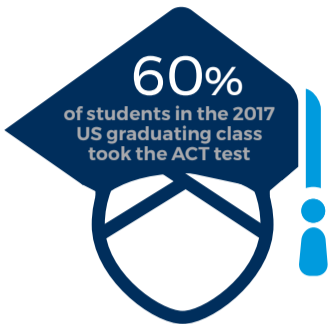
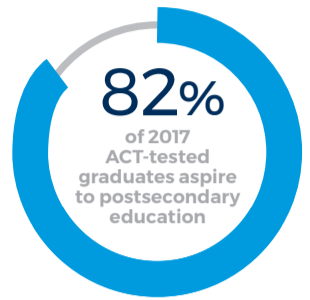


THE CONDITION OF  
**COLLEGE & CAREER  
 READINESS**  
 2017

**COLLEGE READINESS BY THE NUMBERS**



**OVER 2 MILLION  
 ACT TEST TAKERS**  
 More than any other  
 college entrance exam



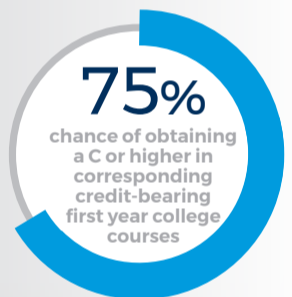
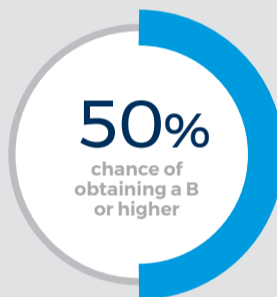
WHAT IS **READINESS?**

ACT defines it as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a 2- or 4-year college, trade school, or technical school) without the need for remediation.



...BUT HOW DOES ACT  
**MEASURE COLLEGE  
 READINESS?**

By measuring the empirical minimum scores needed on the ACT subject area tests to indicate:



**33%**



met **zero** ACT College  
 Readiness Benchmarks

**28%**



met only **one** or **two** ACT College  
 Readiness Benchmarks

**39%**



met exactly **three** or **four** ACT  
 College Readiness Benchmarks

**27%**



met **all four** ACT College  
 Readiness Benchmarks



**37%**

met ACT Science  
 Benchmark



**41%**

met ACT Math  
 Benchmark



**47%**

met ACT Reading  
 Benchmark



**61%**

met ACT English  
 Benchmark

AVERAGE ACT COMPOSITE SCORE IS  
**21.0 ON A SCALE OF 1 TO 36**

**ALIGNING  
 STUDENTS  
 BEHAVIORS,  
 PLANNING &  
 ASPIRATIONS**

ACT research shows most students aspire to a post-high school credential, which can be facilitated through educational planning, monitoring, and interventions. These efforts must begin early, be aligned to their aspirations, and continue throughout their educational careers.

There is good news in that 82% of 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 84% of the national 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 64% who actually did enroll. If we fully closed the aspirational gap, an additional 41,178 of the nation's 2016 ACT-tested graduates would have enrolled in postsecondary education.