



Knocking at the College Door

Projections of High School Graduates

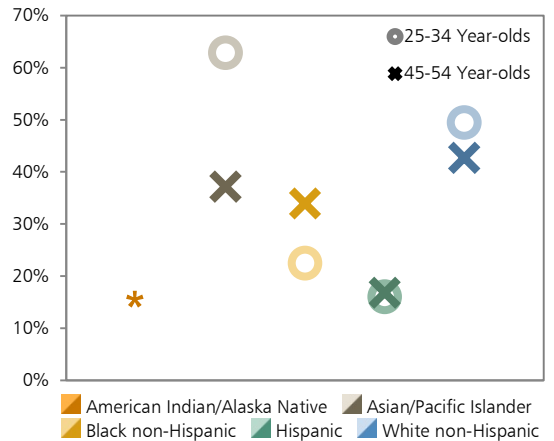
RHODE ISLAND

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

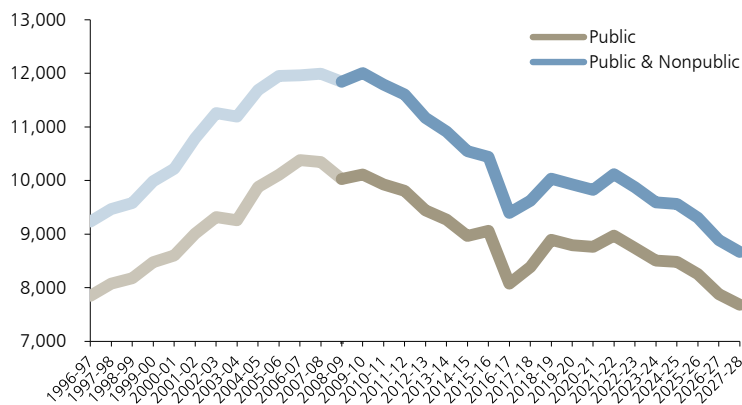
Workforce projections indicate there will be a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In Rhode Island between 2008 and 2010, overall almost 43% of younger adults (aged 25-34) had at least an associate's degree, slightly more than the 40% of older adults (aged 45-54).

- Younger adults of White non-Hispanic and Asian/Pacific Islander origin have higher degree attainment rates than the state average, particularly Asian/Pacific Islanders, and 7% and 26% more young adults hold degrees than older adults in these groups, respectively.
- However, both younger and older adults who are Black non-Hispanic, and Hispanic particularly, are less likely to have a postsecondary degree than others overall. And, 12% fewer young Black non-Hispanic adults have postsecondary degrees compared to their older counterparts.
- Due to small sample sizes, no estimates were available for American Indians/Alaska Natives.



* No estimates are reported for American Indians/Alaska Natives due to insufficient sample size or a coefficient of variation that exceeded 25% for at least one estimate.

Production of High School Graduates

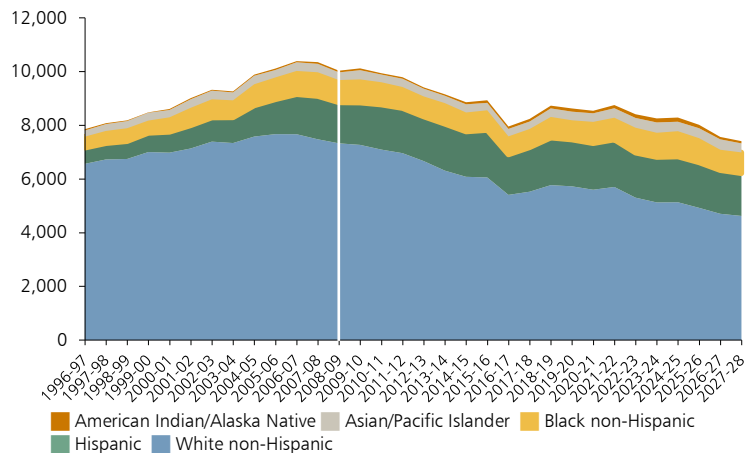


Rhode Island saw consistent growth in the size of its graduating class for most of the last two decades, increasing almost 30% from around 9,200 in 1991-92 to almost 11,900 in 2008-09, and peaking in the first projected year, 2009-10, at 12,000. The state is projected to experience consistent declines in the size of its graduating class throughout the projected period, declining about 16% to just under 10,000 graduates by 2019-20, and to below 9,000 in the last projected years.

Rhode Island began seeing declines in nonpublic graduates in 2004-05 and they are projected to continue to decline, by 38% from the last reported year, 2008-09, to 2019-20, to a total decline of almost 50% by the last projected years.

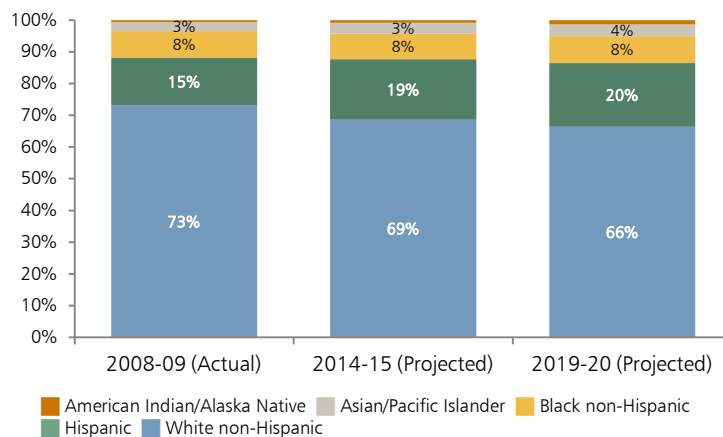
Public High School Graduates by Race/Ethnicity

- Declines in the size of Rhode Island's graduating class are largely a reflection of declines among the majority group in its public high schools, White non-Hispanics, which decline 22% from 7,300 graduates in 2008-09 to 5,700 by 2019-20, and to below 5,000 in the last several projected years.
- Slight average annual variations are projected for the number of Hispanic and Black non-Hispanic graduates, but little enough to affect the overall downward trend in public high school graduating class sizes. Hispanic graduates will increase about 14%, from 1,500 to 1,700 between 2008-09 and 2019-20; Black non-Hispanics will decrease 13% from 840 to 720 over the same years.
- There will be small increases in Asian/Pacific Islanders and American Indian/Alaska Natives.

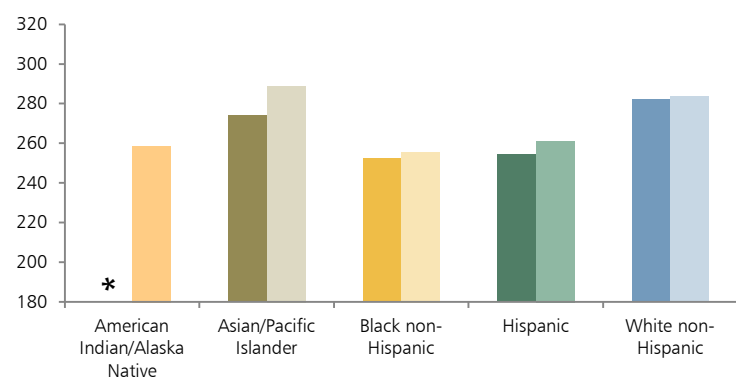


Composition of Public High School Graduates by Race/Ethnicity

- Rhode Island’s public graduating class is likely to remain majority White non-Hispanic well into the future. However, the proportion White non-Hispanic will decrease – from 73% in 2008-09, to 66% by 2019-20, and to 62% towards the end of the projections period – as they decline in number and other race/ethnicities increase in number.
- Hispanic public high school graduates increase from 15% in 2008-09 to 20% by 2019-20. Despite declining somewhat in number, Black non-Hispanics steadily contribute about 8% of the total in most years through 2019-20, and increase slightly to 11% by the later projected years. Asian/Pacific Islanders and American Indian/Alaska Natives make small relative gains through the projections.



Composite Math and Reading Scores by Race/Ethnicity²



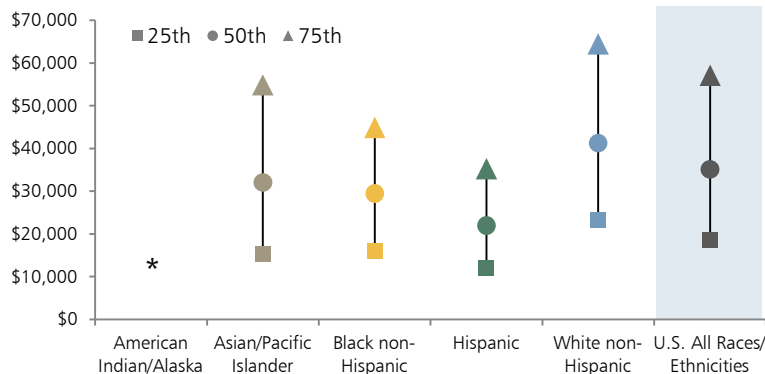
Academic preparation is a major factor in college access and success, and the National Assessment of Educational Progress (NAEP) provides some measure of differences by race/ethnicity.

- The average composite math and reading scores for 8th graders in Rhode Island in 2011 ranged from 252 and 254 for Black non-Hispanics and Hispanics, respectively, to 274 and 282 for Asian/Pacific Islanders and White non-Hispanics, respectively. No scores were available for American Indian/Alaska Natives.
- The average scores for each of the groups were between 2 to 7 points of the national average for the respective group, except for Asian/Pacific Islanders, whose score fell short of the national average by about 15 points.

Note: Rhode Island 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 factor is access to the financial resources needed to pay for college. The statewide median income for working-age adults (ages 25-64) in Rhode Island from 2006 to 2010 was \$38,157, above the national median income of \$35,147; White non-Hispanics’ median income was \$41,251. Comparisons between groups can be limited by imprecision in estimates for smaller populations. However, it appears that underrepresented populations in Rhode Island earn considerably less than the statewide median. Hispanic and Black non-Hispanic median incomes were only 58% and 77% of the statewide median (\$29,500 or less), respectively. (Estimates are not reported for American Indian/Alaska Natives due to small sample sizes.)



* 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 25-34 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.

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Visit <http://wiche.edu/knocking> to obtain the full publication and download these projections as [graphs](#) or [data files](#).