



Profile Report - State

Graduating Class 2016

South Dakota



New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

Table of Contents

Section I: Executive Summary	Page 5
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Who Met College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Five Year Trends—Achievement in STEM	
Proficiency Toward Understanding Complex Text	
Average ACT College Reportable Scores by Test Session Duration	
Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration	
Section II: Academic Achievement	Page 11
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Average ACT Composite Scores for Gender by Level of Preparation	
Average ACT Scores by Gender	
Section III: College Readiness & Impact of Course Rigor	Page 17
Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges	
Percent of Students Who Met ACT College Readiness Benchmark Scores by Gender and Race/Ethnicity	
Progress Toward National Career Readiness Certificates	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Common Course Patterns	
Section IV: Career and Educational Aspirations	Page 23
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
Section V: Optional Writing Test Results	Page 27
Average ACT Total Writing and English/Language Arts Scores by Race/Ethnicity and Gender	

This report provides information about the performance of your 2016 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2016. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

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, and writing (optional)
- 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 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. *Connecting College 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.

Only 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 and STEM. 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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

33% 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: 6,552 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. 87% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.8 reports 3% of the cohort took less than three years of math courses. Of these students, 13% were college ready. 17% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 19% of these students were college ready. In comparison, 60% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 5% of the cohort took less than three years of natural science courses. 21% of these students were college ready. In comparison, 47% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 39% 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 Readiness Standards at www.act.org/standard.

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

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

Section I

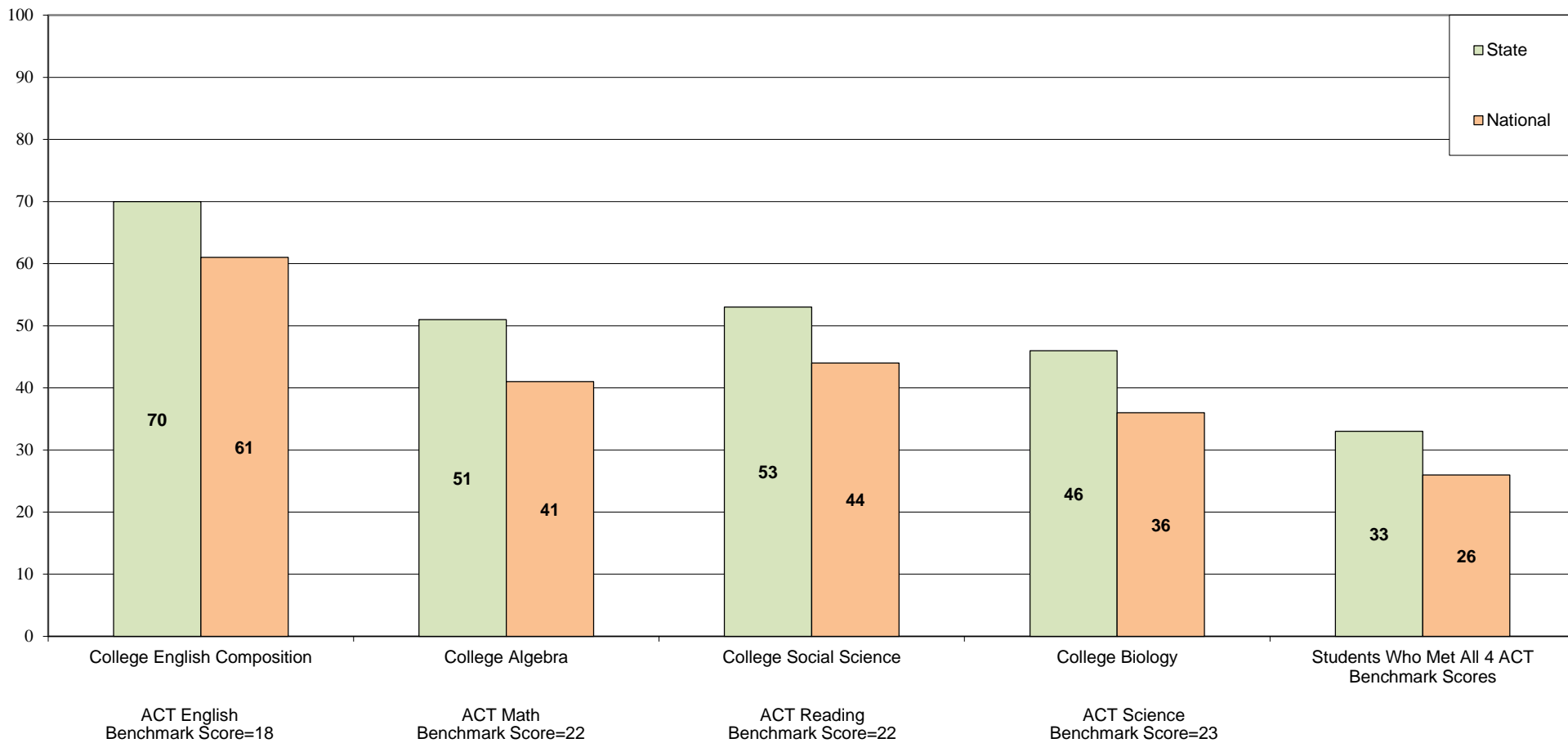
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 9.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



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 course.

Total Students in Report: 6,552

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2012	6,878	1,666,017	73	67	54	46	58	52	37	31	30	25
2013	6,723	1,799,243	72	64	53	44	52	44	46	36	32	26
2014	6,724	1,845,787	72	64	52	43	51	44	46	37	32	26
2015	6,615	1,924,436	70	64	51	42	54	46	46	38	33	28
2016	6,552	2,090,342	70	61	51	41	53	44	46	36	33	26

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2012	6,878	1,666,017	21.0	20.5	21.8	21.1	22.1	21.3	22.0	20.9	21.8	21.1
2013	6,723	1,799,243	20.9	20.2	21.8	20.9	22.1	21.1	22.1	20.7	21.9	20.9
2014	6,724	1,845,787	21.0	20.3	21.8	20.9	22.3	21.3	22.1	20.8	21.9	21.0
2015	6,615	1,924,436	21.0	20.4	21.7	20.8	22.4	21.4	22.1	20.9	21.9	21.0
2016	6,552	2,090,342	20.9	20.1	21.7	20.6	22.4	21.3	22.2	20.8	21.9	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

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
2012	5,995	835	87	12	21.6	17.4	22.3	18.7	22.5	19.0	22.4	19.1	22.3	18.7
2013	5,877	761	87	11	21.4	18.0	22.2	19.2	22.5	19.7	22.4	19.6	22.3	19.2
2014	5,952	688	89	10	21.3	18.4	22.2	19.3	22.6	20.2	22.4	19.9	22.3	19.6
2015	5,835	687	88	10	21.5	18.1	22.1	19.2	22.8	19.7	22.4	19.6	22.3	19.3
2016	5,714	729	87	11	21.4	18.0	22.1	19.0	22.8	19.9	22.5	19.8	22.3	19.3

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

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,878	100	21.8	6,723	100	21.9	6,724	100	21.9	6,615	100	21.9	6,552	100	21.9
Black/African American	100	1	17.7	84	1	17.6	81	1	17.0	88	1	18.1	96	1	18.4
American Indian/Alaska Native	416	6	16.2	414	6	17.0	439	7	16.9	423	6	16.7	458	7	16.5
White	5,675	83	22.4	5,502	82	22.4	5,468	81	22.5	5,376	81	22.5	5,179	79	22.6
Hispanic/Latino	208	3	20.0	195	3	20.4	200	3	19.8	224	3	20.2	230	4	20.1
Asian	101	1	21.9	103	2	20.3	80	1	22.2	68	1	21.5	109	2	21.2
Native Hawaiian/Other Pacific Islander	9	0	18.1	9	0	18.7	5	0	17.6	5	0	15.6	8	0	19.3
Two or more races	230	3	20.3	260	4	21.1	278	4	20.7	272	4	21.1	293	4	20.6
Prefer not to respond/No response	139	2	23.0	156	2	22.1	173	3	22.9	159	2	22.3	179	3	22.1

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
2012	6,878	1,666,017	22.2	21.3	22	20	28.0	28.7	27.7	27.9
2013	6,723	1,799,243	22.2	21.1	22	19	28.0	28.7	27.9	28.0
2014	6,724	1,845,787	22.2	21.1	23	20	28.1	28.7	28.0	28.3
2015	6,615	1,924,436	22.2	21.1	23	20	28.0	28.7	28.1	28.4
2016	6,552	2,090,342	22.2	20.9	23	20	27.9	28.7	28.3	28.6

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	
2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2016	2,152	485,762	33	23	17.5	17.0	1,527	322,548	23	15	23.5	23.6	920	235,380	14	11	29.6	30.3

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

Total Students in Report: 6,552

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	6,440	98	21.0	21.7	22.5	22.2	22.0
	Extended Time	112	2	16.5	18.1	19.4	18.9	18.4
	Total	6,552	100	20.9	21.7	22.4	22.2	21.9
National	Standard Time	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	70	51	53	46	33
	Extended Time	36	22	32	24	13
	Total	70	51	53	46	33
National	Standard Time	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 6,552

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	19	100	10	100	40	100	34	100	3	100	10	100	36
35	58	99	20	99	78	99	46	99	20	99	28	99	35
34	79	99	43	99	95	98	71	99	24	99	29	99	34
33	100	98	42	99	132	97	61	98	57	99	59	99	33
32	79	96	49	98	205	95	83	97	83	98	71	98	32
31	114	95	71	97	183	92	102	95	111	97	84	97	31
30	124	93	93	96	237	89	87	94	176	95	130	96	30
29	136	91	153	95	162	85	131	93	178	93	156	94	29
28	202	89	260	93	225	83	175	91	239	90	202	91	28
27	181	86	394	89	245	79	200	88	282	86	311	88	27
26	274	83	415	83	309	76	317	85	314	82	426	84	26
25	296	79	386	76	297	71	537	80	407	77	498	77	25
24	385	75	594	70	402	66	627	72	538	71	500	69	24
23	419	69	411	61	442	60	523	62	409	63	526	62	23
22	450	62	398	55	407	53	651	54	499	57	481	54	22
21	477	55	348	49	534	47	443	44	508	49	496	46	21
20	488	48	294	44	392	39	644	38	512	41	513	39	20
19	373	41	401	39	474	33	444	28	503	33	534	31	19
18	317	35	490	33	353	26	392	21	492	26	445	23	18
17	307	30	581	26	277	20	239	15	365	18	433	16	17
16	400	26	548	17	284	16	302	11	277	13	246	9	16
15	395	19	334	8	264	12	140	7	237	8	188	6	15
14	298	13	131	3	166	8	110	5	156	5	99	3	14
13	152	9	61	1	141	5	75	3	91	2	54	1	13
12	107	7	17	1	129	3	44	2	50	1	24	1	12
11	162	5	6	1	36	1	31	1	12	1	9	1	11
10	85	2	1	1	20	1	24	1	7	1	0	1	10
9	45	1	0	1	10	1	16	1	2	1	0	1	9
8	14	1	1	1	4	1	1	1	0	1	0	1	8
7	12	1	0	1	7	1	2	1	0	1	0	1	7
6	2	1	0	1	0	1	0	1	0	1	0	1	6
5	2	1	0	1	2	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.9 (5.8)		21.7 (4.8)		22.4 (5.8)		22.2 (4.8)		21.9 (4.8)		22.2 (4.5)		Avg (SD)

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

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

Total Students in Report: 6,552

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	173	100	42	100	130	100	184	100	129	100	36	100	45	100	18
17	304	97	125	99	345	98	312	97	275	98	41	99	14	99	17
16	239	93	258	97	499	93	460	92	329	94	147	99	190	99	16
15	295	89	495	94	361	85	527	85	487	89	379	97	426	96	15
14	295	85	513	86	725	80	462	77	546	81	519	91	612	90	14
13	452	80	500	78	540	69	446	70	705	73	809	83	654	80	13
12	543	73	859	70	831	60	637	64	706	62	982	71	709	70	12
11	693	65	638	57	610	48	699	54	726	52	857	56	791	60	11
10	747	54	758	48	639	38	673	43	471	40	931	42	1,218	47	10
9	685	43	767	36	641	29	492	33	654	33	778	28	744	29	9
8	627	32	675	24	596	19	544	25	564	23	467	16	558	18	8
7	473	23	342	14	298	10	347	17	538	15	322	9	278	9	7
6	442	16	252	9	170	5	410	12	227	6	141	4	77	5	6
5	317	9	205	5	105	3	219	5	127	3	73	2	156	4	5
4	187	4	86	2	31	1	99	2	51	1	38	1	29	1	4
3	60	1	29	1	16	1	33	1	12	1	20	1	29	1	3
2	18	1	8	1	11	1	8	1	4	1	5	1	8	1	2
1	2	1	0	1	4	1	0	1	1	1	7	1	14	1	1
Avg (SD)	10.4 (3.6)		10.8 (3.1)		11.6 (3.2)		11.2 (3.6)		11.3 (3.3)		11.0 (2.6)		10.9 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	25	25	26	25	25
Q2 (50th Percentile)	21	22	22	22	22
Q1 (25th Percentile)	16	17	18	19	18

Total Students in Report: 6,552

Table 2.4. 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	6,552	87	22.3	19.3
	Black/African American	96	74	19.2	16.5
	American Indian/Alaska Native	458	78	16.8	15.6
	White	5,179	89	22.9	20.3
	Hispanic/Latino	230	84	20.7	17.1
	Asian	109	82	22.1	17.4
	Native Hawaiian/Other Pac. Isl.	8	88	20.1	13.0
	Two or More Races	293	86	20.9	19.3
	Prefer not/No Response	179	71	23.5	18.7
National	All Students	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	18.2

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 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	6,552	100	20.9	21.7	22.4	22.2	21.9	22.2
	Black/African American	96	1	17.1	18.7	19.1	18.3	18.4	18.7
	American Indian/Alaska Native	458	7	14.7	16.7	17.2	17.1	16.5	17.2
	White	5,179	79	21.7	22.3	23.2	22.8	22.6	22.8
	Hispanic/Latino	230	4	18.8	19.9	20.8	20.4	20.1	20.4
	Asian	109	2	19.9	21.7	21.0	21.8	21.2	22.0
	Native Hawaiian/Other Pac. Isl.	8	0	17.8	18.9	19.8	20.1	19.3	19.6
	Two or More Races	293	4	19.4	20.4	21.0	21.2	20.6	21.1
	Prefer not/No Response	179	3	21.3	21.7	22.7	22.2	22.1	22.2
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	2,926	86	22.6	19.3
	Females	3,624	88	22.1	19.3
	No Response	2	0	.	22.0
National	Males	971,383	68	22.1	18.5
	Females	1,074,049	72	21.7	19.1
	No Response	44,910	28	19.3	16.5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	2,926	45	20.6	22.3	22.3	22.7	22.1	22.8
	Females	3,624	55	21.2	21.2	22.5	21.7	21.8	21.7
	No Response	2	0	22.0	18.0	21.0	19.5	20.5	19.0
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

This page intentionally left blank.

Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 6,552

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

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	256	4	115	2	345	5	212	3
	28 to 32	655	10	626	10	1,012	15	578	9
	24 to 27	1,136	17	1,789	27	1,253	19	1,681	26
	20 to 23	1,834	28	1,451	22	1,775	27	2,261	35
	16 to 19	1,397	21	2,020	31	1,388	21	1,377	21
	13 to 15	845	13	526	8	571	9	325	5
	01 to 12	429	7	25	0	208	3	118	2
National	33 to 36	116,080	6	59,483	3	130,942	6	72,515	3
	28 to 32	200,641	10	192,181	9	275,075	13	157,797	8
	24 to 27	315,883	15	404,868	19	295,645	14	407,121	19
	20 to 23	472,860	23	351,510	17	483,472	23	578,034	28
	16 to 19	378,663	18	701,208	34	451,883	22	502,407	24
	13 to 15	317,275	15	353,660	17	297,137	14	234,398	11
	01 to 12	288,940	14	27,432	1	156,188	7	138,070	7

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	68	55	52	50	35
	Females	71	47	53	43	31
	No Response	50	0	50	0	0
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 6,552

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

Student Group	N	English Benchmark=18 %	Mathematics Benchmark=22 %	Reading Benchmark=22 %	Science Benchmark=23 %	All Four %	STEM Benchmark=26 %	
State	All Students	6,552	70	51	53	46	33	23
	Black/African American	96	42	22	30	16	8	4
	American Indian/Alaska Native	458	22	10	17	9	4	1
	White	5,179	76	57	58	51	37	26
	Hispanic/Latino	230	57	36	39	32	21	13
	Asian	109	61	48	44	39	28	27
	Native Hawaiian/Other Pac. Isl	8	50	38	38	38	38	13
	Two or More Races	293	57	37	41	36	22	14
	Prefer Not to Respond	179	69	51	55	50	34	26
National	All Students	2,090,342	61	41	44	36	26	20
	Black/African American	272,363	33	13	19	11	6	3
	American Indian/Alaska Native	16,183	37	18	25	16	9	6
	White	1,119,398	73	50	55	46	34	25
	Hispanic/Latino	337,280	46	27	30	21	14	9
	Asian	93,493	75	70	59	56	46	44
	Native Hawaiian/Other Pac. Isl	6,797	45	29	30	23	16	11
	Two or More Races	85,494	64	40	46	36	26	19
	Prefer Not to Respond	159,334	55	36	40	32	24	19

Table 3.4. Progress Toward Career Readiness¹

Student Group	Progress Toward NCRC ² Level	N	%	Average Composite
State	Gold	5,355	82	23.4
	Silver	1,035	16	15.8
	Bronze	141	2	12.6
	Needs Improvement	21	0	10.5
National	Gold	1,418,678	68	23.7
	Silver	496,817	24	15.6
	Bronze	142,375	7	12.6
	Needs Improvement	32,472	2	10.4

¹ Progress reflects degree to which students are on track for attaining workplace employability skills critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

Total Students in Report: 6,552

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	5,714	73	21.4	54	22.1	55	22.8	49	22.5	35	22.3	25	22.6
	Less than Core	729	48	18.0	29	19.0	35	19.9	25	19.8	16	19.3	10	19.7
	Missing ³	109	33	16.3	19	17.8	31	19.2	27	18.7	13	18.1	9	18.5
National	Core or More	1,441,538	69	21.3	48	21.5	51	22.3	43	21.7	32	21.9	24	21.9
	Less than Core	483,335	46	17.8	26	18.7	31	19.2	23	18.8	15	18.7	11	19.0
	Missing	165,469	38	16.4	20	17.7	24	18.0	18	17.8	11	17.6	8	18.0

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

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

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

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

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

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	6,231	71	21.1	6,250	53	21.9	6,324	53	22.5	6,124	47	22.4
	Less than Core	220	56	19.0	195	13	17.2	127	38	19.9	325	21	19.1
	Missing ³	101	31	16.1	107	19	17.8	101	31	19.2	103	26	18.6
National	Core or More	1,821,855	65	20.7	1,834,921	44	21.0	1,707,404	48	21.8	1,679,561	41	21.4
	Less than Core	121,175	34	15.8	101,097	8	16.1	229,685	32	19.2	255,155	17	18.0
	Missing	147,312	40	16.6	154,324	20	17.8	153,253	25	18.2	155,626	19	18.0

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.

Total Students in Report: 6,552

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	1,815	28	21.5	74	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	4,416	67	20.9	70	1,436,604	69	20.4	63
Less than 4 years of English	220	3	19.0	56	121,175	6	15.8	34
Zero years / no English courses reported	101	2	16.1	31	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	294	4	24.8	74	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	452	7	22.2	58	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	324	5	20.8	44	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	1,364	21	21.6	52	379,347	18	19.3	30
Other comb of 4 or more years of Math	2,264	35	23.9	70	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	1,094	17	18.2	19	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	458	7	20.2	37	107,638	5	19.5	32
Less than 3 years of Math	195	3	17.2	13	101,097	5	16.1	8
Zero years / no Math courses reported	107	2	17.8	19	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	29	0	20.7	55	51,783	2	22.1	50
Other comb of 4 or more years Social Science	4,744	72	22.9	56	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	92	1	20.1	33	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	1,459	22	21.4	45	555,590	27	21.4	45
Less than 3 years of Social Science	127	2	19.9	38	229,685	11	19.2	32
Zero years / no Social Science courses reported	101	2	19.2	31	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,586	39	23.2	55	844,557	40	22.1	46
Bio, Chem, Phys	279	4	25.7	76	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	3,005	46	21.5	39	542,380	26	20.0	29
Other comb of 3 years of Natural Science	254	4	21.2	39	59,600	3	19.0	23
Less than 3 years of Natural Science	325	5	19.1	21	255,155	12	18.0	17
Zero years / no Natural Science courses reported	103	2	18.6	26	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 6,552

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,815	28	21.5	74	724	25	21.1	72	1,091	30	21.8	75
Eng 9, Eng 10, Eng 11, Eng 12	4,416	67	20.9	70	2,041	70	20.6	68	2,375	66	21.1	71
Less than 4 years of English	220	3	19.0	56	112	4	18.5	52	107	3	19.4	60
Zero years / no English courses reported	101	2	16.1	31	49	2	16.3	35	51	1	15.9	27
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	294	4	24.8	74	150	5	25.4	80	144	4	24.1	67
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	452	7	22.2	58	170	6	22.5	59	282	8	22.1	57
Alg 1, Alg 2, Geom, & Trig	324	5	20.8	44	124	4	21.0	44	200	6	20.6	44
Alg 1, Alg 2, Geom, & Other Adv Math	1,364	21	21.6	52	514	18	22.0	58	849	23	21.3	49
Other comb of 4 or more years of Math	2,264	35	23.9	70	1,104	38	24.6	73	1,160	32	23.2	67
Alg 1, Alg 2, & Geom	1,094	17	18.2	19	477	16	18.7	24	617	17	17.8	15
Other comb of 3 or 3.5 years of Math	458	7	20.2	37	234	8	20.8	40	224	6	19.6	33
Less than 3 years of Math	195	3	17.2	13	104	4	17.4	15	91	3	17.0	11
Zero years / no Math courses reported	107	2	17.8	19	49	2	18.5	31	57	2	17.1	9
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	29	0	20.7	55	16	1	17.8	31	13	0	24.2	85
Other comb of 4 or more years Social Science	4,744	72	22.9	56	2,082	71	22.9	56	2,662	73	23.0	57
US Hist, World Hist, & Am Gov	92	1	20.1	33	45	2	20.7	40	47	1	19.6	26
Other comb of 3 or 3.5 years of Social Science	1,459	22	21.4	45	663	23	21.3	46	795	22	21.5	45
Less than 3 years of Social Science	127	2	19.9	38	71	2	19.8	35	56	2	20.1	41
Zero years / no Social Science courses reported	101	2	19.2	31	49	2	19.6	35	51	1	18.9	27
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	2,586	39	23.2	55	1,330	45	23.9	59	1,256	35	22.6	51
Bio, Chem, Phys	279	4	25.7	76	149	5	26.3	79	130	4	24.9	72
Gen Sci ² , Bio, Chem	3,005	46	21.5	39	1,106	38	21.6	39	1,898	52	21.4	38
Other comb of 3 years of Natural Science	254	4	21.2	39	141	5	21.4	42	113	3	20.9	35
Less than 3 years of Natural Science	325	5	19.1	21	150	5	19.4	23	175	5	18.9	19
Zero years / no Natural Science courses reported	103	2	18.6	26	50	2	19.7	32	52	1	17.7	21

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 6,552

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	263	4	20.4	69	12	18.6	178	3	21.0
Architecture	72	1	21.1	9	2	16.3	58	1	21.9
Area, Ethnic, & Multidisciplinary Studies	6	0	22.0	0	0	.	5	0	22.0
Arts: Visual & Performing	339	5	21.3	22	4	18.6	298	5	21.7
Business	430	7	21.6	49	8	18.4	362	7	22.1
Communications	56	1	22.0	4	1	20.0	48	1	22.2
Community, Family, & Personal Services	133	2	19.3	24	4	17.3	104	2	19.8
Computer Science & Mathematics	211	3	23.5	9	2	20.8	192	3	23.7
Education	449	7	21.1	16	3	17.1	418	8	21.3
Engineering	408	6	24.6	16	3	19.1	380	7	24.9
Engineering Technology & Drafting	72	1	21.3	20	3	20.1	49	1	22.1
English & Foreign Languages	65	1	24.4	0	0	.	63	1	24.4
Health Administration & Assisting	181	3	20.0	30	5	17.9	145	3	20.6
Health Sciences & Technologies	1,458	22	22.3	104	17	18.9	1,311	24	22.6
Philosophy, Religion, & Theology	22	0	21.6	1	0	17.0	20	0	21.4
Repair, Production, & Construction	129	2	19.5	83	14	19.7	33	1	18.9
Sciences: Biological & Physical	385	6	24.0	7	1	19.1	367	7	24.2
Social Sciences & Law	412	6	21.9	20	3	17.6	380	7	22.2
Undecided	1,372	21	21.7	111	19	18.2	1,088	20	22.4
No Response	88	1	18.4	2	0	14.5	6	0	22.7

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

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

Total Students in Report: 6,552

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	158	18.8	3	18.7	17	15.1	130	19.4	4	16.8
2-yr College Degree	438	18.6	4	16.8	51	15.0	341	19.3	8	17.1
Bachelors Degree	3,796	21.5	52	18.3	211	16.6	3,092	22.1	137	19.3
Graduate Study	640	24.5	8	20.5	25	20.0	535	24.9	20	22.9
Prof. Level Degree	1,070	24.7	17	20.2	50	18.5	852	25.3	47	22.6
Other	105	19.6	4	16.5	13	15.4	73	20.8	2	18.5
No Response	345	19.5	8	15.1	91	15.5	156	22.0	12	18.0

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	158	18.8	0	.	0	.	3	14.0	1	20.0
2-yr College Degree	438	18.6	4	18.0	2	16.5	19	17.0	9	18.2
Bachelors Degree	3,796	21.5	57	19.6	3	15.3	162	20.2	82	22.2
Graduate Study	640	24.5	10	25.4	1	27.0	33	23.1	8	26.1
Prof. Level Degree	1,070	24.7	25	26.0	2	24.0	50	22.6	27	26.1
Other	105	19.6	3	14.3	0	.	6	16.3	4	22.3
No Response	345	19.5	10	18.1	0	.	20	21.2	48	19.8

Total Students in Report: 6,552

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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
SOUTH DAKOTA STATE UNIVERSITY	South Dakota	2,042	968	1,074	1	4	22	31	28	12	1
UNIVERSITY OF SOUTH DAKOTA	South Dakota	1,478	518	960	0	4	23	32	28	12	1
BLACK HILLS STATE UNIVERSITY	South Dakota	610	272	338	1	7	32	35	18	7	0
NORTHERN STATE UNIVERSITY	South Dakota	452	136	316	2	11	23	32	24	8	1
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	431	140	291	0	2	10	18	34	31	5
SOUTH DAKOTA SCH OF MINES/TECH	South Dakota	382	174	208	0	3	12	19	35	27	5
DAKOTA STATE UNIVERSITY	South Dakota	375	170	205	1	6	28	33	23	9	1
AUGUSTANA UNIVERSITY	South Dakota	372	110	262	0	2	15	24	35	21	2
UNIVERSITY OF SIOUX FALLS	South Dakota	369	87	282	1	5	27	31	25	11	0
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	354	82	272	0	1	8	25	36	26	5
LAKE AREA TECHNICAL INSTITUTE	South Dakota	325	153	172	2	14	40	26	14	4	0
SOUTHEAST TECHNICAL INSTITUTE	South Dakota	254	99	155	3	11	46	29	9	3	0
NORTH DAKOTA STATE UNIVERSITY	North Dakota	218	35	183	0	3	15	33	30	16	2
MITCHELL TECHNICAL INSTITUTE	South Dakota	207	78	129	2	14	36	29	16	3	0
DAKOTA WESLEYAN UNIVERSITY	South Dakota	196	74	122	2	8	31	31	20	8	1
MINNESOTA STATE UNIVERSITY MANKATO	Minnesota	182	41	141	0	2	20	38	32	8	0
NCAA ELIGIBILITY CENTER	Indiana	104	36	68	0	3	13	31	34	20	0
WESTERN DAKOTA TECHNICAL INSTITUTE	South Dakota	104	33	71	5	22	36	21	14	2	0
UNIVERSITY OF NORTH DAKOTA	North Dakota	103	27	76	2	6	14	31	29	17	1
IOWA STATE UNIVERSITY	Iowa	101	28	73	0	0	10	17	40	29	5
CHADRON STATE COLLEGE	Nebraska	92	33	59	1	10	36	32	13	9	0
UNIVERSITY OF WYOMING	Wyoming	72	12	60	0	4	18	39	21	14	4
ARIZONA STATE UNIVERSITY	Arizona	70	25	45	0	4	27	27	27	14	0
UNIVERSITY OF IOWA	Iowa	70	21	49	0	3	10	21	37	26	3
UNIVERSITY OF MINNESOTA-MORRIS	Minnesota	68	22	46	1	12	31	19	21	16	0
SOUTHWEST MINNESOTA STATE UNIVERSITY	Minnesota	67	14	53	0	4	25	36	30	3	1
MOUNT MARTY COLLEGE	South Dakota	65	15	50	2	5	38	40	14	2	0
CREIGHTON UNIVERSITY	Nebraska	57	12	45	0	2	9	25	23	42	0
COLORADO STATE UNIVERSITY	Colorado	55	17	38	0	4	11	20	53	13	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	55	21	34	0	2	13	29	38	16	2
All Other Institutions		2,735	756	1,979	1	7	20	24	23	21	4
Total		12,065	4,209	7,856	1	6	22	28	26	15	2

Section V

Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 5.1. Average ACT Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	N		Average ACT Scores							
			Writing		English		Reading		English / Language Arts	
			State	National	State	National	State	National	State	National
All Students	792	519,922	18.8	19.3	21.8	21.8	23.4	22.9	21.3	21.3
Black/African American	25	67,101	17.6	16.2	18.2	17.6	19.8	19.1	18.6	17.6
American Indian/Alaska Native	102	3,056	15.2	16.1	14.8	17.6	17.4	19.3	15.8	17.7
White	494	234,063	19.8	20.4	23.6	23.9	25.1	24.7	22.8	23.0
Hispanic/Latino	51	116,135	18.0	17.8	20.5	18.8	22.1	20.3	20.2	19.0
Asian	25	44,606	17.6	21.5	20.6	24.5	21.1	24.7	19.8	23.6
Native Hawaiian/Other Pac. Isl.	4	1,742	19.5	19.3	19.0	20.6	20.5	21.4	19.8	20.4
Two or More Races	65	21,475	17.8	19.9	21.1	22.6	22.3	23.6	20.4	22.0
Prefer not/No Response	26	31,744	19.8	19.9	23.3	22.8	25.0	23.8	22.7	22.2
Males	314	220,204	18.2	18.9	22.0	21.9	23.7	22.9	21.3	21.2
Females	477	298,512	19.1	19.6	21.6	21.8	23.1	22.8	21.3	21.4
No Response	1	1,206	26.0	16.3	27.0	16.8	23.0	19.0	25.0	17.3

¹Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 1-36.

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
All Students	494	754,169	25.0	19.6	7.0	6.2	23.3	18.6
Black/African American	2	85,940	17.0	14.6	5.0	5.1	15.5	13.9
American Indian/Alaska Native	31	5,558	15.8	15.2	5.2	5.0	14.8	14.2
White	397	407,944	25.8	21.4	7.2	6.5	24.0	20.2
Hispanic/Latino	11	115,338	22.7	17.1	6.8	6.0	21.5	16.5
Asian	13	30,233	26.5	23.2	7.3	7.1	24.6	22.0
Native Hawaiian/Other Pac. Isl.	1	3,063	24.0	15.9	6.0	5.6	22.0	15.3
Two or More Races	21	32,453	23.6	19.6	6.5	6.2	21.9	18.5
Prefer not/No Response	18	73,640	25.7	18.8	7.7	6.0	24.4	17.7
Males	213	367,696	24.9	19.2	6.9	5.9	23.1	18.0
Females	281	356,634	25.1	20.3	7.1	6.6	23.4	19.4
No Response	0	29,839	.	16.7	.	5.5	.	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.