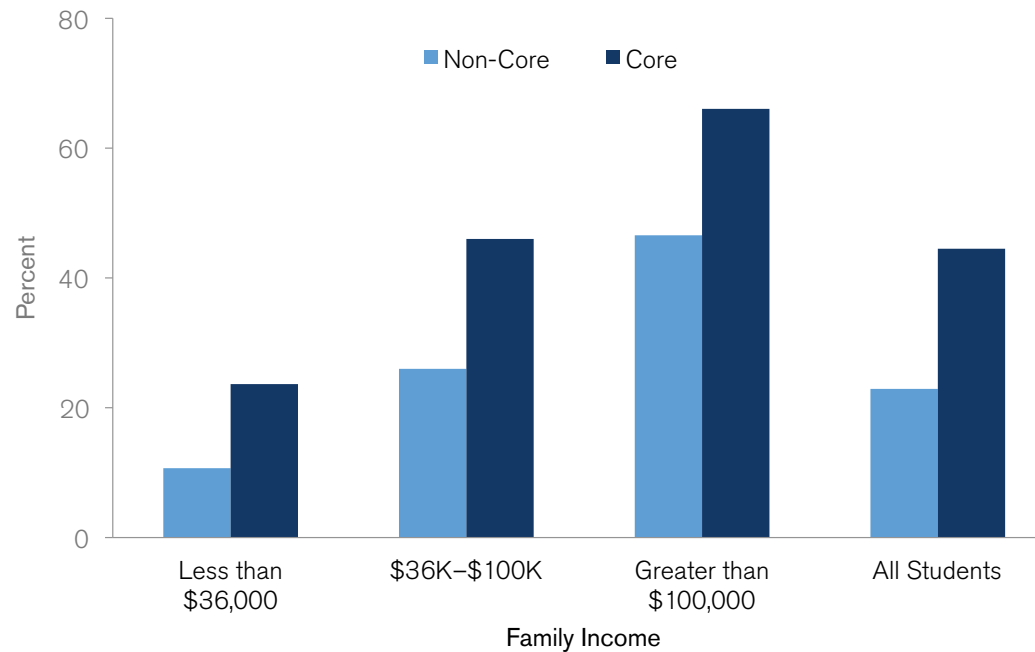


## ACT College Readiness Benchmark Attainment by Family Income Level and Completion of the ACT-Recommended Core Curriculum 2014

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Percent of Students Meeting Three or Four ACT College Readiness Benchmarks by Annual Family Income and Core Curriculum Completion



Note: Data based on 1,316,273 ACT-tested 2014 high school graduates who reported annual family income and provided course-taking information.

There is a relationship between socioeconomic status and academic success in that high-income students tend to have higher levels of academic achievement compared to low-income students. However, by completing a high school core curriculum that includes four or more years of English and three or more years each of mathematics, science, and social studies, low-income students can increase their achievement levels.

As this chart shows, by completing the ACT-recommended core curriculum, 2014 high school graduates who took The ACT® increased their likelihood of meeting three to four ACT College Readiness Benchmarks, regardless of family income. These results are consistent with prior findings from ACT-tested high school graduates in 2012 and 2013.<sup>1</sup> ■

<sup>1</sup> See ACT Information Briefs [2012-33](#) and [2013-27](#).

- Over 44% of high school graduates in 2014 who took The ACT and completed the ACT-recommended core curriculum met three or four ACT College Readiness Benchmarks. Only about 23% of students who did not complete the core curriculum met three or four Benchmarks.
- Low-income students doubled their chances of meeting three or four Benchmarks by completing the ACT-recommended core curriculum.