



Profile Report - State

Graduating Class 2017

North Dakota



New to your 2017 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

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We are pleased to provide this 2017 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2017 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

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.

Total Students in Report: 7,399

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

- Tests of academic achievement in English, math, reading, science, STEM, 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 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 and STEM. These scores were empirically derived based on the actual performance of students in college.

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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

22% 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: 7,399 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. 52% 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 12% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 21% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 18% of these students were college ready. In comparison, 60% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 22% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 42% 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 50% 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 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

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

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

To find the results of only standard time or extended time test takers, refer to Tables 1.8 and 1.9 on page 10.

Total Students in Report: 7,399

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

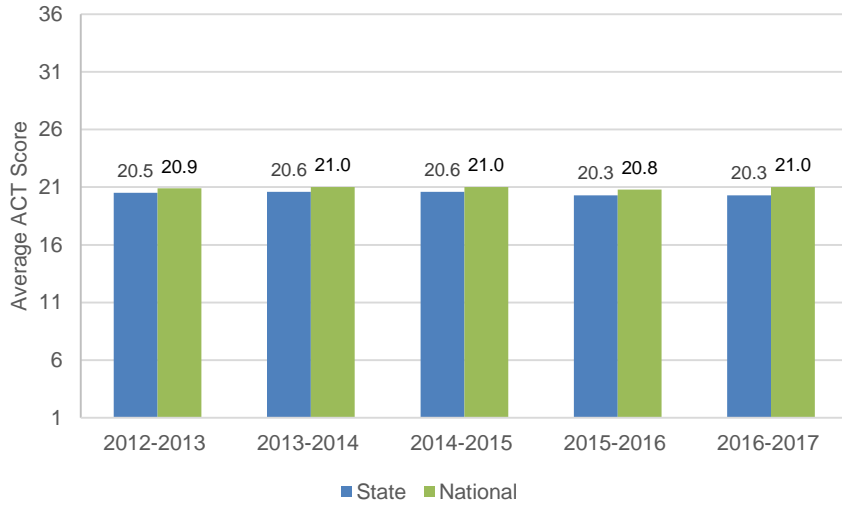


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

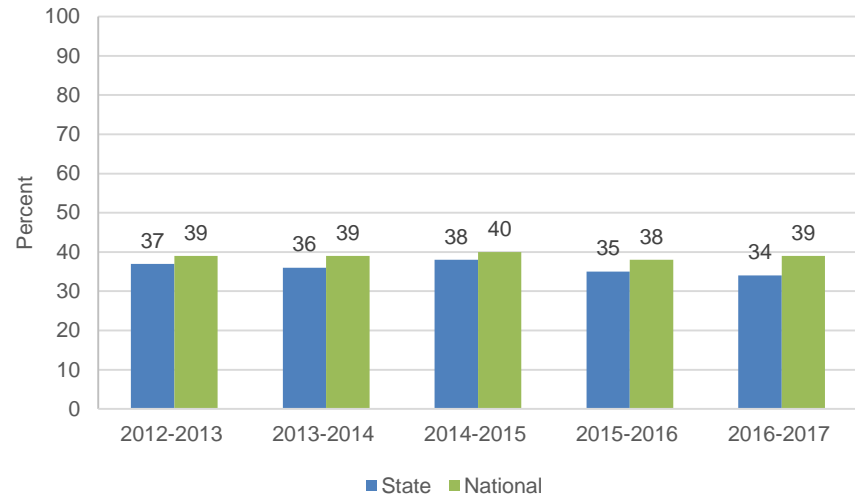


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

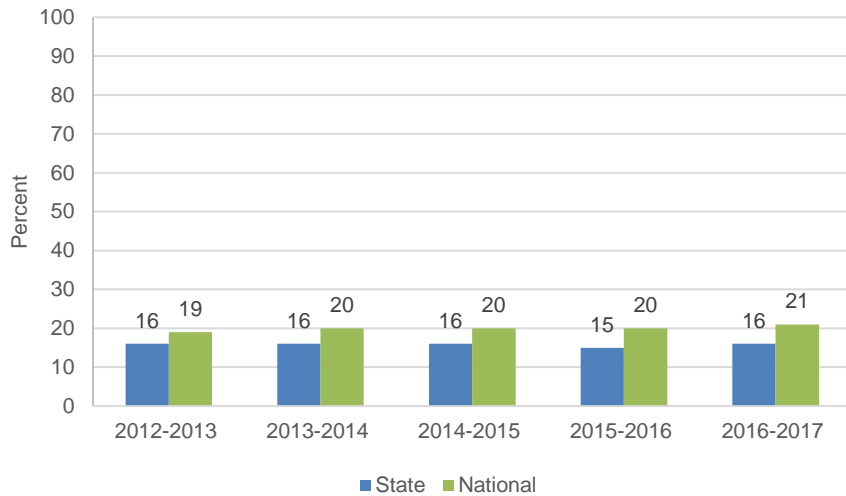
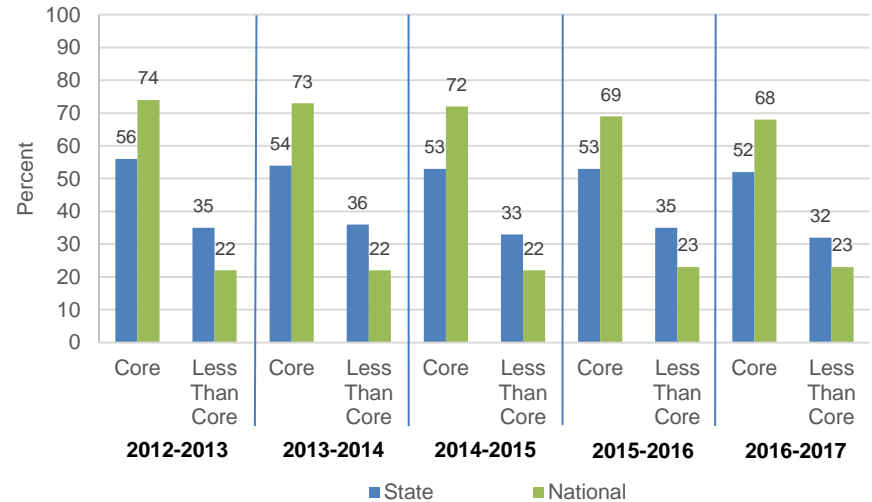


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

Total Students in Report: 7,399

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
	State	National	English		Mathematics		Reading		Science		Met All Four	
			State	National	State	National	State	National	State	National	State	National
2013	7,102	1,799,243	61	64	43	44	41	44	35	36	23	26
2014	7,227	1,845,787	62	64	41	43	42	44	34	37	23	26
2015	7,162	1,924,436	62	64	42	42	41	46	38	38	24	28
2016	7,379	2,090,342	58	61	38	41	41	44	33	36	22	26
2017	7,399	2,030,038	56	61	40	41	40	47	33	37	22	27

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2013	7,102	1,799,243	19.5	20.2	20.8	20.9	20.5	21.1	20.7	20.7	20.5	20.9
2014	7,227	1,845,787	19.6	20.3	20.7	20.9	20.8	21.3	20.6	20.8	20.6	21.0
2015	7,162	1,924,436	19.6	20.4	20.6	20.8	20.7	21.4	20.8	20.9	20.6	21.0
2016	7,379	2,090,342	19.1	20.1	20.3	20.6	20.7	21.3	20.7	20.8	20.3	20.8
2017	7,399	2,030,038	19.0	20.3	20.4	20.7	20.5	21.4	20.6	21.0	20.3	21.0

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8
2017	2,030,038	20.3	20.7	21.4	21.0	21.0

Total Students in Report: 7,399

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
2013	4,011	2,521	56	35	21.6	16.9	22.6	18.4	22.3	18.2	22.3	18.5	22.3	18.1
2014	3,916	2,589	54	36	21.8	17.1	22.6	18.4	22.8	18.7	22.5	18.5	22.5	18.3
2015	3,817	2,348	53	33	21.7	17.1	22.5	18.3	22.5	18.5	22.5	18.7	22.4	18.3
2016	3,901	2,551	53	35	21.3	16.8	22.2	18.2	22.5	18.8	22.5	18.8	22.2	18.3
2017	3,858	2,401	52	32	21.1	16.6	22.3	18.2	22.4	18.3	22.3	18.7	22.2	18.1

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	2013			2014			2015			2016			2017		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	7,102	100	20.5	7,227	100	20.6	7,162	100	20.6	7,379	100	20.3	7,399	100	20.3
Black/African American	100	1	16.0	124	2	16.3	134	2	16.3	151	2	16.0	169	2	16.0
American Indian/Alaska Native	290	4	16.1	319	4	16.3	301	4	16.4	324	4	16.2	315	4	16.0
White	5,908	83	20.9	5,882	81	21.1	5,359	75	21.3	5,515	75	21.0	5,511	74	20.9
Hispanic/Latino	198	3	18.0	229	3	18.0	240	3	17.8	268	4	18.5	294	4	18.2
Asian	84	1	21.6	103	1	20.5	86	1	19.6	95	1	19.1	102	1	20.4
Native Hawaiian/Other Pacific Islander	12	0	18.6	10	0	16.4	13	0	18.1	16	0	17.3	10	0	16.8
Two or more races	226	3	19.8	282	4	19.9	225	3	19.4	270	4	20.1	301	4	19.9
Prefer not to respond/No response	284	4	19.3	278	4	19.7	804	11	19.5	740	10	19.0	697	9	18.8

Total Students in Report: 7,399

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2013	7,102	1,799,243	21.0	21.1	16	19	28.2	28.7	27.7	28.0
2014	7,227	1,845,787	20.9	21.1	16	20	28.2	28.7	27.5	28.3
2015	7,162	1,924,436	21.0	21.1	16	20	28.1	28.7	27.9	28.4
2016	7,379	2,090,342	20.8	20.9	15	20	27.8	28.7	27.9	28.6
2017	7,399	2,030,038	20.8	21.1	16	21	28.0	28.7	27.7	28.7

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

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	
2013	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2016	1,113	485,762	15	23	17.7	17.0	748	322,548	10	15	23.5	23.6	456	235,380	6	11	29.4	30.3
2017	4,130	999,708	56	49	16.4	16.2	2,114	596,096	29	29	23.3	23.4	1,149	427,075	16	21	30.0	30.8

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

Total Students in Report: 7,399

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

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	6,907	93	19.4	20.7	20.8	20.9	20.6
	Extended Time	492	7	13.6	16.3	15.8	16.3	15.6
	Total	7,399	100	19.0	20.4	20.5	20.6	20.3
National	Standard Time	1,927,386	95	20.5	20.8	21.5	21.1	21.1
	Extended Time	102,652	5	17.5	18.5	19.5	18.9	18.7
	Total	2,030,038	100	20.3	20.7	21.4	21.0	21.0

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

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	59	42	42	34	23
	Extended Time	16	7	13	7	3
	Total	56	40	40	33	22
National	Standard Time	63	41	48	38	28
	Extended Time	42	25	36	26	19
	Total	61	41	47	37	27

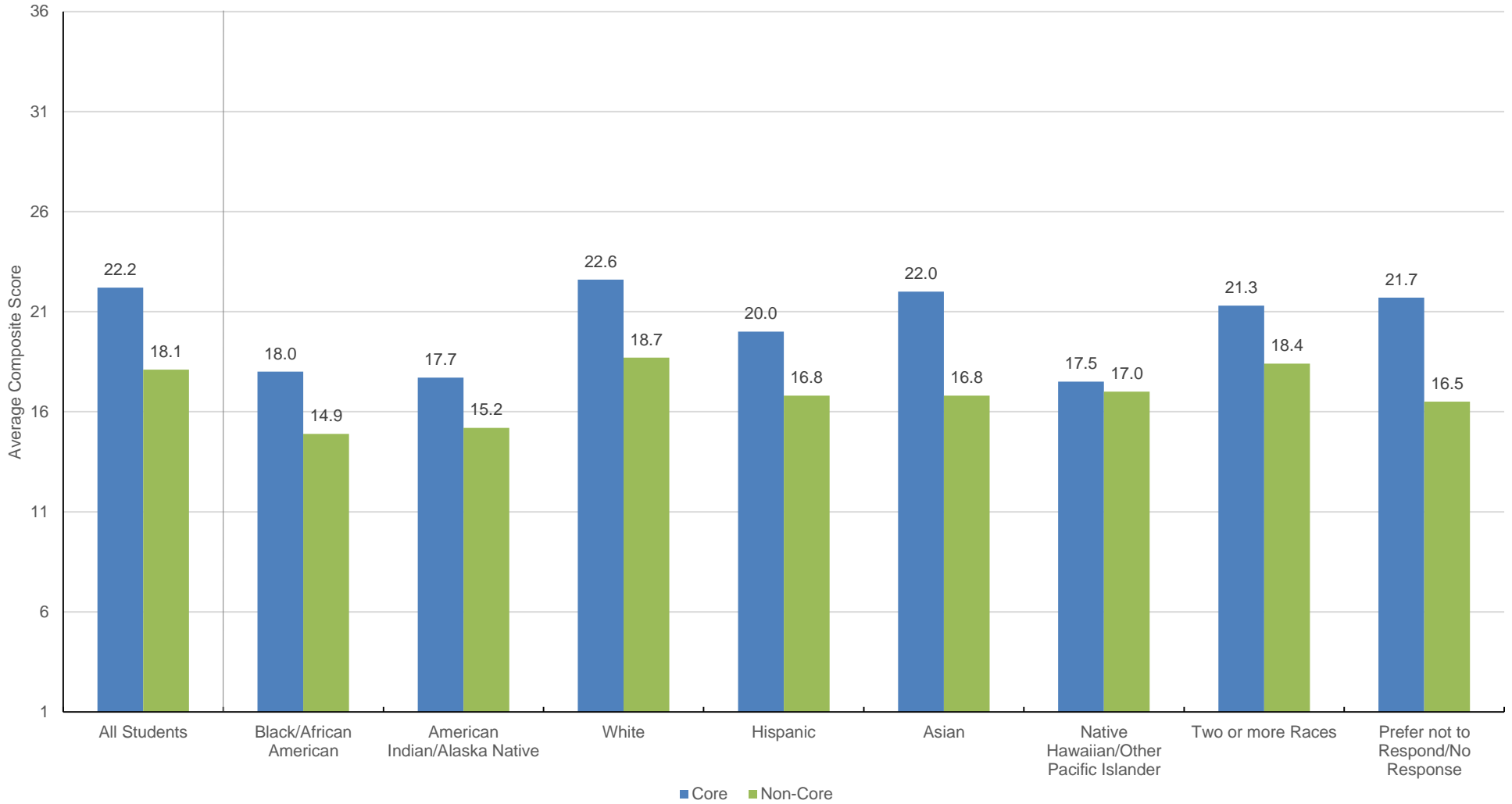
Section II

Academic Achievement

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

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

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.

Total Students in Report: 7,399

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	11	100	2	100	42	100	14	100	3	100	4	100	36
35	73	99	30	99	45	99	22	99	10	99	19	99	35
34	49	99	25	99	72	99	41	99	22	99	25	99	34
33	61	98	36	99	93	98	52	99	54	99	45	99	33
32	50	97	52	99	118	97	47	98	56	99	47	99	32
31	47	97	44	98	211	95	72	98	57	98	68	98	31
30	74	96	84	97	158	92	82	97	112	97	58	97	30
29	113	95	131	96	194	90	60	96	102	96	113	96	29
28	75	94	187	95	188	87	113	95	170	94	161	95	28
27	156	93	336	92	105	85	141	93	204	92	249	93	27
26	246	90	342	87	256	83	334	91	295	89	376	89	26
25	266	87	452	83	234	80	313	87	386	85	382	84	25
24	336	83	420	77	304	77	681	83	413	80	464	79	24
23	451	79	411	71	450	73	444	73	384	75	517	73	23
22	401	73	403	66	469	67	694	67	491	69	514	66	22
21	492	67	294	60	567	60	493	58	556	63	520	59	21
20	469	61	418	56	429	53	731	51	556	55	575	52	20
19	388	54	344	50	437	47	717	41	574	48	634	44	19
18	391	49	661	46	608	41	496	32	598	40	683	36	18
17	427	44	704	37	328	33	573	25	573	32	626	26	17
16	481	38	879	27	364	28	325	17	499	24	474	18	16
15	585	32	648	15	492	23	242	13	439	17	365	11	15
14	473	24	284	7	292	17	220	10	365	11	293	6	14
13	311	17	140	3	402	13	207	7	279	6	124	3	13
12	261	13	47	1	220	7	169	4	139	3	48	1	12
11	323	10	19	1	191	4	57	2	47	1	11	1	11
10	192	5	5	1	54	2	31	1	10	1	1	1	10
9	86	3	1	1	41	1	17	1	4	1	3	1	9
8	63	2	0	1	25	1	8	1	1	1	0	1	8
7	31	1	0	1	8	1	1	1	0	1	0	1	7
6	14	1	0	1	0	1	1	1	0	1	0	1	6
5	3	1	0	1	2	1	1	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.0 (5.8)		20.4 (4.9)		20.5 (6.0)		20.6 (4.7)		20.3 (4.8)		20.8 (4.5)		Avg (SD)

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

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

Figure 2.2. English Reporting Categories¹

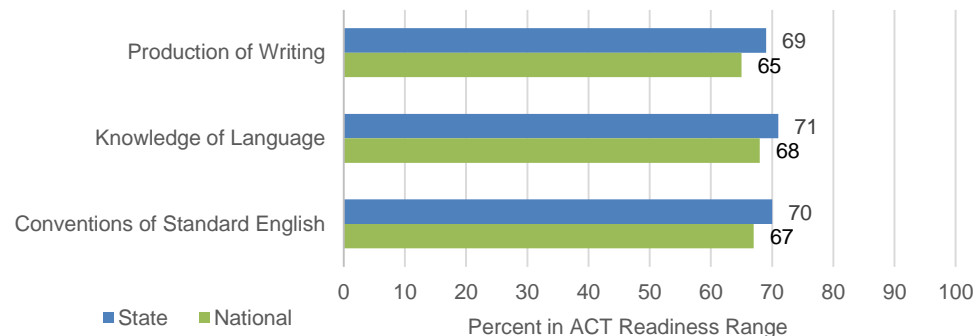


Figure 2.3. Math Reporting Categories¹

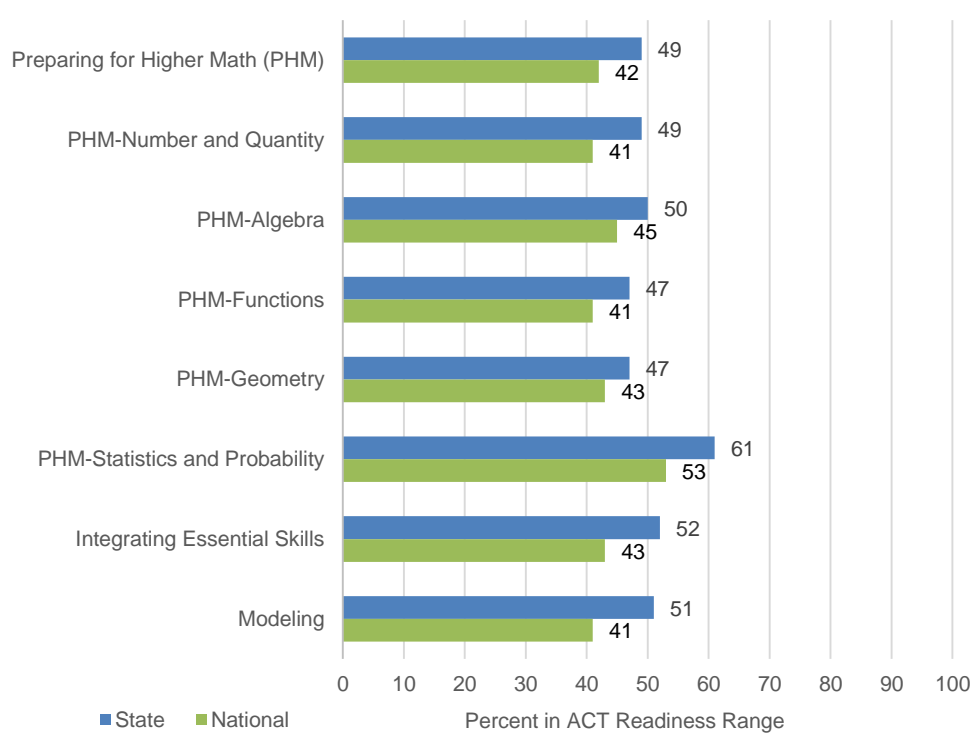


Figure 2.4. Reading Reporting Categories¹

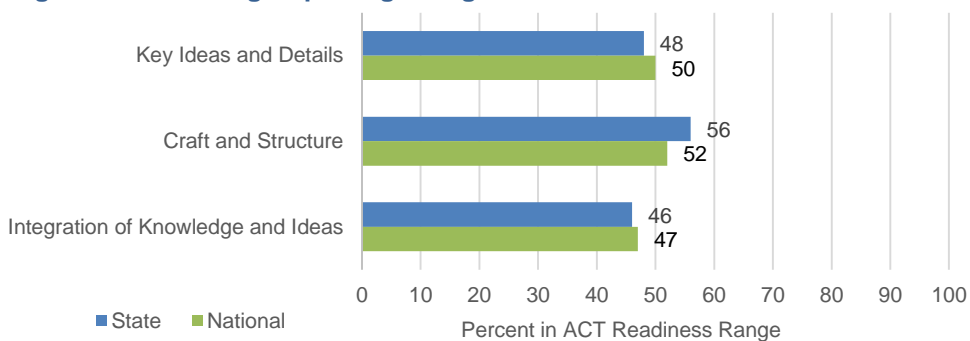
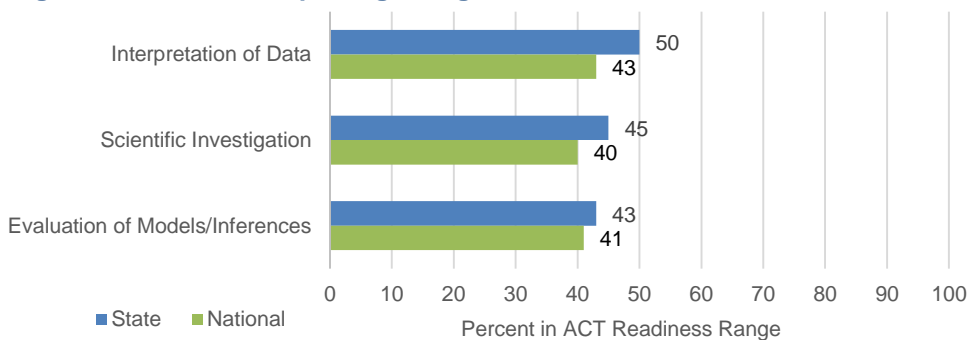


Figure 2.5. Science Reporting Categories¹



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.

¹Reporting Categories are reported only for testing events beginning September 2016.

Total Students in Report: 7,399

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
State	All Students	7,399	52	22.2	18.1
	Black/African American	169	37	18.0	14.9
	American Indian/Alaska Native	315	35	17.7	15.2
	White	5,511	57	22.6	18.7
	Hispanic/Latino	294	42	20.0	16.8
	Asian	102	64	22.0	16.8
	Native Hawaiian/Other Pac. Isl.	10	40	17.5	17.0
	Two or More Races	301	50	21.3	18.4
	Prefer not/No Response	697	31	21.7	16.5
National	All Students	2,030,038	68	22.1	18.9
	Black/African American	256,756	63	17.9	16.0
	American Indian/Alaska Native	16,135	54	18.7	16.4
	White	1,062,439	72	23.4	20.2
	Hispanic/Latino	347,906	66	19.8	17.4
	Asian	96,097	78	25.0	22.5
	Native Hawaiian/Other Pac. Isl.	6,503	58	20.0	16.5
	Two or More Races	86,119	68	22.2	19.3
	Prefer not/No Response	158,083	46	22.6	18.3

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

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
Black/African American	169	2	14.2	16.6	15.9	16.9	16.0	17.1	
American Indian/Alaska Native	315	4	14.4	16.4	16.1	16.7	16.0	16.8	
White	5,511	74	19.8	21.0	21.2	21.3	20.9	21.4	
Hispanic/Latino	294	4	16.8	18.3	18.8	18.5	18.2	18.7	
Asian	102	1	18.6	22.4	19.3	20.8	20.4	21.8	
Native Hawaiian/Other Pac. Isl.	10	0	14.8	16.8	16.6	18.3	16.8	17.8	
Two or More Races	301	4	18.9	19.7	20.3	20.3	19.9	20.3	
Prefer not/No Response	697	9	17.2	19.0	18.9	19.4	18.8	19.4	
National	All Students	2,030,038	100	20.3	20.7	21.4	21.0	21.0	21.1
	Black/African American	256,756	13	16.0	17.1	17.4	17.4	17.1	17.5
	American Indian/Alaska Native	16,135	1	16.1	17.6	18.0	18.0	17.5	18.0
	White	1,062,439	52	22.1	21.9	23.0	22.3	22.4	22.3
	Hispanic/Latino	347,906	17	17.7	18.9	19.3	19.1	18.9	19.2
	Asian	96,097	5	23.7	25.2	23.9	24.0	24.3	24.9
	Native Hawaiian/Other Pac. Isl.	6,503	0	17.2	18.6	18.6	18.7	18.4	18.9
	Two or More Races	86,119	4	20.6	20.7	21.9	21.2	21.2	21.2
	Prefer not/No Response	158,083	8	19.5	20.1	20.8	20.3	20.3	20.5

Total Students in Report: 7,399

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	3,524	50	22.2	17.9
	Females	3,428	58	22.2	18.5
	No Response	447	27	21.5	16.6
National	Males	939,730	66	22.3	18.7
	Females	1,047,170	71	21.9	19.3
	No Response	43,138	27	19.0	16.5

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	3,524	48	18.4	20.7	20.1	20.7	20.1	20.9
	Females	3,428	46	19.8	20.2	21.2	20.7	20.6	20.7
	No Response	447	6	17.1	19.1	18.8	19.6	18.8	19.6
National	Males	939,730	46	19.9	21.2	21.2	21.3	21.0	21.5
	Females	1,047,170	52	20.8	20.4	21.8	20.8	21.1	20.8
	No Response	43,138	2	16.4	17.8	17.9	18.1	17.7	18.2

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	23	24	24	24	24
Q2 (50th Percentile)	19	19	20	20	20
Q1 (25th Percentile)	15	16	16	17	17

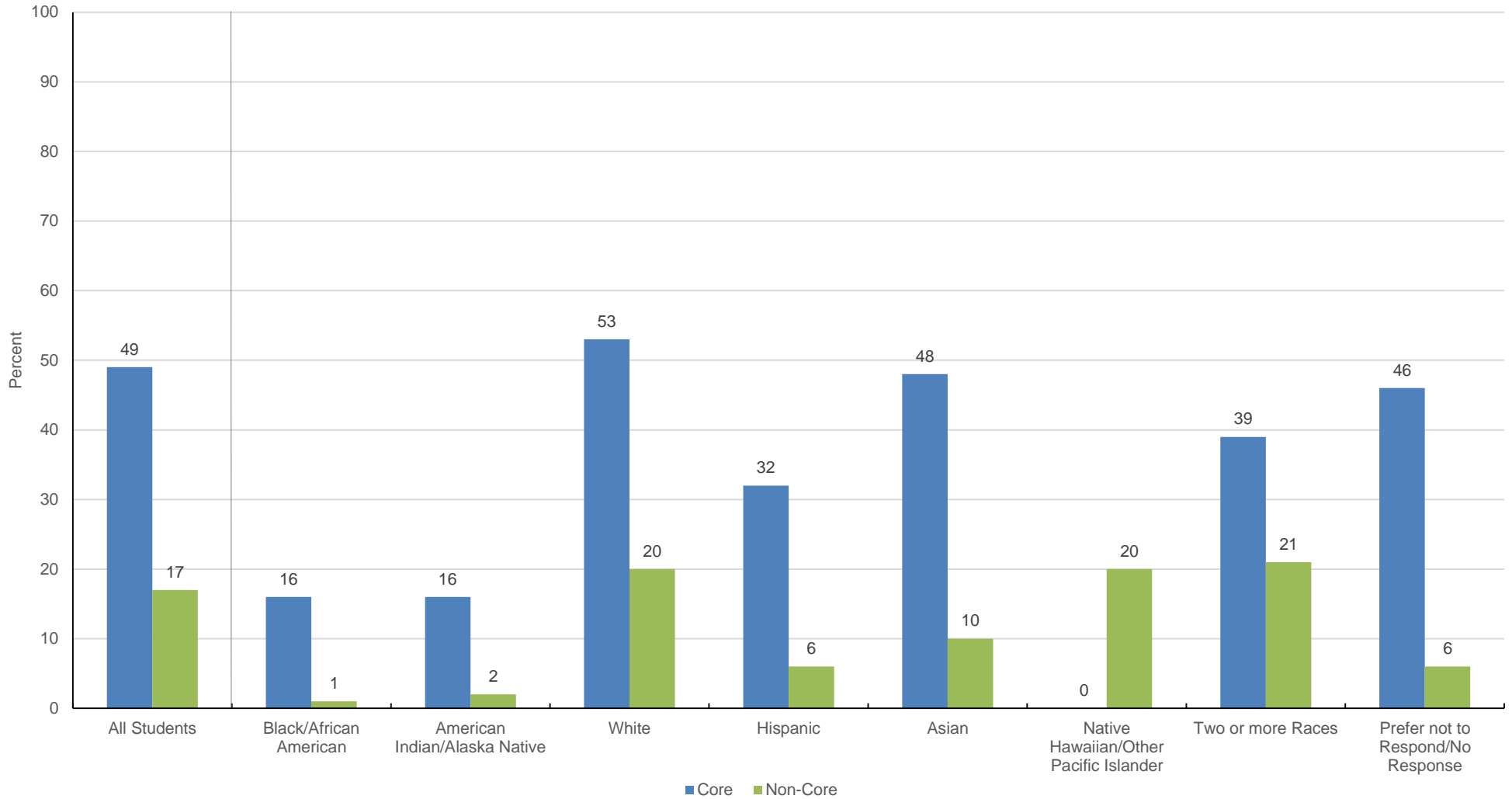
Section III

College and Career Readiness and the Impact of Course Rigor

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

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

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.

Total Students in Report: 7,399

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	194	3	93	1	252	3	129	2
	28 to 32	359	5	498	7	869	12	374	5
	24 to 27	1,004	14	1,550	21	899	12	1,469	20
	20 to 23	1,813	25	1,526	21	1,915	26	2,362	32
	16 to 19	1,687	23	2,588	35	1,737	23	2,111	29
	13 to 15	1,369	19	1,072	14	1,186	16	669	9
	01 to 12	973	13	72	1	541	7	285	4
National	33 to 36	136,676	7	61,071	3	141,382	7	79,636	4
	28 to 32	180,218	9	192,088	9	276,868	14	159,638	8
	24 to 27	304,755	15	404,500	20	287,704	14	371,660	18
	20 to 23	454,612	22	329,804	16	472,133	23	580,793	29
	16 to 19	372,731	18	686,547	34	426,969	21	513,876	25
	13 to 15	307,497	15	332,337	16	274,775	14	227,206	11
	01 to 12	273,549	13	23,691	1	150,207	7	97,229	5

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	51	42	37	33	22
	Females	63	39	44	33	22
	No Response	43	32	28	24	14
National	Males	59	44	46	40	29
	Females	65	39	49	35	26
	No Response	37	19	24	18	10

Total Students in Report: 7,399

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
			Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %
State	All Students	7,399	56	40	40	33	22	16
	Black/African American	169	20	10	14	5	4	2
	American Indian/Alaska Native	315	21	9	14	6	3	1
	White	5,511	62	45	44	37	25	18
	Hispanic/Latino	294	39	24	25	16	10	5
	Asian	102	53	56	34	32	25	28
	Native Hawaiian/Other Pac. Isl	10	20	0	20	10	0	0
	Two or More Races	301	54	33	37	30	18	14
	Prefer Not to Respond	697	44	29	29	23	14	11
National	All Students	2,030,038	61	41	47	37	27	21
	Black/African American	256,756	33	13	20	11	6	4
	American Indian/Alaska Native	16,135	34	16	25	15	8	5
	White	1,062,439	74	51	58	47	35	26
	Hispanic/Latino	347,906	46	26	33	22	14	10
	Asian	96,097	76	70	62	58	48	46
	Native Hawaiian/Other Pac. Isl	6,503	43	26	29	21	15	11
	Two or More Races	86,119	64	40	50	38	27	20
	Prefer Not to Respond	158,083	54	36	42	34	25	20

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

Student Group	ACT NCRC Level ²	N		Average
		N	%	Composite
State	Gold or Higher	1,471	20	27.5
	Silver	4,145	56	20.2
	Bronze	1,582	21	14.7
	Needs Improvement	201	3	11.6
National	Gold or Higher	538,392	27	28.5
	Silver	984,772	49	20.3
	Bronze	440,158	22	14.7
	Needs Improvement	66,716	3	11.5

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Total Students in Report: 7,399

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	3,858	72	21.1	56	22.3	54	22.4	47	22.3	32	22.2	24	22.6
	Less than Core	2,401	38	16.6	21	18.2	24	18.3	17	18.7	9	18.1	5	18.7
	Missing ³	1,140	40	16.9	26	18.5	25	18.5	19	18.9	11	18.3	9	18.9
National	Core or More	1,376,479	70	21.6	48	21.7	54	22.6	44	21.9	33	22.1	25	22.1
	Less than Core	464,989	46	17.9	26	18.8	33	19.3	24	19.1	16	18.9	11	19.2
	Missing	188,570	37	16.5	20	17.9	27	18.2	20	18.3	12	17.9	9	18.3

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	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More ²	5,780	60	19.5	5,455	48	21.4	5,632	45	21.2	4,731	42	21.8	
	Less than Core	633	39	16.9	861	5	16.3	747	20	17.6	1,628	13	18.2	
	Missing ³	986	42	17.3	1,083	26	18.5	1,020	27	18.9	1,040	20	19.2	
National	Core or More	1,749,083	65	20.9	1,754,759	44	21.2	1,634,115	51	22.0	1,601,572	42	21.7	
	Less than Core	109,158	34	15.9	96,952	8	16.3	218,140	34	19.5	248,948	17	18.2	
	Missing	171,797	39	16.7	178,327	21	18.0	177,783	28	18.3	179,518	20	18.4	

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

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

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

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

Total Students in Report: 7,399

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

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,651	22	21.0	70	372,397	18	22.0	72
Eng 9, Eng 10, Eng 11, Eng 12	4,129	56	18.9	56	1,376,686	68	20.6	64
Less than 4 years of English	633	9	16.9	39	109,158	5	15.9	34
Zero years / no English courses reported	986	13	17.3	42	171,797	8	16.7	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	126	2	24.2	71	117,096	6	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	559	8	23.4	71	152,416	8	21.5	51
Alg 1, Alg 2, Geom, & Trig	315	4	20.8	45	113,080	6	18.9	26
Alg 1, Alg 2, Geom, & Other Adv Math	1,562	21	21.4	51	364,399	18	19.3	29
Other comb of 4 or more years of Math	1,122	15	24.7	75	684,625	34	23.8	64
Alg 1, Alg 2, & Geom	1,524	21	18.2	18	217,043	11	16.9	10
Other comb of 3 or 3.5 years of Math	247	3	20.7	40	106,100	5	19.6	32
Less than 3 years of Math	861	12	16.3	5	96,952	5	16.3	8
Zero years / no Math courses reported	1,083	15	18.5	26	178,327	9	18.0	21
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	147	2	20.2	41	52,959	3	22.1	51
Other comb of 4 or more years Social Science	3,083	42	21.8	49	934,153	46	22.6	55
US Hist, World Hist, & Am Gov	500	7	19.3	31	120,831	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	1,902	26	20.7	41	526,172	26	21.6	48
Less than 3 years of Social Science	747	10	17.6	20	218,140	11	19.5	34
Zero years / no Social Science courses reported	1,020	14	18.9	27	177,783	9	18.3	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,513	20	23.0	54	809,286	40	22.4	48
Bio, Chem, Phys	169	2	25.0	71	225,060	11	23.2	53
Gen Sci ¹ , Bio, Chem	2,706	37	21.1	35	513,247	25	20.2	30
Other comb of 3 years of Natural Science	343	5	20.6	31	53,979	3	19.1	24
Less than 3 years of Natural Science	1,628	22	18.2	13	248,948	12	18.2	17
Zero years / no Natural Science courses reported	1,040	14	19.2	20	179,518	9	18.4	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 7,399

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,651	22	21.0	70	696	20	20.5	65	923	27	21.6	75
Eng 9, Eng 10, Eng 11, Eng 12	4,129	56	18.9	56	2,083	59	18.3	51	1,869	55	19.7	63
Less than 4 years of English	633	9	16.9	39	323	9	16.6	36	286	8	17.4	43
Zero years / no English courses reported	986	13	17.3	42	422	12	16.7	39	350	10	18.1	49
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	126	2	24.2	71	59	2	24.6	71	60	2	23.5	68
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	559	8	23.4	71	214	6	23.9	74	316	9	23.1	69
Alg 1, Alg 2, Geom, & Trig	315	4	20.8	45	143	4	21.6	57	158	5	20.2	35
Alg 1, Alg 2, Geom, & Other Adv Math	1,562	21	21.4	51	662	19	22.0	57	868	25	21.1	46
Other comb of 4 or more years of Math	1,122	15	24.7	75	570	16	25.3	79	534	16	24.1	71
Alg 1, Alg 2, & Geom	1,524	21	18.2	18	777	22	18.6	21	672	20	17.8	15
Other comb of 3 or 3.5 years of Math	247	3	20.7	40	131	4	20.8	41	111	3	20.5	39
Less than 3 years of Math	861	12	16.3	5	490	14	16.6	7	325	9	15.9	3
Zero years / no Math courses reported	1,083	15	18.5	26	478	14	18.6	27	384	11	18.2	23
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	147	2	20.2	41	94	3	19.9	39	48	1	21.4	50
Other comb of 4 or more years Social Science	3,083	42	21.8	49	1,329	38	21.4	47	1,605	47	22.2	52
US Hist, World Hist, & Am Gov	500	7	19.3	31	287	8	19.2	30	201	6	19.7	33
Other comb of 3 or 3.5 years of Social Science	1,902	26	20.7	41	941	27	20.4	38	918	27	21.3	46
Less than 3 years of Social Science	747	10	17.6	20	422	12	17.4	18	301	9	18.0	22
Zero years / no Social Science courses reported	1,020	14	18.9	27	451	13	18.6	26	355	10	19.5	30
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,513	20	23.0	54	863	24	23.4	56	624	18	22.6	51
Bio, Chem, Phys	169	2	25.0	71	64	2	26.1	80	81	2	24.0	63
Gen Sci ² , Bio, Chem	2,706	37	21.1	35	1,077	31	21.1	35	1,573	46	21.2	36
Other comb of 3 years of Natural Science	343	5	20.6	31	211	6	20.8	31	95	3	19.5	25
Less than 3 years of Natural Science	1,628	22	18.2	13	859	24	18.1	13	685	20	18.4	13
Zero years / no Natural Science courses reported	1,040	14	19.2	20	450	13	19.1	22	370	11	19.3	19

¹Includes General, Physical and Earth Sciences.

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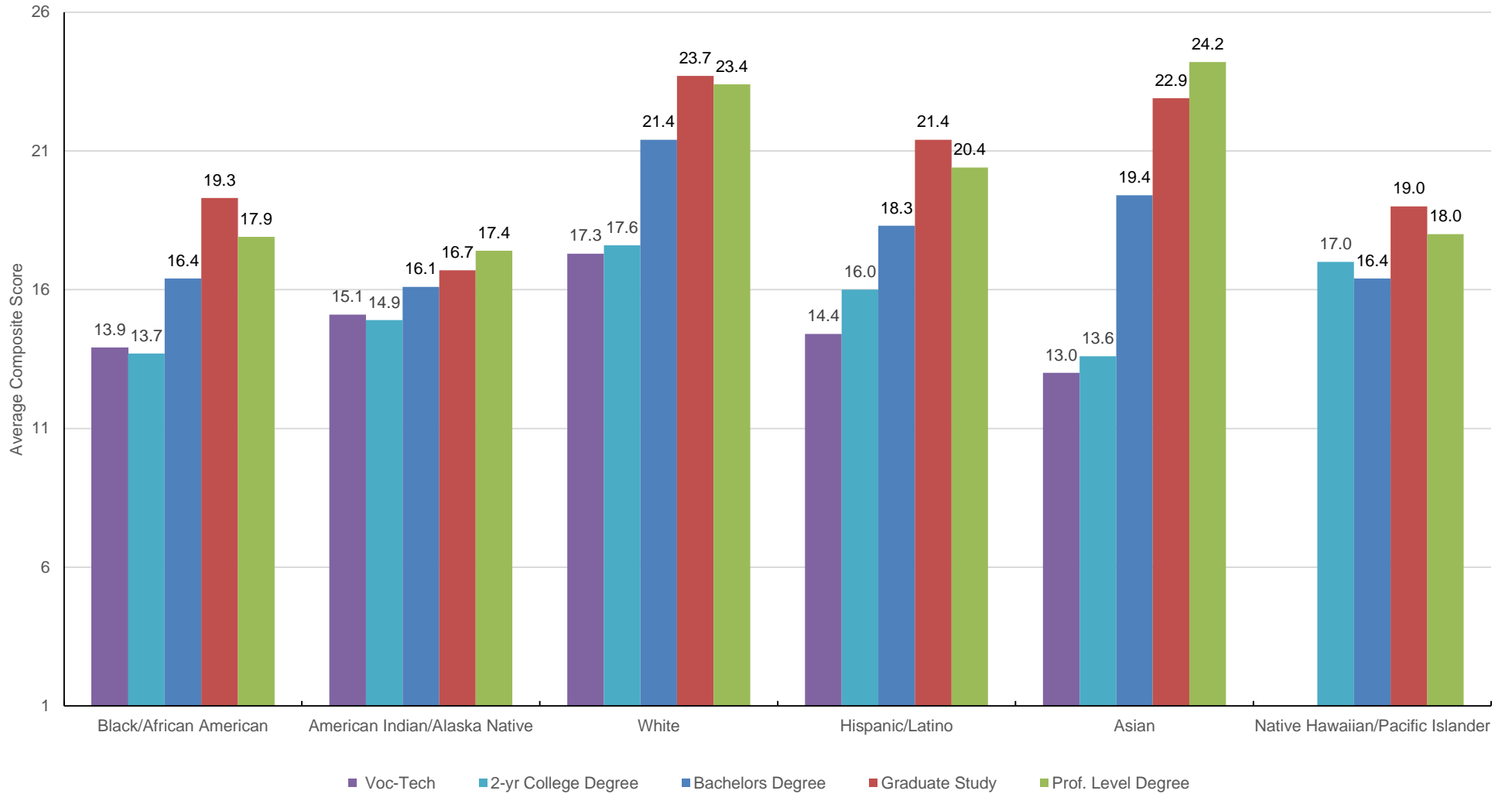
Section IV

Career and Educational Aspirations

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

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

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.

Total Students in Report: 7,399

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	293	4	19.9	96	9	17.9	186	4	21.0
Architecture	77	1	21.2	6	1	15.5	68	1	21.8
Area, Ethnic, & Multidisciplinary Studies	8	0	19.0	1	0	16.0	6	0	20.5
Arts: Visual & Performing	361	5	20.2	57	5	16.6	273	6	21.1
Business	475	6	21.0	71	7	17.3	397	8	21.7
Communications	49	1	21.4	6	1	16.8	42	1	22.2
Community, Family, & Personal Services	265	4	18.3	76	7	16.6	171	3	19.2
Computer Science & Mathematics	196	3	23.0	26	2	19.4	165	3	23.6
Education	456	6	20.5	27	2	15.6	418	9	21.0
Engineering	443	6	22.7	57	5	17.5	376	8	23.5
Engineering Technology & Drafting	139	2	19.4	48	4	17.3	80	2	21.0
English & Foreign Languages	67	1	23.3	4	0	16.3	62	1	23.6
Health Administration & Assisting	96	1	19.1	14	1	16.9	79	2	19.7
Health Sciences & Technologies	1,340	18	21.2	90	8	17.0	1,214	25	21.5
Philosophy, Religion, & Theology	23	0	22.2	2	0	18.5	19	0	22.7
Repair, Production, & Construction	385	5	17.9	268	25	17.6	95	2	19.3
Sciences: Biological & Physical	242	3	23.1	7	1	19.0	225	5	23.4
Social Sciences & Law	396	5	21.0	16	1	17.0	367	7	21.2
Undecided	796	11	20.2	141	13	16.7	563	12	21.3
No Response	1,270	17	18.1	62	6	15.5	75	2	17.5

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

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

Total Students in Report: 7,399

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	232	16.7	7	13.9	14	15.1	164	17.3	12	14.4
2-yr College Degree	849	17.2	18	13.7	36	14.9	646	17.6	27	16.0
Bachelors Degree	3,156	20.7	74	16.4	141	16.1	2,496	21.4	111	18.3
Graduate Study	635	23.1	9	19.3	29	16.7	507	23.7	23	21.4
Prof. Level Degree	1,104	22.9	26	17.9	45	17.4	852	23.4	43	20.4
Other	182	17.6	2	14.5	10	14.7	134	18.0	7	16.4
No Response	1,241	18.4	33	14.5	40	15.6	712	19.0	71	17.6

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	232	16.7	5	13.0	0	.	8	16.5	22	16.6
2-yr College Degree	849	17.2	7	13.6	1	17.0	30	16.4	84	16.9
Bachelors Degree	3,156	20.7	28	19.4	5	16.4	126	20.2	175	19.4
Graduate Study	635	23.1	15	22.9	1	19.0	24	22.6	27	21.4
Prof. Level Degree	1,104	22.9	29	24.2	1	18.0	48	22.9	60	23.0
Other	182	17.6	2	12.5	1	18.0	12	17.5	14	18.6
No Response	1,241	18.4	16	19.3	1	14.0	53	18.5	315	18.1

Total Students in Report: 7,399

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	3,124	1,214	1,910	1	8	27	31	22	8	1
UNIVERSITY OF NORTH DAKOTA	North Dakota	2,740	960	1,780	1	7	26	31	24	8	1
BISMARCK STATE COLLEGE	North Dakota	1,387	665	722	2	16	39	27	13	2	0
NORTH DAKOTA STATE COLLEGE OF SCIENCE	North Dakota	978	433	545	2	20	39	27	11	2	0
MINOT STATE UNIVERSITY	North Dakota	757	236	521	2	16	36	27	14	5	1
UNIVERSITY OF MARY	North Dakota	682	155	527	0	8	28	32	23	8	1
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	609	135	474	1	3	16	28	32	18	2
MINNESOTA STATE UNIVERSITY MOORHEAD	Minnesota	512	108	404	1	9	24	34	24	5	2
VALLEY CITY STATE UNIVERSITY	North Dakota	416	100	316	2	12	28	34	20	4	0
UNIVERSITY OF JAMESTOWN	North Dakota	331	82	249	2	12	34	27	20	5	0
STATE-NO COLLEGE PLANS	Iowa	306	306	0	9	41	33	13	3	1	0
CONCORDIA COLLEGE-MOORHEAD	Minnesota	298	71	227	2	5	20	27	32	13	1
LAKE REGION STATE COLLEGE	North Dakota	298	93	205	3	24	42	21	7	2	0
DICKINSON STATE UNIVERSITY	North Dakota	295	85	210	2	14	39	29	11	3	1
MAYVILLE STATE UNIVERSITY	North Dakota	263	61	202	2	17	35	28	15	3	0
WILLISTON STATE COLLEGE	North Dakota	216	90	126	1	20	38	28	9	4	0
NCAA ELIGIBILITY CENTER	Indiana	201	58	143	1	6	19	38	24	9	1
ARIZONA STATE UNIVERSITY	Arizona	180	50	130	0	3	38	28	24	6	0
NORTHLAND COMM & TECH COLLEGE	Minnesota	175	73	102	3	22	42	25	7	1	0
MINN ST COMM & TECH COLL-MOORHEAD	Minnesota	159	43	116	9	24	36	23	4	3	0
UNIVERSITY OF MINNESOTA-DULUTH	Minnesota	147	28	119	2	5	19	27	37	10	1
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	141	35	106	0	9	25	30	26	10	1
RASMUSSEN COLLEGE-FARGO	North Dakota	141	27	114	3	32	38	21	6	1	0
SOUTH DAKOTA STATE UNIVERSITY	South Dakota	127	15	112	0	6	32	29	21	10	2
DAKOTA COLLEGE AT BOTTINEAU	North Dakota	119	32	87	3	37	33	16	8	3	0
BLACK HILLS STATE UNIVERSITY	South Dakota	104	22	82	3	13	35	32	16	2	0
Code not found		102	16	86	4	30	46	14	6	0	0
HARVARD COLLEGE	Massachusetts	94	16	78	0	4	15	18	30	19	14
TURTLE MOUNTAIN COMMUNITY COLLEGE	North Dakota	89	55	34	1	45	45	7	1	1	0
BEMIDJI STATE UNIVERSITY	Minnesota	86	24	62	0	8	36	30	19	7	0
All Other Institutions		5,615	1,283	4,332	3	14	27	25	19	9	2
Total		20,692	6,571	14,121	2	13	29	28	19	7	1

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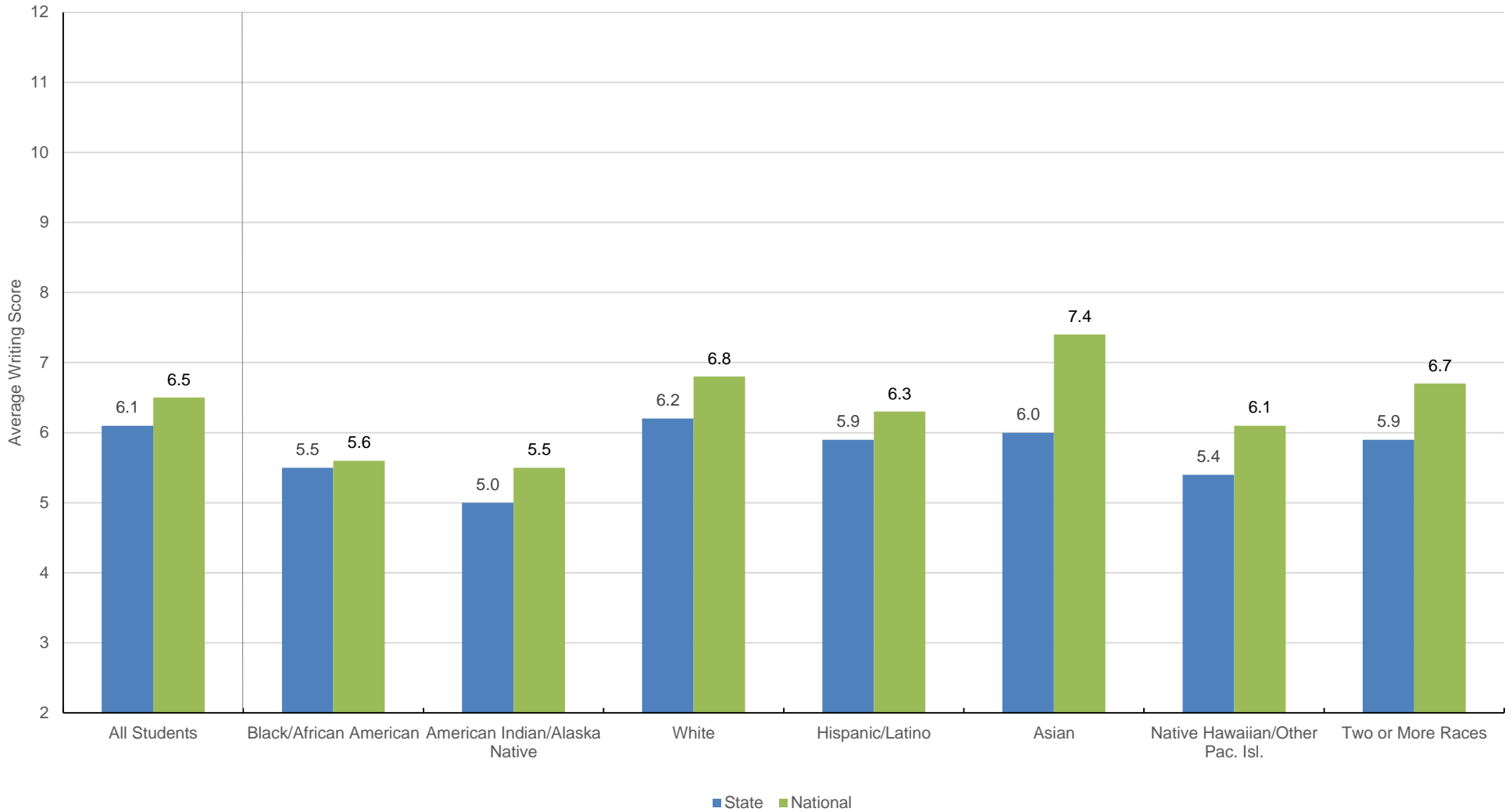
Section V

Optional Writing Test Results

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

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

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



*Missing columns reflect race/ethnicity groupings that are missing. Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 2-12.

Total Students in Report: 7,399

Table 5.1. Average ACT English Language Arts and Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N		Average ACT Scores							
			Writing		English		Reading		English Language Arts	
			State	National	State	National	State	National	State	National
All Students	5,370	1,090,621	6.1	6.5	18.3	20.9	20.0	22.0	18.1	20.2
Black/African American	122	125,357	5.5	5.6	13.9	16.2	15.5	17.7	14.5	16.0
American Indian/Alaska Native	256	7,357	5.0	5.5	14.3	15.9	16.0	17.9	14.2	16.0
White	3,836	525,822	6.2	6.8	19.1	22.8	20.7	23.8	18.7	21.8
Hispanic/Latino	232	218,012	5.9	6.3	16.4	18.1	18.5	19.7	16.8	18.1
Asian	72	72,490	6.0	7.4	18.1	24.5	19.3	24.7	17.7	23.3
Native Hawaiian/Other Pac. Isl.	7	4,270	5.4	6.1	15.0	17.5	18.4	18.8	15.6	17.5
Two or More Races	229	48,148	5.9	6.7	18.1	21.2	19.7	22.5	17.7	20.6
Prefer not/No Response	616	89,165	6.0	6.4	17.2	20.6	18.8	21.7	17.2	19.8
Males	2,614	496,038	5.8	6.3	17.9	20.6	19.7	21.8	17.5	19.8
Females	2,310	568,720	6.4	6.8	19.1	21.4	20.6	22.4	18.9	20.8
No Response	446	25,863	6.0	5.5	17.1	16.4	18.8	18.0	17.2	16.3

¹Results based on students with ACT writing scores with test events beginning September 2015. The writing score range is 2-12 (i.e., the rounded average of the four domain scores).

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
All Students	1	3,655	26.0	23.5	6.0	6.8	23.0	22.0
Black/African American	0	200	.	18.5	.	6.1	.	17.6
American Indian/Alaska Native	0	14	.	19.9	.	5.9	.	18.6
White	1	2,049	26.0	24.1	6.0	6.9	23.0	22.5
Hispanic/Latino	0	588	.	18.4	.	5.8	.	17.2
Asian	0	367	.	29.5	.	8.1	.	27.5
Native Hawaiian/Other Pac. Isl.	0	2	.	21.5	.	6.0	.	20.0
Two or More Races	0	123	.	24.6	.	6.9	.	22.8
Prefer not/No Response	0	312	.	25.5	.	6.9	.	23.5
Males	0	1,700	.	23.6	.	6.6	.	21.9
Females	1	1,955	26.0	23.5	6.0	6.9	23.0	22.0
No Response	0	0	.	.	.	.	.	.

¹Results based on students with ACT writing scores with test events prior to September 2015. The writing score range is 2-12.

