



Knocking at the College Door

Projections of High School Graduates

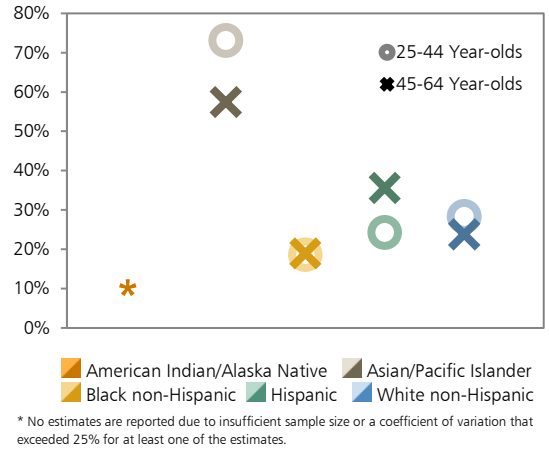
WEST VIRGINIA

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

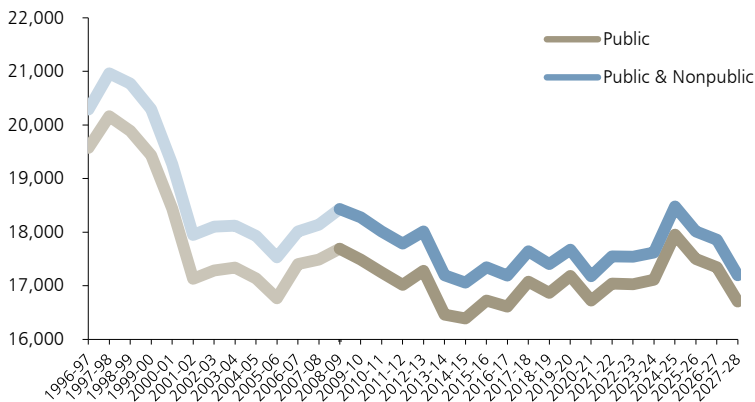
Educational Attainment by Race/Ethnicity¹

Workforce projections suggest 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. In West Virginia in 2011, 31.8% of younger working-age adults (aged 25-44) had earned postsecondary degrees, higher than the 24.5% of older adults (aged 45-54). This improvement is good news for the state's economy, but large gaps in educational attainment exist among racial/ethnic groups and both rates fall well below the nation's.

- Looking at the younger cohort, Asians/Pacific Islanders had the highest rate at 73%.
- The rate at which young Black non-Hispanics earned an associate degree or better was only about 19%, well below the rate for White non-Hispanics, 28%.



Production of High School Graduates

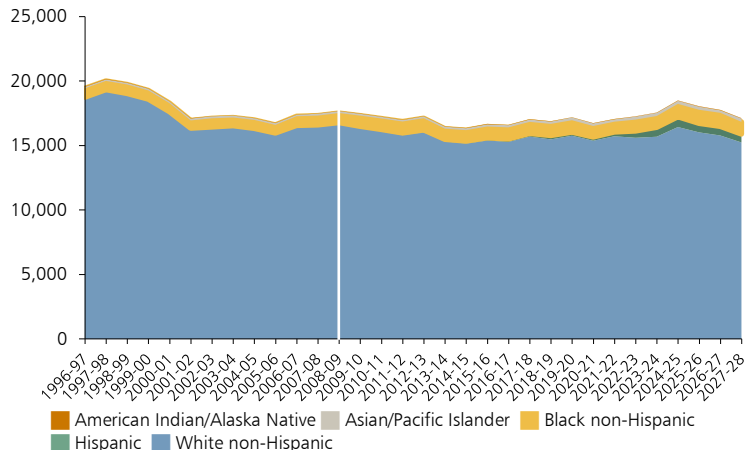


After a steep decrease between 1997-98 and 2001-02, production of high school graduates in West Virginia has remained relatively stable, and projections indicate that pattern will continue.

- Projections are that graduate numbers will largely settle between 17,000 and 18,000 for the foreseeable future.
- A modest drop of 1,500 between 2008-09 and 2013-14 will be followed by a period during which graduate numbers will dip and rise inconsistently, but overall the trend will be upward toward 18,500 by 2024-25.
- Nonpublic schools contributed about 4% of the total, 739 graduates, in 2008-09. Their numbers and their share are both expected to decline over time, dipping below 500 and 3% by 2019-20.

Public High School Graduates by Race/Ethnicity

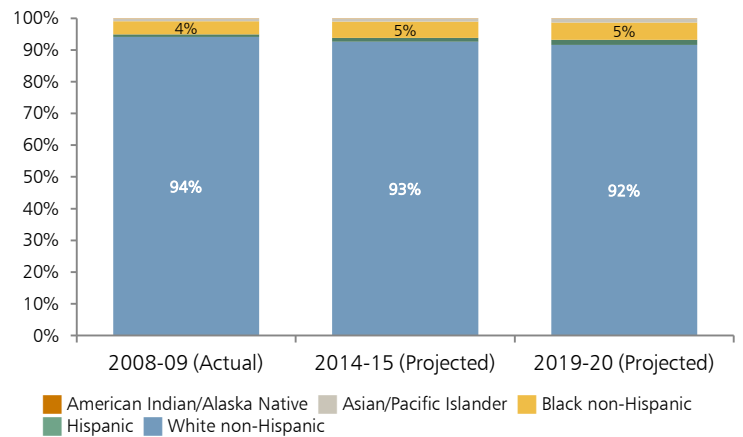
- As far and away the largest racial/ethnic group in West Virginia, White non-Hispanics determine overall production of public high school graduates. Reflecting the trends overall, White non-Hispanics are projected to drop by as many as 1,500 between 2008-09 and 2014-15, before recovering somewhat.
- Black non-Hispanics are the next largest group; graduates from that group numbered 741 in 2008-09 and they are projected to increase by a quarter by 2019-20.
- Hispanics are projected to see the fastest growth, doubling from their 2008-09 level of 140 by 2019-20.
- Asians/Pacific Islanders are also projected to grow, but more modestly, up 47% over the same timeframe.



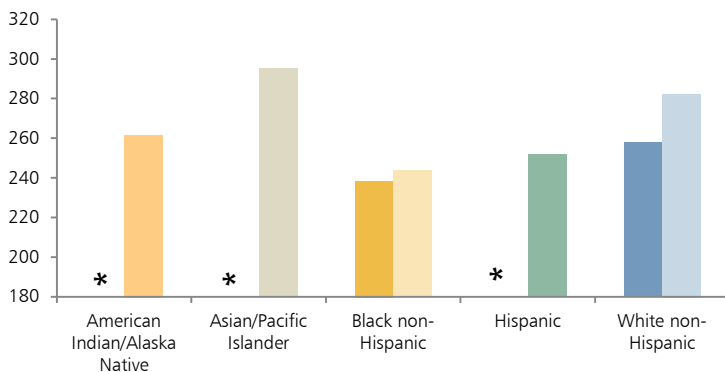
Composition of Public High School Graduates by Race/Ethnicity

West Virginia's public high school graduating classes have among the highest proportions of White non-Hispanics of any state. Slow but steady diversification will reduce their share only modestly during the projected period.

- White non-Hispanic shares are projected to remain above 90% through 2022-23.
- Projections indicate that the Black non-Hispanic share will remain steady around 5%, while the Hispanic share rises from below 1% to nearly 3% by 2022-23.



Composite Math and Reading Scores by Race/Ethnicity²



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 twelfth graders in 2009.

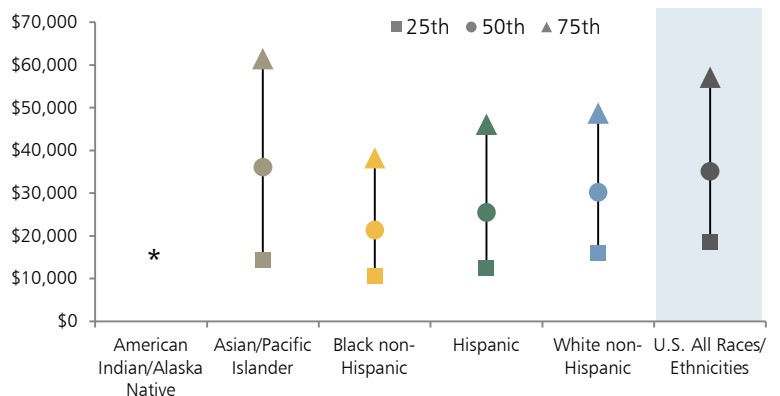
- With a composite score of 238.4, Black non-Hispanics scored considerably lower than White non-Hispanics in West Virginia, but their average score was not statistically different than the nation's.
- At 258, White non-Hispanics in the state performed much more poorly than their peers nationwide.
- No state-level scores were available for American Indians/Alaska Natives, Asian/Pacific Islanders, or Hispanics.

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

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, making comparisons between groups problematic. But estimates suggest that under-represented populations in West Virginia earn considerably less than White non-Hispanics. From 2006 to 2010:

- The statewide median income for the working-age population (25-64) was \$29,655, much lower than that for the nation, \$35,147.
- Black non-Hispanics and Hispanics typically took home far less than White non-Hispanics.
- A quarter of all Black non-Hispanics earned less than about \$10,700.



* 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 12th graders tested in 2009; Math scores (0 to 300) were converted to fit the Reading scale of 0 to 500.

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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