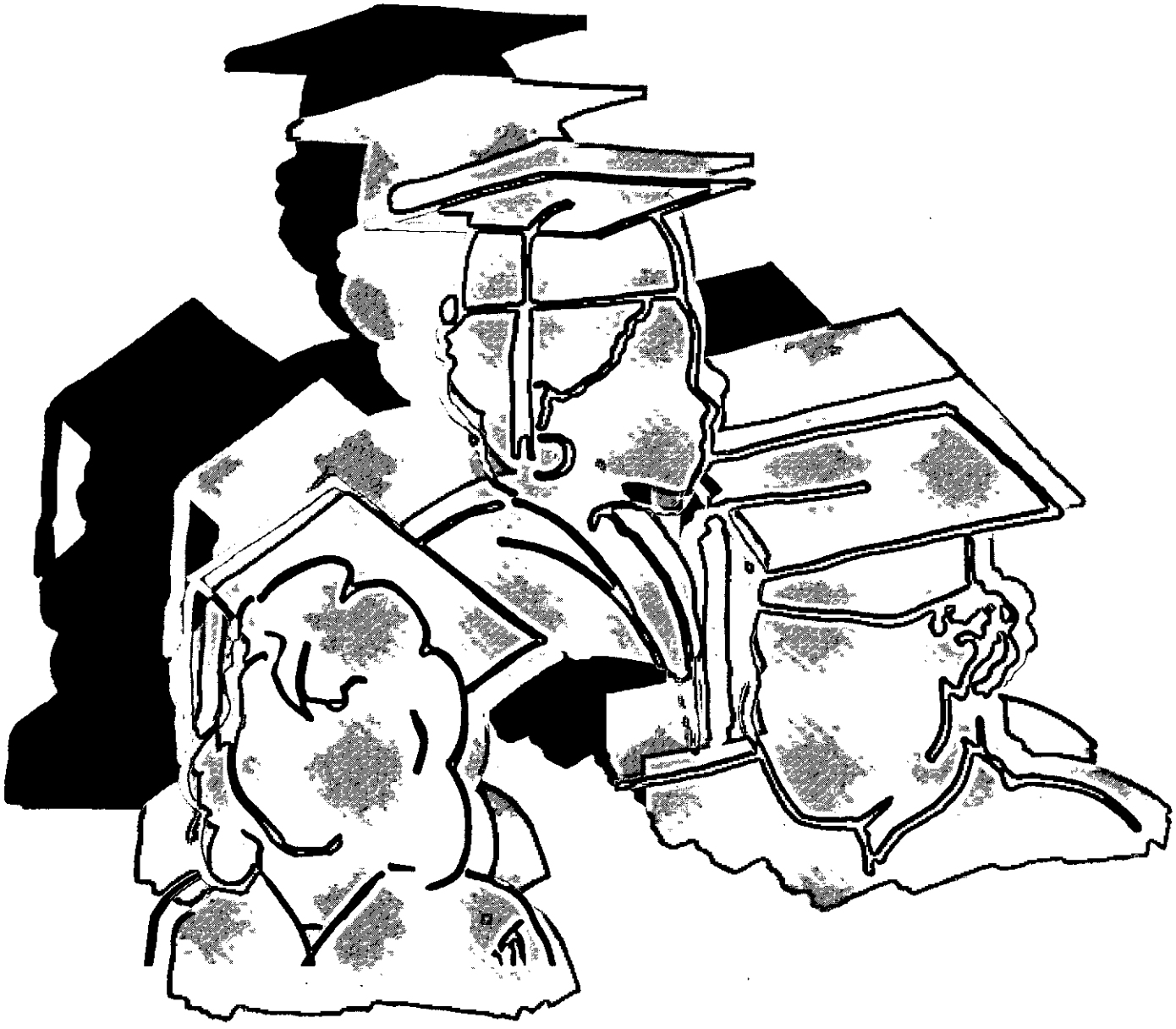
High School Graduates

Projections by State 1992-2009



A joint publication of

- Western Interstate Commission for Higher Education
- Teachers Insurance and Annuity Association
- The College Board

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The Western Interstate Commission for Higher Education (WICHE) was established by a compact of the western states to promote and facilitate resource sharing, collaboration, and cooperative planning among those states and their colleges and universities. The 15 member and affiliate states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WICHE' s Office of Research and Policy Analysis conducts research and policy analysis on vital issues in higher education and communicates this information and analysis to education and government policymakers. The Office of Research and Policy Analysis maintains the database of historical enrollment and graduation data on which this report is based. Inquiries regarding these data should be directed to Robin Etter Zúñiga, Research Associate, Office of Research and Policy Analysis, (303) 541-0224.

Readers who are interested in receiving more detailed worksheets and projection tables for a state or region may order by writing: WICHE Publications, P.O. Drawer P, Boulder, Colorado 80301-9752. Data are available in a hard copy format or in a spreadsheet template program for use with Lotus and other spreadsheet programs for IBM PCs and compatibles. Data for a single region are available for a cost of $30 (hard copy) and $50 (diskettes). Regional supplements include separate tables on all the states in that region. A complete set of data for all four regions is available for $100 (hard copy) and $150 (diskettes). Data for individual states are available at a cost of $10 (hard copy) and $15 (diskettes) per state. Please specify diskettes or hard copy when ordering and state(s) or region(s) desired.

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Foreword

After reaching a peak in 1979, the number of students graduating from the nation's high schools began to decline. Through the 1980s and into the 1990s the size of the nation's high school graduating class dropped precipitously. After 1994 the number of graduates will begin to rise again. Indeed, shortly after the turn of the century the size of the nation's graduating class will approach, then exceed, the peak reached in 1979.

While the impact will be more pronounced in some regions than others, one thing is certain—there will be more young adults in the nation during the first decade of the 21st century than at anytime since the "baby boom" generation reached maturity. To adequately plan for this impending population explosion, secondary school administrators, college and university officials, the military services, employers, and others who serve the young adult population will require reliable information.

This is the fourth edition of high school graduate projections published by the Western Interstate Commission for Higher Education (WICHE) to help meet information and planning needs. These projections are based on the most current data available and extend to the year 2008-09. They include projections for public and nonpublic high school graduates for all 50 states and the District of Columbia.

WICHE is committed to periodically update, refine, and expand the projections presented in earlier editions. Since the publication of the third edition of high school graduate projections, WICHE has published projections of high school graduates by race and ethnicity, and a study of the accuracy of projection methodology. Information from the latter of these two studies has been used to enhance the accuracy of the current projections.

Robin Etter Zúñiga, research associate in WICHE's Office of Research and Policy Analysis has primary responsibility for the high school graduates project. She supervised the collection and analysis of the data, generated the projections, and drafted the report. Virginia L. Golder, research associate, had responsibility for the nonpublic data. Diana Vári, research assistant, assisted in the collection and entry of historical data; and Cherie Pedersen, senior secretary, assisted in the preparation of successive drafts of the report.

WICHE gratefully acknowledges the support of our co-publishers. We are especially grateful for the support and encouragement we have received over the years from our colleagues Bob Cameron and Sol Arbeiter of The College Board and Peggy Heim of the Teachers Insurance and Annuity Association. We also thank Ralph Lundgren of the Lilly Endowment, Inc. for his continuing support of this project.

This report would not have been possible without the help of the many individuals in state education agencies, the National Catholic Education Association, and the National Center for Education Statistics who supplied data, answered questions, and commented on the projections. WICHE is grateful to them for their continuing help and support.

Richard W. Jonsen
Executive Director
Western Interstate Commission
for Higher Education

Boulder, Colorado
September 1993

Highlights

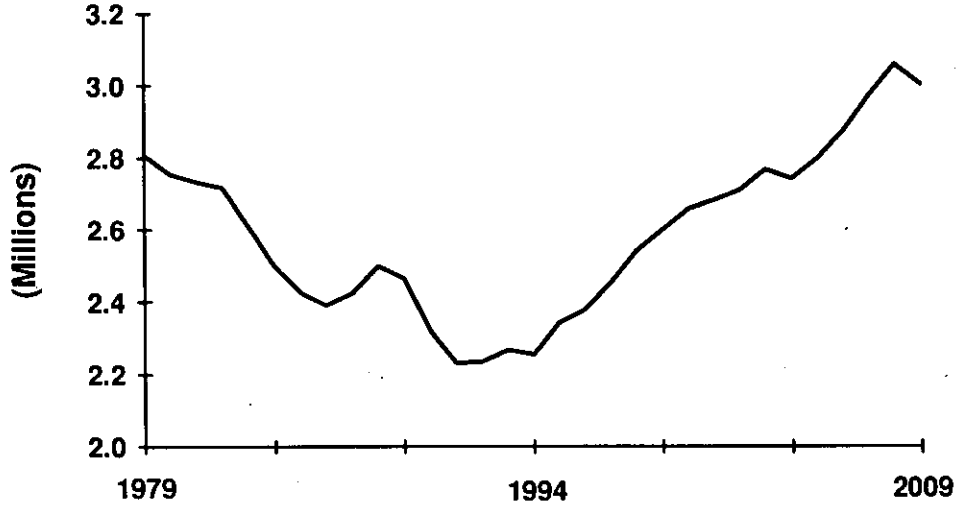
Soaring birth rates in the 1980s and 1990s will result in dramatic increases in the number of high school graduates through the turn of the century. Indeed, 36 percent more babies were born in the United States in 1991 than were born in 1974. After bottoming out in 1994, the size of the nation's high school graduating class will rise steadily, reaching a peak of more than 3.3 million graduates in 2008.

The number of high school graduates in the United States increased dramatically in the 1960s and 1970s, as children born during the post-World War II "baby boom" moved through school. Graduates reached a record high in 1979, then declined dramatically through the 1980s, reaching a two decade low in the early 1990s. After 1994, the number of high school graduates will again be on the rise. By 2009 the nation's high school graduating classes will reach, and then exceed, the record reached in 1979.

Although there are differences across regions and among states, by 2009 the majority of states will have recovered from the declines of the 1980s and 1990s. Only five states (Louisiana, Maine, North Dakota, West Virginia, and Wyoming)

Figure 1

United States Public High School Graduates
1979 to 2009 (projected)



and the District of Columbia are expected to lose graduates between 1992 and 2009. In 20 states the number of public high school graduates in 2009 will exceed 1979 levels. Increases in these states range from 1.5 percent above 1979 levels in New Mexico to 212 percent above in Nevada. Thirteen of the 20 states expected to exceed 1979 levels by 2009 are in the West.

Public Graduates. The number of public high school graduates in the U.S. reached an all time high in 1979 of more than 2.8 million. After 1979 the size of the nation's high school graduating classes declined, falling 20 percent between 1979 and 1992. Between 1992 and 2009, however, the size of the nation's public high school graduating class is expected to increase more than 34 percent. At the peak , in 2008, nearly 3.1 million students are expected to graduate from the nation's public high schools —7 percent more than the number graduating in 1979 (See Figure 1).

Nonpublic Graduates. After reaching a low point in 1994, the number of nonpublic graduates is expected to rise nearly 4 percent through 1998, then decline at approximately the same rate through 2004. After 2004 the number of nonpublic high school graduates is projected to rise steadily. By 2009 the size of the nonpublic high school graduating class will be 8 percent larger than the class of 1992.

Combined Totals. The size of the nation's high school graduating class will rise steadily between 1994 and 2009. Nationally, the number of public and nonpublic graduates is projected to increase approximately 32 percent between 1992 and 2009, to more than 3.2 million graduates. At the peak, in 2008, more than 3.3 million students will graduate from the nation's public and nonpublic high schools.

West. High school graduating classes in the West are expected to increase dramatically between 1992 and 2009—nearly 65 percent. Although most states in the region are expecting significant increases, the West contains both the state with the largest rate of increase, and the state with the largest rate of decrease in the nation during this period. Nevada is expecting an increase of nearly 200 percent between 1992 and 2009. Three states (California, Arizona and Washington) are projected to increase 50 percent or more, and two additional states (Oregon and Colorado) are expected to increase 30 percent or more during this period. Increases in six of the remaining states (Alaska, New Mexico, Montana, Hawaii, Idaho, and Utah) range from 12 to 30 percent between 1992 and 2009. Among the western states, only Wyoming is expected to lose graduates (20 percent).

South/Southcentral. Florida is projected to have the largest increase in the South/Southcentral region between 1992 and 2009 (73 percent), while Louisiana and West Virginia are both projected to lose graduates during this period, 11 percent and 21 percent, respectively. Of the remaining states, five (Georgia, Texas, Virginia, North Carolina, and South Carolina) can expect increases between 25 and 45 percent and six (Tennessee, Kentucky, Arkansas, Mississippi, Oklahoma, and Alabama) can expect

increases of 15 percent or less between 1992 and 2009.

Northcentral. Eleven of the 12 Northcentral states can anticipate increases in the size of their graduating classes between 1992 and 2009. However, these increases are more moderate than in other regions—ranging from less than 1 percent (.13 percent) in Iowa to 35 percent in Minnesota. With the exception of Minnesota and Wisconsin (24 percent), graduates in most of the northcentral states (Missouri, Illinois, Michigan, South Dakota, Kansas, Nebraska, Indiana, Ohio, and Iowa) are projected to increase less than 20 percent between 1992 and 2009, and North Dakota is projected to lose graduates (16 percent) during this period.

Northeast. The majority of states in the Northeast follow the national trend closely, with only minor variations. Two states (Maryland and Delaware) can anticipate increases in high school graduates of more than 50 percent between 1992 and 2009. However, most states in the region can anticipate more moderate growth. New Hampshire, Rhode Island, New York, Connecticut and New Jersey are projected to increase between 20 and 33 percent during this period, while three states (Massachusetts, Pennsylvania, and Vermont) can anticipate growth rates of less than 20 percent. Meanwhile, slight declines in graduates are expected in Maine (.51 percent) and the District of Columbia (7 percent) between 1992 and 2009.

Introduction

Declines in births beginning in the 1960s and continuing into the 1970s resulted in dramatic declines in graduating classes in the 1980s and 1990s. Similarly, soaring births in the late 1980s and early 1990s (exceeding 4 million babies per year by 1989) portend significant increases in the size of the nation's graduating classes into the 21st century. In the 1980s, increasing college-going rates and growing numbers of adults attending college diminished the impact of declines in the traditional college-age population on college and university enrollments. As we enter the next century, school officials, college and university planners, employers, and others will face a different challenge—serving a rapidly increasing population.

Birth patterns vary significantly across the nation. In addition, other factors such as interstate migration, immigration, and school progression patterns affect the size of high school graduating classes differently in regions and states. It would be inappropriate, therefore, to generalize national trends to individual states, or state trends to the nation as a whole. Both perspectives are needed.

This report presents historical data and projections on a national level and for separate regions and individual states. Patterns in historical and projected data are analyzed at the state level and aggregated to the regional and national levels. This edition includes projections for all 50 states and the District of Columbia based on data available through the spring of 1993. The projections extend through the school year 2008-09 and include projections of public graduates and estimates of nonpublic graduates for all 50 states.

The projections are based on a cohort survival method. This method assumes that enrollments and graduates can be projected by measuring the "survival" or transition of birth cohorts into first grade and then from one grade level to the next. Although the database and methods used to generate projections are roughly comparable with those used in the third edition, some important changes have been made. While these changes increase the comprehensiveness of the database and the comparability of data across states, they limit comparability with previous WICHE projections.

In the past, birth data were collected directly from state vital statistics agencies. For the current projections, births from 1974 forward were taken from the National Center for Health Statistics' annual report *Vital Statistics in the United States, Volume I, Natality*. The National Center for Health Statistics audits the data reported annually by vital statistics agencies from all 50 states, the District of Columbia, and the U.S. territories and adjusts individual state records to include children of state residents who were born in other states. Therefore, these are the most comprehensive birth data available.

Public high school graduate projections are based on an extensive data base of historical enrollment and high school graduate data collected from state education agencies in all 50 states and the District of Columbia. Historical enrollments are reported through the 1992-93 school year.

Previous WICHE projections excluded separately reported ungraded and special education enrollments. Since these categories often include gifted and talented students, and/or students in alternative/drop-out prevention programs, their exclusion underestimated total enrollments. Further, many states now are requesting that school districts include ungraded and special education students among grade level enrollments, but these changes frequently are phased in over several years. Inconsistent handling of ungraded and special education students over time distorts the grade progression model. Therefore, where it is appropriate, ungraded and special education students have been consistently distributed to grades.

Historical high school graduate data are reported through 1992. Since the 1988 edition, some states have changed their definition of a "high school graduate" for reporting purposes. In the majority of cases, the definition has been expanded to include special education and alternative program students who receive certificates of completion or nonstandard diplomas. Although the addition of these students has a nominal impact on the total number of graduates, including them limits the comparability of graduate data with earlier years. When included in aggregate national and regional totals these changes are relatively insignificant. This limitation, however, should be kept in mind when reviewing long-term trends for individual states.

Finally, a new method is being used to generate nonpublic projections. Forty states supplied grade level data on nonpublic schools in 1993, compared with only 31 in 1988. Unfortunately, most states are unable to collect 100 percent of nonpublic school data. Where state data by grade level were not available (10 states and the District of Columbia) or did not meet our criteria for consistency and/or completeness (29 states), enrollments and graduates were based on an alternate method. This alternate method is based on grade level enrollments for Catholic schools from the National Catholic Education Association (NCEA) from 1989-90 through 1992-93, plus an estimate for "other private" schools derived from the National Center for Education Statistics' (NCES') *Private School Universe Survey, 1989-90*. These, therefore, are the most reliable and complete source of data available on nonpublic enrollments. However, use of this method limits the comparability of nonpublic data with earlier projections. Moreover, since these data are not available before 1989-90, comparable data are not available for all states prior to that time.

The projections presented in the following chapter reflect historical patterns and trends. They are based on assumptions about the relative stability of net migration, grade-to-grade student progression, retention patterns, and other factors affecting student transition through school to graduation. They serve best as

indicators of the relative size of high school graduating classes at different points in time and in different regions and states.

WICHE's projections have been very accurate. The projections generated in 1988 varied less than 1 percent from the actual number of high school graduates in the nation for 1988 and 1989, and 2 percent or less from actual graduates in 1990 and 1991. A more detailed discussion of projection accuracy is contained in the Methodology chapter.

Projections of High School Graduates

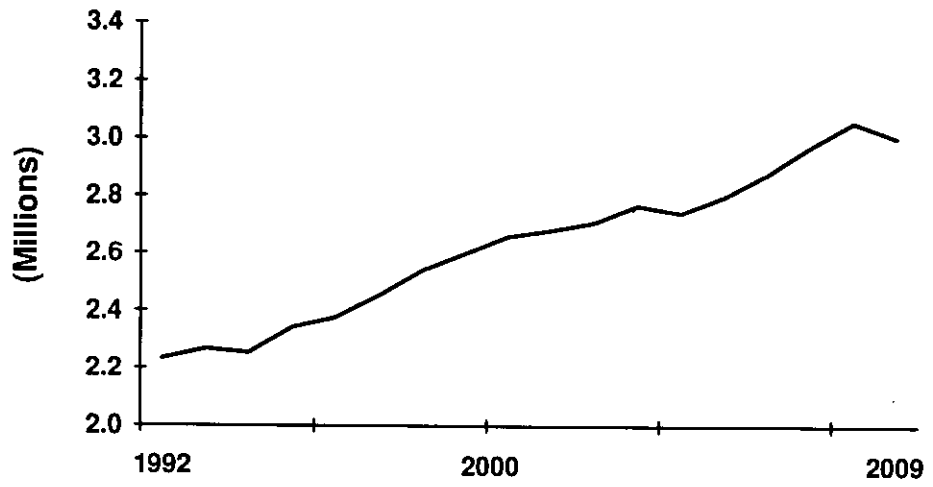
The combined data for the states and the District of Columbia reveal important national trends. These national trends, however, mask significant variations across regions and among states within each region. The following sections examine national, regional, and state trends.

Trend analyses for public school enrollments and graduates are presented from 1978-79 forward. Analyses of combined and nonpublic trends are presented from 1991-92 forward. All tables list projections of public and nonpublic schools separately. This disaggregation provides users flexibility and allows less reliable components of the database (e.g., nonpublic estimates) to be identified. Access to separate public and nonpublic figures also permits analyses of movements between public and nonpublic schools, and changes in the relative number of public and nonpublic graduates.

The regional and national tables which follow include total elementary and secondary enrollments for both public and nonpublic schools. Enrollment projections are included to provide the user with additional information on the size of the school-age population. Births occurring six years prior to first grade enrollments are the basis for these projec-

Figure 2

United States Public High School Graduates
1992 to 2009 (projected)



tions. Since 1991 is the most recent year for which birth data are available for every state, enrollment projections are presented only through the 1997-98 academic year when this birth cohort will enter first grade.

National Trends

As children born during the post-World War II "baby boom" moved through school, the number of public high school graduates in the United States increased dramatically, reaching an all time high in 1979 of more than 2.8 million. The size of the nation's public high school graduating class declined after 1979, falling 20 percent by 1992.

As the "baby boom echo" generation, born in the 1980s and early 1990s, moves through school the number of high school graduates in the United States will once again be on the rise. Between 1992 and 2009, the size of the nation's public high school graduating class is expected to increase more than 34 percent (See Figure 2). At its peak in 2008, nearly 3.1 million students are expected to graduate from the nation's public high schools —7 percent more than the number graduated in 1979 (See Figure 1).

Although nonpublic trends follow a more uneven pattern, the number of nonpublic high school graduates also is expected to increase during this period. (See Figure 3). After reaching a low point in 1994, the number of nonpublic graduates is expected to rise nearly 4 percent through 1998, then decline at approximately the same rate through 2004. After 2004 the number of nonpublic high school graduates is projected to rise steadily. By 2009 the size of the

Figure 3

United States Nonpublic High School Graduates
1992 to 2009 (projected)

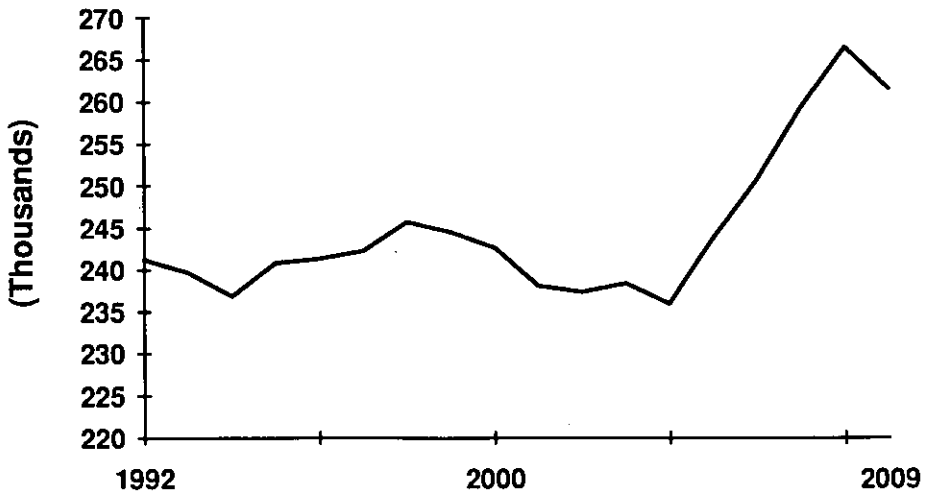


Table 1 **Total Enrollments* and High School Graduates United States**

	Total Enrollments		High School Graduates	
	1978-79 through 1992-93 (actual) 1993-94 through 1997-98 (projected)		1978-79 through 1991-92 (actual) 1992-93 through 2008-09 (projected)	
	Public**	Nonpublic+	Public++	Nonpublic+
1978-79	39,198,599		2,806,950	
1979-80	38,219,350		2,755,512	
1980-81	37,404,154		2,732,603	
1981-82	36,649,632		2,716,605	
1982-83	36,452,045		2,608,894	
1983-84	35,677,085		2,496,982	
1984-85	35,494,539		2,426,153	
1985-86	35,502,770		2,390,259	
1986-87	35,711,665		2,424,490	
1987-88	36,252,142		2,497,688	
1988-89	36,441,325		2,464,319	
1989-90	36,717,049	4,313,660	2,320,597	257,930
1990-91	37,215,595	4,272,290	2,231,054	243,490
1991-92	37,936,955	4,244,130	2,233,768	241,230
1992-93	38,567,830	4,260,760	2,266,900	239,650
1993-94	39,252,090	4,266,490	2,254,150	236,870
1994-95	40,041,860	4,287,330	2,341,250	240,790
1995-96	40,852,920	4,320,690	2,376,790	241,370
1996-97	41,729,880	4,365,330	2,453,170	242,300
1997-98	42,424,450	4,398,250	2,539,060	245,740
1998-99			2,598,190	244,480
1999-00			2,658,040	242,660
2000-01			2,679,940	238,100
2001-02			2,708,120	237,270
2002-03			2,765,370	238,300
2003-04			2,740,980	235,850
2004-05			2,795,970	243,740
2005-06			2,874,190	250,660
2006-07			2,971,050	259,340
2007-08			3,056,830	266,470
2008-09			3,003,030	261,540

* Enrollments include students enrolled in first through twelfth grade. From 1987-88 forward ungraded and special education students who are not in self-contained classrooms have been consistently included in grade level enrollments across states. In prior years, they were not consistently included across states. See text for explanation.

** Includes public school enrollment projections for 1992-93 for Arizona and Louisiana, which could not supply grade level enrollments for that year.

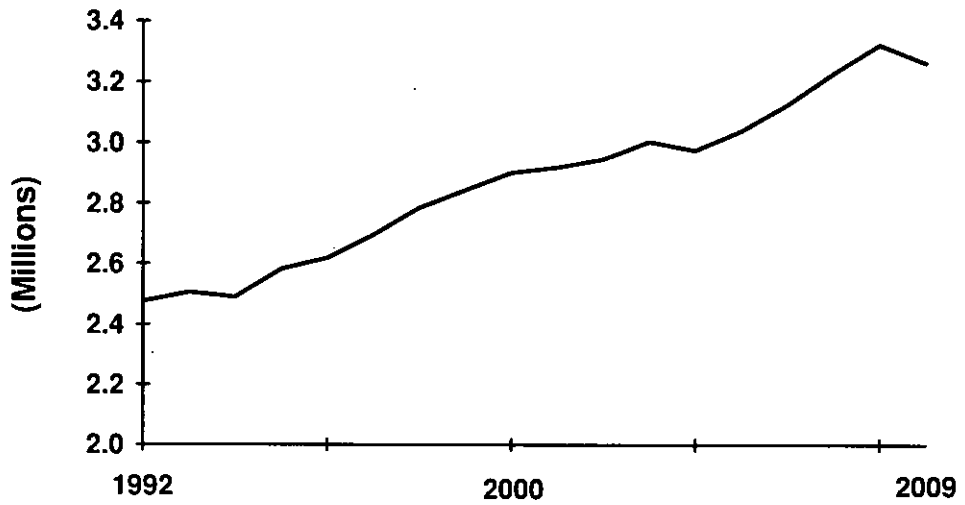
\+ Historical data are incomplete prior to 1989-90. Nonpublic enrollments and graduates for the District of Columbia are for Catholic schools only. See text for explanation.

++ 1989-90 includes a graduate projection for Indiana, which could not supply graduate data for that year; 1991-92 includes graduate projections for Ohio and Vermont which could not supply graduate data for that year; 1990-91 includes graduate projections for Vermont which could not supply graduate data for that year.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Figure 4

United States Public and Nonpublic High School Graduates 1992 to 2009 (projected)



nonpublic high school graduating class will be 8 percent larger than the class of 1992. While the number of nonpublic graduates is expected to increase, the nonpublic share of all graduates is declining. In 1992 nonpublic graduates were 10 percent of all graduates; by 2004 they will decline to approximately 8 percent of the nation's graduates and remain at this level through 2009. These projections are based on the most comprehensive data on nonpublic enrollments and graduates available to date. Nevertheless, nonpublic trends are more subject than public trends to inconsistencies in reporting and changes from external factors, and should be viewed with this in mind.

Since public high school graduates make up more than 90 percent of all graduates, combined trends closely parallel public trends. Between 1992 and 2009 the total number of public and nonpublic high school graduates is expected to increase approximately 32 percent, reaching a record high of more than 3.3 million graduates in 2008 (See Figure 4 and Table 1).

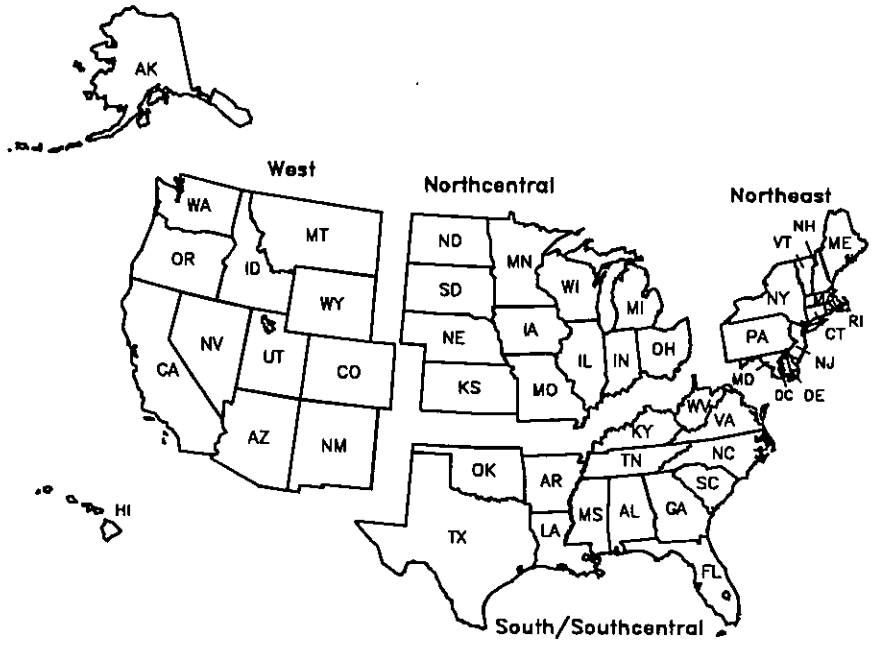
Regional and State Trends

In order to examine differences across states, the nation has been divided into four regions: West, Northcentral, South/Southcentral, and Northeast (See Figure 5).

All four regions will experience significant increases in the size of their high school graduating classes after 1992, reach a peak in 2008, then level off in 2009. However, the rate of increase varies significantly across regions. The

Figure 5

States Included in Each Region



West will increase faster than any other region (65 percent) between 1992 and 2009, followed by the South/Southcentral (29 percent), Northeast (25 percent), and Northcentral (15 percent) regions (See Figure 6). By 2005, the West's high school graduating class of almost 736,000 graduates will be the second largest in the nation (See Table 2B). The number of high school graduates in the western states will overtake the Northeast in 1997, and the Northcentral region in 2005.

Regional comparisons of trends for public high school graduates vary somewhat from combined trends. Like combined public and nonpublic high school graduates, public graduates are expected to increase faster in the West (66 percent) than in any other region between 1992 and 2009. However, public graduates will increase faster than combined public and nonpublic graduates in the Northeast (31.1 percent) and Northcentral (17.5 percent) regions. Due to the relatively higher share of nonpublic high school graduates in the Northeast and Northcentral states, the number of public graduates in the West will overtake those in the Northeast in 1992 and the Northcentral region in 2004—five years earlier and one year earlier than combined graduates, respectively (See Table 2B, and Figure 7).

Changes in birth rates are the primary factor behind these regional patterns. Between 1974 and 1991 the West's share of U.S. births increased from 19 percent

Table 2A Total Enrollments* by Region

1978-79 through 1992-93 (actual), 1993-94 through 1997-98 (projected)

	West**		South/ Southcentral**		Northcentral		Northeast**	
	Public	Nonpublic+	Public	Nonpublic+	Public	Nonpublic+	Public	Nonpublic+
1978-79	7,289,829		12,567,810		10,337,129		9,003,831	
1979-80	7,189,792		12,433,091		9,980,346		8,616,121	
1980-81	7,135,773		12,322,815		9,637,258		8,308,308	
1981-82	7,145,350		12,193,447		9,330,445		7,980,390	
1982-83	7,114,426		12,576,753		9,060,214		7,700,652	
1983-84	7,153,515		12,057,727		8,962,987		7,502,856	
1984-85	7,249,298		12,066,256		8,835,956		7,343,029	
1985-86	7,374,760		12,096,361		8,782,483		7,249,166	
1986-87	7,539,170		12,199,947		8,784,635		7,187,913	
1987-88	7,752,249		12,334,869		8,939,871		7,225,153	
1988-89	7,949,103		12,413,338		8,907,004		7,171,880	
1989-90	8,164,669	693,150	12,495,609	994,610	8,900,613	1,243,370	7,156,158	1,382,530
1990-91	8,426,277	707,030	12,602,132	999,880	8,963,932	1,223,880	7,223,254	1,341,500
1991-92	8,706,172	722,320	12,798,547	1,002,020	9,081,857	1,213,670	7,350,379	1,306,120
1992-93	8,910,444	737,580	12,985,959	1,019,700	9,198,481	1,206,660	7,472,946	1,296,820
1993-94	9,174,410	755,380	13,178,150	1,029,680	9,289,590	1,196,720	7,609,940	1,284,720
1994-95	9,470,300	775,590	13,400,460	1,040,880	9,402,710	1,190,010	7,768,380	1,280,860
1995-96	9,789,740	798,060	13,622,980	1,053,530	9,509,660	1,186,220	7,930,550	1,282,860
1996-97	10,147,720	823,660	13,861,740	1,066,290	9,629,320	1,187,160	8,091,110	1,288,220
1997-98	10,446,070	845,400	14,065,720	1,077,540	9,680,440	1,184,530	8,232,220	1,290,780
1998-99								
1999-00								
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
2005-06								
2006-07								
2007-08								
2008-09								

* Enrollments include students enrolled in first through twelfth grade. From 1987-88 forward ungraded and special education students who are not in self-contained classrooms have been consistently included in grade level enrollments across states. In prior years, they were not consistently included across states. See text for explanation.

** West: includes public school enrollment projections for 1992-93 for Arizona, which could not supply enrollments for that year. South: includes public school enrollment projections for 1992-93 for Louisiana which could not supply enrollments for that year. Northeast: nonpublic enrollments for the District of Columbia are for Catholic schools only.

\+ Historical data are incomplete prior to 1989-90. See text for explanation.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 2B High School Graduates by Region

1978-79 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

	West		South/ Southcentral		Northcentral		Northeast	
	public	nonpublic+	public	nonpublic+	public**	nonpublic+	public**	nonpublic+
1978-79	494,674		798,170		821,404		692,702	
1979-80	490,001		798,004		794,505		673,002	
1980-81	480,946		802,859		782,727		666,071	
1981-82	476,673		809,228		773,216		657,488	
1982-83	464,664		779,037		735,895		629,298	
1983-84	451,606		750,263		696,235		598,878	
1984-85	444,777		733,017		676,128		572,231	
1985-86	447,766		733,496		655,378		553,619	
1986-87	468,002		750,019		653,278		553,191	
1987-88	487,417		777,649		671,266		561,356	
1988-89	480,865		785,875		664,372		533,207	
1989-90	461,122	36,040	750,099	58,430	617,808	67,310	491,568	96,160
1990-91	454,915	35,010	724,878	55,500	585,110	62,500	466,151	90,480
1991-92	468,682	36,860	719,538	55,570	577,589	61,140	467,959	87,670
1992-93	486,350	36,580	724,420	55,850	590,780	61,340	465,360	85,890
1993-94	490,790	37,160	718,210	56,770	583,490	60,250	461,670	82,680
1994-95	508,570	38,980	745,350	58,610	608,740	61,640	478,590	81,560
1995-96	520,250	40,750	755,480	59,950	613,500	60,400	487,570	80,270
1996-97	546,800	41,810	775,690	60,160	633,910	61,410	496,770	78,930
1997-98	576,080	43,620	802,190	61,750	657,610	62,050	503,180	78,320
1998-99	600,680	44,630	821,410	61,870	661,100	60,840	515,010	77,150
1999-00	623,880	45,210	837,530	62,510	663,940	59,540	532,700	75,400
2000-01	636,100	45,130	841,940	62,390	663,190	57,840	538,710	72,730
2001-02	646,640	45,910	850,080	62,210	665,610	57,460	545,780	71,690
2002-03	661,150	46,500	866,020	63,240	680,730	57,460	557,460	71,100
2003-04	666,320	46,910	850,380	62,310	667,980	56,020	556,300	70,610
2004-05	686,980	48,860	870,670	63,360	663,030	56,370	575,300	75,160
2005-06	715,500	51,060	892,020	64,970	674,550	57,110	592,120	77,530
2006-07	748,050	53,760	919,190	66,870	694,140	58,540	609,670	80,170
2007-08	788,880	57,110	940,320	68,280	711,140	59,730	616,490	81,340
2008-09	776,900	56,450	934,240	67,700	678,550	58,280	613,350	79,110

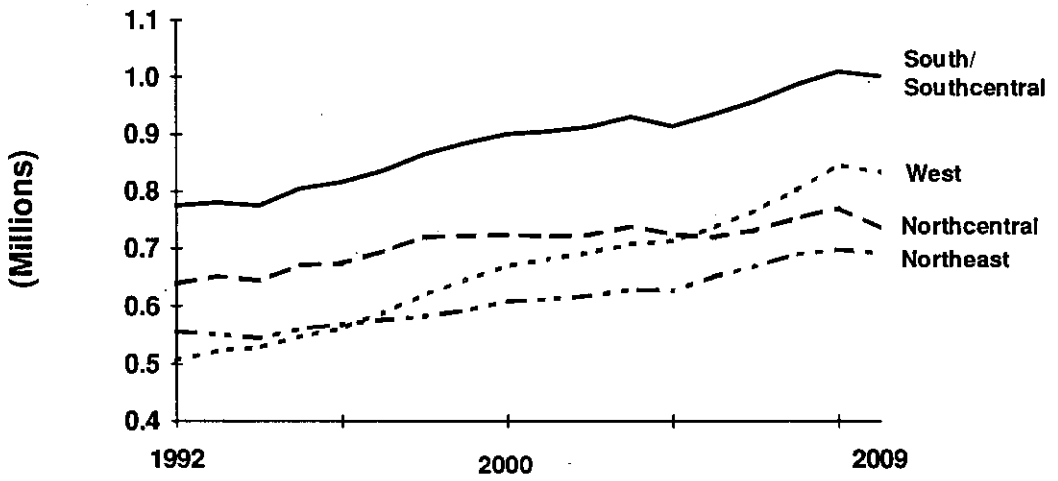
** Northcentral: historical data include graduate projections for states that could not supply data for some years -- 1989-90 for Indiana and 1991-92 for Ohio. Northeast: historical data include graduate projections for 1990-91 and 1991-92 for Vermont which could not supply data for those years.

\+ Historical data are incomplete prior to 1989-90. Nonpublic graduates for the District of Columbia are for Catholic schools only. See text for explanation.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Figure 6

Public and Nonpublic High School Graduates, 1992 to 2009 (projected), by Region



to more than 24 percent. Meanwhile, the percent of births occurring in the Northcentral and Northeast regions declined. These regional shifts in births account for much of the variation in high school graduates expected between 1992 and 2009 (See Figure 8).

While the nation and all four regions can expect significant increases between 1992 and 2009 in the size of their high school graduating classes, at least one state in every region is expecting declines during this period. Moreover, increases in high school graduates during this period vary enormously—ranging from less than 1 percent in Iowa, to nearly 200 percent in Nevada.

West

Although the number of high school graduates in the western region is expected to increase dramatically (nearly 65 percent) between 1992 and 2009, this increase will not be equally distributed across the region. In fact, the states with the largest increase (Nevada, 198 percent) and the largest decrease (Wyoming, 20 percent) between 1992 and 2009 are both in the West.

Most states in the West are expecting significant increases. Nevada is projected to increase nearly 200 percent between 1992 and 2009, California, Arizona, and Washington are projected to increase 50 percent or more, while Oregon and Colorado are expected to increase 30 percent or more during this period. Increases in six of the remaining states (Alaska, New Mexico, Montana, Hawaii, Idaho, Utah) range from 12 to 29 percent between 1992 and 2009. Only Wyoming is projected to lose graduates,

Figure 7

Public High School Graduates,
1992 to 2009 (projected), by Region

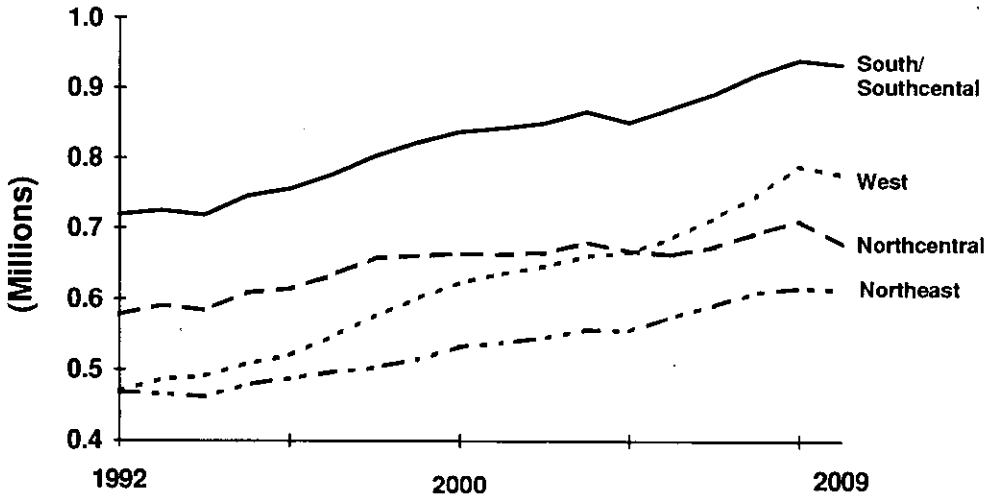
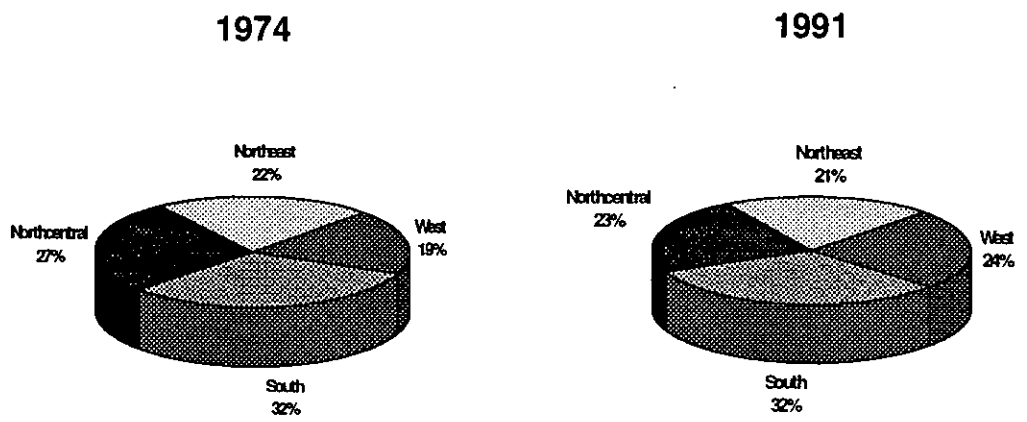


Figure 8

Percentage of Births by Region
1974 and 1991



declining more than 20 percent during this period (See Figure 9).

While six states in the West (Alaska, Washington, California, Arizona, Hawaii, Oregon) follow the national trend closely (increasing beginning in the early 1990s, peaking in 2008, then leveling off or declining slightly in 2009), the rest do not. Nevada increases steadily through 2009. Five states (Colorado, Montana, New Mexico, Utah, and Idaho) begin increasing in the early 1990s, peak sometime between the years 2000 and 2004, then level off or decline slightly through 2009. Wyoming's graduates are expected to increase slowly through 1998, level off through the year 2000, then decline more than 31 percent through 2009.

South/Southcentral

Florida is projected to have the largest increase in the South/Southcentral region between 1992 and 2009 (73 percent), while Louisiana and West Virginia are both projected to lose graduates during this period, 11 percent and 21 percent, respectively. Of the remaining states, five (Georgia, Texas, Virginia, North Carolina, and South Carolina) can expect increases between 25 and 45 percent and six (Tennessee, Kentucky, Arkansas, Mississippi, Oklahoma, and Alabama) can expect increases of 15 percent or less between 1992 and 2009 (See Figure 10).

Figure 9

Western Region
Percent Change in Graduates by State, 1992 to 2009

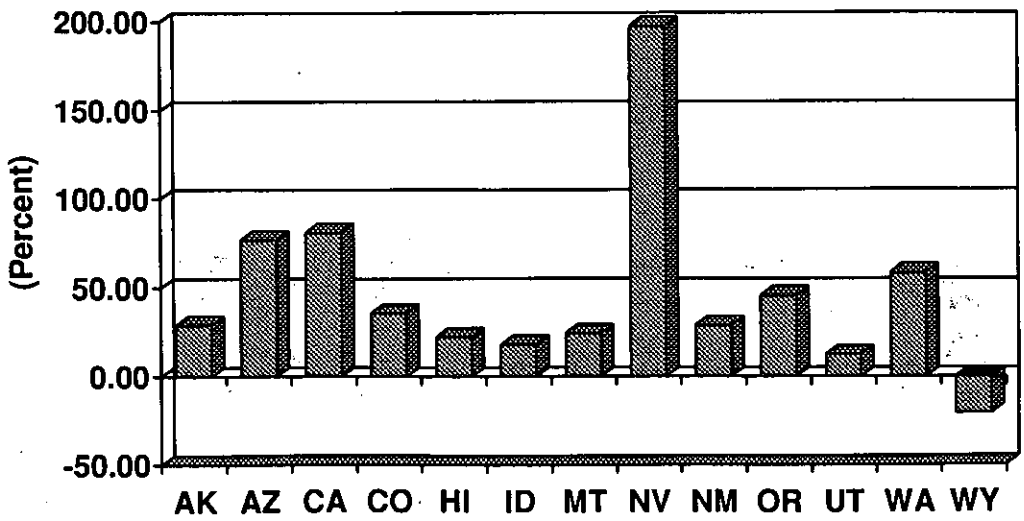


Figure 10

South/Southcentral Region
Percent Change in Graduates by State, 1992 to 2009

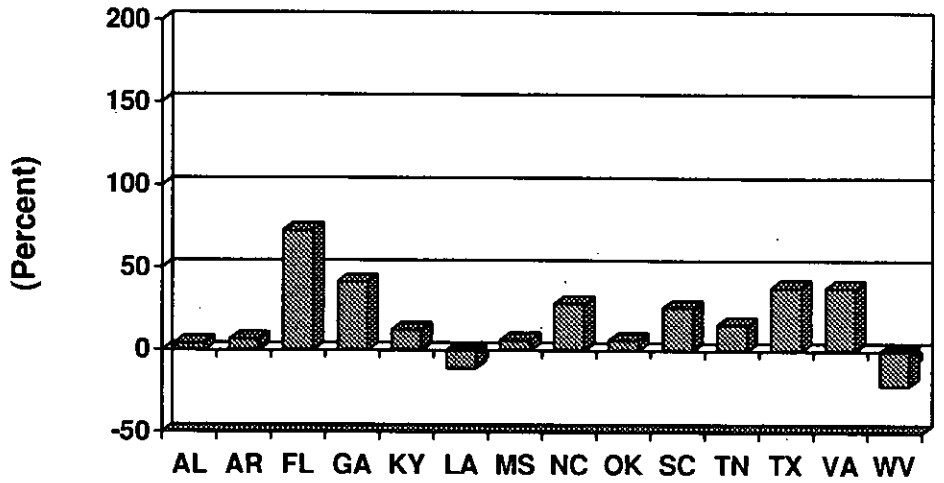


Figure 11

Northcentral Region
Percent Change in Graduates by State, 1992 to 2009

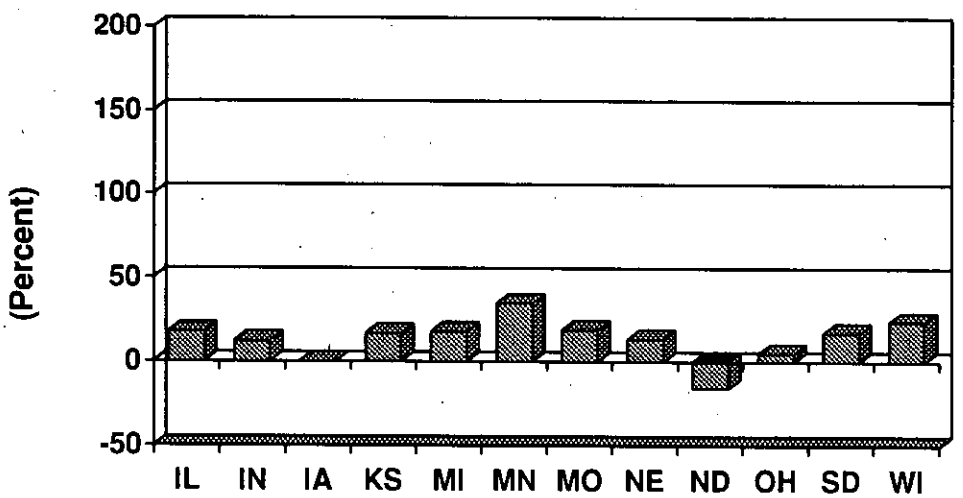
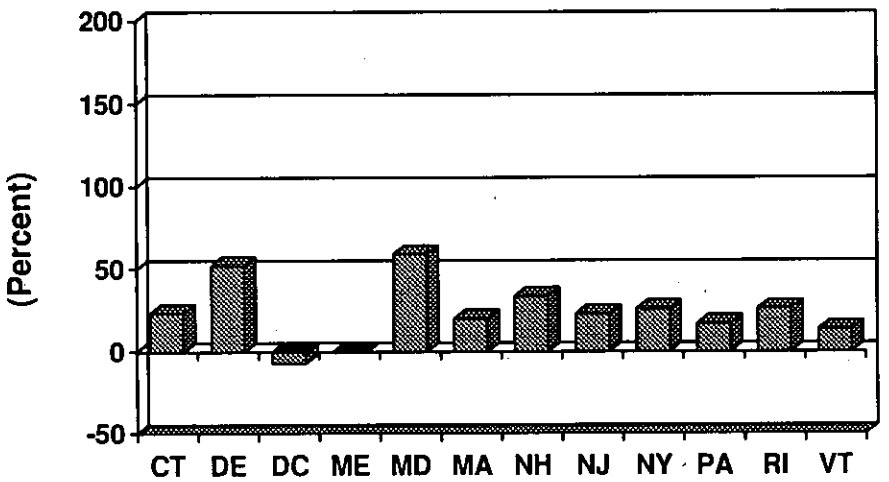


Figure 12

Northeast Region
Percent Change in Graduates by State, 1992 to 2009



Trends in almost one-half of the 14 South/Southcentral states (Mississippi, Oklahoma, Alabama, Arkansas, Kentucky, South Carolina) follow a "roller-coaster" pattern: dramatic increases in graduates from the mid-1990s through the late 1990s or early 21st century; a drop in graduates through the middle of the next decade, then rising again. Five states (Virginia, Tennessee, North Carolina, Florida, and Georgia) follow the national pattern: increasing beginning in the early 1990s, peaking in 2008, then leveling off or declining slightly in 2009. Texas increases steadily in 2009, while the number of high school graduates in Louisiana and West Virginia increase slightly into the late 1990s, then drop dramatically through 2009.

Northcentral

Eleven of the 12 Northcentral states can anticipate increases in the size of their graduating classes between 1992 and 2009. However, these increases are more moderate than in other regions—ranging from less than 1 percent (.13 percent) in Iowa to 35 percent in Minnesota. With the exception of Minnesota and Wisconsin (24 percent), graduates in most of the northcentral states (Missouri, Illinois, Michigan, South Dakota, Kansas, Nebraska, Indiana, Ohio, and Iowa) are projected to increase less than 20 percent between 1992 and 2009, and North Dakota is projected to lose graduates (16 percent) during this period (See Figure 11).

In a majority of the northcentral states the number of graduates reaches a peak between 1998 and 2001, several years earlier than the national trend. Iowa and North Dakota, for example, both experience increases in graduates from the early 1990s to the turn of the century, then decline sharply through 2009, finishing below 1992 levels. South Dakota, Wisconsin, Minnesota, Kansas, and Nebraska also reach a peak in the number of their graduates near the turn of the century, after which the size of their high school graduating classes are expected to decline slightly or level off. Trends in Ohio and Indiana follow a "roller coaster" pattern: increasing through the turn of the century, declining through the middle of the first decade of the 21st century, then rising again. Only three states (Missouri, Michigan, and Illinois) follow the national pattern: rising steadily through 2008, then declining slightly or leveling off in 2009.

Northeast

With few exceptions, graduates in the Northeast will increase steadily after 1992. The majority of states in the region follow the national trend closely, with only minor variations. Maryland and Delaware can anticipate increases in high school graduates of more than 50 percent between 1992 and 2009. However, most states in the region can anticipate more moderate growth. New Hampshire, Rhode Island, New York, Connecticut, and New Jersey are projected to increase between 20 and 33 percent during this period, while three states (Massachusetts, Pennsylvania, and Vermont) can anticipate growth rates of less than 20 percent. Meanwhile, slight declines in graduates are expected in Maine (.51 percent) and the District of Columbia (7 percent) between 1992 and 2009 (See Figure 12).

In 10 Northeast states (Connecticut, Delaware, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont) graduates are expected to increase beginning in the early 1990s, peaking between 2007 and 2009, with only minor variations along the way. Maine also follows this basic trend. However, due to a relatively large number of graduates in 1992 and a sharp decline after 2007, Maine falls below 1992 levels by 2009. Only in the District of Columbia is this pattern not followed. The District of Columbia is expected to lose graduates between the early 1990s and 2004, increase through 2008, then decline in 2009.

State Projections

Two maps of the United States highlighting changes in the number of high school graduates by state follow. Figure 13 graphically represents anticipated changes in the number of public and nonpublic high school graduates between 1992 and 2009. During this period most of the states are expected to experience significant increases in the size of their high school graduating classes. Only five states (Louisiana, Maine, North Dakota, West Virginia, and Wyoming) and the District of Columbia can expect declines.

Figure 14 represents changes in the number of public high school graduates by state over a 30-year period from 1979 to 2009. Trends in high school graduates

Figure 13

Public and Nonpublic High School Graduates, Percent Change by State, 1992 to 2009

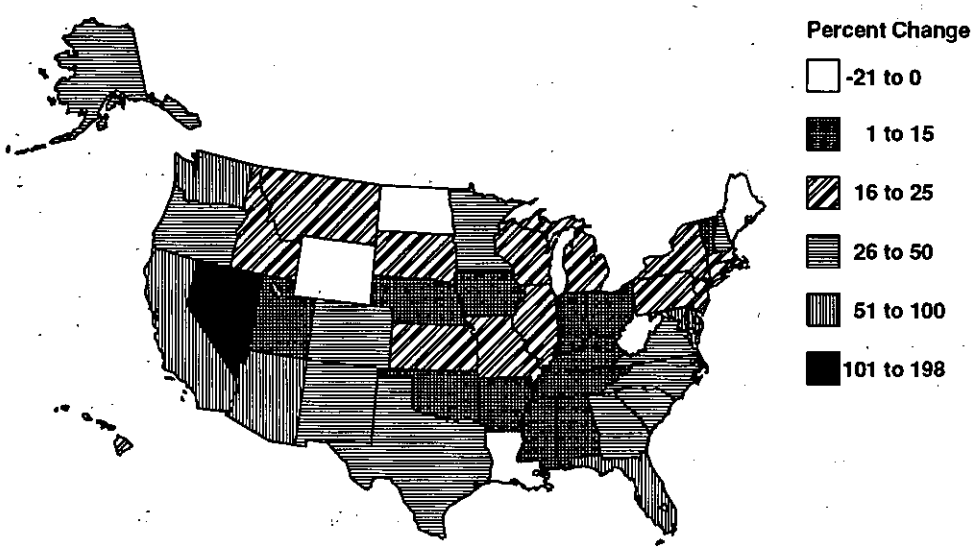
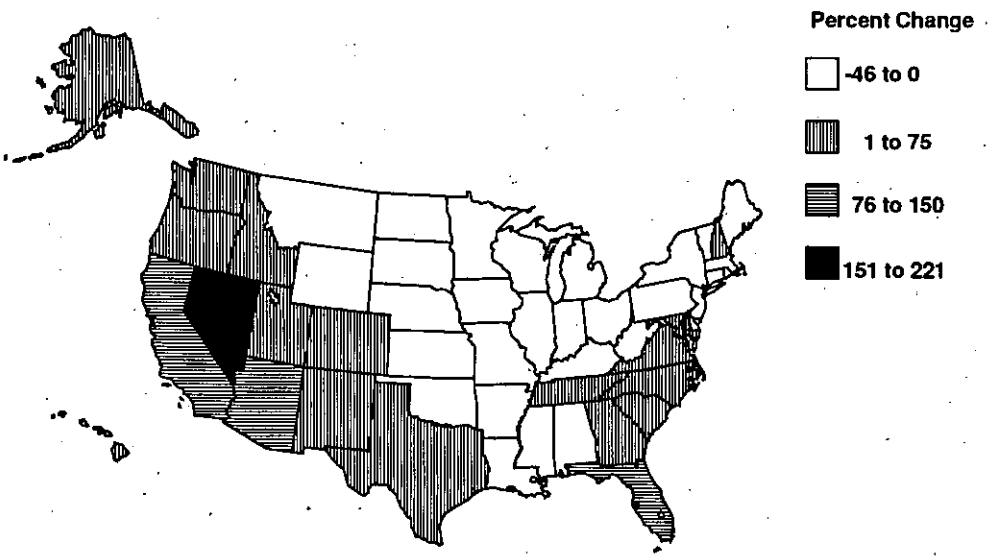


Figure 14

Public High School Graduates, Percent Change by State, 1979 to 2009



since the late 1970s follow a "roller coaster" pattern—peaking in the late 1970s, declining dramatically through the 1980s and mid-1990s, then rising steadily again through 2009. Although this national trend is not replicated in all states, a 30-year comparison is a useful indicator of the relative impact of increasing birth cohorts on each state. By 2009 the majority of states will have recovered from the declines of the 1980s and 1990s, but will still fall below 1979 levels. In at least 20 states, however, the number of public high school graduates in 2009 will exceed 1979 levels. Increases in these states range from a low of 1.5 percent in New Mexico to a high of 212 percent above 1979 levels in Nevada. Thirteen of the 20 states expected to surpass 1979 levels by 2009 are in the West.

Reliable data on combined high school graduates are not available for earlier years. However, since public high school graduates make up approximately 90 percent of all graduates it is reasonable to assume that combined public and nonpublic graduates follow a similar pattern.

Complete historical data and projections by year for all 50 states and the District of Columbia are contained in Table 3. Public and nonpublic graduates are reported separately for each state, beginning with the historical data for 1982-83 where available. Comprehensive data for nonpublic graduates are presented from 1989-90 forward. A discussion of the methods used to derive the public projections and nonpublic estimates is included in the Methodology chapter. Detailed descriptions of the data and projection methods used for each state are included in the state data supplements.

Table 3 **Public and Nonpublic High School Graduates by State** 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

	Alabama		Alaska		Arizona		Arkansas		California		Colorado	
	public**	nonpublic (alt.)	public	nonpublic+	public**	nonpublic (alt.)	public	nonpublic* (alt.)	public	nonpublic	public	nonpublic (alt.)
1982-83	44,352		5,558		28,332		28,447		236,897	25,097	34,875	
1983-84	42,021		5,547		26,530		27,049		232,199	25,434	32,954	
1984-85	40,002		5,184		27,877		26,342		225,448	25,695	32,255	
1985-86	39,620		5,464		27,533		26,227		229,026	23,124	32,621	
1986-87	41,505		5,692		29,549		27,101		237,414	25,507	34,200	
1987-88	43,799		5,907		31,130		27,469		249,518	25,189	35,977	
1988-89	43,437		5,644		31,638		27,920		244,629	24,430	35,520	
1989-90	42,410	3,374	5,392	89	32,103	1,877	26,475	845	236,291	22,937	32,967	1,439
1990-91	40,768	3,363	5,463	75	31,283	1,770	25,640	877	234,164	22,188	31,293	1,279
1991-92	40,184	3,029	5,548	87	31,264	1,840	25,845	822	244,594	23,366	31,059	1,361
1992-93	39,786	2,961	5,605	108	31,232	1,837	25,769	839	256,614	23,239	32,373	1,386
1993-94	38,699	3,421	5,787	84	34,936	1,852	25,501	884	251,682	23,861	32,537	1,365
1994-95	40,496	3,588	5,984	106	35,638	1,868	26,351	865	258,205	24,573	33,480	1,544
1995-96	41,084	3,884	6,586	124	36,676	1,993	26,137	921	263,799	25,759	34,203	1,563
1996-97	41,526	3,626	6,708	110	39,111	1,883	27,430	941	275,703	26,246	36,358	1,657
1997-98	42,612	3,986	7,075	120	41,162	1,911	28,455	917	291,638	27,553	38,398	1,788
1998-99	42,177	3,797	7,357	126	42,585	2,050	28,618	965	307,103	28,145	39,911	1,808
1999-00	42,001	3,739	7,686	132	44,769	2,103	28,703	951	318,154	28,567	41,556	1,819
2000-01	41,577	3,702	7,548	120	46,216	2,087	28,909	963	326,526	28,676	42,334	1,864
2001-02	41,027	3,588	7,880	134	46,489	2,050	28,613	982	334,631	29,343	42,466	1,875
2002-03	40,469	3,316	8,202	138	46,589	2,080	28,014	952	345,568	29,775	43,829	2,010
2003-04	39,750	3,423	8,069	128	50,488	2,092	27,109	901	346,519	30,169	45,848	1,983
2004-05	40,788	3,474	7,963	135	52,559	2,269	27,456	933	371,122	32,101	44,843	1,894
2005-06	41,584	3,545	7,873	129	54,429	2,350	27,828	946	393,042	33,997	45,362	1,876
2006-07	42,834	3,651	8,398	135	55,733	2,407	28,524	969	420,203	36,347	43,749	1,853
2007-08	43,463	3,704	8,794	138	57,225	2,472	28,957	985	451,637	39,067	41,714	1,882
2008-09	41,427	3,529	7,145	130	56,114	2,423	27,473	934	446,525	38,626	42,060	1,897

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

+ Designates states for which nonpublic enrollments by grade are available, but data on nonpublic graduates are not.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

** Due to changes in data collection procedures, Alabama and Arizona public high school graduates from 1990-91 forward are not comparable to data for earlier years.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3 (continued)

Public and Nonpublic High School Graduates by State 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

	Connecticut		Delaware		District of Columbia		Florida		Georgia		Hawaii	
	public	nonpublic* (alt.)	public**	nonpublic**	public	nonpublic++	public**	nonpublic* (alt.)	public	nonpublic (alt.)	public**	nonpublic
1982-83	38,707		7,492	1,635	4,909		86,871		63,293		10,757	2,494
1983-84	36,312		6,923	1,662	4,073		85,908		60,718		10,454	2,494
1984-85	34,514		5,893	1,609	3,940		81,140		58,654		10,092	2,424
1985-86	32,958		5,791	1,608	3,875		83,029		59,082		9,958	2,510
1986-87	33,411		5,895	1,705	3,842		82,184		60,018		10,491	2,611
1987-88	33,041		5,963	1,869	3,882		89,182		61,765		10,751	2,649
1988-89	31,512		6,104	1,601	3,565		90,759		61,937		10,551	2,508
1989-90	28,527	7,226	5,550	1,439	3,626	1,984	88,934	10,284	56,605	5,048	9,526	2,382
1990-91	27,291	6,561	5,223	1,297	3,369	1,825	87,419	10,042	60,088	4,875	9,519	2,377
1991-92	27,087	5,936	5,324	1,383	3,385	1,793	91,293	10,025	59,723	5,109	9,610	2,360
1992-93	27,094	5,606	5,432	1,429	3,557	1,683	92,341	10,194	60,039	4,924	8,965	2,282
1993-94	26,900	4,922	5,462	1,391	3,637	1,755	92,081	10,193	59,045	4,807	9,363	2,350
1994-95	27,416	4,405	5,542	1,428	3,686	1,741	94,046	10,418	61,650	4,827	9,313	2,399
1995-96	27,950	4,370	5,853	1,462	3,830	1,637	95,574	10,806	63,800	4,820	9,956	2,400
1996-97	28,495	4,215	6,241	1,507	3,072	1,711	100,628	10,391	66,162	4,768	10,310	2,554
1997-98	29,430	4,118	6,485	1,563	2,934	1,718	105,887	10,675	69,389	5,041	10,803	2,565
1998-99	30,294	4,078	6,605	1,639	3,136	1,693	113,630	11,138	71,361	4,774	11,118	2,568
1999-00	30,975	3,959	6,640	1,615	3,068	1,749	120,204	11,327	72,626	4,911	11,424	2,466
2000-01	31,644	3,817	6,621	1,641	2,997	1,705	125,455	11,606	73,509	4,778	11,472	2,368
2001-02	32,478	3,814	6,623	1,669	2,962	1,703	129,717	11,833	72,518	4,719	11,398	2,311
2002-03	33,151	3,789	6,893	1,649	2,922	1,700	135,722	11,978	74,513	4,814	11,086	2,247
2003-04	32,654	3,665	7,067	1,730	2,931	1,686	133,121	11,939	74,805	4,606	11,199	2,184
2004-05	33,784	4,039	7,468	1,738	3,163	1,756	144,758	12,876	80,389	5,067	11,261	2,342
2005-06	34,579	4,135	8,240	1,828	3,267	1,812	152,174	13,536	83,068	5,234	11,529	2,398
2006-07	35,219	4,256	8,622	1,886	3,654	2,029	159,622	14,199	86,478	5,452	11,724	2,435
2007-08	35,326	4,312	8,207	1,952	3,674	2,039	164,753	14,656	88,355	5,568	12,404	2,577
2008-09	36,603	4,154	8,254	1,963	3,090	1,714	160,718	14,296	86,283	5,438	12,116	2,518

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

** Due to changes in data collection procedures, Delaware public high school graduates from 1984-85 forward, Delaware nonpublic high school graduates and Hawaii public high school graduates from 1989-90 forward, and Florida public high school graduates from 1986-87 forward are not comparable to data for earlier years.

++ Nonpublic high school graduate data for the District of Columbia represent twelfth graders in Catholic schools. Data for "other private" schools are not available.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3
(continued)

Public and Nonpublic High School Graduates by State 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

	Idaho		Illinois		Indiana		Iowa		Kansas		Kentucky	
	public**	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic++	public**	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)
1982-83	12,126		128,814		72,560	4,559	39,612		28,316		40,839	
1983-84	12,215		122,561		67,445	3,638	37,248		26,730		39,465	
1984-85	12,148		117,027		64,904	4,297	36,087		25,983		38,532	
1985-86	12,053		114,319		61,201	4,029	34,669		25,587		37,762	
1986-87	12,243		116,075		61,817	4,025	34,801		26,933		37,189	
1987-88	12,250		119,090		65,013	4,174	35,461		27,036		39,849	
1988-89	12,546		116,660		64,248	3,725	34,600		26,848		40,435	
1989-90	12,002	400	108,119	15,124	60,878	3,591	32,038	3,292	25,367	1,411	38,693	3,154
1990-91	12,034	563	103,329	14,019	59,143	3,192	28,768	3,094	24,414	1,417	36,205	2,984
1991-92	12,853	631	102,742	13,949	57,595	3,220	29,333	3,119	24,129	1,409	34,945	2,796
1992-93	13,144	698	103,664	13,503	58,517	3,461	30,910	3,232	24,937	1,441	36,590	2,936
1993-94	13,683	547	104,844	13,301	57,188	3,454	30,444	3,163	25,056	1,417	36,255	2,889
1994-95	14,469	822	108,327	13,328	59,587	3,488	32,005	3,415	26,482	1,575	38,467	3,105
1995-96	14,894	724	107,556	12,520	60,315	3,519	32,323	3,295	26,433	1,598	38,507	3,034
1996-97	15,881	794	113,389	12,824	61,643	3,525	33,647	3,392	26,951	1,498	39,186	2,909
1997-98	16,229	903	117,462	12,720	64,049	3,572	35,282	3,563	28,056	1,488	40,373	3,047
1998-99	16,585	869	114,638	12,035	63,837	3,540	35,560	3,469	28,840	1,595	40,027	2,881
1999-00	17,524	881	113,276	11,542	64,380	3,430	35,066	3,501	30,460	1,592	39,713	2,784
2000-01	17,287	811	112,211	11,185	63,046	3,344	35,394	3,358	30,835	1,585	39,667	2,701
2001-02	17,709	795	117,426	11,303	62,307	3,278	34,416	3,281	30,355	1,799	39,503	2,535
2002-03	17,900	702	120,425	11,234	61,596	3,251	34,933	3,281	30,786	1,642	39,837	2,642
2003-04	16,811	716	119,471	10,915	59,930	3,229	33,588	3,146	30,080	1,546	36,994	2,489
2004-05	15,288	671	124,489	11,222	60,191	3,197	31,187	3,010	29,701	1,557	37,113	2,501
2005-06	14,606	662	129,746	11,481	62,549	3,324	31,366	3,029	30,122	1,570	36,881	2,486
2006-07	13,986	668	136,048	11,820	63,947	3,398	32,108	3,100	30,280	1,567	38,592	2,600
2007-08	14,473	689	142,500	12,160	66,052	3,511	32,430	3,131	30,704	1,579	39,268	2,645
2008-09	15,177	725	125,452	12,049	64,897	3,449	29,633	2,860	28,320	1,508	39,667	2,673

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

** Due to changes in data collection procedures, Idaho public high school graduates from 1987-88 forward and Iowa public high school graduates from 1988-89 forward are not comparable to data for earlier years.

++ Actual 1989-90 nonpublic high school graduates for Indiana are an estimate.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3
(continued)

Public and Nonpublic High School Graduates by State 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

	Louisiana		Maine		Maryland		Massachusetts		Michigan		Minnesota	
	public	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)	public++	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)
1982-83	39,895		14,764		52,446	6,907	71,225		115,205		59,015	
1983-84	39,539		13,935		50,684	6,756	66,892		107,443		55,376	
1984-85	39,021		13,924		48,299	6,876	64,018		111,816		53,352	
1985-86	38,409		13,006		46,700	6,738	61,261		107,184		51,988	
1986-87	38,800		13,692		46,107	7,266	59,552		97,262		53,533	
1987-88	38,844		13,808		47,175	6,865	59,515		103,918		51,266	
1988-89	37,629		12,670		45,791	6,336	57,328		101,948		53,122	
1989-90	36,053	7,774	12,759	2,102	41,566	6,768	51,496	8,981	93,807	10,810	49,087	3,997
1990-91	33,489	7,405	12,292	2,206	39,016	5,766	50,216	8,481	88,003	9,974	46,430	3,794
1991-92	33,822	7,532	13,088	1,963	39,720	5,709	50,330	7,682	87,756	9,341	46,103	3,459
1992-93	34,033	7,501	12,310	2,208	39,227	5,793	48,916	7,689	88,834	8,852	47,753	3,526
1993-94	34,043	7,278	11,942	1,655	39,101	5,501	47,957	7,299	87,483	8,633	48,305	3,440
1994-95	34,318	7,812	12,049	1,995	41,924	5,913	48,670	6,861	89,826	8,256	50,649	3,426
1995-96	34,754	7,822	12,170	2,001	42,525	5,920	49,088	6,969	90,888	8,100	52,596	3,611
1996-97	34,739	8,103	12,591	1,745	44,677	5,758	50,028	7,065	89,659	8,123	55,427	3,653
1997-98	33,318	8,206	12,526	1,742	46,606	6,217	51,178	7,110	91,602	8,002	58,479	3,714
1998-99	32,355	8,140	13,139	1,676	47,731	6,218	52,840	7,126	92,601	7,784	60,628	3,674
1999-00	31,605	8,193	13,325	1,557	49,775	5,979	54,624	6,884	94,014	7,625	62,403	3,620
2000-01	30,033	7,825	13,638	1,533	50,629	5,588	55,372	6,730	93,952	7,303	62,608	3,523
2001-02	32,252	7,712	13,837	1,568	51,554	5,539	57,207	6,755	95,184	7,068	63,320	3,493
2002-03	31,713	7,802	14,076	1,526	52,310	5,633	58,880	6,911	98,435	7,222	65,048	3,470
2003-04	31,114	7,372	13,391	1,484	51,788	5,581	57,906	6,730	96,187	6,846	64,151	3,348
2004-05	29,522	7,007	13,713	1,505	56,088	6,023	60,893	7,106	97,540	7,274	61,669	3,370
2005-06	29,496	7,000	13,979	1,533	58,581	6,289	63,590	7,421	96,941	7,230	63,160	3,451
2006-07	29,037	6,893	14,219	1,560	60,513	6,497	65,991	7,699	103,052	7,685	63,887	3,491
2007-08	28,814	6,837	14,129	1,551	62,043	6,662	66,806	7,798	106,645	7,953	64,354	3,517
2008-09	29,759	7,063	13,496	1,478	65,298	7,012	62,239	7,263	106,410	7,935	63,417	3,465

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

++ 1991-92 public high school graduates for Massachusetts are preliminary.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3 **Public and Nonpublic High School Graduates by State** 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

(continued)

	Mississippi		Missouri		Montana		Nebraska		Nevada		New Hampshire	
	public**	nonpublic (alt.)	public	nonpublic* (alt.)	public	nonpublic (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)
1982-83	27,271		56,420		10,689		20,010		8,979		11,478	
1983-84	26,324		53,388		10,224		18,811		8,726		11,438	
1984-85	25,315		51,306		10,016		18,159		8,174		10,950	
1985-86	25,134		49,204		9,761		17,845		8,430		10,870	
1986-87	26,201		50,840		10,073		18,129		8,842		10,944	
1987-88	27,896		51,316		10,322		18,372		9,404		11,685	
1988-89	26,915		51,968		10,483		18,690		9,464		11,340	
1989-90	25,039	2,887	48,957	6,825	9,370	445	17,664	1,908	9,462	341	10,766	2,156
1990-91	23,504	3,048	46,928	6,513	9,013	413	16,571	1,772	9,370	296	10,059	1,999
1991-92	22,763	3,025	46,556	6,392	9,046	477	17,062	1,691	8,811	322	10,329	1,997
1992-93	23,560	3,348	47,276	6,581	9,443	519	17,855	1,670	9,847	290	10,285	1,879
1993-94	23,410	3,433	46,677	6,442	9,872	478	17,398	1,582	10,338	309	10,347	1,773
1994-95	23,967	3,469	49,456	6,699	10,297	499	18,301	1,694	11,214	306	10,887	1,920
1995-96	25,185	3,729	50,225	6,722	10,660	541	18,782	1,608	11,712	294	11,055	1,837
1996-97	24,843	3,328	51,757	6,959	10,894	505	19,477	1,801	12,625	312	11,609	1,556
1997-98	25,711	3,299	52,955	6,885	11,490	440	20,551	1,807	13,905	314	12,112	1,771
1998-99	26,127	3,154	52,719	7,056	12,017	440	21,114	1,861	14,938	313	12,931	1,696
1999-00	25,715	2,997	53,029	6,815	12,322	514	20,831	1,866	15,928	310	13,360	1,598
2000-01	24,964	3,062	55,108	6,834	12,548	497	20,688	1,869	16,617	314	13,805	1,493
2001-02	24,610	2,960	54,439	6,653	12,881	519	20,856	1,890	17,511	297	13,851	1,471
2002-03	24,260	2,801	55,974	6,546	12,973	536	20,796	1,904	18,373	299	14,474	1,354
2003-04	23,726	2,669	55,555	6,435	12,886	497	20,290	1,872	19,132	289	14,169	1,327
2004-05	23,283	2,683	54,032	6,540	12,079	467	19,410	1,768	19,394	327	15,874	1,571
2005-06	23,724	2,736	55,000	6,655	11,532	446	19,480	1,773	20,953	354	16,185	1,603
2006-07	24,274	2,798	55,992	6,776	11,521	445	19,731	1,795	22,814	386	16,600	1,648
2007-08	24,564	2,830	56,990	6,897	11,457	442	19,865	1,806	25,134	424	16,376	1,622
2008-09	24,542	2,828	56,078	6,787	11,389	440	19,502	1,775	26,732	452	14,969	1,483

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

** Due to changes in data collection procedures, Mississippi public high school graduates from 1989-90 forward are not comparable to data for earlier years.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3 **Public and Nonpublic High School Graduates by State** 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

(continued)

	New Jersey		New Mexico		New York		North Carolina		North Dakota		Ohio	
	public	nonpublic (alt.)	public	nonpublic	public	nonpublic* (alt.)	public	nonpublic+	public	nonpublic	public++	nonpublic* (alt.)
1982-83	90,048		16,566	1,235	184,022		68,783		8,892	715	133,524	
1983-84	85,569		15,823	1,390	174,762		66,803		8,569	701	127,837	
1984-85	81,547		15,622	1,308	166,752		67,245		8,156	586	122,281	
1985-86	78,781		15,468	1,417	162,165		65,865		7,610	539	119,561	
1986-87	79,376		15,701	1,365	163,765		66,045		7,821	539	121,121	
1987-88	80,863		15,868	1,370	165,379		68,148		8,438	488	124,503	
1988-89	76,263		15,481	1,335	154,580		69,709		8,077	523	125,036	
1989-90	69,824	16,097	14,884	1,245	143,318	26,711	64,521	2,544	7,690	484	114,513	13,838
1990-91	67,003	15,703	15,157	1,272	133,562	25,630	62,533	2,472	7,573	418	107,484	12,633
1991-92	66,669	16,088	14,824	1,293	134,573	25,203	60,911	2,497	7,438	411	102,870	12,722
1992-93	66,415	15,524	15,063	1,211	136,029	24,715	60,052	2,513	7,664	376	105,264	12,923
1993-94	67,212	15,659	14,734	1,285	133,906	24,271	58,229	2,504	7,694	405	101,383	12,760
1994-95	70,619	15,203	15,435	1,384	139,445	23,940	60,494	2,723	8,098	464	104,867	13,277
1995-96	72,018	15,134	15,881	1,403	143,026	23,711	60,485	2,671	8,020	483	103,892	12,722
1996-97	74,680	14,945	15,907	1,485	144,584	22,347	62,485	2,676	8,165	446	108,244	12,860
1997-98	72,983	14,810	17,525	1,679	145,214	21,638	63,237	2,647	8,341	501	111,618	13,338
1998-99	71,634	14,319	18,054	1,687	149,994	21,307	65,307	2,657	8,620	482	111,617	13,172
1999-00	73,081	14,348	18,450	1,641	153,679	20,599	68,331	2,647	8,629	486	110,744	12,905
2000-01	73,621	13,816	18,834	1,719	154,941	19,736	64,995	2,560	8,512	464	108,787	12,443
2001-02	75,114	13,217	18,621	1,715	156,505	19,078	67,025	2,618	8,152	446	107,329	12,335
2002-03	77,047	13,341	18,823	1,715	159,258	18,799	68,059	2,633	8,048	467	110,979	12,524
2003-04	78,295	13,673	18,537	1,710	158,442	18,566	67,892	2,721	7,620	434	108,571	12,381
2004-05	82,966	14,674	18,461	1,677	162,068	19,988	71,328	2,819	7,114	401	108,269	12,361
2005-06	86,184	15,243	18,268	1,660	165,882	20,615	74,440	2,943	6,978	392	110,113	12,573
2006-07	89,168	15,770	18,498	1,680	170,948	21,408	77,893	3,079	6,610	372	112,460	12,841
2007-08	89,497	15,830	18,531	1,682	173,199	21,857	79,739	3,151	6,389	359	114,493	13,072
2008-09	86,202	15,247	19,044	1,729	179,423	21,477	78,150	3,090	6,263	351	108,815	12,424

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

\+ Designates states for which nonpublic enrollments by grade are available, but data on nonpublic graduates are not.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

++ 1991-92 public high school graduates for Ohio are a projection.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3 **Public and Nonpublic High School Graduates by State** 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

(continued)

	Oklahoma		Oregon		Pennsylvania		Rhode Island		South Carolina		South Dakota	
	public	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)	public	nonpublic* (alt.)	public++	nonpublic* (alt.)	public**	nonpublic++
1982-83	36,799		28,099		137,494		10,533		37,570		9,206	698
1983-84	35,254		27,214		132,412		9,876		36,101		8,638	666
1984-85	34,626		26,870		127,226		9,399		35,004		8,206	743
1985-86	34,452		26,286		122,871		8,915		34,415		7,870	512
1986-87	35,514		27,165		121,219		8,776		34,047		8,074	523
1987-88	36,145		28,058		124,335		8,865		36,113		8,415	427
1988-89	36,773		26,903		118,921		8,558		37,020		8,181	690
1989-90	35,606	1,047	25,588	1,492	110,527	20,224	7,862	1,614	35,108	3,786	7,650	659
1990-91	33,007	1,057	24,702	1,508	104,770	18,753	7,749	1,573	33,473	3,134	7,127	645
1991-92	32,670	1,089	25,467	1,578	103,881	17,788	7,879	1,487	31,720	3,481	7,440	604
1992-93	30,951	1,216	26,676	1,611	102,508	17,303	7,788	1,350	32,540	2,828	7,930	692
1993-94	32,215	1,069	27,181	1,635	101,686	16,514	7,746	1,255	31,680	3,542	8,297	731
1994-95	34,042	1,286	28,313	1,765	104,424	16,217	7,992	1,323	33,403	3,492	8,406	804
1995-96	34,847	1,216	28,953	1,899	106,150	15,245	8,018	1,380	33,447	3,067	8,587	841
1996-97	35,368	1,317	30,248	2,139	106,500	16,203	8,191	1,221	35,035	3,498	9,165	979
1997-98	36,685	1,415	30,398	1,850	108,895	15,745	8,546	1,256	36,335	3,168	9,490	984
1998-99	37,932	1,447	31,556	2,154	111,238	15,566	8,953	1,193	36,925	3,633	9,659	1,030
1999-00	39,146	1,505	33,162	2,197	118,300	15,341	9,165	1,129	37,725	3,585	9,742	1,089
2000-01	39,360	1,528	33,766	2,134	119,163	14,926	9,243	1,113	35,407	3,809	9,487	1,081
2001-02	38,966	1,458	33,935	2,136	118,788	15,200	9,713	1,045	35,038	3,633	9,387	1,151
2002-03	38,594	1,519	34,403	2,150	121,875	14,730	9,622	1,037	35,321	4,108	9,354	1,177
2003-04	38,277	1,531	34,069	2,206	123,563	14,540	9,374	1,003	34,055	4,022	9,064	1,204
2004-05	34,841	1,366	33,386	2,154	122,104	15,007	10,245	1,113	34,282	4,065	8,759	1,060
2005-06	34,498	1,353	34,556	2,231	124,347	15,283	10,374	1,128	36,577	4,244	8,530	1,032
2006-07	34,480	1,352	35,616	2,299	126,723	15,575	10,770	1,171	37,769	4,414	8,447	1,022
2007-08	34,673	1,360	37,005	2,389	129,092	15,866	11,083	1,203	38,330	4,513	8,382	1,013
2008-09	34,427	1,350	36,933	2,384	126,558	15,556	10,641	1,157	39,968	4,445	8,414	1,018

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

** Due to changes in data collection procedures, South Dakota public high school graduates from 1991-92 forward are not comparable to data for earlier years.

++ 1991-92 public high school graduates for South Carolina are preliminary; South Dakota nonpublic high school graduates for 1987-88 are not reliable.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3 **Public and Nonpublic High School Graduates by State** 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

(continued)

	Tennessee		Texas		Utah		Vermont		Virginia	
	public	nonpublic (alt.)	public**	nonpublic (alt.)	public	nonpublic	public++	nonpublic (alt.)	public	nonpublic (alt.)
1982-83	46,888		168,897		19,210	233	6,180		65,571	
1983-84	44,711		161,580		19,350	268	6,002		62,177	
1984-85	44,572		159,343		19,606	299	5,769		60,959	
1985-86	43,368		161,150		19,774	299	6,426		63,113	
1986-87	44,907		168,430		20,930	332	6,612		65,677	
1987-88	47,866		171,436		22,226	338	6,845		66,731	
1988-89	47,837		176,951		23,016	346	6,575		65,667	
1989-90	45,053	4,896	172,480	8,597	22,511	347	5,747	655	61,268	3,558
1990-91	43,740	4,540	164,765	7,870	23,715	429	5,601	687	59,183	3,200
1991-92	43,944	4,769	162,270	7,521	25,187	425	5,694	637	58,647	3,245
1992-93	43,497	4,467	165,682	8,303	25,963	507	5,796	709	58,812	3,152
1993-94	41,863	4,498	165,914	8,542	28,441	513	5,773	688	59,109	3,066
1994-95	43,640	4,657	171,936	8,617	29,945	608	5,936	611	61,540	2,994
1995-96	43,884	4,930	178,495	9,034	28,756	604	5,884	604	58,404	3,218
1996-97	44,231	5,178	184,407	9,276	31,824	673	6,101	653	60,051	3,358
1997-98	44,509	5,250	193,924	9,734	32,695	790	6,273	630	61,841	3,496
1998-99	45,452	5,190	198,595	9,772	32,232	746	6,511	637	63,048	3,407
1999-00	45,886	5,569	202,110	9,836	32,779	749	6,709	645	64,249	3,577
2000-01	45,233	5,384	205,065	10,046	31,473	717	7,039	636	68,853	3,496
2001-02	45,237	5,421	207,223	10,141	30,864	749	7,152	633	70,544	3,654
2002-03	46,223	5,598	212,412	10,321	30,220	764	6,956	631	73,338	3,771
2003-04	45,052	5,530	209,550	10,501	29,914	820	6,716	624	71,681	3,750
2004-05	46,773	5,629	207,911	10,211	29,251	750	6,931	637	75,962	3,902
2005-06	48,681	5,858	208,914	10,260	30,086	763	6,915	636	78,312	4,023
2006-07	50,378	6,062	211,837	10,403	29,908	753	7,242	668	81,400	4,182
2007-08	51,607	6,211	217,868	10,700	30,737	768	7,053	650	83,547	4,291
2008-09	50,328	6,057	224,160	11,008	28,046	744	6,574	608	81,241	4,174

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

* Designates states for which nonpublic enrollments and, in most cases, graduates are available from the state department of education, but did not meet criteria for generating nonpublic estimates.

** Due to changes in data collection procedures, Texas public high school graduates from 1990-91 forward are not comparable to data for earlier years.

++ Due to budget cuts, Vermont public high school graduates for 1990-91 and 1991-92 are not available. Data for those years are projections.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

Table 3 **Public and Nonpublic High School Graduates by State** 1982-83 through 1991-92 (actual), 1992-93 through 2008-09 (projected)

(continued)

	Washington		West Virginia		Wisconsin		Wyoming		U.S. Total	
	public++	nonpublic* (alt.)	public	nonpublic	public	nonpublic* (alt.)	public	nonpublic++ (alt.)	public**	nonpublic
1982-83	46,667		23,561	735	64,321		5,909		2,608,894	
1983-84	44,606		22,613	696	62,189		5,764		2,496,982	
1984-85	45,798		22,262	651	58,851		5,687		2,426,153	
1985-86	45,805		21,870	676	58,340		5,587		2,390,259	
1986-87	49,769		22,401	784	56,872		5,933		2,424,490	
1987-88	49,858		22,406	727	58,438		6,148		2,497,688	
1988-89	48,911		22,886	697	54,994		6,079		2,464,319	
1989-90	45,203	3,012	21,854	638	52,038	5,368	5,823	32	2,320,597	257,934
1990-91	43,474	2,812	21,064	631	49,340	5,030	5,728	28	2,231,054	243,490
1991-92	44,581	3,108	20,801	628	48,565	4,826	5,838	8	2,233,768	241,233
1992-93	45,385	2,884	20,764	663	50,172	5,083	6,041	8	2,266,900	239,653
1993-94	46,260	2,880	20,162	640	48,717	4,926	5,977	5	2,254,152	236,867
1994-95	50,069	3,103	21,000	761	52,737	5,214	6,209	3	2,341,252	240,791
1995-96	51,875	3,437	20,877	797	53,881	5,382	6,296	4	2,376,792	241,365
1996-97	54,878	3,445	19,599	793	56,388	5,347	6,349	4	2,453,167	242,302
1997-98	58,016	3,700	19,909	872	59,782	5,473	6,748	6	2,539,056	245,737
1998-99	60,498	3,719	19,857	911	61,265	5,137	6,722	4	2,598,191	244,478
1999-00	63,359	3,824	19,512	888	61,361	5,071	6,764	4	2,658,039	242,661
2000-01	64,871	3,821	18,912	926	62,564	4,855	6,606	4	2,679,942	238,096
2001-02	65,668	3,977	17,811	957	62,438	4,767	6,585	4	2,708,115	237,272
2002-03	66,711	4,078	17,543	986	64,359	4,742	6,474	4	2,765,366	238,299
2003-04	66,814	4,115	17,254	855	63,474	4,664	6,032	4	2,740,975	235,851
2004-05	65,938	4,065	16,262	826	60,667	4,605	5,434	3	2,795,972	243,736
2005-06	67,943	4,190	15,842	802	60,562	4,598	5,324	3	2,874,192	250,659
2006-07	70,620	4,353	16,071	814	61,576	4,674	5,284	3	2,971,050	259,340
2007-08	74,269	4,579	16,378	832	62,339	4,733	5,504	3	3,056,828	266,468
2008-09	70,971	4,377	16,095	816	61,349	4,658	4,645	3	3,003,032	261,540

(alt.) Designates states for which the alternate method was used to generate nonpublic estimates.

++ 1991-92 public high school graduates for Washington are preliminary; Wyoming's only Catholic high school closed in 1991-92.

** Due to changes in data collection procedures in some states, public high school graduates for the United States from 1991-92 forward are not exactly comparable to data for earlier years.

NOTE: All projections and nonpublic estimates are rounded to the nearest tenth. The detail may not add to the total due to rounding. Data presented in this edition supersede data presented in previous editions.

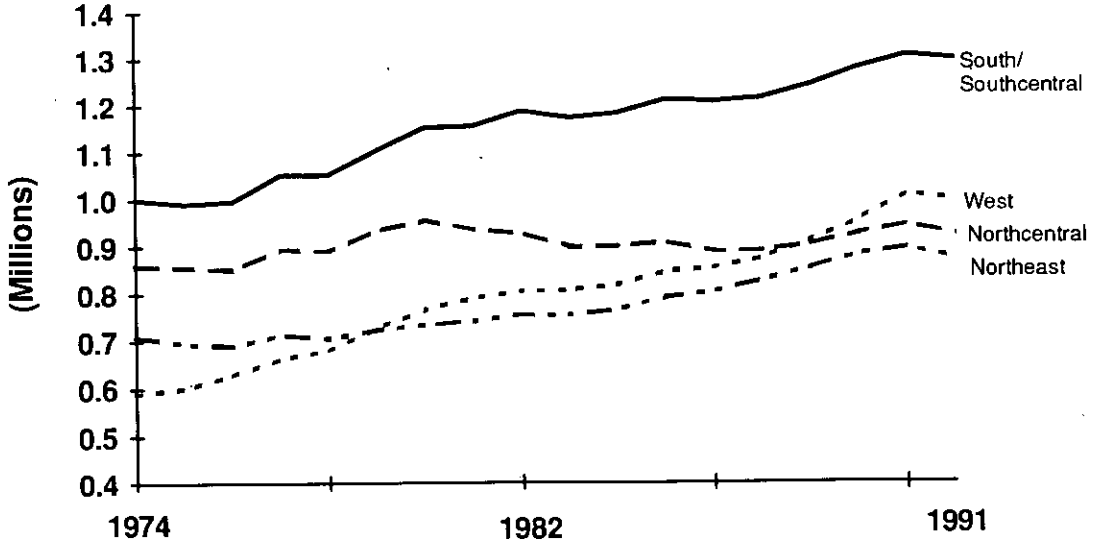
Methodology

Projections for each state are based on the cohort survival method. This method assumes that enrollments and graduates can be projected by measuring the retention of birth cohorts from one grade level to the next. State education agencies supplied historical data on elementary and secondary enrollments and actual high school graduates. Resident live birth data, from the National Center for Education Statistics' *Vital Statistics in the United States, Volume I, Natality,* form the basis for these projections.

While the survival of a given cohort as it progresses through school is affected by a variety of factors (e.g., migration, mortality, non-promotion, and persistence in high school), the relative size of each cohort is directly related to the number of births. The birth of a relatively large number of babies in a given year will result in a relatively large first grade class six years later, and graduating class 18 years later. To illustrate, the West experienced a significant increase in the size of its birth cohort between 1974 and 1991 and increases in school enroll-

Figure 15

Births by Region
1974 through 1991



ments from 1980 through 1996. In 1991, 69 percent more babies were born in the West than in 1974. The South/South-central, Northeast, and Northcentral regions also experienced increases in their birth cohorts during this period, 30 percent, 23 percent and 8 percent, respectively. Figure 15 graphically represents these variations in the size of birth cohorts by region from 1974 to 1991. These trends correspond closely with the increase in high school graduates projected through 2009.

The survival of each birth cohort, from first grade through graduation, is measured by progression ratios. The progression ratio represents the change between the number of students enrolled in a grade for a single year and those students who continued to the next grade the following year. If 100 percent of the students continued to the next grade, the progression ratio would equal 1.0. The progression ratio will vary from 1.0 to the extent enrollments are affected by migration, deaths, transfers in and out of the school system (i.e., from public to nonpublic schools and vice versa), drop-outs, and non-promotion.

Historical progression ratios were analyzed to determine the most appropriate projection ratio for each transition. Due to changes in the handling of ungraded and special education students, the majority of projection ratios are constants based on a five- or six- year smoothed average. (Smoothed averages place more weight on the final year of data, while minimizing the effect of inconsistencies in the ratios for earlier years.) This procedure is consistent with standard statistical practices in cases where longer time series of historical data contain inconsistencies or significant variations.

In a minority of cases, an examination of historical progression ratios indicated that a constant was not appropriate. Where the progression ratio for a specific transition declined or increased steadily over a significant period of time, simple linear regressions were used to project these trends forward. It is reasonable to assume, however, that trends will not extend indefinitely into the future. In the third edition of these projections (1988), when three or more transitions were projected using trend lines and all moved in the same direction, the trend lines were terminated beginning in the fourth projection year by substituting the projection ratio for the third year of the trend line as a constant for all subsequent projection ratios. WICHE's test of the methodology (1992) found that while extending trends forward improved the accuracy of the projections in the short-term, a constant based on a six-year smoothed average of historical progression ratios produces more accurate long-term projections. The projection method was refined based on this information. In the current projection series, trend lines are terminated after three years and a constant based on the six-year smoothed average is substituted for all subsequent projection ratios.

A more detailed description and explanation of the projection methodology applied in each state and the actual projection ratios used for each transition are included with the state and regional supplementary materials available from WICHE (See page ii). These supplemen-

tary materials also include worksheets containing the complete historical data for each state and grade-by-grade enrollment estimates. Examples of the state worksheets are provided in the Appendix.

Underlying Factors

As mentioned, several underlying factors affect the progression of birth cohorts through the education system. Non-promotion, persistence in high school, and migration each have an impact on the actual number of graduates in any given year. When enrollments and graduates are aggregated to a national or regional level these factors do not have a significant impact on the relative size of different cohorts. However, these variables may have a noticeable impact on individual states.

Non-promotion, the practice of requiring students to repeat a grade, is most common from first to second grade. Typically, first grade enrollments are inflated, resulting in a larger progression ratio between birth and first grade. The effect of non-promotion on the size of individual cohorts is minimized by the movement of students among cohorts. That is, while some members of a cohort are lost due to non-promotion, students not promoted the previous year are promoted along with the next cohort.

Migration also has noticeable impacts. If migration were not a factor we would expect the number of students for a given birth cohort to change very little between second grade and sixth grade. During these years, non-promotion, drop-outs, and mortality are of minor significance. Transfers in and out of the school system affect separate public and nonpublic totals, but this can be accounted for by combining enrollments.

Examination of two states whose populations have been significantly affected by migration between 1988 and 1992 illustrates the effect of migration on enrollments. In the state of Washington, for example, the size of the 1982 birth cohort will increase 6.2 percent between 1988-89 and 1992-93. In contrast, North Dakota lost nearly 23 percent of its 1982 birth cohort between the 1988-89 and 1992-93 school years.

The effects of migration are compounded by attrition between ninth grade and graduation. Nationally, approximately 29 percent of the students who entered ninth grade in 1987-88 failed to graduate with their cohort in 1991. This figure should not be mistaken for a precise measure of dropouts. It reflects not only those students who have dropped out of school, but also an unknown measure of migration and transfers in and out of special vocational and technical programs, which are not included in reported enrollments and graduates by all states.

Nonpublic Estimates

For the second time in this publication series, complete state-level nonpublic school enrollments and graduates are reported. Forty states supplied grade level data on nonpublic schools. Most states do not collect 100 percent of nonpublic school data, because either nonpublic schools voluntarily report or compulsory reporting is not enforced.

Table 4 Nonpublic Enrollment Data, States Reporting

Grade Level		Totals Only	No Data Available
Alaska *	Minnesota	District of Columbia **	Alabama
Arizona	Missouri	Georgia	Mississippi
Arkansas	Nebraska	Montana	Tennessee
California *	Nevada	New Jersey	Texas
Colorado	New Hampshire	Vermont	Virginia
Connecticut	New Mexico *		Wyoming
Delaware *	New York		
Florida	North Carolina *		
Hawaii *	North Dakota *		
Idaho	Ohio		
Illinois	Oklahoma		
Indiana *	Oregon		
Iowa	Pennsylvania		
Kansas	Rhode Island		
Kentucky	South Carolina		
Louisiana	South Dakota *		
Maine	Utah *		
Maryland	Washington		
Massachusetts	West Virginia *		
Michigan	Wisconsin		

* State-reported data are used for high school graduate projections.

** The District of Columbia collects nonpublic school enrollments for residents of the district only.

Enrollments and graduates were based on an alternate method where state data by grade level were not available (10 states and the District of Columbia), or did not meet established criteria for consistency and/or completeness (29 states) (See Table 4).

The alternate method uses data from two sources to determine nonpublic enrollments for 1989-90 to 1992-93. Enrollments are based on grade-by-grade enrollments in Catholic schools collected annually by the National Catholic Education Association (NCEA), and an estimate of enrollments in "other private" schools (non-Catholic private schools) derived from the National Center for Education Statistics' (NCES) *Private School Universe Survey, 1989-90.* For 1989-90, the "other private" NCES estimate was determined by subtracting Catholic enrollments from total nonpublic enrollments. "Other private" enrollments were calculated for later years by assuming that the ratio of "other private" enrollments to total nonpublic enrollments remained constant from 1989-90 forward.

Graduates for 1990 are from NCES' *Private School Universe Survey, 1989-90.* For 1991 and 1992, graduates are based

on the ratio of twelfth graders to graduates as reported by NCES for 1989-90.

The NCEA has collected diocesan and non-diocesan Catholic total enrollments by state since 1969-70, and grade level enrollments by state since 1989-90. These are the most complete and reliable state-level data on Catholic enrollments available. Catholic schools enroll approximately one-half of all nonpublic school students nationally. The National Center for Education Statistics' survey is the most comprehensive nonpublic enrollment source and covers approximately 97 percent of all nonpublic schools in the nation. Given the inherent limitations of sample surveys, however, NCES data are more reliable at national and regional levels than at the state level. For this reason, the NCEA data were used as the base and NCES data were used to estimate additional nonpublic enrollments.

State-reported data were used when at least one of the following conditions was met: (1) a state's definition of nonpublic schools differed from the NCES definition (e.g., a state included Bureau of Indian Affairs schools, or state-operated schools such as schools for the deaf and blind, etc.); (2) state counts of "other private" enrollments were at least 95 percent of NCES "other private" enrollments in at least 9 out of 12 grades **and** the state required nonpublic schools to report by law and the state estimated at least a 90 percent response rate. Exceptions were made when NCEA/NCES data were inconsistent by grade or between years. In all other cases, the alternate method based on NCEA and NCES data was used to determine grade-level enrollments. The exception is the District of Columbia., which collects only total nonpublic enrollments for residents of the district. Further, total non-public enrollments reported by NCES were less than Catholic enrollments reported by NCEA, indicating a problem with undercounting. Therefore, it was only possible to project Catholic enrollments and graduates for the District of Columbia.

Once grade level enrollments were established, progression ratios were calculated. In states for which the alternate method was used, graduates for 1992 to 2009 were projected using a three-year simple average of projection ratios. In the 11 states for which state-reported data were used, graduates were projected using a five- or six-year smoothed average of projection ratios.

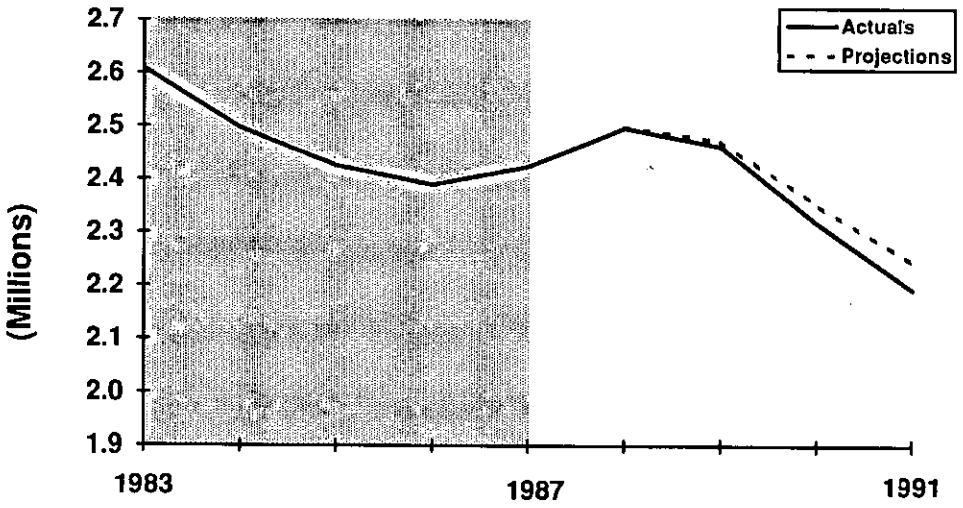
Accuracy

All projections contain a margin of error. As with all projection techniques, the goal of the cohort survival method is to minimize this error. Nevertheless, a variety of factors affect the accuracy of any given set of projections. These include the comparability and accuracy of historical data, errors in data entry, and the stability of historical trends.

Since estimating projection ratios depends on what is known about past progression ratios, errors and inconsistencies in the data have a significant effect on the accuracy of the final projections. Ungraded and special education students were distributed to grades based on the proportion of regular students in each grade where either

Figure 16

Public High School Graduate Projections--United States 1983-1987 (actuals), 1988-1991 (projected)



they include students other than those in self-contained classrooms and a state did not include them in grade level enrollments, or where reporting procedures are inconsistent over time. In cases where changes in data collection procedures resulted in inconsistencies, projections were based on the years for which comparable data were available. All historical data were carefully proofed to avoid errors in entry.

Due to several factors, it is reasonable to assume that the nonpublic projections of high school graduates are somewhat low. First, the accuracy of nonpublic projections is significantly affected by the problems involved in collecting historical data. Nonpublic schools are not required to report enrollment and/or graduate data in most states, and where reporting is compulsory enforcement is often lax. Neither do we know if we are dealing with the same universe each year (i.e., the same schools may not report from year to year). Although the Catholic school data from the National Catholic Education Association is comprehensive and relatively stable, the National Center for Education Statistics' *Private School Universe Survey, 1989-90* suffers from many of the same problems as the state data collection efforts. These factors lead to inconsistencies in the data and increase the degree of error for nonpublic enrollments and graduates.

The method used to estimate the projection ratios also has an effect on the accuracy of the projections. If net migration, grade-to-grade student progression, and other factors affecting student transition through the school system to graduation have remained level over

time, a constant is the best estimate of the projection ratio. However, where these factors have resulted in a steady increase or decrease, a constant does not accurately represent current trends. If progression ratios continue to decline, a trend line will more accurately depict current trends, and reduce the margin of error. This is true, of course, only for as long as current trends accurately describe future conditions.

As with all projection models, the cohort survival method tends to produce more accurate projections for years closest to the actual data. A test of the accuracy of WICHE's public high school graduate projections and projection methodology completed in 1992 found that WICHE's 1988 projections were within 1 percent of the actual number of public high school graduates for the nation in 1988 and 1989, within 2 percent of the actuals for 1990, and just over 2 percent for 1991 actuals (See Figure 16).

Due to the increased variability of migration and other factors, projections are likely to vary more from actuals at the regional and state levels. WICHE's projections vary the most from actuals in the Northcentral region, but are still within 2 to 3 percent of the actuals. In the other three regions, the WICHE projections vary 1 percent or less one year out (1988), and from less than 1 percent to 2 percent four years out (1991) (See Table 5).

A wider variation in projection accuracy is experienced at the state level. Projections for 1988 vary 1 percent or less for three-fifths of the states. Projections one year from the last year of actual data (1988) vary 7 percent or more in only three states (Michigan, Minnesota, and the District of Columbia). Four years into the projection series (1991), however, the projections still vary 1 percent or less in one-third of the states, and 2 percent or less in three-fifths of the states (See Table 6).

The cohort survival method also generates very reliable projections. WICHE's current projections of national graduates for 2004 are within 2 percent of the projections for the same year which were

Table 5 **Difference Between WICHE's Projections and Actual Public High School Graduates, 1988 to 1991, by Region**

	Percentage Error			
	Northcentral	Northeast	South/Southcentral	West
1988	1.8	0.2	-1.0	-0.8
1989	1.8	0.6	-0.2	-0.9
1990	3.4	2.0	1.2	-0.9
1991	2.7	0.4	0.1	-1.9

made in 1988. Moreover, WICHE's recent test of the methodology (1992) found that the cohort survival method reliably projects public high school graduates within 2 percent of the actuals in 80 percent of the states one year from the last year of actual data; within 5 percent of the actuals in 60 percent of the states five years out; and within 5 percent in at least one-third of the states 10 years out.

Information on projection accuracy is only available for public high school graduates. Due to the lack of comprehensive historical data for nonpublic enrollments and graduates, it is not possible to test the accuracy of nonpublic projections. A more detailed discussion of the accuracy and reliability of WICHE's projection methodology is contained in *High School Graduate Projections by State: A Review of Projection Accuracy and Methodology* (See page ii).

Availability of Racial and Ethnic Data

Projections of public school enrollments and high school graduates by race and ethnicity were published by WICHE in a separate report in 1991. *The Road to College: Educational Progress by Race and Ethnicity* presents data and projections on high school graduates and elementary secondary enrollments by race and ethnicity for all 50 states and the District of Columbia (See page ii).

Significant variations in educational attainment also exist by sex. However, elementary and secondary enrollments and graduation data by sex are still not available for enough states to make analyses by gender possible.

Table 6 **Difference Between WICHE's Projections and Actual Public High School Graduates, 1988 to 1991**

	Percentage Error			
	1988	1989	1990	1991
Alabama	-6.0	-7.1	-7.2	-8.0
Alaska	4.6	9.2	8.3	4.9
Arizona	-1.0	0.2	-2.8	-1.2
Arkansas	-0.7	1.3	1.7	2.0
California	-1.5	-2.0	-2.4	-3.5
Colorado	-2.1	-1.9	1.5	0.5
Connecticut	0.2	-0.6	4.6	-3.1
Delaware	0.9	-1.6	2.4	0.2
District of Columbia	7.8	2.1	-1.7	3.5
Florida	-0.5	-0.4	3.6	-1.1
Georgia	-0.8	2.9	1.6	-0.6
Hawaii	-0.8	-2.1	3.5	1.9
Idaho	1.8	-1.2	-1.7	-4.4
Illinois	-0.7	-0.2	0.5	-1.6
Indiana	0.4	2.4	3.7	-0.2
Iowa	-0.2	0.4	-0.3	1.4
Kansas	-1.1	0.9	1.2	0.4
Kentucky	-0.8	0.1	-1.0	-1.1
Louisiana	-2.4	-0.9	3.8	6.6
Maine	0.2	11.6	3.4	2.0
Maryland	-0.6	-2.0	4.4	-3.5
Massachusetts	1.9	-0.2	–	–
Michigan	7.3	6.6	8.6	9.6
Minnesota	7.8	1.1	1.3	0.4
Mississippi	-2.8	-2.6	–	–
Missouri	0.2	1.9	4.3	1.7
Montana	-0.5	-1.3	1.4	-0.7

— indicates actual data are not available or could not be made comparable with earlier years

Table 6
(continued)

Difference Between WICHE's Projections and Actual Public High School Graduates, 1988 to 1991

	Percentage Error			
	1988	1989	1990	1991
Nebraska	0.4	0.0	0.9	-1.2
Nevada	4.2	6.8	-0.1	-0.5
New Hampshire	0.8	1.0	1.3	-2.2
New Jersey	-0.9	-0.5	-0.5	-3.3
New Mexico	-1.7	0.8	6.7	1.8
New York	0.2	2.5	2.5	3.9
North Carolina	0.8	-1.0	1.2	0.4
North Dakota	-1.8	-1.2	-1.0	-0.2
Ohio	1.3	0.9	5.1	4.6
Oklahoma	1.4	0.7	0.6	1.2
Oregon	-0.7	-0.1	-0.3	-3.9
Pennsylvania	0.2	-0.4	1.4	0.6
Rhode Island	0.3	-0.4	3.6	-0.7
South Carolina	-0.7	-0.4	2.0	3.6
South Dakota	-0.2	1.9	1.7	2.1
Tennessee	-1.6	0.5	2.8	1.7
Texas	-1.4	0.4	1.4	–
Utah	2.9	1.5	1.2	1.9
Vermont	-1.8	-1.4	4.5	–
Virginia	0.0	0.5	1.4	0.5
Washington	-0.3	0.8	-0.3	0.0
West Virginia	0.3	-0.1	-0.7	-0.6
Wisconsin	-0.3	1.0	1.9	5.0
Wyoming	-0.1	1.0	1.2	1.5

– indicates actual data are not available or could not be made comparable with earlier years

Appendix

Examples of State Worksheets

HAWAII

PUBLIC

Enrollments are taken from the Hawaii Department of Education's "Public School Enrollment" reports for the second Monday in September. From 1987-88 to 1991-92 special education students are distributed to grades in proportion to the number of regular students in each grade. In 1992-93 special education students were assigned to grades for state reporting purposes. Enrollments in the University Laboratory School are not included. Graduate data include students receiving regular and other diplomas, and certificates of completion for a given academic year and the following summer. Due to changes in data collection procedures, graduate data from 1989-90 forward are not comparable to earlier years. Prior to 1989-90 graduate data may include some seniors and some graduates may be double counted. The projection ratio between birth and first grade is a six-year smoothed average. Twelfth grade and graduates is a three-year simple average. All other projection ratios are five-year smoothed averages.

NONPUBLIC

Enrollments and graduates are from the Hawaii Department of Education. State law requires all nonpublic schools to report enrollment and completion data to the state department of education. Nonpublic schools are directed to place all students in an appropriate grade level. Students reported separately as "special education" are not included in grade level enrollments. The projection ratio between birth and first grade is a six-year smoothed average. All other projection ratios are five-year smoothed averages.

HAWAII -- Births, Public Enrollments by Grade, and High School Graduates
Showing Progression Ratios - Total Population

SCHOOL YEAR	YEAR	BIRTHS NUMBER	RATIO FIRST GRADE/ BIRTHS	1		2		3		4		5		6		7		8		9		10		11		12	RATIO GRADS/ 12TH GRADE	GRADS
1974-75	1968	10,705	1.150	12,307		12,265		12,807		13,312		13,850		14,315		13,997		13,788		14,077		13,885		12,630		11,643	0.969	11,283
					0.992		0.988		0.980		0.975		0.970		0.953		0.974		1.026		0.983		0.935		0.930			
1975-76	1969	11,511	1.130	13,006		12,213		12,114		12,550		12,980		13,436		13,642		13,637		14,151		13,836		12,959		11,752	0.960	11,284
					0.983		0.975		0.972		0.976		0.979		0.961		0.993		1.034		0.984		0.936		0.928			
1976-77	1970	12,462	1.099	13,695		12,788		11,905		11,770		12,253		12,702		12,915		13,549		14,105		13,926		12,953		12,027	0.968	11,637
					0.970		0.977		0.969		0.975		0.979		0.973		0.982		1.064		1.016		0.922		0.910			
1977-78	1971	12,107	1.083	13,108		13,287		12,492		11,539		11,476		11,992		12,361		12,684		14,415		14,328		12,841		11,792	0.972	11,464
					0.983		0.978		0.979		0.992		0.988		0.969		0.978		1.083		0.986		0.908		0.921			
1978-79	1972	11,776	1.050	12,368		12,881		13,011		12,231		11,445		11,339		11,626		12,085		13,733		14,220		13,011		11,823	0.984	11,637
					0.984		0.979		0.989		0.989		0.990		0.972		0.994		1.081		1.012		0.920		0.919			
1979-80	1973	15,328	0.780	11,956		12,175		12,611		12,873		12,101		11,329		11,017		11,554		13,069		13,898		13,088		11,953	0.961	11,488
					1.042		1.050		1.064		1.070		1.075		1.051		1.078		1.173		1.081		0.968		0.949			
1980-81	1974	15,503	0.803	12,446		12,462		12,781		13,418		13,780		13,007		11,902		11,879		13,553		13,868		13,456		12,422	0.976	12,125
					1.010		1.003		0.986		0.996		0.985		0.967		0.982		1.091		0.994		0.914		0.902			
1981-82	1975	15,713	0.792	12,446		12,574		12,497		12,603		13,364		13,580		12,583		11,687		12,956		13,470		12,673		12,139	0.953	11,563
					1.013		0.996		0.995		0.997		0.989		0.954		0.986		1.120		1.003		0.911		0.871			
1982-83	1976	16,377	0.799	13,093		12,603		12,520		12,430		12,560		13,215		12,962		12,402		13,091		12,999		12,275		11,032	0.975	10,757
					1.001		0.995		0.997		0.986		0.974		0.955		0.986		1.078		0.970		0.927		0.889			
1983-84	1977	16,917	0.801	13,558		13,103		12,534		12,479		12,251		12,229		12,621		12,778		13,375		12,701		12,053		10,916	0.958	10,454
					1.010		1.002		1.003		0.998		0.995		0.969		1.003		1.095		0.983		0.937		0.877			
1984-85	1978	16,753	0.830	13,907		13,693		13,129		12,572		12,455		12,189		11,853		12,659		13,997		13,145		11,902		10,569	0.955	10,092
					0.976		0.982		0.987		0.972		0.976		0.953		0.982		1.078		0.961		0.936		0.874			
1985-86	1979	17,546	0.803	14,098		13,571		13,450		12,958		12,214		12,155		11,612		11,645		13,652		13,446		12,302		10,406	0.957	9,958
					0.957		0.953		0.956		0.969		0.972		0.957		0.987		1.102		0.961		0.935		0.883			
1986-87	1980	18,161	0.774	14,049		13,496		12,935		12,863		12,551		11,866		11,632		11,458		12,830		13,115		12,570		10,862	0.966	10,491
					1.007		0.995		0.981		0.978		0.958		0.950		0.984		1.084		0.981		0.973		0.916			
1987-88	1981	18,214	0.800	14,577		14,146		13,429		12,686		12,576		12,022		11,275		11,442		12,417		12,582		12,765		11,508	0.934	10,751
					0.989		0.992		0.984		0.994		0.992		0.981		1.003		1.081		0.988		0.958		0.866			
1988-89	1982	18,707	0.797	14,918		14,412		14,028		13,219		12,614		12,471		11,793		11,304		12,372		12,273		12,050		11,053	0.955	10,551
					0.995		0.992		0.988		0.990		0.988		0.970		1.003		1.107		0.963		0.965		0.865			
1989-90	1983	19,123	0.796	15,220		14,839		14,296		13,861		13,082		12,463		12,101		11,834		12,514		11,913		11,846		10,419	0.914	9,526
					0.984		0.984		0.985		0.985		0.992		0.965		1.003		1.100		0.953		0.980		0.862			
1990-91	1984	18,707	0.813	15,208		14,984		14,598		14,076		13,653		12,971		12,025		12,138		13,018		11,920		11,674		10,209	0.932	9,519
					0.994		0.991		0.988		0.994		0.990		0.966		0.995		1.098		0.958		0.966		0.882			
1991-92	1985	18,307	0.825	15,101		15,122		14,855		14,420		13,992		13,519		12,535		11,964		13,323		12,475		11,517		10,292	0.934	9,610
					0.964		0.975		0.984		1.006		1.003		0.983		1.019		1.149		0.916		0.943		0.840			
1992-93	1986	18,297	0.819	14,982		14,562		14,742		14,622		14,501		14,035		13,295		12,777		13,744		12,199		11,763		9,873		

HAWAII -- Public School Projections
Showing Progression Ratios - Total Population

SCHOOL YEAR	YEAR	BIRTHS NUMBER	RATIO FIRST GRADE/ BIRTHS	1		2		3		4		5		6		7		8		9		10		11		12	RATIO GRADS/ 12TH GRADE	GRADS
1991-92	1985	18,307	0.825	15,101		15,122		14,855		14,420		13,992		13,519		12,535		11,964		13,323		12,475		11,517		10,292	0.934	9,610
					0.964		0.975		0.984		1.006		1.003		0.983		1.019		1.149		0.916		0.943		0.840			
1992-93	1986	18,297	0.819	14,982		14,562		14,742		14,622		14,501		14,035		13,295		12,777		13,744		12,199		11,783		9,673	0.927	8,965
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1993-94	1987	18,604	0.810	15,066		14,709		14,339		14,529		14,559		14,422		13,682		13,389		14,232		13,041		11,700		10,103	0.927	9,363
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1994-95	1988	19,045	0.810	15,424		14,791		14,484		14,132		14,466		14,480		14,059		13,779		14,914		13,504		12,508		10,049	0.927	9,313
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1995-96	1989	19,367	0.810	15,684		15,143		14,565		14,275		14,071		14,387		14,116		14,158		15,348		14,151		12,952		10,743	0.927	9,956
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1996-97	1990	20,489	0.810	16,593		15,398		14,912		14,355		14,213		13,994		14,025		14,216		15,770		14,563		13,572		11,125	0.927	10,310
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1997-98	1991	20,014	0.810	16,208		16,291		15,163		14,697		14,293		14,138		13,642		14,124		15,635		14,964		13,968		11,657	0.927	10,803
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1998-99	1992	19,910	0.810	16,124		15,913		16,042		14,944		14,633		14,215		13,781		13,738		15,733		15,025		14,352		11,997	0.927	11,118
					0.982		0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
1999-00	1993					15,830		15,670		15,810		14,879		14,553		13,858		13,878		15,303		14,929		14,411		12,327	0.927	11,424
							0.985		0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
2000-01	1994							15,588		15,444		15,742		14,798		14,187		13,956		15,459		14,521		14,319		12,378	0.927	11,472
									0.986		0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
2001-02	1995									15,363		15,377		15,656		14,426		14,287		15,545		14,669		13,927		12,299	0.927	11,398
											0.996		0.995		0.975		1.007		1.114		0.949		0.959		0.859			
2002-03	1996											15,296		15,293		15,262		14,528		15,914		14,750		14,069		11,962	0.927	11,088
													0.995		0.975		1.007		1.114		0.949		0.959		0.859			
2003-04	1997													15,213		14,909		15,370		16,183		15,100		14,147		12,084	0.927	11,199
															0.975		1.007		1.114		0.949		0.959		0.859			
2004-05	1998															14,631		15,014		17,121		15,356		14,483		12,151	0.927	11,261
																	1.007		1.114		0.949		0.959		0.859			
2005-06	1999																	14,936		16,724		15,246		14,728		12,440	0.927	11,529
																			1.114		0.949		0.959		0.859			
2006-07	2000																			16,637		15,869		15,582		12,650	0.927	11,724
																					0.949		0.959		0.859			
2007-08	2001																					15,786		15,220		13,384	0.927	12,404
																									0.859			
2008-09	2002																							15,141		13,073	0.927	12,116

KENTUCKY – Births, Nonpublic Enrollments by Grade, and High School Graduates
Showing Progression Ratios - Total Population

SCHOOL YEAR	YEAR	BIRTHS NUMBER	RATIO FIRST GRADE/ BIRTHS	1		2		3		4		5		6		7		8		9		10		11		12	RATIO GRADS/ 12TH GRADE	GRADS
1974-75	1968	56,435	0.108	6,111		5,845		5,984		6,149		6,438		6,287		5,961		5,925		4,996		4,598		4,044		3,713	0.883	3,277
					1.047		1.044		1.034		1.044		1.057		0.988		1.030		0.897		0.957		0.946		0.936			
1975-76	1969	57,443	0.117	6,711		6,401		6,100		6,188		6,422		6,805		6,197		6,140		5,316		4,780		4,348		3,787	0.991	3,754
					1.006		1.022		1.043		1.019		1.041		0.989		1.024		0.884		0.955		0.934		0.940			
1976-77	1970	60,253	0.124	7,464		6,750		6,543		6,361		6,307		6,687		6,728		6,343		5,426		5,075		4,464		4,085	0.984	4,018
					0.982		0.980		0.980		0.990		1.007		0.966		0.960		0.662		0.922		0.920		0.953			
1977-78	1971	60,840	0.122	7,436		7,332		6,614		6,413		6,296		6,353		6,457		6,459		5,465		5,005		4,568		4,256	0.974	4,147
					0.963		0.966		0.979		0.968		0.989		0.953		0.963		0.845		0.913		0.918		0.940			
1978-79	1972	55,424	0.126	6,996		7,161		7,082		6,473		6,208		6,224		6,052		6,221		5,457		4,991		4,597		4,389	0.980	4,303
					0.966		0.989		0.976		0.979		0.999		0.942		0.977		0.869		0.923		0.921		0.938			
1979-80	1973	53,566	0.130	6,952		6,757		7,079		6,912		6,334		6,202		5,861		5,911		5,407		5,037		4,597		4,312	0.984	4,244
					0.926		0.946		0.941		0.962		0.961		0.923		0.938		0.836		0.891		0.897		0.928			
1980-81	1974	53,443	0.121	6,452		6,439		6,389		6,663		6,650		6,084		5,723		5,496		4,942		4,817		4,517		4,264	0.975	4,158
					0.953		0.967		0.977		0.985		1.001		0.985		0.979		0.885		0.932		0.924		0.951			
1981-82	1975	54,680	0.129	7,027		6,150		6,224		6,245		6,561		6,655		5,990		5,600		4,864		4,606		4,452		4,294	0.974	4,182
					0.939		0.965		0.953		0.968		0.984		0.940		0.941		0.854		0.909		0.918		0.933			
1982-83	1976	55,198	0.128	7,082		6,595		5,933		5,932		6,045		6,456		6,259		5,637		4,785		4,419		4,229		4,154	0.993	4,124
					0.957		0.978		0.981		0.989		0.987		0.947		0.963		0.846		0.918		0.912		0.949			
1983-84	1977	58,655	0.128	7,525		6,779		6,448		5,822		5,864		5,964		6,112		6,029		4,771		4,393		4,031		4,014	0.969	3,891
					0.931		0.945		0.934		0.958		0.972		0.936		0.951		0.823		0.926		0.902		0.952			
1984-85	1978	57,334	0.127	7,257		7,008		6,409		6,025		5,580		5,702		5,584		5,815		4,964		4,418		3,963		3,836	0.968	3,714
					0.935		0.950		0.940		0.950		0.960		0.917		0.938		0.818		0.911		0.913		0.974			
1985-86	1979	58,907	0.124	7,286		6,786		6,650		6,026		5,726		5,356		5,229		5,239		4,755		4,522		4,033		3,860	0.935	3,608
					0.916		0.927		0.931		0.925		0.928		0.880		0.928		0.778		0.858		0.885		0.927			
1986-87	1980	59,582	0.122	7,265		6,672		6,293		6,200		5,572		5,314		4,711		4,855		4,074		4,082		4,001		3,739	1.006	3,760
					0.939		0.943		0.928		0.950		0.937		0.916		0.963		0.837		0.926		0.959		0.993			
1987-88	1981	57,243	0.120	6,881		6,823		6,295		5,837		5,888		5,221		4,866		4,538		4,065		3,774		3,914		3,974	0.977	3,882
					0.927		0.939		0.941		0.956		0.924		0.908		0.943		0.813		0.910		0.940		0.963			
1988-89	1982	56,828	0.121	6,858		6,381		6,409		5,921		5,583		5,439		4,741		4,589		3,691		3,700		3,547		3,768	0.982	3,701
					0.969		1.001		0.991		0.994		0.994		0.972		1.026		0.931		1.076		1.021		1.103			
1989-90	1983	54,701	0.127	6,939		6,644		6,388		6,349		5,888		5,550		5,285		4,862		4,274		3,971		3,776		3,914	0.806	3,154
					0.946		0.912		0.960		0.956		0.917		0.939		1.001		0.855		0.936		0.925		0.981			
1990-91	1984	53,290	0.118	6,288		6,563		6,060		6,135		6,069		5,399		5,212		5,292		4,159		3,999		3,674		3,703	0.806	2,984
					0.957		0.906		0.981		0.979		0.907		0.954		0.977		0.847		0.955		0.933		0.944			
1991-92	1985	52,885	0.124	6,571		6,019		5,947		5,942		6,006		5,506		5,151		5,093		4,462		3,972		3,731		3,469	0.806	2,796
					0.962		0.919		0.958		0.950		0.875		0.960		0.959		0.866		0.955		0.934		0.977			
1992-93	1986	51,794	0.120	6,235		6,321		5,534		5,696		5,645		5,255		5,286		4,941		4,412		4,282		3,708		3,644			

KENTUCKY – Nonpublic School Estimates
Showing Progression Ratios - Total Population

SCHOOL YEAR	BIRTHS YEAR	BIRTHS NUMBER	RATIO FIRST GRADE/ BIRTHS	1		2		3		4		5		6		7		8		9		10		11		12	RATIO GRADS/ 12TH GRADE	GRADS
1991-92	1985	52,885	0.124	6,571		6,019		5,947		5,942		6,006		5,506		5,151		5,093		4,482		3,972		3,731		3,469	0.806	2,796
					0.962		0.919		0.958		0.950		0.875		0.960		0.959		0.866		0.955		0.934		0.977			
1992-93	1986	51,794	0.120	6,235		6,321		5,534		5,696		5,645		5,255		5,266		4,941		4,412		4,282		3,708		3,644	0.806	2,936
					0.955		0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1993-94	1987	51,379	0.122	6,266		5,954		5,768		5,347		5,477		5,078		4,997		5,176		4,230		4,185		3,984		3,586	0.806	2,889
					0.955		0.913		0.956		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1994-95	1988	51,058	0.122	6,227		5,984		5,433		5,573		5,141		4,927		4,829		4,893		4,431		4,012		3,894		3,853	0.806	3,105
					0.955		0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1995-96	1989	53,424	0.122	6,516		5,946		5,460		5,249		5,359		4,825		4,685		4,728		4,189		4,203		3,733		3,766	0.806	3,034
					0.955		0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1996-97	1990	54,362	0.122	6,630		6,222		5,426		5,275		5,047		4,821		4,398		4,587		4,046		3,974		3,911		3,610	0.806	2,909
					0.955		0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1997-98	1991	54,913	0.122	6,697		6,331		5,677		5,242		5,072		4,540		4,585		4,306		3,927		3,840		3,698		3,782	0.806	3,047
					0.955		0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1998-99	1992	53,906	0.122	6,575		6,395		5,777		5,485		5,040		4,563		4,317		4,489		3,686		3,725		3,573		3,576	0.806	2,881
					0.955		0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
1999-00	1993					6,279		5,835		5,581		5,274		4,534		4,339		4,227		3,843		3,496		3,466		3,455	0.806	2,784
							0.913		0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
2000-01	1994							5,729		5,637		5,366		4,745		4,312		4,248		3,619		3,645		3,253		3,352	0.806	2,701
									0.966		0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
2001-02	1995									5,535		5,420		4,827		4,512		4,222		3,637		3,433		3,391		3,146	0.806	2,535
											0.962		0.900		0.951		0.979		0.856		0.949		0.931		0.967			
2002-03	1996											5,322		4,676		4,590		4,418		3,614		3,450		3,194		3,279	0.806	2,642
													0.900		0.951		0.979		0.856		0.949		0.931		0.967			
2003-04	1997													4,788		4,637		4,494		3,782		3,428		3,210		3,089	0.806	2,489
															0.951		0.979		0.856		0.949		0.931		0.967			
2004-05	1998															4,553		4,540		3,847		3,587		3,190		3,104	0.806	2,501
																	0.979		0.856		0.949		0.931		0.967			
2005-06	1999																	4,458		3,887		3,649		3,337		3,085	0.806	2,486
																			0.856		0.949		0.931		0.967			
2006-07	2000																			3,816		3,687		3,395		3,227	0.806	2,600
																					0.949		0.931		0.967			
2007-08	2001																					3,620		3,431		3,263	0.806	2,645
																							0.931		0.967			
2008-09	2002																							3,368		3,318	0.806	2,673

WICHE

Errata

High School Graduates: Projections by State, 1992 to 2009

page 1, paragraph 1 -- "After bottoming *out in 1994*, the size of the nation's high school graduating class *will rise steadily...*" **should read** "After bottoming *out, in 1994* the size of the nation's high school graduating class *will begin to rise steadily...*"

page 2, paragraph 1 --"*Thirteen* of the 20 states expected to exceed 1979 levels by 2009 are in the West." **should read** "*Eleven* of the 20 states expected to exceed 1979 levels by 2009 are in the West."

page 8, paragraph3 -- "At its peak in 2008, nearly 3.1 million students are expected to graduate from the nation's public high schools-*7 percent* more than the number graduated in 1979." **should read** "At its peak in 2008, nearly 3.1 million students are expected to graduate from the nation's public high schools-9 *percent* more than the number graduated in 1979." There is a 7 percent increase in the number of graduates between 1979 and 2009.

November 10, 1993