



Knocking at the College Door

Projections of High School Graduates

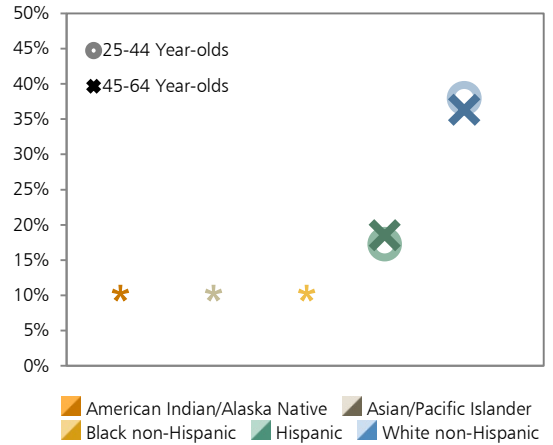
WYOMING

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

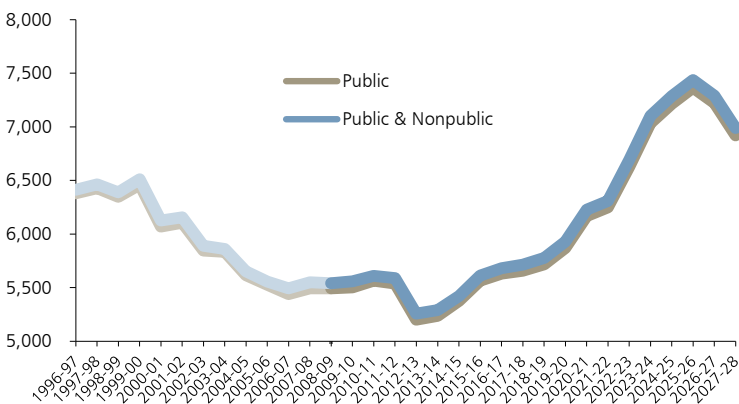
Workforce projections suggest a growing demand for well-educated labor, so younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In Wyoming in 2011, 37.9% of younger adults (aged 25-44) had earned postsecondary degrees, a level of educational attainment that was statistically indistinguishable from the 34.6% of older adults (aged 45-64). The small size of the state's minority populations means that little can be discerned about the size of educational attainment gaps among most races/ethnicities, but such gaps were evident between White non-Hispanics and Hispanics for data from 2008 to 2010.

- Younger cohorts of Hispanics hold a postsecondary degree at a rate of roughly 17%, compared with 38% for White non-Hispanics.
- The rates for younger and older age groups for these two races/ethnicities were statistically equivalent.
- The rate for younger White non-Hispanics was considerably lower than the nation's rate for that age group.



* No estimates reported due to a coefficient of variation that exceeded 25% for at least one estimate.

Production of High School Graduates



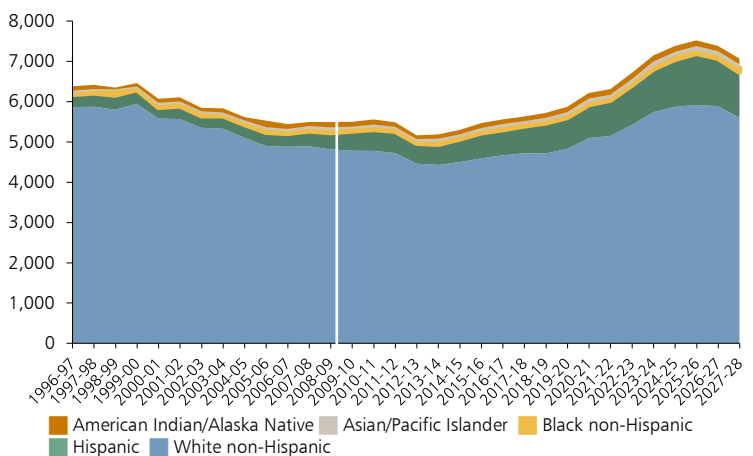
Projections indicate that production of high school graduates in Wyoming is in a period of significant change.

- After nearly a decade of decline through 2007-08, projections indicate a leveling off of production through 2011-12.
- After a brief drop of a few hundred graduates in 2012-13, a period of growth is projected to last through 2025-26. It is expected to increase the state's total number of high school graduates by about a third over the 2008-09 level, or roughly 1,900 students.
- Nonpublic schools produce a negligible number of graduates in the state, between 30 and 50 from 1996-97 through 2008-09. Projections suggest little change in the years ahead.

Public High School Graduates by Race/Ethnicity

Wyoming is among the few states bucking the national trend of inexorably declining projected numbers of White non-Hispanic graduates. But as elsewhere, Hispanic numbers are climbing rapidly.

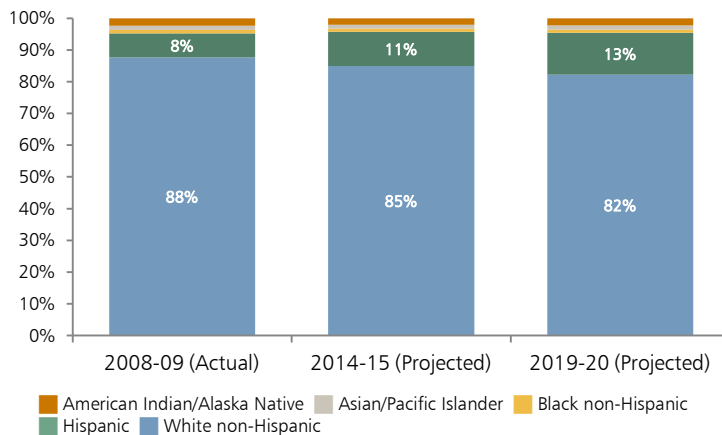
- Graduates of White non-Hispanic descent have diminished in number from 1999-2000, and a continued decline is projected through 2013-14. But after that, White non-Hispanics are projected to be up nearly 1,500 (34%) by 2025-26.
- Hispanic graduates are expected to double in number between 2008-09 and 2020-21.
- The next-largest racial/ethnic group among public high school graduates is American Indians/Alaska Natives, 130 in 2008-09, and they are projected to mirror White non-Hispanics' in pattern: an initial decline followed by sustained growth.



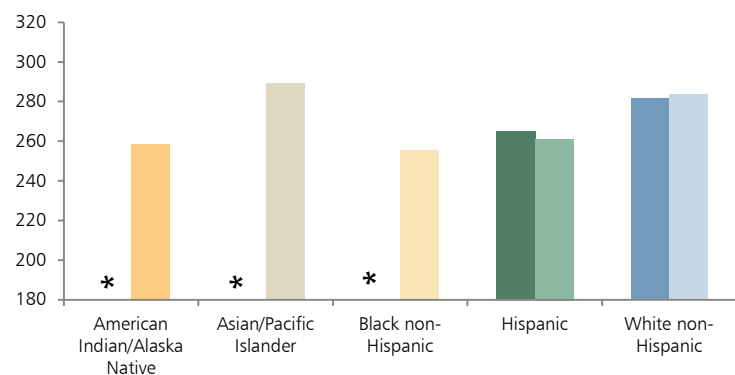
Composition of Public High School Graduates by Race/Ethnicity

Wyoming's public high school graduating classes are overwhelmingly White non-Hispanic. Projections indicate this group will retain its dominance in the years ahead.

- Nevertheless, White non-Hispanics will see their share fall about 6 percentage points, to 82%, between 2008-09 and 2019-20.
- Hispanics will account for the difference, their share projected to climb from 8% to 13% over the same timeframe.
- None of the other racial/ethnic groups are projected to see much change in their shares of the graduating class.



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 eighth graders in 2011.

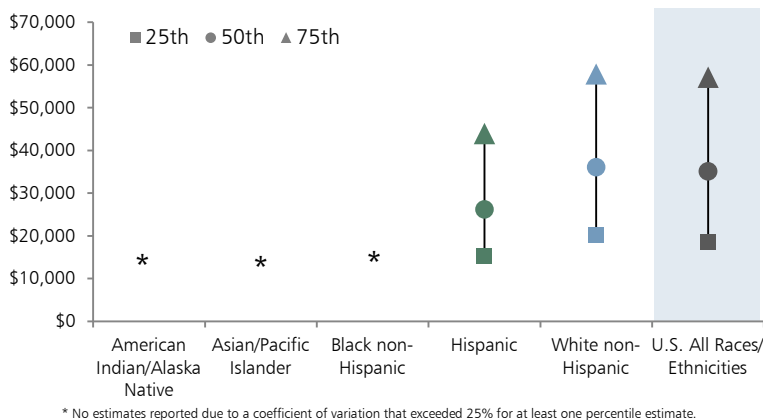
- With a composite score of 264.8, Hispanics scored considerably lower than White non-Hispanics in Wyoming, and their average score was not statistically different than the national score for this group.
- White non-Hispanics in Wyoming performed less well than their peers nationwide.
- No state-level scores were available for American Indians/Alaska Natives, Asian/Pacific Islanders, or Black non-Hispanics.

Note: Wyoming 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, which makes comparisons between some groups difficult. But in Wyoming from 2006 to 2010, the statewide median income for the working-age population (25-64) was \$35,063, compared to \$35,147 for the nation.

- The median income for Hispanics was \$26,198, about three-quarters of the state median. The lowest quartile among them earned no more than about \$15,000.
- The wealthiest quartile among White non-Hispanics earned at least \$58,000, quite a bit less than the approximately \$62,000 for wealthiest quarter nationally.



* 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 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.

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