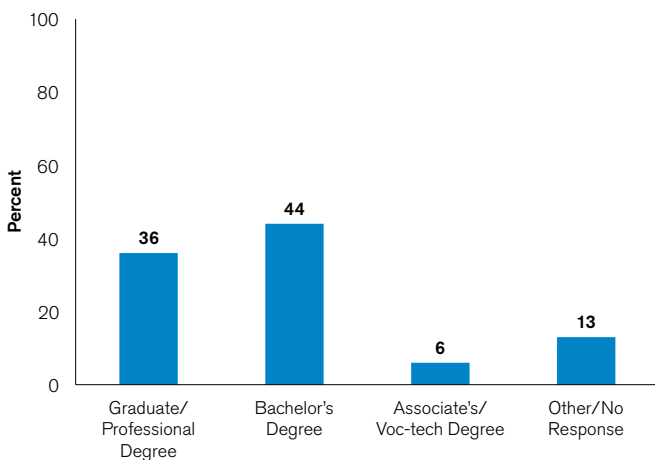


National

Other College and Career Readiness Factors

Percent of 2014 ACT-Tested High School Graduates by Educational Aspirations



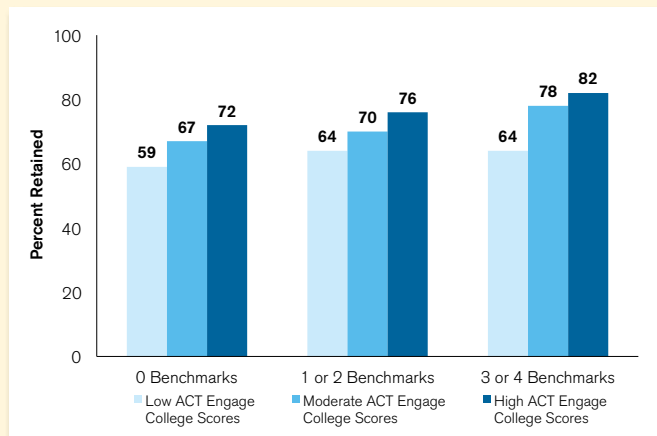
Aligning Student Behaviors, Planning, and Aspirations

Most students aspire to a post-high school credential. To help them meet those aspirations, educational planning, monitoring, and interventions must be aligned to their aspirations, begin early, and continue throughout their educational careers.

There is good news in that 86% of 2014 ACT-tested graduates aspired to postsecondary education. Interestingly, 87% of the national 2013 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 69% who actually did enroll. If we fully closed the aspirational gap, an additional 314,831 of the nation's 2013 ACT-tested graduates would have enrolled in postsecondary education.

Academic Achievement, Behaviors, and College Retention

College Retention Rates by Number of ACT Benchmarks Met and ACT Engage® College Scores*



Across all ACT College Readiness Benchmark attainment levels, students with higher ACT Engage College scores (based on the mean percentile scores of ACT Engage scales Academic Discipline, Commitment to College, and Social Connection) remain enrolled in a postsecondary institution after the first year of college at substantially higher rates than students with lower ACT Engage College scores.

* Based on N = 13,697 ACT-tested graduates of 2011 and 2012 who also took the ACT Engage College assessment and enrolled in college. Students with a mean percentile score of less than 25 were classified as low, those with scores between 25 and 75 were classified as moderate, and those with scores greater than 75 were classified as high.