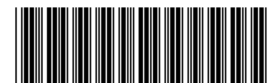




Profile Report - State

Graduating Class 2023
Public High School Students Updated in January 2024
South Dakota



New to your 2023 Profile Report

For 2022-2023, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2023 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2023 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

The ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

28% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 5,303 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 70% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.7 reports 3% of the cohort took less than three years of math courses. Of these students, 10% were college ready. 13% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 15% of these students were college ready. In comparison, 54% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.7 reports 10% of the cohort took less than three years of natural science courses. 25% of these students were college ready. In comparison, 46% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 48% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

Section I

Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

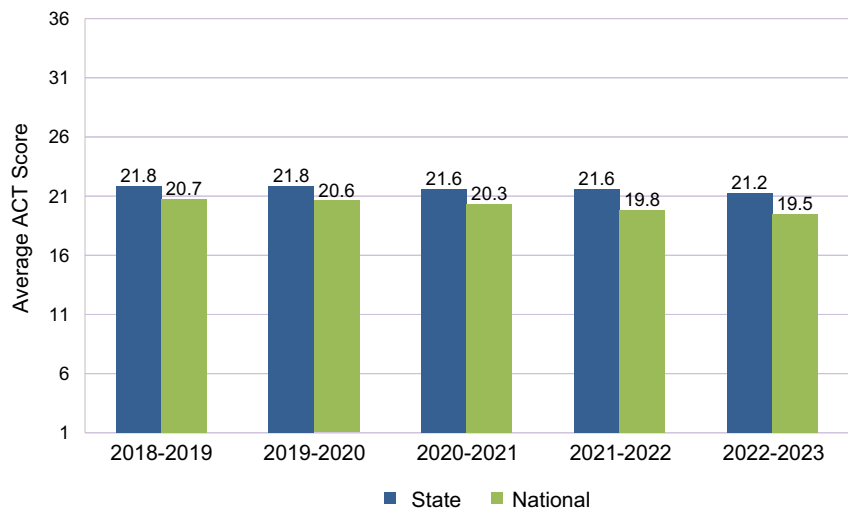


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

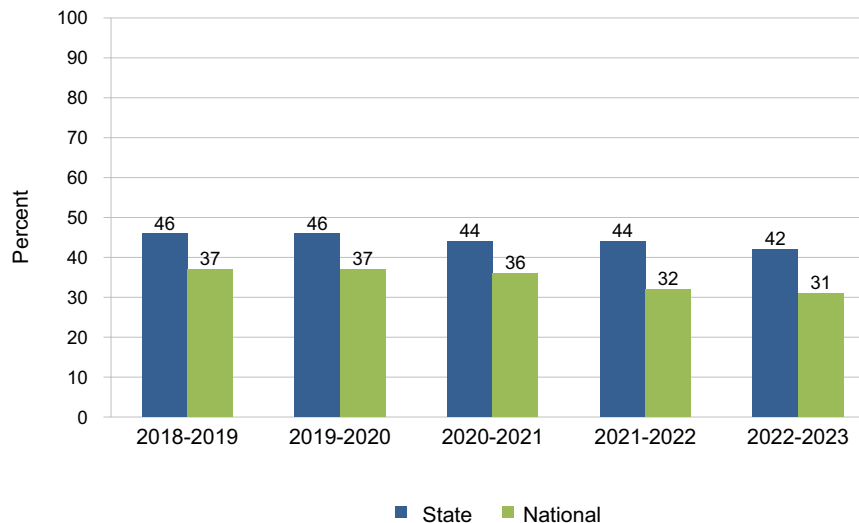


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

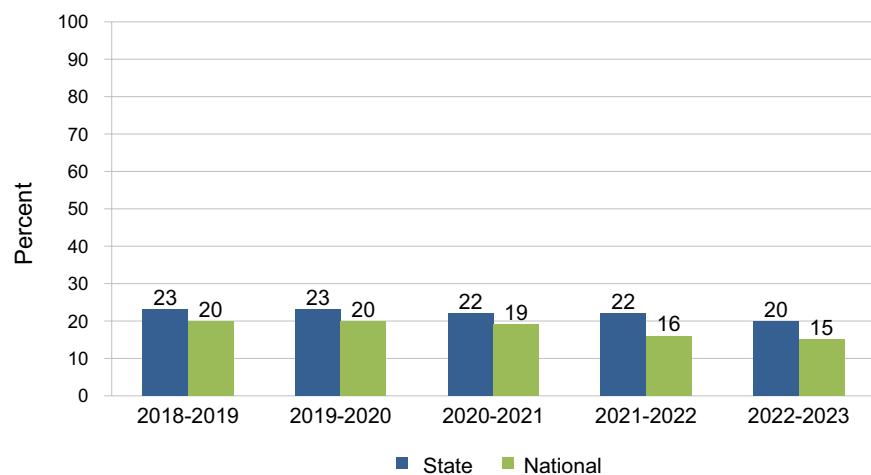
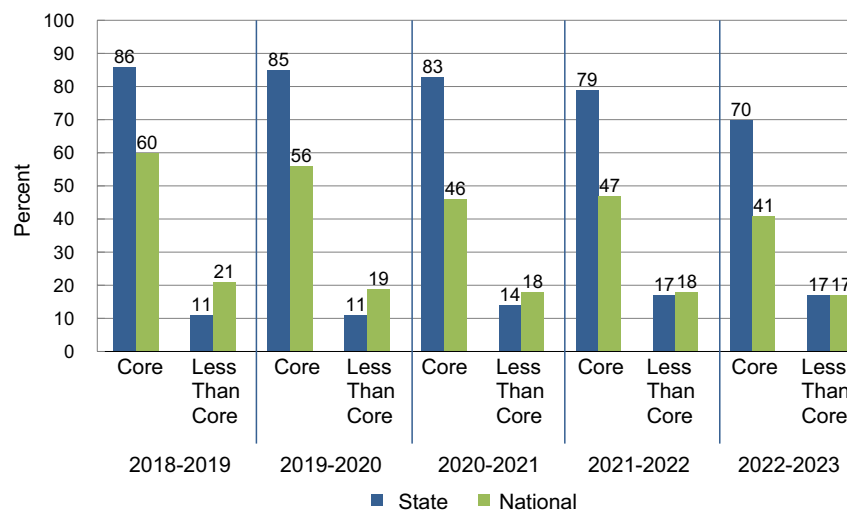


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
	State	National	English		Mathematics		Reading		Science		Met All Four	
			State	National	State	National	State	National	State	National	State	National
2019	5,459	1,782,820	67	59	48	39	53	45	46	36	31	26
2020	5,276	1,670,497	67	58	49	37	53	45	44	36	31	26
2021	4,752	1,295,349	65	56	46	36	52	44	45	35	30	25
2022	5,058	1,349,644	66	53	46	31	52	41	44	32	29	22
2023	5,303	1,386,335	63	51	44	30	49	40	41	31	28	21

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2019	5,459	1,782,820	20.7	20.1	21.4	20.4	22.4	21.2	22.1	20.6	21.8	20.7
2020	5,276	1,670,497	20.7	19.9	21.6	20.2	22.4	21.2	22.0	20.6	21.8	20.6
2021	4,752	1,295,349	20.3	19.6	21.3	19.9	22.4	20.9	21.9	20.4	21.6	20.3
2022	5,058	1,349,644	20.5	19.0	21.3	19.3	22.2	20.4	21.8	19.9	21.6	19.8
2023	5,303	1,386,335	19.9	18.6	20.9	19.0	21.9	20.1	21.5	19.6	21.2	19.5

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
	State	National	English	Mathematics	Reading	Science	Composite
2019	5,459	1,782,820	20.1	20.4	21.2	20.6	20.7
2020	5,276	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	4,752	1,295,349	19.6	19.9	20.9	20.4	20.3
2022	5,058	1,349,644	19.0	19.3	20.4	19.9	19.8
2023	5,303	1,386,335	18.6	19.0	20.1	19.6	19.5

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2019	4,691	600	86	11	21.2	18.5	21.8	19.4	22.8	20.5	22.5	20.3	22.2	19.8
2020	4,495	605	85	11	21.2	18.5	22.0	19.7	22.8	20.5	22.4	20.2	22.2	19.9
2021	3,925	660	83	14	20.9	18.2	21.8	19.2	22.9	20.3	22.3	20.1	22.1	19.6
2022	3,985	835	79	17	21.1	18.2	21.9	19.1	22.8	20.0	22.4	19.9	22.2	19.4
2023	3,696	900	70	17	20.8	18.2	21.7	19.3	22.6	20.3	22.3	19.9	22.0	19.6

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	N	2019		2020		2021		2022		2023					
		%	Avg	N	%	Avg	N	%	Avg	N	%	Avg			
All Students	5,459	100	21.8	5,276	100	21.8	4,752	100	21.6	5,058	100	21.6	5,303	100	21.2
Black/African American	108	2	17.9	86	2	17.7	84	2	18.6	104	2	18.1	83	2	17.9
American Indian/Alaska Native	286	5	16.7	240	5	16.4	195	4	16.3	199	4	16.6	246	5	16.2
White	4,340	80	22.4	4,310	82	22.3	3,898	82	22.1	4,123	82	22.0	4,240	80	21.7
Hispanic/Latino	214	4	20.0	202	4	20.4	187	4	19.7	173	3	19.8	267	5	19.2
Asian	86	2	21.2	90	2	21.8	85	2	22.4	84	2	23.1	84	2	22.7
Native Hawaiian/Other Pacific Islander	1	0	13.0	2	0	14.0	0	0	.	2	0	19.0	4	0	20.5
Two or more races	266	5	20.8	222	4	20.7	229	5	20.7	269	5	20.8	287	5	20.2
Prefer not to respond/No response	158	3	22.5	124	2	21.8	74	2	22.2	104	2	22.2	92	2	21.5

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2019	5,459	1,782,820	22.0	20.7	23	20	28.1	28.9	28.5	29.0
2020	5,276	1,670,497	22.0	20.6	23	20	28.0	28.9	28.3	29.1
2021	4,752	1,295,349	21.8	20.4	22	19	28.1	28.9	28.4	29.2
2022	5,058	1,349,644	21.8	19.9	22	16	28.2	28.8	28.2	29.1
2023	5,303	1,386,335	21.4	19.6	20	15	28.1	28.7	28.3	29.1

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																		
	Below Proficient						Proficient						Above Proficient						
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading		
State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National
2019	2,498	950,826	46	53	17.6	16.2	1,725	455,611	32	26	23.6	23.6	1,236	376,383	23	21	30.4	31.0	
2020	2,386	903,921	45	54	17.5	16.1	1,629	398,982	31	24	23.5	23.6	1,261	367,594	24	22	30.3	31.1	
2021	2,203	711,705	46	55	17.5	15.8	1,500	318,182	32	25	23.9	23.8	1,049	265,462	22	20	30.6	31.3	
2022	2,429	770,624	48	57	17.7	15.6	1,522	318,327	30	24	23.6	23.5	1,107	260,693	22	19	30.1	31.0	
2023	2,544	793,815	48	57	17.2	15.3	1,643	334,268	31	24	23.5	23.3	1,116	258,252	21	19	30.2	30.7	

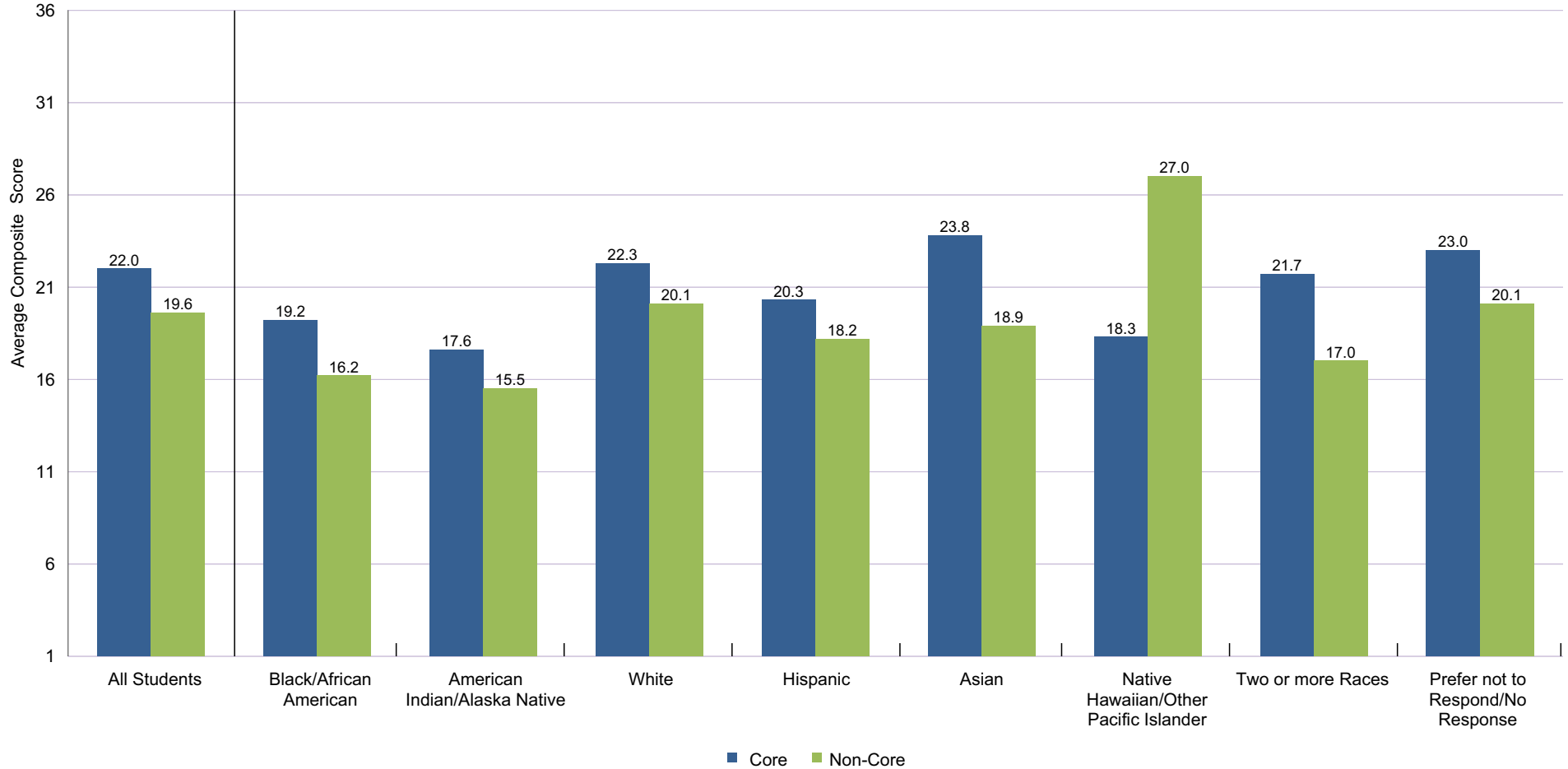
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	19	100	11	100	52	100	17	100	10	100	13	100	0	100	36
35	81	99	29	99	61	99	39	99	13	99	20	99	0	100	35
34	59	98	29	99	88	98	48	99	27	99	32	99	1	100	34
33	40	97	26	99	122	96	29	98	43	99	34	99	3	99	33
32	66	96	41	98	128	94	78	97	60	98	52	98	6	99	32
31	33	95	56	97	128	91	85	96	68	97	59	97	6	98	31
30	89	94	57	96	136	89	47	94	100	96	94	96	15	96	30
29	72	93	100	95	146	87	94	94	126	94	108	94	12	93	29
28	95	91	176	93	176	84	125	92	152	92	139	92	23	91	28
27	101	90	277	90	152	80	123	89	181	89	193	90	29	85	27
26	162	88	308	85	192	78	246	87	211	85	300	86	22	79	26
25	181	85	347	79	227	74	336	82	292	81	342	80	22	74	25
24	297	81	317	73	278	70	465	76	383	76	381	74	21	69	24
23	324	76	295	67	305	64	444	67	336	69	364	67	23	65	23
22	329	69	261	61	428	59	421	59	346	62	334	60	42	60	22
21	392	63	198	56	383	51	459	51	395	56	362	54	27	50	21
20	367	56	282	52	359	43	376	42	412	48	411	47	24	44	20
19	357	49	280	47	311	37	369	35	411	41	445	39	36	39	19
18	276	42	383	42	341	31	422	28	410	33	409	31	24	31	18
17	239	37	528	35	228	24	286	20	361	25	441	23	32	26	17
16	390	33	598	25	276	20	266	15	306	18	289	15	30	19	16
15	353	25	367	13	170	15	152	10	253	12	207	9	15	12	15
14	266	18	219	6	199	12	92	7	185	8	137	5	14	9	14
13	194	13	78	2	132	8	120	5	120	4	88	3	8	6	13
12	152	10	22	1	152	5	53	3	68	2	32	1	11	4	12
11	145	7	9	1	74	3	59	2	24	1	13	1	6	2	11
10	145	4	3	1	35	1	31	1	6	1	3	1	0	1	10
9	43	1	4	1	14	1	6	1	1	1	0	1	0	1	9
8	20	1	1	1	5	1	5	1	2	1	0	1	1	1	8
7	8	1	0	1	1	1	6	1	0	1	0	1	0	1	7
6	7	1	0	1	1	1	3	1	0	1	0	1	0	1	6
5	0	1	0	1	2	1	0	1	1	1	0	1	0	1	5
4	1	1	0	1	1	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	1	1	0	1	2
1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.9 (5.9)		20.9 (5.1)		21.9 (6.1)		21.5 (5.0)		21.2 (4.9)		21.4 (4.7)		21.5 (5.2)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

²ELA scores are derived only for students with a valid writing score.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

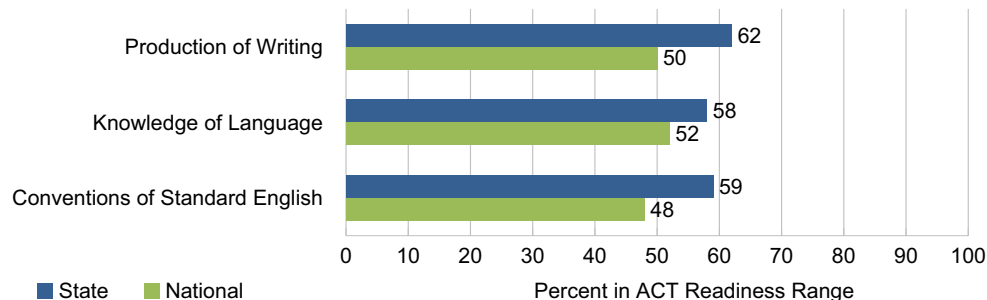


Figure 2.3. Math Reporting Categories

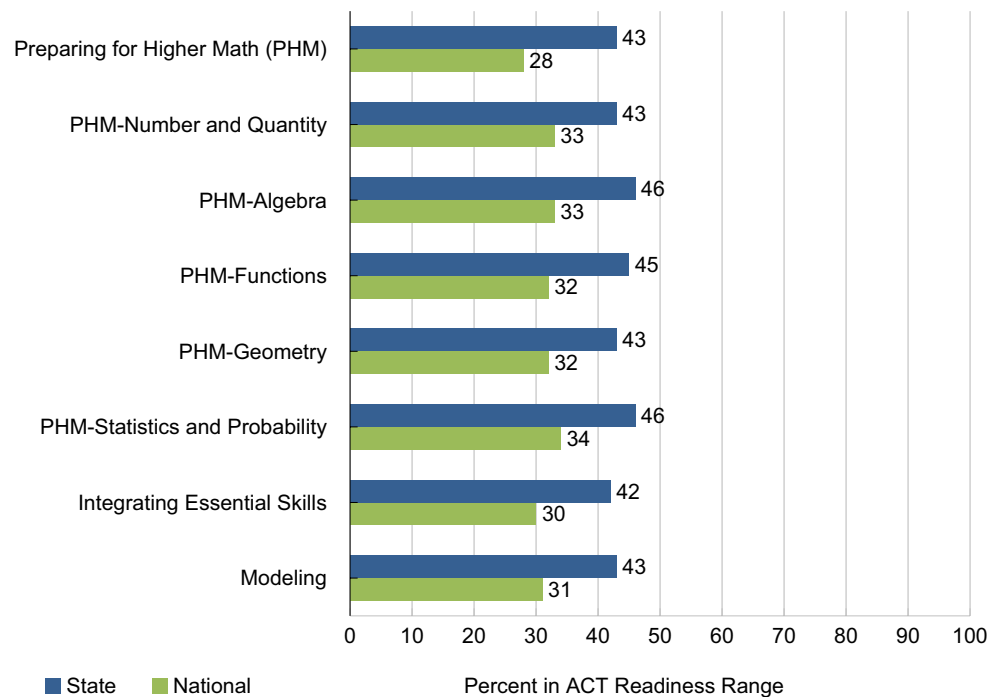


Figure 2.4. Reading Reporting Categories

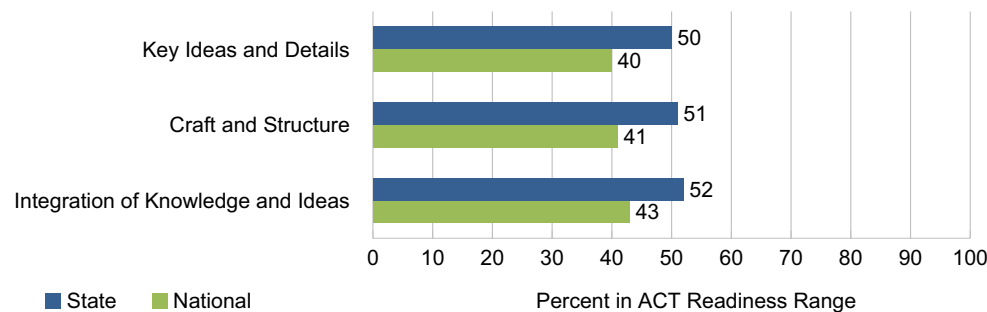
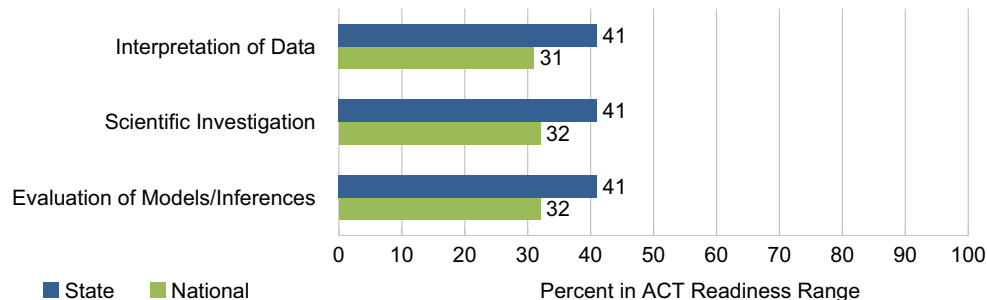


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	5,303	70	22.0	19.6
	Black/African American	83	66	19.2	16.2
	American Indian/Alaska Native	246	44	17.6	15.5
	White	4,240	73	22.3	20.1
	Hispanic/Latino	267	57	20.3	18.2
	Asian	84	71	23.8	18.9
	Native Hawaiian/Other Pacific Islander	4	75	18.3	27.0
	Two or More Races	287	64	21.7	17.0
	Prefer not/no Response	92	53	23.0	20.1
National	All Students	1,386,335	41	21.9	19.3
	Black/African American	171,380	34	17.7	16.1
	American Indian/Alaska Native	13,616	28	18.1	16.1
	White	722,990	48	22.7	20.2
	Hispanic/Latino	234,031	33	19.8	17.7
	Asian	57,600	56	25.9	23.4
	Native Hawaiian/Other Pacific Islander	3,932	25	19.1	16.2
	Two or More Races	68,095	41	22.0	19.5
	Prefer not/no Response	114,691	14	23.7	20.6

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	5,303	100	19.9	20.9	21.9	21.5	21.2	21.4
	Black/African American	83	2	16.4	17.6	18.8	18.1	17.9	18.1
	American Indian/Alaska Native	246	5	14.4	16.2	17.0	16.8	16.2	16.7
	White	4,240	80	20.4	21.4	22.4	22.0	21.7	21.9
	Hispanic/Latino	267	5	17.5	19.0	20.1	19.6	19.2	19.6
	Asian	84	2	21.9	22.9	22.5	22.8	22.7	23.1
	Native Hawaiian/Other Pacific Islander	4	0	18.3	19.8	25.0	18.8	20.5	19.5
	Two or More Races	287	5	18.9	19.6	21.1	20.4	20.2	20.3
	Prefer not/no Response	92	2	20.7	21.1	22.0	21.5	21.5	21.6
National	All Students	1,386,335	100	18.6	19.0	20.1	19.6	19.5	19.6
	Black/African American	171,380	12	14.8	15.8	16.4	16.3	16.0	16.3
	American Indian/Alaska Native	13,616	1	14.5	16.0	16.4	16.5	16.0	16.5
	White	722,990	52	20.3	20.3	21.8	21.0	21.0	20.9
	Hispanic/Latino	234,031	17	16.2	17.2	17.9	17.7	17.4	17.7
	Asian	57,600	4	23.9	24.2	24.4	23.9	24.2	24.3
	Native Hawaiian/Other Pacific Islander	3,932	0	14.9	16.4	16.6	16.8	16.3	16.9
	Two or More Races	68,095	5	19.0	19.1	20.7	19.9	19.8	19.7
	Prefer not/no Response	114,691	8	16.2	17.6	18.0	17.9	17.6	18.0

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender ¹	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	2,344	69	22.4	19.5
	Females	2,871	71	21.6	19.6
	Other Responses	88	42	23.5	21.5
National	Males	643,247	39	22.2	19.1
	Females	674,852	45	21.7	19.4
	Other Responses	68,236	14	23.3	20.9

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	2,344	44	19.7	21.7	21.9	22.1	21.4	22.1
	Females	2,871	54	20.0	20.2	21.8	21.0	20.9	20.9
	Other Responses	88	2	20.5	20.4	23.3	21.4	21.5	21.2
National	Males	643,247	46	18.2	19.4	19.7	19.8	19.4	19.9
	Females	674,852	49	19.2	18.8	20.6	19.6	19.7	19.4
	Other Responses	68,236	5	17.2	17.6	19.1	18.4	18.2	18.3

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	23	25	26	24	24
Q2 (50th Percentile)	20	20	21	21	21
Q1 (25th Percentile)	15	17	18	18	17

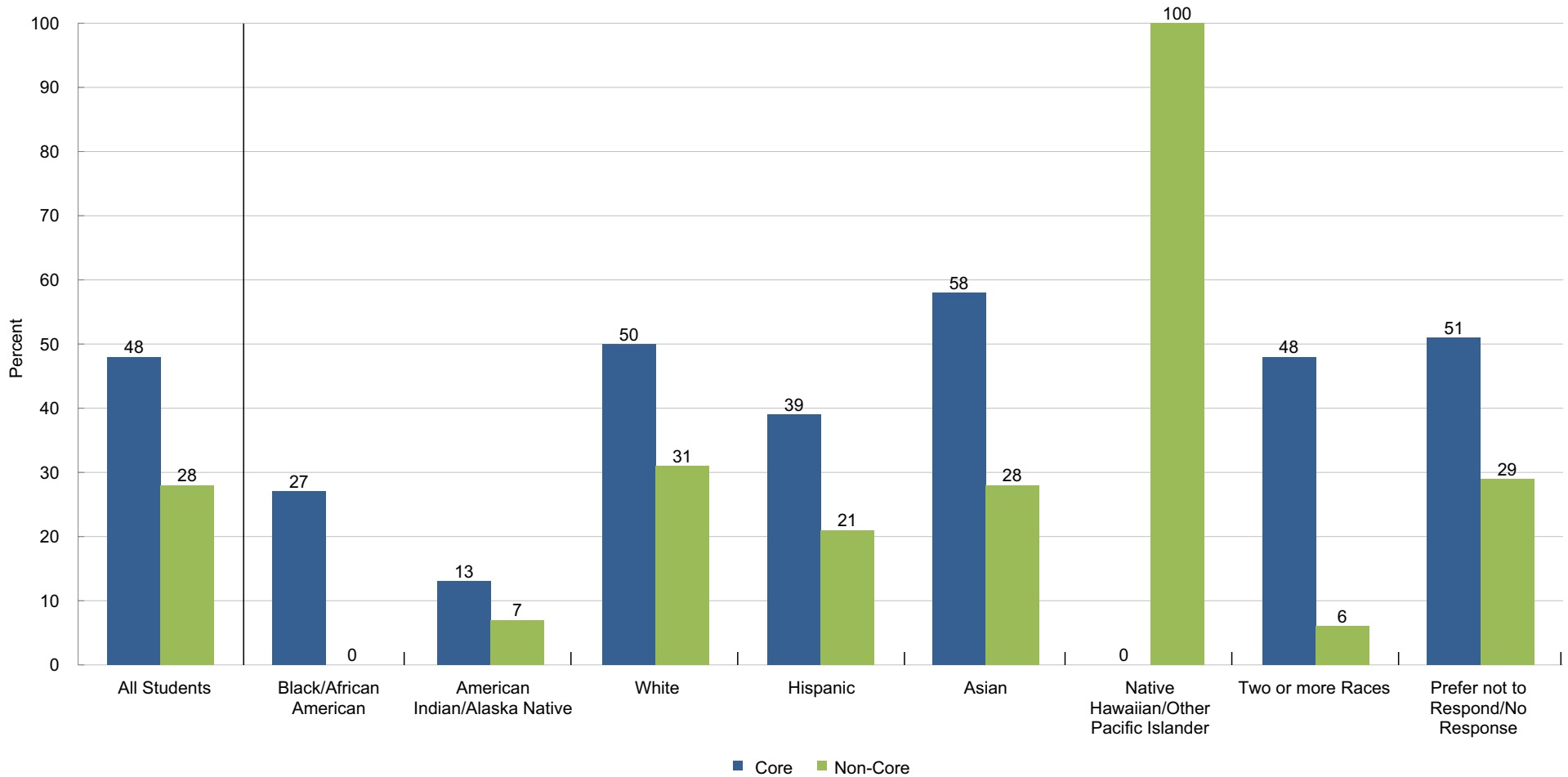
¹'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Section III

College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	199	4	95	2	323	6	133	3
	28 to 32	355	7	430	8	714	13	429	8
	24 to 27	741	14	1,249	24	849	16	1,170	22
	20 to 23	1,412	27	1,036	20	1,475	28	1,700	32
	16 to 19	1,262	24	1,789	34	1,156	22	1,343	25
	13 to 15	813	15	664	13	501	9	364	7
	01 to 12	521	10	40	1	285	5	164	3
National	33 to 36	75,356	5	31,219	2	93,624	7	42,408	3
	28 to 32	92,796	7	91,401	7	148,617	11	91,200	7
	24 to 27	157,385	11	197,011	14	160,650	12	202,886	15
	20 to 23	265,490	19	186,782	13	296,098	21	314,755	23
	16 to 19	246,582	18	443,512	32	251,439	18	381,434	28
	13 to 15	245,744	18	377,200	27	221,283	16	215,864	16
	01 to 12	302,982	22	59,210	4	214,624	15	137,788	10

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender ¹	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	62	50	50	46	31
	Females	64	39	49	37	25
	Other Responses	66	38	55	51	27
National	Males	48	33	38	33	22
	Females	55	28	42	29	20
	Other Responses	42	20	34	23	14

¹'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
State	All Students	5,303	63	44	49	41	28	20
	Black/African American	83	37	17	29	17	12	8
	American Indian/Alaska Native	246	22	9	18	9	3	3
	White	4,240	68	48	53	45	30	21
	Hispanic/Latino	267	45	30	39	29	18	12
	Asian	84	64	56	55	51	36	31
	Native Hawaiian/Other Pacific Islander	4	50	25	75	0	0	0
	Two or More Races	287	55	34	45	33	22	14
	Prefer Not to Respond	92	62	43	47	41	28	25
National	All Students	1,386,335	51	30	40	31	21	15
	Black/African American	171,380	26	8	17	9	5	3
	American Indian/Alaska Native	13,616	24	9	18	10	5	3
	White	722,990	63	38	50	40	27	20
	Hispanic/Latino	234,031	36	17	27	17	10	7
	Asian	57,600	75	62	63	58	49	44
	Native Hawaiian/Other Pacific Islander	3,932	27	12	19	12	7	5
	Two or More Races	68,095	53	29	43	32	21	16
	Prefer Not to Respond	114,691	35	20	28	21	14	11

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level	N	%	Average Composite
State	Platinum	780	15	29.5
	Gold	1,568	30	23.8
	Silver	1,989	38	19.0
	Bronze	864	16	14.9
	Needs Improvement	102	2	11.5
National	Platinum	192,520	14	30.0
	Gold	272,713	20	23.8
	Silver	404,386	29	18.9
	Bronze	396,449	29	14.5
	Needs Improvement	120,267	9	11.4

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg		
State	Core or More ²	3,696	69	20.8	51	21.7	54	22.6	47	22.3	33	22.0	24	22.3
	Less than Core	900	52	18.2	30	19.3	39	20.3	27	19.9	17	19.6	11	19.8
	Missing ³	707	43	17.1	24	18.4	36	19.8	26	19.3	14	18.8	9	19.1
National	Core or More	567,731	69	21.5	45	21.2	55	22.7	45	21.8	33	21.9	25	21.8
	Less than Core	231,055	51	18.6	27	18.7	39	20.1	28	19.4	18	19.3	13	19.3
	Missing	587,549	34	15.9	17	17.1	26	17.7	18	17.6	10	17.2	7	17.6

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More ²	4,437	66	20.4	4,492	48	21.4	4,448	52	22.3	4,095	46	22.1	
	Less than Core	247	58	18.9	145	10	16.5	167	38	19.9	532	25	19.6	
	Missing ³	619	41	16.8	666	23	18.3	688	36	19.7	676	25	19.3	
National	Core or More	805,869	64	20.6	777,766	41	20.6	715,782	51	22.1	671,066	44	21.6	
	Less than Core	39,453	48	18.0	40,332	11	16.3	92,045	40	20.3	141,675	22	18.6	
	Missing	541,013	33	15.7	568,237	16	17.1	578,508	26	17.7	573,594	17	17.5	

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,476	28	21.1	71	206,329	15	20.6	64
Eng 9, Eng 10, Eng 11, Eng 12	2,961	56	20.0	64	599,540	43	20.6	64
Less than 4 years of English	247	5	18.9	58	39,453	3	18.0	48
Zero years / no English courses reported	619	12	16.8	41	541,013	39	15.7	33
MATHEMATICS COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	109	2	24.3	70	29,620	2	22.3	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	305	6	22.4	60	56,308	4	21.0	45
Alg 1, Alg 2, Geom, & Trig	140	3	20.8	46	28,780	2	18.6	25
Alg 1, Alg 2, Geom, & Other Adv Math	1,364	26	20.8	43	196,294	14	18.9	27
Other comb of 4 or more years of Math	1,527	29	23.8	68	319,480	23	23.1	59
Alg 1, Alg 2, & Geom	696	13	17.6	15	91,952	7	16.5	9
Other comb of 3 or 3.5 years of Math	351	7	19.7	33	55,332	4	19.0	29
Less than 3 years of Math	145	3	16.5	10	40,332	3	16.3	11
Zero years / no Math courses reported	666	13	18.3	23	568,237	41	17.1	16
SOCIAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	23	0	19.4	26	25,073	2	22.5	53
Other comb of 4 or more years Social Science	3,032	57	22.7	55	380,202	27	22.6	55
US Hist, World Hist, & Am Gov	75	1	19.9	29	59,507	4	20.0	38
Other comb of 3 or 3.5 years of Social Science	1,318	25	21.5	46	251,000	18	21.8	49
Less than 3 years of Social Science	167	3	19.9	38	92,045	7	20.3	40
Zero years / no Social Science courses reported	688	13	19.7	36	578,508	42	17.7	26
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	1,451	27	22.9	53	287,293	21	22.3	49
Bio, Chem, Phys	655	12	23.3	55	109,345	8	23.5	57
Gen Sci ¹ , Bio, Chem	1,863	35	21.1	38	245,426	18	20.3	34
Other comb of 3 years of Natural Science	126	2	20.3	33	29,002	2	19.0	25
Less than 3 years of Natural Science	532	10	19.6	25	141,675	10	18.6	22
Zero years / no Natural Science courses reported	676	13	19.3	25	573,594	41	17.5	17

¹Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	Males				Females				Other Responses ¹			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	567	24	21.4	72	885	31	20.8	70	24	27	22.0	83
Eng 9, Eng 10, Eng 11, Eng 12	1,350	58	19.7	63	1,590	55	20.3	65	21	24	22.8	86
Less than 4 years of English	117	5	18.5	57	123	4	18.9	58	7	8	23.4	86
Zero years / no English courses reported	310	13	16.8	40	273	10	16.6	41	36	41	17.5	39
		Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark		Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark		Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
MATHEMATICS COURSE PATTERN	N				N				N			
Alg 1, Alg 2, Geom, Trig, & Calc	63	3	25.2	73	46	2	23.0	65	0	0	.	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	107	5	23.6	72	193	7	21.7	53	5	6	25.0	80
Alg 1, Alg 2, Geom, & Trig	65	3	21.5	48	74	3	20.2	45	1	1	25.0	100
Alg 1, Alg 2, Geom, & Other Adv Math	502	21	21.5	50	850	30	20.3	39	12	14	22.6	58
Other comb of 4 or more years of Math	738	31	24.6	72	774	27	22.9	63	15	17	24.5	60
Alg 1, Alg 2, & Geom	283	12	18.2	20	404	14	17.1	10	9	10	18.8	22
Other comb of 3 or 3.5 years of Math	187	8	20.0	36	158	6	19.2	30	6	7	20.8	33
Less than 3 years of Math	71	3	16.5	11	72	3	16.5	8	2	2	16.5	0
Zero years / no Math courses reported	328	14	19.1	31	300	10	17.4	15	38	43	17.9	21
		Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark		Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark		Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
SOCIAL SCIENCE COURSE PATTERN	N				N				N			
US Hist, World Hist, Am Gov, & Other Hist	15	1	17.7	20	8	0	22.6	38	0	0	.	.
Other comb of 4 or more years Social Science	1,235	53	22.7	54	1,764	61	22.6	55	33	38	26.8	79
US Hist, World Hist, & Am Gov	41	2	20.1	32	33	1	19.8	27	1	1	11.0	0
Other comb of 3 or 3.5 years of Social Science	629	27	21.9	50	679	24	21.1	43	10	11	22.3	50
Less than 3 years of Social Science	86	4	19.5	38	77	3	20.2	36	4	5	21.5	50
Zero years / no Social Science courses reported	338	14	19.7	38	310	11	19.5	33	40	45	21.2	38
		Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark		Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark		Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
NATURAL SCIENCE COURSE PATTERN	N				N				N			
Gen Sci ² , Bio, Chem, & Phys	713	30	23.7	57	721	25	22.2	49	17	19	23.3	71
Bio, Chem, Phys	326	14	24.0	62	319	11	22.6	47	10	11	26.6	90
Gen Sci ¹ , Bio, Chem	700	30	21.5	41	1,147	40	20.8	35	16	18	22.6	56
Other comb of 3 years of Natural Science	72	3	21.0	38	53	2	19.6	26	1	1	11.0	0
Less than 3 years of Natural Science	199	8	19.5	25	328	11	19.6	25	5	6	19.2	40
Zero years / no Natural Science courses reported	334	14	19.7	30	303	11	18.8	19	39	44	19.3	33

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

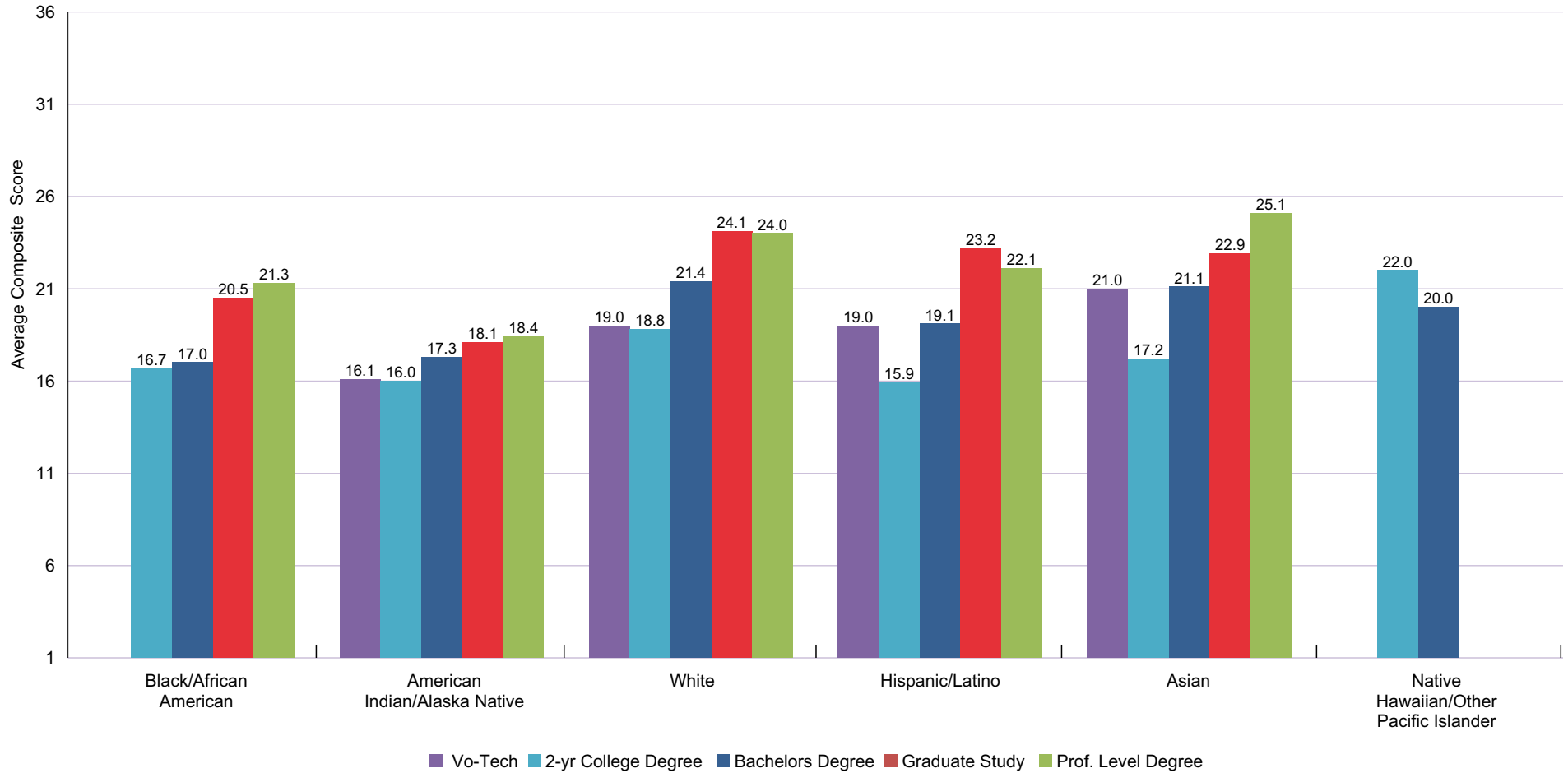
² Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	174	3	20.4	54	10	18.6	106	3	21.5
Architecture	61	1	21.2	10	2	18.8	47	1	22.0
Area, Ethnic, & Multidisciplinary Studies	6	0	22.2	0	0	.	6	0	22.2
Arts: Visual & Performing	168	3	21.6	13	2	17.5	134	3	22.4
Business	436	8	20.4	58	10	18.4	352	9	20.9
Communications	40	1	22.4	4	1	20.0	35	1	22.7
Community, Family, & Personal Services	78	1	18.5	16	3	16.4	56	1	19.5
Computer Science & Mathematics	197	4	23.9	16	3	20.2	166	4	24.3
Education	309	6	20.3	8	1	15.4	286	7	20.6
Engineering	327	6	24.4	12	2	20.3	299	8	24.8
Engineering Technology & Drafting	54	1	21.2	12	2	19.3	38	1	21.9
English & Foreign Languages	31	1	23.3	1	0	10.0	27	1	23.6
Health Administration & Assisting	142	3	18.6	29	5	17.7	97	2	19.0
Health Sciences & Technologies	948	18	21.2	95	17	18.4	799	20	21.6
Philosophy, Religion, & Theology	11	0	21.8	0	0	.	11	0	21.8
Repair, Production, & Construction	105	2	19.1	77	14	19.3	20	1	18.9
Sciences: Biological & Physical	397	7	23.3	7	1	16.9	368	9	23.6
Social Sciences & Law	320	6	21.6	14	3	16.6	288	7	22.0
Undecided	1,171	22	21.1	131	24	18.7	843	21	21.9
No Response	325	6	17.2	0	0	.	3	0	20.7

¹2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students.

²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
	Voc-Tech	180	18.9	0	.	7	16.1	149	19.0	13
2-yr College Degree	377	18.3	6	16.7	20	16.0	291	18.8	27	15.9
Bachelors Degree	2,585	21.1	36	17.0	78	17.3	2,174	21.4	103	19.1
Graduate Study	617	23.7	14	20.5	11	18.1	516	24.1	23	23.2
Prof. Level Degree	780	23.8	13	21.3	16	18.4	624	24.0	50	22.1
Other	66	19.7	1	14.0	4	14.3	51	19.8	3	19.3
No Response	600	18.8	12	15.2	98	15.1	377	20.1	37	16.9

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or More races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
	Voc-Tech	180	18.9	1	21.0	0	.	8	18.4	2
2-yr College Degree	377	18.3	5	17.2	1	22.0	19	17.7	8	17.8
Bachelors Degree	2,585	21.1	27	21.1	3	20.0	131	20.7	33	21.5
Graduate Study	617	23.7	10	22.9	0	.	32	22.0	11	24.9
Prof. Level Degree	780	23.8	31	25.1	0	.	36	23.1	10	27.2
Other	66	19.7	1	26.0	0	.	6	22.8	0	.
No Response	600	18.8	7	24.7	0	.	45	17.3	24	19.5

Table 4.3. Students' Score Report Preferences at Time of Testing

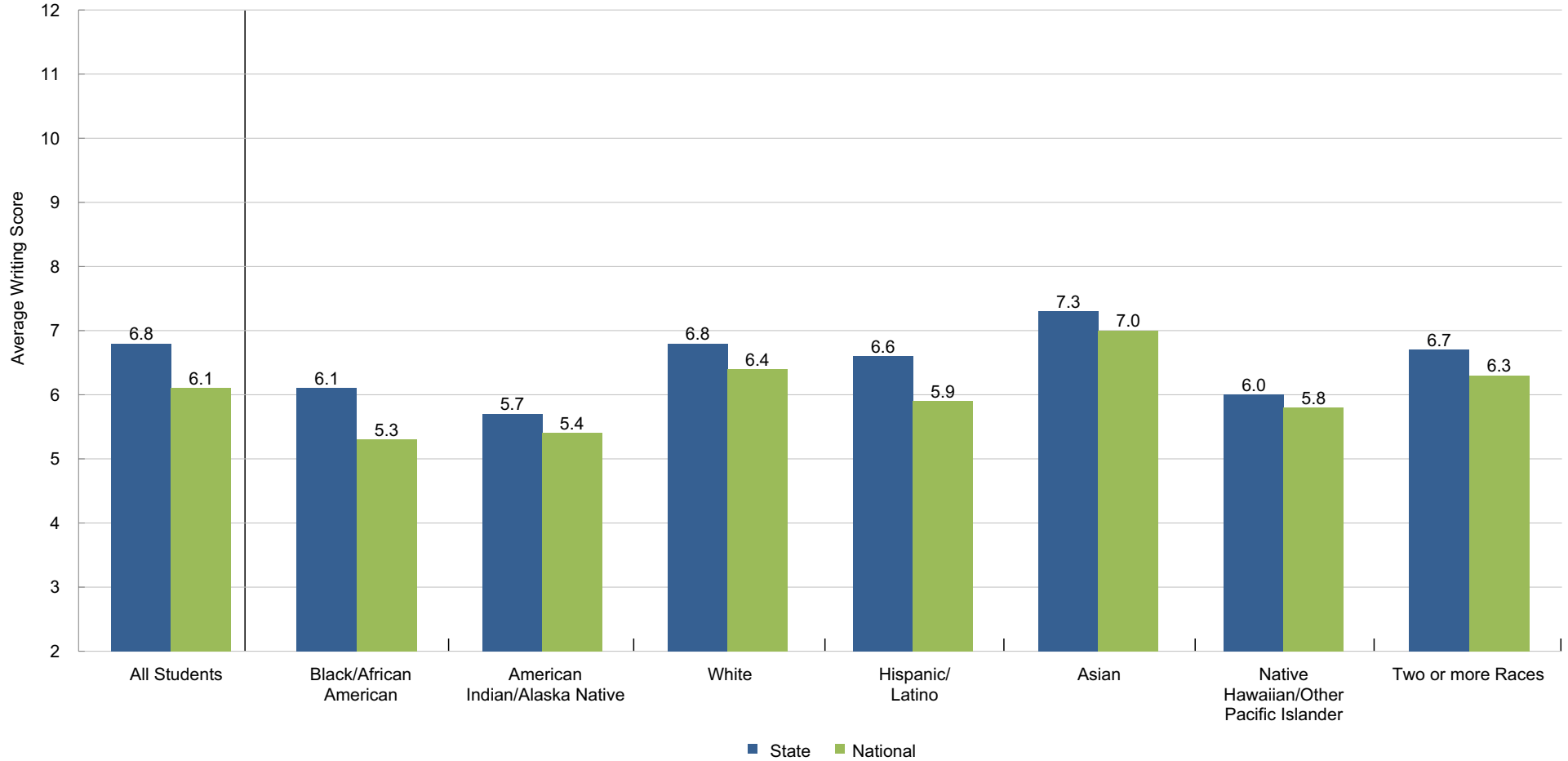
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges							
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36	
SOUTH DAKOTA STATE UNIVERSITY	SD	1,319	659	660	0	5	22	32	26	12	2	
UNIV OF SOUTH DAKOTA-ETS	SD	959	353	606	0	5	24	31	26	12	2	
BLACK HILLS STATE UNIVERSITY	SD	337	116	221	1	11	29	29	23	7	1	
NORTHERN STATE UNIVERSITY	SD	315	127	188	1	8	23	32	26	8	2	
SOUTH DAKOTA SCH OF MINES-TECH	SD	300	135	165	1	2	12	23	32	24	6	
AUGUSTANA UNIVERSITY	SD	282	84	198	0	3	16	26	35	17	4	
DAKOTA STATE UNIVERSITY	SD	268	121	147	1	8	25	26	30	8	2	
SOUTHEAST TECHNICAL COLLEGE	SD	238	102	136	3	13	40	27	14	3	0	
LAKE AREA TECHNICAL COLLEGE	SD	229	100	129	1	16	42	24	11	6	0	
UNIVERSITY OF SIOUX FALLS	SD	183	36	147	1	4	25	35	25	7	3	
MITCHELL TECHNICAL COLLEGE	SD	174	70	104	2	11	41	29	13	4	0	
UNIV OF MINNESOTA-TWIN CITIES	MN	171	47	124	1	3	10	21	38	22	5	
UNIV OF NEBRASKA-LINCOLN	NE	163	37	126	0	2	12	37	29	18	2	
NORTH DAKOTA STATE UNIVERSITY	ND	110	21	89	2	1	19	33	26	19	0	
DAKOTA WESLEYAN UNIVERSITY	SD	103	30	73	1	10	28	36	19	6	0	
WESTERN DAKOTA TECH COLLEGE	SD	85	30	55	4	18	40	21	11	7	0	
MINNESOTA ST UNIV-MANKATO	MN	83	18	65	0	2	20	47	22	8	0	
IOWA STATE UNIV	IA	58	12	46	0	2	14	26	31	22	5	
MOUNT MARTY UNIVERSITY-YANKTON	SD	58	14	44	2	5	19	45	16	14	0	
UNIV OF N DAKOTA	ND	57	13	44	2	5	14	37	25	14	4	
UNIVERSITY OF IOWA	IA	52	15	37	0	2	8	17	42	29	2	
ARIZONA STATE UNIVERSITY	AZ	49	11	38	0	6	10	39	22	22	0	
COLORADO STATE UNIVERSITY	CO	47	16	31	0	11	15	30	23	19	2	
NCAA ELIGIBILITY CENTER	IN	47	21	26	0	11	11	30	40	6	2	
GRAND CANYON UNIV	AZ	46	20	26	2	7	37	26	17	11	0	
UNIVERSITY OF WYOMING	WY	43	13	30	0	7	14	33	30	14	2	
MONTANA STATE UNIV-BOZEMAN	MT	38	11	27	0	5	16	18	37	21	3	
CHADRON STATE COLLEGE	NE	31	11	20	0	3	39	35	13	10	0	
NORTHWESTERN COLL-IA	IA	31	9	22	0	0	16	26	39	13	6	
MINN ST U-MOORHEAD	MN	26	7	19	0	0	27	27	35	4	8	
All Other Institutions		1,474	372	1,102	1	5	17	25	24	23	5	
Total		7,376	2,631	4,745	1	6	22	29	25	14	3	

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Section V

Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N		Average ACT Scores					
	State	National	English		Reading		Writing	
			State	National	State	National	State	National
All Students	453	380,279	22.3	17.6	24.1	19.2	6.8	6.1
Black/African American	12	34,333	16.6	14.3	18.6	16.0	6.1	5.3
American Indian/Alaska Native	6	7,338	17.0	14.0	20.2	15.9	5.7	5.4
White	347	179,047	22.8	19.4	24.5	21.0	6.8	6.4
Hispanic/Latino	28	87,670	19.8	15.5	22.5	17.1	6.6	5.9
Asian	10	17,507	19.1	21.1	22.0	22.2	7.3	7.0
Native Hawaiian/Other Pacific Islander	1	1,849	15.0	13.9	26.0	15.6	6.0	5.8
Two or More Races	38	23,574	22.0	18.1	23.6	19.7	6.7	6.3
Prefer not/No Response	11	28,961	24.8	15.6	27.3	17.3	7.1	5.5
Males	199	179,404	22.0	17.1	24.2	18.8	6.6	5.8
Females	242	183,457	22.4	18.1	24.0	19.6	6.9	6.4
Other Responses	12	17,418	23.2	18.1	26.0	19.8	7.3	6.1

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N		Average ACT Scores			
	State	National	Average ELA Score		Percent Who Met ELA Benchmark	
			State	National	State	National
All Students	453	380,279	21.5	17.6	61	35
Black/African American	12	34,333	17.0	14.5	33	14
American Indian/Alaska Native	6	7,338	16.7	14.4	0	13
White	347	179,047	21.8	19.2	63	46
Hispanic/Latino	28	87,670	19.9	15.9	54	23
Asian	10	17,507	20.4	20.7	50	54
Native Hawaiian/Other Pacific Islander	1	1,849	19.0	14.8	0	14
Two or More Races	38	23,574	21.2	18.1	66	38
Prefer not/No Response	11	28,961	23.9	15.6	73	23
Males	199	179,404	21.2	16.9	57	31
Females	242	183,457	21.7	18.2	64	39
Other Responses	12	17,418	23.3	17.9	75	38

¹ 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

