



Profile Report - State

Graduating Class 2021
Public High School Students
South Dakota



New to your 2021 Profile Report

For 2020-2021, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2021 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2021 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

30% 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: 4,754 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. 83% 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 3.8 reports 3% of the cohort took less than three years of math courses. Of these students, 8% were college ready. 13% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 16% 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 3.8 reports 7% of the cohort took less than three years of natural science courses. 30% of these students were college ready. In comparison, 47% 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 44% 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 Service at 319-337-1365 or customerservices@act.org.

Section I

Executive Summary

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

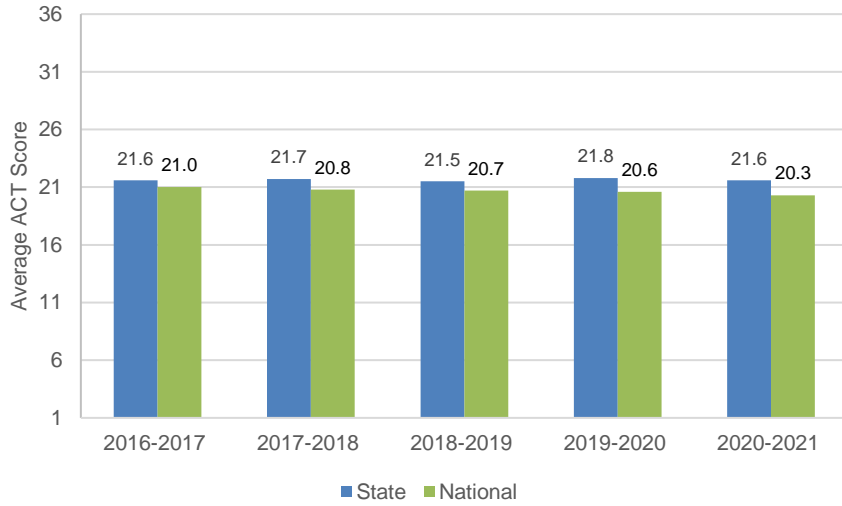


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

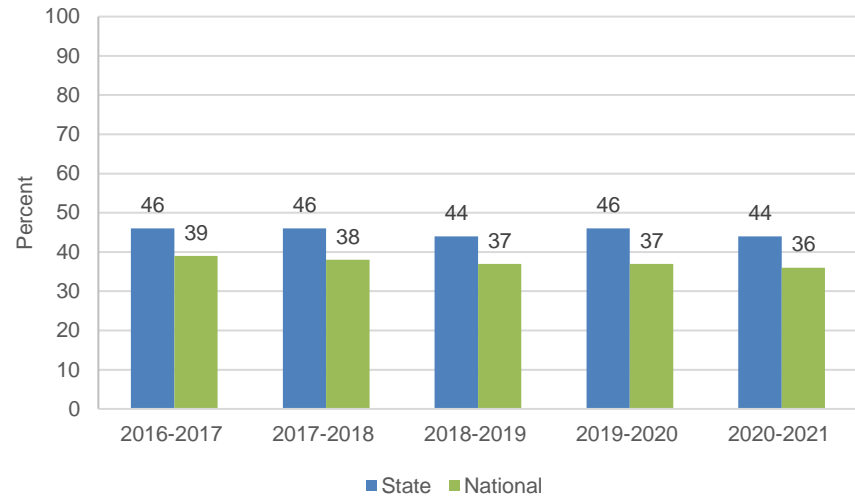


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

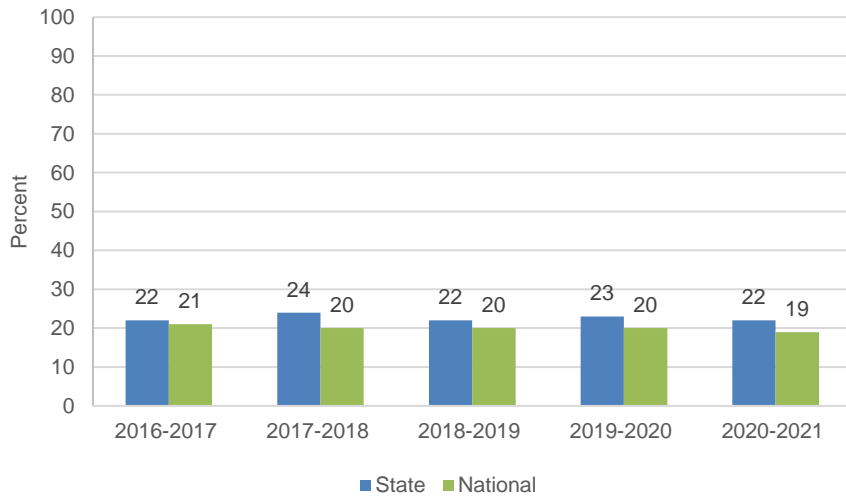
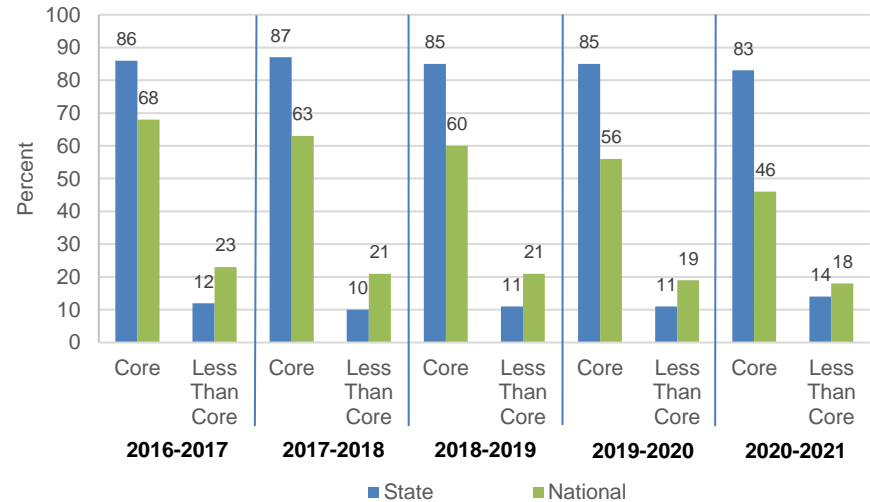


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* 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
2017	6,027	2,030,038	67	61	48	41	53	47	45	37	32	27
2018	6,078	1,914,817	67	60	49	40	52	46	46	36	31	27
2019	5,707	1,782,820	65	59	46	39	51	45	44	36	29	26
2020	5,277	1,670,497	67	58	49	37	53	45	44	36	31	26
2021	4,754	1,295,349	65	56	46	36	52	44	45	35	30	25

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
2017	6,027	2,030,038	20.5	20.3	21.4	20.7	22.1	21.4	21.9	21.0	21.6	21.0
2018	6,078	1,914,817	20.6	20.2	21.5	20.5	22.2	21.3	22.1	20.7	21.7	20.8
2019	5,707	1,782,820	20.4	20.1	21.2	20.4	22.1	21.2	21.8	20.6	21.5	20.7
2020	5,277	1,670,497	20.7	19.9	21.6	20.2	22.4	21.2	22.0	20.6	21.8	20.6
2021	4,754	1,295,349	20.3	19.6	21.3	19.9	22.4	20.9	21.9	20.4	21.6	20.3

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2017	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,914,817	20.2	20.5	21.3	20.7	20.8
2019	1,782,820	20.1	20.4	21.2	20.6	20.7
2020	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	1,295,349	19.6	19.9	20.9	20.4	20.3

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
2017	5,176	694	86	12	21.1	17.7	21.9	19.0	22.6	19.5	22.4	19.7	22.1	19.1
2018	5,295	607	87	10	21.1	17.8	22.0	19.2	22.6	20.0	22.5	19.9	22.2	19.3
2019	4,879	646	85	11	20.9	18.1	21.6	19.1	22.5	20.2	22.2	19.9	21.9	19.4
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	3,927	660	83	14	20.9	18.2	21.8	19.2	22.9	20.3	22.3	20.1	22.1	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	2017			2018			2019			2020			2021		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,027	100	21.6	6,078	100	21.7	5,707	100	21.5	5,277	100	21.8	4,754	100	21.6
Black/African American	106	2	18.1	104	2	18.0	111	2	17.8	86	2	17.7	85	2	18.5
American Indian/Alaska Native	467	8	16.2	400	7	16.0	477	8	15.9	240	5	16.4	195	4	16.3
White	4,734	79	22.4	4,743	78	22.5	4,345	76	22.4	4,311	82	22.3	3,899	82	22.1
Hispanic/Latino	213	4	19.7	269	4	19.5	226	4	19.8	202	4	20.4	187	4	19.7
Asian	77	1	21.3	89	1	20.3	86	2	21.2	90	2	21.8	85	2	22.4
Native Hawaiian/Other Pacific Islander	3	0	14.0	5	0	17.2	1	0	13.0	2	0	14.0	0	0	.
Two or more races	266	4	20.5	295	5	20.9	283	5	20.6	222	4	20.7	229	5	20.7
Prefer not to respond/No response	161	3	21.0	173	3	21.0	178	3	21.7	124	2	21.8	74	2	22.2

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
2017	6,027	2,030,038	21.9	21.1	22	21	27.8	28.7	28.2	28.7
2018	6,078	1,914,817	22.1	20.9	24	20	27.9	28.8	28.4	28.8
2019	5,707	1,782,820	21.7	20.7	22	20	28.0	28.9	28.5	29.0
2020	5,277	1,670,497	22.0	20.6	23	20	28.0	28.9	28.3	29.1
2021	4,754	1,295,349	21.8	20.4	22	19	28.1	28.9	28.4	29.2

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	
2017	2,656	999,708	44	49	17.2	16.2	2,097	596,096	35	29	23.5	23.4	1,255	427,075	21	21	30.2	30.8
2018	2,865	1,010,339	47	53	17.5	16.3	1,988	492,937	33	26	23.8	23.6	1,225	411,541	20	21	30.6	31.0
2019	2,714	950,826	48	53	17.3	16.2	1,753	455,611	31	26	23.6	23.6	1,240	376,383	22	21	30.4	31.0
2020	2,387	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	2,205	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

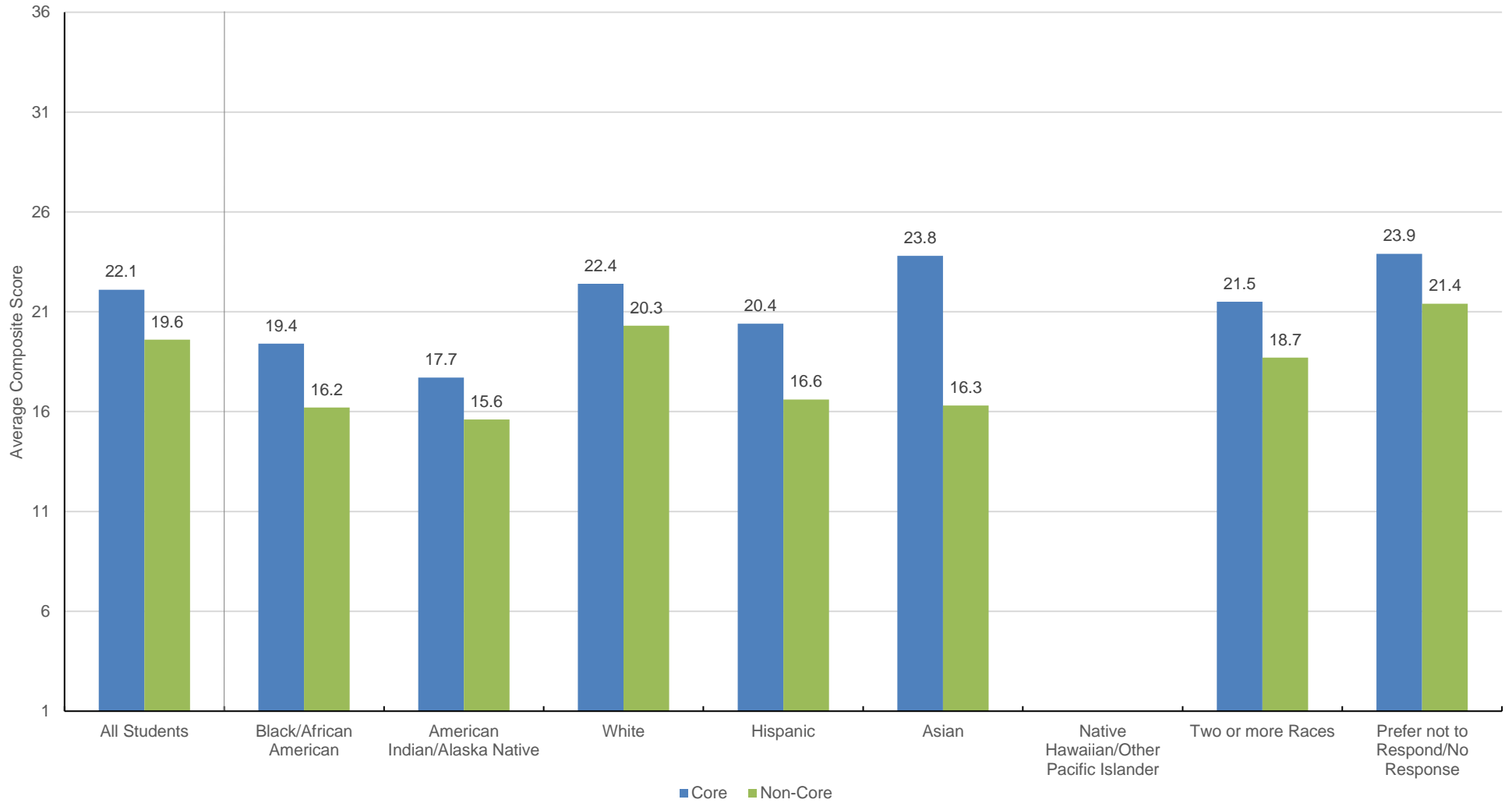
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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 Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	25	100	8	100	50	100	25	100	7	100	10	100	0	100	36
35	81	99	24	99	93	99	30	99	13	99	16	99	1	100	35
34	49	98	19	99	111	97	34	99	32	99	27	99	2	99	34
33	65	97	43	99	98	95	58	98	51	99	38	99	2	99	33
32	45	95	30	98	131	93	45	97	52	98	53	98	6	99	32
31	60	94	49	97	110	90	53	96	82	97	65	97	14	98	31
30	51	93	78	96	190	88	86	95	96	95	88	96	32	96	30
29	69	92	124	95	107	84	123	93	116	93	110	94	20	92	29
28	122	91	155	92	164	81	107	90	184	91	146	91	26	89	28
27	94	88	255	89	139	78	164	88	156	87	219	88	37	85	27
26	133	86	307	83	182	75	195	85	231	83	258	84	25	79	26
25	199	83	252	77	208	71	334	81	272	79	328	78	37	76	25
24	295	79	325	72	239	67	427	74	332	73	320	71	35	70	24
23	297	73	295	65	330	62	435	65	279	66	336	65	46	65	23
22	283	67	235	59	317	55	401	55	342	60	360	58	40	58	22
21	396	61	264	54	371	48	357	47	399	53	348	50	50	52	21
20	332	52	209	48	277	40	369	40	331	44	388	43	38	45	20
19	284	45	313	44	271	34	324	32	400	37	374	35	43	39	19
18	206	39	379	37	308	29	325	25	359	29	369	27	42	33	18
17	243	35	405	29	214	22	243	18	304	21	307	19	45	27	17
16	316	30	468	21	215	18	228	13	239	15	259	12	37	20	16
15	337	23	301	11	165	13	107	8	189	10	165	7	35	14	15
14	256	16	149	5	153	10	79	6	133	6	92	4	22	9	14
13	146	11	54	1	124	7	92	4	102	3	60	2	12	6	13
12	115	8	11	1	101	4	46	2	42	1	14	1	12	4	12
11	120	5	0	1	50	2	40	1	9	1	4	1	5	2	11
10	100	3	2	1	24	1	19	1	1	1	0	1	5	2	10
9	26	1	0	1	8	1	6	1	0	1	0	1	4	1	9
8	6	1	0	1	1	1	1	1	1	1	0	1	1	1	8
7	3	1	0	1	1	1	1	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	1	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	1	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.3 (5.9)		21.3 (5.0)		22.4 (6.1)		21.9 (4.9)		21.6 (4.9)		21.8 (4.7)		21.4 (5.4)		Avg (SD)

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

² ELA 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

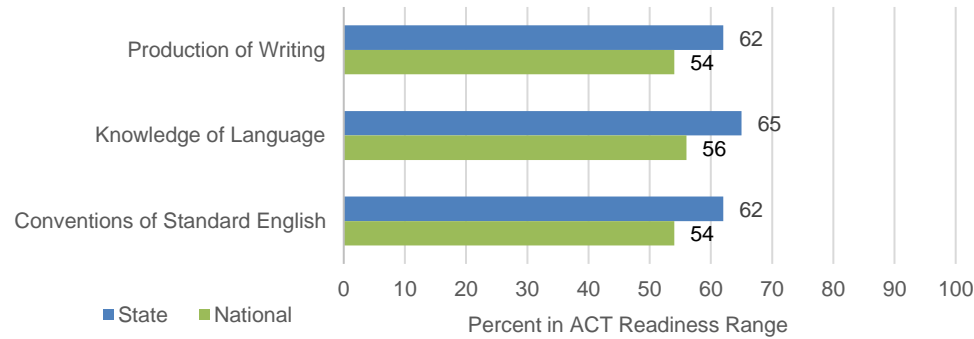


Figure 2.3. Math Reporting Categories

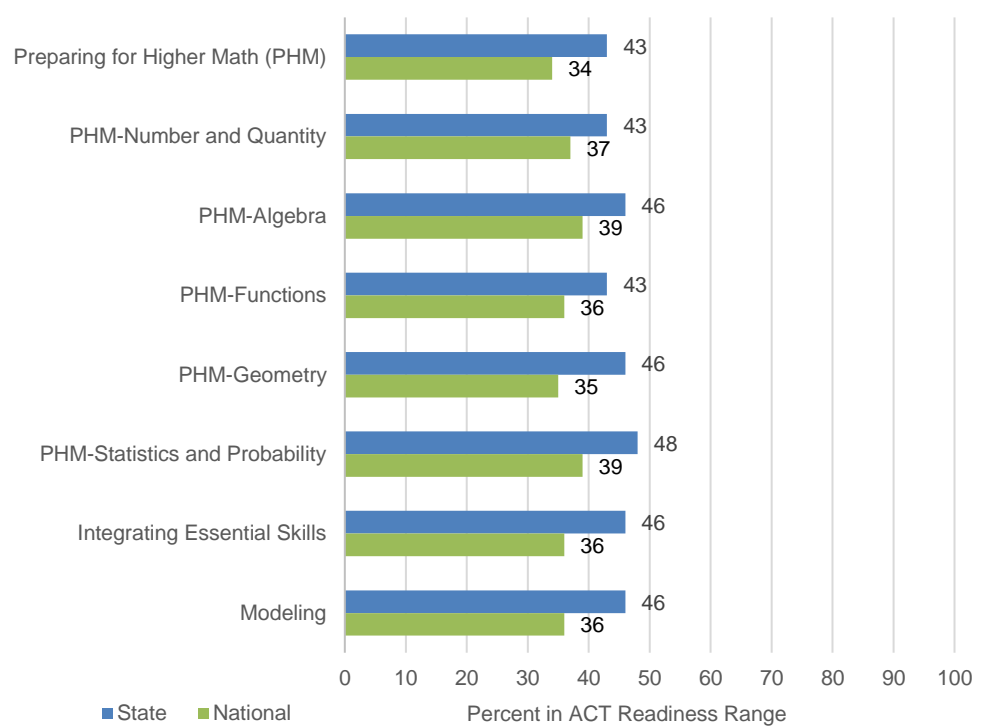


Figure 2.4. Reading Reporting Categories

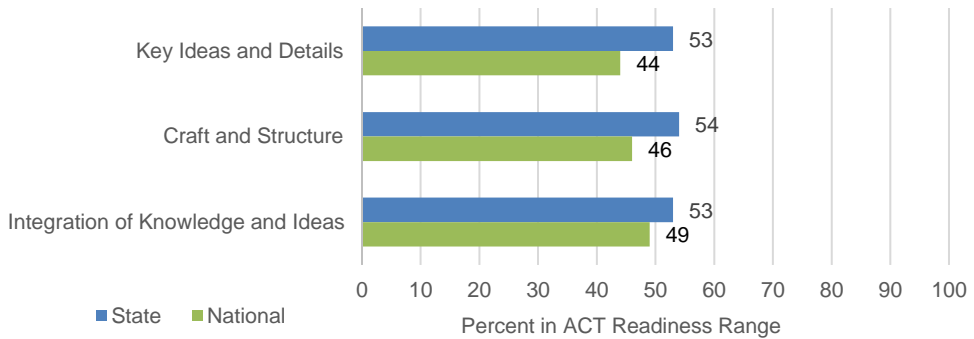
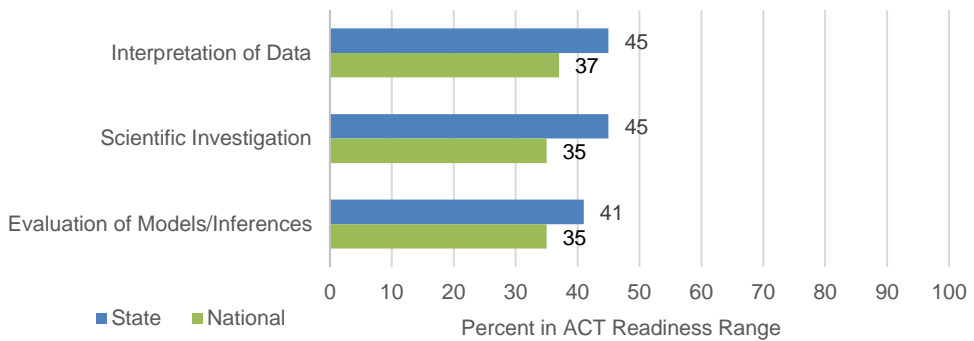


Figure 2.5. Science Reporting Categories



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	4,754	83	22.1	19.6
	Black/African American	85	73	19.4	16.2
	American Indian/Alaska Native	195	50	17.7	15.6
	White	3,899	85	22.4	20.3
	Hispanic/Latino	187	80	20.4	16.6
	Asian	85	80	23.8	16.3
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	229	76	21.5	18.7
	Prefer not/No Response	74	66	23.9	21.4
National	All Students	1,295,349	46	22.5	19.2
	Black/African American	153,641	39	17.9	15.8
	American Indian/Alaska Native	10,094	38	18.6	16.1
	White	698,565	53	23.3	20.3
	Hispanic/Latino	181,958	42	20.3	17.5
	Asian	54,272	63	26.7	23.4
	Native Hawaiian/Other Pacific Islander	3,450	34	19.9	16.2
	Two or More Races	58,528	48	22.5	19.5
	Prefer not/No Response	134,841	21	23.7	19.1

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
Black/African American	85	2	17.2	18.1	18.9	19.3	18.5	19.0	
American Indian/Alaska Native	195	4	14.4	16.5	17.3	16.5	16.3	16.7	
White	3,899	82	20.8	21.7	22.9	22.3	22.1	22.3	
Hispanic/Latino	187	4	18.2	19.3	20.7	20.0	19.7	19.8	
Asian	85	2	21.3	22.4	22.6	22.5	22.4	22.7	
Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
Two or More Races	229	5	19.1	20.8	21.3	21.1	20.7	21.2	
Prefer not/No Response	74	2	21.0	21.7	22.7	22.7	22.2	22.5	
National	All Students	1,295,349	100	19.6	19.9	20.9	20.4	20.3	20.4
	Black/African American	153,641	12	15.2	16.3	16.6	16.7	16.3	16.8
	American Indian/Alaska Native	10,094	1	15.4	16.8	17.3	17.3	16.9	17.3
	White	698,565	54	21.1	21.0	22.4	21.7	21.7	21.6
	Hispanic/Latino	181,958	14	17.1	18.2	18.7	18.6	18.3	18.6
	Asian	54,272	4	24.5	25.1	24.9	24.5	24.9	25.0
	Native Hawaiian/Other Pacific Islander	3,450	0	16.0	17.4	17.3	17.5	17.2	17.7
	Two or More Races	58,528	5	19.8	20.0	21.4	20.7	20.6	20.6
	Prefer not/No Response	134,841	10	18.2	19.0	19.6	19.4	19.2	19.4

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	2,042	82	22.5	19.4
	Females	2,672	83	21.8	19.7
	Other Responses	40	75	24.2	20.8
National	Males	589,971	46	22.8	18.9
	Females	635,458	51	22.3	19.5
	Other Responses	69,920	12	21.7	18.5

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	2,042	43	20.0	22.1	22.3	22.4	21.8	22.5
	Females	2,672	56	20.6	20.7	22.4	21.4	21.4	21.3
	Other Responses	40	1	22.3	21.2	24.6	23.3	23.0	22.5
National	Males	589,971	46	19.1	20.4	20.6	20.6	20.3	20.8
	Females	635,458	49	20.2	19.7	21.5	20.4	20.6	20.3
	Other Responses	69,920	5	17.4	18.2	19.0	18.8	18.5	18.8

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	25	27	25	25
Q2 (50th Percentile)	20	21	22	22	21
Q1 (25th Percentile)	16	17	18	19	18

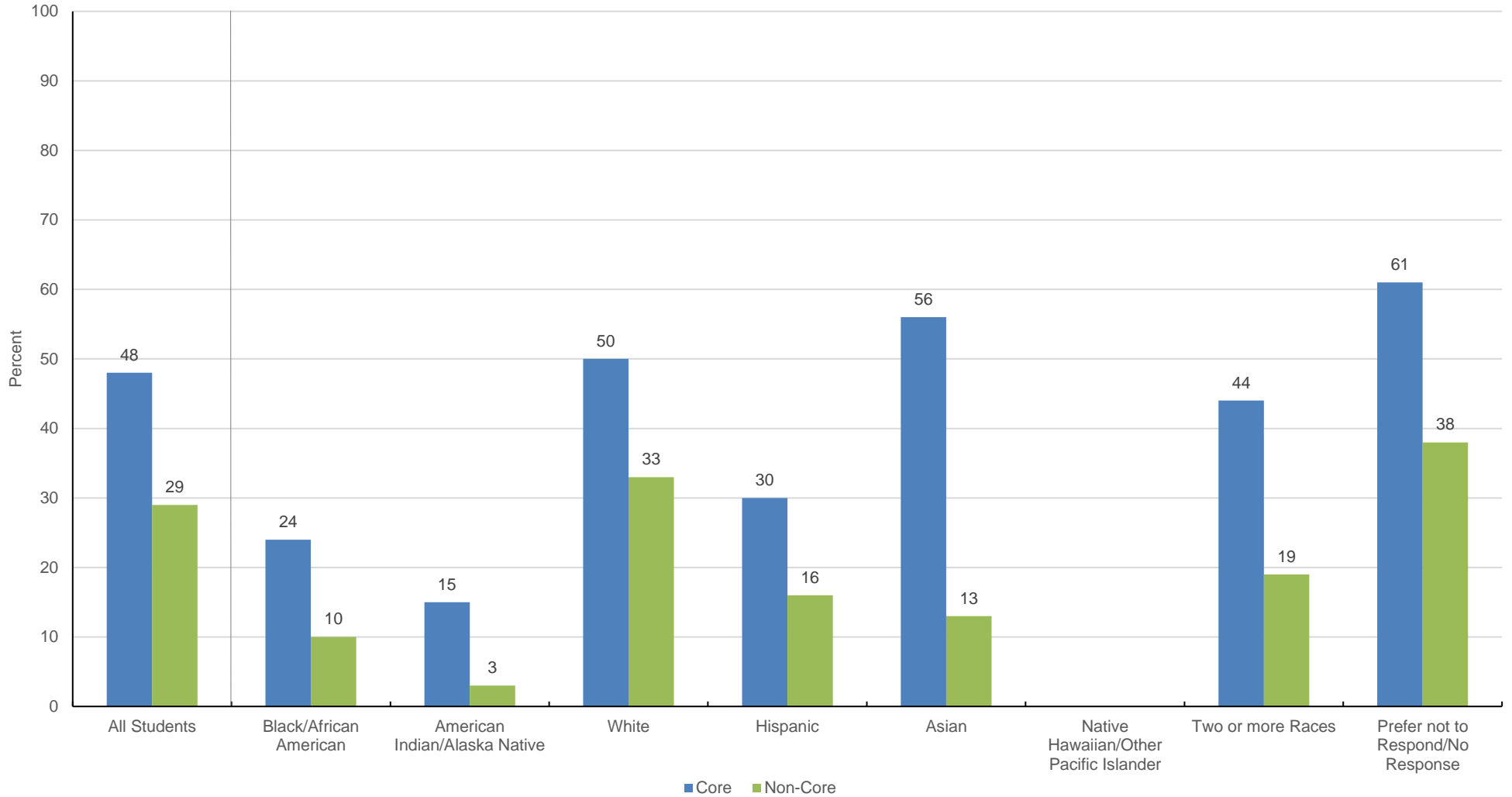
¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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	220	5	94	2	352	7	147	3
	28 to 32	347	7	436	9	702	15	414	9
	24 to 27	721	15	1,139	24	768	16	1,120	24
	20 to 23	1,308	28	1,003	21	1,295	27	1,562	33
	16 to 19	1,049	22	1,565	33	1,008	21	1,120	24
	13 to 15	739	16	504	11	442	9	278	6
	01 to 12	370	8	13	0	187	4	113	2
National	33 to 36	95,817	7	41,465	3	117,422	9	54,198	4
	28 to 32	98,959	8	107,737	8	151,693	12	104,928	8
	24 to 27	164,383	13	213,588	16	154,489	12	210,189	16
	20 to 23	258,585	20	187,249	14	273,249	21	320,781	25
	16 to 19	222,968	17	416,094	32	245,336	19	335,008	26
	13 to 15	220,647	17	301,109	23	197,215	15	164,313	13
	01 to 12	233,990	18	28,107	2	155,945	12	105,932	8

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	52	52	50	33
	Females	67	42	52	40	28
	Other Responses	83	40	68	55	33
National	Males	53	38	42	37	27
	Females	60	34	46	34	25
	Other Responses	43	23	33	25	15

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	4,754	65	46	52	45	30	22
	Black/African American	85	40	21	26	20	12	11
	American Indian/Alaska Native	195	19	11	19	9	4	3
	White	3,899	69	50	55	48	32	23
	Hispanic/Latino	187	53	29	41	28	18	11
	Asian	85	60	54	47	46	35	32
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	229	56	41	43	38	24	17
	Prefer Not to Respond	74	65	45	61	50	34	23
National	All Students	1,295,349	56	36	44	35	25	19
	Black/African American	153,641	28	10	18	11	6	3
	American Indian/Alaska Native	10,094	30	13	22	14	7	5
	White	698,565	67	44	53	44	31	24
	Hispanic/Latino	181,958	41	22	31	22	14	10
	Asian	54,272	76	67	64	61	52	48
	Native Hawaiian/Other Pacific Islander	3,450	33	18	23	16	11	8
	Two or More Races	58,528	58	35	46	36	25	19
	Prefer Not to Respond	134,841	46	29	36	29	20	16

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	789	17	29.5
	Gold	1,456	31	23.8
	Silver	1,793	38	19.1
	Bronze	663	14	14.9
	Needs Improvement	53	1	11.7
National	Platinum	225,006	17	30.3
	Gold	277,376	21	23.8
	Silver	381,864	29	18.9
	Bronze	328,553	25	14.5
	Needs Improvement	82,550	6	11.5

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'.

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	%	Avg
State	Core or More ²	3,927	69	20.9	50	21.8	55	22.9	48	22.3	33	22.1	24	22.3
	Less than Core	660	51	18.2	29	19.2	38	20.3	31	20.1	18	19.6	12	20.0
	Missing ³	167	24	15.4	15	17.2	23	18.0	17	17.8	10	17.2	7	17.8
National	Core or More	599,682	72	22.1	49	21.8	57	23.2	48	22.4	36	22.5	28	22.4
	Less than Core	229,759	48	18.4	27	18.8	36	19.8	27	19.4	18	19.2	13	19.3
	Missing	465,908	39	16.8	22	18.1	30	18.5	22	18.5	14	18.1	10	18.5

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	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	4,431	67	20.6	4,462	49	21.6	4,498	53	22.6	4,260	47	22.2
	Less than Core	182	58	18.9	140	8	16.5	99	29	19.6	342	30	20.0
	Missing ³	141	18	14.8	152	13	17.0	157	22	17.9	152	15	17.4
National	Core or More	789,281	67	21.3	793,620	45	21.2	738,095	53	22.6	705,623	46	22.1
	Less than Core	56,980	38	16.6	44,627	9	16.0	99,996	36	19.8	131,559	22	18.5
	Missing	449,088	39	16.8	457,102	22	18.1	457,258	30	18.5	458,167	23	18.5

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	1,278	27	21.6	71	165,958	13	22.3	72
Eng 9, Eng 10, Eng 11, Eng 12	3,153	66	20.2	65	623,323	48	21.1	65
Less than 4 years of English	182	4	18.9	58	56,980	4	16.6	38
Zero years / no English courses reported	141	3	14.8	18	449,088	35	16.8	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	152	3	24.1	70	41,584	3	23.2	61
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	346	7	21.7	50	58,940	5	21.4	49
Alg 1, Alg 2, Geom, & Trig	190	4	21.1	46	38,353	3	18.8	26
Alg 1, Alg 2, Geom, & Other Adv Math	1,289	27	20.7	42	179,211	14	19.1	28
Other comb of 4 or more years of Math	1,527	32	24.0	69	326,953	25	24.1	66
Alg 1, Alg 2, & Geom	630	13	17.7	16	98,409	8	16.5	9
Other comb of 3 or 3.5 years of Math	328	7	20.1	35	50,170	4	19.5	32
Less than 3 years of Math	140	3	16.5	8	44,627	3	16.0	9
Zero years / no Math courses reported	152	3	17.0	13	457,102	35	18.1	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	28	1	21.3	43	25,929	2	22.6	53
Other comb of 4 or more years Social Science	3,241	68	23.0	56	400,925	31	23.3	57
US Hist, World Hist, & Am Gov	47	1	19.4	21	63,786	5	19.9	37
Other comb of 3 or 3.5 years of Social Science	1,182	25	21.6	47	247,455	19	22.1	50
Less than 3 years of Social Science	99	2	19.6	29	99,996	8	19.8	36
Zero years / no Social Science courses reported	157	3	17.9	22	457,258	35	18.5	30
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,741	37	23.1	54	326,363	25	22.9	52
Bio, Chem, Phys	582	12	23.8	60	109,874	8	24.0	60
Gen Sci ¹ , Bio, Chem	1,796	38	20.9	36	244,298	19	20.4	33
Other comb of 3 years of Natural Science	141	3	20.6	36	25,088	2	19.2	26
Less than 3 years of Natural Science	342	7	20.0	30	131,559	10	18.5	22
Zero years / no Natural Science courses reported	152	3	17.4	15	458,167	35	18.5	23

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	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	473	23	21.2	68	794	30	21.8	73	11	28	23.2	91
Eng 9, Eng 10, Eng 11, Eng 12	1,421	70	20.0	64	1,708	64	20.3	66	24	60	23.0	83
Less than 4 years of English	77	4	17.9	52	102	4	19.6	62	3	8	21.3	100
Zero years / no English courses reported	71	3	14.1	14	68	3	15.6	24	2	5	10.5	0
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	73	4	24.7	75	78	3	23.4	65	1	3	35.0	100
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	126	6	22.8	60	218	8	21.2	44	2	5	18.5	0
Alg 1, Alg 2, Geom, & Trig	90	4	21.8	52	94	4	20.3	38	6	15	24.0	67
Alg 1, Alg 2, Geom, & Other Adv Math	446	22	21.3	46	838	31	20.4	39	5	13	21.2	20
Other comb of 4 or more years of Math	730	36	24.9	75	785	29	23.1	63	12	30	22.3	58
Alg 1, Alg 2, & Geom	287	14	18.5	23	337	13	17.1	9	6	15	16.7	0
Other comb of 3 or 3.5 years of Math	153	7	20.3	35	170	6	19.8	35	5	13	21.6	40
Less than 3 years of Math	63	3	16.8	8	76	3	16.1	7	1	3	22.0	100
Zero years / no Math courses reported	74	4	16.9	11	76	3	17.2	16	2	5	14.5	0
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	19	1	22.4	58	9	0	19.1	11	0	0	.	.
Other comb of 4 or more years Social Science	1,316	64	23.0	57	1,896	71	23.0	56	29	73	25.9	72
US Hist, World Hist, & Am Gov	22	1	19.7	27	25	1	19.2	16	0	0	.	.
Other comb of 3 or 3.5 years of Social Science	551	27	21.5	45	622	23	21.7	48	9	23	23.1	67
Less than 3 years of Social Science	53	3	20.0	34	46	2	19.1	24	0	0	.	.
Zero years / no Social Science courses reported	81	4	18.1	26	74	3	17.8	19	2	5	13.0	0
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	848	42	23.8	60	880	33	22.4	49	13	33	23.0	46
Bio, Chem, Phys	257	13	24.1	62	320	12	23.5	59	5	13	25.6	80
Gen Sci ¹ , Bio, Chem	635	31	21.3	41	1,146	43	20.7	33	15	38	24.1	67
Other comb of 3 years of Natural Science	78	4	21.5	45	62	2	19.4	24	1	3	23.0	100
Less than 3 years of Natural Science	146	7	19.9	27	192	7	20.1	33	4	10	21.8	25
Zero years / no Natural Science courses reported	78	4	17.5	19	72	3	17.3	11	2	5	16.5	0

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

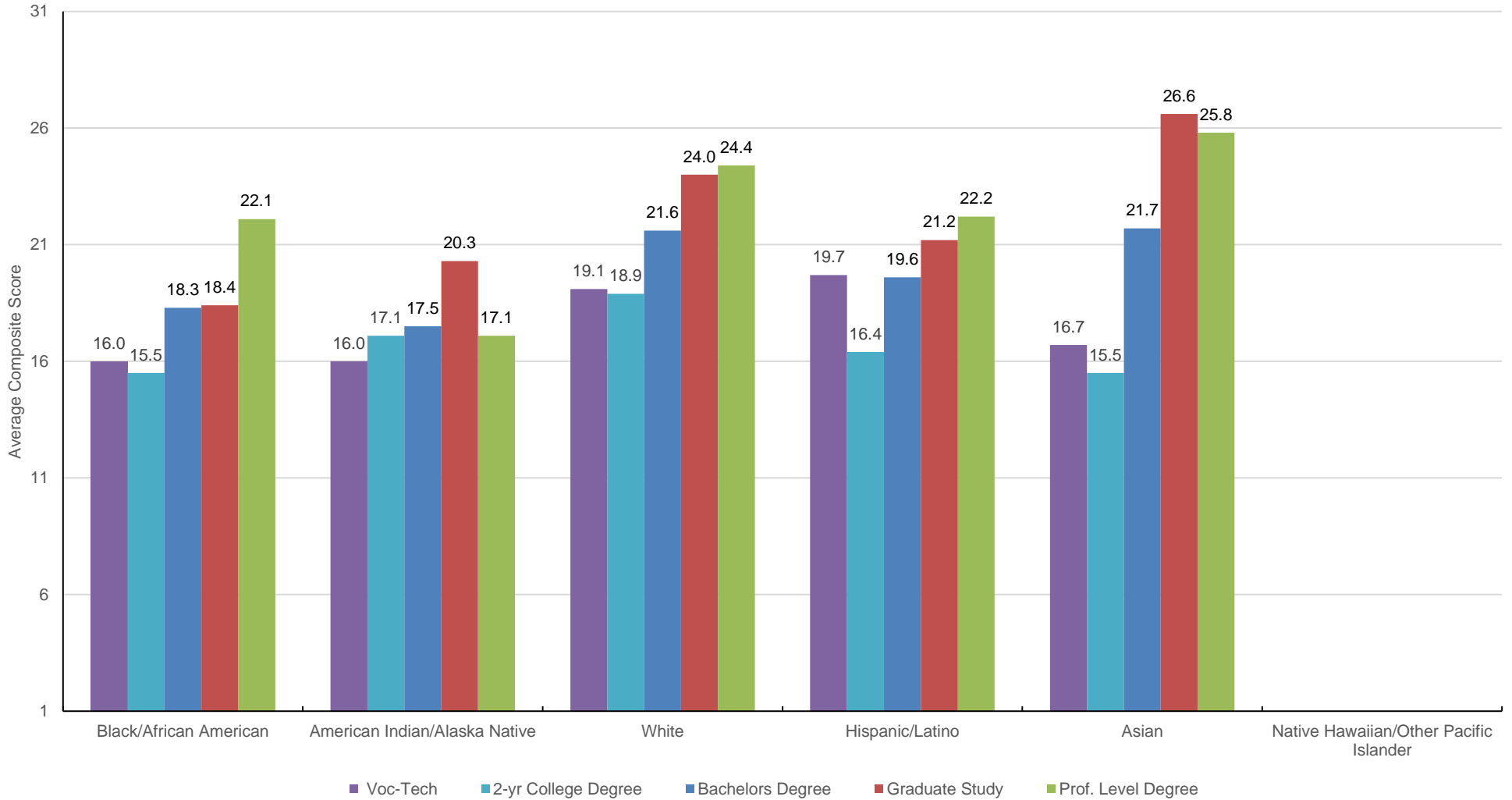
² Includes General, Physical and Earth Sciences.

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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	197	4	19.3	58	13	17.8	136	3	20.0
Architecture	47	1	21.7	7	2	17.7	39	1	22.6
Area, Ethnic, & Multidisciplinary Studies	2	0	22.0	0	0	.	2	0	22.0
Arts: Visual & Performing	160	3	21.3	12	3	18.0	140	4	21.7
Business	398	8	20.9	47	10	18.5	342	9	21.3
Communications	40	1	21.1	2	0	19.0	36	1	21.1
Community, Family, & Personal Services	76	2	19.1	11	2	16.7	63	2	19.5
Computer Science & Mathematics	208	4	23.7	15	3	18.1	186	5	24.2
Education	355	7	21.4	1	0	27.0	345	9	21.4
Engineering	298	6	24.5	12	3	22.0	276	7	24.7
Engineering Technology & Drafting	47	1	23.0	10	2	22.0	37	1	23.2
English & Foreign Languages	34	1	24.9	2	0	16.0	30	1	25.2
Health Administration & Assisting	111	2	19.7	26	6	18.6	79	2	20.2
Health Sciences & Technologies	1,068	22	21.8	99	22	18.4	944	24	22.1
Philosophy, Religion, & Theology	14	0	21.4	0	0	.	13	0	21.5
Repair, Production, & Construction	80	2	19.5	64	14	19.4	14	0	20.0
Sciences: Biological & Physical	342	7	23.4	3	1	20.0	328	8	23.5
Social Sciences & Law	284	6	22.4	4	1	14.8	271	7	22.6
Undecided	807	17	21.1	83	18	18.2	617	16	21.7
No Response	184	4	17.8	4	1	16.0	4	0	17.0

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, 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	113	18.9	1	16.0	2	16.0	97	19.1	3	19.7
2-yr College Degree	347	18.4	6	15.5	22	17.1	283	18.9	14	16.4
Bachelors Degree	2,595	21.3	44	18.3	63	17.5	2,200	21.6	102	19.6
Graduate Study	494	23.8	7	18.4	8	20.3	433	24.0	14	21.2
Prof. Level Degree	814	24.1	16	22.1	16	17.1	663	24.4	30	22.2
Other	60	19.2	3	13.7	4	15.8	45	20.3	4	17.8
No Response	331	19.4	8	17.0	80	14.7	178	21.7	20	17.8

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	113	18.9	3	16.7	0	.	5	16.8	2	20.0
2-yr College Degree	347	18.4	6	15.5	0	.	13	16.2	3	17.0
Bachelors Degree	2,595	21.3	40	21.7	0	.	119	19.9	27	23.4
Graduate Study	494	23.8	5	26.6	0	.	23	24.8	4	26.3
Prof. Level Degree	814	24.1	21	25.8	0	.	54	22.7	14	25.0
Other	60	19.2	1	16.0	0	.	2	16.5	1	16.0
No Response	331	19.4	9	22.3	0	.	13	19.2	23	19.5

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

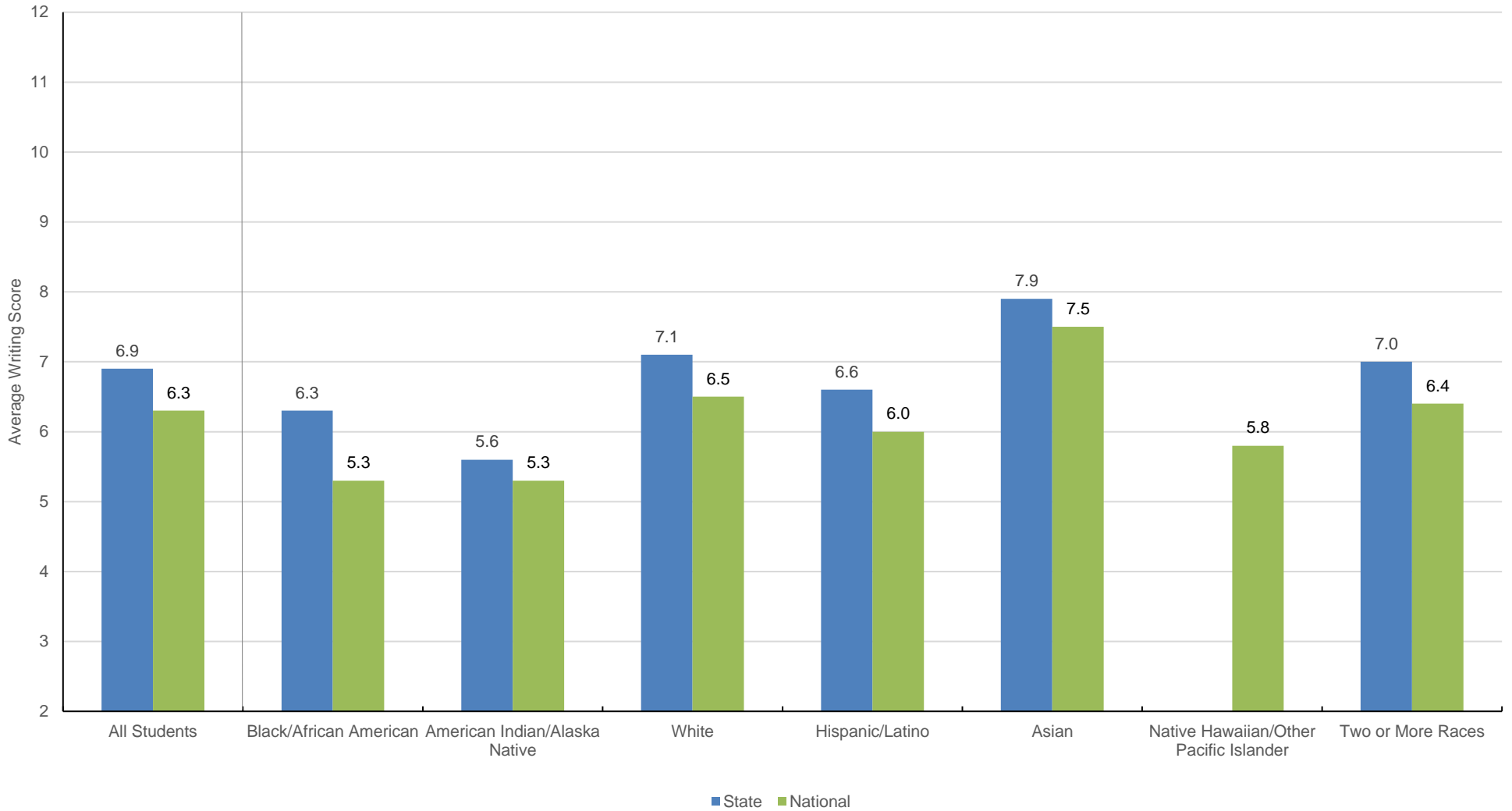
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
SOUTH DAKOTA STATE UNIVERSITY	South Dakota	1,483	661	822	1	6	26	30	24	12	2
UNIVERSITY OF SOUTH DAKOTA	South Dakota	1,048	361	687	0	6	26	30	25	11	1
BLACK HILLS STATE UNIVERSITY	South Dakota	441	203	238	1	9	33	32	17	7	1
DAKOTA STATE UNIVERSITY	South Dakota	363	151	212	0	8	23	32	23	12	1
NORTHERN STATE UNIVERSITY	South Dakota	361	122	239	1	10	27	31	23	7	1
SOUTH DAKOTA SCH OF MINES/TECH	South Dakota	319	141	178	1	2	12	25	30	24	6
AUGUSTANA UNIVERSITY	South Dakota	317	136	181	1	6	18	26	26	21	2
LAKE AREA TECHNICAL INSTITUTE	South Dakota	311	152	159	2	14	37	30	14	5	0
SOUTHEAST TECHNICAL INSTITUTE	South Dakota	306	124	182	1	15	37	29	14	3	0
UNIVERSITY OF SIOUX FALLS	South Dakota	302	80	222	1	8	26	29	26	10	1
MITCHELL TECHNICAL INSTITUTE	South Dakota	239	76	163	1	13	37	33	13	4	0
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	212	52	160	0	3	14	19	33	23	7
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	178	32	146	0	3	16	26	30	21	4
DAKOTA WESLEYAN UNIVERSITY	South Dakota	170	45	125	0	5	32	36	18	8	0
NORTH DAKOTA STATE UNIVERSITY	North Dakota	138	22	116	0	5	28	21	30	14	2
WESTERN DAKOTA TECHNICAL INSTITUTE	South Dakota	98	34	64	2	17	39	27	9	6	0
MOUNT MARTY COLLEGE	South Dakota	85	29	56	1	7	39	26	22	5	0
MINNESOTA STATE UNIVERSITY MANKATO	Minnesota	83	15	68	0	2	27	33	29	6	4
ARIZONA STATE UNIVERSITY	Arizona	65	25	40	0	6	32	22	20	12	8
CHADRON STATE COLLEGE	Nebraska	63	23	40	3	13	29	33	14	8	0
IOWA STATE UNIVERSITY	Iowa	61	17	44	0	5	15	25	25	21	10
GRAND CANYON UNIVERSITY	Arizona	47	22	25	0	9	28	32	23	9	0
UNIVERSITY OF IOWA	Iowa	45	6	39	0	2	13	22	42	16	4
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	44	14	30	0	5	9	16	36	25	9
NCAA ELIGIBILITY CENTER	Indiana	43	15	28	0	2	21	37	21	16	2
COLORADO STATE UNIVERSITY	Colorado	42	11	31	0	2	29	33	17	19	0
UNIVERSITY OF WYOMING	Wyoming	42	9	33	0	2	26	33	21	14	2
CREIGHTON UNIVERSITY	Nebraska	37	5	32	0	3	5	8	43	38	3
MINNESOTA STATE UNIVERSITY MOORHEAD	Minnesota	37	13	24	0	3	27	27	27	16	0
UNIVERSITY OF NORTH DAKOTA	North Dakota	36	11	25	0	6	14	42	22	17	0
All Other Institutions		1,810	453	1,357	1	6	20	25	24	18	6
Total		8,826	3,060	5,766	1	7	25	28	23	13	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					
			English		Reading		Writing	
			State	National	State	National	State	National
All Students	675	463,733	21.9	19.3	24.1	20.9	6.9	6.3
Black/African American	15	57,714	19.9	14.7	21.1	16.4	6.3	5.3
American Indian/Alaska Native	49	4,031	13.7	14.8	16.2	16.9	5.6	5.3
White	508	222,801	22.8	21.0	25.0	22.6	7.1	6.5
Hispanic/Latino	35	79,176	19.0	16.7	21.1	18.4	6.6	6.0
Asian	24	27,716	25.1	24.7	26.9	25.2	7.9	7.5
Native Hawaiian/Other Pacific Islander	0	1,944	.	15.2	.	16.6	.	5.8
Two or More Races	32	24,007	21.1	19.6	22.9	21.3	7.0	6.4
Prefer not/No Response	12	46,344	22.0	18.4	24.6	19.9	5.6	6.0
Males	261	211,057	21.3	18.9	23.9	20.5	6.5	6.0
Females	397	226,886	22.2	20.0	24.1	21.4	7.2	6.6
Other Responses	17	25,790	23.5	17.3	26.6	18.9	6.2	5.8

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

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
			State	National	State	National
All Students	675	463,733	21.4	18.8	61	43
Black/African American	15	57,714	19.3	14.6	47	16
American Indian/Alaska Native	49	4,031	14.5	14.8	8	16
White	508	222,801	22.2	20.3	68	53
Hispanic/Latino	35	79,176	19.1	16.8	46	29
Asian	24	27,716	24.7	23.4	71	69
Native Hawaiian/Other Pacific Islander	0	1,944	.	15.5	.	20
Two or More Races	32	24,007	20.8	19.2	56	45
Prefer not/No Response	12	46,344	20.1	17.9	50	37
Males	261	211,057	20.7	18.1	58	39
Females	397	226,886	21.8	19.6	63	48
Other Responses	17	25,790	21.8	16.9	59	31

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

