ACT Profile Report: 2026 Graduating Class

College & Career Readiness at a Glance

South Dakota

Public High School Students

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How to Interpret This Report

This report summarizes the college and career readiness of your recent graduates who took the ACT during high school and achieved a college-reportable ACT Composite score. For school and district reports, state-level comparisons are provided to facilitate interpretation of reported values. In select instances, percentages may not add to 100 due to rounding.

College readiness in this report is measured by your graduates' ACT scores from their most recent test attempt. Although the students described by this report are grouped by graduating class, even graduates from the same year did not necessarily take the ACT at the same time in high school or over the same number of test attempts. Results summarized by this report could include scores from tests taken in any of the past three years, and could include scores from students who tested only once and those who tested multiple times. By summarizing the scores from your students' most recent test attempt, we thus provide our most up-to-date estimate of these students' college and career readiness prior to high school graduation.

The ACT test comprises three required section tests—English, math, and reading. The ACT test also includes two optional section tests, science and writing, although for some school-day testing, these tests are not optional. Beginning with all ACT tests taken in September 2025, the Composite score is the average of the English, math, and reading scores. For most ACT tests taken prior to September 2025, the Composite score also includes the science score. In addition to test scores for each of these section tests and the Composite score, ACT reports two combined scores (STEM and ELA) that are based on a combination of required and optional section tests. The STEM score—which combines students' math and science scores—is a measure of students' academic achievement in the areas of math and science. The ELA score—which combines students' English, reading, and writing scores—is a measure of students' academic achievement in the area of English/language arts.

The following summary information is provided for your students' ACT scores:

ACT College Readiness Benchmark Attainment provides the number and percentage of students who meet or exceed a particular threshold score for each ACT section test or combined score. This Benchmark score, shown in the table below, represents the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing courses. As such, Benchmark attainment provides a broad indicator of a student's academic readiness for college by subject. There is no stand-alone Benchmark score for writing.

Students taking:	who meet or exceed a score of:	have a 50% chance of earning a B or better in:
English	18	English Composition I
Math	22	college algebra
Reading	22	American history, other history, psychology, sociology, political science, and economics
Science	23	biology
STEM	26	calculus, chemistry, biology, physics, and engineering
ELA	20	English Composition I, American history, other history, psychology, sociology,political science, and economics

Summary statistics for each ACT score include the number tested, the score mean, and the 25th, 50th (median), and 75th percentiles. These summary statistics have the following definitions:

Summary Statistic	Definition
Mean	The average of your students' test scores.
25th Percentile	The score at or below which 25% of your students fall; 75% of your students fall above this score.
Median (50th)	The score at or below which 50% of your students fall; 50% of your students fall above this score.
75th Percentile	The score at or below which 75% of your students fall; 25% of your students fall above this score.

Reporting Category Readiness Range Attainment provides the number and percentage of students whose section test reporting category scores fall within the respective ACT readiness range for that reporting category.

A readiness range is the typical performance within a reporting category among students who met or exceeded the Benchmark for that section test. There are no reporting categories for the writing test nor for derived scores such as Composite, STEM, and ELA.

Domain scores are used to derive students' writing scores. Mean domain scores are the average scores that students receive in each of the four writing test domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. Each domain has a score range of 2 to 12.

Score Change for Retested Students reports the difference in mean scores based on retested students' first and most recent test attempts. With the exception of writing, these results also include the percentage-point difference between the share of retested students who met each score's respective Benchmark on their first test attempt and the share who met the Benchmark on their most recent attempt. Score Distribution provides the share of your students at each score point on the 1–36 score scale for all scores except writing. The writing distribution will range from 2 to 12. Also provided is the cumulative percentage, which represents the total share of your students at or below each score point.

Progress Toward the WorkKeys National Career Readiness Certificate Indicator reports the number and percentage of your students at each predicted NCRC level. This indicator uses students' ACT Composite score to predict the career readiness level that your students would likely earn if they were to take the WorkKeys assessments at approximately the same time as the ACT test. The table below shows the relationship between students' Composite score and their predicted career readiness level.

Students whose ACT Composite score is:	1–12	13–15	16–20	21–26	27–36
are predicted to have an NCRC level of:	Needs Improvement	Bronze	Silver	Gold	Platinum

Section 1: Executive Summary

Guiding Questions	Why This Matters
To what extent are tested high school graduates representative of the full graduating class?	If the population of tested students differs from the full graduating class, results may not accurately represent overall student performance.
What percentage of high school graduates retested?	Students who retest tend to score higher on their most recent test, so a higher retest rate tends to result in higher average scores.
Did most high school graduates test during the school day or on weekends?	Students who test on a weekend tend to score higher even though the test is the same, so knowing the testing day can help you interpret your students' results.

ACT-Tested Graduates at a Glance

Understanding who took the ACT provides valuable context for interpreting readiness results and planning targeted interventions.

Total Students Tested

5,136

Represents all 2026 graduating seniors who received a college-reportable ACT Composite score during the past 3 administration years. Tracking the total participation and composition of your tested students helps you gauge engagement across your organization and contextualize year-to-year changes in results.

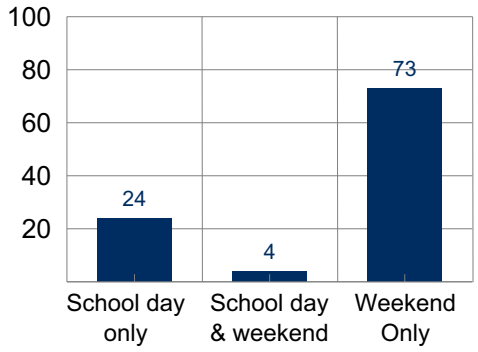
Percent Taking Optional Science

88%

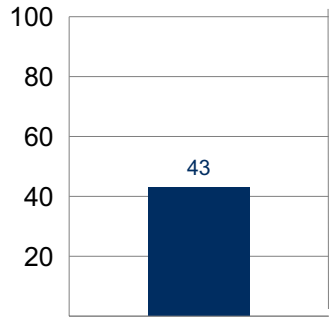
Percent Taking Optional Writing

10

Percent Testing by Window



Percent of Retested Students



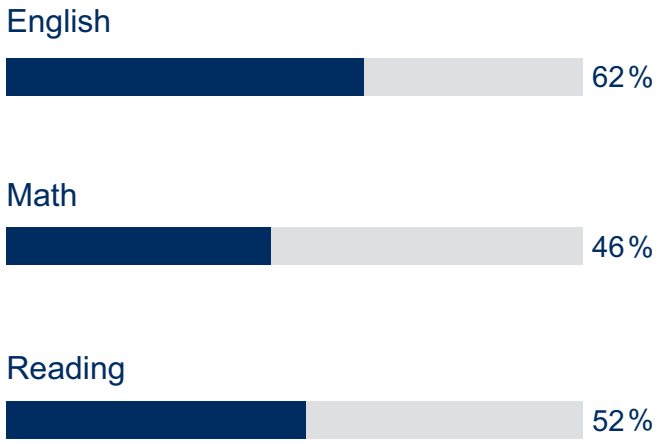
Demographics: Percentages

	Overall
African American	2%
American Indian	5%
Asian	1%
Hispanic	5%
Pacific Islander	0%
White	80%
Two or more races	6%
Prefer not to respond	2%
No response	0%
Female	55%
Male	44%
Other responses	1%
STEM interest	21%
Non-STEM interest	16%
Unknown	63%

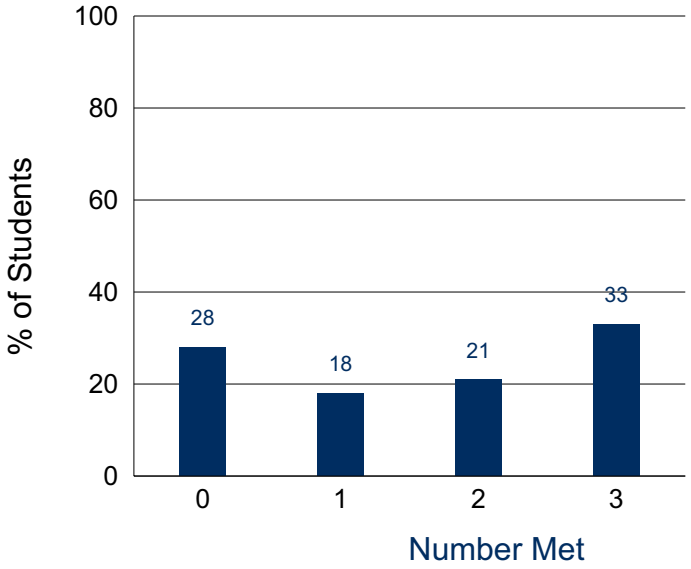
STEM interest describes students indicating measured or expressed interest in a STEM major or occupation. Non-STEM interest represents students providing interest information that does not align with STEM. Unknown describes students who supplied insufficient information to make a STEM/non-STEM determination.

College Readiness at a Glance

Percent Meeting English, Math, and Reading Benchmarks



Number of Benchmarks Met (English, Math, and Reading)



Average Composite Score

21.1

Average Superscore Among Retested Students

23.5

Percentage of Students Meeting Science, STEM, and ELA Benchmarks

Science	**46%**
STEM	**24%**
ELA	**53%**

Not all students take every section test, so percentages reflect only those who received a score.

Section 2: English, Math, Reading, and Composite Scores

Guiding Questions	Why This Matters
Are there subjects with greater numbers and/or percentages of students ready for success in college-level coursework (i.e., the students have met the ACT Benchmark)?	Understanding rates of college readiness can help inform instructional priorities.
Where do scores tend to cluster along the score distribution scale? What are the scores of the middle 50% of students (i.e., scores including and falling between the 25th and 75th percentiles)? What percentage of students fall 1 or 2 points below each test's Benchmark?	Score distributions provide context beyond means and help identify students near Benchmark attainment.
What percentage of retested students meet the Benchmark in each section?	Retesting tends to lead to higher attainment of college readiness.
What percentage of students are predicted to earn a National Career Readiness Certificate (NCRC) based on their Composite score?	The predicted NCRC level can be thought of as an indicator of workforce readiness for different careers, broadening the interpretation of outcomes.
What percentage of students meet all three Benchmarks across English, math, and reading?	Meeting all three Benchmarks indicates readiness for college-level coursework across core academic subjects.
What percentage of retested students meet all three Benchmarks?	Retesting tends to lead to a higher percentage meeting all three Benchmarks.

English Score

English Benchmark Attainment (18+)

Met Benchmark

62%

3,199 student(s)

Did not meet Benchmark

38%

1,937 student(s)

English Score Summary Statistics

Number Tested	5,136
Mean Score	19.7
25th Percentile	15
Median (50th)	20
75th Percentile	23

English Reporting Category Readiness Range Attainment

	Overall	
Production of Writing	3,065	60
Knowledge of Language		
Conventions of Standard English	2,839	55

Change in English Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	% Met Benchmark
First Test	19.8	65
Most Recent Test	21.4	74
Difference	1.6	9
Number Retested	2,204	

English Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	1	1	3	4	3	4	5	7	7	3	5	6	8	8	5	6	5	5	3	2	2	1	1	1	1	1	1	2	0
Cum. %	1	1	1	1	1	1	1	1	2	5	9	12	16	21	28	34	38	43	49	56	65	70	76	80	85	88	90	92	93	94	95	96	97	98	99	100

Math Score

Math Benchmark Attainment (22+)

Met Benchmark

46%

2,338 student(s)

Did not meet Benchmark

54%

2,798 student(s)

Math Score Summary Statistics

Number Tested	5,136
Mean Score	21.2
25th Percentile	17
Median (50th)	20
75th Percentile	25

Math Reporting Category Readiness Range Attainment

	Overall	
	Count	Percent
Preparing for Higher Math (PHM)	2,226	43
PHM: Number and Quantity	2,308	45
PHM: Algebra	2,435	47
PHM: Functions	2,324	45
PHM: Geometry	2,505	49
PHM: Statistics and Probability	2,421	47
Integrating Essential Skills	2,287	45
Modeling	2,305	45

Change in Math Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	% Met Benchmark
First Test	21.5	49
Most Recent Test	22.7	58
Difference	1.2	9
Number Retested	2,204	

Math Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	0	0	0	0	1	2	4	5	9	10	8	6	5	4	4	5	7	5	7	5	4	2	2	2	1	1	1	1	0
Cum. %	1	1	1	1	1	1	1	1	1	1	1	2	3	7	12	22	31	39	46	50	54	59	64	71	76	83	87	91	94	95	97	98	99	99	99	100

Reading Score

Reading Benchmark Attainment (22+)

Met Benchmark

52%

2,672 student(s)

Did not meet Benchmark

48%

2,464 student(s)

Reading Score Summary Statistics

Number Tested	5,136
Mean Score	21.9
25th Percentile	17
Median (50th)	22
75th Percentile	26

Reading Reporting Category Readiness Range Attainment

	Overall	
	Count	Percent
Key Ideas and Details	2,439	47
Craft and Structure	2,588	50
Integration of Knowledge and Ideas	2,514	49

Change in Reading Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	% Met Benchmark
First Test	22.0	52
Most Recent Test	23.2	61
Difference	1.2	9
Number Retested	2,204	

Reading Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	0	0	1	2	3	3	4	3	4	4	4	6	5	6	8	7	6	5	4	3	4	3	2	3	2	2	1	2	1
Cum. %	1	1	1	1	1	1	1	1	1	2	4	7	10	14	17	21	26	30	36	42	48	56	62	68	73	77	80	83	86	88	91	93	96	97	99	100

Composite Score

Attainment of All Three Benchmarks (English, Math, and Reading)

Met all three

33%

1,699 student(s)

Did not meet all three

67%

3,437 student(s)

Progress Toward the WorkKeys NCRC Indicator

	Overall	
	Count	Percent
Platinum	799	16
Gold	1,829	36
Silver	1,748	34
Bronze	610	12
Needs Improvement	150	3

Composite Score Summary Statistics

Number Tested	5,136
Mean Score	21.1
25th Percentile	17
Median (50th)	21
75th Percentile	25

Change in Composite Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	% Met All Three
First Test	21.4	33
Most Recent Test	22.5	44
Difference	1.1	11
Number Retested	2,204	

Composite Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	0	0	0	1	2	3	4	5	5	6	7	7	8	7	7	6	7	5	5	3	3	2	2	1	1	1	1	1	0
Cum. %	1	1	1	1	1	1	1	1	1	1	1	3	6	10	15	20	26	33	41	49	55	62	68	75	80	84	88	91	93	95	96	98	99	99	99	100

Section 3: Science, STEM, Writing, ELA

Guiding Questions	Why This Matters
What percentage of students took the science and writing assessments? Please note that writing has long been optional, and science has recently become optional as well.	Participation rates can be related to how representative these results are of the overall student group. If only a small portion of the ACT-tested graduating class takes the optional assessments, the achievement level of this subset of students will likely be different from that of the student group as a whole.
Where do scores tend to cluster along the score distribution scale? What are the scores of the middle 50% of students (i.e., scores including and falling between the 25th and 75th percentiles)? What percentage of students fall 1 or 2 points below each test's Benchmark?	Score distributions provide context beyond means and help identify students near Benchmark attainment.
Among those who retested, what percentage now meets the Benchmark?	Because retesting often leads to higher scores, retested students are more likely to meet all three Benchmarks.

Science Score

Science Benchmark Attainment (23+)

Met Benchmark

46%

2,067 student(s)

Did not meet Benchmark

54%

2,434 student(s)

Science Reporting Category Readiness Range Attainment

	Overall	
Interpretation of Data	2,092	46
Scientific Investigation	2,038	45
Evaluation of Models/Inferences	1,946	43

Science Score Summary Statistics

Number Tested	**4,501**
Mean Score	**21.9**
25th Percentile	**18**
Median (50th)	**22**
75th Percentile	**25**

The number of students who earned a science score may differ from the number earning a Composite score due to the science section being optional for some students.

Change in Science Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	**% Met Benchmark**
First Test	22.1	50
Most Recent Test	23.3	59
Difference	1.2	9
Number Retested	1,773	

Science Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	0	0	1	1	2	2	2	3	5	5	7	6	7	6	7	9	9	6	5	4	3	2	1	2	2	1	1	1	0
Cum. %	1	1	1	1	1	1	1	1	1	1	2	3	5	7	10	15	20	28	34	41	47	54	63	72	78	83	87	90	92	93	95	96	98	99	99	100

STEM Score

STEM Benchmark Attainment (26+)

Met Benchmark

24%

1,062 student(s)

Did not meet Benchmark

76%

3,439 student(s)

Math and Science Scores for Students With a STEM Score

Number Tested	4,501	4,501
% Met Benchmark	46	46
Mean Score		
25th Percentile	17	18
Median (50th)	20	22
75th Percentile		

STEM Score Summary Statistics

Number Tested	**4,501**
Mean Score	**21.8**
25th Percentile	**18**
Median (50th)	**21**
75th Percentile	**25**

The number of students who earned a STEM score may differ from the number of students earning a Composite score due to the science section being optional for some students.

Change in STEM Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	**% Met Benchmark**
First Test	22.1	22
Most Recent Test	23.3	33
Difference	1.2	11
Number Retested	1,773	

STEM Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	0	0	0	0	1	2	3	4	6	7	8	8	7	6	7	6	6	6	6	5	3	3	2	2	1	1	1	0	0
Cum. %	1	1	1	1	1	1	1	1	1	1	1	1	3	5	9	15	21	29	37	44	51	58	64	70	76	82	87	90	93	95	96	98	99	99	99	100

Writing Score

Writing Score Summary Statistics

Number Tested	495
Mean Score	6.7
25th Percentile	6
Median (50th)	7
75th Percentile	8

The number of students who earned a writing score may differ from the number of students earning a Composite score due to the writing section being optional.

Change in Writing Score Among Retested Students

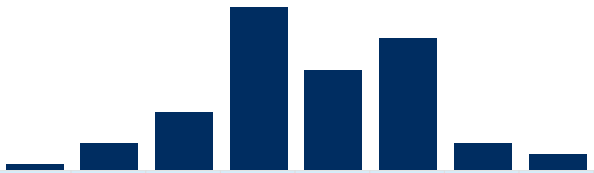
	Overall
	Mean Score
First Test	7.1
Most Recent Test	7.1
Difference	0
Number Retested	51

Mean Domain Score

Ideas and Analysis	6.6
Development and Support	6.1
Organization	6.5
Language Use and Conventions	7.0

Writing Score Distribution

View Appendix for Score Distribution Counts



Score	2	3	4	5	6	7	8	9	10	11	12
Percent	0	1	5	11	31	19	25	5	3	0	0
Cum. %	1	1	6	17	48	67	92	97	99	100	100

English Language Arts Score

ELA Benchmark Attainment (20+)

Met Benchmark

53%

260 student(s)

Did not meet Benchmark

47%

235 student(s)

English, Reading, and Writing Scores for Students With an ELA Score

	English	Reading	Writing
Number Tested	495	495	495
% Met Benchmark	64	58	N/A
Mean Score	20.1	22.8	6.7
25th Percentile	15	18	6
Median (50th)	20	23	7
75th Percentile	23	28	8

ELA Score Summary Statistics

Number Tested	495
Mean Score	20.1
25th Percentile	17
Median (50th)	20
75th Percentile	23

The number of students who earned an ELA score may differ from the number of students earning a Composite score due to the writing section being optional.

Change in ELA Score and Benchmark Attainment Among Retested Students

	Overall	
	Mean Score	% Met Benchmark
First Test	21.0	65
Most Recent Test	22.2	71
Difference	1.2	6
Number Retested	51	

ELA Score Distribution

View Appendix for Score Distribution Counts



Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Percent	0	0	0	0	0	0	0	0	1	0	1	3	4	4	4	6	7	7	9	6	10	7	6	4	4	3	3	3	3	0	2	1	0	0	0	0
Cum. %	1	1	1	1	1	1	1	1	1	1	2	5	9	14	18	24	31	38	47	54	64	71	77	81	85	87	91	94	97	97	99	100	100	100	100	100

Section 4: Historical View: Most Recent Score & Superscore

Guiding Questions	Why This Matters
Have there been significant changes in the number of your high school graduates who have taken the ACT over the last 3 years? If there have been, do changes in scores or Benchmark attainment seem to correspond with changes in the number of high school graduates tested?	Changes in the number of tested students could suggest changes in the representativeness of their results, which affects the inferences you can make about the college readiness of all your high school graduates. In general, a notable increase in the number tested often leads to college readiness results that are more representative of your population of high school graduates, whereas a notable decrease in the number tested often leads to college readiness results that are less representative of your population of high school graduates.
If there has been stability in the number of students who tested, have there been meaningful changes in average scores or Benchmark attainment levels over the last 3 years?	Some small year-to-year fluctuations in average scores and Benchmark attainment levels are to be expected and are not indicative of an actual improvement or decline in achievement between the current and prior cohorts. A multi-year pattern of larger increases or decreases in average scores and Benchmark attainment levels, however, could represent a more meaningful change in the college readiness of your tested students.

Historical View: Average Scores

Recent patterns in both test volumes and scores provide supporting context for interpreting results for this graduating class.

Composite & Associated Section Scores (all students)

	Number of Students	Composite	English	Math	Reading
2024	5,308	21.1	19.9	20.8	21.9
2025	5,321	21.1	19.8	20.8	21.8
2026	5,136	21.1	19.7	21.2	21.9

STEM & Associated Section Scores (only students who took optional science)

	Number of Students	STEM	Math	Science
2024	5,308	21.3	20.8	21.4
2025	5,317	21.3	20.8	21.3
2026	4,501	21.8	21.2	21.9

ELA & Associated Section Scores (only students who took optional writing)

	Number of Students	ELA	English	Reading	Writing
2024	419	20.7	21.0	23.2	6.6
2025	400	20.5	20.6	23.3	6.6
2026	495	20.1	20.1	22.8	6.7

Historical View: Percent Meeting College Readiness Benchmarks

Recent patterns in both test volumes and scores provide supporting context for interpreting results for this graduating class.

English, Math, and Reading Benchmark Attainment (all students)

	Number of Students	English Benchmark	Math Benchmark	Reading Benchmark
2024	5,308	63	43	50
2025	5,321	62	43	49
2026	5,136	62	46	52

Number of Benchmarks Met Across English, Math, and Reading (all students)

	Number of Students	Met 0	Met 1	Met 2	Met 3
2024	5,308	30	17	22	32
2025	5,321	30	17	22	31
2026	5,136	28	18	21	33

STEM, Math, and Science Benchmark Attainment (only students who took optional science)

	Number of Students	STEM Benchmark	Math Benchmark	Science Benchmark
2024	5,308	19	43	42
2025	5,317	19	43	41
2026	4,501	24	46	46

ELA, English, and Reading Benchmark Attainment (only students who took optional writing)

	Number of Students	ELA Benchmark	English Benchmark	Reading Benchmark
2024	419	56	66	57
2025	400	55	67	57
2026	495	53	64	58

A Note On Superscore Interpretation

This section of the report summarizes ACT Superscores for students who tested two or more times. Superscoring is the process of calculating a new Composite score that utilizes a student's highest section scores across multiple test attempts. Many colleges and scholarship agencies use Superscores instead of using scores from a single test attempt to help more students be competitive for admission and scholarships. Research from ACT suggests that Superscores may offer a slight improvement over the scores from a single test attempt in the prediction of a student's success in college.

ACT provides three Superscores in our reporting: 1) the Composite Superscore, 2) the STEM Superscore (when science is taken at least once), and 3) the ELA Superscore (when writing is taken at least once). Each is based on its respective highest section scores from across multiple test occasions. Highest section scores can come from any college-reportable test event.

ACT Composite Superscores earned in September 2025 and thereafter are calculated using English, math, and reading scores. Calculations for most ACT Composite Superscores earned prior to September 2025 also include the science score.

Historical View: Superscores for Repeat Testers

Superscore results best describe student maximum performance when students test two or more times.

Composite Superscore & Associated Highest Section Scores (all students)

	Number of Students	Composite	English	Math	Reading
2024	2,362	23.3	22.1	23.0	24.3
2025	2,275	23.4	22.2	23.1	24.3
2026	2,204	23.5	22.2	23.5	24.5

STEM Superscore & Associated Highest Section Scores (only students who took optional science)

	Number of Students	STEM	Math	Science
2024	2,362	23.5	23.0	23.5
2025	2,275	23.6	23.1	23.5
2026	2,173	24.0	23.5	23.9

ELA Superscore & Associated Highest Section Scores (only students who took optional writing)

	Number of Students	ELA	English	Reading	Writing
2024	367	23.1	23.8	25.9	7.0
2025	338	22.8	23.8	25.9	6.9
2026	346	22.3	23.1	25.5	6.9

Appendix: Score Distributions & College Score Sending

Score Distribution Counts (2026)

ACT Scale Score	English	Math	Reading	Science	Composite	STEM	ELA	Writing	ACT Scale Score
36	19*	6*	67*	14*	2	7*	0*	-	36
35	84*	32*	81*	42*	26	19*	0*	-	35
34	69*	33*	76*	41*	33	34*	0*	-	34
33	40*	37*	123*	66*	60	41*	0*	-	33
32	50*	53*	113*	76*	59	64*	6*	-	32
31	53*	85*	132*	83*	72	74*	9*	-	31
30	47*	80*	128*	60*	100	98*	2*	-	30
29	68*	128*	131*	90*	113	119*	13*	-	29
28	100*	194*	195*	118*	157	141*	16*	-	28
27	106*	243*	138*	158*	177	203*	16*	-	27
26	143*	346*	200*	222*	242	262*	13*	-	26
25	232*	255*	253*	285*	248	291	18*	-	25
24	238*	351*	290*	417*	334	263	21*	-	24
23	310*	264*	339*	395*	322	285	28*	-	23
22	253*	231*	406*	318	348	318	37*	-	22
21	431*	227	331	284	335	290	51*	-	21
20	393*	232	271	301	414	330	30*	-	20
19	296*	319	323	291	377	351	46	-	19
18	267*	406	227	320	373	346	36	-	18
17	173	505	219	236	305	297	36	-	17
16	345	473	231	236	279	252	29	-	16
15	361	282	147	126	258	176	21	-	15
14	256	184	225	86	193	118	22	-	14
	180	79	147	84	159	70	18	-	
12	175	44	143	72	96	29	15	0	12
11	201	17	103	29	33	12	5	1	11
10	132	12	59	26	12	3	2	13	10
9	63	7	19	10	5	5	3	25	9
8	26	3	7	6	1	1	1	123	8
7	15	2	6	4	2	0	0	96	7
6	6	2	3	2	1	0	1	151	6
5	2	3	1	1	0	2	0	56	5
4	1	0	2	2	0	0	0	25	4
3	0	0	0	0	0	0	0	4	3
2	0	1	0	0	0	0	0	1	2
1	1	0	0	0	0	0	0	-	1

*Benchmark met

Students' College Preferences Based on ACT Score Reports Sent

College Code	College Name	State	Scores Sent	Average Composite	Percent of Students Meeting EMR* Benchmarks			
					0 Benchmarks	1 Benchmark	2 Benchmarks	3 Benchmarks
3924	SOUTH DAKOTA STATE UNIVERSITY	SD	1,652	22.3	18	16	23	42
3928	UNIV OF SOUTH DAKOTA-ETS	SD	1,178	22.5	17	16	25	43
3902	AUGUSTANA UNIVERSITY	SD	409	23.4	11	14	24	50
3916	NORTHERN STATE UNIVERSITY	SD	363	21.4	23	21	24	32
3922	SOUTH DAKOTA SCH OF MINES-TECH	SD	356	25.1	7	8	19	66
3904	BLACK HILLS STATE UNIVERSITY	SD	338	21.5	22	20	24	34
3910	DAKOTA STATE UNIVERSITY	SD	331	22.1	21	17	22	40
6909	SOUTHEAST TECHNICAL COLLEGE	SD	330	19.5	36	20	23	20
4957	LAKE AREA TECHNICAL COLLEGE	SD	312	19.3	40	18	23	18
2482	UNIV OF NEBRASKA-LINCOLN	NE	274	24.8	6	10	26	58
4958	MITCHELL TECHNICAL COLLEGE	SD	254	19.0	41	22	21	16
3920	UNIVERSITY OF SIOUX FALLS	SD	204	21.5	21	24	19	36
2156	UNIV OF MINNESOTA-TWIN CITIES	MN	153	25.1	8	8	23	61
3202	NORTH DAKOTA STATE UNIVERSITY	ND	145	22.6	14	21	22	43
3906	DAKOTA WESLEYAN UNIVERSITY	SD	139	21.4	23	22	17	38

*English, math, reading

Number of Score Reports Sent by Composite

ACT Composite			Number of Score Reports Sent		
Score Range	Number in Range	% of Total	0	1–4	5+
1–15	760	15	472	270	18
16–19	1,334	26	628	615	91
20–23	1,419	28	497	773	149
24–27	1,001	19	269	593	139
28–36	622	12	107	355	160
Total	**5,136**	**100**	**1,973**	**2,606**	**557**