New Hampshire

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading	4 and 8	Reading: word identification skills and strategies; vocabulary strategies, breadth of vocabulary; initial understanding of literary text; initial understanding of informational text; analysis and interpretation of literary text; and analysis and interpretation of informational text.	Basic*	Contrasting groups study; standards-setting process by local educators from NH, RI, VT	1994	None
State standards	In 2005, New Hampshire implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, New Hampshire administered exams in grades 3, 6, and 10 in English/language arts and mathematics through the New Hampshire Educational Improvement and Assessment Program (NHEIAP). The state used four achievement levels for reporting purposes: novice, basic, proficient, and advanced. * AYP Standard: New Hampshire has proposed to use an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.					
State performance standard for AYP	**Grade 4.** Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text. **Grade 8.** Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.					

New Hampshire

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	New Hampshire grade 4 data were not available					0.5	3.1	0.3
8	New Hampshire grade 8 data were not available					0.2	2.3	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, administration by others, amplification equipment, noise buffer, abacus, manipulatives, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, and taking the test at the student's home.

New Hampshire

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number and operations; geometry and measurement; algebra and functions; data, statistics, and probability	Basic*	Contrasting groups study; standards-setting process by local educators from NH, RI, VT	1994	None

State standards

In 2005, New Hampshire implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, New Hampshire administered exams in grades 3, 6, and 10 in English/language arts and mathematics through the New Hampshire Educational Improvement and Assessment Program (NHEIAP). The state used four achievement levels for reporting purposes: novice, basic, proficient, and advanced.

* AYP Standard: New Hampshire has proposed to use an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.

State performance standard for AYP

Grade 4. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Grade 8. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

New Hampshire

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	New Hampshire grade 4 data were not available					0.1	1.9	0.2
8	New Hampshire grade 8 data were not available					0.2	2.1	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, noise buffer, abacus, manipulatives, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, and taking the test at the student's home. Calculators are allowed only if in student has an IEP, are considered a modification if used on Session 1 of the Mathematics test, and carry implications for scoring and/or aggregation.