



Knocking at the College Door

Projections of High School Graduates

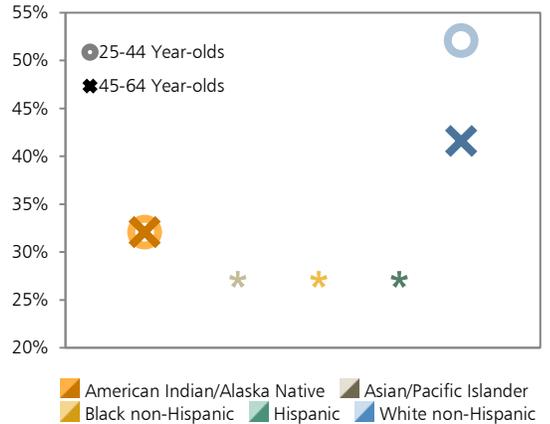
NORTH DAKOTA

National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for North Dakota related to: current levels of educational attainment, our projections of high school graduates into the future, and two common barriers to student access and success – insufficient academic preparation and inadequate finances.

Educational Attainment by Race/Ethnicity¹

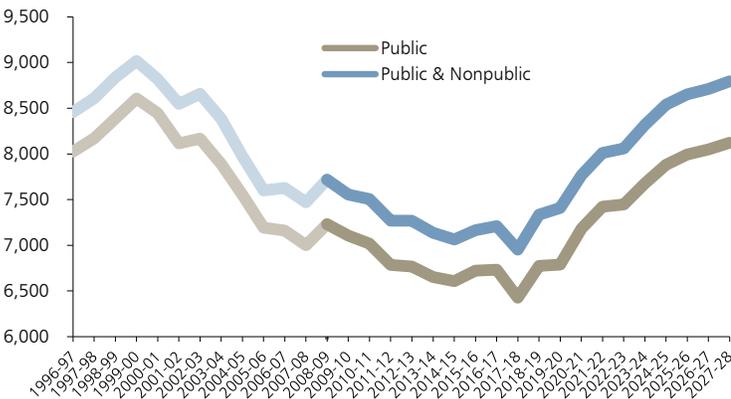
Workforce projections suggest a growing demand for well-educated labor, so younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. Overall in 2011, about half of North Dakota's younger adults (aged 25-44) have at least an associate's degree, considerably higher than the 41% of the state's older working-age population (aged 45-64) who have achieved a postsecondary degree.

- This increase reflects improvement in the White non-Hispanic population, which has an estimated 52% of younger adults with degrees compared to 42% of older adults.
- Both age groups of American Indians/Alaska Natives are less likely to have a postsecondary degree than older White non-Hispanics.
- Due to small sample sizes, no estimates were available for Asians/Pacific Islanders, Black non-Hispanics, or Hispanics.



* No estimates reported due to a coefficient of variation that exceeded 25% for at least one estimate.

Production of High School Graduates



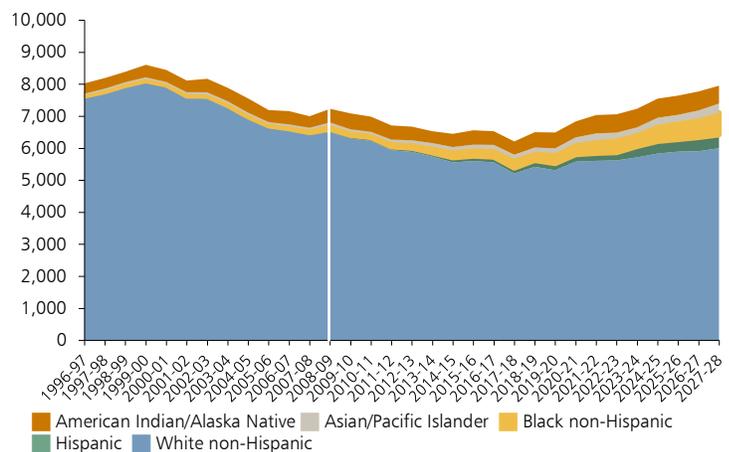
North Dakota finds itself in the midst of a long-term decline in high school graduates, but projections suggest it could see improvements toward the end of the current decade.

- Graduates peaked back in 1999-2000 at 9,017. By 2008-09, that number had fallen 14% to 7,717.
- Projections indicate further erosion of an additional 10% through 2017-18, after which growth returns, extending through the end of the projected period.
- Counter to the prevailing national trend, nonpublic graduates are projected to rise slightly. In 2008-09, nonpublic schools produced 6% of all graduates; that is expected to grow to more than 8% by 2019-20.

Public High School Graduates by Race/Ethnicity

As in other states, North Dakota's swoon in graduates is due in large part to decreases in White non-Hispanic public high school graduates. Growth projected beginning in 2018-19 is due to improvements in the number of White non-Hispanics and to growth in other racial/ethnic groups.

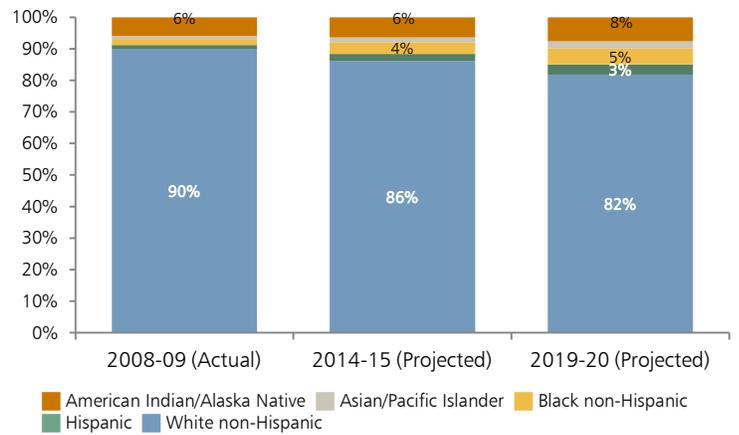
- White non-Hispanics are expected to decline about 20%, 1,300 graduates, from 2008-09 to 2017-18, before increasing through the projected period.
- American Indians/Alaska Natives are the second-largest racial/ethnic group; their numbers are forecast to remain steady in the 400s through 2020-21 before climbing.
- All other races/ethnicities are projected to see growth during the projections, with Black non-Hispanic numbers climbing the most.



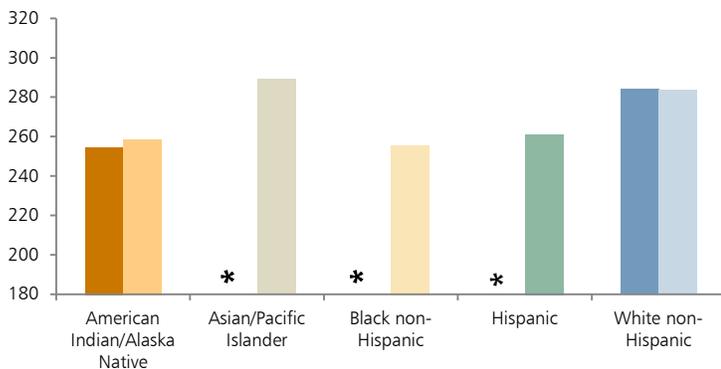
Composition of Public High School Graduates by Race/Ethnicity

Owing to the overall decline in White non-Hispanic graduates and increases in other races/ethnicities between 2008-09 and 2019-20, North Dakota is projected to see substantial diversification for a state that is among the most racially/ethnically homogeneous.

- By 2019-20, White non-Hispanics' share of public high school graduating classes is projected to fall 8 percentage points to 82%.
- Between 2008-09 and 2019-20, the shares of American Indians/Alaska Natives and Hispanics are each projected to rise 2 percentage points, to 8% and 3%, respectively.
- Black non-Hispanics are projected to increase in share the most, up 3 percentage points to 5% over the same timeframe.



Composite Math and Reading Scores by Race/Ethnicity²



Note: North Dakota in darker shades; U.S. in lighter shades. *Reporting standards were not met and no score is available.

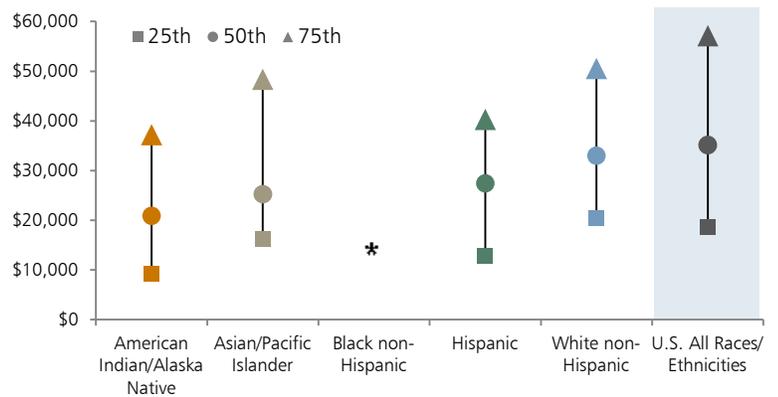
Academic preparation is a major factor in access to and success in college. One indicator of readiness comes from the National Assessment of Educational Progress (NAEP) math and reading scores for eighth graders in 2011.

- American Indians/Alaska Natives posted a composite score of 254.5, compared to White non-Hispanics' 284.
- White non-Hispanics and American Indians/Alaska Natives in North Dakota scored about as well as their counterparts nationwide.
- No data were available for Asians/Pacific Islanders, Black non-Hispanics, and Hispanics at the state level, but nationally, Black non-Hispanics and Hispanics performed much worse than White non-Hispanics and Asians/Pacific Islanders; and North Dakota's American Indians/Alaska Natives scored lower than Hispanics nationally.

Annual Income by Race/Ethnicity³

A second major barrier is access to the financial resources needed to pay for college. Precise estimates are difficult to come by for small populations, which makes comparisons between groups problematic. But estimates for 2006 to 2010 suggest that underrepresented populations in North Dakota earn considerably less than White non-Hispanics, much like nationally.

- The statewide median income for adults ages 25-64 was \$32,504, compared to \$35,147 for the nation.
- Median income for American Indians/Alaska Natives was \$20,868, only about 64% of the statewide amount.
- White non-Hispanics earned a median income of \$33,001; half of them earned between \$20,522 and \$50,532.



* No estimates reported due to a coefficient of variation that exceeded 25% for at least one percentile estimate.

Projections of high school graduates are from WICHE, *Knocking at the College Door: Projections of High School Graduates*, 2012. 1996-97 to 2008-09 are actual reported graduates and 2009-10 to 2027-28 are projections. The National Center for Higher Education Management Systems supplied the data used in the first and last figures. State-level estimates for those figures are only reported for a racial/ethnic group when the coefficients of variation for all estimates do not exceed 25% and sample size is 50 or greater. Readers should understand that estimates for small samples can be imprecise due to large standard errors. WICHE provides relevant data tables at <http://wiche.edu/knocking-8th/technicalNotes>.

¹Source: U.S. Census Bureau, 2008-10 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File. Average annual percent of population aged 25-44 and 45-64 with an Associate's degree or higher in 2008-10. 2011 figures from www.higheredinfo.org.

²Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Mathematics and Reading Assessments, generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>. Notes: Composite scores are the average of the Math and Reading scores for 8th graders tested in 2011, scale of 0 to 500; scores for 12th graders taking NAEP were not available for this state.

³Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Public Use Microdata Sample File. Note: Percentiles for wage/salary income were calculated for persons age 25-64 with positive earnings; unemployed persons with \$0 income were also included. Figures are in 2010 dollars. Native Hawaiians are included in Asian/Pacific Islander.

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Visit <http://wiche.edu/knocking> to obtain the full publication and download these projections as [graphs](#) or [data files](#).