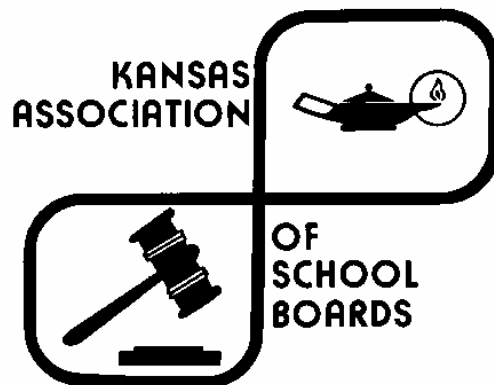


K-12 Headcount Enrollment Projection for Kansas: 2008-09 School Year through 2012-13



Jim Hays, KASB Research Specialist

July 8, 2008

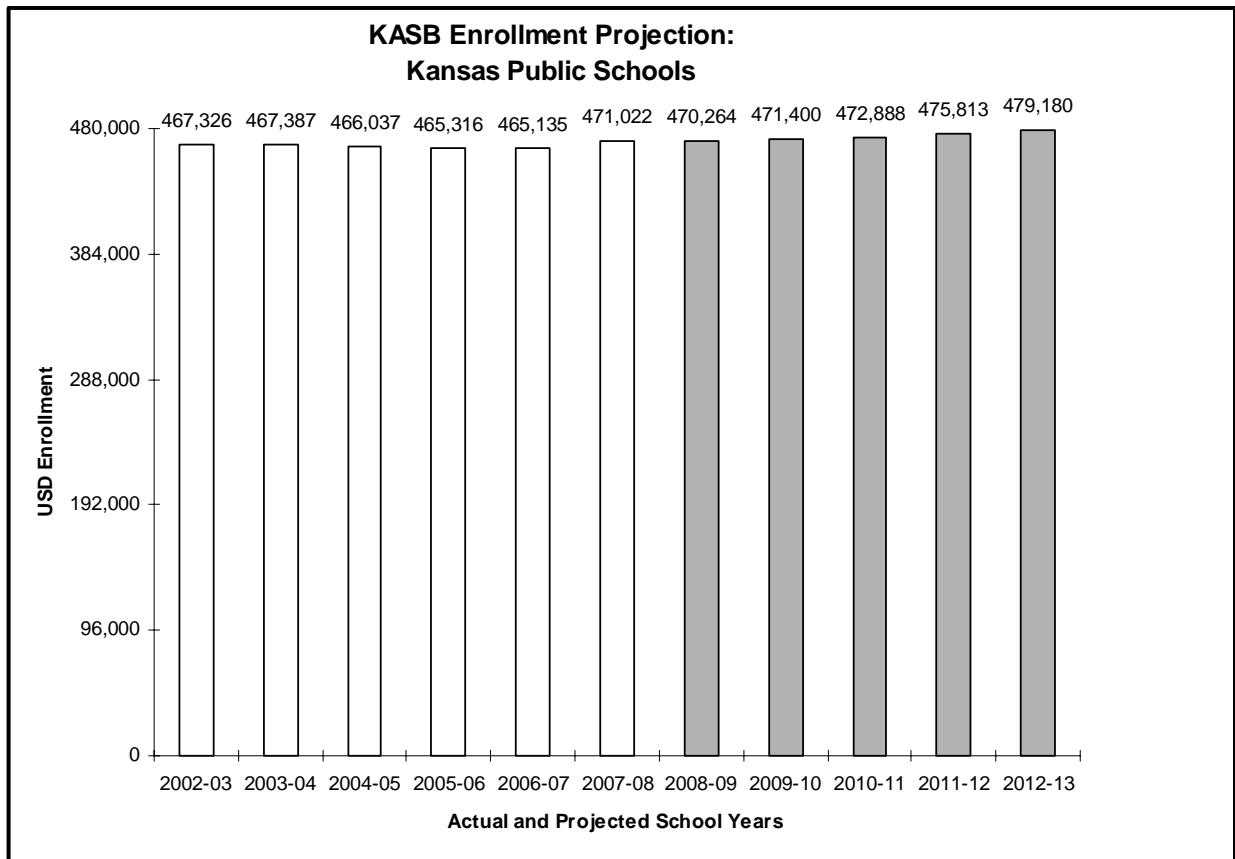
Kansas K-12 Headcount Enrollment Projection Report

July 8, 2008

Jim Hays, KASB Research Specialist

Report Summary

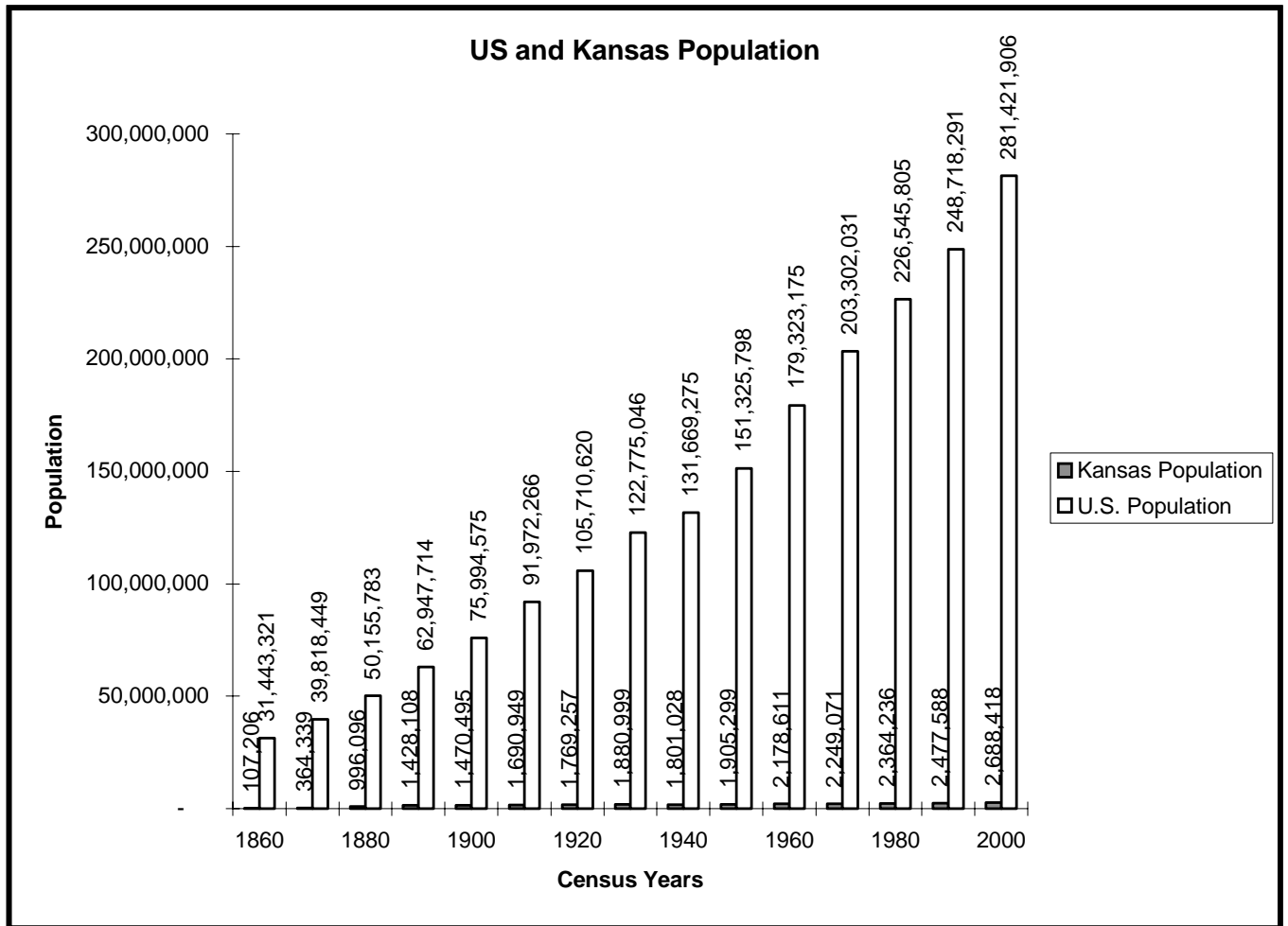
As Kansas public education increasingly enrolls students outside the “normal” age range of five-18, through programs such as virtual schools, alternative schools, and “dropout recovery,” the concept of “headcount enrollment” is changing. Increases recently in headcount enrollment do not mean that there are more children enrolled. There are more non-high school graduates enrolled, but not more children ages five-18. Most Kansas school districts are declining in enrollment and many have done so for more than 10 years. Birth data and movement into our state of persons of child bearing age are positive factors for future school enrollments. The single most important factor in preventing total enrollment decline in Kansas has been the influx of Hispanic students into our schools. It is an ironic situation confronting policy makers from the school board meeting room to the halls of the Capitol; the highest rates of enrollment growth are happening among students who present some of the greatest challenges, and costs, for the public schools of Kansas.



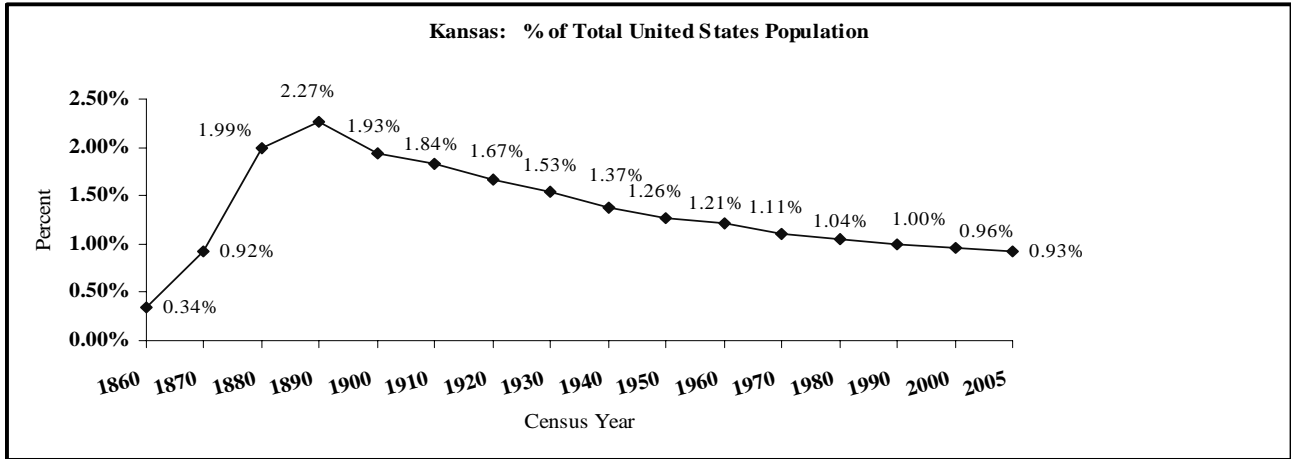
Note: This report deals with actual and projected headcount enrollment, defined as students who are enrolled in public schools for any part of a day; full-time equivalent (F.T.E.) enrollment is often used for other purposes and will usually be a slightly smaller number.

Population Trends in Kansas

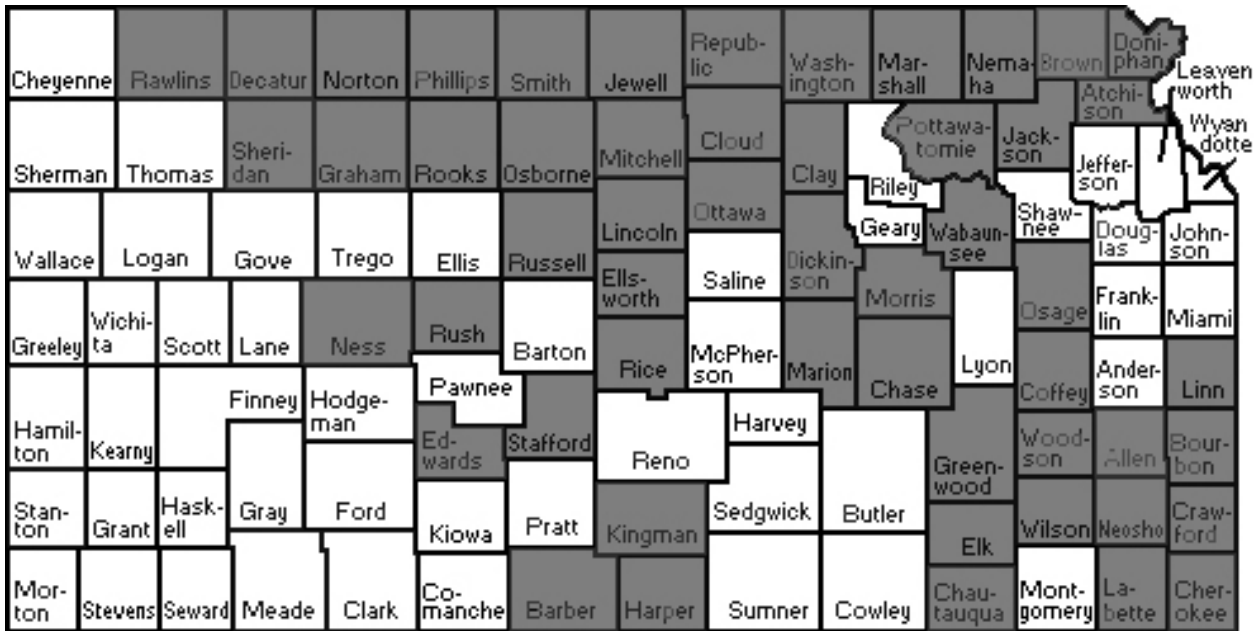
The population of Kansas today is the smallest percentage of the total U.S. population that it has been since the earliest days of statehood. We are less than 1 percent of our country. During the 20th century, population growth in Kansas has never equaled the rate of growth in the country as a whole.



The population of Kansas has grown without interruption during the 20th century, except for the 1930s, when total state population declined from 1,880,999 to 1,801,028. In 1890, we were 2.27 percent of the total US population and today we are less than 1.00 percent.

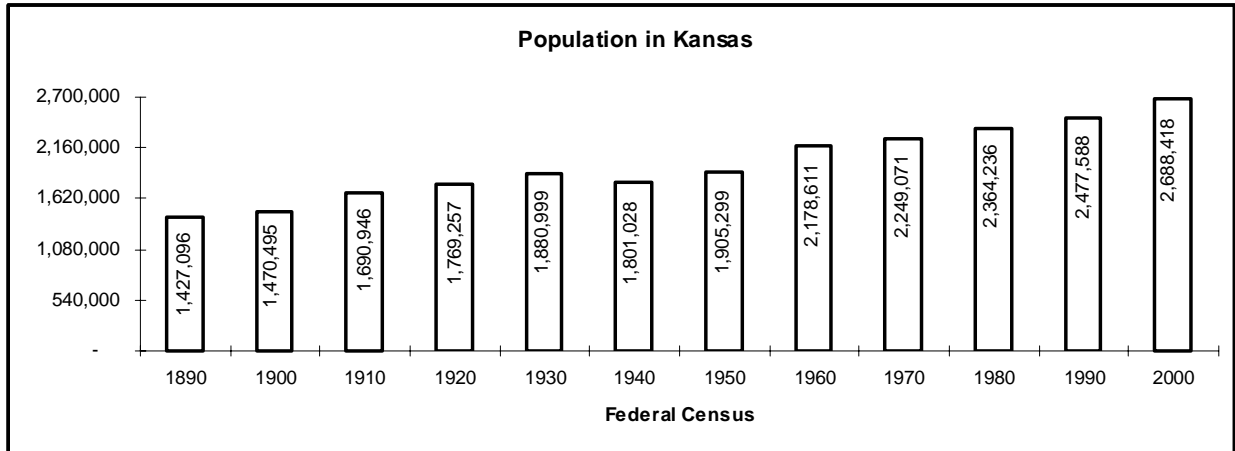


Much of this lack of population growth is, of course, attributable to the rural nature of our state and the changes in the economic condition of rural America. Some of those changes have accelerated during the last half of the century. Twenty-five (25) Kansas counties grew in population, as did the state as a whole, during the agricultural catastrophe of the 1980s, but 80 counties lost population. The 1990s were better for some areas of Kansas: 48 counties increased in population and 57 lost population. Of those which declined, 12 counties lost more than 10 percent of their population during the past decade. **Fifty-four shaded counties on the map below (54 of 105 or 51.4 percent) departed the 20th century with less population than they had when the century started.**

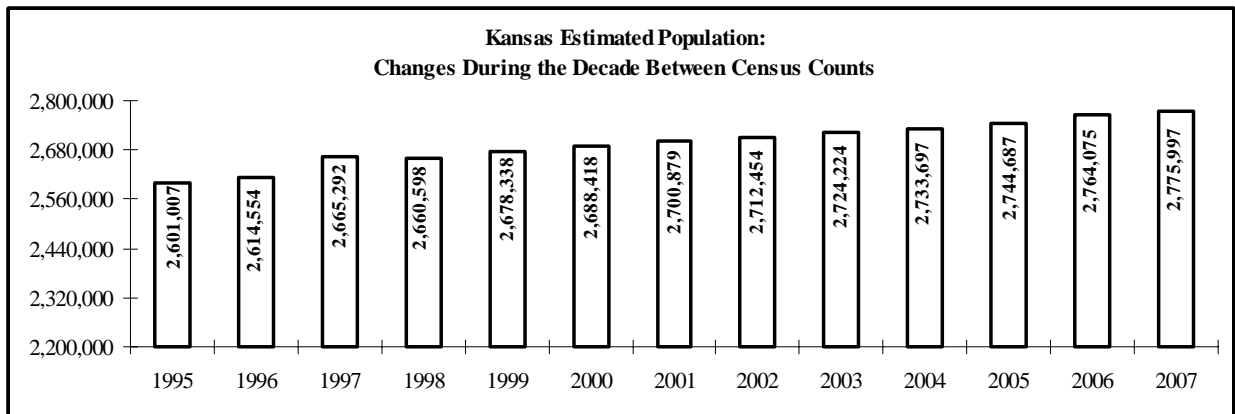


The total resident population of Kansas was hit hard by the Great Depression and the World War II years. From 1930 to 1950 statewide population grew by only 24,300 people, or less than 1.3%. Averaging that over 20 years means that each year Kansas only added 1,215 people, each month only about 101, or each day only about three persons. In contrast, during the same time period the total U.S. population grew by an average of 3,965 persons per day. So, while we accounted for over 1.0 percent of the total U.S. population during this time period, we only contributed 00.07 percent (seven one-hundredths of one

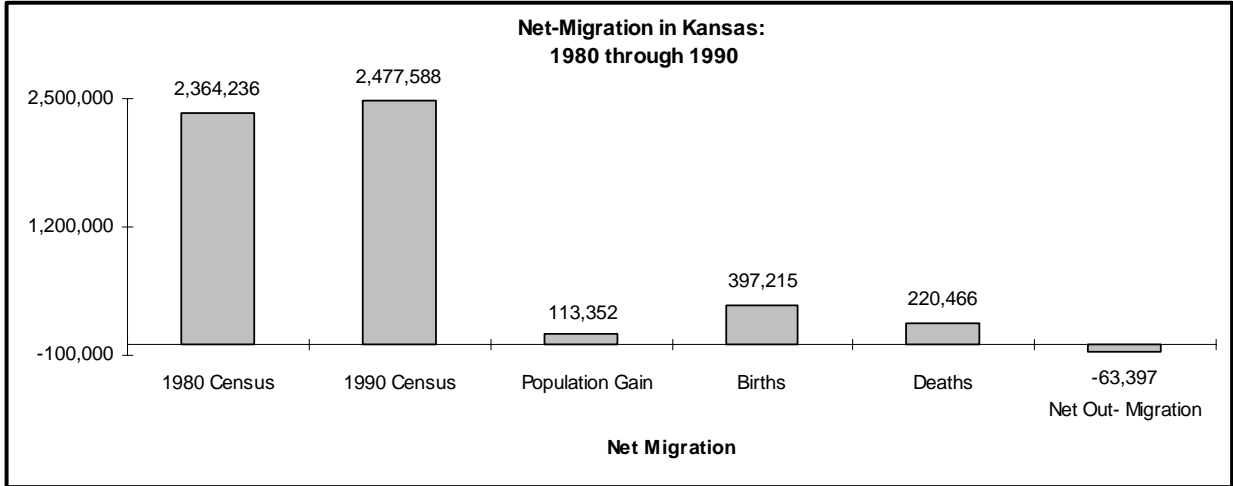
percent) of the U.S. population growth rate. This was a turning point for us; from this point forward in the 20th century, Kansas ceased to be a meaningful component of national population growth.



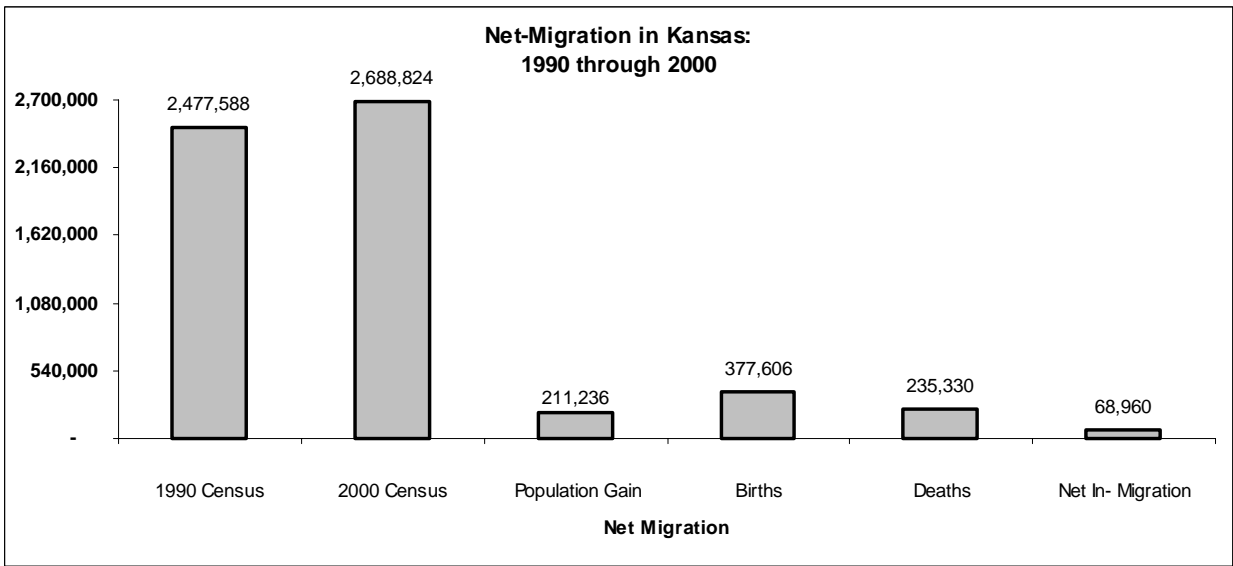
The U.S. Census Bureau makes estimates of population, during the years between official census counts. The bureau's latest estimates show a continuing pattern of slow growth, fueled largely by immigration and births.



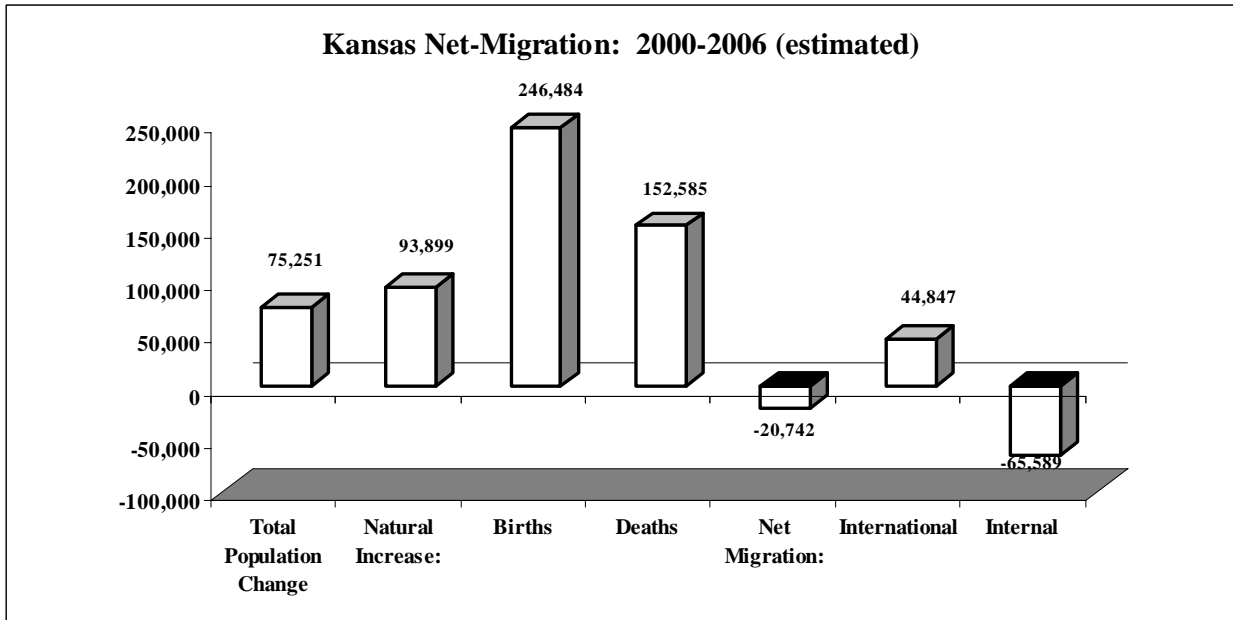
Population growth can only result from two sources: people can be born in an area in greater numbers than they die, or more people can move into an area than move away. When births exceed deaths, we expect total population to grow unless more people move away than move into the area. In Kansas during the 1980s, births exceeded deaths by 176,749 persons but total population only grew by 113,352, indicating that people were leaving Kansas in greater numbers than others moving in.



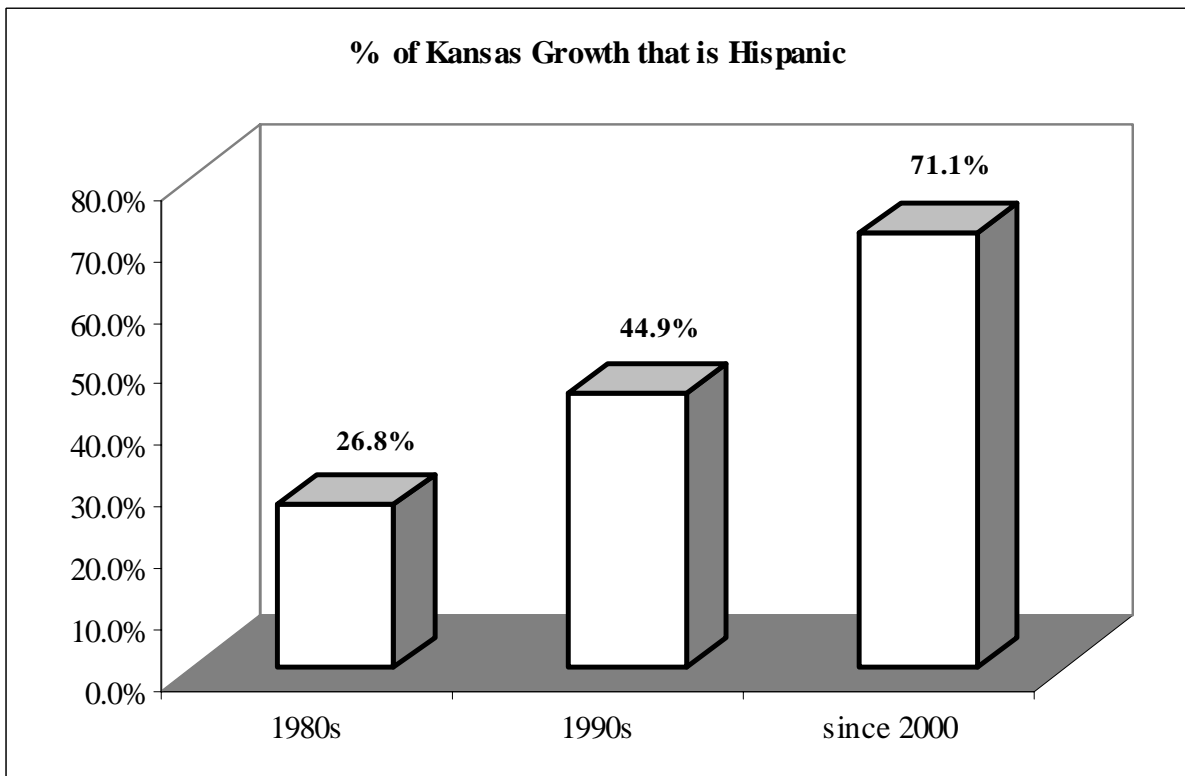
During the 1990s, this situation reversed, primarily due to Hispanic immigration. Births exceeded deaths by 142,276 but total population grew by 211,236. This means that almost 70,000 more people moved into Kansas than moved out.



Since 2000, the Census Bureau estimates that net out-migration has returned, even in spite of Hispanic immigration. The bureau is able to estimate the components of these migration changes. Total population in Kansas has grown by 75,281 persons since the 2000 census, but births have exceeded deaths by 93,899, indicating a net out-migration of -20,742 persons. With 44,857 international immigrants coming to Kansas, this means that -65,589 persons living in Kansas in 2000 (roughly, the combined populations of Manhattan and Junction City) have since left the state.



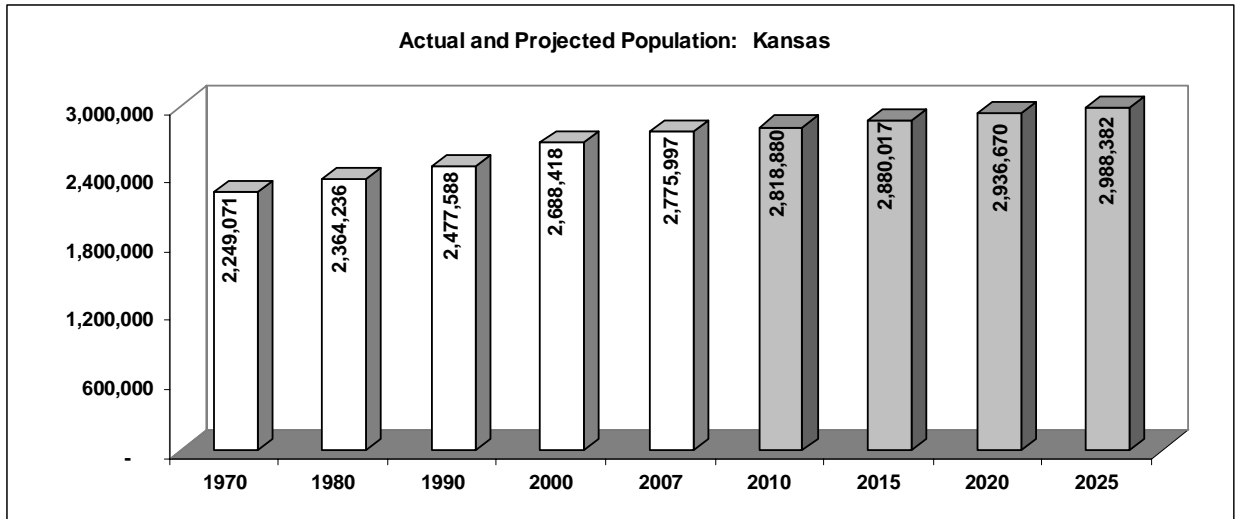
Another way to look at this situation is to consider just how much the growth in Hispanic Kansans has contributed to the total growth in state population. During the 1980s, for every four persons that our population grew, one was a Hispanic. Since 2000, Hispanics have made up over 70 percent of our population growth.



Population projections for Kansas are made in the “Governor’s Economic and Demographic Report” from the Division of the Budget. An explanation of this year’s projections and the methods used

to make those projections is available on the web at <http://da.state.ks.us/budget/ecodemo.htm> . In this report Kansas population is projected to grow to 2,988,382 by 2025, an increase of 11.2 percent from Census 2000 totals.

It will not take long to reveal whether this forecast is holding true, as the 2010 Census is now just two years away.



There may seem to be little that Kansas boards of education can do to stem a tide of net out-migration in a state, or to increase net in-migration. Economic forces seem out of our control. However, access to education and health care, at acceptable levels of quality and quantity, are two key elements for population mobility in rural counties in Kansas. Policy makers should keep those factors foremost in their minds as they ponder the question of just who wants to live here and how can we get more of them to want to live here.

Note: All of the population information, estimates and projections in this section come from materials published by the US Bureau of the Census, and reported in the "Kansas Statistical Abstract 2006" 41st edition, September 2007, Institute for Policy & Social Research, The University of Kansas.

Resident Live Births, by Month

The following table shows resident live births by month for the years covered in this enrollment projection study. The data is presented in “years” (September through the following August) corresponding to the age eligibility for attending first grade. The first six years of this data is then compared to actual first grade enrollments in order to develop a relationship. Each year results in a ratio; put another way, what percent of the children born to Kansas residents actually enrolled in first grade in Kansas public schools? Those six ratios are averaged and that “mean ratio” is used with the last five years of birth data to predict first grade enrollments in the years projected by this report.

Kansas

	1995- 96	1996- 97	1997- 98	1998- 99	1999- 00	2000- 01	2001- 02	2002- 03	2003- 04	2004- 05	2005- 06
September	3,157	3,265	3,219	3,397	3,397	3,342	3,303	3,467	3,363	3,427	3,478
October	3,108	3,084	3,181	3,241	3,283	3,369	3,382	3,331	3,349	3,306	3,217
November	2,941	2,937	2,976	2,953	3,087	3,286	3,097	3,077	3,021	3,167	3,201
December	2,980	3,022	3,151	3,304	3,216	3,245	3,216	3,295	3,296	3,409	3,376
January	2,882	3,048	3,106	3,120	3,243	3,370	3,174	3,312	3,115	3,111	3,259
February	2,828	2,835	3,006	2,960	3,163	2,934	3,032	3,005	3,045	2,990	3,066
March	3,062	3,007	3,209	3,296	3,345	3,315	3,291	3,178	3,411	3,409	3,501
April	2,953	2,866	3,092	3,138	3,155	3,128	3,169	3,203	3,275	3,210	3,181
May	3,025	3,172	3,136	3,141	3,392	3,170	3,303	3,331	3,229	3,288	3,447
June	2,977	3,124	3,185	3,283	3,284	3,150	3,168	3,269	3,264	3,445	3,401
July	3,286	3,332	3,425	3,388	3,416	3,351	3,529	3,534	3,435	3,353	3,607
August	3,203	3,280	3,318	3,439	3,411	3,416	3,502	3,492	3,470	3,623	3,729
Total	36,402	36,972	38,004	38,660	39,392	39,076	39,166	39,494	39,273	39,738	40,463

The births listed here are resident live births; they do not include children born in a Kansas hospital to parents from other states such as Oklahoma or Missouri, and they do include any children born elsewhere—even in another state perhaps—whose parents listed a home address in Kansas. For example: children who may be born in Overland Park, but whose parents reside in Lee’s Summit, ARE NOT included here; any children born in Kansas City, Missouri, whose parents reside in Johnson County, ARE included here. This data is prepared from official birth certificate information obtained from the Kansas Department of Health and Environment. The department goes to great pains to reconcile birth certificate information with the home address listed for the parents, even exchanging information with similar agencies charged with health statistics recording in other states. Unfortunately, for purposes of individual district enrollment forecasts, the data cannot be presented below the county level; for example, school district boundaries cannot be recognized by the data collection system. Postal zip codes could be used, but these boundaries frequently change in metropolitan areas, are not consistent over time, and do not match school district boundaries either.

Actual First Grade Enrollments Compared to Resident Live Births

The first step of this enrollment projection technique is to develop a mathematical relationship between actual resident live births and first grade enrollments seven years later when those children have reached six years of age or more. Total resident live births from the previous table divided by the actual recorded first grade enrollments for the years when those children would have normally entered first grade and a ratio, expressed as a decimal number, is determined. That ratio is calculated for each year of six years, and then is averaged for the entire period. This process is shown below:

Process for projecting first grade enrollment				
Birth Years	Total Births	Ratio of 1st grade enrollment to births	Actual First Grade Enrollment	School Years
1995-96	36,402	92.1%	33,528	2002-03
1996-97	36,972	90.1%	33,312	2003-04
1997-98	38,004	90.8%	34,526	2004-05
1998-99	38,660	89.7%	34,673	2005-06
1999-00	39,392	88.8%	34,971	2006-07
2000-01	39,076	91.7%	35,820	2007-08
Average Ratio		90.5%		

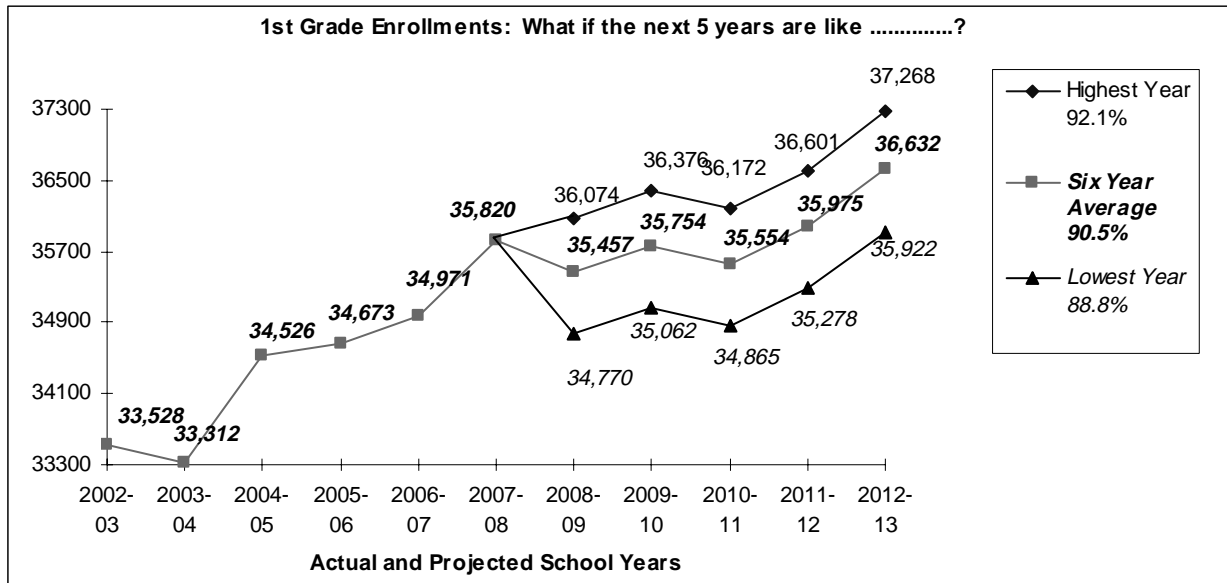
The above “average ratio” is then multiplied by total resident live births for Kansas for the last five years for which data is available, in order to arrive at projected first grade enrollments for the next five years, upon which this enrollment projection is based. The following table shows how this average ratio is used:

Birth Years	Total Births	Average Ratio	Projected First Grade Enrollment	School Years
2001-02	39,166	90.5%	35,457	2008-09
2002-03	39,494	90.5%	35,754	2009-10
2003-04	39,273	90.5%	35,554	2010-11
2004-05	39,738	90.5%	35,975	2011-12
2005-06	40,463	90.5%	36,632	2012-13

This forecasting technique relies on first grade enrollments as a starting point, so overstating or understating those enrollments could present problems. On the above table it appears that the “market share” of children born to Kansas parents who enrolled in first grade in public schools has varied slightly over the past six years. The highest ratio of first grade enrollments to previous resident live births is 92.1 percent (six years ago); the lowest is 88.8 percent (Fall 2006) and the mean or average is 90.5 percent for the six years. This variation from the mean can be calculated in terms of what it could mean for projected first grade enrollments.

The average of 90.5 percent of resident live births results in the projected first grade enrollments above. Using the lowest annual rate of 88.8 percent and the highest annual rate of 92.1 percent we can calculate the possible range within which foreseeable first grade enrollments will fall over the next six years. Keep in mind, national averages of non-public school enrollment are usually pegged about 12-14 percent, so Kansas has had a somewhat higher rate of public school enrollment. Is this changing?

Put another way, we can answer the question “What will first grade enrollments be if the future is more like the highest year, of the six years, than it is the average?” But the more likely question will be, “What will first grade enrollments be if the future is more like the lowest year, of the six years, than it is the average?”



If the lower percentages of first grade enrollments for two of the past three years are the result of fewer children not born in Kansas (Hispanic immigration) enrolling in Kansas first grades and thereby offsetting some children who have left the state, and if this represents a demographic trend, perhaps the lower of the three numbers above will be more appropriate.

For purposes of this projection we will use the six year average, but the reader should keep in mind that this may represent the “upside” potential for first grade enrollments. Recent history and forecasts of slowdowns in immigration in Kansas could indicate that actual elementary enrollments could fall below the six year average. It is possible that using the six year average overstates projected first grade enrollments.

These first grade enrollments, for the five school years beginning with 2008-09, form the basis for the total enrollment projections. The remainder of the students involved in the five year enrollment projection are located somewhere other than first grade, and the projections of their total numbers are arrived at using a “co-hort survival technique” which is explained more fully in the next section of the report.

Co-hort Survival Ratios; Calculations of Grade-to-Grade Retention

This enrollment forecasting technique relies on what statisticians call a “co-hort survival” method. The theory behind this type of projection is that relationships exist between the transition points in public school enrollment; students leave one grade and progress to another. If more students are enrolled in one grade one year than were enrolled in the previous grade the previous year, then students must have moved into Kansas, or moved into public schools from non-public schools. If the reverse is happening, if fewer students enroll, then students must be either moving out of the state or dropping out of public school.

The actual headcount enrollments for the state for the previous six years were analyzed and a “survival ratio” was calculated for each grade for each year. Then the ratios for each grade were averaged over the six year period. That average, or “mean ratio,” is then used to calculate the projected enrollments beyond first grade for the following five years.

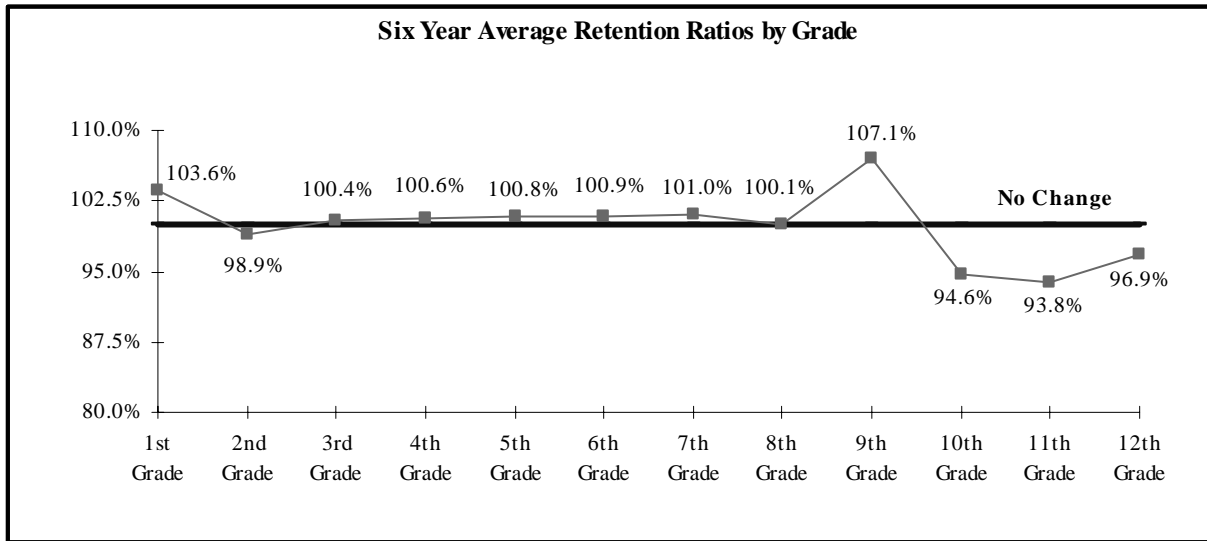
The table below shows the actual headcount enrollments for Kansas for the past six years, and the ratios calculated for each grade each year, as well as the average or “mean ratio” for the six years.

	2002-03	ratio	2003-04	ratio	2004-05	ratio	2005-06	ratio	2006-07	ratio	2007-08	Average Ratio
Kindergarten	29,907		33,665		34,191		34,658		34,815		35,484	
1-K ratio		89.8%		97.5%		98.6%		99.1%		97.2%		96.4%
1st grade	33,528		33,312		34,526		34,673		34,971		35,820	
1-2 ratio		98.3%		98.6%		98.5%		98.2%		101.1%		98.9%
2nd grade	33,401		32,954		32,845		34,015		34,046		35,369	
2-3 ratio		100.1%		100.6%		100.0%		99.0%		102.1%		100.4%
3rd grade	33,588		33,429		33,153		32,846		33,690		34,766	
3-4 ratio		100.6%		100.2%		100.2%		99.6%		102.3%		100.6%
4th grade	34,139		33,784		33,496		33,229		32,710		34,466	
4-5 ratio		100.6%		100.3%		100.4%		100.1%		102.6%		100.8%
5th grade	35,280		34,349		33,879		33,630		33,253		33,558	
5-6 ratio		100.4%		100.5%		100.7%		101.0%		102.1%		100.9%
6th grade	35,675		35,436		34,509		34,103		33,976		33,950	
6-7 ratio		100.9%		100.9%		100.7%		101.1%		101.4%		101.0%
7th grade	36,700		36,012		35,740		34,763		34,470		34,452	
7-8 ratio		99.6%		99.7%		100.1%		100.3%		100.7%		100.1%
8th grade	35,883		36,563		35,900		35,790		34,870		34,713	
8-9 ratio		107.6%		107.2%		106.6%		106.7%		107.7%		107.1%
9th grade	38,614		38,601		39,190		38,259		38,193		37,544	
9-10 ratio		94.7%		93.9%		94.5%		94.9%		95.2%		94.6%
10th grade	36,611		36,578		36,247		37,026		36,315		36,342	
10-11 ratio		93.8%		93.8%		94.2%		93.6%		93.5%		93.8%
11th grade	34,609		34,348		34,301		34,138		34,656		33,959	
11-12 ratio		97.6%		97.6%		95.9%		96.3%		97.0%		96.9%
12th grade	33,752		33,775		33,536		32,889		32,888		33,611	
special ed	5,098	106.7%	5,440	100.2%	5,450	95.0%	5,179	99.9%	5,174	105.8%	5,476	101.5%
non-graded	10,541	86.7%	9,141	99.3%	9,074	111.5%	10,118	109.8%	11,108	103.6%	11,512	102.2%
Total Enrollment	467,326		467,387		466,037		465,316		465,135		471,022	

As the above results are analyzed, keep in mind that a retention ratio greater than 100% means that more students enrolled in a grade than were enrolled in the next lowest grade the previous year. A “mean ratio” for the entire six year period of greater than 100 percent means that some substantial movement into Kansas public schools is occurring, and a ratio of less than 100 percent means just the opposite.

Because kindergarten enrollment is less certain, first grade enrollment is used as the basis of this technique and kindergarten “survival ratios” are calculated backwards. That is, the relationship analyzed is that of actual first grade enrollment with actual kindergarten enrollment the **previous** year. Therefore, if the K-1 survival ratio is greater than 100 percent, then more children were in kindergarten than later enrolled in first grade. If the K-1 ratio is less than 100 percent, then fewer children were in kindergarten than later enrolled in first grade.

Sometimes it is helpful to graphically illustrate how many grade-to-grade retention ratios are more or less than 100 percent, as a way of showing just how many grades are gaining or losing enrollment. For purposes of this graph we have reversed the K-1st grade ratio to conform to the other grades. This graphic representation of the favorable, and unfavorable, retention ratios illustrates several of the enrollment issues in Kansas. First and second grade ratios reflect non-public school kindergarten enrollment, and students repeating first grade before moving on to second grade. To have positive cohort survival ratios at most grade levels up to and including 9th grade is quite rare among individual districts in Kansas and represents Hispanic immigration and some students leaving non-public schools to enroll in public schools. At 9th grade, when many non-public schools end, Kansas USD enrollment sees an increase. While the high school grades show predictable attrition rates, they also show the loss of potential enrollment that “dropouts” represent.



Projected Enrollment

The mean ratios calculated for each grade in the district are multiplied by the headcount enrollments for the last actual year of data to determine the grade totals for next year. Then those multiplications are repeated four more times, each year using the same average ratios determined earlier. The individual grade totals thereby derived are then summed for the state as whole, and those totals are displayed on the graph which began this report.

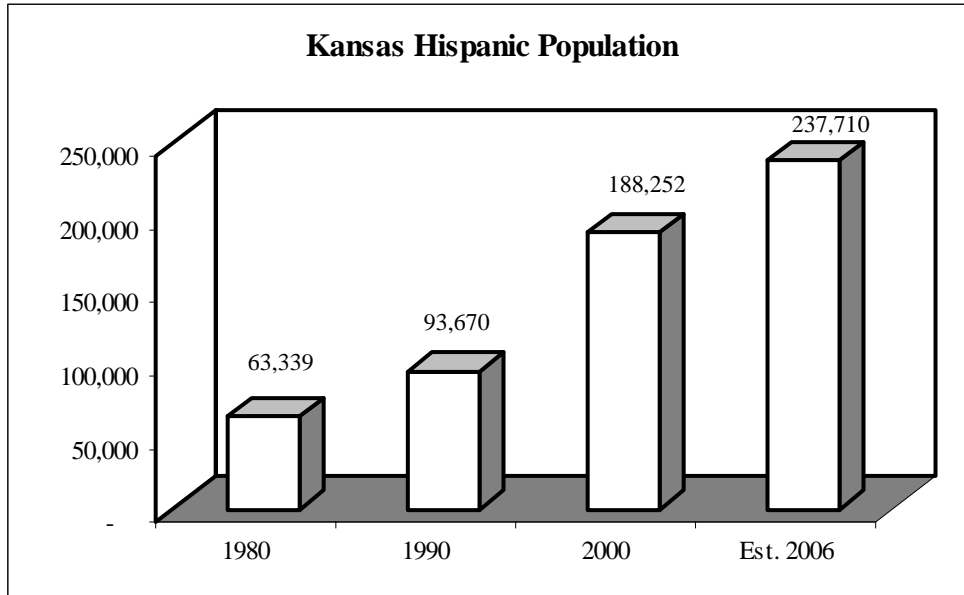
The following table shows the projected enrollment figures for each year, for each grade:

	Average Ratio	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten		34,481	34,288	34,694	35,327	35,327
1-K ratio	96.4%					
1st grade		35,457	35,754	35,554	35,975	36,632
1-2 ratio	98.9%					
2nd grade		35,443	35,084	35,378	35,180	35,596
2-3 ratio	100.4%					
3rd grade		35,500	35,574	35,214	35,509	35,310
3-4 ratio	100.6%					
4th grade		34,968	35,706	35,781	35,418	35,715
4-5 ratio	100.8%					
5th grade		34,739	35,245	35,989	36,064	35,699
5-6 ratio	100.9%					
6th grade		33,873	35,065	35,576	36,327	36,403
6-7 ratio	101.0%					
7th grade		34,291	34,213	35,417	35,933	36,691
7-8 ratio	100.1%					
8th grade		34,484	34,323	34,245	35,450	35,966
8-9 ratio	107.1%					
9th grade		37,192	36,947	36,774	36,691	37,982
9-10 ratio	94.6%					
10th grade		35,530	35,197	34,965	34,802	34,723
10-11 ratio	93.8%					
11th grade		34,081	33,319	33,007	32,790	32,636
11-12 ratio	96.9%					
12th grade		32,902	33,019	32,282	31,980	31,769
special ed	101.5%	5,560	5,645	5,731	5,819	5,908
non-graded	102.2%	11,763	12,020	12,282	12,550	12,824
Total Enrollment		470,264	471,400	472,888	475,813	479,180

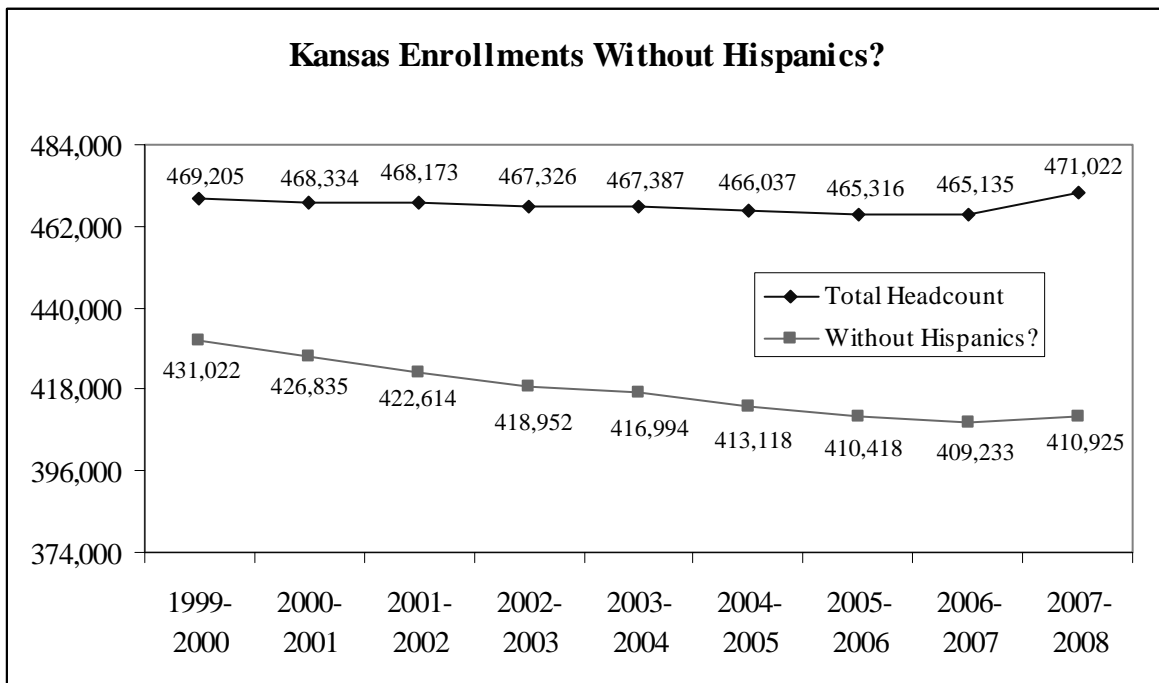
Birth activity has created some stability in Kansas enrollments. But a more important factor in K-12 school enrollment in our state has been the impact of Hispanic students. As their numbers have increased, they've offset somewhat the population and enrollment losses felt by many Kansas districts.

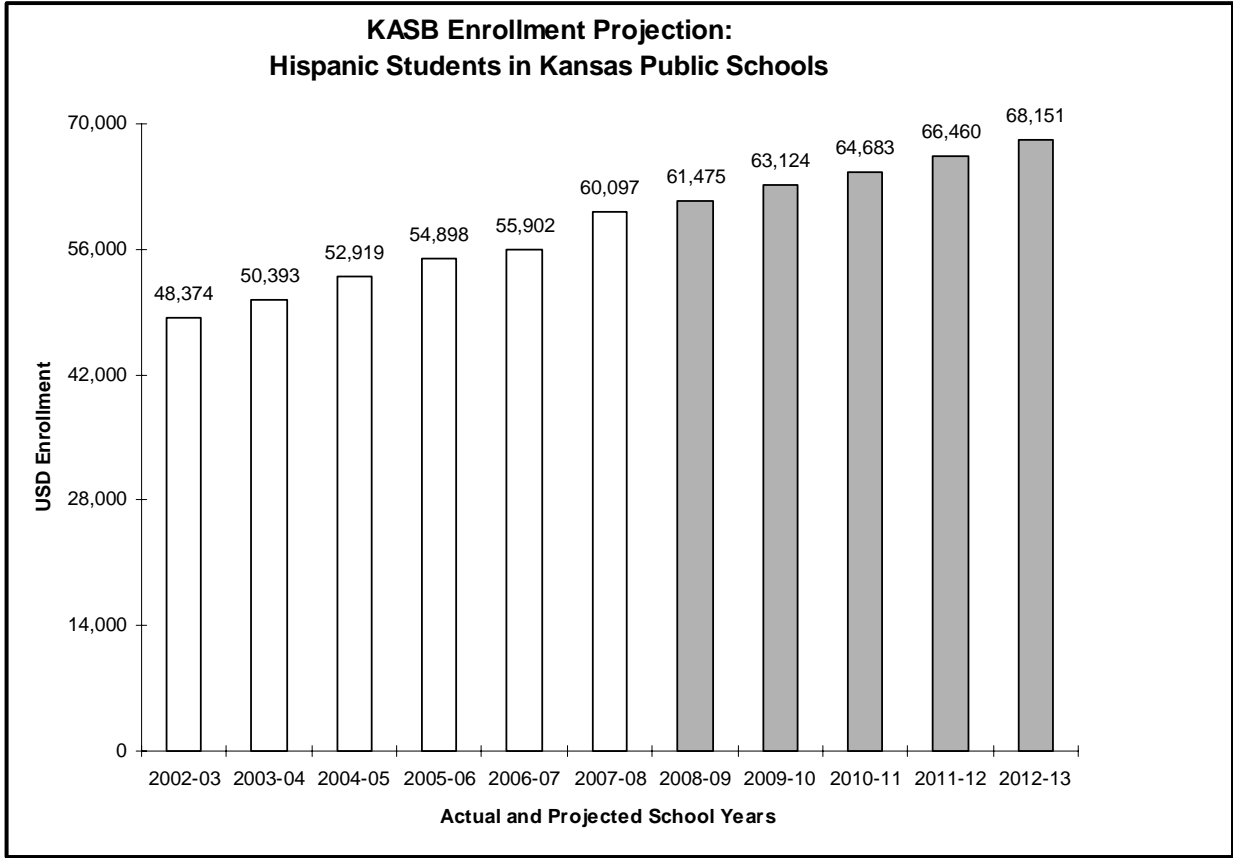
Hispanic Enrollment

As has been mentioned earlier in this report, population and enrollment in Kansas has benefited since the 1990s from the movement to our state of Hispanics. This immigration has increased recently.



Hispanic enrollment has been categorized in the data as such for many years, and so those students can be taken out of the totals and a similar co-hort survival technique can be applied, in order to predict future enrollments from this segment of the population. We can also easily show just what would be happening to statewide enrollments without Hispanic students enrolling in Kansas.





So, if the recent past trends continue, Hispanic students will increase their share of total Kansas public school enrollment, and without them that enrollment would not be able to forestall decline. The reader is urged to contrast the above graph with the summary graph which begins this report on page three.

However, the cohort survival ratios graph on page 14 of this report also reflects an aspect of Hispanic enrollment that presents perhaps its biggest challenge for public education: high school dropout rates. On the table below, note the 9th grade enrollments of Hispanic students and the 12th grade enrollments of those same groups as they move through the system. For example, in the fall of 2000 there were 3,312 Hispanic students in 9th grade in Kansas public schools. By graduation in 2004 that same group of students numbered only 2,230, a dropout rate of almost one-third. The remaining cohorts on this table are highlighted so that similar comparisons can be made with groups entering 9th grade in 2001 and beyond.

If this dropout problem can be addressed to any degree, it is easy to see how much of an impact could be felt in Kansas public school enrollment, and how much greater the effect of Hispanic enrollment would be on the system, even though it is already the single biggest influence preventing enrollment declines in Kansas public schools.

Hispanic Enrollment	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Kindergarten	3,708	3,846	4,209	4,680	4,697	5,032	5,010	5,151
1 ST GRADE	3,860	4,031	4,183	4,359	4,808	4,808	4,921	5,241
2 ND GRADE	3,596	3,895	3,965	3,994	4,249	4,653	4,539	5,063
3 RD GRADE	3,596	3,734	3,942	3,985	4,105	4,280	4,494	4,772
4 TH GRADE	3,432	3,709	3,832	3,935	4,057	4,125	4,149	4,723
5 TH GRADE	3,219	3,615	3,781	3,842	3,920	4,079	4,040	4,409
6 TH GRADE	3,060	3,355	3,708	3,781	3,881	3,939	4,075	4,231
7 TH GRADE	2,948	3,198	3,471	3,722	3,920	3,918	3,969	4,158
8 TH GRADE	2,880	3,077	3,246	3,460	3,770	3,886	3,972	4,017
9 TH GRADE	3,312	3,683	3,753	4,112	4,189	4,246	4,435	4,538
10 TH GRADE	2,683	2,853	3,073	3,136	3,388	3,625	3,753	4,045
11 TH GRADE	2,070	2,322	2,435	2,549	2,699	2,848	3,010	3,237
12 TH GRADE	1,763	2,057	2,332	2,230	2,589	2,429	2,551	2,852
SPECIAL ED 3 & 4 YR	388	503	503	533	536	472	371	548
NONGRADED 4-YEAR OLD AT-RISK	533	727	747	653	552	902	975	1,119
TOTALS	38,183	41,499	45,559	48,374	50,393	52,919	54,898	60,097
12th grade attrition rate since 9th grade:				-32.7%	-29.7%	-35.3%	-38.0%	-31.9%

Conclusion

Cohort survival ratios are used frequently as an enrollment forecasting technique because they offer both a short-term and a long-term perspective. We have chosen to use an average of six years worth of (cohort survival ratios) information about Kansas. We could have used only the most recent year, or two. Because migration patterns (especially retention ratios more and less than 10 percent% in the elementary grades) are a factor influencing enrollment change in Kansas, and because migration patterns can change relatively quickly, the possibility exists that these projections understate what will be actual public school enrollment.

No single enrollment forecast can answer all questions or always be precisely accurate. This caution is not intended to reduce the reader's confidence in this method. With the kind of migration patterns, population changes and birth rate data affecting Kansas, a cohort survival ratio appears ideally suited to forecast changes in total enrollment in our state.

Appendix

The attached Appendix displays enrollment totals by ethnic groups since the 1999-2000 school year. Note that the percentage share of the total state enrollment for whites and blacks is declining as Hispanic students become a larger proportion of total enrollment.

School Year	TOTAL		WHITE		BLACK		HISPANIC		AMER. IND. OR ALASKA NATIVE		ASIAN OR PACIFIC ISLDR						
	ALL	MALE	Total	MALE	FEMALE	Total	MALE	FEMALE	Total	MALE	FEMALE	Total	MALE	FEMALE			
1999-2000	469,205	242,149	374,487	193,538	180,949	40,947	20,949	19,998	38,183	19,808	18,375	5,777	2,941	2,836	9,806	4,910	4,896
2000-2001	468,334	241,589	368,830	190,487	178,343	41,615	21,253	20,362	41,499	21,596	19,903	6,112	3,094	3,018	10,278	5,157	5,121
2001-2002	468,173	241,963	364,132	188,522	175,610	41,928	21,465	20,463	45,559	23,594	21,965	6,269	3,166	3,103	10,285	5,216	5,069
2002-2003	467,326	241,515	359,165	186,007	173,158	42,555	21,799	20,756	48,374	24,957	23,417	6,640	3,363	3,277	10,592	5,389	5,203
2003-2004	467,387	241,684	352,023	182,349	169,674	40,640	20,867	19,773	50,393	26,090	24,303	6,650	3,415	3,235	10,585	5,358	5,227
2004-2005	466,037	240,981	345,774	179,357	166,417	39,564	20,380	19,184	52,919	27,274	25,645	6,622	3,385	3,237	10,629	5,331	5,298
2005-2006	465,316	240,337	340,527	176,438	164,089	38,790	19,962	18,828	54,898	28,363	26,535	6,693	3,427	3,266	10,842	5,385	5,457
2006-2007	465,135	240,147	336,700	174,394	162,306	36,376	18,724	17,652	55,902	28,743	27,159	6,411	3,277	3,134	10,841	5,405	5,436
2007-2008	471,022	242,233	336,707	173,968	162,739	38,192	19,641	18,551	60,097	30,626	29,471	6,324	3,207	3,117	11,432	5,685	5,747

School Year	TOTAL		WHITE		BLACK		HISPANIC		AMER. IND. OR ALASKA NATIVE		ASIAN OR PACIFIC ISLDR						
	ALL	MALE	Total	MALE	FEMALE	Total	MALE	FEMALE	Total	MALE	FEMALE	Total	MALE	FEMALE			
1999-2000	100.0%	51.6%	79.8%	41.2%	38.6%	8.7%	4.5%	4.3%	8.1%	4.2%	3.9%	1.2%	0.6%	0.6%	2.1%	1.0%	1.0%
2000-2001	100.0%	51.6%	78.8%	40.7%	38.1%	8.9%	4.5%	4.3%	8.9%	4.6%	4.2%	1.3%	0.7%	0.6%	2.2%	1.1%	1.1%
2001-2002	100.0%	51.7%	77.8%	40.3%	37.5%	9.0%	4.6%	4.4%	9.7%	5.0%	4.7%	1.3%	0.7%	0.7%	2.2%	1.1%	1.1%
2002-2003	100.0%	51.7%	76.9%	39.8%	37.1%	9.1%	4.7%	4.4%	10.4%	5.3%	5.0%	1.4%	0.7%	0.7%	2.3%	1.2%	1.1%
2003-2004	100.0%	51.7%	75.3%	39.0%	36.3%	8.7%	4.5%	4.2%	10.8%	5.6%	5.2%	1.4%	0.7%	0.7%	2.3%	1.1%	1.1%
2004-2005	100.0%	51.7%	74.2%	38.5%	35.7%	8.5%	4.4%	4.1%	11.4%	5.9%	5.5%	1.4%	0.7%	0.7%	2.3%	1.1%	1.1%
2005-2006	100.0%	51.7%	73.2%	37.9%	35.3%	8.3%	4.3%	4.0%	11.8%	6.1%	5.7%	1.4%	0.7%	0.7%	2.3%	1.2%	1.2%
2006-2007	100.0%	51.6%	72.4%	37.5%	34.9%	7.8%	4.0%	3.8%	12.0%	6.2%	5.8%	1.4%	0.7%	0.7%	2.3%	1.2%	1.2%
2007-2008	100.0%	51.4%	71.5%	36.9%	34.6%	8.1%	4.2%	3.9%	12.8%	6.5%	6.3%	1.3%	0.7%	0.7%	2.4%	1.2%	1.2%

