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PLAN[®]



2010-2011 Profile Summary Report

**Code: 123456
SAMPLE HIGH SCHOOL
SAMPLE CITY, SAMPLE STATE**

**School Report - Grade 10
PLAN Reporting Package**

OO#: 11111111
C#: 12345
PN#:

ACT[®]

01-OCT-10

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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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	0	100	100	0	100	100	0	100	100	0	100	100	32
31	0	100	99	0	100	99	0	100	99	1	100	99	0	100	99	31
30	0	100	99	0	100	99	0	100	99	0	99	99	0	100	99	30
29	1	100	99	2	100	99	1	100	99	0	99	99	0	100	99	29
28	0	99	99	1	99	98	0	99	99	1	99	99	0	100	99	28
27	2	99	98	0	99	96	0	99	99	0	99	98	1	100	99	27
26	2	99	97	3	99	95	2	99	98	2	99	98	2	99	98	26
25	3	98	96	1	98	93	1	99	96	0	99	97	1	99	97	25
24	2	97	94	2	98	91	1	99	94	0	99	96	2	99	95	24
23	6	97	92	1	97	89	6	98	91	3	99	93	1	98	93	23
22	4	95	88	5	97	86	3	96	87	10	98	90	4	98	89	22
21	9	94	84	9	95	83	9	96	83	4	95	85	12	96	85	21
20	9	91	79	10	92	79	13	93	78	28	93	78	9	93	79	20
19	13	88	72	13	89	73	10	88	73	38	84	69	11	90	72	19
18	24	84	65	27	85	66	16	85	66	25	72	57	28	86	64	18
17	16	76	57	30	76	57	23	80	58	60	64	45	39	77	54	17
16	59	71	49	68	67	48	40	73	50	52	45	32	48	65	44	16
15	34	52	40	40	45	37	31	60	41	44	28	21	56	49	33	15
14	29	41	32	41	32	27	29	50	32	13	14	13	41	31	23	14
13	33	32	24	17	19	18	54	41	24	20	10	7	29	18	14	13
12	25	21	17	20	13	11	27	23	17	0	4	4	15	9	8	12
11	12	13	12	0	7	6	23	15	11	7	4	2	9	4	4	11
10	10	9	7	10	7	3	0	7	7	0	1	1	2	1	2	10
9	12	6	4	4	4	2	11	7	4	3	1	1	1	1	1	9
8	2	2	2	0	3	1	7	4	2	1	1	1	1	1	1	8
7	3	2	1	4	3	1	0	2	1	0	1	1	0	1	1	7
6	1	1	1	2	1	1	4	2	1	0	1	1	0	1	1	6
5	1	1	1	2	1	1	0	1	1	0	1	1	0	1	1	5
4	0	1	1	0	1	1	1	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	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	15.3	16.9	16.9	15.7	17.4	17.4	14.8	16.9	16.9	16.9	18.2	18.2	15.9	17.5	17.5	Mean
S.D.	3.8	4.6	4.6	3.5	4.6	4.6	3.7	4.6	4.6	2.8	3.5	3.5	2.9	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%	12	20-32	11	20-32	12	20-32	16	20-32	10	20-32	75-100%					
50-74%	17	17-19	22	17-19	29	16-19	20	18-19	25	17-19	50-74%					
25-49%	39	14-16	48	14-16	19	14-15	36	16-17	33	15-16	25-49%					
1-24%	32	1-13	19	1-13	41	1-13	28	1-15	31	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 for information about the 2005 national norming sample.

The national median for the PLAN composite score is 17.

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	6	100	100	0	100	100	4	100	100	0	100	100	16
15	0	98	98	1	100	99	1	99	96	5	100	98	15
14	5	98	97	4	99	97	0	98	93	2	98	95	14
13	4	96	94	4	98	94	6	98	90	8	98	92	13
12	14	95	90	13	97	89	8	96	86	14	95	88	12
11	11	91	85	17	93	82	16	94	81	13	91	83	11
10	19	87	77	10	88	74	22	89	76	22	87	77	10
9	17	81	67	57	84	64	23	82	68	34	79	67	9
8	65	76	55	41	66	53	27	74	58	75	69	53	8
7	73	55	41	37	53	41	70	66	47	48	45	37	7
6	38	31	28	35	41	29	36	43	35	37	29	22	6
5	33	19	18	34	30	19	36	32	24	24	17	10	5
4	12	9	10	30	19	10	49	20	14	20	10	4	4
3	9	5	5	18	9	5	11	4	7	0	3	2	3
2	2	2	2	8	4	2	2	1	3	8	3	1	2
1	4	1	1	3	1	1	1	1	1	2	1	1	1
Mean	7.6		8.3	7.2		8.4	7.0		8.2	7.8		8.7	Mean
S.D.	2.7		3.1	2.8		3.1	2.7		3.5	2.6		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%	19		10-16	13		11-16	18		10-16	21		10-16	75-100%
50-74%	26		8-9	35		8-10	16		8-9	35		8-9	50-74%
25-49%	36		6-7	23		6-7	34		6-7	15		7-7	25-49%
1-24%	19		1-5	30		1-5	32		1-5	29		1-6	1-24%

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

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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. 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.

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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*
Total Group	312	15.3	7.6	7.2	15.7	7.0	7.8	14.8	16.9	15.9	17
Black / African American	228	14.9	7.3	7.0	15.3	6.7	7.5	14.6	16.6	15.5	16
American Indian / Alaska Native	1	15.0	8.0	4.0	6.0	4.0	1.0	12.0	17.0	13.0	0
White	47	17.3	8.9	8.5	18.2	8.7	9.4	16.2	18.8	17.7	21
Hispanic / Latino	6	11.5	5.0	4.8	13.7	5.2	6.5	10.3	16.0	13.0	0
Asian	2	17.5	9.0	8.0	17.5	10.5	7.5	19.0	16.5	17.5	50
Native Hawaiian / Other Pacific Islander	9	17.0	8.8	8.1	15.6	6.4	7.7	16.1	16.9	16.4	11
Two or more races	8	16.3	7.9	7.8	16.5	7.6	8.1	16.1	17.3	16.8	13
Prefer not to respond	11	14.3	7.3	5.3	16.7	8.3	7.7	14.7	17.7	16.0	33
Males	154	14.7	7.1	6.9	15.6	7.0	7.6	14.3	16.6	15.5	13
Black / African American	109	14.2	6.8	6.7	15.0	6.6	7.2	13.8	16.2	15.0	11
American Indian / Alaska Native	1	15.0	8.0	4.0	6.0	4.0	1.0	12.0	17.0	13.0	0
White	27	17.0	8.6	8.4	18.5	8.8	9.7	16.6	18.5	17.7	22
Hispanic / Latino	4	11.0	4.8	4.5	12.8	4.8	5.8	9.3	14.5	12.0	0
Asian	1	15.0	7.0	7.0	19.0	12.0	8.0	18.0	17.0	17.0	0
Native Hawaiian / Other Pacific Islander	2	15.0	6.5	8.5	15.0	6.0	6.5	16.5	16.0	15.5	0
Two or more races	2	18.5	9.0	9.5	17.5	8.5	9.0	16.5	15.5	17.5	0
Prefer not to respond	8	14.3	7.3	5.3	16.7	8.3	7.7	14.7	17.7	16.0	33
Females	152	16.0	8.1	7.5	15.9	7.1	8.0	15.5	17.4	16.3	20
Black / African American	114	15.6	7.8	7.3	15.7	6.9	7.9	15.3	17.0	16.0	20
American Indian / Alaska Native	0	--	--	--	--	--	--	--	--	--	--
White	20	17.7	9.3	8.8	17.8	8.5	9.1	15.7	19.2	17.7	20
Hispanic / Latino	2	12.5	5.5	5.5	15.5	6.0	8.0	12.5	19.0	15.0	0
Asian	1	20.0	11.0	9.0	16.0	9.0	7.0	20.0	16.0	18.0	100
Native Hawaiian / Other Pacific Islander	7	17.6	9.4	8.0	15.7	6.6	8.0	16.0	17.1	16.7	14
Two or more races	6	15.5	7.5	7.2	16.2	7.3	7.8	16.0	17.8	16.5	17
Prefer not to respond	2	16.0	7.0	8.5	14.5	5.5	7.0	16.5	18.0	16.5	50

*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
ENGLISH COURSE PATTERN						
English 9	126	16.6	16.8			
English 9 and English 10	137	14.6	15.5			
Other combination of 1 or more years of English	32	14.1	14.6			
Insufficient English course pattern information	17	13.5	14.2			
MATHEMATICS COURSE PATTERN						
Algebra 1	119	14.7	15.0			
Algebra 1 and Algebra 2	8	14.0	14.4			
Algebra 1 and Geometry	131	17.0	17.1			
Algebra 1, Geometry, and Algebra 2	20	16.8	16.0			
Other combinations of 1 or more years of math	13	15.3	15.6			
Insufficient mathematics course pattern information	21	13.6	13.7			
SOCIAL STUDIES COURSE PATTERN						
US History	10	14.6	14.6			
World History	3	13.0	15.7			
World History and US History	8	12.8	14.9			
Other combination of 1 or 1.5 years of social studies	119	15.0	16.3			
Other combination of 2 or more years of social studies	118	15.3	16.1			
Insufficient social studies course pattern information	54	13.8	14.7			
NATURAL SCIENCE COURSE PATTERN						
General Science	112	16.9	15.5			
Biology	21	15.1	14.6			
Chemistry	0	--	--			
General Science and Biology	132	17.6	16.8			
General Science and Chemistry	2	16.0	15.0			
Biology and Chemistry	0	--	--			
Other combinations of 1 or more years of natural science	15	17.0	16.1			
Insufficient natural science course pattern information	30	15.4	14.0			
ON TRACK FOR COLLEGE CORE COURSEWORK						
English 10, Algebra 1 and one other math course, any social studies course, and Biology	52	15.3	16.3	15.4	17.1	16.2
Not taken/not taking these courses	260	15.3	15.6	14.7	16.9	15.8

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	5	2	20	16.2	20	40	20	20
Apprentice / job training	5	2	60	15.2	40	20	40	0
Career / technical school	20	6	35	15.1	45	30	20	5
2-year / junior college	15	5	53	15.0	33	47	13	7
4-year college / university	132	42	42	15.6	36	30	26	8
Graduate or professional study	99	32	54	16.7	17	37	30	15
Undecided	14	4	50	16.4	43	29	7	21
Other plans	6	2	0	15.7	33	33	33	0
No response	15	5	27	14.5	60	27	13	0

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	135	43	51	16.2	25	39	24	13
Improving writing skills	101	32	49	16.0	33	30	26	12
Improving reading speed or comprehension	88	28	49	15.6	35	31	25	9
Improving study skills	144	46	45	15.6	33	35	23	9
Improving mathematical skills	123	39	50	15.6	34	34	24	7
Improving computer skills	80	26	54	15.7	30	38	26	6
Improving public speaking skills	128	41	51	16.3	29	30	29	13

*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	17	13	30	37	0	13	7	77	3	15.1
Employment-Related Services	2	2	4	25	0	25	25	50	0	13.8
Marketing & Sales	12	3	15	33	0	7	7	80	7	15.0
Management & Planning	2	7	9	33	0	11	0	89	0	16.4
Regulation & Protection	1	1	2	100	0	50	0	50	0	13.0
Business Operations	9	5	14	64	0	0	7	86	7	16.1
Records & Communications	2	2	4	75	0	0	25	50	25	16.3
Financial Transactions	6	3	9	67	0	0	0	100	0	16.3
Distribution & Dispatching	1	0	1	0	0	0	0	100	0	13.0
Technical	40	3	43	58	0	2	37	49	12	15.9
Transport Operations & Related	1	0	1	100	0	0	0	0	100	22.0
Agriculture & Forestry & Related	1	1	2	0	0	0	50	50	0	16.5
Computer & Information Specialties	14	0	14	57	0	0	7	79	14	16.5
Construction & Maintenance	6	0	6	33	0	0	50	50	0	15.3
Crafts & Related Services	4	2	6	83	0	0	50	33	17	16.7
Manufacturing & Processing	10	0	10	80	0	0	60	30	10	14.7
Mechanical & Electrical Specialties	4	0	4	25	0	25	50	25	0	15.0
Science & Technology	36	57	95	48	0	2	5	89	3	16.5
Engineering & Technologies	28	2	32	38	0	6	16	75	3	15.4
Natural Science & Technologies	1	2	3	33	0	0	0	100	0	18.0
Medical Technologies	3	9	12	50	0	0	0	100	0	16.1
Medical Diagnosis & Treatment	3	40	43	53	0	0	0	95	5	17.2
Social Sciences	1	4	5	80	0	0	0	100	0	17.0
Arts	19	26	46	37	0	4	9	67	20	16.3
Applied Arts (Visual)	4	11	16	31	0	0	6	63	31	15.8
Creative & Performing Arts	15	15	30	40	0	7	10	70	13	16.5
Applied Arts (Written & Spoken)	0	0	0	--	--	--	--	--	--	--
Social Services	8	33	42	38	0	2	7	90	0	15.3
Health Care	2	15	17	24	0	0	0	100	0	14.6
Education	2	6	8	38	0	0	0	100	0	16.8
Community Services	2	9	11	55	0	0	0	100	0	14.8
Personal Services	2	3	6	50	0	17	50	33	0	16.0
No response given	9	6	17	18	0	0	6	12	82	15.0

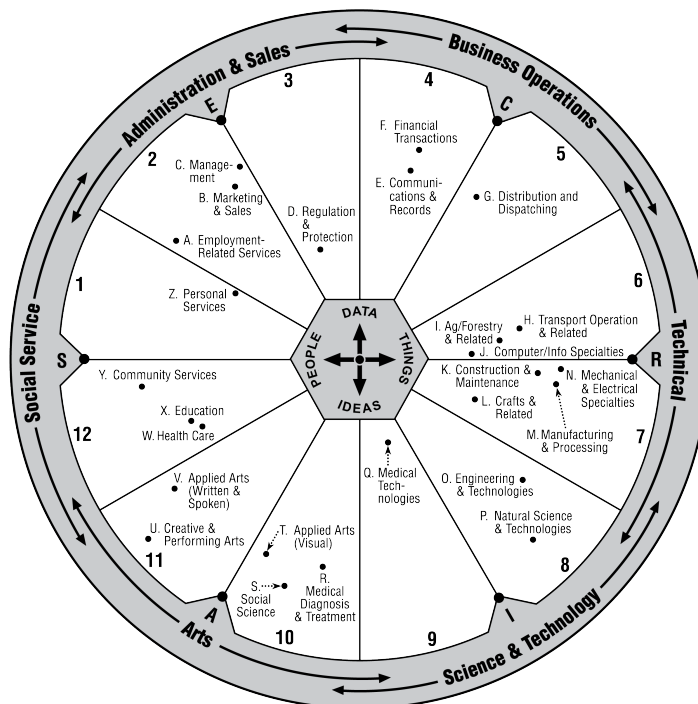
*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

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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	
First World-of-Work Career Cluster from Interest Inventory										
(02-03) Administration/Sales	49	16	65	43	0	2	23	66	9	15.4
(04-05) Business Operations	28	13	41	49	0	5	20	66	10	16.7
(06-07) Technical	15	24	40	48	0	5	0	85	10	16.0
(08-09) Science & Technology	8	24	35	54	0	0	9	83	9	16.3
(10-11) Arts	7	28	36	44	0	6	6	78	11	15.8
(12, 01) Social Service	23	32	55	44	0	2	7	87	4	15.5
Second World-of-Work Career Cluster from Interest Inventory										
(02-03) Administration/Sales	16	27	43	47	0	0	5	84	12	15.6
(04-05) Business Operations	42	10	52	38	0	2	29	60	10	15.3
(06-07) Technical	18	12	30	50	0	3	3	83	10	17.3
(08-09) Science & Technology	21	26	48	40	0	2	4	83	10	16.0
(10-11) Arts	10	21	34	53	0	3	9	79	9	15.4
(12, 01) Social Service	5	20	26	38	0	8	8	81	4	15.5
No Region	14	10	24	38	0	4	13	75	8	16.4

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



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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	132	42	102	33	0	0	0	0	0	0	78	25
2	129	41	105	34	0	0	0	0	0	0	78	25
3	171	55	63	20	0	0	0	0	0	0	78	25
4	64	21	168	54	2	1	0	0	0	0	78	25
5	56	18	175	56	3	1	0	0	0	0	78	25
6	77	25	104	33	50	16	3	1	0	0	78	25
7	69	22	163	52	0	0	0	0	0	0	80	26
8	95	30	14	4	122	39	1	0	0	0	80	26
9	63	20	166	53	1	0	2	1	0	0	80	26
10	194	62	12	4	25	8	1	0	0	0	80	26
11	100	32	102	33	28	9	2	1	0	0	80	26
12	212	68	18	6	1	0	0	0	0	0	81	26

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.