



02300410PD



**2009-2010  
Profile Summary Report**

**Code: 654321  
SAMPLE HIGH SCHOOL  
SAMPLE CITY, SAMPLE STATE**

**School Report - Grade 10  
National Enhanced Reporting Package**

OO#: 8888888  
C#: 1234  
PN#: 22222222

**ACT**<sup>®</sup>

09-OCT-09

## INTRODUCTION

This report summarizes the performance of your students who took the PLAN academic assessment. This report includes results for only students who have valid composite scores and who tested under standard time limits.

The information in this report is organized to assist you in addressing certain issues that are common among schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using PLAN averages if the number of students in any group is less than 25. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing.

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National Norm Group: Fall 10

**TABLE 1a: How do the PLAN scores of our students compare with those of students nationally?**

PLAN score	English			Mathematics			Reading			Science			Composite			PLAN score
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
32	0	100	100	1	100	100	0	100	100	2	100	100	0	100	100	32
31	0	100	99	1	99	99	1	100	99	3	99	99	0	100	99	31
30	0	100	99	6	99	99	0	99	99	0	99	99	0	100	99	30
29	1	100	99	13	98	99	4	99	99	5	99	99	2	100	99	29
28	2	99	99	11	95	98	0	99	99	6	97	99	5	99	99	28
27	9	99	98	12	92	96	7	99	99	0	96	98	5	98	99	27
26	16	97	97	15	89	95	14	97	98	5	96	98	6	97	98	26
25	7	93	96	13	85	93	16	93	96	11	95	97	14	95	97	25
24	11	91	94	14	81	91	18	89	94	0	92	96	17	92	95	24
23	24	88	92	8	78	89	13	84	91	14	92	93	14	87	93	23
22	8	82	88	15	76	86	20	81	87	37	88	90	30	84	89	22
21	24	80	84	37	72	83	24	76	83	26	78	85	27	76	85	21
20	29	74	79	19	62	79	18	70	78	52	72	78	33	69	79	20
19	32	66	72	15	57	73	33	65	73	55	58	69	36	60	72	19
18	34	58	65	46	53	66	21	56	66	31	44	57	41	51	64	18
17	45	49	57	32	41	57	28	51	58	47	36	45	29	40	54	17
16	41	37	49	56	33	48	49	44	50	37	24	32	42	33	44	16
15	22	27	40	22	19	37	20	31	41	34	14	21	42	22	33	15
14	21	21	32	27	13	27	34	26	32	7	5	13	21	11	23	14
13	14	16	24	10	6	18	37	17	24	6	4	7	11	6	14	13
12	24	12	17	6	3	11	8	8	17	0	2	4	4	3	8	12
11	9	6	12	0	2	6	8	5	11	7	2	2	6	2	4	11
10	3	3	7	4	2	3	0	3	7	0	1	1	1	1	2	10
9	7	3	4	2	1	2	9	3	4	0	1	1	0	1	1	9
8	1	1	2	0	1	1	3	1	2	1	1	1	0	1	1	8
7	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	7
6	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	6
5	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	5
4	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	4
3	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	18.0		16.9	19.4		17.4	18.0		16.9	19.1		18.2	18.7		17.5	Mean
S.D.	4.4		4.6	4.8		4.6	4.6		4.6	3.7		3.5	3.8		3.8	S.D.
Local percentage of students in national quartiles																
National quartile	% of local	Score range	% of local	Score range	% of local	Score range	% of local	Score range	% of local	Score range	% of local	Score range	% of local	Score range	National quartile	
75-100%	34	20-32	43	20-32	35	20-32	42	20-32	40	20-32	40	20-32	40	20-32	75-100%	
50-74%	29	17-19	24	17-19	34	16-19	22	18-19	27	17-19	27	17-19	27	17-19	50-74%	
25-49%	22	14-16	27	14-16	14	14-15	22	16-17	22	15-16	22	15-16	22	15-16	25-49%	
1-24%	16	1-13	6	1-13	17	1-13	14	1-15	11	1-14	11	1-14	11	1-14	1-24%	

\*CP = Cumulative percent of students at or below a score point

Note: National normative data are based on results for students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2005. See the PLAN Technical Manual at [www.act.org](http://www.act.org) for information about the 2005 national norming sample.

The national median for the PLAN composite score is 17.

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National Norm Group: Fall 10

**TABLE 1b: How do the PLAN subscores of our students compare with those of students nationally?**

PLAN subscore	Usage/Mechanics			Rhetorical Skills			Pre-Alg. / Algebra			Geometry			PLAN subscore
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
16	10	100	100	0	100	100	35	100	100	10	100	100	16
15	0	97	98	8	100	99	21	91	96	42	97	98	15
14	34	97	97	23	98	97	0	85	93	39	87	95	14
13	18	89	94	22	92	94	19	85	90	37	76	92	13
12	22	84	90	55	86	89	23	81	86	29	67	88	12
11	27	78	85	26	72	82	32	75	81	23	59	83	11
10	38	71	77	41	65	74	34	66	76	40	53	77	10
9	31	61	67	74	55	64	46	58	68	38	43	67	9
8	79	53	55	30	35	53	30	46	58	68	33	53	8
7	63	33	41	32	28	41	61	38	47	32	16	37	7
6	24	17	28	27	19	29	23	22	35	14	7	22	6
5	21	10	18	20	12	19	26	16	24	10	4	10	5
4	9	5	10	14	7	10	26	9	14	2	1	4	4
3	5	3	5	7	4	5	8	3	7	0	1	2	3
2	1	1	2	6	2	2	2	1	3	1	1	1	2
1	4	1	1	1	1	1	0	1	1	1	1	1	1
Mean	9.0		8.3	9.2		8.4	9.3		8.2	10.6		8.7	Mean
S.D.	3.0		3.1	3.0		3.1	3.6		3.5	3.1		2.9	S.D.
Local percentage of students in national quartiles													
National quartile	% of local		Score range	% of local		Score range	% of local		Score range	% of local		Score range	National quartile
75-100%	39		10-16	35		11-16	42		10-16	57		10-16	75-100%
50-74%	28		8-9	38		8-10	20		8-9	27		8-9	50-74%
25-49%	23		6-7	15		6-7	22		6-7	8		7-7	25-49%
1-24%	10		1-5	12		1-5	16		1-5	7		1-6	1-24%

\*CP = Cumulative percent of students at or below a score point

**TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?**

College Readiness Standards Report (Percent of students in College Readiness Standards score ranges)					
CRS Range	English (Benchmark =15 )	Mathematics (Benchmark =19 )	Reading (Benchmark = 17)	Science (Benchmark = 21)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-27					24-27
28-32					28-32
% At or Above Benchmark					% At or Above Benchmark

= Local      = National

Notes: *Connecting College Readiness Standards to the Classroom* interpretive guides to use with this report can be found at [www.act.org/standard/guides/plan](http://www.act.org/standard/guides/plan). The College Readiness Standards can be found starting on page 8 of each content guide.

Local report group percentages can be compared with national reference group percentages, which are based on of all 10th-grade students in the norm group. All percentages have been rounded to the nearest whole number.

The score ranges given in this report are linked to the College Readiness Standards, which describe what students who score in various score ranges are likely to know and to be able to do, and reflect the progression and complexity of skills in each test of the PLAN program. College Readiness Benchmark Scores have been developed for PLAN to indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school. The data from this report, along with the College Readiness Standards and Benchmarks and information from other sources, can be used to inform local instructional priorities.

**TABLE 2: Do our students' PLAN scores differ by ethnic and gender groups?**

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Pre-Alg. /Algebra	Geometry	Reading	Science	Comp	% taken /taking*
<b>Total Group</b>	<b>386</b>	<b>18.0</b>	<b>9.0</b>	<b>9.2</b>	<b>19.4</b>	<b>9.3</b>	<b>10.6</b>	<b>18.0</b>	<b>19.1</b>	<b>18.7</b>	<b>72</b>
African American/Black	63	17.1	8.6	8.5	18.3	8.9	9.1	16.9	18.0	17.6	60
American Indian/Alaskan Native	0	--	--	--	--	--	--	--	--	--	--
Caucasian American/White	268	18.7	9.4	9.7	20.1	9.8	10.9	18.6	19.6	19.4	75
Mexican American/Chicano	0	--	--	--	--	--	--	--	--	--	--
Asian American, Pacific Islander	24	18.8	9.9	9.1	21.0	10.2	11.8	16.6	18.4	18.8	75
Puerto Rican, Cuban, Hispanic	9	16.0	7.0	8.5	15.5	6.0	8.5	15.0	17.5	16.0	0
Multiracial	9	15.0	7.3	7.3	16.4	6.9	8.8	16.3	17.1	16.3	65
Other	10	14.0	5.5	8.5	16.0	7.5	7.0	11.5	13.0	14.0	50
Prefer not to respond	3	20.7	10.7	11.0	24.0	12.7	13.7	17.7	24.3	22.0	67
<b>Males</b>	<b>193</b>	<b>17.5</b>	<b>8.6</b>	<b>9.1</b>	<b>19.9</b>	<b>9.6</b>	<b>10.8</b>	<b>17.3</b>	<b>19.4</b>	<b>18.6</b>	<b>71</b>
African American/Black	30	17.0	8.0	9.0	20.0	10.1	10.3	17.3	18.6	18.3	57
American Indian/Alaskan Native	0	--	--	--	--	--	--	--	--	--	--
Caucasian American/White	139	18.3	9.1	9.6	20.8	10.2	11.3	17.9	20.2	19.4	73
Mexican American/Chicano	0	--	--	--	--	--	--	--	--	--	--
Asian American, Pacific Islander	7	19.0	10.3	8.9	21.1	10.0	12.1	14.7	17.9	18.3	86
Puerto Rican, Cuban, Hispanic	5	16.0	7.0	8.5	15.5	6.0	8.5	15.0	17.5	16.0	0
Multiracial	4	14.2	6.7	7.1	16.2	6.8	8.6	15.6	16.8	15.8	69
Other	6	14.0	5.5	8.5	16.0	7.5	7.0	11.5	13.0	14.0	50
Prefer not to respond	2	23.0	12.5	12.0	25.5	14.0	14.0	18.0	26.0	23.5	50
<b>Females</b>	<b>186</b>	<b>18.4</b>	<b>9.4</b>	<b>9.4</b>	<b>18.9</b>	<b>8.9</b>	<b>10.3</b>	<b>18.7</b>	<b>18.7</b>	<b>18.8</b>	<b>74</b>
African American/Black	33	17.3	10.0	7.3	14.3	6.0	6.3	16.0	16.7	16.0	67
American Indian/Alaskan Native	0	--	--	--	--	--	--	--	--	--	--
Caucasian American/White	132	19.0	9.7	9.9	19.4	9.3	10.6	19.2	19.0	19.3	77
Mexican American/Chicano	0	--	--	--	--	--	--	--	--	--	--
Asian American, Pacific Islander	9	18.6	9.6	9.2	20.9	10.3	11.4	18.0	18.9	19.1	67
Puerto Rican, Cuban, Hispanic	4	16.0	7.0	8.5	15.5	6.0	8.5	15.0	17.5	16.0	0
Multiracial	5	15.8	7.9	7.5	16.6	7.0	8.9	17.1	17.5	16.9	61
Other	0	--	--	--	--	--	--	--	--	--	--
Prefer not to respond	3	16.0	7.0	9.0	21.0	10.0	13.0	17.0	21.0	19.0	100

\*Percent of students who have taken or are taking Eng 10, Alg 1 and one other mathematics course, any social studies course, and biology.

**TABLE 3: How do our students' PLAN scores relate to the courses they have taken or are currently taking?**

Course pattern taken/taking	Number of students	Mean test scores				
		English	Composite	Reading	Science	Composite
<b>ENGLISH COURSE PATTERN</b>						
English 9	26	16.7	17.0			
English 9 and English 10	256	18.4	19.1			
Other combination of 1 or more years of English	62	17.0	18.1			
Insufficient English course pattern information	42	17.5	18.6			
<b>MATHMETICS COURSE PATTERN</b>						
Algebra 1	38	15.0	15.2			
Algebra 1 and Algebra 2	25	21.5	20.6			
Algebra 1 and Geometry	166	17.6	17.5			
Algebra 1, Geometry, and Algebra 2	38	21.9	19.9			
Other combinations of 1 or more years of math	76	20.8	19.5			
Insufficient mathematics course pattern information	43	20.0	18.7			
<b>SOCIAL STUDIES COURSE PATTERN</b>						
US History	6	14.0	16.2			
World History	7	16.3	18.1			
World History and US History	33	17.4	17.1			
Other combination of 1 or 1.5 years of social studies	30	16.7	17.8			
Other combination of 2 or more years of social studies	267	18.5	19.1			
Insufficient social studies course pattern information	43	17.8	18.8			
<b>NATURAL SCIENCE COURSE PATTERN</b>						
General Science	8	16.8	15.3			
Biology	25	18.4	17.6			
Chemistry	4	19.5	18.5			
General Science and Biology	176	18.6	18.3			
General Science and Chemistry	1	21.0	23.0			
Biology and Chemistry	75	21.6	22.0			
Other combinations of 1 or more years of natural science	54	20.0	19.9			
Insufficient natural science course pattern information	43	18.9	18.6			
<b>ON TRACK FOR COLLEGE CORE COURSEWORK</b>						
English 10, Algebra 1 and one other math course, any social studies course, and Biology	278	18.5	19.9	18.7	19.5	19.3
Not taken/not taking these courses	108	16.5	18.1	16.3	18.0	17.3

**TABLE 4: How do our students' PLAN Composite scores and coursework plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Do not plan to finish high school	0	0	--	--	--	--	--	--
No training planned after high school	0	0	--	--	--	--	--	--
Job training in the military services	6	2	50	18.0	0	33	33	33
Apprentice / job training	0	0	--	--	--	--	--	--
Career / technical school	2	1	50	15.5	50	0	50	0
2-year / junior college	9	2	22	16.1	0	89	0	11
4-year college / university	67	17	45	19.3	6	15	34	45
Graduate or professional study	54	14	56	19.6	4	20	24	52
Undecided	12	3	50	18.8	8	17	33	42
Other plans	8	2	25	14.3	50	38	0	13
No response	226	59	62	18.7	14	21	27	38

**TABLE 5: How do our students' PLAN Composite scores and coursework plans relate to their expressed needs for help?**

Students expressing a need for help								
Needs area	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Exploring options after high school	186	48	61	19.0	11	19	27	42
Improving writing skills	125	32	61	17.9	17	24	34	25
Improving reading speed or comprehension	92	24	54	17.7	17	28	30	24
Improving study skills	176	46	55	17.9	15	26	31	28
Improving mathematical skills	138	36	54	17.5	18	25	31	25
Improving computer skills	78	20	60	18.9	9	24	24	42
Improving public speaking skills	152	39	59	18.9	14	18	22	45

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

**TABLE 6a: How do our students' PLAN Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

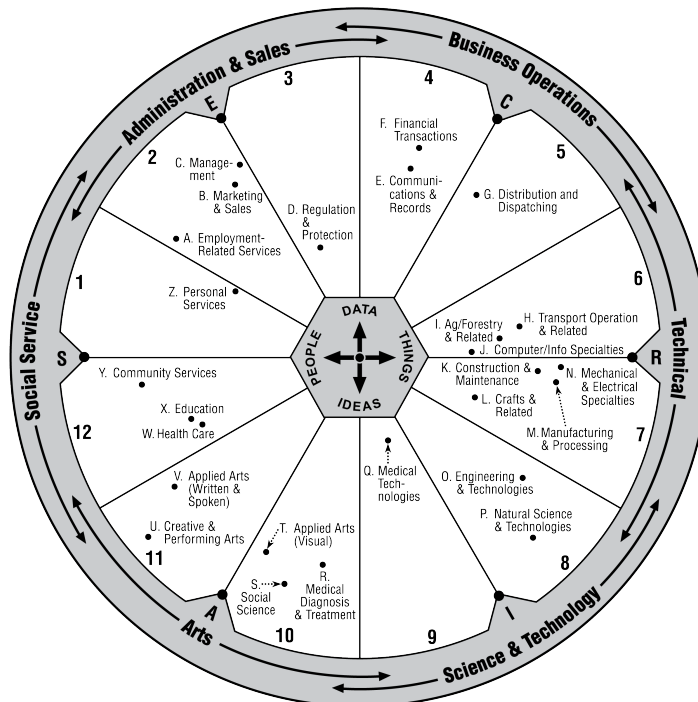
Career preference category from Career Areas List	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2 yr coll.	4 yr coll. or more	Other/ Undecided	
Administration & Sales	9	4	13	46	0	0	23	62	15	17.5
Employment-Related Services	0	1	1	100	0	0	0	0	100	16.0
Marketing & Sales	2	1	3	33	0	0	0	67	33	17.0
Management & Planning	3	2	5	60	0	0	20	80	0	17.8
Regulation & Protection	4	0	4	25	0	0	50	50	0	17.8
Business Operations	3	2	5	40	0	20	40	40	0	15.4
Records & Communications	1	1	2	0	0	0	50	50	0	15.0
Financial Transactions	1	1	2	50	0	0	50	50	0	14.5
Distribution & Dispatching	1	0	1	100	0	100	0	0	0	18.0
Technical	12	3	15	47	0	7	0	80	13	18.7
Transport Operations & Related	1	0	1	100	0	0	0	100	0	14.0
Agriculture & Forestry & Related	3	1	4	50	0	0	0	75	25	16.5
Computer & Information Specialties	2	1	3	100	0	0	0	100	0	25.3
Construction & Maintenance	2	0	2	0	0	50	0	50	0	18.0
Crafts & Related Services	1	0	1	0	0	0	0	100	0	15.0
Manufacturing & Processing	0	1	1	0	0	0	0	100	0	14.0
Mechanical & Electrical Specialties	3	0	3	33	0	0	0	67	33	19.7
Science & Technology	33	27	63	51	0	0	5	89	6	19.6
Engineering & Technologies	13	2	16	31	0	0	6	88	6	20.0
Natural Science & Technologies	5	6	11	64	0	0	9	82	9	21.5
Medical Technologies	4	1	5	80	0	0	0	100	0	20.2
Medical Diagnosis & Treatment	8	16	25	48	0	0	4	88	8	18.1
Social Sciences	3	2	6	67	0	0	0	100	0	21.2
Arts	15	21	36	39	0	8	3	67	22	19.3
Applied Arts (Visual)	6	7	13	54	0	8	8	62	23	19.5
Creative & Performing Arts	5	13	18	39	0	6	0	67	28	19.7
Applied Arts (Written & Spoken)	4	1	5	0	0	20	0	80	0	17.6
Social Services	2	14	18	50	0	0	11	67	22	18.5
Health Care	0	6	6	33	0	0	33	67	0	17.3
Education	1	4	6	67	0	0	0	83	17	18.8
Community Services	1	2	3	67	0	0	0	100	0	21.3
Personal Services	0	2	3	33	0	0	0	0	100	17.3
No response given	117	107	226	62	0	0	0	0	100	18.7

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

**TABLE 6b: How do our students' PLAN Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster category from Interest Inventory	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2 yr coll.	4 yr coll. or more	Other/ Undecided	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	36	18	55	56	0	0	7	27	65	17.8
(04-05) Business Operations	48	23	72	61	0	3	1	18	78	18.5
(06-07) Technical	35	43	81	64	0	0	6	38	56	20.1
(08-09) Science & Technology	17	43	60	50	0	3	0	28	68	19.0
(10-11) Arts	13	23	36	64	0	3	0	39	58	18.5
(12, 01) Social Service	14	17	31	58	0	0	3	23	74	18.7
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	8	9	17	59	0	0	0	6	94	20.1
(04-05) Business Operations	30	9	39	46	0	0	8	26	67	16.7
(06-07) Technical	41	19	60	67	0	3	0	23	73	18.7
(08-09) Science & Technology	37	49	90	66	0	0	6	34	60	19.8
(10-11) Arts	15	38	53	53	0	2	2	32	64	19.7
(12, 01) Social Service	10	19	29	59	0	0	0	41	59	18.3
No Region	14	14	30	50	0	0	0	30	70	17.3

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).



**TABLE 7: How did our students respond to the local items?**

Local Item	Student Response											
	A		B		C		D		E		Blank	
	N	%	N	%	N	%	N	%	N	%	N	%
1	99	25	52	13	86	22	70	18	79	20	0	0
2	90	23	87	22	63	16	85	22	57	14	4	1
3	132	34	27	6	97	25	78	20	52	13	0	0
4	15	3	5	1	300	77	22	5	44	11	0	0
5	87	22	7	18	79	20	68	17	81	20	1	0
6	69	17	70	18	65	16	76	19	106	27	0	0
7	28	7	215	55	72	18	12	3	59	15	0	0
8	102	26	72	18	77	19	72	18	63	16	0	0
9	77	19	99	25	48	12	103	26	59	15	0	0
10	118	30	94	24	171	44	3	0	0	0	0	0
11	55	14	78	20	115	29	77	19	53	13	8	2
12	80	20	72	18	72	18	63	16	99	25	0	0

Note: For report groups larger than an individual school, care must be taken when interpreting these local item results. Uniform use of the local items across schools must apply for meaningful table results.

## Glossary

### College Core Coursework

Core coursework is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

- English: Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.
- Mathematics: Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus (not pre-calculus), Computer Math, and Other Math courses.
- Social Studies: Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.
- Natural Science: Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

### CP (Cumulative percent at or below)

The percentage of local or national students scoring at or below each scale score.