

# **THE GOLDEN PACKAGE** <sup>TM</sup>

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**  
Class of 2010

Revision 2.0.6

# THE GOLDEN PACKAGE

of Data Analysis Reports for the  
Michigan Merit Exam®



## PURPOSE OF THE GOLDEN PACKAGE

The **Golden Package**™ is a set of reports designed specifically for the school improvement team in order to make the collection, organization and analysis of your school's Michigan Merit Exam data easier. It is the product of the expertise of Successline's Deborah Wahlstrom, a nationally recognized expert and author in the areas of standardized testing, curriculum alignment, and school improvement processes. This package is a set of essential reports for assisting the school improvement team in identifying areas in need of improvement. Once an improvement area has been identified, users of the Golden Package need to work with the **School Improvement Playbook** and request recommended reports from Successline. These additional reports provide the necessary details in order to make good decisions with respect to alignment between curriculum, instruction, and assessment.

## DATA PACKET ORGANIZATION AND TYPES OF DATA

The Golden Package is grouped by content area. Within each content area, reports are organized by specific test and then into three types of data - **Outcome** (achievement), **Demographic** (subgroup achievement), and **Process** (contextual and perception). We believe educators in Michigan are provided with an overabundance of outcome and demographic data at the expense of process data. Outcome and demographic data is relevant, but it is only through process data that change can occur. The Golden Package contains a number of process data reports to support your analysis and improvement process.

## THREE ASSESSMENTS WITH THREE SCORING SYSTEMS: WHAT YOU NEED TO KNOW

The MME is comprised of three separate assessments --- ACT®, WorkKeys® and Michigan components --- to determine how well students understand state curriculum. Although conglomerate strand results for each overarching MME test is provided, and we do provide both the number of points available and the percentage of the entire test that any given strand accounts for, the OEAA has not published a comprehensive breakdown of the value of questions by individual assessments. Strand results are a mix of ACT, WorkKeys and Michigan components, with the relative amount of each individual test in the mix for the most part unknown on any given strand. And although ACT strand results are reported, they are grouped differently than the overall MME strands and there exists no one-to-one correlation between an ACT strand and an MME strand. The two sets overlap repeatedly.

**The lack of a clear breakdown on which ACT and WorkKeys questions (by ACT strand) were distributed against MME strands is counter to providing the transparency needed in testing to support school improvement efforts.** We strongly recommend school

improvement teams use the new *MME Blueprint Summary* and ACT characteristics and skills reports within this package which contain details of strands and suggestions for improvement made by ACT, Inc. as the foundation of your approach to school improvement in terms of Reading, Writing, Math and Science.

**Additionally, the OEAA did not release data in terms of High School Content Expectations (HSCE) nor did they release item analysis data for the Michigan portion of the MME.** As such, school improvement teams are extremely disadvantaged by not knowing

which HSCE's merit their attention and for which HSCE's their students are performing well in. Unfortunately, without Michigan released test items, **we are unable to produce our popular "Wrong Answer Item Analysis" Reports (QuickFinder Code: SISPBQA)**. The result is that the *Comparison of Strength and Weaknesses* report becomes extremely important because it will assist in identifying both MME and ACT strands in which more attention is needed.

We believe the cumulative effect of the above omissions is to severely impact a school improvement team's ability to obtain the necessary information to make good decisions based on relevant data. Despite this, it is our intent to provide you with an MME version of the Golden Package that is extremely useful based on our organization and presentation of data in terms of the ACT, WorkKeys and Michigan components. Additionally, we believe the release of comment codes for the ACT and Michigan portions of the writing test coupled with our graphic organizing reports will support school improvement teams with relevant data to make good decisions with respect to the alignment between curriculum and instruction.



## **DATA USED TO GENERATE REPORTS**

Reports for all content areas use the Successline **General Achievement (No Retests)** inclusion criteria. These reports are set to include testing information for first-time test takers whose achievement can be appropriately used in the improvement process.

## **GENERAL ACHIEVEMENT EXCLUSION FACTORS**

Particular tests may be ignored for reporting under certain conditions. These conditions are generally referred to as "Exclusion Factors", and will result in the test records not appearing within reports in this package nor being averaged into aggregate numbers and percentages. Again, this is done in order to ensure that only test records that can be appropriately used for the improvement process are included. These test records will appear on the **Student Listing Supplement** (see below).

### **LIST OF EXCLUSION FACTORS USED FOR REPORTS**

- No Type of Proficiency Level Reported
- Marked as Not Tested, Absent, Unable or results are otherwise Not Available
- Marked as Less Than a Full Academic Year
- Marked as Parent Exempt
- Marked as Unethical
- Marked as Specifically Excluded
- Marked as Home School or Post-Graduate
- Identified as a Retest

Supplement Code:  
**MAHS-CTP**

## REFERENCES TO THE STUDENT LISTING SUPPLEMENT

Accompanying this Golden Package will be a separate package named the **Student Listing Supplement**. This supplement is designed to parallel the Golden Package in its organization in order to quickly locate an appropriate list of students behind any given aggregate report within the Golden Package. In the footnotes section of most reports within the Golden Package is a small yellow box similar to the one shown here. This box will contain an identifying code that can help you quickly locate the corresponding student listing within the Student Listing Supplement. Please refer to that document for instructions on interpreting the code displayed within the box.

QuickFinder Code:  
**XX-XXXXX**

## REFERENCES TO AVAILABLE REPORTS

In the footnotes section of most reports within the Golden Package is a small gray box similar to the one shown here. This box contains an identifying code corresponding to the same (or similar) report layout within our system. The **School Improvement Playbook** will frequently refer to reports by these QuickFinder Codes.

## A NOTE ABOUT ACCURACY

Successline has used all available quality assurance tools and experience to ensure the highest accuracy of your reports. We strongly encourage each user to review the first report in each subsection (*Student Demographics Summary*) which provides a number count of the test records and their demographics that were provided to us and loaded into our system. During your review of this report, if you encounter numbers or results which do not seem to match up with what you believe to be true, please contact us immediately with the details so we can investigate and report back to you our findings.



## WORKKEYS LOCATING INFORMATION COMPONENT

New to the MME for 2008-09 is the WorkKeys® Locating Information component, which measures the skill that people use when working with workplace graphics. A report specific to this component is included near the end of this package.



## MICHIGAN PROMISE SCHOLARSHIP REPORT

The final page of this package is a consolidated summary of student progress toward meeting the Michigan Promise Scholarship requirements for the Class of 2010. This report is a summary of Reading, Writing, Math and Science and includes best scores by each student even from amongst retests.

## **JUST IN CASE YOU HAVE QUESTIONS**

We hope you'll contact us if you have questions about any of your reports or the process of getting those reports. We want your questions and we're always happy to answer them. Please contact Successline's Mark Wahlstrom through one of the following methods:

Telephone: 757-539-6513  
Fax: 757-539-6523  
E-mail: [Mark.Wahlstrom@successlineinc.com](mailto:Mark.Wahlstrom@successlineinc.com)

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# 3 Types of Data

## in the Golden Package to Answer Important Questions

### Outcome

What was our performance on the MME® test in comparison to the district and/or state?

What Proficiency Levels did our students attain?

What has been our trend in performance on the MME® test?

What range of scores did our students receive on the ACT® test?

### Demographic

What is the performance, by MME® Proficiency Level, of subgroups of students?

How has the performance of various subgroups differed on the MME®?

### Process

What is the composition of this MME® test?

Is our curriculum aligned?

Is our curriculum aligned for NCLB subgroups?

Where do we have curriculum alignment?

Where do we have curriculum alignment for NCLB subgroups?

How strong are our students by strand?

Which skills do our students possess, as measured by the ACT® College Readiness Standards?

Which characteristics and skills do our students possess, as measured by the WorkKeys® test?

### **ACT-Specific Reports**

Immediately following this page are two reports for analyzing ACT and MME data:

How prepared are our students for first-year college- level work?

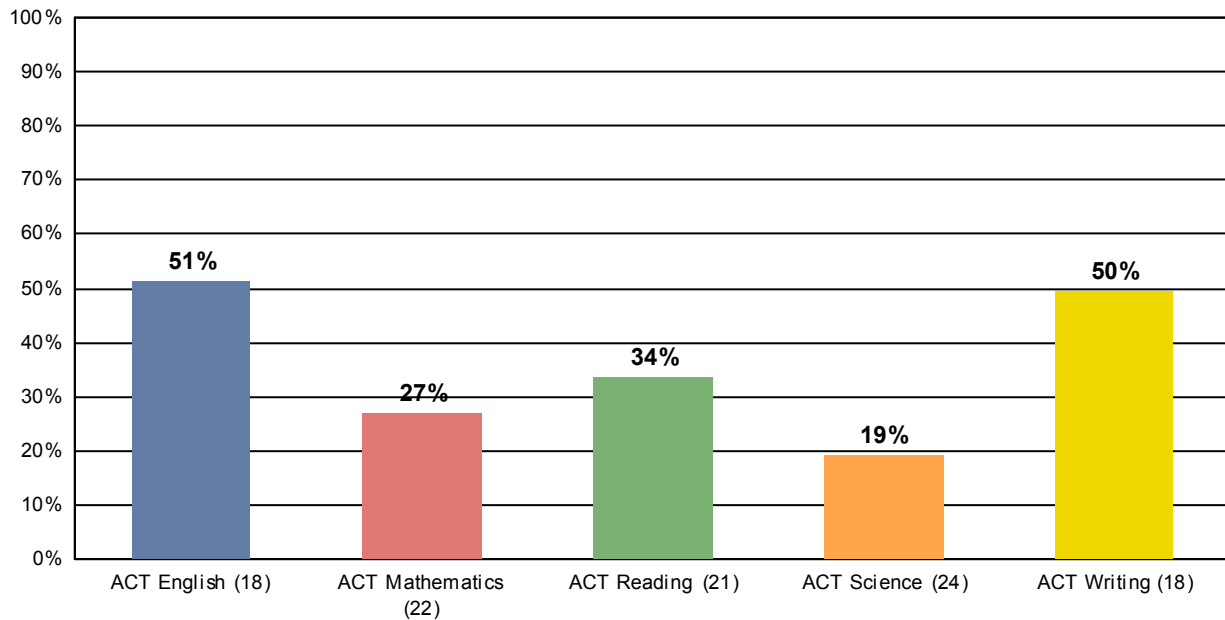
What percent of our students scored proficient on the MME *and* met the ACT® College Readiness Benchmarks?

This organizer presents the three types of data and examples of corresponding report questions that you'll find in your Golden Package. This data is in the form of a booklet and is divided by the core content areas, then by each grade level. Note that not all reports listed above may be available for all content areas or grade levels.

# How prepared are our students for first-year college-level work?

## Percentage of Students Who Met ACT® College Readiness Benchmarks

Waverly Community Schools  
Waverly Senior High School  
Class of 2010



# Students in Each Group	Language Arts	Mathematics	Reading	Science	Writing
Did Not Meet Benchmark	107	161	146	178	110
<b>Met Benchmark</b>	113	59	74	42	108
<b>Total</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>218</b>

### Analysis Questions

1. What is the ACT College Readiness Benchmark for each test?
2. What percentage of our students met the ACT College Readiness Benchmark for each test?

### Suggested Uses (Internal/External)

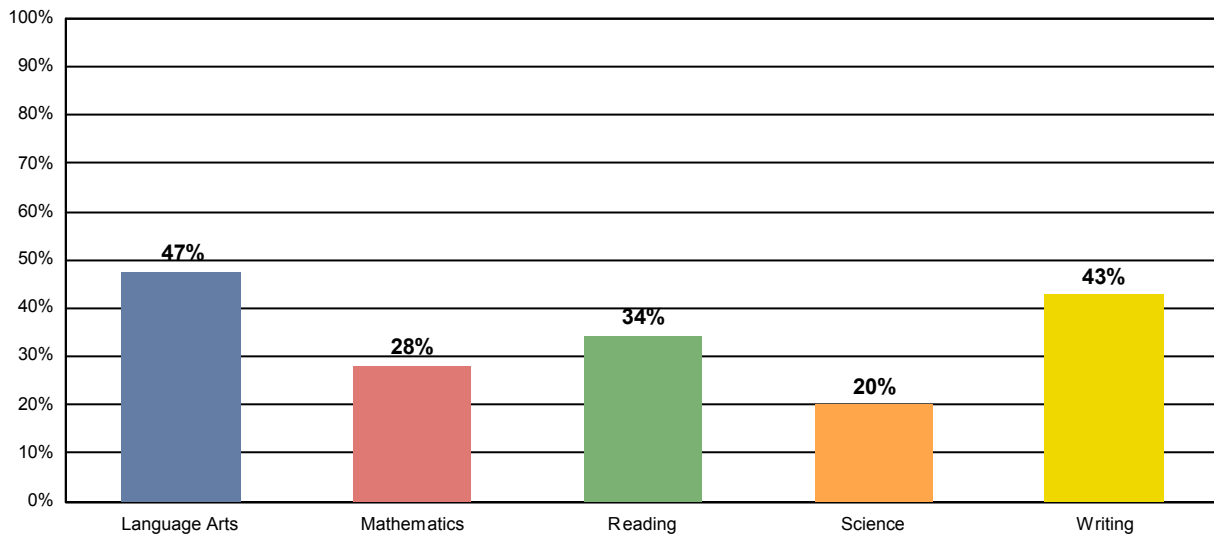
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**AC-ACPAT**

# What percent of our students scored proficient on the MME® and met the ACT® College Readiness Benchmarks?

## Percentage of Students Who Met ACT® College Readiness Benchmarks and Scored Proficient on the MME®

Waverly Community Schools  
Waverly Senior High School  
Class of 2010



# Students in Each Group

	Language Arts	Mathematics	Reading	Science	Writing
Did Not Meet Benchmark • Not Proficient on MME	80	106	82	99	104
Did Not Meet Benchmark • Proficient on MME	17	45	60	69	6
Met Benchmark • Not Proficient on MME	13	0	0	0	15
<b>Met Benchmark • Proficient on MME</b>	99	59	74	42	93
<b>Total</b>	<b>209</b>	<b>210</b>	<b>216</b>	<b>210</b>	<b>218</b>

### Analysis Questions

1. What percentage of our students met the ACT College Readiness Benchmark and passed the MME for each subject?
2. Are there many students that are proficient on the MME but are not meeting the ACT College Readiness Benchmark, or vice versa?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**AC-PLPATACT**

# THE GOLDEN PACKAGE

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**

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Alignment Data Packet for  
**MME High School English Language  
Arts  
Class of 2010**

# Which students were tested?

## Student Demographics Summary Waverly Community Schools Waverly Senior High School

### Tests Records in System

	Class of 2008		Class of 2009		Class of 2010	
MME High School English Language Arts	322	100%	254	100%	237	100%
<b>Total Test Records</b>	<b>322</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>237</b>	<b>100%</b>

This is the total number of test records within the system.



### General Achievement (No Retest) Reporting

Excluded based on Exclusion Factors	41	12%	25	9%	28	11%
Used for General Achievement Reporting	281	87%	229	90%	209	88%

This is the number of records that are typically used on reports within the package. Certain test records may be excluded from various reports based on particular Exclusion Factors (refer to the cover pages of your Golden Package).

### Test Form

MME High School English Language Arts • Form 1	286	88%	201	79%	0	0%
MME High School English Language Arts • Form 2	10	3%	2	0%	0	0%
MME High School English Language Arts • Form 3	1	0%	0	0%	0	0%
MME High School English Language Arts • Form 4	25	7%	35	13%	0	0%
MME High School English Language Arts • Unspec	0	0%	16	6%	237	100%

### Grade when Tested

Grade 11	240	74%	238	93%	237	100%
Grade 12	82	25%	16	6%	0	0%

### Gender

Female	157	48%	119	46%	121	51%
Male	165	51%	135	53%	116	48%

### Race/Ethnicity

American Indian	0	0%	2	0%	2	0%
Asian/Pacific Islander	34	10%	11	4%	12	5%
Black	88	27%	78	30%	47	19%
Hawaiian	3	0%	0	0%	8	3%
Hispanic	23	7%	19	7%	23	9%
White	174	54%	144	56%	145	61%

### SWD

Student with Disabilities	24	7%	33	12%	16	6%
Student without Disabilities	298	92%	221	87%	221	93%

### Economic Status

Economically Disadvantaged	48	14%	57	22%	55	23%
Non-Economically Disadvantaged	274	85%	197	77%	182	76%

### English Proficiency

English Proficient	317	98%	253	99%	232	97%
Limited English Proficient	5	1%	1	0%	5	2%

**Less than Full Academic Year**

Full Academic Year	295	91%	234	92%	214	90%
Less than Full Academic Year	27	8%	20	7%	23	9%

**Retests**

First-time Test Taker	322	100%	254	100%	237	100%
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QuickFinder Code:  
**MM-SUDEM**

# OUTCOME DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What was our performance on the MME® test in comparison to the district and/or state?

Percentage of Students Scoring Proficient on MME® Test,  
Comparison of School to District and/or State

#### What Proficiency Levels have our students attained?

Proficiency Levels Summary

#### What has been our trend in performance on the MME® test?

Percentage of Students Scoring Proficient on MME® Test

#### What range of scores did our students receive on the ACT® test?

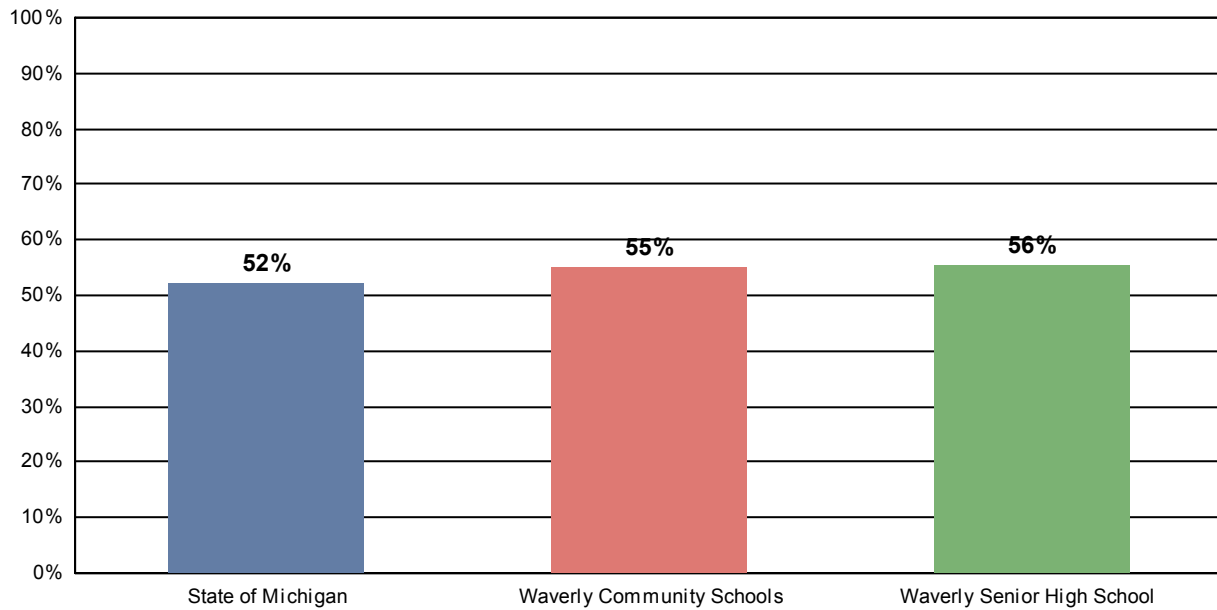
ACT® Test Score Frequency Report

### Comments Regarding Data

# What was our performance on the MME<sup>®</sup> test in comparison to the district and/or state?

## Percentage of Students Scoring Proficient on MME<sup>®</sup> Test, Comparison of School to District and/or State

### Waverly Community Schools MME High School English Language Arts Class of 2010



# Students in Each Group	State of Michigan	Waverly Community Schools	Waverly Senior High School
Not Proficient	53,554	97	93
Proficient	58,017	118	116
<b>Total</b>	<b>111,571</b>	<b>215</b>	<b>209</b>

#### Analysis Questions

1. How did our school perform in comparison to the district on this test?
2. How did our school perform in comparison to the state on this test?

#### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPBSDS**

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

# What Proficiency Levels did our students attain?

**Proficiency Levels Summary**  
**Waverly Community Schools**  
**Waverly Senior High School**  
**MME High School English Language Arts**  
**Class of 2010**

	<b>Proficiency Level</b>	<b># of Tests</b>	<b>% of Tests</b>
More Proficient	<b>Level 1</b>	7	3.3%
	<b>Level 2</b>	109	52.2%
	<b>Level 3</b>	66	31.6%
Less Proficient	<b>Level 4</b>	27	12.9%

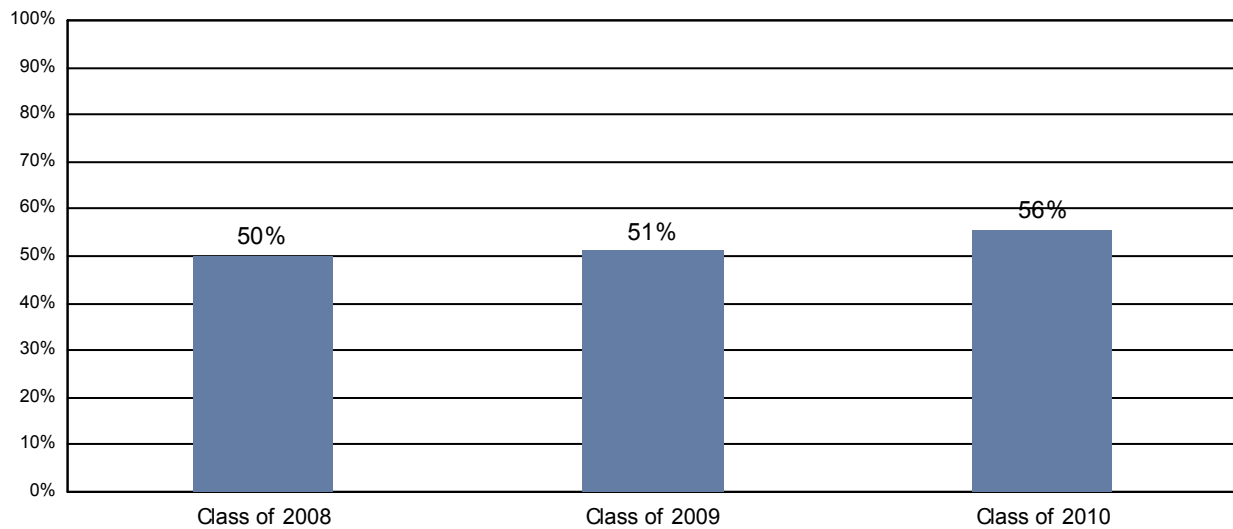
Supplement Code:  
**ELAHS-PL**

QuickFinder Code:  
**MM-PLSUM**

# What has been our trend in performance on the MME®?

## Percentage of Students Scoring Proficient on MME®

Waverly Community Schools  
Waverly Senior High School  
MME High School English Language Arts



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Not Proficient	140	112	93
Proficient	141	117	116
<b>Total</b>	<b>281</b>	<b>229</b>	<b>209</b>

### Analysis Questions

1. How well did students perform on this test?
2. Has there been improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPB**

# DEMOGRAPHIC DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### **What is the performance, by MME® Proficiency Level, of subgroups of students?**

Percentage of Students in Each Proficient Proficiency Level, by Subgroups of Students:

- Gender
- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

#### **How has the performance of various subgroups differed on the MME®?**

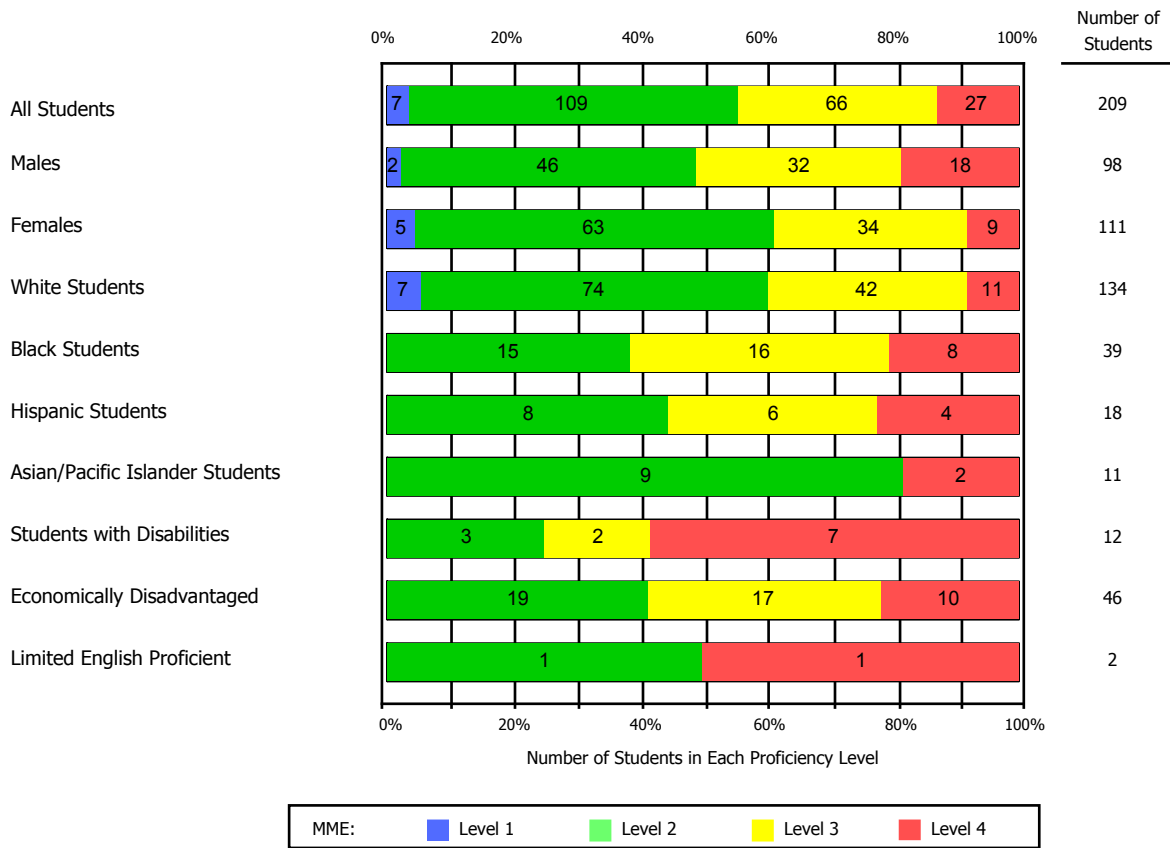
Percentage of Students Scoring Proficient on MME®, Disaggregated by Gender, Race/Ethnicity, Economic Status, Students with Disabilities and English Proficiency

### Comments Regarding Data

# What is the performance, by MME® Proficiency Level, of subgroups of students?

## Percentage of Students in Each MME® Proficiency Level, by Subgroups of Students

### Waverly Community Schools Waverly Senior High School MME High School English Language Arts Class of 2010



### Analysis Questions

1. How many of our students scored in each Proficiency Level?
2. Which subgroup of students performed the best on this test?
3. Which subgroup of students performed the worst?

### Suggested Uses (Internal/External)

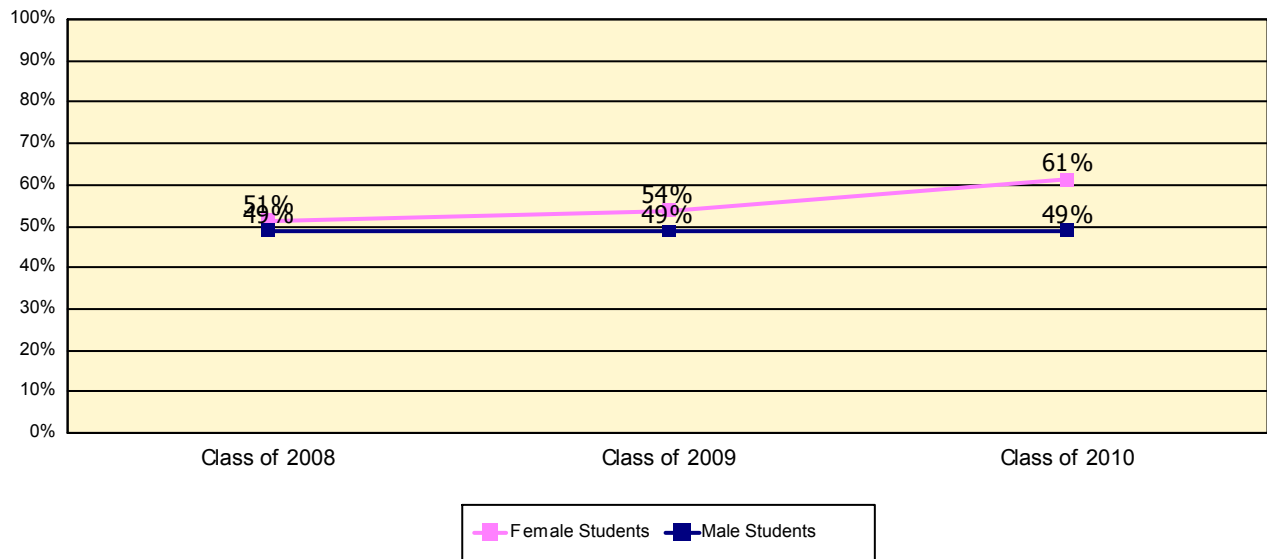
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLSUB**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Gender

Waverly Community Schools  
Waverly Senior High School  
MME High School English Language Arts



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Female Students • Not Proficient	68	50	43
Female Students • Proficient	72	58	68
Male Students • Not Proficient	72	62	50
Male Students • Proficient	69	59	48
<b>Total</b>	<b>281</b>	<b>229</b>	<b>209</b>

### Analysis Questions

1. How well did students within each gender perform on this test?
2. Are there gaps greater than 10 percentage points between the genders?
3. Is each gender group showing improvement over time?

### Suggested Uses (Internal/External)

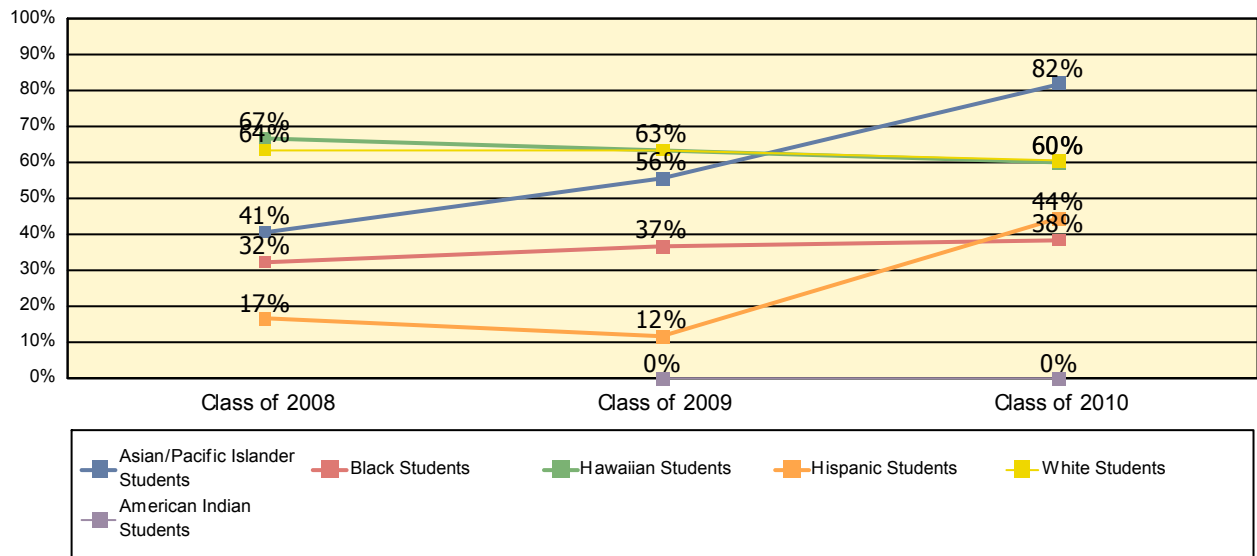
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Race/Ethnicity

Waverly Community Schools  
Waverly Senior High School  
MME High School English Language Arts



### # Students in Each Group

	Class of 2008	Class of 2009	Class of 2010
American Indian Students • Not Proficient	0	1	2
Asian/Pacific Islander Students • Not Proficient	16	4	2
Asian/Pacific Islander Students • Proficient	11	5	9
Black Students • Not Proficient	50	43	24
Black Students • Proficient	24	25	15
Hawaiian Students • Not Proficient	1	0	2
Hawaiian Students • Proficient	2	0	3
Hispanic Students • Not Proficient	15	15	10
Hispanic Students • Proficient	3	2	8
White Students • Not Proficient	58	49	53
White Students • Proficient	101	85	81
<b>Total</b>	<b>281</b>	<b>229</b>	<b>209</b>

### **Analysis Questions**

1. How well did students in each ethnic group perform on this test?
2. Are there gaps greater than 10 percentage points between the ethnic groups?
3. Is each group showing improvement over time?

### **Suggested Uses (Internal/External)**

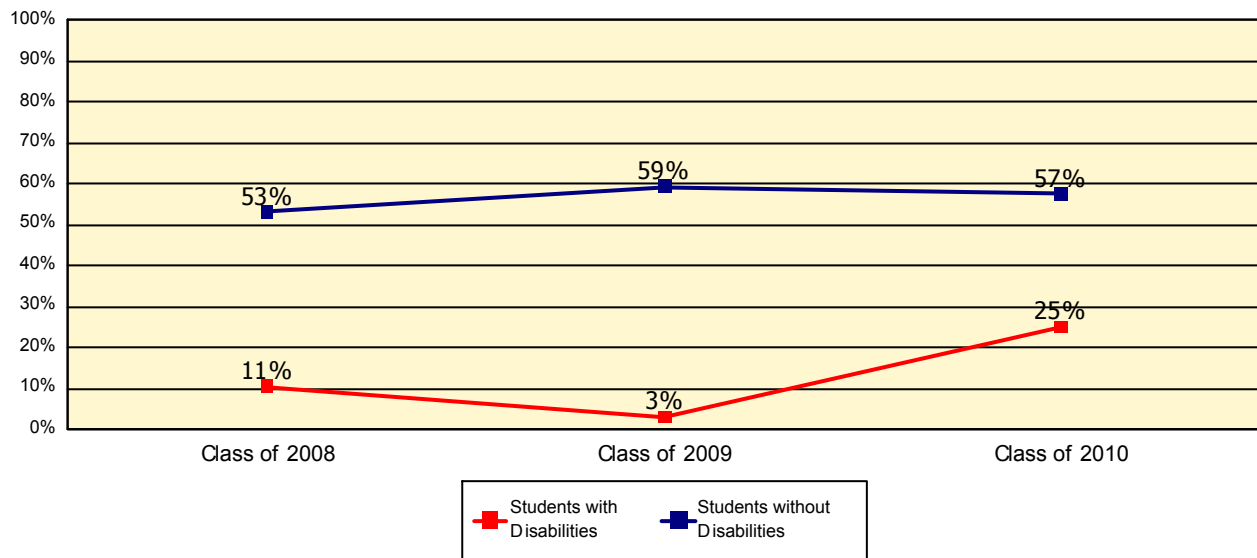
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Students with Disabilities

Waverly Community Schools  
Waverly Senior High School  
MME High School English Language Arts



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Students with Disabilities • Not Proficient	17	32	9
Students with Disabilities • Proficient	2	1	3
Students without Disabilities • Not Proficient	123	80	84
Students without Disabilities • Proficient	139	116	113
<b>Total</b>	<b>281</b>	<b>229</b>	<b>209</b>

### Analysis Questions

1. How well did Students with Disabilities perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

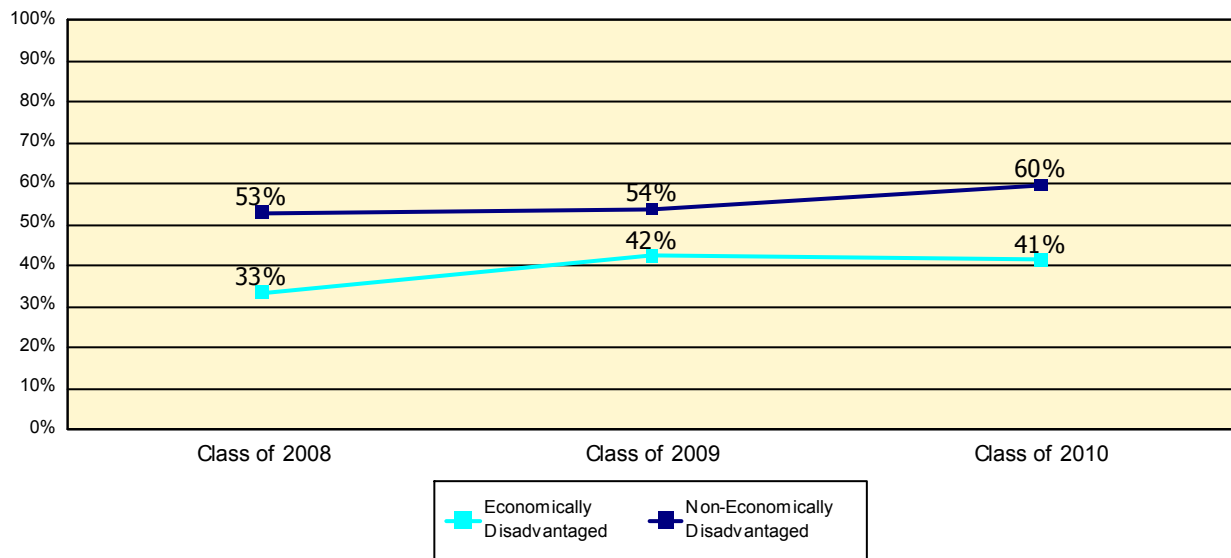
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Economic Status

Waverly Community Schools  
Waverly Senior High School  
MME High School English Language Arts



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Economically Disadvantaged • Not Proficient	26	30	27
Economically Disadvantaged • Proficient	13	22	19
Non-Economically Disadvantaged • Not Proficient	114	82	66
Non-Economically Disadvantaged • Proficient	128	95	97
<b>Total</b>	<b>281</b>	<b>229</b>	<b>209</b>

### Analysis Questions

1. How well did Economically Disadvantaged students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

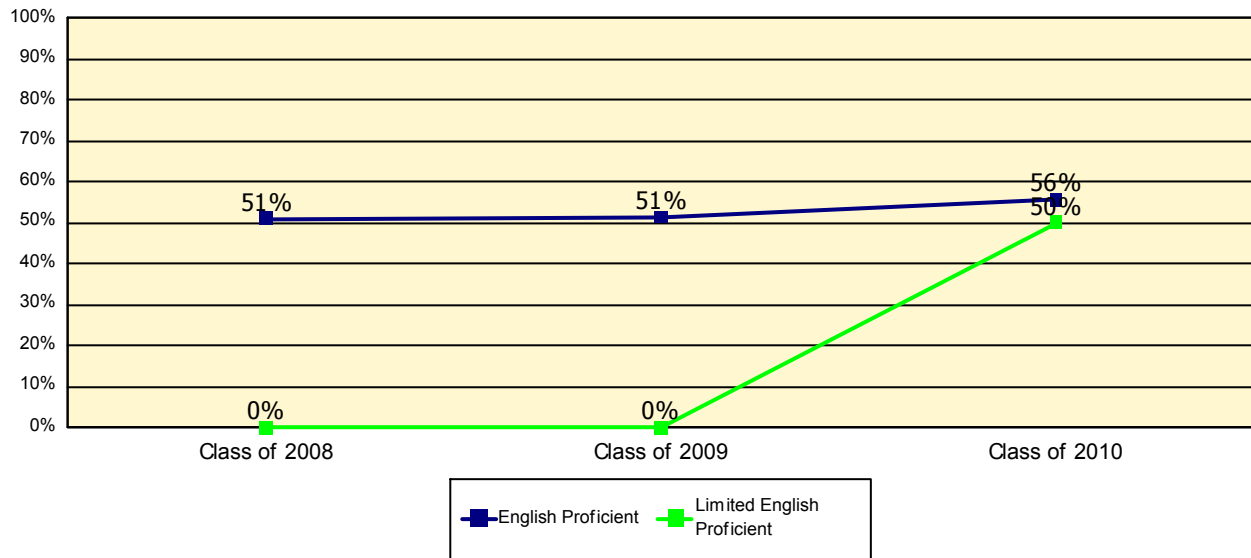
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by English Proficiency

Waverly Community Schools  
Waverly Senior High School  
MME High School English Language Arts



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
English Proficient • Not Proficient	136	111	92
English Proficient • Proficient	141	117	115
Limited English Proficient • Not Proficient	4	1	1
Limited English Proficient • Proficient	0	0	1
<b>Total</b>	<b>281</b>	<b>229</b>	<b>209</b>

### Analysis Questions

1. How well did Limited English Proficient students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# THE GOLDEN PACKAGE

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**

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Alignment Data Packet for  
**MME High School Reading**  
**Class of 2010**

# Which students were tested?

## Student Demographics Summary Waverly Community Schools Waverly Senior High School

### Tests Records in System

	Class of 2008		Class of 2009		Class of 2010	
MME High School Reading	322	100%	254	100%	237	100%
<b>Total Test Records</b>	<b>322</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>237</b>	<b>100%</b>

← This is the total number of test records within the system.



### General Achievement (No Retest) Reporting

Excluded based on Exclusion Factors	36	11%	25	9%	21	8%
Used for General Achievement Reporting	286	88%	229	90%	216	91%

← This is the number of records that are typically used on reports within the package. Certain test records may be excluded from various reports based on particular Exclusion Factors (refer to the cover pages of your Golden Package).

### Test Form

MME High School Reading • Form 1 (Initial)	287	89%	202	79%	0	0%
MME High School Reading • Form 2 (Makeup)	10	3%	2	0%	0	0%
MME High School Reading • Form 3 (Accommodated)	12	3%	15	5%	0	0%
MME High School Reading • Form 4 (Other)	13	4%	19	7%	0	0%
MME High School Reading • Unspecified Test Form	0	0%	16	6%	237	100%

### Grade when Tested

Grade 11	240	74%	238	93%	237	100%
Grade 12	82	25%	16	6%	0	0%

### Gender

Female	157	48%	119	46%	121	51%
Male	165	51%	135	53%	116	48%

### Race/Ethnicity

American Indian	0	0%	2	0%	2	0%
Asian/Pacific Islander	34	10%	11	4%	12	5%
Black	88	27%	78	30%	47	19%
Hawaiian	3	0%	0	0%	8	3%
Hispanic	23	7%	19	7%	23	9%
White	174	54%	144	56%	145	61%

### SWD

Student with Disabilities	24	7%	33	12%	16	6%
Student without Disabilities	298	92%	221	87%	221	93%

### Economic Status

Economically Disadvantaged	48	14%	57	22%	55	23%
Non-Economically Disadvantaged	274	85%	197	77%	182	76%

### English Proficiency

English Proficient	317	98%	253	99%	232	97%
Limited English Proficient	5	1%	1	0%	5	2%

**Less than Full Academic Year**

Full Academic Year	295	91%	234	92%	220	92%
Less than Full Academic Year	27	8%	20	7%	17	7%

**Retests**

First-time Test Taker	322	100%	254	100%	237	100%
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QuickFinder Code:  
**MM-SUEM**

# OUTCOME DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What was our performance on the MME® test in comparison to the district and/or state?

Percentage of Students Scoring Proficient on MME® Test,  
Comparison of School to District and/or State

#### What Proficiency Levels have our students attained?

Proficiency Levels Summary

#### What has been our trend in performance on the MME® test?

Percentage of Students Scoring Proficient on MME® Test

#### What range of scores did our students receive on the ACT® test?

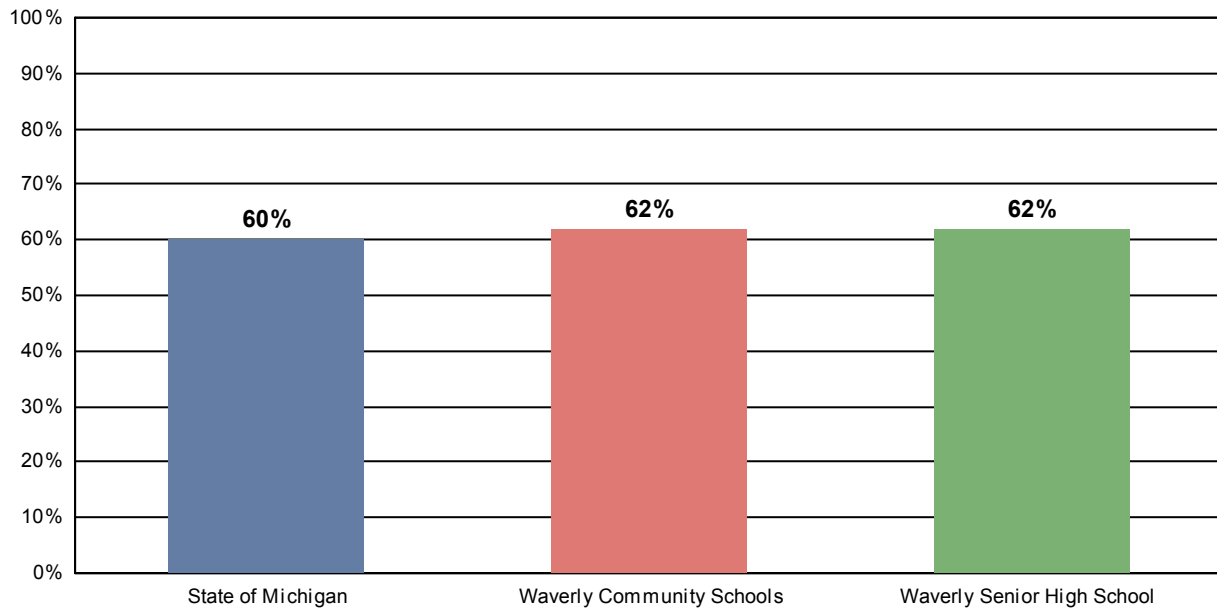
ACT® Test Score Frequency Report

### Comments Regarding Data

# What was our performance on the MME® test in comparison to the district and/or state?

## Percentage of Students Scoring Proficient on MME® Test, Comparison of School to District and/or State

### Waverly Community Schools MME High School Reading Class of 2010



# Students in Each Group	State of Michigan	Waverly Community Schools	Waverly Senior High School
Not Proficient	44,720	82	82
Proficient	67,082	134	134
<b>Total</b>	<b>111,802</b>	<b>216</b>	<b>216</b>

#### Analysis Questions

1. How did our school perform in comparison to the district on this test?
2. How did our school perform in comparison to the state on this test?

#### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPBSDS**

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

# What Proficiency Levels did our students attain?

## Proficiency Levels Summary

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading  
Class of 2010

	Proficiency Level	# of Tests	% of Tests
More Proficient	<b>Level 1</b>	6	2.8%
	<b>Level 2</b>	128	59.3%
	<b>Level 3</b>	48	22.2%
	<b>Level 4</b>	34	15.7%
Less Proficient			

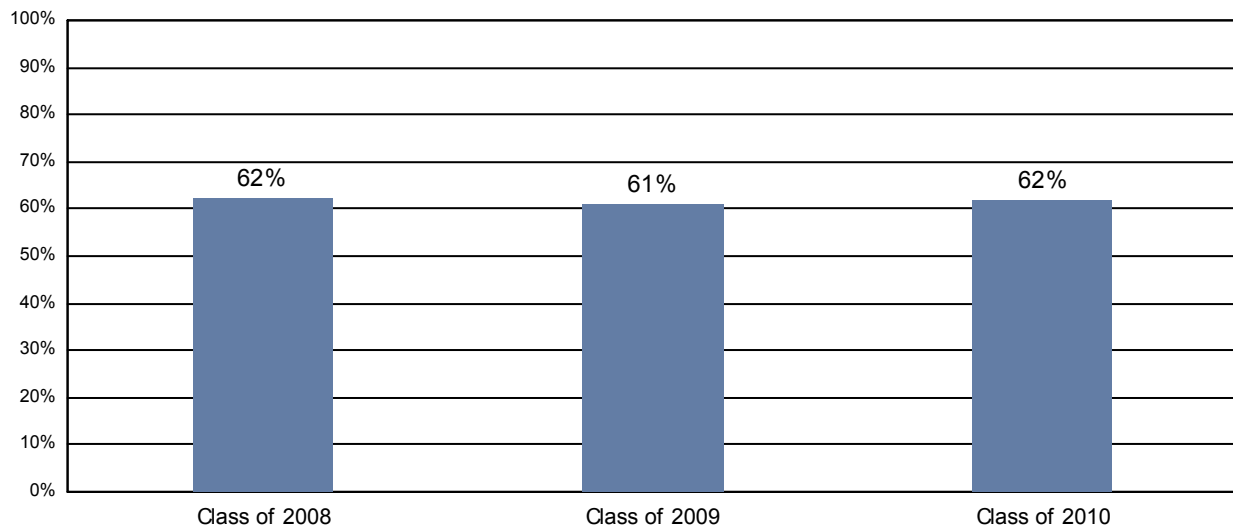
Supplement Code:  
**RDHS-PL**

QuickFinder Code:  
**MM-PLSUM**

# What has been our trend in performance on the MME®?

## Percentage of Students Scoring Proficient on MME®

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Not Proficient	108	89	82
Proficient	178	140	134
<b>Total</b>	<b>286</b>	<b>229</b>	<b>216</b>

### Analysis Questions

1. How well did students perform on this test?
2. Has there been improvement over time?

### Suggested Uses (Internal/External)

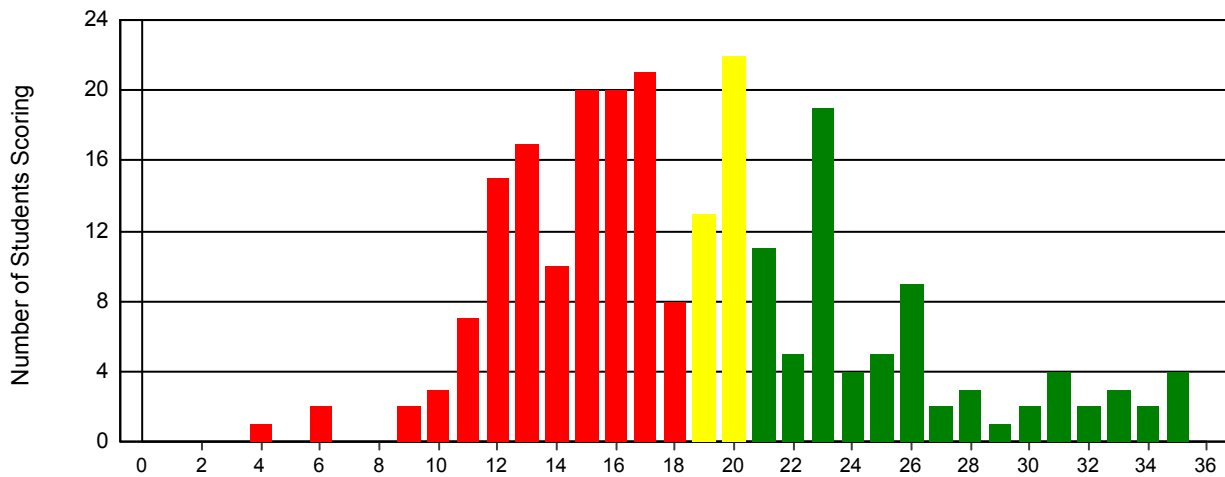
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPB**

# What range of scores did our students receive on the ACT® test?

## ACT® Test Score Frequency Report

Waverly Community Schools  
Waverly Senior High School  
ACT Reading  
Class of 2010



# Tested:	237	
ACT College Readiness Benchmark:	21	
#/% At or Above Benchmark:	76	32.1%
#/% Below Benchmark:	161	67.9%

### Analysis Questions

1. How did our students perform on this ACT test?
2. What percentage of students scored At or Above Benchmark? Below Benchmark?
3. Are there many students that scored within 2 points of the Benchmark of 21 (yellow bars)?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PL**

QuickFinder Code:  
**MM-FRSS**

Green bars indicate students that are At or Above Benchmark. Red and Yellow bars are Below Benchmark, but Yellow bars are students that are close to being At or Above Benchmark.

# DEMOGRAPHIC DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What is the performance, by MME® Proficiency Level, of subgroups of students?

Percentage of Students in Each Proficient Proficiency Level, by Subgroups of Students:

- Gender
- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

#### How has the performance of various subgroups differed on the MME®?

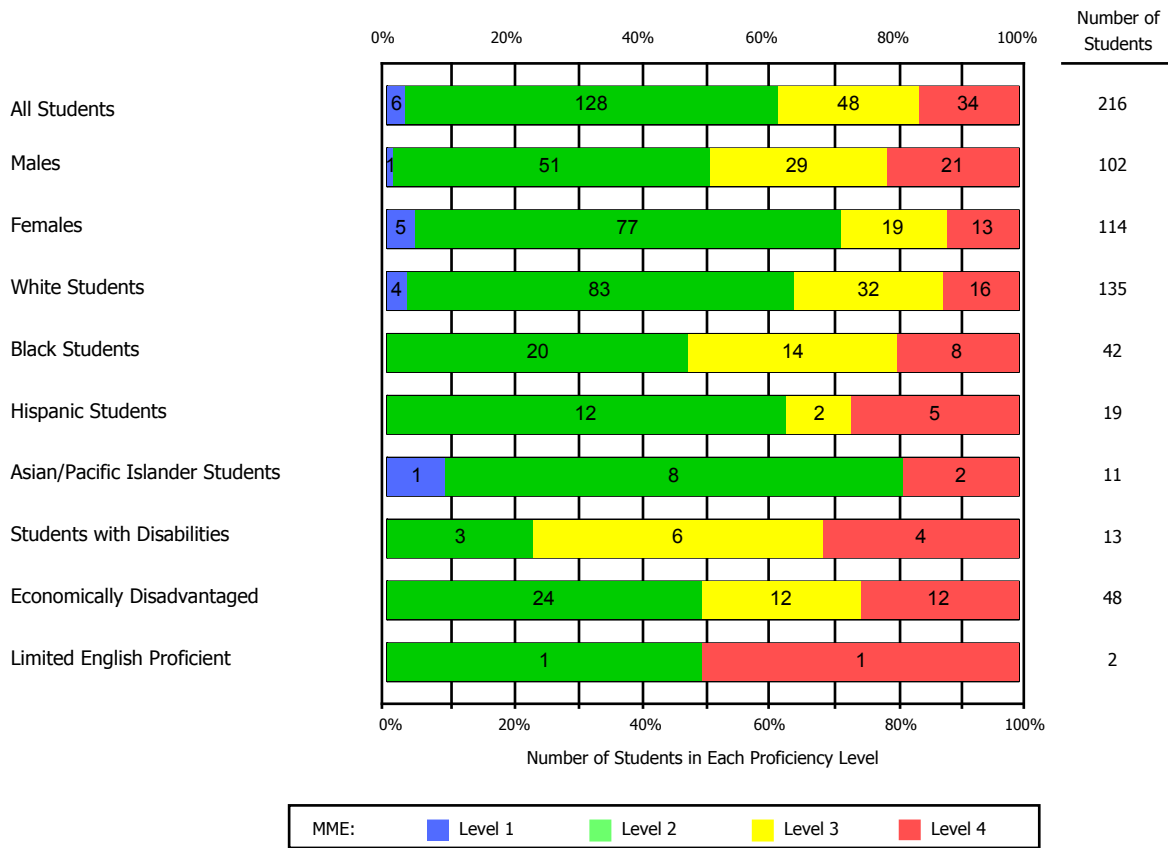
Percentage of Students Scoring Proficient on MME®, Disaggregated by Gender, Race/Ethnicity, Economic Status, Students with Disabilities and English Proficiency

### Comments Regarding Data

# What is the performance, by MME® Proficiency Level, of subgroups of students?

## Percentage of Students in Each MME® Proficiency Level, by Subgroups of Students

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading  
Class of 2010



### Analysis Questions

1. How many of our students scored in each Proficiency Level?
2. Which subgroup of students performed the best on this test?
3. Which subgroup of students performed the worst?

### Suggested Uses (Internal/External)

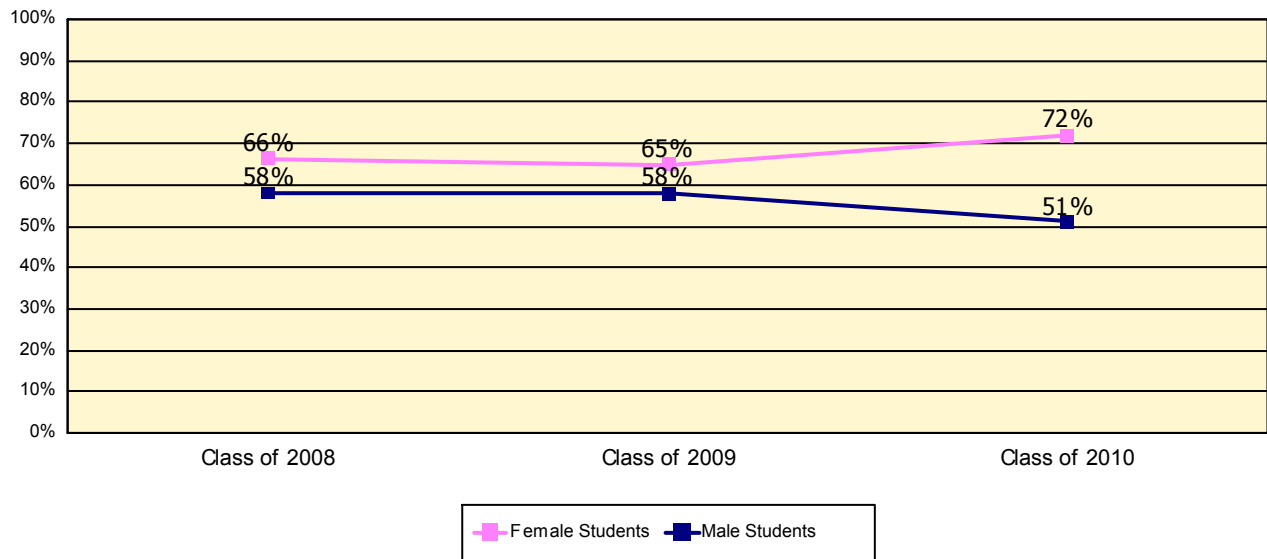
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLSUB**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Gender

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Female Students • Not Proficient	48	38	32
Female Students • Proficient	95	70	82
Male Students • Not Proficient	60	51	50
Male Students • Proficient	83	70	52
<b>Total</b>	<b>286</b>	<b>229</b>	<b>216</b>

### Analysis Questions

1. How well did students within each gender perform on this test?
2. Are there gaps greater than 10 percentage points between the genders?
3. Is each gender group showing improvement over time?

### Suggested Uses (Internal/External)

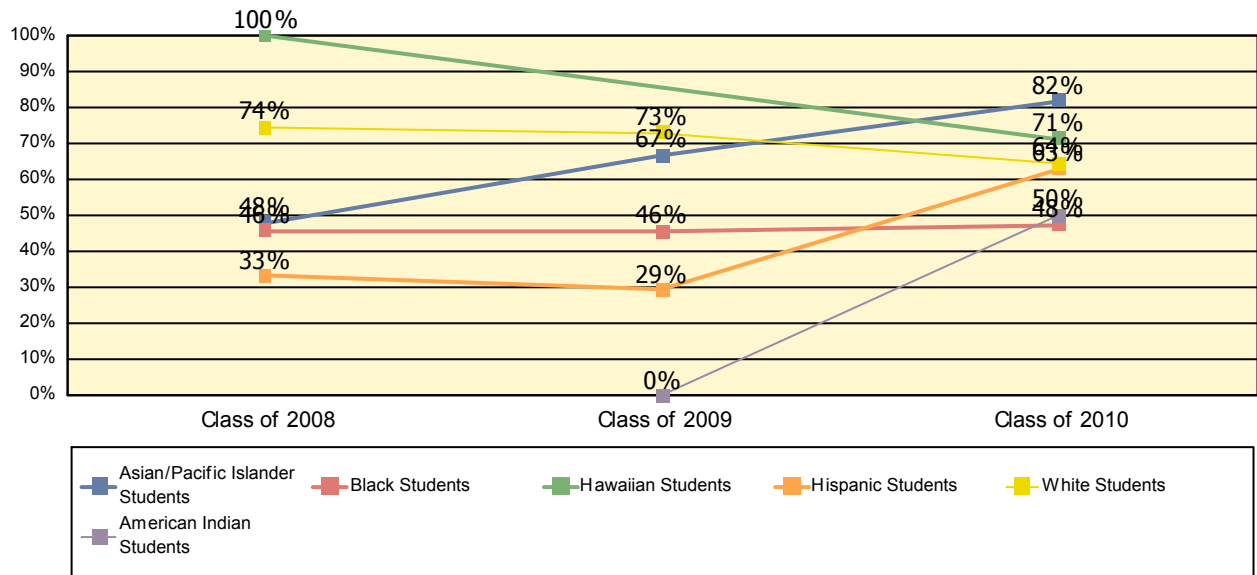
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Race/Ethnicity

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
American Indian Students • Not Proficient	0	1	1
American Indian Students • Proficient	0	0	1
Asian/Pacific Islander Students • Not Proficient	14	3	2
Asian/Pacific Islander Students • Proficient	13	6	9
Black Students • Not Proficient	40	37	22
Black Students • Proficient	34	31	20
Hawaiian Students • Not Proficient	0	0	2
Hawaiian Students • Proficient	3	0	5
Hispanic Students • Not Proficient	12	12	7
Hispanic Students • Proficient	6	5	12
White Students • Not Proficient	42	36	48
White Students • Proficient	122	98	87
<b>Total</b>	<b>286</b>	<b>229</b>	<b>216</b>

### **Analysis Questions**

1. How well did students in each ethnic group perform on this test?
2. Are there gaps greater than 10 percentage points between the ethnic groups?
3. Is each group showing improvement over time?

### **Suggested Uses (Internal/External)**

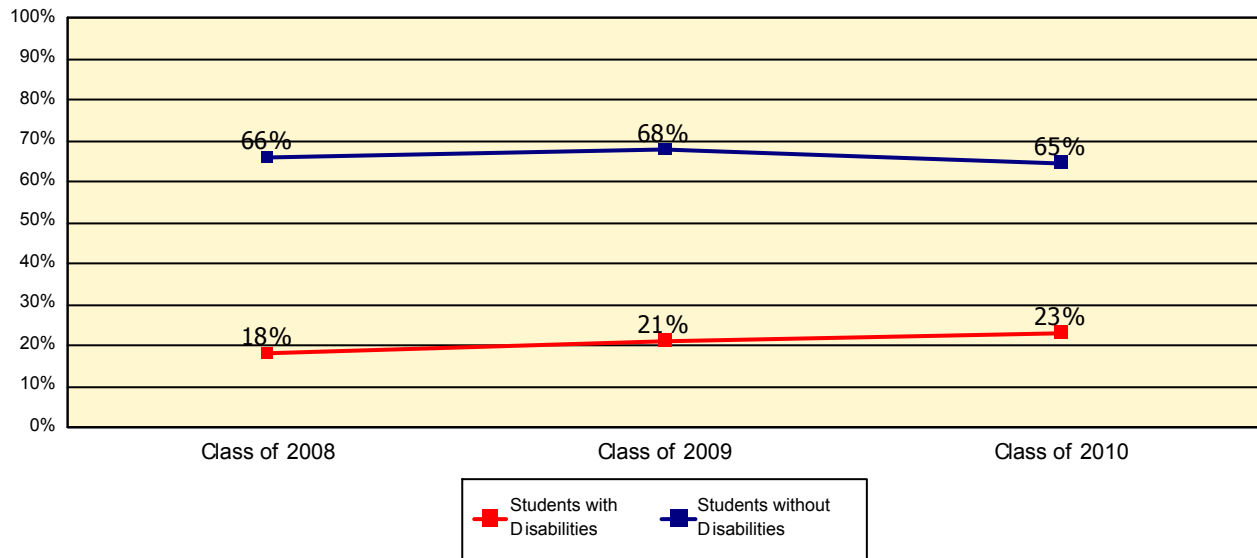
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Students with Disabilities

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Students with Disabilities • Not Proficient	18	26	10
Students with Disabilities • Proficient	4	7	3
Students without Disabilities • Not Proficient	90	63	72
Students without Disabilities • Proficient	174	133	131
<b>Total</b>	<b>286</b>	<b>229</b>	<b>216</b>

### Analysis Questions

1. How well did Students with Disabilities perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

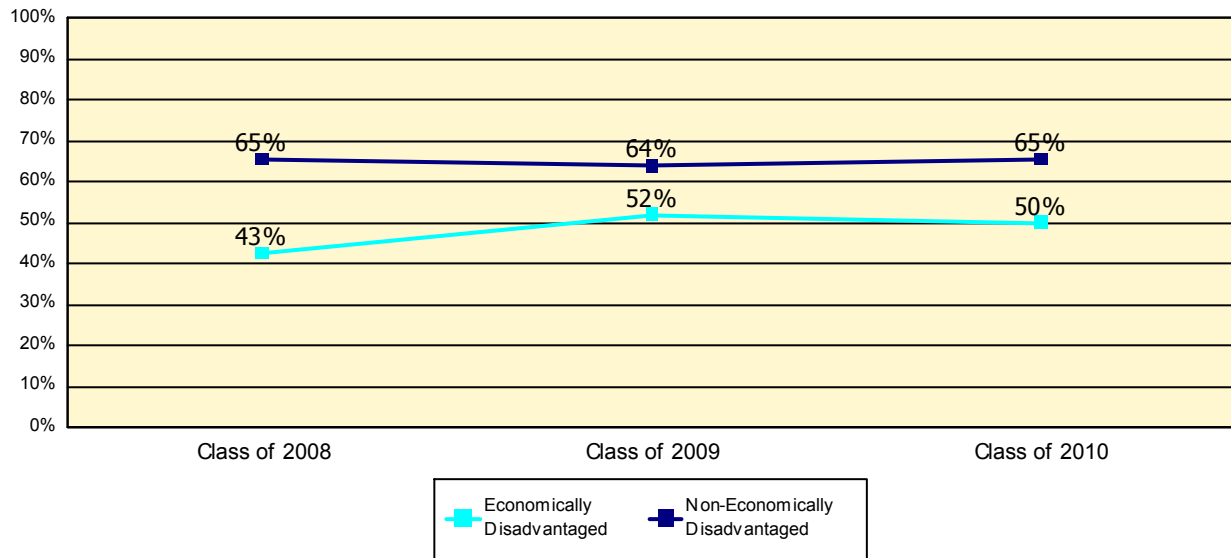
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Economic Status

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Economically Disadvantaged • Not Proficient	23	25	24
Economically Disadvantaged • Proficient	17	27	24
Non-Economically Disadvantaged • Not Proficient	85	64	58
Non-Economically Disadvantaged • Proficient	161	113	110
<b>Total</b>	<b>286</b>	<b>229</b>	<b>216</b>

### Analysis Questions

1. How well did Economically Disadvantaged students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

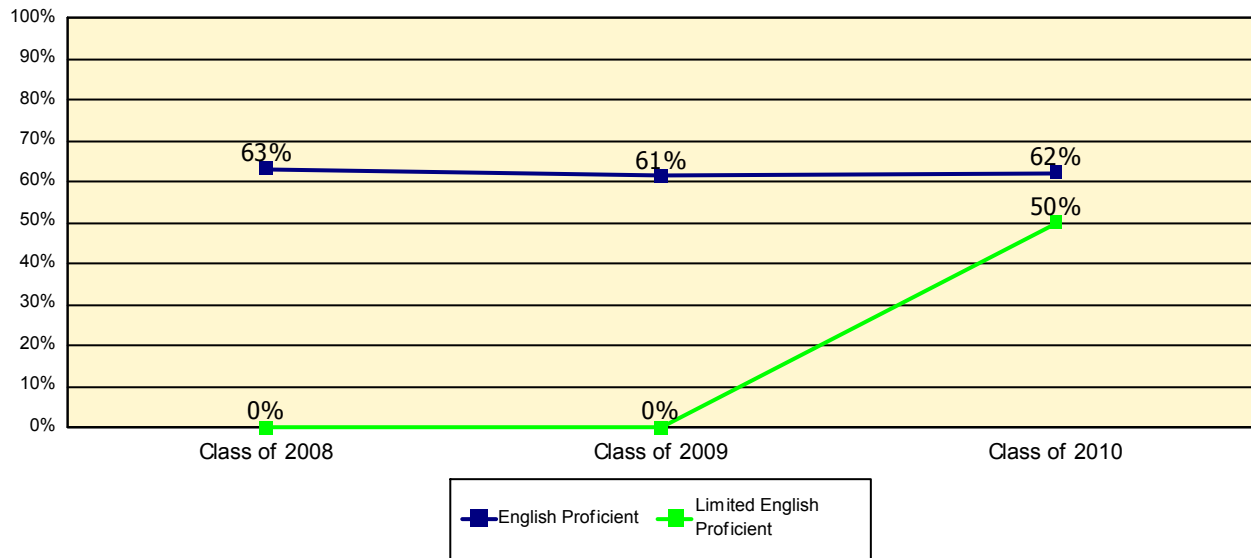
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by English Proficiency

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
English Proficient • Not Proficient	104	88	81
English Proficient • Proficient	178	140	133
Limited English Proficient • Not Proficient	4	1	1
Limited English Proficient • Proficient	0	0	1
<b>Total</b>	<b>286</b>	<b>229</b>	<b>216</b>

### Analysis Questions

1. How well did Limited English Proficient students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# PROCESS DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for the MME®

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### Reports Included in This Section

#### **What is the composition of this MME® test?**

Blueprint Summary

#### **Is our curriculum aligned?**

Percent of Students Meeting or Exceeding Standards on MME®

#### **Is our curriculum aligned for NCLB subgroups?**

Percent of Students Meeting or Exceeding Standards on MME®,  
Disaggregated by NCLB Subgroups

#### **Where do we have curriculum alignment?**

Comparison of Strengths and Weaknesses  
in MME® Reading Test Strands

#### **Where do we have curriculum alignment for NCLB Subgroups?**

Comparison of Strengths and Weaknesses  
in MME® Reading Test Strands, Disaggregated by NCLB Subgroups

#### **How strong are our students by strand?**

Comparison of Strengths and Weaknesses across 10% Brackets  
in MME® Reading Test Strands

#### **How did our students perform on prompts?**

Percentage of Students Receiving Each Rubric Score

#### **What comments did our students receive on prompts?**

Percentage of Students Receiving Each Comment Code

**What was our performance on constructed or extended response items?**

Percentage of Students Earning 80% of Possible Points on Constructed or Extended Response Items

**Which skills do our students possess, as measured by the ACT® College Readiness Standards in Reading?**

Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

**Which characteristics and skills do our students possess, as measured by the WorkKeys® Reading test?**

Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

**Comments  
Regarding Data**

# What is the composition of this MME® test?

## MME® Blueprint Summary

Waverly Community Schools  
Waverly Senior High School  
Spring 2008-09

Subject	MME Strand Name*	# of Possible Points	% of Possible Points
Reading (49 Points)	Strategy Development	22	45%
	Meaning Beyond Literal	12	25%
	Independent Reading	10	20%
	Close Literature Reading	5	10%

ACT® Test	ACT® Strand Name and Skills within that Strand**	# of Possible Points	% of Possible Points
ACT Reading (40 Points)	Social Studies/Sciences Reading Skills (ACT)	20	50%
	<i>Social Studies</i>	10	25%
	<i>Natural Sciences</i>	10	25%
	Arts/Literature Reading Skills (ACT)	20	50%
	<i>Prose Fiction</i>	10	25%
	<i>Humanities</i>	10	25%

WorkKeys® Test	Item	# of Possible Points	% of Possible Points
Reading for Information (33 Points)	Multiple-Choice Items ( <i>strand allocation unknown</i> )	33	100%

\* Strand data is derived from ACT, WorkKeys and Michigan-specific questions.

\*\* Note that the released data only provides each top-level ACT strand score. Scores for skills (in italics) below each strand are not published.

QuickFinder Code:  
MM-PLPCGL

# Is our curriculum aligned?

## Percent of Students Meeting or Exceeding Standards on MME®

### Waverly Community Schools Waverly Senior High School MME High School Reading

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting Standard
Class of 2008	286	178	62%	108	38%	229	51	33
Class of 2009	229	140	61%	89	39%	184	44	22
Class of 2010	216	134	62%	82	38%	173	39	24

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students met or exceeded standards on this test?
2. What does the data say about curriculum alignment?
3. Might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Supplement Code:  
**RDHS-CTP**

QuickFinder Code:  
**MM-PLCA**

# Is our curriculum aligned for NCLB Subgroups?

## Percent of Students Meeting or Exceeding Standards on MME®, Disaggregated by NCLB Subgroups

### Waverly Community Schools Waverly Senior High School MME High School Reading Class of 2010

Subgroup	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
All Students	216	134	62%	82	38%	173	39	24
Males	102	52	51%	50	49%	82	30	15
Females	114	82	72%	32	28%	92	10	9
White Students	135	87	64%	48	36%	108	21	16
Black Students	42	20	48%	22	52%	34	14	8
Hispanic Students	19	12	63%	7	37%	16	4	0
Asian/Pacific Islander Students	11	9	82%	2	18%	9		0
Students with Disabilities	13	3	23%	10	77%	11	8	1
Economically Disadvantaged	48	24	50%	24	50%	39	15	5
Limited English Proficient	2	1	50%	1	50%	2	1	0

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students, by subgroup, met or exceeded standards on this test?
2. What does the data suggest about curriculum alignment for each subgroup?
3. For which subgroups might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

QuickFinder Code:  
**MM-PLCATSUB**

# Where do we have curriculum alignment?

## Comparison of Strengths and Weaknesses in MME® Reading Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
		#	%	#	%	#	%	#	%		
Social Studies/Sciences Reading Skills (ACT)	216	82	100%	0	0%	115	86%	19	14%		
Arts/Literature Reading Skills (ACT)	216	82	100%	0	0%	92	69%	42	31%		
Strategy Development	216	82	100%	0	0%	115	86%	19	14%		
Meaning Beyond Literal	216	82	100%	0	0%	134	100%	0	0%		
Independent Reading	216	66	80%	16	20%	46	34%	88	66%		
Close Literature Reading	216	73	89%	9	11%	44	33%	90	67%		
TOTAL STUDENTS NOT PROFICIENT					82	TOTAL STUDENTS PROFICIENT					134
PERCENT NOT PROFICIENT					38%	PERCENT PROFICIENT					62%

### Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. In which strand(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**RDHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Reading Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09**

<b>Social Studies/Sciences Reading Skills (ACT)</b>		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	216	82	100%	0	0%	115	86%	19	14%	
Males	102	50	100%	0	0%	44	85%	8	15%	
Females	114	32	100%	0	0%	71	87%	11	13%	
White Students	135	48	100%	0	0%	75	86%	12	14%	
Black Students	42	22	100%	0	0%	20	100%	0	0%	
Hispanic Students	19	7	100%	0	0%	10	83%	2	17%	
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%	
Students with Disabilities	13	10	100%	0	0%	2	67%	1	33%	
Economically Disadvantaged	48	24	100%	0	0%	24	100%	0	0%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					82					
PERCENT NOT PROFICIENT					38%					
					TOTAL STUDENTS PROFICIENT		134			
					PERCENT PROFICIENT		62%			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Reading Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09**

<b>Arts/Literature Reading Skills (ACT)</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	216	82	100%	0	0%	92	69%	42	31%		
Males	102	50	100%	0	0%	35	67%	17	33%		
Females	114	32	100%	0	0%	57	70%	25	30%		
White Students	135	48	100%	0	0%	60	69%	27	31%		
Black Students	42	22	100%	0	0%	18	90%	2	10%		
Hispanic Students	19	7	100%	0	0%	8	67%	4	33%		
Asian/Pacific Islander Students	11	2	100%	0	0%	3	33%	6	67%		
Students with Disabilities	13	10	100%	0	0%	2	67%	1	33%		
Economically Disadvantaged	48	24	100%	0	0%	19	79%	5	21%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>82</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>134</b>
<b>PERCENT NOT PROFICIENT</b>					<b>38%</b>	<b>PERCENT PROFICIENT</b>					<b>62%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Reading Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09**

Strategy Development		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	216	82	100%	0	0%	115	86%	19	14%		
Males	102	50	100%	0	0%	43	83%	9	17%		
Females	114	32	100%	0	0%	72	88%	10	12%		
White Students	135	48	100%	0	0%	73	84%	14	16%		
Black Students	42	22	100%	0	0%	20	100%	0	0%		
Hispanic Students	19	7	100%	0	0%	11	92%	1	8%		
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%		
Students with Disabilities	13	10	100%	0	0%	2	67%	1	33%		
Economically Disadvantaged	48	24	100%	0	0%	24	100%	0	0%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
TOTAL STUDENTS NOT PROFICIENT					82	TOTAL STUDENTS PROFICIENT					134
PERCENT NOT PROFICIENT					38%	PERCENT PROFICIENT					62%

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Reading Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09**

<b>Meaning Beyond Literal</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	216	82	100%	0	0%	134	100%	0	0%		
Males	102	50	100%	0	0%	52	100%	0	0%		
Females	114	32	100%	0	0%	82	100%	0	0%		
White Students	135	48	100%	0	0%	87	100%	0	0%		
Black Students	42	22	100%	0	0%	20	100%	0	0%		
Hispanic Students	19	7	100%	0	0%	12	100%	0	0%		
Asian/Pacific Islander Students	11	2	100%	0	0%	9	100%	0	0%		
Students with Disabilities	13	10	100%	0	0%	3	100%	0	0%		
Economically Disadvantaged	48	24	100%	0	0%	24	100%	0	0%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>82</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>134</b>
<b>PERCENT NOT PROFICIENT</b>					<b>38%</b>	<b>PERCENT PROFICIENT</b>					<b>62%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Reading Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09**

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%
All Students	216	66	80%	16	20%	46	34%	88	66%
Males	102	41	82%	9	18%	21	40%	31	60%
Females	114	25	78%	7	22%	25	30%	57	70%
White Students	135	36	75%	12	25%	33	38%	54	62%
Black Students	42	19	86%	3	14%	6	30%	14	70%
Hispanic Students	19	6	86%	1	14%	2	17%	10	83%
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%
Students with Disabilities	13	5	50%	5	50%	1	33%	2	67%
Economically Disadvantaged	48	20	83%	4	17%	6	25%	18	75%
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%
TOTAL STUDENTS NOT PROFICIENT					82	TOTAL STUDENTS PROFICIENT			
PERCENT NOT PROFICIENT					38%	PERCENT PROFICIENT			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Reading Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09**

<b>Close Literature Reading</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	216	73	89%	9	11%	44	33%	90	67%		
Males	102	45	90%	5	10%	17	33%	35	67%		
Females	114	28	88%	4	13%	27	33%	55	67%		
White Students	135	41	85%	7	15%	31	36%	56	64%		
Black Students	42	20	91%	2	9%	7	35%	13	65%		
Hispanic Students	19	7	100%	0	0%	2	17%	10	83%		
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%		
Students with Disabilities	13	10	100%	0	0%	2	67%	1	33%		
Economically Disadvantaged	48	21	88%	3	13%	10	42%	14	58%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>82</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>134</b>
<b>PERCENT NOT PROFICIENT</b>					<b>38%</b>	<b>PERCENT PROFICIENT</b>					<b>62%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# How strong are our students by strand?

## Comparison of Strengths and Weaknesses across 10% Brackets in MME Reading Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Reading • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Social Studies/Sciences Reading Skills (ACT)	216	0 0%	7 3%	13 6%	22 10%	57 26%	46 21%	33 15%	19 9%	<b>197</b> <b>91%</b>	10 5%	9 4%	<b>19</b> <b>9%</b>
Arts/Literature Reading Skills (ACT)	216	1 0%	8 4%	22 10%	34 16%	39 18%	31 14%	33 15%	6 3%	<b>174</b> <b>81%</b>	27 13%	15 7%	<b>42</b> <b>19%</b>
Strategy Development	216	2 1%	9 4%	31 14%	26 12%	46 21%	45 21%	27 13%	11 5%	<b>197</b> <b>91%</b>	7 3%	12 6%	<b>19</b> <b>9%</b>
Meaning Beyond Literal	216	190 88%	26 12%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	<b>216</b> <b>100%</b>	0 0%	0 0%	<b>0</b> <b>0%</b>
Independent Reading	216	0 0%	1 0%	1 0%	5 2%	2 1%	9 4%	35 16%	59 27%	<b>112</b> <b>52%</b>	50 23%	54 25%	<b>104</b> <b>48%</b>
Close Literature Reading	216	9 4%	0 0%	24 11%	0 0%	33 15%	0 0%	51 24%	0 0%	<b>117</b> <b>54%</b>	62 29%	37 17%	<b>99</b> <b>46%</b>

These are students with significant deficiencies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

### Analysis Questions

1. On which strand(s) did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for greater than 70% of students showing a strength)
3. Would focusing on instructional strategies benefit our students? (Are a lot of students in the 70-79% group?)
4. In which strand(s) does our curriculum need tightening? (Look for 70% or more of our students showing a weakness)

### Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**RDHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Reading?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Reading  
Class of 2010

The benchmark for this test is 21

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Generalizations and Conclusions	
9	5%	33 - 36	<ul style="list-style-type: none"> <li>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage.</li> <li>Understand and generalize about portions of a complex literary narrative.</li> </ul>	
11	6%	28 - 32	<ul style="list-style-type: none"> <li>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>Examine information from multiple sources and perspectives (including the author's or narrator's) in order to make reasonable generalizations about people, objects, ideas, and situations.</li> <li>Evaluate the impact of literary devices (e.g., figurative language) on the meaning of a literary narrative.</li> </ul>
19	10%	24 - 27	<ul style="list-style-type: none"> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives.</li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information in challenging texts, making valid generalizations or conclusions about people and situations.</li> <li>Confirm or disprove generalizations suggested in texts by providing examples or counterexamples from other sources.</li> </ul>
56	29%	20 - 23	<ul style="list-style-type: none"> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages.</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Defend or challenge the author's or narrator's assertions by locating several key pieces of information in a challenging text.</li> <li>Make accurate generalizations based on implicit information in the text.</li> <li>Analyze specific parts of a text, drawing accurate conclusions.</li> </ul>
56	29%	16 - 19	<ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages.</li> </ul>	<ul style="list-style-type: none"> <li>Make accurate generalizations about people and events based on evidence presented in the text.</li> <li>Identify details in a challenging text that confirm or disprove conclusions drawn by the author or narrator and by the students themselves or their peers.</li> <li>Identify inaccurate generalizations (e.g., stereotypes) in written or nonprint sources.</li> </ul>

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Generalizations and Conclusions	
45	23%	13 - 15	<ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the reasonableness of generalizations by reviewing information presented in the text and from other sources.</li> <li>Draw reasonable conclusions about people and situations using evidence presented in a</li> <li>Determine what a literary narrative is generally about, organizing the text's information into general statements that are supported by details from the text.</li> <li>Compose generalizations that include qualifying language (e.g., a few, sometimes) when limited evidence is presented by the author or narrator.</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Reading?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Reading  
Class of 2010

The benchmark for this test is 21

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Main Ideas and Author's Approach	
9	5%	33 - 36	<ul style="list-style-type: none"> <li>Identify clear main ideas or purposes of complex passages or their paragraphs.</li> </ul>	
11	6%	28 - 32	<ul style="list-style-type: none"> <li>Infer the main idea or purpose of more challenging passages or their paragraphs.</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.</li> <li>Summarize events and ideas in virtually any passage.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and analyze ideas in a complex text and write a reasoned synopsis of the text.</li> <li>Determine the author's or narrator's position toward a specific topic, issue, or idea by noting key facts, claims, and details from the text.</li> </ul>
19	10%	24 - 27	<ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages.</li> <li>Summarize basic events and ideas in more challenging passages.</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a reasonable interpretation of the central theme(s) or main point(s) of a challenging text.</li> <li>Divide challenging texts into sections, determining what the key points are for each section.</li> <li>Determine the primary purpose of specific sections of a text or the text as a whole.</li> <li>Change the wording of a text in order to convey a different tone or attitude (e.g., from persuasive to serious).</li> <li>Use two different mediums (e.g., sculpture, poetry, photography, music) to present a synopsis of the main idea(s) of a text, thereby expanding understanding of the text's meaning.</li> <li>Identify subtle evidence that conveys the author's or narrator's point of view in challenging texts.</li> </ul>

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Main Ideas and Author's Approach	
56	29%	20 - 23	<ul style="list-style-type: none"> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages.</li> </ul>	<ul style="list-style-type: none"> <li>Determine how an inference might change based on the inclusion of additional information.</li> <li>Synthesize information from challenging texts to clarify understanding of important concepts and ideas.</li> <li>Distinguish between key concepts and subordinate ideas in a text and write a concise summary.</li> <li>Search for clues that suggest the viewpoint from which a literary text is written or told and determine whether the author's or narrator's point of view is valid or biased.</li> <li>Analyze the relationship between an author's or narrator's intended message and the rhetorical devices used to convey that message (e.g., language used, evidence provided).</li> </ul>
56	29%	16 - 19	<ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze techniques used by the author of a text to reveal or conceal his or her point of view.</li> </ul>
45	23%	13 - 15		

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Reading?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Reading  
Class of 2010

The benchmark for this test is 21

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Meanings of Words	
9	5%	33 - 36	<ul style="list-style-type: none"> <li>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.</li> </ul>	
11	6%	28 - 32	<ul style="list-style-type: none"> <li>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Employ strategies for defining a difficult concept, such as identifying its characteristics or providing examples of what it is and is not like.</li> </ul>
19	10%	24 - 27	<ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze figurative and technical language in the media, relating some instances to a personal experience.</li> <li>Develop and use strategies for deciphering the meanings of words or phrases embedded in richly figurative or technical contexts.</li> </ul>
56	29%	20 - 23	<ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people.</li> <li>Research words and phrases from different sources, identifying their shades of meaning in various contexts or situations.</li> </ul>
56	29%	16 - 19	<ul style="list-style-type: none"> <li>Use context to understand basic figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify the meanings of words or descriptive phrases by searching for clues in the text (e.g., sentence structure, context, prefixes/suffixes, spelling patterns).</li> </ul>
45	23%	13 - 15	<ul style="list-style-type: none"> <li>Understand the implication of a familiar word or phrase and of simple descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>Examine specific language in a text and propose plausible interpretations based in part on their own viewpoints and experiences.</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Reading?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Reading  
Class of 2010

The benchmark for this test is 21

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Sequential, Comparative, and Cause-Effect Relation	
9	5%	33 - 36	<ul style="list-style-type: none"> <li>Order sequences of events in complex passages.</li> <li>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.</li> <li>Understand implied, subtle, or complex cause-effect relationships in virtually any passage.</li> </ul>	
11	6%	28 - 32	<ul style="list-style-type: none"> <li>Order sequences of events in more challenging passages.</li> <li>Understand the dynamics between people, ideas, and so on in more challenging passages.</li> <li>Understand implied or subtly stated cause-effect relationships in more challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the chronological sequence of events and the spatial relationships in complex texts (e.g., Dickens, Garcia Marquez, Morrison, Tolstoy).</li> <li>Analyze subtle relationships between and among people, objects, events, and ideas in complex texts or films, forming accurate inferences.</li> <li>Identify implications and possible consequences of actions in complex texts.</li> </ul>

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Sequential, Comparative, and Cause-Effect Relation	
19	10%	24 - 27	<ul style="list-style-type: none"> <li>Order sequences of events in uncomplicated passages.</li> <li>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.</li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages.</li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages.</li> <li>Identify clear cause-effect relationships in more challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Read texts containing challenging sequences (e.g., flashback, flash-forward), discussing how the order of events affects understanding of the text.</li> <li>Develop an in-depth understanding of the fine distinctions between literary characters in a challenging text by closely examining the language used by the author or narrator.</li> <li>Identify relationships between ideas and/or people in a challenging text and how those relationships develop over the course of the text.</li> <li>Read conflicting viewpoints of an event and use textual evidence to identify which one has the most reasonable explanations of causes and effects.</li> <li>Identify clues in a challenging text that suggest possible motives for and effects of a person's actions or words.</li> </ul>
56	29%	20 - 23	<ul style="list-style-type: none"> <li>Order simple sequences of events in uncomplicated literary narratives.</li> <li>Identify clear relationships between people, ideas, and so on in uncomplicated passages.</li> <li>Identify clear cause-effect relationships in uncomplicated passages.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the sequence of events in written or nonprint sources.</li> <li>Map sequences of events in texts or films or from everyday occurrences, defending their reasoning.</li> <li>Evaluate the extent to which comparisons made by the author or narrator help clarify specific textual relationships.</li> <li>Search for clues embedded in a text that suggest cause-effect relationships.</li> <li>Examine events in written or nonprint sources to determine the precipitating cause(s) and final outcome(s).</li> </ul>
56	29%	16 - 19	<ul style="list-style-type: none"> <li>Identify relationships between main characters in uncomplicated literary narratives.</li> <li>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Place events from a literary text in chronological order by locating substantial evidence from the text.</li> <li>Determine factors that have clearly influenced the outcome of a situation.</li> <li>Identify similarities and differences between people, objects, events, or ideas, drawing accurate conclusions.</li> <li>Identify interrelationship between and among people, objects, events or ideas in written or nonprint sources.</li> </ul>
45	23%	13 - 15		

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Reading?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Reading  
Class of 2010

The benchmark for this test is 21

Student Performance		ACT Reading Score	ACT Strand	Improvement Ideas
#	%		Supporting Details	
9	5%	33 - 36	<ul style="list-style-type: none"> <li>Locate and interpret details in complex passages.</li> <li>Understand the function of a part of a passage when the function is subtle or complex.</li> </ul>	
11	6%	28 - 32	<ul style="list-style-type: none"> <li>Locate and interpret minor or subtly stated details in more challenging passages.</li> <li>Use details from different sections of some complex informational passages to support a specific point or argument.</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts embedded in complex informational texts.</li> </ul>
19	10%	24 - 27	<ul style="list-style-type: none"> <li>Locate important details in more challenging passages.</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate aspects or characteristics of people, objects, events, or ideas.</li> <li>Interpret and integrate details in a text in order to verify or contradict a specific point or claim made by the author or narrator.</li> <li>Recognize and study the evolution of an author's argument(s) as presented in a complex informational text.</li> </ul>
56	29%	20 - 23	<ul style="list-style-type: none"> <li>Locate important details in uncomplicated passages.</li> <li>Make simple inferences about how details are used in passages.</li> </ul>	<ul style="list-style-type: none"> <li>Gather and interpret details presented in a text, determining the contribution of each to the author's or narrator's intended message.</li> <li>Check inferences against information provided in a text, identifying what is and is not sufficiently supported by the text.</li> <li>Identify details that clearly support the key point(s) of written or nonprint sources.</li> </ul>
56	29%	16 - 19	<ul style="list-style-type: none"> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages.</li> <li>Recognize a clear function of a part of an uncomplicated passage.</li> </ul>	<ul style="list-style-type: none"> <li>Explain in their own words the significance of specific information in written or nonprint sources.</li> <li>Distinguish between what is most and least important in a text.</li> </ul>
45	23%	13 - 15	<ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage.</li> </ul>	<ul style="list-style-type: none"> <li>Determine which details in a text are essential to understanding the author's or narrator's intended message.</li> <li>Scan a text in order to locate specific details (e.g., dates, specialized terms, facts).</li> <li>Identify the author's or narrator's reasons for including specific information in the text.</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which characteristics and skills do our students possess, as measured by the WorkKeys® Reading for Information test?

## Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

Waverly Community Schools  
 Waverly Senior High School  
 WorkKeys Reading • Class of 2010  
 All Grades

Student Performance		WorkKeys Reading Score	Item Characteristics	Skills
#	%		Reading for Information	
7	3%	7	<ul style="list-style-type: none"> <li>Very complex reading materials.</li> <li>Information includes a lot of details.</li> <li>Complicated concepts.</li> <li>Difficult vocabulary.</li> <li>Unusual jargon and technical terms are used, but not defined.</li> <li>Writing often lacks clarity and direction.</li> <li>Readers must draw conclusions from some parts of the reading and apply them to other parts.</li> </ul>	<ul style="list-style-type: none"> <li>Figure out the definitions of difficult, uncommon words based on how they are used.</li> <li>Figure out the meaning of jargon or technical terms based on how they are used.</li> <li>Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials.</li> </ul>
42	20%	6	<ul style="list-style-type: none"> <li>Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents.</li> <li>Complicated sentences with difficult words, jargon, and technical terms.</li> <li>Most of the information needed to answer the items is not clearly stated.</li> </ul>	<ul style="list-style-type: none"> <li>Identify implied details.</li> <li>Use technical terms and jargon in new situations.</li> <li>Figure out the principles behind policies, rules, and procedures.</li> <li>Apply complicated instructions to new situations.</li> <li>Apply general principles from the materials to similar and new situations.</li> <li>Explain the rationale behind a procedure, policy, or communication.</li> <li>Figure out the less common meaning of a word based on the context.</li> </ul>
89	43%	5	<ul style="list-style-type: none"> <li>Policies, procedures, and announcements include all of the information needed to finish a task.</li> <li>Information is stated clearly and directly, but the materials have many details.</li> <li>Materials also include jargon, technical terms, acronyms, or words that have several meanings.</li> <li>Application of information given in the passage to a situation that is not specifically described in the passage.</li> <li>There are several considerations to be taken into account in order to choose the correct actions.</li> </ul>	<ul style="list-style-type: none"> <li>Figure out the correct meaning of a word based on how the word is used.</li> <li>Identify the correct meaning of an acronym that is defined in the document.</li> <li>Identify the paraphrased definition of a technical term or jargon that is defined in the document.</li> <li>Apply technical terms and jargon and relate them to stated situations.</li> <li>Apply complex instructions that include conditionals to situations described in the materials.</li> <li>Apply straightforward instructions to a new situation that is similar to the one described in the material.</li> </ul>

Student Performance		WorkKeys Reading Score	Item Characteristics	Skills
#	%		Reading for Information	
62	30%	4	<ul style="list-style-type: none"> <li>Reading materials include company policies, procedures, and notices.</li> <li>Reading materials are straightforward, but have longer sentences and contain a number of details.</li> <li>Reading materials use common words, but do have some harder words, too.</li> <li>Reading materials describe procedures that include several steps.</li> <li>When following the procedures, individuals must think about changing conditions that affect what they should do.</li> <li>Questions and answers are often paraphrased from the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify important details that may not be clearly stated.</li> <li>Use the reading material to figure out the meaning of words that are not defined.</li> <li>Apply instructions with several steps to a situation that is the same as the situation in the reading materials.</li> <li>Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements).</li> </ul>
7	3%	3	<ul style="list-style-type: none"> <li>Reading materials include basic company policies, procedures, and announcements.</li> <li>Reading materials are short and simple, with no extra information.</li> <li>Reading materials tell readers what they should do.</li> <li>All needed information is stated clearly and directly.</li> <li>Items focus on the main points of the passages.</li> <li>Wording of the questions and answers is similar or identical to the wording used in the reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and clearly stated details.</li> <li>Choose the correct meaning of a word that is clearly defined in the reading.</li> <li>Choose the correct meaning of common, everyday workplace words.</li> <li>Choose when to perform each step in a short series of steps.</li> <li>Apply instructions to a situation that is the same as the one in the reading materials.</li> </ul>

### Analysis Questions

1. What percentage of our students are in each skill group (i.e.; score) for this test?
2. Which skills does each group possess?
3. What skills should be a focus? (look at the column "Skills")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**RDHS-PLWK**

QuickFinder Code:  
**WK-AWRDST**

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# THE GOLDEN PACKAGE

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**

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Alignment Data Packet for  
**MME High School Writing**  
**Class of 2010**

# Which students were tested?

## Student Demographics Summary Waverly Community Schools Waverly Senior High School

### Tests Records in System

	Class of 2008		Class of 2009		Class of 2010	
MME High School Writing	322	100%	254	100%	234	100%
<b>Total Test Records</b>	<b>322</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>234</b>	<b>100%</b>

← This is the total number of test records within the system.



### General Achievement (No Retest) Reporting

Excluded based on Exclusion Factors	41	12%	25	9%	16	6%
Used for General Achievement Reporting	281	87%	229	90%	218	93%

← This is the number of records that are typically used on reports within the package. Certain test records may be excluded from various reports based on particular Exclusion Factors (refer to the cover pages of your Golden Package).

### Test Form

MME High School Writing • Form 1 (Initial)	287	89%	202	79%	0	0%
MME High School Writing • Form 2 (Makeup)	10	3%	3	1%	0	0%
MME High School Writing • Form 3 (Accommodated)	1	0%	0	0%	0	0%
MME High School Writing • Form 4 (Other)	24	7%	33	12%	0	0%
MME High School Writing • Unspecified Test Form	0	0%	16	6%	234	100%

### Grade when Tested

Grade 11	240	74%	238	93%	234	100%
Grade 12	82	25%	16	6%	0	0%

### Gender

Female	157	48%	119	46%	121	51%
Male	165	51%	135	53%	113	48%

### Race/Ethnicity

American Indian	0	0%	2	0%	2	0%
Asian/Pacific Islander	34	10%	11	4%	12	5%
Black	88	27%	78	30%	46	19%
Hawaiian	3	0%	0	0%	8	3%
Hispanic	23	7%	19	7%	22	9%
White	174	54%	144	56%	144	61%

### SWD

Student with Disabilities	24	7%	33	12%	14	5%
Student without Disabilities	298	92%	221	87%	220	94%

### Economic Status

Economically Disadvantaged	48	14%	57	22%	54	23%
Non-Economically Disadvantaged	274	85%	197	77%	180	76%

### English Proficiency

English Proficient	317	98%	253	99%	230	98%
Limited English Proficient	5	1%	1	0%	4	1%

**Less than Full Academic Year**

Full Academic Year	295	91%	234	92%	218	93%
Less than Full Academic Year	27	8%	20	7%	16	6%

**Retests**

First-time Test Taker	322	100%	254	100%	234	100%
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QuickFinder Code:  
**MM-SUEM**

# OUTCOME DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What was our performance on the MME® test in comparison to the district and/or state?

Percentage of Students Scoring Proficient on MME® Test,  
Comparison of School to District and/or State

#### What Proficiency Levels have our students attained?

Proficiency Levels Summary

#### What has been our trend in performance on the MME® test?

Percentage of Students Scoring Proficient on MME® Test

#### What range of scores did our students receive on the ACT® test?

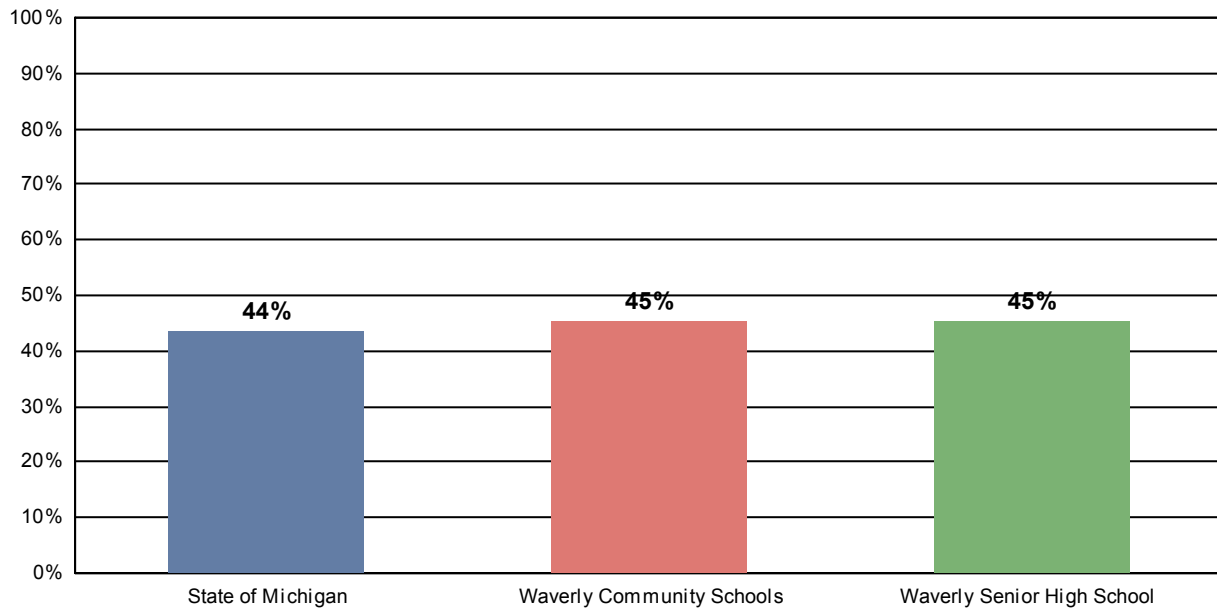
ACT® Test Score Frequency Report

### Comments Regarding Data

# What was our performance on the MME® test in comparison to the district and/or state?

## Percentage of Students Scoring Proficient on MME® Test, Comparison of School to District and/or State

### Waverly Community Schools MME High School Writing Class of 2010



# Students in Each Group	State of Michigan	Waverly Community Schools	Waverly Senior High School
Not Proficient	64,225	119	119
Proficient	49,577	99	99
<b>Total</b>	<b>113,802</b>	<b>218</b>	<b>218</b>

#### Analysis Questions

1. How did our school perform in comparison to the district on this test?
2. How did our school perform in comparison to the state on this test?

#### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPBSDS**

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

# What Proficiency Levels did our students attain?

## Proficiency Levels Summary

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing  
Class of 2010

	Proficiency Level	# of Tests	% of Tests
More Proficient	<b>Level 1</b>	9	4.1%
	<b>Level 2</b>	90	41.3%
	<b>Level 3</b>	91	41.7%
Less Proficient	<b>Level 4</b>	28	12.8%

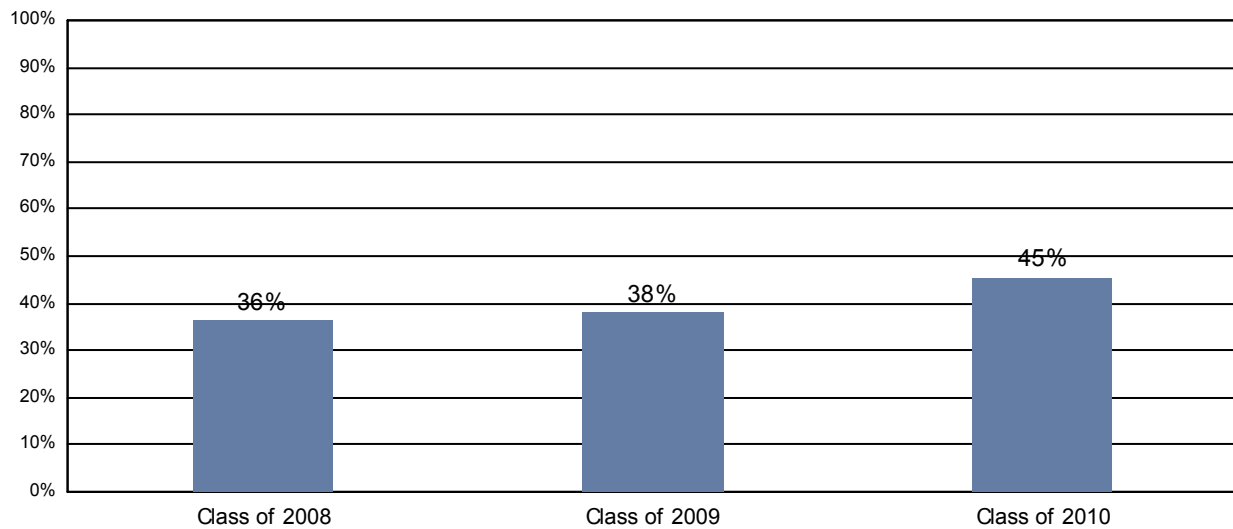
Supplement Code:  
**WRHS-PL**

QuickFinder Code:  
**MM-PLSUM**

# What has been our trend in performance on the MME®?

## Percentage of Students Scoring Proficient on MME®

**Waverly Community Schools  
Waverly Senior High School  
MME High School Writing**



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Not Proficient	179	142	119
Proficient	102	87	99
<b>Total</b>	<b>281</b>	<b>229</b>	<b>218</b>

### Analysis Questions

1. How well did students perform on this test?
2. Has there been improvement over time?

### Suggested Uses (Internal/External)

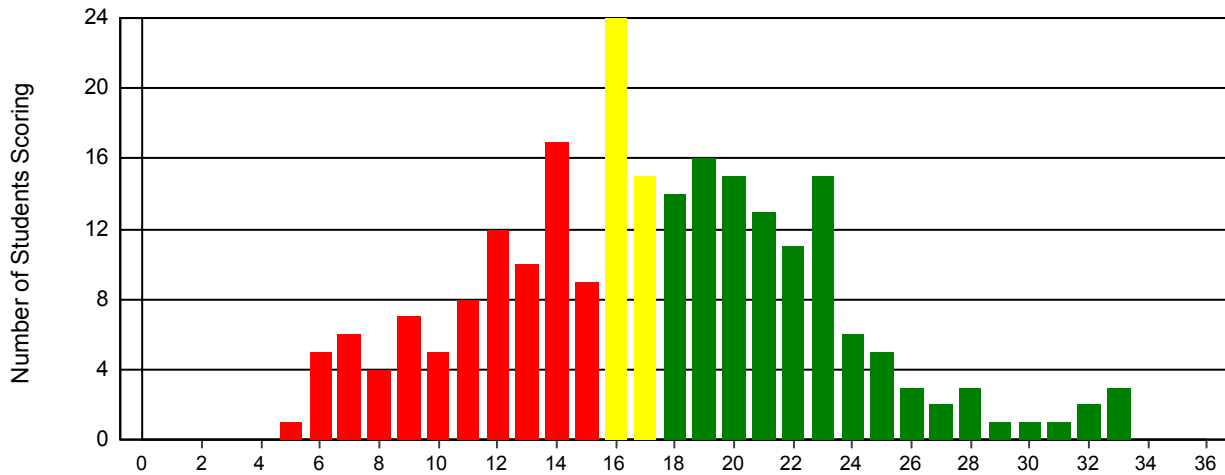
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPB**

# What range of scores did our students receive on the ACT® test?

## ACT® Test Score Frequency Report

Waverly Community Schools  
Waverly Senior High School  
ACT Writing  
Class of 2010



# Tested:	234
ACT College Readiness Benchmark:	18
#/% At or Above Benchmark:	111 47.4%
#/% Below Benchmark:	123 52.6%

### Analysis Questions

1. How did our students perform on this ACT test?
2. What percentage of students scored At or Above Benchmark? Below Benchmark?
3. Are there many students that scored within 2 points of the Benchmark of 18 (yellow bars)?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**WRHS-PL**

QuickFinder Code:  
**MM-FRSS**

Green bars indicate students that are At or Above Benchmark. Red and Yellow bars are Below Benchmark, but Yellow bars are students that are close to being At or Above Benchmark.

# DEMOGRAPHIC DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What is the performance, by MME® Proficiency Level, of subgroups of students?

Percentage of Students in Each Proficient Proficiency Level, by Subgroups of Students:

- Gender
- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

#### How has the performance of various subgroups differed on the MME®?

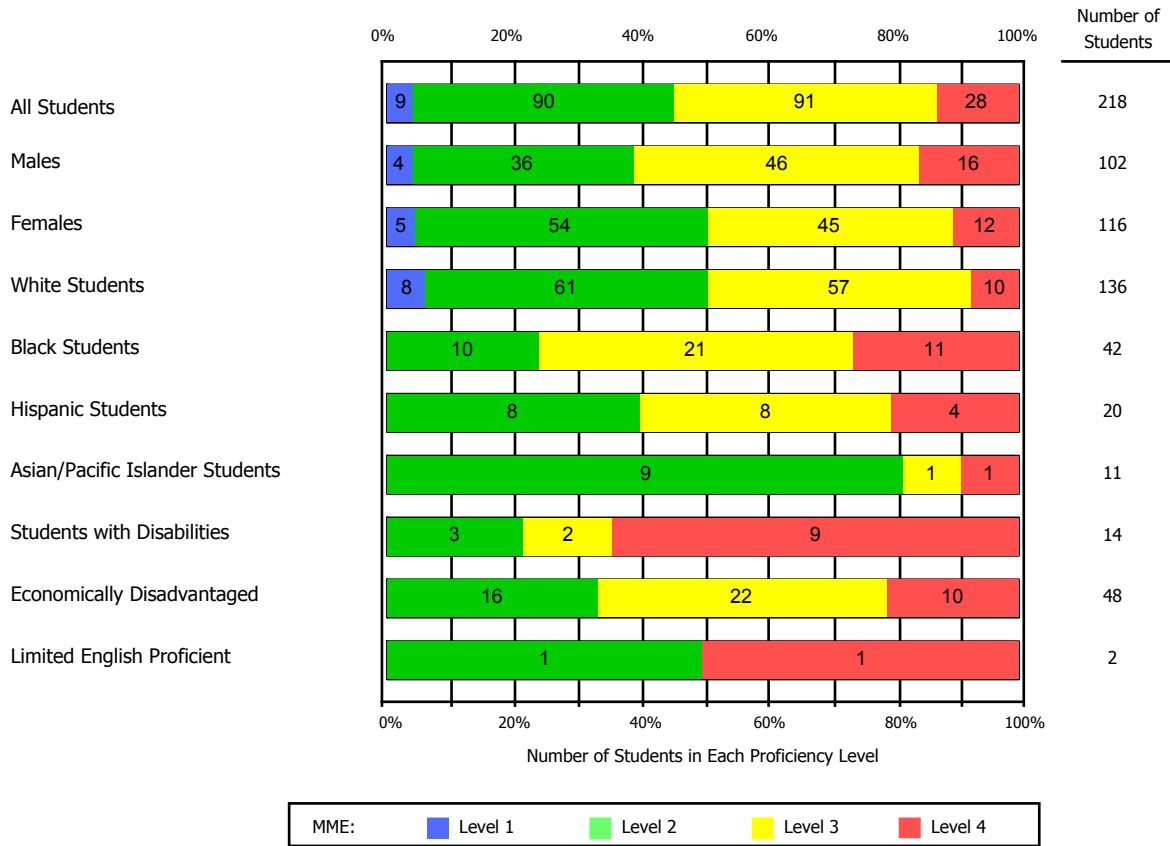
Percentage of Students Scoring Proficient on MME®, Disaggregated by Gender, Race/Ethnicity, Economic Status, Students with Disabilities and English Proficiency

### Comments Regarding Data

# What is the performance, by MME® Proficiency Level, of subgroups of students?

## Percentage of Students in Each MME® Proficiency Level, by Subgroups of Students

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing  
Class of 2010



### Analysis Questions

1. How many of our students scored in each Proficiency Level?
2. Which subgroup of students performed the best on this test?
3. Which subgroup of students performed the worst?

### Suggested Uses (Internal/External)

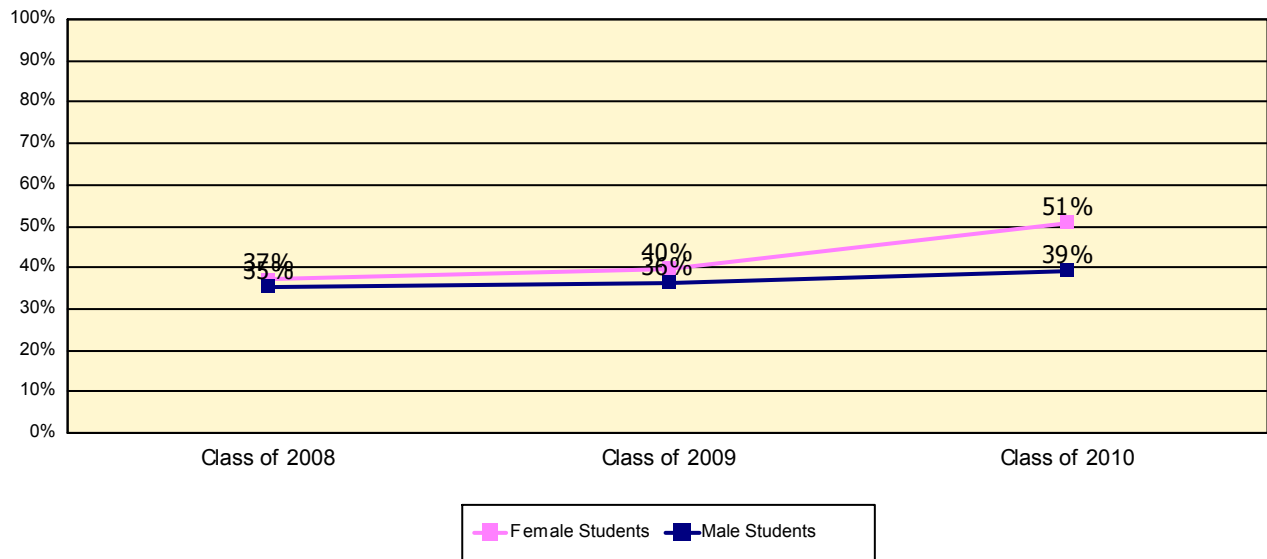
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLSUB**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Gender

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Female Students • Not Proficient	88	65	57
Female Students • Proficient	52	43	59
Male Students • Not Proficient	91	77	62
Male Students • Proficient	50	44	40
<b>Total</b>	<b>281</b>	<b>229</b>	<b>218</b>

### Analysis Questions

1. How well did students within each gender perform on this test?
2. Are there gaps greater than 10 percentage points between the genders?
3. Is each gender group showing improvement over time?

### Suggested Uses (Internal/External)

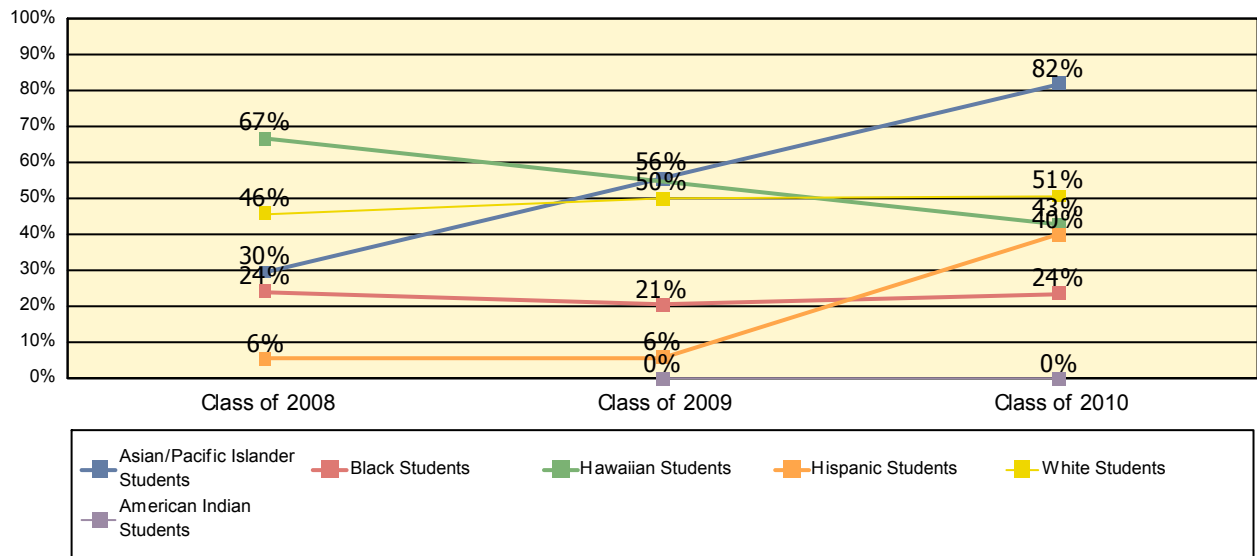
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Race/Ethnicity

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing



### # Students in Each Group

	Class of 2008	Class of 2009	Class of 2010
American Indian Students • Not Proficient	0	1	2
Asian/Pacific Islander Students • Not Proficient	19	4	2
Asian/Pacific Islander Students • Proficient	8	5	9
Black Students • Not Proficient	56	54	32
Black Students • Proficient	18	14	10
Hawaiian Students • Not Proficient	1	0	4
Hawaiian Students • Proficient	2	0	3
Hispanic Students • Not Proficient	17	16	12
Hispanic Students • Proficient	1	1	8
White Students • Not Proficient	86	67	67
White Students • Proficient	73	67	69
<b>Total</b>	<b>281</b>	<b>229</b>	<b>218</b>

### **Analysis Questions**

1. How well did students in each ethnic group perform on this test?
2. Are there gaps greater than 10 percentage points between the ethnic groups?
3. Is each group showing improvement over time?

### **Suggested Uses (Internal/External)**

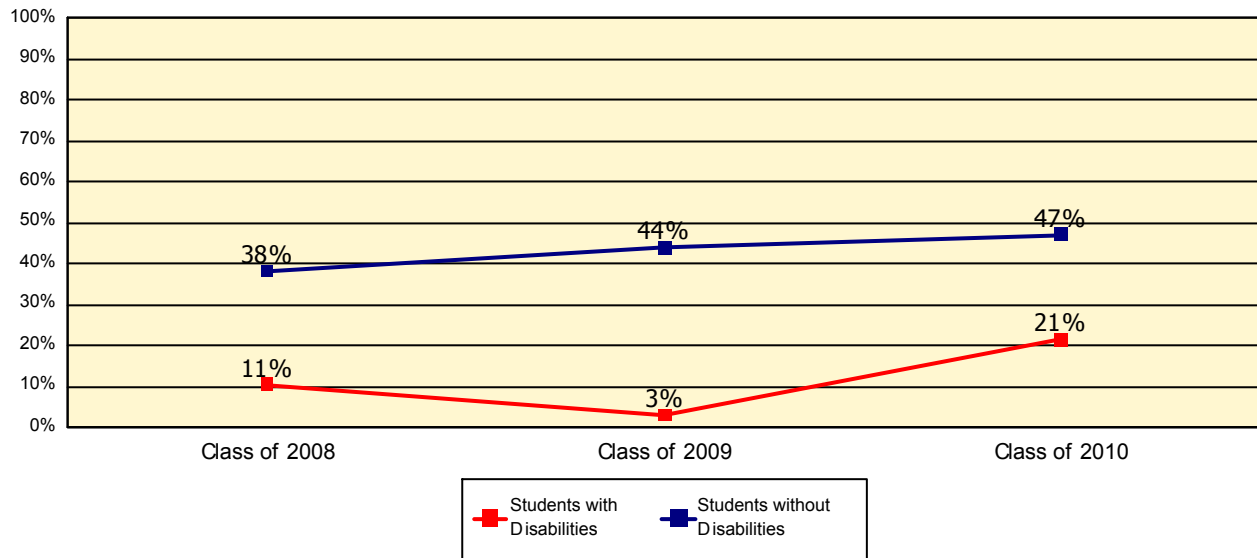
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Students with Disabilities

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Students with Disabilities • Not Proficient	17	32	11
Students with Disabilities • Proficient	2	1	3
Students without Disabilities • Not Proficient	162	110	108
Students without Disabilities • Proficient	100	86	96
<b>Total</b>	<b>281</b>	<b>229</b>	<b>218</b>

### Analysis Questions

1. How well did Students with Disabilities perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

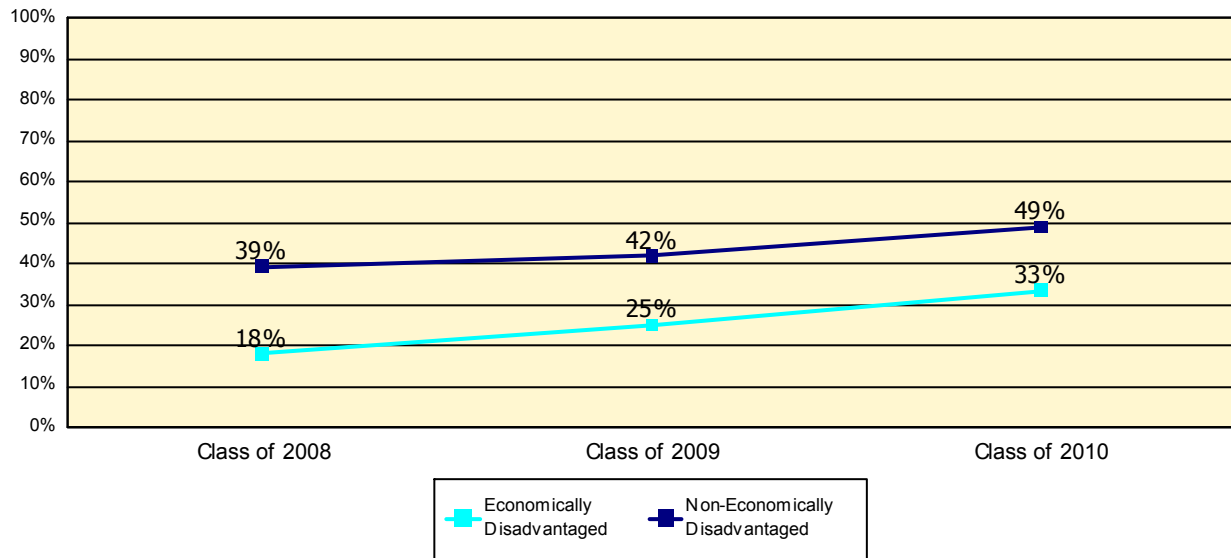
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Economic Status

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Economically Disadvantaged • Not Proficient	32	39	32
Economically Disadvantaged • Proficient	7	13	16
Non-Economically Disadvantaged • Not Proficient	147	103	87
Non-Economically Disadvantaged • Proficient	95	74	83
<b>Total</b>	<b>281</b>	<b>229</b>	<b>218</b>

### Analysis Questions

1. How well did Economically Disadvantaged students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

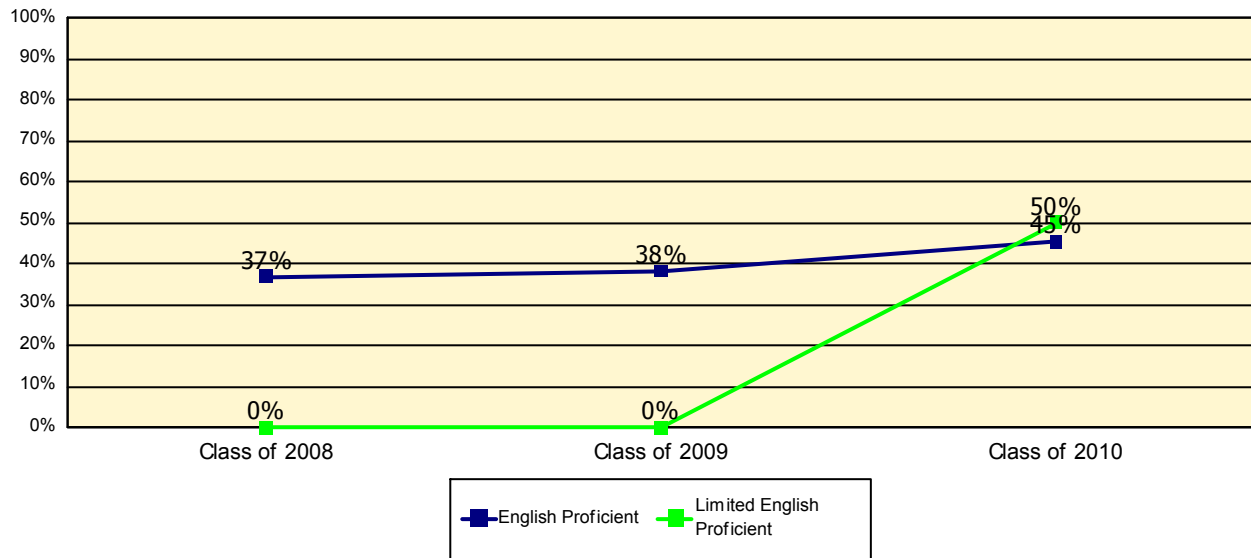
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by English Proficiency

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
English Proficient • Not Proficient	175	141	118
English Proficient • Proficient	102	87	98
Limited English Proficient • Not Proficient	4	1	1
Limited English Proficient • Proficient	0	0	1
<b>Total</b>	<b>281</b>	<b>229</b>	<b>218</b>

### Analysis Questions

1. How well did Limited English Proficient students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# PROCESS DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for the MME®

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### Reports Included in This Section

#### **What is the composition of this MME® test?**

Blueprint Summary

#### **Is our curriculum aligned?**

Percent of Students Meeting or Exceeding Standards on MME®

#### **Is our curriculum aligned for NCLB subgroups?**

Percent of Students Meeting or Exceeding Standards on MME®,  
Disaggregated by NCLB Subgroups

#### **Where do we have curriculum alignment?**

Comparison of Strengths and Weaknesses  
in MME® Writing Test Strands

#### **Where do we have curriculum alignment for NCLB Subgroups?**

Comparison of Strengths and Weaknesses  
in MME® Writing Test Strands, Disaggregated by NCLB Subgroups

#### **How strong are our students by strand?**

Comparison of Strengths and Weaknesses across 10% Brackets  
in MME® Writing Test Strands

#### **How did our students perform on prompts?**

Percentage of Students Receiving Each Rubric Score

#### **What comments did our students receive on prompts?**

Percentage of Students Receiving Each Comment Code

**What was our performance on constructed or extended response items?**

Percentage of Students Earning 80% of Possible Points on Constructed or Extended Response Items

**Which skills do our students possess, as measured by the ACT® College Readiness Standards in Writing?**

Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

**Which characteristics and skills do our students possess, as measured by the WorkKeys® Writing test?**

Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

**Comments  
Regarding Data**

## What is the composition of this MME® test?

### MME® Blueprint Summary

Waverly Community Schools  
Waverly Senior High School  
Spring 2008-09

Subject	MME Strand Name*	# of Possible Points	% of Possible Points
Writing (50 Points)	Writing Process	30	60%
	Purpose and Audience	20	40%

ACT® Test	ACT® Strand Name and Skills within that Strand**	# of Possible Points	% of Possible Points
ACT Writing (75 Points)	Usage/Mechanics (ACT)	40	53%
	<i>Punctuation</i>	10	13%
	<i>Grammar and Usage</i>	12	16%
	<i>Sentence Structure</i>	18	24%
	Rhetorical Skills (ACT)	35	47%
	<i>Strategy</i>	12	16%
	<i>Organization</i>	11	15%
	<i>Style</i>	12	16%

\* Strand data is derived from ACT and Michigan-specific questions.

\*\* Note that the released data only provides each top-level ACT strand score. Scores for skills (in italics) below each strand are not published.

QuickFinder Code:  
MM-PLPCGL

# Is our curriculum aligned?

## Percent of Students Meeting or Exceeding Standards on MME®

### Waverly Community Schools Waverly Senior High School MME High School Writing

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting Standard
Class of 2008	281	102	36%	179	64%	225	123	50
Class of 2009	229	87	38%	142	62%	184	97	39
Class of 2010	218	99	45%	119	55%	175	76	31

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students met or exceeded standards on this test?
2. What does the data say about curriculum alignment?
3. Might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Supplement Code:  
**WRHS-CTP**

QuickFinder Code:  
**MM-PLCA**

# Is our curriculum aligned for NCLB Subgroups?

## Percent of Students Meeting or Exceeding Standards on MME®, Disaggregated by NCLB Subgroups

### Waverly Community Schools Waverly Senior High School MME High School Writing Class of 2010

Subgroup	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
All Students	218	99	45%	119	55%	175	76	31
Males	102	40	39%	62	61%	82	42	15
Females	116	59	51%	57	49%	93	34	16
White Students	136	69	51%	67	49%	109	40	24
Black Students	42	10	24%	32	76%	34	24	5
Hispanic Students	20	8	40%	12	60%	16	8	1
Asian/Pacific Islander Students	11	9	82%	2	18%	9		0
Students with Disabilities	14	3	21%	11	79%	12	9	1
Economically Disadvantaged	48	16	33%	32	67%	39	23	4
Limited English Proficient	2	1	50%	1	50%	2	1	0

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students, by subgroup, met or exceeded standards on this test?
2. What does the data suggest about curriculum alignment for each subgroup?
3. For which subgroups might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

QuickFinder Code:  
**MM-PLCATSUB**

# Where do we have curriculum alignment?

## Comparison of Strengths and Weaknesses in MME® Writing Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
		#	%	#	%	#	%	#	%	
Usage/Mechanics (ACT)	218	119	100%	0	0%	80	81%	19	19%	
Rhetorical Skills (ACT)	218	119	100%	0	0%	89	90%	10	10%	
Writing Process	218	119	100%	0	0%	63	64%	36	36%	
Purpose and Audience	218	119	100%	0	0%	90	91%	9	9%	
TOTAL STUDENTS NOT PROFICIENT					119	TOTAL STUDENTS PROFICIENT				99
PERCENT NOT PROFICIENT					55%	PERCENT PROFICIENT				45%

### Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. In which strand(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**WRHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Writing Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Class of 2010 • Spring 2008-09**

<b>Usage/Mechanics (ACT)</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	218	119	100%	0	0%	80	81%	19	19%		
Males	102	62	100%	0	0%	33	83%	7	18%		
Females	116	57	100%	0	0%	47	80%	12	20%		
White Students	136	67	100%	0	0%	57	83%	12	17%		
Black Students	42	32	100%	0	0%	9	90%	1	10%		
Hispanic Students	20	12	100%	0	0%	6	75%	2	25%		
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%		
Students with Disabilities	14	11	100%	0	0%	3	100%	0	0%		
Economically Disadvantaged	48	32	100%	0	0%	15	94%	1	6%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>119</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>99</b>
<b>PERCENT NOT PROFICIENT</b>					<b>55%</b>	<b>PERCENT PROFICIENT</b>					<b>45%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Writing Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Class of 2010 • Spring 2008-09**

<b>Rhetorical Skills (ACT)</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	218	119	100%	0	0%	89	90%	10	10%		
Males	102	62	100%	0	0%	35	88%	5	13%		
Females	116	57	100%	0	0%	54	92%	5	8%		
White Students	136	67	100%	0	0%	61	88%	8	12%		
Black Students	42	32	100%	0	0%	10	100%	0	0%		
Hispanic Students	20	12	100%	0	0%	7	88%	1	13%		
Asian/Pacific Islander Students	11	2	100%	0	0%	9	100%	0	0%		
Students with Disabilities	14	11	100%	0	0%	3	100%	0	0%		
Economically Disadvantaged	48	32	100%	0	0%	16	100%	0	0%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>119</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>99</b>
<b>PERCENT NOT PROFICIENT</b>					<b>55%</b>	<b>PERCENT PROFICIENT</b>					<b>45%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Writing Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Class of 2010 • Spring 2008-09**

Writing Process		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	218	119	100%	0	0%	63	64%	36	36%		
Males	102	62	100%	0	0%	27	68%	13	33%		
Females	116	57	100%	0	0%	36	61%	23	39%		
White Students	136	67	100%	0	0%	45	65%	24	35%		
Black Students	42	32	100%	0	0%	6	60%	4	40%		
Hispanic Students	20	12	100%	0	0%	6	75%	2	25%		
Asian/Pacific Islander Students	11	2	100%	0	0%	4	44%	5	56%		
Students with Disabilities	14	11	100%	0	0%	3	100%	0	0%		
Economically Disadvantaged	48	32	100%	0	0%	13	81%	3	19%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
				TOTAL STUDENTS NOT PROFICIENT		119		TOTAL STUDENTS PROFICIENT		99	
				PERCENT NOT PROFICIENT		55%		PERCENT PROFICIENT		45%	

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Writing Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Class of 2010 • Spring 2008-09**

Purpose and Audience		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	218	119	100%	0	0%	90	91%	9	9%		
Males	102	62	100%	0	0%	37	93%	3	8%		
Females	116	57	100%	0	0%	53	90%	6	10%		
White Students	136	67	100%	0	0%	61	88%	8	12%		
Black Students	42	32	100%	0	0%	10	100%	0	0%		
Hispanic Students	20	12	100%	0	0%	8	100%	0	0%		
Asian/Pacific Islander Students	11	2	100%	0	0%	9	100%	0	0%		
Students with Disabilities	14	11	100%	0	0%	3	100%	0	0%		
Economically Disadvantaged	48	32	100%	0	0%	16	100%	0	0%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
				TOTAL STUDENTS NOT PROFICIENT		119		TOTAL STUDENTS PROFICIENT		99	
				PERCENT NOT PROFICIENT		55%		PERCENT PROFICIENT		45%	

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# How strong are our students by strand?

## Comparison of Strengths and Weaknesses across 10% Brackets in MME Writing Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Usage/Mechanics (ACT)	218	0 0%	18 8%	29 13%	36 17%	20 9%	40 18%	39 18%	17 8%	<b>199</b> <b>91%</b>	10 5%	9 4%	<b>19</b> <b>9%</b>
Rhetorical Skills (ACT)	218	0 0%	4 2%	21 10%	38 17%	29 13%	51 23%	44 20%	21 10%	<b>208</b> <b>95%</b>	8 4%	2 1%	<b>10</b> <b>5%</b>
Writing Process	218	0 0%	4 2%	14 6%	37 17%	29 13%	39 18%	30 14%	29 13%	<b>182</b> <b>83%</b>	21 10%	15 7%	<b>36</b> <b>17%</b>
Purpose and Audience	218	0 0%	6 3%	14 6%	27 12%	42 19%	49 22%	46 21%	25 11%	<b>209</b> <b>96%</b>	8 4%	1 0%	<b>9</b> <b>4%</b>

These are students with significant deficiencies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

### Analysis Questions

1. On which strand(s) did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for greater than 70% of students showing a strength)
3. Would focusing on instructional strategies benefit our students? (Are a lot of students in the 70-79% group?)
4. In which strand(s) does our curriculum need tightening? (Look for 70% or more of our students showing a weakness)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**WRHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

# How did our students perform on Writing prompts?

**Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Spring 2008-09 • All Grades**

<b>MME.2009.SP.WR.11.02 (ACT Writing Prompt):</b> ACT Constructed Response for Writing			
<b>Rubric Score</b>	<b>ACT Persuasive Writing 6-Point Rubric</b> <i>Critical Response to a Persuasive Essay</i>	<b>Students Receiving Each Rubric Score</b>	
		<b>#</b>	<b>%</b>
<b>6</b>	The essay shows a <b>clear understanding</b> of the task. The essay takes a position on the issue and may <b>offer a critical context for discussion</b> . The essay <b>addresses complexity</b> by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counter arguments to the writer's position. <b>Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained.</b> The <b>organization of the essay is clear</b> : the organization may be somewhat predictable or it may grow from the writer's purpose. <b>Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay.</b> The <b>introduction and conclusion are effective, clear, and well developed.</b> The essay shows a <b>good command of language. Sentences are varied and word choice is varied and precise.</b> There are <b>few, if any, errors to distract</b> the reader.	<b>0</b>	<b>0%</b>
<b>5</b>	The essay shows a <b>clear understanding</b> of the task. The essay takes a position on the issue and may <b>offer a broad context for discussion</b> . The essay shows <b>recognition of complexity</b> by partially evaluating the implications and/or complications of the issue, or by responding to counter arguments to the writer's position. <b>Development of ideas is specific and logical. Most ideas are elaborated</b> , with clear movement between general statements and specific reasons, examples, and details. <b>Focus on the specific issue in the prompt is maintained.</b> The <b>organization of the essay is clear</b> , although it may be predictable. <b>Ideas are logically sequenced</b> , although <b>simple and obvious transitions may be used.</b> The <b>introduction and conclusion are clear and generally well developed.</b> <b>Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise.</b> There maybe a few errors, but they are <b>rarely distracting</b> .	<b>8</b>	<b>5%</b>
<b>4</b>	The essay shows an <b>understanding</b> of the task. The essay takes a position on the issue and <b>may offer some context for discussion</b> . The essay may show <b>some recognition of complexity</b> by providing some response to counter arguments to the writer's position. <b>Development of ideas is adequate</b> , with some movement between general statements and specific reasons, examples, and details. <b>Focus on the specific issue in the prompt is maintained throughout most of the essay.</b> The <b>organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent</b> , although <b>most transitions are simple and obvious.</b> The <b>introduction and conclusion are clear and somewhat developed. Language is adequate</b> , with <b>some sentence variety and appropriate word choice.</b> There may be some distracting errors, but they <b>do not impede understanding</b> .	<b>62</b>	<b>37%</b>

Rubric Score	<b>ACT Persuasive Writing 6-Point Rubric</b> <i>Critical Response to a Persuasive Essay</i>	Students Receiving Each Rubric Score	
		#	%
<b>3</b>	The essay shows <b>some understanding</b> of the task. The essay takes a position on the issue but <b>does not offer a context for discussion</b> . The essay may acknowledge a counter argument to the writer's position, but its <b>development is brief or unclear</b> . <b>Development of ideas is limited and may be repetitious</b> , with little, if any, movement between general statements and specific reasons, examples, and details. <b>Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</b> . The <b>organization of the essay is simple</b> . Ideas are logically grouped within parts of the essay, but there is <b>little or no evidence of logical sequencing of ideas</b> . <b>Transitions, if used, are simple and obvious</b> . An <b>introduction and conclusion are clearly discernible but underdeveloped</b> . Language shows a <b>basic control</b> . Sentences <b>show a little variety</b> and <b>word choice is appropriate</b> . Errors may be distracting and may <b>occasionally impede understanding</b> .	<b>65</b>	<b>39%</b>
<b>2</b>	The essay shows a <b>weak understanding</b> of the task. The essay may not take a position on the issue, or the essay may take a position but <b>fail to convey reasons to support that position</b> , or the essay may take a position but <b>fail to maintain a stance</b> . There is <b>little or no recognition of a counter argument</b> to the writer's position. The essay is <b>thinly developed</b> . If examples are given, they are general and may <b>not be clearly relevant</b> . The essay may include <b>extensive repetition</b> of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but the <b>focus on the specific issue in the prompt may not be maintained</b> . There is <b>some indication of an organizational structure</b> , and some logical grouping of ideas within parts of the essay is apparent. <b>Transitions, if used, are simple and obvious</b> , and they may be inappropriate or misleading. An <b>introduction and conclusion are discernible but minimal</b> . <b>Sentence structure and word choice are usually simple</b> . Errors may be frequently distracting and may <b>significantly impede understanding</b> .	<b>16</b>	<b>10%</b>
<b>1</b>	The essay shows <b>little or no understanding</b> of the task. If the essay takes a position, it <b>fails to convey reasons to support that position</b> . The essay is <b>minimally developed</b> . The essay may include <b>excessive repetition</b> of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but <b>focus on the specific issue in the prompt may not be maintained</b> . There is <b>little or no evidence of an organizational structure</b> or of the logical grouping of ideas. <b>Transitions are rarely used</b> . If present, an <b>introduction and conclusion are minimal</b> . <b>Sentence structure and word choice are simple</b> . Errors may be <b>frequently distracting</b> and may <b>significantly impede understanding</b> .	<b>15</b>	<b>9%</b>
<b>0</b>	The essay (A) is off-topic, (B) was written in a language other than English or illegible or (C) was not found in your answer folder.	<b>0</b>	<b>0%</b>

### Analysis Questions

1. How many total students responded to this prompt?
2. What is the overall achievement of students on this rubric? What number and percentage of students scored at each rubric score?
3. At which rubric score did the greatest percentage of our students score?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- Common Assessment Teams
- Grade-Level Meetings
- School Improvement Plans including NCA

Supplement Code:  
**WRHS-CR**

QuickFinder Code:  
**MM-SIRUB**

# What comments did our students receive on Writing prompts?

**Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Spring 2008-09 • All Grades**

**MME.2009.SP.WR.11.02 (ACT Writing Prompt, Question #2):**

ACT Constructed Response for Writing

Code	# / % Receiving Comment	Comment Code Description	Code	# / % Receiving Comment	Comment Code Description
<b>Make and Articulate Judgments</b>			<b>Organize and Present Ideas</b>		
20	15 9%	Your essay responded to the prompt by taking a position on the issue.	50	2 1%	Your essay lacked organization. Try to plan and arrange your ideas logically.
21	49 30%	Your essay responded to the prompt by taking a clear position on the issue.	51	1 1%	Your essay was not clearly organized. Try to plan and arrange your ideas logically.
22	1 1%	Your essay acknowledged counter arguments on the issue but did not discuss them.	52	4 2%	Your essay showed basic organization structure, but the ideas needed to be more clearly connected.
23	1 1%	Your essay showed recognition of the complexity of the issue by addressing counter arguments.	53	4 2%	The organization of the essay was adequate, but the rigid structure seemed to limit discussion.
24	2 1%	Your essay showed recognition of the complexity of the issue by partially evaluating its implications.	54	1 1%	Your essay was well organized, making it easy to understand logical relationships among ideas.
25	0 0%	Your essay addressed the complexity of the issue by fully responding to counter	55	0 0%	The logical sequence of ideas in your essay fit its persuasive purpose well.
26	0 0%	Your essay addressed the complexity of the issue by evaluating its implications.			
<b>Develop Ideas</b>			<b>Communicate Clearly</b>		
30	11 7%	Your essay provided very little writing about ideas. Try to write more about the topic.	60	2 1%	Grammar, spelling, and punctuation errors made your essay difficult to understand.
31	11 7%	The ideas in the essay needed to be more fully explained and supported with more details.	61	1 1%	Grammar, spelling and punctuation errors were distracting. Proofread your writing.
32	41 25%	Your essay used some specific details, reasons, and examples, but it needed more of	62	0 0%	Using correct grammar and more varied sentence structures would improve your
33	52 31%	Your essay adequately supported general statements with specific reasons, examples, and details.	63	7 4%	Using more varied sentence structures would make your essay clearer and more engaging.
34	8 5%	General statements in your essay were well supported with specific reasons, examples, and details.	64	2 1%	Using more sentence variety and precise word choice would make your essay clearer and more engaging.
35	0 0%	Your essay effectively supported general statements with specific reasons, examples, and details.	65	1 1%	Some varied sentence structures and precise word choice added clarity and interest to your writing.
			66	0 0%	Your essay showed a good command of language by using varied sentences and precise word choice.
<b>Sustain Focus</b>					
40	1 1%	Your writing did not maintain a focus on the issue. Try to plan your essay before you			
41	2 1%	Your essay focused on the general topic rather than on the specific issue in the			
42	28 17%	Your essay maintained focus on the specific issue in the prompt.			

### Analysis Questions

1. For which comment codes did students show a strength?
2. For which comment codes did students show a weakness?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- Common Assessment Teams
- Grade-Level Meetings
- School Improvement Plans including NCA

Supplement Code:  
**WRHS-CC**

QuickFinder Code:  
**MM-SIRUBCC**

The number and percentage of students in this report is based on the total number of students (166) responding to this particular prompt that received comment codes related to it. Since each student can receive multiple comment codes per prompt, the sum of all specific percentages will not equal 100%. Note that zero rubric scores are not listed because they do not receive comments.

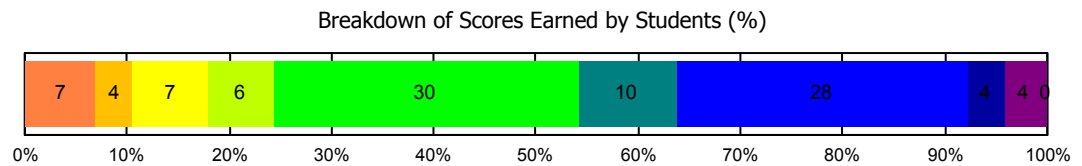
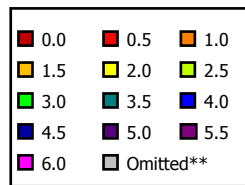
# What was our performance on constructed or extended response items?

## Percentage of Students Earning 80% of Possible Points on Constructed or Extended Response Items

Waverly Community Schools  
Waverly Senior High School  
MME High School Writing • Spring 2008-09  
All Grades  
All Test Forms

### ACT Writing Prompt

Designator*	Question Text or Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
MME.2009.SP.WR.11.02	ACT Constructed Response for Writing Extended Response	6.0	218	9	4%



### Analysis Questions

- For which constructed response items did 80% or more of our students earn 80% or more of the possible points? These represent our stronger items.
- For which constructed response items did 79% or fewer of our students earn 80% or more of the possible points? These represent our weaker items.
- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and State's Curriculum Framework for this.)

### Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans

Supplement Code:  
**WRHS-CR**

QuickFinder Code:  
**MM-SICR**

Many tests have multiple independent scorers. The above displayed rubric scores are averages from amongst all scorers.

\* The Designator is the state standard or, if not available, a label that displays the subject, grade level, and index that uniquely identifies each item.

\*\* Marked as Omitted, Off Topic, Illegible, Foreign Language, Blank or otherwise not credited with a score.

# THE GOLDEN PACKAGE

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**

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Alignment Data Packet for  
**MME High School Mathematics**  
**Class of 2010**

# Which students were tested?

## Student Demographics Summary Waverly Community Schools Waverly Senior High School

### Tests Records in System

	Class of 2008		Class of 2009		Class of 2010	
MME High School Mathematics	322	100%	254	100%	237	100%
<b>Total Test Records</b>	<b>322</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>237</b>	<b>100%</b>

This is the total number of test records within the system.



### General Achievement (No Retest) Reporting

Excluded based on Exclusion Factors	37	11%	25	9%	27	11%
Used for General Achievement Reporting	285	88%	229	90%	210	88%

This is the number of records that are typically used on reports within the package. Certain test records may be excluded from various reports based on particular Exclusion Factors (refer to the cover pages of your Golden Package).

### Test Form

MME High School Mathematics • Form 1 (Initial)	287	89%	202	79%	0	0%
MME High School Mathematics • Form 2 (Makeup)	10	3%	2	0%	0	0%
MME High School Mathematics • Form 3 (Accommodated)	12	3%	15	5%	0	0%
MME High School Mathematics • Form 4 (Other)	13	4%	19	7%	0	0%
MME High School Mathematics • Unspecified Test	0	0%	16	6%	237	100%

### Grade when Tested

Grade 11	240	74%	238	93%	237	100%
Grade 12	82	25%	16	6%	0	0%

### Gender

Female	157	48%	119	46%	121	51%
Male	165	51%	135	53%	116	48%

### Race/Ethnicity

American Indian	0	0%	2	0%	2	0%
Asian/Pacific Islander	34	10%	11	4%	12	5%
Black	88	27%	78	30%	47	19%
Hawaiian	3	0%	0	0%	8	3%
Hispanic	23	7%	19	7%	23	9%
White	174	54%	144	56%	145	61%

### SWD

Student with Disabilities	24	7%	33	12%	16	6%
Student without Disabilities	298	92%	221	87%	221	93%

### Economic Status

Economically Disadvantaged	48	14%	57	22%	55	23%
Non-Economically Disadvantaged	274	85%	197	77%	182	76%

### English Proficiency

English Proficient	317	98%	253	99%	232	97%
Limited English Proficient	5	1%	1	0%	5	2%

**Less than Full Academic Year**

Full Academic Year	295	91%	234	92%	214	90%
Less than Full Academic Year	27	8%	20	7%	23	9%

**Retests**

First-time Test Taker	322	100%	254	100%	237	100%
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QuickFinder Code:  
**MM-SUDEM**

# OUTCOME DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What was our performance on the MME® test in comparison to the district and/or state?

Percentage of Students Scoring Proficient on MME® Test,  
Comparison of School to District and/or State

#### What Proficiency Levels have our students attained?

Proficiency Levels Summary

#### What has been our trend in performance on the MME® test?

Percentage of Students Scoring Proficient on MME® Test

#### What range of scores did our students receive on the ACT® test?

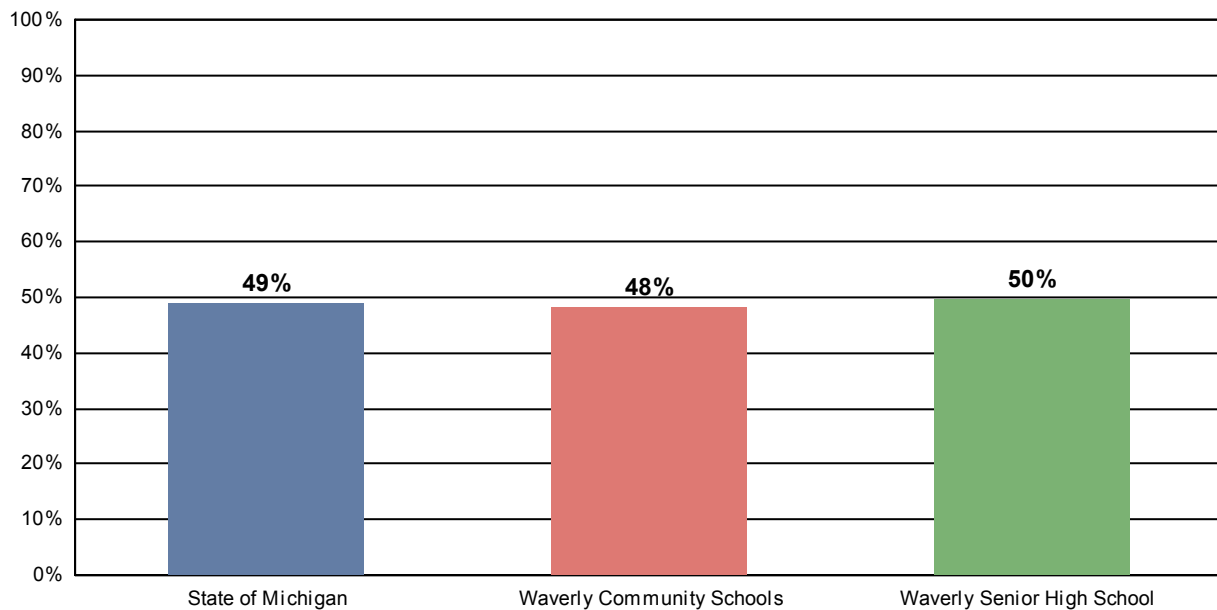
ACT® Test Score Frequency Report

### Comments Regarding Data

# What was our performance on the MME® test in comparison to the district and/or state?

## Percentage of Students Scoring Proficient on MME® Test, Comparison of School to District and/or State

### Waverly Community Schools MME High School Mathematics Class of 2010



# Students in Each Group	State of Michigan	Waverly Community Schools	Waverly Senior High School
Not Proficient	56,546	112	106
Proficient	54,329	104	104
<b>Total</b>	<b>110,875</b>	<b>216</b>	<b>210</b>

#### Analysis Questions

1. How did our school perform in comparison to the district on this test?
2. How did our school perform in comparison to the state on this test?

#### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPBSDS**

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

# What Proficiency Levels did our students attain?

## Proficiency Levels Summary

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics  
Class of 2010

	Proficiency Level	# of Tests	% of Tests
More Proficient	<b>Level 1</b>	19	9.0%
	<b>Level 2</b>	85	40.5%
	<b>Level 3</b>	35	16.7%
	<b>Level 4</b>	71	33.8%
Less Proficient			

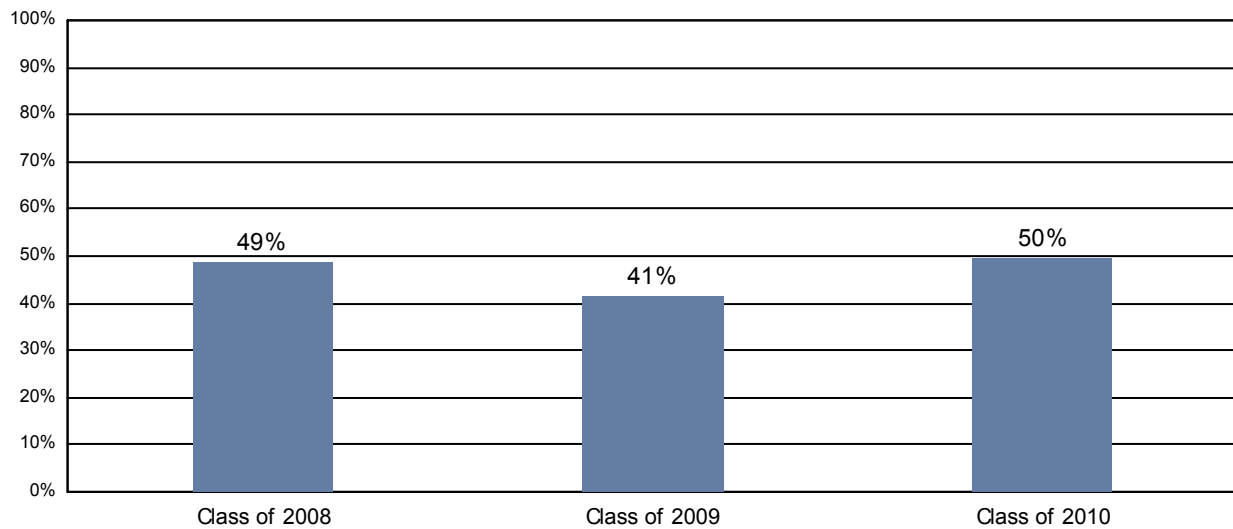
Supplement Code:  
**MAHS-PL**

QuickFinder Code:  
**MM-PLSUM**

# What has been our trend in performance on the MME®?

## Percentage of Students Scoring Proficient on MME®

**Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics**



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Not Proficient	146	134	106
Proficient	139	95	104
<b>Total</b>	<b>285</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did students perform on this test?
2. Has there been improvement over time?

### Suggested Uses (Internal/External)

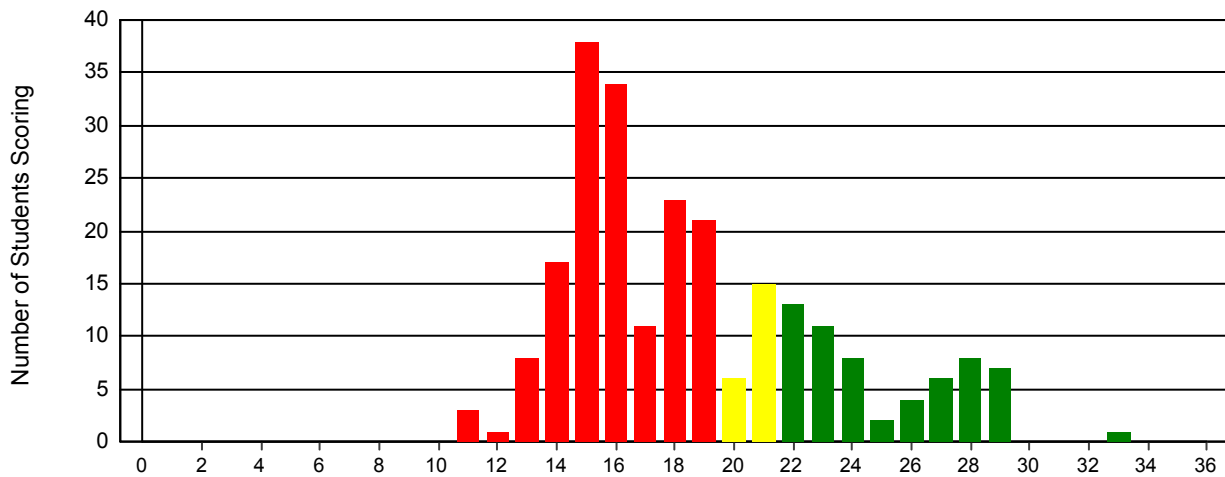
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPB**

# What range of scores did our students receive on the ACT® test?

## ACT® Test Score Frequency Report

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010



# Tested:	237
ACT College Readiness Benchmark:	22
#/% At or Above Benchmark:	60 25.3%
#/% Below Benchmark:	177 74.7%

### Analysis Questions

1. How did our students perform on this ACT test?
2. What percentage of students scored At or Above Benchmark? Below Benchmark?
3. Are there many students that scored within 2 points of the Benchmark of 22 (yellow bars)?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**MAHS-PL**

QuickFinder Code:  
**MM-FRSS**

Green bars indicate students that are At or Above Benchmark. Red and Yellow bars are Below Benchmark, but Yellow bars are students that are close to being At or Above Benchmark.

# DEMOGRAPHIC DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### **What is the performance, by MME® Proficiency Level, of subgroups of students?**

Percentage of Students in Each Proficient Proficiency Level, by Subgroups of Students:

- Gender
- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

#### **How has the performance of various subgroups differed on the MME®?**

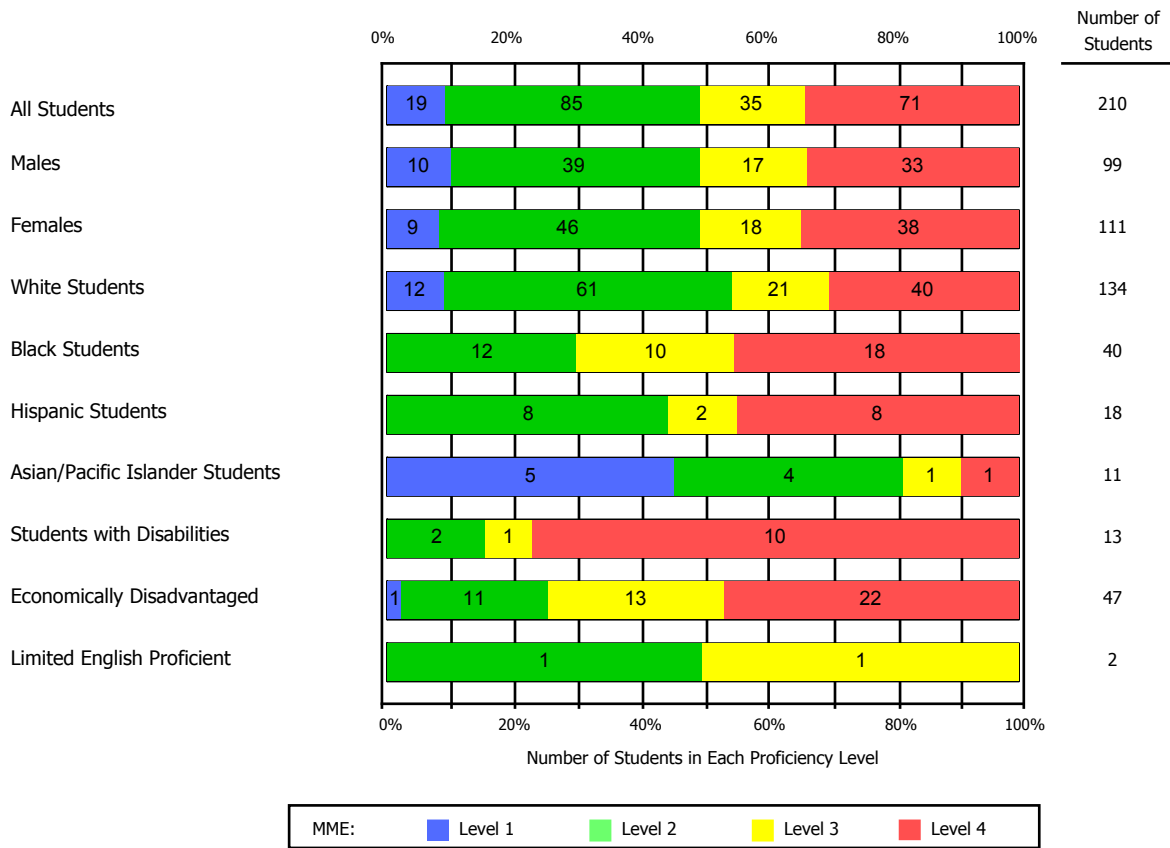
Percentage of Students Scoring Proficient on MME®, Disaggregated by Gender, Race/Ethnicity, Economic Status, Students with Disabilities and English Proficiency

### Comments Regarding Data

# What is the performance, by MME® Proficiency Level, of subgroups of students?

## Percentage of Students in Each MME® Proficiency Level, by Subgroups of Students

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics  
Class of 2010



### Analysis Questions

1. How many of our students scored in each Proficiency Level?
2. Which subgroup of students performed the best on this test?
3. Which subgroup of students performed the worst?

### Suggested Uses (Internal/External)

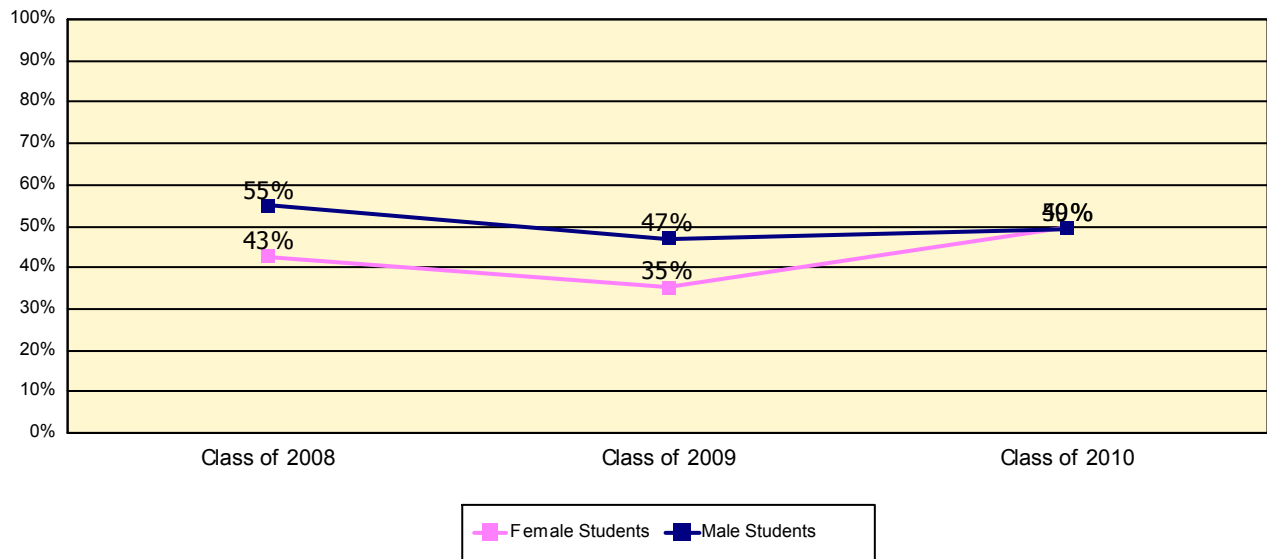
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLSUB**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Gender

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Female Students • Not Proficient	82	70	56
Female Students • Proficient	61	38	55
Male Students • Not Proficient	64	64	50
Male Students • Proficient	78	57	49
<b>Total</b>	<b>285</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did students within each gender perform on this test?
2. Are there gaps greater than 10 percentage points between the genders?
3. Is each gender group showing improvement over time?

### Suggested Uses (Internal/External)

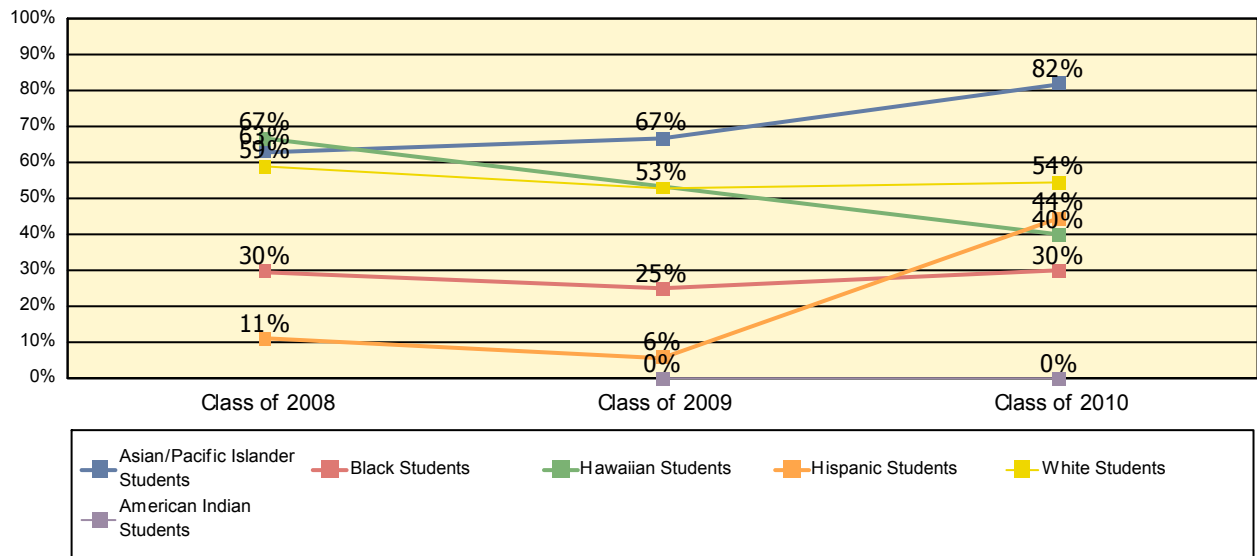
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Race/Ethnicity

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics



# Students in Each Group

	Class of 2008	Class of 2009	Class of 2010
American Indian Students • Not Proficient	0	1	2
Asian/Pacific Islander Students • Not Proficient	10	3	2
Asian/Pacific Islander Students • Proficient	17	6	9
Black Students • Not Proficient	52	51	28
Black Students • Proficient	22	17	12
Hawaiian Students • Not Proficient	1	0	3
Hawaiian Students • Proficient	2	0	2
Hispanic Students • Not Proficient	16	16	10
Hispanic Students • Proficient	2	1	8
White Students • Not Proficient	67	63	61
White Students • Proficient	96	71	73
<b>Total</b>	<b>285</b>	<b>229</b>	<b>210</b>

### **Analysis Questions**

1. How well did students in each ethnic group perform on this test?
2. Are there gaps greater than 10 percentage points between the ethnic groups?
3. Is each group showing improvement over time?

### **Suggested Uses (Internal/External)**

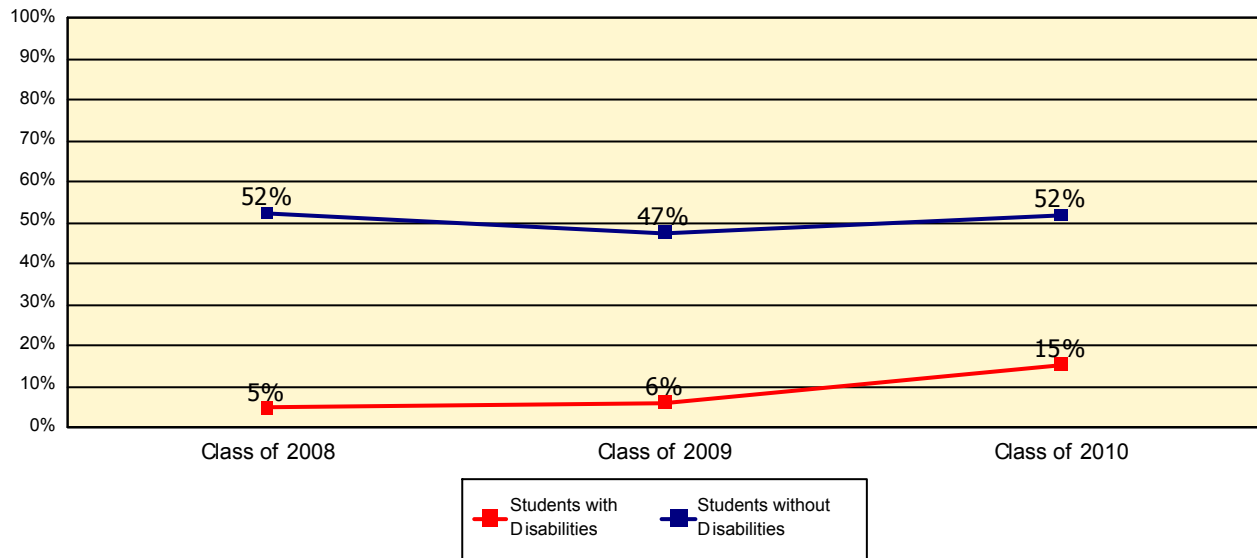
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Students with Disabilities

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Students with Disabilities • Not Proficient	20	31	11
Students with Disabilities • Proficient	1	2	2
Students without Disabilities • Not Proficient	126	103	95
Students without Disabilities • Proficient	138	93	102
<b>Total</b>	<b>285</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did Students with Disabilities perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

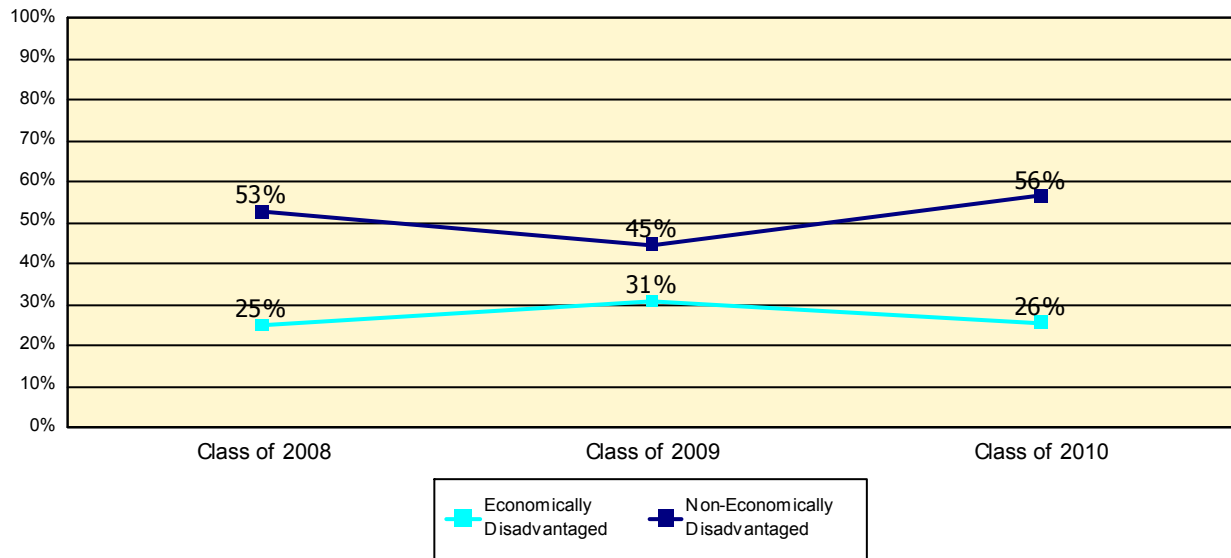
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Economic Status

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Economically Disadvantaged • Not Proficient	30	36	35
Economically Disadvantaged • Proficient	10	16	12
Non-Economically Disadvantaged • Not Proficient	116	98	71
Non-Economically Disadvantaged • Proficient	129	79	92
<b>Total</b>	<b>285</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did Economically Disadvantaged students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

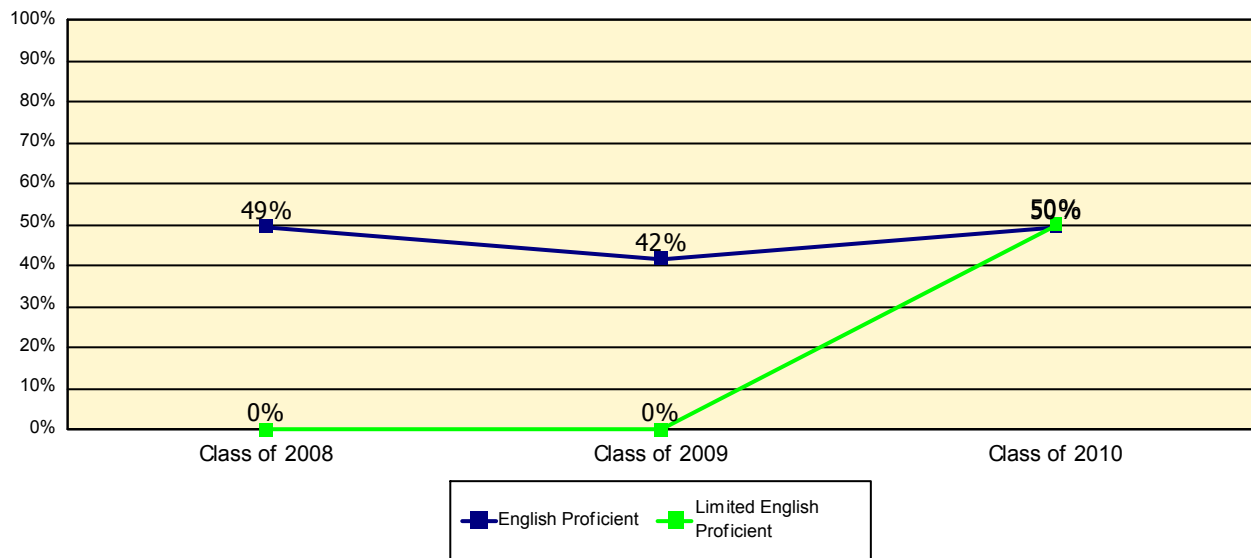
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by English Proficiency

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
English Proficient • Not Proficient	142	133	105
English Proficient • Proficient	139	95	103
Limited English Proficient • Not Proficient	4	1	1
Limited English Proficient • Proficient	0	0	1
<b>Total</b>	<b>285</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did Limited English Proficient students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# PROCESS DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for the MME®

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### Reports Included in This Section

#### **What is the composition of this MME® test?**

Blueprint Summary

#### **Is our curriculum aligned?**

Percent of Students Meeting or Exceeding Standards on MME®

#### **Is our curriculum aligned for NCLB subgroups?**

Percent of Students Meeting or Exceeding Standards on MME®,  
Disaggregated by NCLB Subgroups

#### **Where do we have curriculum alignment?**

Comparison of Strengths and Weaknesses  
in MME® Mathematics Test Strands

#### **Where do we have curriculum alignment for NCLB Subgroups?**

Comparison of Strengths and Weaknesses  
in MME® Mathematics Test Strands, Disaggregated by NCLB  
Subgroups

#### **How strong are our students by strand?**

Comparison of Strengths and Weaknesses across 10% Brackets  
in MME® Mathematics Test Strands

#### **How did our students perform on prompts?**

Percentage of Students Receiving Each Rubric Score

#### **What comments did our students receive on prompts?**

Percentage of Students Receiving Each Comment Code

**What was our performance on constructed or extended response items?**

Percentage of Students Earning 80% of Possible Points on Constructed or Extended Response Items

**Which skills do our students possess, as measured by the ACT® College Readiness Standards in Mathematics?**

Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

**Which characteristics and skills do our students possess, as measured by the WorkKeys® Mathematics test?**

Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

**Comments  
Regarding Data**

## What is the composition of this MME® test?

### MME® Blueprint Summary

Waverly Community Schools  
Waverly Senior High School  
Spring 2008-09

Subject	MME Strand Name*	# of Possible Points	% of Possible Points
Mathematics (63 Points)	Reasoning about Numbers	7	11%
	Calculations, Algorithms	4	6%
	Math Reasoning, Logic, & Proof	3	5%
	Expressions, Equations	10	14%
	Functions	6	16%
	Families of Functions	5	8%
	Figures & Properties	16	25%
	Relationships between Figures	2	2%
	Transformations of Figures	1	2%
	Univariate Data: Distributions	7	11%
	Bivariate Data: Relationships	1	2%
	Probability Models, Operations	1	2%

ACT® Test	ACT® Strand Name and Skills within that Strand**	# of Possible Points	% of Possible Points
ACT Mathematics (60 Points)	Pre-Algebra/Elementary Algebra (ACT)	24	40%
	<i>Pre-Algebra</i>	14	23%
	<i>Elementary Algebra</i>	10	17%
	Algebra/Coordinate Geometry (ACT)	18	30%
	<i>Intermediate Algebra</i>	9	15%
	<i>Coordinate Geometry</i>	9	15%
	Plane Geometry/Trigonometry (ACT)	18	30%
	<i>Intermediate Algebra</i>	14	23%
	<i>Coordinate Geometry</i>	4	7%

<b>WorkKeys® Test</b>	<b>Item</b>	<b># of Possible Points</b>	<b>% of Possible Points</b>
Applied Mathematics (33 Points)	Multiple-Choice Items <i>(strand allocation unknown)</i>	33	100%
Locating Information (38 Points)	Multiple-Choice Items <i>(these items are distributed amongst the Math and Social Studies tests, but the exact proportion or strand allocation is not released)</i>	38	100%

\* Strand data is derived from ACT, WorkKeys and Michigan-specific questions.

\*\* Note that the released data only provides each top-level ACT strand score. Scores for skills (in italics) below each strand are not published.

QuickFinder Code:  
**MM-PLPCGL**

# Is our curriculum aligned?

## Percent of Students Meeting or Exceeding Standards on MME®

### Waverly Community Schools Waverly Senior High School MME High School Mathematics

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting Standard
Class of 2008	285	139	49%	146	51%	228	89	39
Class of 2009	229	95	41%	134	59%	184	89	38
Class of 2010	210	104	50%	106	50%	168	64	32

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

#### Analysis Questions

1. What percentage of students met or exceeded standards on this test?
2. What does the data say about curriculum alignment?
3. Might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

#### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Supplement Code:  
**MAHS-CTP**

QuickFinder Code:  
**MM-PLCA**

# Is our curriculum aligned for NCLB Subgroups?

## Percent of Students Meeting or Exceeding Standards on MME®, Disaggregated by NCLB Subgroups

### Waverly Community Schools Waverly Senior High School MME High School Mathematics Class of 2010

Subgroup	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
All Students	210	104	50%	106	50%	168	64	32
Males	99	49	49%	50	51%	80	31	15
Females	111	55	50%	56	50%	89	34	17
White Students	134	73	54%	61	46%	108	35	20
Black Students	40	12	30%	28	70%	32	20	10
Hispanic Students	18	8	44%	10	56%	15	7	1
Asian/Pacific Islander Students	11	9	82%	2	18%	9		1
Students with Disabilities	13	2	15%	11	85%	11	9	0
Economically Disadvantaged	47	12	26%	35	74%	38	26	12
Limited English Proficient	2	1	50%	1	50%	2	1	0

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students, by subgroup, met or exceeded standards on this test?
2. What does the data suggest about curriculum alignment for each subgroup?
3. For which subgroups might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

QuickFinder Code:  
**MM-PLCATSUB**

# Where do we have curriculum alignment?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
		#	%	#	%	#	%	#	%
Reasoning about Numbers	210	106	100%	0	0%	90	87%	14	13%
Calculations, Algorithms	210	106	100%	0	0%	64	62%	40	38%
Math Reasoning, Logic, & Proof	210	105	99%	1	1%	82	79%	22	21%
Expressions, Equations	210	105	99%	1	1%	69	66%	35	34%
Functions	210	102	96%	4	4%	85	82%	19	18%
Families of Functions	210	105	99%	1	1%	81	78%	23	22%
Figures & Properties	210	106	100%	0	0%	95	91%	9	9%
Relationships between Figures	210	89	84%	17	16%	71	68%	33	32%
Transformations of Figures	210	70	66%	36	34%	34	33%	70	67%
Univariate Data: Distributions	210	104	98%	2	2%	78	75%	26	25%
Bivariate Data: Relationships	210	67	63%	39	37%	27	26%	77	74%
Probability Models, Operations	210	75	71%	31	29%	71	68%	33	32%
Pre-Algebra/Elementary Algebra (ACT)	210	106	100%	0	0%	84	81%	20	19%
Algebra/Coordinate Geometry (ACT)	210	106	100%	0	0%	96	92%	8	8%

**Waverly Community Schools • Waverly Senior High School • MME High School Mathematics • Class of 2010 • Spring 2008-09 (Continued...)**

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
		#	%	#	%	#	%	#	%		
Plane Geometry/Trigonometry (ACT)	210	106	100%	0	0%	92	88%	12	12%		
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT					104
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT					50%

**Analysis Questions**

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. In which strand(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

**Suggested Uses  
(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**MAHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Reasoning about Numbers		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	106	100%	0	0%	90	87%	14	13%		
Males	99	50	100%	0	0%	42	86%	7	14%		
Females	111	56	100%	0	0%	48	87%	7	13%		
White Students	134	61	100%	0	0%	61	84%	12	16%		
Black Students	40	28	100%	0	0%	12	100%	0	0%		
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%		
Asian/Pacific Islander Students	11	2	100%	0	0%	8	89%	1	11%		
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%		
Economically Disadvantaged	47	35	100%	0	0%	11	92%	1	8%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
				TOTAL STUDENTS NOT PROFICIENT		106		TOTAL STUDENTS PROFICIENT		104	
				PERCENT NOT PROFICIENT		50%		PERCENT PROFICIENT		50%	

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Calculations, Algorithms		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	106	100%	0	0%	64	62%	40	38%	
Males	99	50	100%	0	0%	27	55%	22	45%	
Females	111	56	100%	0	0%	37	67%	18	33%	
White Students	134	61	100%	0	0%	44	60%	29	40%	
Black Students	40	28	100%	0	0%	11	92%	1	8%	
Hispanic Students	18	10	100%	0	0%	7	88%	1	13%	
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%	
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%	
Economically Disadvantaged	47	35	100%	0	0%	8	67%	4	33%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Math Reasoning, Logic, & Proof		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	105	99%	1	1%	82	79%	22	21%	
Males	99	49	98%	1	2%	36	73%	13	27%	
Females	111	56	100%	0	0%	46	84%	9	16%	
White Students	134	61	100%	0	0%	59	81%	14	19%	
Black Students	40	28	100%	0	0%	10	83%	2	17%	
Hispanic Students	18	10	100%	0	0%	6	75%	2	25%	
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%	
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%	
Economically Disadvantaged	47	35	100%	0	0%	10	83%	2	17%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Expressions, Equations		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	105	99%	1	1%	69	66%	35	34%	
Males	99	50	100%	0	0%	33	67%	16	33%	
Females	111	55	98%	1	2%	36	65%	19	35%	
White Students	134	60	98%	1	2%	46	63%	27	37%	
Black Students	40	28	100%	0	0%	8	67%	4	33%	
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%	
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%	
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%	
Economically Disadvantaged	47	34	97%	1	3%	8	67%	4	33%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Functions		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	102	96%	4	4%	85	82%	19	18%	
Males	99	47	94%	3	6%	41	84%	8	16%	
Females	111	55	98%	1	2%	44	80%	11	20%	
White Students	134	61	100%	0	0%	60	82%	13	18%	
Black Students	40	26	93%	2	7%	11	92%	1	8%	
Hispanic Students	18	9	90%	1	10%	7	88%	1	13%	
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%	
Students with Disabilities	13	9	82%	2	18%	2	100%	0	0%	
Economically Disadvantaged	47	33	94%	2	6%	11	92%	1	8%	
Limited English Proficient	2	0	0%	1	100%	0	0%	1	100%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Families of Functions		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	105	99%	1	1%	81	78%	23	22%	
Males	99	50	100%	0	0%	39	80%	10	20%	
Females	111	55	98%	1	2%	42	76%	13	24%	
White Students	134	61	100%	0	0%	57	78%	16	22%	
Black Students	40	27	96%	1	4%	10	83%	2	17%	
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%	
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%	
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%	
Economically Disadvantaged	47	34	97%	1	3%	11	92%	1	8%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Figures & Properties		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	106	100%	0	0%	95	91%	9	9%		
Males	99	50	100%	0	0%	45	92%	4	8%		
Females	111	56	100%	0	0%	50	91%	5	9%		
White Students	134	61	100%	0	0%	67	92%	6	8%		
Black Students	40	28	100%	0	0%	12	100%	0	0%		
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%		
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%		
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%		
Economically Disadvantaged	47	35	100%	0	0%	11	92%	1	8%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
				TOTAL STUDENTS NOT PROFICIENT		106		TOTAL STUDENTS PROFICIENT		104	
				PERCENT NOT PROFICIENT		50%		PERCENT PROFICIENT		50%	

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Relationships between Figures		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	89	84%	17	16%	71	68%	33	32%	
Males	99	46	92%	4	8%	33	67%	16	33%	
Females	111	43	77%	13	23%	38	69%	17	31%	
White Students	134	52	85%	9	15%	49	67%	24	33%	
Black Students	40	24	86%	4	14%	10	83%	2	17%	
Hispanic Students	18	8	80%	2	20%	7	88%	1	13%	
Asian/Pacific Islander Students	11	0	0%	2	100%	5	56%	4	44%	
Students with Disabilities	13	10	91%	1	9%	0	0%	2	100%	
Economically Disadvantaged	47	30	86%	5	14%	9	75%	3	25%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Transformations of Figures		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%
All Students	210	70	66%	36	34%	34	33%	70	67%
Males	99	36	72%	14	28%	22	45%	27	55%
Females	111	34	61%	22	39%	12	22%	43	78%
White Students	134	41	67%	20	33%	25	34%	48	66%
Black Students	40	18	64%	10	36%	4	33%	8	67%
Hispanic Students	18	8	80%	2	20%	2	25%	6	75%
Asian/Pacific Islander Students	11	0	0%	2	100%	3	33%	6	67%
Students with Disabilities	13	6	55%	5	45%	2	100%	0	0%
Economically Disadvantaged	47	24	69%	11	31%	6	50%	6	50%
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT			
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Univariate Data: Distributions		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	104	98%	2	2%	78	75%	26	25%	
Males	99	49	98%	1	2%	37	76%	12	24%	
Females	111	55	98%	1	2%	41	75%	14	25%	
White Students	134	59	97%	2	3%	54	74%	19	26%	
Black Students	40	28	100%	0	0%	11	92%	1	8%	
Hispanic Students	18	10	100%	0	0%	7	88%	1	13%	
Asian/Pacific Islander Students	11	2	100%	0	0%	5	56%	4	44%	
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%	
Economically Disadvantaged	47	33	94%	2	6%	9	75%	3	25%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

1. Which subgroup performed best on this strand? Worst?
2. For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
3. Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Bivariate Data: Relationships		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%
All Students	210	67	63%	39	37%	27	26%	77	74%
Males	99	34	68%	16	32%	13	27%	36	73%
Females	111	33	59%	23	41%	14	25%	41	75%
White Students	134	34	56%	27	44%	19	26%	54	74%
Black Students	40	21	75%	7	25%	7	58%	5	42%
Hispanic Students	18	7	70%	3	30%	0	0%	8	100%
Asian/Pacific Islander Students	11	2	100%	0	0%	1	11%	8	89%
Students with Disabilities	13	9	82%	2	18%	1	50%	1	50%
Economically Disadvantaged	47	22	63%	13	37%	1	8%	11	92%
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT			
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Probability Models, Operations		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	75	71%	31	29%	71	68%	33	32%		
Males	99	37	74%	13	26%	30	61%	19	39%		
Females	111	38	68%	18	32%	41	75%	14	25%		
White Students	134	42	69%	19	31%	47	64%	26	36%		
Black Students	40	20	71%	8	29%	10	83%	2	17%		
Hispanic Students	18	8	80%	2	20%	6	75%	2	25%		
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%		
Students with Disabilities	13	8	73%	3	27%	2	100%	0	0%		
Economically Disadvantaged	47	29	83%	6	17%	8	67%	4	33%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT					104
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT					50%

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Pre-Algebra/Elementary Algebra (ACT)		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	106	100%	0	0%	84	81%	20	19%		
Males	99	50	100%	0	0%	38	78%	11	22%		
Females	111	56	100%	0	0%	46	84%	9	16%		
White Students	134	61	100%	0	0%	58	79%	15	21%		
Black Students	40	28	100%	0	0%	11	92%	1	8%		
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%		
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%		
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%		
Economically Disadvantaged	47	35	100%	0	0%	10	83%	2	17%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
				TOTAL STUDENTS NOT PROFICIENT		106		TOTAL STUDENTS PROFICIENT		104	
				PERCENT NOT PROFICIENT		50%		PERCENT PROFICIENT		50%	

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Algebra/Coordinate Geometry (ACT)		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	106	100%	0	0%	96	92%	8	8%		
Males	99	50	100%	0	0%	44	90%	5	10%		
Females	111	56	100%	0	0%	52	95%	3	5%		
White Students	134	61	100%	0	0%	69	95%	4	5%		
Black Students	40	28	100%	0	0%	12	100%	0	0%		
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%		
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%		
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%		
Economically Disadvantaged	47	35	100%	0	0%	11	92%	1	8%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
				TOTAL STUDENTS NOT PROFICIENT		106		TOTAL STUDENTS PROFICIENT		104	
				PERCENT NOT PROFICIENT		50%		PERCENT PROFICIENT		50%	

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

## Comparison of Strengths and Weaknesses in MME® Mathematics Test Strands, Disaggregated by NCLB Subgroups

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

Plane Geometry/Trigonometry (ACT)		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	106	100%	0	0%	92	88%	12	12%	
Males	99	50	100%	0	0%	42	86%	7	14%	
Females	111	56	100%	0	0%	50	91%	5	9%	
White Students	134	61	100%	0	0%	67	92%	6	8%	
Black Students	40	28	100%	0	0%	12	100%	0	0%	
Hispanic Students	18	10	100%	0	0%	8	100%	0	0%	
Asian/Pacific Islander Students	11	2	100%	0	0%	5	56%	4	44%	
Students with Disabilities	13	11	100%	0	0%	2	100%	0	0%	
Economically Disadvantaged	47	35	100%	0	0%	10	83%	2	17%	
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%	
TOTAL STUDENTS NOT PROFICIENT					106	TOTAL STUDENTS PROFICIENT				
PERCENT NOT PROFICIENT					50%	PERCENT PROFICIENT				

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# How strong are our students by strand?

## Comparison of Strengths and Weaknesses across 10% Brackets in MME Mathematics Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Mathematics • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Reasoning about Numbers	210	1 0%	14 7%	28 13%	0 0%	66 31%	57 27%	0 0%	30 14%	<b>196</b> <b>93%</b>	7 3%	7 3%	<b>14</b> <b>7%</b>
Calculations, Algorithms	210	0 0%	4 2%	14 7%	21 10%	16 8%	39 19%	23 11%	53 25%	<b>170</b> <b>81%</b>	26 12%	14 7%	<b>40</b> <b>19%</b>
Math Reasoning, Logic, & Proof	210	45 21%	0 0%	0 0%	76 36%	0 0%	0 0%	66 31%	0 0%	<b>187</b> <b>89%</b>	0 0%	23 11%	<b>23</b> <b>11%</b>
Expressions, Equations	210	2 1%	13 6%	17 8%	24 11%	25 12%	32 15%	39 19%	22 10%	<b>174</b> <b>83%</b>	17 8%	19 9%	<b>36</b> <b>17%</b>
Functions	210	4 2%	24 11%	0 0%	44 21%	0 0%	59 28%	56 27%	0 0%	<b>187</b> <b>89%</b>	18 9%	5 2%	<b>23</b> <b>11%</b>
Families of Functions	210	26 12%	0 0%	75 36%	0 0%	53 25%	0 0%	32 15%	0 0%	<b>186</b> <b>89%</b>	21 10%	3 1%	<b>24</b> <b>11%</b>
Figures & Properties	210	9 4%	43 20%	26 12%	48 23%	24 11%	26 12%	14 7%	11 5%	<b>201</b> <b>96%</b>	6 3%	3 1%	<b>9</b> <b>4%</b>
Relationships between Figures	210	68 32%	0 0%	0 0%	0 0%	0 0%	92 44%	0 0%	0 0%	<b>160</b> <b>76%</b>	0 0%	50 24%	<b>50</b> <b>24%</b>
Transformations of Figures	210	104 50%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	<b>104</b> <b>50%</b>	0 0%	106 50%	<b>106</b> <b>50%</b>
Univariate Data: Distributions	210	4 2%	24 11%	39 19%	0 0%	44 21%	43 20%	0 0%	28 13%	<b>182</b> <b>87%</b>	23 11%	5 2%	<b>28</b> <b>13%</b>
Bivariate Data: Relationships	210	94 45%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	<b>94</b> <b>45%</b>	0 0%	116 55%	<b>116</b> <b>55%</b>
Probability Models, Operations	210	146 70%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	<b>146</b> <b>70%</b>	0 0%	64 30%	<b>64</b> <b>30%</b>
Pre-Algebra/Elementary Algebra (ACT)	210	0 0%	1 0%	10 5%	59 28%	28 13%	30 14%	44 21%	18 9%	<b>190</b> <b>90%</b>	18 9%	2 1%	<b>20</b> <b>10%</b>
Algebra/Coordinate Geometry (ACT)	210	1 0%	2 1%	6 3%	45 21%	25 12%	47 22%	54 26%	22 10%	<b>202</b> <b>96%</b>	4 2%	4 2%	<b>8</b> <b>4%</b>

**Waverly Community Schools • Waverly Senior High School • MME High School Mathematics • Class of 2010 • Spring 2008-09 (Continued...)**

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Plane Geometry/Trigonometry	210	2 1%	4 2%	8 4%	14 7%	38 18%	58 28%	50 24%	24 11%	198 94%	12 6%	0 0%	12 6%

These are students with significant deficiencies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

**Analysis Questions**

1. On which strand(s) did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for greater than 70% of students showing a strength)
3. Would focusing on instructional strategies benefit our students? (Are a lot of students in the 70-79% group?)
4. In which strand(s) does our curriculum need tightening? (Look for 70% or more of our students showing a weakness)

**Suggested Uses (Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**MAHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Basic Operations and Applications	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Solve word problems containing several rates, proportions, or percentages.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that require combining multiple concepts.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).</li> </ul>	<ul style="list-style-type: none"> <li>Model and solve real-world problems that involve a combination of rates, proportions, and/or percents.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.</li> </ul>	<ul style="list-style-type: none"> <li>Apply and use number properties to model and solve problems that involve reasoning with proportions.</li> <li>Select and use appropriate units when solving problems that involve one or more units of measure.</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.</li> <li>Solve some routine two-step arithmetic problems.</li> </ul>	<ul style="list-style-type: none"> <li>Solve routine arithmetic problems that involve rates, proportions, and percents.</li> <li>Model and solve problems that contain verbal and symbolic representations of money.</li> <li>Do multi-step computations with rational numbers.</li> </ul>
53	25%	13 - 15	<ul style="list-style-type: none"> <li>Perform one-operation computation with whole numbers and decimals.</li> <li>Solve problems in one or two steps using whole numbers.</li> <li>Perform common conversions (e.g., inches to feet or hours to minutes).</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple operations to solve multi-step arithmetic problems.</li> <li>Investigate and build understanding of the concept of percentage as a comparison of a part to a whole.</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**MAHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Expressions, Equations, and Inequalities	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Write expressions that require planning and/or manipulating to accurately model a situation.</li> <li>Write equations and inequalities that require planning, manipulating, and/or solving.</li> <li>Solve simple absolute value inequalities.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Manipulate expressions and equations.</li> <li>Write expressions, equations, and inequalities for common algebra settings.</li> <li>Solve linear inequalities that require reversing the inequality sign.</li> <li>Solve absolute value equations.</li> <li>Solve quadratic equations.</li> <li>Find solutions to systems of linear equations.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate expressions, equations, and inequalities that require planning to accurately model real-world problems (e.g., direct and inverse variation).</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Solve real-world problems using first-degree equations.</li> <li>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).</li> <li>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).</li> <li>Identify solutions to simple quadratic equations.</li> <li>Add, subtract, and multiply polynomials.</li> <li>Solve first-degree inequalities that do not require reversing the inequality sign.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use different methods to solve systems of equations.</li> <li>Create and use basic families of functions (which include linear, absolute value, and quadratic) to model and solve problems in common settings.</li> <li>Manipulate radical expressions (e.g., rationalize denominators).</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Evaluate algebraic expressions by substituting integers for unknown quantities.</li> <li>Perform straightforward word-to-symbol translations.                             <ul style="list-style-type: none"> <li>Add and subtract simple algebraic expressions.</li> <li>Solve routine first-degree equations.</li> </ul> </li> <li>Multiply two binomials.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, interpret, and generate symbolic representations that model the context of a problem.</li> <li>Factor and perform the basic operations on polynomials.</li> <li>Create and solve linear equations and inequalities that model real-world situations.</li> <li>Solve literal equations for any variable.</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Substitute whole numbers for unknown quantities to evaluate expressions.</li> <li>Solve one-step equations having integer or decimal answers.</li> <li>Combine like terms (e.g., <math>2x + 5x</math>).</li> </ul>	<ul style="list-style-type: none"> <li>Create expressions that model mathematical situations using combinations of symbols and numbers.</li> <li>Evaluate algebraic expressions and solve multi-step first-degree equations.</li> </ul>

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Expressions, Equations, and Inequalities	
53	25%	13 - 15	<ul style="list-style-type: none"> <li>Exhibit knowledge of basic expressions (e.g., identify an expression for a total as <math>b + g</math>).</li> <li>Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals.</li> </ul>	<ul style="list-style-type: none"> <li>Use mathematical symbols and variables to express a relationship between quantities (e.g., the number of 59¢ candy bars that you can buy for \$5 must satisfy <math>59n = 500</math>).</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**MAHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Functions	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Write an expression for the composite of two simple functions.</li> <li>Use trigonometric concepts and basic identities to solve problems.</li> <li>Exhibit knowledge of unit circle trigonometry.</li> <li>Match graphs of basic trigonometric functions with their equations.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Evaluate composite functions at integer values.</li> <li>Apply basic trigonometric ratios to solve right-triangle problems.</li> </ul>	<ul style="list-style-type: none"> <li>Explore geometric models where unit circle trigonometry and basic identities can be used to solve problems.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Evaluate polynomial functions, expressed in function notation, at integer values.</li> <li>Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.</li> </ul>	<ul style="list-style-type: none"> <li>Write an expression for and evaluate composite functions.</li> <li>Use basic trigonometric ratios to solve problems involving indirect measurement.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Evaluate quadratic functions, expressed in function notation, at integer values.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the basic trigonometric ratios.</li> </ul>
84	39%	16 - 19		<ul style="list-style-type: none"> <li>Distinguish between range and domain.</li> <li>Evaluate polynomial functions that use function notation.</li> </ul>
53	25%	13 - 15		<ul style="list-style-type: none"> <li>Recognize functions as mappings of an independent variable into a dependent variable.</li> </ul>

### Analysis Questions

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Graphical Representations	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Match number line graphs with solution sets of simple quadratic inequalities.</li> <li>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = a x^2 + c</math>.</li> <li>Solve problems integrating multiple algebraic and/or geometric concepts.</li> <li>Analyze and draw conclusions based on information from graphs in the coordinate plane.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Interpret and use information from graphs in the coordinate plane.</li> <li>Match number line graphs with solution sets of linear inequalities.</li> <li>Use the distance formula.</li> <li>Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.</li> <li>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).</li> </ul>	<ul style="list-style-type: none"> <li>Solve and graph quadratic inequalities.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Identify the graph of a linear inequality on the number line.</li> <li>Determine the slope of a line from points or equations.</li> <li>Match linear graphs with their equations.</li> <li>Find the midpoint of a line segment.</li> </ul>	<ul style="list-style-type: none"> <li>Graph linear equations and inequalities, determine the slopes of lines, identify parallel and perpendicular lines, and find distances.</li> <li>Identify characteristics of figures from a general equation.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Locate points in the coordinate plane.</li> <li>Comprehend the concept of length on the number line.</li> <li>Exhibit knowledge of slope.</li> </ul>	<ul style="list-style-type: none"> <li>Represent and interpret relationships defined by equations and formulas; translate between representations as ordered pairs, graphs, and equations; and investigate symmetry and transformations (e.g., reflections, translations, rotations).</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Locate points on the numberline and in the first quadrant.</li> </ul>	<ul style="list-style-type: none"> <li>sketch and identify line segments, midpoints, intersections, and vertical and horizontal lines.</li> </ul>
53	25%	13 - 15	<ul style="list-style-type: none"> <li>Identify the location of a point with a positive coordinate on the number line.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and describe objects in terms of their position on the number line and on a grid.</li> </ul>

### Analysis Questions

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2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Measurement	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Use scale factors to determine the magnitude of a size change.</li> <li>Compute the area of composite geometric figures when planning or visualization is required.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.</li> </ul>	<ul style="list-style-type: none"> <li>Examine and compare a variety of methods to find areas of composite figures and construct scale drawings.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Compute the area of triangles and rectangles when one or more additional simple steps are required.</li> <li>Compute the area and circumference of circles after identifying necessary information.</li> <li>Compute the perimeter of simple composite geometric figures with unknown side lengths.</li> </ul>	<ul style="list-style-type: none"> <li>Apply a variety of strategies using relationships between perimeter, area, and volume to calculate desired measures.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Compute the area and perimeter of triangles and rectangles in simple problems.</li> <li>Use geometric formulas when all necessary information is given.</li> </ul>	<ul style="list-style-type: none"> <li>Apply a variety of strategies to determine the circumference or perimeter and the area for circles, triangles, rectangles, and composite geometric figures.</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Compute the perimeter of polygons when all side lengths are given.</li> <li>Compute the area of rectangles when whole number dimensions are given.</li> </ul>	<ul style="list-style-type: none"> <li>Find area and perimeter of a variety of polygons by substituting given values into standard geometric formulas.</li> </ul>
53	25%	13 - 15	<ul style="list-style-type: none"> <li>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between area and perimeter, and find the area or perimeter when all relevant dimensions are given.</li> </ul>

### Analysis Questions

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3. What skills should be a focus? (look at the column "Improvement Ideas")

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Numbers: Concepts and Properties	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.</li> <li>Exhibit knowledge of logarithms and geometric sequences.</li> <li>Apply properties of complex numbers.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Apply number of properties involving prime factorization.</li> <li>Apply number properties involving even/odd numbers and factors/multiples.</li> <li>Apply number properties involving positive/negative numbers.</li> <li>Apply rules of exponents.</li> <li>Multiply two complex numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Explain, solve, and/or draw conclusions for complex problems using relationships and elementary number concepts.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Find and use the least common multiple.</li> <li>Order fractions.</li> <li>Work with numerical factors.</li> <li>Work with scientific notation.</li> <li>Work with squares and square roots of numbers.</li> <li>Work problems involving positive integer exponents.</li> <li>Work with cubes and cube roots of numbers.</li> <li>Determine when an expression is undefined.</li> <li>Exhibit some knowledge of the complex numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Apply and use elementary number concepts and number properties to model and solve nonroutine problems that involve new ideas.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic operations with complex numbers.</li> <li>Use the inverse relationships for the four basic operations, exponentiation, and root extractions to determine unknown quantities.</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Recognize one-digit factors of a number.</li> <li>Identify a digit's place value.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize, identify, and apply field axioms (e.g., commutative).</li> <li>Apply elementary number concepts, including identifying patterns pictorially and numerically (e.g., triangular numbers, arithmetic and geometric sequences), ordering numbers, and factoring.</li> </ul>
53	25%	13 - 15	<ul style="list-style-type: none"> <li>Recognize equivalent fractions and fractions in lowest terms.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and apply place value, rounding, and elementary number theory concepts.</li> </ul>

### Analysis Questions

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2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Probability, Statistics, and Data Analysis	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Distinguish between mean, median, and mode for a list of numbers.</li> <li>Analyze and draw conclusions based on information from figures, tables, and graphs.</li> <li>Exhibit knowledge of conditional and joint probability.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Compute a probability when the event and/or sample space are not given or obvious.</li> <li>Interpret and use information from figures, tables, and graphs.</li> <li>Apply counting techniques.</li> <li>Calculate or use a weighted average.</li> </ul>	<ul style="list-style-type: none"> <li>Designand conduct probability investigations (e.g., how the margin of error is determined) and then determine, analyze, and communicate the results.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Calculate the average, given the frequency counts of all the data values.</li> <li>Manipulate data from tables and graphs.</li> <li>Compute straightforward probabilities for common situations.</li> <li>Use Venn diagrams in counting.</li> </ul>	<ul style="list-style-type: none"> <li>Find the probability of simple events, disjoint events, compound events, and independent events in a variety of settings using a variety of counting techniques.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Calculate the missing data value, given the average and all data values but one.</li> <li>Translate from one representation of data to another (e.g., a bar graph to a circle graph).</li> <li>Determine the probability of a simple event.</li> <li>Exhibit knowledge of simple counting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Construct and analyze Venn diagrams to help determine simple probabilities.</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Calculate the average of a list of numbers.</li> <li>Calculate the average, given the number of data values and the sum of data values.</li> <li>Read tables and graphs.</li> <li>Perform computations on data from tables and graphs.</li> <li>Use the relationship between the probability of an event and the probability of its component.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret data and use appropriate measures of central tendency to find unknown values.</li> <li>Find the probability of a simple event in a variety of settings.</li> <li>Gather, organize, display, and analyze data in a variety of ways to use in problem solving.</li> <li>Conduct simple probability experiments, use a variety of counting techniques (e.g., Venn diagrams, Fundamental Counting Principle, organized list), and represent results from data using different formats.</li> </ul>

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Probability, Statistics, and Data Analysis	
53	25%	13 - 15	<ul style="list-style-type: none"> <li>Calculate the average of a list of positive whole numbers.</li> <li>Perform a single computation using information from a table or chart.</li> </ul>	<ul style="list-style-type: none"> <li>Solve real-world problems that involve measures of central tendency (e.g., mean, median, mode).</li> <li>Interpret data from a variety of displays (e.g., box-and-whisker plot) and use it along with additional information to solve real-world problems.</li> <li>Conduct simple probability experiments and represent results using different formats.</li> </ul>

### Analysis Questions

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3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Math?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Mathematics  
Class of 2010

The benchmark for this test is 22

Student Performance		ACT Math Score	ACT Strand	Improvement Ideas
#	%		Properties of Plane Figures	
1	0%	33 - 36	<ul style="list-style-type: none"> <li>Draw conclusions based on a set of conditions.</li> <li>Solve multi-step geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.</li> <li>Use relationships among angles, arcs, and distances in a circle.</li> </ul>	
14	6%	28 - 32	<ul style="list-style-type: none"> <li>Apply properties of 30°-60°-90°; 45°-45°-90°, similar and congruent triangles.</li> <li>Use the Pythagorean theorem.</li> </ul>	<ul style="list-style-type: none"> <li>Make generalizations, arrive at conclusions based on conditional statements, and offer solutions for new situations that involve connecting mathematics with other content areas.</li> <li>Investigate angle and arc relationships for circles.</li> </ul>
20	9%	24 - 27	<ul style="list-style-type: none"> <li>Use several angle properties to find an unknown angle measure.</li> <li>Recognize Pythagorean triples.</li> <li>Use properties of isosceles triangles.</li> </ul>	<ul style="list-style-type: none"> <li>Apply special right-triangle properties and the Pythagorean theorem to solve congruent and similar shape problems.</li> </ul>
44	20%	20 - 23	<ul style="list-style-type: none"> <li>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°).</li> <li>Find the measure of an angle using properties of parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize what geometric properties and relationships for parallel lines to apply to find unknown angle measures.</li> <li>Recognize when to apply geometric properties and relationships of triangles to find unknown angle measures.</li> </ul>
84	39%	16 - 19	<ul style="list-style-type: none"> <li>Exhibit some knowledge of the angles associated with parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>Describe angles and triangles using mathematical terminology and apply their properties.</li> </ul>
53	25%	13 - 15		<ul style="list-style-type: none"> <li>Describe, compare, and contrast plane and solid figures using their attributes.</li> </ul>

### Analysis Questions

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# Which characteristics and skills do our students possess, as measured by the WorkKeys® Applied Mathematics test?

**Percentage of Students Achieving  
WorkKeys® Characteristics and Skill Sets**  
**Waverly Community Schools**  
**Waverly Senior High School**  
**WorkKeys Mathematics • Class of 2010**  
**All Grades**

Student Performance		WorkKeys Math Score	Item Characteristics	Skills
#	%		Applied Mathematics	
6	3%	7	<ul style="list-style-type: none"> <li>Content or format may be unusual.</li> <li>Information may be incomplete or implicit.</li> <li>Problems often involve multiple steps of logic and calculation.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that include nonlinear functions and/or that involve more than one unknown.</li> <li>Calculate multiple areas and volumes of spheres, cylinders, or cones.</li> <li>Set up and manipulate complex ratios or proportions.</li> <li>Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages.               <ul style="list-style-type: none"> <li>Find the best deal when there are several choices.</li> <li>Find mistakes in Level 6 questions.</li> <li>Apply basic statistical concepts.</li> </ul> </li> </ul>
51	26%	6	<ul style="list-style-type: none"> <li>May require considerable translation from verbal form to mathematical expression.</li> <li>Generally require considerable setup and involve multiple-step calculations.</li> </ul>	<ul style="list-style-type: none"> <li>Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement.</li> <li>Rearrange a formula before solving a problem.</li> <li>Use two formulas to change from one unit to another within the same system of measurement.</li> <li>Find the best deal and use the result for another calculation.</li> <li>Find mistakes in questions that belong at Levels 3, 4, and 5.</li> <li>Calculate multiple rates.</li> <li>Use fractions, negative numbers, ratios, percentages, or mixed numbers.</li> <li>Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations.</li> <li>Find the volume of rectangular solids.</li> </ul>
60	30%	5	<ul style="list-style-type: none"> <li>Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax).</li> </ul>	<ul style="list-style-type: none"> <li>Decide what information, calculations, or unit conversions to use to solve the problem.</li> <li>Find the best deal using one-and two-step calculations and then comparing results.</li> <li>Calculate percent discounts or markups.</li> <li>Divide negative numbers.</li> <li>Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes).</li> <li>Calculate perimeters and areas of basic shapes (rectangles and circles).</li> <li>Look up a formula and perform single-step conversions within or between systems of measurement.</li> </ul>

Student Performance		WorkKeys Math Score	Item Characteristics	Skills
#	%		Applied Mathematics	
47	24%	4	<ul style="list-style-type: none"> <li>Information may be presented out of order.</li> <li>May include extra, unnecessary information.</li> <li>May include a simple chart, diagram, or graph.</li> </ul>	<ul style="list-style-type: none"> <li>Put the information in the right order before performing calculations.</li> <li>Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals.</li> <li>Add up to three fractions that share a common denominator.</li> <li>Add commonly known fractions, decimals, or percentages (e.g., <math>\frac{1}{2}</math>, 175, 25%).</li> <li>Multiply a mixed number by a whole number or decimal.</li> <li>Multiply negative numbers.</li> <li>Solve problems that require one or two operations.</li> </ul>
35	18%	3	<ul style="list-style-type: none"> <li>Translate easily from a word problem to a math equation.</li> <li>All needed information is presented in logical order.</li> <li>No extra information.</li> </ul>	<ul style="list-style-type: none"> <li>Change numbers from one form to another using whole numbers, fractions, decimals, or percentages.</li> <li>Convert simple money and time units (e.g., hours to minutes).</li> <li>Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers.</li> <li>Add or subtract negative numbers.</li> </ul>

### Analysis Questions

1. What percentage of our students are in each skill group (i.e.; score) for this test?
2. Which skills does each group possess?
3. What skills should be a focus? (look at the column "Skills")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**MAHS-PLWK**

QuickFinder Code:  
**WK-AWRDST**

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# Which characteristics and skills do our students possess, as measured by the WorkKeys® Applied Mathematics test?

**Percentage of Students Achieving  
WorkKeys® Characteristics and Skill Sets  
Waverly Community Schools  
Waverly Senior High School  
WorkKeys Mathematics • Class of 2010  
All Grades**

Student Performance		WorkKeys Math Score	Item Characteristics	Skills
#	%		Reading for Information	
6	3%	7	<ul style="list-style-type: none"> <li>Very complex reading materials.</li> <li>Information includes a lot of details.</li> <li>Complicated concepts.</li> <li>Difficult vocabulary.</li> <li>Unusual jargon and technical terms are used, but not defined.</li> <li>Writing often lacks clarity and direction.</li> <li>Readers must draw conclusions from some parts of the reading and apply them to other parts.</li> </ul>	<ul style="list-style-type: none"> <li>Figure out the definitions of difficult, uncommon words based on how they are used.</li> <li>Figure out the meaning of jargon or technical terms based on how they are used.</li> <li>Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials.</li> </ul>
51	26%	6	<ul style="list-style-type: none"> <li>Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents.</li> <li>Complicated sentences with difficult words, jargon, and technical terms.</li> <li>Most of the information needed to answer the items is not clearly stated.</li> </ul>	<ul style="list-style-type: none"> <li>Identify implied details.</li> <li>Use technical terms and jargon in new situations.</li> <li>Figure out the principles behind policies, rules, and procedures.</li> <li>Apply complicated instructions to new situations.</li> <li>Apply general principles from the materials to similar and new situations.</li> <li>Explain the rationale behind a procedure, policy, or communication.</li> <li>Figure out the less common meaning of a word based on the context.</li> </ul>
60	30%	5	<ul style="list-style-type: none"> <li>Policies, procedures, and announcements include all of the information needed to finish a task.</li> <li>Information is stated clearly and directly, but the materials have many details.</li> <li>Materials also include jargon, technical terms, acronyms, or words that have several meanings.</li> <li>Application of information given in the passage to a situation that is not specifically described in the passage.</li> <li>There are several considerations to be taken into account in order to choose the correct actions.</li> </ul>	<ul style="list-style-type: none"> <li>Figure out the correct meaning of a word based on how the word is used.</li> <li>Identify the correct meaning of an acronym that is defined in the document.</li> <li>Identify the paraphrased definition of a technical term or jargon that is defined in the document.</li> <li>Apply technical terms and jargon and relate them to stated situations.</li> <li>Apply complex instructions that include conditionals to situations described in the materials.</li> <li>Apply straightforward instructions to a new situation that is similar to the one described in the material.</li> </ul>

Student Performance		WorkKeys Math Score	Item Characteristics	Skills
#	%		Reading for Information	
47	24%	4	<ul style="list-style-type: none"> <li>Reading materials include company policies, procedures, and notices.</li> <li>Reading materials are straightforward, but have longer sentences and contain a number of details.</li> <li>Reading materials use common words, but do have some harder words, too.</li> <li>Reading materials describe procedures that include several steps.</li> <li>When following the procedures, individuals must think about changing conditions that affect what they should do.</li> <li>Questions and answers are often paraphrased from the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify important details that may not be clearly stated.</li> <li>Use the reading material to figure out the meaning of words that are not defined.</li> <li>Apply instructions with several steps to a situation that is the same as the situation in the reading materials.</li> <li>Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements).</li> </ul>
35	18%	3	<ul style="list-style-type: none"> <li>Reading materials include basic company policies, procedures, and announcements.</li> <li>Reading materials are short and simple, with no extra information.</li> <li>Reading materials tell readers what they should do.</li> <li>All needed information is stated clearly and directly.</li> <li>Items focus on the main points of the passages.</li> <li>Wording of the questions and answers is similar or identical to the wording used in the reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and clearly stated details.</li> <li>Choose the correct meaning of a word that is clearly defined in the reading.</li> <li>Choose the correct meaning of common, everyday workplace words.</li> <li>Choose when to perform each step in a short series of steps.</li> <li>Apply instructions to a situation that is the same as the one in the reading materials.</li> </ul>

### Analysis Questions

1. What percentage of our students are in each skill group (i.e.; score) for this test?
2. Which skills does each group possess?
3. What skills should be a focus? (look at the column "Skills")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**MAHS-PLWK**

QuickFinder Code:  
**WK-AWRDST**

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# THE GOLDEN PACKAGE

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**

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Alignment Data Packet for  
**MME High School Science**  
**Class of 2010**

# Which students were tested?

## Student Demographics Summary Waverly Community Schools Waverly Senior High School

### Tests Records in System

	Class of 2008		Class of 2009		Class of 2010	
MME High School Science	322	100%	254	100%	236	100%
<b>Total Test Records</b>	<b>322</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>236</b>	<b>100%</b>

This is the total number of test records within the system.



### General Achievement (No Retest) Reporting

Excluded based on Exclusion Factors	36	11%	25	9%	26	11%
Used for General Achievement Reporting	286	88%	229	90%	210	88%

This is the number of records that are typically used on reports within the package. Certain test records may be excluded from various reports based on particular Exclusion Factors (refer to the cover pages of your Golden Package).



### Test Form

MME High School Science • Form 1 (Initial)	287	89%	202	79%	0	0%
MME High School Science • Form 2 (Makeup)	10	3%	3	1%	0	0%
MME High School Science • Form 3 (Accommodated)	1	0%	0	0%	0	0%
MME High School Science • Form 4 (Other)	24	7%	33	12%	0	0%
MME High School Science • Unspecified Test Form	0	0%	16	6%	236	100%

### Grade when Tested

Grade 11	240	74%	238	93%	236	100%
Grade 12	82	25%	16	6%	0	0%

### Gender

Female	157	48%	119	46%	121	51%
Male	165	51%	135	53%	115	48%

### Race/Ethnicity

American Indian	0	0%	2	0%	2	0%
Asian/Pacific Islander	34	10%	11	4%	12	5%
Black	88	27%	78	30%	48	20%
Hawaiian	3	0%	0	0%	8	3%
Hispanic	23	7%	19	7%	21	8%
White	174	54%	144	56%	145	61%

### SWD

Student with Disabilities	24	7%	33	12%	15	6%
Student without Disabilities	298	92%	221	87%	221	93%

### Economic Status

Economically Disadvantaged	48	14%	57	22%	56	23%
Non-Economically Disadvantaged	274	85%	197	77%	180	76%

### English Proficiency

English Proficient	317	98%	253	99%	231	97%
Limited English Proficient	5	1%	1	0%	5	2%

**Less than Full Academic Year**

Full Academic Year	295	91%	234	92%	211	89%
Less than Full Academic Year	27	8%	20	7%	25	10%

**Retests**

First-time Test Taker	322	100%	254	100%	236	100%
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QuickFinder Code:  
**MM-SUDEM**

# OUTCOME DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What was our performance on the MME® test in comparison to the district and/or state?

Percentage of Students Scoring Proficient on MME® Test,  
Comparison of School to District and/or State

#### What Proficiency Levels have our students attained?

Proficiency Levels Summary

#### What has been our trend in performance on the MME® test?

Percentage of Students Scoring Proficient on MME® Test

#### What range of scores did our students receive on the ACT® test?

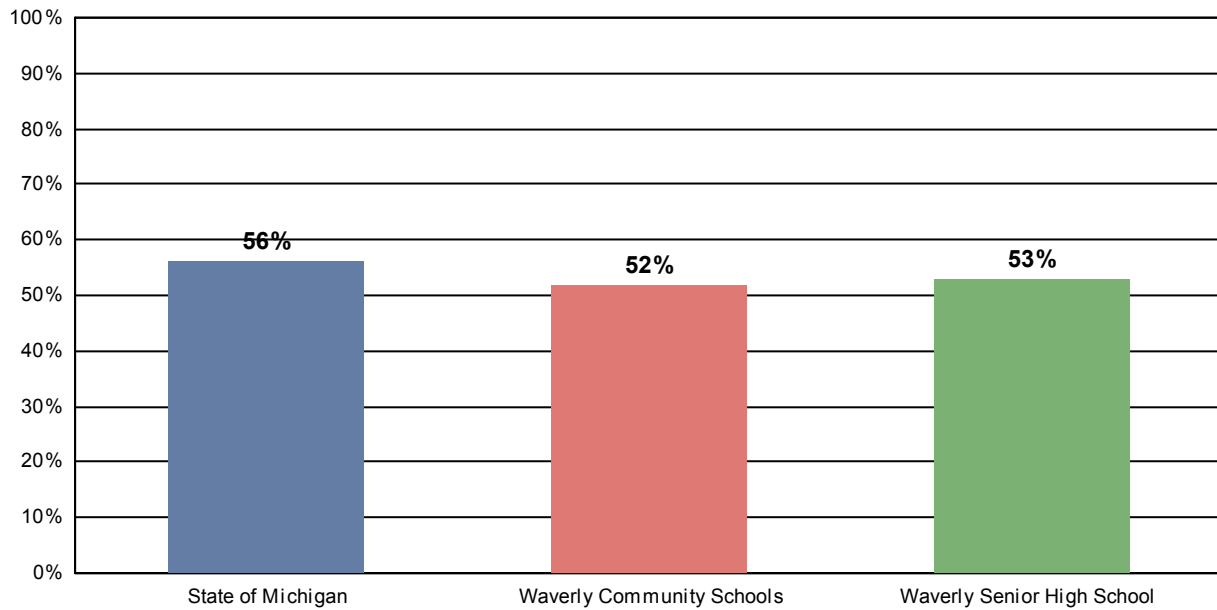
ACT® Test Score Frequency Report

### Comments Regarding Data

# What was our performance on the MME® test in comparison to the district and/or state?

## Percentage of Students Scoring Proficient on MME® Test, Comparison of School to District and/or State

### Waverly Community Schools MME High School Science Class of 2010



# Students in Each Group	State of Michigan	Waverly Community Schools	Waverly Senior High School
Not Proficient	48,991	105	99
Proficient	62,353	113	111
<b>Total</b>	<b>111,344</b>	<b>218</b>	<b>210</b>

#### Analysis Questions

1. How did our school perform in comparison to the district on this test?
2. How did our school perform in comparison to the state on this test?

#### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPBSDS**

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

# What Proficiency Levels did our students attain?

## Proficiency Levels Summary

Waverly Community Schools  
Waverly Senior High School  
MME High School Science  
Class of 2010

	Proficiency Level	# of Tests	% of Tests
More Proficient	<b>Level 1</b>	17	8.1%
	<b>Level 2</b>	94	44.8%
	<b>Level 3</b>	41	19.5%
	<b>Level 4</b>	58	27.6%
Less Proficient			

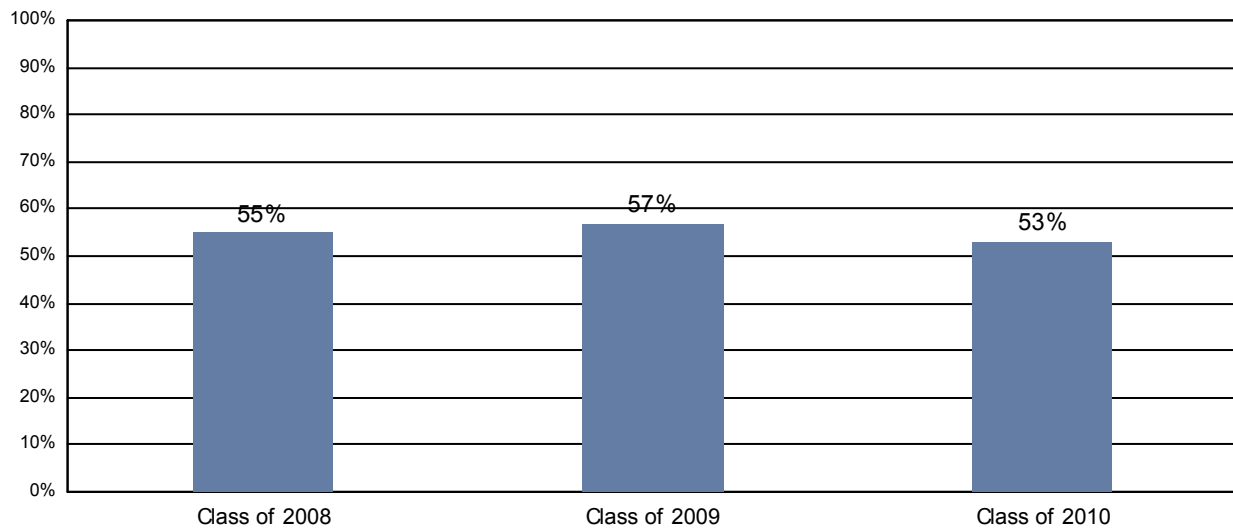
Supplement Code:  
**SCHS-PL**

QuickFinder Code:  
**MM-PLSUM**

# What has been our trend in performance on the MME®?

## Percentage of Students Scoring Proficient on MME®

Waverly Community Schools  
Waverly Senior High School  
MME High School Science



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Not Proficient	129	99	99
Proficient	157	130	111
<b>Total</b>	<b>286</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did students perform on this test?
2. Has there been improvement over time?

### Suggested Uses (Internal/External)

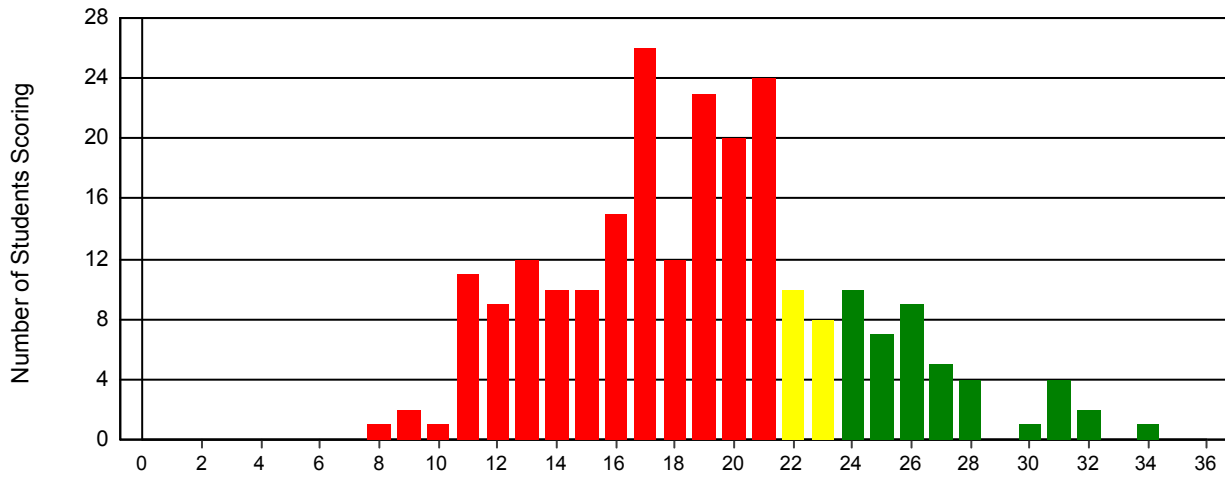
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPB**

# What range of scores did our students receive on the ACT® test?

## ACT® Test Score Frequency Report

Waverly Community Schools  
Waverly Senior High School  
ACT Science  
Class of 2010



# Tested:	237
ACT College Readiness Benchmark:	24
#/% At or Above Benchmark:	43      18.1%
#/% Below Benchmark:	194      81.9%

### Analysis Questions

1. How did our students perform on this ACT test?
2. What percentage of students scored At or Above Benchmark? Below Benchmark?
3. Are there many students that scored within 2 points of the Benchmark of 24 (yellow bars)?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**SCHS-PL**

QuickFinder Code:  
**MM-FRSS**

Green bars indicate students that are At or Above Benchmark. Red and Yellow bars are Below Benchmark, but Yellow bars are students that are close to being At or Above Benchmark.

# DEMOGRAPHIC DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What is the performance, by MME® Proficiency Level, of subgroups of students?

Percentage of Students in Each Proficient Proficiency Level, by Subgroups of Students:

- Gender
- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

#### How has the performance of various subgroups differed on the MME®?

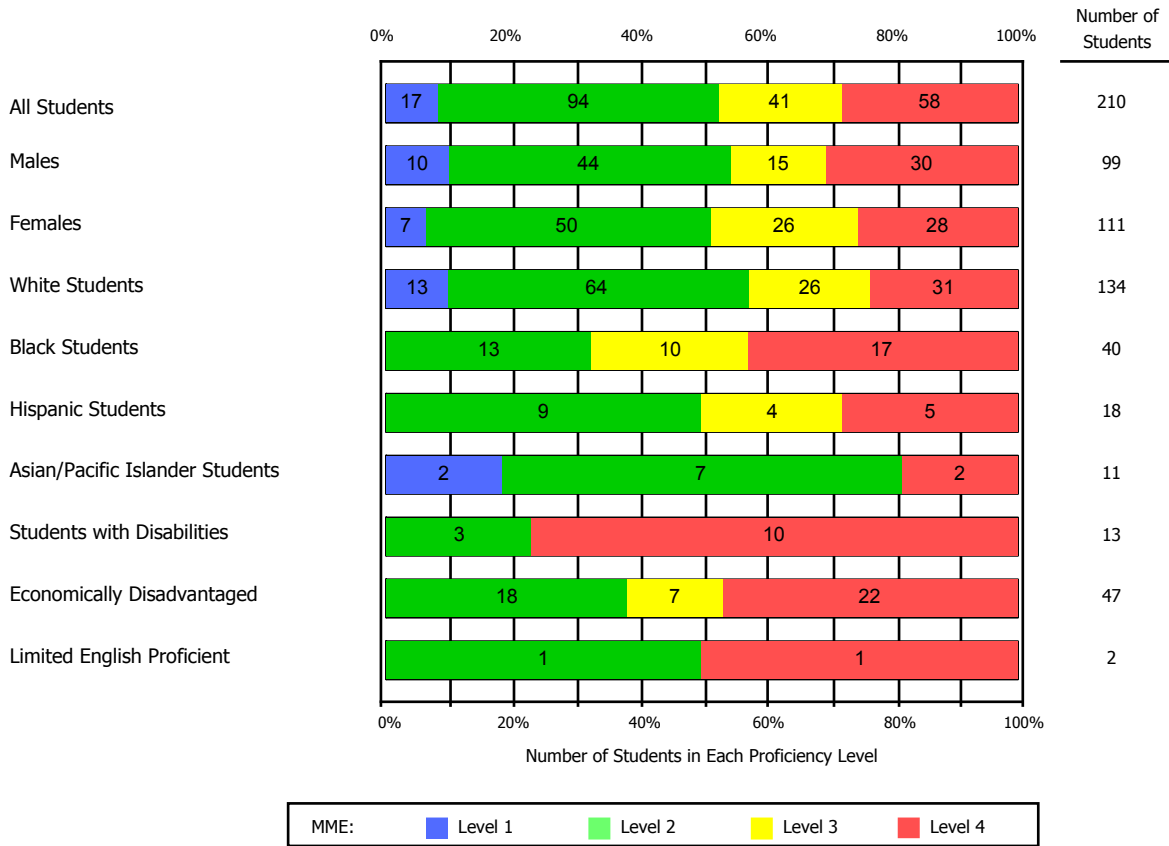
Percentage of Students Scoring Proficient on MME®, Disaggregated by Gender, Race/Ethnicity, Economic Status, Students with Disabilities and English Proficiency

### Comments Regarding Data

# What is the performance, by MME® Proficiency Level, of subgroups of students?

## Percentage of Students in Each MME® Proficiency Level, by Subgroups of Students

Waverly Community Schools  
Waverly Senior High School  
MME High School Science  
Class of 2010



### Analysis Questions

1. How many of our students scored in each Proficiency Level?
2. Which subgroup of students performed the best on this test?
3. Which subgroup of students performed the worst?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLSUB**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Gender

Waverly Community Schools  
Waverly Senior High School  
MME High School Science



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Female Students • Not Proficient	72	50	54
Female Students • Proficient	71	58	57
Male Students • Not Proficient	57	49	45
Male Students • Proficient	86	72	54
<b>Total</b>	<b>286</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did students within each gender perform on this test?
2. Are there gaps greater than 10 percentage points between the genders?
3. Is each gender group showing improvement over time?

### Suggested Uses (Internal/External)

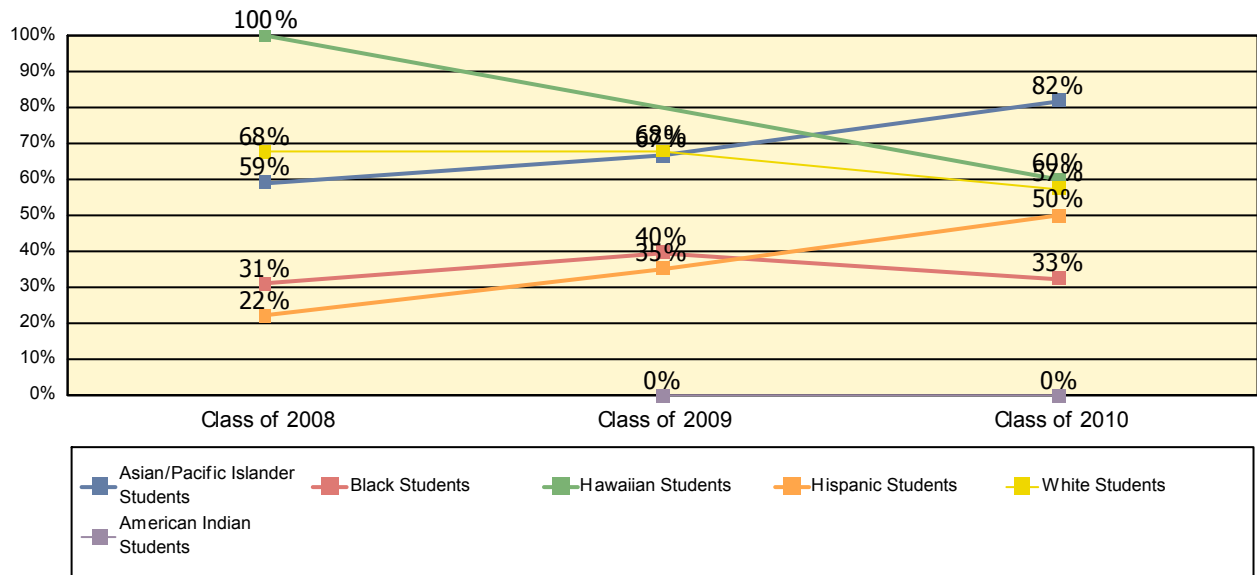
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Race/Ethnicity

Waverly Community Schools  
Waverly Senior High School  
MME High School Science



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
American Indian Students • Not Proficient	0	1	2
Asian/Pacific Islander Students • Not Proficient	11	3	2
Asian/Pacific Islander Students • Proficient	16	6	9
Black Students • Not Proficient	51	41	27
Black Students • Proficient	23	27	13
Hawaiian Students • Not Proficient	0	0	2
Hawaiian Students • Proficient	3	0	3
Hispanic Students • Not Proficient	14	11	9
Hispanic Students • Proficient	4	6	9
White Students • Not Proficient	53	43	57
White Students • Proficient	111	91	77
<b>Total</b>	<b>286</b>	<b>229</b>	<b>210</b>

### **Analysis Questions**

1. How well did students in each ethnic group perform on this test?
2. Are there gaps greater than 10 percentage points between the ethnic groups?
3. Is each group showing improvement over time?

### **Suggested Uses (Internal/External)**

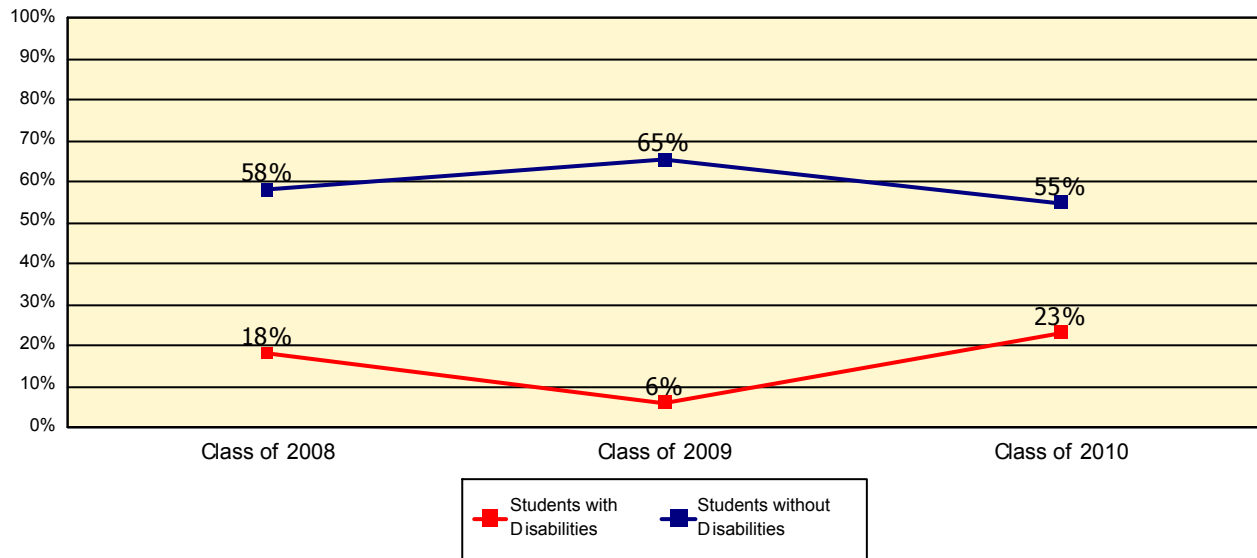
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Students with Disabilities

Waverly Community Schools  
Waverly Senior High School  
MME High School Science



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Students with Disabilities • Not Proficient	18	31	10
Students with Disabilities • Proficient	4	2	3
Students without Disabilities • Not Proficient	111	68	89
Students without Disabilities • Proficient	153	128	108
<b>Total</b>	<b>286</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did Students with Disabilities perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

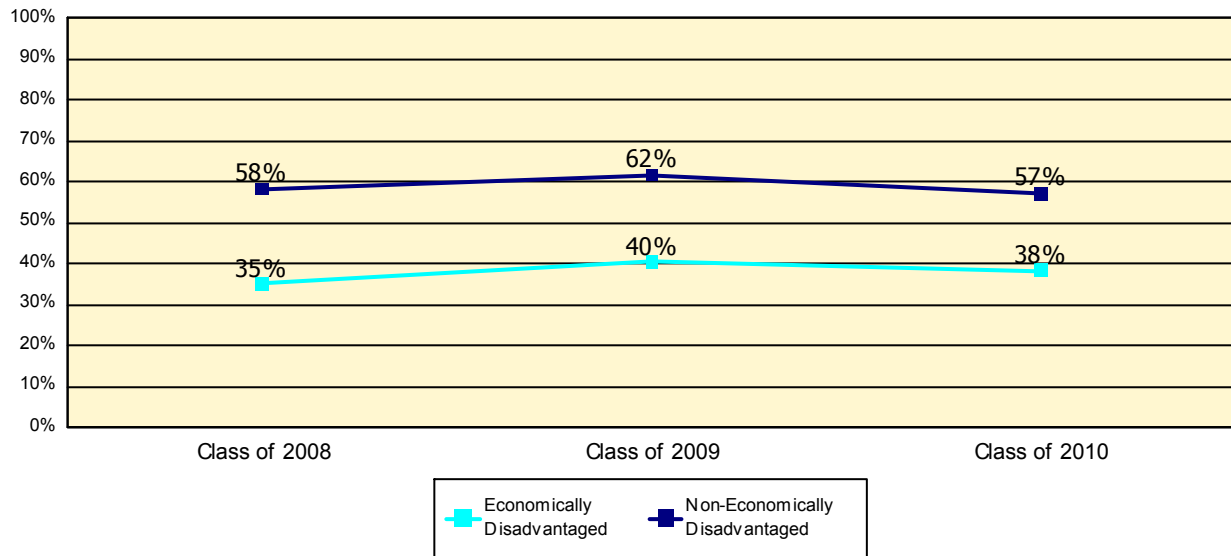
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Economic Status

Waverly Community Schools  
Waverly Senior High School  
MME High School Science



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Economically Disadvantaged • Not Proficient	26	31	29
Economically Disadvantaged • Proficient	14	21	18
Non-Economically Disadvantaged • Not Proficient	103	68	70
Non-Economically Disadvantaged • Proficient	143	109	93
<b>Total</b>	<b>286</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did Economically Disadvantaged students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

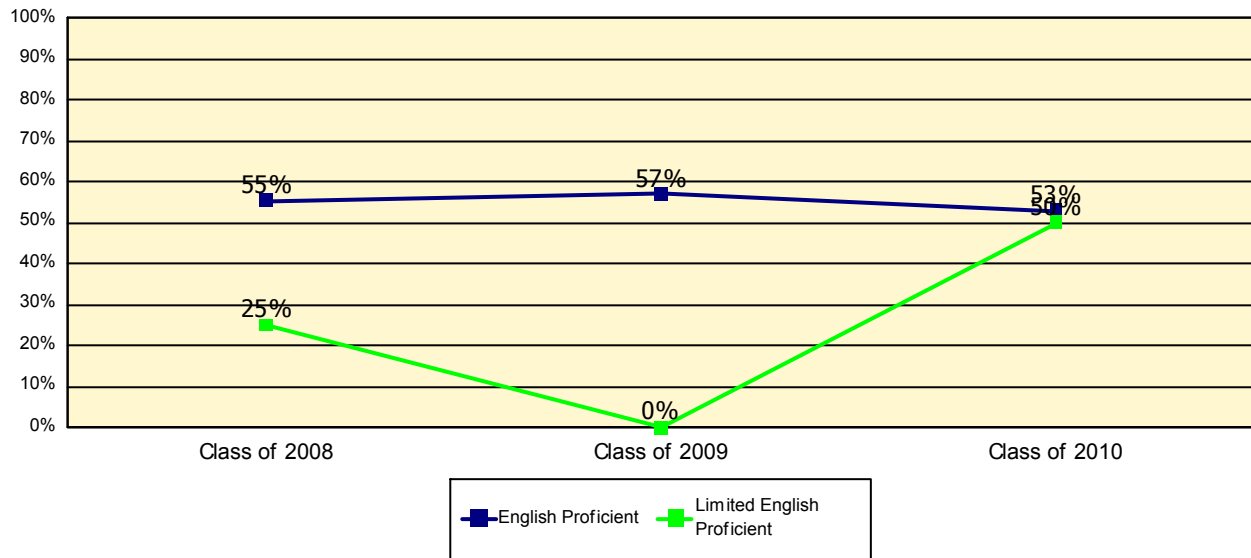
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by English Proficiency

Waverly Community Schools  
Waverly Senior High School  
MME High School Science



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
English Proficient • Not Proficient	126	98	98
English Proficient • Proficient	156	130	110
Limited English Proficient • Not Proficient	3	1	1
Limited English Proficient • Proficient	1	0	1
<b>Total</b>	<b>286</b>	<b>229</b>	<b>210</b>

### Analysis Questions

1. How well did Limited English Proficient students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# PROCESS DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for the MME®

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### Reports Included in This Section

#### **What is the composition of this MME® test?**

Blueprint Summary

#### **Is our curriculum aligned?**

Percent of Students Meeting or Exceeding Standards on MME®

#### **Is our curriculum aligned for NCLB subgroups?**

Percent of Students Meeting or Exceeding Standards on MME®,  
Disaggregated by NCLB Subgroups

#### **Where do we have curriculum alignment?**

Comparison of Strengths and Weaknesses  
in MME® Science Test Strands

#### **Where do we have curriculum alignment for NCLB Subgroups?**

Comparison of Strengths and Weaknesses  
in MME® Science Test Strands, Disaggregated by NCLB Subgroups

#### **How strong are our students by strand?**

Comparison of Strengths and Weaknesses across 10% Brackets  
in MME® Science Test Strands

#### **How did our students perform on prompts?**

Percentage of Students Receiving Each Rubric Score

#### **What comments did our students receive on prompts?**

Percentage of Students Receiving Each Comment Code

**What was our performance on constructed or extended response items?**

Percentage of Students Earning 80% of Possible Points on Constructed or Extended Response Items

**Which skills do our students possess, as measured by the ACT® College Readiness Standards in Science?**

Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

**Which characteristics and skills do our students possess, as measured by the WorkKeys® Science test?**

Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

**Comments  
Regarding Data**

## What is the composition of this MME® test?

### MME® Blueprint Summary

Waverly Community Schools  
Waverly Senior High School  
Spring 2008-09

Subject	MME Strand Name*	# of Possible Points	% of Possible Points
Science (52 Points)	Inquiry and Reflections	22	42%
	Earth Systems	2	4%
	The Solid Earth	2	4%
	The Fluid Earth	2	4%
	Earth in Space and Time	2	4%
	Organization of Living Systems	2	4%
	Living Systems and Environment	2	4%
	Genetics	2	4%
	Evolution and Biodiversity	2	4%
	Motion of Objects	2	4%
	Forces in Motion	2	4%
	Energy Part A	2	4%
	Energy Part B	2	4%
	Energy Transfer and Conservation	2	4%
	Properties of Matter	2	4%
	Changes in Matter	2	4%

ACT® Test	ACT® Strand Name and Skills within that Strand**	# of Possible Points	% of Possible Points
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ACT Science (40 Points)	Biology	}	Data Representation	15	38%
	Earth/Space Sciences		Research Summaries	18	45%
	Physics	}	Conflicting Viewpoints	7	17%
	Chemistry				

\* Strand data is derived from ACT and Michigan-specific questions.

\*\* Note that the released data only provides each top-level ACT strand score. Scores for skills (in italics) below each strand are not published.

QuickFinder Code:  
**MM-PLPCGL**

# Is our curriculum aligned?

## Percent of Students Meeting or Exceeding Standards on MME®

### Waverly Community Schools Waverly Senior High School MME High School Science

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting Standard
Class of 2008	286	157	55%	129	45%	229	72	48
Class of 2009	229	130	57%	99	43%	184	54	25
Class of 2010	210	111	53%	99	47%	168	57	33

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students met or exceeded standards on this test?
2. What does the data say about curriculum alignment?
3. Might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Supplement Code:  
**SCHS-CTP**

QuickFinder Code:  
**MM-PLCA**

# Is our curriculum aligned for NCLB Subgroups?

## Percent of Students Meeting or Exceeding Standards on MME®, Disaggregated by NCLB Subgroups

### Waverly Community Schools Waverly Senior High School MME High School Science Class of 2010

Subgroup	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
All Students	210	111	53%	99	47%	168	57	33
Males	99	54	55%	45	45%	80	26	13
Females	111	57	51%	54	49%	89	32	20
White Students	134	77	57%	57	43%	108	31	21
Black Students	40	13	33%	27	67%	32	19	7
Hispanic Students	18	9	50%	9	50%	15	6	4
Asian/Pacific Islander Students	11	9	82%	2	18%	9		0
Students with Disabilities	13	3	23%	10	77%	11	8	0
Economically Disadvantaged	47	18	38%	29	62%	38	20	4
Limited English Proficient	2	1	50%	1	50%	2	1	0

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students, by subgroup, met or exceeded standards on this test?
2. What does the data suggest about curriculum alignment for each subgroup?
3. For which subgroups might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

QuickFinder Code:  
**MM-PLCATSUB**

# Where do we have curriculum alignment?

## Comparison of Strengths and Weaknesses in MME® Science Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
		#	%	#	%	#	%	#	%
Inquiry and Reflections	210	99	100%	0	0%	85	77%	26	23%
Earth Systems	210	75	76%	24	24%	59	53%	52	47%
The Solid Earth	210	81	82%	18	18%	56	50%	55	50%
The Fluid Earth	210	63	64%	36	36%	37	33%	74	67%
Earth in Space and Time	210	84	85%	15	15%	73	66%	38	34%
Organization of Living Systems	210	85	86%	14	14%	82	74%	29	26%
Living Systems and Environment	210	66	67%	33	33%	41	37%	70	63%
Genetics	210	81	82%	18	18%	71	64%	40	36%
Evolution and Biodiversity	210	68	69%	31	31%	43	39%	68	61%
Motion of Objects	210	85	86%	14	14%	63	57%	48	43%
Forces and Motion	210	90	91%	9	9%	81	73%	30	27%
Energy Part A	210	92	93%	7	7%	69	62%	42	38%
Energy Part B	210	92	93%	7	7%	69	62%	42	38%
Energy Transfer and Conservation	210	90	91%	9	9%	80	72%	31	28%

**Waverly Community Schools • Waverly Senior High School • MME High School Science • Class of 2010**  
**• Spring 2008-09 (Continued...)**

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
		#	%	#	%	#	%	#	%		
Properties of Matter	210	86	87%	13	13%	49	44%	62	56%		
TOTAL STUDENTS NOT PROFICIENT					99	TOTAL STUDENTS PROFICIENT					111
PERCENT NOT PROFICIENT					47%	PERCENT PROFICIENT					53%

**Analysis Questions**

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. In which strand(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

**Suggested Uses  
(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**SCHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Inquiry and Reflections</b>		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	99	100%	0	0%	85	77%	26	23%	
Males	99	45	100%	0	0%	42	78%	12	22%	
Females	111	54	100%	0	0%	43	75%	14	25%	
White Students	134	57	100%	0	0%	56	73%	21	27%	
Black Students	40	27	100%	0	0%	13	100%	0	0%	
Hispanic Students	18	9	100%	0	0%	8	89%	1	11%	
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%	
Students with Disabilities	13	10	100%	0	0%	3	100%	0	0%	
Economically Disadvantaged	47	29	100%	0	0%	17	94%	1	6%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					99					
PERCENT NOT PROFICIENT					47%					
					TOTAL STUDENTS PROFICIENT		111			
					PERCENT PROFICIENT		53%			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Earth Systems</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	75	76%	24	24%	59	53%	52	47%		
Males	99	35	78%	10	22%	20	37%	34	63%		
Females	111	40	74%	14	26%	39	68%	18	32%		
White Students	134	41	72%	16	28%	37	48%	40	52%		
Black Students	40	22	81%	5	19%	10	77%	3	23%		
Hispanic Students	18	6	67%	3	33%	5	56%	4	44%		
Asian/Pacific Islander Students	11	2	100%	0	0%	6	67%	3	33%		
Students with Disabilities	13	7	70%	3	30%	1	33%	2	67%		
Economically Disadvantaged	47	22	76%	7	24%	7	39%	11	61%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%
All Students	210	81	82%	18	18%	56	50%	55	50%
Males	99	32	71%	13	29%	23	43%	31	57%
Females	111	49	91%	5	9%	33	58%	24	42%
White Students	134	48	84%	9	16%	37	48%	40	52%
Black Students	40	19	70%	8	30%	7	54%	6	46%
Hispanic Students	18	8	89%	1	11%	6	67%	3	33%
Asian/Pacific Islander Students	11	2	100%	0	0%	3	33%	6	67%
Students with Disabilities	13	9	90%	1	10%	1	33%	2	67%
Economically Disadvantaged	47	26	90%	3	10%	8	44%	10	56%
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%
TOTAL STUDENTS NOT PROFICIENT					99				
PERCENT NOT PROFICIENT					47%				
TOTAL STUDENTS PROFICIENT						111			
PERCENT PROFICIENT						53%			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>The Fluid Earth</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	63	64%	36	36%	37	33%	74	67%		
Males	99	29	64%	16	36%	17	31%	37	69%		
Females	111	34	63%	20	37%	20	35%	37	65%		
White Students	134	32	56%	25	44%	26	34%	51	66%		
Black Students	40	18	67%	9	33%	6	46%	7	54%		
Hispanic Students	18	8	89%	1	11%	3	33%	6	67%		
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%		
Students with Disabilities	13	6	60%	4	40%	0	0%	3	100%		
Economically Disadvantaged	47	23	79%	6	21%	5	28%	13	72%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Earth in Space and Time</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	84	85%	15	15%	73	66%	38	34%		
Males	99	40	89%	5	11%	29	54%	25	46%		
Females	111	44	81%	10	19%	44	77%	13	23%		
White Students	134	46	81%	11	19%	49	64%	28	36%		
Black Students	40	25	93%	2	7%	9	69%	4	31%		
Hispanic Students	18	9	100%	0	0%	8	89%	1	11%		
Asian/Pacific Islander Students	11	1	50%	1	50%	4	44%	5	56%		
Students with Disabilities	13	9	90%	1	10%	1	33%	2	67%		
Economically Disadvantaged	47	26	90%	3	10%	12	67%	6	33%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Organization of Living Systems</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	85	86%	14	14%	82	74%	29	26%		
Males	99	37	82%	8	18%	42	78%	12	22%		
Females	111	48	89%	6	11%	40	70%	17	30%		
White Students	134	48	84%	9	16%	58	75%	19	25%		
Black Students	40	25	93%	2	7%	9	69%	4	31%		
Hispanic Students	18	7	78%	2	22%	8	89%	1	11%		
Asian/Pacific Islander Students	11	2	100%	0	0%	5	56%	4	44%		
Students with Disabilities	13	9	90%	1	10%	3	100%	0	0%		
Economically Disadvantaged	47	28	97%	1	3%	13	72%	5	28%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Living Systems and Environment</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	66	67%	33	33%	41	37%	70	63%		
Males	99	31	69%	14	31%	17	31%	37	69%		
Females	111	35	65%	19	35%	24	42%	33	58%		
White Students	134	34	60%	23	40%	26	34%	51	66%		
Black Students	40	18	67%	9	33%	7	54%	6	46%		
Hispanic Students	18	9	100%	0	0%	6	67%	3	33%		
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%		
Students with Disabilities	13	10	100%	0	0%	1	33%	2	67%		
Economically Disadvantaged	47	21	72%	8	28%	9	50%	9	50%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	210	81	82%	18	18%	71	64%	40	36%	
Males	99	38	84%	7	16%	34	63%	20	37%	
Females	111	43	80%	11	20%	37	65%	20	35%	
White Students	134	48	84%	9	16%	52	68%	25	32%	
Black Students	40	22	81%	5	19%	6	46%	7	54%	
Hispanic Students	18	7	78%	2	22%	5	56%	4	44%	
Asian/Pacific Islander Students	11	1	50%	1	50%	8	89%	1	11%	
Students with Disabilities	13	6	60%	4	40%	2	67%	1	33%	
Economically Disadvantaged	47	27	93%	2	7%	10	56%	8	44%	
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					99	TOTAL STUDENTS PROFICIENT				111
PERCENT NOT PROFICIENT					47%	PERCENT PROFICIENT				53%

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Evolution and Biodiversity</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	68	69%	31	31%	43	39%	68	61%		
Males	99	33	73%	12	27%	24	44%	30	56%		
Females	111	35	65%	19	35%	19	33%	38	67%		
White Students	134	37	65%	20	35%	28	36%	49	64%		
Black Students	40	21	78%	6	22%	6	46%	7	54%		
Hispanic Students	18	6	67%	3	33%	5	56%	4	44%		
Asian/Pacific Islander Students	11	1	50%	1	50%	2	22%	7	78%		
Students with Disabilities	13	9	90%	1	10%	1	33%	2	67%		
Economically Disadvantaged	47	23	79%	6	21%	10	56%	8	44%		
Limited English Proficient	2	0	0%	1	100%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Motion of Objects</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	85	86%	14	14%	63	57%	48	43%		
Males	99	36	80%	9	20%	25	46%	29	54%		
Females	111	49	91%	5	9%	38	67%	19	33%		
White Students	134	49	86%	8	14%	44	57%	33	43%		
Black Students	40	23	85%	4	15%	11	85%	2	15%		
Hispanic Students	18	7	78%	2	22%	6	67%	3	33%		
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%		
Students with Disabilities	13	9	90%	1	10%	2	67%	1	33%		
Economically Disadvantaged	47	26	90%	3	10%	13	72%	5	28%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

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# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Forces and Motion</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	90	91%	9	9%	81	73%	30	27%		
Males	99	41	91%	4	9%	37	69%	17	31%		
Females	111	49	91%	5	9%	44	77%	13	23%		
White Students	134	52	91%	5	9%	55	71%	22	29%		
Black Students	40	24	89%	3	11%	10	77%	3	23%		
Hispanic Students	18	8	89%	1	11%	8	89%	1	11%		
Asian/Pacific Islander Students	11	2	100%	0	0%	7	78%	2	22%		
Students with Disabilities	13	10	100%	0	0%	2	67%	1	33%		
Economically Disadvantaged	47	29	100%	0	0%	14	78%	4	22%		
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Energy Part A</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	92	93%	7	7%	69	62%	42	38%		
Males	99	42	93%	3	7%	32	59%	22	41%		
Females	111	50	93%	4	7%	37	65%	20	35%		
White Students	134	54	95%	3	5%	51	66%	26	34%		
Black Students	40	24	89%	3	11%	8	62%	5	38%		
Hispanic Students	18	8	89%	1	11%	7	78%	2	22%		
Asian/Pacific Islander Students	11	2	100%	0	0%	3	33%	6	67%		
Students with Disabilities	13	9	90%	1	10%	2	67%	1	33%		
Economically Disadvantaged	47	26	90%	3	10%	13	72%	5	28%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Energy Part B</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	92	93%	7	7%	69	62%	42	38%		
Males	99	41	91%	4	9%	32	59%	22	41%		
Females	111	51	94%	3	6%	37	65%	20	35%		
White Students	134	53	93%	4	7%	48	62%	29	38%		
Black Students	40	25	93%	2	7%	9	69%	4	31%		
Hispanic Students	18	8	89%	1	11%	7	78%	2	22%		
Asian/Pacific Islander Students	11	2	100%	0	0%	3	33%	6	67%		
Students with Disabilities	13	9	90%	1	10%	2	67%	1	33%		
Economically Disadvantaged	47	27	93%	2	7%	15	83%	3	17%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Energy Transfer and Conservation</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2			
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>	
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%
All Students	210	90	91%	9	9%	80	72%	31	28%
Males	99	43	96%	2	4%	40	74%	14	26%
Females	111	47	87%	7	13%	40	70%	17	30%
White Students	134	51	89%	6	11%	56	73%	21	27%
Black Students	40	26	96%	1	4%	10	77%	3	23%
Hispanic Students	18	7	78%	2	22%	8	89%	1	11%
Asian/Pacific Islander Students	11	2	100%	0	0%	5	56%	4	44%
Students with Disabilities	13	10	100%	0	0%	3	100%	0	0%
Economically Disadvantaged	47	26	90%	3	10%	14	78%	4	22%
Limited English Proficient	2	1	100%	0	0%	0	0%	1	100%
TOTAL STUDENTS NOT PROFICIENT					99				
PERCENT NOT PROFICIENT					47%				
TOTAL STUDENTS PROFICIENT						111			
PERCENT PROFICIENT						53%			

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

(Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Science Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09**

<b>Properties of Matter</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	210	86	87%	13	13%	49	44%	62	56%		
Males	99	38	84%	7	16%	25	46%	29	54%		
Females	111	48	89%	6	11%	24	42%	33	58%		
White Students	134	48	84%	9	16%	37	48%	40	52%		
Black Students	40	24	89%	3	11%	5	38%	8	62%		
Hispanic Students	18	8	89%	1	11%	4	44%	5	56%		
Asian/Pacific Islander Students	11	2	100%	0	0%	2	22%	7	78%		
Students with Disabilities	13	9	90%	1	10%	2	67%	1	33%		
Economically Disadvantaged	47	25	86%	4	14%	7	39%	11	61%		
Limited English Proficient	2	1	100%	0	0%	1	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>99</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>111</b>
<b>PERCENT NOT PROFICIENT</b>					<b>47%</b>	<b>PERCENT PROFICIENT</b>					<b>53%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# How strong are our students by strand?

## Comparison of Strengths and Weaknesses across 10% Brackets in MME Science Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Science • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Inquiry and Reflections	210	2 1%	8 4%	21 10%	50 24%	24 11%	46 22%	19 9%	14 7%	<b>184</b> <b>88%</b>	19 9%	7 3%	<b>26</b> <b>12%</b>
Earth Systems	210	39 19%	0 0%	0 0%	0 0%	0 0%	95 45%	0 0%	0 0%	<b>134</b> <b>64%</b>	0 0%	76 36%	<b>76</b> <b>36%</b>
The Solid Earth	210	45 21%	0 0%	0 0%	0 0%	0 0%	92 44%	0 0%	0 0%	<b>137</b> <b>65%</b>	0 0%	73 35%	<b>73</b> <b>35%</b>
The Fluid Earth	210	11 5%	0 0%	0 0%	0 0%	0 0%	89 42%	0 0%	0 0%	<b>100</b> <b>48%</b>	0 0%	110 52%	<b>110</b> <b>52%</b>
Earth in Space and Time	210	68 32%	0 0%	0 0%	0 0%	0 0%	89 42%	0 0%	0 0%	<b>157</b> <b>75%</b>	0 0%	53 25%	<b>53</b> <b>25%</b>
Organization of Living Systems	210	56 27%	0 0%	0 0%	0 0%	0 0%	111 53%	0 0%	0 0%	<b>167</b> <b>80%</b>	0 0%	43 20%	<b>43</b> <b>20%</b>
Living Systems and Environment	210	32 15%	0 0%	0 0%	0 0%	0 0%	75 36%	0 0%	0 0%	<b>107</b> <b>51%</b>	0 0%	103 49%	<b>103</b> <b>49%</b>
Genetics	210	51 24%	0 0%	0 0%	0 0%	0 0%	101 48%	0 0%	0 0%	<b>152</b> <b>72%</b>	0 0%	58 28%	<b>58</b> <b>28%</b>
Evolution and Biodiversity	210	34 16%	0 0%	0 0%	0 0%	0 0%	77 37%	0 0%	0 0%	<b>111</b> <b>53%</b>	0 0%	99 47%	<b>99</b> <b>47%</b>
Motion of Objects	210	36 17%	0 0%	0 0%	0 0%	0 0%	112 53%	0 0%	0 0%	<b>148</b> <b>70%</b>	0 0%	62 30%	<b>62</b> <b>30%</b>
Forces and Motion	210	60 29%	0 0%	0 0%	0 0%	0 0%	111 53%	0 0%	0 0%	<b>171</b> <b>81%</b>	0 0%	39 19%	<b>39</b> <b>19%</b>
Energy Part A	210	48 23%	0 0%	0 0%	0 0%	0 0%	113 54%	0 0%	0 0%	<b>161</b> <b>77%</b>	0 0%	49 23%	<b>49</b> <b>23%</b>
Energy Part B	210	72 34%	0 0%	0 0%	0 0%	0 0%	89 42%	0 0%	0 0%	<b>161</b> <b>77%</b>	0 0%	49 23%	<b>49</b> <b>23%</b>
Energy Transfer and Conservation	210	65 31%	0 0%	0 0%	0 0%	0 0%	105 50%	0 0%	0 0%	<b>170</b> <b>81%</b>	0 0%	40 19%	<b>40</b> <b>19%</b>

**Waverly Community Schools • Waverly Senior High School • MME High School Science • Class of 2010**  
**• Spring 2008-09 (Continued...)**

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Properties of Matter	210	53 25%	0 0%	0 0%	0 0%	0 0%	82 39%	0 0%	0 0%	135 64%	0 0%	75 36%	75 36%

These are students with significant deficiencies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

**Analysis Questions**

1. On which strand(s) did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for greater than 70% of students showing a strength)
3. Would focusing on instructional strategies benefit our students? (Are a lot of students in the 70-79% group?)
4. In which strand(s) does our curriculum need tightening? (Look for 70% or more of our students showing a weakness)

**Suggested Uses (Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**SCHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Science?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Science  
Class of 2010

The benchmark for this test is 24

Student Performance		ACT Science Score	ACT Strand	Improvement Ideas
#	%		Evaluation of Models, Inferences, and Experimental Results	
1	1%	33 - 36	<ul style="list-style-type: none"> <li>Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.</li> <li>Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why.</li> </ul>	
10	5%	28 - 32	<ul style="list-style-type: none"> <li>Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.</li> <li>Determine whether new information supports or weakens a model, and why.</li> <li>Use new information to make a prediction based on a model.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, predictions, or conclusions by comparing and contrasting several different sets of data from different experiments.</li> <li>Evaluate the merits of a conclusion based on the analysis of several sets of data.</li> <li>Seek out new information that enhances or challenges their existing knowledge.</li> </ul>
31	16%	24 - 27	<ul style="list-style-type: none"> <li>Select a simply hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.</li> <li>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why.</li> <li>Identify strengths and weaknesses in one or more models.</li> <li>Identify similarities and differences between models.</li> <li>Determine which model (s) is (are) supported or weakened by new information.</li> <li>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate findings of an experiment and compare conclusions with those of peers.</li> </ul>
60	30%	20 - 23	<ul style="list-style-type: none"> <li>Select a simply hypothesis, prediction, or conclusion that is supported by a data presentation or a model.</li> <li>Identify key issues or assumptions in a model.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate whether the data produced by an experiment adequately support a given conclusion.</li> <li>Compare and contrast two different models about a scientific phenomenon.</li> </ul>

Student Performance		ACT Science Score	ACT Strand	Improvement Ideas
#	%		Evaluation of Models, Inferences, and Experimental Results	
68	34%	16 - 19		<ul style="list-style-type: none"> <li>Read descriptions of actual experiments (e.g., completed science fair research, simple experiments from science education journals) and discuss whether the conclusions that were made support or contradict the hypotheses.</li> <li>Formulate hypotheses, predictions, or conclusions based on the results of an experiment.</li> </ul>
30	15%	13 - 15		<ul style="list-style-type: none"> <li>Read science articles of an appropriate level from newspapers and science news magazines and identify any hypotheses or conclusions made by the author (s).</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**SCHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Science?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Science  
Class of 2010

The benchmark for this test is 24

Student Performance		ACT Science Score	ACT Strand	Improvement Ideas
#	%		Interpretation of Data	
1	1%	33 - 36	<ul style="list-style-type: none"> <li>Compare or combine data from two or more complex data presentations.</li> <li>Analyze given information when presented with new, complex information.</li> </ul>	
10	5%	28 - 32	<ul style="list-style-type: none"> <li>Compare or combinedata from a simple data presentation with data from a complex data presentation.</li> <li>Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.</li> <li>Extrapolate from data points in a table or graph.</li> </ul>	<ul style="list-style-type: none"> <li>Examine two or more related sets of data and then combine those data in ways that are useful.</li> </ul>
31	16%	24 - 27	<ul style="list-style-type: none"> <li>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).</li> <li>Compare or combine data from a complex data presentation.</li> <li>Interpolate between data points in a table or graph.</li> <li>Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.</li> <li>Identify and/or use a simple (e.g., linear) mathematical relationship between data.</li> <li>Analyze given information when presented with new, simple information.</li> </ul>	<ul style="list-style-type: none"> <li>Relate scientific information contained in written text to numerical data.</li> <li>Manipulate algebraic equations that represent data.</li> </ul>
60	30%	20 - 23	<ul style="list-style-type: none"> <li>Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram).</li> <li>Translate information into a table, graph, or diagram.</li> <li>Compare or combine data from a simple data presentation (e.g., order or sum data from a table).</li> </ul>	<ul style="list-style-type: none"> <li>Examine line graphs to determine if they show a direct or inverse relationship between variables.</li> <li>Determine a simple mathematical relationship between two variables.</li> <li>Become familiar with scatterplots.</li> <li>Integrate scientific information from popular sources (e.g., newspapers, magazines, the Internet) with that found in textbooks.</li> </ul>
68	34%	16 - 19	<ul style="list-style-type: none"> <li>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.</li> <li>Understand basic scientific terminology.</li> <li>Find basic information in a brief body of text.</li> <li>Select two or more pieces of data from a simple data presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Display data gathered in laboratory exercises in a variety of formats (e.g., line graphs, pie charts, bar graphs).</li> </ul>

Student Performance		ACT Science Score	ACT Strand	Improvement Ideas
#	%		Interpretation of Data	
30	15%	13 - 15	<ul style="list-style-type: none"> <li>Select a single piece of data (numerical or non-numerical) from simple data presentations (e.g., a table or graph with two or three variables; a food web diagram).</li> <li>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels).</li> </ul>	<ul style="list-style-type: none"> <li>Read newspaper and magazine articles pertaining to science and technology and discuss main points with peers.</li> <li>Locate several data points in a simple table or graph and make comparisons between them.</li> <li>Create basic tables and graphs from sets of scientific data.</li> <li>Describe trends and relationships in data displayed in simple tables and graphs.</li> <li>Become familiar with common terms used in science (e.g., star, force, mineral).</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**SCHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# Which skills do our students possess, as measured by the ACT® College Readiness Standards in Science?

## Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

Waverly Community Schools  
Waverly Senior High School  
ACT Science  
Class of 2010

The benchmark for this test is 24

Student Performance		ACT Science Score	ACT Strand	Improvement Ideas
#	%		Scientific Investigation	
1	1%	33 - 36	<ul style="list-style-type: none"> <li>Understand precision and accuracy issues.</li> <li>Predict how modifying the design or methods of an experiment will affect results.</li> <li>Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.</li> </ul>	
10	5%	28 - 32	<ul style="list-style-type: none"> <li>Determine the hypothesis for an experiment.</li> <li>Identify an alternate method for testing a hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out scientific investigations in which the importance of accuracy and precision is stressed.</li> <li>Design and carry out additional scientific inquiries to answer specific questions.</li> <li>Consider how changing an experimental procedure will affect the results of their scientific investigations.</li> </ul>
31	16%	24 - 27	<ul style="list-style-type: none"> <li>Understand the methods and tools used in a complex experiment.</li> <li>Predict the results of an additional trial or measurement in an experiment.</li> <li>Understand a complex experimental design.</li> <li>Determine the experimental conditions that would produce specified results.</li> </ul>	<ul style="list-style-type: none"> <li>Determine alternate methods of testing a hypothesis.</li> <li>Determine the hypothesis behind an experiment that requires more than one step.</li> </ul>
60	30%	20 - 23	<ul style="list-style-type: none"> <li>Understand the methods and tools used in a moderately complex experiment.</li> <li>Understand a simple experimental design.</li> <li>Identify a control in an experiment.</li> <li>Identify similarities and differences between experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Perform several repetitions of an experiment to determine the reliability of results.</li> </ul>
68	34%	16 - 19	<ul style="list-style-type: none"> <li>Understand the methods and tools used in a simple experiment.</li> </ul>	<ul style="list-style-type: none"> <li>Perform experiments that require more than one step.</li> <li>Conduct a simple experiment that makes use of a control group.</li> </ul>
30	15%	13 - 15		<ul style="list-style-type: none"> <li>Determine an appropriate method for performing a simple experiment.</li> <li>Perform simple laboratory activities designed to teach familiarity with a number of commonly used tools (e.g., thermometers, balances, glassware).</li> </ul>

### Analysis Questions

1. What is the Benchmark for this test? Approximately what percentage of our students achieved that level?
2. What percentage of our students are in each skill group (i.e.; score range) for this test?
3. What skills should be a focus? (look at the column "Improvement Ideas")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**SCHS-PLACT**

QuickFinder Code:  
**AC-ACRDST**

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# THE GOLDEN PACKAGE

Of Data Analysis Reports for the  
**Michigan Merit Exam®**

Waverly Community Schools  
**WAVERLY SENIOR HIGH SCHOOL**

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Alignment Data Packet for  
**MME High School Social Studies**  
**Class of 2010**

# Which students were tested?

## Student Demographics Summary Waverly Community Schools Waverly Senior High School

### Tests Records in System

	Class of 2008		Class of 2009		Class of 2010	
MME High School Social Studies	315	100%	252	100%	236	100%
<b>Total Test Records</b>	<b>315</b>	<b>100%</b>	<b>252</b>	<b>100%</b>	<b>236</b>	<b>100%</b>

This is the total number of test records within the system.



### General Achievement (No Retest) Reporting

Excluded based on Exclusion Factors	32	10%	23	9%	25	10%
Used for General Achievement Reporting	283	89%	229	90%	211	89%

This is the number of records that are typically used on reports within the package. Certain test records may be excluded from various reports based on particular Exclusion Factors (refer to the cover pages of your Golden Package).

### Test Form

MME High School Social Studies • Form 1 (Initial)	300	95%	230	91%	0	0%
MME High School Social Studies • Form 2 (Makeup)	15	4%	6	2%	0	0%
MME High School Social Studies • Unspecified Test	0	0%	16	6%	236	100%

### Grade when Tested

Grade 11	239	75%	236	93%	236	100%
Grade 12	76	24%	16	6%	0	0%

### Gender

Female	155	49%	118	46%	121	51%
Male	160	50%	134	53%	115	48%

### Race/Ethnicity

American Indian	0	0%	2	0%	2	0%
Asian/Pacific Islander	32	10%	11	4%	12	5%
Black	85	26%	76	30%	48	20%
Hawaiian	3	0%	0	0%	8	3%
Hispanic	22	6%	19	7%	21	8%
White	173	54%	144	57%	145	61%

### SWD

Student with Disabilities	23	7%	33	13%	15	6%
Student without Disabilities	292	92%	219	86%	221	93%

### Economic Status

Economically Disadvantaged	46	14%	56	22%	56	23%
Non-Economically Disadvantaged	269	85%	196	77%	180	76%

### English Proficiency

English Proficient	310	98%	251	99%	231	97%
Limited English Proficient	5	1%	1	0%	5	2%

### Less than Full Academic Year

Full Academic Year	289	91%	233	92%	213	90%
Less than Full Academic Year	26	8%	19	7%	23	9%

**Retests**

First-time Test Taker	315	100%	252	100%	236	100%
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QuickFinder Code:  
**MM-SUEM**

# OUTCOME DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### What was our performance on the MME® test in comparison to the district and/or state?

Percentage of Students Scoring Proficient on MME® Test,  
Comparison of School to District and/or State

#### What Proficiency Levels have our students attained?

Proficiency Levels Summary

#### What has been our trend in performance on the MME® test?

Percentage of Students Scoring Proficient on MME® Test

#### What range of scores did our students receive on the ACT® test?

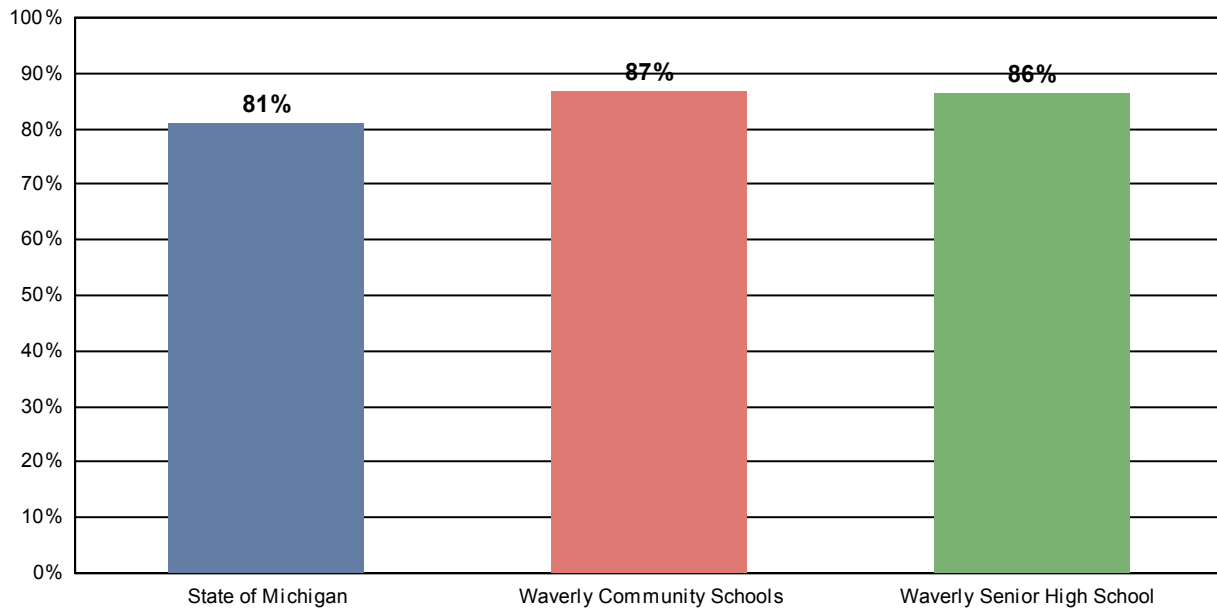
ACT® Test Score Frequency Report

### Comments Regarding Data

# What was our performance on the MME® test in comparison to the district and/or state?

## Percentage of Students Scoring Proficient on MME® Test, Comparison of School to District and/or State

### Waverly Community Schools MME High School Social Studies Class of 2010



# Students in Each Group	State of Michigan	Waverly Community Schools	Waverly Senior High School
Not Proficient	21,176	29	29
Proficient	90,278	188	182
<b>Total</b>	<b>111,454</b>	<b>217</b>	<b>211</b>

#### Analysis Questions

1. How did our school perform in comparison to the district on this test?
2. How did our school perform in comparison to the state on this test?

#### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPBSDS**

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

# What Proficiency Levels did our students attain?

**Proficiency Levels Summary**  
**Waverly Community Schools**  
**Waverly Senior High School**  
**MME High School Social Studies**  
**Class of 2010**

	<b>Proficiency Level</b>	<b># of Tests</b>	<b>% of Tests</b>
More Proficient	<b>Level 1</b>	87	41.2%
	<b>Level 2</b>	95	45.0%
	<b>Level 3</b>	12	5.7%
	<b>Level 4</b>	17	8.1%
Less Proficient			

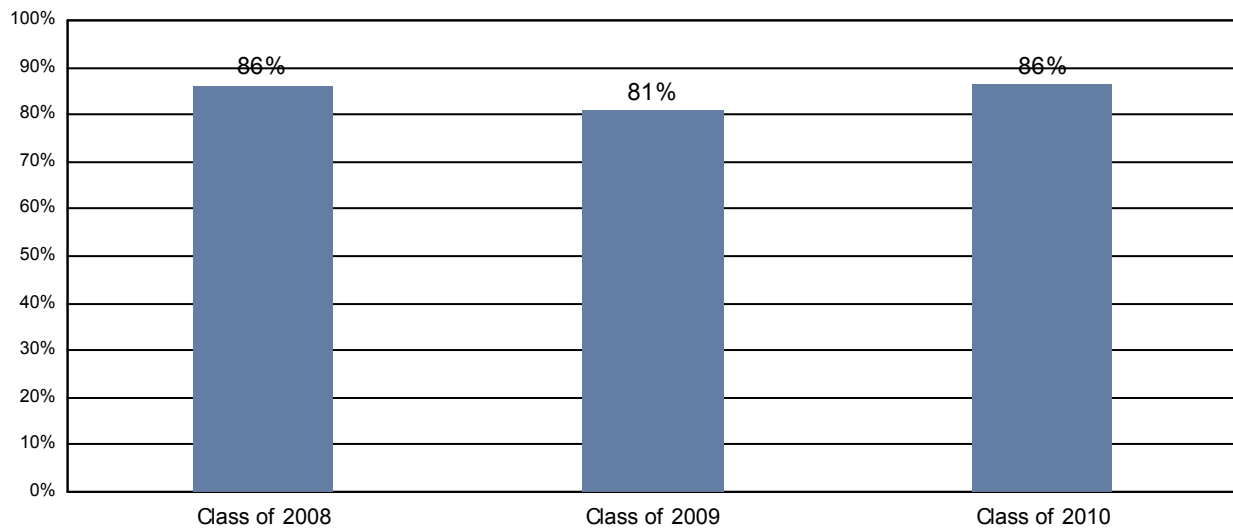
Supplement Code:  
**SSHS-PL**

QuickFinder Code:  
**MM-PLSUM**

# What has been our trend in performance on the MME®?

## Percentage of Students Scoring Proficient on MME®

**Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies**



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Not Proficient	39	44	29
Proficient	244	185	182
<b>Total</b>	<b>283</b>	<b>229</b>	<b>211</b>

### Analysis Questions

1. How well did students perform on this test?
2. Has there been improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPB**

# DEMOGRAPHIC DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for MME®

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### Reports Included in This Section

#### **What is the performance, by MME® Proficiency Level, of subgroups of students?**

Percentage of Students in Each Proficient Proficiency Level, by Subgroups of Students:

- Gender
- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

#### **How has the performance of various subgroups differed on the MME®?**

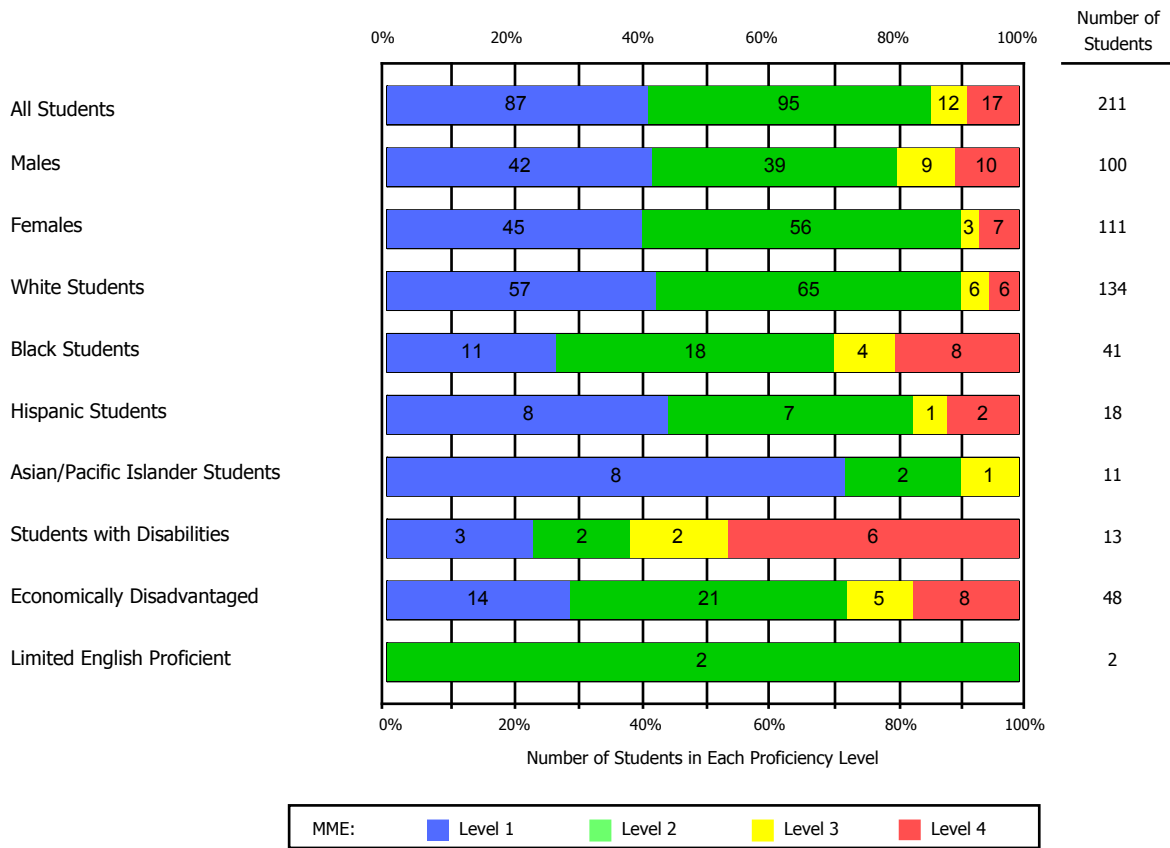
Percentage of Students Scoring Proficient on MME®, Disaggregated by Gender, Race/Ethnicity, Economic Status, Students with Disabilities and English Proficiency

### Comments Regarding Data

# What is the performance, by MME® Proficiency Level, of subgroups of students?

## Percentage of Students in Each MME® Proficiency Level, by Subgroups of Students

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies  
Class of 2010



### Analysis Questions

1. How many of our students scored in each Proficiency Level?
2. Which subgroup of students performed the best on this test?
3. Which subgroup of students performed the worst?

### Suggested Uses (Internal/External)

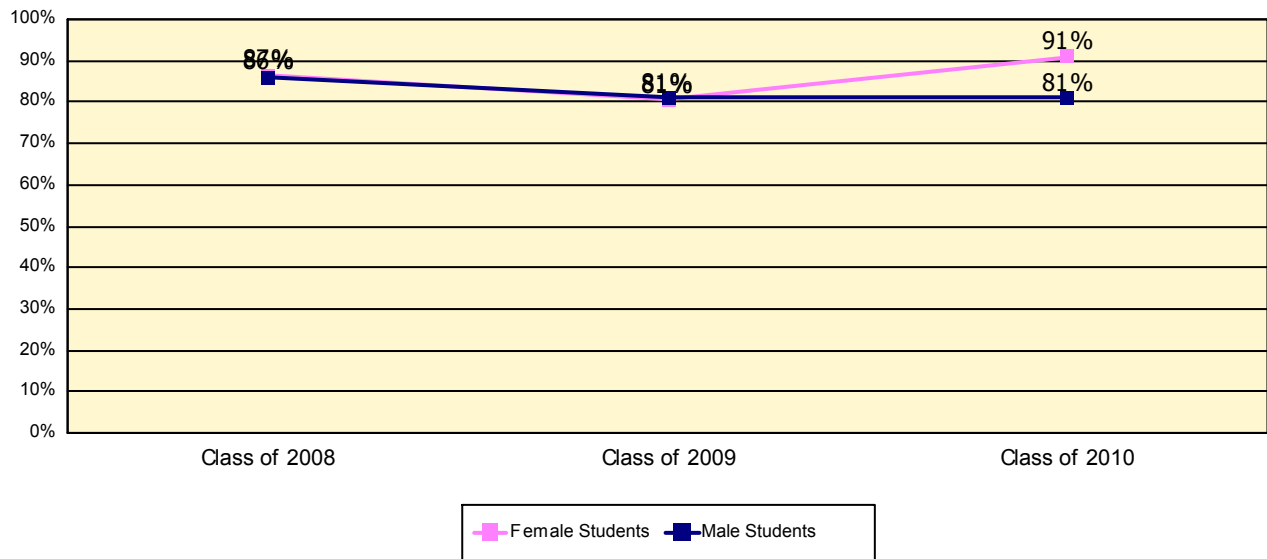
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLSUB**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Gender

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Female Students • Not Proficient	19	21	10
Female Students • Proficient	122	87	101
Male Students • Not Proficient	20	23	19
Male Students • Proficient	122	98	81
<b>Total</b>	<b>283</b>	<b>229</b>	<b>211</b>

### Analysis Questions

1. How well did students within each gender perform on this test?
2. Are there gaps greater than 10 percentage points between the genders?
3. Is each gender group showing improvement over time?

### Suggested Uses (Internal/External)

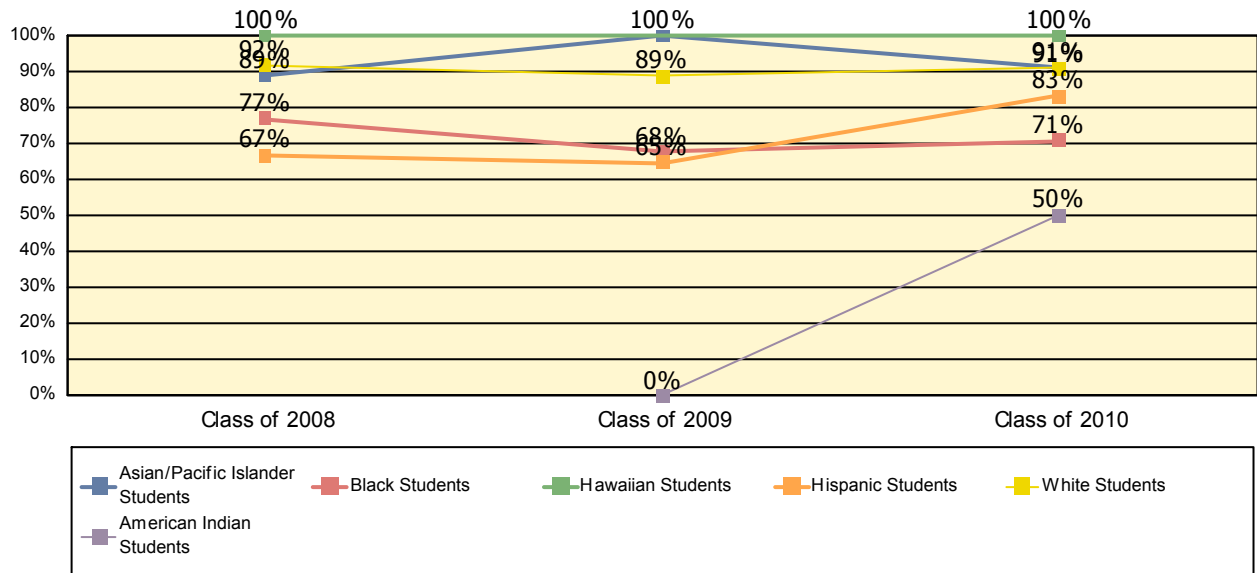
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Race/Ethnicity

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
American Indian Students • Not Proficient	0	1	1
American Indian Students • Proficient	0	0	1
Asian/Pacific Islander Students • Not Proficient	3	0	1
Asian/Pacific Islander Students • Proficient	24	9	10
Black Students • Not Proficient	17	22	12
Black Students • Proficient	57	46	29
Hawaiian Students • Proficient	3	0	5
Hispanic Students • Not Proficient	6	6	3
Hispanic Students • Proficient	12	11	15
White Students • Not Proficient	13	15	12
White Students • Proficient	148	119	122
<b>Total</b>	<b>283</b>	<b>229</b>	<b>211</b>

### **Analysis Questions**

1. How well did students in each ethnic group perform on this test?
2. Are there gaps greater than 10 percentage points between the ethnic groups?
3. Is each group showing improvement over time?

### **Suggested Uses (Internal/External)**

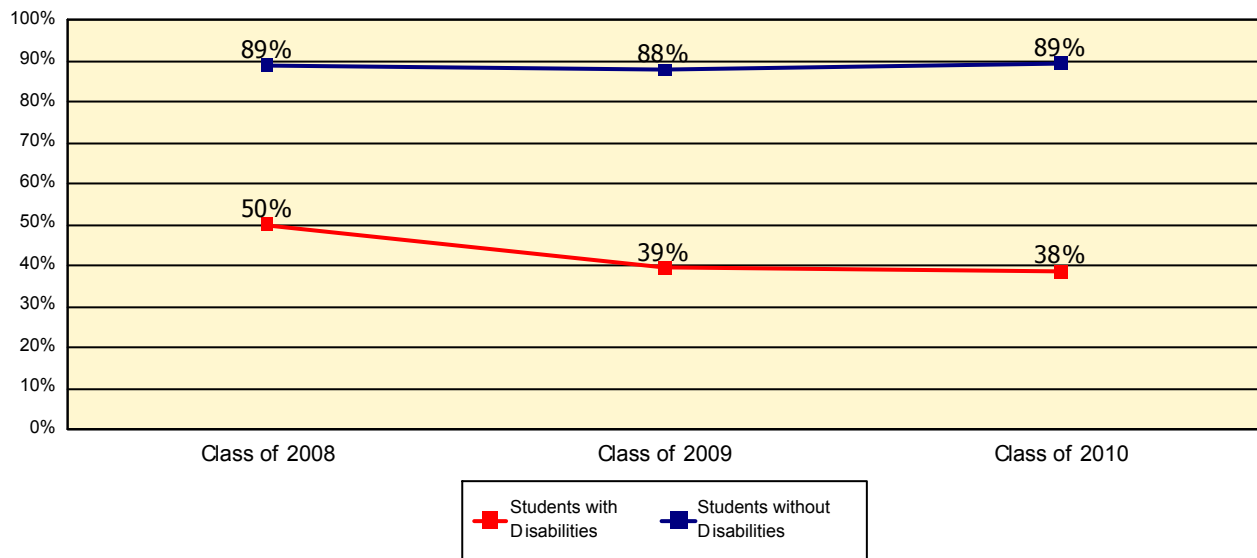
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Students with Disabilities

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Students with Disabilities • Not Proficient	10	20	8
Students with Disabilities • Proficient	10	13	5
Students without Disabilities • Not Proficient	29	24	21
Students without Disabilities • Proficient	234	172	177
<b>Total</b>	<b>283</b>	<b>229</b>	<b>211</b>

### Analysis Questions

1. How well did Students with Disabilities perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

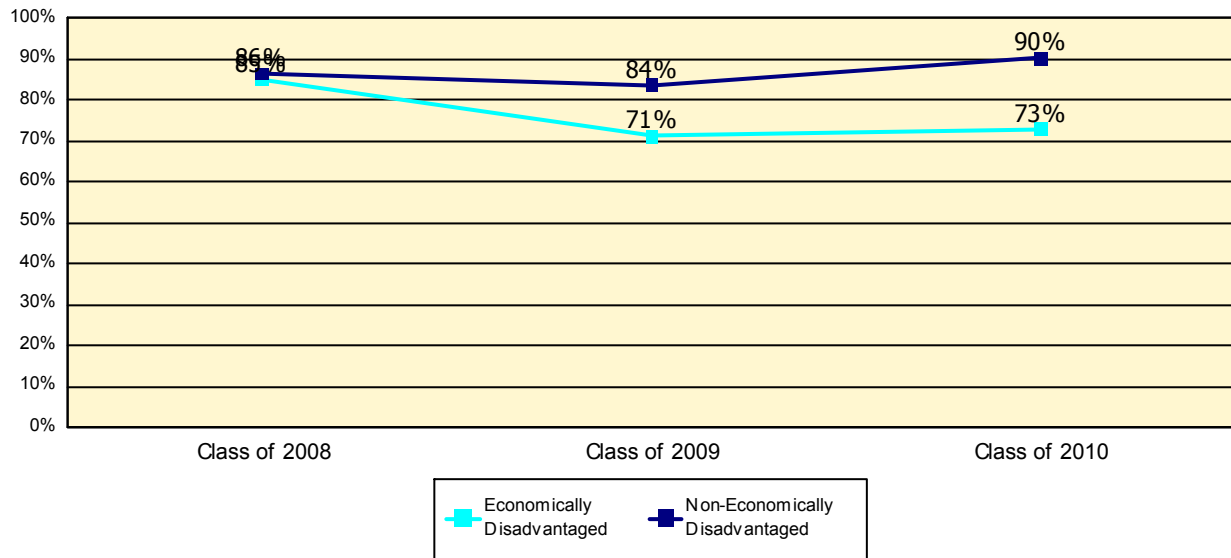
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by Economic Status

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
Economically Disadvantaged • Not Proficient	6	15	13
Economically Disadvantaged • Proficient	34	37	35
Non-Economically Disadvantaged • Not Proficient	33	29	16
Non-Economically Disadvantaged • Proficient	210	148	147
<b>Total</b>	<b>283</b>	<b>229</b>	<b>211</b>

### Analysis Questions

1. How well did Economically Disadvantaged students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

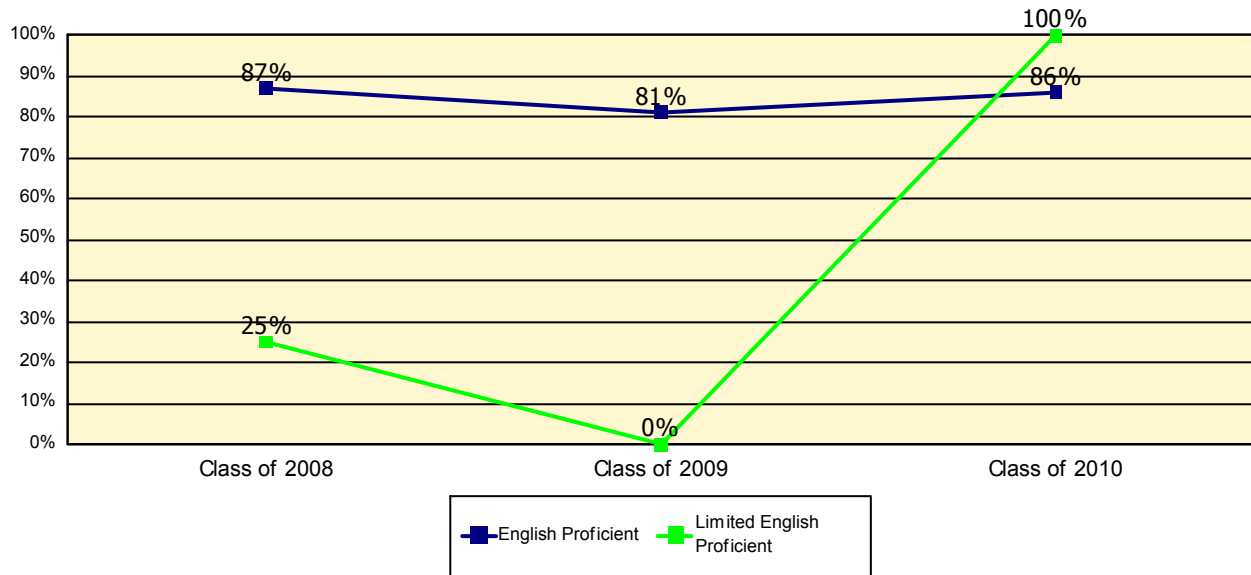
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# How has the performance of various subgroups differed on the MME®?

## Percentage of Students Scoring Proficient on MME® Disaggregated by English Proficiency

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies



# Students in Each Group	Class of 2008	Class of 2009	Class of 2010
English Proficient • Not Proficient	36	43	29
English Proficient • Proficient	243	185	180
Limited English Proficient • Not Proficient	3	1	0
Limited English Proficient • Proficient	1	0	2
<b>Total</b>	<b>283</b>	<b>229</b>	<b>211</b>

### Analysis Questions

1. How well did Limited English Proficient students perform on this test?
2. Are there gaps greater than 10 percentage points between this group and the rest of the student population?
3. Is each group showing improvement over time?

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

QuickFinder Code:  
**MM-PLPLF**

# PROCESS DATA

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## THE GOLDEN PACKAGE of Data Analysis Reports for the MME®

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### Reports Included in This Section

#### **What is the composition of this MME® test?**

Blueprint Summary

#### **Is our curriculum aligned?**

Percent of Students Meeting or Exceeding Standards on MME®

#### **Is our curriculum aligned for NCLB subgroups?**

Percent of Students Meeting or Exceeding Standards on MME®,  
Disaggregated by NCLB Subgroups

#### **Where do we have curriculum alignment?**

Comparison of Strengths and Weaknesses  
in MME® Social Studies Test Strands

#### **Where do we have curriculum alignment for NCLB Subgroups?**

Comparison of Strengths and Weaknesses  
in MME® Social Studies Test Strands, Disaggregated by NCLB  
Subgroups

#### **How strong are our students by strand?**

Comparison of Strengths and Weaknesses across 10% Brackets  
in MME® Social Studies Test Strands

#### **How did our students perform on prompts?**

Percentage of Students Receiving Each Rubric Score

#### **What comments did our students receive on prompts?**

Percentage of Students Receiving Each Comment Code

**What was our performance on constructed or extended response items?**

Percentage of Students Earning 80% of Possible Points on Constructed or Extended Response Items

**Which skills do our students possess, as measured by the ACT® College Readiness Standards in Social Studies?**

Percentage of Students Achieving Each ACT® College Readiness Standards Skill Set

**Which characteristics and skills do our students possess, as measured by the WorkKeys® Social Studies test?**

Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

**Comments  
Regarding Data**

## What is the composition of this MME® test?

### MME® Blueprint Summary

Waverly Community Schools  
Waverly Senior High School  
Spring 2008-09

Subject	MME Strand Name*	# of Possible Points	% of Possible Points
Social Studies (34 Points)	History	7	21%
	Geography	7	21%
	Civics	7	21%
	Economics	7	21%
	Inquiry	6	18%

WorkKeys® Test	Item	# of Possible Points	% of Possible Points
Locating Information (38 Points)	Multiple-Choice Items <i>(these items are distributed amongst the Math and Social Studies tests, but the exact proportion or strand allocation is not released)</i>	38	100%

QuickFinder Code:  
**MM-PLPCGL**

# Is our curriculum aligned?

## Percent of Students Meeting or Exceeding Standards on MME®

### Waverly Community Schools Waverly Senior High School MME High School Social Studies

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting Standard
Class of 2008	283	244	86%	39	14%	227		16
Class of 2009	229	185	81%	44	19%	184		14
Class of 2010	211	182	86%	29	14%	169		10

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students met or exceeded standards on this test?
2. What does the data say about curriculum alignment?
3. Might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Supplement Code:  
**SSHS-CTP**

QuickFinder Code:  
**MM-PLCA**

# Is our curriculum aligned for NCLB Subgroups?

## Percent of Students Meeting or Exceeding Standards on MME®, Disaggregated by NCLB Subgroups

### Waverly Community Schools Waverly Senior High School MME High School Social Studies Class of 2010

Subgroup	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students NOT in Proficient Levels (Below	% Students NOT in Proficient Levels (Below	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
All Students	211	182	86%	29	14%	169		10
Males	100	81	81%	19	19%	80		8
Females	111	101	91%	10	9%	89		2
White Students	134	122	91%	12	9%	108		5
Black Students	41	29	71%	12	29%	33	4	3
Hispanic Students	18	15	83%	3	17%	15		1
Asian/Pacific Islander Students	11	10	91%	1	9%	9		1
Students with Disabilities	13	5	38%	8	62%	11	6	2
Economically Disadvantaged	48	35	73%	13	27%	39	4	4
Limited English Proficient	2	2	100%	0	0%	2		0

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the standards ("Close" on this test is defined as scoring 1090-1099). Compare this number to the one in the "# of Students Needed for 80% of Students to Meet or Exceed Standards" column. If you don't have that many students close to meeting the standards then you likely have some curriculum alignment issues to address. **If you do have enough students close to meeting the standards then high-quality test-taking strategies should do the trick next time around.**

### Analysis Questions

1. What percentage of students, by subgroup, met or exceeded standards on this test?
2. What does the data suggest about curriculum alignment for each subgroup?
3. For which subgroups might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column *# of Students Needed for 80% of Students to Meet or Exceed Standards*).

### Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

QuickFinder Code:  
**MM-PLCATSUB**

# Where do we have curriculum alignment?

## Comparison of Strengths and Weaknesses in MME® Social Studies Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
		#	%	#	%	#	%	#	%	
Geography	211	29	100%	0	0%	125	69%	57	31%	
Civics	211	29	100%	0	0%	103	57%	79	43%	
Economics	211	29	100%	0	0%	131	72%	51	28%	
Inquiry	211	26	90%	3	10%	69	38%	113	62%	
TOTAL STUDENTS NOT PROFICIENT					29	TOTAL STUDENTS PROFICIENT				182
PERCENT NOT PROFICIENT					14%	PERCENT PROFICIENT				86%

### Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. In which strand(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**SSHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Social Studies Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies • Class of 2010 • Spring 2008-09**

<b>Geography</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	211	29	100%	0	0%	125	69%	57	31%		
Males	100	19	100%	0	0%	50	62%	31	38%		
Females	111	10	100%	0	0%	75	74%	26	26%		
White Students	134	12	100%	0	0%	85	70%	37	30%		
Black Students	41	12	100%	0	0%	25	86%	4	14%		
Hispanic Students	18	3	100%	0	0%	7	47%	8	53%		
Asian/Pacific Islander Students	11	1	100%	0	0%	5	50%	5	50%		
Students with Disabilities	13	8	100%	0	0%	4	80%	1	20%		
Economically Disadvantaged	48	13	100%	0	0%	24	69%	11	31%		
Limited English Proficient	2	0	0%	0	0%	2	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>29</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>182</b>
<b>PERCENT NOT PROFICIENT</b>					<b>14%</b>	<b>PERCENT PROFICIENT</b>					<b>86%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Social Studies Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies • Class of 2010 • Spring 2008-09**

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	211	29	100%	0	0%	103	57%	79	43%		
Males	100	19	100%	0	0%	45	56%	36	44%		
Females	111	10	100%	0	0%	58	57%	43	43%		
White Students	134	12	100%	0	0%	66	54%	56	46%		
Black Students	41	12	100%	0	0%	22	76%	7	24%		
Hispanic Students	18	3	100%	0	0%	7	47%	8	53%		
Asian/Pacific Islander Students	11	1	100%	0	0%	4	40%	6	60%		
Students with Disabilities	13	8	100%	0	0%	4	80%	1	20%		
Economically Disadvantaged	48	13	100%	0	0%	21	60%	14	40%		
Limited English Proficient	2	0	0%	0	0%	2	100%	0	0%		
TOTAL STUDENTS NOT PROFICIENT					29	TOTAL STUDENTS PROFICIENT					182
PERCENT NOT PROFICIENT					14%	PERCENT PROFICIENT					86%

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Social Studies Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies • Class of 2010 • Spring 2008-09**

<b>Economics</b>		<b>NOT PROFICIENT</b> Students in Level 3 or 4				<b>PROFICIENT</b> Students in Level 1 or 2					
		<b>Weakness</b>		<b>Strength</b>		<b>Weakness</b>		<b>Strength</b>			
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%		
All Students	211	29	100%	0	0%	131	72%	51	28%		
Males	100	19	100%	0	0%	56	69%	25	31%		
Females	111	10	100%	0	0%	75	74%	26	26%		
White Students	134	12	100%	0	0%	87	71%	35	29%		
Black Students	41	12	100%	0	0%	25	86%	4	14%		
Hispanic Students	18	3	100%	0	0%	11	73%	4	27%		
Asian/Pacific Islander Students	11	1	100%	0	0%	5	50%	5	50%		
Students with Disabilities	13	8	100%	0	0%	1	20%	4	80%		
Economically Disadvantaged	48	13	100%	0	0%	28	80%	7	20%		
Limited English Proficient	2	0	0%	0	0%	2	100%	0	0%		
<b>TOTAL STUDENTS NOT PROFICIENT</b>					<b>29</b>	<b>TOTAL STUDENTS PROFICIENT</b>					<b>182</b>
<b>PERCENT NOT PROFICIENT</b>					<b>14%</b>	<b>PERCENT PROFICIENT</b>					<b>86%</b>

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

**(Internal/External)**

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# Where do we have curriculum alignment for NCLB Subgroups?

**Comparison of Strengths and Weaknesses in  
MME® Social Studies Test Strands,  
Disaggregated by NCLB Subgroups  
Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies • Class of 2010 • Spring 2008-09**

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2				
		Weakness		Strength		Weakness		Strength		
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%	
All Students	211	26	90%	3	10%	69	38%	113	62%	
Males	100	16	84%	3	16%	31	38%	50	62%	
Females	111	10	100%	0	0%	38	38%	63	62%	
White Students	134	9	75%	3	25%	46	38%	76	62%	
Black Students	41	12	100%	0	0%	12	41%	17	59%	
Hispanic Students	18	3	100%	0	0%	7	47%	8	53%	
Asian/Pacific Islander Students	11	1	100%	0	0%	3	30%	7	70%	
Students with Disabilities	13	8	100%	0	0%	3	60%	2	40%	
Economically Disadvantaged	48	13	100%	0	0%	15	43%	20	57%	
Limited English Proficient	2	0	0%	0	0%	2	100%	0	0%	
TOTAL STUDENTS NOT PROFICIENT					29	TOTAL STUDENTS PROFICIENT				182
PERCENT NOT PROFICIENT					14%	PERCENT PROFICIENT				86%

### Analysis Questions

- Which subgroup performed best on this strand? Worst?
- For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
- Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
- For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

### Suggested Uses

#### (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:  
**MM-SICMPSWSU**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

# How strong are our students by strand?

## Comparison of Strengths and Weaknesses across 10% Brackets in MME Social Studies Test Strands

Waverly Community Schools  
Waverly Senior High School  
MME High School Social Studies • Class of 2010 • Spring 2008-09

STRANDS	Total # Tested	Weakness									Strength		
		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
Geography	211	3 1%	14 7%	22 10%	0 0%	34 16%	35 17%	0 0%	46 22%	<b>154</b> <b>73%</b>	30 14%	27 13%	<b>57</b> <b>27%</b>
Civics	211	1 0%	10 5%	15 7%	0 0%	30 14%	29 14%	0 0%	47 22%	<b>132</b> <b>63%</b>	47 22%	32 15%	<b>79</b> <b>37%</b>
Economics	211	2 1%	15 7%	38 18%	0 0%	32 15%	43 20%	0 0%	30 14%	<b>160</b> <b>76%</b>	37 18%	14 7%	<b>51</b> <b>24%</b>
Inquiry	211	3 1%	6 3%	0 0%	18 9%	0 0%	30 14%	38 18%	0 0%	<b>95</b> <b>45%</b>	73 35%	43 20%	<b>116</b> <b>55%</b>

These are students with significant deficiencies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

### Analysis Questions

1. On which strand(s) did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for greater than 70% of students showing a strength)
3. Would focusing on instructional strategies benefit our students? (Are a lot of students in the 70-79% group?)
4. In which strand(s) does our curriculum need tightening? (Look for 70% or more of our students showing a weakness)

### Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code:  
**SSHS-ST10**

QuickFinder Code:  
**MM-SICMPSW**

# Which characteristics and skills do our students possess, as measured by the WorkKeys® Locating Information test?

## Percentage of Students Achieving WorkKeys® Characteristics and Skill Sets

Waverly Community Schools  
Waverly Senior High School  
WorkKeys Locating Information  
Class of 2010

Student Performance		WorkKeys Locate Info Score	Item Characteristics	Skills
#	%		Locating Information	
1	0%	6	<ul style="list-style-type: none"> <li>Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams.</li> <li>Graphics contain large amounts of information and may have challenging formats.</li> <li>One or more graphics are used at a time.</li> <li>Connections between graphics may be subtle.</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions based on one complicated graphic or several related graphics.</li> <li>Apply information from one or more complicated graphics to specific situations.</li> <li>Use the information to make decisions.</li> </ul>
36	17%	5	<ul style="list-style-type: none"> <li>Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges.</li> <li>Graphics may have less common formats.</li> <li>One or more graphics are used at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Sort through distracting information.</li> <li>Summarize information from one or more detailed graphs.</li> <li>Identify trends shown in one or more detailed or complicated graphics.</li> <li>Compare information and trends from one or more complicated graphics.</li> </ul>
133	61%	4	<ul style="list-style-type: none"> <li>Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps.</li> <li>One or two graphics are used at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Find several pieces of information in one or two graphics.</li> <li>Understand how graphics are related to each other.</li> <li>Summarize information from one or two straightforward graphics.</li> <li>Identify trends shown in one or two straightforward graphics.</li> <li>Compare information and trends shown in one or two straightforward graphics.</li> </ul>
27	12%	3	<ul style="list-style-type: none"> <li>Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans.</li> <li>One graphic used at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Find one or two pieces of information in a graphic.</li> <li>Fill in one or two pieces of information that are missing from a graphic.</li> </ul>
20	9%	0	<ul style="list-style-type: none"> <li>No score received.</li> </ul>	

### Analysis Questions

1. What percentage of our students are in each skill group (i.e.; score) for this test?
2. Which skills does each group possess?
3. What skills should be a focus? (look at the column "Skills")

### Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Supplement Code:  
**LIHS-PLWK**

QuickFinder Code:  
**MM-ACRDST**

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