



Profile Report - State

Graduating Class 2025
Public High School Students
South Dakota



New to your 2025 Profile Report

For 2024-2025, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2025 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2025 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: 5,321 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. 63% 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, 7% 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, 55% 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 14% 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 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*

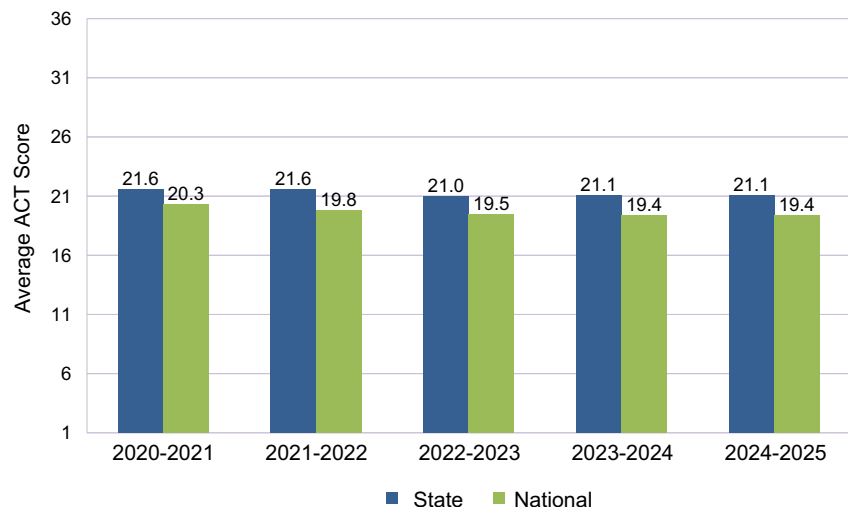


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

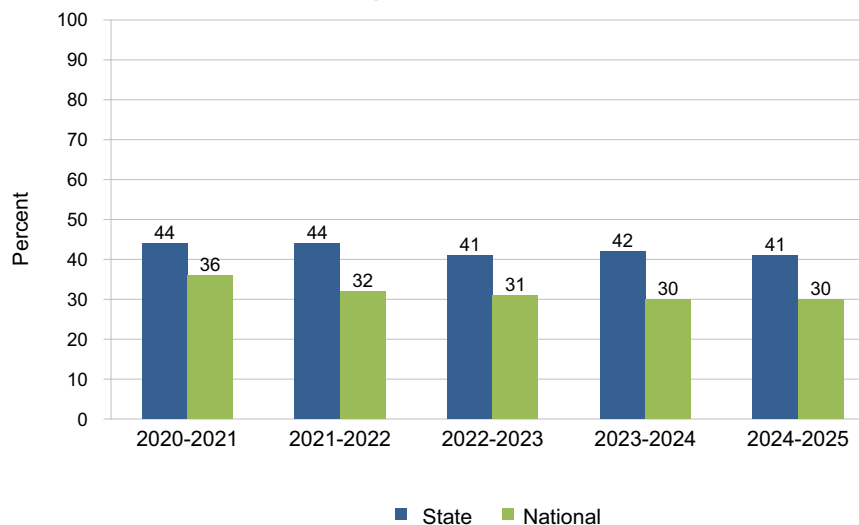


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

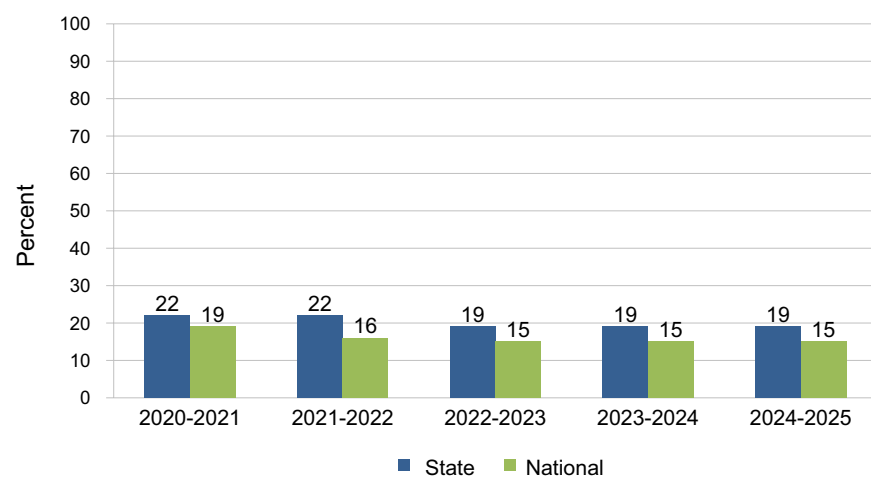
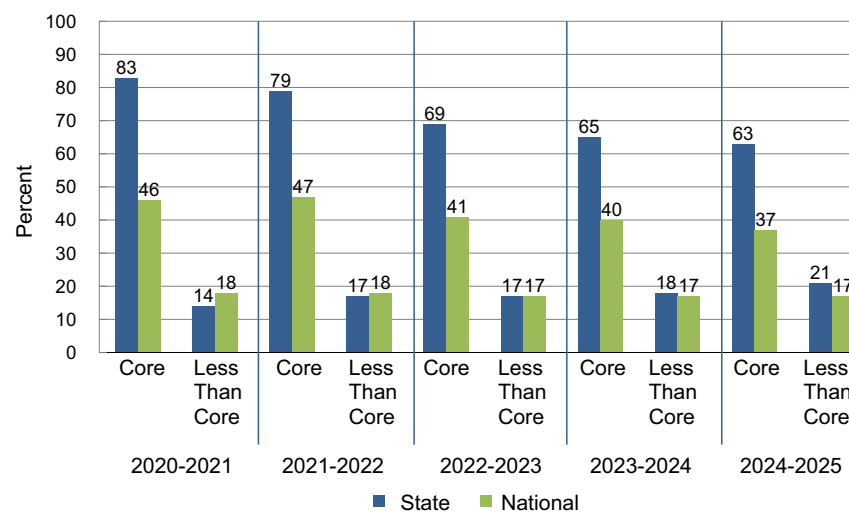


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*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
2021	4,754	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	5,453	1,386,335	62	51	43	30	48	40	40	31	27	21
2024	5,308	1,374,791	63	51	43	29	50	40	42	30	27	20
2025	5,321	1,380,130	62	50	43	29	49	39	41	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
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
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	5,453	1,386,335	19.7	18.6	20.7	19.0	21.7	20.1	21.3	19.6	21.0	19.5
2024	5,308	1,374,791	19.9	18.6	20.8	19.0	21.9	20.1	21.4	19.6	21.1	19.4
2025	5,321	1,380,130	19.8	18.4	20.8	18.9	21.8	20.0	21.3	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
2021		1,295,349	19.6	19.9	20.9	20.4	20.3
2022		1,349,644	19.0	19.3	20.4	19.9	19.8
2023		1,386,335	18.6	19.0	20.1	19.6	19.5
2024		1,374,791	18.6	19.0	20.1	19.6	19.4
2025		1,380,130	18.4	18.9	20.0	19.6	19.4

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	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	Core or More	Less than Core	Core or More	Less than Core
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
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	3,749	933	69	17	20.7	18.0	21.7	19.1	22.6	20.2	22.2	19.7	21.9	19.4
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
2025	3,329	1,107	63	21	21.0	18.4	22.0	19.3	23.0	20.5	22.4	19.9	22.2	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	2021			2022			2023			2024			2025		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	4,754	100	21.6	5,058	100	21.6	5,453	100	21.0	5,308	100	21.1	5,321	100	21.1
Black/African American	85	2	18.5	104	2	18.1	84	2	17.9	118	2	18.6	105	2	18.6
American Indian/Alaska Native	195	4	16.3	199	4	16.6	365	7	15.8	263	5	16.1	269	5	16.2
White	3,899	82	22.1	4,123	82	22.0	4,243	78	21.7	4,217	79	21.6	4,171	78	21.7
Hispanic/Latino	187	4	19.7	173	3	19.8	278	5	19.0	259	5	19.7	265	5	19.0
Asian	85	2	22.4	84	2	23.1	85	2	22.6	91	2	22.3	89	2	21.7
Native Hawaiian/Other Pacific Islander	0	0	.	2	0	19.0	4	0	20.5	3	0	18.7	4	0	15.0
Two or more races	229	5	20.7	269	5	20.8	299	5	20.0	256	5	20.0	299	6	20.0
Prefer not to respond/No response	74	2	22.2	104	2	22.2	95	2	21.2	101	2	21.4	119	2	20.1

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students					Students Meeting STEM Benchmarks				
	Number of Science/STEM Testers		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2021	4,754	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	5,453	1,386,335	21.3	19.6	19	15	28.1	28.7	28.3	29.1
2024	5,308	1,374,791	21.3	19.5	19	15	28.1	28.8	28.2	29.1
2025	5,317	1,377,611	21.3	19.5	19	15	28.2	28.9	28.1	29.1

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

Table 1.7. Proficiency in Understanding Complex Texts¹

Year	Below Proficient						Text Complexity Proficiency Level 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
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
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	2,670	793,815	49	57	17.1	15.3	1,662	334,268	30	24	23.5	23.3	1,121	258,252	21	19	30.2	30.7
2024	2,606	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
2025	2,647	801,561	50	58	17.2	15.3	1,527	329,491	29	24	23.6	23.3	1,147	249,078	22	18	30.2	30.9

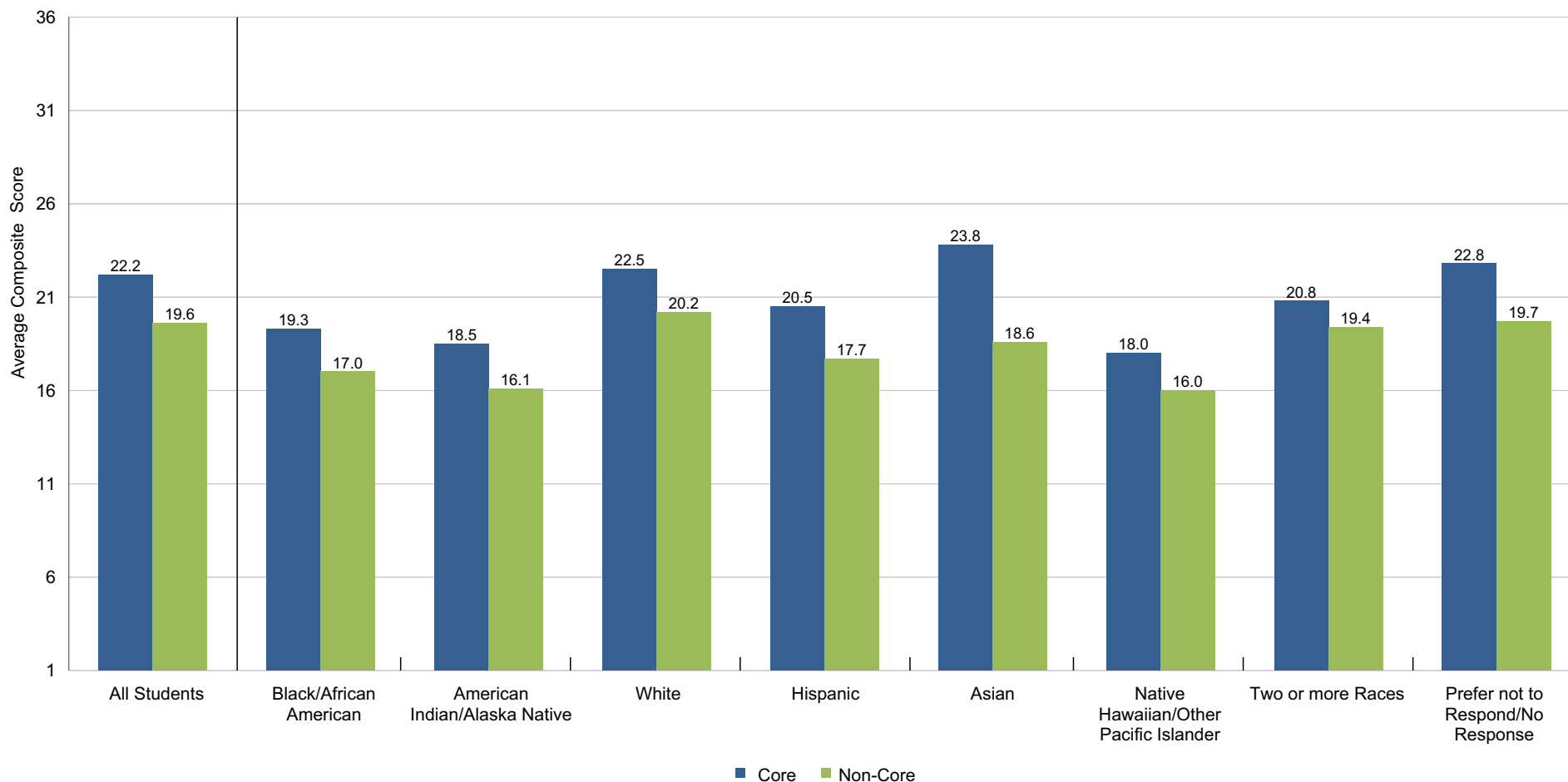
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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	18	100	4	100	49	100	15	100	1	100	3	100	0	100	36
35	55	99	23	99	97	99	20	99	13	99	17	99	0	100	35
34	65	99	43	99	83	97	39	99	23	99	26	99	0	100	34
33	58	97	32	99	113	96	44	99	42	99	38	99	4	100	33
32	36	96	39	98	129	94	42	98	56	99	50	98	1	99	32
31	60	96	66	97	152	91	72	97	72	97	67	97	5	99	31
30	66	95	90	96	145	88	103	96	108	96	97	96	16	98	30
29	88	93	87	94	98	86	83	94	136	94	95	94	16	94	29
28	116	92	145	93	169	84	121	92	140	92	147	93	8	90	28
27	107	89	269	90	183	81	141	90	192	89	212	90	12	88	27
26	134	87	304	85	178	77	219	87	246	85	276	86	9	85	26
25	246	85	306	79	202	74	311	83	274	81	341	81	14	82	25
24	259	80	345	74	292	70	463	77	345	76	361	74	21	79	24
23	307	75	300	67	380	64	530	69	318	69	351	67	27	74	23
22	303	70	230	61	359	57	364	59	385	63	337	61	29	67	22
21	426	64	225	57	398	51	392	52	367	56	387	55	33	60	21
20	374	56	275	53	317	43	361	44	393	49	407	47	24	51	20
19	323	49	314	48	268	37	439	38	417	42	410	40	33	45	19
18	261	43	414	42	352	32	395	29	404	34	442	32	31	37	18
17	262	38	517	34	237	26	303	22	343	26	382	24	27	29	17
16	309	33	546	24	228	21	251	16	330	20	345	16	22	23	16
15	395	27	373	14	245	17	199	11	263	13	243	10	20	17	15
14	287	20	207	7	206	12	136	8	200	9	152	5	14	12	14
13	209	14	103	3	127	8	90	5	143	5	72	2	10	9	13
12	143	10	33	1	163	6	76	3	69	2	35	1	10	6	12
11	208	8	10	1	92	3	50	2	28	1	16	1	5	4	11
10	109	4	8	1	32	1	35	1	7	1	5	1	3	2	10
9	43	2	4	1	17	1	12	1	4	1	0	1	3	2	9
8	23	1	7	1	3	1	3	1	2	1	2	1	3	1	8
7	17	1	1	1	3	1	3	1	0	1	0	1	0	1	7
6	11	1	0	1	2	1	3	1	0	1	0	1	0	1	6
5	2	1	1	1	0	1	0	1	0	1	1	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	0	1	0	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	2	1	0	1	0	1	0	1	1
Avg (SD)	19.8 (5.9)		20.8 (5.1)		21.8 (6.2)		21.3 (4.9)		21.1 (5.0)		21.3 (4.7)		20.5 (5.3)		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

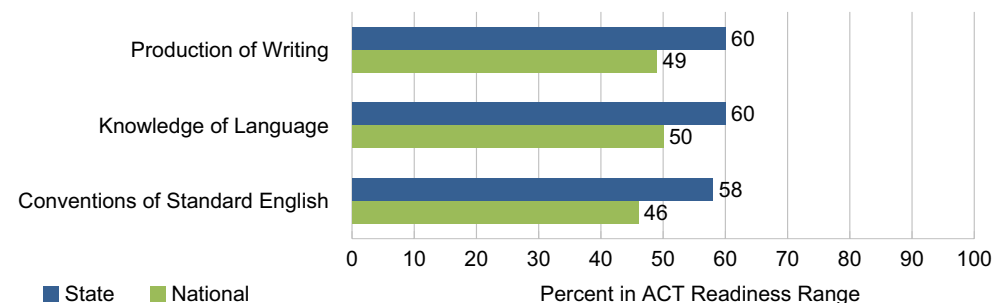


Figure 2.4. Reading Reporting Categories

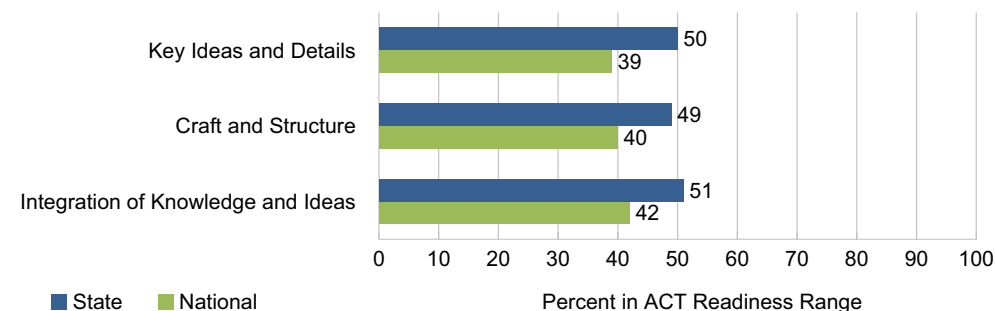


Figure 2.5. Science Reporting Categories

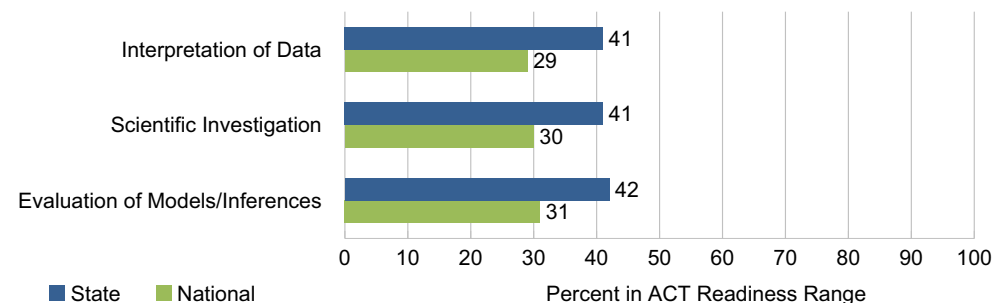
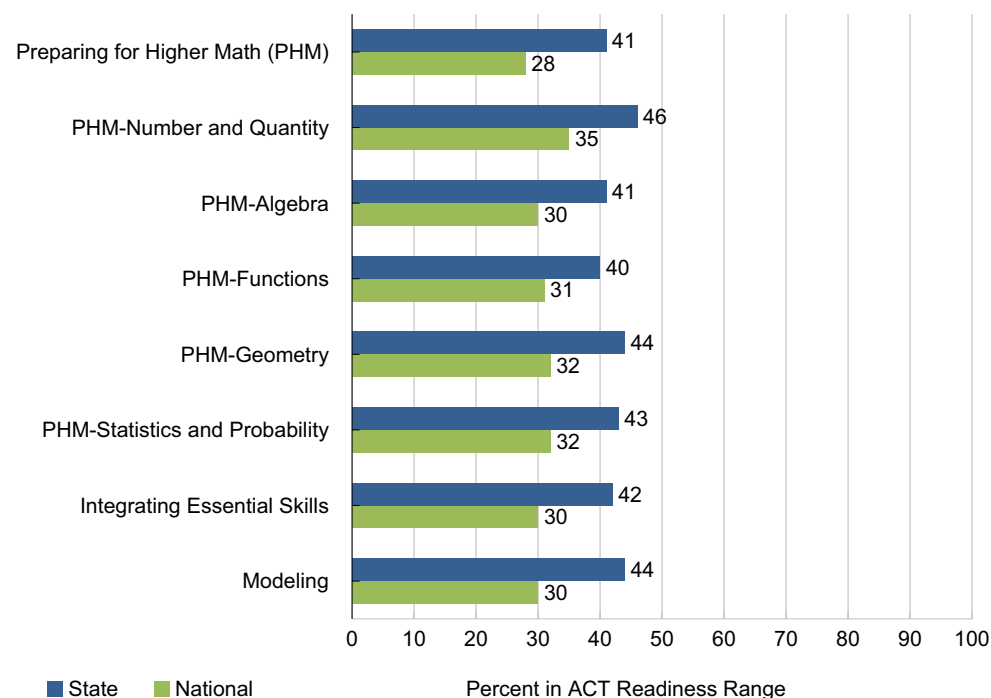


Figure 2.3. Math Reporting Categories



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	5,321	63	22.2	19.6
	Black/African American	105	48	19.3	17.0
	American Indian/Alaska Native	269	31	18.5	16.1
	White	4,171	67	22.5	20.2
	Hispanic/Latino	265	44	20.5	17.7
	Asian	89	64	23.8	18.6
	Native Hawaiian/Other Pacific Islander	4	25	18.0	16.0
	Two or More Races	299	54	20.8	19.4
	Prefer not/no Response	119	39	22.8	19.7
National	All Students	1,380,130	37	22.1	19.4
	Black/African American	166,628	30	17.9	16.4
	American Indian/Alaska Native	13,737	24	18.2	16.3
	White	672,745	46	22.8	20.3
	Hispanic/Latino	249,998	29	20.1	17.9
	Asian	55,158	54	26.0	23.3
	Native Hawaiian/Other Pacific Islander	3,871	21	19.2	16.6
	Two or More Races	71,479	38	22.2	19.6
	Prefer not/no Response	146,514	11	24.3	21.2

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	5,321	100	19.8	20.8	21.8	21.3	21.1	21.3
	Black/African American	105	2	16.9	18.8	19.2	19.0	18.6	19.2
	American Indian/Alaska Native	269	5	14.2	15.9	17.3	16.8	16.2	16.6
	White	4,171	78	20.4	21.4	22.4	21.9	21.7	21.9
	Hispanic/Latino	265	5	17.4	19.0	19.7	19.3	19.0	19.4
	Asian	89	2	20.9	21.8	21.7	21.8	21.7	22.0
	Native Hawaiian/Other Pacific Islander	4	0	13.0	15.0	14.5	16.5	15.0	16.0
	Two or More Races	299	6	18.7	19.4	21.1	20.2	20.0	20.0
	Prefer not/no Response	119	2	18.6	19.9	21.0	20.2	20.1	20.3
National	All Students	1,380,130	100	18.4	18.9	20.0	19.6	19.4	19.5
	Black/African American	166,628	12	14.7	15.7	16.5	16.5	15.9	16.3
	American Indian/Alaska Native	13,737	1	14.4	15.9	16.2	16.6	15.9	16.5
	White	672,745	49	20.2	20.2	21.6	20.9	20.9	20.8
	Hispanic/Latino	249,998	18	16.1	17.1	17.8	17.7	17.3	17.7
	Asian	55,158	4	23.8	24.2	24.4	24.0	24.2	24.4
	Native Hawaiian/Other Pacific Islander	3,871	0	14.7	16.1	16.3	16.6	16.1	16.6
	Two or More Races	71,479	5	18.8	19.0	20.5	19.8	19.6	19.6
	Prefer not/no Response	146,514	11	17.1	18.2	19.0	18.7	18.4	18.7

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	2,405	64	22.7	19.5
	Females	2,821	63	21.8	19.7
	Other Responses	95	34	23.9	19.8
National	Males	616,299	36	22.5	19.4
	Females	640,950	42	21.8	19.6
	Other Responses	122,881	12	20.6	18.5

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	2,405	45	19.5	21.8	21.7	21.9	21.4	22.1
	Females	2,821	53	19.9	20.0	21.9	20.7	20.8	20.6
	Other Responses	95	2	20.4	20.1	22.7	21.3	21.2	20.9
National	Males	616,299	45	18.1	19.4	19.6	19.8	19.4	19.9
	Females	640,950	46	19.0	18.7	20.6	19.5	19.6	19.3
	Other Responses	122,881	9	17.2	17.9	19.2	18.6	18.4	18.5

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

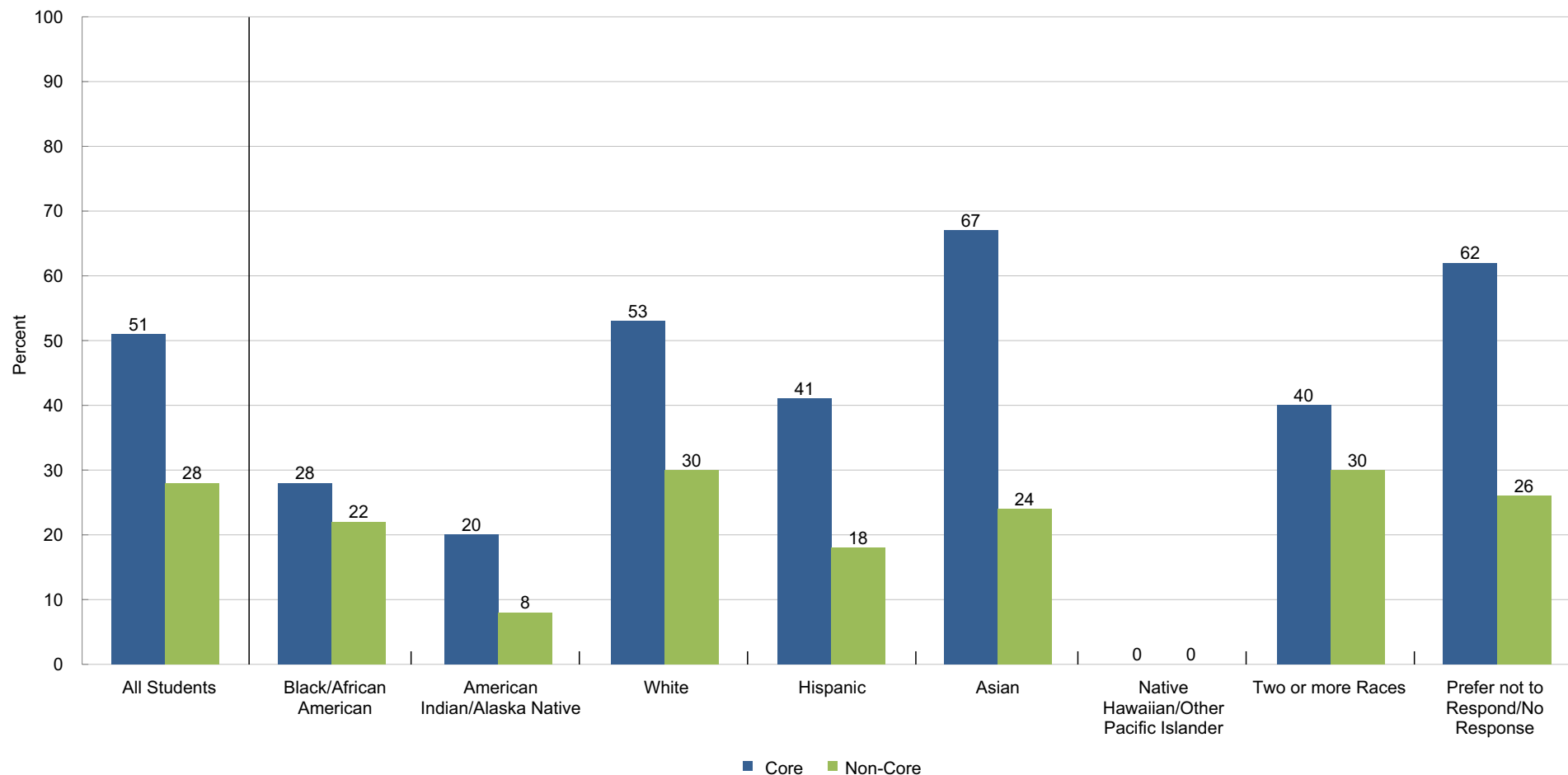
¹'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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	196	4	102	2	342	6	118	2
	28 to 32	366	7	427	8	693	13	421	8
	24 to 27	746	14	1,224	23	855	16	1,134	21
	20 to 23	1,410	26	1,030	19	1,454	27	1,647	31
	16 to 19	1,155	22	1,791	34	1,085	20	1,388	26
	13 to 15	891	17	683	13	578	11	425	8
	01 to 12	557	10	64	1	314	6	184	3
National	33 to 36	73,060	5	36,386	3	94,552	7	44,108	3
	28 to 32	90,792	7	89,502	6	138,235	10	85,156	6
	24 to 27	149,943	11	187,895	14	159,012	12	196,427	14
	20 to 23	258,335	19	178,093	13	290,198	21	316,580	23
	16 to 19	243,350	18	434,276	31	251,080	18	379,694	28
	13 to 15	246,784	18	378,310	27	223,706	16	225,181	16
	01 to 12	317,866	23	75,668	5	223,347	16	130,465	9

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	61	51	49	48	31
	Females	63	36	50	36	24
	Other Responses	62	41	58	45	29
National	Males	48	33	37	33	22
	Females	54	27	42	29	20
	Other Responses	43	21	35	23	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	5,321	62	43	49	41	27	19
	Black/African American	105	42	29	31	27	16	10
	American Indian/Alaska Native	269	23	10	22	9	4	3
	White	4,171	67	47	53	45	30	22
	Hispanic/Latino	265	45	28	37	25	15	10
	Asian	89	62	51	52	51	36	28
	Native Hawaiian/Other Pacific Islander	4	0	0	0	0	0	0
	Two or More Races	299	54	31	48	33	17	12
	Prefer Not to Respond	119	59	39	43	38	26	17
National	All Students	1,380,130	50	29	39	30	20	15
	Black/African American	166,628	26	8	18	9	5	3
	American Indian/Alaska Native	13,737	24	9	17	10	5	3
	White	672,745	62	38	49	39	27	20
	Hispanic/Latino	249,998	35	17	27	17	10	7
	Asian	55,158	74	62	63	59	49	45
	Native Hawaiian/Other Pacific Islander	3,871	26	11	17	11	7	4
	Two or More Races	71,479	53	29	42	31	21	15
	Prefer Not to Respond	146,514	41	24	34	25	17	13

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	783	15	29.3
	Gold	1,568	29	23.8
	Silver	1,924	36	19.0
	Bronze	936	18	14.8
	Needs Improvement	110	2	11.4
National	Platinum	187,692	14	30.1
	Gold	263,897	19	23.8
	Silver	395,933	29	18.9
	Bronze	413,735	30	14.4
	Needs Improvement	118,873	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	%	Avg
State	Core or More ²	3,329	71	21.0	53	22.0	57	23.0	50	22.4	34	22.2	25	22.5
	Less than Core	1,107	50	18.4	30	19.3	40	20.5	29	19.9	18	19.6	12	19.8
	Missing ³	885	42	16.8	23	18.1	33	19.3	24	19.0	12	18.4	6	18.8
National	Core or More	508,415	70	21.6	45	21.4	56	22.9	47	22.1	34	22.1	26	22.0
	Less than Core	231,457	52	18.6	27	18.8	40	20.2	29	19.6	18	19.4	13	19.5
	Missing	640,258	34	15.9	17	17.0	26	17.7	17	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		N	Mathematics		N	Reading		N	Science	
			%	Avg		%	Avg		%	Avg		%	Avg
State	Core or More ²	4,296	66	20.4	4,311	48	21.6	4,272	53	22.5	3,738	48	22.1
	Less than Core	259	58	19.2	173	7	16.0	177	38	20.1	726	27	19.7
	Missing ³	766	39	16.5	837	22	18.0	872	33	19.2	853	23	18.9
National	Core or More	752,167	64	20.6	721,848	41	20.7	660,720	52	22.3	605,522	46	21.8
	Less than Core	43,943	48	18.0	39,697	12	16.5	88,461	39	20.2	147,605	24	18.9
	Missing	584,020	32	15.7	618,585	16	17.0	630,949	26	17.6	624,484	17	17.6

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	1,357	26	20.9	70	201,083	15	20.6	64
Eng 9, Eng 10, Eng 11, Eng 12	2,939	55	20.1	65	551,084	40	20.6	64
Less than 4 years of English	259	5	19.2	58	43,943	3	18.0	48
Zero years / no English courses reported	766	14	16.5	39	584,020	42	15.7	32
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	113	2	24.0	68	24,047	2	22.5	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	253	5	22.8	65	47,807	3	21.1	46
Alg 1, Alg 2, Geom, & Trig	124	2	20.3	35	23,622	2	18.7	26
Alg 1, Alg 2, Geom, & Other Adv Math	1,498	28	20.8	42	190,369	14	19.1	28
Other comb of 4 or more years of Math	1,360	26	24.3	71	296,542	21	23.3	59
Alg 1, Alg 2, & Geom	671	13	17.7	15	86,050	6	16.6	10
Other comb of 3 or 3.5 years of Math	292	5	20.2	36	53,411	4	18.9	28
Less than 3 years of Math	173	3	16.0	7	39,697	3	16.5	12
Zero years / no Math courses reported	837	16	18.0	22	618,585	45	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	36	1	20.4	42	23,969	2	22.3	51
Other comb of 4 or more years Social Science	2,915	55	22.9	56	345,945	25	22.9	56
US Hist, World Hist, & Am Gov	54	1	18.8	28	56,767	4	20.1	38
Other comb of 3 or 3.5 years of Social Science	1,267	24	21.6	48	234,039	17	22.0	50
Less than 3 years of Social Science	177	3	20.1	38	88,461	6	20.2	39
Zero years / no Social Science courses reported	872	16	19.2	33	630,949	46	17.6	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	1,202	23	23.0	56	248,361	18	22.6	51
Bio, Chem, Phys	607	11	23.6	61	97,073	7	23.6	58
Gen Sci ¹ , Bio, Chem	1,806	34	21.2	39	230,984	17	20.6	36
Other comb of 3 years of Natural Science	123	2	21.6	49	29,104	2	19.6	30
Less than 3 years of Natural Science	726	14	19.7	27	147,605	11	18.9	24
Zero years / no Natural Science courses reported	853	16	18.9	23	624,484	45	17.6	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	530	22	20.9	70	814	29	20.9	69	13	14	23.4	77
Eng 9, Eng 10, Eng 11, Eng 12	1,399	58	20.0	64	1,505	53	20.2	65	35	37	21.5	77
Less than 4 years of English	109	5	18.7	54	146	5	19.5	60	4	4	25.5	100
Zero years / no English courses reported	367	15	16.2	38	356	13	16.5	41	43	45	18.0	42
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	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	67	3	24.7	72	44	2	22.7	61	2	2	27.0	100
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	110	5	23.7	75	141	5	22.0	57	2	2	25.5	100
Alg 1, Alg 2, Geom, & Trig	52	2	21.7	52	70	2	19.1	21	2	2	23.5	100
Alg 1, Alg 2, Geom, & Other Adv Math	542	23	21.7	51	946	34	20.2	37	10	11	20.7	40
Other comb of 4 or more years of Math	704	29	25.5	79	646	23	23.1	62	10	11	24.9	90
Alg 1, Alg 2, & Geom	295	12	18.2	20	364	13	17.2	12	12	13	17.8	17
Other comb of 3 or 3.5 years of Math	161	7	20.9	43	123	4	19.3	28	8	8	20.6	25
Less than 3 years of Math	76	3	16.1	7	95	3	15.9	7	2	2	13.0	0
Zero years / no Math courses reported	398	17	18.7	27	392	14	17.3	15	47	49	19.0	34
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	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	18	1	19.6	39	17	1	21.6	47	1	1	13.0	0
Other comb of 4 or more years Social Science	1,221	51	23.0	56	1,666	59	22.8	56	28	29	25.0	71
US Hist, World Hist, & Am Gov	26	1	19.2	27	28	1	18.4	29	0	0	.	.
Other comb of 3 or 3.5 years of Social Science	641	27	21.6	48	612	22	21.6	48	14	15	25.7	86
Less than 3 years of Social Science	86	4	19.8	42	88	3	20.7	36	3	3	14.7	0
Zero years / no Social Science courses reported	413	17	19.1	31	410	15	19.2	33	49	52	21.2	47
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	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ² , Bio, Chem, & Phys	639	27	23.6	61	553	20	22.2	50	10	11	24.3	80
Bio, Chem, Phys	312	13	24.1	67	288	10	23.0	54	7	7	25.4	86
Gen Sci ¹ , Bio, Chem	688	29	21.7	45	1,098	39	20.8	35	20	21	21.8	50
Other comb of 3 years of Natural Science	72	3	22.9	58	50	2	19.8	34	1	1	23.0	100
Less than 3 years of Natural Science	284	12	19.9	30	433	15	19.5	25	9	9	19.6	22
Zero years / no Natural Science courses reported	406	17	19.3	27	399	14	18.4	18	48	51	20.3	33

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

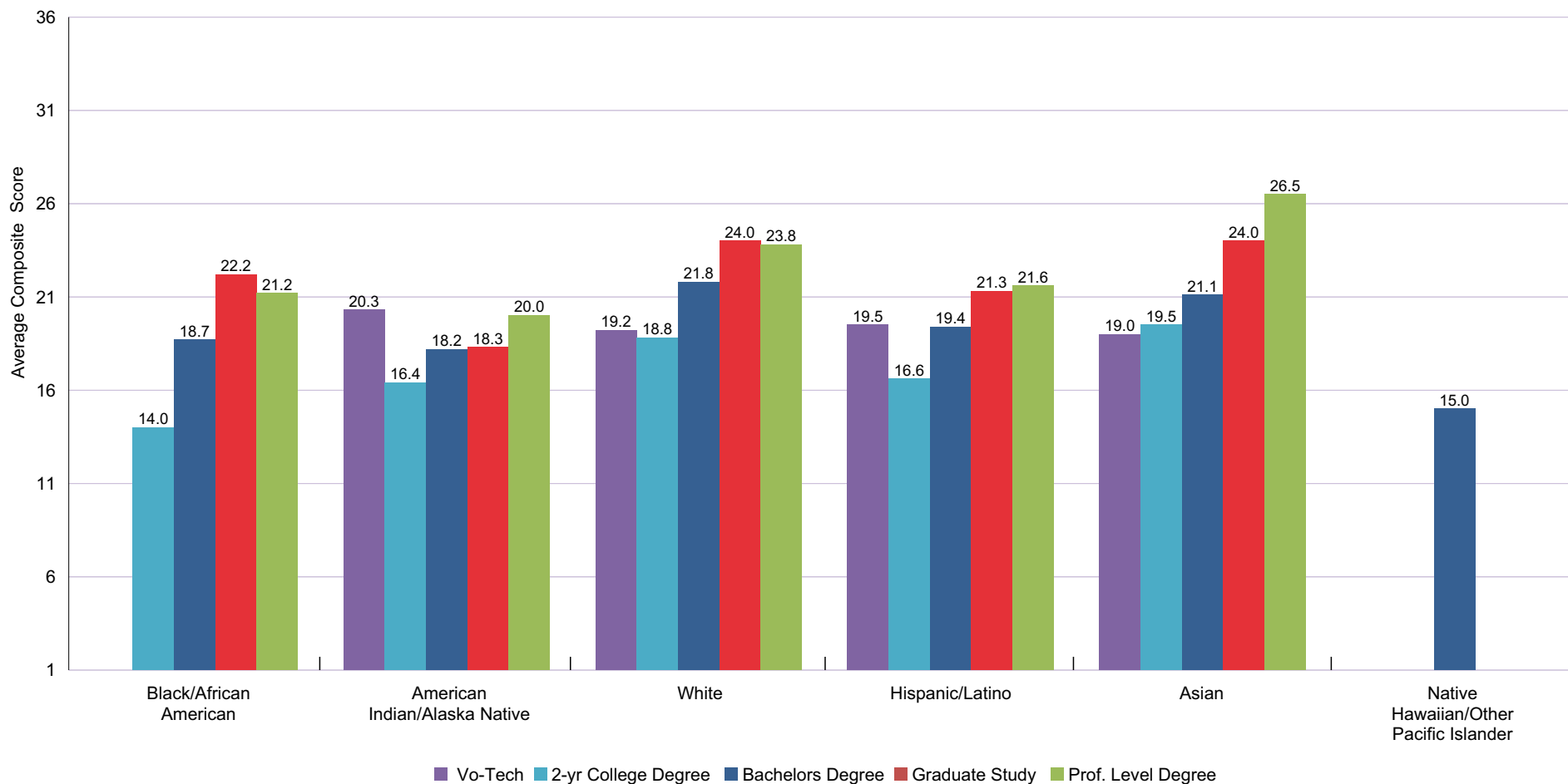
² Includes General, Physical and Earth Sciences.

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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	N ¹	All Students		Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
		Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	166	3	20.4	39	9	19.2	109	3	21.0
Architecture	56	1	21.9	6	1	19.8	48	1	22.3
Area, Ethnic, & Multidisciplinary Studies	4	0	17.3	0	0	.	3	0	17.7
Arts: Visual & Performing	126	2	22.0	9	2	19.4	103	3	22.6
Business	387	7	20.7	33	8	18.5	337	10	21.0
Communications	42	1	23.6	1	0	18.0	40	1	24.0
Community, Family, & Personal Services	43	1	19.3	10	2	17.4	31	1	20.1
Computer Science & Mathematics	157	3	24.1	17	4	19.2	130	4	24.7
Education	241	5	21.4	1	0	16.0	233	7	21.5
Engineering	294	6	24.6	8	2	17.6	269	8	24.8
Engineering Technology & Drafting	42	1	22.2	9	2	19.1	30	1	23.4
English & Foreign Languages	15	0	24.2	0	0	.	14	0	24.7
Health Administration & Assisting	119	2	19.1	28	6	18.3	79	2	19.7
Health Sciences & Technologies	798	15	21.3	95	22	19.3	652	20	21.6
Philosophy, Religion, & Theology	15	0	23.3	0	0	.	15	0	23.3
Repair, Production, & Construction	96	2	19.1	74	17	18.5	16	0	21.1
Sciences: Biological & Physical	335	6	23.8	6	1	18.5	311	9	24.0
Social Sciences & Law	218	4	21.9	0	0	.	200	6	22.1
Undecided	974	18	21.0	96	22	17.9	683	21	21.8
No Response	1,192	22	19.0	2	0	17.5	0	0	.

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	142	19.1	0	.	3	20.3	119	19.2	10	19.5
2-yr College Degree	292	18.4	3	14.0	19	16.4	241	18.8	17	16.6
Bachelors Degree	2,154	21.5	46	18.7	53	18.2	1,788	21.8	79	19.4
Graduate Study	498	23.7	5	22.2	9	18.3	423	24.0	16	21.3
Prof. Level Degree	652	23.6	17	21.2	13	20.0	519	23.8	36	21.6
Other	50	20.2	2	16.0	0	.	38	21.2	2	17.5
No Response	1,493	19.3	29	17.2	167	15.1	1,018	20.4	104	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	142	19.1	1	19.0	0	.	9	16.8	0	.
2-yr College Degree	292	18.4	2	19.5	0	.	6	18.2	4	16.0
Bachelors Degree	2,154	21.5	35	21.1	4	15.0	117	19.9	32	22.7
Graduate Study	498	23.7	7	24.0	0	.	27	23.4	11	22.6
Prof. Level Degree	652	23.6	21	26.5	0	.	35	23.3	11	25.6
Other	50	20.2	1	13.0	0	.	5	18.2	2	16.0
No Response	1,493	19.3	21	17.8	0	.	97	18.4	57	17.7

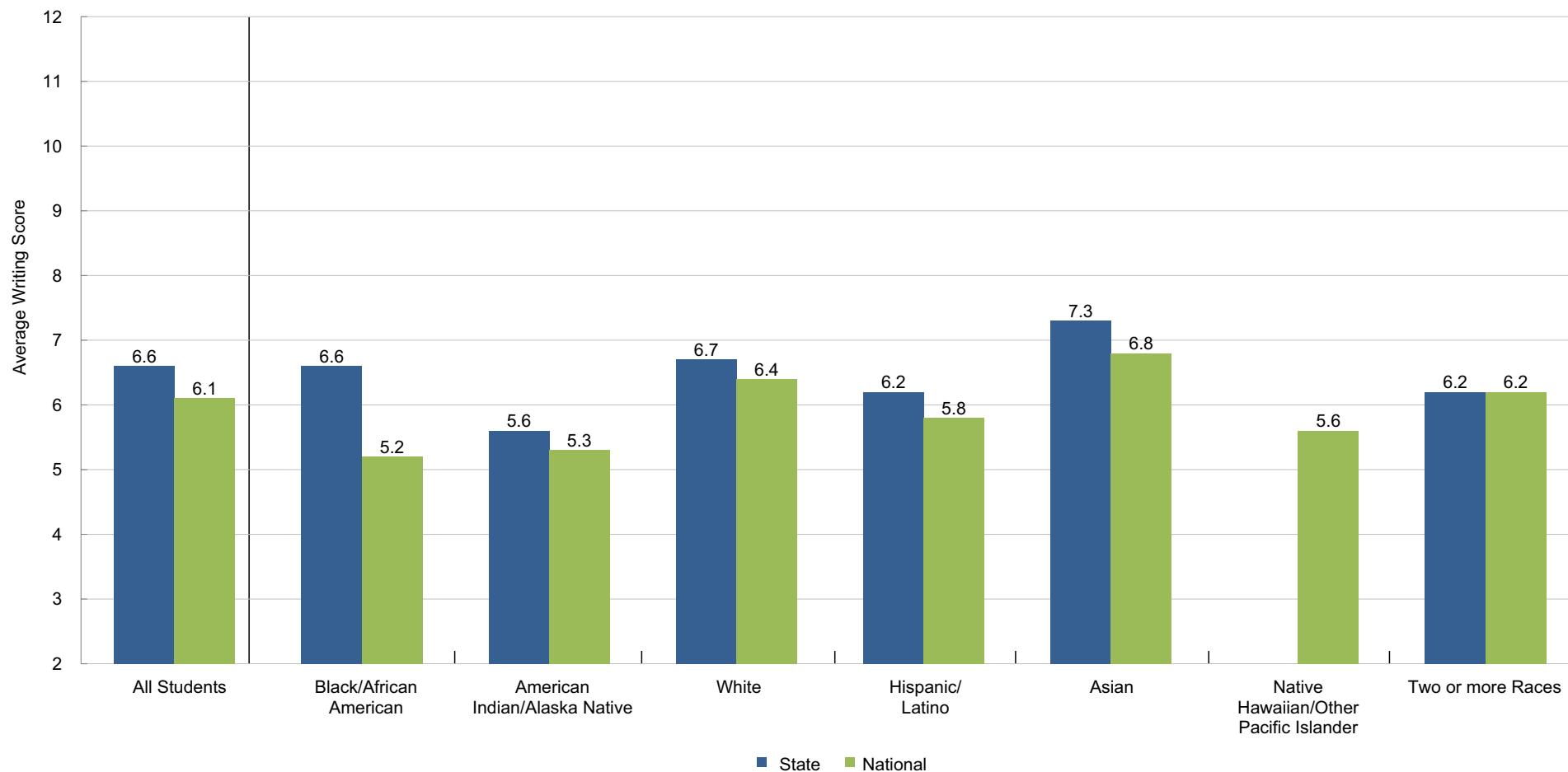
Table 4.3. Students' Score Report Preferences at Time of Testing

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	1,141	600	541	0	6	23	30	27	11	2
UNIV OF SOUTH DAKOTA-ETS	SD	749	277	472	0	7	25	29	26	12	1
AUGUSTANA UNIVERSITY	SD	292	102	190	0	7	18	26	27	19	2
BLACK HILLS STATE UNIVERSITY	SD	258	101	157	1	9	30	24	26	9	2
SOUTH DAKOTA SCH OF MINES-TECH	SD	251	119	132	1	2	12	20	36	25	4
NORTHERN STATE UNIVERSITY	SD	231	86	145	1	8	25	32	23	11	0
SOUTHEAST TECHNICAL COLLEGE	SD	227	94	133	0	12	43	28	14	3	0
DAKOTA STATE UNIVERSITY	SD	224	86	138	1	5	19	29	29	14	2
LAKE AREA TECHNICAL COLLEGE	SD	204	92	112	2	15	42	28	9	4	0
MITCHELL TECHNICAL COLLEGE	SD	196	92	104	1	13	36	35	14	2	0
UNIV OF NEBRASKA-LINCOLN	NE	154	45	109	1	4	14	26	32	18	5
UNIV OF MINNESOTA-TWIN CITIES	MN	126	28	98	0	2	11	29	26	26	6
UNIVERSITY OF SIOUX FALLS	SD	124	18	106	2	14	23	28	23	9	1
NORTH DAKOTA STATE UNIVERSITY	ND	89	17	72	0	3	22	40	20	11	2
WESTERN DAKOTA TECH COLLEGE	SD	79	24	55	1	24	32	24	14	5	0
DAKOTA WESLEYAN UNIVERSITY	SD	77	16	61	1	8	34	35	18	3	1
IOWA STATE UNIV	IA	54	15	39	0	9	13	30	28	15	6
MOUNT MARTY UNIVERSITY-YANKTON	SD	52	17	35	2	6	46	27	15	4	0
UNIVERSITY OF IOWA	IA	50	12	38	0	4	10	32	32	20	2
UNIV OF N DAKOTA	ND	43	10	33	0	2	14	30	33	19	2
GRAND CANYON UNIV	AZ	41	19	22	0	10	24	32	22	12	0
MINNESOTA ST UNIV-MANKATO	MN	41	11	30	0	2	15	29	32	20	2
ARIZONA STATE UNIVERSITY	AZ	35	9	26	0	6	20	26	23	26	0
UNIVERSITY OF WYOMING	WY	35	8	27	0	3	23	20	37	17	0
UNIV OF NEBRASKA-OMAHA	NE	34	15	19	0	6	18	29	35	12	0
MONTANA STATE UNIV-BOZEMAN	MT	32	8	24	0	0	16	34	31	19	0
COLORADO STATE UNIVERSITY	CO	31	5	26	0	3	13	39	29	16	0
CREIGHTON UNIVERSITY	NE	31	6	25	0	0	10	26	19	29	16
NORTHWESTERN COLL-IA	IA	30	10	20	0	7	7	17	37	27	7
UNIVERSITY OF MICHIGAN	MI	29	9	20	0	0	7	10	31	38	14
All Other Institutions		1,257	321	936	1	5	16	25	25	22	6
Total		6,217	2,272	3,945	1	7	23	28	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		English		Average ACT Scores		Writing	
	State	National	State	National	State	National	State	National
All Students	400	371,645	20.6	17.3	23.3	18.8	6.6	6.1
Black/African American	9	33,534	14.7	14.3	18.8	16.0	6.6	5.2
American Indian/Alaska Native	23	7,730	15.6	13.9	18.7	15.6	5.6	5.3
White	298	162,493	21.7	19.2	24.2	20.7	6.7	6.4
Hispanic/Latino	25	88,600	16.9	15.3	18.4	16.9	6.2	5.8
Asian	8	14,839	20.3	19.9	23.4	21.2	7.3	6.8
Native Hawaiian/Other Pacific Islander	0	1,907	.	13.5	.	15.3	.	5.6
Two or More Races	29	23,852	19.4	17.7	23.3	19.3	6.2	6.2
Prefer not/No Response	8	38,690	19.6	16.1	22.0	17.8	6.6	5.8
Males	171	163,907	21.0	16.9	24.0	18.4	6.5	5.8
Females	220	166,047	20.2	17.8	22.6	19.3	6.7	6.4
Other Responses	9	41,691	23.2	16.8	27.7	18.4	6.6	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	State	National
All Students	400	371,645	20.5	17.3	55	34
Black/African American	9	33,534	17.1	14.4	22	14
American Indian/Alaska Native	23	7,730	16.2	14.3	17	13
White	298	162,493	21.3	18.9	61	45
Hispanic/Latino	25	88,600	17.2	15.7	28	22
Asian	8	14,839	21.0	19.8	38	48
Native Hawaiian/Other Pacific Islander	0	1,907	.	14.4	.	13
Two or More Races	29	23,852	19.8	17.8	59	36
Prefer not/No Response	8	38,690	19.3	16.2	38	27
Males	171	163,907	20.8	16.8	57	31
Females	220	166,047	20.2	18.0	52	38
Other Responses	9	41,691	23.0	16.6	89	29

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

