

EXPLORE[®]



2012-2013 Profile Summary Report

**Code: 00975821
WEST CARROLL SPECIAL SCH DIST
ATWOOD, TN**

**District Report - Grade 8
Tennessee Department of Education**

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INTRODUCTION

This report summarizes the performance of your students who took the EXPLORE academic assessment. This report includes results for only students who have valid composite scores and who tested under standard time limits (unless other arrangements have been made to include other students).

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 EXPLORE 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 8

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

EXPLORE score	English			Mathematics			Reading			Science			Composite			EXPLORE 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*	
25	1	100	100	1	100	100	0	100	100	3	100	100	0	100	100	25
24	1	99	99	0	99	98	5	100	98	1	96	98	0	100	99	24
23	2	97	97	0	99	97	0	93	97	0	94	97	0	100	99	23
22	1	94	95	2	99	96	0	93	95	2	94	95	3	100	98	22
21	3	93	93	4	96	95	2	93	93	0	92	93	3	96	96	21
20	2	89	89	3	90	93	0	90	91	8	92	90	4	92	92	20
19	6	86	85	3	86	90	5	90	88	7	80	84	5	86	88	19
18	9	77	81	9	82	84	6	83	84	10	70	75	8	79	82	18
17	9	65	75	8	69	75	2	75	79	18	56	63	11	68	74	17
16	9	52	69	12	58	64	7	72	72	6	31	49	6	52	64	16
15	3	39	61	8	41	50	8	62	64	7	23	35	12	44	53	15
14	7	35	52	13	30	36	10	51	54	5	13	24	11	27	41	14
13	11	25	42	7	11	25	12	37	44	3	6	15	5	11	29	13
12	3	10	32	0	1	16	4	20	33	0	1	9	2	4	18	12
11	3	6	23	1	1	10	3	14	23	0	1	5	1	1	10	11
10	1	1	15	0	1	6	3	10	14	1	1	3	0	1	5	10
9	0	1	9	0	1	4	3	6	7	0	1	2	0	1	2	9
8	0	1	5	0	1	3	0	1	3	0	1	1	0	1	1	8
7	0	1	3	0	1	2	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	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	16.3		14.7	16.4		15.5	15.1		14.6	17.5		16.6	16.4		15.5	Mean
S.D.	3.3		4.2	2.7		3.5	3.8		3.9	2.8		3.3	2.6		3.3	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	National quartile
75-100%	48		17-25	42		17-25	28		17-25	44		18-25	32		18-25	75-100%
50-74%	27		14-16	17		16-16	35		14-16	25		17-17	41		15-17	50-74%
25-49%	20		12-13	30		14-15	23		12-13	18		15-16	23		13-14	25-49%
1-24%	6		1-11	11		1-13	14		1-11	13		1-14	4		1-12	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 2010. See the EXPLORE Technical Manual at www.act.org for information about the 2010 national norming sample.

The national median for the EXPLORE composite score is 15.

National Norm Group: Fall 8

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

EXPLORE subscore	Usage/Mechanics			Rhetorical Skills			EXPLORE subscore
	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	
12	4	100	100	6	100	100	12
11	3	94	97	4	92	97	11
10	19	90	91	6	86	92	10
9	16	63	78	9	77	83	9
8	17	41	61	17	65	70	8
7	6	17	44	11	41	54	7
6	3	8	30	10	25	37	6
5	1	4	19	8	11	21	5
4	2	3	12	0	1	10	4
3	0	1	6	0	1	4	3
2	0	1	2	0	1	1	2
1	0	1	1	0	1	1	1
Mean	8.8		7.6	8.0		7.3	Mean
S.D.	1.7		2.4	2.0		2.2	S.D.
Local percentage of students in national quartiles							
National quartile	% of local		Score range	% of local		Score range	National quartile
75-100%	59		9-12	35		9-12	75-100%
50-74%	24		8-8	39		7-8	50-74%
25-49%	13		6-7	14		6-6	25-49%
1-24%	4		1-5	11		1-5	1-24%

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

National Norm Group: Fall 8

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 = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 15)	Science (Benchmark = 20)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% 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/explore. 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. 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 EXPLORE program. College Readiness Benchmark Scores have been developed for EXPLORE 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.

National Norm Group: Fall 8

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

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Reading	Science	Comp	% Planning core*
Total Group	71	16.3	8.8	8.0	16.4	15.1	17.5	16.4	6
Black/African American	9	15.3	8.6	7.6	15.2	14.3	17.2	15.6	0
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	61	16.5	8.9	8.1	16.6	15.2	17.6	16.6	7
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	11.0	6.0	6.0	15.0	13.0	15.0	14.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
Males	39	16.0	8.6	8.0	16.5	14.7	17.6	16.3	3
Black/African American	4	14.5	8.8	6.8	15.0	13.8	17.5	15.3	0
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	34	16.3	8.7	8.2	16.8	14.9	17.7	16.5	3
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	11.0	6.0	6.0	15.0	13.0	15.0	14.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
Females	32	16.7	9.0	8.1	16.2	15.5	17.3	16.5	9
Black/African American	5	16.0	8.4	8.2	15.4	14.8	17.0	15.8	0
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	27	16.9	9.1	8.1	16.4	15.6	17.4	16.6	11
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	0	--	--	--	--	--	--	--	--
Prefer not to respond	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).

TABLE 3: How do our students' EXPLORE 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	8	11	0	14.8	13	25	50	13
Apprentice / job training	2	3	0	14.5	0	50	50	0
Career / technical school	3	4	0	16.3	0	33	33	33
2-year / junior college	1	1	0	14.0	0	100	0	0
4-year college / university	17	24	12	16.5	0	29	41	29
Graduate or professional study	26	37	8	17.3	0	15	42	42
Undecided	8	11	0	15.5	25	13	38	25
Other plans	6	8	0	17.0	0	17	33	50
No response	0	0	--	--	--	--	--	--

TABLE 4: How do our students' EXPLORE Composite scores and coursework plans relate to their expressed needs 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	20	28	0	16.4	5	30	35	30
Improving writing skills	29	41	0	15.9	10	24	48	17
Improving reading speed or comprehension	18	25	0	14.8	6	39	56	0
Improving study skills	18	25	0	15.3	6	39	39	17
Improving mathematical skills	23	32	0	16.0	9	17	57	17
Improving computer skills	11	15	0	16.9	0	27	36	36
Improving public speaking skills	24	34	0	17.3	0	13	46	42

*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 5a: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?

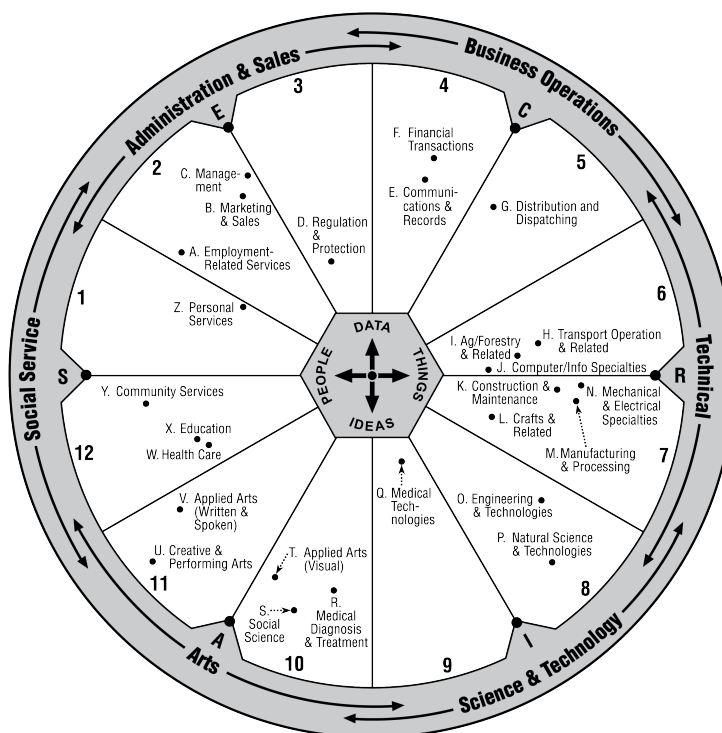
Career preference category from Career Areas List	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
Administration & Sales	6	3	9	11	0	22	11	33	33	16.8
Employment-Related Services	0	0	0	--	--	--	--	--	--	--
Marketing & Sales	0	0	0	--	--	--	--	--	--	--
Management	0	0	0	--	--	--	--	--	--	--
Regulation & Protection	6	3	9	11	0	22	11	33	33	16.8
Business Operations	0	0	0	--	--	--	--	--	--	--
Communications & Records	0	0	0	--	--	--	--	--	--	--
Financial Transactions	0	0	0	--	--	--	--	--	--	--
Distribution & Dispatching	0	0	0	--	--	--	--	--	--	--
Technical	8	1	9	11	0	22	0	56	22	14.9
Transport Operation & Related	1	0	1	100	0	0	0	100	0	18.0
Agriculture, Forestry & Related	2	1	3	0	0	0	0	67	33	15.3
Computer & Information Specialties	1	0	1	0	0	100	0	0	0	15.0
Construction & Maintenance	2	0	2	0	0	0	0	50	50	12.5
Crafts & Related	1	0	1	0	0	100	0	0	0	15.0
Manufacturing & Processing	0	0	0	--	--	--	--	--	--	--
Mechanical & Electrical Specialties	1	0	1	0	0	0	0	100	0	15.0
Science & Technology	17	15	32	0	0	6	3	81	9	16.8
Engineering & Technologies	6	1	7	0	0	29	14	29	29	14.6
Natural Science & Technologies	4	4	8	0	0	0	0	88	13	17.4
Medical Technologies	0	3	3	0	0	0	0	100	0	17.7
Medical Diagnosis & Treatment	6	6	12	0	0	0	0	100	0	17.5
Social Science	1	1	2	0	0	0	0	100	0	16.0
Arts	3	7	10	10	0	0	10	40	50	16.2
Applied Arts (Visual)	0	4	4	25	0	0	25	25	50	16.5
Creative & Performing Arts	2	3	5	0	0	0	0	40	60	16.4
Applied Arts (Written & Spoken)	1	0	1	0	0	0	0	100	0	14.0
Social Service	2	6	8	13	0	38	0	63	0	16.8
Health Care	0	1	1	0	0	0	0	100	0	15.0
Education	0	3	3	33	0	33	0	67	0	17.0
Community Services	2	1	3	0	0	33	0	67	0	18.3
Personal Services	0	1	1	0	0	100	0	0	0	13.0
No response	0	0	0	--	--	--	--	--	--	--
Invalid response given	3	0	3	0	0	33	33	0	33	16.0

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

TABLE 5b: How do our students' EXPLORE 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	5	2	7	0	0	14	0	57	29	17.0
(04-05) Business Operations	2	0	2	0	0	0	50	50	0	13.5
(06-07) Technical	14	7	21	5	0	24	0	57	19	15.6
(08-09) Science & Technology	8	9	17	0	0	12	18	53	18	16.9
(10-11) Arts	1	8	9	11	0	11	0	56	33	16.7
(12-01) Social Service	8	4	12	17	0	0	0	92	8	17.6
Second World-of-Work Career Cluster from Interest Inventory										
(02-03) Administration/Sales	7	0	7	0	0	0	14	86	0	17.9
(04-05) Business Operations	3	3	6	0	0	33	0	50	17	16.8
(06-07) Technical	6	2	8	0	0	13	0	63	25	17.9
(08-09) Science & Technology	7	5	12	8	0	33	0	50	17	15.3
(10-11) Arts	4	10	14	7	0	7	21	50	21	17.1
(12-01) Social Service	6	7	13	8	0	8	0	62	31	15.5
No Region	1	2	3	0	0	33	0	33	33	14.7

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



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TABLE 6: How did our students respond to the local items?

Local Item	Student Response														
	A		B		C		D		E		F		Blank		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
2	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
3	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
4	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
5	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
6	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
7	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
8	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
9	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
10	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
11	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100
12	0	0	0	0	0	0	0	0	0	0	0	0	0	71	100

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 course work 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.