

2011 ADEQUATE YEARLY PROGRESS REPORTS

SUMMARY REPORT EXPLAINED

All public schools, including public academies and charter schools, and districts with any grade in the span 1–12 will receive a 2011 Adequate Yearly Progress (AYP) report. This report is based on the May 2010 NH-Alt, the October 2010 NECAP results, and an additional indicator. 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 portfolios assembled in 2009-2010 and the 2010 NECAP in October. In addition, each school and district is held accountable for the performance of the students that were taught during the school year 2009-2010. District AYP reports also include students placed in an out-of-district private school or out-of-state public school.

Meets Requirements: Schools and districts are required to meet both the participation requirements and the performance expectations outlined below. The possible outcomes are:

- 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.
- No The group does not satisfy the participation rate **or** satisfies neither the index target nor the 10% Rule (Safe Harbor).
- * 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 Review (SSR) or Small District Review (SDR) protocol.

Participation

Meets 95% Participation Rate: This statistic is the number of students enrolled on the first day of testing who participated in the assessment divided by the number eligible to participate, reported to the nearest 1%. Each group of 40 or more students is evaluated for this requirement. If a group either does not meet the participation rate requirement or contains fewer than 40 students, data from the prior year is added to the calculation, and the group is reevaluated. If the group still does not meet the participation rate requirement or still contains fewer than 40 students, data from the prior two years is added to the calculation, and the group is reevaluated for a final time. The enrollment and participation data shown on the report are for the current year only. The participation rate shown is an aggregate rate that may contain up to three years of data. **The following students are not included (by content area) in this participation rate calculation:** students with a state-approved special consideration, usually due to a medical emergency, who were registered with the New Hampshire Department of Education (NH DOE); 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 2009–2010. See Notes 1, 2, and 4 on pages 4 and 5 concerning first-year English Language Learners (ELL), home-schooled students, and foreign-exchange students. The possible outcomes for the evaluation of participation requirements are:

- Yes The group meets the participation rate requirement.
- Yes (2) The group meets the participation rate requirement using a two-year cumulative average.
- Yes (3) The group meets the participation rate requirement using a three-year cumulative average.
- No The group does not meet the participation rate requirement.

- No (2) The group was only evaluated with two years of participation data and does not meet the requirement.
- No (3) The group was evaluated with three years of participation data and did not meet the requirements.
- ** The group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for 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 student scores that are below proficient.

Index Score Ranges

(index points assigned for scaled scores within each achievement level)

Reading						
Grade	0 pts	Level 1a (20 points)	Level 1b (40 points)	Level 2a (60 points)	Level 2b (80 points)	Levels 3 and 4 (100 points)
3	300	301 to 321	322 to 330	331 to 335	336 to 339	340 to 380
4	400	401 to 421	422 to 430	431 to 435	436 to 439	440 to 480
5	500	501 to 519	520 to 529	530 to 534	535 to 539	540 to 580
6	600	601 to 617	618 to 628	629 to 634	635 to 639	640 to 680
7	700	701 to 717	718 to 728	729 to 734	735 to 739	740 to 780
8	800	801 to 815	816 to 827	828 to 833	834 to 839	840 to 880
11	1100	1101 to 1119	1120 to 1129	1130 to 1134	1135 to 1139	1140 to 1180
Mathematics						
Grade	0 pts	Level 1a (20 points)	Level 1b (40 points)	Level 2a (60 points)	Level 2b (80 points)	Levels 3 and 4 (100 points)
3	300	301 to 323	324 to 331	332 to 335	336 to 339	340 to 380
4	400	401 to 421	422 to 430	431 to 435	436 to 439	440 to 480
5	500	501 to 525	526 to 532	533 to 536	537 to 539	540 to 580
6	600	601 to 625	626 to 632	633 to 636	637 to 639	640 to 680
7	700	701 to 727	728 to 733	734 to 736	737 to 739	740 to 780
8	800	801 to 827	828 to 833	834 to 836	837 to 839	840 to 880
11	1100	1101 to 1127	1128 to 1133	1134 to 1136	1137 to 1139	1140 to 1180

The index score for a group is the average of the index points earned in the group, reported to the nearest 0.1 (see Note 3 on page 5). 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 whether 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 NH DOE using an SSR (Small School Review) protocol. Separate yearly index targets have been established for reading and mathematics. The yearly index targets are also set separately for schools and districts based on their grade spans (see chart on the following page). 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 both requirements of the 10% Rule (Safe Harbor).

Meets Index Target: The annual index targets for reading and mathematics are listed at the top of the appropriate column on the report. A group meets an index target if the index score for the group or subgroup is greater than or equal to the index target. This year, the index targets for all schools remained unchanged from the previous year. Targets for all schools will increase next year and then will increase

periodically until 2014, when the targets will reflect an index score of 100, or a goal of 100% of students achieving proficiency. The annual index targets are included in the chart below.

Index Targets				
School Year	Grades 3–8		Grade 11	
	Reading	Mathematics	Reading	Mathematics
2005–06	82	76	-	-
2006–07	82	76	-	-
2007–08	86	82	84	58
2008–09	86	82	84	58
2009–10	91	88	89	72
2010–11	91	88	89	72
2011–12	95	94	94	86
2012–13	95	94	94	86
2013–14	100	100	100	100

The 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 primarily 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 in the Confidence Interval Look-Up Table Explanation document. The possible outcomes for the evaluation of performance requirements prior to applying the Safe Harbor tests are:

- 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 (fewer than 11 students) and therefore is not 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: For schools to meet this test, the percentage of index points that were not earned by the group must have decreased by 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 its 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 in that group 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 requirement. For elementary and middle schools, the other indicator is a 90% attendance rate; for high schools, the other indicator is an 80% graduation rate. If a group meets the 10% Rule and exceeds the minimum rate for 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. The possible outcomes for the evaluation of performance requirements via the Safe Harbor tests are:

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

Meets Attendance/Graduation Rate (under Safe Harbor): Groups that are evaluated under the Safe Harbor rule are evaluated for the other indicator requirement as specified above. The possible outcomes for the Safe Harbor evaluation of the additional indicator requirements are:

- Yes Attendance rate at the elementary or middle school level is equal to or greater than 90% or graduation rate at the high school level is equal to or greater than 80%.
- No Attendance/graduation rate requirements are not met.
- N/A Attendance/graduation rate is not available for school year 2009-2010.
- *** Group size was less than 40 for school year 2009-2010; other indicator rate was not evaluated for Safe Harbor.

“Other” Indicator

Attendance/Graduation Rate: All schools and districts are evaluated on an “other” indicator regardless of whether a group is evaluated for Safe Harbor. At the elementary and middle school levels, the other indicator is attendance rate. Whole schools and whole districts must have an attendance rate of 90% or better. The attendance rate is based on data submitted with end-of-year files for school year 2009-2010, reported to the nearest 0.1%.

Similarly, at the high school level, the other indicator is graduation rate. Beginning this year, the U. S. Department of Education has required all states to use a 4-year-cohort graduation rate for AYP determinations and to set a graduation rate target that represents a high rate of achievement. The NH DOE has set a current graduation rate target of 80% (or better) which will increase by 5% annually until it meets the ultimate goal of a 95% graduation rate. The annual graduation rate targets are included in the chart below.

Graduation Rate Targets	
School Year	Target
2009–10	75%
2010–11	80%
2011–12	85%
2012–13	90%
2013–14	95%

Since NH’s assessment occurs in the fall and evaluates achievement from the previous school year, the graduation rate used for AYP purposes is also from the previous year. That is, the October 2010 NECAP achievement data is based on instruction provided during school year 2009-2010 and the graduation rate is for the Class of 2010. To calculate the 4-year-cohort graduation rate, the NH DOE tracked a cohort of students from ninth grade through high school and then divided the number of students who graduated with a regular high school diploma or an adult high school diploma within four years by the total number in the cohort. In other words, the rate provides the percentage of the Class of 2010 cohort that graduated in four years or fewer (adjusting for transfers in and out, émigrés and deceased students). State and district rate calculations also include students in out-of-district placements. Graduation rate data is reported to the nearest 0.1%.

Note 1—ELL Students New to the United States: 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 of the NECAP but they are required to participate in the **mathematics** portion. 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. **These students are not included in either reading or mathematics index score calculations for performance.**

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 (May 2010 NH-Alt or October 2010 NECAP), was not a first-year ELL student, and had an Average Daily Membership (ADM) value of .90 or better. ADM is defined as the number of half-days of enrollment divided by the number of half-days school was in session in the teaching year.

Note 4—Foreign-Exchange Students: Foreign-exchange students must participate in the NECAP if they are listed as grade 11 students in the Beginning-of-Year (BOY) data files. Grade 11 foreign exchange students are included in participation rate calculations. These students are included in performance calculations only if they meet additional requirements, which include an ADM value of .90 or better during the previous school year. Since the vast majority of foreign-exchange students do not meet these requirements, it is very rare for foreign-exchange students to be included in index score calculations.

Note 5—Out-of-District Students: District AYP reports also include students placed in an out-of-district private school or out-of-state public school. These students are included in state and district AYP evaluations but not school-level evaluations. Therefore, it is possible for a district to receive an AYP report even when the district does not operate a school at that grade level. (This situation occurs most often in districts without high schools.) AYP reports that are based solely on out-of-district students will be for informational purposes only and will not affect a district's overall AYP status.