Knocking at the College Door

Projections of High School Graduates

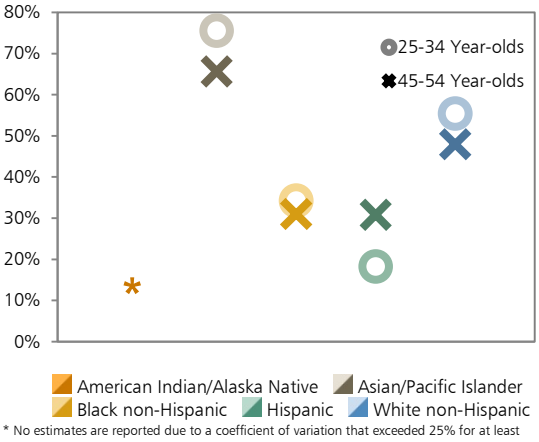
MARYLAND

National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for Maryland 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[1]

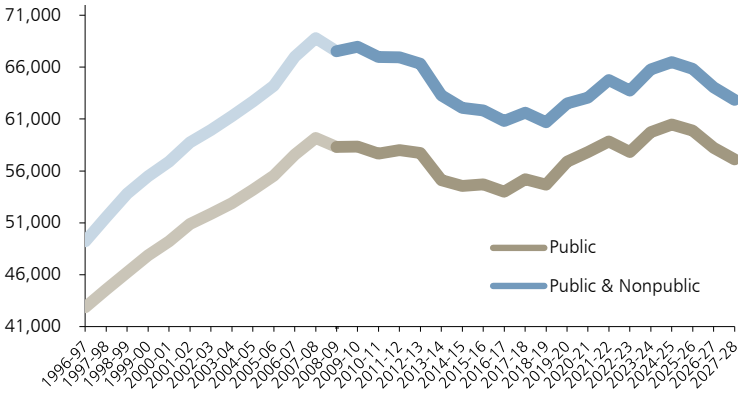
Workforce projections indicate there will a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In Maryland between 2008 and 2010, overall about 46% of younger adults (aged 25-34) had at least an associate's degree, slightly more than the 43% of the state's older adults (aged 45-54).

- Younger adults of both Asian/Pacific Islander and White non-Hispanic origin have higher degree attainment rates than the state average for their group, and than their older counterparts, by 10% and 8%, respectively.
- Both younger and older Black non-Hispanic and Hispanic adults are less likely to have a postsecondary degree than others overall and, at 18%, Hispanic younger adults have particularly low rates of degree attainment.
- Due to small sample sizes, no estimates were available for American Indians/Alaska Natives.



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

Production of High School Graduates



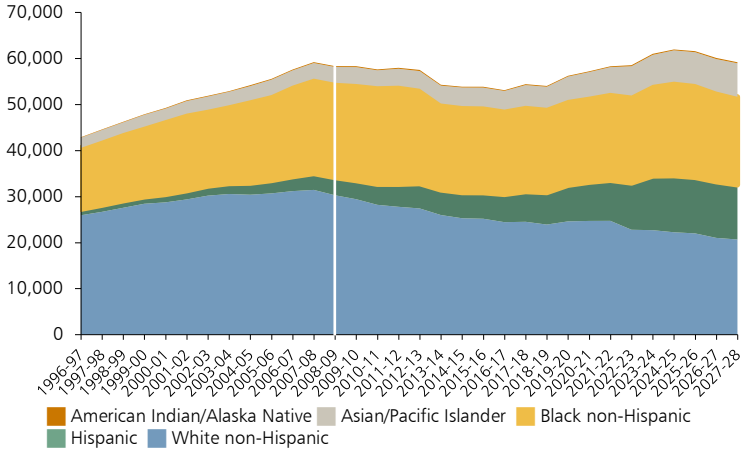
Maryland's period of rapid growth began in the early 1990s and continued uninterrupted until 2007-08, capping out at almost 68,900 graduates. The state is now projected to be in a period of decline that will be slight in some years and more steep in others, and will bottom out 10% lower, at around 61,000, between 2016-17 and 2018-19.

- After this, Maryland is projected to enter another growth trend, rising again to 66,500 graduates by 2024-25 but not again exceeding its previous high.
- Nonpublic graduates contributed about 14% of the total for many years, back to the mid 1990s. Nonpublic graduates are projected to decline to 9% of the total by 2019-20, down to 5,600 compared to 9,300 in 2008-09.

Public High School Graduates by Race/Ethnicity

Until 2008-09, the majority of Maryland's public high school graduates were White non-Hispanic, and Whites contributed to expansion of the graduating class. Expansion going forward will come from non-White graduates.

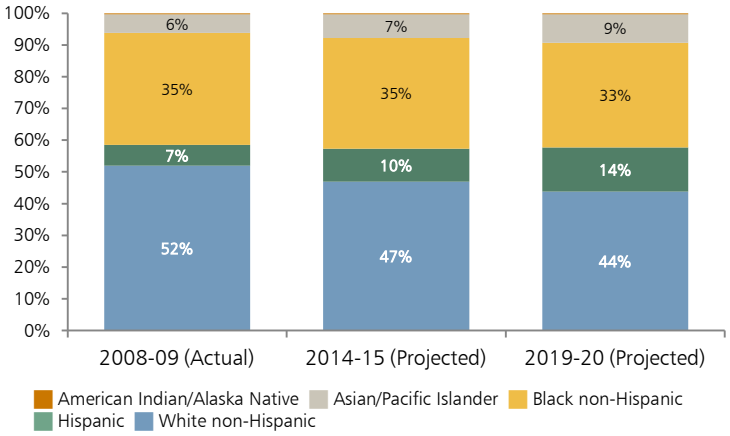
- There were 30,200 White non-Hispanic graduates in 2008-09; this number will decline by 19%, to 24,600 by 2019-20, and continue to decline in the later years of the projections.
- Black non-Hispanics range from 18,500 to 21,000.
- The number of Hispanic public graduates will double from 3,800 in 2008-09 to 7,800 by 2019-20, and increase even more rapidly to end the projected period at about 12,000 Hispanic graduates.
- Asian/Pacific Islander numbers also increase rapidly, from 3,400 in 2008-09, to 5,000 by 2019-20, and above 7,000 by the last projected year.



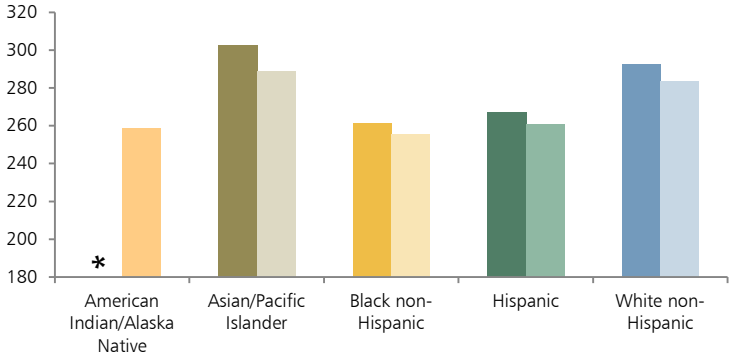
Composition of Public High School Graduates by Race/Ethnicity

Projections indicate that Maryland's pubic graduating class tipped from a majority White non-Hispanic to "majority-minority" in 2009-10, according to these projections, and will diversify rapidly throughout the projections period, to 56% non-White by 2019-20 and then 65% by 2027-28.

- Maryland's public graduating class was 7% Hispanic in 2008-09, and will be 14% Hispanic by 2019-20, then 20% by the last projected year.
- Asian/Pacific Islanders were 6% of the public total in 2008-09, and will be 9% by 2019-20, increasing further to 12% by the end of the projections.
- Black non-Hispanics lose some share over the projected period, from 35% in 2008-09 to 33% by 2019-20 and then 32% by the last projected year.



Composite Math and Reading Scores by Race/Ethnicity[2]



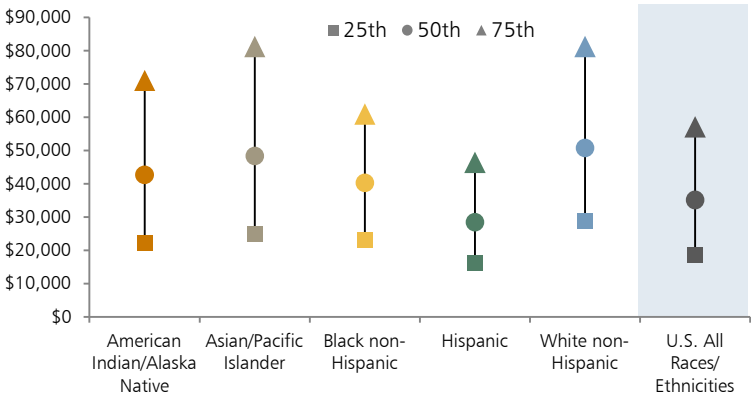
Note: Maryland in darker shades; U.S. in lighter shades. *Reporting standards were not met and no score is available.

Academic preparation is a major factor in 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 Maryland in 2011 ranged from 261 for Black non-Hispanics to 303 for Asian/Pacific Islanders. No scores were available for American Indian/Alaska Natives.
- The average score for eighth graders of each of these race/ethnicities was generally above the national average for the group.
- But, Black non-Hispanics and Hispanics in Maryland scored 25 to 30 points lower than White non-Hispanics, and 35 to 40 points lower than Asians/Pacific Islanders.

Annual Income by Race/Ethnicity[3]

A second major barrier is access to the financial resources needed to pay for college. Precise estimates are difficult to come by for smaller populations, so comparisons between groups can be problematic. But estimates for 2006 to 2010 show the statewide median income was $45,032, substantially above the $35,147 median for the nation, and suggest that underrepresented populations in Maryland generally earn considerably less than White non-Hispanics. Hispanics were the least well off financially: their median income was $28,447, 80% of the statewide median and only about half the White non-Hispanic median income of $50,799. Black non-Hispanics and American Indian/Alaska Natives were also concentrated toward the bottom of the statewide income spectrum.



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.

[1]*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.

[2]*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.

[3]*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 or contact Peace Bransberger, Research Analyst, 303.541.0257, pbransberger@wiche.edu, or Brian Prescott, Director of Policy Research, 303.541.0255, bprescott@wiche.edu.
Visit http://wiche.edu/knocking to obtain the full publication and download these projections as graphs or data files.

Knocking 2012
Rev. 1/11/13
WICHE Western Interstate Commission for Higher Education
with support from ACT CollegeBoard