



# Knocking at the College Door

## Projections of High School Graduates

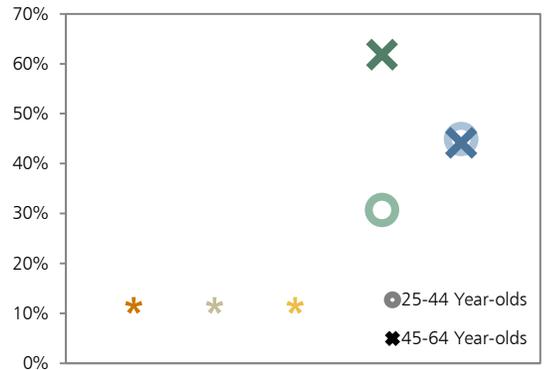
### VERMONT

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

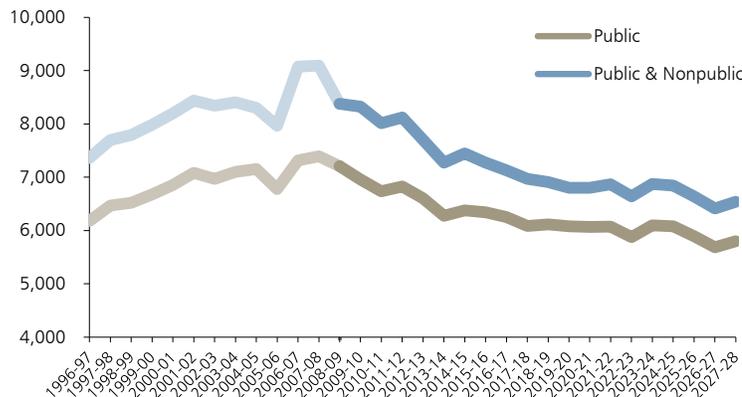
Workforce projections suggest a growing demand for well-educated labor, so younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In Vermont in 2011, 47.7% of younger adults (aged 25-44) had earned postsecondary degrees, a level of educational attainment that was statistically indistinguishable from the 45.1% 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.

- The rate at which Hispanics have attained Associate’s degrees is difficult to pin down with much precision, especially among the older cohort, but younger Hispanics in the state are less likely to have achieved postsecondary degrees.
- Younger Hispanics are also less likely to have achieved a postsecondary degree than are White non-Hispanics.
- Younger and older White non-Hispanics are about equivalently likely to have earned an Associate’s degree or higher.



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

#### Production of High School Graduates



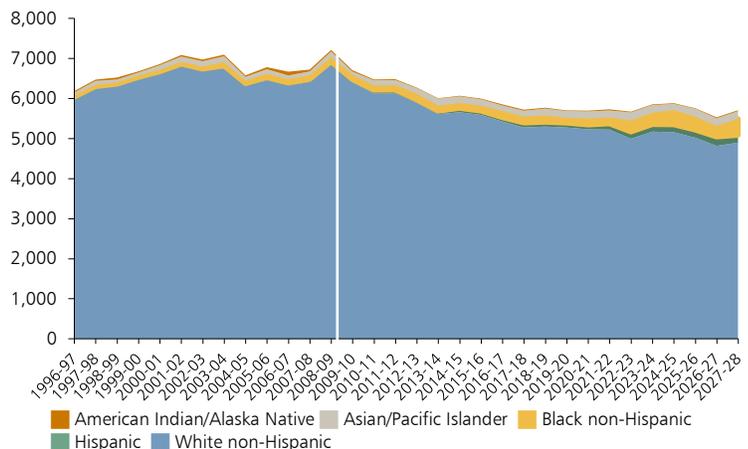
Vermont hit a peak in its production of high school graduates in 2007-08; the following year marked the first year in what is projected to be a rapid contraction in the total number of high school graduates.

- Between that peak and 2022-23, graduate numbers are projected to fall almost 2,500, about 27%.
- Nonpublic schools have historically produced a large share of the state’s graduates. In 2008-09, their proportion was 13.9%. But projections suggest that the decline in nonpublic graduates is especially dramatic. By 2019-20, their share is projected to be less than 11%, due in large part to graduating about 450 fewer students.

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

White non-Hispanics account for the overwhelming majority of public high school graduates in Vermont, and the precipitous decline projected among them accounts for the state’s overall drop in productivity.

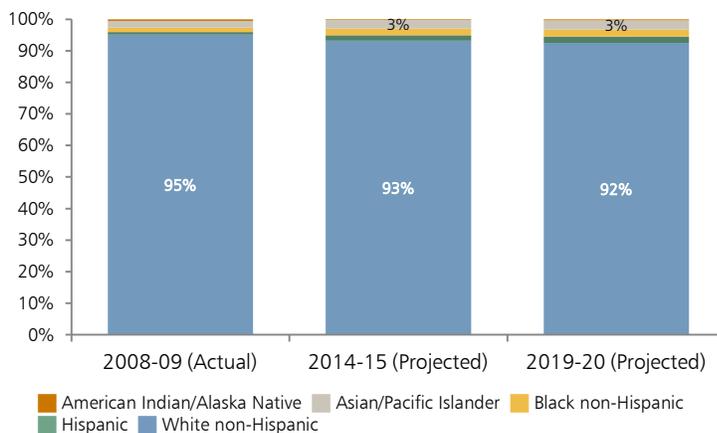
- White non-Hispanic graduates numbered 6,859 in 2008-09. By 2019-20, that number will have plummeted by nearly 1,600, or 23%.
- While a clear trend is hard to identify among the small groups, especially American Indians/Alaska Natives who only counted 39 graduates in 2008-09, projections indicate fairly consistent albeit modest increases in the years ahead among Black non-Hispanics and Hispanics.



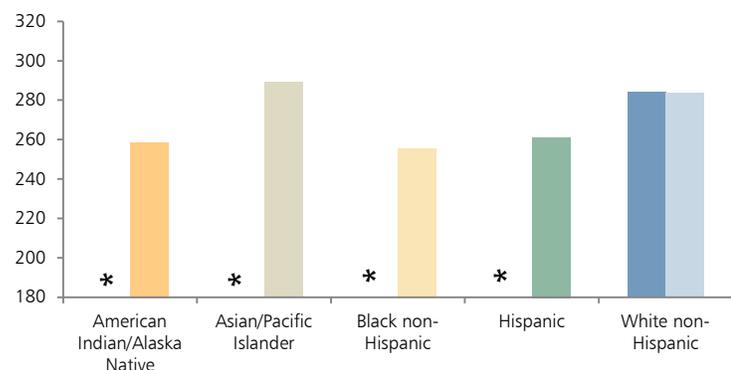
## Composition of Public High School Graduates by Race/Ethnicity

White non-Hispanics accounted for 95% of all public high school graduates in Vermont in 2008-09, the highest concentration in the nation. Projections indicate they will remain dominant in the state, though slightly less so, in the future.

- The rapid decline in production among White non-Hispanics will cost them 3 percentage points in their share of the graduating class between 2008-09 and 2019-20.
- That gap will be filled by nearly equivalent increases of about 1 percentage point in the shares of Asians/Pacific Islanders, Black non-Hispanics, and Hispanics.



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



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.

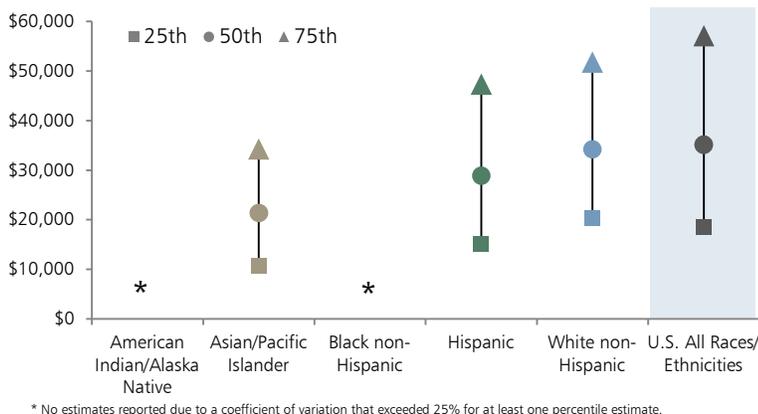
- Unfortunately, sample sizes for all racial/ethnic groups except White non-Hispanics were not large enough to allow for a reportable composite score.
- The composite score for White non-Hispanics, 284.3, was similar to their peers nationwide.

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

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

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 Vermont from 2006 to 2010:

- The statewide median income for the working-age population (25-64) was \$33,619, compared to \$35,147 for the nation.
- Unlike most other states, the median income for Asians/Pacific Islanders, \$21,384, was substantially lower than that of Hispanics as well as White non-Hispanics.
- At about \$29,000, Hispanics also typically took home less than White non-Hispanics.



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 25-44 and 45-64 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 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.

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