EDUCATION WEEK

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NEWS RELEASE

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Progress on Graduation Rate Stalls; 1.3 Million Students Fail to Earn Diplomas

Report Identifies Epicenters of the Dropout Crisis; Examines Data-Driven Strategies to Boost Graduation

WASHINGTON, June 10, 2010—A new national report from *Education Week* and the Editorial Projects in Education (EPE) Research Center finds that the nation's graduation rate has dropped for the second consecutive year, following a decade of mostly solid improvements. Although the latest decrease is considerably smaller than that found the previous year, the report shows that, on a national scale, 11,000 fewer students will earn diplomas. These new findings raise cause for concern, as those who fail to finish high school will face far greater hardships than their graduating peers, particularly during a period of economic instability.

Three out of every 10 students in America's public schools fail to finish high school with a diploma, the report finds. That amounts to 1.3 million students falling through the cracks of the high school pipeline every year, or more than 7,200 students lost every day. Most nongraduates are members of historically disadvantaged minority groups. Dropouts are also more likely to have attended school in large, urban districts and to come from communities plagued by severe poverty and economic hardship.

The advent of modern data-systems technology and the ascendance of strong federal accountability requirements under the No Child Left Behind Act have given school systems increasing access to rich student data as well as the incentive to use that information to drive school reform. The report, *Diplomas Count 2010: Graduation by the Numbers – Putting Data to Work for Student Success*, investigates how data and analysis are being used to boost graduation rates and improve student learning across the country. The report's journalism chronicles "data in action," by:

- Investigating the intersection of the data-systems movement and high school reform;
- Providing district profiles that examine what data-driven reform means across diverse environments, from the nation's largest cities to its small rural communities;
- Highlighting practical, data-driven approaches to dropout prevention and recovery; and
- Offering insight and advice from education leaders working on the ground to turn around the nation's high schools.

This push to leverage data comes amid sobering statistics on the proportion of U.S. students who finish high school and the extraordinarily concentrated nature of the nation's dropout crisis. The report—part of an ongoing project conducted by the Bethesda, Md.-based Editorial Projects in Education—also tracks graduation policies for all 50 states and the District of Columbia and presents an updated analysis of graduation patterns for the nation, states, and the country's 50 largest school systems.

“The continuing decline in the nation’s graduation rate is very troubling in light of the muscular response mounted around the dropout crisis in recent years,” said EPE Vice President Christopher B. Swanson. “Stalled progress on a nationwide scale speaks at least as much to the deep and broad roots of the dropout problem as it does to the strength of our collective response.”

A Closer Look at the Numbers

When viewed over a longer period of time, graduation rates have made slow but steady progress during the last decade, according to an original analysis by the EPE Research Center using its Cumulative Promotion Index method and data from the U.S. Department of Education. Over this period, the nation’s graduation rate increased by about 3 percentage points, rising from 65.7 percent in 1997 to 68.8 percent in 2007, the most recent year for which data were available. Graduation rates improved, at least marginally, in 36 states during this period, with two states—New York and Tennessee—experiencing double-digit gains. A dozen states saw drops of at least 1 percentage point, with the largest decline occurring in Nevada.

The report also features a special investigation of trends in the national graduation rate over a period of nearly 140 years, starting in 1870, when only 2 percent of the population completed a secondary education.

During the past decade, improvements can be found for all major demographic groups, though gains have been considerably stronger among blacks and non-Hispanic whites than other groups. Despite those gains, the size of the racial gaps in graduation remain strikingly large. With Native American, Hispanic, and African-American students from the class of 2007 graduating at rates of no more than 56 percent, a graduation gap of as much as 26 percentage points divides these historically underserved minorities from their white peers. A gulf of more than 40 points separates the highest-performing state in the nation (New Jersey) and the lowest (Nevada). The report also finds great variation across the nation’s 50 largest school districts. Within that group, Clark County, Nev., which includes Las Vegas, had the lowest graduation rate, at 39.9 percent, while Montgomery County, Md., tops the nation at 83.1 percent.

“The current state of high school graduation underscores the fact that regaining traction on the dropout problem will require renewed and sustained commitment from everyone who cares about the nation’s schools,” Swanson said. “Now more than ever, a solid high school education that prepares students for college and adult life is the foundation for individual success as well as broader economic and social stability.”

Report Identifies Dropout Epicenters and Urban ‘Overachievers’

A new investigation conducted for *Diplomas Count 2010* reveals an extraordinarily concentrated graduation crisis. Among the 11,000 local school systems nationwide that contain high schools, a mere 25 individual school districts account for one in every five dropouts nationwide, or about a quarter-million students who fail to graduate. Those epicenters of the dropout crisis are a combination of traditional big-city districts and large countywide school systems. New York City and Los Angeles are the nation’s leading sources of nongraduates, with each producing more than 40,000 dropouts each year.

The EPE Research Center also conducted a special analysis to identify school systems that exceed expectations when it comes to graduation rates, by outperforming other districts with similar profiles. The report finds outstanding performance in some of the nation’s most at-risk communities, recognizing 21 “overachieving” big-city school systems from across the country.

Updated Road Map to State Graduation Policies

To provide context for high school graduation rates and reform efforts, *Diplomas Count 2010* examines state policies in three key areas: definitions of college and work readiness, high school completion credentials, and exit exams. Among the findings:

- **College and work readiness:** Twenty-three states define what students should know and be able to do to be prepared for credit-bearing courses in college, while 30 states have a definition of work readiness.
- **Advanced diplomas:** Twenty-five states award advanced diplomas or some type of formal recognition to students who exceed standard graduation requirements.
- **Exit exams:** Twenty-five states require exit exams for the class of 2010, with 22 of those states basing exit exams on standards at the 10th grade level or higher.
- **Completing coursework:** In the typical state, earning a diploma requires that students obtain four course credits in English, three credits each in math and social studies, and two or three credits in science.

SPECIAL WEB-ONLY FEATURES AVAILABLE AT EDWEEK.ORG

- **State Graduation Briefs** for every state feature detailed state-specific data on current graduation rates and trends over time, definitions of college and work readiness, and state requirements for earning a high school diploma.
- **EdWeek Maps**, a powerful online database, lets users access graduation rates and other information for every school district in the nation and easily compare district, state, and national figures at maps.edweek.org.

Visit *Diplomas Count* at www.edweek.org/go/dc010

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Editorial Projects in Education (EPE) *is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education publishes* Education Week*, America's newspaper of record for precollegiate education,* Digital Directions*, the* Teacher Professional Development Sourcebook*, and the TopSchoolJobs employment resource. It also produces periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators*

The EPE Research Center *conducts annual policy surveys, collects data, and performs analyses that appear in the* Quality Counts*,* Technology Counts*, and* Diplomas Count *annual reports. The center also produces independent research reports, contributes original data and analysis to special coverage in* Education Week*, and maintains the Education Counts and EdWeek Maps online data resources.*

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MEDIA HIGHLIGHTS

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Diplomas Count 2010 Examines Graduation Rates and Data-Driven Reform

Graduation by the Numbers: Putting Data to Work for Student Success

About *Diplomas Count 2010: Graduation by the Numbers*

The 2010 edition of *Diplomas Count*, titled *Graduation by the Numbers: Putting Data to Work for Student Success*, investigates how data and analysis are being used to boost graduation rates and improve student learning across diverse communities and school environments. The report features the EPE Research Center's original, comprehensive analysis of high school graduation rates, completely updated for this year's report, and identifies the leading epicenters of the graduation crisis. *Diplomas Count* also explores how data-driven strategies have become an essential tool for combating the nation's dropout crisis, which claims 1.3 million high school students each year. To help guide your reporting, we have highlighted some of the key findings below. Additional information can be provided upon request.

HIGHLIGHTS:

Nationally, **graduation rates have fallen for the second consecutive year. About 1.3 million students fail to graduate.**

- In the class of 2007, the most recent year for which data are available, 68.8 percent of all public school students in the nation graduated from high school with a regular diploma.
- From 2006 to 2007, the national graduation rate dropped by four-tenths of a percentage point, marking the second straight year of declines. About 11,000 fewer students earned diplomas in the class of 2007.
- Graduation rates also fell in the majority of states from 2006 to 2007.
- These latest declines are considerably smaller than the drop found for the previous year. From 2005 to 2006, the national high school graduation rate fell by nearly a point and a half.

A **special analysis** performed for *Diplomas Count 2010* documents an **extraordinarily concentrated dropout crisis**. A very small number of individual school systems produce a disproportionately large share of the country's dropouts.

- Of the 11,000 public school systems with high schools, just 25 individual districts account for one in every five nongraduates for the entire nation. Those "epicenters" of the graduation crisis produce a quarter-million dropouts every year.
- The 1.1 million student New York City public school system is the nation's largest district and also ranks as its leading producer of dropouts, with nearly 44,000 students failing to earn diplomas. Given its size, however, New York City also graduates more students than any other school system.
- Despite a considerably smaller enrollment, Los Angeles Unified produces a comparable number of dropouts, owing to a graduation rate 14 percentage points lower than in New York City.

Graduation rates have improved during the past decade. However, **recent declines have erased much of the progress made earlier in that period**.

- From 1997 to 2007, the nation's graduation rate increased by 3.1 percentage points, an average of three-tenths of a point annually.
- Graduation rates in the majority of states have improved since 1997. Tennessee, New York, and New Hampshire have seen the greatest increases: 13.2, 10.3, and 9.8 percentage points, respectively. Twelve states saw drops of at least 1 point, with the largest decline occurring in Nevada.

By combining original data from the EPE Research Center and historical information from the U.S. Department of Education, *Diplomas Count 2010* presents a unique perspective on **high school completion trends spanning a period of nearly 140 years**.

- In 1870, the first year for which information is available, only 2 percent of 17-year-olds in the United States had completed a secondary education.
- In 1940, for the first time in the nation's history, a majority of students finished high school.
- The graduation rate reached its historical high in 1969, peaking at 77 percent.
- Graduation rates fell gradually during the 1970s and 1980s, then declined more rapidly during the early 1990s. Levels of high school completion improved steadily for most of the past decade until losing ground again during the past two years.

While all demographic groups have made progress, achievement gaps persist across the nation, both across states and among racial and ethnic groups.

- Among the nation's leaders, Iowa, New Jersey, North Dakota, Vermont, and Wisconsin each graduate more than 80 percent of all high school students. Fewer than 55 percent of students finish high school in the Nevada, New Mexico, and South Carolina.
- A gap of 42 percentage points separates the top and bottom states, New Jersey and Nevada, respectively.
- Though graduation rates for all major racial and ethnic groups have shown long-term improvements, gains have been strongest among black and non-Hispanic white students. More than three-quarters of white and Asian students earn a high school diploma, while just 56 percent of Latino, 54 percent of black, and 51 percent of American Indian students do.

A number of urban school systems are performing better than expected given their district characteristics.

- Twenty-one big-city districts posted graduation rates for the class of 2007 that were at least 10 percentage points higher than expected.
- Two districts, Newport-Mesa Unified in Newport Beach, Calif., and David Douglas in Portland, Ore., performed at least 20 percentage points better than expected.
- **The names of all 21 "Urban Overachievers" can be found in the full report.**

RESOURCES

The *Diplomas Count 2010* release will also include:

- **State Graduation Briefs**, which provide state-specific data on graduation rates and accountability, definitions of college and work readiness, and policies related to high school graduation requirements.
- **EdWeek Maps**, a powerful online database that lets users zoom in on each of the nation's school districts and easily compare district, state, and national figures, at maps.edweek.org.

These resources are available on the *Education Week* website: www.edweek.org/go/dc10.

Graduation in the United States

Slightly fewer than 69 percent of all public school students in the nation graduated from high school with a regular diploma in the class of 2007. A gap of more than 40 percentage points separates the best-performing and worst-performing states. The national leaders—Iowa, New Jersey, North Dakota, Vermont, and Wisconsin—each graduate at least 80 percent of their students. By contrast, the graduation rate falls below 60 percent in the District of Columbia, Georgia, Louisiana, Nevada, New Mexico, North Carolina, and South Carolina.

	TEN-YEAR GRADUATION TREND (ALL STUDENTS)			GRADUATION RATES FOR STUDENT SUBGROUPS, CLASS OF 2007						
	Class of 2007	Class of 1997	Change 1997 to 2007 (percentage point)	Male	Female	American Indian	Asian	Hispanic	Black	White
Alabama	62.5	56.9	+5.7	58.4	67.5	71.4	69.6	44.9	52.4	68.8
Alaska	65.2	66.4	-1.2	53.5	58.1	33.0	64.4	‡	32.6	63.8
Arizona	68.2	59.8	+8.4	65.2	72.0	48.3	82.1	60.3	69.6	74.1
Arkansas	69.3	68.6	+0.6	‡	‡	‡	‡	‡	‡	‡
California	62.7	67.4	-4.7	64.4	71.9	51.5	83.5	57.0	54.0	78.2
Colorado	73.2	69.4	+3.9	69.2	77.8	48.8	83.2	53.7	68.9	79.8
Connecticut	77.7	75.1	+2.6	74.3	80.3	36.3	80.2	52.6	62.0	84.2
Delaware	65.0	59.2	+5.7	59.3	70.0	‡	77.7	50.9	57.4	71.1
District of Columbia	59.5	52.9	+6.6	†	†	†	†	†	†	†
Florida	62.1	54.2	+7.8	57.7	66.5	51.0	83.0	58.4	51.0	67.5
Georgia	57.8	55.1	+2.7	53.1	62.8	38.4	81.3	42.8	48.4	65.5
Hawaii	65.1	58.4	+6.7	61.9	68.7	63.1	65.8	62.2	60.2	63.4
Idaho	73.5	73.2	+0.3	71.5	76.8	42.9	‡	60.9	65.2	75.4
Illinois	74.6	71.3	+3.3	70.2	77.0	‡	89.6	57.4	52.9	82.7
Indiana	72.4	69.2	+3.2	68.5	75.6	36.2	75.1	57.5	53.4	75.1
Iowa	80.2	78.9	+1.3	78.1	81.7	37.4	76.8	57.9	59.2	82.4
Kansas	75.1	73.8	+1.3	71.1	76.6	50.4	68.6	56.3	56.6	79.1
Kentucky	71.8	69.6	+2.2	68.2	76.2	‡	80.8	56.9	60.5	73.2
Louisiana	57.4	52.1	+5.3	50.6	64.3	‡	76.3	59.2	50.3	62.7
Maine	77.6	74.8	+2.8	73.9	79.2	40.5	‡	‡	66.6	77.3
Maryland	73.7	74.5	-0.8	69.0	78.6	55.4	92.2	64.9	62.1	81.5
Massachusetts	77.3	74.4	+3.0	73.5	80.1	42.9	80.3	53.1	61.9	82.6
Michigan	77.8	72.0	+5.7	74.8	80.7	47.6	81.9	49.4	‡	80.8
Minnesota	77.2	77.3	-0.1	75.9	79.5	47.5	68.3	44.1	‡	83.3
Mississippi	62.5	56.1	+6.4	56.3	68.0	31.7	64.1	48.0	58.7	65.6
Missouri	75.3	70.6	+4.6	72.4	77.2	52.4	‡	59.2	54.6	79.1
Montana	75.2	76.7	-1.5	72.6	77.3	48.6	‡	49.0	44.3	79.2
Nebraska	74.3	79.7	-5.5	70.8	76.7	‡	‡	48.4	43.0	82.1
Nevada	41.8	65.7	-23.9	38.6	45.8	31.6	58.4	29.9	30.7	50.4
New Hampshire	76.2	66.4	+9.8	72.7	78.8	37.8	‡	29.1	‡	76.6
New Jersey	83.3	80.6	+2.6	82.6	83.4	‡	85.9	66.1	66.7	87.9
New Mexico	54.9	56.3	-1.4	51.9	59.0	51.3	74.3	50.3	52.6	62.6
New York	70.6	60.3	+10.3	66.7	73.0	46.8	77.6	49.1	52.5	80.5
North Carolina	57.8	58.3	-0.5	53.5	62.6	50.6	76.0	43.5	49.5	64.1
North Dakota	80.9	80.1	+0.8	78.0	80.0	44.3	‡	‡	‡	83.5
Ohio	74.6	68.3	+6.3	71.8	76.4	54.7	79.3	46.4	47.5	79.6
Oklahoma	71.8	68.9	+2.9	69.4	75.1	63.6	76.8	60.4	59.2	74.6
Oregon	74.1	69.0	+5.1	†	†	49.0	81.4	58.2	54.7	75.7
Pennsylvania	77.6	74.7	+2.9	75.7	79.3	38.8	80.6	49.8	53.3	83.3
Rhode Island	71.1	67.1	+4.0	69.3	73.0	‡	55.6	53.6	65.7	75.9
South Carolina	54.9	53.5	+1.5	48.1	60.8	26.0	‡	38.6	45.4	61.6
South Dakota	75.4	79.5	-4.1	71.8	76.1	39.3	78.1	51.3	‡	77.6
Tennessee	65.8	52.6	+13.2	61.9	69.8	‡	73.5	55.5	62.1	66.9
Texas	65.1	59.3	+5.8	62.4	68.1	49.8	87.7	55.6	55.3	76.0
Utah	77.1	79.0	-1.9	76.1	80.1	‡	‡	‡	‡	79.9
Vermont	82.3	76.4	+5.9	76.3	79.3	36.7	‡	‡	30.2	81.8
Virginia	69.9	72.3	-2.3	65.1	75.0	54.6	84.9	58.0	55.7	75.9
Washington	67.9	70.6	-2.7	64.2	72.5	39.6	77.5	54.7	50.2	71.6
West Virginia	71.6	75.5	-3.9	68.1	75.1	‡	‡	52.8	63.9	71.5
Wisconsin	81.0	76.9	+4.1	77.9	83.2	50.7	78.0	53.8	47.1	85.9
Wyoming	72.6	74.4	-1.8	67.2	72.8	29.9	‡	59.9	57.2	73.5
U.S.	**68.8**	**65.7**	**+3.1**	**66.0**	**72.9**	**50.7**	**80.7**	**55.5**	**53.7**	**76.6**

† Value not calculated because necessary data field(s) not reported in the U.S. Department of Education's Common Core of Data and not provided by state education agency.

‡ Value not reported because of insufficient data for reliable estimate.

How Does the EPE Research Center Calculate Graduation Rates?

The Cumulative Promotion Index (CPI)

The Editorial Projects in Education Research Center uses the **Cumulative Promotion Index** (CPI) method to calculate graduation rates. The CPI represents the high school experience as a process rather than a single event, capturing the four key steps a student must take in order to graduate: three grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12) and ultimately earning a diploma (grade 12 to graduation). Each of these individual components corresponds to a grade-promotion ratio.

The equation below illustrates the CPI formula for calculating graduation rates. The class of 2006-07, the most recent year of data available, is used as an example.

$$\text{CPI} = \frac{\text{10th graders, fall 2007}}{\text{9th graders, fall 2006}} \times \frac{\text{11th graders, fall 2007}}{\text{10th graders, fall 2006}} \times \frac{\text{12th graders, fall 2007}}{\text{11th graders, fall 2006}} \times \frac{\text{Diploma recipients, spring 2007}}{\text{12th graders, fall 2006}}$$

Multiplying the four grade-specific promotion ratios together produces the graduation rate, the percent of public school 9th graders who will complete high school on time with a regular diploma. The CPI counts only students receiving standard high school diplomas as graduates, following the definition of a graduate established by the No Child Left Behind Act.

We can use a simplified example to further demonstrate how the center calculates the CPI. Let us suppose that a particular school district currently has 100 students enrolled in each grade from 9 through 12. We will also assume that 5 percent of students currently in grades 9, 10, and 11 will drop out of school this year and that 5 percent of seniors will fail to earn a diploma at the end of the year. So, for example, we would count 100 9th graders at our starting point but only 95 10th graders the following fall.

$$\text{CPI} = \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} = .815$$

Carrying out the calculation (shown above), we arrive at a graduation rate of 81.5 percent for this district. Given conditions in this hypothetical district (an effective 5 percent annual attrition rate for students at each grade level), only about 82 out of every 100 9th graders would be expected to finish high school with a diploma.

The CPI can be calculated for public school districts that have students enrolled in the secondary grades (9 through 12). State and national statistics are generated by aggregating the district-level data upward.

Notes on the Methodology

The EPE Research Center calculates graduation rates using data from the Common Core of Data (CCD), an annual census of public schools and school districts in the United States conducted by the U.S. Department of Education. Detailed methodological descriptions of the CCD can be found in technical documentation published by the National Center for Education Statistics (available online at nces.ed.gov/ccd). The District of Columbia, Kentucky, and Oregon did not report 2006-07 diploma counts for student subgroups to the CCD. The EPE Research Center was able to obtain additional graduation data directly from the state education agencies of Kentucky and Oregon.

The center's goal is to provide a direct measure of the graduation rate for each of the roughly 11,000 school districts in the nation that enroll high school students. It was possible to do this for districts serving the vast majority (97 percent) of all public school students nationwide. But in a small number of cases—for example, if a particular piece of information needed to calculate the CPI indicator was missing—the center could not directly compute the graduation rate.

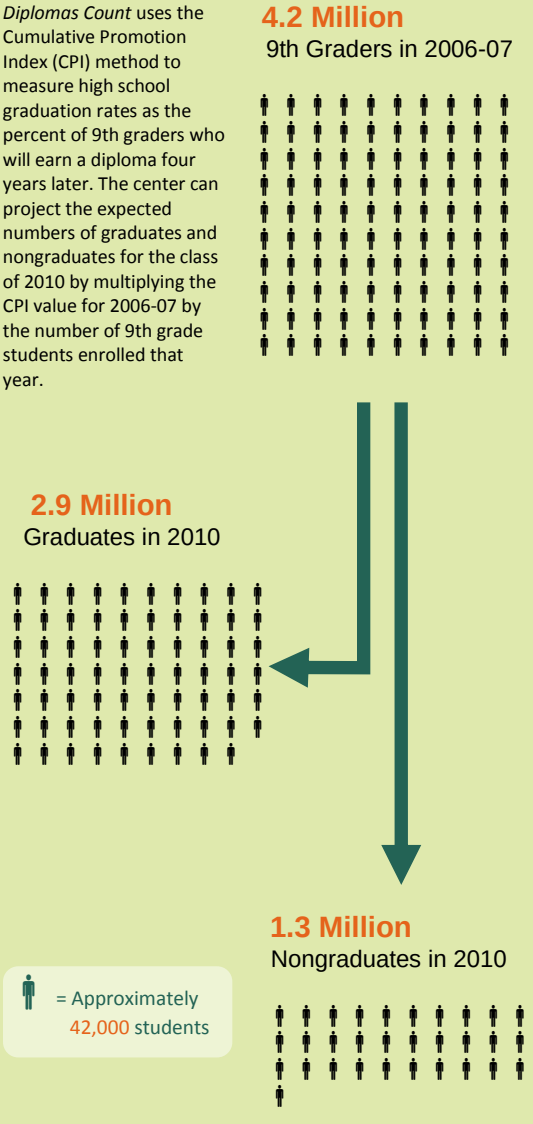
To avoid the unintentional disclosure of information about individual students, the EPE Research Center does not report results for very small demographic subgroups, those with fewer than five students in a given category. Additional procedures are employed to ensure that results are only reported in situations where sufficient data are available for a reliable calculation.

U.S. Public High Schools Losing More Than 7,200 Students Per Day

Nationally, 1.3 million members of the public high school class of 2010 will fail to graduate with a diploma. That amounts to a loss of 7,200 students from the U.S. graduation pipeline every school day, or one student every 25 seconds.

Class of 2010: 1.3 Million Students Will Fail to Graduate

Diplomas Count uses the Cumulative Promotion Index (CPI) method to measure high school graduation rates as the percent of 9th graders who will earn a diploma four years later. The center can project the expected numbers of graduates and nongraduates for the class of 2010 by multiplying the CPI value for 2006-07 by the number of 9th grade students enrolled that year.



Projection of Graduates and Nongraduates

	9th graders 2006-2007	Projected outcomes 2009-10		Total students lost each school day
		Graduates	Nongraduates	
Alabama	64,943	40,615	24,328	135
Alaska	11,233	7,324	3,909	22
Arizona	77,621	52,947	24,674	137
Arkansas	38,787	26,861	11,926	66
California	534,357	334,911	199,446	1,108
Colorado	64,559	47,284	17,275	96
Connecticut	44,975	34,962	10,013	56
Delaware	11,004	7,151	3,853	21
District of Columbia	5,127	3,053	2,074	12
Florida	238,582	148,094	90,488	503
Georgia	145,806	84,289	61,517	342
Hawaii	16,419	10,688	5,731	32
Idaho	21,843	16,054	5,789	32
Illinois	179,053	133,493	45,560	253
Indiana	85,486	61,921	23,565	131
Iowa	39,988	32,069	7,919	44
Kansas	38,382	28,833	9,549	53
Kentucky	57,252	41,086	16,166	90
Louisiana	57,171	32,794	24,377	135
Maine	15,988	12,407	3,581	20
Maryland	78,874	58,108	20,766	115
Massachusetts	62,442	48,282	14,160	79
Michigan	145,748	113,339	32,409	180
Minnesota	66,738	51,527	15,211	85
Mississippi	41,948	26,205	15,743	87
Missouri	80,759	60,782	19,977	111
Montana	12,792	9,616	3,176	18
Nebraska	24,411	18,129	6,282	35
Nevada	41,055	17,147	23,908	133
New Hampshire	18,227	13,881	4,346	24
New Jersey	107,828	89,807	18,021	100
New Mexico	29,606	16,254	13,352	74
New York	247,787	174,901	72,886	405
North Carolina	127,683	73,835	53,848	299
North Dakota	8,262	6,685	1,577	9
Ohio	154,556	115,354	39,202	218
Oklahoma	51,048	36,654	14,394	80
Oregon	45,441	33,670	11,771	65
Pennsylvania	153,179	118,854	34,325	191
Rhode Island	12,130	8,625	3,505	19
South Carolina	66,578	36,576	30,002	167
South Dakota	10,371	7,815	2,556	14
Tennessee	82,343	54,173	28,170	157
Texas	387,440	252,319	135,121	751
Utah	37,806	29,162	8,644	48
Vermont	7,535	6,203	1,332	7
Virginia	107,577	75,215	32,362	180
Washington	90,199	61,236	28,963	161
West Virginia	24,331	17,420	6,911	38
Wisconsin	74,984	60,743	14,241	79
Wyoming	7,164	5,198	1,966	11
U.S.	**4,155,418**	**2,857,791**	**1,297,628**	**7,209**