



MARYLAND

State Report

While education serves many purposes, an academically-prepared workforce is more important than ever before to a state’s (and our nation’s) economy. The level of education demanded by today’s jobs, especially in the growing fields of science, technology, engineering, and mathematics (STEM), exceeds the supply of available workers. Attaining postsecondary credentials requires a rigorous K-12 academic foundation.

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High school graduation rates are increasing, but a high school diploma does not necessarily signify college and career readiness. Too few students graduate academically prepared for postsecondary success, as demonstrated by performance on college-ready assessments and/or completion of a rigorous core high school curriculum. Worse, indicators of students’ access to and performance in high school courses that would better prepare them for college and career are often not tracked by states.

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Graduates and their families believe that a high school diploma signifies that they have the skills and knowledge necessary to get additional training, join the military, or enroll in entry-level, credit-bearing courses in two- and four-year colleges. Indicators show, however, that many high school graduates are not college or career ready.

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Students begin to fall “off track” well before ninth grade. The National Assessment of Education Progress is the only national, comparable data showing U.S. student performance in 4th and 8th grade prior to entering high school.

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All students should graduate from high school ready for college, careers, and citizenship.

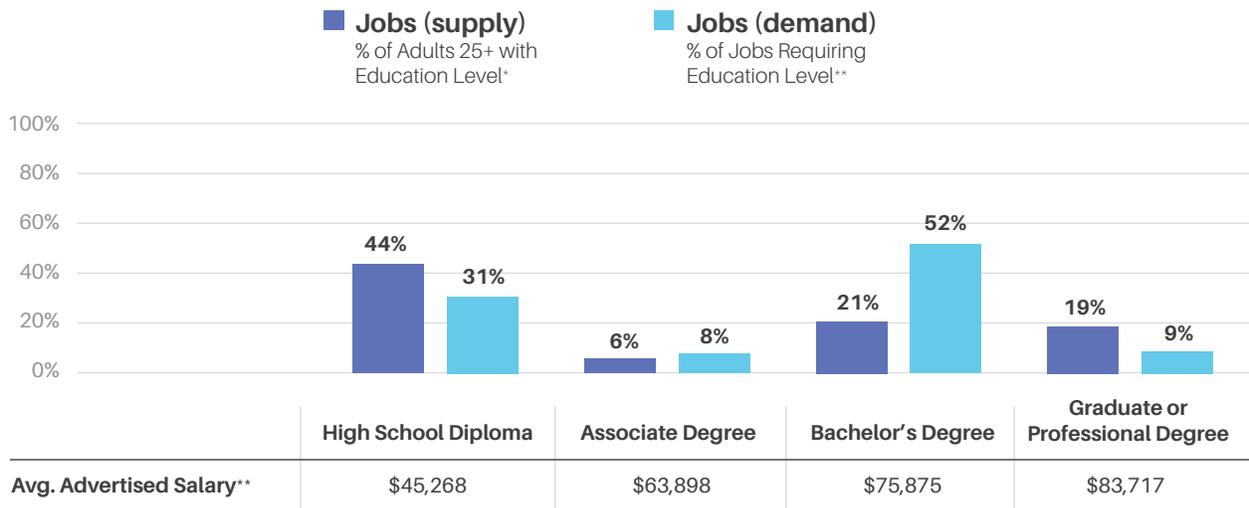
THE ECONOMIC IMPERATIVE

In today's knowledge-based economy, more jobs than ever require a postsecondary credential. Too often, though, the demand for educated workers outstrips the supply. The increasing demand for science, technology, engineering, and mathematics (STEM) jobs may, in part, explain the demand for workers to be more educated than ever before.

The economic indicators below show the importance of an educated workforce and the economic imperative for improving K-12 education so that all students graduate with a high school diploma that prepares them for college, careers, and life.

SUPPLY VS. DEMAND - DOES MARYLAND HAVE THE EDUCATED WORKFORCE NEEDED FOR TODAY'S JOBS?

As policymakers and leaders work to improve employment prospects for their workforce, it's important to take into account the education required for available jobs. The graph below provides a snapshot comparison of the supply of educated workers and the demand for education credentials within the current job market.



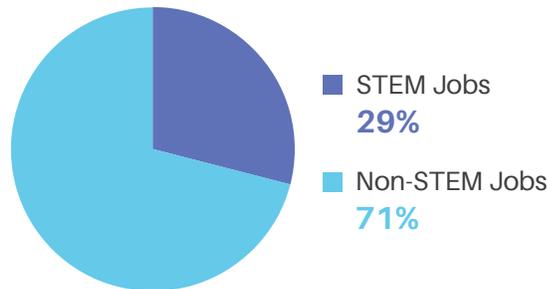
* 2013 American Community Survey data.

** Burning Glass Technologies job posting data, July 2014–June 2015.

COMPOSITION OF MARYLAND'S JOB MARKET

Jobs in STEM¹ fields are increasingly important to every state's economy. The graphs below demonstrate that STEM jobs represent a significant portion of the state's current job market, as well as the fact that STEM jobs are more likely than non-STEM jobs to require a bachelor's degree or more.

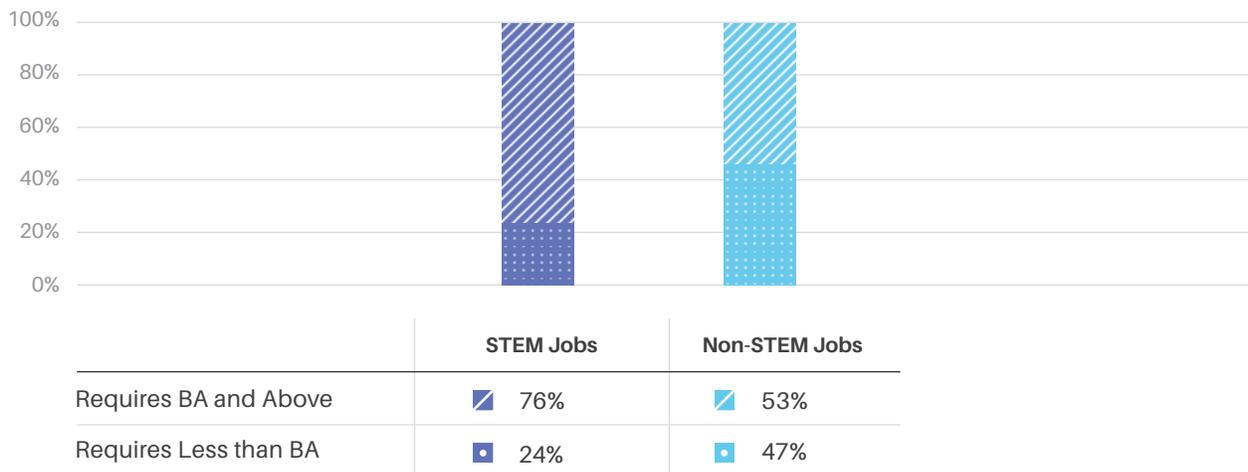
STEM and Non-STEM Jobs*



EDUCATION REQUIREMENTS FOR MARYLAND'S JOBS

As the STEM job market continues to grow, a rigorous K-12 education with a strong academic foundation and experiences that position them for successful transitions to the additional education and training needed for their selected career path.

STEM and Non-STEM Jobs*



¹ Definition of STEM jobs: The analysis takes a job seeker- and student-centric approach to defining STEM occupations and defines STEM jobs as those that have substantial mathematics and science requirements included within either the standard course of training or the specific qualifications requested in job postings. As a result, "STEM jobs" includes the following occupational areas: science, information technology, engineering, mathematics, and health care.

This approach contrasts with traditional methodologies, which tend to focus only on jobs that are primarily engaged in scientific, mathematical, or technological activity. Examples of jobs that are included in this analysis that are typically excluded from STEM jobs definitions: clinical health care roles that require job seekers to undertake substantial coursework in the biological sciences and a range of "analyst" jobs (such as logistics analysts and business intelligence analysts) that call for significant mathematics training.

* Burning Glass Technologies job posting data, July 2014–June 2015.

COLLEGE- AND CAREER-READY ASSESSMENT SCORE

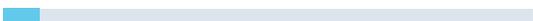
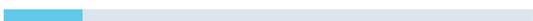
This indicator reports the percentage of students who score at the college- and career-ready level on high school assessments anchored to college- and career-ready standards. These assessments include a performance level/cut score that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions and is used by colleges and universities for placement into first-year credit-bearing courses.

ACT PERFORMANCE: PERCENTAGE OF STUDENTS MEETING COLLEGE READINESS BENCHMARKS

ACT reports the percentage of ACT-tested high school graduates meeting ACT's College Readiness Benchmarks for each subject area as well as across the four subject areas. These data are available for some but not all subgroups. Not all students in the cohort took the test; results are representative only of students who elected to take the test. ACT's participation rate is based upon projections of graduates made by the Western Interstate Commission for Higher Education (WICHE) in 2012 rather than actual graduates.

Percentage Meeting All College Readiness Benchmarks in 2014-15

Participation Rate: 25%

All Students		39%
American Indian/Alaska Native		14%
Asian		58%
Black		11%
Hispanic		30%
Native Hawaiian/Other Pacific Islander		24%
White		52%
Two or More Races		34%
Low Income		N/R
Students with Disabilities		N/R
Limited English Proficient		N/R

Percentage Meeting College Readiness Benchmarks in 2014-15 by Subject

	READING	ENGLISH	MATH	SCIENCE
All Students	 57%	 73%	 55%	 50%
American Indian/Alaska Native	 27%	 48%	 27%	 16%
Asian	 70%	 87%	 80%	 71%
Black	 29%	 45%	 22%	 19%
Hispanic	 49%	 66%	 46%	 42%
Native Hawaiian/Other Pacific Islander	 41%	 65%	 62%	 47%
White	 71%	 87%	 70%	 64%
Two or More Races	 55%	 74%	 50%	 44%
Low Income	 N/R	 N/R	 N/R	 N/R
Students with Disabilities	 N/R	 N/R	 N/R	 N/R
Limited English Proficient	 N/R	 N/R	 N/R	 N/R

SAT PERFORMANCE: PERCENTAGE OF STUDENTS MEETING COLLEGE READINESS BENCHMARK

College Board reports the percentage of SAT-tested high school graduates meeting the SAT College Readiness Benchmark. These data are available for some but not all subgroups. Not all students in the cohort took the test; results are representative only of students who elected to take the test. College Board's reported participation rate is based upon projections of graduates made by the Western Interstate Commission for Higher Education (WICHE) in 2012 rather than actual graduates.

Percentage Meeting College Readiness Benchmark in 2014-15

Participation Rate: 79%

All Students		41%
Native American		27%
Asian		N/R
Black		16%
Hispanic		27%
Native Hawaiian/Other Pacific Islander		N/R
White		N/R
Two or More Races		N/R
Low Income		N/R
Students with Disabilities		N/R
Limited English Proficient		N/R

PARCC PERFORMANCE: PERCENTAGE OF STUDENTS MEETING COLLEGE READINESS BENCHMARKS

Maryland reports the percentage of test takers earning a 4 or 5 on the PARCC Algebra II/Integrated III assessment. This assessment was administered statewide, and data are available by subgroups. PARCC tests are administered upon course completion; data are available only for test takers, not the cohort. The state did not administer the PARCC English 11/III assessment in 2014-15.

Percentage Meeting College Readiness Benchmarks in 2014-15 by Subject

Participation Rate ELA: N/A, Math: N/A

	ELA	MATH
All Students	N/A	20%
American Indian/Alaska Native	N/A	12%
Asian	N/A	46%
Black	N/A	6%
Hispanic	N/A	11%
Native Hawaiian/Other Pacific Islander	N/A	19%
White	N/A	27%
Two or More Races	N/A	44%
Low Income	N/A	7%
Students with Disabilities	N/A	6%
Limited English Proficient	N/A	10%

STUDENTS ON TRACK TO GRADUATE BASED ON CREDIT ACCUMULATION

Timely credit accumulation is a leading indicator of students' progress toward high school graduation. This indicator shows the percentage of students who are on track to graduate based on the number of credits earned by the end of a particular grade.



Percent of grade 9 students on track to graduate

All Students		N/R
American Indian/Alaska Native		N/R
Asian		N/R
Black		N/R
Hispanic		N/R
Native Hawaiian/Other Pacific Islander		N/R
White		N/R
Two or More Races		N/R
Low Income		N/R
Students with Disabilities		N/R
Limited English Proficient		N/R

Students on track to graduate is reported as N/R because either Maryland does not report the data or the reporting does not meet Achieve's criteria for this indicator.

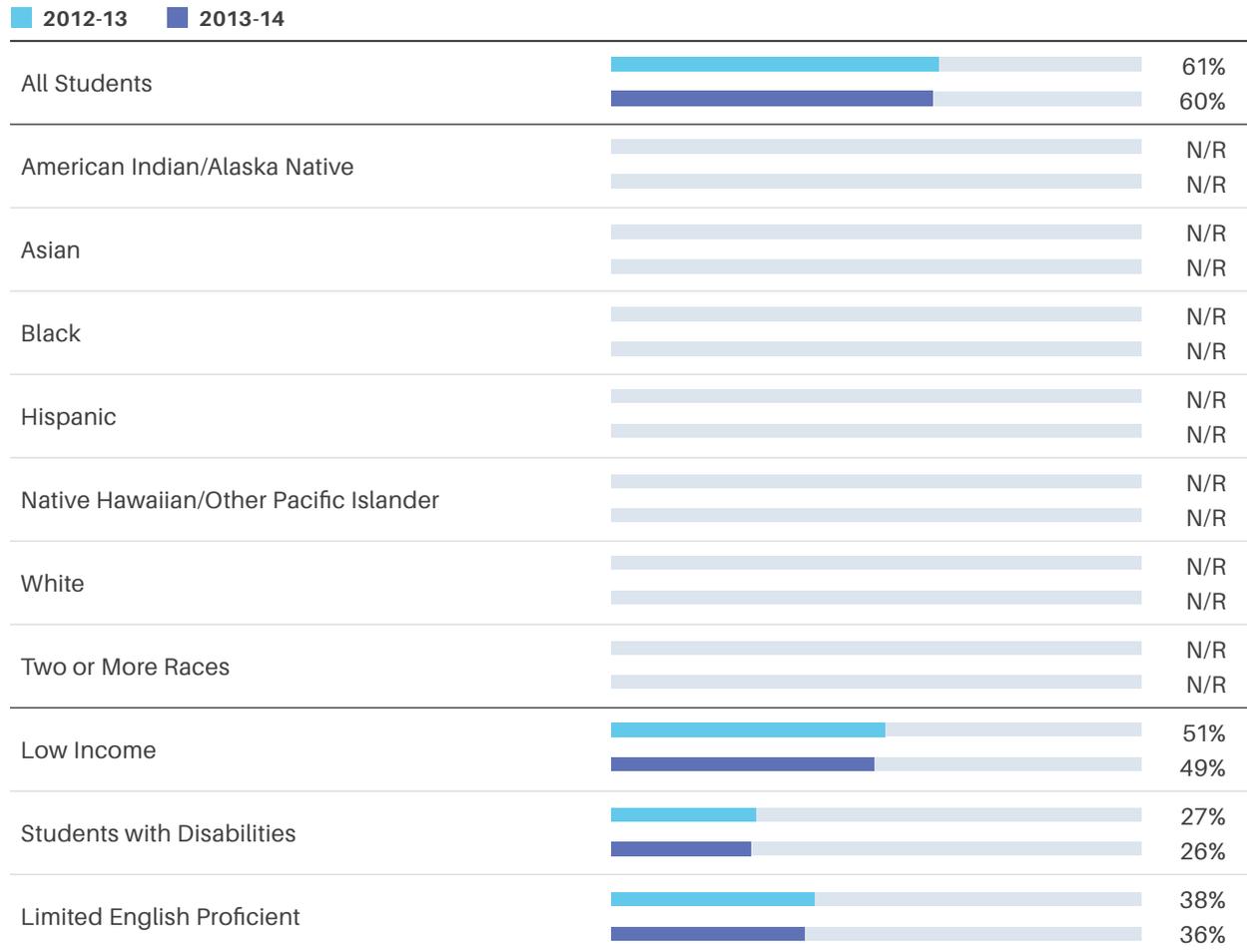
ADJUSTED COHORT GRADUATION RATES

The adjusted cohort graduation rate indicates the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma. This percentage is calculated by dividing the number of graduating students by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés, and deceased students). Five-year graduation rates are also reported where available.

	4-YEAR	5-YEAR	CLASS OF 2012-13	CLASS OF 2013-14
All Students			85%	86%
			87%	89%
American Indian/Alaska Native			83%	87%
			86%	90%
Asian			95%	95%
			96%	96%
Black			78%	81%
			82%	84%
Hispanic			75%	77%
			80%	81%
Native Hawaiian/Other Pacific Islander			81%	76%
			86%	78%
White			91%	92%
			92%	93%
Two or More Races			90%	90%
			91%	92%
Low Income			76%	78%
			81%	82%
Students with Disabilities			60%	63%
			67%	69%
Limited English Proficient			57%	54%
			67%	65%

COLLEGE- AND CAREER-READY COURSEWORK COMPLETION

Graduation rate alone is often an insufficient indicator of students' readiness for life after high school because the classes and requirements to earn a diploma vary greatly across states. Every state, regardless of its graduation requirements, can and should also publicly report the percentage of the adjusted 9th grade cohort who complete a college- and career-ready course of study while in high school.



Maryland offers a college- and career-ready course of study to all students in the state and publicly reports the percentage of students who graduate having completed that course of study, including by subgroups.

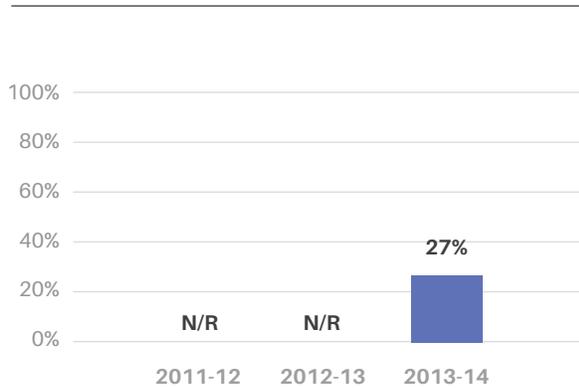
EARNING COLLEGE CREDITS WHILE IN HIGH SCHOOL

Students who earn college credits while in high school are more likely to enter college and succeed. This indicator reports the percentage of students that meet this benchmark.

PERCENTAGE OF STUDENTS EARNING A 3+ ON AN AP EXAM

Maryland reports the percentage of high school graduates in 2014 who scored a 3+ on an Advanced Placement (AP) exam. The state does not report subgroup data.

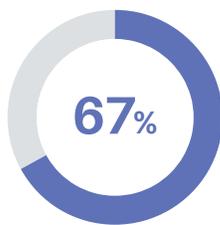
Trend Over Time



All Students	27%
American Indian/Alaska Native	N/R
Asian	N/R
Black	N/R
Hispanic	N/R
Native Hawaiian/Other Pacific Islander	N/R
White	N/R
Two or More Races	N/R
Low Income	N/R
Students with Disabilities	N/R
Limited English Proficient	N/R

PERCENTAGE OF STUDENTS WHO HAVE COMPLETED COURSES FOR COLLEGE CREDIT

Maryland reports the percentage of International Baccalaureate (IB) tests scored 4+ in 2014. The state does not report discrete data on students' successful dual enrollment course completion or meeting a combined measure of earning college credit, or the reporting does not meet Achieve's criteria for these indicators.



Completed IB/Earned College Credit



Completed Dual Enrollment Courses for College Credit

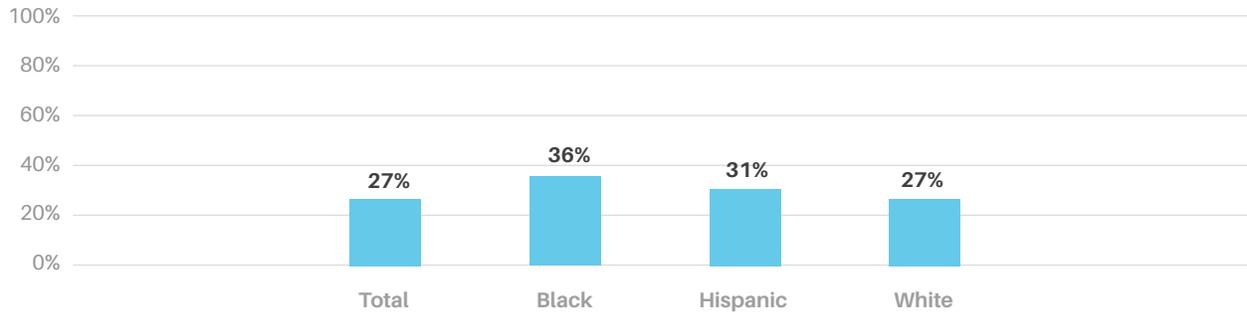


Met AP, IB, Dual Enrollment or Career-Technical Indicator

PREPAREDNESS FOR THE MILITARY

This indicator examines data from the U.S. Armed Forces enlistment examination and reveals the percentage of students who seek to enter the military but are not eligible to enter or are not prepared for higher-level education, training, and advancement opportunities offered by the U.S. Armed Forces.

Percentage Ineligible



POSTSECONDARY ENROLLMENT

Enrollment in a postsecondary institution is the first step to degree attainment. This indicator shows the number of the state’s high school graduates who matriculate into postsecondary education. The extent of information states report varies based on whether enrollment data are available for in-state and out-of-state students along with whether data are available for two-year institutions, four-year institutions, or both.

PERCENTAGE OF STUDENTS ENROLLING IN POSTSECONDARY

Maryland reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation.

High School Graduates, Class of 2014



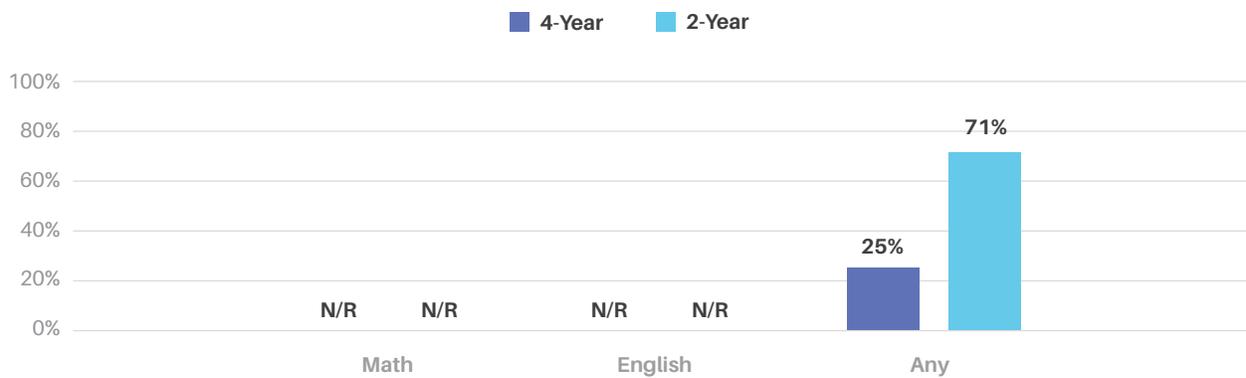
POSTSECONDARY REMEDIATION

Alarming numbers of students enter postsecondary institutions only to find out they need to enroll in — and pay for — remedial courses without earning college credit for these classes. This indicator reports the percentage of high school graduates who, upon entrance to a postsecondary institution, are placed into or enroll in a remedial course in English and/or mathematics.

PERCENTAGE OF STUDENTS IN REMEDIATION

Maryland reports the percentage of the state’s class of 2011 high school graduates enrolled in 16 Maryland community colleges and 11 of 13 public universities who need any remedial courses. The state does not report data on math and English remediation needs.

Remediation by Institution Type and Subject Area



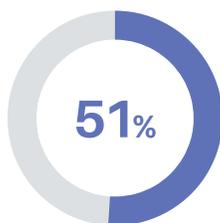
POSTSECONDARY PERSISTENCE

Too few students who start college ultimately earn a degree. This indicator reports the percentage of the state’s high school graduates who enroll in a postsecondary institution and either complete at least one year of postsecondary education in a designated amount of time or return to postsecondary education for a consecutive year (or term).

PERCENTAGE OF STUDENTS PERSISTING BEYOND THE FIRST YEAR

Maryland reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year of college credit (30 credits) within 24 months of enrollment. This excludes any students enrolled in private and out-of-state institutions.

High School Graduates, Class of 2012



2- and 4-Year
(public, in-state)

ACADEMIC PERFORMANCE OF ELEMENTARY AND MIDDLE SCHOOL STUDENTS

The National Assessment of Educational Progress (NAEP) monitors student achievement nationally and allows for comparisons across states. This indicator includes 4th and 8th grade reading and math results and 8th grade science results. Scale scores were rounded to the nearest whole number. Changes since 2005 were calculated based on differences between unrounded scale scores and then rounded to the nearest whole number.

GRADE 4

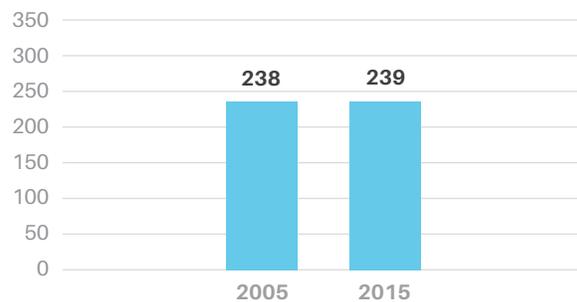
Percentage of Students Meeting Proficient or Advanced Benchmarks

	MATH - 2015	READING - 2015
All Students	40%	37%
American Indian/Alaska Native	N/R	N/R
Asian	70%	57%
Black	21%	18%
Hispanic	25%	21%
Native Hawaiian/Other Pacific Islander	N/R	N/R
White	56%	51%
Two or More Races	47%	54%
National School Lunch Program Eligible	21%	18%

Average Scale Score Changes - Math

Scale Score Change from 2005-2015

Change since 2005: ▲ 1



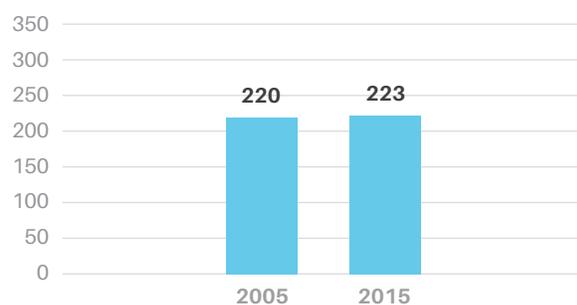
Change in Gaps: 2005-2015

Black-White	▼ 2
Hispanic-White	▲ 4
National School Lunch Program Eligible-Ineligible Students	▲ 2

Average Scale Score Changes - Reading

Scale Score Change from 2005-2015

Change since 2005: ▲ 3



Change in Gaps: 2005-2015

Black-White	▼ 4
Hispanic-White	▲ 3
National School Lunch Program Eligible-Ineligible Students	▼ 4

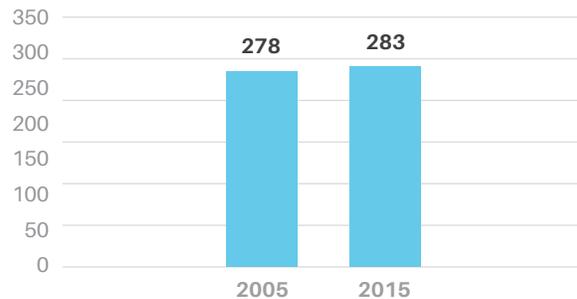
GRADE 8

Percentage of Students Meeting Proficient or Advanced Benchmarks

	MATH - 2015	READING - 2015	SCIENCE - 2011
All Students	35%	37%	32%
American Indian/Alaska Native	N/R	N/R	N/R
Asian	68%	65%	49%
Black	14%	19%	11%
Hispanic	24%	27%	18%
Native Hawaiian/Other Pacific Islander	N/R	N/R	N/R
White	49%	50%	49%
Two or More Races	37%	45%	41%
National School Lunch Program Eligible	15%	19%	12%

Average Scale Score Changes - Math

Scale Score Change from 2005-2015

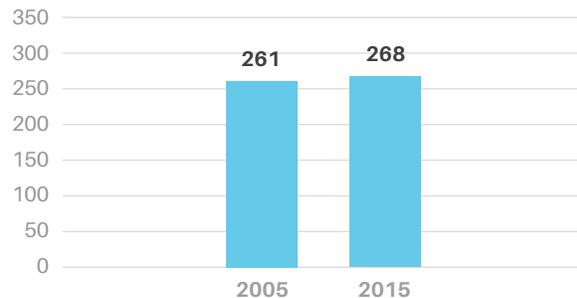
 Change since 2005: ▲ 5


Change in Gaps: 2005-2015

Black-White	No Change
Hispanic-White	▼ 7
National School Lunch Program Eligible-Ineligible Students	▲ 3

Average Scale Score Changes - Reading

Scale Score Change from 2005-2015

 Change since 2005: ▲ 7


Change in Gaps: 2005-2015

Black-White	▼ 1
Hispanic-White	▲ 5
National School Lunch Program Eligible-Ineligible Students	▲ 1

DATA SOURCES

METHODOLOGY

www.achieve.org/state-profiles

NATIONAL AND INDIVIDUAL STATE REPORTS

www.achieve.org/state-profiles

CCR PERFORMANCE ON AN ASSESSMENT - ACT

<https://www.act.org/newsroom/data/2015/readinessreports.html>

CCR PERFORMANCE ON AN ASSESSMENT - SAT

<https://www.collegeboard.org/release/2015-program-results>

CCR PERFORMANCE ON AN ASSESSMENT - PARCC

<http://reportcard.msde.maryland.gov/Assessments.aspx?K=99AAAA>

COHORT GRADUATION RATE

<http://www.mdreportcard.org/CohortGradRate.aspx?PV=160:12:99:AAAA:1:N:0:13:1:1:0:1:1:1:3>

STUDENTS IN A GRADUATING COHORT WHO COMPLETE A CCR COURSE OF STUDY

<http://www.mdreportcard.org/HighSchoolCompletionOther.aspx?PV=38:12:99:AAAA:3:N:0:13:1:2:1:1:1:2:3>

CCR GRADUATION RATE

<http://www.mdreportcard.org/HighSchoolCompletionOther.aspx?PV=38:12:99:AAAA:3:N:0:13:1:2:1:1:1:2:3>

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL - AP

<http://reportcard.msde.maryland.gov/SpiCcp.aspx?PV=14:0:99:AAAA:1>

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL - IB

http://reportcard.msde.maryland.gov/college_readiness/IB/2014_IB_99AAAA.pdf

PREPAREDNESS FOR THE MILITARY

http://edtrust.org/wp-content/uploads/2013/10/ASVAB_4.pdf

POSTSECONDARY ENROLLMENT

<http://reportcard.msde.maryland.gov/CollegeEnrollment.aspx?PV=185:12:99:AAAA:1:N:0:13:1:2:1:1:1:1:3&cln-TypeCode=2>

POSTSECONDARY REMEDIATION

<http://www.mhec.state.md.us/publications/research/AnnualPublications/2015DataBook.pdf>

POSTSECONDARY PERSISTENCE

<http://reportcard.msde.maryland.gov/COLLEGE CREDIT.aspx?PV=185:12:99:AAAA:1:N:0:13:1:2:1:1:1:1:3&tab=2>

THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

For more than a decade, Achieve has issued an annual 50-state report on each state's adoption of college- and career-ready (CCR) policies as reflected in state standards, graduation requirements, assessments, and accountability systems. Having the right policies is, of course, necessary to ensure that students graduate academically prepared for college and careers. But policy alone is insufficient. Implementation of policy at all levels—state, district, school, and classroom—matters. So how do states—and their citizens—know whether their policies are having the intended impact? How would one determine whether students are meeting what is now the objective in every state—not just more students graduating high school but more graduating college and career ready? To know the answer to this question, Achieve this year decided to look not at state policy but at *actual student performance* against CCR measures in all 50 states and the District of Columbia.

This report represents the first time that these data, from publicly available sources, have been compiled to paint a picture of college and career readiness in every state.¹ For the most part, it shows that too few high school graduates are prepared to succeed in postsecondary education, the military, and careers. Rather surprisingly, the report also shows significant limitations in the availability of data and inconsistencies in how they are reported, making it challenging for policymakers, educators, families, and advocates to have a clear answer to the simple question: Are high school graduates prepared for postsecondary success?

Specifically, Achieve looked at indicators of college and career readiness, including students' performance on CCR assessments, completion of a rigorous course of study, and earning college credit while in high school. Achieve believes there may be other meaningful measures of college and career readiness and hopes to include such measures in future reports. Achieve also looked at postsecondary indicators: high school graduates' enrollment, persistence, and remediation rates at two- and four-year colleges. These indicators will be the subject of a separate, forthcoming report.

The intent of this report is two-fold:

- To focus state and national conversations about college and career readiness on results—on the **actual performance of high school graduates** in each state.
- To draw attention to the need to **improve metrics to evaluate performance and progress**. Many states do not yet report critical indicators, or they do so in vastly different ways from one another. Consequently, there is little comparability across states, and little transparency within many.

To provide transparency about both the performance of the state's K–12 system and the preparedness of its high school graduates, Achieve recommends that states report **two new CCR graduation rates**, calculated in a manner comparable to how states currently report high school graduation rates, using the 9th grade adjusted cohort as the denominator:

- **Percentage of the cohort that demonstrates they have met CCR benchmarks** in math and English language arts/literacy on a CCR assessment; and
- **Percentage of the cohort that completes a CCR course of study.**

Additionally, the way states calculate and report indicators matters for results and can raise a sense of urgency. Achieve recommends that states report data:

- **Using the 9th grade cohort as the denominator.** States should report how their adjusted 9th grade cohort, *not just test takers, seniors, or graduates*, fare, in order to portray the full picture of students' readiness.
- **Disaggregated by students' race/ethnicity, socioeconomic status, English language proficiency, and disability status** to identify and close performance gaps among student groups. Too often, reporting "all students" results masks variation in reporting group performance.

The goal of this work is to focus on results within each state so that state leaders can determine the extent to which their K–12 system is producing CCR graduates, whether they are satisfied with the results, and if not, what they can do to improve the readiness of all students.

Collecting and reporting data to ensure transparency, setting the right expectations, and adopting policy and practices to get better students results is a challenge every state and local policy leader, educator, family, and community should embrace if they seek to make high school graduates college and career ready.

¹ Data sources for individual data points can be found at the back of states' individual profiles.

STATE DATA SUMMARY TABLE



The below chart summarizes which states report which indicators of high school students' performance and whether the reported data is disaggregated by subgroup. Additional information about each of the indicators and how they are reported and defined by individual states, including the minimum criteria for inclusion, as well as student outcomes data, is available in the pages that follow and in state-specific profiles available here: www.achieve.org/state-profiles.

data reported (not disaggregated) data reported and disaggregated by subgroups

	Which CCR Assessment? (>90% participation ACT & SAT)	9 th Grade Cohort Estimated CCR Assessment Score**	4-Year Adjusted Cohort Graduation Rate (2013-14)	5-Year Adjusted Cohort Graduation Rate (2013-14)	CCR Course of Study Completion (2013-14)	9 th Grade Cohort Estimated CCR Course of Study Completion (2013-14)**	On Track to Graduate	Earning College Credit in High School (AP)
AL	ACT		<input checked="" type="checkbox"/>					<input type="checkbox"/>
AK			<input checked="" type="checkbox"/>					
AZ			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
AR	ACT		<input checked="" type="checkbox"/>					<input type="checkbox"/>
CA	SBAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO	PARCC, ACT		<input checked="" type="checkbox"/>					
CT	SBAC		<input checked="" type="checkbox"/>					<input type="checkbox"/>
DE	SBAC, SAT	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DC	SAT		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
FL			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>
GA			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
HI	SBAC, ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
ID	SBAC, SAT		<input checked="" type="checkbox"/>					
IL	PARCC, ACT		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	
IN			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
IA			<input checked="" type="checkbox"/>					
KS			<input type="checkbox"/>	<input type="checkbox"/>				
KY	ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
LA	ACT		<input checked="" type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
ME	SBAC, SAT		<input checked="" type="checkbox"/>					
MD	PARCC		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
MA	PARCC		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MI	ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
MN			<input checked="" type="checkbox"/>					<input type="checkbox"/>
MS	ACT		<input checked="" type="checkbox"/>					
MO			<input checked="" type="checkbox"/>					<input type="checkbox"/>
MT	ACT		<input checked="" type="checkbox"/>					
NE			<input checked="" type="checkbox"/>					
NV			<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NH	SBAC		<input type="checkbox"/>					
NJ	PARCC		<input checked="" type="checkbox"/>					
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NC	ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input type="checkbox"/>
ND	ACT		<input checked="" type="checkbox"/>					
OH			<input checked="" type="checkbox"/>					
OK			<input checked="" type="checkbox"/>		<input type="checkbox"/>			
OR	SBAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
PA			<input checked="" type="checkbox"/>					
RI			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input type="checkbox"/>
SC			<input checked="" type="checkbox"/>					<input type="checkbox"/>
SD	SBAC		<input checked="" type="checkbox"/>					
TN	ACT		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
TX			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
UT	ACT		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
VT	SBAC	<input type="checkbox"/>	<input type="checkbox"/>					
VA			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
WA	SBAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>					<input type="checkbox"/>
WV	SBAC		<input checked="" type="checkbox"/>					
WI			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
WY	ACT		<input checked="" type="checkbox"/>					

*Assessment names are bold when data reported and disaggregated by subgroups. States were included in the chart if certain participation and administration criteria were met for each of the assessments. Additional information is available in the report and methodology (available at www.achieve.org/state-profiles).

** The 9th grade cohort estimated CCR assessment score and 9th grade cohort estimated CCR course of study completion are values Achieve calculated for states with available data.



50-STATE

Indicators of High School Students' Performance

This report examines K—12 indicators of students' performance from a 50-state perspective. Each indicator includes a definition, an explanation of why the indicator is important, publicly available student performance data, and details of how data are reported differently across states. Additional information can be found in the individual state profiles at www.achieve.org/state-profiles.

K-12 PREPARATION AND SUCCESS

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COLLEGE- AND CAREER-READY ASSESSMENT SCORE

WHAT THE INDICATOR IS

This indicator reports the percentage of students who score at the college- and career-ready (CCR) level on high school assessments anchored to CCR standards. These assessments include a performance level/cut score that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions and is used by two- and four-year colleges and universities for placement into first-year, credit-bearing courses.

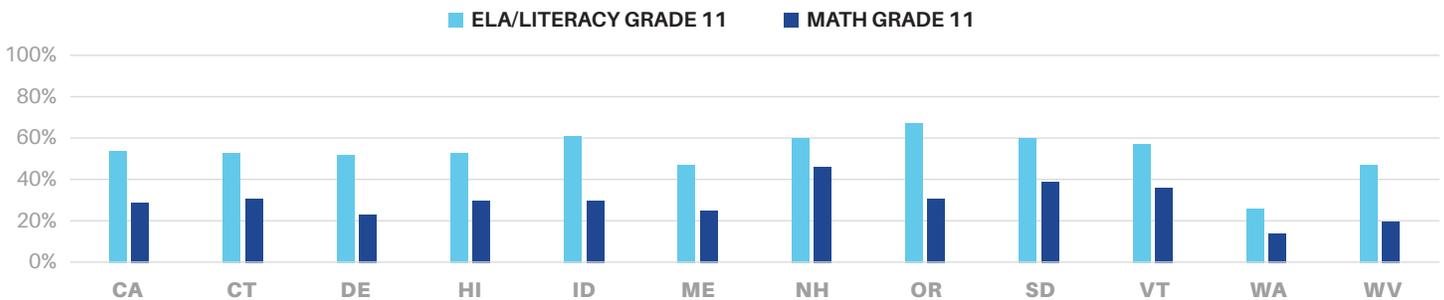
WHY THE INDICATOR IS IMPORTANT

In the past couple of years, states have begun administering rigorous high school assessments that measure CCR. The results are useful in preparing students for successful postsecondary transitions and can assist schools in identifying and addressing student learning gaps before students graduate from high school, reducing the need for costly remediation or workforce training. The results should be disaggregated and reported by cohort, and states should report the results by percentage of students meeting subject-specific benchmarks; average or composite results across subjects may mask results.

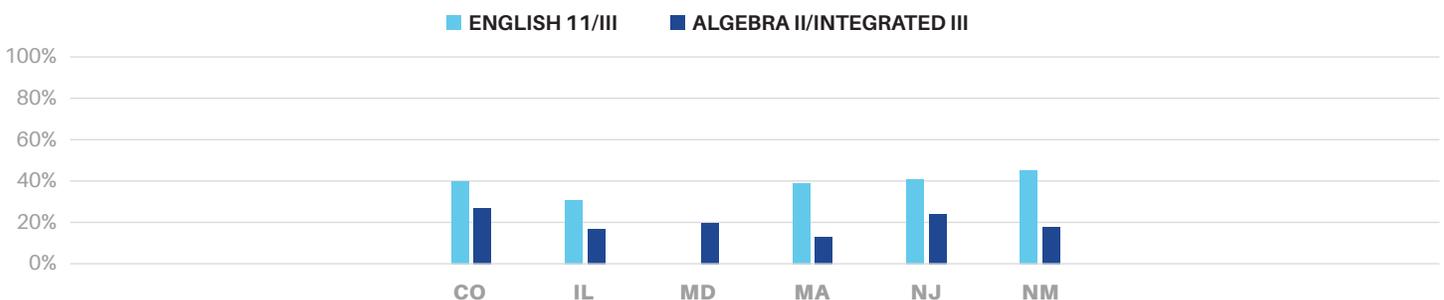
WHICH STATES ARE INCLUDED

The assessment data presented below are limited to states that administer a CCR assessment aligned with their state standards in English 11/III and Math 11/Algebra II/Integrated Math III or that administer a college admissions assessment to at least 90 percent of students. In the charts that follow, aggregate "all students" data are reported for states by CCR assessment type in 2014-15. In the table, states' participation rates and the percentage of subgroups meeting college readiness benchmarks are reported. Most states rely on ACT and SAT's reporting of their students' performance on a CCR assessment, and for comparison's sake these data are used in the tables below.

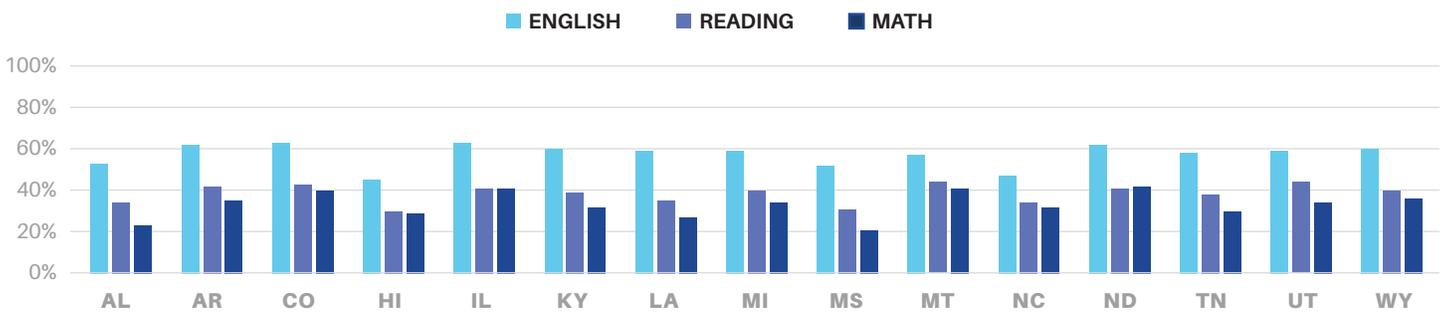
Smarter Balanced Performance: Percentage of Students Meeting College Readiness Benchmarks in 2014-15



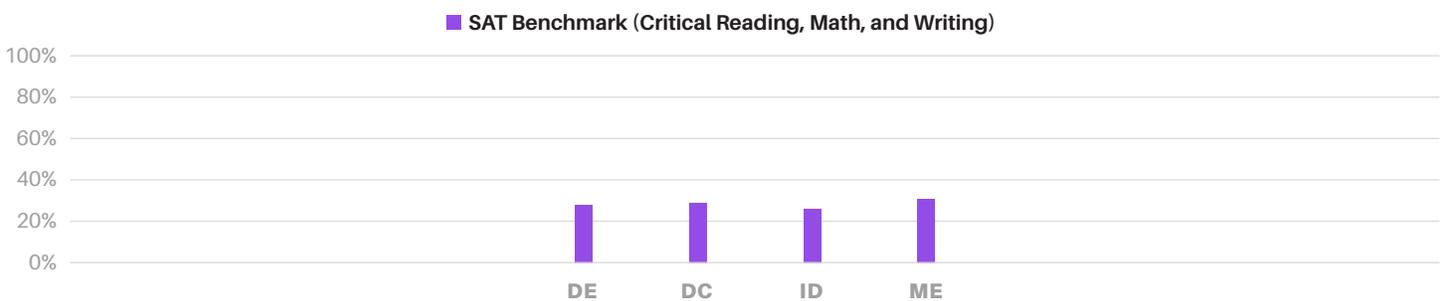
PARCC Performance: Percentage of Students Meeting College Readiness Benchmarks in 2014-15



ACT Performance: Percentage of Students Meeting College Readiness Benchmarks in 2014-15



SAT Performance: Percentage of Students Meeting College Readiness Benchmark in 2014-15



Percentage of Students Meeting College Readiness Benchmarks in 2014-15

STATE	ASSESSMENT	ALL STUDENTS	AMERICAN INDIAN/ALASKA NATIVE*	ASIAN	BLACK	HISPANIC	NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER*	WHITE	TWO OR MORE RACES
AL	ACT Participation Rate: 100%								
	English	53%	46%	72%	30%	42%	41%	66%	60%
	Reading	34%	27%	52%	14%	27%	34%	45%	39%
	Math	23%	19%	61%	7%	18%	26%	32%	25%
AR	ACT Participation Rate: 93%								
	English	62%	53%	69%	33%	48%	51%	72%	67%
	Reading	42%	35%	49%	16%	32%	37%	51%	46%
	Math	35%	31%	61%	10%	28%	24%	43%	34%

NOTE: New York reports the percentage of test takers meeting certain benchmarks on their high school Regents exams. The state's City University of New York (CUNY) system and some State University of New York (SUNY) institutions use Regents scores to place students into credit-bearing courses. However, students' results are not reported against postsecondary placement thresholds.

*American Indian/Alaska Native appears as Am. In./AK Native throughout report. Native Hawaiian/Other Pacific Islander appears as NH/PI throughout report.

Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
CA	Smarter Balanced Participation Rates - ELA: 92%, Math: 92%								
	ELA	54%	46%	77%	36%	45%	47%	67%	66%
	Math	29%	20%	66%	13%	17%	20%	40%	40%
CO	PARCC Participation Rates - ELA: 50%, Math: N/A								
	ELA	40%	27%	53%	26%	26%	43%	50%	49%
	Math	27%	12%	46%	11%	12%	25%	35%	35%
	ACT Participation Rate: 100%								
	English	63%	38%	71%	41%	41%	48%	76%	70%
	Reading	43%	24%	49%	21%	24%	26%	55%	47%
Math	40%	16%	60%	19%	20%	28%	51%	43%	
CT	Smarter Balanced Participation Rates - ELA: 82%, Math: 81%								
	ELA	53%	44%	76%	30%	33%	56%	67%	57%
	Math	31%	25%	66%	14%	17%	38%	50%	40%
DE	Smarter Balanced Participation Rates - ELA: 91%, Math: 90%								
	ELA	52%	52%	71%	41%	42%	78%	59%	51%
	Math	23%	25%	57%	10%	14%	33%	31%	20%
	SAT ** Participation Rate: 100%								
CCR Benchmark	28%	N/R	N/R	9%	13%	N/R	N/R	N/R	N/R
DC	SAT ** Participation Rate: 100%								
	CCR Benchmark	29%	N/R	N/R	12%	23%	N/R	N/R	N/R
HI	Smarter Balanced Participation Rates - ELA: N/R, Math: N/R								
	ELA	53%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	30%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	ACT Participation Rate: 93%								
	English	45%	46%	51%	38%	42%	18%	71%	50%
	Reading	30%	46%	33%	28%	26%	10%	53%	34%
Math	29%	31%	39%	15%	20%	9%	44%	29%	

**SAT results are also reported for Native American students. In 2014-15, Native American SAT takers met the CCR benchmark at the following rates: 17 percent in DC, 10 percent in DE, 12 percent in ID, and 11 percent in ME.

Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
ID [†]	Smarter Balanced Participation Rates - ELA: 98%, Math: 98%								
	ELA	61%	39%	74%	36%	42%	61%	65%	61%
	Math	30%	N/R	52%	N/R	14%	24%	34%	28%
	SAT ** Participation Rate: 100%								
	CCR Benchmark	26%	N/R	N/R	15%	12%	N/R	N/R	N/R
IL	PARCC[‡] Participation Rates - ELA: N/A, Math: N/A								
	ELA	32%	25%	54%	16%	20%	34%	37%	31%
	Math	19%	9%	51%	6%	10%	17%	21%	21%
	ACT Participation Rate: 100%								
	English	63%	37%	80%	38%	48%	69%	77%	69%
	Reading	41%	21%	59%	17%	26%	43%	54%	46%
	Math	41%	16%	71%	14%	26%	46%	54%	43%
KY	ACT Participation Rate: 100%								
	English	60%	36%	65%	32%	47%	47%	65%	60%
	Reading	39%	21%	46%	15%	31%	25%	43%	39%
	Math	32%	19%	58%	11%	23%	22%	35%	30%
LA	ACT Participation Rate: 100%								
	English	59%	47%	73%	37%	59%	32%	73%	65%
	Reading	35%	26%	50%	16%	35%	16%	47%	40%
	Math	27%	15%	58%	11%	26%	12%	37%	28%
ME	Smarter Balanced Participation Rates - ELA: N/R, Math: N/R								
	ELA	47%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	25%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	SAT ** Participation Rate: 96%								
	CCR Benchmark	31%	N/R	N/R	12%	27%	N/R	N/R	N/R
MD [§]	PARCC Participation Rates: N/A								
	Math	20%	12%	46%	6%	11%	19%	27%	44%

[†]Idaho includes Pacific Islander students as part of the Asian subgroup reporting and also reports the Native Hawaiian/Other Pacific Islander subgroup.

[‡]Illinois and Massachusetts report the percentage of test takers earning a 4 or 5 on PARCC English 11/III and Algebra II/ Integrated III tests. The above data include only Algebra II test results. Districts had the option to administer these tests; the results do not represent the broader student population.

[§]Maryland did not administer the PARCC ELA 11/III assessment in 2014-15.

Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
MA	PARCC[‡] Participation Rates - ELA: N/A, Math: N/A								
	ELA	39%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	13%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
MI	ACT Participation Rate: 100%								
	English	59%	36%	71%	29%	45%	56%	66%	58%
	Reading	40%	23%	53%	14%	29%	38%	47%	39%
	Math	34%	15%	65%	9%	21%	30%	40%	28%
MS	ACT Participation Rate: 100%								
	English	52%	36%	73%	30%	50%	45%	70%	61%
	Reading	31%	26%	51%	13%	29%	15%	45%	37%
	Math	21%	14%	58%	7%	20%	5%	32%	23%
MT	ACT Participation Rate: 100%								
	English	57%	20%	50%	42%	43%	39%	62%	54%
	Reading	44%	16%	39%	25%	30%	30%	47%	44%
	Math	41%	10%	56%	14%	25%	43%	44%	38%
NH	Smarter Balanced Participation Rates - ELA: 83%, Math: 83%								
	ELA	60%	44%	63%	34%	42%	N/R	60%	66%
	Math	37%	27%	55%	17%	23%	N/R	37%	38%
NJ	PARCC Participation Rates - ELA: N/A, Math: N/A								
	ELA	41%	N/R	64%	26%	31%	N/R	46%	N/R
	Math	24%	N/R	55%	8%	10%	N/R	28%	N/R
NM	PARCC Participation Rates - ELA: N/A, Math: N/A								
	ELA	45%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	18%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
NC	ACT Participation Rate: 100%								
	English	47%	27%	61%	24%	33%	39%	61%	48%
	Reading	34%	18%	47%	14%	23%	27%	45%	33%
	Math	32%	16%	60%	12%	21%	28%	43%	28%

Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
ND	ACT Participation Rate: 100%								
	English	62%	23%	35%	26%	38%	46%	68%	51%
	Reading	41%	12%	40%	13%	19%	46%	45%	36%
	Math	42%	13%	43%	10%	18%	23%	47%	30%
OR	Smarter Balanced Participation Rates - ELA: 89%, Math: 87%								
	ELA	67%	58%	77%	45%	54%	52%	72%	71%
	Math	31%	18%	56%	12%	16%	22%	34%	34%
SD	Smarter Balanced Participation Rates - ELA: 89%, Math: 99%								
	ELA	60%	35%	38%	42%	46%	N/R	64%	56%
	Math	39%	15%	27%	22%	20%	N/R	43%	36%
TN	ACT Participation Rate: 100%								
	English	58%	43%	73%	32%	46%	39%	67%	61%
	Reading	38%	29%	54%	15%	29%	17%	47%	41%
	Math	30%	20%	60%	9%	22%	19%	36%	29%
UT	ACT Participation Rate: 100%								
	English	59%	21%	56%	28%	34%	34%	67%	63%
	Reading	44%	13%	38%	20%	24%	20%	51%	50%
	Math	34%	8%	50%	9%	14%	13%	40%	34%
VT	Smarter Balanced Participation Rates - ELA: N/R, Math: N/R								
	ELA	57%	31%	50%	34%	62%	72%	57%	N/R
	Math	36%	18%	40%	15%	36%	49%	36%	N/R
WA	Smarter Balanced Participation Rates - ELA: 85%, Math: 84%								
	ELA	26%	23%	26%	17%	22%	18%	28%	25%
	Math	14%	8%	20%	6%	8%	7%	15%	13%
WV	Smarter Balanced Participation Rates - ELA: N/R, Math: N/R								
	ELA	47%	59%	77%	35%	48%	25%	48%	39%
	Math	20%	27%	61%	12%	18%	0%	20%	10%
WY	ACT Participation Rate: 100%								
	English	60%	23%	68%	37%	42%	30%	65%	63%
	Reading	40%	20%	41%	26%	26%	20%	44%	39%
	Math	36%	10%	61%	13%	21%	20%	40%	33%

9TH GRADE ADJUSTED COHORT'S ESTIMATED COLLEGE- AND CAREER-READY ASSESSMENT SCORE

WHAT THE INDICATOR IS

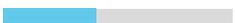
This indicator reports the estimated percentage of the 9th grade cohort, not just test takers in 11th and/or 12th grade, that met the college- and career-ready (CCR) benchmarks.

WHY THE INDICATOR IS IMPORTANT

States should know and report the percentage of the 9th grade cohort that scored ready on a CCR assessment. And while students in many states take a CCR assessment, participation often is not universal, and thus the reported results reflect only those who elect to take the test or are reported against projections of graduates. For most states, somewhere between 70 percent and 80 percent of the adjusted 9th grade cohort will graduate; without reported assessment results against the 9th grade cohort, results reflect a best-case scenario. Denominators should include all students in an adjusted 9th grade cohort. States should administer these assessments to all students and report results by cohort, including by disaggregated subgroups

WHICH STATES ARE INCLUDED

To be included in the table below, states that administered the ACT, SAT, Partnership for Assessment of Readiness for College and Careers, or Smarter Balanced Assessment Consortium exam had to administer the assessment to all students in a cohort and report the number of students meeting CCR benchmarks — rather than rely on third-party reporting. The number of students meeting CCR benchmarks was then divided by the number of students in the 9th grade cohort to calculate the percentage of the estimated cohort meeting the CCR benchmarks.

STATE	ASSESSMENT	ENGLISH	READING	MATH
CA	Smarter Balanced	 46%		 25%
DE*	Smarter Balanced	 41%		 18%
HI	Smarter Balanced	 41%		 23%
KY	ACT	 49%	 41%	 36%
MI	ACT	 48%	 35%	 28%
NM	PARCC English 11/III	 34%		
NC	ACT	 38%	 26%	 24%
OR	Smarter Balanced	 54%		 24%
VT	Smarter Balanced	 52%		 33%
WA	Smarter Balanced	 23%		 12%

*Delaware also administers the SAT to all students; an estimated 16 percent of the 9th grade cohort met the CCR benchmark.

ADJUSTED COHORT GRADUATION RATES: 2013-14

WHAT THE INDICATOR IS

In 2005, all 50 governors agreed to establish a new, comparable graduation rate. In 2008, the U.S. Department of Education (USED) adopted this rate and required states to report data using it by the 2010-2011 school year. The adjusted cohort graduation rate (ACGR) measures the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma. These rates are calculated by dividing the number of graduating students by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés, and deceased students). This indicator also includes states' data on how many students completed high school in five years and how these data affect a state's graduation rate.

WHY THE INDICATOR IS IMPORTANT

Graduating from high school is important for students. States should report — in a timely manner — the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma as well as in five years or less. Disaggregated subgroup data should also be reported for both four- and five-year rates.

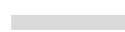
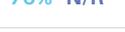
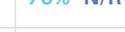
WHICH STATES ARE INCLUDED

The table that follows details states' four- and five-year adjusted cohort graduation rates in 2013-14, as reported by states on their websites. All states are required to report — and do report — four-year ACGR to USED, but five-year ACGR is not required nor consistently available across states.

STATE	■ GRADUATE IN 4 YEARS ■ GRADUATE IN 5 YEARS								
	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AL	 86% N/R	 88% N/R	 91% N/R	 84% N/R	 85% N/R	 N/R N/R	 88% N/R	 N/R N/R	 82% N/R
AK*	 71% N/R	 55% N/R	 74% N/R	 66% N/R	 70% N/R	 N/R N/R	 79% N/R	 69% N/R	 60% N/R
AZ	 76% +4%	 63% +7%	 85% +3%	 71% +6%	 70% +6%	 67% +4%	 82% +3%	 74% +5%	 71% +6%
AR	 87% N/R	 86% N/R	 89% N/R	 81% N/R	 84% N/R	 69% N/R	 89% N/R	 88% N/R	 83% N/R
CA	 81% N/R	 71% N/R	 92% N/R	 68% N/R	 77% N/R	 80% N/R	 88% N/R	 86% N/R	 76% N/R
CO	 77% N/R	 61% N/R	 85% N/R	 69% N/R	 67% N/R	 73% N/R	 83% N/R	 80% N/R	 64% N/R
CT	 87% N/R	 85% N/R	 93% N/R	 79% N/R	 74% N/R	 75% N/R	 92% N/R	 83% N/R	 76% N/R
DE	 84% N/R	 90% N/R	 92% N/R	 80% N/R	 81% N/R	 57% N/R	 87% N/R	 86% N/R	 78% N/R
DC	 61% N/R	 N/R N/R	 85% N/R	 60% N/R	 62% N/R	 N/R N/R	 85% N/R	 79% N/R	 60% N/R
FL	 76% +2%	 74% +5%	 89% +1%	 65% +3%	 75% +3%	 76% +13%	 82% +0.3%	 80% +2%	 68% +3%

*Alaska, Georgia, Minnesota, and New York include Native Hawaiian/Other Pacific Islander students as part of the Asian subgroup reporting.

Adjusted Cohort Graduation Rates: 2013-14 (cont'd)

STATE	■ GRADUATE IN 4 YEARS ■ GRADUATE IN 5 YEARS								
	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
GA*	 73% N/R	 67% N/R	 83% N/R	 65% N/R	 64% N/R	 N/R N/R	 80% N/R	 77% N/R	 63% N/R
HI**	 82% N/R	 74% N/R	 89% N/R	 77% N/R	 77% N/R	 78% N/R	 81% N/R	 N/R N/R	 78% N/R
ID	 77% N/R	 56% N/R	 79% N/R	 75% N/R	 70% N/R	 77% N/R	 79% N/R	 69% N/R	 71% N/R
IL	 86% +2%	 N/R N/R	 94% +1%	 77% +2%	 81% +3%	 N/R 87%	 90% +1%	 86% +0.2%	 79% +2%
IN	 90% N/R	 86% N/R	 92% N/R	 80% N/R	 86% N/R	 85% N/R	 92% N/R	 88% N/R	 87% N/R
IA	 91% N/R	 78% N/R	 91% N/R	 79% N/R	 82% N/R	 80% N/R	 92% N/R	 86% N/R	 84% N/R
KS	 86% +1%	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R
KY	 88% +2%	 84% +1%	 89% +2%	 79% +3%	 84% +2%	 85% +2%	 89% +1%	 85% +1%	 84% +3%
LA	 75% N/R	 80% N/R	 89% N/R	 68% N/R	 73% N/R	 89% N/R	 80% N/R	 74% N/R	 69% N/R
ME	 87% N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R
MD	 86% +2%	 87% +3%	 95% +1%	 81% +4%	 77% +4%	 76% +1%	 92% +1%	 90% +2%	 78% +4%
MA	 86% N/R	 76% N/R	 92% N/R	 75% N/R	 69% N/R	 79% N/R	 91% N/R	 85% N/R	 76% N/R
MI	 79% N/R	 65% N/R	 89% N/R	 64% N/R	 69% N/R	 79% N/R	 83% N/R	 74% N/R	 66% N/R
MN*	 81% N/R	 51% N/R	 82% N/R	 60% N/R	 63% N/R	 N/R N/R	 86% N/R	 N/R N/R	 66% N/R
MS	 78% N/R	 66% N/R	 91% N/R	 72% N/R	 80% N/R	 N/R N/R	 84% N/R	 76% N/R	 71% N/R
MO	 88% N/R	 83% N/R	 91% N/R	 75% N/R	 81% N/R	 85% N/R	 91% N/R	 87% N/R	 81% N/R

**Hawaii reports the subgroups Native Hawaiian and Pacific Islander separately. The Native Hawaiian subgroup graduation rate appears in the table under the NH/PI column; the Pacific Islander graduation rate is 72%.

Adjusted Cohort Graduation Rates: 2013-14 (cont'd)
■ GRADUATE IN 4 YEARS ■ GRADUATE IN 5 YEARS

STATE	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
MT	85% N/R	65% N/R	88% N/R	89% N/R	81% N/R	75% N/R	88% N/R	N/R N/R	75% N/R
NE	90% N/R	69% N/R	78% N/R	81% N/R	83% N/R	77% N/R	93% N/R	87% N/R	N/R N/R
NV	70% N/R	52% N/R	84% N/R	54% N/R	65% N/R	74% N/R	77% N/R	76% N/R	64% N/R
NH	89% N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	78% N/R
NJ	89% N/R	86% N/R	96% N/R	79% N/R	81% N/R	89% N/R	93% N/R	91% N/R	80% N/R
NM	69% N/R	62% N/R	85% N/R	64% N/R	68% N/R	N/R N/R	76% N/R	N/R N/R	63% N/R
NY*	76% N/R	61% N/R	82% N/R	62% N/R	62% N/R	N/R N/R	87% N/R	77% N/R	67% N/R
NC	84% +2%	79% +2%	91% +2%	80% +4%	77% +4%	N/R N/R	87% +1%	83% +3%	78% +4%
ND	87% N/R	65% N/R	85% N/R	76% N/R	75% N/R	N/R N/R	90% N/R	N/R N/R	71% N/R
OH	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R
OK	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R
OR	72% N/R	54% N/R	86% N/R	60% N/R	65% N/R	69% N/R	74% N/R	70% N/R	64% N/R
PA	85% N/R	82% N/R	91% N/R	73% N/R	71% N/R	80% N/R	90% N/R	78% N/R	77% N/R
RI	81% +3%	N/R N/R	N/R N/R	72% +5%	72% +3%	N/R N/R	N/R N/R	N/R N/R	71% +4%
SC†	80% N/R	74% N/R	88% N/R	76% N/R	77% N/R	N/R N/R	83% N/R	N/R N/R	73% N/R
SD	83% N/R	47% N/R	81% N/R	73% N/R	71% N/R	N/R N/R	88% N/R	76% N/R	65% N/R

*In 2013-14, South Carolina included Native Hawaiian/Other Pacific Islander as part of the Asian subgroup reporting.

Adjusted Cohort Graduation Rates: 2013-14 (cont'd)
■ GRADUATE IN 4 YEARS ■ GRADUATE IN 5 YEARS

STATE	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
TN	 87% N/R	 81% N/R	 93% N/R	 79% N/R	 81% N/R	 92% N/R	 91% N/R	 N/R N/R	 82% N/R
TX	 88% N/R	 87% N/R	 95% N/R	 84% N/R	 86% N/R	 89% N/R	 93% N/R	 91% N/R	 85% N/R
UT	 83% N/R	 65% N/R	 85% N/R	 66% N/R	 72% N/R	 82% N/R	 86% N/R	 N/R N/R	 72% N/R
VT	 88% N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 78% N/R
VA	 90% N/R	 88% N/R	 95% N/R	 85% N/R	 83% N/R	 91% N/R	 93% N/R	 91% N/R	 84% N/R
WA	 77% N/R	 54% N/R	 87% N/R	 68% N/R	 67% N/R	 65% N/R	 81% N/R	 76% N/R	 66% N/R
WV	 84% N/R	 59% N/R	 95% N/R	 79% N/R	 89% N/R	 100% N/R	 85% N/R	 74% N/R	 80% N/R
WI	 89% N/R	 78% N/R	 90% N/R	 65% N/R	 78% N/R	 89% N/R	 93% N/R	 85% N/R	 78% N/R
WY	 79% N/R	 47% N/R	 86% N/R	 69% N/R	 72% N/R	 71% N/R	 81% N/R	 73% N/R	 65% N/R

COLLEGE- AND CAREER-READY COURSEWORK COMPLETION

WHAT THE INDICATOR IS

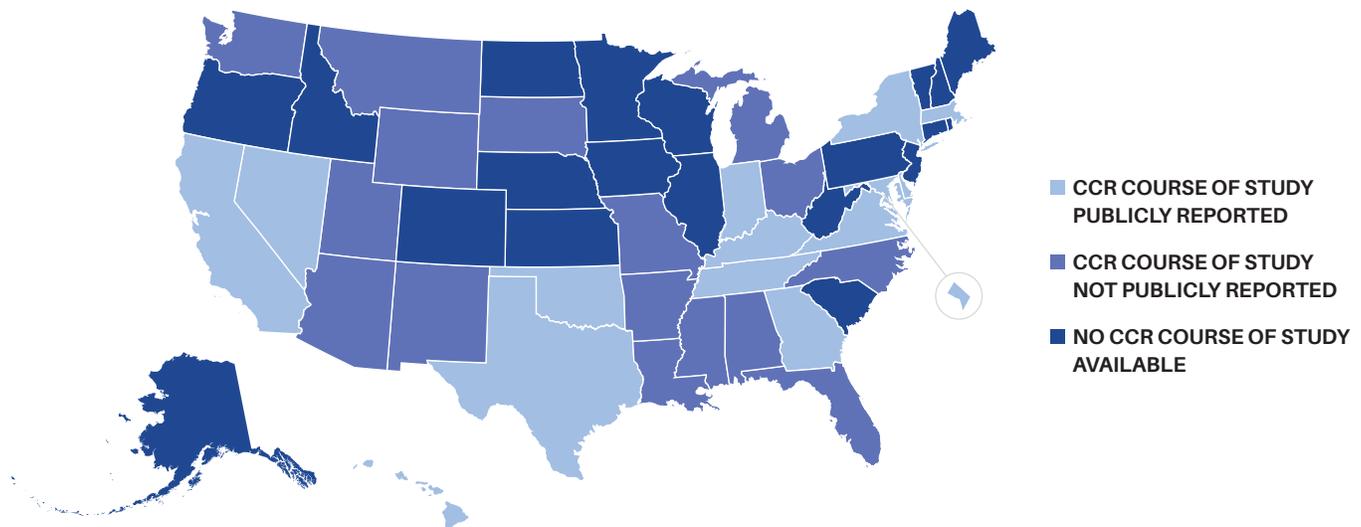
Achieve considers states' mathematics and ELA/literacy high school graduation requirements to be at the college- and career-ready (CCR) level if students are expected to complete a course of study aligned with state-adopted CCR standards, which typically includes at least three years of mathematics and four years of rigorous, grade-level English. Readiness for college and careers depends on more than the mastery of English language arts (ELA)/literacy and mathematics content and skills, but these two content areas serve as a foundation for the study of other academic disciplines and contextualized learning.

WHY THE INDICATOR IS IMPORTANT

Graduation rates are an accurate indicator of students graduating high school on time but should not be confused with students graduating with the skills and knowledge needed for entering college or career pathways without needing remediation. In too many states, earning a high school diploma is not a signal that a graduate is ready to successfully enter postsecondary education, the military, or the workforce. Rigorous course-taking is one of the strongest indicators of postsecondary success; yet many states do not expect graduates to take the classes or learn the essential skills that open doors to their next steps. In all but a handful of states, the CCR completion rate is much lower than the adjusted cohort graduation rate. For this indicator, the denominator should include all students who entered 9th grade four years earlier and graduate having completed a CCR course of study. Every state should disaggregate these data by subgroup.

WHICH STATES ARE INCLUDED

The map below categorizes which states do and do not offer a CCR course of study and which states publicly report the percentage of students who complete a CCR course of study. The table that follows details the states that publicly report class of 2014 data for the percentage of students completing a CCR course of study and include subgroup data where available. States' reported denominators vary, including by adjusted 9th grade cohort (which is ideal), graduates, and seniors, which can significantly affect the data the state reports. Thus, states' denominators are included for context.



Percentage of Students Completing College- and Career-Ready Course of Study, Class of 2014

STATE	DIPLOMA NAME	DENOMINATOR	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
CA	California Readiness Curriculum A-G	Graduates	42%	27%	71%	31%	32%	35%	49%	48%	33%
DE	Delaware High School Diploma	Cohort	84%	90%	92%	80%	81%	57%	87%	86%	78%
DC	District of Columbia High School Diploma	Cohort	61%	N/R	85%	60%	62%	N/R	85%	79%	60%
GA*	Georgia High School Diploma	Cohort	73%	67%	83%	65%	64%	N/R	80%	77%	63%
HI	Hawaii Board of Education Recognition Diploma	Completers	14%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
IN	Indiana Core 40 Diploma, Indiana Core 40 Diploma with Academic Honors, and Indiana Core 40 Diploma with Technical Honors	Graduates	85%	79%	95%	81%	84%	91%	86%	83%	70%
KY	Kentucky High School Diploma	Cohort	88%	84%	89%	79%	84%	85%	89%	85%	84%
MD	University System of Maryland Course Requirements	Graduates	60%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	49%
MA	MassCore	Graduates	72%	59%	73%	52%	58%	69%	78%	72%	59%
NV	Nevada Advanced Diploma	Completers	28%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
NY*	New York Advanced Designation Regents Diploma	Cohort	31%	16%	50%	10%	13%	N/R	44%	28%	17%

NOTE: Minnesota and Nebraska raised their states' graduation requirements to the CCR level for all students beginning with the graduating class of 2015.

*Georgia and New York include Native Hawaiian/Other Pacific Islander students as part of the Asian subgroup reporting.

**Percentage of Students Completing College- and Career-Ready Course of Study,
Class of 2014 (cont'd)**

STATE	DIPLOMA NAME	DENOMINATOR	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
OK	Oklahoma College-Prep/ Work-Ready Curriculum	Seniors - State Average	84%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
TN	Tennessee High School Diploma	Cohort	87%	81%	93%	79%	81%	92%	91%	N/R	82%
TX	Texas Recommended High School Program and Texas Distinguished Achievement High School Program	Graduates	86%	82%	95%	79%	86%	86%	86%	86%	82%
VA	Virginia Advanced Studies Program	Cohort	51%	43%	73%	33%	39%	52%	58%	55%	29%

9TH GRADE ADJUSTED COHORT'S ESTIMATED COLLEGE- AND CAREER-READY COURSEWORK COMPLETION, CLASS OF 2014

WHAT THE INDICATOR IS

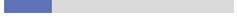
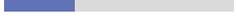
This indicator reports the estimated percentage of the 9th grade cohort, not just graduates or seniors, who completed a college- and career-ready (CCR) course of study. Achieve calculated this indicator by dividing states' reported numbers of CCR course of study completers by state-specific adjusted cohort data supplied by the U.S. Department of Education for 2013-14.

WHY THE INDICATOR IS IMPORTANT

Every state, regardless of its graduation course requirements, should publicly report the percentage of the adjusted 9th grade cohort who complete a CCR course of study while in high school; reporting CCR coursework completion of only graduates— rather than the adjusted 9th grade cohort — reflects a “best case scenario.” Denominators should include all students in an adjusted 9th grade cohort. States should disaggregate data by subgroup.

WHICH STATES ARE INCLUDED

The percentages in the table below were calculated for states that reported numbers of CCR course of study completers. For states that require all students to complete a CCR course of study, the four-year adjusted cohort graduation rate also serves as the percentage of the grade 9 cohort completing a CCR course of study.

STATE	DIPLOMA NAME	4-YEAR ADJUSTED COHORT GRAD RATE	% OF GRADE 9 COHORT COMPLETING CCR COURSE OF STUDY
CA	California Readiness Curriculum A-G	 81%	 36%
DE	Delaware High School Diploma	 84%	 84%
DC	District of Columbia High School Diploma	 61%	 61%
GA	Georgia High School Diploma	 73%	 73%
HI*	Hawaii Board of Education Recognition Diploma	 82%	 12%
IN	Indiana Core 40 Diploma, Indiana Core 40 Diploma with Academic Honors and Indiana Core 40 Diploma with Technical Honors	 90%	 75%
KY	Kentucky High School Diploma	 88%	 88%
MD	University System of Maryland Course Requirements	 86%	 55%
MA	MassCore	 86%	 65%
NV*	Nevada Advanced Diploma	 70%	 21%
NY	New York Advanced Designation Regents Diploma	 76%	 31%
TN	Tennessee High School Diploma	 87%	 87%
TX	Texas Distinguished Achievement High School Program and Texas Recommended High School Program	 88%	 75%
VA	Virginia Advanced Studies Program	 90%	 51%

Note: This calculation could only be complete for states that reported the total number of students who earned the state's college- and career-ready diploma(s).

*Hawaii and Nevada report college- and career-ready graduation rate of completers, which is a category more inclusive than of graduates.

Percentage of Students On Track to Graduate Based on Credit Accumulation by Subgroup (cont'd)

STATE	ON TRACK DEFINITION	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
MA	In 2013-14, Massachusetts reported the percentage of students taking and passing all of their coursework in the 9th grade as an indicator of students being on track to graduate.	79%	N/R	90%	64%	58%	N/R	86%	N/R	62%
NV	In 2013-14, Nevada reported the percentage of 9th grade students who completed the 9th grade having earned less than five credits by the end of their 9th grade year.	14%	Not disaggregated by subgroups							
OR	In 2013-14, Oregon reported the number of 9th grade students who accrued at least 25 percent of the credits (or six credits) required for graduation before the beginning of their second year of high school as an indicator of students being on track to graduate.	79%	61%	92%	67%	70%	70%	81%	80%	69%

EARNING COLLEGE CREDITS WHILE IN HIGH SCHOOL

WHAT THE INDICATOR IS

This indicator reports the percentage of students who earn college credit while still enrolled in high school through scoring a 3+ on an Advanced Placement (AP) exam.

WHY THE INDICATOR IS IMPORTANT

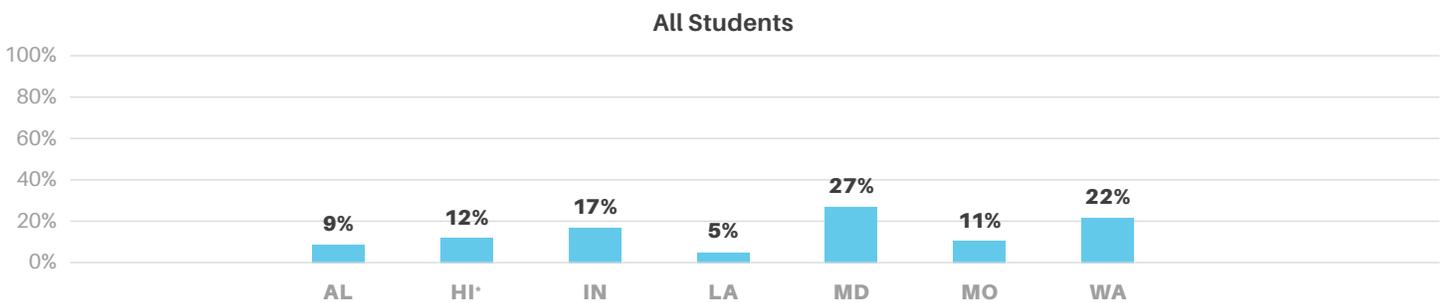
Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

WHICH STATES ARE INCLUDED

Ideally, the denominator includes all students in an entering 9th grade cohort who score a 3+ on an AP exam while in high school. Performance or success in the courses, not just participation or enrollment, must be reported. For this indicator, denominators and units of analysis vary considerably, and as such we report differences in states' denominators (e.g., test takers, graduates, seniors, or tests taken). Finally, the state must report the data; we sought to elevate states' ownership and use of their own students' data.

PERCENTAGE OF STUDENTS SCORING A 3+ ON AT LEAST ONE AP EXAM

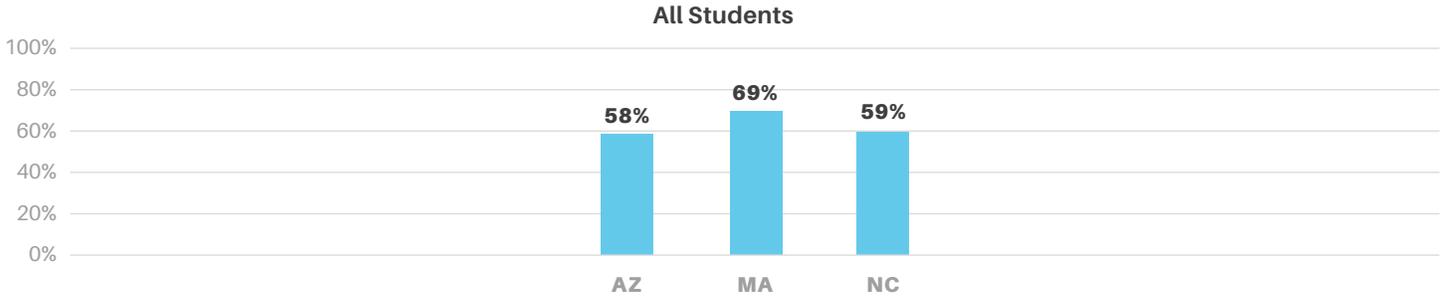
Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Graduates/Completers



STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AL	2011-12	9%	Not disaggregated by subgroups							
HI*	2013-14	12%	Not disaggregated by subgroups							
IN	2013-14	17%	10%	42%	4%	12%	14%	18%	13%	7%
LA	2013-14	5%	Not disaggregated by subgroups							
MD	2013-14	27%	Not disaggregated by subgroups							
MO	2013-14	11%	Not disaggregated by subgroups							
WA	2012-13	22%	Not disaggregated by subgroups							

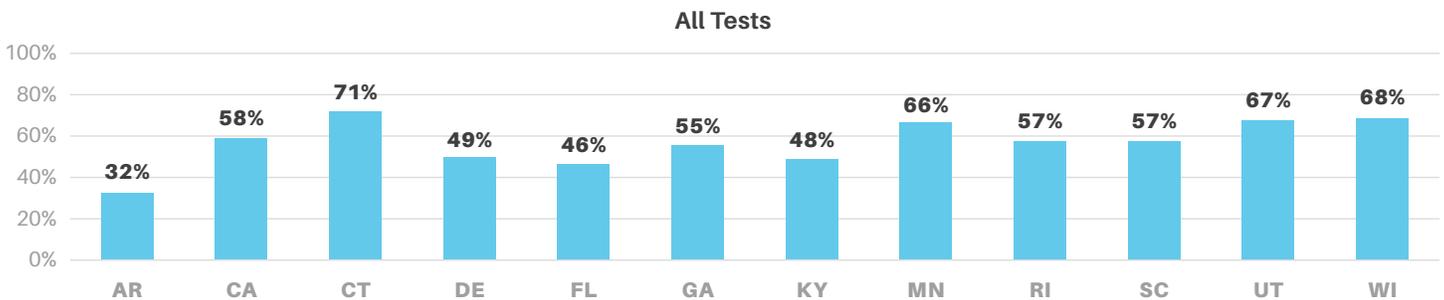
*Hawaii high school completers includes those who have earned diplomas or certificates of completion.

Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Test Takers



STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AZ	2011-12	58%	23%	70%	42%	49%	N/R	65%	N/R	N/R
MA	2013-14	69%	N/R	76%	35%	49%	N/R	73%	N/R	48%
NC	2013-14	59%	Not disaggregated by subgroups							

Percentage of AP Exams Scored 3: Denominator - Tests Taken



STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AR	2013-14	32%	Not disaggregated by subgroups							
CA	2013-14	58%	Not disaggregated by subgroups							
CT	2011-12	71%	Not disaggregated by subgroups							
DE	2013-14	49%	Not disaggregated by subgroups							
FL	2012-13	46%	39%	55%	24%	45%	N/R	51%	N/R	N/R
GA	2013-14	55%	Not disaggregated by subgroups							

Percentage of AP Exams Scored 3: Denominator - Tests Taken (*cont'd*)

STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
KY	2013-14	48%	42%	68%	28%	43%	40%	49%	46%	33%
MN	2013-14	66%	Not disaggregated by subgroups							
RI	2013-14	57%	Not disaggregated by subgroups							
SC	2013-14	57%	Not disaggregated by subgroups							
UT	2013-14	67%	54%	63%	50%	47%	N/R	70%	N/R	N/R
WI	2013-14	68%	54%	69%	24%	53%	60%	70%	68%	47%

STUDENTS WHO HAVE COMPLETED INTERNATIONAL BACCALAUREATE/ EARNED COLLEGE CREDIT

WHAT THE INDICATOR IS

This indicator reports the percentage of students who earn college credit while still enrolled in high school through scoring a 4+ on an International Baccalaureate (IB) exam.

WHY THE INDICATOR IS IMPORTANT

Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

WHICH STATES ARE INCLUDED

Fewer than five states reported state-level data on the number of students scoring a 4+ on an IB exam. Limited data make determining how many schools offer access to these courses and how many (and which) students participate and succeed in these courses very challenging. Of the states that did report data, denominators and units of analysis vary considerably and make cross-state comparisons very challenging. Where available, we have included states' reporting of "completing IB" in states' individual reports.

STUDENTS WHO HAVE COMPLETED DUAL ENROLLMENT COURSES FOR COLLEGE CREDIT

WHAT THE INDICATOR IS

This indicator reports the percentage of students who earn college credit while still enrolled in high school through dual enrollment courses.

WHY THE INDICATOR IS IMPORTANT

Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

WHICH STATES ARE INCLUDED

Fewer than five states reported state-level data on the number of students completing dual enrollment courses for college credit. Of the states that did report data, denominators and units of analysis vary considerably and make cross-state comparisons very challenging. Where available, we have included states' reporting of "completing dual enrollment courses for college credit" in states' individual reports.

STUDENTS WHO HAVE MET AN ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, DUAL ENROLLMENT, OR CAREER-TECHNICAL INDICATOR

WHAT THE INDICATOR IS

Some states combine measures of Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and/or career and technical education coursework — and do not report these measures independently. Sometimes IB and AP are reported together in one measure, sometimes the indicator includes many more ways to earn college credit, and sometimes the metaindicator includes additional career-ready measures so it is not a pure “earning college credit” metaindicator. Data disaggregated by individual indicator are preferable, and it is not clear that all indicators included in states’ metaindicators are of equal quality and value to students. However, in an effort to be as comprehensive as possible, we have included states’ reporting of metaindicators in states’ individual reports.

THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

For more than a decade, Achieve has issued an annual 50-state report on each state's adoption of college- and career-ready (CCR) policies as reflected in state standards, graduation requirements, assessments, and accountability systems. Having the right policies is, of course, necessary to ensure that students graduate academically prepared for college and careers. But policy alone is insufficient. Implementation of policy at all levels — state, district, school, and classroom — matters. So how do states — and their citizens — know whether their policies are having the intended impact? How would one determine whether students are meeting what is now the objective in every state — not just more students graduating high school but more graduating college and career ready? To know the answer to this question, Achieve this year decided to look not at state policy but at *actual student performance* against CCR measures in all 50 states and the District of Columbia.

This report represents the first time that these data, from publicly available sources, have been compiled to paint a picture of college and career readiness in every state.¹ For the most part, it shows that too few high school graduates are prepared to succeed in postsecondary education, the military, and careers. Rather surprisingly, the report also shows significant limitations in the availability of data and inconsistencies in how they are reported, making it challenging for policymakers, educators, families, and advocates to have a clear answer to the simple question: Are high school graduates prepared for postsecondary success?

Specifically, in this report, Achieve looked at postsecondary indicators: high school graduates' enrollment, persistence, and remediation rates at two- and four-year colleges. We found that states report on their graduates' postsecondary outcomes at very different levels of comprehensiveness. For example, states' reporting differs in whether they include students pursuing postsecondary education at two- and four-year institutions, whether they follow both in-state and out-of-state attendees, whether data includes both public and private institutions, and whether their reporting is limited to graduates from high schools in their state or includes anyone enrolled in their state institutions. Further, states vary in how they define enrollment, remediation, and persistence. As such, comparisons across states are challenging — but worth understanding.

Achieve also looked at indicators of college and career readiness in K-12, including students' performance on CCR assessments, completion of a rigorous course of study, and earning college credit while in high school. These indicators were the subject of a separate report released in March 2016.

The intent of this report is two-fold:

- To focus state and national conversations about college and career readiness on results — on the **actual performance of high school graduates** in each state.
- To draw attention to the need to **improve metrics to evaluate performance and progress**. Many states do not yet report critical indicators, or they do so in vastly different ways from one another. Consequently, there is little comparability across states, and little transparency within many.

The goal of this work is to focus on results within each state so that state leaders can determine the extent to which their K-12 system is producing CCR graduates, whether they are satisfied with the results, and if not, what they can do to improve the readiness of all students.

Collecting and reporting data to ensure transparency, setting the right expectations, and adopting policy and practices to get better students results is a challenge every state and local policy leader, educator, family, and community should embrace if they seek to make high school graduates college and career ready.

¹ Data sources for individual data points can be found at the back of states' individual profiles.

STATE DATA SUMMARY TABLE

The below chart summarizes which states report which indicators of high school graduates' postsecondary performance. Due to a lack of availability, subgroup data is not included. Additional information about each of the indicators and how they are reported and defined by individual states, including the minimum criteria for inclusion, as well as student outcomes data, is available in the pages that follow and in state-specific profiles available here (www.achieve.org/state-profiles).

	Postsecondary Enrollment	Postsecondary Remediation	Postsecondary Persistence
AL	■	■	
AK	■	■	
AZ			■
AR	■	■	
CA		■	
CO	■	■	■
CT	■	■	
DE	■	■	■
DC	■		
FL	■	■	■
GA			
HI	■	■	
ID	■	■	
IL	■	■	
IN	■	■	■
IA	■		
KS		■	
KY	■		■
LA	■		
ME	■	■	■
MD	■	■	■
MA	■	■	■
MI	■	■	■
MN	■	■	■
MS		■	
MO		■	■
MT		■	■
NE	■		
NV	■	■	■
NH	■		
NJ	■		
NM	■	■	
NY	■	■	
NC	■	■	■
ND	■	■	■
OH	■	■	
OK	■	■	
OR	■	■	
PA			
RI	■	■	
SC			
SD	■	■	■
TN	■	■	
TX	■	■	■
UT	■	■	■
VT	■		
VA	■	■	■
WA	■	■	
WV	■	■	
WI	■	■	
WY			



50-STATE

Indicators of High School Graduates' Postsecondary Performance

This report examines indicators of high school graduates' postsecondary performance from a 50-state perspective. Each indicator includes a definition, an explanation of why the indicator is important, publicly available student performance data, and details of how data are reported differently across states. Additional information can be found in the individual state profiles at www.achieve.org/state-profiles.

POSTSECONDARY PREPARATION AND SUCCESS

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POSTSECONDARY ENROLLMENT

WHAT THE INDICATOR IS

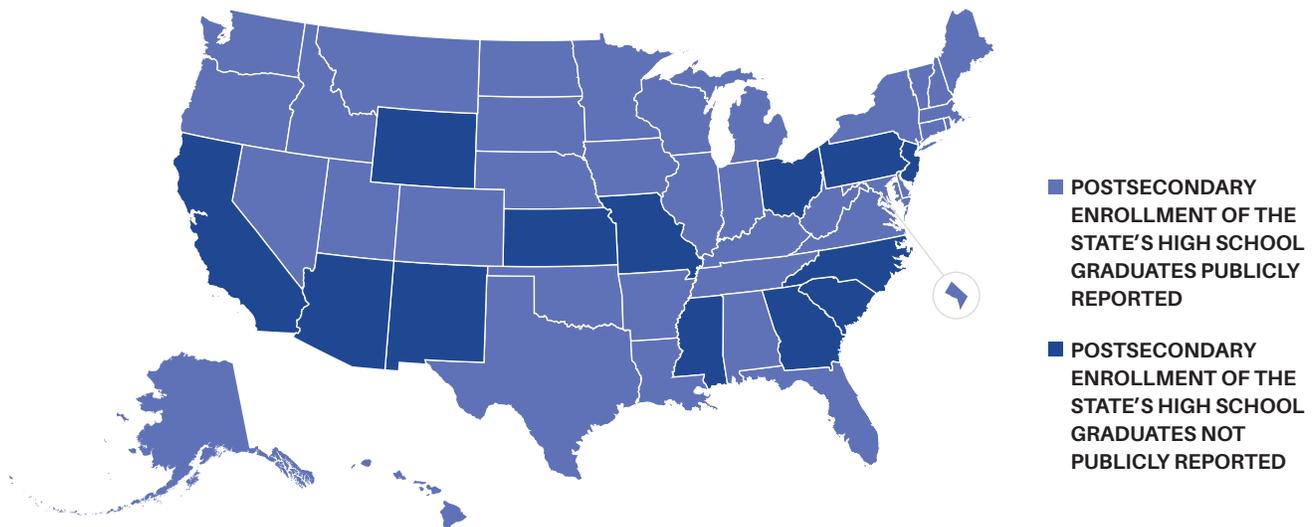
This indicator shows the number of the state’s high school graduates who matriculate into postsecondary education. This number may include students who attend a state’s two-year and four-year systems, public and private institutions, and in-state and out-of-state institutions.

WHY THE INDICATOR IS IMPORTANT

Enrollment in a postsecondary institution is the first step to degree or credential attainment.

WHICH STATES ARE INCLUDED

States should annually report outcomes for students who graduate from the state’s K-12 system. If a state’s postsecondary system reports only total college enrollment but does not disaggregate data by high school graduates from the state’s K-12 system, these data are not included below. Because definitions and denominators vary by state, differences in states’ definitions and denominators are included after the state-specific data. States should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.



Postsecondary Enrollment (cont'd)

STATE	HS GRAD YEAR	2-YEAR & 4-YEAR					4-YEAR	2-YEAR
		PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, OUT OF STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC, IN STATE
AL	2014		51%				24%	27%
AK	2012						29%	
AR	2013		52%	3%		55%	33%	19%
CO	2013	55%	43%		12%			
CT	2013	73%						
DE	2012	53%	39%		14%		19%	20%
DC	2012	55%						
FL	2013		51%	3%			18%	33%
HI	2014	56%						
ID	2014	59%						
IL	2012	69%						
IN	2013	65%	48%	8%	8%			
IA	2011	70%						
KY	2013	60%			5%	55%		
LA	2014	59%						
ME	2013	67%						
MD	2014	67%						
MA	2013	76%						
MI	2014	62%						
MN	2013				19%	50%		
MT	2014		39%					
NE	2014	72%						
NV	2012	62%	49%					
NH	2012	69%						

Postsecondary Enrollment (cont'd)

STATE	HS GRAD YEAR	2-YEAR & 4-YEAR					4-YEAR	2-YEAR
		PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, OUT OF STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC, IN STATE
NY	2012	76%						
ND	2010		69%					
OK	2013					50%		
OR	2012	61%						
RI	2011	62%						
SD	2013		31%					
TN	2013	57%						
TX	2014					51%		
UT	2007		62%					
VT	2013	60%						
VA	2015	65%						
WA	2013	62%						
WV	2014	55%			8%	46%		
WI	2014	59%						

Postsecondary Enrollment, Definitions

STATE	POSTSECONDARY ENROLLMENT DEFINITION
AL	Alabama reports the percentage of public high school graduates enrolling in two- and four-year, in-state, public institutions of higher education the fall following high school graduation. These enrollment data exclude any students enrolled in private or out-of-state institutions.
AK	Alaska reports the percentage of high school graduates enrolling as first-time freshmen in the state's four-year, public institutions of higher education the fall following high school graduation. These data exclude any high school graduates enrolled in the state's two-year public institutions of higher education or private and out-of-state institutions.
AR	Arkansas reports the percentage of high school graduates enrolling as first-time students in the state's public and private two- and four-year institutions of higher education in the fall following graduation. These data exclude any high school graduates enrolled in out-of-state institutions.
CO	Colorado reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state the fall following graduation.

Postsecondary Enrollment, Definitions (cont'd)

STATE	POSTSECONDARY ENROLLMENT DEFINITION
CT	Connecticut reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state within 12 months of graduation.
DE	Delaware reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state the fall following graduation.
DC	The District of Columbia reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education.
FL	Florida reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education the fall following graduation. This excludes any students enrolled in out-of-state institutions.
HI	Hawaii reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
ID	Idaho reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation.
IL	Illinois reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation.
IN	Indiana reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
IA	Iowa reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
KY	Kentucky reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
LA	Louisiana reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
ME	Maine reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
MD	Maryland reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation.
MA	Massachusetts reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
MI	Michigan reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within six months of graduation.
MN	Minnesota reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
MT	Montana reports the percentage of high school graduates enrolling in the Montana University System within three months of graduation. This excludes any students enrolled in private or out-of-state institutions.

Postsecondary Enrollment, Definitions (cont'd)

STATE	POSTSECONDARY ENROLLMENT DEFINITION
NE	Nebraska reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within one year of graduation.
NV	Nevada reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
NH	New Hampshire reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within two years of graduation.
NY	New York reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within one year of graduation.
ND	North Dakota reports the percentage of high school graduates enrolling in the North Dakota University System within 16 months of graduation. These data exclude any students enrolled in private or out-of-state institutions.
OK	Oklahoma reports the percentage of high school graduates enrolling in the state's colleges and universities the fall following graduation. These data exclude students enrolling in out-of-state institutions.
OR	Oregon reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
RI	Rhode Island reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within six months of graduation.
SD	South Dakota reports the percentage of high school graduates enrolling in Regental Institutions on a full-time basis the fall following graduation. These data exclude any students enrolled in private or out-of-state institutions.
TN	Tennessee reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
TX	Texas reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education the fall following graduation. These data exclude any students enrolled in out-of-state institutions.
UT	Utah reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education within 16 months of graduation. These data exclude any students enrolled in out-of-state institutions.
VT	Vermont reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
VA	Virginia reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
WA	Washington reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
WV	West Virginia reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
WI	Wisconsin reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.

POSTSECONDARY REMEDIATION

WHAT THE INDICATOR IS

This indicator reports the percentage of students who, upon entrance to a postsecondary institution, are placed into or enroll in a remedial course in English and/or mathematics or require any remediation at all.

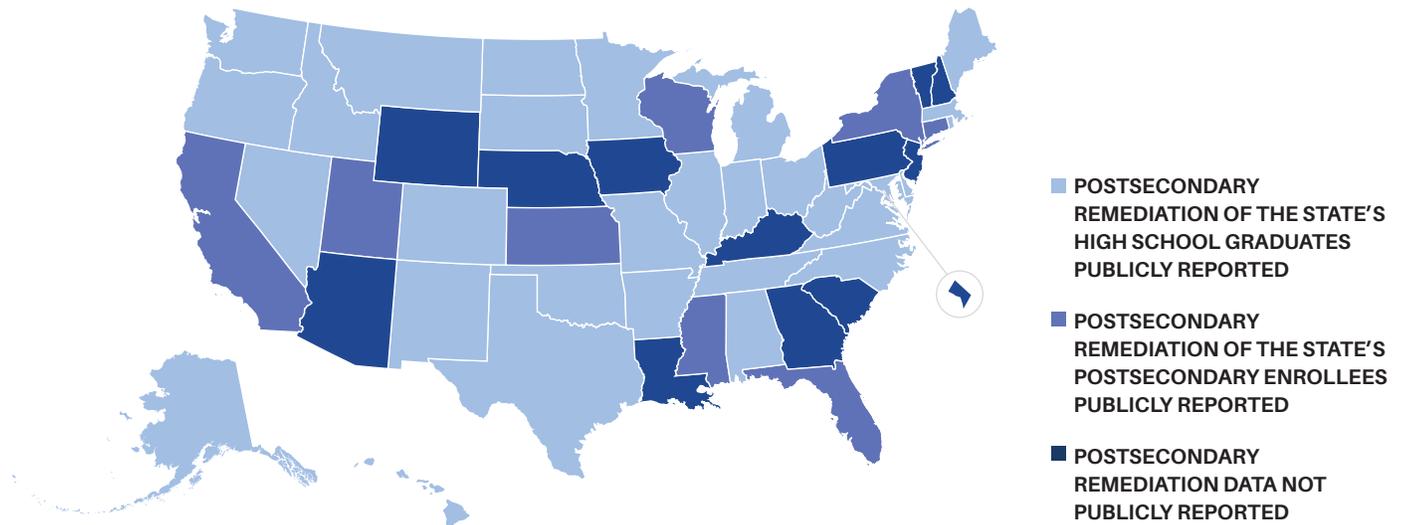
WHY THE INDICATOR IS IMPORTANT

Alarming numbers of students enter postsecondary institutions only to find out they need to enroll in — and pay for — remedial courses without earning college credit for these classes. Remediation at the college level presents a tremendous cost to students in terms of both time and money. When students have to take remedial coursework, they are paying to take high school-level courses and not earning college credit. Students who require remediation are less likely to persist and complete a postsecondary credential.

WHICH STATES ARE INCLUDED

States should annually report the number of students who require remedial coursework during their first year of postsecondary education by subject area (e.g., percentage in mathematics). Optimally, the denominator should be the number of students who graduated from high school in the state and enrolled in postsecondary. Some states report any undergraduates requiring remediation (which includes those who graduated from high school in another state). In an effort to be as comprehensive as possible, we have included both approaches.

Because definitions and denominators vary by state, differences in states' definitions and denominators are included after the state-specific data. Importantly, the differences in remediation rates may also be significantly affected by the standards for getting placed into credit-bearing versus remedial courses. States should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.



Postsecondary Remediation (cont'd)

STATE	YEAR	MATH REMEDIATION			ENGLISH REMEDIATION			ANY REMEDIATION		
		2- & 4-YR	2-YR	4-YR	2- & 4-YR	2-YR	4-YR	2- & 4-YR	2-YR	4-YR
AL	2014-15	27%	39%	13%	17%	26%	7%	32%	47%	16%
AK	2012-13								58%	46%
AR	2013-14		41%	20%				37%	62%	27%
CA	2014-15			27%			30%			
CO	2013-14							34%	59%	20%
CT	2011-12	51%	55%	33%	49%	50%	4%	69%	70%	
DE	2011-12							53%		
FL	2011-12							29%		
HI	2014-15	31%			30%					
ID	2010-11							41%	67%	25%
IL	2014-15		41%			16%			49%	6%
IN	2013-14	17%			12%			23%		
KS	2013-14		32%	14%		25%	4%		42%	16%
ME	2014-15	10%			3%			12%		
MD	2011-12							57%	71%	25%
MA	2012-13							35%		
MI	2012-13	20%			8%			27%		
MN	2013-14							24%		
MS	2012-13		52%	19%		32%	26%		59%	55%
MO	2014-15	26%	42%	13%	12%	20%	11%	31%	48%	21%
MT	2014-15	23%			10%			26%		
NV	2013-14	43%			33%			56%	58%	47%
NM	2012-13							51%		
NY	2013-14							13%	23%	8%

Postsecondary Remediation (cont'd)

STATE	YEAR	MATH REMEDIATION			ENGLISH REMEDIATION			ANY REMEDIATION		
		2- & 4-YR	2-YR	4-YR	2- & 4-YR	2-YR	4-YR	2- & 4-YR	2-YR	4-YR
NC	2012-13		41%	4%		32%	4%		52%	
ND	2008-13 (average)								40%	28%
OH	2013-14	32%			16%			37%		
OK	2012-13	35%			17%			39%		
OR	2001-11 (average)							14%		
RI	2014-15								66%	
SD	2013-14	22%			14%			26%		
TN	2014-15								59%	
TX	2013-14	18%			17%					
UT	2010-11								23%	18%
VA	2014-15	16%			9%			20%		
WA	2013-14		47%	6%		24%	3%		54%	7%
WV	2013-14	31%	57%	22%	17%	35%	12%	35%	65%	26%
WI	2010-11	21%			8%					

Postsecondary Remediation, Definitions

STATE	POSTSECONDARY REMEDIATION DEFINITION
AL	Alabama reports the percentage of the state's class of 2014 high school graduates attending the state's two- and four-year public colleges who enroll in math, English, or any remedial courses. These data reflect both full- and part-time attendees.
AK	Alaska reports the percentage of the state's high school graduates attending the University of Alaska System who enroll in remedial courses. The state does not report data on math and English remediation needs.
AR	For the class of 2013, Arkansas reports the percentage of the state's high school graduates enrolled as first-time, degree-seeking students who enroll in math or any remedial courses. The state does not report data on the English remediation needs by two- and four-year institutions.
CA	For 2014-15, California reports the percentage of first-time freshmen enrolled in the California State University System who need remediation in math or English. However, the data do not specify how many high school graduates from the state required remediation. Remediation data is not reported for the two-year system.
CO	For the class of 2013, Colorado reports the percentage of the state's high school graduates enrolled as first-time degree-seeking students who need any remedial courses at a state college or university. The state does not report data on math and English remediation needs.
CT	For 2011-12, Connecticut reports the percentage of students enrolled in math, English, or any remedial courses. The data specify first-time community college students and all Connecticut State University first-time, full-time, degree-seeking students. The data do not specify how many of the state's high school graduates required remediation.
DE	For the class of 2012, Delaware reports the percentage of the state's high school graduates attending Delaware two- and four-year colleges who need any remedial courses. The state does not report data on math and English remediation needs.
FL	For 2011-12, Florida reports the percentage of all undergraduates enrolled in the Florida College System who need any remedial courses. The state does not report data on math and English remediation needs.
HI	Hawaii reports the percentage of the state's class of 2014 high school graduates attending any of the 10 University of Hawaii campuses who enroll in math or English remedial courses.
ID	For the class of 2010, Idaho reports the percentage of the state's high school graduates enrolled as first-time, full-time freshmen who have been out of secondary school for less than 12 months and need any remedial courses. The state does not report data on math and English remediation needs.
IL	Illinois reports the percentage of the state's class of 2013 graduates who attended a state community college and enrolled in math, reading, or any remedial courses. Illinois reports the percentage of undergraduates at four-year public universities and independent institutions in 2010-11 who enroll in any remedial courses.
IN	Indiana reports the percentage of the state's class of 2013 high school graduates attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses. These data reflect both full- and part-time attendees.
KS	For 2013-14, Kansas reports the percentage of first-time, degree-seeking students who enroll in math, English, or any remedial courses at the state's two- and four-year institutions. The data do not specify how many high school graduates from the state required remediation upon matriculation.
ME	Maine reports the percentage of the state's class of 2014 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses.

Postsecondary Remediation, Definitions (cont'd)

STATE	POSTSECONDARY REMEDIATION DEFINITION
MD	Maryland reports the percentage of the state's class of 2011 high school graduates enrolled in 16 Maryland community colleges and 11 of 13 public universities who need any remedial courses. The state does not report data on math and English remediation needs.
MA	Massachusetts reports the percentage of the state's class of 2012 high school graduates attending the state's two- and four-year institutions who need any remedial courses. The state does not report data on math and English remediation needs.
MI	Michigan reports the percentage of the state's class of 2012 high school graduates attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses.
MN	Minnesota reports the percentage of the state's class of 2013 high school graduates attending the state's two- and four-year institutions who need any remedial courses in their first or second fall term. The state does not report data on math and English remediation needs.
MS	For 2012-13, Mississippi reports the percentage of first-time, full-time students attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses. The data do not specify how many high school graduates from the state required remediation upon matriculation.
MO	Missouri reports the percentage of the state's class of 2014 high school graduates enrolled as first-time, full-time, degree-seeking students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses.
MT	Montana reports the percentage of the state's class of 2014 high school graduates who attend the Montana University System within three months of graduation and enroll in math, English, or any remedial courses.
NV	Nevada reports the percentage of the state's class of 2013 high school graduates enrolled at the Nevada System of Higher Education who place into remedial coursework in math, English, or any remedial courses.
NM	New Mexico reports the percentage of the state's class of 2012 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs.
NY	For 2013-14, New York reports the percentage of first-time, full-time students enrolled at the state's two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs and does not specify how many of the state's high school graduates required remediation.
NC	North Carolina reports the percentage of the state's class of 2012 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs.
ND	North Dakota reports the average remediation rate across the high school graduates in the classes of 2008-13 who entered a North Dakota University System school, notwithstanding whether the student enrolled in postsecondary immediately after high school. The state does not report data on math and English remediation needs.
OH	Ohio reports the percentage of the state's class of 2013 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses.
OK	Oklahoma reports the percentage of the state's class of 2012 high school graduates attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses.

Postsecondary Remediation, Definitions (*cont'd*)

STATE	POSTSECONDARY REMEDIATION DEFINITION
OR	Oregon reports the percentage of the state's class of 2013 high school graduates attending two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs.
RI	Rhode Island reports the percentage of the state's class of 2014 high school graduates enrolled in a Rhode Island community college who are placed into any remedial coursework. The state does not report data on math and English remediation needs.
SD	South Dakota reports the percentage of the state's class of 2013 high school graduates enrolled as first-time, full-time students at the state's two- and four-year institutions who place into math, English, or any remedial courses.
TN	Tennessee reports the percentage of the state's class of 2014 high school graduates enrolled as first-time freshmen in a Tennessee community college who enroll in any remedial course. The state does not report data on math and English remediation needs. There is no remediation at four-year public institutions.
TX	Texas reports the percentage of the state's class of 2013 high school graduates enrolled in Texas Public Higher Education System who do not meet the Texas Success Initiative standards in math or English.
UT	For 2010-11, Utah reports the percentage of full-time Utah System of Higher Education students who enroll in any remedial courses. The state does not report data on math and English remediation needs and does not specify how many high school graduates from the state required remediation upon matriculation.
VA	Virginia reports the percentage of the state's class of 2014 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses. There is no remediation at four-year public institutions.
WA	For the class of 2013, Washington reports the percentage of the state's high school graduates enrolled in Washington two- and four-year public institutions who enroll in math, English, or any remedial courses.
WV	West Virginia reports the percentage of the state's class of 2013 high school graduates enrolled as first-time, full-time students who enroll in math, English, or any remedial courses.
WI	For 2010, Wisconsin reports the percentage of first-time freshmen students who place into math or English remedial courses. The state does not specify how many high school graduates from the state required remediation upon matriculation.

POSTSECONDARY PERSISTENCE

WHAT THE INDICATOR IS

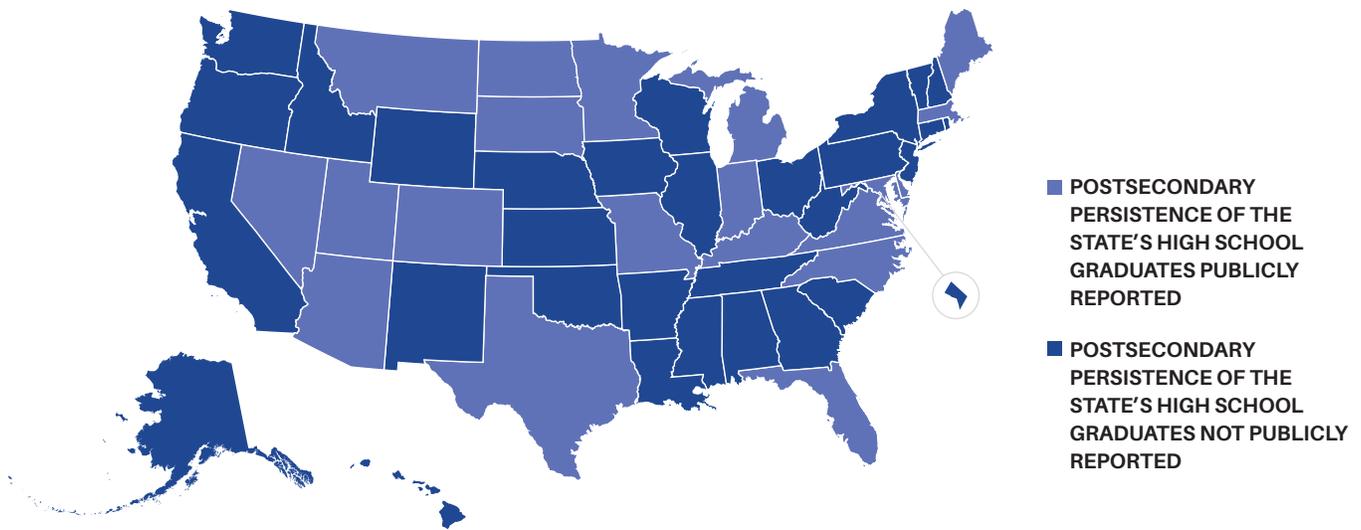
This indicator reports the percentage of the state’s high school graduates who enroll in a postsecondary institution and either complete at least one year of postsecondary education in a designated amount of time or return to postsecondary education for a consecutive year (or term). This percentage may include students who attend a state’s two-year and four-year systems, public and private institutions, and in-state and out-of-state institutions.

WHY THE INDICATOR IS IMPORTANT

Too few students who start college ultimately earn a degree. Persistence in postsecondary education is a step toward degree completion; a student who does not return for a second year is unlikely to expediently earn a degree.

WHICH STATES ARE INCLUDED

States should annually report outcomes for students who graduate from the state’s K-12 system. If a state’s postsecondary system reports only total college persistence but does not disaggregate data by high school graduates from the state’s K-12 system, these data are not included in the table below. Because definitions and denominators vary by state, differences in states’ definitions and denominators are included after the state-specific data. States should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.



Postsecondary Persistence (cont'd)

STATE	HS GRAD YEAR	2-YEAR & 4-YEAR				4-YEAR		2-YEAR	
		PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE
AZ	2009		33%						
CO	2012						87%		62%
DE	2008-10 (average)						90%		59%
FL	2010	64%							
IN	2011					86%		54%	
KY	2012	78%							
ME	2012	83%							
MD	2012		51%						
MA	2012	53%							
MI	2013						73%		25%
MN	2013	76%							
MO	2013					87%		66%	
MT	2012						82%		67%
NV	2010		67%						
NC	2011					74%			
ND	2010		78%						
SD	2013		91%						
TX	2012			87%		87%		64%	
UT	2007		54%						
VA	2012				63%				

Postsecondary Persistence, Definitions

STATE	POSTSECONDARY PERSISTENCE DEFINITION
AZ	Arizona reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year's worth of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.
CO	Colorado reports the percentage of high school graduates in two- and four-year, public and private institutions of higher education both in state and out of state enrolling for a second year of college in the following fall.
DE	Delaware reports the percentage of high school graduates in two- and four-year, public and private institutions of higher education both in state and out of state enrolling for a second year of college in the following fall. The persistence data are aggregated from three graduating cohorts: the classes of 2008, 2009, and 2010.
FL	Florida reports the percentage of high school graduates in two- and four-year, public and private institutions of higher education both in state and out of state within 16 months of graduation and completing one year's worth of college credit within two years of enrollment.
IN	Indiana reports the percentage of high school graduates in an Indiana public college who were still enrolled in an Indiana public college the following year. This excludes any students enrolled in private and out-of-state institutions.
KY	Kentucky reports the percentage of high school graduates enrolled in two- and four-year, public and private institutions of higher education both in state and out of state who were retained for a second year of college.
ME	Maine reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state in the first year after high school who were retained for a second year of college.
MD	Maryland reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year of college credit (30 credits) within 24 months of enrollment. This excludes any students enrolled in private and out-of-state institutions.
MA	The state reports the percentage of the 2012 graduation cohort (or first-time 9th graders in 2007-08) who graduated high school within 5 years; enrolled a 2- or 4-year, public/private institution of higher education, either in state or out of state, the fall following graduation; and persisted to the second year of postsecondary education.
MI	Michigan reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state who complete 24 credits within 12 months of college enrollment.
MN	Minnesota reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state who were retained for a second year of college.
MO	Missouri reports the percentage of high school graduates in two- and four-year, in-state, public institutions of higher education enrolling for a second year of college in the following fall. This excludes any students enrolled in private and out-of-state institutions.
MT	Montana reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state in the first year after high school who were retained for a second year of college.
NV	Nevada reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education and completing one year's worth of progress within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.

Postsecondary Persistence, Definitions (cont'd)

STATE	POSTSECONDARY PERSISTENCE DEFINITION
NC	North Carolina reports the percentage of high school graduates enrolling as first-time freshmen at a University of North Carolina institution and returning for a third year of postsecondary studies. This excludes any students enrolled in the state's two-year public institutions of higher education or private and out-of-state institutions.
ND	North Dakota reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.
SD	South Dakota reports the percentage of high school graduates in the fall term in two- and four-year, in-state, public institutions of higher education enrolling for a second term of college the following spring. This excludes any students enrolled in private and out-of-state institutions.
TX	Texas reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education who were retained for a second year of college. This excludes any students enrolled in out-of-state institutions.
UT	Utah reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year's worth of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.
VA	Virginia reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education who earned one year of college credit within two years of enrollment. This excludes any students enrolled in out-of-state institutions.