

Education Trends

NORTH DAKOTA

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Education Trends Summary

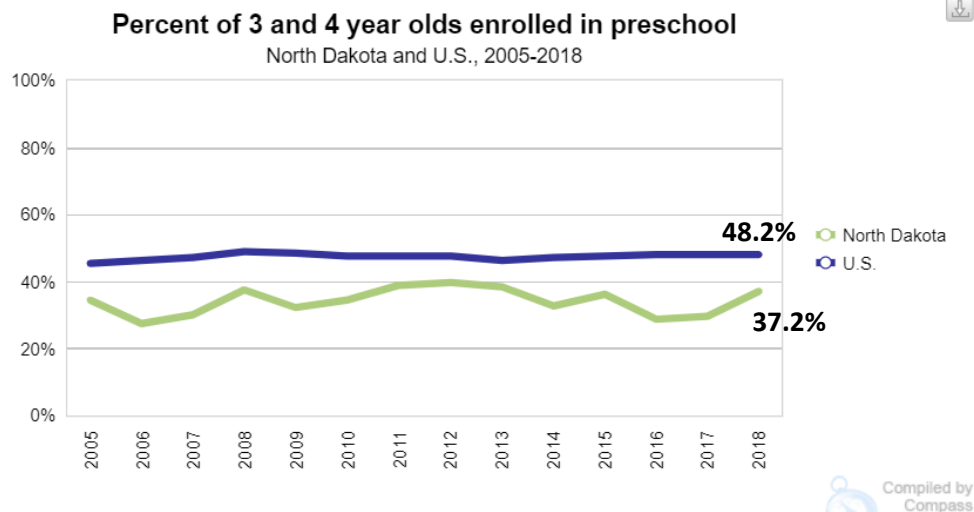
- In 2018, North Dakota had the third lowest percentage of 3 and 4 year old children enrolled in preschool among the 50 states.
- Achievement scores in English Language Arts/Literacy remained relatively steady for North Dakota 3rd graders from 2015 to 2019.
- Achievement scores in math increased 11 percentage points for North Dakota 8th graders from 2015 to 2019.
- Large racial and income gaps in academic achievement continue to exist in North Dakota as related to 3rd grade English Language Arts/Literacy and 8th grade math scores.
- High school graduation rates have been fairly constant in North Dakota. Graduation rates improved for Native American students from 2008 to 2019, but fairly large disparities continue to exist.
- The percent of adults (age 25 and older) with postsecondary education in North Dakota increased from 2000 to 2018. Differences in educational attainment exist by racial and ethnic group and poverty status.

Preschool enrollment

Preschool programs include organized childcare programs offering educational experiences for children during the years preceding kindergarten. The percentage of 3 and 4 year olds enrolled in preschool programs in North Dakota has historically trended below the national average.

In 2018, 37.2 percent of children ages 3 and 4 were enrolled in preschool in North Dakota; the national average in 2018 was 48.2 percent.

In 2018, North Dakota had the third lowest percentage of 3 and 4 year olds enrolled in preschool among the 50 states.

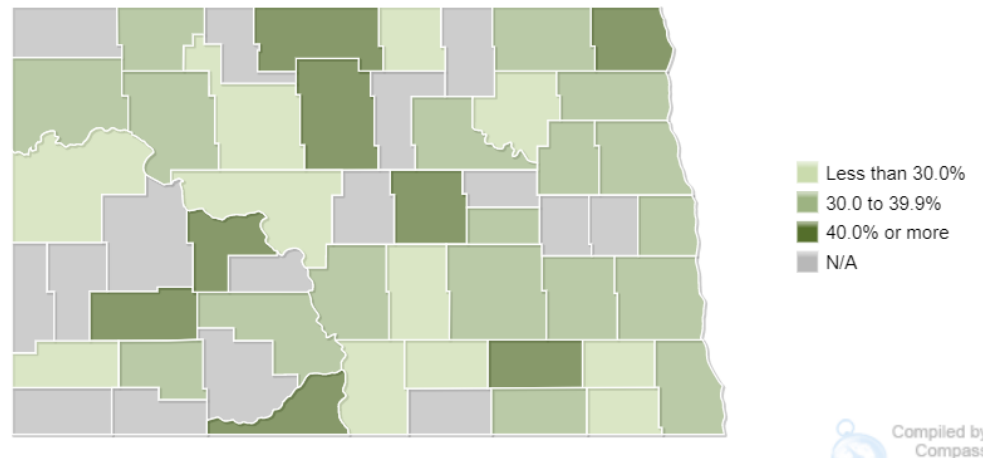


Preschool enrollment by county

Preschool enrollment varies greatly by county. In 2018, four counties in North Dakota had enrollment higher than national average (48.0%) with Bottineau County having the highest percent of 3 and 4 year olds enrolled in preschool at 60.0 percent.

Eleven counties had less than 30 percent of 3 and 4 year old children enrolled in preschool. Data for 16 counties was suppressed due to data unavailability or low number of cases recorded during the time period (2014-2018).

Percent of 3 and 4 year olds enrolled in preschool
By county, North Dakota, 2014-2018



3rd grade reading scores

Not quite half of North Dakota's students were achieving standards in 3rd grade English Language Arts/Literacy in 2019 (36% meeting standards and 12% exceeding standards, totaling 48% achieving).

Notes:

The North Dakota State Assessments are standards-based tests that measure how well students have mastered the challenging ND state content standards. The NDSA tests report student achievement at the following four levels:

1. Advanced. Demonstrates exemplary understanding and exceeds expected level of performance.
2. Proficient. Demonstrates understanding and meets expected level of performance.
3. Partially Proficient. Demonstrates an emerging or developing level of understanding and performance.
4. Novice. Attempt made; however, lack of understanding and performance is evident.

Achieving standards represent Proficient and Advanced achievement levels:

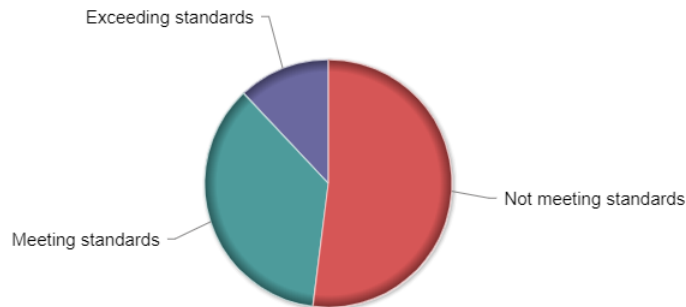
Exceeding standards represent Advanced achievement levels;

Meeting standards represent Proficient achievement levels;

Not meeting standards represent Novice and Partially proficient achievement levels.

3rd grade students by achievement of
English Language Arts/Literacy standards

North Dakota, 2019



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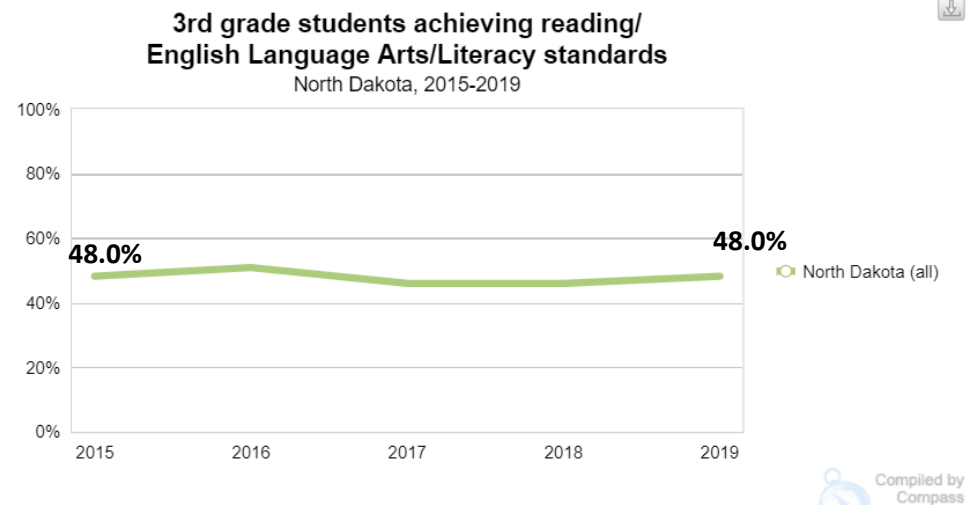
3rd grade reading scores

Achievement scores in English Language Arts/Literacy remained consistent for North Dakota 3rd graders from 2015 to 2019.

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3rd grade reading scores

In 2019, 59 percent of Native Hawaiian or Pacific Islanders, 54 percent of Asian students and 52 percent of White North Dakota 3rd grade students achieved the [English Language Arts \(ELA\)](#) standards, compared to 37 percent of Hispanic students, 34 percent of Black students and 26 percent of Native American students. From 2015 to 2019, Native Hawaiian and Pacific Islanders and Hispanic students improved their proficiency levels in reading, English Language Arts/Literacy.

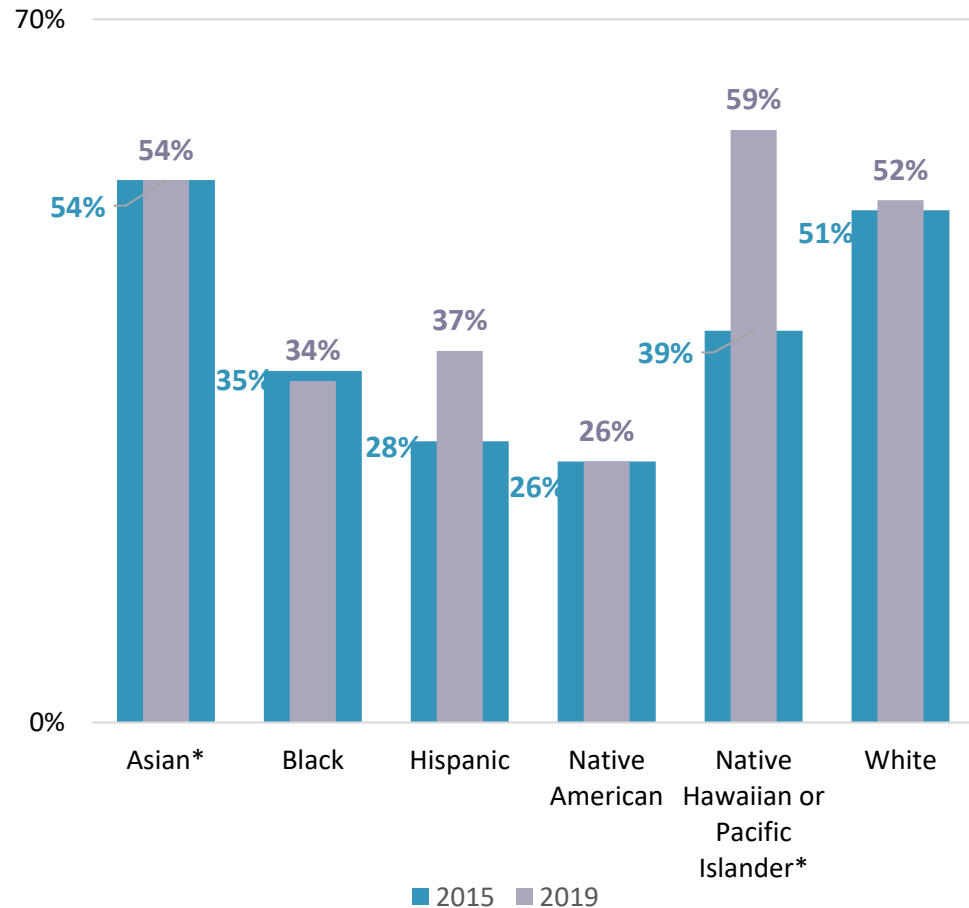
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3rd grade students achieving English Language Arts standards by racial and ethnic group

North Dakota, 2015 and 2019



*The source provides an interval for achievement rates for some smaller groups; the data displayed here are the average of the end points of the interval.

3rd grade reading scores

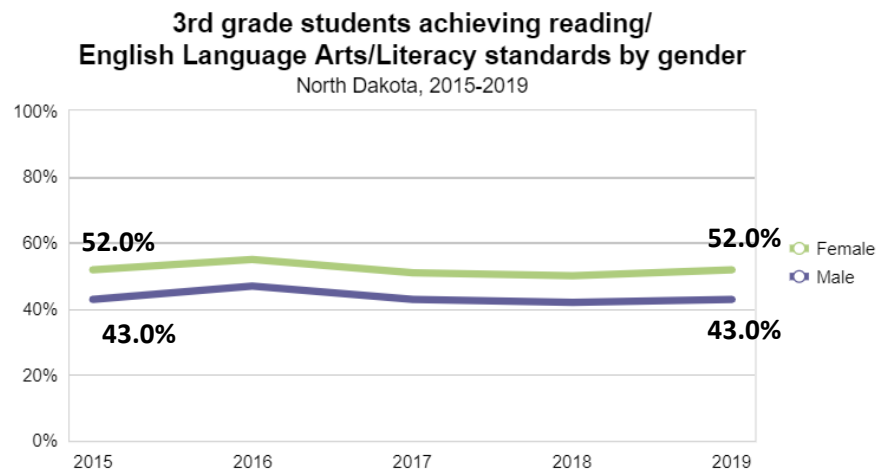
Female students consistently performed better than male students at the North Dakota State English Language Arts (ELA) assessment tests administered to 3rd graders over the last 5 years. The gap remained uniform from 2015 to 2019.

In 2019, 52 percent of female and 43 percent of male 3rd grade students achieved the ELA standards.

Note:

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2. Proficient. Demonstrates understanding and meets expected level of performance.



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3rd grade reading scores

The percentage of 3rd grade students achieving English Language Arts (ELA) standards who live in moderate and high income households was more than one and a half times higher than the percentage of low income students achieving ELA standards in 2019 (55% and 35%, respectively). The gap remained consistent from 2015 to 2019.

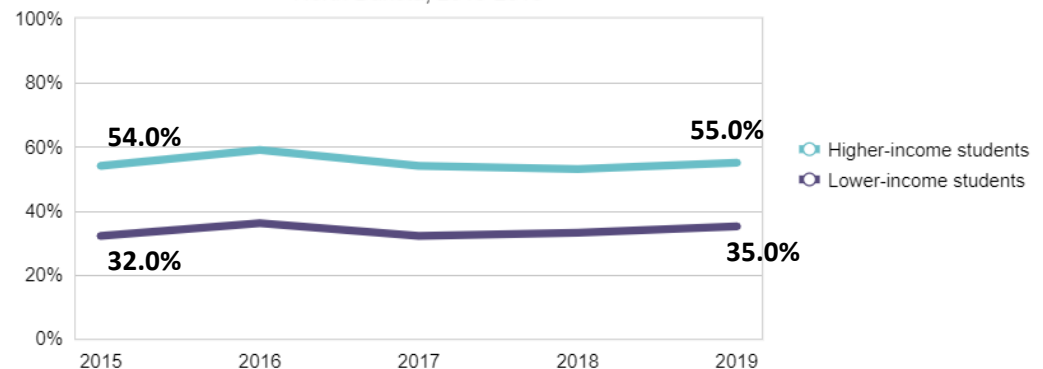
Note:

Achieving standards represent Proficient and Advanced achievement levels:

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2. Proficient. Demonstrates understanding and meets expected level of performance.

3rd grade students achieving reading/
English Language Arts/Literacy standards
by income

North Dakota, 2015-2019



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8th grade math scores

Less than half of North Dakota 8th grade students were achieving standards in math in 2019 (36% meeting standards and 11% exceeding standards, totaling 47% achieving). The remaining 54 percent of 8th graders were not meeting math standards in 2019.

Notes:

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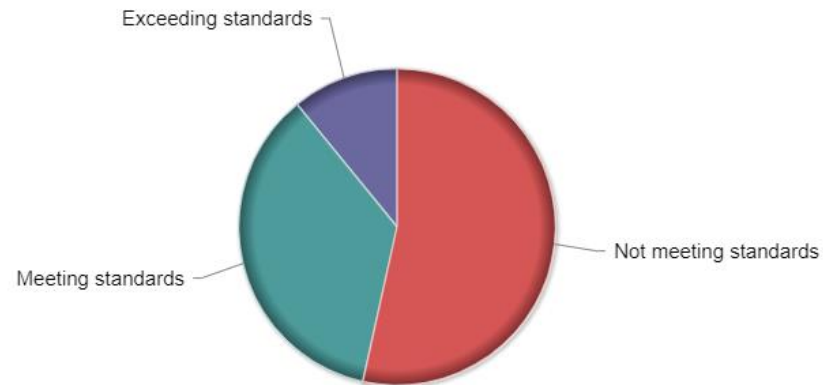
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Meeting standards represent Proficient achievement levels;

Not meeting standards represent Novice and

8th grade students by level of math achievement

North Dakota, 2019



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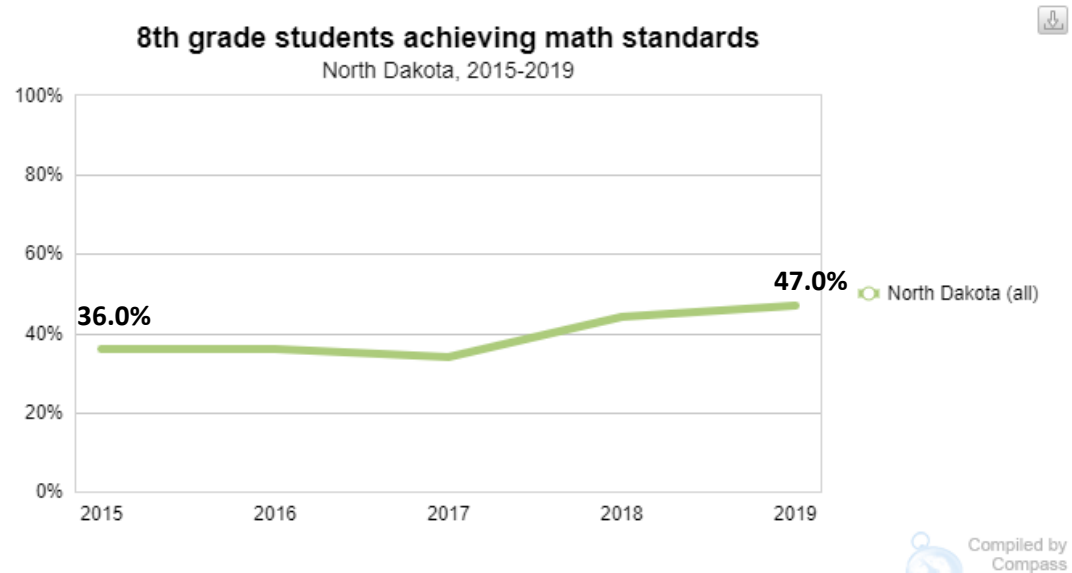
8th grade math scores

Compared to 2015, the percentage of 8th graders who were achieving math standards increased by 11 percentage points in 2019 (36% and 47%, respectively).

Note:

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8th grade math scores

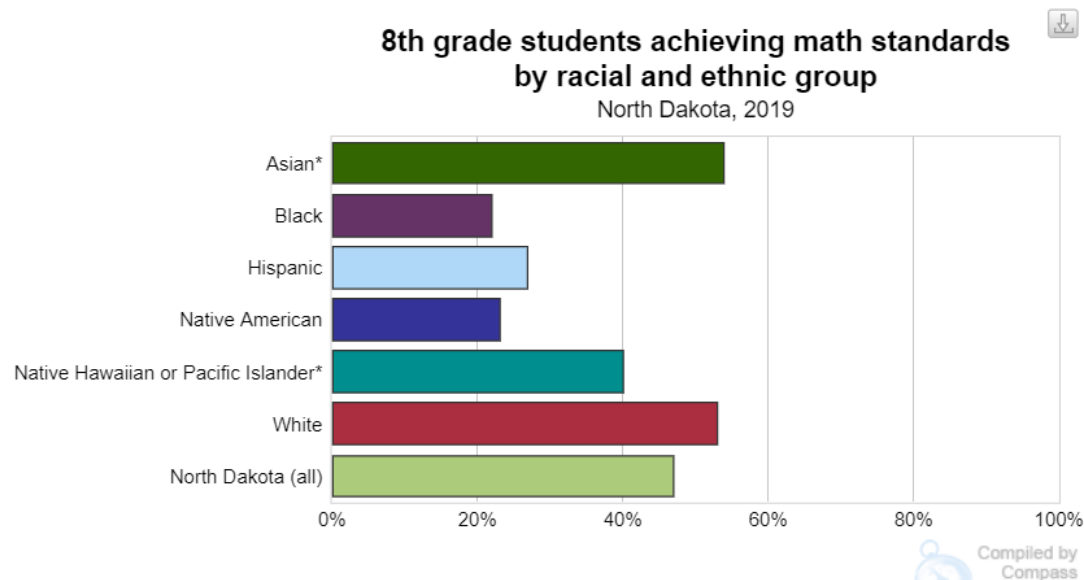
In 2019, 54 percent of Asian students and 53 percent of White North Dakota 8th grade students achieved math standards, compared to 27 percent of Hispanic students, 23 percent of Native American students, and 22 percent of Black students.

The percentage of Native American students achieving 8th grade Math scores more than doubled, from 11 percent in 2015 to 23 percent in 2019.

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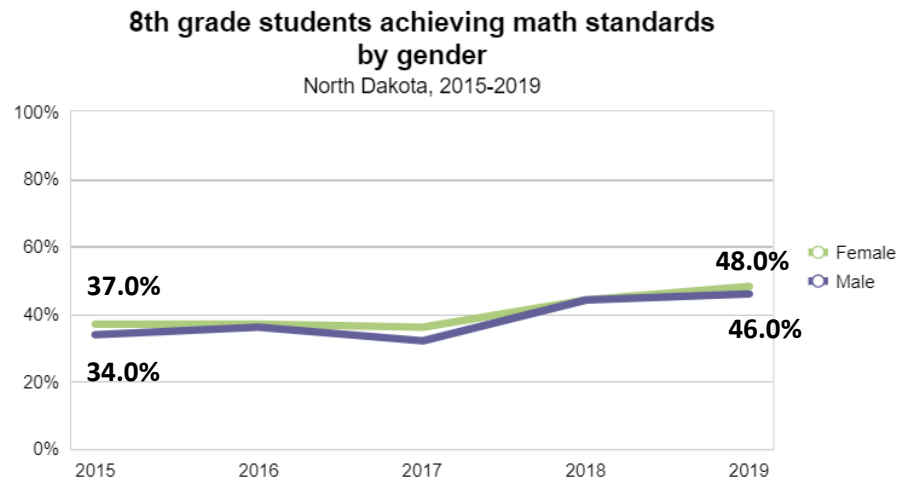
8th grade math scores

The percentage for both male and female 8th grade students in North Dakota who achieved math standards improved from 2015 to 2019.

Note:

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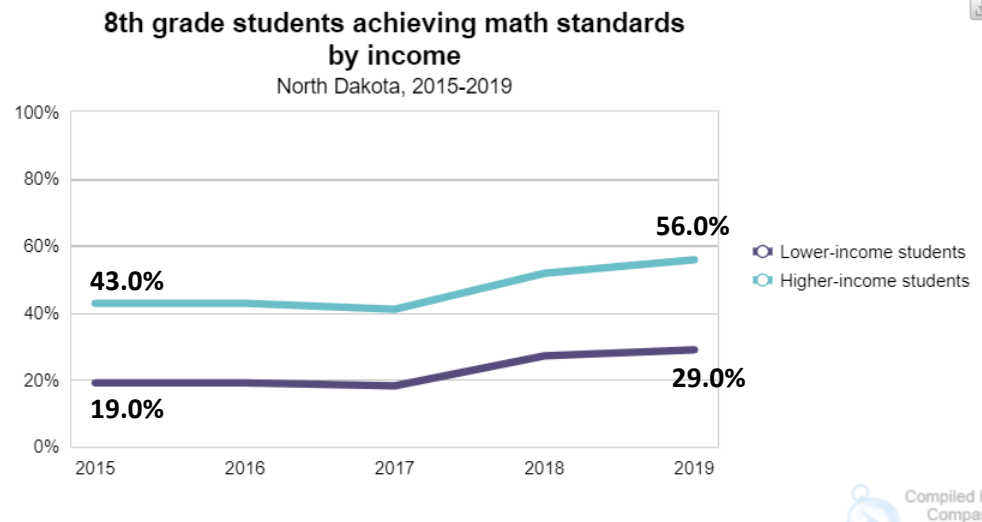
8th grade math scores

The percentage of 8th grade students achieving math standards who live in moderate and high income households was almost double the percentage of low income students achieving math standards in 2019 (56% and 29%, respectively). While both groups improved their math scores, the gap slightly increased from 2015 to 2019.

Note:

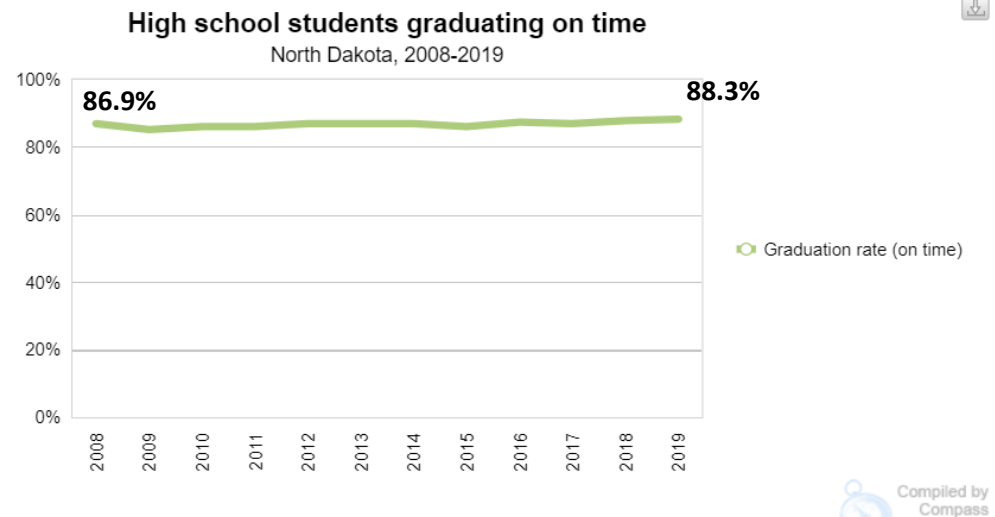
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High school graduation

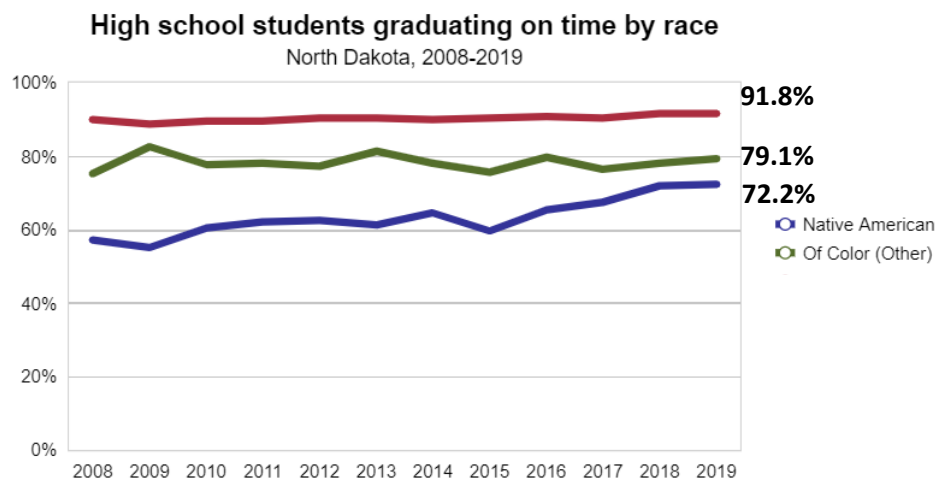
The percentage of students graduating on time in North Dakota have remained fairly similar over the past 11 years, from 86.9 percent in 2008 and 88.3 percent in 2019.



High school graduation

Racial gaps in the high school graduation rate continue to persist in North Dakota. In 2019, 72.2 percent of Native American students and 79.1 percent of students of color (Asian, Black, and Hispanic) graduated on-time, compared to 91.8 percent of White (non-Hispanic) students.

Although racial gaps persist, they are shrinking. Between 2015 and 2019, the high school graduation rate increased 12.5 percentage points for Native American students.



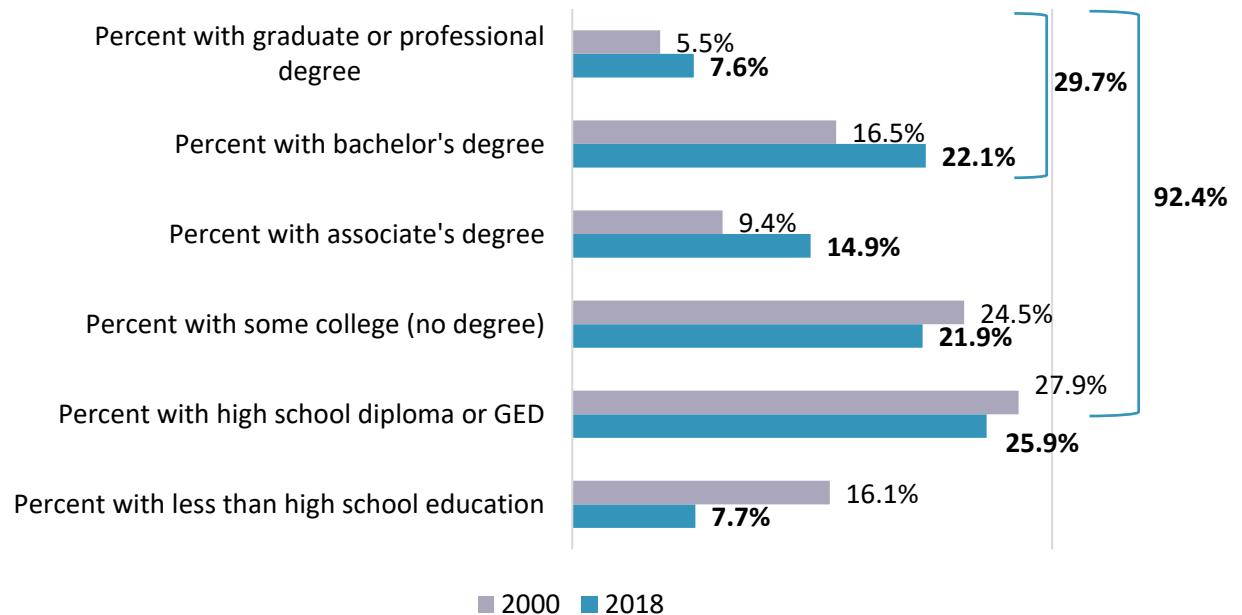
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Educational attainment

In 2018, more than 9 in 10 adults (age 25 and older) had at least a high school diploma or GED (92.4%), while nearly 1 in 3 adults (29.7%) had a bachelor's degree or higher. Eight percent of adults had less than high school education.

When comparing to 2000, educational attainment increased in North Dakota. The percentage of adults with less than high school education decreased from 16.1 percent in 2000 to 7.7 percent in 2018, while the percentage of adults with an associate's degree or higher increased.

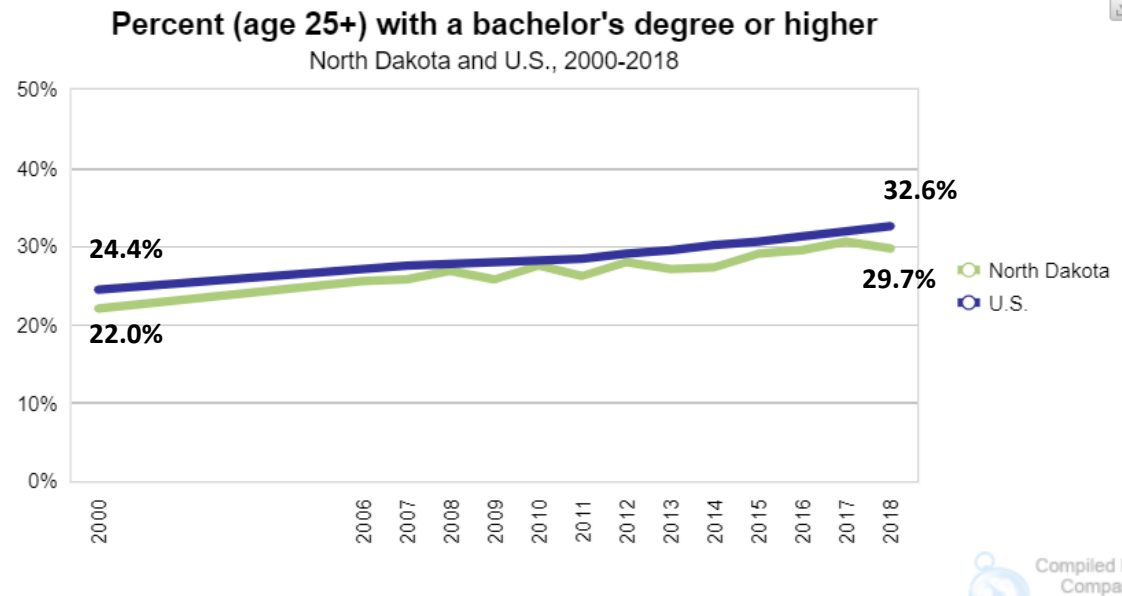
Educational attainment of adults (age 25 and older)
North Dakota, 2000 and 2018



Adults with a bachelor's degree or higher

North Dakota's percentage of adults (age 25 and older) holding a bachelor's degree or higher increased from 22.0 percent in 2000 to 32.6 percent in 2018.

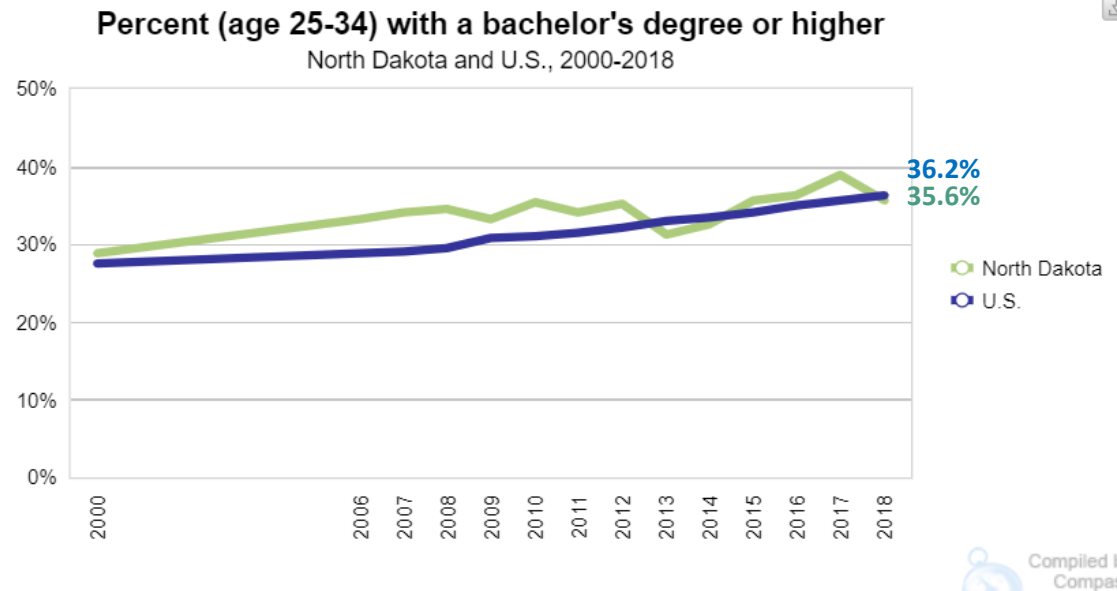
In 2018, North Dakota ranked 31th among the 50 states (from highest to lowest percent) for the percentage of adults holding a bachelor's degree or higher.



Adults with a bachelor's degree or higher

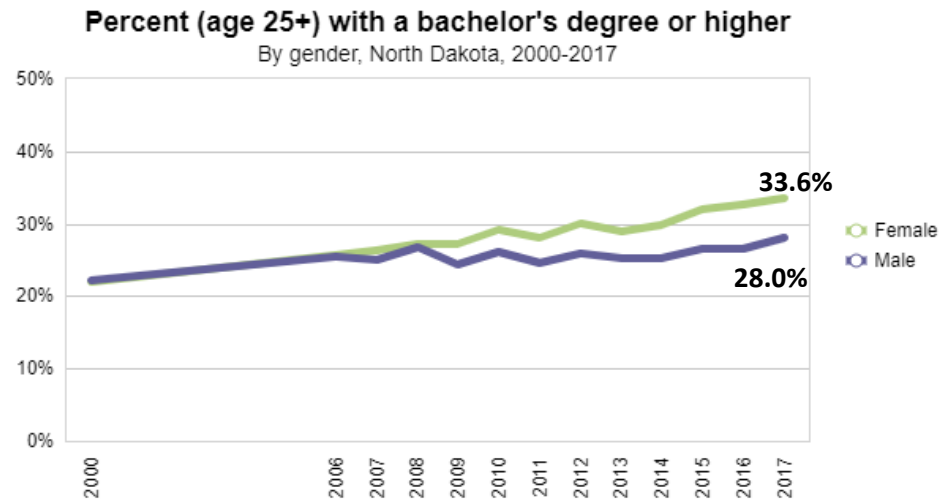
Younger adults (age 25-34) are more likely to have higher education (i.e., bachelor's degree or higher) than the adult population, age 25 and older, overall.

In 2018, North Dakota ranked 19th among the 50 states (1st = highest percent, 50th = lowest percent) for the percentage of adults (age 25-34) holding at least a bachelor's degree (35.6%), which was similar to that at the national level (36.2%).



Adults with a bachelor's degree or higher

Since 2007, female in North Dakota have been more likely than male to have a bachelor's degree or higher. This trend continued into 2017 with 33.6 percent of women and 28.0 percent of men holding a bachelor's degree or higher.

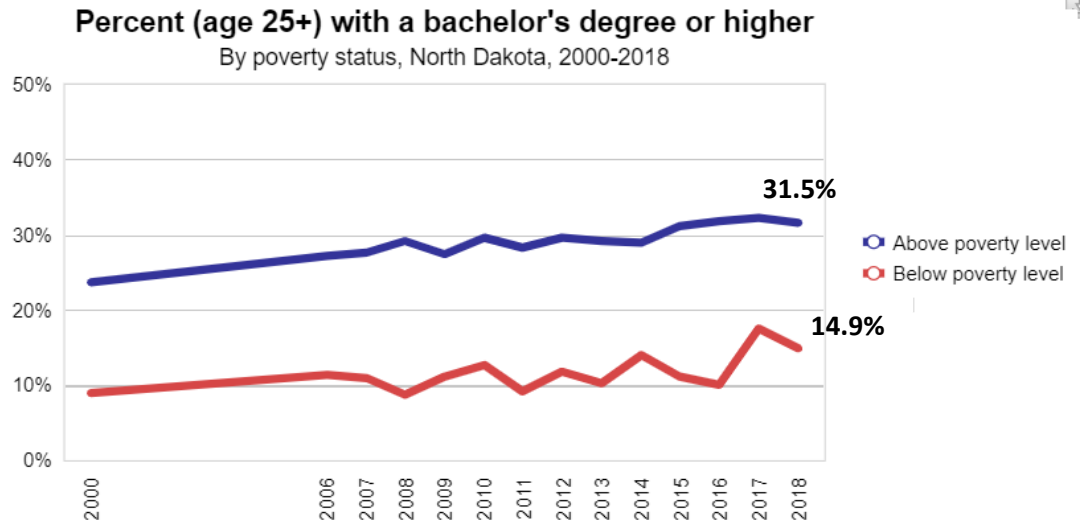


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Adults with a bachelor's degree or higher

There continues to be a large gap in educational attainment by poverty level in North Dakota.

The percentage of adults (age 25 and older) with a bachelor's degree or higher above the poverty level is double that of the percentage of adults with a bachelor's degree below the poverty level in 2018 (31.5% and 14.9%, respectively).



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Adults with a bachelor's degree or higher

Gaps in educational attainment by racial and ethnic group persist, especially for American Indian and Hispanic adults.

Asian adults have the highest percentage of adults with a bachelor's degree or higher. In 2018, about half (50.8%) of Asians had at least a bachelor's degree, as compared to 30.4 percent non-Hispanic Whites, 23.1 percent Black, 16.6 percent Hispanic, and 14.7 percent American Indian.

