



Profile Report - State

North Dakota State Testing 2018-2019
Grade 11 Tested Students
North Dakota



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

New to your 2018-2019 Profile Report

ACT Composite score ranges associated with likely National Career Readiness Certificate (NCRC) level attainment have been updated. The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum.

Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified in Table 3.4 as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'. Visit www.act.org/NCRC-indicator to learn more.

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This report provides information about the performance of your students who took the ACT as part of the North Dakota State Testing (Grade 11 Tested Students).

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

| College Course/Course Area | ACT Score | Benchmark Score |
|----------------------------|-------------|-----------------|
| English Composition | English | 18 |
| Algebra | Mathematics | 22 |
| Social Sciences | Reading | 22 |
| Biology | Science | 23 |
| STEM | STEM | 26 |
| ELA | ELA | 20 |

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

17% 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: 7,254 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. 33% 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 11% of the cohort took less than three years of math courses. Of these students, 3% were college ready. 17% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 14% of these students were college ready. In comparison, 49% 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 21% 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 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 61% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

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

Section I

Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

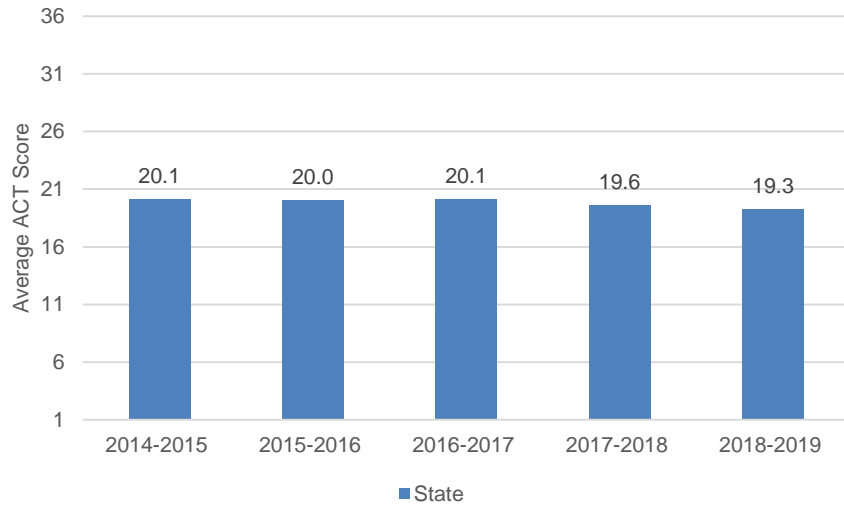


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

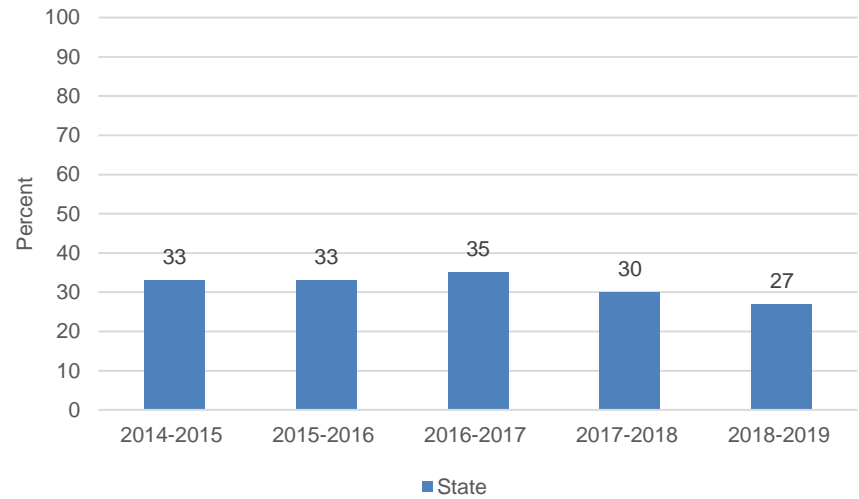


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

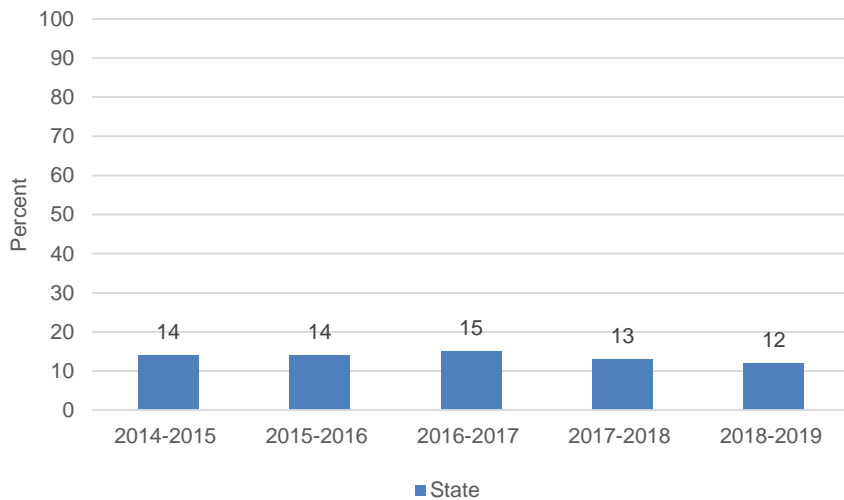
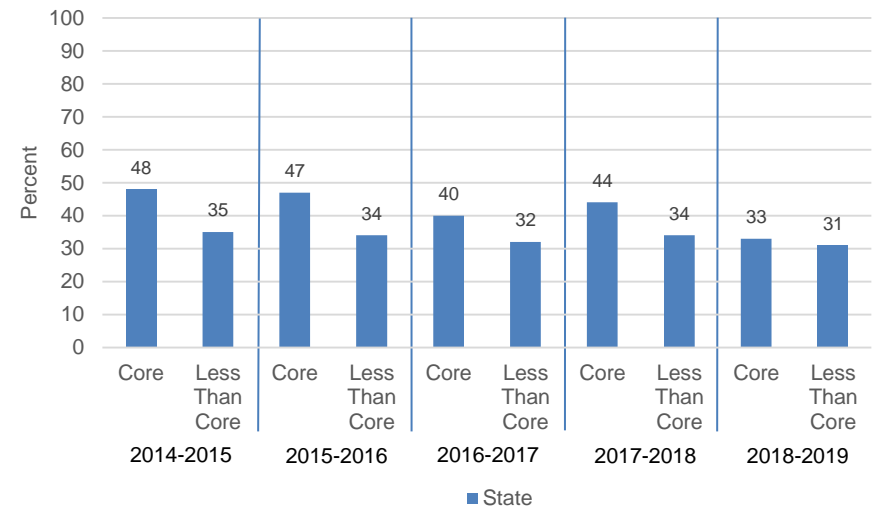


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

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

| Year | Number of Students | Percent Who Met Benchmarks | | | | |
|------------------|--------------------|----------------------------|-------------------|---------------|---------------|--------------------|
| | Tested State | English State | Mathematics State | Reading State | Science State | Met All Four State |
| 2014-2015 | 7,079 | 56 | 37 | 40 | 31 | 20 |
| 2015-2016 | 7,113 | 54 | 40 | 37 | 31 | 19 |
| 2016-2017 | 7,037 | 56 | 39 | 42 | 34 | 22 |
| 2017-2018 | 7,258 | 49 | 33 | 36 | 31 | 18 |
| 2018-2019 | 7,254 | 48 | 31 | 34 | 29 | 17 |

Table 1.2. Five Year Trends—Average ACT Scores

| Year | Number of Students | Average ACT Scores | | | | |
|------------------|--------------------|--------------------|-------------------|---------------|---------------|-----------------|
| | Tested State | English State | Mathematics State | Reading State | Science State | Composite State |
| 2014-2015 | 7,079 | 18.7 | 20.2 | 20.5 | 20.5 | 20.1 |
| 2015-2016 | 7,113 | 18.6 | 20.3 | 20.2 | 20.5 | 20.0 |
| 2016-2017 | 7,037 | 18.8 | 20.2 | 20.5 | 20.4 | 20.1 |
| 2017-2018 | 7,258 | 18.3 | 19.7 | 20.1 | 20.0 | 19.6 |
| 2018-2019 | 7,254 | 17.8 | 19.4 | 19.8 | 19.9 | 19.3 |

Table 1.3. Five Year Trends—Average ACT Scores Statewide (table omitted for this report)

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 |
| 2014-2015 | 3,376 | 2,508 | 48 | 35 | 20.7 | 16.6 | 22.1 | 18.3 | 22.2 | 18.7 | 22.1 | 18.8 | 21.9 | 18.2 |
| 2015-2016 | 3,316 | 2,390 | 47 | 34 | 20.5 | 16.5 | 22.1 | 18.2 | 22.1 | 18.2 | 22.2 | 18.6 | 21.8 | 18.0 |
| 2016-2017 | 2,833 | 2,253 | 40 | 32 | 20.7 | 17.1 | 21.9 | 18.5 | 22.2 | 18.8 | 22.0 | 18.7 | 21.8 | 18.4 |
| 2017-2018 | 3,200 | 2,450 | 44 | 34 | 20.4 | 16.4 | 21.6 | 18.0 | 22.0 | 18.2 | 21.9 | 18.3 | 21.6 | 17.8 |
| 2018-2019 | 2,412 | 2,265 | 33 | 31 | 19.8 | 16.3 | 21.3 | 17.9 | 21.8 | 18.3 | 21.7 | 18.5 | 21.3 | 17.9 |

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

| Race/Ethnicity | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | |
|--|--------------|------------|-------------|--------------|------------|-------------|--------------|------------|-------------|--------------|------------|-------------|--------------|------------|-------------|
| | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg |
| All Students | 7,079 | 100 | 20.1 | 7,113 | 100 | 20.0 | 7,037 | 100 | 20.1 | 7,258 | 100 | 19.6 | 7,254 | 100 | 19.3 |
| Black/African American | 131 | 2 | 15.7 | 156 | 2 | 16.0 | 207 | 3 | 16.5 | 222 | 3 | 16.2 | 246 | 3 | 15.5 |
| American Indian/Alaska Native | 292 | 4 | 16.1 | 279 | 4 | 15.9 | 316 | 4 | 16.3 | 385 | 5 | 15.9 | 344 | 5 | 15.6 |
| White | 5,158 | 73 | 20.7 | 5,181 | 73 | 20.6 | 5,044 | 72 | 20.8 | 5,062 | 70 | 20.4 | 5,160 | 71 | 20.1 |
| Hispanic/Latino | 239 | 3 | 18.3 | 288 | 4 | 17.9 | 316 | 4 | 18.1 | 378 | 5 | 17.4 | 332 | 5 | 16.9 |
| Asian | 84 | 1 | 18.1 | 97 | 1 | 20.1 | 100 | 1 | 18.8 | 107 | 1 | 19.0 | 119 | 2 | 18.9 |
| Native Hawaiian/Other Pacific Islander | 17 | 0 | 17.4 | 10 | 0 | 17.2 | 14 | 0 | 17.8 | 6 | 0 | 19.0 | 11 | 0 | 16.4 |
| Two or more races | 248 | 4 | 20.0 | 277 | 4 | 19.6 | 256 | 4 | 19.4 | 300 | 4 | 18.6 | 279 | 4 | 18.7 |
| Prefer not to respond/No response | 910 | 13 | 19.2 | 825 | 12 | 19.5 | 784 | 11 | 19.4 | 798 | 11 | 19.0 | 763 | 11 | 18.5 |

Table 1.6. Five Year Trends—Achievement in STEM¹

| Year | All Tested Students | | | Students Meeting STEM Benchmarks | |
|------------------|---------------------------------|-----------------------|--------------------------------------|----------------------------------|--------------------------|
| | Number of Students Tested State | Avg. STEM Score State | Percent Meeting STEM Benchmark State | Avg. Mathematics Score State | Avg. Science Score State |
| 2014-2015 | 7,079 | 20.6 | 14 | 27.7 | 27.6 |
| 2015-2016 | 7,113 | 20.6 | 14 | 27.9 | 27.5 |
| 2016-2017 | 7,037 | 20.5 | 15 | 28.0 | 27.5 |
| 2017-2018 | 7,258 | 20.1 | 13 | 27.9 | 27.7 |
| 2018-2019 | 7,254 | 19.9 | 12 | 27.7 | 28.3 |

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

Table 1.7. Proficiency In Understanding Complex Texts¹

| Year | Below Proficient | | | Text Complexity Proficiency Level Proficient | | | Above Proficient | | |
|------------------|------------------|---------------|--------------------|--|---------------|--------------------|------------------|---------------|--------------------|
| | N State | Percent State | Avg. Reading State | N State | Percent State | Avg. Reading State | N State | Percent State | Avg. Reading State |
| 2014-2015 | 0 | . | . | 0 | . | . | 0 | . | . |
| 2015-2016 | 4,089 | 57 | 16.4 | 1,959 | 28 | 23.1 | 1,065 | 15 | 29.9 |
| 2016-2017 | 4,036 | 57 | 16.8 | 1,865 | 27 | 23.2 | 1,136 | 16 | 29.3 |
| 2017-2018 | 4,460 | 61 | 16.6 | 1,827 | 25 | 23.4 | 971 | 13 | 29.8 |
| 2018-2019 | 4,776 | 66 | 16.5 | 1,619 | 22 | 23.7 | 859 | 12 | 30.4 |

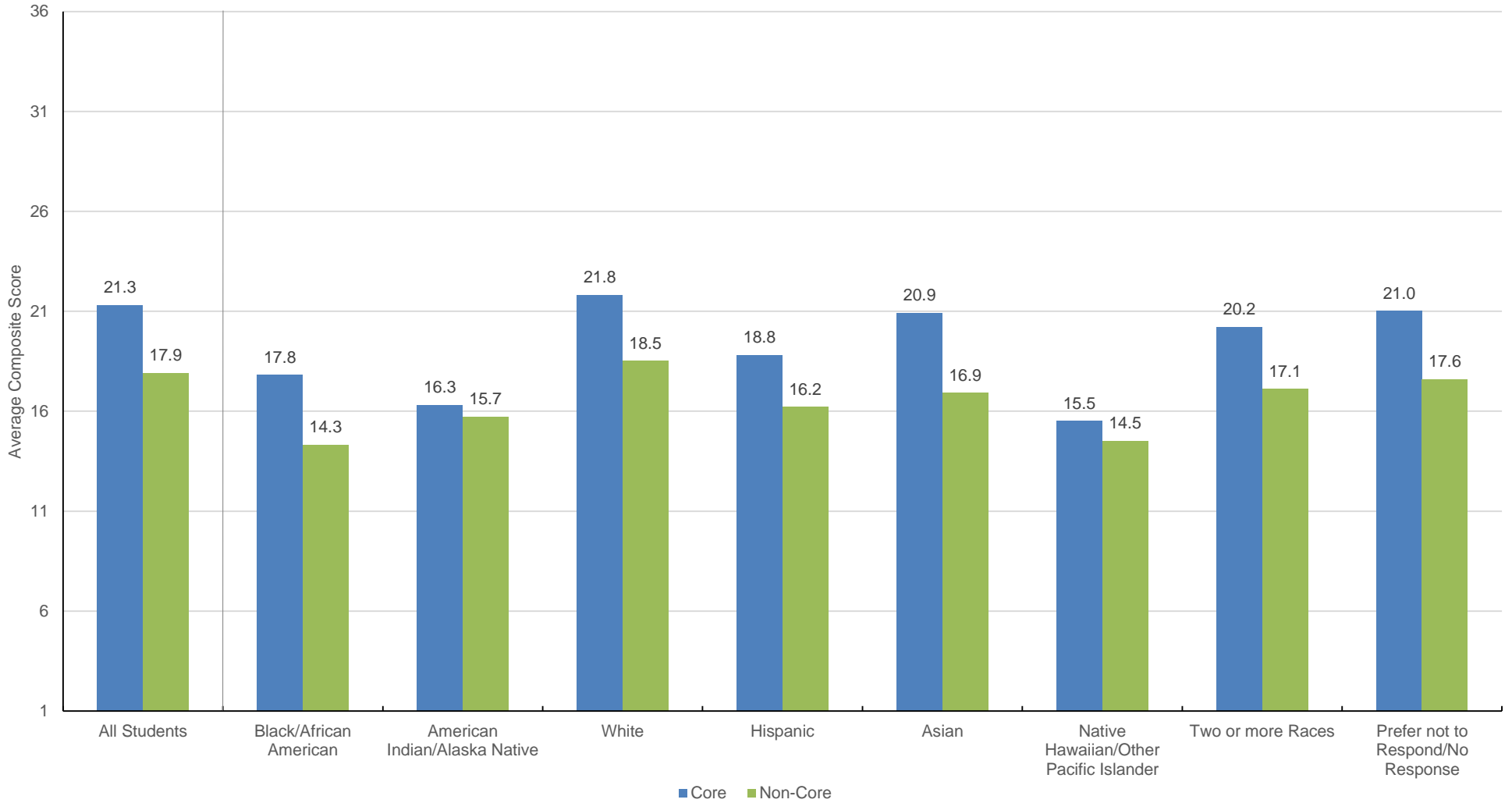
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

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

| ACT Scale Score | English | | Mathematics | | Reading | | Science | | Composite | | STEM | | ELA ² | | ACT Scale Score |
|--------------------|------------|-----|-------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------------|-----|--------------------|
| | N | CP | N | CP | N | CP | N | CP | N | CP | N | CP | N | CP | |
| 36 | 14 | 100 | 8 | 100 | 38 | 100 | 20 | 100 | 5 | 100 | 10 | 100 | 0 | 100 | 36 |
| 35 | 49 | 99 | 18 | 99 | 78 | 99 | 22 | 99 | 12 | 99 | 9 | 99 | 0 | 100 | 35 |
| 34 | 52 | 99 | 11 | 99 | 85 | 98 | 23 | 99 | 17 | 99 | 20 | 99 | 2 | 100 | 34 |
| 33 | 35 | 98 | 28 | 99 | 82 | 97 | 37 | 99 | 28 | 99 | 28 | 99 | 9 | 99 | 33 |
| 32 | 57 | 98 | 25 | 99 | 102 | 96 | 61 | 99 | 47 | 99 | 36 | 99 | 18 | 99 | 32 |
| 31 | 15 | 97 | 41 | 99 | 110 | 95 | 81 | 98 | 47 | 98 | 54 | 99 | 34 | 99 | 31 |
| 30 | 70 | 97 | 43 | 98 | 157 | 93 | 82 | 97 | 66 | 98 | 72 | 98 | 35 | 99 | 30 |
| 29 | 49 | 96 | 83 | 98 | 36 | 91 | 27 | 96 | 97 | 97 | 100 | 97 | 56 | 99 | 29 |
| 28 | 45 | 95 | 141 | 96 | 154 | 91 | 122 | 95 | 119 | 96 | 116 | 95 | 71 | 98 | 28 |
| 27 | 104 | 95 | 246 | 95 | 179 | 88 | 143 | 93 | 160 | 94 | 175 | 94 | 90 | 97 | 27 |
| 26 | 89 | 93 | 327 | 91 | 181 | 86 | 285 | 91 | 205 | 92 | 270 | 91 | 132 | 96 | 26 |
| 25 | 210 | 92 | 260 | 87 | 203 | 83 | 210 | 88 | 261 | 89 | 356 | 88 | 156 | 94 | 25 |
| 24 | 258 | 89 | 389 | 83 | 257 | 81 | 465 | 85 | 321 | 85 | 369 | 83 | 224 | 92 | 24 |
| 23 | 257 | 86 | 391 | 78 | 491 | 77 | 518 | 78 | 374 | 81 | 378 | 78 | 281 | 88 | 23 |
| 22 | 444 | 82 | 235 | 72 | 330 | 70 | 685 | 71 | 436 | 76 | 398 | 73 | 324 | 85 | 22 |
| 21 | 470 | 76 | 368 | 69 | 599 | 66 | 378 | 62 | 504 | 70 | 495 | 67 | 408 | 80 | 21 |
| 20 | 493 | 69 | 267 | 64 | 427 | 58 | 427 | 56 | 523 | 63 | 555 | 60 | 509 | 74 | 20 |
| 19 | 396 | 63 | 436 | 60 | 372 | 52 | 770 | 51 | 572 | 56 | 598 | 53 | 539 | 67 | 19 |
| 18 | 388 | 57 | 563 | 54 | 457 | 46 | 452 | 40 | 570 | 48 | 679 | 44 | 549 | 60 | 18 |
| 17 | 423 | 52 | 745 | 47 | 638 | 40 | 656 | 34 | 623 | 40 | 691 | 35 | 591 | 52 | 17 |
| 16 | 487 | 46 | 1,153 | 36 | 344 | 31 | 395 | 25 | 556 | 31 | 626 | 25 | 567 | 44 | 16 |
| 15 | 615 | 39 | 682 | 20 | 357 | 27 | 345 | 19 | 513 | 24 | 543 | 17 | 561 | 36 | 15 |
| 14 | 591 | 31 | 567 | 11 | 405 | 22 | 429 | 14 | 503 | 17 | 351 | 9 | 490 | 28 | 14 |
| 13 | 232 | 23 | 174 | 3 | 449 | 16 | 202 | 9 | 368 | 10 | 196 | 4 | 385 | 21 | 13 |
| 12 | 337 | 19 | 33 | 1 | 424 | 10 | 161 | 6 | 241 | 5 | 92 | 2 | 341 | 16 | 12 |
| 11 | 497 | 15 | 13 | 1 | 133 | 4 | 95 | 4 | 62 | 1 | 24 | 1 | 298 | 11 | 11 |
| 10 | 362 | 8 | 6 | 1 | 99 | 2 | 88 | 2 | 16 | 1 | 9 | 1 | 190 | 7 | 10 |
| 9 | 111 | 3 | 0 | 1 | 29 | 1 | 40 | 1 | 6 | 1 | 3 | 1 | 149 | 4 | 9 |
| 8 | 74 | 1 | 0 | 1 | 21 | 1 | 21 | 1 | 1 | 1 | 0 | 1 | 117 | 2 | 8 |
| 7 | 19 | 1 | 0 | 1 | 3 | 1 | 5 | 1 | 0 | 1 | 0 | 1 | 39 | 1 | 7 |
| 6 | 6 | 1 | 1 | 1 | 8 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 10 | 1 | 6 |
| 5 | 3 | 1 | 0 | 1 | 4 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 1 | 5 |
| 4 | 2 | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 4 |
| 3 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 3 |
| 2 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| Avg (SD) | 17.8 (5.6) | | 19.4 (4.7) | | 19.8 (6.0) | | 19.9 (5.0) | | 19.3 (4.8) | | 19.9 (4.6) | | 17.5 (4.9) | | Avg (SD) |

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

² ELA scores are derived only for students with a valid writing score.

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

Figure 2.2. English Reporting Categories

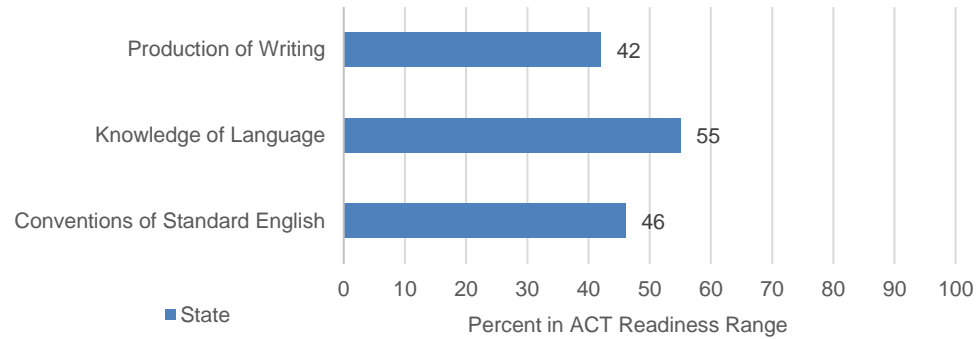


Figure 2.3. Math Reporting Categories

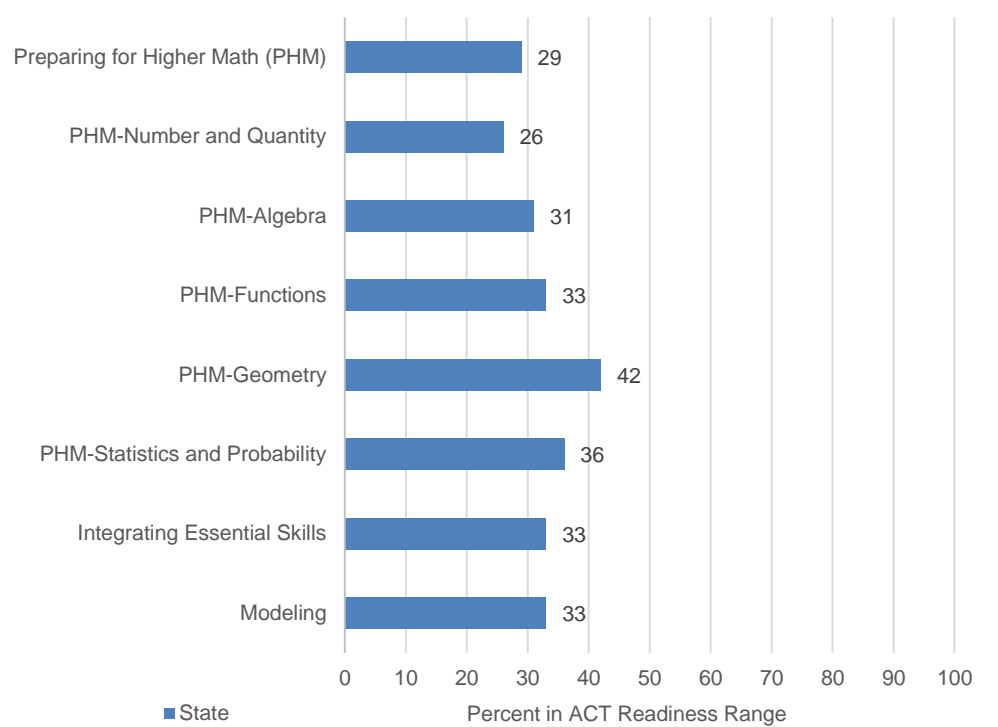


Figure 2.4. Reading Reporting Categories

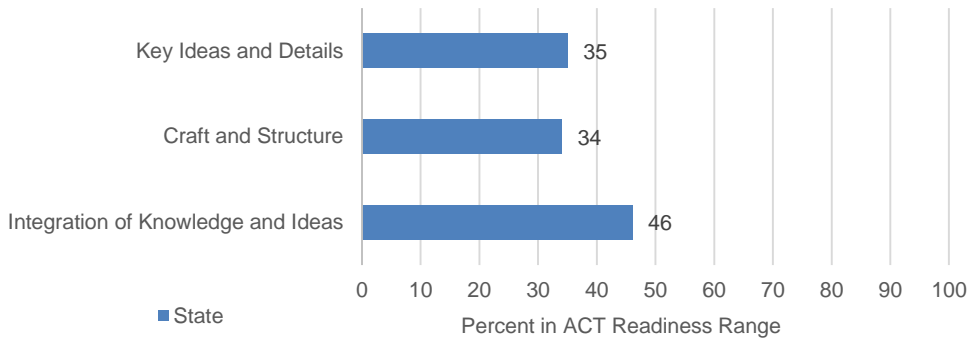
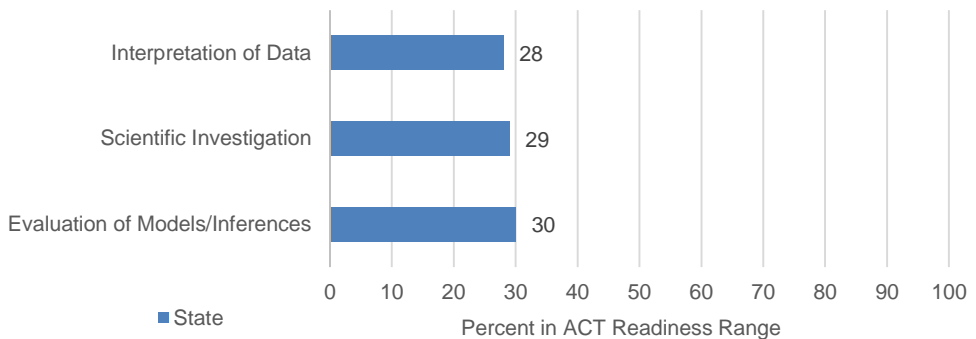


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

| Student Group | Race/Ethnicity | Number of Students Tested | Percent Taking Core or More ¹ | Average ACT Composite Score | |
|---------------|--|---------------------------|--|-----------------------------|----------------|
| | | | | Core or More | Less Than Core |
| | All Students | 7,254 | 33 | 21.3 | 17.9 |
| | Black/African American | 246 | 18 | 17.8 | 14.3 |
| | American Indian/Alaska Native | 344 | 25 | 16.3 | 15.7 |
| | White | 5,160 | 37 | 21.8 | 18.5 |
| State | Hispanic/Latino | 332 | 27 | 18.8 | 16.2 |
| | Asian | 119 | 30 | 20.9 | 16.9 |
| | Native Hawaiian/Other Pacific Islander | 11 | 18 | 15.5 | 14.5 |
| | Two or More Races | 279 | 28 | 20.2 | 17.1 |
| | Prefer not/No Response | 763 | 22 | 21.0 | 17.6 |

¹ "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

| Student Group | Race/Ethnicity | N | Percent | English | Mathematics | Reading | Science | Composite | STEM |
|---------------|--|--------------|------------|---------|-------------|---------|---------|-----------|------|
| | All Students | 7,254 | 100 | 17.8 | 19.4 | 19.8 | 19.9 | 19.3 | 19.9 |
| | Black/African American | 246 | 3 | 13.9 | 16.0 | 15.8 | 16.0 | 15.5 | 16.2 |
| | American Indian/Alaska Native | 344 | 5 | 13.8 | 16.1 | 16.1 | 16.2 | 15.6 | 16.4 |
| | White | 5,160 | 71 | 18.6 | 20.1 | 20.6 | 20.6 | 20.1 | 20.6 |
| State | Hispanic/Latino | 332 | 5 | 15.3 | 17.3 | 17.3 | 17.5 | 16.9 | 17.6 |
| | Asian | 119 | 2 | 16.9 | 19.8 | 18.8 | 19.6 | 18.9 | 20.0 |
| | Native Hawaiian/Other Pacific Islander | 11 | 0 | 15.1 | 15.6 | 17.5 | 16.8 | 16.4 | 16.5 |
| | Two or More Races | 279 | 4 | 17.2 | 18.7 | 19.0 | 19.4 | 18.7 | 19.3 |
| | Prefer not/No Response | 763 | 11 | 17.0 | 18.6 | 18.8 | 19.0 | 18.5 | 19.1 |

Table 2.4. 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 | 3,590 | 31 | 21.5 | 17.5 |
| | Females | 3,632 | 36 | 21.0 | 18.3 |
| | No Response | 32 | 6 | 19.5 | 19.8 |

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 Gender

| Student Group | Gender | N | Percent | English | Mathematics | Reading | Science | Composite | STEM |
|---------------|-------------|-------|---------|---------|-------------|---------|---------|-----------|------|
| State | Males | 3,590 | 49 | 16.9 | 19.6 | 19.3 | 20.1 | 19.1 | 20.1 |
| | Females | 3,632 | 50 | 18.7 | 19.2 | 20.2 | 19.7 | 19.6 | 19.7 |
| | No Response | 32 | 0 | 14.5 | 17.0 | 16.1 | 16.3 | 16.2 | 16.9 |

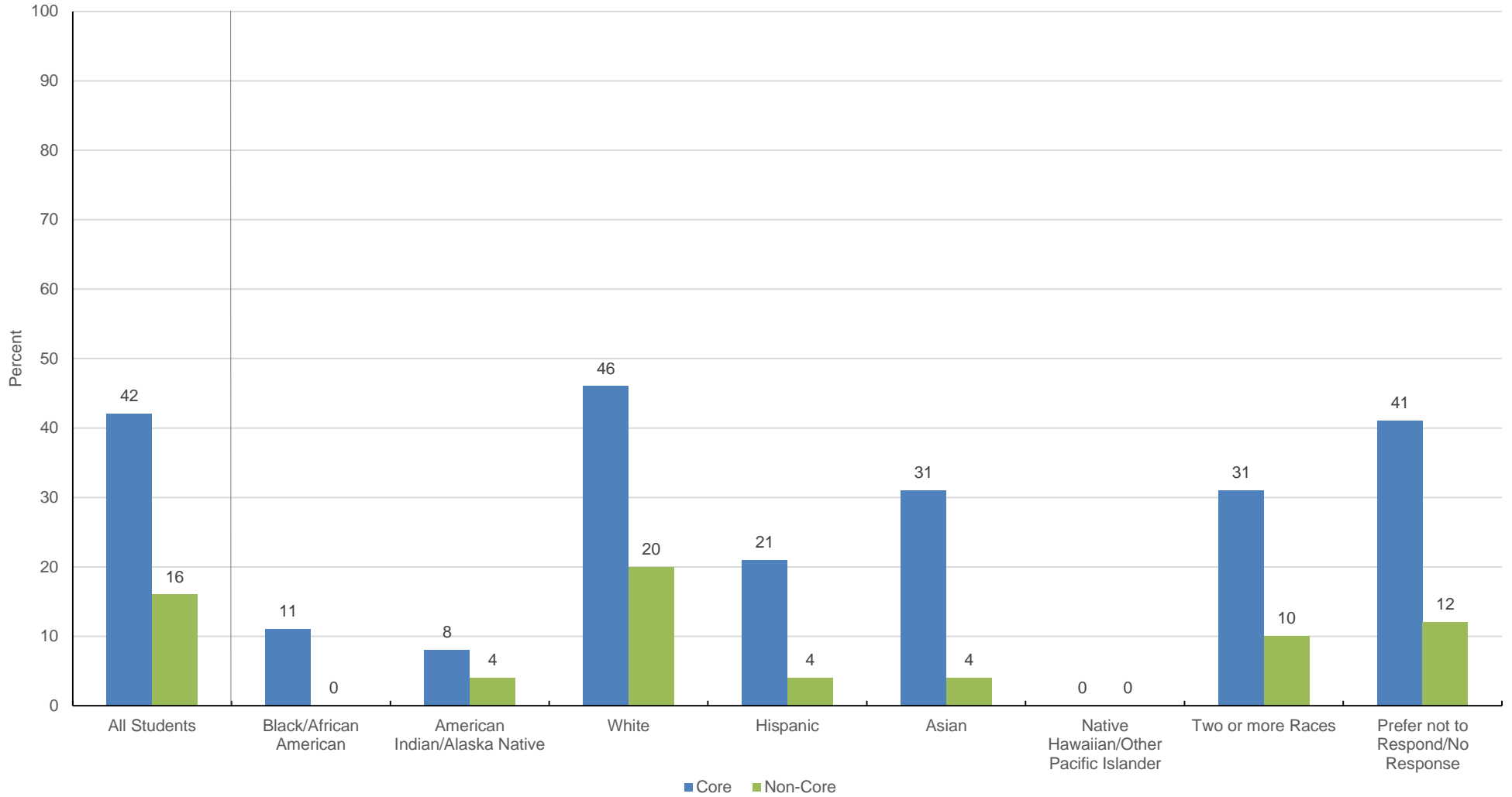
Table 2.6. ACT Score Quartile Values

| Quartile | English | Mathematics | Reading | Science | Composite |
|----------------------|---------|-------------|---------|---------|-----------|
| Q3 (75th Percentile) | 21 | 23 | 23 | 23 | 22 |
| Q2 (50th Percentile) | 17 | 18 | 19 | 19 | 19 |
| Q1 (25th Percentile) | 14 | 16 | 15 | 17 | 16 |

Section III

College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

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

| Student Group | CCRS Range | English | | Mathematics | | Reading | | Science | |
|---------------|------------|---------|----|-------------|----|---------|----|---------|----|
| | | N | % | N | % | N | % | N | % |
| State | 33 to 36 | 150 | 2 | 65 | 1 | 283 | 4 | 102 | 1 |
| | 28 to 32 | 236 | 3 | 333 | 5 | 559 | 8 | 373 | 5 |
| | 24 to 27 | 661 | 9 | 1,222 | 17 | 820 | 11 | 1,103 | 15 |
| | 20 to 23 | 1,664 | 23 | 1,261 | 17 | 1,847 | 25 | 2,008 | 28 |
| | 16 to 19 | 1,694 | 23 | 2,897 | 40 | 1,811 | 25 | 2,273 | 31 |
| | 13 to 15 | 1,438 | 20 | 1,423 | 20 | 1,211 | 17 | 976 | 13 |
| | 01 to 12 | 1,411 | 19 | 53 | 1 | 723 | 10 | 419 | 6 |

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 | 41 | 33 | 31 | 31 | 17 |
| | Females | 55 | 29 | 37 | 27 | 16 |
| | No Response | 22 | 13 | 16 | 6 | 6 |

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

| Student Group | Race/Ethnicity | N | English % | Mathematics % | Reading % | Science % | All Four % | STEM % |
|---------------|--|-------|-----------|---------------|-----------|-----------|------------|--------|
| State | All Students | 7,254 | 48 | 31 | 34 | 29 | 17 | 12 |
| | Black/African American | 246 | 17 | 7 | 11 | 4 | 1 | 1 |
| | American Indian/Alaska Native | 344 | 17 | 7 | 12 | 6 | 1 | 1 |
| | White | 5,160 | 54 | 36 | 39 | 34 | 20 | 15 |
| | Hispanic/Latino | 332 | 27 | 14 | 18 | 11 | 7 | 5 |
| | Asian | 119 | 33 | 33 | 26 | 24 | 18 | 16 |
| | Native Hawaiian/Other Pacific Islander | 11 | 18 | 0 | 27 | 0 | 0 | 0 |
| | Two or More Races | 279 | 42 | 23 | 29 | 20 | 11 | 10 |
| | Prefer Not to Respond | 763 | 45 | 25 | 27 | 24 | 12 | 9 |

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

| Student Group | ACT NCRC Level | N | % | Average Composite |
|---------------|-------------------|-------|----|-------------------|
| State | Platinum | 598 | 8 | 29.3 |
| | Gold | 1,597 | 22 | 23.6 |
| | Silver | 2,792 | 38 | 18.9 |
| | Bronze | 1,940 | 27 | 14.6 |
| | Needs Improvement | 327 | 5 | 11.6 |

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

| Student Group | Curriculum Taken ¹ | N | English | | Mathematics | | Reading | | Science | | Composite ⁴ | | STEM | |
|---------------|-------------------------------|-------|---------|------|-------------|------|---------|------|---------|------|------------------------|------|------|------|
| | | | % | Avg | % | Avg | % | Avg | % | Avg | % | Avg | % | Avg |
| State | Core or More ² | 2,412 | 63 | 19.8 | 47 | 21.3 | 47 | 21.8 | 43 | 21.7 | 26 | 21.3 | 20 | 21.8 |
| | Less than Core | 2,265 | 36 | 16.3 | 18 | 17.9 | 24 | 18.3 | 18 | 18.5 | 9 | 17.9 | 5 | 18.4 |
| | Missing ³ | 2,577 | 44 | 17.3 | 27 | 19.0 | 31 | 19.2 | 25 | 19.4 | 15 | 18.8 | 12 | 19.4 |

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 | 4,132 | 52 | 18.3 | 4,005 | 38 | 20.3 | 3,829 | 39 | 20.6 | 3,261 | 38 | 21.0 |
| | Less than Core | 732 | 35 | 16.2 | 762 | 3 | 15.7 | 968 | 22 | 17.8 | 1,531 | 14 | 18.0 |
| | Missing ³ | 2,390 | 45 | 17.5 | 2,487 | 28 | 19.0 | 2,457 | 32 | 19.3 | 2,462 | 26 | 19.5 |

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

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

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

³ Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

| Course Pattern | N | State | | |
|--|-------|------------------------|-----------------|---------------------------|
| | | Percent Taking Pattern | Avg ACT English | Percent Who Met Benchmark |
| ENGLISH COURSE PATTERN | | | | |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 780 | 11 | 19.5 | 63 |
| Eng 9, Eng 10, Eng 11, Eng 12 | 3,352 | 46 | 18.0 | 50 |
| Less than 4 years of English | 732 | 10 | 16.2 | 35 |
| Zero years / no English courses reported | 2,390 | 33 | 17.5 | 45 |
| MATHEMATICS COURSE PATTERN | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 109 | 2 | 22.0 | 56 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 403 | 6 | 22.3 | 61 |
| Alg 1, Alg 2, Geom, & Trig | 169 | 2 | 20.3 | 38 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 1,240 | 17 | 20.4 | 38 |
| Other comb of 4 or more years of Math | 707 | 10 | 23.6 | 67 |
| Alg 1, Alg 2, & Geom | 1,207 | 17 | 17.7 | 14 |
| Other comb of 3 or 3.5 years of Math | 170 | 2 | 19.8 | 31 |
| Less than 3 years of Math | 762 | 11 | 15.7 | 3 |
| Zero years / no Math courses reported | 2,487 | 34 | 19.0 | 28 |
| SOCIAL SCIENCE COURSE PATTERN | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 120 | 2 | 19.9 | 30 |
| Other comb of 4 or more years Social Science | 1,919 | 26 | 21.3 | 45 |
| US Hist, World Hist, & Am Gov | 433 | 6 | 18.8 | 26 |
| Other comb of 3 or 3.5 years of Social Science | 1,357 | 19 | 20.1 | 36 |
| Less than 3 years of Social Science | 968 | 13 | 17.8 | 22 |
| Zero years / no Social Science courses reported | 2,457 | 34 | 19.3 | 32 |
| NATURAL SCIENCE COURSE PATTERN | | | | |
| Gen Sci ¹ , Bio, Chem, & Phys | 891 | 12 | 21.9 | 46 |
| Bio, Chem, Phys | 181 | 2 | 24.2 | 66 |
| Gen Sci ¹ , Bio, Chem | 1,866 | 26 | 20.5 | 32 |
| Other comb of 3 years of Natural Science | 323 | 4 | 20.1 | 33 |
| Less than 3 years of Natural Science | 1,531 | 21 | 18.0 | 14 |
| Zero years / no Natural Science courses reported | 2,462 | 34 | 19.5 | 26 |

¹Includes General, Physical and Earth Sciences.

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

| Course Pattern | 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 | 780 | 11 | 19.5 | 63 | 303 | 8 | 18.7 | 59 | 477 | 13 | 19.9 | 65 |
| Eng 9, Eng 10, Eng 11, Eng 12 | 3,352 | 46 | 18.0 | 50 | 1,724 | 48 | 17.2 | 43 | 1,622 | 45 | 18.9 | 57 |
| Less than 4 years of English | 732 | 10 | 16.2 | 35 | 401 | 11 | 15.4 | 28 | 330 | 9 | 17.1 | 44 |
| Zero years / no English courses reported | 2,390 | 33 | 17.5 | 45 | 1,162 | 32 | 16.7 | 39 | 1,203 | 33 | 18.3 | 52 |
| MATHEMATICS COURSE PATTERN | | | | | | | | | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 109 | 2 | 22.0 | 56 | 51 | 1 | 23.7 | 71 | 57 | 2 | 20.4 | 42 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 403 | 6 | 22.3 | 61 | 146 | 4 | 23.2 | 68 | 256 | 7 | 21.8 | 57 |
| Alg 1, Alg 2, Geom, & Trig | 169 | 2 | 20.3 | 38 | 85 | 2 | 20.9 | 42 | 84 | 2 | 19.6 | 35 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 1,240 | 17 | 20.4 | 38 | 513 | 14 | 21.2 | 47 | 726 | 20 | 19.8 | 31 |
| Other comb of 4 or more years of Math | 707 | 10 | 23.6 | 67 | 357 | 10 | 24.2 | 68 | 350 | 10 | 23.0 | 66 |
| Alg 1, Alg 2, & Geom | 1,207 | 17 | 17.7 | 14 | 657 | 18 | 18.1 | 17 | 548 | 15 | 17.1 | 9 |
| Other comb of 3 or 3.5 years of Math | 170 | 2 | 19.8 | 31 | 85 | 2 | 20.5 | 38 | 85 | 2 | 19.0 | 25 |
| Less than 3 years of Math | 762 | 11 | 15.7 | 3 | 479 | 13 | 15.7 | 3 | 282 | 8 | 15.8 | 2 |
| Zero years / no Math courses reported | 2,487 | 34 | 19.0 | 28 | 1,217 | 34 | 19.2 | 30 | 1,244 | 34 | 18.9 | 26 |
| SOCIAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 120 | 2 | 19.9 | 30 | 64 | 2 | 19.2 | 23 | 56 | 2 | 20.6 | 38 |
| Other comb of 4 or more years Social Science | 1,919 | 26 | 21.3 | 45 | 839 | 23 | 21.2 | 43 | 1,079 | 30 | 21.4 | 46 |
| US Hist, World Hist, & Am Gov | 433 | 6 | 18.8 | 26 | 249 | 7 | 18.8 | 25 | 183 | 5 | 18.9 | 27 |
| Other comb of 3 or 3.5 years of Social Science | 1,357 | 19 | 20.1 | 36 | 654 | 18 | 19.7 | 34 | 698 | 19 | 20.5 | 38 |
| Less than 3 years of Social Science | 968 | 13 | 17.8 | 22 | 586 | 16 | 17.5 | 20 | 382 | 11 | 18.4 | 25 |
| Zero years / no Social Science courses reported | 2,457 | 34 | 19.3 | 32 | 1,198 | 33 | 18.9 | 29 | 1,234 | 34 | 19.8 | 35 |
| NATURAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| Gen Sci ¹ , Bio, Chem, & Phys | 891 | 12 | 21.9 | 46 | 486 | 14 | 22.7 | 52 | 404 | 11 | 21.0 | 39 |
| Bio, Chem, Phys | 181 | 2 | 24.2 | 66 | 77 | 2 | 24.7 | 73 | 104 | 3 | 23.7 | 62 |
| Gen Sci ¹ , Bio, Chem | 1,866 | 26 | 20.5 | 32 | 794 | 22 | 20.8 | 36 | 1,069 | 29 | 20.2 | 29 |
| Other comb of 3 years of Natural Science | 323 | 4 | 20.1 | 33 | 205 | 6 | 20.7 | 39 | 117 | 3 | 19.1 | 22 |
| Less than 3 years of Natural Science | 1,531 | 21 | 18.0 | 14 | 833 | 23 | 17.7 | 14 | 696 | 19 | 18.2 | 15 |
| Zero years / no Natural Science courses reported | 2,462 | 34 | 19.5 | 26 | 1,195 | 33 | 19.7 | 28 | 1,242 | 34 | 19.4 | 25 |

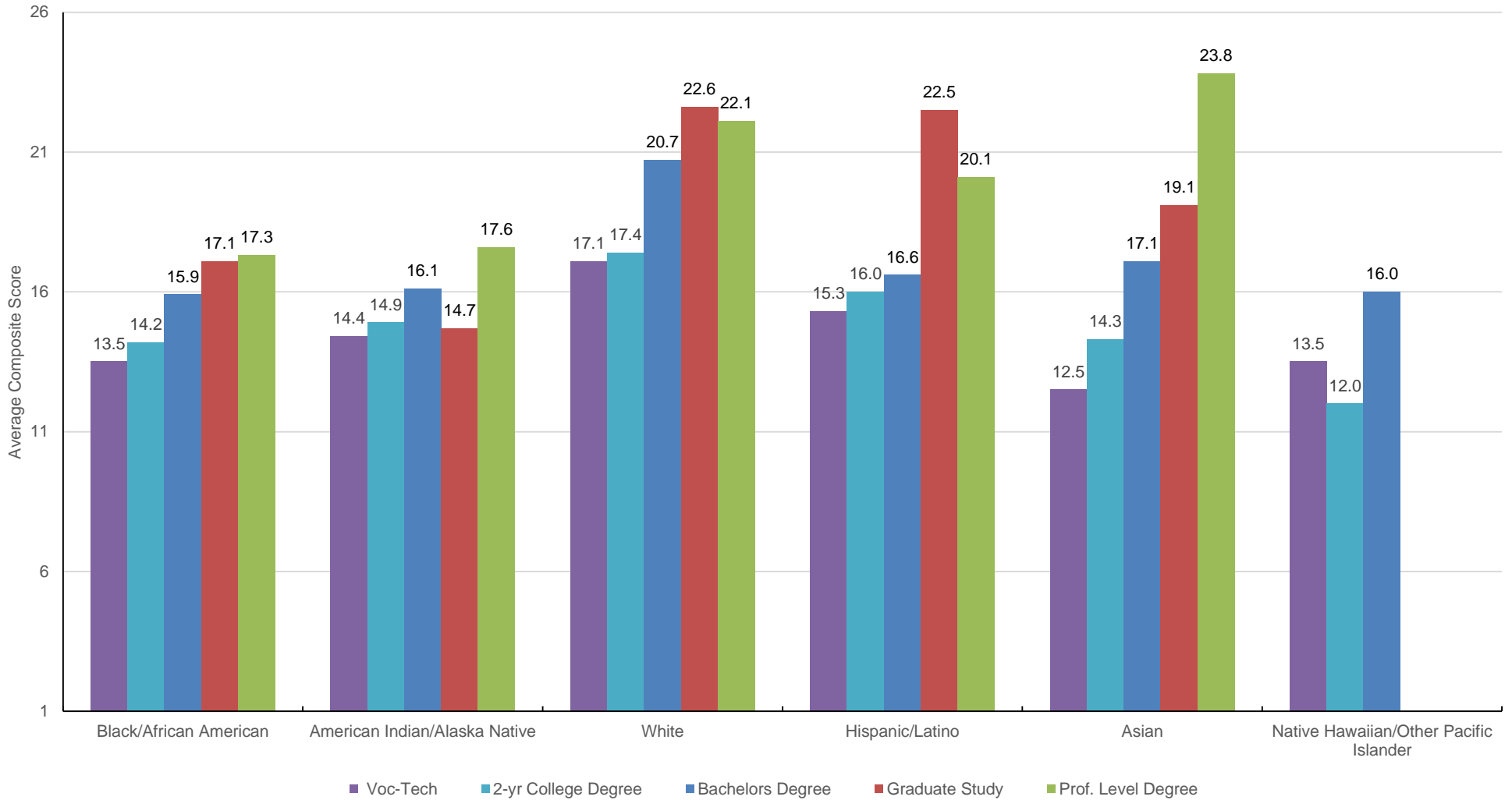
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

| Planned Educational Major | 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 | 204 | 3 | 18.8 | 78 | 10 | 17.2 | 114 | 3 | 20.0 |
| Architecture | 34 | 0 | 20.6 | 5 | 1 | 17.2 | 29 | 1 | 21.1 |
| Area, Ethnic, & Multidisciplinary Studies | 2 | 0 | 25.5 | 1 | 0 | 24.0 | 1 | 0 | 27.0 |
| Arts: Visual & Performing | 252 | 3 | 19.1 | 55 | 7 | 16.5 | 163 | 5 | 20.2 |
| Business | 308 | 4 | 20.1 | 41 | 5 | 16.9 | 246 | 7 | 20.7 |
| Communications | 34 | 0 | 20.1 | 3 | 0 | 14.0 | 28 | 1 | 21.0 |
| Community, Family, & Personal Services | 171 | 2 | 17.3 | 63 | 8 | 16.4 | 96 | 3 | 17.9 |
| Computer Science & Mathematics | 129 | 2 | 21.7 | 23 | 3 | 16.7 | 98 | 3 | 23.0 |
| Education | 256 | 4 | 20.0 | 14 | 2 | 15.4 | 233 | 7 | 20.3 |
| Engineering | 283 | 4 | 22.0 | 45 | 6 | 17.0 | 219 | 7 | 23.2 |
| Engineering Technology & Drafting | 74 | 1 | 18.5 | 33 | 4 | 15.7 | 37 | 1 | 21.1 |
| English & Foreign Languages | 31 | 0 | 23.0 | 1 | 0 | 21.0 | 27 | 1 | 22.9 |
| Health Administration & Assisting | 87 | 1 | 18.4 | 17 | 2 | 17.9 | 64 | 2 | 18.8 |
| Health Sciences & Technologies | 940 | 13 | 20.5 | 63 | 8 | 17.6 | 824 | 25 | 20.7 |
| Philosophy, Religion, & Theology | 14 | 0 | 18.9 | 2 | 0 | 14.0 | 12 | 0 | 19.7 |
| Repair, Production, & Construction | 241 | 3 | 17.6 | 148 | 18 | 17.2 | 65 | 2 | 18.9 |
| Sciences: Biological & Physical | 190 | 3 | 22.9 | 8 | 1 | 18.4 | 167 | 5 | 22.9 |
| Social Sciences & Law | 291 | 4 | 20.7 | 5 | 1 | 15.0 | 270 | 8 | 21.0 |
| Undecided | 507 | 7 | 19.6 | 101 | 12 | 17.5 | 339 | 10 | 20.6 |
| No Response | 3,178 | 44 | 18.5 | 98 | 12 | 16.0 | 274 | 8 | 18.3 |

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).

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 | 189 | 16.5 | 2 | 13.5 | 19 | 14.4 | 134 | 17.1 | 10 | 15.3 |
| 2-yr College Degree | 623 | 17.0 | 17 | 14.2 | 39 | 14.9 | 457 | 17.4 | 33 | 16.0 |
| Bachelors Degree | 2,053 | 19.9 | 56 | 15.9 | 97 | 16.1 | 1,568 | 20.7 | 88 | 16.6 |
| Graduate Study | 440 | 21.9 | 10 | 17.1 | 17 | 14.7 | 338 | 22.6 | 10 | 22.5 |
| Prof. Level Degree | 829 | 21.7 | 23 | 17.3 | 37 | 17.6 | 617 | 22.1 | 32 | 20.1 |
| Other | 176 | 16.9 | 3 | 12.7 | 14 | 15.2 | 120 | 17.4 | 10 | 14.8 |
| No Response | 2,944 | 18.7 | 135 | 15.2 | 121 | 15.3 | 1,926 | 19.5 | 149 | 16.5 |

| Educational Degree Aspirations | All Racial/Ethnic Groups Combined | | Asian | | Native Hawaiian/ Other Pacific Islander | | Two or more races | | Prefer not to respond/ No Response | |
|--------------------------------|-----------------------------------|---------|-------|---------|---|---------|-------------------|---------|------------------------------------|---------|
| | N | Average | N | Average | N | Average | N | Average | N | Average |
| Voc-Tech | 189 | 16.5 | 2 | 12.5 | 2 | 13.5 | 6 | 15.2 | 14 | 16.9 |
| 2-yr College Degree | 623 | 17.0 | 4 | 14.3 | 1 | 12.0 | 17 | 16.9 | 55 | 16.6 |
| Bachelors Degree | 2,053 | 19.9 | 27 | 17.1 | 2 | 16.0 | 66 | 18.2 | 149 | 19.3 |
| Graduate Study | 440 | 21.9 | 7 | 19.1 | 0 | . | 10 | 20.3 | 48 | 21.4 |
| Prof. Level Degree | 829 | 21.7 | 15 | 23.8 | 0 | . | 39 | 21.7 | 66 | 21.5 |
| Other | 176 | 16.9 | 0 | . | 1 | 14.0 | 6 | 15.7 | 22 | 17.3 |
| No Response | 2,944 | 18.7 | 64 | 19.0 | 5 | 19.0 | 135 | 18.4 | 409 | 17.7 |

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

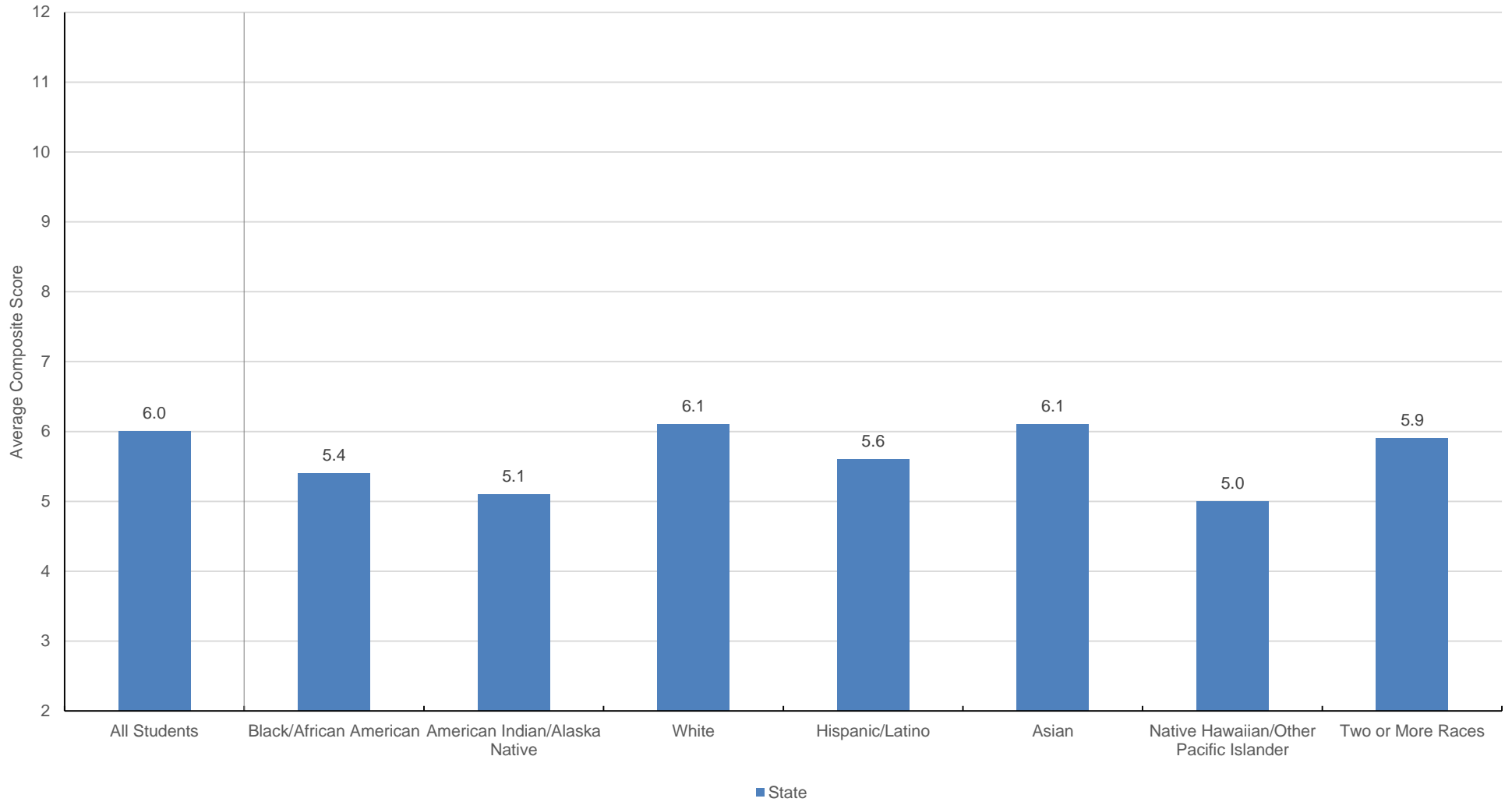
| Name | State | Number of Students | | | Percent of Students in College Readiness Standards Ranges | | | | | | |
|---------------------------------------|---------------|--------------------|--------------|----------------|---|-----------|-----------|-----------|-----------|----------|----------|
| | | Total | 1st Choice | 2nd-6th Choice | 01-12 | 13-15 | 16-19 | 20-23 | 24-27 | 28-32 | 33-36 |
| NORTH DAKOTA STATE UNIVERSITY | North Dakota | 3,281 | 1,252 | 2,029 | 2 | 14 | 32 | 29 | 17 | 6 | 1 |
| UNIVERSITY OF NORTH DAKOTA | North Dakota | 2,880 | 973 | 1,907 | 2 | 12 | 31 | 31 | 18 | 6 | 1 |
| BISMARCK STATE COLLEGE | North Dakota | 1,417 | 678 | 739 | 4 | 20 | 39 | 26 | 9 | 3 | 0 |
| NORTH DAKOTA STATE COLLEGE OF SCIENCE | North Dakota | 846 | 315 | 531 | 5 | 22 | 41 | 22 | 9 | 2 | 0 |
| MINOT STATE UNIVERSITY | North Dakota | 800 | 248 | 552 | 5 | 19 | 39 | 25 | 9 | 4 | 0 |
| UNIVERSITY OF MINNESOTA-TWIN CITIES | Minnesota | 587 | 142 | 445 | 1 | 6 | 20 | 32 | 28 | 11 | 2 |
| MINNESOTA STATE UNIVERSITY MOORHEAD | Minnesota | 569 | 114 | 455 | 3 | 15 | 36 | 25 | 17 | 5 | 1 |
| UNIVERSITY OF MARY | North Dakota | 563 | 131 | 432 | 1 | 12 | 35 | 31 | 17 | 5 | 0 |
| VALLEY CITY STATE UNIVERSITY | North Dakota | 451 | 101 | 350 | 3 | 17 | 41 | 24 | 12 | 2 | 0 |
| UNIVERSITY OF JAMESTOWN | North Dakota | 433 | 76 | 357 | 3 | 13 | 34 | 29 | 15 | 5 | 0 |
| STATE-NO COLLEGE PLANS | Iowa | 432 | 432 | 0 | 14 | 38 | 29 | 16 | 3 | 0 | 0 |
| DICKINSON STATE UNIVERSITY | North Dakota | 303 | 87 | 216 | 7 | 19 | 38 | 24 | 10 | 2 | 0 |
| ARIZONA STATE UNIVERSITY | Arizona | 282 | 72 | 210 | 1 | 13 | 28 | 39 | 16 | 4 | 0 |
| MAYVILLE STATE UNIVERSITY | North Dakota | 276 | 66 | 210 | 4 | 18 | 40 | 25 | 10 | 3 | 0 |
| CONCORDIA COLLEGE-MOORHEAD | Minnesota | 257 | 47 | 210 | 2 | 13 | 26 | 30 | 19 | 8 | 2 |
| LAKE REGION STATE COLLEGE | North Dakota | 246 | 79 | 167 | 5 | 23 | 43 | 20 | 7 | 2 | 0 |
| NCAA ELIGIBILITY CENTER | Indiana | 232 | 73 | 159 | 1 | 13 | 28 | 36 | 16 | 6 | 0 |
| WILLISTON STATE COLLEGE | North Dakota | 224 | 95 | 129 | 6 | 27 | 34 | 22 | 8 | 2 | 0 |
| MINN ST COMM & TECH COLL-MOORHEAD | Minnesota | 220 | 62 | 158 | 10 | 27 | 32 | 20 | 8 | 3 | 0 |
| UNIVERSITY OF MINNESOTA-DULUTH | Minnesota | 168 | 32 | 136 | 0 | 3 | 30 | 34 | 23 | 9 | 1 |
| HARVARD COLLEGE | Massachusetts | 149 | 21 | 128 | 3 | 11 | 18 | 26 | 21 | 17 | 4 |
| NORTHLAND COMM & TECH COLLEGE | Minnesota | 139 | 50 | 89 | 6 | 29 | 40 | 17 | 5 | 1 | 0 |
| DAKOTA COLLEGE AT BOTTINEAU | North Dakota | 138 | 39 | 99 | 7 | 30 | 39 | 18 | 4 | 1 | 0 |
| COLORADO STATE UNIVERSITY | Colorado | 114 | 31 | 83 | 3 | 10 | 32 | 27 | 20 | 8 | 0 |
| TURTLE MOUNTAIN COMMUNITY COLLEGE | North Dakota | 110 | 64 | 46 | 15 | 45 | 25 | 14 | 1 | 0 | 0 |
| SOUTH DAKOTA STATE UNIVERSITY | South Dakota | 109 | 12 | 97 | 2 | 12 | 35 | 20 | 20 | 9 | 2 |
| BEMIDJI STATE UNIVERSITY | Minnesota | 107 | 11 | 96 | 1 | 17 | 43 | 25 | 13 | 1 | 0 |
| BLACK HILLS STATE UNIVERSITY | South Dakota | 98 | 24 | 74 | 2 | 17 | 31 | 32 | 14 | 4 | 0 |
| MONTANA STATE UNIVERSITY-BOZEMAN | Montana | 97 | 14 | 83 | 2 | 7 | 30 | 27 | 22 | 12 | 0 |
| UNIVERSITY OF ARIZONA | Arizona | 81 | 23 | 58 | 5 | 19 | 27 | 27 | 14 | 9 | 0 |
| All Other Institutions | | 5,147 | 1,148 | 3,999 | 3 | 16 | 28 | 28 | 16 | 8 | 2 |
| Total | | 20,756 | 6,512 | 14,244 | 3 | 16 | 32 | 28 | 15 | 6 | 1 |

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Section V

Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing

| | N State | Average ACT Scores | | |
|--|--------------|--------------------|------------------|------------------|
| | | English State | Reading State | Writing State |
| All Students | 7,177 | 17.9 | 19.8 | 6.0 |
| Black/African American | 240 | 13.9 | 15.9 | 5.4 |
| American Indian/Alaska Native | 340 | 13.8 | 16.1 | 5.1 |
| White | 5,126 | 18.6 | 20.6 | 6.1 |
| Hispanic/Latino | 326 | 15.4 | 17.3 | 5.6 |
| Asian | 111 | 17.3 | 19.1 | 6.1 |
| Native Hawaiian/Other Pacific Islander | 11 | 15.1 | 17.5 | 5.0 |
| Two or More Races | 275 | 17.2 | 19.1 | 5.9 |
| Prefer not/No Response | 748 | 17.1 | 18.9 | 5.8 |
| Males | 3,534 | 17.0 | 19.4 | 5.5 |
| Females | 3,611 | 18.7 | 20.3 | 6.4 |
| No Response | 32 | 14.5 | 16.1 | 4.9 |

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

| | N State | Average ACT Scores | |
|--|--------------|-------------------------------|---|
| | | Average ELA Score State | Percent Who Met ELA Benchmark State |
| All Students | 7,177 | 17.5 | 33 |
| Black/African American | 240 | 14.3 | 11 |
| American Indian/Alaska Native | 340 | 13.9 | 9 |
| White | 5,126 | 18.2 | 37 |
| Hispanic/Latino | 326 | 15.4 | 18 |
| Asian | 111 | 17.4 | 32 |
| Native Hawaiian/Other Pacific Islander | 11 | 14.7 | 9 |
| Two or More Races | 275 | 16.9 | 27 |
| Prefer not/No Response | 748 | 16.7 | 29 |
| Males | 3,534 | 16.6 | 26 |
| Females | 3,611 | 18.4 | 39 |
| No Response | 32 | 13.9 | 13 |

