

NECAP Longitudinal reports “Scavenger” Hunt Hints and Answers.

1. What fall testing grades have seen no decline in percent proficient or above from 2005 to 2011 for the state in Math? The report you select should allow you to see how all of the grades in your school, district or the state are performing over time and how they compare to each other.

Hint:

- go to the S Tab and find State of New Hampshire
- select NECAP Teaching Yr. State of NH Tested at Grade Comparison
- Either view graphic to the right or use grid to the left to determine testing grades 7, 8, 11 (so instructional grades 6,7,10) had no decline in percent proficient or above at the state level from 2005 to 2011.
- What other things might you want to look at on this report?
 - Are there any grades or groups of grades (ex grades 3-5 vs grades 6-8) that are consistently much lower or higher than the others that you didn't expect? If so, why do you think that might be?
 - How do your school or district results compare to the results for the state? You can use this report or learn about more reports that compare school and district results to state results by going further in this scavenger hunt.
 - If your school or district results for your IEP subgroup are much different from the state results or the different grades are much different from each other what is the percent of students in the subgroup for each grade over time? How does that percentage compare to the percentage of students in the state for the subgroup for the grade over time? Is it what you expected based on how you identify students? For example one school's results for the IEP subgroup declined in the higher grades. They had a larger percentage of IEP students in those higher grades than the lower grades and the percentage was higher than the state. This might have been expected based on the process they use to identify IEP students in the district.
 - Are your results up and down, up and down? If so why do you think that might be? You probably want to continue the scavenger hunt and look at “cohort” history. The grade comparison looks at a different group of students each year. The “cohort” history follows roughly the same group of students over time.
 - How many students are in each grade for each subgroup? Beware of comparing groups with small numbers of students as one year you might have 15 exceptional students out of 16 and then next year 15 slightly below average students out of 17. With larger numbers of students the volatility is not as noticeable.
 - These results are for the percent proficient for each grade so each year the students in the grade are different. To look at the growth of students in a grade you can go to the book shelf and select the growth model book. There is a video to help you understand the application. You might find that your percent proficient is consistent for each grade over time but your median SGP has either increased or decreased over time. Or you might find that your percent proficient has decreased from one year to the next for an individual grade but your median SGP increased. This could mean that you have a lower performing group of students but they grew more than other students in the state with similar starting scores in the previous year. See

question 6 to see why your percent proficient in the growth application is different from the percent proficient in the longitudinal reports.

2. Is there much differentiation in percent proficient or above between “cohorts” in reading results for the all students in the state from 2005 to 2011? (ex: is there much difference in the percent proficient or above for students who were in 7th grade cohort vs. students in 6th grade cohort vs. students in 5th grade cohort vs. 4th grade cohort). The report you select should allow you to see how all the “cohorts” in your school or district are performing over time and how they compare to each other.
 - go to the S Tab and find State of New Hampshire
 - select NECAP Teaching Yr. State of NH "Cohort" History
 - Page down to page 10 of 18 to find reading
 - Either view graphic to the right or use grid to the left to determine that all cohort groups in the state have had percent proficient and above between 67% and 82% over the years – not a large differentiation and even smaller (only 10) if you take out the 2005 results. Note that In 2011 there was only 4 percentage points difference between all the cohorts – 77% at the low end to 81% at the high.
 - What other things might you want to look at on this report?
 - Are there any cohorts or groups of cohorts that are consistently much lower or higher than the others? If so, why do you think that might be?
 - How do your school or district results compare to the results for the state? You can use this report or learn about more reports by going further in this scavenger hunt.
 - Are your results up and down, up and down? If so why do you think that might be? Since these reports show roughly the same cohort you would expect that the results should be roughly the same over time. Are you seeing an increase or decrease for all the cohorts at the same grade level? Did you look at grade level reports?
 - Note that IEP results are not shown in this report as the identification of IEP varies from year to year making it difficult to determine a “cohort”.
 - These results are for a rough “cohort” so the group of students each year will be mostly the same students. To look at the growth of students you can go to the book shelf and select the growth model book. There is a video to help you understand the application. To look at growth data for a cohort you would start with the teaching year and the teaching grade (ex: teaching grade 7, teaching year 10-11) and then go back a year and a grade (ex: teaching grade 6, 09-10). You might find that your percent proficient is over time but your median SGP has either increased or decreased over time. Or you might find that your percent proficient has decreased from one year to the next but your median SGP increased. This could mean that you have a lower performing group of students but they grew more than other students with similar starting scores in the previous year. See question 6 to see why your percent proficient in the growth application is different from the percent proficient in the longitudinal reports.

3. Has Bedford Memorial school fall testing grade5 (instructional grade 4) consistently exceeded the state percent proficient or above in reading from 2005 to 2011 for all students? The report you select should allow you to view school results to the state and district by grade.
 - go to the B Tab and find Bedford Memorial school
 - select NECAP Teaching Yr. School vs. District and State by Tested at Grade - reading

- Either view graphic to the right or use grid to the left to determine that the school percent proficient or above has consistently exceeded the state percent proficient or above.
 - What other things might you want to look at on this report?
 - Comparing your school or district results to the state gives you a base. If your results dropped drastically in a year and the state also dropped about the same then it probably isn't something to be as concerned about. However, if your results are dropping and the state results are increasing then it might be something you want to look into further. You might also want to look into the "cohort" report. The by grade reports show you different groups of students each year. The "cohort" reports show you roughly the same group of students each year.
4. How did Bedford Memorial school economically disadvantaged student group testing grade5 (instructional grade 4) perform in reading in 2005 – 2009?
- go to the B Tab and find Bedford Memorial school
 - select NECAP Teaching Yr. School vs. District and State by Tested at Grade - reading
 - Page down to page 2 of 11
 - Either view graphic to the right or use grid to the left to determine there were not enough students in this category during those years to display a result. The data has been suppressed (this was a trick question!).
 - Note that any group of students with less than 10 students will be suppressed.
5. Extra: Does the Bedford Memorial school data for testing grade 5 (instructional grade 4) match the NECAP Grade 5 School Results Report (teaching year) data posted on the School and District profile site - Assessment and AYP public Reporting?
- YES. The source data for the longitudinal reports is the same as the source data for the NECAP reports and all the data should match. Both report students who were taught in the school the majority of the time during the instructional year (teaching year) even if that was only a few days. It does not include students tested using the NH ALPS. The grades for the Assessment and AYP public report are identified by both the fall testing grade and the grade during the teaching year. The Longitudinal reports show the fall testing grade even though the results are for the grade in the teaching year.
 - Below are screen shots of how to get to the Assessment and AYP Public Reporting from the NH School and District Profile (one of the book marks)

NH School and District Profiles

Welcome to the new and improved New Hampshire Department of Education School District Profiles. This site was developed in response to the federal No Child Left Behind legislation and to New Hampshire State Law RSA 193-E:3 as a way to provide information about NH schools and communities.

Search Options

- > **By County**
- > By City or Town
- > By SAU
- > By District
- > By Charter
- > Advanced Search
- > State Profile

Counties

- > Belknap
- > Carroll
- > Coos
- > Cheshire
- > Grafton
- > Hillsborough
- > Merrimack
- > Rockingham
- > Strafford
- > Sullivan



Comparison Tool

- > School/District Comparisons

Links to Statewide Reports

- > **Assessment and AYP Public Reporting**
- > Assessment Ranking Reports
- > AYP Updates and Results
- > Dropouts/Completers
- > Enrollments
- > NECAP Reports
- > Per Pupil Expenditures
- > Public School Directory
- > SAU Directory

Department of Education
Serving New Hampshire's Education Community

Assessment and AYP Public Reporting Site

Home Reports Town-District Lookup Contact Us

Year: District: School:

With these selections you will view school-level reports.

Welcome **NECAP** Combined AYP

NECAP

The New England Common Assessment Program (NECAP) is the result of collaboration among New Hampshire, Rhode Island, Vermont and Maine. NECAP reports are available for Reading and Mathematics in grades 3 through 8 and grade 11. In addition, Writing is assessed in grades 5, 8 and 11; Science is assessed in grades 4, 8, and 11. Generally, in addition to state reports, the NECAP reports include school and district reports, summary reports (as appropriate), released items and a guide to using the reports. With the exception of Science reports, NECAP school and district reports are available in two ways: Testing Year (where the student was administered the test in the fall) and Teaching Year (where the student received instruction during the school year prior to the fall test administration.) The distinction between testing year and teaching year does not exist for the NECAP Science test because it is administered in the spring; therefore Science reports are produced in only one version.

Please Note: Summative results for two ethnicity reporting categories were corrected on March 5, 2012 for the Fall 2011 NECAP assessment reports. Corrected assessment reports for the Fall 2010 NECAP administration and Spring 2011 NECAP Science administration were corrected on May 17, 2012. The reporting categories of No Race/Ethnicity and Two or More Races were reversed due to a reporting error within the NHDOE. Please download updated files as necessary.

NECAP Supplemental Materials

Please download and review the files below to better understand NECAP data:

[Guide to Using the 2011 NECAP Reports](#)
[Guide to Using the 2012 NECAP Science Reports](#)

For further information, you may also see the [NECAP Released Items Documents](#).
[Additional NECAP Resources](#).

Grade	Content Area	Report
03	Reading, Mathematics	Grade 3 School Results Report (Teaching Year)
03	Reading, Mathematics	Grade 3 School Results Report (Testing Year)
04	Reading, Mathematics	Grade 4 School Results Report (Teaching Year)
04	Reading, Mathematics	Grade 4 School Results Report (Testing Year)
04	Science	Grade 4 School Results Report
05	Reading, Mathematics, Writing	Grade 5 School Results Report (Teaching Year)
All	Reading, Mathematics, Writing	School Summary Report (Teaching Year)
All	Reading, Mathematics, Writing	School Summary Report (Testing Year)



Fall 2011 - Beginning of Grade 5 NECAP Tests
 Grade 4 Students in 2010-2011
Disaggregated Reading Results

School: Memorial School
 District: Bedford
 State: New Hampshire
 Code: 025-041-20990

REPORTING CATEGORIES	School											District					State								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				98	54	55	42	43	2	2	0	0	557	361	52	42	4	1	556	14,028	22	55	17	6	548
Gender																									
Male				48	19	40	28	58	1	2	0	0	553	174	45	49	5	2	554	7,183	15	57	20	8	546
Female				50	35	70	14	28	1	2	0	0	560	187	59	36	4	0	558	6,845	29	52	14	4	550
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										5						563	12	48	28	12	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						36	14	36	22	28	541
Asian				3										12	58	42	0	0	559	412	28	52	13	7	549
Black or African American				1										4						252	10	47	29	14	542
Native Hawaiian or Pacific Islander				0										0						11	0	64	36	0	543
White				89	49	55	38	43	2	2	0	0	557	330	53	42	4	1	556	12,539	23	55	17	6	548
Two or more races				2										9						215	16	59	19	6	546
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						255	3	22	36	38	533
Former LEP student - monitoring year 1				0										1						116	10	61	25	3	545
Former LEP student - monitoring year 2				0										0						157	15	66	18	1	548
All Other Students				98	54	55	42	43	2	2	0	0	557	360	53	42	4	1	556	13,500	23	55	17	6	548
IEP																									
Students with an IEP				10	2	20	8	80	0	0	0	0	550	38	8	55	32	5	543	2,084	3	31	39	27	536
All Other Students				88	52	59	34	39	2	2	0	0	558	323	58	41	1	<1	558	11,944	25	59	13	2	550
SES																									
Economically Disadvantaged Students				10	3	30	6	60	1	10	0	0	550	21	24	52	24	0	549	3,754	12	51	25	12	543
All Other Students				88	51	58	36	41	1	1	0	0	558	340	54	42	3	1	557	10,274	26	56	14	4	549
Migrant																									
Migrant Students				0										0						0					
All Other Students				98	54	55	42	43	2	2	0	0	557	361	52	42	4	1	556	14,028	22	55	17	6	548
Title I																									
Students Receiving Title I Services				9										9						2,803	11	50	27	12	543
All Other Students				89	54	61	33	37	2	2	0	0	558	352	54	41	5	1	557	11,225	25	56	15	5	549

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

6. Extra: Why might the data not match the grade 4 or grade 5 data on the School and District Profile Site Test Results tab or the percent proficient for the grade in the Growth Application? Note that this is a high level question about the reason it might not match but if you want to see the data start at bookshelf, go to School District profile, select to search by district, select Bedford, select Memorial School on left, select test results tab. For the growth application you should also start at the bookshelf.

- With fall testing results can be aggregated in different ways and using different criteria which will make the data seem like it doesn't match. Understanding the criteria used is key to understanding and using the results.
 - For the Longitudinal reports the data is aggregated to the school of instruction the student was in the year prior to the fall NECAP (also known as the teaching school). The report includes all students who had a test result. It does not look at the student's average daily membership and does not include students tested with the NH ALPS. The grade used in the grade of the student in the testing year even though results are for the grade of instruction (previous grade).
 - For AYP reports the data is also aggregated to the school of instruction the student was in the year prior to the fall NECAP (also known as the teaching school). It only includes students with an Average Daily membership $\geq .90$ (so students who were in the

teaching school most of the year) and also includes students tested with the NH ALPS so the numbers don't match the longitudinal report numbers. This data is provided for the whole school only and not by grade.

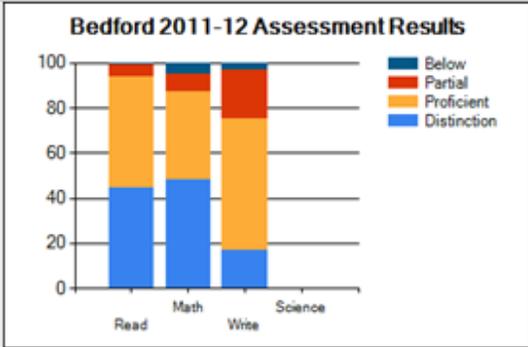
- For the Growth application the data is aggregated to the school of instruction the student was in the year prior to the fall NECAP (also known as the teaching school). The grade is the grade of instruction (which differs from the longitudinal reports). The growth application only includes students with an Average Daily membership $\geq .90$ (so students who were in the teaching school most of the year), students with 2 years of NECAP scores with no sessions invalidated and students who demonstrated sufficient proficiency with the English language on the Winter Access for ELLs to effectively communicate their academic achievements. With this difference in selection criteria the percent proficient will not match the percent proficient for the longitudinal reports or the AYP reports.
- The Test Result Tab on the NH School and District Profile page and the reports under the "Combined" tab on the assessment and AYP Public Reporting site both aggregate data to the school of enrollment at the time of the Fall NECAP (testing school) and on the profile to the grade of enrollment as of Oct1 in the Fall NECAP testing year. A student could have been instructed the previous year in a different school or district but included in the rollup for the testing school. These reports differ from the reports under the NECAP tab testing year which also aggregates to the testing school because it uses final demographic data and also includes students tested with the NH ALPS which the NECAP testing year report and the longitudinal reports do not.
- Below is a sample of the NH School and District Profile Test Result page

[Bedford School](#)
[Bedford High School](#)
[Madeline Intermediate School](#)
[Memorial School](#)
[Peter Woodbury School](#)
[Riddle Brook School](#)
[Ross A. Lurilo Middle School](#)

General Information



District: Bedford (41)	SAU: Bedford SAU Office (23)
Address: 103 County Rd., Bedford, NH 03110	Telephone: (603) 472-3753
NCES ID: 3301740	Fax: (603) 472-2567
Superintendent: Timothy Mayes	Web Site:
Federal Accountability Status Met: No	NH Accountability Status: N/A



Bedford 2011-12 Assessment Results

Subject	Below	Partial	Proficient	Distinction
Read	~5%	~5%	~80%	~10%
Math	~5%	~10%	~75%	~10%
Wise	~15%	~15%	~60%	~10%
Science	~5%	~5%	~80%	~5%

NECAP Test Results Information 2011-12

Student Assessment

Achievement Level (%)	Reading		Mathematics		Writing		Science	
	District	State	District	State	District	State	District	State
Substantially Below Proficient (%)	1	7	5	16	3	8		
Partially Proficient (%)	5	15	8	17	22	37		
Proficient (%)	49	54	39	43	58	43		
Proficient with Distinction (%)	44	24	48	23	17	8		
Testing Participation (%)	100	99	100	99	100	99		

For detailed assessment information click on this link: [\[Assessment and AYP Public Reporting\]](#)
 For assessment rankings click on this link: [\[Ranking Reports\]](#)

Student Achievement Trends
 Number and Percent of Students Scoring Proficient or Above

Grade	Content Area	2008-2009		2009-2010		2010-2011		2011-2012	
		N	%	N	%	N	%	N	%
3	Reading			368	94	344	96	332	91
	Mathematics			368	93	344	94	332	93
4	Reading			364	93	374	92	362	95
	Mathematics			364	92	375	90	363	94
	Reading			390	93	372	94	376	94

7. Has Lisbon Regional School (elementary) “cohort” of students that were in grade 6 in fall 2011 improved in reading from 2008 grade 3 to 2011 grade 6? How to these results compare to the state results for the same cohort? Are there many students that are in this cohort? Are they the same or different students? Are they all students who were in the school more than 90% of the average daily membership? Are any of these students ALT students? The report you select should allow you to view “cohort” results to the state or district results.
- go to the L Tab and find Lisbon Regional school (Elementary)
 - select NECAP Teaching Yr. School vs. District and State by Graduating Class - reading
 - Either view graphic to the right or use grid to the left to determine that the cohort improved from 68% proficient or above in 2008 grade 3 to 89% proficient or above in grade 6.
 - The cohort started with 22 students in grade 3 2008 and has 27 students in grade 6 in 2011. These are most likely the same students every year with a few new students added along the way and a few leaving. However, all 22 students from grade 3 could all be different students than the 27 in grade 6 as the definition of a cohort is not a true cohort.

- This report shows all students tested and does not check that their Average Daily Membership is > 90% (meaning they were at the school of instruction the majority of the teaching year). A student could have been at this school only a few days during the teaching year and will be included in the school's results if it was the only NH School they attended during the teaching year. This is different than AYP reporting which does check the ADM status.
 - These reports are only showing results for NECAP tested students and do not include any ALT tested students (another trick question!)
 - What other things might you want to look at on this report?
 - Comparing your school or district results to the state gives you a base. If your results dropped drastically in a year and the state also dropped about the same then it probably isn't something to be as concerned about. However, if your results are dropping and the state results are increasing then it might be something you want to look into further.
8. How are the girls who tested in grade 11 in reading for the state comparing to boys? The report you select should allow you to view the GAP between different subgroups.
- go to the S Tab and find State of New Hampshire
 - select NECAP Teaching Yr. State of NH GAP Analysis by Tested at Grade – reading
 - go to page 3 of 21
 - Either view graphic to the right or use grid to the left to determine that the percent proficient for girls in grade 11 (instructional grade 10) have consistently been higher than the percent proficient for the boys.
 - What other things might you want to look at on this report?
 - Consider comparing the gap between your two subgroups to the gap between the same subgroups for the state. Are the results similar? Comparing the results to the state gives you a base.
 - Remember to take into consideration how many students are in each grade for each subgroup you are comparing. Comparing the results of a subgroup with 12 students to a subgroup with 300 students could be misleading. Smaller groups will have more volatility in their results than a larger group.