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Information Brief

ACT College Readiness Benchmark Attainment by Family Income Level and Completion of the ACT—Recommended Core Curriculum 2013

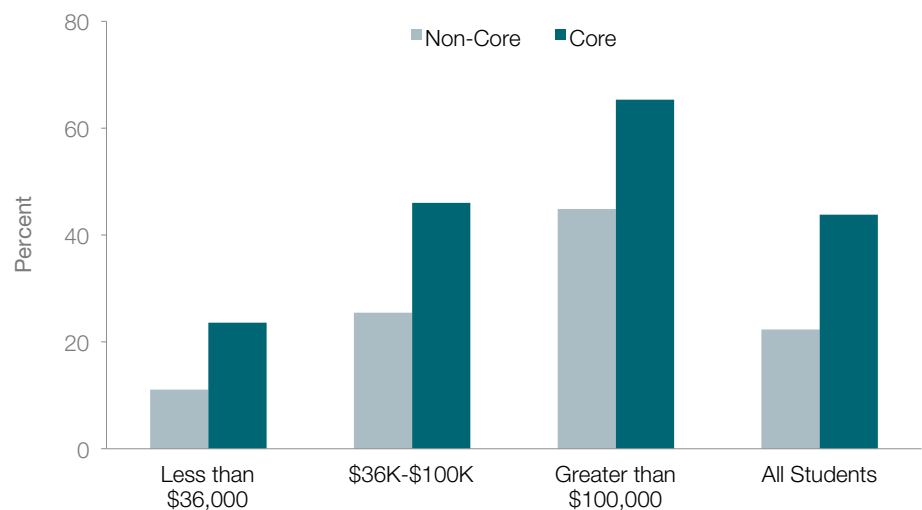
September 2013

- More than 43% of ACT-tested 2013 high school graduates who completed the ACT-recommended core curriculum met 3 or 4 ACT College Readiness Benchmarks. In comparison, about 22% of students who did not complete the core curriculum met 3 or 4 Benchmarks.
- Low-income students doubled their chances of meeting 3 or 4 Benchmarks by completing the ACT-recommended core curriculum.

There is a relationship between socioeconomic status and academic success in that high-income students tend to have higher levels of academic achievement when compared with low-income students. However, by completing a high school core curriculum that includes 4 or more years of English and 3 or more years each of mathematics, science, and social studies, low-income students can increase their achievement levels.

The chart below illustrates that by completing the ACT-recommended core curriculum, ACT-tested 2013 high school graduates, regardless of income, increased their likelihood of meeting 3 to 4 ACT College Readiness Benchmarks. These results are consistent with prior findings from ACT-tested 2012 high school graduates.¹

Percentage Meeting 3 or 4 ACT College Readiness Benchmarks by Family Income Level and Core Curriculum Completion



Note: Data based on 1,270,910 ACT-tested 2013 high school graduates who reported annual family income and provided course-taking information.

¹ See ACT Information Brief 2012-33.

This ACT Information Brief was written by Tracy Wilkinson. Please contact infobrief@act.org for more information or to suggest ideas for future ACT Information Briefs.

