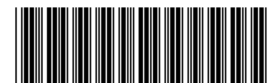




Profile Report - State

Graduating Class 2024
Public High School Students
South Dakota



New to your 2024 Profile Report

For 2023-2024, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2024 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2024 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

27% 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: 5,306 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. 65% 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, 8% were college ready. 12% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 17% of these students were college ready. In comparison, 53% 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 11% of the cohort took less than three years of natural science courses. 27% of these students were college ready. In comparison, 48% 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 47% 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*

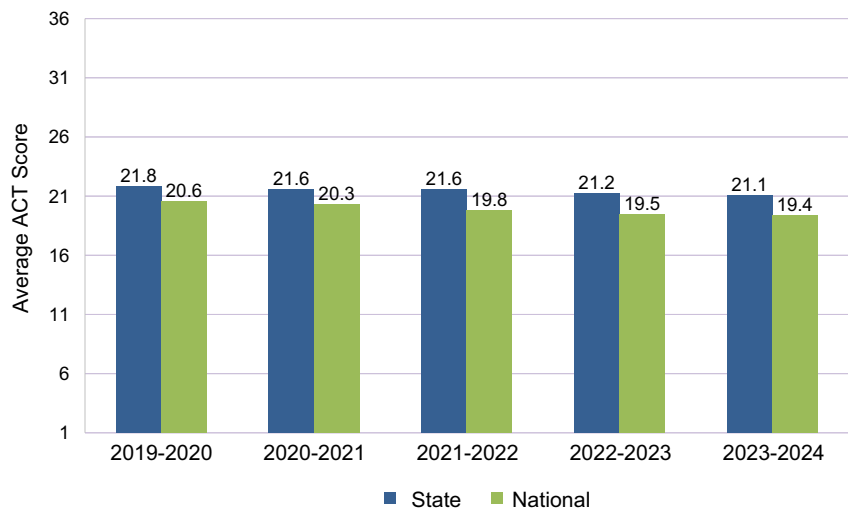


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

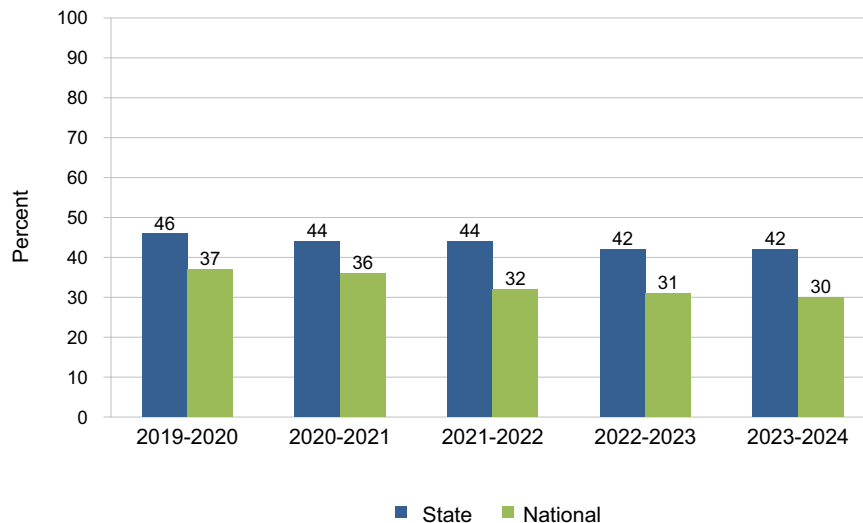


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

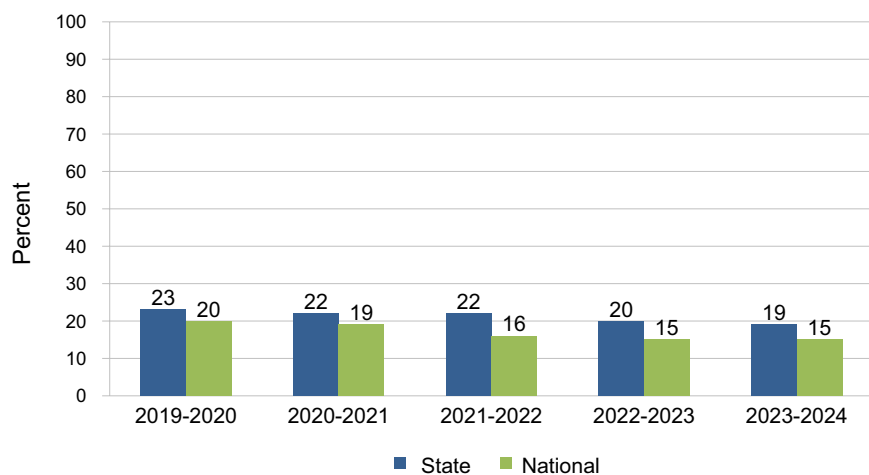
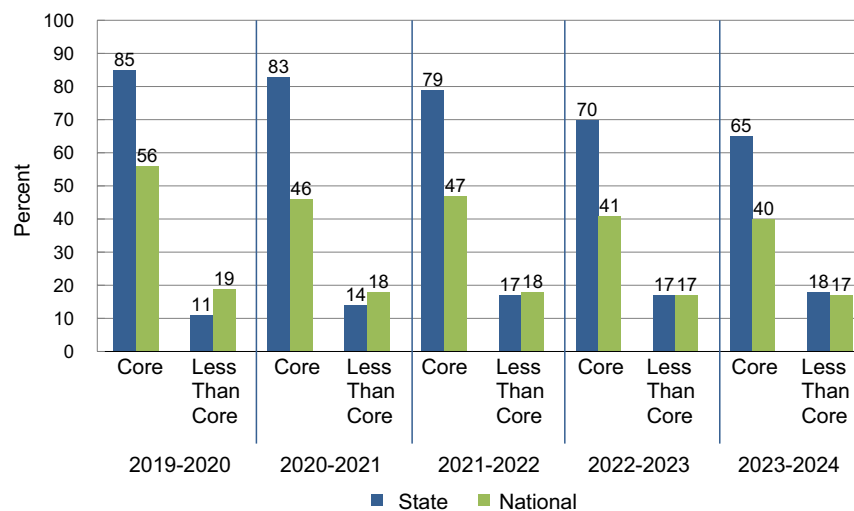


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*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
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
2024	5,306	1,374,791	63	51	43	29	50	40	42	30	27	20

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
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
2024	5,306	1,374,791	19.9	18.6	20.8	19.0	21.9	20.1	21.4	19.6	21.1	19.4

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
2020	5,276	1,670,497	20.7	21.6	22.4	22.0	21.8
2021	4,752	1,295,349	20.3	21.3	22.4	21.9	21.6
2022	5,058	1,349,644	20.5	21.3	22.2	21.8	21.6
2023	5,303	1,386,335	19.9	20.9	21.9	21.5	21.2
2024	5,306	1,374,791	19.9	20.8	21.9	21.4	21.1

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
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
2024	3,459	930	65	18	21.0	18.3	21.8	19.5	22.9	20.5	22.4	20.1	22.2	19.7

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	2020			2021			2022			2023			2024		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	5,276	100	21.8	4,752	100	21.6	5,058	100	21.6	5,303	100	21.2	5,306	100	21.1
Black/African American	86	2	17.7	84	2	18.6	104	2	18.1	83	2	17.9	118	2	18.6
American Indian/Alaska Native	240	5	16.4	195	4	16.3	199	4	16.6	246	5	16.2	262	5	16.1
White	4,310	82	22.3	3,898	82	22.1	4,123	82	22.0	4,240	80	21.7	4,216	79	21.6
Hispanic/Latino	202	4	20.4	187	4	19.7	173	3	19.8	267	5	19.2	259	5	19.7
Asian	90	2	21.8	85	2	22.4	84	2	23.1	84	2	22.7	91	2	22.3
Native Hawaiian/Other Pacific Islander	2	0	14.0	0	0	.	2	0	19.0	4	0	20.5	3	0	18.7
Two or more races	222	4	20.7	229	5	20.7	269	5	20.8	287	5	20.2	256	5	20.0
Prefer not to respond/No response	124	2	21.8	74	2	22.2	104	2	22.2	92	2	21.5	101	2	21.4

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
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
2024	5,306	1,374,791	21.3	19.5	19	15	28.1	28.8	28.2	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
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	
2024	2,604	785,183	49	57	17.2	15.3	1,606	343,943	30	25	23.6	23.3	1,096	245,665	21	18	30.4	30.9	

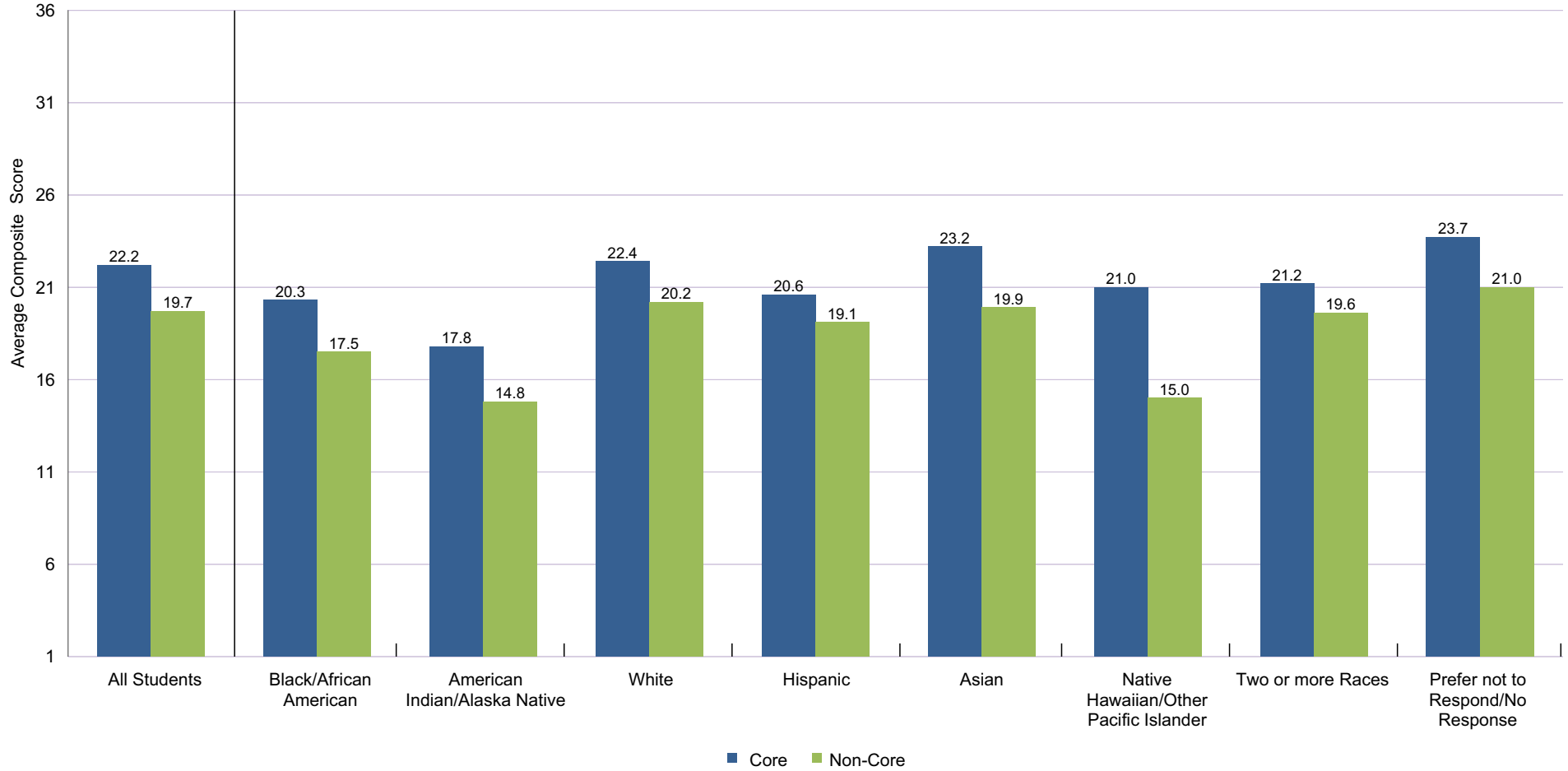
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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	11	100	68	100	25	100	6	100	15	100	0	100	36
35	69	99	28	99	92	99	20	99	19	99	12	99	0	100	35
34	53	98	21	99	77	97	41	99	24	99	28	99	1	100	34
33	55	97	26	99	119	96	36	98	44	99	27	99	2	99	33
32	46	96	50	98	122	93	37	98	52	98	44	98	5	99	32
31	38	95	53	97	134	91	75	97	82	97	61	98	9	98	31
30	70	95	84	96	140	88	91	96	92	96	87	96	9	96	30
29	80	93	81	95	115	86	94	94	117	94	107	95	15	94	29
28	95	92	149	93	149	84	109	92	138	92	151	93	11	90	28
27	103	90	276	91	184	81	141	90	166	89	185	90	19	88	27
26	160	88	299	85	185	77	228	87	217	86	272	86	20	83	26
25	228	85	327	80	221	74	292	83	305	82	372	81	16	78	25
24	291	81	321	74	267	70	509	78	391	76	363	74	24	74	24
23	312	75	292	67	308	65	517	68	338	69	367	68	26	69	23
22	354	69	248	62	463	59	423	58	388	62	360	61	20	63	22
21	410	63	225	57	346	50	355	50	401	55	392	54	33	58	21
20	386	55	302	53	363	44	372	44	381	48	370	46	24	50	20
19	321	48	301	47	287	37	435	37	384	40	431	39	30	44	19
18	251	42	424	42	334	31	345	28	393	33	443	31	28	37	18
17	248	37	480	34	225	25	344	22	372	26	400	23	24	30	17
16	345	32	611	25	259	21	225	15	336	19	307	15	23	25	16
15	380	26	357	13	217	16	200	11	233	12	241	10	26	19	15
14	271	19	185	6	205	12	141	7	195	8	141	5	20	13	14
13	208	13	85	3	163	8	94	5	125	4	76	2	13	8	13
12	133	10	40	1	143	5	54	3	76	2	33	1	10	5	12
11	169	7	12	1	64	2	51	2	16	1	12	1	5	3	11
10	125	4	8	1	27	1	22	1	8	1	4	1	2	1	10
9	44	2	5	1	14	1	21	1	3	1	3	1	2	1	9
8	13	1	3	1	5	1	7	1	2	1	1	1	1	1	8
7	10	1	1	1	6	1	0	1	2	1	1	1	1	1	7
6	8	1	0	1	2	1	0	1	0	1	0	1	0	1	6
5	2	1	1	1	0	1	0	1	0	1	0	1	0	1	5
4	1	1	0	1	0	1	2	1	0	1	0	1	0	1	4
3	0	1	0	1	1	1	0	1	0	1	0	1	0	1	3
2	1	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.9 (5.9)		20.8 (5.1)		21.9 (6.2)		21.4 (4.9)		21.1 (4.9)		21.3 (4.7)		20.7 (5.4)		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

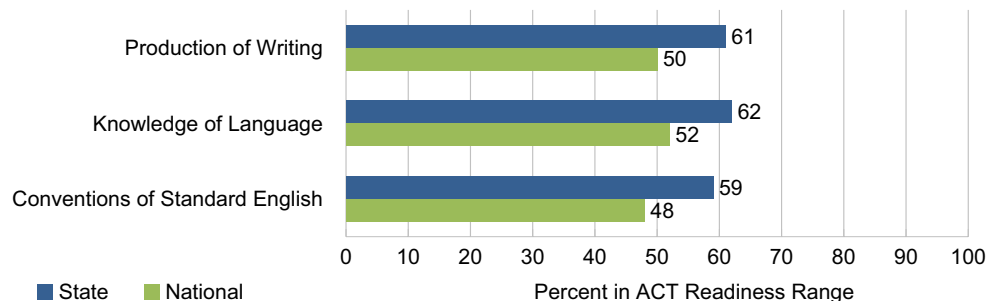


Figure 2.3. Math Reporting Categories

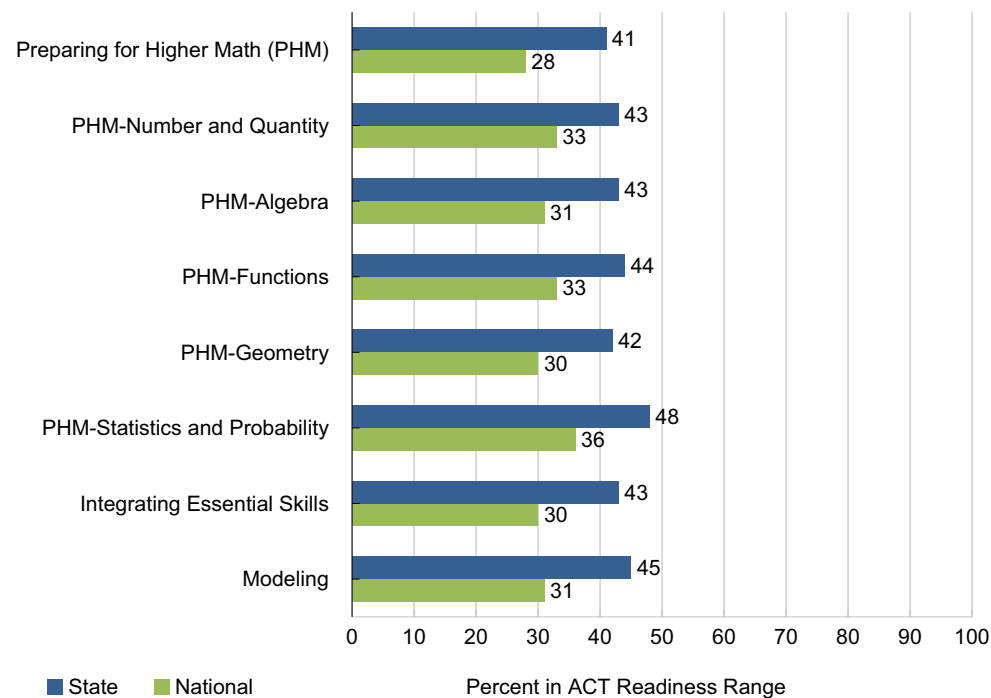


Figure 2.4. Reading Reporting Categories

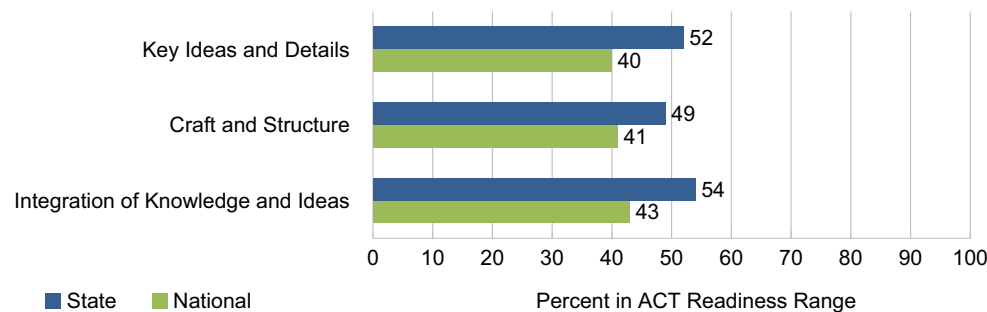
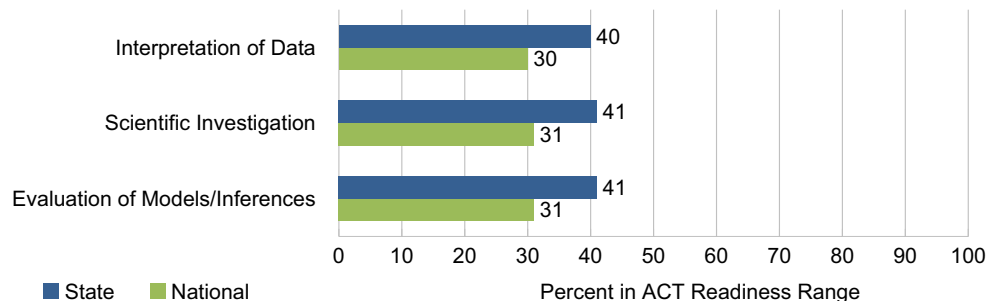


Figure 2.5. Science Reporting Categories



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	5,306	65	22.2	19.7
	Black/African American	118	51	20.3	17.5
	American Indian/Alaska Native	262	29	17.8	14.8
	White	4,216	70	22.4	20.2
	Hispanic/Latino	259	54	20.6	19.1
	Asian	91	58	23.2	19.9
	Native Hawaiian/Other Pacific Islander	3	33	21.0	15.0
	Two or More Races	256	57	21.2	19.6
	Prefer not/no Response	101	50	23.7	21.0
National	All Students	1,374,791	40	21.9	19.3
	Black/African American	165,482	34	17.8	16.2
	American Indian/Alaska Native	13,245	26	18.1	16.1
	White	686,125	49	22.7	20.2
	Hispanic/Latino	246,217	32	20.0	17.7
	Asian	55,731	56	25.7	23.0
	Native Hawaiian/Other Pacific Islander	3,843	26	19.4	16.3
	Two or More Races	68,896	41	22.0	19.5
	Prefer not/no Response	135,252	12	23.8	20.8

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	5,306	100	19.9	20.8	21.9	21.4	21.1	21.3
	Black/African American	118	2	17.1	18.8	19.2	18.8	18.6	19.0
	American Indian/Alaska Native	262	5	14.1	15.9	17.1	16.5	16.1	16.4
	White	4,216	79	20.4	21.3	22.4	21.9	21.6	21.8
	Hispanic/Latino	259	5	18.4	19.4	20.6	19.9	19.7	19.9
	Asian	91	2	21.1	22.5	22.9	22.3	22.3	22.6
	Native Hawaiian/Other Pacific Islander	3	0	17.0	18.7	19.0	18.7	18.7	19.0
	Two or More Races	256	5	18.6	19.6	20.7	20.5	20.0	20.3
	Prefer not/no Response	101	2	20.5	20.5	22.8	21.2	21.4	21.1
National	All Students	1,374,791	100	18.6	19.0	20.1	19.6	19.4	19.5
	Black/African American	165,482	12	14.8	15.7	16.5	16.3	16.0	16.3
	American Indian/Alaska Native	13,245	1	14.4	15.9	16.3	16.5	15.9	16.5
	White	686,125	50	20.3	20.2	21.7	21.0	20.9	20.9
	Hispanic/Latino	246,217	18	16.2	17.1	17.9	17.6	17.4	17.6
	Asian	55,731	4	23.8	24.1	24.2	23.7	24.1	24.2
	Native Hawaiian/Other Pacific Islander	3,843	0	15.0	16.4	16.5	16.8	16.3	16.8
	Two or More Races	68,896	5	19.0	19.0	20.6	19.8	19.7	19.6
	Prefer not/no Response	135,252	10	17.0	18.1	18.8	18.5	18.3	18.6

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	2,288	64	22.6	19.9
	Females	2,908	67	21.7	19.4
	Other Responses	110	40	25.2	22.9
National	Males	625,337	39	22.2	19.2
	Females	649,492	45	21.7	19.4
	Other Responses	99,962	10	23.6	21.2

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	2,288	43	19.7	21.7	21.9	22.1	21.5	22.1
	Females	2,908	55	19.9	20.1	21.8	20.8	20.8	20.7
	Other Responses	110	2	22.1	20.8	23.9	21.8	22.3	21.6
National	Males	625,337	45	18.2	19.4	19.6	19.8	19.4	19.8
	Females	649,492	47	19.2	18.7	20.6	19.5	19.6	19.3
	Other Responses	99,962	7	17.6	18.2	19.6	18.8	18.7	18.8

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	17	18	17

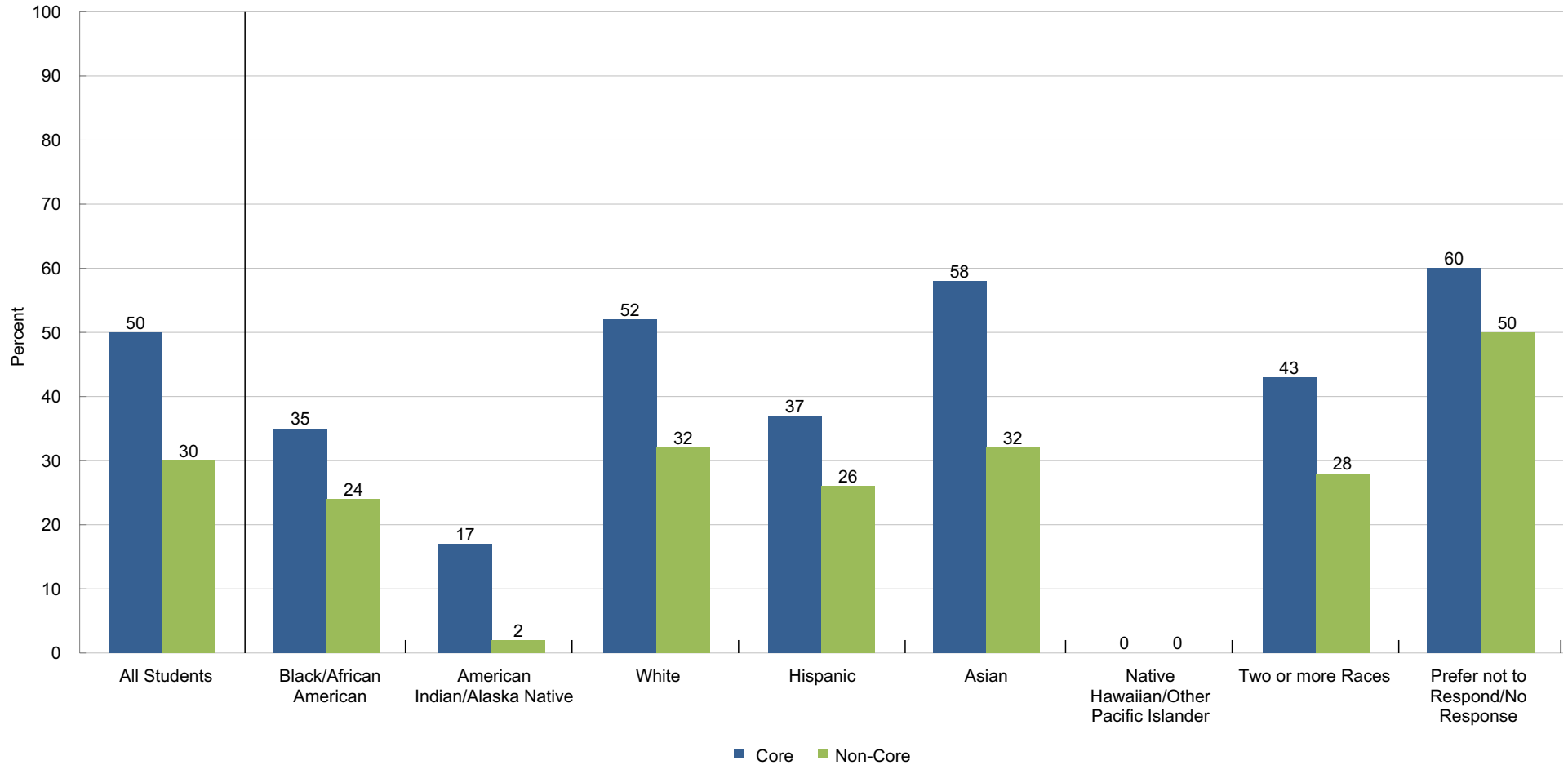
¹Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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	202	4	86	2	356	7	122	2
	28 to 32	329	6	417	8	660	12	406	8
	24 to 27	782	15	1,223	23	857	16	1,170	22
	20 to 23	1,462	28	1,067	20	1,480	28	1,667	31
	16 to 19	1,165	22	1,816	34	1,105	21	1,349	25
	13 to 15	859	16	627	12	585	11	435	8
	01 to 12	507	10	70	1	263	5	157	3
National	33 to 36	75,425	5	34,759	3	97,010	7	42,939	3
	28 to 32	89,853	7	85,786	6	141,028	10	85,594	6
	24 to 27	155,350	11	189,816	14	158,795	12	195,324	14
	20 to 23	267,791	19	184,686	13	287,844	21	318,865	23
	16 to 19	238,751	17	436,400	32	246,861	18	363,522	26
	13 to 15	243,837	18	375,092	27	228,774	17	232,622	17
	01 to 12	303,784	22	68,252	5	214,479	16	135,925	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	51	47	32
	Females	64	37	48	37	23
	Other Responses	71	43	60	50	36
National	Males	48	32	37	32	22
	Females	55	27	42	29	19
	Other Responses	45	24	37	26	16

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	5,306	63	43	50	42	27	19
	Black/African American	118	41	26	31	25	14	7
	American Indian/Alaska Native	262	21	10	18	10	4	2
	White	4,216	68	46	53	45	29	21
	Hispanic/Latino	259	53	29	42	30	18	12
	Asian	91	63	52	54	48	34	26
	Native Hawaiian/Other Pacific Islander	3	67	33	33	0	0	0
	Two or More Races	256	55	33	42	34	21	13
	Prefer Not to Respond	101	62	44	53	45	36	21
National	All Students	1,374,791	51	29	40	30	20	15
	Black/African American	165,482	27	8	18	9	5	3
	American Indian/Alaska Native	13,245	24	9	18	9	5	3
	White	686,125	63	38	49	39	27	20
	Hispanic/Latino	246,217	37	17	27	17	10	7
	Asian	55,731	74	61	62	57	47	43
	Native Hawaiian/Other Pacific Islander	3,843	27	13	19	12	8	5
	Two or More Races	68,896	54	29	42	31	21	15
	Prefer Not to Respond	135,252	41	24	33	24	16	12

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	740	14	29.5
	Gold	1,639	31	23.8
	Silver	1,931	36	19.0
	Bronze	889	17	14.9
	Needs Improvement	107	2	11.4
National	Platinum	188,596	14	30.1
	Gold	268,068	19	23.8
	Silver	398,983	29	18.9
	Bronze	401,785	29	14.4
	Needs Improvement	117,359	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	3,459	71	21.0	51	21.8	57	22.9	50	22.4	33	22.2	23	22.4
	Less than Core	930	52	18.3	32	19.5	39	20.5	31	20.1	19	19.7	12	20.0
	Missing ³	917	45	17.3	24	18.2	34	19.5	23	18.8	13	18.6	7	18.8
National	Core or More	549,095	70	21.5	44	21.2	55	22.8	45	21.8	32	21.9	25	21.8
	Less than Core	240,040	51	18.6	26	18.7	39	20.1	28	19.4	18	19.3	12	19.3
	Missing	585,656	34	15.9	16	17.0	25	17.6	17	17.5	10	17.1	7	17.5

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	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More ²	4,231	67	20.5	4,285	48	21.5	4,258	54	22.4	3,841	48	22.2	
	Less than Core	261	56	18.9	157	8	16.0	157	37	20.5	579	27	19.6	
	Missing ³	814	43	17.0	864	23	18.0	891	34	19.4	886	22	18.7	
National	Core or More	799,149	64	20.6	769,352	40	20.6	706,032	51	22.1	651,749	44	21.6	
	Less than Core	43,979	48	17.9	41,289	11	16.3	92,771	39	20.1	152,646	23	18.7	
	Missing	531,663	33	15.7	564,150	16	17.0	575,988	25	17.6	570,396	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	1,375	26	21.1	72	210,018	15	20.6	64
Eng 9, Eng 10, Eng 11, Eng 12	2,856	54	20.2	65	589,131	43	20.6	64
Less than 4 years of English	261	5	18.9	56	43,979	3	17.9	48
Zero years / no English courses reported	814	15	17.0	43	531,663	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	111	2	24.0	71	26,949	2	22.4	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	289	5	22.3	58	52,777	4	20.9	45
Alg 1, Alg 2, Geom, & Trig	127	2	20.7	43	26,623	2	18.5	25
Alg 1, Alg 2, Geom, & Other Adv Math	1,419	27	20.8	41	200,898	15	18.9	27
Other comb of 4 or more years of Math	1,448	27	23.9	67	313,885	23	23.1	59
Alg 1, Alg 2, & Geom	612	12	17.9	17	92,087	7	16.5	9
Other comb of 3 or 3.5 years of Math	279	5	20.0	37	56,133	4	18.9	28
Less than 3 years of Math	157	3	16.0	8	41,289	3	16.3	11
Zero years / no Math courses reported	864	16	18.0	23	564,150	41	17.0	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	27	1	20.7	41	24,624	2	22.1	50
Other comb of 4 or more years Social Science	2,903	55	22.9	56	373,729	27	22.7	55
US Hist, World Hist, & Am Gov	80	2	19.4	36	59,130	4	20.0	38
Other comb of 3 or 3.5 years of Social Science	1,248	24	21.6	48	248,549	18	21.8	49
Less than 3 years of Social Science	157	3	20.5	37	92,771	7	20.1	39
Zero years / no Social Science courses reported	891	17	19.4	34	575,988	42	17.6	25
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	1,335	25	23.1	55	272,150	20	22.3	49
Bio, Chem, Phys	582	11	24.0	64	102,723	7	23.5	57
Gen Sci ¹ , Bio, Chem	1,790	34	21.2	39	245,596	18	20.4	34
Other comb of 3 years of Natural Science	134	3	20.4	37	31,280	2	19.3	28
Less than 3 years of Natural Science	579	11	19.6	27	152,646	11	18.7	23
Zero years / no Natural Science courses reported	886	17	18.7	22	570,396	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	492	22	21.0	71	864	30	21.1	72	19	17	28.1	95
Eng 9, Eng 10, Eng 11, Eng 12	1,319	58	20.0	64	1,499	52	20.2	66	38	35	22.7	79
Less than 4 years of English	119	5	18.6	57	139	5	18.8	55	3	3	28.7	100
Zero years / no English courses reported	358	16	17.2	45	406	14	16.7	40	50	45	18.9	54
		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	59	3	24.8	76	50	2	23.0	66	2	2	22.5	50
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	100	4	23.3	67	189	6	21.8	54	0	0	.	.
Alg 1, Alg 2, Geom, & Trig	58	3	21.7	55	67	2	19.9	33	2	2	21.0	50
Alg 1, Alg 2, Geom, & Other Adv Math	523	23	21.6	49	883	30	20.2	36	13	12	23.9	62
Other comb of 4 or more years of Math	699	31	24.8	73	726	25	22.8	60	23	21	26.9	83
Alg 1, Alg 2, & Geom	264	12	18.5	21	337	12	17.4	14	11	10	18.4	27
Other comb of 3 or 3.5 years of Math	126	6	21.3	48	150	5	19.0	27	3	3	16.7	33
Less than 3 years of Math	76	3	16.7	9	77	3	15.4	6	4	4	13.8	0
Zero years / no Math courses reported	383	17	18.7	28	429	15	17.3	18	52	47	18.6	27
		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	14	1	21.4	43	13	0	19.9	38	0	0	.	.
Other comb of 4 or more years Social Science	1,169	51	23.0	58	1,688	58	22.7	55	46	42	27.3	76
US Hist, World Hist, & Am Gov	35	2	19.9	43	44	2	19.1	32	1	1	12.0	0
Other comb of 3 or 3.5 years of Social Science	594	26	21.7	50	643	22	21.5	47	11	10	24.9	73
Less than 3 years of Social Science	79	3	20.9	39	78	3	20.2	35	0	0	.	.
Zero years / no Social Science courses reported	397	17	19.6	36	442	15	19.1	31	52	47	20.9	44
		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	630	28	23.9	62	691	24	22.2	49	14	13	26.1	79
Bio, Chem, Phys	289	13	24.6	66	282	10	23.2	60	11	10	28.6	91
Gen Sci ¹ , Bio, Chem	659	29	21.6	43	1,109	38	20.9	37	22	20	21.3	50
Other comb of 3 years of Natural Science	76	3	21.3	47	57	2	19.1	21	1	1	24.0	100
Less than 3 years of Natural Science	239	10	20.1	30	330	11	19.2	25	10	9	21.0	50
Zero years / no Natural Science courses reported	395	17	19.4	27	439	15	18.0	16	52	47	19.5	33

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

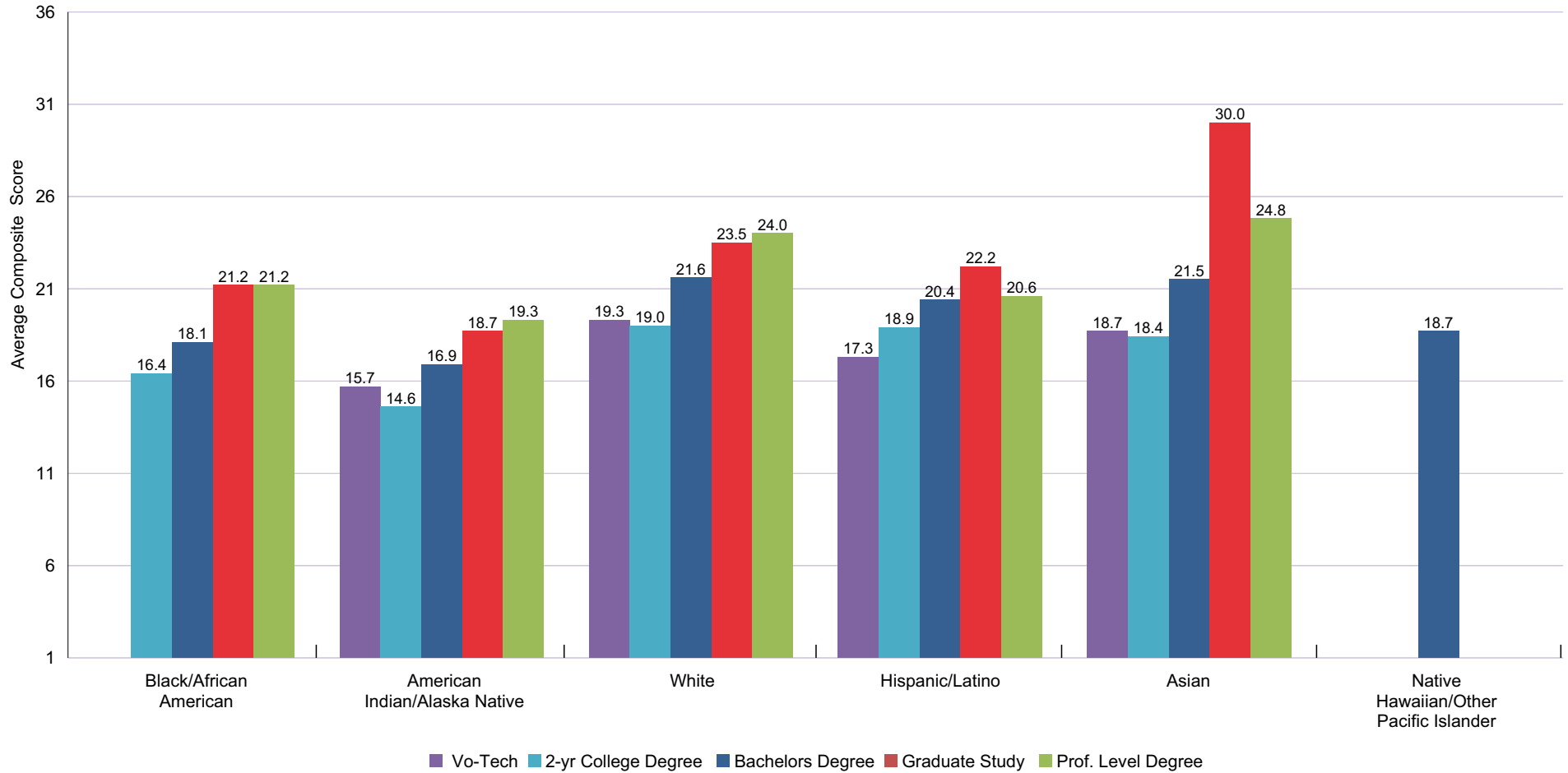
² Includes General, Physical and Earth Sciences.

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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	176	3	20.6	33	8	18.1	133	4	21.4
Architecture	60	1	21.4	10	2	17.4	46	1	22.5
Area, Ethnic, & Multidisciplinary Studies	3	0	20.3	0	0	.	3	0	20.3
Arts: Visual & Performing	135	3	21.6	11	3	18.5	110	3	22.4
Business	493	9	20.6	58	13	19.2	388	11	21.0
Communications	39	1	21.8	2	0	16.5	36	1	22.0
Community, Family, & Personal Services	56	1	20.1	8	2	17.8	40	1	20.9
Computer Science & Mathematics	185	3	24.7	12	3	21.9	161	4	25.1
Education	271	5	20.5	2	0	17.0	253	7	20.6
Engineering	270	5	25.2	9	2	20.3	241	7	25.4
Engineering Technology & Drafting	72	1	23.0	14	3	19.0	54	1	24.0
English & Foreign Languages	24	0	22.9	0	0	.	24	1	22.9
Health Administration & Assisting	125	2	18.8	24	6	17.7	88	2	19.2
Health Sciences & Technologies	855	16	21.2	73	17	18.6	733	20	21.6
Philosophy, Religion, & Theology	10	0	19.8	0	0	.	8	0	20.6
Repair, Production, & Construction	96	2	19.3	69	16	18.8	19	1	21.9
Sciences: Biological & Physical	381	7	23.1	5	1	18.4	351	10	23.2
Social Sciences & Law	244	5	22.7	7	2	18.9	214	6	23.0
Undecided	998	19	21.0	97	22	18.8	736	20	21.5
No Response	812	15	18.5	0	0	.	6	0	18.2

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	122	19.0	0	.	3	15.7	103	19.3	7
2-yr College Degree	312	18.7	5	16.4	15	14.6	261	19.0	9	18.9
Bachelors Degree	2,375	21.3	40	18.1	65	16.9	1,996	21.6	105	20.4
Graduate Study	566	23.3	12	21.2	10	18.7	485	23.5	24	22.2
Prof. Level Degree	703	23.7	21	21.2	7	19.3	566	24.0	33	20.6
Other	60	20.6	1	22.0	3	14.0	49	21.1	3	17.7
No Response	1,107	19.0	38	17.3	148	15.7	724	19.9	73	17.9

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	122	19.0	3	18.7	0	.	5	17.8	1
2-yr College Degree	312	18.7	8	18.4	0	.	13	17.2	1	16.0
Bachelors Degree	2,375	21.3	38	21.5	3	18.7	102	20.6	26	22.3
Graduate Study	566	23.3	5	30.0	0	.	22	21.2	8	22.6
Prof. Level Degree	703	23.7	18	24.8	0	.	42	23.1	16	26.9
Other	60	20.6	0	.	0	.	3	20.3	1	25.0
No Response	1,107	19.0	15	22.5	0	.	63	17.6	46	19.1

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

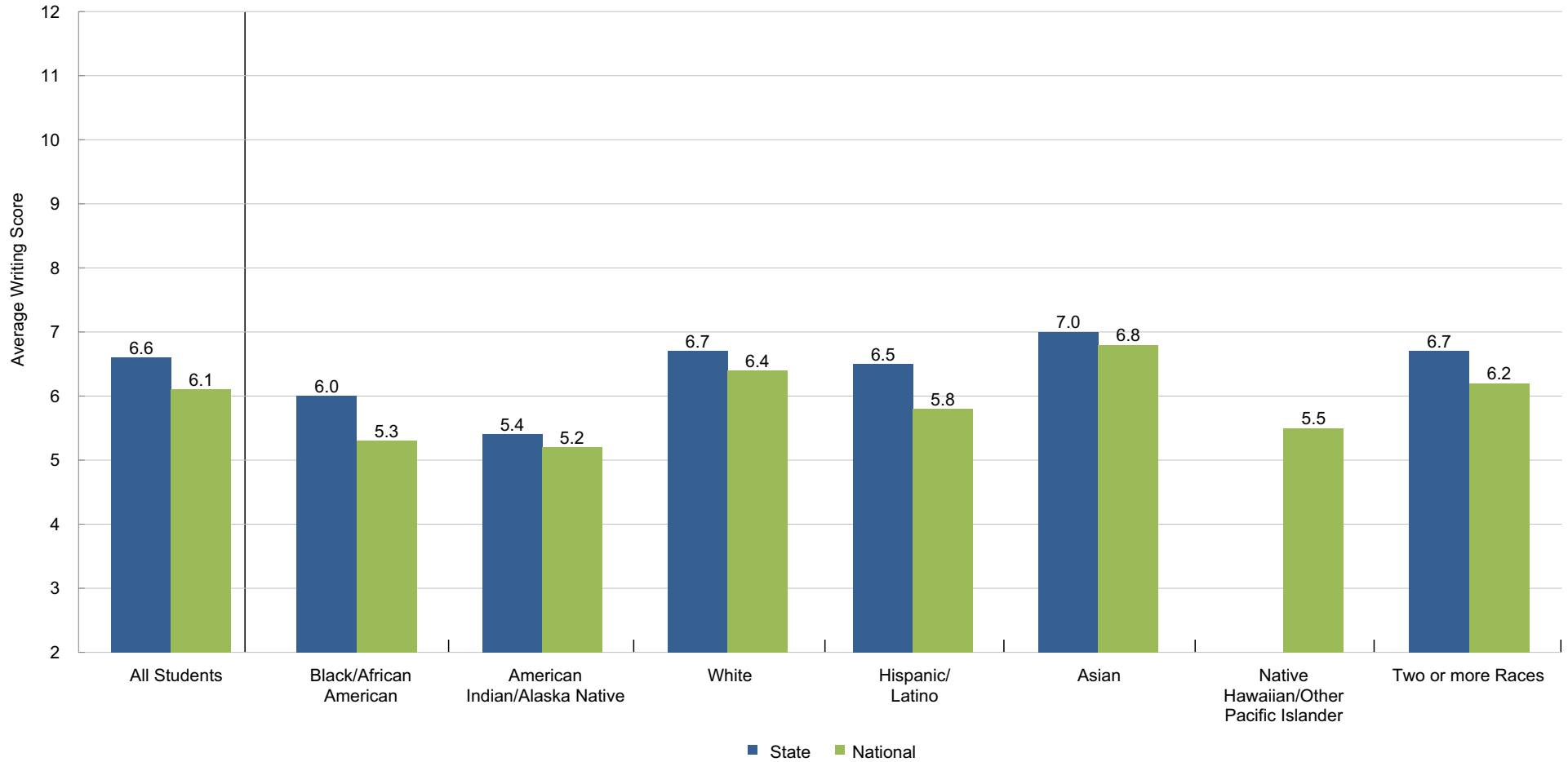
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
SOUTH DAKOTA STATE UNIVERSITY	SD	1,198	647	551	1	6	23	30	26	12	2
UNIV OF SOUTH DAKOTA-ETS	SD	821	292	529	1	7	24	33	25	9	2
AUGUSTANA UNIVERSITY	SD	259	94	165	1	3	20	28	32	13	3
SOUTHEAST TECHNICAL COLLEGE	SD	250	111	139	1	16	38	26	15	4	0
NORTHERN STATE UNIVERSITY	SD	247	93	154	2	9	30	29	19	11	1
SOUTH DAKOTA SCH OF MINES-TECH	SD	247	119	128	1	2	13	20	35	26	3
BLACK HILLS STATE UNIVERSITY	SD	243	84	159	1	9	31	30	19	9	0
DAKOTA STATE UNIVERSITY	SD	232	110	122	0	5	22	30	25	16	2
LAKE AREA TECHNICAL COLLEGE	SD	191	84	107	2	10	40	26	17	5	0
UNIV OF NEBRASKA-LINCOLN	NE	154	36	118	0	3	21	24	34	10	6
MITCHELL TECHNICAL COLLEGE	SD	151	51	100	1	14	38	28	15	5	0
UNIVERSITY OF SIOUX FALLS	SD	150	30	120	1	9	24	31	24	8	3
UNIV OF MINNESOTA-TWIN CITIES	MN	126	35	91	1	2	11	26	27	25	8
DAKOTA WESLEYAN UNIVERSITY	SD	85	24	61	1	12	22	44	13	7	1
MINNESOTA ST UNIV-MANKATO	MN	71	20	51	1	3	24	31	27	13	1
NORTH DAKOTA STATE UNIVERSITY	ND	65	11	54	0	2	11	38	34	14	2
GRAND CANYON UNIV	AZ	48	17	31	0	10	25	23	29	10	2
MOUNT MARTY UNIVERSITY-YANKTON	SD	48	13	35	2	6	44	21	21	6	0
WESTERN DAKOTA TECH COLLEGE	SD	47	14	33	2	13	30	32	21	2	0
IOWA STATE UNIV	IA	46	13	33	2	2	17	33	22	15	9
UNIV OF N DAKOTA	ND	42	12	30	0	0	19	26	31	17	7
MONTANA STATE UNIV-BOZEMAN	MT	41	11	30	0	0	17	27	24	29	2
UNIVERSITY OF IOWA	IA	39	7	32	0	5	13	21	41	15	5
UNIVERSITY OF WYOMING	WY	38	5	33	0	8	26	37	13	16	0
ARIZONA STATE UNIVERSITY	AZ	37	7	30	3	0	22	43	19	11	3
CREIGHTON UNIVERSITY	NE	30	3	27	0	3	7	23	43	17	7
COLORADO STATE UNIVERSITY	CO	29	8	21	0	3	7	31	21	28	10
NORTHWESTERN COLL-IA	IA	29	9	20	3	0	31	24	31	10	0
UNIVERSITY OF KANSAS	KS	25	8	17	0	4	16	28	32	16	4
UNIV OF NEBRASKA-OMAHA	NE	24	2	22	0	4	17	25	38	13	4
All Other Institutions		1,336	359	977	1	6	16	25	27	19	5
Total		6,349	2,329	4,020	1	7	23	28	25	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					
	State	National	English		Reading		Writing	
			State	National	State	National	State	National
All Students	419	369,535	21.0	17.5	23.2	19.0	6.6	6.1
Black/African American	18	32,832	16.6	14.4	19.1	16.0	6.0	5.3
American Indian/Alaska Native	24	7,760	14.8	13.9	17.6	15.8	5.4	5.2
White	301	170,289	21.8	19.4	23.9	20.8	6.7	6.4
Hispanic/Latino	34	91,489	19.3	15.4	21.8	16.9	6.5	5.8
Asian	11	16,264	22.6	20.4	25.1	21.3	7.0	6.8
Native Hawaiian/Other Pacific Islander	0	1,913	.	14.0	.	15.5	.	5.5
Two or More Races	20	24,393	21.3	18.0	24.6	19.5	6.7	6.2
Prefer not/No Response	11	24,595	24.5	16.0	25.4	17.5	7.3	5.5
Males	169	176,350	21.5	17.0	23.5	18.5	6.4	5.8
Females	239	177,390	20.6	17.9	23.0	19.4	6.8	6.3
Other Responses	11	15,795	23.9	18.6	24.2	20.1	7.1	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	419	369,535	20.7	17.6	56	36
Black/African American	18	32,832	17.4	14.6	22	15
American Indian/Alaska Native	24	7,760	15.5	14.4	17	14
White	301	170,289	21.3	19.2	60	47
Hispanic/Latino	34	91,489	19.4	15.9	50	23
Asian	11	16,264	22.5	20.2	64	50
Native Hawaiian/Other Pacific Islander	0	1,913	.	14.6	.	15
Two or More Races	20	24,393	21.4	18.1	60	38
Prefer not/No Response	11	24,595	23.3	15.9	73	26
Males	169	176,350	20.7	16.9	57	32
Females	239	177,390	20.7	18.2	54	39
Other Responses	11	15,795	22.5	18.4	73	42

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

