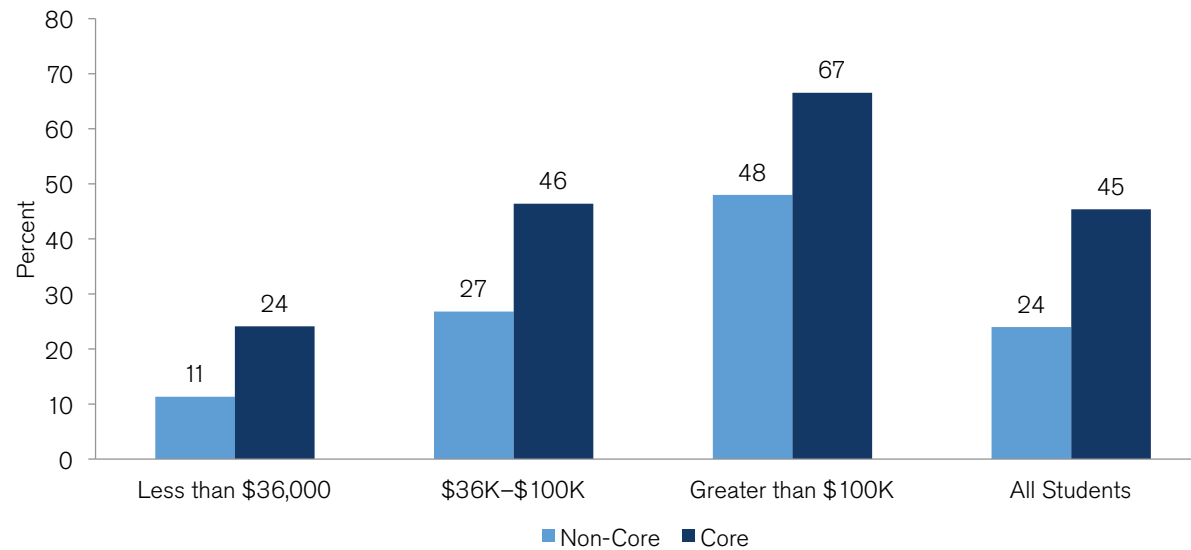


## ACT College Readiness Benchmark Attainment by Family Income Level and Completion of the ACT-Recommended Core Curriculum 2015

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



Note: Data based on 1,359,197 ACT®-tested 2015 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 when compared with 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.

This chart illustrates that by completing the ACT-recommended core curriculum, ACT®-tested 2015 high school graduates, regardless of income, increased their likelihood of meeting three to four ACT College Readiness Benchmarks. These results are consistent with prior findings from ACT-tested 2012, 2013, and 2014 high school graduates.<sup>1</sup> ■

<sup>1</sup> See ACT Information Briefs 2012-33, 2013-27, and 2014-26.

- Over 45% of ACT-tested 2015 high school graduates who completed the ACT-recommended core curriculum met three or four ACT College Readiness Benchmarks. In comparison, about 24% 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.

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