

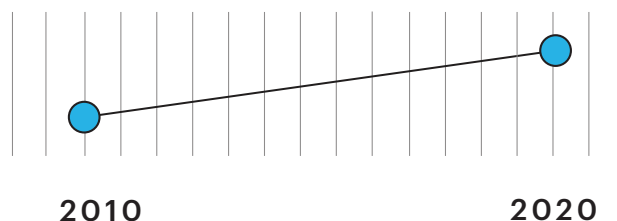
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet ALABAMA

### EMPLOYMENT IN ALABAMA IS GROWING.

**2.0**  
MILLION

**2.4**  
MILLION



### 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%

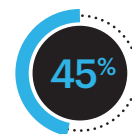
#### MOST GRADUATES GO ON TO COLLEGE:

**1/2**



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

#### BUT MANY REQUIRE REMEDIAL COURSES:



who enroll in 2-year colleges need remediation



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.

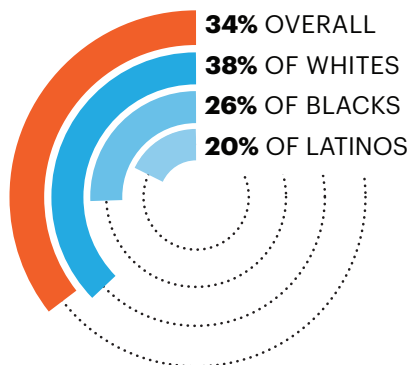
IN 2014-15

**54%**

of job postings required an associate's degree or higher

**BUT ONLY 34%**

of adults have an associate's degree or higher



#### And remember:

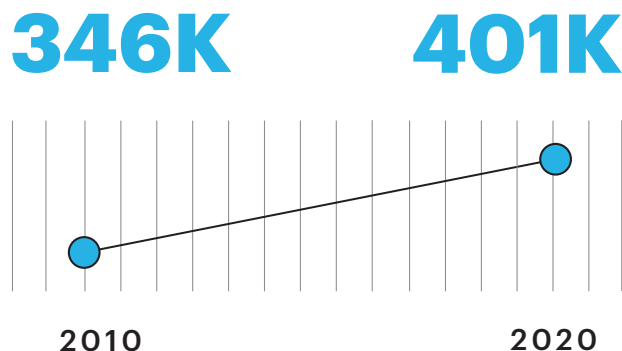
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Alabama's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

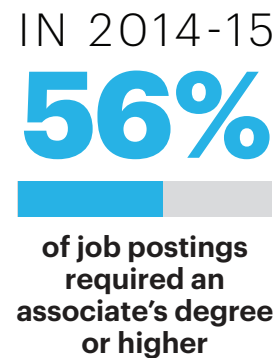
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet ALASKA

### EMPLOYMENT IN ALASKA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### ALASKA HIGH SCHOOLS MUST STEP UP.

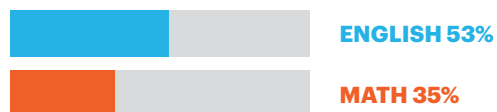
#### TOO MANY STUDENTS DROP OUT:



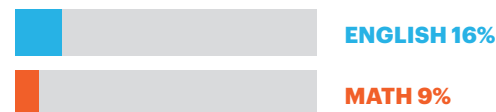
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Alaska Native students



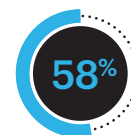
#### MOST GRADUATES GO ON TO COLLEGE:

**3/7**

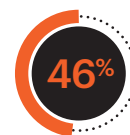


of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



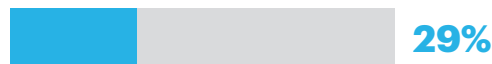
who enroll in 2-year colleges need remediation



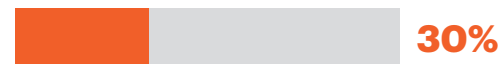
who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

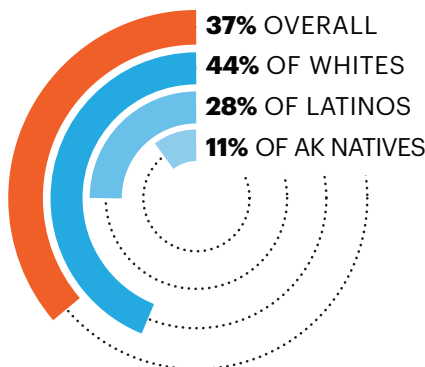
IN 2014-15

**56%**

of job postings required an associate's degree or higher

**BUT ONLY 37%**

of adults have an associate's degree or higher



#### And remember:

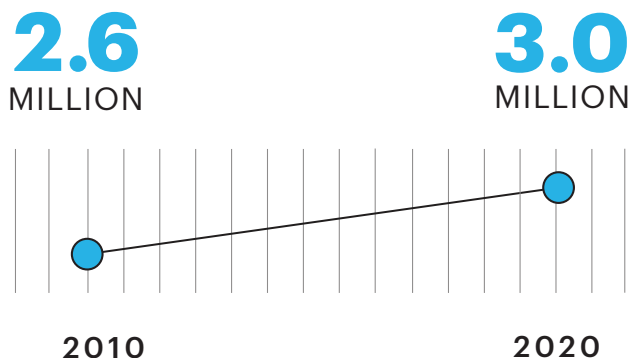
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Alaska's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

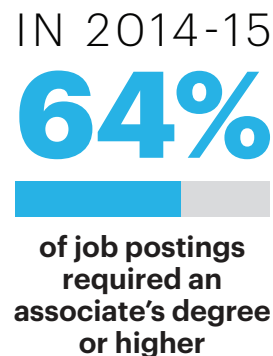
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet ARIZONA

### EMPLOYMENT IN ARIZONA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### ARIZONA HIGH SCHOOLS MUST STEP UP.

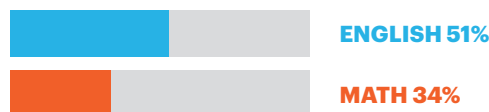
#### TOO MANY STUDENTS DROP OUT:



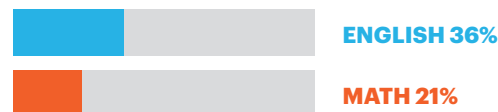
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



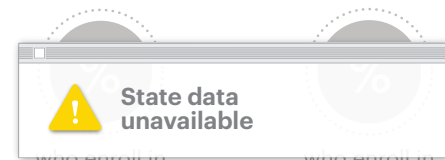
#### MOST GRADUATES GO ON TO COLLEGE:

**1/2**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

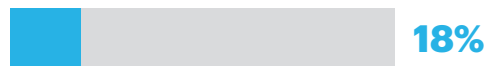


who enroll in 2-year colleges need remediation

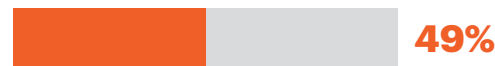
who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

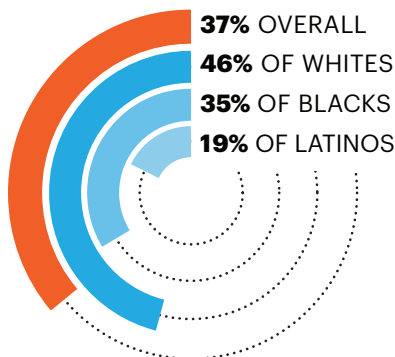
IN 2014-15

**64%**

of job postings required an associate's degree or higher

**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 team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

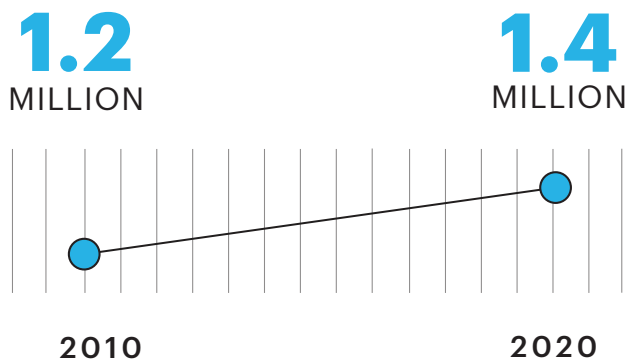
For detailed source information on Arizona's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet ARKANSAS

### EMPLOYMENT IN ARKANSAS IS GROWING.



### 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:

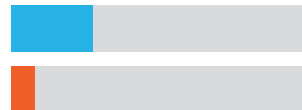
All students



ENGLISH 53%

MATH 27%

Black students



ENGLISH 28%

MATH 8%

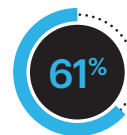
#### MOST GRADUATES GO ON TO COLLEGE:

**1/2**



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

#### BUT MANY REQUIRE REMEDIAL COURSES:



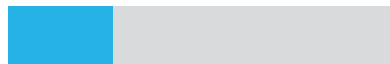
who enroll in 2-year colleges need remediation



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.

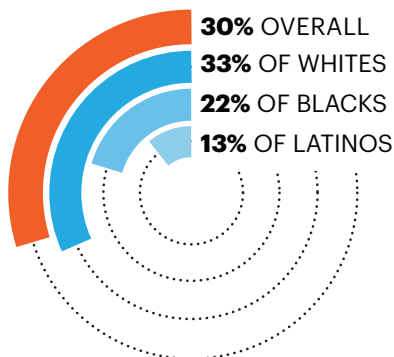
IN 2014-15

**56%**

of job postings required an associate's degree or higher

**BUT ONLY 30%**

of adults have an associate's degree or higher



#### 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.

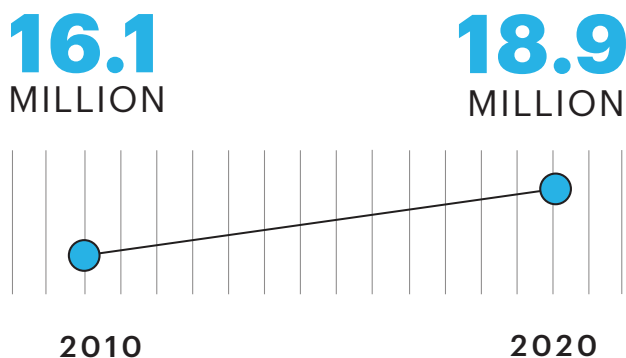
For detailed source information on Arkansas' data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

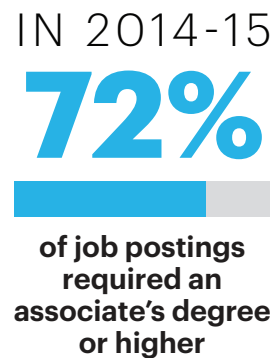
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet CALIFORNIA

### EMPLOYMENT IN CALIFORNIA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### CALIFORNIA HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



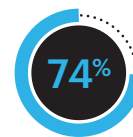
#### MOST GRADUATES GO ON TO COLLEGE:

**3/5**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



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



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



Students in 4-year colleges



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

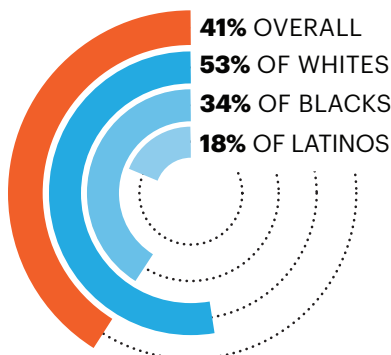
IN 2014-15

**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:

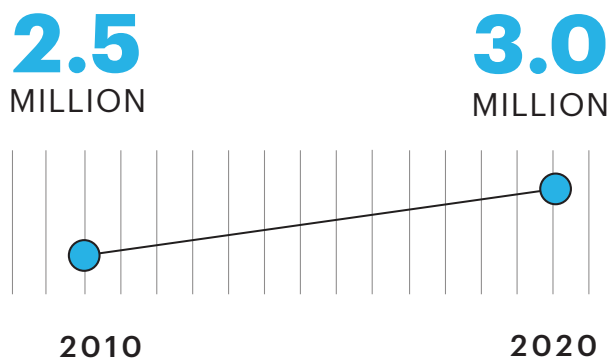
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on California's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

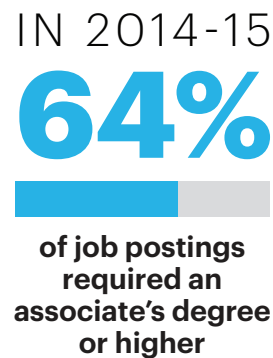
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet COLORADO

### EMPLOYMENT IN COLORADO IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### COLORADO HIGH SCHOOLS MUST STEP UP.

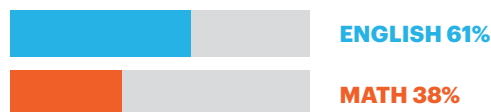
#### TOO MANY STUDENTS DROP OUT:



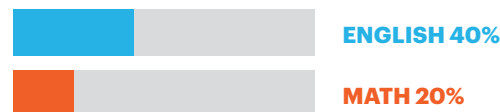
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



#### 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:



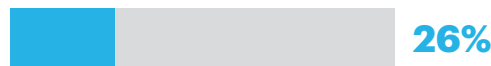
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

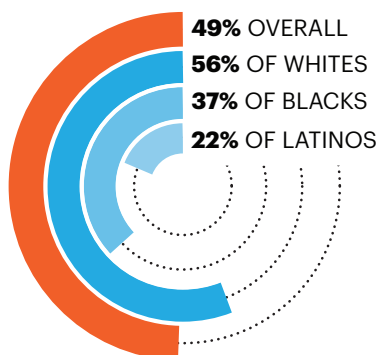
IN 2014-15

**64%**

of job postings required an associate's degree or higher

BUT ONLY  
**49%**

of adults have an associate's degree or higher



#### And remember:

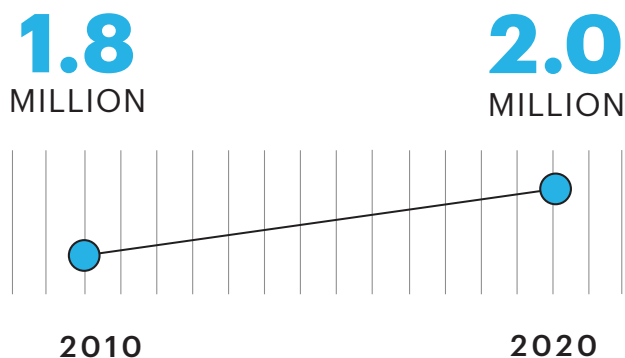
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Colorado's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet CONNECTICUT

### EMPLOYMENT IN CONNECTICUT IS GROWING.



### 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

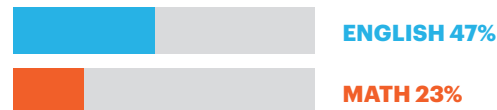
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



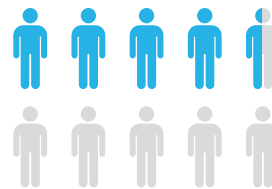
#### MOST GRADUATES GO ON TO COLLEGE:

**3/4**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

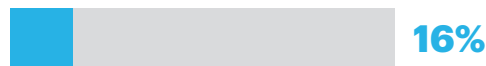


**46%**

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

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

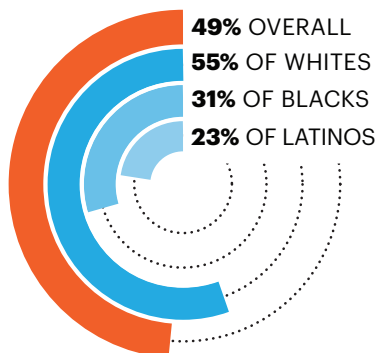
IN 2014-15

**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:

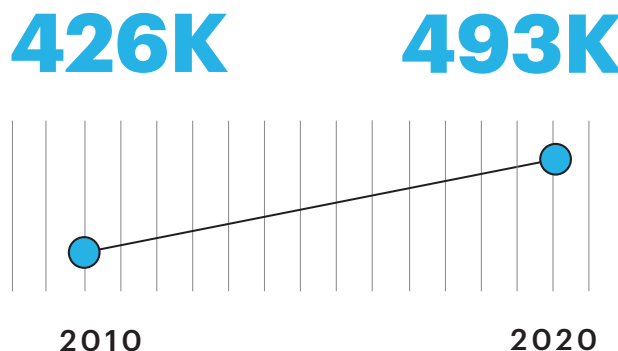
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Connecticut's data, visit: [xqsuperschool.org/future](http://xqsuperschool.org/future)

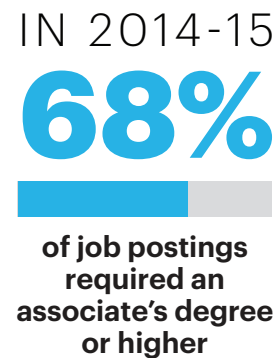
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet DELAWARE

### EMPLOYMENT IN DELAWARE IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### DELAWARE HIGH SCHOOLS MUST STEP UP.

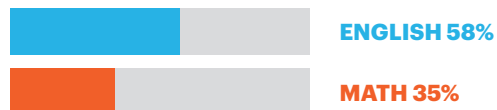
#### TOO MANY STUDENTS DROP OUT:



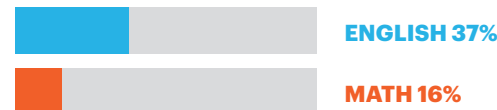
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

4/7



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 4-year colleges



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

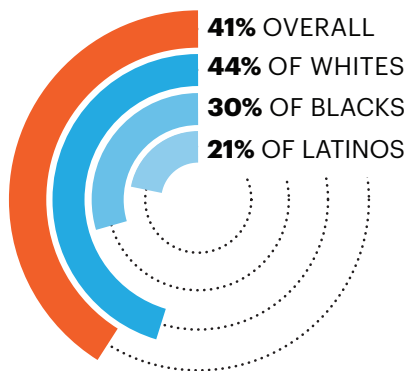
IN 2014-15

68%

of job postings required an associate's degree or higher

BUT ONLY 41%

of adults have an associate's degree or higher



#### 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.

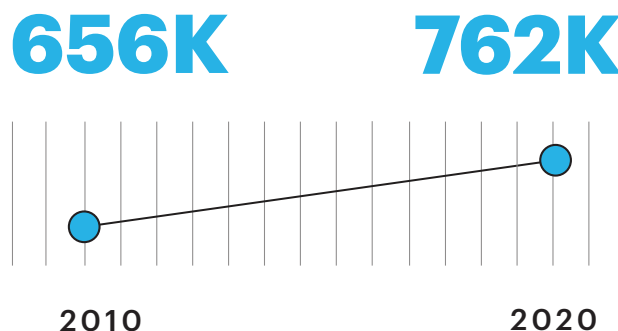
For detailed source information on Delaware's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)



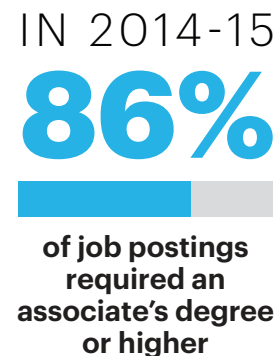
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet DISTRICT OF COLUMBIA

### EMPLOYMENT IN DISTRICT OF COLUMBIA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### DISTRICT OF COLUMBIA HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



ENGLISH 44%

MATH 29%

Black students



ENGLISH 33%

MATH 15%

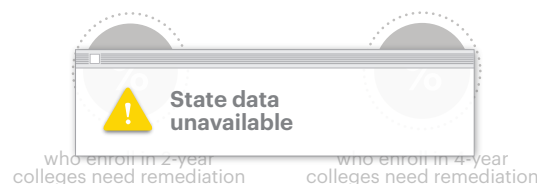
#### MOST GRADUATES GO ON TO COLLEGE:

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



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

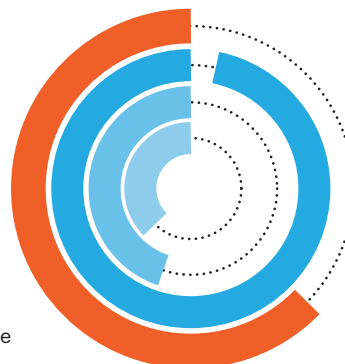
IN 2014-15

86%

of job postings required an associate's degree or higher

BUT ONLY 63%

of adults have an associate's degree or higher



63% OVERALL

94% OF WHITES

46% OF LATINOS

33% OF BLACKS

#### 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](http://xqsuperschool.org/future)

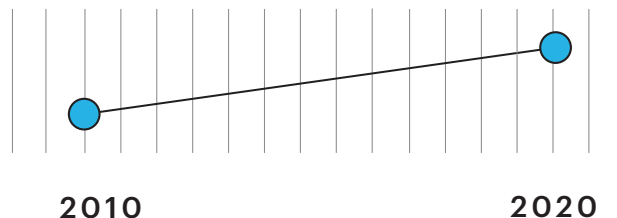
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet FLORIDA

### EMPLOYMENT IN FLORIDA IS GROWING.

**8.0**  
MILLION

**9.7**  
MILLION



### 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



ENGLISH 64%

MATH 38%

Latino students



ENGLISH 63%

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



**54%**

Students in 4-year colleges



**57%**

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

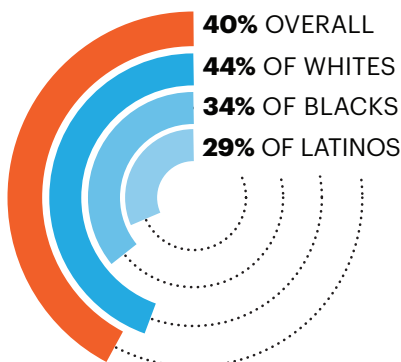
IN 2014-15

**62%**

of job postings required an associate's degree or higher

**BUT ONLY 40%**

of adults have an associate's degree or higher



#### 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 Florida's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

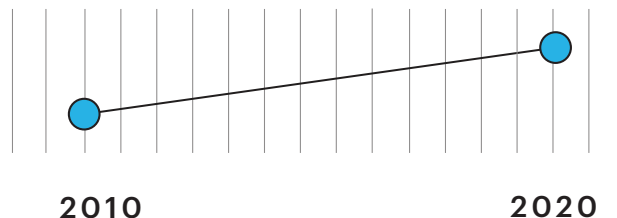
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet GEORGIA

### EMPLOYMENT IN GEORGIA IS GROWING.

**4.2**  
MILLION

**5.1**  
MILLION



### 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



ENGLISH 72%

MATH 43%

Black students



ENGLISH 54%

MATH 22%

#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



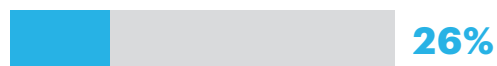
need remediation in math



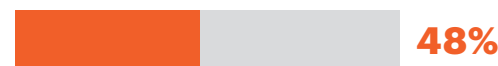
need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

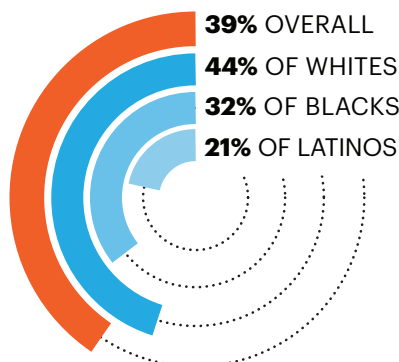
IN 2014-15

**68%**

of job postings required an associate's degree or higher

**BUT ONLY 39%**

of adults have an associate's degree or higher



#### 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 Georgia's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

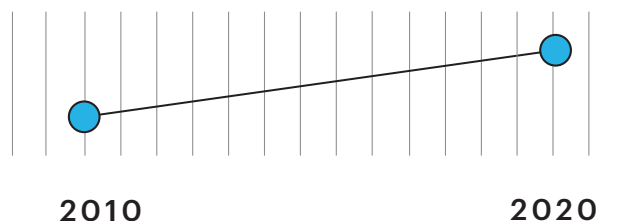
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet HAWAII

EMPLOYMENT IN HAWAII IS GROWING.

638K

733K



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:

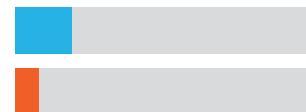
All students



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:



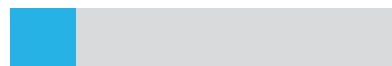
need remediation in math



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.

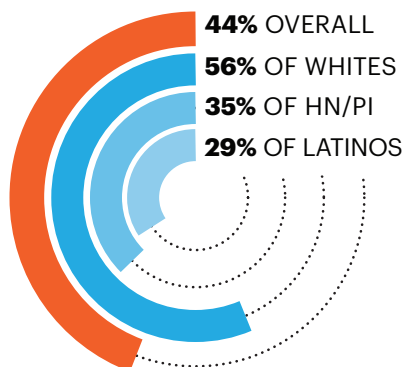
IN 2014-15

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 team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Hawaii's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

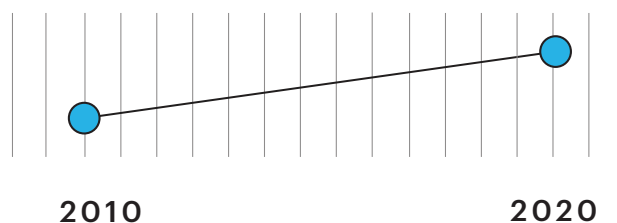
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet IDAHO

EMPLOYMENT IN IDAHO IS GROWING.

710K

867K



JOB REQUIREMENTS ARE CHANGING.

IN 2014-15

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



ENGLISH 63%

MATH 36%

Latino students



ENGLISH 44%

MATH 19%

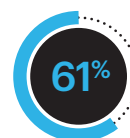
MOST GRADUATES GO ON TO COLLEGE:

3/5



of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:



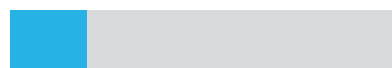
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

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.

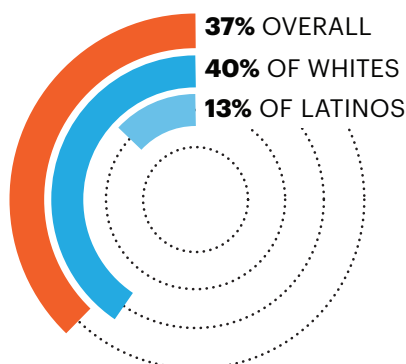
IN 2014-15

53%

of job postings required an associate's degree or higher

BUT ONLY 37%

of adults have an associate's degree or higher



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.

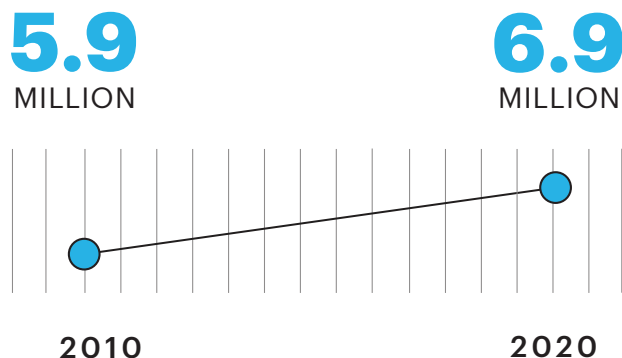
For detailed source information on Idaho's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

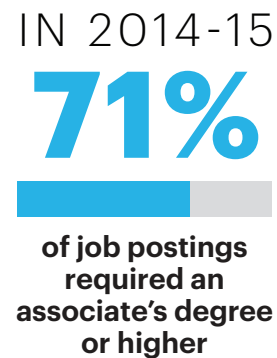
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet ILLINOIS

### EMPLOYMENT IN ILLINOIS IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### ILLINOIS HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:

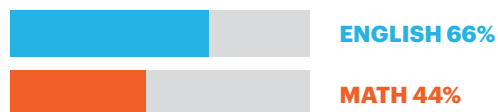


DO NOT  
GRADUATE  
WITH THEIR  
CLASS

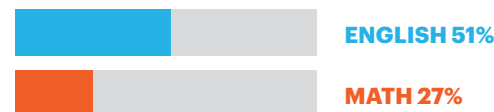
An arrow points from the '1 IN 4 BLACK STUDENTS' infographic to this text.

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



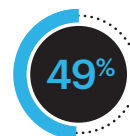
#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



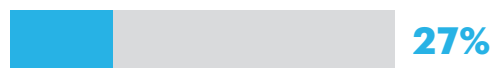
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

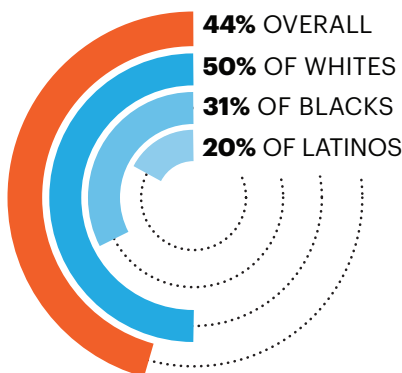
IN 2014-15

**71%**

of job postings required an associate's degree or higher

**BUT ONLY 44%**

of adults have an associate's degree or higher



#### And remember:

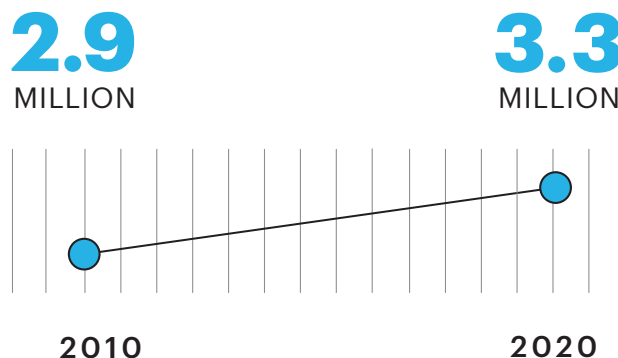
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Illinois' data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet INDIANA

### EMPLOYMENT IN INDIANA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### INDIANA HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



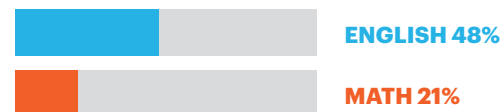
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



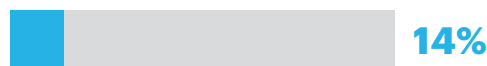
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

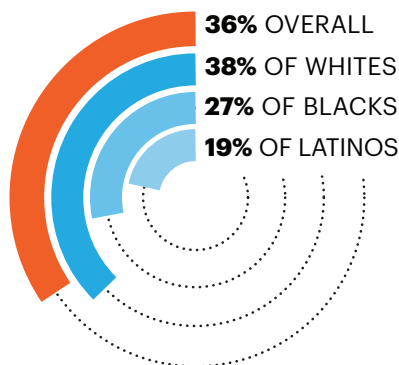
**58%**

of job postings required an associate's degree or higher

BUT ONLY

**36%**

of adults have an associate's degree or higher



#### 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.

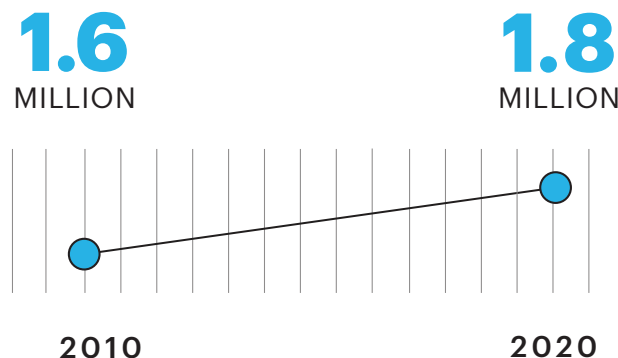
For detailed source information on Indiana's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet IOWA

### EMPLOYMENT IN IOWA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### IOWA HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



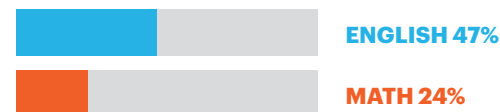
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



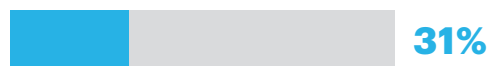
of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges

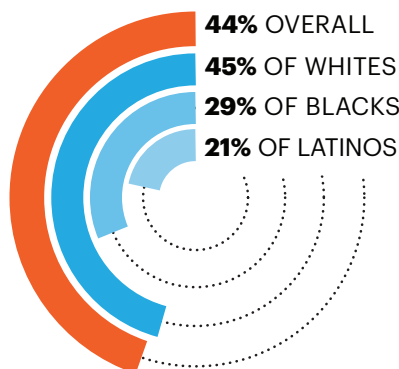


#### THIS LEAVES IOWA'S ADULT WORKFORCE FAR SHORT OF WHAT'S NEEDED TO BE COMPETITIVE.

IN 2014-15

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

**BUT ONLY 44%**  
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 Iowa's data, visit:

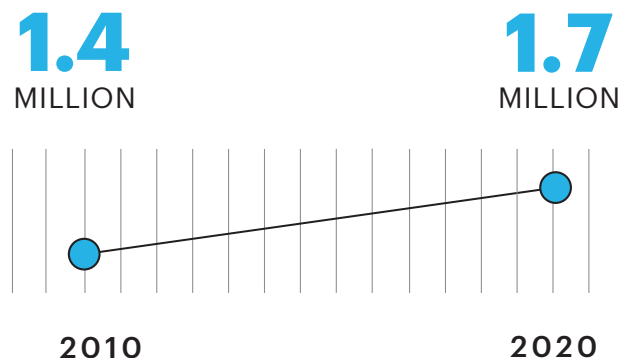
[xqsuperschool.org/future](http://xqsuperschool.org/future)



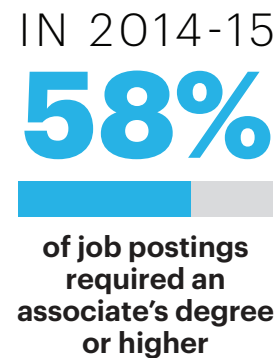
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet KANSAS

### EMPLOYMENT IN KANSAS IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### KANSAS HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



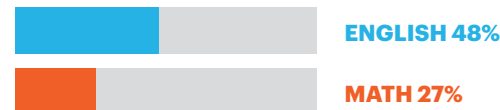
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



#### MOST GRADUATES GO ON TO COLLEGE:

4/5



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



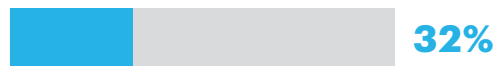
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

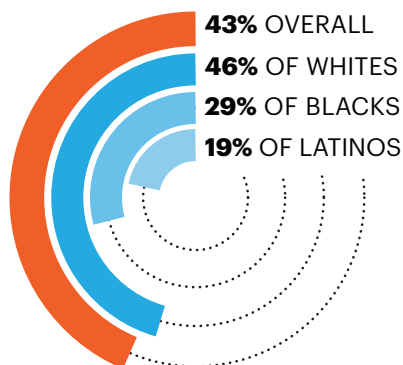
IN 2014-15

58%

of job postings required an associate's degree or higher

BUT ONLY 43%

of adults have an associate's degree or higher



#### And remember:

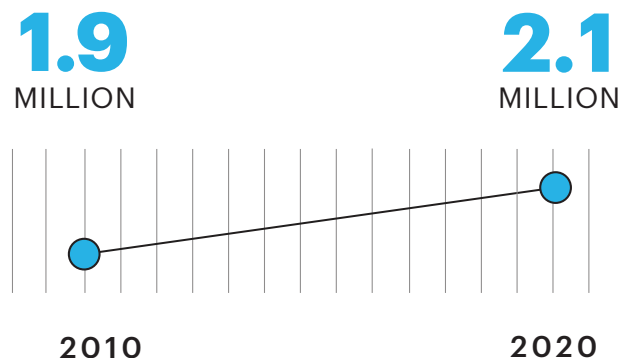
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Kansas' data, visit: [xqsuperschool.org/future](http://xqsuperschool.org/future)

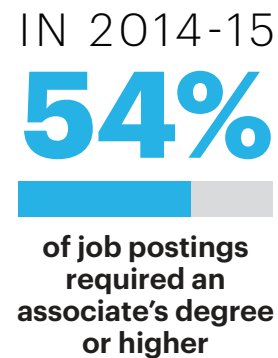
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet KENTUCKY

### EMPLOYMENT IN KENTUCKY IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### KENTUCKY HIGH SCHOOLS MUST STEP UP.

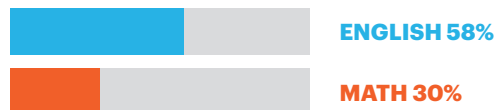
#### TOO MANY STUDENTS DROP OUT:



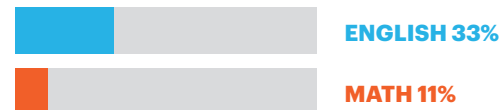
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



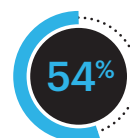
#### MOST GRADUATES GO ON TO COLLEGE:

**3/5**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



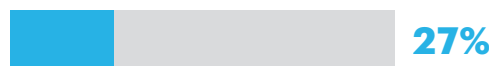
who enroll in 2-year colleges need remediation



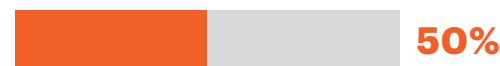
who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

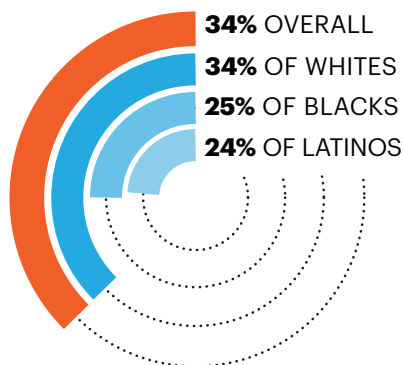
IN 2014-15

**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 team work, 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](http://xqsuperschool.org/future)

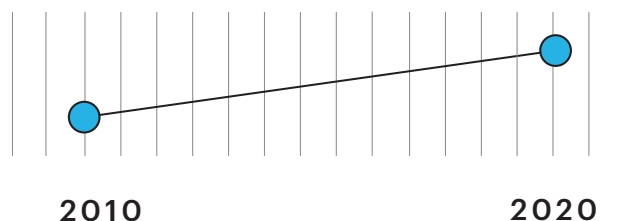
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet LOUISIANA

### EMPLOYMENT IN LOUISIANA IS GROWING.

**2.0**  
MILLION

**2.4**  
MILLION



### 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:

All students



ENGLISH 57%

MATH 26%

Black students



ENGLISH 35%

MATH 9%

#### MOST GRADUATES GO ON TO COLLEGE:

**4/7**



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



20%

Students in 4-year colleges



50%

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

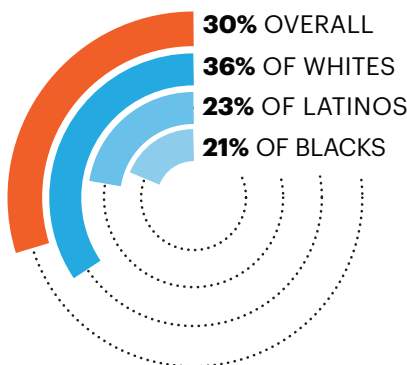
IN 2014-15

**54%**

of job postings required an associate's degree or higher

**BUT ONLY 30%**

of adults have an associate's degree or higher



#### And remember:

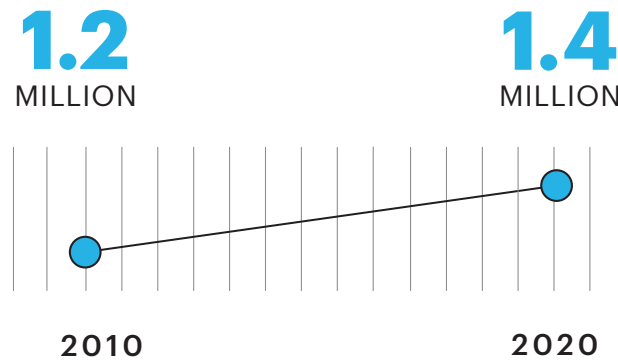
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Louisiana's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

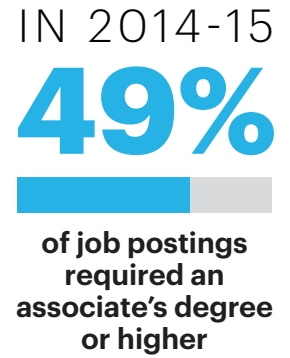
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MAINE

### EMPLOYMENT IN MAINE IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MAINE HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



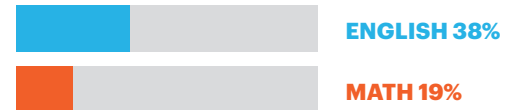
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

# 5/8



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



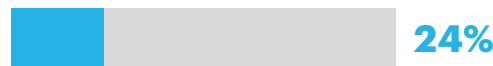
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

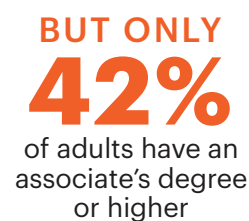
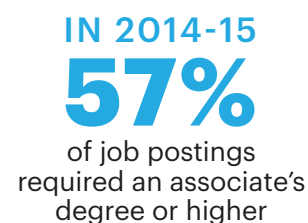
Students in 2-year colleges



Students in 4-year colleges



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



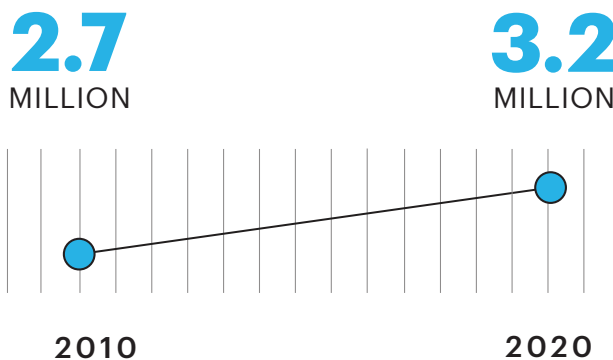
#### And remember:

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

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MARYLAND

### EMPLOYMENT IN MARYLAND IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MARYLAND HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



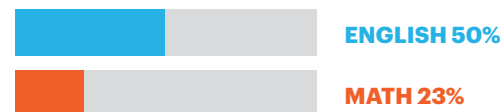
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



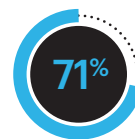
#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



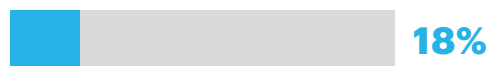
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

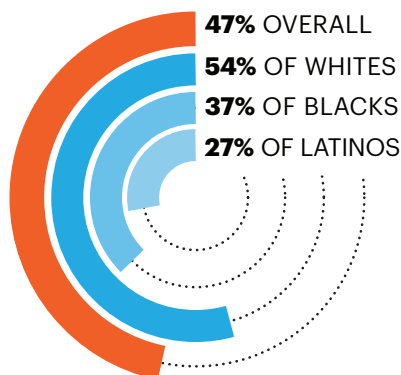
IN 2014-15

**69%**

of job postings required an associate's degree or higher

BUT ONLY  
**47%**

of adults have an associate's degree or higher



#### And remember:

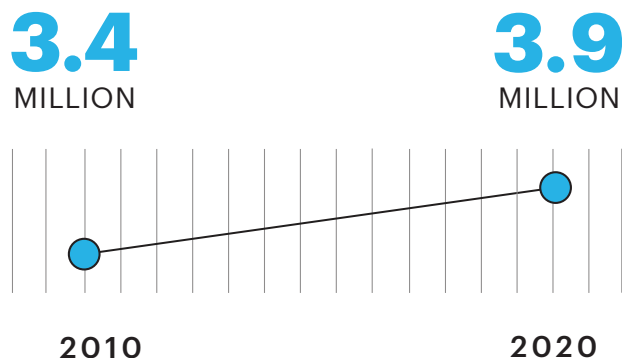
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Maryland's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

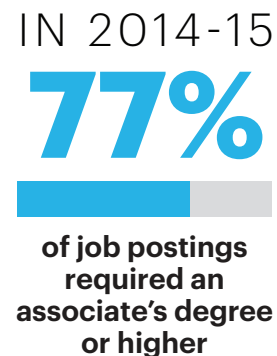
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MASSACHUSETTS

### EMPLOYMENT IN MASSACHUSETTS IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MASSACHUSETTS HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



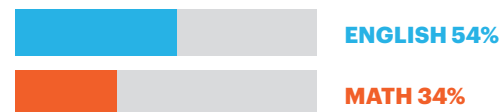
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



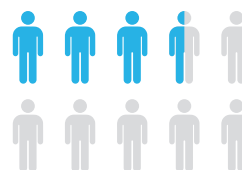
#### MOST GRADUATES GO ON TO COLLEGE:

**3/4**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

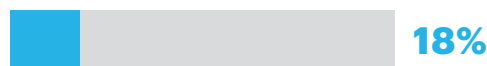


**35%**

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



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

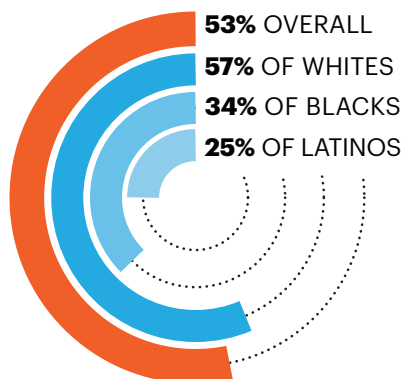
IN 2014-15

**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:

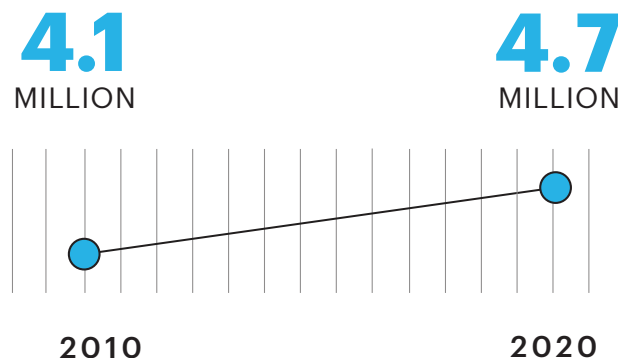
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Massachusetts' data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MICHIGAN

### EMPLOYMENT IN MICHIGAN IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MICHIGAN HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



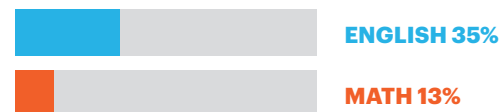
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

**3/5**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



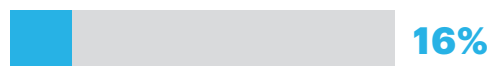
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges

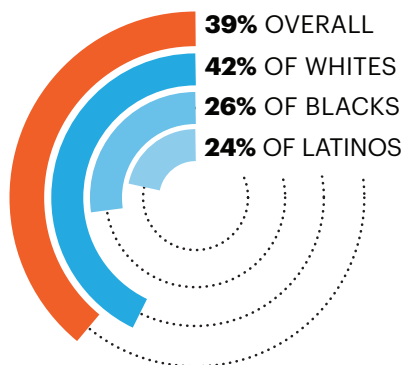


#### THIS LEAVES MICHIGAN'S ADULT WORKFORCE FAR SHORT OF WHAT'S NEEDED TO BE COMPETITIVE.

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:

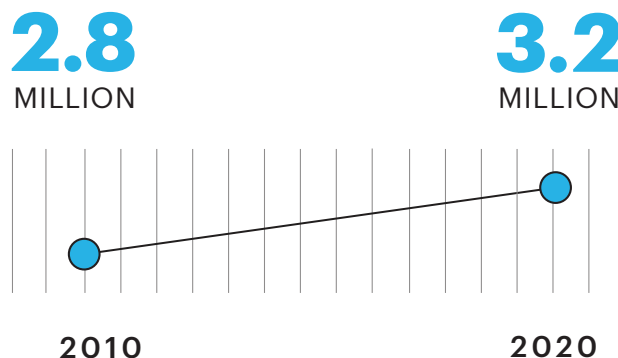
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Michigan's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

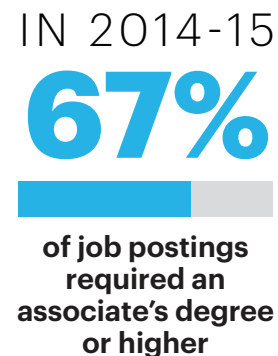
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MINNESOTA

### EMPLOYMENT IN MINNESOTA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MINNESOTA HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



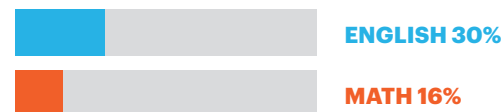
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



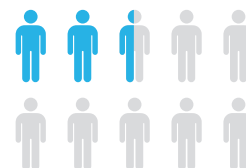
#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

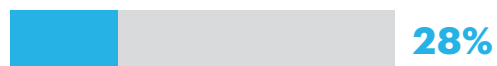


**24%**

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



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

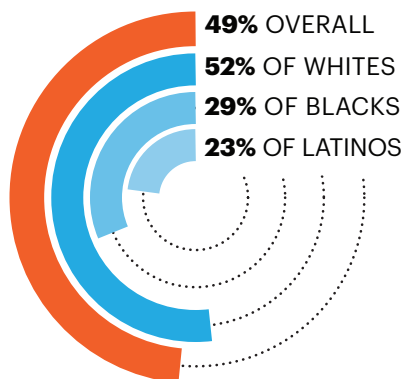
IN 2014-15

**67%**

of job postings required an associate's degree or higher

**BUT ONLY 49%**

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.

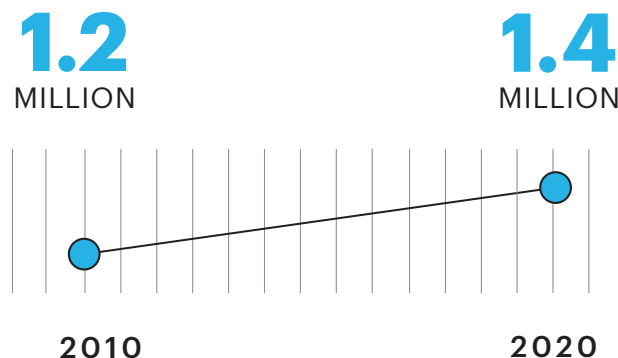
For detailed source information on Minnesota's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)



# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MISSISSIPPI

### EMPLOYMENT IN MISSISSIPPI IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MISSISSIPPI HIGH SCHOOLS MUST STEP UP.

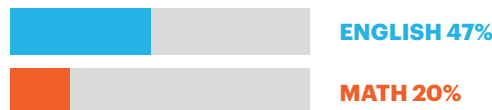
#### TOO MANY STUDENTS DROP OUT:



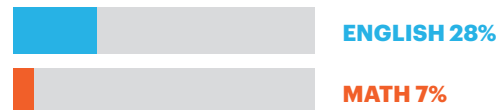
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



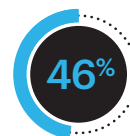
#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



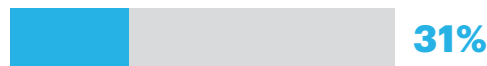
who enroll in 2-year colleges need remediation



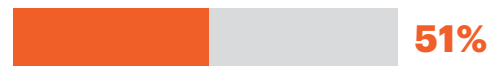
who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges

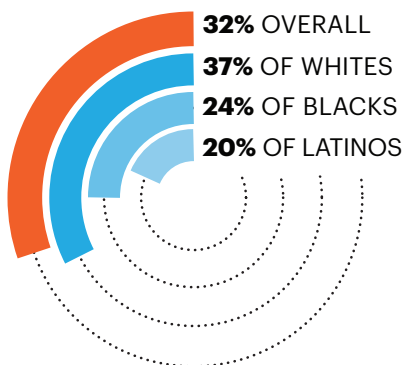


#### THIS LEAVES MISSISSIPPI'S ADULT WORKFORCE FAR SHORT OF WHAT'S NEEDED TO BE COMPETITIVE.

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



#### And remember:

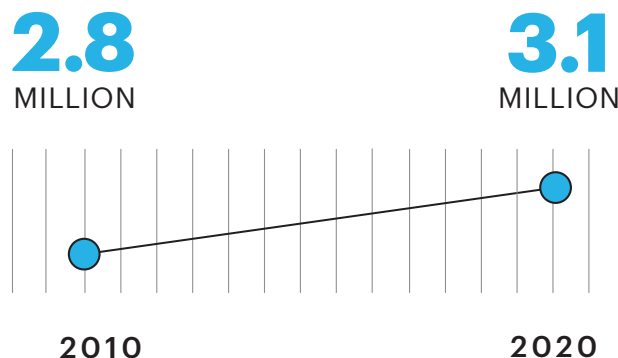
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Mississippi's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

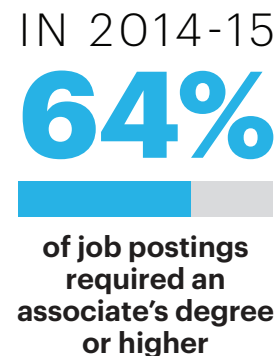
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MISSOURI

### EMPLOYMENT IN MISSOURI IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### MISSOURI HIGH SCHOOLS MUST STEP UP.

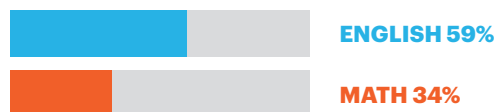
#### TOO MANY STUDENTS DROP OUT:



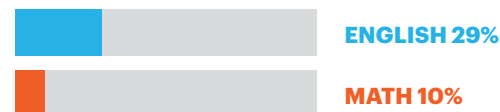
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



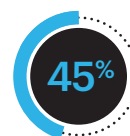
#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



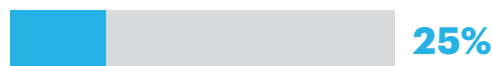
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

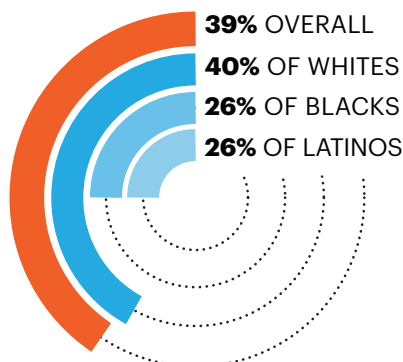
IN 2014-15

**64%**

of job postings required an associate's degree or higher

**BUT ONLY 39%**

of adults have an associate's degree or higher



#### 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 Missouri's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

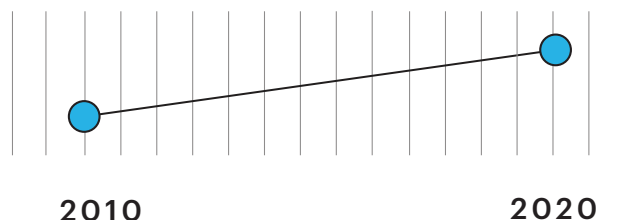
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet MONTANA

### EMPLOYMENT IN MONTANA IS GROWING.

504K

587K



### 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%

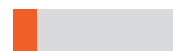


MATH 37%

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



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



49%

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

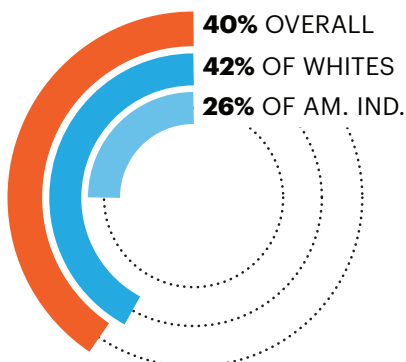
IN 2014-15

53%

of job postings required an associate's degree or higher

BUT ONLY 40%

of adults have an associate's degree or higher



#### 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.

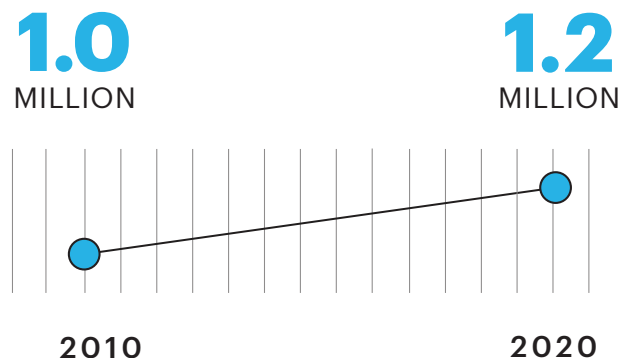
For detailed source information on Montana's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NEBRASKA

### EMPLOYMENT IN NEBRASKA IS GROWING.



### 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



ENGLISH 67%

MATH 42%

Latino students



ENGLISH 41%

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.

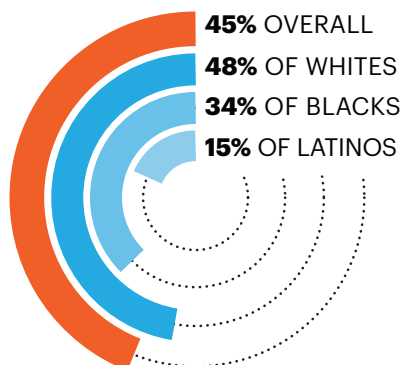
IN 2014-15

**60%**

of job postings required an associate's degree or higher

BUT ONLY  
**45%**

of adults have an associate's degree or higher



#### And remember:

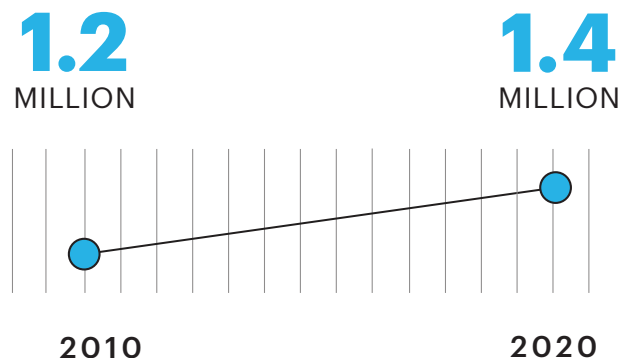
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Nebraska's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

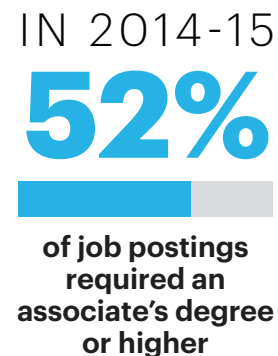
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NEVADA

### EMPLOYMENT IN NEVADA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### NEVADA HIGH SCHOOLS MUST STEP UP.

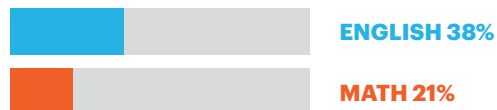
#### TOO MANY STUDENTS DROP OUT:



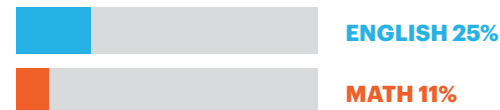
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



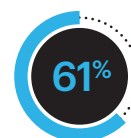
#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



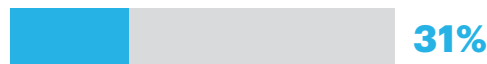
who enroll in 2-year colleges need remediation



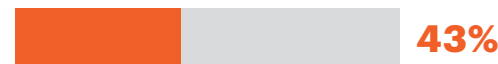
who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

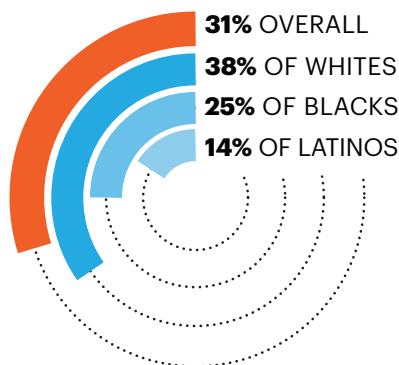
**52%**

of job postings required an associate's degree or higher

BUT ONLY

**31%**

of adults have an associate's degree or higher



#### 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.

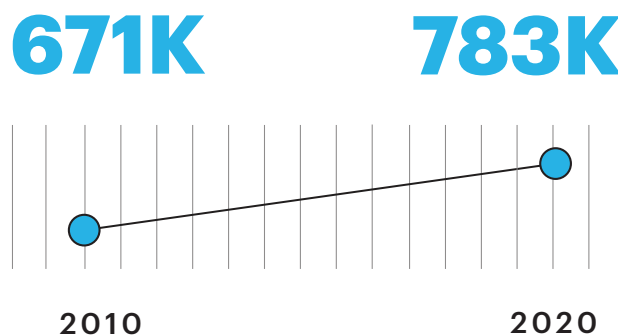
For detailed source information on Nevada's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

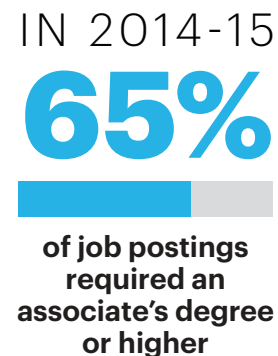
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NEW HAMPSHIRE

EMPLOYMENT IN NEW HAMPSHIRE IS GROWING.



JOB REQUIREMENTS ARE CHANGING.



NEW HAMPSHIRE HIGH SCHOOLS MUST STEP UP.

TOO MANY STUDENTS DROP OUT:



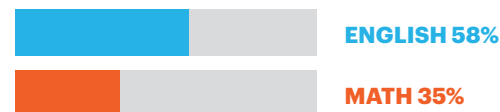
DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



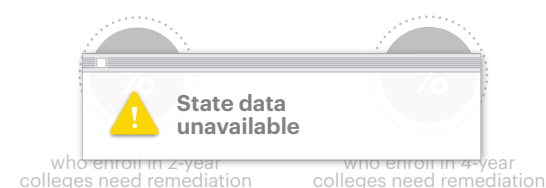
MOST GRADUATES GO ON TO COLLEGE:

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



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

IN 2014-15

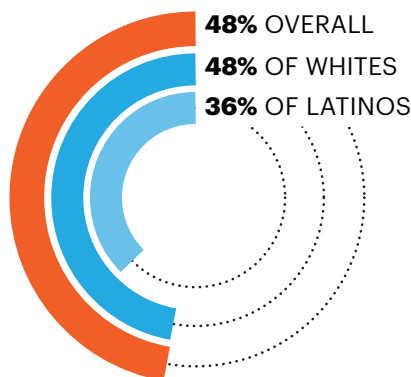
65%

of job postings required an associate's degree or higher

BUT ONLY

48%

of adults have an associate's degree or higher



And remember:

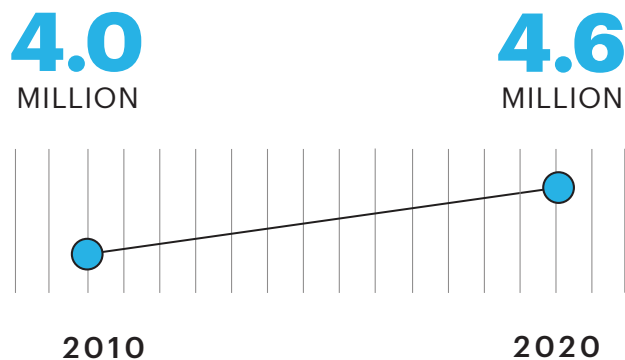
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on New Hampshire's data, visit: [xqsuperschool.org/future](http://xqsuperschool.org/future)

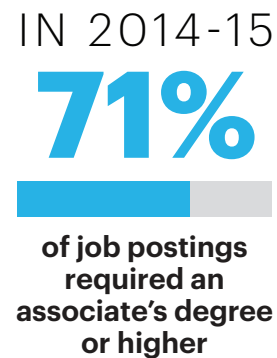
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NEW JERSEY

### EMPLOYMENT IN NEW JERSEY IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### NEW JERSEY HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



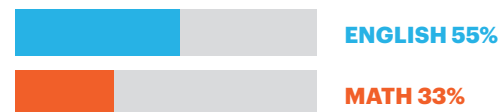
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



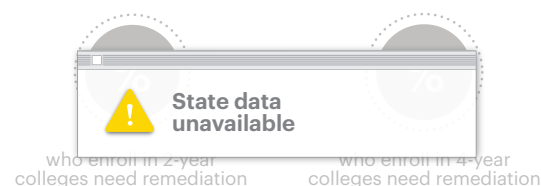
#### MOST GRADUATES GO ON TO COLLEGE:

**4/5**

of graduates enroll in some form of postsecondary education

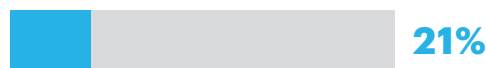


#### BUT MANY REQUIRE REMEDIAL COURSES:



#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

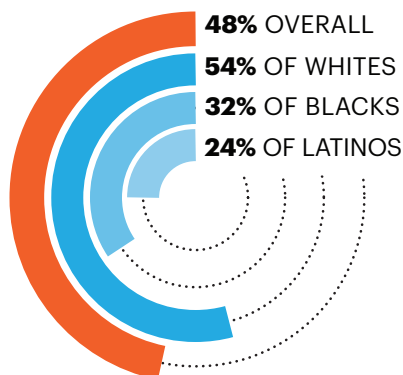
IN 2014-15

**71%**

of job postings required an associate's degree or higher

**BUT ONLY 48%**

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 New Jersey's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

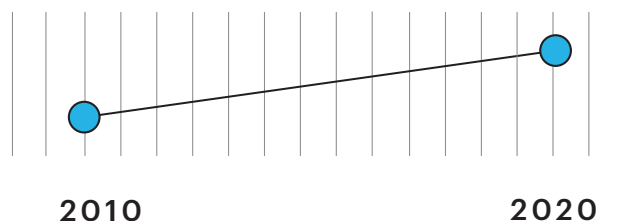
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NEW MEXICO

### EMPLOYMENT IN NEW MEXICO IS GROWING.

**0.9**  
MILLION

**1.0**  
MILLION



### 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:

All students



Latino students



#### MOST GRADUATES GO ON TO COLLEGE:

**5/8**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

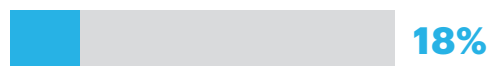


**43%**

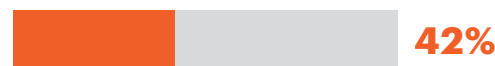
who enroll in 2- or 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

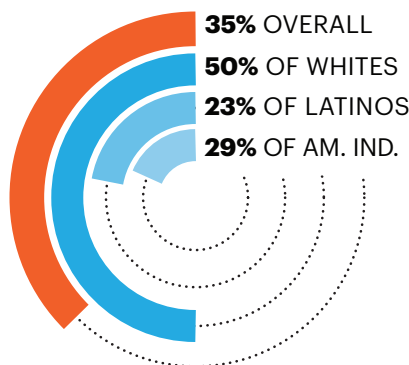
IN 2014-15

**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 team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

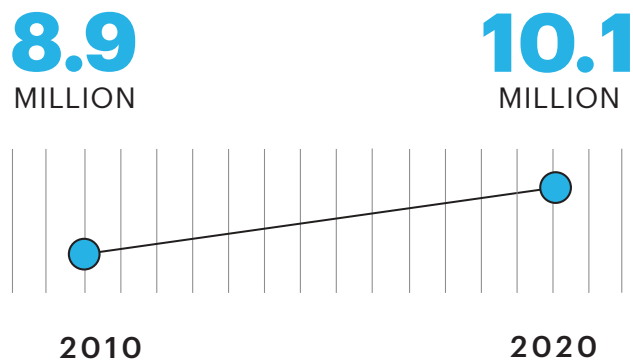
For detailed source information on New Mexico's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)



# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NEW YORK

### EMPLOYMENT IN NEW YORK IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### NEW YORK HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



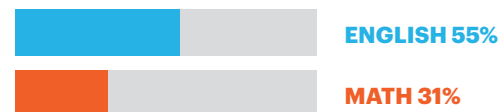
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



#### MOST GRADUATES GO ON TO COLLEGE:

3/4



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



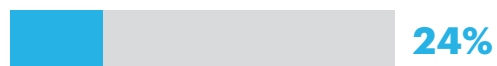
of all first-time freshmen in public 2-year colleges need remediation



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

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

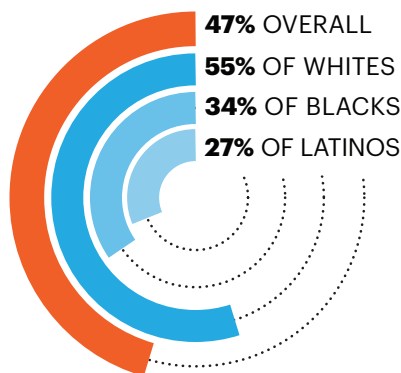
IN 2014-15

79%

of job postings required an associate's degree or higher

BUT ONLY 47%

of adults have an associate's degree or higher



#### 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.

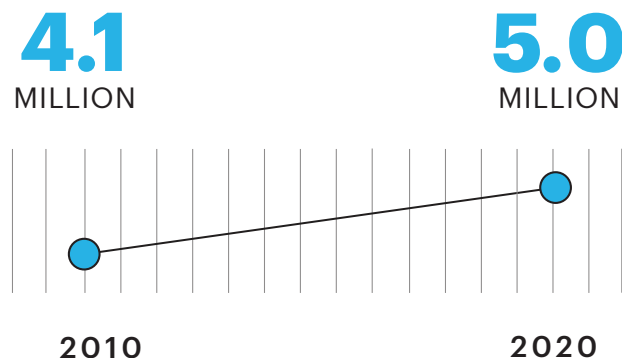
For detailed source information on New York's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

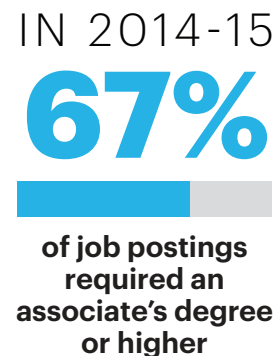
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NORTH CAROLINA

### EMPLOYMENT IN NORTH CAROLINA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### NORTH CAROLINA HIGH SCHOOLS MUST STEP UP.

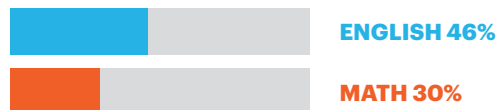
#### TOO MANY STUDENTS DROP OUT:



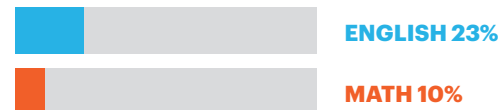
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



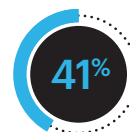
#### MOST GRADUATES GO ON TO COLLEGE:

**5/8**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



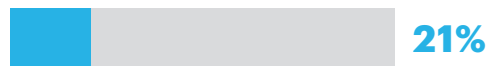
who enroll in 2-year colleges need remediation in math



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



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

IN 2014-15

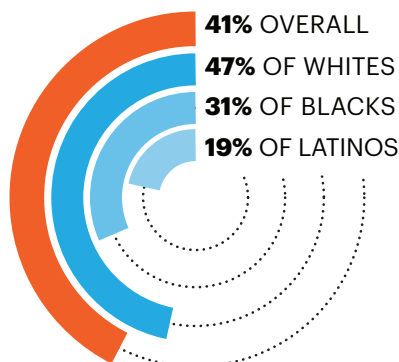
**67%**

of job postings required an associate's degree or higher

BUT ONLY

**41%**

of adults have an associate's degree or higher



#### And remember:

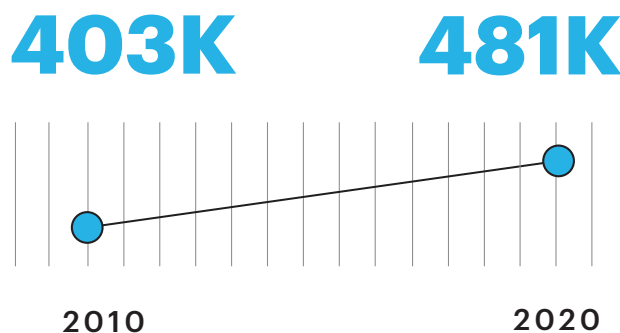
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on North Carolina's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet NORTH DAKOTA

### EMPLOYMENT IN NORTH DAKOTA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### NORTH DAKOTA HIGH SCHOOLS MUST STEP UP.

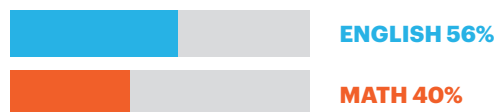
#### TOO MANY STUDENTS DROP OUT:



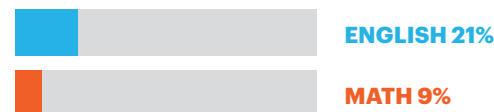
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



American Indian students (AM. IND.)



#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



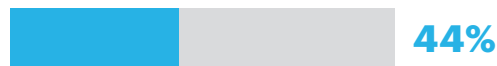
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

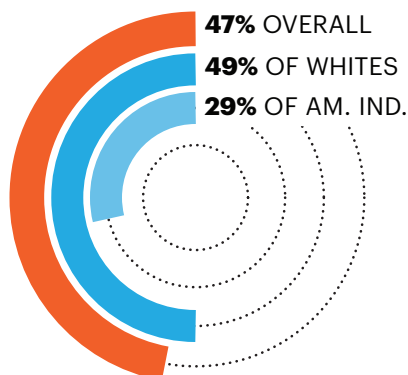
IN 2014-15

**54%**

of job postings required an associate's degree or higher

BUT ONLY  
**47%**

of adults have an associate's degree or higher



#### And remember:

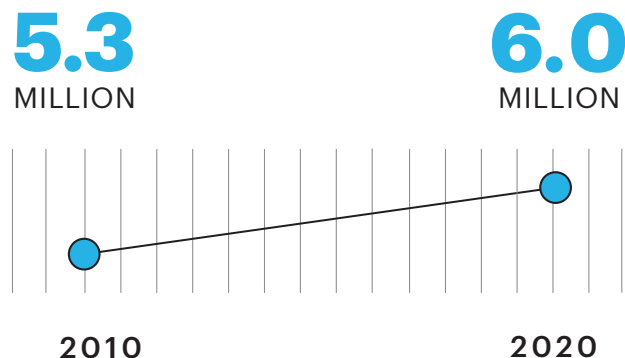
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on North Dakota's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

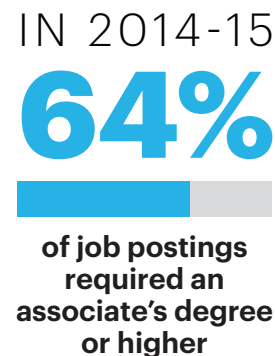
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet OHIO

### EMPLOYMENT IN OHIO IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### OHIO HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



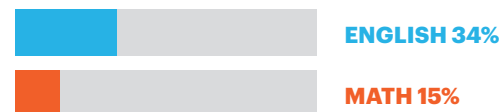
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

**3/5**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



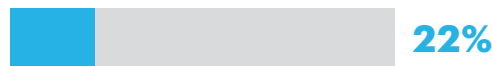
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

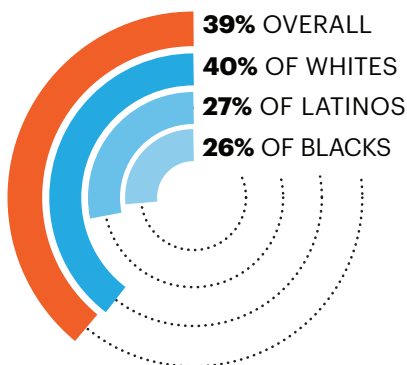
IN 2014-15

**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:

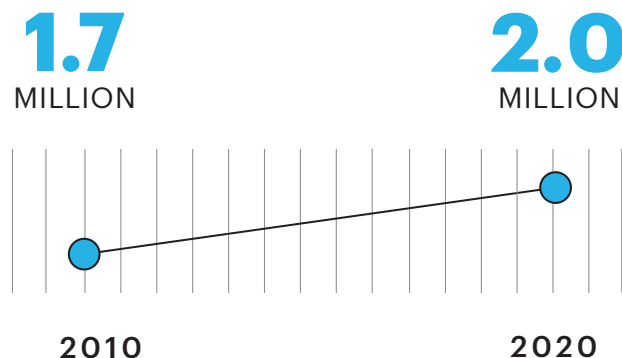
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Ohio's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet OKLAHOMA

### EMPLOYMENT IN OKLAHOMA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### OKLAHOMA HIGH SCHOOLS MUST STEP UP.

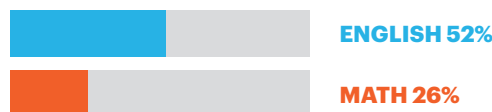
#### TOO MANY STUDENTS DROP OUT:



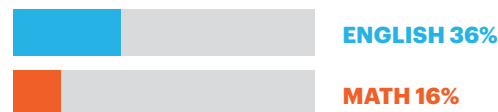
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



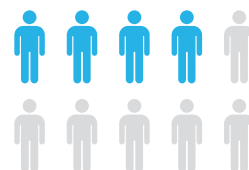
#### MOST GRADUATES GO ON TO COLLEGE:

**1/2**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

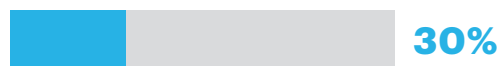


**40%**

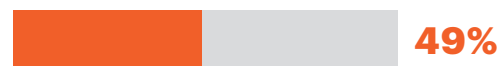
who enroll in 2- or 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

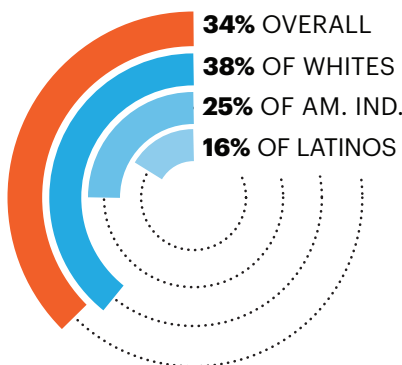
IN 2014-15

**59%**

of job postings required an associate's degree or higher

**BUT ONLY 34%**

of adults have an associate's degree or higher



#### And remember:

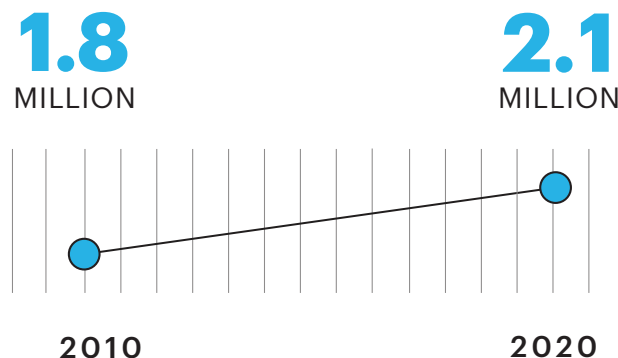
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Oklahoma's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

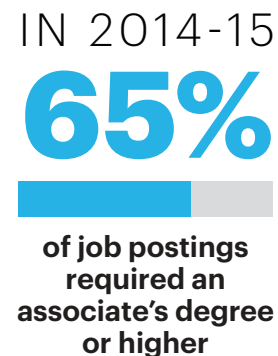
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet OREGON

### EMPLOYMENT IN OREGON IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### OREGON HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



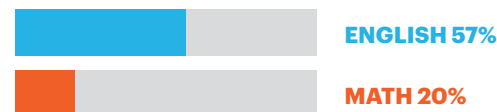
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



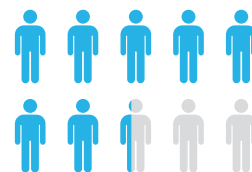
#### MOST GRADUATES GO ON TO COLLEGE:

**3/5**



of graduates enroll in some form of postsecondary education

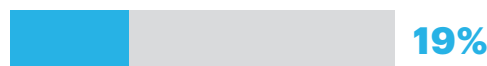
#### BUT MANY REQUIRE REMEDIAL COURSES:



**73%**  
who enroll in 2-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

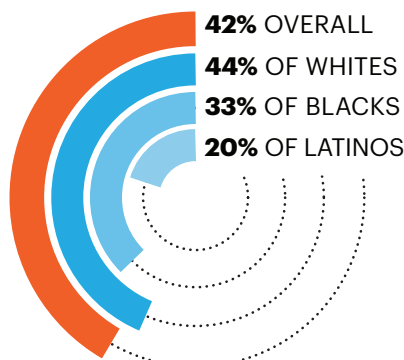
**65%**

of job postings required an associate's degree or higher

BUT ONLY

**42%**

of adults have an associate's degree or higher



#### 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.

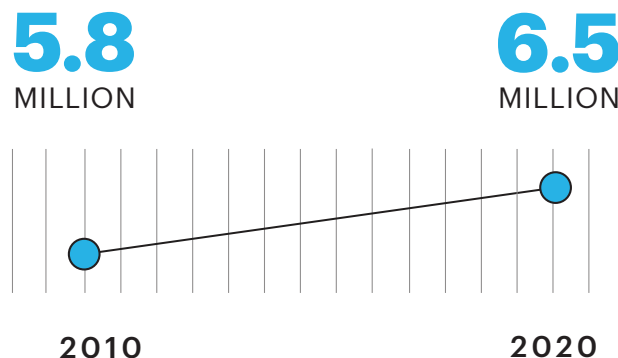
For detailed source information on Oregon's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet PENNSYLVANIA

### EMPLOYMENT IN PENNSYLVANIA IS GROWING.



### 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

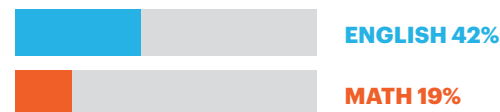
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



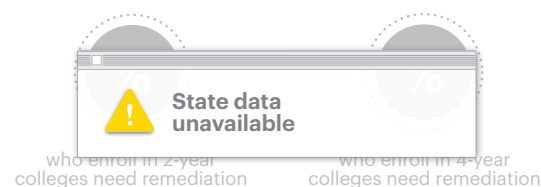
#### MOST GRADUATES GO ON TO COLLEGE:

**5/8**

of graduates enroll in some form of postsecondary education

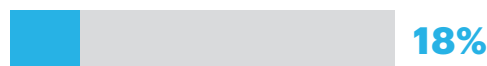


#### BUT MANY REQUIRE REMEDIAL COURSES:



#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

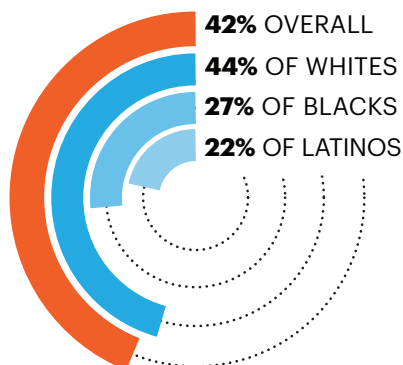
**67%**

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 team work, 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](http://xqsuperschool.org/future)

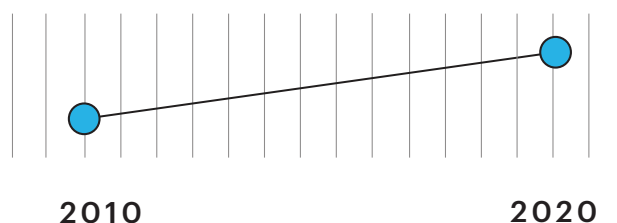
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet RHODE ISLAND

EMPLOYMENT IN RHODE ISLAND IS GROWING.

475K

549K



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:

1 IN 6 STUDENTS

1 IN 5 BLACK STUDENTS

DO NOT GRADUATE WITH THEIR CLASS

TOO FEW GRADUATE COLLEGE-READY:

All students



ENGLISH 73%

MATH 48%

Latino students



ENGLISH 45%

MATH 24%

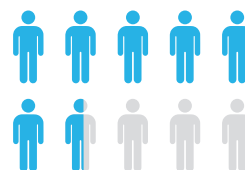
MOST GRADUATES GO ON TO COLLEGE:

3/5



of graduates enroll in some form of postsecondary education

BUT MANY REQUIRE REMEDIAL COURSES:

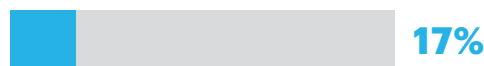


66%

who enroll in 2-year colleges need remediation

AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



17%

Students in 4-year colleges



70%

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

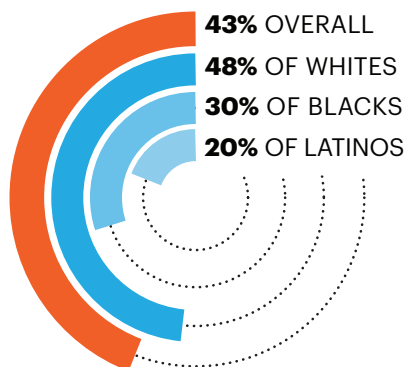
IN 2014-15

69%

of job postings required an associate's degree or higher

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 team work, 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](http://xqsuperschool.org/future)



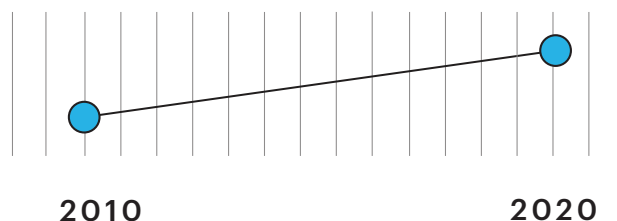
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet SOUTH CAROLINA

### EMPLOYMENT IN SOUTH CAROLINA IS GROWING.

**2.0**  
MILLION

**2.3**  
MILLION



### 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%**

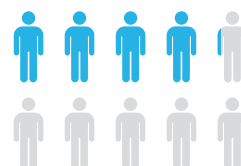
#### MOST GRADUATES GO ON TO COLLEGE:

**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.

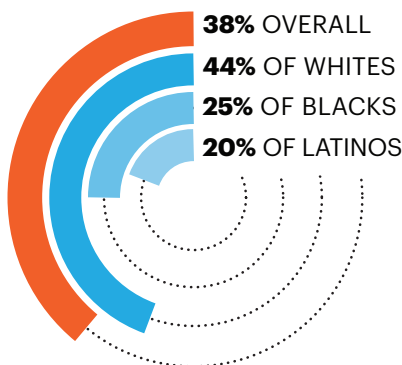
IN 2014-15

**59%**

of job postings required an associate's degree or higher

**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 team work, 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](http://xqsuperschool.org/future)

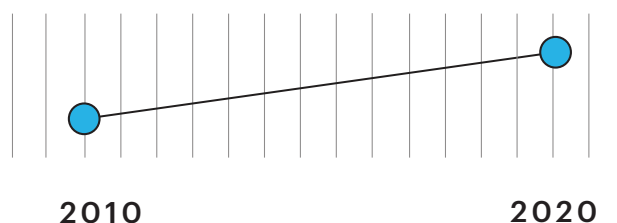
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet SOUTH DAKOTA

EMPLOYMENT IN SOUTH DAKOTA IS GROWING.

448K

518K



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:

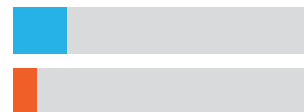
All students



ENGLISH 68%

MATH 49%

American Indian students (AM. IND.)



ENGLISH 18%

MATH 8%

#### MOST GRADUATES GO ON TO COLLEGE:

2/3



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



need remediation in math



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

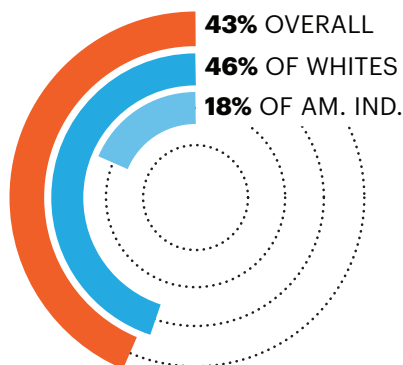
55%

of job postings required an associate's degree or higher

BUT ONLY

43%

of adults have an associate's degree or higher



#### And remember:

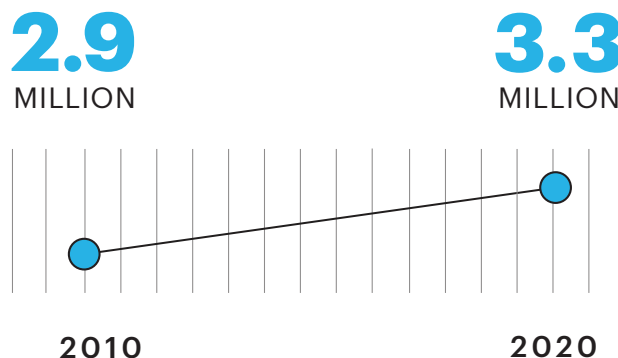
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on South Dakota's data, visit: [xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet TENNESSEE

### EMPLOYMENT IN TENNESSEE IS GROWING.



### 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

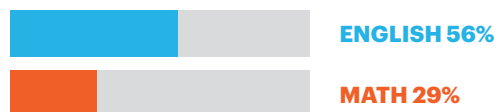
 **1 IN 6**  
LATINO STUDENTS



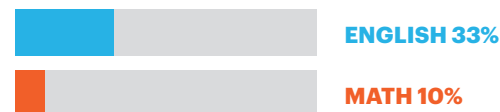
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



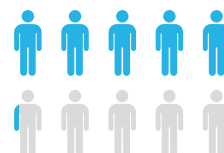
#### MOST GRADUATES GO ON TO COLLEGE:

# 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



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

IN 2014-15

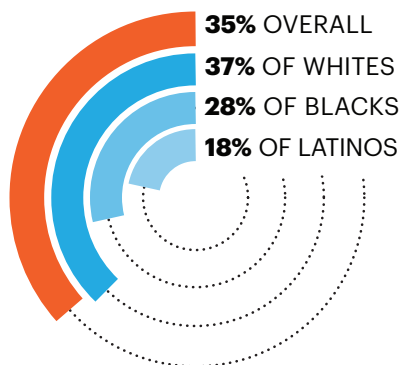
# 61%

of job postings required an associate's degree or higher

**BUT ONLY**  

# 35%

of adults have an associate's degree or higher



#### And remember:

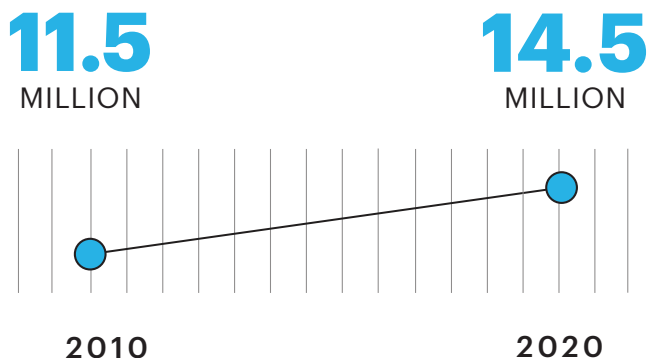
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Tennessee's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

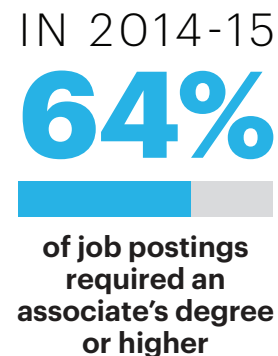
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet TEXAS

### EMPLOYMENT IN TEXAS IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### TEXAS HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



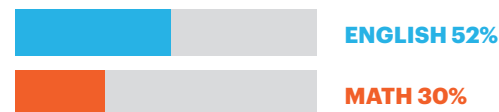
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



#### MOST GRADUATES GO ON TO COLLEGE:

**1/2**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



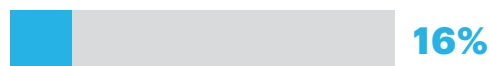
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

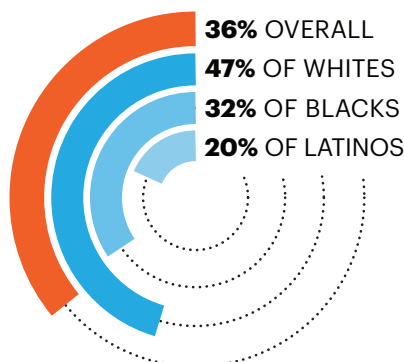
**64%**

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 team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

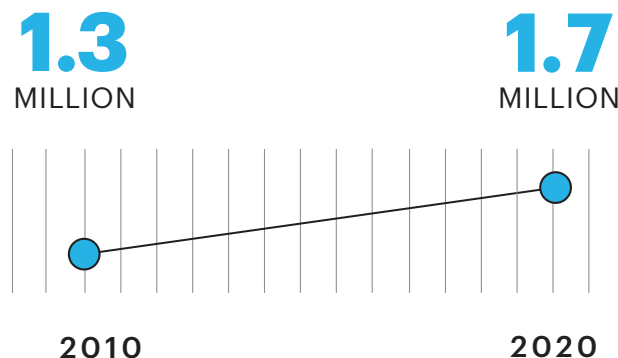
For detailed source information on Texas' data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

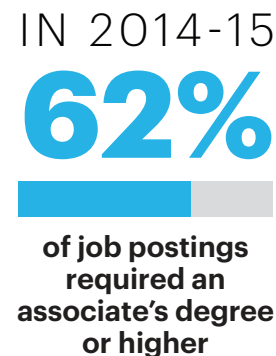
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet UTAH

### EMPLOYMENT IN UTAH IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### UTAH HIGH SCHOOLS MUST STEP UP.

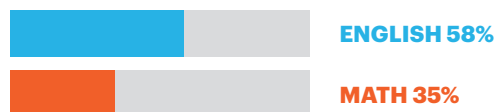
#### TOO MANY STUDENTS DROP OUT:



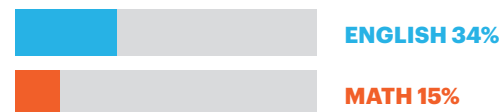
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



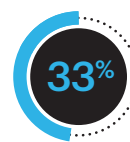
#### MANY GRADUATES GO ON TO COLLEGE:

**3/7**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



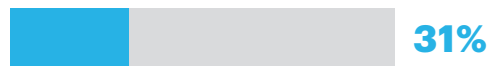
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

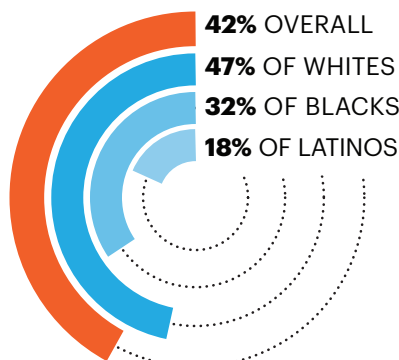
**62%**

of job postings required an associate's degree or higher

BUT ONLY

**42%**

of adults have an associate's degree or higher



#### 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 Utah's data, visit:

[xqsuperschool.org/future](http://xqsuperschool.org/future)

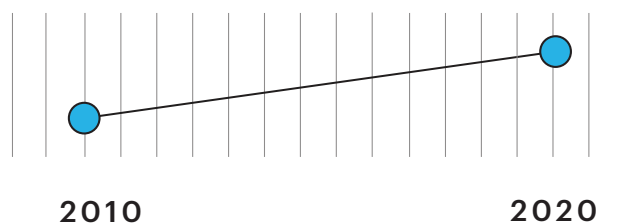
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet VERMONT

### EMPLOYMENT IN VERMONT IS GROWING.

340K

397K



### 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



ENGLISH 82%

MATH 61%

Black students



ENGLISH 50%

MATH 25%

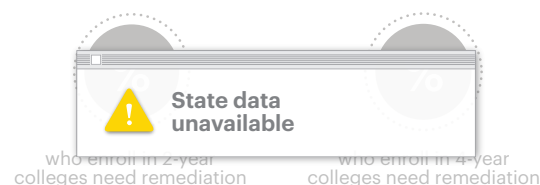
#### MOST GRADUATES GO ON TO COLLEGE:

3/5



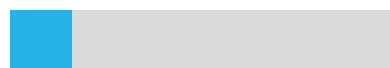
of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



14%

Students in 4-year colleges



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

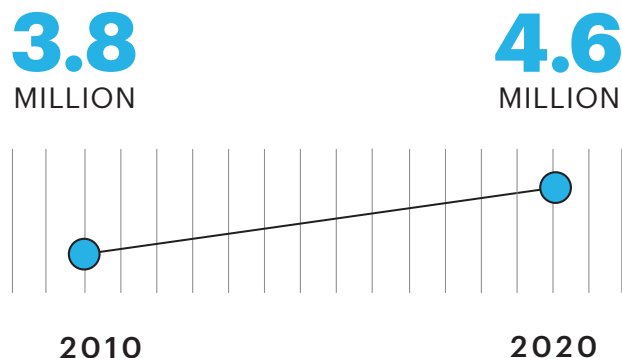
#### And remember:

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.

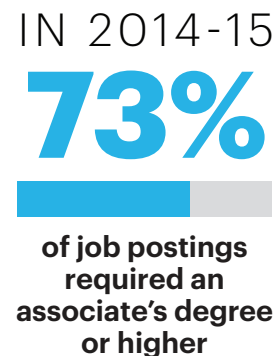
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet VIRGINIA

### EMPLOYMENT IN VIRGINIA IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### VIRGINIA HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



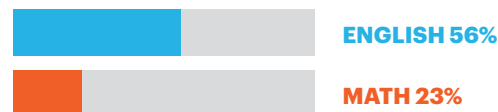
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

**2/3**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



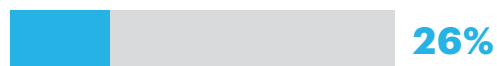
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

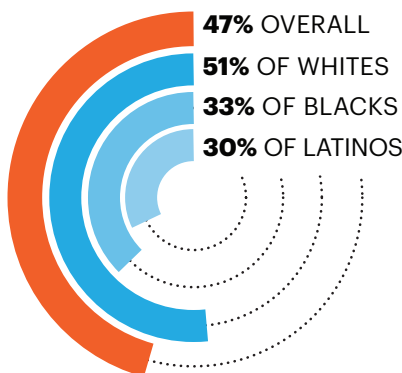
IN 2014-15

**73%**

of job postings required an associate's degree or higher

**BUT ONLY 47%**

of adults have an associate's degree or higher



#### And remember:

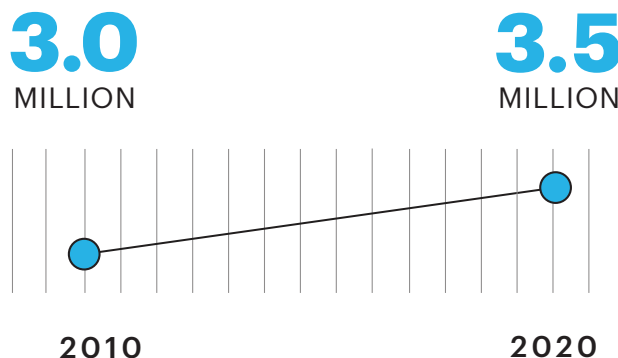
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Virginia's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet WASHINGTON

### EMPLOYMENT IN WASHINGTON IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### WASHINGTON HIGH SCHOOLS MUST STEP UP.

#### TOO MANY STUDENTS DROP OUT:



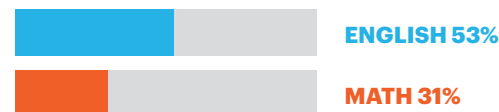
DO NOT  
GRADUATE  
WITH THEIR  
CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Black students



#### MOST GRADUATES GO ON TO COLLEGE:

**3/5**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



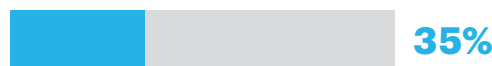
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

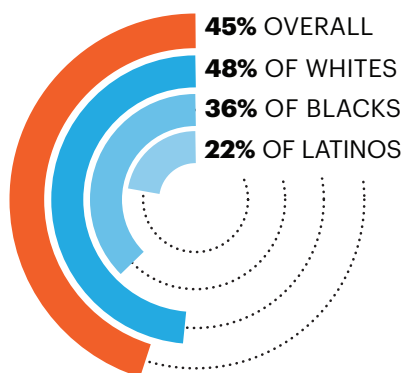
IN 2014-15

**68%**

of job postings required an associate's degree or higher

**BUT ONLY 45%**

of adults have an associate's degree or higher



#### 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 Washington's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)



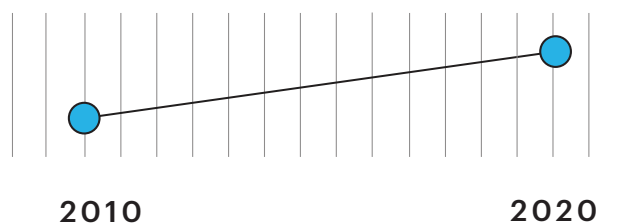
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet WEST VIRGINIA

### EMPLOYMENT IN WEST VIRGINIA IS GROWING.

736K

810K



### 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:



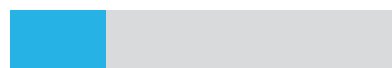
who enroll in 2-year colleges need remediation



who enroll in 4-year colleges need remediation

#### 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.

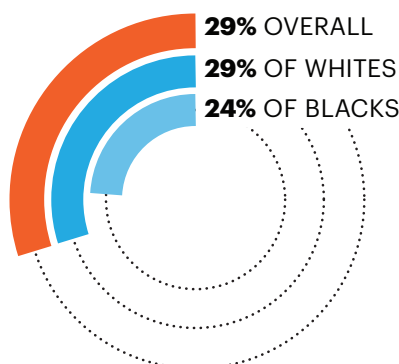
IN 2014-15

53%

of job postings required an associate's degree or higher

BUT ONLY 29%

of adults have an associate's degree or higher



#### And remember:

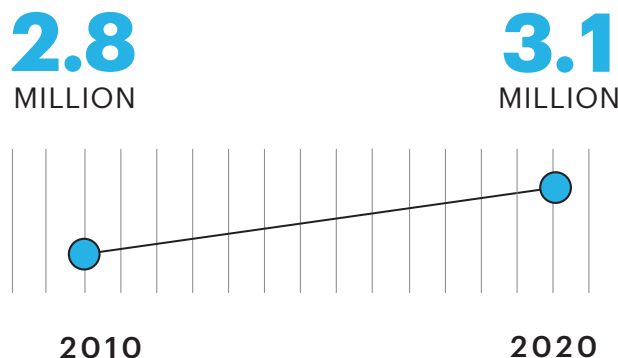
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on West Virginia's data, visit: [xqsuperschool.org/future](http://xqsuperschool.org/future)

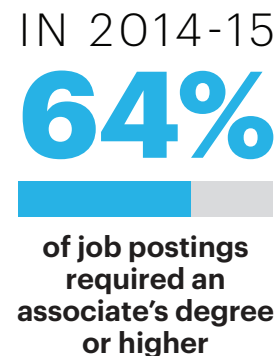
# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet WISCONSIN

### EMPLOYMENT IN WISCONSIN IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### WISCONSIN HIGH SCHOOLS MUST STEP UP.

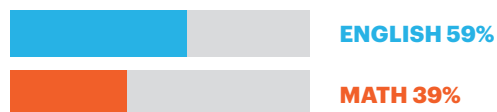
#### TOO MANY STUDENTS DROP OUT:



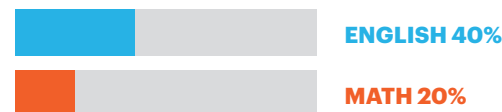
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



#### MOST GRADUATES GO ON TO COLLEGE:

**4/7**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:



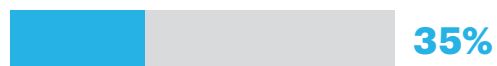
need remediation in math



need remediation in English

#### AND TOO FEW FRESHMEN COMPLETE DEGREES:

Students in 2-year colleges



Students in 4-year colleges



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

IN 2014-15

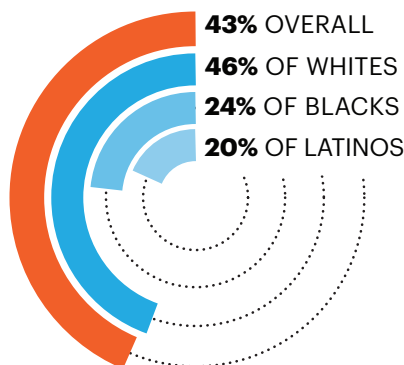
**64%**

of job postings required an associate's degree or higher

BUT ONLY

**43%**

of adults have an associate's degree or higher



#### And remember:

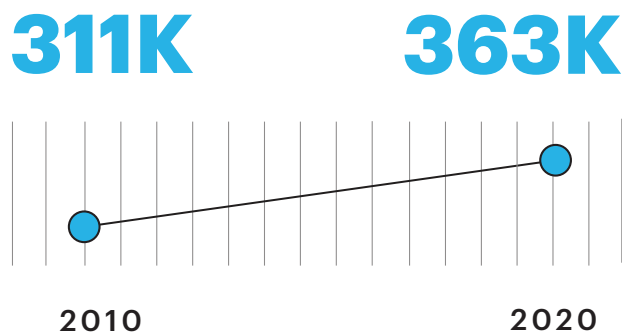
Degrees alone don't guarantee that workers have the other skills—the team work, the analysis, the problem-solving—that are so necessary in today's and tomorrow's economy.

For detailed source information on Wisconsin's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# HIGH SCHOOL & THE FUTURE OF WORK

## State Data Sheet WYOMING

### EMPLOYMENT IN WYOMING IS GROWING.



### JOB REQUIREMENTS ARE CHANGING.



### WYOMING HIGH SCHOOLS MUST STEP UP.

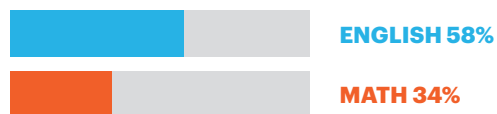
#### TOO MANY STUDENTS DROP OUT:



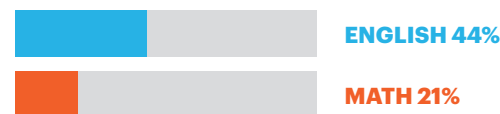
DO NOT GRADUATE WITH THEIR CLASS

#### TOO FEW GRADUATE COLLEGE-READY:

All students



Latino students



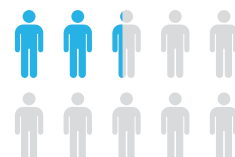
#### MOST GRADUATES GO ON TO COLLEGE:

**1/2**



of graduates enroll in some form of postsecondary education

#### BUT MANY REQUIRE REMEDIAL COURSES:

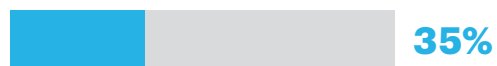


**23%**

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



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

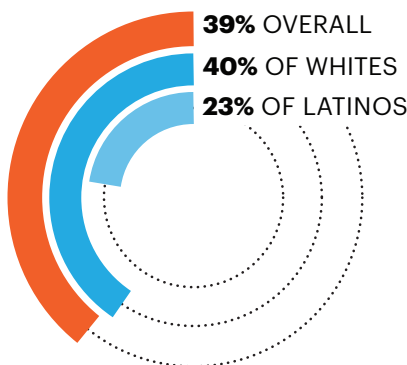
IN 2014-15

**56%**

of job postings required an associate's degree or higher

**BUT ONLY 39%**

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 Wyoming's data, visit:  
[xqsuperschool.org/future](http://xqsuperschool.org/future)

# State Data: Sources and Notes

## **“EMPLOYMENT ... IS GROWING”**

**Source:** Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, “Recovery: Job Growth and Education Requirements Through 2020,” Georgetown University Center on Education and the Workforce, 2013, <https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/>. The data are from the “State Report” companion to the “Full Report.”

## **“JOB REQUIREMENTS ARE CHANGING”**

**Source:** Achieve, “The State of American High School Graduates: What States Know (and Don’t) About Student Performance,” 2017, <https://www.achieve.org/state-profiles>.

**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”**

**Source:** U.S. Department of Education National Center for Education Statistics, “Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographic characteristics for the United States, the 50 states, and the District of Columbia: School year 2015–16,” December 2017, [https://nces.ed.gov/ccd/tables/ACGR\\_RE\\_and\\_characteristics\\_2015-16.asp](https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2015-16.asp).

### **“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”**

**Source:** Except for the seven states listed below, the data are from Achieve, “The State of American High School Graduates: What States Know (and Don’t) About Student Performance,” 2017, <https://www.achieve.org/state-profiles>. The data were reported to Achieve by each state education agency. The data for California, Montana, New Mexico, North Carolina, Pennsylvania, South Dakota, and Wyoming are from the National Center for Higher Education Management Systems Information Center for Higher Education Policymaking and Analysis, “College Participation Rates: College-Going Rates of High School Graduates - Directly from High School: 2014,” <http://www.higheredinfo.org/dbrowser/?year=2014&level=nation&mode=data&state=0&submeasure=63>.

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

## **“BUT MANY REQUIRE REMEDIAL COURSES”**

**Source:** Achieve, “The State of American High School Graduates: What States Know (and Don’t) About Student Performance,” 2017, <https://www.achieve.org/state-profiles>.

**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:**

**Source:** Achieve, “The State of American High School Graduates: What States Know (and Don’t) About Student Performance,” 2017, <https://www.achieve.org/state-profiles>.

**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"**

STATE	ASSESSMENT
Alabama	ACT (100 percent participation)
Alaska	ACT (65 percent participation)
Arizona	ACT (65 percent participation)
Arkansas	ACT (100 percent participation)
California	Grade 11 California Assessment of Student Performance and Progress

<b>Colorado</b>	ACT (100 percent participation)
<b>Connecticut</b>	SAT (100 percent participation)
<b>Delaware</b>	SAT (100 percent participation)
<b>District of Columbia</b>	SAT (90 percent participation)
<b>Florida</b>	SAT (83 percent participation)
<b>Georgia</b>	SAT (61 percent participation)
<b>Hawaii</b>	ACT (90 percent participation)
<b>Idaho</b>	SAT (93 percent participation)
<b>Illinois</b>	ACT (93 percent participation)
<b>Indiana</b>	SAT (63 percent participation)
<b>Iowa</b>	ACT (67 percent participation)
<b>Kansas</b>	ACT (73 percent participation)
<b>Kentucky</b>	ACT (100 percent participation)
<b>Louisiana</b>	ACT (100 percent participation)
<b>Maine</b>	SAT (95 percent participation)
<b>Maryland</b>	SAT (69 percent participation)
<b>Massachusetts</b>	SAT (76 percent participation)
<b>Michigan</b>	SAT (100 percent participation)
<b>Minnesota</b>	ACT (100 percent participation)
<b>Mississippi</b>	ACT (100 percent participation)
<b>Missouri</b>	ACT (100 percent participation)
<b>Montana</b>	ACT (100 percent participation)
<b>Nebraska</b>	ACT (84 percent participation)
<b>Nevada</b>	ACT (100 percent participation)
<b>New Hampshire</b>	SAT (96 percent participation)

New Jersey	SAT (70 percent participation)
New Mexico	ACT (66 percent participation)
New York	SAT (70 percent participation)
North Carolina	ACT (100 percent participation)
North Dakota	ACT (98 percent participation)
Ohio	ACT (75 percent participation)
Oklahoma	ACT (100 percent participation)
Oregon	Grade 11 Smarter Balanced assessment
Pennsylvania	SAT (65 percent participation)
Rhode Island	SAT (71 percent participation)
South Carolina	ACT (100 percent participation)
South Dakota	ACT (80 percent participation)
Tennessee	ACT (100 percent participation)
Texas	SAT (62 percent participation)
Utah	ACT (100 percent participation)
Vermont	SAT (60 percent participation)
Virginia	SAT (65 percent participation)
Washington	SAT (64 percent participation)
West Virginia	ACT (69 percent participation)
Wisconsin	ACT (100 percent participation)
Wyoming	ACT (100 percent participation)

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

STATE	STUDENTS INCLUDED IN THE DATA
Alabama	Class of 2015 public high school graduates enrolled in two- and four-year in-state public institutions of higher education the fall following



	graduation, excluding any students enrolled in private or out-of-state institutions
<b>Alaska</b>	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
<b>Arizona</b>	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
<b>Arkansas</b>	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
<b>California</b>	Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States
<b>Colorado</b>	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
<b>Connecticut</b>	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
<b>Delaware</b>	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
<b>District of Columbia</b>	Class of 2012 high school graduates enrolled in two- and four-year public and private institutions of higher education within 12 months of graduation
<b>Florida</b>	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
<b>Georgia</b>	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
<b>Hawaii</b>	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

<b>Idaho</b>	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
<b>Illinois</b>	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
<b>Indiana</b>	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
<b>Iowa</b>	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
<b>Kansas</b>	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
<b>Kentucky</b>	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
<b>Louisiana</b>	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
<b>Maine</b>	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
<b>Maryland</b>	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
<b>Massachusetts</b>	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
<b>Michigan</b>	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

<b>Minnesota</b>	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
<b>Mississippi</b>	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
<b>Missouri</b>	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
<b>Montana</b>	Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States
<b>Nebraska</b>	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
<b>Nevada</b>	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
<b>New Hampshire</b>	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
<b>New Jersey</b>	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
<b>New Mexico</b>	Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States
<b>New York</b>	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
<b>North Carolina</b>	Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States
<b>North Dakota</b>	Class of 2010 high school graduates enrolled in the North Dakota University System within 16 months of graduation

<b>Ohio</b>	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
<b>Oklahoma</b>	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
<b>Oregon</b>	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
<b>Pennsylvania</b>	Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States
<b>Rhode Island</b>	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
<b>South Carolina</b>	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
<b>South Dakota</b>	Class of 2014 public and private high school graduates who enrolled in a public institution of higher education anywhere in the United States
<b>Tennessee</b>	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
<b>Texas</b>	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
<b>Utah</b>	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
<b>Vermont</b>	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
<b>Virginia</b>	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

<b>Washington</b>	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
<b>West Virginia</b>	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
<b>Wisconsin</b>	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
<b>Wyoming</b>	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”**

<b>STATE</b>	<b>STUDENTS INCLUDED IN THE DATA</b>
<b>Alabama</b>	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
<b>Alaska</b>	Alaska high school graduates attending the University of Alaska system in the 2012-13 academic year who enrolled in remedial courses
<b>Arizona</b>	The state did not provide data on college remediation that could be included in Achieve’s reporting.
<b>Arkansas</b>	Class of 2014 Arkansas high school graduates enrolled as first-time, degree-seeking students who enrolled in remedial courses
<b>California</b>	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.
<b>Colorado</b>	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

	students in corequisite remediation included in the overall remedial percentages
<b>Connecticut</b>	Class of 2011 Connecticut high school graduates enrolled within 16 months and participating in at least one remediation course at the Connecticut State Colleges & Universities system, which includes four universities, one college, and 12 community colleges.
<b>Delaware</b>	Class of 2014 Delaware high school graduates attending Delaware two- and four-year colleges who needed to take math or English remedial courses
<b>District of Columbia</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>Florida</b>	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.
<b>Georgia</b>	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
<b>Hawaii</b>	Class of 2015 Hawaii high school graduates attending any of the 10 University of Hawaii campuses who enrolled in math or English remedial courses
<b>Idaho</b>	Class of 2015 Idaho high school graduates enrolled as first-time, full-time freshmen requiring remedial education in math and/or language arts
<b>Illinois</b>	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.
<b>Indiana</b>	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
<b>Iowa</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>Kansas</b>	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

<b>Kentucky</b>	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
<b>Louisiana</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>Maine</b>	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
<b>Maryland</b>	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
<b>Massachusetts</b>	Class of 2012 Massachusetts high school graduates attending the state's two- and four-year institutions who needed to take any remedial courses
<b>Michigan</b>	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
<b>Minnesota</b>	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
<b>Mississippi</b>	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
<b>Missouri</b>	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
<b>Montana</b>	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
<b>Nebraska</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>Nevada</b>	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

<b>New Hampshire</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>New Jersey</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>New Mexico</b>	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
<b>New York</b>	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.
<b>North Carolina</b>	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
<b>North Dakota</b>	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.
<b>Ohio</b>	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
<b>Oklahoma</b>	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
<b>Oregon</b>	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
<b>Pennsylvania</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>Rhode Island</b>	Class of 2014 Rhode Island high school graduates enrolled in a Rhode Island community college who were placed into any remedial coursework



<b>South Carolina</b>	South Carolina high school graduates who required remediation at the state's two-year institutions
<b>South Dakota</b>	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
<b>Tennessee</b>	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.
<b>Texas</b>	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
<b>Utah</b>	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
<b>Vermont</b>	The state did not provide data on college remediation that could be included in Achieve's reporting.
<b>Virginia</b>	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
<b>Washington</b>	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
<b>West Virginia</b>	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
<b>Wisconsin</b>	For the class of 2013, Wisconsin reported the percentage of first-time freshmen students who placed into math or English remedial courses.
<b>Wyoming</b>	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.