



Knocking at the College Door

Projections of High School Graduates

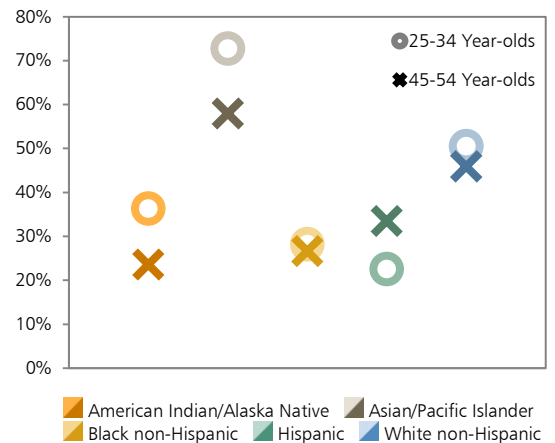
VIRGINIA

National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for Virginia 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.

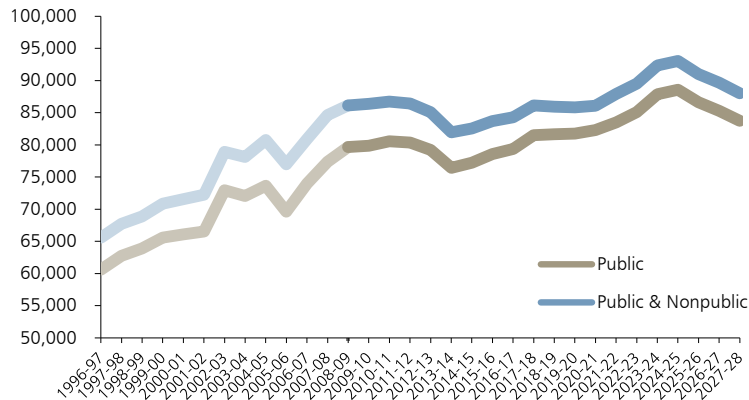
Educational Attainment by Race/Ethnicity¹

Workforce projections indicate there will be a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. Data about the proportion of adults ages 25-34 and 45-54 in Virginia between 2008 and 2010 with postsecondary degrees indicate:

- Overall, Virginia exceeds the regional and national average for educational attainment in both age groups.
- Younger adults have higher rates of postsecondary degree attainment than older adults among Asian/Pacific Islanders and White non-Hispanics; degree attainment is about the same for younger and older Black non-Hispanic adults.
- However, only 23% of younger Hispanic adults in Virginia have postsecondary degrees, lagging well behind the rate for older Hispanic adults.



Production of High School Graduates



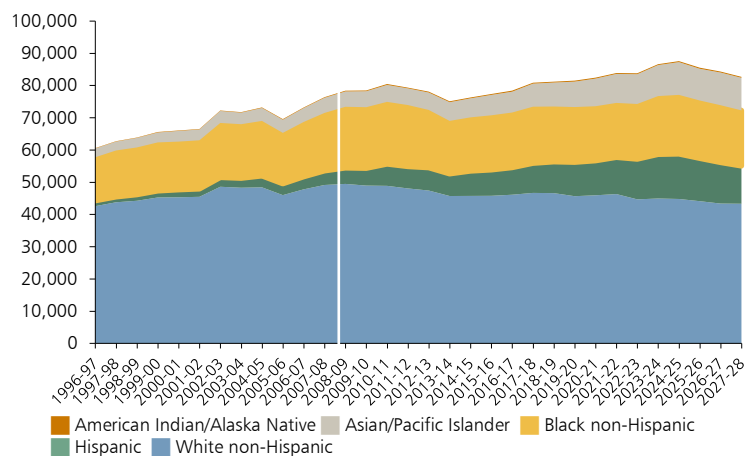
Virginia surpassed 86,000 public and nonpublic high school graduates in 2008-09 and projections indicate that they stayed at this level through 2010-11. After this, graduates will dip to between 82,000 and 84,300 for several years, through 2016-17, before gradually rising to a new high of 93,000 graduates by 2023-24, followed thereafter by declines but ending the projections period 2% higher than 2008-09.

Nonpublic graduates peaked in 2005-06, have been declining since, and are projected to continue to decline, from about 6,500 in 2008-09 to 4,300 in 2027-28, a decline of about 34% during the projected period.

Public High School Graduates by Race/Ethnicity

Virginia's public high school graduating class will grow more diverse due largely to reductions of White non-Hispanic graduates and rapid increases among non-White graduates.

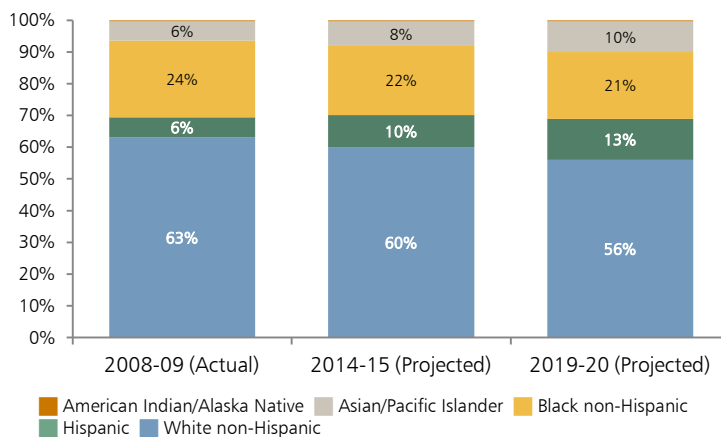
- White non-Hispanic public high school graduates will decline by 14 percent from 49,500 in 2008-09 to about 43,300 in 2027-28, despite some years of variable growth or stability.
- The number of Hispanic public high school graduates will rapidly increase from about 5,000 in 2008-09 to almost 14,000 in 2024-25, before dropping back in the last several years to about 11,700, to end up by 60% over the projected period.
- Asian/Pacific Islander graduates will also increase rapidly, from 4,800 in 2008-09 to between 9,800 and 10,200 in the last five projected years.



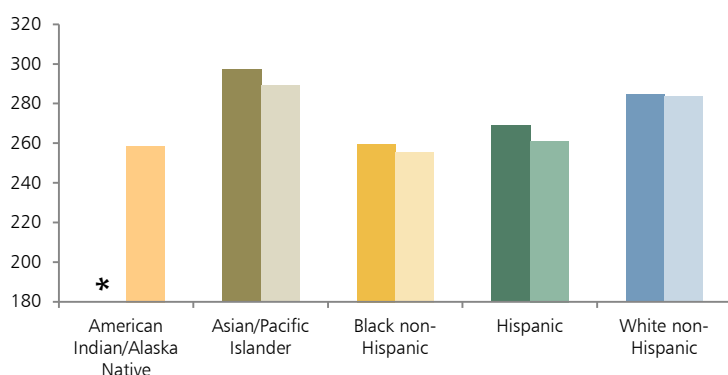
Composition of Public High School Graduates by Race/Ethnicity

Virginia begins the projections period with 37% of public high school graduates being non-White, which grows to 48% by the end of the projections.

- White non-Hispanics decline from 63% of the public high school graduating class in 2008-09 to 56% in 2019-20 and 52% by 2027-28.
- Hispanics increase from 6% of the total in 2008-09 to a highpoint of 16% in 2023-24, before dropping back slightly to 14% in the last projected year.
- Asian/Pacific Islanders double in proportion from 6% to 12% between 2008-09 and 2027-28.
- Black non-Hispanics lose some share of the total, from 24% in 2008-09 to 21% by the last projected year.



Composite Math and Reading Scores by Race/Ethnicity²



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

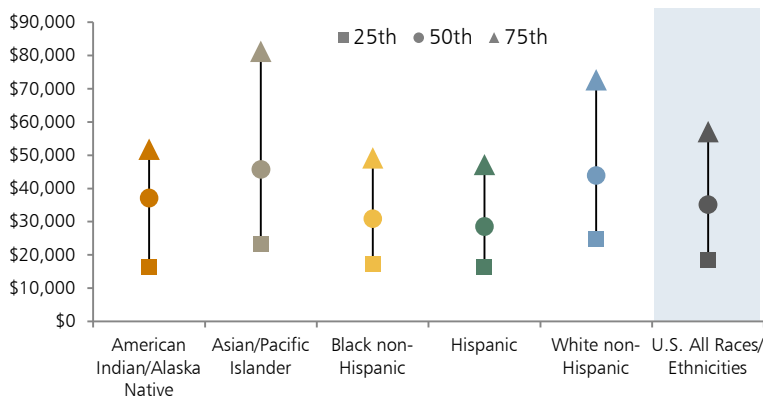
Academic preparation is a major factor in college access and success, and the National Assessment of Educational Progress (NAEP) provides some measure of differences by race/ethnicity.

- The average composite math and reading score across race/ethnicities for eighth graders in 2011 in Virginia ranged from 260 for Black non-Hispanics to 297 for Asian/Pacific Islanders; a score was not available for American Indian/Alaska Natives.
- The average score for each race/ethnicity was about the national average, or higher by 4 to 8 points for Black non-Hispanic and Asian/Pacific Islanders, respectively.

Annual Income by Race/Ethnicity³

A second major barrier is access to the financial resources needed to pay for college. Among working-age adults (25-64) in Virginia from 2006 to 2010:

- The statewide median income was \$40,095, 114% of the national median of \$35,147. Asian/Pacific Islanders and White non-Hispanics both had incomes well above the statewide median.
- Hispanics were the least well off financially among all race/ethnicities with a median income of \$28,557 and one in four earning \$17,100 or less.
- Black non-Hispanics fared negligibly better with a median income of \$30,938 and one in four earning \$17,100 or less.



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 25-34 and 45-54 with an Associate's degree or higher in 2008-10.

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.

For more information email knocking@wiche.edu or contact Peace Bransberger, Research Analyst, 303.541.0257, pbransberger@wiche.edu, or Brian Prescott, Director of Policy Research, 303.541.0255, bprescott@wiche.edu. Visit <http://wiche.edu/knocking> to obtain the full publication and download these projections as [graphs](#) or [data files](#).