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# EXPLORE<sup>®</sup>



## 2010-2011 Profile Summary Report

Code: 00123456  
SAMPLE MIDDLE SCHOOL  
SAMPLE CITY, SAMPLE STATE

School Report - Grade 8  
EXPLORE Reporting Package

OO#: 11111111  
C#: 12345  
PN#:

**ACT**<sup>®</sup>

01-OCT-10

## 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.

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	18	100	100	15	100	100	10	100	100	9	100	100	8	100	100	25
24	0	90	99	4	92	97	3	95	98	5	95	99	2	96	99	24
23	6	90	98	0	90	96	11	93	96	0	93	97	7	95	99	23
22	7	87	95	3	90	94	0	87	95	11	93	96	7	91	97	22
21	12	84	91	9	88	92	9	87	93	10	87	94	11	87	94	21
20	7	77	87	9	84	90	8	82	90	19	81	91	10	81	91	20
19	10	73	83	11	79	85	7	78	87	9	71	87	13	76	86	19
18	6	68	78	24	73	78	15	74	83	9	66	79	10	69	80	18
17	9	65	73	22	60	69	7	66	78	40	62	67	20	64	72	17
16	21	60	67	8	48	58	17	63	72	19	40	53	21	53	64	16
15	13	49	60	20	44	46	21	54	65	25	30	38	16	42	53	15
14	18	42	52	18	34	35	16	43	56	16	17	25	17	34	42	14
13	13	32	43	7	24	26	13	34	47	5	9	15	20	24	31	13
12	9	26	33	15	20	19	20	27	36	3	6	9	7	14	20	12
11	10	21	23	12	12	14	10	16	24	4	4	5	8	10	12	11
10	15	15	14	4	6	10	12	11	14	0	2	3	7	6	6	10
9	11	7	8	2	4	7	6	5	6	1	2	1	2	2	2	9
8	2	2	4	2	3	5	3	2	2	0	2	1	2	1	1	8
7	0	1	2	0	2	4	0	1	1	1	2	1	0	1	1	7
6	0	1	1	1	2	2	0	1	1	1	1	1	0	1	1	6
5	0	1	1	2	1	1	0	1	1	1	1	1	0	1	1	5
4	1	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	16.1		14.9	16.5		15.7	15.8		14.6	17.4		16.4	16.5		15.5	Mean
S.D.	4.9		4.3	4.3		4.1	4.5		4.0	3.6		3.1	4.0		3.5	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%	35		18-25	40		18-25	37		17-25	38		18-25	36		18-25	75-100%
50-74%	32		14-17	16		16-17	29		14-16	31		16-17	30		15-17	50-74%
25-49%	12		12-13	24		13-15	18		12-13	22		14-15	20		13-14	25-49%
1-24%	21		1-11	20		1-12	16		1-11	9		1-13	14		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 2005. See the EXPLORE Technical Manual at [www.act.org](http://www.act.org) for information about the 2005 national norming sample.

The national median for the EXPLORE composite score is 15.

**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	19	100	100	15	100	100	12
11	17	90	98	13	92	99	11
10	32	81	91	18	85	92	10
9	27	64	78	21	76	82	9
8	27	49	60	37	64	69	8
7	21	35	42	16	45	56	7
6	8	24	28	32	36	40	6
5	24	20	17	23	19	23	5
4	6	7	9	11	7	9	4
3	4	4	5	2	1	3	3
2	3	2	2	0	1	1	2
1	0	1	1	0	1	1	1
Mean	8.3		7.7	7.8		7.3	Mean
S.D.	2.5		2.2	2.3		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%	51		9-12	36		9-12	75-100%
50-74%	14		8-8	28		7-8	50-74%
25-49%	15		6-7	17		6-6	25-49%
1-24%	20		1-5	19		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](http://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, which are based on all 8th-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 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.

**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*
<b>Total Group</b>	<b>188</b>	<b>16.1</b>	<b>8.3</b>	<b>7.8</b>	<b>16.5</b>	<b>15.8</b>	<b>17.4</b>	<b>16.5</b>	<b>29</b>
Black / African American	77	12.7	6.6	6.2	13.7	13.3	15.2	13.9	9
American Indian / Alaska Native	1	10.0	5.0	5.0	6.0	11.0	15.0	11.0	0
White	89	18.7	9.6	8.9	18.5	17.7	18.9	18.6	40
Hispanic / Latino	3	13.0	6.7	7.0	16.7	16.3	17.0	16.0	67
Asian	5	24.6	11.6	11.8	23.6	22.8	23.8	23.6	80
Native Hawaiian / Other Pacific Islander	3	11.0	5.0	6.3	12.3	13.3	15.7	13.3	67
Two or more races	3	18.7	10.0	8.7	19.7	18.0	20.3	19.3	67
Prefer not to respond	7	16.0	7.5	8.0	17.8	15.8	16.3	16.3	0
<b>Males</b>	<b>94</b>	<b>16.2</b>	<b>8.2</b>	<b>7.8</b>	<b>17.0</b>	<b>15.9</b>	<b>17.5</b>	<b>16.8</b>	<b>27</b>
Black / African American	39	12.9	6.7	6.2	14.2	13.2	15.2	13.9	10
American Indian / Alaska Native	0	--	--	--	--	--	--	--	--
White	47	18.9	9.6	9.1	19.1	18.0	19.4	19.0	40
Hispanic / Latino	1	10.0	5.0	5.0	15.0	14.0	16.0	14.0	0
Asian	2	25.0	11.5	12.0	25.0	23.0	23.5	24.0	50
Native Hawaiian / Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	16.0	8.0	8.0	19.0	19.0	20.0	19.0	100
Prefer not to respond	4	13.0	6.0	6.7	15.3	14.0	14.3	14.0	0
<b>Females</b>	<b>93</b>	<b>16.0</b>	<b>8.3</b>	<b>7.7</b>	<b>15.9</b>	<b>15.7</b>	<b>17.2</b>	<b>16.4</b>	<b>31</b>
Black / African American	37	12.6	6.5	6.2	13.2	13.4	15.2	13.8	8
American Indian / Alaska Native	1	10.0	5.0	5.0	6.0	11.0	15.0	11.0	0
White	42	18.5	9.6	8.8	17.7	17.3	18.4	18.1	40
Hispanic / Latino	2	14.5	7.5	8.0	17.5	17.5	17.5	17.0	100
Asian	3	24.3	11.7	11.7	22.7	22.7	24.0	23.3	100
Native Hawaiian / Other Pacific Islander	3	11.0	5.0	6.3	12.3	13.3	15.7	13.3	67
Two or more races	2	20.0	11.0	9.0	20.0	17.5	20.5	19.5	50
Prefer not to respond	3	25.0	12.0	12.0	25.0	21.0	22.0	23.0	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	1	1	0	10.0	100	0	0	0
Job training in the military services	5	3	20	12.6	40	40	20	0
Apprentice / job training	2	1	0	11.5	50	0	50	0
Career / technical school	7	4	0	16.1	14	14	57	14
2-year / junior college	9	5	0	11.9	67	22	11	0
4-year college / university	54	29	22	16.3	9	22	39	30
Graduate or professional study	94	50	41	17.9	5	17	29	49
Undecided	8	4	25	16.1	25	25	0	50
Other plans	7	4	0	13.9	29	29	29	14
No response	1	1	0	11.0	100	0	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	61	32	25	16.6	15	18	31	36
Improving writing skills	63	34	35	16.9	14	16	24	46
Improving reading speed or comprehension	39	21	18	14.8	31	28	23	18
Improving study skills	94	50	17	15.5	14	31	33	22
Improving mathematical skills	71	38	23	15.7	17	21	34	28
Improving computer skills	20	11	30	16.0	25	30	15	30
Improving public speaking skills	77	41	30	16.7	10	19	35	35

\*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	24	5	29	24	0	7	3	79	10	15.9
Employment-Related Services	0	0	0	--	--	--	--	--	--	--
Marketing & Sales	3	3	6	33	0	0	17	83	0	15.2
Management & Planning	13	1	14	21	0	14	0	64	21	15.8
Regulation & Protection	8	1	9	22	0	0	0	100	0	16.4
Business Operations	2	3	5	20	0	0	20	60	20	14.2
Records & Communications	1	0	1	0	0	0	0	0	100	9.0
Financial Transactions	1	3	4	25	0	0	25	75	0	15.5
Distribution & Dispatching	0	0	0	--	--	--	--	--	--	--
Technical	17	7	24	17	0	13	17	58	13	15.9
Transport Operations & Related	2	0	2	50	0	50	0	50	0	15.0
Agriculture & Forestry & Related	1	1	2	0	0	0	0	100	0	18.5
Computer & Information Specialties	3	2	5	20	0	20	0	60	20	15.4
Construction & Maintenance	1	0	1	0	0	0	100	0	0	17.0
Crafts & Related Services	2	3	5	40	0	20	0	60	20	17.6
Manufacturing & Processing	0	0	0	--	--	--	--	--	--	--
Mechanical & Electrical Specialties	8	1	9	0	0	0	33	56	11	14.7
Science & Technology	29	31	60	45	0	0	3	95	2	18.0
Engineering & Technologies	9	1	10	40	0	0	20	80	0	18.0
Natural Science & Technologies	2	6	8	50	0	0	0	88	13	17.8
Medical Technologies	5	2	7	14	0	0	0	100	0	16.4
Medical Diagnosis & Treatment	10	22	32	53	0	0	0	100	0	18.3
Social Sciences	3	0	3	33	0	0	0	100	0	19.3
Arts	9	29	38	24	3	0	13	68	16	16.9
Applied Arts (Visual)	4	15	19	26	0	0	16	79	5	17.6
Creative & Performing Arts	4	13	17	24	6	0	6	59	29	16.2
Applied Arts (Written & Spoken)	1	1	2	0	0	0	50	50	0	16.0
Social Services	7	17	24	25	0	4	13	79	4	15.8
Health Care	1	5	6	17	0	0	0	100	0	14.8
Education	1	8	9	11	0	11	22	67	0	15.6
Community Services	5	2	7	57	0	0	14	71	14	17.6
Personal Services	0	2	2	0	0	0	0	100	0	14.0
No response given	2	0	2	0	0	0	0	50	50	12.0

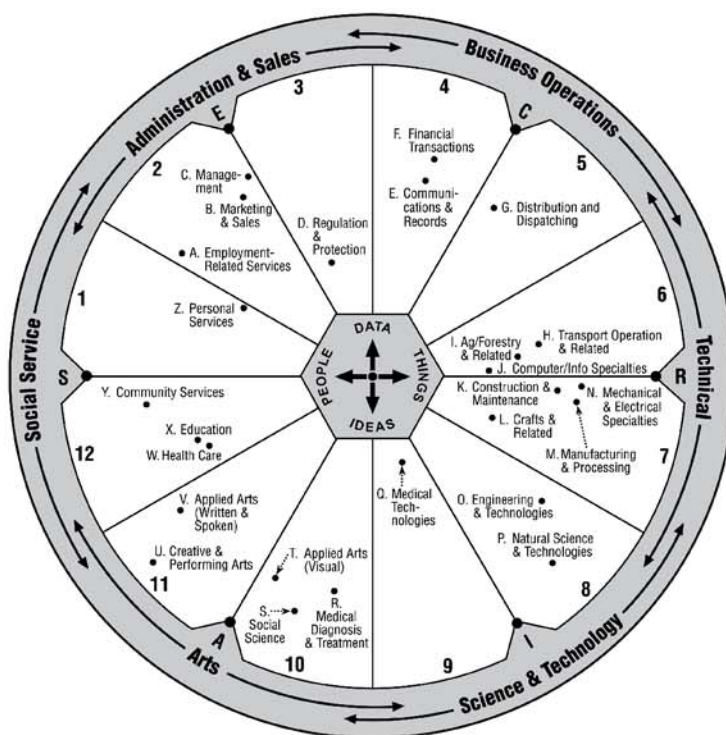
\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**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	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	11	20	31	52	0	0	6	84	10	17.8
(04-05) Business Operations	14	16	30	20	0	3	3	83	10	15.7
(06-07) Technical	7	19	26	35	0	4	15	73	8	16.5
(08-09) Science & Technology	6	6	12	17	0	8	0	83	8	16.2
(10-11) Arts	15	12	27	7	0	4	11	78	7	18.1
(12, 01) Social Service	27	16	43	33	0	5	7	77	12	16.2
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	16	12	28	29	0	0	4	93	4	18.8
(04-05) Business Operations	19	14	33	33	0	3	6	76	15	15.7
(06-07) Technical	11	20	31	39	0	0	3	87	10	18.0
(08-09) Science & Technology	11	21	32	31	0	3	16	72	9	15.4
(10-11) Arts	13	16	29	24	0	10	7	76	7	16.4
(12, 01) Social Service	10	6	16	6	0	6	13	69	13	16.4
No Region	14	4	18	28	6	6	17	72	0	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	188	100
2	0	0	0	0	0	0	0	0	0	0	0	0	188	100
3	0	0	0	0	0	0	0	0	0	0	0	0	188	100
4	0	0	0	0	0	0	0	0	0	0	0	0	188	100
5	0	0	0	0	0	0	0	0	0	0	0	0	188	100
6	0	0	0	0	0	0	0	0	0	0	0	0	188	100
7	0	0	0	0	0	0	0	0	0	0	0	0	188	100
8	0	0	0	0	0	0	0	0	0	0	0	0	188	100
9	0	0	0	0	0	0	0	0	0	0	0	0	188	100
10	0	0	0	0	0	0	0	0	0	0	0	0	188	100
11	0	0	0	0	0	0	0	0	0	0	0	0	188	100
12	0	0	0	0	0	0	0	0	0	0	0	0	188	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.