

ACT High School Profile Report

The Graduating Class of 2006
South Dakota



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This report provides information about the performance of your 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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 - college 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: A Test Like No Other

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

26% of 2006 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. 6,807 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. 58% 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 10% of the cohort took less than three years of math courses. Of these students, 14% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 20% 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 20% of the cohort took less than three years of natural science courses. 14% of these students were college ready. In comparison, 38% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 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.

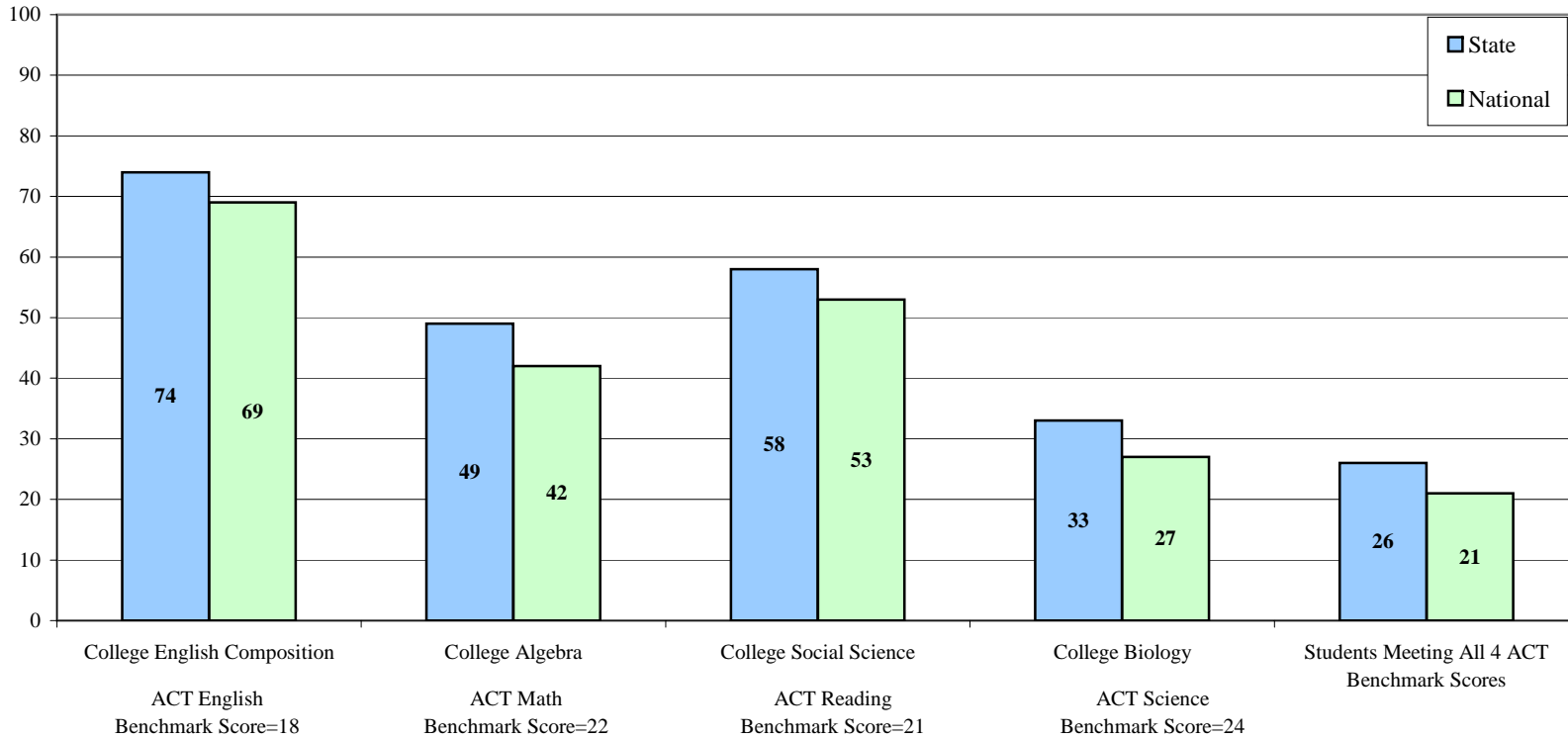
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 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 courses.

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
2002	7,341	1,116,082	70	67	44	39	57	53	30	26	23	20
2003	7,327	1,175,059	71	67	46	40	55	52	30	26	23	20
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

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
2002	7,341	1,116,082	20.5	20.2	21.2	20.6	21.7	21.1	21.7	20.8	21.4	20.8
2003	7,327	1,175,059	20.6	20.3	21.2	20.6	21.7	21.2	21.6	20.8	21.4	20.8
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
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

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	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
2002	4,465	2,646	61	36	21.6	18.7	22.2	19.5	22.7	20.2	22.5	20.4	22.4	19.9
2003	4,427	2,626	60	36	21.7	18.8	22.2	19.5	22.6	20.2	22.4	20.4	22.4	19.8
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

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

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	7,341	100	21.4	7,327	100	21.4	7,408	100	21.5	7,170	100	21.5	6,807	100	21.8
African American/Black	24	0	20.2	29	0	16.9	38	1	16.7	49	1	17.7	57	1	19.0
American Indian/Alaskan Native	327	4	16.8	364	5	17.0	380	5	17.1	410	6	16.9	416	6	17.5
Caucasian American/White	6,432	88	21.7	6,420	88	21.7	6,422	87	21.8	6,167	86	21.9	5,711	84	22.1
Hispanic	30	0	21.2	56	1	21.4	54	1	20.8	62	1	20.3	49	1	21.1
Asian American/Pacific Islander	58	1	21.9	61	1	22.9	83	1	20.9	59	1	22.5	68	1	22.1
Other/No Response	470	6	20.8	397	5	20.9	431	6	21.2	423	6	20.8	506	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	6	100	26	100	14	100	0	100	36
35	42	100	15	100	53	100	25	100	8	100	35
34	58	99	38	100	89	99	26	99	23	100	34
33	62	98	28	99	98	98	33	99	30	100	33
32	78	97	44	99	116	96	69	99	52	99	32
31	76	96	81	98	147	94	75	98	84	98	31
30	145	95	135	97	168	92	27	96	137	97	30
29	172	93	199	95	225	90	100	96	147	95	29
28	223	91	220	92	251	86	202	95	226	93	28
27	213	87	366	89	328	83	195	92	302	90	27
26	296	84	481	83	355	78	496	89	373	85	26
25	400	80	458	76	372	73	387	81	468	80	25
24	380	74	462	70	382	67	589	76	593	73	24
23	398	68	417	63	507	62	673	67	469	64	23
22	468	63	374	57	428	54	626	57	489	57	22
21	552	56	433	51	433	48	673	48	571	50	21
20	593	48	412	45	424	42	654	38	579	42	20
19	482	39	436	39	453	35	581	29	561	33	19
18	388	32	509	32	345	29	437	20	518	25	18
17	352	26	636	25	376	24	320	14	371	17	17
16	361	21	511	16	321	18	185	9	306	12	16
15	290	16	283	8	227	13	137	6	205	7	15
14	261	11	176	4	285	10	82	4	138	4	14
13	118	7	59	1	167	6	78	3	86	2	13
12	126	6	22	1	134	3	52	2	52	1	12
11	100	4	2	1	56	1	34	1	17	1	11
10	50	2	2	1	25	1	19	1	1	1	10
9	54	2	2	1	10	1	11	1	0	1	9
8	34	1	0	1	4	1	4	1	1	1	8
7	19	1	0	1	2	1	2	1	0	1	7
6	6	1	0	1	0	1	1	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	1	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
Average	21.0		21.6		22.0		21.8		21.8		Average

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	165	100	44	100	84	100	129	100	146	100	31	100	37	100	18
17	229	98	110	99	373	99	264	98	213	98	65	100	57	99	17
16	280	94	247	98	372	93	397	94	545	95	132	99	184	99	16
15	369	90	412	94	417	88	492	88	428	87	271	97	378	96	15
14	500	85	534	88	507	82	527	81	515	80	648	93	659	90	14
13	446	77	623	80	658	74	597	73	774	73	554	83	855	81	13
12	627	71	683	71	821	65	761	65	840	61	1,154	75	801	68	12
11	724	62	1,000	61	766	53	613	53	595	49	771	58	668	56	11
10	816	51	873	46	653	41	731	44	677	40	1,095	47	1,200	47	10
9	681	39	877	34	739	32	616	34	537	30	1,047	31	703	29	9
8	614	29	578	21	626	21	446	25	751	23	458	15	501	19	8
7	499	20	366	12	343	12	403	18	492	12	144	9	349	11	7
6	362	13	203	7	254	7	461	12	187	4	206	6	218	6	6
5	246	7	161	4	97	3	218	5	65	2	124	3	46	3	5
4	163	4	61	1	53	1	118	2	27	1	45	2	94	2	4
3	56	1	26	1	34	1	26	1	10	1	47	1	17	1	3
2	26	1	8	1	6	1	8	1	5	1	3	1	33	1	2
1	4	1	1	1	4	1	0	1	0	1	12	1	7	1	1
Average	10.6		10.8		11.3		11.1		11.4		10.8		10.9		Average

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

Table 2.3. 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	6,807	58	22.8	20.2
	African Am./Black	57	28	20.3	18.7
	Am. Indian/Alaskan Native	416	42	19.0	16.3
	Caucasian Am./White	5,711	61	22.9	20.7
	Hispanic	49	57	22.6	18.3
	Asian Am./Pacific Islander	68	56	22.3	21.8
	Other/No Response	506	46	23.3	19.8
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. 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	171	3	87	1	266	4	98	1
	28 to 32	694	10	679	10	907	13	473	7
	24 to 27	1,289	19	1,767	26	1,437	21	1,667	24
	20 to 23	2,011	30	1,636	24	1,792	26	2,626	39
	16 to 19	1,583	23	2,092	31	1,495	22	1,523	22
	13 to 15	669	10	518	8	679	10	297	4
	01 to 12	390	6	28	0	231	3	123	2
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	3,017	44	20.5	22.3	21.8	22.5	21.9
	Females	3,652	54	21.5	21.0	22.1	21.2	21.6
	Missing	138	2	21.1	22.0	22.6	21.8	22.0
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. 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	70	54	57	39	31
	Females	77	44	59	28	22
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

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

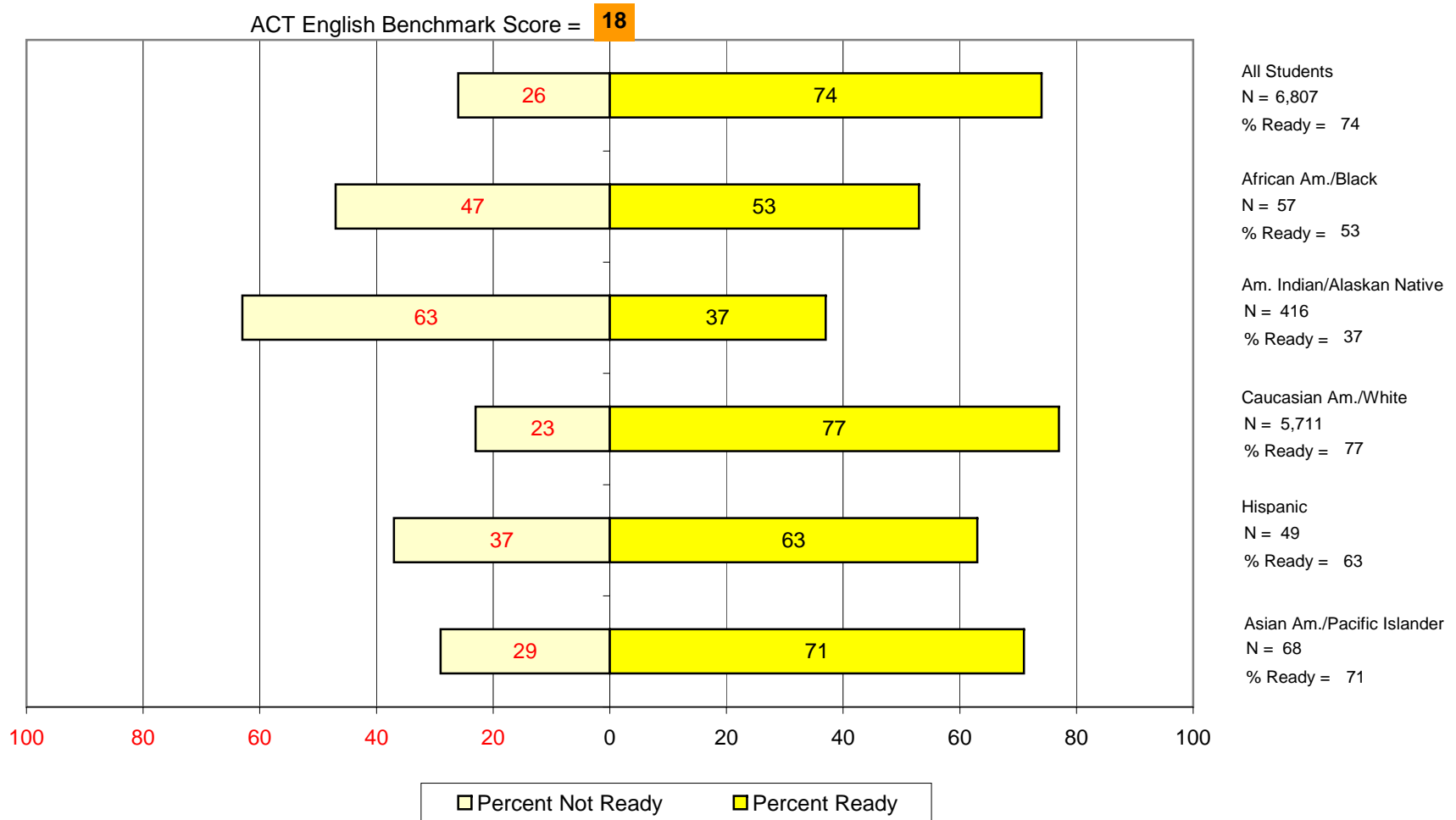


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

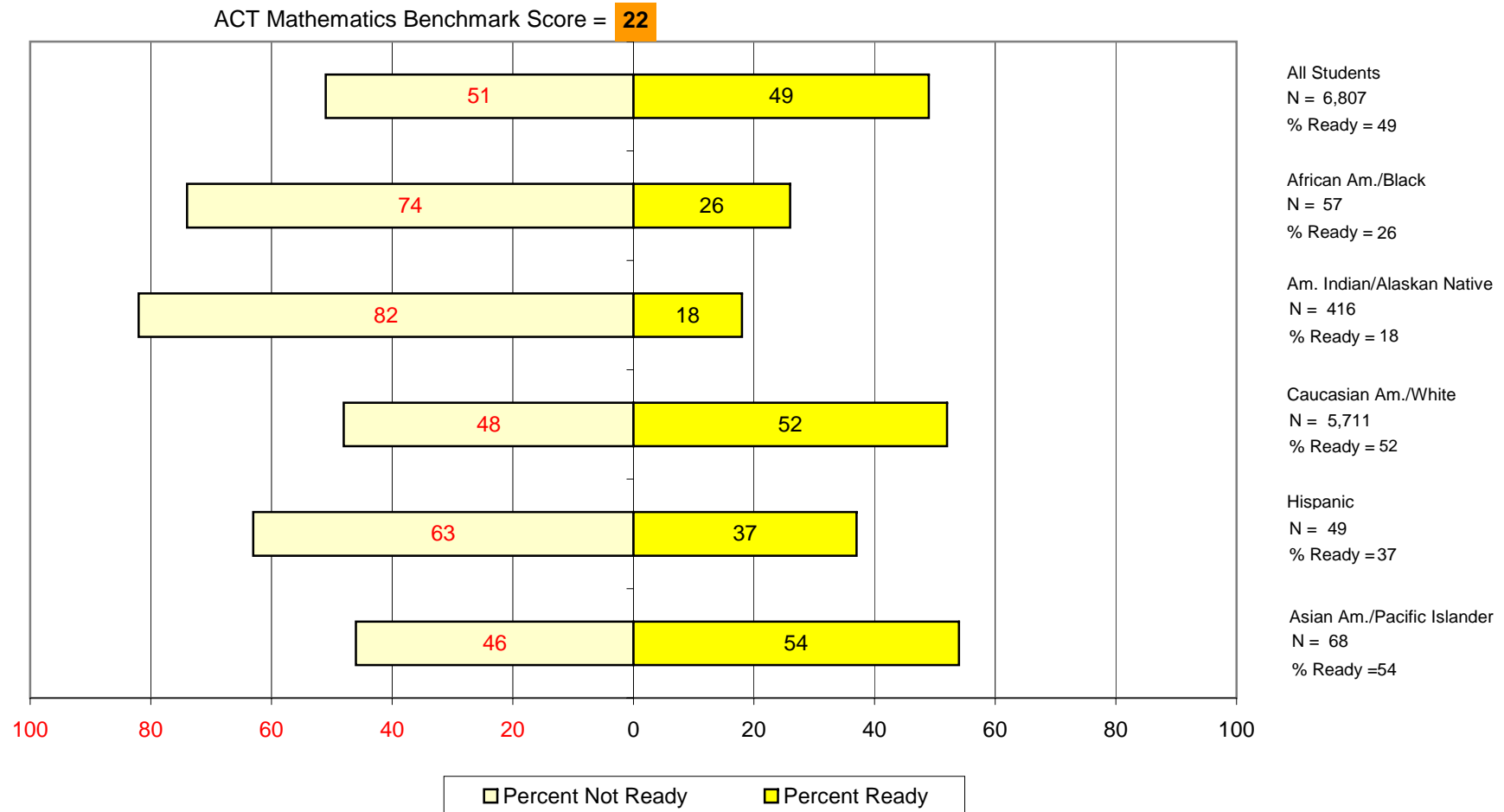


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

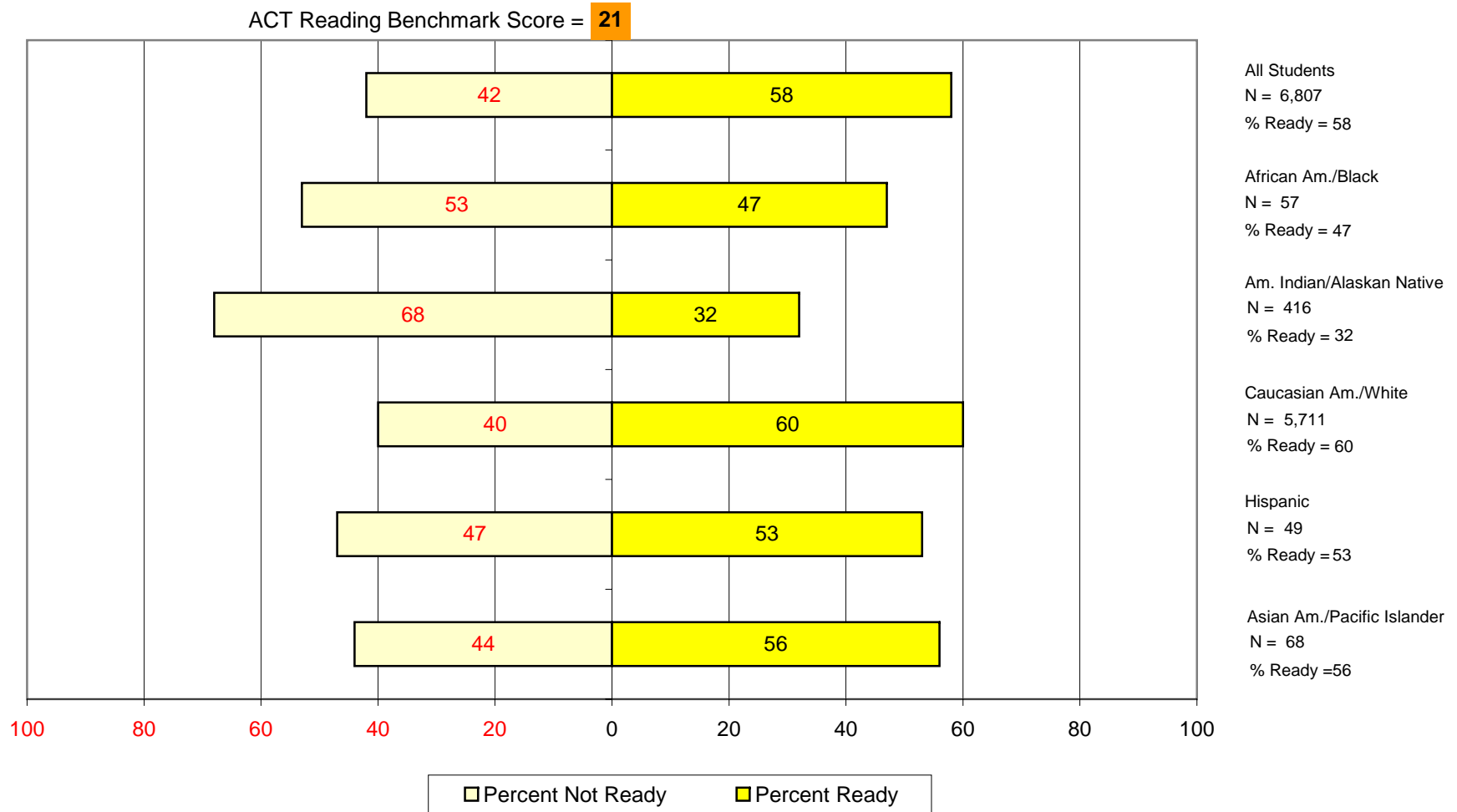


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

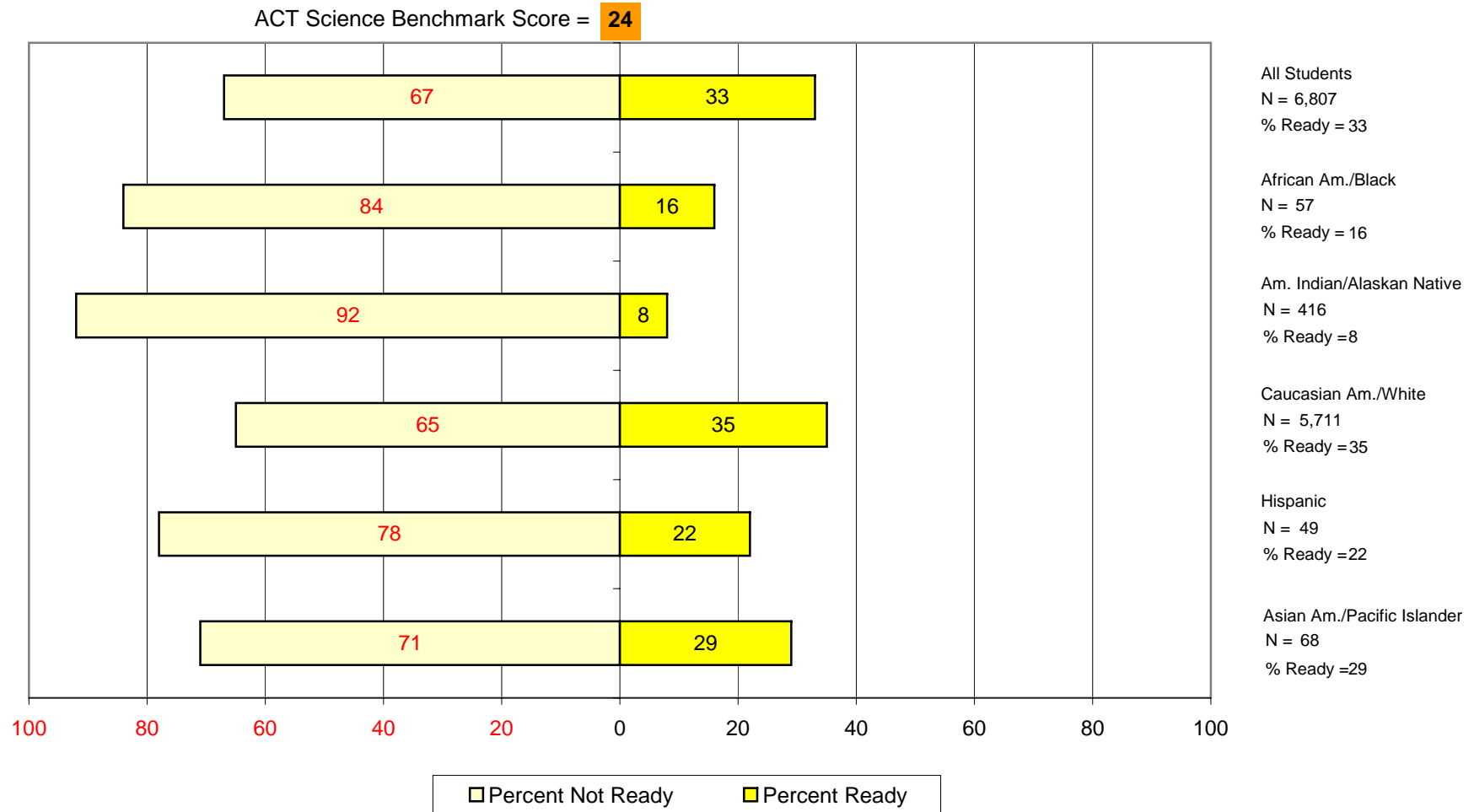


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

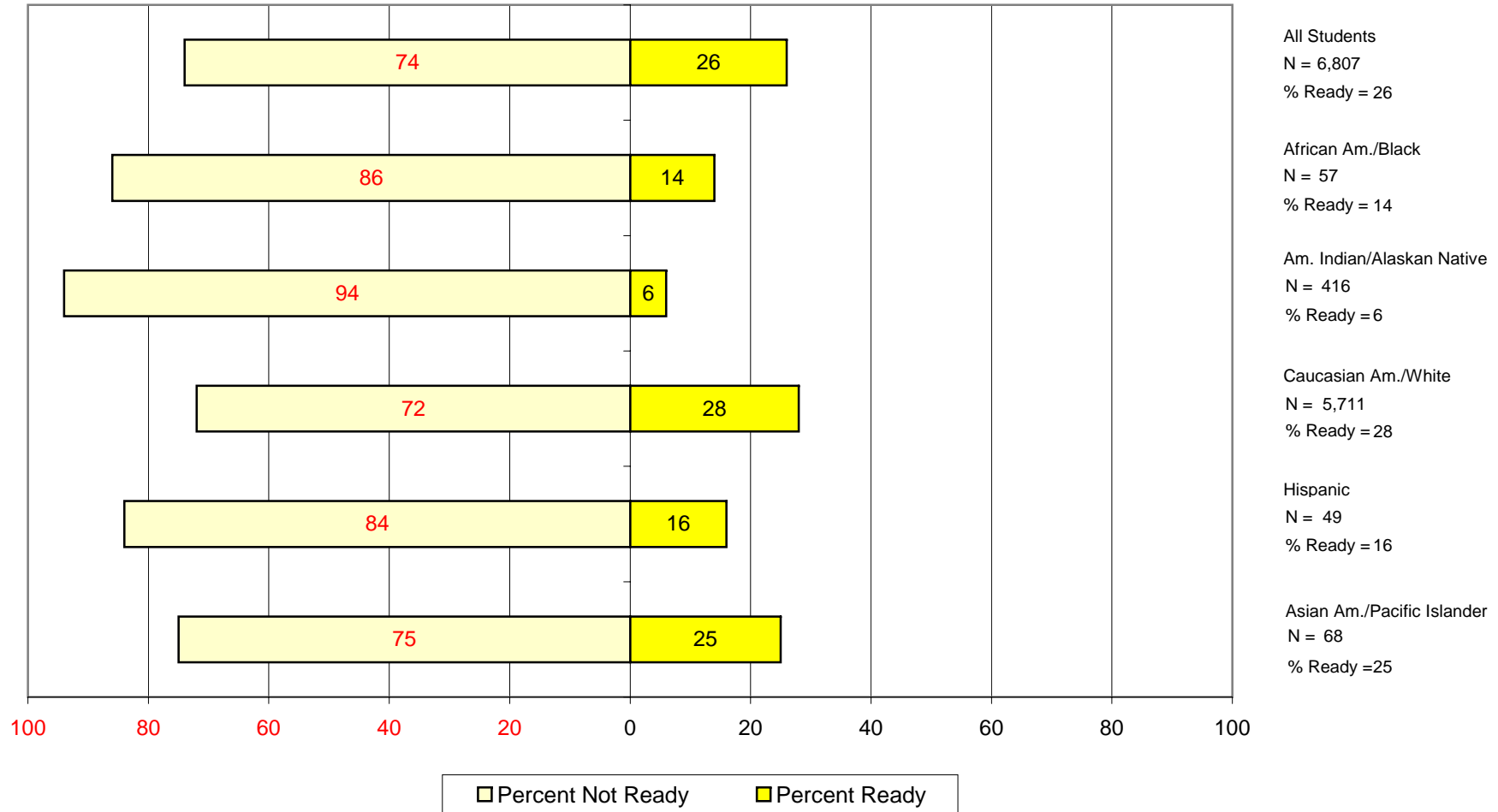


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	3,754	55	22.0	2.0	1,581	52	21.4	1.9	2,145	59	22.4	1.9
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	2,075	30	19.7	-0.3	963	32	19.4	-0.1	1,064	29	19.8	-0.7
Less than 4 years of English	539	8	20.0	-	260	9	19.5	-	262	7	20.5	-
No English course/grade information reported	439	6	20.6	-	213	7	19.9	-	181	5	21.5	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	302	4	25.4	8.0	137	5	26.2	8.4	162	4	24.7	7.7
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	428	6	22.7	5.3	166	6	24.0	6.2	258	7	21.9	4.9
Alg 1, Alg 2, Geom, & Trig	449	7	21.7	4.3	174	6	22.2	4.4	268	7	21.3	4.3
Alg 1, Alg 2, Geom, & Other Adv Math	796	12	21.6	4.2	309	10	22.5	4.7	469	13	21.0	4.0
Other comb of 4 or more years of Math	2,044	30	24.4	7.0	924	31	25.4	7.6	1,105	30	23.5	6.5
Alg 1, Alg 2, & Geom (Min. Core)	1,133	17	18.8	1.4	510	17	19.4	1.6	599	16	18.3	1.3
Other comb of 3 or 3.5 years of Math	481	7	19.5	2.1	236	8	20.3	2.5	240	7	18.7	1.7
Less than 3 years of Math	710	10	17.4	-	332	11	17.8	-	362	10	17.0	-
No Math course/grade information reported	464	7	21.4	-	229	8	21.5	-	189	5	21.1	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	24	0	18.5	-3.1	10	0	17.9	-3.5	14	0	18.9	-2.9
Other comb of 4 or more years Social Science	2,642	39	22.3	0.7	1,104	37	22.1	0.7	1,503	41	22.3	0.5
US Hist, World Hist, & Am Gov (Min. Core)	74	1	20.6	-1.0	41	1	19.2	-2.2	31	1	22.1	0.3
Other comb of 3 or 3.5 years of Social Science	2,585	38	22.0	0.4	1,140	38	21.8	0.4	1,414	39	22.2	0.4
Less than 3 years of Social Science	1,021	15	21.6	-	498	17	21.4	-	501	14	21.8	-
No Soc Sci course/grade information reported	461	7	21.5	-	224	7	21.1	-	189	5	21.9	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,228	33	23.6	4.1	1,079	36	24.5	4.6	1,126	31	22.8	3.8
Bio, Chem, Phys	159	2	25.0	5.5	77	3	26.2	6.3	78	2	23.8	4.8
Gen Sci ² , Bio, Chem (Min. Core)	2,372	35	21.4	1.9	865	29	21.9	2.0	1,471	40	21.1	2.1
Other comb of 3 years of Natural Science	223	3	21.4	1.9	128	4	22.4	2.5	89	2	20.1	1.1
Less than 3 years of Natural Science	1,344	20	19.5	-	633	21	19.9	-	689	19	19.0	-
No Nat Sci course/grade information reported	481	7	21.3	-	235	8	21.5	-	199	5	21.1	-

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	3,754	55	22.0	80	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	2,075	30	19.7	66	668,226	55	20.4	67
Less than 4 years of English	539	8	20.0	66	115,551	10	19.4	62
No English course/grade information reported	439	6	20.6	70	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	302	4	25.4	83	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	428	6	22.7	62	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	449	7	21.7	51	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	796	12	21.6	51	153,394	13	20.3	37
Other comb of 4 or more years of Math	2,044	30	24.4	73	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	1,133	17	18.8	20	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	481	7	19.5	27	54,965	5	20.6	40
Less than 3 years of Math	710	10	17.4	14	131,567	11	17.9	18
No Math course/grade information reported	464	7	21.4	48	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	24	0	18.5	29	31,335	3	22.7	60
Other comb of 4 or more years Social Science	2,642	39	22.3	60	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	74	1	20.6	49	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	2,585	38	22.0	59	325,879	27	21.3	52
Less than 3 years of Social Science	1,021	15	21.6	54	179,270	15	20.5	46
No Soc Sci course/grade information reported	461	7	21.5	56	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,228	33	23.6	50	320,821	27	22.3	38
Bio, Chem, Phys	159	2	25.0	64	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	2,372	35	21.4	27	339,689	28	20.2	19
Other comb of 3 years of Natural Science	223	3	21.4	27	32,330	3	20.5	24
Less than 3 years of Natural Science	1,344	20	19.5	14	234,307	19	19.1	14
No Nat Sci course/grade information reported	481	7	21.3	29	163,789	14	20.7	26

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	206	3	20.0	71	9	18.1	126	2	21.0
Architecture & Environmental Design	133	2	20.9	28	4	18.5	93	2	21.8
Business & Management	492	7	21.3	66	8	19.6	400	8	21.7
Business & Office	49	1	19.9	14	2	18.8	33	1	20.6
Marketing & Distribution	14	0	22.1	2	0	13.5	12	0	23.6
Communications & Comm. Technologies	125	2	21.1	15	2	19.1	105	2	21.3
Community & Personal Services	171	3	18.8	41	5	16.9	120	2	19.7
Computer & Information Sciences	142	2	22.8	24	3	19.5	116	2	23.5
Cross-Disciplinary Studies	5	0	27.8	0	0	.	5	0	27.8
Education	269	4	21.0	9	1	19.0	249	5	21.2
Teacher Education	173	3	20.9	14	2	16.9	154	3	21.3
Engineering	233	3	24.0	17	2	16.8	210	4	24.6
Engineering-Related Technologies	170	2	22.8	24	3	19.3	140	3	23.5
Foreign Languages	26	0	25.0	0	0	.	24	0	25.4
Health Sciences & Allied Health Fields	1,350	20	21.9	133	17	18.3	1,182	23	22.4
Human, Family & Consumer Science	48	1	19.4	11	1	17.8	34	1	20.1
Letters	30	0	24.4	0	0	.	30	1	24.4
Mathematics	25	0	25.3	1	0	20.0	24	0	25.5
Philosophy, Religion & Theology	44	1	23.0	0	0	.	39	1	23.1
Sciences (Biological & Physical)	303	4	24.1	6	1	18.8	289	6	24.3
Social Sciences	404	6	22.8	6	1	18.3	380	7	22.9
Trade & Industrial	158	2	19.3	121	15	18.8	25	0	21.5
Visual & Performing Arts	308	5	21.8	36	5	19.5	250	5	22.1
Undecided	789	12	21.5	92	12	18.2	646	12	22.1
No Response	1,140	17	21.6	67	8	17.8	530	10	22.3

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/ Alaskan 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	352	18.5	2	17.0	18	15.9	295	18.8	1	16.0	1	12.0	35	18.4
2-yr College Degree	446	18.3	1	24.0	40	15.3	368	18.6	3	21.0	2	23.0	32	17.9
Bachelors Degree	2,764	21.3	14	18.5	154	17.2	2,418	21.6	11	19.2	23	21.0	144	21.1
Graduate Study	849	23.6	8	18.4	35	19.5	736	23.9	6	23.3	7	22.0	57	23.7
Prof. Level Degree	1,603	23.5	19	20.1	117	18.7	1,299	24.0	20	21.9	28	23.7	120	23.5
Other	196	19.8	2	13.5	9	15.8	161	20.2	2	15.0	2	20.0	20	19.5
No Response	597	21.5	11	19.0	43	17.1	434	21.9	6	23.0	5	21.2	98	21.8

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	2,983	1,270	1,713	1	4	25	32	29	9	1
UNIVERSITY OF SOUTH DAKOTA	South Dakota	2,175	682	1,493	0	4	26	33	28	8	1
BLACK HILLS STATE UNIVERSITY	South Dakota	1,151	388	763	1	9	31	33	22	4	0
NORTHERN STATE UNIVERSITY	South Dakota	716	220	496	1	6	33	32	24	4	0
UNIVERSITY OF SIOUX FALLS	South Dakota	667	121	546	1	4	30	34	23	8	0
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	662	211	451	1	2	11	25	38	21	2
AUGUSTANA COLLEGE	South Dakota	651	184	467	0	2	20	28	35	14	1
DAKOTA STATE UNIVERSITY	South Dakota	636	154	482	0	6	32	33	22	6	0
SOUTHEAST TECHNICAL INSTITUTE	South Dakota	550	177	373	1	11	45	29	13	1	0
SOUTH DAKOTA SCH OF MINES/TECH	South Dakota	524	196	328	0	4	17	27	34	17	1
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	465	113	352	0	2	12	26	36	22	2
LAKE AREA TECHNICAL INSTITUTE	South Dakota	423	163	260	1	13	44	29	11	2	0
MINNESOTA STATE UNIVERSITY MANKATO	Minnesota	321	79	242	0	2	24	36	28	9	0
MITCHELL TECHNICAL INSTITUTE	South Dakota	275	77	198	2	13	43	29	10	3	0
DAKOTA WESLEYAN UNIVERSITY	South Dakota	274	72	202	1	5	35	32	22	4	0
NORTH DAKOTA STATE UNIVERSITY	North Dakota	269	57	212	1	2	20	35	32	10	0
WESTERN DAKOTA TECHNICAL INSTITUTE	South Dakota	223	61	162	3	20	41	25	10	0	0
UNIVERSITY OF NORTH DAKOTA	North Dakota	203	51	152	0	3	27	33	24	12	0
MINNESOTA STATE UNIVERSITY MOORHEAD	Minnesota	172	50	122	1	3	22	39	27	8	0
MOUNT MARTY COLLEGE	South Dakota	159	43	116	0	8	33	30	25	4	0
COLORADO TECHNICAL UNIV-SIOUX FALLS	South Dakota	157	19	138	0	13	45	27	15	1	0
UNIVERSITY OF WYOMING	Wyoming	137	28	109	0	6	23	32	31	7	1
IOWA STATE UNIVERSITY	Iowa	130	18	112	0	2	12	18	37	27	4
CREIGHTON UNIVERSITY	Nebraska	123	33	90	1	4	15	21	34	22	3
PRESENTATION COLLEGE	South Dakota	123	31	92	2	7	33	36	19	3	1
SOUTHWEST MINNESOTA STATE UNIVERSITY	Minnesota	111	24	87	1	3	26	40	28	2	1
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	99	29	70	1	3	14	34	32	15	0
UNIVERSITY OF MINNESOTA-MORRIS	Minnesota	97	27	70	3	14	16	34	22	10	0
SAINT CLOUD STATE UNIVERSITY	Minnesota	91	26	65	0	4	25	41	24	5	0
COLORADO STATE UNIVERSITY	Colorado	89	20	69	0	9	17	29	30	12	2
All Other Institutions		4,962	1,170	3,792	2	7	21	26	27	15	2
Total		19,618	5,794	13,824	1	6	25	30	27	10	1

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	1,335	430,404	24.0	22.4	7.7	7.7	23.2	22.0
African Am./Black	4	38,583	27.3	17.5	7.5	6.8	25.5	17.6
Am. Indian/Alaskan Native	63	2,803	17.9	19.8	6.4	7.1	17.5	19.6
Caucasian Am./White	1,122	269,428	24.4	23.4	7.8	7.8	23.6	22.8
Hispanic	12	33,207	21.5	18.9	8.5	7.4	22.0	19.1
Asian Am./Pacific Islander	18	21,275	22.8	23.0	7.9	8.0	22.4	22.8
Other/No Response	116	65,108	23.5	22.8	7.6	7.9	22.7	22.5
Males	524	170,904	23.6	22.1	7.5	7.4	22.6	21.5
Females	773	240,056	24.3	22.6	7.9	7.9	23.5	22.3
Missing	38	19,444	23.6	22.1	8.1	7.8	23.3	21.9

