

PLAN[®]



2012-2013 Profile Summary Report

**Code: 437028
WEST CARROLL SPECIAL SCH DIST
ATWOOD, TN**

**District Report - Grade 10
Tennessee Department of Education**

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OO#: 24570405
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03-JAN-13

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 (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 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 | 0 | 100 | 100 | 0 | 100 | 100 | 0 | 100 | 100 | 0 | 100 | 100 | 32 |
| 31 | 0 | 100 | 99 | 0 | 100 | 99 | 0 | 100 | 99 | 0 | 100 | 99 | 0 | 100 | 99 | 31 |
| 30 | 0 | 100 | 99 | 1 | 100 | 99 | 0 | 100 | 99 | 0 | 100 | 99 | 0 | 100 | 99 | 30 |
| 29 | 0 | 100 | 99 | 0 | 99 | 98 | 0 | 100 | 99 | 0 | 100 | 99 | 0 | 100 | 99 | 29 |
| 28 | 2 | 100 | 99 | 1 | 99 | 97 | 1 | 100 | 99 | 0 | 100 | 98 | 0 | 100 | 99 | 28 |
| 27 | 0 | 97 | 99 | 1 | 97 | 96 | 0 | 99 | 98 | 0 | 100 | 97 | 1 | 100 | 99 | 27 |
| 26 | 2 | 97 | 98 | 1 | 96 | 94 | 1 | 99 | 97 | 3 | 100 | 96 | 1 | 99 | 98 | 26 |
| 25 | 2 | 94 | 98 | 1 | 94 | 93 | 3 | 97 | 95 | 4 | 96 | 95 | 1 | 97 | 97 | 25 |
| 24 | 2 | 92 | 96 | 0 | 93 | 91 | 4 | 93 | 93 | 0 | 90 | 94 | 2 | 96 | 95 | 24 |
| 23 | 2 | 89 | 95 | 4 | 93 | 88 | 0 | 88 | 90 | 1 | 90 | 92 | 4 | 93 | 92 | 23 |
| 22 | 3 | 86 | 92 | 2 | 88 | 85 | 3 | 88 | 87 | 1 | 89 | 89 | 1 | 88 | 89 | 22 |
| 21 | 6 | 82 | 89 | 4 | 85 | 82 | 7 | 83 | 83 | 14 | 88 | 85 | 7 | 86 | 85 | 21 |
| 20 | 4 | 74 | 84 | 0 | 79 | 77 | 2 | 74 | 78 | 6 | 68 | 80 | 5 | 76 | 80 | 20 |
| 19 | 7 | 68 | 78 | 4 | 79 | 71 | 5 | 71 | 73 | 4 | 60 | 72 | 4 | 69 | 74 | 19 |
| 18 | 5 | 58 | 71 | 4 | 74 | 64 | 6 | 64 | 67 | 13 | 54 | 63 | 11 | 64 | 67 | 18 |
| 17 | 13 | 51 | 63 | 17 | 68 | 55 | 2 | 56 | 60 | 7 | 36 | 52 | 11 | 49 | 58 | 17 |
| 16 | 11 | 33 | 54 | 12 | 44 | 45 | 11 | 53 | 52 | 6 | 26 | 40 | 9 | 33 | 48 | 16 |
| 15 | 2 | 18 | 45 | 7 | 28 | 35 | 8 | 38 | 43 | 7 | 18 | 28 | 5 | 21 | 37 | 15 |
| 14 | 1 | 15 | 36 | 6 | 18 | 25 | 6 | 26 | 35 | 4 | 8 | 18 | 4 | 14 | 26 | 14 |
| 13 | 2 | 14 | 27 | 2 | 10 | 17 | 9 | 18 | 27 | 2 | 3 | 10 | 3 | 8 | 17 | 13 |
| 12 | 2 | 11 | 20 | 3 | 7 | 10 | 0 | 6 | 19 | 0 | 1 | 5 | 1 | 4 | 9 | 12 |
| 11 | 3 | 8 | 14 | 0 | 3 | 6 | 3 | 6 | 13 | 0 | 1 | 2 | 2 | 3 | 5 | 11 |
| 10 | 3 | 4 | 9 | 1 | 3 | 3 | 0 | 1 | 8 | 0 | 1 | 1 | 0 | 1 | 2 | 10 |
| 9 | 0 | 1 | 5 | 0 | 1 | 2 | 0 | 1 | 5 | 0 | 1 | 1 | 0 | 1 | 1 | 9 |
| 8 | 0 | 1 | 3 | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 1 | 1 | 0 | 1 | 1 | 8 |
| 7 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 7 |
| 6 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 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 | 18.1 | | 16.2 | 17.4 | | 17.6 | 17.4 | | 16.7 | 18.7 | | 17.8 | 18.0 | | 17.2 | Mean |
| S.D. | 4.2 | | 4.4 | 4.0 | | 4.7 | 4.2 | | 4.8 | 3.3 | | 3.9 | 3.4 | | 3.9 | 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 | % of local | Score range | % of local | Score range | % of local | Score range | National quartile | |
| 75-100% | 42 | 19-32 | 21 | 20-32 | 29 | 20-32 | 40 | 20-32 | 31 | 20-32 | 75-100% | | | | | |
| 50-74% | 40 | 16-18 | 35 | 17-19 | 33 | 16-19 | 33 | 17-19 | 36 | 17-19 | 50-74% | | | | | |
| 25-49% | 7 | 13-15 | 35 | 14-16 | 32 | 13-15 | 18 | 15-16 | 25 | 14-16 | 25-49% | | | | | |
| 1-24% | 11 | 1-12 | 10 | 1-13 | 6 | 1-12 | 8 | 1-14 | 8 | 1-13 | 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 PLAN Technical Manual at www.act.org for information about the 2010 national norming sample.

The national median for the PLAN composite score is 17.

OO#: 24570405
 C#: 44897
 PN#:



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 | 2 | 100 | 100 | 1 | 100 | 100 | 3 | 100 | 100 | 2 | 100 | 100 | 16 |
| 15 | 0 | 97 | 99 | 2 | 99 | 99 | 2 | 96 | 95 | 0 | 97 | 98 | 15 |
| 14 | 7 | 97 | 98 | 1 | 96 | 99 | 0 | 93 | 92 | 1 | 97 | 95 | 14 |
| 13 | 2 | 88 | 96 | 3 | 94 | 96 | 4 | 93 | 89 | 4 | 96 | 91 | 13 |
| 12 | 4 | 85 | 93 | 3 | 90 | 92 | 3 | 88 | 86 | 4 | 90 | 86 | 12 |
| 11 | 7 | 79 | 89 | 9 | 86 | 86 | 4 | 83 | 83 | 4 | 85 | 80 | 11 |
| 10 | 5 | 69 | 83 | 11 | 74 | 78 | 0 | 78 | 78 | 8 | 79 | 72 | 10 |
| 9 | 10 | 63 | 74 | 15 | 58 | 69 | 9 | 78 | 71 | 20 | 68 | 62 | 9 |
| 8 | 13 | 49 | 62 | 7 | 38 | 58 | 8 | 65 | 61 | 13 | 40 | 49 | 8 |
| 7 | 12 | 31 | 47 | 11 | 28 | 45 | 13 | 54 | 49 | 10 | 22 | 34 | 7 |
| 6 | 1 | 14 | 32 | 5 | 13 | 33 | 11 | 36 | 35 | 3 | 8 | 20 | 6 |
| 5 | 5 | 13 | 19 | 1 | 6 | 21 | 6 | 21 | 22 | 3 | 4 | 10 | 5 |
| 4 | 3 | 6 | 10 | 1 | 4 | 12 | 6 | 13 | 12 | 0 | 1 | 4 | 4 |
| 3 | 1 | 1 | 5 | 1 | 3 | 7 | 1 | 4 | 6 | 0 | 1 | 2 | 3 |
| 2 | 0 | 1 | 2 | 0 | 1 | 3 | 2 | 3 | 2 | 0 | 1 | 1 | 2 |
| 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 |
| Mean | 9.1 | | 7.9 | 9.1 | | 8.0 | 8.0 | | 8.2 | 9.1 | | 9.0 | Mean |
| S.D. | 3.0 | | 2.8 | 2.7 | | 3.0 | 3.3 | | 3.5 | 2.3 | | 3.0 | 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% | 38 | | 10-16 | 42 | | 10-16 | 22 | | 10-16 | 21 | | 11-16 | 75-100% |
| 50-74% | 32 | | 8-9 | 31 | | 8-9 | 24 | | 8-9 | 39 | | 9-10 | 50-74% |
| 25-49% | 18 | | 6-7 | 22 | | 6-7 | 33 | | 6-7 | 32 | | 7-8 | 25-49% |
| 1-24% | 13 | | 1-5 | 6 | | 1-5 | 21 | | 1-5 | 8 | | 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. 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 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* |
|--|--------------------|-------------|-------------|-------------|-------------|-------------------|------------|-------------|-------------|-------------|------------------|
| Total Group | 72 | 18.1 | 9.1 | 9.1 | 17.4 | 8.0 | 9.1 | 17.4 | 18.7 | 18.0 | 79 |
| Black/African American | 9 | 16.8 | 8.6 | 7.8 | 16.8 | 7.1 | 8.8 | 16.4 | 18.2 | 17.2 | 67 |
| American Indian/Alaska Native | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 62 | 18.4 | 9.2 | 9.4 | 17.7 | 8.2 | 9.2 | 17.6 | 18.9 | 18.2 | 82 |
| Hispanic/Latino | 1 | 10.0 | 5.0 | 3.0 | 7.0 | 2.0 | 5.0 | 13.0 | 13.0 | 11.0 | 0 |
| Asian | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian/Other Pacific Islander | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or more races | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Prefer not to respond | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Males | 32 | 17.9 | 8.7 | 9.2 | 17.7 | 7.9 | 9.4 | 17.3 | 19.1 | 18.1 | 72 |
| Black/African American | 4 | 15.0 | 6.8 | 7.5 | 15.0 | 5.5 | 7.8 | 16.5 | 17.5 | 16.0 | 50 |
| American Indian/Alaska Native | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 28 | 18.3 | 9.0 | 9.4 | 18.1 | 8.2 | 9.6 | 17.4 | 19.3 | 18.4 | 75 |
| Hispanic/Latino | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian/Other Pacific Islander | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or more races | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Prefer not to respond | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Females | 40 | 18.2 | 9.4 | 9.1 | 17.2 | 8.0 | 8.9 | 17.5 | 18.5 | 18.0 | 85 |
| Black/African American | 5 | 18.2 | 10.0 | 8.0 | 18.2 | 8.4 | 9.6 | 16.4 | 18.8 | 18.2 | 80 |
| American Indian/Alaska Native | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 34 | 18.5 | 9.4 | 9.4 | 17.3 | 8.1 | 8.9 | 17.8 | 18.6 | 18.1 | 88 |
| Hispanic/Latino | 1 | 10.0 | 5.0 | 3.0 | 7.0 | 2.0 | 5.0 | 13.0 | 13.0 | 11.0 | 0 |
| Asian | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian/Other Pacific Islander | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or more races | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Prefer not to respond | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

*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 | 4 | 15.0 | 16.3 | | | |
| English 9 and English 10 | 63 | 18.4 | 18.2 | | | |
| Other combination of 1 or more years of English | 4 | 15.8 | 16.8 | | | |
| Insufficient English course pattern information | 1 | 16.0 | 17.0 | | | |
| MATHEMATICS COURSE PATTERN | | | | | | |
| Algebra 1 | 10 | 14.5 | 15.4 | | | |
| Algebra 1 and Algebra 2 | 0 | -- | -- | | | |
| Algebra 1 and Geometry | 56 | 17.9 | 18.4 | | | |
| Algebra 1, Geometry, and Algebra 2 | 3 | 21.0 | 20.3 | | | |
| Other combinations of 1 or more years of math | 2 | 13.5 | 15.5 | | | |
| Insufficient mathematics course pattern information | 1 | 17.0 | 17.0 | | | |
| SOCIAL STUDIES COURSE PATTERN | | | | | | |
| US History | 1 | 14.0 | 14.0 | | | |
| World History | 1 | 15.0 | 14.0 | | | |
| World History and US History | 8 | 16.5 | 16.9 | | | |
| Other combination of 1 or 1.5 years of social studies | 2 | 19.0 | 18.0 | | | |
| Other combination of 2 or more years of social studies | 58 | 17.7 | 18.4 | | | |
| Insufficient social studies course pattern information | 2 | 14.5 | 15.0 | | | |
| NATURAL SCIENCE COURSE PATTERN | | | | | | |
| General Science | 6 | 16.3 | 14.2 | | | |
| Biology | 0 | -- | -- | | | |
| Chemistry | 0 | -- | -- | | | |
| General Science and Biology | 60 | 19.0 | 18.3 | | | |
| General Science and Chemistry | 0 | -- | -- | | | |
| Biology and Chemistry | 0 | -- | -- | | | |
| Other combinations of 1 or more years of natural science | 5 | 19.6 | 19.8 | | | |
| Insufficient natural science course pattern information | 1 | 15.0 | 17.0 | | | |
| ON TRACK FOR COLLEGE CORE COURSEWORK | | | | | | |
| English 10, Algebra 1 and one other math course, any social studies course, and Biology | 57 | 18.9 | 18.2 | 17.8 | 19.4 | 18.7 |
| Not taken/not taking these courses | 15 | 14.9 | 14.3 | 16.0 | 16.3 | 15.4 |

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 | 8 | 83 | 16.0 | 17 | 33 | 50 | 0 |
| Apprentice / job training | 2 | 3 | 50 | 14.5 | 50 | 50 | 0 | 0 |
| Career / technical school | 3 | 4 | 100 | 16.7 | 0 | 33 | 67 | 0 |
| 2-year / junior college | 2 | 3 | 50 | 13.0 | 50 | 50 | 0 | 0 |
| 4-year college / university | 28 | 39 | 89 | 17.7 | 4 | 36 | 43 | 18 |
| Graduate or professional study | 26 | 36 | 92 | 19.9 | 0 | 12 | 27 | 62 |
| Undecided | 2 | 3 | 0 | 19.5 | 0 | 0 | 50 | 50 |
| Other plans | 2 | 3 | 0 | 12.5 | 100 | 0 | 0 | 0 |
| No response | 1 | 1 | 0 | 17.0 | 0 | 0 | 100 | 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 | 11 | 15 | 73 | 18.1 | 18 | 27 | 18 | 36 |
| Improving writing skills | 16 | 22 | 94 | 17.4 | 6 | 38 | 25 | 31 |
| Improving reading speed or comprehension | 7 | 10 | 86 | 17.4 | 14 | 29 | 29 | 29 |
| Improving study skills | 16 | 22 | 81 | 17.7 | 13 | 31 | 25 | 31 |
| Improving mathematical skills | 14 | 19 | 100 | 17.5 | 0 | 50 | 36 | 14 |
| Improving computer skills | 10 | 14 | 90 | 19.3 | 10 | 10 | 40 | 40 |
| Improving public speaking skills | 23 | 32 | 83 | 18.6 | 9 | 30 | 17 | 43 |

*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?

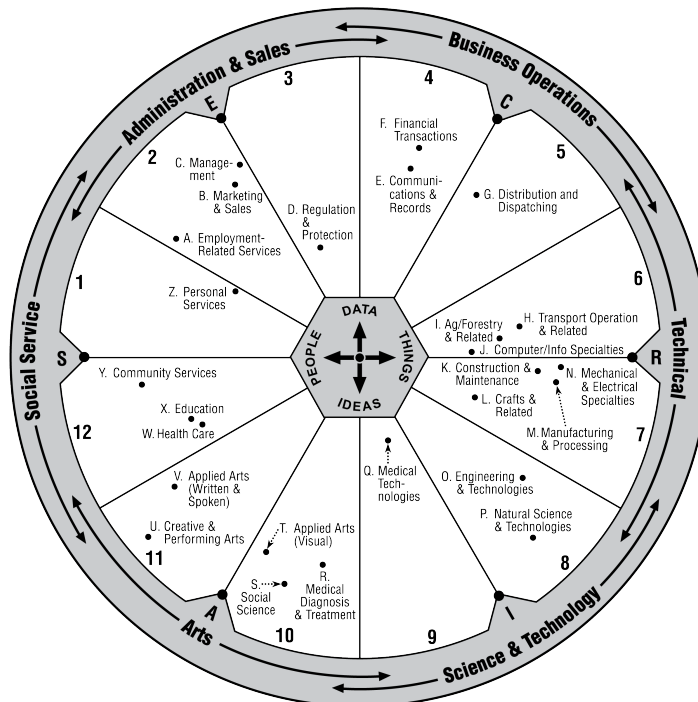
| Career preference category from Career Areas List | Number of students | | | Percent planning college core coursework* | Percent by educational plans | | | | | Mean Composite score |
|---|--------------------|--------|-------|---|------------------------------|------------------------------|--------------------------|--------------------|------------------|----------------------|
| | 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 | 1 | 10 | 50 | 0 | 10 | 10 | 60 | 20 | 16.1 |
| Employment-Related Services | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 13.0 |
| Marketing & Sales | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Management | 2 | 0 | 2 | 50 | 0 | 0 | 0 | 100 | 0 | 14.5 |
| Regulation & Protection | 6 | 1 | 7 | 57 | 0 | 14 | 14 | 57 | 14 | 17.0 |
| Business Operations | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Communications & Records | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Financial Transactions | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Distribution & Dispatching | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Technical | 8 | 5 | 13 | 92 | 0 | 31 | 8 | 54 | 8 | 18.0 |
| Transport Operation & Related | 1 | 2 | 3 | 100 | 0 | 67 | 0 | 33 | 0 | 18.0 |
| Agriculture, Forestry & Related | 2 | 0 | 2 | 100 | 0 | 50 | 0 | 50 | 0 | 17.5 |
| Computer & Information Specialties | 1 | 0 | 1 | 100 | 0 | 0 | 0 | 100 | 0 | 24.0 |
| Construction & Maintenance | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Crafts & Related | 0 | 2 | 2 | 100 | 0 | 0 | 0 | 100 | 0 | 20.0 |
| Manufacturing & Processing | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Mechanical & Electrical Specialties | 4 | 1 | 5 | 80 | 0 | 20 | 20 | 40 | 20 | 16.2 |
| Science & Technology | 10 | 16 | 26 | 85 | 0 | 8 | 0 | 92 | 0 | 18.8 |
| Engineering & Technologies | 4 | 0 | 4 | 75 | 0 | 25 | 0 | 75 | 0 | 18.0 |
| Natural Science & Technologies | 2 | 1 | 3 | 67 | 0 | 33 | 0 | 67 | 0 | 18.3 |
| Medical Technologies | 2 | 1 | 3 | 100 | 0 | 0 | 0 | 100 | 0 | 20.0 |
| Medical Diagnosis & Treatment | 0 | 9 | 9 | 89 | 0 | 0 | 0 | 100 | 0 | 18.9 |
| Social Science | 2 | 5 | 7 | 86 | 0 | 0 | 0 | 100 | 0 | 18.9 |
| Arts | 3 | 7 | 10 | 100 | 0 | 10 | 20 | 70 | 0 | 18.8 |
| Applied Arts (Visual) | 2 | 3 | 5 | 100 | 0 | 20 | 20 | 60 | 0 | 16.2 |
| Creative & Performing Arts | 1 | 4 | 5 | 100 | 0 | 0 | 20 | 80 | 0 | 21.4 |
| Applied Arts (Written & Spoken) | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- |
| Social Service | 1 | 7 | 8 | 75 | 0 | 0 | 0 | 88 | 13 | 16.9 |
| Health Care | 0 | 5 | 5 | 60 | 0 | 0 | 0 | 80 | 20 | 15.2 |
| Education | 0 | 1 | 1 | 100 | 0 | 0 | 0 | 100 | 0 | 19.0 |
| Community Services | 1 | 0 | 1 | 100 | 0 | 0 | 0 | 100 | 0 | 23.0 |
| Personal Services | 0 | 1 | 1 | 100 | 0 | 0 | 0 | 100 | 0 | 17.0 |
| No response | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 17.0 |
| Invalid response given | 1 | 3 | 4 | 100 | 0 | 0 | 25 | 75 | 0 | 18.0 |

*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 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 | 4 | 5 | 9 | 100 | 0 | 22 | 0 | 78 | 0 | 17.4 |
| (04-05) Business Operations | 3 | 7 | 10 | 80 | 0 | 10 | 0 | 70 | 20 | 18.1 |
| (06-07) Technical | 14 | 8 | 22 | 82 | 0 | 9 | 14 | 68 | 9 | 17.3 |
| (08-09) Science & Technology | 8 | 7 | 15 | 80 | 0 | 7 | 0 | 93 | 0 | 19.3 |
| (10-11) Arts | 1 | 4 | 5 | 100 | 0 | 0 | 0 | 100 | 0 | 21.4 |
| (12-01) Social Service | 1 | 5 | 6 | 67 | 0 | 17 | 17 | 67 | 0 | 16.5 |
| Second World-of-Work Career Cluster from Interest Inventory | | | | | | | | | | |
| (02-03) Administration/Sales | 0 | 4 | 4 | 50 | 0 | 25 | 0 | 50 | 25 | 14.5 |
| (04-05) Business Operations | 7 | 2 | 9 | 67 | 0 | 22 | 0 | 67 | 11 | 14.9 |
| (06-07) Technical | 8 | 4 | 12 | 92 | 0 | 17 | 0 | 75 | 8 | 18.4 |
| (08-09) Science & Technology | 5 | 7 | 12 | 92 | 0 | 8 | 8 | 75 | 8 | 19.3 |
| (10-11) Arts | 3 | 7 | 10 | 80 | 0 | 0 | 20 | 80 | 0 | 18.7 |
| (12-01) Social Service | 4 | 6 | 10 | 90 | 0 | 0 | 0 | 100 | 0 | 19.0 |
| No Region | 1 | 4 | 5 | 60 | 0 | 20 | 20 | 40 | 20 | 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).



OO#: 24570405
 C#: 44897
 PN#:

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 100 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 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 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.