



# Knocking at the College Door

## Projections of High School Graduates

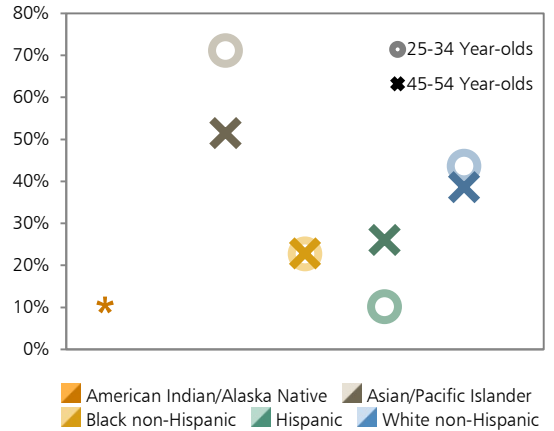
### SOUTH CAROLINA

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

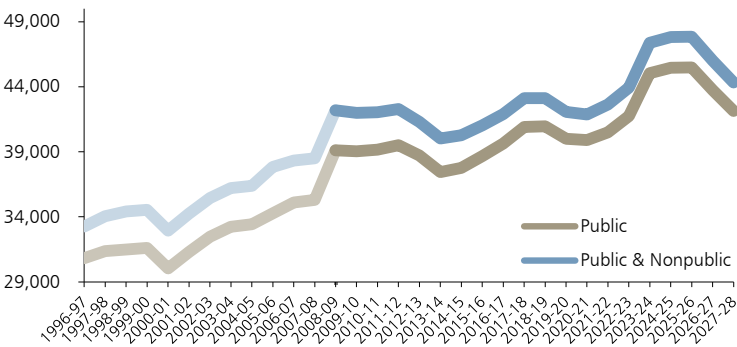
Workforce projections indicate there will be a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In South Carolina between 2008 and 2010, overall about 35% of younger adults (aged 25-34) and older adults (aged 45-54) had roughly the same rates of attainment of at least an associate's degree, at 35%.

- White non-Hispanics and Asian/Pacific Islanders exceed the state average in both age groups. About 5% more younger White non-Hispanic adults have degrees than their older counterparts, 44% and 39%, respectively.
- At 71%, younger Asian/Pacific Islander adults exceed their older counterparts by a substantial amount.
- But, both younger and older Black non-Hispanic and Hispanic adults are less likely to have a postsecondary degree than others in South Carolina overall, and at only 10%, Hispanic younger adults have particularly low rates of degree attainment.



\* No estimates are reported for American Indian/Alaska Natives due to a coefficient of variation that exceeded 25% for at least one estimate.

#### Production of High School Graduates



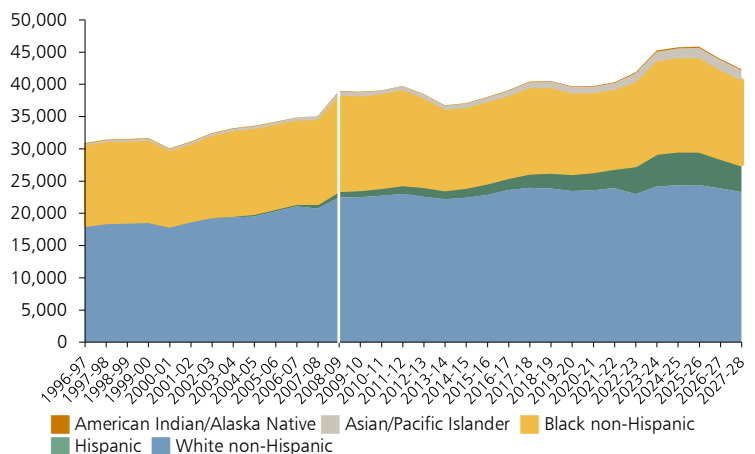
South Carolina's graduating class grew steadily at a moderate pace for almost a decade, surpassing 42,000 graduates in 2008-09 and staying at that level for a couple of years. It is now projected to experience a slump and drop several thousand graduates in number through 2016-17, before it begins to climb past 42,000 again after 2021-22.

Nonpublic graduates were 7% of the total at the beginning of the projections period, about 2,900 graduates in 2008-09. Nonpublic graduates will decline throughout the projections, to about 2,200 graduates by 2017-18, or no more than 5% of the total through the end of the projections.

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

Despite a high proportion of Black non-Hispanic graduates, White non-Hispanics will continue to comprise the majority of South Carolina's public high school graduating class. However, the number of White non-Hispanic public graduates stays relatively flat, between 22,500 and 24,000 for most of the projected period, but ending up by about 3.6% compared to 2008-09.

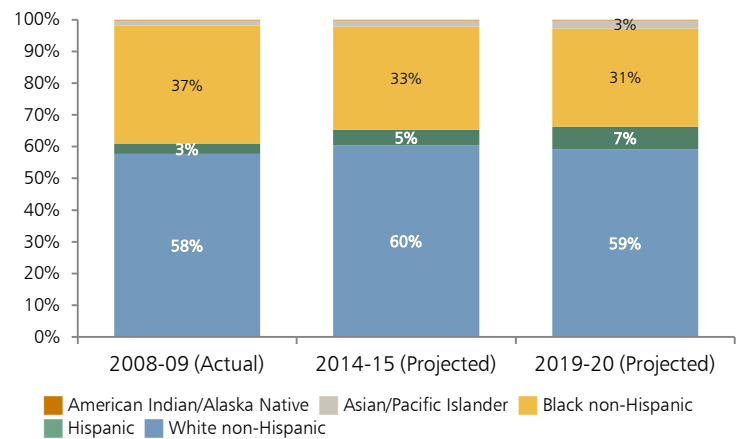
- Black non-Hispanics show slight declines over most of the projected period, beginning at 14,500 in 2008-09, dropping to 12,250 by 2019-20, then briefly recovering to 14,000 or more beyond 2023-24.
- Other non-White graduates increase rapidly albeit in smaller numbers. Hispanics increase from 1,200 graduates in 2008-09 to more than twice that by 2019-20, and rapidly increase to more than 5,000 in the late years of the projections. Asian/Pacific Islander graduates almost triple from 600 in 2008-09 to 1,600 in the last projected years.



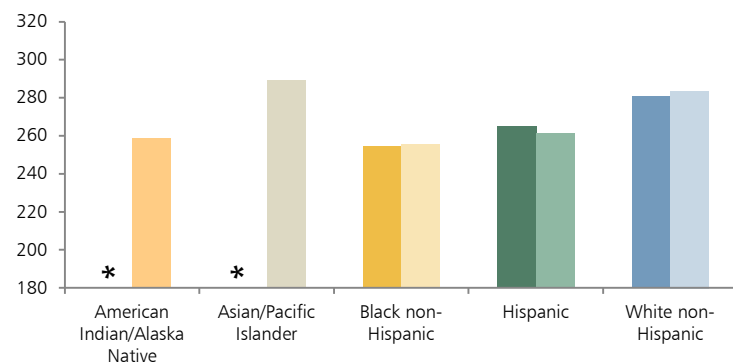
## Composition of Public High School Graduates by Race/Ethnicity

South Carolina's public graduating class remains majority White non-Hispanic throughout the projections, non-White graduates being between 40% and 42% in the years leading up to 2022-23. After this, their share increases to 45% to 47% in the last six projected years.

- White non-Hispanics are 53% to 60% of the public high school graduating class in any given year.
- The Black non-Hispanic share consistently decreases from 37% of the class in 2008-09 to a low of 30% by 2020-2021.
- The Hispanic share increases from 3% to 8% over the same years, and ends the projections at 10% of the total.
- Asian/Pacific Islanders will be 2% to 3% of the total for most years.



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



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

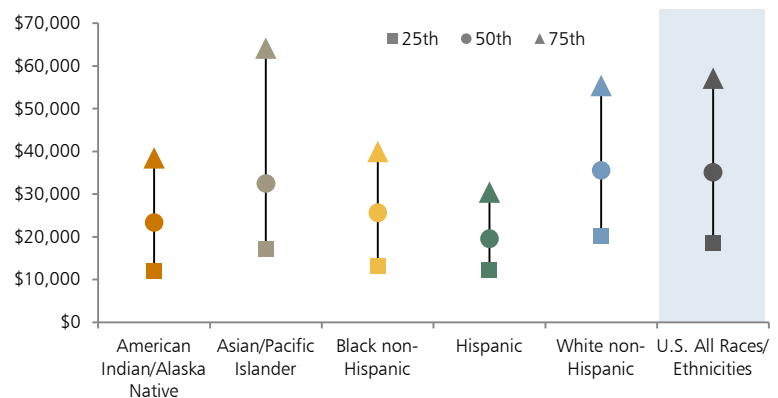
Academic preparation is a major factor in college access and success, and the National Assessment of Educational Progress (NAEP) provides some measure of differences by race/ethnicity.

- The average composite math and reading scores for 8th graders in South Carolina in 2011 were 254 for Black non-Hispanics, 265 for Hispanics and 281 for White non-Hispanics.
- The available scores by race/ethnicity for eighth graders were generally about the national average for the group.
- Black non-Hispanics lagged White non-Hispanics by about 25 points.
- No scores were available for American Indian/Alaska Natives or Asian/Pacific Islanders.

## 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 smaller populations, so comparisons between groups can be problematic. But estimates for 2006 to 2010 show the statewide median income in South Carolina was \$30,754, compared to the \$35,147 median for the nation.

Hispanics were the least well off financially: their median income was \$20,152, 66% of the statewide median and just slightly above half the White non-Hispanic median income of \$35,559. Black non-Hispanics and American Indians/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>.

<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 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.

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](#).