



# Knocking at the College Door

## Projections of High School Graduates

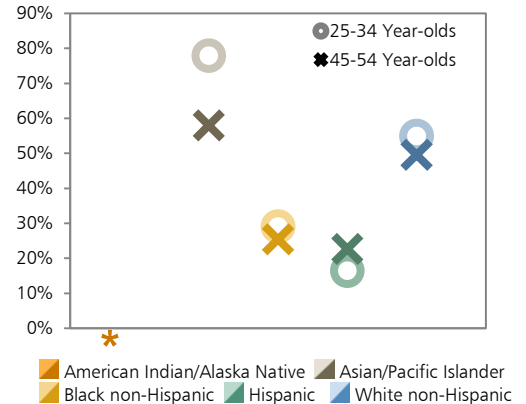
### CONNECTICUT

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

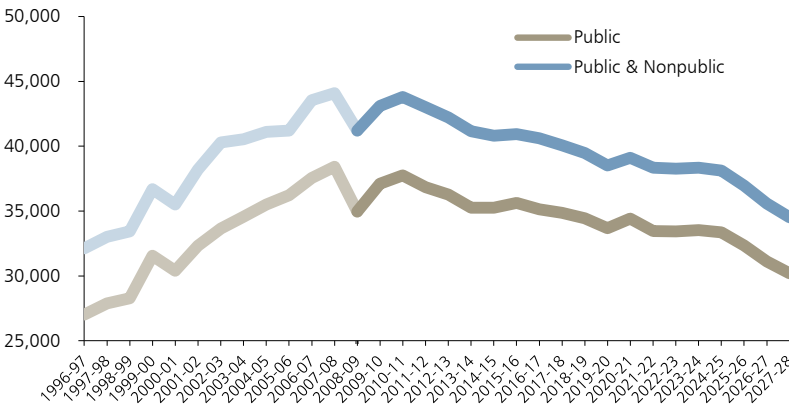
Overall, between 2008 and 2010 about 45% of Connecticut residents held an associate's degree or higher, including both younger (aged 25-34) and older working-age adults (aged 45-54). At a time when the economy is demanding higher levels of education in its labor force, it is potentially problematic that younger adults who will be in the workforce for years to come are not more educated than older workers. Widening gaps along racial/ethnic lines are partially responsible for the flat rates.

- Younger workers of Asian/Pacific Islander and White non-Hispanic backgrounds have postsecondary degrees at a higher rate than their older counterparts.
- With an attainment rate of 16.5%, younger Hispanics are much less likely to hold a postsecondary degree than the 22.7% of their elders who do. Differences across age groups are not statistically different for Black non-Hispanics.
- Other large gaps are also evident beyond the margins of error: young Hispanics trail young Black non-Hispanics (29%), who trail young White non-Hispanics (55%), who trail young Asians/Pacific Islanders (78%). The observed gaps are wider than they are among older workers.



Note: No estimates are reported due to insufficient sample size or a coefficient of variation that exceeded 25% for at least one of the estimates.

#### Production of High School Graduates



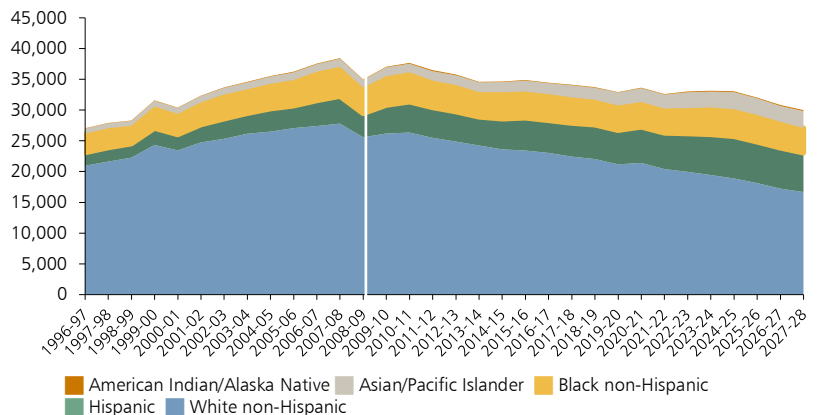
Like most of its neighbors in the Northeast, Connecticut is projected to have sharply reduced production of high school graduates in future years.

- Overall graduates peaked in 2007-08 at 44,099, followed by a sharp dip in the last year for which actual data were available, 2008-09. A two-year return to graduate numbers above 43,000 is projected, before a long period of decline sets in.
- Graduates are projected to decrease about 2,700 (7%) by 2019-20, and only a momentary bump upward arrests the ongoing slide.
- Nonpublic schools have historically been a robust contributor to the total for Connecticut, 16.5% of the total in 2002-03. They will continue to be important, but can expect to see their share drop to about 12% by 2020-21.

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

Precipitous declines in the number of White non-Hispanic graduates are the major factor in Connecticut's decreased public high school graduating class sizes.

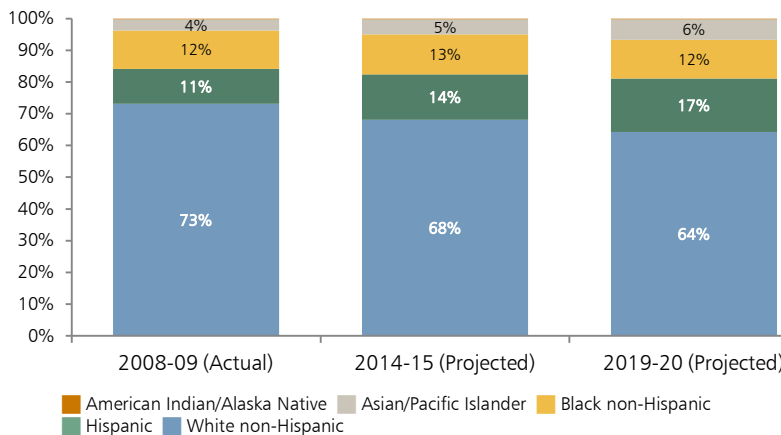
- They topped out in 2007-08 at 27,782, but will fall continuously throughout the projected period, reduced by 24% by 2019-20.
- Black non-Hispanics are projected to remain stable at between 4,000 and 4,700 from 2008-09 to 2019-20.
- Hispanics and Asians/Pacific Islanders are projected to increase between 2008-09 and 2019-20 by 43% and 69%, respectively. However, they only add about 2,500 graduates combined, a fraction of the number that the White non-Hispanics are projected to shed.



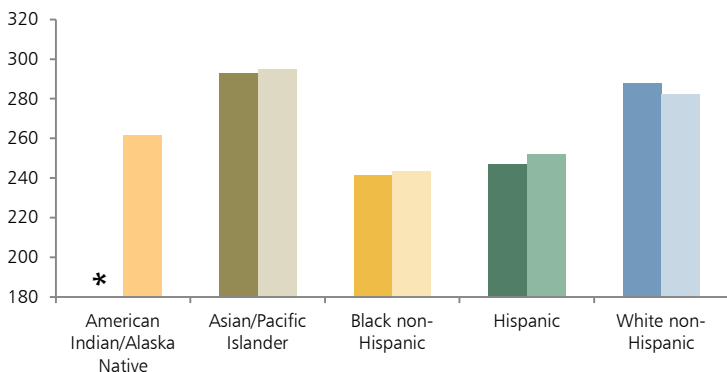
### Composition of Public High School Graduates by Race/Ethnicity

The large decreases among White non-Hispanics, combined with growth among Asians/Pacific Islanders and Hispanics, is rapidly reshaping the racial/ethnic composition of public high school graduates in Connecticut.

- Between 2008-09 and 2019-20, the White non-Hispanic share is projected to shrink from 73% to 64%.
- Hispanic shares are likely to climb by 6 percentage points, from 11% to about 17%. By 2010-11, Hispanics are projected to have surpassed Black non-Hispanics as the second-largest group.
- Asians/Pacific Islanders as a proportion of the graduating class grow a couple of percentage points.



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



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

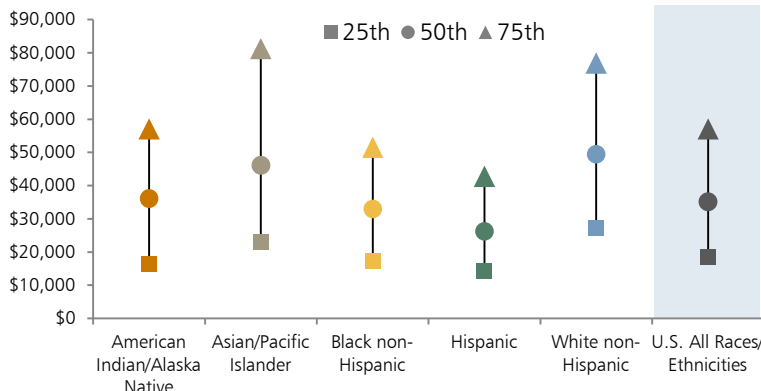
Academic preparation is a major factor in access to and success in college. One indicator of readiness comes from the National Assessment of Educational Progress (NAEP) math and reading scores for twelfth graders in 2009.

- Within Connecticut, Black non-Hispanics and Hispanics scored the worst at 242 and 247, respectively.
- White non-Hispanics (288) and Asians/Pacific Islanders (293) posted statistically indistinguishable; both were substantially higher than Black non-Hispanics' and Hispanics' scores.
- The state's White non-Hispanics outperformed their counterparts nationally. No other score differences were statistically significant.
- No state-level scores were available for American Indians/Alaska Natives.

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

A second major barrier is access to the financial resources needed to pay for college. In Connecticut from 2006 to 2010:

- The statewide median income for the working-age population (25-64) was \$43,934, compared with \$35,147 for the nation.
- The median income of White non-Hispanics was \$49,425, higher than any other racial/ethnic group.
- At \$26,198, Hispanic's median income was easily the lowest among groups. Half of the state's residents as a whole earned more than the wealthiest quarter of Hispanics.
- Black non-Hispanics earned a median of \$32,950.



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 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.

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](#).