	451	349	508	11,492	12,665	1,872	14,538
2015-16	12,913	71	446	394	598	11,404	12,672	1,945	14,617
2016-17	12,600	91	519	390	580	11,020	12,313	1,879	14,192
2017-18	13,482	81	761	481	735	11,424	12,861	1,947	14,807
2018-19	13,961	108	1,081	537	1,032	11,202	12,894	1,942	14,836
2019-20	13,867	120	1,131	610	1,024	10,982	12,709	1,919	14,628
2020-21	13,758	93	1,093	574	1,060	10,938	12,656	1,919	14,574
2021-22	13,681	65	1,163	603	904	10,946	12,362	1,873	14,234

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

NEW JERSEY

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	66,669	53	3,330	9,468	5,979	47,839	66,669	16,088	82,757
1992-93	67,134	68	3,617	9,705	6,515	47,229	67,134	15,527	82,661
1993-94	66,125	112	3,802	9,598	6,715	45,898	66,125	10,972	77,097
1994-95	67,403	95	3,932	9,868	6,766	46,742	67,403	11,961	79,364
1995-96	67,739	138	4,438	9,911	7,365	45,886	67,704	11,058	78,762
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	12,506	96,332
2004-05	86,502	300	6,452	13,090	12,238	54,422	86,502	12,746	99,248
2005-06	92,591	266	7,095	14,331	13,483	57,416	92,538	12,843	105,381
2006-07	96,374	256	7,144	15,297	14,656	59,022	96,323	12,814	109,137
2007-08	98,319	271	7,406	15,810	15,563	59,269	98,465	13,915	112,379
2008-09	97,546	277	7,871	15,401	15,712	58,284	97,706	13,547	111,253
2009-10	97,689	279	8,076	15,487	16,491	57,357	97,676	13,427	111,103
2010-11	98,124	341	8,404	15,702	16,700	56,978	98,025	13,060	111,085
2011-12	95,994	393	8,483	15,147	16,791	55,181	95,785	12,415	108,199
2012-13	96,657	438	8,973	14,831	17,549	54,865	96,287	12,066	108,353
2013-14	95,298	290	9,588	14,139	17,403	53,878	94,811	12,055	106,866
2014-15	95,703	270	9,865	14,233	18,383	52,953	95,096	11,735	106,830
2015-16	96,696	328	10,190	14,403	18,912	52,863	95,948	12,116	108,064
2016-17	97,026	285	10,467	14,632	19,685	51,957	96,201	12,028	108,230
2017-18	98,931	267	12,452	14,346	20,712	51,153	97,017	12,169	109,186
2018-19	99,261	266	12,966	13,967	21,631	50,432	97,044	12,177	109,220
2019-20	98,780	255	13,146	13,430	22,790	49,158	96,289	12,058	108,347
2020-21	101,076	264	13,820	13,157	24,491	49,345	98,185	12,315	110,501
2021-22	99,795	255	13,986	12,669	25,213	47,671	96,636	12,113	108,749

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

NEW MEXICO

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	14,824	1,607	171	269	6,159	6,618	14,824	1,290	16,114
1992-93	15,172	1,610	194	310	6,257	6,801	15,172	1,232	16,404
1993-94	14,892	1,607	224	332	6,173	6,556	14,892	1,218	16,110
1994-95	14,928	1,537	232	313	6,235	6,611	14,928	1,094	16,022
1995-96	15,402	1,524	239	393	6,215	7,031	15,402	1,257	16,659
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	1,476	19,368
2004-05	17,353	1,799	249	364	8,074	6,867	17,353	1,439	18,792
2005-06	17,483	1,969	274	404	8,132	6,705	17,498	1,486	18,984
2006-07	17,448	1,998	292	426	8,216	6,517	17,493	1,406	18,899
2007-08	17,443	2,019	286	418	8,302	6,416	17,518	1,398	18,915
2008-09	17,727	2,044	293	463	8,573	6,354	17,849	1,406	19,255
2009-10	17,699	2,015	298	432	8,803	6,151	17,829	1,410	19,239
2010-11	17,440	1,986	330	433	8,761	5,931	17,567	1,359	18,927
2011-12	17,045	1,897	335	456	8,713	5,643	17,182	1,303	18,485
2012-13	16,664	1,730	337	447	8,742	5,408	16,818	1,293	18,110
2013-14	16,757	1,730	413	454	8,866	5,294	16,890	1,138	18,028
2014-15	17,096	1,722	439	440	9,176	5,319	17,232	1,180	18,412
2015-16	17,388	1,746	433	442	9,523	5,244	17,542	1,117	18,658
2016-17	17,946	1,827	463	490	9,874	5,293	18,098	1,185	19,283
2017-18	17,501	1,818	460	476	9,691	5,055	17,572	1,188	18,761
2018-19	17,427	1,818	461	481	9,790	4,877	17,460	1,166	18,626
2019-20	17,916	1,887	483	468	10,179	4,900	17,946	1,193	19,139
2020-21	18,013	1,890	463	472	10,360	4,828	18,033	1,193	19,225
2021-22	18,403	1,905	479	452	10,595	4,974	18,433	1,224	19,657

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

NEW YORK

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	134,573	304	7,653	18,939	11,593	96,084	134,573	25,198	159,771
1992-93	132,963	357	7,746	18,374	12,108	94,378	132,963	25,391	158,354
1993-94	132,708	319	8,123	18,728	12,568	92,970	132,708	24,946	157,654
1994-95	132,401	431	7,949	18,885	12,910	92,226	132,401	24,685	157,086
1995-96	134,401	383	8,975	19,084	13,082	92,877	134,401	24,981	159,382
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	27,669	176,180
2004-05	153,203	520	11,064	22,670	18,761	100,188	153,203	28,185	181,388
2005-06	159,458	585	12,023	24,603	20,843	101,404	159,496	29,004	188,500
2006-07	159,359	648	12,449	24,061	20,875	101,326	159,701	29,281	188,982
2007-08	160,645	641	12,551	24,189	21,446	101,818	161,943	29,672	191,615
2008-09	157,259	632	12,234	23,850	22,000	98,543	159,434	28,998	188,432
2009-10	158,212	854	12,588	24,861	22,510	97,397	160,181	28,350	188,531
2010-11	154,572	907	12,993	23,890	22,622	94,159	156,401	27,528	183,929
2011-12	150,576	886	13,331	22,827	22,075	91,457	152,224	26,769	178,994
2012-13	147,730	802	13,709	21,873	21,964	89,382	149,331	26,025	175,356
2013-14	143,687	779	13,789	20,617	21,220	87,282	144,858	24,820	169,678
2014-15	140,336	820	13,652	20,431	20,649	84,785	141,426	23,742	165,168
2015-16	139,763	822	13,680	20,465	20,932	83,864	141,052	23,074	164,126
2016-17	138,190	809	14,008	20,057	20,792	82,523	139,379	22,003	161,382
2017-18	140,978	882	16,110	20,133	21,500	82,353	141,632	23,332	164,964
2018-19	138,036	877	15,536	19,655	21,825	80,143	139,076	22,948	162,025
2019-20	136,851	858	16,235	18,966	21,877	78,915	137,602	22,582	160,185
2020-21	138,510	785	17,261	18,379	22,047	80,038	138,754	22,662	161,417
2021-22	135,742	721	17,186	17,749	22,635	77,451	136,322	22,233	158,555

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

NORTH CAROLINAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	61,157	824	711	17,194	368	42,060	61,157	2,637	63,794
1992-93	60,460	784	782	16,960	391	41,543	60,460	2,735	63,195
1993-94	57,738	780	861	15,923	461	39,713	57,738	2,738	60,476
1994-95	59,540	788	914	16,266	496	41,076	59,540	3,160	62,700
1995-96	57,014	725	894	15,441	584	39,370	57,014	3,272	60,286
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	5,435	77,561
2004-05	75,010	852	1,717	21,155	2,864	48,422	75,010	5,665	80,675
2005-06	77,934	852	1,809	22,285	3,310	49,678	77,956	5,871	83,827
2006-07	81,061	880	1,914	23,325	3,889	51,053	81,141	6,159	87,299
2007-08	83,494	957	1,960	24,594	4,483	51,500	83,780	6,481	90,261
2008-09	83,887	904	1,962	24,924	5,143	50,955	84,507	6,689	91,196
2009-10	85,197	968	2,105	25,633	5,962	50,529	85,651	6,890	92,540
2010-11	84,116	927	2,181	25,215	6,693	49,102	84,401	7,676	92,077
2011-12	85,649	964	2,294	25,434	7,922	49,035	85,732	7,833	93,566
2012-13	85,171	922	2,320	24,451	9,073	48,404	84,905	8,532	93,437
2013-14	86,122	919	2,483	24,265	10,263	48,192	85,501	8,872	94,373
2014-15	88,380	922	2,667	24,710	11,453	48,628	87,376	9,206	96,582
2015-16	92,678	981	2,767	25,581	13,221	50,128	91,215	9,244	100,459
2016-17	95,066	976	2,841	26,159	14,902	50,188	93,162	9,443	102,605
2017-18	104,691	1,018	3,376	26,690	21,405	52,202	98,729	10,093	108,823
2018-19	104,540	985	3,402	25,723	24,511	49,919	96,771	9,937	106,708
2019-20	103,800	956	3,510	25,010	24,858	49,466	96,027	9,855	105,883
2020-21	105,305	941	3,731	24,641	26,371	49,622	96,858	9,899	106,756
2021-22	107,628	914	3,884	25,070	28,340	49,419	98,066	10,024	108,091

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

NORTH DAKOTAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	7,438	281	61	51	45	7,001	7,438	401	7,839
1992-93	7,310	271	58	39	41	6,901	7,310	374	7,684
1993-94	7,522	297	60	50	44	7,071	7,522	373	7,895
1994-95	7,817	286	67	66	53	7,345	7,817	436	8,253
1995-96	8,027	323	55	51	42	7,556	8,027	475	8,502
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	486	8,041
2005-06	7,377	402	64	69	76	6,767	7,376	472	7,848
2006-07	7,230	438	69	81	62	6,579	7,229	505	7,734
2007-08	7,102	422	79	113	77	6,410	7,098	453	7,551
2008-09	7,025	444	95	111	74	6,300	7,035	370	7,405
2009-10	6,901	471	68	109	97	6,155	6,922	374	7,296
2010-11	6,795	462	83	122	92	6,037	6,799	390	7,189
2011-12	6,448	438	59	108	77	5,767	6,450	324	6,774
2012-13	6,274	409	62	139	82	5,581	6,261	310	6,572
2013-14	6,270	408	86	183	92	5,500	6,238	286	6,525
2014-15	6,179	438	63	205	101	5,371	6,149	268	6,417
2015-16	6,176	437	78	224	98	5,339	6,129	285	6,414
2016-17	6,003	410	77	218	91	5,206	5,947	272	6,218
2017-18	5,874	453	85	194	94	5,049	5,839	269	6,108
2018-19	5,861	461	84	248	99	4,968	5,794	265	6,059
2019-20	5,950	469	80	223	105	5,072	5,903	269	6,172
2020-21	6,174	494	106	270	120	5,184	6,099	280	6,379
2021-22	6,106	557	91	224	120	5,114	6,088	279	6,367

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

OHIO

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	104,522	80	1,039	8,270	975	94,158	104,522	11,474	115,996
1992-93	107,940	112	1,301	10,217	1,384	94,926	109,200	12,332	121,532
1993-94	99,214	105	1,154	9,595	1,124	87,237	107,700	11,761	119,461
1994-95	99,197	99	1,112	9,680	1,043	87,263	109,418	12,133	121,551
1995-96	101,026	110	1,223	9,555	1,188	88,950	102,098	12,046	114,144
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	13,951	132,980
2004-05	115,589	128	1,726	14,308	1,723	97,704	116,702	13,838	130,540
2005-06	119,071	136	1,709	15,418	1,933	99,875	120,685	13,749	134,434
2006-07	118,140	129	1,754	15,523	2,014	98,721	120,040	13,711	133,751
2007-08	119,979	142	1,844	16,074	2,168	99,751	122,456	13,643	136,098
2008-09	120,766	157	1,894	16,796	2,279	99,640	124,275	13,456	137,731
2009-10	118,191	139	1,833	16,479	2,413	97,327	121,867	12,728	134,595
2010-11	116,679	134	1,939	16,627	2,491	95,488	120,855	12,271	133,126
2011-12	112,895	162	2,103	15,676	2,698	92,255	117,362	11,933	129,296
2012-13	111,059	150	2,140	14,694	2,821	91,254	115,650	11,605	127,255
2013-14	108,484	141	2,277	14,066	3,046	88,953	113,394	11,019	124,414
2014-15	107,866	136	2,280	13,685	3,125	88,639	113,143	10,317	123,460
2015-16	109,151	154	2,573	13,998	3,574	88,853	114,947	11,069	126,017
2016-17	108,456	172	2,588	13,764	3,682	88,249	114,754	11,118	125,872
2017-18	111,313	190	3,161	14,803	4,250	88,910	116,610	11,258	127,867
2018-19	108,582	174	3,014	14,269	4,661	86,463	113,591	10,889	124,481
2019-20	106,626	159	3,237	13,945	4,870	84,415	111,475	10,645	122,120
2020-21	107,559	171	3,321	13,976	5,491	84,601	112,319	10,787	123,106
2021-22	106,672	172	3,567	14,076	5,885	82,971	111,195	10,690	121,884

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

OKLAHOMA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	32,670	3,626	526	2,709	747	25,062	32,670	1,089	33,759
1992-93	30,531	3,958	401	2,571	777	22,824	30,542	1,171	31,713
1993-94	31,872	3,977	559	2,639	805	23,892	31,872	1,484	33,356
1994-95	33,804	4,905	551	2,852	852	24,644	33,319	1,455	34,774
1995-96	33,060	4,477	603	2,825	929	24,226	33,060	1,449	34,509
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	1,441	38,240
2004-05	36,227	6,442	685	3,449	1,937	23,714	36,227	1,372	37,599
2005-06	36,284	6,528	775	3,581	2,102	23,299	36,256	1,310	37,566
2006-07	36,952	6,805	888	3,547	2,320	23,393	36,917	1,230	38,148
2007-08	37,393	6,953	855	3,812	2,457	23,315	37,411	1,100	38,511
2008-09	37,223	7,283	908	3,705	2,560	22,767	37,253	1,006	38,259
2009-10	37,712	7,374	938	3,781	2,920	22,698	37,705	914	38,619
2010-11	36,416	7,201	907	3,669	3,069	21,571	36,385	902	37,287
2011-12	36,081	7,198	986	3,678	3,263	20,957	35,985	794	36,780
2012-13	35,749	7,338	1,024	3,498	3,517	20,373	35,572	724	36,296
2013-14	35,613	7,412	1,106	3,445	3,773	19,879	35,322	637	35,959
2014-15	36,767	7,704	1,198	3,492	4,127	20,246	36,343	568	36,910
2015-16	38,052	7,978	1,201	3,792	4,590	20,492	37,553	732	38,285
2016-17	38,140	8,255	1,237	3,618	4,929	20,101	37,477	729	38,206
2017-18	39,730	8,788	1,395	3,713	5,693	20,140	38,049	721	38,770
2018-19	40,236	8,852	1,443	3,559	6,377	20,007	38,190	707	38,897
2019-20	40,405	8,641	1,446	3,629	6,749	19,941	38,344	708	39,053
2020-21	41,279	8,880	1,530	3,565	7,350	19,954	38,845	732	39,578
2021-22	41,670	8,926	1,591	3,609	7,710	19,833	39,004	735	39,739

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

OREGON

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	25,305	366	914	374	767	22,884	25,305	1,500	26,805
1992-93	26,301	363	998	448	915	23,577	26,301	1,497	27,798
1993-94	26,338	384	1,096	398	993	23,467	26,338	1,550	27,888
1994-95	26,483	410	941	274	1,081	23,777	26,713	1,622	28,335
1995-96	26,570	389	1,028	458	1,069	23,626	26,570	1,907	28,477
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	2,592	35,550
2004-05	32,081	600	1,590	692	2,717	26,482	32,602	2,435	35,037
2005-06	31,712	586	1,607	662	2,969	25,887	31,702	2,368	34,070
2006-07	32,234	656	1,698	704	3,203	25,974	32,082	2,178	34,261
2007-08	32,615	688	1,836	670	3,589	25,832	32,631	2,160	34,791
2008-09	32,387	702	1,782	715	3,905	25,283	32,624	2,181	34,805
2009-10	32,136	694	1,970	742	4,394	24,337	32,412	2,045	34,458
2010-11	31,262	685	2,076	752	4,771	22,978	31,495	2,009	33,504
2011-12	30,860	694	2,105	739	5,036	22,286	31,049	1,848	32,897
2012-13	31,251	729	2,193	778	5,495	22,057	31,473	1,743	33,216
2013-14	31,798	759	2,475	774	6,012	21,778	31,910	1,715	33,625
2014-15	31,762	767	2,545	780	6,449	21,222	31,791	1,643	33,434
2015-16	32,806	845	2,689	796	7,083	21,393	32,608	1,854	34,462
2016-17	33,039	834	2,791	869	7,383	21,162	32,850	1,841	34,691
2017-18	34,183	825	3,179	915	8,049	21,215	33,327	1,839	35,165
2018-19	34,058	852	3,145	829	8,614	20,618	32,932	1,806	34,738
2019-20	33,994	793	3,249	811	8,754	20,387	32,796	1,801	34,597
2020-21	34,740	865	3,369	890	9,166	20,450	33,338	1,847	35,185
2021-22	34,695	881	3,352	939	9,601	19,922	33,055	1,828	34,884

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

PENNSYLVANIA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	103,881	97	2,096	9,259	1,569	90,860	103,881	17,380	121,261
1992-93	103,715	84	2,171	9,794	1,785	89,881	103,715	17,160	120,875
1993-94	101,958	72	2,183	9,697	1,827	88,179	101,958	16,682	118,640
1994-95	104,146	56	2,271	9,860	1,966	89,993	104,146	16,819	120,965
1995-96	105,981	88	2,134	10,557	2,115	91,087	105,981	16,629	122,610
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	18,597	142,071
2004-05	124,758	114	3,139	15,610	4,610	101,285	124,758	18,673	143,431
2005-06	127,586	120	3,295	16,272	5,240	102,658	127,673	18,312	145,985
2006-07	129,584	121	3,318	16,775	5,709	103,661	129,814	17,956	147,770
2007-08	131,658	139	3,523	17,487	6,215	104,293	132,303	17,745	150,048
2008-09	130,251	130	3,476	17,242	6,578	102,824	131,150	17,125	148,276
2009-10	129,043	149	3,661	18,007	6,992	100,234	129,844	16,760	146,604
2010-11	127,466	122	3,938	17,998	7,591	97,817	128,223	16,239	144,462
2011-12	125,257	125	4,245	17,764	7,974	95,148	125,965	15,607	141,572
2012-13	122,970	116	4,351	16,726	8,320	93,457	123,471	15,045	138,516
2013-14	121,109	139	4,614	16,089	8,658	91,608	121,387	14,351	135,738
2014-15	119,904	151	4,883	16,028	9,349	89,493	119,982	13,440	133,422
2015-16	121,205	145	5,137	16,321	10,055	89,547	121,139	14,111	135,250
2016-17	122,416	153	5,272	16,608	10,538	89,844	122,304	14,091	136,395
2017-18	122,205	181	5,775	16,421	10,578	89,250	121,505	14,137	135,642
2018-19	120,404	173	5,727	15,983	11,503	87,019	119,180	13,804	132,984
2019-20	120,900	169	6,568	16,135	12,374	85,654	118,904	13,714	132,618
2020-21	125,100	125	7,189	16,041	15,483	86,263	121,568	14,067	135,635
2021-22	123,462	118	7,542	15,573	16,533	83,696	119,171	13,787	132,958

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

RHODE ISLAND

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	7,859	26	224	448	393	6,768	7,859	1,377	9,236
1992-93	7,640	23	211	439	387	6,580	7,640	1,285	8,925
1993-94	7,450	21	184	438	409	6,398	7,450	1,249	8,699
1994-95	7,826	32	259	428	348	6,759	7,826	1,270	9,096
1995-96	7,689	16	198	464	500	6,511	7,689	1,321	9,010
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	1,954	11,212
2004-05	9,881	42	316	794	1,153	7,576	9,881	2,052	11,933
2005-06	9,941	58	270	784	1,221	7,608	9,943	2,168	12,111
2006-07	10,167	59	306	812	1,409	7,580	10,198	2,321	12,519
2007-08	10,364	63	288	868	1,530	7,615	10,427	2,347	12,774
2008-09	10,136	59	263	844	1,488	7,482	10,206	2,356	12,562
2009-10	10,028	63	294	817	1,535	7,319	10,036	2,408	12,444
2010-11	9,715	79	274	866	1,557	6,939	9,716	2,399	12,115
2011-12	9,653	70	271	826	1,624	6,862	9,646	2,374	12,020
2012-13	9,177	71	253	772	1,548	6,534	9,187	2,339	11,526
2013-14	9,037	53	238	767	1,558	6,421	9,051	2,291	11,341
2014-15	8,822	74	253	788	1,564	6,142	8,819	2,321	11,140
2015-16	8,797	75	231	759	1,697	6,035	8,790	2,285	11,075
2016-17	7,594	74	208	671	1,292	5,350	7,578	2,245	9,823
2017-18	8,497	75	229	853	1,747	5,593	8,394	2,281	10,675
2018-19	8,733	58	271	855	1,853	5,696	8,629	2,320	10,949
2019-20	8,817	75	290	874	1,939	5,638	8,705	2,357	11,061
2020-21	8,982	73	287	939	2,045	5,638	8,839	2,408	11,247
2021-22	7,483	63	268	805	1,964	4,383	7,307	2,008	9,314

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

SOUTH CAROLINAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	30,699	42	295	11,814	143	18,404	30,698	3,053	33,751
1992-93	31,298	43	276	12,009	121	18,849	31,297	2,447	33,744
1993-94	30,603	34	300	11,872	163	18,233	30,603	2,613	33,216
1994-95	30,681	49	312	11,749	147	18,424	30,680	2,727	33,407
1995-96	30,182	44	302	11,750	172	17,914	30,182	2,195	32,377
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	2,749	35,984
2004-05	33,562	72	447	12,906	648	19,489	33,439	2,722	36,161
2005-06	35,042	89	491	13,344	700	20,418	35,055	2,717	37,772
2006-07	38,212	93	542	14,657	921	22,000	38,024	2,541	40,566
2007-08	35,646	89	589	13,662	1,019	20,287	35,492	2,451	37,942
2008-09	35,455	101	565	13,476	1,125	20,188	35,272	2,414	37,686
2009-10	36,107	106	613	13,610	1,293	20,485	35,856	2,364	38,221
2010-11	35,735	97	613	13,452	1,538	20,036	35,456	2,352	37,808
2011-12	35,016	101	689	12,779	1,718	19,729	34,616	2,207	36,823
2012-13	34,539	122	772	12,209	2,002	19,433	33,989	2,120	36,109
2013-14	33,765	114	808	11,322	2,131	19,390	33,027	2,000	35,028
2014-15	34,340	134	825	11,488	2,554	19,339	33,455	1,909	35,364
2015-16	35,440	134	921	11,698	2,965	19,722	34,348	2,138	36,486
2016-17	36,357	136	1,037	11,791	3,308	20,084	35,052	2,189	37,241
2017-18	38,746	169	1,090	12,393	4,912	20,181	36,136	2,215	38,352
2018-19	39,525	148	1,086	11,818	6,478	19,995	35,794	2,179	37,973
2019-20	39,049	167	1,179	11,332	6,867	19,503	34,971	2,126	37,097
2020-21	40,417	148	1,258	11,389	7,859	19,763	35,647	2,187	37,834
2021-22	41,941	184	1,291	11,432	9,204	19,830	36,220	2,222	38,442

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

SOUTH DAKOTAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	7,300	302	54	31	39	6,874	7,261	604	7,865
1992-93	7,952	531	68	35	38	7,280	7,952	699	8,651
1993-94	8,442	633	62	39	52	7,656	8,442	714	9,156
1994-95	8,355	563	69	34	43	7,646	8,355	725	9,080
1995-96	8,532	600	57	36	44	7,795	8,532	777	9,309
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	576	9,577
2004-05	8,585	417	107	91	91	7,879	8,585	564	9,149
2005-06	8,297	455	111	80	81	7,569	8,303	505	8,807
2006-07	8,238	441	120	71	95	7,510	8,245	602	8,847
2007-08	8,422	438	116	90	114	7,665	8,433	621	9,054
2008-09	8,276	442	105	121	148	7,460	8,319	644	8,964
2009-10	8,079	371	89	116	132	7,371	8,050	627	8,677
2010-11	7,951	400	88	95	134	7,233	7,948	652	8,600
2011-12	7,813	380	124	102	140	7,068	7,788	655	8,444
2012-13	7,597	357	77	107	158	6,897	7,565	718	8,283
2013-14	7,572	366	89	97	145	6,876	7,550	707	8,257
2014-15	7,580	342	98	107	166	6,868	7,525	704	8,228
2015-16	7,542	365	86	118	173	6,800	7,527	685	8,213
2016-17	7,676	358	93	109	202	6,914	7,632	703	8,335
2017-18	7,574	365	117	130	258	6,704	7,523	698	8,222
2018-19	7,658	383	119	123	292	6,741	7,637	708	8,345
2019-20	7,862	386	121	132	364	6,859	7,809	722	8,532
2020-21	8,098	399	113	150	388	7,047	8,037	742	8,779
2021-22	8,366	398	109	178	451	7,229	8,249	763	9,011

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

TENNESSEE

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	45,138	28	425	8,154	139	36,392	45,138	4,769	49,907
1992-93	44,166	26	431	8,220	152	35,336	44,166	4,469	48,635
1993-94	40,643	23	414	7,264	153	32,789	40,643	5,985	46,628
1994-95	43,556	24	488	7,553	188	35,303	43,556	6,302	49,858
1995-96	43,792	39	518	8,120	226	34,890	43,792	6,332	50,124
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	5,484	51,580
2004-05	47,967	47	740	10,086	840	36,254	47,967	5,288	53,255
2005-06	47,618	68	802	10,030	953	35,765	47,968	5,100	53,068
2006-07	50,078	69	873	10,835	1,050	37,250	50,559	4,994	55,553
2007-08	51,102	75	860	11,038	1,356	37,772	51,704	5,139	56,843
2008-09	51,151	69	822	11,257	1,493	37,510	51,885	4,970	56,856
2009-10	51,444	80	1,001	11,420	1,812	37,132	51,910	4,539	56,448
2010-11	50,376	105	996	11,090	2,231	35,955	50,851	4,477	55,329
2011-12	50,010	75	1,093	10,957	2,497	35,388	50,313	4,399	54,712
2012-13	50,257	85	1,116	10,652	2,873	35,530	50,313	4,379	54,692
2013-14	49,927	85	1,165	10,453	3,455	34,769	49,715	4,281	53,996
2014-15	50,993	84	1,273	10,393	4,099	35,145	50,377	4,195	54,572
2015-16	52,834	90	1,383	10,787	4,632	35,943	51,978	4,524	56,502
2016-17	54,139	90	1,424	10,801	5,325	36,497	52,902	4,555	57,456
2017-18	57,059	92	1,632	10,991	7,514	36,829	54,011	4,643	58,654
2018-19	57,261	111	1,631	10,746	9,102	35,670	53,011	4,546	57,558
2019-20	57,430	103	1,729	10,528	10,070	35,000	52,427	4,491	56,918
2020-21	59,296	116	1,853	10,481	11,361	35,485	53,381	4,590	57,971
2021-22	61,214	91	1,847	10,225	13,407	35,643	53,867	4,628	58,496

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

TEXAS

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	162,270	273	4,233	20,486	45,257	92,021	162,270	7,521	169,791
1992-93	160,546	323	4,401	19,068	45,513	91,241	162,270	8,300	170,570
1993-94	163,191	341	5,023	19,224	47,892	90,711	163,191	11,774	174,965
1994-95	170,322	400	5,189	20,286	49,375	95,072	170,322	11,819	182,141
1995-96	171,844	409	5,339	20,829	50,041	95,226	171,844	12,380	184,224
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	10,290	254,455
2004-05	239,717	764	8,363	32,811	84,566	113,213	239,717	9,797	249,514
2005-06	252,767	836	9,242	36,548	91,732	114,409	252,810	9,724	262,534
2006-07	256,829	908	9,672	38,134	94,564	113,551	256,959	9,577	266,536
2007-08	264,875	1,019	9,904	39,847	99,741	114,364	265,566	9,524	275,090
2008-09	265,362	1,015	10,200	40,174	102,935	111,038	267,511	9,310	276,821
2009-10	270,239	1,017	10,852	41,777	107,074	109,520	271,900	8,902	280,802
2010-11	274,478	1,080	11,366	43,649	111,551	106,833	276,131	8,673	284,804
2011-12	269,228	1,038	12,016	42,156	110,711	103,307	270,657	8,472	279,129
2012-13	282,537	1,243	12,838	44,931	120,160	103,365	284,256	8,158	292,415
2013-14	282,675	1,163	13,874	44,353	120,971	102,313	284,202	7,824	292,025
2014-15	293,045	1,262	14,892	46,925	127,524	102,442	294,371	7,411	301,783
2015-16	299,847	1,237	15,175	48,643	132,571	102,221	301,202	8,310	309,512
2016-17	310,153	1,292	16,023	50,997	138,526	103,315	311,330	8,518	319,849
2017-18	320,676	1,293	18,469	50,118	145,492	105,305	320,516	8,760	329,275
2018-19	321,865	1,319	18,633	49,142	149,803	102,968	321,463	8,709	330,172
2019-20	330,060	1,320	20,248	50,568	156,043	101,881	328,548	8,859	337,406
2020-21	334,965	1,421	20,720	50,951	159,858	102,015	333,245	9,062	342,307
2021-22	338,181	1,315	21,069	51,460	164,269	100,068	335,912	9,133	345,046

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

UTAH

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	24,946	349	470	108	699	23,320	23,513	425	23,938
1992-93	24,197	237	512	86	685	22,677	24,197	417	24,614
1993-94	26,407	248	555	92	740	24,772	26,407	481	26,888
1994-95	27,670	231	560	90	736	26,053	27,670	535	28,205
1995-96	26,293	212	489	94	732	24,766	26,293	534	26,827
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	1,104	31,356
2004-05	30,253	377	844	218	1,838	26,976	30,253	1,097	31,350
2005-06	31,423	427	1,002	256	2,141	27,597	31,692	1,196	32,888
2006-07	31,012	467	934	280	2,327	27,004	31,304	1,165	32,469
2007-08	31,832	460	1,012	312	2,601	27,447	32,199	1,109	33,307
2008-09	32,712	494	1,032	362	2,846	27,977	33,137	1,103	34,241
2009-10	33,379	530	1,086	371	3,111	28,280	33,883	1,155	35,038
2010-11	32,548	469	1,146	402	3,266	27,266	33,083	1,191	34,274
2011-12	32,269	435	1,066	476	3,548	26,743	32,846	1,166	34,011
2012-13	33,646	429	1,120	484	3,786	27,828	34,233	1,202	35,434
2013-14	34,792	435	1,242	511	4,075	28,529	35,389	1,232	36,621
2014-15	36,084	442	1,165	543	4,328	29,605	36,717	1,263	37,980
2015-16	37,969	494	1,388	619	4,866	30,602	38,601	1,364	39,965
2016-17	39,119	483	1,458	720	5,194	31,264	39,718	1,392	41,110
2017-18	40,239	512	1,490	785	6,075	31,378	40,503	1,418	41,920
2018-19	40,706	546	1,493	790	6,600	31,277	40,915	1,430	42,345
2019-20	41,813	485	1,650	764	6,961	31,953	42,021	1,469	43,489
2020-21	42,441	440	1,598	856	7,058	32,488	42,627	1,493	44,121
2021-22	42,975	476	1,581	981	7,164	32,773	43,087	1,508	44,596

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

VERMONT

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	5,218	27	47	21	27	5,096	5,231	346	5,577
1992-93	5,697	27	45	27	31	5,567	5,697	323	6,020
1993-94	5,580	31	64	34	37	5,414	5,414	321	5,735
1994-95	5,867	30	53	24	30	5,730	5,871	349	6,220
1995-96	5,867	30	53	24	30	5,730	5,867	412	6,279
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	1,268	8,368
2004-05	6,575	38	95	69	58	6,315	7,152	1,296	8,448
2005-06	6,842	43	132	83	66	6,518	7,089	1,249	8,338
2006-07	6,953	84	117	87	67	6,598	7,160	1,252	8,412
2007-08	6,881	43	136	91	94	6,517	7,084	1,425	8,509
2008-09	6,708	33	130	99	106	6,340	6,942	1,334	8,276
2009-10	6,406	33	100	102	92	6,078	6,694	1,163	7,857
2010-11	6,141	13	148	99	125	5,756	6,370	1,081	7,451
2011-12	5,978	10	141	82	102	5,642	6,238	983	7,221
2012-13	5,810	10	115	124	118	5,443	6,042	962	7,004
2013-14	5,600	8	131	112	131	5,217	5,828	907	6,736
2014-15	5,531	11	141	120	130	5,130	5,775	761	6,536
2015-16	5,448	5	123	99	135	5,085	5,714	860	6,574
2016-17	5,489	4	112	164	154	5,055	5,724	862	6,586
2017-18	5,524	18	197	151	145	5,013	5,673	851	6,524
2018-19	5,432	7	228	155	151	4,890	5,541	822	6,363
2019-20	5,501	10	238	219	141	4,892	5,564	817	6,381
2020-21	5,819	6	301	258	248	5,006	5,739	853	6,591
2021-22	5,825	10	277	279	318	4,942	5,684	846	6,530

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
 Projected

Knocking at the College Door

VIRGINIA

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	57,338	94	2,582	11,430	1,120	42,112	57,338	3,245	60,583
1992-93	56,948	81	2,627	11,874	1,224	41,142	56,948	3,151	60,099
1993-94	56,140	101	2,619	11,698	1,390	40,332	56,140	4,601	60,741
1994-95	58,260	90	2,654	12,469	1,407	41,640	58,260	4,765	63,025
1995-96	58,166	109	2,607	12,655	1,597	41,198	58,166	4,861	63,027
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	6,141	78,183
2004-05	73,217	178	4,013	17,042	3,556	48,428	73,667	6,304	79,971
2005-06	74,040	205	4,151	17,558	3,816	48,309	74,705	6,301	81,005
2006-07	77,594	192	4,418	18,965	4,247	49,771	78,655	6,466	85,121
2007-08	79,312	244	4,687	19,503	4,525	50,353	80,630	6,786	87,415
2008-09	79,274	244	4,715	19,807	5,087	49,420	81,073	6,749	87,822
2009-10	79,050	257	5,049	19,626	5,503	48,614	80,760	6,753	87,513
2010-11	78,537	299	5,323	19,639	5,879	47,397	80,324	6,625	86,949
2011-12	77,572	293	5,466	18,825	6,558	46,429	79,257	6,684	85,941
2012-13	77,088	320	5,726	18,027	7,221	45,794	78,756	6,770	85,525
2013-14	76,477	287	6,182	17,488	7,696	44,824	78,047	6,680	84,726
2014-15	76,172	306	6,531	17,170	8,233	43,933	77,736	6,626	84,362
2015-16	78,067	260	6,912	17,875	8,879	44,141	80,100	6,767	86,867
2016-17	78,784	271	7,060	17,877	9,650	43,925	81,047	6,864	87,911
2017-18	83,646	186	8,005	18,436	11,581	45,437	83,922	7,139	91,061
2018-19	85,139	190	8,766	18,207	13,761	44,216	83,822	7,127	90,949
2019-20	86,562	194	9,581	17,979	14,765	44,043	84,514	7,178	91,692
2020-21	88,409	269	10,155	17,889	15,657	44,438	85,888	7,289	93,177
2021-22	91,509	239	10,703	18,230	17,547	44,789	88,039	7,475	95,514

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

WASHINGTON

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	44,381	855	3,799	1,749	3,008	34,969	44,381	2,355	46,736
1992-93	45,262	872	3,875	1,784	3,068	35,663	45,262	2,365	47,627
1993-94	47,235	910	4,044	1,861	3,201	37,218	47,235	2,469	49,704
1994-95	49,294	950	4,220	1,943	3,341	38,840	49,294	2,674	51,968
1995-96	49,862	961	4,269	1,965	3,379	39,288	49,862	2,848	52,710
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	4,023	65,297
2004-05	60,896	1,249	5,138	2,673	4,893	46,943	61,094	4,091	65,185
2005-06	62,657	1,324	5,526	2,738	5,334	47,735	63,108	4,024	67,132
2006-07	64,414	1,390	5,734	2,894	5,776	48,620	65,048	4,199	69,248
2007-08	64,201	1,385	5,679	2,927	6,056	48,154	65,128	4,217	69,345
2008-09	63,476	1,331	5,853	3,126	6,481	46,685	64,785	4,242	69,027
2009-10	63,782	1,430	5,836	3,138	7,110	46,268	65,271	4,249	69,519
2010-11	62,674	1,283	6,029	3,124	7,480	44,758	64,315	4,231	68,546
2011-12	60,913	1,205	6,173	3,142	7,875	42,517	62,679	4,200	66,879
2012-13	60,814	1,225	6,250	3,016	8,142	42,180	62,834	4,156	66,990
2013-14	59,768	1,262	6,353	3,001	8,265	40,886	62,001	4,103	66,104
2014-15	60,910	1,274	6,662	3,085	8,986	40,904	63,320	4,137	67,457
2015-16	61,409	1,312	6,770	3,117	9,247	40,964	64,136	4,250	68,386
2016-17	61,549	1,308	6,757	3,117	9,819	40,548	64,837	4,249	69,087
2017-18	63,692	1,381	7,948	3,388	10,728	40,247	65,597	4,317	69,913
2018-19	62,740	1,310	8,061	3,243	11,419	38,707	64,257	4,229	68,486
2019-20	62,584	1,333	8,393	3,295	11,634	37,929	63,925	4,204	68,129
2020-21	63,685	1,173	8,180	3,350	12,513	38,469	65,122	4,286	69,408
2021-22	63,052	1,198	8,083	3,053	13,427	37,291	64,290	4,228	68,519

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

WEST VIRGINIAPublic and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	20,054	7	119	667	36	19,225	20,054	628	20,682
1992-93	20,228	8	93	644	54	19,429	20,228	662	20,890
1993-94	19,884	13	100	683	58	19,030	19,884	587	20,471
1994-95	20,131	28	124	698	60	19,221	20,131	698	20,829
1995-96	20,549	40	99	783	66	19,561	20,335	617	20,952
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	829	18,168
2004-05	17,137	14	130	659	85	16,249	17,137	848	17,985
2005-06	16,862	24	146	667	115	15,909	16,861	821	17,682
2006-07	17,244	16	140	684	113	16,290	17,242	763	18,005
2007-08	17,381	15	174	702	140	16,350	17,363	793	18,156
2008-09	17,935	22	161	753	177	16,822	17,917	815	18,732
2009-10	17,451	23	157	790	204	16,277	17,419	773	18,192
2010-11	16,888	23	155	785	206	15,718	16,852	734	17,586
2011-12	16,704	12	178	798	237	15,480	16,637	714	17,352
2012-13	16,696	20	199	841	295	15,341	16,586	704	17,290
2013-14	16,221	16	195	816	314	14,881	16,093	681	16,775
2014-15	16,149	19	221	829	335	14,745	15,990	657	16,646
2015-16	16,500	24	241	912	419	14,904	16,269	678	16,947
2016-17	16,572	19	248	915	532	14,858	16,248	679	16,927
2017-18	16,350	20	199	900	222	15,008	16,291	682	16,973
2018-19	16,111	31	240	812	360	14,668	15,925	665	16,590
2019-20	16,345	18	268	791	381	14,887	16,152	673	16,825
2020-21	16,646	41	259	843	482	15,020	16,354	683	17,037
2021-22	16,758	31	302	787	707	14,931	16,274	680	16,954

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

WISCONSIN

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	48,563	382	885	1,950	822	44,524	48,563	4,471	53,034
1992-93	50,027	472	904	2,055	898	45,698	50,027	4,647	54,674
1993-94	48,371	463	942	2,077	930	43,959	48,371	4,788	53,159
1994-95	51,735	442	967	2,030	942	47,354	51,735	4,925	56,660
1995-96	52,620	490	968	1,993	1,007	48,162	52,651	5,088	57,739
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	6,015	69,265
2004-05	63,229	700	2,011	3,751	2,201	54,566	63,229	5,752	68,981
2005-06	63,471	732	2,126	3,923	2,495	54,196	63,606	5,823	69,428
2006-07	64,153	741	2,215	4,199	2,674	54,324	64,418	5,655	70,073
2007-08	64,367	716	2,351	4,210	2,734	54,356	64,739	5,873	70,612
2008-09	63,222	762	2,369	4,049	2,899	53,143	63,689	5,757	69,445
2009-10	62,780	732	2,253	4,308	3,204	52,284	63,400	5,521	68,921
2010-11	61,494	732	2,332	4,126	3,434	50,870	62,068	5,564	67,632
2011-12	60,585	694	2,303	4,059	3,586	49,944	61,166	5,557	66,723
2012-13	59,098	618	2,289	3,832	3,952	48,408	59,633	5,476	65,109
2013-14	59,408	664	2,387	3,725	4,185	48,447	59,881	5,476	65,357
2014-15	58,908	628	2,303	3,639	4,473	47,865	59,330	5,258	64,588
2015-16	59,705	655	2,285	3,750	4,858	48,156	60,195	5,411	65,607
2016-17	60,605	684	2,474	3,715	5,223	48,508	61,035	5,496	66,531
2017-18	61,872	669	2,608	3,732	5,994	48,869	61,837	5,584	67,420
2018-19	61,982	713	2,665	3,767	6,889	47,948	61,645	5,556	67,200
2019-20	61,627	749	2,637	3,664	7,087	47,490	61,197	5,500	66,697
2020-21	63,034	756	2,801	3,709	7,368	48,400	62,532	5,628	68,160
2021-22	63,284	789	3,057	3,756	7,816	47,866	62,594	5,637	68,231

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Knocking at the College Door

WYOMING

Public and Nonpublic High School Graduates
1991-92 through 2021-22

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			
1991-92	5,818	116	54	41	330	5,277	5,818	8	5,826
1992-93	5,953	88	46	38	335	5,446	5,953	8	5,961
1993-94	5,997	125	55	36	311	5,470	5,997	32	6,029
1994-95	5,889	95	58	42	329	5,365	5,889	47	5,936
1995-96	5,892	87	33	49	276	5,447	5,892	52	5,944
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	31	5,864
2004-05	5,616	80	56	48	328	5,104	5,616	36	5,652
2005-06	5,393	108	56	63	344	4,823	5,398	45	5,444
2006-07	5,342	110	57	54	349	4,771	5,352	40	5,392
2007-08	5,389	105	63	58	373	4,789	5,408	43	5,450
2008-09	5,507	128	73	61	392	4,853	5,546	35	5,580
2009-10	5,238	117	66	67	445	4,543	5,274	42	5,316
2010-11	5,068	114	58	54	431	4,411	5,098	41	5,139
2011-12	4,965	94	57	66	425	4,323	4,986	40	5,026
2012-13	4,725	93	60	53	439	4,081	4,747	41	4,788
2013-14	4,907	109	85	70	464	4,178	4,938	40	4,978
2014-15	4,879	112	77	69	497	4,125	4,909	40	4,950
2015-16	5,010	109	69	74	554	4,203	5,037	40	5,077
2016-17	5,053	116	88	72	559	4,219	5,079	39	5,118
2017-18	4,976	122	92	64	543	4,156	4,998	40	5,037
2018-19	4,868	125	97	78	543	4,024	4,880	39	4,919
2019-20	5,227	129	112	64	600	4,322	5,237	42	5,279
2020-21	5,382	128	106	63	649	4,436	5,391	43	5,433
2021-22	5,462	139	114	64	685	4,461	5,468	43	5,511

Notes: The "Race/Ethnicity Total" column equals 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. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Appendix B. TECHNICAL INFORMATION

This appendix includes more specific information regarding the sources of data used in this publication. It also contains 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 that data. A final section provides explanatory information concerning differences between the actual data in this edition (the 7th edition) and its immediate predecessor (the 6th edition), due to the changes in data sources already described in Chapter 4.

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 files, except where indicated. Data on enrollments were available for the 2005-06 academic year, and graduates data were available for the class of 2005. Table B.1 shows the specific state nonfiscal files (downloaded from <http://nces.ed.gov/ccd/ccddata.asp>), by year.

Table B.2 specifies all adjustments to the raw data obtained from the CCD. Adjustments were made in order to correct an obvious discrepancy, such as if the number of public graduates was the same as the number of graduates of a single racial/ethnic group, or when a CCD data point for one year was substantially different from adjacent years. In the latter case, comparisons to the data collected directly from the states for the 6th edition were helpful in deciding whether an adjustment was appropriate. In addition, state totals do not always

Table B.1. CCD State Nonfiscal Files

Academic Year	State Nonfiscal File
1999-2000	st991b
2000-01	st001b
2001-02	st011b
2002-03	st021b
2003-04	st031b
2004-05	st041d
2005-06	st051a

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. 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 report all students by race/ethnicity. Efforts were made to identify where differences occurred and to account for them when possible. Table B.2 also includes notes specifying the magnitude of such differences in many instances.

Since the CSR methodology relies on the five most recent years of available data only, data for academic years prior to 2000-01 do not impact the projections calculations, and so no adjustments were made to enrollments data for those earlier years. However, because the high school graduates data are published for years preceding 2000-01, any adjustments made in those data are specified below.

Table B.2. Adjustments to CCD Raw Data

State	Enrollment by Grade Level	Graduates
Alabama	Small differences were found between the sum of enrollments by race/ethnicity and total enrollments by grade level for 2000-01 and 2003-04. In addition, the total number of 12 th graders in 2002-03 appeared to be out of range, so it was adjusted to be equal to the sum of the 12 th graders by race/ethnicity.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 21 less than the total number of public graduates in 2003-04.
Alaska	CCD data with no adjustments.	CCD data with no adjustments.

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Table B.2. Adjustments to CCD Raw Data – continued

State	Enrollment by Grade Level	Graduates
Arizona	CCD data with no adjustments.	CCD provides total number of graduates but not graduates by race/ethnicity. Those numbers are estimated based on shares of 12 th grade enrollment for the following graduating classes: 1993-94, 1997-98, 1999-2000, and 2000-01. Otherwise, graduates numbers are derived from CCD data with no adjustments.
Arkansas	CCD data with no adjustments.	Graduates by race/ethnicity for 1994-95 through 1996-97 were estimated by distributing the total number of public graduates on the basis of the average shares of public graduates in 1992-93, 1993-94, 1997-98, and 1998-99.
California	CCD data with no adjustments. California collects data on multiracial students but does not report them on the state nonfiscal survey, so the total number of public school students in each grade level is greater than the sum of the five racial/ethnic groups that are reported in the CCD.	CCD data with no adjustments. California collects data on multiracial students but does not report them on the state nonfiscal survey, so the total number of public school graduates is greater than the sum of the five racial/ethnic groups that are reported in the CCD.
Colorado	CCD data with no adjustments. Small differences (all less than 0.3 percent variance) were found for 2003-04.	CCD data with no adjustments.
Connecticut	CCD data with no adjustments. Small differences (all less than 1 percent variance) were found for 2003-04.	CCD data with no adjustments.
Delaware	CCD data with no adjustments. Small differences (all 0.1 percent variance or less) were found for 2000-01 and 2001-02.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 135 less in 2000-01 and one less in 2002-03 than the total number of public graduates.
District of Columbia	CCD data with no adjustments, except for 2003-04. The sum of enrollments by race/ethnicity did not equal total enrollments for that year, so the difference was distributed proportionately.	CCD data with no adjustments.
Florida	CCD data with no adjustments.	CCD data with no adjustments.
Georgia	CCD data with no adjustments. Georgia collects enrollment for multiracial students and distributed these students to the other five racial/ethnic categories for CCD reporting until the 2004-05 academic year. Hence, the total students by grade did not equal the sum of enrollment by grade for the five racial/ethnic groups for that year.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 761 less (about 1.1 percent) in 2003-04 than the total number of public graduates.
Hawaii	CCD data with no adjustments.	The number of Asian/Pacific Islanders in 1994-95 was adjusted to be the difference between the public total and the amount for all other races/ethnicities.

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table B.2. Adjustments to CCD Raw Data – continued

State	Enrollment by Grade Level	Graduates
Idaho	Idaho did not report enrollments by grade by race/ethnicity prior to 2002-03. For preceding years, these data were estimated based on each race/ethnicity's proportion of total enrollment by grade, averaged over 2002-03, 2003-04, and 2004-05. Additionally, there were small differences (all 1 percent variance or less) for 2003-04 between the total enrollment by grade and the sum of enrollment by grade by race/ethnicity.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 27 less in 1996-97, 134 less in 1997-98, and two less in 1999-2000 than the total number of public graduates.
Illinois	CCD data with no adjustments. Small differences (all 1 percent variance or less) were found for 2004-05.	CCD data with no adjustments.
Indiana	CCD data with no adjustments. Small differences (all less than 0.1 percent variance) were found for 2002-03 and 2003-04.	CCD data with no adjustments.
Iowa	CCD data with no adjustments.	CCD data with no adjustments.
Kansas	Enrollment by race/ethnicity were interpolated. Otherwise, CCD data were used with no adjustments.	Graduates by race/ethnicity for 1996-97 were interpolated. Otherwise, CCD data with no adjustments. The sum of public graduates by race/ethnicity was 56 less in 2003-04 and 192 less in 2004-05 than the total number of public graduates.
Kentucky	Kentucky reports an aggregate number for enrollments in grades 1-3, so CCD disaggregates the data to obtain an enrollment number for the separate grades for the state nonfiscal file. Enrollment data by race/ethnicity for those grades were missing in 2000-01, so the total enrollment for each grade was distributed proportionately, based on the average shares of those grades in the three subsequent years (2001-02, 2002-03, and 2003-04). Enrollment by race/ethnicity for the remaining grades in 2000-01 were also adjusted to account for some substantial differences between the sum of the enrollments by race/ethnicity and the total enrollment reported (some differences were by as much as 7 percent).	Graduates by race/ethnicity for 1992-93 through 1994-95 were estimated by distributing the total number of public graduates on the basis of the average shares of public graduates in 1991-92, 1995-96, and 1996-97. Additionally, the sum of public graduates by race/ethnicity was 32 less than the total number of public graduates in 2003-04.
Louisiana	CCD data with no adjustments.	CCD data with no adjustments.
Maine	CCD data with no adjustments. Small differences (all less than 1 percent variance) between the sum of enrollments by race/ethnicity and the public total reported for the state exist for 2000-01, 2002-03, and 2003-04.	Data for White non-Hispanics in 1993-94 were adjusted by subtracting the sum of the non-White racial/ethnic groups (the White non-Hispanic number in the dataset was the same as the public total) from the public total. The numbers of graduates by race/ethnicity for 1991-92 and 1992-93 were estimated based on their respective shares in 1994-95 through 1996-97. The sum of graduates by race/ethnicity exceeded the public total reported for the state for the class that graduated in 1999-2000.

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Table B.2. Adjustments to CCD Raw Data – continued

State	Enrollment by Grade Level	Graduates
Maryland	CCD data with no adjustments.	CCD data with no adjustments.
Massachusetts	CCD data with no adjustments. A difference of 70 students was found in eighth grade for 2001-02.	Graduates data in CCD for Hispanics and Black non-Hispanics were apparently swapped for 1992-93, judging from the previous <i>Knocking</i> edition and from trends. These were adjusted for consistency.
Michigan	CCD data with no adjustments. Small differences, (all less than 1 percent variance) were found for 2001-02, 2002-03, and 2003-04.	CCD data with no adjustments.
Minnesota	CCD data with no adjustments.	Total public graduates equaled White non-Hispanic graduates in the CCD data for 1996-97. Because the latter fit better with adjacent years' data, the total public graduates was adjusted to equal the sum of graduates by race/ethnicity. No other adjustments were made.
Mississippi	CCD data with no adjustments.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 19 less than the total number of public graduates in 2003-04.
Missouri	CCD data with no adjustments.	The number of Asian/Pacific Islander public graduates in 1995-96 was imputed from the 2003 <i>Knocking</i> report (the CCD value was 1), as were the number of public graduates for all races/ethnicities in 1996-97 (data by race/ethnicity were missing in the CCD for that year but the public total in the CCD was identical to the public total in the 2003 <i>Knocking</i>).
Montana	CCD data with no adjustments.	The total number of graduates of public schools in 1999-2000 appears to have been mistakenly reported also as the White non-Hispanic number of public school graduates. Therefore, the number of White non-Hispanic graduates in that year was reduced by the sum of the non-White racial/ethnic graduates. No other adjustments were made.
Nebraska	CCD data with no adjustments.	CCD data with no adjustments.
Nevada	Data for enrollments by grade are not disaggregated into races/ethnicities for 2004-05, so the public totals were distributed based on the average of the three preceding years.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 15 more than the total number of public graduates in 2003-04.
New Hampshire	CCD data with no adjustments.	CCD provides the total number of graduates but not graduates by race/ethnicity, which are estimated based on shares of 12 th grade enrollment.

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table B.2. Adjustments to CCD Raw Data – continued

State	Enrollment by Grade Level	Graduates
New Jersey	CCD data with no adjustments.	Public school graduates by race/ethnicity in 1995-96 through 1997-98 were estimated based on the average share by race/ethnicity of total graduates in 1994-95, 1998-99, and 1999-2000. The sum of public graduates by race/ethnicity was 10 less than the total number of public graduates in 2003-04 and one more in 1999-2000.
New Mexico	CCD data with no adjustments.	Public school graduates by race/ethnicity in 2001-02 were estimated based on shares of public total graduates, averaged over the two preceding and two subsequent years. No other adjustments were made.
New York	CCD data with no adjustments.	Data for 2003-04 public school graduates (total and by race/ethnicity) were missing in the CCD, and so these were estimated by interpolating the data based on the adjacent years (2002-03 and 2004-05). Data on 1997-98 public school graduates by race/ethnicity were estimated based on their share of the public total averaged over the two preceding and the two subsequent years. The public total for 1996-97 was adjusted by summing the graduates by race/ethnicity.
North Carolina	CCD data with no adjustments.	CCD data with no adjustments.
North Dakota	CCD data with no adjustments.	Graduates by race/ethnicity were estimated for 1991-92 based on the share of public total graduates by race/ethnicity averaged over 1992-93 through 1994-95.
Ohio	CCD data with no adjustments. Total enrollment by grade did not equal the sum of enrollment by grade by race/ethnicity for 2001-02 and subsequent years. The largest difference was 3.6 percent, and generally differences were greatest in the earlier grades and diminished as the grade level increased. Ohio's own reporting includes multiracial students, which may account for part of the differences observed.	Numerous adjustments were made to Ohio's data for graduates by race/ethnicity: data for American Indian/Alaska Natives were adjusted in 1993-94; data for Asian/Pacific Islanders were adjusted in 1993-94; data for Black non-Hispanic graduates were adjusted in 1992-93 through 1995-96; data for Hispanic graduates were adjusted for 1993-94, 1998-99, and 1999-2000; and data for White non-Hispanic graduates were adjusted in 1991-92. Generally, all data were adjusted by using the ratio of 12 th graders to graduates in adjacent years. The sum of graduates by race/ethnicity nevertheless was not usually equal to the total public graduates, and there were especially large differences in 1993-94 and 1994-95.
Oklahoma	CCD data with no adjustments.	Because graduates by race/ethnicity for 1992-93 and 1993-94 were identical in the CCD, except for a zero for American Indians/Alaska Natives, the 1992-93 data were imputed, since the 1993-94 data were more complete. Also the number of Asian/Pacific Islander graduates in 1995-96 was adjusted.

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Table B.2. Adjustments to CCD Raw Data – continued

State	Enrollment by Grade Level	Graduates
Oregon	Oregon data by race/ethnicity beginning in 2000-01 do not include students for whom race was not reported, which accounts for the difference between the sum of enrollment by grade and race/ethnicity and total enrollment by grade.	Small differences (all less than 2 percent variance) were found in several graduating cohorts. The number of Asian/Pacific Islander graduates in 1995-96 was adjusted because the value reported by Oregon (46) was clearly an outlier.
Pennsylvania	CCD data with no adjustments.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was four more than the total number of public graduates in 2003-04.
Rhode Island	CCD data with no adjustments. Small differences (all less than 1 percent variance) were found for 2003-04 and 2004-05.	Public graduates by race/ethnicity were imputed for 1991-92 based on share of total public graduates, averaged over 1992-93 through 1994-95.
South Carolina	CCD data with no adjustments. Small differences (none greater than 4 percent variance and most fell within about 1 percent variance) were found for numerous years.	South Carolina does not report high school graduates disaggregated by race/ethnicity to CCD, so the total high school graduates were distributed to racial/ethnic groups based on their 12 th grade proportions. The sum of graduates by race/ethnicity did not always equal the total number of public school graduates because the sum of 12 th graders by race/ethnicity did not always equal the total 12 th grade enrollment.
South Dakota	CCD data with no adjustments.	CCD data with no adjustments.
Tennessee	CCD data with no adjustments. Small differences, (all less than 0.1 percent variance) were found for 2001-02.	The sum of high school graduates by race/ethnicity was less than the total number of public school graduates reported by Tennessee for years prior to and including 1996-97. Hence, the difference between these two amounts was proportionately distributed to each racial/ethnic group. For 1997-98 through 2001-02, Tennessee did not report graduates by race/ethnicity to CCD. Hence, the total number of public school graduates was distributed to each race/ethnicity according to 12 th grade enrollment.
Texas	CCD data with no adjustments.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was two more than the total number of public graduates in 2003-04.
Utah	CCD data with no adjustments. Small differences, (all less than 0.5 percent variance) were found for 2003-04.	CCD data with no adjustments. The sum of public graduates by race/ethnicity was 31 less than the total number of public graduates in 2002-03.
Vermont	CCD data with no adjustments. Small differences, (all no more than 1 percent variance) were found for 2003-04 and 2004-05.	Graduates by race/ethnicity were estimated for 1992-93 and 1996-97 through 2001-02 by estimating a cohort survival ratio of 12 th graders who graduated based on the average for 1995-96, 2002-03, and 2003-04 (three years for which all data were available) and then distributing the total public graduates reported by Vermont for missing years by the estimated

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table B.2. Adjustments to CCD Raw Data – continued

State	Enrollment by Grade Level	Graduates
Vermont (cont.)		proportions of graduates. CCD graduates reported by race/ethnicity were identical for 1994-95 and 1995-96.
Virginia	Small differences (all less than 2 percent variance) were due to changes beginning in 2002-03 in the racial/ethnic categories collected in Virginia. Enrollments data for American Indian/Alaska Natives were adjusted by interpolation for the 2003-04 academic year because the values were substantial outliers.	American Indian/Alaska Native graduates in 2002-03 were adjusted by interpolation because the value for that year in the CCD was a substantial outlier. The sum of public graduates by race/ethnicity was 682 less in 2002-03 and 288 less in 2003-04 than the total number of public graduates.
Washington	CCD data with no adjustments. Small differences (all no more than 1 percent variance) were found for 2004-05.	Washington did not report high school graduates disaggregated by race/ethnicity to CCD until 2000-01. Graduates for prior years were estimated based on the average of the proportion of the graduating class by race/ethnicity for three years for which data were available (2000-01, 2001-02, and 2002-03).
West Virginia	CCD data with no adjustments.	Graduates data in CCD for Hispanics and Black non-Hispanics were apparently swapped for 1991-92, judging from the previous <i>Knocking</i> edition and from trends. These were adjusted for consistency.
Wisconsin	CCD data with no adjustments.	Data for 2003-04 public school graduates (total and by race/ethnicity) were missing in the CCD, and so these were estimated by interpolating the data based on the adjacent years (2002-03 and 2004-05).
Wyoming	CCD data with no adjustments.	CCD data with no adjustments.

Nonpublic School Data Notes by State

State policies relating to the submission of data by nonpublic schools are inconsistent. Many states do not collect data from nonpublic schools. Among those that do, data are often not disaggregated by grade level (making the calculation of a progression ratio impossible), or reporting by nonpublic schools is essentially voluntary and more likely to be available for enrollments but not graduates.

Consequently, the quality and completeness of nonpublic school data available from the states vary considerably. However, the *Private School Survey* (PSS), conducted biennially by NCES, 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 make the PSS extremely useful for projecting nonpublic graduates. In the last administration of the PSS in 2003-04, the response rate nationally was 94 percent. There was no information on the degree to which PSS response rates vary for the individual states; therefore, no adjustments were made to the PSS data for the years it was administered for any of the states.

In states that could supply data on nonpublic school enrollments or graduates, the state's data were used where they were consistently greater than the PSS data; otherwise, the PSS data were used. Details are noted in Table B.3 below. In states where PSS data formed the basis for projections, enrollment data for intervening years between PSS administrations were linearly interpolated. Since the PSS is a biannual survey, enrollment data and graduate data do not correspond to

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the same academic year. Like the CCD, PSS data reported for graduates refer to the *preceding* academic year, while data reported for enrollments refer to the *current* academic year. Therefore, graduates data were estimated for a given year by linearly interpolating the 12th-grade-to-graduation progression ratio based on the adjacent years and applying that ratio to the number of 12th graders for the academic year of interest.

Also, in those states where PSS data were used, data for graduates were projected beginning in 2003-04, since the last year of actual data for graduates available in PSS is 2002-03. Finally, the first year for which PSS data on graduates were used was 1996-97; prior years' data were imported from the 2003 edition of *Knocking at the College Door*. Thus, the information in Table B.3 applies only to the sources for data from 1996-97 forward.

Table B.3. Nonpublic School Data Sources

State	Enrollment by Grade Level	Graduates
Alabama	PSS	PSS
Alaska	PSS	PSS
Arizona	PSS	PSS
Arkansas	PSS	PSS
California	PSS data from 2001-02 to 2003-04; otherwise, state data.	PSS data from 2000-01 to 2002-03; otherwise, state data, which is available to 2004-05.
Colorado	PSS	PSS
Connecticut	PSS. State data were used for 2002-03 and 2003-04 because the PSS data in 2003-04 showed a doubling of high school enrollments over the 2001-02 data. It is possible that the 2003-04 PSS administration more completely captured those enrollments in Connecticut that year, but the data did not correspond to the number of total graduates counted in that year's PSS administration and introduced substantial and sudden variability in the projections.	PSS
Delaware	State	State
District of Columbia	PSS	PSS
Florida	PSS	State
Georgia	PSS	PSS
Hawaii	PSS	PSS
Idaho	PSS	PSS
Illinois	PSS	PSS

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table B.3. Nonpublic School Data Sources – continued

State	Enrollment by Grade Level	Graduates
Indiana	State	Indiana does not collect nonpublic school graduates, but differences in grade-level enrollments between the state and the PSS were substantial. Therefore, the ratio of enrollments by grade reported by Indiana to enrollments in the PSS was calculated and averaged over the ninth to 12 th grades. Then the number of graduates for each year was determined by multiplying that ratio by the number of graduates in the PSS, with intervening years linearly interpolated.
Iowa	PSS	PSS
Kansas	PSS	PSS
Kentucky	PSS	PSS
Louisiana	PSS	PSS
Maine	PSS	PSS
Maryland	PSS	PSS
Massachusetts	PSS	PSS
Michigan	PSS	PSS
Minnesota	PSS	PSS
Mississippi	PSS	PSS
Missouri	PSS	PSS
Montana	PSS	PSS
Nebraska	PSS	PSS
Nevada	PSS	PSS
New Hampshire	PSS	PSS
New Jersey	PSS	PSS
New Mexico	State	State
New York	State	PSS
North Carolina	PSS	PSS
North Dakota	PSS	PSS
Ohio	PSS	PSS
Oklahoma	PSS	PSS

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Table B.3. Nonpublic School Data Sources – continued

State	Enrollment by Grade Level	Graduates
Oregon	PSS	PSS
Pennsylvania	PSS	PSS
Rhode Island	PSS	PSS
South Carolina	PSS	PSS
South Dakota	PSS	PSS
Tennessee	PSS	PSS
Texas	PSS	PSS
Utah	PSS	PSS
Vermont	PSS	PSS
Virginia	PSS	PSS
Washington	PSS	PSS
West Virginia	PSS	PSS
Wisconsin	PSS	PSS
Wyoming	PSS	PSS

Differences in Actual Data Between the 6th and 7th Editions

In many states, the change in data sources – from data obtained directly from individual states to CCD data – resulted in differences between the current edition and its predecessor in the number of graduates from public schools published. Most of these differences are minor and no real cause for concern. Even when the data sources might have been in complete agreement, small differences would result if the CCD data were updated after WICHE’s collection of those data from the state or if there were differences in the timing of the data collection effort by the state.

However, a handful of states showed larger than expected differences in those actual numbers. In such cases, WICHE researched websites and contacted states for explanations. Table B.4 provides information about what accounts for those differences.

Differences in the nonpublic school graduates data between the current publication and the 6th edition are more difficult to explain because in many cases the number in the previous edition was an estimate that was derived from multiple data sources, depending on what could be obtained for each state. But the high response rate and the sophisticated methodological approach employed for the PSS, combined with the fact that the PSS generally counted more enrollments and graduates in most states, give confidence that at least the nonpublic school data are more complete and more comparable between states than the inconsistent data available through most individual states.

Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022

Table B.4. Data Differences Between the 6th and 7th Editions

State	What Accounts for Differences?
Alabama	The previous edition included “occupational diplomas” in the graduate number, while the data Alabama submits to the CCD do not.
Florida	In addition to multiple data collections accounting for small differences, the previous edition excluded “special diplomas” among the graduates number, while Florida includes them in the number of diploma recipients it reports to the CCD.
Georgia	The previous edition included special education diplomas, but Georgia excludes them in its report to the CCD.
Michigan	The previous edition excluded “alternate diplomas” in the graduates number, while Michigan includes them in its submissions to the CCD.
Nevada	The previous edition excluded diplomas categorized as “adult diplomas,” which are awarded to students of traditional high school age who complete requirements at alternative high schools, while Nevada’s reports to the CCD include them.
South Carolina	South Carolina corrected and updated its data since the previous edition.
Tennessee	The previous edition included special education diplomas in its counts of graduates, while Tennessee excludes them in its submissions to the CCD.



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