

ACT High School Profile Report

The Graduating Class of 2008
South Dakota



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This report provides information about the performance of your 2008 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 2008 and tested under standard time conditions.

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, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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 meeting or exceeding 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.

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 and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

28% of 2008 graduates 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. 6,959 ACT-tested graduates 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. 68% 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 3.2 reports 8% of the cohort took less than three years of math courses. Of these students, 12% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 21% of these students were college ready. In comparison, 62% of the students who advanced beyond minimum core 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 3.2 reports 17% of the cohort took less than three years of natural science courses. 15% of these students were college ready. In comparison, 40% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 38% 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.

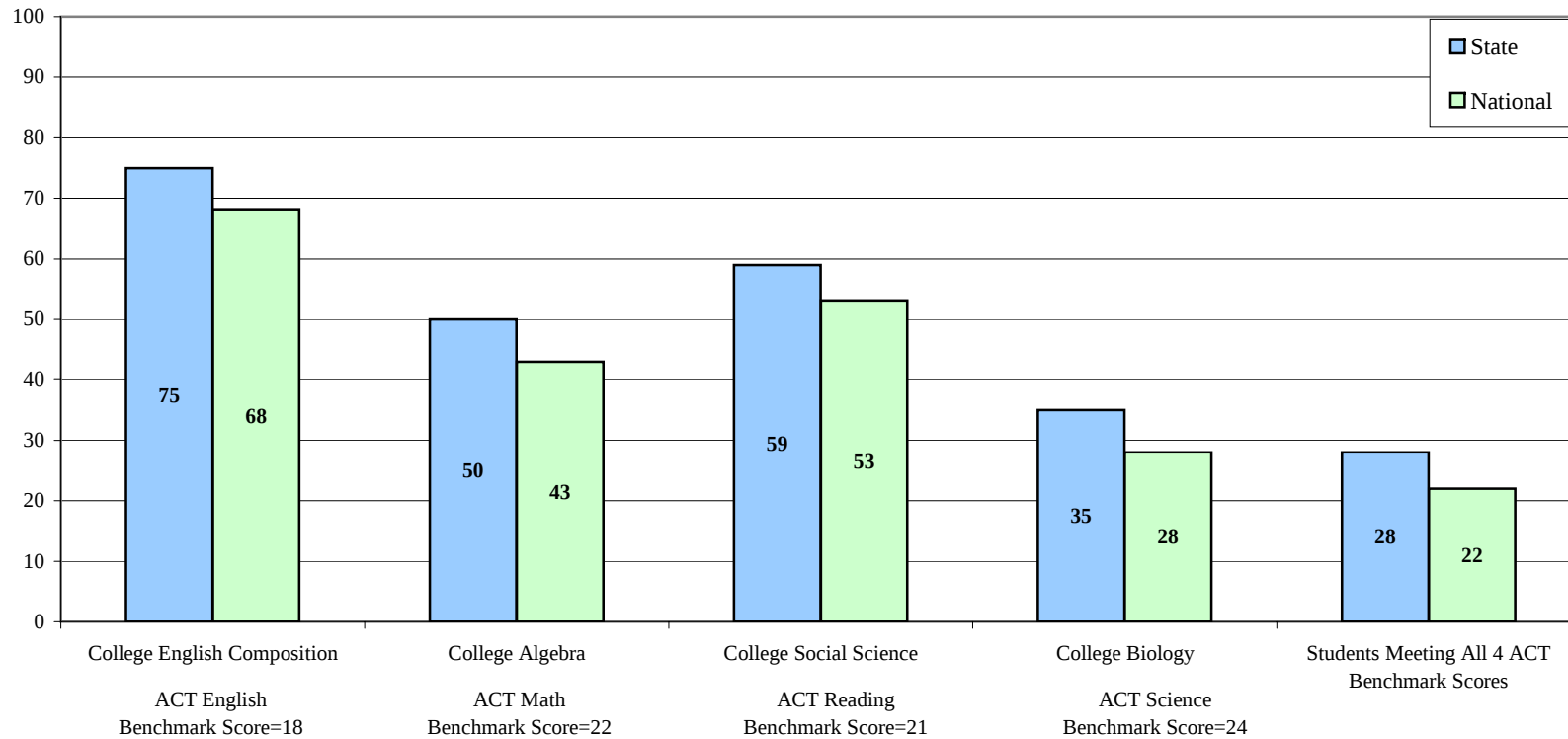
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 your regional office at 916-631-9200.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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.

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

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2004	7,408	1,171,460	71	68	47	40	56	52	31	26	25	21
2005	7,170	1,186,251	72	68	46	41	55	51	31	26	24	21
2006	6,807	1,206,455	74	69	49	42	58	53	33	27	26	21
2007	6,975	1,300,599	75	69	50	43	58	53	34	28	27	23
2008	6,959	1,421,941	75	68	50	43	59	53	35	28	28	22

Table 1.2. Five Year Trends—Average ACT Scores

Grad 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
2004	7,408	1,171,460	20.7	20.4	21.4	20.7	21.8	21.3	21.6	20.9	21.5	20.9
2005	7,170	1,186,251	20.8	20.4	21.3	20.7	21.7	21.3	21.6	20.9	21.5	20.9
2006	6,807	1,206,455	21.0	20.6	21.6	20.8	22.0	21.4	21.8	20.9	21.8	21.1
2007	6,975	1,300,599	21.3	20.7	21.7	21.0	22.1	21.5	21.9	21.0	21.9	21.2
2008	6,959	1,421,941	21.2	20.6	21.9	21.0	22.3	21.4	22.0	20.8	22.0	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
					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	Core or More	Less than Core	Core or More	Less than Core
2004	4,383	2,723	59	37	21.9	18.9	22.5	19.7	22.8	20.3	22.5	20.2	22.6	19.9
2005	4,149	2,659	58	37	22.0	19.1	22.4	19.7	22.7	20.2	22.5	20.3	22.5	19.9
2006	3,949	2,435	58	36	22.2	19.2	22.7	19.9	23.0	20.4	22.7	20.5	22.8	20.2
2007	4,041	2,223	58	32	22.4	19.1	22.8	19.7	23.2	20.3	22.9	20.3	22.9	20.0
2008	4,742	1,891	68	27	22.1	18.8	22.8	19.6	23.0	20.4	22.7	20.1	22.8	19.8

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2004			2005			2006			2007			2008		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	7,408	100	21.5	7,170	100	21.5	6,807	100	21.8	6,975	100	21.9	6,959	100	22.0
African American/Black	38	1	16.7	49	1	17.7	57	1	19.0	62	1	18.8	55	1	18.1
American Indian/Alaska Native	380	5	17.1	410	6	16.9	416	6	17.5	414	6	17.6	413	6	17.5
Caucasian American/White	6,422	87	21.8	6,167	86	21.9	5,711	84	22.1	5,656	81	22.3	5,894	85	22.3
Hispanic	54	1	20.8	62	1	20.3	49	1	21.1	68	1	20.4	65	1	20.6
Asian American/Pacific Islander	83	1	20.9	59	1	22.5	68	1	22.1	70	1	22.0	69	1	21.8
Other/No Response	431	6	21.2	423	6	20.8	506	7	21.7	705	10	21.8	463	7	21.7

Section II

Academic Achievement

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	9	100	4	100	40	100	18	100	2	100	36
35	57	100	30	100	64	99	39	100	10	100	35
34	87	99	39	100	72	99	25	99	29	100	34
33	61	98	66	99	131	97	62	99	47	99	33
32	68	97	77	98	153	96	48	98	69	99	32
31	121	96	60	97	178	93	57	97	99	98	31
30	138	94	132	96	243	91	130	96	157	96	30
29	204	92	183	94	265	87	144	95	183	94	29
28	197	89	331	92	299	84	175	92	278	91	28
27	221	86	385	87	266	79	274	90	301	87	27
26	275	83	453	81	258	75	337	86	337	83	26
25	389	79	485	75	360	72	606	81	467	78	25
24	396	74	462	68	355	67	537	72	577	72	24
23	426	68	436	61	521	61	530	65	435	63	23
22	518	62	369	55	412	54	762	57	582	57	22
21	616	54	471	50	493	48	561	46	594	49	21
20	539	46	381	43	537	41	727	38	596	40	20
19	445	38	462	37	480	33	537	28	575	32	19
18	419	31	492	31	309	26	405	20	438	23	18
17	380	25	547	24	347	22	265	14	405	17	17
16	314	20	557	16	349	17	227	10	289	11	16
15	310	16	343	8	264	12	155	7	214	7	15
14	238	11	150	3	228	8	123	5	143	4	14
13	145	8	33	1	155	5	87	3	69	2	13
12	109	6	7	1	84	3	56	2	49	1	12
11	114	4	3	1	57	1	35	1	11	1	11
10	74	2	1	1	22	1	30	1	2	1	10
9	48	1	0	1	11	1	5	1	1	1	9
8	26	1	0	1	3	1	0	1	0	1	8
7	10	1	0	1	3	1	1	1	0	1	7
6	4	1	0	1	0	1	0	1	0	1	6
5	1	1	0	1	0	1	1	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.2 (5.5)		21.9 (4.8)		22.3 (5.7)		22.0 (4.5)		22.0 (4.5)		Avg (SD)

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	192	100	38	100	191	100	173	100	278	100	28	100	46	100	18
17	247	97	143	99	307	97	303	98	355	96	89	100	25	99	17
16	323	94	277	97	366	93	571	93	455	91	122	98	262	99	16
15	326	89	511	93	525	88	522	85	417	84	272	97	359	95	15
14	435	84	407	86	465	80	576	77	607	78	726	93	821	90	14
13	545	78	626	80	655	73	377	69	666	70	724	82	699	78	13
12	564	70	936	71	738	64	746	64	696	60	764	72	910	68	12
11	726	62	876	58	771	53	847	53	739	50	1,083	61	782	55	11
10	865	52	1,037	45	746	42	643	41	726	39	1,172	45	1,086	44	10
9	723	39	641	30	736	32	557	32	496	29	875	28	738	28	9
8	681	29	671	21	731	21	509	24	718	22	530	16	505	18	8
7	441	19	351	11	359	10	367	16	513	12	190	8	356	10	7
6	364	13	197	6	193	5	354	11	205	4	171	6	145	5	6
5	269	8	118	4	90	3	273	6	59	1	118	3	114	3	5
4	178	4	97	2	48	1	100	2	23	1	41	1	48	2	4
3	62	1	26	1	25	1	31	1	5	1	35	1	45	1	3
2	17	1	7	1	10	1	10	1	1	1	8	1	12	1	2
1	1	1	0	1	3	1	0	1	0	1	11	1	6	1	1
Avg (SD)	10.6 (3.5)		10.9 (3.0)		11.4 (3.3)		11.3 (3.6)		11.6 (3.3)		10.9 (2.7)		11.0 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values for All Students

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

Table 2.4. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	6,959	68	22.8	19.8
	African Am./Black	55	55	19.7	16.0
	Am. Indian/Alaska Native	413	50	19.0	15.9
	Caucasian Am./White	5,894	71	23.1	20.4
	Hispanic	65	66	21.0	20.0
	Asian Am./Pacific Islander	69	77	22.4	20.5
	Other/No Response	463	53	22.5	19.9
National	All Students	1,421,941	61	22.0	19.5
	African Am./Black	178,417	58	17.7	16.0
	Am. Indian/Alaska Native	14,380	53	20.3	17.6
	Caucasian Am./White	895,588	64	22.9	20.4
	Hispanic	114,697	60	19.6	17.4
	Asian Am./Pacific Islander	51,368	71	23.4	21.4
	Other/No Response	167,491	52	22.5	20.1

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.2	21.9	22.3	22.0	22.0
	African Am./Black	16.5	18.2	18.2	18.9	18.1
	Am. Indian/Alaska Native	16.2	17.5	18.1	17.8	17.5
	Caucasian Am./White	21.6	22.3	22.6	22.3	22.3
	Hispanic	20.2	20.6	20.8	20.4	20.6
	Asian Am./Pacific Islander	20.6	22.5	21.5	22.0	21.8
	Other/No Response	21.0	21.5	22.3	21.6	21.7
National	All Students	20.6	21.0	21.4	20.8	21.1
	African Am./Black	16.1	17.0	17.0	17.2	16.9
	Am. Indian/Alaska Native	18.1	18.8	19.6	19.2	19.0
	Caucasian Am./White	21.7	21.8	22.5	21.7	22.1
	Hispanic	17.7	19.0	18.9	18.7	18.7
	Asian Am./Pacific Islander	22.1	24.1	22.4	22.3	22.9
	Other/No Response	21.2	21.7	22.1	21.2	21.7

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	214	3	139	2	307	4	144	2
	28 to 32	728	10	783	11	1,138	16	554	8
	24 to 27	1,281	18	1,785	26	1,239	18	1,754	25
	20 to 23	2,099	30	1,657	24	1,963	28	2,580	37
	16 to 19	1,558	22	2,058	30	1,485	21	1,434	21
	13 to 15	693	10	526	8	647	9	365	5
	01 to 12	386	6	11	0	180	3	128	2
National	33 to 36	52,735	4	40,359	3	63,798	4	26,499	2
	28 to 32	146,337	10	138,694	10	203,096	14	89,946	6
	24 to 27	237,950	17	283,854	20	231,039	16	281,932	20
	20 to 23	383,117	27	294,322	21	343,326	24	474,554	33
	16 to 19	293,110	21	466,291	33	312,300	22	359,785	25
	13 to 15	175,652	12	188,580	13	191,145	13	121,336	9
	01 to 12	133,040	9	9,841	1	77,237	5	67,889	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	3,120	45	20.6	22.6	22.2	22.5	22.1
	Females	3,716	53	21.6	21.3	22.3	21.5	21.8
	Missing	123	2	21.8	22.5	23.3	22.5	22.7
National	Males	625,887	44	20.1	21.6	21.2	21.3	21.2
	Females	764,282	54	21.0	20.4	21.5	20.4	21.0
	Missing	31,772	2	22.8	23.3	23.6	22.4	23.1

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	71	56	58	41	31
	Females	78	46	60	31	24
National	Males	65	47	51	32	26
	Females	70	38	53	24	19

Table 2.9. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Overall High School Curriculum

Student Group	Curriculum Taken ²	N	English		Mathematics		Reading		Science		Composite ¹	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg
State	Core	4,742	82	22.1	59	22.8	65	23.0	41	22.7	33	22.8
	Non-Core	1,891	58	18.8	30	19.6	46	20.4	20	20.1	15	19.8
	Missing	326	70	21.0	47	21.8	54	22.1	36	21.9	27	21.8
National	Core	873,743	75	21.6	50	21.9	59	22.3	33	21.6	27	22.0
	Non-Core	431,748	56	18.8	29	19.3	41	19.9	18	19.4	14	19.5
	Missing	116,450	62	19.9	42	20.8	48	20.8	27	20.3	23	20.6

¹% under Composite heading reflects the percent of students who meet all four benchmarks

²"Curriculum Taken" reflects overall high school curriculum.

For instance, "Core" results correspond to students taking four years of English AND three years each of math, social studies, and natural science.

Table 2.10. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core	6,253	75	21.3	6,135	54	22.3	6,039	60	22.4	5,482	40	22.5
	Non-Core	450	64	20.0	531	11	17.3	639	51	21.2	1,169	15	19.3
	Missing	256	72	21.5	293	47	21.8	281	57	22.5	308	35	21.9
National	Core	1,216,115	70	20.8	1,192,135	46	21.4	1,137,832	54	21.6	1,063,049	32	21.4
	Non-Core	111,558	57	18.8	124,104	14	17.4	183,026	45	20.4	253,561	13	18.7
	Missing	94,268	64	20.2	105,702	42	20.8	101,083	50	21.1	105,331	28	20.5

¹"Curriculum Taken" reflects content-specific curriculum.

For instance, Reading "Core" results correspond to students taking three or more years each of social studies, regardless of courses taken in other content areas.

Section III

College Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

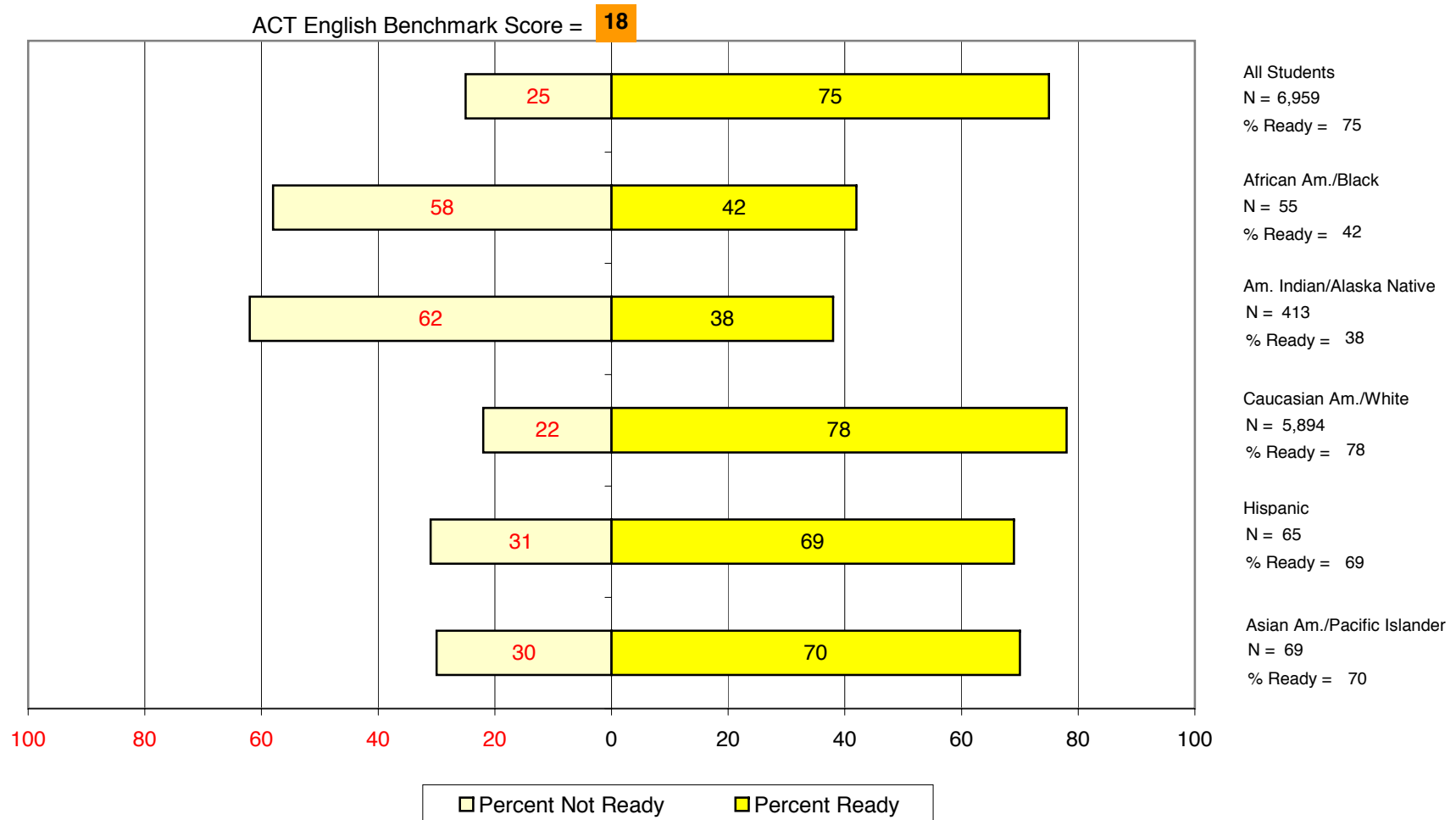


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

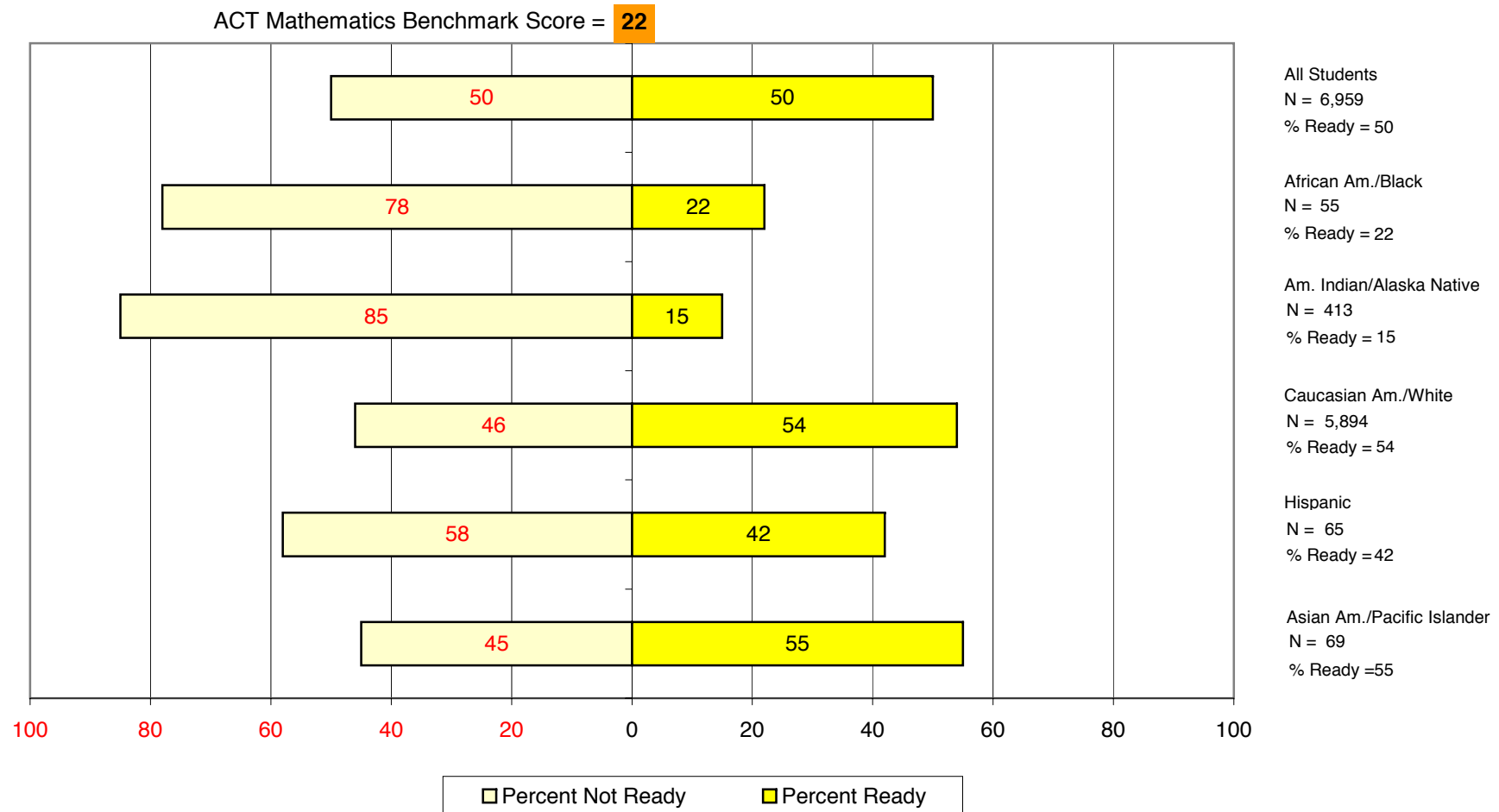


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

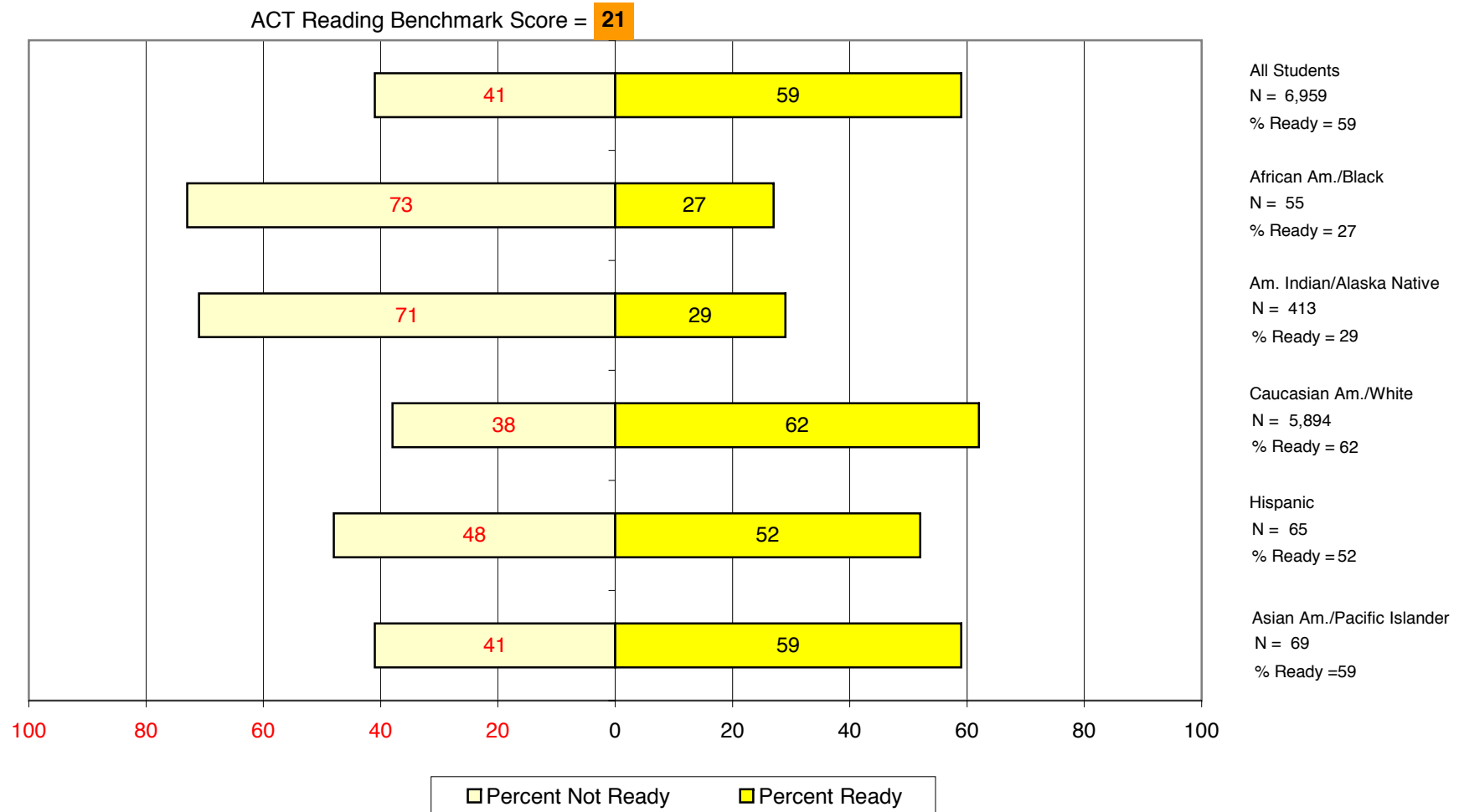


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

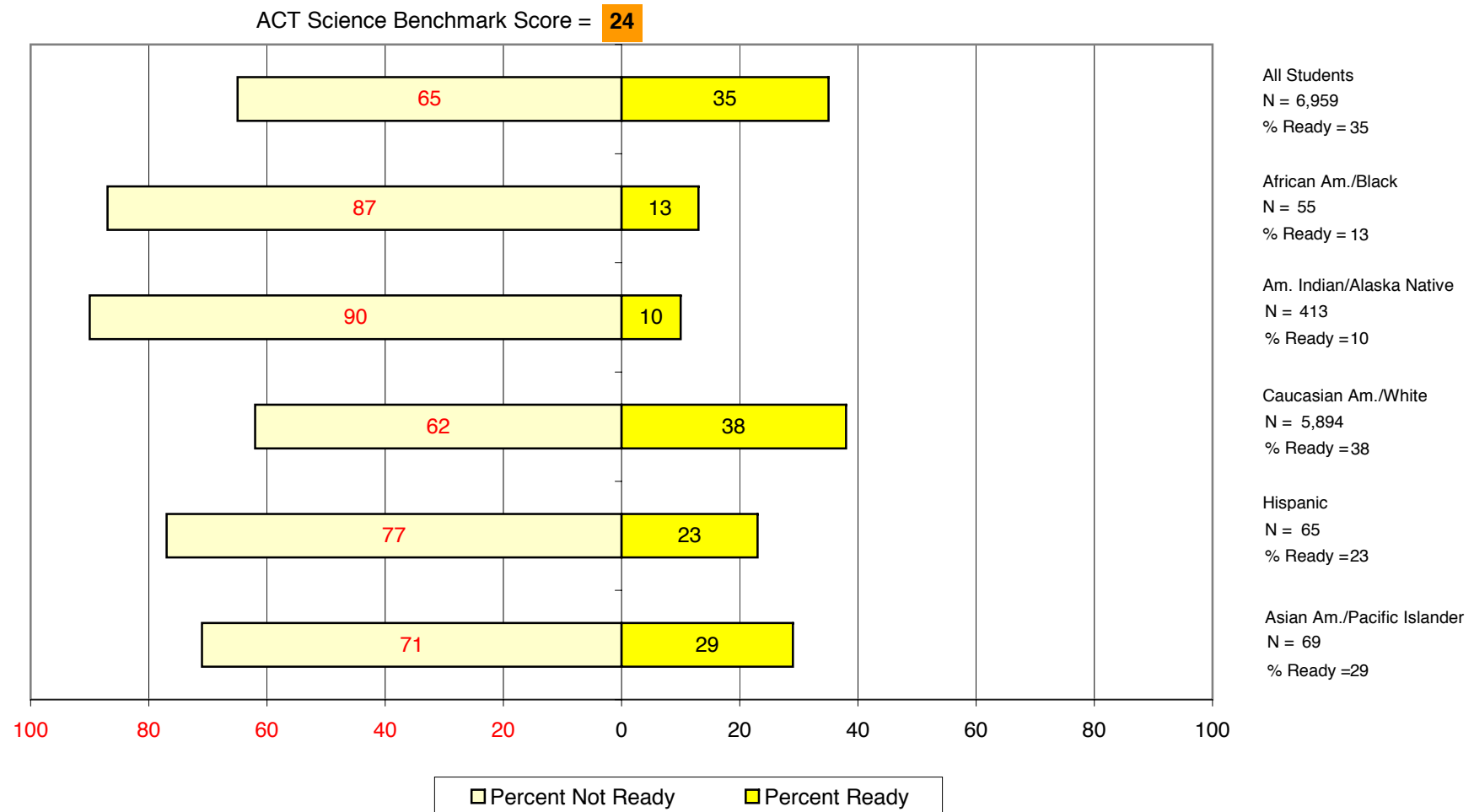


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

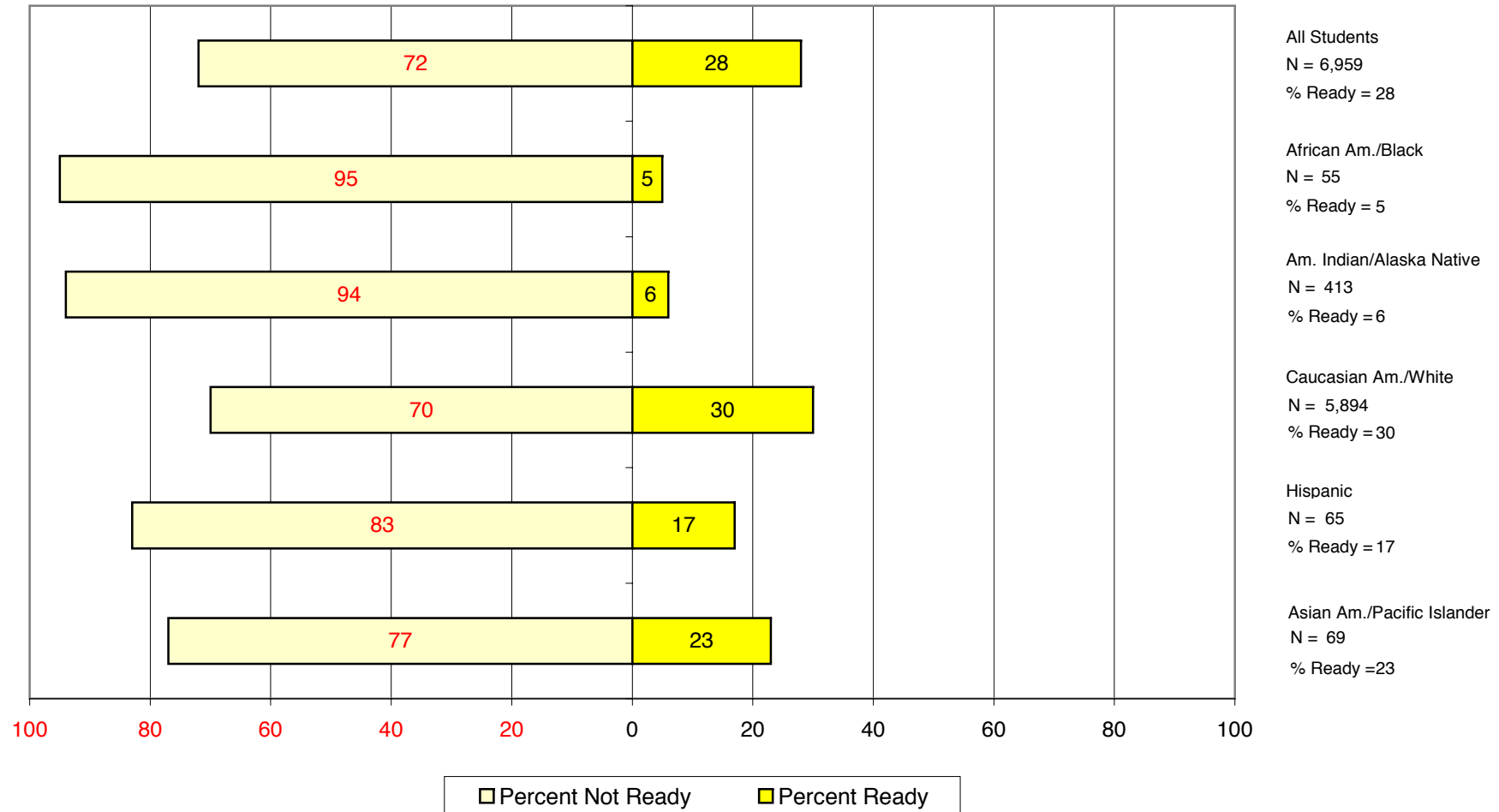


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,562	22	22.2	2.3	624	20	21.4	1.9	925	25	22.6	2.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,691	67	21.0	1.1	2,167	69	20.5	1.0	2,466	66	21.4	1.1
Less than 4 years of English	452	6	19.9	-	219	7	19.5	-	222	6	20.3	-
No English course/grade information reported	254	4	21.5	-	110	4	20.7	-	103	3	21.9	-
MATHEMATICS COURSE PATTERN												
	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹
Alg 1, Alg 2, Geom, Trig, & Calc	375	5	25.8	8.4	182	6	26.6	9.0	188	5	25.2	8.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	476	7	23.1	5.7	184	6	24.2	6.6	288	8	22.5	5.5
Alg 1, Alg 2, Geom, & Trig	562	8	22.0	4.6	248	8	22.6	5.0	305	8	21.6	4.6
Alg 1, Alg 2, Geom, & Other Adv Math	960	14	21.6	4.2	388	12	22.1	4.5	558	15	21.2	4.2
Other comb of 4 or more years of Math	2,043	29	24.4	7.0	940	30	25.3	7.7	1,083	29	23.6	6.6
Alg 1, Alg 2, & Geom (Min. Core)	1,189	17	18.7	1.3	535	17	19.4	1.8	641	17	18.1	1.1
Other comb of 3 or 3.5 years of Math	530	8	20.4	3.0	239	8	21.2	3.6	277	7	19.6	2.6
Less than 3 years of Math	551	8	17.4	-	287	9	17.6	-	261	7	17.0	-
No Math course/grade information reported	273	4	22.1	-	117	4	22.3	-	115	3	21.2	-
SOCIAL SCIENCE COURSE PATTERN												
	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹
US Hist, World Hist, Am Gov, & Other Hist	22	0	21.2	0.0	12	0	19.6	-1.3	8	0	21.5	0.0
Other comb of 4 or more years Social Science	3,500	50	22.6	1.4	1,508	48	22.6	1.7	1,942	52	22.5	1.0
US Hist, World Hist, & Am Gov (Min. Core)	88	1	21.0	-0.2	62	2	21.5	0.6	26	1	19.8	-1.7
Other comb of 3 or 3.5 years of Social Science	2,429	35	22.2	1.0	1,090	35	22.1	1.2	1,323	36	22.2	0.7
Less than 3 years of Social Science	641	9	21.2	-	328	11	20.9	-	301	8	21.5	-
No Soc Sci course/grade information reported	279	4	22.5	-	120	4	21.6	-	116	3	22.7	-
NATURAL SCIENCE COURSE PATTERN												
	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹
Gen Sci ² , Bio, Chem, & Phys	2,280	33	23.7	4.4	1,159	37	24.4	4.8	1,095	29	22.9	3.9
Bio, Chem, Phys	162	2	25.9	6.6	79	3	27.2	7.6	80	2	24.6	5.6
Gen Sci ² , Bio, Chem (Min. Core)	2,778	40	21.6	2.3	1,040	33	21.9	2.3	1,706	46	21.3	2.3
Other comb of 3 years of Natural Science	262	4	21.0	1.7	149	5	21.2	1.6	108	3	20.7	1.7
Less than 3 years of Natural Science	1,194	17	19.3	-	569	18	19.6	-	610	16	19.0	-
No Nat Sci course/grade information reported	283	4	22.0	-	124	4	22.1	-	117	3	21.7	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,562	22	22.2	78	266,394	19	21.8	76
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,691	67	21.0	74	949,721	67	20.5	68
Less than 4 years of English	452	6	19.9	64	112,496	8	18.8	56
No English course/grade information reported	254	4	21.5	73	93,330	7	20.2	64
MATHEMATICS COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	375	5	25.8	83	91,985	6	24.8	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	476	7	23.1	66	113,879	8	22.3	57
Alg 1, Alg 2, Geom, & Trig	562	8	22.0	54	116,105	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	960	14	21.6	49	204,909	14	20.4	38
Other comb of 4 or more years of Math	2,043	29	24.4	72	342,493	24	23.9	66
Alg 1, Alg 2, & Geom (Min. Core)	1,189	17	18.7	21	251,813	18	17.8	14
Other comb of 3 or 3.5 years of Math	530	8	20.4	36	70,951	5	20.8	41
Less than 3 years of Math	551	8	17.4	12	131,252	9	17.4	14
No Math course/grade information reported	273	4	22.1	50	98,554	7	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	22	0	21.2	50	42,546	3	22.7	61
Other comb of 4 or more years Social Science	3,500	50	22.6	61	604,055	42	21.9	56
US Hist, World Hist, & Am Gov (Min. Core)	88	1	21.0	48	86,500	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	2,429	35	22.2	59	404,731	28	21.3	52
Less than 3 years of Social Science	641	9	21.2	51	185,561	13	20.4	45
No Soc Sci course/grade information reported	279	4	22.5	57	98,548	7	21.1	50
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	2,280	33	23.7	51	453,654	32	22.2	38
Bio, Chem, Phys	162	2	25.9	70	134,033	9	23.2	47
Gen Sci ¹ , Bio, Chem (Min. Core)	2,778	40	21.6	29	435,183	31	20.1	20
Other comb of 3 years of Natural Science	262	4	21.0	26	40,179	3	20.1	22
Less than 3 years of Natural Science	1,194	17	19.3	15	259,142	18	18.7	13
No Nat Sci course/grade information reported	283	4	22.0	36	99,750	7	20.6	29

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and 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 ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	198	3	20.3	50	7	18.5	143	3	20.8
Architecture & Environmental Design	111	2	22.1	18	2	19.6	88	2	22.7
Business & Management	574	8	21.3	51	7	18.9	497	9	21.6
Business & Office	40	1	20.2	7	1	17.9	29	1	21.0
Marketing & Distribution	30	0	20.5	1	0	14.0	27	0	20.9
Communications & Comm. Technologies	113	2	22.1	10	1	16.0	99	2	22.7
Community & Personal Services	158	2	19.4	47	6	18.1	101	2	20.2
Computer & Information Sciences	153	2	22.1	24	3	20.0	125	2	22.6
Cross-Disciplinary Studies	9	0	21.1	1	0	14.0	8	0	22.0
Education	302	4	21.4	10	1	17.9	279	5	21.6
Teacher Education	198	3	20.8	11	1	17.3	185	3	21.0
Engineering	254	4	24.8	16	2	19.1	229	4	25.2
Engineering-Related Technologies	167	2	23.6	17	2	19.4	140	3	24.2
Foreign Languages	39	1	23.8	1	0	22.0	35	1	23.9
Health Sciences & Allied Health Fields	1,440	21	22.0	142	19	18.3	1,248	23	22.5
Human, Family & Consumer Science	65	1	20.6	12	2	18.2	52	1	21.2
Letters	34	0	24.7	1	0	29.0	32	1	24.5
Mathematics	38	1	25.5	0	0	.	35	1	26.1
Philosophy, Religion & Theology	56	1	23.0	0	0	.	50	1	23.4
Sciences (Biological & Physical)	307	4	24.5	7	1	19.6	291	5	24.7
Social Sciences	357	5	22.5	7	1	16.9	332	6	22.6
Trade & Industrial	140	2	19.2	108	15	19.0	28	1	20.0
Visual & Performing Arts	350	5	21.8	30	4	18.5	298	5	22.3
Undecided	1,217	17	21.7	131	18	18.0	984	18	22.3
No Response	609	9	21.9	39	5	17.3	207	4	22.6

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaska Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	327	18.5	1	16.0	22	16.3	281	18.8	1	16.0	1	20.0	21	17.0
2-yr College Degree	414	18.3	2	12.5	35	15.3	338	18.8	5	19.2	3	15.7	31	17.5
Bachelors Degree	3,234	21.4	22	17.8	187	17.3	2,829	21.8	28	19.7	23	21.0	145	20.8
Graduate Study	820	24.1	8	15.9	31	17.3	704	24.5	5	20.4	15	23.0	57	24.1
Prof. Level Degree	1,488	24.0	17	20.4	81	20.0	1,256	24.4	21	22.4	23	23.2	90	23.3
Other	188	19.9	4	19.0	15	15.5	150	20.3	3	19.7	0	.	16	20.5
No Response	488	21.9	1	15.0	42	17.2	336	22.3	2	23.0	4	18.0	103	22.8

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	2,871	1,250	1,621	0	5	23	33	27	11	1
UNIVERSITY OF SOUTH DAKOTA	South Dakota	2,046	579	1,467	0	4	24	33	28	10	1
BLACK HILLS STATE UNIVERSITY	South Dakota	1,040	390	650	1	8	30	33	23	6	0
NORTHERN STATE UNIVERSITY	South Dakota	693	191	502	1	5	29	35	21	9	1
UNIVERSITY OF SIOUX FALLS	South Dakota	657	139	518	0	4	28	33	25	9	0
AUGUSTANA COLLEGE	South Dakota	615	152	463	0	3	15	29	33	17	2
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	552	164	388	0	2	8	26	37	25	3
DAKOTA STATE UNIVERSITY	South Dakota	539	157	382	0	5	29	38	20	8	0
SOUTH DAKOTA SCH OF MINES/TECH	South Dakota	512	201	311	1	3	11	25	34	23	3
SOUTHEAST TECHNICAL INSTITUTE	South Dakota	494	156	338	2	11	38	32	15	2	0
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	461	117	344	0	1	8	27	37	24	3
LAKE AREA TECHNICAL INSTITUTE	South Dakota	352	167	185	2	13	40	30	13	1	0
NORTH DAKOTA STATE UNIVERSITY	North Dakota	309	81	228	0	4	18	32	31	14	1
DAKOTA WESLEYAN UNIVERSITY	South Dakota	282	57	225	0	5	32	37	21	5	0
MINNESOTA STATE UNIVERSITY MANKATO	Minnesota	274	72	202	0	3	21	40	28	8	0
MITCHELL TECHNICAL INSTITUTE	South Dakota	246	86	160	1	15	43	30	9	2	0
WESTERN DAKOTA TECHNICAL INSTITUTE	South Dakota	192	53	139	2	16	35	34	11	2	0
UNIVERSITY OF NORTH DAKOTA	North Dakota	168	40	128	1	4	15	32	29	20	1
CREIGHTON UNIVERSITY	Nebraska	138	24	114	1	3	6	23	37	26	4
MOUNT MARTY COLLEGE	South Dakota	131	37	94	1	5	27	44	17	6	0
MINNESOTA STATE UNIVERSITY MOORHEAD	Minnesota	128	32	96	0	3	27	33	26	11	0
UNIVERSITY OF WYOMING	Wyoming	127	21	106	0	5	13	39	28	12	2
IOWA STATE UNIVERSITY	Iowa	126	22	104	0	2	9	28	32	27	3
COLORADO STATE UNIVERSITY	Colorado	110	37	73	0	1	15	28	34	23	0
COLORADO TECHNICAL UNIV-SIOUX FALLS	South Dakota	110	17	93	3	12	48	25	11	1	0
SOUTHWEST MINNESOTA STATE UNIVERSITY	Minnesota	105	23	82	2	5	19	30	30	13	1
CHADRON STATE COLLEGE	Nebraska	101	27	74	2	11	36	30	17	5	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	90	28	62	0	2	12	34	32	18	1
NATIONAL AMERICAN UNIVERSITY	South Dakota	88	21	67	2	13	40	33	10	2	0
NORTHWESTERN COLLEGE	Iowa	86	32	54	0	2	6	30	43	16	2
All Other Institutions		4,486	1,135	3,351	2	7	20	27	25	17	3
Total		18,129	5,508	12,621	1	6	23	31	26	13	2

Section V

Optional Writing Test Results

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	1,591	770,529	23.4	21.4	7.4	7.3	22.4	20.9
African Am./Black	16	86,049	19.2	16.6	6.9	6.5	19.0	16.6
Am. Indian/Alaska Native	139	5,148	17.6	18.9	6.2	6.7	17.1	18.5
Caucasian Am./White	1,259	464,177	24.1	22.5	7.5	7.4	23.0	21.8
Hispanic	18	71,060	23.7	18.3	7.8	7.1	23.2	18.5
Asian Am./Pacific Islander	24	37,359	23.5	23.1	8.0	7.9	23.0	22.6
Other/No Response	135	106,736	23.9	22.2	7.4	7.5	22.7	21.7
Males	672	327,613	23.4	20.9	7.2	7.0	22.2	20.2
Females	878	421,968	23.4	21.7	7.5	7.6	22.5	21.3
Missing	41	20,948	24.5	23.9	7.5	7.9	23.3	23.2

