



# Knocking at the College Door

## Projections of High School Graduates

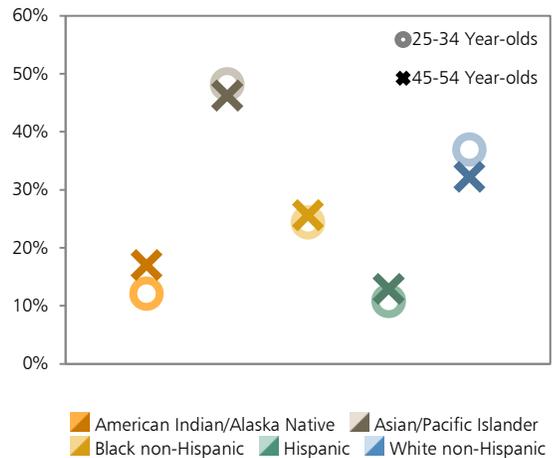
### NEVADA

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

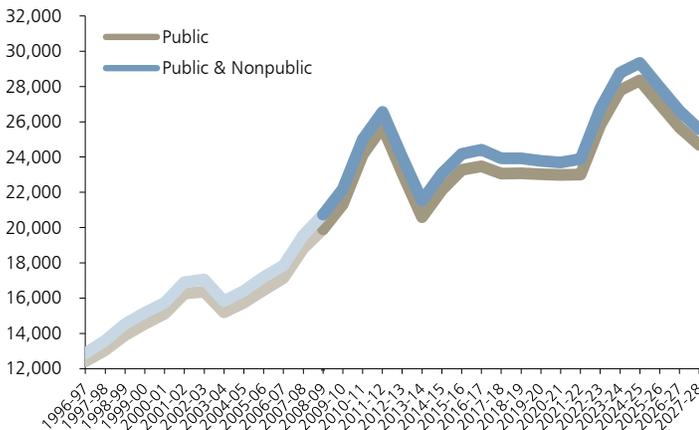
#### Educational Attainment by Race/Ethnicity<sup>1</sup>

Workforce projections suggest a growing demand for well-educated labor, 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 Nevada between 2008 and 2010, younger adults (aged 25-34) and older adults (aged 45-54) had about the same postsecondary degree attainment rates at about 29%.

Yet large gaps in educational attainment exist among racial/ethnic groups. Younger Asians/Pacific Islanders are more likely to have a postsecondary degree than are White non-Hispanics, who are more likely than Black non-Hispanics, who are more likely than American Indians/Alaska Natives or Hispanics. At about 37%, younger White non-Hispanics have achieved degrees at a slightly higher rate than their older counterparts. Estimates are insufficiently precise to know whether or not educational attainment rates are changing between younger and older age groups for other groups.



#### Production of High School Graduates



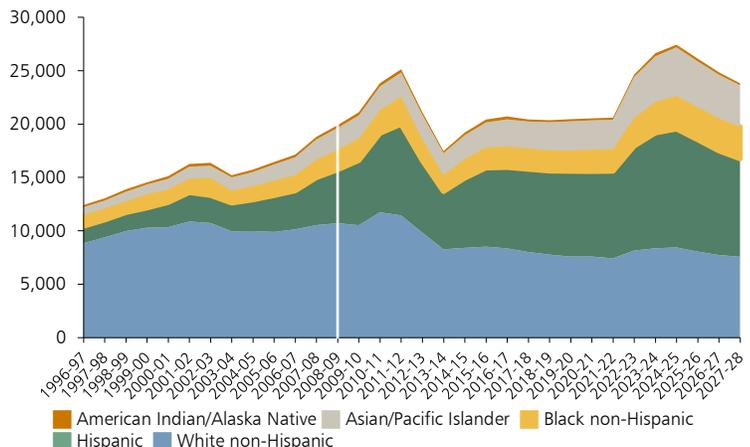
Nevada was on a path of explosive population growth almost unlike any other state prior to the Great Recession, straining educational capacity. The recession appears to have tempered the feverish pace of growth, even though Nevada is still projected to have the fourth-fastest rate of change among all states through 2019-20.

- Graduates are projected to continue rising rapidly through 2011-12, to about 25,500. Then a steep but short-lived descent drops the number about 19% over just two years.
- Production is projected to stabilize around 23,000 to 24,000 in 2014-15 through 2021-22, after which another spike could occur.
- Nonpublic schools account for about 3-4% of all graduates; that is not projected to change meaningfully.

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

Unlike many states, the rapid increase in Nevada during the 2000s was not driven at all by growth in White non-Hispanics. White non-Hispanics peaked in 2001-02 at 10,879 graduates, and the number produced by that group was flat throughout the decade. After a brief period of growth among White non-Hispanics through 2010-11, projections show their numbers falling about 4,300, about a 37% drop.

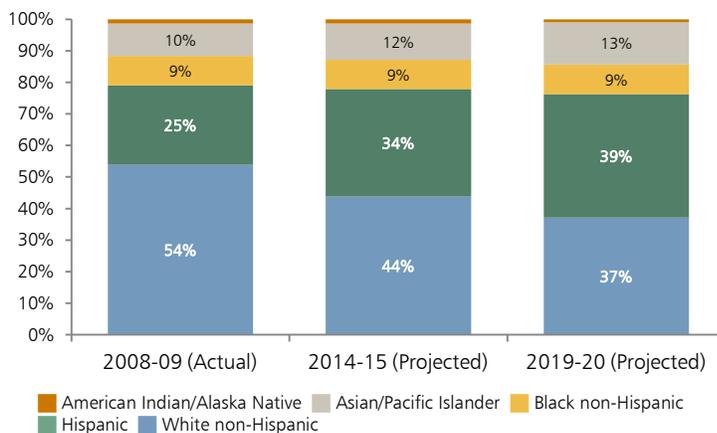
Hispanics drove growth in graduates, nearly tripling in the decade prior to 2008-09. Asians/Pacific Islanders also more than doubled. Hispanics and Asians/Pacific Islanders are projected to continue increasing, about 60% and 33%, respectively, between 2008-09 and 2019-20.



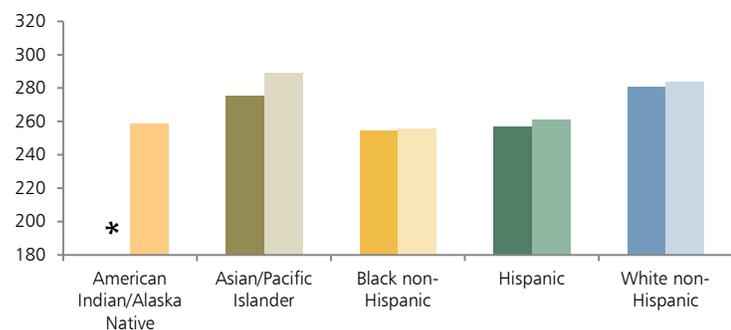
## Composition of Public High School Graduates by Race/Ethnicity

The rapid growth in underrepresented populations combined with sharp decreases in White non-Hispanic graduates will dramatically reshape public high school graduating classes in Nevada.

- In the 11 years between 2008-09 and 2019-20, White non-Hispanic graduates are projected to go from the majority racial/ethnic group to a plurality and then the minority. They are projected to have surrendered majority status in 2009-10 and can expect to be eclipsed in number by Hispanics in 2018-19.
- Hispanics' share is projected to grow rapidly from a quarter in 2008-09 to 39% in 2019-20.
- Asians/Pacific Islanders are also projected to increase in share, rising 3 percentage points to 13% by 2019-20.



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



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

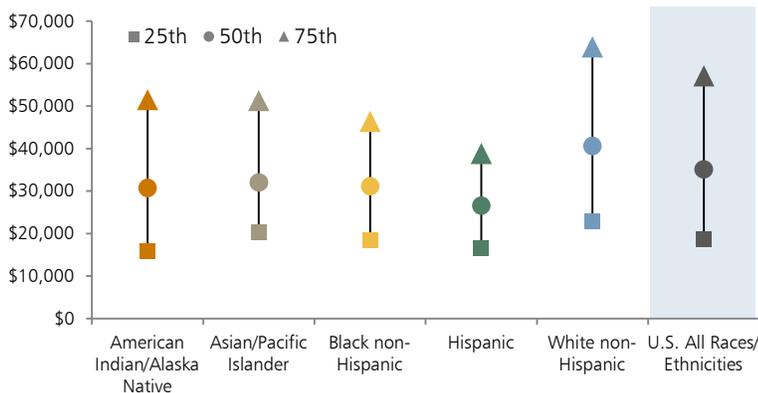
Academic preparation is a major factor in access to and success in college. One indicator of readiness comes from the National Assessment of Educational Progress (NAEP) math and reading scores for eighth graders in 2011.

- Large achievement gaps exist between Asians/Pacific Islanders and White non-Hispanics in Nevada, relative to Hispanics and Black non-Hispanics.
- Asians/Pacific Islanders, White non-Hispanics, and Hispanics all posted composite scores that were worse than their corresponding racial/ethnic group's national performances.

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

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

- The statewide median income was \$34,215, compared with \$35,147 for the nation.
- White non-Hispanics' median income, \$40,630, was 18% higher than the statewide median. About a quarter of them earned at least \$64,000.
- Hispanics' median income was \$26,601, about 78% of the statewide median income, and three quarters of them earned less than about \$39,000.



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.

<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 8th graders tested in 2011, scale of 0 to 500; scores for 12th graders taking NAEP were not available for this state.

<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.

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