

2007 ADEQUATE YEARLY PROGRESS REPORTS FOR ELEMENTARY AND MIDDLE SCHOOLS

Summary Report Page Explained

All schools and districts with any grade in the span 1–8 will receive an Adequate Yearly Progress (AYP) report based on the October 2006 NECAP and 2005–2006 the NH-Alt results. AYP reports are issued to schools, districts, and the state by combining all student data earned in the grades for which each was responsible. In particular, schools and districts are held accountable for the participation rate of the students they were responsible for testing—for the 2006 NECAP in October and for the 2005–2006 NH-Alt during the previous year. In addition, each school and district is held accountable for the performance of the students that were taught during the school year 2005–2006.

Meets Requirement: Schools and districts are required to meet both the participation requirements and the performance expectations outlined below.

- Yes The group satisfies both the participation rate and the index target for performance.
- Yes (CI) The group satisfies the participation rate and performance falls within the confidence interval.
- Yes (SH) The group satisfies the participation rate and performance satisfies Safe Harbor.
- Yes (SH*) Safe Harbor calculation was not performed because the group was too small or the data were not available.
- Yes (2%) The group satisfies the requirements for the performance of ED students based on the 2% Rule.
- No The group does not satisfy the participation rate **or** satisfies neither the index target nor the 10% Rule.
- * The group is smaller than the required cell size for performance **and** participation. Consequently, the subgroup is not required to meet participation or performance requirements. If the whole school (or district) has fewer than 11 students, then the school (or district) will be evaluated with the Small School (or District) Review (SSR/SDR) protocol.

Participation

Meets 95% Participation Rate: This statistic is the percent of students enrolled on the first day of testing who participated in the assessment, reported to the nearest 1%. Each group of 40 or more students is evaluated for this requirement. The following students are not included (by content area) in this calculation: students with a medical emergency who were registered with the New Hampshire Department of Education (NHDOE), students who withdrew from the school prior to finishing testing, and students who enrolled after October 1. NH-Alt students are included in the participation rate for the school they attended during school year 2005–2006. See Notes 1 and 2 on page 3 concerning “first-year” English Language Learners (ELL) and home-schooled students.

- Yes The group meets the participation rate.
- No The group does not meet the participation rate.
- ** The group is too small to be required to meet the participation rate.

Performance

Schools and districts receive full credit (100 points) for each student score that is “proficient” or better (levels 3 or 4) and partial credit based on a sliding scale for students’ scores that are below proficient. (See table on page 3.) The index score for a group is the average of the index points, reported to the nearest 0.1, earned in the group. (See note 3.) Each year, the index score of each group that meets the minimum cell size (11 or more students), is compared to a standard, the index target, to determine if the performance of the group meets expectations. Whole schools that do not meet the minimum cell size for the index calculations are later evaluated by the NHDOE by using a SSR protocol. Separate yearly index targets have been established for reading and mathematics. Groups may meet each index target in one of three ways:

1. by scoring at or above the expected index target,
2. by scoring within acceptable tolerances of the index target for a group of its size, or
3. by meeting the 10% Rule.

Meets Index Target: The annual index targets for reading and mathematics are listed at the top of the appropriate column. A group meets an index target if the index score for the group or subgroup is greater than or equal to the index target.

Performance of groups varies considerably from year to year, partially due to cohort differences. A “confidence interval” approach is utilized to define bounds for acceptable performance in these year-to-year variations. For each particular content area, this statistic depends solely on the size of the group. Information about the confidence interval and the minimum index based on the confidence interval for each group is available at www.ed.state.nh.us.

- | | |
|----------|----------------------------------------------------------------------------------------|
| Yes | The group meets the index target for performance. |
| Yes (CI) | The group falls within acceptable bounds for meeting the index target for performance. |
| No | The group does not meet the index target for performance. |
| * | The group is too small to be required to meet the index target for performance. |

Safe Harbor: Groups that neither meet the index target nor fall within the confidence interval can still meet requirements if they meet two additional tests—the 10% Rule and the “other” indicator requirement.

10% Rule: To meet this test, the percentage of index points that were not earned by the group must have decreased at least 10% from the previous year. For example, since the maximum index target is 100, a group with an index score of 75 did not earn 25 points. To meet the 10% Rule, that group would need to reduce the unearned points by 10%, or 2.5 points, the following year. Therefore, the target index score for the group would be 77.5. In addition to reducing the unearned index points, the percent of students who scored in the Proficient achievement level must increase. Both of these conditions must be met for the group to meet the 10% Rule.

If a group meets the 10% Rule, it is also required to meet the “other” indicator (attendance rate at the elementary/middle school level). If the group meets the 10% Rule and the “other” indicator, then the group meets the Safe Harbor requirement. To make this comparison, the group size has to be large enough to be reported.

- | | |
|-----------|-----------------------------------------------------------------------------------------------------------|
| Yes (SH) | The group meets the requirements under Safe Harbor. |
| Yes (SH*) | Safe Harbor calculation was not performed since there were fewer than 11 students in the group last year. |
| N/A | Data are not available (no published data for school year 2003–2004). |
| No | The group does not meet the 10% Rule. |

Meets 2% Rule: The U.S. Education Department (USED) believes that up to 2% of the student population cannot demonstrate proficiency on grade-level standards. Furthermore, it believes that this group of students is concentrated within the Educational Disability (ED) subgroup. Therefore, the USED permits a mathematical adjustment to the number of ED students who are considered proficient and for the school or district to receive full index points for these students. This adjustment is allowed only for schools and districts that did not meet AYP requirements solely based on the performance of the ED subgroup. Each content area is evaluated separately. For each qualifying school or district, 15.6% of the ED subgroup (or 2% of the student population in the state) who did not initially meet requirements for proficiency can be assigned to that category. The index score for the school or district is then recalculated. A school or district that meets AYP requirements because of the 2% Rule is identified with “Yes (2%)” in the Meets Requirements column.

Meets Attendance Rate (under Safe Harbor): Groups that are evaluated under the Safe Harbor rule are evaluated for attendance rate. Each group must have an attendance rate of 90% or better, or show improvement over the previous year (based on student attendance data submitted with end-of-year files for school years 2004–2005 and 2005–2006, reported to the nearest 0.1%).

- Yes Attendance rate is greater than 90%.
- Yes (I) Attendance rate is improving.
- Yes (I*) Attendance rate is not available for school year 2004–2005.
- No Attendance rate requirements are not met.
- N/A Attendance rate is not available for school year 2005–2006.
- ** Group size was less than 40 for school year 2005–2006; attendance rate is not calculated.

“Other” Indicator

Attendance Rate: Whole schools and whole districts are evaluated on an “other” indicator. At the elementary and middle school levels in N.H, the “other” indicator is attendance rate. Whole schools and whole districts must have an attendance rate of 90% or better (based on student attendance data submitted with end-of-year files for school year 2005–2006, reported to the nearest 0.1%) or show improvement over the previous year (based on the end-of-year files for school year 2004–2005 reported to the nearest 0.1%).

Index Score Ranges: Index points assigned for scaled scores within each achievement level.

Reading					
0 pts	Level 1a (20 points)	Level 1b (40 points)	Level 2a (60 points)	Level 2b (80 points)	3 and 4 (100 points)
300	301 to 321	322 to 330	331 to 335	336 to 339	340 to 380
400	401 to 421	422 to 430	431 to 435	436 to 439	440 to 480
500	501 to 519	520 to 529	530 to 534	535 to 539	540 to 580
600	601 to 617	618 to 628	629 to 634	635 to 639	640 to 680
700	701 to 717	718 to 728	729 to 734	735 to 739	740 to 780
800	801 to 815	816 to 827	828 to 833	834 to 839	840 to 880
Mathematics					
0 points	Level 1a (20 points)	Level 1b (40 points)	Level 2a (60 points)	Level 2b (80 points)	3 and 4 (100 points)
300	301 to 323	324 to 331	332 to 335	336 to 339	340 to 380
400	401 to 421	422 to 430	431 to 435	436 to 439	440 to 480
500	501 to 525	526 to 532	533 to 536	537 to 539	540 to 580
600	601 to 625	626 to 632	633 to 636	637 to 639	640 to 680
700	701 to 727	728 to 733	734 to 736	737 to 739	740 to 780
800	801 to 827	828 to 833	834 to 836	837 to 839	840 to 880

Note 1–ELL Students New to the U.S.: English language learners who attended schools in the United States for less than 10 months at the time of testing are not required to take the **reading** portion but they are required to participate in the mathematics portion of the NECAP. In accordance with federal guidelines, these students are counted as participating in reading, whether they did so or not, and are counted as participating in mathematics only if they did so. For performance, these students are not included in either reading or mathematics index score calculations.

Note 2–Home-Schooled Students: Home-schooled students may participate in the NECAP, but their results are not included in any AYP calculations or reporting.

Note 3–Students Included in Index Score: Student assessment results are included in the index score for the group at the school (or district) if the student participated in a state assessment (October 2006 NECAP or school year 2005–2006 NH-Alt), was continuously enrolled in the teaching school (or district) for the full academic year, and was not a first-year ELL student.