



# Knocking at the College Door

## Projections of High School Graduates

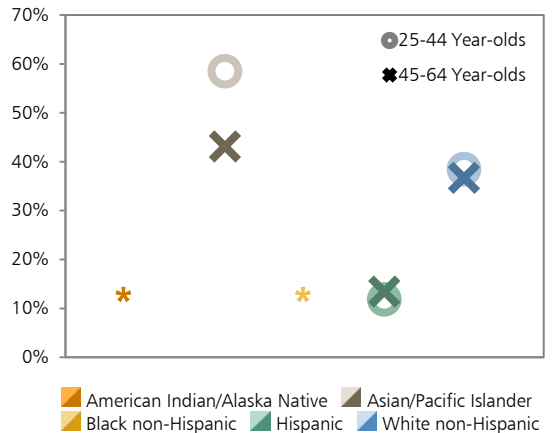
### IDAHO

National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for Idaho 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/Ethnicity<sup>1</sup>

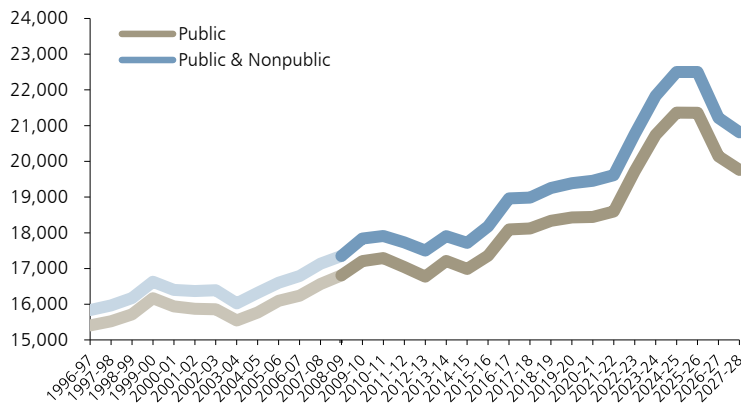
Workforce projections suggest a growing demand for well-educated labor, so younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. About the same percent of younger (aged 25-44) and older (aged 45-64) adults had earned postsecondary degrees Idaho in 2011, roughly 36-37%. While older Idahoans were about as likely to have achieved a degree as their counterparts nationally, younger Idahoans have fallen behind their peers nationwide, about 40.4% of whom have at least an associate's degree. Several of the state's minority populations are too small to reliably discern the exact size of educational attainment gaps between all races/ethnicities.

However, data from 2008 through 2010 indicate that younger Asian/Pacific Islander adults are most likely to have postsecondary degrees compared to the other racial/ethnic groups for which data are available. Roughly 38% of younger White non-Hispanics have an associate's degree or better. Hispanics of both age groups are far less likely to attain degrees: only about two or three in twenty have one.



<sup>1</sup> No estimates reported due to a coefficient of variation that exceeded 25% for at least one estimate.

#### Production of High School Graduates

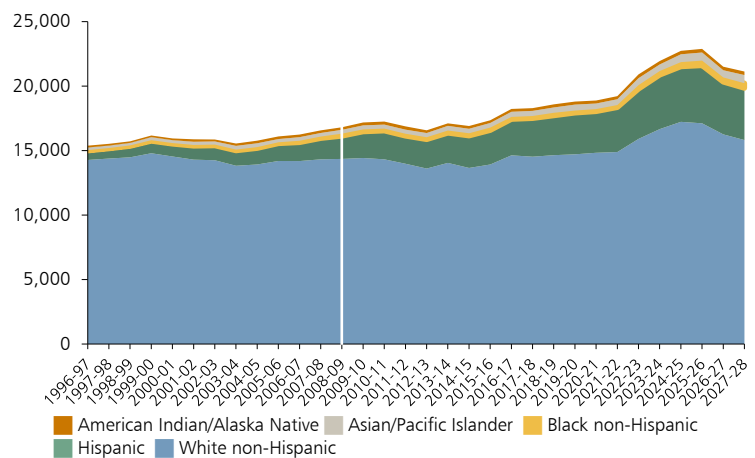


Idaho was experiencing steady, moderate growth of its graduating classes for about five years before entering the projections. It is projected to continue increasing, for a number of years at an even faster pace.

- After dipping slightly for a couple of years, from a high of 17,900 in 2010-11, the number of graduates in Idaho will again begin to increase, up 8% by 2019-20 from the previous peak. They will increase gradually for the next couple of years and pass 20,000 by 2022-23, then rapidly rise through 2025-26.
- Idaho is one of very few states to see expansion among nonpublic graduates. They will double from 543 in 2008-09, to more than 1,000 by 2020-21 and subsequent years.

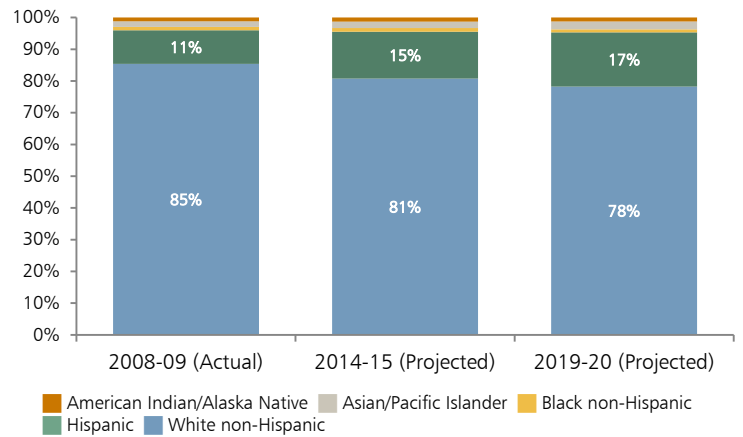
#### Public High School Graduates by Race/Ethnicity

- White non-Hispanics are the vast majority of Idaho's public graduating classes, and will continue to be throughout the projections, with increases projected despite national trends of decline in White non-Hispanics. Numbers will be relatively steady at between 14,000 and 15,000 for most years from 2009-10 to 2021-22, and will end up by at least 10%.
- Hispanics, Asians/Pacific Islanders and Black non-Hispanics all double in number throughout the projected period. Hispanics, the second-largest group, increase from 1,800 in 2008-09, to 3,200 by 2019-20, and to more than 4,000 after 2023-24. American Indians/Alaska Natives also increase, from about 200 in 2008-09 to about 270 in the last projected years.

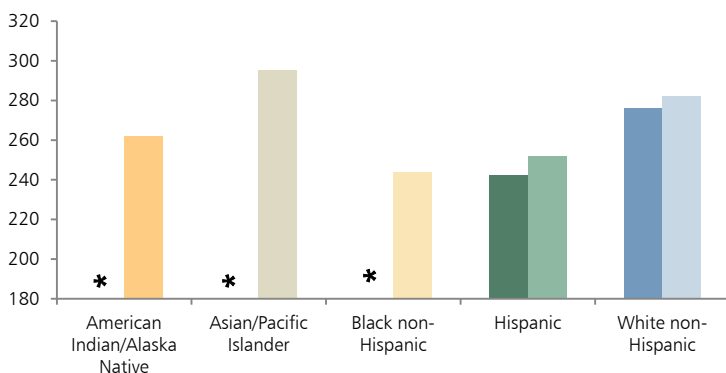


## Composition of Public High School Graduates by Race/Ethnicity

- White non-Hispanics were 85% of the total public graduating class in 2008-09, and even though this group is projected to increase in number, they will decline as a share of the total due to increases among other groups. They will lose 7 percentage points and decline to 78% of the total by 2019-20, then to 75% in the last projected years.
- Increases in Hispanic graduates are primarily responsible for the share shifts. They will increase from 11% to 17% of the total from 2008-09 to 2019-20, and then increase to 19% or more over the last five projected years.
- American Indians/Alaska Natives, Asians/Pacific Islanders and Black non-Hispanics will remain essentially constant as a share of the total, despite increases in the number of graduates from each of these groups.



## Composite Math and Reading Scores by Race/Ethnicity<sup>2</sup>



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

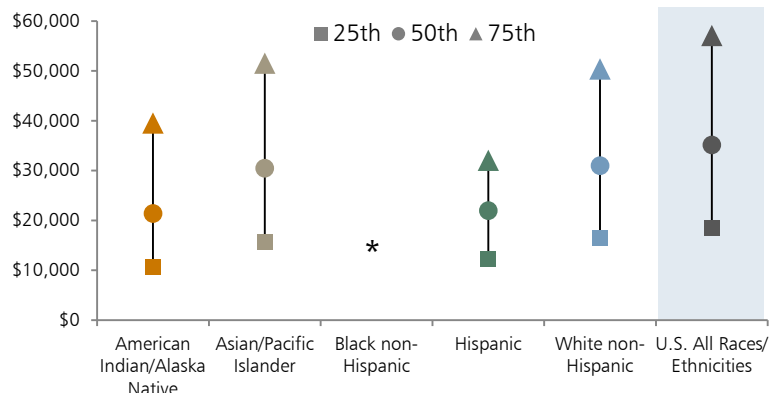
Academic preparation is a major factor in access to and success in college. One indicator of readiness comes from the National Assessment of Educational Progress (NAEP) math and reading scores for twelfth graders in 2009.

- No state-level scores were available for American Indians/Alaska Natives, Asians/Pacific Islanders or Black non-Hispanics in Idaho.
- However, there appears to be notably different performance between the first- and second-largest graduate groups: Hispanics' average composite score was 242 compared to 276 for White non-Hispanics.
- The state's score for Hispanics fell short of the national score for that group by almost 10 points; White non-Hispanics' by about 6 points.

## Annual Income by Race/Ethnicity<sup>3</sup>

A second major barrier is access to the financial resources needed to pay for college. The statewide median income for the working-age population (ages 25-64) in Idaho from 2006 to 2010 was \$30,229, 14% lower than the national median income of \$35,147.

- White non-Hispanics' and Asian/Pacific Islanders' median incomes were about the same as the statewide median.
- As the second-largest group in Idaho, Hispanics' median income of \$21,967 was substantially lower, about 73% of the statewide median. American Indians/Alaska Natives earned at about the same level as Hispanics despite a wider income range.



\* 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>.

<sup>1</sup>Source: 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. 2011 figures from [www.higheredinfo.org](http://www.higheredinfo.org).

<sup>2</sup>Source: 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.

<sup>3</sup>Source: 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](#).