EMPLOYMENT IN ALABAMA IS GROWING.

2.0 MILLION

2.4 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

54%

OF JOB POSTINGS REQUIRED AN ASSOCIATE'S DEGREE OR HIGHER

ALABAMA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

1 IN 6 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

ALL STUDENTS

ENGLISH 52%

MATH 23%

BLACK STUDENTS

ENGLISH 29%

MATH 6%

MOST GRADUATES GO ON TO COLLEGE:

1/2

OF GRADUATES ENROLL IN SOME FORM OF PUBLIC POSTSECONDARY EDUCATION IN THE STATE

BUT MANY REQUIRE REMEDIAL COURSES:

45% WHO ENROLL IN 2-YEAR COLLEGES NEED REMEDIATION

16% WHO ENROLL IN 4-YEAR COLLEGES NEED REMEDIATION

AND TOO FEW FRESHMEN COMPLETE DEGREES:

STUDENTS IN 2-YEAR COLLEGES

21%

STUDENTS IN 4-YEAR COLLEGES

51%

THIS LEAVES ALABAMA'S ADULT WORKFORCE FAR SHORT OF WHAT'S NEEDED TO BE COMPETITIVE.

IN 2014-15

54%

OF JOB POSTINGS REQUIRED AN ASSOCIATE'S DEGREE OR HIGHER

BUT ONLY

34%

OF ADULTS HAVE AN ASSOCIATE'S DEGREE OR HIGHER

34% OVERALL

38% OF WHITES

26% OF BLACKS

20% OF LATINOS

And remember:

Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Alabama's data, visit:

xqsuperschool.org/future
EMPLOYMENT IN ALASKA IS GROWING.

346K

401K

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

56%

of job postings required an associate’s degree or higher

ALASKA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 4 STUDENTS

1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Alaska Native students

ENGLISH 53%

ENGLISH 16%

MATH 35%

MATH 9%

MOST GRADUATES GO ON TO COLLEGE:

3/7

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

who enroll in 2-year colleges need remediation

who enroll in 4-year colleges need remediation

58%

46%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

29%

30%

THIS LEAVES ALASKA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

56%

of job postings required an associate’s degree or higher

BUT ONLY

37%

of adults have an associate’s degree or higher

37% OVERALL

44% OF WHITES

28% OF LATINOS

11% OF AK NATIVES

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Alaska’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN ARIZONA IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2.6 Million</td>
</tr>
<tr>
<td>2020</td>
<td>3.0 Million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

64% of job postings required an associate’s degree or higher

ARIZONA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 5 STUDENTS
1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Students</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>51%</td>
<td>34%</td>
</tr>
<tr>
<td>Latino</td>
<td>36%</td>
<td>21%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

1/2 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

State data unavailable

Students in 2-year colleges need remediation

Students in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>Students in 2-year colleges</th>
<th>Students in 4-year colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>49%</td>
</tr>
</tbody>
</table>

THIS LEAVES ARIZONA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

64% of job postings required an associate’s degree or higher

37% OVERALL

46% OF WHITES

35% OF BLACKS

19% OF LATINOS

BUT ONLY

37% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Arizona’s data, visit:

xqsuperschool.org/future
EMPLOYMENT IN ARKANSAS IS GROWING.

1.2 MILLION

1.4 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

56%

of job postings required an associate’s degree or higher

ARKANSAS HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

1 IN 7 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

ENGLISH 53%

MATH 27%

Black students

ENGLISH 28%

MATH 8%

MOST GRADUATES GO ON TO COLLEGE:

1/2

of graduates enroll in some form of postsecondary education in the state

BUT MANY REQUIRE REMEDIAL COURSES:

61%

who enroll in 2-year colleges need remediation

26%

who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

27%

Students in 4-year colleges

45%

THIS LEAVES ARKANSAS’ ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

56%

of job postings required an associate’s degree or higher

BUT ONLY

30%

of adults have an associate’s degree or higher

30% OVERALL

33% OF WHITES

22% OF BLACKS

13% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.
EMPLOYMENT IN CALIFORNIA IS GROWING.

16.1 MILLION

18.9 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

72%

of job postings required an associate's degree or higher

TOO MANY STUDENTS DROP OUT:

1 IN 6 STUDENTS

1 IN 4 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 60%

ENGLISH 50%

MATH 32%

MATH 20%

MOST GRADUATES GO ON TO COLLEGE:

3/5

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

74%

of all first-time students in California Community Colleges need remediation in math

27%

of all first-time freshmen in the California State University system need remediation in math

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

32%

Students in 4-year colleges

67%

THIS LEAVES CALIFORNIA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

41% OVERALL

53% OF WHITES

34% OF BLACKS

18% OF LATINOS

IN 2014-15

72%

of job postings required an associate’s degree or higher

BUT ONLY

41%

of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on California’s data, visit:
xqsuperschool.org/future
EMPLOYMENT IN COLORADO IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2.5 million</td>
</tr>
<tr>
<td>2020</td>
<td>3.0 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

- **64%** of job postings required an associate’s degree or higher in 2014-15.

COLORADO HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:
- **1 IN 5** students do not graduate with their class.
- **1 IN 3** Latino students do not graduate with their class.

TOO FEW GRADUATE COLLEGE-READY:
- **61%** of all students and **40%** of Latino students are college-ready in English.
- **38%** of all students and **20%** of Latino students are college-ready in math.

MOST GRADUATES GO ON TO COLLEGE:
- **5/9** of graduates enroll in some form of postsecondary education in the state.

BUT MANY REQUIRE REMEDIAL COURSES:
- **60%** of students who enroll in 2-year colleges need remediation.
- **22%** of students who enroll in 4-year colleges need remediation.

AND TOO FEW FRESHMEN COMPLETE DEGREES:
- **26%** of students in 2-year colleges complete a degree.
- **56%** of students in 4-year colleges complete a degree.

THIS LEAVES COLORADO’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

- **64%** of job postings required an associate’s degree or higher in 2014-15.
- **49%** of adults have an associate’s degree or higher.

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Colorado’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN CONNECTICUT IS GROWING.

1.8 MILLION
2.0 MILLION

2010
2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15
73%
of job postings required an associate’s degree or higher

CONNECTICUT HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS
1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students
ENGLISH 68%
MATH 44%

Latino students
ENGLISH 47%
MATH 23%

MOST GRADUATES GO ON TO COLLEGE:

3/4

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

46%

who enroll in 2- or 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges
16%

Students in 4-year colleges
67%

THIS LEAVES CONNECTICUT’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15
73%
of job postings required an associate’s degree or higher

BUT ONLY
49%
of adults have an associate’s degree or higher

AND REMEMBER:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Connecticut’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN DELAWARE IS GROWING.

426K 

493K

2010 2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

68%
of job postings required an associate’s degree or higher

DELAWARE HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 7 STUDENTS

1 IN 5 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

Black students

ENGLISH 58%

MATH 35%

ENGLISH 37%

MATH 16%

MOST GRADUATES GO ON TO COLLEGE:

4/7

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

38%

need remediation in math

25%

need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 4-year colleges

66%

THIS LEAVES DELAWARE’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

68%
of job postings required an associate’s degree or higher

BUT ONLY

41%
of adults have an associate’s degree or higher

41% OVERALL

44% OF WHITES

30% OF BLACKS

21% OF LATINOS

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Delaware’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN DISTRICT OF COLUMBIA IS GROWING.

656K 762K

2010 2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 86%

of job postings required an associate’s degree or higher

DISTRICT OF COLUMBIA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 3 STUDENTS

1 IN 3 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 44%

ENGLISH 33%

MATH 29%

MATH 15%

MOST GRADUATES GO ON TO COLLEGE:

1/2

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

76%

THIS LEAVES DISTRICT’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15 86%

of job postings required an associate’s degree or higher

BUT ONLY 63%

of adults have an associate’s degree or higher

And remember: Degrees alone don’t guarantee that workers have the other skills —the team work, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on District of Columbia’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN FLORIDA IS GROWING.

8.0 MILLION

9.7 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15
62% of job postings required an associate’s degree or higher

FLORIDA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:
1 IN 5 STUDENTS
2 IN 7 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 64%
ENGLISH 63%

MATH 38%
MATH 34%

MOST GRADUATES GO ON TO COLLEGE:

5/9 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

29% of all undergraduates in the Florida College System need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

54%
57%

THIS LEAVES FLORIDA'S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15
62% of job postings required an associate’s degree or higher

BUT ONLY 40%
of adults have an associate's degree or higher

40% OVERALL
44% OF WHITES
34% OF BLACKS
29% OF LATINOS

And remember:
Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Florida's data, visit: xqsuperschool.org/future
EMPLOYMENT IN GEORGIA IS GROWING.

4.2 MILLION

5.1 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

68% of job postings required an associate’s degree or higher

GEORGIA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 5 STUDENTS

1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 72%

ENGLISH 54%

MATH 43%

MATH 22%

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

18% need remediation in math

9% need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

26%

Students in 4-year colleges

48%

THIS LEAVES GEORGIA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

68% of job postings required an associate’s degree or higher

BUT ONLY 39% of adults have an associate’s degree or higher

39% OVERALL

44% OF WHITES

32% OF BLACKS

21% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Georgia’s data, visit:

xqsuperschool.org/future
EMPLOYMENT IN HAWAII IS GROWING.

<table>
<thead>
<tr>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>638K</td>
<td>733K</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 53% of job postings required an associate’s degree or higher.

HAWAII HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 6 STUDENTS
1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

- ENGLISH 47%
- MATH 29%

Hawaiian Native/Pacific Islander (HN/PI)

- ENGLISH 19%
- MATH 8%

MOST GRADUATES GO ON TO COLLEGE:

5/9 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

- 28% need remediation in math
- 25% need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges: 17%

Students in 4-year colleges: 51%

THIS LEAVES HAWAII’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15 53% of job postings required an associate’s degree or higher.

BUT ONLY 44% of adults have an associate’s degree or higher

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.
EMPLOYMENT IN IDAHO IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>710K</td>
</tr>
<tr>
<td>2020</td>
<td>867K</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

53% of job postings required an associate’s degree or higher.

IDaho High Schools Must Step Up.

TOO MANY STUDENTS DROP OUT:

1 in 5 students    3 in 7 American Indian students

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>63%</td>
</tr>
<tr>
<td>Math</td>
<td>36%</td>
</tr>
</tbody>
</table>

Latino students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>44%</td>
</tr>
<tr>
<td>Math</td>
<td>19%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

3/5 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

61% who enroll in 2-year colleges need remediation

24% who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges: 20%

Students in 4-year colleges: 44%

THIS LEAVES IDAHO’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

53% of job postings required an associate’s degree or higher

BUT ONLY 37% of adults have an associate’s degree or higher

37% OVERALL

40% OF WHITES

13% OF LATINOS

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Idaho’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN ILLINOIS IS GROWING.
5.9 MILLION
6.9 MILLION

JOB REQUIREMENTS ARE CHANGING.
IN 2014-15
71%
of job postings
required an
associate’s degree or higher

ILLINOIS HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 7 STUDENTS
1 IN 4 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students
English 66%
Math 44%

Latino students
English 51%
Math 27%

MOST GRADUATES GO ON TO COLLEGE:

2/3

of graduates enroll in
some form of
postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

who enroll in
2-year colleges need
remediation
49%

who enroll in
4-year colleges need
remediation
6%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges
27%

Students in 4-year colleges
62%

THIS LEAVES ILLINOIS’ ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15
71%
of job postings
required an
associate’s degree or higher

BUT ONLY
44%
of adults have an
associate’s degree or higher

44% OVERALL
50% OF WHITES
31% OF BLACKS
20% OF LATINOS

And remember:
Degrees alone don’t guarantee that workers have
the other skills—the teamwork, the analysis, the
problem-solving—that are so necessary in today’s and
tomorrow’s economy.

Degrees alone don’t guarantee that workers have
the other skills—the teamwork, the analysis, the
problem-solving—that are so necessary in today’s and
tomorrow’s economy.

For detailed source information on Illinois’ data, visit:
xqsuperschool.org/future
IN 2014-15
58% of job postings required an associate’s degree or higher

But only
36% of adults have an associate’s degree or higher

IN 2014-15
36% OVERALL
38% OF WHITES
27% OF BLACKS
19% OF LATINOS

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Indiana’s data, visit:
xqsuperschool.org/future
EMPLOYMENT IN IOWA IS GROWING.

<table>
<thead>
<tr>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 54% of job postings required an associate's degree or higher

IOWA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 10 STUDENTS 1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students | English 71% | Math 45% |
Latino students | English 47% | Math 24%

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

Students in 2-year colleges | States data unavailable |
Students in 4-year colleges | 67%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

IN 2014-15 54% of job postings required an associate's degree or higher

44% OVERALL
45% OF WHITES
29% OF BLACKS
21% OF LATINOS

BUT ONLY 44% of adults have an associate's degree or higher

This leaves Iowa's adult workforce far short of what's needed to be competitive.

And remember:
Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Iowa's data, visit xqsuperschool.org/future
EMPLOYMENT IN KANSAS IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1.4 million</td>
</tr>
<tr>
<td>2020</td>
<td>1.7 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>of job postings required an associate’s degree or higher</td>
</tr>
</tbody>
</table>

KANSAS HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

- 1 in 7 students
- 2 in 9 black students

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Group</th>
<th>Language Proficiency</th>
<th>Math Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>ENGLISH 69%</td>
<td>MATH 46%</td>
</tr>
<tr>
<td>Latino students</td>
<td>ENGLISH 48%</td>
<td>MATH 27%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

- 4/5 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

- 38% of those who enroll in 2-year colleges need remediation
- 15% of those who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>Group</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in 2-year colleges</td>
<td>32%</td>
</tr>
<tr>
<td>Students in 4-year colleges</td>
<td>53%</td>
</tr>
</tbody>
</table>

THIS LEAVES KANSAS’ ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>of job postings required an associate’s degree or higher</td>
</tr>
</tbody>
</table>

BUT ONLY

- 43% of adults have an associate’s degree or higher

43% OVERALL
46% OF WHITES
29% OF BLACKS
19% OF LATINOS

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Kansas’ data, visit: xqsuperschool.org/future
EMPLOYMENT IN KENTUCKY IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1.9 million</td>
</tr>
<tr>
<td>2020</td>
<td>2.1 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

- In 2014-15, 54% of job postings required an associate’s degree or higher.

KENTUCKY HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

- 1 in 9 students
- 1 in 6 Latino students

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Subject</th>
<th>All students</th>
<th>Black students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>58%</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>30%</td>
<td>11%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

- 3/5 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

- 54% of 2-year college students need remediation
- 16% of 4-year college students need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>College Type</th>
<th>Percentage Completing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year colleges</td>
<td>27%</td>
</tr>
<tr>
<td>4-year colleges</td>
<td>50%</td>
</tr>
</tbody>
</table>

THIS LEAVES KENTUCKY’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

- In 2014-15, 54% of job postings required an associate’s degree or higher

- But only 34% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Kentucky’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN LOUISIANA IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2.0 million</td>
</tr>
<tr>
<td>2020</td>
<td>2.4 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

In 2014-15, 54% of job postings required an associate’s degree or higher.

LOUISIANA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

- 1 in 5 students
- 1 in 4 Black students do not graduate with their class

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Gender</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>57%</td>
<td>26%</td>
</tr>
<tr>
<td>Black</td>
<td>35%</td>
<td>9%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

- 4/7 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

<table>
<thead>
<tr>
<th>College Type</th>
<th>Remediation Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year</td>
<td>20%</td>
</tr>
<tr>
<td>4-year</td>
<td>50%</td>
</tr>
</tbody>
</table>

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>College Type</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year</td>
<td>20%</td>
</tr>
<tr>
<td>4-year</td>
<td>50%</td>
</tr>
</tbody>
</table>

THIS LEAVES LOUISIANA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

<table>
<thead>
<tr>
<th>Group</th>
<th>Degree Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>30%</td>
</tr>
<tr>
<td>Whites</td>
<td>36%</td>
</tr>
<tr>
<td>Latinos</td>
<td>23%</td>
</tr>
<tr>
<td>Blacks</td>
<td>21%</td>
</tr>
</tbody>
</table>

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Louisiana’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN MAINE IS GROWING.

1.2 MILLION

1.4 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

49%

of job postings required an associate’s degree or higher

MAINE HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

1 IN 7 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 63%

ENGLISH 38%

MATH 39%

MATH 19%

MOST GRADUATES GO ON TO COLLEGE:

5/8 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

10% need remediation in math

3% need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

24%

Students in 4-year colleges

59%

THIS LEAVES MAINE’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

57%

of job postings required an associate’s degree or higher

BUT ONLY

42%

of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Maine’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN MARYLAND IS GROWING.

2.7 MILLION

3.2 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.
IN 2014-15
69%
of job postings required an associate’s degree or higher

MARYLAND HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 70%

ENGLISH 50%

MATH 48%

MATH 23%

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

71% who enroll in 2-year colleges need remediation

21% who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

18%

65%

THIS LEAVES MARYLAND’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15
69%
of job postings required an associate’s degree or higher

47% OVERALL

54% OF WHITES

37% OF BLACKS

27% OF LATINOS

BUT ONLY 47% of adults have an associate’s degree or higher

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Maryland’s data, visit:
xqsuperschool.org/future
EMPLOYMENT IN MASSACHUSETTS IS GROWING.

3.4 MILLION

3.9 MILLION

2010 2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 77% of job postings required an associate’s degree or higher

MASSACHUSETTS HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

English 78%

Math 59%

Latino students

English 54%

Math 34%

MOST GRADUATES GO ON TO COLLEGE:

3/4 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

35% of adults have an associate's degree or higher

IN 2014-15 77% of job postings required an associate’s degree or higher

But only 53% of adults have an associate’s degree or higher

And remember:

Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Massachusetts’ data, visit: xqsuperschool.org/future

STATE DATA SHEET

MASSACHUSETTS

HIGH SCHOOL & THE FUTURE OF WORK

1 IN 8 STUDENTS

1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

English 78%

Math 59%

Latino students

English 54%

Math 34%

MOST GRADUATES GO ON TO COLLEGE:

3/4 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

35% of adults have an associate's degree or higher

IN 2014-15 77% of job postings required an associate’s degree or higher

But only 53% of adults have an associate’s degree or higher

And remember:

Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Massachusetts’ data, visit: xqsuperschool.org/future
Employment in Michigan is growing. From 4.1 million in 2010 to 4.7 million in 2020.

Job requirements are changing. In 2014-15, 61% of job postings required an associate’s degree or higher.

Michigan high schools must step up.

Too many students drop out:
- 1 in 5 students
- 2 in 7 Latino students do not graduate with their class.

Too few graduate college-ready:
- All students: English 61%, Math 37%
- Black students: English 35%, Math 13%

Most graduates go on to college:
- 3/5 of graduates enroll in some form of postsecondary education.

But many require remedial courses:
- 20% need remediation in math
- 8% need remediation in English

This leaves Michigan’s adult workforce far short of what’s needed to be competitive.

In 2014-15, 61% of job postings required an associate’s degree or higher.

But only 39% of adults have an associate’s degree or higher.

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Michigan’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN MINNESOTA IS GROWING.

2.8 MILLION

3.2 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 67%

of job postings required an associate’s degree or higher

MINNESOTA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 6 STUDENTS

1 IN 3 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 63%

ENGLISH 30%

MATH 48%

MATH 16%

MOST GRADUATES GO ON TO COLLEGE:

2/3

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

24%

who enroll in 2- or 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

28%

64%

THIS LEAVES MINNESOTA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15 49% OVERALL

52% OF WHITES

29% OF BLACKS

23% OF LATINOS

BUT ONLY 49% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Minnesota’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN MISSISSIPPI IS GROWING.

1.2 MILLION

1.4 MILLION

2010

2020

MISSISSIPPI HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 6 STUDENTS

1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 47%

ENGLISH 28%

MATH 20%

MATH 7%

MOST GRADUATES GO ON TO COLLEGE:

2/3

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

46%

who enroll in 2-year colleges need remediation

30%

who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

31%

51%

THIS LEAVES MISSISSIPPI’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

49%

of job postings required an associate’s degree or higher

BUT ONLY

32%

of adults have an associate’s degree or higher

32% OVERALL

37% OF WHITES

24% OF BLACKS

20% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Mississippi’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN MISSOURI IS GROWING.

2.8 MILLION

3.1 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

64%
of job postings required an associate’s degree or higher

MISSOURI HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 9 STUDENTS

1 IN 6 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

ENGLISH 59%

MATH 34%

Black students

ENGLISH 29%

MATH 10%

MOST GRADUATES GO ON TO COLLEGE:

2/3

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

who enroll in 2-year colleges need remediation

45%

who enroll in 4-year colleges need remediation

23%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

25%

Students in 4-year colleges

57%

THIS LEAVES MISSOURI’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

64%
of job postings required an associate’s degree or higher

BUT ONLY

39%
of adults have an associate’s degree or higher

39% OVERALL

40% OF WHITES

26% OF BLACKS

26% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Missouri’s data, visit xqsuperschool.org/future
EMPLOYMENT IN MONTANA IS GROWING.

504K

587K

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 53%

of job postings required an associate’s degree or higher

MONTANA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 7 STUDENTS

1 IN 5 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

ENGLISH 55%

MATH 37%

American Indian students (AM. IND.)

ENGLISH 20%

MATH 8%

MOST GRADUATES GO ON TO COLLEGE:

3/5

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

who enroll in 2-year colleges need remediation

23%

who enroll in 4-year colleges need remediation

10%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

27%

Students in 4-year colleges

49%

THIS LEAVES MONTANA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15 53%

of job postings required an associate’s degree or higher

BUT ONLY 40%

of adults have an associate’s degree or higher

40% OVERALL

42% OF WHITES

26% OF AM. IND.

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Montana’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN NEBRASKA IS GROWING.

1.0 MILLION

2010

1.2 MILLION

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

60% of job postings required an associate’s degree or higher

NEBRASKA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 9 STUDENTS

1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 67%

ENGLISH 41%

MATH 42%

MATH 19%

MOST GRADUATES GO ON TO COLLEGE:

5/7 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

31%

Students in 4-year colleges

60%

THIS LEAVES NEBRASKA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

60% of job postings required an associate’s degree or higher

45% OVERALL

48% OF WHITES

34% OF BLACKS

15% OF LATINOS

BUT ONLY 45% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Nebraska’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN NEVADA IS GROWING.

1.2 MILLION

1.4 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

52% of job postings required an associate's degree or higher

NEVADA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 4 STUDENTS

3 IN 7 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 38%

ENGLISH 25%

MATH 21%

MATH 11%

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

61% who enroll in 2-year colleges need remediation

49% who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

31%

Students in 4-year colleges

43%

THIS LEAVES NEVADA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

52% of job postings required an associate's degree or higher

BUT ONLY 31% of adults have an associate's degree or higher

31% OVERALL

38% OF WHITES

25% OF BLACKS

14% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Nevada’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN NEW HAMPSHIRE IS GROWING.

671K 783K

2010 2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 65% of job postings required an associate’s degree or higher

NEW HAMPSHIRE HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS 2 IN 9 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 70%

ENGLISH 58%

MATH 46%

MATH 35%

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

23%

69%

THIS LEAVES NEW HAMPSHIRE’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

48% OVERALL

48% OF WHITES

36% OF LATINOS

IN 2014-15 65% of job postings required an associate’s degree or higher

But only 48% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on New Hampshire’s data, visit:
xqsuperschool.org/future
EMPLOYMENT IN NEW JERSEY IS GROWING.

4.0 MILLION

4.6 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

71%

of job postings required an associate’s degree or higher

NEW JERSEY HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 10 STUDENTS

1 IN 6 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 70%

ENGLISH 55%

MATH 49%

MATH 33%

MOST GRADUATES GO ON TO COLLEGE:

4/5 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

21%

66%

IN 2014-15

71%

of job postings required an associate’s degree or higher

BUT ONLY 48% of adults have an associate’s degree or higher

48% OVERALL

54% OF WHITES

32% OF BLACKS

24% OF LATINOS

THIS LEAVES NEW JERSEY’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on New Jersey’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN NEW MEXICO IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0.9 million</td>
</tr>
<tr>
<td>2020</td>
<td>1.0 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

62% of job postings required an associate’s degree or higher

NEW MEXICO HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

2 IN 7 STUDENTS

3 IN 8 AMERICAN INDIAN STUDENTS (AM. IND.)

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>50%</td>
<td>29%</td>
</tr>
<tr>
<td>Latino students</td>
<td>43%</td>
<td>22%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

5/8 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

43% who enroll in 2- or 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges: 18%

Students in 4-year colleges: 42%

THIS LEAVES NEW MEXICO’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

62% of job postings required an associate’s degree or higher

But only 35% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on New Mexico’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN NEW YORK IS GROWING.

IN 2010 8.9 MILLION
IN 2020 10.1 MILLION

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 79% of job postings required an associate’s degree or higher.

NEW YORK HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 5 STUDENTS
1 IN 3 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

ENGLISH 70%
MATH 49%

Latino students

ENGLISH 55%
MATH 31%

MOST GRADUATES GO ON TO COLLEGE:

3/4 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

59% of all first-time freshmen in public 2-year colleges need remediation

7% of all first-time freshmen in public 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

24%

Students in 4-year colleges

66%

THIS LEAVES NEW YORK’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15 79% of job postings required an associate’s degree or higher

BUT ONLY 47% of adults have an associate’s degree or higher

OVERALL
55% OF WHITES
34% OF BLACKS
27% OF LATINOS

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on New York’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN NORTH CAROLINA IS GROWING.

4.1 MILLION

5.0 MILLION

2010 2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

67%

of job postings required an associate’s degree or higher

NORTH CAROLINA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 7 STUDENTS

1 IN 5 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 46%

ENGLISH 23%

MATH 30%

MATH 10%

MOST GRADUATES GO ON TO COLLEGE:

5/8

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

who enroll in 2-year colleges need remediation in math

41%

who enroll in 4-year colleges need remediation in math

4%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

21%

Students in 4-year colleges

62%

THIS LEAVES NORTH CAROLINA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

67%

of job postings required an associate’s degree or higher

BUT ONLY

41%

of adults have an associate’s degree or higher

41% OVERALL

47% OF WHITES

31% OF BLACKS

19% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on North Carolina’s data, visit:

xqsuperschool.org/future
EMPLOYMENT IN NORTH DAKOTA IS GROWING.

403K

481K

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

54% of job postings required an associate’s degree or higher

NORTH DAKOTA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

2 IN 9 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

American Indian students (AM. IND.)

ENGLISH 56%

ENGLISH 21%

MATH 40%

MATH 9%

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

28% who enroll in 2-year colleges need remediation

18% who enroll in 4-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

44%

Students in 4-year colleges

52%

THIS LEAVES NORTH DAKOTA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

54% of job postings required an associate’s degree or higher

BUT ONLY 47% of adults have an associate’s degree or higher

For detailed source information on North Dakota’s data, visit: xqsuperschool.org/future

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.
EMPLOYMENT IN OHIO IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5.3 million</td>
</tr>
<tr>
<td>2020</td>
<td>6.0 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

In 2014-15, 64% of job postings required an associate's degree or higher.

OHIO HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 in 6 students
1 in 4 latino students

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Students</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>69%</td>
<td>48%</td>
</tr>
<tr>
<td>Black</td>
<td>34%</td>
<td>15%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

3/5 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>需要remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>27%</td>
</tr>
<tr>
<td>English</td>
<td>13%</td>
</tr>
</tbody>
</table>

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>College Type</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year</td>
<td>22%</td>
</tr>
<tr>
<td>4-year</td>
<td>57%</td>
</tr>
</tbody>
</table>

THIS LEAVES OHIO’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15, 64% of job postings required an associate’s degree or higher.

BUT ONLY 39% of adults have an associate’s degree or higher.

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Ohio’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN OKLAHOMA IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1.7 million</td>
</tr>
<tr>
<td>2020</td>
<td>2.0 million</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

59% of job postings required an associate’s degree or higher in 2014-15.

OKLAHOMA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

- 1 in 5 students
- 1 in 5 American Indian students (Am. Ind.)

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>52%</td>
<td>26%</td>
</tr>
<tr>
<td>Latino students</td>
<td>36%</td>
<td>16%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

1/2 of graduates enroll in some form of postsecondary education.

BUT MANY REQUIRE REMEDIAL COURSES:

- 40% of those who enroll in 2- or 4-year colleges need remediation.

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>College Type</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in 2-year colleges</td>
<td>30%</td>
</tr>
<tr>
<td>Students in 4-year colleges</td>
<td>49%</td>
</tr>
</tbody>
</table>

THIS LEAVES OKLAHOMA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>34%</td>
</tr>
<tr>
<td>Whites</td>
<td>38%</td>
</tr>
<tr>
<td>American Indians</td>
<td>25%</td>
</tr>
<tr>
<td>Latinos</td>
<td>16%</td>
</tr>
</tbody>
</table>

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Oklahoma’s data, visit: xqsuperschool.org/future
**HIGH SCHOOL & THE FUTURE OF WORK**

**OREGON HIGH SCHOOLS MUST STEP UP.**

**TOO MANY STUDENTS DROP OUT:**

- 1 IN 4 STUDENTS
- 1 IN 3 LATINO STUDENTS

**DO NOT GRADUATE WITH THEIR CLASS**

**TOO FEW GRADUATE COLLEGE-READY:**

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>Latino students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>69%</td>
<td>57%</td>
</tr>
<tr>
<td>MATH</td>
<td>34%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**MOST GRADUATES GO ON TO COLLEGE:**

3/5 of graduates enroll in some form of postsecondary education

**BUT MANY REQUIRE REMEDIAL COURSES:**

73% who enroll in 2-year colleges need remediation

**AND TOO FEW FRESHMEN COMPLETE DEGREES:**

<table>
<thead>
<tr>
<th></th>
<th>Students in 2-year colleges</th>
<th>Students in 4-year colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td></td>
<td>61%</td>
</tr>
</tbody>
</table>

**THIS LEAVES OREGON’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.**

IN 2014-15

- 65% of job postings required an associate’s degree or higher
- BUT ONLY 42% of adults have an associate’s degree or higher

42% OVERALL
- 44% OF WHITES
- 33% OF BLACKS
- 20% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Oregon’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN PENNSYLVANIA IS GROWING.

- 2010: 5.8 million
- 2020: 6.5 million

JOB REQUIREMENTS ARE CHANGING.

- In 2014-15, 67% of job postings required an associate’s degree or higher.

PENNSYLVANIA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

- 1 in 7 students
- 1 in 4 Latino students

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>All students</th>
<th>English 75%</th>
<th>Math 51%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black students</td>
<td>English 42%</td>
<td>Math 19%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

- 5/8 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

<table>
<thead>
<tr>
<th>Students in 2-year colleges</th>
<th>Remediation needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students in 4-year colleges</th>
<th>Remediation needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>Students in 2-year colleges</th>
<th>Remediation needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students in 4-year colleges</th>
<th>Remediation needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

THIS LEAVES PENNSYLVANIA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

- In 2014-15, 67% of job postings required an associate’s degree or higher.
- But only 42% of adults have an associate’s degree or higher.

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Pennsylvania’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN RHODE ISLAND IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>475K</td>
</tr>
<tr>
<td>2020</td>
<td>549K</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15 69% of job postings required an associate's degree or higher.

RHODE ISLAND HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

<table>
<thead>
<tr>
<th>Group</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>1 in 6</td>
</tr>
<tr>
<td>Black students</td>
<td>1 in 5</td>
</tr>
</tbody>
</table>

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>73%</td>
<td>48%</td>
</tr>
<tr>
<td>Latino students</td>
<td>45%</td>
<td>24%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

3/5 of graduates enroll in some form of postsecondary education.

BUT MANY REQUIRE REMEDIAL COURSES:

66% of adults have an associate's degree or higher.

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>Group</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year colleges</td>
<td>17%</td>
</tr>
<tr>
<td>4-year colleges</td>
<td>70%</td>
</tr>
</tbody>
</table>

THIS LEAVES RHODE ISLAND'S ADULT WORKFORCE FAR SHORT OF WHAT'S NEEDED TO BE COMPETITIVE.

IN 2014-15 43% OVERALL 48% OF WHITES 30% OF BLACKS 20% OF LATINOS

BUT ONLY 43% of adults have an associate's degree or higher.

And remember: Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Rhode Island’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN SOUTH CAROLINA IS GROWING.

2.0 MILLION

2.3 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

59%

of job postings required an associate’s degree or higher

SOUTH CAROLINA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 6 STUDENTS

1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

ENGLISH 44%
MATH 25%

Black students

ENGLISH 19%
MATH 7%

MOST GRADUATES GO ON TO COLLEGE:

5/7

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

41%

who enroll in 2-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

15%

Students in 4-year colleges

57%

THIS LEAVES SOUTH CAROLINA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

59%

of job postings required an associate’s degree or higher

38% OVERALL

44% OF WHITES

25% OF BLACKS

20% OF LATINOS

BUT ONLY

38%

of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on South Carolina’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN SOUTH DAKOTA IS GROWING.

448K

518K

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

55%

of job postings required an associate’s degree or higher

SOUTH DAKOTA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 6 STUDENTS

1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>All students</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68%</td>
<td>49%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Indian students (AM. IND.)</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18%</td>
<td>8%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

22% need remediation in math

14% need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges: 58%

Students in 4-year colleges: 51%

THIS LEAVES SOUTH DAKOTA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

55%

of job postings required an associate’s degree or higher

BUT ONLY 43%

of adults have an associate’s degree or higher

43% OVERALL

46% OF WHITES

18% OF AM. IND.

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on South Dakota’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN TENNESSEE IS GROWING.

2.9 MILLION

3.3 MILLION

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

61%
of job postings required an associate’s degree or higher

TENNESSEE HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 9 STUDENTS

1 IN 6 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 56%

ENGLISH 33%

MATH 29%

MATH 10%

MOST GRADUATES GO ON TO COLLEGE:

5/8 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

52% of all first-time freshmen in community colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

38%

51%

THIS LEAVES TENNESSEE’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

61%
of job postings required an associate’s degree or higher

BUT ONLY

35%
of adults have an associate’s degree or higher

35% OVERALL

37% OF WHITES

28% OF BLACKS

18% OF LATINOS

And remember: Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Tennessee’s data, visit:

xq superschool.org/future
EMPLOYMENT IN TEXAS IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>11.5</td>
</tr>
<tr>
<td>2020</td>
<td>14.5</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

- In 2014-15, 64% of job postings required an associate’s degree or higher.

TEXAS HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:
- 1 in 9 students
- 1 in 7 black students
- Do not graduate with their class

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>63%</td>
<td>41%</td>
</tr>
<tr>
<td>Latino</td>
<td>52%</td>
<td>30%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:
- 1/2 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:
- Need remediation in math: 21%
- Need remediation in English: 14%

AND TOO FEW FRESHMEN COMPLETE DEGREES:
- Students in 2-year colleges: 16%
- Students in 4-year colleges: 54%

THIS LEAVES TEXAS’ ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

- In 2014-15, 64% of job postings required an associate’s degree or higher
- But only 36% of adults have an associate’s degree or higher

And remember:
- Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Texas’ data, visit: xqsuperschool.org/future
EMPLOYMENT IN UTAH IS GROWING.

1.3 MILLION

1.7 MILLION

2010  2020

JOBS REQUIREMENTS ARE CHANGING.

IN 2014-15

62%
of job postings required an associate's degree or higher

UTAH HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 7 STUDENTS

1 IN 4 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH 58%

ENGLISH 34%

MATH 35%

MATH 15%

MANY GRADUATES GO ON TO COLLEGE:

3/7

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

33%

need remediation in math

7%

need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

31%

Students in 4-year colleges

56%

THIS LEAVES UTAH'S ADULT WORKFORCE FAR SHORT OF WHAT'S NEEDED TO BE COMPETITIVE.

IN 2014-15

62%
of job postings required an associate's degree or higher

BUT ONLY 42% of adults have an associate's degree or higher

42% OVERALL

47% OF WHITES

32% OF BLACKS

18% OF LATINOS

And remember:

Degrees alone don't guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Utah's data, visit:

xqsuperschool.org/future
EMPLOYMENT IN VERMONT IS GROWING.

340K 397K

2010 2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

65%

of job postings required an associate’s degree or higher

VERMONT HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS

1 IN 9 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 82%

ENGLISH 50%

MATH 61%

MATH 25%

MOST GRADUATES GO ON TO COLLEGE:

3/5

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

14%

66%

THIS LEAVES VERMONT’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

65%

of job postings required an associate’s degree or higher

BUT ONLY

46%

of adults have an associate’s degree or higher

State data unavailable

And remember:

Degrees alone don’t guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Vermont’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN VIRGINIA IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3.8</td>
</tr>
<tr>
<td>2020</td>
<td>4.6</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15
73% of job postings required an associate’s degree or higher.

VIRGINIA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS
1 IN 4 LATINO STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

<table>
<thead>
<tr>
<th>Students</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>81%</td>
<td>55%</td>
</tr>
<tr>
<td>Black</td>
<td>56%</td>
<td>23%</td>
</tr>
</tbody>
</table>

MOST GRADUATES GO ON TO COLLEGE:

2/3 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

- 15% need remediation in math
- 8% need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

<table>
<thead>
<tr>
<th>Students in 2-year colleges</th>
<th>Students in 4-year colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>26%</td>
<td>67%</td>
</tr>
</tbody>
</table>

THIS LEAVES VIRGINIA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15
73% of job postings required an associate’s degree or higher.

BUT ONLY 47% of adults have an associate’s degree or higher.

47% OVERALL
51% OF WHITES
33% OF BLACKS
30% OF LATINOS

And remember:
Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Virginia’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN WASHINGTON IS GROWING.

2010

2020

3.0 MILLION

3.5 MILLION

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

68% of job postings required an associate’s degree or higher

WASHINGTON HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 5 STUDENTS

2 IN 7 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Black students

ENGLISH 73%

ENGLISH 53%

MATH 53%

MATH 31%

MOST GRADUATES GO ON TO COLLEGE:

3/5 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

who enroll in 2-year colleges need remediation

who enroll in 4-year colleges need remediation

52%

9%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

35%

69%

THIS LEAVES WASHINGTON’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15

68% of job postings required an associate’s degree or higher

BUT ONLY 45% of adults have an associate’s degree or higher

45% OVERALL

48% OF WHITES

36% OF BLACKS

22% OF LATINOS

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Washington’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN WEST VIRGINIA IS GROWING.

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>736K</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>810K</td>
<td>0.1022</td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS ARE CHANGING.

- In 2014-15, 53% of job postings required an associate’s degree or higher.

WEST VIRGINIA HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

- 1 in 9 students
- 1 in 9 Latino students
- Do not graduate with their class

TOO FEW GRADUATE COLLEGE-READY:

- All students: English 64%, Math 30%
- Black students: English 35%, Math 12%

MOST GRADUATES GO ON TO COLLEGE:

- 5/9 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

- Who enroll in 2-year colleges need remediation: 58%
- Who enroll in 4-year colleges need remediation: 23%

AND TOO FEW FRESHMEN COMPLETE DEGREES:

- Students in 2-year colleges: 25%
- Students in 4-year colleges: 47%

THIS LEAVES WEST VIRGINIA’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

- In 2014-15, 53% of job postings required an associate’s degree or higher.
- But only 29% of adults have an associate’s degree or higher.
- Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on West Virginia’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN WISCONSIN IS GROWING.

IN 2014-15, 64% of job postings required an associate’s degree or higher.

JOB REQUIREMENTS ARE CHANGING.

TOO MANY STUDENTS DROP OUT:

1 IN 8 STUDENTS
1 IN 3 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

ENGLISH 59%
MATH 39%

Latino students

ENGLISH 40%
MATH 20%

MOST GRADUATES GO ON TO COLLEGE:

4/7 of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

21% need remediation in math
9% need remediation in English

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges
35%

Students in 4-year colleges
61%

THIS LEAVES WISCONSIN’S ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE.

IN 2014-15, 64% of job postings required an associate’s degree or higher.

BUT ONLY 43% of adults have an associate’s degree or higher.

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Wisconsin’s data, visit: xqsuperschool.org/future
EMPLOYMENT IN WYOMING IS GROWING.

311K

363K

2010

2020

JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

56% of job postings required an associate’s degree or higher

WYOMING HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:

1 IN 5 STUDENTS

1 IN 2 AMERICAN INDIAN STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students

Latino students

ENGLISH

MATH

ENGLISH

MATH

58%

34%

44%

21%

MOST GRADUATES GO ON TO COLLEGE:

1/2

of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

23% who enroll in 4-year colleges need remediation in math

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges

Students in 4-year colleges

35%

55%

39% OVERALL

40% OF WHITES

23% OF LATINOS

IN 2014-15

56% of job postings required an associate’s degree or higher

BUT ONLY

39% of adults have an associate’s degree or higher

And remember:

Degrees alone don’t guarantee that workers have the other skills—the teamwork, the analysis, the problem-solving—that are so necessary in today’s and tomorrow’s economy.

For detailed source information on Wyoming’s data, visit: xqsuperschool.org/future
“EMPLOYMENT ... IS GROWING”


“JOB REQUIREMENTS ARE CHANGING”


Note: The data are based on an analysis of online job postings from July 2014 to June 2015 conducted by Burning Glass Technologies.

“... HIGH SCHOOLS MUST STEP UP”

“TOO MANY STUDENTS DO NOT GRADUATE WITH THEIR CLASS”


“TOO FEW GRADUATE COLLEGE-READY”

Source: Data are based on 2016-17 academic year assessment results provided to XQ by Achieve (except for Oregon’s data, which were obtained from the Oregon Department of Education website, http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Results.aspx).

Note: Assessments vary by state. Private school students are included in the data when the assessment is the ACT or SAT. For the SAT, “English” refers to the section of the SAT called “Evidence-Based Reading and Writing.” Table 1 below describes which assessment yielded the data for each state. For the SAT and ACT, the table provides information on the share of high school graduates who took that assessment before graduating. We show data from these assessments only when the SAT or ACT participation rate is 60 percent or higher.
“MOST HIGH SCHOOL GRADUATES GO ON TO COLLEGE”


Note: Table 2 below provides detailed information about each state’s data.

“BUT MANY REQUIRE REMEDIAL COURSES”


Note: Table 3 below provides detailed information about each state’s data.

“AND TOO FEW FRESHMEN COMPLETE DEGREES”

Source: Data provided to XQ by The Education Trust.

Note: The data reflect students who earned degrees in the 2015-16 academic year. The top chart shows the percentage of first-time students in 2-year colleges who earned a degree or certificate within three years of enrolling. The bottom chart shows the percentage of first-time, full-time freshmen who earned a bachelor's degree within six years of enrolling.

“THIS LEAVES ... ADULT WORKFORCE FAR SHORT OF WHAT’S NEEDED TO BE COMPETITIVE”

Percentage of job postings requiring an associate’s degree or higher:


Note: The data are based on an analysis of online job postings from July 2014 to June 2015 conducted by Burning Glass Technologies.
**Percentage of adults who have an associate’s degree or higher:**

**Source:** U.S. Census Bureau, American Community Survey (ACS).

**Note:** The percentages reflect XQ calculations using ACS public release data for adults aged 25-64 in 2014, 2015, and 2016. Due to sample size issues, we do not show percentages for any group if the number of adults in that group equaled fewer than 45,000 when totaled across the years 2014, 2015, and 2016.

**Note on Hawaii’s data:** The group “Native Hawaiian/Pacific Islander” is based on the U.S. Census Bureau designation “Other Asian or Pacific Islander,” which includes all Asian adults except for Japanese and Chinese adults.

**GENERAL NOTE:** To select which racial and ethnic groups to show for the three indicators that illustrate gaps with white students or with white adults, we used the following decision rule:

Except for Hawaii, we showed whichever group had the largest share out of Black, Latino, and American Indian/Alaska Native students for “TOO FEW GRADUATE COLLEGE-READY.” We showed the second-largest share out of Black, Hispanic, and American Indian/Alaska Native students for “TOO MANY STUDENTS DO NOT GRADUATE WITH THEIR CLASS.” Finally, we showed both of those groups for the percentage of adults who have an associate’s degree or higher. However, if the difference between the largest and second-largest group exceeded 20 percentage points and if the second-largest group represented less than 10 percent of enrollment in grades 9–12 statewide, then we showed the largest group for both “TOO FEW GRADUATE COLLEGE-READY” and for “TOO MANY STUDENTS DO NOT GRADUATE WITH THEIR CLASS,” unless the grades 9-12 enrollment of the second-smallest group exceeded 50,000 students. For Hawaii, we showed data for Hawaiian Natives/Pacific Islanders in places where the data collection in question provided results for a demographic category that represented that population fairly.

**Table 1. Notes on data for “TOO FEW GRADUATE COLLEGE-READY”**

<table>
<thead>
<tr>
<th>STATE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Alaska</td>
<td>ACT (65 percent participation)</td>
</tr>
<tr>
<td>Arizona</td>
<td>ACT (65 percent participation)</td>
</tr>
<tr>
<td>Arkansas</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>California</td>
<td>Grade 11 California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>State</td>
<td>Test and Participation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Colorado</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Connecticut</td>
<td>SAT (100 percent participation)</td>
</tr>
<tr>
<td>Delaware</td>
<td>SAT (100 percent participation)</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>SAT (90 percent participation)</td>
</tr>
<tr>
<td>Florida</td>
<td>SAT (83 percent participation)</td>
</tr>
<tr>
<td>Georgia</td>
<td>SAT (61 percent participation)</td>
</tr>
<tr>
<td>Hawaii</td>
<td>ACT (90 percent participation)</td>
</tr>
<tr>
<td>Idaho</td>
<td>SAT (93 percent participation)</td>
</tr>
<tr>
<td>Illinois</td>
<td>ACT (93 percent participation)</td>
</tr>
<tr>
<td>Indiana</td>
<td>SAT (63 percent participation)</td>
</tr>
<tr>
<td>Iowa</td>
<td>ACT (67 percent participation)</td>
</tr>
<tr>
<td>Kansas</td>
<td>ACT (73 percent participation)</td>
</tr>
<tr>
<td>Kentucky</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Louisiana</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Maine</td>
<td>SAT (95 percent participation)</td>
</tr>
<tr>
<td>Maryland</td>
<td>SAT (69 percent participation)</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>SAT (76 percent participation)</td>
</tr>
<tr>
<td>Michigan</td>
<td>SAT (100 percent participation)</td>
</tr>
<tr>
<td>Minnesota</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Mississippi</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Missouri</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Montana</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Nebraska</td>
<td>ACT (84 percent participation)</td>
</tr>
<tr>
<td>Nevada</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>SAT (96 percent participation)</td>
</tr>
<tr>
<td>State</td>
<td>Test ( Participation Percentage)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>New Jersey</td>
<td>SAT (70 percent participation)</td>
</tr>
<tr>
<td>New Mexico</td>
<td>ACT (66 percent participation)</td>
</tr>
<tr>
<td>New York</td>
<td>SAT (70 percent participation)</td>
</tr>
<tr>
<td>North Carolina</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>North Dakota</td>
<td>ACT (98 percent participation)</td>
</tr>
<tr>
<td>Ohio</td>
<td>ACT (75 percent participation)</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Oregon</td>
<td>Grade 11 Smarter Balanced assessment</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>SAT (65 percent participation)</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>SAT (71 percent participation)</td>
</tr>
<tr>
<td>South Carolina</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>South Dakota</td>
<td>ACT (80 percent participation)</td>
</tr>
<tr>
<td>Tennessee</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Texas</td>
<td>SAT (62 percent participation)</td>
</tr>
<tr>
<td>Utah</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Vermont</td>
<td>SAT (60 percent participation)</td>
</tr>
<tr>
<td>Virginia</td>
<td>SAT (65 percent participation)</td>
</tr>
<tr>
<td>Washington</td>
<td>SAT (64 percent participation)</td>
</tr>
<tr>
<td>West Virginia</td>
<td>ACT (69 percent participation)</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>ACT (100 percent participation)</td>
</tr>
<tr>
<td>Wyoming</td>
<td>ACT (100 percent participation)</td>
</tr>
</tbody>
</table>

**Table 2. Notes on data for “MOST HIGH SCHOOL GRADUATES GO ON TO COLLEGE”**

<table>
<thead>
<tr>
<th>State</th>
<th>Students Included in the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Class of 2015 public high school graduates enrolled in two- and four-year in-state public institutions of higher education the fall following</td>
</tr>
<tr>
<td>State</td>
<td>Graduation Details</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alaska</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year public and private institutions of higher education, both in-state and out-of-state, the fall following graduation</td>
</tr>
<tr>
<td>Arizona</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the year following graduation</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Class of 2014 high school graduates enrolled as first-time students in the state’s public and private two- and four-year institutions of higher education in the fall following graduation, excluding any high school graduates enrolled in out-of-state institutions</td>
</tr>
<tr>
<td>California</td>
<td>Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States</td>
</tr>
<tr>
<td>Colorado</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year public and private institutions of higher education, both in-state and out-of-state, the fall following graduation</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year public and private institutions of higher education, both in-state and out-of-state, during the first year after graduation</td>
</tr>
<tr>
<td>Delaware</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year public and private institutions of higher education, both in-state and out-of-state, the fall following graduation</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>Class of 2012 high school graduates enrolled in two- and four-year public and private institutions of higher education within 12 months of graduation</td>
</tr>
<tr>
<td>Florida</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year in-state public and private institutions of higher education the fall following graduation, excluding any students enrolled in out-of-state institutions</td>
</tr>
<tr>
<td>Georgia</td>
<td>Class of 2014 high school graduates enrolled in public and private institutions of higher education, both in-state and out-of-state, the year following graduation</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>State</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Idaho</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation</td>
</tr>
<tr>
<td>Illinois</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation</td>
</tr>
<tr>
<td>Indiana</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>Iowa</td>
<td>Class of 2011 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation</td>
</tr>
<tr>
<td>Kansas</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year in-state public institutions of higher education within 12 months of graduation, excluding any students enrolled in private or out-of-state institutions</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>Maine</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>Maryland</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation</td>
</tr>
<tr>
<td>Michigan</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within six months of graduation</td>
</tr>
<tr>
<td>State</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in-and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Class of 2013 public high school graduates enrolled in two- and four year in-state public institutions of higher education within 16 months of graduation, excluding any students enrolled in private or out-of-state institutions</td>
</tr>
<tr>
<td>Missouri</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in-and out-of-state, public and private institutions of higher education within 180 days of graduation</td>
</tr>
<tr>
<td>Montana</td>
<td>Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in-and out-of-state, public and private institutions of higher education by the April following graduation</td>
</tr>
<tr>
<td>Nevada</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in-and out-of-state, public and private institutions of higher education within 16 months of graduation</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Class of 2013 high school graduates enrolled in two- and four year, in-and out-of-state, public and private institutions of higher education within two years of graduation</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Class of 2013 high school graduates enrolled in two- and four-year, in-and out-of-state, public and private institutions of higher education within 16 months of graduation</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States</td>
</tr>
<tr>
<td>New York</td>
<td>Class of 2012 high school graduates enrolled in two- and four-year, in-and out-of-state, public and private institutions of higher education within one year of graduation</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States</td>
</tr>
<tr>
<td>North Dakota</td>
<td>Class of 2010 high school graduates enrolled in the North Dakota University System within 16 months of graduation</td>
</tr>
<tr>
<td>State</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ohio</td>
<td>Class of 2013 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within two years of graduation</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Class of 2014 high school graduates enrolled in the state’s colleges and universities the fall following graduation, excluding students enrolling in out-of-state institutions</td>
</tr>
<tr>
<td>Oregon</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, public and private, in- and out-of-state institutions of higher education within 16 months of graduation</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education immediately following high school graduation</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>South Dakota</td>
<td>Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation</td>
</tr>
<tr>
<td>Texas</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year in-state public and private institutions of higher education the fall following graduation, excluding any students enrolled in out-of-state institutions</td>
</tr>
<tr>
<td>Utah</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation</td>
</tr>
<tr>
<td>Vermont</td>
<td>Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation</td>
</tr>
<tr>
<td>Virginia</td>
<td>Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation</td>
</tr>
</tbody>
</table>
Washington | Class of 2014 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education within one year of graduation

West Virginia | Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation

Wisconsin | Class of 2015 high school graduates enrolled in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation

Wyoming | Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States

Table 3. Notes on data for “BUT MANY REQUIRE REMEDIAL COURSES”

<table>
<thead>
<tr>
<th>STATE</th>
<th>STUDENTS INCLUDED IN THE DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Class of 2015 Alabama high school graduates attending the state’s two- and four-year public colleges who enrolled in math, English, or any other remedial courses, including both full- and part-time attendees</td>
</tr>
<tr>
<td>Alaska</td>
<td>Alaska high school graduates attending the University of Alaska system in the 2012-13 academic year who enrolled in remedial courses</td>
</tr>
<tr>
<td>Arizona</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Class of 2014 Arkansas high school graduates enrolled as first-time, degree-seeking students who enrolled in remedial courses</td>
</tr>
<tr>
<td>California</td>
<td>For the 2015-16 academic year, California reported the percentage of first-time freshmen enrolled in the California State University system who needed remediation in math or English. However, the data do not indicate how many graduates of California high schools, specifically, required remediation. For 2014-15, California also reported the percentage of first-time students who attended a community college and needed remediation in math or English.</td>
</tr>
<tr>
<td>Colorado</td>
<td>Class of 2014 Colorado high school graduates enrolled as first-time degree-seeking students who enrolled in math, English, or any other remedial courses at the state’s two- and four-year institutions, with</td>
</tr>
<tr>
<td>State</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Class of 2011 Connecticut high school graduates enrolled within 16 months and participating in at least one remediation course at the Connecticut State Colleges &amp; Universities system, which includes four universities, one college, and 12 community colleges.</td>
</tr>
<tr>
<td>Delaware</td>
<td>Class of 2014 Delaware high school graduates attending Delaware two- and four-year colleges who needed to take math or English remedial courses.</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Florida</td>
<td>For the 2011-12 academic year, Florida reported the percentage of all undergraduates enrolled in the Florida College System who needed to take any remedial courses. However, the data do not indicate how many graduates of Florida high schools, specifically, required remediation.</td>
</tr>
<tr>
<td>Georgia</td>
<td>Class of 2014 Georgia high school graduates attending Georgia two- and four-year public colleges and universities who needed to take math or English remedial courses.</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Class of 2015 Hawaii high school graduates attending any of the 10 University of Hawaii campuses who enrolled in math or English remedial courses.</td>
</tr>
<tr>
<td>Idaho</td>
<td>Class of 2015 Idaho high school graduates enrolled as first-time, full-time freshmen requiring remedial education in math and/or language arts.</td>
</tr>
<tr>
<td>Illinois</td>
<td>The 2-year data represents class of 2014 Illinois high school graduates who attended a community college and enrolled in math, reading, or any remedial courses. For the 4-year data, Illinois reported the percentage of undergraduates at 4-year public universities and independent institutions in the 2010-11 academic year who enrolled in any remedial courses.</td>
</tr>
<tr>
<td>Indiana</td>
<td>Class of 2014 Indiana high school graduates attending the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses, including both full- and part-time attendees.</td>
</tr>
<tr>
<td>Iowa</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Kansas</td>
<td>Class of 2014 Kansas high school graduates enrolled as first-time, degree-seeking students at the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses.</td>
</tr>
<tr>
<td>State</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Class of 2014 Kentucky high school graduates attending the state’s two- and four-year institutions who needed to take any remedial courses in their first or second fall term</td>
</tr>
<tr>
<td>Louisiana</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Maine</td>
<td>Class of 2014 Maine high school graduates enrolled as first-time students at the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Maryland</td>
<td>Class of 2013 Maryland high school graduates enrolled in 16 Maryland community colleges and 11 of 13 public universities who needed to take any remedial courses</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Class of 2012 Massachusetts high school graduates attending the state’s two- and four-year institutions who needed to take any remedial courses</td>
</tr>
<tr>
<td>Michigan</td>
<td>Class of 2012 Michigan high school graduates attending the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Class of 2014 Minnesota high school graduates attending the state’s two- and four-year institutions who needed to take any remedial courses in their first or second fall term</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Mississippi public high school graduates enrolled in a Mississippi community college or public university taking postsecondary remedial courses within 16 months of graduation, in the 2014-15 academic year</td>
</tr>
<tr>
<td>Missouri</td>
<td>Class of 2015 Missouri high school graduates enrolled as first-time, full-time, degree-seeking students at the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses, with data reflecting “moderately selective” four-year institutions and “open enrollment” two-year institutions</td>
</tr>
<tr>
<td>Montana</td>
<td>Class of 2014 Montana high school graduates who attended the Montana University System within three months of graduation and enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Nebraska</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Nevada</td>
<td>Class of 2014 Nevada high school graduates enrolled at the Nevada System of Higher Education who placed into remedial coursework in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>State</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>New Jersey</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Class of 2015 New Mexico high school graduates enrolled as first-time students at the state’s two- and four-year institutions who enrolled in any remedial courses</td>
</tr>
<tr>
<td>New York</td>
<td>For the 2013-14 academic year, New York reported the percentage of first-time, full-time students enrolled at the state’s two- and four-year institutions who enrolled in remedial courses. The state did not report how many graduates of New York high schools, specifically, required remediation.</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Class of 2012 North Carolina high school graduates enrolled as first-time students in North Carolina two-year and four-year colleges who enrolled in remedial courses</td>
</tr>
<tr>
<td>North Dakota</td>
<td>North Dakota reported the average remediation rate of high school graduates in the classes of 2008 to 2015 who entered a North Dakota University System school before the age of 20 and took a developmental course during their first year in the subjects of math or English. Four-year data reflect regional institutions.</td>
</tr>
<tr>
<td>Ohio</td>
<td>Class of 2015 Ohio high school graduates enrolled as first-time students at the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Class of 2014 Oklahoma high school graduates attending the state’s two- and four-year institutions who enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Oregon</td>
<td>Oregon reported the average remediation rate of high school graduates in the classes of 2005 to 2011 who attended an Oregon community college and required math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Class of 2014 Rhode Island high school graduates enrolled in a Rhode Island community college who were placed into any remedial coursework</td>
</tr>
</tbody>
</table>

State Data: Sources and Notes
<table>
<thead>
<tr>
<th>State</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina</td>
<td>South Carolina high school graduates who required remediation at the state’s two-year institutions</td>
</tr>
<tr>
<td>South Dakota</td>
<td>Class of 2014 South Dakota high school graduates enrolled as first-time, full-time students at the state’s two- and four-year institutions who placed into math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Tennessee</td>
<td>For 2015-16, Tennessee reported the percentage of first-time freshmen in a Tennessee community college who enrolled in any remedial course. However, the data do not indicate how many graduates of Tennessee high schools, specifically, required remediation.</td>
</tr>
<tr>
<td>Texas</td>
<td>Class of 2014 Texas high school graduates enrolled in Texas’ public higher education system who did not meet the Texas Success Initiative standards in math or English</td>
</tr>
<tr>
<td>Utah</td>
<td>Class of 2015 Utah high school graduates attending two- and four-year public colleges in the Utah System of Higher Education who enrolled in math or English remedial courses</td>
</tr>
<tr>
<td>Vermont</td>
<td>The state did not provide data on college remediation that could be included in Achieve’s reporting.</td>
</tr>
<tr>
<td>Virginia</td>
<td>Class of 2015 Virginia high school graduates enrolled as first-time students at the state’s two- or four-year institutions who enrolled in math, English, or any remedial courses</td>
</tr>
<tr>
<td>Washington</td>
<td>Class of 2014 Washington high school graduates enrolled at Washington two- and four-year public institutions who enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Class of 2014 West Virginia high school graduates enrolled as first-time, full-time students in West Virginia public 2-year and 4-year colleges who enrolled in math, English, or any other remedial courses</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>For the class of 2013, Wisconsin reported the percentage of first-time freshmen students who placed into math or English remedial courses.</td>
</tr>
<tr>
<td>Wyoming</td>
<td>Class of 2011 Wyoming high school graduates attending the University of Wyoming who needed to take remedial courses in math. Remediation data are not reported for the two-year system, and the state does not report data on remediation needs in English.</td>
</tr>
</tbody>
</table>