

New Hampshire

While there is limited NAEP proficiency level and percentile data available, results from state assessments suggest the existence of substantial excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than Black students on AP tests and were also more likely to make a “5” on an AP exam or take an AP exam while Hispanic students’ performances were more competitive.

According to NAEP proficiency data, the percentage of students at the advanced level increased in Math (both grades) and Reading Grade 4 and declined in Reading Grade 8 among non-FARM and white students, with additional improvements among Hispanic and FARM students in Grade 4 Reading. There were declines among FARM students in Reading Grade 8 and Hispanic students in Math Grade 4. The Excellence gap between FARM and non-FARM students increased in Math, as it did for Hispanic students in Math Grade 4.

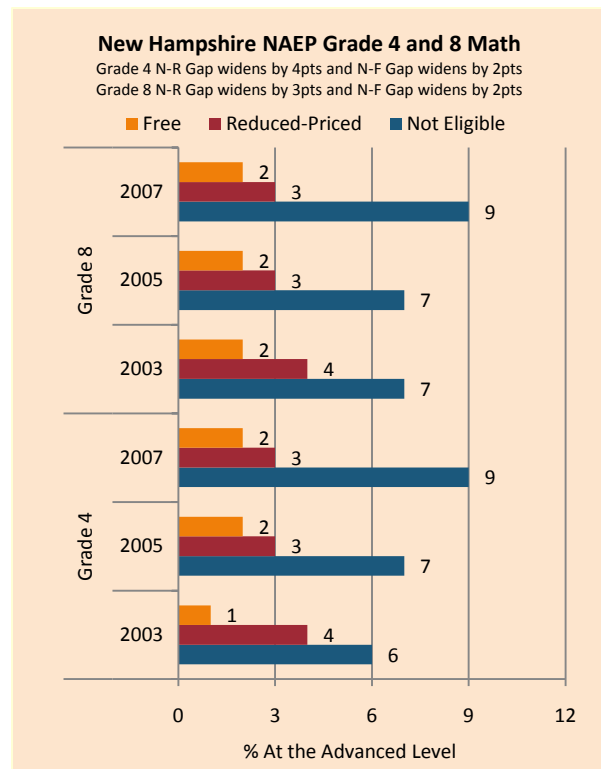
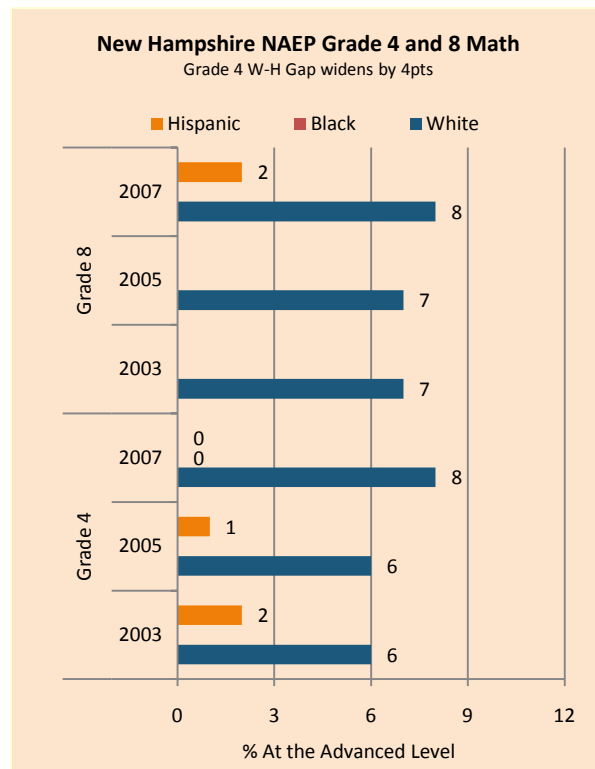
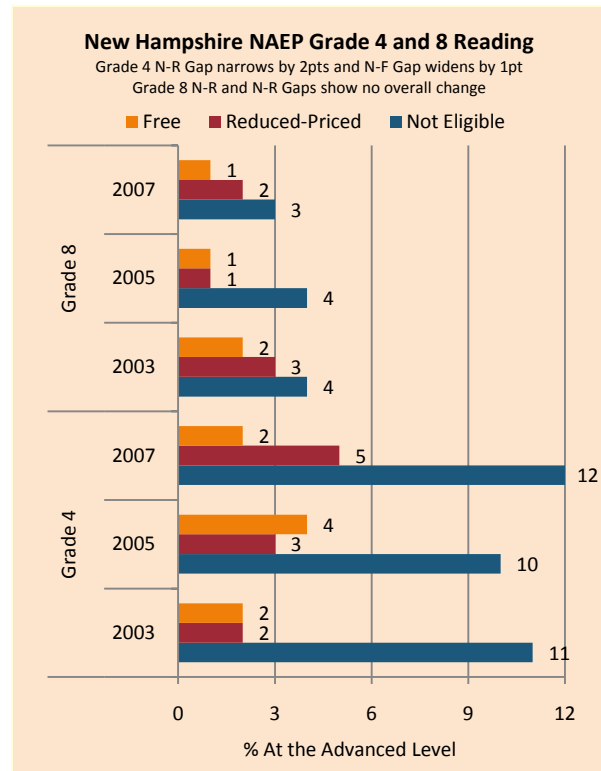
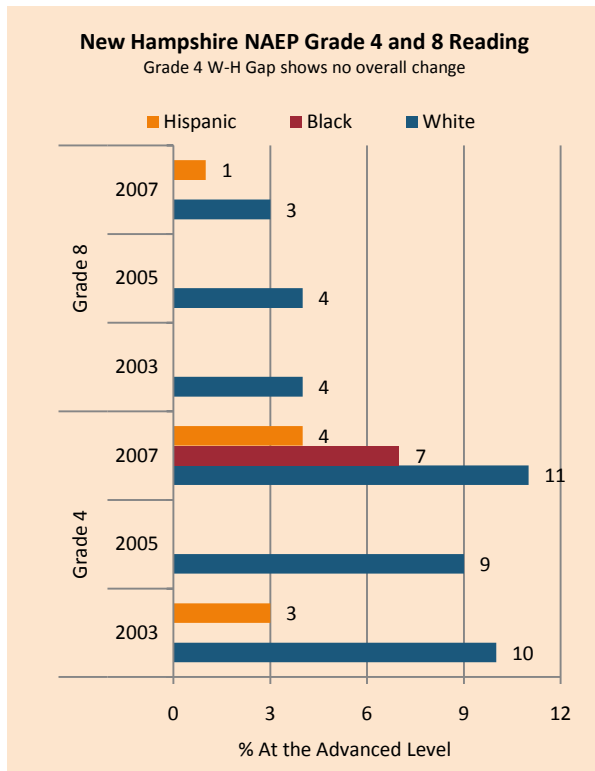
NAEP scale scores at the 90th percentile increased in Math (both grades) and Reading Grade 4, with declines in Reading Grade 8. Hispanic students improved more quickly than their peers in Grade 4 in both subjects, as did FARM students in Reading Grade 4.

The proportion of students testing at the advanced level on state assessments increased for both income subgroups in both Reading and Math in elementary and middle schools, with similar increases among ethnic subgroups excepting declines in Grade 3 Reading. White and more affluent students improved more rapidly than low-income or minority students in Math while trends in the excellence gap in Reading were more mixed.

On the AP exam, there was a modest decrease in the achievement gap between white and Hispanic students across metrics. The gap between Black and white students increased as measured by the percentage of tests earning a 5 as well as in the number of tests taken.

Summary of State Policy as of 2006-2007

State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
New Hampshire	no	no	Not collected	no	no	\$0	N/A



NAEP Scores at the 90 th Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	277	279	5	1
Math 4 Female	272	278		
Math 8 Male	328	330	3	2
Math 8 Female	325	328		
Reading 4 Male	263	266	8	5
Reading 4 Female	271	271		
Reading 8 Male	305	301	10	11
Reading 8 Female	314	312		
Math 4 ELL	263	260	13	18
Math 4 NonELL	275	279		
Math 8 ELL				
Math 8 NonELL	326	329		
Reading 4 ELL	241	242	27	27
Reading 4 NonELL	268	269		
Reading 8 ELL				
Reading 8 NonELL	311	307		
Math 4 FARM	263	267	14	14
Math 4 NonFARM	277	281		
Math 8 FARM	310	311	18	19
Math 8 NonFARM	328	331		
Reading 4 FARM	248	251	21	20
Reading 4 NonFARM	269	271		
Reading 8 FARM	297	296	14	13
Reading 8 NonFARM	311	309		
Math 4 White	267	274		
Math 4 Black	249	256	18	17
Math 4 Hispanic	249	258	18	16
Math 8 White	326	329		
Math 8 Black				
Math 8 Hispanic		306		23
Reading 4 White	268	269		
Reading 4 Black		263		6
Reading 4 Hispanic	249	253	18	16
Reading 8 White	311	307		
Reading 8 Black				
Reading 8 Hispanic		296		11

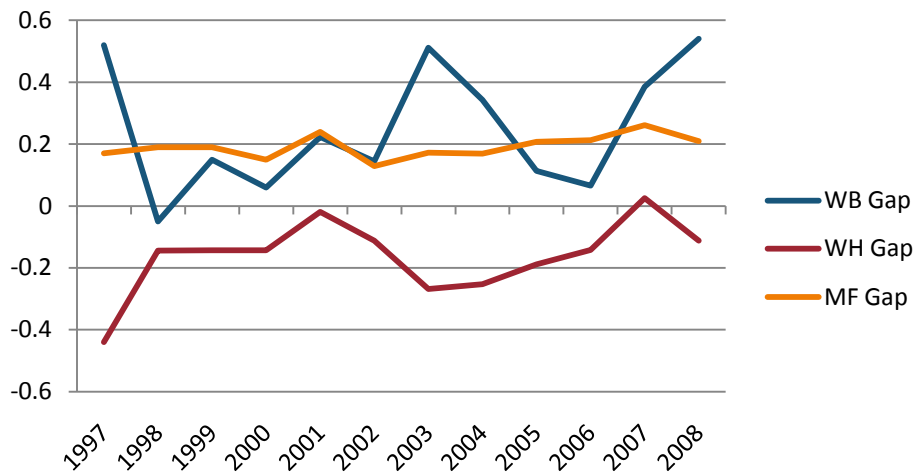
NH NECAP Grade 3, 6, 10 in Reading Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 3					Grade 6					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2004	12	5	3	7	9	9	4	4	5	5	9	4	3	5	6
2005	Data Not Available										11	6	4	5	7
2006	18	8	5	10	13	12	7	4	5	8	13	2	6	11	7
2007	18	8	7	10	11	14	6	4	8	10	Data is not Available				
2008	14	5	6	9	8	15	8	6	7	9					

NH NECAP Grade 3, 6, 10 in Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 3					Grade 6					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2004	15	10	5	5	10	7	3	3	4	4	9	3	4	6	5
2005	Data Not Available										16	7	4	9	12
2006	19	6	6	13	13	15	8	8	7	7	14	4	5	10	9
2007	21	10	8	11	13	21	9	9	12	12	Data is not Available				
2008	22	8	6	14	16	22	8	10	14	12					

NH NECAP Grade 4, 7, 11 Reading Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	15	5	10	13	3	10	Data is not Available		
2007	20	7	13	11	3	8			
2008	22	8	14	17	6	11	19	7	12

NH NECAP Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	19	5	14	17	5	12	Data is not Available		
2007	18	6	12	20	6	14			
2008	21	7	14	22	8	14	2	0	2

Gaps in Mean AP Scores



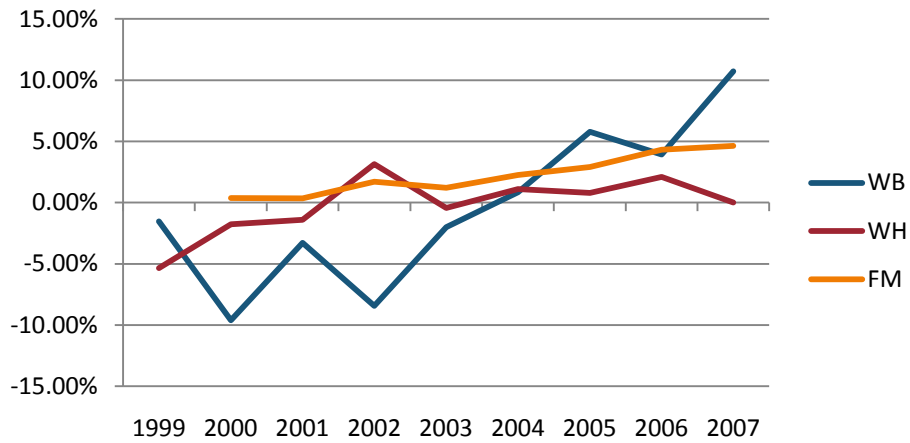
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	19.00%	21.40%	18.62%	19.15%	19.58%	20.37%	19.28%	20.56%	20.29%	22.04%	24.15%	24.11%
Female	14.15%	15.45%	13.70%	15.21%	12.31%	15.11%	12.85%	15.07%	13.82%	14.03%	15.62%	15.86%
White	13.79%	17.00%	14.15%	16.09%	14.65%	16.17%	14.85%	16.22%	15.34%	15.76%	18.10%	17.87%
Black	0.00%	9.09%	21.21%	16.67%	7.69%	18.75%	7.14%	8.06%	11.54%	12.86%	14.81%	4.62%
Hispanic	28.00%	25.35%	23.33%	23.33%	18.99%	16.67%	23.91%	21.88%	25.66%	21.80%	15.63%	21.95%
M-F Gap	4.85%	5.95%	4.92%	3.94%	7.26%	5.27%	6.43%	5.49%	6.47%	8.01%	8.53%	8.25%
W-B Gap	13.79%	7.91%	-7.06%	-0.57%	6.95%	-2.58%	7.70%	8.15%	3.81%	2.90%	3.29%	13.25%
W-H Gap	-14.21%	-8.35%	-9.18%	-7.24%	-4.34%	-0.50%	-9.07%	-5.66%	-10.32%	-6.04%	2.48%	-4.08%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male		3.45%	3.67%	3.73%	3.73%	4.07%	4.13%	4.84%	5.57%
Female		2.80%	2.35%	3.02%	2.64%	3.32%	3.21%	3.69%	4.33%
White	1.97%	2.56%	2.46%	2.72%	2.62%	2.99%	2.92%	3.28%	4.10%
Black	3.29%	4.26%	1.54%	4.74%	1.40%	1.42%	1.53%	2.17%	1.77%
Hispanic	4.50%	4.13%	3.46%	2.29%	4.32%	3.80%	4.68%	4.08%	3.54%
M-F Gap		0.65%	1.32%	0.71%	1.09%	0.75%	0.92%	1.15%	1.24%
W-B Gap	-1.31%	-1.69%	0.92%	-2.02%	1.21%	1.57%	1.39%	1.11%	2.33%
W-H Gap	-2.53%	-1.57%	-1.00%	0.44%	-1.70%	-0.80%	-1.76%	-0.80%	0.56%

Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment*



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.