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NH PACE 2018-19 IADA Annual Performance Report

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NH PACE 2018-19 IADA Annual Performance Report

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INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

(i) An update on implementation of the innovative assessment demonstration authority, including--
(A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

To meet the requirements for this annual report, please provide information in each of sections that follow.

I: Progress toward Plan and Timeline

Dates	Activities	Status (completed, in progress, delayed or deferred)	Parties Responsible
July – Sept 2018	Newly entering PACE districts and schools are welcomed	Completed	NH DOE
	PACE Summer Institute 2018: cross-district calibration and standard setting activities	Completed	NH DOE & Center for Assessment
	PACE summer professional development for high-quality performance task development and leadership training	Completed	NH DOE, Center for Assessment, NHLI, & NEA NH
	Final reviews, revisions/edits, and approval of PACE common tasks that will be operational in this school year	Completed	NH DOE & Center for Assessment
	Start of task development process for PACE common tasks that will be operational in the following school year	Completed	NHLI & Center for Assessment
	Data Collection Protocols finalized for this school year	Completed	NH DOE & Center for Assessment
	Monthly PACE school/district leadership meetings and leadership calls (September only)	Completed	NH DOE
	Technical manual analyses conducted and annual determinations produced	Completed	Center for Assessment & NH DOE
Oct – Dec 2018	Continued task development process for PACE common tasks that will be operational in the following school year	Completed	PACE content leads and task developers supported by Center for Assessment & NHLI
	PACE schools/districts can administer the PACE common tasks whenever they fit within their curricular scope and sequence	Completed	PACE implementing schools/districts
	Monthly PACE school/district leadership meetings and leadership calls	Completed	NH DOE
Jan – March 2019	Mid-year reviews completed of the PACE common tasks that will be operational in the following school year	Completed	Center for Assessment

	Reviews of local assessment maps and aligned assessments (data collection item)	Completed	NH DOE, Center for Assessment, and school/district peer reviewers
	Monthly PACE school/district leadership meetings and leadership calls	Completed	NH DOE
April – June 2019	Small scale field testing and pilot of PACE common tasks that will be operational in the following school year	Completed	PACE content leads and task developers supported by Center for Assessment & NHLI
	Submission of required data to produce annual determinations and provide student work samples for cross-district calibration and standard setting activities	Completed	PACE implementing schools/districts
	Monthly PACE school/district leadership meetings and leadership calls	Completed	NH DOE
July – Sept 2019	Newly entering PACE districts and schools are welcomed	Not applicable	NH DOE
	PACE Summer Institute 2019: cross-district calibration and standard setting activities	Completed	NH DOE & Center for Assessment
	PACE summer professional development for high-quality performance task development and leadership training	Completed	NH DOE, Center for Assessment, NHLI, & NEA NH
	Final reviews, revisions/edits, and approval of PACE common tasks that will be operational in this school year	Completed	NH DOE & Center for Assessment
	Start of task development process for PACE common tasks that will be operational in the following school year	Completed	NHLI & Center for Assessment
	Data Collection Protocols finalized for this school year	Completed	NH DOE & Center for Assessment
	Monthly PACE school/district leadership meetings and leadership calls (September only)	Completed	NH DOE
	Technical manual analyses conducted and annual determinations produced	Completed	Center for Assessment & NH DOE

If the innovative assessment system is not yet implemented statewide, provide a description of the SEA's progress in scaling up the system to additional LEAs or schools:

The NH DOE has tremendous respect for local control. The NH DOE offers multiple entry points into PACE ranging from high-quality professional learning opportunities for all New Hampshire educators through its partnership with the New Hampshire Learning Initiative (NHLI) to full implementation of the PACE innovative assessment system for accountability purposes. The eventual goal is to have all schools provide personalized and deeper learning opportunities for all NH students.

That said, scaling up the system to additional LEAs or schools continues to be a challenge in such a local control state. The NH DOE and its partners are working diligently to communicate the continuum of implementation available to districts and schools in the state. At the lowest level of implementation, PACE common performance tasks are integrated into instructional activities where they have the best fit in learning progressions. At the lowest level districts do not use the PACE system for accountability purposes. At the highest level of implementation, districts or schools fulfill all the implementation requirements as specified in the district assurances document and data collection protocols. Local assessment data is used for accountability purposes in these fully-implementing districts or schools.

During the 2018-19 school year, the NH DOE and its partners tried a new scaling strategy to ensure continued support for districts implementing PACE for accountability purposes, as well as support other new districts in developing readiness to enter the PACE system. Towards this goal, the NH DOE and the Center for Assessment facilitated quarterly meetings focused on issues of accountability with only those districts implementing PACE for accountability purposes in attendance. For those districts not currently implementing PACE, NHLI facilitated quarterly meetings (on the off-months) focused on readiness topics such as competency-based and personalized learning, assessment strategies, and systems for improving student achievement. While the meetings did serve their intended purposes well, the separate meeting structure did not seem to benefit scaling PACE to more districts or schools. As such, the NH DOE and its partners decided to go back to a format for the 2019-20 school year that seemed to work well in the past: bi-monthly PACE district leads meetings open to all PACE districts whether implementing for accountability or not. In the off-months, the NH DOE, its technical partners, and nominated district representatives from participating districts or schools will participate in leadership and policy discussions via a monthly phone call.

Towards the goal of communicating the multiple entry points available into PACE and towards scaling PACE statewide within the allotted timeframe of the Demonstration Authority goal, the NH DOE convened an internal planning meeting with its partners (Center for Assessment and NHLI) to discuss the PACE scaling strategy. This internal planning meeting took place on April 26, 2019. Outcomes of that meeting included the following action items: (a) need for the development of a formal communication and marketing strategy to support scaling; (b) need for marketing materials to communicate the multiple entry points into PACE; (c) need for a revised project website on the NH DOE website that would link all websites and organizations critical to the project to that website; (d) need to invite all NH districts to attend informal conversations about PACE hosted by the NH DOE; and (e) need for the NH DOE (and/or NHLI) staff to present on PACE at the state superintendents' meetings and CIA meetings.

Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system.

The NH DOE and participating districts and schools have proudly cultivated a learning mindset and a culture of improvement from the inception of the PACE system. This commitment to continuous improvement is evident at the leadership meetings where SEA and LEA leads come together to discuss relevant issues associated with the current and future design and implementation of PACE. Additionally, PACE has been subject to external review and feedback from the very start. In the early years, the PACE leadership convened a technical advisory committee comprised of national experts in educational assessment and innovation that helped shape important conversations about design and validity.

More recently, PACE was subject to a multi-year, independently-conducted formative evaluation by HumRRO. The HumRRO report was conducted under NH's old federal waiver; however, the NH DOE has followed up on the recommendations of the report and some of the findings are still relevant (e.g., quality of assessments across districts). Additionally, New Hampshire does have a Technical Advisory Committee (TAC) for all of its statewide assessments and PACE is one of the assessments that is reviewed and discussed during TAC meetings.

NH maintains a culture of continuous improvement through the ongoing work of PACE analyses and reporting. The yearly calibration and standard setting results are presented to participating districts and schools so that they understand how to improve their scoring processes in subsequent years. Similarly, districts receive feedback each year on the quality of their local assessment systems via the audit of local assessment maps and local summative assessments to enable them to improve their performance in the future. The bottom line is that NH DOE and its technical advisors are transparent in the ways that they report the results of technical quality analyses to help support ongoing improvement in PACE. NH DOE is not satisfied with providing feedback to districts only once per year. Rather, NH DOE and its technical partners provide ongoing feedback through the year on the quality of local and common tasks and on task development processes.

II: Student Performance

Appendix I, Table 1 reports on the performance of students in participating schools at the State, LEA, and school level on the innovative assessment in the 2018-19 school year, including academic achievement and participation data required to be reported except in when such data reveal personally identifiable information. Counts below cell size of 11 are suppressed as indicated by two asterisks (**). Values across performance levels may not sum to 100% due to rounding.

III: School Demographic Information

III.A. Appendix J, Table 1 contains the school demographic information in the 2018-19 school year, including enrollment and student achievement information, for the required subgroups of students, among participating schools and LEAs because the innovative assessment system is not yet implemented statewide. Counts below cell size of 40 are suppressed as indicated by two asterisks (**).

III.B. No new schools or LEAs will participate for the first time in the 2019-20 school year.

IV: Consultation and Feedback

Requirement	**Description of Consultation (be sure to describe the consultation with each of the listed entities in the left-hand column).**	**Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).**
<u>Consultation</u>. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with-- (1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and (2) Affected stakeholders in the State, or in each State in the consortium, including-- (i) Those representing the interests of children with disabilities, English learners, and other subgroups of students	(1) The NH DOE regularly consults with the Center for Assessment and New Hampshire Learning Initiative in the planning, development, implementation, and evaluation of the PACE innovative assessment system. For example, the NH DOE and its technical partners coordinate, plan, and facilitate the PACE district leads meetings held quarterly in the 2018-19 school year with participating PACE districts and schools. These entities also meet on an ad hoc basis for internal project planning meetings and other discussions.	As noted in the instructions, we attached artifacts of the actual feedback received in lieu of providing a summary—see Appendix H.

described in section 1111(c)(2) of the Act; (ii) Teachers, principals, and other school leaders; (iii) Local educational agencies (LEAs); (iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations.	(2) See Appendix H which contains detailed information about how each of these affect stakeholders in the State were consulted.	

V: Requirements for the Innovative Assessment System

Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State's demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
Innovative assessment system. A demonstration that the innovative assessment system does or will--		
(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and (ii) May measure a student's academic proficiency and growth using items above or below the student's grade level so long as, for	The PACE innovative assessment system is aligned with the challenging State academic standards under section 1111(b)(1) of ESEA, including the depth and breadth of such standards, for the grade in which a student is enrolled as required in section 1111(b)(2)(B)(ii). There are three main sources of evidence that demonstrate how the PACE system in the 2018-19 school year met or exceeded this requirement: (1) peer reviews of local summative assessment maps and a sample of local summative assessments; (2) expert reviews of PACE common tasks; and (3) administration of extended, high-quality, and complex performance assessments throughout the year to measure the depth and breadth of the State's challenge academic standards. First, the NH DOE and the Center for Assessment collected and reviewed local summative assessment maps from all participating PACE schools and districts as part of the Data Collection Protocols (see Appendix A for the NH PACE Data Collection Protocols 2018-19). In the 2018-19 school year, participating PACE schools and districts submitted summative assessment maps in English language arts in the grade/subject combinations	

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purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student's academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;	where annual determinations of student proficiency are produced in the PACE system (Grades 4-7 ELA). Each year the subject area reviewed will rotate so that each subject will be reviewed once every three years. The assessment maps and aligned summative assessments provide the base level of assurance and documentation that all State academic standards were addressed in the assessment system and that students were assessed at the depth and breadth of knowledge appropriate for the State academic standards. The assessment maps and aligned assessments document: ✓ The competencies assessed in each course ✓ The alignment of the state academic standards to the competencies ✓ The alignment of the local summative assessments to the State academic standards ✓ The number, type, and timing of the summative assessments administered for each competency ✓ The quality of local summative assessments The assessment maps and aligned summative assessments from the 2018-19 school year were formatively peer-reviewed on February 14, 2019 by peer reviewers from the NH DOE, PACE districts, and Center for Assessment experts. Appendix B contains the agenda for the peer review meeting, PowerPoint training slides, and local assessment system review tool. Districts were provided formative feedback from the peer reviewers on the quality of their local assessment system as represented in the assessment maps and aligned summative assessments. The criteria used to evaluate the assessments maps included: ✓ **Comprehensive:** The assessment system allows students to demonstrate their competency in a variety of ways and reflects the breadth and depth of CCR standards and learning practices. ✓ **Coherent:** The assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are	

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	compatible with the methods of teaching and learning and to the underlying model of learning. ✓ **Continuous:** The assessment system continuously documents student progress over time. ✓ **Efficient:** Each assessment within the assessment system is non-redundant, used to make educational decisions, and provides timely information. ✓ **Useful:** The assessment system provides the information necessary to support the intended aims to those seeking the information (planning learning, supporting learning, monitoring learning, verifying learning). The criteria used to evaluate the local summative assessments included: **A high-quality summative assessment should be…** ✓ **Aligned to meaningful content and deeper learning targets.** This means that the set of summative assessments should be as cognitively challenging as the district grade-level competency (or competencies) and state content standards to which it is aligned. ✓ **Scored using clear guidelines and criteria** such that the teacher, student, and parent are able to understand the progression of learning in the content domain and how the summative assessment provides evidence of where the student falls in that learning progression. ✓ **Fair and unbiased for all students**, especially relative to the needs of English language learners, gifted and talented students, and students with disabilities. ✓ **Include appropriate use of text/visual resources** to support the topic and prompt based on complexity and time allotted. Across all participating districts and schools, peer reviewers reported that the submitted local assessment maps and local summative assessments provided evidence about the	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	alignment of local assessment systems to the depth and breadth of the State's challenging academic standards. Second, the PACE Common Tasks administered operationally in the 2018-19 school year went through a rigorous technical review by the Center for Assessment prior to operational use. Reviews evaluated the extent to which the PACE Common Task was aligned with the state academic standards and competencies, the quality of the scoring guidelines and criteria, use of fair and unbiased presentation and response availability, and use of appropriate text/visual resources. The PACE Common Tasks were reviewed in an on-going, formative way where specific and meaningful feedback was provided to the teachers involved in task development during the design and piloting phase, which took place in the year prior to operational use. Task developers used the feedback to revise/edit the PACE Common Tasks until they were ready for final approval by the NH DOE in August 2018. The PACE Common Tasks are designed using a Task Template created using a principled assessment design approach. Teachers begin with specifying what students should know and be able to do using the State model academic standards and competencies (student model). Teachers then specify the nature of the evidence that students' performance is indicative of mastery of the intended learning targets (evidence model). The final step in the task development process is the design of the assessment task itself to elicit evidence related to the focal learning targets. Alignment between New Hampshire's challenging academic standards and the performance task is automatically addressed as the first step in the task design process instead of trying to retrofit or accommodate tasks that are not aligned after the fact. The PACE Common Task serves as a model for how to design other high-quality local performance assessments for use in participating schools and districts, which is why the same review criteria are used for the PACE Common Task and the sample of local summative assessments submitted from all participating districts. Finally, one of the most compelling sources of evidence for alignment, particularly the depth of knowledge criterion, is the use of the PACE performance assessments to measure	

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	high-order thinking skills and understanding. PACE relies on curriculum-embedded, extended, high-quality, and complex performance-based assessments to assess deeper learning. The use of local and common extended performance tasks allows the PACE system to validly measure the true depth of the State's challenging academic standards.	
(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;	The PACE system provides student-level annual determinations of student proficiency based on the challenging State academic standards for the grade in which the student is enrolled. PACE results are consistent with the Statewide assessment system as students receive an achievement level 1-4 based upon their achievement over the course of the year towards meeting State academic standards for the grade in which the student is enrolled. Levels 1-2 identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards. Level 3 is considered proficient and Level 4 is above proficient. The NH DOE has set up parent access via an electronic login to see their student's PACE results and student-level reports have been produced and are going to be sent out to districts to provide to parents based on 2018-19 results.	
(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections	The NH DOE and its technical partners annually evaluate the validity, reliability, and comparability of the PACE system with respect to **how results from the PACE system compare to the results generated by the State academic assessment—the New Hampshire Statewide Assessment System (NH SAS)**. PACE was designed to be comparable with the statewide assessment and annual evaluations of comparability between the PACE system and statewide system were once again strong in the 2018-19 school year. This claim is supported by the following procedures used to formally promote and evaluate the comparability of the annual determinations across assessment systems in the State: (1) common Achievement Level Descriptors (ALDs) across the assessment systems; (2) common accommodations across assessment systems; (3) percent proficient across all grade levels overall by subject and disaggregated by district and subject; (4)	The quality of the Body of Work samples submitted continues to be of mixed quality. The variability in quality makes it difficult for teachers from other districts to find evidence to support judgments about

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1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in **one of the following ways**: (A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an	concurrent comparability evaluations; and (5) non-concurrent comparability evaluations. Each is discussed in turn below. One notable accomplishment in the 2018-19 reporting year is that the NH PACE Achievement Level Descriptors (ALDs) were revised through a comprehensive process to ensure alignment with the new Statewide assessment system—NH SAS—and aide PACE teachers in making accurate and reliable judgments about student proficiency on the Teacher Judgment Survey at the end of the year (see Appendix A—PACE Data Collection Protocols for more information on the Teacher Judgment Survey and its role in standard setting). When PACE was originally implemented in the 2014-15 school year, New Hampshire was administering Smarter Balanced. Once the NH SAS published ALDs, the NH DOE and its technical partners set about reviewing and revising the PACE ALDs. The PACE ALD revision process began in January 2019 when PACE content leads were invited to participate in the first round of PACE ALD revisions, which occurred on February 5, 2019. PACE content leads are teachers from participating PACE districts with demonstrated assessment literacy expertise such that they lead teams of teacher task developers from across PACE districts to design and pilot PACE Common Tasks each year. Appendix C contains the invitation to PACE content leads that describes the purpose and method of revising the PACE ALDs along with the agenda and training slides used on February 5, 2019. After the first round of revisions to the PACE ALDs, the Center for Assessment provided drafts to the entire group of PACE content leads at the next lead meeting. The purpose was to solicit and gather feedback about the structure of the revised PACE ALDs and the extent to which summary ALDs better served the purpose of supporting accurate and reliable teacher judgments of student proficiency at the end of the year. The PACE content leads were overwhelmingly positive about the benefits of the new structure, format, and content of the PACE ALDs.	student achievement relative to the PACE ALDs. This, in turn, makes it difficult for the NH DOE and its technical partners to use the evidence from the Body of Work to validate the PACE performance standards. The NH DOE and its technical partners identified two major reasons for the mixed quality of the BOW samples with two complementary solution paths. The first identified problem is that not all teachers understand the type of evidence they should collect to support teachers' judgments at the

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year. (B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in	In order to finish revising the PACE ALD and produce a final draft that could then be provided to the Center for Assessment for review, a group of PACE content leads met during the PACE Summer Institute (July 16-17, 2019) and asked to finish the revisions. Center for Assessment staff facilitated this two-day revision event. Appendix C contains the training slides used on July 16-17, 2019. The Center for Assessment then completed a thorough and detailed review of the revised PACE ALDs for each subject area and then across subject areas to check for alignment to the NH SAS ALDs, consistency of format and language, and quality of the summary descriptions of student achievement at each of the four performance levels. Finalized versions of the PACE ALDs are also in Appendix C. The NH PACE ALDs include Grades 3-8 ELA and Math and Grades 5 and 8 Science. Some of these grade/subject area combinations are non-PACE accountability grades, but we use the NH PACE ALDs in those grades and subjects in order to produce non-reported PACE annual determinations and compare our results with the student-level results on the NH SAS. More detail about those analyses is below under the concurrent and non-concurrent validity evaluation. The second way comparability of annual determinations across assessment systems in the State is evaluated is through common accommodations. Again, given the switch to the NH SAS, the NH DOE and its technical consultants revised the PACE Accommodations Guide so that it was consistent with the NH SAS Accommodations Guide. Appendix D contains the PACE Accommodations Guide which are identical to the accommodations on the statewide academic assessment and both are based on principles of Universal Design for Learning. Participating PACE districts and schools agree to implement the allowable accommodations on their local and common assessments. This coherence increases the	PACE summer institute. To address this issue, the Center for Assessment will work closely with PACE content leads during the 2019-20 school year to curate exemplar Bodies of Work for each subject area. The Center for Assessment will also work with the PACE content leads to write one-page instructions to teachers on suggested evidence to collect by subject area. These two resources will be discussed at PACE district leads meetings so they can be widely

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the same subject would also be administered in the same school year to all students included in the sample. (C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system. (D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from	comparability of results across assessment systems for students with disabilities and English learners. The percent proficient across all grade levels provides another source of evidence to support the comparability of annual determinations across assessment systems in the State. This analysis reveals the extent to which the rigor of the performance standards are consistent across PACE and non-PACE assessment systems, as we would not expect huge variations in percent proficient or above across the grade levels. Results from the state test analysis from the 2018-19 school year show that PACE proficiency rates were consistent with NH SAS proficiency rates when comparing across grades. In fact, if it weren't for the color-coded bars indicating which assessment system, it would be difficult to different results. Appendix K contains the full standard setting report which contains the state test analysis as one of the quality assurance processes and procedures. Additional quality assurance analyses can be found in the standard setting report (Appendix K) that provide evidence for the reliability and validity of the PACE assessment system results over time. For example, there is a detailed cohort-level analysis and longitudinal analysis which show how students at the same grade and subject area across years perform, as well as how the same students perform across years in the same subject area. District-level results for all analyses can be found in the appendix to the standard setting report. The final evidence of comparability with respect to the annual determinations between the PACE and the non-PACE assessment system (NH SAS) is the concurrent and non-concurrent validity analyses. The concurrent analysis calculates PACE annual determinations for the grades that are currently taking NH SAS and compares the results. The non-concurrent analysis compares performance for the same students on the two assessment systems across years. Appendix E contains the concurrent and non-concurrent	distributed to teachers collecting evidence over the year. The second identified problem is that the type of student work that can be submitted as part of a student Body of Work has been limited in the past to what can be found in written responses and mailed for scanning on an 8.5 x 11" piece of paper. This limits the availability of information on student reading fluency, for example, to what is reported by a teacher based on a classroom fluency screener.

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system. (E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act; (ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and	analysis report. Overall, findings provide strong evidence to suggest that the two assessment systems produce comparable results. Additional concurrent validity evidence from one district (Amherst) was available in 2019 because Amherst decided to administer the NH SAS and PACE assessment systems to all students in three grade/subject combinations (Gr 6 ELA and Math; Gr 7 ELA). This "special case" analysis can be found in the standard setting report (Appendix K). Findings from those analyses further support the comparability of results from the two assessment systems as results show that the PACE standard setting methodology is robust and that the percent of students deemed proficient or above is remarkably consistent across the two assessment systems. For example, in Grade 7 ELA the PACE proficiency rate was 77% and the NH SAS proficiency rate was 74%. Given the differences in assessment systems, this result is a critical piece of evidence that supports the comparability of annual determinations across the two systems. The NH DOE and its technical partners also annually evaluate the validity, reliability, and comparability of the PACE system **among participating schools and LEAs in the innovative assessment demonstration authority**. PACE was designed to be comparable *within* as well as *among* LEAs and schools participating in the PACE system. The annual evaluations of comparability within and among participating PACE districts and schools was once again strong in the 2018-19 school year. This claim is supported by the following procedures used to formally promote and evaluate the comparability of the annual determinations within and among districts and schools participating in the PACE assessment systems: (1) inter-rater reliability audits on scoring of PACE common tasks within districts; (2) social moderation comparability audits on scoring of PACE common tasks across districts; and (3) performance standard validation. Each is discussed in turn.	To address this issue, the NH DOE and its technical partners have been working for the last 18 months to design a customized technological solution to address a range of data collection issues, including how and what evidence can be collected and submitted. This technological solution will be implemented for the first time in the 2019-20 school year and will allow districts to submit audio-visual evidence along with written responses and pictures to promote higher

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;	As in previous years, comparability *within* LEAs and schools participating in the PACE system is established through an external audit of the within-district consistency in scoring during the 2018-19 school year. Each district or school is asked to submit a sample of papers from each PACE common task that has been double-blind scored by teachers within district. All participating PACE districts were required in the Data Collection Protocols (see Appendix A) to submit 20 student work samples for each PACE common task scored by two teachers independently, thereby producing within-district double-scores for a sample of students. The collection of double scores was then analyzed using inter-rater reliability methods to estimate within-district scoring consistency. Inter-rater reliability was examined using two statistical indicators: percent agreement and Cohen's Kappa. Two indicators were used because each statistic provides unique information that is useful for making judgments about the degree of score reliability. Results of the Inter-Rater Reliability Analyses in the 2018-19 school year provide overwhelming support for the degree of inter-rater consistency in scoring of the PACE common tasks with the average exact agreement on the scores for each rubric dimension of the common task approximately 72%. This evidence suggests that teachers within districts are able to successfully conduct calibration sessions and comparably evaluate student work. Appendix F contains the full inter-rater reliability analysis report. Second, comparability *among* LEAs and schools participating in the PACE system is established through social moderation comparability audits on PACE common tasks. The PACE innovative assessment system uses PACE common tasks across districts to evaluate the degree of comparability in local scoring. These analyses rest on the assumption that patterns in scoring for the PACE common task is	quality Body of Work submissions.

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	representative of district relative stringency and leniency in scoring of local performance tasks and assessments. The calibration audit is intended to uncover differences in scoring between districts that can be used to support decision-making about any adjustments to cut scores that may need to be considered post hoc due systematic cross-district differences. Results from the 2018-19 social moderation comparability audit can be found in the standard setting report (Appendix K). Importantly, no evidence of systematic cross-district differences was found credible and the PACE performance standards were not adjusted post hoc for any district, grade, or subject combination. Third, comparability *among* LEAs and schools participating in the PACE system is established through performance standards validation. Each district or schools is asked to collect student work samples on summative assessments tied to grade/course competencies for a small sample of students from a sample of courses that rotate each year (see Appendix A: Data Collection Protocols 2018-19 for more information). These bodies of work are then evaluated during the PACE Summer Institute by teachers from other districts relative to the PACE ALDs. We then compared the "consensus" rating to the Teacher Judgment Survey rating used to set PACE performance standards as both judgments are grounded in the PACE ALDs. Results of the body of evidence audit during the 2018-19 school year provides extra evidence about the validity of the PACE performance standards, though the quality of the bodies of work continue to be of mixed quality. We explain the concern in the right-hand column of this table and provide a description of our plan to resolve the concern.	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	Furthermore, a series of additional quality control processes and procedures, a new comprehensive set of cut score calculation business rules, and additional quality assurance impact analyses was put in place by the Center for Assessment during the 2018-19 school year in order to strengthen the validity, reliability, and comparability of the PACE annual summative determinations. These improvements are detailed in the PACE Standard Setting Report (Appendix K), but briefly summarized below: Quality Control Processes and Procedures: data quality control checks and district flagging business rules were developed to ensure the quality of factors related to producing cut scores. These processes and procedures are completed prior to calculating PACE cut scores. Cut Score Calculation Business Rules: the PACE cut score calculation business rules were revised during the 2018-19 school year to ensure consistency in setting standards by delineating rules for the following: (a) addressing every possible pattern of presence/absence of teacher judgments placing student achievement in each achievement level; (b) describing the statistical process (dichotomous logistic regression) used for estimating cut scores where there are sufficient data; and (c) ensuring consistency in calculating cut scores when there are problems with estimating a cut score using the logistic regression. Quality Assurance Processes and Procedures: prior to submitting calculated cut scores as final to the NH DOE, we codified a systematic process of conducting impact analyses to evaluate the consistency and stability of the cut scores. The purpose of these quality assurance processes and procedures is to review the outcome and reasonableness of the cut scores produced using historical data to flag	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	results that seem unlikely or unreasonable given trends over time for each scale (district, grade, and subject combination).	
(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;	This following process described below was followed during the 2018-19 school year to (1) provide for the participation of all students, including students with disabilities and English learners, (2) be accessible to all students by incorporating the principles of universal design for learning (UDL), and (3) provide appropriate accommodations as specified in a student's Individualized Education Plan consistent with the law. The PACE innovative assessments are accessible for students with disabilities and English learners because the PACE common task is designed using a principled assessment design approach that incorporates the principles of UDL. PACE teachers are trained through the process of PACE common task development to consider UDL in their design of local performance tasks and assessments. For example, PACE teachers involved in task development begin with specifying what students should know and able to do (student model) and what would count as acceptable evidence that students do indeed know and can do the intended learning targets (evidence model) prior to designing the assessment task to elicit evidence related to the focal learning targets. As a result, principled assessment design automatically accounts for principles of UDL into assessment development. Instead of trying to "fix" or accommodate tasks after the fact, UDL directs us to intentionally design tasks for the widest range of student needs possible. Furthermore, PACE Common Task developers consider during the design phase the extent to which the performance task provides students with (1) *multiple means of representation* to give learners various ways of acquiring information and knowledge, (2) *multiple means of expression* to provide learners alternatives for demonstrating what they know, and (3) *multiple means of engagement* to tap into learners' interests, challenge them appropriately,	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	and motivate them to learn. The PACE common tasks are reviewed by the NH DOE and the Center for Assessment prior to operational use with UDL as one major review criteria. Specifically, PACE common tasks are reviewed based on whether they measure student skills that are outside the intended construct, use extraneous words that potentially distract students from the main learning target of the task, use idioms, or culturally-specific language, crowd text and/or graphics too closely on the page, and/or use graphics that require certain levels of visual acuity to understand. The PACE system is also accessible for students with disabilities and English learners because the PACE common task serves as a model for how to design other high-quality local performance assessments within participating schools and districts that adhere to the principles of UDL. The NH DOE and Center for Assessment audit this process each year by collecting a sample of local summative assessments from every participating PACE district and reviewing them, in part, based upon whether they meet principles of UDL (see Appendix B for review tool). The PACE system also provides for the participation of all students in innovative assessments because instructional and assessment accommodations are available for students with disabilities, as well as students for whom English is not their native language. The PACE Accommodation Guide is identical to the accommodation standards on the statewide academic assessment (see Appendix D). A fundamental value of PACE is that the system should be designed to maximize the learning opportunities for each individual student.	
(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure	NH DOE is committed to ensure that at least 95% of all eligible students and 95% of students in each subgroup of students fully participate in the PACE system in participating districts and schools and met this standard again in the 2018-19 school year. See Sections II and III of this report for additional details and evidence.	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;		
7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes-- (i) The student's mastery of the challenging State academic standards under section 1111(b)(1) of the	The PACE system produces individual student summative reports consistent with the requirements of the IADA. PACE individual student summative reports meet the requirements in at least three ways: (1) they allow stakeholders to understand and address the specific learning needs of students; (2) they are provided as soon as practicable after the assessment(s) is given; (3) they are provided in an understandable and uniform format consistent with the statewide academic assessment reports. First, PACE individual student summative reports allow parents, teachers, principals, and other school leaders to understand and address the specific academic learning needs of students. For example, PACE student reports identify which students are not making sufficient progress toward, and attaining grade-level proficiency on the State academic standards.	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
Act for the grade in which the student is enrolled; or (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student's mastery of those standards;	Second, PACE individual student summative reports are provided to parents, teachers, and school leaders as soon as practicable after the assessment(s) is given. The PACE annual determination is provided in early fall (Sept/Oct), but the assessment information that is used to produce the annual determination is provided to parents, teachers, students, and school leaders throughout the school year as they are curriculum-embedded. In fact, the PACE system may be better positioned to meet the requirements than the statewide system as curriculum-embedded performance assessment information is available to students, parents, teachers, and other school leaders in a timely way throughout the year. These stakeholders are provided real-time, continuous information on student progress towards proficiency on the State's challenging academic standards rather than in a once a year report that is not available until the school year is over. This continuous stream of performance information throughout the year provides teachers and students with actionable, real-time data that they can use to make better instructional decisions and understand student progress towards proficiency when adjustments can still be made. This also allows teachers, parents, or other school leaders to address the specific academic needs of students as indicated by the students' achievement throughout the year using the local assessment score data. In this way, the PACE system supports best practice—the use of assessment for the improvement of education rather than the use of assessment solely as an accountability lever. Third, PACE individual student summative reports are provided in an understandable and uniform format consistent with the statewide academic assessment reports. For example, the PACE student reports and statewide reports have a uniform format except that a scale score is provided on the statewide academic assessment.	
(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections	PACE system results are produced in such a way that they can be disaggregated within the State, as well as each LEA and school by all subgroups identified in section 1111(b)(2)(B)(xi), except in such cases in which the number of students in a subgroup is insufficient to yield statistically reliable information or the results would reveal personally	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);	identifiable information about an individual student. See Sections II and III of this report for disaggregated results by each subgroup of students described in the law. The PACE system also provides timely and coherent information about student attainment of the challenging State academic standards and whether the student is performing at the student's grade level as required by section 1111(b)(2)(B)(ii and x). PACE system results provide timely information because PACE system results in the 2018-19 school year for all students and for each subgroup of students as PACE system reports are provided in the same format, manner, and timeframe as the NH SAS when reporting to parents, teachers, and the public. PACE system results deliver coherent information because the PACE system results provide information about whether the student is proficient or not at the student's grade level using the same achievement levels as the statewide academic assessments and the reports are also accessible on the NH DOE website.	
(9) Provide an unbiased, rational, and consistent determination of progress toward the State's long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic	New Hampshire's Accountability Task Force—the stakeholder group responsible for the design of the approved December 2017 ESSA plan—was intently interested on ensuring that PACE continues to play a prominent role in the State's strategic plan. This focus is represented throughout each part of New Hampshire's state plan and is especially true for accountability, where the state plan ensures that PACE schools can be effectively and comparably included in all aspects of the system including the state's long-term goals for academic achievement, the academic achievement indicator, school identification for targeted or comprehensive support and improvement, and reporting on State and LEA report cards. The PACE innovative assessment system has been designed to be comparable to the statewide system of assessments for the express purpose of use within the state accountability system. Because the annual determinations are designed to be comparable, the determinations can be used to serve the same purposes within the accountability system. This means that a school's participation in PACE does not systematically influence	

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for-- (i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.	a school's score on the achievement indicator, and likewise the overall summative determination within the accountability system.	

VI: Changes in Consortium Governance or Membership (if applicable).

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year, or any changes anticipated in the future.

Not applicable.

VII: Parental Notification

Describe how the SEA or Consortium is ensuring that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, **at the beginning of each school year** during which an innovative assessment will be implemented. Such information must be--

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent.

The NH DOE ensures that each participating LEA or school informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, at the beginning of each school year in the following two ways: (1) participating districts sign assurances that they will follow all requirements of the IADA including informing parents of all students in participating schools about the innovative assessment at the beginning of the year; and (2) discuss the importance of and requirement to notify parents at a PACE district leads meeting at the beginning of the school year.

VIII: Assurances

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

The NH DOE has collected assurances from each participating LEA that the LEA will comply with all requirements of this section. Those LEA assurances are available upon request.

IX: Budget

Please describe any changes to the budget that vary from the approved application budget.

There are two changes to the approved application budget: (1) increase in the logistical costs for the annual PACE Summer Institute (cross district calibration and standard setting) to include teacher stipends to participate ($50,000) and (2) additional annual maintenance fee to implement an online data collection and performance task creation platform through Motivis Learning ($30,000). The cost to maintain Motivis will either be paid by NHLI or the NH DOE.

Additionally, because of the loss of some outside grants, the NH DOE, with its partner in the project, NHLI, will be looking for additional outside foundations to support the scaling of the PACE assessment system.

X: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:	Title:
Click here to enter text. Julie Couch	Click here to enter text. Bureau Administrator
Signature:	Date *(month/day/year)*:
Julie Couch	Click here to enter text. October 24, 2019

Appendix A: PACE Data Collection Protocols 2018-19

CALENDAR OF DATA COLLECTION ITEMS

SEPTEMBER	DECEMBER	JANUARY
09/11: Data Collection Webinar from 3:30-4:30pm 09/15: #1 District Annual Assurances to NH DOE *09/17: Data Collection Webinar from 3:30-4:30pm*	12/07: #2 Report on District Consultations	01/15: #3 Assessment Maps & Aligned Assessments

MAY	JUNE	JULY
05/24: #4 PACE Common Task Student Work Samples 05/24: #5 Body of Work Samples *Note: If the deadline is missed, your student work samples will not be included in the Summer Institute and therefore we will not be able to report annual determinations for the students in your district. This will be a significant violation of NH's waiver from ESSA and your students will need to participate in NH SAS. Please plan ahead to have all teachers administer and score the PACE common tasks in order to meet this deadline.*	06/14: #6 PACE Common Task Scores 06/14: #7 Teacher Judgment Surveys 06/14: #8 Full Set of Student End of Year Competency Scores *06/14: #9 Electronic Gradebook Score Data (Optional)*	07/16: PACE Calibration 07/17: PACE Standard Setting *Note: Please send two (2) teachers per PACE Common Task administered in your district. If you are unable to do so you must complete the supplemental data collection requirement of within-district double scoring[1]. See Appendix E for more information.*

[1] This requirement does not apply to small districts with only one teacher per course.

2018-19 PACE & NH SAS ACCOUNTABILITY GRADES

Grade	ELA	Math	Science
3	NH SAS	PACE	--
4	PACE	NH SAS	*PACE (optional)*
5	PACE	PACE	*NH SAS*
6	PACE	PACE	--
7	PACE	PACE	--
8	NH SAS	NH SAS	PACE
9 **10**	PACE Common Task Development; *all data submissions are optional*	PACE Common Task Development; *all data submissions are optional*	PACE Common Task Development; *all data submissions are optional*
11	NH SAS (SAT)	NH SAS (SAT)	NH SAS

DISTRICT ANNUAL ASSURANCES TO NH DOE

Email to Julie Couch: Julie.Couch@doe.nh.gov

Due by September 15, 2018

Districts must provide annual assurances to the NH DOE stating that the district will comply with all requirements of the Innovative Assessment Demonstration Authority, consult with affected stakeholders, and ensure all teachers who administer a PACE Common Task are properly trained prior to administration. Furthermore, an updated list of participating schools, subject areas and grade levels is required each year. A Word version of the document below can be found on the libguides (data collection tab).

SAU#: **District Name:**

District Lead Name:

District Lead Email Address:

Please initial next to the following assurances to indicate your agreement:

____We will comply with all requirements of the Innovative Assessment Demonstration Authority.

____ We will consult with affected stakeholders about our school/district's involvement in the PACE innovative assessment system, including students and parents – especially parents of students with disabilities and English language learners – and report on those consultation efforts to the NH DOE.

____ We will ensure that all teachers administering a PACE Common Task receive training prior to administration.

Signature:

Date:

List Participating Schools	ELA	MATH	SCIENCE
	Check off Participating Grade Levels and Subject Areas		
	☐ Gr 4 ELA	☐ Gr 3 MATH	☐ Gr 8 SCIENCE
	☐ Gr 5 ELA	☐ Gr 5 MATH	
	☐ Gr 6 ELA	☐ Gr 6 MATH	
	☐ Gr 7 ELA	☐ Gr 7 MATH	

REPORT ON DISTRICT CONSULTATIONS

Email to Julie Couch: Julie.Couch@doe.nh.gov
Due by December 7, 2018

One federal requirement is consultation with affected stakeholders including students and parents as well as those representing the interests of children with disabilities, English learners, and other subgroups of students. Each district lead is required to submit a report on their district's consultation efforts, especially with parents of students with disabilities and English language learners. The report should include a description of the consultation efforts. Any materials or resources (handouts, PowerPoint presentations, videos, etc.) used during those consultation efforts should be referenced in the description and attached as appendices to the report.

ASSESSMENT MAPS & ALIGNED ASSESSMENTS

Upload online (instructions provided closer to submission deadline)
Due by January 15, 2019

This item is a federal requirement and represents an opportunity for your district to receive feedback on the quality of your local assessment system through an evaluation of your local assessment maps and summative assessments. Each year the subject area reviewed will rotate so that each subject area will be reviewed once every three years. You are only required to submit the PACE accountability grades as indicated in the table below, but you can submit other grades in the requested subject area if you want feedback on your entire K-12 local assessment system.

Process:

- Upload all required assessment maps and three (3) summative assessments for each submitted map by the due date. This means that you will submit Grades 4-7 ELA assessment maps in Year 1, for example, along with 12 summative assessments (3 from each grade level). Submit any scoring guides/rubrics and any other information reviewers might need to evaluate the quality of the summative assessments (e.g., samples of student work). DO NOT submit current/former PACE common tasks for review as those have already been reviewed for quality. Choose summative assessments (locally developed performance assessments and rubrics; end of unit tests; etc.) to submit on which you want to receive formative feedback.
- Examples of assessment maps are located in Appendix B. All of the state standards should be mapped to at least one competency. The summative assessments for each competency should be labeled by type and mapped by time of administration. Anything included in the assessment map may be subject to a state audit to ensure assessments are aligned to intended standards and are high quality.
- Use file naming conventions that will help reviewers connect a specific grade level assessment map with the three aligned summative assessments (e.g., District Name_Gr 4 ELA Assessment Map; District Name_Gr 4 ELA Summative Assessment #1; District Name_Gr 4 ELA Summative Assessment #2).
- Only submit Word, Excel, or PDF files.

Assessment Maps & Summative Assessments			
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**
Required	Gr 4-7 ELA	PACE Math Grades	PACE Science Grades

PACE COMMON TASK STUDENT WORK SAMPLES FOR INTER-RATER RELIABILITY & CROSS-DISTRICT CALIBRATION

Mail/deliver to:
Measured Progress
Attn: Login Manager (PACE Project)
50 Education Way, Dover, NH 03820
Due by May 24, 2019[2]

The student work samples will be used in the PACE Summer Institute to provide evidence of the consistency of within- and across-district scoring. *If it is not possible for a district to send two (2) teachers per PACE Common Task administered within the district to participate in online distributed scoring and/or the PACE Summer Institute, then the district should follow the process described below AND follow the process for within-district double scoring and data submission detailed in Appendix E.* ***Note****: Appendix E does not apply to districts with only one teacher per course.*

Process:

- Select twenty (20)[3] final student work samples for each PACE Common Task (no names, drafts, comments, or scored rubrics). This sample should span all score points and should be representative of the distribution of achievement in the district. Original papers are requested rather than copies, if possible.
- Student ID#s should be placed in the top right hand corner on the first page of each student work sample. Remove all other identifiable information such as student name or school/district name.
- Do not submit any scored rubrics or score sheets.
- Remove any foreign materials from student work samples as to not damage scanning equipment (e.g., staples, paper clips, etc.).

Submission:

- Please place[4] a cover page (Appendix C) TO THE TOP OF EACH STUDENT WORK SAMPLE so we know whether the student work sample is a PACE Common Task sample or Body of Work sample, as well as the student ID#, district, grade level, and subject area submitted. High school student work samples are not required, but if submitted, please supply course information for High School Math and Science (e.g., Algebra/Geometry (Math); Life Science/Physical Science/Chemistry (Science)). District, grade level, and subject area boxes can be pre-populated prior to copying within-districts. Labels can be placed in the Student ID# box, if desired.

[2] **This is a fixed deadline. The students in districts who fail to meet this deadline must participate in NH SAS.**
[3] For districts with fewer than 20 students in a given grade, the district should submit all available papers.
[4] Please do not staple or paperclip the cover page. Just place the cover page on top of the student work sample.

- All PACE Common Tasks and Body of Work student work samples in every requested grade and subject area for a district should be mailed/delivered IN ONE SHIPMENT so it arrives on/before May 24, 2019.

BODY OF WORK SAMPLES

Mail/deliver to:
Measured Progress
Attn: Login Manager (PACE Project)
50 Education Way, Dover, NH 03820
Due by May 24, 2019

The main purpose of collecting student work samples throughout the year is to help document and evaluate student performance through the year along with the PACE Common Tasks. This collection will help support standard setting activities during the PACE Summer Institute. We will not collect any high school Body of Work samples.

Process:

- *All new districts* are required to submit 5-7 samples of student work for a minimum of nine (9) students from all of the PACE accountability grades: Gr 4-7 ELA, Gr 3, 5-7 Math; and Gr 8 Science. *Districts that have participated in PACE in the past* will be systematically sampled with the same required number of student work samples for a minimum of nine (9) students to ensure that samples are collected from all grade levels and subject areas across PACE districts (see table on the next page). The nine students should be selected to represent a range of achievement. For example, three generally low-performing students, three high-performing students, and three students who perform at about an average level. Student work of the same 9 students should be used throughout the year so districts may want to select one or two additional students in case a student moves.
- The student work samples should come from major summative assessments throughout the year and demonstrate student achievement across the breadth and depth of the course content. The samples will be used to provide evidence of student achievement relative to the achievement level descriptors (see the content area ALDs).
- The PACE Common Task can serve as one of the assessments submitted for each student. It is critical that enough of the context of the assessment is included so that an outside teacher would know that a student was responding to a particular problem, prompt, exercise, reading, etc. Therefore, including the student instructions and specific questions asked along with student responses is critical. **We encourage teachers to photocopy student work throughout the year prior to grading. Please remove students' names, as well as any comments, grades, scored rubrics, score sheets, and score marks prior to submission.**
- Student ID#s should be placed in the top right hand corner on the first page of each student work sample. Remove all other identifiable information such as student name or school/district name.
- Remove any foreign materials from student work samples as to not damage scanning equipment (e.g., staples, paper clips, etc.).

Resources:

- Short instructional video on the libguides (data collection tab).
- PACE Body of Work Explanation & Examples are provided on the libguides (data collection tab).
- Content area ALDs on the libguides (data collection tab).

Submission:

- Please place[5] a cover page (Appendix A) TO THE TOP OF EACH STUDENT WORK SAMPLE so we know whether the student work sample is a PACE Common Task sample or Body of Work sample, as well as the student ID#, district, grade level, and subject area submitted. District, grade level, and subject area boxes can be pre-populated prior to copying within-districts. Labels can be placed in the Student ID# box, if desired.
- All PACE Common Tasks and Body of Work student work samples in every requested grade and subject area for a district should be mailed/delivered IN ONE SHIPMENT to the following address so it arrives on/before May 24, 2019—Measured Progress, Attn: Login Manager (PACE Project), 50 Education Way, Dover, NH 03820.

Body of Work Samples 2018-19	
District	**Required Grades & Subjects**
Amherst (Gr 5-8)	Gr 5 ELA, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Bethlehem (Gr 3-6)	Gr 3 Math, Gr 4 ELA, Gr 5 Math, Gr 6 ELA
Concord (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Epping (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Laconia (Gr 3-5)	Gr 3 Math, Gr 5 ELA, Gr 5 Math
Monroe (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Newport (Gr 3-5)	Gr 3 Math, Gr 4 ELA, Gr 5 Math
Pittsfield (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Plymouth (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Rochester (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Sanborn (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
SAU23 (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Seacoast (Gr 3-8)	Gr 4 ELA, Gr 5 ELA, Gr 6 Math, Gr 7 Math, Gr 8 Sci

PACE COMMON TASK SCORES

[5] Please do not staple or paperclip the cover page. Just place the cover page on top of the student work sample.

Upload into the Learning Management System

Due by June 14, 2019

This is a critical step for documenting that the scores that students receive are NOT contingent upon the district where the student goes to school. In other words, this step is designed to evaluate the extent to which teachers evaluate student work the same way (comparable) across districts. The PACE Common Task Scores will be reconciled with the consensus scores that are generated from the PACE Summer Institute to ensure the evaluation of student work is comparable across districts.

Process:

- Within district calibration sessions are required to maximize the consistency and validity of scores.

Resources:

- Recommended protocols for identifying anchor papers and individual teacher scoring are provided on the libguides (see data collection tab).

Submission:

- PACE Common Task score data (by rubric dimension) uploaded into the Learning Management System for each of the 20 students whose work was submitted to Measured Progress to be included in the PACE Summer Institute.
- Indicate which accommodations were used for the student.

TEACHER JUDGMENT SURVEYS

Upload into the Learning Management System

Due by June 14, 2019

All teachers in grades 3-8 (Math and ELA) and grade 8 (Science) should complete a Teacher Judgment Survey for their students in the Learning Management System. Note that some of these grades are "non-PACE" grades. The results of the Teacher Judgment Surveys will be one variable used to produce each student's "annual determination" of proficiency in ELA, math, and science in grades/subjects where the PACE Common Task is administered.

The Teacher Judgment Survey asks teachers to classify their students based on PACE Achievement Level Descriptors (ALDs) for a given grade/subject. ALDs articulate the expected levels of performance related to the knowledge and skills described by the grade-level content standards.

Resources:

- Teacher Judgment Survey Instructions on the administrative libguide
- Content area ALDs on the administrative libguide

FULL SET OF STUDENT END OF YEAR COMPETENCY SCORES

Upload into the Learning Management System

Due by June 14, 2019

In order to produce annual determinations based on multiple sources of evidence, we need to be able to collect consistent and accurate information for each student. These data will be used along with the data collected from the Teacher Judgment Surveys to produce annual determinations of student proficiency.

Process:

- All teachers in PACE districts should be keeping records of students' progress on each of the course competencies.
- The competency scores that are submitted should be reflective of summative student achievement on each competency by the end of the year.
- The competency score scale (e.g., 1.00-4.00, 0-100) is district determined, but should be consistent within each grade level and content area in each district. Work with teachers to ensure scores are not submitted that are out-of-range (e.g., 0.75 on a 1.00-4.00 scale).

Submission:

- Please ensure that all students in grades 3-8 (Math and ELA) and grade 8 (Science) have scores entered into the Learning Management System for their work related to each competency. Note that some of these grades are "non-PACE" grades.

ELECTRONIC GRADEBOOK SCORE DATA (OPTIONAL)

Email to Carla Evans: cevans@nciea.org

Due by June 14, 2019

Electronic gradebook score data is used to conduct analyses designed to support the validity of the PACE assessment system including generalizability studies and factor analysis.

Process:

- The data should include all of the individual scores that go into the end of year competency scores (e.g., summative tests, quizzes, projects, performance tasks), see Appendix C for an example long file vs. wide file format. The PACE Common Task scores should be one of the scores included in the data file and should be labeled as such.
- Student IDs (SASIDs) need not be included in the data file.
- Please prepare these data files for all of the PACE accountability grades: Gr 4-7 ELA; Gr 3, 5-7 Math; Gr 8 Sci.

Submission:

- The gradebook data should be submitted via an excel file to Carla Evans at cevans@nciea.org. See Appendix C for an example from Grade 7 ELA.
- If your district does not use a Learning Management System/Student Information System to maintain this type of data, please contact Carla Evans as early in the year as possible.

SUPPLEMENTAL DATA COLLECTION

*****This only applies to districts that have more than one teacher per course and cannot send two (2) teachers per PACE Common Task administered in the district to participate in online distributed scoring or the PACE Summer Institute*****

Within-District Double Scoring of the PACE Common Tasks

Email to Carla Evans: cevans@nciea.org

Due June 14, 2019

Within-district double scoring is a critical step for documenting the quality of scoring for the PACE Common Tasks. As a result, we need every teacher administering a PACE Common Task to submit at least 3-4 student work samples for double scoring with a minimum of 20 student work samples double scored per PACE Common Task within each district. For smaller districts, this may mean that every PACE Common Task student work sample in elementary grades is double scored.

There are two potential options for conducting the inter-rater reliability analyses:

1. The "embedded" approach does not require a stand-alone step, but is embedded in individual scoring.
2. The second option would require a stand-alone event for approximately ½ day.

Option #1 (embedded):

- Each teacher submits 3-4 student work samples, depending upon the total number of teachers at the grade level, from a range of performance levels.
- These student work samples are embedded in the scoring packets of the other teachers either at their grade level or grade span such that each teacher will end up double scoring approximately 3-5 extra student work samples.
- Teachers score these embedded student work samples along with their regular student work and record the scores.

Option #2 (stand-alone):

- Each teacher submits 3-4 student work samples, depending upon the total number of teachers at the grade level, from a range of performance levels. For districts with multiple schools, the district leader can determine whether or not to do this within each school or across schools at the district level.
- These student work samples are distributed to a grade level or grade span cohort of teachers such that each paper is scored by at least one other teacher. As an example, if there are 4 teachers at a given grade/subject level and each teacher submits 3 student work samples, there would be a total pool of 12 student work samples to score among second readers. Since each of the 12 student work samples needs two scores, that means that there are 24 scored responses needed for each grade/subject. This means that each of the 4 teachers will have to score 6 other teachers' student work samples.

Resources:

- Short instructional video on the administrative libguide.
- PACE Double Scoring Collection Spreadsheet (Excel file) on the administrative libguide.

Submission:

- Using the PACE Double Scoring Collection Spreadsheet, enter your district's double scores for all courses with a PACE Common Task. Leave the columns for the extra score dimensions blank for the tasks with rubrics that have fewer dimensions than the spreadsheet allows.
- Save the Excel file as: District_PACE Double Scoring_1819.xlsx and email to cevans@nciea.org

Appendix B: Local Assessment System Review Agenda, Training Materials, and Review Tool

NH PACE Assessment Map & Aligned Assessment Review Agenda

February 14, 2019
9:00am – 4:00pm
Center for Assessment
31 Mount Vernon Street
Dover, NH 03820

9:00am	**Welcome and overview**
9:15am	**What is a local assessment system and what are its essential characteristics?**
9:30am	**Purpose and process of assessment map and aligned assessment reviews**
10:00am	**Discussion about more/less important features of reviews**
10:15am	**Breakout to review assessment maps & aligned assessments (***Break as needed***)** (See Locations on Back Side of this Agenda)
12:00pm	**Lunch**
12:40pm	**Continue to review assessment maps & aligned assessments (***Break as needed***)** (See Locations on Back Side of this Agenda)
3:20pm	**Email Reviews & Debrief about common strengths/weakness across districts**
4:00pm	**Adjourn**

District to Review *(Gr 4-7 ELA unless otherwise noted)*	Reviewers	Location
Conway (Gr 4-6 ELA) Rochester SAU 23: Bath, Haverhill Cooperative, Piermont, Warren Sanborn	Christine Landwehrle Carla Evans	2nd floor open space
Epping Monroe Bethlehem	Cathleen White Kadie Wilson	Basement Conference Room
Seacoast Charter School Newport	Kathleen Murphy Krista Gulick	Basement Conference Room
Amherst (Gr 5-7 ELA) Laconia (Gr 4-5 ELA) Concord	Julie Couch Susan Lyons	2nd floor conference room

Center for Assessment

Reviewing the NH PACE Assessment Maps & Aligned Summative Assessments 2018-19

February 14, 2019

Center for Assessment

Today's Agenda

9:00	Welcome and Overview
9:15	What is a local assessment system and what are its essential characteristics?
9:30	Purpose and process of assessment map and aligned assessment reviews
10:00	Discussion about more/less important features of reviews
10:15	Breakout to review assessment maps & aligned assessments
12:00	Lunch
12:40	Continue to review assessment maps & aligned assessments
3:20	Email Reviews/Debrief about common strengths/weakness across districts
4:00	Adjourn

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What is a local assessment system?

A coherent, coordinated collection of assessments that, together, produces data that document student achievement toward given learning targets (e.g., district competencies) for a specific purpose of purposes.

(Based on Coladarci, 2002, p. 773)

Center for Assessment

"A collection of assessments does not entail a system any more than a pile of bricks constitutes a house."

~Theodore Coladarci

Center for Assessment

Pile of bricks or school building?

- When does a pile of bricks become a school building?
- When does a collection of assessments become an assessment system?

Center for Assessment

Characteristics of high-quality local assessment systems

Coherent: The assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are compatible with the methods of teaching and learning and to the underlying model of learning.

Comprehensive: The assessment system allows students to demonstrate their competency in a variety of ways and reflects the breadth and depth of CCR standards and learning practices.

Continuous: The assessment system continuously documents student progress over time.

Efficient: Each assessment within the assessment system is non-redundant, used to make educational decisions, and provides timely information.

Useful: The assessment system provides the information necessary to support the intended aims to those seeking the information (planning learning, supporting learning, monitoring learning, verifying learning).

Why Are We Here?
Purpose of Assessment Maps

- In a competency-based system, assessments are designed to measure student achievement of the competencies to ensure that all students are provided with an **opportunity to learn** the required competencies and embedded state content standards.
- Assessment maps provide one level of assurance that all district competencies and content standards are addressed in the assessment system (OTL/Equity).

Why Are We Here?
Purpose of Aligned Assessments

- **Aligned summative assessments** provide evidence about the extent to which competencies are assessed by summative assessments that measure deeper levels of understanding.
- A high-quality summative assessment should be…
  - ✓**Aligned to meaningful content and deeper learning targets**
  - ✓**Scored using clear guidelines and criteria**
  - ✓**Fair and unbiased for all students**
  - ✓**Include appropriate use of text/visual resources**

Features of Useful Formative Reviews

- Think about the task of reviewing a district's assessment maps and aligned summative assessments…
  - What type of feedback would be helpful for a district?
  - How specific should the feedback be in order to be useful?
- Jot down a few features on your own
- Group sharing

Review Process & Tool

- Each **pair of reviewers** will receive a complete set of assessment maps and aligned summative assessments from three districts.
- Reviewers will choose one district at first and review the **assessment maps and aligned summative assessments** from the lowest grade level to the highest grade level using the *characteristics of high-quality assessment systems and criteria of high-quality summative assessments*.
  - Please attend to the questions listed under each characteristic/criteria
  - Please use the boxes to add notes about your analyses
- After reviewing all submitted assessment maps and aligned summative assessments for DISTRICT #1, reviewer pairs will look for patterns across their ratings and notes in order to **summarize the strengths/weaknesses of the local assessment system and synthesize the review into a few bulleted recommendations**.

Process

- **Open Google drive shared folder:** "NH PACE Assessment Map & Aligned Summative Assessments Upload 2018-19 SY"
  - To access assessment maps→Grade 4-7 ELA Assessment Maps folder
  - To access aligned assessments→Grade 4-7 ELA Aligned Assessments folder
    - NOTE: File names should start with district name (e.g., RSD=Rochester School District; SCS=Seacoast Charter School; SAU35=Bethlehem; etc.)
- **Review doc:** Download "District_Assessment Map and Aligned Assessment Review_021419_DO NOT OVERWRITE.docx"
  - SAVE AS→Insert district name and remove "do not overwrite" onto your computer
  - EMAIL ME→the three district reviews at the end of the day

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NH PACE LOCAL ASSESSMENT SYSTEM REVIEW TOOL

2018-19 SCHOOL YEAR

The NH DOE and Center for Assessment are collecting and reviewing one assessment map and three aligned summative assessments from all PACE districts for Grades 4-7 ELA in the 2018-19 school year. The content area will rotate each year in a three-year cycle (see the NH PACE data collection protocols for more information).

The assessment maps and aligned assessments provide one level of assurance and documentation that all state model competencies and content standards are addressed in the assessment system and that students are assessed at the depth of knowledge appropriate for the state model competencies and content standards. The purpose of reviewing the assessment maps and aligned assessments is to ensure all students are provided with an equitable opportunity to learn the required grade level content standards and competencies.

Assessment maps include all of the summative assessments (performance tasks, end-of-unit test, mid-unit test, etc.) given within a grade and subject area over the course of the year mapped to the district competencies and/or state content standards along with the time of the year the summative assessment is given. Assessment maps provide a high-level overview of the local assessment system and therefore provide an opportunity to evaluate quality at the systems level. Reviewers will use the five characteristics of high-quality local assessment systems listed below to ask critical questions about the quality of local assessment system for continuous improvement purposes.

- ✓ **Comprehensive:** The assessment system allows students to demonstrate their competency in a variety of ways and reflects the breadth and depth of CCR standards and learning practices.
- ✓ **Coherent:** The assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are compatible with the methods of teaching and learning and to the underlying model of learning.
- ✓ **Continuous:** The assessment system continuously documents student progress over time.
- ✓ **Efficient:** Each assessment within the assessment system is non-redundant, used to make educational decisions, and provides timely information.
- ✓ **Useful:** The assessment system provides the information necessary to support the intended aims to those seeking the information (planning learning, supporting learning, monitoring learning, verifying learning).

The submission of **three aligned summative assessments** for each grade level allows reviewers the opportunity to evaluate the quality of summative assessments that comprise the local assessment system. The submitted aligned summative assessments allow a reviewer to drill down to the component level to evaluate the quality of a sample of the assessments listed on the assessment map. The following criteria will be used to evaluate the quality of the summative assessments:

A high-quality summative assessment should be…

- ✓ **Aligned to meaningful content and deeper learning targets.** This means that the set of summative assessments should be as cognitively challenging as the district grade-level competency (or competencies) and state content standards to which it is aligned.

- ✓ **Scored using clear guidelines and criteria** such that the teacher, student, and parent are able to understand the progression of learning in the content domain and how the summative assessment provides evidence of where the student falls in that learning progression.

- ✓ **Fair and unbiased for all students**, especially relative to the needs of English language learners, gifted and talented students, and students with disabilities.

- ✓ **Include appropriate use of text/visual resources** to support the topic and prompt based on complexity and time allotted.

The comprehensive review of each district's submitted assessment maps and aligned summative assessments will be completed by at least two reviewers working together to write a narrative review for each district. The first part of the review focuses on the collection of submitted assessment maps and will culminate in a synthesis of the strengths and weaknesses of the local assessment system and a few recommendations for improving the quality of the local assessment system. The second part of the review focuses on the collection of submitted aligned summative assessments and will also culminate in a synthesis of strengths and weaknesses of the local summative assessments and a few recommendations for improving the quality of local summative assessments. ***The feedback provided to districts using the review tools below is intended to be formative.*** Documents do not need to be re-submitted.

Part 1: Assessment Map Review

Instructions: Each pair of reviewers will receive a complete set of assessment maps from one district. Reviewers will start by reviewing the assessment maps from the lowest grade level to the highest grade level using the characteristics of high-quality assessment systems. The questions listed under each characteristic should be used to prompt reviewer thinking about the strengths and weaknesses of the district assessment system in the given content area. The boxes next to each characteristic provide a note-taking space for reviewers to document their analysis during the review. After reviewing all submitted assessment maps, reviewers will discuss with their assigned partner and look for patterns across their notes in order to summarize the strengths/weaknesses of the local assessment system and synthesize the review into a few bulleted recommendations.

Characteristic	Strengths	Weaknesses
Comprehensive: To what extent are all state content standards and/or district competencies assessed over the course of the year? To what extent are students provided multiple opportunities and multiple ways to demonstrate competency over the course of the year? **Coherent**: To what extent are the different types of assessments listed on the map appropriate and adequate to assess students' deeper learning of the competencies and/or state content standards (e.g., are there performance tasks on the map used to assess the depth of student thinking relative to the district competencies and/or state content standards)?		

Characteristic	Strengths	Weaknesses
Coherent (Cont'd): How would a student experience the assessment system from grade-to-grade? In other words, is there coherence across grade levels? **Continuous**: To what extent does the collection of assessment maps continuously document student progress over time? **Efficient**: To what extent are the summative assessments reflected on the assessment maps non-redundant and useful for making timely decisions about instruction and student learning? Is there a way to make the system more efficient by eliminating redundancies and/or creating inter-disciplinary assessments? **Useful**: To what extent are the summative assessments listed on the map useful for teachers in providing evidence to improve instruction and student learning? To what extent are the summative assessments listed on the map useful for administrators in providing evidence to evaluate programs and personnel?		

Part 2: Aligned Summative Assessment Review

Instructions: Each pair of reviewers will receive the set of submitted aligned summative assessments from the same district. Reviewers will review the summative assessments from the lowest grade level to the highest grade level using the criteria of high-quality summative assessments. The questions listed under each criteria should be used to prompt reviewer thinking in order to evaluate the quality of local summative assessments. Not all prompts may be relevant or answerable depending on the submitted materials. The boxes next to each criteria provide a note-taking space for reviewers to document their analysis during the review. After reviewing all submitted summative assessments, reviewers will discuss with their assigned partner and look for patterns across their notes in order to summarize the strengths/weaknesses of the summative assessments and synthesize the review into a few bulleted recommendations.

Criteria	Strengths	Weaknesses
Aligned to specified learning targets: To what extent do you see a content match between the summative assessment and district grade-level competency or competencies? To what extent is the summative assessment measuring meaningful content and deeper learning targets? Is the summative assessment reviewed as cognitively challenging as the grade-level competencies and standards? In other words, to what extent does the summative assessment elicit sufficient evidence for judging the level of student understanding related to the grade-level competencies and standards identified?		

Criteria	Strengths	Weaknesses
Scored using clear guidelines and criteria: To what extent do the scoring guidelines and criteria provide evidence of student learning relative to how learning progresses in the content domain? If a rubric is included, to what extent is it aligned to the assessment task and/or competencies and standards identified? Are the score categories clearly defined and represent a sensible progression of knowledge and skills across performance levels? To what extent would the scoring guidelines and rubric lead different raters to arrive at the same score for a given response?		

Criteria	Strengths	Weaknesses
Fair and unbiased: To what extent is the summative assessment visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics, and/or illustrations are clear and support the assessment content, the font size seems appropriate for the students)? To what extent are the directions and questions presented in as straightforward a way as possible for a range of learners? To what extent is the vocabulary and context presented by the summative assessment free from cultural or other unintended bias? **Appropriateness of Text/Visual Resources:**[6] To what extent do texts and visual resources support the topic and prompt? To what extent is the text complexity grade-level appropriate? To what extent are the amount of texts and visual resources appropriate for the grade level and the time allotted for the task?		

[6] Note: This section may not apply. It will only be completed if reading or visual materials were included.

2018-2019 SCHOOL YEAR
GRADES 4-7 ELA

District Name:

OVERALL FEEDBACK ON ASSESSMENT MAPS

Strengths/Weaknesses (paragraph or bulleted list):

Recommendations (bulleted list):

OVERALL FEEDBACK ON SUMMATIVE ASSESSMENTS
Strengths/Weaknesses (paragraph or bulleted list):
Recommendations (bulleted list):

Appendix C: PACE Achievement Level Descriptor (ALD) Revision Description, Agendas, Training Slides, and Revised PACE ALDs

PACE Achievement Level Descriptor (ALD) Revision Process

[This document was provided to PACE Content Leads at the January 2019 Content Lead Training]

When: February 5, 2019 from 8:30am-4:30pm (lunch provided)

Where: Center for Assessment, 31 Mount Vernon Street, Dover, NH 03820

How: Sign-up today or RSVP to Carla Evans (cevans@nciea.org) by January 25, 2019

What to Bring: Laptop and power chord

The validity of the PACE innovative assessment system relies on teachers' professional judgment of student achievement on grade and subject area competencies. PACE annual determinations are produced using a contrasting groups standard setting methodology that uses end of year student competency scores and teacher judgment surveys to create determinations of student proficiency. The Body of Work standard setting methodology is used as a secondary method to validate PACE annual determinations. Essentially all standard setting methods involve matching achievement level descriptors (ALDs) to student performance on an assessment or other types of scores. This is true for PACE standard setting as well.

One of the goals of the PACE project is to provide annual determinations that can be comparable across PACE districts and between PACE and non-PACE districts in the state of New Hampshire. One way to accomplish this goal is to use the NH Statewide Assessment System ALDs as the basis for the PACE ALDs. Currently, the PACE ALDs are aligned to the Smarter Balanced ALDs since Smarter Balanced was the statewide assessment until recently. It is important to ensure that the PACE ALDs describe student performance at the four different achievement levels to guide teachers in making accurate judgments about student proficiency.

ALDs are descriptions of the knowledge, skills, and processes demonstrated by students in each performance level and can be written at different grain sizes based upon purpose and use. For example, policy ALDs are general descriptions of student performance most often used by policymakers to articulate the goals and rigor of the performance standards. Range ALDs are grade and subject specific descriptions of student performance typically used by test developers to guide item writing. The NH SAS ALDs[7] include both policy ALDs and range ALDs. The range ALDs use each grade and subject specific state content standard and describe what students should know and be able to do and at what depth of

[7] The NH SAS PLDs can be accessed here: https://nh.portal.airast.org/resources/general-information-resources/ Performance level descriptors (PLDs) are synonymous with achievement level descriptors (ALDs).

understanding for four performance levels: below proficient, approaching proficient, proficient, and highly proficient. Range ALDs are challenging to use for PACE standard setting because it is quite unwieldy for teachers to match upwards of thirty range ALDs to student performance over the course of the year, especially because student performance can vary considerably across content standards.

We propose gathering the PACE content leads on February 5, 2019 to review and revise the PACE ALDs for grades 3-8 ELA and math and grades 5 & 8 science. Content leads will be tasked with reviewing the NH SAS policy and range ALDs and then writing narrative/summary descriptions of performance at four achievement levels (Levels 1-4) that are aligned with the NH SAS ALDs for each grade and subject area. These descriptions will be more holistic and intended to aide PACE teachers in making accurate and reliable judgments about student proficiency on the Teacher Judgment Survey at the end of the year.

PACE **Achievement Level Descriptor (ALD) Revision**
Agenda

February 5, 2019
8:30AM—4:00PM

Center for Assessment
31 Mount Vernon Street
Dover, NH 03820

8:30am Light Refreshments, Coffee & Sign-In

8:45am Purpose/use of PACE ALDs and purpose of re-writing PACE ALDs (Scott)

9:00am Discussion about more/less important features of ALDs (Susan)

9:30am Overview of process and materials (Carla)

9:45am Break into grade/content area teams (break as needed)

- ✓ ELA → Basement Conference Room
- ✓ Math → 2nd floor Conference Room and Open Area
- ✓ Science → Scott's office

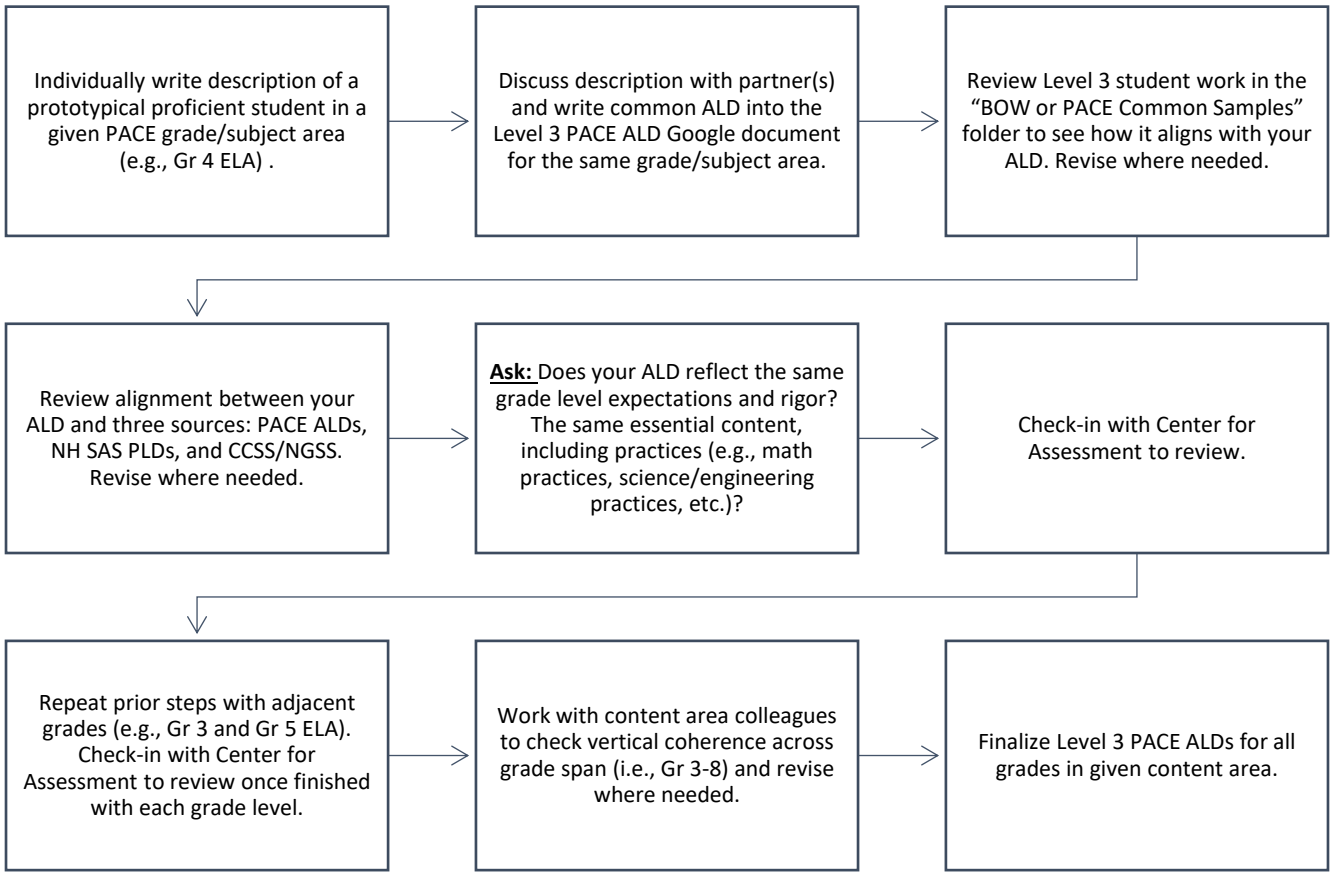
12:00pm Lunch

12:30pm Grade/content area teams (break as needed)

2:00pm Content area teams

4:00pm Adjourn

PACE ALD Revision Process Overview



Center for Assessment

Revising the PACE Achievement Level Descriptors (ALD)

February 5, 2019

Center for Assessment

Today's Agenda

8:30	Light Refreshments, Coffee & Sign-In
8:45	Purpose/use of PACE ALDs and purpose of re-writing PACE ALDs
9:00	Discussion about more/less important features of ALDs
9:30	Overview of process and materials
9:45	Break into grade/content area teams
12:00	Lunch
12:30	Grade/content area teams
2:00	Content area teams
4:00	Adjourn

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Why Are We Here?

Achievement Level Descriptors and Standard Setting

- Determining the achievement levels on PACE (e.g., proficient, advanced) or any other test usually involves matching achievement (sometimes called performance) level descriptors with scores on a test or other distribution
- **Achievement level descriptors are the foundation of this process!**
- The approach used for PACE involves capturing teacher judgments about their students relative to these achievement level descriptors.
- Once the teacher judgments are collected, we use logistic regression to identify the score (i.e., cutscores) that best separate scores into levels (i.e. the score that divides level 2 from level 3)

Center for Assessment

Challenges with setting PACE cutscores

- Given that course competencies and assessments are generally unique for each district, this process must occur for each grade/subject/district configuration
- We have many very small districts and parts of districts that challenge our statistical methods
- This challenge was significantly compounded by teacher judgments with considerably less variance than in previous years and **we pretty sure this can't be accurate**

Issues With Setting 2018 PACE Cutscores

- The challenges outlined on the previous slide caused considerably more instability and uncertainty in the cutscores when using the method we had used since 2015
- We tried an alternative method, based on pooling data across districts, that led to more stable cutscores (less statistical wobble), but we now know they were likely less accurate (valid)
  - There are many issues with the data flow that delayed us learning this until it was essentially too late

How Do We Improve Things for 2019?

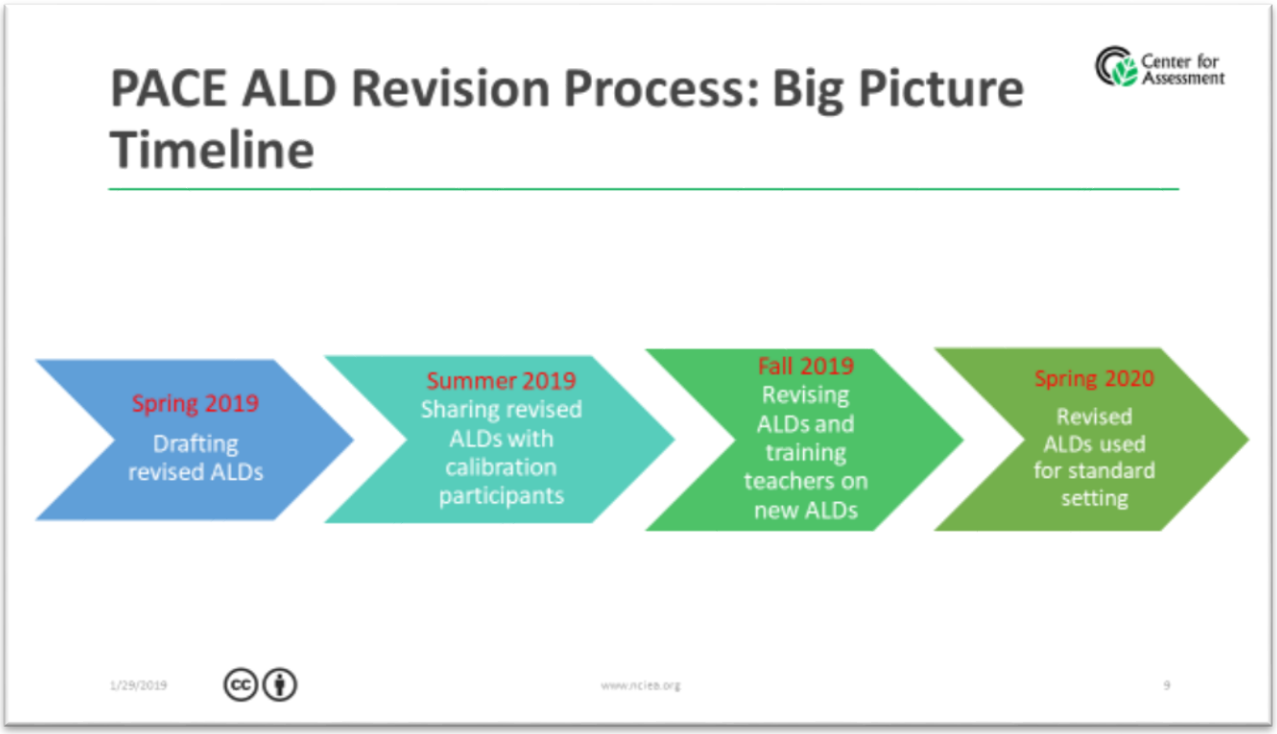
- Instituting a new data flow procedure
- Currently piloting new standard setting methods and testing them with 2017 and 2018 data
- Trying to address the issues with the teacher judgment method

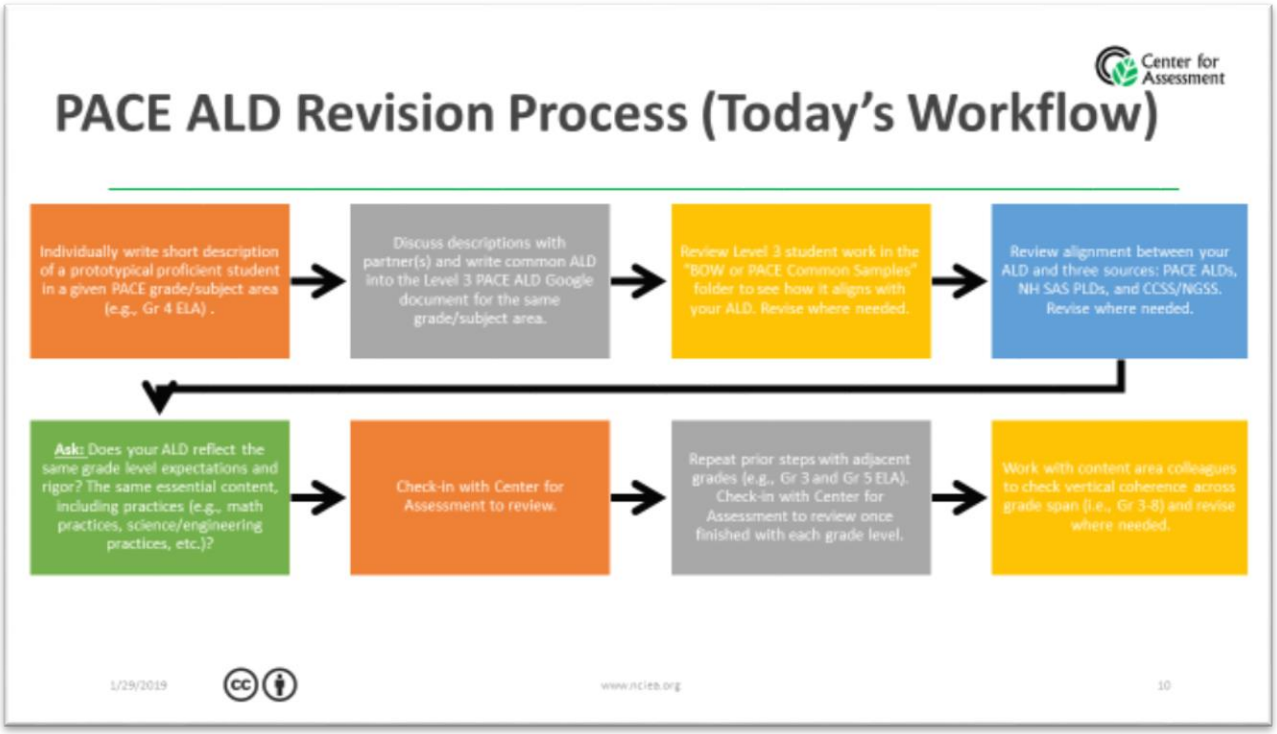
Improving the Teacher Judgment Survey Results

1. Improve the quality and reach of the training materials, including anchor sets and annotated student work samples
2. Include a "certification" test as part of the training
3. Require that certain distributional assumptions be met before submissions
4. Revise the ALDs to reduce the cognitive complexity of the task and improve the accuracy and consistency of the judgments
   - This is where you come in!

Revising the ALDs

- The current PACE ALDs were based on the Smarter Balanced ALDs…at a minimum, we need to validate them against the NH SAS ALDs
- More importantly, these ALDs are what we call "range ALDs" that essentially have descriptors for every standard
  - This is tough to keep in one's head while trying to make judgments for up to 150 students—does this ring true to you?
- Therefore, we propose creating summary descriptors that describe the prototypical student at a given performance level
  - We would also like to include exemplar student work samples associated with each ALD to help support high quality judgments


PACE ALD Revision Process: Big Picture Timeline
Center for Assessment
Spring 2019
Drafting revised ALDs
Summer 2019
Sharing revised ALDs with calibration participants
Fall 2019
Revising ALDs and training teachers on new ALDs
Spring 2020
Revised ALDs used for standard setting
1/29/2019
www.nciea.org
9


PACE ALD Revision Process (Today's Workflow)
Center for Assessment
Individually write short description of a prototypical proficient student in a given PACE grade/subject area (e.g., Gr 4 ELA) .
Discuss descriptions with partner(s) and write common ALD into the Level 3 PACE ALD Google document for the same grade/subject area.
Review Level 3 student work in the "BOW or PACE Common Samples" folder to see how it aligns with your ALD. Revise where needed.
Review alignment between your ALD and three sources: PACE ALDs, NH SAS PLDs, and CCSS/NGSS. Revise where needed.
Ask: Does your ALD reflect the same grade level expectations and rigor? The same essential content, including practices (e.g., math practices, science/engineering practices, etc.)?
Check-in with Center for Assessment to review.
Repeat prior steps with adjacent grades (e.g., Gr 3 and Gr 5 ELA). Check-in with Center for Assessment to review once finished with each grade level.
Work with content area colleagues to check vertical coherence across grade span (i.e., Gr 3-8) and revise where needed.
1/29/2019
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Features of useful ALDs

- Think about the task of completing the teacher judgment survey…
  - What has been useful about the PACE ALDs?
  - What has been challenging?
  - What features would be most helpful in the revised ALDs?
- Jot down a few features on your own
- Group sharing

Free Writing (10-15 minutes)

- Each of you (individually) will write a short description (e.g., 100-150 words) of a prototypically proficient student in a given PACE grade/subject area (e.g., Gr 4 ELA)
- Please try to describe the essential content and skills that a student performing at this level would demonstrate. Consider key distinguishing features that define this level.

Center for Assessment

Revising the PACE Achievement Level Descriptors (ALD)

July 16-17, 2019

Center for Assessment

Goal of Summer Institute

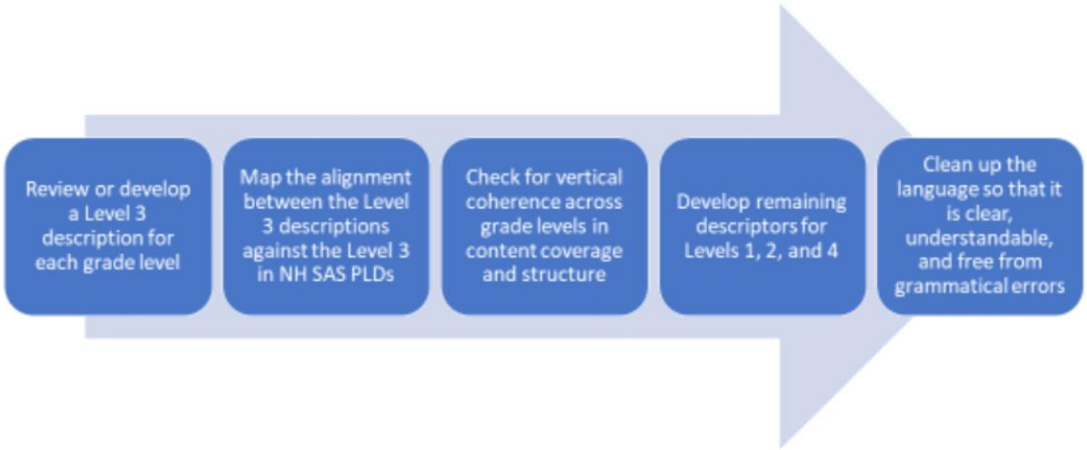
Write and revise updated Achievement Level Descriptors to create final SAS-aligned ALDs for PACE.

ALDs should be:

- Clear and understandable
- Aligned with expectations of SAS and the standards
- Represent a progression of learning across levels
- Be vertically coherent in content and structure

Center for Assessment

PACE ALD Revision Process



Center for Assessment

Materials

http://bit.ly/ALDRevision

PACE Teacher Judgment Survey Guidance (ELA ALDs)

The Teacher Judgment Survey asks you to classify your students based on grade level and content-specific Achievement Level Descriptors (ALDs). ALDs articulate the expected levels of performance related to the knowledge and skills described by the grade-level content standards.

Directions:

- The ALDs range from 1 to 4, please do not submit anything other than whole numbers.
- It is critical that every teacher first carefully reads over the ALDs. At the end of the year, the teacher should consider a student's achievement level based on a wide range of **independently completed** student work and evidence of learning.
- Look for the closest match for each student (a preponderance of evidence from the entire year), but do not assume that a student must do *everything* in the descriptor—use your best judgment.
- Students well-below grade level should receive the lowest rating (level 1) and students performing above the proficiency descriptor (level 3) should receive the highest rating (level 4).

When looking at the ELA ALDs, the bolded language indicates the focus skills for each grade level and the differences between the score level progressions. NOTE: The use of *describe* is intended to indicate a student who is recounting information; whereas, *explain* is intended to indicate a student who elaborates on how information is used. These terms are not synonymous in this document.

The descriptions are intentionally broad. For additional resources to support your interpretation of the ALDs, please consult the following documents:

- ELA Common Core Standards: http://www.corestandards.org/ELA-Literacy/
- NH Performance Level Descriptors: https://www.education.nh.gov/instruction/assessment/documents/ela_plds_grades3_8.pdf

PACE ELA ALDs – Grade 3

Level 1	Level 2	Level 3	Level 4
The level 1 student is able to read **below grade-level** or **low-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with support)** demonstrating **limited understanding by identifying explicit details.** Details include literary elements of fiction and nonfiction texts, as well as pictures and illustrations that represent **obvious evidence** from one or two texts by the same author or on the same topic**.'**	The level 2 student is able to independently read **low to moderate complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with some support)** demonstrating **basic understanding by identifying explicit details.** Details include literary elements of fiction and nonfiction texts, as well as pictures and illustrations, using **explicit evidence and simple inferences** from one or two texts by the same author or on the same topic**.**	The level 3 student is able to independently read **moderate to high complexity** grade-level texts and listen to or view various media forms demonstrating comprehension by **clearly recounting details.** Details include literary elements of fiction and nonfiction texts, as well as pictures and illustrations, as evidence when **integrating information** from one or two texts by the same author or on the same topic.	The level 4 student is able to independently read **high complexity** grade-level texts and listen to or view various media forms demonstrating **insightful** comprehension by clearly **recounting complex details.** Details include literary elements of fiction and nonfiction texts, as well as pictures and illustrations, as evidence when **integrating implicit information** from one or two texts by the same author or on the same topic.
The student supports their ideas in writing and speaking using a **limited organizational structure, vague or irrelevant language,** and **limited command** of the grade 3 language standards **which interfere with the audience understanding.**	The student supports their ideas in writing and speaking using a **basic** organizational structure, **some descriptive** language, and **some command** of the grade 3 language standards.	The student supports their ideas in writing and speaking using an **appropriate** organizational structure, **descriptive** language, and demonstrates **a command** of the grade 3 language standards**.**	The student **strategically** supports their ideas in writing and speaking using an appropriate organizational structure, descriptive language, and demonstrates **strong command** of the grade 3 language standards.

PACE ELA ALDs – Grade 4

Level 1	Level 2	Level 3	Level 4
The level 1 student is able to read **below grade-level** or **low-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with support)** demonstrating **limited understanding by identifying explicit details**. Details include literary elements of fiction and nonfiction texts, as well as pictures and illustrations that represent **obvious evidence** from o**ne or two texts** by the same author or on the same topic. The student supports their ideas in writing and speaking using a **limited organizational structure, vague or irrelevant language,** and **limited command** of the grade 4 language standards **which interfere with the audience understanding.**	The level 2 student is able to independently read **low to moderate complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with some support)** demonstrating **basic understanding by describing and explaining explicit details.** Details include literary elements of fiction and nonfiction texts, as well as pictures and illustrations that represent **obvious evidence** from **two or more texts** by the same author or on the same topic. The student supports their ideas in writing and speaking using a **basic** organizational structure, **some descriptive** language, and **some command** of the grade 4 language standards.	The level 3 student is able to independently read **moderate to high complexity** grade-level texts and listen to or view various media forms demonstrating comprehension by **clearly communicating a summary or interpretation.** This demonstration includes literary elements of fiction and nonfiction texts, as well as pictures and illustrations, as evidence when **integrating information** from two or more texts by the same author or on the same topic**.** The student supports their ideas in writing and speaking using an **appropriate** organizational structure, **concrete and figurative language,** and demonstrates a **command** of the grade 4 language standards.	The level 4 student is able to independently read **high complexity** grade-level texts and listen to or view various media forms demonstrating **insightful** comprehension by clearly communicating a **comprehensive** summary or interpretation**.** This demonstration includes literary elements of fiction and nonfiction texts, as well as pictures and illustrations, as evidence when **integrating implicit information** from two or more texts by the same author or on the same topic**.** The student **strategically** supports their ideas in writing and speaking using an appropriate organizational structure, concrete and figurative language**,** and demonstrates a **strong command** of the grade 4 language standards.

Level 1	Level 2	Level 3	Level 4
The level 1 student is able to read **below grade-level** or **low-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with support)** demonstrating **limited understanding** by **identifying and describing explicit details**. Details include literary elements of fiction and nonfiction texts, as well as pictures that represent **obvious evidence** from **one or two texts** of the **same genre**, by the **same author** or on the **same topic**.	The level 2 student is able to independently read **low to moderate complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with some support)** demonstrating **basic understanding** by **describing and explaining explicit details**. Details include literary elements of fiction and nonfiction texts, as well as pictures that represent **evidence** from one or two texts of the same genre, by the same author or on the same topic.	The level 3 student is able to independently read **moderate to high complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating comprehension by **clearly communicating a summary, interpretation, and/or analysis.** This demonstration includes the **integration of literary elements, author's craft, and/or information as evidence,** which may be in the form of quotes, from **within and across texts.**	The level 4 student is able to independently read **high complexity** grade-level texts and listen to or view various media forms demonstrating **insightful** comprehension by clearly communicating a **comprehensive** summary, interpretation, and/or analysis. This **in-depth** demonstration includes the integration of literary elements, author's craft, and/or information as evidence, which may be in the form of quotes, from within and across texts.
The student supports their ideas in writing and speaking using a **limited organizational structure**, and **vague or irrelevant language,** and **limited command** of the grade 5 language standards **which interfere with the audience understanding.**	The student supports their ideas in writing and speaking using a **basic** organizational structure, **some descriptive** language, and **some command** of the grade 5 language standards.	The student supports their ideas in writing and speaking using an **appropriate** organizational structure, **concrete and figurative language, shades of meaning,** and shows **command** of the grade 5 language standards.	The student **strategically** supports their ideas in writing and speaking using an appropriate organizational structure, concrete and figurative language, shades of meaning, and shows **strong command** of the grade 5 language standards.

PACE ELA ALDs – Grade 6

Level 1	Level 2	Level 3	Level 4
The level 1 student is able to read **below grade-level** or **low-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with support)** demonstrating **limited understanding** by **identifying and describing a basic sequence of events**. Details include literary elements of fiction and nonfiction texts that represent **literal evidence from within one or two texts.** The student presents and supports their ideas in writing and speaking using a **basic organizational structure**, **vague or irrelevant language,** and **limited command** of the Grade 6 language standards **which interferes with the audience understanding.**	The level 2 student is able to independently read **low to moderate complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with some support)** demonstrating **basic understanding** by **describing and explaining** a **simple summary, interpretation, and analysis.** This demonstration includes **explicit details, simple inferences, and paraphrasing or citing evidence** of literary elements **from one or two** fiction and nonfiction texts. The student **clearly** presents and supports their ideas in writing and speaking using a **basic, appropriate** organizational structure, **some descriptive language,** and **some command** of the Grade 6 language standards.	The level 3 student is able to independently read **moderate to high-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating **comprehension** by **clearly communicating a** summary, interpretation, analysis, and/or evaluation**.** This demonstration includes the **integration** of **literary elements, author's craft, and/or information as evidence,** which may be paraphrased or cited, **from within and across texts.** The student **coherently** presents and supports their ideas in writing and speaking using an **appropriate** organizational structure, **nuanced language, and command** of the Grade 6 language standards.	The level 4 student is able to independently read **high-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating **insightful** comprehension by clearly communicating a **comprehensive** summary**,** interpretation, analysis, and/or evaluation. This demonstration includes the **strategic use** of **accurate, precise, and thorough evidence** of literary elements, author's craft, and/or information from within and across texts. The student **strategically** presents and supports their ideas in writing and speaking, using an **effective** organizational structure, language, and vocabulary, demonstrating a **strong command** of the Grade 6 language standards.

Level 1	Level 2	Level 3	Level 4
The level 1 student is able to read **below grade-level** or **low-complexity** grade-level fiction and non-fiction texts, listen or view various media forms **(with support)** demonstrating **limited understanding** by identifying and describing a **basic sequence of events**. Details include literary elements of fiction and nonfiction texts that represent **literal evidence from within a text.**	The level 2 student is able to independently read **low to moderate complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with some support)** demonstrating **basic understanding** by **explaining and analyzing** a **simple summary, interpretation, and analysis.** This demonstration includes **explicit details**, **simple inferences, and paraphrasing or citing basic evidence** of literary elements from within and across texts.	The level 3 student is able to independently read **moderate to high-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating **comprehension** by **clearly communicating a summary, interpretation, analysis, and/or evaluation.** This demonstration includes the **integration** of **literary elements, author's craft, and/or information as evidence,** which may be paraphrased or cited, **from within and across texts.**	The level 4 student is able to independently read **high-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating **insightful** comprehension by clearly communicating a **comprehensive** summary, interpretation, complex analysis, and/or evaluation. This demonstration includes the **strategic use** of **compelling** and thorough evidence of literary elements, author's craft, and/or information from within and across texts.
The student presents and supports their ideas in writing and speaking using a **basic organizational structure, vague or irrelevant language,** and **limited command** of the Grade 7 language standards, **which interferes with the audience understanding.**	The student **clearly** presents and supports their ideas in writing and speaking using a basic, **appropriate** organizational structure, **some descriptive language**, and **some command** of the Grade 7 language standards.	The student **coherently** presents, **acknowledges opposing claims,** and supports their ideas in writing and speaking using an **appropriate** organizational structure, **nuanced language, and a command** of the Grade 7 language standards	The student **strategically** presents, acknowledges and **evaluates** opposing claims, and supports their ideas in writing and speaking, using an **effective and skillful** organizational structure, language, and vocabulary demonstrating a **strong command** of the Grade 7 language standards.

Level 1	Level 2	Level 3	Level 4
The level 1 student is able to read **below grade-level** or **low-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with support)** demonstrating **limited understanding** by **identifying and explaining** a **basic retelling of the text**. This demonstration includes literary elements of fiction and nonfiction texts that represent **literal evidence from within a text.** The student presents and supports their ideas in writing and speaking using **basic structure, vague or irrelevant language, and limited command** of the Grade 8 language standards, **which interferes with the audience understanding.**	The level 2 student is able to independently read **low to moderate complexity** grade-level fiction and non-fiction texts, listen to or view various media forms **(with some support)** demonstrating **basic understanding** by **explaining and analyzing** a **simple objective summary, interpretation, and analysis.** This demonstration includes **explicit details**, **simple inferences, and paraphrasing/citing evidence** of literary elements from within and across texts. The student **clearly** presents and supports their ideas in writing and speaking using a basic, **appropriate** organizational structure, **some descriptive language,** and **some command** of the Grade 8 language standards.	The level 3 student is able to independently read **moderate to high-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating **comprehension** by **clearly** communicating a summary, interpretation, analysis, and/or evaluation. This demonstration includes the **integration** of **literary elements, author's craft, and/or information as evidence,** which may be paraphrased or cited, **from within and across texts.** The student **coherently** presents, **acknowledges opposing claims,** and supports their ideas in writing and speaking using an appropriate organizational structure, **nuanced language, and command** of the Grade 8 language standards.	The level 4 student is able to independently read **high-complexity** grade-level fiction and non-fiction texts, listen to or view various media forms demonstrating **insightful** comprehension by clearly communicating a **comprehensive** summary, interpretation, **complex** analysis, and **evaluate the reliability and credibility of texts**. This demonstration includes the **strategic use** of **compelling and thorough evidence** of literary elements, author's craft, and/or information from within and across texts. The student **strategically** presents, acknowledges and **evaluates** opposing claims, and supports their ideas in writing and speaking, using an **effective and skillful** organizational structure, language, and vocabulary demonstrating a **strong command** of the Grade 8 language standards.

PACE Teacher Judgment Survey Guidance (MATH ALDs)

The Teacher Judgment Survey asks you to classify your students based on grade level and content-specific Achievement Level Descriptors (ALDs). ALDs articulate the expected levels of performance related to the knowledge and skills described by the grade-level content standards.

Directions:

- The ALDs range from 1 to 4, please do not submit anything other than whole numbers.
- It is critical that every teacher first carefully reads over the ALDs. At the end of the year, the teacher should consider a student's achievement level based on a wide range of **independently completed** student work and evidence of learning.
- Look for the closest match for each student (a preponderance of evidence from the entire year), but do not assume that a student must do *everything* in the descriptor—use your best judgment.
- Students well-below grade level should receive the lowest rating (level 1) and students performing above the proficiency descriptor (level 3) should receive the highest rating (level 4).

When looking at the math ALDs, you will notice that a portion of the descriptors are in italics and designated as "supporting." This is intended to indicate content that exists within the standards but does not represent the major focus of the grade level. When considering a student's overall achievement level, evidence related to the major work of the course should have more weight in your judgment than evidence related to supporting areas.

The descriptions are intentionally broad. For additional resources to support your interpretation of the ALDs, please consult the following documents:

- Math Common Core Standards: http://www.corestandards.org/Math/
- NH Performance Level Descriptors: https://www.education.nh.gov/instruction/assessment/documents/math_plds_grades3_8.pdf

PACE MATH ALDs – Grade 3

Level 1	Level 2	Level 3	Level 4
The level 1 student demonstrates an incomplete understanding of place value of whole numbers with significant misconceptions. The student inconsistently solves multi-digit digit whole number addition and subtraction within 1,000, with significant support. The student inconsistently multiplies or divides single-digit numbers within 100, with significant support. The student relies on significant support to be able to interpret and approach problems involving area in the context of a real world problem. The student demonstrates an incomplete and/or misinformed understanding of fractions as numbers, unit fractions, and fraction equivalence. The student is not yet able to compare fractions less than, equal to, or greater than one whole without significant support. *Supporting:* *The level 1 student inconsistently solves problems involving measurement, with significant support.* *The student is not yet able to independently represent or interpret data. The student requires significant support in order to describe properties of two-dimensional shapes.*	The level 2 student demonstrates a partial understanding of place value of whole numbers. The student is not yet fluent with multi-digit whole number addition and subtraction, within 1,000 but can demonstrate some independence. The student is not yet fluent with single-digit multiplication and division facts within 100 but can demonstrate some independence. The student shows inconsistencies when solving problems involving area in the context of a real world problem, but can demonstrate some independence. The student demonstrates a partial understanding of fractions as numbers, unit fractions, fraction equivalence, and the ability to compare fractions less than, equal to, or greater than one whole. *Supporting:* *The level 2 student has difficulty solving problems involving measurement, but can demonstrate some independence.* *The student is inconsistently able to represent and interpret data. The student can provide correct but incomplete descriptions, analysis, and comparisons of the properties of two-dimensional shapes.*	The level 3 student consistently demonstrates an understanding of place value of whole numbers, models flexible use of strategies to show and explain their thinking within real-world contexts and reasons mathematically. The student demonstrates fluency with multi-digit whole number addition and subtraction, within 1,000, through the use of flexible strategies such as properties of operations and place value understanding. The student demonstrates fluency of single-digit multiplication and division facts within 100, and represents and solves problems involving multiplication and division within 100, by using drawings and equations to represent real world situations. The student solves problems involving area by applying understanding of additive and multiplicative reasoning, in the context of a real world problem. Through the use of visual models, including number lines, the student demonstrates a full understanding of fractions as numbers, unit fractions, fraction equivalence, and the ability to compare fractions less than, equal to, or greater than one whole. *Supporting:* *The level 3 student consistently solves problems involving measurement, including area and perimeter, estimation of intervals of time, liquid volumes, and masses of objects.*	The level 4 student has a deep understanding of place value of whole numbers and can use this understanding with the properties of operations to perform multi-digit arithmetic. The student can fluently add and subtract multi-digit whole numbers, within 1,000, using the most efficient strategies for the given numbers and scenarios. The student is able to use efficient strategies to calculate products and dividends of whole numbers within 100. By comparing and explaining a variety of solution strategies, students demonstrate a conceptual understanding of the relationship between multiplication and division. The student can apply their understanding of area to make sense of novel problems and persevere in solving them. The student can use and explain the formula for area to justify their thinking. The student can solve problems that involve fractions, applying their foundational understanding to real world situations. The student can demonstrate their understanding through a variety of visual models, equations, and abstract reasoning. *Supporting:* *The level 4 student attends to precision to solve complex problems involving measurement, including area and perimeter, estimation of intervals of time, liquid volumes, and masses of objects.* *The student has an understanding of the most effective way to represent data to aid in interpretation. The student can clearly describe,*

		The student represents and interprets data, and describes, analyzes, and compares properties of two-dimensional shapes.	*analyze, and compare properties of two-dimensional shapes.*

PACE MATH ALDs – Grade 4

Level 1	Level 2	Level 3	Level 4
The level 1 student inconsistently demonstrates an understanding of place value of up to six-digit whole numbers, with significant support. The student has not yet demonstrated procedural fluency with multi-digit whole number addition and subtraction. The student struggles to solve multi-digit multiplication problems and division problems with one-digit divisors and requires significant support. The student has not yet demonstrated an understanding of fraction equivalence and ordering. The student has difficulty solving addition and subtraction of fractions with like denominators, and requires significant support to multiply fractions by whole numbers. The student requires significant support to draw and identify lines and angles, and is not yet able to classify shapes by properties of their lines and angles. <u>Supporting:</u> *The level 1 student requires significant support to approach and solve problems involving data, measurement, area and perimeter, angle measurement, and conversions.* *The student is not yet able to use decimal notation for fractions with denominators of 10 or 100.*	The level 2 student demonstrates a partial understanding of place value of up to six-digit whole numbers. The student demonstrates partial procedural fluency with multi-digit whole number addition and subtraction. The student needs some assistance to solve multi-digit multiplication problems, and division with one-digit divisors. The student is beginning to demonstrate an understanding of fraction equivalence and ordering. The student solves addition and subtraction of fractions with like denominators, and multiplies fractions by whole numbers with some assistance. The student attempts to draw and identify lines and angles independently, and can inconsistently classify shapes by properties of their lines and angles. <u>Supporting:</u> *The level 2 student is beginning to independently solve problems involving data, measurement, area and perimeter, angle measurement, and conversions, with little attention to precision.* *The student can use decimal notation for fractions with denominators of 10 or 100 with assistance, with some inconsistencies.*	The level 3 student consistently demonstrates an understanding of place value of up to six-digit whole numbers, models flexible use of strategies to show and explain their thinking within real world applications, and reasons mathematically. The student demonstrates procedural fluency with multi-digit whole number addition and subtraction. Through the use of flexible strategies based on properties of operations and place value understanding, the student solves multi-digit multiplication problems, and division with one-digit divisors. The student demonstrates a consistent understanding of fraction equivalence and ordering. Through the use of visual models, unit fraction understanding, and equations, the student solves addition and subtraction of fractions with like denominators, and multiplies fractions by whole numbers in the context of real-world applications. The student draws and identifies lines and angles, and can accurately classify shapes by properties of their lines and angles. <u>Supporting:</u> *The level 3 student consistently solves problems involving data, measurement, area and perimeter, angle measurement,*	The level 4 student can independently demonstrate a deep understanding of place value of up to six-digit whole numbers and can use this understanding to look for and make use of structure in performing arithmetic. The student has developed fluency with efficient procedures for multiplying and dividing whole numbers. The student understands and can explain why the procedures work based on place value and properties of operations The student can construct viable arguments and critique the reasoning of others regarding fraction equivalence and fraction ordering. The student can reason quantitatively to solve addition and subtraction of fractions with like denominators and multiply fractions by whole numbers. The student can analyze and compare two-dimensional shapes. The student has a deep understanding of the properties of two dimensional objects, and can use the properties to solve problems using symmetry. <u>Supporting:</u> *The level 4 student can strategically select appropriate tools to solve complex real world problems involving data, measurement, area and perimeter, angle measurement, and conversions.*

		and conversions, while attending to precision. *The student can consistently use decimal notation for fractions with denominators of 10 or 100.*	*The student can fluently convert between decimals and fractions with denominators of 10 and 100 while looking for and expressing regularity in repeated reasoning.*

Level 1	Level 2	Level 3	Level 4
The level 1 student has foundational misconceptions related to place value of whole numbers and decimals. The student requires significant support to approach and solve whole number multi-digit multiplication and division, or decimal operations to the hundredths. The student inconsistently solves problems involving volume, with significant support. The student may be able to add, subtract, or multiply fractions but is not yet able to use quantitative reasoning to solve or explain these problems. <u>Supporting:</u> *The level 1 student may be able to locate or graph points in the first quadrant of the coordinate plane, but is not yet able to make interpretations without significant support.* *The student may be able to identify some properties of two-dimensional figures but is not yet able to classify two-dimensional figures into categories based on their properties.*	The level 2 student demonstrates a basic understanding of place value of whole numbers and decimals. The student demonstrates some independence and partial fluency with whole number multi-digit multiplication and division; and decimal operations to the hundredths. Student work may contain errors or minor misconceptions. The student attempts to independently solve problems involving volume, but may show errors or misconceptions. The student inconsistently applies fractional reasoning to add, subtract, and multiply fractions. <u>Supporting:</u> *The level 2 student can locate, graph and interpret points in the first quadrant of the coordinate plane, with some errors or misconceptions.* *The student can classify two-dimensional figures into categories based on their properties, with some errors or misconceptions.*	The level 3 student consistently demonstrates an strong understanding of place value of whole numbers and decimals, models flexible use of strategies to show and explain their thinking within real world applications (including situations involving conversions and numerical expressions), and reasons mathematically. The student demonstrates procedural fluency with whole number multi-digit multiplication, division and decimal operations to the hundredths with the use of flexible strategies based on place value understanding. The student solves problems involving volume by applying understanding of additive and multiplicative reasoning, in the context of real world problems. The student applies fractional reasoning to add, subtract, and multiply fractions with like and unlike denominators, including mixed numbers, through the use of visual models and equations in contextual situations. <u>Supporting:</u> *The level 3 student can consistently locate, graph, and interpret points in the first quadrant of the coordinate plane.* *The student can consistently and accurately classify two-dimensional figures into categories based on their*	The level 4 student consistently demonstrates a deep understanding of place value within complex applications. The student can reason abstractly and quantitatively. The student looks for and makes use of structure when performing whole number multi-digit multiplication, division, and decimal operations to the hundredths. The student can apply their understanding of volume to solve new and novice real world situations. The student makes sense of complex problems involving volume and perseveres in solving them by applying a deep understanding of additive and multiplicative reasoning. The student is fluent in calculating sums and differences of fractions. The student can also use the meaning of fractions, and the relationship between multiplication and division, to understand and explain why the procedures for multiplying and dividing fractions make sense. <u>Supporting:</u> *The level 4 student can use the first quadrant of the coordinate plane to model and interpret points in the context of a real world situation or novel scenario.* *The student can construct viable arguments and critique the reasoning of*

		properties.	*others related to classifications of two-dimensional figures into categories based on their properties.*

PACE MATH ALDs – Grade 6

Level 1	Level 2	Level 3	Level 4
The level 1 student is beginning to be able to approach and work through ratio and rate problems, with significant support. The student has inconsistent understanding and requires significant support with fraction operations, algebraic thinking, and/or summarizing data distributions. The student struggles to persevere in problem solving and may have foundational misconceptions. <u>Supporting:</u> *The level 1 student is not yet able to understand and work with negative numbers without significant support.* *The student struggles to find the area of simple shapes.*	The level 2 student attempts to apply previous understandings about multiplication and division to solve ratio and rate problems. The student can demonstrate some independence with fraction operations, algebraic thinking, and summarizing data distributions. Some errors or minor misconceptions may be present. <u>Supporting:</u> *The level 2 student has a basic understanding of negative numbers but may have minor misconceptions or frequent errors when applying concepts of negative numbers to solve problems.* *The student can typically find the area of simple shapes, but inconsistently calculates the area of more complex shapes.*	The level 3 student applies previous understandings about multiplication and division to solve ratio and rate problems, and calculate unit rate. The student demonstrates fluency in fraction operations. The student can apply knowledge of fractions to explain why the procedure for dividing fractions makes sense. The student understands the use of variables and is able to apply this knowledge to write and evaluate expressions in order to solve simple, one-step equations. The student can analyze data to determine median, mean and variability. <u>Supporting:</u> *The level 3 student can order and find the absolute value of negative integers, and reason about the location of points in a four quadrant coordinate plane.* *The student can reason about the relationships among shapes to determine area, surface, and volume using rational numbers.*	The level 4 student can solve a wide variety of real world problems with ratios and rates, and can make connections between ratios and fractions. The student shows fluency with fraction operations by reasoning abstractly and/or quantitatively to make sense of complex problems. The student can fluently solve equations algebraically by strategically selecting and applying properties of inverse operations. The student understands how to appropriately select, apply, and interpret measures of central tendency and variability in real-world contexts. <u>Supporting:</u> *The level 4 student can apply their understanding of negative numbers to find the distance between points on a number line or coordinate plane.* *Student can develop and justify formulas for area of triangles and parallelograms. Student can find area and surface area of more complex figures by decomposing them.*

PACE MATH ALDs – Grade 7

Level 1	Level 2	Level 3	Level 4
The level 1 student requires significant support in making sense of problems related to proportional reasoning, rational number operations, and algebraic reasoning. <u>Supporting:</u> *The level 1 student has a foundational knowledge of geometric shapes but still requires substantial support in spatial reasoning.* *The student is able to calculate or compare statistical measures, but lacks foundational understanding of how statistical measures relate to the underlying data and the populations they represent.* *The student able to calculate the probability of an event with significant support, but is not yet able to develop, use and evaluate probability models.*	The level 2 student can demonstrate some independence with proportional reasoning and rational number operations. The student does not yet draw the connection between proportional reasoning and algebraic reasoning. <u>Supporting:</u> *The level 2 student has a beginning understanding of spatial reasoning and can inconsistently solve problems involving circles, triangles, prisms and pyramids.* *The student demonstrates some independence in using statistical measures to compare and discuss populations, but may have minor misconceptions.* *The student attempts to develop, use and evaluate probability models to predict the probability of an event.*	The level 3 student shows fluency with proportional reasoning (ratios, percent, proportions, scale factor) and rational number operations (decimals, fractions, integers). The student is able to apply their understanding of proportional reasoning to access basic algebraic reasoning (variables, expressions, simple equations and translating word problems into equations). <u>Supporting:</u> *The level 3 student shows fluency in spatial reasoning when solving real-world geometric problems involving circles, triangles, prisms and pyramids.* *The student shows fluency using statistical measures to compare and discuss populations (central tendency and variability), with attention to precision in language and calculation.* *The student can consistently develop, use and evaluate probability models for real world scenarios.*	The level 4 student uses their fluency with proportional reasoning and rational numbers to make connections beyond basic algebraic reasoning (such as functions, systems of equations, etc.). The student can make sense of novel problems and persevere in solving them by reasoning abstractly and quantitatively and developing mathematical models. <u>Supporting:</u> *The level 4 student efficiently solves spatial reasoning problems, and begins to look for and make use of structure by making connections between related shapes and their characteristics.* *The student can use data and statistical measures to critique the reasoning of others. The student can predict how adding a new data point will impact the statistical measures.* *The student can develop a probability model, and use it to find and compare probabilities of events. The student looks for and expresses regularity in repeated reasoning when calculating probabilities and developing models.*

PACE MATH ALDs – Grade 8

Level 1	Level 2	Level 3	Level 4
The level 1 student requires significant support to engage in algebraic reasoning. The student has foundational misconceptions related to multiple key concepts. The student struggles with the calculations associated with square roots, cube roots, powers of ten, and writing numbers in scientific notation. <u>Supporting:</u> *The level 1 student requires significant support to solve problems using the Pythagorean Theorem.* *The student may be able to plot shapes on the coordinate plane but needs significant support in understanding how shapes can be transformed.* *The student can calculate volume for a limited set three-dimensional shapes, with support.* *The student is able to use a calculator or online tool to support data analysis with significant assistance.*	The level 2 student demonstrates some independence in algebraic reasoning. The student may have minor misconceptions or errors. The student is approaching fluency in calculating square roots, cube roots, powers of ten, and writing numbers in scientific notation. <u>Supporting:</u> *The level 2 student demonstrates some independence in using the Pythagorean Theorem to calculate unknown quantities.* *The student can inconsistently apply transformations in the coordinate plane and attempt to describe the resulting effect.* *The student attempts to solve real-world problems involving volume of simple three dimensional shapes, but may select tools inappropriately.* *The student has a beginning understanding of how to use a calculator or online tool to calculate a limited set of statistical procedures.*	The level 3 student shows fluency in algebraic reasoning with linear functions, linear equations, and linear inequalities through graphs, written form, solutions sets, transforming equations, and simultaneous linear equations. The student consistently demonstrates understanding the relationship between squares and square roots, cubes and cube roots and can fluently convert between them. Similarly, the student is fluent in using powers of ten to write numbers in scientific notation. <u>Supporting:</u> *The level 3 student can fluently apply the Pythagorean Theorem to make sense of and solve real world problems.* *The student can fluently transform figures in the coordinate plane, and clearly describe the resulting effect with attention to precision.* *The student can consistently solve real-world problems involving volume of cylinders, cones and spheres.* *The student can effectively use a calculator, or online tool for data analysis (e.g., line of best fit using bivariate data, detecting outliers).*	The level 4 student can use their fluency with algebraic reasoning to model and solve systems of linear equations. The student can justify their reasoning and critique the reasoning of others. The student may also be able to model and solve a system of linear inequalities. The student uses their fluency of square roots, cube roots, and scientific notation to make sense of real world problems and persevere in solving them. The student draws connections between root operations and algebraic reasoning. <u>Supporting:</u> *The level 3 student can construct viable arguments to derive and explain the Pythagorean Theorem.* *The student is able to extend their knowledge of transformations by predicting what would happen when two or more transformations are used simultaneously.* *The student can use their fluency in spatial reasoning to describe the relationships among spheres, cones, and cylinders. Students are able to reason abstractly and quantitatively about the derivation of the volume formulas for these shapes.* *The student can strategically select appropriate online or calculator functions to efficiently run data analysis and solve statistical problems. The student may also be able to effectively assist others by explaining the role of the tool in carrying out key functions associated with data analysis.*

PACE Teacher Judgment Survey Guidance (SCIENCE ALDs)

The Teacher Judgment Survey asks you to classify your students based on grade level and content-specific Achievement Level Descriptors (ALDs). ALDs articulate the expected levels of performance related to the knowledge and skills described by the grade-level content standards.

Directions:

- The ALDs range from 1 to 4, please do not submit anything other than whole numbers.
- It is critical that every teacher first carefully reads over the ALDs. At the end of the year, the teacher should consider a student's achievement level based on a wide range of **independently completed** student work and evidence of learning.
- Look for the closest match for each student (a preponderance of evidence from the entire year), but do not assume that a student must do *everything* in the descriptor—use your best judgment.
- Students well-below grade level should receive the lowest rating (level 1) and students performing above the proficiency descriptor (level 3) should receive the highest rating (level 4).

When looking at the science ALDs, you will notice that the descriptions focus primarily on characterizing student skills related to the science and engineering practices at each of the levels. These descriptions should be interpreted in the context of your grade level content outlined in the cross cutting concepts and disciplinary core ideas for your grade level.

The descriptions are intentionally broad. For additional resources to support your interpretation of the ALDs, please consult the following documents:

- Next Generation Science Standards: https://www.nextgenscience.org/
- NH Performance Level Descriptors: (forthcoming)

PACE SCIENCE ALDs – Grade 5

Level 1	Level 2	Level 3	Level 4
The Level 1 student is able to use some scientific or engineering practices, although inconsistently, and struggles to appropriately apply the practices to investigating scientific phenomena related to grade-level content. The student generates questions, but ones that are generally not scientific in nature (e.g., untestable or unrelated to the problem). The student forms hypotheses that are not related to given facts. The Level 1 student makes observations, but generally in an unsystematic way. The student attempts to create tables and/or graphs that are incomplete or do not communicate results. The student struggles to develop models to describe and predict systems. The Level 1 student may attempt to generate conclusions or arguments, but shows weak or no connections among the data, research questions, grade-level content, or cross-cutting concepts.	The level 2 student inconsistently uses scientific and engineering practices and grade-level content investigate scientific phenomena. The student generates questions and hypotheses that are testable and/or partially connected to the problem, such as basing the question on observations rather than investigating the impact of changing a variable. The student can generally carry out simply investigations. The student forms predictions that are related to given facts but not supported by reasoning. The student is generally able to accurately collect qualitative or quantitative data and make related observations. The student is able to conduct simple analyses, including using multiple data sets, and can create basic graphs and/or tables with some inaccuracies in the representation. The student develops and revises simple models that generally describe and predict systems. The Level 2 student generates conclusions but does not consistently connect the results of the investigation to the research question, or cross-cutting concepts, or scientific theory to form a defensible argument. However, the Level 2 student is able to gather information from text and media with basic connections to support the claims. The Level 2 student reflects on the results of the investigation but does not accurately connect data to the question being asked/problems.	The level 3 student uses scientific and engineering practices and grade-level content knowledge to investigate authentic scientific phenomena. The Level 3student develops testable, scientific questions and falsifiable hypotheses that demonstrate an understanding of grade-level content and cross-cutting concepts. The student can consistently plan and carry out simple investigations, collecting both quantitative and qualitative data and related observations. The student appropriately analyzes data, including comparing multiple datasets, and accurately communicates the results of the investigations using graphs and/or tables. The student develops and revises models to describe and predict systems. The student constructs evidence-based arguments using the results of investigations and models to draw connections with the cross cutting concepts and previous research or theory gathered from grade-appropriate texts and/or other reliable media. The Level 3 student reflects on the results of the investigation, including references to the data and how the data connects to the question asked/problem being solved as well as understanding the	The level 4 student consistently uses scientific and engineering practices to investigate authentic scientific phenomena in ways that reflect a deep understanding of key grade-level content and cross-cutting concepts. The student develops testable, scientific questions and falsifiable hypotheses that draw on real-world connections, prior research, or accurate interpretation/understanding of past experiences. The Level 4 student consistently carries out complex investigations are complex, examining the roles of multiple variables in a system, gathering relevant quantitative and qualitative data, as appropriate. The Level 4 student appropriately analyzes data, including comparing multiple data sets, and accurately communicates the results of the investigations using graphs and/or tables to explain and identify relationships in phenomena, and identify relevant patterns. The student develops and evaluates multiple models to represent the same data and to describe and predict the results of the investigation on real world systems. The Level 4 student constructs evidence-based arguments using the results of investigations and models to draw connections with the cross cutting concepts and previous research or theory gathered from grade-appropriate texts and/or other reliable media. Explanations of data sets go beyond observations to include potential factors that influenced the observed results. The student uses results and scientific theory to draw

		potential sources of error that could affect the results of the investigation.	conclusions related to real world events.

PACE SCIENCE ALDs – Grade 8

Level 1	Level 2	Level 3	Level 4
The Level 1 student is able to use some scientific or engineering practices, although inconsistently, and struggles to appropriately apply the practices to investigating scientific phenomena related to grade-level content. The student generates questions, but ones that are generally not scientific in nature (e.g., untestable or unrelated to the problem). The student forms hypotheses that are not related to given facts. The Level 1 student makes observations, but generally in an unsystematic way. The student attempts to create tables and/or graphs that are incomplete or do not communicate results. The level 1 student does not demonstrate an understanding of the engineering design process. The student creates a prototype or multiple prototypes, but does not supply reasoning and/or record results. The student struggles to develop models to describe and predict systems. The Level 1 student may attempt to generate conclusions or arguments, but shows weak or no connections among the data, research questions, grade-level content, or cross-cutting concepts.	The level 2 student inconsistently uses scientific and engineering practices and grade-level content investigate scientific phenomena. The Level 2 student is able to generate scientific questions that are testable or related to the problems, but the relationship among variables is unclear or misidentified. The student can generally design and carry out simply investigations. The student is generally able to collect qualitative or quantitative data and make related observations. The Level 2 student demonstrates partial understanding of the engineering design process. The student does not demonstrate an understanding of the relationship between variables and results. The student is able to conduct simple or partial analyses and can create basic graphs and/or tables with some inaccuracies in the representation. The student develops and revises simple models that generally describe and predict systems. The Level 2 student generates conclusions but does not consistently connect the results of the investigation to the research question, or cross-cutting concepts, or scientific theory to form a defensible argument. However, the Level 2 student is able to gather information from text and media with basic connections to partially support the claims. The Level 2 student reflects on the results of the investigation but does not accurately connect data to the question being asked/problems.	The level 3 student uses scientific and engineering practices and grade-level content knowledge to design controlled experiments when possible to investigate authentic scientific phenomena. The Level 3 student develops testable, scientific questions and falsifiable hypotheses that demonstrate an understanding of grade-level content and cross-cutting concepts. The student can consistently plan and carry out investigations with two variables, collecting both quantitative and qualitative data and related observations. The student appropriately analyzes data, including comparing multiple datasets, and independently and accurately communicates the results of the investigations using graphs and/or tables to visually represent the data. The student develops and revises models to describe and predict systems. The level 3 student provides evidence of an understanding of the engineering design process, including defining the problem, researching, brainstorming, and testing solutions that meet the criteria and constraints of the problem. The student collects data from this iterative process and communicates a causal relationship between variables and results. The Level 3 student summarizes results and draws conclusions using evidence-based arguments to support claims to draw connections with the cross cutting concepts and previous research or theory gathered from grade-appropriate texts and/or other reliable media. The Level 3 student reflects on the results of the investigation, including references to the data and how the data connects to the question asked/problem being solved as well as understanding the potential sources of error that could affect the results of the investigation.	The level 4 student consistently uses scientific and engineering practices to investigate authentic scientific phenomena in ways that reflect a deep understanding of key grade-level content and cross-cutting concepts. The student develops testable, scientific questions and falsifiable hypotheses that draw on real-world connections, prior research, or accurate interpretation/understanding of past experiences. The Level 4 student consistently carries out complex investigations are complex, examining the roles of multiple variables in a system, gathering relevant quantitative and qualitative data, as appropriate. The Level 4 student appropriately analyzes data, including comparing multiple data sets, and accurately communicates the results of the investigations using graphs and/or tables to explain and identify relationships in phenomena, and identify relevant patterns. The student develops and evaluates multiple models to represent the same data and to describe and predict the results of the investigation on real world systems. The Level 4 student constructs evidence-based arguments using the results of investigations and models to draw connections with the cross cutting concepts and previous research or theory gathered from grade-appropriate texts and/or other reliable sources. The Level 4 student addresses implications beyond the classroom, including global issues, and can explain how science and engineering relates to daily life. The student makes relevant connections to scientific theories and engineering processes. The student evaluates the strengths and limitations of models.

Appendix D: PACE Accommodations Guide (Revised 01/02/19)

Designated Supports, Accommodations, and Universal Tools Guide for PACE Common Tasks

In order to ensure the validity of PACE common task results, the PACE districts have established the following accommodation guidelines. These guidelines are consistent with approved accommodations for the New Hampshire Statewide Assessment System (NH SAS). The NH PACE Accommodation Guide describes the designated supports, accommodations, and universal tools that students are permitted to use on a NH PACE common performance tasks. *Not all designated supports, accommodations, or universal tools will be applicable.* This Guide provides guidelines for school-level personnel and decision-making teams to use in selecting accommodations for students who need them. Accommodations need to be identified prior to assessment administration. See the PACE Data Collection Protocols for information about how to record and submit accommodations provided to the sample of 20 students per PACE Common Task.

What Are Universal Tools?

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the performance task or separate from it. Universal tools are available to all students based on student preference and selection. The Universal Tools listed in the document are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines.

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the NH PACE common task assessments. The following accommodations are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines. They allow these students to show what they know and can do. The New Hampshire Department of Education has identified accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to write or use a computer (if applicable). These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

What Are Designated Supports?

Designated Supports are available for use by **only those students** for whom the need has been identified by a team of educators (in the school) in collaboration with the parent/guardian. Designated Supports are not modifications. They yield valid scores that count as participation in the NH PACE assessment system. It is necessary to use the Designated Supports in a manner that is consistent with the guidelines that are part of the ESSA requirements. It is **highly recommended** that a consistent process be used to determine these supports for individual students. At no time should Designated Supports be used as a Universal Tool. All educators making these decisions should be trained on the process of assigning Designated Supports and be made aware of such. The NH Department of Education has identified digitally-embedded and non-embedded Designated Supports for students for whom an education team has indicated a need. **Designated Supports need to be identified prior to assessment administration. Any non-embedded designated supports (i.e., human reader, human scribe) must be acquired prior to testing.**

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Video Playback Controls Tool Type: *Universal Tool*	Common video playback functionality such as a scrubber, mute/unmute, and full screen.	For use when videos are present.
Audio Playback Controls Tool type: *Universal Tool*	Audio tools that allow the student to alter the speed, pitch, and volume of embedded test audio.	Universal tools are accessibility resources of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Desmos Calculator Tool Type: *Universal Tool*	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button.	When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Dictionary Tool Type: *Universal Tool*	English Merriam Webster's dictionary.	The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Enhanced Contrast Tool Type: *Universal Tool*	Change the contrast on the menu button so that it is more visible to low vision students.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Expandable Items Tool Type: *Universal Tool*	Allows the students to expand the items similar to the expandable passage feature.	Students needing more space on the screen for items and/or passages may use this tool.
Expandable Passages Tool Type: *Universal Tool*	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.	Students needing more space on the screen for items and/or passages may use this tool.
Global Notes Tool Type: *Universal Tool*	Global Notes is a notepad. The student clicks on the notepad icon for the notepad to appear.	Students needing an area to collect notes and or jot down ideas may use this tool.
Highlight Tool Type: *Universal Tool*	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.	Students needing a tool to help them organize and denote ideas can use this too.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Mark for Review Tool Type: *Universal Tool*	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.	Allows the student a method to remind them to review an item before submitting the test.
Masking Tool Type: *Universal Tool*	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Periodic Table Tool Type: *Universal Tool*	Tabular arrangement of the chemical elements, ordered by their atomic number, electron configuration, and recurring chemical properties	Some items on the Science test require the use of the Periodic Table.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Print Size/Zoom Tool Type: *Universal Tool*	A tool for making text or other graphics in a window or frame appear larger on the screen. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen.	The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Strikethrough Tool Type: *Universal Tool*	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.	Allows students to focus on potential answers without the distraction of other options.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Presentation Tool type: *Accommodation*	Displays test content in available alternate languages.	If the student requires an alternate language, as documented in their IEP or 504 plan, the appropriate language should be assigned or a human translator can be given to translate the test orally to the student.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Text to Speech Tool Type: *Designated Support* *Accommodation*	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. **This accommodation is appropriate for a very small number of students.**	Text-to-speech is available as an *accommodation* for students whose need is documented in an IEP or 504 plan **or** *a designated support* for those students for whom this support has been deemed necessary by the school's educational support team prior to the test. Text-to-speech will not be an available accommodation for reading portion of the ELA test. It will be available for the writing portion of the ELA test. Content experts agree that this accommodation should not be provided during the reading portion because it would compromise the construct being measured. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Embossing Tool Type: *Designated Support* *Accommodation*	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	Students with visual impairments may read Braille via embosser technology. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Streamlined Mode Tool Type: *Designated Support* *Accommodation*	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format.
Braille Type Tool Type: *Designated Support* *Accommodation*	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
American Sign Language Tool Type: *Designated Support* *Accommodation*	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Print on Request Tool Type: *Designated Support*	A request for printing of the prompt or stimuli.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Mouse Pointer (size and color) Tool Type: *Designated Support*	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the Mouse Pointer prior to testing.	Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The Mouse Pointer can be used with the Zoom universal tool.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use
Permissive Mode Tool Type: *Designated Support*	Must be enabled if a student is using speech-to-text or some alternative response options.	The Secure Browser blocks students from accessing non-standard hardware and software. If a student has a non-embedded accommodation that uses software and hardware that is not part of the test, Permissive Mode must be enabled to allow the student access to the non-standard hardware and software. Permissive mode is required for speech-to-text and external devices that must be plugged into the computer.
Color Choices **Tool Type:** Designated Support	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.

Non-Embedded Designated Supports/Accommodations

Some designated supports and accommodations may need to be provided outside of the digital-delivery system. These supports, shown below, are to be provided locally for those students unable to use the designated supports or accommodations when provided digitally.

Accommodation/ Designated Support	Description	Recommendations for Use
100s Number Table (grades 4-8, Math) Type: *Non-Embedded Accommodation*	A paper-based table listing numbers from 1 – 100	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus Type: *Non-Embedded Accommodation*	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.
Print on Request Type: *Non-Embedded Accommodation*	Paper copies of either passages/stimuli and/or items are printed for students.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Accommodation/ Designated Support	Description	Recommendations for Use
Speech-to-Text Type: ***Non-Embedded Designated Support*** ***Non-Embedded Accommodation***	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Scribe Type: *Non-Embedded Accommodation:* Student must have a documented disability in fine motor development or processing speed to use this a non-embedded accommodation. *Non-Embedded Designated Support:* Students who have had a recent injury that makes it difficult to produce responses on any electronic input device (e.g., keyboard, touchscreen)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *New Hampshire Statewide Assessment System Test Administration Manual.* If using a human scribe, the reader must read back student response so that the student may edit.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe. The use of this support may result in the student needing additional overall time to complete the assessment.

Accommodation/ Designated Support	Description	Recommendations for Use
Read Aloud -- for Math, Science, and ELA Writing. Not to be used by anyone for the ELA Reading. Can be used to read aloud the passage that precedes the writing prompt Type: *Non-Embedded Accommodation* *Non-Embedded Designated Support*	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual. All or portions of the content may be read aloud Read Aloud is available as a *non-embedded accommodation* for students whose need is documented in an IEP or 504 plan **or** *a non-embedded designated support* for those students for whom this support has been deemed necessary by the school's educational support team prior to the test.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.
American Sign Language – Human Signer Type: *Non-Embedded Designated Support* *Non-Embedded Accommodation*	Test is translated by a human signer.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Accommodation/ Designated Support	Description	Recommendations for Use
Color Contrast Type: ***Non-Embedded Designated Support***	Test content of online items may be printed with different colors. Used in conjunction with "Print on Request".	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Bilingual Dictionary (for ELA writing) Type: *Non-Embedded Designated Support*	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the writing segment of the ELA assessment.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Amplification Type: *Non-Embedded Designated Support*	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.

Magnification Type: *Non-Embedded Designated Support*	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Noise buffers Type: ***Non-Embedded Designated Support***	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Accommodation/ Designated Support	Description	Recommendations for Use
Alternate Response Options Type: *Non-Embedded Designated Support*	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Separate Setting Type: *Non-Embedded Designated Support*	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.
Color Overlays Type: *Non-Embedded Designated Support*	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Appendix E: PACE 2019 Concurrent and Non-Concurrent Validity Analyses Report

Center for Assessment
September 5, 2019

We evaluated the comparability of the annual determinations between PACE and non-PACE assessment system (NH SAS) using both a concurrent and non-concurrent evaluation of comparability. The concurrent analysis calculates PACE annual determinations for the grades that are currently taking NH SAS and compares the results. The non-concurrent analysis compares performance for the same students on the two assessment systems across years. Detailed analyses that compares the percent proficient or above across the PACE and statewide assessment system for the PACE districts can be found in the impact analyses along with cohort and longitudinal analyses (pages 19-37 for aggregated analyses across the PACE districts and pages 129-278 for disaggregated analyses by district).

Concurrent Evaluation of Comparability: PACE non-reported 2019 to NH SAS 2019

PACE annual determinations were calculated for the students taking NH SAS this year. This means the state has NH SAS and PACE 2019 annual determinations for students in grade 3 ELA, grade 4 math, grade 8 ELA and math. Though annual determinations were not reported for these subjects and grades using the PACE results and no common performance task was administered, the same procedure for producing PACE annual determinations was used in these grade levels as for the PACE reported annual determinations. Table 1 shows the number of matched students by subject, grade, and district included in the analyses below.

Table 1.
Number of matched students by subject, grade, and district in the concurrent validity analyses

Subject	Grade	District	N	Percent
ELA	3	Concord SAU Office	283	26.2
		Conway SAU Office	39	3.6
		Epping SAU Office	77	7.1
		Haverhill Cooperative SAU Office	73	6.7
		Laconia SAU Office	147	13.6
		Monroe SAU Office	11	1.0
		Newport SAU Office	65	6.0
		Rochester SAU Office	270	25.0
		Sanborn Regional SAU Office	74	6.8
		SAU #35 Office	13	1.2
		Seacoast Charter School	30	2.8
		Total	**1082**	**100.0**

Subject	Grade	District	N	Percent
ELA	8	Amherst SAU Office	167	18.8
		Concord SAU Office	258	29.1
		Epping SAU Office	66	7.4
		Haverhill Cooperative SAU Office	9	1.0
		Monroe SAU Office	10	1.1
		Rochester SAU Office	249	28.1
		Sanborn Regional SAU Office	93	10.5
		Seacoast Charter School	34	3.8
		Total	**886**	**100.0**
Math	4	Concord SAU Office	260	27.1
		Epping SAU Office	62	6.5
		Haverhill Cooperative SAU Office	22	2.3
		Laconia SAU Office	129	13.4
		Monroe SAU Office	3	0.3
		Newport SAU Office	62	6.5
		Rochester SAU Office	290	30.2
		Sanborn Regional SAU Office	94	9.8
		SAU #35 Office	12	1.2
		Seacoast Charter School	27	2.8
		Total	**961**	**100.0**
Math	8	Amherst SAU Office	164	21.0
		Concord SAU Office	261	33.4
		Epping SAU Office	66	8.4
		Haverhill Cooperative SAU Office	9	1.2
		Monroe SAU Office	11	1.4
		Rochester SAU Office	170	21.7
		Sanborn Regional SAU Office	67	8.6
		Seacoast Charter School	34	4.3
		Total	**782**	**100.0**

Figure 1 displays the overall percent of students scoring proficient or above in ELA and math between the two assessment systems. The blue bars represent PACE and red bars represent NH SAS. The degree of similarity in the percentage of students deemed proficient or above across the two assessment systems further supports the comparability of proficiency designations between assessment systems.

Additional validity evidence from one district (Amherst) was available in 2019 because Amherst decided to administer the NH SAS and PACE assessment systems to all students in three grade/subject combinations (Gr 6 ELA and Math; Gr 7 ELA). This "special case" analysis can be found in the impact analyses report starting on page 19. Findings from those analyses support the comparability of results from the two assessment systems.

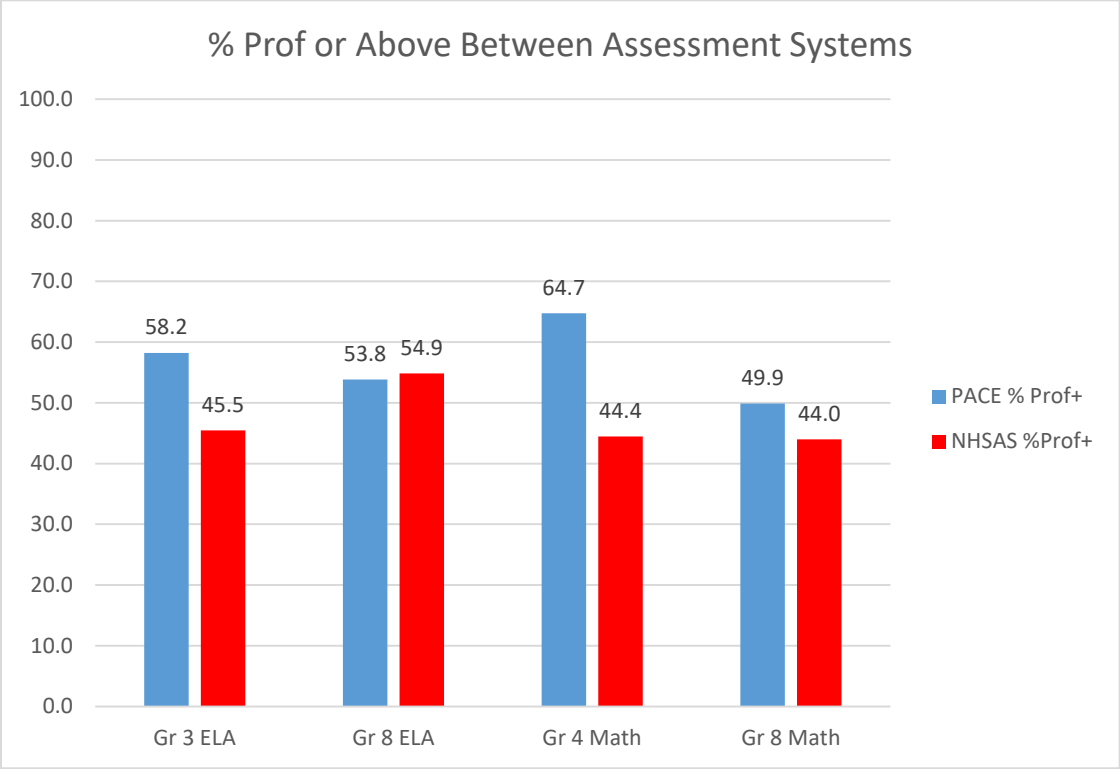


Figure 1. Percentage of students proficient or above in ELA and math between the PACE and NH SAS assessment systems by grade level

Table 2 provides the achievement level frequency counts and percentages for the two sets of annual determinations. The degree of similarity between the distributions provides further support regarding the high degree of comparability of the students scoring at the reported achievement levels.

Table 2.
Frequency counts and percentages for achievement levels in ELA and math between the PACE and NH SAS assessment systems by subject and grade level

			PACE		SAS	
Subject	Grade	Achievement Level	N	Percent	N	Percent
ELA	3	1	132	12.2	305	28.2
		2	320	29.6	285	26.3
		3	561	51.8	293	27.1
		4	69	6.4	199	18.4
ELA	8	1	45	5.1	186	21.0
		2	364	41.1	214	24.2
		3	377	42.6	351	39.6
		4	100	11.3	135	15.2
Math	4	1	74	7.7	220	22.9
		2	265	27.6	314	32.7
		3	499	51.9	295	30.7
		4	123	12.8	132	13.7
Math	8	1	80	10.2	229	29.3
		2	312	39.9	209	26.7
		3	321	41.0	155	19.8
		4	69	8.8	189	24.2

Table 3 provides a cross tabulation of achievement levels for the two sets of annual determinations by subject and grade level.

Table 3.
Crosstabs with frequency counts and percentages for achievement levels in ELA and math between the PACE and NH SAS assessment systems by grade level

					SAS			
Subject	Grade		Achievement Level		1	2	3	4
ELA	3	PACE	1	Count	113	14	4	1
				% of Total	10.4%	1.3%	0.4%	0.1%
			2	Count	129	117	58	16
				% of Total	11.9%	10.8%	5.4%	1.5%
			3	Count	61	144	213	143
				% of Total	5.6%	13.3%	19.7%	13.2%
			4	Count	2	10	18	39
				% of Total	0.2%	0.9%	1.7%	3.6%
ELA	8	PACE	1	Count	25	17	2	1
				% of Total	2.8%	1.9%	0.2%	0.1%
			2	Count	132	116	104	12
				% of Total	14.9%	13.1%	11.7%	1.4%
			3	Count	26	71	207	73
				% of Total	2.9%	8.0%	23.4%	8.2%
			4	Count	3	10	38	49
				% of Total	0.3%	1.1%	4.3%	5.5%
Math	4	PACE	1	Count	62	10	2	0
				% of Total	6.5%	1.0%	0.2%	0.0%
			2	Count	113	124	26	2
				% of Total	11.8%	12.9%	2.7%	0.2%
			3	Count	43	167	212	77
				% of Total	4.5%	17.4%	22.1%	8.0%
			4	Count	2	13	55	53
				% of Total	0.2%	1.4%	5.7%	5.5%
Math	8	PACE	1	Count	69	9	1	1
				% of Total	8.8%	1.2%	0.1%	0.1%
			2	Count	136	115	36	25
				% of Total	17.4%	14.7%	4.6%	3.2%
			3	Count	24	83	108	106
				% of Total	3.1%	10.6%	13.8%	13.6%
			4	Count	0	2	10	57
				% of Total	0.0%	0.3%	1.3%	7.3%

Table 4 aggregates the crosstabs above showing the percentage of exact agreement, adjacent agreement and percentage of exact or adjacent agreement by grade and subject area. Importantly, there is almost 90% exact or adjacent agreement on achievement levels for all grades and subjects between the two assessment systems.

Table 4.
Percent agreement between the PACE and NH SAS assessment systems by grade level and subject area

	%Exact Agreement	% Adjacent Agreement	%Exact or Adjacent Agreement
Grade 3 ELA	44.55%	46.77%	91.31%
Grade 8 ELA	44.81%	49.10%	93.91%
Grade 4 Math	46.93%	46.62%	93.55%
Grade 8 Math	44.63%	48.59%	93.22%

Table 5 provides additional information regarding the classification accuracy across the assessment systems. "Classification accuracy" refers to the percentage of students who received the same proficiency classification (i.e., 'proficient'=Yes or 'not proficient'=No) across the two years. It is important to note that these analyses assume no student growth across years.

Table 5.
Classification accuracies between the PACE and NH SAS assessment systems by grade level and subject area

					SAS	
Subject	Grade		Proficiency Designation (0="not proficient"; 1="proficient or above")		0	1
ELA	3	PACE	0	Count	373	79
				% of Total	34.5%	7.3%
			1	Count	217	413
				% of Total	20.1%	38.2%
ELA	8	PACE	0	Count	290	119
				% of Total	32.7%	13.4%
			1	Count	110	367
				% of Total	12.4%	41.4%
Math	4	PACE	0	Count	309	30
				% of Total	32.2%	3.1%
			1	Count	225	397
				% of Total	23.4%	41.3%
Math	8	PACE	0	Count	329	63
				% of Total	42.1%	8.1%
			1	Count	109	281
				% of Total	13.9%	35.9%

For all four comparisons presented in Table 5, the classification accuracy falls between 73% and 78%. While this agreement is high, there are a variety of reasons why there may be legitimate differences in the results produced by the different assessment systems. First, the degree of agreement is limited by the reliability of each assessment system. In other words, an assessment cannot correlate more with another assessment than it can with itself (i.e., reliability). Therefore, because both PACE and NH SAS are not perfectly reliable, we may be approaching the upper bound of the relationship between the two assessment systems. Additionally, New Hampshire's PACE assessment system is in place to measure the state-defined learning targets differently than they are measured in the statewide assessment system. The purpose is to measure the standards more deeply and authentically through performance-based assessments. Additionally, the PACE assessment system is intended to measure the set of standards more completely (e.g., including the listening and speaking standards). The demonstrated approximately 75% agreement in proficiency classification across the two systems should be considered acceptable given the competing objectives of attaining comparability while designing and implementing an innovative assessment system that is intended to create meaningful changes to teaching and learning.

Table 6 shows the proficiency classification accuracies for the waiver-reported subgroups. The classification accuracies for the reported subgroups do not vary greatly from the overall classification accuracy of approximately 75%. Some variation around 75% is natural due to sampling error associated with the small sample sizes of many of the subgroups. In fact, because New Hampshire is predominantly White (90%), the numbers of students in each of the racial/ethnic subgroups is generally below 30 or 40 students. The same is true for the numbers of English learners. A comparison with last year's concurrent classification accuracies by subgroup does not reveal any systematic patterns.

Table 6.
Proficiency classification accuracies between the PACE and NH SAS assessment systems for the waiver-reported subgroups by grade and subject area

	Gr 3 ELA	**Gr 8 ELA**	**Gr 4 Math**	**Gr 8 Math**
All	72.64	74.15	73.47	78.01
EconDis - Economically Disadvantaged	71.90	76.78	72.59	82.90
EL- Current + Monitoring Years 1-4	66.67	58.82	75.00	78.95
IEP/SWD - IEP	84.43	76.00	82.61	84.33
Race - American Indian or Alaskan Native	**	**	**	**
Race - Asian	76.67	66.67	78.26	67.86
Race - Black or African American	75.86	76.92	86.11	92.00
Race - Hispanic	65.79	61.11	48.57	83.33
Race - Two or more races	62.96	**	57.89	**
Race - White	73.00	74.90	74.35	77.33

**Count is below cell size of 10.

Non-Concurrent Evaluation of Comparability

We conducted two non-concurrent comparability evaluations because students participate in NH SAS once per grade span: SAS 2018 to PACE 2019 and PACE 2018 to SAS 2019. Each analysis is discussed in a separate section below.

SAS 2018 to PACE 2019

The first analysis compares last year's performance on NH SAS in grade 3 ELA and grade 4 math with this year's performance on PACE for students in grade 4 ELA and grade 5 math. Only students with a NH SAS achievement level in 2018 and a PACE achievement level in 2019 are used for these analyses. Figure 2 shows the percent proficient or above for the matched cohort of students across years. The red bars indicate SAS and the blue bars represent PACE. The percent proficient or above went slightly up from SAS 2018 to PACE 2019 in both ELA and math. The results demonstrate remarkable consistency of expectations for the same students as we would expect some growth to proficiency from one year to the next.

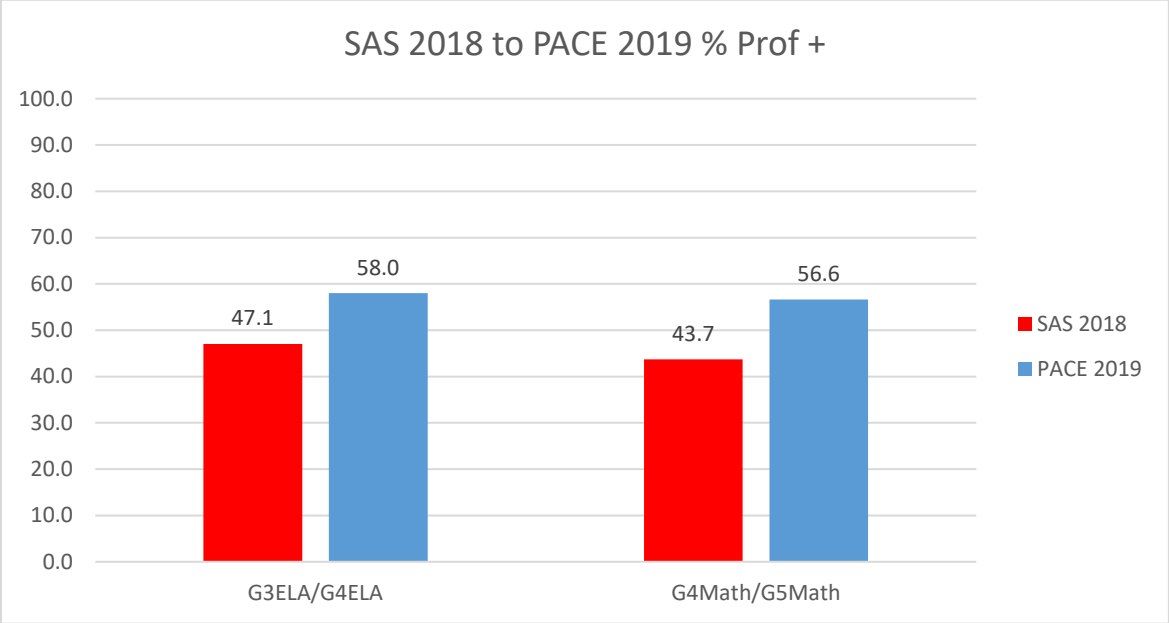


Figure 2. Cohort percent proficient or above across SAS 2018 to PACE 2019

Table 7 provides the achievement levels with frequency counts and percentages for SAS 2018 and PACE 2019 by grade level and subject area. In general, PACE has fewer students at Levels 1 and 4 than NH SAS, which is designed to more evenly spread students across the distribution of performance levels.

Table 7.
Achievement levels with frequency counts and percentages for SAS 2018 and PACE 2019 by grade level and subject area

		SAS 2018		PACE 2019	
Subject	Achievement Level	N	Percent	N	Percent
G3/G4 ELA	1	284	25.7	88	8.0
	2	300	27.2	375	34.0
	3	305	27.7	550	49.9
	4	214	19.4	90	8.2
G4/G5 Math	1	289	22.8	92	7.3
	2	425	33.5	458	36.1
	3	386	30.4	586	46.2
	4	168	13.2	132	10.4

Table 8 provides a cross tabulation of achievement levels from SAS 2018 to PACE 2019 by grade level and subject area.

Table 8.
Crosstabs with frequency counts and percentages for achievement levels from SAS 2018 to PACE 2019 by grade level and subject area

				PACE 2019			
Subject		Achievement Levels		1	2	3	4
G3/G4 ELA	SAS 2018	1	Count	70	153	58	3
			% of Total	6.3%	13.9%	5.3%	0.3%
		2	Count	16	131	141	12
			% of Total	1.5%	11.9%	12.8%	1.1%
		3	Count	1	77	202	25
			% of Total	0.1%	7.0%	18.3%	2.3%
		4	Count	1	14	149	50
			% of Total	0.1%	1.3%	13.5%	4.5%
G4/G5 MATH	SAS 2018	1	Count	72	165	52	0
			% of Total	5.7%	13.0%	4.1%	0.0%
		2	Count	16	213	189	7
			% of Total	1.3%	16.8%	14.9%	0.6%
		3	Count	4	72	265	45
			% of Total	0.3%	5.7%	20.9%	3.5%
		4	Count	0	8	80	80
			% of Total	0.0%	0.6%	6.3%	6.3%

Table 9 aggregates the crosstabs above showing the percentage of exact agreement, adjacent agreement, and exact or adjacent agreement by grade and subject area across the assessment systems from SAS 2018 to PACE 2019. Importantly, while there is variation across the two assessment programs over two years, the degree of agreement is high across years ranging from 92% to 94% exact or adjacent agreement. The correlations between the two assessment programs across years are r=0.55 ($p<.001$) for ELA and r=0.62 for math ($p<.001$). The strength of the correlations between SAS 2018 and PACE 2019 are quite high given the intentional differences in design and purpose. Also, these analyses assume that students did not change their performance levels across years when, in fact, we know that not to be true.

Table 9.
Percent agreement across SAS 2018 to PACE 2019

	%Exact Agreement	%Adjacent Agreement	%Exact or Adjacent Agreement
G3/G4 ELA	41.07%	50.86%	91.93%
G4/G5 Math	49.68%	44.72%	94.40%

As was done with the concurrent comparability analyses, the 2x2 classification tables are provided in Table 10. "Classification accuracy" refers to the percentage of students who received the same proficiency classification (i.e., 'proficient' or 'not proficient') across the two years. In this case, classification accuracy may be a misnomer since students can and do legitimately change in their classifications across years. In fact, schools are purposefully trying to improve the performance of students across years.

Table 10.
Classification accuracies across SAS 2018 to PACE 2019

Subject/Grade		Proficiency Designation (0="not proficient"; 1="proficient or above")		PACE 2019	
				0	1
G3/G4 ELA	SAS 2018	0	Count	370	214
			% of Total	33.5%	19.4%
		1	Count	93	426
			% of Total	8.4%	38.6%

G4/G5 Math	SAS 2018	0	Count	466	248
			% of Total	36.8%	19.6%
		1	Count	84	470
			% of Total	6.6%	37.1%

We expect to see students either staying within the same cell or moving from non-proficient to proficient from 2018 to 2019. We see evidence of this pattern in both Grade 3 to 4 ELA and Grade 4 to 5 Math as the percent of students moving from proficient (=1) to non-proficient (=0) is 7-8%.

PACE 2018 to NH SAS 2019

The second non-concurrent validity analysis compares last year's performance on PACE in grade 3 math, grade 7 ELA, grade 7 math, and grade 4 science with this year's performance on NH SAS for students in grade 4 math, grade 8 ELA, grade 8 math, and grade 5 science. The grade 4 to grade 5 science analysis is a one-year addition to the non-concurrent validity analyses as all PACE students had a one-year transition from PACE in grade 4 science to PACE in grade 5 science in which they took NH SAS in grade 5.

Only students with a PACE achievement level in 2018 and a NH SAS achievement level in 2019 are used for these analyses. Figure 3 shows the percent proficient or above for the matched cohort of students across years. The red bars indicate NH SAS and the blue bars represent PACE. In one out of the four grades and subject areas, the percent proficient rose from PACE 2018 to NH SAS 2019 (i.e., Gr7/G8 ELA), in two grades and subject areas the percent proficient went down from PACE 2018 to NH SAS 2019 (i.e., G3/G4 Math and G4/G5 Science), and in one grade and subject area the percent proficient was almost exact across years (G7/G8 Math). These findings indicate that PACE is at least as rigorous as NH SAS.

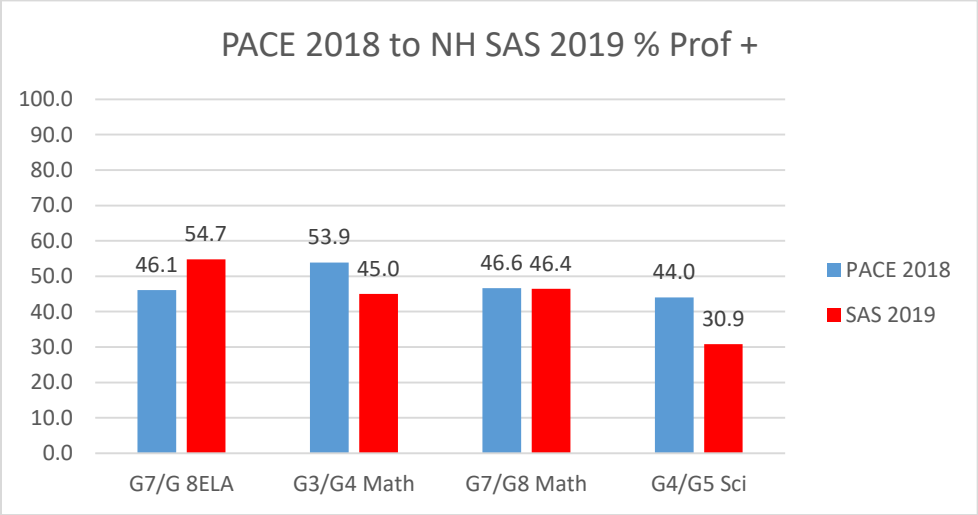


Figure 3. Cohort percent proficient or above across PACE 2018 to NH SAS 2019

Table 11 provides the achievement levels with frequency counts and percentages for PACE 2018 and NH SAS 2019 by grade level and subject area. In general, PACE has fewer students at Levels 1 and 4 than NH SAS, which is designed to more evenly spread students across the distribution of performance levels.

Table 11.
Achievement levels with frequency counts and percentages for PACE 2018 and NH SAS 2019 by grade level and subject area

		PACE 2018		SAS 2019	
Grade	Achievement Level	N	Percent	N	Percent
G7/G8 ELA	1	71	6.7	232	21.9
	2	499	47.2	247	23.3
	3	369	34.9	418	39.5
	4	119	11.2	161	15.2
G3/G4 Math	1	121	10.6	264	23.1
	2	405	35.5	364	31.9
	3	545	47.8	358	31.4
	4	70	6.1	155	13.6
G7/G8 Math	1	117	11.5	290	28.5
	2	427	41.9	256	25.1
	3	369	36.2	216	21.2
	4	106	10.4	257	25.2
G4/G5 Sci	1	103	9.0	481	42.2
	2	536	47.0	308	27.0
	3	395	34.6	239	20.9
	4	107	9.4	113	9.9

Table 12 provides a cross tabulation of achievement levels from PACE 2018 to NH SAS 2019 by grade level and subject area.

Table 12.
Crosstabs with frequency counts and percentages for achievement levels from PACE 2018 to NH SAS 2019 by grade level and subject area

				SAS 2019			
Grade/ Subject		Achievement Levels		1	2	3	4
G7/G8 ELA	PACE 2018	1	Count	40	22	9	0
			% of Total	3.8%	2.1%	0.9%	0.0%
		2	Count	170	149	164	16
			% of Total	16.1%	14.1%	15.5%	1.5%
		3	Count	20	63	192	94
			% of Total	1.9%	6.0%	18.1%	8.9%
		4	Count	2	13	53	51
			% of Total	0.2%	1.2%	5.0%	4.8%

G3/G4 Math		1	Count	90	23	8	0
			% of Total	7.9%	2.0%	0.7%	0.0%
		2	Count	132	171	87	15
			% of Total	11.6%	15.0%	7.6%	1.3%
		3	Count	42	165	235	103
			% of Total	3.7%	14.5%	20.6%	9.0%
		4	Count	0	5	28	37
			% of Total	0.0%	0.4%	2.5%	3.2%
G7/G8 Math		1	Count	71	33	7	6
			% of Total	7.0%	3.2%	0.7%	0.6%
		2	Count	176	121	83	47
			% of Total	17.3%	11.9%	8.1%	4.6%
		3	Count	41	95	105	128
			% of Total	4.0%	9.3%	10.3%	12.6%
		4	Count	2	7	21	76
			% of Total	0.2%	0.7%	2.1%	7.5%
G4/G5 Sci		1	Count	77	18	7	1
			% of Total	6.7%	1.6%	0.6%	0.1%
		2	Count	287	151	75	23
			% of Total	25.2%	13.2%	6.6%	2.0%
		3	Count	91	107	129	68
			% of Total	8.0%	9.4%	11.3%	6.0%
		4	Count	26	32	28	21
			% of Total	2.3%	2.8%	2.5%	1.8%

Table 13 aggregates the crosstabs above showing the percentage of exact agreement and percentage of exact or adjacent agreement by grade and subject area across the assessment systems from PACE 2018 to NH SAS 2019. The degree of agreement is high across years ranging from 89% to 94% exact or adjacent agreement. The correlations between the two assessment programs across years are r=0.55 (p<.001) for ELA and math, but lower for science (r=0.39, p<.001). As mentioned previously, given the fact that no assessment is likely to correlate more highly with a different assessment than with itself, the strength of the correlations between PACE 2018 and SAS 2019 are remarkably high, except for science which is lower than expected. The lower than expected percent agreement and correlations across years in science is likely due to the implementation of a new NH SAS science assessment in Grade 5 in 2019 in which there was low performance across the state not just in PACE districts.

Table 13.
Percent agreement across PACE 2018 to NH SAS 2019

	%Exact Agreement	%Adjacent Agreement	%Exact or Adjacent Agreement
G7/G8 ELA	40.83%	53.50%	94.33%
G3/G4 Math	46.71%	47.15%	93.87%
G7/G8 Math	36.60%	52.60%	89.21%
G4/G5 Sci	33.13%	51.10%	84.22%

The 2x2 classification tables for PACE 2018 to NH SAS 2019 are provided in Table 14 below. Again, classification accuracy may be a misnomer since students can and do legitimately change their performance levels across years.

Table 14.
Classification accuracies across PACE 2018 to NH SAS 2019

				SAS 2019	
Subject/ Grade		Proficiency Designation (0="not proficient"; 1="proficient or above")		0	1
Gr7/G8 ELA	PACE 2018	0	Count	381	189
			% of Total	36.00%	17.90%
		1	Count	98	390
			% of Total	9.30%	36.90%

G3/G4 Math	0	Count	416	110
		% of Total	36.50%	9.60%
	1	Count	212	403
		% of Total	18.60%	35.30%
G7/G8 Math	0	Count	401	143
		% of Total	39.40%	14.00%
	1	Count	145	330
		% of Total	14.20%	32.40%
G4/G5 Sci	0	Count	533	106
		% of Total	46.70%	9.30%
	1	Count	256	246
		% of Total	22.40%	21.60%

The classification accuracies across years are about the same as the classification accuracies observed for the concurrent and other non-concurrent year comparisons, ranging from 68% to 73%. There is a larger percent of students who went from proficient to not proficient in G4/G5 science, which is to be expected given the rigor of the new Grade 5 NH SAS science assessment.
We will continue to monitor proficiency changes from year-to-year in the coming years.

Table 15 shows the proficiency classification accuracies for the waiver-reported subgroups for both cross-year analyses: NH SAS 2018 to PACE 2019 and PACE 2018 to NH SAS 2019. These statistics are disaggregated by subject but not by grade level (where applicable) in order to increase the likelihood of having cell sizes larger enough to report. Science is not reported due to small sample sizes. As with the concurrent analyses, the classification accuracies of the subgroups do not seem to vary greatly from the overall observed classification accuracies. The only subgroup with a proficiency classification accuracy of less than 60% is students who are classified as Two or more races in PACE 2018 to NH SAS 2019 Math. We will pay particular attention to this subgroup in next year's analyses to ensure this is not indicative of something systematic.

Table 15.
Proficiency classification accuracies for subgroups by non-concurrent validity analysis

	NH SAS 2018 to PACE 2019		PACE 2018 to NH SAS 2019	
	ELA	**Math**	**ELA**	**Math**
All	72.17	73.82	72.87	71.76
EconDis - Economically Disadvantaged	72.73	72.78	75.33	74.61
EL- Current + Monitoring Years 1-4	70.21	65.79	95.45	85.71
IEP/SWD - IEP	80.00	77.36	76.56	76.92
Race - American Indian or Alaskan Native	**	*	**	*
Race - Asian	72.73	81.48	72.97	77.05
Race - Black or African American	73.68	65.91	82.76	82.35
Race - Hispanic	61.22	63.27	70.73	70.24
Race - Two or more races	68.42	65.22	63.64	53.33
Race - White	72.83	74.69	72.64	71.48

**Count is below cell size of 10.

Appendix F: PACE 2019 Inter-Rater Reliability Analysis Report

Center for Assessment
August 28, 2019

The purpose of analyzing the inter-rater reliability on the PACE common performance tasks is so that we may make judgments about the degree of score consistency within a district. Score consistency within a district is foundational to inferences about score consistency (or comparability) across districts. Due to the human judgment involved in the scoring process for the PACE common performance tasks, reliability must be examined through inter-rater reliability estimates rather than traditional reliability estimates such as coefficient alpha. To assess this kind of scoring consistency, all participating PACE districts were asked to have a sample of student work on the PACE common performance tasks scored by two teachers independently, thereby producing double-scores for a sample of students.

After the data were cleaned, compiled and sorted, there were a total of 1,683 double-scores included in the inter-rater reliability analysis for grades 4-7 ELA, grades 3, 5-7 Math, and grade 8 science. The submitted double scores are broken down by grade, subject, and district in Table 1 below. Monroe did not submit double scores because they have only one teacher per grade in their district.

Table 1
Number of Double Scores by Grade, Subject, and District

Grade	Frequency	Subject	Frequency	District	Frequency
3	203	ELA	782	Amherst	141
4	197	Math	759	Concord	220
5	437	Science	142	Epping	178
6	402	Total	1683	Laconia	80
7	302			Newport	181
8	142			Rochester	172
Total	1683			Sanborn	180
				SAU23	88
				SAU35	68
				SAU9	120
				Seacoast	255
					1683

For this report, inter-rater reliability is examined using two statistical indicators: percent agreement and Cohen's Kappa. Two indicators are used because each statistic provides unique information that is useful for making judgments about the degree of score reliability.

Percent Agreement

First, we report percent agreement on each rubric dimension by subject and grade (Table 2.1). As per the March 1, 2016 PACE Progress Report to the USDOE, the target set for rater consistency is a 60% exact agreement rate for each dimension on the PACE Common Tasks. Exact agreement rates that did not meet this target are highlighted in red below. Scores on each rubric dimension were compared across raters by subject and grade to examine inter-rater consistency. Then, the percentage of cases where the dimension score is the same across raters was calculated by subject and grade from all districts to represent the "percent exact" match. The dimension scores that were different only by one-point fall into the "percent adjacent" category. This analysis reveals a strong degree of agreement when all data is analyzed together—about 99% of all double scores fall into either the exact or adjacent categories. Grade 8 science had one rubric dimension that did not meet the 60% exact agreement threshold (RD5 %Exact=52.44).

Table 2.1

Percent Exact Agreement & Adjacent for Each Rubric Dimension by Subject and Grade for All Districts

	RD1		RD2		RD3		RD4		RD5	
Grade	%Exact	%Adj	%Exact	%Adj	%Exact	%Adj	%Exact	%Adj	%Exact	%Adj
ELA										
4	76.14	23.35	77.66	22.34	71.07	28.43	70.05	28.43	--	--
5	68.18	30.91	70.91	26.36	68.18	30.91	73.18	25.00	--	--
6	72.41	26.60	81.77	17.24	80.30	18.72	72.91	25.62	--	--
7	64.81	32.72	61.11	37.04	62.96	35.80	65.43	33.95	--	--
Math										
3	72.41	25.62	74.88	23.15	71.92	27.09	--	--	--	--
5	75.58	21.66	78.34	21.20	76.96	21.66	--	--	--	--
6	78.89	20.60	69.19	29.80	73.37	24.12	--	--	--	--
7	82.86	16.43	84.17	15.83	71.74	25.36	78.42	20.86	81.29	17.27
Sci										
8	68.31	30.99	69.72	30.28	65.49	33.80	64.63	32.93	52.44	43.90

Second, we report inter-rater consistency by district and subject (Table 2.2). Scores on each rubric dimension were compared across raters for each district, grade and subject combination. Then an average of the percent exact and percent adjacent for each district and subject was calculated. This analysis reveals a strong degree of agreement for each district by subject, although Rochester and SAU23 appear to have lower rates of agreement (<60% exact) in several subjects. This is likely due to the way in which inter-rater reliability data was collected for these two districts in the 2018-19 school year. These two districts were the only ones who piloted a different approach to submitting within-district double scoring in the 2018-19 school year. Instead of submitting double scoring data after within-district calibration sessions occurred during the school year, both of these districts sent enough teachers to the PACE Summer Institute so that another teacher from the district could double score the submitted work samples in July 2019. This means that teachers were not able to calibrate with their colleagues prior to double scoring and the double scoring took place after the school year ended, which likely explains the lower than expected percent exact agreement rates for these two districts. Given this data from the double scoring pilot, we will revise our data collection protocols in the 2019-20 school year so that double scoring data is collected after calibration sessions within districts during the school year.

Table 2.2

Percent Exact Agreement & Adjacent by District and Subject

District	Subject	N	%Exact	%Adj
Amherst	ELA	60	72.08	27.08
	Math	61	79.89	19.13
	Science	20	81.67	18.33
Concord	ELA	101	76.49	23.27
	Math	96	77.64	21.39
	Science	23	73.91	26.09
Epping	ELA	80	66.88	32.81
	Math	78	80.11	19.89
	Science	20	56.00	44.00
Laconia	ELA	40	68.75	30.63
	Math	40	68.33	31.67
Newport	ELA	81	75.93	24.07
	Math	80	70.42	28.33
	Science	20	76.67	23.33
Rochester	ELA	75	55.00	38.00
	Math	78	60.34	34.70
	Science	19	54.74	40.00
SAU23	ELA	53	53.30	43.40
	Math	35	50.48	41.90
SAU35	ELA	34	81.62	18.38
	Math	34	84.31	15.69
SAU9	ELA	60	65.42	33.33
	Math	60	77.22	22.78
Sanborn	ELA	80	79.69	19.69
	Math	80	85.41	13.50
	Science	20	48.00	50.00
Seacoast	ELA	118	80.72	19.28
	Math	117	82.39	16.75
	Science	20	81.67	18.33

Cohen's Kappa

In addition to percent agreement, Cohen's Kappa is another way to evaluate inter-rater reliability. The reason that Cohen's Kappa is useful over and above the percent agreement measures is because it takes into account the possibility that two raters may arrive at the same score by chance alone. Cohen's Kappa is calculated using the following formula:

$$K = \frac{\Pr(a) - \Pr(e)}{1 - \Pr(e)}$$

where Pr(a) is observed agreement and Pr(e) is the probability of chance agreement. Table 3.1 shows the individual Kappa estimates for each rubric dimension by subject and grade across districts. Values can be interpreted in the following way: 0-.2 slight agreement, .21-.40 fair agreement, .41-.60 moderate agreement, .61-.80 substantial agreement, and 0.81-.1 represents almost perfect agreement. Any Kappa estimate lower than moderate agreement (0.41) is highlighted in red. Most Kappa estimates are in the moderate to substantial agreement range. As expected based on the percent exact agreement rates, Grade 8 science has a Kappa estimate slightly lower than the rest.

Table 3.1

Cohen's Kappa for Each Rubric Dimension by Subject and Grade for All Districts

Subject	Grade	RD1 Kappa	RD2 Kappa	RD3 Kappa	RD4 Kappa	RD5 Kappa
ELA	4	0.650	0.651	0.575	0.529	
	5	0.461	0.543	0.463	0.566	
	6	0.584	0.725	0.708	0.602	
	7	0.474	0.417	0.444	0.470	
Math	3	0.601	0.649	0.580		
	5	0.642	0.653	0.647		
	6	0.700	0.580	0.606		
	7	0.765	0.780	0.620	0.703	0.752
Science	8	0.533	0.552	0.514	0.485	0.349

Table 3.2 below shows the individual Kappa estimates for each rubric dimension by district and subject. Any Kappa estimate lower than moderate agreement (0.41) is highlighted in red. As expected based the percent exact agreement analysis, Rochester and SAU 23 have numerous rubric dimensions with Kappa estimates lower than moderate agreement. There also appears to be lower than expected Kappa estimates in science on some rubric dimensions in Epping and Sanborn.

Table 3.2
Cohen's Kappa for each Rubric Dimension by District and Subject

District	Subject	N	RD1 Kappa	RD2 Kappa	RD3 Kappa	RD4 Kappa	RD5 Kappa
Amherst	ELA	60	0.510	0.482	0.600	0.641	
	Math	61	0.730	0.814	0.656	0.576	0.663
	Science	20	0.791	0.775	0.648		
Concord	ELA	101	0.573	0.671	0.653	0.618	
	Math	96	0.707	0.634	0.607	0.355	0.856
	Science	23	0.465	0.406	0.469	0.652	0.605
Epping	ELA	80	0.444	0.547	0.482	0.528	
	Math	78	0.820	0.689	0.669	1.000	0.714
	Science	20	0.505	0.341	0.420	0.170	0.338
Laconia	ELA	40	0.437	0.605	0.472	0.429	
	Math	40	0.345	0.581	0.649		
Newport	ELA	81	0.572	0.652	0.615	0.592	
	Math	80	0.674	0.606	0.466	1.000	1.000
	Science	20	0.583	0.715	0.662		
Rochester	ELA	75	0.332	0.379	0.347	0.373	
	Math	78	0.477	0.507	0.382	0.662	0.725
	Science	19	0.308	0.506	0.275	0.533	0.078
SAU23	ELA	53	0.263	0.326	0.272	0.206	
	Math	35	0.419	0.254	0.182		
SAU35	ELA	34	0.708	0.712	0.784	0.640	
	Math	34	0.863	0.702	0.667		
SAU9	ELA	60	0.348	0.685	0.428	0.396	

	Math	60	0.576	0.682	0.651		
Sanborn	ELA	80	0.836	0.717	0.684	0.540	
	Math	80	0.818	0.750	0.842	0.417	0.437
	Science	20	0.055	0.240	0.176	0.516	0.247
Seacoast	ELA	118	0.722	0.625	0.621	0.757	
	Math	117	0.718	0.759	0.736	0.661	0.779
	Science	20	0.776	0.669	0.695		

Conclusion

Overall, this analysis reveals acceptable rates of inter-rater reliability within districts based upon the purpose and use of scores from the PACE common task within the PACE innovative system. It is clear from the results for Rochester and SAU23, however, that double scoring outside of the school year and without calibration sessions does not produce acceptable rates of inter-rater reliability. Adjustments to data collection protocols in the 2019-20 school year should address those issues.

Appendix G: PACE 2019 Body of Work Standards Validation Report

Center for Assessment
August 28, 2019

Introduction and Method

We employed a "body of evidence" approach to help evaluate the annual determinations produced for the 2018-19 school year. All new PACE implementing districts in the 2018-19 school year were required to submit portfolios of student work for a minimum of nine students from all of the PACE accountability grades (as applicable): Gr 4-7 ELA, Gr 3, 5-7 Math; and Gr 8 Science. Districts that had implemented PACE for accountability in the past were systematically sampled with the same minimum number of nine students submitted to ensure that samples are collected from all grade levels and subject areas across PACE districts (see Table 1 below).

Table 1.
Requested Body of Work Samples 2018-19 School Year
Note.

District	Required Grades & Subjects
Amherst (Gr 5-8)	Gr 5 ELA, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Bethlehem (Gr 3-6)	Gr 3 Math, Gr 4 ELA, Gr 5 Math, Gr 6 ELA
Concord (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Conway (Gr 3-6)**	Gr 3 Math, Gr 4 ELA, Gr 5 ELA & Math, Gr 6 ELA & Math
Epping (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Laconia (Gr 3-5)	Gr 3 Math, Gr 5 ELA, Gr 5 Math
Monroe (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Newport (Gr 3-5)	Gr 3 Math, Gr 4 ELA, Gr 5 Math
Pittsfield (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Plymouth (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
Rochester (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Sanborn (Gr 3-8)	Gr 4 ELA, Gr 5 Math, Gr 6 Math, Gr 7 ELA, Gr 8 Sci
SAU23 (Gr 3-8)	Gr 3 Math, Gr 5 ELA, Gr 6 ELA, Gr 7 Math, Gr 8 Sci
Seacoast (Gr 3-8)	Gr 4 ELA, Gr 5 ELA, Gr 6 Math, Gr 7 Math, Gr 8 Sci

**New implementing district in 2018-19.

Districts were instructed to select the nine students to represent a range of achievement. For example, three generally low-performing students, three high-performing students, and three students who perform at about an average level. Districts were also instructed to select the student work samples included in the Body of Work (BOW) portfolios from major summative assessments throughout the year in order to demonstrate student achievement for each of the grade/subject competencies.

Participating PACE teachers came together at the PACE Summer Institute on July 17, 2019 to participate in a modified Body of Work standards validation process. The purpose of the validation process was to review portfolios of student work and make judgments about student achievement relative to the PACE Achievement Level Descriptors. Teachers were randomly assigned to cross-district teams of two to four people and independently rated bodies of work from other districts using the PACE Achievement Level Descriptors. The independent ratings took place in two rounds. The teams discussed their independent rating with their assigned partners between each round using evidence from the body of student work to support their ratings.

Rather than using the median value of the Round 2 ratings—as is traditionally done with the body of work standard setting method—we only use scores of those raters who agreed on a given achievement level for the portfolios of work. We decided on this approach because there is still considerable variability in the quality of the student work portfolios submitted (though we continue to see improvements over time in the quality of evidence submitted). This consensus rating inspires more confidence that the quality of the body of work was sufficient for making a consistent judgment about student performance. We then compared this score (rating) to the teacher judgment survey (TJS) rating used to set standards as both judgments are based on the PACE Achievement Level Descriptors. Because the PACE annual determinations are grounded in the work that students produce throughout the year, this “body of work” analysis provides particularly useful validity evidence to support the PACE innovative assessment system.

Analyses and Results

Students included in these analyses were those who had both a consensus BOW rating and TJS rating. We matched on unique student ID, district, subject, and grade level. Table 2 shows the number of matched BOW and TJS ratings by grade, subject, and district[8]. Table 3 shows the number of BOW ratings and TJS ratings by achievement level.

Table 2.
Number of Matched Student Bodies of Work and Teacher Judgment Survey Ratings by Grade, Subject, and District

Grade	N	Subject	N	District	N
3	57	ELA	206	Amherst	41
4	56	Math	186	Bethlehem	34
5	109	Total		Concord	30
6	106			Conway	49
7	64			Epping	28
Total	392			Laconia	18
				Monroe	20
				Newport	52
				Rochester	35
				Sanborn Regional	23
				SAU23	32
				Seacoast Charter School	30
				Total	392

Table 3.
Number of BOW Ratings and TJS Ratings by Achievement Level

BOW Rating	N	%	TJS Rating	N	%
1.0	76	19.4	1.0	21	5.4
2.0	173	44.1	2.0	112	28.6
3.0	129	32.9	3.0	188	48.0
4.0	14	3.6	4.0	71	18.1
Total	392	100.0	Total	392	100.0

Figures 1-2 below illustrate the cross tabulation of BOW ratings and TJS ratings by achievement level for ELA and math, respectively. The x-axis represents the judgment of the body of work raters, while the vertical bars represent the distributions of TJS ratings received by the students who were given each of the BOW ratings. If the methods were perfectly consistent (an unrealistic expectation), there would be only one bar for each of the

[8] Grade 8 science is not included due to difficulty matching BOW ratings to TJS ratings.

points on the x-axis. We see strong agreement for students at Level 3 whereby students rated as Level 3 using the BOW method were also most likely to have received a Level 3 from the TJS ratings. This pattern is generally true for Level 4 too. However, the same does not hold for Levels 1 and 2, where the BOW ratings are more stringent than the TJS ratings. This finding is consistent with previous years and consistent with the measurement literature on the body of work method where it is well-documented that the body of work method is more rigorous than other standard setting approaches (see for example, Green, Trimble, & Lewis, 2003).

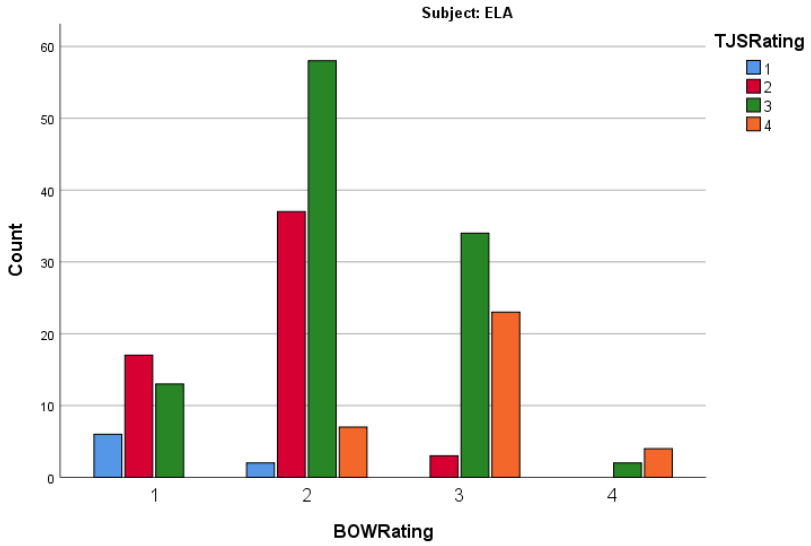


Figure 1. Distribution of BOW Ratings by TJS Ratings in ELA

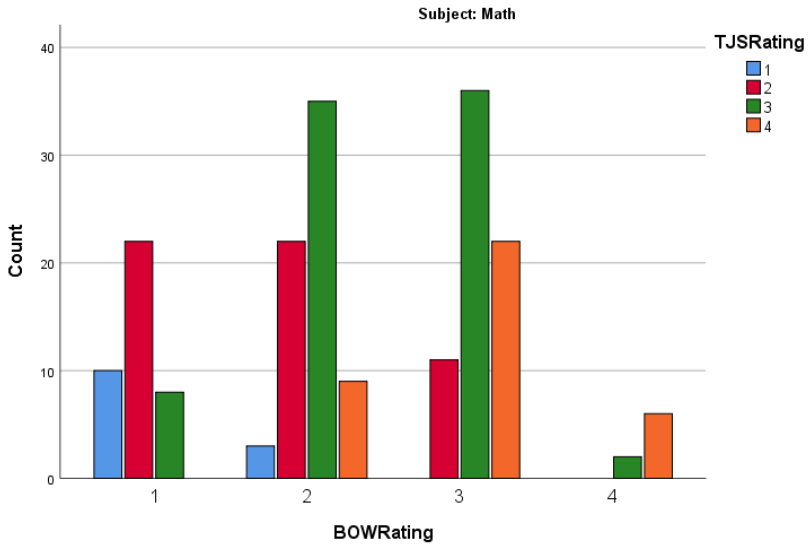


Figure 2. Distribution of BOW Ratings by TJS Ratings in Math

Table 4 provides the percentage of ratings that are in exact and adjacent agreement between the BOW ratings and TJS ratings, as well as the Spearman rank-order correlations between the BOW ratings and TJS ratings. The Spearman correlations are used to account for the fact that the input data are ordinal level, rather than continuous.

Table 4.

Percent Agreement Rates and Spearman Correlations by Subject for BOW Ratings and TJS Ratings

Subject	%Exact	%Adj	%Exact + %Adj	Spearman Correl.
ELA	39.32	50.97	90.29	0.56***
Math	39.78	51.08	90.86	0.56***

**Significant at the .001 level alpha level.

Conclusion

There is a high degree of exact and adjacent agreement between the BOW ratings and TJS ratings (>90%); however, the strength of this validity evidence would improve with stronger exact agreement rates. Many teachers anecdotally reported that upon completion of this activity, they had a greater understanding of the purpose of collecting samples of student work throughout the year that are truly reflective of the students' achievement on the full range of competencies. Teachers found that the student work samples that had been selected to support this activity were of mixed quality, which made it difficult to find evidence to support Level 4 inferences. The Center for Assessment will continue to provide training to educators on the purpose and nature of the bodies of evidence they should be collecting throughout the year to support the collection of higher quality BOW samples. Based on the improvement in these samples we have seen over the past several years, we expect to see continued improvement going forward. That said, the evidence presented here offers considerable support for the validity of the PACE annual determinations produced using TJS ratings in a contrasting groups method. The more rigorous standards produced using the BOW method is consistent with the standard setting literature so we should not expect perfect alignment between the two approaches.

References

Green, D. R., Trimble, C. S., & Lewis, D. M. (2003). Interpreting the results of three different standard setting procedures. *Educational Measurement: Issues and Practice*, 22*(1)*, 22–32.

Appendix H: District 2018-19 Consultation Efforts and Summary of Feedback

Amherst

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	Description of Consultation *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	Summary of Stakeholder Feedback *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Open House / Conference presentations on grading / PACE / Comp. Ed	Feedback will be collected + presentation shared
Community	School Board meeting presentation - live streamed to community	presentation shared + video available
Teachers, principals, or other school leaders	Collaborative Team time meeting, PACE task development release time for PD	agendas + meeting minutes
Those representing the interests of children with disabilities	Collaborative team time meeting, release time for PD Leadership team meetings	agendas + meeting minutes
Those representing the interests of English learners	Mtg. w/ contracted ESOL teacher for PD Collaborative team time	agendas + meeting minutes
Other:		

Concord

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Title 1 meetings were held at each of our schools. This meeting was used to share information. Letters were sent to parents describing the assessments. Teachers shared specific information about the assessments their students were engaged with, and general information about competency education, including grading and reporting, at parent conference events.	Parents continue to be supportive of our PACE work.
Community	School Board presentations are televised live, archived, and streamed and also re-broadcsted cable television.	Our Board remains committed to our PACE work. We have not heard from the general public on this issue.
Teachers, principals, or other school leaders	Ongoing information is provided to this group across the year. A subset of teachers were engaged with PACE task development, others are implementers.	Teachers and administrators are supportive of the PACE work.
Those representing the interests of children with disabilities	Title 1 meetings were held at each of our schools. This meeting was used to share information. Letters were sent to parents describing the assessments. Teachers shared specific information about the assessments their students were engaged with, and general	Parents are supportive of the PACE work.

	information about competency education, including grading and reporting, at parent conference events.	
Those representing the interests of English learners	Title 1 meetings were held at each of our schools. This meeting was used to share information. Letters were sent to parents describing the assessments. Teachers shared specific information about the assessments their students were engaged with, and general information about competency education, including grading and reporting, at parent conference events.	We have had positive feedback from our community, including from families.

Conway

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Parents at Pine Tree School have been invited to meetings (day and evening) to learn about PACE and ask questions. Some were specifically focused on PACE. At other times (i.e. Open Hours, Take Your Family to School Week) the information was presented as part of another event to attract a wider audience. A written brochure was developed to share information with people who were unable to attend meetings. PACE assessments were also used as evidence during student-led conferences.	Parents who attended were excited about the system of assessment that focuses on our local assessments and minimizes the amount of standardized testing.
Community	We have discussed the PACE project at school board meetings (Conway and SAU9) as well as various committee meetings.	People are excited about the project and interested to hear feedback about the impact of it on the Pine Tree students. Board members are asking about our timeline to expand the implementation of CBE and the use of performance assessments into other schools.
Teachers, principals, or other school leaders	We have met with teams of teachers and administrators, both at Pine Tree School using PACE for accountability and at schools considering moving	Pine Tree teachers expressed excitement for the impact PACE has made on instructional practice. They feel it will be easier next year

	into PACE. Teachers have had the opportunity to provide feedback regarding their experiences and ask questions. There will be on-going conversations during our weekly administrative PLC meetings regarding our local system of assessment and how PACE might become a larger part of how we address accountability requirements.	as they will have this first year experience on which they can draw. Teachers in the two other buildings considering using PACE for accountability have asked a lot of questions. They expressed concern that they are not yet "ready" to use PACE for accountability but are eager to take steps next year to build capacity and understanding.
Those representing the interests of children with disabilities	There have been school and district conversations with special educators focusing on our local system of assessment and how PACE can support it. PACE was discussed during IEP meetings for Pine Tree Students.	Special educators have expressed concerns regarding how to best meet the needs of students with disabilities. While the use of performance assessments and local assessments provide a better picture of student achievement, there is still the challenge of students who are functioning significantly below grade level being asked to perform grade level tasks. They have been asking how we can measure not only achievement but also growth through this system.
Those representing the interests of English learners	During student-led conferences special attention was provided to families where their primary language was not English in terms of PACE to ensure understanding.	Parents were again happy with the authentic nature of the assessment system and the reduction of standardized testing.

Laconia

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	During family events: conferences, learning exhibitions, Title 1 Parent/Guardian informational meeting, and other events information on PACE, competencies, Work Study Practices, and reporting was shared with the families.	During the 2018-2019 school year, families expressed that they found the family events more informative than just events for the parents/guardians. They felt the Learning Exhibitions provided a clearer understanding of how their child's work connected to PACE PBAs, Work Study Practices, and assessment.
Community	The PACE Leadership Team (administrators and teachers) prepared and presented to the Laconia School Board three times during the 2018-2019 school year. The presentations focused on the professional development and accountability components of PACE.	The Laconia School Board appreciated learning the about the two components of PACE and the impact on curriculum, instruction, and assessment. They, also, enjoyed hearing from the students – who shared how they felt about the PACE PBAs.
Teachers, principals, or other school leaders	During staff meetings, in-district professional development, and weekly PLCs the teachers and principals reviewed the various components of PACE (assessment schedule, BOW, PBAs, and data entry.) There calibration and scoring training sessions for the teachers.	The teachers appreciated the trainings and the time to get together with their colleagues from other schools. The calibration and scoring trainings fostered productive discussions between the teachers. During over/under meetings, the teachers shared the Bodies of Work with the next grade level to learn about the students' level of

		competency in ELA, Math and Science.
Those representing the interests of children with disabilities	The PACE Leadership Team met with the SPED Coordinators to review the students with IEPs in order to identify students who would need accommodations on the PACE PBAs and the SAS assessments.	The SPED teachers thought it was helpful to review the PACE PBAs that the students' would be taking during the school year. We were able to identify the accommodations for all the IEP students.
Those representing the interests of English learners	During the 2018-2019 school year, the PACE Leadership Team met with ESOL team to review students' level of proficiency with English and if they needed accommodations for the PACE PBAs or SAS. We, also, determined if the parents/guardians needed a translator during the parent/guardian informational meetings.	The ESOL administrators and teachers appreciated learning about the PACE PBAs that their students would be taking and what was required of the students on the assessments. None of the parents/guardians need a translator for the informational meetings.

Monroe

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Letter/Website	An annual letter describing the PACE process goes home to families, as well as a description of PACE and the grade level breakdown - this is also on the school website.
Community	Website	Descriptions, articles, result graphs are posted frequently on the school website.
Teachers, principals, or other school leaders	Content leads, shared notes, staff meetings	⅘ of our PACE teachers are either content leads or participate in task development. Whenever the principal attends a District Leads meeting she shares her notes with the PACE teachers. At weekly staff meetings, both principal and content lead teachers share any information necessary.
Those representing the interests of children with disabilities	Shared notes, staff meetings, shared documents	District Lead meeting notes are shared with Special Education Coordinator.
Those representing the interests of English learners	n/a	We do not have an ESL students at this time.

Newport

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Parent & community meetings with mock performance assessments	Increased understanding of complexity of performance assessments and how integrated into the everyday learning within the classroom.
Community	See above	See above
Teachers, principals, or other school leaders	Weekly teacher PLCs for PACE Weekly academic team meetings	Increased understanding of data collection protocols along with fluidity of implementation.
Those representing the interests of children with disabilities	Weekly academic team meetings Weekly teacher PLCs for PACE with Special Educators and Guidance	Increased understanding of data collection protocols, appropriate accommodations, and fluidity of implementation.
Those representing the interests of English learners	Invitation to weekly teacher PLCs for PACE	Increased understanding of data collection protocols, appropriate accommodations, and fluidity of implementation.
Other:		
Other:		

Rochester

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	• Our district website includes a letter to parents that describes PACE and also includes Frequently Asked Question about PACE • Our letter to parents is also included on our district's student information system Infinite Campus as a parent message • PACE assessments and student performance on these assessments are discussed at parent/teacher conferences, reported out in report cards, and	(see hyperlinks)

	included as an assignment included on Infinite Campus' Parent Portal	
Community	• Our district's website includes a PACE video that describes what PACE looks like in a school setting from the perspective of students, teachers, and administrators • Our letters, website, and school newsletters include the different assessments PACE & NH SAS given at each grade level • Our website provides direct links to NH Department of Education - Performance Assessment of Competency Education (PACE) and NH Statewide Assessment	http://www.rochesterschools.com/SAU/district/paceinfo.html - See hyperlinked assessment schedule

	System (SAS) - Assessment	
Teachers, principals, or other school leaders	• Training and support are provided throughout the year during faculty meetings and district professional development days	See hyperlink – page 3 of the district's Early Release schedule.
Those representing the interests of children with disabilities	• Christiane Allison, the Director of Student Services, includes PACE performance and related curriculum, instruction, and assessment items at IEP meetings.	
Those representing the interests of English learners	• Our district's ESL teacher, Katharine Keough, consults with families at meetings and parent/teacher conferences	

Sanborn

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Teachers share information at open house as well as at conferences twice a year. Information goes out in newsletters weekly as well as is posted on the school and district websites.	Parents are appreciative of the efforts of the teachers with PACE and are aware of the testing system and parameters.
Community	Information goes out in newsletters weekly as well as is posted on the school and district websites. Results are shared at school board meetings.	The community members are impressed with the testing system. School board members find the data to be both valid and reliable, as the scores align with other measures used by the district.
Teachers, principals, or other school leaders	The SAU disseminates information to teachers and principals through emails, newsletters and during meetings. Committees meet and discuss PACE and suggestions are sent to the SAU, which are then relayed by email or during statewide meetings.	Teachers find the assessments to be well developed and aligned with their contents. Principals appreciate that they are made a part of the learning cycle rather than having to stop the system to test all students.
Those representing the interests of children with disabilities	The SAU disseminates information to special educators through emails, newsletters and during meetings. Committees include case managers and any of their suggestions are sent to the SAU, which are then relayed by email or during statewide meetings.	Teachers find the assessments to be well developed with options for many learners to enter and show what they know.

SAU 23

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	PTO meetings, newsletters, school board meetings and IEP meetings	Parents like the project based PACE tasks in science and math as well as the relevant ELA tasks. There is concern around competencies in general and changes in scoring. We need to do more work in this area.
Community	School board meetings, newsletters, website and local newspaper	The community is fine with competencies and PACE. There is concern about changes in grading practices.
Teachers, principals, or other school leaders	Principals and other district leaders meet twice per month and PACE is frequently on the agenda. New principals attend the summer institute and participate with teacher	Teachers like the immediate feedback of student performance related to content taught. Principals like the common assessment tasks and the professional learning related to scoring and instructional planning.
Those representing the interests of children with disabilities	Special Ed. Director's meetings and training with case managers, IEP meetings	Case managers are worried about giving students with disabilities access to grade level competencies. Students with disabilities largely prefer the PACE tasks as they tend to be hands on and on topics of interest.

Those representing the interests of English learners	The ELL teacher has met with families to explain PACE and the tasks students will take. The ELL teacher plans with classroom teachers the instructional implications of the assigned PACE task.	We have very few ELL students.

Seacoast Charter School

Table 2. Consultation Efforts and Summary of Feedback

Stakeholder Group	**Description of Consultation** *(Describe the consultation with each of the listed stakeholder groups in the left-hand column)*	**Summary of Stakeholder Feedback** *(Note: you may attach artifacts of the actual feedback received in lieu of providing a summary)*
Parents	Teacher news letters, goal setting conferences, School Friday news letter, web site, community outreach meetings	our parent and community express interest in the idea that there is a more authentic way of assessing what students can do.
Community	community outreach meetings	
Teachers, principals, or other school leaders	PACE committee, staff meetings	This has been instrumental in gathering information of the process of different teachers at different grade levels. It has also provided a way to help with messaging. Teachers appreciate the opportunity to be heard and to voice concerns and have misinformation clarified.
Those representing the interests of children with disabilities	team meetings	
Those representing the interests of English learners	team meetings	

Appendix I: PACE 2019 Student Performance and Participation Results

Table I.1 below reports on the performance of students in participating schools at the State, LEA, and school level on the innovative assessment in the 2018-19 school year, including academic achievement and participation data required to be reported except in when such data reveal personally identifiable information. Counts below cell size of 11 are suppressed as indicated by two asterisks (**). Values across performance levels may not sum to 100% due to rounding.

Table I.1. Student Performance at the State, LEA, and School Levels by Subject, Grade, Percent at Each Achievement Level, Number of Enrolled Students, Number of Participating Students, and Percent of Students Participating

School Year	School ID	School Name	District ID	District Name	Subj	Gr	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent of Students Proficient or Above	Number of Enrolled Students	Number of Students Participating in IADA Pilot	Percent of Students Participating
2018-19			0	_State	mat	3	8	30	55	7	62	1130	1120	99
2018-19			0	_State	mat	5	8	37	45	10	55	1341	1337	99
2018-19			0	_State	mat	6	12	42	36	10	46	1217	1202	98
2018-19			0	_State	mat	7	10	39	37	13	50	1076	1067	99
2018-19			0	_State	rea	4	8	35	49	8	57	1197	1187	99
2018-19			0	_State	rea	5	8	36	48	9	57	1340	1335	99
2018-19			0	_State	rea	6	6	32	52	10	62	1214	1204	99
2018-19			0	_State	rea	7	5	39	41	15	56	1132	1123	99
2018-19			0	_State	sci	8	8	27	57	8	65	**	**	**
2018-19			17	Amherst	mat	5	4	23	51	23	74	147	147	100
2018-19			17	Amherst	mat	6	0	28	50	21	71	142	141	99

2018-19			17	Amherst	mat	7	1	14	62	24	86	162	162	100
2018-19			17	Amherst	rea	5	2	23	60	15	75	147	147	100
2018-19			17	Amherst	rea	6	4	20	73	3	76	142	141	99
2018-19			17	Amherst	rea	7	0	23	65	12	77	163	161	99
2018-19			17	Amherst	sci	8	3	17	73	7	80	**	**	**
2018-19			39	Bath	mat	3	0	27	73	0	73	11	11	100
2018-19			39	Bath	mat	6	**	**	**	**	**	8	8	100
2018-19			39	Bath	rea	4	0	17	42	42	84	12	12	100
2018-19			39	Bath	rea	6	**	**	**	**	**	8	8	100
2018-19			53	Bethlehem	mat	3	0	21	36	43	79	14	14	100
2018-19			53	Bethlehem	mat	5	4	35	57	4	61	24	23	96
2018-19			53	Bethlehem	mat	6	0	57	43	0	43	14	14	100
2018-19			53	Bethlehem	rea	4	0	23	54	23	77	13	13	100
2018-19			53	Bethlehem	rea	5	4	35	61	0	61	24	23	96
2018-19			53	Bethlehem	rea	6	0	29	71	0	71	14	14	100
2018-19			111	Concord	mat	3	10	29	58	4	62	281	278	99
2018-19			111	Concord	mat	5	7	28	59	7	66	306	306	100
2018-19			111	Concord	mat	6	17	41	37	6	43	314	311	99
2018-19			111	Concord	mat	7	21	46	26	7	33	314	314	100

2018-19			111	Concord	rea	4	6	31	61	1	62	292	289	99
2018-19			111	Concord	rea	5	7	22	65	7	72	305	305	100
2018-19			111	Concord	rea	6	4	30	58	8	66	312	312	100
2018-19			111	Concord	rea	7	6	37	40	17	57	316	313	99
2018-19			111	Concord	sci	8	5	39	52	5	57	**	**	**
2018-19			113	Conway	mat	3	3	26	72	0	72	97	97	100
2018-19			113	Conway	mat	5	0	38	56	5	61	94	93	99
2018-19			113	Conway	mat	6	5	36	60	0	60	105	103	98
2018-19			113	Conway	rea	4	9	24	68	0	68	88	86	98
2018-19			113	Conway	rea	5	26	33	38	3	41	94	93	99
2018-19			113	Conway	rea	6	10	24	67	0	67	105	104	99
2018-19			165	Epping	mat	3	3	27	70	0	70	74	74	100
2018-19			165	Epping	mat	5	6	29	53	11	64	62	62	100
2018-19			165	Epping	mat	6	3	25	51	22	73	71	70	99
2018-19			165	Epping	mat	7	10	38	40	13	53	65	63	97
2018-19			165	Epping	rea	4	0	46	48	6	54	67	67	100
2018-19			165	Epping	rea	5	24	42	34	0	34	62	62	100
2018-19			165	Epping	rea	6	9	45	45	1	46	71	70	99
2018-19			165	Epping	rea	7	8	48	38	6	44	65	64	98

2018-19			165	Epping	sci	8	9	16	54	21	75	**	**	**
2018-19			238	Haverhill Cooperative	mat	3	10	29	45	17	62	42	42	100
2018-19			238	Haverhill Cooperative	mat	5	8	44	49	0	49	42	42	100
2018-19			238	Haverhill Cooperative	mat	6	9	42	42	7	49	56	56	100
2018-19			238	Haverhill Cooperative	rea	4	21	23	52	4	56	48	48	100
2018-19			238	Haverhill Cooperative	rea	5	5	46	46	3	49	42	42	100
2018-19			238	Haverhill Cooperative	rea	6	7	35	49	9	58	56	56	100
2018-19			238	Haverhill Cooperative	rea	7	4	42	42	12	54	52	52	100
2018-19			238	Haverhill Cooperative	sci	8	4	33	54	9	63	**	**	**
2018-19			285	Laconia	mat	3	6	62	30	2	32	144	143	99
2018-19			285	Laconia	mat	5	11	42	47	1	48	155	153	99
2018-19			285	Laconia	rea	4	16	49	33	1	34	144	143	99
2018-19			285	Laconia	rea	5	3	45	51	1	52	155	153	99
2018-19			365	Monroe	mat	3	**	**	**	**	**	11	10	91
2018-19			365	Monroe	mat	5	**	**	**	**	**	6	6	100
2018-19			365	Monroe	mat	6	**	**	**	**	**	6	6	100
2018-19			365	Monroe	mat	7	**	**	**	**	**	9	9	100
2018-19			365	Monroe	rea	4	**	**	**	**	**	4	3	75
2018-19			365	Monroe	rea	5	**	**	**	**	**	6	6	100

2018-19			365	Monroe	rea	6	**	**	**	**	**	6	6	100
2018-19			365	Monroe	rea	7	**	**	**	**	**	9	9	100
2018-19			365	Monroe	sci	8	17	0	67	17	84	**	**	**
2018-19			401	Newport	mat	3	29	19	52	0	52	67	66	99
2018-19			401	Newport	mat	5	13	76	10	1	11	84	84	100
2018-19			401	Newport	mat	6	12	67	21	0	21	61	60	98
2018-19			401	Newport	mat	7	14	59	27	0	27	60	57	95
2018-19			401	Newport	rea	4	17	36	47	0	47	67	67	100
2018-19			401	Newport	rea	5	20	42	33	5	38	84	84	100
2018-19			401	Newport	rea	6	2	47	47	3	50	61	61	100
2018-19			401	Newport	rea	7	8	59	32	0	32	60	60	100
2018-19			401	Newport	sci	8	11	24	56	10	66	**	**	**
2018-19			435	Piermont	mat	3	**	**	**	**	**	8	8	100
2018-19			435	Piermont	mat	5	**	**	**	**	**	3	3	100
2018-19			435	Piermont	mat	6	0	64	36	0	36	11	11	100
2018-19			435	Piermont	mat	7	**	**	**	**	**	5	5	100
2018-19			435	Piermont	rea	4	**	**	**	**	**	4	4	100
2018-19			435	Piermont	rea	5	**	**	**	**	**	3	3	100
2018-19			435	Piermont	rea	6	0	36	64	0	64	11	11	100

2018-19			435	Piermont	rea	7	**	**	**	**	**	5	5	100
2018-19			435	Piermont	sci	8	**	**	**	**	**	**	**	**
2018-19			461	Rochester	mat	3	7	25	57	12	69	266	263	99
2018-19			461	Rochester	mat	5	8	36	34	22	56	275	275	100
2018-19			461	Rochester	mat	6	19	51	19	11	30	297	291	98
2018-19			461	Rochester	mat	7	7	46	29	19	48	308	305	99
2018-19			461	Rochester	rea	4	6	29	43	22	65	315	312	99
2018-19			461	Rochester	rea	5	7	41	31	21	52	275	275	100
2018-19			461	Rochester	rea	6	5	36	35	24	59	296	290	98
2018-19			461	Rochester	rea	7	7	47	28	19	47	309	306	99
2018-19			461	Rochester	sci	8	15	14	63	8	71	**	**	**
2018-19			476	Sanborn Regional	mat	3	1	30	64	4	68	73	73	100
2018-19			476	Sanborn Regional	mat	5	0	52	38	10	48	100	100	100
2018-19			476	Sanborn Regional	mat	6	5	32	45	18	63	96	95	99
2018-19			476	Sanborn Regional	mat	7	4	26	56	13	69	113	112	99
2018-19			476	Sanborn Regional	rea	4	4	50	44	2	46	105	105	100
2018-19			476	Sanborn Regional	rea	5	0	39	57	4	61	100	100	100
2018-19			476	Sanborn Regional	rea	6	9	27	60	3	63	96	95	99
2018-19			476	Sanborn Regional	rea	7	0	20	50	29	79	113	113	100

2018-19			476	Sanborn Regional	sci	8	2	39	47	12	59	**	**	**
2018-19			549	Warren	mat	3	0	0	100	0	100	11	11	100
2018-19			549	Warren	mat	5	**	**	**	**	**	9	9	100
2018-19			549	Warren	mat	6	**	**	**	**	**	8	8	100
2018-19			549	Warren	mat	7	**	**	**	**	**	8	8	100
2018-19			549	Warren	rea	4	**	**	**	**	**	6	6	100
2018-19			549	Warren	rea	5	**	**	**	**	**	9	9	100
2018-19			549	Warren	rea	6	**	**	**	**	**	8	8	100
2018-19			549	Warren	rea	7	**	**	**	**	**	8	8	100
2018-19			549	Warren	sci	8	**	**	**	**	**	**	**	**
2018-19			705	Seacoast Charter School	mat	3	7	43	27	23	50	31	30	97
2018-19			705	Seacoast Charter School	mat	5	6	18	68	9	77	34	34	100
2018-19			705	Seacoast Charter School	mat	6	7	43	32	18	50	28	28	100
2018-19			705	Seacoast Charter School	mat	7	6	28	53	13	66	32	32	100
2018-19			705	Seacoast Charter School	rea	4	0	34	59	6	65	32	32	100
2018-19			705	Seacoast Charter School	rea	5	3	67	27	3	30	34	33	97

2018-19			705	Seacoast Charter School	rea	6	14	18	50	18	68	28	28	100
2018-19			705	Seacoast Charter School	rea	7	0	28	63	9	72	32	32	100
2018-19			705	Seacoast Charter School	sci	8	3	43	46	9	55	**	**	**
2018-19	20240	Abbot-Downing School	111	Concord	mat	3	12	19	68	1	69	68	68	100
2018-19	20240	Abbot-Downing School	111	Concord	mat	5	1	8	87	4	91	77	77	100
2018-19	20240	Abbot-Downing School	111	Concord	rea	4	2	29	69	0	69	59	58	98
2018-19	20240	Abbot-Downing School	111	Concord	rea	5	0	14	84	1	85	77	77	100
2018-19	20260	Broken Ground School	111	Concord	mat	3	13	47	39	0	39	104	104	100
2018-19	20260	Broken Ground School	111	Concord	mat	5	17	30	52	1	53	105	105	100
2018-19	20260	Broken Ground School	111	Concord	rea	4	8	40	51	1	52	122	122	100
2018-19	20260	Broken Ground School	111	Concord	rea	5	19	18	60	3	63	104	104	100
2018-19	20270	Rundlett Middle School	111	Concord	mat	6	17	41	37	6	43	313	310	99
2018-19	20270	Rundlett Middle School	111	Concord	mat	7	21	46	26	7	33	313	313	100
2018-19	20270	Rundlett Middle School	111	Concord	rea	6	4	30	58	8	66	311	311	100
2018-19	20270	Rundlett Middle School	111	Concord	rea	7	6	37	40	17	57	315	312	99
2018-19	20270	Rundlett Middle School	111	Concord	sci	8	5	39	52	5	57	**	**	**

2018-19	20305	Christa McAuliffe School	111	Concord	mat	3	5	12	66	17	83	61	60	98
2018-19	20305	Christa McAuliffe School	111	Concord	mat	5	0	50	39	11	50	73	73	100
2018-19	20305	Christa McAuliffe School	111	Concord	rea	4	6	18	73	3	76	66	66	100
2018-19	20305	Christa McAuliffe School	111	Concord	rea	5	1	36	46	17	63	73	73	100
2018-19	20330	Pine Tree Elementary School	113	Conway	mat	3	3	26	72	0	72	39	39	100
2018-19	20330	Pine Tree Elementary School	113	Conway	mat	5	0	38	56	5	61	39	39	100
2018-19	20330	Pine Tree Elementary School	113	Conway	mat	6	5	36	60	0	60	42	42	100
2018-19	20330	Pine Tree Elementary School	113	Conway	rea	4	9	24	68	0	68	36	36	100
2018-19	20330	Pine Tree Elementary School	113	Conway	rea	5	26	33	38	3	41	39	39	100
2018-19	20330	Pine Tree Elementary School	113	Conway	rea	6	10	24	67	0	67	42	42	100
2018-19	20335	John H. Fuller School	113	Conway	mat	3	**	**	**	**	**	22	22	100
2018-19	20335	John H. Fuller School	113	Conway	mat	5	**	**	**	**	**	28	27	96
2018-19	20335	John H. Fuller School	113	Conway	mat	6	**	**	**	**	**	33	32	97
2018-19	20335	John H. Fuller School	113	Conway	rea	4	**	**	**	**	**	28	26	93
2018-19	20335	John H. Fuller School	113	Conway	rea	5	**	**	**	**	**	28	27	96

2018-19	20335	John H. Fuller School	113	Conway	rea	6	**	**	**	**	**	33	33	100
2018-19	20340	Conway Elementary School	113	Conway	mat	3	**	**	**	**	**	35	35	100
2018-19	20340	Conway Elementary School	113	Conway	mat	5	**	**	**	**	**	26	26	100
2018-19	20340	Conway Elementary School	113	Conway	mat	6	**	**	**	**	**	30	29	97
2018-19	20340	Conway Elementary School	113	Conway	rea	4	**	**	**	**	**	23	23	100
2018-19	20340	Conway Elementary School	113	Conway	rea	5	**	**	**	**	**	26	26	100
2018-19	20340	Conway Elementary School	113	Conway	rea	6	**	**	**	**	**	30	29	97
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	mat	3	3	30	63	5	68	40	40	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	mat	5	0	50	39	11	50	54	54	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	rea	4	3	42	52	3	55	66	66	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	rea	5	0	48	48	4	52	54	54	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	mat	6	5	32	45	18	63	95	95	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	mat	7	4	26	56	13	69	113	112	99
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	rea	6	9	27	60	3	63	95	95	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	rea	7	0	20	50	29	79	113	113	100

2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	sci	8	2	39	47	12	59	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	mat	3	0	30	67	3	70	33	33	100
2018-19	20635	Memorial School	476	Sanborn Regional	mat	5	0	54	37	9	46	46	46	100
2018-19	20635	Memorial School	476	Sanborn Regional	rea	4	5	63	32	0	32	38	38	100
2018-19	20635	Memorial School	476	Sanborn Regional	rea	5	0	28	67	4	71	46	46	100
2018-19	20860	Bath Village School	39	Bath	mat	3	0	27	73	0	73	11	11	100
2018-19	20860	Bath Village School	39	Bath	mat	6	**	**	**	**	**	8	8	100
2018-19	20860	Bath Village School	39	Bath	rea	4	0	17	42	42	84	12	12	100
2018-19	20860	Bath Village School	39	Bath	rea	6	**	**	**	**	**	8	8	100
2018-19	20885	Monroe Consolidated School	365	Monroe	mat	3	**	**	**	**	**	11	10	91
2018-19	20885	Monroe Consolidated School	365	Monroe	mat	5	**	**	**	**	**	6	6	100
2018-19	20885	Monroe Consolidated School	365	Monroe	mat	6	**	**	**	**	**	6	6	100
2018-19	20885	Monroe Consolidated School	365	Monroe	mat	7	**	**	**	**	**	8	8	100
2018-19	20885	Monroe Consolidated School	365	Monroe	rea	4	**	**	**	**	**	3	3	100
2018-19	20885	Monroe Consolidated School	365	Monroe	rea	5	**	**	**	**	**	6	6	100
2018-19	20885	Monroe Consolidated School	365	Monroe	rea	6	**	**	**	**	**	6	6	100

2018-19	20885	Monroe Consolidated School	365	Monroe	rea	7	**	**	**	**	**	8	8	100
2018-19	20885	Monroe Consolidated School	365	Monroe	sci	8	17	0	67	17	84	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	mat	3	**	**	**	**	**	8	8	100
2018-19	20895	Piermont Village School	435	Piermont	mat	5	**	**	**	**	**	3	3	100
2018-19	20895	Piermont Village School	435	Piermont	mat	6	0	64	36	0	36	11	11	100
2018-19	20895	Piermont Village School	435	Piermont	mat	7	**	**	**	**	**	5	5	100
2018-19	20895	Piermont Village School	435	Piermont	rea	4	**	**	**	**	**	4	4	100
2018-19	20895	Piermont Village School	435	Piermont	rea	5	**	**	**	**	**	3	3	100
2018-19	20895	Piermont Village School	435	Piermont	rea	6	0	36	64	0	64	11	11	100
2018-19	20895	Piermont Village School	435	Piermont	rea	7	**	**	**	**	**	5	5	100
2018-19	20895	Piermont Village School	435	Piermont	sci	8	**	**	**	**	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	mat	3	0	0	100	0	100	11	11	100
2018-19	20900	Warren Village School	549	Warren	mat	5	**	**	**	**	**	9	9	100
2018-19	20900	Warren Village School	549	Warren	mat	6	**	**	**	**	**	8	8	100
2018-19	20900	Warren Village School	549	Warren	mat	7	**	**	**	**	**	8	8	100
2018-19	20900	Warren Village School	549	Warren	rea	4	**	**	**	**	**	6	6	100
2018-19	20900	Warren Village School	549	Warren	rea	5	**	**	**	**	**	9	9	100
2018-19	20900	Warren Village School	549	Warren	rea	6	**	**	**	**	**	8	8	100

2018-19	20900	Warren Village School	549	Warren	rea	7	**	**	**	**	**	8	8	100
2018-19	20900	Warren Village School	549	Warren	sci	8	**	**	**	**	**	**	**	**
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	mat	3	10	29	45	17	62	42	42	100
2018-19	21260	Pleasant Street School	285	Laconia	mat	3	10	49	37	5	42	42	41	98
2018-19	21260	Pleasant Street School	285	Laconia	mat	5	0	44	54	2	56	57	57	100
2018-19	21260	Pleasant Street School	285	Laconia	rea	4	21	51	28	0	28	53	53	100
2018-19	21260	Pleasant Street School	285	Laconia	rea	5	2	46	49	4	53	57	57	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	mat	3	**	**	**	**	**	53	53	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	mat	5	25	51	24	0	24	52	52	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	rea	4	9	51	40	0	40	51	50	98
2018-19	21285	Woodland Heights Elementary School	285	Laconia	rea	5	4	57	39	0	39	52	52	100
2018-19	21290	Elm Street School	285	Laconia	mat	3	2	73	24	0	24	49	49	100
2018-19	21290	Elm Street School	285	Laconia	mat	5	7	29	64	0	64	45	44	98
2018-19	21290	Elm Street School	285	Laconia	rea	4	20	44	32	5	37	42	41	98
2018-19	21290	Elm Street School	285	Laconia	rea	5	5	29	67	0	67	45	44	98

2018-19	21400	Bethlehem Elementary School	53	Bethlehem	mat	3	0	21	36	43	79	14	14	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	mat	5	4	35	57	4	61	23	23	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	mat	6	0	57	43	0	43	14	14	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	rea	4	0	23	54	23	77	13	13	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	rea	5	4	35	61	0	61	23	23	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	rea	6	0	29	71	0	71	14	14	100
2018-19	21745	Amherst Middle School	17	Amherst	mat	5	4	23	51	23	74	147	147	100
2018-19	21745	Amherst Middle School	17	Amherst	mat	6	0	28	50	21	71	142	141	99
2018-19	21745	Amherst Middle School	17	Amherst	mat	7	1	14	62	24	86	162	162	100
2018-19	21745	Amherst Middle School	17	Amherst	rea	5	2	23	60	15	75	147	147	100
2018-19	21745	Amherst Middle School	17	Amherst	rea	6	4	20	73	3	76	142	141	99
2018-19	21745	Amherst Middle School	17	Amherst	rea	7	0	23	65	12	77	163	161	99
2018-19	21745	Amherst Middle School	17	Amherst	sci	8	3	17	73	7	80	**	**	**
2018-19	21995	Richards Elementary School	401	Newport	mat	3	29	19	52	0	52	66	65	98
2018-19	21995	Richards Elementary School	401	Newport	mat	5	13	76	10	1	11	83	83	100
2018-19	21995	Richards Elementary School	401	Newport	rea	4	17	36	47	0	47	66	66	100

2018-19	21995	Richards Elementary School	401	Newport	rea	5	20	42	33	5	38	83	83	100
2018-19	22650	East Rochester School	461	Rochester	mat	3	4	8	83	4	87	24	24	100
2018-19	22650	East Rochester School	461	Rochester	mat	5	15	31	31	23	54	52	52	100
2018-19	22650	East Rochester School	461	Rochester	rea	4	5	18	42	34	76	38	38	100
2018-19	22650	East Rochester School	461	Rochester	rea	5	12	29	31	29	60	52	52	100
2018-19	22660	Nancy Loud School	461	Rochester	mat	3	**	**	**	**	**	11	10	91
2018-19	22660	Nancy Loud School	461	Rochester	rea	4	7	50	29	14	43	14	14	100
2018-19	22665	McClelland School	461	Rochester	mat	3	3	63	31	3	34	63	62	98
2018-19	22665	McClelland School	461	Rochester	mat	5	12	35	40	14	54	43	43	100
2018-19	22665	McClelland School	461	Rochester	rea	4	2	47	41	11	52	64	64	100
2018-19	22665	McClelland School	461	Rochester	rea	5	9	53	23	14	37	43	43	100
2018-19	22690	William Allen School	461	Rochester	mat	3	3	8	64	26	90	39	39	100
2018-19	22690	William Allen School	461	Rochester	mat	5	4	30	48	17	65	46	46	100
2018-19	22690	William Allen School	461	Rochester	rea	4	13	30	49	9	58	47	47	100
2018-19	22690	William Allen School	461	Rochester	rea	5	2	33	39	26	65	46	46	100
2018-19	22695	Chamberlain Street School	461	Rochester	mat	3	17	9	55	19	74	53	53	100
2018-19	22695	Chamberlain Street School	461	Rochester	mat	5	6	47	29	17	46	78	78	100
2018-19	22695	Chamberlain Street School	461	Rochester	rea	4	7	28	52	13	65	64	61	95

2018-19	22695	Chamberlain Street School	461	Rochester	rea	5	6	55	29	9	38	78	78	100
2018-19	22705	Rochester Middle School	461	Rochester	mat	6	19	51	19	11	30	291	288	99
2018-19	22705	Rochester Middle School	461	Rochester	mat	7	7	46	29	19	48	307	304	99
2018-19	22705	Rochester Middle School	461	Rochester	rea	6	5	36	35	24	59	290	287	99
2018-19	22705	Rochester Middle School	461	Rochester	rea	7	7	47	28	19	47	305	305	100
2018-19	22705	Rochester Middle School	461	Rochester	sci	8	15	14	63	8	71	**	**	**
2018-19	22720	School Street School	461	Rochester	mat	3	8	33	58	0	58	12	12	100
2018-19	22720	School Street School	461	Rochester	rea	4	16	5	42	37	79	19	19	100
2018-19	22725	Gonic School	461	Rochester	mat	3	0	16	84	0	84	38	38	100
2018-19	22725	Gonic School	461	Rochester	mat	5	6	38	28	28	56	33	32	97
2018-19	22725	Gonic School	461	Rochester	rea	4	2	21	31	45	76	43	42	98
2018-19	22725	Gonic School	461	Rochester	rea	5	13	31	31	25	56	33	32	97
2018-19	26490	Beaver Meadow School	111	Concord	mat	3	4	22	73	0	73	45	45	100
2018-19	26490	Beaver Meadow School	111	Concord	mat	5	4	21	57	17	74	47	47	100
2018-19	26490	Beaver Meadow School	111	Concord	rea	4	10	27	63	0	63	42	41	98
2018-19	26490	Beaver Meadow School	111	Concord	rea	5	0	21	70	9	79	47	47	100
2018-19	26505	Epping Middle School	165	Epping	mat	6	3	25	51	22	73	70	70	100

2018-19	26505	Epping Middle School	165	Epping	mat	7	10	38	40	13	53	65	63	97
2018-19	26505	Epping Middle School	165	Epping	rea	6	9	45	45	1	46	70	70	100
2018-19	26505	Epping Middle School	165	Epping	rea	7	8	48	38	6	44	65	64	98
2018-19	26505	Epping Middle School	165	Epping	sci	8	9	16	54	21	75	**	**	**
2018-19	26510	Epping Elementary School	165	Epping	mat	3	3	27	70	0	70	74	74	100
2018-19	26510	Epping Elementary School	165	Epping	mat	5	6	29	53	11	64	62	62	100
2018-19	26510	Epping Elementary School	165	Epping	rea	4	0	46	48	6	54	66	66	100
2018-19	26510	Epping Elementary School	165	Epping	rea	5	24	42	34	0	34	62	62	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	mat	5	8	44	49	0	49	40	40	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	mat	6	9	42	42	7	49	56	56	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	rea	4	21	23	52	4	56	48	48	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	rea	5	5	46	46	3	49	40	40	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	rea	6	7	35	49	9	58	56	56	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	rea	7	4	42	42	12	54	52	52	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	sci	8	4	33	54	9	63	**	**	**

2018-19	26970	Newport Middle School	401	Newport	mat	6	12	67	21	0	21	61	60	98
2018-19	26970	Newport Middle School	401	Newport	mat	7	14	59	27	0	27	60	57	95
2018-19	26970	Newport Middle School	401	Newport	rea	6	2	47	47	3	50	61	61	100
2018-19	26970	Newport Middle School	401	Newport	rea	7	8	59	32	0	32	60	60	100
2018-19	26970	Newport Middle School	401	Newport	sci	8	11	24	56	10	66	**	**	**
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	mat	3	7	43	27	23	50	31	30	97
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	mat	5	6	18	68	9	77	34	34	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	mat	6	7	43	32	18	50	28	28	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	mat	7	6	28	53	13	66	32	32	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	rea	4	0	34	59	6	65	32	32	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	rea	5	3	67	27	3	30	34	33	97
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	rea	6	14	18	50	18	68	28	28	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	rea	7	0	28	63	9	72	32	32	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	sci	8	3	43	46	9	55	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	mat	3	6	12	47	35	82	17	17	100
2018-19	29080	Maple Street Magnet School	461	Rochester	mat	5	0	22	22	56	78	18	18	100

2018-19	29080	Maple Street Magnet School	461	Rochester	rea	4	0	21	42	37	79	19	19	100
2018-19	29080	Maple Street Magnet School	461	Rochester	rea	5	0	33	22	44	66	18	18	100

**Counts below cell size of 11. Results may include combination of PACE, NH SAS, DLM and science results as applicable.

Appendix J: PACE 2019 School Demographic Results

Table J.1 below contains the school demographic information in the 2018-19 school year, including enrollment and student achievement information, for the required subgroups of students, among participating schools and LEAs because the innovative assessment system is not yet implemented statewide. Counts below cell size of 40 are suppressed as indicated by two asterisks (**).

Table J.1. Disaggregated Student Performance at the State, LEA, and School Levels by Subject, Percent of Students Proficient or Above, Number of Enrolled Students, Number of Participating Students, and Percent of Students Participating

School Year	School ID	School Name	District ID	District Name	Subgroup Description	Subj	Percent of Students Proficient or Above	Number of Enrolled Students	Number of Students Participating in IADA Pilot	Percent of Students Participating
2018-19			0	_State	All	mat	53	9403	9145	97
2018-19			0	_State	All	rea	58	9423	9147	97
2018-19			0	_State	EconDis - Economically Disadvantaged	mat	36	3409	3268	95
2018-19			0	_State	EconDis - Economically Disadvantaged	rea	41	3407	3268	95
2018-19			0	_State	EL - Current English Language Learner	mat	29	232	225	96
2018-19			0	_State	EL - Current English Language Learner	rea	31	230	220	95
2018-19			0	_State	EL- Current + Monitoring Years 1-4	mat	36	277	270	97
2018-19			0	_State	EL- Current + Monitoring Years 1-4	rea	39	275	265	96
2018-19			0	_State	IEP/SWD - IEP	mat	20	1730	1610	93

2018-19			0	_State	IEP/SWD - IEP	rea	17	1728	1611	93
2018-19			0	_State	Race - American Indian or Alaskan Native (Non Hispanic)	mat	32	43	43	100
2018-19			0	_State	Race - American Indian or Alaskan Native (Non Hispanic)	rea	63	43	43	100
2018-19			0	_State	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	52	257	251	97
2018-19			0	_State	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	70	255	250	98
2018-19			0	_State	Race - Black or African American (Non Hispanic)	mat	31	272	265	97
2018-19			0	_State	Race - Black or African American (Non Hispanic)	rea	45	271	265	97
2018-19			0	_State	Race - Hispanic	mat	46	356	346	97
2018-19			0	_State	Race - Hispanic	rea	45	356	346	97
2018-19			0	_State	Race - Two or more races	mat	43	148	144	97
2018-19			0	_State	Race - Two or more races	rea	46	148	145	97
2018-19			0	_State	Race - White (Non Hispanic)	mat	55	8319	8096	97
2018-19			0	_State	Race - White (Non Hispanic)	rea	59	8344	8098	97

2018-19			17	Amherst	All	mat	78	890	872	98
2018-19			17	Amherst	All	rea	76	889	871	98
2018-19			17	Amherst	EconDis - Economically Disadvantaged	mat	52	53	50	94
2018-19			17	Amherst	EconDis - Economically Disadvantaged	rea	44	53	50	94
2018-19			17	Amherst	EL - Current English Language Learner	mat	**	9	9	100
2018-19			17	Amherst	EL - Current English Language Learner	rea	**	9	9	100
2018-19			17	Amherst	EL- Current + Monitoring Years 1-4	mat	**	12	12	100
2018-19			17	Amherst	EL- Current + Monitoring Years 1-4	rea	**	12	12	100
2018-19			17	Amherst	IEP/SWD - IEP	mat	40	142	138	97
2018-19			17	Amherst	IEP/SWD - IEP	rea	40	143	137	96
2018-19			17	Amherst	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	8	8	100
2018-19			17	Amherst	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	8	8	100
2018-19			17	Amherst	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	80	24	24	100

2018-19			17	Amherst	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	90	24	24	100
2018-19			17	Amherst	Race - Black or African American (Non Hispanic)	mat	**	13	12	92
2018-19			17	Amherst	Race - Black or African American (Non Hispanic)	rea	**	13	12	92
2018-19			17	Amherst	Race - Hispanic	mat	75	32	31	97
2018-19			17	Amherst	Race - Hispanic	rea	67	32	31	97
2018-19			17	Amherst	Race - Two or more races	mat	**	1	1	100
2018-19			17	Amherst	Race - Two or more races	rea	**	1	1	100
2018-19			17	Amherst	Race - White (Non Hispanic)	mat	79	804	796	99
2018-19			17	Amherst	Race - White (Non Hispanic)	rea	77	811	795	98
2018-19			39	Bath	All	mat	68	47	47	100
2018-19			39	Bath	All	rea	75	47	47	100
2018-19			39	Bath	EconDis - Economically Disadvantaged	mat	**	11	11	100
2018-19			39	Bath	EconDis - Economically Disadvantaged	rea	**	11	11	100
2018-19			39	Bath	EL - Current English Language Learner	mat	**	**	**	**
2018-19			39	Bath	EL - Current English Language Learner	rea	**	**	**	**

2018-19			39	Bath	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19			39	Bath	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19			39	Bath	IEP/SWD - IEP	mat	**	9	9	100
2018-19			39	Bath	IEP/SWD - IEP	rea	**	9	9	100
2018-19			39	Bath	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19			39	Bath	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			39	Bath	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19			39	Bath	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19			39	Bath	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19			39	Bath	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19			39	Bath	Race - Hispanic	mat	**	**	**	**
2018-19			39	Bath	Race - Hispanic	rea	**	**	**	**

2018-19			39	Bath	Race - Two or more races	mat	**	**	**	**
2018-19			39	Bath	Race - Two or more races	rea	**	**	**	**
2018-19			39	Bath	Race - White (Non Hispanic)	mat	68	47	47	100
2018-19			39	Bath	Race - White (Non Hispanic)	rea	75	47	47	100
2018-19			53	Bethlehem	All	mat	61	65	64	98
2018-19			53	Bethlehem	All	rea	68	65	63	97
2018-19			53	Bethlehem	EconDis - Economically Disadvantaged	mat	55	27	26	96
2018-19			53	Bethlehem	EconDis - Economically Disadvantaged	rea	52	27	26	96
2018-19			53	Bethlehem	EL - Current English Language Learner	mat	**	**	**	**
2018-19			53	Bethlehem	EL - Current English Language Learner	rea	**	**	**	**
2018-19			53	Bethlehem	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19			53	Bethlehem	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19			53	Bethlehem	IEP/SWD - IEP	mat	**	7	6	86
2018-19			53	Bethlehem	IEP/SWD - IEP	rea	**	7	6	86
2018-19			53	Bethlehem	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19			53	Bethlehem	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			53	Bethlehem	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19			53	Bethlehem	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19			53	Bethlehem	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19			53	Bethlehem	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19			53	Bethlehem	Race - Hispanic	mat	**	4	4	100
2018-19			53	Bethlehem	Race - Hispanic	rea	**	4	4	100
2018-19			53	Bethlehem	Race - Two or more races	mat	**	2	2	100
2018-19			53	Bethlehem	Race - Two or more races	rea	**	2	2	100
2018-19			53	Bethlehem	Race - White (Non Hispanic)	mat	64	59	58	98
2018-19			53	Bethlehem	Race - White (Non Hispanic)	rea	73	59	57	97
2018-19			111	Concord	All	mat	51	2126	2083	98
2018-19			111	Concord	All	rea	64	2141	2077	97
2018-19			111	Concord	EconDis - Economically Disadvantaged	mat	32	820	795	97

2018-19			111	Concord	EconDis - Economically Disadvantaged	rea	45	818	793	97
2018-19			111	Concord	EL - Current English Language Learner	mat	25	156	150	96
2018-19			111	Concord	EL - Current English Language Learner	rea	28	155	147	95
2018-19			111	Concord	EL- Current + Monitoring Years 1-4	mat	31	191	185	97
2018-19			111	Concord	EL- Current + Monitoring Years 1-4	rea	38	190	182	96
2018-19			111	Concord	IEP/SWD - IEP	mat	15	344	323	94
2018-19			111	Concord	IEP/SWD - IEP	rea	19	341	324	95
2018-19			111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	17	17	100
2018-19			111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	17	17	100
2018-19			111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	40	151	146	97
2018-19			111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	66	149	145	97

2018-19			111	Concord	Race - Black or African American (Non Hispanic)	mat	29	202	198	98
2018-19			111	Concord	Race - Black or African American (Non Hispanic)	rea	46	201	197	98
2018-19			111	Concord	Race - Hispanic	mat	39	86	84	98
2018-19			111	Concord	Race - Hispanic	rea	53	86	84	98
2018-19			111	Concord	Race - Two or more races	mat	**	**	**	**
2018-19			111	Concord	Race - Two or more races	rea	**	**	**	**
2018-19			111	Concord	Race - White (Non Hispanic)	mat	55	1671	1638	98
2018-19			111	Concord	Race - White (Non Hispanic)	rea	66	1685	1634	97
2018-19			113	Conway	All	mat	65	846	821	97
2018-19			113	Conway	All	rea	58	847	822	97
2018-19			113	Conway	EconDis - Economically Disadvantaged	mat	56	345	335	97
2018-19			113	Conway	EconDis - Economically Disadvantaged	rea	51	346	336	97
2018-19			113	Conway	EL - Current English Language Learner	mat	**	6	6	100
2018-19			113	Conway	EL - Current English Language Learner	rea	**	6	6	100
2018-19			113	Conway	EL- Current + Monitoring Years 1-4	mat	**	7	7	100

2018-19			113	Conway	EL- Current + Monitoring Years 1-4	rea	**	7	7	100
2018-19			113	Conway	IEP/SWD - IEP	mat	9	142	138	97
2018-19			113	Conway	IEP/SWD - IEP	rea	17	142	138	97
2018-19			113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	5	5	100
2018-19			113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	5	5	100
2018-19			113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	13	13	100
2018-19			113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	13	13	100
2018-19			113	Conway	Race - Black or African American (Non Hispanic)	mat	**	4	4	100
2018-19			113	Conway	Race - Black or African American (Non Hispanic)	rea	**	4	4	100
2018-19			113	Conway	Race - Hispanic	mat	**	29	28	97
2018-19			113	Conway	Race - Hispanic	rea	**	29	28	97
2018-19			113	Conway	Race - Two or more races	mat	**	12	12	100
2018-19			113	Conway	Race - Two or more races	rea	**	12	12	100

2018-19			113	Conway	Race - White (Non Hispanic)	mat	66	782	759	97
2018-19			113	Conway	Race - White (Non Hispanic)	rea	58	784	760	97
2018-19			165	Epping	All	mat	65	466	457	98
2018-19			165	Epping	All	rea	44	463	458	99
2018-19			165	Epping	EconDis - Economically Disadvantaged	mat	46	116	113	97
2018-19			165	Epping	EconDis - Economically Disadvantaged	rea	26	116	113	97
2018-19			165	Epping	EL - Current English Language Learner	mat	**	4	4	100
2018-19			165	Epping	EL - Current English Language Learner	rea	**	4	4	100
2018-19			165	Epping	EL- Current + Monitoring Years 1-4	mat	**	4	4	100
2018-19			165	Epping	EL- Current + Monitoring Years 1-4	rea	**	4	4	100
2018-19			165	Epping	IEP/SWD - IEP	mat	25	92	88	96
2018-19			165	Epping	IEP/SWD - IEP	rea	9	92	89	97
2018-19			165	Epping	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19			165	Epping	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100

2018-19			165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	7	7	100
2018-19			165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	7	7	100
2018-19			165	Epping	Race - Black or African American (Non Hispanic)	mat	**	3	3	100
2018-19			165	Epping	Race - Black or African American (Non Hispanic)	rea	**	3	3	100
2018-19			165	Epping	Race - Hispanic	mat	77	16	16	100
2018-19			165	Epping	Race - Hispanic	rea	55	16	16	100
2018-19			165	Epping	Race - Two or more races	mat	**	5	5	100
2018-19			165	Epping	Race - Two or more races	rea	**	5	5	100
2018-19			165	Epping	Race - White (Non Hispanic)	mat	65	433	424	98
2018-19			165	Epping	Race - White (Non Hispanic)	rea	44	429	425	99
2018-19			238	Haverhill Cooperative	All	mat	53	343	340	99
2018-19			238	Haverhill Cooperative	All	rea	54	343	340	99
2018-19			238	Haverhill Cooperative	EconDis - Economically Disadvantaged	mat	43	134	133	99
2018-19			238	Haverhill Cooperative	EconDis - Economically Disadvantaged	rea	39	134	134	100

2018-19			238	Haverhill Cooperative	EL - Current English Language Learner	mat	**	3	3	100
2018-19			238	Haverhill Cooperative	EL - Current English Language Learner	rea	**	3	3	100
2018-19			238	Haverhill Cooperative	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19			238	Haverhill Cooperative	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19			238	Haverhill Cooperative	IEP/SWD - IEP	mat	10	60	60	100
2018-19			238	Haverhill Cooperative	IEP/SWD - IEP	rea	3	60	60	100
2018-19			238	Haverhill Cooperative	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19			238	Haverhill Cooperative	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			238	Haverhill Cooperative	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19			238	Haverhill Cooperative	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19			238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	mat	**	1	1	100

2018-19			238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19			238	Haverhill Cooperative	Race - Hispanic	mat	**	9	9	100
2018-19			238	Haverhill Cooperative	Race - Hispanic	rea	**	9	9	100
2018-19			238	Haverhill Cooperative	Race - Two or more races	mat	**	6	6	100
2018-19			238	Haverhill Cooperative	Race - Two or more races	rea	**	6	6	100
2018-19			238	Haverhill Cooperative	Race - White (Non Hispanic)	mat	54	325	322	99
2018-19			238	Haverhill Cooperative	Race - White (Non Hispanic)	rea	54	325	322	99
2018-19			285	Laconia	All	mat	41	979	950	97
2018-19			285	Laconia	All	rea	43	978	949	97
2018-19			285	Laconia	EconDis - Economically Disadvantaged	mat	29	559	537	96
2018-19			285	Laconia	EconDis - Economically Disadvantaged	rea	31	560	538	96
2018-19			285	Laconia	EL - Current English Language Learner	mat	**	12	12	100
2018-19			285	Laconia	EL - Current English Language Learner	rea	**	12	12	100
2018-19			285	Laconia	EL- Current + Monitoring Years 1-4	mat	**	15	15	100
2018-19			285	Laconia	EL- Current + Monitoring Years 1-4	rea	**	15	15	100
2018-19			285	Laconia	IEP/SWD - IEP	mat	7	184	173	94

2018-19			285	Laconia	IEP/SWD - IEP	rea	4	184	171	93
2018-19			285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19			285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19			285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	14	13	93
2018-19			285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	14	13	93
2018-19			285	Laconia	Race - Black or African American (Non Hispanic)	mat	**	17	17	100
2018-19			285	Laconia	Race - Black or African American (Non Hispanic)	rea	**	17	17	100
2018-19			285	Laconia	Race - Hispanic	mat	47	47	46	98
2018-19			285	Laconia	Race - Hispanic	rea	29	47	46	98
2018-19			285	Laconia	Race - Two or more races	mat	**	33	33	100
2018-19			285	Laconia	Race - Two or more races	rea	27	33	33	100
2018-19			285	Laconia	Race - White (Non Hispanic)	mat	41	865	839	97
2018-19			285	Laconia	Race - White (Non Hispanic)	rea	45	864	838	97

2018-19			365	Monroe	All	mat	80	49	46	94
2018-19			365	Monroe	All	rea	74	49	46	94
2018-19			365	Monroe	EconDis - Economically Disadvantaged	mat	**	11	11	100
2018-19			365	Monroe	EconDis - Economically Disadvantaged	rea	**	11	11	100
2018-19			365	Monroe	EL - Current English Language Learner	mat	**	**	**	**
2018-19			365	Monroe	EL - Current English Language Learner	rea	**	**	**	**
2018-19			365	Monroe	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19			365	Monroe	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19			365	Monroe	IEP/SWD - IEP	mat	**	7	6	86
2018-19			365	Monroe	IEP/SWD - IEP	rea	**	7	5	71
2018-19			365	Monroe	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19			365	Monroe	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			365	Monroe	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**

2018-19			365	Monroe	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19			365	Monroe	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19			365	Monroe	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19			365	Monroe	Race - Hispanic	mat	**	1	1	100
2018-19			365	Monroe	Race - Hispanic	rea	**	1	1	100
2018-19			365	Monroe	Race - Two or more races	mat	**	**	**	**
2018-19			365	Monroe	Race - Two or more races	rea	**	**	**	**
2018-19			365	Monroe	Race - White (Non Hispanic)	mat	78	47	44	94
2018-19			365	Monroe	Race - White (Non Hispanic)	rea	73	47	44	94
2018-19			401	Newport	All	mat	26	482	463	96
2018-19			401	Newport	All	rea	41	485	466	96
2018-19			401	Newport	EconDis - Economically Disadvantaged	mat	25	272	258	95
2018-19			401	Newport	EconDis - Economically Disadvantaged	rea	32	271	260	96
2018-19			401	Newport	EL - Current English Language Learner	mat	**	7	7	100
2018-19			401	Newport	EL - Current English Language Learner	rea	**	7	7	100

2018-19			401	Newport	EL- Current + Monitoring Years 1-4	mat	**	7	7	100
2018-19			401	Newport	EL- Current + Monitoring Years 1-4	rea	**	7	7	100
2018-19			401	Newport	IEP/SWD - IEP	mat	8	124	117	94
2018-19			401	Newport	IEP/SWD - IEP	rea	9	125	119	95
2018-19			401	Newport	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19			401	Newport	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	7	7	100
2018-19			401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	7	7	100
2018-19			401	Newport	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19			401	Newport	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19			401	Newport	Race - Hispanic	mat	**	2	2	100
2018-19			401	Newport	Race - Hispanic	rea	**	2	2	100

2018-19			401	Newport	Race - Two or more races	mat	**	3	3	100
2018-19			401	Newport	Race - Two or more races	rea	**	3	3	100
2018-19			401	Newport	Race - White (Non Hispanic)	mat	26	469	450	96
2018-19			401	Newport	Race - White (Non Hispanic)	rea	41	472	453	96
2018-19			435	Piermont	All	mat	62	36	36	100
2018-19			435	Piermont	All	rea	70	36	36	100
2018-19			435	Piermont	EconDis - Economically Disadvantaged	mat	**	9	9	100
2018-19			435	Piermont	EconDis - Economically Disadvantaged	rea	**	9	9	100
2018-19			435	Piermont	EL - Current English Language Learner	mat	**	**	**	**
2018-19			435	Piermont	EL - Current English Language Learner	rea	**	**	**	**
2018-19			435	Piermont	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19			435	Piermont	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19			435	Piermont	IEP/SWD - IEP	mat	**	6	6	100
2018-19			435	Piermont	IEP/SWD - IEP	rea	**	6	6	100
2018-19			435	Piermont	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19			435	Piermont	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			435	Piermont	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19			435	Piermont	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19			435	Piermont	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19			435	Piermont	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19			435	Piermont	Race - Hispanic	mat	**	2	2	100
2018-19			435	Piermont	Race - Hispanic	rea	**	2	2	100
2018-19			435	Piermont	Race - Two or more races	mat	**	**	**	**
2018-19			435	Piermont	Race - Two or more races	rea	**	**	**	**
2018-19			435	Piermont	Race - White (Non Hispanic)	mat	60	34	34	100
2018-19			435	Piermont	Race - White (Non Hispanic)	rea	70	34	34	100
2018-19			461	Rochester	All	mat	50	2084	2001	96
2018-19			461	Rochester	All	rea	55	2092	2008	96
2018-19			461	Rochester	EconDis - Economically Disadvantaged	mat	40	893	839	94

2018-19			461	Rochester	EconDis - Economically Disadvantaged	rea	43	891	838	94
2018-19			461	Rochester	EL - Current English Language Learner	mat	23	27	26	96
2018-19			461	Rochester	EL - Current English Language Learner	rea	**	26	25	96
2018-19			461	Rochester	EL- Current + Monitoring Years 1-4	mat	33	29	28	97
2018-19			461	Rochester	EL- Current + Monitoring Years 1-4	rea	36	28	27	96
2018-19			461	Rochester	IEP/SWD - IEP	mat	25	415	361	87
2018-19			461	Rochester	IEP/SWD - IEP	rea	16	413	363	88
2018-19			461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	4	4	100
2018-19			461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	4	4	100
2018-19			461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	75	30	30	100
2018-19			461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	80	30	30	100

2018-19			461	Rochester	Race - Black or African American (Non Hispanic)	mat	50	23	21	91
2018-19			461	Rochester	Race - Black or African American (Non Hispanic)	rea	33	23	22	96
2018-19			461	Rochester	Race - Hispanic	mat	41	86	81	94
2018-19			461	Rochester	Race - Hispanic	rea	36	86	82	95
2018-19			461	Rochester	Race - Two or more races	mat	42	80	77	96
2018-19			461	Rochester	Race - Two or more races	rea	48	80	78	98
2018-19			461	Rochester	Race - White (Non Hispanic)	mat	50	1863	1788	96
2018-19			461	Rochester	Race - White (Non Hispanic)	rea	57	1867	1792	96
2018-19			476	Sanborn Regional	All	mat	62	751	728	97
2018-19			476	Sanborn Regional	All	rea	63	749	727	97
2018-19			476	Sanborn Regional	EconDis - Economically Disadvantaged	mat	43	119	111	93
2018-19			476	Sanborn Regional	EconDis - Economically Disadvantaged	rea	56	120	109	91
2018-19			476	Sanborn Regional	EL - Current English Language Learner	mat	**	7	7	100
2018-19			476	Sanborn Regional	EL - Current English Language Learner	rea	**	7	6	86
2018-19			476	Sanborn Regional	EL- Current + Monitoring Years 1-4	mat	**	8	8	100

2018-19			476	Sanborn Regional	EL- Current + Monitoring Years 1-4	rea	**	8	7	88
2018-19			476	Sanborn Regional	IEP/SWD - IEP	mat	26	154	142	92
2018-19			476	Sanborn Regional	IEP/SWD - IEP	rea	25	155	141	91
2018-19			476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	5	5	100
2018-19			476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	5	5	100
2018-19			476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	8	8	100
2018-19			476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	8	8	100
2018-19			476	Sanborn Regional	Race - Black or African American (Non Hispanic)	mat	**	6	6	100
2018-19			476	Sanborn Regional	Race - Black or African American (Non Hispanic)	rea	**	6	6	100
2018-19			476	Sanborn Regional	Race - Hispanic	mat	61	41	41	100
2018-19			476	Sanborn Regional	Race - Hispanic	rea	48	41	40	98
2018-19			476	Sanborn Regional	Race - Two or more races	mat	**	4	3	75

2018-19			476	Sanborn Regional	Race - Two or more races	rea	**	4	3	75
2018-19			476	Sanborn Regional	Race - White (Non Hispanic)	mat	63	686	665	97
2018-19			476	Sanborn Regional	Race - White (Non Hispanic)	rea	64	686	665	97
2018-19			549	Warren	All	mat	56	47	47	100
2018-19			549	Warren	All	rea	62	47	47	100
2018-19			549	Warren	EconDis - Economically Disadvantaged	mat	47	21	21	100
2018-19			549	Warren	EconDis - Economically Disadvantaged	rea	53	21	21	100
2018-19			549	Warren	EL - Current English Language Learner	mat	**	**	**	**
2018-19			549	Warren	EL - Current English Language Learner	rea	**	**	**	**
2018-19			549	Warren	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19			549	Warren	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19			549	Warren	IEP/SWD - IEP	mat	**	10	10	100
2018-19			549	Warren	IEP/SWD - IEP	rea	**	10	10	100
2018-19			549	Warren	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19			549	Warren	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			549	Warren	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19			549	Warren	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19			549	Warren	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19			549	Warren	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19			549	Warren	Race - Hispanic	mat	**	**	**	**
2018-19			549	Warren	Race - Hispanic	rea	**	**	**	**
2018-19			549	Warren	Race - Two or more races	mat	**	**	**	**
2018-19			549	Warren	Race - Two or more races	rea	**	**	**	**
2018-19			549	Warren	Race - White (Non Hispanic)	mat	56	47	47	100
2018-19			549	Warren	Race - White (Non Hispanic)	rea	62	47	47	100
2018-19			705	Seacoast Charter School	All	mat	61	192	190	99
2018-19			705	Seacoast Charter School	All	rea	59	192	190	99

2018-19			705	Seacoast Charter School	EconDis - Economically Disadvantaged	mat	36	19	19	100
2018-19			705	Seacoast Charter School	EconDis - Economically Disadvantaged	rea	46	19	19	100
2018-19			705	Seacoast Charter School	EL - Current English Language Learner	mat	**	1	1	100
2018-19			705	Seacoast Charter School	EL - Current English Language Learner	rea	**	1	1	100
2018-19			705	Seacoast Charter School	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19			705	Seacoast Charter School	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19			705	Seacoast Charter School	IEP/SWD - IEP	mat	35	34	33	97
2018-19			705	Seacoast Charter School	IEP/SWD - IEP	rea	9	34	33	97
2018-19			705	Seacoast Charter School	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19			705	Seacoast Charter School	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19			705	Seacoast Charter School	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100

2018-19			705	Seacoast Charter School	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100
2018-19			705	Seacoast Charter School	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19			705	Seacoast Charter School	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19			705	Seacoast Charter School	Race - Hispanic	mat	**	1	1	100
2018-19			705	Seacoast Charter School	Race - Hispanic	rea	**	1	1	100
2018-19			705	Seacoast Charter School	Race - Two or more races	mat	**	2	2	100
2018-19			705	Seacoast Charter School	Race - Two or more races	rea	**	2	2	100
2018-19			705	Seacoast Charter School	Race - White (Non Hispanic)	mat	60	187	185	99
2018-19			705	Seacoast Charter School	Race - White (Non Hispanic)	rea	59	187	185	99
2018-19	20240	Abbot-Downing School	111	Concord	All	mat	81	204	204	100
2018-19	20240	Abbot-Downing School	111	Concord	All	rea	79	203	203	100
2018-19	20240	Abbot-Downing School	111	Concord	EconDis - Economically Disadvantaged	mat	63	74	74	100

2018-19	20240	Abbot-Downing School	111	Concord	EconDis - Economically Disadvantaged	rea	63	74	74	100
2018-19	20240	Abbot-Downing School	111	Concord	EL - Current English Language Learner	mat	**	4	4	100
2018-19	20240	Abbot-Downing School	111	Concord	EL - Current English Language Learner	rea	**	4	4	100
2018-19	20240	Abbot-Downing School	111	Concord	EL- Current + Monitoring Years 1-4	mat	**	10	10	100
2018-19	20240	Abbot-Downing School	111	Concord	EL- Current + Monitoring Years 1-4	rea	**	10	10	100
2018-19	20240	Abbot-Downing School	111	Concord	IEP/SWD - IEP	mat	35	26	26	100
2018-19	20240	Abbot-Downing School	111	Concord	IEP/SWD - IEP	rea	35	26	26	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	6	6	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	6	6	100

2018-19	20240	Abbot-Downing School	111	Concord	Race - Black or African American (Non Hispanic)	mat	**	10	10	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - Black or African American (Non Hispanic)	rea	**	10	10	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - Hispanic	mat	**	3	3	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - Hispanic	rea	**	3	3	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - Two or more races	mat	**	**	**	**
2018-19	20240	Abbot-Downing School	111	Concord	Race - Two or more races	rea	**	**	**	**
2018-19	20240	Abbot-Downing School	111	Concord	Race - White (Non Hispanic)	mat	81	183	183	100
2018-19	20240	Abbot-Downing School	111	Concord	Race - White (Non Hispanic)	rea	80	184	182	99
2018-19	20260	Broken Ground School	111	Concord	All	mat	46	330	330	100
2018-19	20260	Broken Ground School	111	Concord	All	rea	57	329	326	99
2018-19	20260	Broken Ground School	111	Concord	EconDis - Economically Disadvantaged	mat	28	158	158	100
2018-19	20260	Broken Ground School	111	Concord	EconDis - Economically Disadvantaged	rea	36	156	156	100
2018-19	20260	Broken Ground School	111	Concord	EL - Current English Language Learner	mat	24	56	56	100

2018-19	20260	Broken Ground School	111	Concord	EL - Current English Language Learner	rea	21	54	54	100
2018-19	20260	Broken Ground School	111	Concord	EL- Current + Monitoring Years 1-4	mat	28	69	69	100
2018-19	20260	Broken Ground School	111	Concord	EL- Current + Monitoring Years 1-4	rea	31	67	67	100
2018-19	20260	Broken Ground School	111	Concord	IEP/SWD - IEP	mat	14	65	64	98
2018-19	20260	Broken Ground School	111	Concord	IEP/SWD - IEP	rea	7	65	65	100
2018-19	20260	Broken Ground School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	4	4	100
2018-19	20260	Broken Ground School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	4	4	100
2018-19	20260	Broken Ground School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	29	41	41	100
2018-19	20260	Broken Ground School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	55	40	40	100
2018-19	20260	Broken Ground School	111	Concord	Race - Black or African American (Non Hispanic)	mat	30	62	62	100
2018-19	20260	Broken Ground School	111	Concord	Race - Black or African American (Non Hispanic)	rea	36	61	61	100

2018-19	20260	Broken Ground School	111	Concord	Race - Hispanic	mat	**	9	9	100
2018-19	20260	Broken Ground School	111	Concord	Race - Hispanic	rea	**	9	9	100
2018-19	20260	Broken Ground School	111	Concord	Race - Two or more races	mat	**	**	**	**
2018-19	20260	Broken Ground School	111	Concord	Race - Two or more races	rea	**	**	**	**
2018-19	20260	Broken Ground School	111	Concord	Race - White (Non Hispanic)	mat	56	214	214	100
2018-19	20260	Broken Ground School	111	Concord	Race - White (Non Hispanic)	rea	65	214	212	99
2018-19	20270	Rundlett Middle School	111	Concord	All	mat	38	907	907	100
2018-19	20270	Rundlett Middle School	111	Concord	All	rea	61	914	905	99
2018-19	20270	Rundlett Middle School	111	Concord	EconDis - Economically Disadvantaged	mat	22	361	357	99
2018-19	20270	Rundlett Middle School	111	Concord	EconDis - Economically Disadvantaged	rea	43	361	357	99
2018-19	20270	Rundlett Middle School	111	Concord	EL - Current English Language Learner	mat	0	46	46	100
2018-19	20270	Rundlett Middle School	111	Concord	EL - Current English Language Learner	rea	39	46	45	98
2018-19	20270	Rundlett Middle School	111	Concord	EL- Current + Monitoring Years 1-4	mat	9	57	57	100
2018-19	20270	Rundlett Middle School	111	Concord	EL- Current + Monitoring Years 1-4	rea	38	57	56	98

2018-19	20270	Rundlett Middle School	111	Concord	IEP/SWD - IEP	mat	6	155	153	99
2018-19	20270	Rundlett Middle School	111	Concord	IEP/SWD - IEP	rea	24	155	153	99
2018-19	20270	Rundlett Middle School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	6	6	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	6	6	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	33	59	59	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	64	59	58	98
2018-19	20270	Rundlett Middle School	111	Concord	Race - Black or African American (Non Hispanic)	mat	19	75	75	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - Black or African American (Non Hispanic)	rea	53	75	75	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - Hispanic	mat	28	52	52	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - Hispanic	rea	50	52	52	100
2018-19	20270	Rundlett Middle School	111	Concord	Race - Two or more races	mat	**	**	**	**
2018-19	20270	Rundlett Middle School	111	Concord	Race - Two or more races	rea	**	**	**	**
2018-19	20270	Rundlett Middle School	111	Concord	Race - White (Non Hispanic)	mat	41	722	715	99

2018-19	20270	Rundlett Middle School	111	Concord	Race - White (Non Hispanic)	rea	62	721	714	99
2018-19	20285	Concord High School	111	Concord	All	mat	**	338	301	89
2018-19	20285	Concord High School	111	Concord	All	rea	**	338	301	89
2018-19	20285	Concord High School	111	Concord	EconDis - Economically Disadvantaged	mat	**	95	75	79
2018-19	20285	Concord High School	111	Concord	EconDis - Economically Disadvantaged	rea	**	95	75	79
2018-19	20285	Concord High School	111	Concord	EL - Current English Language Learner	mat	**	38	32	84
2018-19	20285	Concord High School	111	Concord	EL - Current English Language Learner	rea	**	38	32	84
2018-19	20285	Concord High School	111	Concord	EL- Current + Monitoring Years 1-4	mat	**	42	36	86
2018-19	20285	Concord High School	111	Concord	EL- Current + Monitoring Years 1-4	rea	**	42	36	86
2018-19	20285	Concord High School	111	Concord	IEP/SWD - IEP	mat	**	34	23	68
2018-19	20285	Concord High School	111	Concord	IEP/SWD - IEP	rea	**	34	23	68
2018-19	20285	Concord High School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	3	3	100
2018-19	20285	Concord High School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	3	3	100

2018-19	20285	Concord High School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	31	28	90
2018-19	20285	Concord High School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	31	28	90
2018-19	20285	Concord High School	111	Concord	Race - Black or African American (Non Hispanic)	mat	**	35	31	89
2018-19	20285	Concord High School	111	Concord	Race - Black or African American (Non Hispanic)	rea	**	35	31	89
2018-19	20285	Concord High School	111	Concord	Race - Hispanic	mat	**	13	11	85
2018-19	20285	Concord High School	111	Concord	Race - Hispanic	rea	**	13	11	85
2018-19	20285	Concord High School	111	Concord	Race - White (Non Hispanic)	mat	**	259	228	88
2018-19	20285	Concord High School	111	Concord	Race - White (Non Hispanic)	rea	**	259	228	88
2018-19	20305	Christa McAuliffe School	111	Concord	All	mat	65	199	199	100
2018-19	20305	Christa McAuliffe School	111	Concord	All	rea	69	200	200	100
2018-19	20305	Christa McAuliffe School	111	Concord	EconDis - Economically Disadvantaged	mat	34	74	74	100
2018-19	20305	Christa McAuliffe School	111	Concord	EconDis - Economically Disadvantaged	rea	45	74	74	100

2018-19	20305	Christa McAuliffe School	111	Concord	EL - Current English Language Learner	mat	**	4	4	100
2018-19	20305	Christa McAuliffe School	111	Concord	EL - Current English Language Learner	rea	**	4	4	100
2018-19	20305	Christa McAuliffe School	111	Concord	EL- Current + Monitoring Years 1-4	mat	**	4	4	100
2018-19	20305	Christa McAuliffe School	111	Concord	EL- Current + Monitoring Years 1-4	rea	**	4	4	100
2018-19	20305	Christa McAuliffe School	111	Concord	IEP/SWD - IEP	mat	25	33	33	100
2018-19	20305	Christa McAuliffe School	111	Concord	IEP/SWD - IEP	rea	20	33	33	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	8	7	88
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	8	8	100

2018-19	20305	Christa McAuliffe School	111	Concord	Race - Black or African American (Non Hispanic)	mat	27	13	13	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Black or African American (Non Hispanic)	rea	**	13	13	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Hispanic	mat	**	4	4	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Hispanic	rea	**	4	4	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Two or more races	mat	**	**	**	**
2018-19	20305	Christa McAuliffe School	111	Concord	Race - Two or more races	rea	**	**	**	**
2018-19	20305	Christa McAuliffe School	111	Concord	Race - White (Non Hispanic)	mat	66	173	173	100
2018-19	20305	Christa McAuliffe School	111	Concord	Race - White (Non Hispanic)	rea	69	173	173	100
2018-19	20330	Pine Tree Elementary School	113	Conway	All	mat	65	156	156	100
2018-19	20330	Pine Tree Elementary School	113	Conway	All	rea	58	156	156	100
2018-19	20330	Pine Tree Elementary School	113	Conway	EconDis - Economically Disadvantaged	mat	56	61	61	100
2018-19	20330	Pine Tree Elementary School	113	Conway	EconDis - Economically Disadvantaged	rea	51	61	61	100

2018-19	20330	Pine Tree Elementary School	113	Conway	EL - Current English Language Learner	mat	**	1	1	100
2018-19	20330	Pine Tree Elementary School	113	Conway	EL - Current English Language Learner	rea	**	1	1	100
2018-19	20330	Pine Tree Elementary School	113	Conway	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	20330	Pine Tree Elementary School	113	Conway	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	20330	Pine Tree Elementary School	113	Conway	IEP/SWD - IEP	mat	9	31	31	100
2018-19	20330	Pine Tree Elementary School	113	Conway	IEP/SWD - IEP	rea	17	31	31	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100

2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Hispanic	mat	**	8	8	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Hispanic	rea	**	8	8	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Two or more races	mat	**	3	3	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - Two or more races	rea	**	3	3	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - White (Non Hispanic)	mat	66	144	144	100
2018-19	20330	Pine Tree Elementary School	113	Conway	Race - White (Non Hispanic)	rea	58	144	144	100
2018-19	20335	John H. Fuller School	113	Conway	All	mat	**	111	107	96
2018-19	20335	John H. Fuller School	113	Conway	All	rea	**	111	108	97
2018-19	20335	John H. Fuller School	113	Conway	EconDis - Economically Disadvantaged	mat	**	37	36	97
2018-19	20335	John H. Fuller School	113	Conway	EconDis - Economically Disadvantaged	rea	**	37	37	100
2018-19	20335	John H. Fuller School	113	Conway	EL - Current English Language Learner	mat	**	1	1	100

2018-19	20335	John H. Fuller School	113	Conway	EL - Current English Language Learner	rea	**	1	1	100
2018-19	20335	John H. Fuller School	113	Conway	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	20335	John H. Fuller School	113	Conway	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	20335	John H. Fuller School	113	Conway	IEP/SWD - IEP	mat	**	22	22	100
2018-19	20335	John H. Fuller School	113	Conway	IEP/SWD - IEP	rea	**	22	22	100
2018-19	20335	John H. Fuller School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	1	1	100
2018-19	20335	John H. Fuller School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	1	1	100
2018-19	20335	John H. Fuller School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19	20335	John H. Fuller School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	20335	John H. Fuller School	113	Conway	Race - Hispanic	mat	**	4	4	100
2018-19	20335	John H. Fuller School	113	Conway	Race - Hispanic	rea	**	4	4	100
2018-19	20335	John H. Fuller School	113	Conway	Race - Two or more races	mat	**	4	4	100

2018-19	20335	John H. Fuller School	113	Conway	Race - Two or more races	rea	**	4	4	100
2018-19	20335	John H. Fuller School	113	Conway	Race - White (Non Hispanic)	mat	**	100	96	96
2018-19	20335	John H. Fuller School	113	Conway	Race - White (Non Hispanic)	rea	**	100	97	97
2018-19	20340	Conway Elementary School	113	Conway	All	mat	**	114	113	99
2018-19	20340	Conway Elementary School	113	Conway	All	rea	**	114	113	99
2018-19	20340	Conway Elementary School	113	Conway	EconDis - Economically Disadvantaged	mat	**	71	70	99
2018-19	20340	Conway Elementary School	113	Conway	EconDis - Economically Disadvantaged	rea	**	71	70	99
2018-19	20340	Conway Elementary School	113	Conway	IEP/SWD - IEP	mat	**	20	20	100
2018-19	20340	Conway Elementary School	113	Conway	IEP/SWD - IEP	rea	**	20	20	100
2018-19	20340	Conway Elementary School	113	Conway	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	20340	Conway Elementary School	113	Conway	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	20340	Conway Elementary School	113	Conway	Race - Hispanic	mat	**	4	4	100
2018-19	20340	Conway Elementary School	113	Conway	Race - Hispanic	rea	**	4	4	100

2018-19	20340	Conway Elementary School	113	Conway	Race - Two or more races	mat	**	2	2	100
2018-19	20340	Conway Elementary School	113	Conway	Race - Two or more races	rea	**	2	2	100
2018-19	20340	Conway Elementary School	113	Conway	Race - White (Non Hispanic)	mat	**	107	106	99
2018-19	20340	Conway Elementary School	113	Conway	Race - White (Non Hispanic)	rea	**	107	106	99
2018-19	20345	Kennett High School	113	Conway	All	mat	**	173	159	92
2018-19	20345	Kennett High School	113	Conway	All	rea	**	173	159	92
2018-19	20345	Kennett High School	113	Conway	EconDis - Economically Disadvantaged	mat	**	52	46	88
2018-19	20345	Kennett High School	113	Conway	EconDis - Economically Disadvantaged	rea	**	52	46	88
2018-19	20345	Kennett High School	113	Conway	EL - Current English Language Learner	mat	**	1	1	100
2018-19	20345	Kennett High School	113	Conway	EL - Current English Language Learner	rea	**	1	1	100
2018-19	20345	Kennett High School	113	Conway	EL- Current + Monitoring Years 1-4	mat	**	2	2	100
2018-19	20345	Kennett High School	113	Conway	EL- Current + Monitoring Years 1-4	rea	**	2	2	100
2018-19	20345	Kennett High School	113	Conway	IEP/SWD - IEP	mat	**	22	19	86
2018-19	20345	Kennett High School	113	Conway	IEP/SWD - IEP	rea	**	22	19	86

2018-19	20345	Kennett High School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19	20345	Kennett High School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19	20345	Kennett High School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	4	4	100
2018-19	20345	Kennett High School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	4	4	100
2018-19	20345	Kennett High School	113	Conway	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	20345	Kennett High School	113	Conway	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	20345	Kennett High School	113	Conway	Race - Hispanic	mat	**	3	3	100
2018-19	20345	Kennett High School	113	Conway	Race - Hispanic	rea	**	3	3	100
2018-19	20345	Kennett High School	113	Conway	Race - White (Non Hispanic)	mat	**	162	149	92
2018-19	20345	Kennett High School	113	Conway	Race - White (Non Hispanic)	rea	**	162	149	92
2018-19	20515	Epping High School	165	Epping	All	mat	**	57	54	95
2018-19	20515	Epping High School	165	Epping	All	rea	**	57	54	95

2018-19	20515	Epping High School	165	Epping	EconDis - Economically Disadvantaged	mat	**	6	5	83
2018-19	20515	Epping High School	165	Epping	EconDis - Economically Disadvantaged	rea	**	6	5	83
2018-19	20515	Epping High School	165	Epping	IEP/SWD - IEP	mat	**	7	6	86
2018-19	20515	Epping High School	165	Epping	IEP/SWD - IEP	rea	**	7	6	86
2018-19	20515	Epping High School	165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100
2018-19	20515	Epping High School	165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100
2018-19	20515	Epping High School	165	Epping	Race - Hispanic	mat	**	1	1	100
2018-19	20515	Epping High School	165	Epping	Race - Hispanic	rea	**	1	1	100
2018-19	20515	Epping High School	165	Epping	Race - Two or more races	mat	**	1	1	100
2018-19	20515	Epping High School	165	Epping	Race - Two or more races	rea	**	1	1	100
2018-19	20515	Epping High School	165	Epping	Race - White (Non Hispanic)	mat	**	54	51	94
2018-19	20515	Epping High School	165	Epping	Race - White (Non Hispanic)	rea	**	54	51	94
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	All	mat	**	164	144	88
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	All	rea	**	164	144	88

2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	EconDis - Economically Disadvantaged	mat	**	21	12	57
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	EconDis - Economically Disadvantaged	rea	**	21	12	57
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	IEP/SWD - IEP	mat	**	24	13	54
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	IEP/SWD - IEP	rea	**	24	13	54
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	1	1	100
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	1	1	100
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	3	3	100
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	3	3	100
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - Hispanic	mat	**	3	3	100
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - Hispanic	rea	**	3	3	100

2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - Two or more races	mat	**	2	1	50
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - Two or more races	rea	**	2	1	50
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - White (Non Hispanic)	mat	**	155	136	88
2018-19	20620	Sanborn Regional High School	476	Sanborn Regional	Race - White (Non Hispanic)	rea	**	155	136	88
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	All	mat	58	160	160	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	All	rea	53	161	159	99
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	EconDis - Economically Disadvantaged	mat	40	29	29	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	EconDis - Economically Disadvantaged	rea	39	29	28	97
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	EL - Current English Language Learner	mat	**	2	2	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	EL - Current English Language Learner	rea	**	2	2	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	IEP/SWD - IEP	mat	20	35	35	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	IEP/SWD - IEP	rea	8	35	34	97

2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	3	3	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	3	3	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Black or African American (Non Hispanic)	mat	**	2	2	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Black or African American (Non Hispanic)	rea	**	2	2	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Hispanic	mat	**	12	12	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Hispanic	rea	64	12	12	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Two or more races	mat	**	**	**	**
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - Two or more races	rea	**	**	**	**
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - White (Non Hispanic)	mat	54	143	143	100
2018-19	20625	Daniel J. Bakie School	476	Sanborn Regional	Race - White (Non Hispanic)	rea	52	143	142	99

2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	All	mat	66	305	305	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	All	rea	72	305	305	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	EconDis - Economically Disadvantaged	mat	48	49	49	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	EconDis - Economically Disadvantaged	rea	70	49	48	98
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	EL - Current English Language Learner	mat	**	2	2	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	EL - Current English Language Learner	rea	**	2	1	50
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	EL- Current + Monitoring Years 1-4	mat	**	2	2	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	EL- Current + Monitoring Years 1-4	rea	**	2	1	50
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	IEP/SWD - IEP	mat	28	68	68	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	IEP/SWD - IEP	rea	35	68	68	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	1	1	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	1	1	100

2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Black or African American (Non Hispanic)	mat	**	3	3	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Black or African American (Non Hispanic)	rea	**	3	3	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Hispanic	mat	**	16	16	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Hispanic	rea	**	16	15	94
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Two or more races	mat	**	2	2	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - Two or more races	rea	**	2	2	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - White (Non Hispanic)	mat	68	281	281	100
2018-19	20630	Sanborn Regional Middle School	476	Sanborn Regional	Race - White (Non Hispanic)	rea	73	282	282	100
2018-19	20635	Memorial School	476	Sanborn Regional	All	mat	55	117	117	100
2018-19	20635	Memorial School	476	Sanborn Regional	All	rea	53	117	117	100

2018-19	20635	Memorial School	476	Sanborn Regional	EconDis - Economically Disadvantaged	mat	34	21	21	100
2018-19	20635	Memorial School	476	Sanborn Regional	EconDis - Economically Disadvantaged	rea	50	21	21	100
2018-19	20635	Memorial School	476	Sanborn Regional	EL - Current English Language Learner	mat	**	3	3	100
2018-19	20635	Memorial School	476	Sanborn Regional	EL - Current English Language Learner	rea	**	3	3	100
2018-19	20635	Memorial School	476	Sanborn Regional	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	20635	Memorial School	476	Sanborn Regional	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	20635	Memorial School	476	Sanborn Regional	IEP/SWD - IEP	mat	29	24	24	100
2018-19	20635	Memorial School	476	Sanborn Regional	IEP/SWD - IEP	rea	24	24	24	100
2018-19	20635	Memorial School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	3	3	100

2018-19	20635	Memorial School	476	Sanborn Regional	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	3	3	100
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Hispanic	mat	**	10	10	100
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Hispanic	rea	**	10	10	100
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Two or more races	mat	**	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	Race - Two or more races	rea	**	**	**	**
2018-19	20635	Memorial School	476	Sanborn Regional	Race - White (Non Hispanic)	mat	57	104	104	100
2018-19	20635	Memorial School	476	Sanborn Regional	Race - White (Non Hispanic)	rea	56	104	104	100
2018-19	20860	Bath Village School	39	Bath	All	mat	68	47	47	100
2018-19	20860	Bath Village School	39	Bath	All	rea	75	47	47	100
2018-19	20860	Bath Village School	39	Bath	EconDis - Economically Disadvantaged	mat	**	11	11	100
2018-19	20860	Bath Village School	39	Bath	EconDis - Economically Disadvantaged	rea	**	11	11	100
2018-19	20860	Bath Village School	39	Bath	EL - Current English Language Learner	mat	**	**	**	**

2018-19	20860	Bath Village School	39	Bath	EL - Current English Language Learner	rea	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	IEP/SWD - IEP	mat	**	9	9	100
2018-19	20860	Bath Village School	39	Bath	IEP/SWD - IEP	rea	**	9	9	100
2018-19	20860	Bath Village School	39	Bath	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Black or African American (Non Hispanic)	rea	**	**	**	**

2018-19	20860	Bath Village School	39	Bath	Race - Hispanic	mat	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Hispanic	rea	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Two or more races	mat	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - Two or more races	rea	**	**	**	**
2018-19	20860	Bath Village School	39	Bath	Race - White (Non Hispanic)	mat	68	47	47	100
2018-19	20860	Bath Village School	39	Bath	Race - White (Non Hispanic)	rea	75	47	47	100
2018-19	20885	Monroe Consolidated School	365	Monroe	All	mat	80	46	45	98
2018-19	20885	Monroe Consolidated School	365	Monroe	All	rea	74	46	45	98
2018-19	20885	Monroe Consolidated School	365	Monroe	EconDis - Economically Disadvantaged	mat	**	11	11	100
2018-19	20885	Monroe Consolidated School	365	Monroe	EconDis - Economically Disadvantaged	rea	**	11	11	100
2018-19	20885	Monroe Consolidated School	365	Monroe	EL - Current English Language Learner	mat	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	EL - Current English Language Learner	rea	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	EL- Current + Monitoring Years 1-4	rea	**	**	**	**

2018-19	20885	Monroe Consolidated School	365	Monroe	IEP/SWD - IEP	mat	**	5	5	100
2018-19	20885	Monroe Consolidated School	365	Monroe	IEP/SWD - IEP	rea	**	5	4	80
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Hispanic	mat	**	1	1	100
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Hispanic	rea	**	1	1	100

2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Two or more races	mat	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - Two or more races	rea	**	**	**	**
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - White (Non Hispanic)	mat	78	44	43	98
2018-19	20885	Monroe Consolidated School	365	Monroe	Race - White (Non Hispanic)	rea	73	44	43	98
2018-19	20895	Piermont Village School	435	Piermont	All	mat	62	36	36	100
2018-19	20895	Piermont Village School	435	Piermont	All	rea	70	36	36	100
2018-19	20895	Piermont Village School	435	Piermont	EconDis - Economically Disadvantaged	mat	**	9	9	100
2018-19	20895	Piermont Village School	435	Piermont	EconDis - Economically Disadvantaged	rea	**	9	9	100
2018-19	20895	Piermont Village School	435	Piermont	EL - Current English Language Learner	mat	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	EL - Current English Language Learner	rea	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	IEP/SWD - IEP	mat	**	6	6	100

2018-19	20895	Piermont Village School	435	Piermont	IEP/SWD - IEP	rea	**	6	6	100
2018-19	20895	Piermont Village School	435	Piermont	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - Hispanic	mat	**	2	2	100
2018-19	20895	Piermont Village School	435	Piermont	Race - Hispanic	rea	**	2	2	100
2018-19	20895	Piermont Village School	435	Piermont	Race - Two or more races	mat	**	**	**	**
2018-19	20895	Piermont Village School	435	Piermont	Race - Two or more races	rea	**	**	**	**

2018-19	20895	Piermont Village School	435	Piermont	Race - White (Non Hispanic)	mat	60	34	34	100
2018-19	20895	Piermont Village School	435	Piermont	Race - White (Non Hispanic)	rea	70	34	34	100
2018-19	20900	Warren Village School	549	Warren	All	mat	56	47	47	100
2018-19	20900	Warren Village School	549	Warren	All	rea	62	47	47	100
2018-19	20900	Warren Village School	549	Warren	EconDis - Economically Disadvantaged	mat	47	21	21	100
2018-19	20900	Warren Village School	549	Warren	EconDis - Economically Disadvantaged	rea	53	21	21	100
2018-19	20900	Warren Village School	549	Warren	EL - Current English Language Learner	mat	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	EL - Current English Language Learner	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	IEP/SWD - IEP	mat	**	10	10	100
2018-19	20900	Warren Village School	549	Warren	IEP/SWD - IEP	rea	**	10	10	100
2018-19	20900	Warren Village School	549	Warren	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19	20900	Warren Village School	549	Warren	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Hispanic	mat	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Hispanic	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Two or more races	mat	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - Two or more races	rea	**	**	**	**
2018-19	20900	Warren Village School	549	Warren	Race - White (Non Hispanic)	mat	56	47	47	100
2018-19	20900	Warren Village School	549	Warren	Race - White (Non Hispanic)	rea	62	47	47	100

2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	All	mat	62	42	42	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	All	rea	**	42	42	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	EconDis - Economically Disadvantaged	mat	70	20	20	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	EconDis - Economically Disadvantaged	rea	**	20	20	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	EL - Current English Language Learner	mat	**	**	**	**
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	IEP/SWD - IEP	mat	**	8	8	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	IEP/SWD - IEP	rea	**	8	8	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	mat	**	**	**	**

2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - Hispanic	mat	**	**	**	**
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - Two or more races	mat	**	1	1	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - Two or more races	rea	**	1	1	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - White (Non Hispanic)	mat	63	41	41	100
2018-19	20905	Woodsville Elementary School	238	Haverhill Cooperative	Race - White (Non Hispanic)	rea	**	41	41	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	All	mat	**	43	42	98
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	All	rea	**	43	42	98
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	EconDis - Economically Disadvantaged	mat	**	11	11	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	EconDis - Economically Disadvantaged	rea	**	11	11	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	IEP/SWD - IEP	mat	**	8	8	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	IEP/SWD - IEP	rea	**	8	8	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	Race - Two or more races	mat	**	1	1	100

2018-19	20910	Woodsville High School	238	Haverhill Cooperative	Race - Two or more races	rea	**	1	1	100
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	Race - White (Non Hispanic)	mat	**	41	40	98
2018-19	20910	Woodsville High School	238	Haverhill Cooperative	Race - White (Non Hispanic)	rea	**	41	40	98
2018-19	21255	Laconia High School	285	Laconia	All	mat	**	117	104	89
2018-19	21255	Laconia High School	285	Laconia	All	rea	**	117	104	89
2018-19	21255	Laconia High School	285	Laconia	EconDis - Economically Disadvantaged	mat	**	61	49	80
2018-19	21255	Laconia High School	285	Laconia	EconDis - Economically Disadvantaged	rea	**	61	49	80
2018-19	21255	Laconia High School	285	Laconia	EL - Current English Language Learner	mat	**	3	3	100
2018-19	21255	Laconia High School	285	Laconia	EL - Current English Language Learner	rea	**	3	3	100
2018-19	21255	Laconia High School	285	Laconia	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	21255	Laconia High School	285	Laconia	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	21255	Laconia High School	285	Laconia	IEP/SWD - IEP	mat	**	16	12	75
2018-19	21255	Laconia High School	285	Laconia	IEP/SWD - IEP	rea	**	16	12	75
2018-19	21255	Laconia High School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100

2018-19	21255	Laconia High School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	21255	Laconia High School	285	Laconia	Race - Black or African American (Non Hispanic)	mat	**	2	2	100
2018-19	21255	Laconia High School	285	Laconia	Race - Black or African American (Non Hispanic)	rea	**	2	2	100
2018-19	21255	Laconia High School	285	Laconia	Race - Hispanic	mat	**	4	4	100
2018-19	21255	Laconia High School	285	Laconia	Race - Hispanic	rea	**	4	4	100
2018-19	21255	Laconia High School	285	Laconia	Race - Two or more races	mat	**	1	1	100
2018-19	21255	Laconia High School	285	Laconia	Race - Two or more races	rea	**	1	1	100
2018-19	21255	Laconia High School	285	Laconia	Race - White (Non Hispanic)	mat	**	108	95	88
2018-19	21255	Laconia High School	285	Laconia	Race - White (Non Hispanic)	rea	**	108	95	88
2018-19	21260	Pleasant Street School	285	Laconia	All	mat	50	153	151	99
2018-19	21260	Pleasant Street School	285	Laconia	All	rea	41	152	152	100
2018-19	21260	Pleasant Street School	285	Laconia	EconDis - Economically Disadvantaged	mat	35	73	72	99
2018-19	21260	Pleasant Street School	285	Laconia	EconDis - Economically Disadvantaged	rea	27	73	73	100
2018-19	21260	Pleasant Street School	285	Laconia	EL - Current English Language Learner	mat	**	1	1	100

2018-19	21260	Pleasant Street School	285	Laconia	EL - Current English Language Learner	rea	**	1	1	100
2018-19	21260	Pleasant Street School	285	Laconia	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	21260	Pleasant Street School	285	Laconia	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	21260	Pleasant Street School	285	Laconia	IEP/SWD - IEP	mat	17	25	25	100
2018-19	21260	Pleasant Street School	285	Laconia	IEP/SWD - IEP	rea	6	25	25	100
2018-19	21260	Pleasant Street School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	21260	Pleasant Street School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	21260	Pleasant Street School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	21260	Pleasant Street School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	21260	Pleasant Street School	285	Laconia	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	21260	Pleasant Street School	285	Laconia	Race - Black or African American (Non Hispanic)	rea	**	1	1	100

2018-19	21260	Pleasant Street School	285	Laconia	Race - Hispanic	mat	**	8	8	100
2018-19	21260	Pleasant Street School	285	Laconia	Race - Hispanic	rea	**	8	8	100
2018-19	21260	Pleasant Street School	285	Laconia	Race - Two or more races	mat	**	5	5	100
2018-19	21260	Pleasant Street School	285	Laconia	Race - Two or more races	rea	**	5	5	100
2018-19	21260	Pleasant Street School	285	Laconia	Race - White (Non Hispanic)	mat	50	138	137	99
2018-19	21260	Pleasant Street School	285	Laconia	Race - White (Non Hispanic)	rea	42	138	138	100
2018-19	21275	Laconia Middle School	285	Laconia	All	mat	**	421	408	97
2018-19	21275	Laconia Middle School	285	Laconia	All	rea	**	419	406	97
2018-19	21275	Laconia Middle School	285	Laconia	EconDis - Economically Disadvantaged	mat	**	242	237	98
2018-19	21275	Laconia Middle School	285	Laconia	EconDis - Economically Disadvantaged	rea	**	242	237	98
2018-19	21275	Laconia Middle School	285	Laconia	EL - Current English Language Learner	mat	**	2	2	100
2018-19	21275	Laconia Middle School	285	Laconia	EL - Current English Language Learner	rea	**	2	2	100
2018-19	21275	Laconia Middle School	285	Laconia	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	21275	Laconia Middle School	285	Laconia	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	21275	Laconia Middle School	285	Laconia	IEP/SWD - IEP	mat	**	79	73	92
2018-19	21275	Laconia Middle School	285	Laconia	IEP/SWD - IEP	rea	**	79	72	91

2018-19	21275	Laconia Middle School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19	21275	Laconia Middle School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19	21275	Laconia Middle School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	9	8	89
2018-19	21275	Laconia Middle School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	9	8	89
2018-19	21275	Laconia Middle School	285	Laconia	Race - Black or African American (Non Hispanic)	mat	**	10	10	100
2018-19	21275	Laconia Middle School	285	Laconia	Race - Black or African American (Non Hispanic)	rea	**	10	10	100
2018-19	21275	Laconia Middle School	285	Laconia	Race - Hispanic	mat	**	19	18	95
2018-19	21275	Laconia Middle School	285	Laconia	Race - Hispanic	rea	**	19	18	95
2018-19	21275	Laconia Middle School	285	Laconia	Race - Two or more races	mat	**	14	14	100
2018-19	21275	Laconia Middle School	285	Laconia	Race - Two or more races	rea	**	14	14	100
2018-19	21275	Laconia Middle School	285	Laconia	Race - White (Non Hispanic)	mat	**	363	356	98
2018-19	21275	Laconia Middle School	285	Laconia	Race - White (Non Hispanic)	rea	**	365	354	97

2018-19	21285	Woodland Heights Elementary School	285	Laconia	All	mat	24	156	154	99
2018-19	21285	Woodland Heights Elementary School	285	Laconia	All	rea	40	157	155	99
2018-19	21285	Woodland Heights Elementary School	285	Laconia	EconDis - Economically Disadvantaged	mat	15	108	106	98
2018-19	21285	Woodland Heights Elementary School	285	Laconia	EconDis - Economically Disadvantaged	rea	31	108	107	99
2018-19	21285	Woodland Heights Elementary School	285	Laconia	EL - Current English Language Learner	mat	**	2	2	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	EL - Current English Language Learner	rea	**	2	2	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	IEP/SWD - IEP	mat	0	40	40	100

2018-19	21285	Woodland Heights Elementary School	285	Laconia	IEP/SWD - IEP	rea	5	40	40	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Hispanic	mat	**	5	5	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Hispanic	rea	**	5	5	100

2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Two or more races	mat	**	9	9	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - Two or more races	rea	**	9	9	100
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - White (Non Hispanic)	mat	25	139	138	99
2018-19	21285	Woodland Heights Elementary School	285	Laconia	Race - White (Non Hispanic)	rea	42	140	139	99
2018-19	21290	Elm Street School	285	Laconia	All	mat	43	136	135	99
2018-19	21290	Elm Street School	285	Laconia	All	rea	51	135	134	99
2018-19	21290	Elm Street School	285	Laconia	EconDis - Economically Disadvantaged	mat	33	75	74	99
2018-19	21290	Elm Street School	285	Laconia	EconDis - Economically Disadvantaged	rea	37	75	73	97
2018-19	21290	Elm Street School	285	Laconia	EL - Current English Language Learner	mat	**	4	4	100
2018-19	21290	Elm Street School	285	Laconia	EL - Current English Language Learner	rea	**	4	4	100
2018-19	21290	Elm Street School	285	Laconia	EL- Current + Monitoring Years 1-4	mat	**	5	5	100
2018-19	21290	Elm Street School	285	Laconia	EL- Current + Monitoring Years 1-4	rea	**	5	5	100

2018-19	21290	Elm Street School	285	Laconia	IEP/SWD - IEP	mat	7	24	23	96
2018-19	21290	Elm Street School	285	Laconia	IEP/SWD - IEP	rea	**	24	22	92
2018-19	21290	Elm Street School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	21290	Elm Street School	285	Laconia	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	21290	Elm Street School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100
2018-19	21290	Elm Street School	285	Laconia	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100
2018-19	21290	Elm Street School	285	Laconia	Race - Black or African American (Non Hispanic)	mat	**	4	4	100
2018-19	21290	Elm Street School	285	Laconia	Race - Black or African American (Non Hispanic)	rea	**	4	4	100
2018-19	21290	Elm Street School	285	Laconia	Race - Hispanic	mat	**	11	11	100
2018-19	21290	Elm Street School	285	Laconia	Race - Hispanic	rea	**	11	11	100
2018-19	21290	Elm Street School	285	Laconia	Race - Two or more races	mat	**	4	4	100
2018-19	21290	Elm Street School	285	Laconia	Race - Two or more races	rea	**	4	4	100
2018-19	21290	Elm Street School	285	Laconia	Race - White (Non Hispanic)	mat	41	116	115	99

2018-19	21290	Elm Street School	285	Laconia	Race - White (Non Hispanic)	rea	54	116	114	98
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	All	mat	61	64	64	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	All	rea	68	64	63	98
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	EconDis - Economically Disadvantaged	mat	55	26	26	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	EconDis - Economically Disadvantaged	rea	52	26	26	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	EL - Current English Language Learner	mat	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	EL - Current English Language Learner	rea	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	IEP/SWD - IEP	mat	**	6	6	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	IEP/SWD - IEP	rea	**	6	6	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Hispanic	mat	**	4	4	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Hispanic	rea	**	4	4	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Two or more races	mat	**	2	2	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - Two or more races	rea	**	2	2	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - White (Non Hispanic)	mat	64	58	58	100
2018-19	21400	Bethlehem Elementary School	53	Bethlehem	Race - White (Non Hispanic)	rea	73	58	57	98

2018-19	21745	Amherst Middle School	17	Amherst	All	mat	78	629	623	99
2018-19	21745	Amherst Middle School	17	Amherst	All	rea	76	629	623	99
2018-19	21745	Amherst Middle School	17	Amherst	EconDis - Economically Disadvantaged	mat	52	37	35	95
2018-19	21745	Amherst Middle School	17	Amherst	EconDis - Economically Disadvantaged	rea	44	37	35	95
2018-19	21745	Amherst Middle School	17	Amherst	EL - Current English Language Learner	mat	**	5	5	100
2018-19	21745	Amherst Middle School	17	Amherst	EL - Current English Language Learner	rea	**	5	5	100
2018-19	21745	Amherst Middle School	17	Amherst	EL- Current + Monitoring Years 1-4	mat	**	6	6	100
2018-19	21745	Amherst Middle School	17	Amherst	EL- Current + Monitoring Years 1-4	rea	**	6	6	100
2018-19	21745	Amherst Middle School	17	Amherst	IEP/SWD - IEP	mat	40	104	104	100
2018-19	21745	Amherst Middle School	17	Amherst	IEP/SWD - IEP	rea	40	104	103	99
2018-19	21745	Amherst Middle School	17	Amherst	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	8	8	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	8	8	100

2018-19	21745	Amherst Middle School	17	Amherst	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	80	15	15	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	90	15	15	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - Black or African American (Non Hispanic)	mat	**	8	8	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - Black or African American (Non Hispanic)	rea	**	8	8	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - Hispanic	mat	75	20	20	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - Hispanic	rea	67	20	20	100
2018-19	21745	Amherst Middle School	17	Amherst	Race - Two or more races	mat	**	**	**	**
2018-19	21745	Amherst Middle School	17	Amherst	Race - Two or more races	rea	**	**	**	**
2018-19	21745	Amherst Middle School	17	Amherst	Race - White (Non Hispanic)	mat	79	578	572	99
2018-19	21745	Amherst Middle School	17	Amherst	Race - White (Non Hispanic)	rea	77	578	572	99
2018-19	21750	Clark-Wilkins School	17	Amherst	All	mat	**	256	248	97
2018-19	21750	Clark-Wilkins School	17	Amherst	All	rea	**	257	247	96
2018-19	21750	Clark-Wilkins School	17	Amherst	EconDis - Economically Disadvantaged	mat	**	16	15	94
2018-19	21750	Clark-Wilkins School	17	Amherst	EconDis - Economically Disadvantaged	rea	**	16	15	94

2018-19	21750	Clark-Wilkins School	17	Amherst	EL - Current English Language Learner	mat	**	4	4	100
2018-19	21750	Clark-Wilkins School	17	Amherst	EL - Current English Language Learner	rea	**	4	4	100
2018-19	21750	Clark-Wilkins School	17	Amherst	EL- Current + Monitoring Years 1-4	mat	**	6	6	100
2018-19	21750	Clark-Wilkins School	17	Amherst	EL- Current + Monitoring Years 1-4	rea	**	6	6	100
2018-19	21750	Clark-Wilkins School	17	Amherst	IEP/SWD - IEP	mat	**	37	33	89
2018-19	21750	Clark-Wilkins School	17	Amherst	IEP/SWD - IEP	rea	**	37	33	89
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	9	9	100
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	9	9	100
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Black or African American (Non Hispanic)	mat	**	4	4	100
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Black or African American (Non Hispanic)	rea	**	4	4	100
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Hispanic	mat	**	12	11	92
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Hispanic	rea	**	12	11	92
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Two or more races	mat	**	1	1	100

2018-19	21750	Clark-Wilkins School	17	Amherst	Race - Two or more races	rea	**	1	1	100
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - White (Non Hispanic)	mat	**	230	223	97
2018-19	21750	Clark-Wilkins School	17	Amherst	Race - White (Non Hispanic)	rea	**	229	222	97
2018-19	21985	Newport Middle High School (High)	401	Newport	All	mat	**	76	65	86
2018-19	21985	Newport Middle High School (High)	401	Newport	All	rea	**	76	65	86
2018-19	21985	Newport Middle High School (High)	401	Newport	EconDis - Economically Disadvantaged	mat	**	32	24	75
2018-19	21985	Newport Middle High School (High)	401	Newport	EconDis - Economically Disadvantaged	rea	**	32	24	75
2018-19	21985	Newport Middle High School (High)	401	Newport	IEP/SWD - IEP	mat	**	10	8	80
2018-19	21985	Newport Middle High School (High)	401	Newport	IEP/SWD - IEP	rea	**	10	8	80
2018-19	21985	Newport Middle High School (High)	401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19	21985	Newport Middle High School (High)	401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	21985	Newport Middle High School (High)	401	Newport	Race - White (Non Hispanic)	mat	**	73	63	86

2018-19	21985	Newport Middle High School (High)	401	Newport	Race - White (Non Hispanic)	rea	**	73	63	86
2018-19	21995	Richards Elementary School	401	Newport	All	mat	29	214	214	100
2018-19	21995	Richards Elementary School	401	Newport	All	rea	42	215	215	100
2018-19	21995	Richards Elementary School	401	Newport	EconDis - Economically Disadvantaged	mat	28	132	132	100
2018-19	21995	Richards Elementary School	401	Newport	EconDis - Economically Disadvantaged	rea	34	132	132	100
2018-19	21995	Richards Elementary School	401	Newport	EL - Current English Language Learner	mat	**	5	5	100
2018-19	21995	Richards Elementary School	401	Newport	EL - Current English Language Learner	rea	**	5	5	100
2018-19	21995	Richards Elementary School	401	Newport	EL- Current + Monitoring Years 1-4	mat	**	5	5	100
2018-19	21995	Richards Elementary School	401	Newport	EL- Current + Monitoring Years 1-4	rea	**	5	5	100
2018-19	21995	Richards Elementary School	401	Newport	IEP/SWD - IEP	mat	10	57	57	100
2018-19	21995	Richards Elementary School	401	Newport	IEP/SWD - IEP	rea	6	57	57	100
2018-19	21995	Richards Elementary School	401	Newport	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19	21995	Richards Elementary School	401	Newport	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	21995	Richards Elementary School	401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	3	3	100
2018-19	21995	Richards Elementary School	401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	3	3	100
2018-19	21995	Richards Elementary School	401	Newport	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	21995	Richards Elementary School	401	Newport	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	21995	Richards Elementary School	401	Newport	Race - Hispanic	mat	**	1	1	100
2018-19	21995	Richards Elementary School	401	Newport	Race - Hispanic	rea	**	1	1	100
2018-19	21995	Richards Elementary School	401	Newport	Race - Two or more races	mat	**	1	1	100
2018-19	21995	Richards Elementary School	401	Newport	Race - Two or more races	rea	**	1	1	100
2018-19	21995	Richards Elementary School	401	Newport	Race - White (Non Hispanic)	mat	29	209	209	100
2018-19	21995	Richards Elementary School	401	Newport	Race - White (Non Hispanic)	rea	41	210	210	100

2018-19	22650	East Rochester School	461	Rochester	All	mat	64	114	114	100
2018-19	22650	East Rochester School	461	Rochester	All	rea	67	114	113	99
2018-19	22650	East Rochester School	461	Rochester	EconDis - Economically Disadvantaged	mat	53	57	57	100
2018-19	22650	East Rochester School	461	Rochester	EconDis - Economically Disadvantaged	rea	55	57	57	100
2018-19	22650	East Rochester School	461	Rochester	EL - Current English Language Learner	mat	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	EL - Current English Language Learner	rea	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	IEP/SWD - IEP	mat	42	31	31	100
2018-19	22650	East Rochester School	461	Rochester	IEP/SWD - IEP	rea	28	31	30	97
2018-19	22650	East Rochester School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**

2018-19	22650	East Rochester School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	22650	East Rochester School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	22650	East Rochester School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	22650	East Rochester School	461	Rochester	Race - Hispanic	mat	**	2	2	100
2018-19	22650	East Rochester School	461	Rochester	Race - Hispanic	rea	**	2	2	100
2018-19	22650	East Rochester School	461	Rochester	Race - Two or more races	mat	**	3	3	100
2018-19	22650	East Rochester School	461	Rochester	Race - Two or more races	rea	**	3	3	100
2018-19	22650	East Rochester School	461	Rochester	Race - White (Non Hispanic)	mat	64	108	108	100
2018-19	22650	East Rochester School	461	Rochester	Race - White (Non Hispanic)	rea	69	108	107	99
2018-19	22660	Nancy Loud School	461	Rochester	All	mat	**	25	23	92
2018-19	22660	Nancy Loud School	461	Rochester	All	rea	43	25	23	92

2018-19	22660	Nancy Loud School	461	Rochester	EconDis - Economically Disadvantaged	mat	**	8	6	75
2018-19	22660	Nancy Loud School	461	Rochester	EconDis - Economically Disadvantaged	rea	**	8	7	88
2018-19	22660	Nancy Loud School	461	Rochester	EL - Current English Language Learner	mat	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	EL - Current English Language Learner	rea	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	IEP/SWD - IEP	mat	**	6	4	67
2018-19	22660	Nancy Loud School	461	Rochester	IEP/SWD - IEP	rea	**	6	4	67
2018-19	22660	Nancy Loud School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	22660	Nancy Loud School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	22660	Nancy Loud School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**

2018-19	22660	Nancy Loud School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	22660	Nancy Loud School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	22660	Nancy Loud School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	22660	Nancy Loud School	461	Rochester	Race - Hispanic	mat	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	Race - Hispanic	rea	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	Race - Two or more races	mat	**	**	**	**
2018-19	22660	Nancy Loud School	461	Rochester	Race - Two or more races	rea	**	1	1	100
2018-19	22660	Nancy Loud School	461	Rochester	Race - White (Non Hispanic)	mat	**	23	22	96
2018-19	22660	Nancy Loud School	461	Rochester	Race - White (Non Hispanic)	rea	50	23	21	91
2018-19	22665	McClelland School	461	Rochester	All	mat	42	171	169	99
2018-19	22665	McClelland School	461	Rochester	All	rea	46	171	169	99
2018-19	22665	McClelland School	461	Rochester	EconDis - Economically Disadvantaged	mat	27	67	67	100
2018-19	22665	McClelland School	461	Rochester	EconDis - Economically Disadvantaged	rea	27	67	67	100
2018-19	22665	McClelland School	461	Rochester	EL - Current English Language Learner	mat	**	6	6	100

2018-19	22665	McClelland School	461	Rochester	EL - Current English Language Learner	rea	**	6	6	100
2018-19	22665	McClelland School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	6	6	100
2018-19	22665	McClelland School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	6	6	100
2018-19	22665	McClelland School	461	Rochester	IEP/SWD - IEP	mat	20	29	28	97
2018-19	22665	McClelland School	461	Rochester	IEP/SWD - IEP	rea	6	29	28	97
2018-19	22665	McClelland School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	22665	McClelland School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	22665	McClelland School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19	22665	McClelland School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	22665	McClelland School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	22665	McClelland School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	**	**	**

2018-19	22665	McClelland School	461	Rochester	Race - Hispanic	mat	**	9	9	100
2018-19	22665	McClelland School	461	Rochester	Race - Hispanic	rea	**	9	9	100
2018-19	22665	McClelland School	461	Rochester	Race - Two or more races	mat	**	9	9	100
2018-19	22665	McClelland School	461	Rochester	Race - Two or more races	rea	**	9	9	100
2018-19	22665	McClelland School	461	Rochester	Race - White (Non Hispanic)	mat	44	151	149	99
2018-19	22665	McClelland School	461	Rochester	Race - White (Non Hispanic)	rea	46	151	149	99
2018-19	22675	Bud Carlson Academy	461	Rochester	All	mat	**	15	6	40
2018-19	22675	Bud Carlson Academy	461	Rochester	All	rea	**	15	6	40
2018-19	22675	Bud Carlson Academy	461	Rochester	EconDis - Economically Disadvantaged	mat	**	13	5	38
2018-19	22675	Bud Carlson Academy	461	Rochester	EconDis - Economically Disadvantaged	rea	**	13	5	38
2018-19	22675	Bud Carlson Academy	461	Rochester	IEP/SWD - IEP	mat	**	5	3	60
2018-19	22675	Bud Carlson Academy	461	Rochester	IEP/SWD - IEP	rea	**	5	3	60
2018-19	22675	Bud Carlson Academy	461	Rochester	Race - White (Non Hispanic)	mat	**	15	6	40
2018-19	22675	Bud Carlson Academy	461	Rochester	Race - White (Non Hispanic)	rea	**	15	6	40
2018-19	22690	William Allen School	461	Rochester	All	mat	76	133	130	98
2018-19	22690	William Allen School	461	Rochester	All	rea	61	132	131	99
2018-19	22690	William Allen School	461	Rochester	EconDis - Economically Disadvantaged	mat	78	74	73	99

2018-19	22690	William Allen School	461	Rochester	EconDis - Economically Disadvantaged	rea	47	74	73	99
2018-19	22690	William Allen School	461	Rochester	EL - Current English Language Learner	mat	**	2	2	100
2018-19	22690	William Allen School	461	Rochester	EL - Current English Language Learner	rea	**	2	2	100
2018-19	22690	William Allen School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	2	2	100
2018-19	22690	William Allen School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	2	2	100
2018-19	22690	William Allen School	461	Rochester	IEP/SWD - IEP	mat	55	32	31	97
2018-19	22690	William Allen School	461	Rochester	IEP/SWD - IEP	rea	23	32	32	100
2018-19	22690	William Allen School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	1	1	100
2018-19	22690	William Allen School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	1	1	100
2018-19	22690	William Allen School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	4	4	100
2018-19	22690	William Allen School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	4	4	100

2018-19	22690	William Allen School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	3	3	100
2018-19	22690	William Allen School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	3	3	100
2018-19	22690	William Allen School	461	Rochester	Race - Hispanic	mat	**	5	5	100
2018-19	22690	William Allen School	461	Rochester	Race - Hispanic	rea	**	5	5	100
2018-19	22690	William Allen School	461	Rochester	Race - Two or more races	mat	**	8	8	100
2018-19	22690	William Allen School	461	Rochester	Race - Two or more races	rea	**	8	8	100
2018-19	22690	William Allen School	461	Rochester	Race - White (Non Hispanic)	mat	77	111	109	98
2018-19	22690	William Allen School	461	Rochester	Race - White (Non Hispanic)	rea	61	111	110	99
2018-19	22695	Chamberlain Street School	461	Rochester	All	mat	58	195	187	96
2018-19	22695	Chamberlain Street School	461	Rochester	All	rea	51	196	192	98
2018-19	22695	Chamberlain Street School	461	Rochester	EconDis - Economically Disadvantaged	mat	53	89	88	99
2018-19	22695	Chamberlain Street School	461	Rochester	EconDis - Economically Disadvantaged	rea	39	89	88	99
2018-19	22695	Chamberlain Street School	461	Rochester	EL - Current English Language Learner	mat	**	1	1	100
2018-19	22695	Chamberlain Street School	461	Rochester	EL - Current English Language Learner	rea	**	1	1	100
2018-19	22695	Chamberlain Street School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	1	1	100

2018-19	22695	Chamberlain Street School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	22695	Chamberlain Street School	461	Rochester	IEP/SWD - IEP	mat	34	44	40	91
2018-19	22695	Chamberlain Street School	461	Rochester	IEP/SWD - IEP	rea	12	44	41	93
2018-19	22695	Chamberlain Street School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	22695	Chamberlain Street School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	3	3	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	3	3	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Hispanic	mat	**	6	6	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Hispanic	rea	**	6	6	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - Two or more races	mat	43	15	15	100

2018-19	22695	Chamberlain Street School	461	Rochester	Race - Two or more races	rea	36	15	15	100
2018-19	22695	Chamberlain Street School	461	Rochester	Race - White (Non Hispanic)	mat	58	171	162	95
2018-19	22695	Chamberlain Street School	461	Rochester	Race - White (Non Hispanic)	rea	52	170	167	98
2018-19	22700	Spaulding High School	461	Rochester	All	mat	**	326	303	93
2018-19	22700	Spaulding High School	461	Rochester	All	rea	**	325	302	93
2018-19	22700	Spaulding High School	461	Rochester	EconDis - Economically Disadvantaged	mat	**	119	105	88
2018-19	22700	Spaulding High School	461	Rochester	EconDis - Economically Disadvantaged	rea	**	120	104	87
2018-19	22700	Spaulding High School	461	Rochester	EL - Current English Language Learner	mat	**	6	5	83
2018-19	22700	Spaulding High School	461	Rochester	EL - Current English Language Learner	rea	**	5	4	80
2018-19	22700	Spaulding High School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	6	5	83
2018-19	22700	Spaulding High School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	5	4	80
2018-19	22700	Spaulding High School	461	Rochester	IEP/SWD - IEP	mat	**	47	36	77
2018-19	22700	Spaulding High School	461	Rochester	IEP/SWD - IEP	rea	**	47	36	77
2018-19	22700	Spaulding High School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	3	3	100

2018-19	22700	Spaulding High School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	3	3	100
2018-19	22700	Spaulding High School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	5	5	100
2018-19	22700	Spaulding High School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	5	5	100
2018-19	22700	Spaulding High School	461	Rochester	Race - Hispanic	mat	**	15	13	87
2018-19	22700	Spaulding High School	461	Rochester	Race - Hispanic	rea	**	15	13	87
2018-19	22700	Spaulding High School	461	Rochester	Race - Two or more races	mat	**	3	3	100
2018-19	22700	Spaulding High School	461	Rochester	Race - Two or more races	rea	**	3	3	100
2018-19	22700	Spaulding High School	461	Rochester	Race - White (Non Hispanic)	mat	**	300	279	93
2018-19	22700	Spaulding High School	461	Rochester	Race - White (Non Hispanic)	rea	**	299	278	93
2018-19	22705	Rochester Middle School	461	Rochester	All	mat	39	869	843	97
2018-19	22705	Rochester Middle School	461	Rochester	All	rea	52	862	845	98
2018-19	22705	Rochester Middle School	461	Rochester	EconDis - Economically Disadvantaged	mat	26	361	347	96
2018-19	22705	Rochester Middle School	461	Rochester	EconDis - Economically Disadvantaged	rea	39	360	346	96
2018-19	22705	Rochester Middle School	461	Rochester	EL - Current English Language Learner	mat	**	10	10	100

2018-19	22705	Rochester Middle School	461	Rochester	EL - Current English Language Learner	rea	**	10	10	100
2018-19	22705	Rochester Middle School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	12	12	100
2018-19	22705	Rochester Middle School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	12	12	100
2018-19	22705	Rochester Middle School	461	Rochester	IEP/SWD - IEP	mat	5	143	130	91
2018-19	22705	Rochester Middle School	461	Rochester	IEP/SWD - IEP	rea	13	142	131	92
2018-19	22705	Rochester Middle School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	3	3	100
2018-19	22705	Rochester Middle School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	3	3	100
2018-19	22705	Rochester Middle School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	73	17	17	100
2018-19	22705	Rochester Middle School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	73	17	17	100
2018-19	22705	Rochester Middle School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	7	6	86
2018-19	22705	Rochester Middle School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	7	7	100

2018-19	22705	Rochester Middle School	461	Rochester	Race - Hispanic	mat	39	40	39	98
2018-19	22705	Rochester Middle School	461	Rochester	Race - Hispanic	rea	31	40	39	98
2018-19	22705	Rochester Middle School	461	Rochester	Race - Two or more races	mat	32	38	36	95
2018-19	22705	Rochester Middle School	461	Rochester	Race - Two or more races	rea	47	38	36	95
2018-19	22705	Rochester Middle School	461	Rochester	Race - White (Non Hispanic)	mat	39	757	742	98
2018-19	22705	Rochester Middle School	461	Rochester	Race - White (Non Hispanic)	rea	54	758	743	98
2018-19	22720	School Street School	461	Rochester	All	mat	58	31	30	97
2018-19	22720	School Street School	461	Rochester	All	rea	79	31	31	100
2018-19	22720	School Street School	461	Rochester	EconDis - Economically Disadvantaged	mat	**	18	17	94
2018-19	22720	School Street School	461	Rochester	EconDis - Economically Disadvantaged	rea	70	18	18	100
2018-19	22720	School Street School	461	Rochester	EL - Current English Language Learner	mat	**	**	**	**
2018-19	22720	School Street School	461	Rochester	EL - Current English Language Learner	rea	**	**	**	**
2018-19	22720	School Street School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	22720	School Street School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	22720	School Street School	461	Rochester	IEP/SWD - IEP	mat	**	11	10	91
2018-19	22720	School Street School	461	Rochester	IEP/SWD - IEP	rea	**	11	11	100

2018-19	22720	School Street School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - Hispanic	mat	**	2	1	50
2018-19	22720	School Street School	461	Rochester	Race - Hispanic	rea	**	2	2	100
2018-19	22720	School Street School	461	Rochester	Race - Two or more races	mat	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - Two or more races	rea	**	**	**	**
2018-19	22720	School Street School	461	Rochester	Race - White (Non Hispanic)	mat	58	29	29	100
2018-19	22720	School Street School	461	Rochester	Race - White (Non Hispanic)	rea	82	29	29	100
2018-19	22725	Gonic School	461	Rochester	All	mat	72	114	111	97

2018-19	22725	Gonic School	461	Rochester	All	rea	67	114	111	97
2018-19	22725	Gonic School	461	Rochester	EconDis - Economically Disadvantaged	mat	56	42	40	95
2018-19	22725	Gonic School	461	Rochester	EconDis - Economically Disadvantaged	rea	67	42	39	93
2018-19	22725	Gonic School	461	Rochester	EL - Current English Language Learner	mat	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	EL - Current English Language Learner	rea	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	IEP/SWD - IEP	mat	57	23	21	91
2018-19	22725	Gonic School	461	Rochester	IEP/SWD - IEP	rea	8	23	20	87
2018-19	22725	Gonic School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	22725	Gonic School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	22725	Gonic School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100

2018-19	22725	Gonic School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	3	3	100
2018-19	22725	Gonic School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	3	3	100
2018-19	22725	Gonic School	461	Rochester	Race - Hispanic	mat	**	2	2	100
2018-19	22725	Gonic School	461	Rochester	Race - Hispanic	rea	**	2	2	100
2018-19	22725	Gonic School	461	Rochester	Race - Two or more races	mat	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	Race - Two or more races	rea	**	1	1	100
2018-19	22725	Gonic School	461	Rochester	Race - White (Non Hispanic)	mat	73	107	104	97
2018-19	22725	Gonic School	461	Rochester	Race - White (Non Hispanic)	rea	67	107	104	97
2018-19	26490	Beaver Meadow School	111	Concord	All	mat	74	134	133	99
2018-19	26490	Beaver Meadow School	111	Concord	All	rea	72	134	133	99
2018-19	26490	Beaver Meadow School	111	Concord	EconDis - Economically Disadvantaged	mat	69	50	49	98
2018-19	26490	Beaver Meadow School	111	Concord	EconDis - Economically Disadvantaged	rea	56	50	49	98
2018-19	26490	Beaver Meadow School	111	Concord	EL - Current English Language Learner	mat	**	6	6	100

2018-19	26490	Beaver Meadow School	111	Concord	EL - Current English Language Learner	rea	**	6	6	100
2018-19	26490	Beaver Meadow School	111	Concord	EL- Current + Monitoring Years 1-4	mat	**	7	7	100
2018-19	26490	Beaver Meadow School	111	Concord	EL- Current + Monitoring Years 1-4	rea	**	7	7	100
2018-19	26490	Beaver Meadow School	111	Concord	IEP/SWD - IEP	mat	39	21	20	95
2018-19	26490	Beaver Meadow School	111	Concord	IEP/SWD - IEP	rea	0	21	20	95
2018-19	26490	Beaver Meadow School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	26490	Beaver Meadow School	111	Concord	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	26490	Beaver Meadow School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	4	4	100
2018-19	26490	Beaver Meadow School	111	Concord	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	4	4	100
2018-19	26490	Beaver Meadow School	111	Concord	Race - Black or African American (Non Hispanic)	mat	**	6	6	100
2018-19	26490	Beaver Meadow School	111	Concord	Race - Black or African American (Non Hispanic)	rea	**	6	6	100

2018-19	26490	Beaver Meadow School	111	Concord	Race - Hispanic	mat	**	5	5	100
2018-19	26490	Beaver Meadow School	111	Concord	Race - Hispanic	rea	**	5	5	100
2018-19	26490	Beaver Meadow School	111	Concord	Race - Two or more races	mat	**	**	**	**
2018-19	26490	Beaver Meadow School	111	Concord	Race - Two or more races	rea	**	**	**	**
2018-19	26490	Beaver Meadow School	111	Concord	Race - White (Non Hispanic)	mat	76	119	118	99
2018-19	26490	Beaver Meadow School	111	Concord	Race - White (Non Hispanic)	rea	72	119	118	99
2018-19	26505	Epping Middle School	165	Epping	All	mat	62	202	200	99
2018-19	26505	Epping Middle School	165	Epping	All	rea	45	203	201	99
2018-19	26505	Epping Middle School	165	Epping	EconDis - Economically Disadvantaged	mat	49	51	50	98
2018-19	26505	Epping Middle School	165	Epping	EconDis - Economically Disadvantaged	rea	28	51	50	98
2018-19	26505	Epping Middle School	165	Epping	EL - Current English Language Learner	mat	**	1	1	100
2018-19	26505	Epping Middle School	165	Epping	EL - Current English Language Learner	rea	**	1	1	100
2018-19	26505	Epping Middle School	165	Epping	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	26505	Epping Middle School	165	Epping	EL- Current + Monitoring Years 1-4	rea	**	1	1	100

2018-19	26505	Epping Middle School	165	Epping	IEP/SWD - IEP	mat	25	42	40	95
2018-19	26505	Epping Middle School	165	Epping	IEP/SWD - IEP	rea	12	42	41	98
2018-19	26505	Epping Middle School	165	Epping	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19	26505	Epping Middle School	165	Epping	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19	26505	Epping Middle School	165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	5	5	100
2018-19	26505	Epping Middle School	165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	5	5	100
2018-19	26505	Epping Middle School	165	Epping	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	26505	Epping Middle School	165	Epping	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	26505	Epping Middle School	165	Epping	Race - Hispanic	mat	**	7	7	100
2018-19	26505	Epping Middle School	165	Epping	Race - Hispanic	rea	**	7	7	100
2018-19	26505	Epping Middle School	165	Epping	Race - Two or more races	mat	**	2	2	100
2018-19	26505	Epping Middle School	165	Epping	Race - Two or more races	rea	**	2	2	100
2018-19	26505	Epping Middle School	165	Epping	Race - White (Non Hispanic)	mat	62	187	183	98

2018-19	26505	Epping Middle School	165	Epping	Race - White (Non Hispanic)	rea	44	186	184	99
2018-19	26510	Epping Elementary School	165	Epping	All	mat	68	202	202	100
2018-19	26510	Epping Elementary School	165	Epping	All	rea	44	202	202	100
2018-19	26510	Epping Elementary School	165	Epping	EconDis - Economically Disadvantaged	mat	41	58	58	100
2018-19	26510	Epping Elementary School	165	Epping	EconDis - Economically Disadvantaged	rea	23	58	58	100
2018-19	26510	Epping Elementary School	165	Epping	EL - Current English Language Learner	mat	**	3	3	100
2018-19	26510	Epping Elementary School	165	Epping	EL - Current English Language Learner	rea	**	3	3	100
2018-19	26510	Epping Elementary School	165	Epping	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	26510	Epping Elementary School	165	Epping	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	26510	Epping Elementary School	165	Epping	IEP/SWD - IEP	mat	25	41	41	100
2018-19	26510	Epping Elementary School	165	Epping	IEP/SWD - IEP	rea	4	41	41	100
2018-19	26510	Epping Elementary School	165	Epping	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**

2018-19	26510	Epping Elementary School	165	Epping	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	26510	Epping Elementary School	165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Black or African American (Non Hispanic)	mat	**	2	2	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Black or African American (Non Hispanic)	rea	**	2	2	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Hispanic	mat	**	8	8	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Hispanic	rea	**	8	8	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Two or more races	mat	**	2	2	100
2018-19	26510	Epping Elementary School	165	Epping	Race - Two or more races	rea	**	2	2	100
2018-19	26510	Epping Elementary School	165	Epping	Race - White (Non Hispanic)	mat	68	189	189	100
2018-19	26510	Epping Elementary School	165	Epping	Race - White (Non Hispanic)	rea	43	189	189	100

2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	All	mat	49	251	251	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	All	rea	54	251	251	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	EconDis - Economically Disadvantaged	mat	28	100	99	99
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	EconDis - Economically Disadvantaged	rea	39	100	100	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	EL - Current English Language Learner	mat	**	3	3	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	EL - Current English Language Learner	rea	**	3	3	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	IEP/SWD - IEP	mat	0	41	41	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	IEP/SWD - IEP	rea	3	41	41	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**

2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	mat	**	**	**	**
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Black or African American (Non Hispanic)	rea	**	**	**	**
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Hispanic	mat	**	9	9	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Hispanic	rea	**	9	9	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Two or more races	mat	**	4	4	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - Two or more races	rea	**	4	4	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - White (Non Hispanic)	mat	49	236	236	100
2018-19	26875	Haverhill Cooperative Middle School	238	Haverhill Cooperative	Race - White (Non Hispanic)	rea	54	236	236	100
2018-19	26970	Newport Middle School	401	Newport	All	mat	24	186	180	97
2018-19	26970	Newport Middle School	401	Newport	All	rea	42	186	182	98

2018-19	26970	Newport Middle School	401	Newport	EconDis - Economically Disadvantaged	mat	20	103	100	97
2018-19	26970	Newport Middle School	401	Newport	EconDis - Economically Disadvantaged	rea	27	103	102	99
2018-19	26970	Newport Middle School	401	Newport	EL - Current English Language Learner	mat	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	EL - Current English Language Learner	rea	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	EL- Current + Monitoring Years 1-4	mat	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	EL- Current + Monitoring Years 1-4	rea	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	IEP/SWD - IEP	mat	6	50	48	96
2018-19	26970	Newport Middle School	401	Newport	IEP/SWD - IEP	rea	12	50	50	100
2018-19	26970	Newport Middle School	401	Newport	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	26970	Newport Middle School	401	Newport	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	26970	Newport Middle School	401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	2	2	100

2018-19	26970	Newport Middle School	401	Newport	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	26970	Newport Middle School	401	Newport	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	26970	Newport Middle School	401	Newport	Race - Hispanic	mat	**	1	1	100
2018-19	26970	Newport Middle School	401	Newport	Race - Hispanic	rea	**	1	1	100
2018-19	26970	Newport Middle School	401	Newport	Race - Two or more races	mat	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	Race - Two or more races	rea	**	2	2	100
2018-19	26970	Newport Middle School	401	Newport	Race - White (Non Hispanic)	mat	23	179	174	97
2018-19	26970	Newport Middle School	401	Newport	Race - White (Non Hispanic)	rea	43	180	176	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	All	mat	**	289	283	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	All	rea	**	289	283	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	EconDis - Economically Disadvantaged	mat	**	122	120	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	EconDis - Economically Disadvantaged	rea	**	122	120	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	EL - Current English Language Learner	mat	**	3	3	100

2018-19	27010	A. Crosby Kennett Middle School	113	Conway	EL - Current English Language Learner	rea	**	3	3	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	EL- Current + Monitoring Years 1-4	mat	**	3	3	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	EL- Current + Monitoring Years 1-4	rea	**	3	3	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	IEP/SWD - IEP	mat	**	46	45	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	IEP/SWD - IEP	rea	**	46	45	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	2	2	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	2	2	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	6	6	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	6	6	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Black or African American (Non Hispanic)	mat	**	2	2	100

2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Black or African American (Non Hispanic)	rea	**	2	2	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Hispanic	mat	**	10	9	90
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Hispanic	rea	**	10	9	90
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Two or more races	mat	**	3	3	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - Two or more races	rea	**	3	3	100
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - White (Non Hispanic)	mat	**	266	261	98
2018-19	27010	A. Crosby Kennett Middle School	113	Conway	Race - White (Non Hispanic)	rea	**	266	261	98
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	All	mat	61	192	190	99
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	All	rea	59	192	190	99
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	EconDis - Economically Disadvantaged	mat	36	19	19	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	EconDis - Economically Disadvantaged	rea	46	19	19	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	EL - Current English Language Learner	mat	**	1	1	100

2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	EL - Current English Language Learner	rea	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	EL- Current + Monitoring Years 1-4	mat	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	EL- Current + Monitoring Years 1-4	rea	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	IEP/SWD - IEP	mat	35	34	33	97
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	IEP/SWD - IEP	rea	9	34	33	97
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Black or African American (Non Hispanic)	mat	**	1	1	100

2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Hispanic	mat	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Hispanic	rea	**	1	1	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Two or more races	mat	**	2	2	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - Two or more races	rea	**	2	2	100
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - White (Non Hispanic)	mat	60	187	185	99
2018-19	28400	Seacoast Charter School	705	Seacoast Charter School	Race - White (Non Hispanic)	rea	59	187	185	99
2018-19	29080	Maple Street Magnet School	461	Rochester	All	mat	80	54	54	100
2018-19	29080	Maple Street Magnet School	461	Rochester	All	rea	73	54	54	100
2018-19	29080	Maple Street Magnet School	461	Rochester	EconDis - Economically Disadvantaged	mat	72	16	16	100
2018-19	29080	Maple Street Magnet School	461	Rochester	EconDis - Economically Disadvantaged	rea	**	16	16	100
2018-19	29080	Maple Street Magnet School	461	Rochester	EL - Current English Language Learner	mat	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	EL - Current English Language Learner	rea	**	**	**	**

2018-19	29080	Maple Street Magnet School	461	Rochester	EL- Current + Monitoring Years 1-4	mat	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	EL- Current + Monitoring Years 1-4	rea	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	IEP/SWD - IEP	mat	**	9	9	100
2018-19	29080	Maple Street Magnet School	461	Rochester	IEP/SWD - IEP	rea	**	9	9	100
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	mat	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - American Indian or Alaskan Native (Non Hispanic)	rea	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	mat	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Asian or Native Hawaiian or Paciific Islander (Non Hispanic)	rea	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Black or African American (Non Hispanic)	mat	**	1	1	100
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Black or African American (Non Hispanic)	rea	**	1	1	100
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Hispanic	mat	**	**	**	**

2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Hispanic	rea	**	**	**	**
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Two or more races	mat	**	1	1	100
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - Two or more races	rea	**	1	1	100
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - White (Non Hispanic)	mat	78	52	52	100
2018-19	29080	Maple Street Magnet School	461	Rochester	Race - White (Non Hispanic)	rea	73	52	52	100

**Counts below cell size of 40. Results may include combination of PACE, NH SAS, DLM and science results as applicable.

Appendix K: PACE 2019 Standard Setting Report

NH PACE: 2019 STANDARD SETTING REPORT

Center for Assessment

August 15, 2019

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INTRODUCTION

The purpose of standard setting is to designate cut scores that define the four levels of performance for the PACE Annual Determinations. As in any assessment system, standard setting plays a central role in the validity of the interpretations drawn from the scores. This is especially true for PACE due to three main reasons:

1. PACE does not report out any individual-level scale scores beyond the annual determinations. This places extra burden on the validity of the interpretations drawn from the achievement level placements.
2. Each PACE district has a unique scale associated with their competency scores. Even if the scales are nominally the same (e.g., 1-4) the interpretations associated with the score points will differ across districts due to differences in scoring practices. Therefore, PACE standard setting is used as a critical aspect of comparability for the PACE assessment system.
3. The PACE innovative assessment system is required to produce annual determinations that are comparable to the statewide assessment system. Therefore, the standard setting methodology is grounded in achievement level descriptors that are aligned across systems. Each of the achievement levels is intended to carry the same interpretations about what students know and can do whether they participate in PACE or NH SAS.

Over the past five years, the PACE assessment system has achieved a strong record of creating comparable annual determinations. This has required leveraging multiple methods (e.g., see Body of Work Standards Validation) and refining our psychometric processes to continuously improve as we scale. We have relied primarily on a contrasting groups standard setting methodology described in more detail below.

STANDARD SETTING METHOD

The standard setting method involves two primary steps: 1) collecting teacher judgments regarding student placement into achievement levels using the achievement level descriptors (ALDs) and 2) setting cut scores on each districts' competency score scale (scale refers to each district, grade, and subject combination) using the teacher judgements in a contrasting groups methodology.

Teacher Judgment Scores

This standard setting method involves asking teachers to make judgments about the achievement level of the students based on their professional judgment and knowledge of the student. The teachers are provided with rich, narrative descriptions of each of the achievement levels called Achievement Level Descriptors (ALD). Every PACE teacher completes a teacher judgment survey at the end of the school year to make judgments about which achievement level best describes each of their students. The subject and grade specific ALDs are entered into an online

survey where teachers can easily read the descriptions and match their students to the appropriate achievement level. This process relies heavily teacher knowledge of each of their students and on a common understanding and interpretation of the ALDs.

Contrasting Groups Method

The contrasting groups standard setting methodology involves comparing the average PACE competency scores with the teacher judgment scores in order to determine the cut scores that most accurately classify the students into the achievement levels. Logistic regression is used to determine the point in the score distribution where examinees have a 50% chance of being classified in the next performance level or above (e.g., the probability that a student with a score of X has a 50% or greater probability of being classified in Level 3 or higher). A logistic regression analysis was run separately for each cut point—Level 2, Level 3, and Level 4—in each district, subject, and grade.

QUALITY CONTROL PROCESSES AND PROCEDURES

Data quality control checks and district flagging business rules are used to ensure the quality of factors related to producing cut scores and are completed prior to calculating PACE cut sores.

Data Quality Control Checks

The data quality control checks include a systematic process for ensuring the data quality prior to running the logistic regression. The data quality control checks include the following:

- Flag out of bound values (e.g., 0.75 on a scale of 1.00 - 4.00). See Appendix A for descriptive statistics including minimum and maximum values.
- View raw data by scale (district, grade, and subject) to complete human reasonableness checks. See Appendix A for scatterplots of end of year competency scores by teacher judgment survey ratings for each district, grade, and subject combination.
- Verify the number of student records received matches the expected enrollment by scale.
- Replicate end of year competency score averages provided by state using disaggregated competency score data.

District Flagging Business Rules

Submitted teacher judgment survey ratings were analyzed by district, grade, and subject in order to identify unexpected distributions of teacher judgment prior to calculating PACE cut scores. The flagging rules evaluate variability in the teacher judgment survey ratings by district, grade, and subject in three ways:

(1) Identify instances where there is *no variance* in teacher judgment survey ratings (i.e., all 1s, all 2s, all 3s, or all 4s);
(2) Identify instances where there is *reduced variance* in teacher judgment survey ratings (i.e., all 1s and 2s, all 2s and 3s, or all 3s and 4s); and

(3) Identify instances where there is *bimodal distribution* of teacher judgment survey ratings (i.e., all 1s and 3s, all 1s and 4s, or all 2s and 4s).

Instances where teacher judgment survey ratings show evidence of no variance, reduced variance, or bimodal distribution were analyzed using the Table 1 decision matrix below. The decision matrix guided follow-up decisions with districts and was created to balance the need for district follow-up with the realities of data issues that result from very small sample sizes. Step 1 is a simple examination of the sample size in the district, grade, and subject combination. Step 2 is an examination of the percent of students proficient or above from prior state standardized assessment results for the district and subject in the grade level closest to the grade level under investigation. Given the design of the PACE assessment system and based on the number of years the district has been involved in PACE, the available state assessment data may be limited to grade 3 ELA, grade 4 Math, or grade 8 ELA and math.

Table 1.
PACE Flagging Rules for Variability in TJS Ratings Decision Matrix

Flag for TJS Ratings	**Step 1: Examine Sample Size**	**Step 2: Examine Prior State Standardized Assessment Results**
No variance	<=5 students→no follow-up >5 students→go to Step 2	Percent of students proficient is within ± 5% of the prior state standardized assessment results→no follow-up
Reduced variance	<=15 students→no follow-up >15 students→go to Step 2	
Bimodal distribution	<=15 students→no follow-up >15 students→go to Step 2	Otherwise the district will be contacted by the NH DOE or the Center for Assessment to verify the teacher judgment survey results.

The complete district flagging business rules analysis along with the subsequent decisions related to each flag based on the decision matrix can be found in Appendix B. Importantly, no districts were contacted for follow-up based on no variance, reduced variance, or bimodal distributions in the teacher judgment survey ratings from the 2018-19 school year. Overall, the weighted average across districts ratings (Table 2) shows that teachers rated students as Level 1 and 4 about 23% of the time and Level 2 and 3 about 77% of the time.

Table 2.
Distribution of Teacher Judgment Survey Ratings 2019 Using Weighted Average

	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4	Total
N	1147	3229	4039	1036	9451
Percent	12.14%	34.17%	42.74%	10.96%	100.00%

If follow-up with districts on the distribution of their teacher judgment survey ratings is deemed necessary in future years, the business rules specify that the Center for Assessment will not calculate cut scores until teacher judgment survey results can be verified with the district. If the teacher judgment survey results cannot be verified with the district then the district will be notified that they will receive PACE determinations for the year, but the district will need to take NH SAS along with submitting PACE data in the following year. Results from NH SAS in the following year will be compared to PACE standard setting results and if within ± 5% on percent proficient or above in the same grade and subject area then the district will not need to administer the NH SAS the following year. Otherwise the process will continue until the district meets the ± 5% on the proficiency threshold.

CUT SCORE CALCULATION BUSINESS RULES

Cut score calculation rules are used to ensure consistency in setting standards by delineating rules for the following:

- Addressing every possible pattern of presence/absence of teacher judgments placing student achievement in each achievement level,
- Describing the statistical process (dichotomous logistic regression) used for estimating cut scores where there are sufficient data, and
- Ensuring consistency in calculating cut scores when there are problems with estimating a cut score using the logistic regression.

There are two major parts in cut score calculation: (1) initial cut score calculations, including logistic regression of teacher judgments of students' achievement being at or above a given achievement level on students' mean competency scores to estimate cut scores for a given scale (a scale is a district, grade, and subject combination); and (2) alternate cut score calculations for situations in which the logistic regression does not converge or in which the logistic regression found a lower probability of students being at or above a specific achievement level associated with increases in mean competency scores.

The business rules take the following form:

1. For each student, identify the scale on which the student's mean competency scores exist. Typically, each school administrative unit (SAU) has its own scale in each year, subject, and grade. However, there are some exceptions to this general rule in that in some districts within a SAU may also have separate scales. The scale for each student can be uniquely identified by doing the following:
    a. For each student, obtain in the standard setting data file the value of the following variables: *District_Name* and/or *District_ID*, *Scale_Year*, *Scale_Grade*, and *Scale_Subject*;
    b. Identifying the single row in the *PACE Entity Master* data file that has those same values for the same variables; and
    c. Extracting from that row the value of the variable/column labeled *Scale_ID*.
2. Saving the Scale_ID to the appropriate row of the standard setting data file.
3. For each scale, do the following:

   a. For each achievement level, identify whether the scale has at least one teacher judgment rating in that level (*1*) or not (*0*);
   b. Create a four-bit string (*HasX*) combining the *0/1* designations from the previous step with the left-most indicating presence/absence of a rating in level 1 and the right-most indicating presence/absence of a rating in level 4 (e.g., *0110* would indicate ratings in levels 2 and 3 but no ratings in levels 1 and 4);
   c. Using the four-bit string identified in the prior step, follow the rules for calculation given in Table 4 which shows three calculations in order (i.e., first calculation, second calculation, third calculation) covering three cut scores that correspond to the four-bit string. For this table, the names of variables are explained in Table 3 and *cut(…)* represents estimating the logistic regression described above and, if the results converge and do not predict higher achievement levels for lower scoring students, the mean competency score at which the probability of being in a higher category passes 50 percent. The cut score is identified as the mean competency score with the lowest value from 10,000 equally separated values from the minimum possible competency score to the maximum possible competency score with a probability greater than or equal to 50%. The order of calculations prioritizes calculation of the cut score between levels 2 and 3, followed by the cut score between levels 1 and 2, followed by the cut score between levels 3 and 4. Where there are insufficient data to calculate a cut score, the others are calculated first, so there may be some different orderings to reflect this caveat.
   d. If any given cut score was problematic, it should remain uncalculated to wait for the next step.
4. For each scale with at least one cut score where the logistic regression was problematic, do the following:
   a. Create a three-bit string (*Needed*) identifying for each cut score whether the cut score calculation was problematic (for example, “011” indicates that the cut score between levels 1 and 2 was successfully calculated, but the cut scores between levels 2 and 3 and levels 3 and 4 were problematic).
   b. Using the three-bit string (*Needed*) identified in the prior step, follow the rules for calculation given in the corresponding row of Table 5 (which shows up to three ordered calculations; i.e., first calculation, second calculation, third calculation).

Table 3.
Explanation of variables used in business rules.

Full	Description
Cut12	Scale-specific cut score between levels 1 and 2
Cut23	Scale-specific cut score between levels 1 and 3
Cut34	Scale-specific cut score between levels 3 and 4
MinPossCS	Scale-specific minimum possible competency score (or LOSS when LOSS = *Lowest Observ**able** Scale Score*)
MaxPossCS	Scale-specific maximum possible competency score (or HOSS when HOSS = *Highest Observ**able** Scale Score*)
MinObsMCS	Scale-specific minimum attained mean competency score (or LOSS when LOSS = *Lowest Observ**ed** Scale Score*)
MaxObsMCS	Scale-specific maximum attained mean competency score (or HOSS when HOSS = *Highest Observ**ed** Scale Score*)
Has1	Scale has at least one student in achievement level 1 as judged by teacher in the dummy-variable form [0 | 1]
Has2	Scale has at least one student in achievement level 2 as judged by teacher in the dummy-variable form [0 | 1]
Has3	Scale has at least one student in achievement level 3 as judged by teacher in the dummy-variable form [0 | 1]
Has4	Scale has at least one student in achievement level 4 as judged by teacher in the dummy-variable form [0 | 1]
HasX	As-character concatenation of Scale_HasAL1, Scale_HasAL2, Scale_HasAL3, and Scale_HasAL4
AL	Student achievement level as judged by teacher at the end of the year (1, 2, 3, or 4)
Met2	Student achievement is at the end of the year judged by the teacher to at or above achievement level 2 (1) or not (0)
Met3	Student achievement is at the end of the year judged by the teacher to be in achievement level 3 or 4 (1) versus achievement level 1 or 2 (0)
Met4	Student achievement is at the end of the year judged by the teacher to be in achievement level 4 (1) versus achievement level 1, 2, or 3 (0)
MCS	Student mean competency score at the end of the year
'12'	Parameter indicating that the cut score between achievement levels 1 and 2 should be calculated
'23'	Parameter indicating that the cut score between achievement levels 2 and 3 should be calculated
'34'	Parameter indicating that the cut score between achievement levels 3 and 4 should be calculated

Table 4.

Business rules for calculating cut scores based on presence or absence of teacher judgments in each category (Step 1 level).

HasX	First Calculation	Second Calculation	Third Calculation
0001	Cut23 <- (Cut12 + Cut34) / 2	Cut34 <- MinObsMCS	Cut12 <- MinPossCS + (Cut34 - MinPossCS) / 3
0010	Cut34 <- MaxObsMCS	Cut12 <- MinPossCS + (Cut23 - MinPossCS) / 2	Cut23 <- MinObsMCS
0100	Cut23 <- MaxObsMCS	Cut12 <- MinObsMCS	Cut34 <- (Cut23 + MaxPossCS) / 2
1000	Cut12 <- MaxObsMCS	Cut23 <- Cut12 + (MaxPossCS - Cut12) / 3	Cut34 <- Cut34 <- (Cut23 + MaxPossCS) / 2
0011	Cut23 <- (Cut12 + Cut34) / 2	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut34 - MinPossCS) / 3
0101	Cut23 <- (Cut12 + Cut34) / 2	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut34 - MinPossCS) / 3
0110	Cut23 <- cut('23', Met3, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut23 - MinPossCS) / 2	Cut34 <- (Cut23 + MaxPossCS) / 2
1001	Cut23 <- (Cut12 + Cut34) / 2	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut34 - MinPossCS) / 3
1010	Cut23 <- cut('23', Met3, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut23 - MinPossCS) / 2	Cut34 <- (Cut23 + MaxPossCS) / 2
1100	Cut12 <- cut('12', Met2, Cut12, Cut23, Cut34, MCS)	Cut23 <- MaxObsMCS	Cut34 <- (Cut23 + MaxPossCS) / 2
0111	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut23 - MinPossCS) / 2	Cut23 <- cut('23', Met3, Cut12, Cut23, Cut34, MCS)
1011	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)	Cut12 <- MinPossCS + (Cut23 - MinPossCS) / 2	Cut23 <- cut('23', Met3, Cut12, Cut23, Cut34, MCS)
1101	Cut12 <- cut('12', Met2, Cut12, Cut23, Cut34, MCS)	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)	Cut23 <- (Cut12 + Cut34) / 2
1110	Cut23 <- cut('23', Met3, Cut12, Cut23, Cut34, MCS)	Cut12 <- cut('12', Met2, Cut12, Cut23, Cut34, MCS)	Cut34 <- (Cut23 + MaxPossCS) / 2
1111	Cut23 <- cut('23', Met3, Cut12, Cut23, Cut34, MCS)	Cut12 <- cut('12', Met2, Cut12, Cut23, Cut34, MCS)	Cut34 <- cut('34', Met4, Cut12, Cut23, Cut34, MCS)

Table 5.

Business rules for calculating cut scores based on whether each logistic regression had problematic results (Step 2 level).

Needed	Cut12	Cut23	Cut34
001			Cut34 <- MaxPossCS
010		Cut23 <- (Cut12 + Cut34) / 2	
011		Cut23 <- (Cut12 + MaxPossCS) / 3	Cut34 <- MaxPossCS
100	Cut12 <- (MinPossCS + Cut23) / 2		
101	Cut12 <- (MinPossCS + Cut23) / 2		Cut34 <- MaxPossCS
110	Cut12 <- (MinPossCS + MinPossCS + Cut34) / 3	Cut23 <- (MinPossCS + Cut34) / 2	
111	Cut12 <- (MinPossCS + Cut23) / 2	Cut23 <- (MinPossCS + MaxPossCS) / 2	Cut34 <- MaxPossCS

Application of Cut Score Calculation Business Rules

The results of the contrasting groups standard setting analyses with applied cut score calculation business rules is shown in Appendix C. If a cut score calculation business rule was applied it can be found under "Result12", "Result23" or "Result34".

- "<Estimated successfully>" means that no business rule was applied to produce a cut score.
- "Set via step 1 rule>" means that the absence of a teacher judgment survey rating in a particular achievement level necessitated the application of the cut score calculation business rules found in Table 4 above.
- "<Set via step 2 rule after estimation failed to converge>" means that the logistic regression did not estimate successfully (due to small sample size, for example) and therefore the cut score calculation business rules found in Table 5 above were applied.

CROSS-DISTRICT COMPARABILITY ANALYSES

In order to account for differences in the relative stringency and leniency in teacher scoring across the PACE districts, the PACE innovative assessment system uses common performance tasks across districts. These common tasks allow us to evaluate the degree of comparability in local scoring. These analyses rest on two foundational assumptions: 1) that patterns in scoring for the common tasks is representative of district relative stringency or leniency of local scoring represented in end of year competency scores, and 2) the degree of relative stringency or leniency of scoring is consistent within district for a particular grade and subject area.

Cross-District Calibration Audit

The calibration audit is intended to uncover differences in scoring between districts that can be used to support decision-making about any adjustments to cut scores that may be needed due to systematic cross-district differences in scoring, which violates one of the foundational assumptions noted above. The scores of student work on PACE performance tasks that result from this audit serves as the "calibration weights" so that more generalized inferences about relative leniency or stringency of district scoring practices can be made.

On July 16, 2019, teachers and leaders from the PACE districts participated in the calibration audit. We also conducted online, distributed scoring of the calibration audit ahead of the July in-person event with approximately 40 teachers from across PACE districts who participated. Participating teachers volunteered based upon their experience in attending the in-person calibration event in the past.

The calibration audit uses a consensus scoring method that involves pairing teachers together, each representing different districts, to score student work samples. The student work samples were gathered for each of the PACE common performance tasks from the districts participating

in the 2018-19 school year. Both judges within each pair were asked to individually score their assigned samples of student work. Working through the work samples one at a time, the judges discussed their individual scores and then agreed on a “consensus score”. If consensus could not be reached, an expert scorer (who did not have affiliation with any particular district) decided on the appropriate consensus score. There were five cases in math and one case in ELA this year where an expert scorer was needed to moderate one rubric dimension.

Cross-District Comparability Results

An average across the rubric dimensions from the consensus scorers was matched with an average across the rubric dimensions from the teacher-given local scores using Student ID, district, grade, and subject. This matching resulted in 1,493 total students with both consensus scores and local scores for the common task in grades 3-7. High school is not included because federally-required high school annual determinations in New Hampshire are supplied by students’ scores on the SAT. The distribution of these students across grades, subjects, and district is provided in the table on the next page. There are some cells with very few students (N<10) because these districts have small student populations. This causes challenges for our ability to evaluate comparability with any degree of precision. Due to data issues, the grade 8 science results are still pending.

Table 6.

Number of Matched Students by Grade, Subject, and District

Subj	Gr	Amherst	Bethlehem	Concord	Conway	Epping	Laconia	Monroe	Newport	Rochester	Sanborn	SAU23	Seacoast	Total
ELA	4	NA	13	19	18	20	13	4	20	17	20	19	20	**183**
	5	20	20	10	17	20	19	6	20	20	19	17	19	**207**
	6	18	15	20	20	20	NA	6	19	20	20	16	20	**194**
	7	19	NA	23	NA	20	NA	*	24	20	19	14	17	**156**
Math	3	NA	9	19	20	20	20	11	21	21	19	20	19	**199**
	5	21	20	22	20	20	*	2	20	20	20	13	19	**197**
	6	20	15	17	20	20	NA	6	19	20	20	20	20	**197**
	7	20	NA	22	NA	19	NA	8	19	20	19	13	20	**160**
Total		**118**	**92**	**152**	**115**	**159**	**52**	**43**	**162**	**158**	**156**	**132**	**154**	**1493**

Note. NA=district is not participating in NH PACE in that grade/subject. *Data issue. Cannot calculate analyses.

To detect any systematic discrepancies in the relatively leniency and stringency of district scoring, we calculated a mean deviation index. This index is the mean difference between the consensus score and teacher local score across all student work samples for each district as calculated by the following, for District k:

$$Deviation_k = \frac{\sum_i^n (teacher_i - consensus_i)}{n_k}$$

Using this index, a negative mean deviation would indicate systematic underestimation of student scores by classroom teachers (i.e., district stringency), and positive mean deviation scores would indicate systematic overestimation of student scores by classroom teachers (i.e., district leniency). The values of the deviation metric are on the scale of the rubric points. Table 7 below shows the mean observed deviation by district.

Table 7.
Mean deviation by district along with other descriptive statistics

					95% Confidence Interval for Mean			
	N	**Mean Deviation**	**SD**	**SE**	**Lower Bound**	**Upper Bound**	**Min**	**Max**
Amherst	118	0.3302	0.63457	0.05842	0.2145	0.4459	-1.25	2.33
Bethlehem	92	0.1911	0.66235	0.06905	0.0539	0.3282	-1.00	2.00
Concord	152	0.1293	0.55574	0.04508	0.0402	0.2183	-1.50	2.00
Conway	115	0.1453	0.62268	0.05806	0.0302	0.2603	-1.00	2.00
Epping	159	0.0736	0.52287	0.04147	-0.0083	0.1555	-1.33	2.00
Laconia	52	-0.0706	0.44798	0.06212	-0.1953	0.0541	-1.00	1.00
Monroe	43	0.3961	0.56340	0.08592	0.2227	0.5695	-1.20	2.00
Newport	162	0.3103	0.51905	0.04078	0.2298	0.3908	-1.00	1.66
Rochester	158	0.1654	0.57338	0.04562	0.0753	0.2555	-1.50	2.00
Sanborn	156	0.1922	0.59142	0.04735	0.0986	0.2857	-1.25	2.50
SAU23	132	0.4079	0.54083	0.04707	0.3148	0.5010	-1.40	1.66
Seacoast	154	0.1052	0.51312	0.04135	0.0235	0.1869	-1.33	1.67
Total	1493	0.1972	0.57472	0.01487	0.1680	0.2264	-1.50	2.50

Positive scores indicate a systematic overestimation of common task scores by the classroom teachers. If they are all high it is not necessarily problematic from a comparability perspective, we are just looking for differences among the districts in mean deviation. Figure 1 uses a boxplot to illustrate these differences in mean deviation by district.

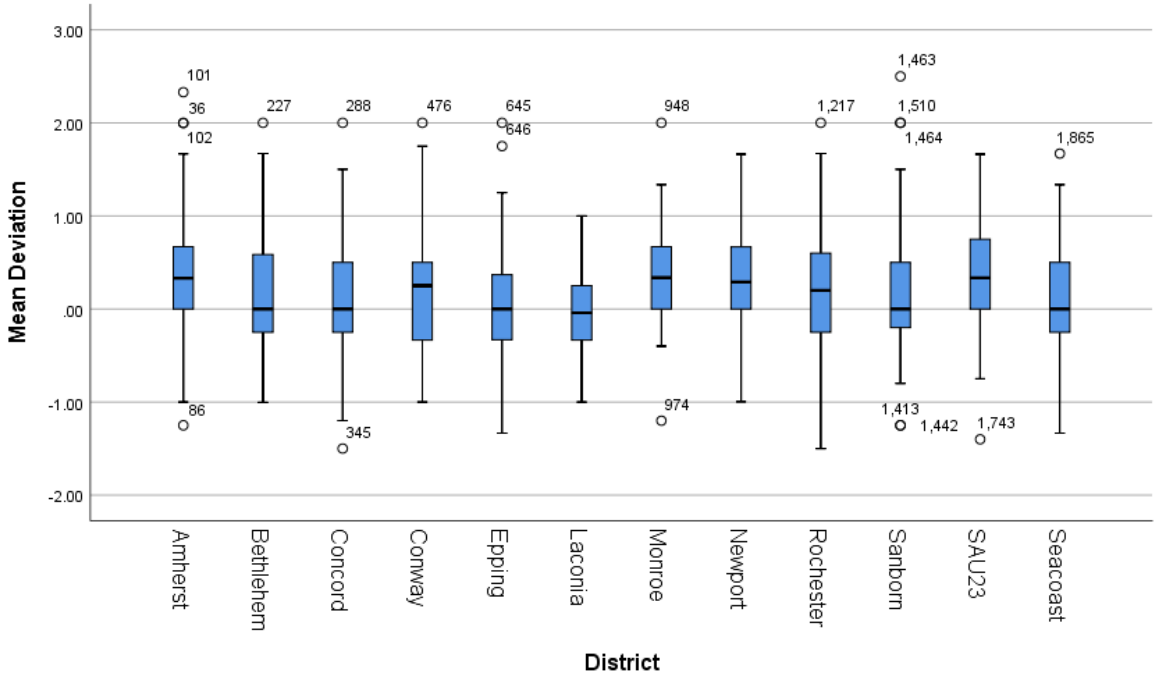


Figure 1. Boxplot illustrating mean deviation by district (SAU)

SAU23 has a mean deviation score slightly higher than the other districts (0.40), which means that teachers from that district tended to score more leniently than teachers from other districts. Post-hoc analyses with a Bonferroni correction revealed that SAU23's marginal deviations are significantly different at the 0.05-alpha level from six other districts and is flagged for further review.

A three-factor analysis of variance reveals a significant 3-way interaction for district, by grade, by subject combinations (see Table 8). This means we cannot justify any unilateral adjustments to any one districts' cut scores across the board. Instead, more nuanced decisions must be made based on follow-up analyses.

Table 8.
ANOVA – District by grade by subject

Source	df	F	Sig.	Partial Eta Squared
District	11	8.031	0.000	0.059
Grade	4	10.048	0.000	0.028
Subject	1	0.530	0.467	0.000
District*Grade	37	6.702	0.000	0.150
District*Subject	10	4.662	0.000	0.032
Grade*Subject	2	1.320	0.267	0.002
District*Subject*Grade	17	3.872	0.000	0.045

Figures 2-3 below show plots of the mean deviations by district and grade for ELA and math, respectively. The numbers represented in those plots can be found in Table 10 (by district, subject and grade).

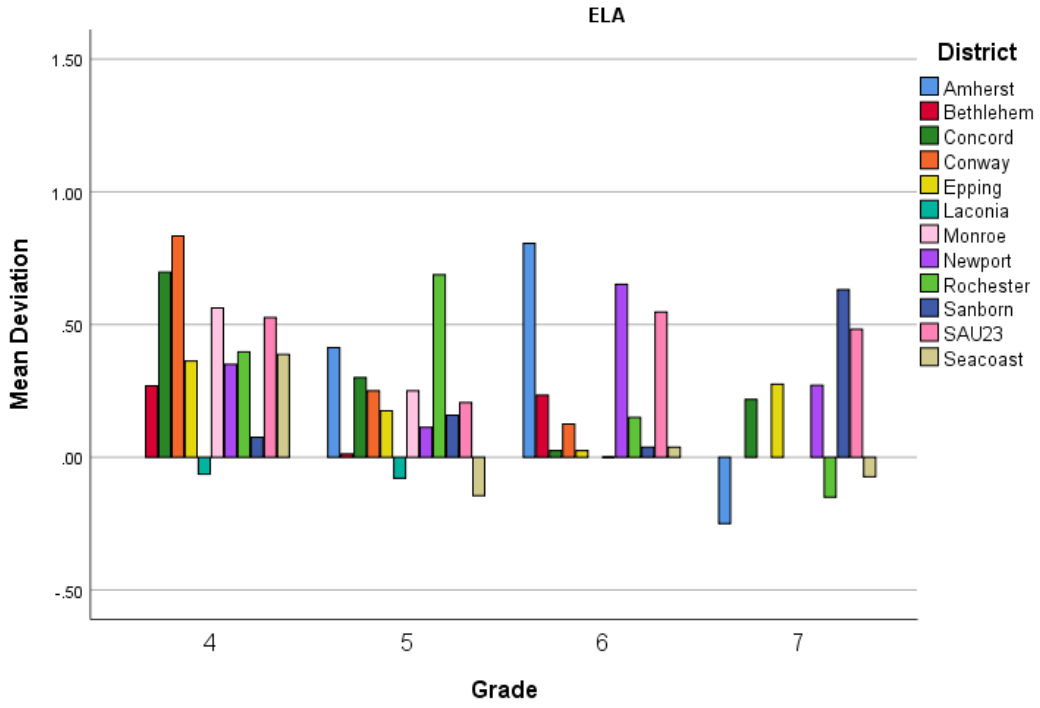


Figure 2. Mean Deviations by District and Grade for ELA

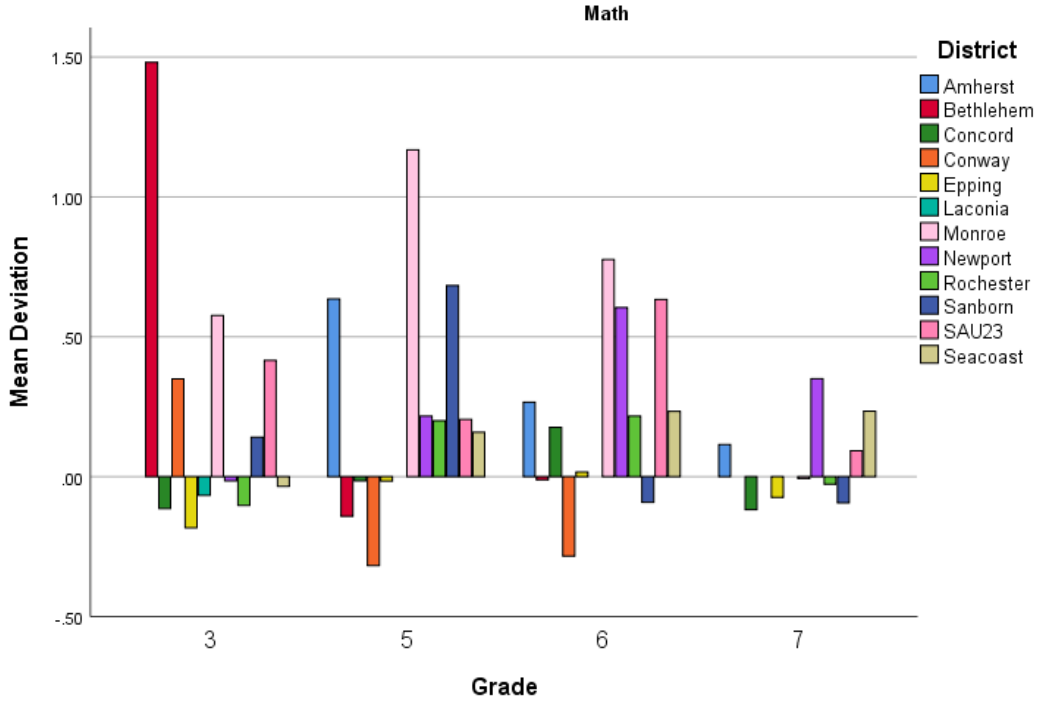


Figure 3. Mean Deviations by District and Grade for Math

Table 9. Mean deviations by subject and grade

Subject	Gr	Mean Deviation	N	SD	+0.5	-0.5
ELA	4	0.4012	183	0.61372	0.90	-0.10
	5	0.1884	207	0.49464	0.69	-0.31
	6	0.2429	194	0.57207	0.74	-0.26
	7	0.1715	156	0.65734	0.67	-0.33
ELA average		*0.2517*	*740*	*0.58745*		
Math	3	0.1374	199	0.58112	0.64	-0.36
	5	0.1700	197	0.63298	0.67	-0.33
	6	0.1969	197	0.53367	0.70	-0.30
	7	0.0529	160	0.43561	0.55	-0.45
Math average		*0.1435*	*753*	*0.55712*		

Note. ± 0.50-points = half-point difference of subject and grade level average on the scale of the rubric

Overall, ELA teachers tended to be more lenient than consensus scorers across subject areas (ELA average=0.25, SD=0.59; Math average=0.14, SD=0.56). Table 10 disaggregates the mean deviations by district, subject and grade. Yellow highlights indicate where the mean deviation is ± 0.50-points different than the subject and grade level average deviation shown in Table 9. Cells with less than 10 students are highlighted to indicate the lack of precision with those deviations and the associated uncertainty. SAU23 mean deviations by subject and grade shown below indicate that there is no need for further action since all mean deviations are within ± 0.50-points of the subject and grade level average on the scale of the rubric.

Table 10. Mean deviations by district, subject area, and grade

District	Subject	Gr	Mean Deviation	N	SD
Amherst	ELA	5	0.41	20	0.35610
		6	0.81	18	0.60970
		7	-0.25	19	0.65085
	Math	5	0.63	21	0.75781
		6	0.27	20	0.33502
		7	0.12	20	0.43441
Bethlehem	ELA	4	0.27	13	0.52502
		5	0.01	20	0.48310
		6	0.23	15	0.46739
	Math	3	1.48	9	0.29535
		5	-0.14	20	0.62948
		6	-0.01	15	0.41013
Concord	ELA	4	0.70	19	0.55640
		5	0.30	10	0.45338

		6	0.03	20	0.68777
		7	0.22	23	0.53462
	Math	3	-0.11	19	0.37729
		5	-0.01	22	0.46529
		6	0.18	17	0.44368
		7	-0.12	22	0.43054
Conway	ELA	4	0.83	18	0.69133
		5	0.25	17	0.43301
		6	0.13	20	0.46946
	Math	3	0.35	20	0.42519
		5	-0.32	20	0.48881
		6	-0.28	20	0.42249
Epping	ELA	4	0.36	20	0.67607
		5	0.18	20	0.53250
		6	0.03	20	0.44352
		7	0.28	20	0.57297
	Math	3	-0.18	20	0.38277
		5	-0.02	20	0.36559
		6	0.02	20	0.59723
		7	-0.07	19	0.36223
Laconia	ELA	4	-0.06	13	0.57850
		5	-0.08	19	0.37317
	Math	3	-0.07	20	0.44191
Monroe	ELA	4	0.56	4	0.12500
		5	0.25	6	0.38730
		6	0.00	6	0.22361
	Math	3	0.58	11	0.45035
		5	1.17	2	1.17615
		6	0.78	6	0.54393
		7	-0.01	8	0.59788
Newport	ELA	4	0.35	20	0.59272
		5	0.11	20	0.30859
		6	0.65	19	0.47795
		7	0.27	24	0.49955
	Math	3	-0.02	21	0.51043
		5	0.22	20	0.49899
		6	0.60	19	0.53096
		7	0.35	19	0.40035
Rochester	ELA	4	0.40	17	0.51583
		5	0.69	20	0.54335

		6	0.15	20	0.57583
		7	-0.15	20	0.65091
	Math	3	-0.10	21	0.53315
		5	0.20	20	0.53461
		6	0.22	20	0.38275
		7	-0.03	20	0.38497
Sanborn	ELA	4	0.08	20	0.57411
		5	0.16	19	0.51512
		6	0.04	20	0.45360
		7	0.63	19	0.84314
	Math	3	0.14	19	0.50167
		5	0.68	20	0.54640
		6	-0.09	20	0.35720
		7	-0.09	19	0.27585
SAU23	ELA	4	0.53	19	0.62302
		5	0.21	17	0.38765
		6	0.55	16	0.50182
		7	0.48	14	0.49482
	Math	3	0.42	20	0.45673
		5	0.20	13	0.51917
		6	0.63	20	0.56020
		7	0.09	13	0.61976
Seacoast	ELA	4	0.39	20	0.45505
		5	-0.14	19	0.52912
		6	0.04	20	0.44629
		7	-0.07	17	0.54317
	Math	3	-0.03	19	0.53204
		5	0.16	19	0.64209
		6	0.23	20	0.43408
		7	0.23	20	0.34092

Note: Yellow highlights indicate that the mean deviation is ± 0.50-points different than the grade level average on the scale of the rubric.

The analysis of mean deviation differences by district, grade, and subject noted three areas for further review: Sanborn Grade 5 Math, Rochester Grade 5 ELA, and Amherst Grade 6 ELA. The impact analyses explained in the next section was used to examine each of these scales based on historical trends over time. Results of those investigations are as follows:

- Sanborn Grade 5 Math: Local scoring in this grade/subject did not appear lenient as the state test analysis showed that this grade/subject had the lowest proficiency rate of any PACE grade in Sanborn math analyses. No further action is recommended.
- Rochester Grade 5 ELA: Local scoring in this grade/subject did not appear lenient as the cohort and longitudinal analyses show a drop in proficiency rates from 2018 to 2019. No further action is recommended.
- Amherst Grade 6 ELA: Local scoring in this grade/subject did not appear lenient as the cohort analyses showed a reduction in the percent of students deemed proficient or above from 2018 to 2019 and the results for 2019 were similar to state test results in this grade/subject. No further action is recommended.

QUALITY ASSURANCE PROCESSES AND PROCEDURES

Prior to submitting the calculated cut scores as final to the NH DOE, we conducted several impact analyses to evaluate the consistency and stability of the cut scores. The purpose of these quality assurance process and procedures is to review the outcome and reasonableness of the cut scores produced using historical data to flag results that seem unlikely or unreasonable given trends over time for each scale.

Historical data from the first four years of the PACE innovative system were used alongside the 2018-19 data whenever possible (2014-15, 2015-16, 2016-17, and 2017-18). District-level impact analyses are contained in Appendix D. The five impact analyses include:

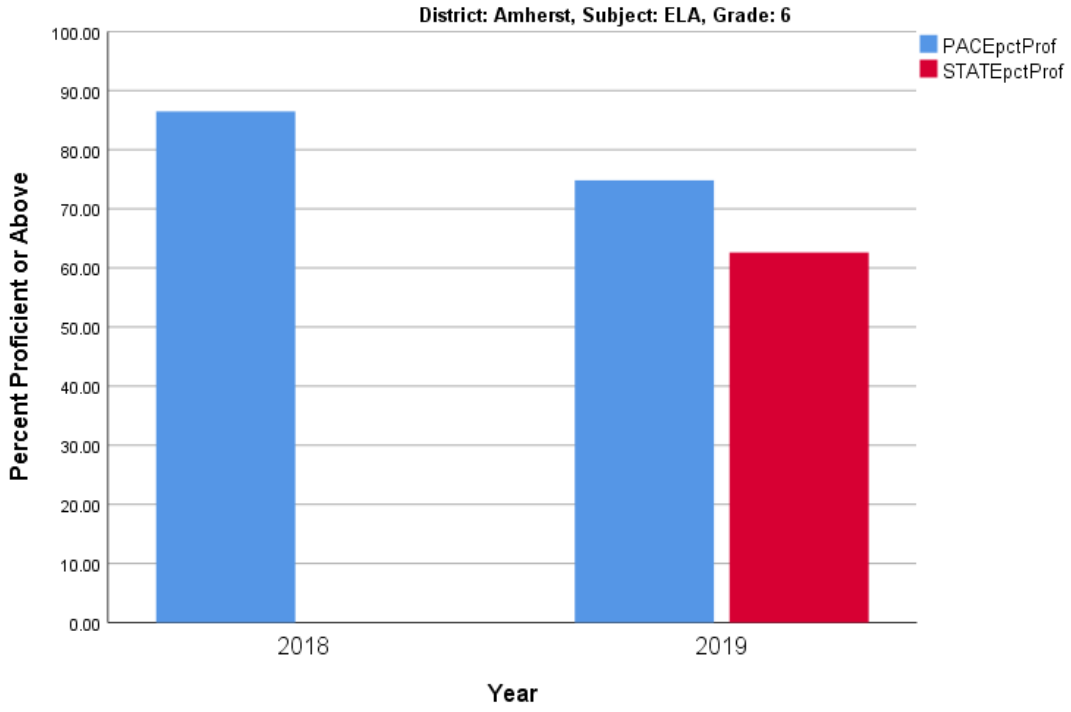
- Amherst "Special Case" Analysis: The Amherst school district double-tested three grade/subject combinations (Gr 6 ELA and math; Gr 7 ELA) in the 2018-19 school year using both the PACE system and the NH SAS system. This unique opportunity allows us to examine the consistency of achievement levels and proficiency classifications between the two systems.
- Cohort analysis: Examined how students in a given grade/subject performed in comparison to students in the same grade/subject for the previous year and any other years of data available using percent of students proficient or above;
- Longitudinal analysis: Compared how students in a given grade performed in the previous grades (same subject) for the previous year and any other years of data available using percent of students proficient or above; and
- State test analysis: Compared proficiency rates between PACE and NH SAS in grades 3-8 using percent of students proficient or above by subject.
- Performance level analysis: Compared the percent of students in each performance level (1, 2, 3, or 4).

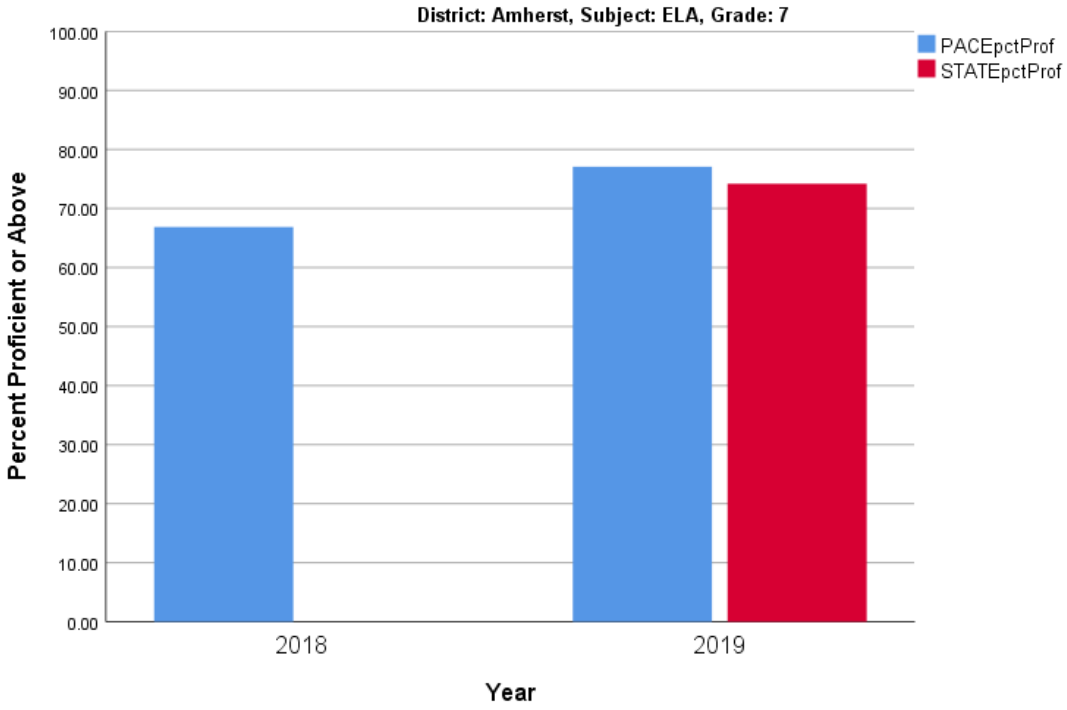
Amherst "Special Case" Analysis

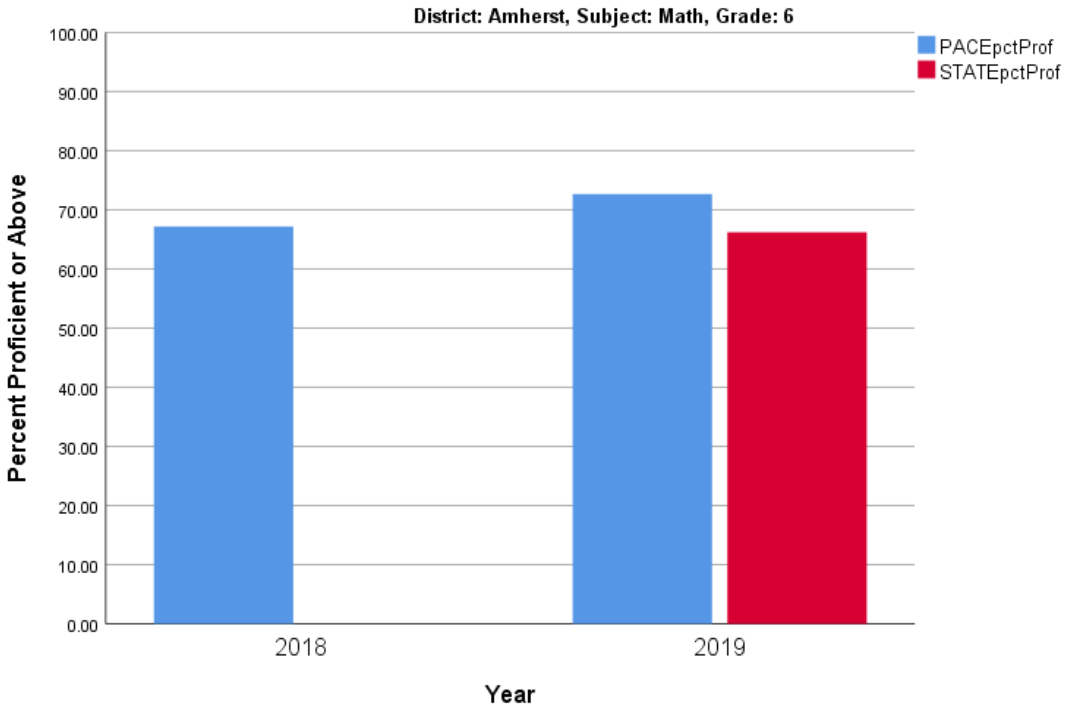
We had a unique opportunity to examine our performance standards this year because Amherst chose to double-test three groups of students using both PACE and NH SAS: grade 6 ELA, grade 7 ELA, and grade 6 math. Using the cohort, longitudinal, state test, and performance level analysis below to examine results between the two assessment systems it is apparent that PACE results are slightly more lenient than the state test in that more students are deemed proficient or above in the PACE system than in the NH SAS system. For example, in grade 7 ELA the PACE proficiency rate was 77% and the NH SAS proficiency rate was 74%.

Overall these results show that the PACE standard setting methodology is robust given that we would not expect results to be exactly the same between the two assessment systems. NH SAS is a standardized test designed to create a fairly even distribution of student achievement across levels; whereas, the NH PACE system uses local assessment information and teacher judgments to set standards.

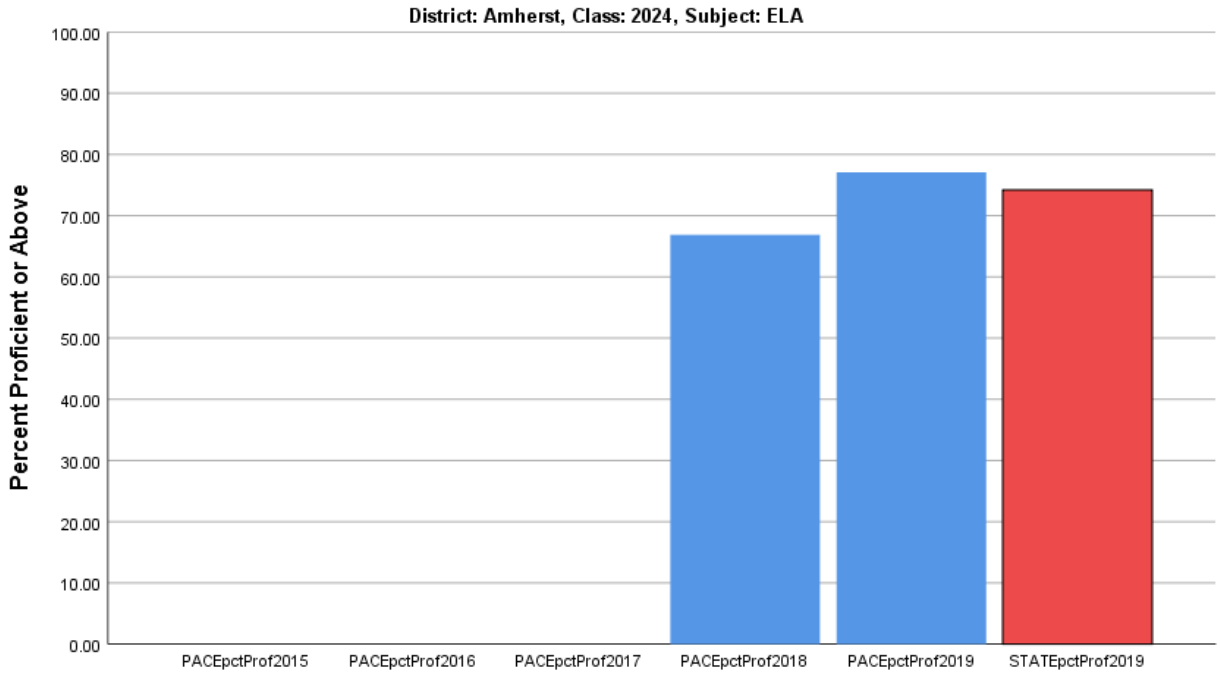
Cohort Analysis for Amherst

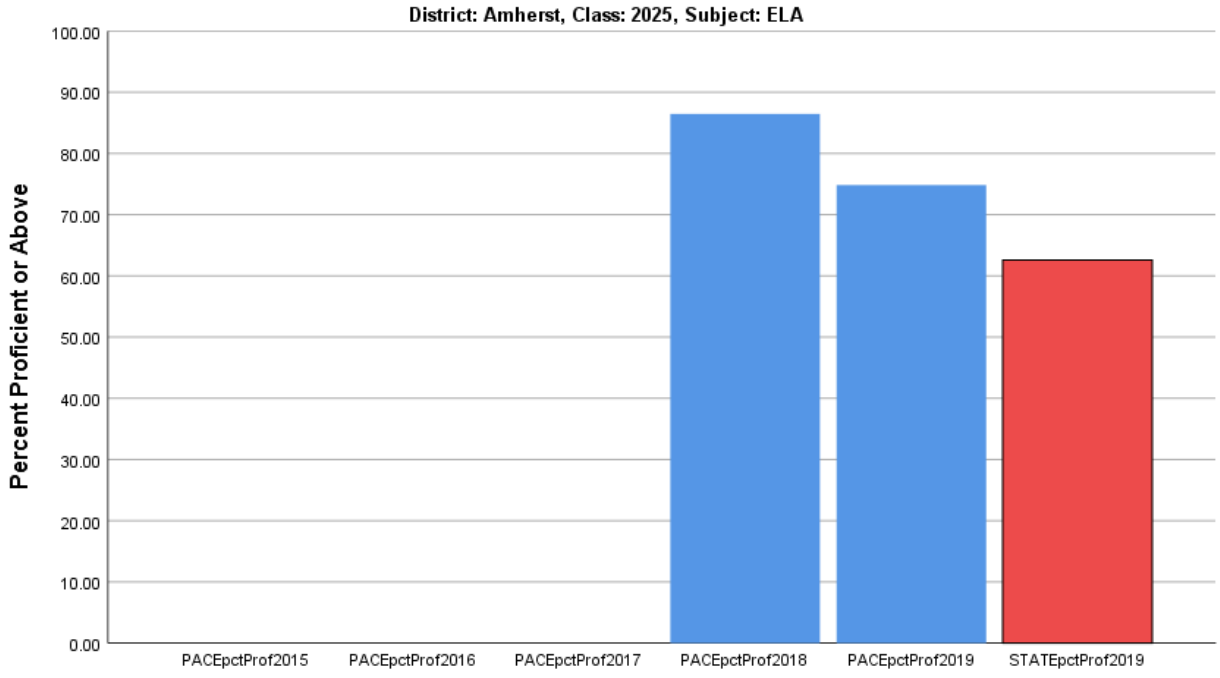


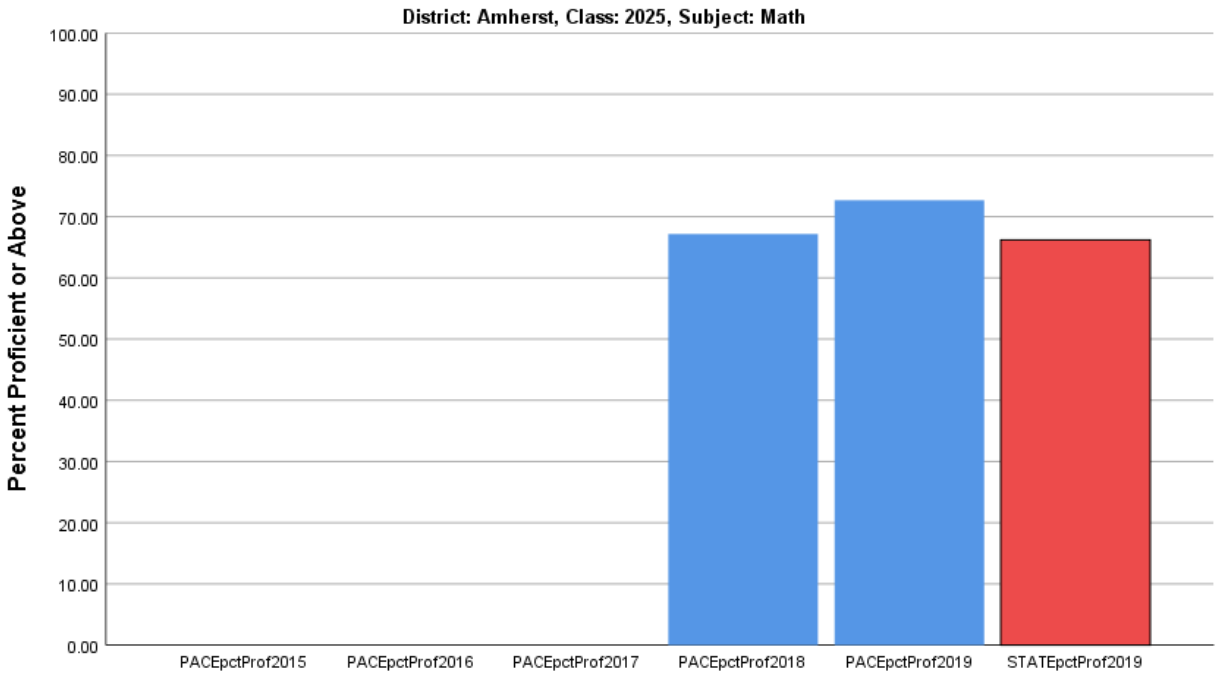

District: Amherst, Subject: ELA, Grade: 7
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2018
2019
Year


District: Amherst, Subject: Math, Grade: 6
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2018
2019
Year

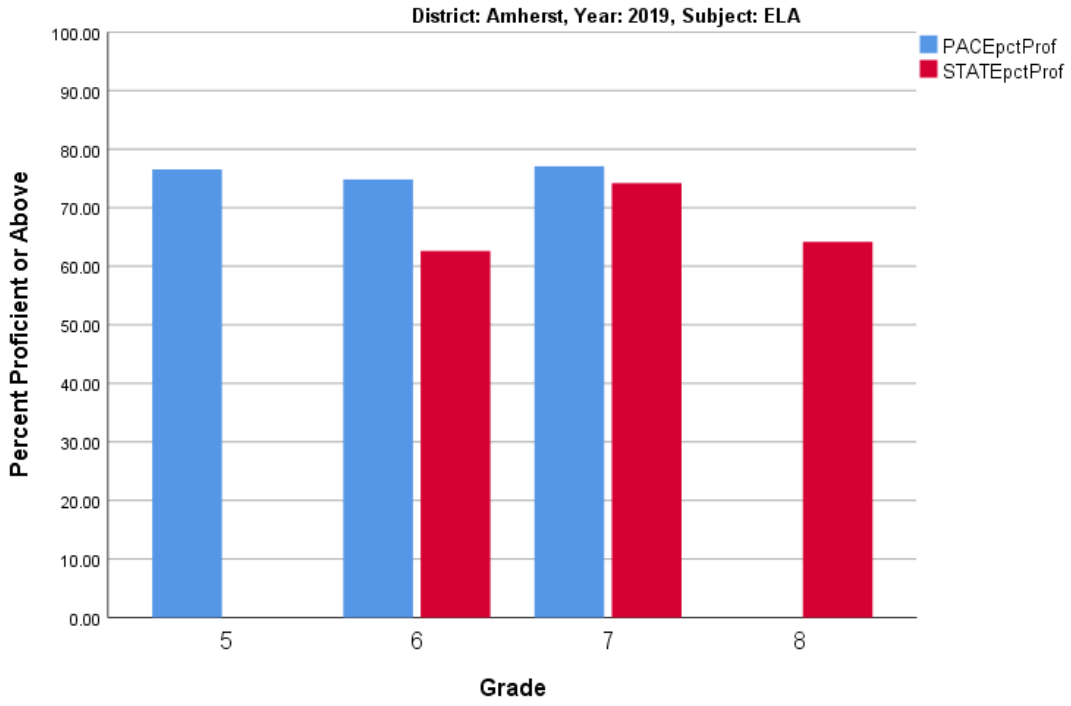
Longitudinal Analysis for Amherst

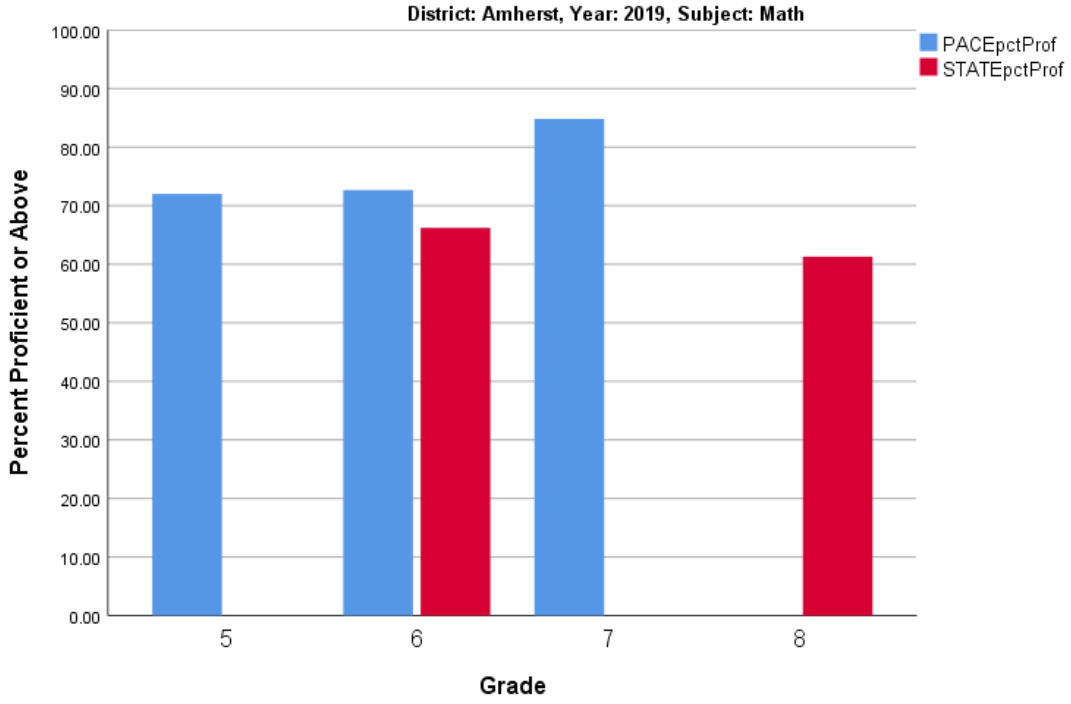





District: Amherst, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019
STATEpctProf2019

State Test Analysis for Amherst

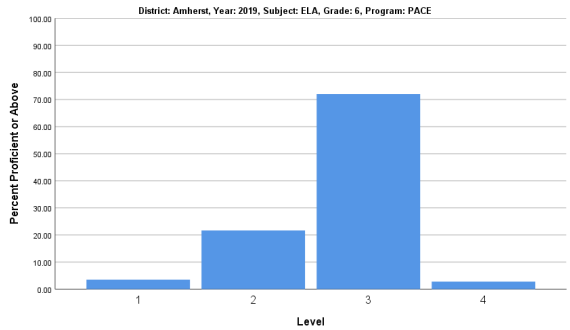


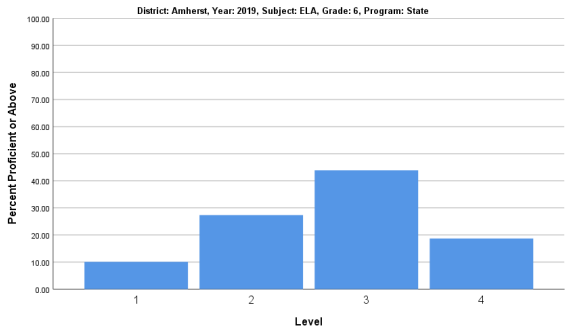


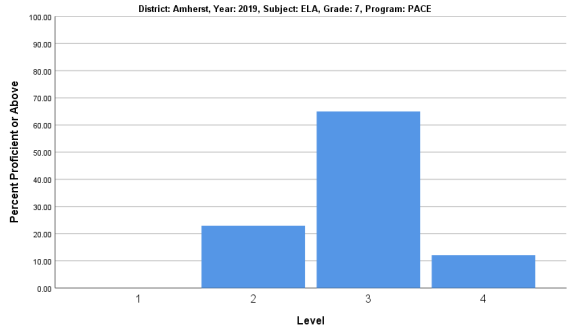
Performance Level Analysis for Amherst

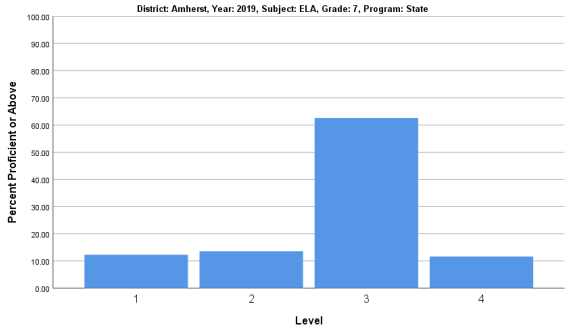
The PACE performance level results are on the left-hand panels and the NH SAS performance level results are on the right-hand panels for grade 6 ELA, grade 7 ELA, and grade 6 Math, respectively.

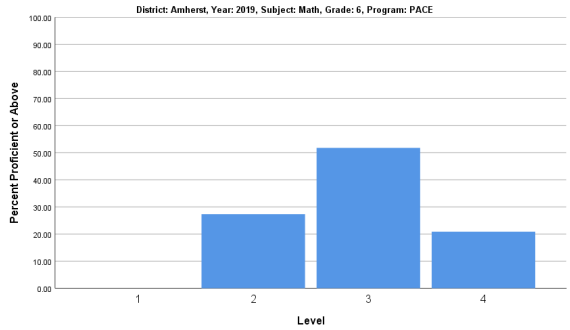
PACE Results | NH SAS Results

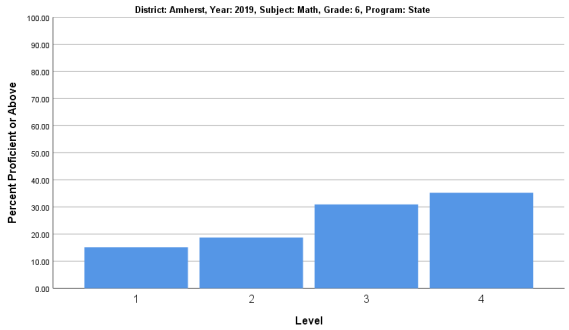






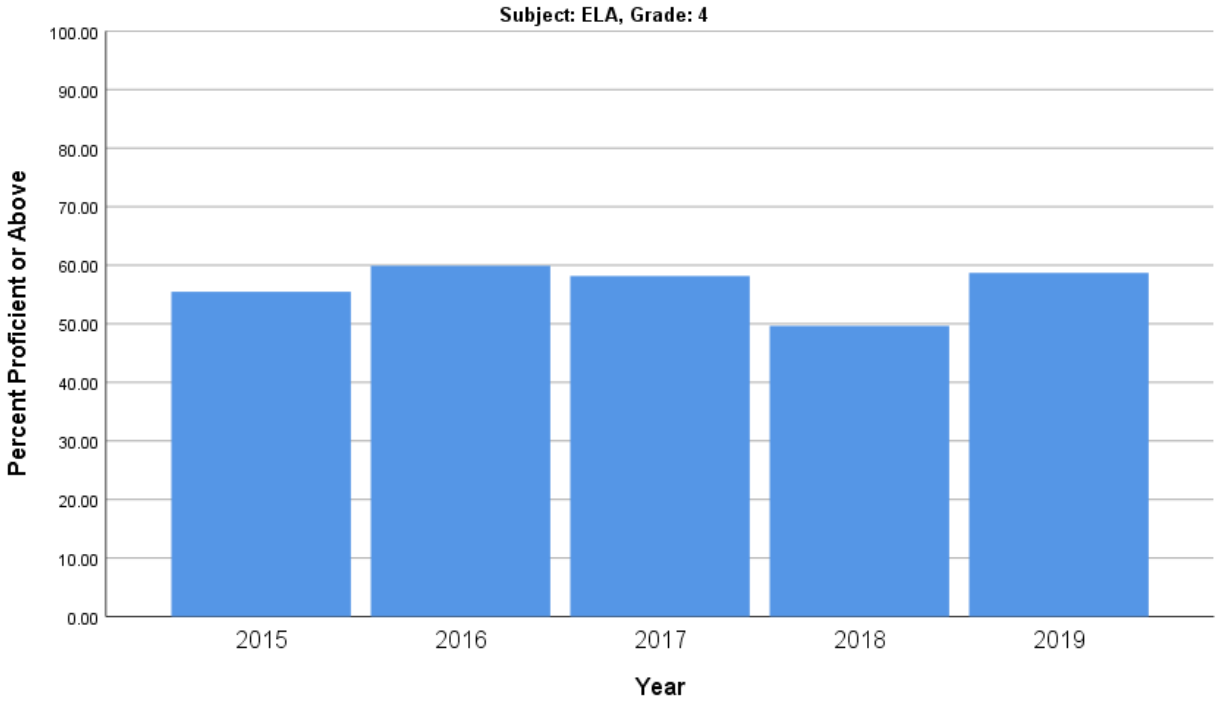


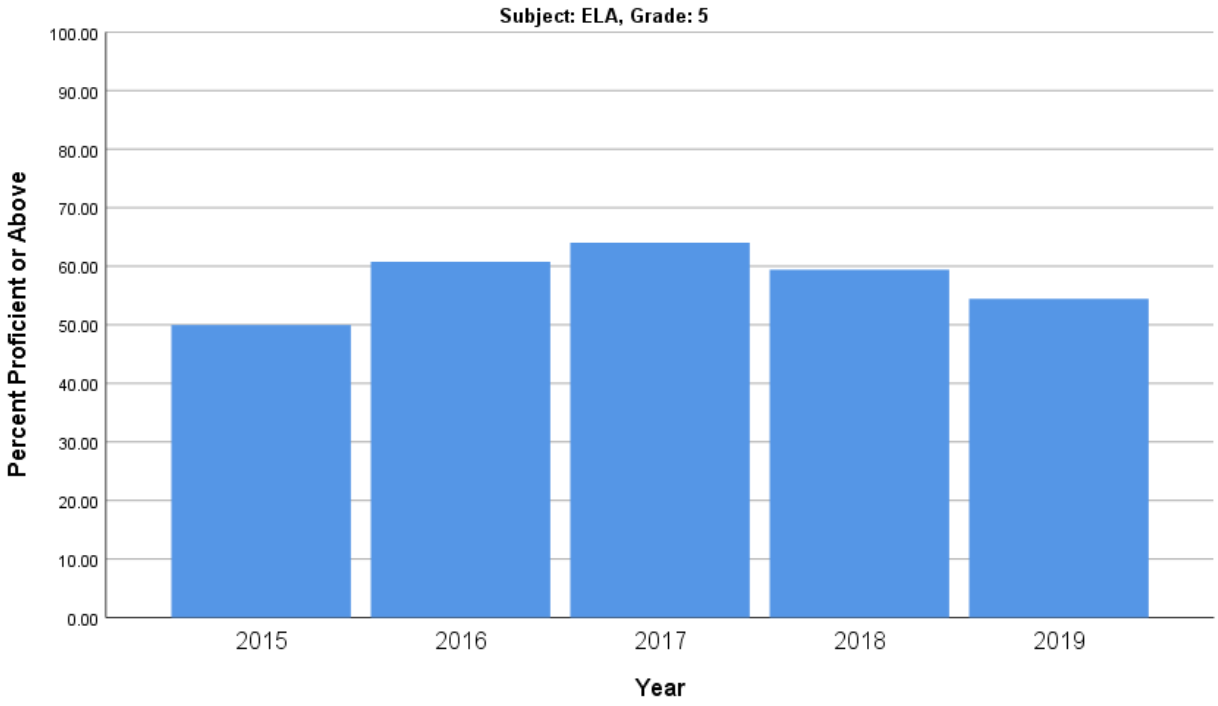


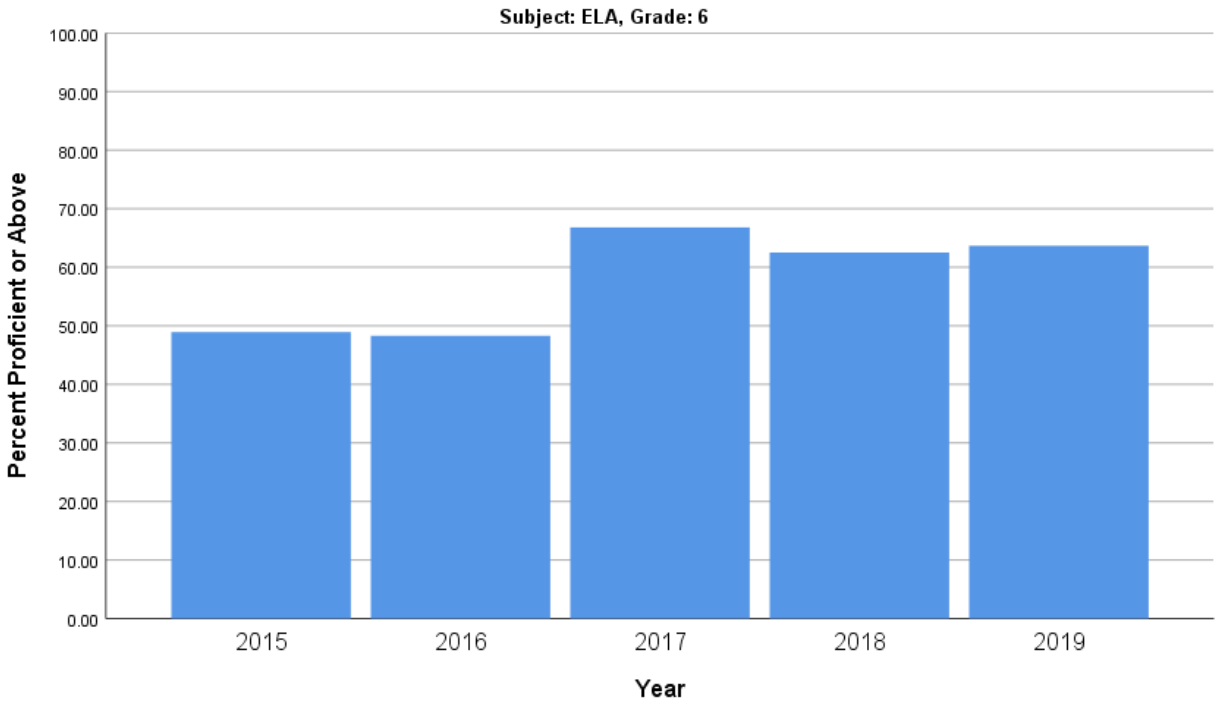


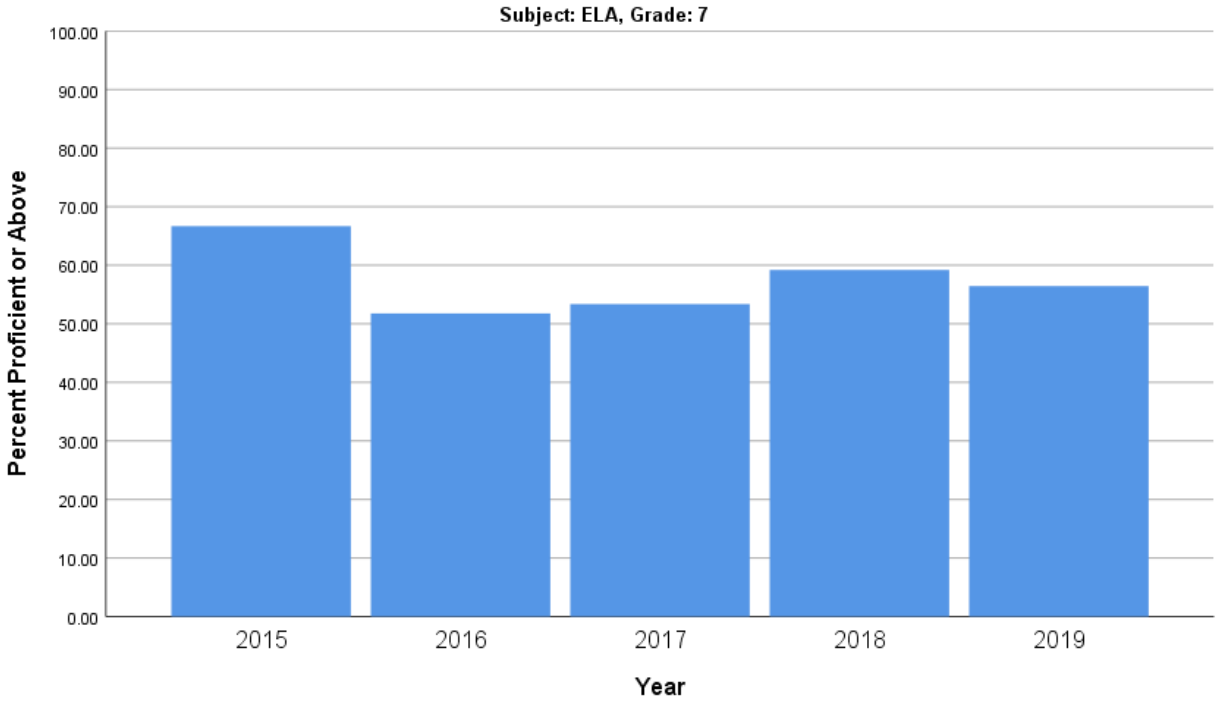
Cohort Analysis

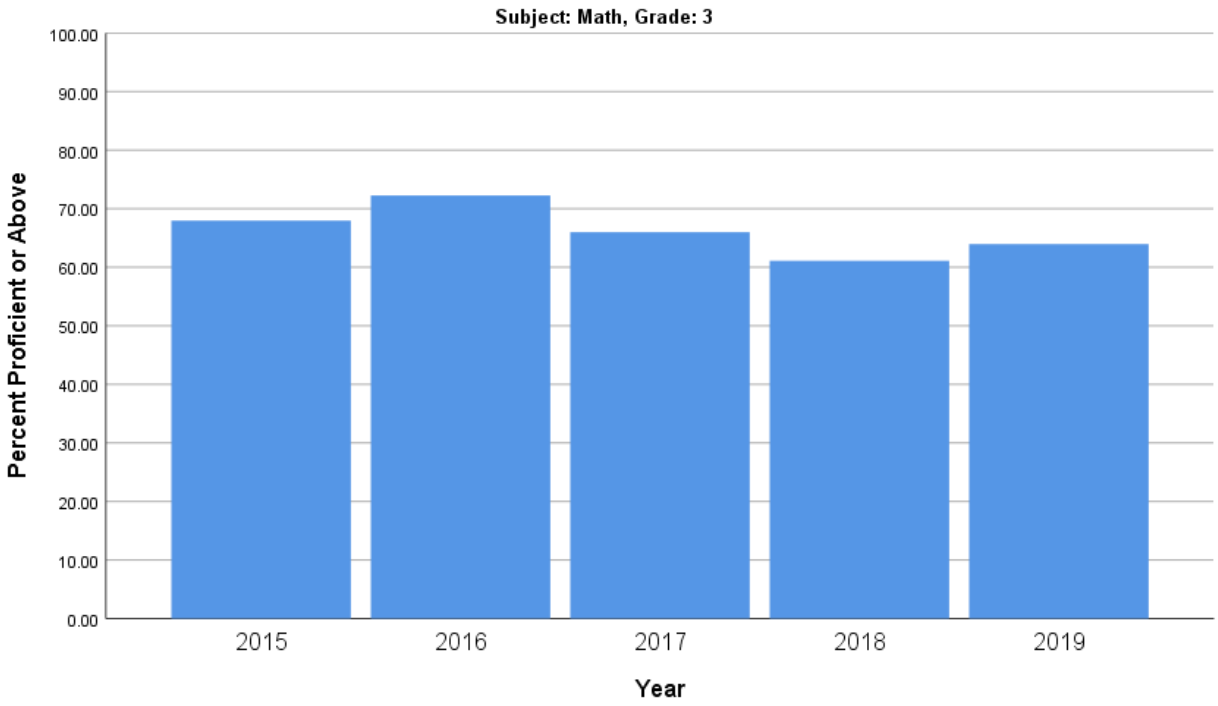
The cohort analysis compares the percent of students deemed proficient or above in PACE grade/subject areas from 2015 to 2019. Due to the design of the PACE system, the number of districts in each year changes from year to year as the project scales. There are also some years where districts drop out. This means that some variation from year to year is due to the changing composition of the cohort group.

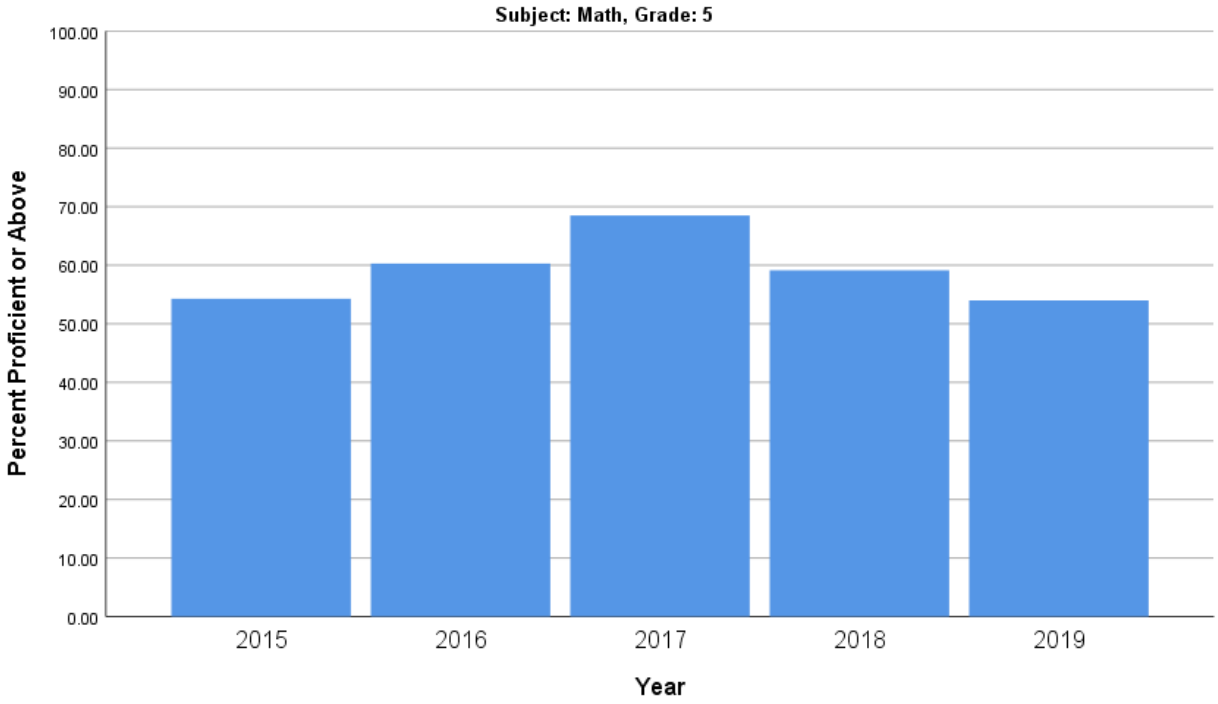





Subject: ELA, Grade: 6
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2015
2016
2017
2018
2019
Year


Subject: ELA, Grade: 7
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2015
2016
2017
2018
2019
Year


Subject: Math, Grade: 3
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2015
2016
2017
2018
2019
Year


Subject: Math, Grade: 5
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
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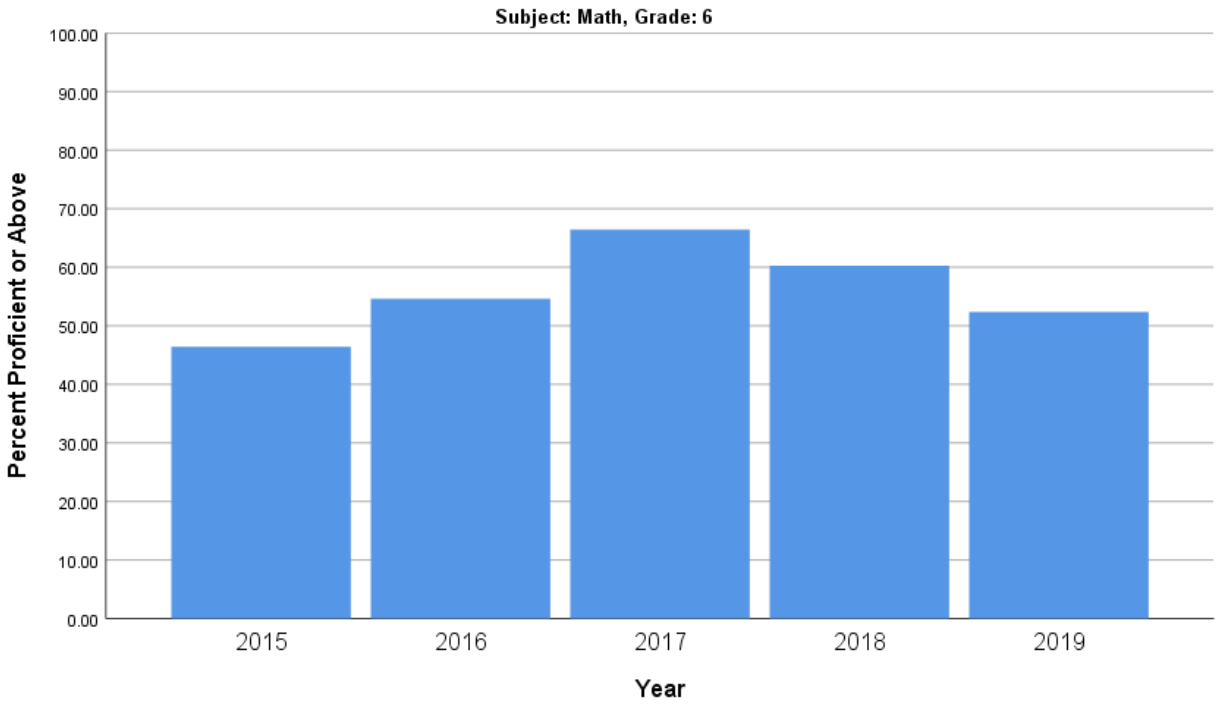
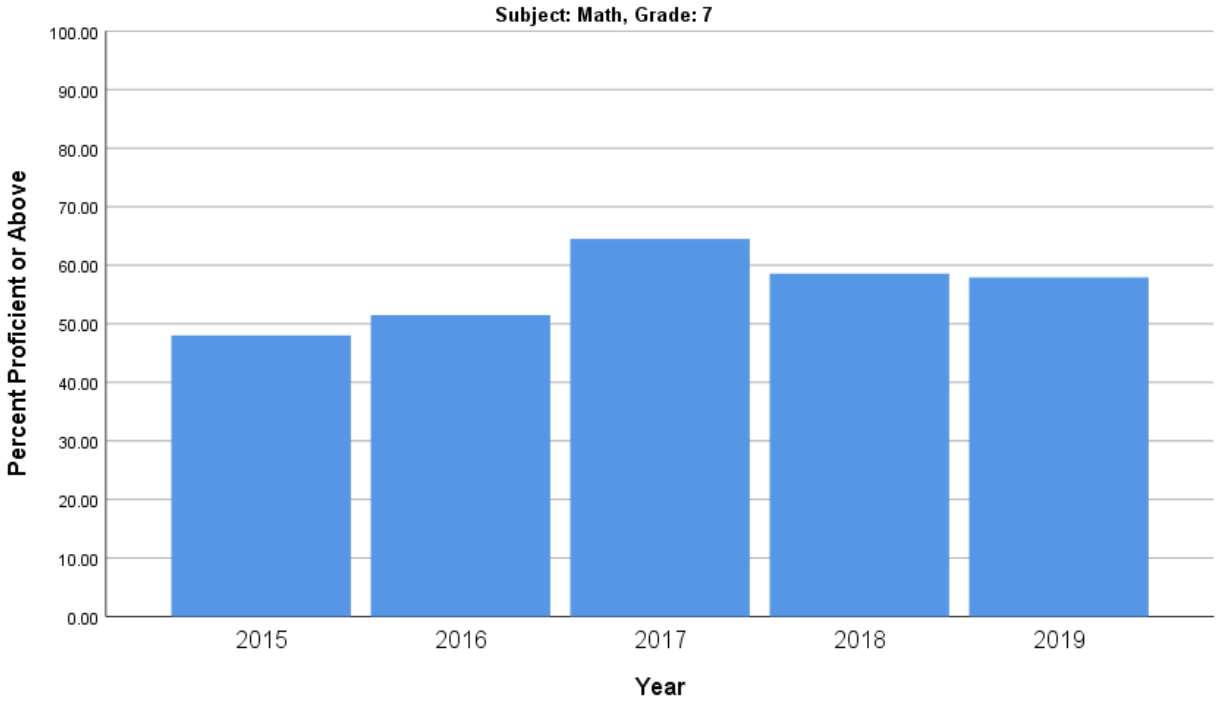
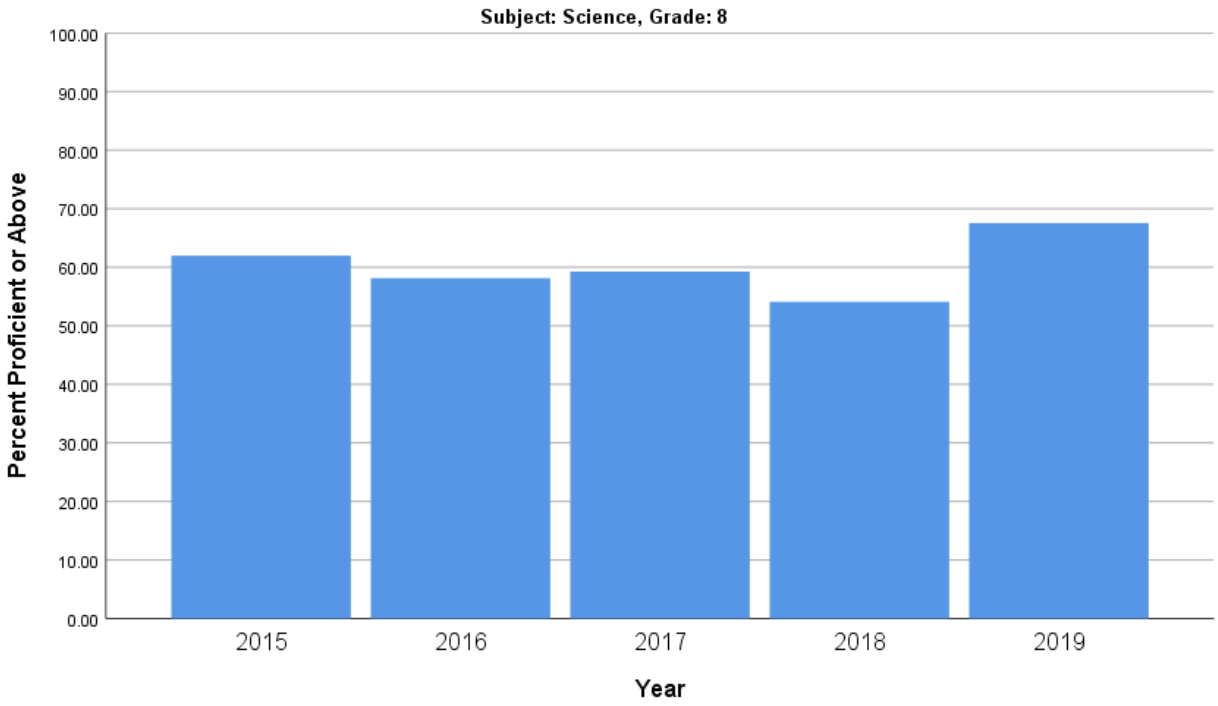
10.00
0.00
2015
2016
2017
2018
2019
Year


Subject: Math, Grade: 6
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2015
2016
2017
2018
2019
Year


Subject: Math, Grade: 7
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2015
2016
2017
2018
2019
Year



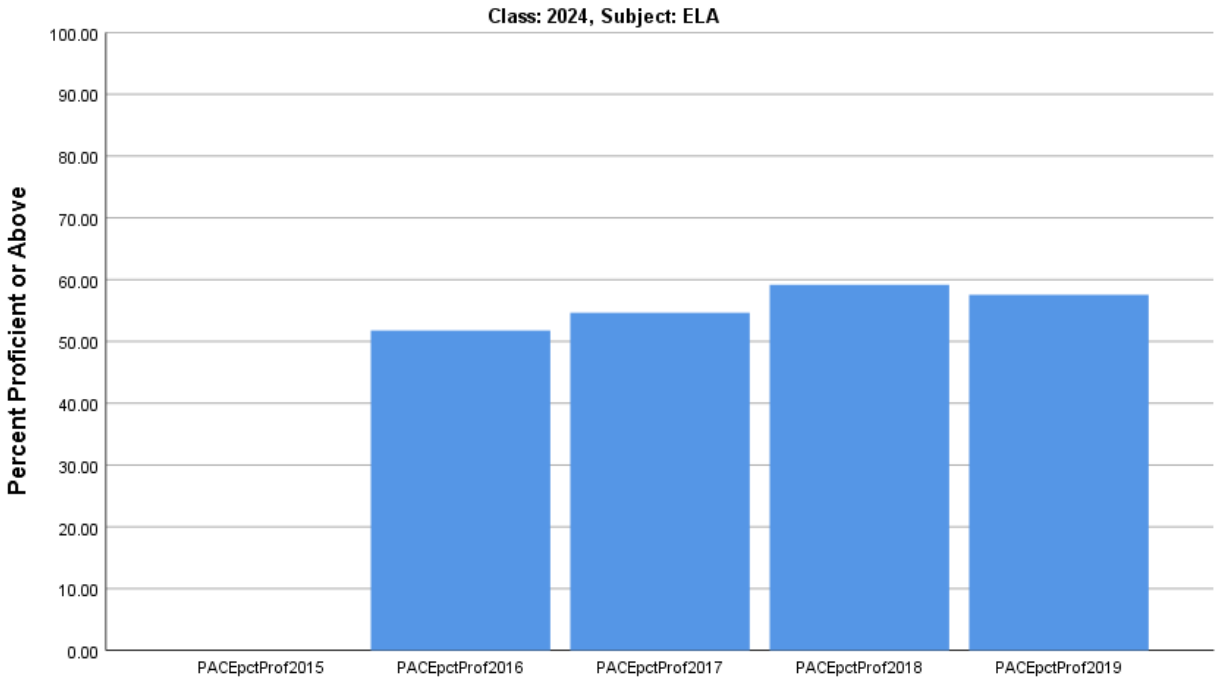
Results for the cohort analysis for PACE suggest that the percent of students deemed proficient or above is relatively stable across years in a given subject/grade combination, especially as the composition of districts in each year varies. The district-specific results in Appendix D show some district, grade, and subject combinations where proficiency rates are higher and others where proficiency rates are lower in 2018-19 within and across districts (in comparison to prior years' results). This suggests that there is no systematic under- or over-estimation of achievement based on the cut score calculations in the 2018-19 school year.

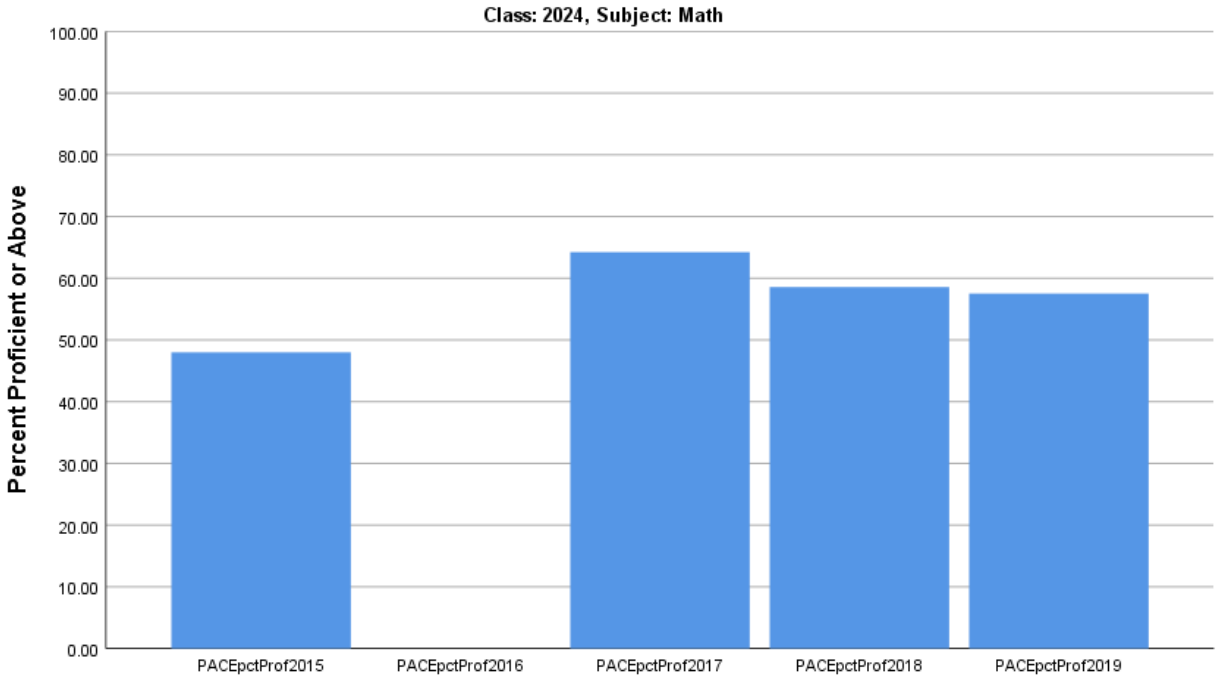
Longitudinal Analysis

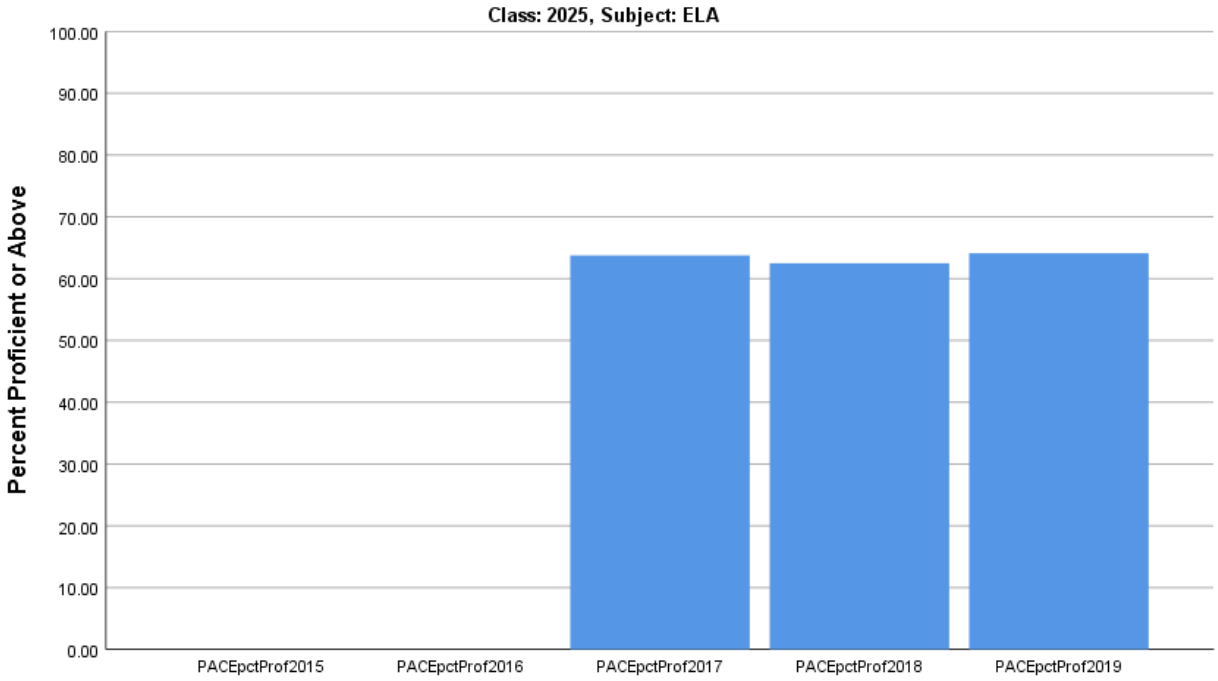
The longitudinal analysis compares the percent of students deemed proficient or above in the PACE system by graduation class and subject area from 2015 to 2019. These are the same groups of students over time; whereas the cohort analysis is the same grade/subject over time but different groups of students. As with the cohort analysis, each year has a different composition of districts due to the way PACE scales over time. The first bar graph below shows the Class of 2024 for ELA. The bars show proficiency rates for this group of students from when they were in grade 4 PACE ELA in the 2015-16 school year to grade 7 NH SAS ELA in 2018-19 school year. Proficiency rates shown are all based on PACE results.

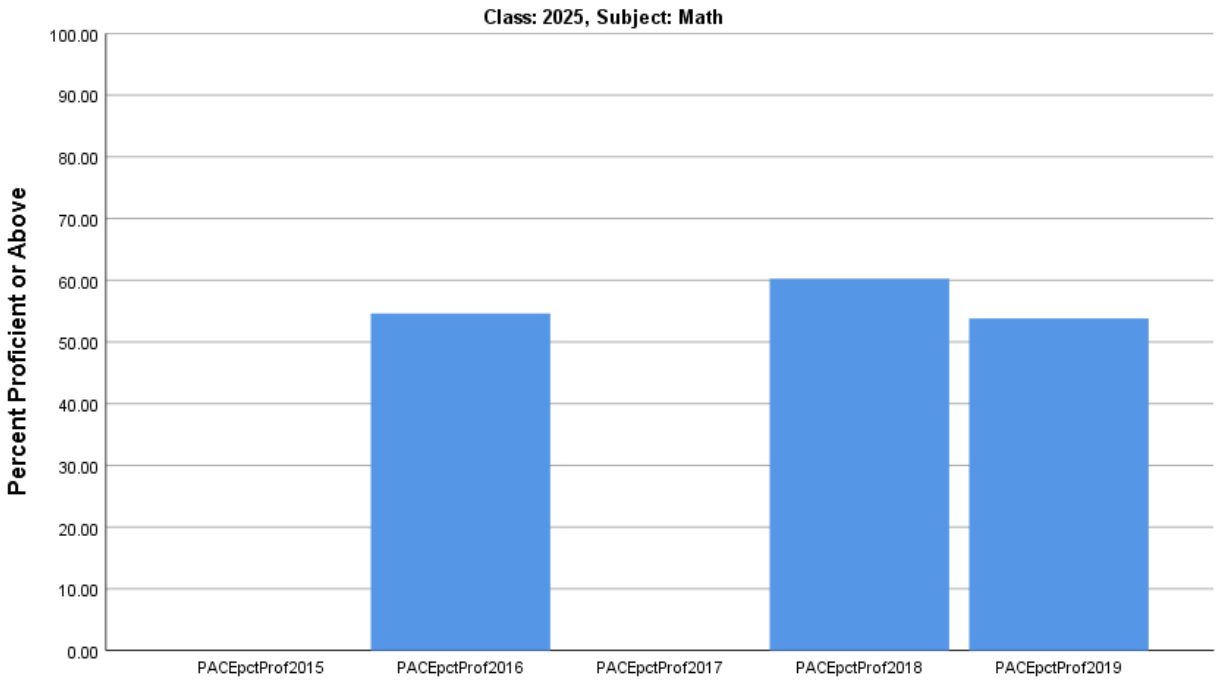
Results are only included if the graduation class has at least 2019 and one other year of data available for a given subject area. The included graduation classes are as follows:

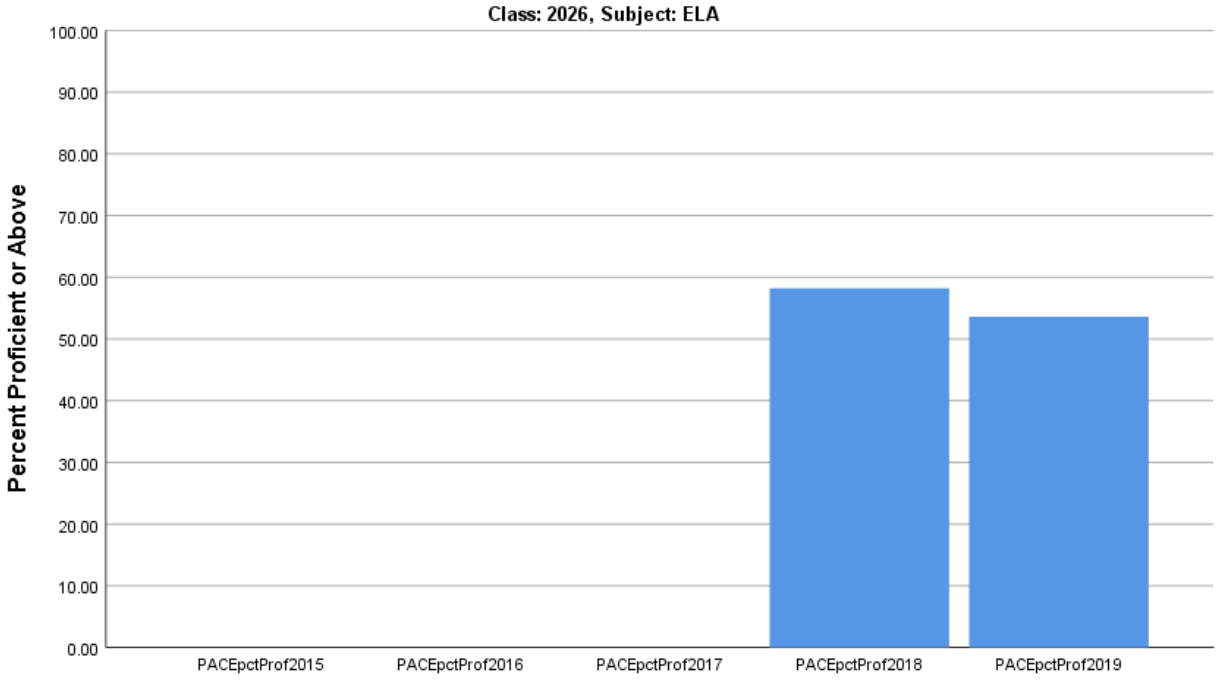
- Class of 2024=Grade 7 in 2019
- Class of 2025=Grade 6 in 2019
- Class of 2026=Grade 5 in 2019

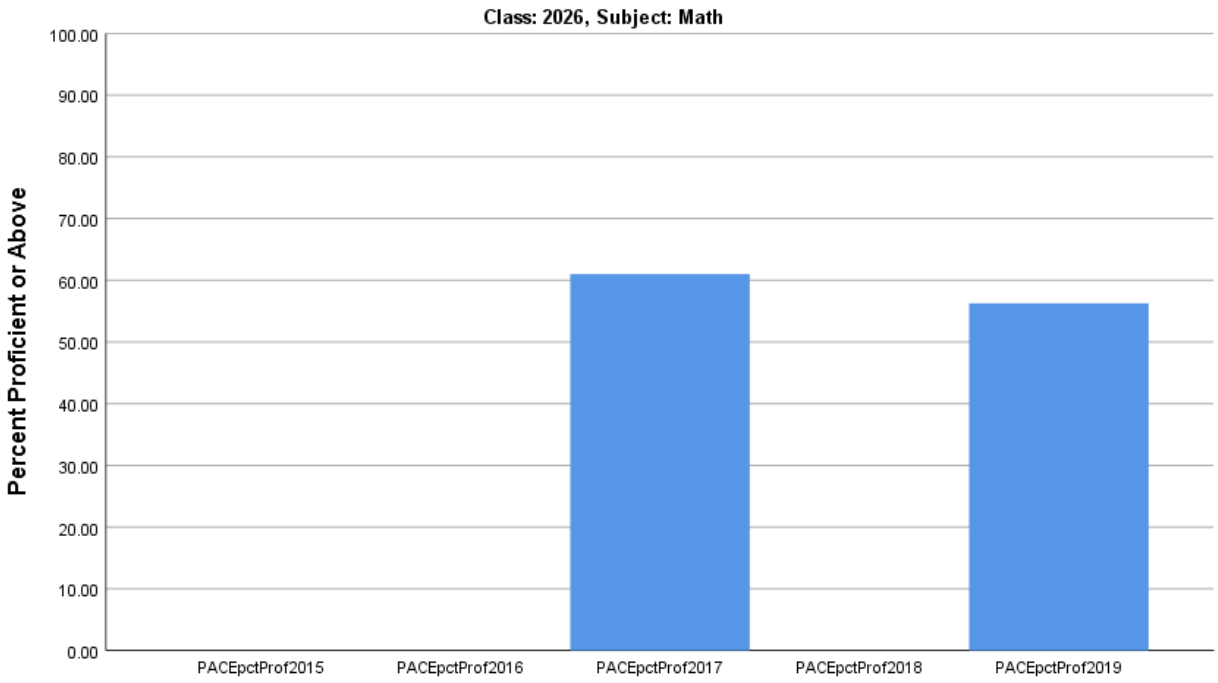



Class: 2024, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

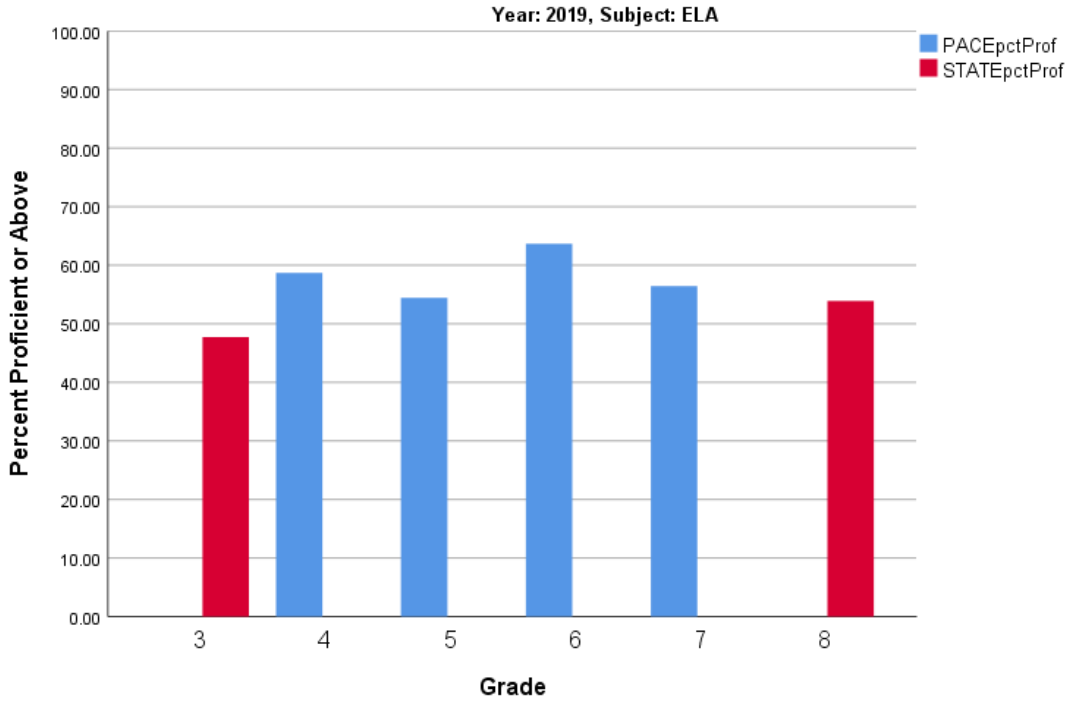

Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

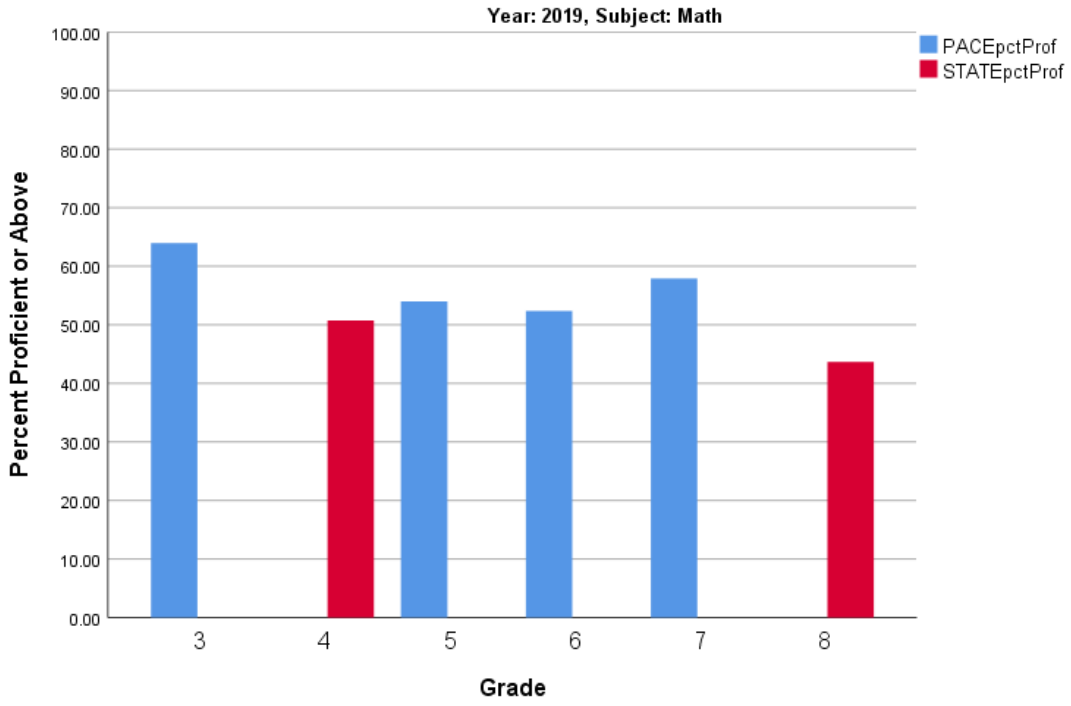


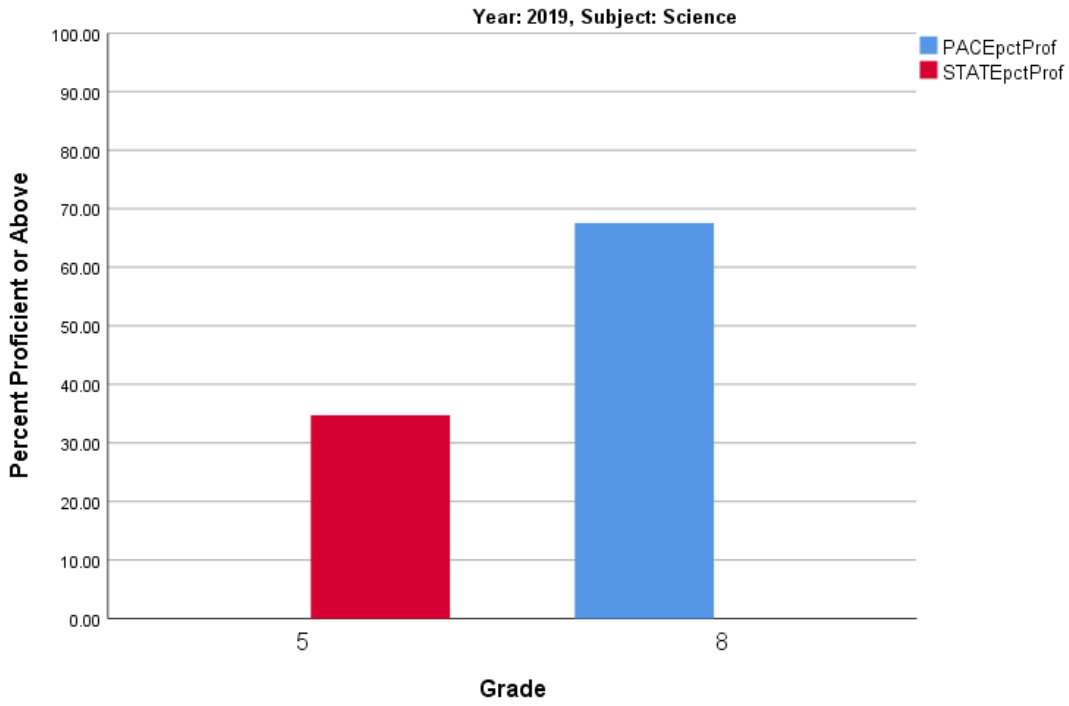
Results for the longitudinal analysis are consistent with the cohort analysis and suggest that PACE results are consistent and stable over time when comparing the same group of students by subject from 2015 to 2019. District-specific analyses in Appendix D are also similar to the cohort analyses in that there does not appear to be any systematic over- or under-estimation of achievement using the PACE standards in 2018-19.

State Test Analysis

The state test analysis compares the percent of students deemed proficient or above in grades 3-8 for 2019 by subject for all the PACE districts.







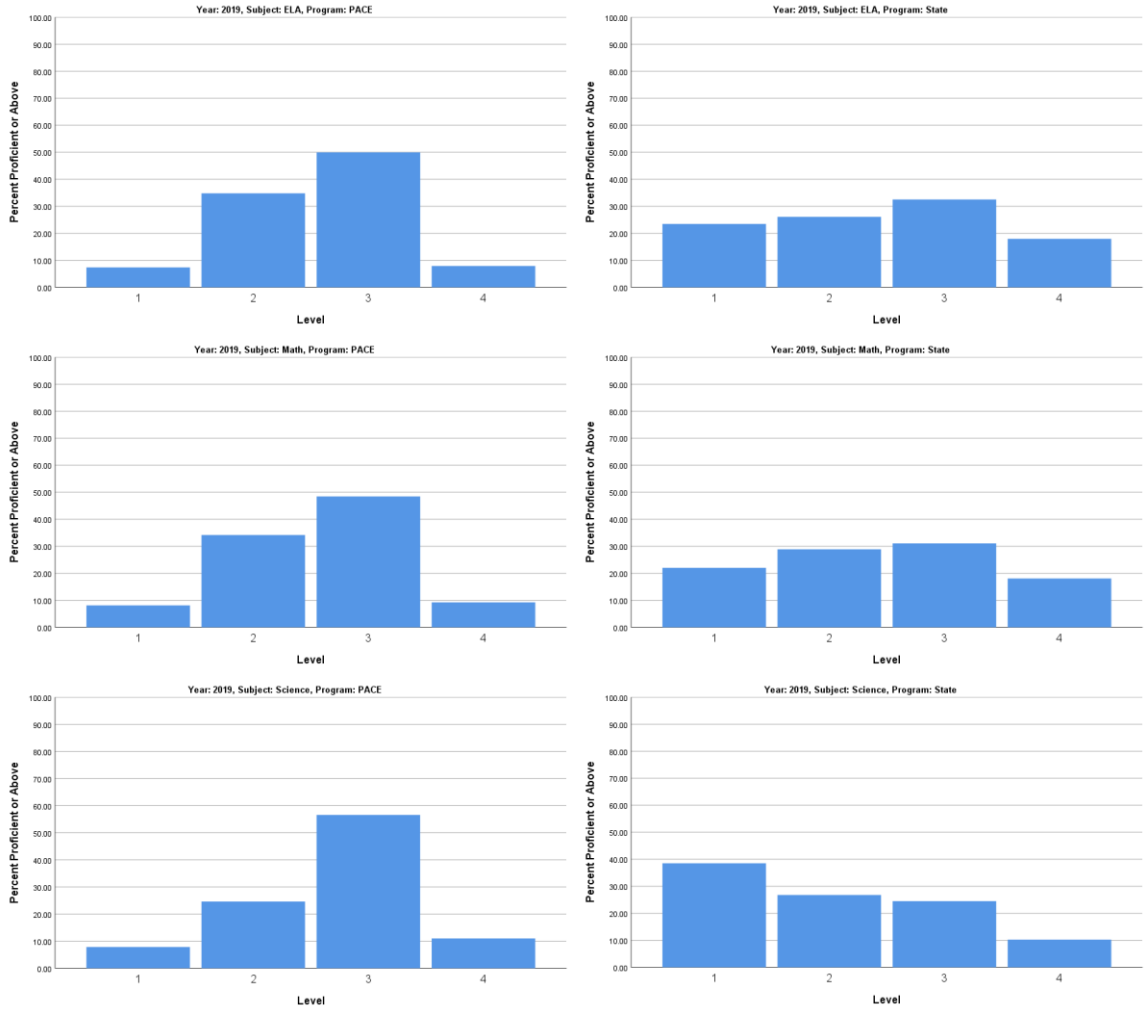
Results for the state test analysis show that PACE proficiency rates tend to be fairly consistent with NH SAS proficiency rates when comparing rates across grades. If it were not for the bar colors it would be difficult to differentiate which results were PACE and which results were NH SAS.

Performance Level Analysis

We also examined the percent of students classified into each performance level for PACE grades/subjects (i.e., grade 4-7 ELA, grade 3/5-7 Math, grade 8 science) and NH SAS grades/subjects (i.e., grade 3 ELA, grade 4 Math, grade 5 science, and grade 8 ELA/Math) in 2019 using data on PACE districts. The purpose of this analyses is to examine the distribution of performance across the four achievement levels and how the PACE distribution of achievement levels compares to the NH SAS distribution of achievement levels. We expect the NH SAS by design to have a more even distribution of performance across the four achievement levels.

The PACE performance level results are on the left-hand panels and the NH SAS performance level results are on the right-hand panels for ELA, Math, and Science respectively.

PACE Results NH SAS Results



Overall, results of the performance level analysis suggest that there is a normal distribution of performance across the four PACE achievement levels with fewer students deemed Level 1 and Level 4, in general. As expected, the NH SAS distribution is more even across performance levels though the grade 5 science distribution is slightly skewed such that there is more students deemed Level 1 and 2.

FINAL 2018-19 PACE CUT SCORES

Final 2019 PACE cut scores were sent to the NH DOE on August 15, 2019 along with instructions on how to apply the cut scores to calculate PACE annual determinations. That documentation is provided following the cut scores in this report. The cuts are highlighted in yellow.

Scale.ID	Min.AL1	Max.AL1	Min.AL2	Max.AL2	Min.AL3	Max.AL3	Min.AL4	Max.AL4
2019 Amherst PACE Grade 5 ELA	1.00	2.09	2.10	2.72	2.73	3.20	3.21	4.00
2019 Amherst PACE Grade 5 Math	1.00	2.13	2.14	2.70	2.71	3.19	3.20	4.00
2019 Amherst PACE Grade 6 ELA	1.00	1.80	1.81	2.49	2.50	3.61	3.62	4.00
2019 Amherst PACE Grade 6 Math	1.00	1.60	1.61	2.61	2.62	3.29	3.30	4.00
2019 Amherst PACE Grade 7 ELA	1.00	1.55	1.56	2.65	2.66	3.28	3.29	4.00
2019 Amherst PACE Grade 7 Math	1.00	2.01	2.02	2.58	2.59	3.15	3.16	4.00
2019 Amherst PACE Grade 8 Sci	1.00	1.87	1.88	2.66	2.67	3.57	3.58	4.00
2019 Concord PACE Grade 3 Math	1.00	1.90	1.91	2.67	2.68	3.46	3.47	4.00
2019 Concord PACE Grade 4 ELA	1.00	1.88	1.89	2.71	2.72	3.93	3.94	4.00
2019 Concord PACE Grade 5 ELA	1.00	1.78	1.79	2.66	2.67	3.54	3.55	4.00
2019 Concord PACE Grade 5 Math	1.00	1.84	1.85	2.67	2.68	3.41	3.42	4.00
2019 Concord PACE Grade 6 ELA	1.00	1.52	1.53	2.65	2.66	3.61	3.62	4.00
2019 Concord PACE Grade 6 Math	1.00	1.90	1.91	2.86	2.87	3.65	3.66	4.00
2019 Concord PACE Grade 7 ELA	1.00	1.74	1.75	2.89	2.90	3.85	3.86	4.00
2019 Concord PACE Grade 7 Math	1.00	1.87	1.88	3.10	3.11	3.91	3.92	4.00
2019 Concord PACE Grade 8 Sci	1.00	1.68	1.69	2.57	2.58	3.65	3.66	4.00
2019 Conway PACE Grade 3 Math	1.00	1.69	1.70	2.39	2.40	3.19	3.20	4.00
2019 Conway PACE Grade 4 ELA	1.00	1.74	1.75	2.49	2.50	3.99	4.00	4.00
2019 Conway PACE Grade 5 ELA	1.00	2.08	2.09	2.87	2.88	3.61	3.62	4.00
2019 Conway PACE Grade 5 Math	1.00	1.67	1.68	2.79	2.80	3.75	3.76	4.00
2019 Conway PACE Grade 6 ELA	1.00	1.88	1.89	2.66	2.67	3.99	4.00	4.00
2019 Conway PACE Grade 6 Math	1.00	2.10	2.11	2.88	2.89	3.43	3.44	4.00
2019 Epping PACE Grade 3 Math	1.00	1.76	1.77	2.53	2.54	3.99	4.00	4.00
2019 Epping PACE Grade 4 ELA	1.00	1.52	1.53	2.62	2.63	3.52	3.53	4.00
2019 Epping PACE Grade 5 ELA	1.00	1.72	1.73	2.79	2.80	3.39	3.40	4.00
2019 Epping PACE Grade 5 Math	1.00	1.80	1.81	2.71	2.72	3.41	3.42	4.00
2019 Epping PACE Grade 6 ELA	1.00	1.41	1.42	2.71	2.72	3.99	4.00	4.00
2019 Epping PACE Grade 6 Math	1.00	1.70	1.71	2.59	2.60	3.35	3.36	4.00
2019 Epping PACE Grade 7 ELA	1.00	1.49	1.50	2.67	2.68	3.62	3.63	4.00
2019 Epping PACE Grade 7 Math	1.00	1.61	1.62	2.78	2.79	3.52	3.53	4.00
2019 Epping PACE Grade 8 Sci	1.00	2.31	2.32	2.87	2.88	3.62	3.63	4.00
2019 Haverhill Cooperative PACE Grade 3 Math	1.00	1.74	1.75	2.71	2.72	3.61	3.62	4.00
2019 Haverhill Cooperative PACE Grade 4 ELA	1.00	1.68	1.69	2.43	2.44	3.10	3.11	4.00

2019 Haverhill Cooperative PACE Grade 5 ELA	1.00	1.97	1.98	2.42	2.43	3.27	3.28	4.00
2019 Haverhill Cooperative PACE Grade 5 Math	1.00	1.68	1.69	2.64	2.65	3.99	4.00	4.00
2019 Haverhill Cooperative PACE Grade 6 ELA	1.00	1.60	1.61	2.53	2.54	3.67	3.68	4.00
2019 Haverhill Cooperative PACE Grade 6 Math	1.00	1.29	1.30	2.52	2.53	3.90	3.91	4.00
2019 Haverhill Cooperative PACE Grade 7 ELA	1.00	1.85	1.86	2.70	2.71	3.61	3.62	4.00
2019 Haverhill Cooperative PACE Grade 7 Math	1.00	1.37	1.38	2.68	2.69	3.99	4.00	4.00
2019 Haverhill Cooperative PACE Grade 8 Science	1.00	1.36	1.37	2.43	2.44	3.47	3.48	4.00
2019 Laconia PACE Grade 3 Math	1.00	1.58	1.59	2.61	2.62	3.40	3.41	4.00
2019 Laconia PACE Grade 4 ELA	1.00	1.63	1.64	2.57	2.58	3.28	3.29	4.00
2019 Laconia PACE Grade 5 ELA	1.00	1.42	1.43	2.48	2.49	3.99	4.00	4.00
2019 Laconia PACE Grade 5 Math	1.00	1.55	1.56	2.47	2.48	3.53	3.54	4.00
2019 Monroe PACE Grade 3 Math	1.00	1.94	1.95	2.89	2.90	2.99	3.00	4.00
2019 Monroe PACE Grade 4 ELA	1.00	1.74	1.75	2.49	2.50	3.99	4.00	4.00
2019 Monroe PACE Grade 5 ELA	1.00	1.99	2.00	2.99	3.00	3.49	3.50	4.00
2019 Monroe PACE Grade 5 Math	1.00	1.74	1.75	2.48	2.49	3.24	3.25	4.00
2019 Monroe PACE Grade 6 ELA	1.00	1.74	1.75	2.48	2.49	3.50	3.51	4.00
2019 Monroe PACE Grade 6 Math	1.00	1.82	1.83	2.66	2.67	3.49	3.50	4.00
2019 Monroe PACE Grade 7 ELA	1.00	2.73	2.74	2.98	2.99	3.03	3.04	4.00
2019 Monroe PACE Grade 7 Math	1.00	1.50	1.51	2.97	2.98	3.50	3.51	4.00
2019 Monroe PACE Grade 8 Sci	1.00	2.48	2.49	2.96	2.97	3.48	3.49	4.00
2019 Newport PACE Grade 3 Math	1.00	1.33	1.34	2.23	2.24	3.99	4.00	4.00
2019 Newport PACE Grade 4 ELA	1.00	1.82	1.83	2.60	2.61	3.99	4.00	4.00
2019 Newport PACE Grade 5 ELA	1.00	1.87	1.88	2.73	2.74	3.54	3.55	4.00
2019 Newport PACE Grade 5 Math	1.00	1.72	1.73	3.07	3.08	3.79	3.80	4.00
2019 Newport PACE Grade 6 ELA	1.00	2.06	2.07	2.89	2.90	3.49	3.50	4.00
2019 Newport PACE Grade 6 Math	1.00	2.69	2.70	3.47	3.48	3.99	4.00	4.00
2019 Newport PACE Grade 7 ELA	1.00	1.12	1.13	2.31	2.32	3.99	4.00	4.00
2019 Newport PACE Grade 7 Math	1.00	1.33	1.34	2.38	2.39	3.99	4.00	4.00
2019 Newport PACE Grade 8 Sci	1.00	1.48	1.49	2.42	2.43	3.41	3.42	4.00
2019 Rochester PACE Grade 3Math	1.00	2.13	2.14	2.81	2.82	3.64	3.65	4.00
2019 Rochester PACE Grade 4 ELA	1.00	2.34	2.35	3.09	3.10	3.85	3.86	4.00
2019 Rochester PACE Grade 5 ELA	1.00	2.30	2.31	3.15	3.16	3.84	3.85	4.00
2019 Rochester PACE Grade 5Math	1.00	2.33	2.34	3.07	3.08	3.88	3.89	4.00
2019 Rochester PACE Grade 6 ELA	1.00	2.28	2.29	3.55	3.56	3.99	4.00	4.00
2019 Rochester PACE Grade 6Math	1.00	2.66	2.67	3.47	3.48	3.99	4.00	4.00
2019 Rochester PACE Grade 7 ELA	1.00	2.75	2.76	3.59	3.60	3.99	4.00	4.00
2019 Rochester PACE Grade 7Math	1.00	2.30	2.31	3.40	3.41	3.99	4.00	4.00

2019 Rochester PACE Grade 8 Science	1.00	1.46	1.47	2.97	2.98	3.97	3.98	4.00
2019 Sanborn Regional PACE Grade 3 Math	0.00	1.39	1.40	2.78	2.79	3.43	3.44	4.00
2019 Sanborn Regional PACE Grade 4 ELA	0.00	2.39	2.40	2.82	2.83	3.18	3.19	4.00
2019 Sanborn Regional PACE Grade 5 ELA	0.00	1.75	1.76	2.74	2.75	3.66	3.67	4.00
2019 Sanborn Regional PACE Grade 5 Math	0.00	1.61	1.62	2.70	2.71	3.17	3.18	4.00
2019 Sanborn Regional PACE Grade 6 ELA	0.00	1.98	1.99	2.54	2.55	3.36	3.37	4.00
2019 Sanborn Regional PACE Grade 6 Math	0.00	1.93	1.94	2.78	2.79	3.40	3.41	4.00
2019 Sanborn Regional PACE Grade 7 ELA	0.00	1.86	1.87	2.63	2.64	3.22	3.23	4.00
2019 Sanborn Regional PACE Grade 7 Math	0.00	2.11	2.12	2.84	2.85	3.71	3.72	4.00
2019 Sanborn Regional PACE Grade 8 Science	0.00	1.53	1.54	2.54	2.55	3.43	3.44	4.00
2019 SAU #35 Office PACE Grade 3 Math	1.00	1.91	1.92	2.83	2.84	3.73	3.74	4.00
2019 SAU #35 Office PACE Grade 4 ELA	1.00	1.79	1.80	2.59	2.60	3.48	3.49	4.00
2019 SAU #35 Office PACE Grade 5 ELA	1.00	1.90	1.91	2.81	2.82	3.99	4.00	4.00
2019 SAU #35 Office PACE Grade 5 Math	1.00	1.74	1.75	2.49	2.50	3.99	4.00	4.00
2019 SAU #35 Office PACE Grade 6 ELA	1.00	1.79	1.80	2.59	2.60	3.99	4.00	4.00
2019 SAU #35 Office PACE Grade 6 Math	1.00	1.74	1.75	2.49	2.50	3.99	4.00	4.00
2019 Seacoast Charter School PACE Grade 3 Math	1.00	1.52	1.53	2.54	2.55	3.21	3.22	4.00
2019 Seacoast Charter School PACE Grade 4 ELA	1.00	1.68	1.69	2.78	2.79	3.99	4.00	4.00
2019 Seacoast Charter School PACE Grade 5 ELA	1.00	1.58	1.59	2.86	2.87	3.42	3.43	4.00
2019 Seacoast Charter School PACE Grade 5 Math	1.00	1.99	2.00	2.99	3.00	3.99	4.00	4.00
2019 Seacoast Charter School PACE Grade 6 ELA	1.00	2.06	2.07	2.77	2.78	3.99	4.00	4.00
2019 Seacoast Charter School PACE Grade 6 Math	1.00	1.88	1.89	2.64	2.65	3.19	3.20	4.00
2019 Seacoast Charter School PACE Grade 7 ELA	1.00	1.50	1.51	2.01	2.02	3.00	3.01	4.00
2019 Seacoast Charter School PACE Grade 7 Math	1.00	1.73	1.74	2.47	2.48	3.49	3.50	4.00
2019 Seacoast Charter School PACE Grade 8 Sci	1.00	1.82	1.83	2.66	2.67	3.03	3.04	4.00

Instructions to NH DOE on Calculating NH PACE Reported Annual Determinations

1. **Clean the data**
    a. It should be first checked that there is at least one end of year competency score submitted for each student in all PACE grades and subject areas as determined by Table 1 below.

Table 1. PACE Administration Chart 2019

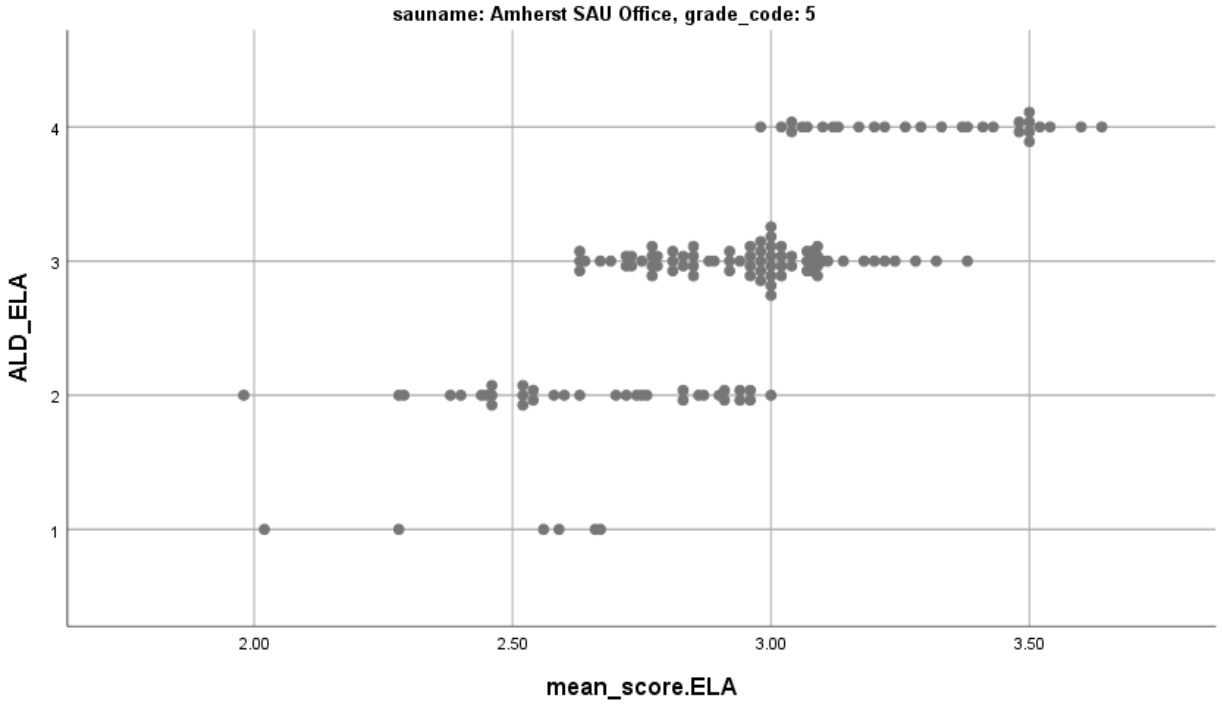
	ELA	Math	Science
Grade 3		PACE	
Grade 4	PACE		
Grade 5	PACE	PACE	
Grade 6	PACE	PACE	
Grade 7	PACE	PACE	
Grade 8			PACE

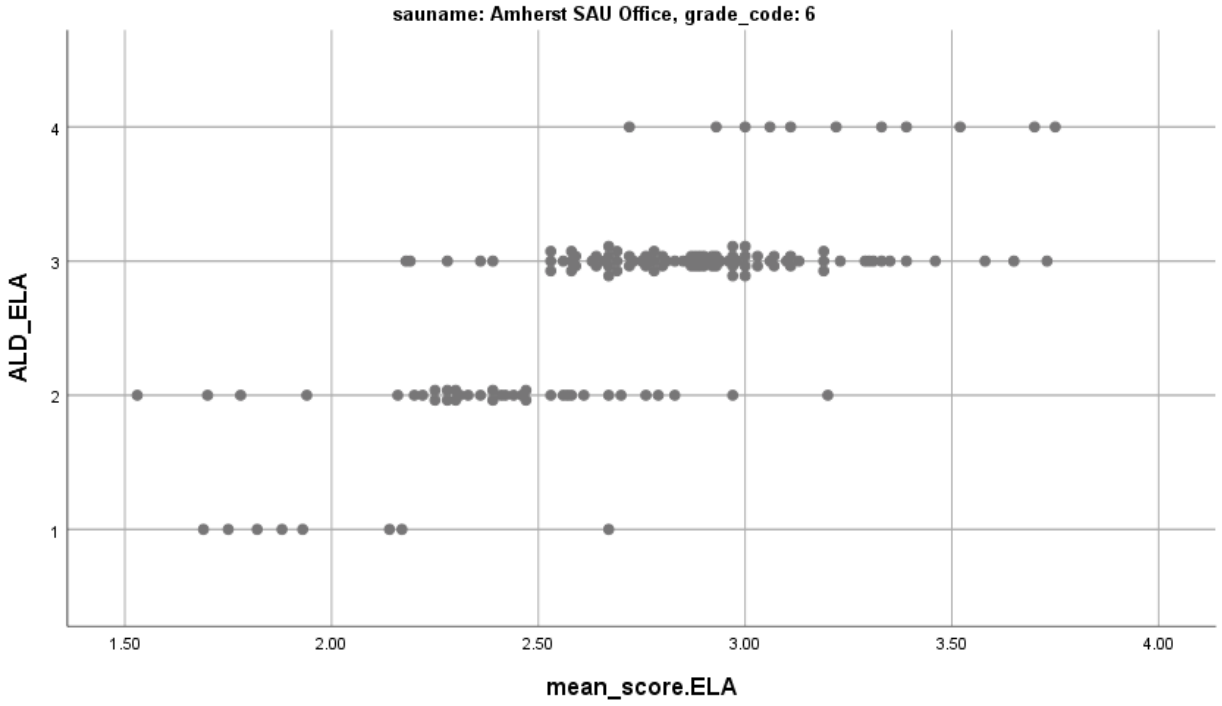
    b. Secondly, ensure that all scores to be included in the score calculation fall within the intended range. If any scores submitted for any student fall outside the range (e.g., 0.75 on a 1.00-4.00 scale, 102 on a 100-point scale) they should be reconciled (e.g., follow up with the district or school to correct the data entry or scoring error).
    c. Students with no competency scores are considered non-participants.
2. **Calculate mean scores by subject area**
    a. All submitted competency scores for each student in each subject area need to be averaged[1]. The resulting student-by-subject averages are henceforth referred to as the student average end of year competency scores.
    b. Round the average endo of year competency scores to two decimal places.
3. **Determine the reportable achievement level of each student**
    a. The average competency scores that result from step 2 need to be classified into achievement levels using the provided cut scores.
    b. Though the occurrence is rare, some average competency scores will fall outside the expected score range, even with follow-up reconciliation with districts. This is most commonly due to the awarding of zero's for achievement that is so low that the student work consistently does not meet the expectations for scoring a level 1 on a 4-point rubric. Alternatively, in some courses and districts, the practice of awarding extra credit makes it possible for some students to score above the expected score range. Students falling below the expected score range (e.g., .75 on a 1.00-4.00 scale) should be awarded the lowest possible achievement level—Level 1. Students scoring above the expected range should be awarded the highest possible achievement level—Level 4.

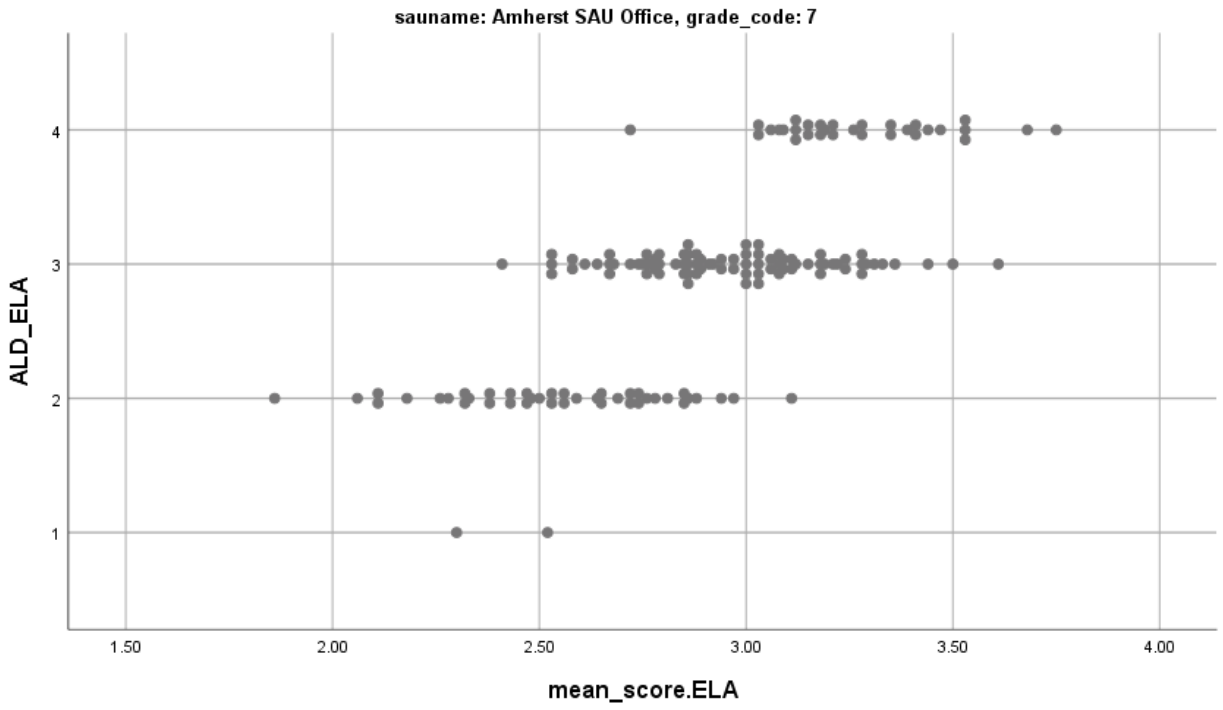
[1] Blank and zero competency scores are not included in the average.

APPENDIX A: SCATTERPLOTS OF END OF YEAR COMPETENCY SCORES BY TEACHER JUDGMENT SURVEY RATINGS & DESCRIPTIVE STATISTICS

ELA Scatterplots



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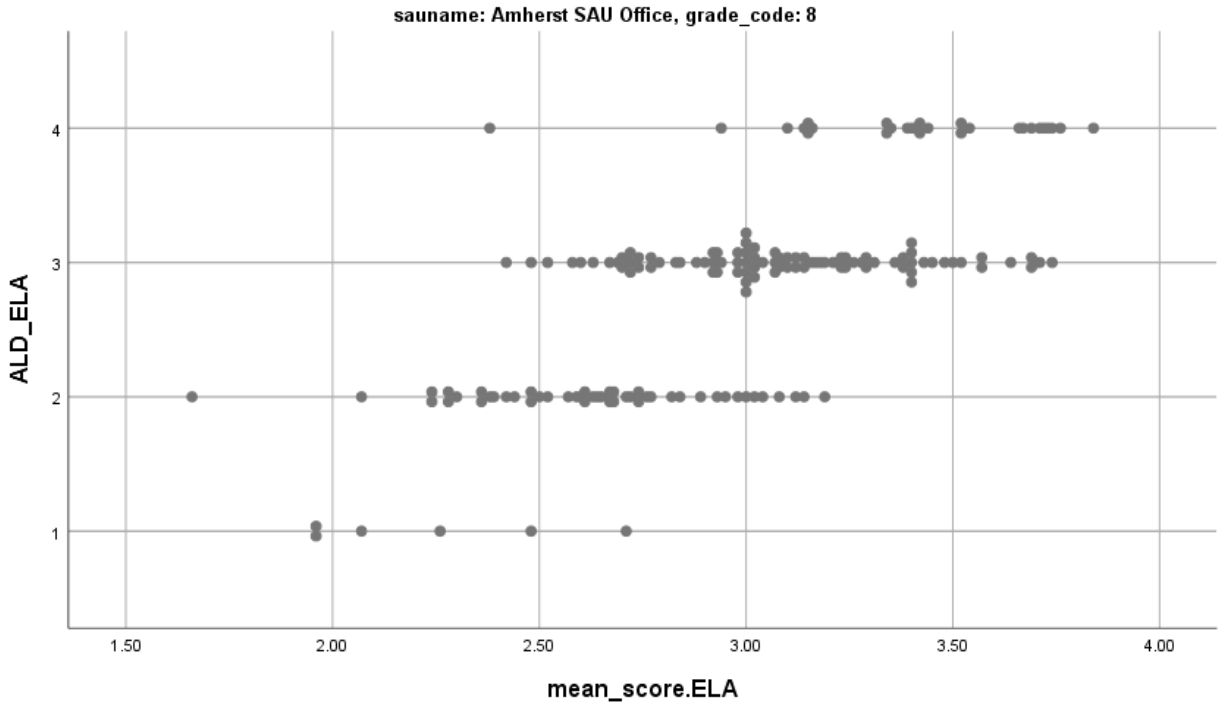
2.00
2.50
3.00
3.50
4.00
mean_score.ELA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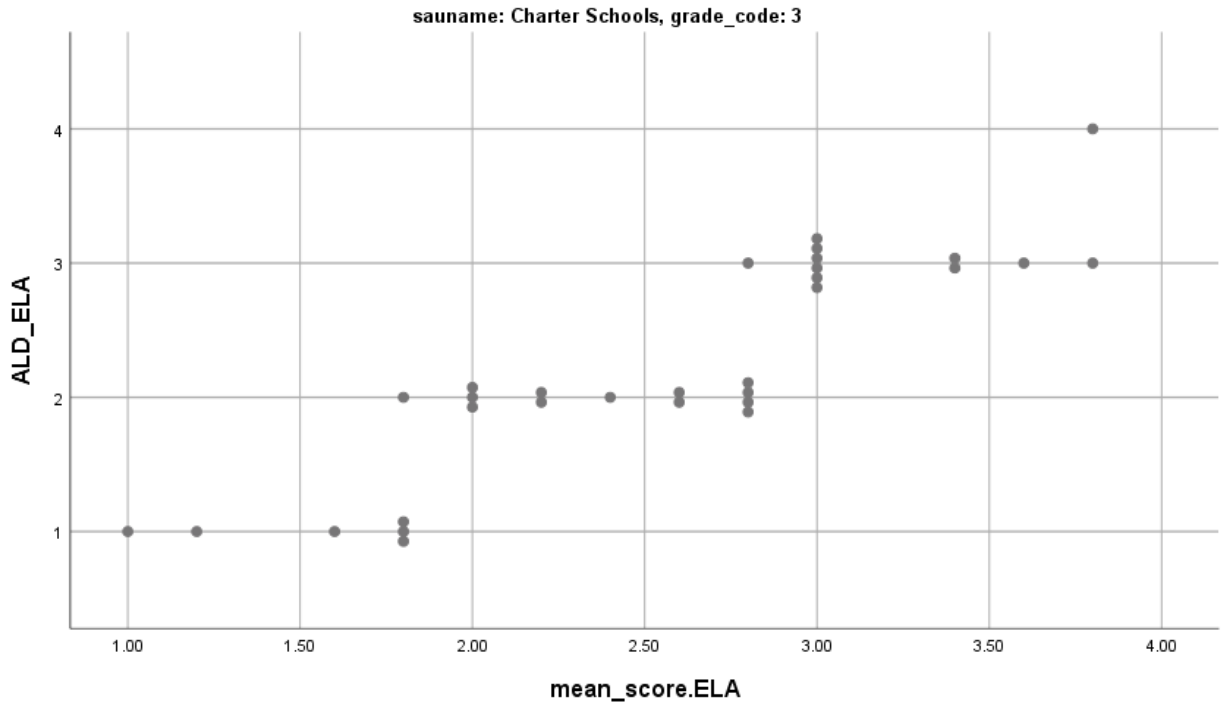
2.50
3.00
3.50
4.00
mean_score.ELA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2.00
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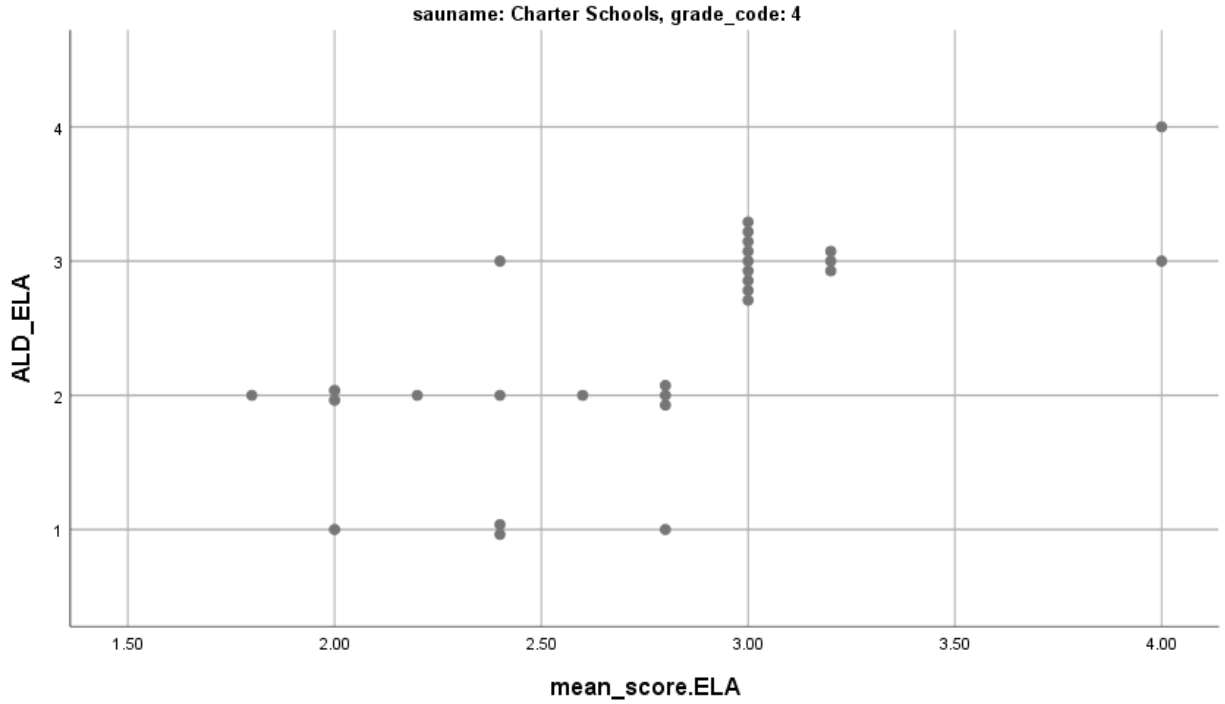
3.00
3.50
4.00
mean_score.ELA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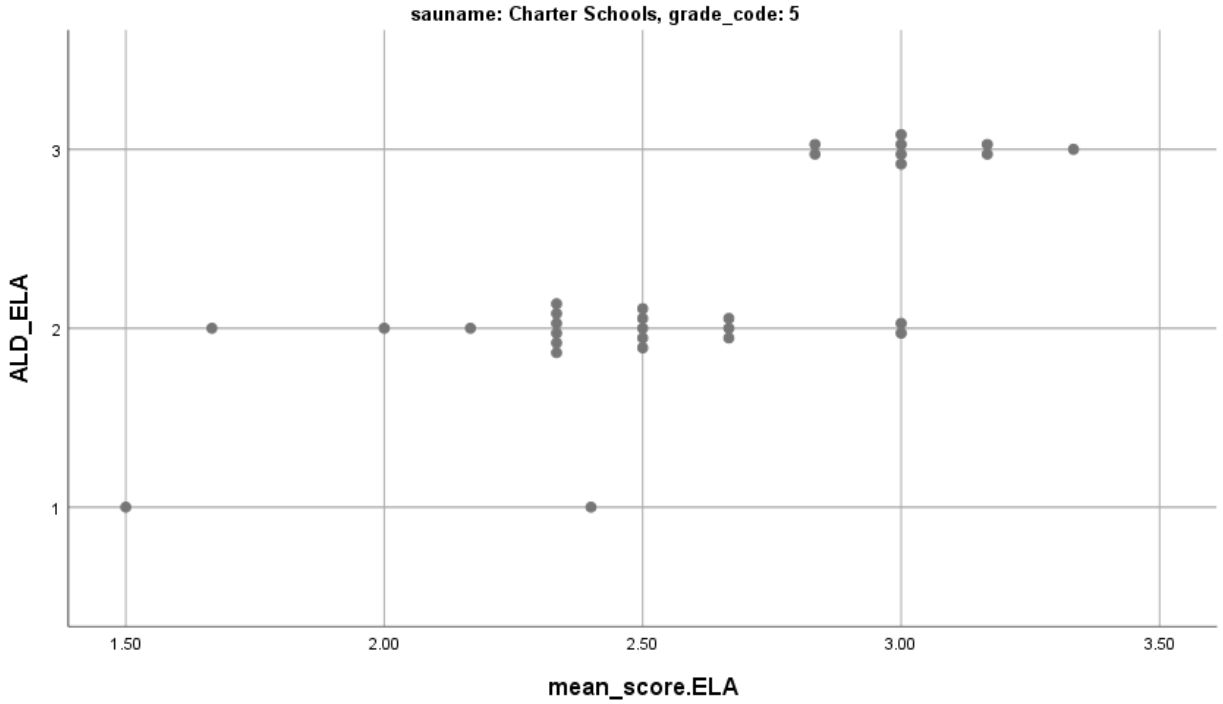
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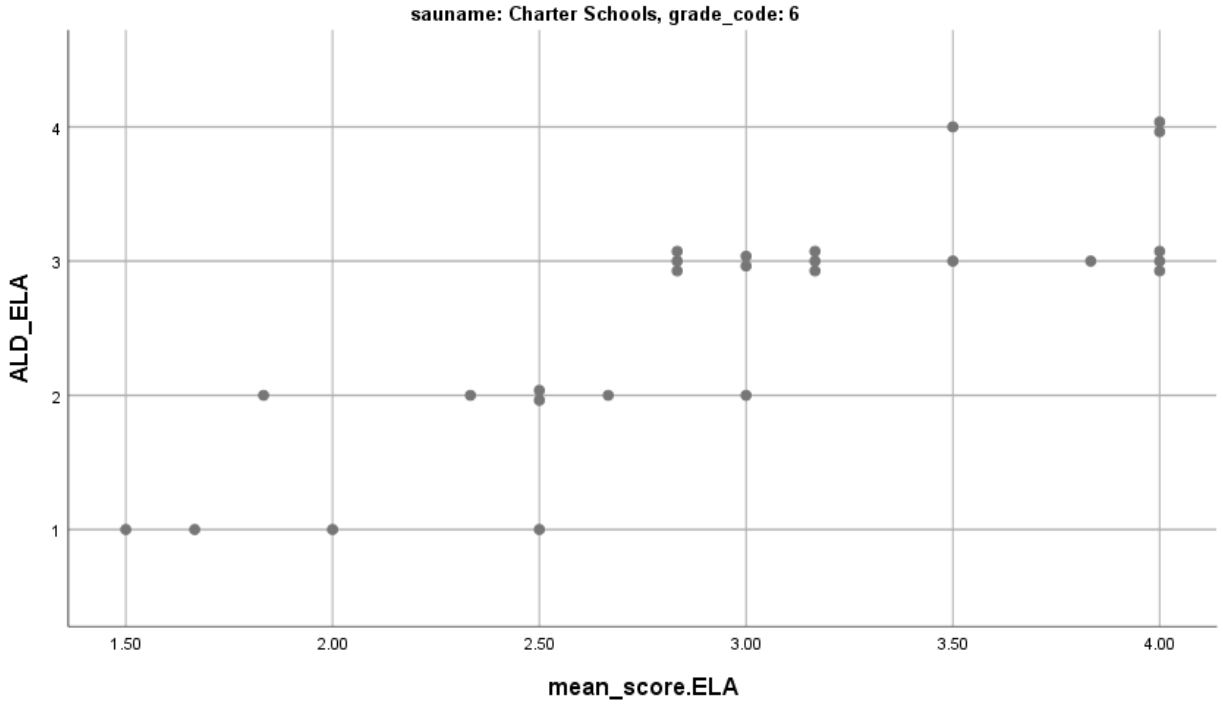
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2.50
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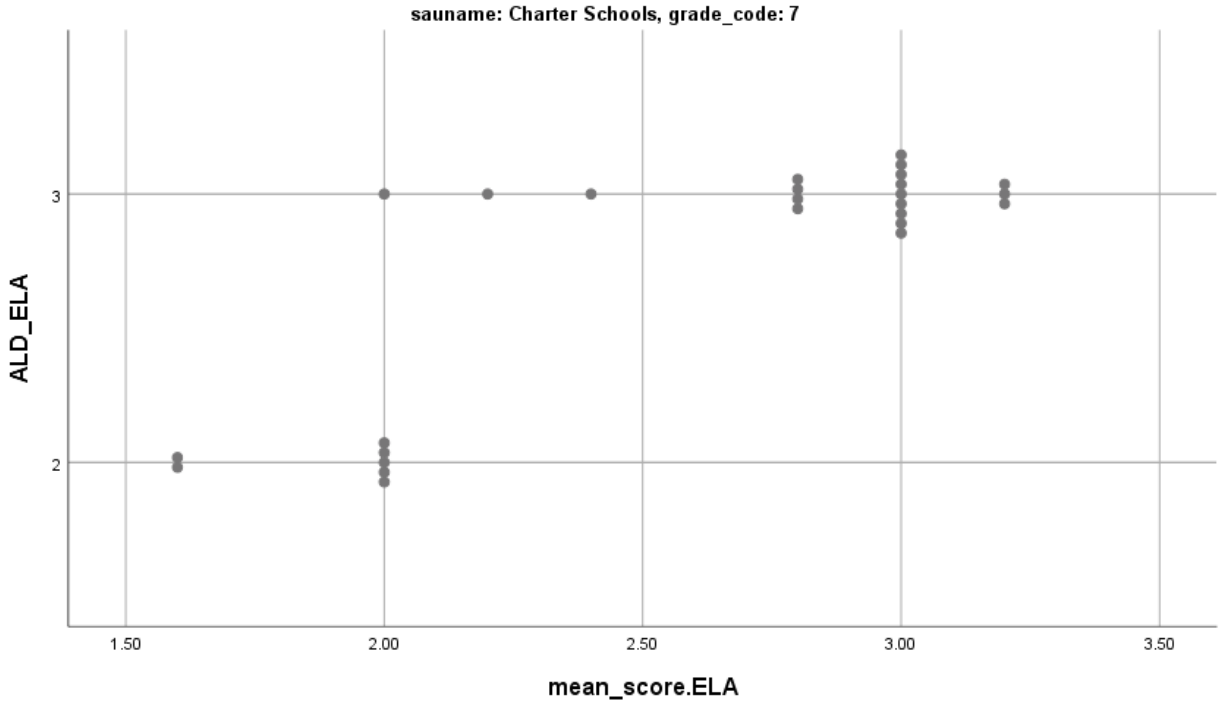
4.00
mean_score.ELA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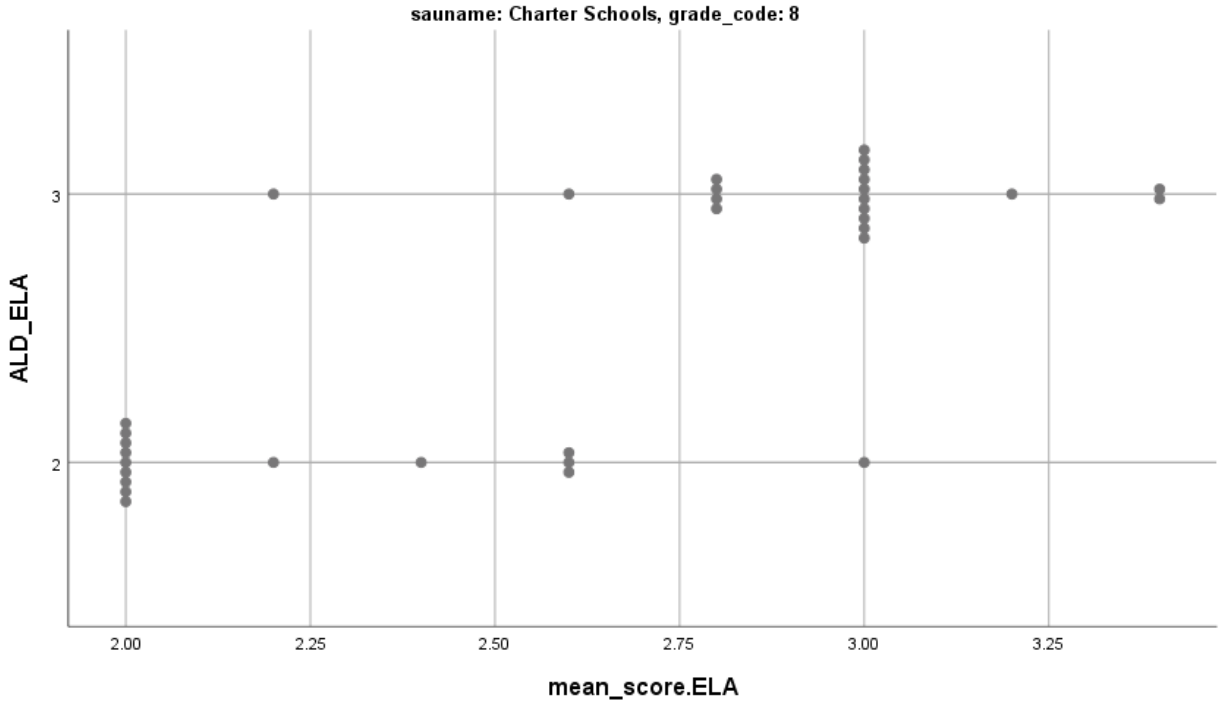
2.00
2.50
3.00
3.50
mean_score.ELA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3.25
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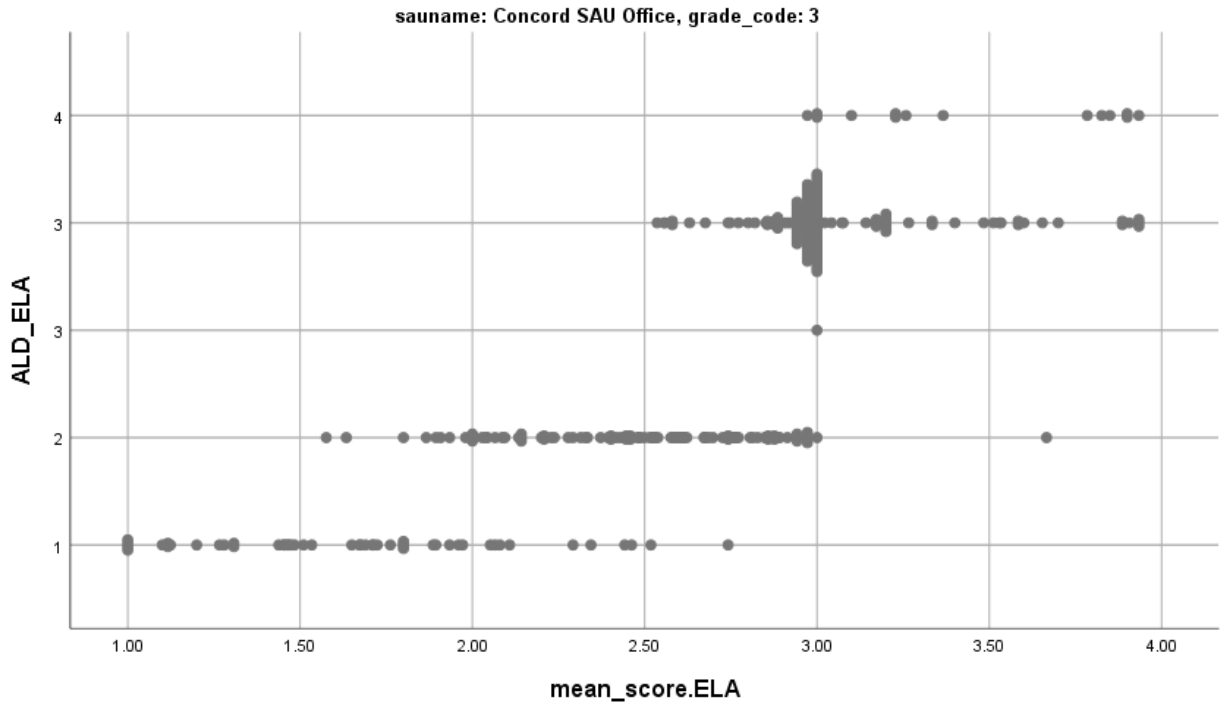
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1.50
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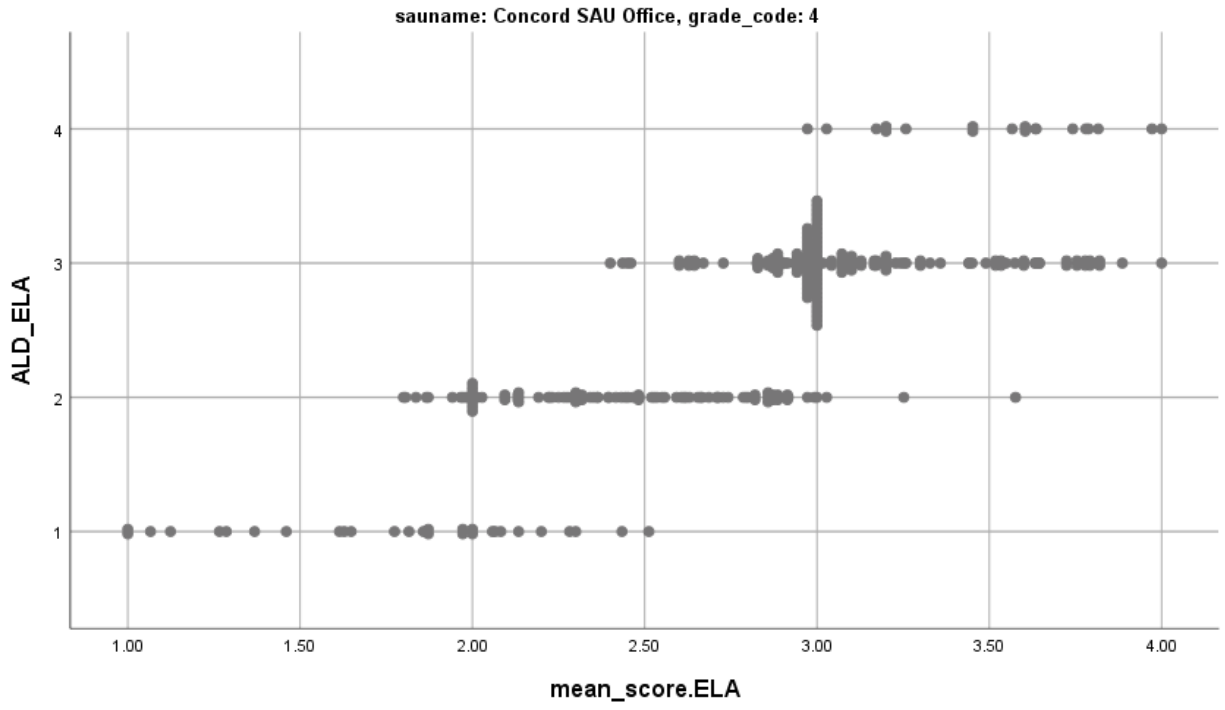
3.50
4.00
mean_score.ELA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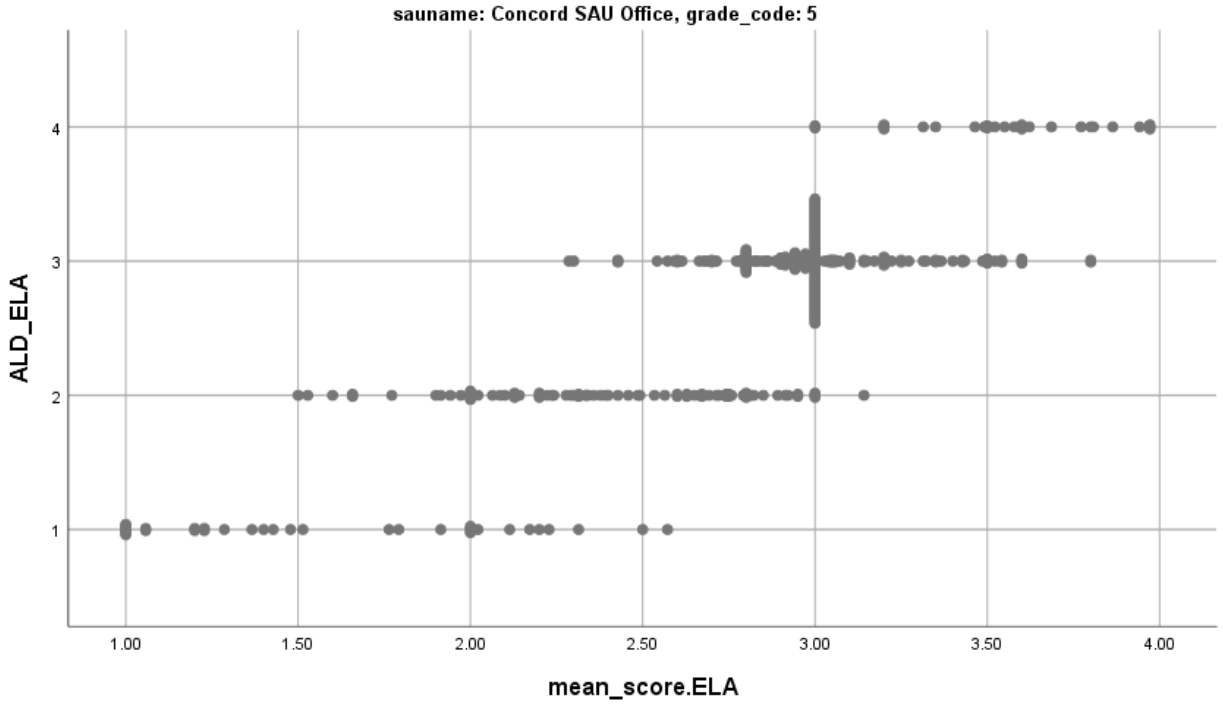
2
1
1.00
1.50
2.00
2.50
3.00
3.50
4.00
mean_score.ELA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ALD_ELA
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1.00
1.50
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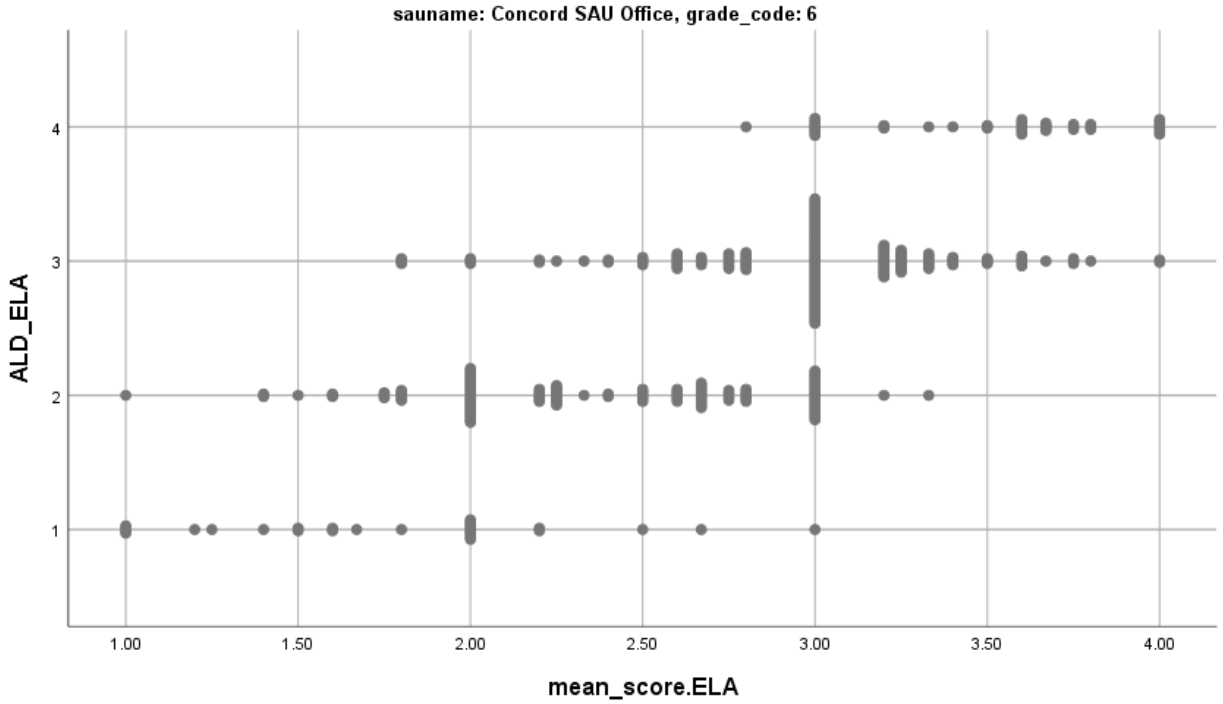
3.00
3.50
4.00
mean_score.ELA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ALD_ELA
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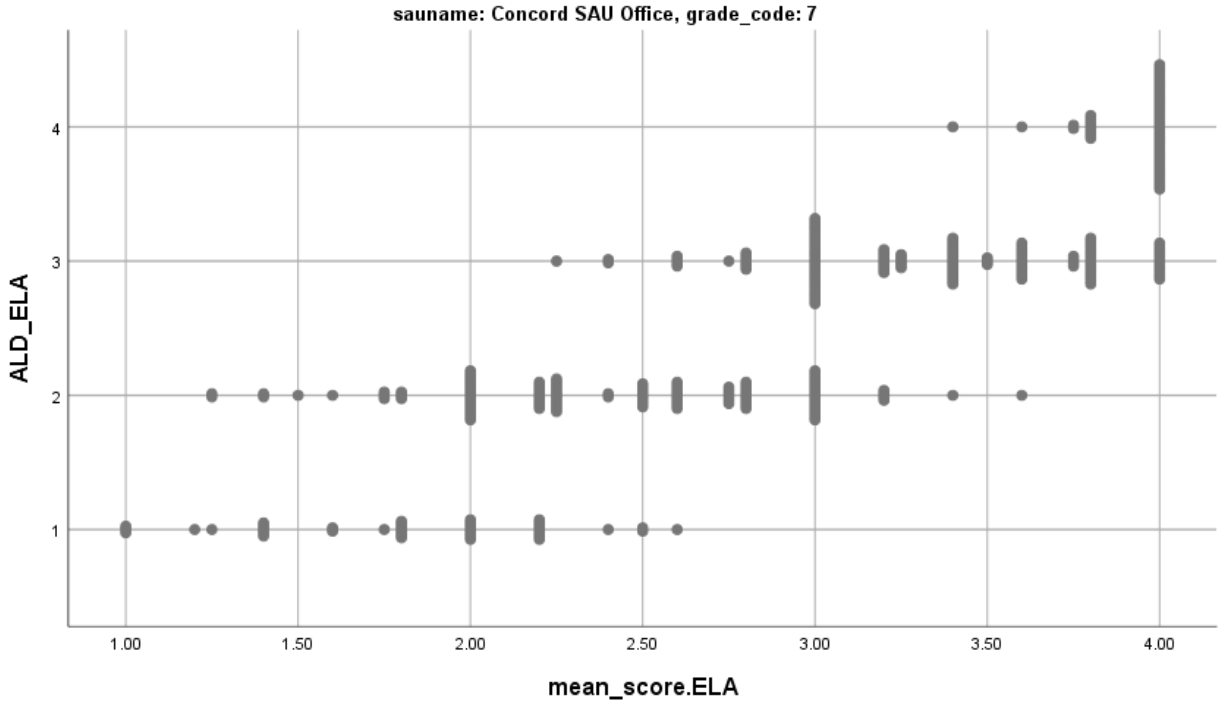
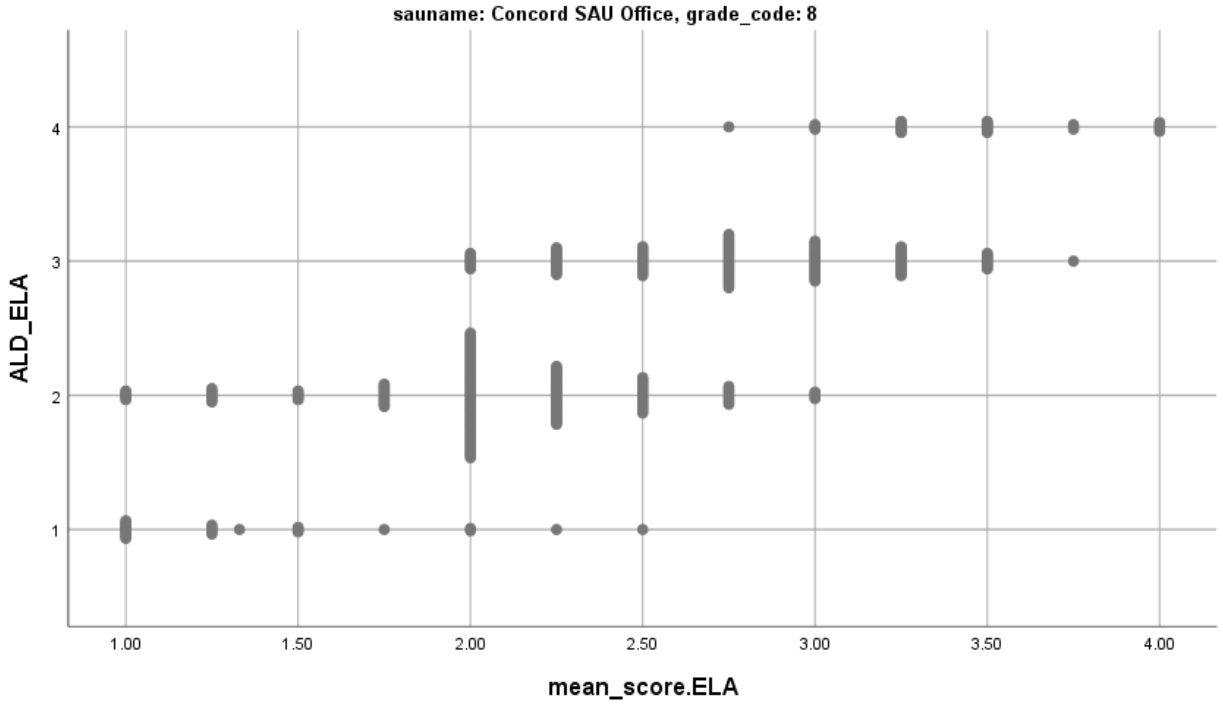
1.00
1.50
2.00
2.50
3.00
3.50
4.00
mean_score.ELA


sauname: Concord SAU Office, grade_code: 7
ALD_ELA
4
3
2
1
1.00
1.50
2.00
2.50
3.00
3.50
4.00
mean_score.ELA


sauname: Concord SAU Office, grade_code: 8
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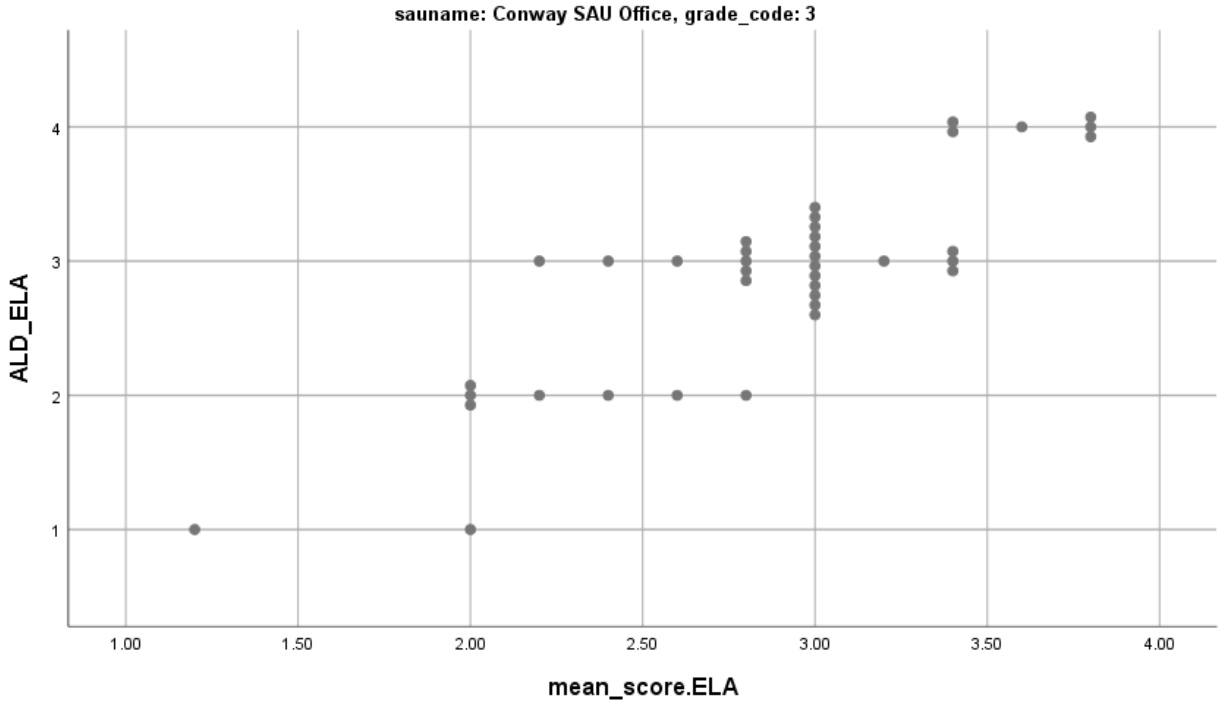
sauname: Conway SAU Office, grade_code: 3
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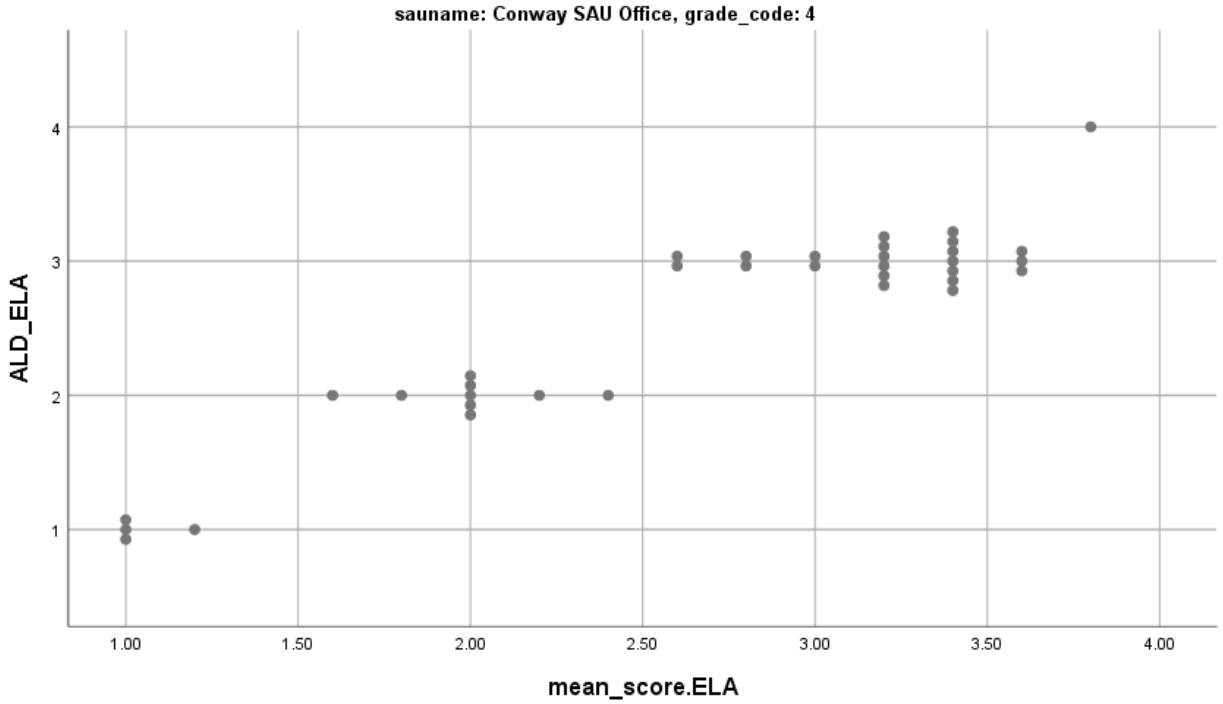
sauname: Conway SAU Office, grade_code: 4
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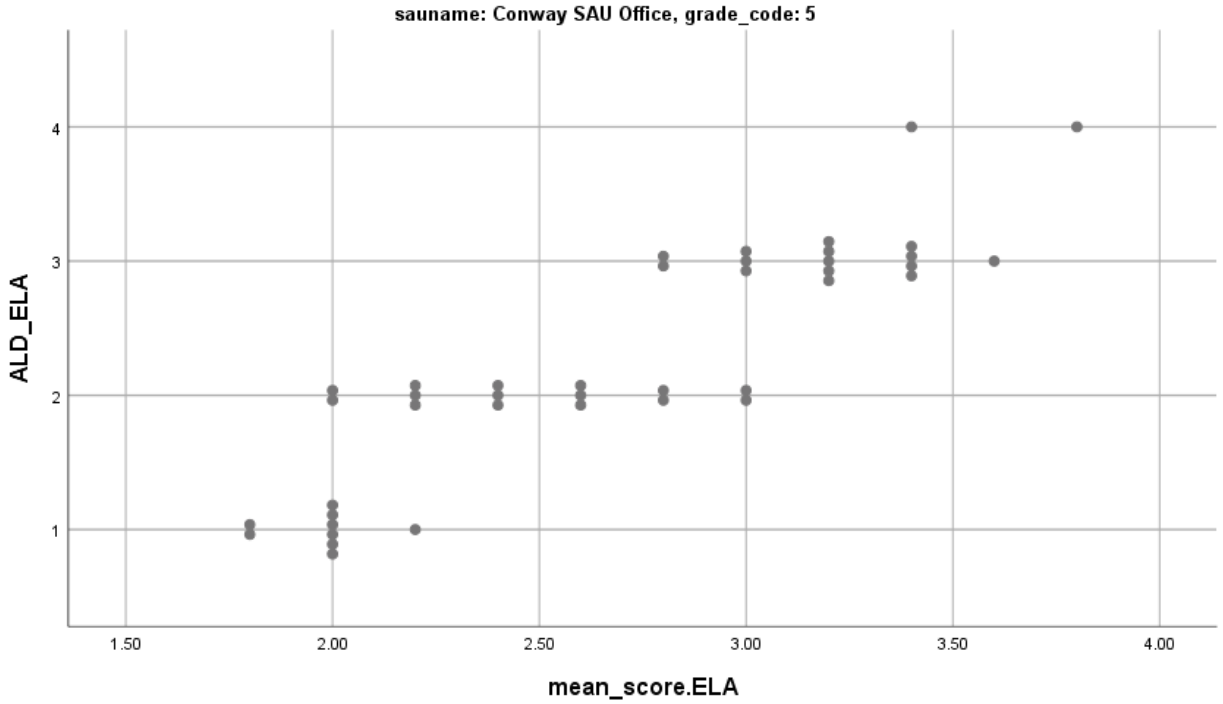
sauname: Conway SAU Office, grade_code: 5
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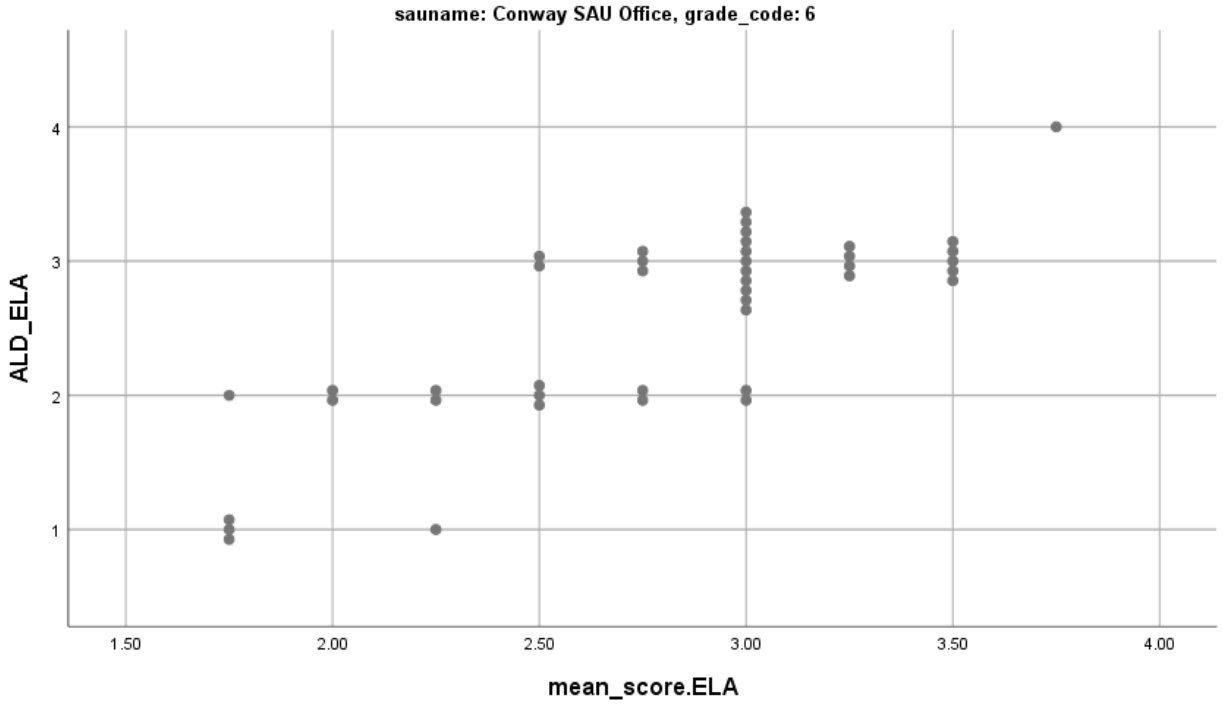
sauname: Conway SAU Office, grade_code: 6
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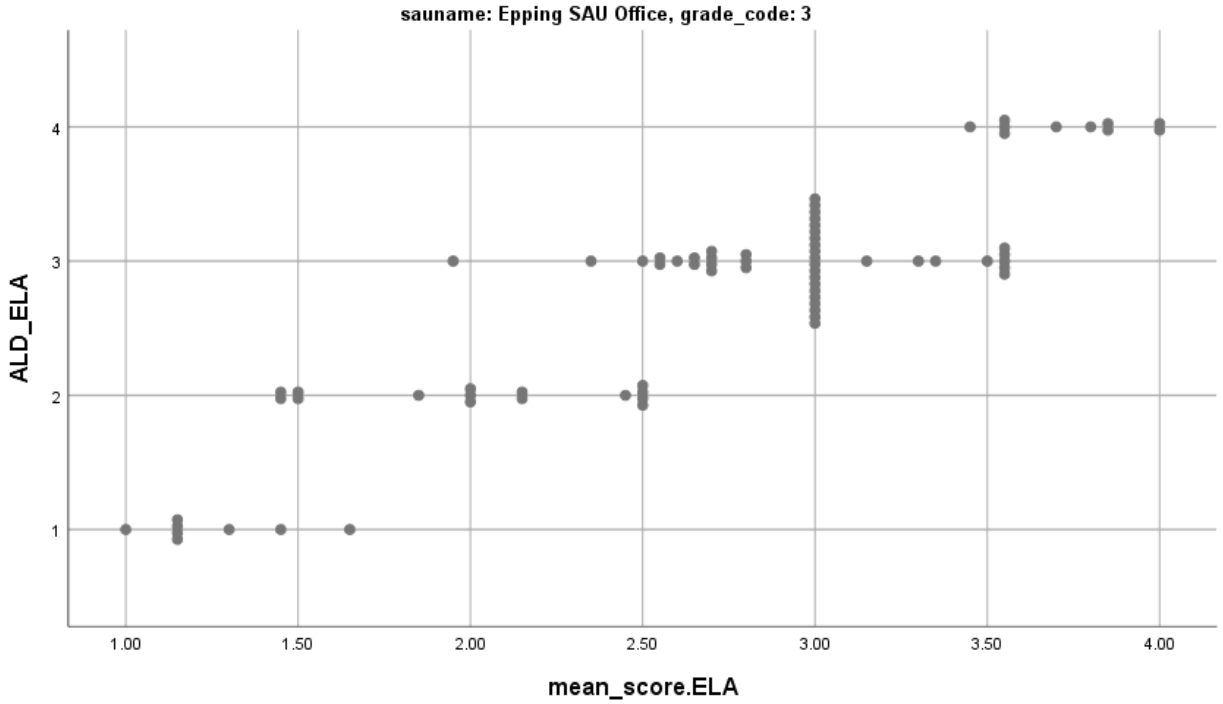
sauname: Epping SAU Office, grade_code: 3
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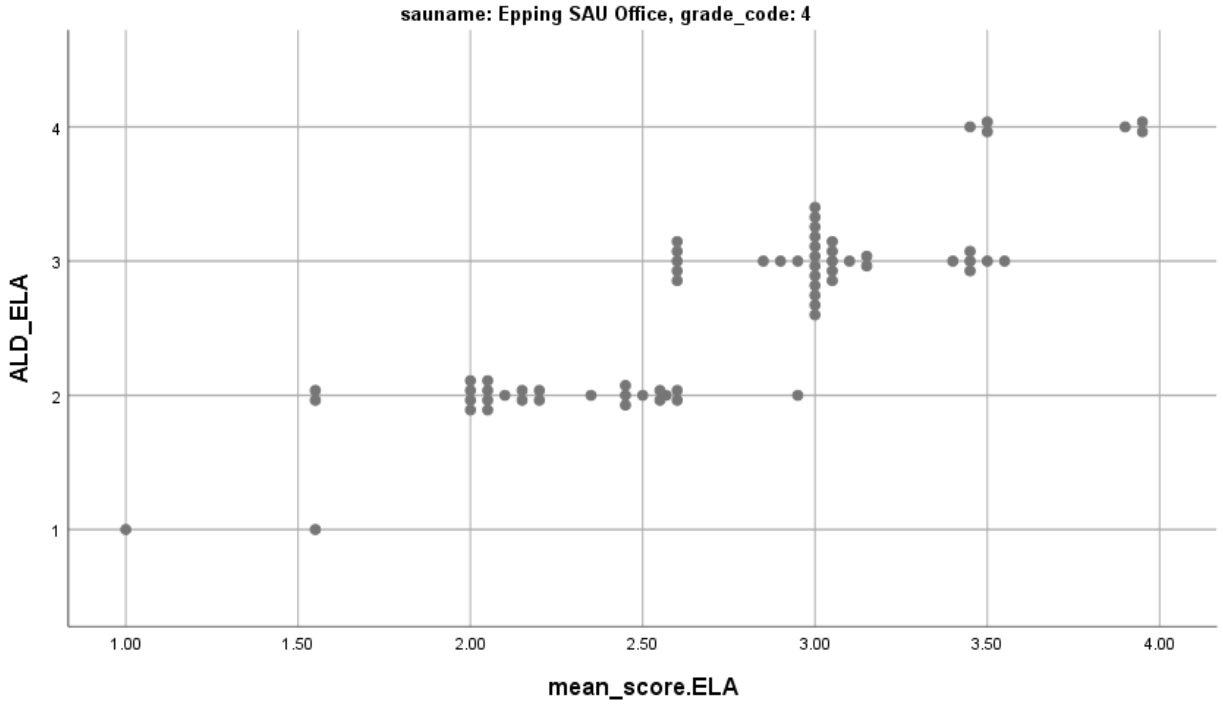
sauname: Epping SAU Office, grade_code: 4
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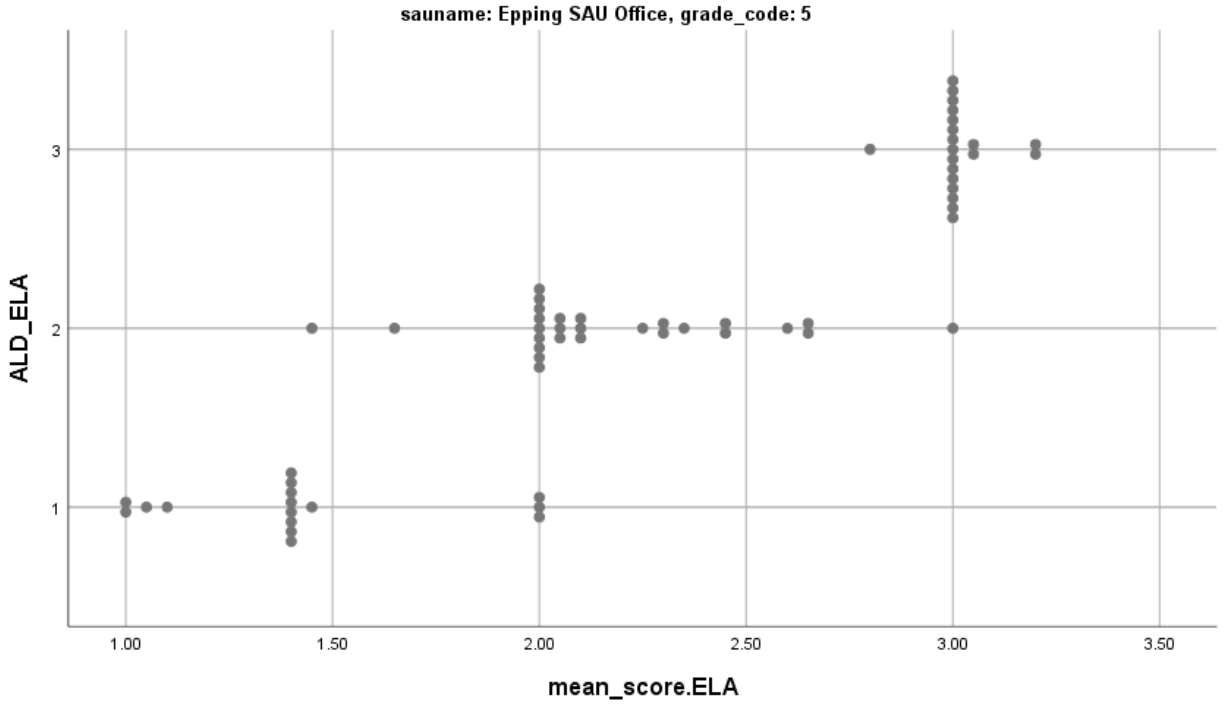
sauname: Epping SAU Office, grade_code: 5
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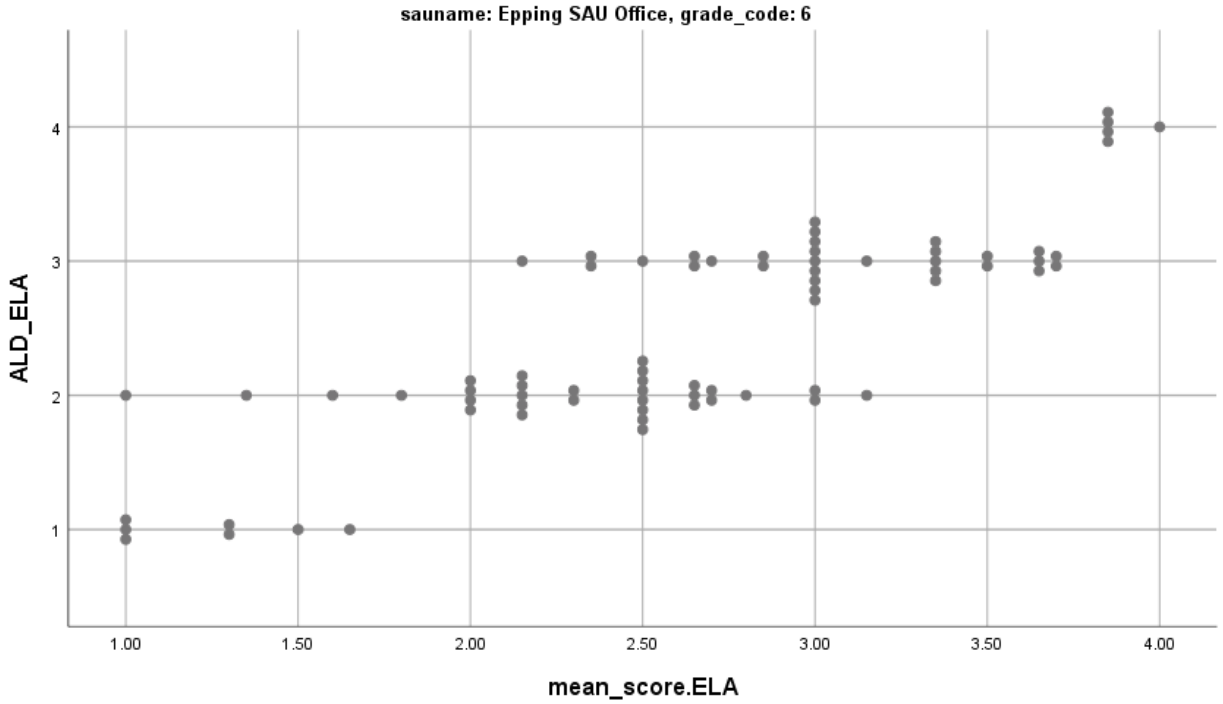
sauname: Epping SAU Office, grade_code: 6
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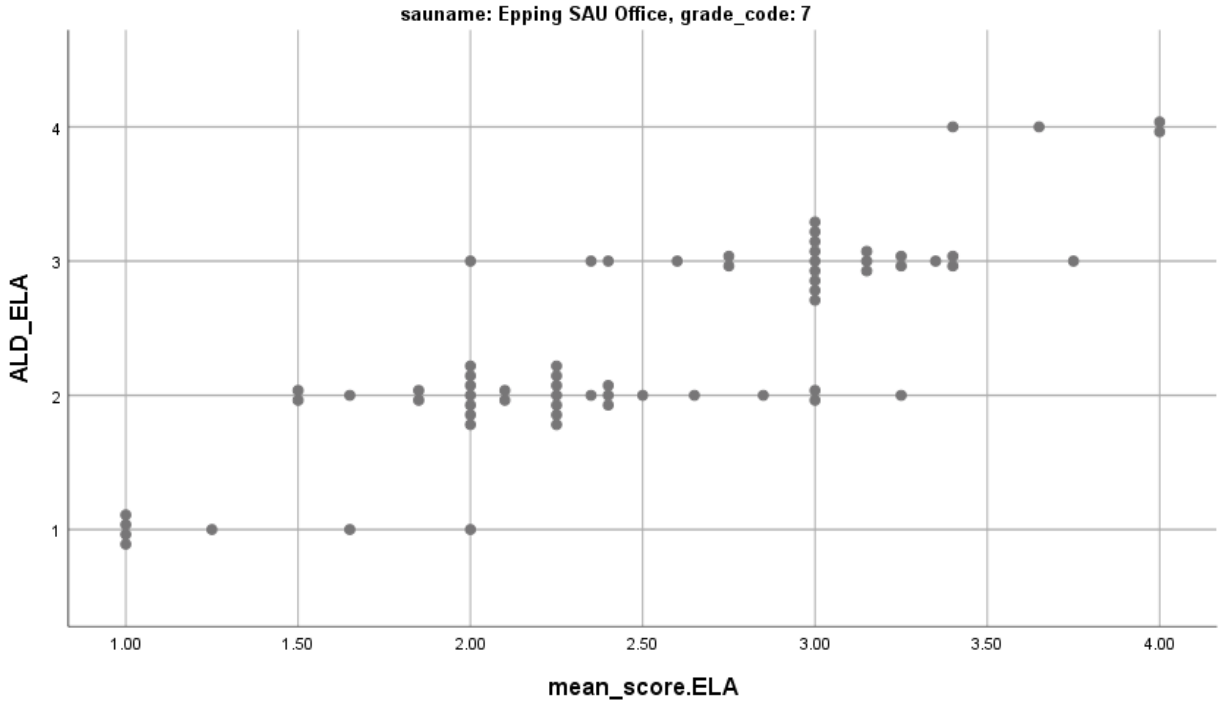
sauname: Epping SAU Office, grade_code: 7
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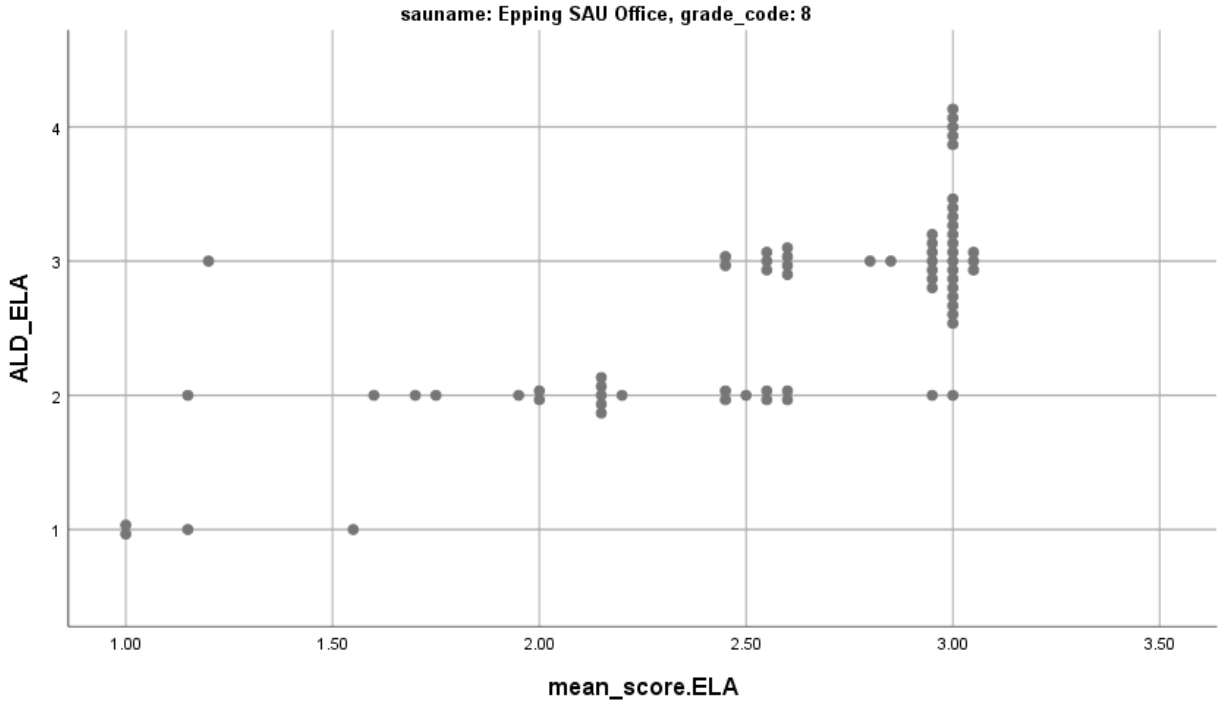
sauname: Epping SAU Office, grade_code: 8
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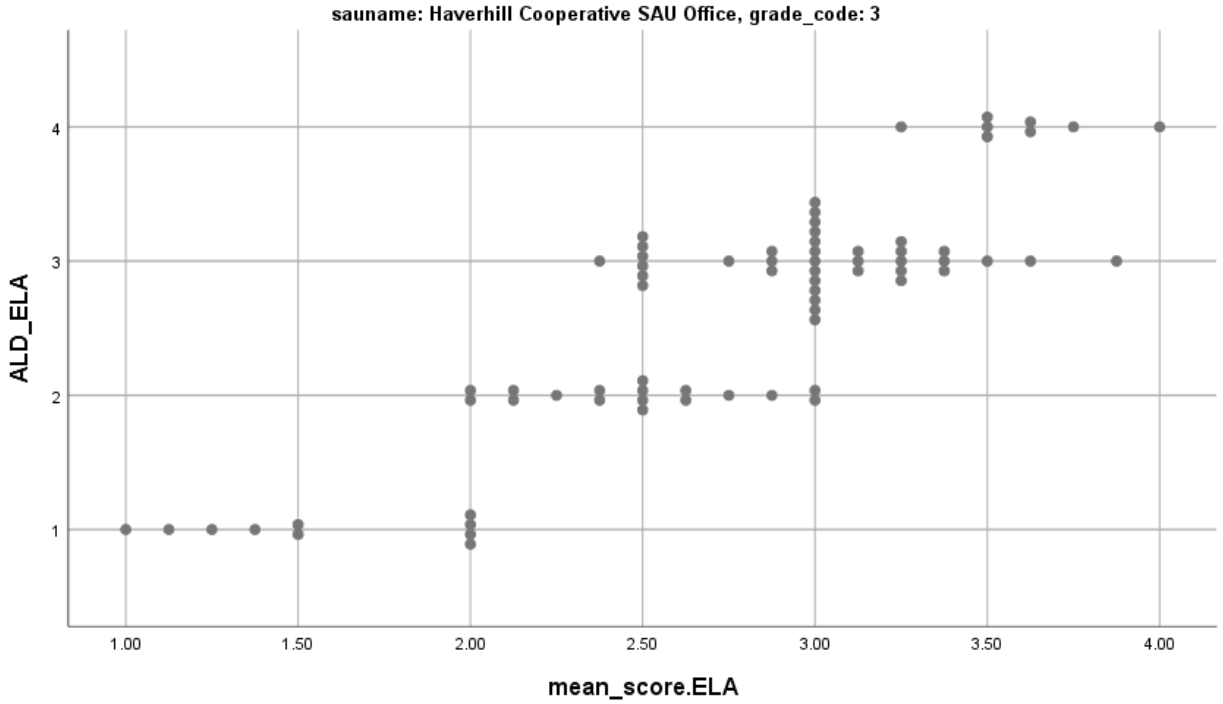
mean_score.ELA


sauname: Haverhill Cooperative SAU Office, grade_code: 3
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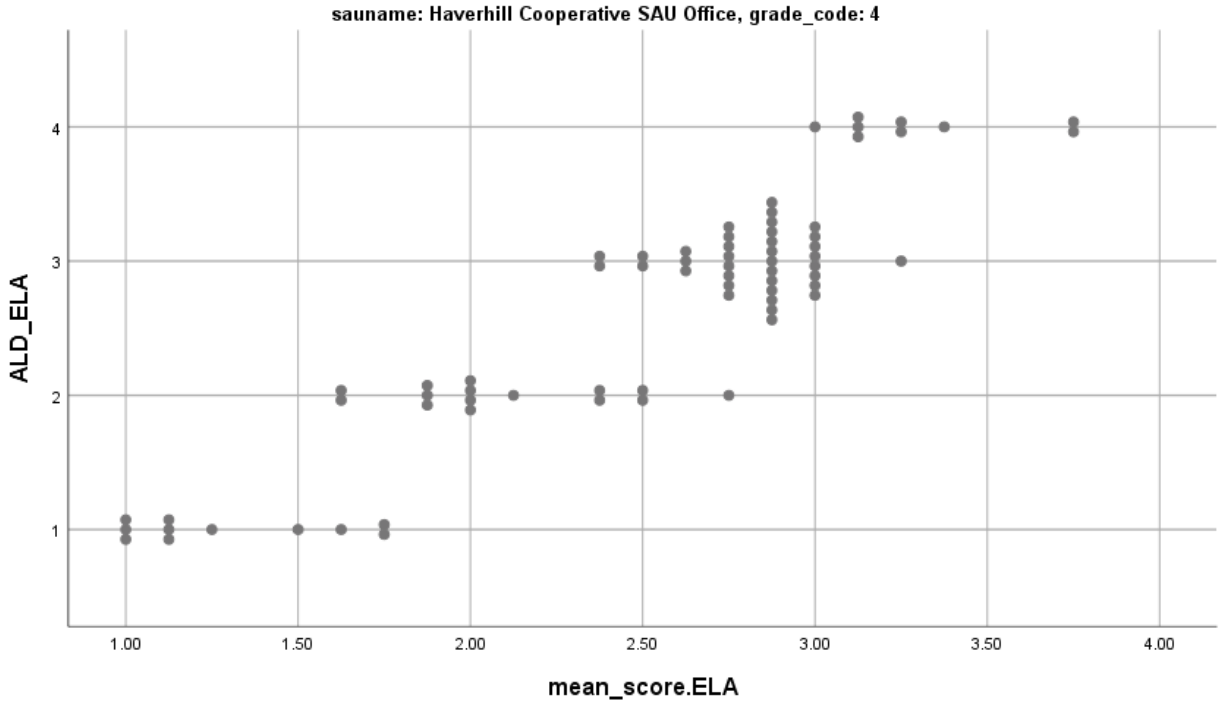
sauname: Haverhill Cooperative SAU Office, grade_code: 4
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mean_score.ELA
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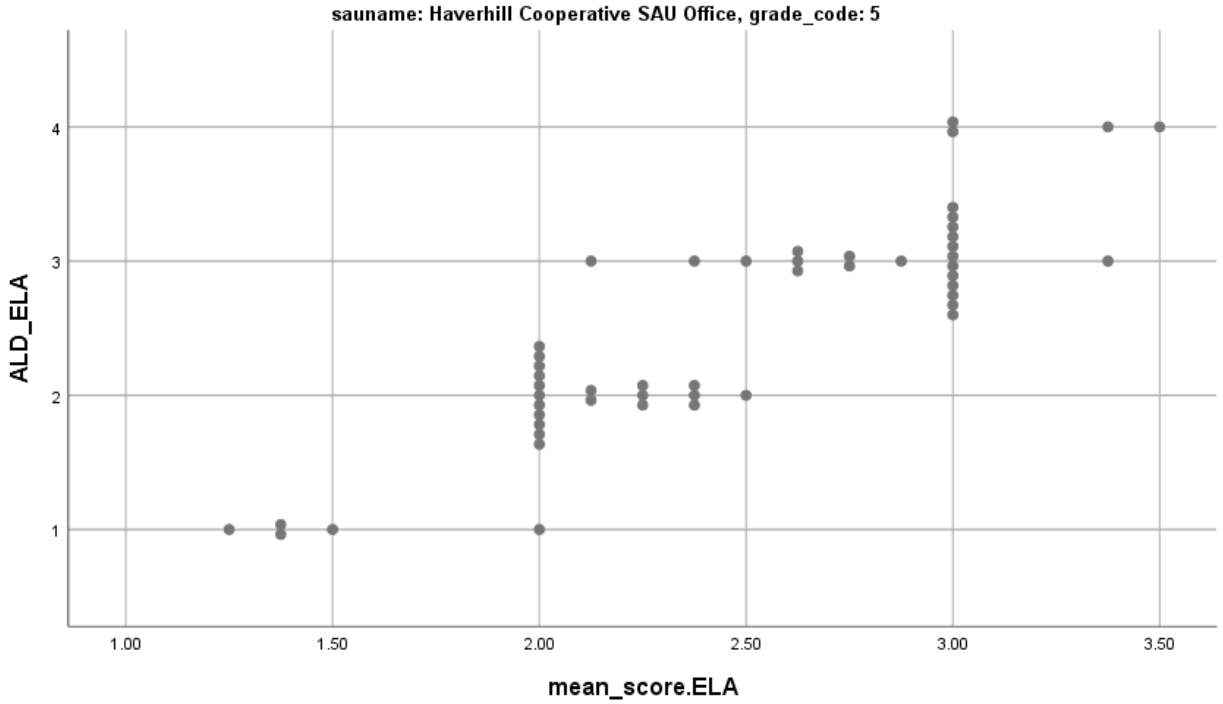
sauname: Haverhill Cooperative SAU Office, grade_code: 5
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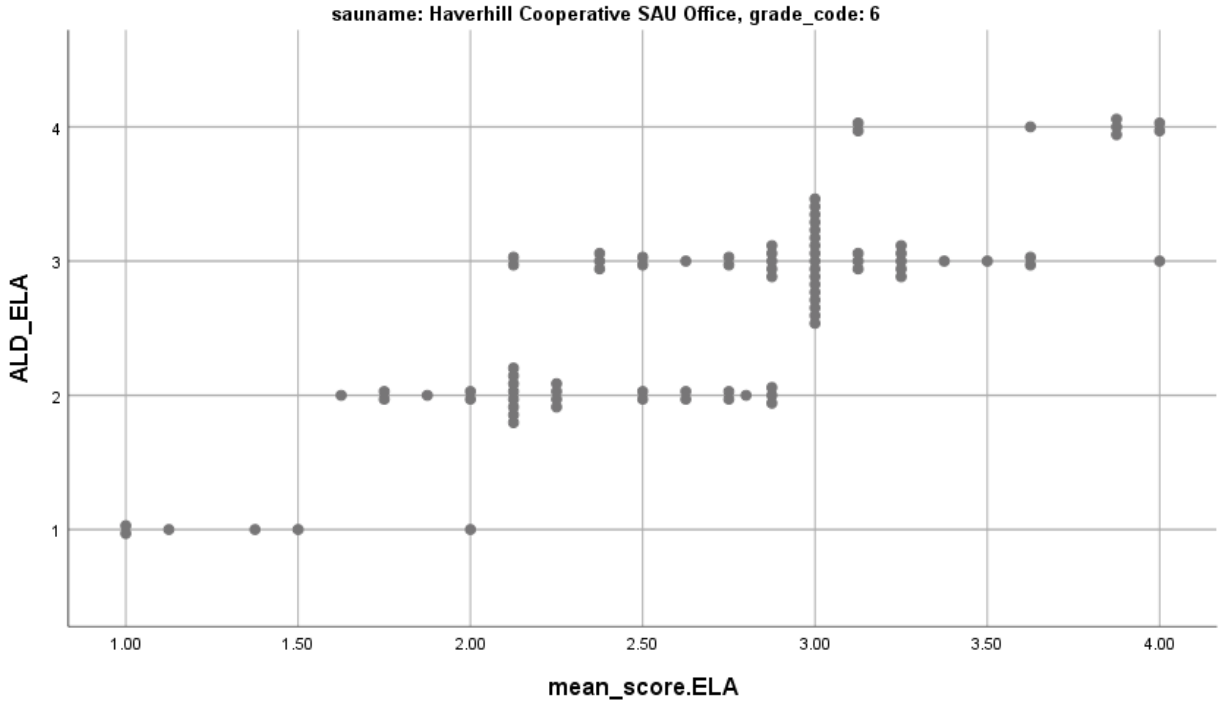
mean_score.ELA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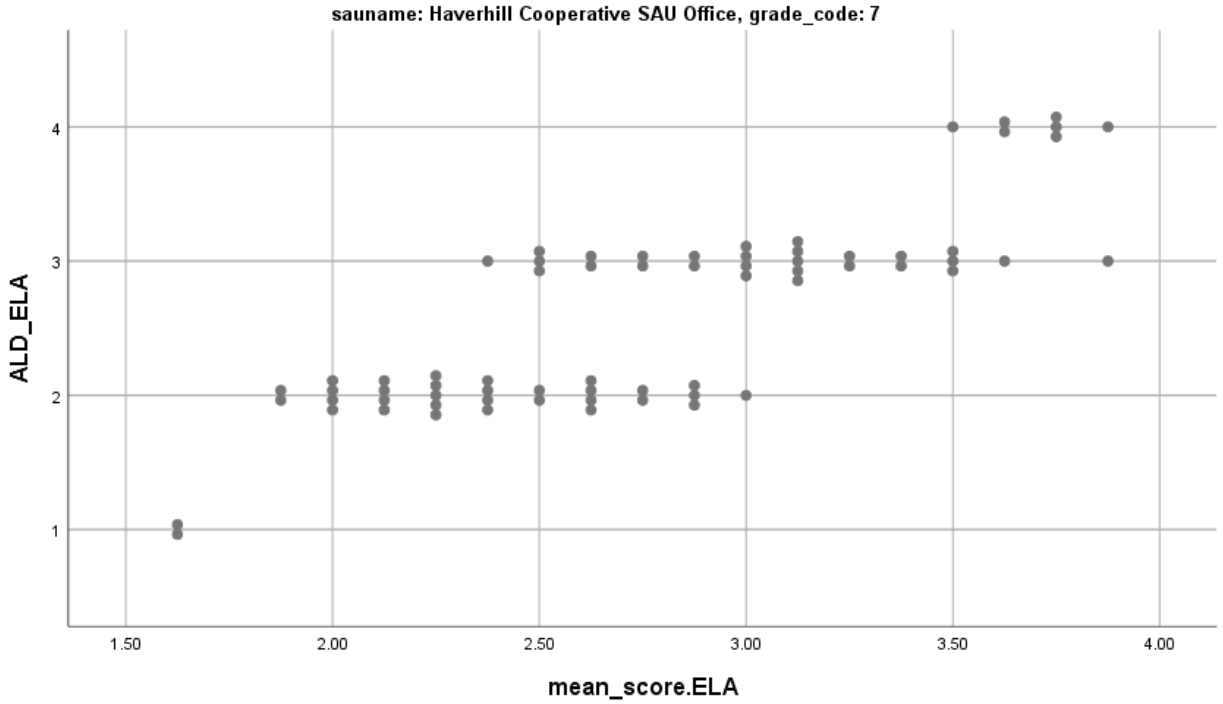
mean_score.ELA


sauname: Haverhill Cooperative SAU Office, grade_code: 7
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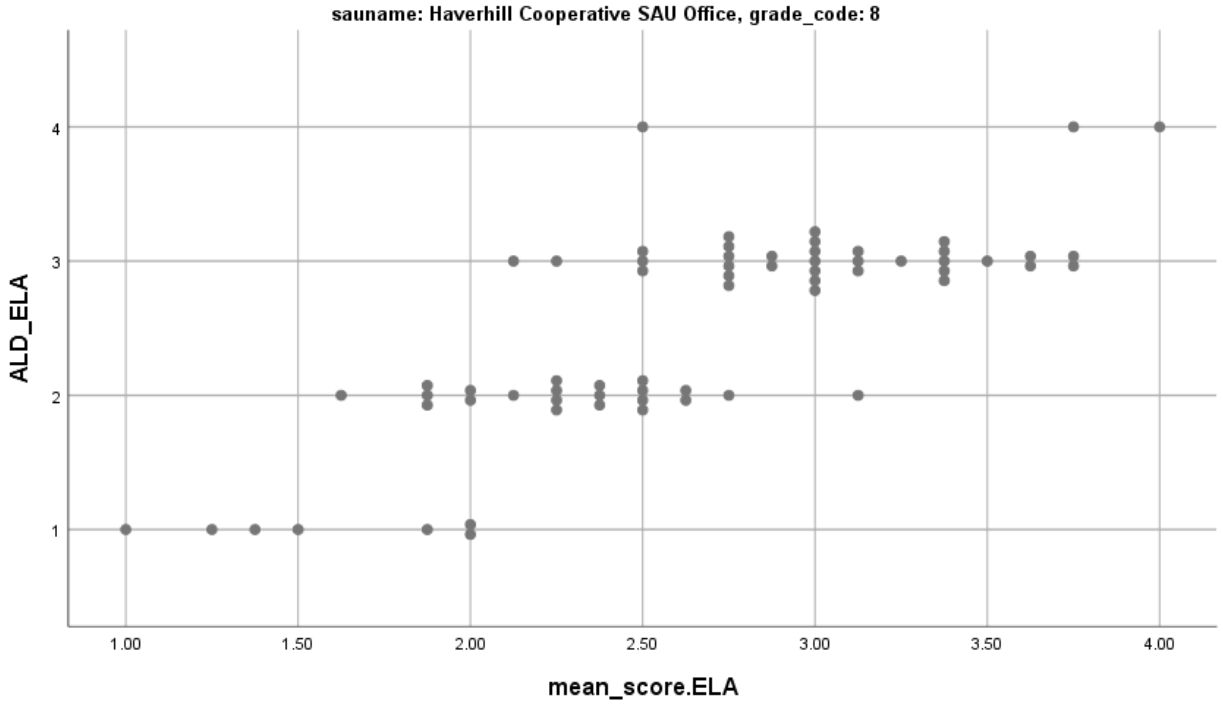
sauname: Haverhill Cooperative SAU Office, grade_code: 8
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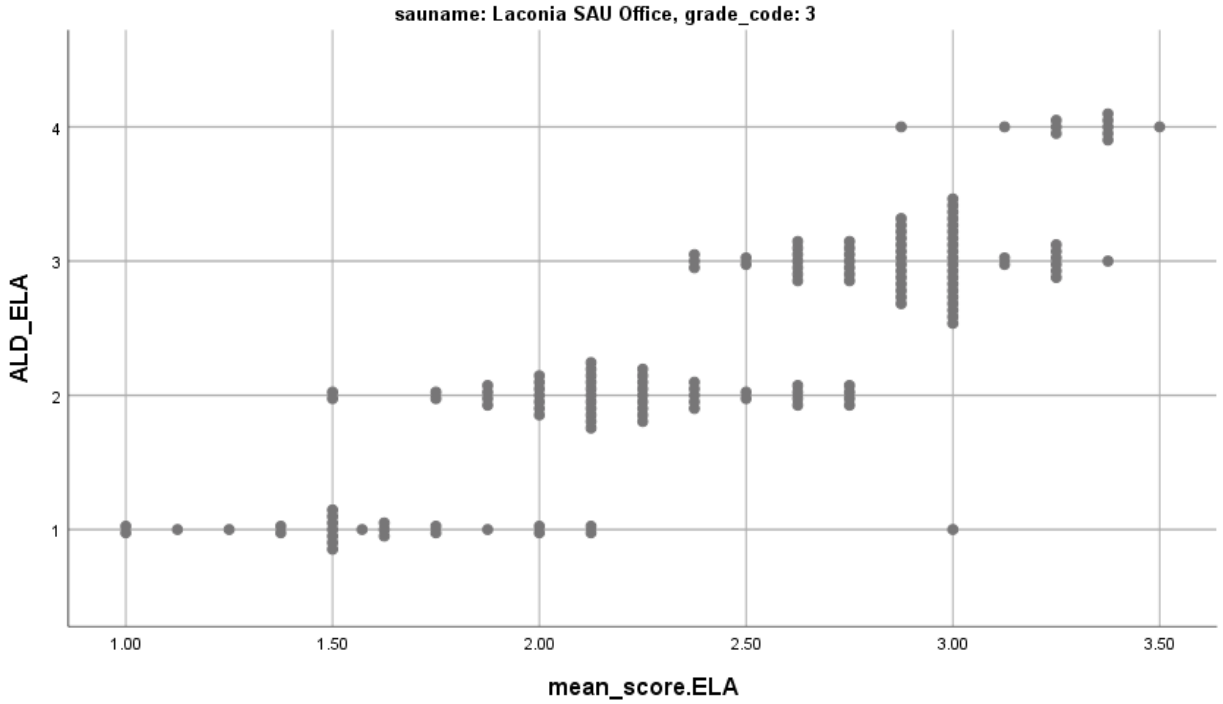
sauname: Laconia SAU Office, grade_code: 3
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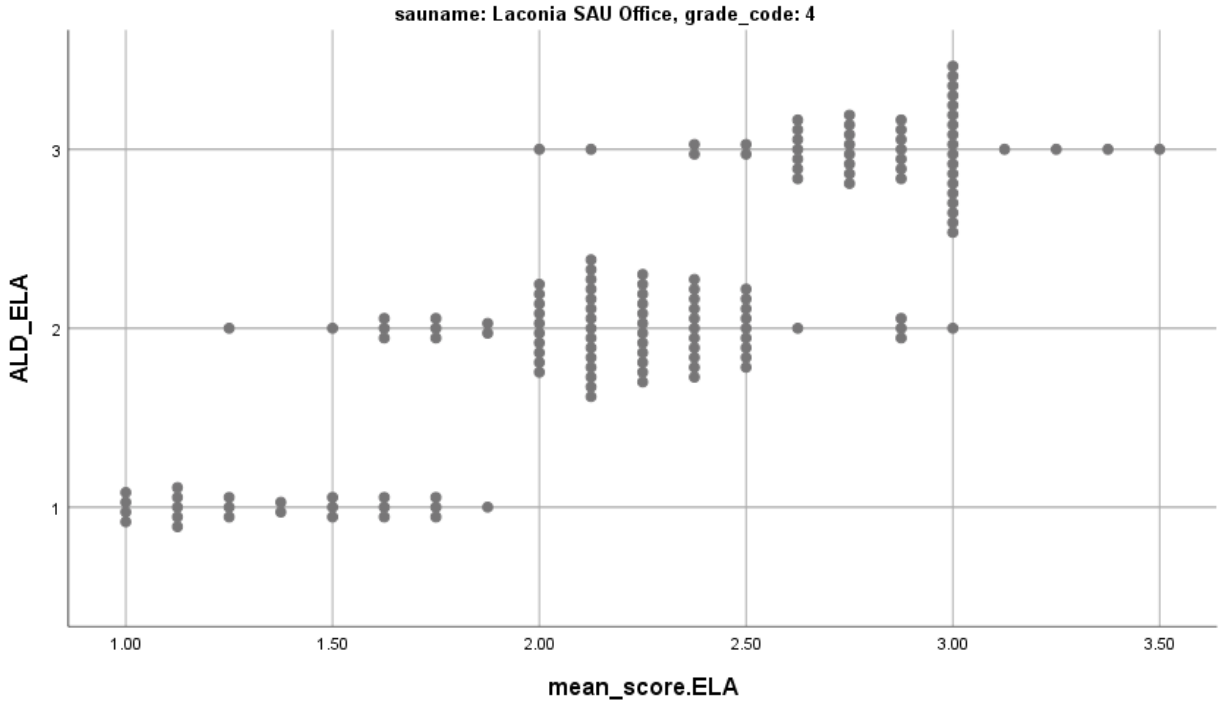
mean_score.ELA


sauname: Laconia SAU Office, grade_code: 4
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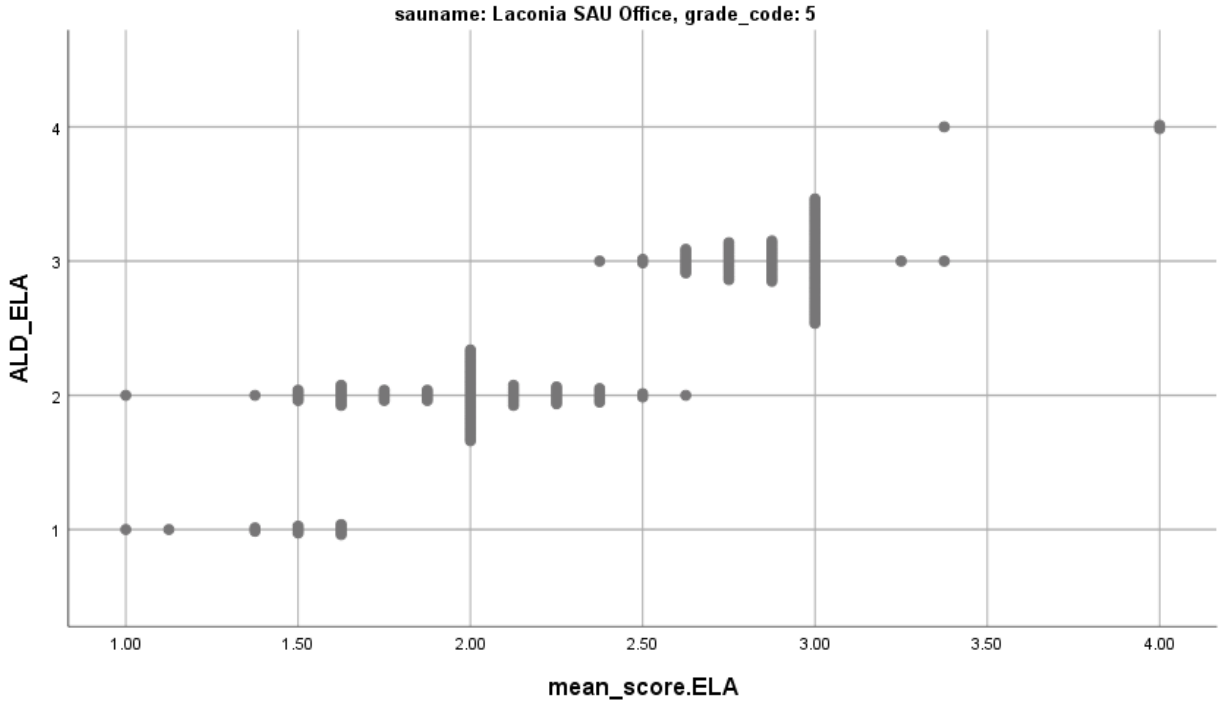
mean_score.ELA


sauname: Laconia SAU Office, grade_code: 5
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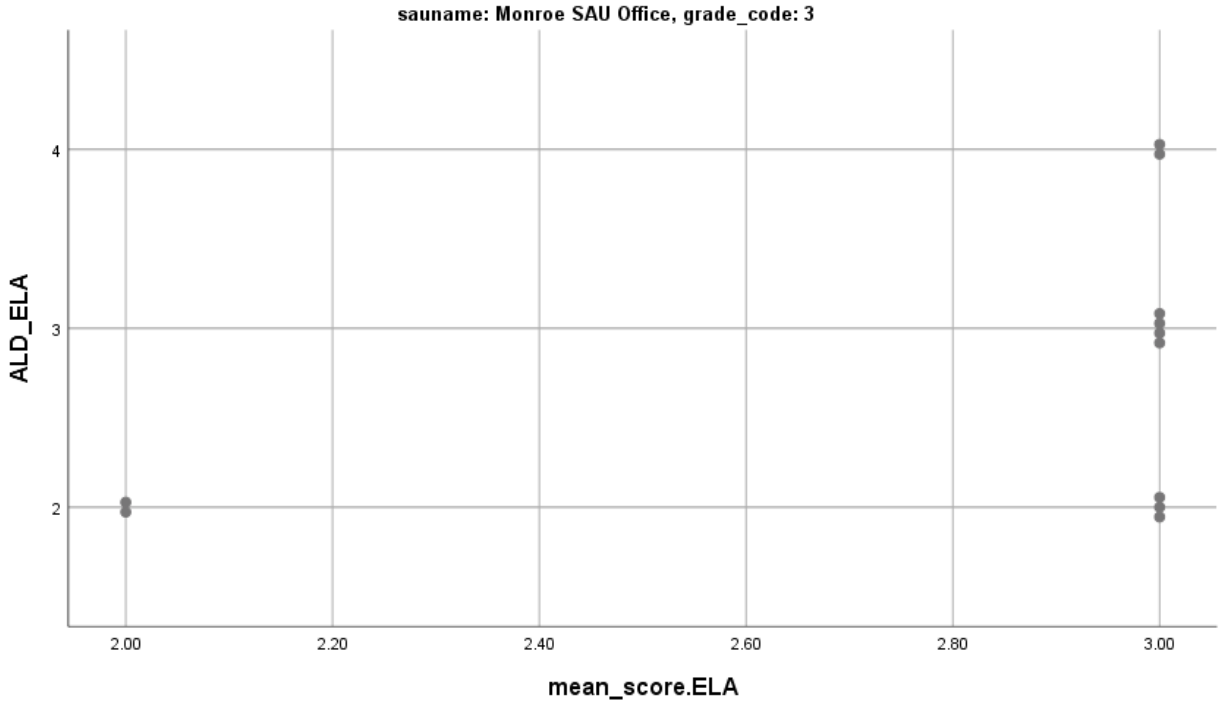
mean_score.ELA


sauname: Monroe SAU Office, grade_code: 3
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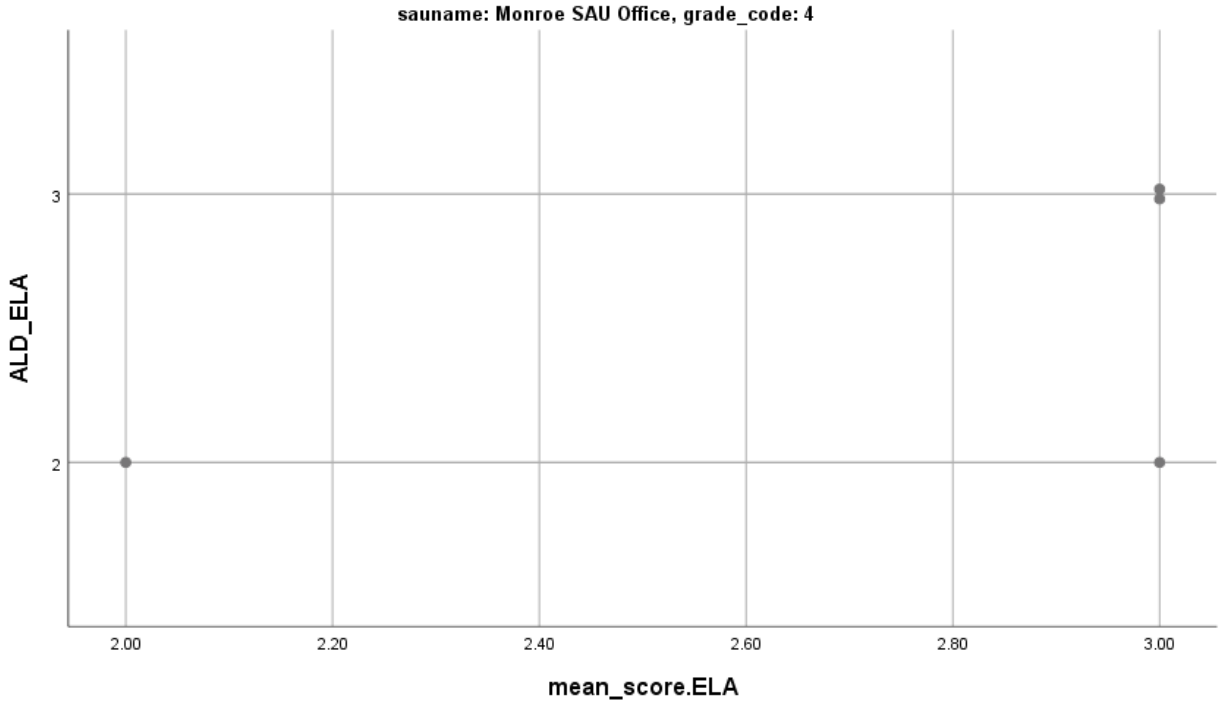
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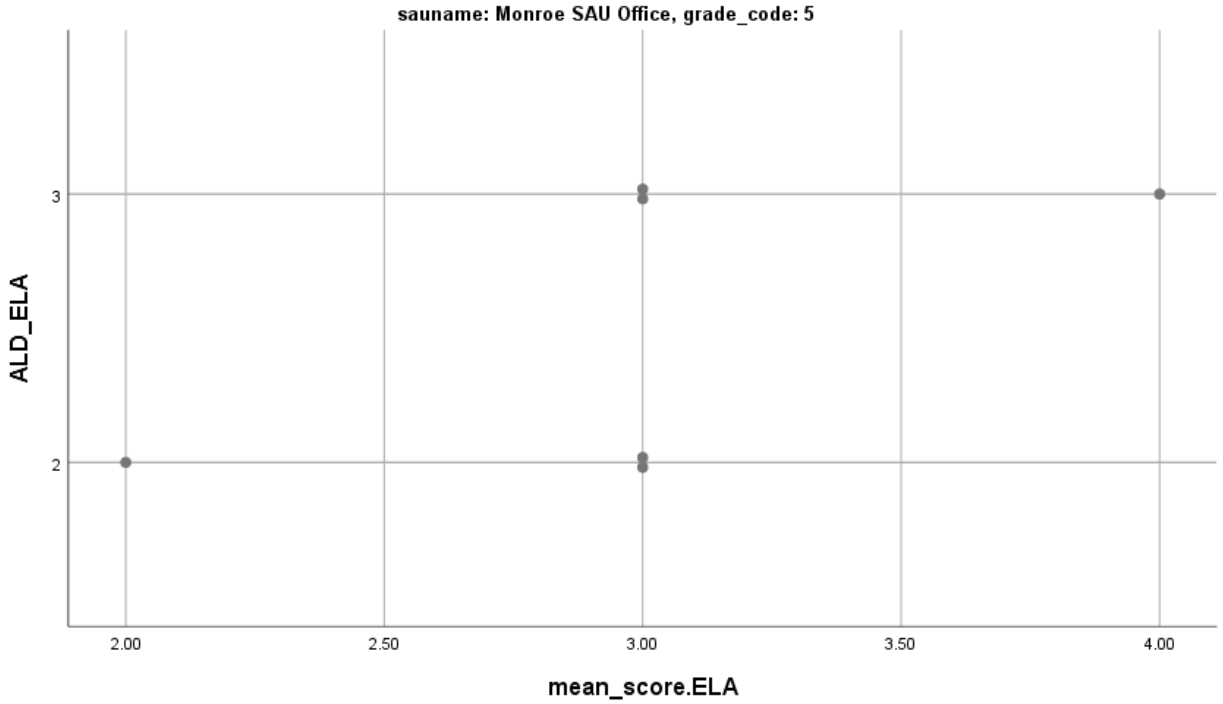
mean_score.ELA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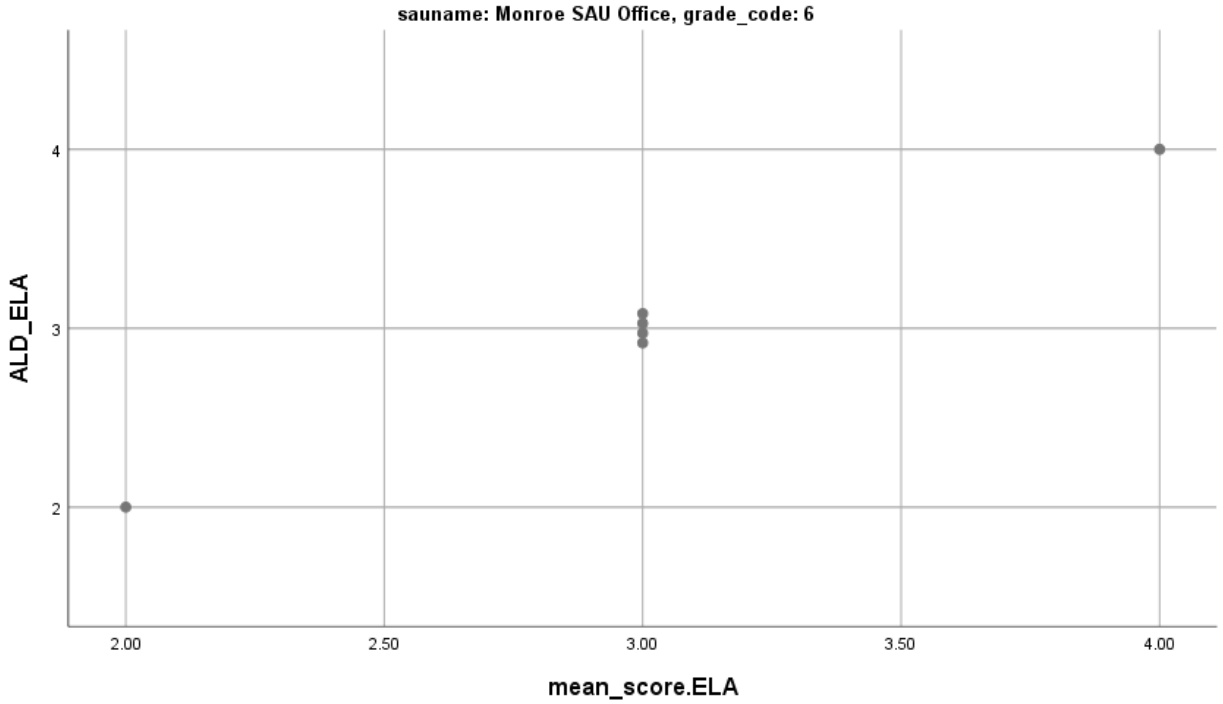
mean_score.ELA


sauname: Monroe SAU Office, grade_code: 6
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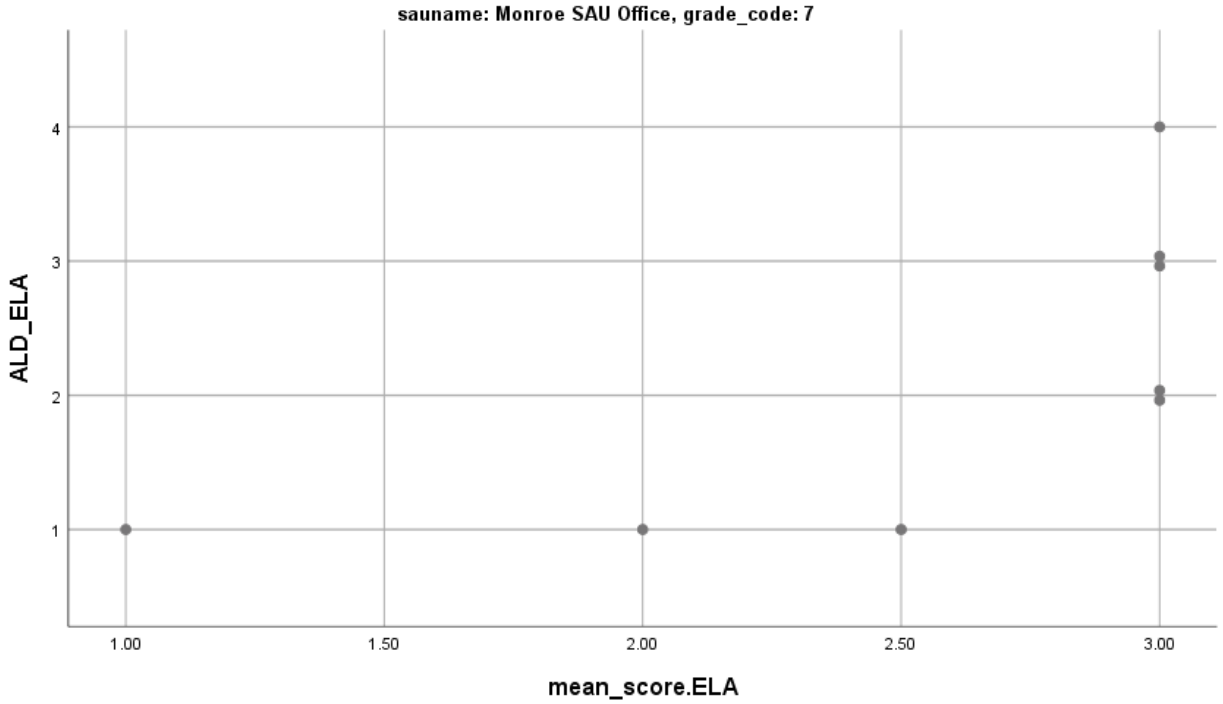
mean_score.ELA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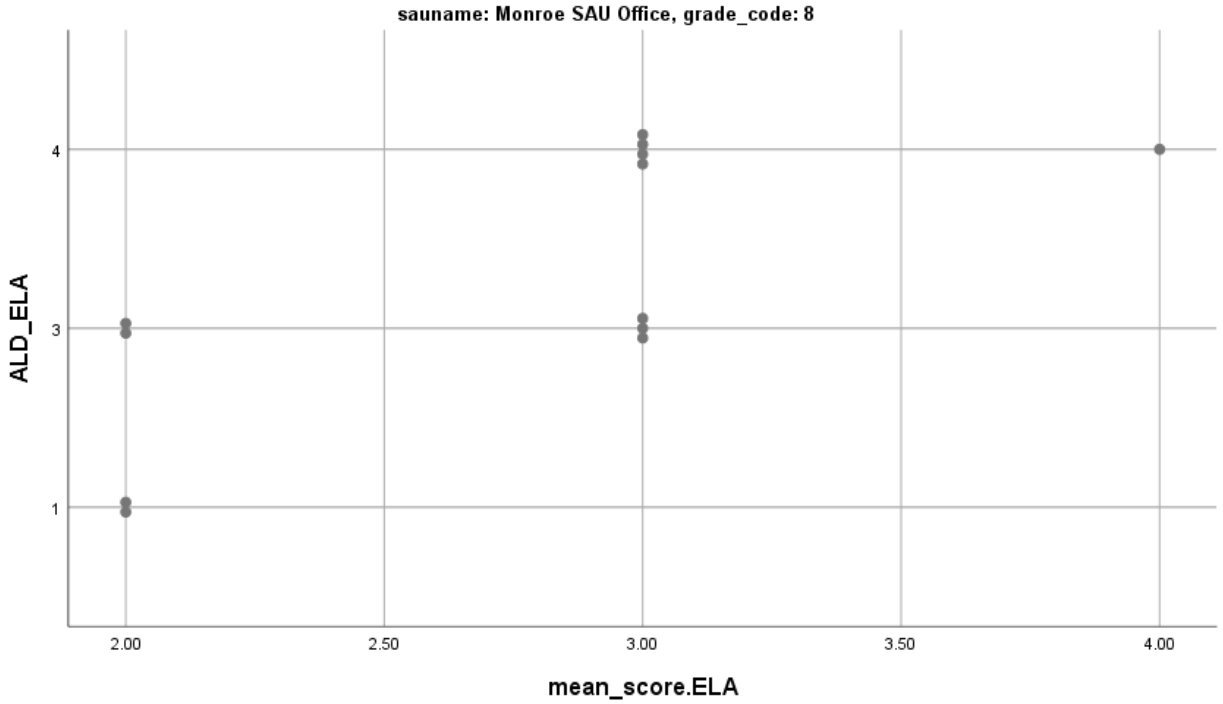
mean_score.ELA


sauname: Monroe SAU Office, grade_code: 8
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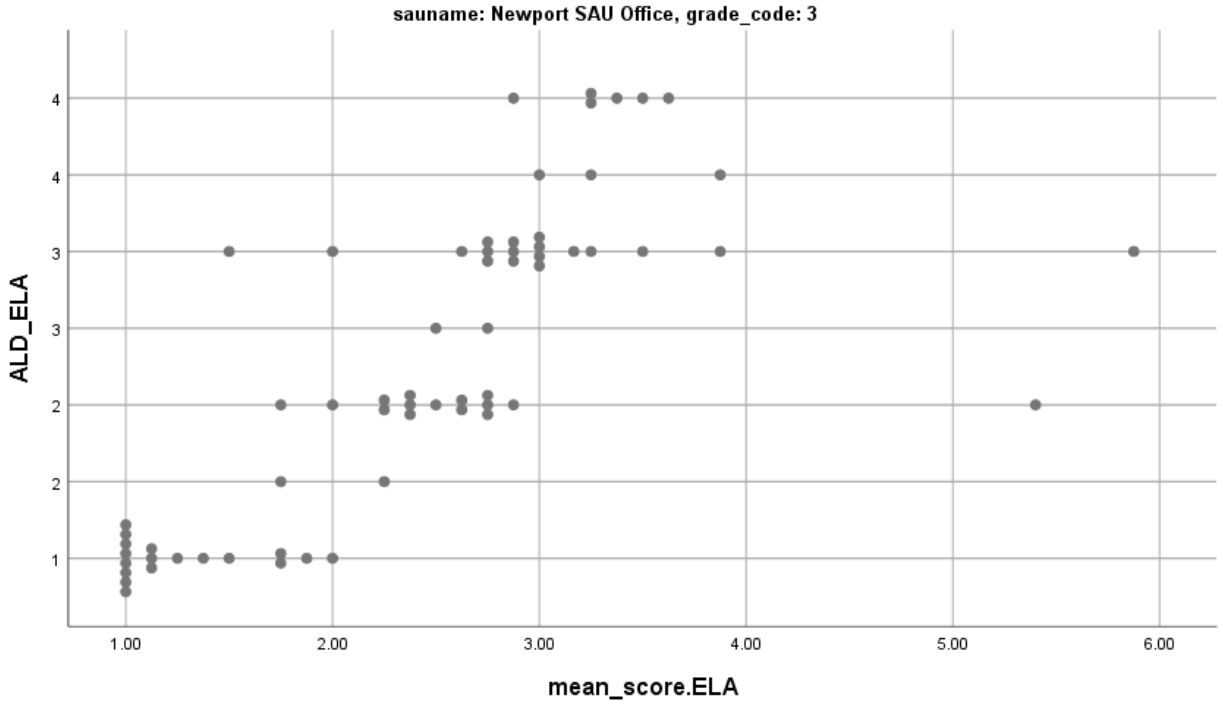
mean_score.ELA


sauname: Newport SAU Office, grade_code: 3
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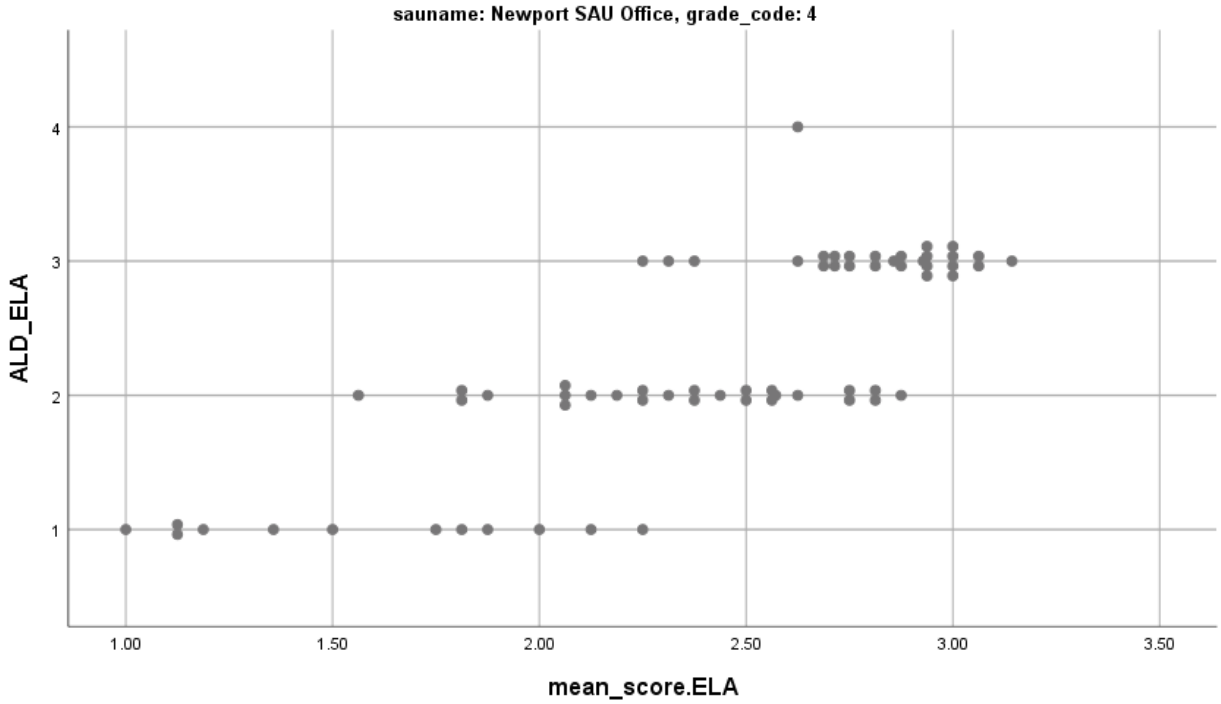
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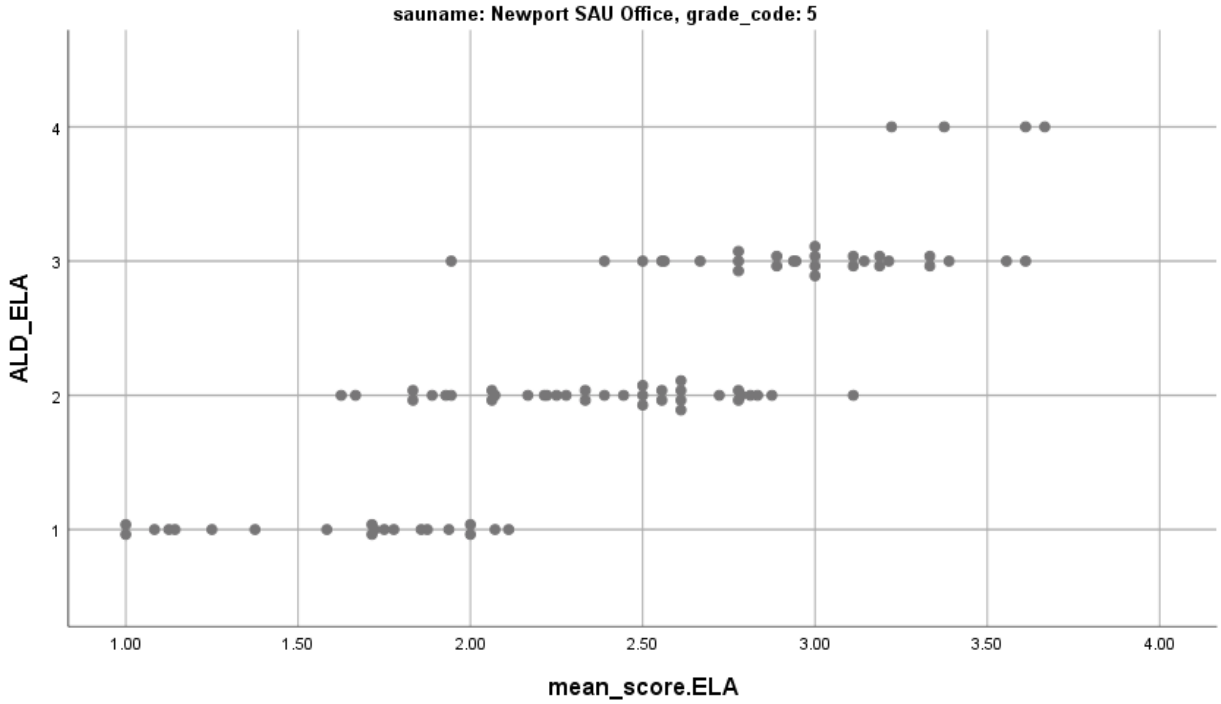
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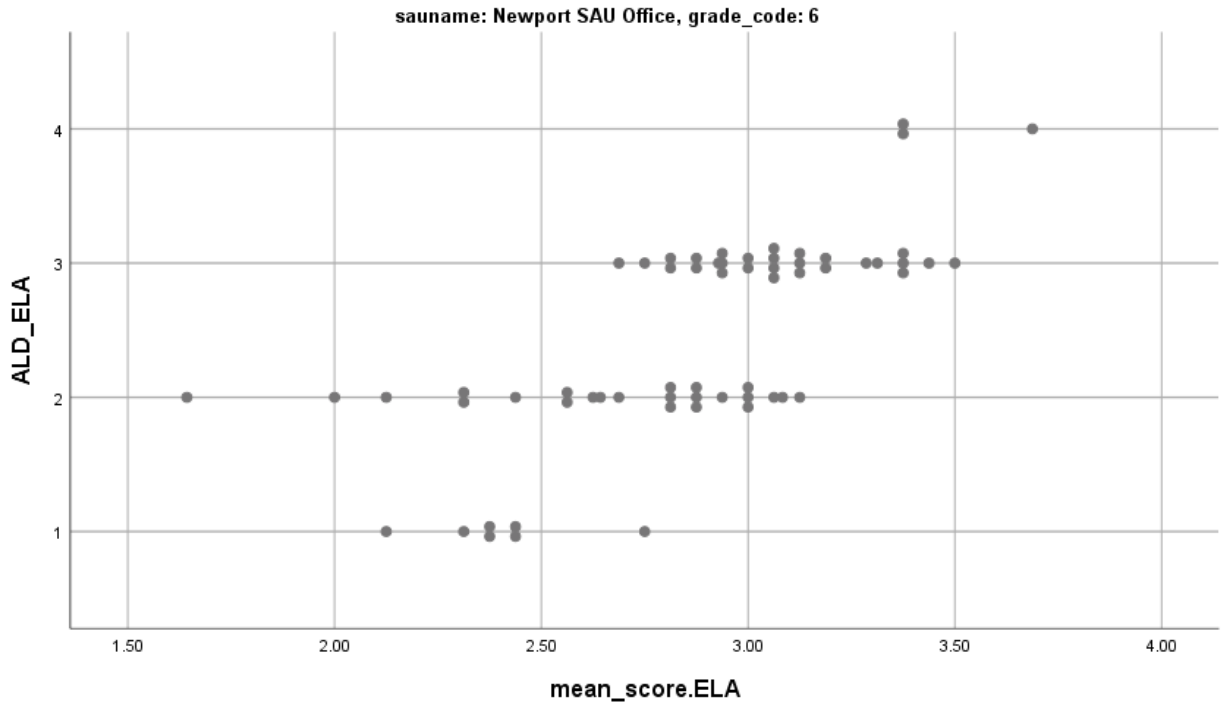
mean_score.ELA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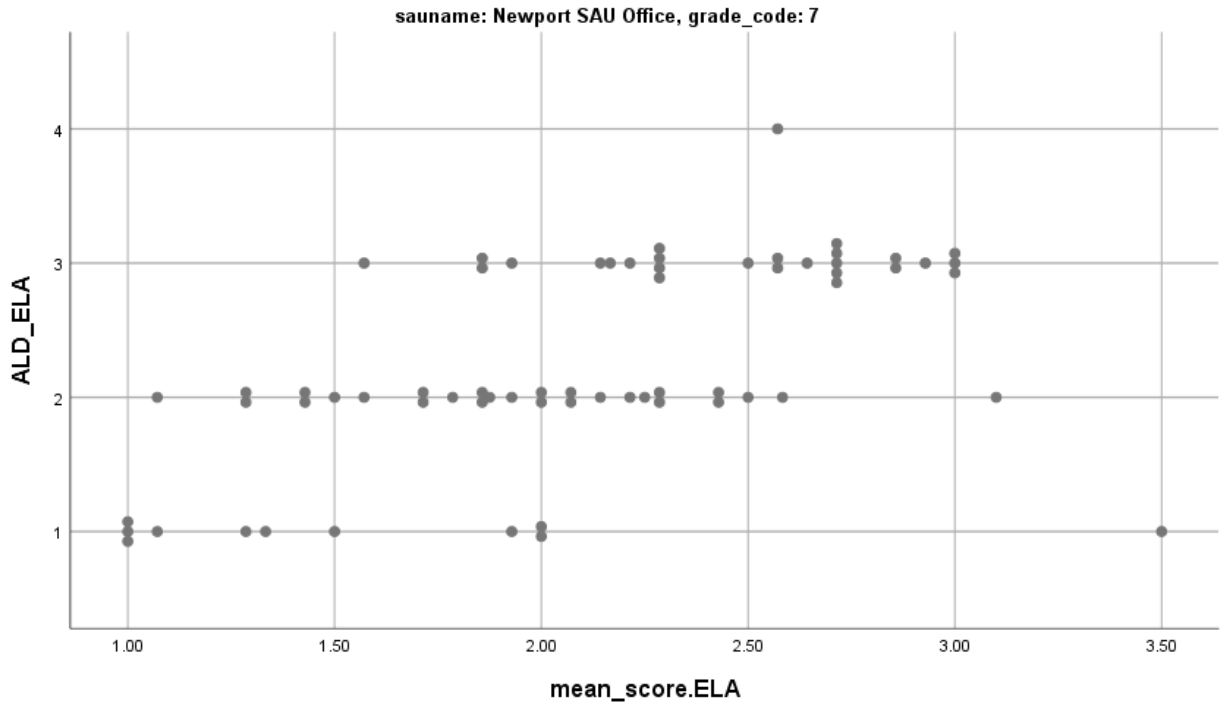
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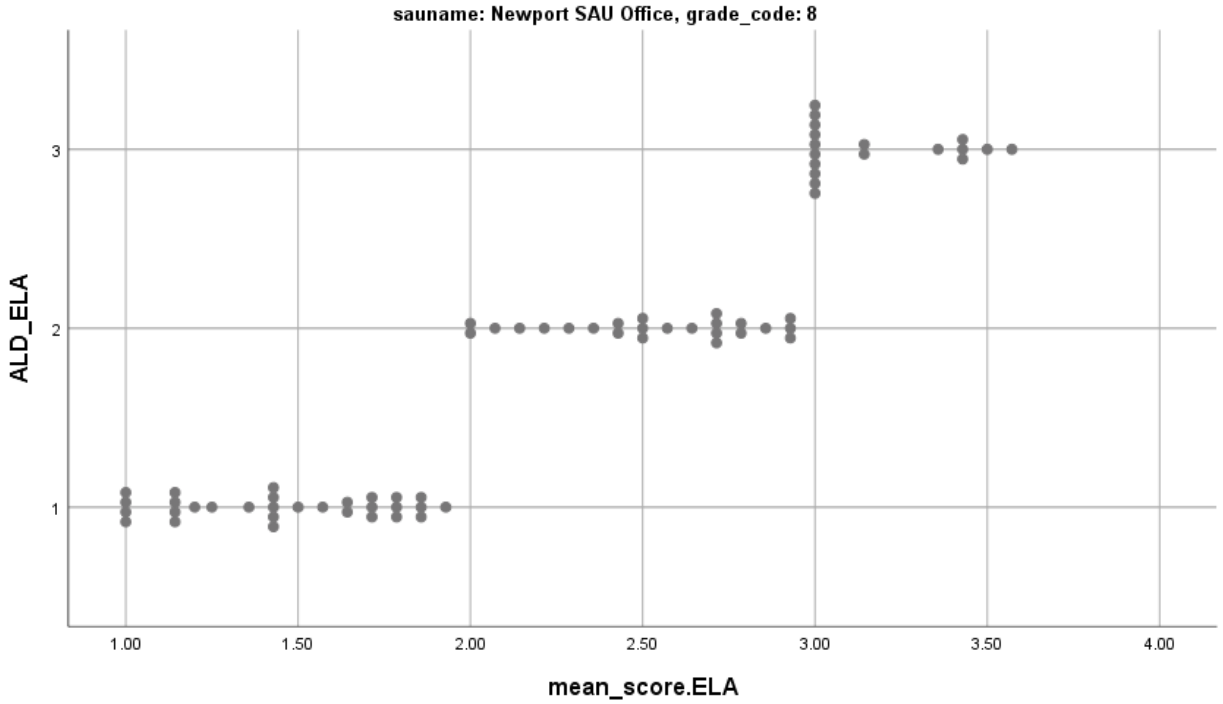
sauname: Newport SAU Office, grade_code: 8
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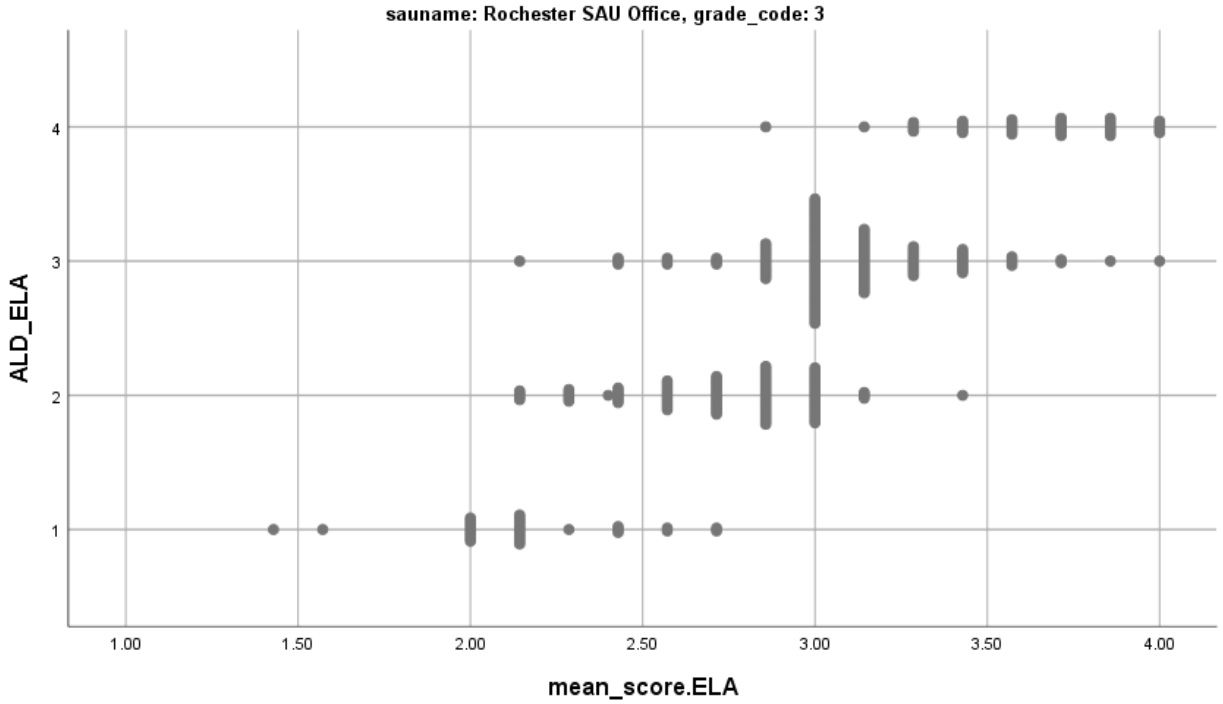
mean_score.ELA


sauname: Rochester SAU Office, grade_code: 3
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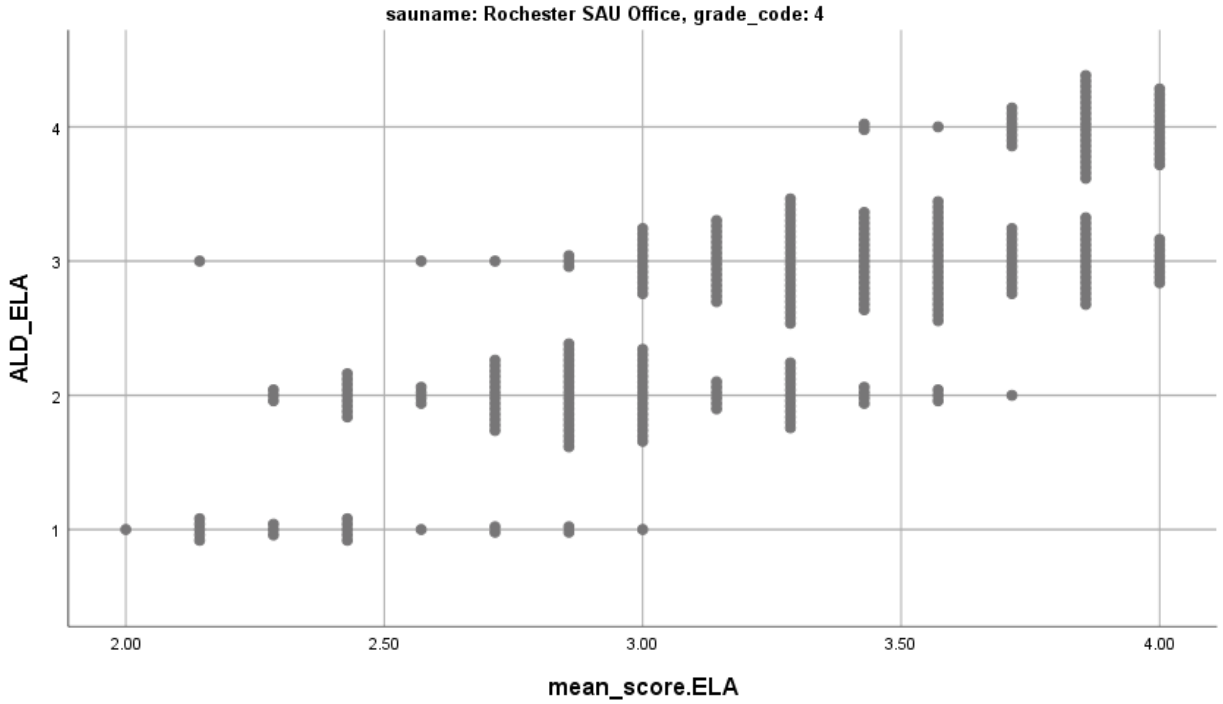
sauname: Rochester SAU Office, grade_code: 4
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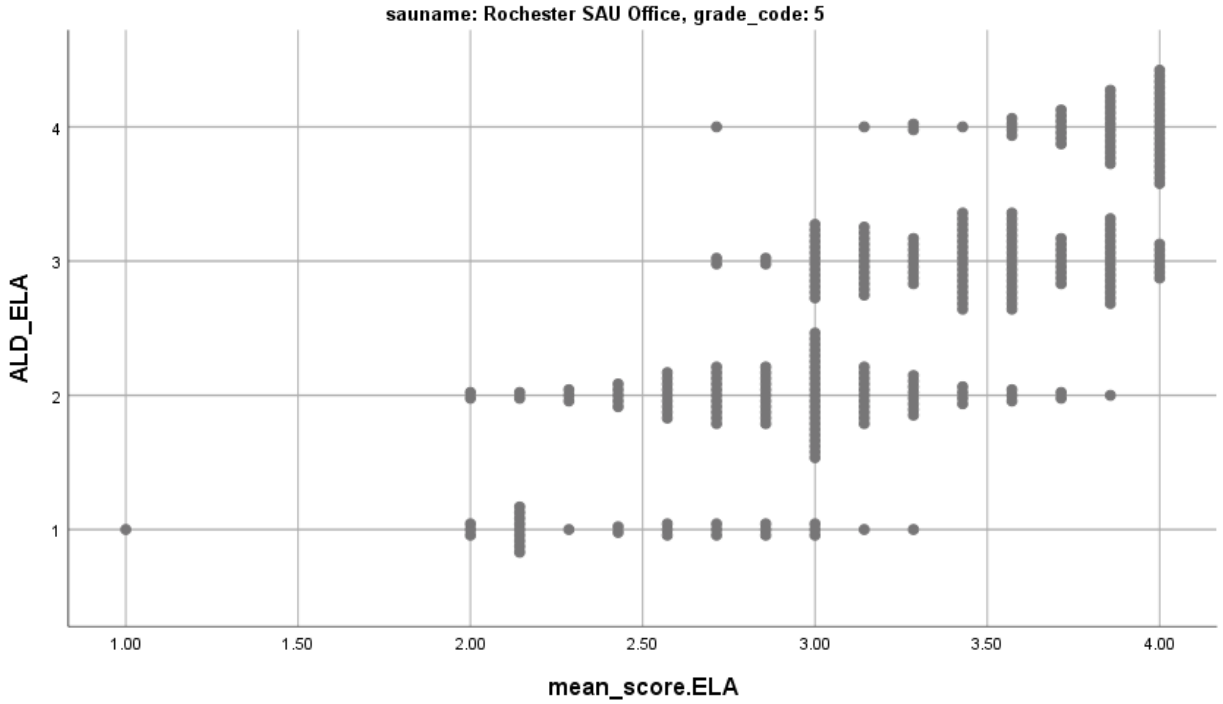
sauname: Rochester SAU Office, grade_code: 5
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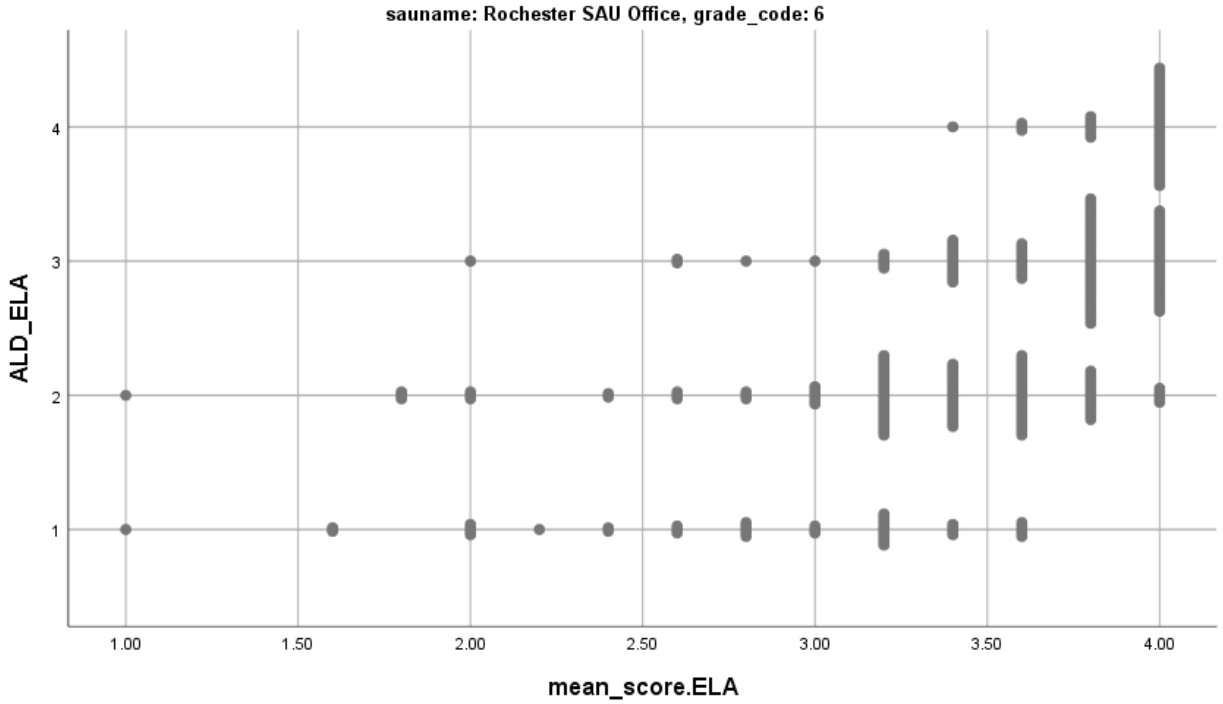
sauname: Rochester SAU Office, grade_code: 6
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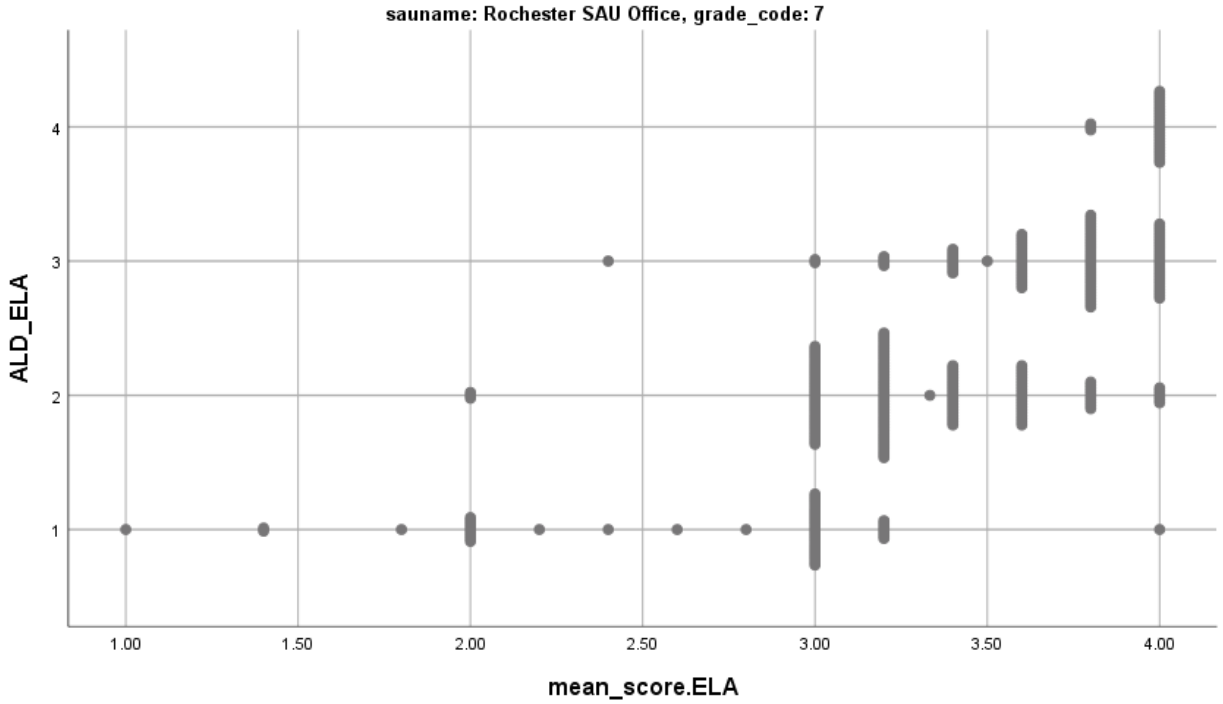
sauname: Rochester SAU Office, grade_code: 7
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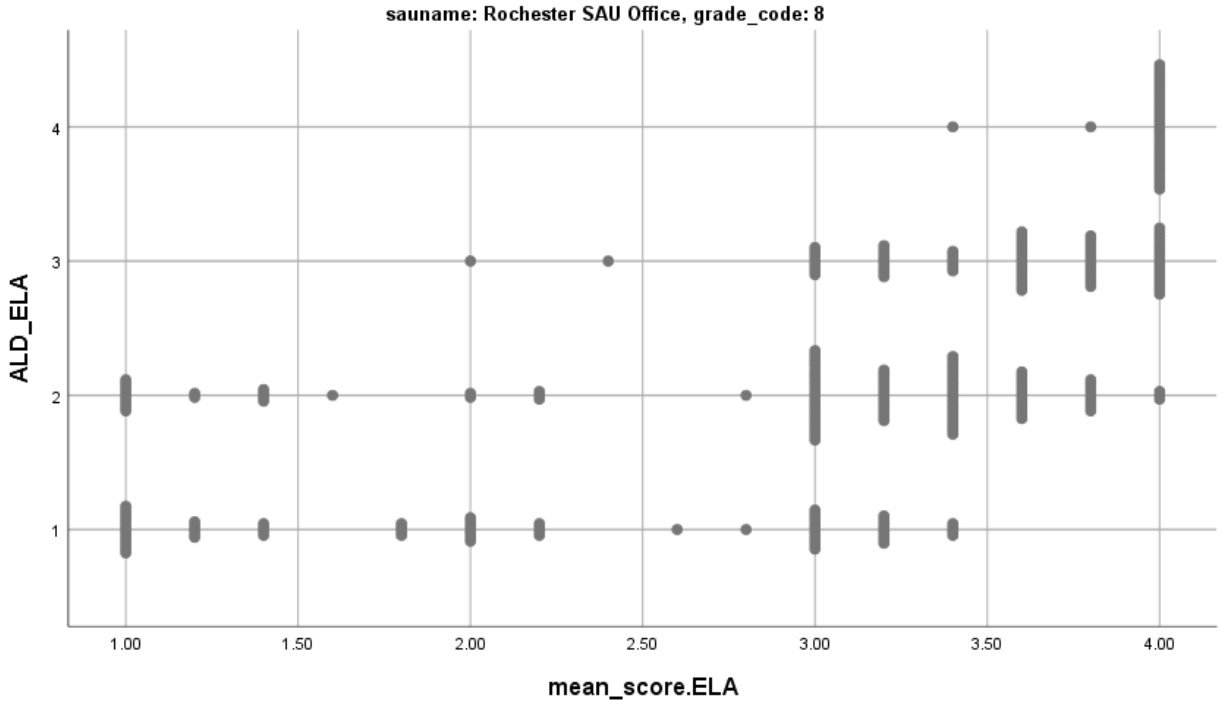
sauname: Rochester SAU Office, grade_code: 8
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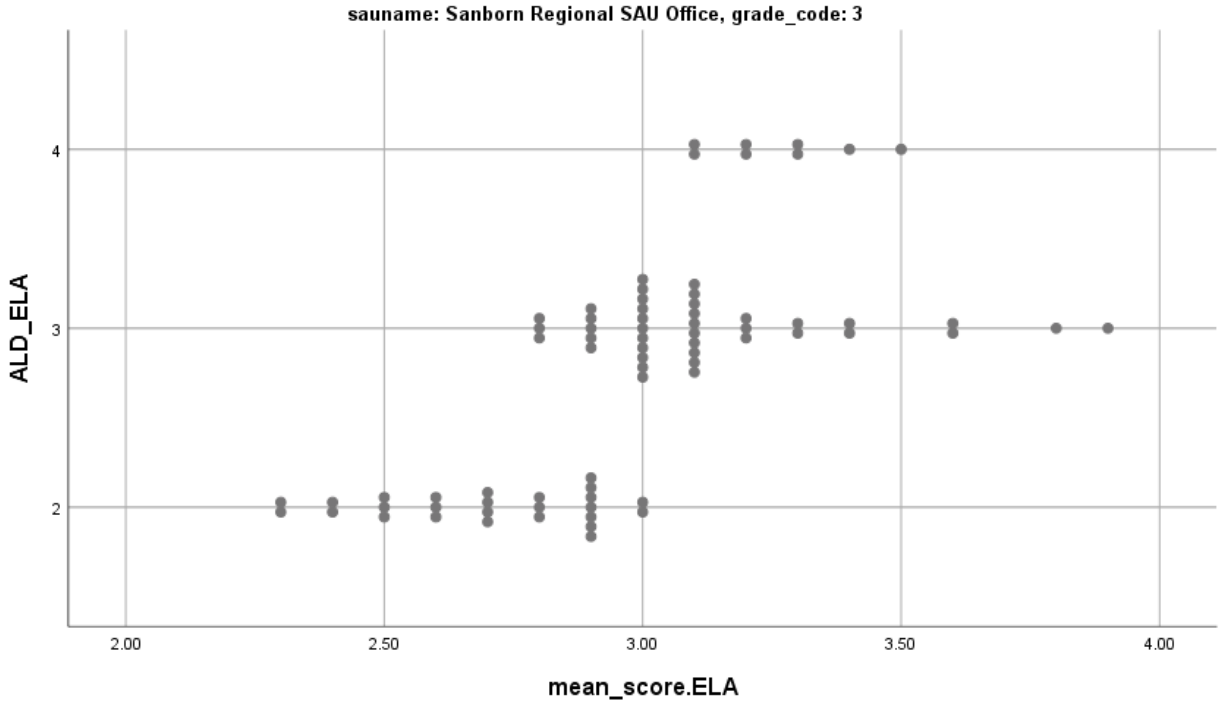
sauname: Sanborn Regional SAU Office, grade_code: 3
ALD_ELA
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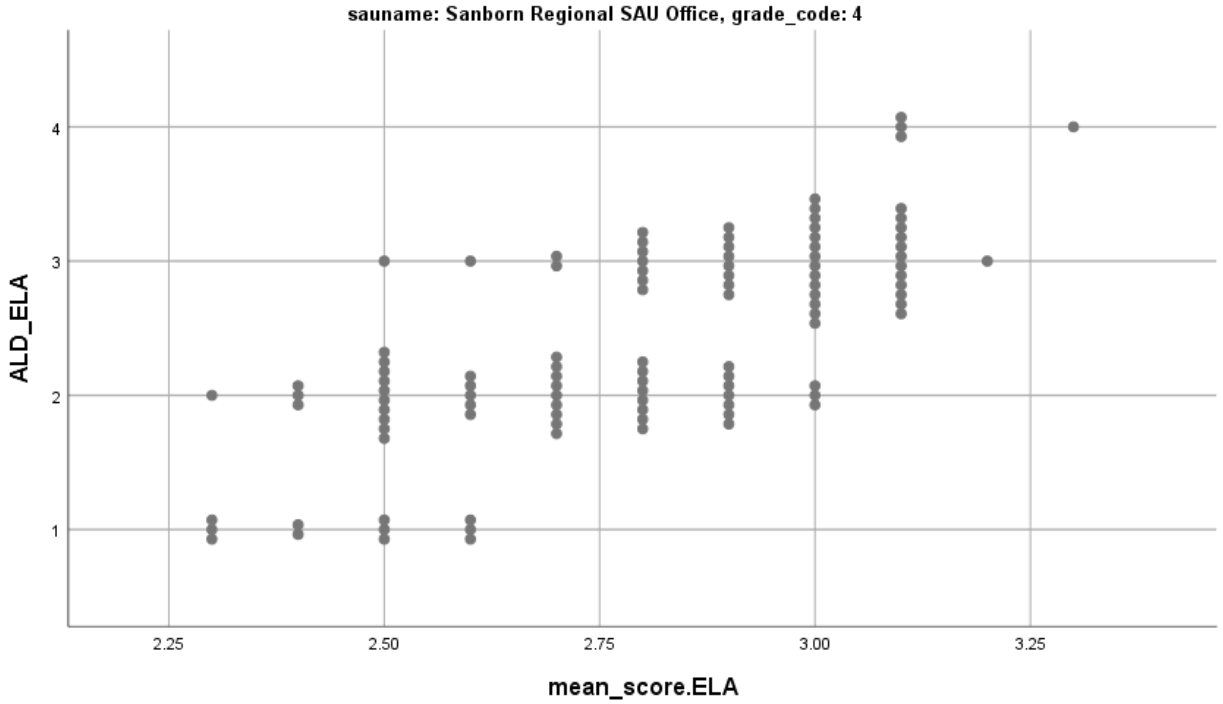
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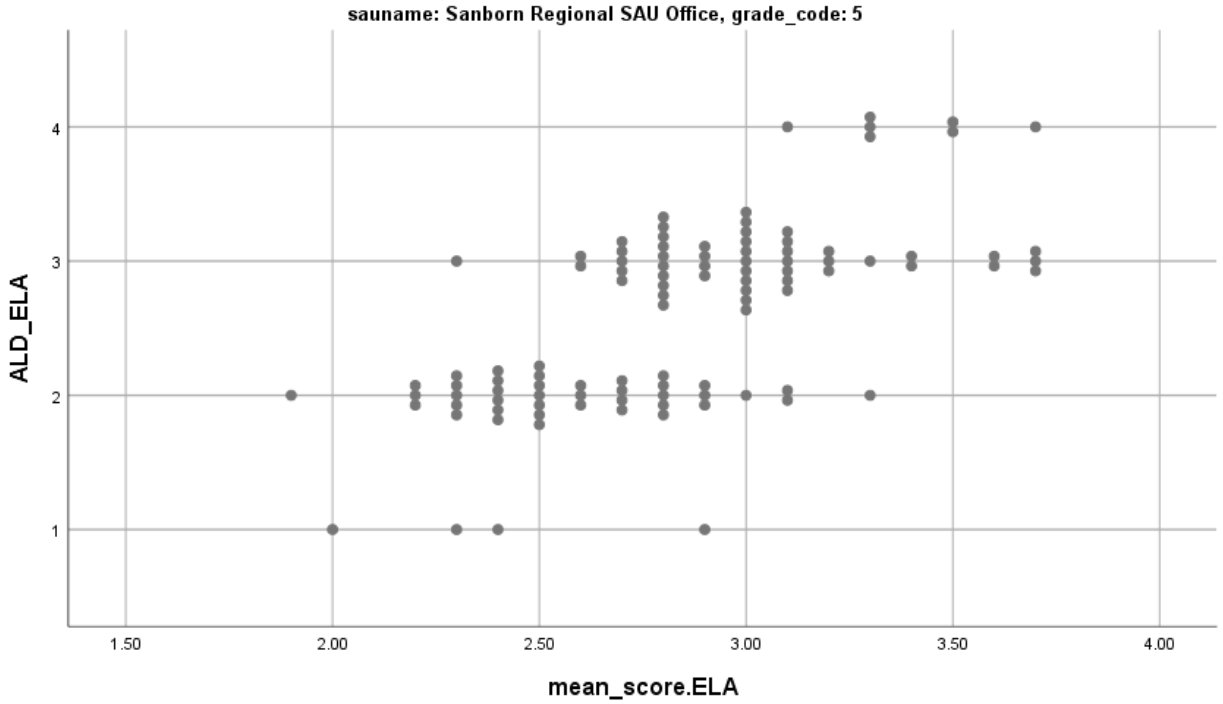
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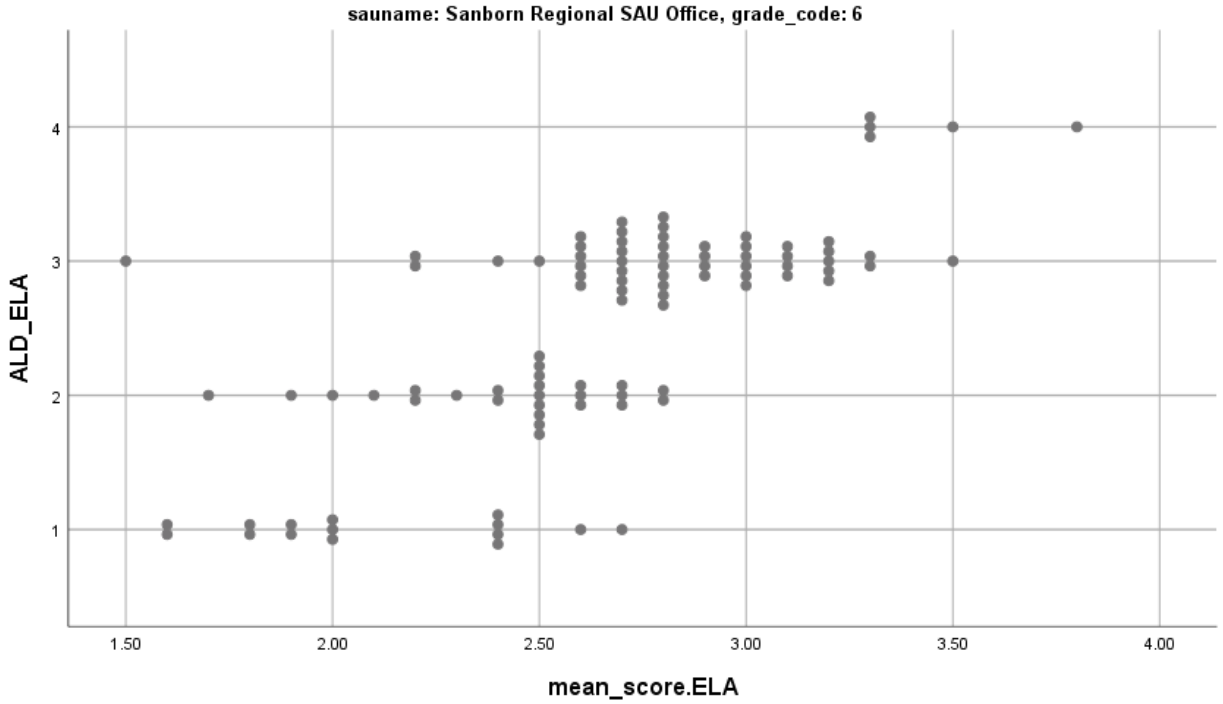
mean_score.ELA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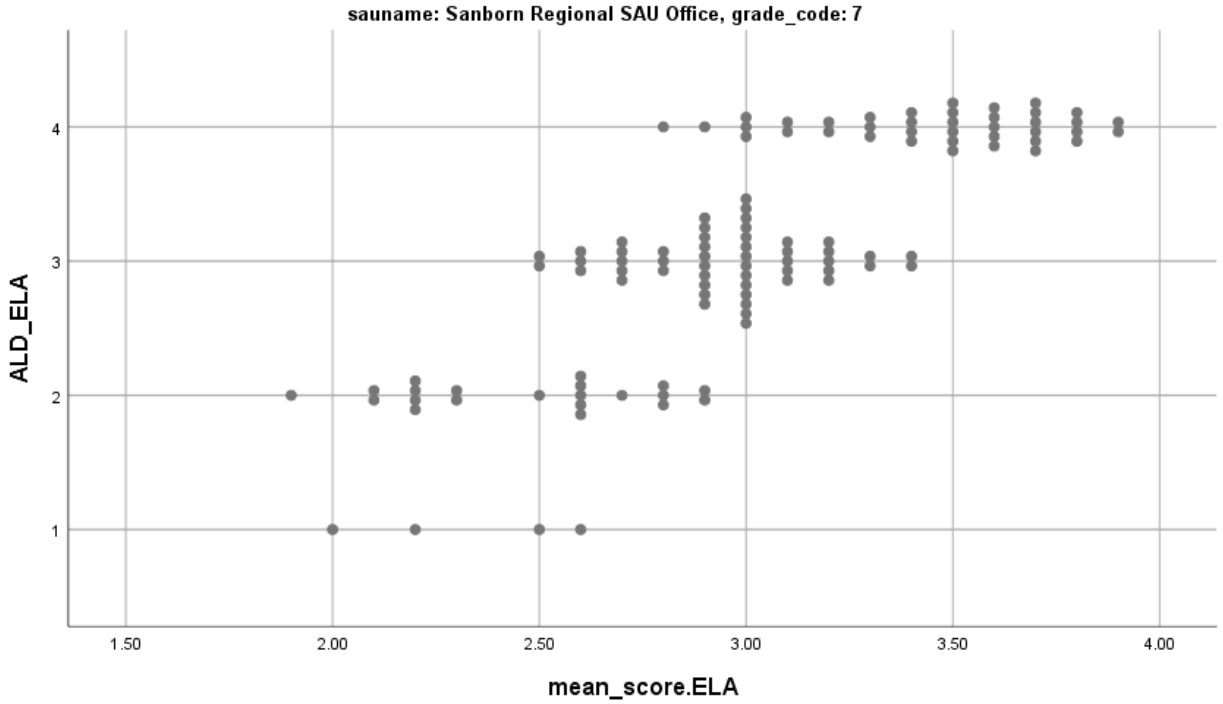
mean_score.ELA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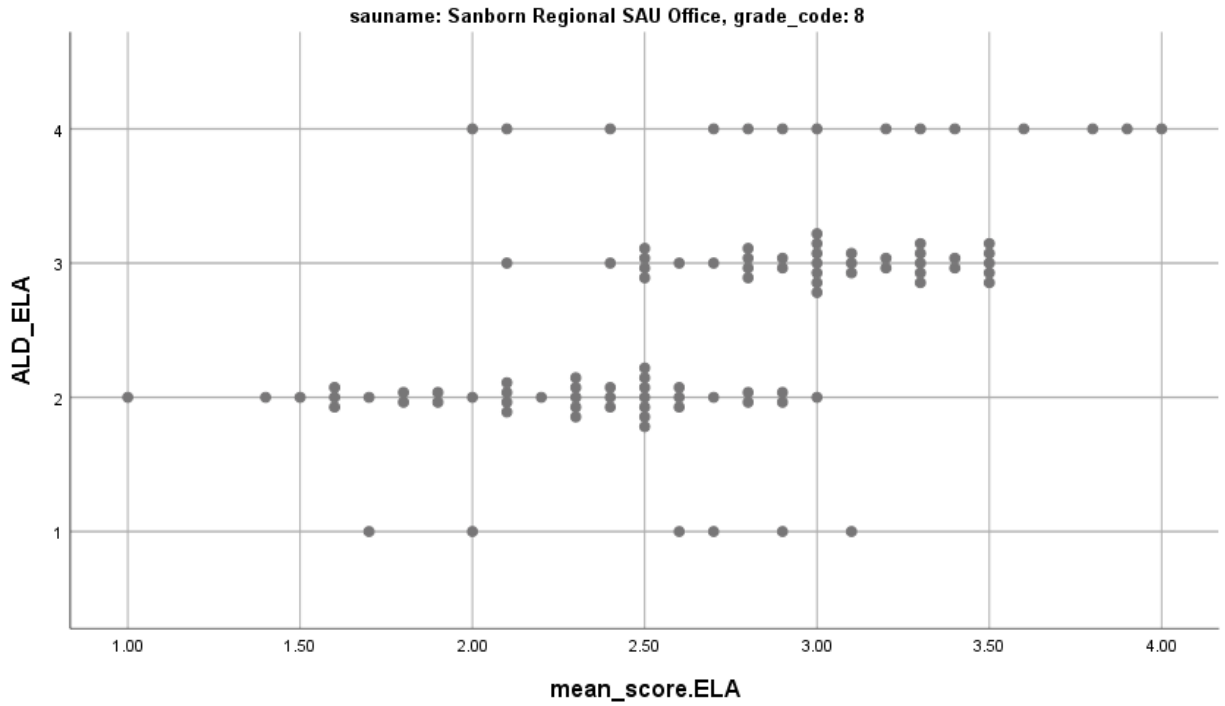
mean_score.ELA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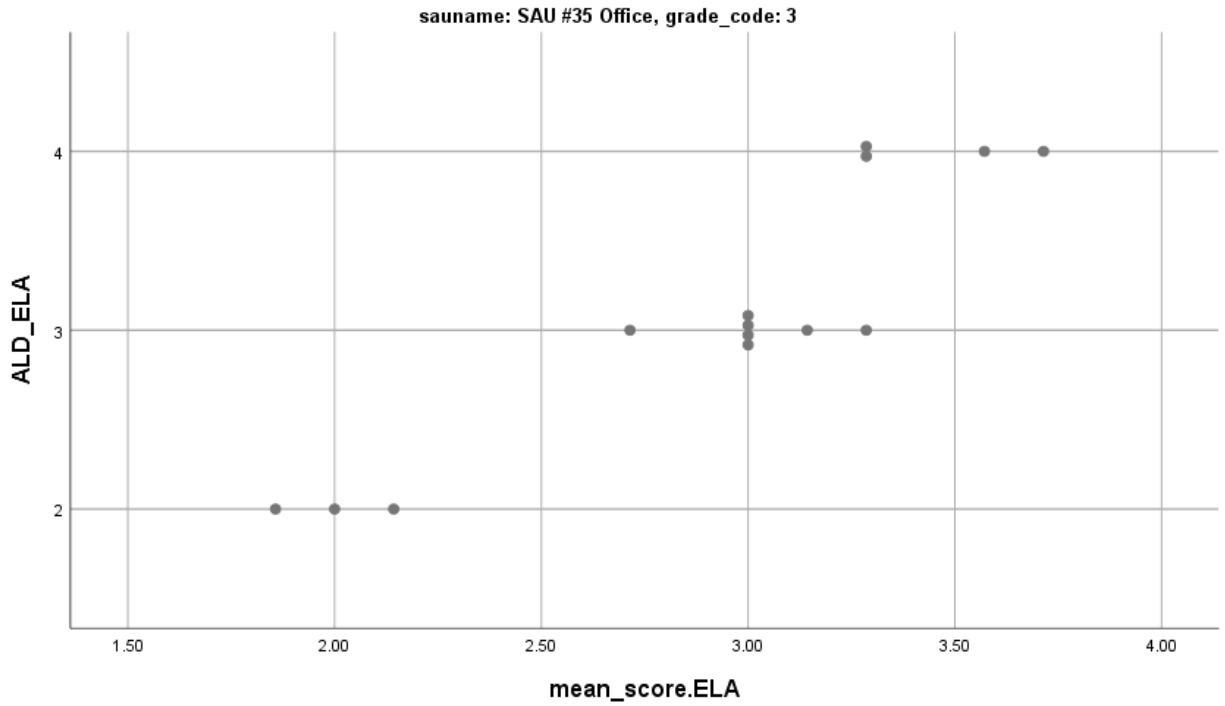
4.00
mean_score.ELA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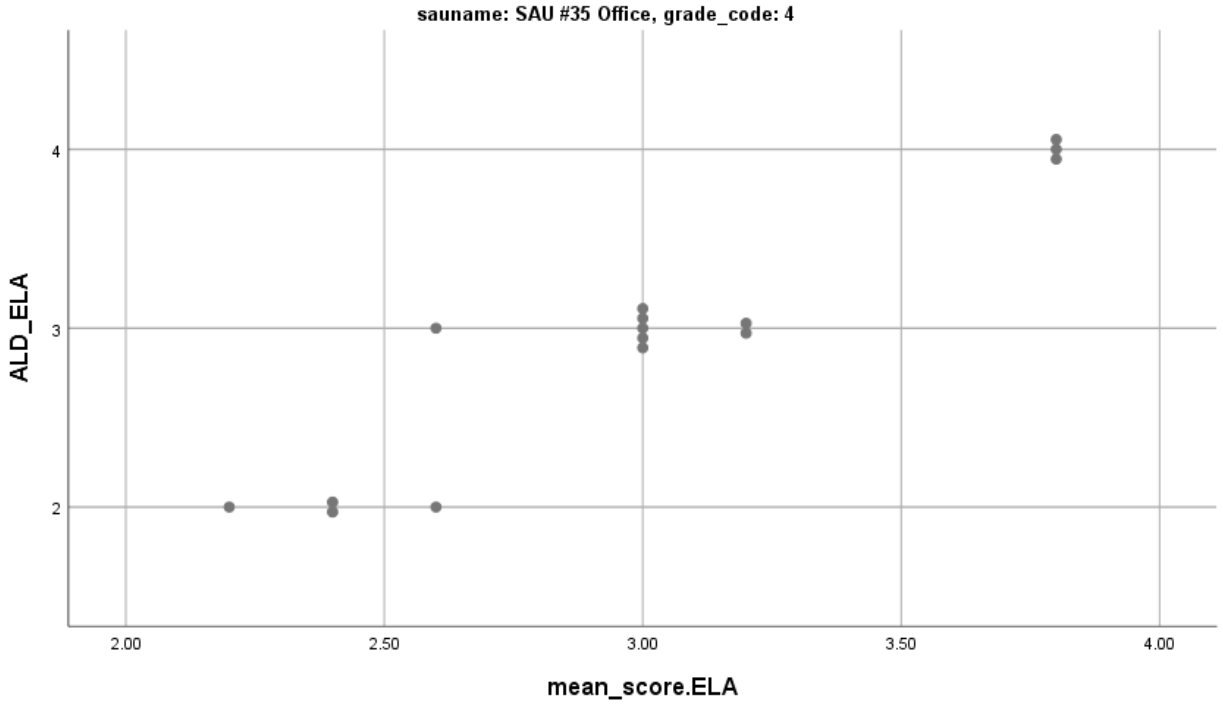
mean_score.ELA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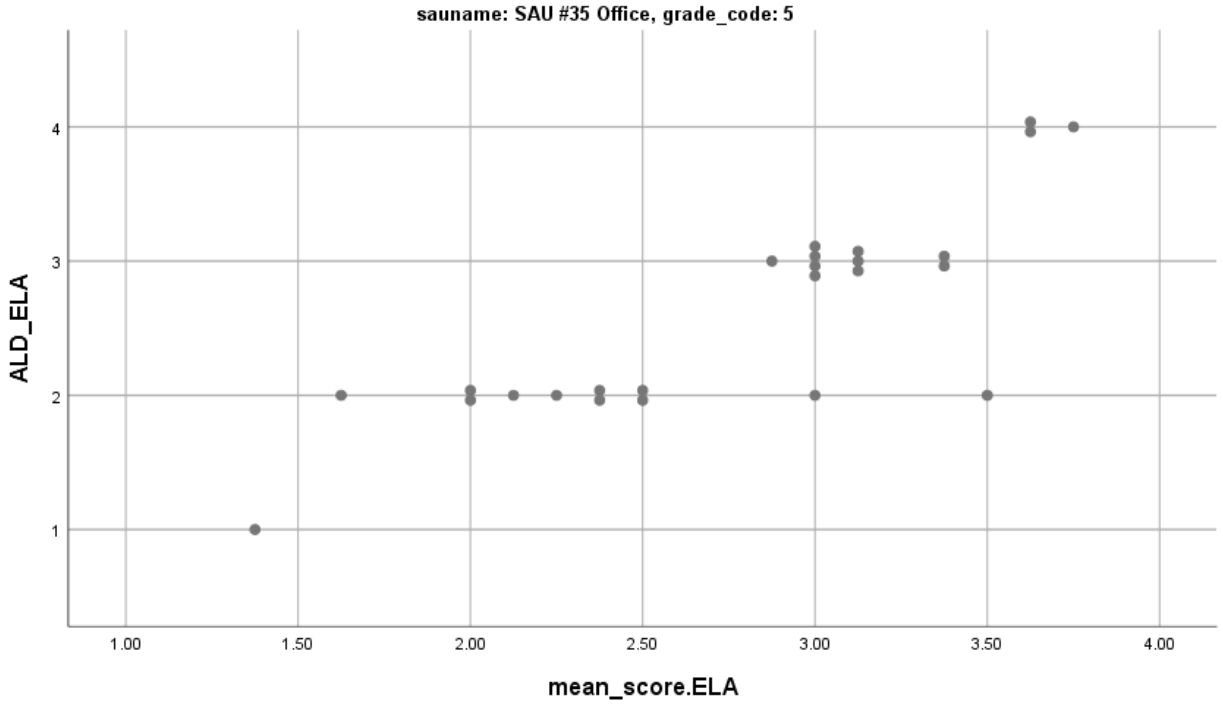
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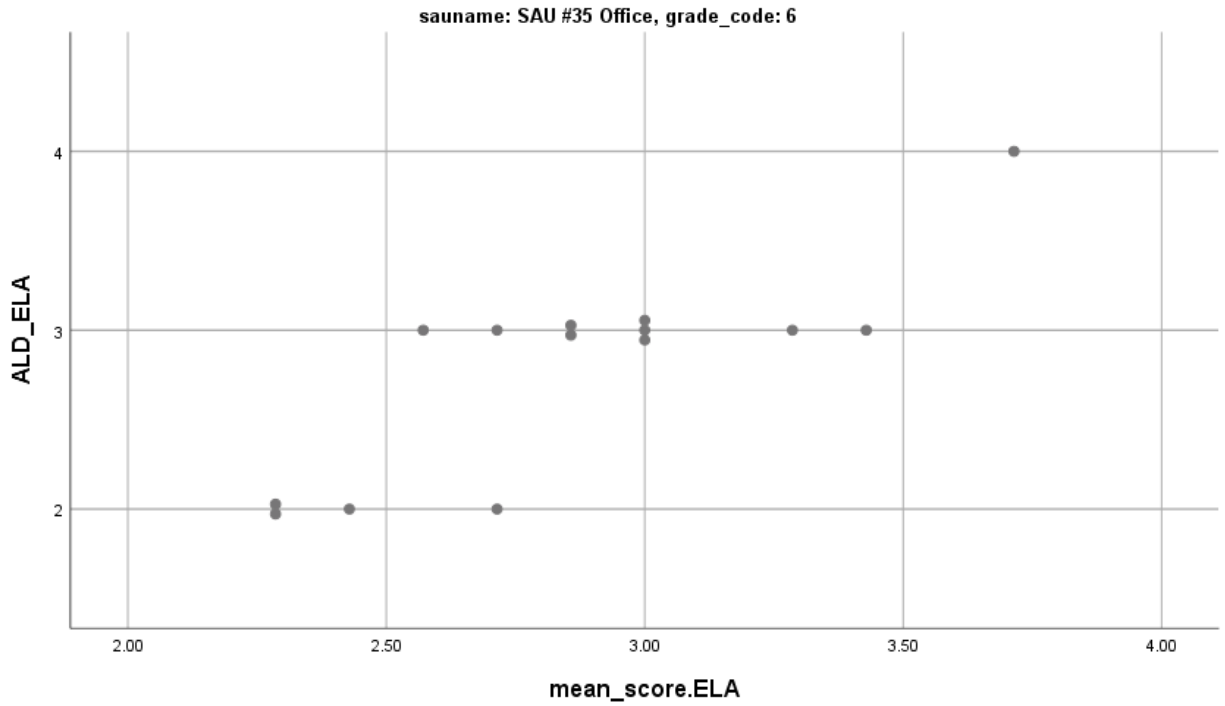
mean_score.ELA



ELA Descriptives

Descriptive Statistics

sauname	grade_code		N	Minimum	Maximum	Mean	Std. Deviation
Amherst SAU Office	5	mean_score.ELA	154	1.76	3.64	2.8998	.33535
		ALD_ELA	145	1	4	2.88	.772
		Valid N (listwise)	145				
	6	mean_score.ELA	143	1.53	3.75	2.7401	.43097
		ALD_ELA	143	1	4	2.71	.688
		Valid N (listwise)	143				
	7	mean_score.ELA	160	1.76	3.75	2.8936	.36300
		ALD_ELA	157	1	4	2.91	.711
		Valid N (listwise)	157				
	8	mean_score.ELA	177	1.66	3.84	2.9842	.42523
		ALD_ELA	176	1	4	2.82	.734
		Valid N (listwise)	176				
Charter Schools	3	mean_score.ELA	31	1.00	3.80	2.5484	.72474
		ALD_ELA	32	1	4	2.22	.792
		Valid N (listwise)	31				
	4	mean_score.ELA	32	1.80	4.00	2.8063	.51678
		ALD_ELA	28	1	4	2.43	.790
		Valid N (listwise)	28				
	5	mean_score.ELA	34	1.50	3.67	2.6049	.45955

		ALD_ELA	31	1	3	2.23	.560
		Valid N (listwise)	30				
	6	mean_score.ELA	31	1.50	4.00	2.9409	.72207
		ALD_ELA	27	1	4	2.56	.892
		Valid N (listwise)	26				
	7	mean_score.ELA	33	1.00	3.20	2.5636	.57544
		ALD_ELA	26	2	3	2.73	.452
		Valid N (listwise)	26				
	8	mean_score.ELA	35	1.40	3.40	2.5943	.50290
		ALD_ELA	34	2	3	2.56	.504
		Valid N (listwise)	34				
Concord SAU Office	3	mean_score.ELA	291	1.00	3.93	2.6547	.62583
		ALD_ELA	293	1	4	2.38	.816
		Valid N (listwise)	291				
	4	mean_score.ELA	299	1.00	4.00	2.7924	.59055
		ALD_ELA	308	1	4	2.55	.749
		Valid N (listwise)	298				
	5	mean_score.ELA	319	1.00	3.97	2.7530	.60014
		ALD_ELA	320	1	4	2.62	.787
		Valid N (listwise)	318				
	6	mean_score.ELA	324	1.00	4.00	2.7533	.63779
		ALD_ELA	322	1	4	2.61	.807
		Valid N (listwise)	322				
	7	mean_score.ELA	309	1.00	4.00	2.9396	.81090
		ALD_ELA	311	1	4	2.57	.917
		Valid N (listwise)	307				
	8	mean_score.ELA	291	1.00	4.00	2.3809	.67719
		ALD_ELA	293	1	4	2.43	.762
		Valid N (listwise)	291				
Conway SAU Office	3	mean_score.ELA	39	1.20	3.80	2.8615	.56597
		ALD_ELA	39	1	4	2.87	.732
		Valid N (listwise)	39				
	4	mean_score.ELA	36	1.00	3.80	2.6833	.83683
		ALD_ELA	36	1	4	2.56	.735
		Valid N (listwise)	36				
	5	mean_score.ELA	41	1.80	3.80	2.6829	.57092
		ALD_ELA	41	1	4	2.24	.860
		Valid N (listwise)	41				
	6	mean_score.ELA	42	1.75	3.75	2.7917	.53510

		ALD_ELA	42	1	4	2.55	.705
		Valid N (listwise)	42				
Epping SAU Office	3	mean_score.ELA	77	1.00	4.00	2.6994	.76921
		ALD_ELA	77	1	4	2.73	.821
		Valid N (listwise)	77				
	4	mean_score.ELA	68	1.00	3.95	2.7363	.60788
		ALD_ELA	68	1	4	2.65	.686
		Valid N (listwise)	68				
	5	mean_score.ELA	63	1.00	3.20	2.2484	.66198
		ALD_ELA	63	1	3	2.06	.759
		Valid N (listwise)	63				
	6	mean_score.ELA	75	1.00	4.00	2.6380	.76068
		ALD_ELA	75	1	4	2.45	.759
		Valid N (listwise)	75				
	7	mean_score.ELA	66	1.00	4.00	2.4962	.72819
		ALD_ELA	66	1	4	2.38	.760
		Valid N (listwise)	66				
	8	mean_score.ELA	68	1.00	3.05	2.5449	.57550
		ALD_ELA	68	1	4	2.63	.710
		Valid N (listwise)	68				
Haverhill Cooperative SAU Office	3	mean_score.ELA	148	1.00	4.00	2.7618	.65113
		ALD_ELA	73	1	4	2.60	.862
		Valid N (listwise)	73				
	4	mean_score.ELA	72	1.00	3.75	2.4965	.67363
		ALD_ELA	73	1	4	2.60	.893
		Valid N (listwise)	72				
	5	mean_score.ELA	51	1.25	3.50	2.4632	.54846
		ALD_ELA	51	1	4	2.49	.784
		Valid N (listwise)	51				
	6	mean_score.ELA	87	1.00	4.00	2.7046	.66700
		ALD_ELA	88	1	4	2.62	.748
		Valid N (listwise)	87				
	7	mean_score.ELA	68	1.63	3.88	2.7647	.58172
		ALD_ELA	73	1	4	2.62	.700
		Valid N (listwise)	68				
	8	mean_score.ELA	198	1.00	4.00	2.6477	.64747
		ALD_ELA	67	1	4	2.48	.766
		Valid N (listwise)	66				
Laconia SAU Office	3	mean_score.ELA	149	1.00	3.50	2.4762	.59175

		ALD_ELA	148	1	4	2.40	.855
		Valid N (listwise)	148				
	4	mean_score.ELA	147	1.00	3.50	2.2823	.57934
		ALD_ELA	146	1	3	2.18	.692
		Valid N (listwise)	146				
	5	mean_score.ELA	160	1.00	4.00	2.4047	.58939
		ALD_ELA	160	1	4	2.44	.652
		Valid N (listwise)	160				
Monroe SAU Office	3	mean_score.ELA	11	2.00	3.00	2.8182	.40452
		ALD_ELA	11	2	4	2.73	.786
		Valid N (listwise)	11				
	4	mean_score.ELA	5	2.00	3.00	2.8000	.44721
		ALD_ELA	4	2	3	2.50	.577
		Valid N (listwise)	4				
	5	mean_score.ELA	6	2.00	4.00	3.0000	.63246
		ALD_ELA	6	2	3	2.50	.548
		Valid N (listwise)	6				
	6	mean_score.ELA	6	2.00	4.00	3.0000	.63246
		ALD_ELA	6	2	4	3.00	.632
		Valid N (listwise)	6				
	7	mean_score.ELA	8	1.00	3.00	2.5625	.72887
		ALD_ELA	8	1	4	2.13	1.126
		Valid N (listwise)	8				
	8	mean_score.ELA	12	2.00	4.00	2.7500	.62158
		ALD_ELA	12	1	4	3.08	1.084
		Valid N (listwise)	12				
Newport SAU Office	3	mean_score.ELA	68	1.00	5.88	2.4060	1.00963
		ALD_ELA	64	1	4	2.26	1.004
		Valid N (listwise)	64				
	4	mean_score.ELA	70	1.00	3.14	2.3856	.54510
		ALD_ELA	66	1	4	2.26	.771
		Valid N (listwise)	66				
	5	mean_score.ELA	91	1.00	3.67	2.4222	.65442
		ALD_ELA	88	1	4	2.18	.838
		Valid N (listwise)	88				
	6	mean_score.ELA	65	1.64	3.69	2.8686	.39735
		ALD_ELA	63	1	4	2.44	.757
		Valid N (listwise)	62				
	7	mean_score.ELA	69	1.00	3.50	2.1133	.58467

		ALD_ELA	66	1	4	2.26	.751
		Valid N (listwise)	66				
	8	mean_score.ELA	72	1.00	3.57	2.2443	.76044
		ALD_ELA	76	1	3	1.79	.805
		Valid N (listwise)	72				
Rochester SAU Office	3	mean_score.ELA	277	1.43	4.00	2.9339	.47864
		ALD_ELA	270	1	4	2.59	.856
		Valid N (listwise)	270				
	4	mean_score.ELA	331	1.29	4.00	3.2595	.52718
		ALD_ELA	301	1	4	2.70	.806
		Valid N (listwise)	301				
	5	mean_score.ELA	287	1.00	4.00	3.2294	.54610
		ALD_ELA	284	1	4	2.63	.897
		Valid N (listwise)	284				
	6	mean_score.ELA	305	1.00	4.00	3.4590	.57779
		ALD_ELA	299	1	4	2.52	.910
		Valid N (listwise)	295				
	7	mean_score.ELA	324	1.00	4.00	3.3684	.53176
		ALD_ELA	314	1	4	2.31	.855
		Valid N (listwise)	311				
	8	mean_score.ELA	283	1.00	4.00	3.0396	.93345
		ALD_ELA	280	1	4	2.29	.956
		Valid N (listwise)	276				
Sanborn Regional SAU Office	3	mean_score.ELA	75	1.50	3.90	2.9680	.35647
		ALD_ELA	74	2	4	2.76	.637
		Valid N (listwise)	74				
	4	mean_score.ELA	107	2.30	3.30	2.7925	.24017
		ALD_ELA	107	1	4	2.40	.725
		Valid N (listwise)	107				
	5	mean_score.ELA	103	1.90	3.70	2.8379	.39086
		ALD_ELA	103	1	4	2.59	.678
		Valid N (listwise)	103				
	6	mean_score.ELA	98	1.50	3.80	2.6398	.45014
		ALD_ELA	98	1	4	2.48	.815
		Valid N (listwise)	98				
	7	mean_score.ELA	115	1.90	3.90	3.0157	.45453
		ALD_ELA	115	1	4	3.09	.812
		Valid N (listwise)	115				
	8	mean_score.ELA	99	1.00	4.00	2.6657	.59370

		ALD_ELA	99	1	4	2.61	.806
		Valid N (listwise)	99				
SAU #35 Office	3	mean_score.ELA	14	1.86	3.71	2.9286	.56521
		ALD_ELA	14	2	4	3.07	.730
		Valid N (listwise)	14				
	4	mean_score.ELA	15	2.20	3.80	3.0000	.51270
		ALD_ELA	15	2	4	2.93	.704
		Valid N (listwise)	15				
	5	mean_score.ELA	25	1.38	3.75	2.7850	.64299
		ALD_ELA	25	1	4	2.60	.764
		Valid N (listwise)	25				
	6	mean_score.ELA	14	2.29	3.71	2.8673	.41730
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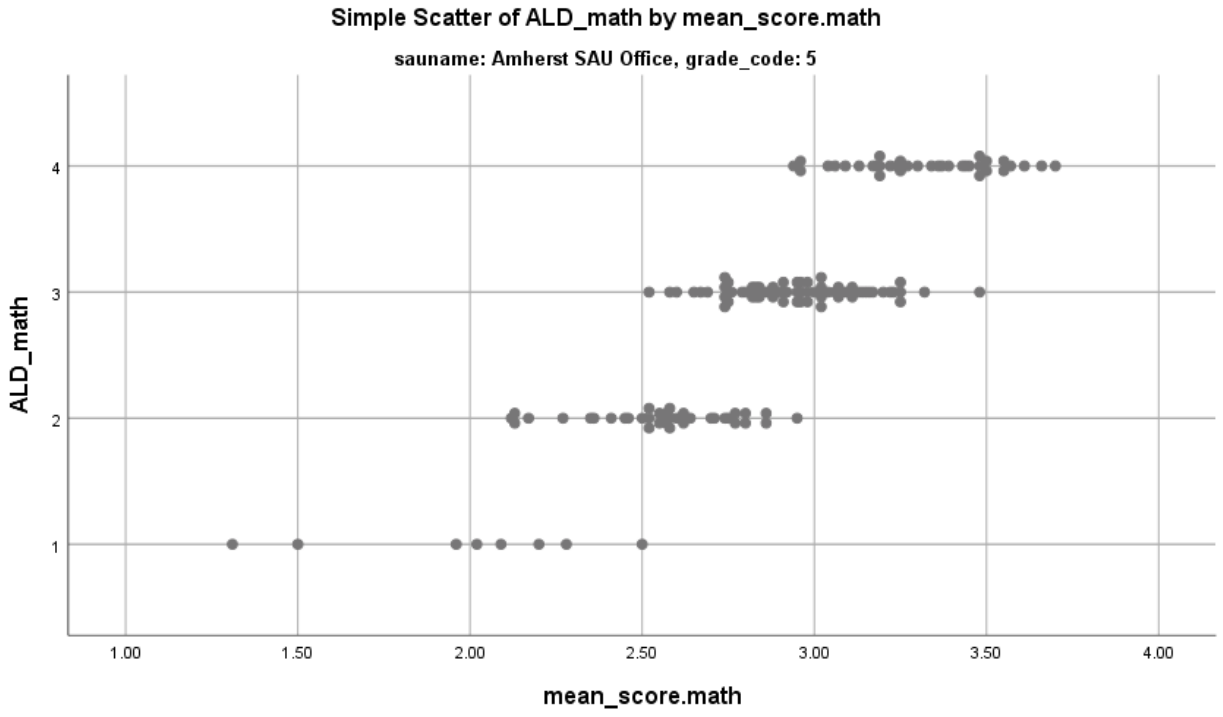
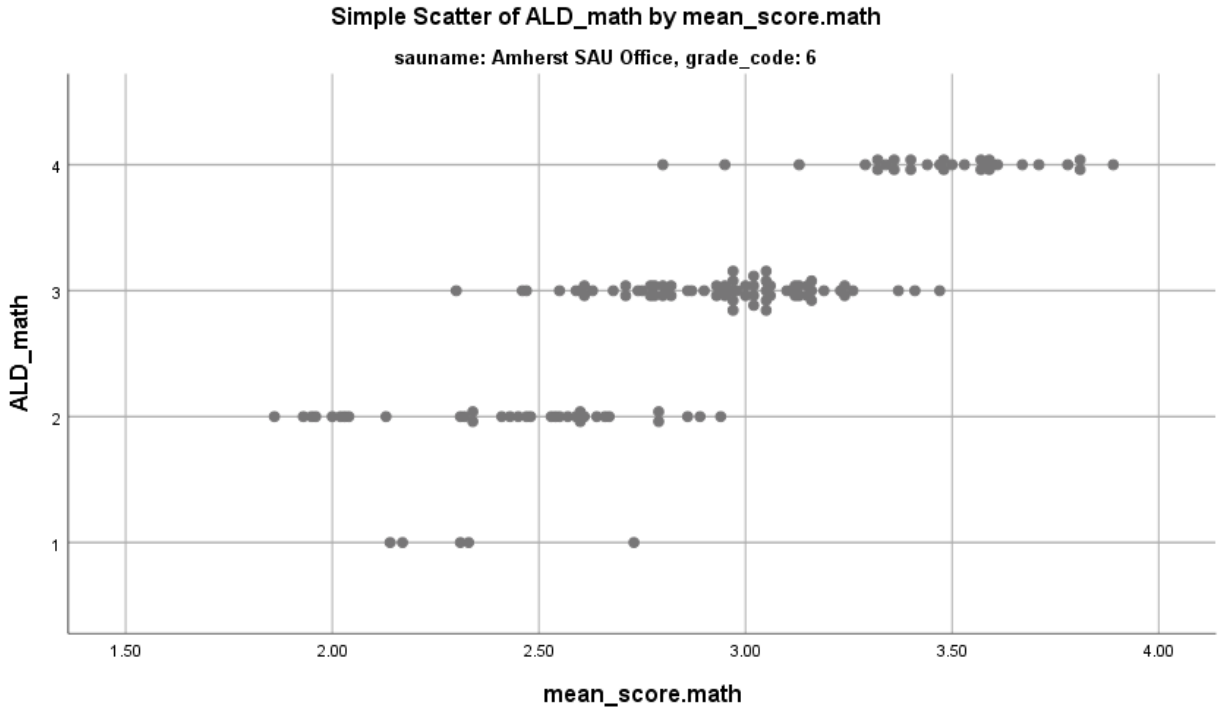
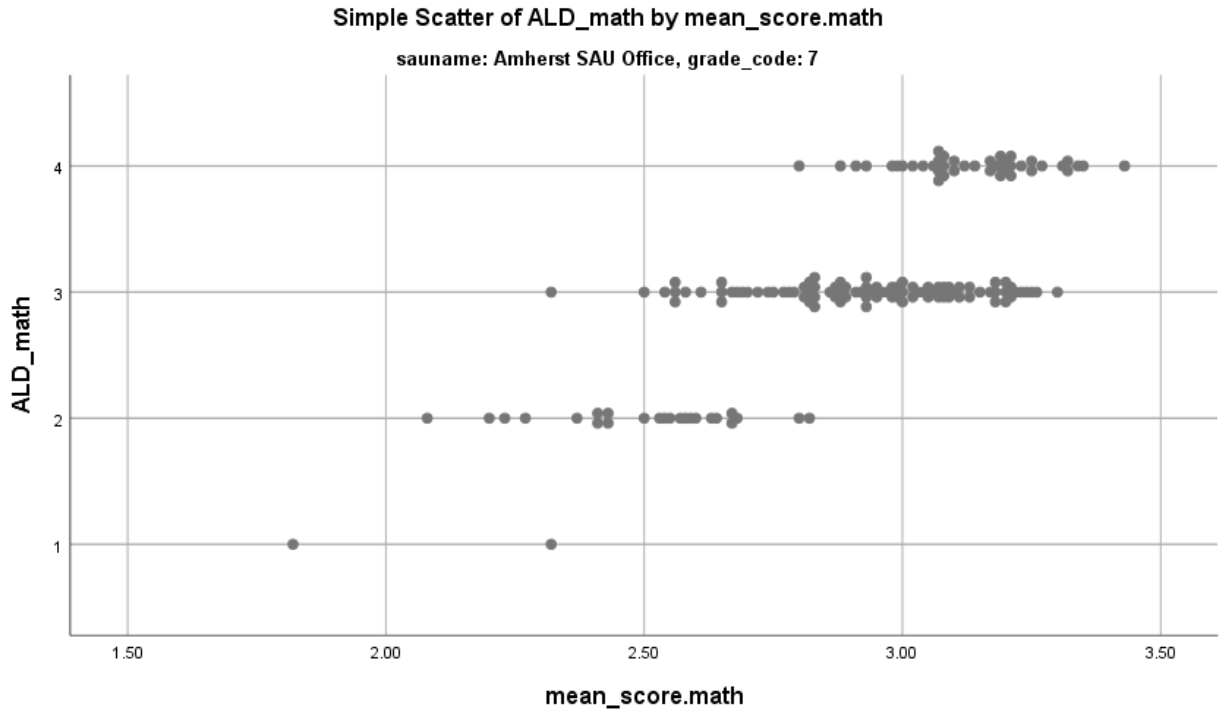
		Valid N (listwise)	14				

Math Scatterplots






Simple Scatter of ALD_math by mean_score.math
sauname: Amherst SAU Office, grade_code: 7
ALD_math
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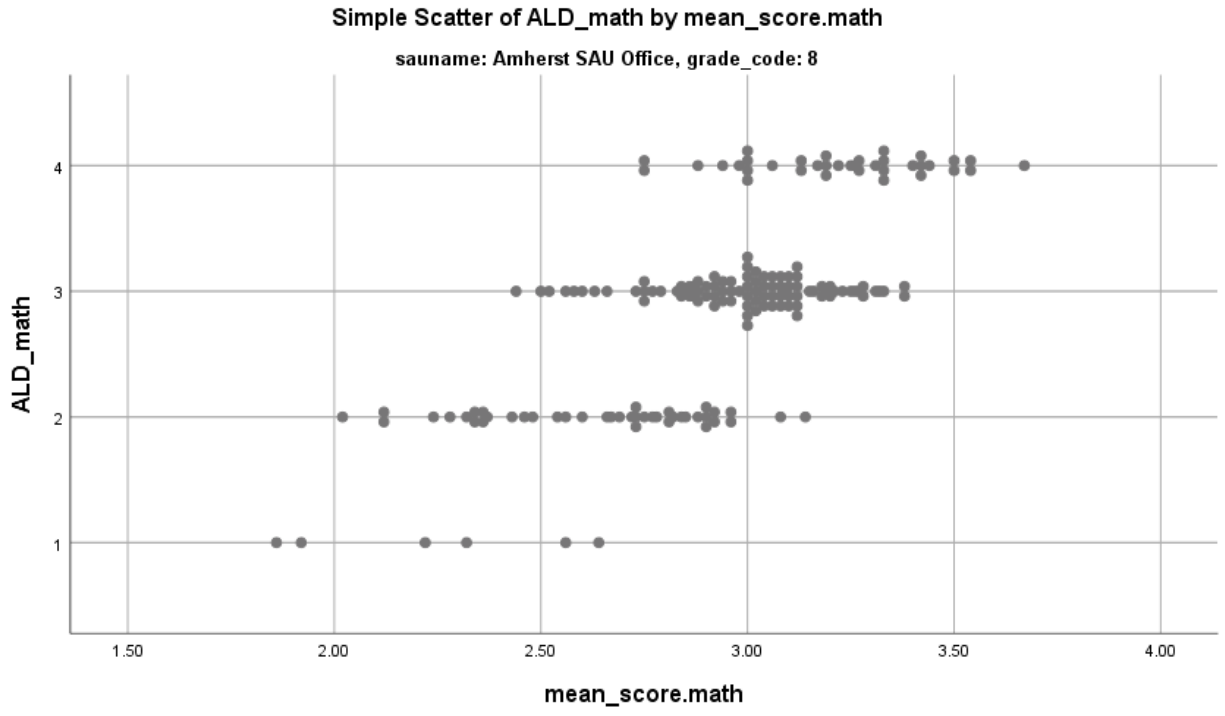
mean_score.math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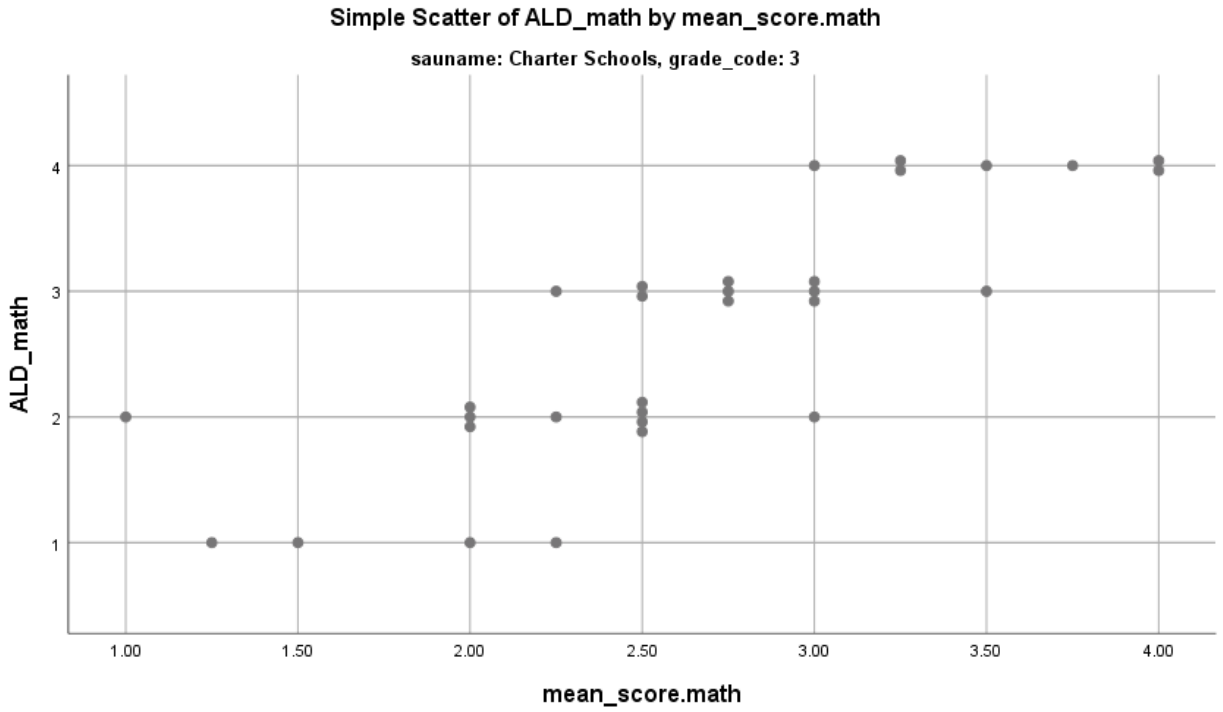
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sauname: Charter Schools, grade_code: 3
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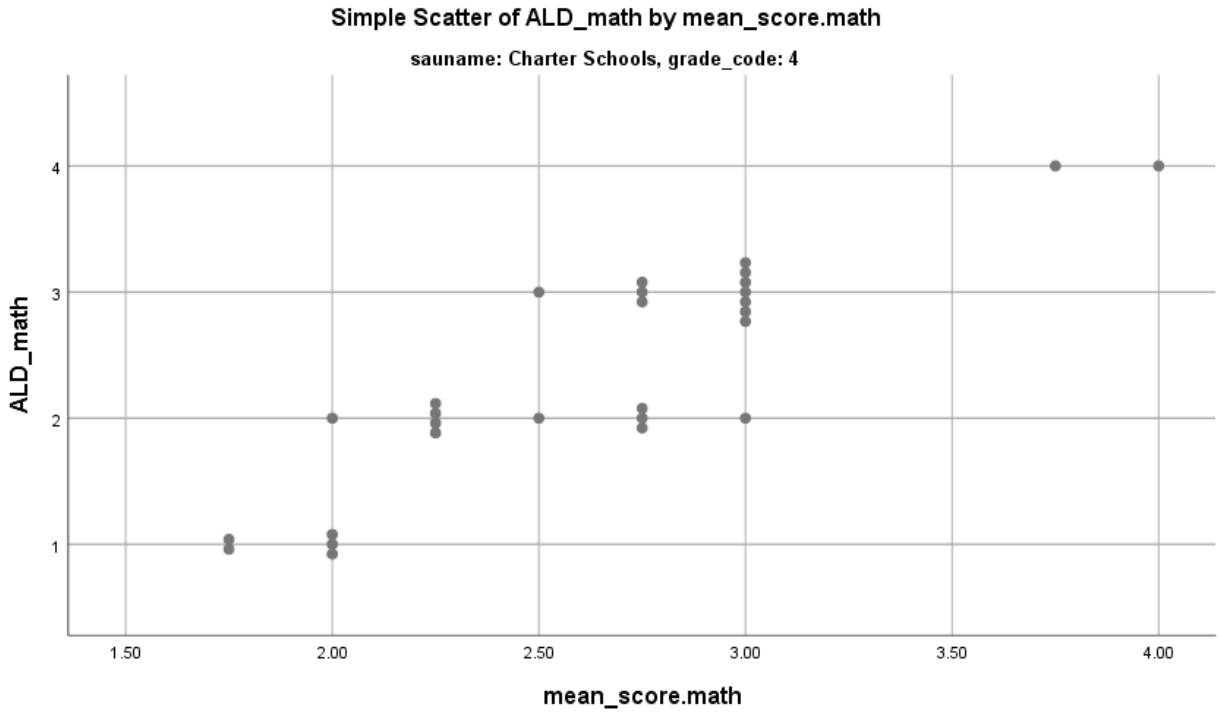
4.00
mean_score.math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sauname: Charter Schools, grade_code: 4
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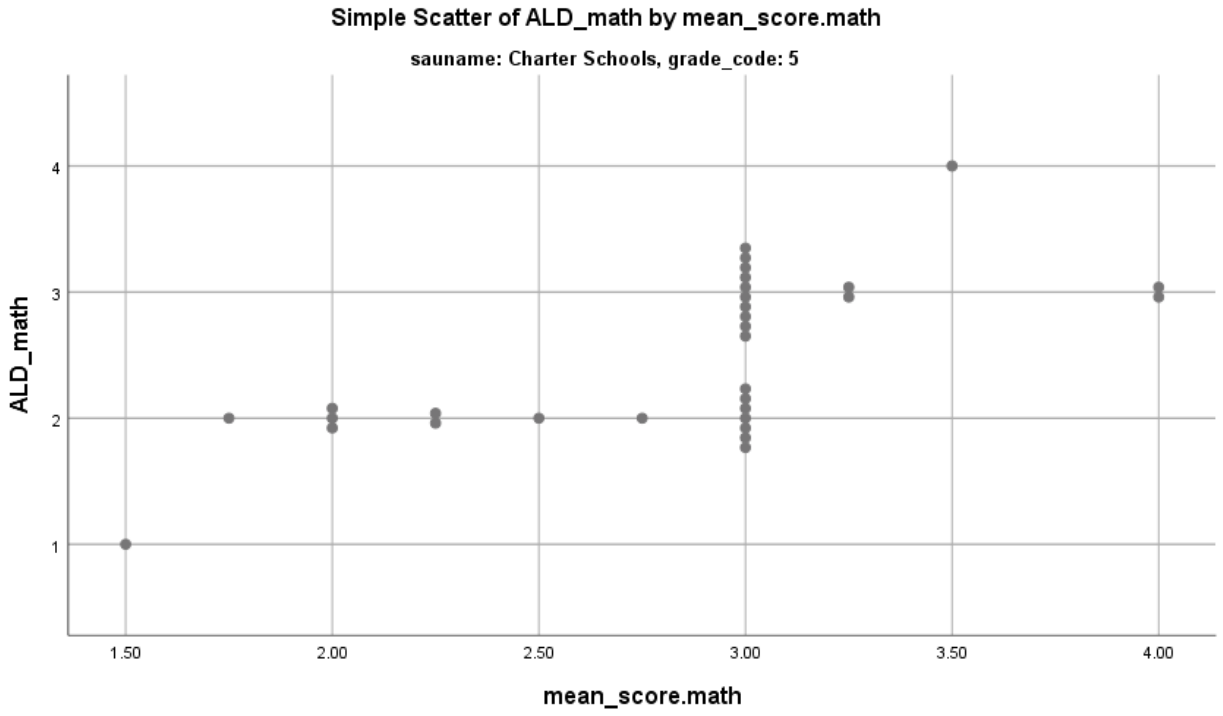
3.50
4.00
mean_score.math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sauname: Charter Schools, grade_code: 5
ALD_math
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1.50
2.00
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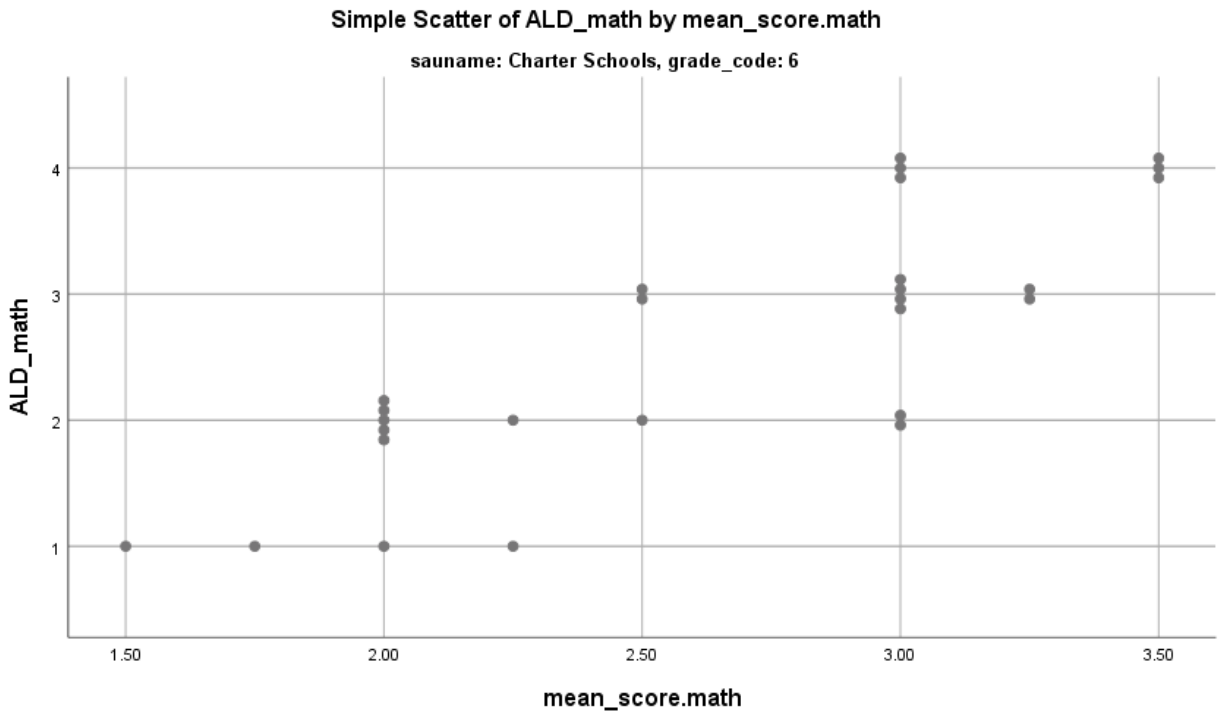
3.50
4.00
mean_score.math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ALD_math
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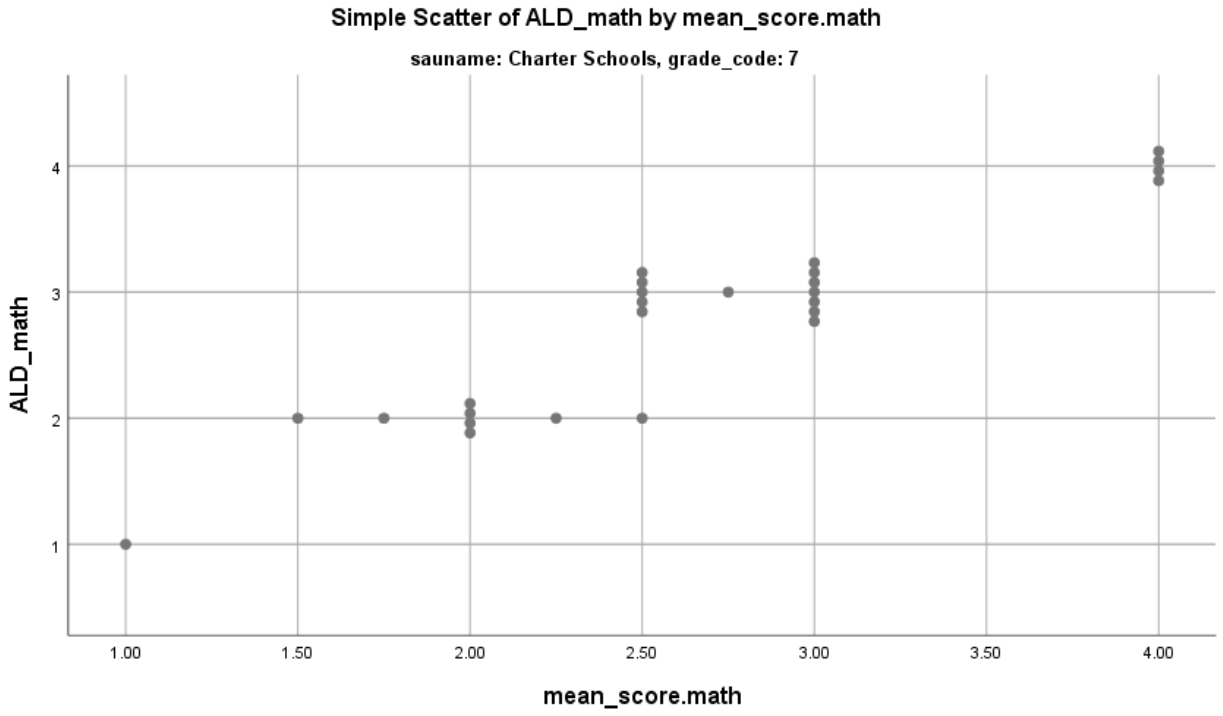
3.00
3.50
mean_score.math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sauname: Charter Schools, grade_code: 7
ALD_math
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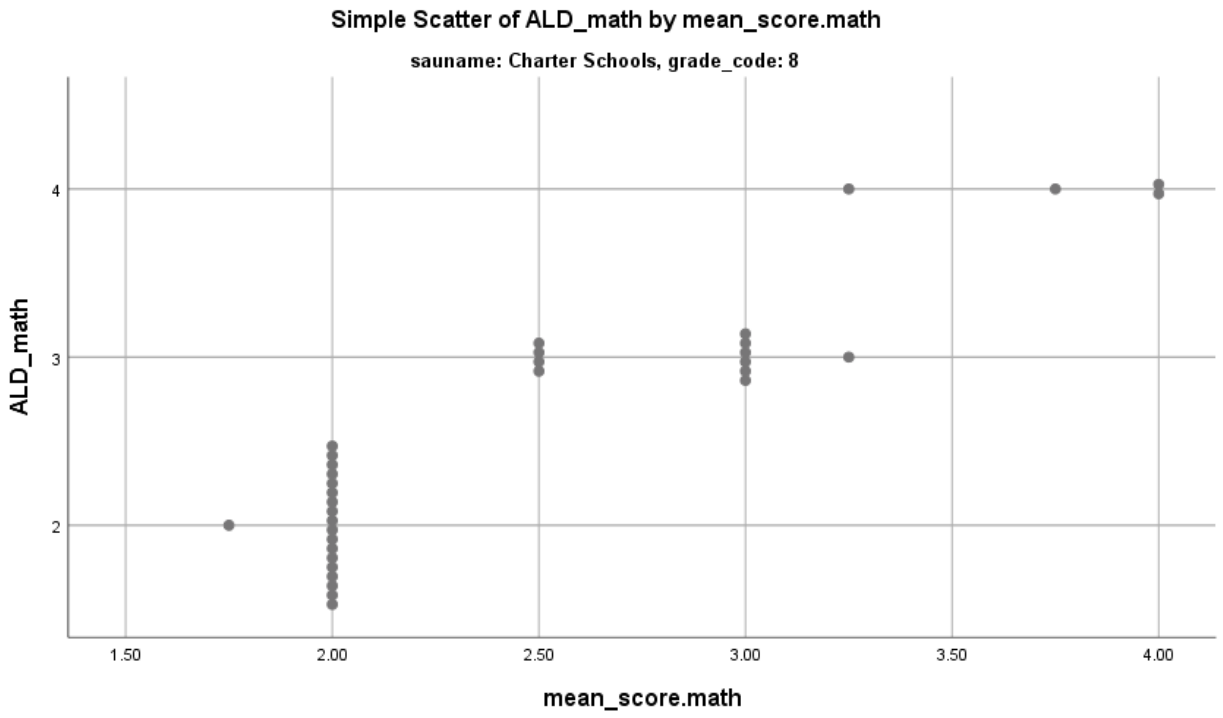
4.00
mean_score.math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sauname: Charter Schools, grade_code: 8
ALD_math
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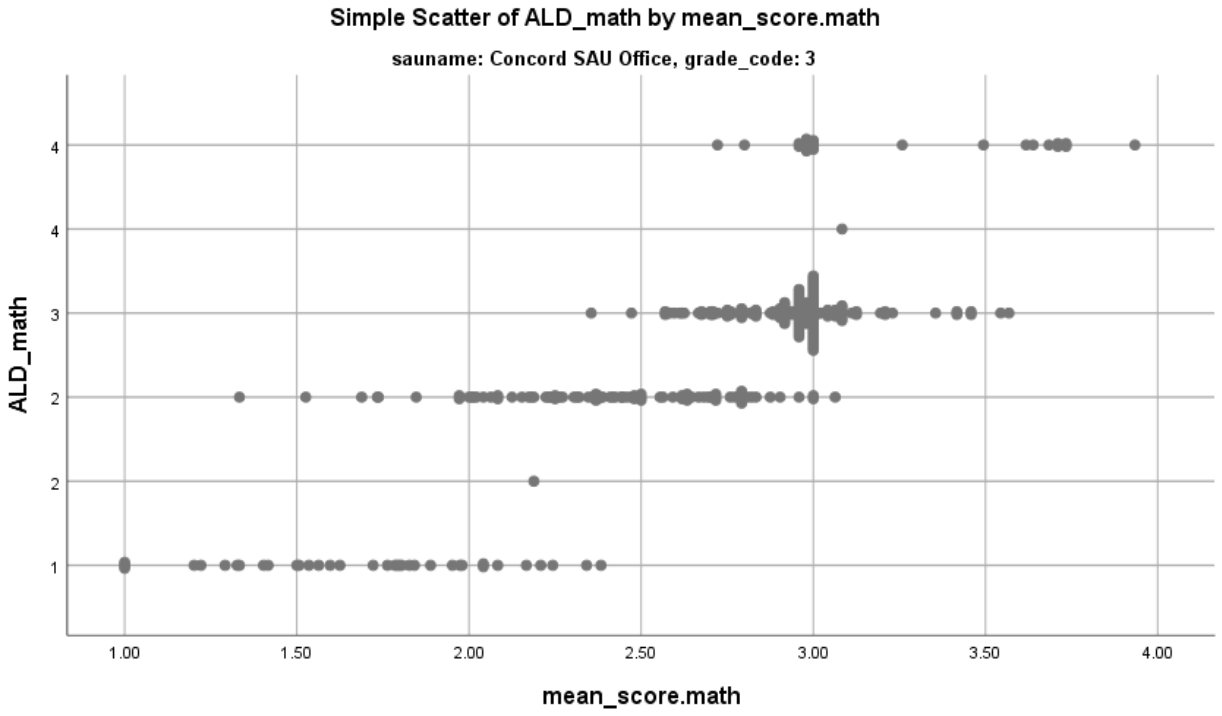
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Concord SAU Office, grade_code: 3
ALD_math
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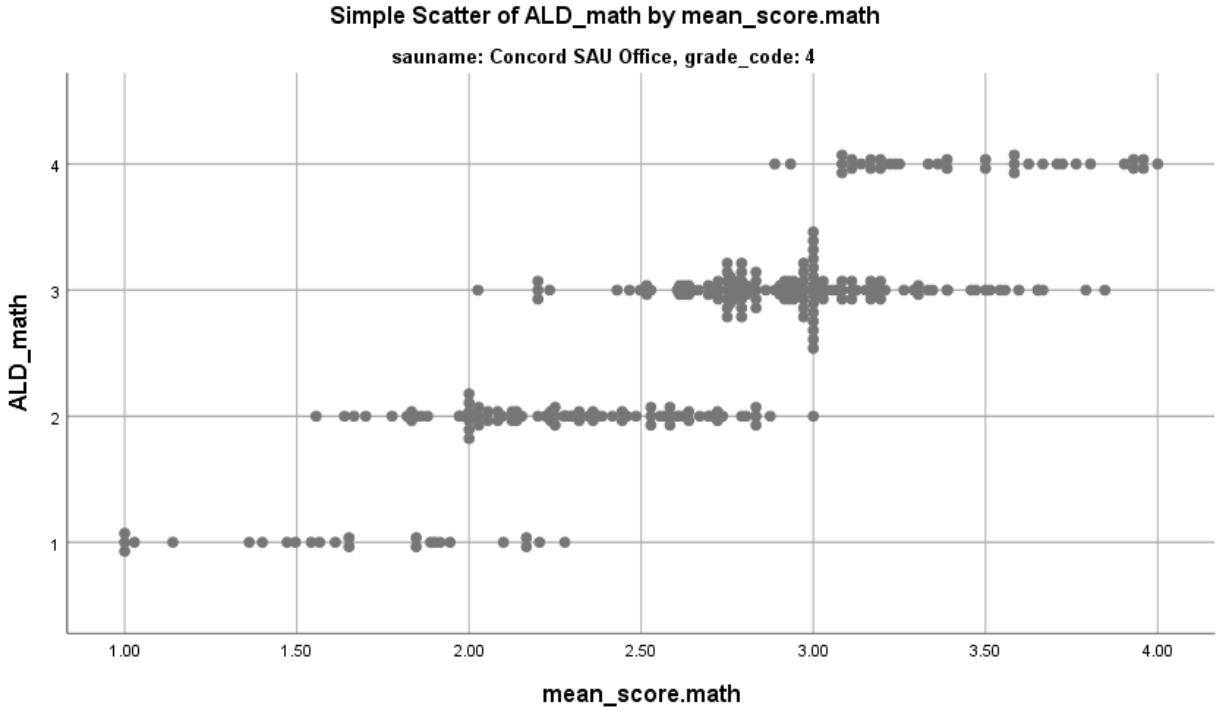
3
2
2
1
1.00
1.50
2.00
2.50
3.00
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Concord SAU Office, grade_code: 4
ALD_math
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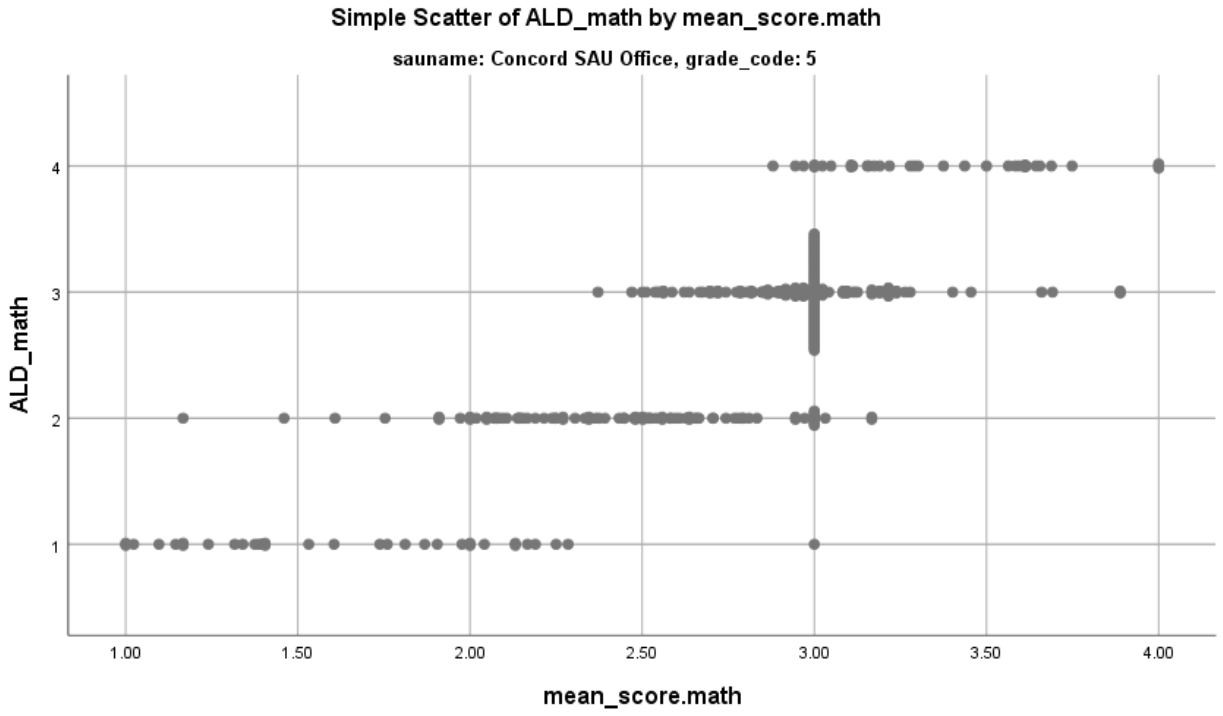
2
1
1.00
1.50
2.00
2.50
3.00
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Concord SAU Office, grade_code: 5
ALD_math
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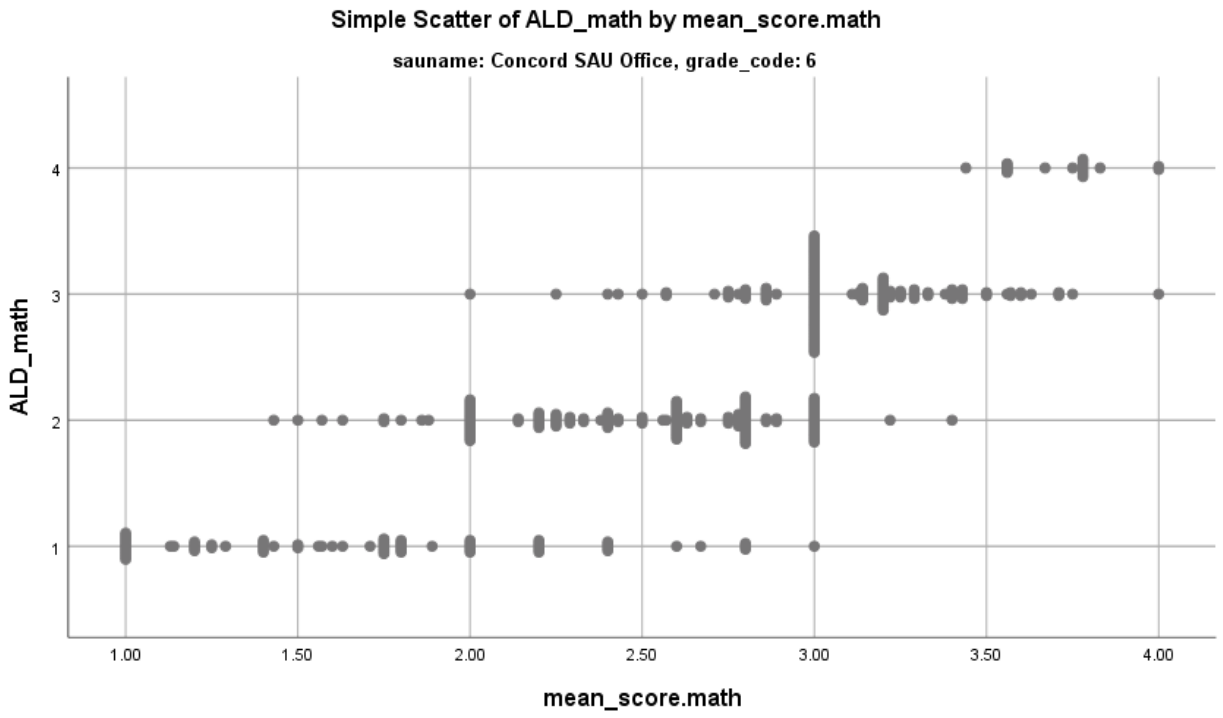
3
2
1
1.00
1.50
2.00
2.50
3.00
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Concord SAU Office, grade_code: 6
ALD_math
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2
1
1.00
1.50
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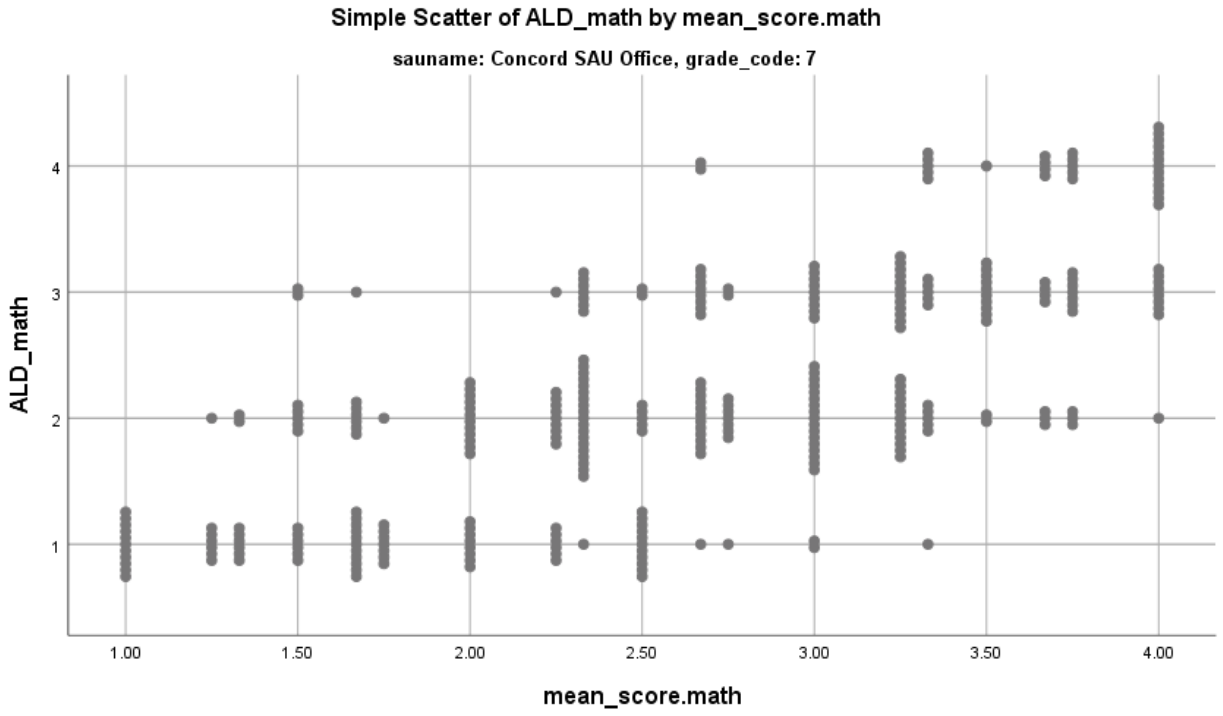
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Concord SAU Office, grade_code: 7
ALD_math
4
3
2
1
1.00
1.50
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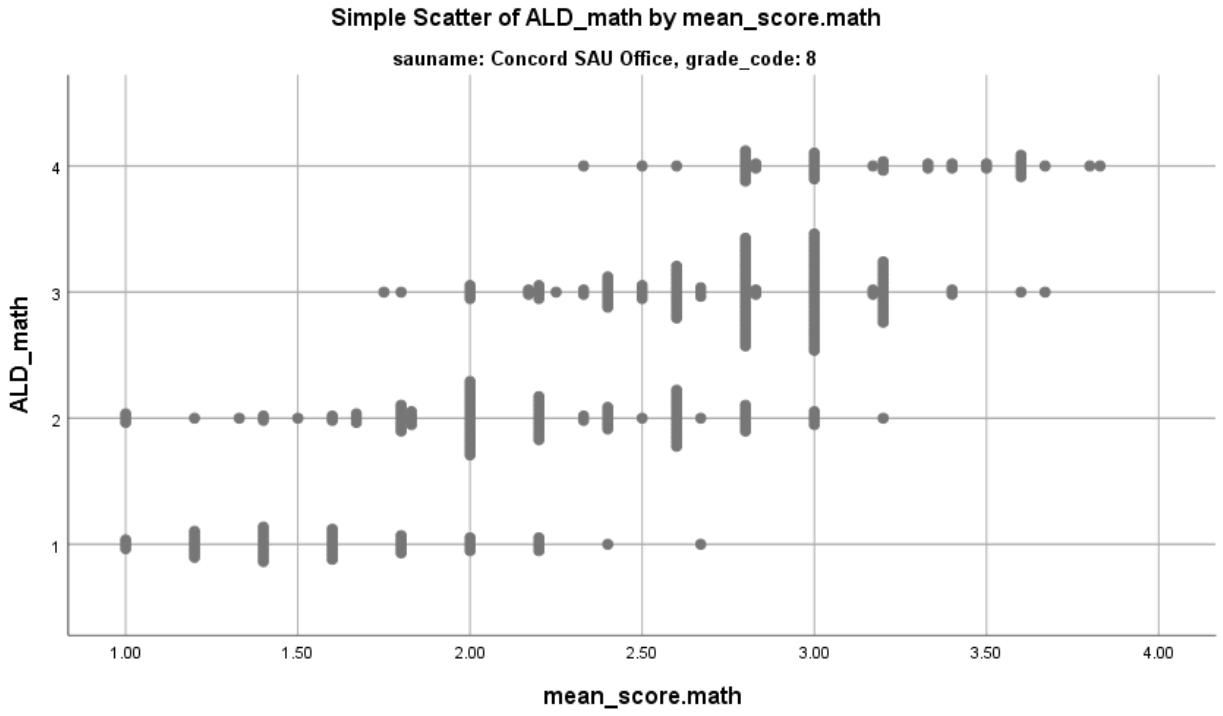
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Concord SAU Office, grade_code: 8
ALD_math
4
3
2
1
1.00
1.50
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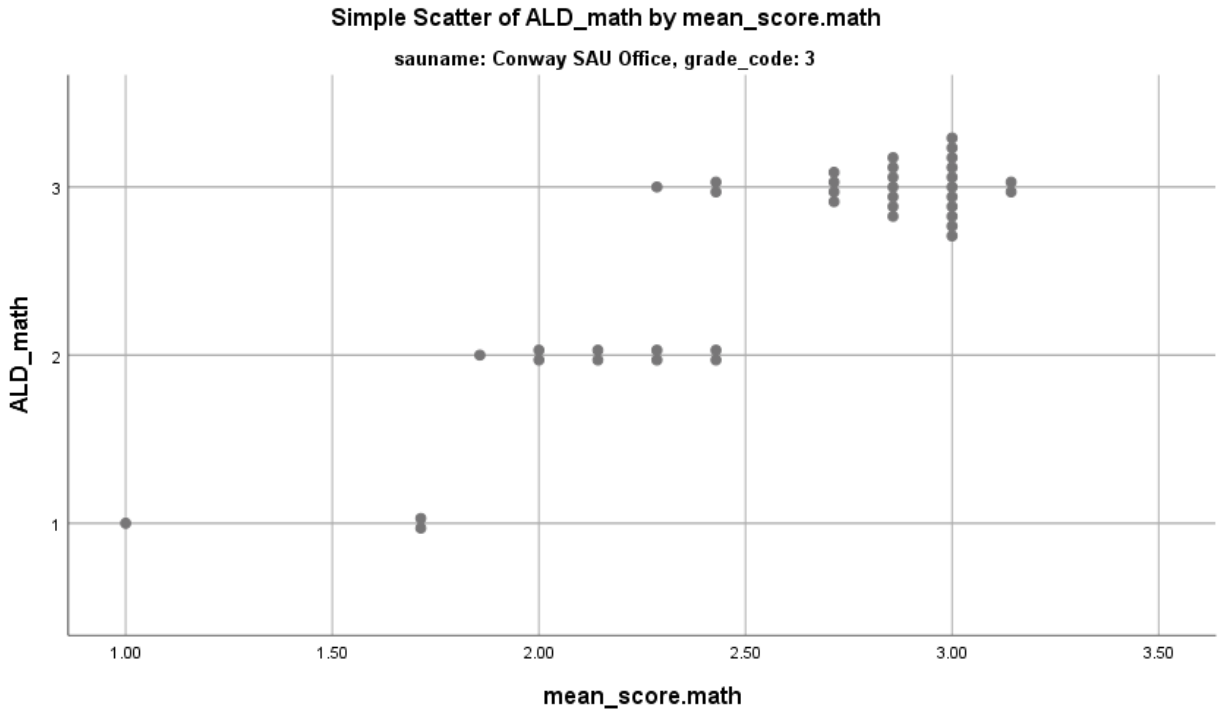
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Conway SAU Office, grade_code: 3
ALD_math
3
2
1
1.00
1.50
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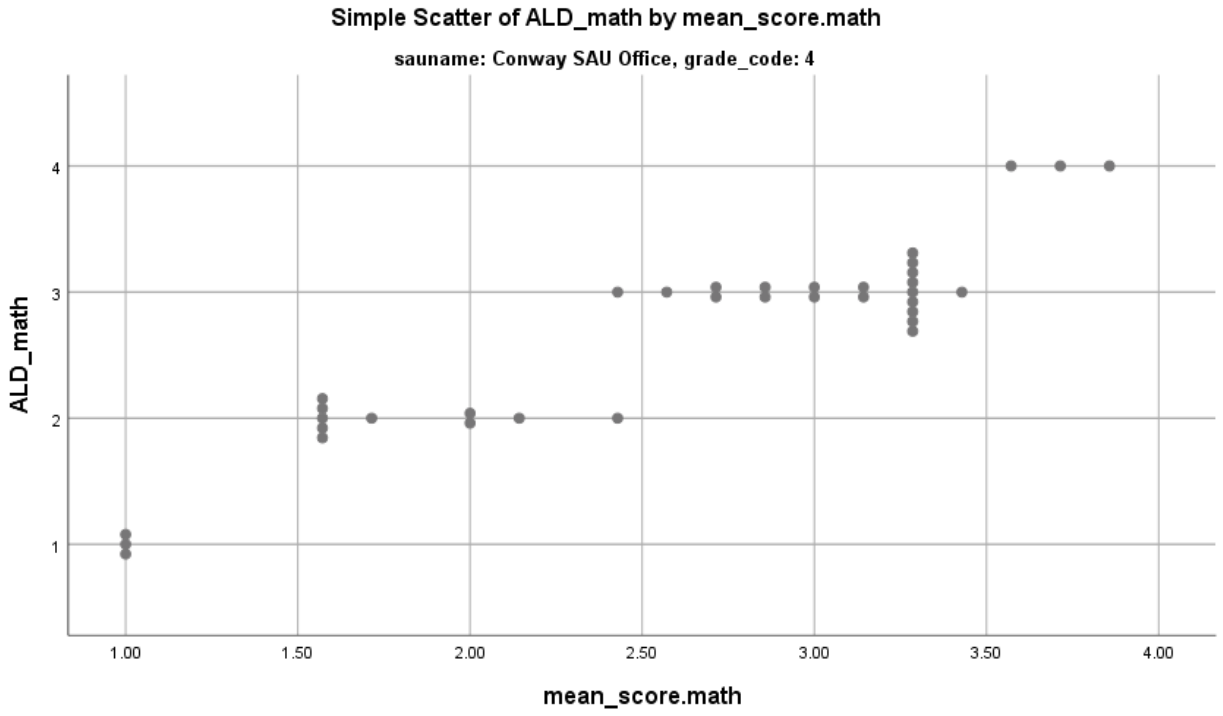
3.00
3.50
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Conway SAU Office, grade_code: 4
ALD_math
4
3
2
1
1.00
1.50
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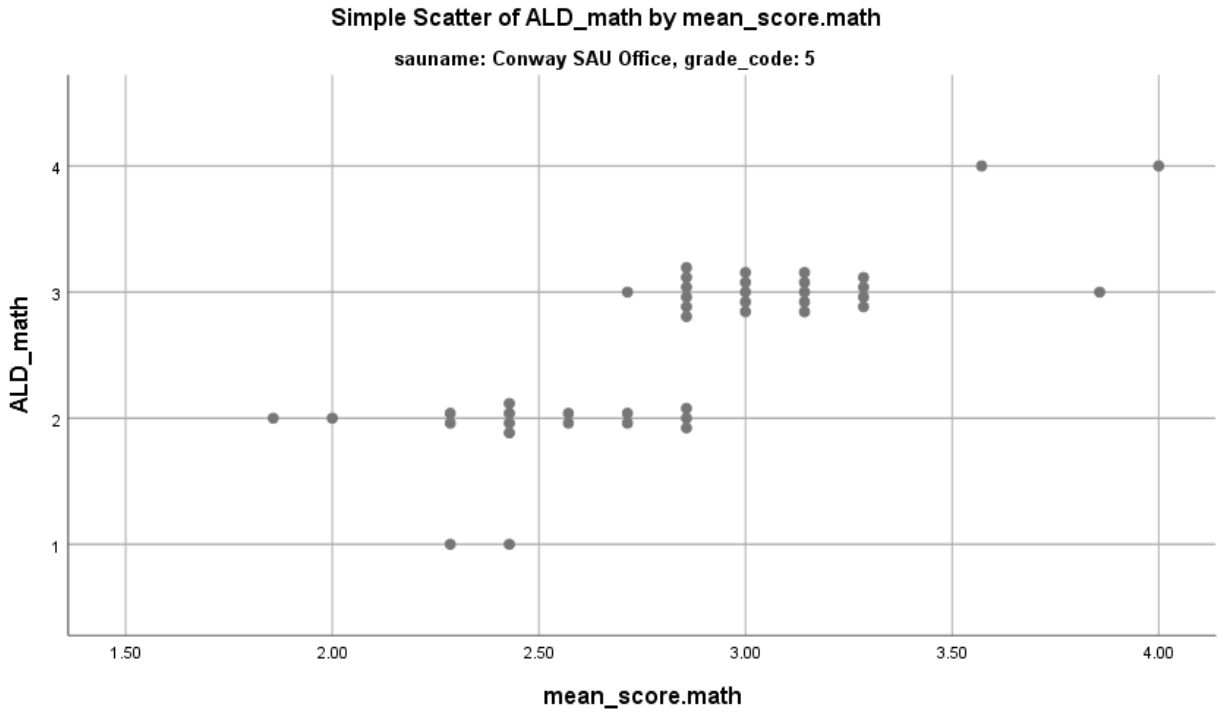
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Conway SAU Office, grade_code: 5
ALD_math
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2
1
1.50
2.00
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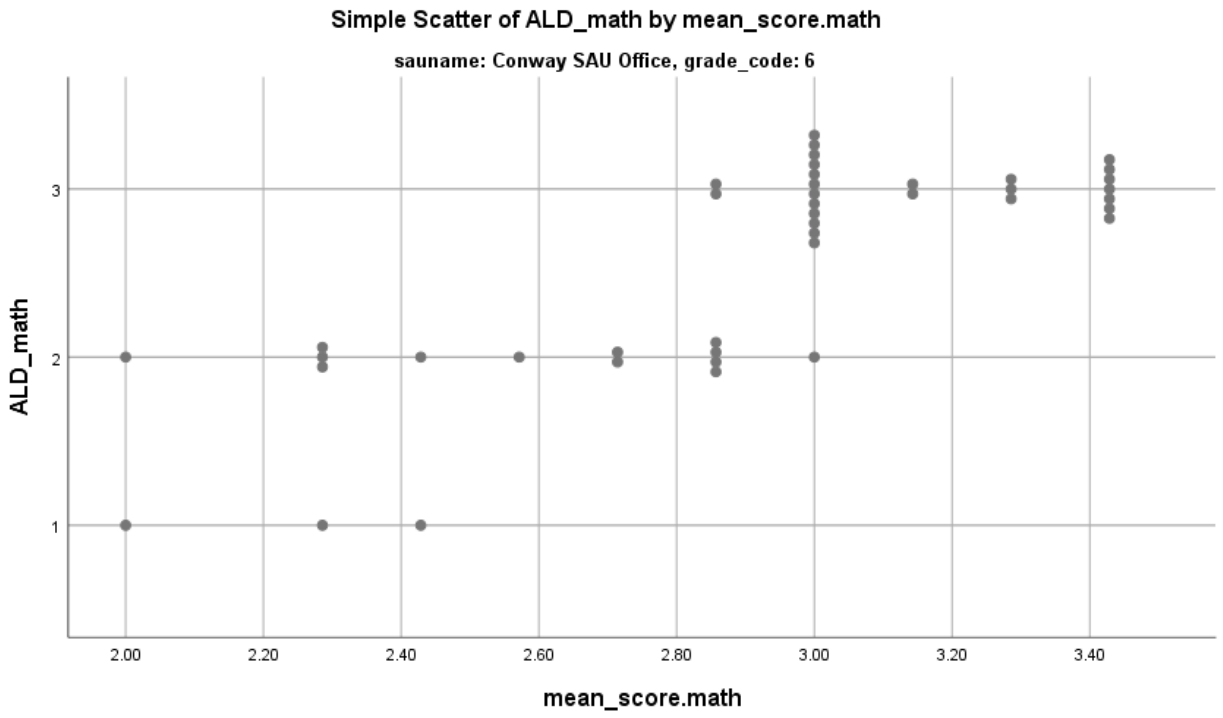
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Conway SAU Office, grade_code: 6
ALD_math
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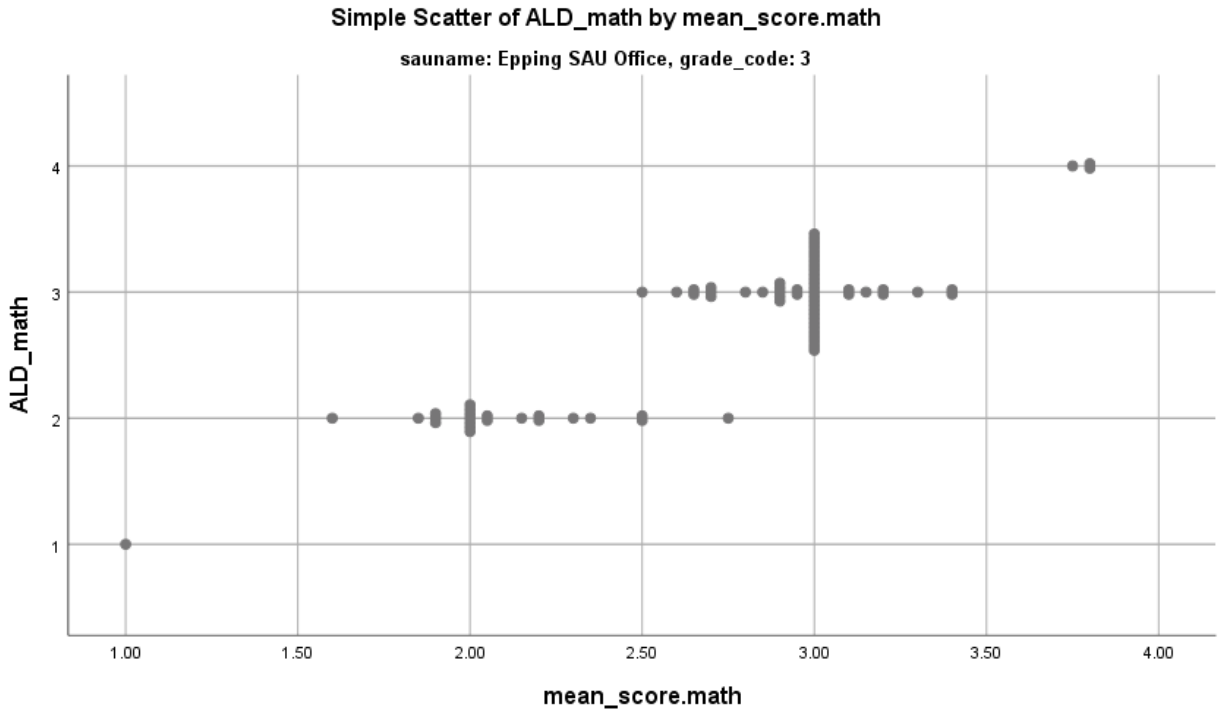
3.00
3.20
3.40
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Epping SAU Office, grade_code: 3
ALD_math
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2
1
1.00
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2.00
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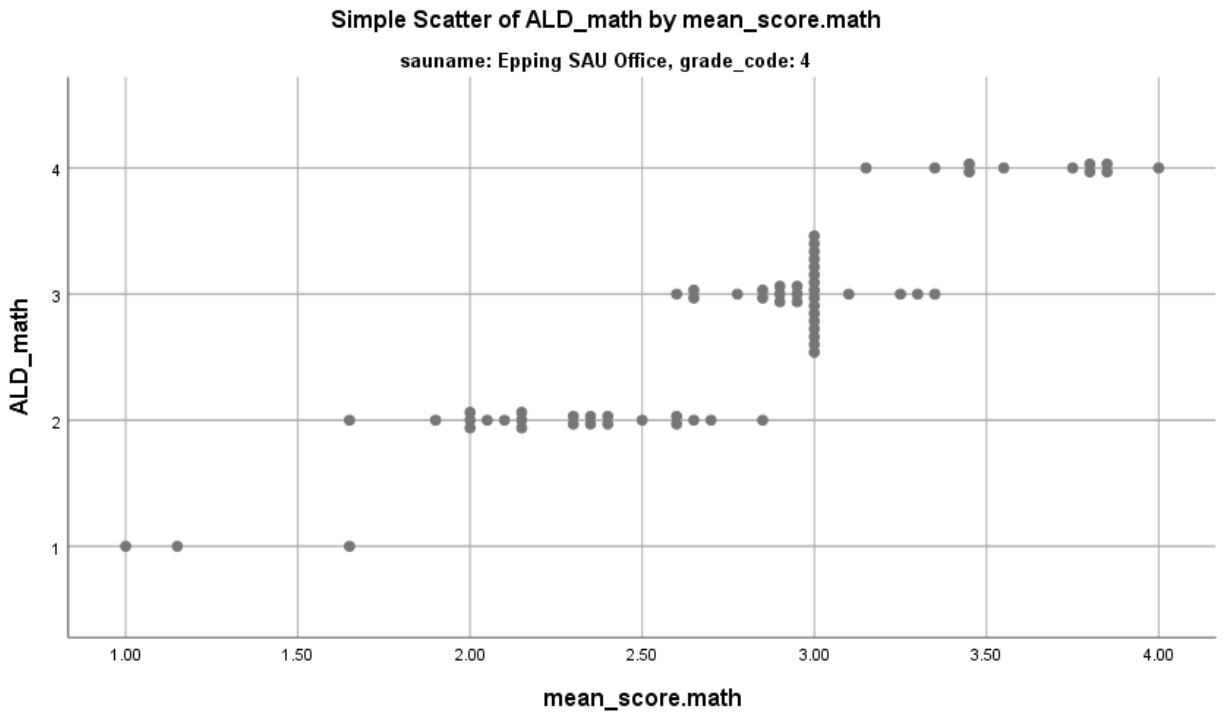
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Epping SAU Office, grade_code: 4
ALD_math
4
3
2
1
1.00
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2.00
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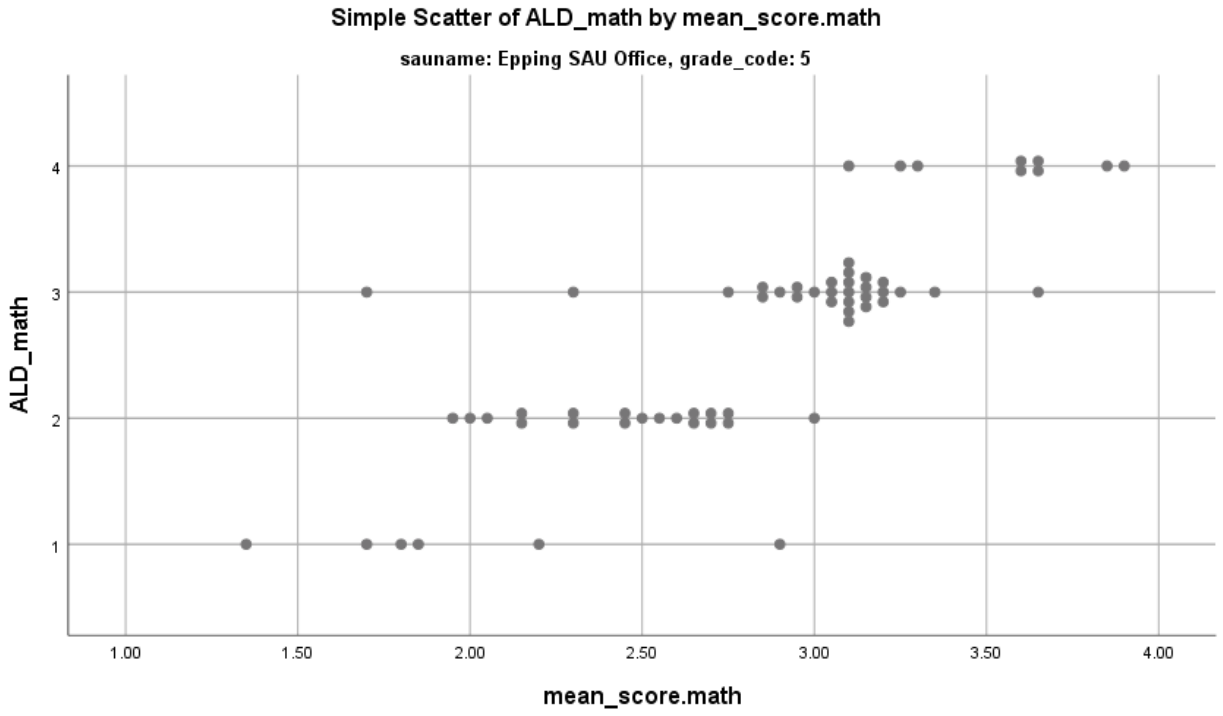
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Epping SAU Office, grade_code: 5
ALD_math
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3
2
1
1.00
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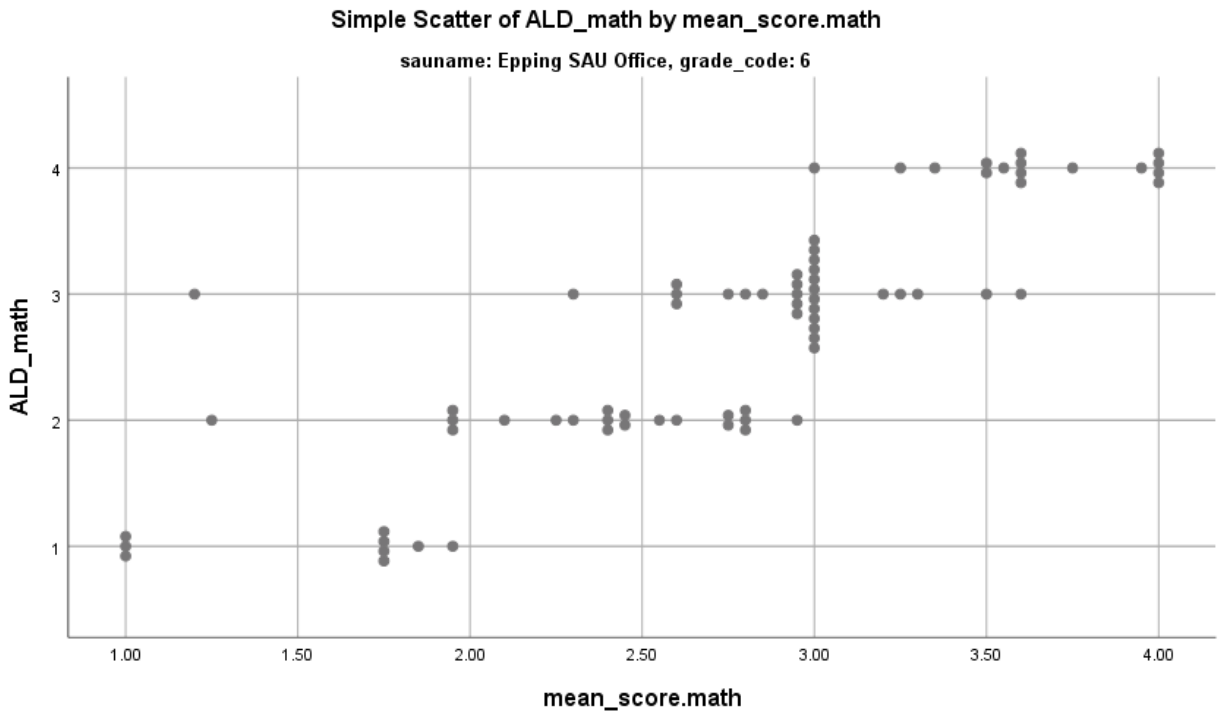
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Epping SAU Office, grade_code: 6
ALD_math
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2
1
1.00
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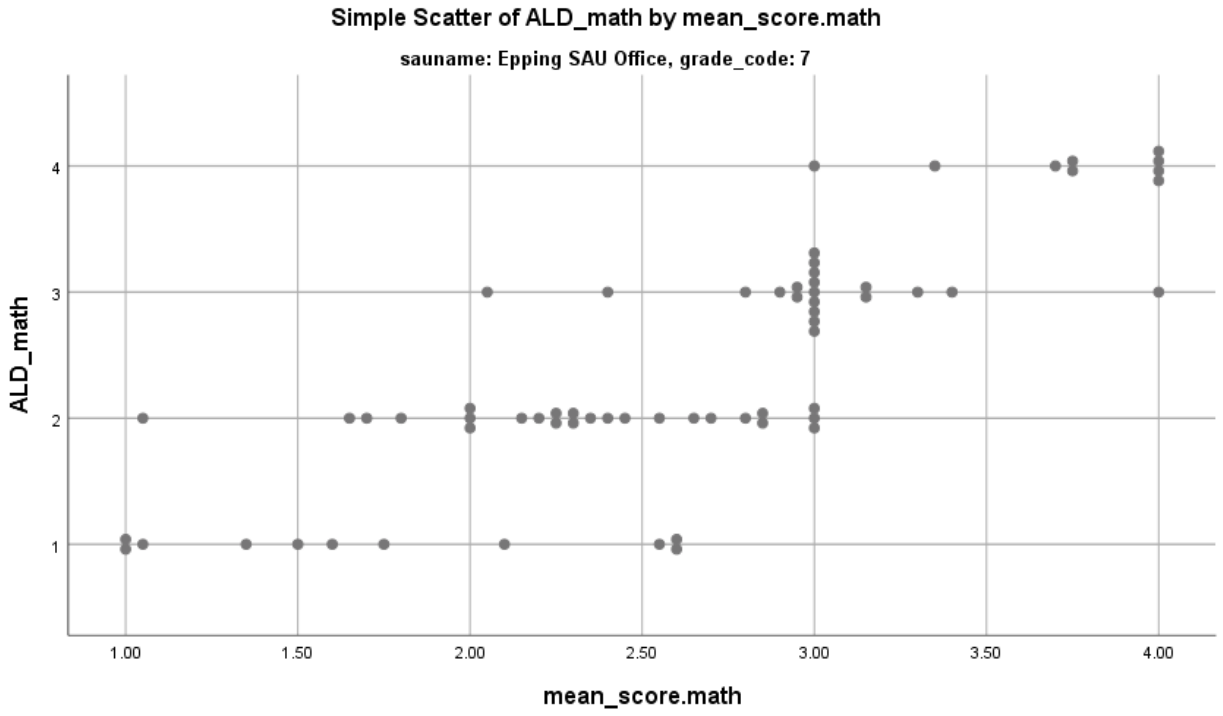
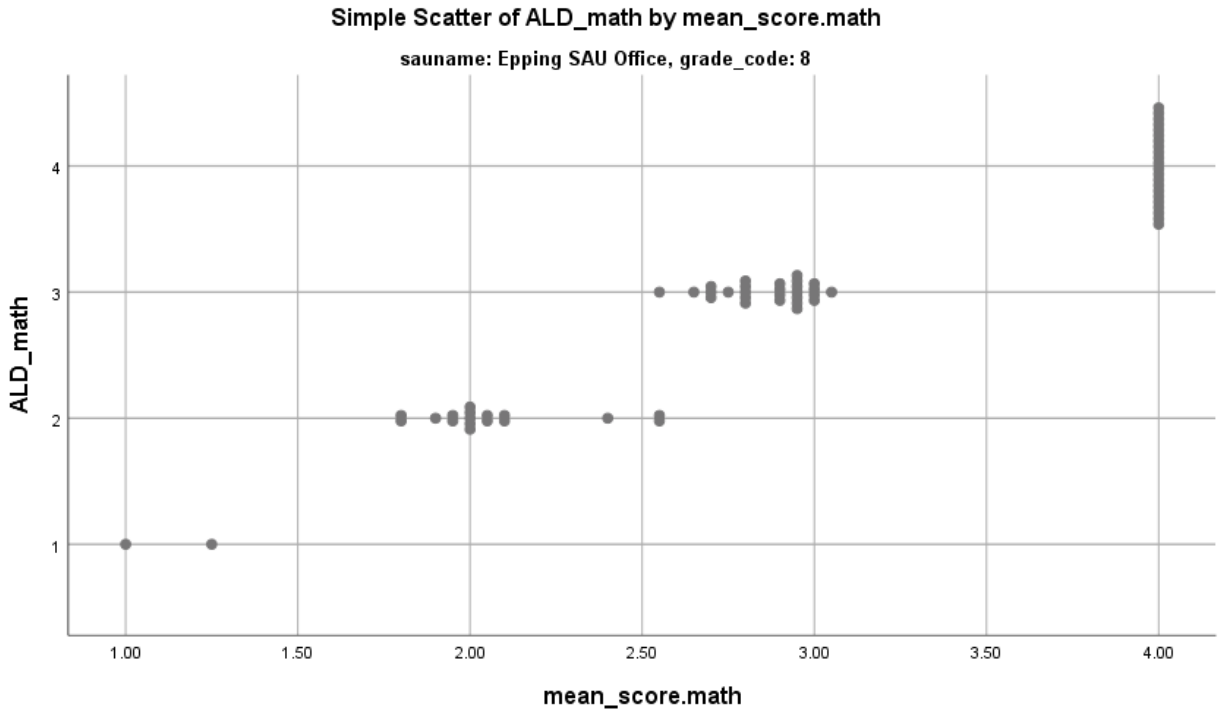
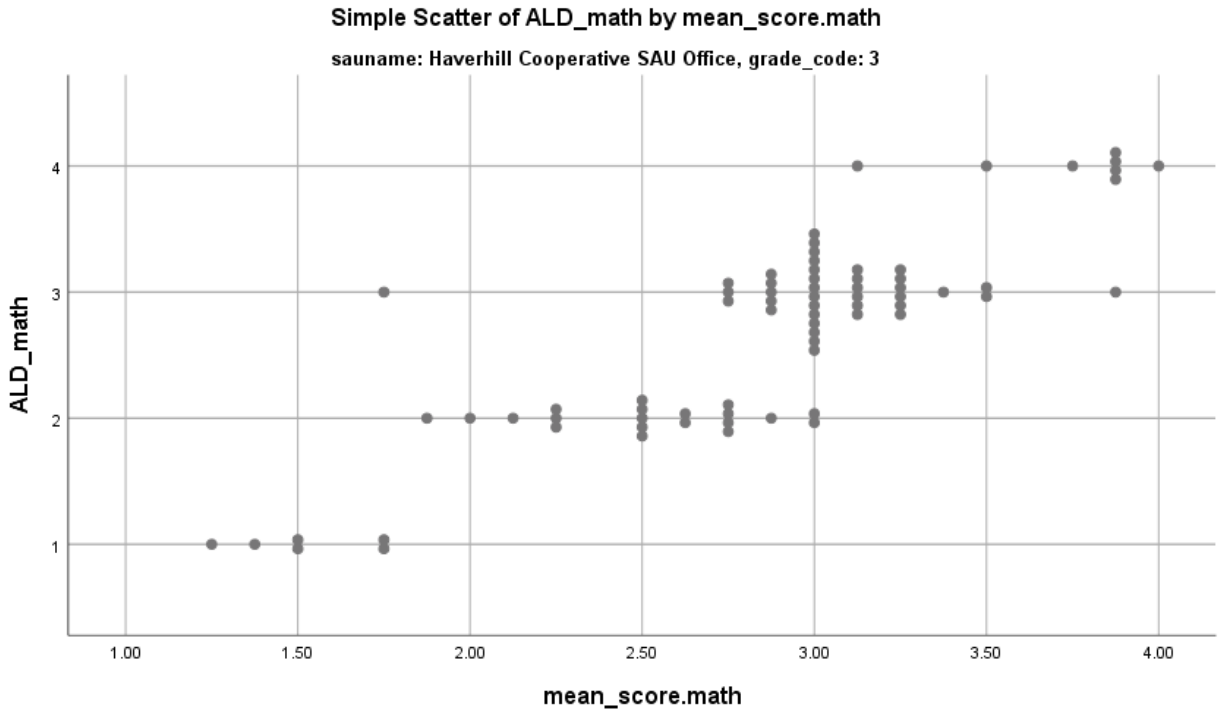
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Epping SAU Office, grade_code: 7
ALD_math
mean_score.math
1
2
3
4
1.00
1.50
2.00
2.50
3.00
3.50
4.00


Simple Scatter of ALD_math by mean_score.math
sauname: Epping SAU Office, grade_code: 8
ALD_math
mean_score.math
1
2
3
4
1.00
1.50
2.00
2.50
3.00
3.50
4.00


Simple Scatter of ALD_math by mean_score.math
sauname: Haverhill Cooperative SAU Office, grade_code: 3
ALD_math
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3
2
1
1.00
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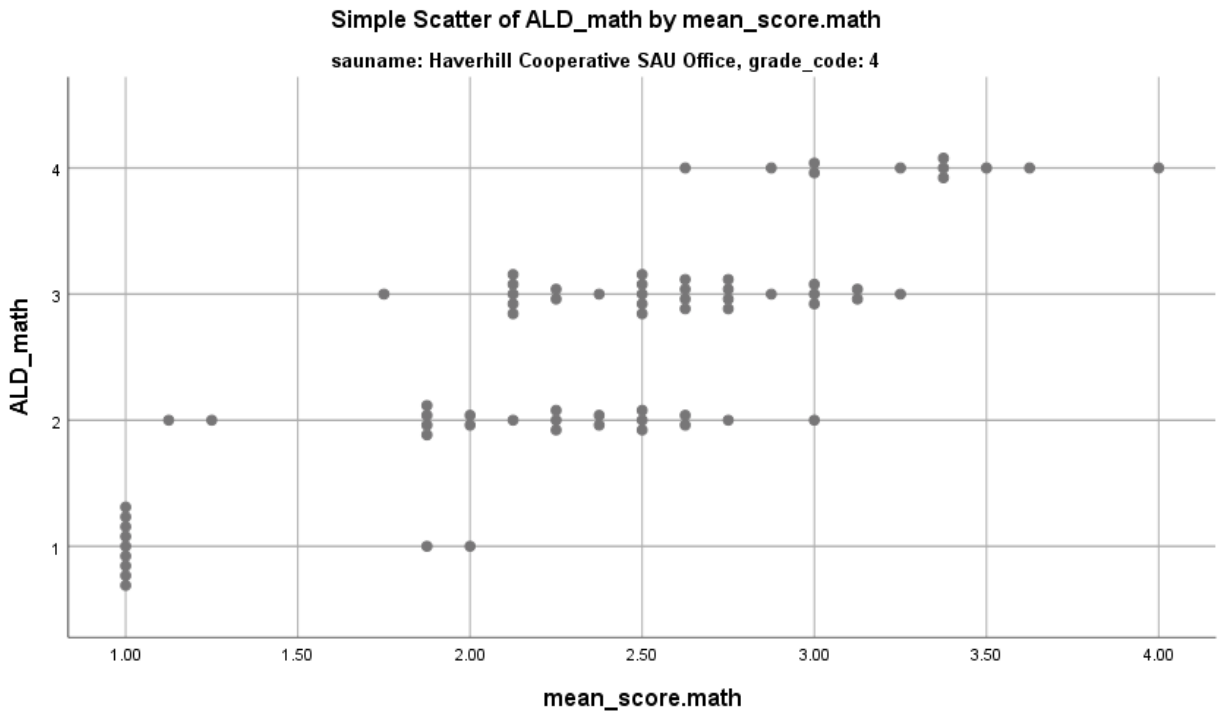
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Haverhill Cooperative SAU Office, grade_code: 4
ALD_math
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3
2
1
1.00
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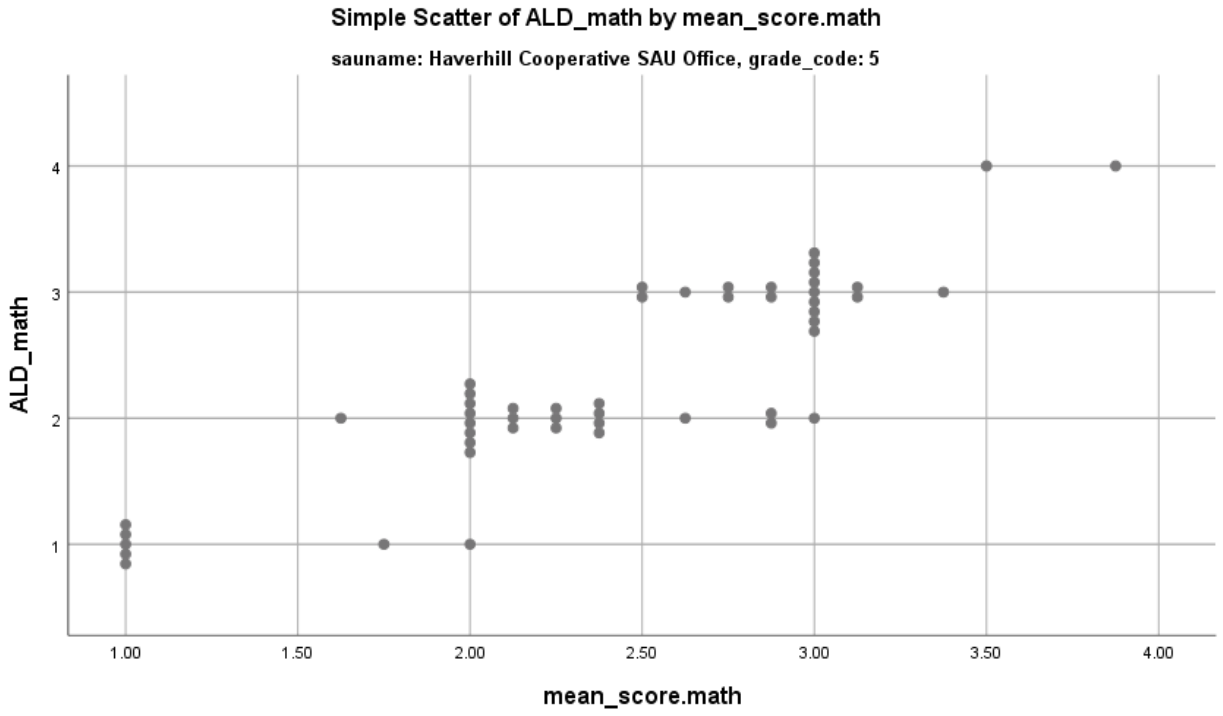
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Haverhill Cooperative SAU Office, grade_code: 5
ALD_math
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3
2
1
1.00
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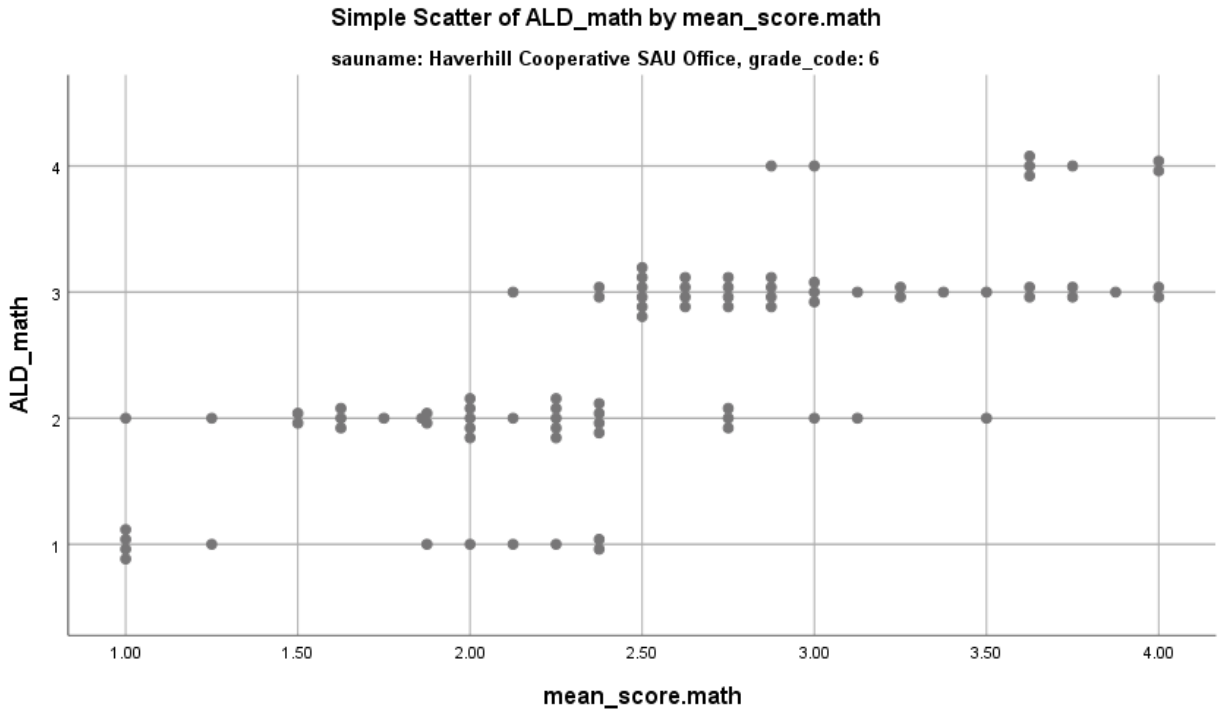
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Haverhill Cooperative SAU Office, grade_code: 6
ALD_math
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3
2
1
1.00
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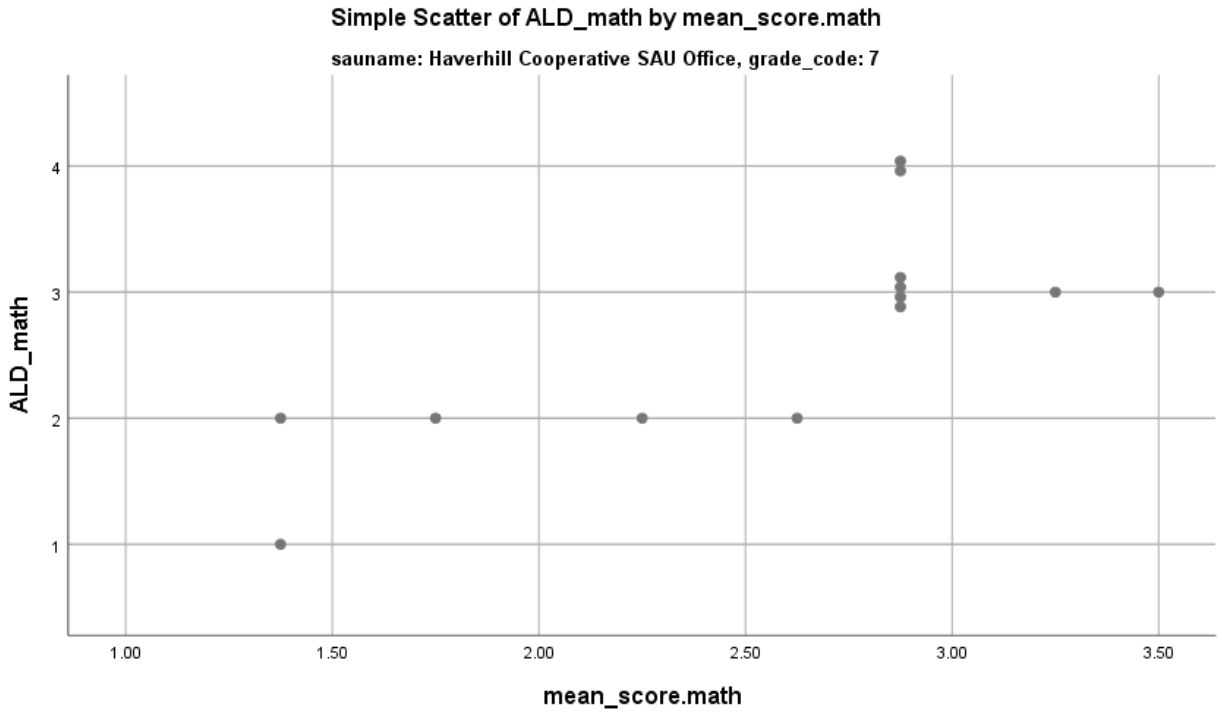
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Haverhill Cooperative SAU Office, grade_code: 7
ALD_math
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3
2
1
1.00
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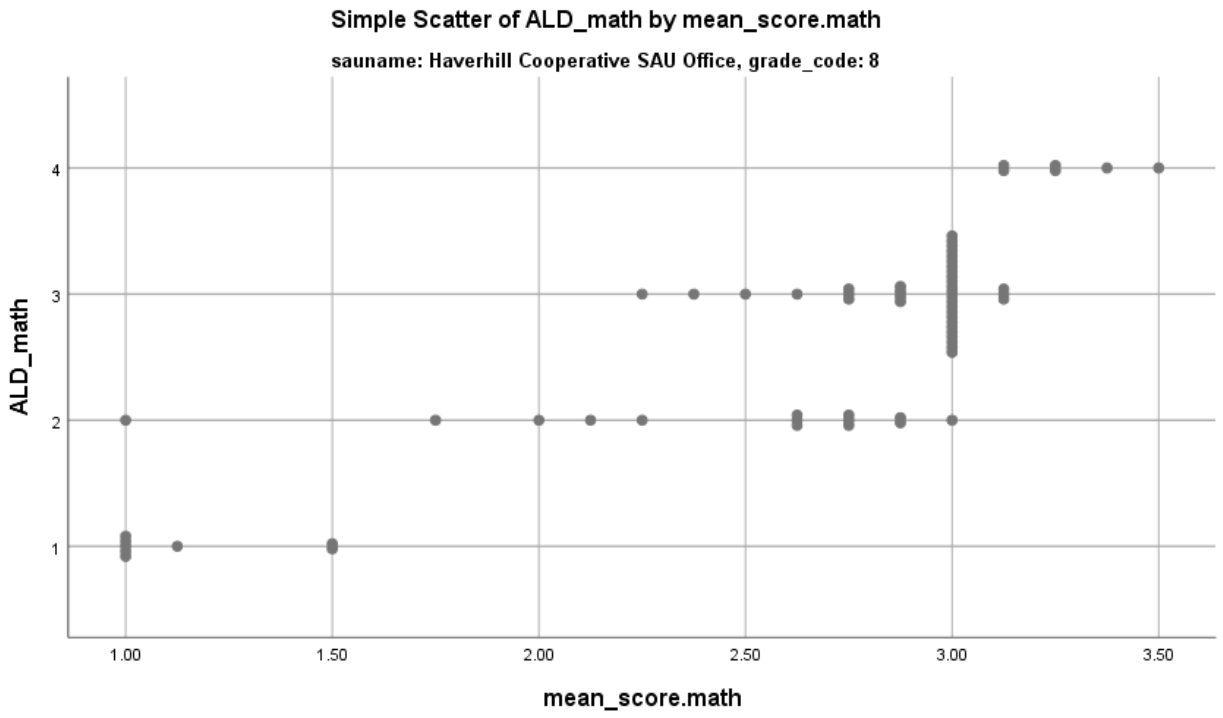
3.00
3.50
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Haverhill Cooperative SAU Office, grade_code: 8
ALD_math
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3
2
1
1.00
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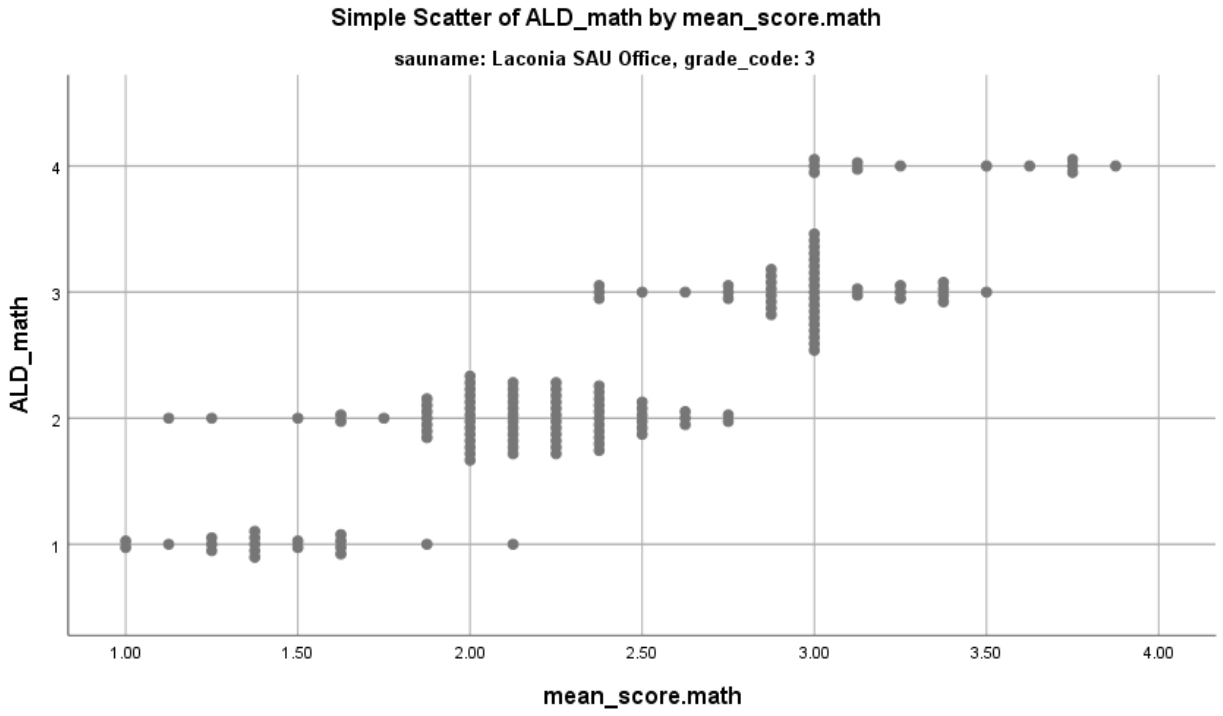
3.00
3.50
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Laconia SAU Office, grade_code: 3
ALD_math
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3
2
1
1.00
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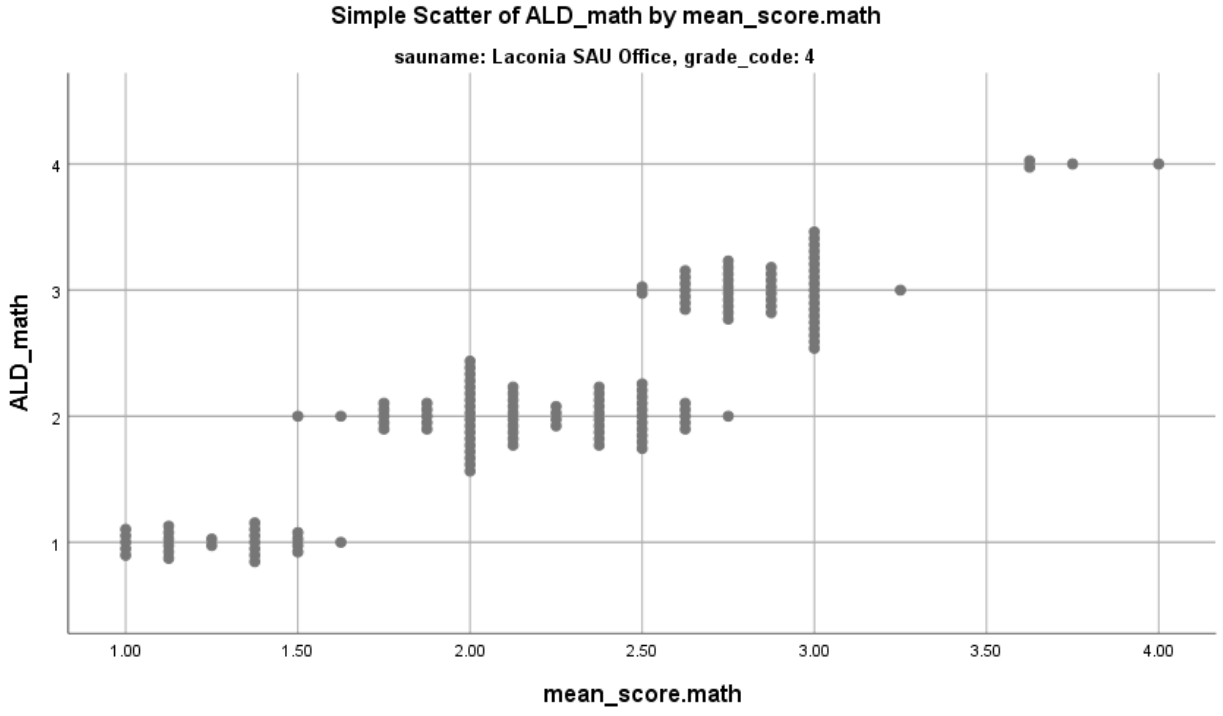
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Laconia SAU Office, grade_code: 4
ALD_math
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3
2
1
1.00
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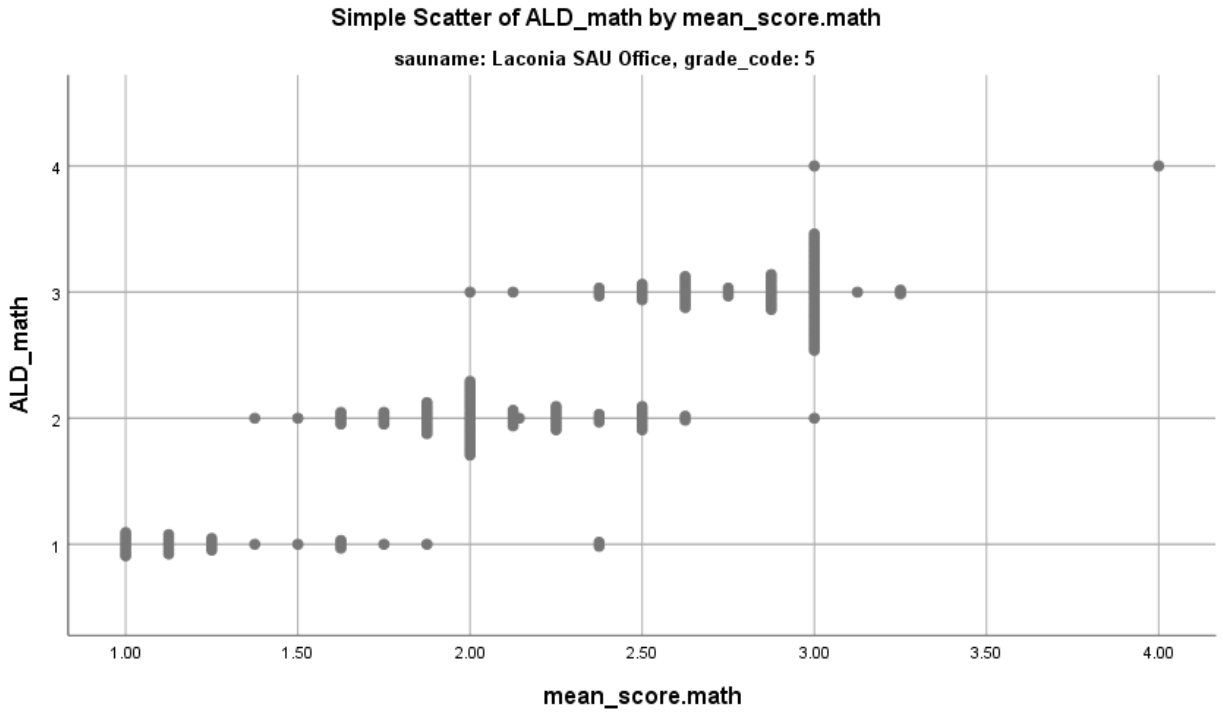
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Laconia SAU Office, grade_code: 5
ALD_math
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2
1
1.00
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2.00
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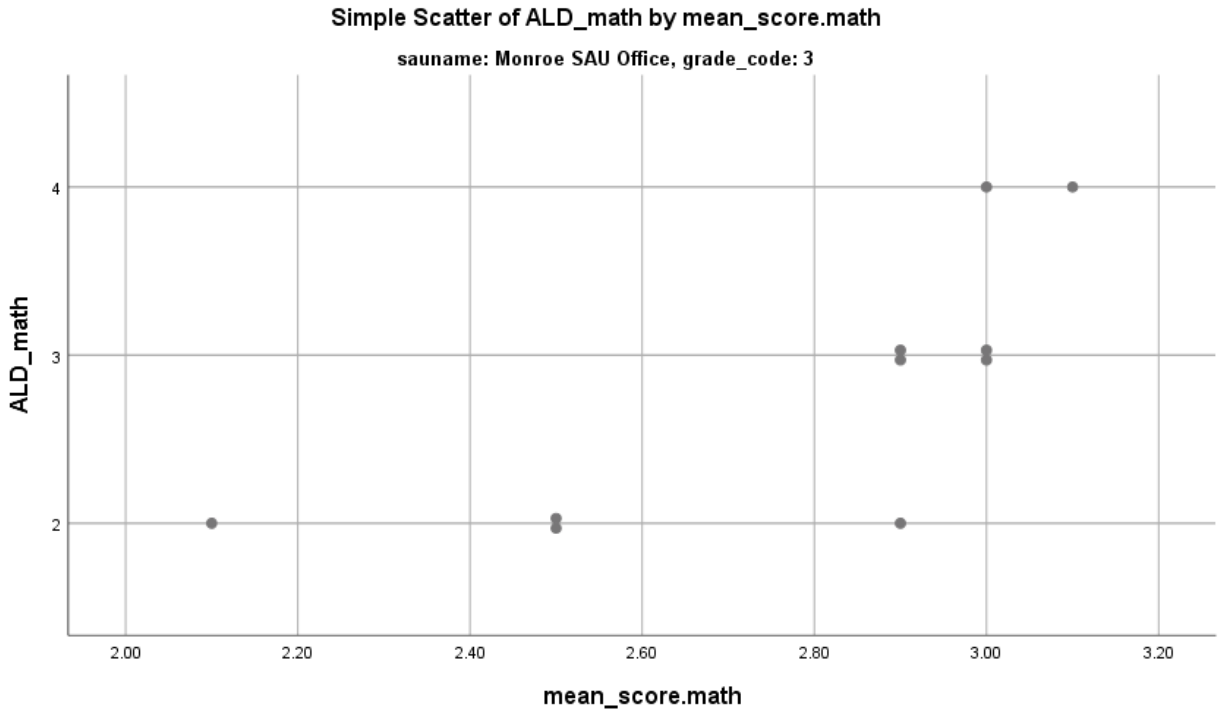
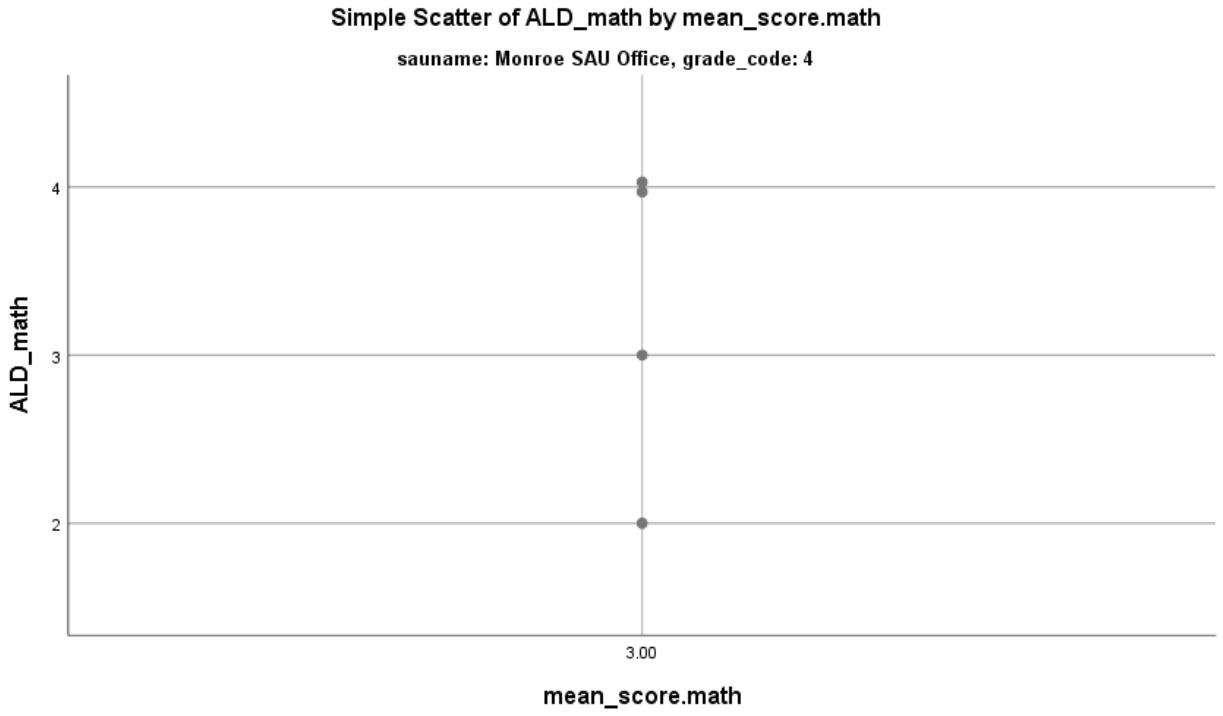
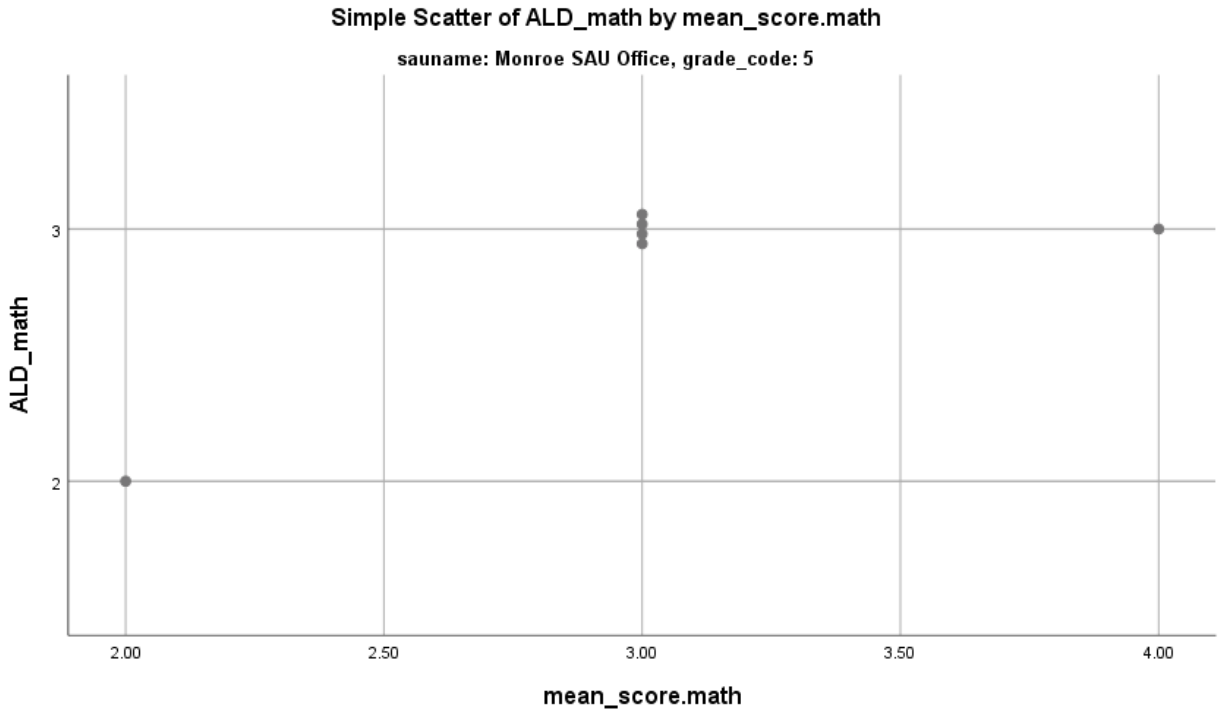
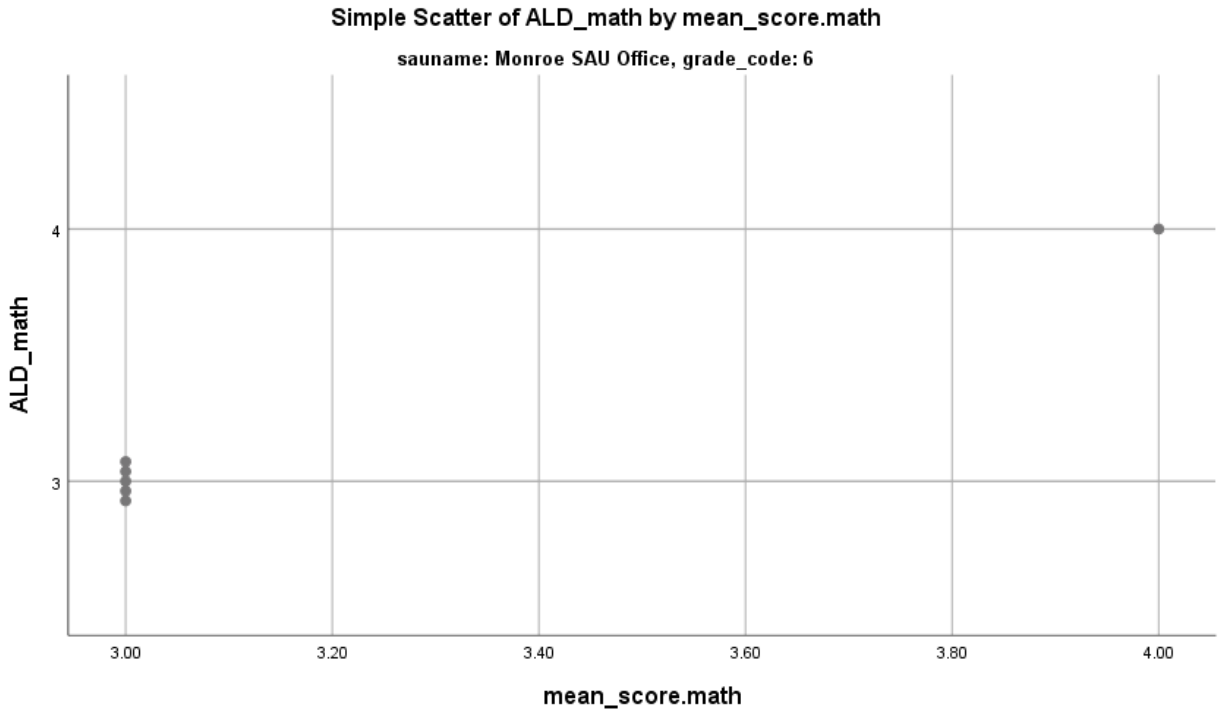
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Monroe SAU Office, grade_code: 3
ALD_math
4
3
2
2.00
2.20
2.40
2.60
2.80
3.00
3.20
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Monroe SAU Office, grade_code: 4
ALD_math
4
3
2
3.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Monroe SAU Office, grade_code: 5
ALD_math
3
2
2.00
2.50
3.00
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Monroe SAU Office, grade_code: 6
ALD_math
4
3
3.00
3.20
3.40
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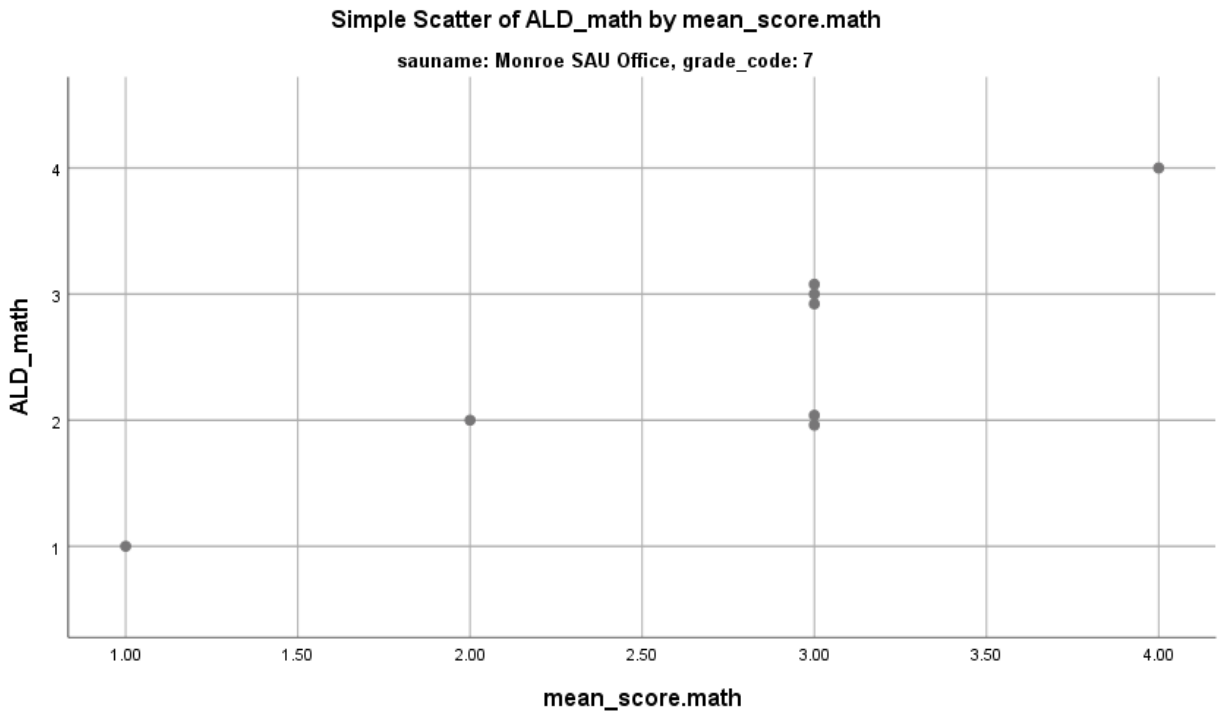
3.80
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Monroe SAU Office, grade_code: 7
ALD_math
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2
1
1.00
1.50
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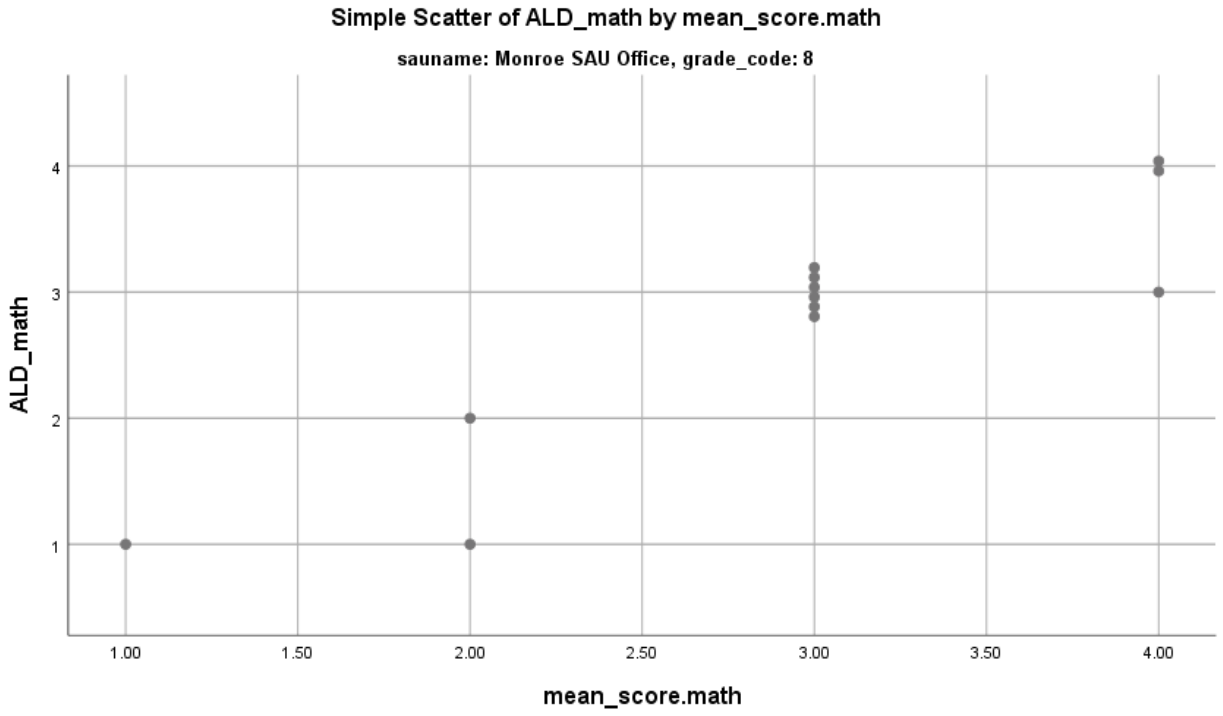
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Monroe SAU Office, grade_code: 8
ALD_math
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2
1
1.00
1.50
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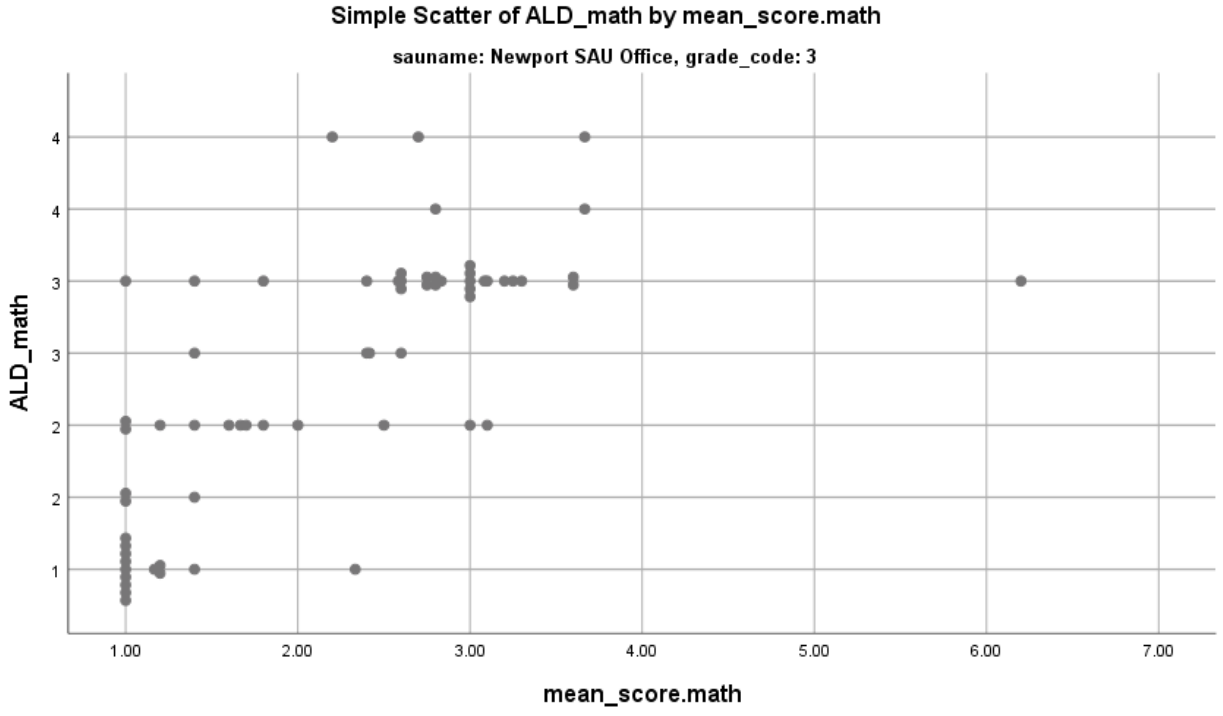
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Newport SAU Office, grade_code: 3
ALD_math
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2
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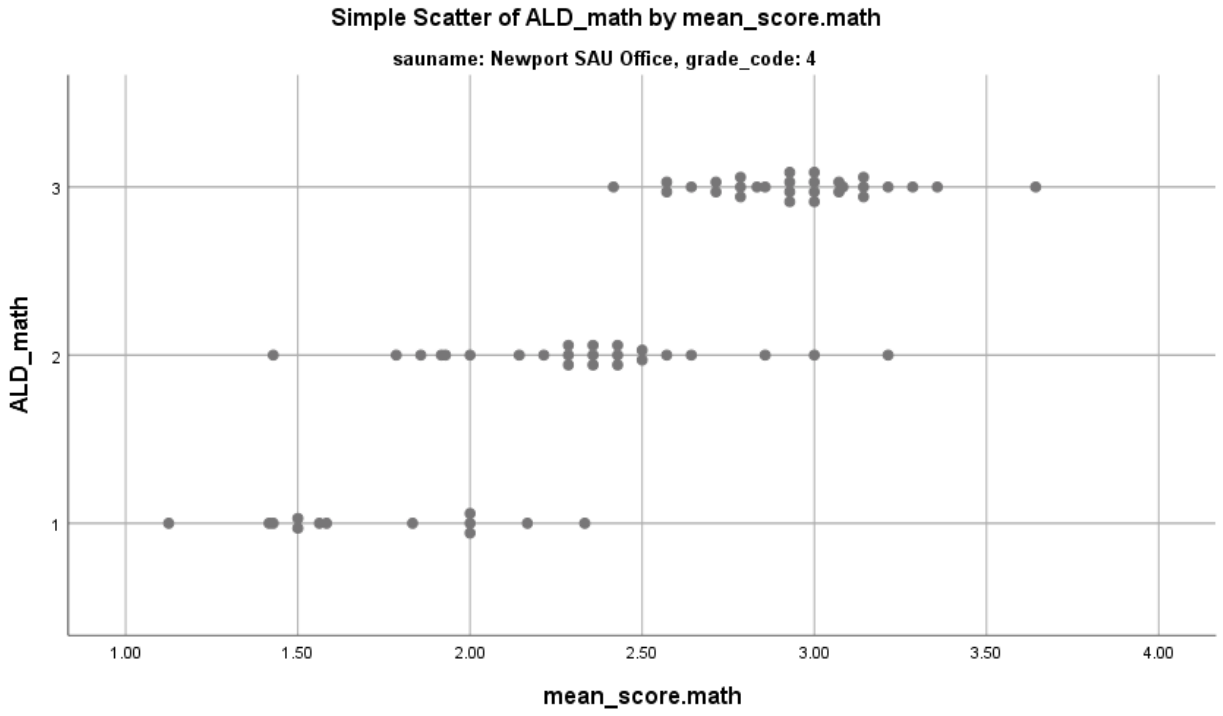
6.00
7.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Newport SAU Office, grade_code: 4
ALD_math
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2
1
1.00
1.50
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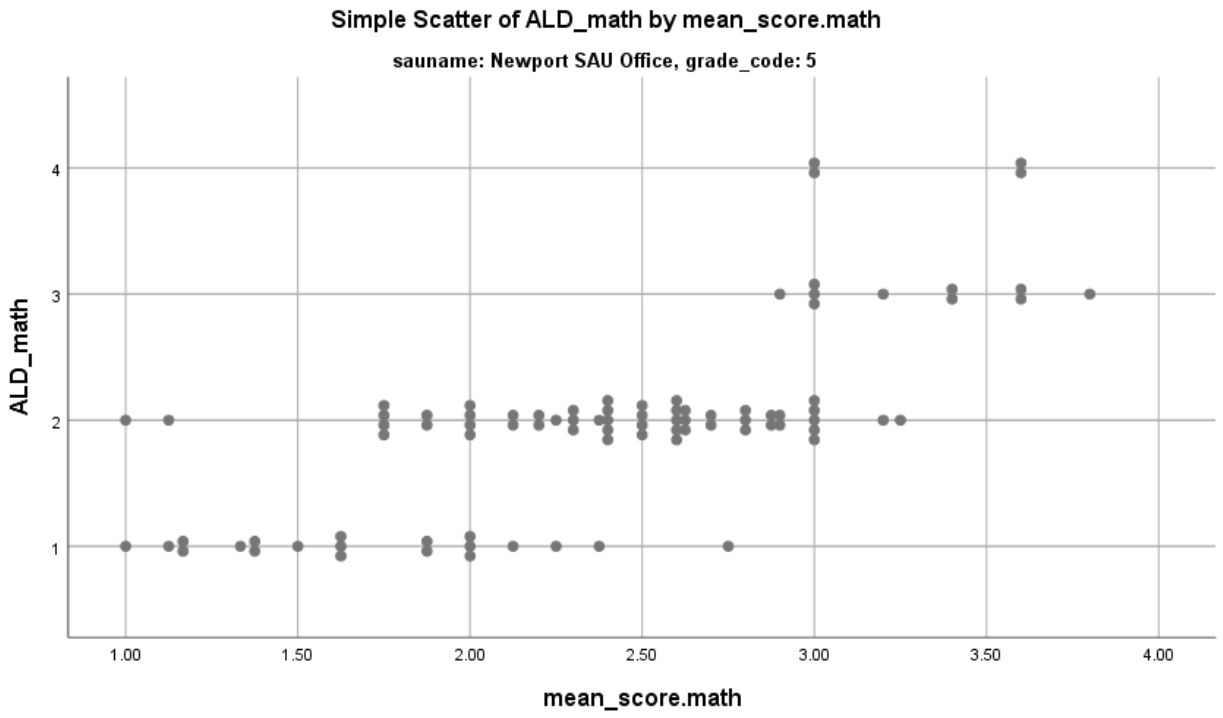
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Newport SAU Office, grade_code: 5
ALD_math
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2
1
1.00
1.50
2.00
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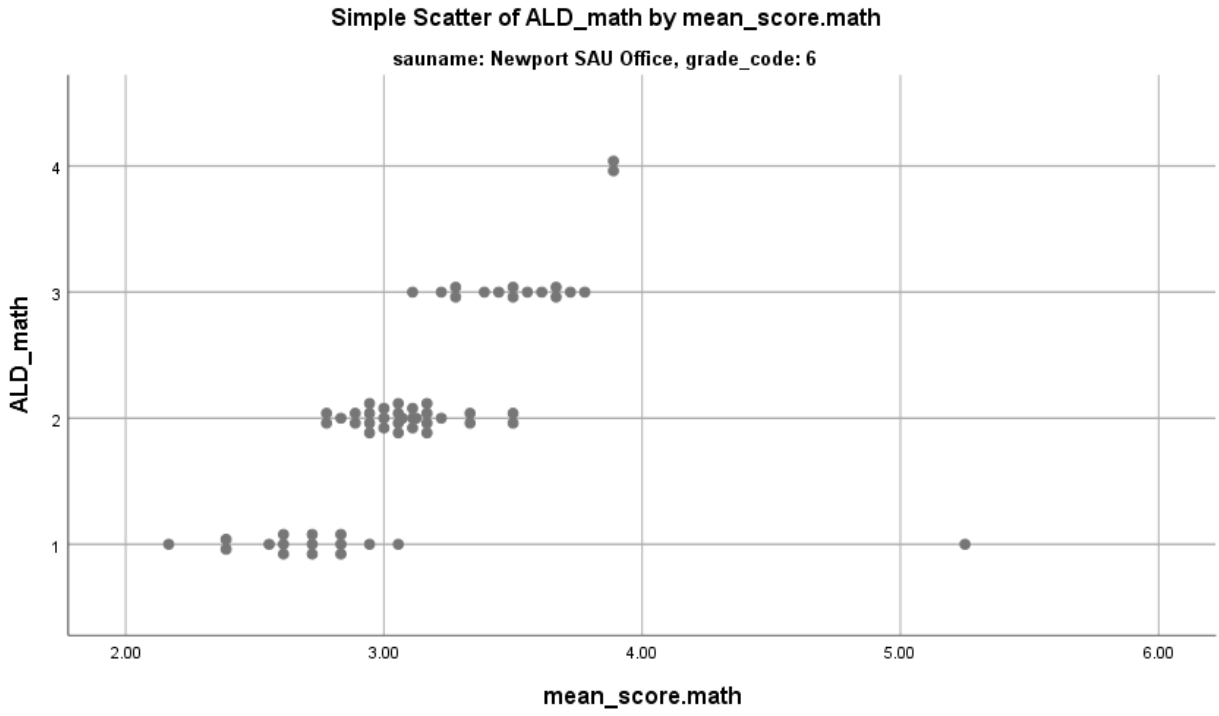
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Newport SAU Office, grade_code: 6
ALD_math
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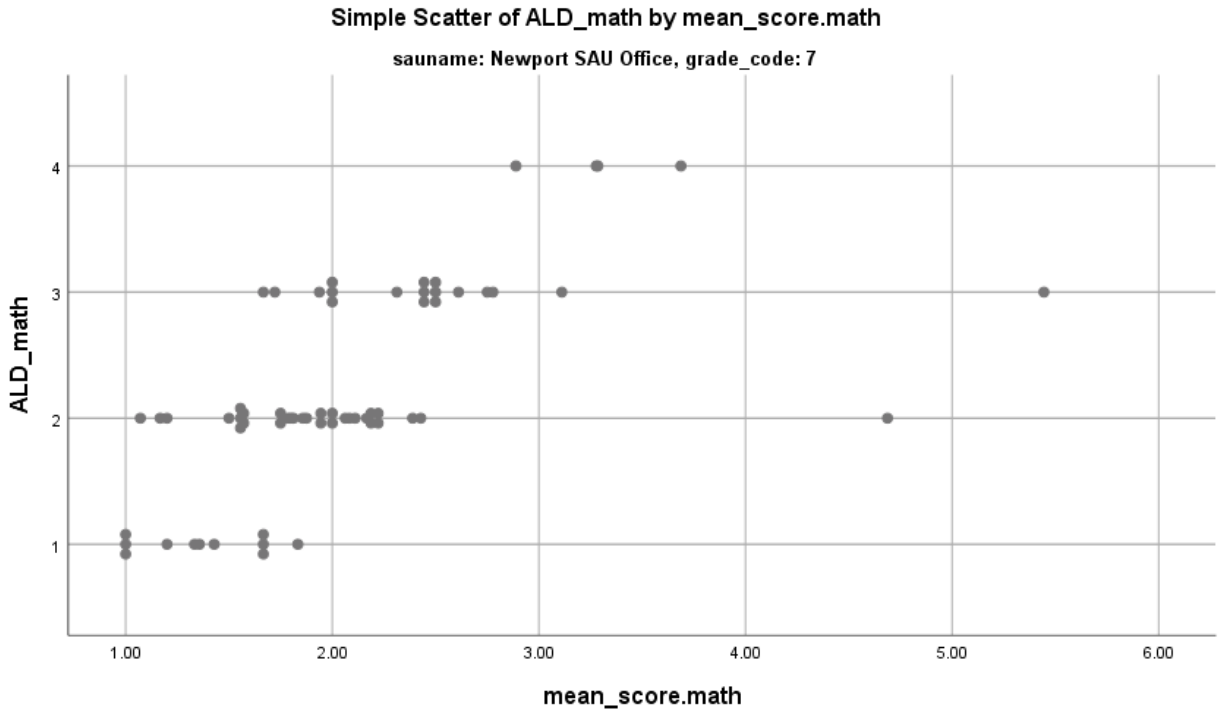
3
2
1
2.00
3.00
4.00
5.00
6.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Newport SAU Office, grade_code: 7
ALD_math
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3
2
1
1.00
2.00
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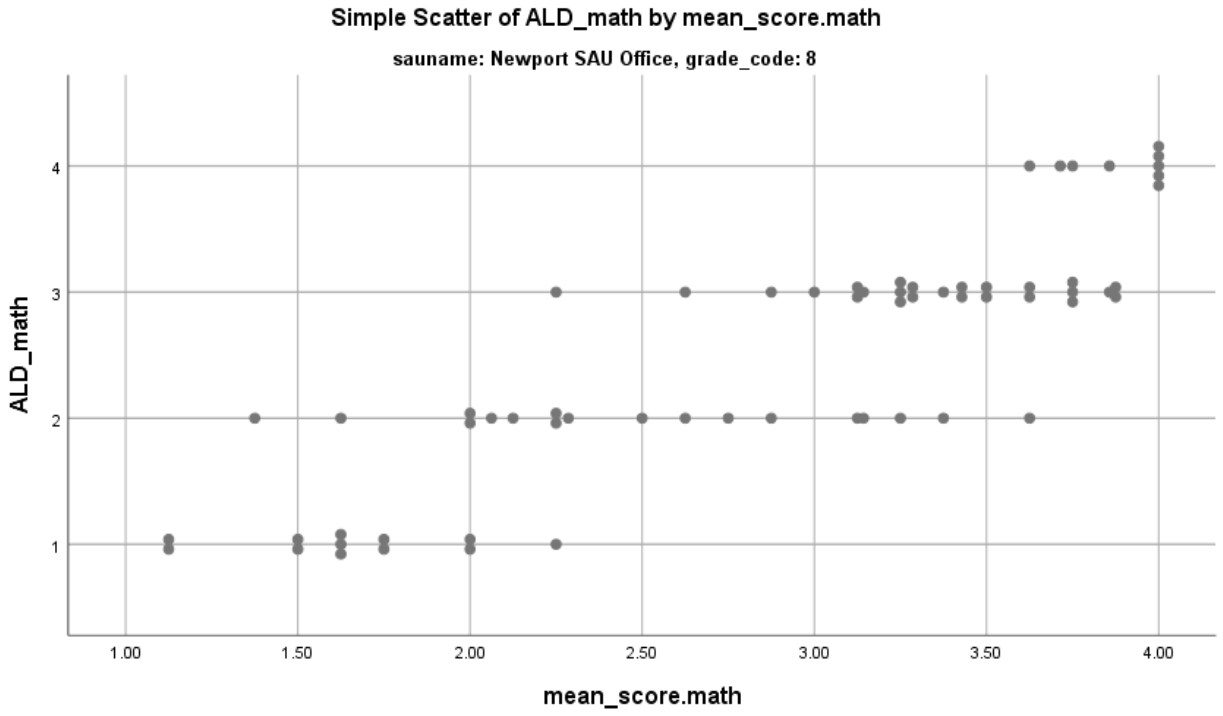
5.00
6.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Newport SAU Office, grade_code: 8
ALD_math
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2
1
1.00
1.50
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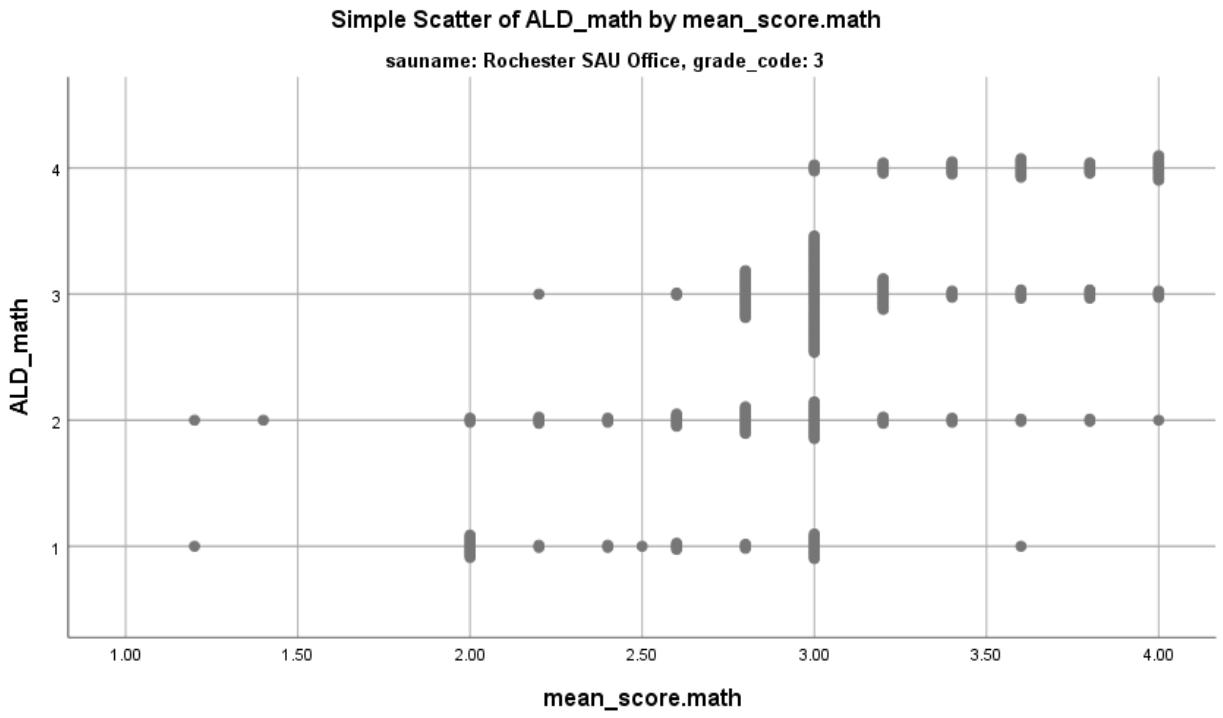
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Rochester SAU Office, grade_code: 3
ALD_math
4
3
2
1
1.00
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2.00
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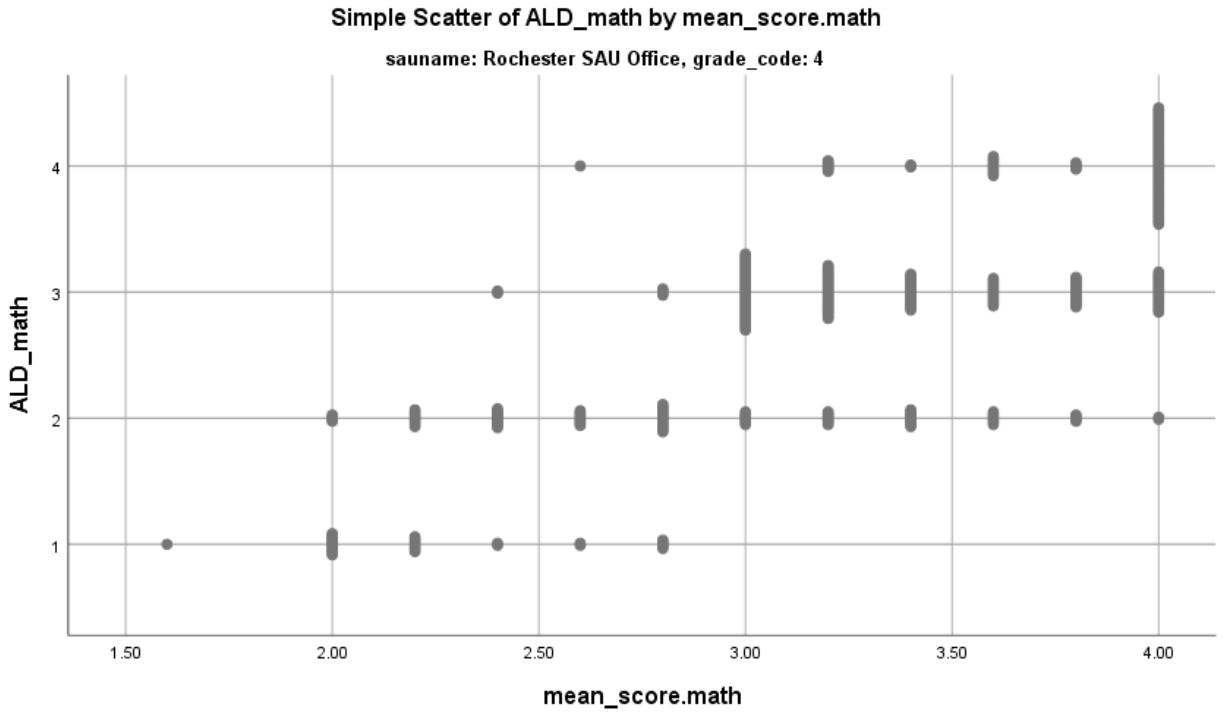
3.00
3.50
4.00
mean_score.math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sauname: Rochester SAU Office, grade_code: 4
ALD_math
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2.00
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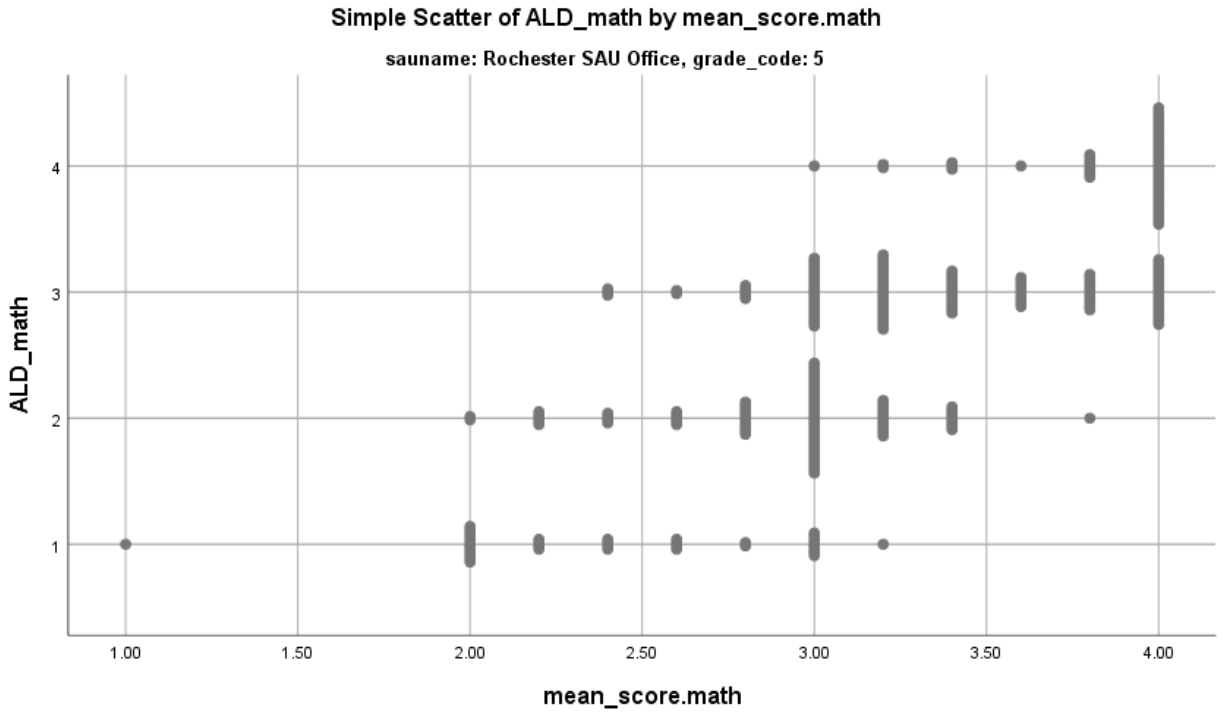
3.50
4.00
mean_score.math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sauname: Rochester SAU Office, grade_code: 5
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1.50
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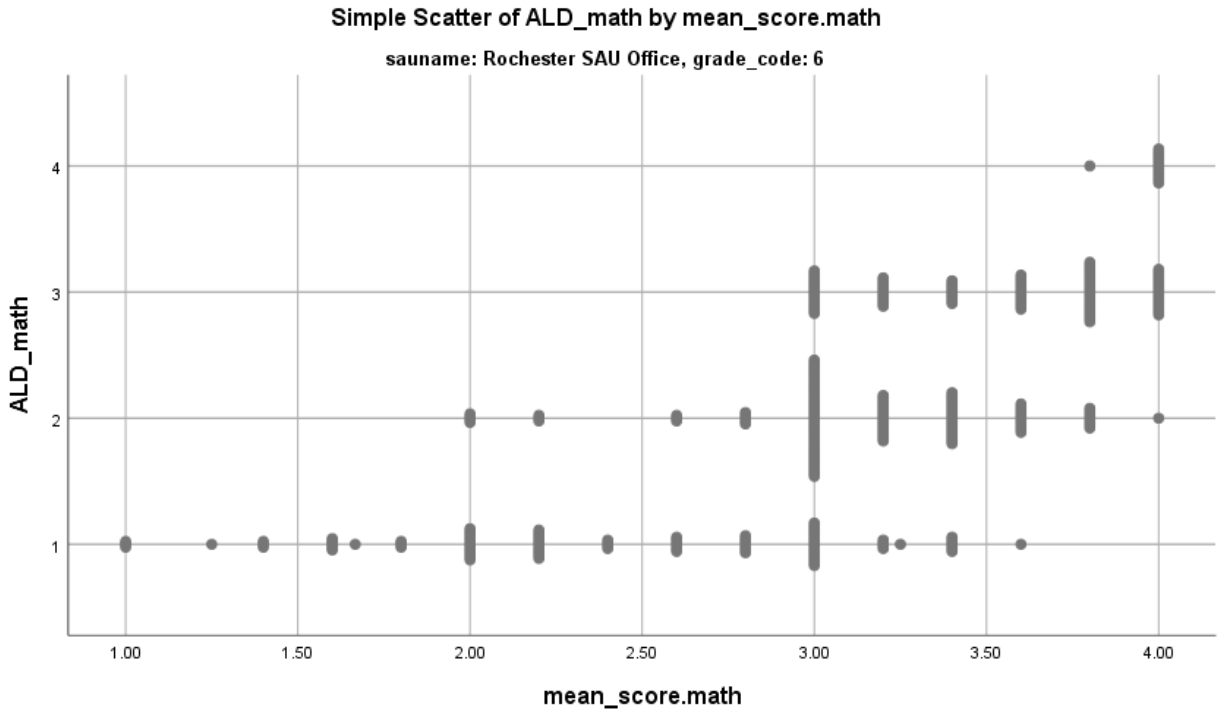
3.50
4.00
mean_score.math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1.50
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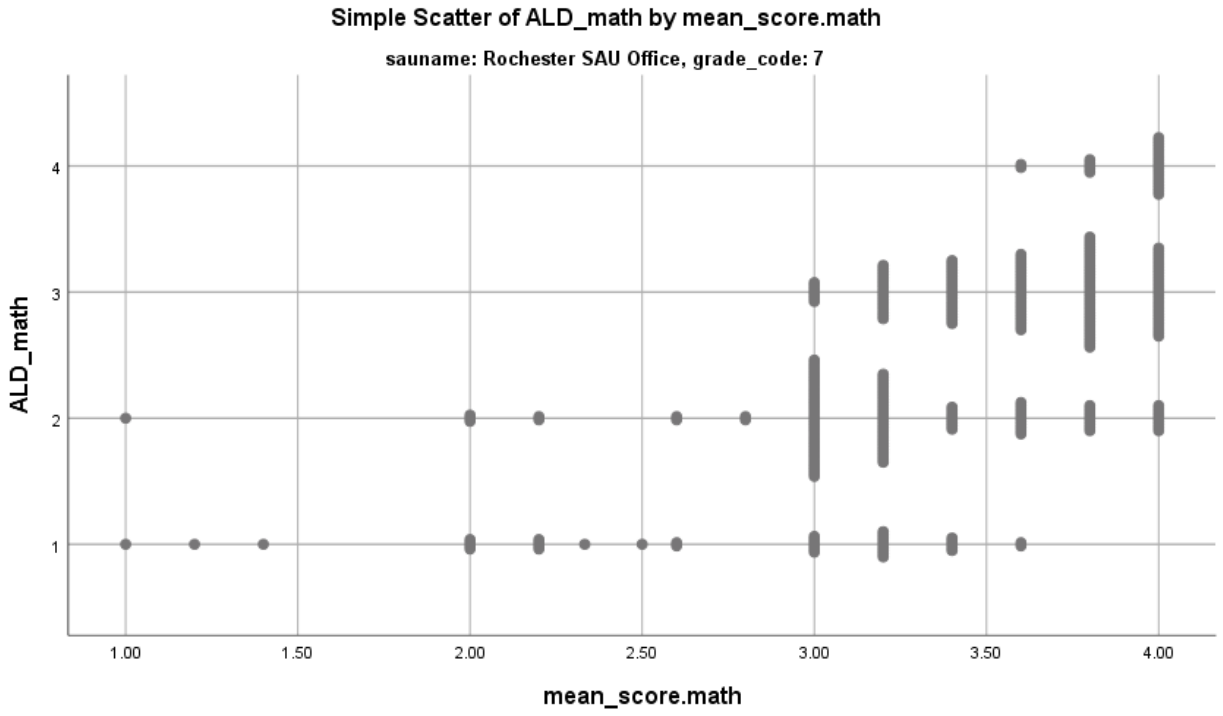
3.50
4.00
mean_score.math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2
1
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1.50
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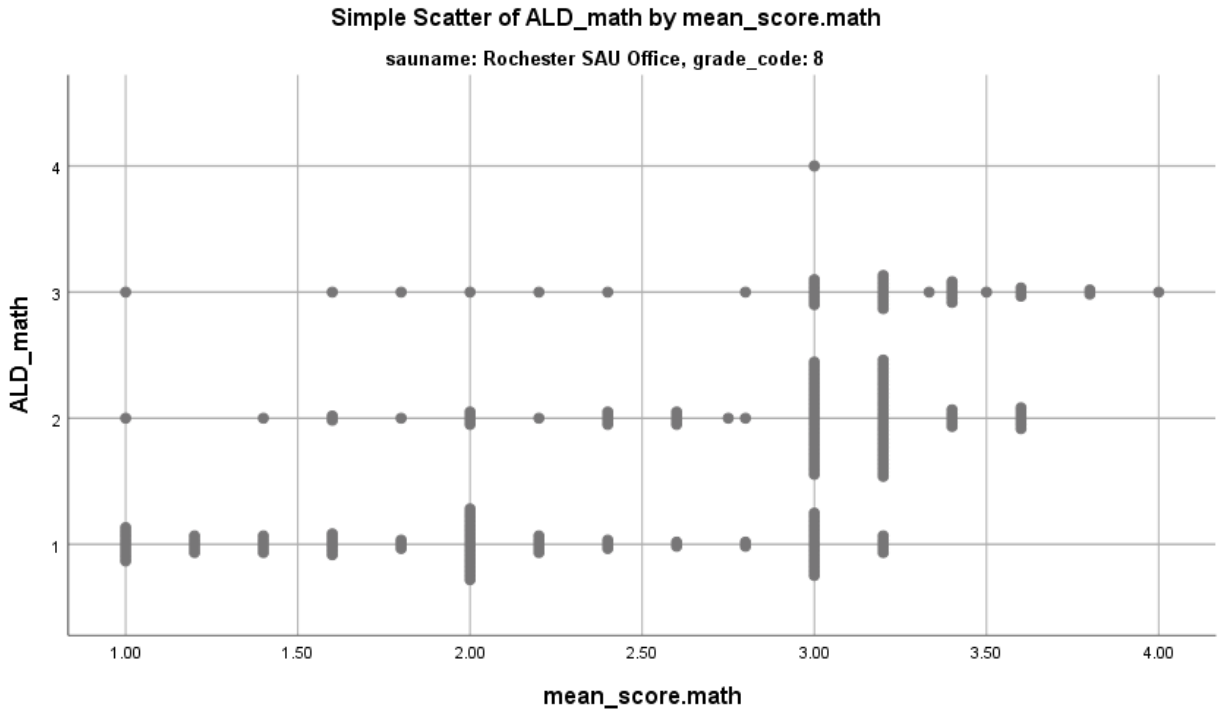
3.50
4.00
mean_score.math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sauname: Rochester SAU Office, grade_code: 8
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1.50
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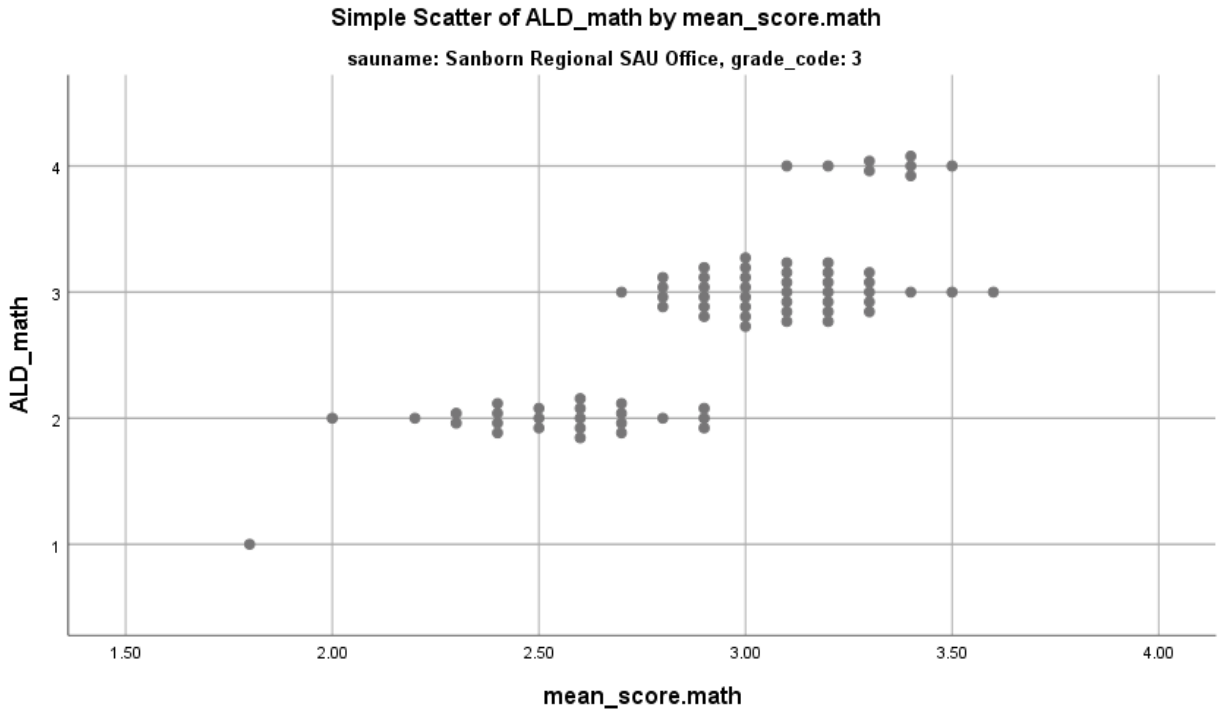
3.50
4.00
mean_score.math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sauname: Sanborn Regional SAU Office, grade_code: 3
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2
1
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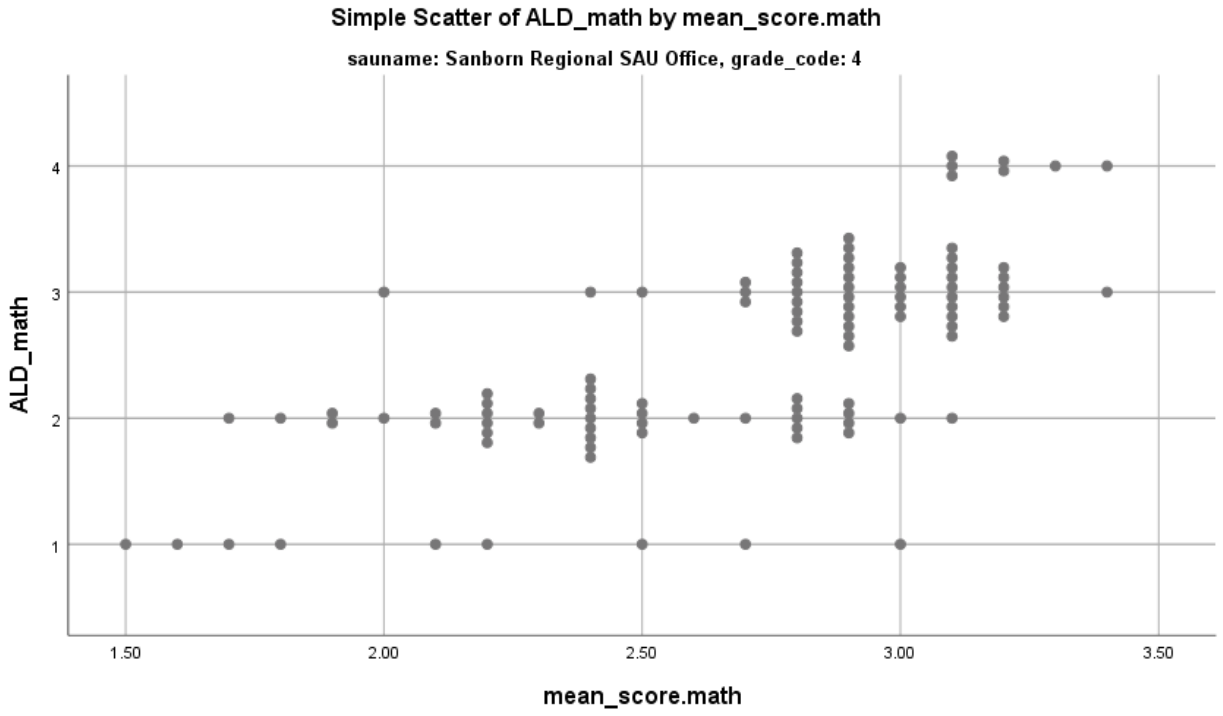
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: Sanborn Regional SAU Office, grade_code: 4
ALD_math
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3
2
1
1.50
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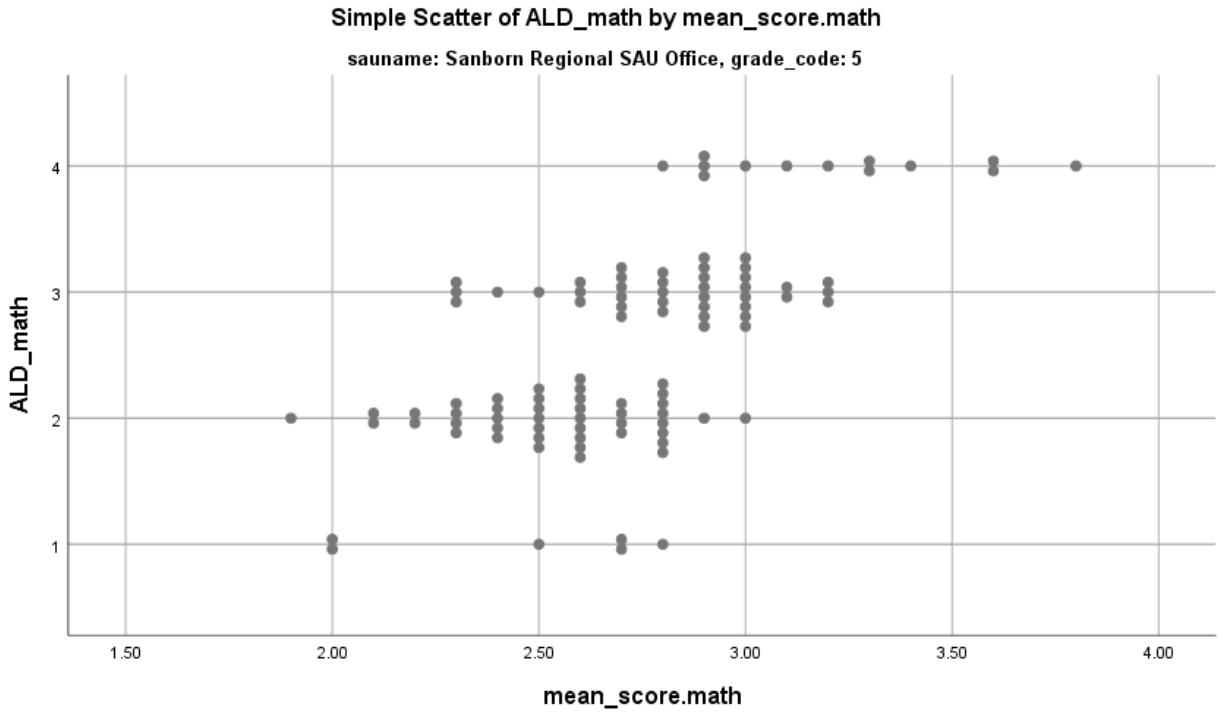
3.00
3.50
mean_score.math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sauname: Sanborn Regional SAU Office, grade_code: 5
ALD_math
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1
1.50
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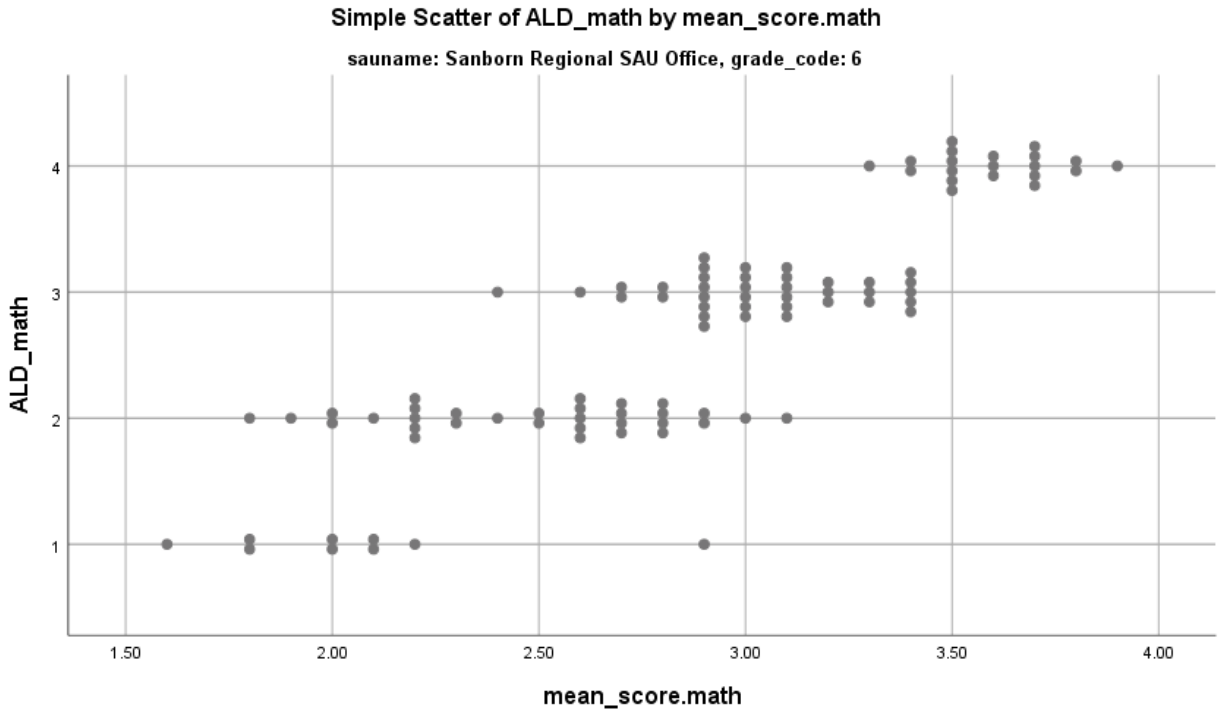
3.50
4.00
mean_score.math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sauname: Sanborn Regional SAU Office, grade_code: 6
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1
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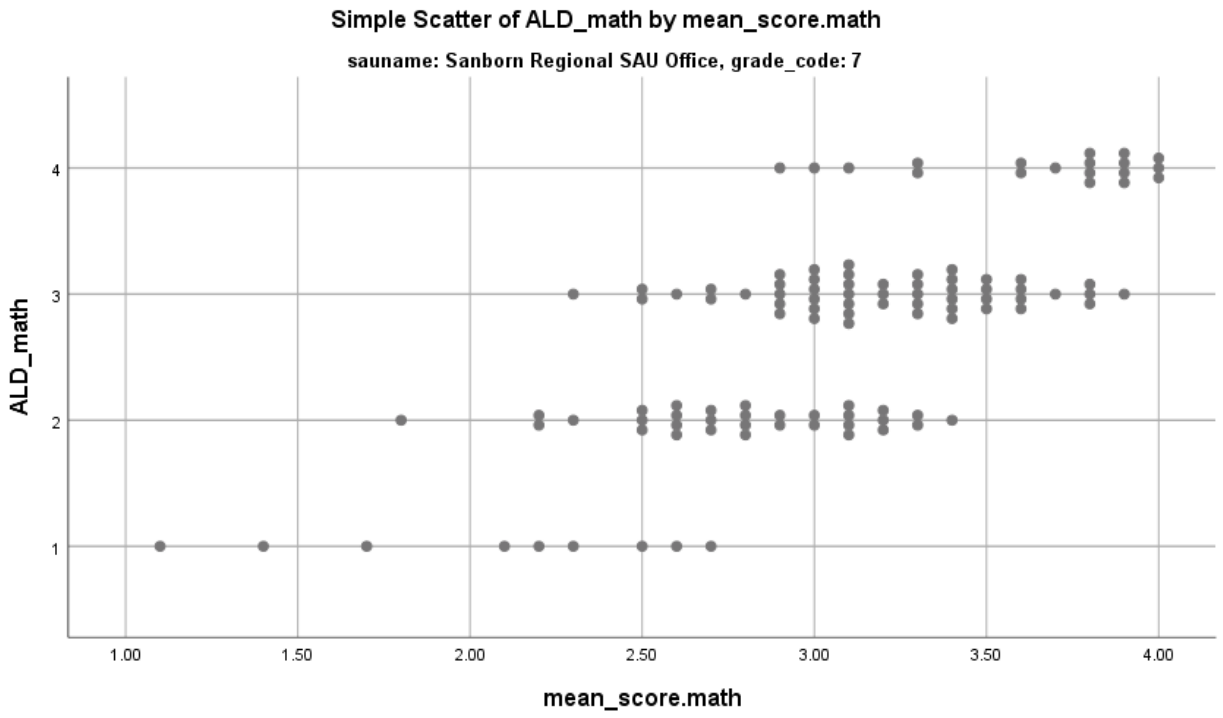
3.50
4.00
mean_score.math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sauname: Sanborn Regional SAU Office, grade_code: 7
ALD_math
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1
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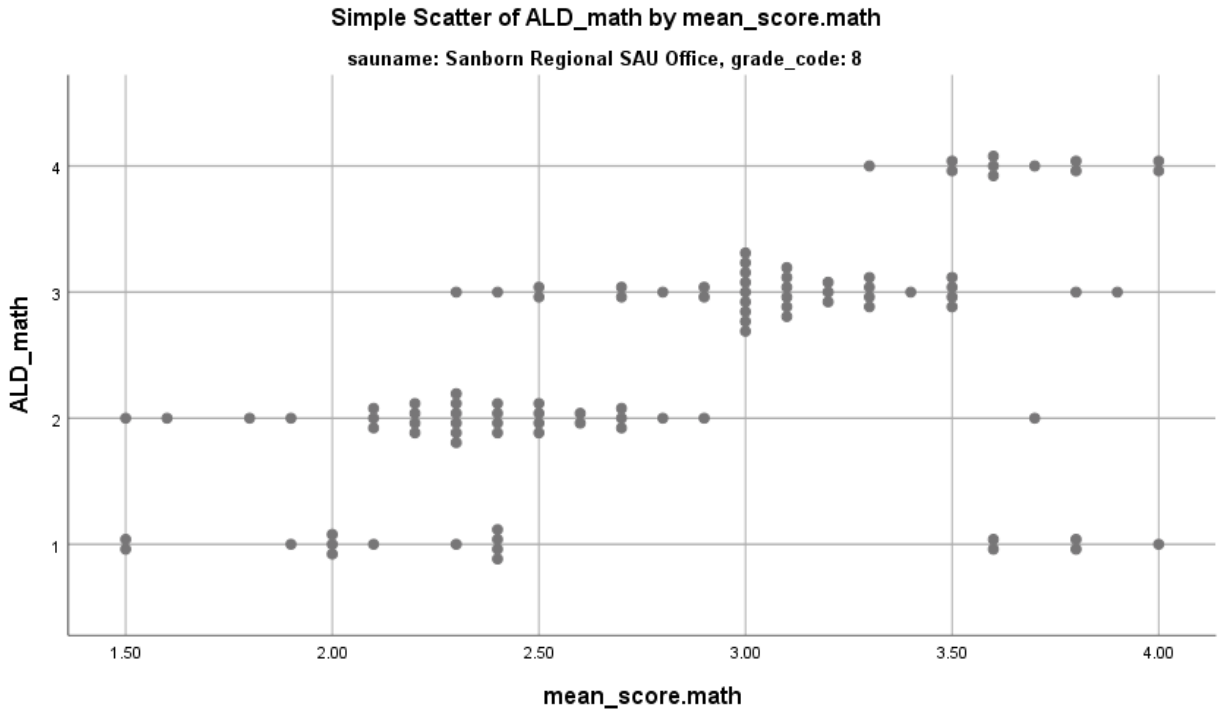
3.50
4.00
mean_score.math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sauname: Sanborn Regional SAU Office, grade_code: 8
ALD_math
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2
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1.50
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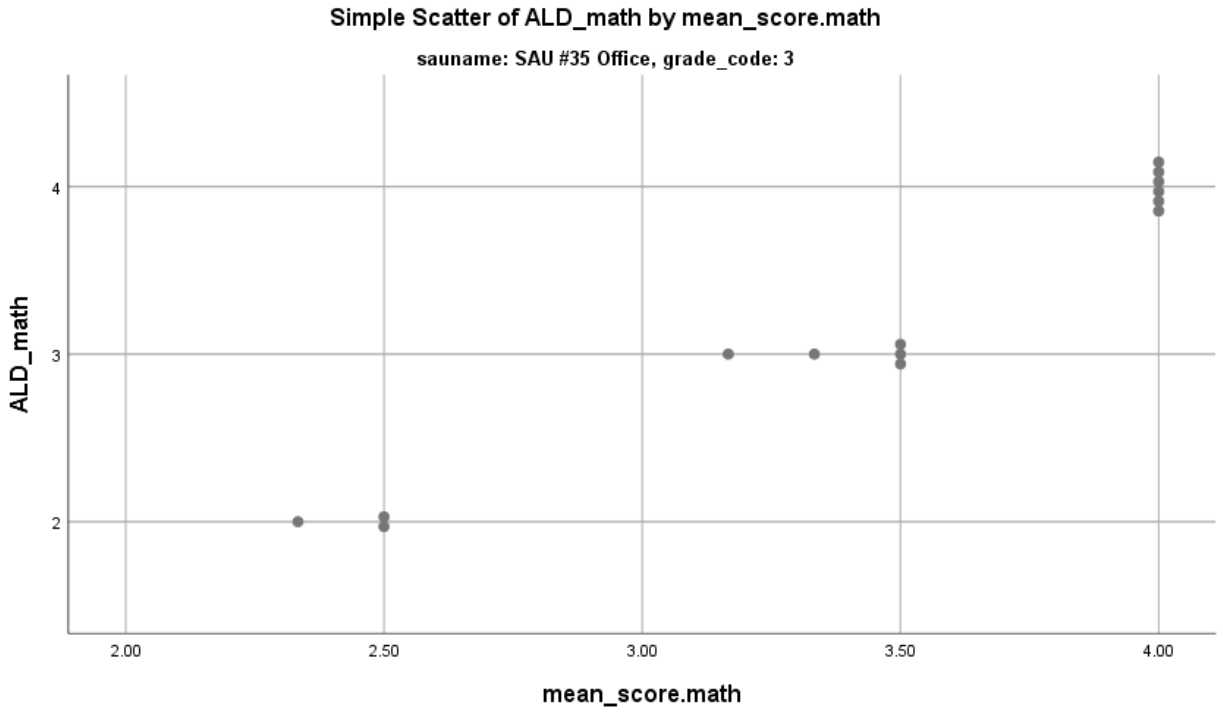
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: SAU #35 Office, grade_code: 3
ALD_math
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2.00
2.50
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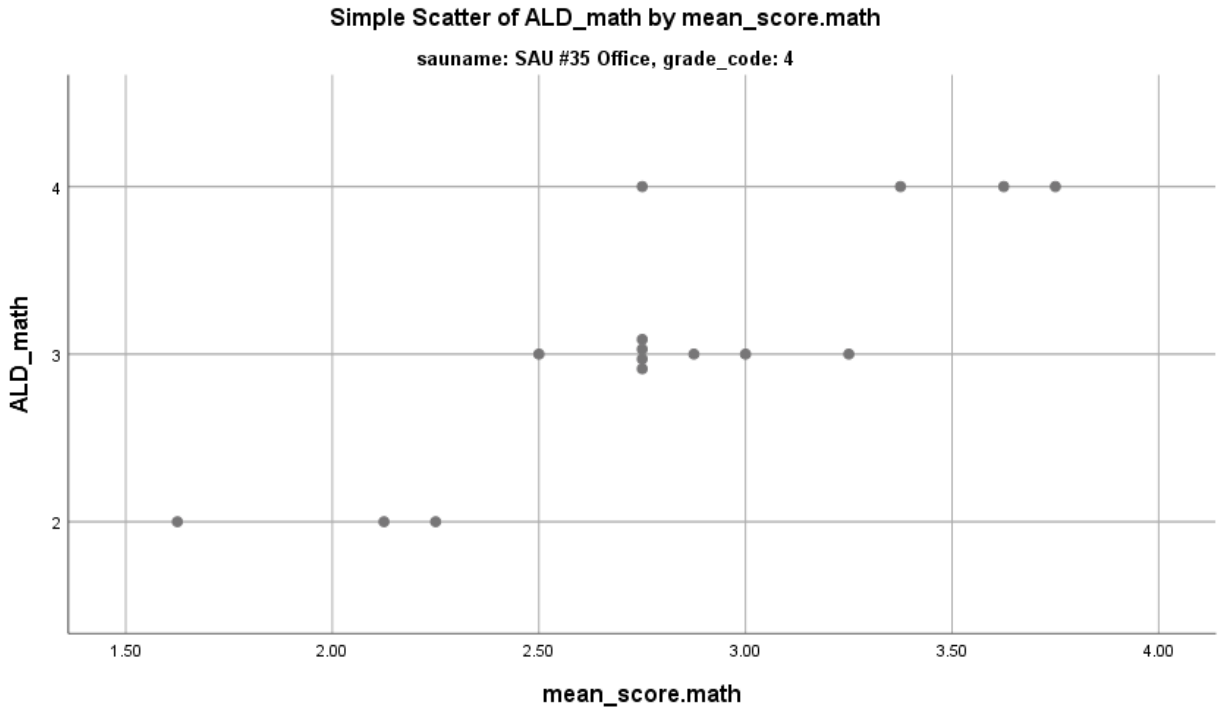
3.50
4.00
mean_score.math


Simple Scatter of ALD_math by mean_score.math
sauname: SAU #35 Office, grade_code: 4
ALD_math
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2.00
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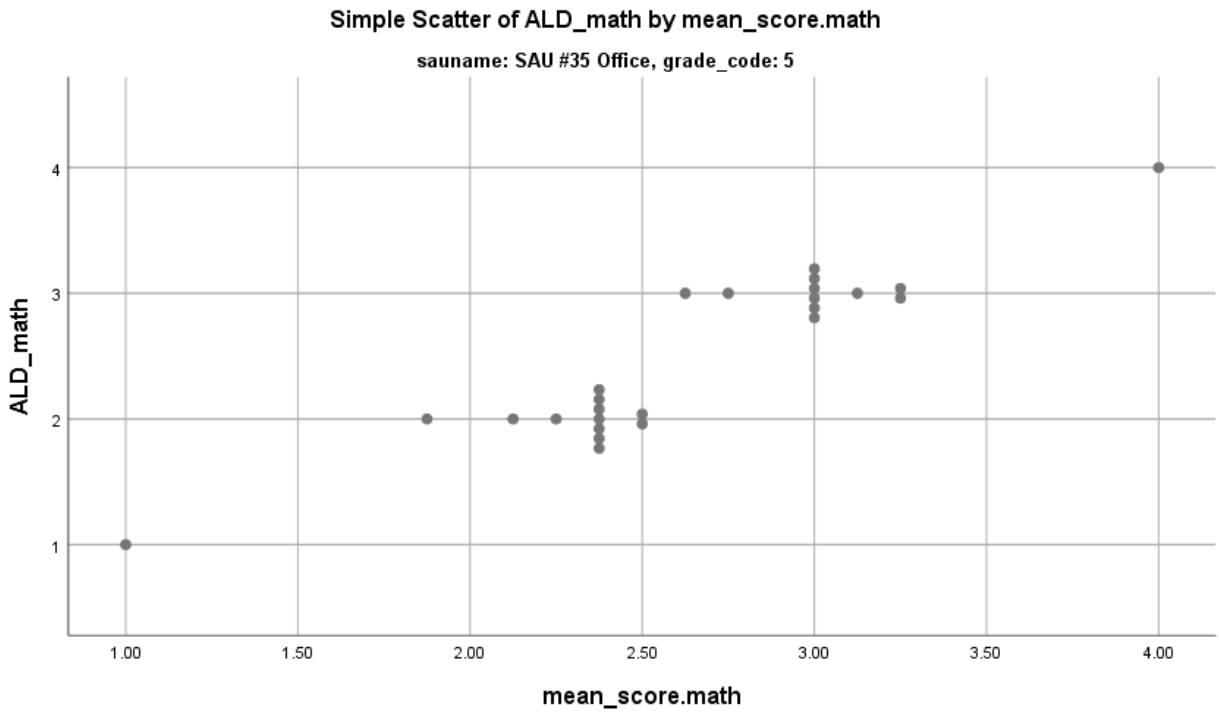
3.50
4.00
mean_score.math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sauname: SAU #35 Office, grade_code: 5
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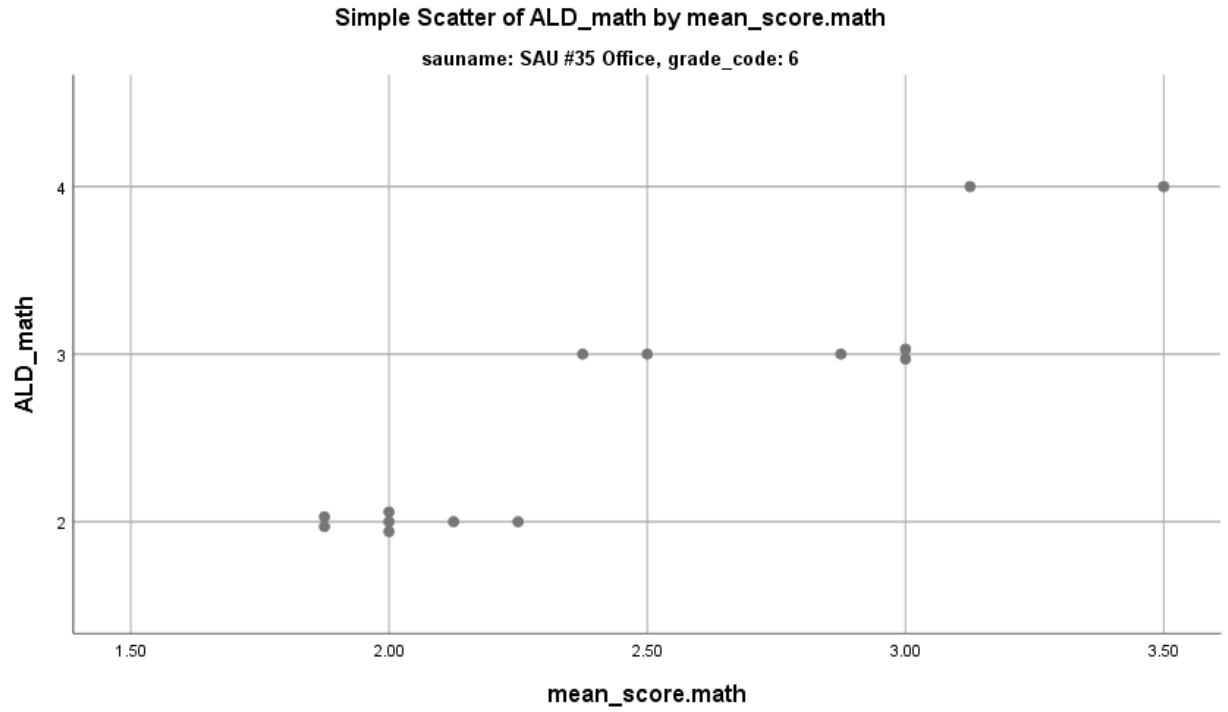
3.50
4.00
mean_score.math



Math Descriptives

Descriptive Statistics

sauname	grade_code		N	Minimum	Maximum	Mean	Std. Deviation
Amherst SAU Office	5	mean_score.math	151	1.31	3.70	2.8878	.40221
		ALD_math	151	1	4	2.87	.846
		Valid N (listwise)	150				
	6	mean_score.math	139	1.86	3.89	2.9091	.45208
		ALD_math	142	1	4	2.86	.813
		Valid N (listwise)	139				
	7	mean_score.math	159	1.82	3.43	2.9129	.28768
		ALD_math	160	1	4	3.06	.715
		Valid N (listwise)	158				
	8	mean_score.math	177	1.86	3.67	2.9318	.32798
		ALD_math	177	1	4	2.90	.754
		Valid N (listwise)	177				
Charter Schools	3	mean_score.math	31	1.00	4.00	2.6452	.72965
		ALD_math	32	1	4	2.59	1.012
		Valid N (listwise)	31				
	4	mean_score.math	32	1.75	4.00	2.6406	.52339
		ALD_math	28	1	4	2.36	.870
		Valid N (listwise)	28				
	5	mean_score.math	35	1.50	4.00	2.8857	.57312

		ALD_math	31	1	4	2.48	.626
		Valid N (listwise)	31				
	6	mean_score.math	31	1.50	3.50	2.5887	.60052
		ALD_math	28	1	4	2.57	.997
		Valid N (listwise)	27				
	7	mean_score.math	33	1.00	4.00	2.5758	.75902
		ALD_math	26	1	4	2.77	.765
		Valid N (listwise)	26				
	8	mean_score.math	35	1.25	4.00	2.4357	.66792
		ALD_math	34	2	4	2.56	.705
		Valid N (listwise)	34				
Concord SAU Office	3	mean_score.math	288	1.00	3.93	2.6475	.53253
		ALD_math	293	1	4	2.50	.833
		Valid N (listwise)	288				
	4	mean_score.math	298	1.00	4.00	2.6989	.58633
		ALD_math	299	1	4	2.65	.803
		Valid N (listwise)	297				
	5	mean_score.math	318	1.00	4.00	2.7281	.56387
		ALD_math	319	1	4	2.61	.825
		Valid N (listwise)	317				
	6	mean_score.math	324	1.00	4.00	2.6221	.69236
		ALD_math	320	1	4	2.27	.840
		Valid N (listwise)	319				
	7	mean_score.math	310	1.00	4.00	2.6336	.83299
		ALD_math	316	1	4	2.18	.934
		Valid N (listwise)	309				
	8	mean_score.math	290	1.00	3.83	2.4737	.63469
		ALD_math	292	1	4	2.53	.906
		Valid N (listwise)	290				
Conway SAU Office	3	mean_score.math	39	1.00	3.14	2.5971	.48927
		ALD_math	39	1	3	2.62	.633
		Valid N (listwise)	39				
	4	mean_score.math	36	1.00	3.86	2.6032	.83656
		ALD_math	36	1	4	2.64	.762
		Valid N (listwise)	36				
	5	mean_score.math	41	1.86	4.00	2.8571	.44493
		ALD_math	41	1	4	2.59	.670
		Valid N (listwise)	41				
	6	mean_score.math	42	2.00	3.43	2.9116	.39528

		ALD_math	42	1	3	2.55	.633
		Valid N (listwise)	42				
Epping SAU Office	3	mean_score.math	77	1.00	3.80	2.7266	.52388
		ALD_math	77	1	4	2.73	.553
		Valid N (listwise)	77				
	4	mean_score.math	68	1.00	4.00	2.7776	.61215
		ALD_math	68	1	4	2.75	.780
		Valid N (listwise)	68				
	5	mean_score.math	63	1.35	3.90	2.8238	.56117
		ALD_math	63	1	4	2.65	.845
		Valid N (listwise)	63				
	6	mean_score.math	75	1.00	4.00	2.7627	.73540
		ALD_math	75	1	4	2.71	.941
		Valid N (listwise)	75				
	7	mean_score.math	65	1.00	4.00	2.6300	.76943
		ALD_math	66	1	4	2.41	.928
		Valid N (listwise)	65				
	8	mean_score.math	68	1.00	4.00	2.9824	.82357
		ALD_math	68	1	4	3.01	.837
		Valid N (listwise)	68				
Haverhill Cooperative SAU Office	3	mean_score.math	74	1.25	4.00	2.8632	.61313
		ALD_math	73	1	4	2.67	.783
		Valid N (listwise)	73				
	4	mean_score.math	72	1.00	4.00	2.3542	.72736
		ALD_math	73	1	4	2.55	.929
		Valid N (listwise)	72				
	5	mean_score.math	51	1.00	3.88	2.4167	.67531
		ALD_math	51	1	4	2.31	.761
		Valid N (listwise)	51				
	6	mean_score.math	87	1.00	4.00	2.5516	.77788
		ALD_math	88	1	4	2.45	.843
		Valid N (listwise)	87				
	7	mean_score.math	13	1.38	3.50	2.5673	.67819
		ALD_math	14	1	4	2.57	.938
		Valid N (listwise)	13				
	8	mean_score.math	66	1.00	3.50	2.6307	.67633
		ALD_math	67	1	4	2.61	.834
		Valid N (listwise)	66				
Laconia SAU Office	3	mean_score.math	149	1.00	3.88	2.4060	.64116

		ALD_math	149	1	4	2.34	.802
		Valid N (listwise)	149				
	4	mean_score.math	148	1.00	4.00	2.2829	.63292
		ALD_math	147	1	4	2.20	.749
		Valid N (listwise)	147				
	5	mean_score.math	159	1.00	4.00	2.2863	.63273
		ALD_math	160	1	4	2.27	.744
		Valid N (listwise)	159				
Monroe SAU Office	3	mean_score.math	10	2.10	3.10	2.7900	.31780
		ALD_math	11	2	4	2.73	.786
		Valid N (listwise)	10				
	4	mean_score.math	4	3.00	3.00	3.0000	.00000
		ALD_math	4	2	4	3.25	.957
		Valid N (listwise)	4				
	5	mean_score.math	6	2.00	4.00	3.0000	.63246
		ALD_math	6	2	3	2.83	.408
		Valid N (listwise)	6				
	6	mean_score.math	6	3.00	4.00	3.1667	.40825
		ALD_math	6	3	4	3.17	.408
		Valid N (listwise)	6				
	7	mean_score.math	8	1.00	4.00	2.7500	.88641
		ALD_math	8	1	4	2.50	.926
		Valid N (listwise)	8				
	8	mean_score.math	12	1.00	4.00	2.9167	.90034
		ALD_math	12	1	4	2.75	.965
		Valid N (listwise)	12				
Newport SAU Office	3	mean_score.math	68	1.00	6.20	2.2025	1.04077
		ALD_math	64	1	4	2.34	.900
		Valid N (listwise)	64				
	4	mean_score.math	68	1.13	3.64	2.4782	.56804
		ALD_math	66	1	3	2.24	.766
		Valid N (listwise)	66				
	5	mean_score.math	91	1.00	3.80	2.3662	.68214
		ALD_math	88	1	4	1.98	.727
		Valid N (listwise)	88				
	6	mean_score.math	65	2.00	5.25	3.1029	.47342
		ALD_math	62	1	4	2.03	.789
		Valid N (listwise)	62				
	7	mean_score.math	67	1.00	5.44	2.1147	.79283

		ALD_math	66	1	4	2.20	.827
		Valid N (listwise)	64				
	8	mean_score.math	71	1.00	4.00	2.8371	.89202
		ALD_math	65	1	4	2.46	.969
		Valid N (listwise)	64				
Rochester SAU Office	3	mean_score.math	277	1.20	4.00	3.0126	.51515
		ALD_math	268	1	4	2.64	.931
		Valid N (listwise)	268				
	4	mean_score.math	330	1.00	4.00	3.2505	.63432
		ALD_math	326	1	4	2.82	.905
		Valid N (listwise)	325				
	5	mean_score.math	287	1.00	4.00	3.2235	.58949
		ALD_math	284	1	4	2.64	.924
		Valid N (listwise)	284				
	6	mean_score.math	305	1.00	4.00	3.0959	.65920
		ALD_math	302	1	4	2.10	.866
		Valid N (listwise)	299				
	7	mean_score.math	324	1.00	4.00	3.3671	.55487
		ALD_math	315	1	4	2.47	.815
		Valid N (listwise)	313				
	8	mean_score.math	208	1.00	4.00	2.6352	.75629
		ALD_math	285	1	4	2.08	.868
		Valid N (listwise)	205				
Sanborn Regional SAU Office	3	mean_score.math	75	.00	3.60	2.8800	.49647
		ALD_math	74	1	4	2.76	.658
		Valid N (listwise)	74				
	4	mean_score.math	107	1.50	3.40	2.6916	.43331
		ALD_math	107	1	4	2.51	.744
		Valid N (listwise)	107				
	5	mean_score.math	103	1.90	3.80	2.7282	.34226
		ALD_math	103	1	4	2.58	.786
		Valid N (listwise)	103				
	6	mean_score.math	98	1.60	3.90	2.8816	.54892
		ALD_math	98	1	4	2.69	.901
		Valid N (listwise)	98				
	7	mean_score.math	112	1.10	4.00	3.0679	.55527
		ALD_math	115	1	4	2.74	.849
		Valid N (listwise)	112				
	8	mean_score.math	99	1.50	4.00	2.8212	.63748

		ALD_math	99	1	4	2.43	.905
		Valid N (listwise)	99				
SAU #35 Office	3	mean_score.math	14	2.33	4.00	3.4524	.61820
		ALD_math	14	2	4	3.21	.802
		Valid N (listwise)	14				
	4	mean_score.math	15	1.63	3.75	2.8083	.56074
		ALD_math	15	2	4	3.07	.704
		Valid N (listwise)	15				
	5	mean_score.math	25	1.00	4.00	2.6350	.57159
		ALD_math	25	1	4	2.48	.653
		Valid N (listwise)	25				
	6	mean_score.math	14	1.88	3.50	2.4643	.53804
		ALD_math	14	2	4	2.64	.745
		Valid N (listwise)	14				

APPENDIX B: RESULTS FROM DISTRICT FLAGGING BUSINESS RULES ANALYSIS

Gr	District	Subject	Which ALs	N	Pct AL1	Pct AL2	Pct AL3	Pct AL4	No Variance				Reduced			Bimodal			Decision
									All_1	All_2	All_3	All_4	All_12	All_23	All_34	All_13	All_14	All_24	
5	Amherst	ELA	1111	145	4%	24%	52%	20%	0	0	0	0	0	0	0	0	0	0	
6	Amherst	ELA	1111	143	6%	25%	62%	8%	0	0	0	0	0	0	0	0	0	0	
7	Amherst	ELA	1111	157	1%	26%	53%	20%	0	0	0	0	0	0	0	0	0	0	
5	Amherst	Math	1111	151	6%	25%	45%	24%	0	0	0	0	0	0	0	0	0	0	
6	Amherst	Math	1111	142	6%	24%	49%	21%	0	0	0	0	0	0	0	0	0	0	
7	Amherst	Math	1111	160	3%	15%	56%	26%	0	0	0	0	0	0	0	0	0	0	
4	Bath	ELA	0111	12	0%	17%	50%	33%	0	0	0	0	0	0	0	0	0	0	
6	Bath	ELA	0110	8	0%	38%	63%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
3	Bath	Math	0110	11	0%	18%	82%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
6	Bath	Math	0111	8	0%	25%	50%	25%	0	0	0	0	0	0	0	0	0	0	
4	Bethlehem	ELA	0111	15	0%	27%	53%	20%	0	0	0	0	0	0	0	0	0	0	
5	Bethlehem	ELA	1111	25	4%	44%	40%	12%	0	0	0	0	0	0	0	0	0	0	
6	Bethlehem	ELA	0111	15	0%	33%	60%	7%	0	0	0	0	0	0	0	0	0	0	
3	Bethlehem	Math	0111	14	0%	21%	36%	43%	0	0	0	0	0	0	0	0	0	0	
5	Bethlehem	Math	1111	25	4%	48%	44%	4%	0	0	0	0	0	0	0	0	0	0	
6	Bethlehem	Math	0111	14	0%	50%	36%	14%	0	0	0	0	0	0	0	0	0	0	
4	Concord	ELA	1111	308	9%	32%	52%	6%	0	0	0	0	0	0	0	0	0	0	
5	Concord	ELA	1111	320	11%	25%	56%	8%	0	0	0	0	0	0	0	0	0	0	
6	Concord	ELA	1111	322	8%	35%	45%	12%	0	0	0	0	0	0	0	0	0	0	
7	Concord	ELA	1111	311	13%	33%	37%	16%	0	0	0	0	0	0	0	0	0	0	

3	Concord	Math	1111	291	14%	31%	47%	8%	0	0	0	0	0	0	0	0	0	0	
5	Concord	Math	1111	319	11%	28%	50%	11%	0	0	0	0	0	0	0	0	0	0	
6	Concord	Math	1111	320	20%	38%	36%	5%	0	0	0	0	0	0	0	0	0	0	
7	Concord	Math	1111	316	26%	39%	25%	10%	0	0	0	0	0	0	0	0	0	0	
4	Conway	ELA	1111	36	11%	25%	61%	3%	0	0	0	0	0	0	0	0	0	0	
5	Conway	ELA	1111	41	22%	37%	37%	5%	0	0	0	0	0	0	0	0	0	0	
6	Conway	ELA	1111	42	10%	29%	60%	2%	0	0	0	0	0	0	0	0	0	0	
3	Conway	Math	1110	39	8%	23%	69%	0%	0	0	0	0	0	0	0	0	0	0	
5	Conway	Math	1111	41	5%	37%	54%	5%	0	0	0	0	0	0	0	0	0	0	
6	Conway	Math	1110	42	7%	31%	62%	0%	0	0	0	0	0	0	0	0	0	0	
4	Epping	ELA	1111	68	3%	38%	50%	9%	0	0	0	0	0	0	0	0	0	0	
5	Epping	ELA	1110	63	25%	43%	32%	0%	0	0	0	0	0	0	0	0	0	0	
6	Epping	ELA	1111	75	9%	43%	41%	7%	0	0	0	0	0	0	0	0	0	0	
7	Epping	ELA	1111	66	11%	47%	36%	6%	0	0	0	0	0	0	0	0	0	0	
3	Epping	Math	1111	77	1%	29%	66%	4%	0	0	0	0	0	0	0	0	0	0	
5	Epping	Math	1111	63	10%	30%	46%	14%	0	0	0	0	0	0	0	0	0	0	
6	Epping	Math	1111	75	12%	27%	40%	21%	0	0	0	0	0	0	0	0	0	0	
7	Epping	Math	1111	66	17%	39%	30%	14%	0	0	0	0	0	0	0	0	0	0	
4	Haverhill Cooperative	ELA	1111	49	22%	20%	51%	6%	0	0	0	0	0	0	0	0	0	0	
5	Haverhill Cooperative	ELA	1111	39	8%	46%	38%	8%	0	0	0	0	0	0	0	0	0	0	
6	Haverhill Cooperative	ELA	1111	59	10%	25%	56%	8%	0	0	0	0	0	0	0	0	0	0	
7	Haverhill Cooperative	ELA	1111	55	4%	51%	36%	9%	0	0	0	0	0	0	0	0	0	0	
3	Haverhill Cooperative	Math	1111	43	14%	35%	33%	19%	0	0	0	0	0	0	0	0	0	0	
5	Haverhill Cooperative	Math	1111	39	13%	44%	41%	3%	0	0	0	0	0	0	0	0	0	0	
6	Haverhill Cooperative	Math	1111	59	20%	37%	36%	7%	0	0	0	0	0	0	0	0	0	0	
4	Laconia	ELA	1110	146	16%	49%	34%	0%	0	0	0	0	0	0	0	0	0	0	
5	Laconia	ELA	1111	160	7%	44%	48%	2%	0	0	0	0	0	0	0	0	0	0	
3	Laconia	Math	1111	149	13%	49%	30%	8%	0	0	0	0	0	0	0	0	0	0	

5	Laconia	Math	1111	160	16%	41%	41%	1%	0	0	0	0	0	0	0	0	0	0	
4	Monroe	ELA	0110	4	0%	50%	50%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
5	Monroe	ELA	0110	6	0%	50%	50%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
6	Monroe	ELA	0111	6	0%	17%	67%	17%	0	0	0	0	0	0	0	0	0	0	
7	Monroe	ELA	1111	8	38%	25%	25%	13%	0	0	0	0	0	0	0	0	0	0	
3	Monroe	Math	0111	11	0%	45%	36%	18%	0	0	0	0	0	0	0	0	0	0	
5	Monroe	Math	0110	6	0%	17%	83%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
6	Monroe	Math	0011	6	0%	0%	83%	17%	0	0	0	0	0	0	1	0	0	0	Do not follow up: small sample size
7	Monroe	Math	1111	8	13%	38%	38%	13%	0	0	0	0	0	0	0	0	0	0	
4	Newport	ELA	1111	66	18%	39%	41%	2%	0	0	0	0	0	0	0	0	0	0	
5	Newport	ELA	1111	88	23%	41%	32%	5%	0	0	0	0	0	0	0	0	0	0	
6	Newport	ELA	1111	63	11%	38%	46%	5%	0	0	0	0	0	0	0	0	0	0	
7	Newport	ELA	1111	66	17%	42%	39%	2%	0	0	0	0	0	0	0	0	0	0	
3	Newport	Math	1111	55	25%	22%	47%	5%	0	0	0	0	0	0	0	0	0	0	
5	Newport	Math	1111	88	23%	61%	11%	5%	0	0	0	0	0	0	0	0	0	0	
6	Newport	Math	1111	62	26%	48%	23%	3%	0	0	0	0	0	0	0	0	0	0	
7	Newport	Math	1111	66	20%	47%	27%	6%	0	0	0	0	0	0	0	0	0	0	
4	Piermont	ELA	0011	4	0%	0%	50%	50%	0	0	0	0	0	0	1	0	0	0	Do not follow up: small sample size

5	Piermont	ELA	0010	3	0%	0%	100%	0%	0	0	1	0	0	0	0	0	0	0	Do not follow up: small sample size
6	Piermont	ELA	0111	12	0%	50%	25%	25%	0	0	0	0	0	0	0	0	0	0	
7	Piermont	ELA	0110	10	0%	10%	90%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
3	Piermont	Math	0110	8	0%	13%	88%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
5	Piermont	Math	0111	3	0%	33%	33%	33%	0	0	0	0	0	0	0	0	0	0	
6	Piermont	Math	0111	12	0%	42%	50%	8%	0	0	0	0	0	0	0	0	0	0	
7	Piermont	Math	0110	5	0%	40%	60%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
4	Rochester	ELA	1111	301	7%	32%	47%	15%	0	0	0	0	0	0	0	0	0	0	
5	Rochester	ELA	1111	284	11%	33%	38%	18%	0	0	0	0	0	0	0	0	0	0	
6	Rochester	ELA	1111	299	13%	37%	34%	15%	0	0	0	0	0	0	0	0	0	0	
7	Rochester	ELA	1111	314	17%	44%	30%	9%	0	0	0	0	0	0	0	0	0	0	
3	Rochester	Math	1111	268	15%	24%	44%	17%	0	0	0	0	0	0	0	0	0	0	
5	Rochester	Math	1111	284	13%	29%	40%	18%	0	0	0	0	0	0	0	0	0	0	
6	Rochester	Math	1111	302	28%	38%	29%	5%	0	0	0	0	0	0	0	0	0	0	
7	Rochester	Math	1111	315	12%	36%	43%	8%	0	0	0	0	0	0	0	0	0	0	
4	Sanborn Regional	ELA	1111	107	10%	43%	43%	4%	0	0	0	0	0	0	0	0	0	0	
5	Sanborn Regional	ELA	1111	103	4%	40%	50%	7%	0	0	0	0	0	0	0	0	0	0	
6	Sanborn Regional	ELA	1111	98	15%	27%	53%	5%	0	0	0	0	0	0	0	0	0	0	
7	Sanborn Regional	ELA	1111	115	3%	18%	44%	34%	0	0	0	0	0	0	0	0	0	0	

3	Sanborn Regional	Math	1111	74	1%	32%	55%	11%	0	0	0	0	0	0	0	0	0	0	
5	Sanborn Regional	Math	1111	103	6%	43%	39%	13%	0	0	0	0	0	0	0	0	0	0	
6	Sanborn Regional	Math	1111	98	9%	33%	38%	20%	0	0	0	0	0	0	0	0	0	0	
7	Sanborn Regional	Math	1111	115	8%	29%	45%	18%	0	0	0	0	0	0	0	0	0	0	
4	Seacoast Charter School	ELA	1111	28	14%	32%	50%	4%	0	0	0	0	0	0	0	0	0	0	
5	Seacoast Charter School	ELA	1110	31	6%	65%	29%	0%	0	0	0	0	0	0	0	0	0	0	
6	Seacoast Charter School	ELA	1111	27	15%	26%	48%	11%	0	0	0	0	0	0	0	0	0	0	
7	Seacoast Charter School	ELA	0110	26	0%	27%	73%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: checked Gr 8 ELA results for NH SAS 2018; 74% of student proficient or above which is similar to this though different students
3	Seacoast Charter School	Math	1111	32	16%	31%	31%	22%	0	0	0	0	0	0	0	0	0	0	
5	Seacoast Charter School	Math	1111	31	3%	48%	45%	3%	0	0	0	0	0	0	0	0	0	0	

6	Seacoast Charter School	Math	1111	28	14%	36%	29%	21%	0	0	0	0	0	0	0	0	0	0	
7	Seacoast Charter School	Math	1111	26	4%	31%	50%	15%	0	0	0	0	0	0	0	0	0	0	
4	Warren	ELA	0110	8	0%	50%	50%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
5	Warren	ELA	1111	9	22%	22%	44%	11%	0	0	0	0	0	0	0	0	0	0	
6	Warren	ELA	0110	9	0%	56%	44%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
7	Warren	ELA	0111	8	0%	25%	50%	25%	0	0	0	0	0	0	0	0	0	0	
3	Warren	Math	0110	11	0%	18%	82%	0%	0	0	0	0	0	1	0	0	0	0	Do not follow up: small sample size
5	Warren	Math	1110	9	22%	56%	22%	0%	0	0	0	0	0	0	0	0	0	0	
6	Warren	Math	0111	9	0%	33%	56%	11%	0	0	0	0	0	0	0	0	0	0	
7	Warren	Math	1111	9	22%	22%	33%	22%	0	0	0	0	0	0	0	0	0	0	

APPENDIX C: APPLICATION OF CUT SCORE CALCULATION BUSINESS RULES IN 2018-19 BY DISTRICT, GRADE, AND SUBJECT

Scale.ID	Cut12	Cut23	Cut34	Result12	Result23	Result34
2019 Amherst PACE Grade 5 ELA	2.10	2.73	3.21	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Amherst PACE Grade 5 Math	2.14	2.71	3.20	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Amherst PACE Grade 6 ELA	1.81	2.50	3.62	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Amherst PACE Grade 6 Math	1.61	2.62	3.30	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Amherst PACE Grade 7 ELA	1.56	2.66	3.29	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Amherst PACE Grade 7 Math	2.02	2.59	3.16	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Amherst PACE Grade 8 Science	1.88	2.67	3.58	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 3 Math	1.91	2.68	3.47	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 4 ELA	1.89	2.72	3.94	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 5 ELA	1.79	2.67	3.55	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 5 Math	1.85	2.68	3.42	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 6 ELA	1.53	2.66	3.62	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 6 Math	1.91	2.87	3.66	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 7 ELA	1.75	2.90	3.86	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 7 Math	1.88	3.11	3.92	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Concord PACE Grade 8 Science	1.69	2.58	3.66	< estimated successfully >	< estimated successfully >	< estimated successfully >

2019 Conway PACE Grade 3 Math	1.70	2.40	3.20	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< set via step 1 rule >
2019 Conway PACE Grade 4 ELA	1.75	2.50	4.00	< set via step 2 rule after > < estimation failed to converge >	< set via step 2 rule after > < estimation failed to converge >	< set via step 2 rule after > < estimation failed to converge >
2019 Conway PACE Grade 5 ELA	2.09	2.88	3.62	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Conway PACE Grade 5 Math	1.68	2.80	3.76	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Conway PACE Grade 6 ELA	1.89	2.67	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 Conway PACE Grade 6 Math	2.11	2.89	3.44	< estimated successfully >	< estimated successfully >	< set via step 1 rule >
2019 Epping PACE Grade 3 Math	1.77	2.54	4.00	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 Epping PACE Grade 4 ELA	1.53	2.63	3.53	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Epping PACE Grade 5 ELA	1.73	2.80	3.40	< estimated successfully >	< estimated successfully >	< set via step 1 rule >
2019 Epping PACE Grade 5 Math	1.81	2.72	3.42	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Epping PACE Grade 6 ELA	1.42	2.72	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 Epping PACE Grade 6 Math	1.71	2.60	3.36	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Epping PACE Grade 7 ELA	1.50	2.68	3.63	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Epping PACE Grade 7 Math	1.62	2.79	3.53	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Epping PACE Grade 8 Science	2.32	2.88	3.63	< estimated successfully >	< estimated successfully >	< estimated successfully >

2019 Haverhill Cooperative PACE Grade 3 Math	1.75	2.72	3.62	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Haverhill Cooperative PACE Grade 4 ELA	1.69	2.44	3.11	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Haverhill Cooperative PACE Grade 5 ELA	1.98	2.43	3.28	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Haverhill Cooperative PACE Grade 5 Math	1.69	2.65	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 Haverhill Cooperative PACE Grade 6 ELA	1.61	2.54	3.68	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Haverhill Cooperative PACE Grade 6 Math	1.30	2.53	3.91	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Haverhill Cooperative PACE Grade 7 ELA	1.86	2.71	3.62	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< estimated successfully >
2019 Haverhill Cooperative PACE Grade 7 Math	1.38	2.69	4.00	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Laconia PACE Grade 3 Math	1.59	2.62	3.41	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Laconia PACE Grade 4 ELA	1.64	2.58	3.29	< estimated successfully >	< estimated successfully >	< set via step 1 rule >
2019 Laconia PACE Grade 5 ELA	1.43	2.49	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 Laconia PACE Grade 5 Math	1.56	2.48	3.54	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Monroe PACE Grade 3 Math	1.95	2.90	3.00	< set via step 1 rule >	< estimated successfully >	< estimated successfully >
2019 Monroe PACE Grade 4 ELA	1.75	2.50	4.00	< set via step 2 rule >	< set via step 2 rule after > < finding fewer than 5 cases >	< set via step 2 rule >
2019 Monroe PACE Grade 5 ELA	2.00	3.00	3.50	< set via step 1 rule >	< estimated successfully >	< set via step 1 rule >

2019 Monroe PACE Grade 5 Math	1.75	2.49	3.25	< set via step 1 rule >	< estimated successfully >	< set via step 1 rule >
2019 Monroe PACE Grade 6 ELA	1.75	2.49	3.51	< set via step 1 rule >	< estimated successfully >	< estimated successfully >
2019 Monroe PACE Grade 6 Math	1.83	2.67	3.50	< set via step 1 rule >	< set via step 1 rule >	< estimated successfully >
2019 Monroe PACE Grade 7 ELA	2.74	2.99	3.04	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Monroe PACE Grade 7 Math	1.51	2.98	3.51	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Monroe PACE Grade 8 Science	2.49	2.97	3.49	< estimated successfully >	< estimated successfully >	< set via step 1 rule >
2019 Newport PACE Grade 3 Math	1.34	2.24	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Newport PACE Grade 4 ELA	1.83	2.61	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Newport PACE Grade 5 ELA	1.88	2.74	3.55	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Newport PACE Grade 5 Math	1.73	3.08	3.80	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Newport PACE Grade 6 ELA	2.07	2.90	3.50	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Newport PACE Grade 6 Math	2.70	3.48	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Newport PACE Grade 7 ELA	1.13	2.32	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Newport PACE Grade 7 Math	1.34	2.39	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >

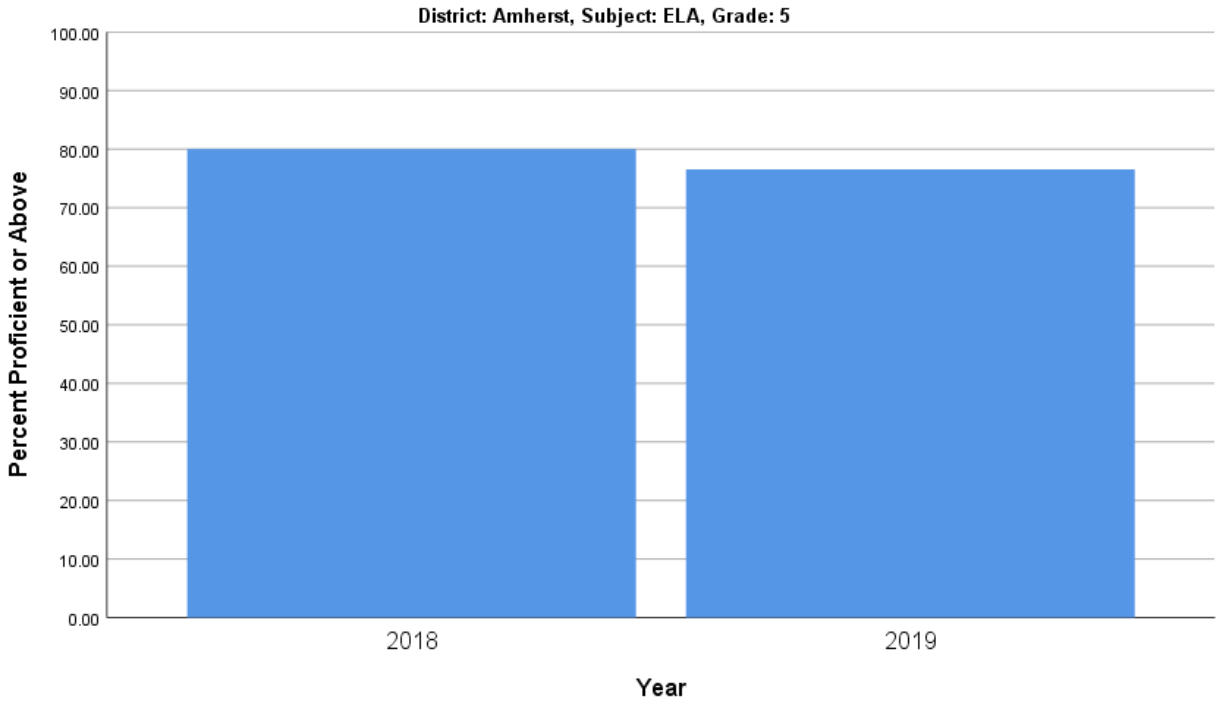
2019 Newport PACE Grade 8 Science	1.49	2.43	3.42	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Rochester PACE Grade 3 Math	2.14	2.82	3.65	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Rochester PACE Grade 4 ELA	2.35	3.10	3.86	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Rochester PACE Grade 5 ELA	2.31	3.16	3.85	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Rochester PACE Grade 5 Math	2.34	3.08	3.89	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Rochester PACE Grade 6 ELA	2.29	3.56	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Rochester PACE Grade 6 Math	2.67	3.48	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Rochester PACE Grade 7 ELA	2.76	3.60	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Rochester PACE Grade 7 Math	2.31	3.41	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Rochester PACE Grade 8 Science	1.47	2.98	3.98	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 3 Math	1.40	2.79	3.44	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 4 ELA	2.40	2.83	3.19	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 5 ELA	1.76	2.75	3.67	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 5 Math	1.62	2.71	3.18	< estimated successfully >	< estimated successfully >	< estimated successfully >

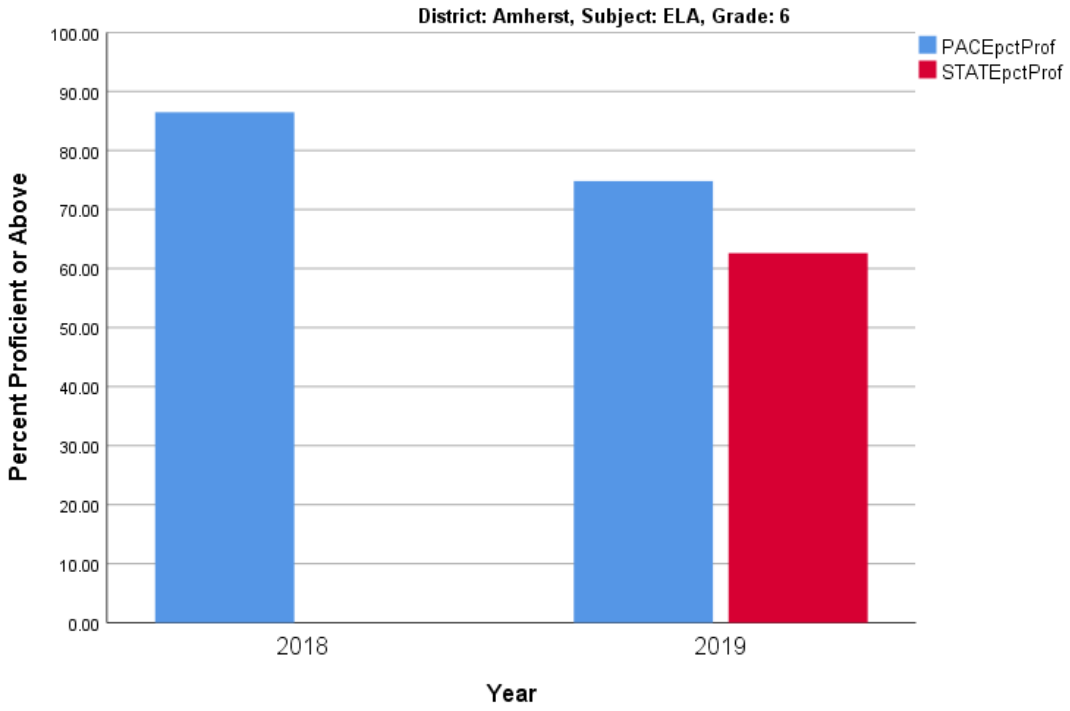
2019 Sanborn Regional PACE Grade 6 ELA	1.99	2.55	3.37	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 6 Math	1.94	2.79	3.41	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 7 ELA	1.87	2.64	3.23	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 7 Math	2.12	2.85	3.72	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Sanborn Regional PACE Grade 8 Science	1.54	2.55	3.44	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 SAU #35 Office PACE Grade 3 Math	1.92	2.84	3.74	< set via step 1 rule >	< estimated successfully >	< estimated successfully >
2019 SAU #35 Office PACE Grade 4 ELA	1.80	2.60	3.49	< set via step 1 rule >	< estimated successfully >	< estimated successfully >
2019 SAU #35 Office PACE Grade 5 ELA	1.91	2.82	4.00	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 SAU #35 Office PACE Grade 5 Math	1.75	2.50	4.00	< set via step 2 rule after > < estimation failed to converge >	< set via step 2 rule after > < estimation failed to converge >	< set via step 2 rule after > < estimation failed to converge >
2019 SAU #35 Office PACE Grade 6 ELA	1.80	2.60	4.00	< set via step 1 rule >	< estimated successfully >	< set via step 2 rule after > < estimation failed to converge >
2019 SAU #35 Office PACE Grade 6 Math	1.75	2.50	4.00	< set via step 2 rule >	< set via step 2 rule after > < estimation failed to converge >	< set via step 2 rule after > < estimation failed to converge >
2019 Seacoast Charter School PACE Grade 3 Math	1.53	2.55	3.22	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Seacoast Charter School PACE Grade 4 ELA	1.69	2.79	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Seacoast Charter School PACE Grade 5 ELA	1.59	2.87	3.43	< estimated successfully >	< estimated successfully >	< set via step 1 rule >

2019 Seacoast Charter School PACE Grade 5 Math	2.00	3.00	4.00	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Seacoast Charter School PACE Grade 6 ELA	2.07	2.78	4.00	< estimated successfully >	< estimated successfully >	< set via step 2 rule after > < estimation predicted failure for all scores >
2019 Seacoast Charter School PACE Grade 6 Math	1.89	2.65	3.20	< estimated successfully >	< estimated successfully >	< estimated successfully >
2019 Seacoast Charter School PACE Grade 7 ELA	1.51	2.02	3.01	< set via step 1 rule >	< estimated successfully >	< set via step 1 rule >
2019 Seacoast Charter School PACE Grade 7 Math	1.74	2.48	3.50	< set via step 2 rule after > < estimation failed to converge >	< estimated successfully >	< estimated successfully >
2019 Seacoast Charter School PACE Grade 8 Science	1.83	2.67	3.04	< set via step 1 rule >	< estimated successfully >	< estimated successfully >

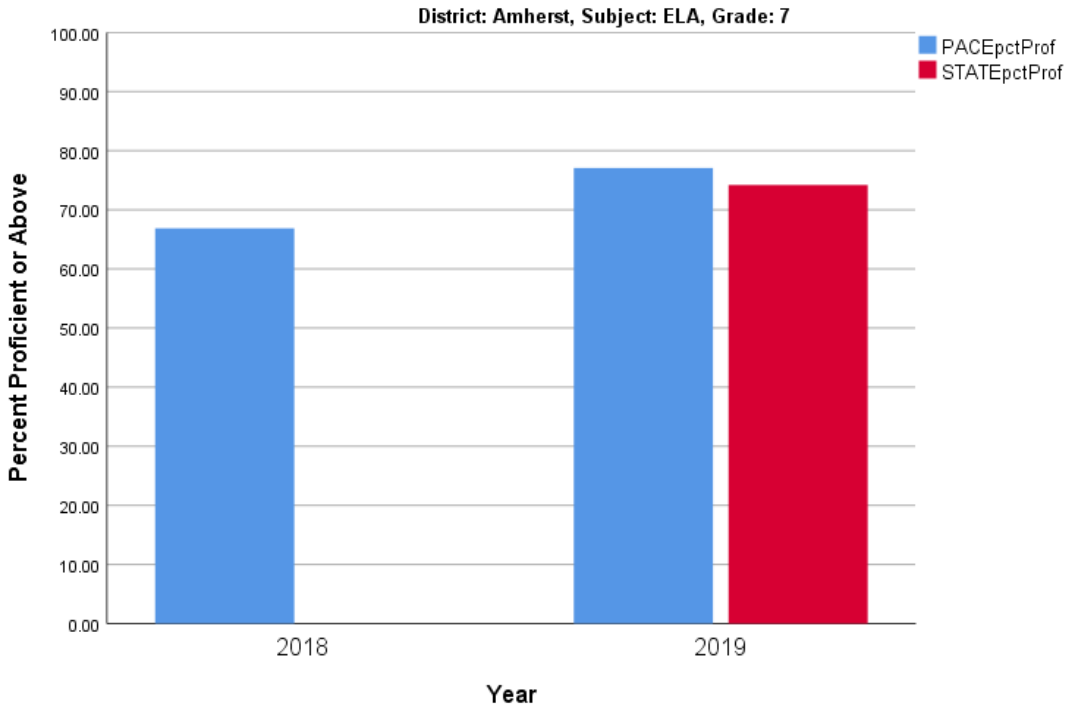
APPENDIX D: IMPACT ANALYSES BY DISTRICT[2]

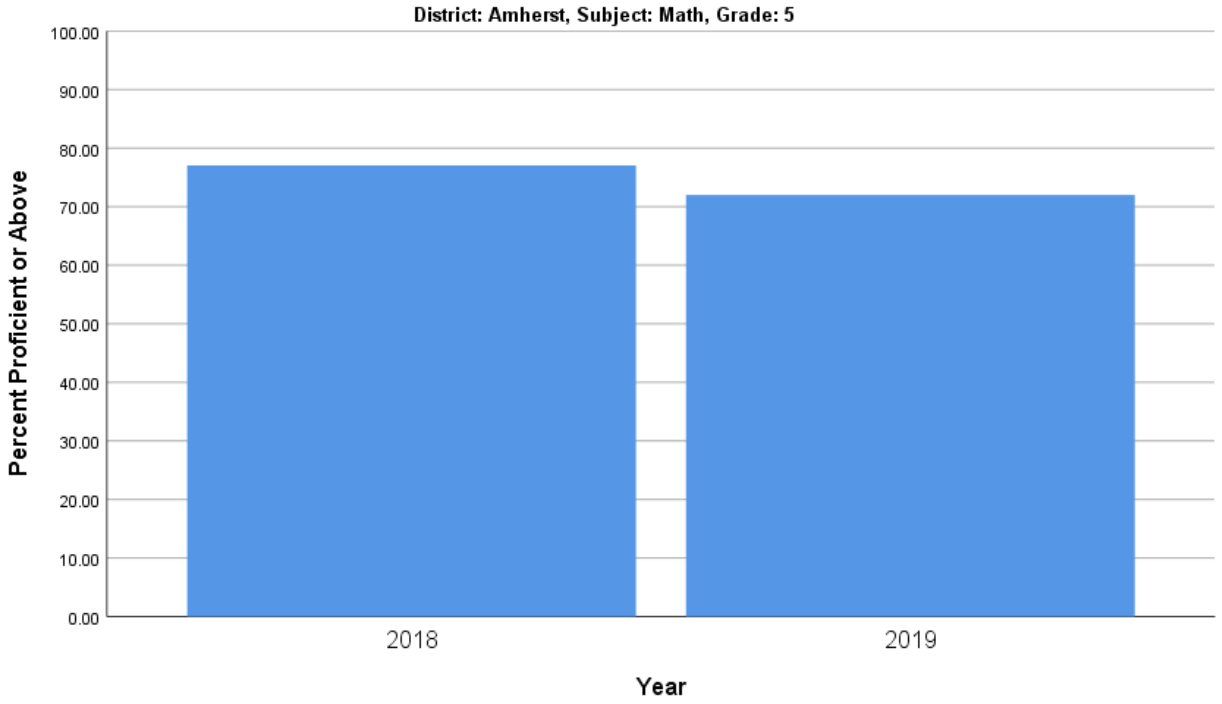
Cohort Analysis by District

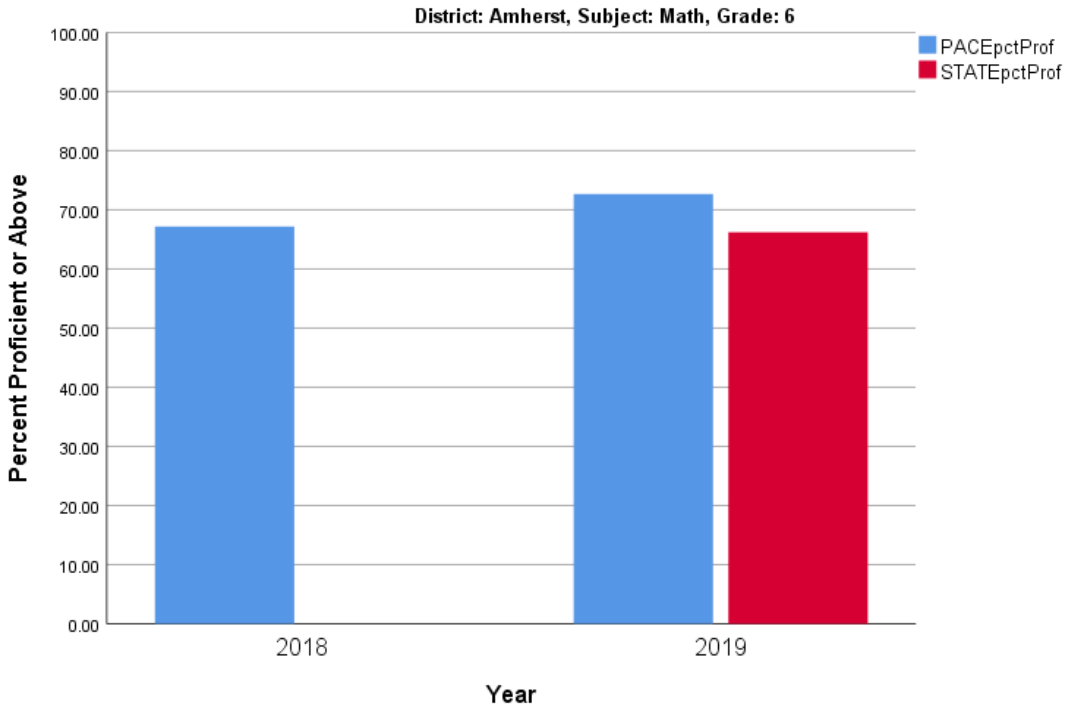




[2] In the impact analyses by district, Charter Schools=Seacoast Charter School; SAU35 Office=Bethlehem.


District: Amherst, Subject: ELA, Grade: 7
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2018
2019
Year


District: Amherst, Subject: Math, Grade: 5
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2018
2019
Year


District: Amherst, Subject: Math, Grade: 6
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
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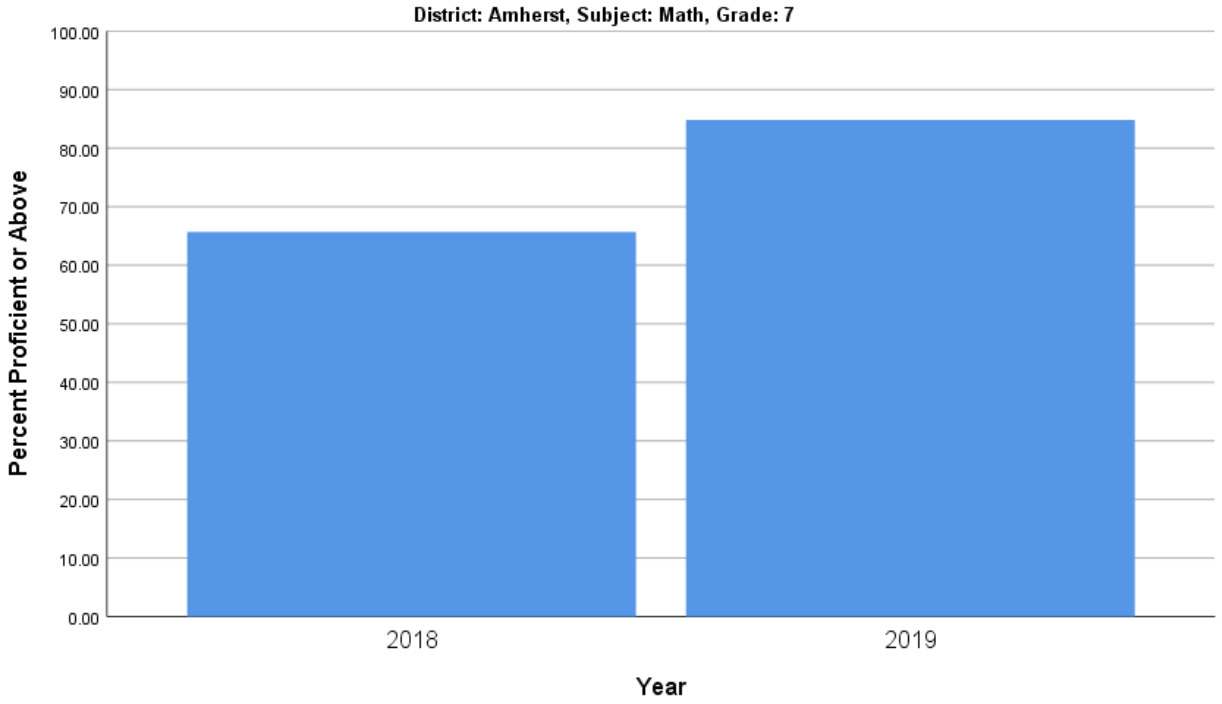
20.00
10.00
0.00
2018
2019
Year


District: Amherst, Subject: Math, Grade: 7
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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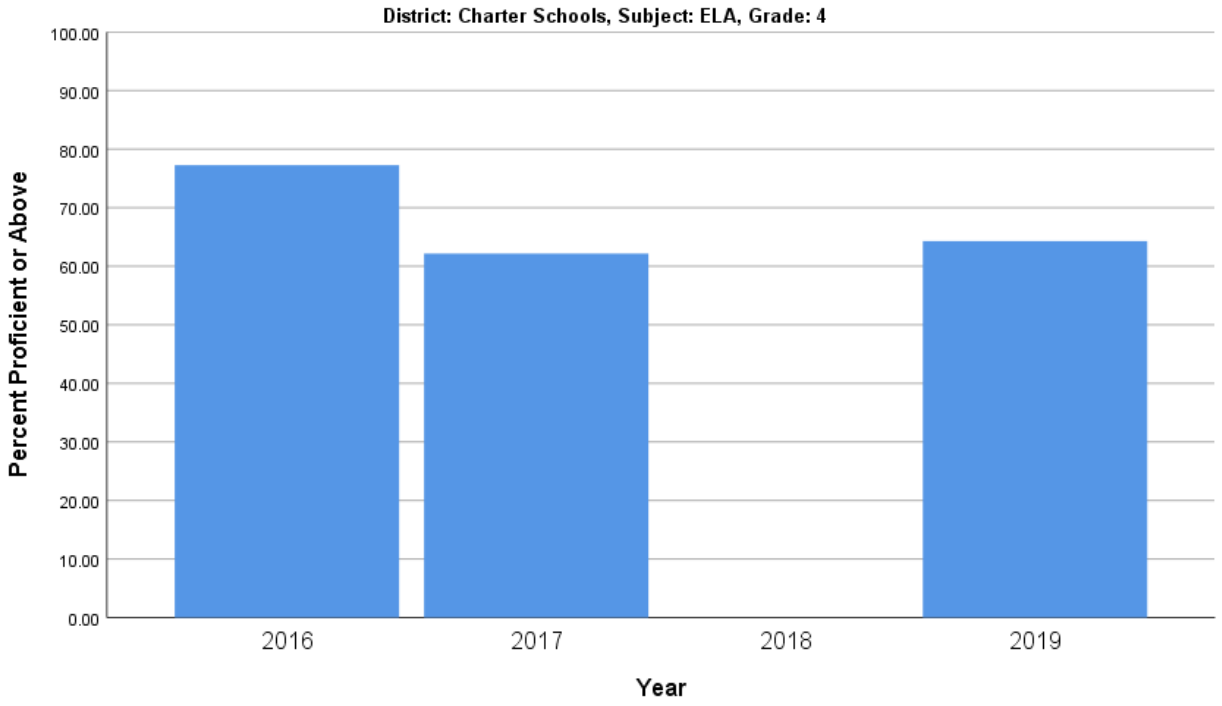
20.00
10.00
0.00
2018
2019
Year


District: Charter Schools, Subject: ELA, Grade: 4
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
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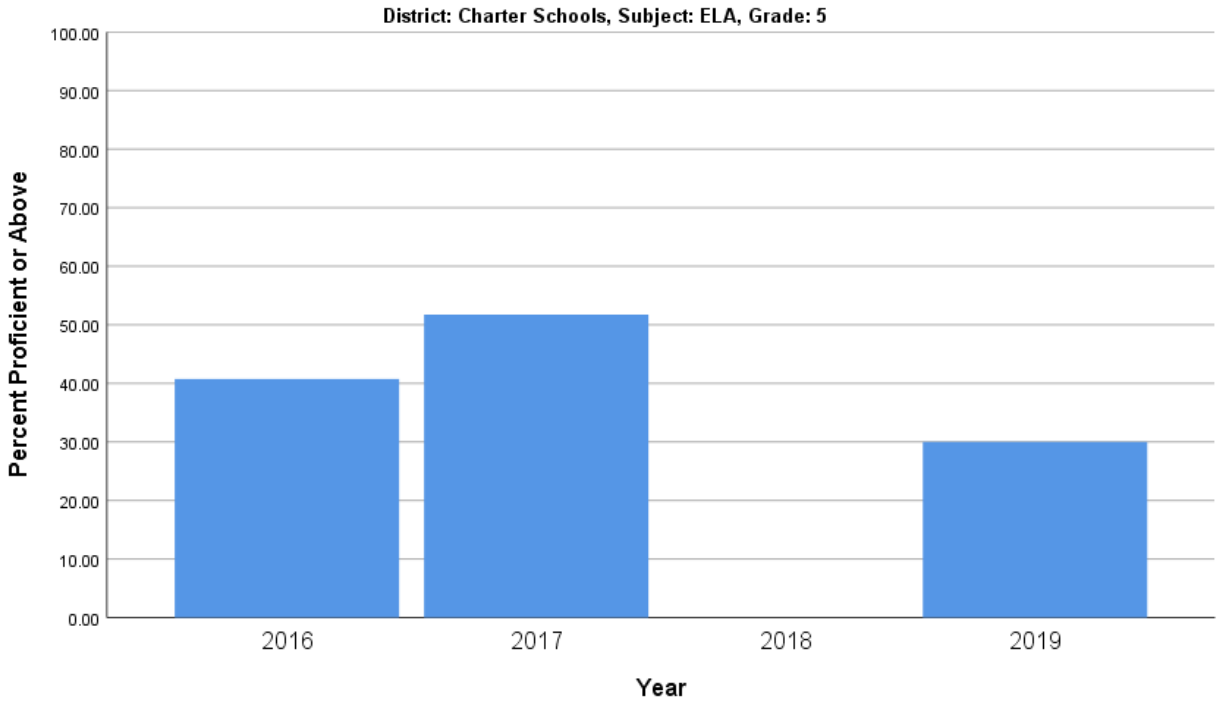
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: ELA, Grade: 5
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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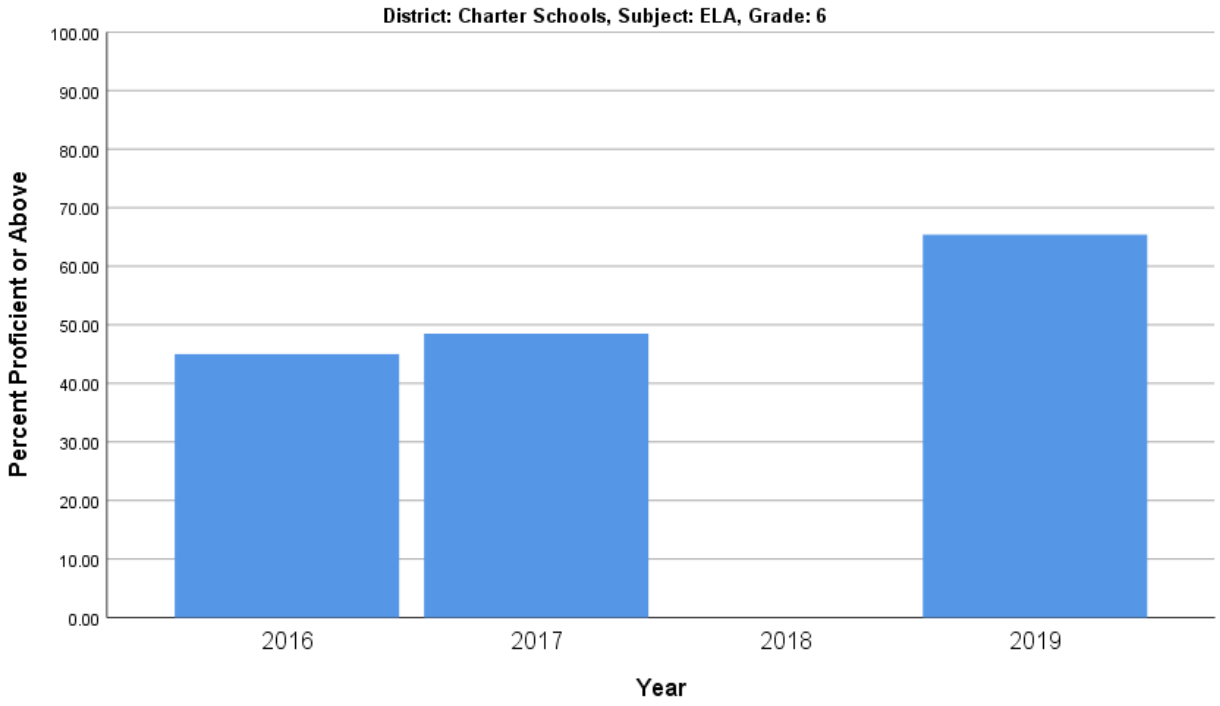
10.00
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: ELA, Grade: 6
Percent Proficient or Above
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90.00
80.00
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60.00
50.00
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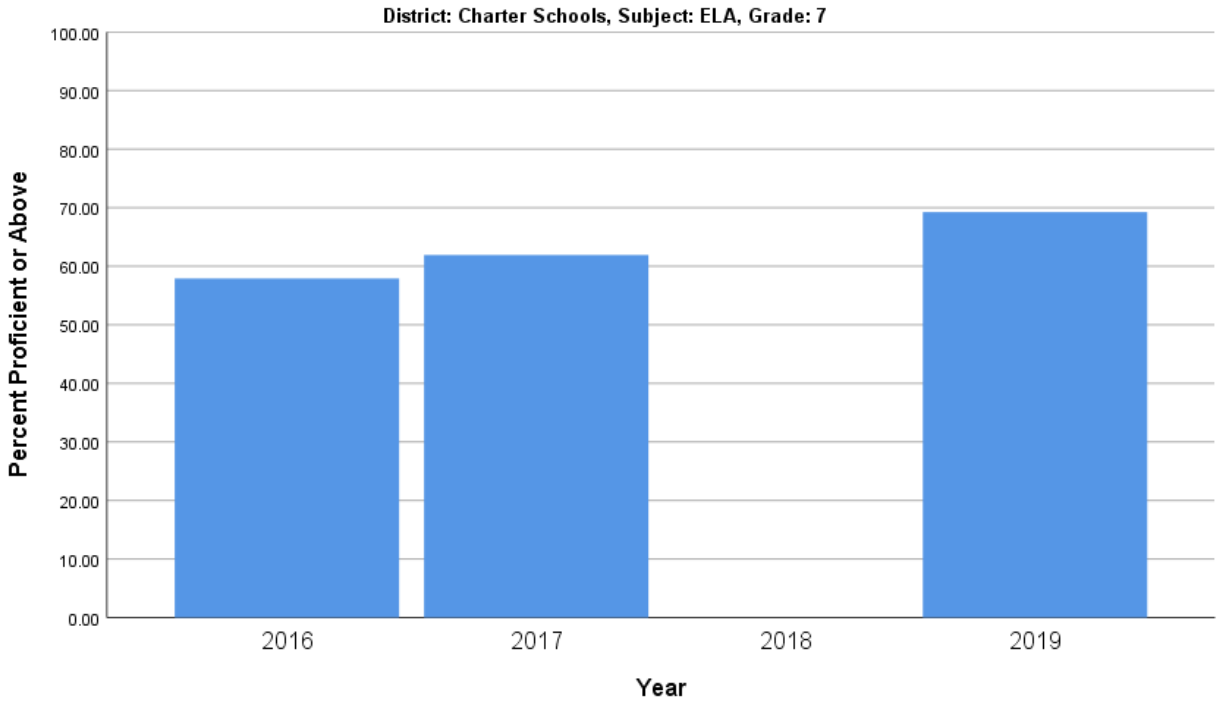
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: ELA, Grade: 7
Percent Proficient or Above
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90.00
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60.00
50.00
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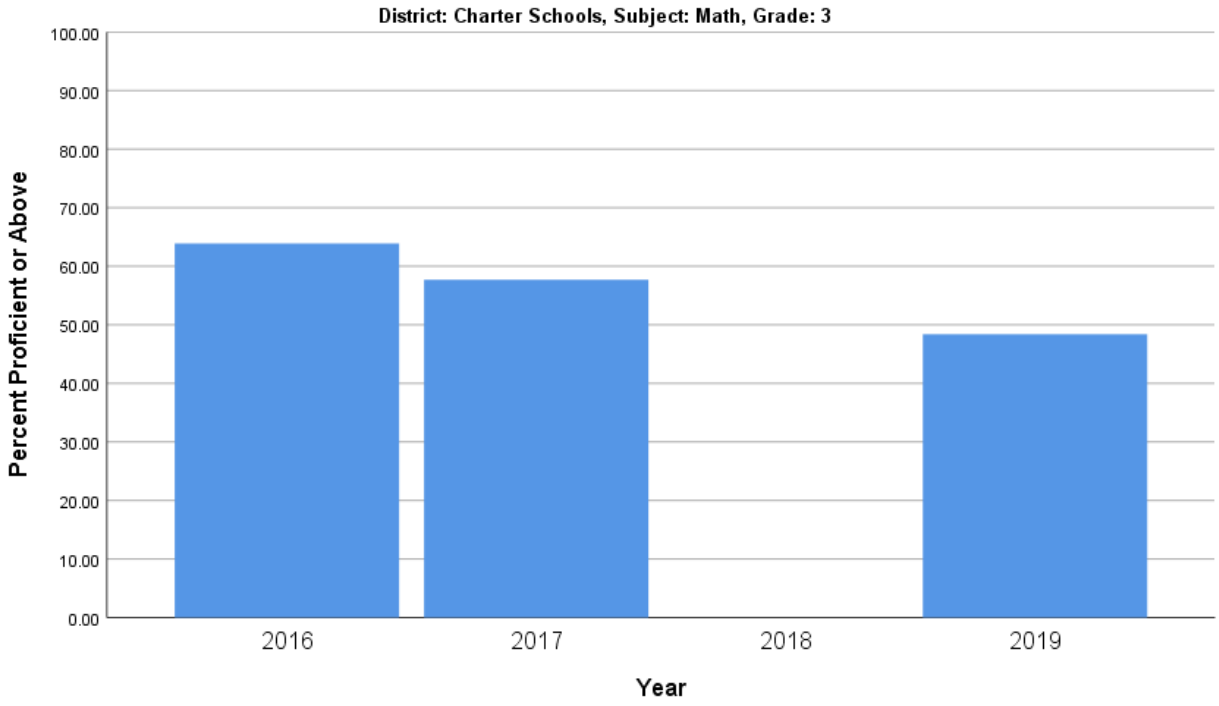
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: Math, Grade: 3
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
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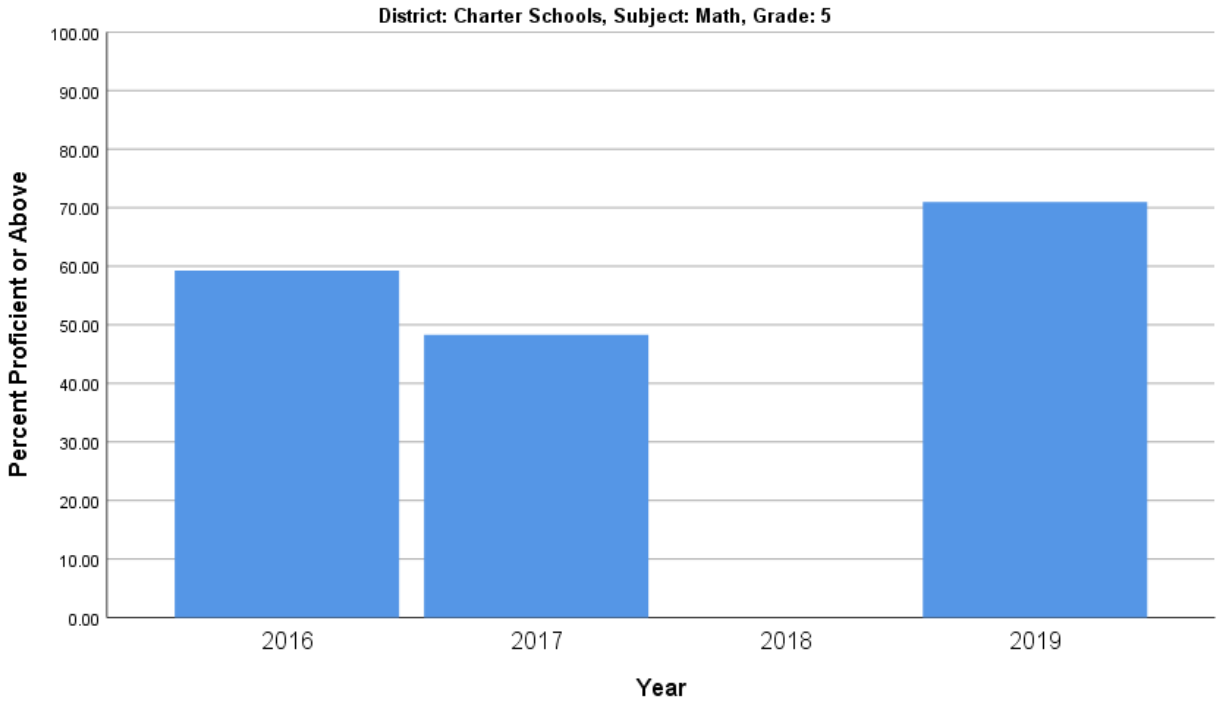
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: Math, Grade: 5
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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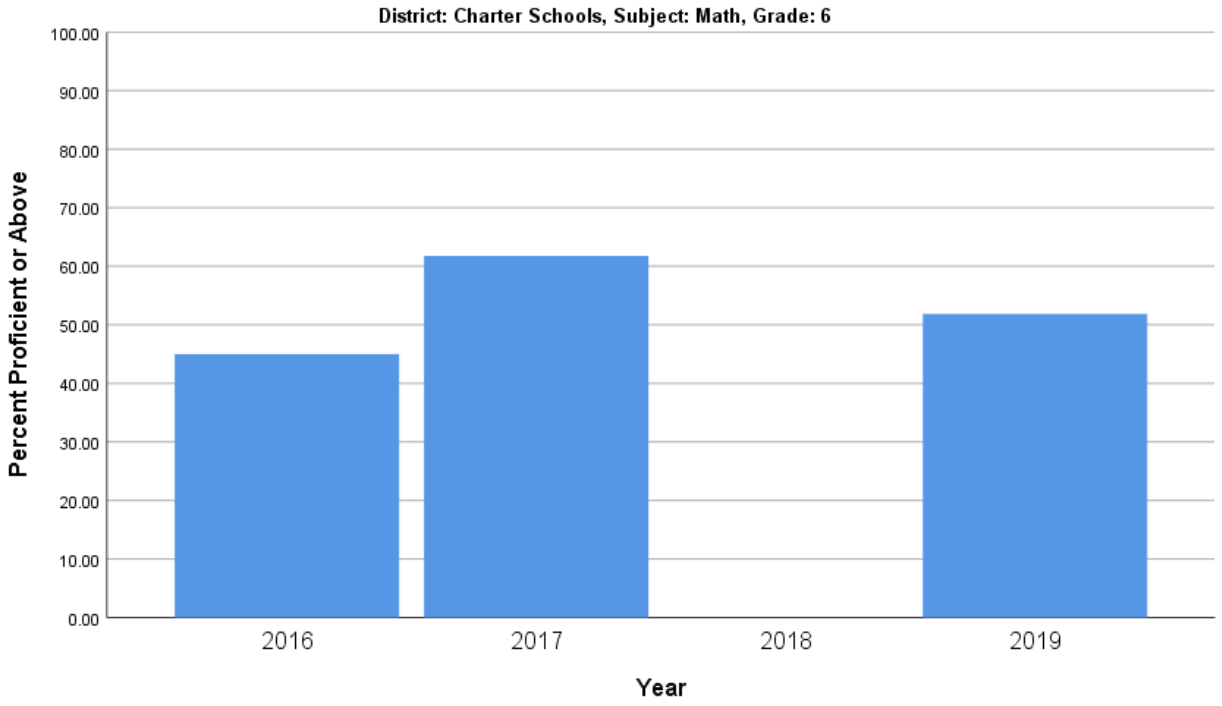
10.00
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: Math, Grade: 6
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
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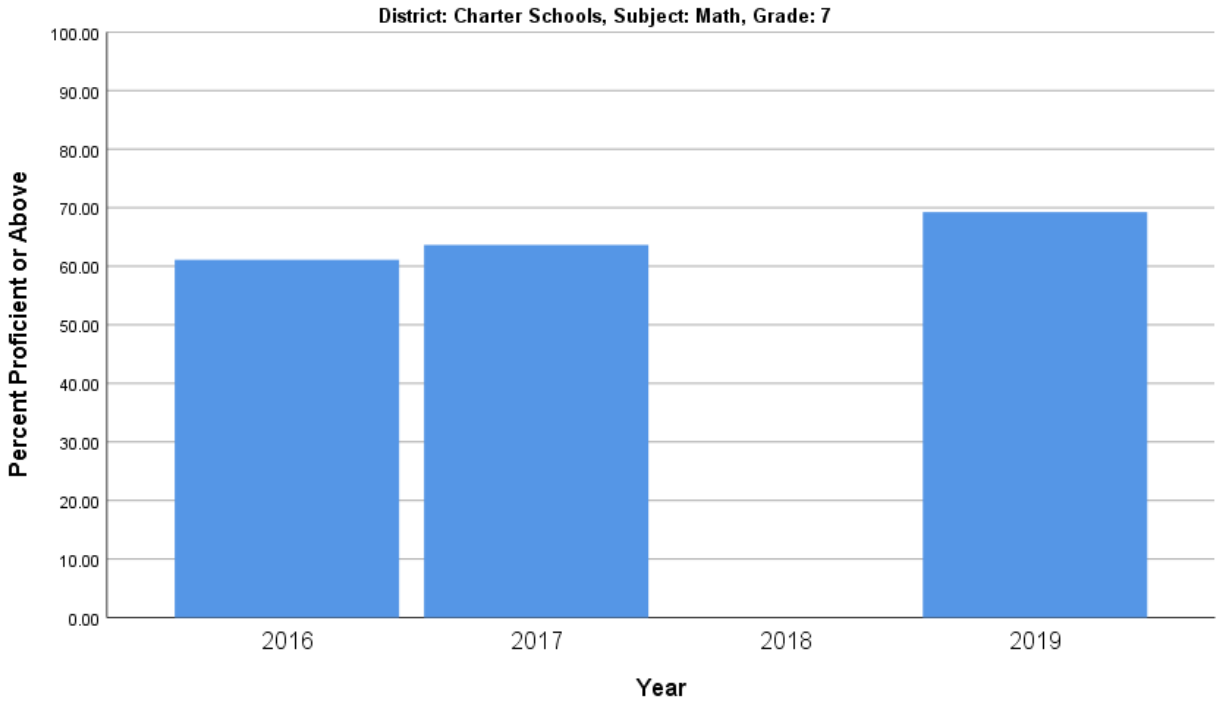
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: Math, Grade: 7
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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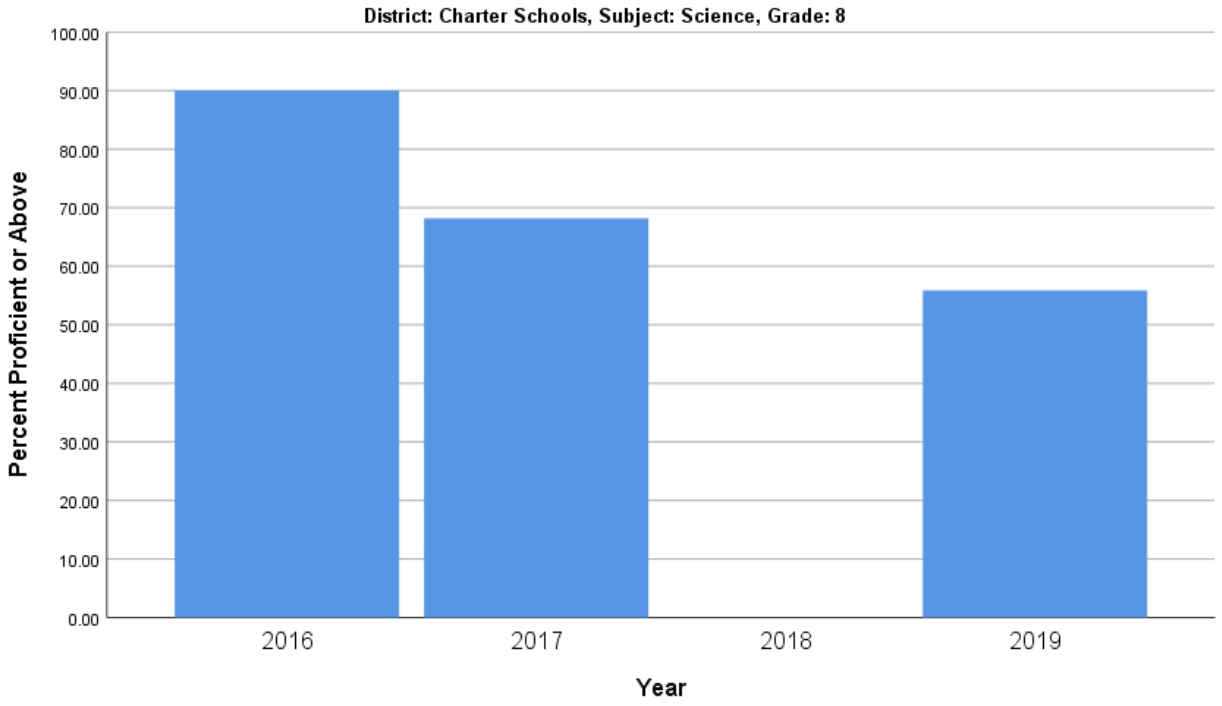
0.00
2016
2017
2018
2019
Year


District: Charter Schools, Subject: Science, Grade: 8
Percent Proficient or Above
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90.00
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60.00
50.00
40.00
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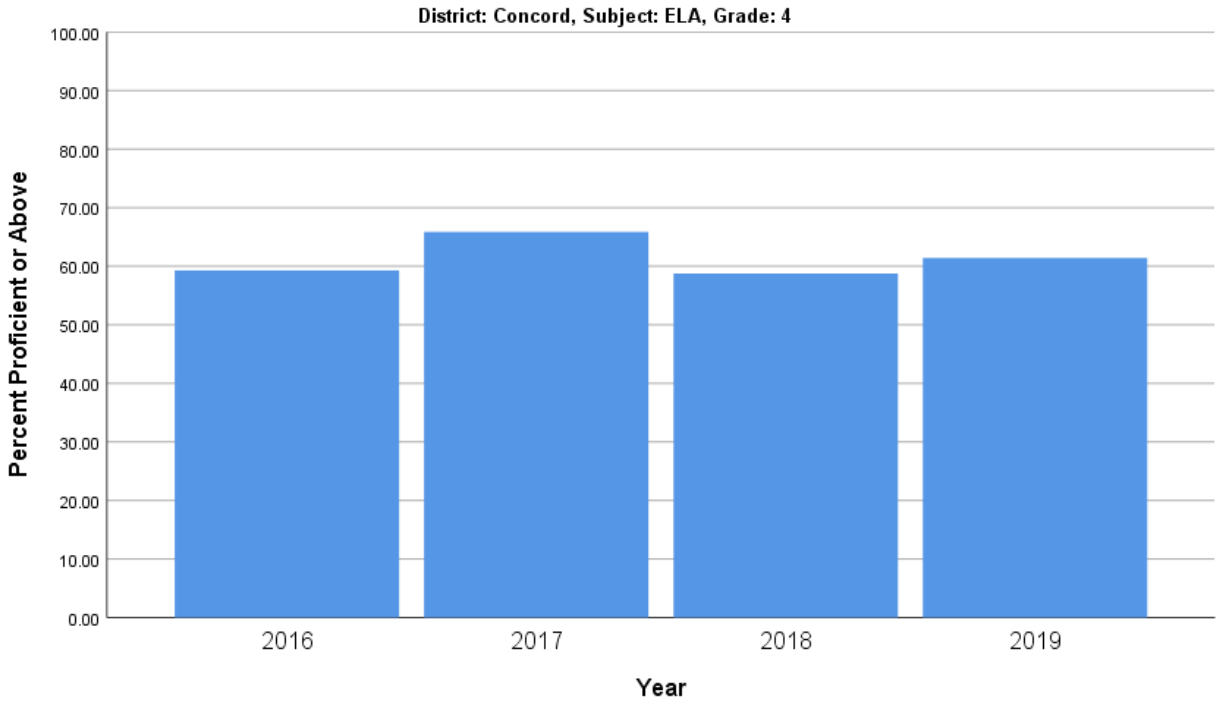
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: ELA, Grade: 4
Percent Proficient or Above
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60.00
50.00
40.00
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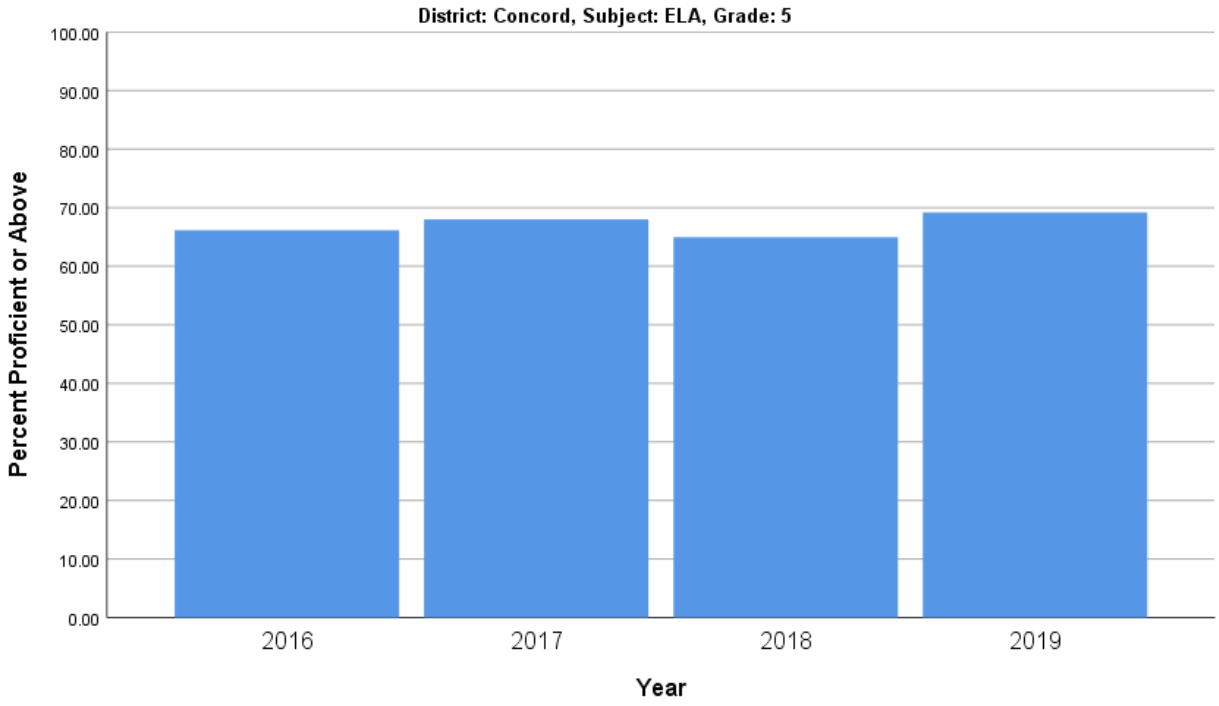
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: ELA, Grade: 5
Percent Proficient or Above
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70.00
60.00
50.00
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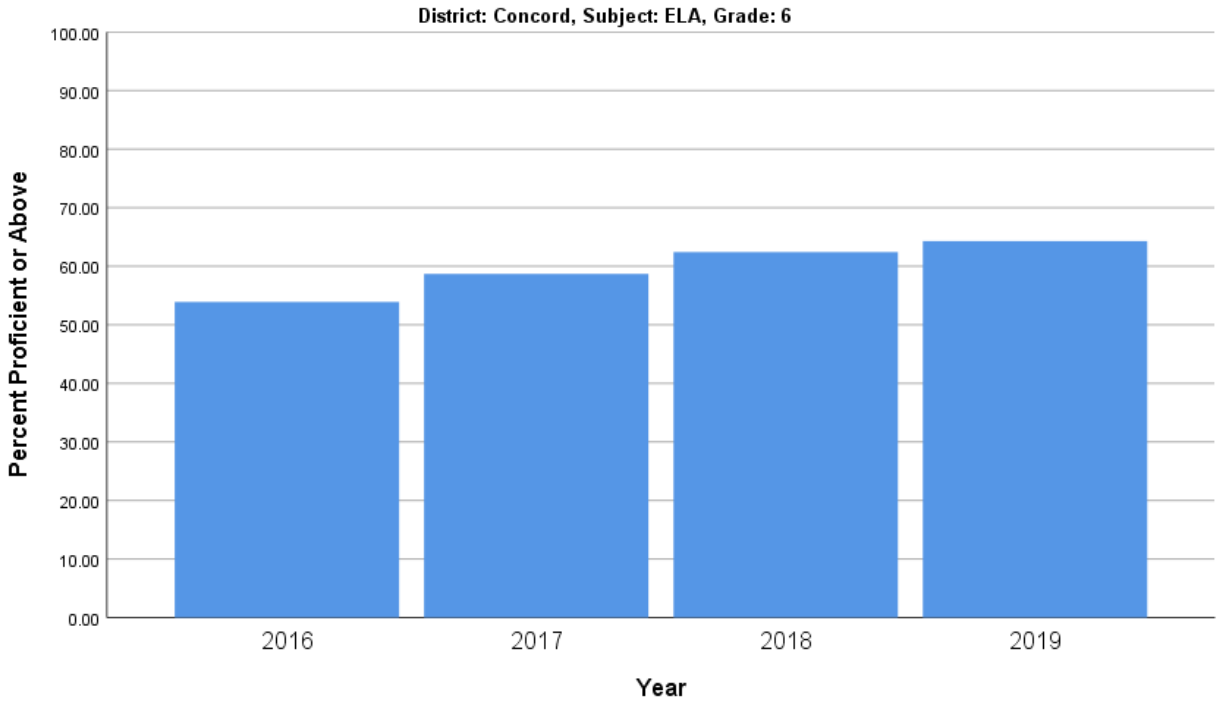
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: ELA, Grade: 6
Percent Proficient or Above
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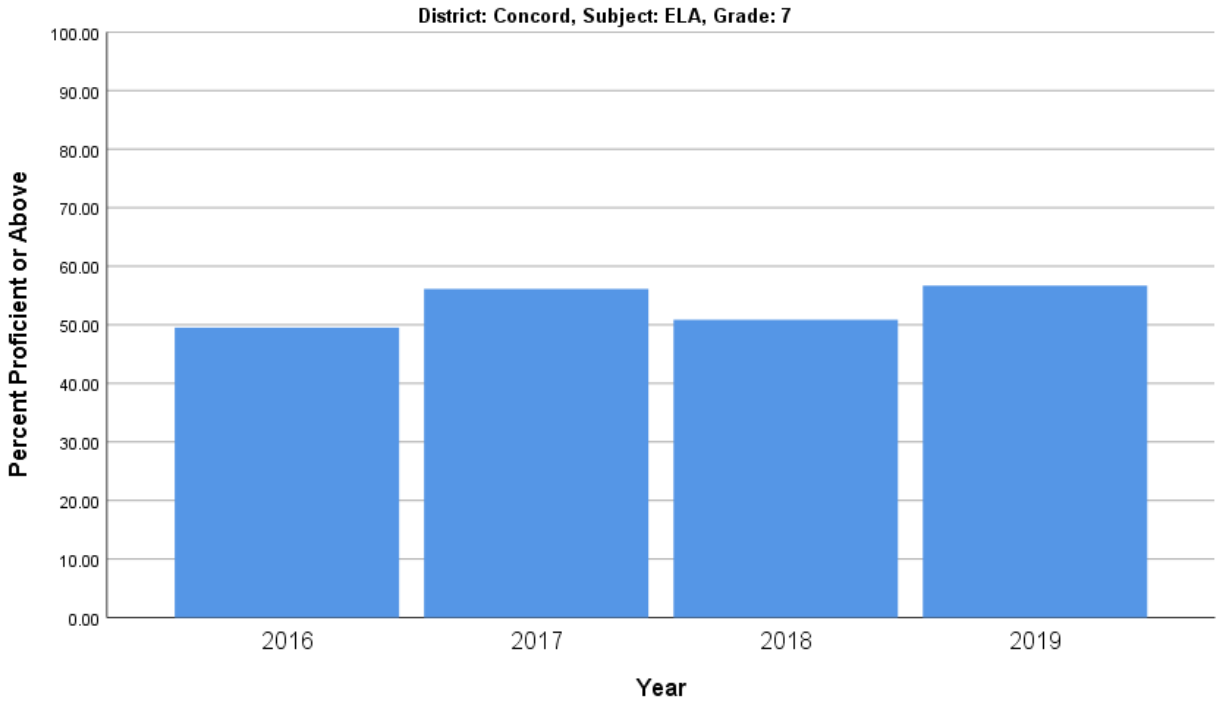
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: ELA, Grade: 7
Percent Proficient or Above
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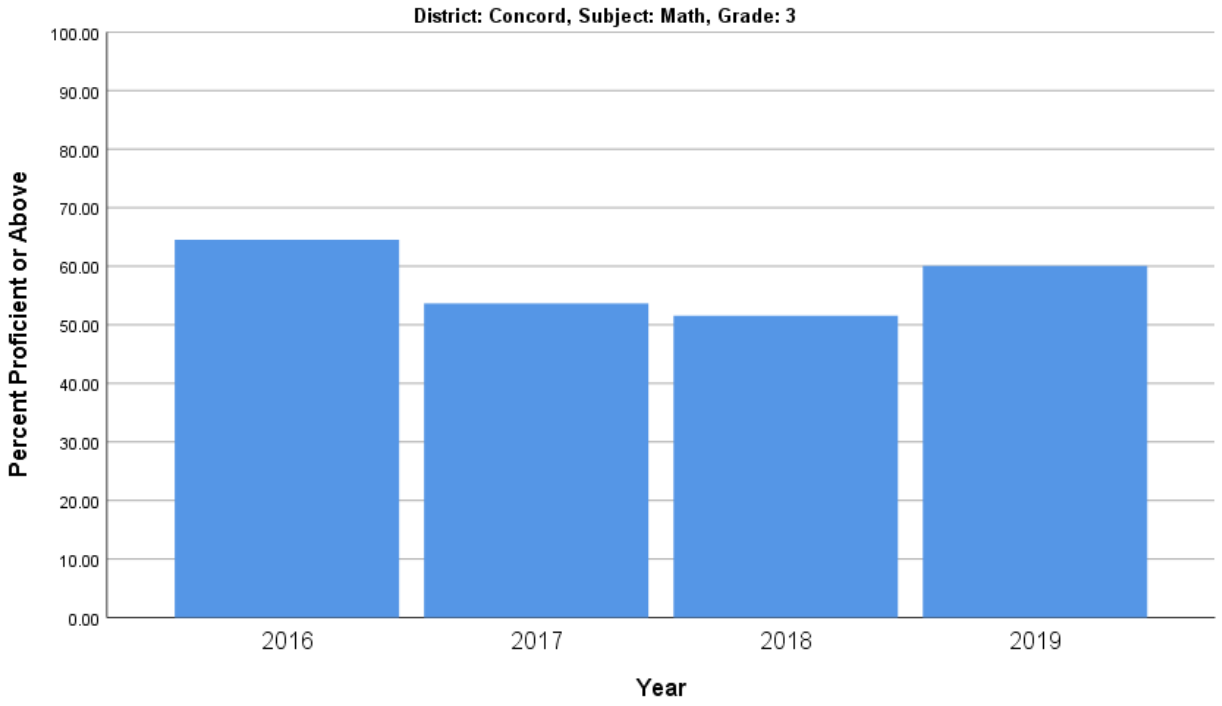
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: Math, Grade: 3
Percent Proficient or Above
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60.00
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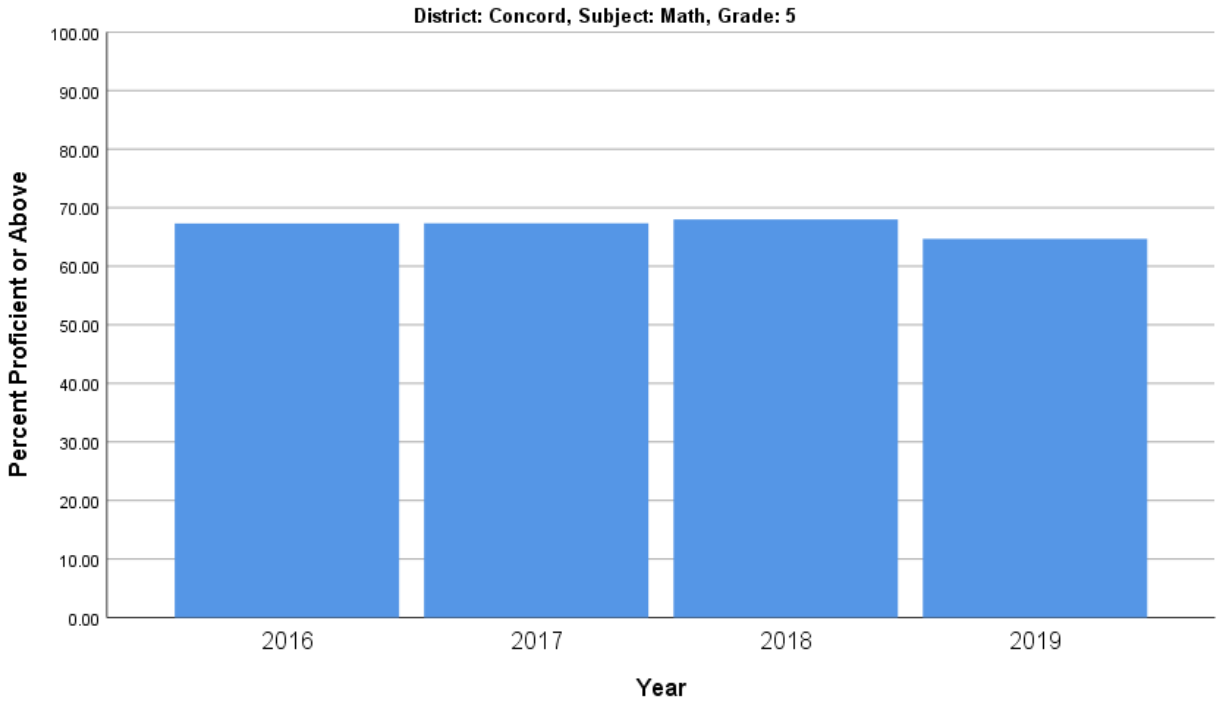
2016
2017
2018
2019
Year


District: Concord, Subject: Math, Grade: 5
Percent Proficient or Above
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60.00
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30.00
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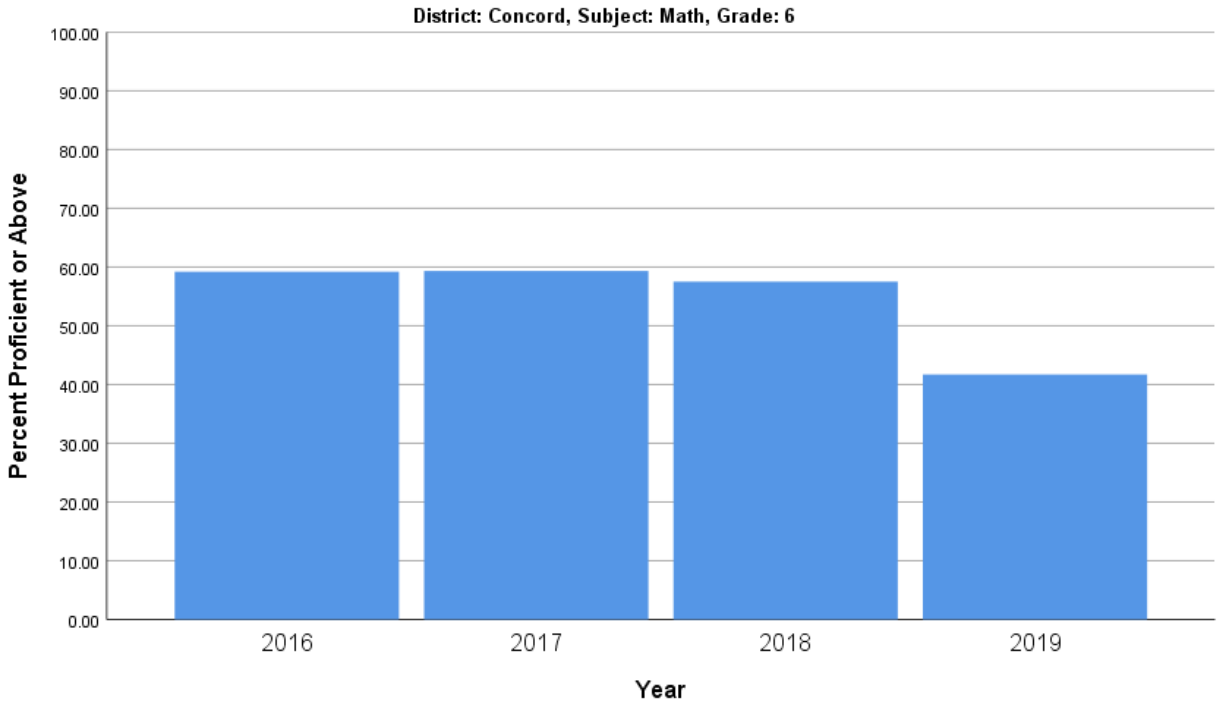
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: Math, Grade: 6
Percent Proficient or Above
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60.00
50.00
40.00
30.00
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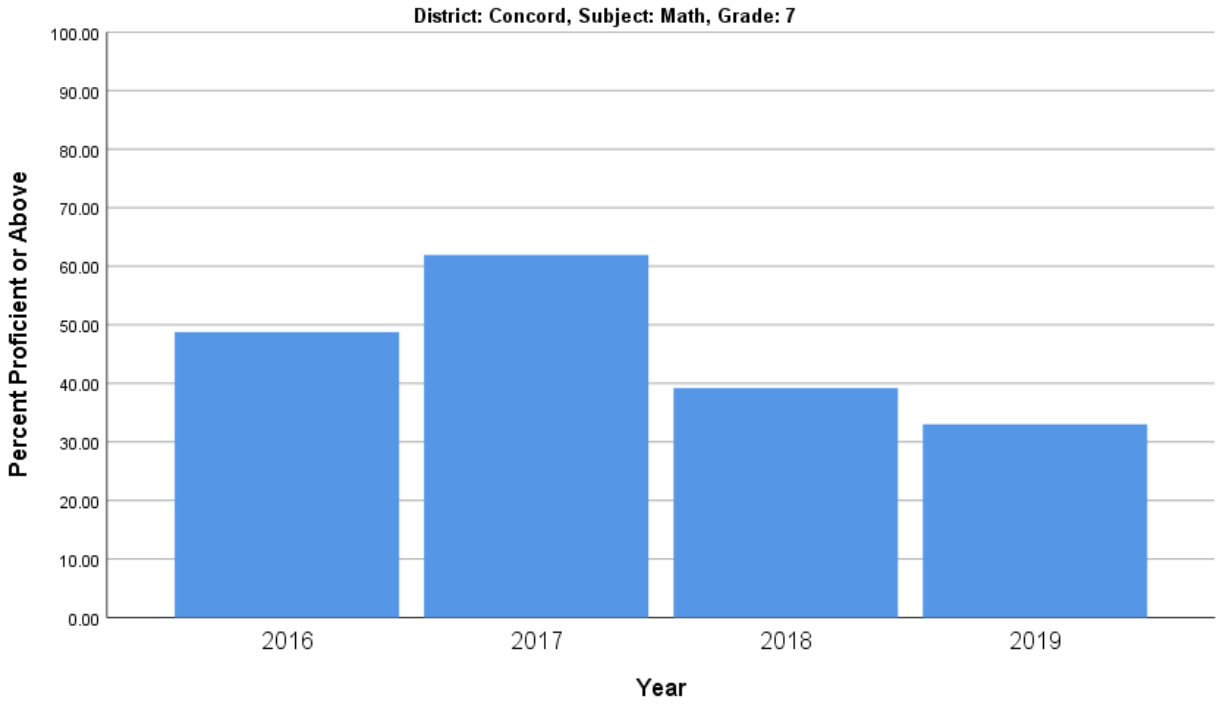
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: Math, Grade: 7
Percent Proficient or Above
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60.00
50.00
40.00
30.00
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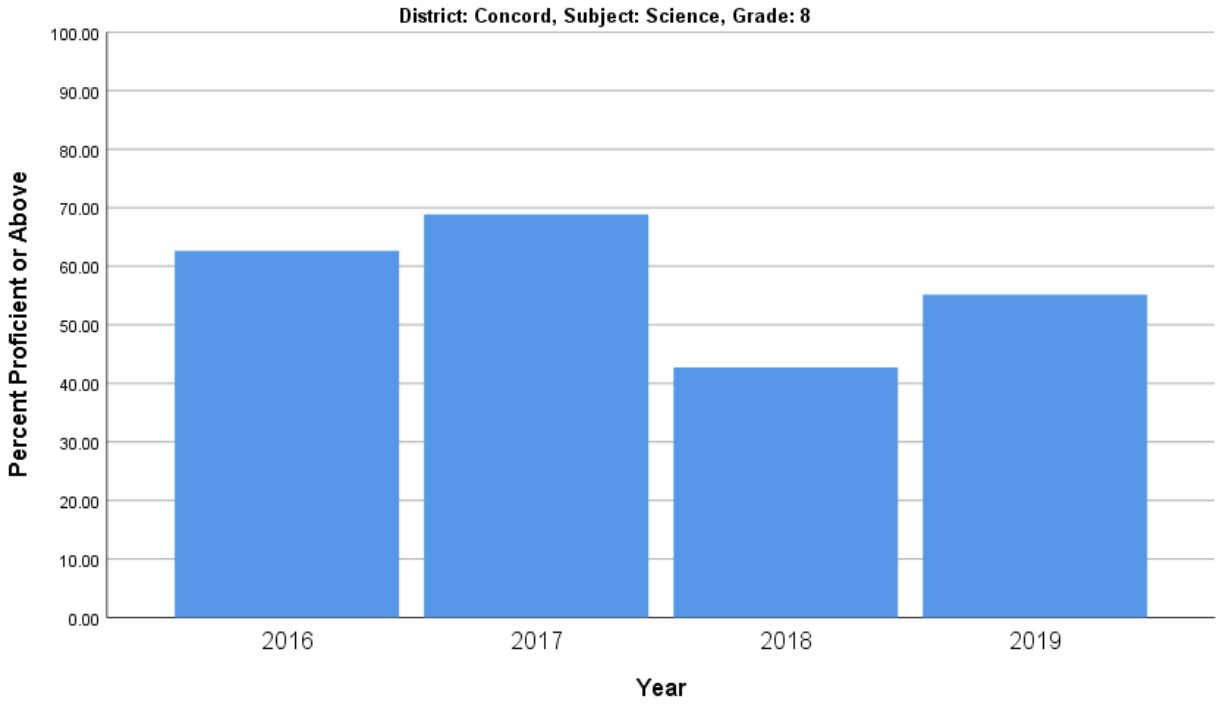
0.00
2016
2017
2018
2019
Year


District: Concord, Subject: Science, Grade: 8
Percent Proficient or Above
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0.00
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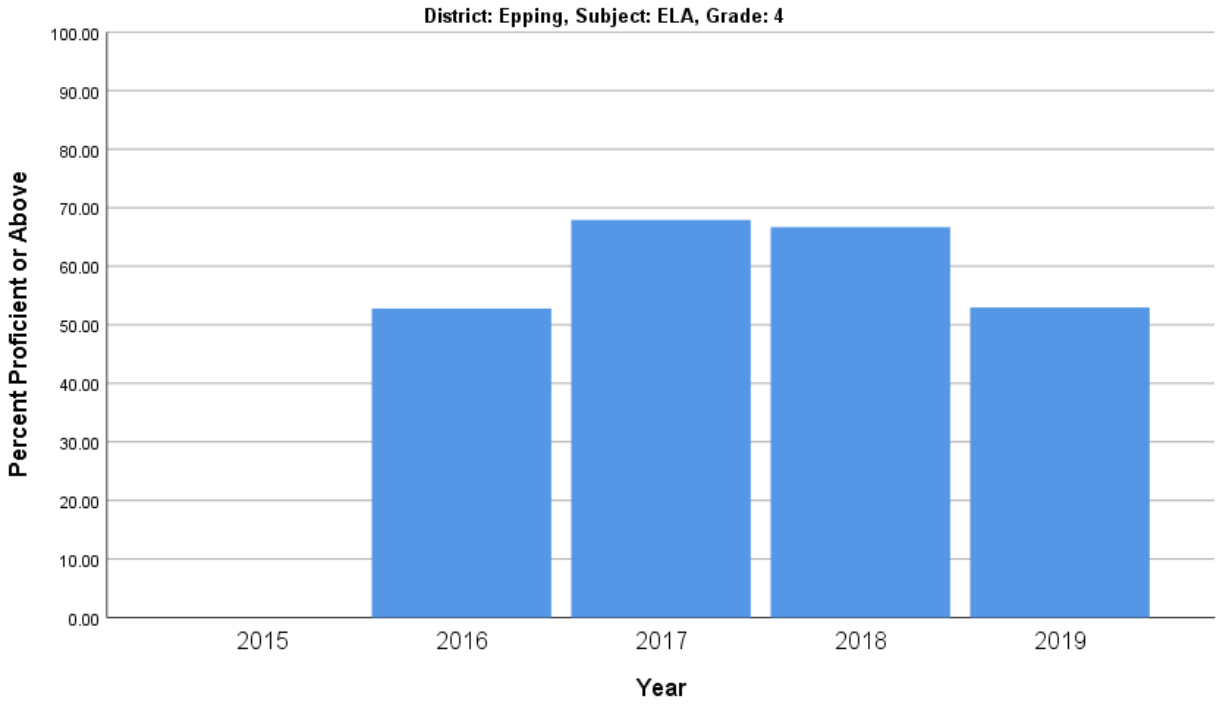
2017
2018
2019
Year


District: Epping, Subject: ELA, Grade: 4
Percent Proficient or Above
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50.00
40.00
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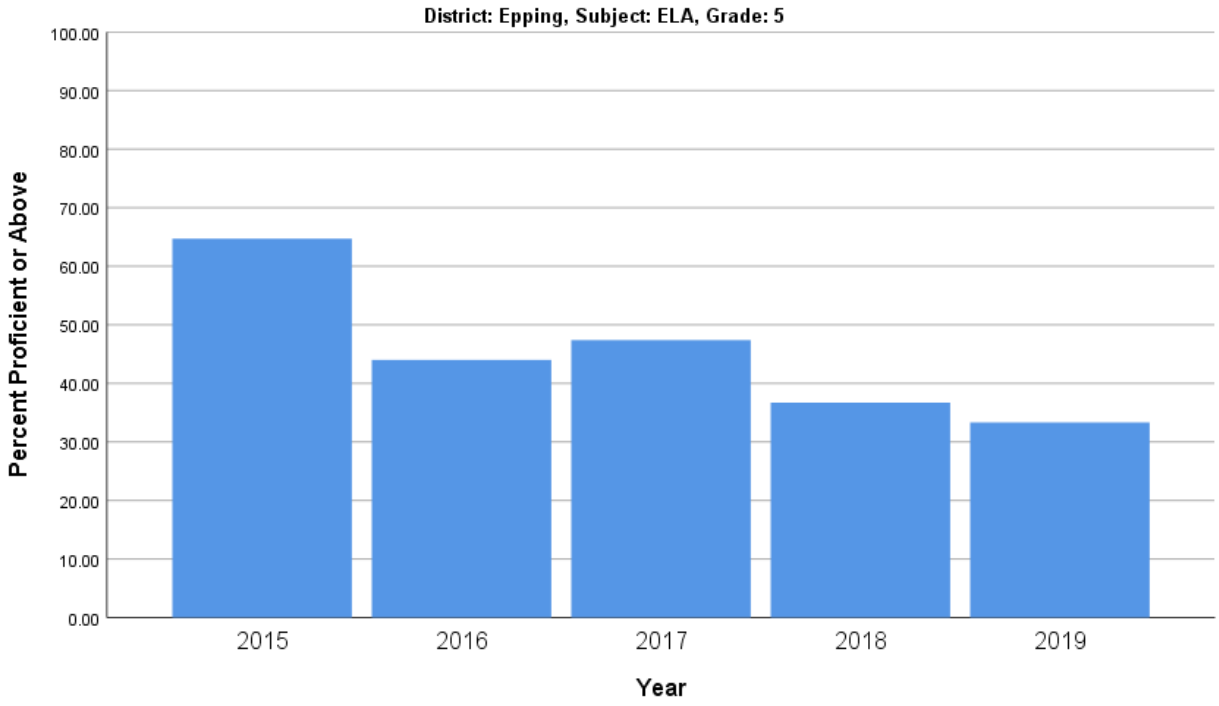
2015
2016
2017
2018
2019
Year


District: Epping, Subject: ELA, Grade: 5
Percent Proficient or Above
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40.00
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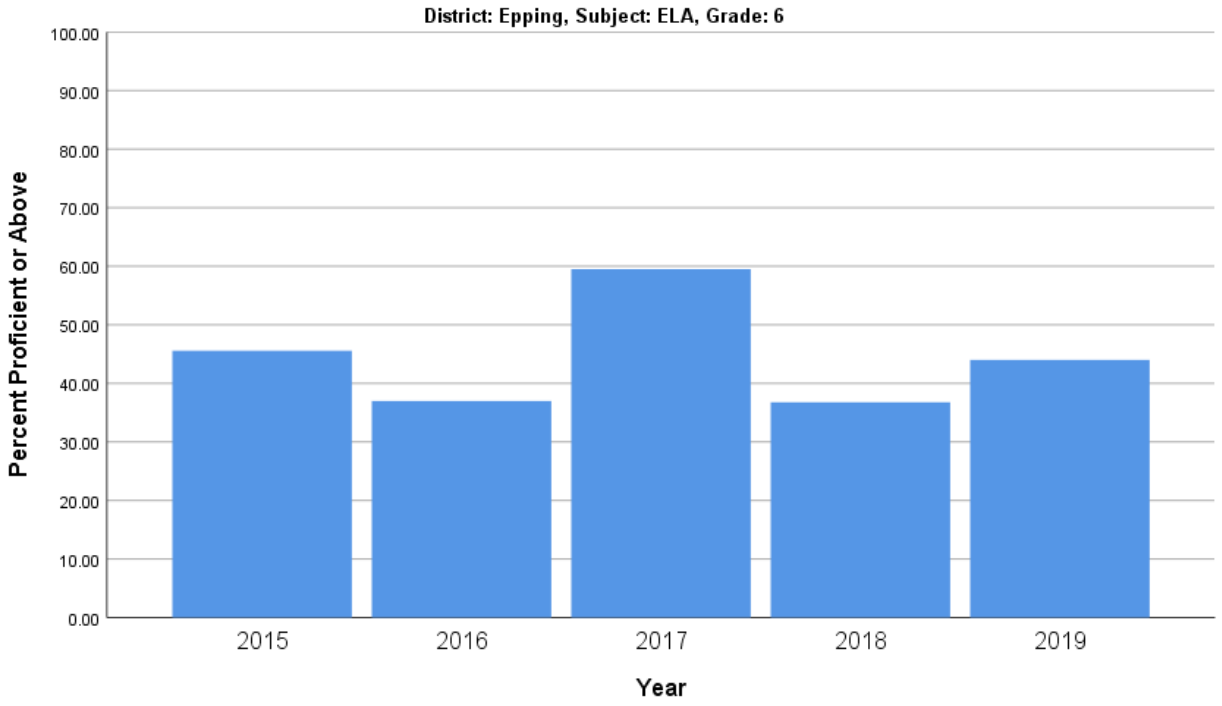
2015
2016
2017
2018
2019
Year


District: Epping, Subject: ELA, Grade: 6
Percent Proficient or Above
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60.00
50.00
40.00
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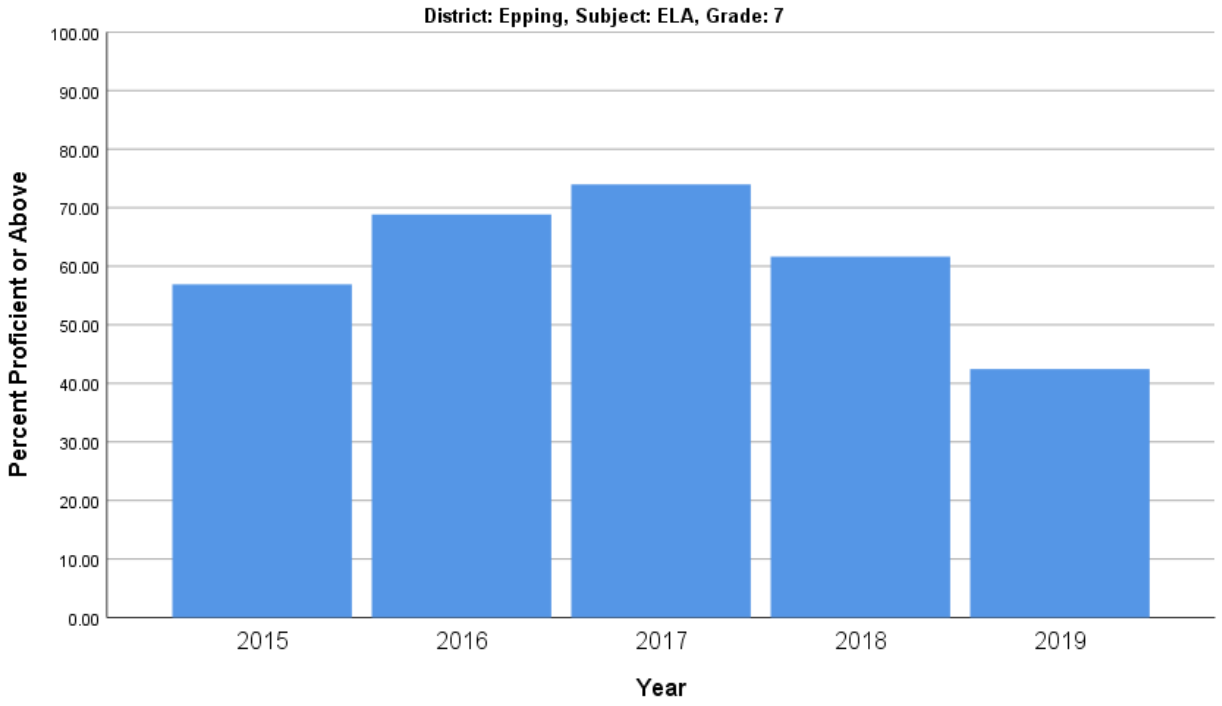
2015
2016
2017
2018
2019
Year


District: Epping, Subject: ELA, Grade: 7
Percent Proficient or Above
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50.00
40.00
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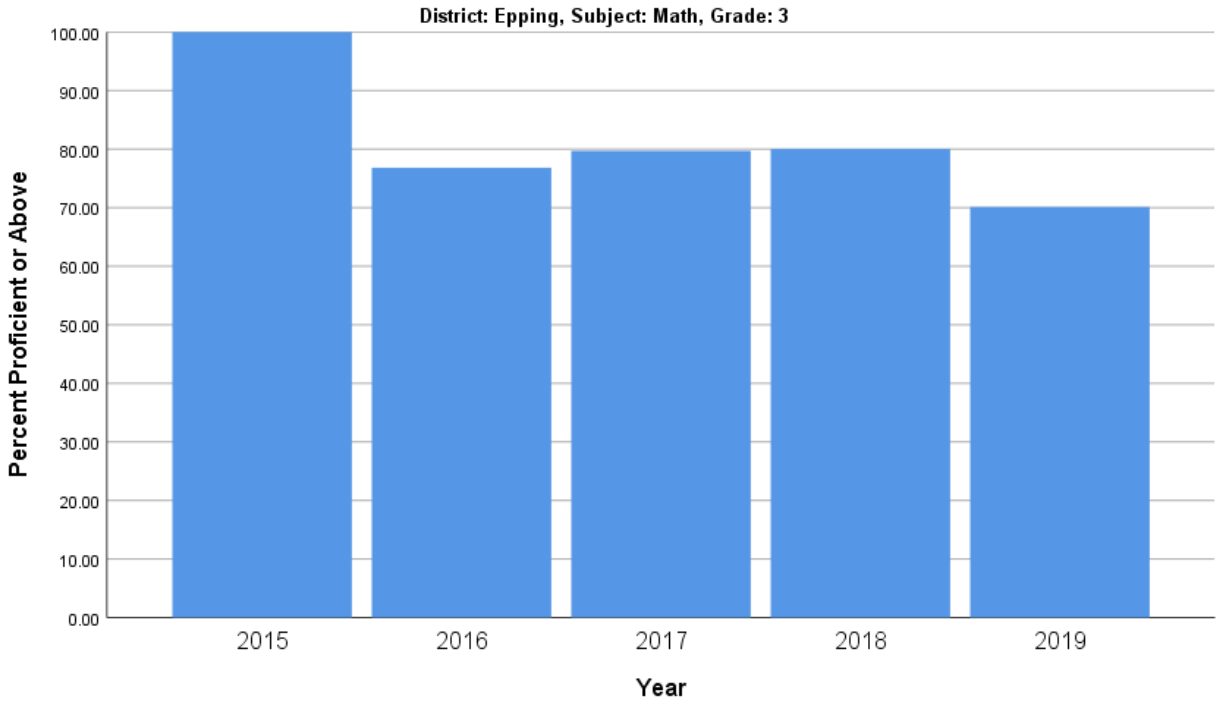
2015
2016
2017
2018
2019
Year


District: Epping, Subject: Math, Grade: 3
Percent Proficient or Above
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90.00
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60.00
50.00
40.00
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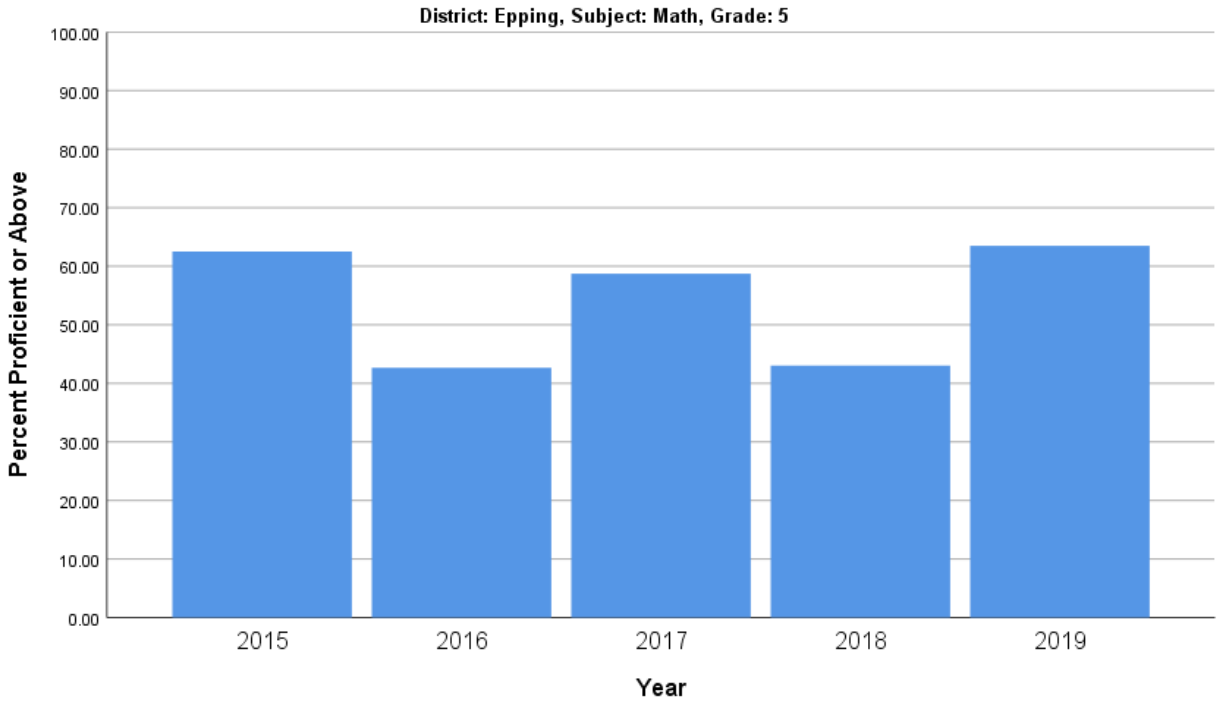
2015
2016
2017
2018
2019
Year


District: Epping, Subject: Math, Grade: 5
Percent Proficient or Above
100.00
90.00
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60.00
50.00
40.00
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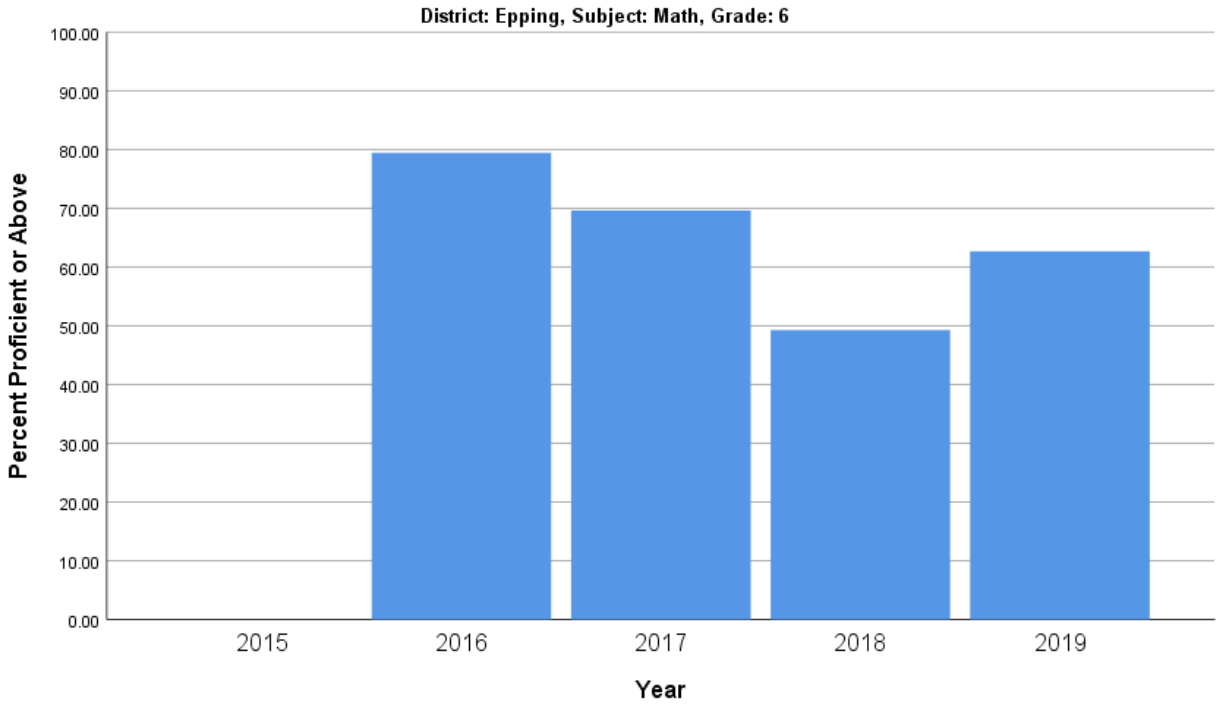
2015
2016
2017
2018
2019
Year


District: Epping, Subject: Math, Grade: 6
Percent Proficient or Above
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90.00
80.00
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60.00
50.00
40.00
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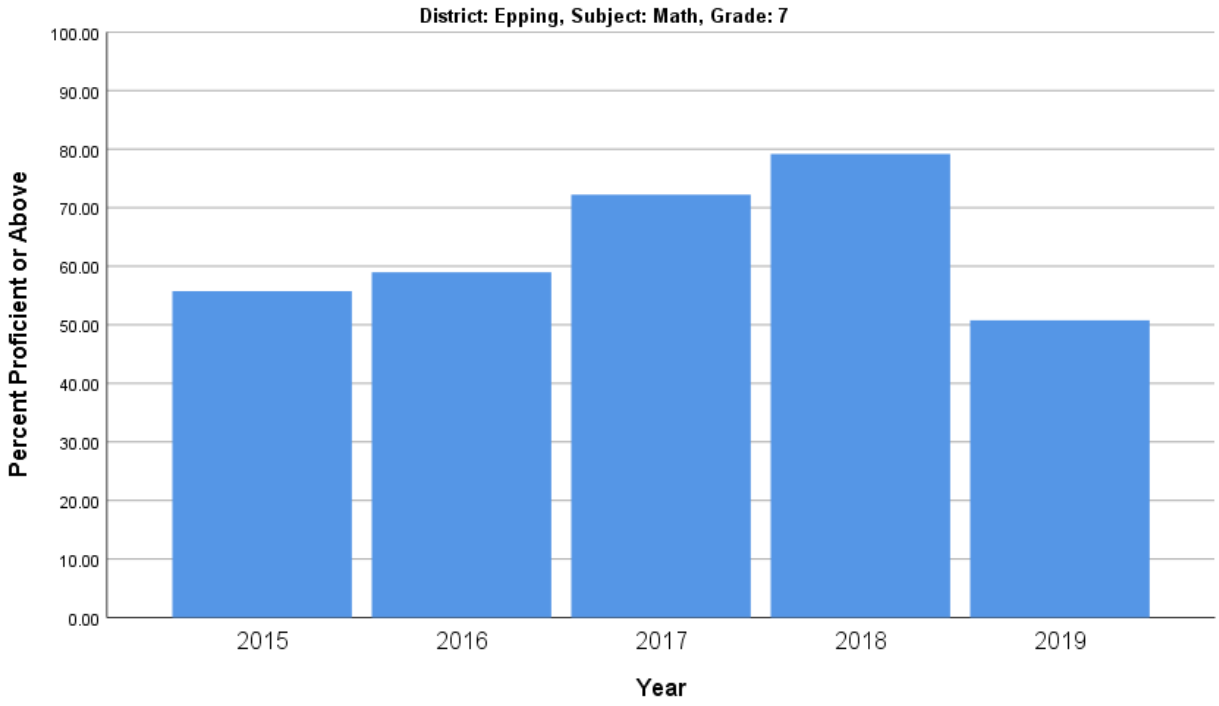
2015
2016
2017
2018
2019
Year


District: Epping, Subject: Math, Grade: 7
Percent Proficient or Above
100.00
90.00
80.00
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60.00
50.00
40.00
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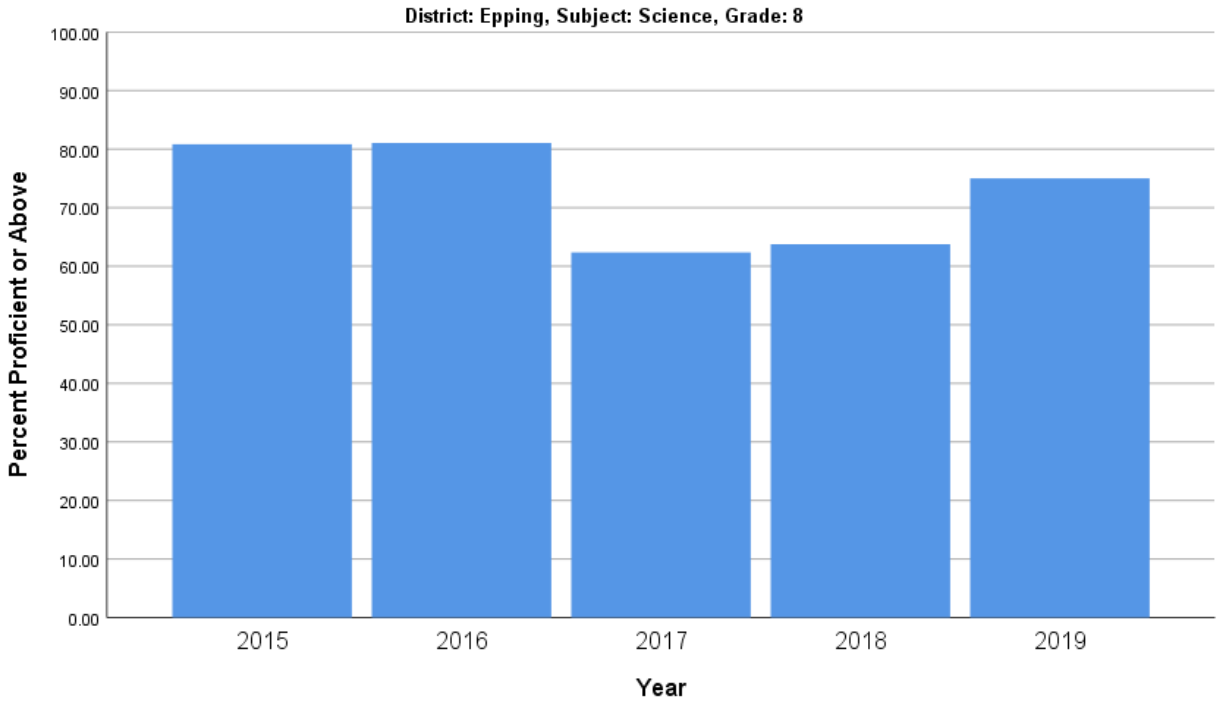
2015
2016
2017
2018
2019
Year


District: Epping, Subject: Science, Grade: 8
Percent Proficient or Above
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90.00
80.00
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60.00
50.00
40.00
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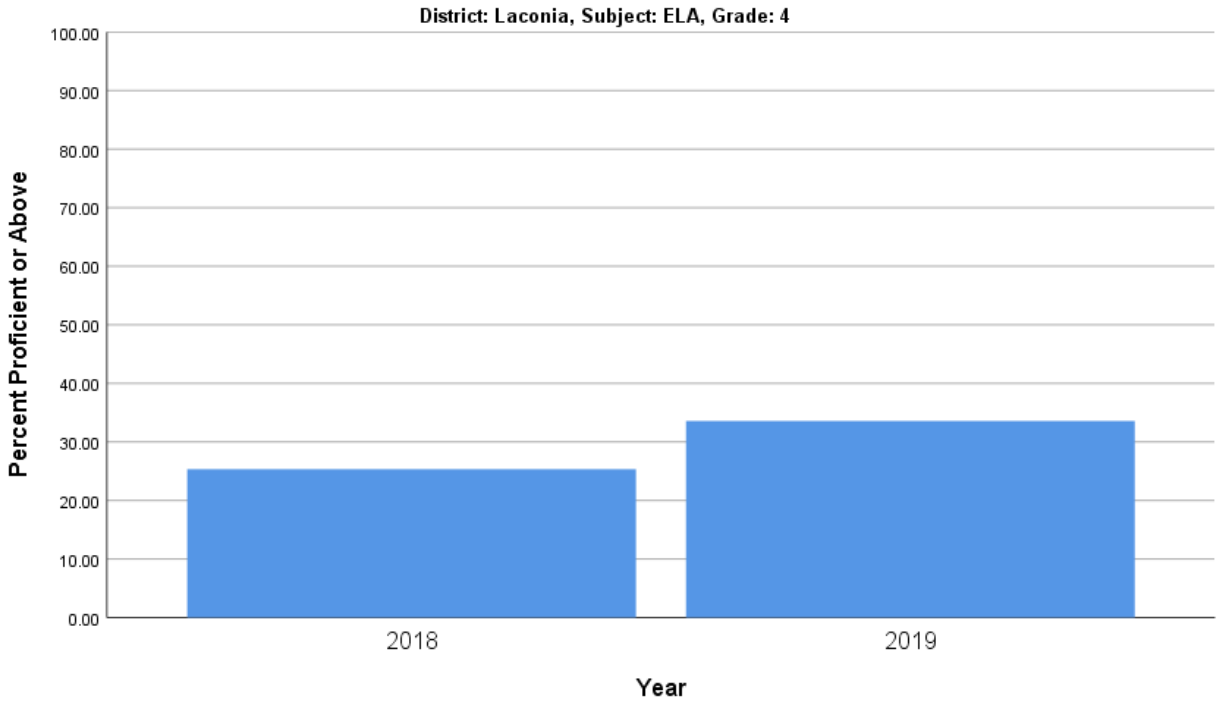
0.00
2015
2016
2017
2018
2019
Year


District: Laconia, Subject: ELA, Grade: 4
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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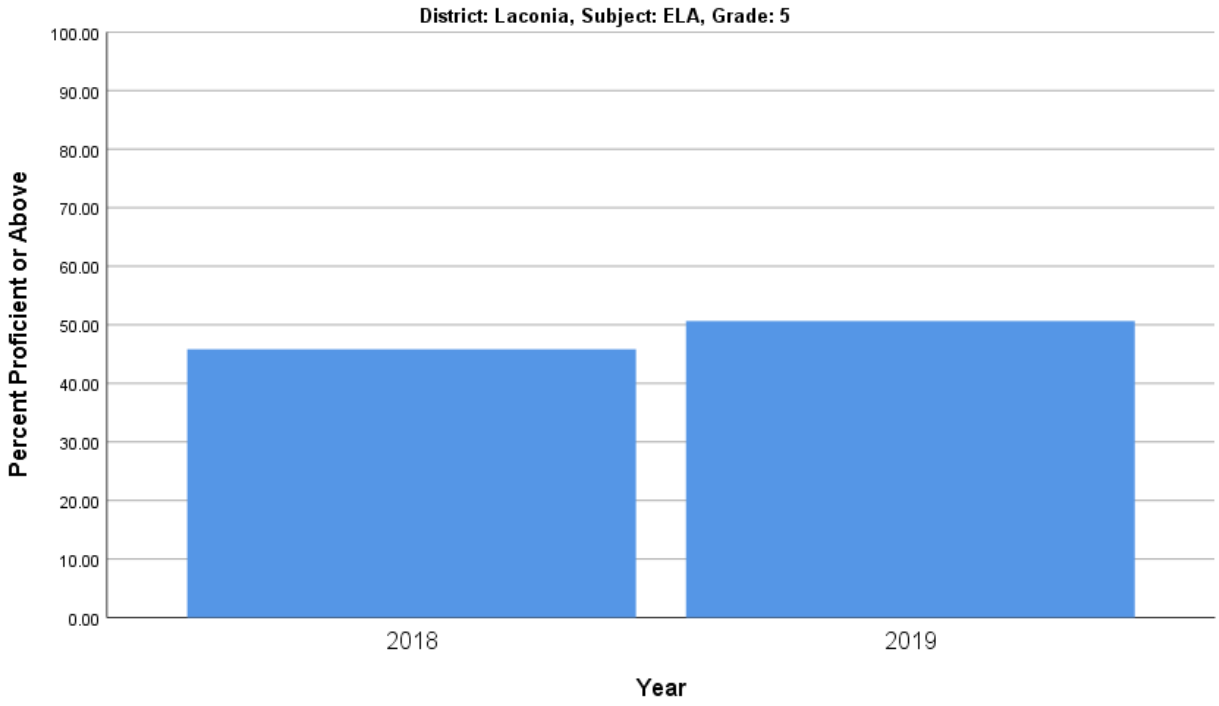
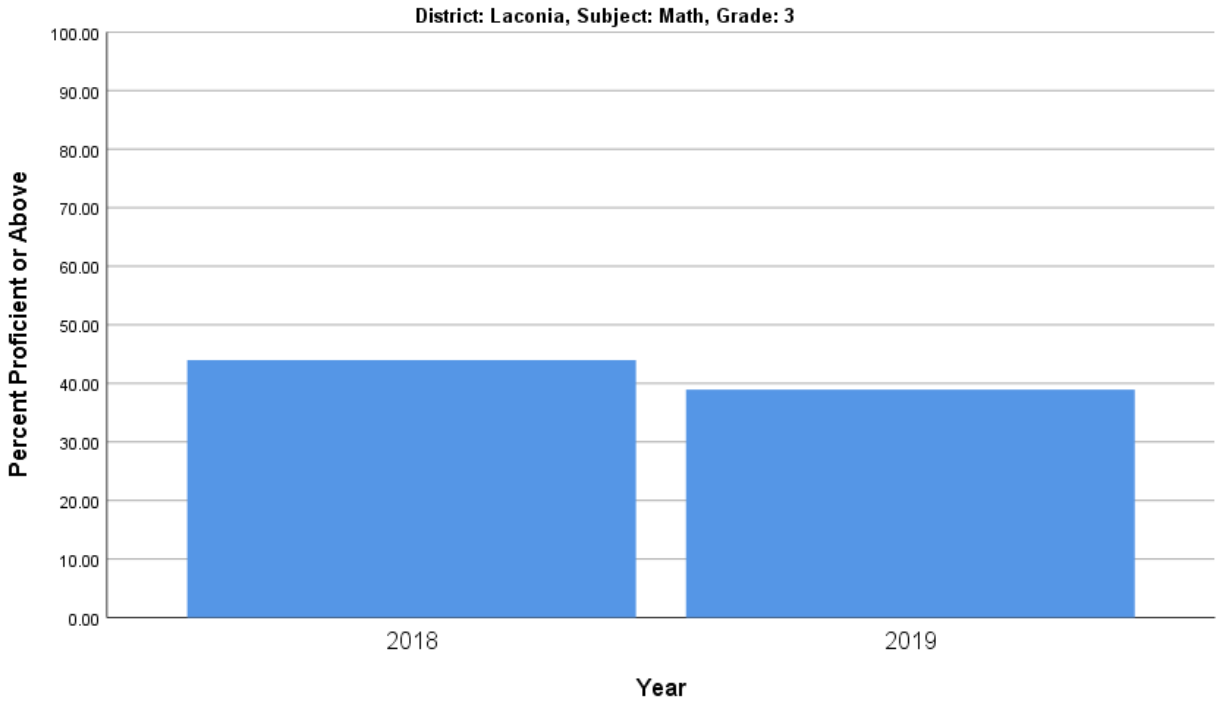
20.00
10.00
0.00
2018
2019
Year


District: Laconia, Subject: ELA, Grade: 5
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2018
2019
Year


District: Laconia, Subject: Math, Grade: 3
Percent Proficient or Above
100.00
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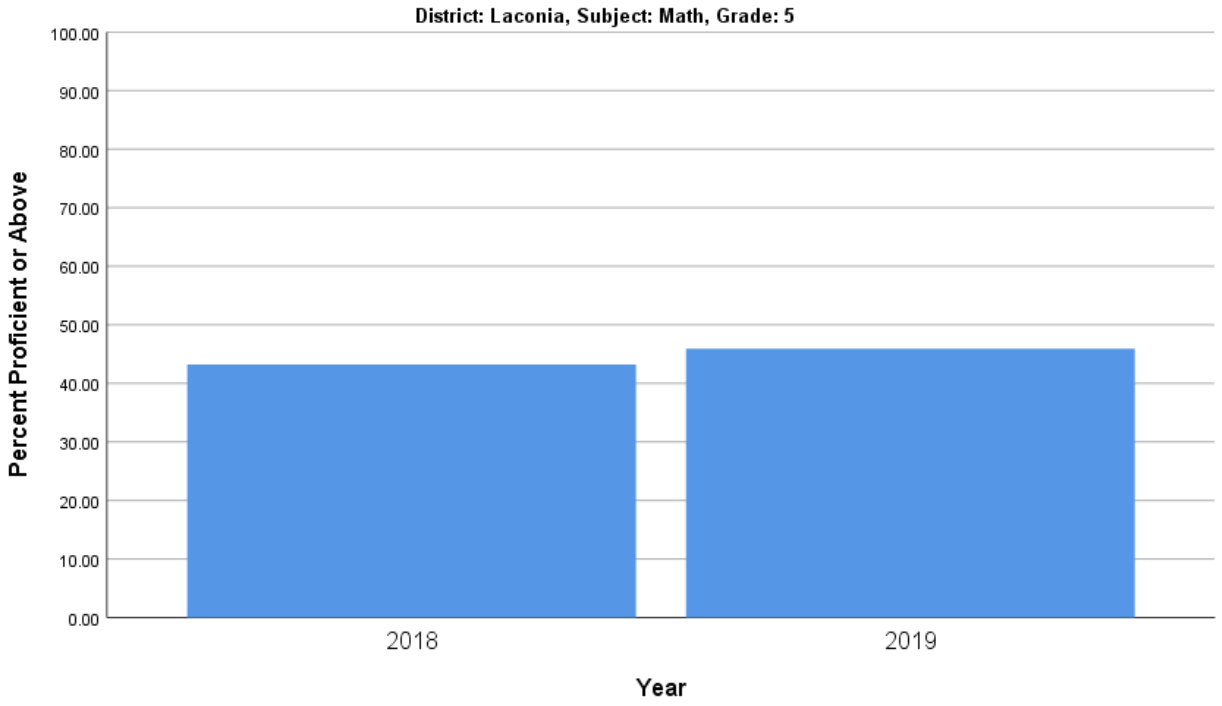
2018
2019
Year


District: Laconia, Subject: Math, Grade: 5
Percent Proficient or Above
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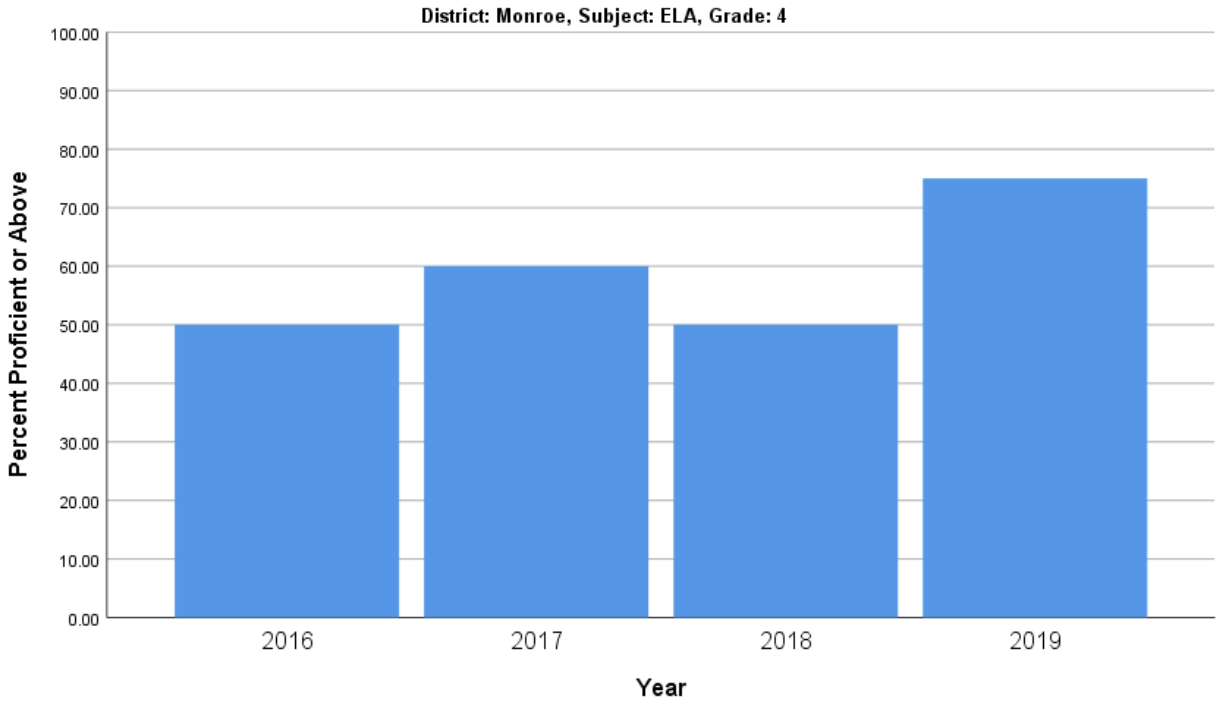
2018
2019
Year


District: Monroe, Subject: ELA, Grade: 4
Percent Proficient or Above
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90.00
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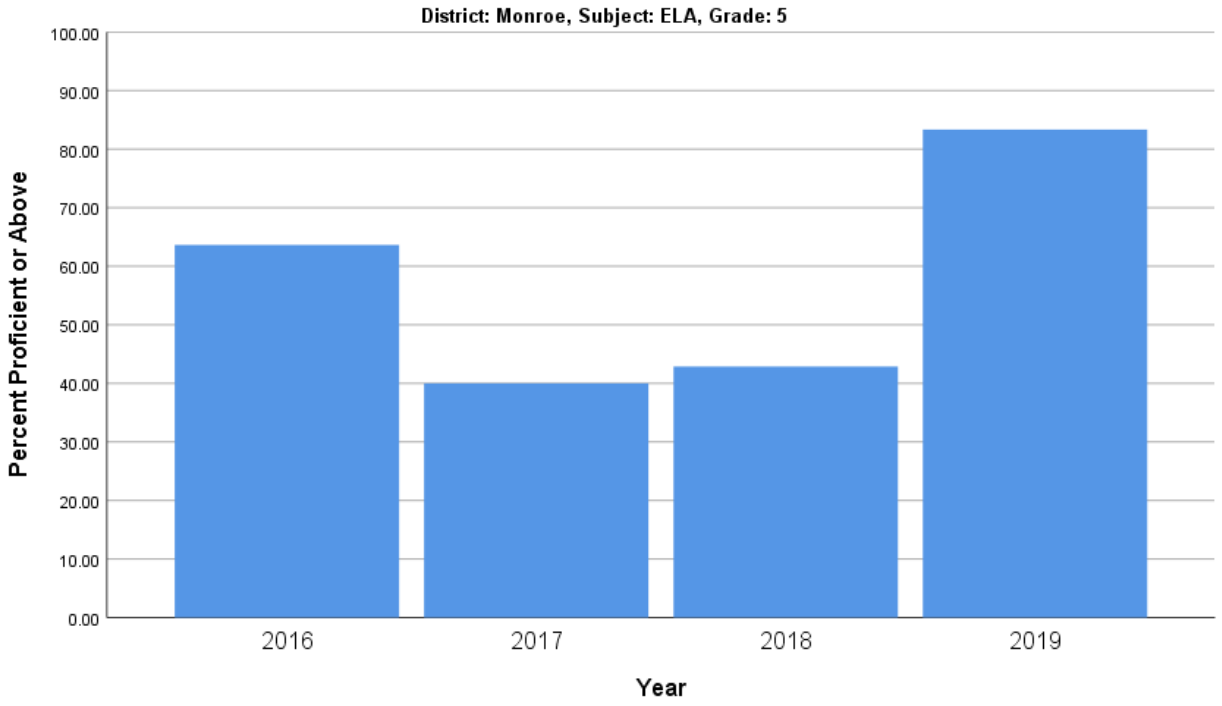
2016
2017
2018
2019
Year


District: Monroe, Subject: ELA, Grade: 5
Percent Proficient or Above
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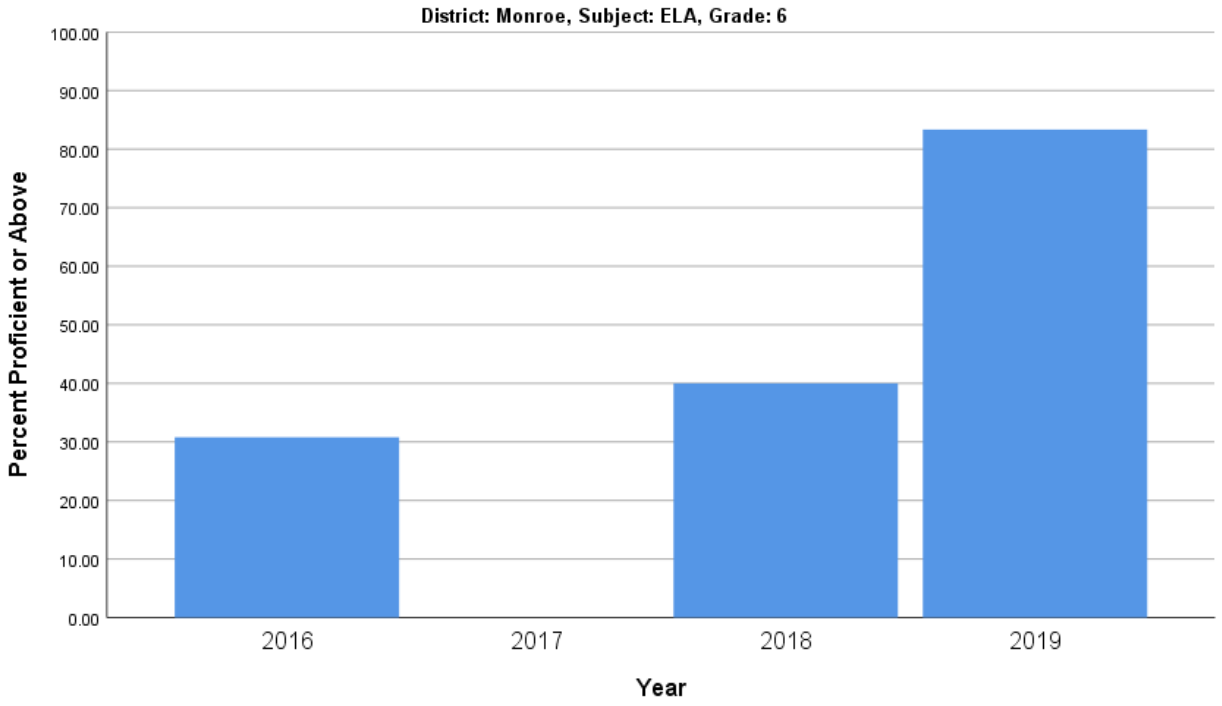
Year


District: Monroe, Subject: ELA, Grade: 6
Percent Proficient or Above
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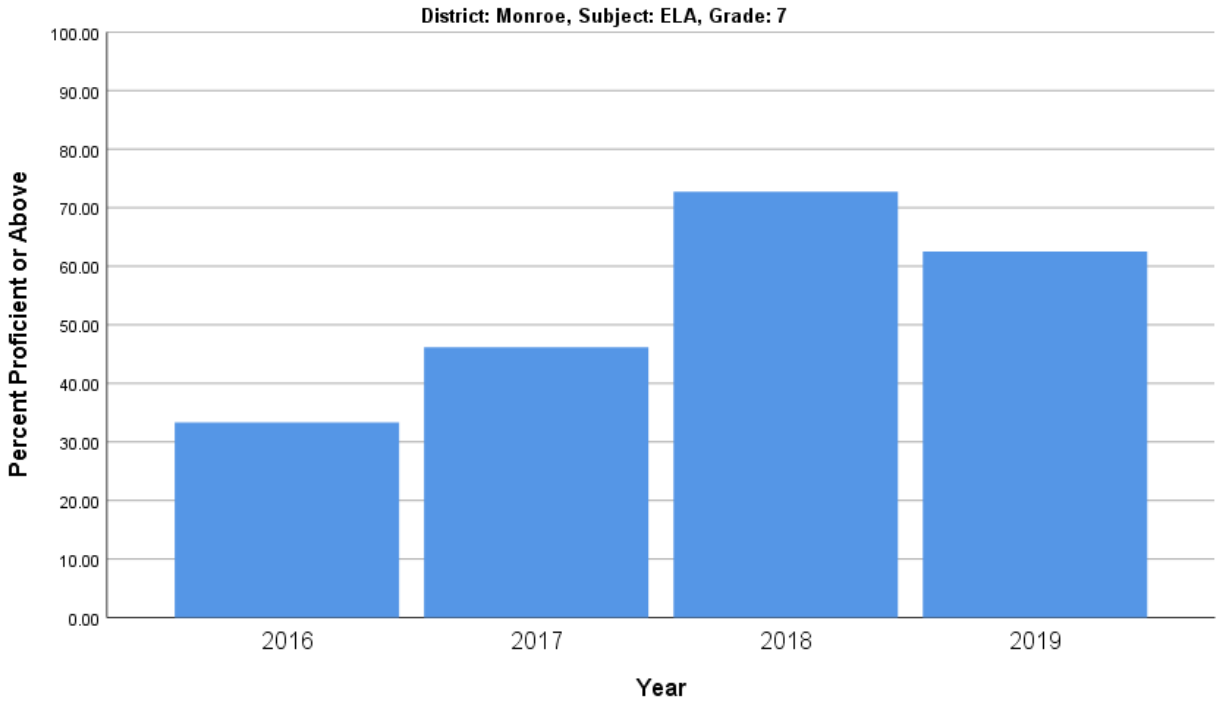
Year


District: Monroe, Subject: ELA, Grade: 7
Percent Proficient or Above
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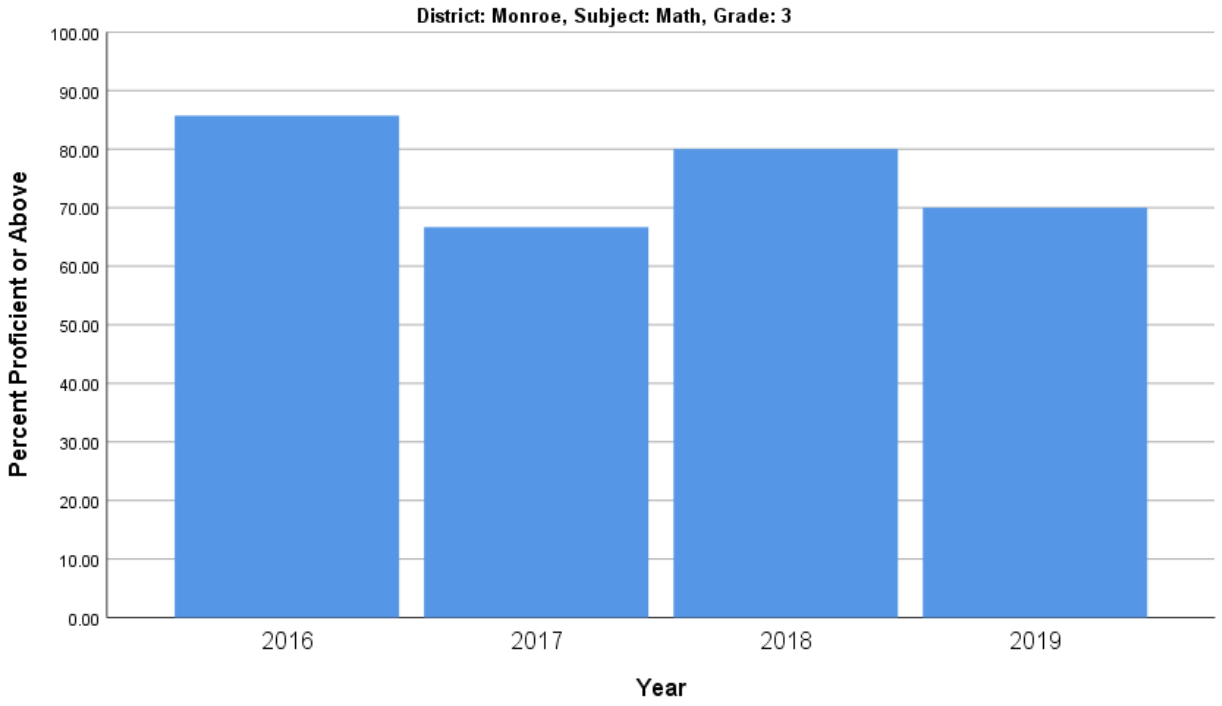
District: Monroe, Subject: Math, Grade: 3
Percent Proficient or Above
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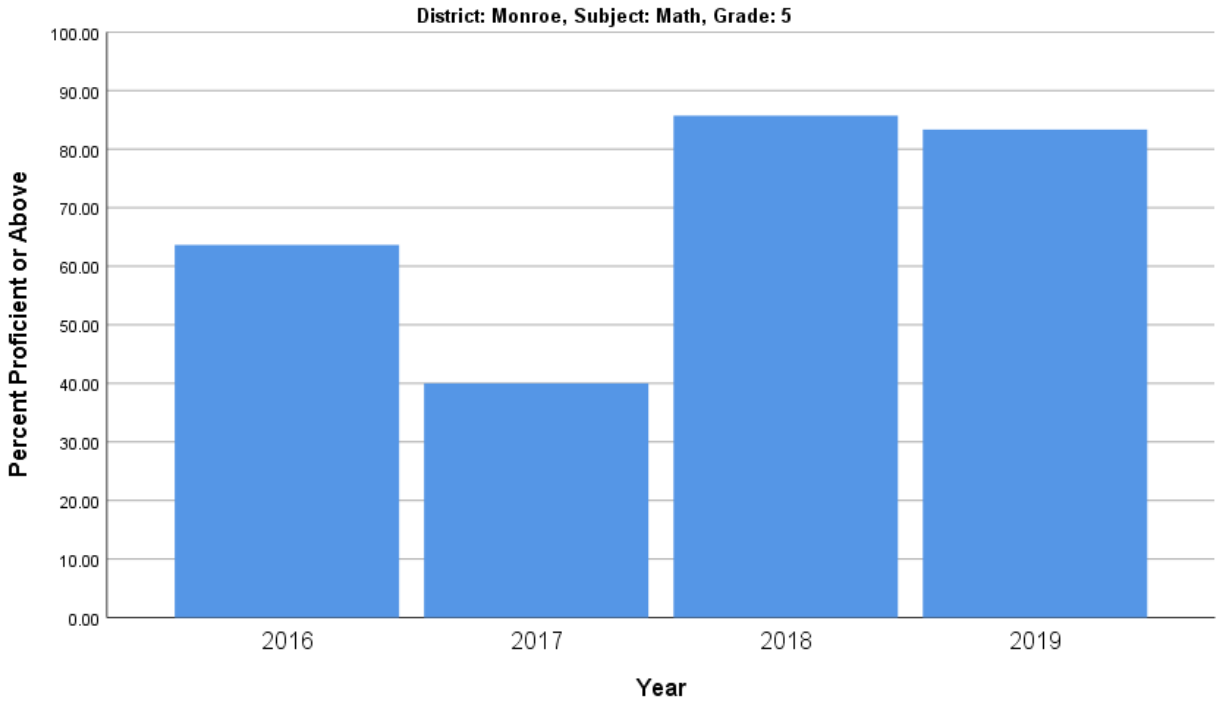
2019
Year


District: Monroe, Subject: Math, Grade: 5
Percent Proficient or Above
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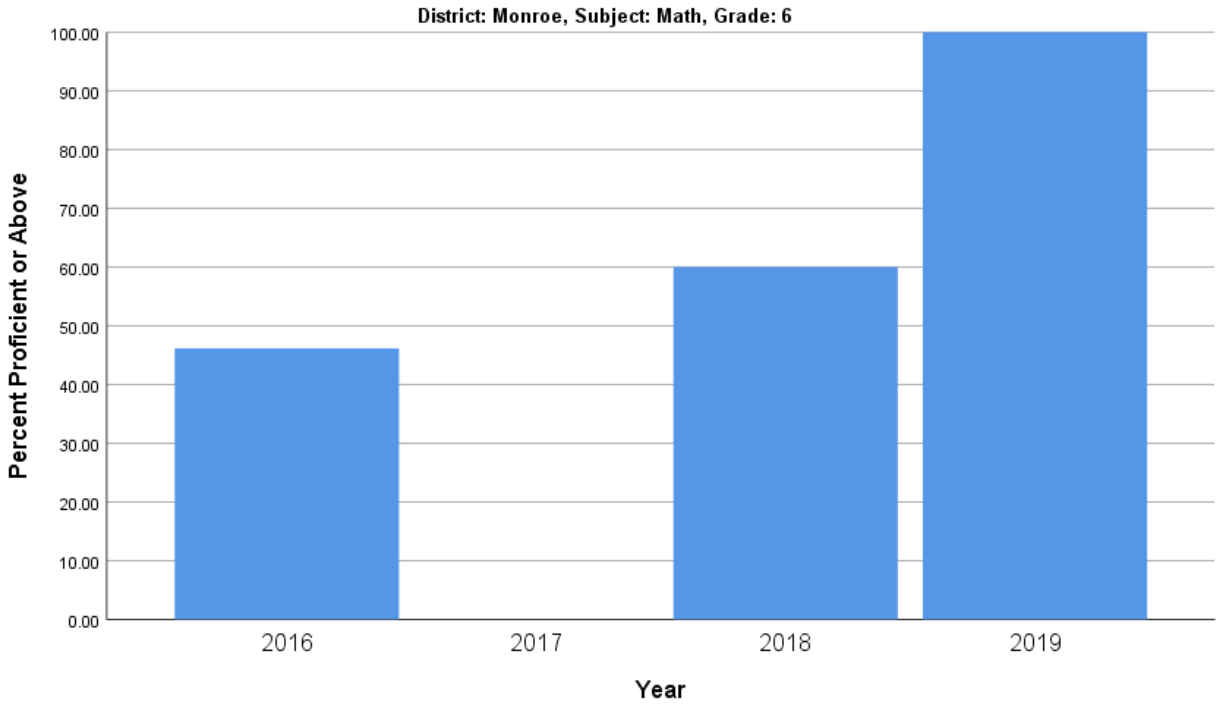
Year


District: Monroe, Subject: Math, Grade: 6
Percent Proficient or Above
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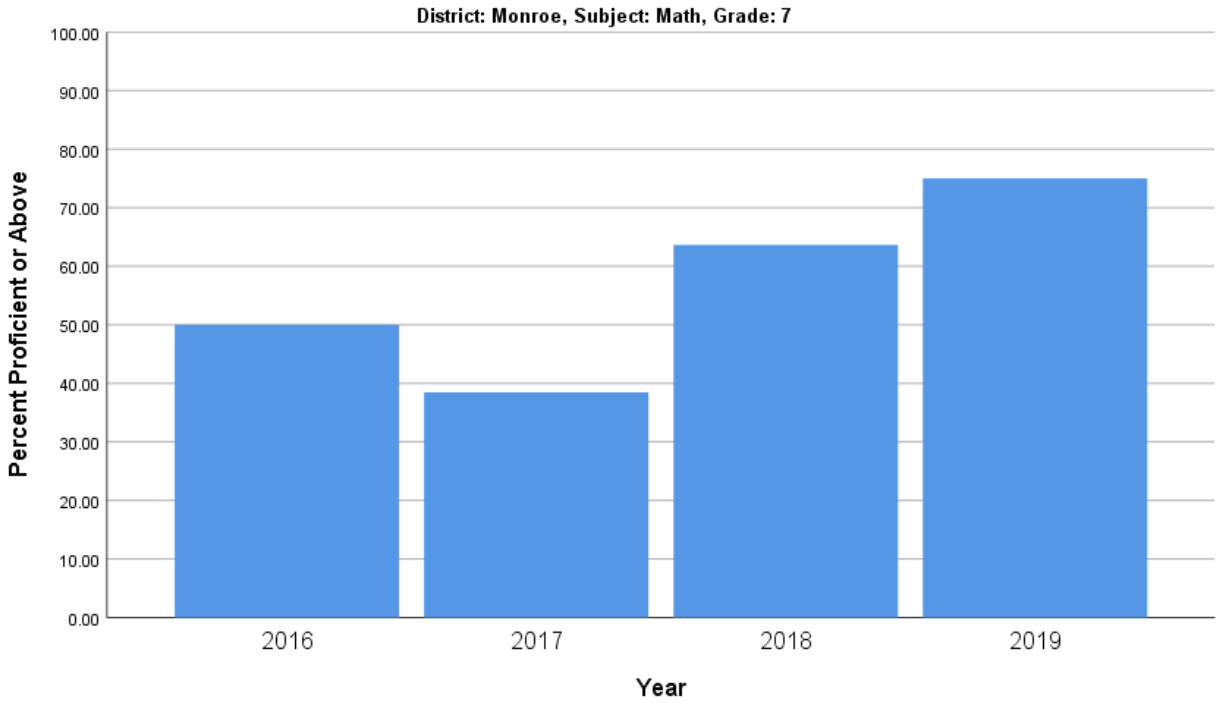
Year


District: Monroe, Subject: Math, Grade: 7
Percent Proficient or Above
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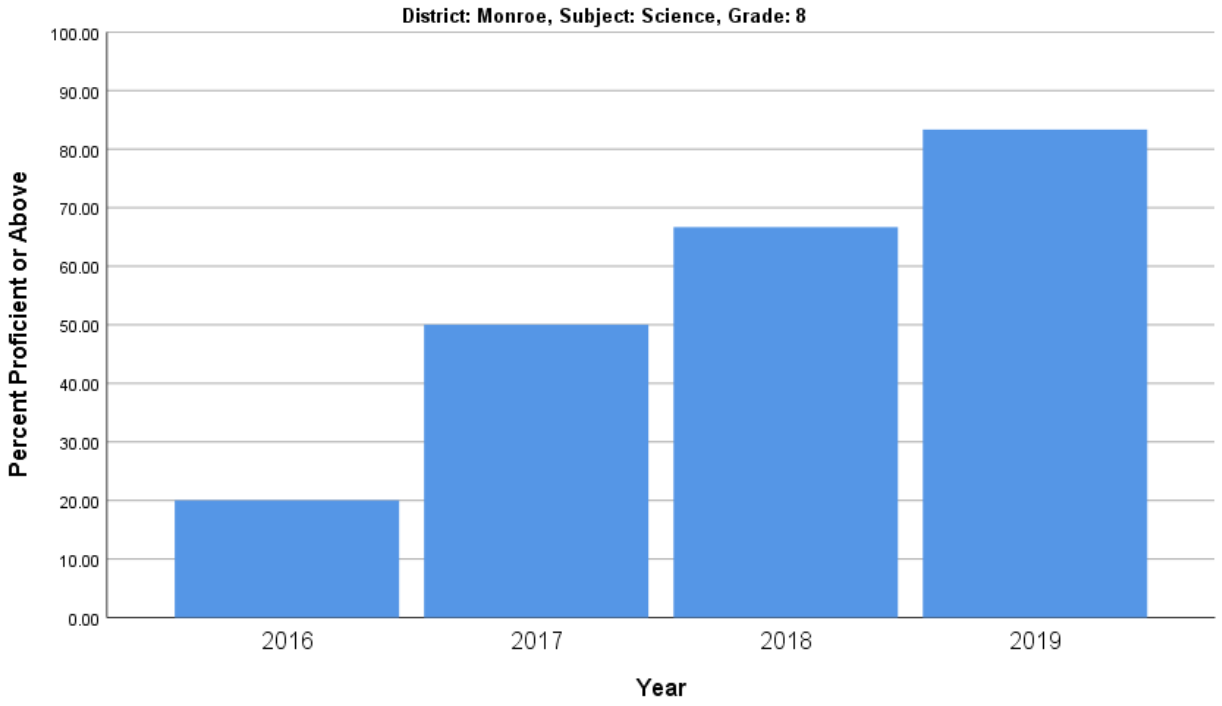
District: Monroe, Subject: Science, Grade: 8
Percent Proficient or Above
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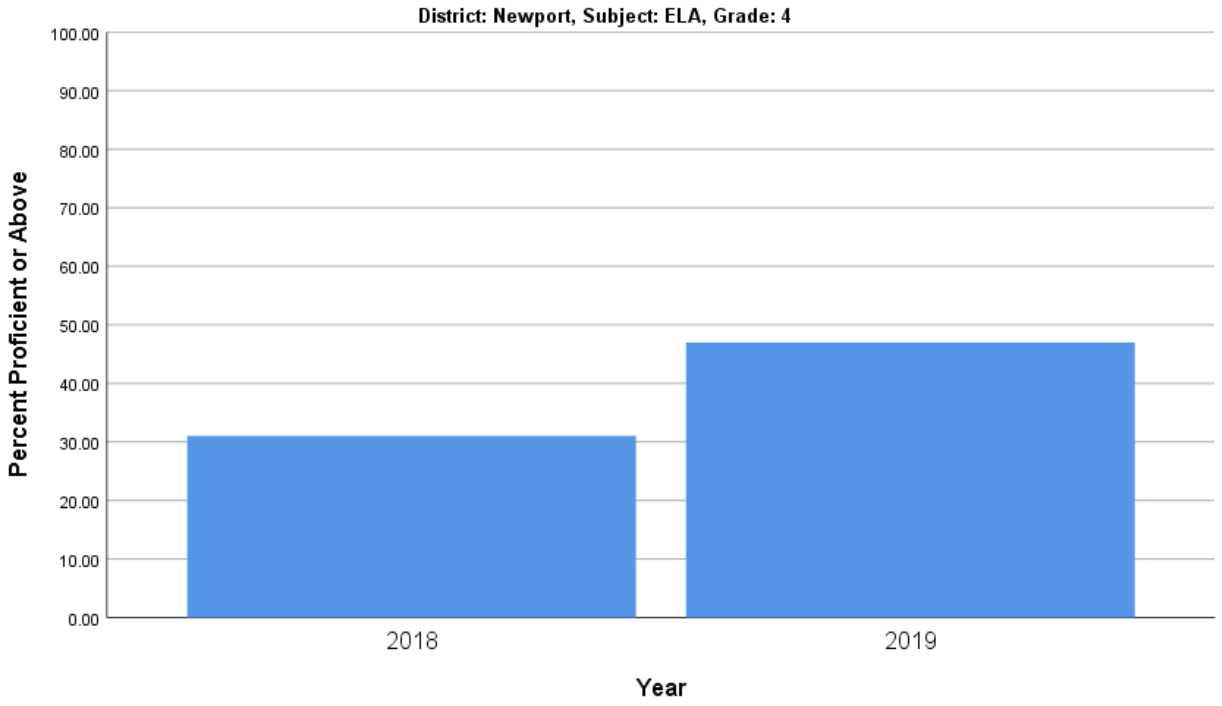
2019
Year


District: Newport, Subject: ELA, Grade: 4
Percent Proficient or Above
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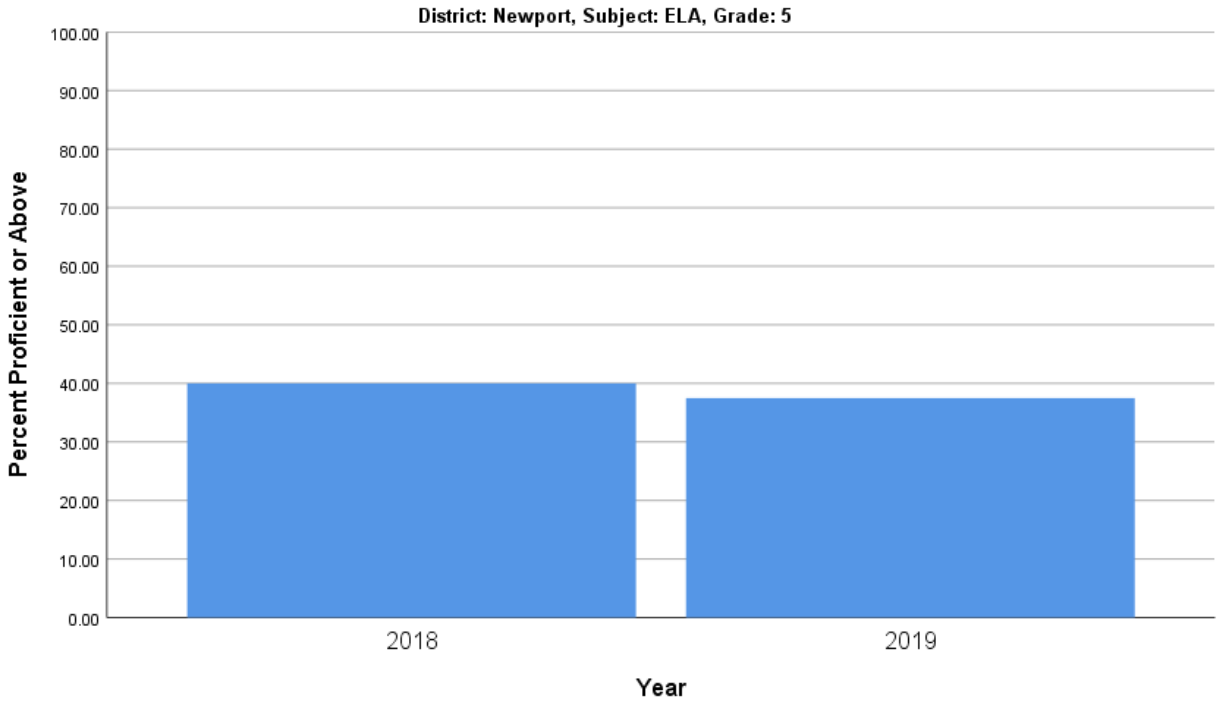
2019
Year


District: Newport, Subject: ELA, Grade: 5
Percent Proficient or Above
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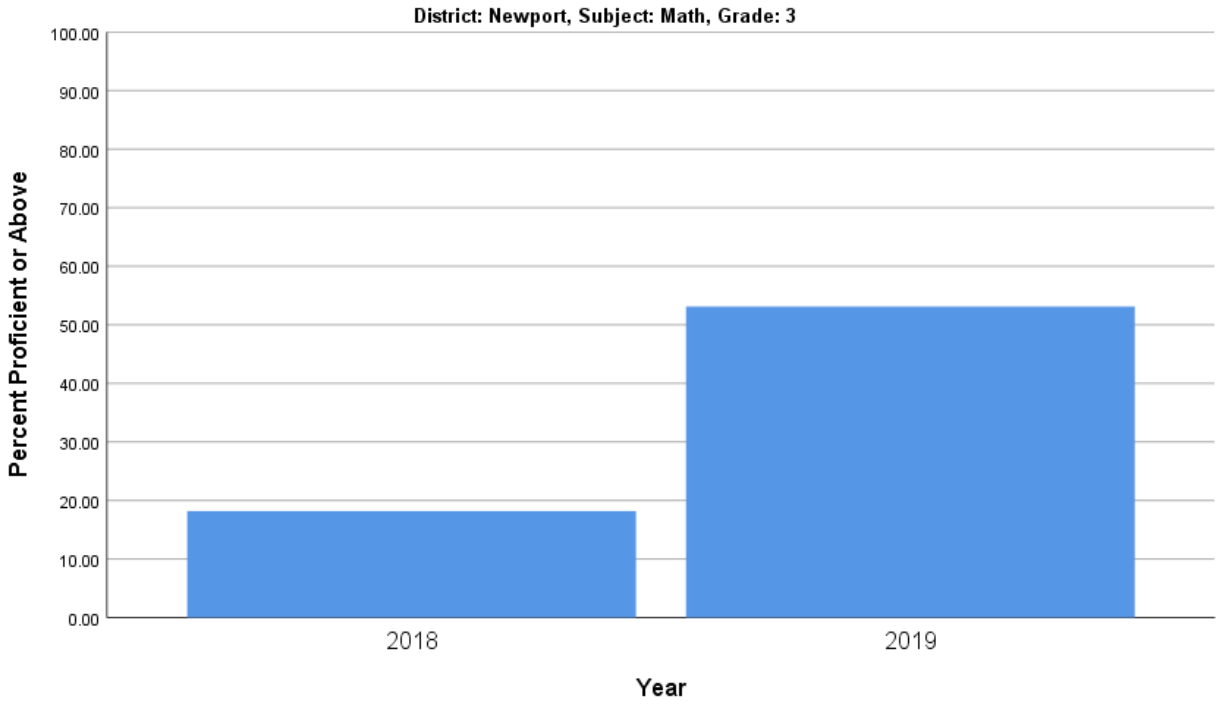
2019
Year


District: Newport, Subject: Math, Grade: 3
Percent Proficient or Above
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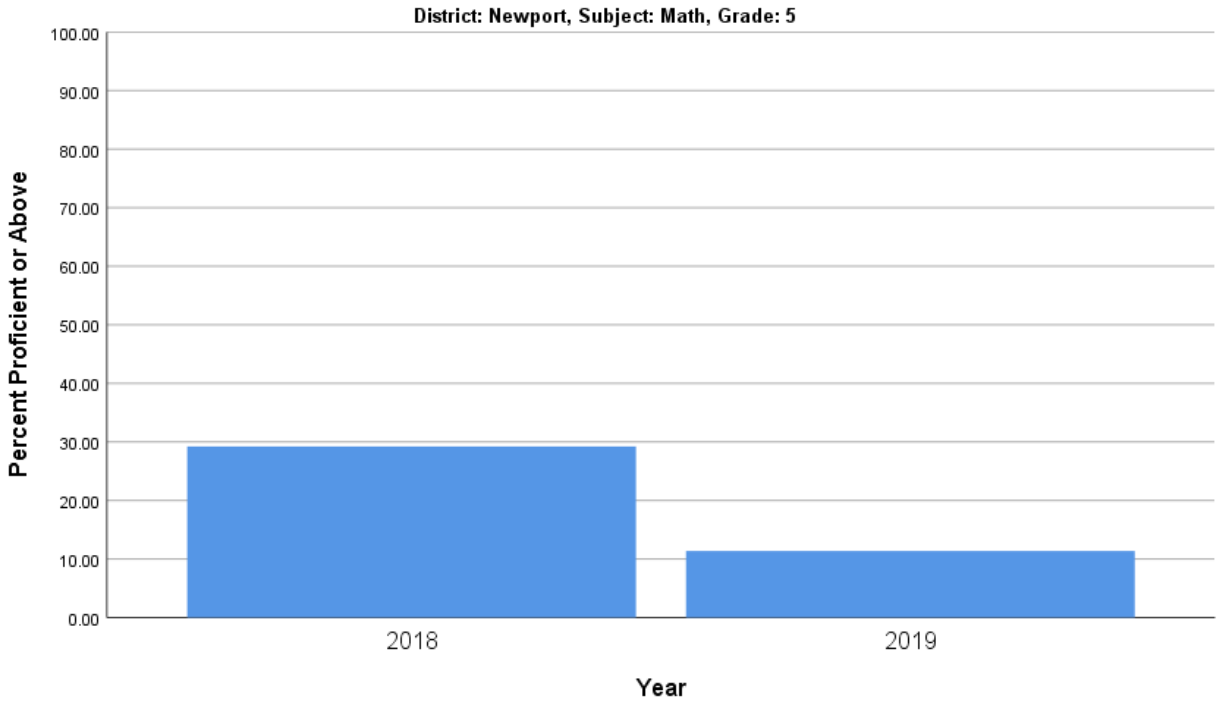
Year


District: Newport, Subject: Math, Grade: 5
Percent Proficient or Above
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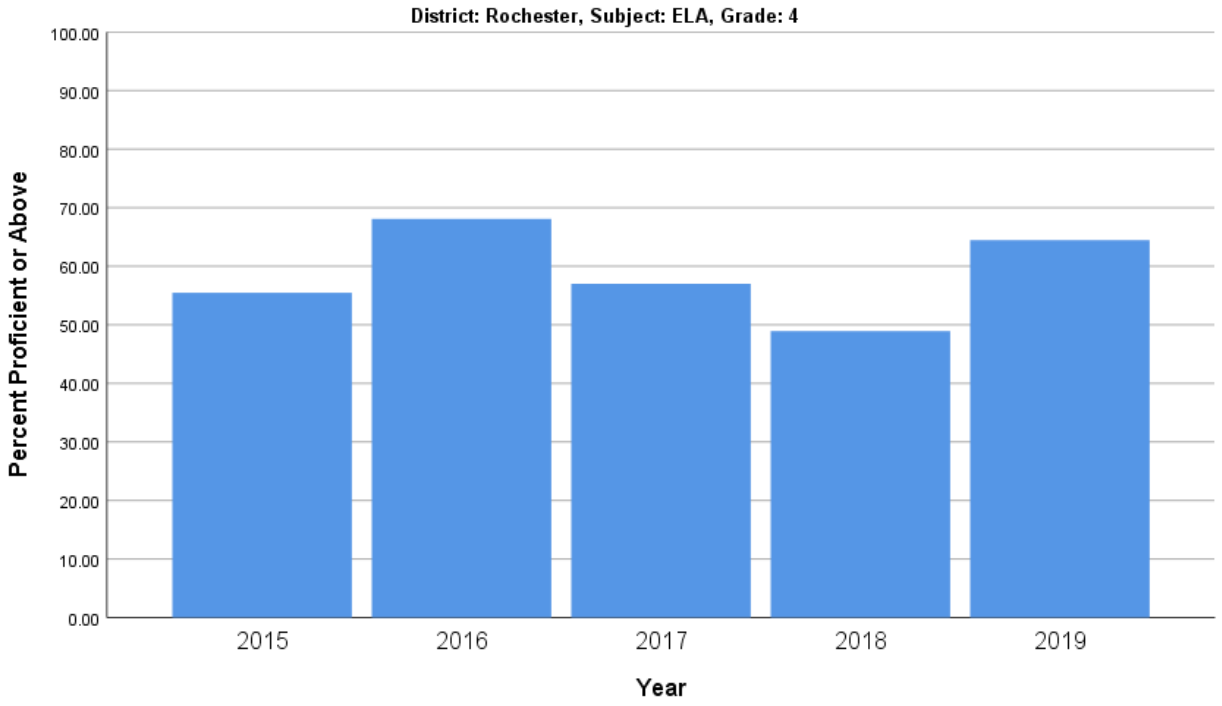
Year


District: Rochester, Subject: ELA, Grade: 4
Percent Proficient or Above
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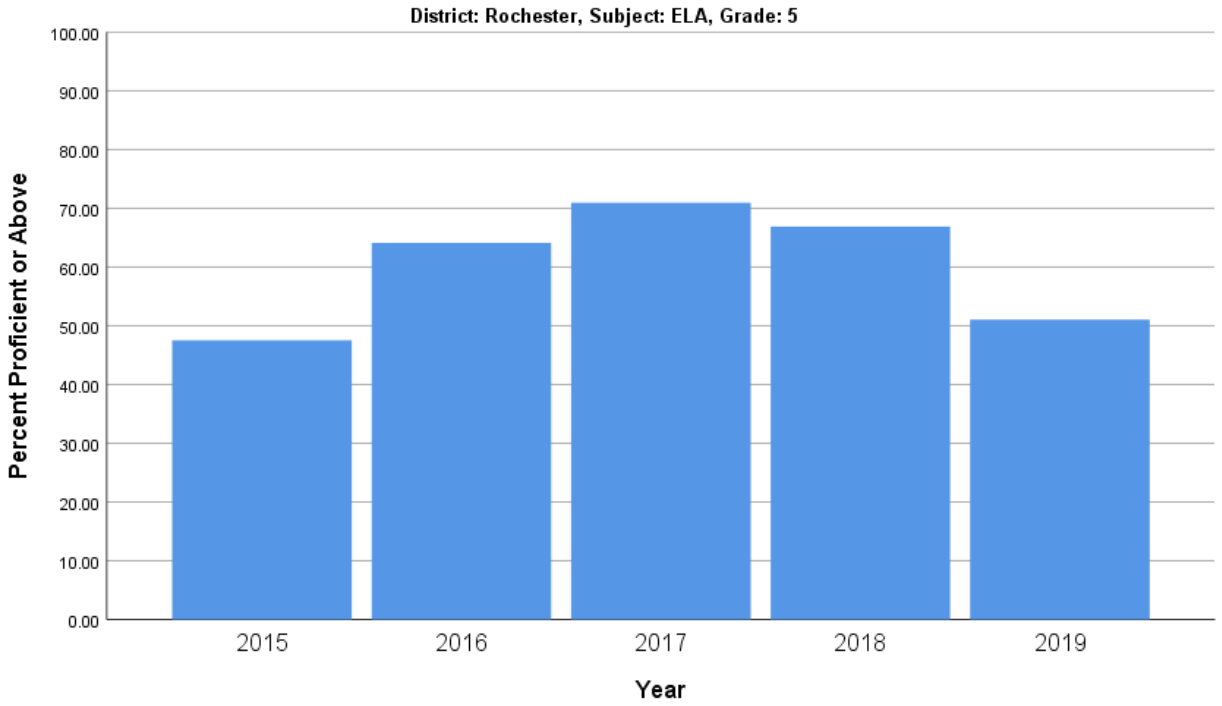
District: Rochester, Subject: ELA, Grade: 5
Percent Proficient or Above
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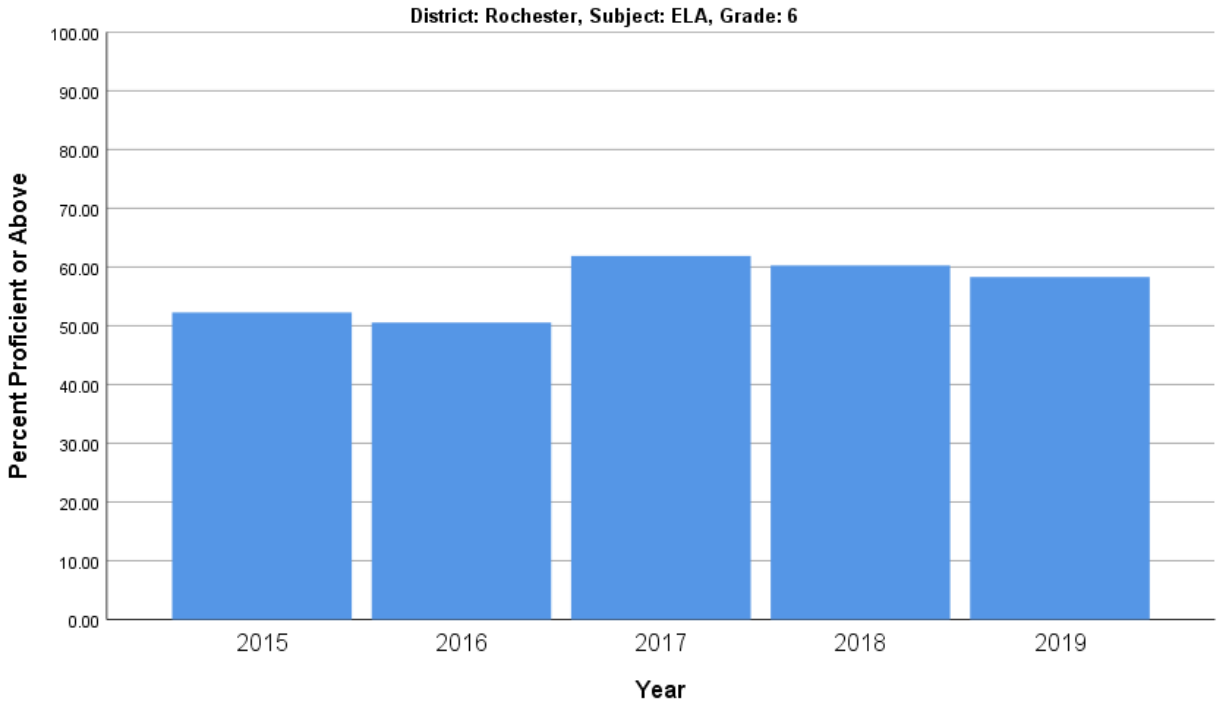
District: Rochester, Subject: ELA, Grade: 6
Percent Proficient or Above
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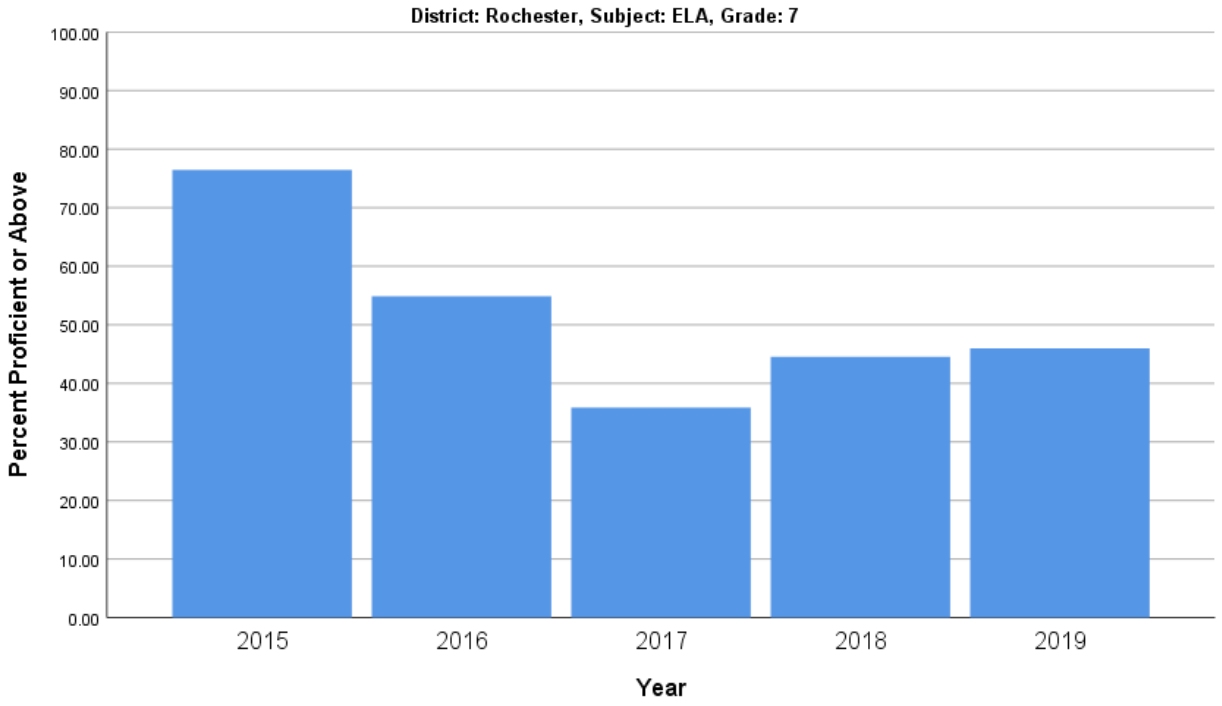
District: Rochester, Subject: ELA, Grade: 7
Percent Proficient or Above
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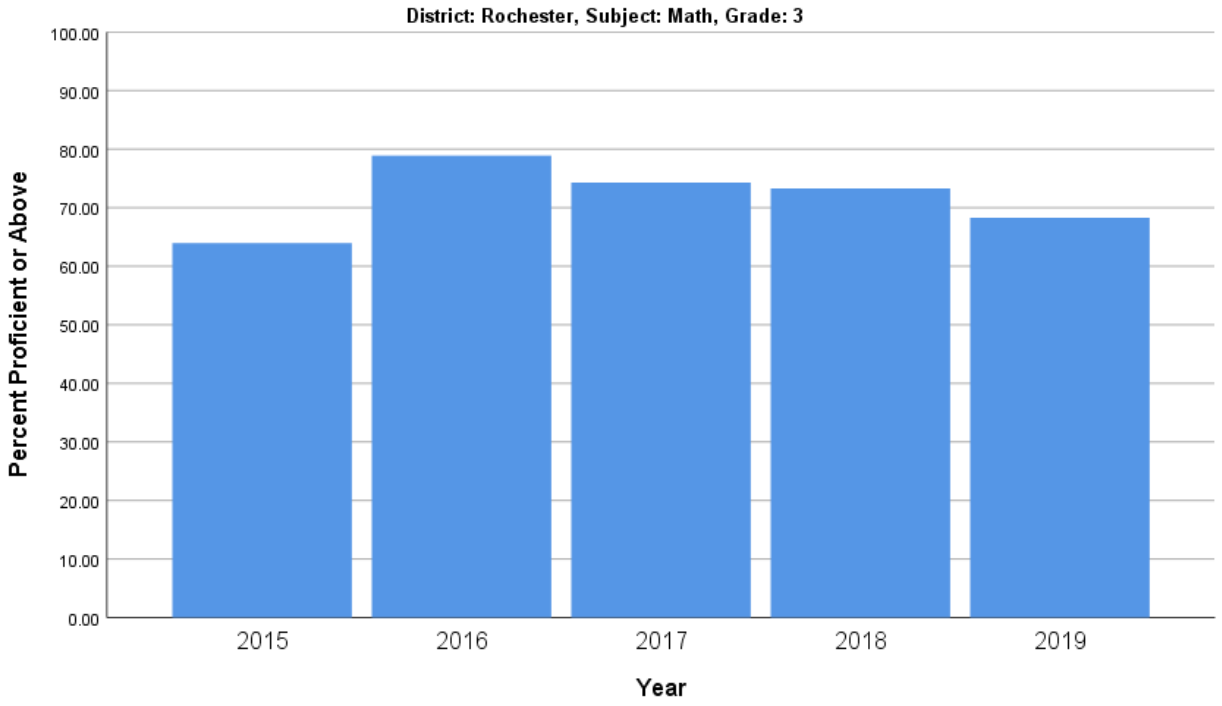
Year


District: Rochester, Subject: Math, Grade: 3
Percent Proficient or Above
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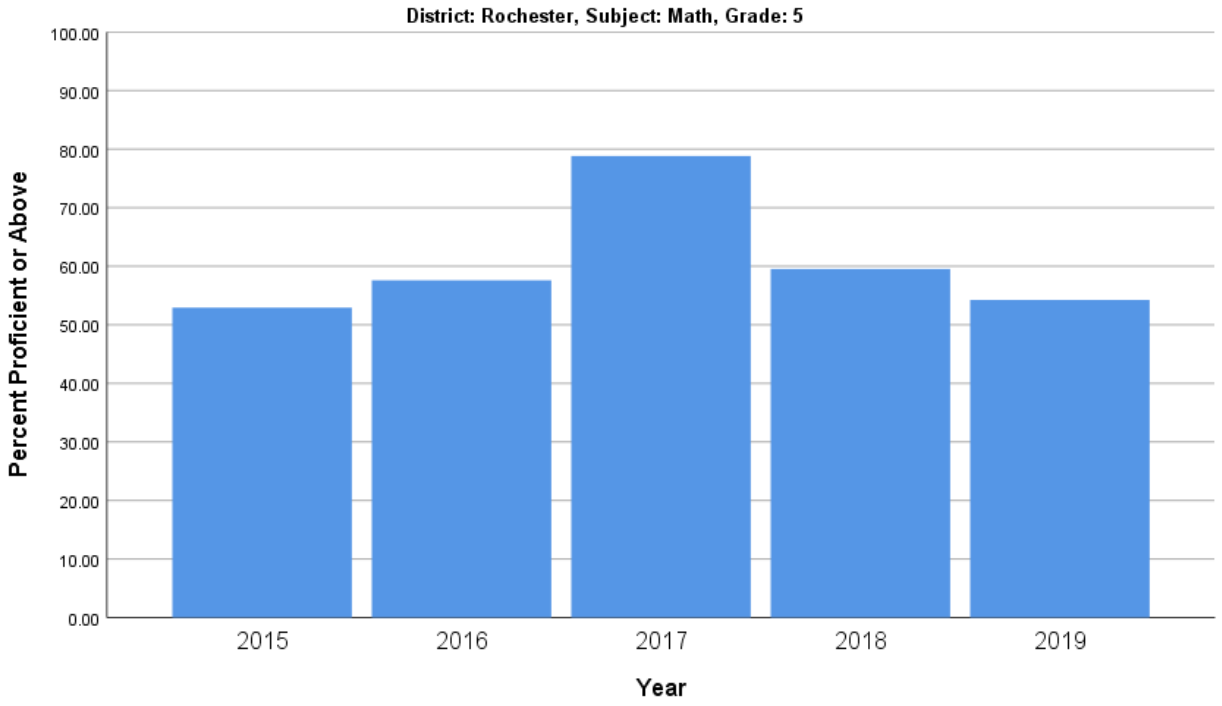
Year


District: Rochester, Subject: Math, Grade: 5
Percent Proficient or Above
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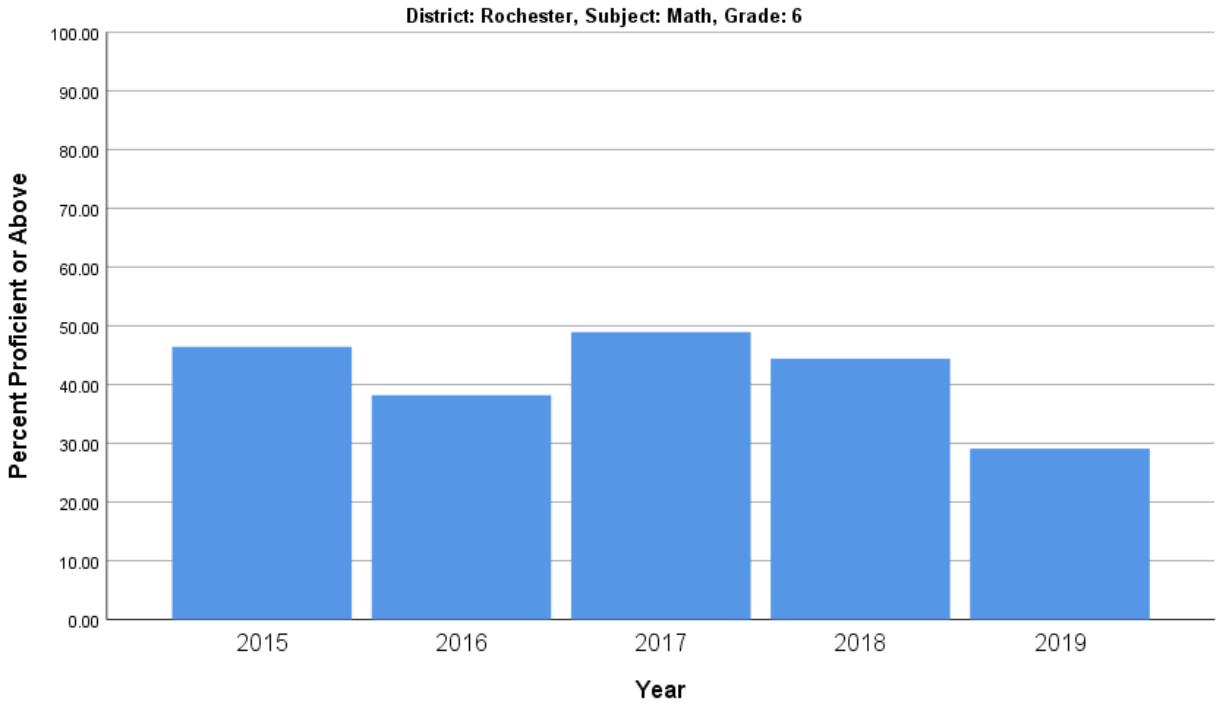
Year


District: Rochester, Subject: Math, Grade: 6
Percent Proficient or Above
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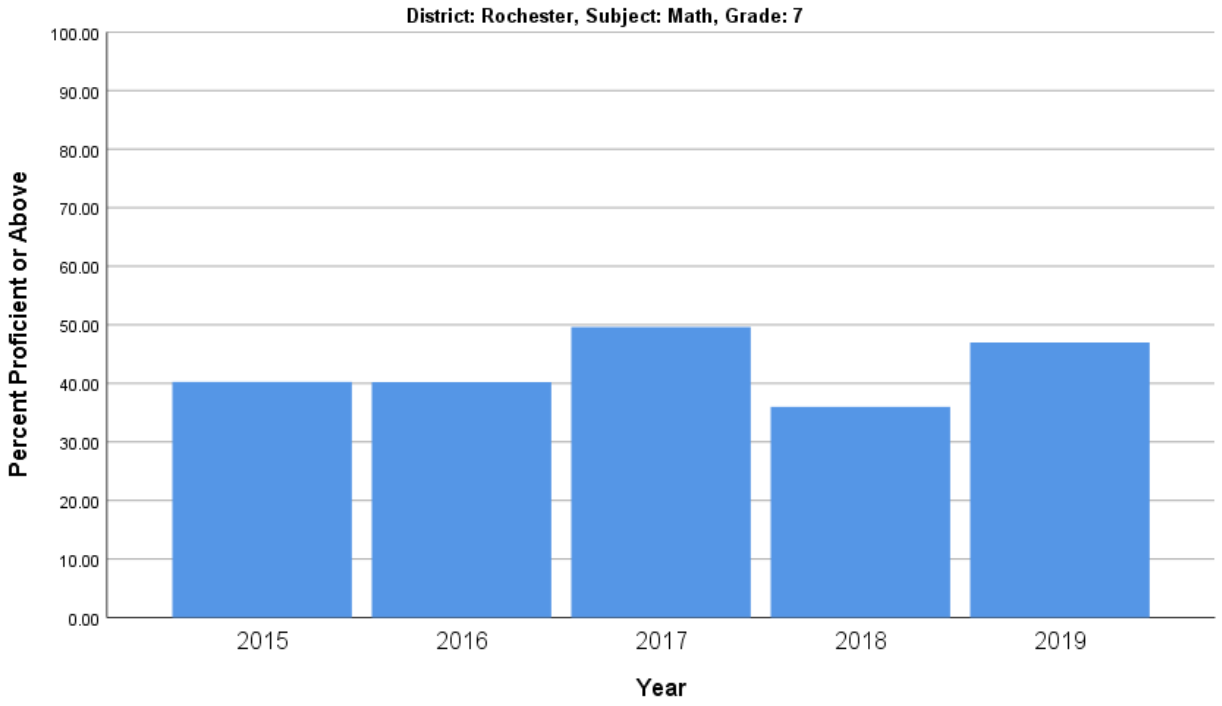
2019
Year


District: Rochester, Subject: Math, Grade: 7
Percent Proficient or Above
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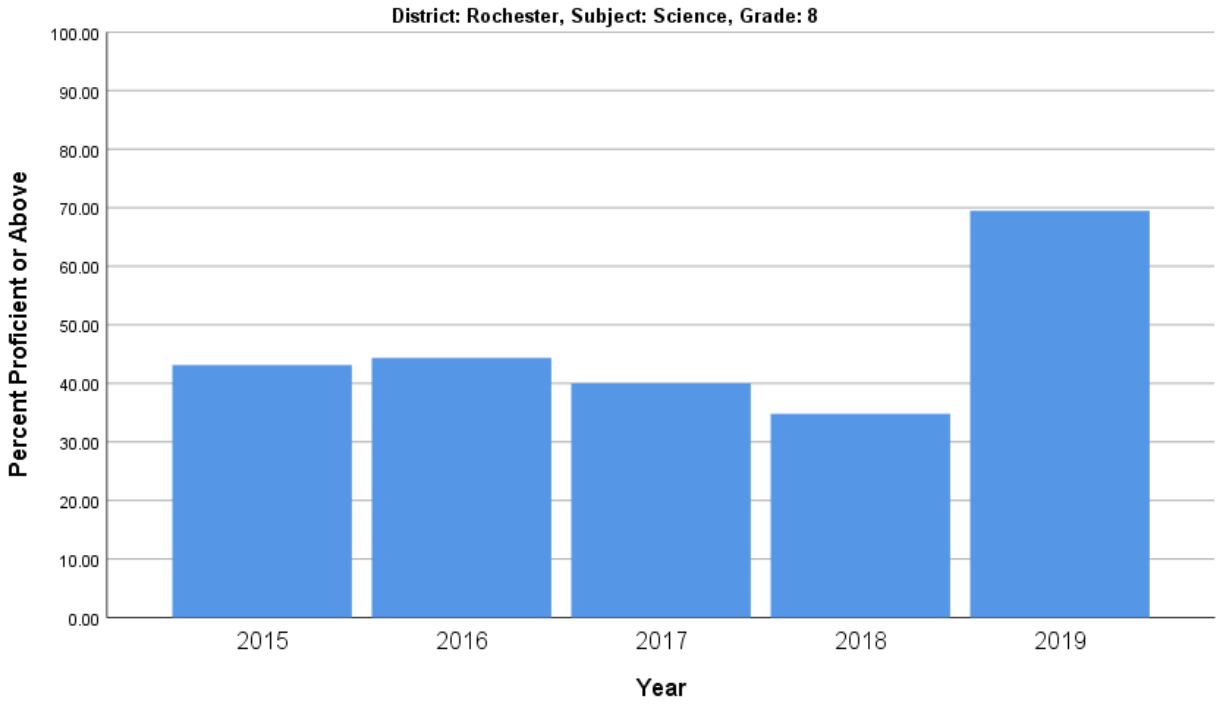
District: Rochester, Subject: Science, Grade: 8
Percent Proficient or Above
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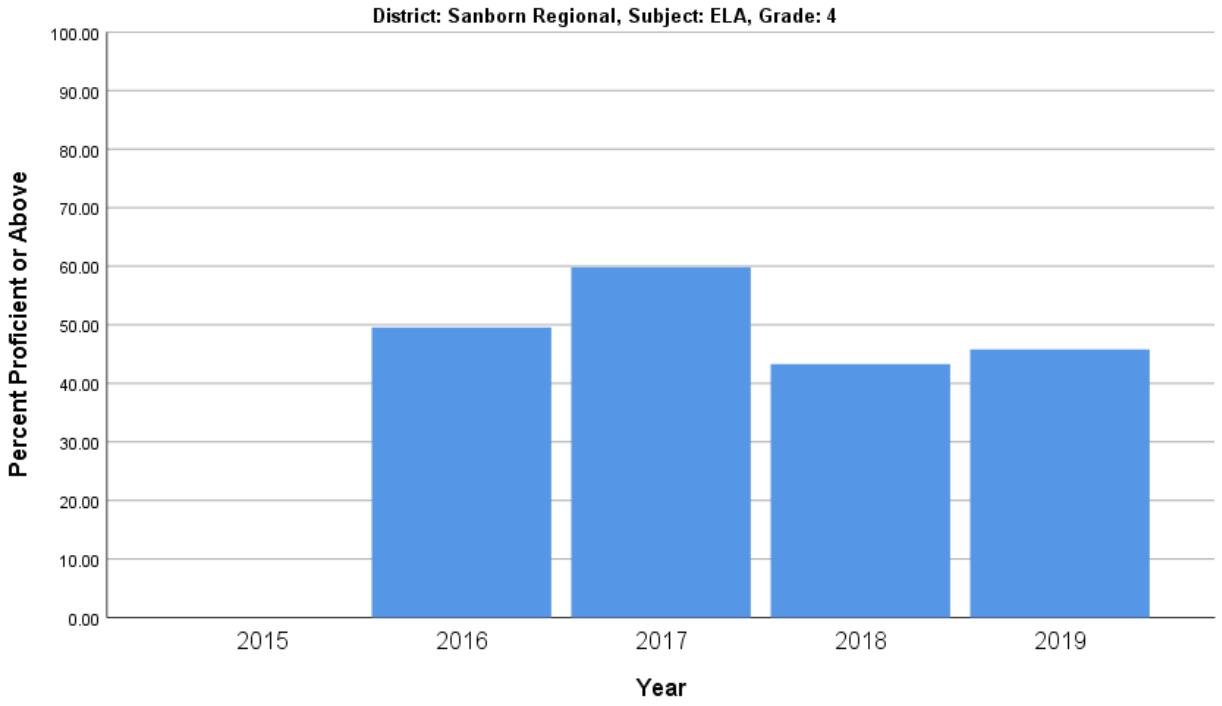
District: Sanborn Regional, Subject: ELA, Grade: 4
Percent Proficient or Above
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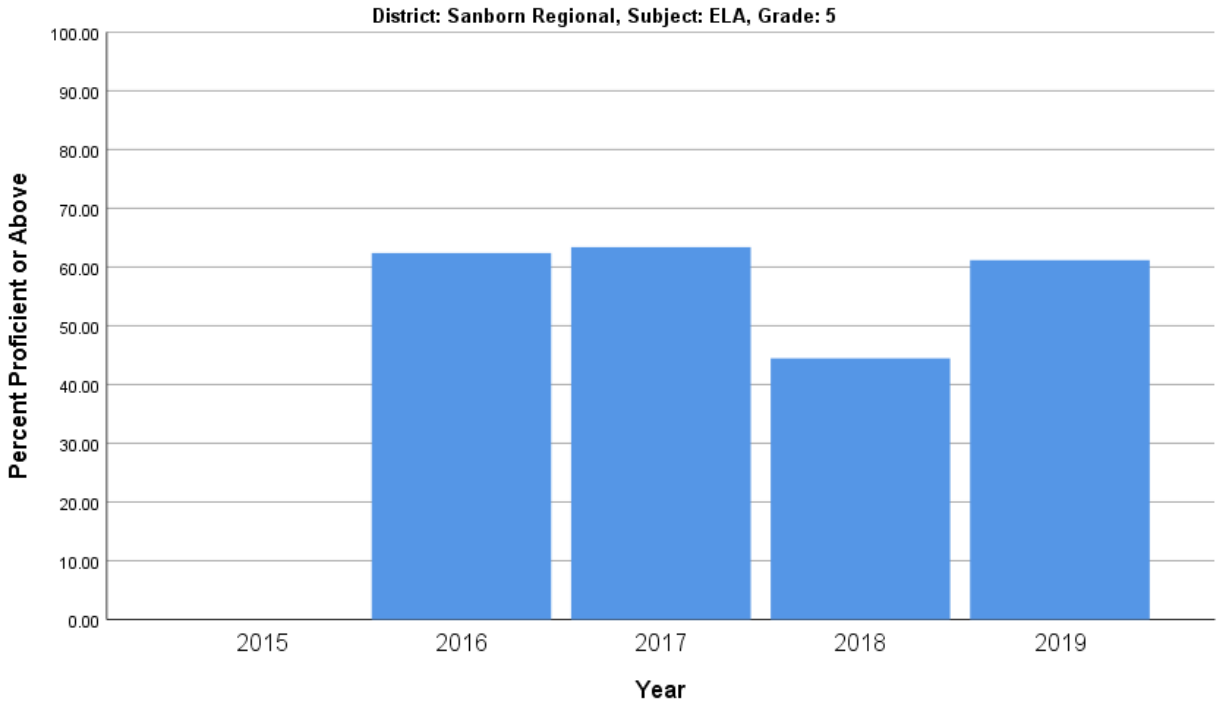
Year


District: Sanborn Regional, Subject: ELA, Grade: 5
Percent Proficient or Above
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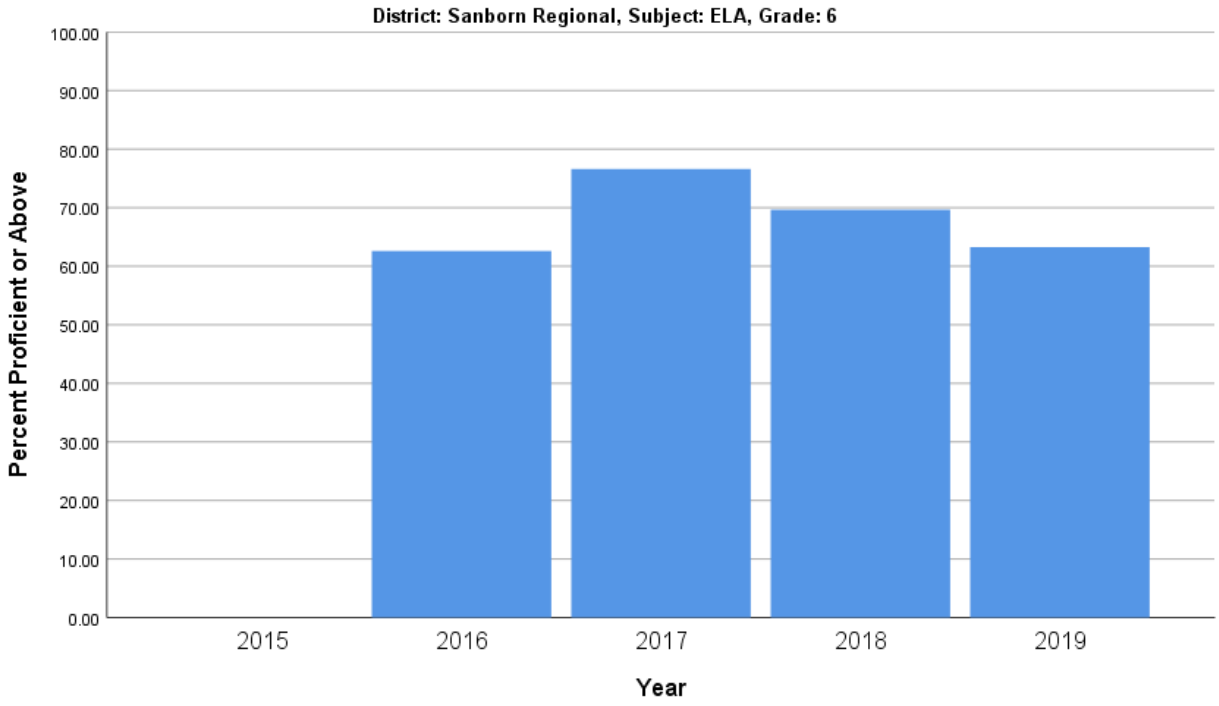
District: Sanborn Regional, Subject: ELA, Grade: 6
Percent Proficient or Above
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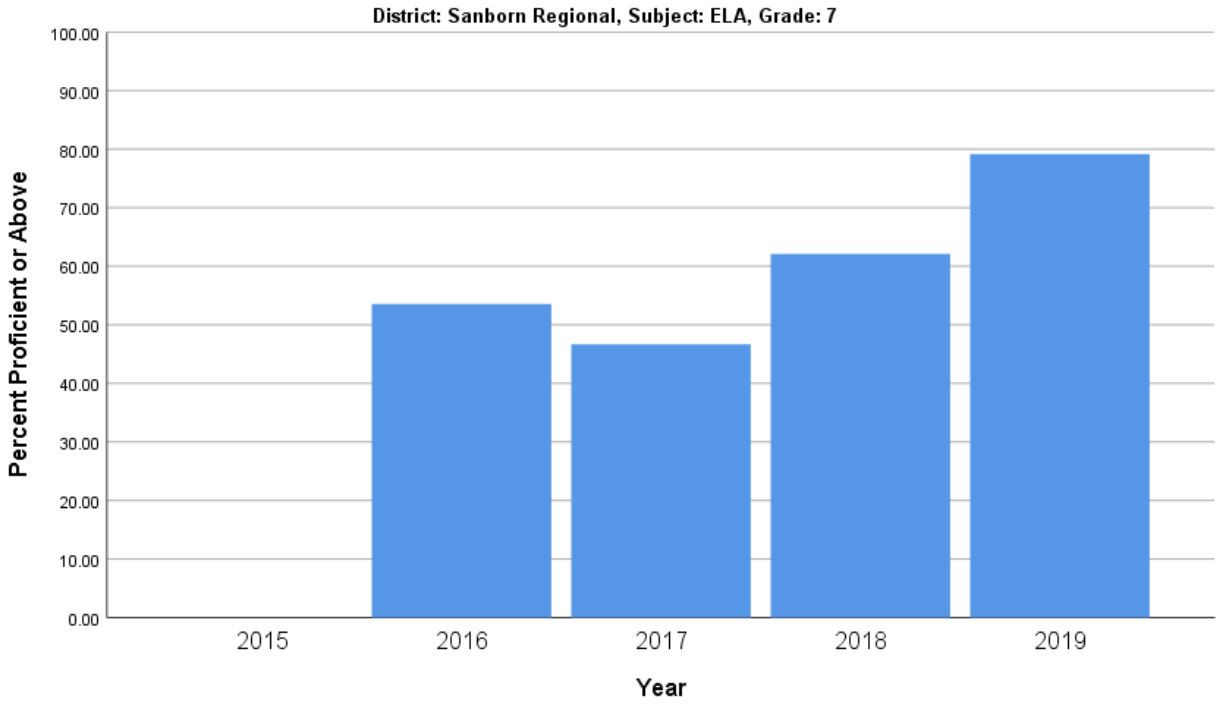
Year


District: Sanborn Regional, Subject: ELA, Grade: 7
Percent Proficient or Above
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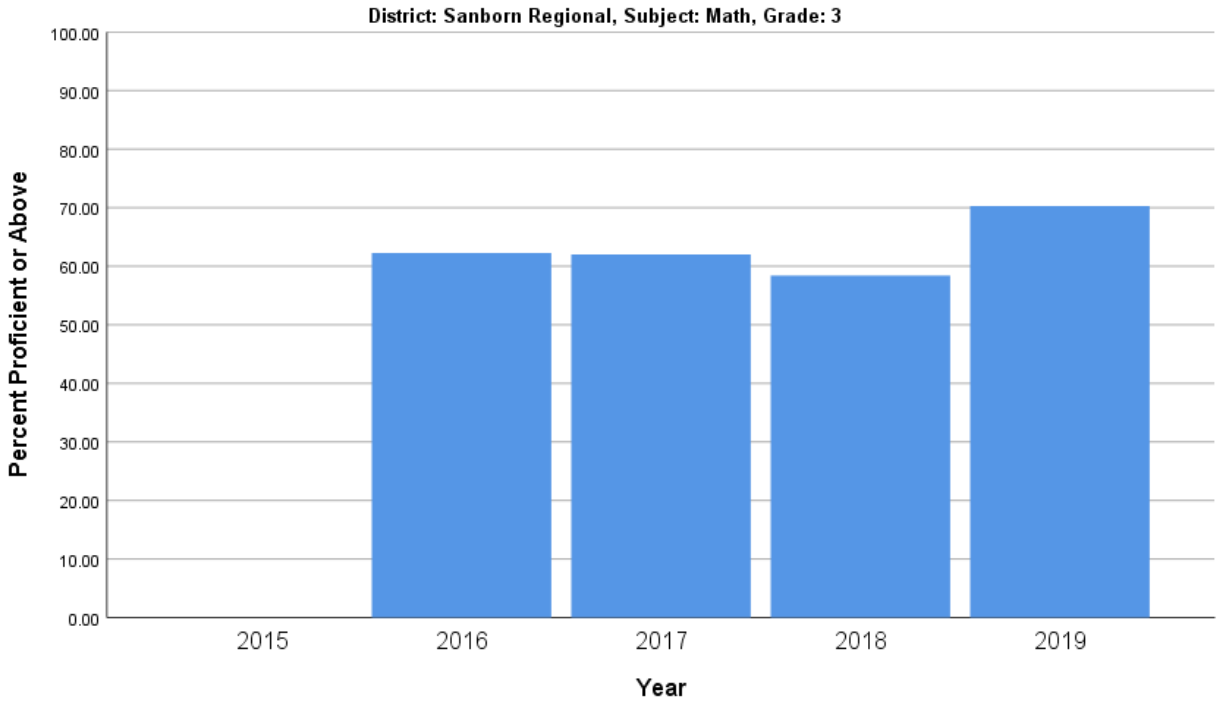
District: Sanborn Regional, Subject: Math, Grade: 3
Percent Proficient or Above
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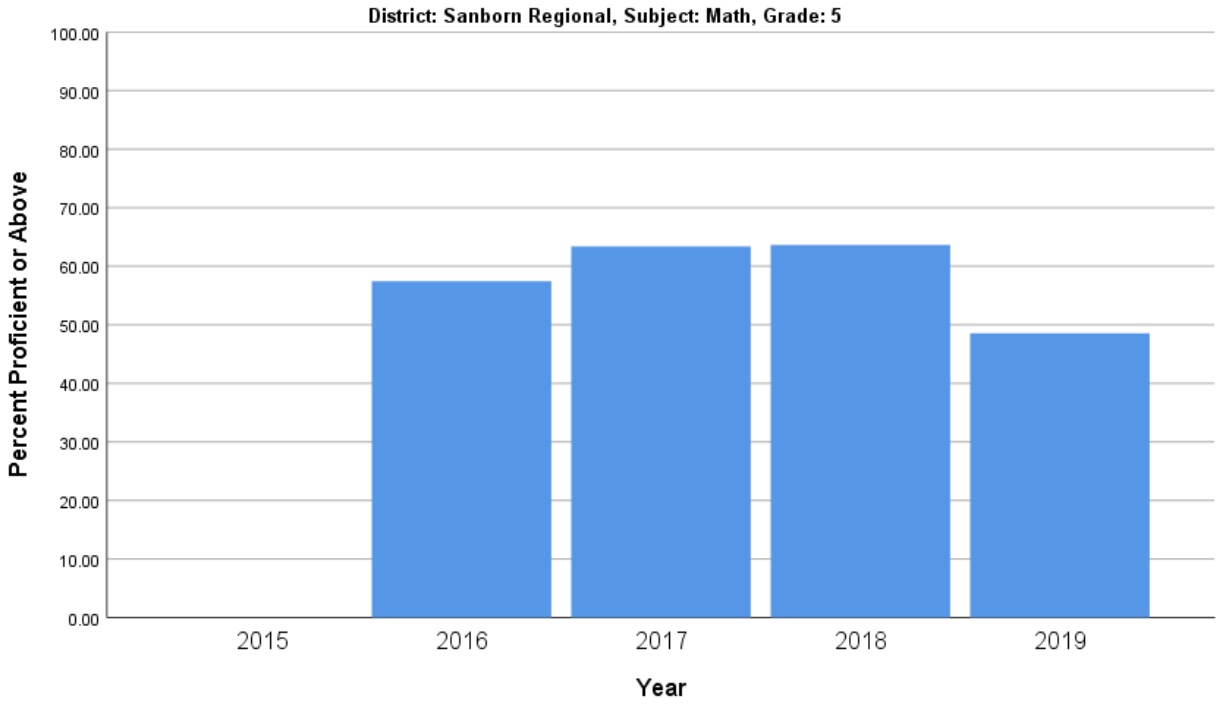
District: Sanborn Regional, Subject: Math, Grade: 5
Percent Proficient or Above
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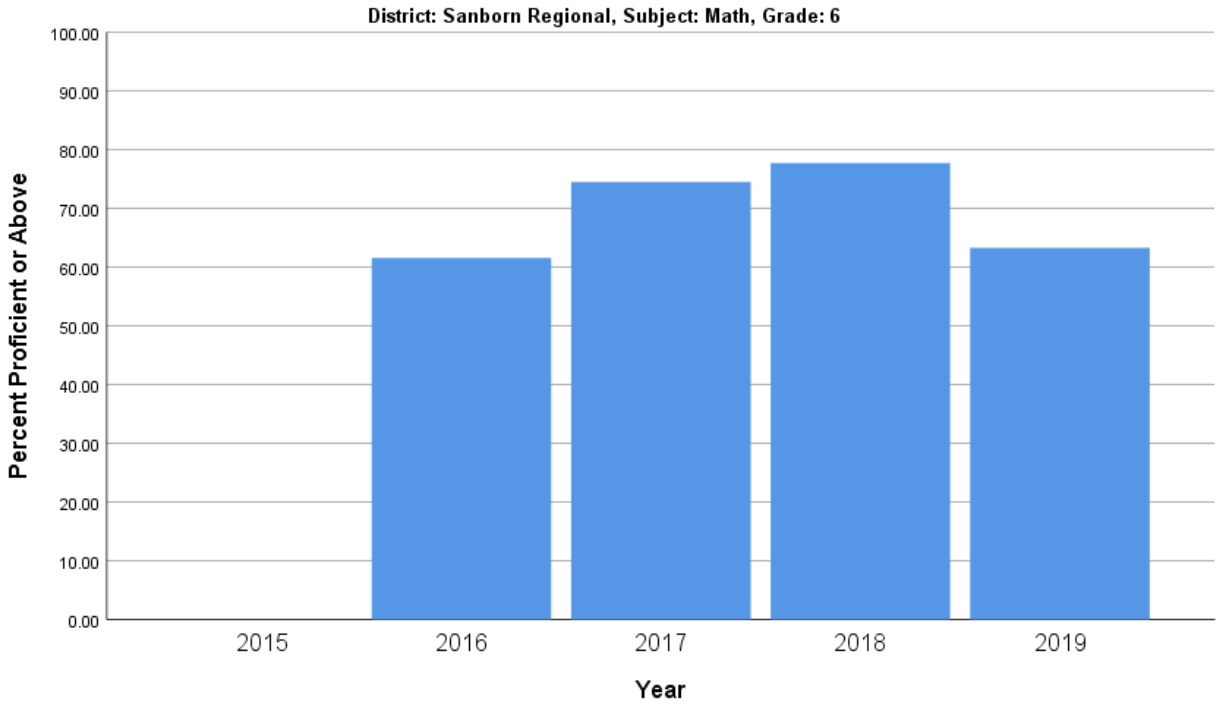
District: Sanborn Regional, Subject: Math, Grade: 6
Percent Proficient or Above
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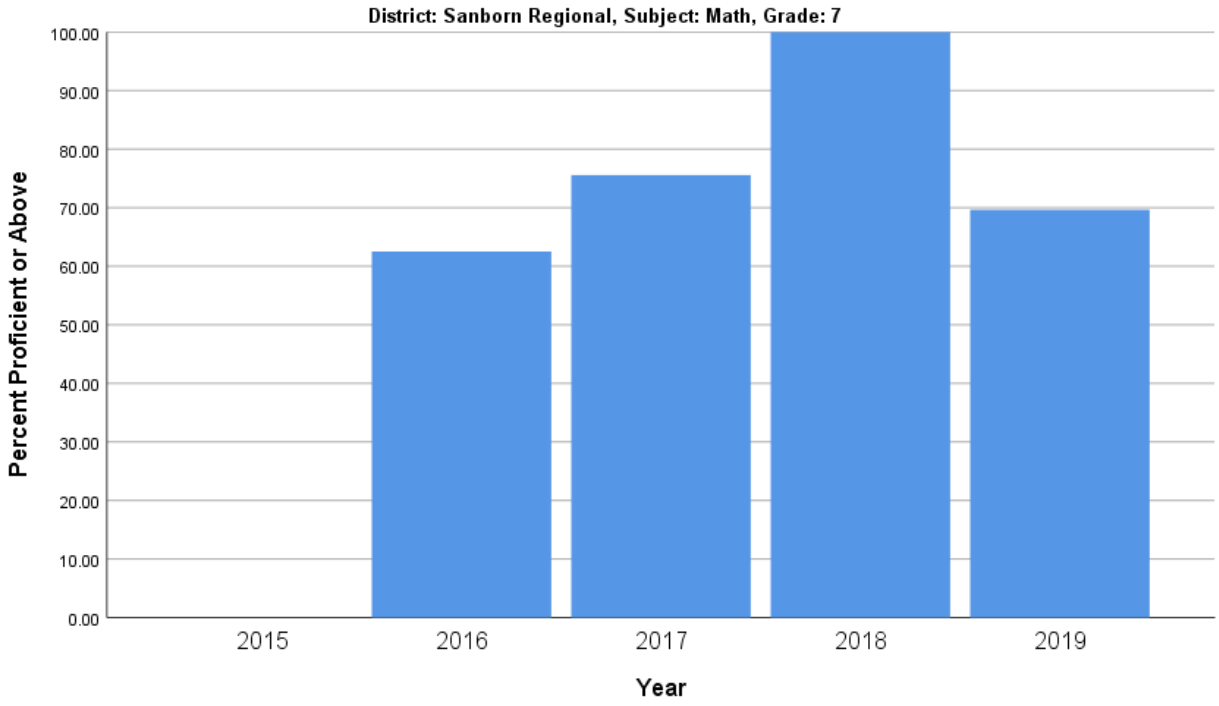
District: Sanborn Regional, Subject: Math, Grade: 7
Percent Proficient or Above
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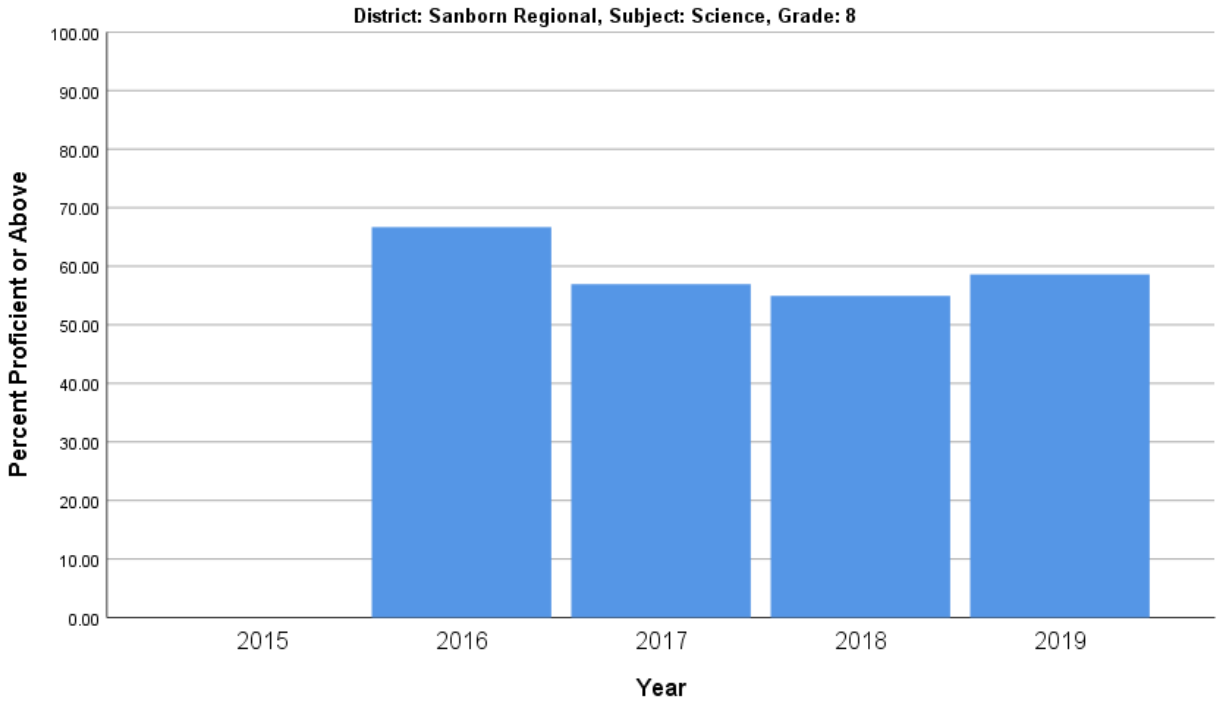
District: Sanborn Regional, Subject: Science, Grade: 8
Percent Proficient or Above
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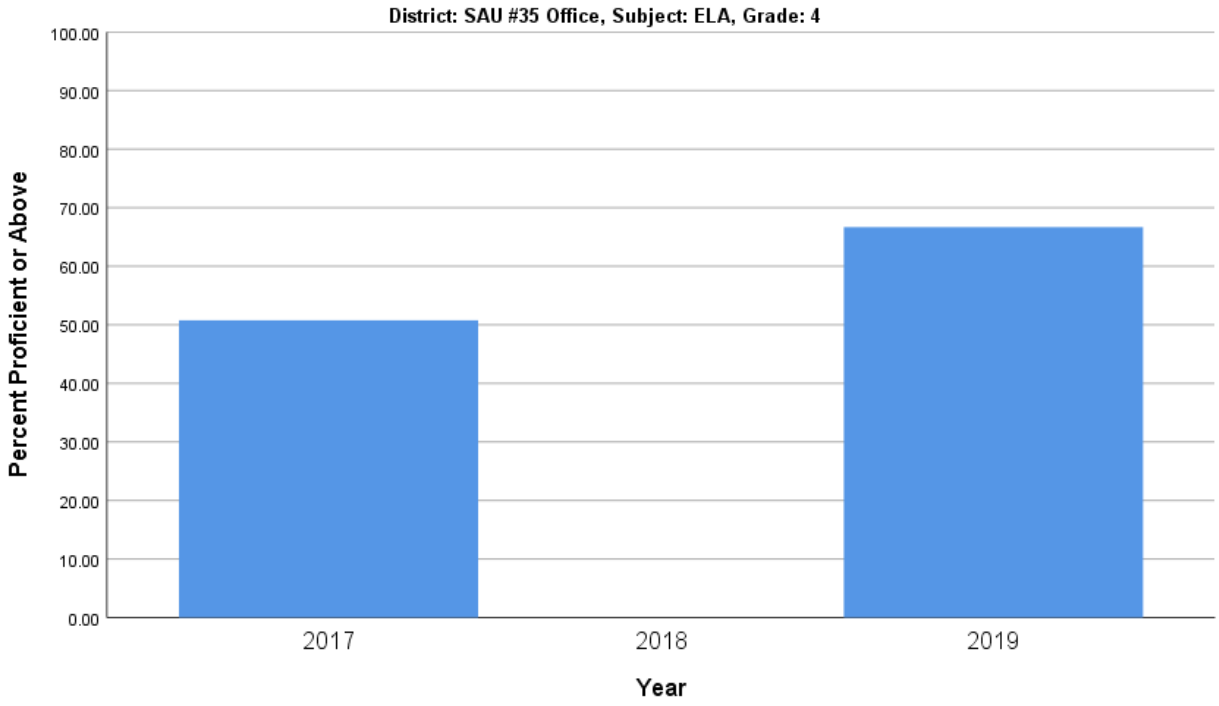
2019
Year


District: SAU #35 Office, Subject: ELA, Grade: 4
Percent Proficient or Above
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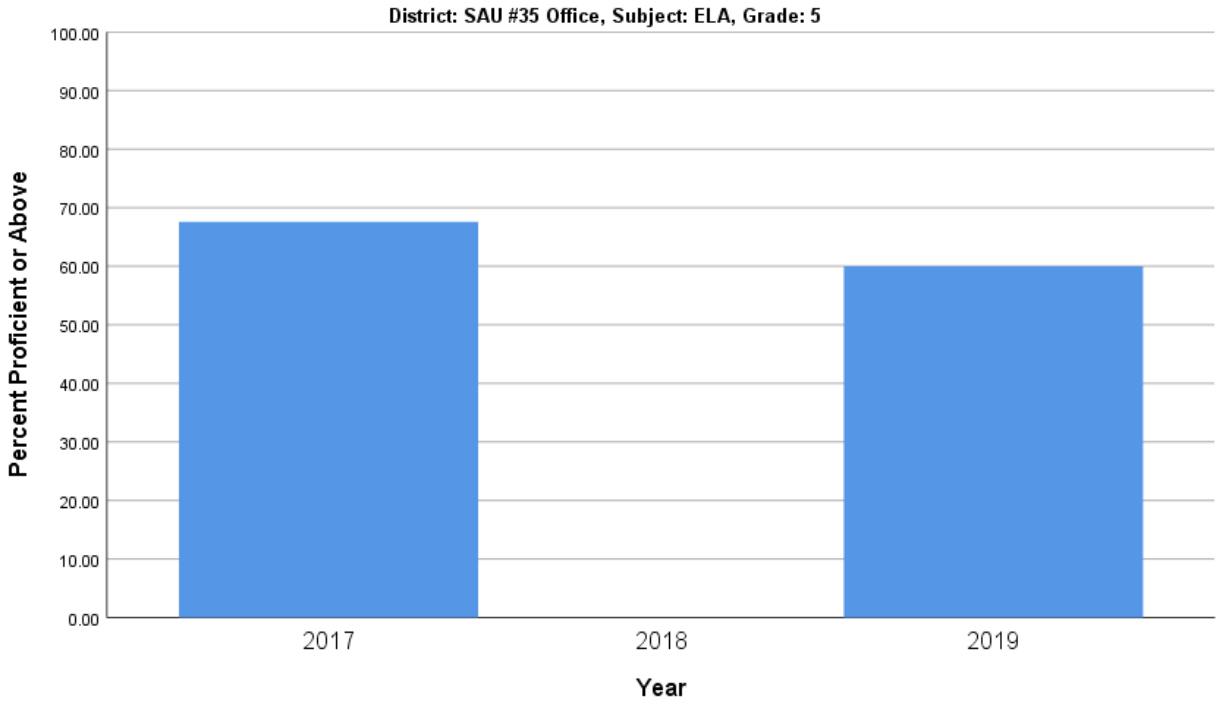
District: SAU #35 Office, Subject: ELA, Grade: 5
Percent Proficient or Above
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2019
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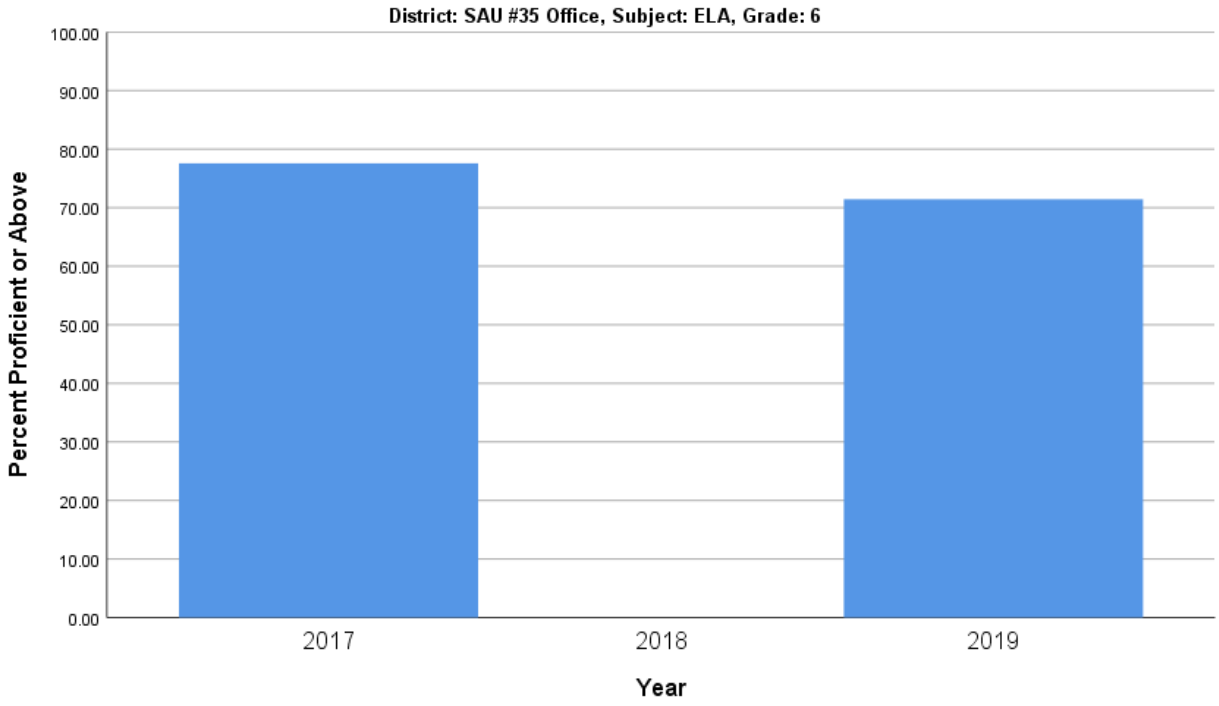
District: SAU #35 Office, Subject: ELA, Grade: 6
Percent Proficient or Above
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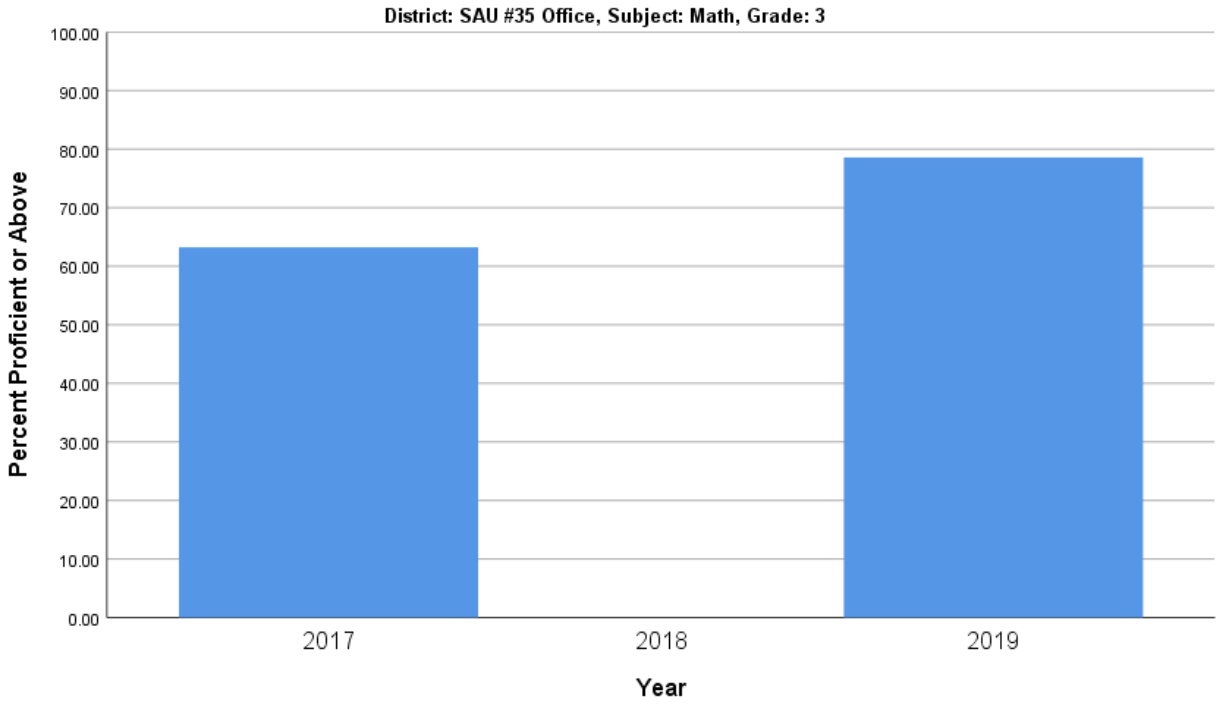
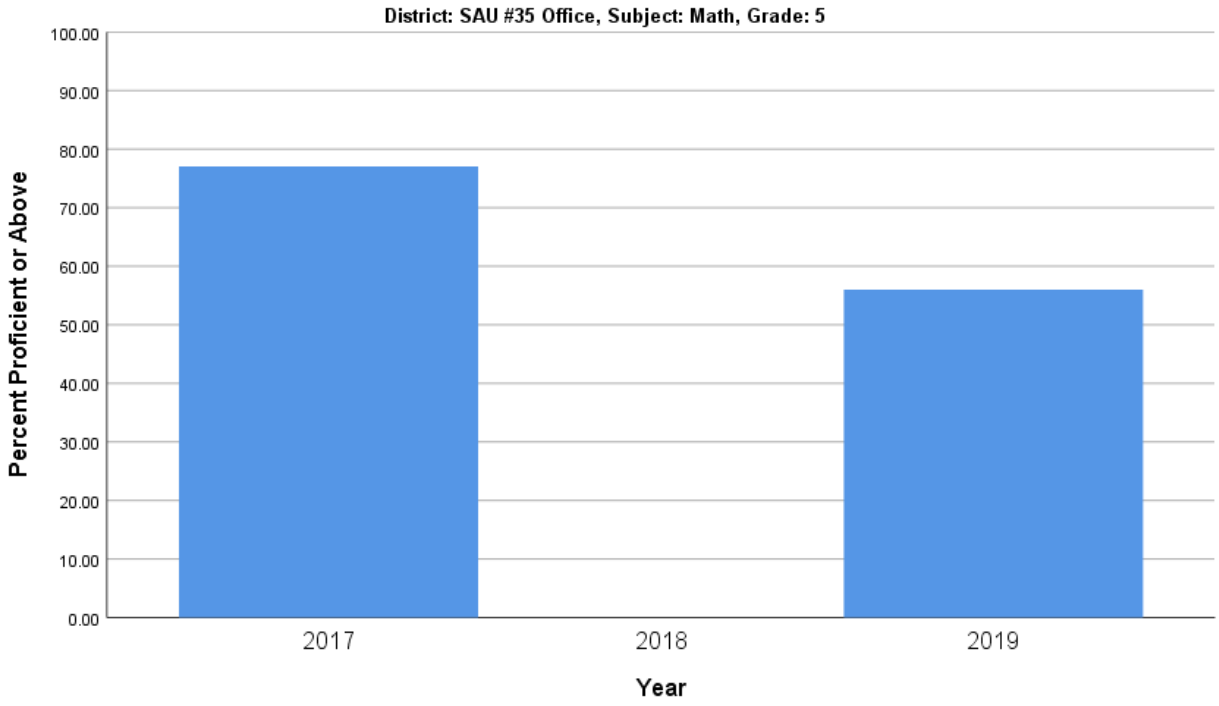
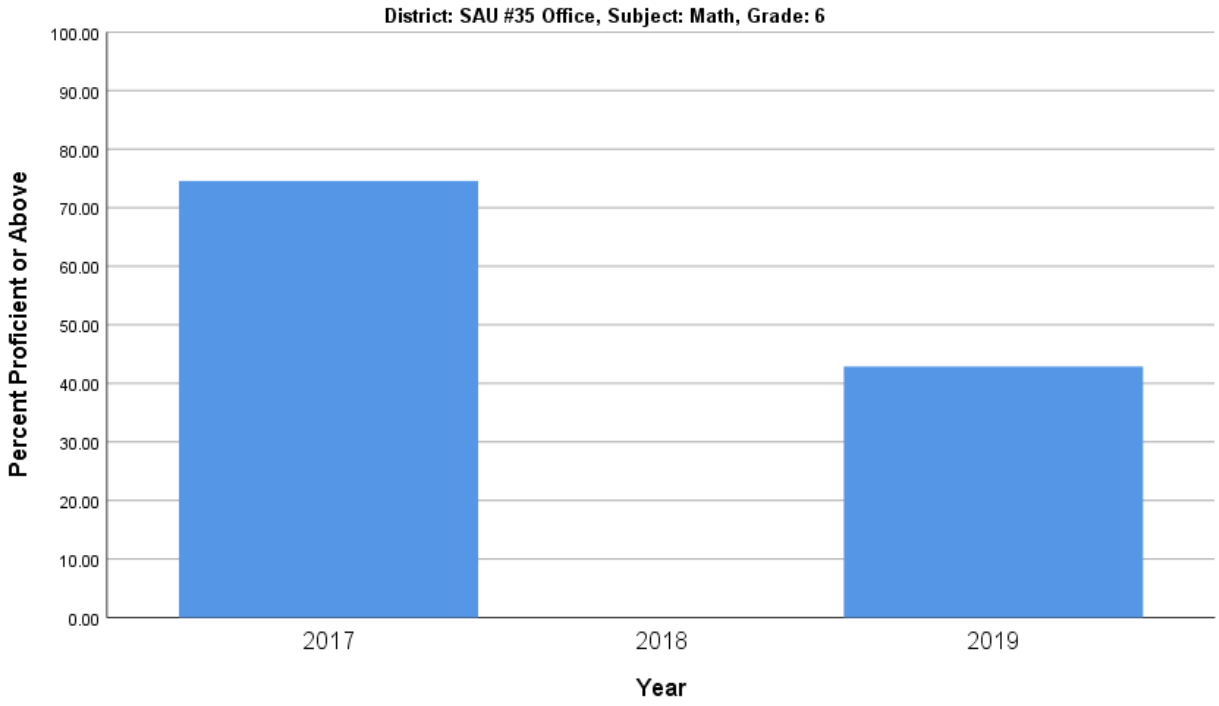
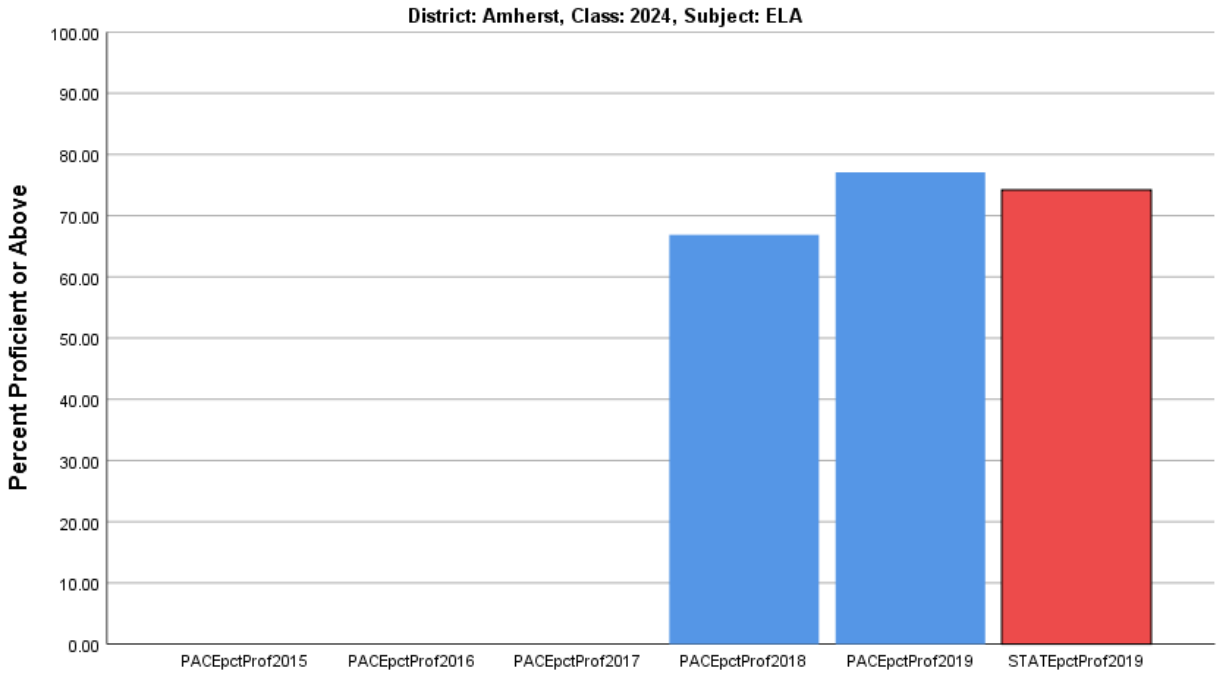
Year

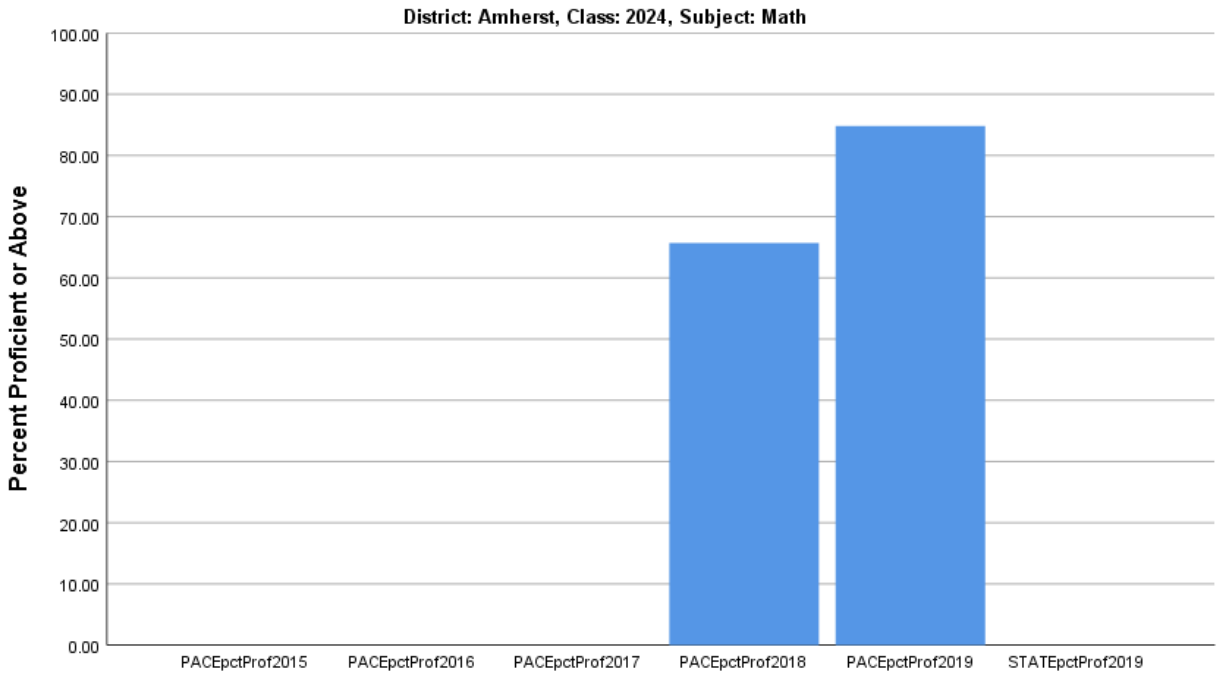

District: SAU #35 Office, Subject: Math, Grade: 3
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2017
2018
2019
Year


District: SAU #35 Office, Subject: Math, Grade: 5
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2017
2018
2019
Year

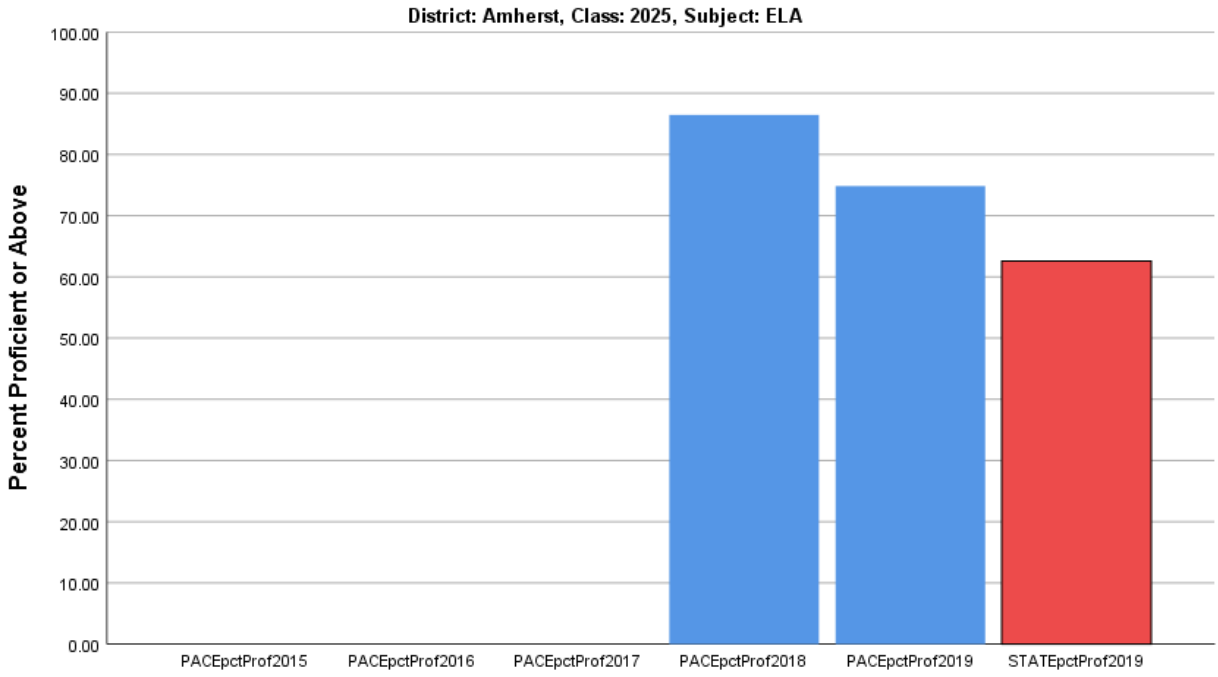

District: SAU #35 Office, Subject: Math, Grade: 6
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
2017
2018
2019
Year

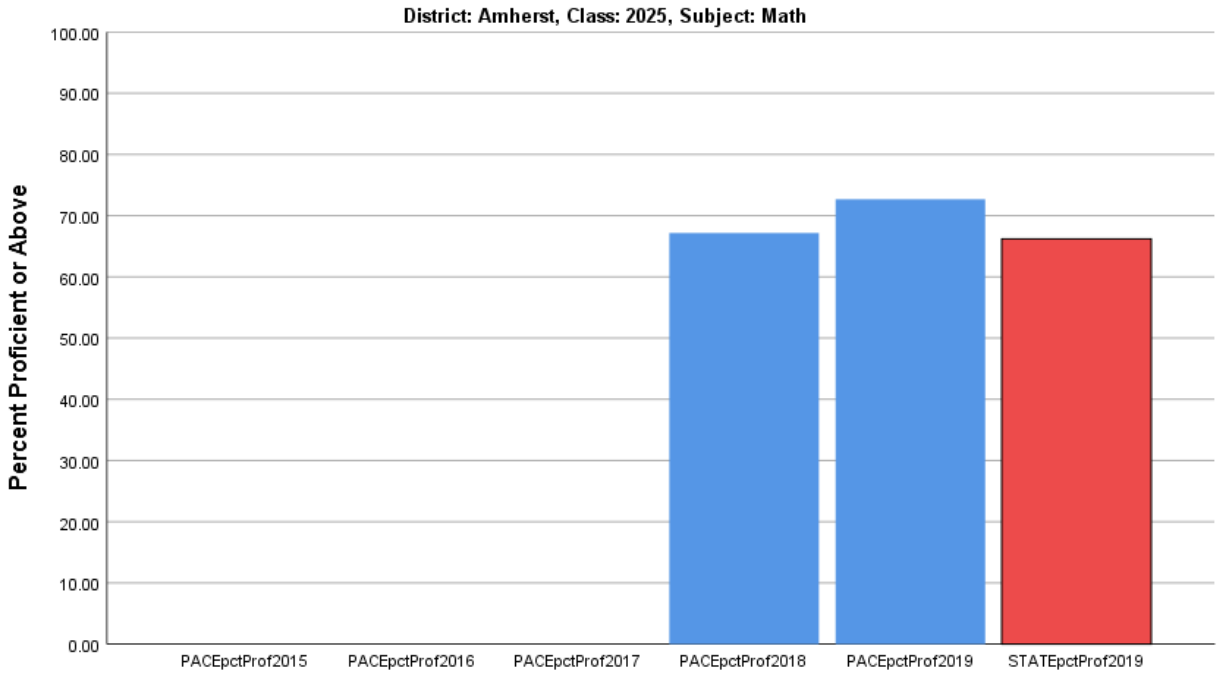
Longitudinal Analysis by District[3]

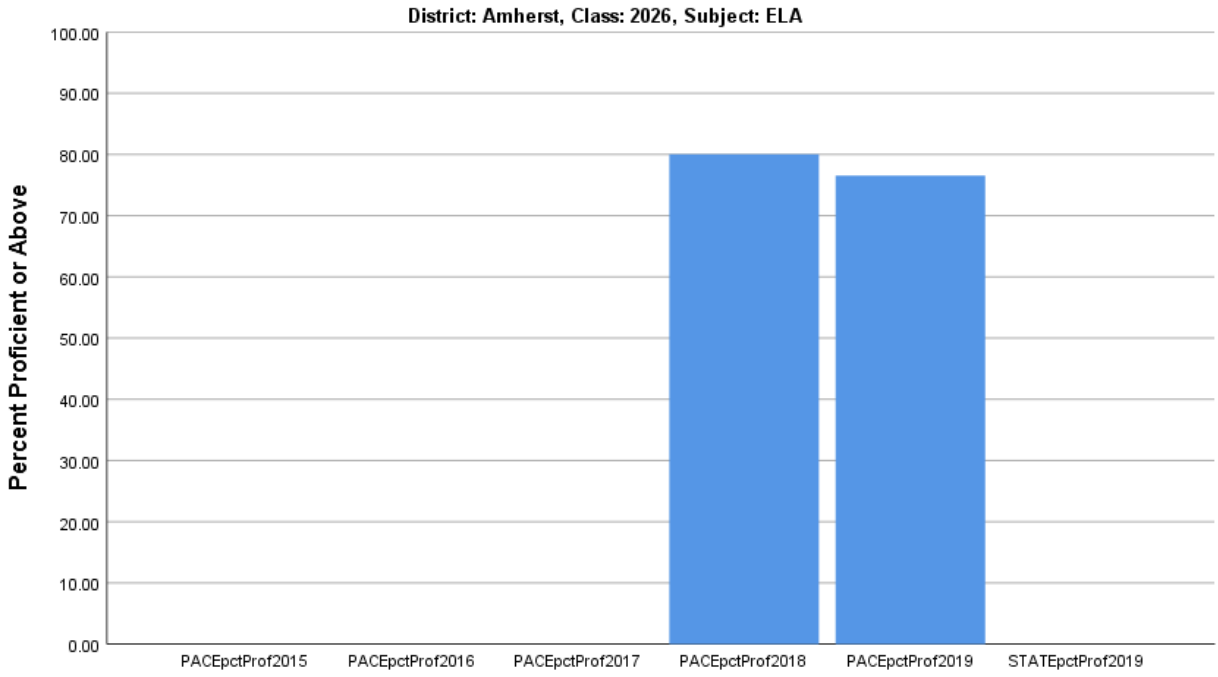


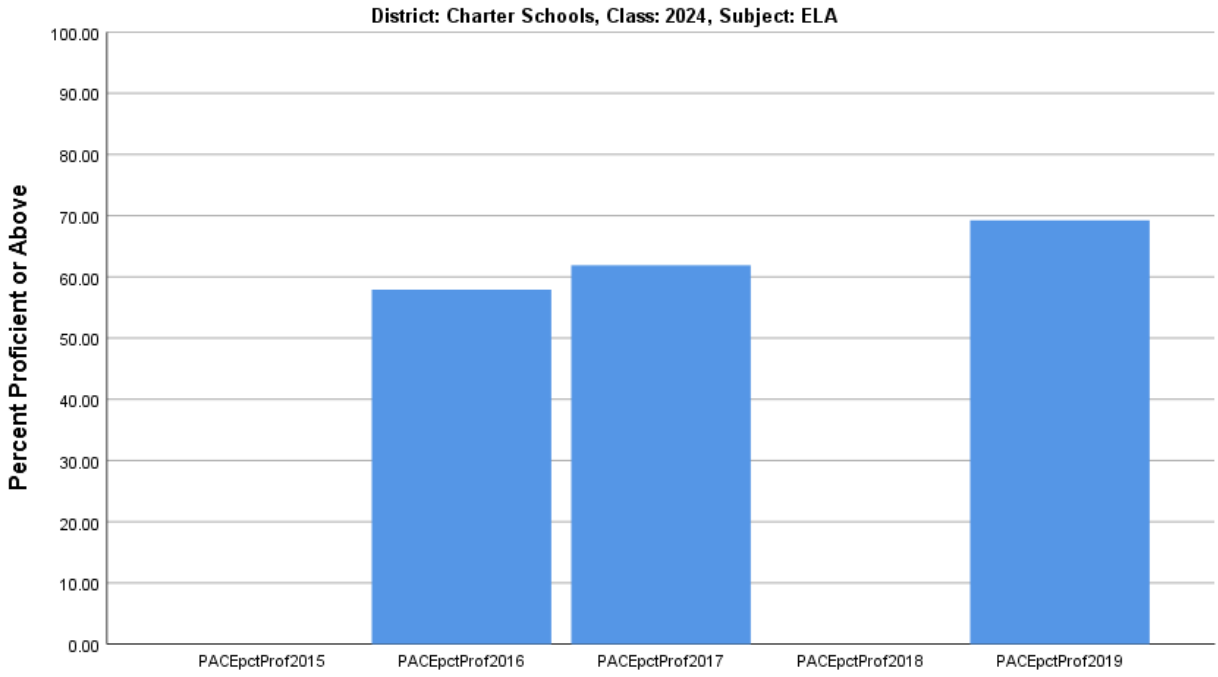


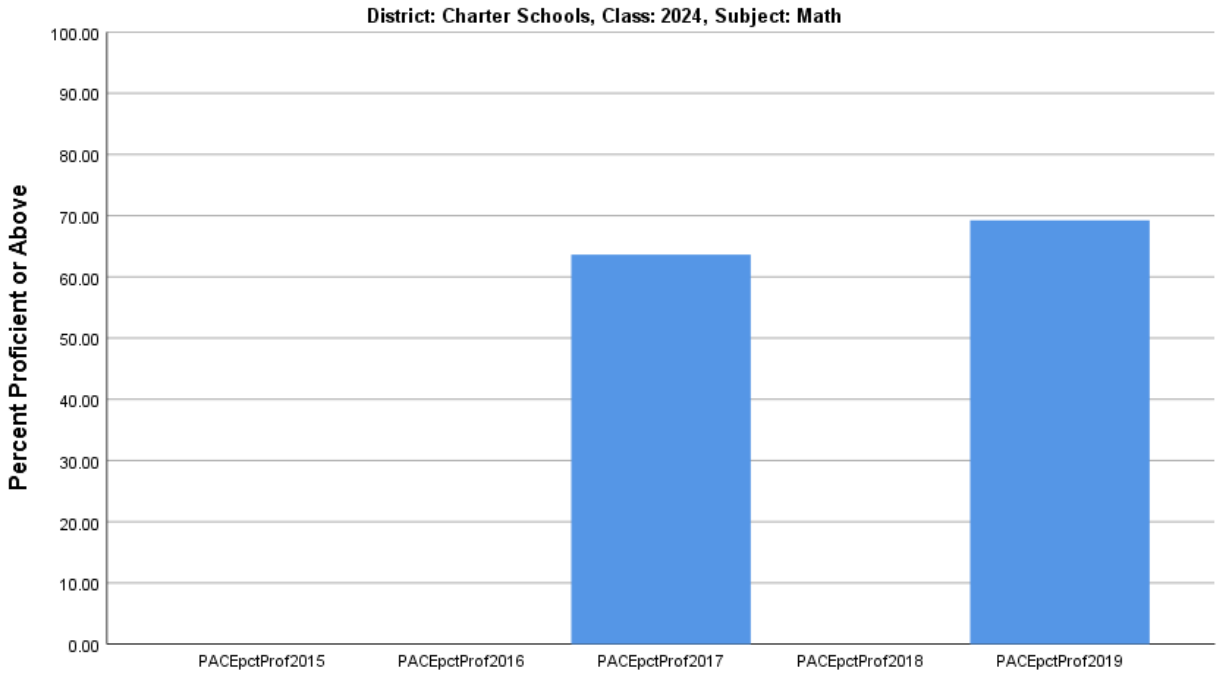
[3] Only graduation classes with district by subject combinations with at least 2019 and one other year of data are included.

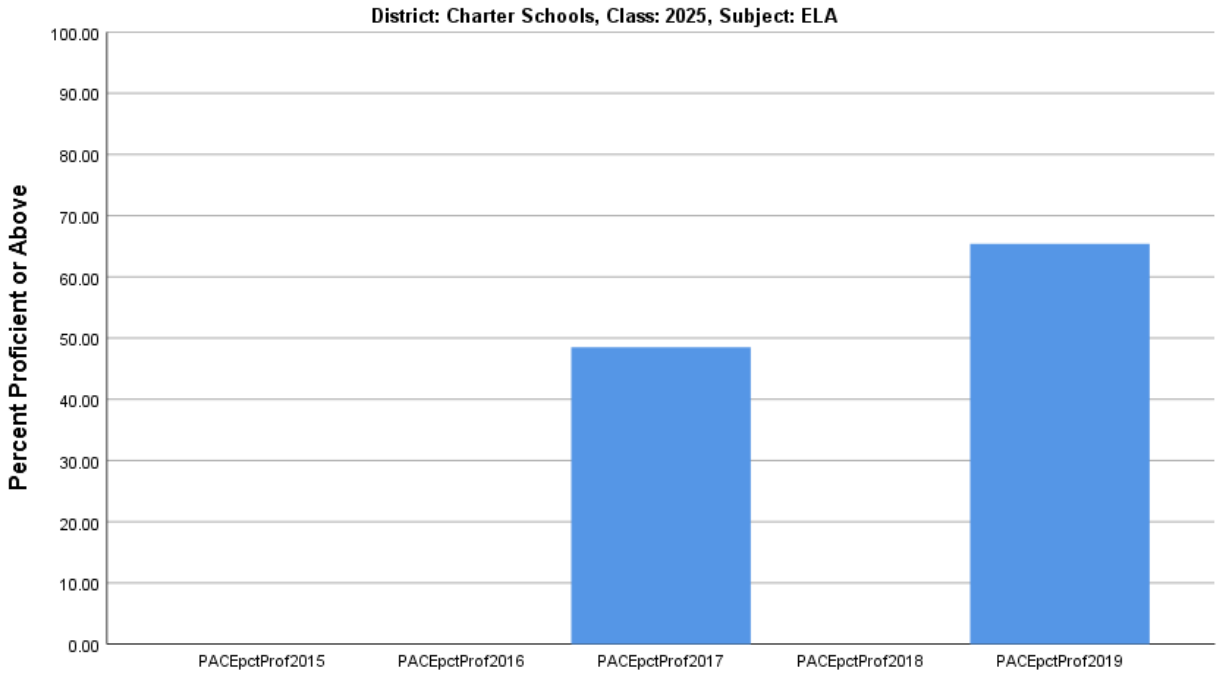

District: Amherst, Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019
STATEpctProf2019

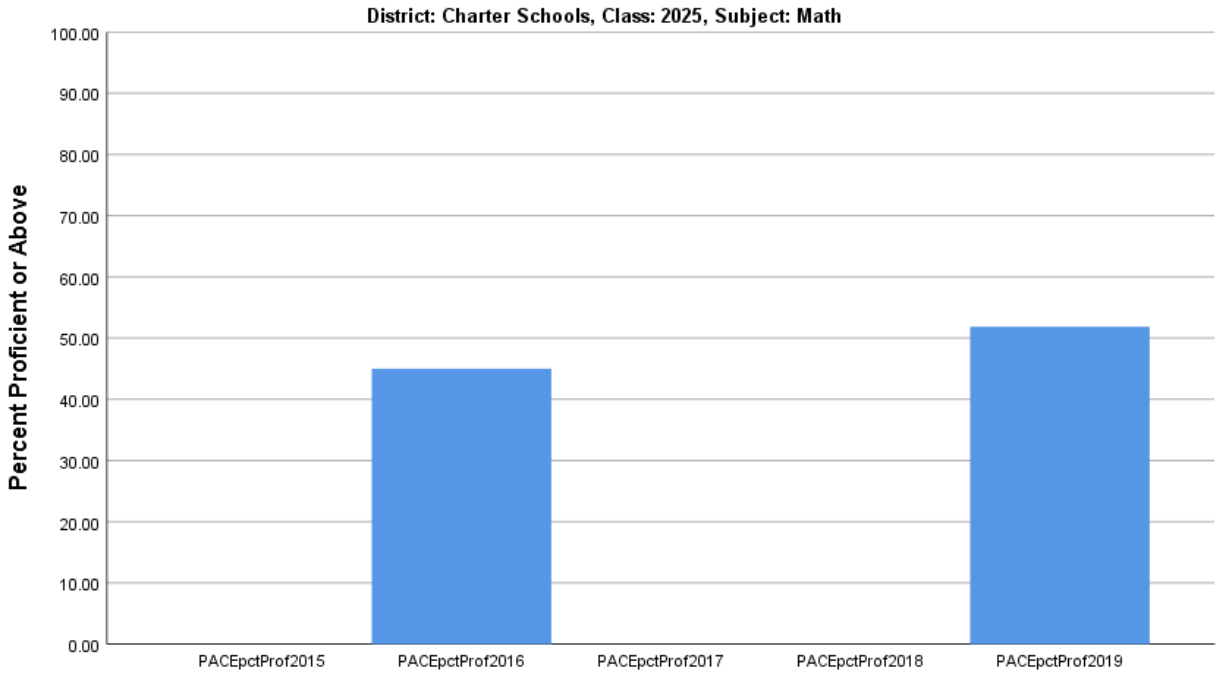

District: Amherst, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019
STATEpctProf2019

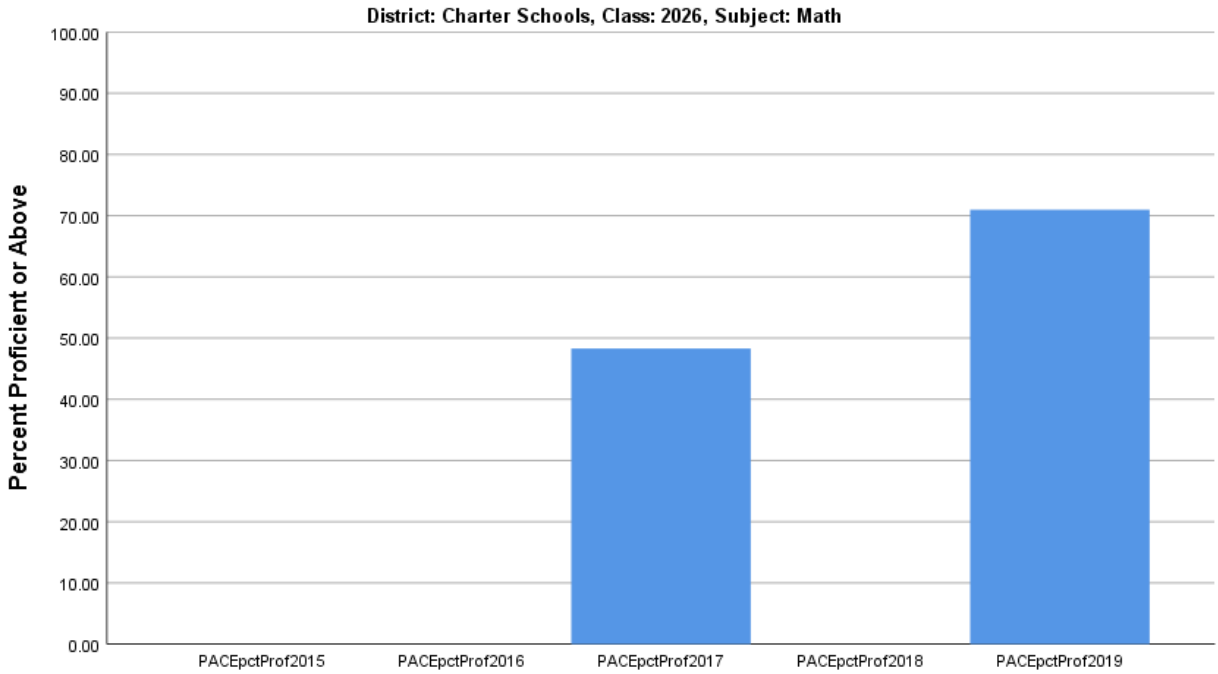

District: Amherst, Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019
STATEpctProf2019

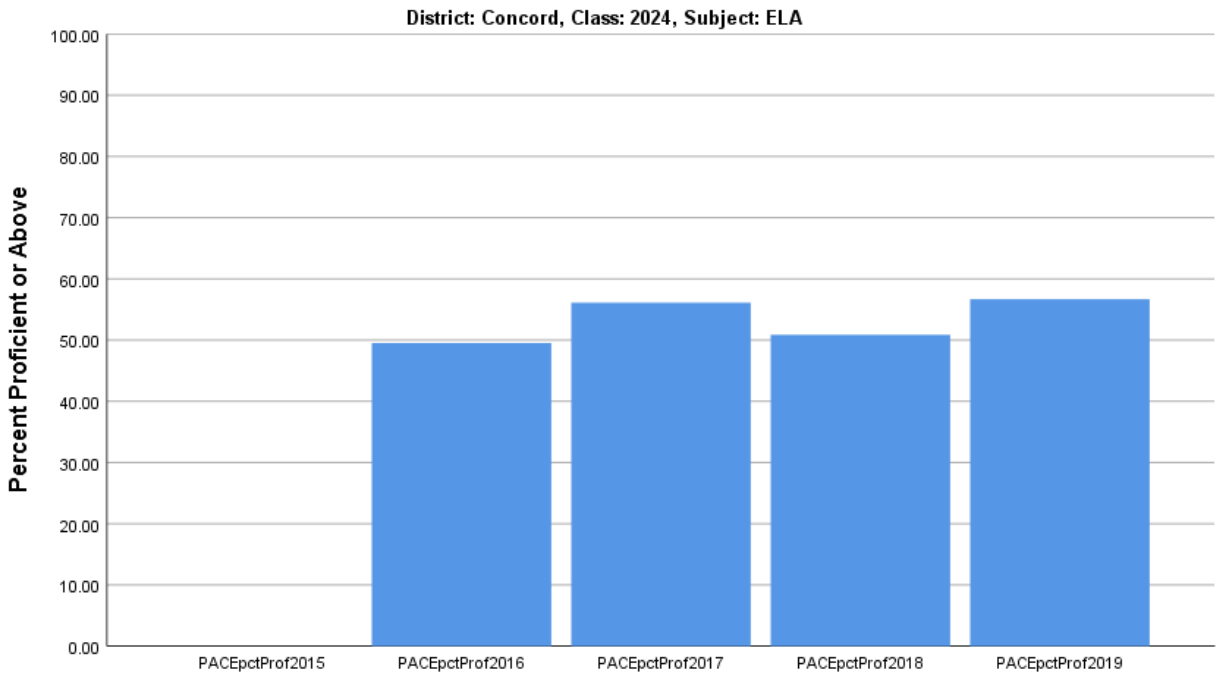

District: Charter Schools, Class: 2024, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

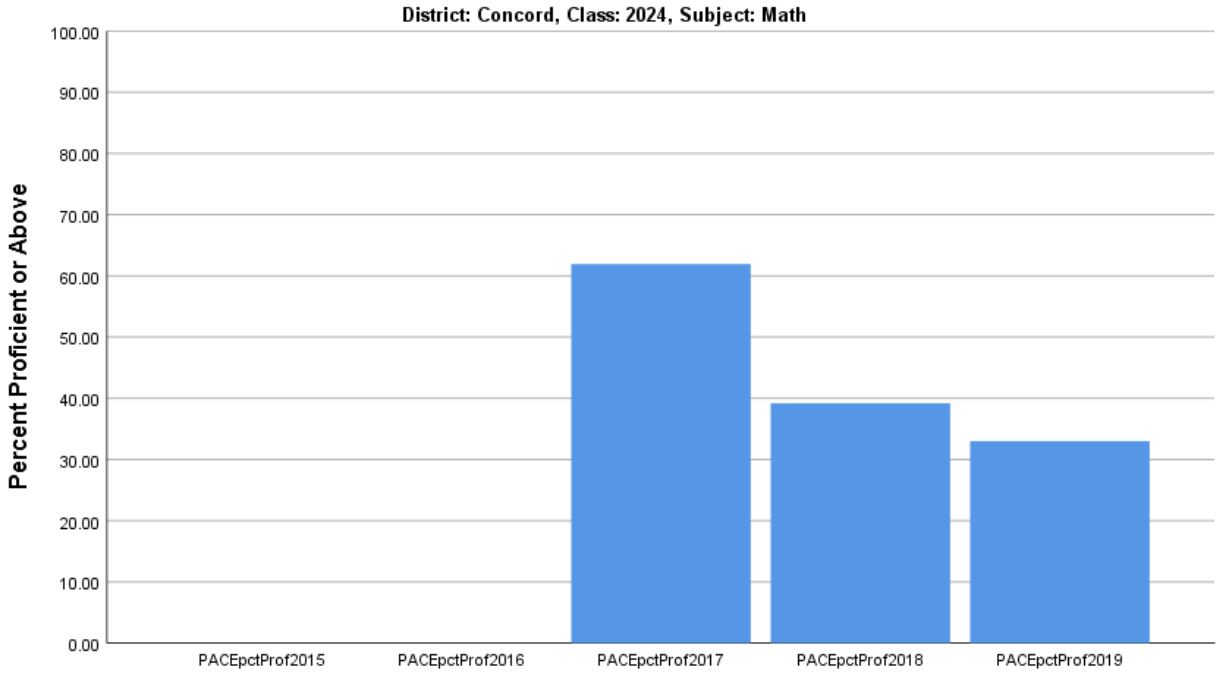

District: Charter Schools, Class: 2024, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

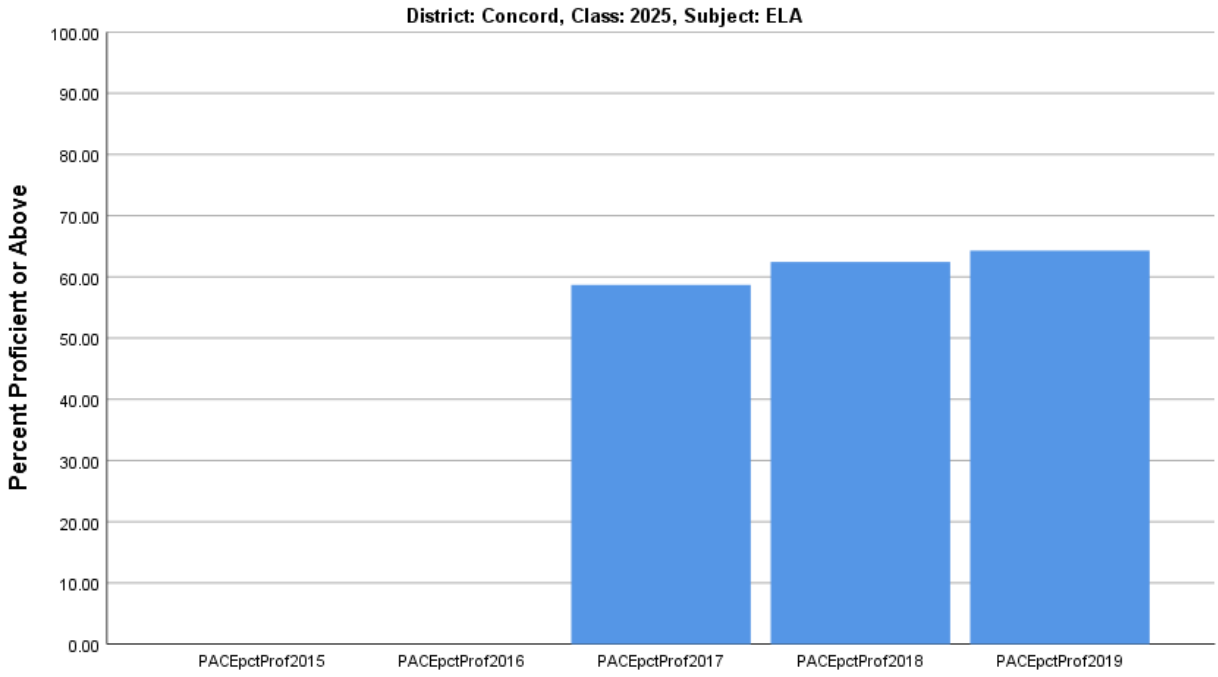

District: Charter Schools, Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

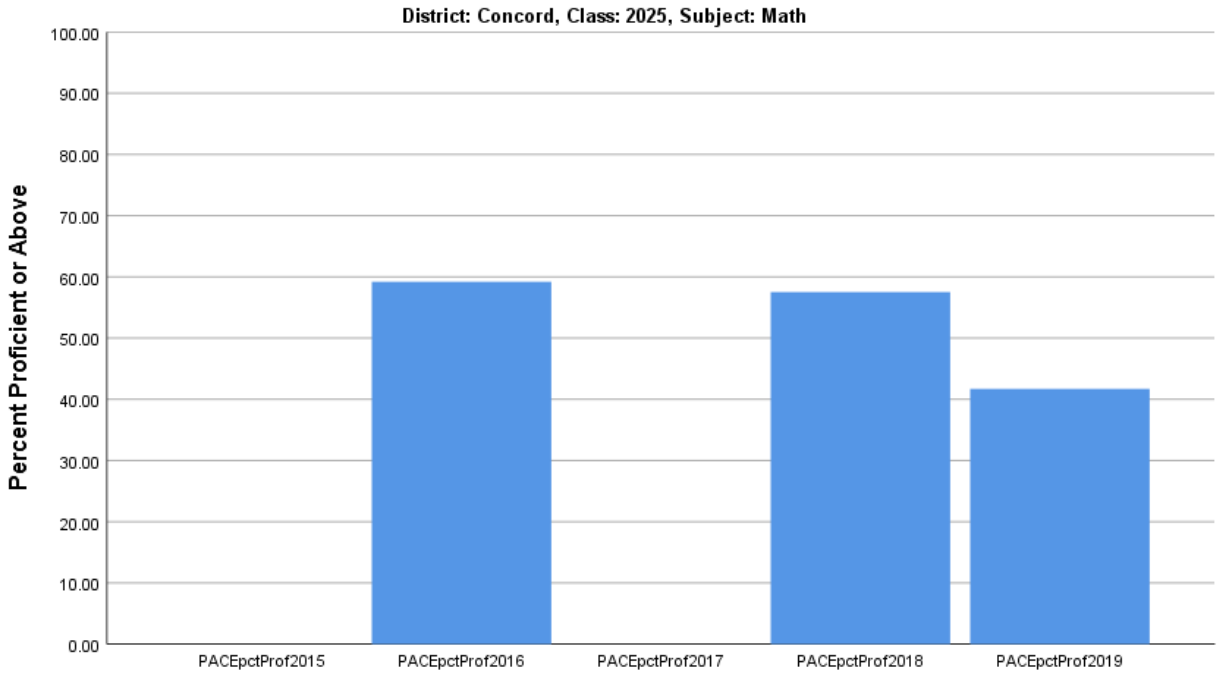

District: Charter Schools, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

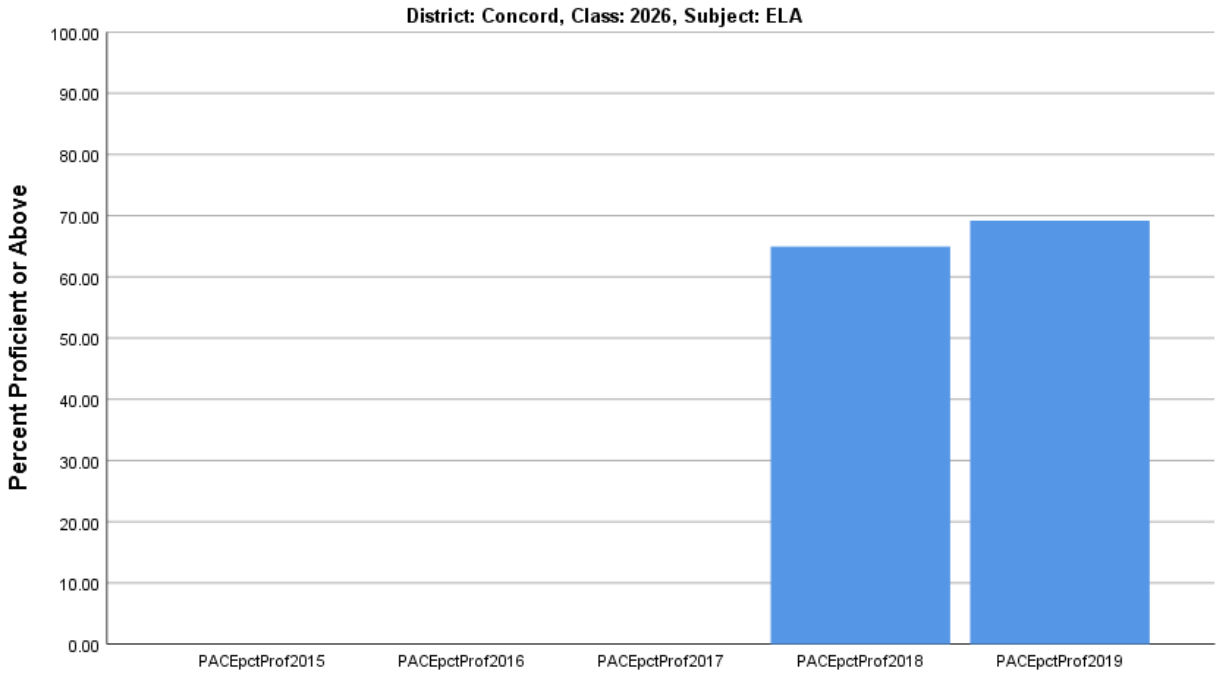

District: Charter Schools, Class: 2026, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

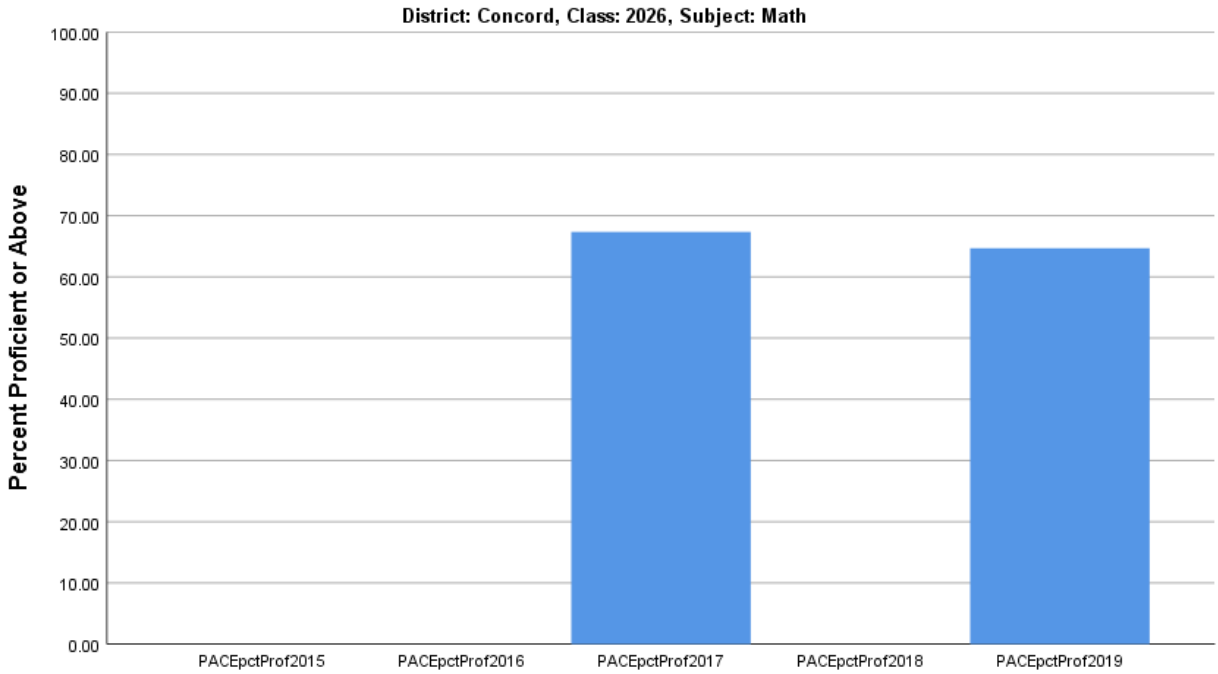

District: Concord, Class: 2024, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

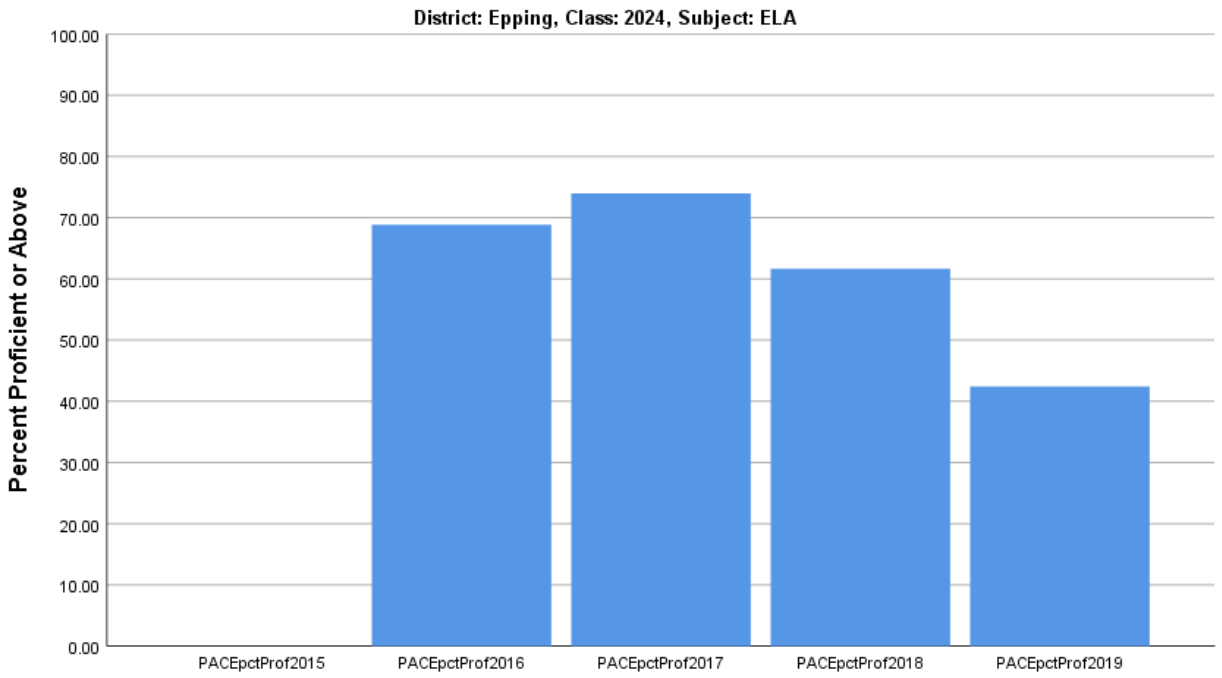

District: Concord, Class: 2024, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

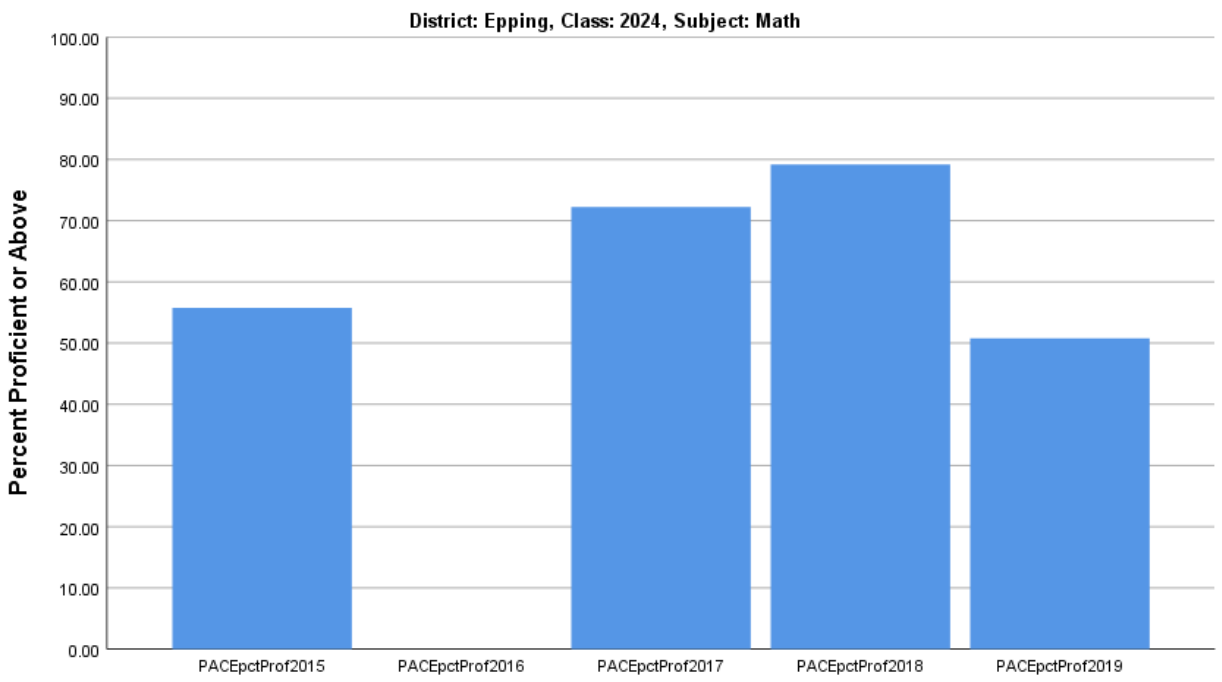

District: Concord, Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Concord, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Concord, Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Concord, Class: 2026, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Epping, Class: 2024, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Epping, Class: 2024, Subject: Math
Percent Proficient or Above
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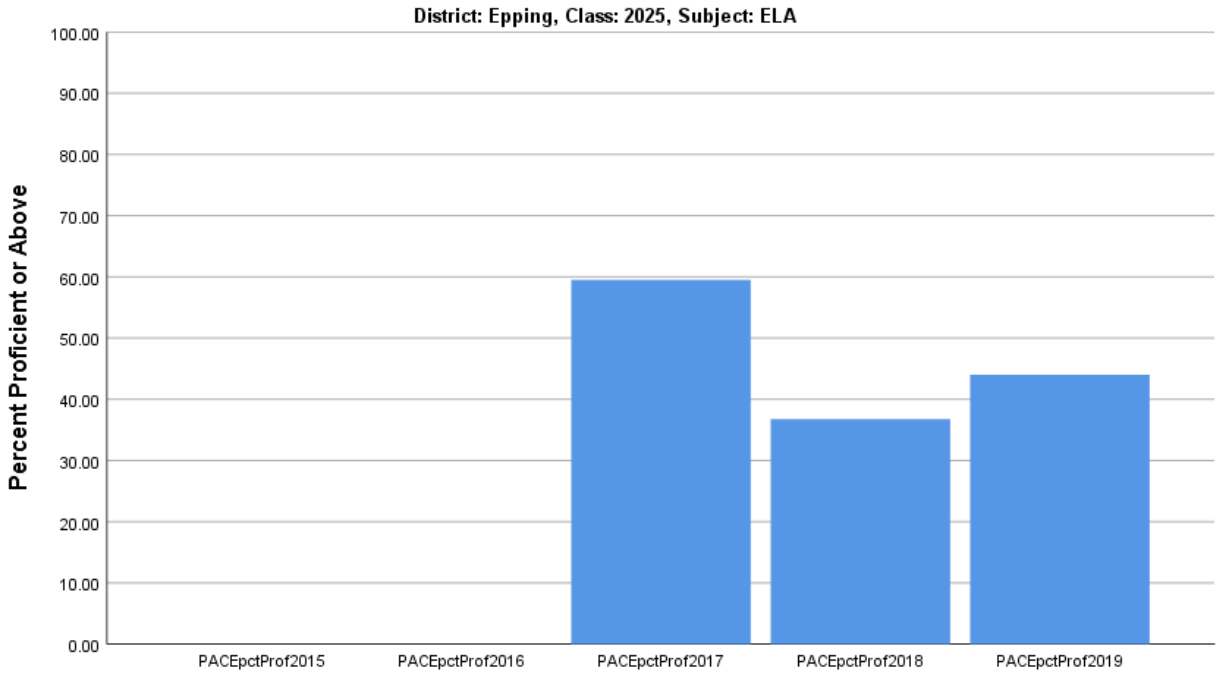
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Epping, Class: 2025, Subject: ELA
Percent Proficient or Above
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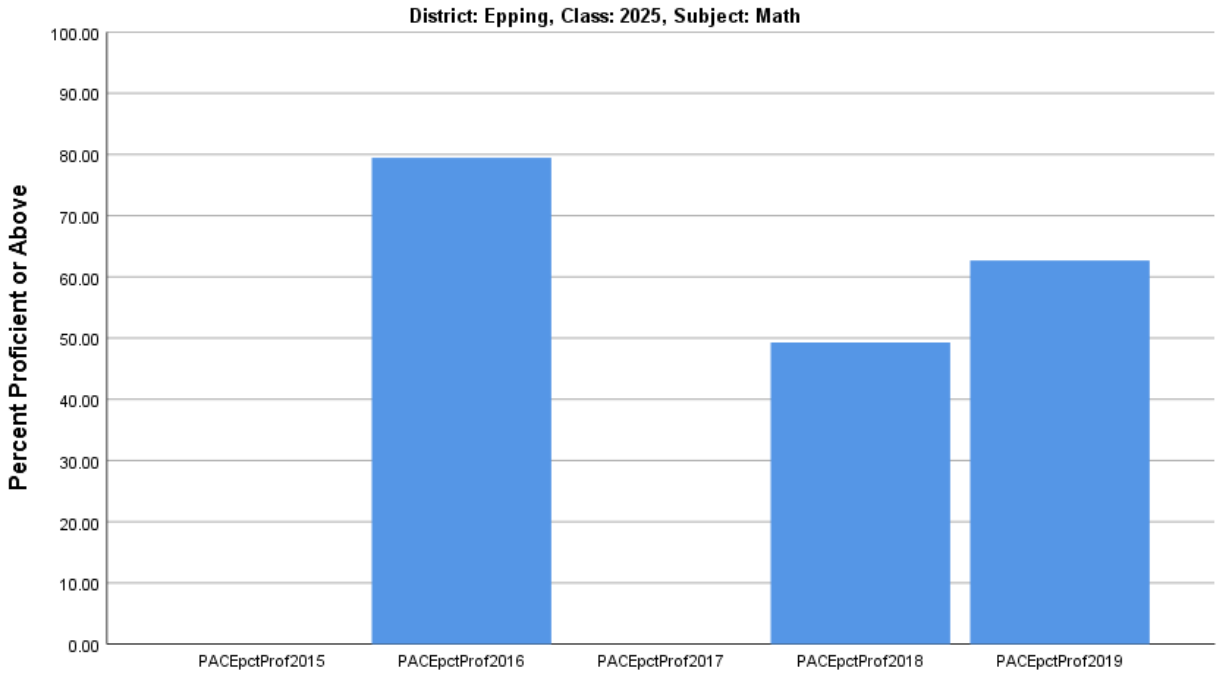
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Epping, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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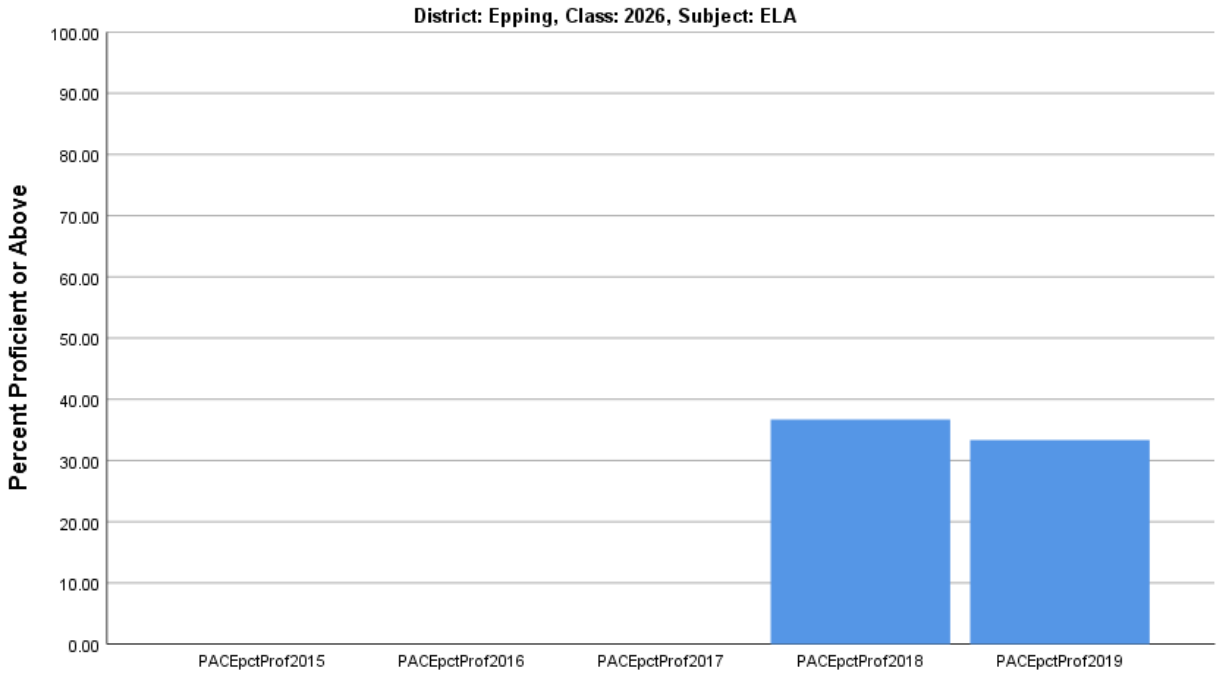
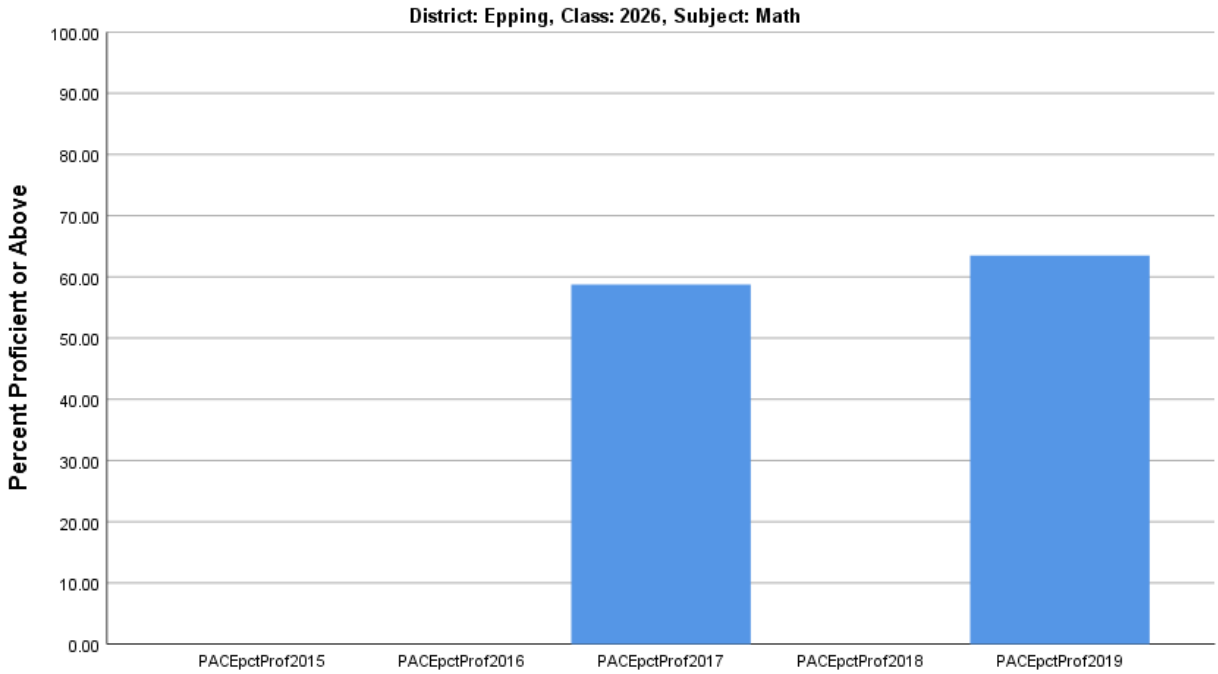
PACEpctProf2018
PACEpctProf2019


District: Epping, Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Epping, Class: 2026, Subject: Math
Percent Proficient or Above
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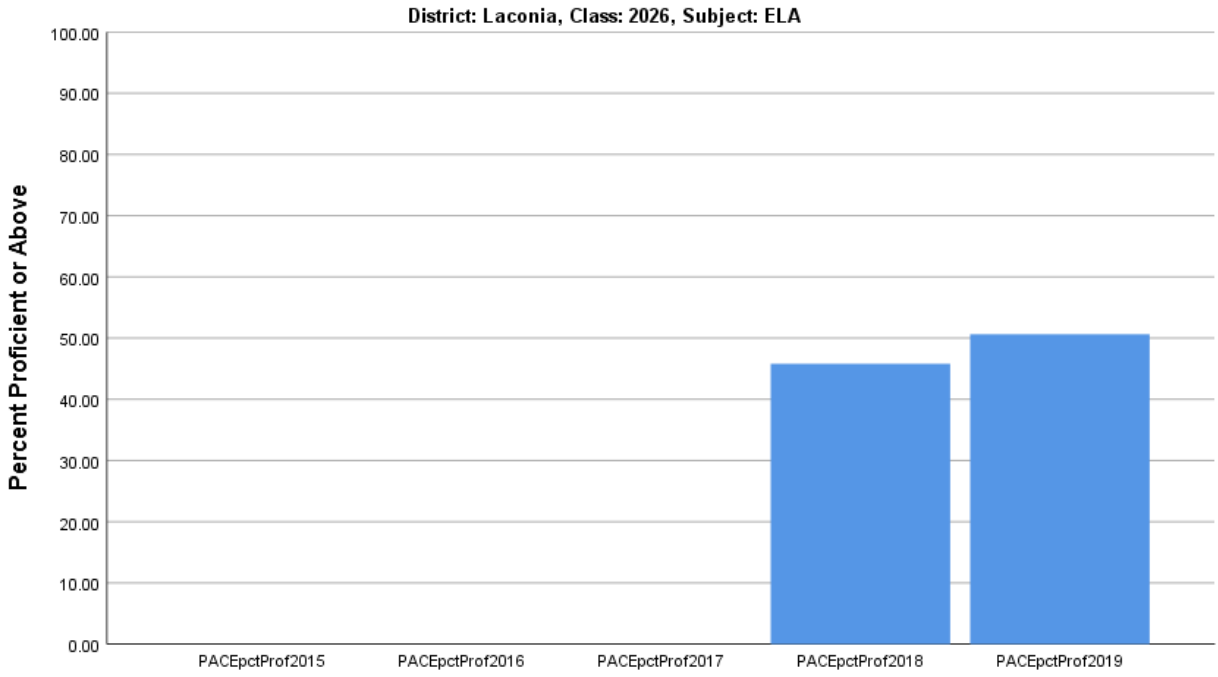
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Laconia, Class: 2026, Subject: ELA
Percent Proficient or Above
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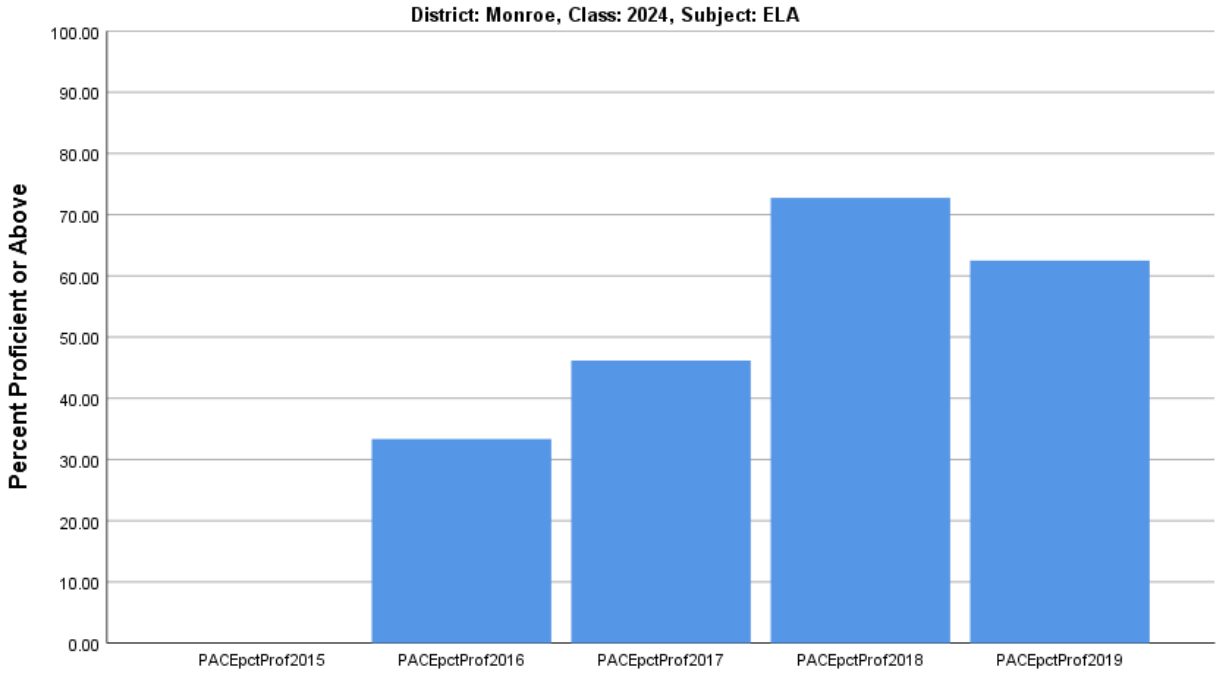
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Monroe, Class: 2024, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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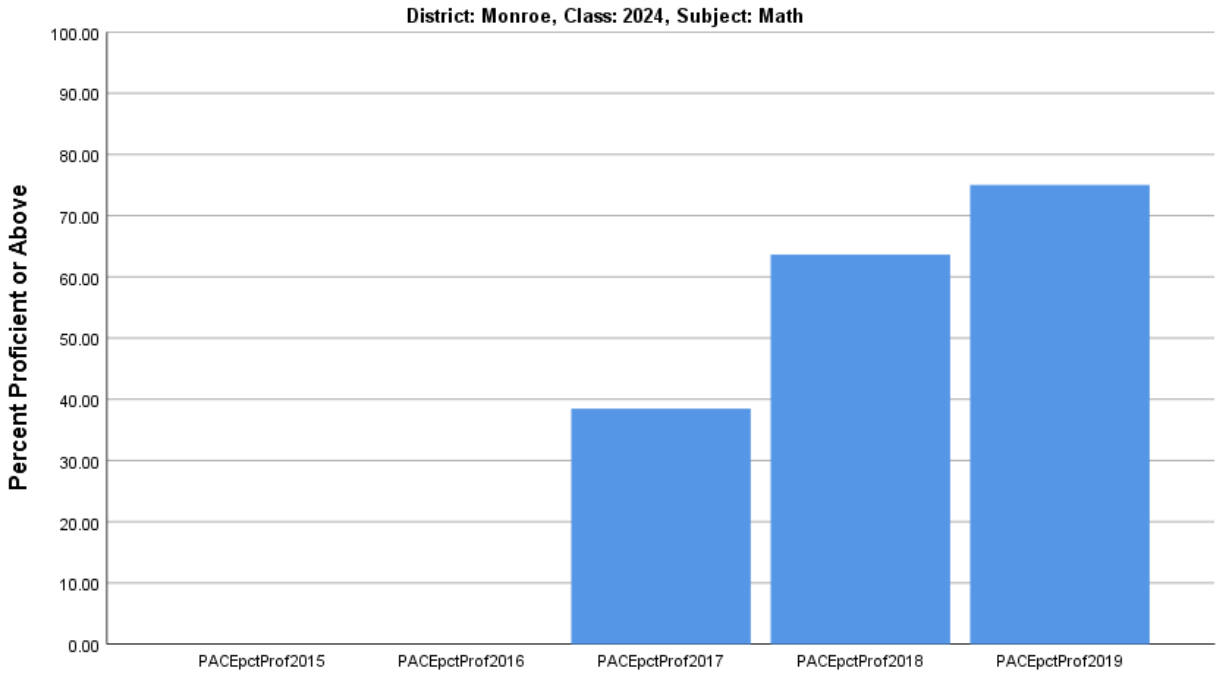
PACEpctProf2018
PACEpctProf2019


District: Monroe, Class: 2024, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
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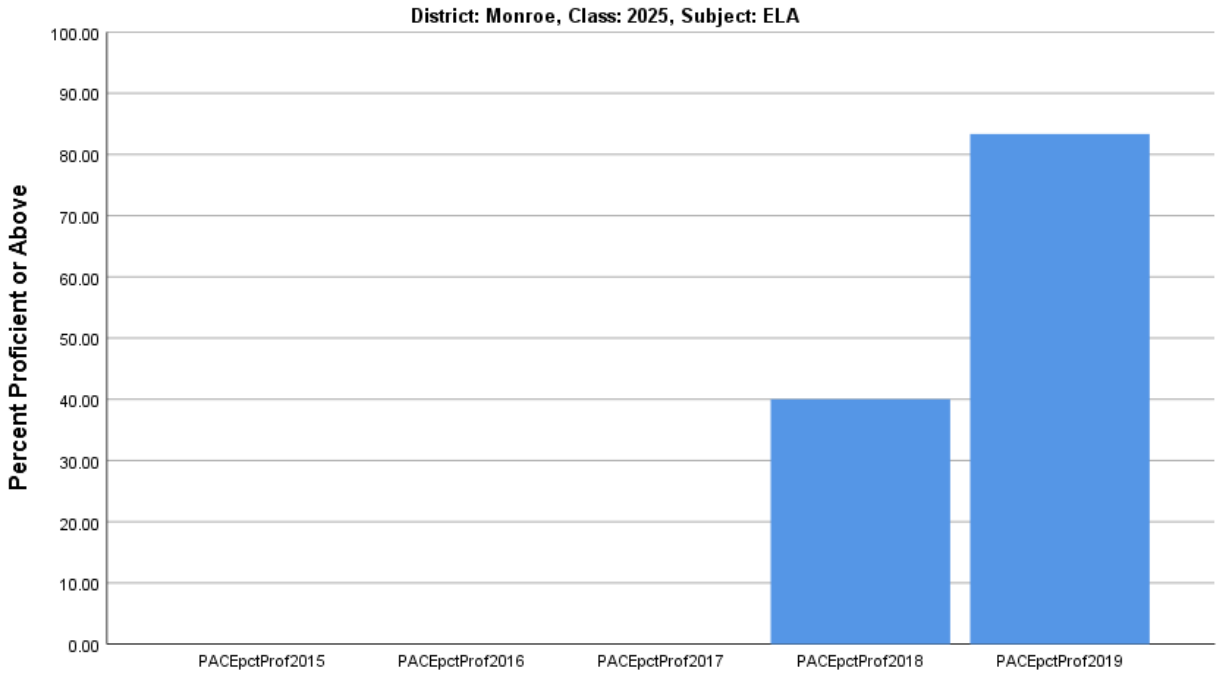
District: Monroe, Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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0.00
PACEpctProf2015
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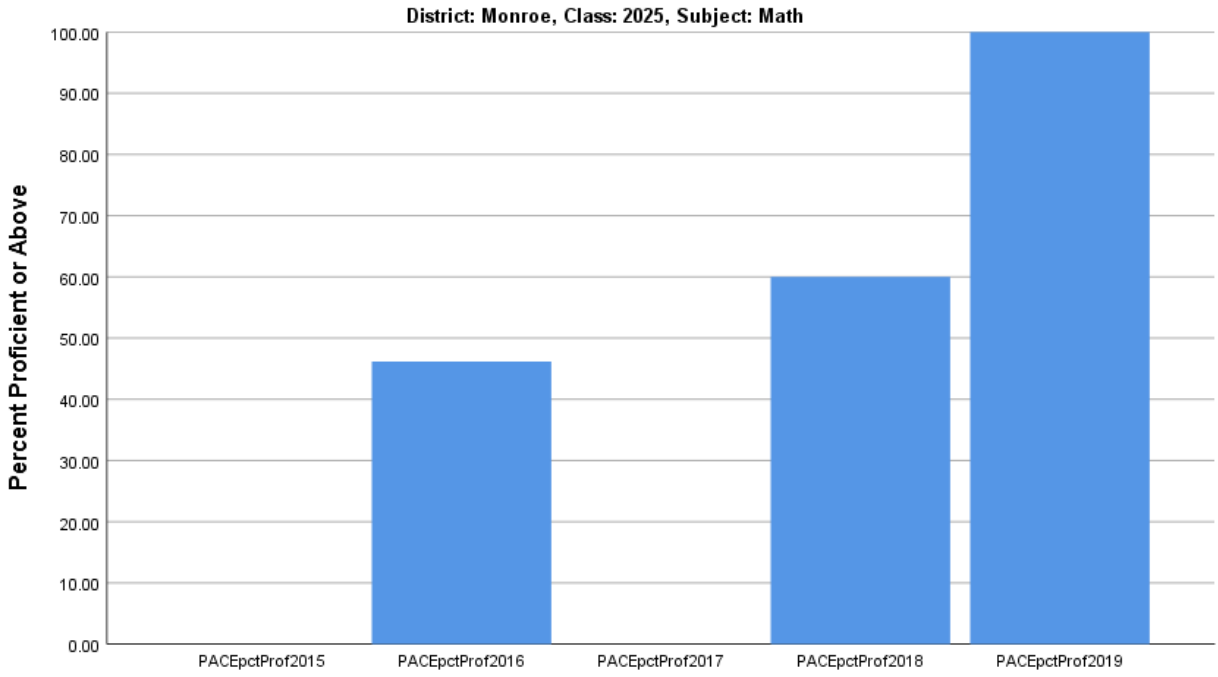
PACEpctProf2018
PACEpctProf2019


District: Monroe, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
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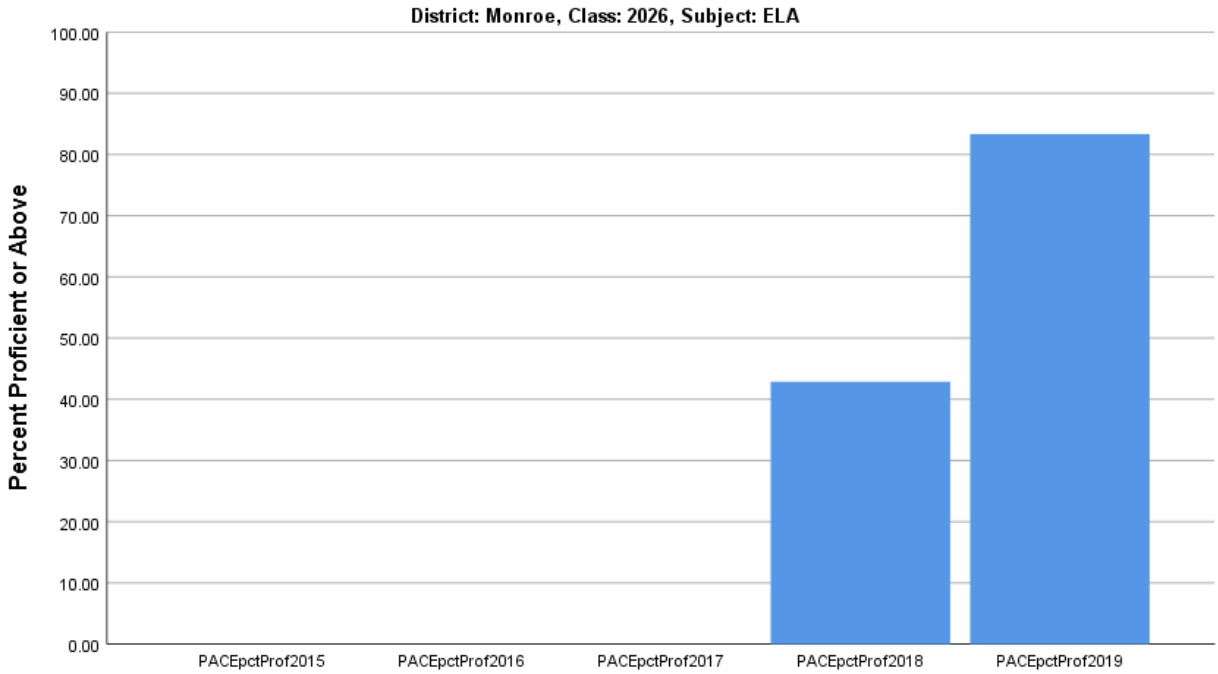
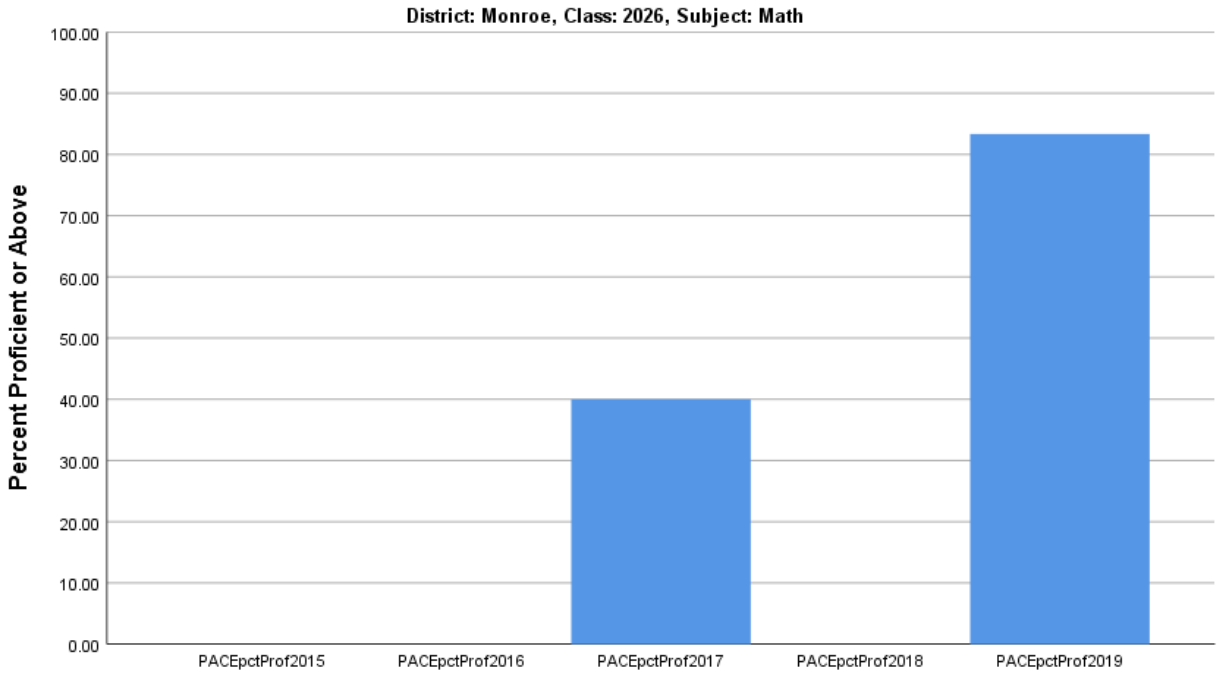
PACEpctProf2018
PACEpctProf2019


District: Monroe, Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Monroe, Class: 2026, Subject: Math
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
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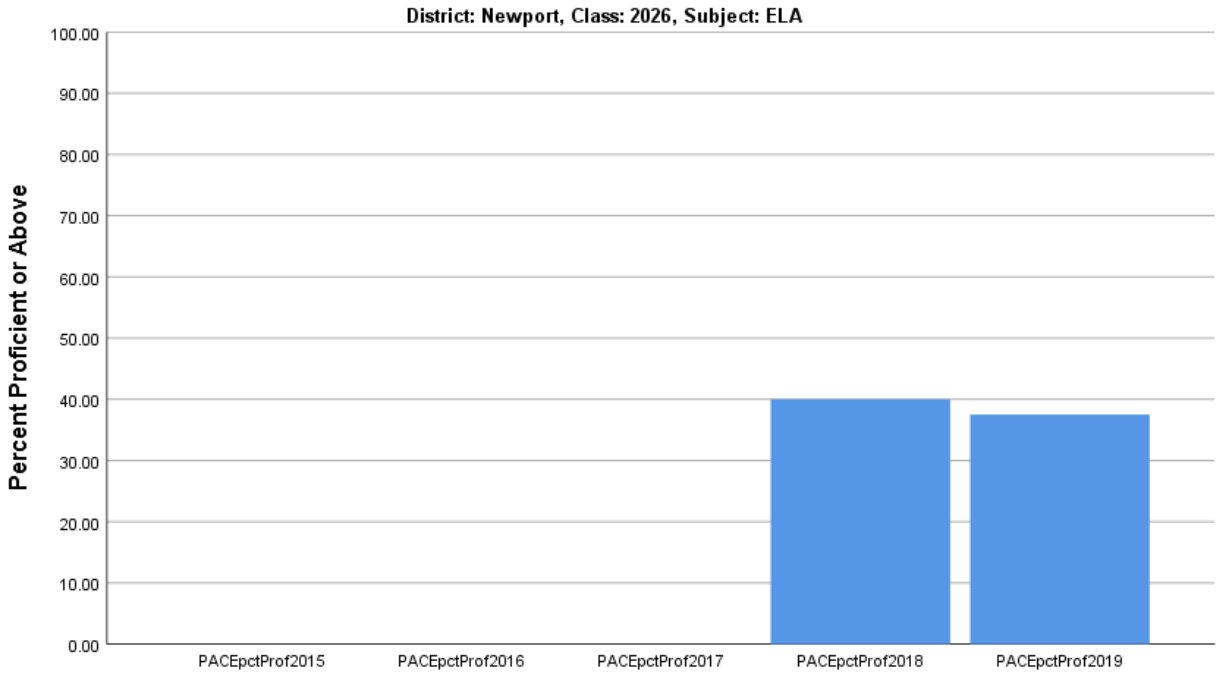
PACEpctProf2018
PACEpctProf2019


District: Newport, Class: 2026, Subject: ELA
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
30.00
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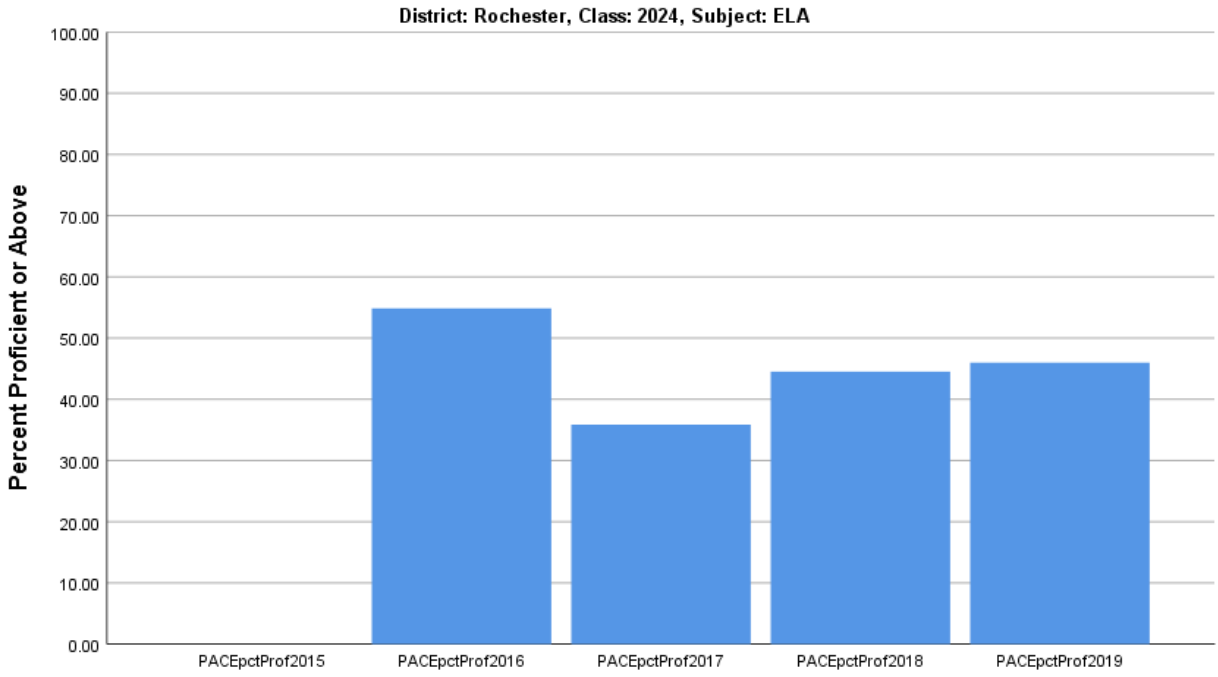
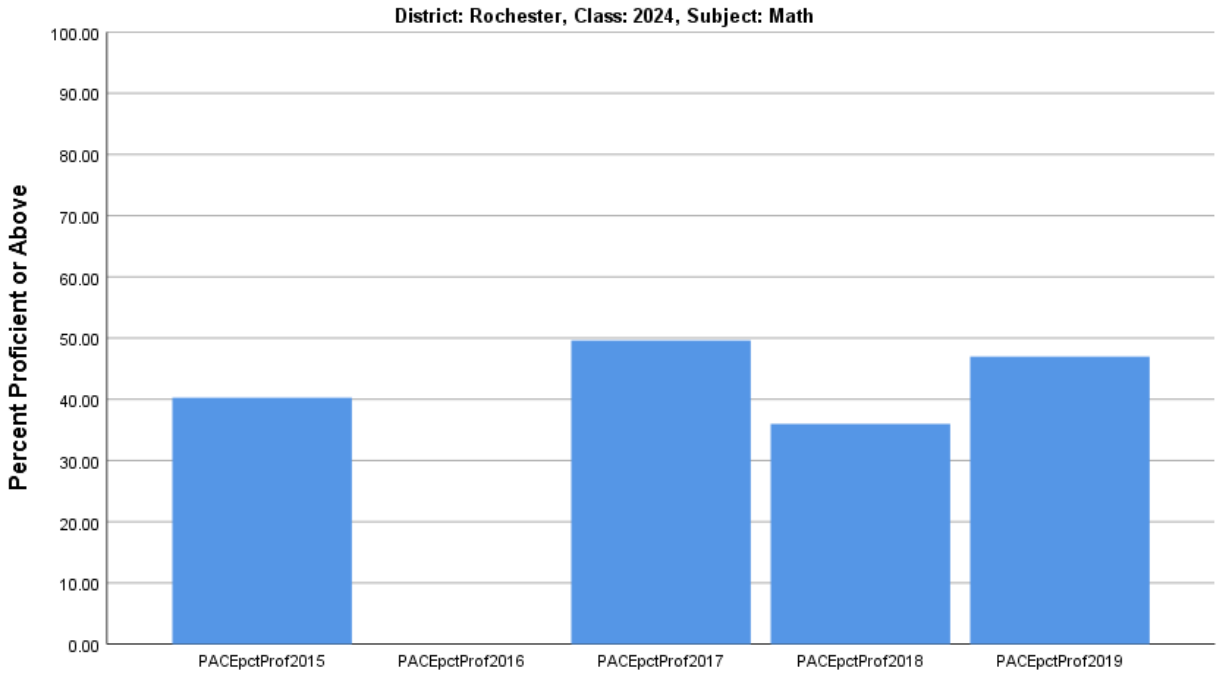
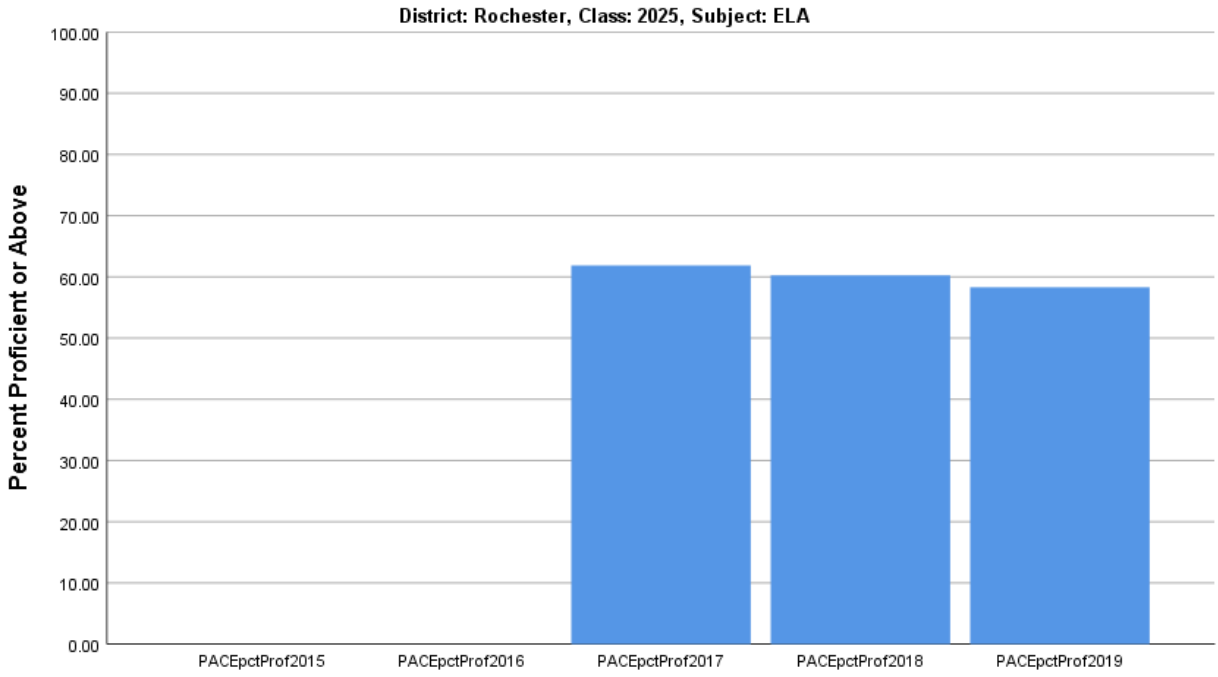
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Rochester, Class: 2024, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Rochester, Class: 2024, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Rochester, Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
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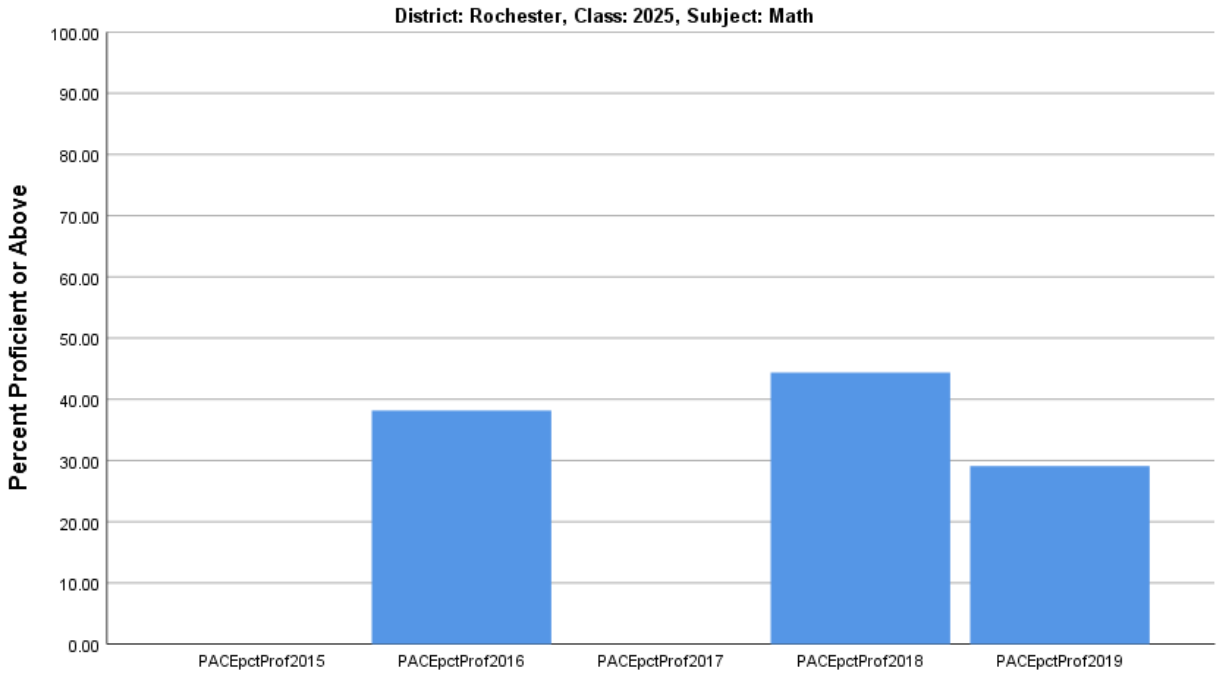
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Rochester, Class: 2025, Subject: Math
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
30.00
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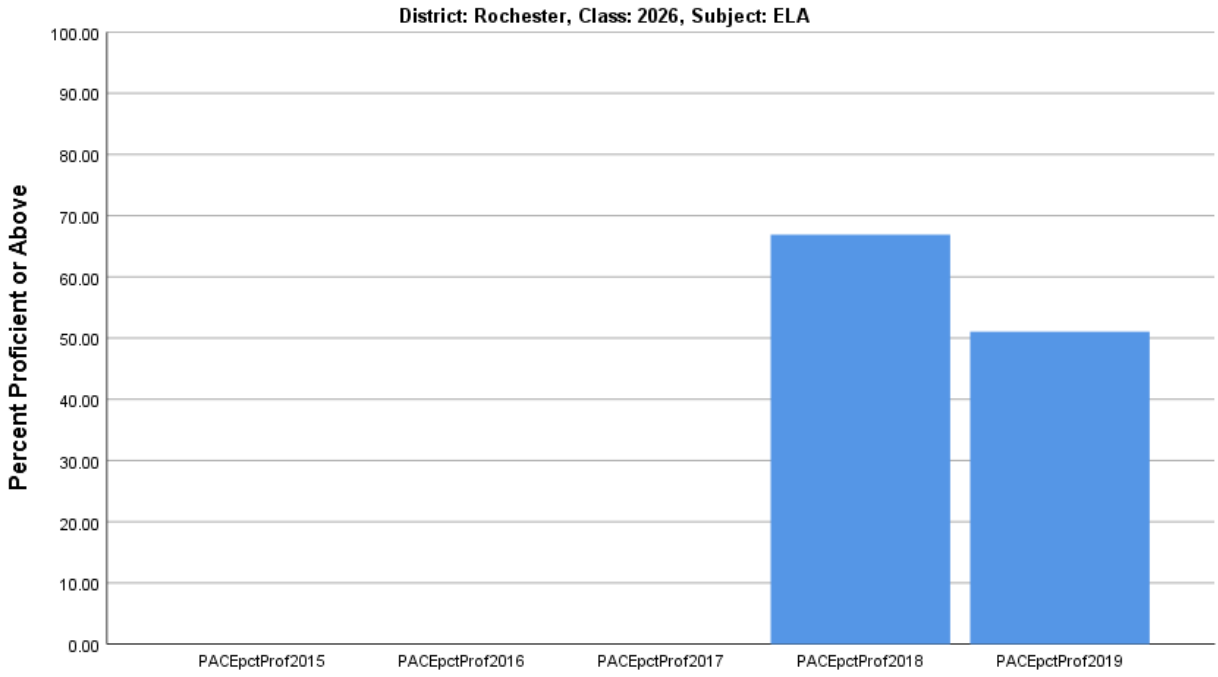
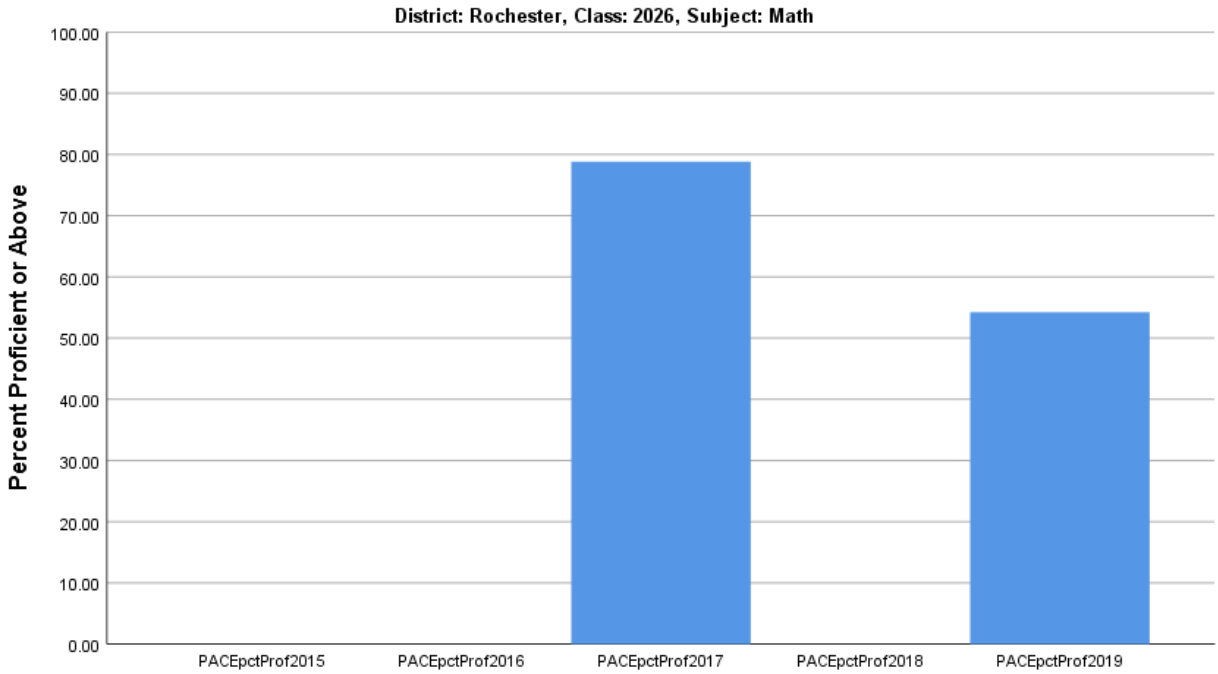
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Rochester, Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Rochester, Class: 2026, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
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PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
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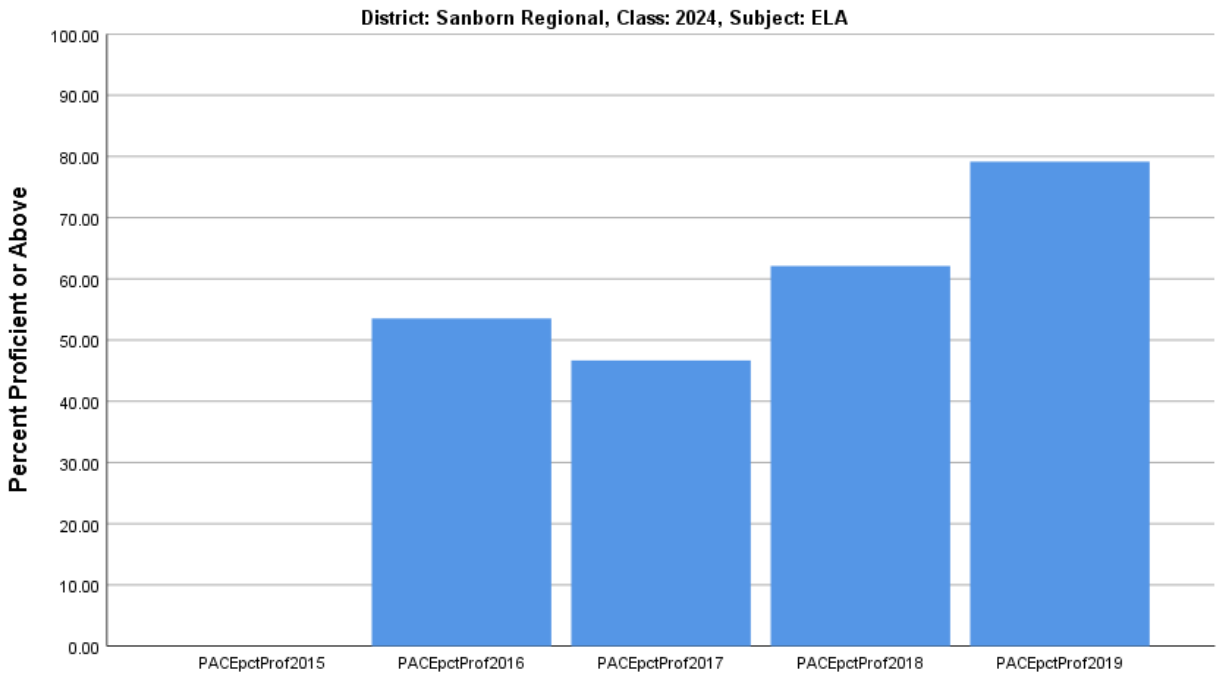
PACEpctProf2019


District: Sanborn Regional, Class: 2024, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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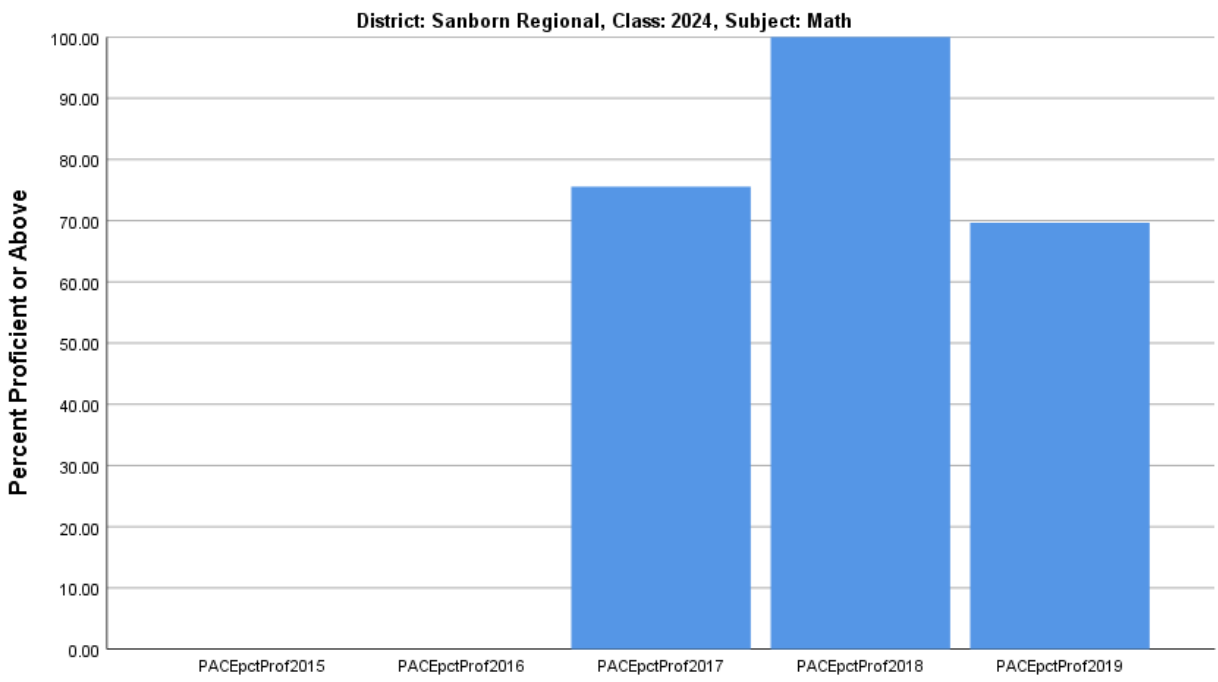
District: Sanborn Regional, Class: 2024, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
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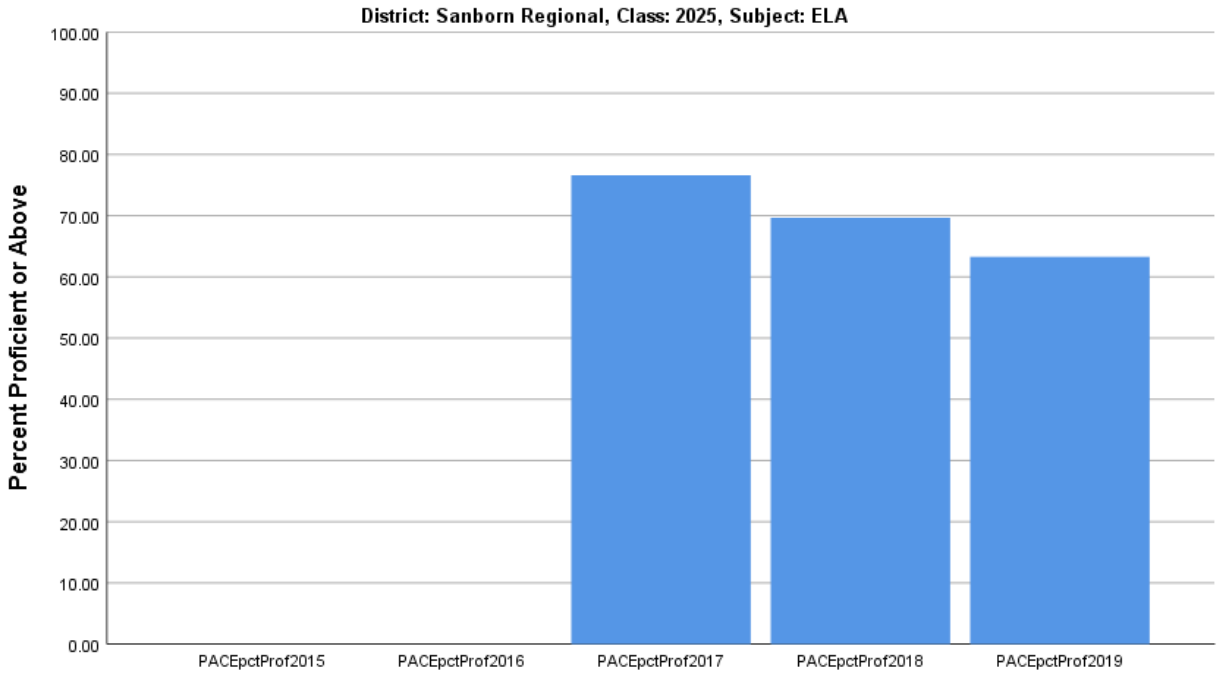
PACEpctProf2019


District: Sanborn Regional, Class: 2025, Subject: ELA
Percent Proficient or Above
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90.00
80.00
70.00
60.00
50.00
40.00
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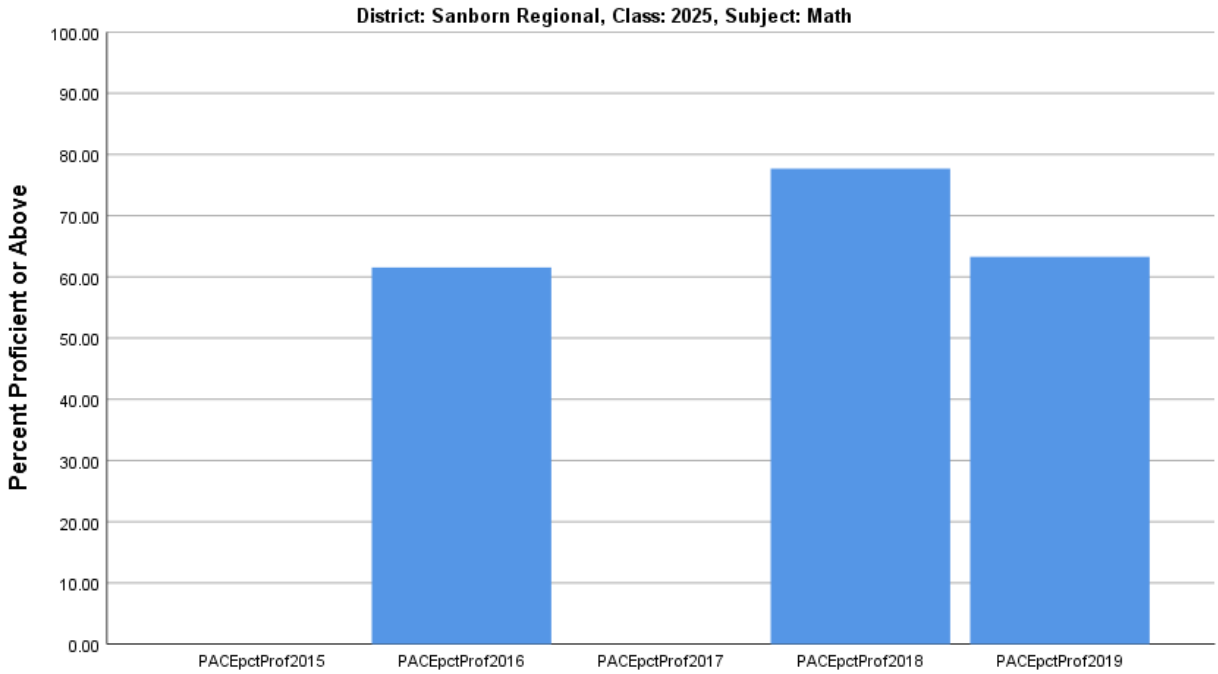
PACEpctProf2018
PACEpctProf2019


District: Sanborn Regional, Class: 2025, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
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0.00
PACEpctProf2015
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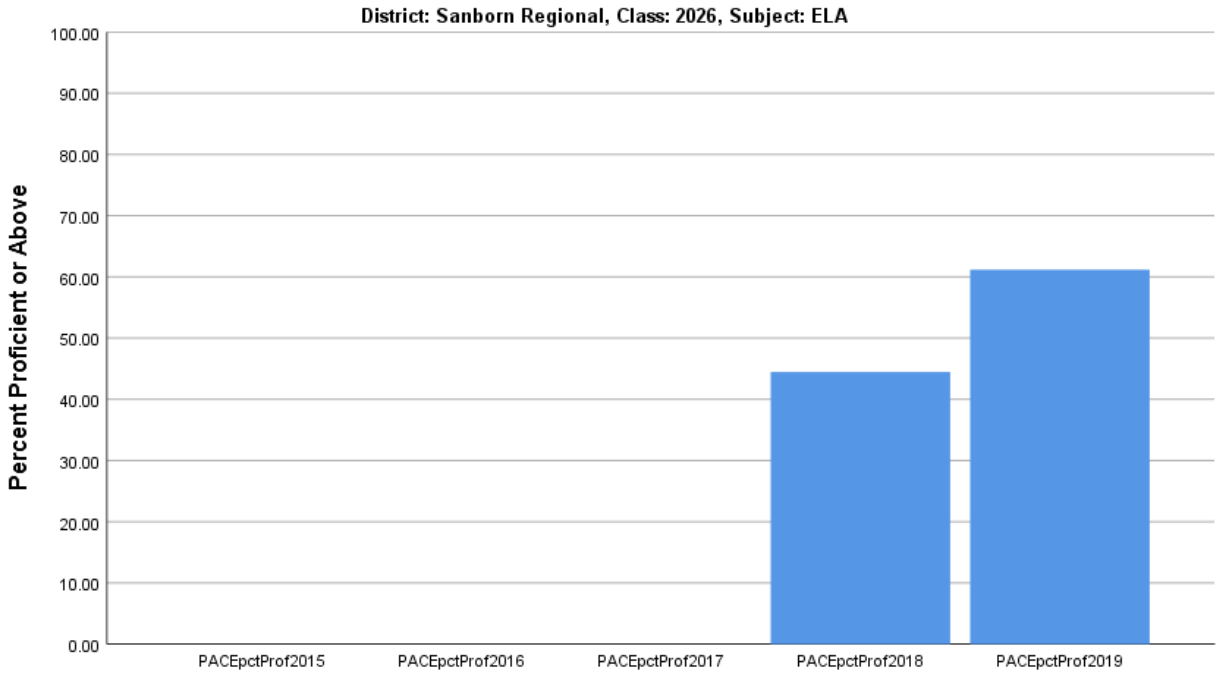
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: Sanborn Regional, Class: 2026, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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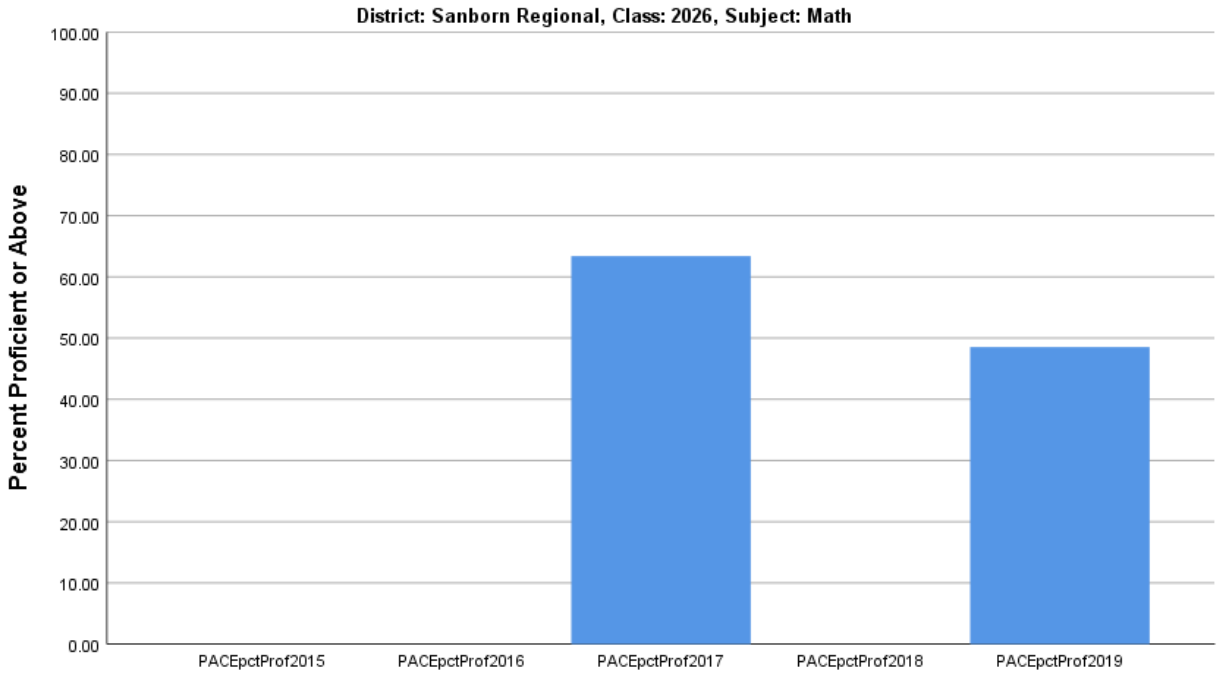
PACEpctProf2019


District: Sanborn Regional, Class: 2026, Subject: Math
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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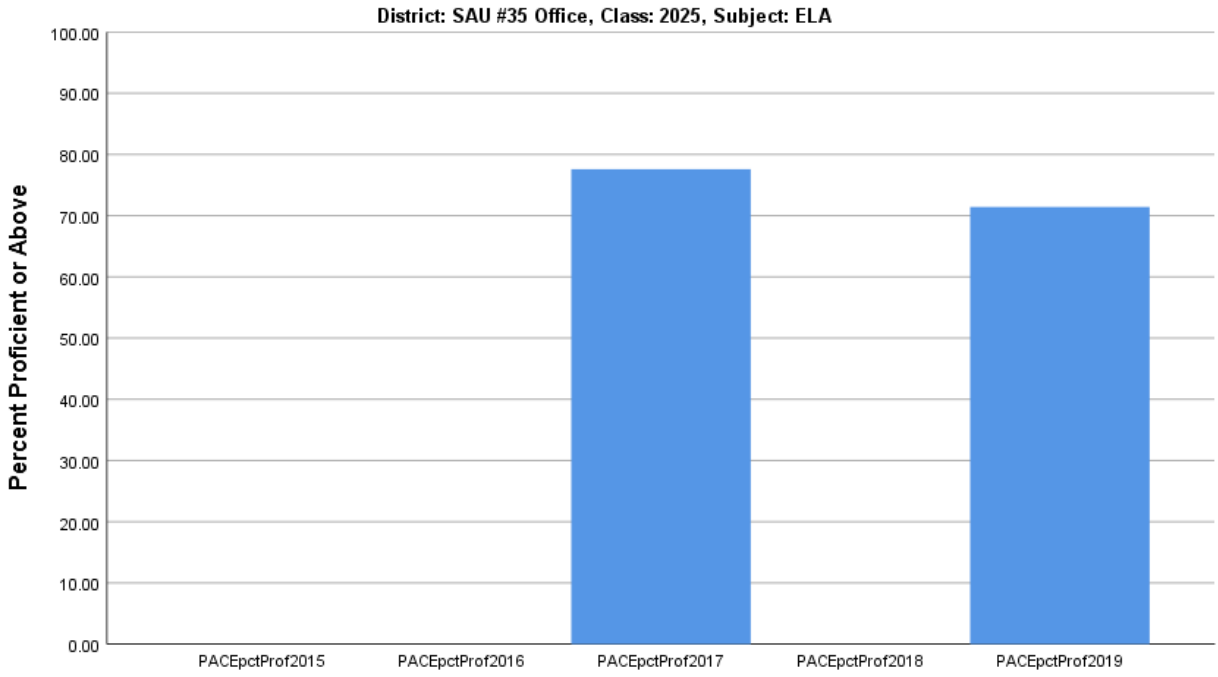
PACEpctProf2018
PACEpctProf2019


District: SAU #35 Office, Class: 2025, Subject: ELA
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
PACEpctProf2015
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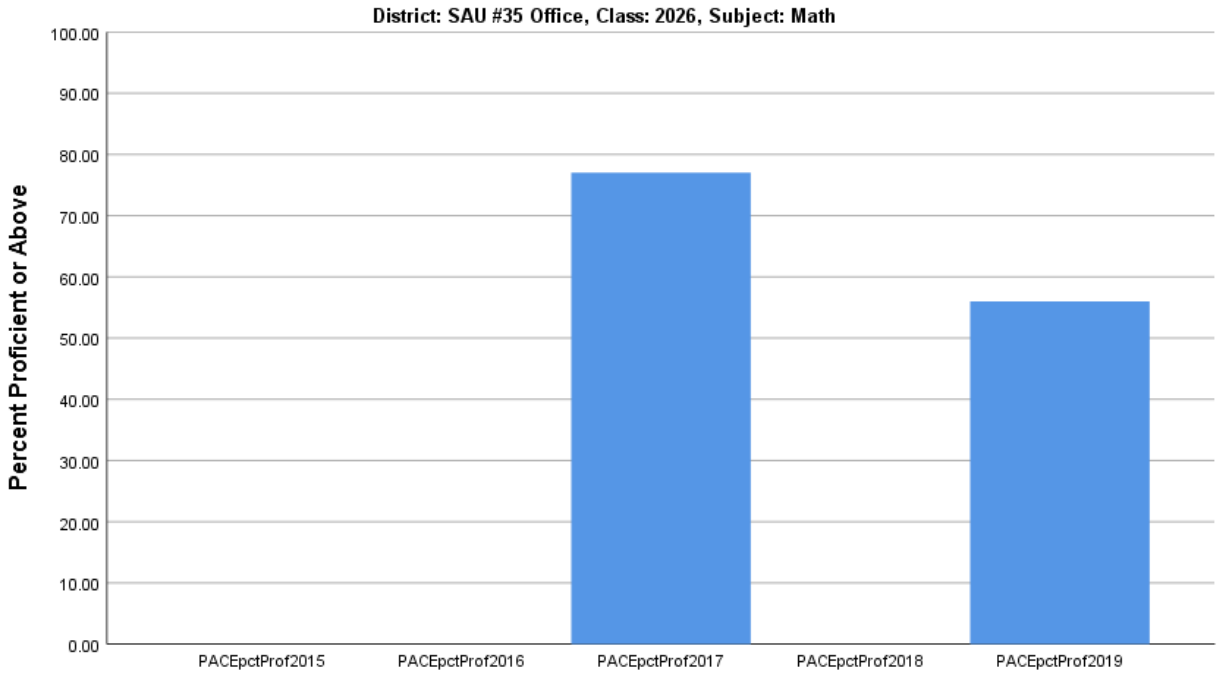
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019


District: SAU #35 Office, Class: 2026, Subject: Math
Percent Proficient or Above
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80.00
70.00
60.00
50.00
40.00
30.00
20.00
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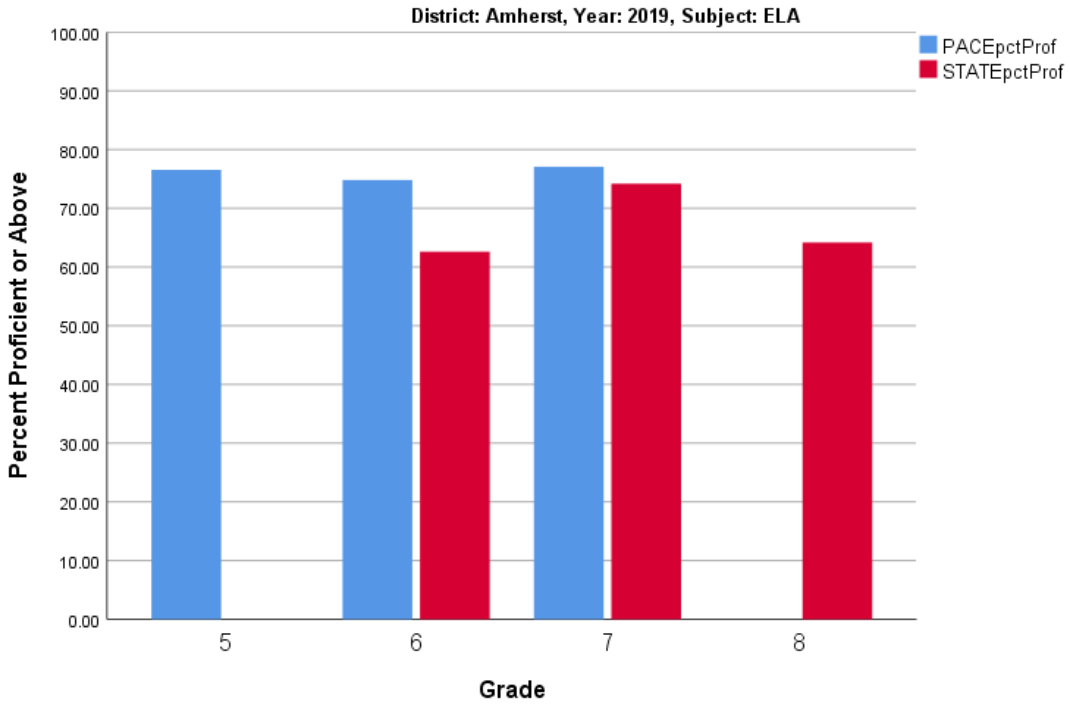
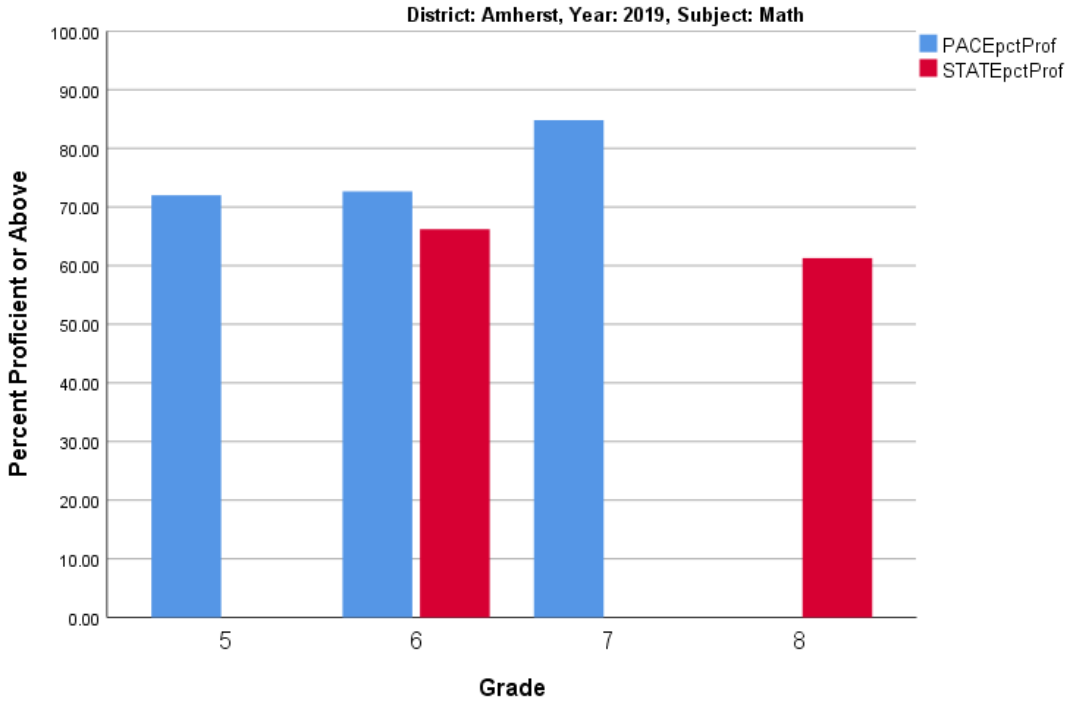
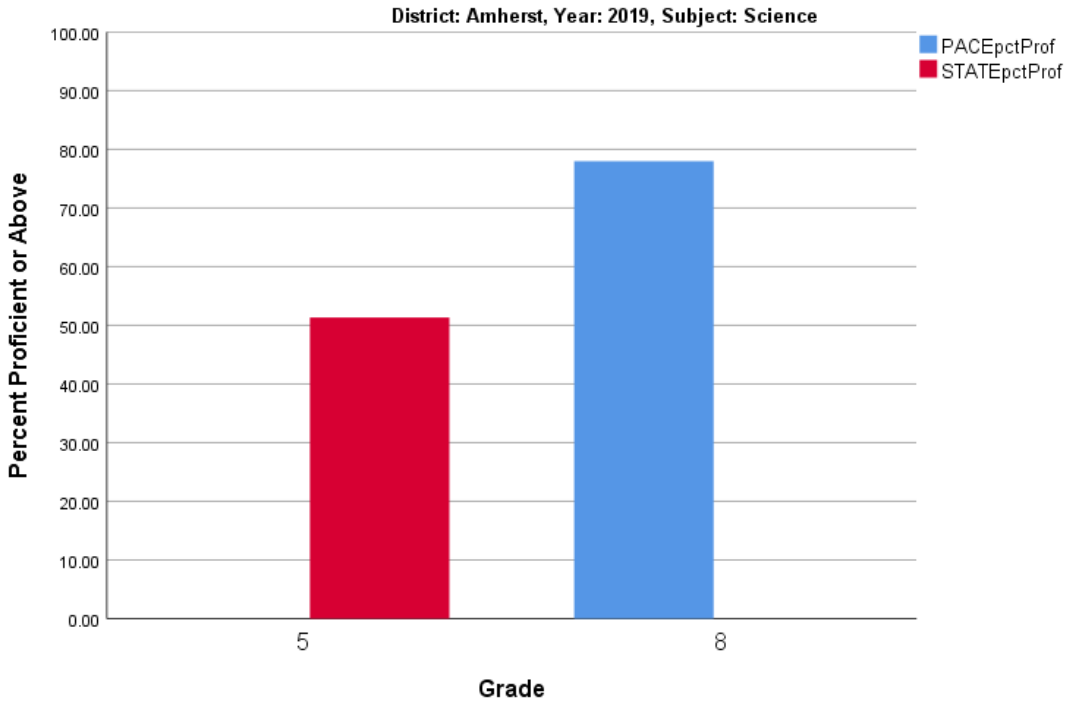
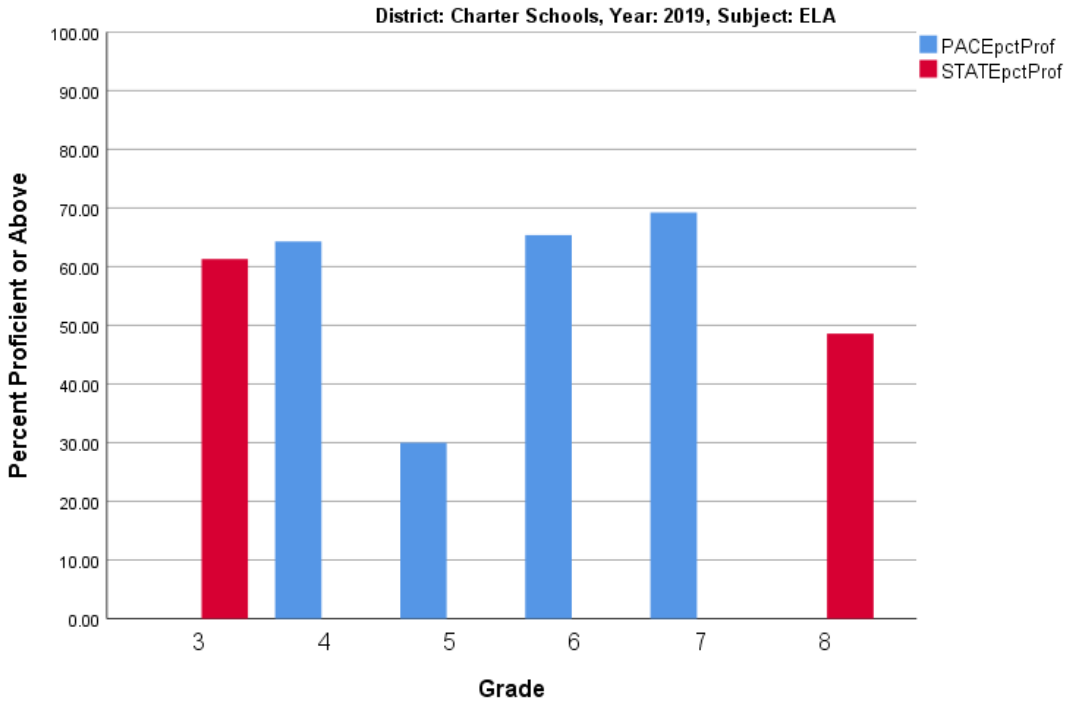
PACEpctProf2015
PACEpctProf2016
PACEpctProf2017
PACEpctProf2018
PACEpctProf2019

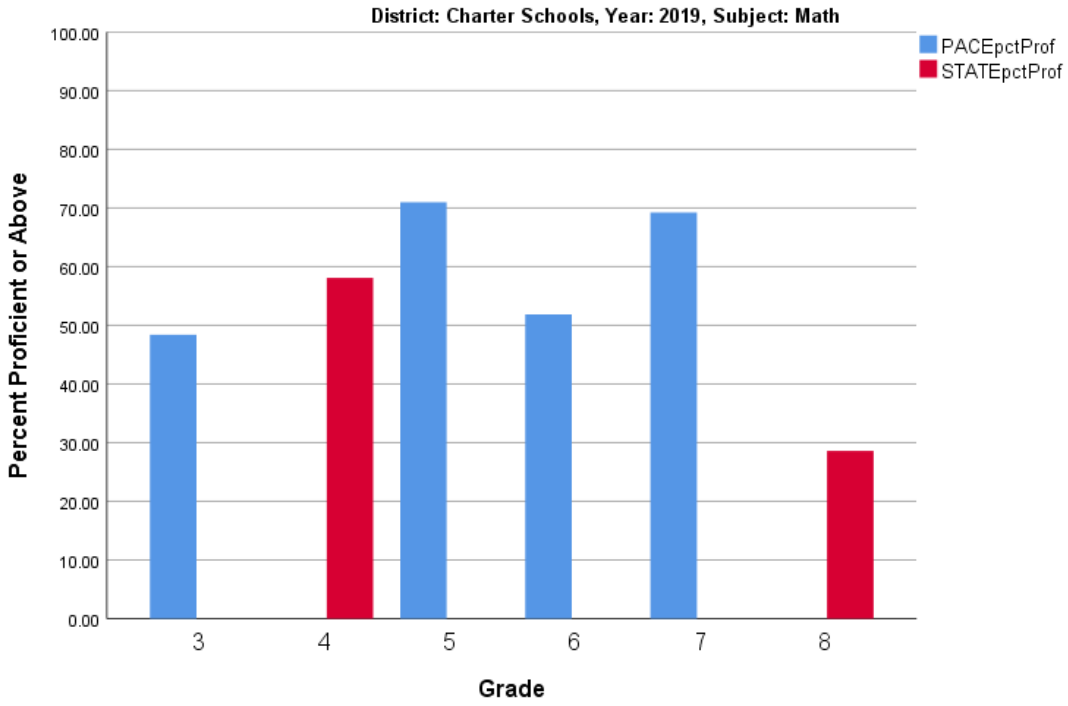
State Test Analysis by District






District: Amherst, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
5
8
Grade


District: Charter Schools, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
3
4
5
6
7
8
Grade


District: Charter Schools, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
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20.00
10.00
0.00
3
4
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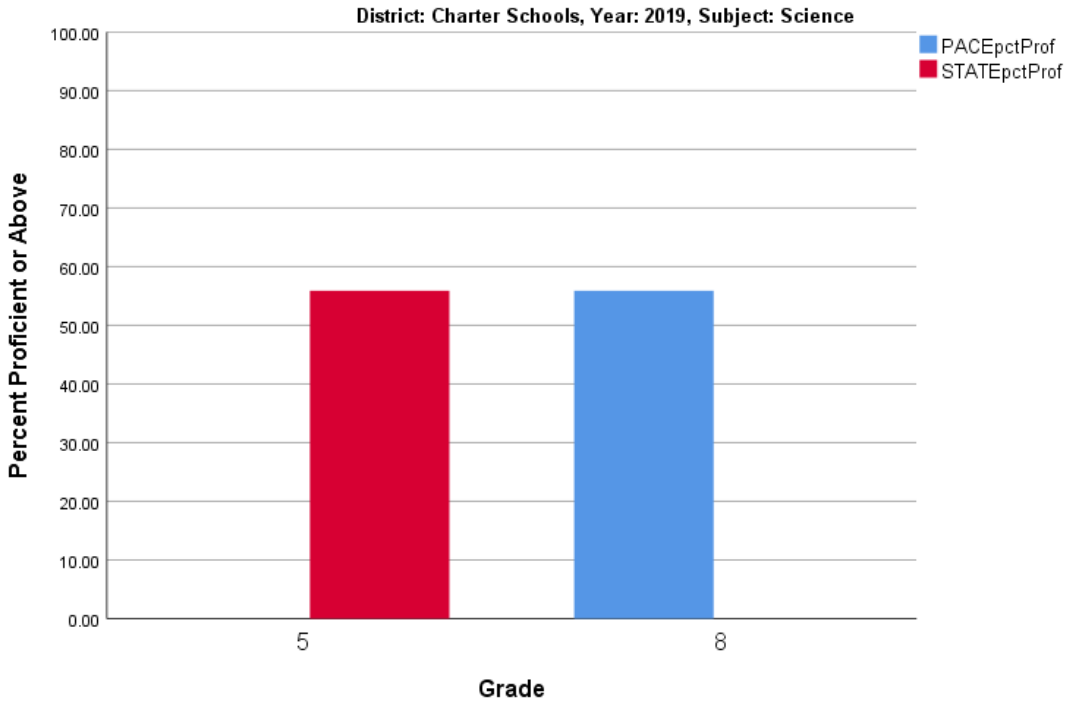
6
7
8
Grade


District: Charter Schools, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
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70.00
60.00
50.00
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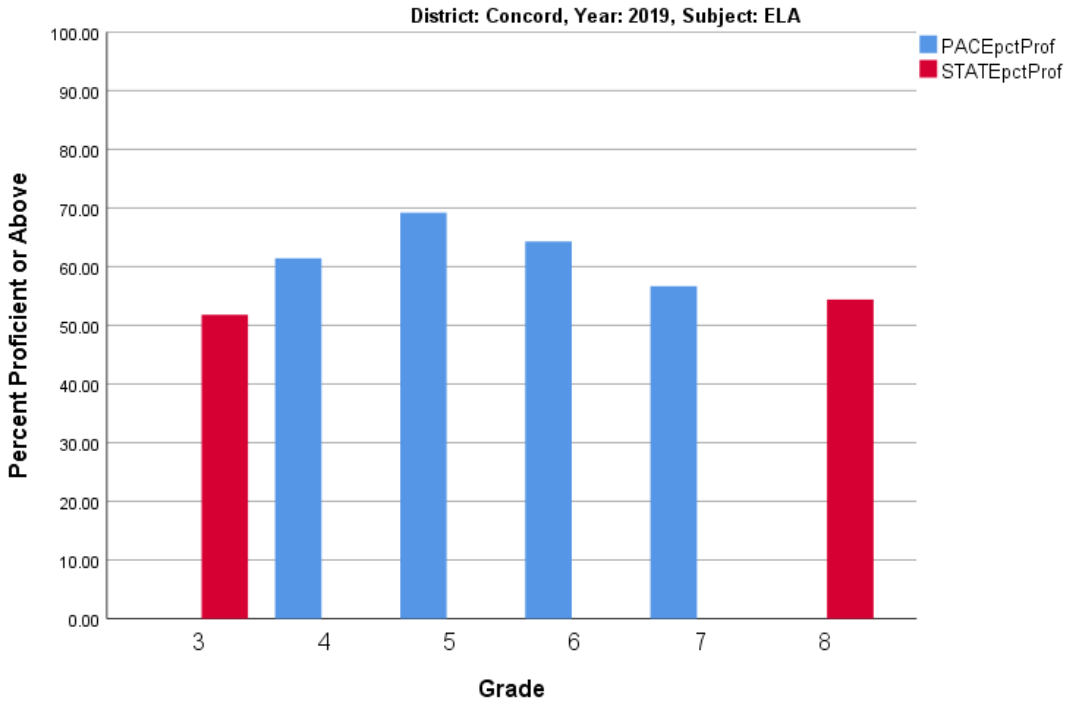
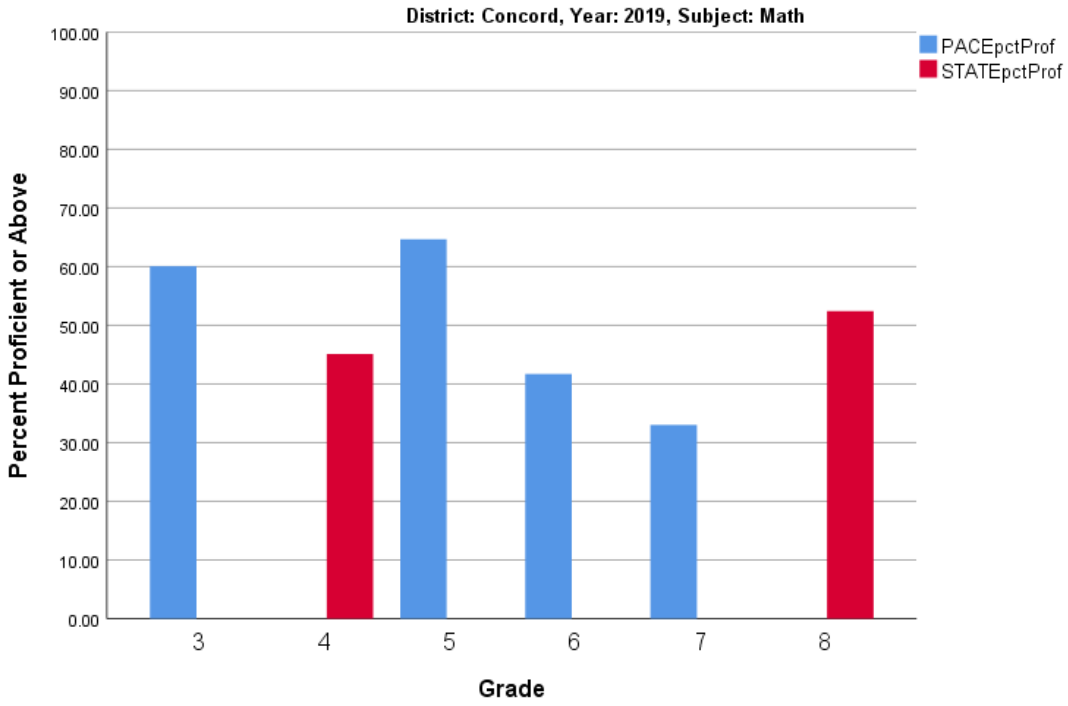
30.00
20.00
10.00
0.00
5
8
Grade


District: Concord, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
3
4
5
6
7
8
Grade


District: Concord, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
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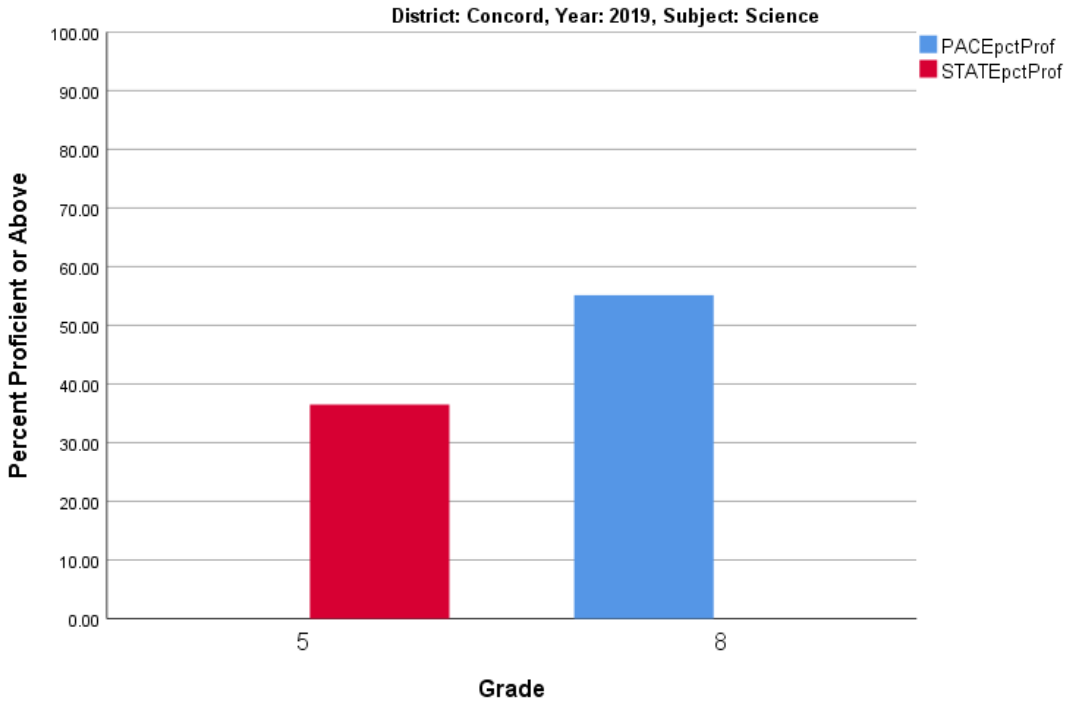
6
7
8
Grade


District: Concord, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
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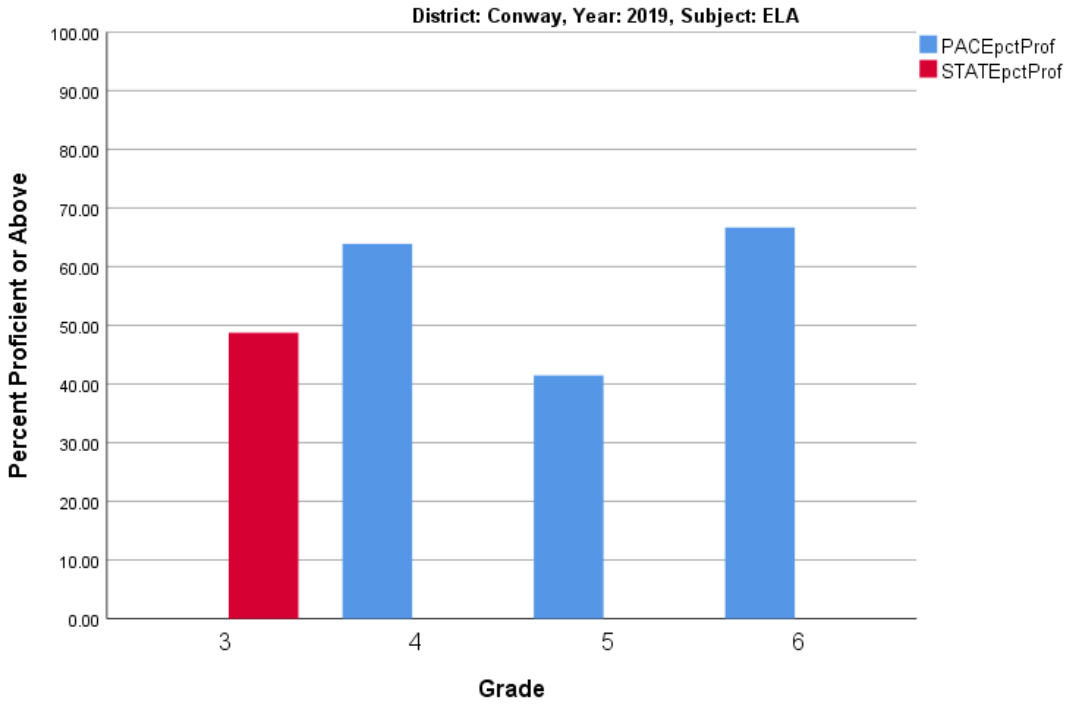
Grade


District: Conway, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
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10.00
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4
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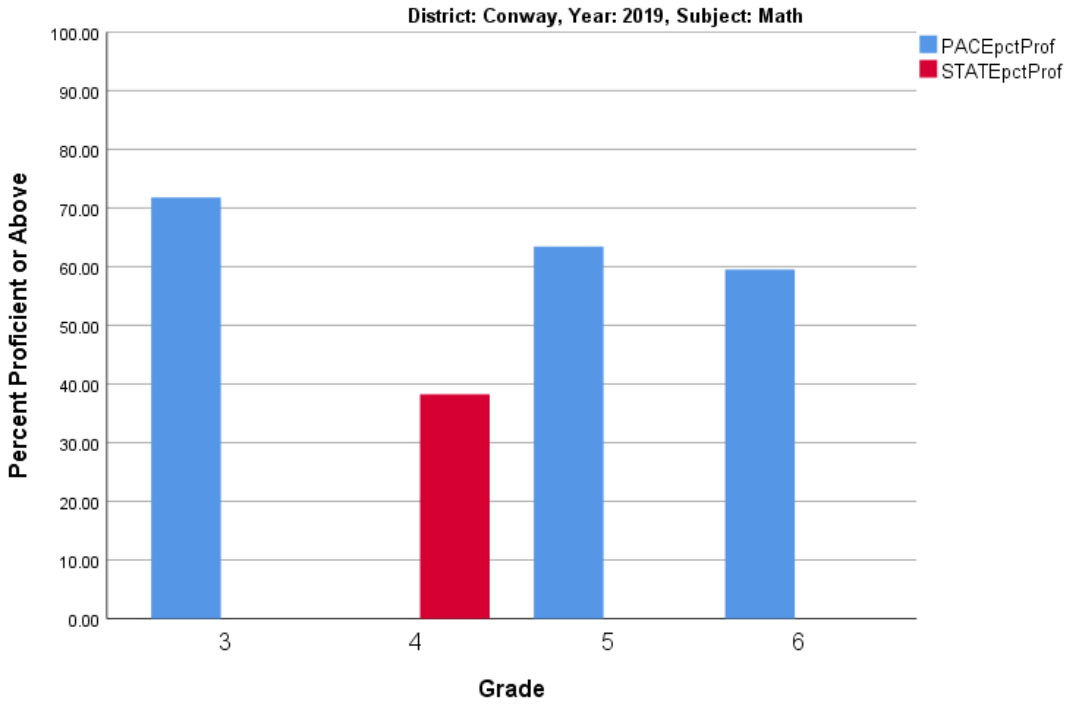
6
Grade


District: Conway, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
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10.00
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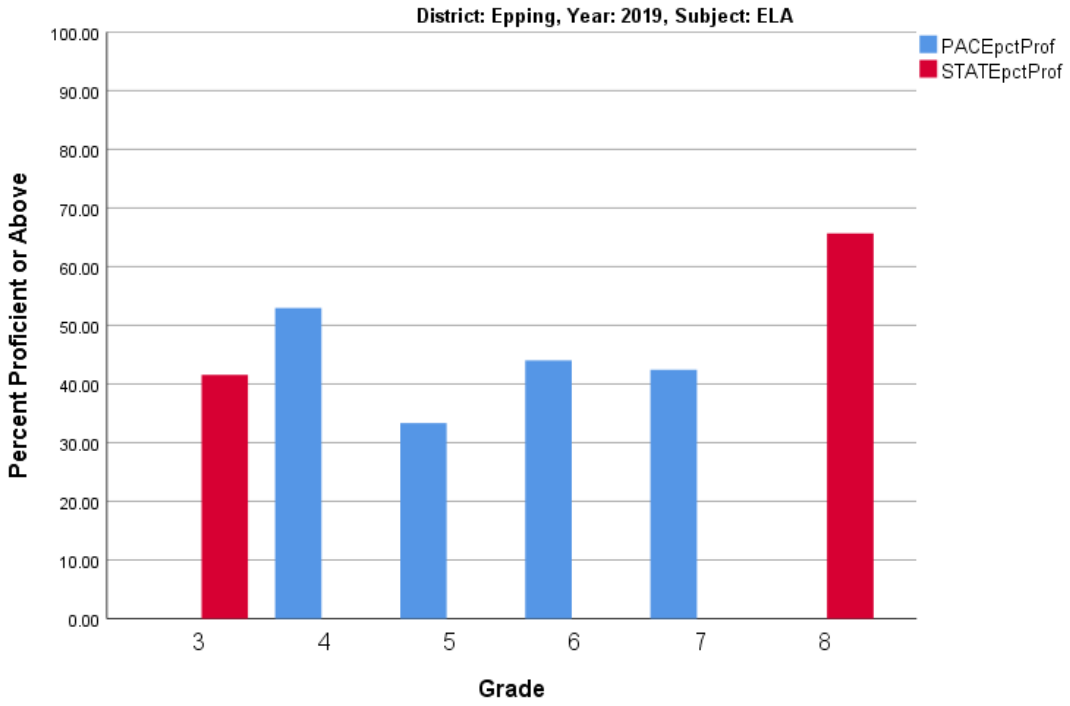
3
4
5
6
Grade


District: Epping, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
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50.00
40.00
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20.00
10.00
0.00
3
4
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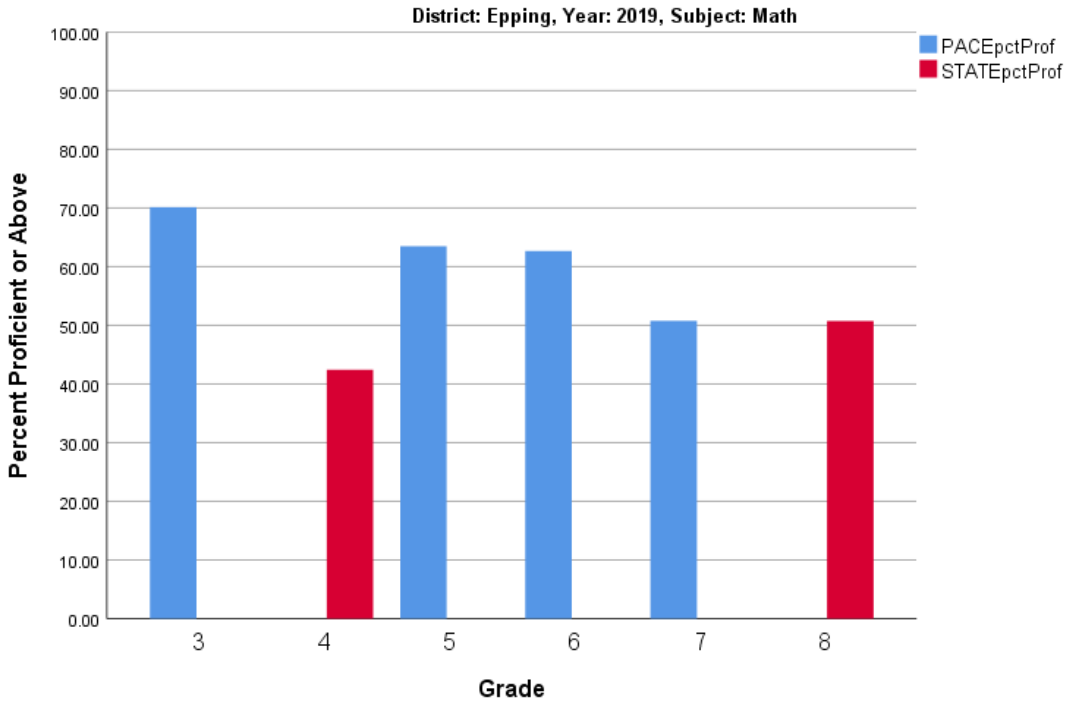
6
7
8
Grade


District: Epping, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
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40.00
30.00
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10.00
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6
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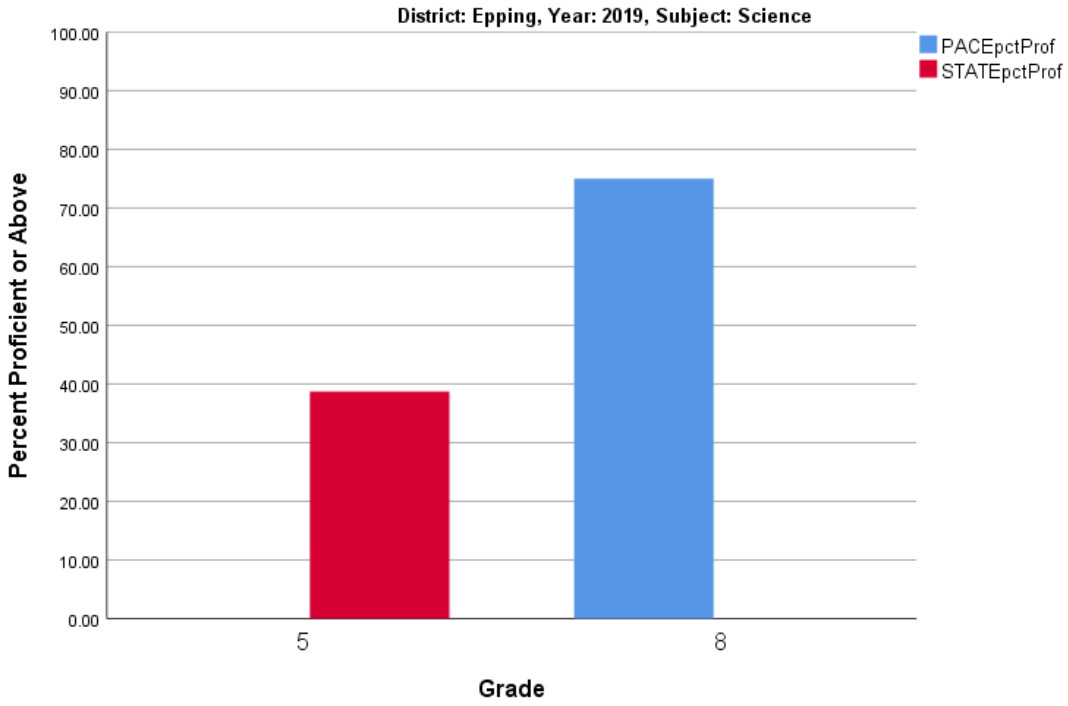
8
Grade


District: Epping, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
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60.00
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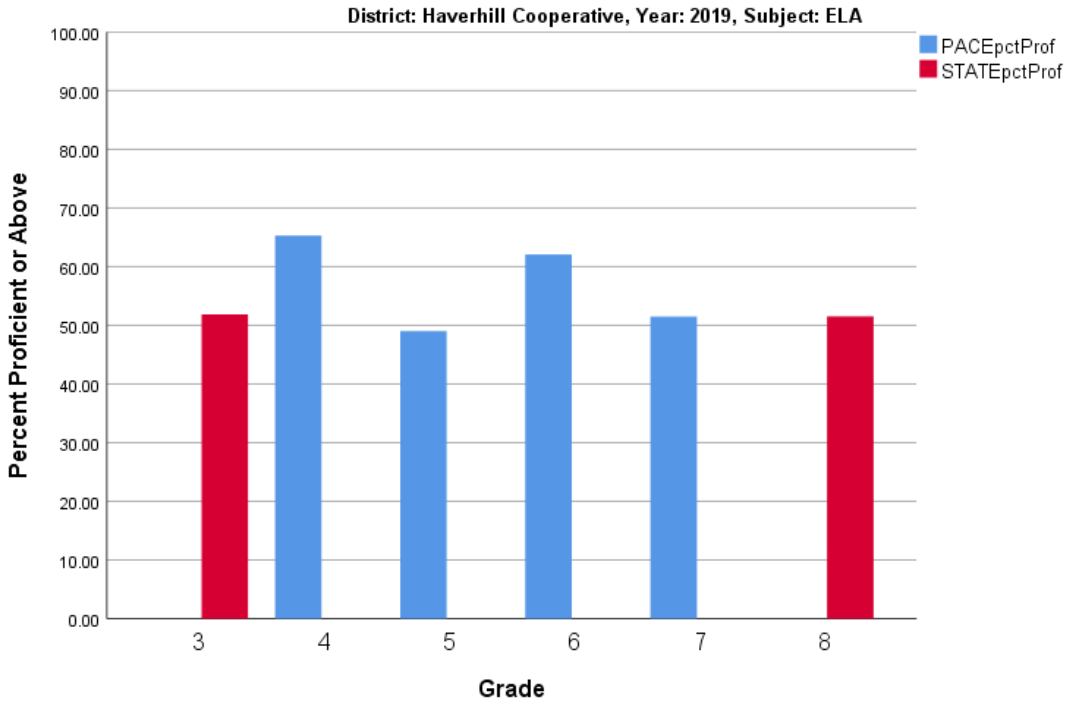
8
Grade


District: Haverhill Cooperative, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
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90.00
80.00
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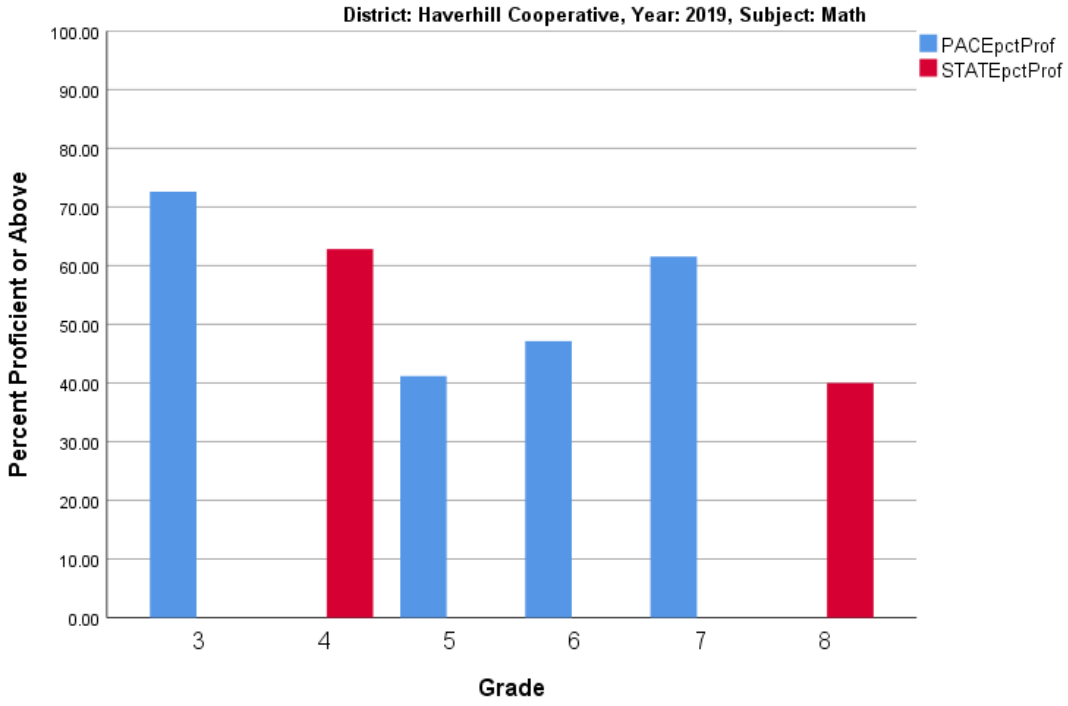
Grade


District: Haverhill Cooperative, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
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80.00
70.00
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6
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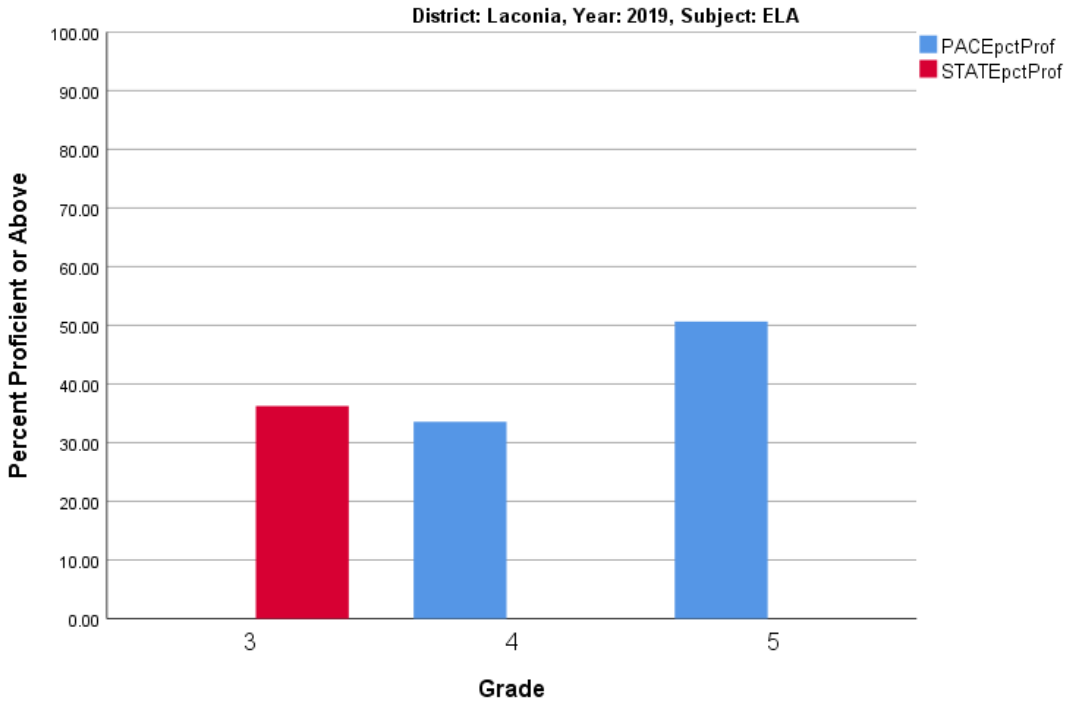
8
Grade


District: Laconia, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
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70.00
60.00
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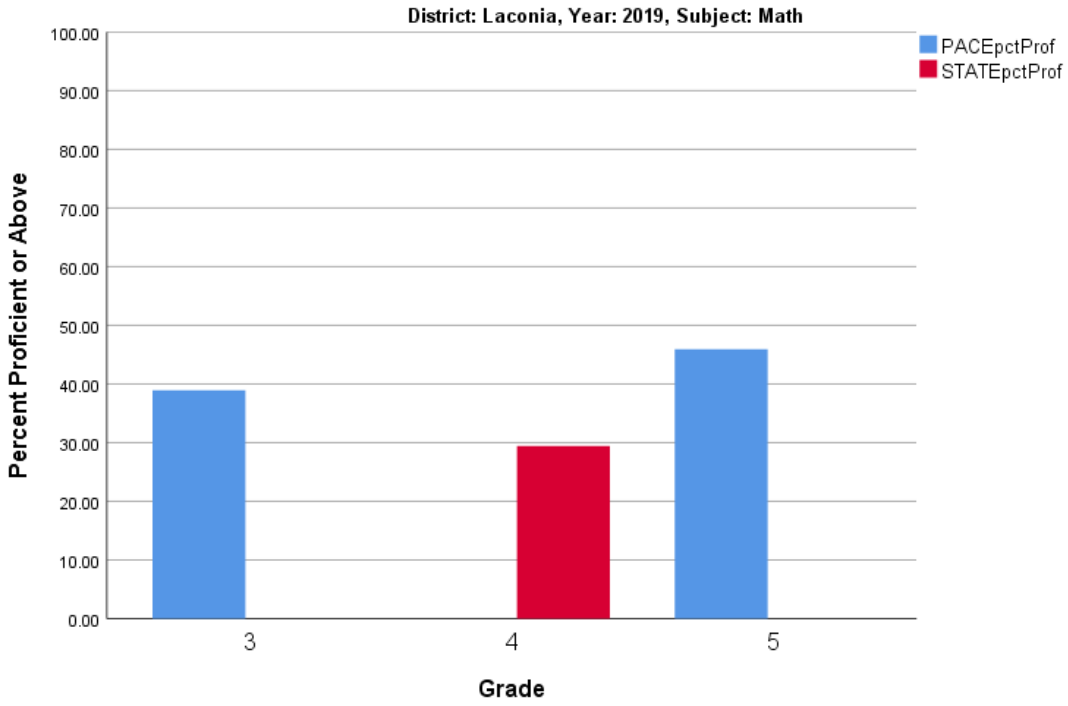
0.00
3
4
5
Grade


District: Laconia, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
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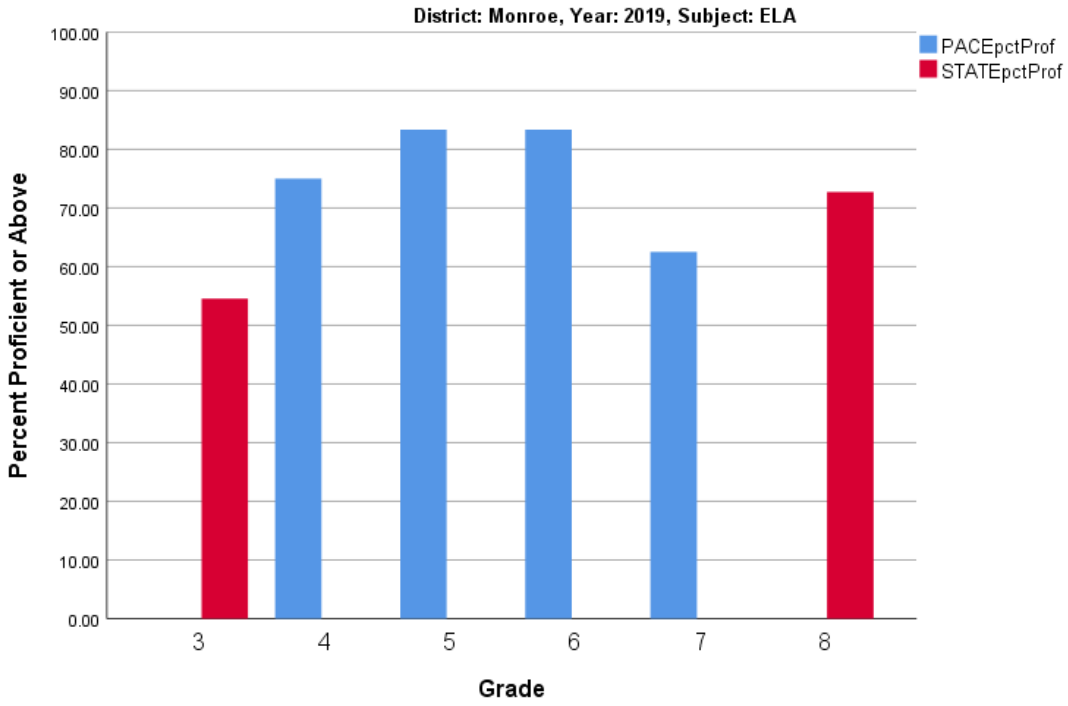
3
4
5
Grade


District: Monroe, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
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90.00
80.00
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20.00
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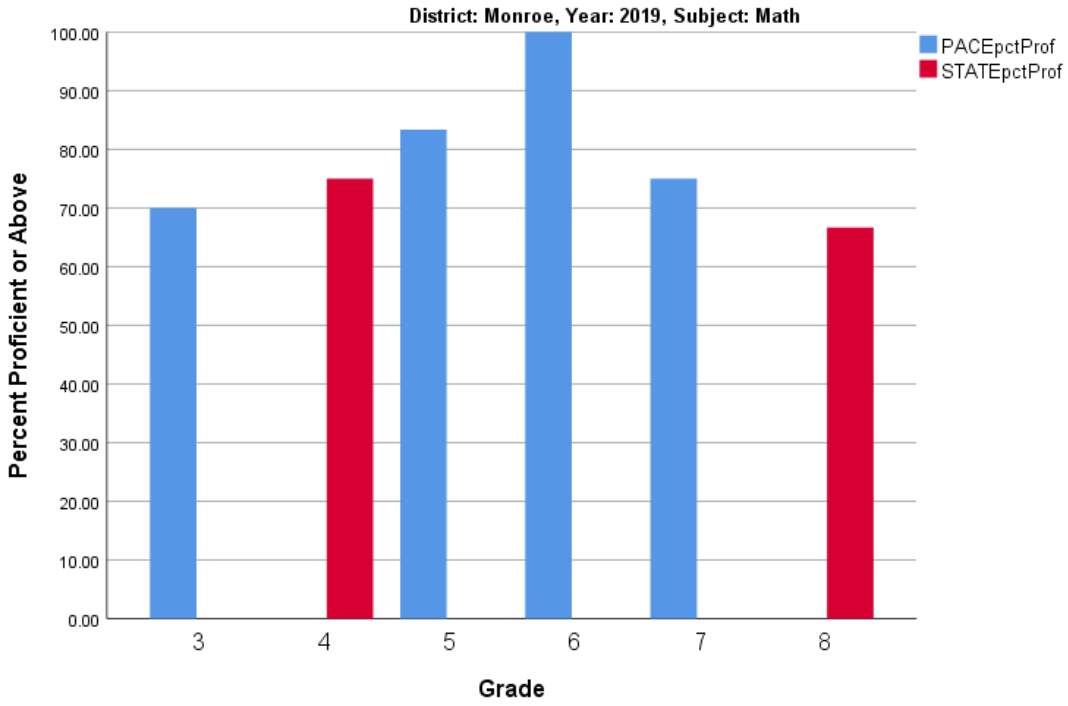
8
Grade


District: Monroe, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
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80.00
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3
4
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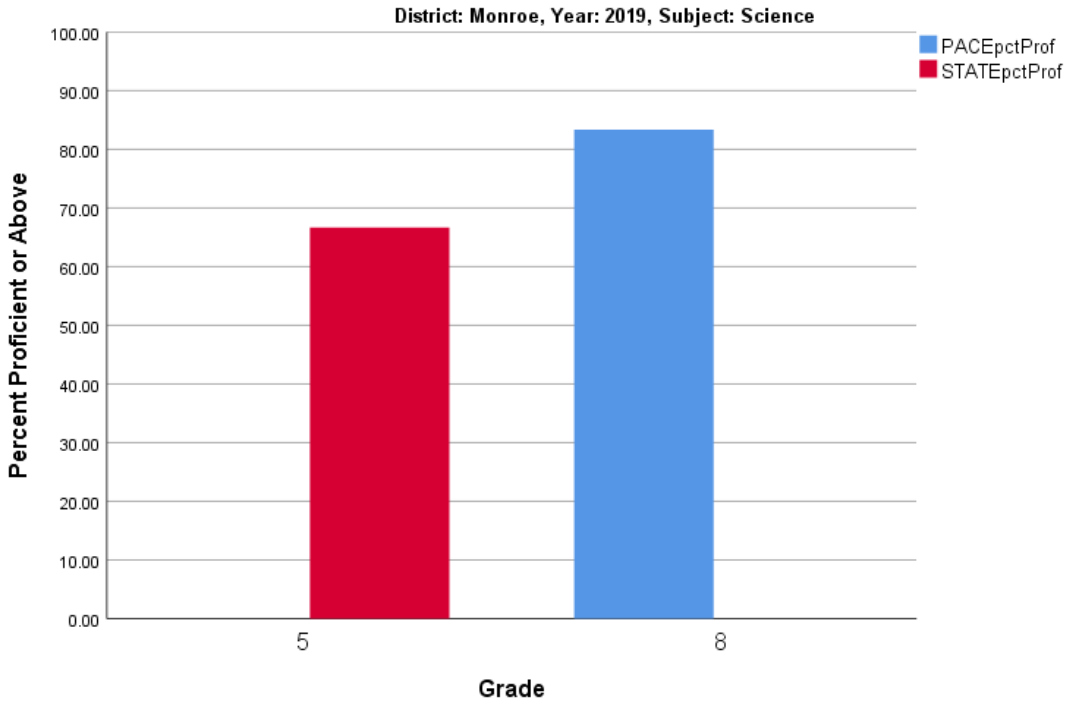
6
7
8
Grade


District: Monroe, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
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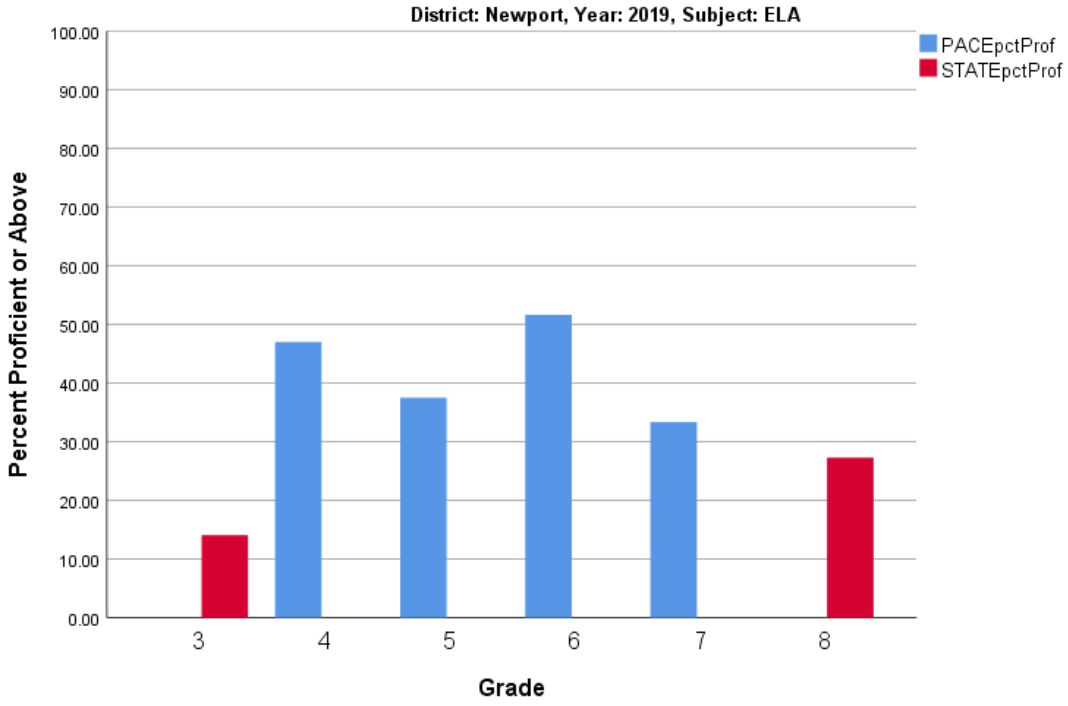
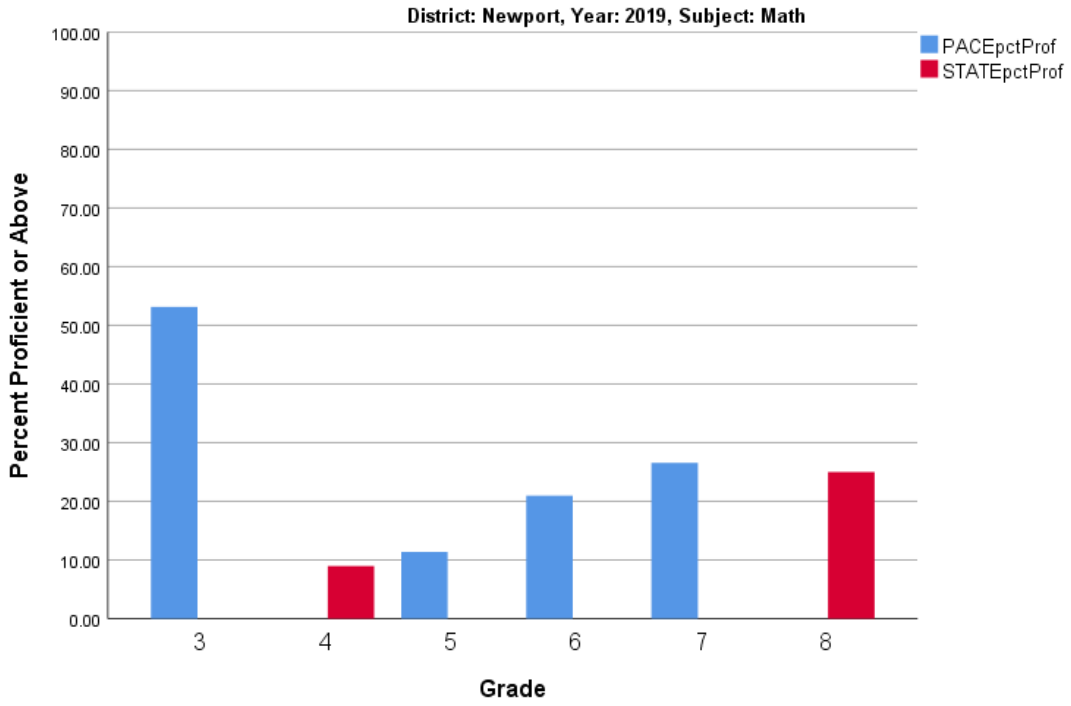
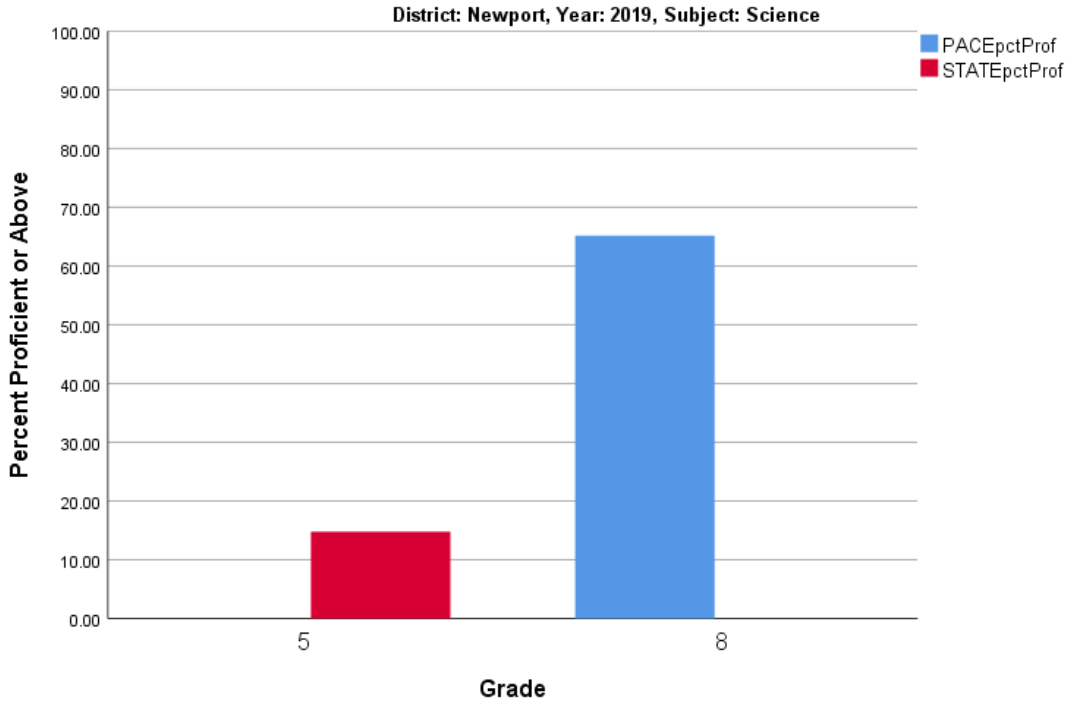
10.00
0.00
5
8
Grade


District: Newport, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
3
4
5
6
7
8
Grade


District: Newport, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
3
4
5
6
7
8
Grade


District: Newport, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
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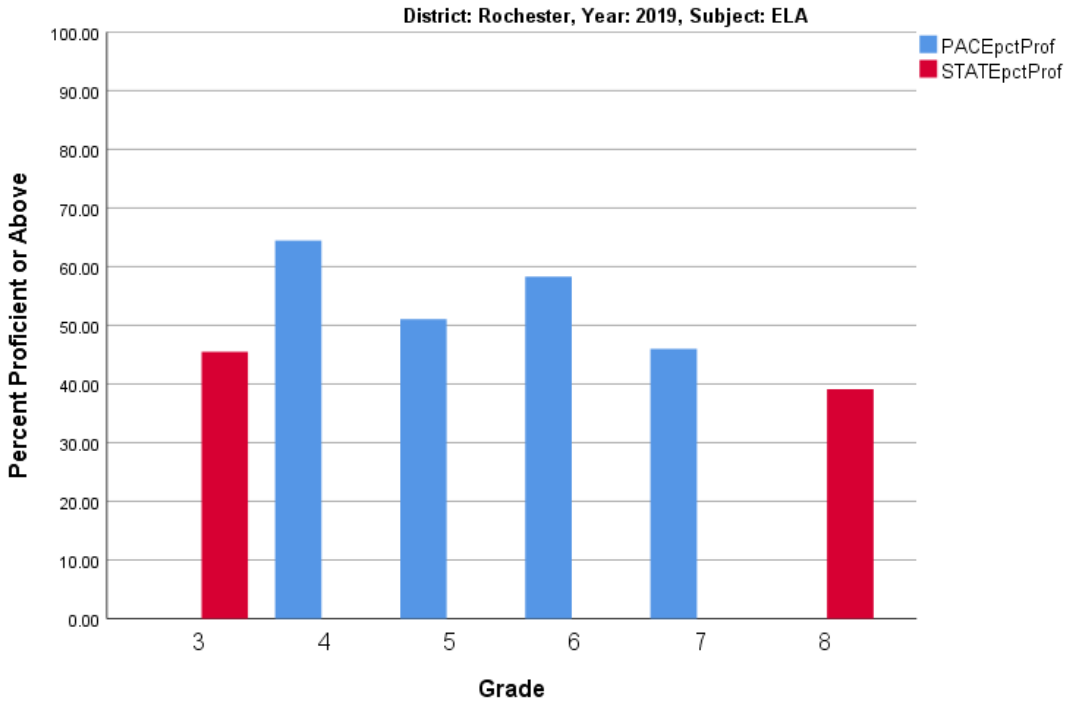
8
Grade


District: Rochester, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
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90.00
80.00
70.00
60.00
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10.00
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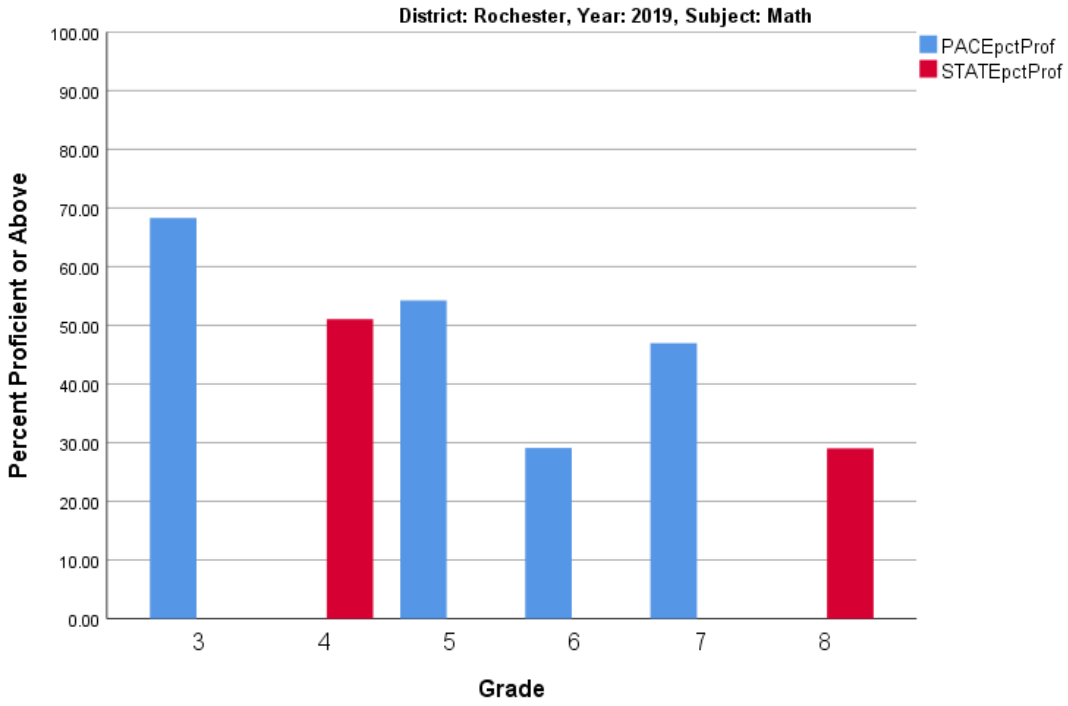
3
4
5
6
7
8
Grade


District: Rochester, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
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90.00
80.00
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40.00
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20.00
10.00
0.00
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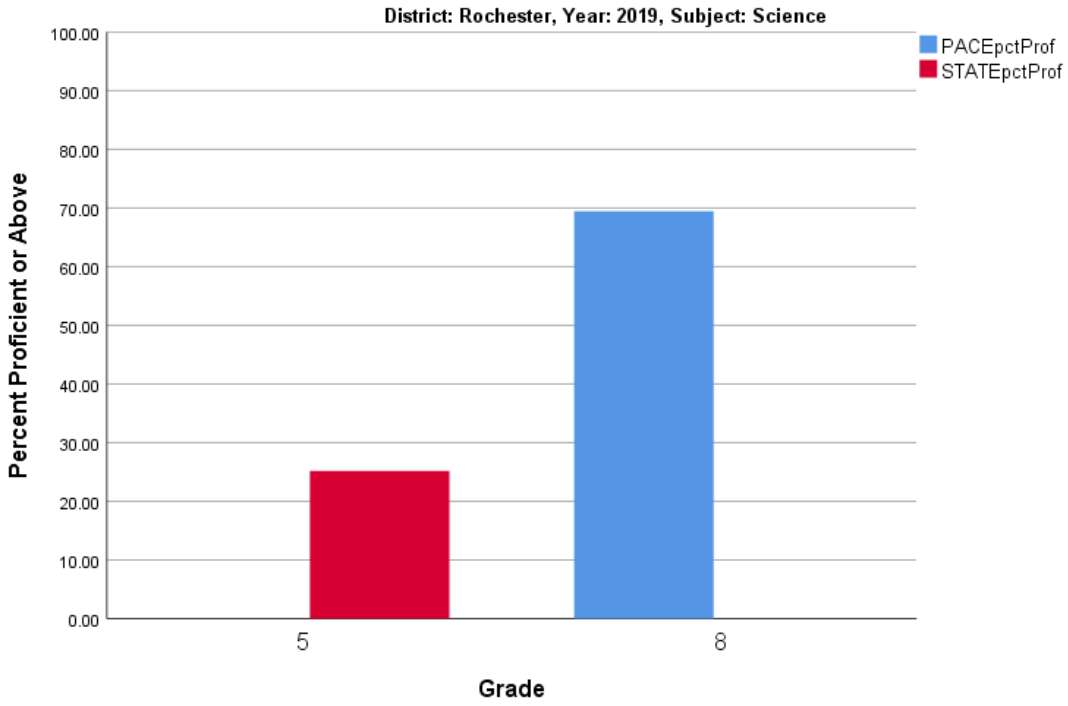
8
Grade


District: Rochester, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
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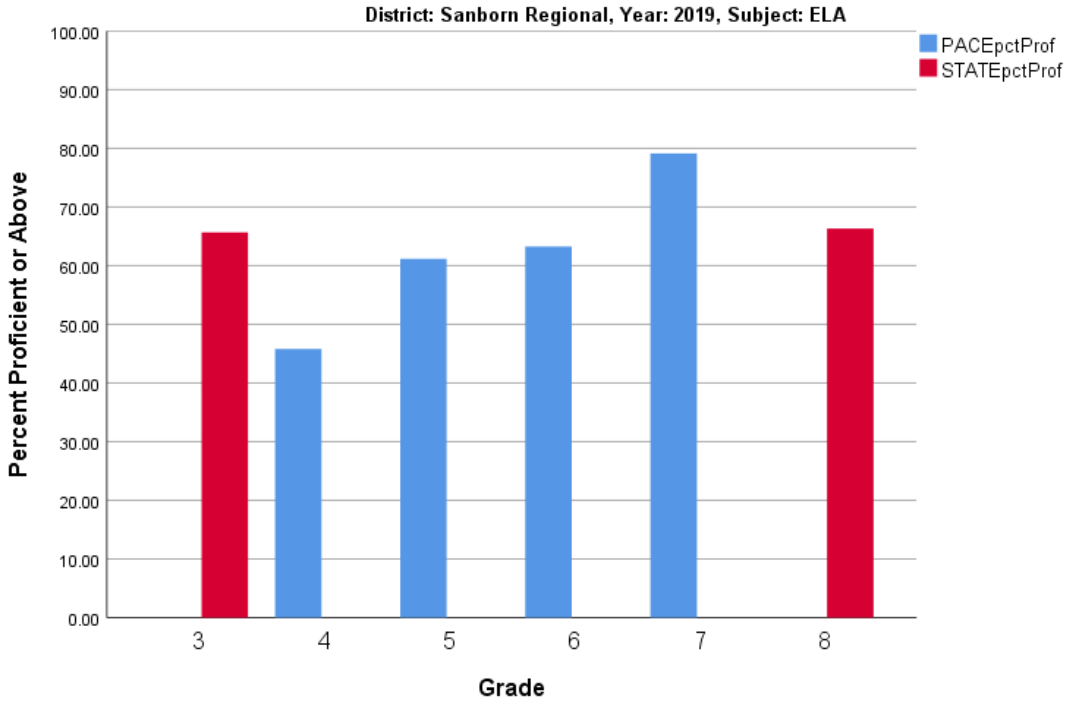
40.00
30.00
20.00
10.00
0.00
5
8
Grade


District: Sanborn Regional, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
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80.00
70.00
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40.00
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20.00
10.00
0.00
3
4
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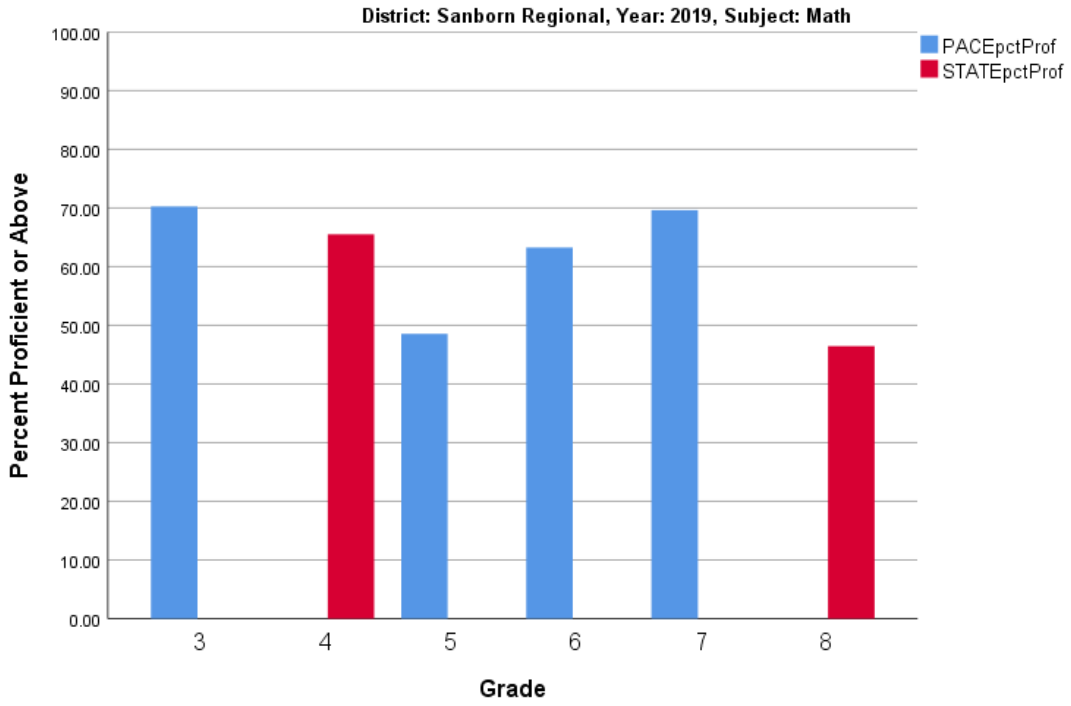
6
7
8
Grade


District: Sanborn Regional, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
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4
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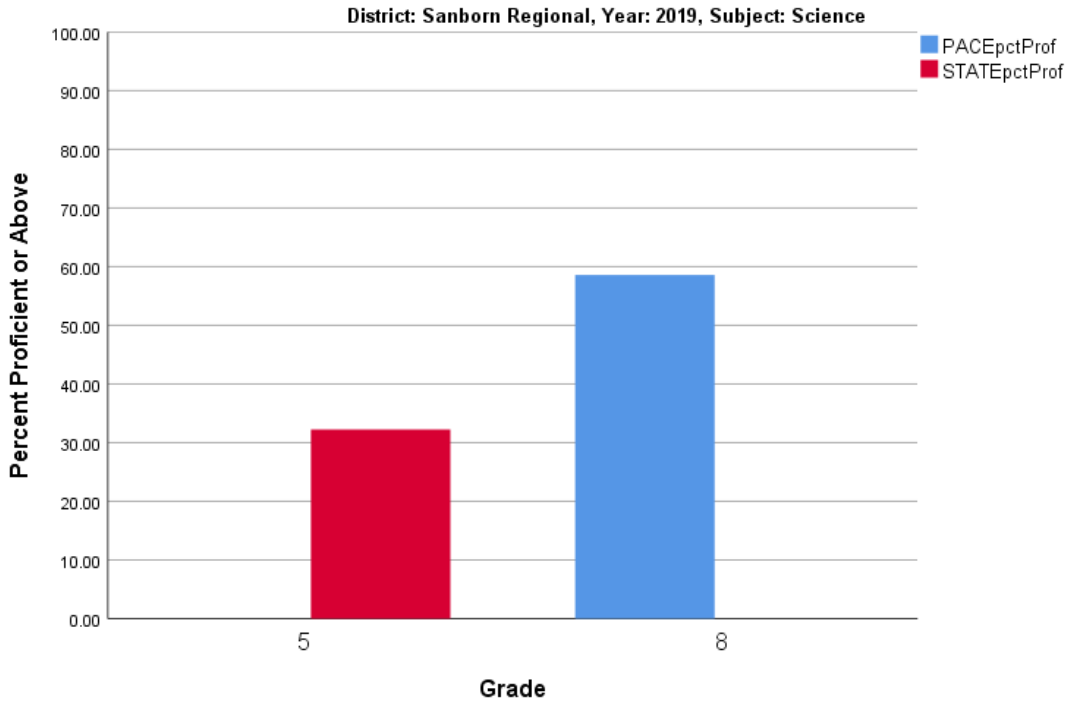
6
7
8
Grade


District: Sanborn Regional, Year: 2019, Subject: Science
PACEpctProf
STATEpctProf
Percent Proficient or Above
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70.00
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10.00
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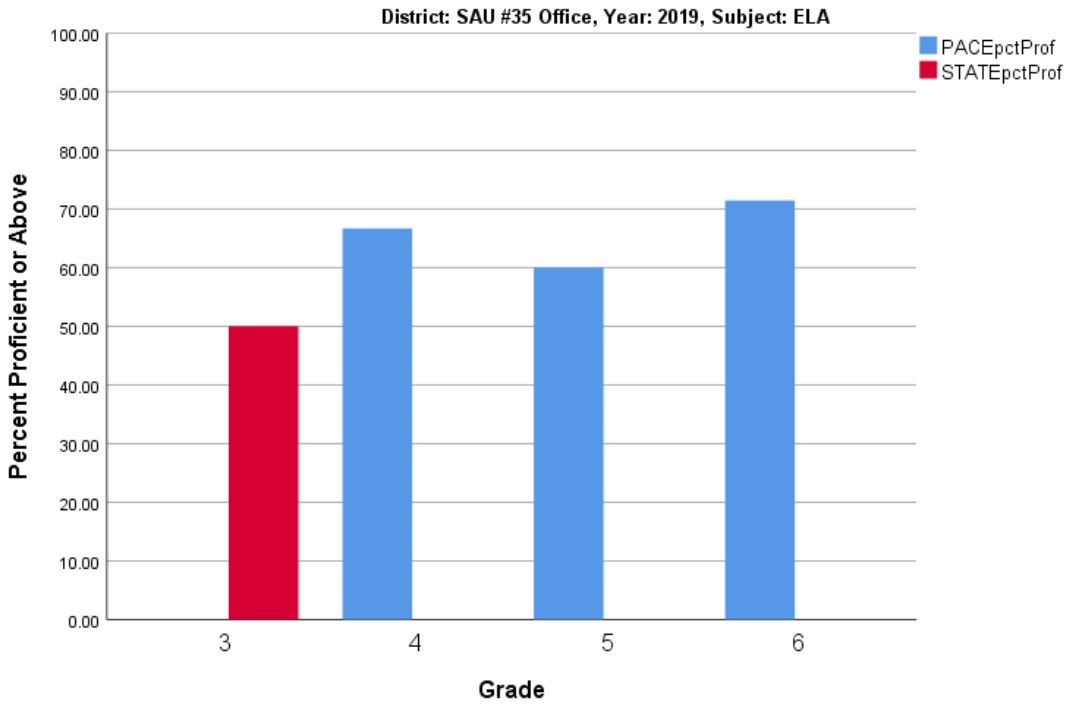
5
8
Grade


District: SAU #35 Office, Year: 2019, Subject: ELA
PACEpctProf
STATEpctProf
Percent Proficient or Above
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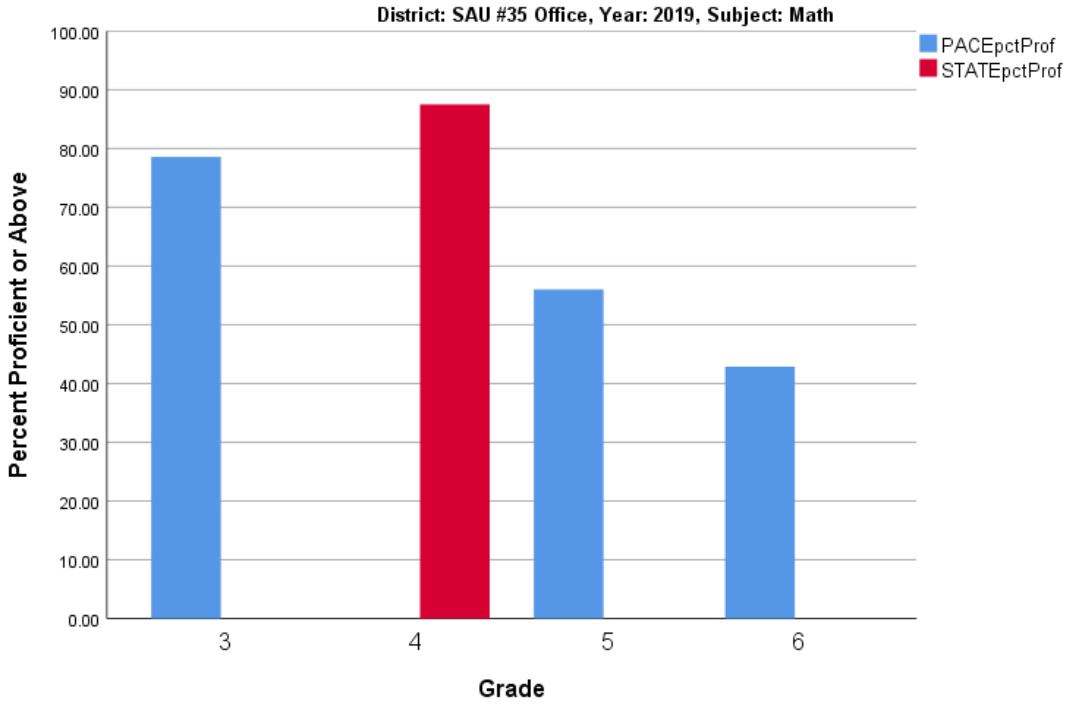
20.00
10.00
0.00
3
4
5
6
Grade


District: SAU #35 Office, Year: 2019, Subject: Math
PACEpctProf
STATEpctProf
Percent Proficient or Above
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80.00
70.00
60.00
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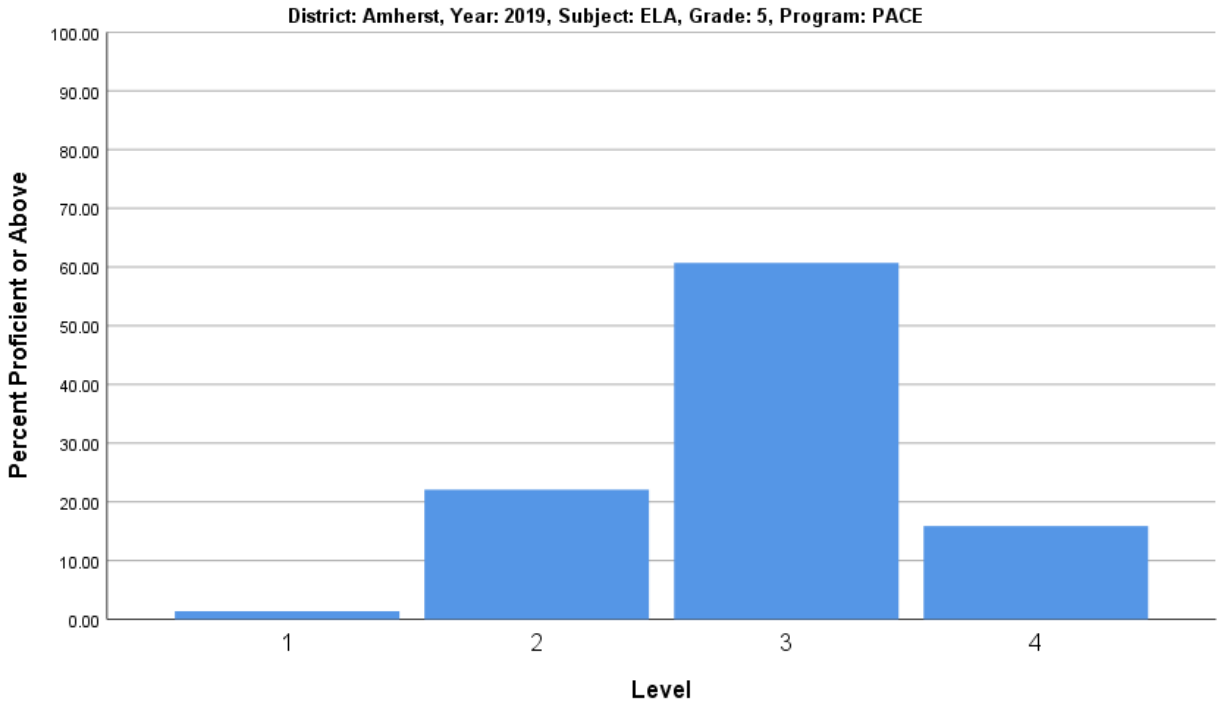
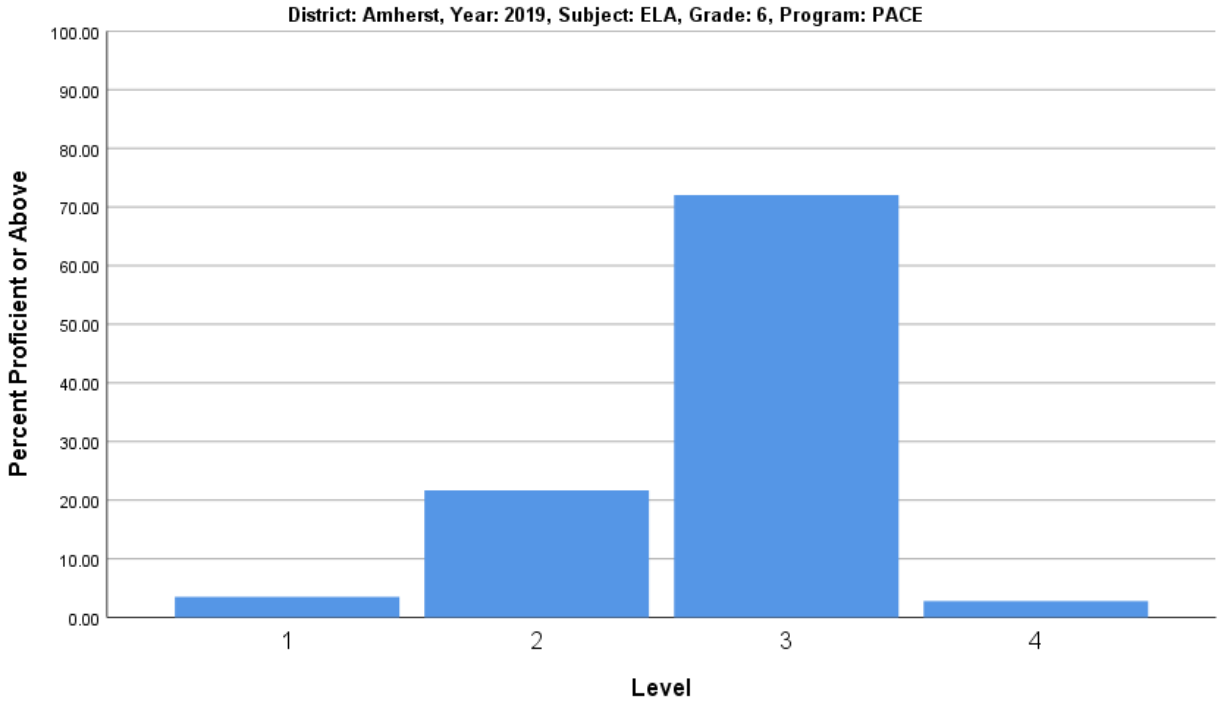
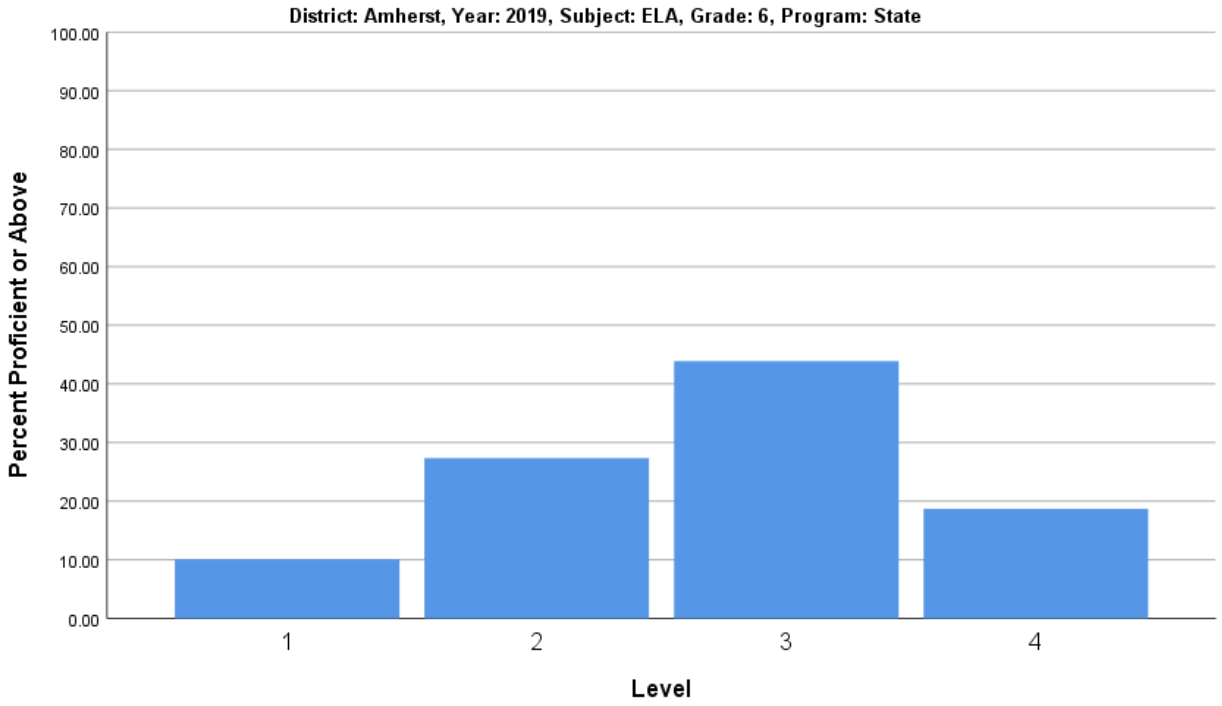
40.00
30.00
20.00
10.00
0.00
3
4
5
6
Grade

Performance Level Analysis by District






District: Amherst, Year: 2019, Subject: ELA, Grade: 6, Program: State
Percent Proficient or Above
100.00
90.00
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60.00
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20.00
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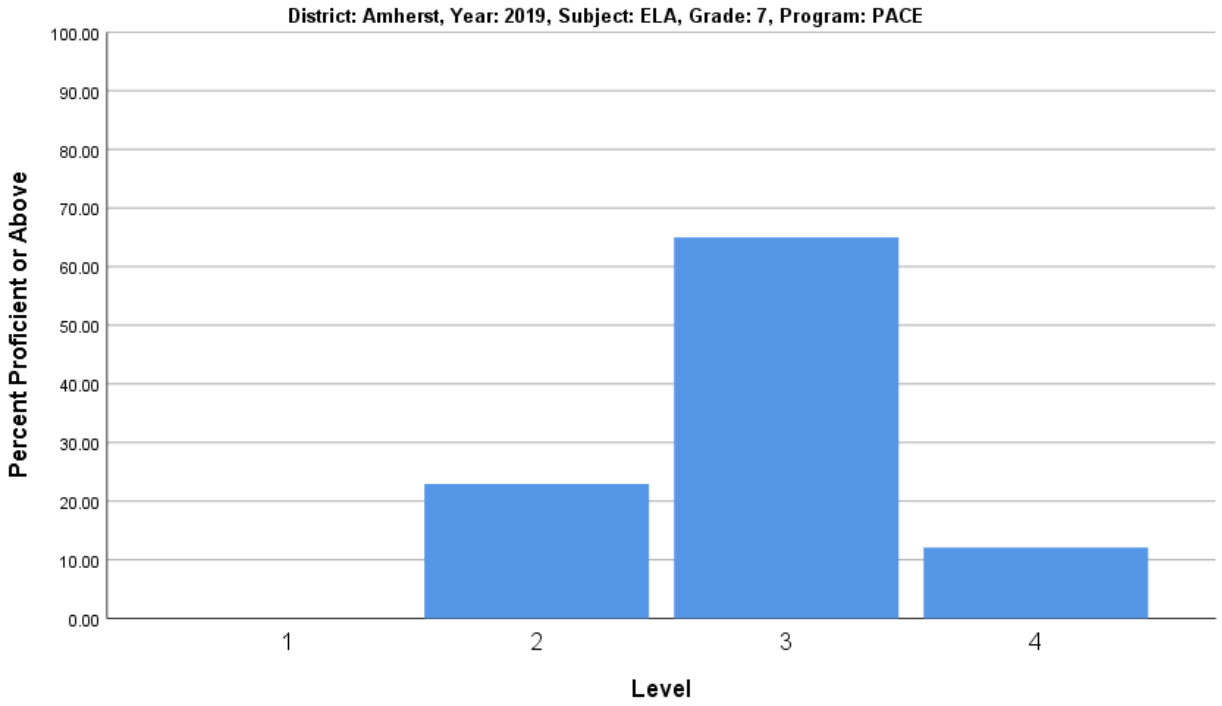
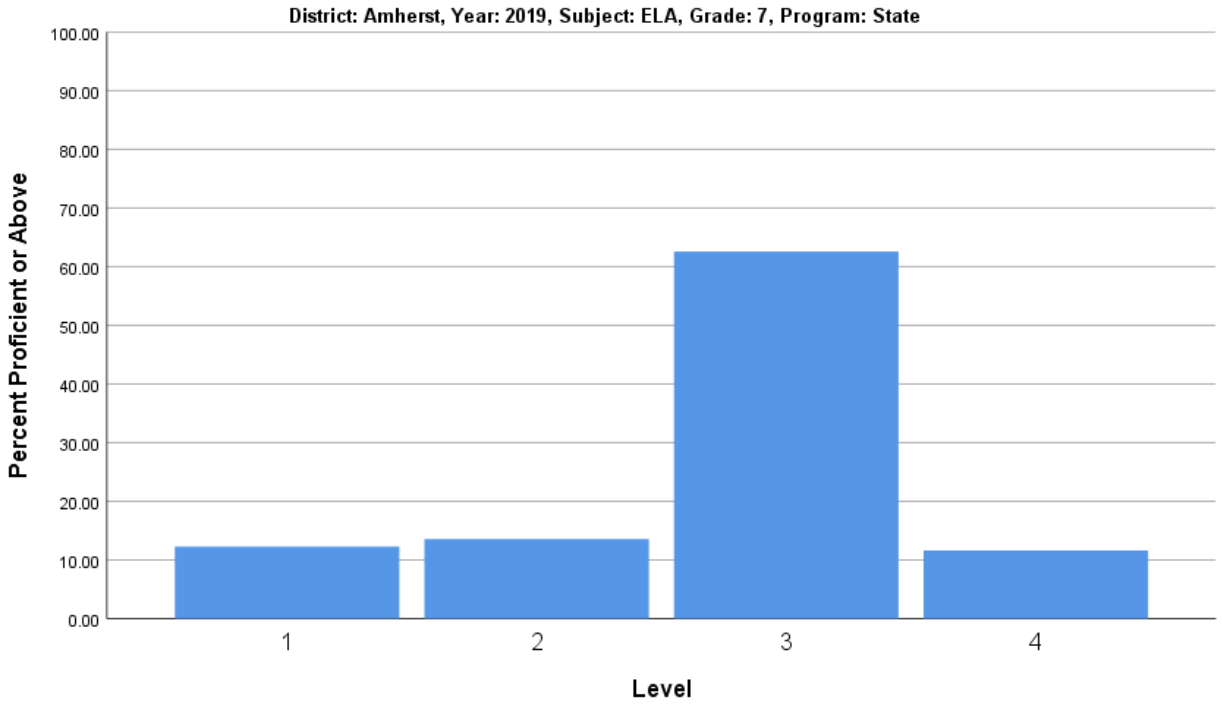
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: ELA, Grade: 7, Program: State
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
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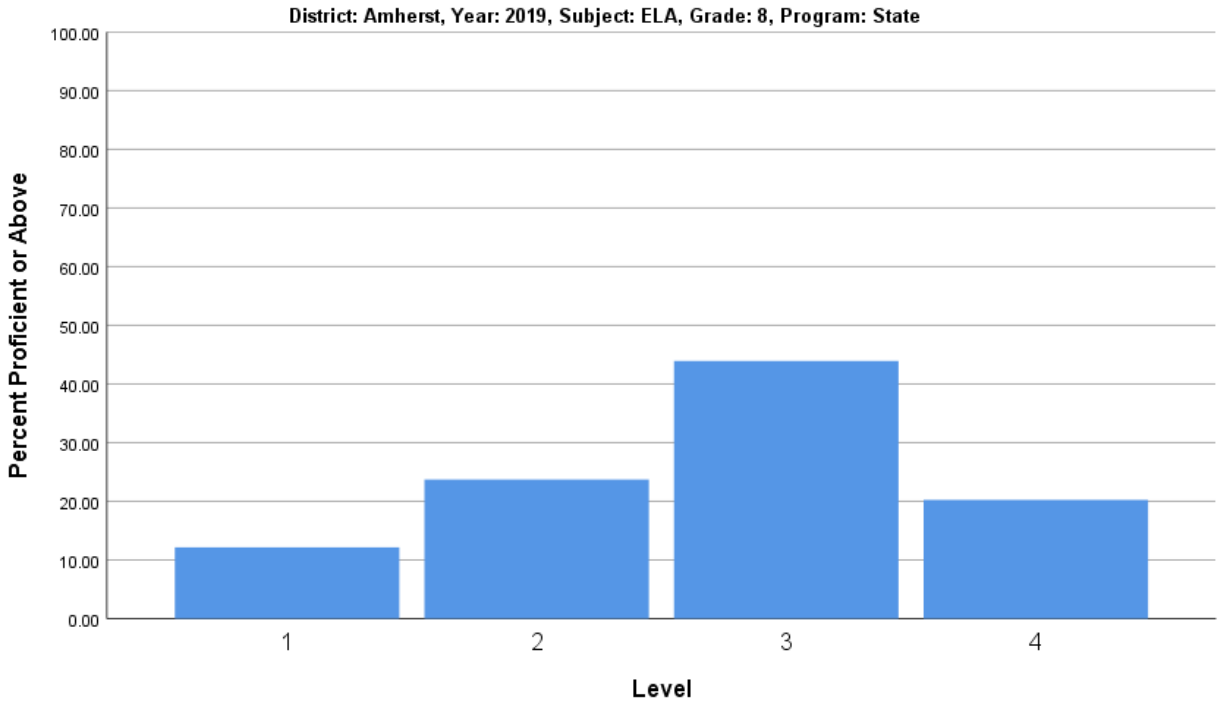
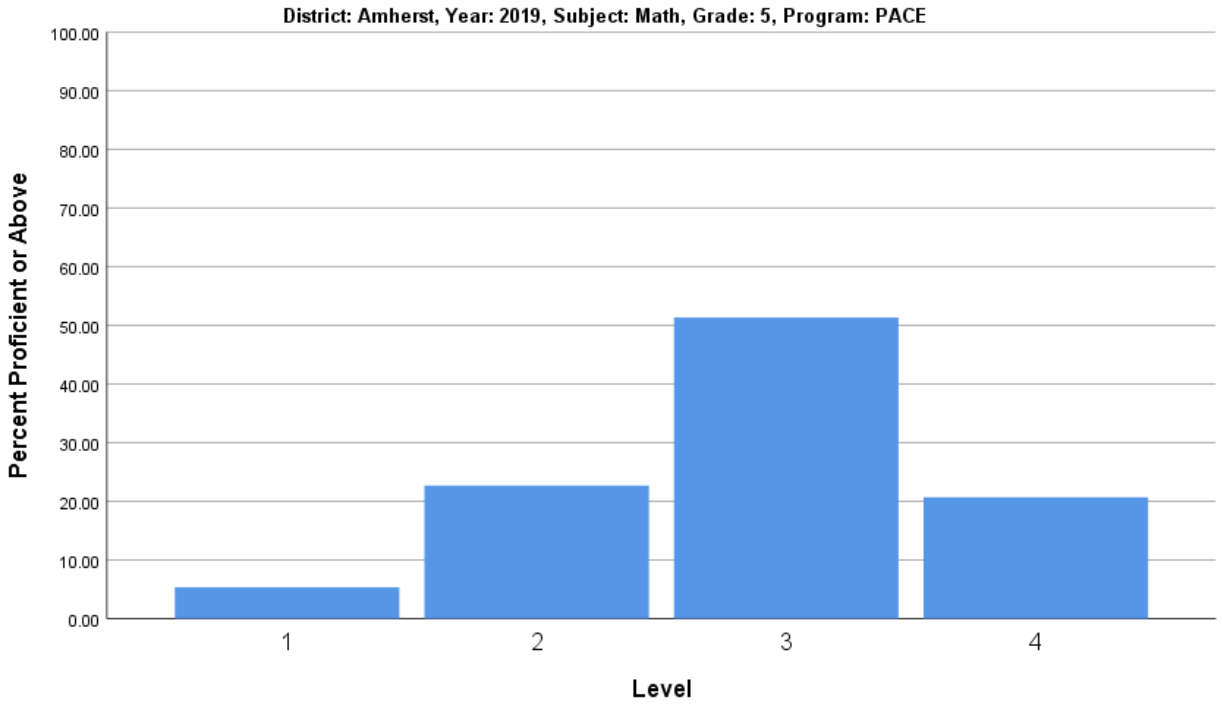
20.00
10.00
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
100.00
90.00
80.00
70.00
60.00
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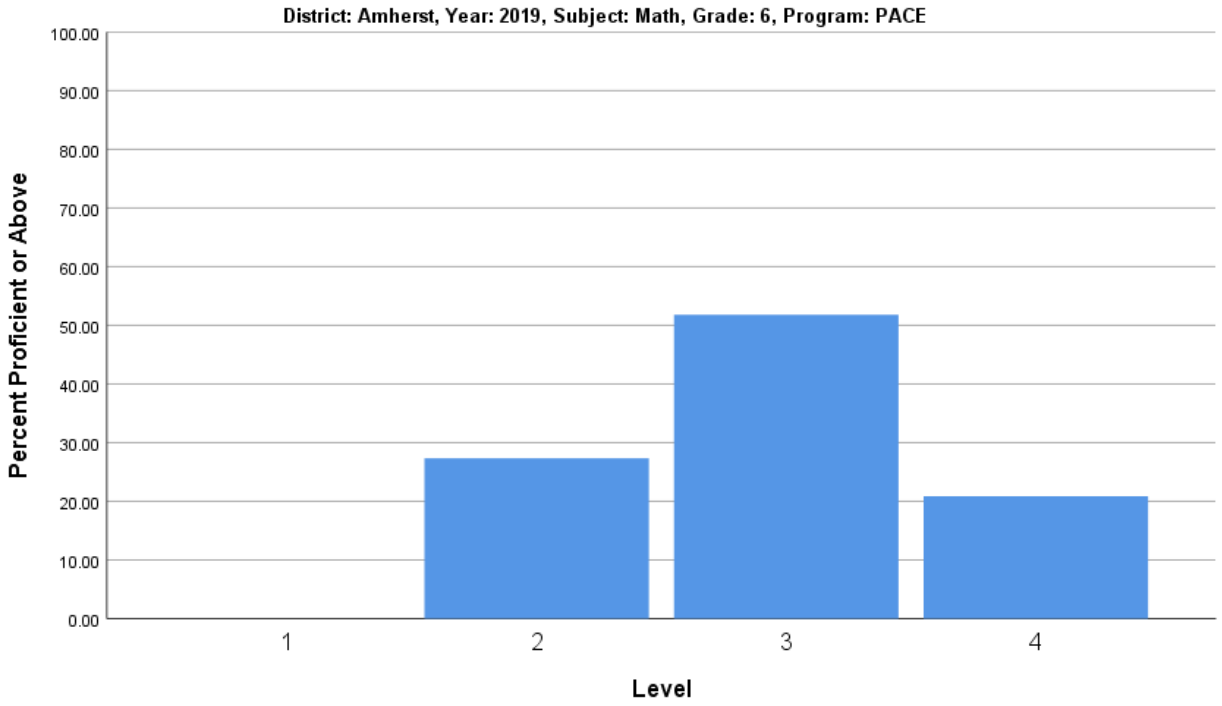
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
100.00
90.00
80.00
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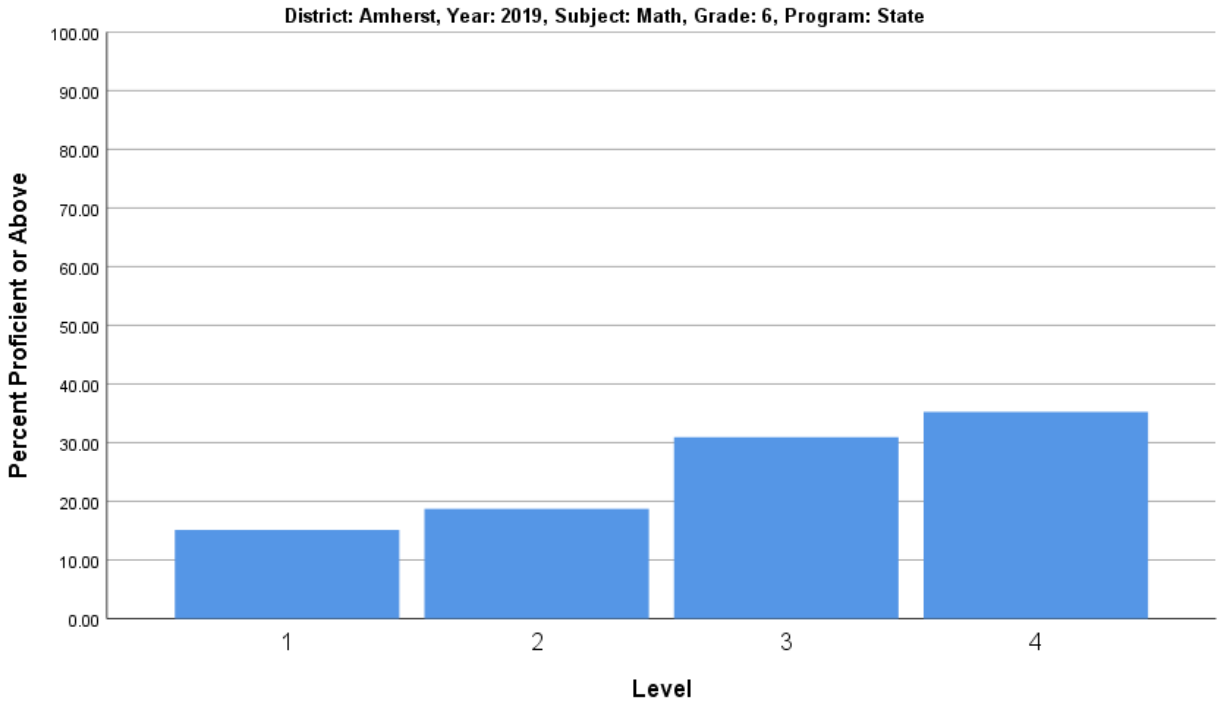
20.00
10.00
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: Math, Grade: 6, Program: State
Percent Proficient or Above
100.00
90.00
80.00
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20.00
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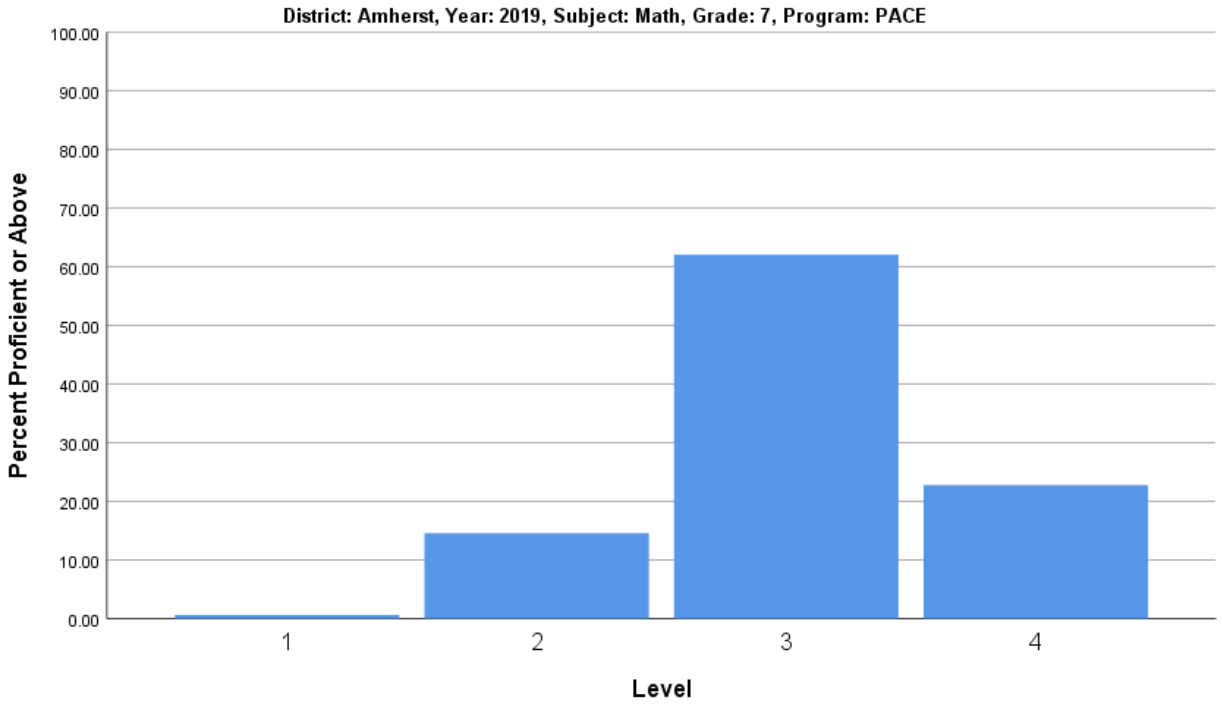
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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90.00
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10.00
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1
2
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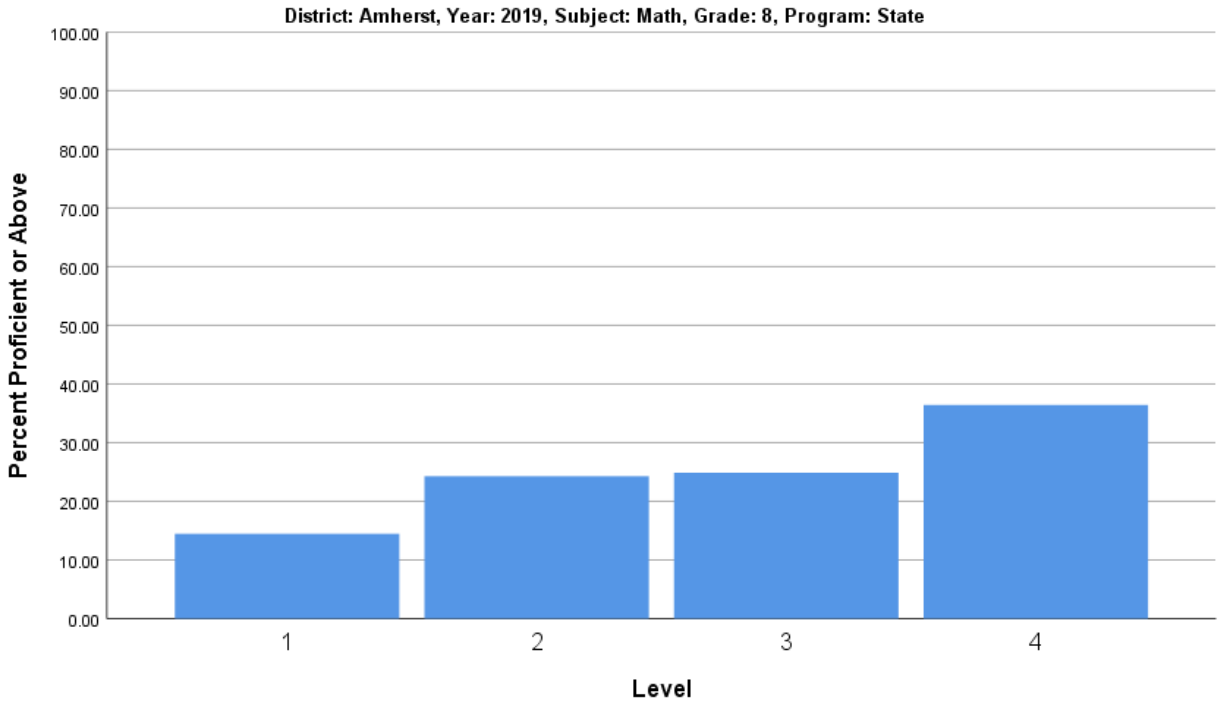
4
Level


District: Amherst, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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90.00
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10.00
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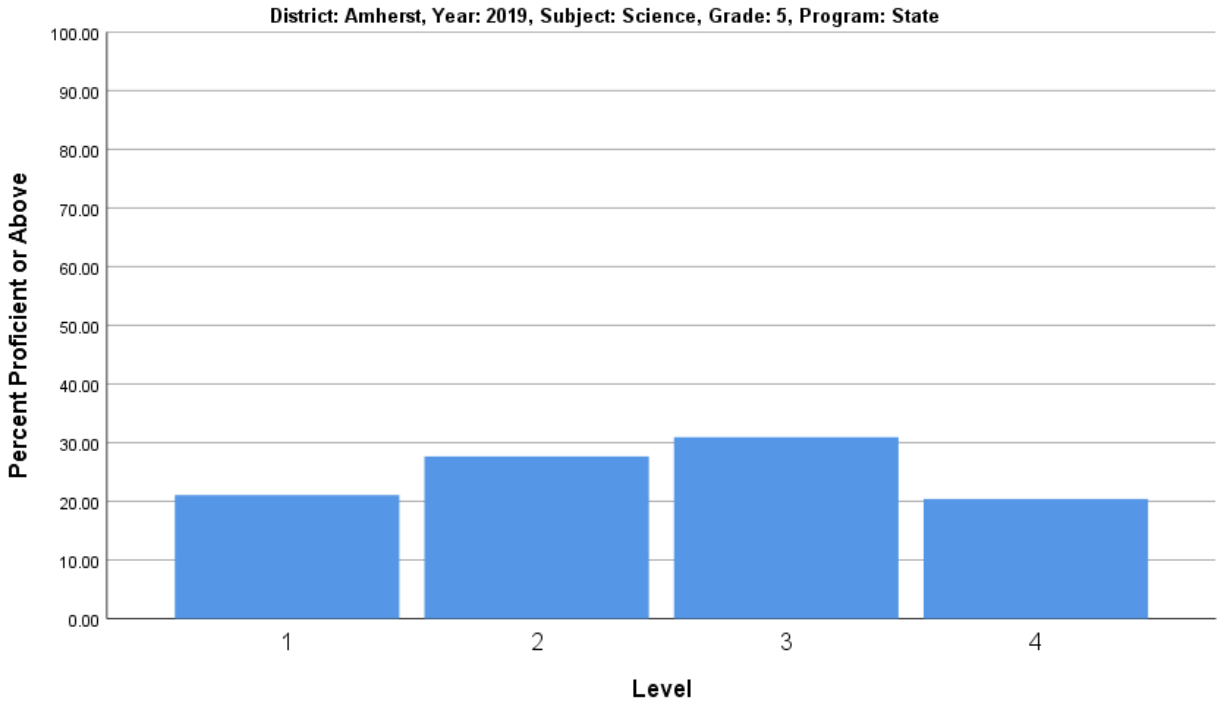
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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90.00
80.00
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60.00
50.00
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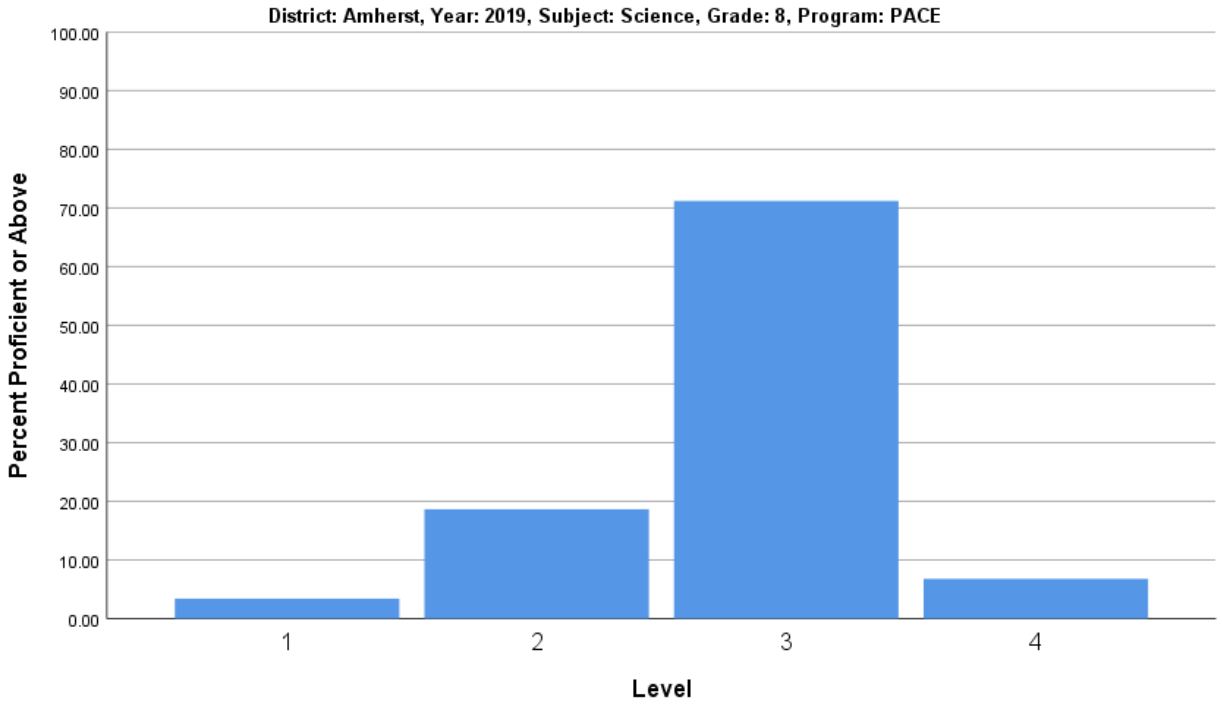
20.00
10.00
0.00
1
2
3
4
Level


District: Amherst, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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90.00
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60.00
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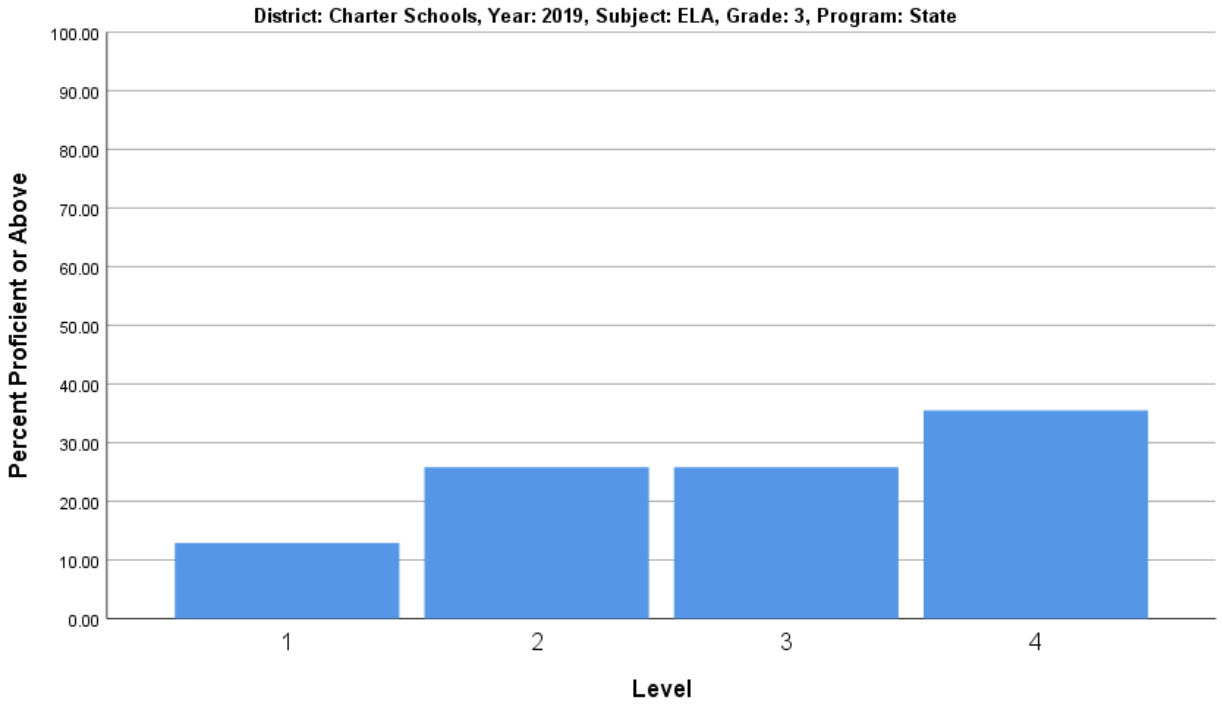
1
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
100.00
90.00
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60.00
50.00
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10.00
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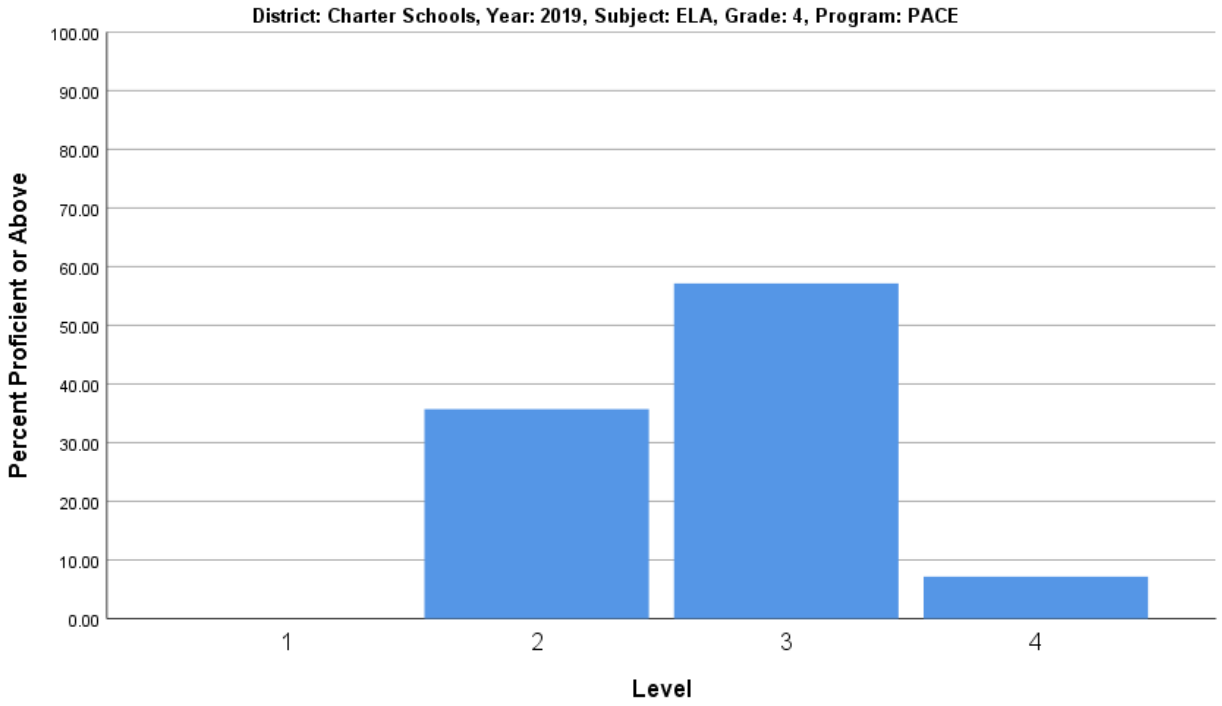
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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2
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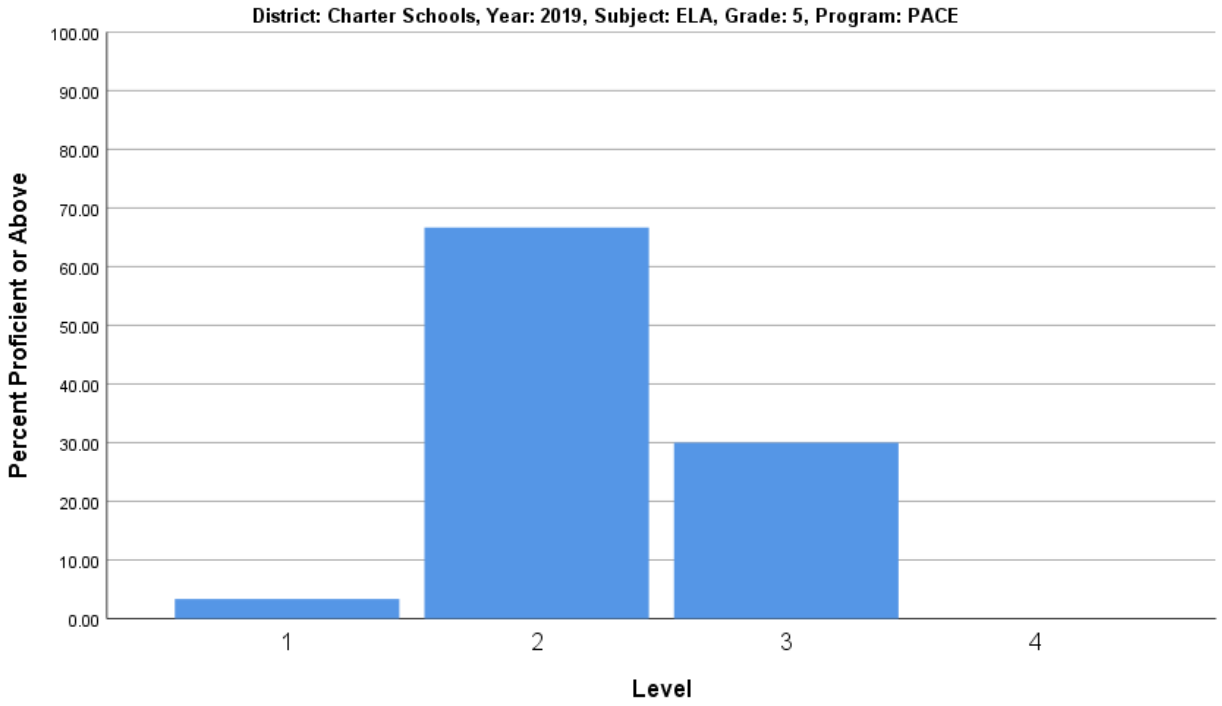
4
Level


District: Charter Schools, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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90.00
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2
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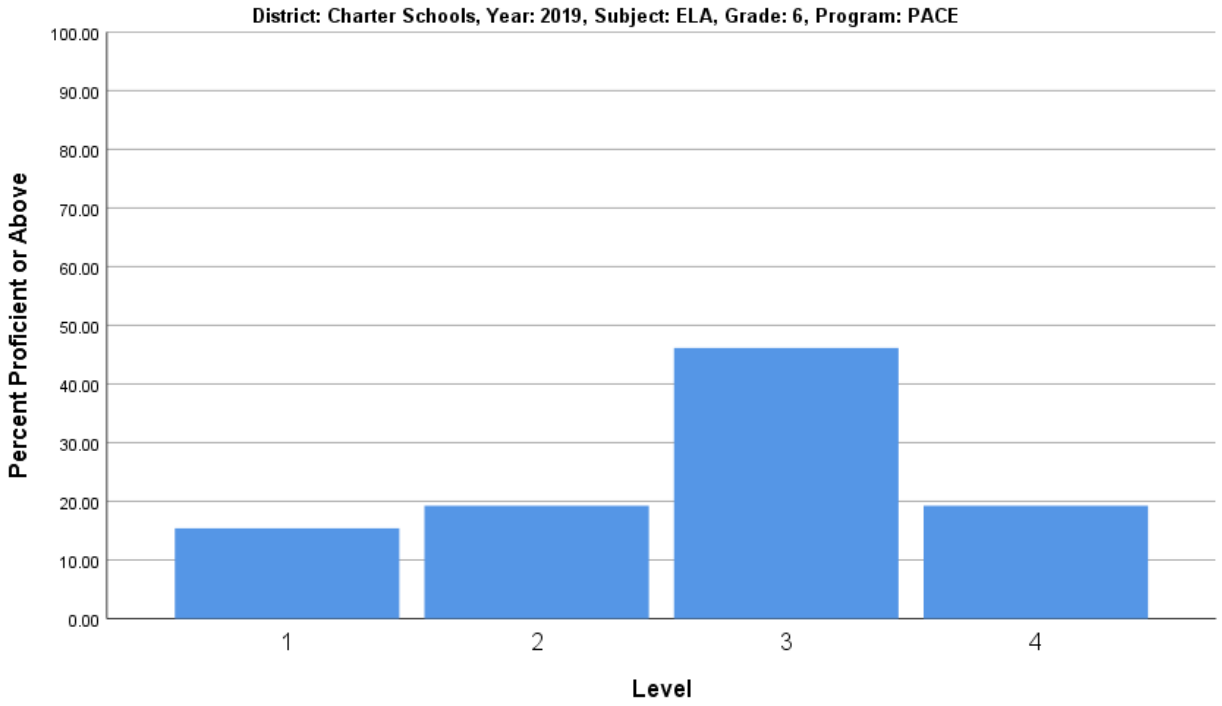
4
Level


District: Charter Schools, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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2
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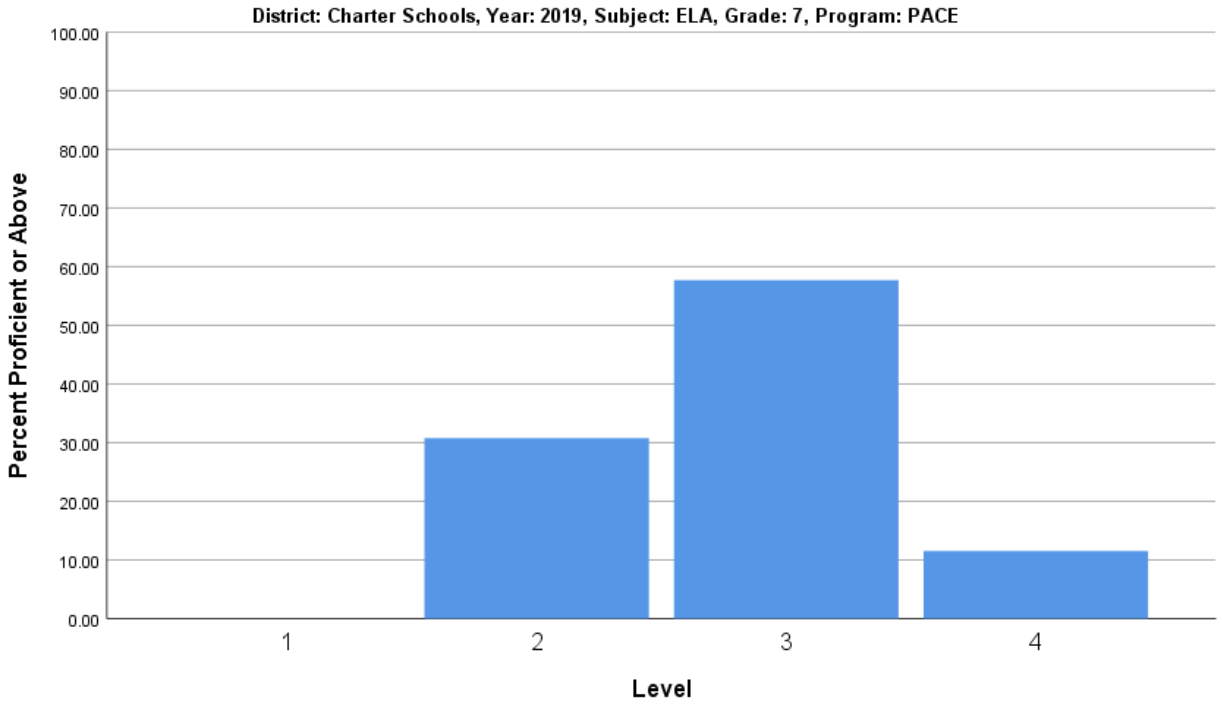
4
Level


District: Charter Schools, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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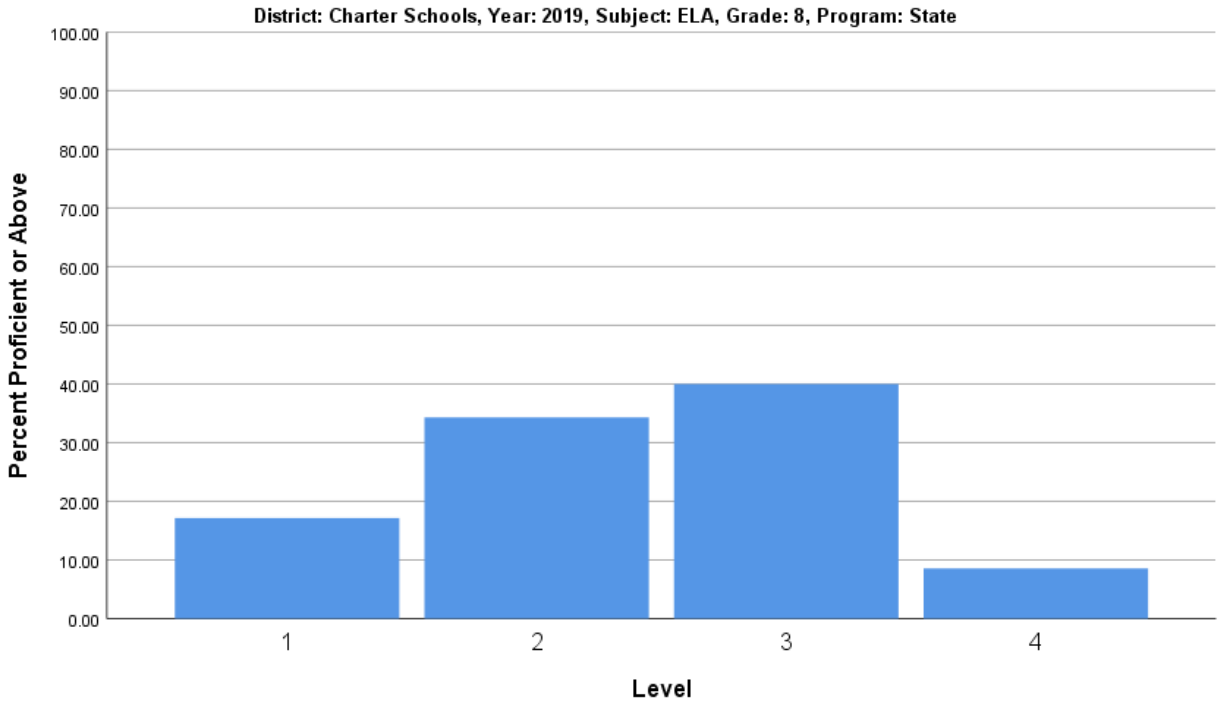
4
Level


District: Charter Schools, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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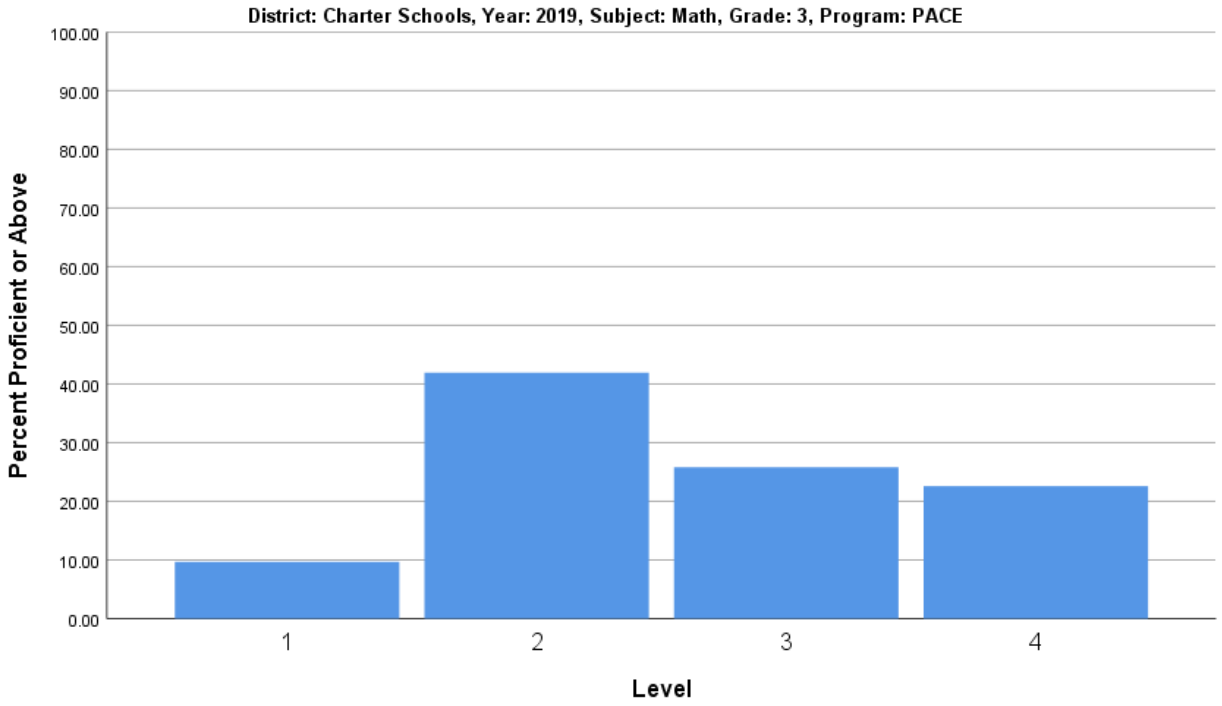
4
Level


District: Charter Schools, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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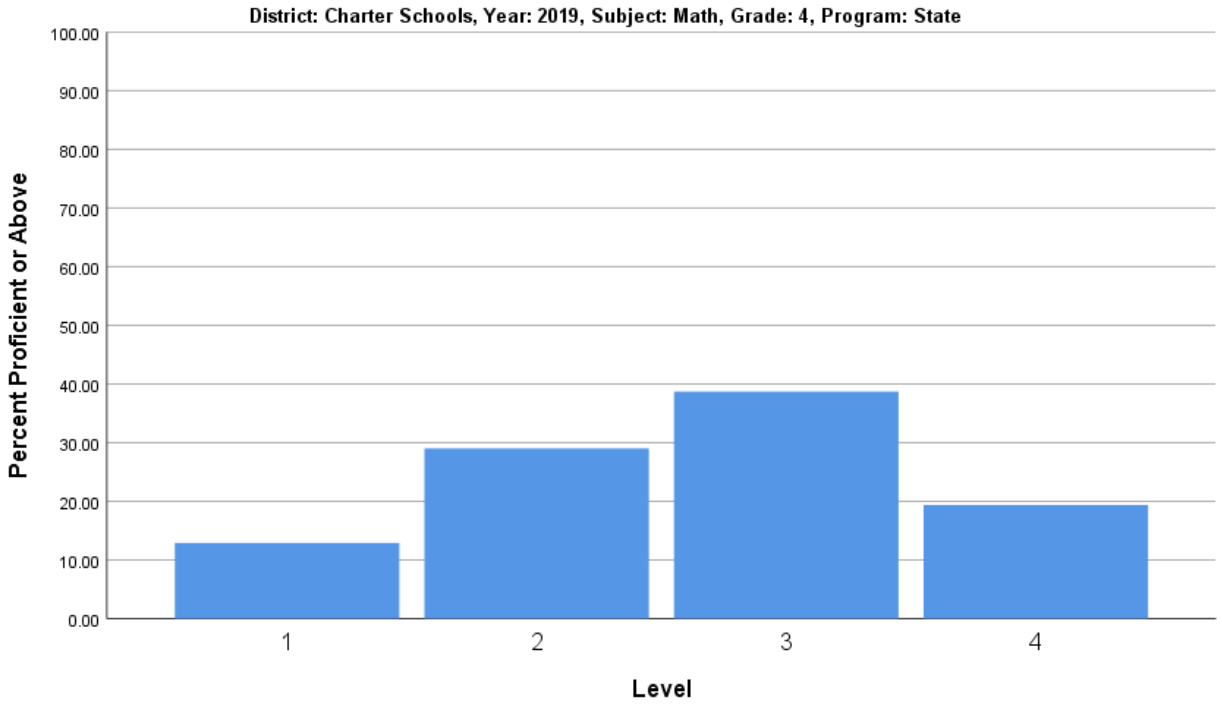
4
Level


District: Charter Schools, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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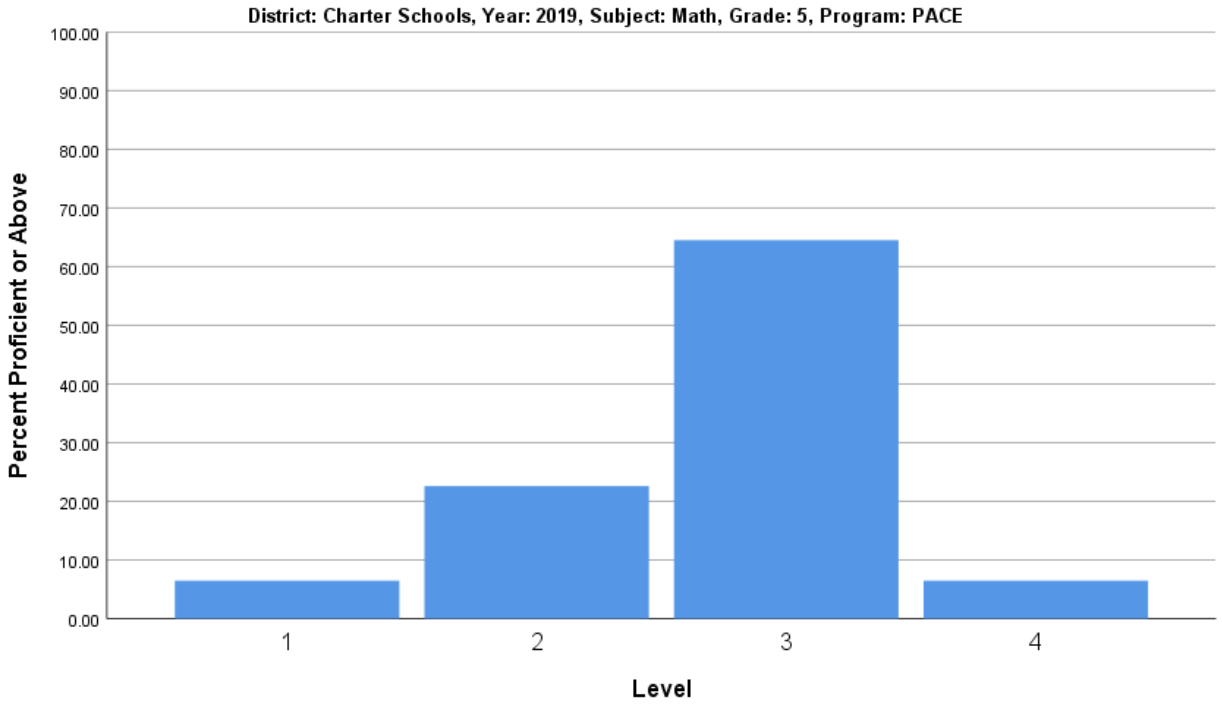
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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60.00
50.00
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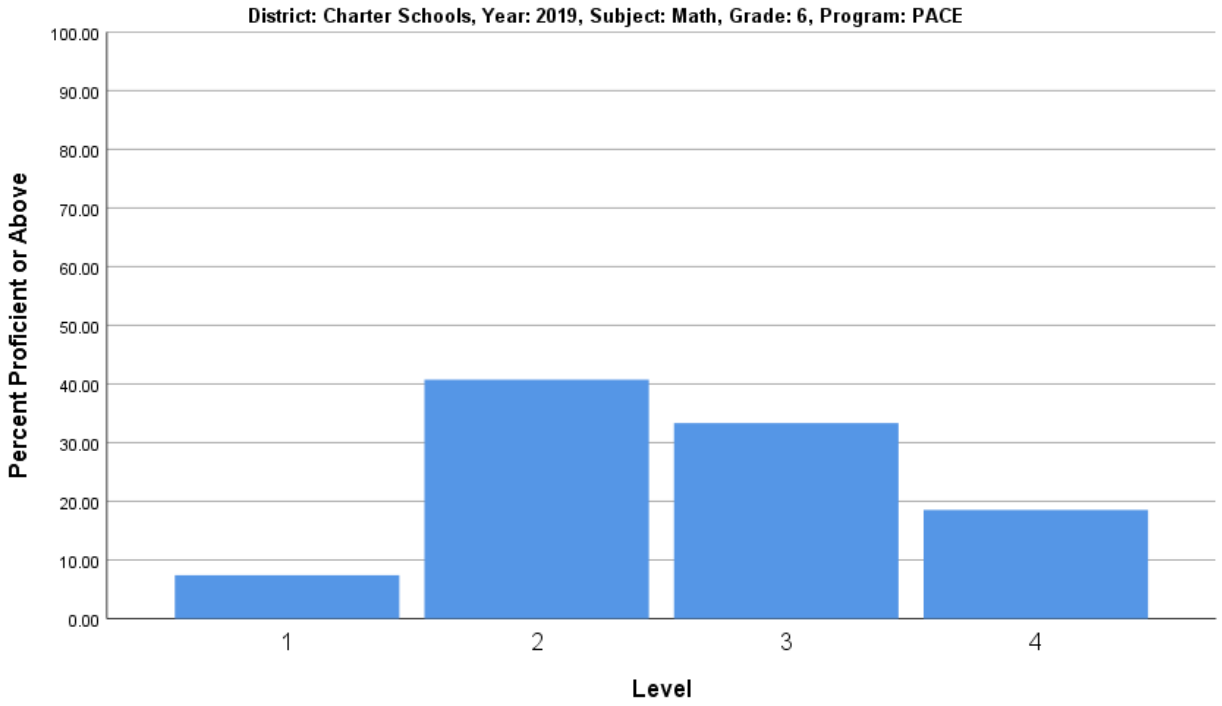
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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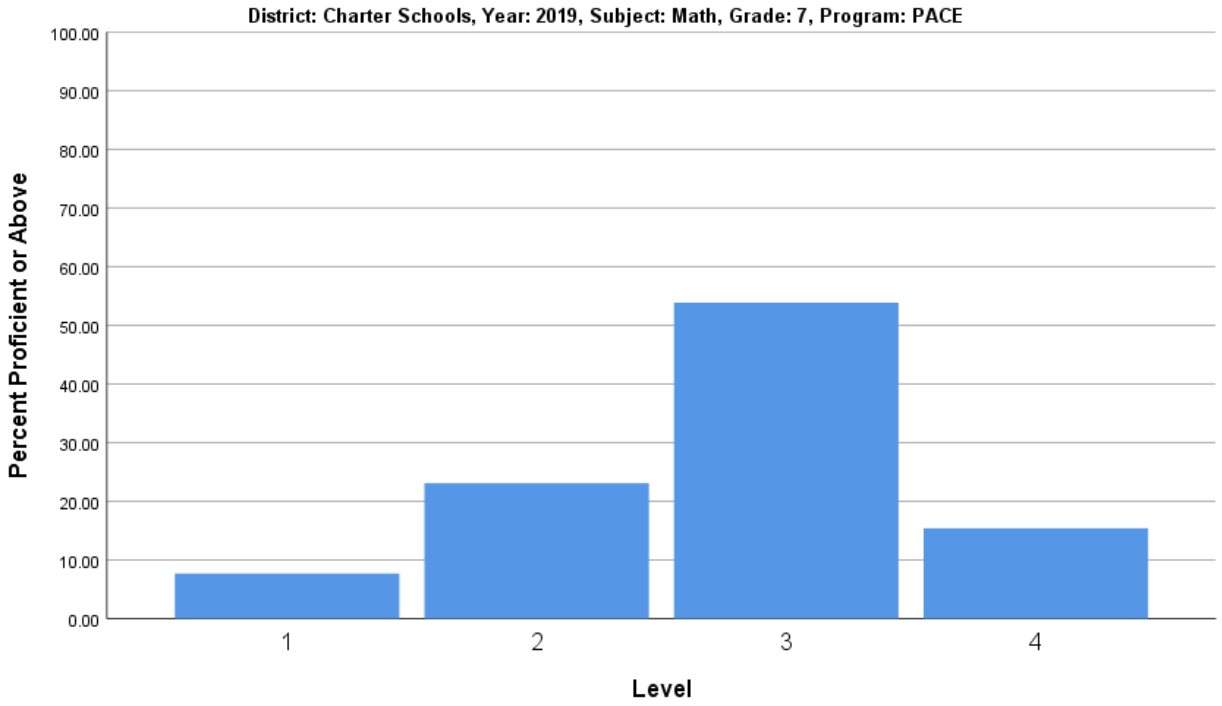
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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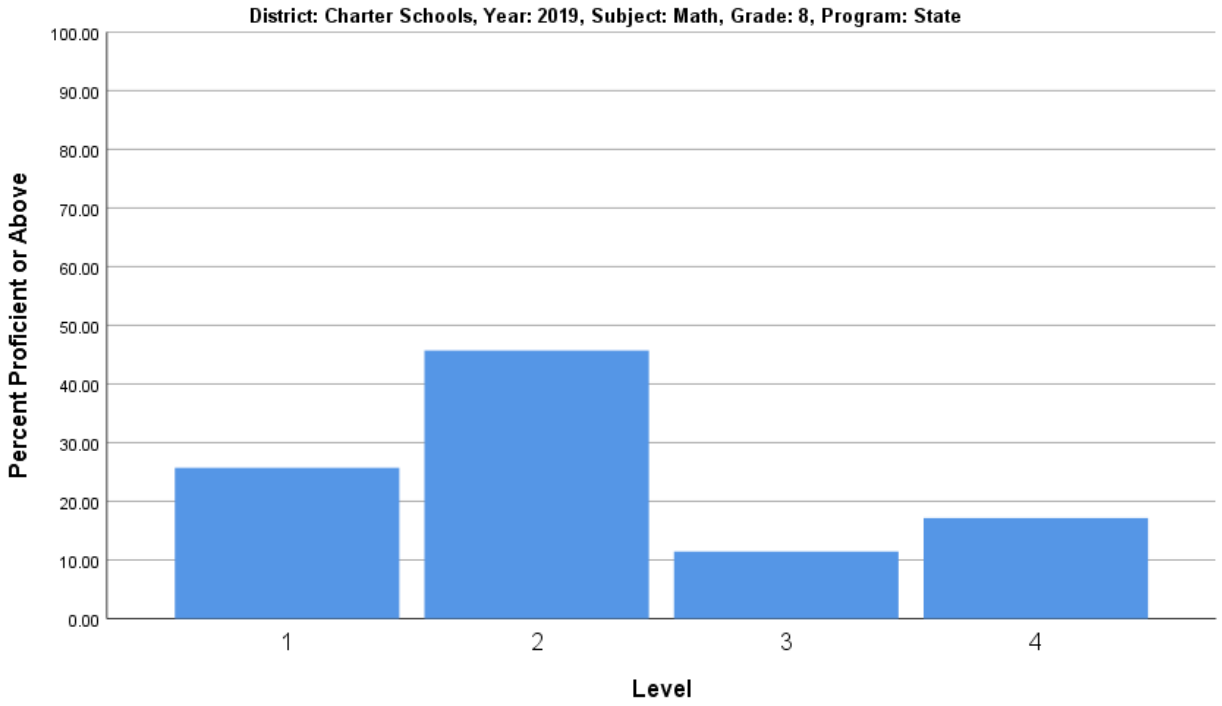
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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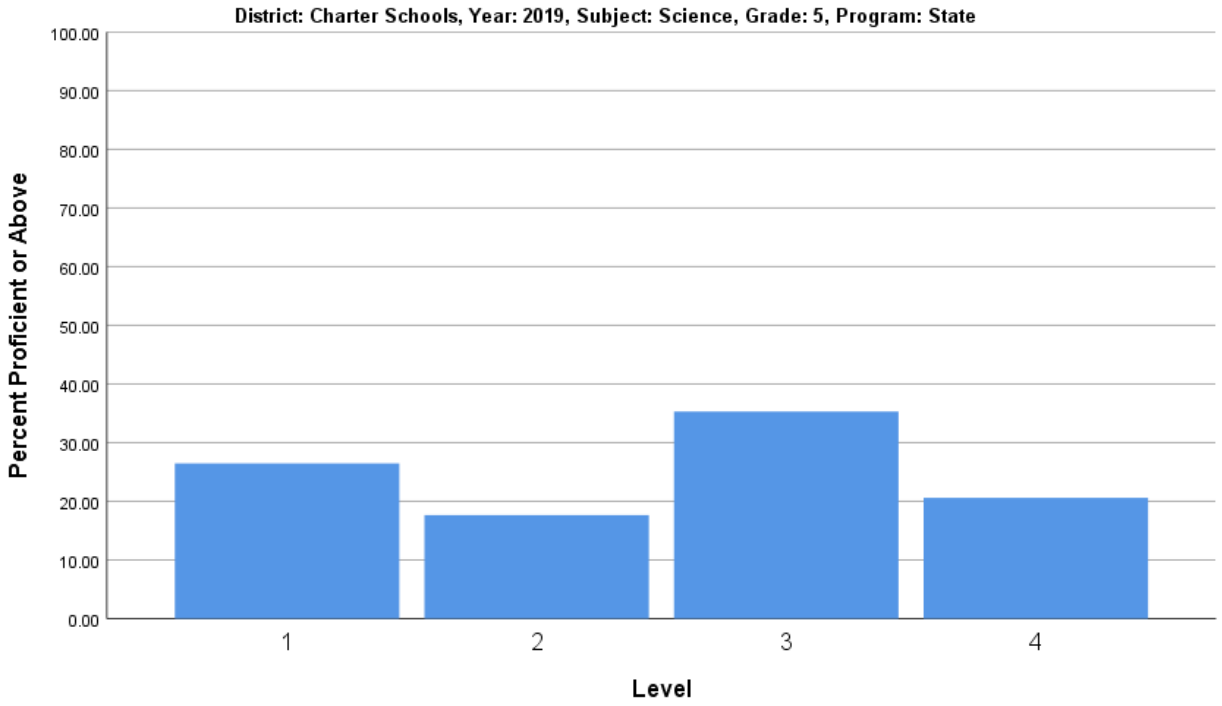
0.00
1
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
100.00
90.00
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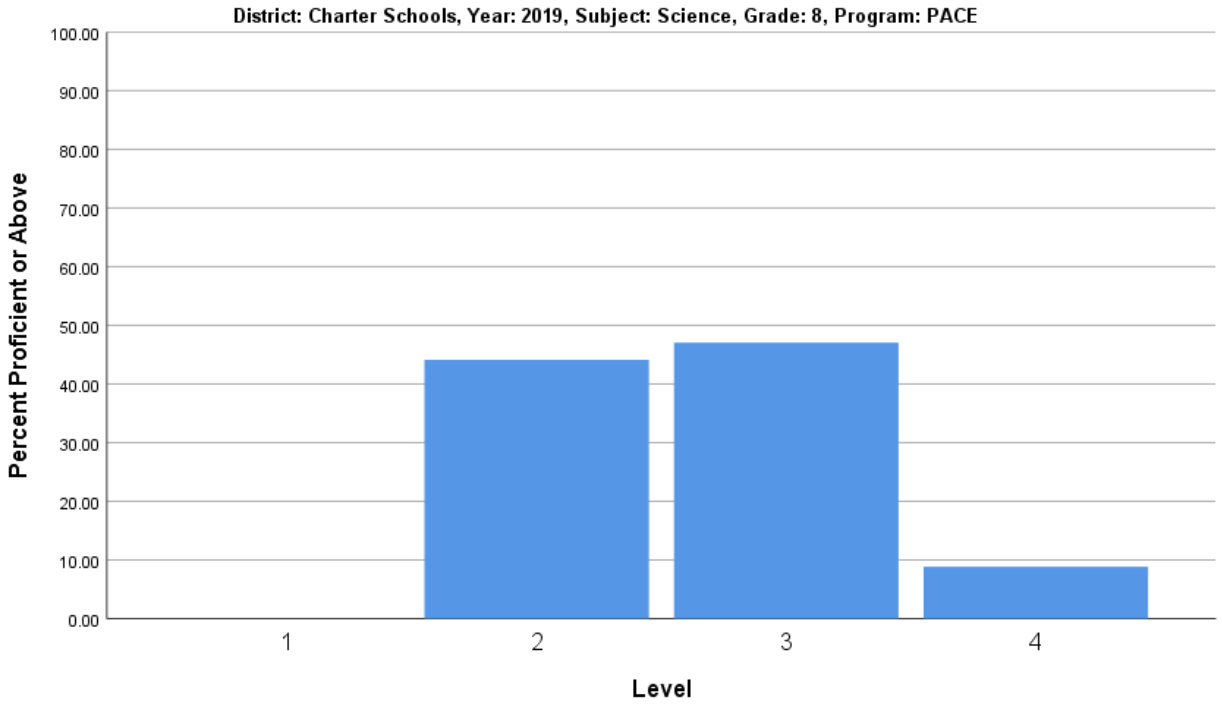
2
3
4
Level


District: Charter Schools, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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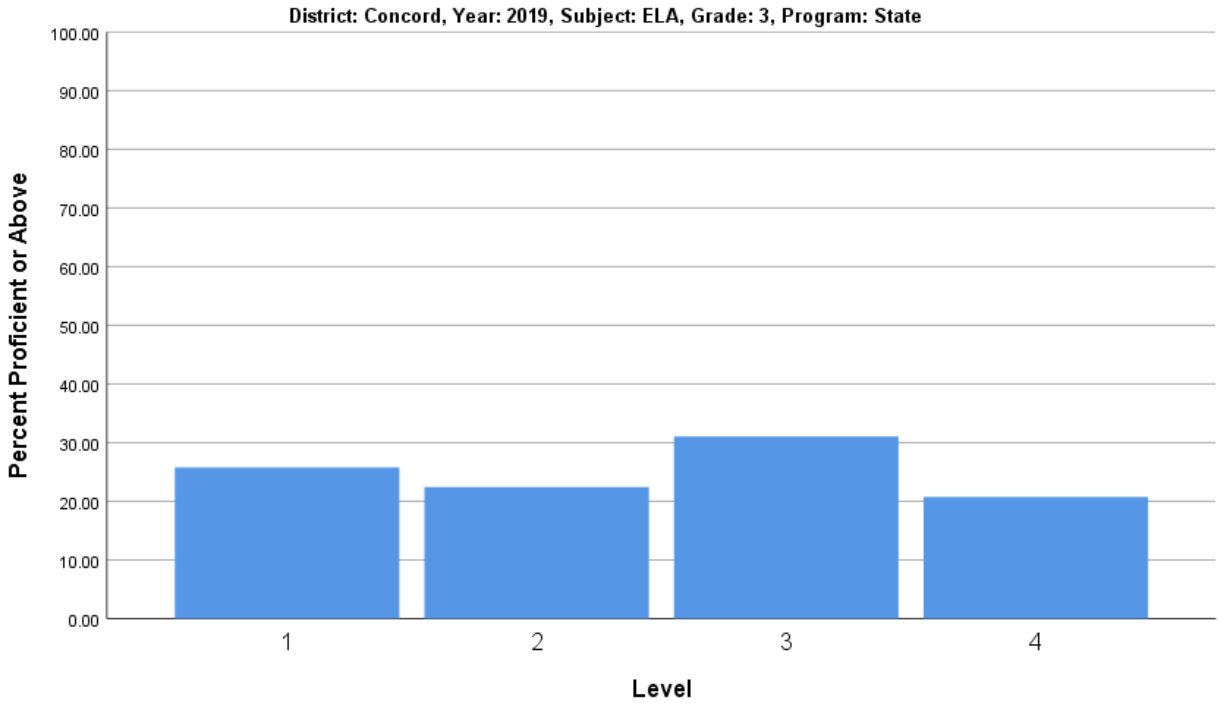
District: Concord, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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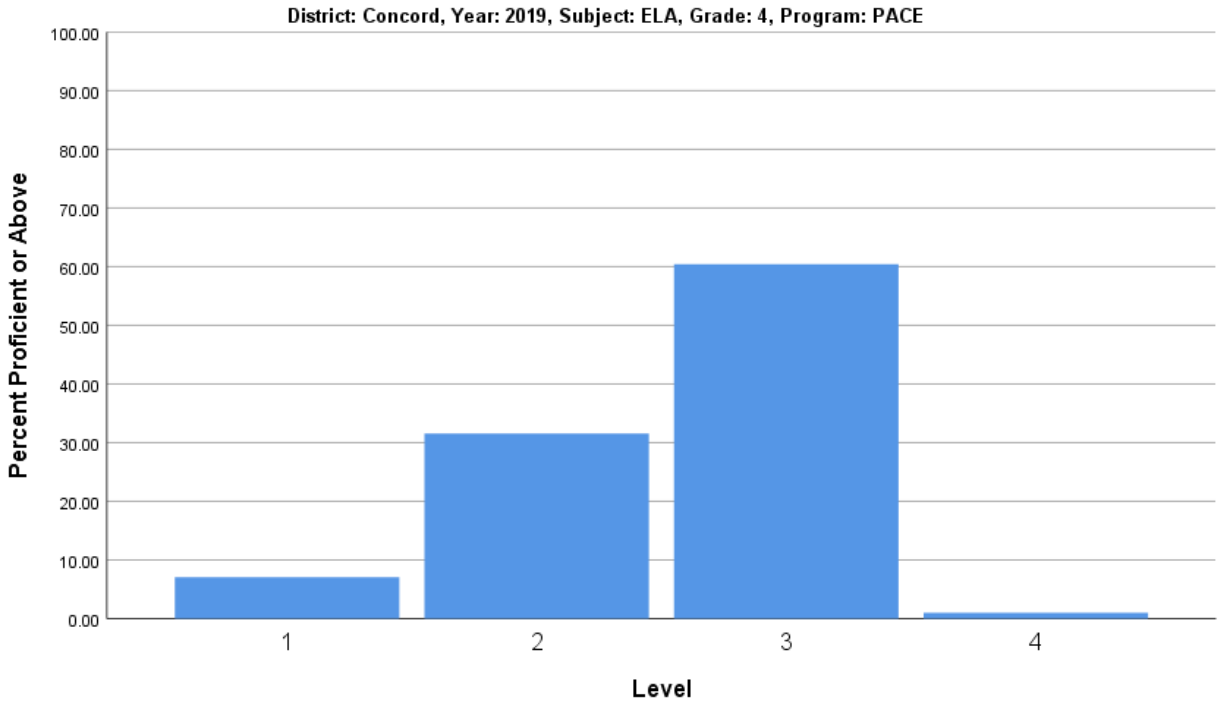
District: Concord, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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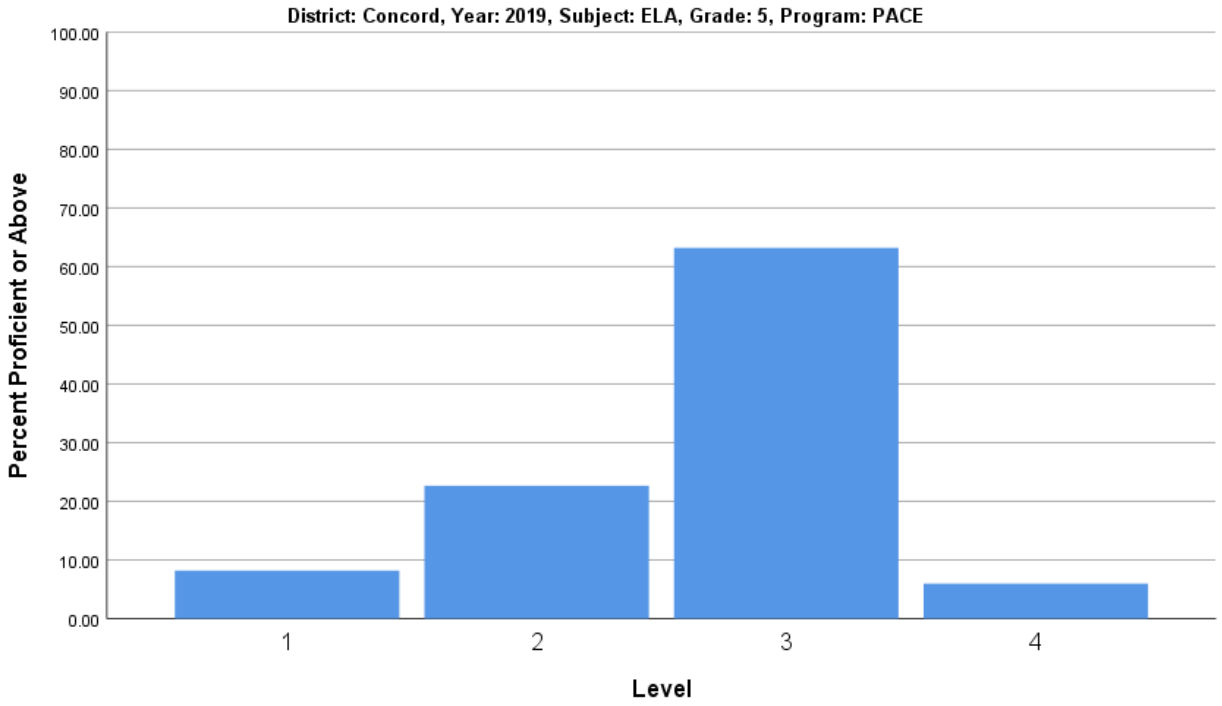
District: Concord, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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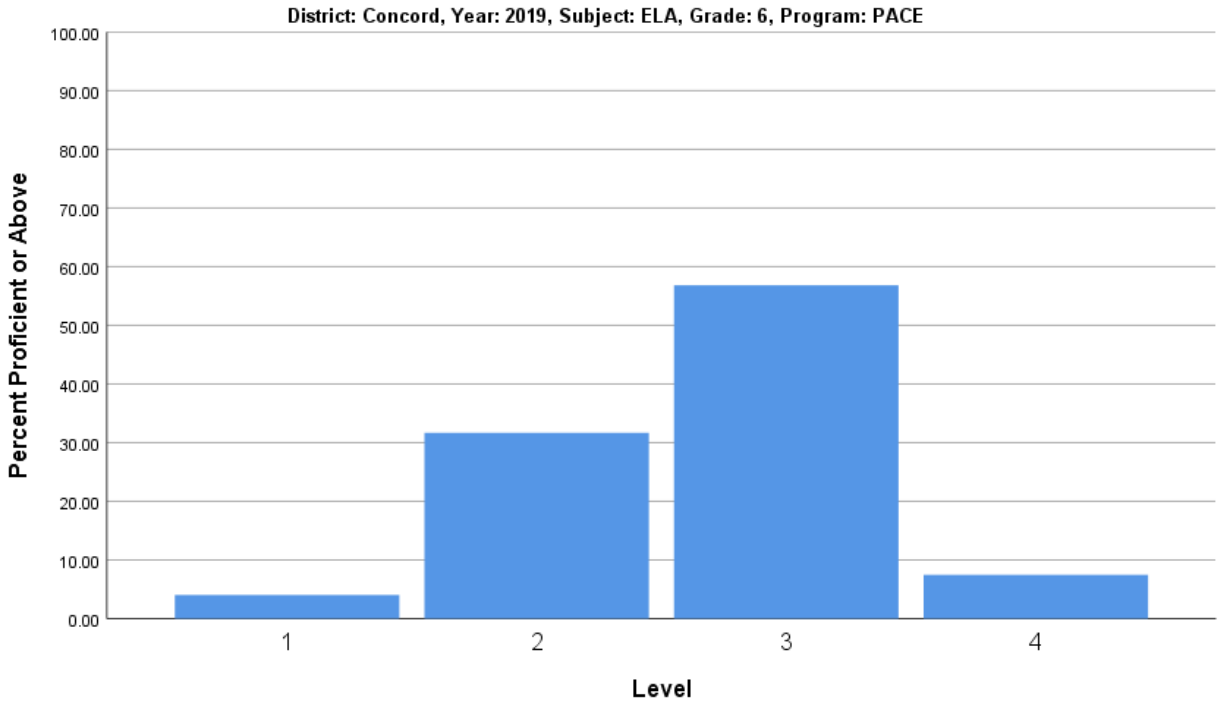
District: Concord, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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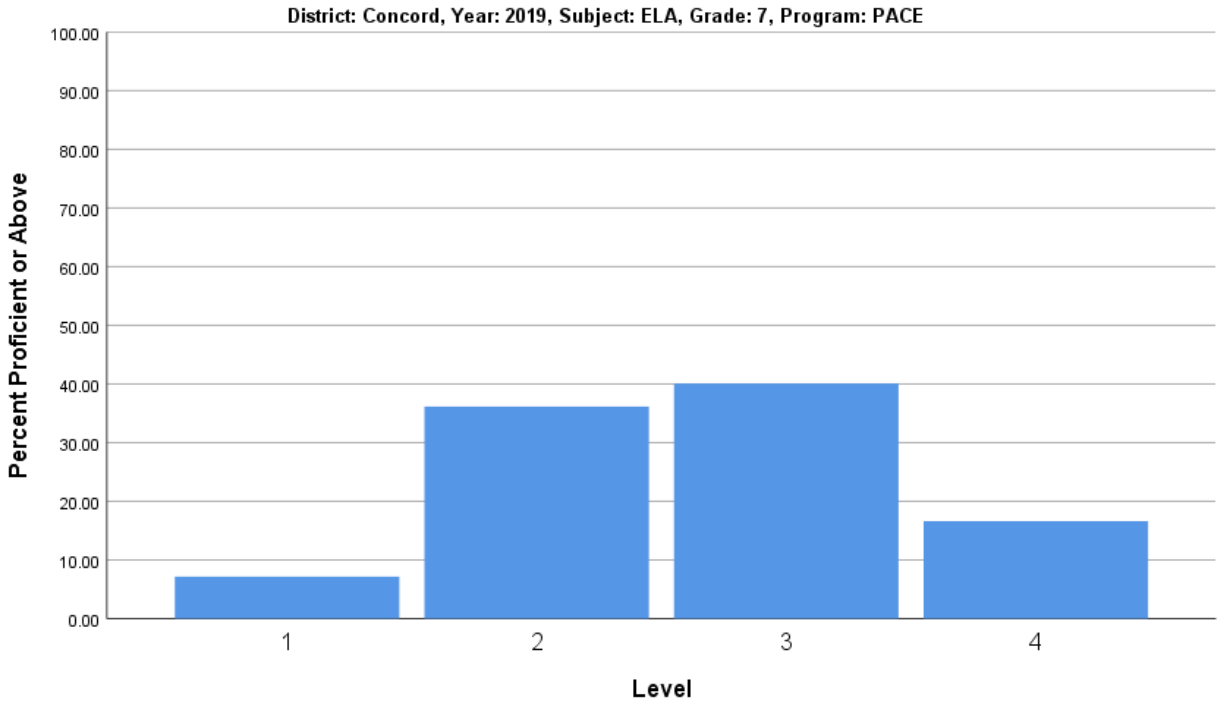
District: Concord, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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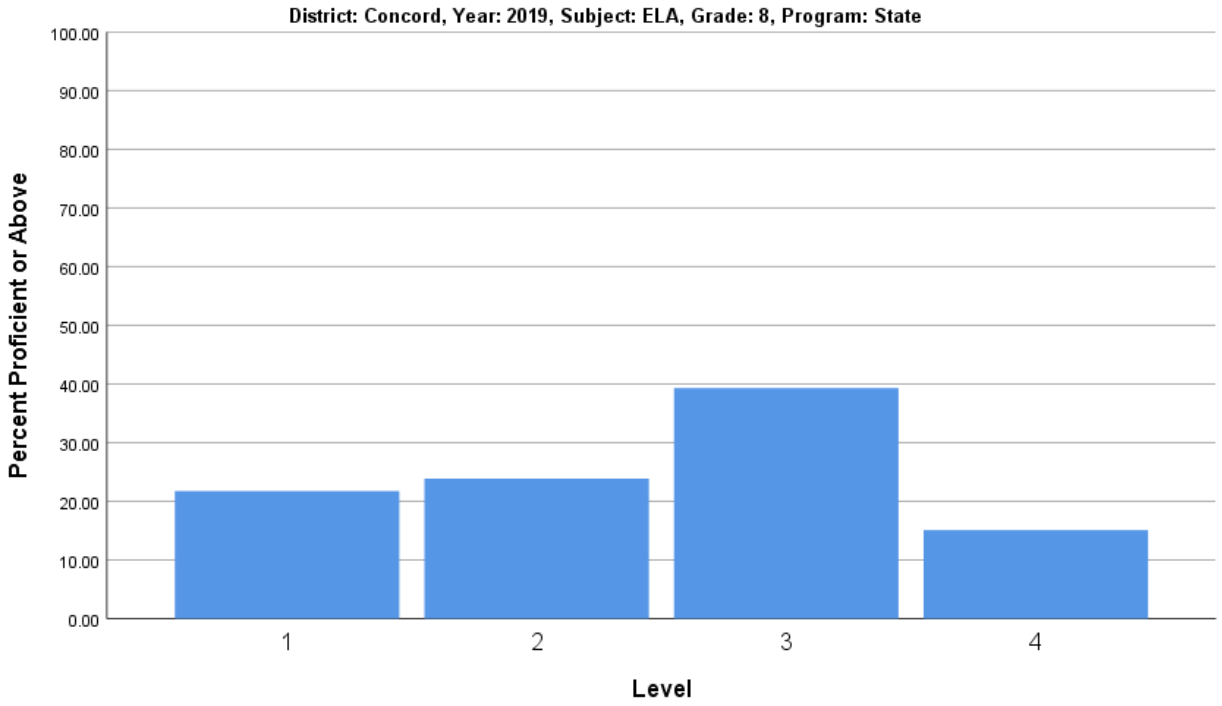
District: Concord, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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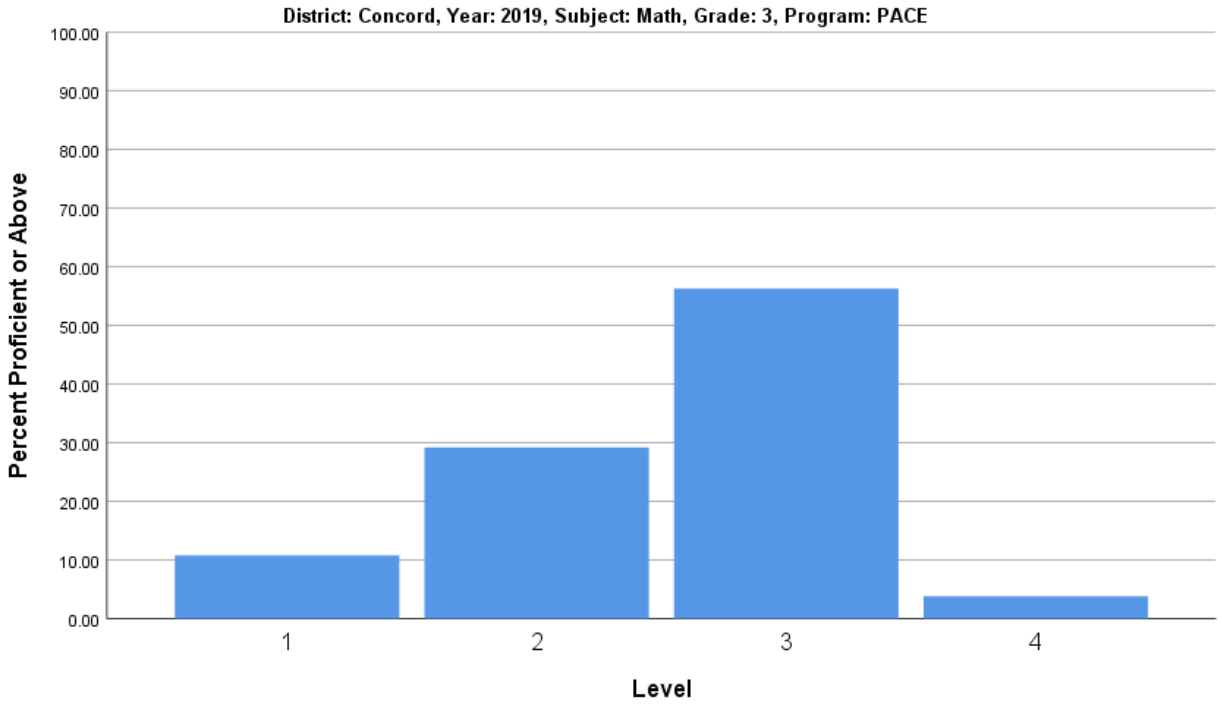
District: Concord, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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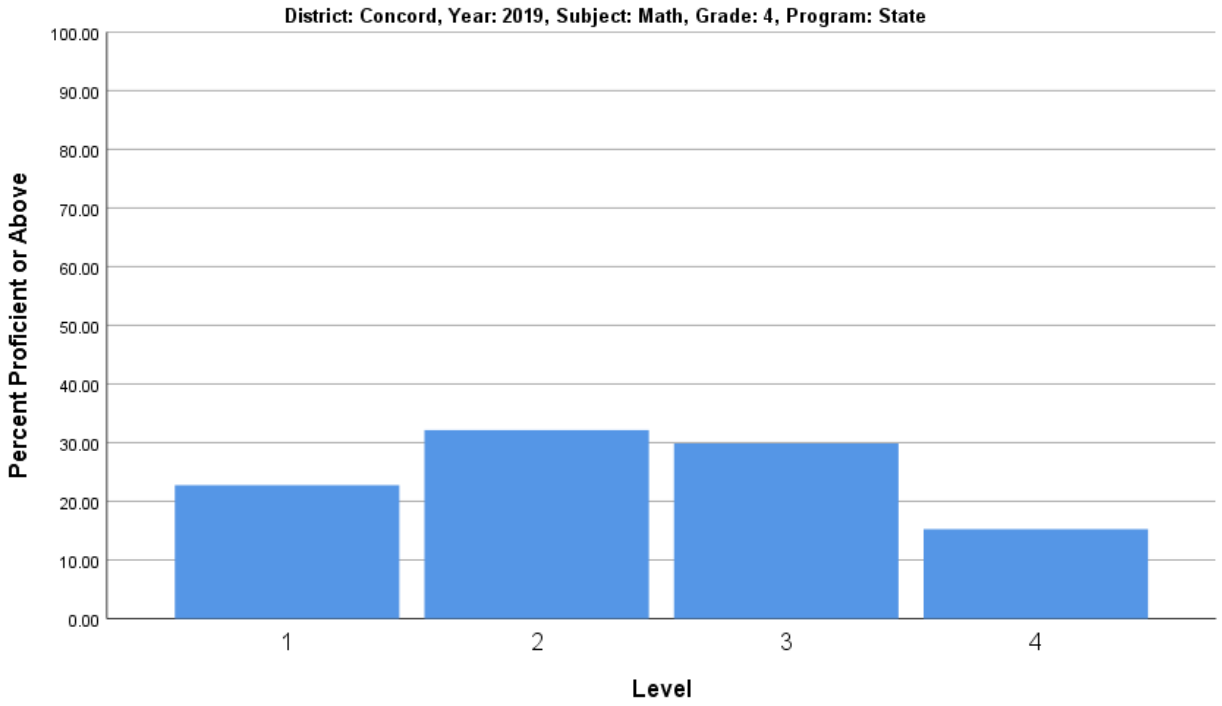
District: Concord, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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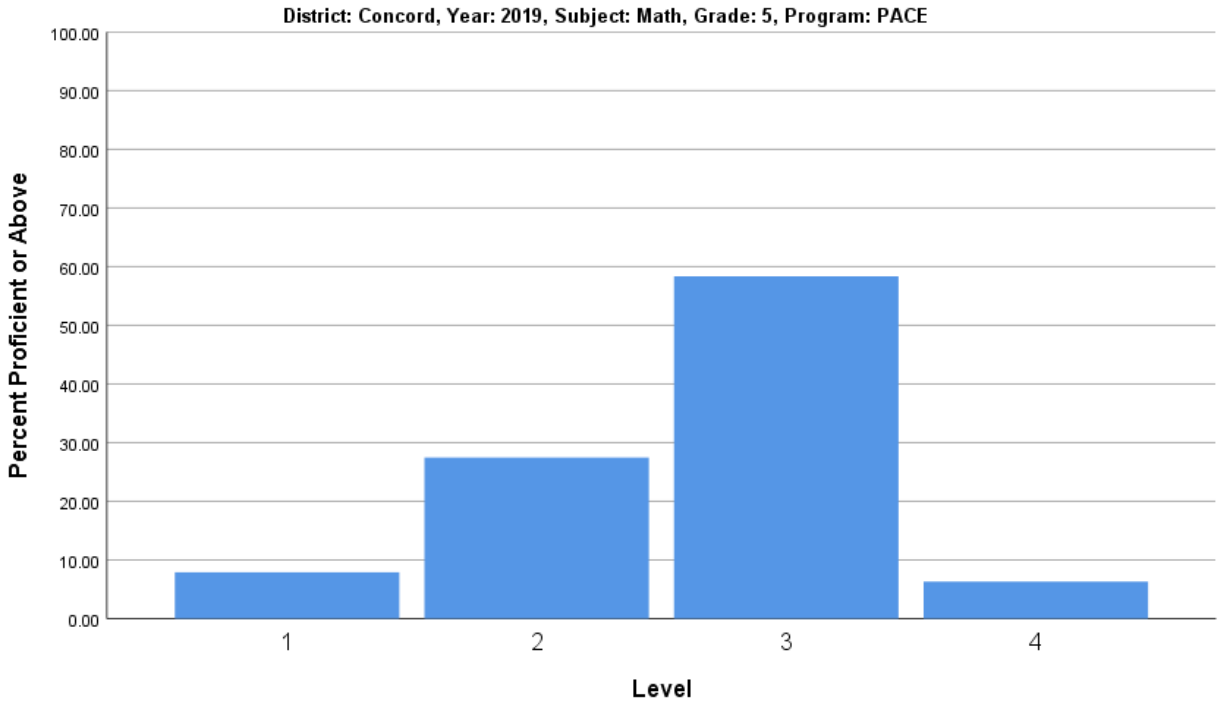
Level


District: Concord, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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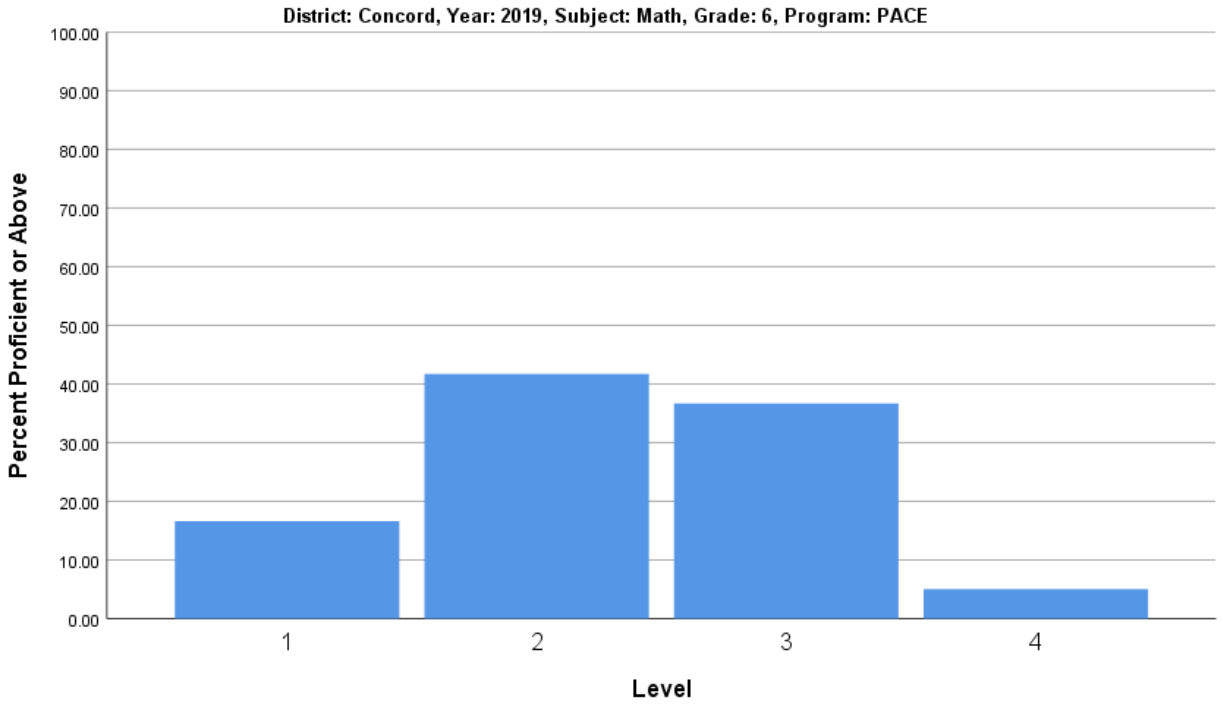
Level


District: Concord, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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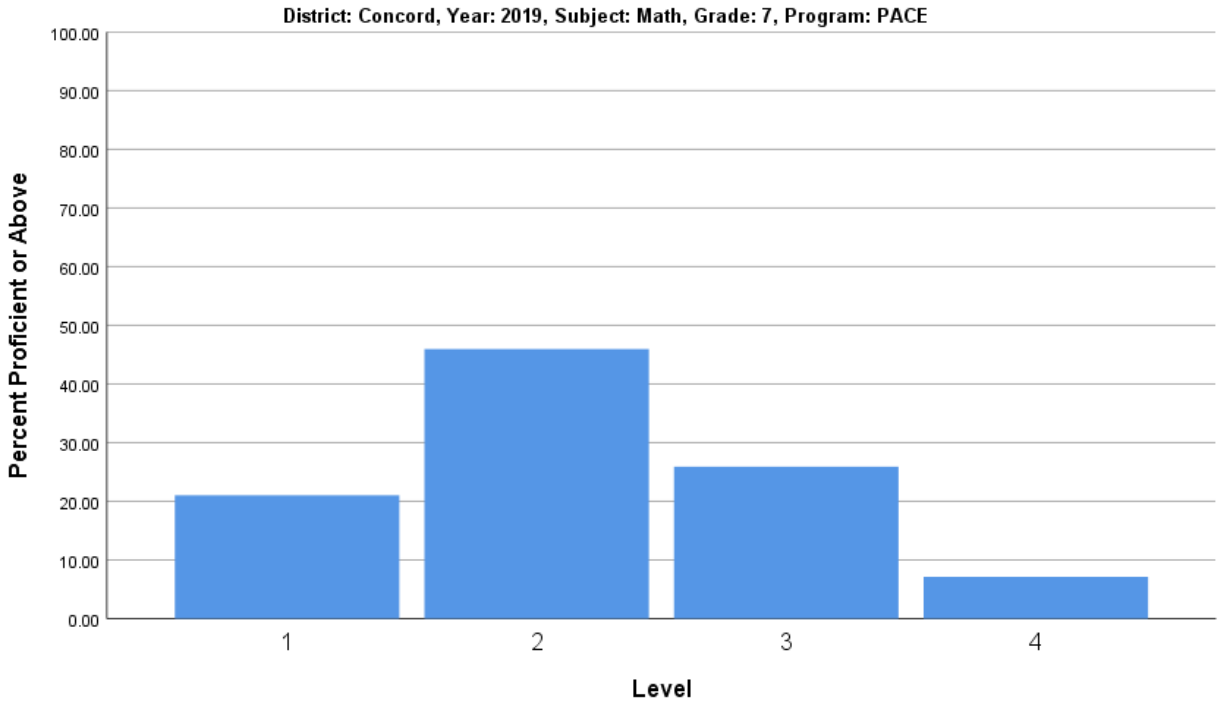
District: Concord, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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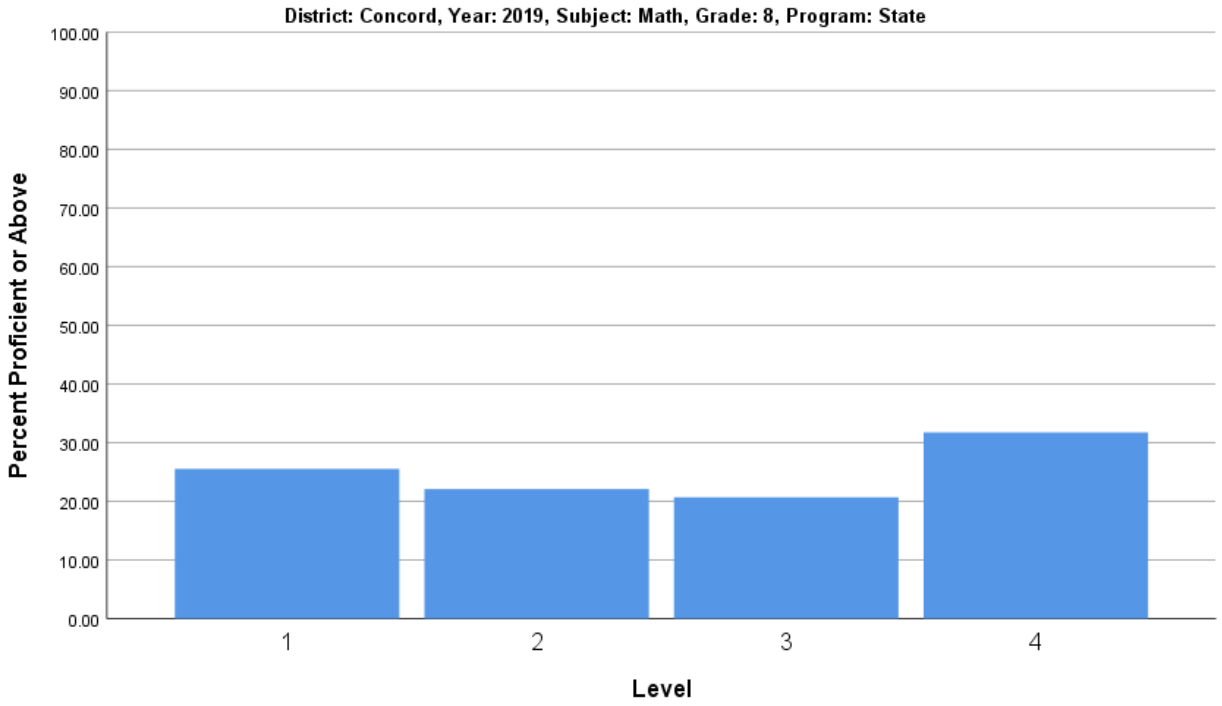
District: Concord, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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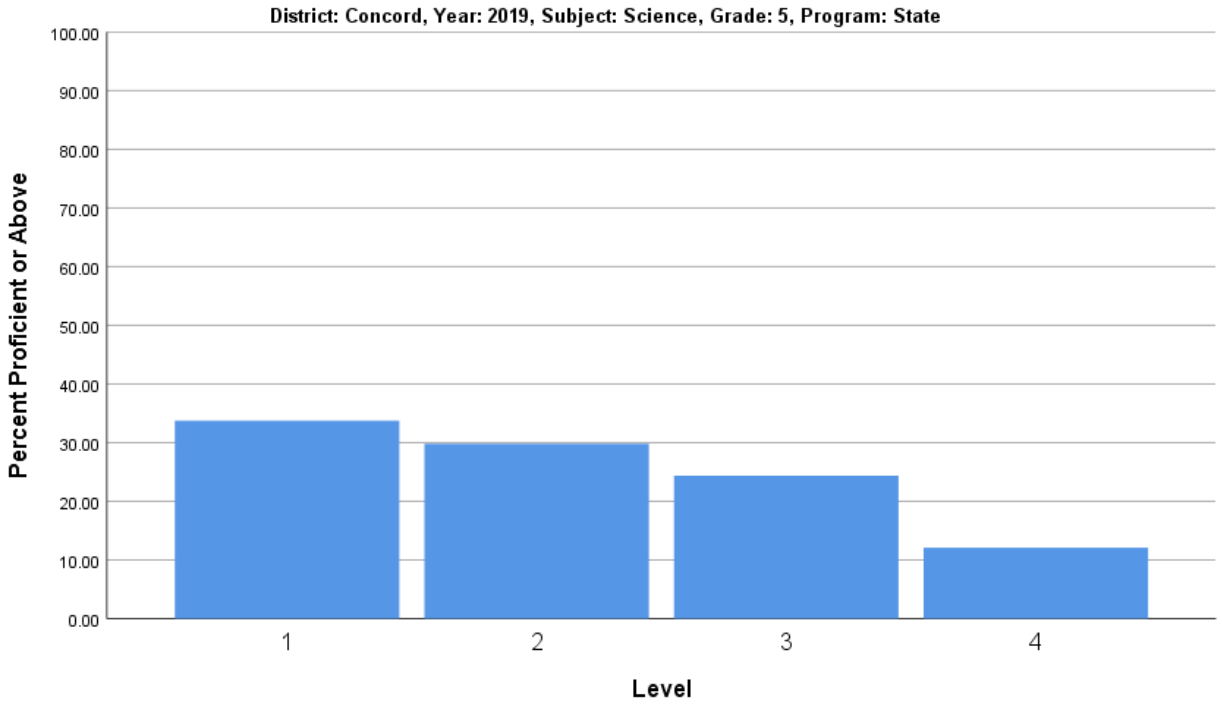
District: Concord, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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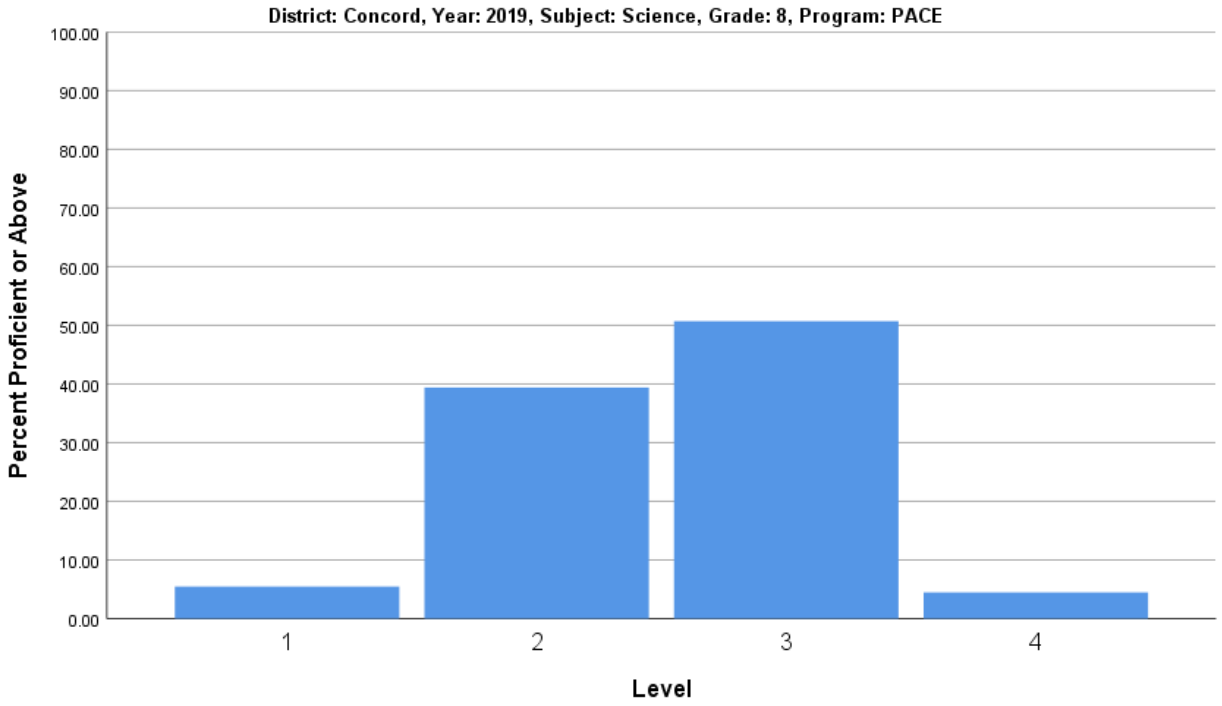
Level


District: Concord, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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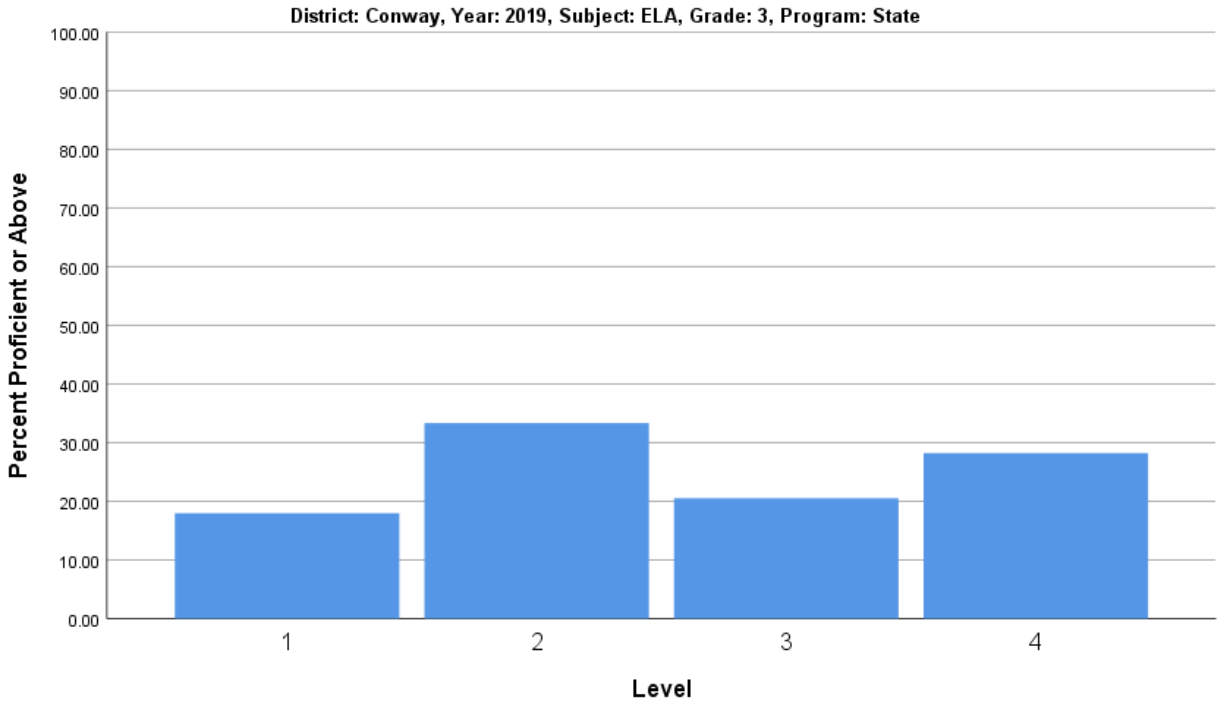
District: Conway, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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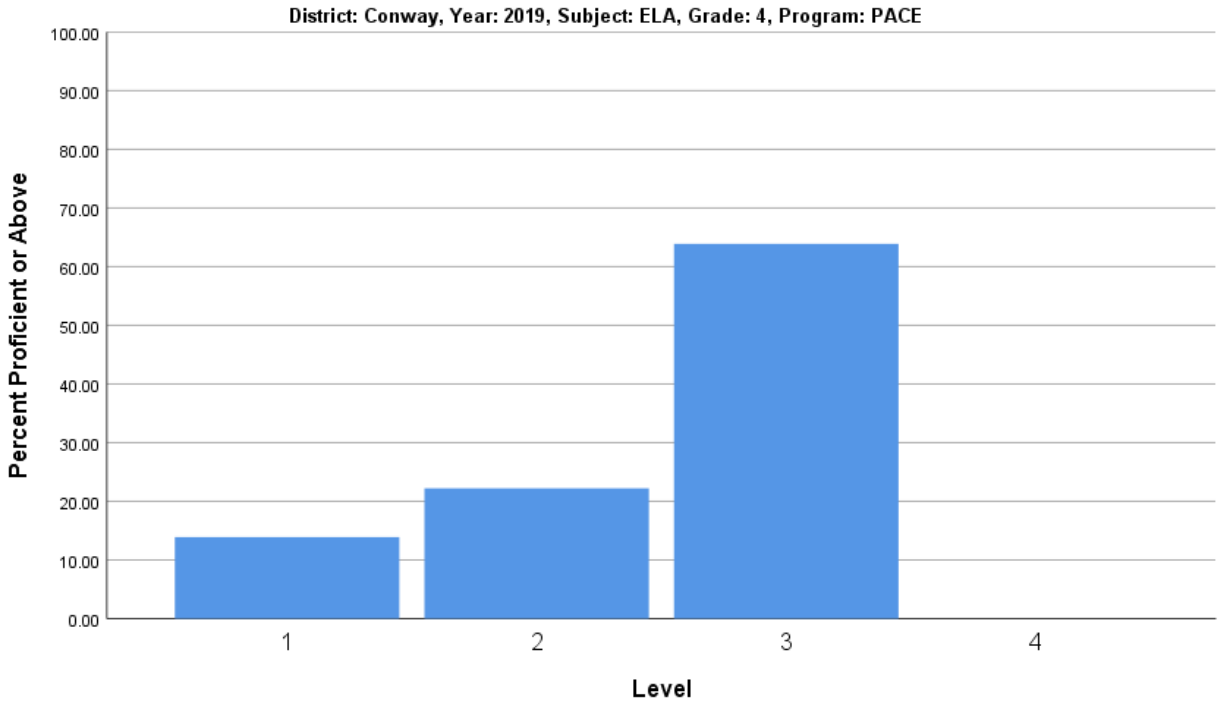
Level


District: Conway, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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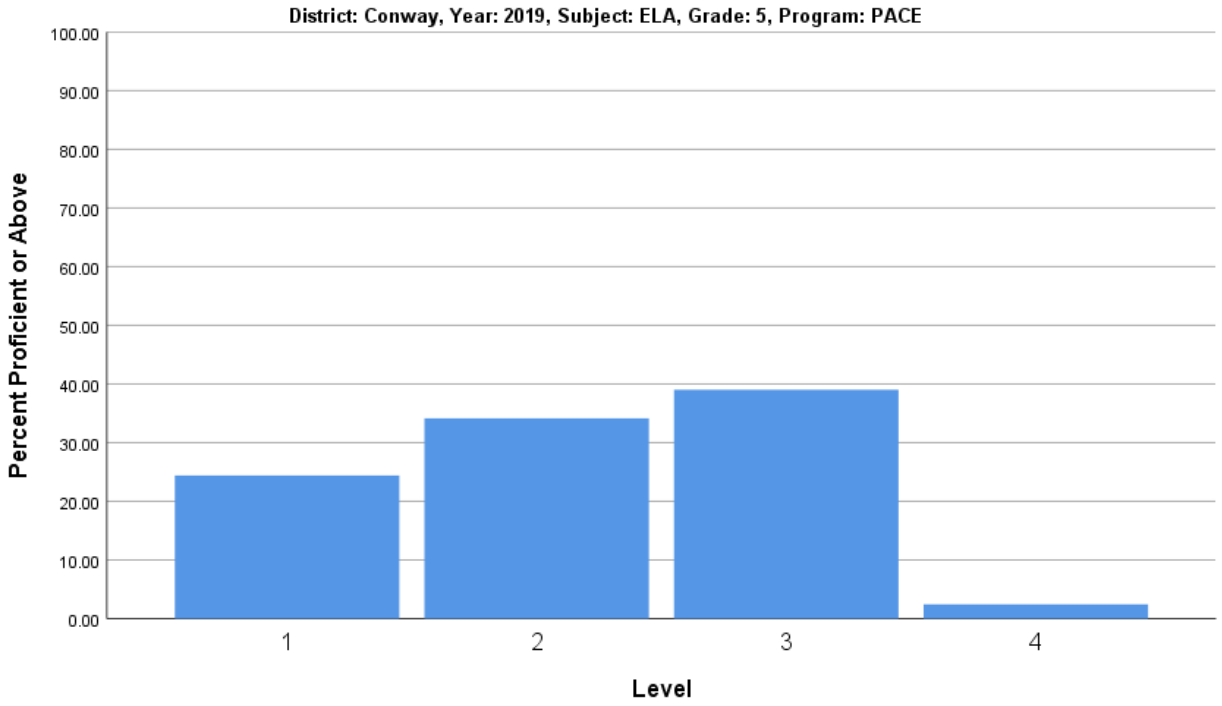
Level


District: Conway, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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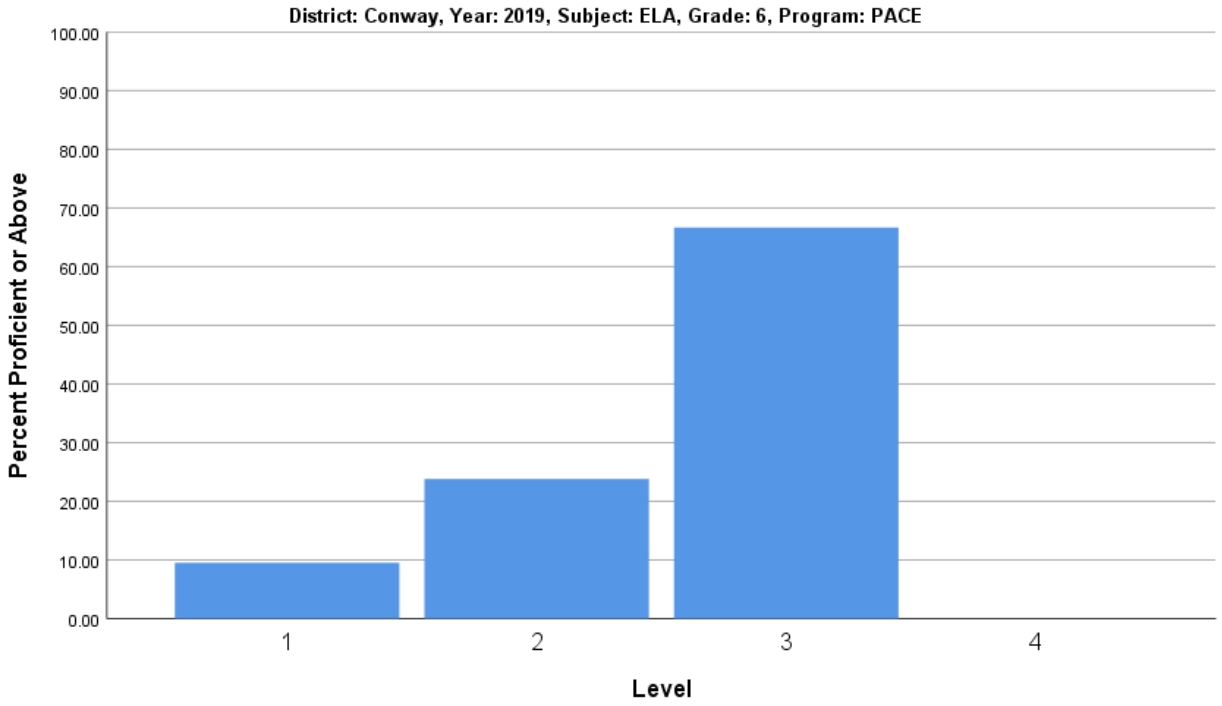
District: Conway, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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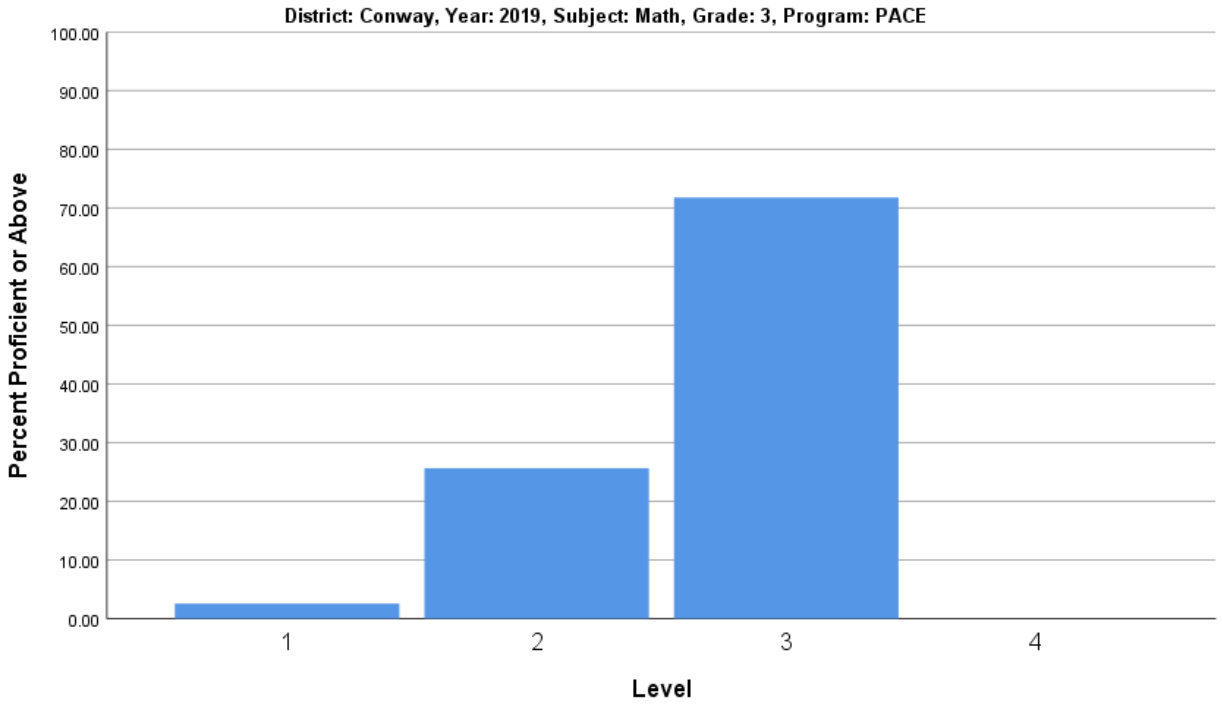
District: Conway, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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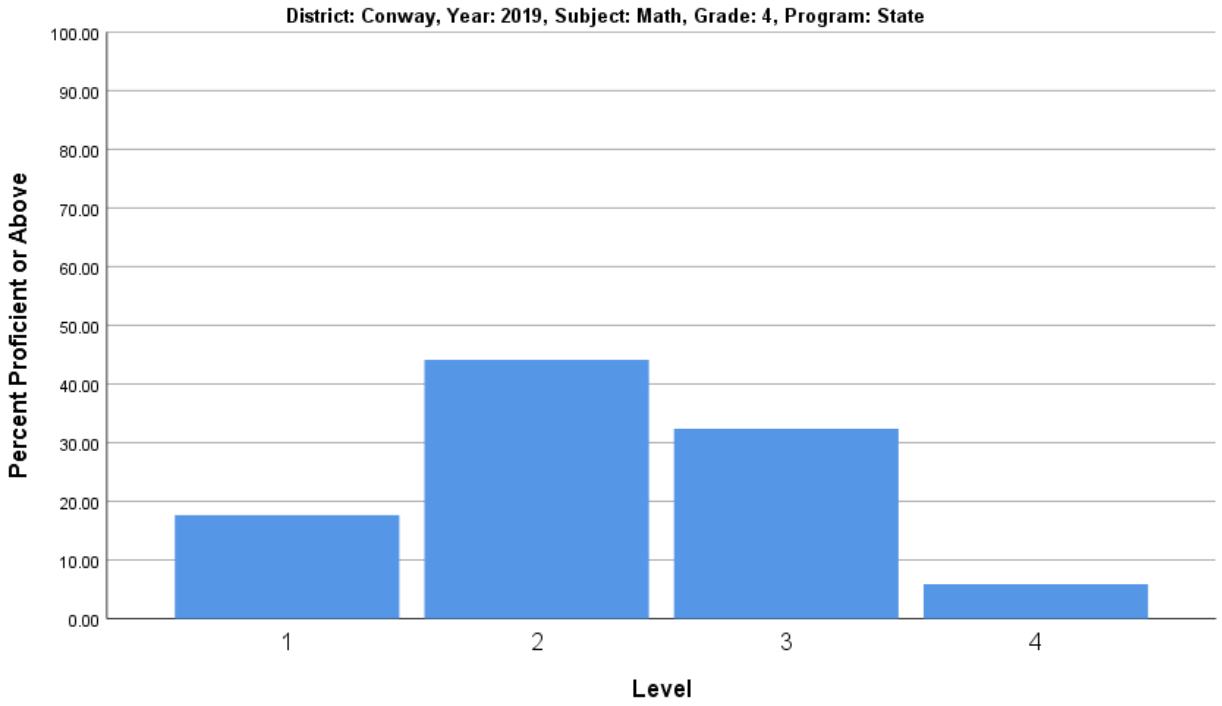
District: Conway, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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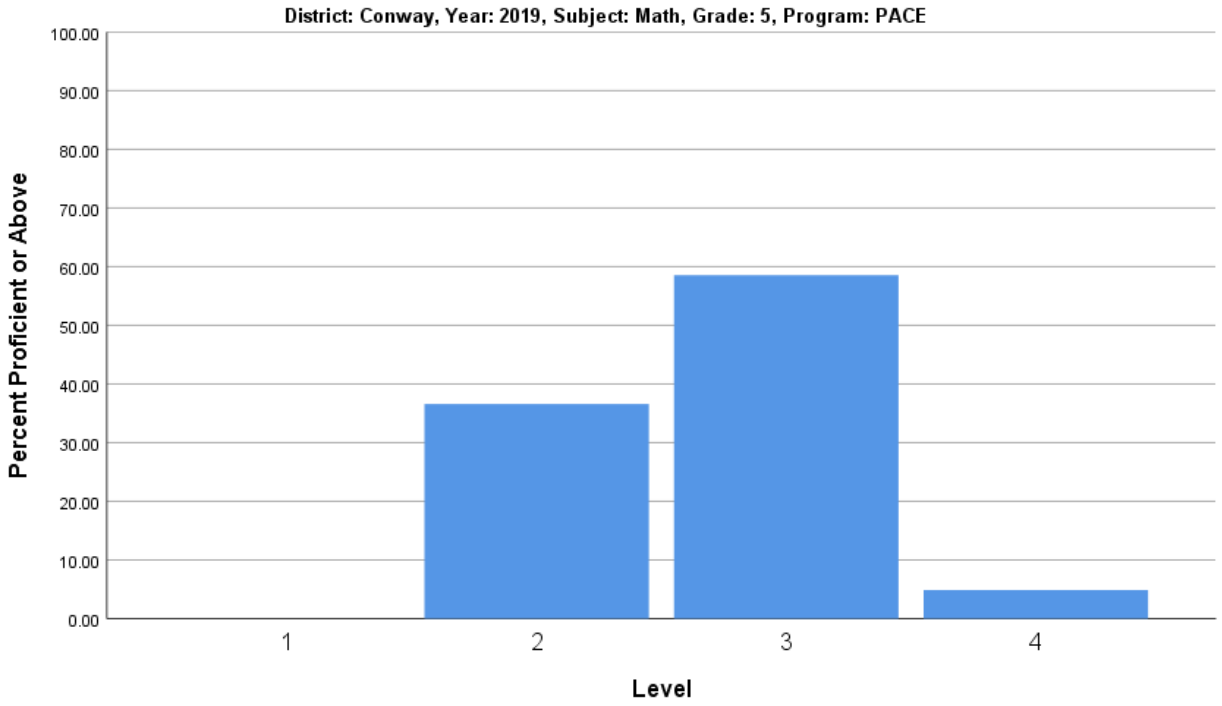
District: Conway, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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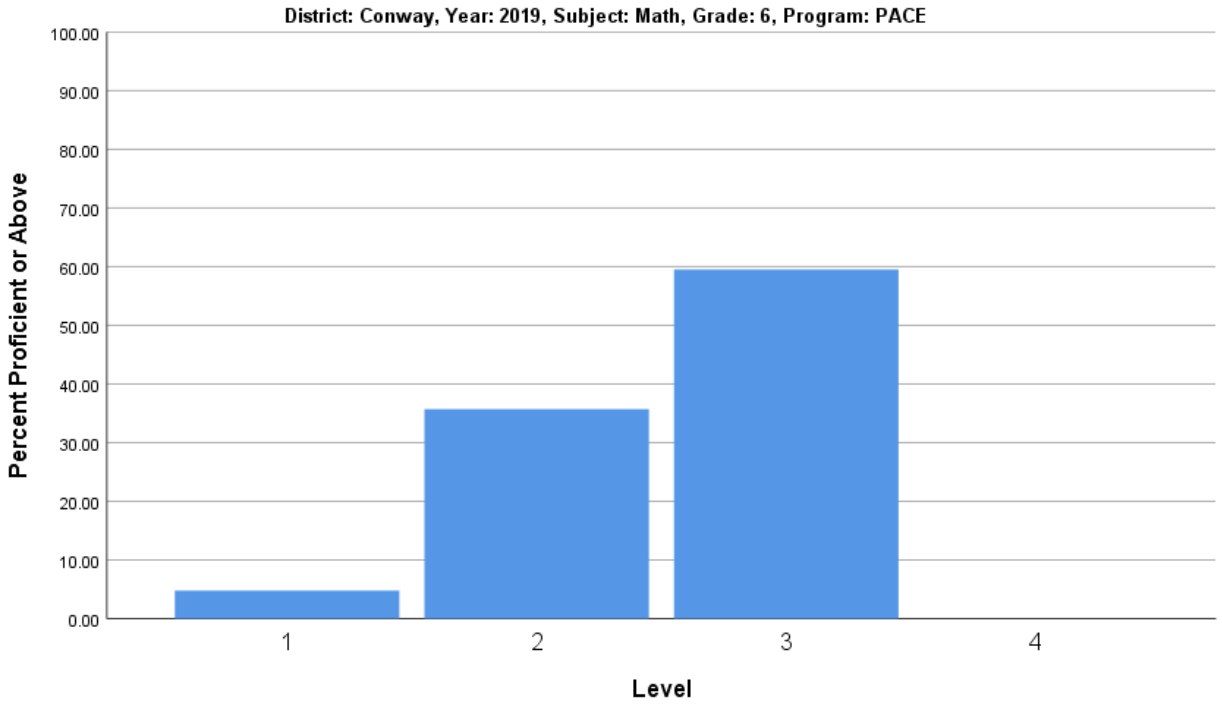
District: Conway, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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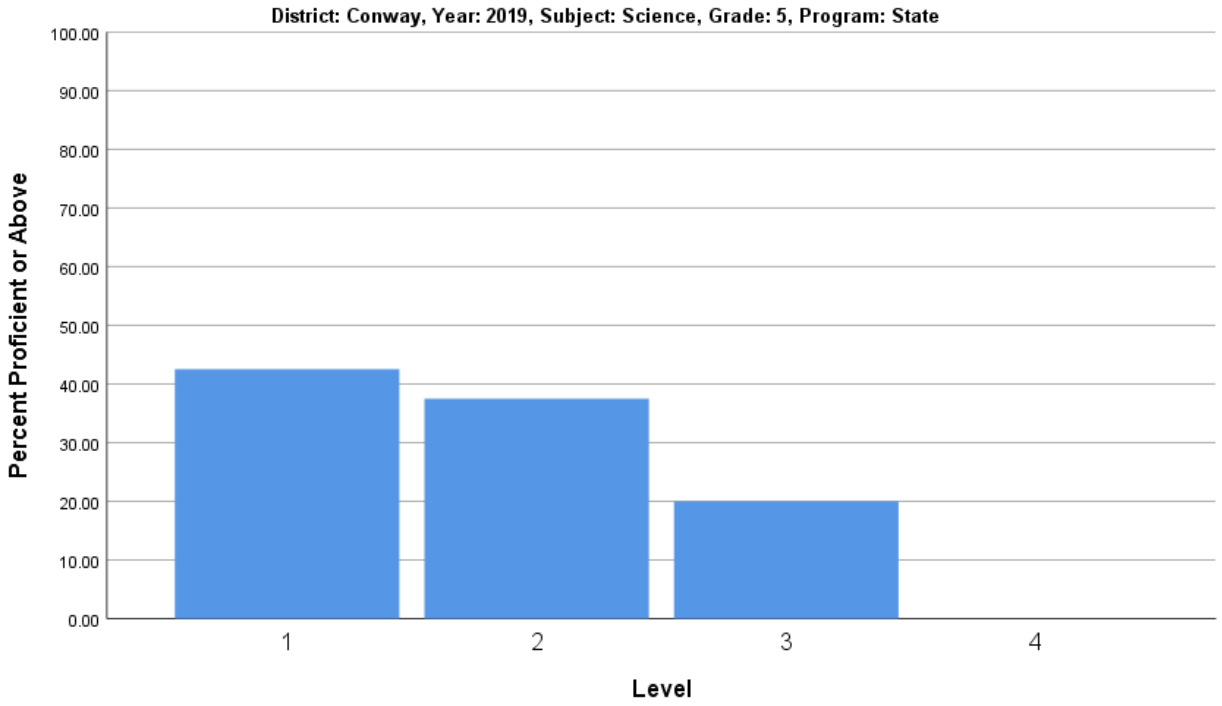
District: Conway, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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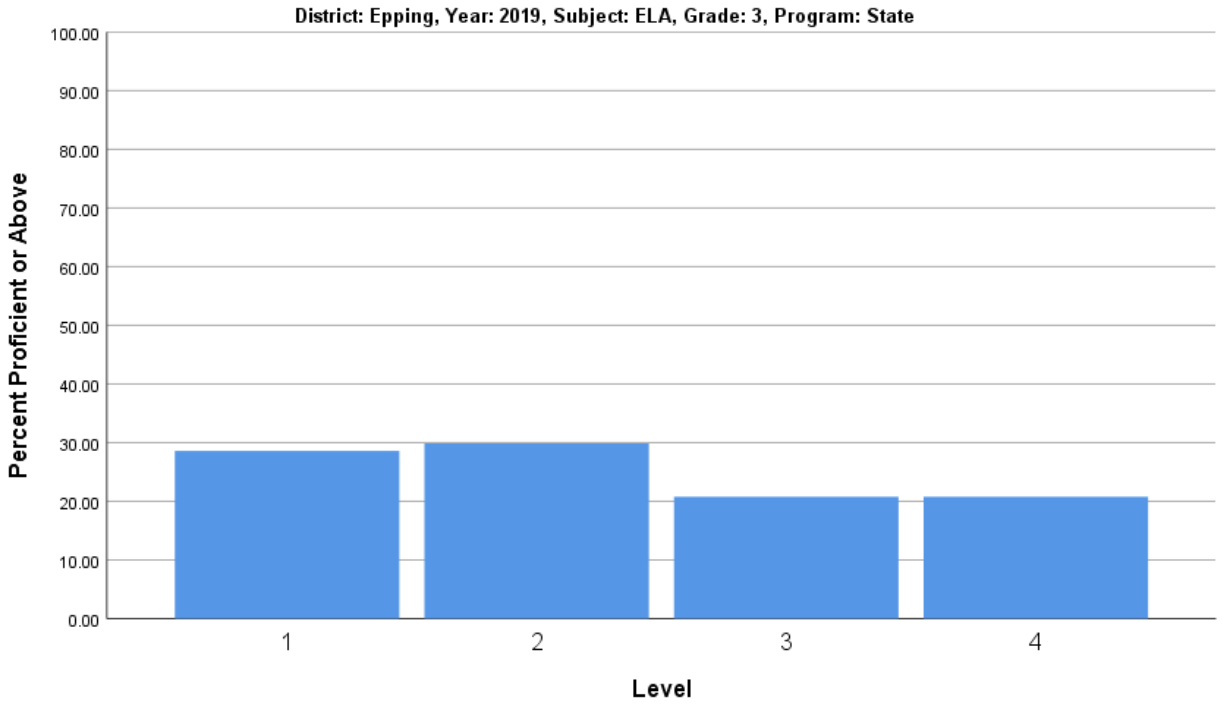
District: Epping, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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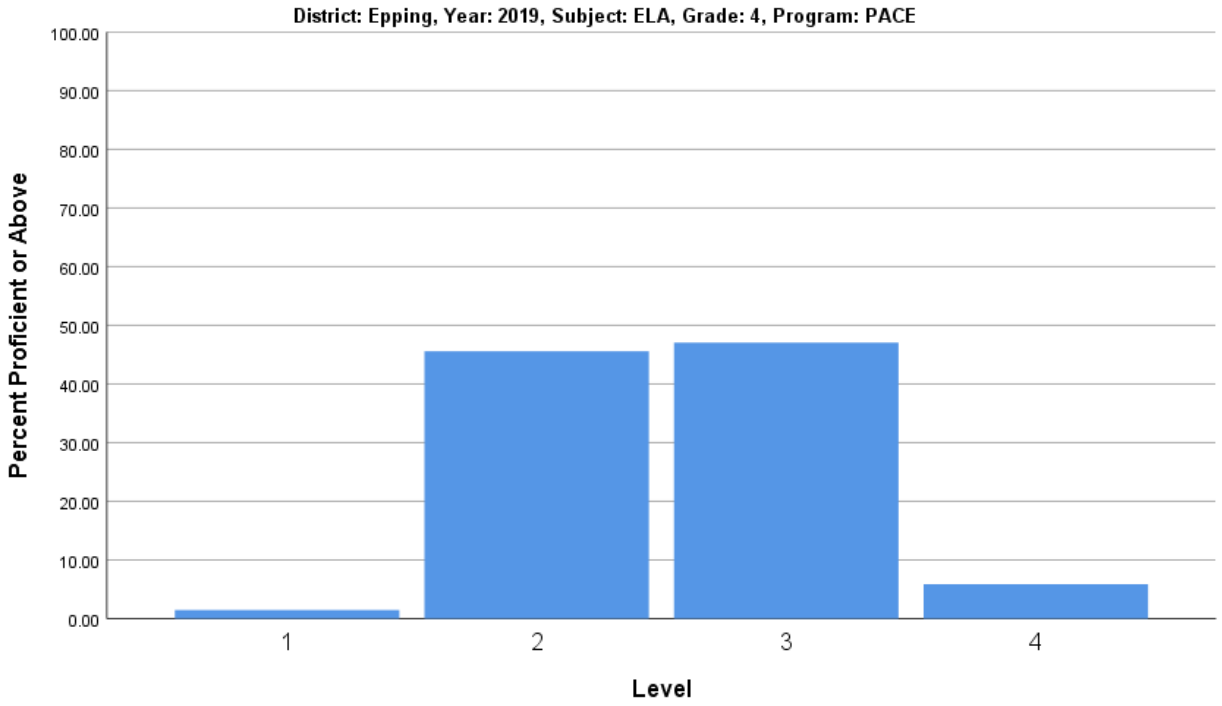
District: Epping, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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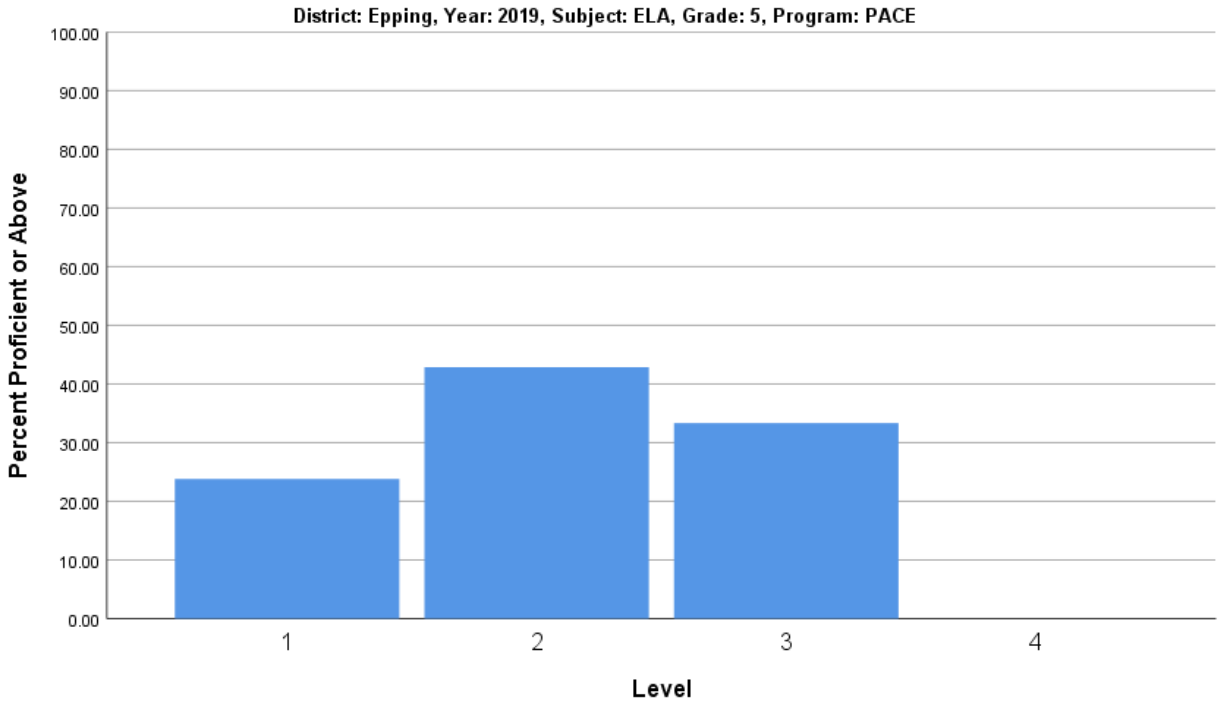
District: Epping, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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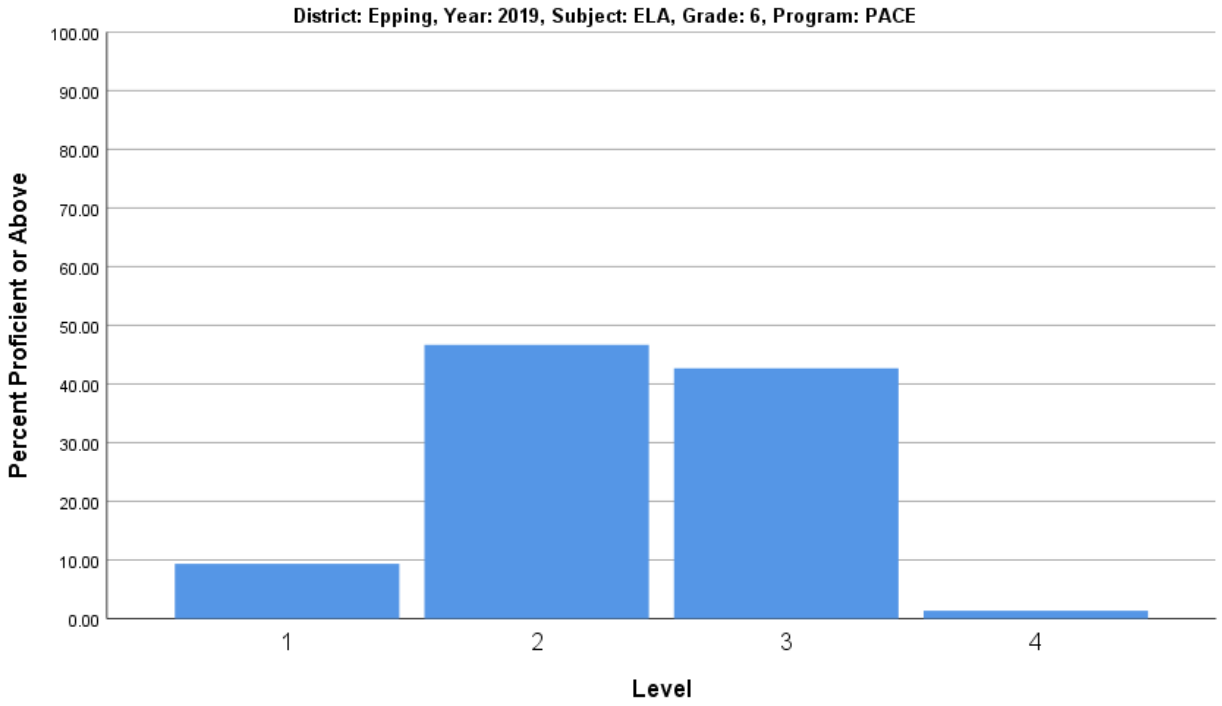
District: Epping, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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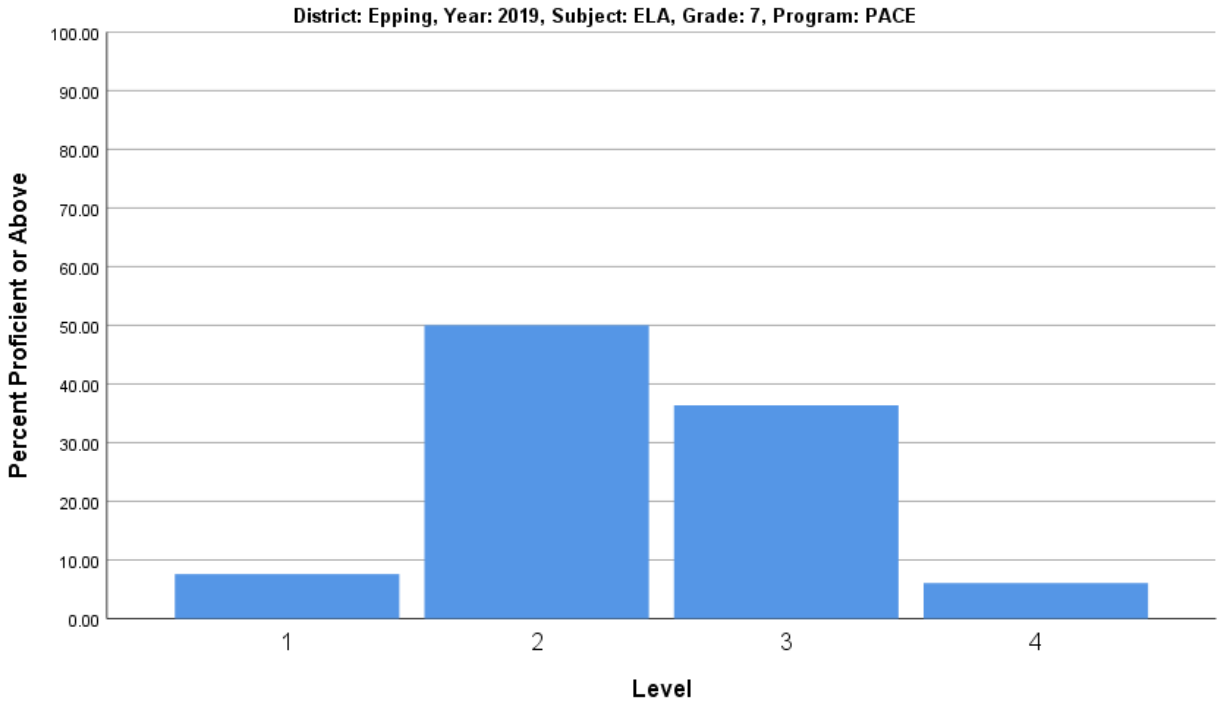
District: Epping, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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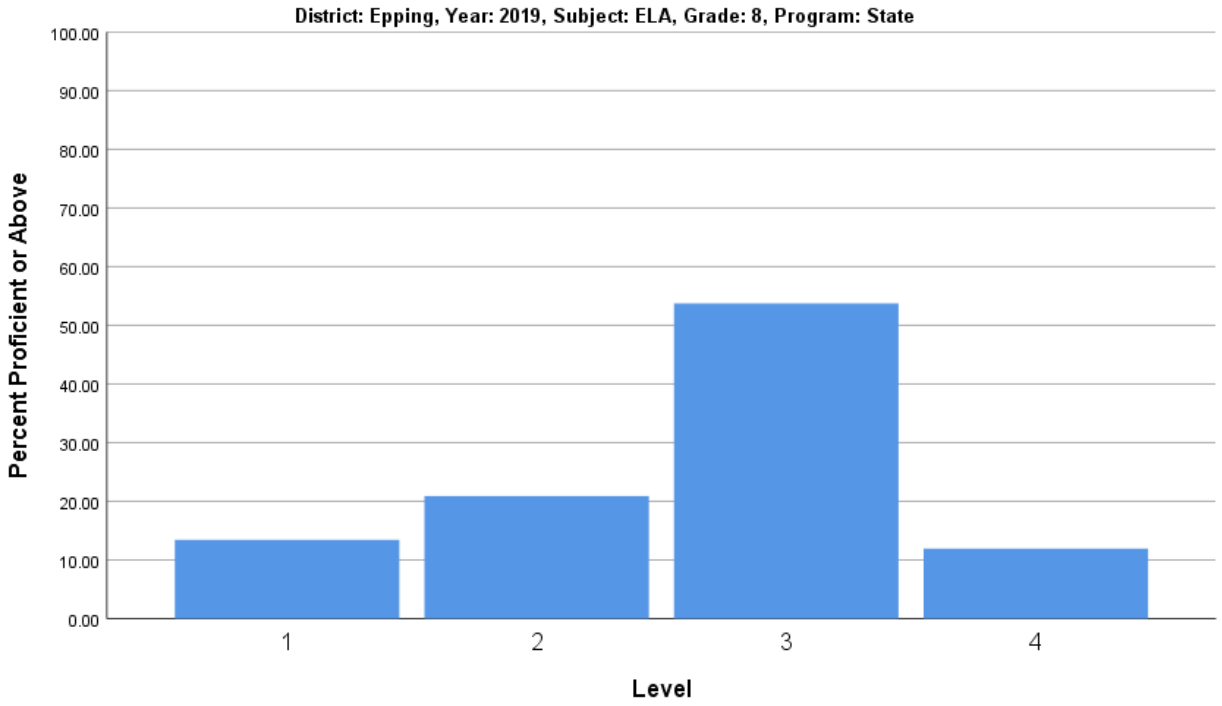
District: Epping, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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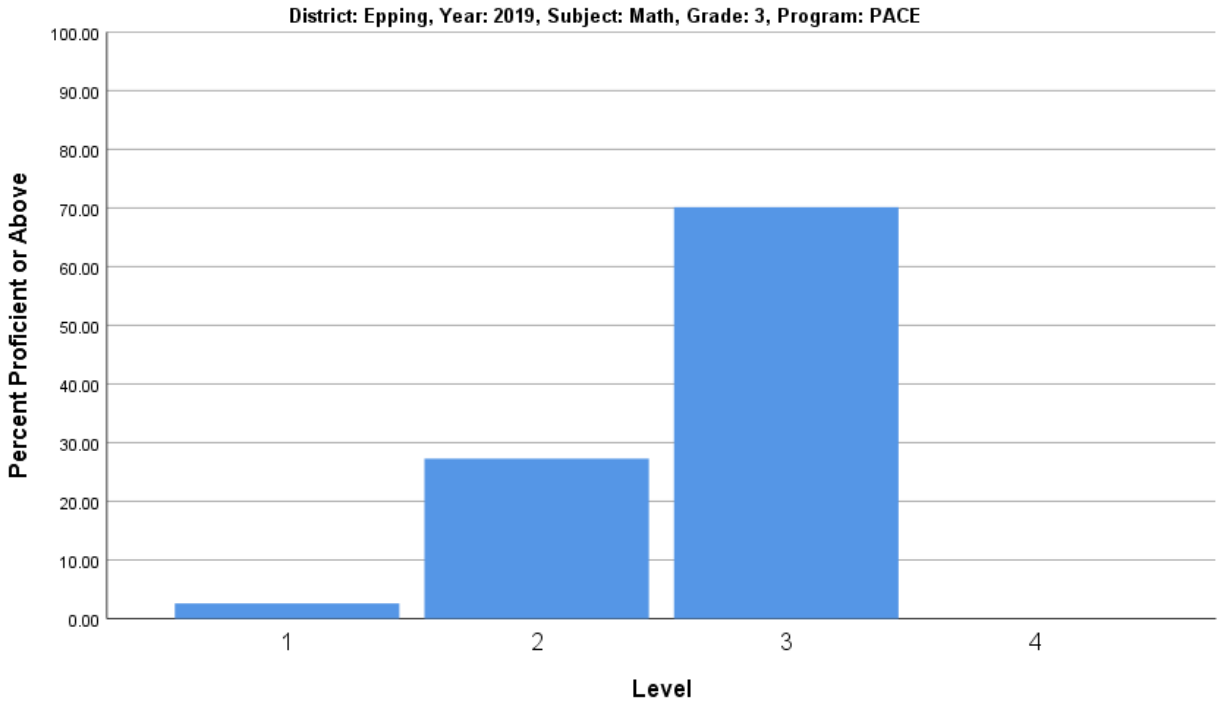
District: Epping, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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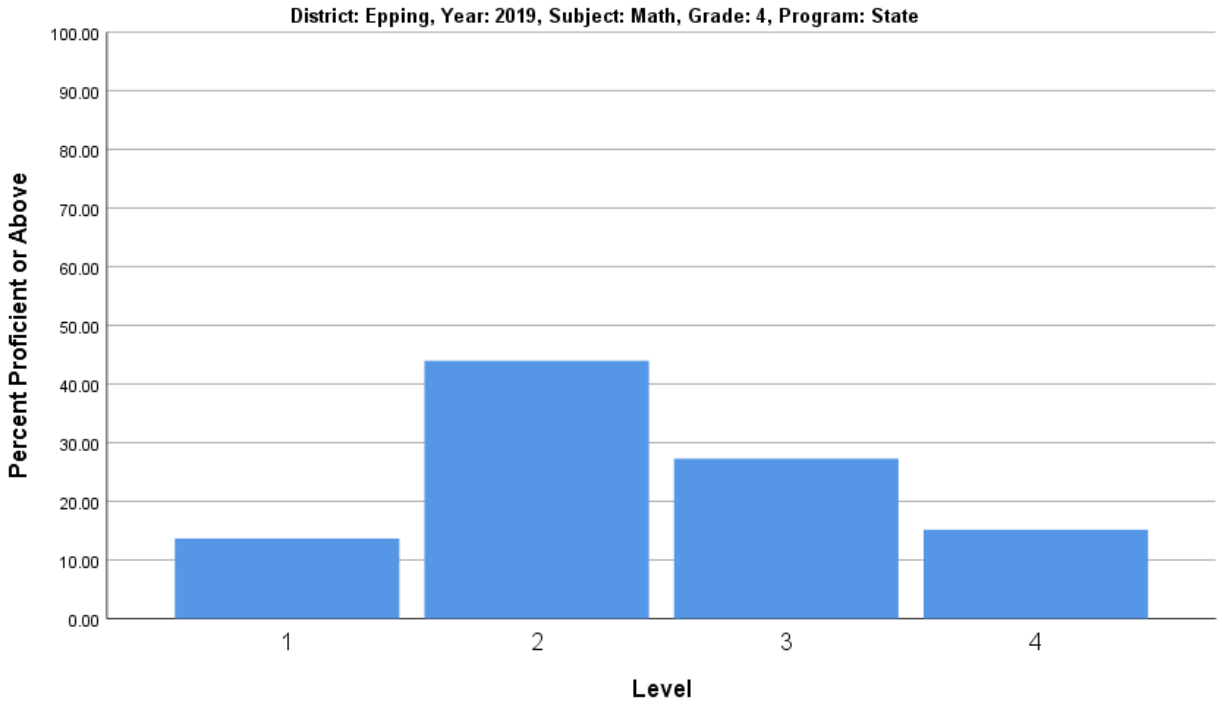
District: Epping, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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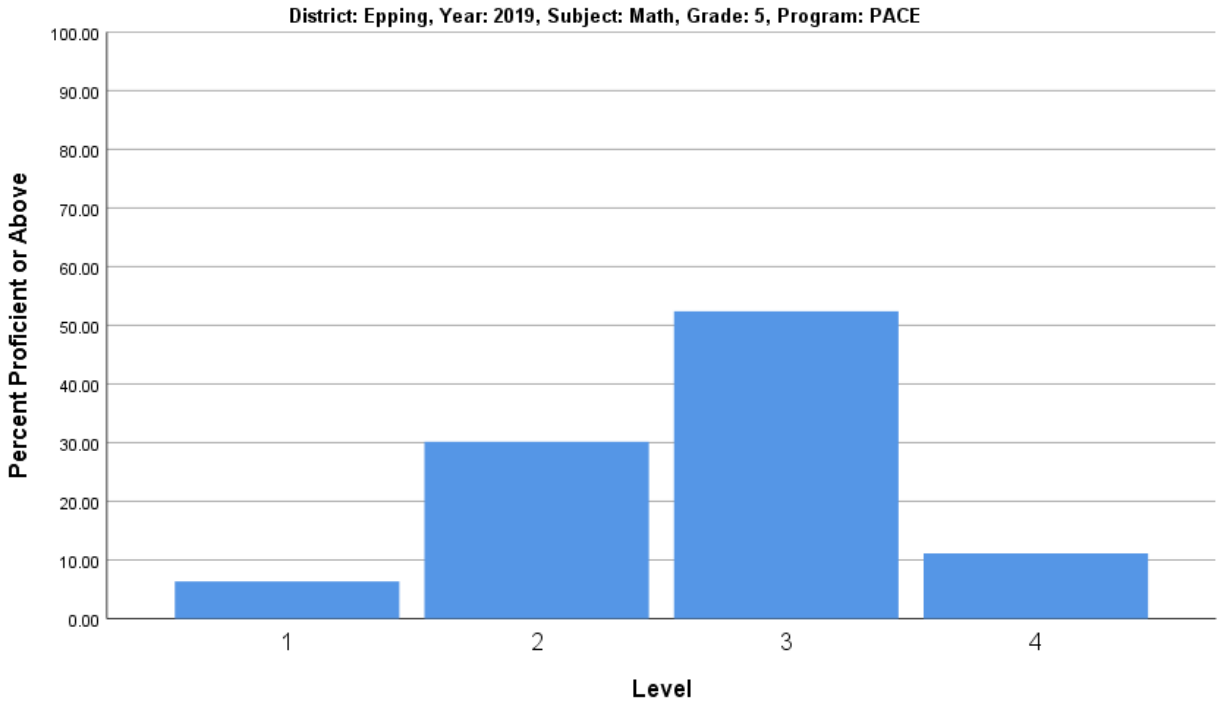
District: Epping, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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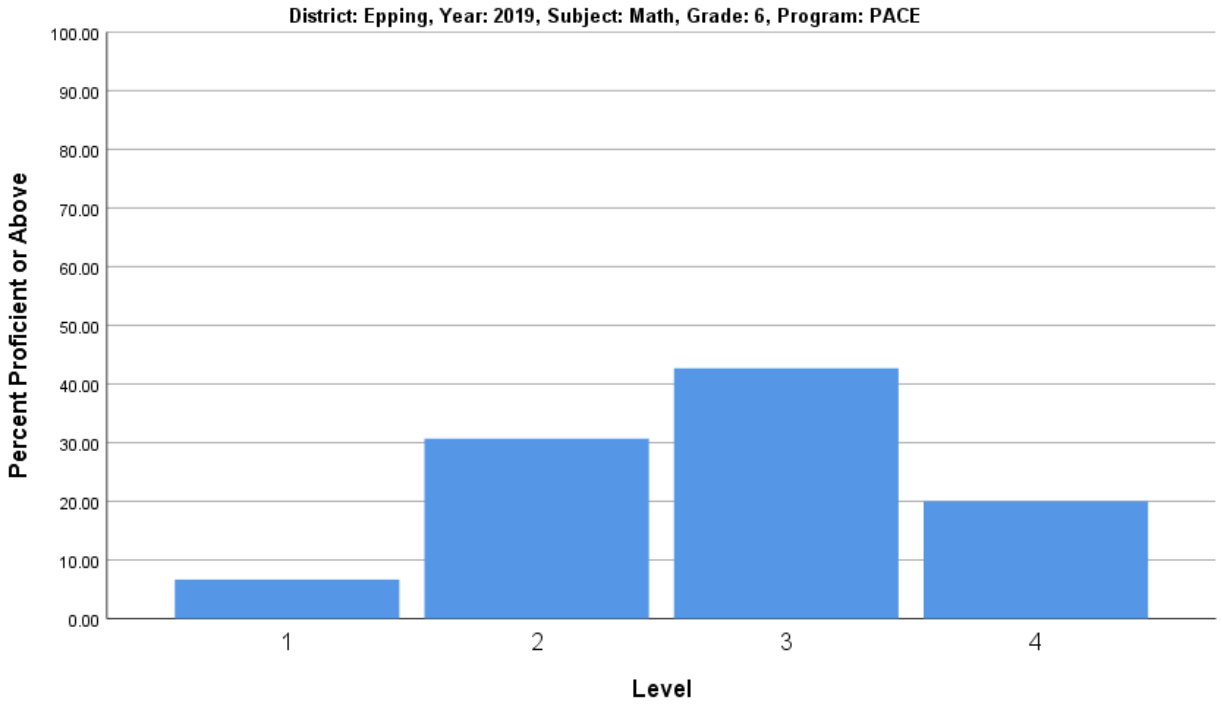
District: Epping, Year: 2019, Subject: Math, Grade: 6, Program: PACE
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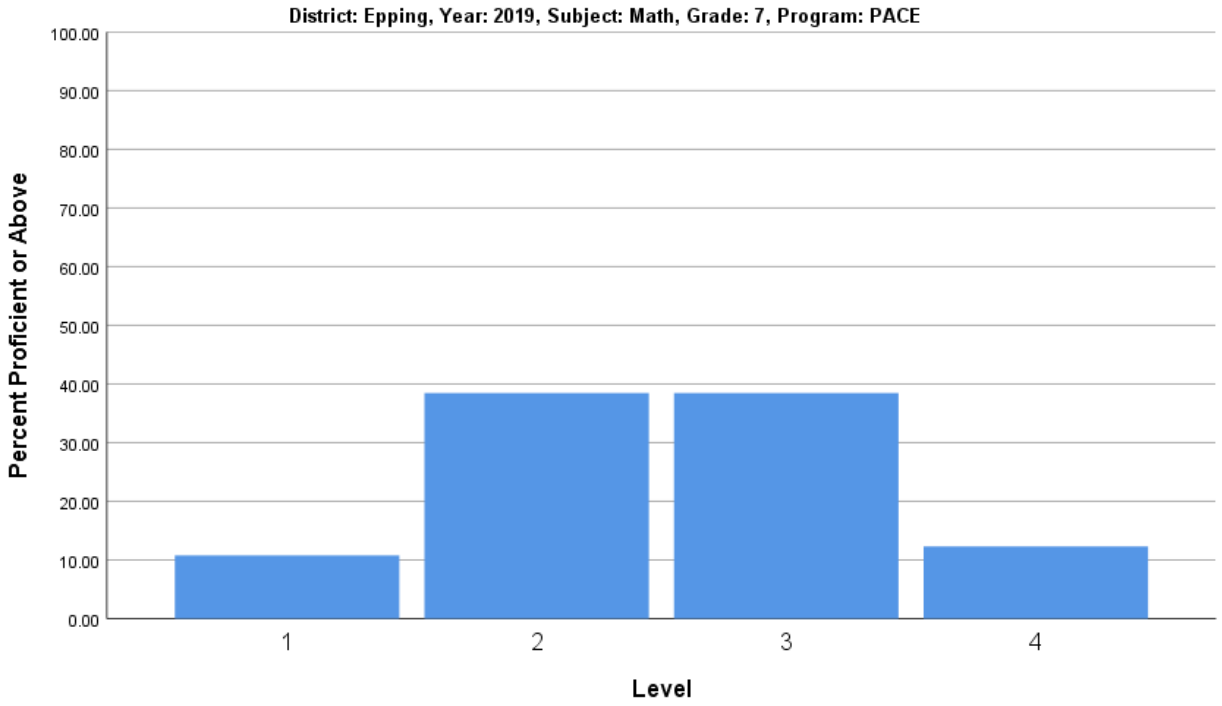
District: Epping, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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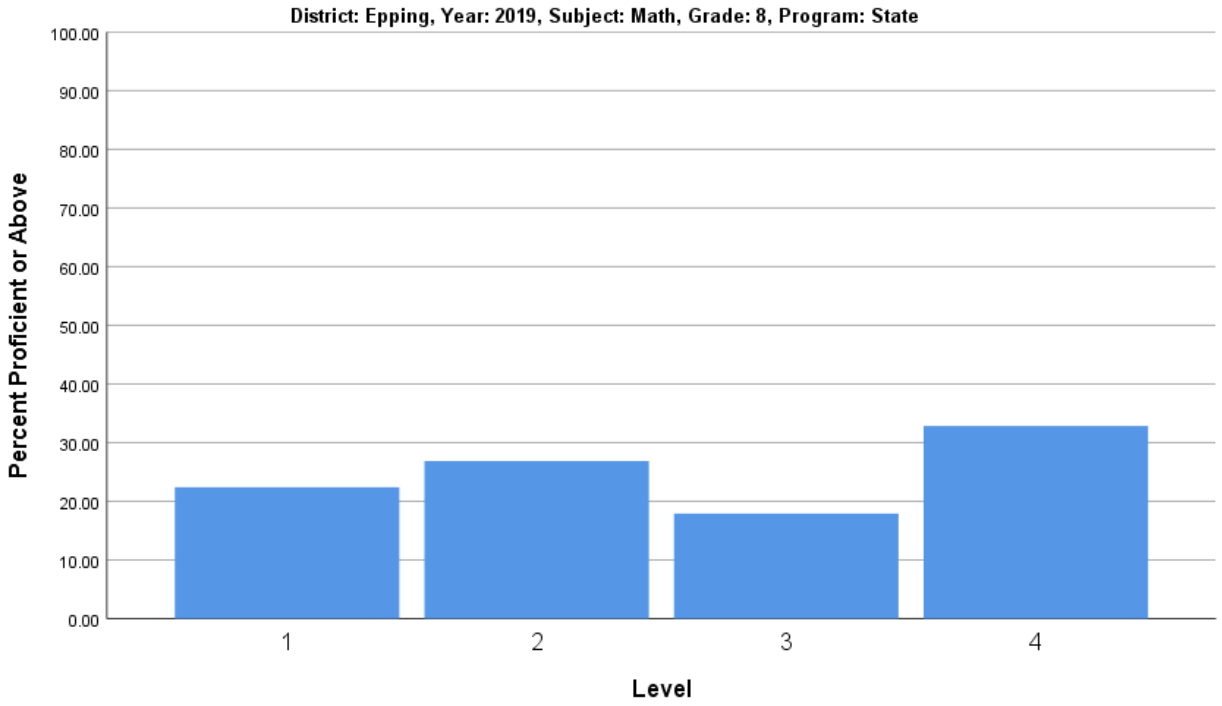
4
Level


District: Epping, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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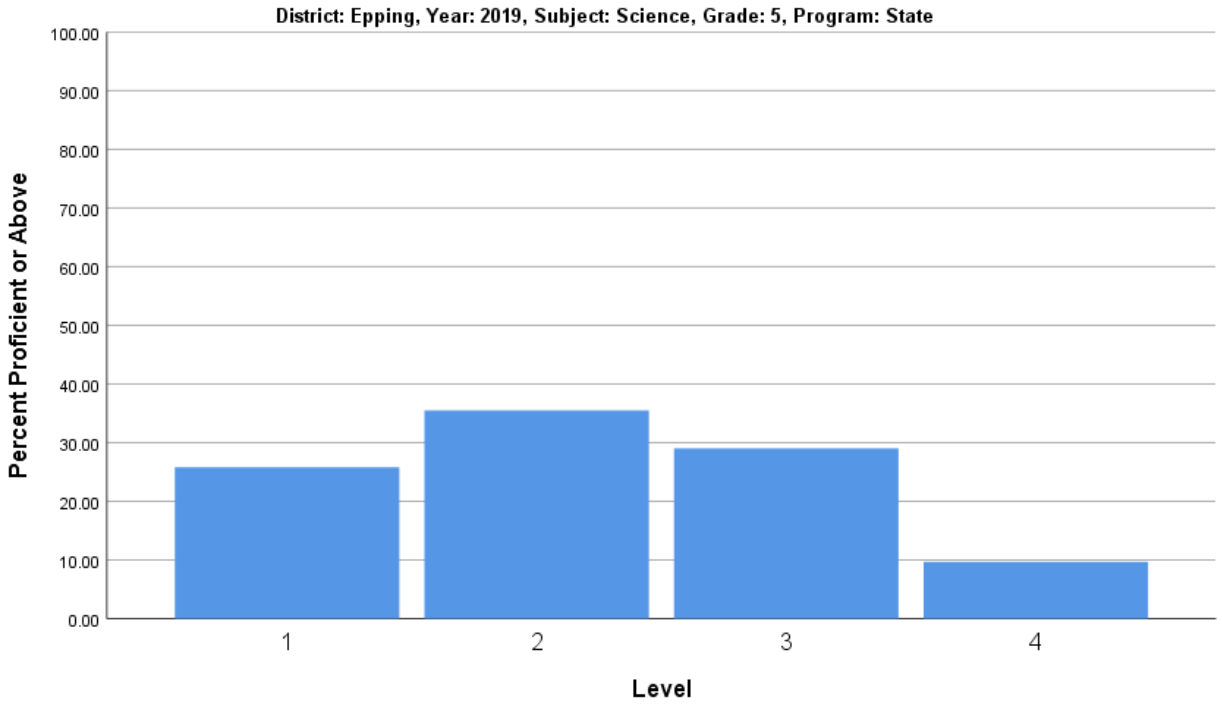
District: Epping, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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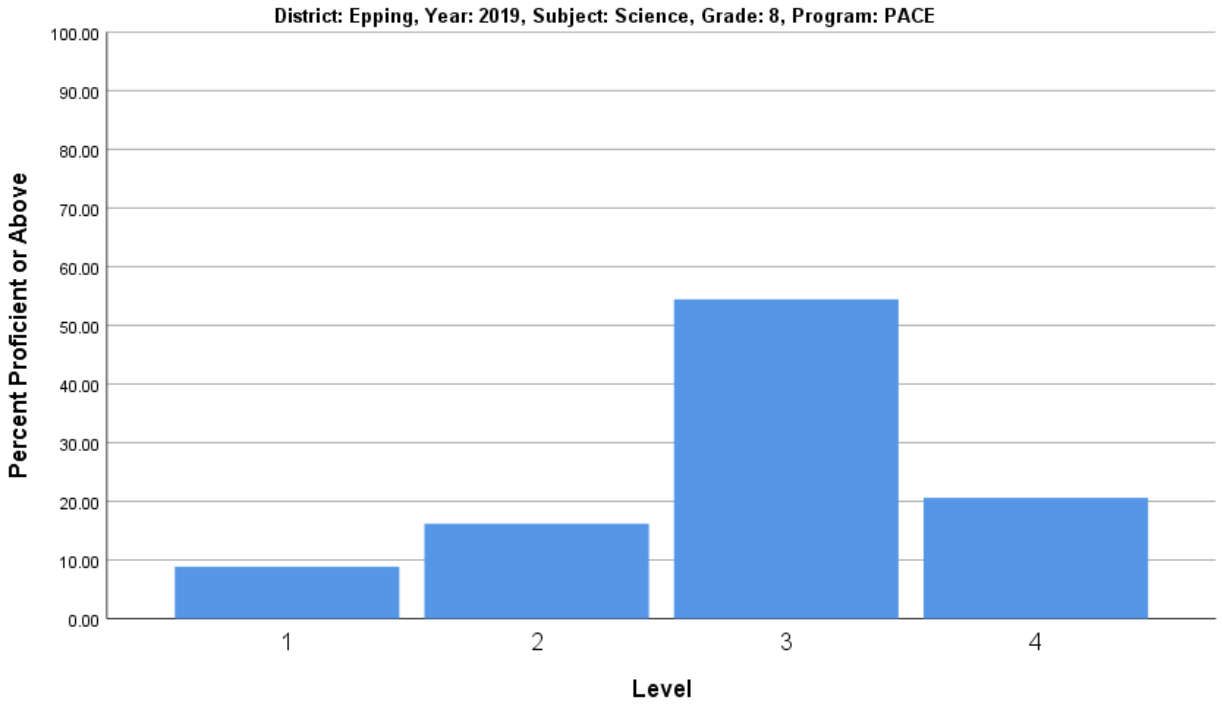
District: Epping, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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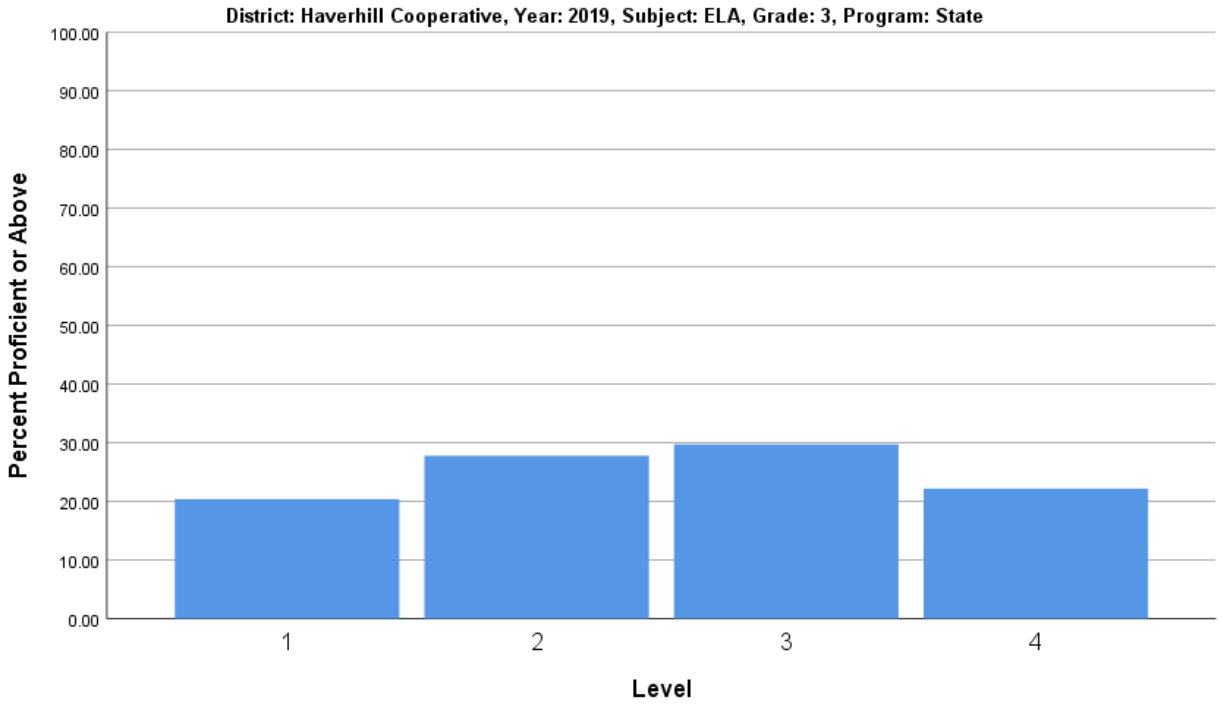
District: Haverhill Cooperative, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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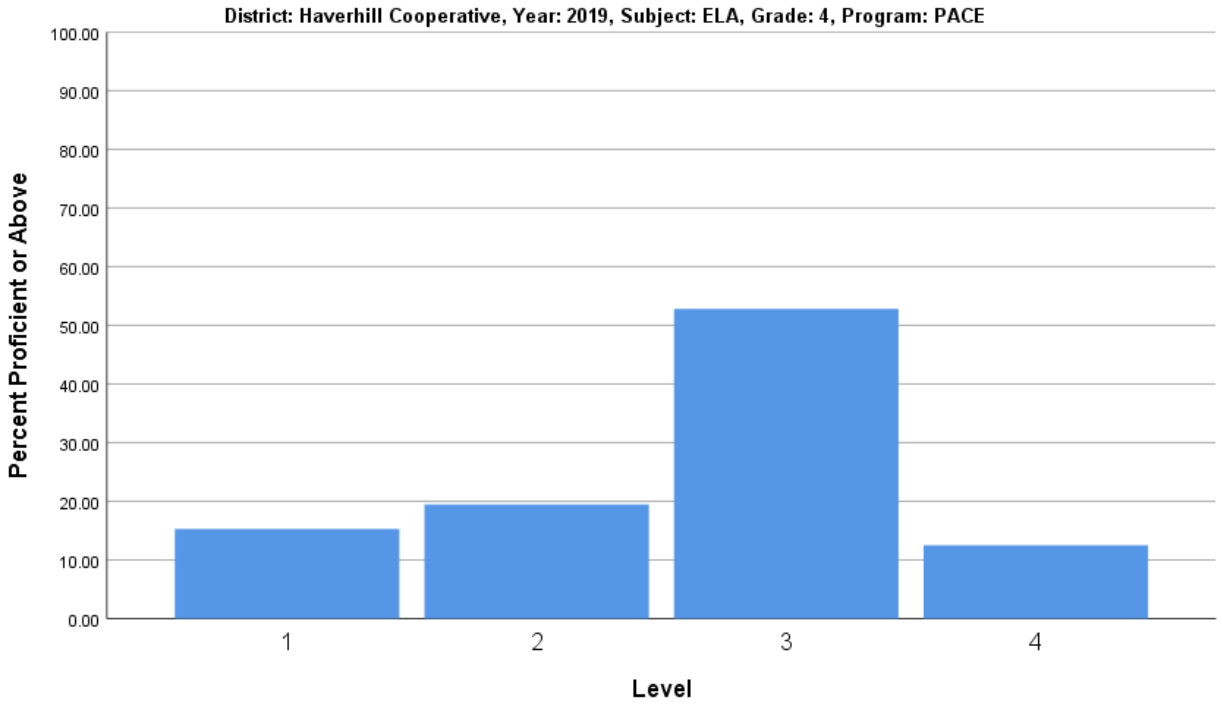
District: Haverhill Cooperative, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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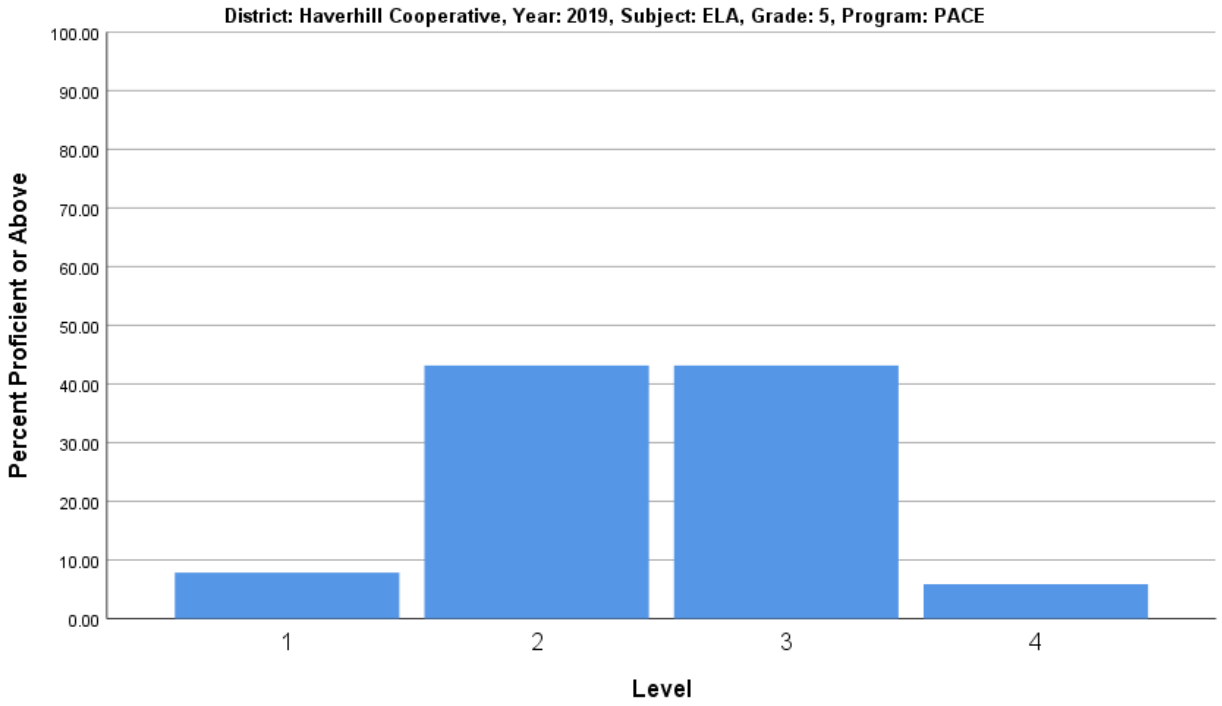
District: Haverhill Cooperative, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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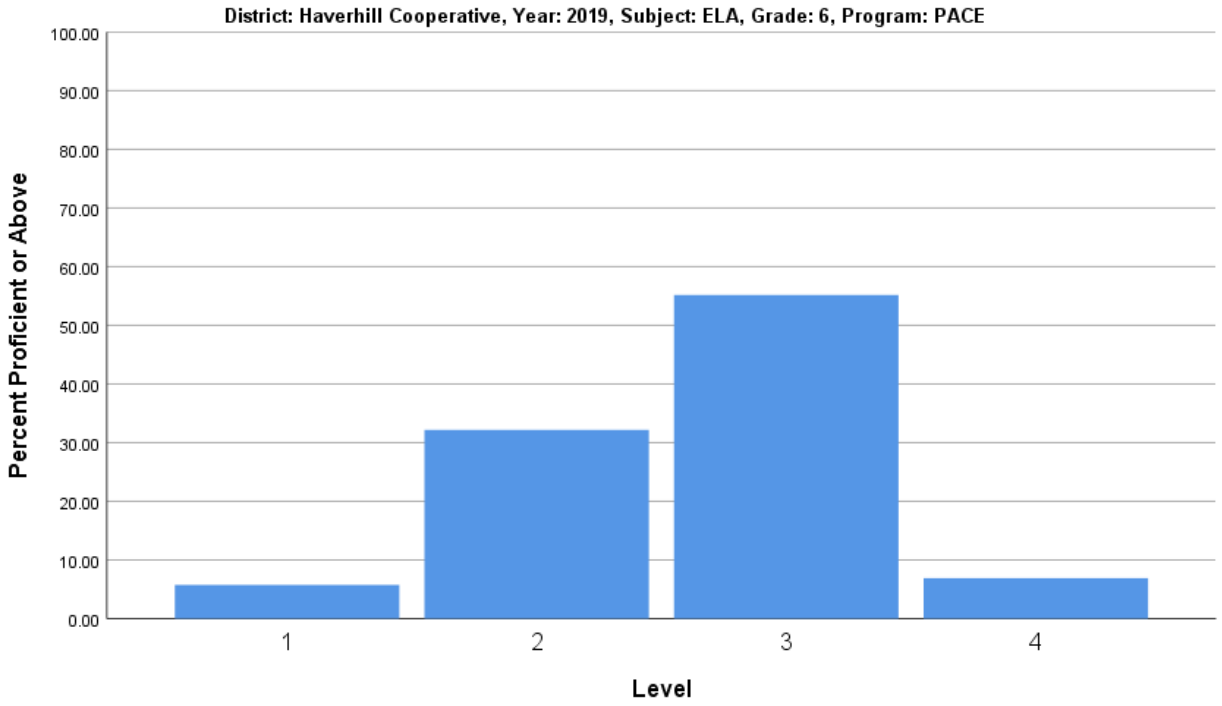
District: Haverhill Cooperative, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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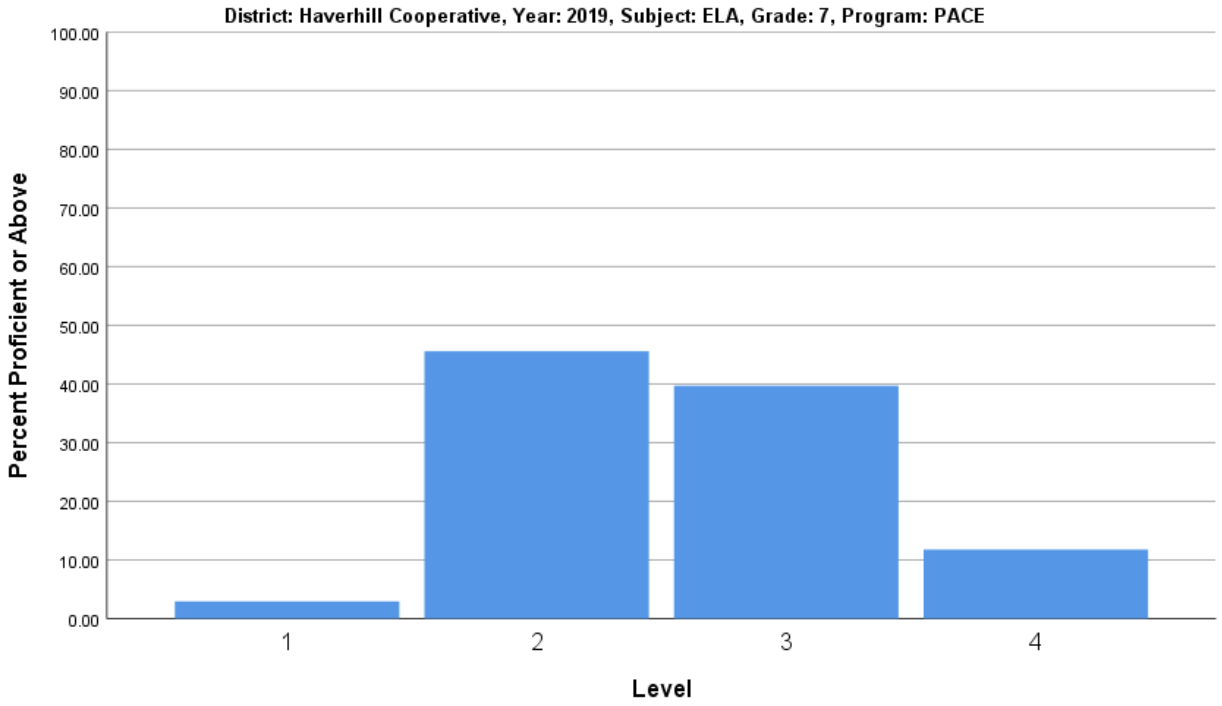
District: Haverhill Cooperative, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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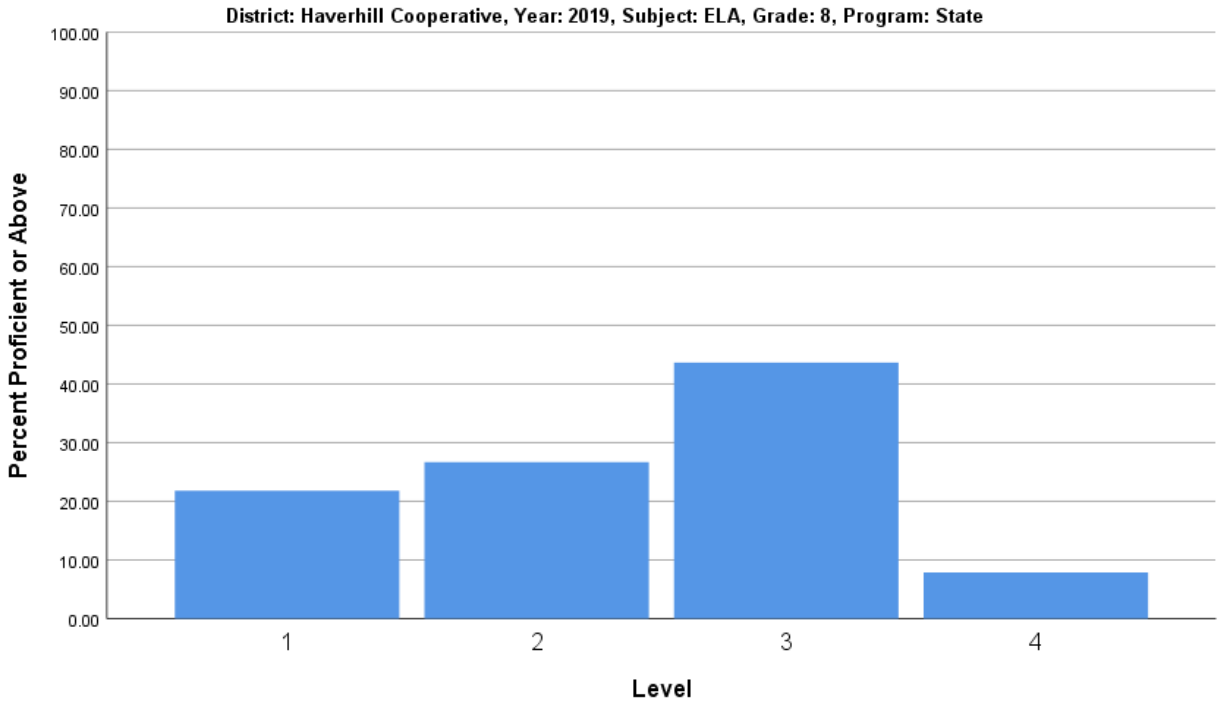
District: Haverhill Cooperative, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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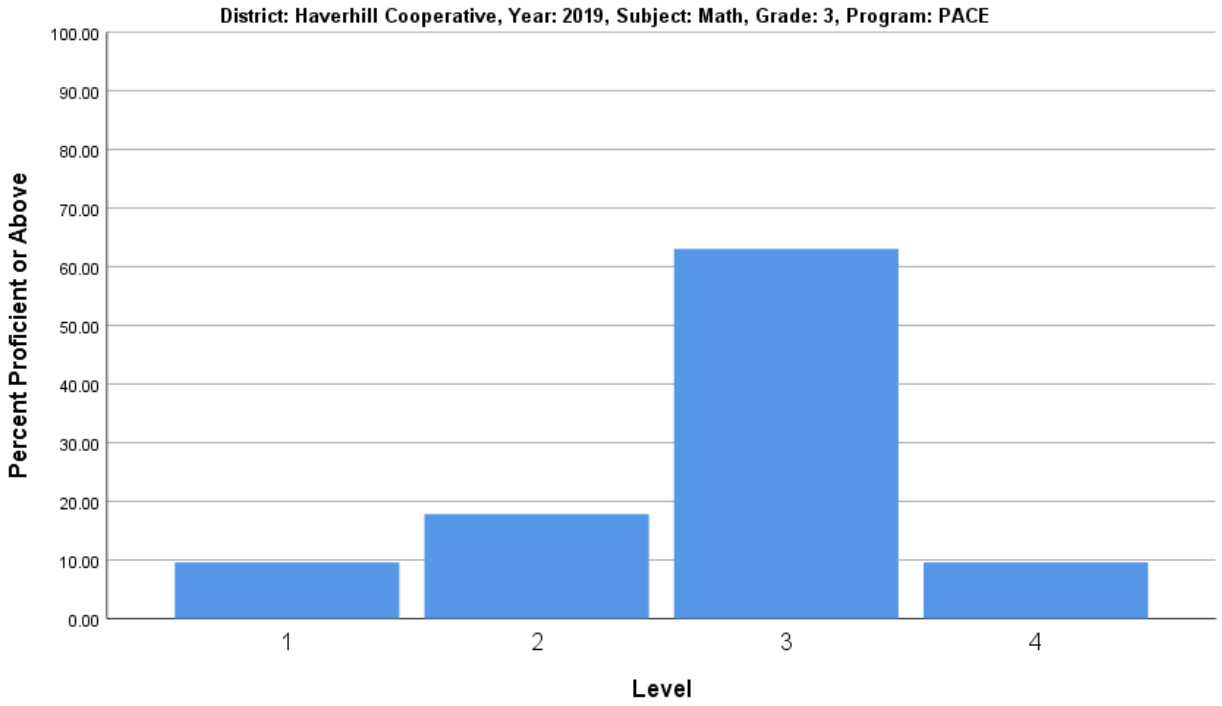
District: Haverhill Cooperative, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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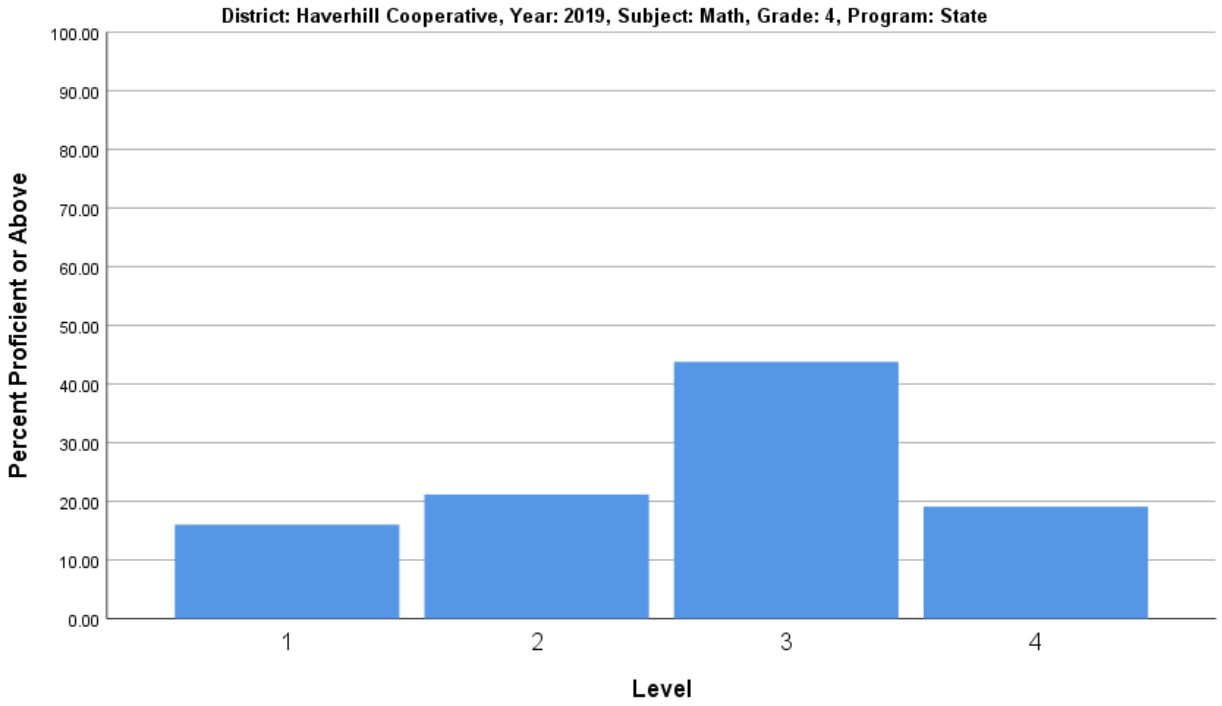
Level


District: Haverhill Cooperative, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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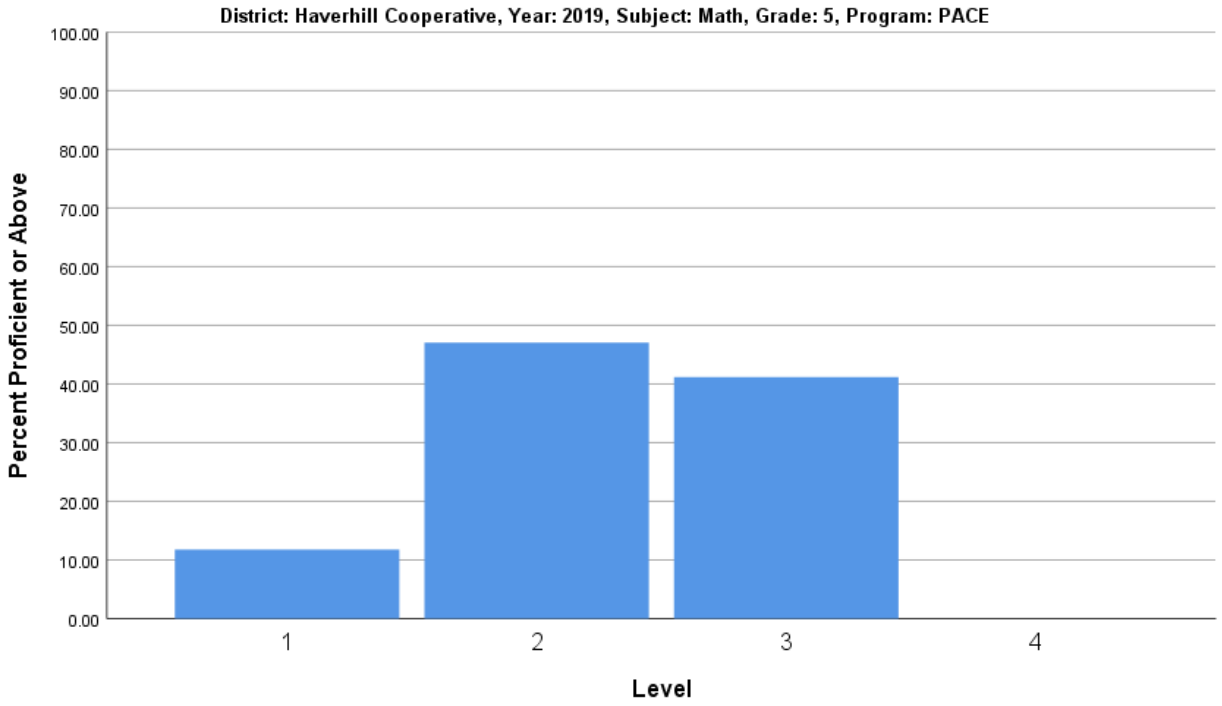
3
4
Level


District: Haverhill Cooperative, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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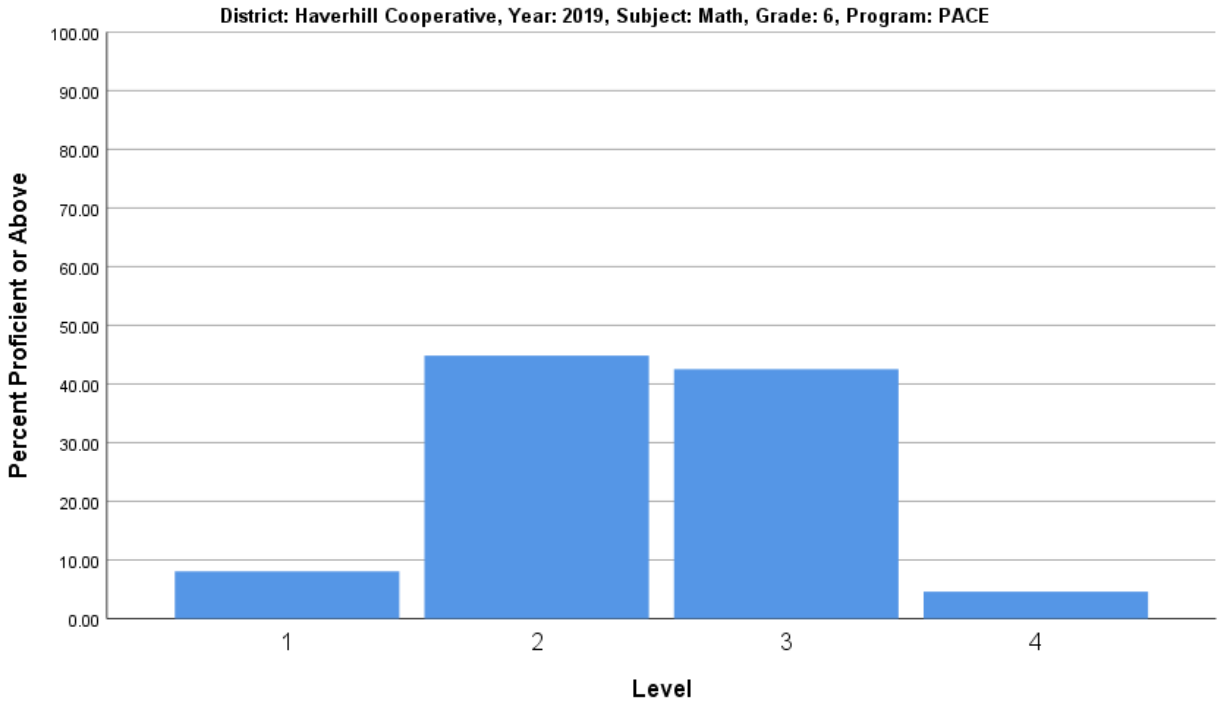
District: Haverhill Cooperative, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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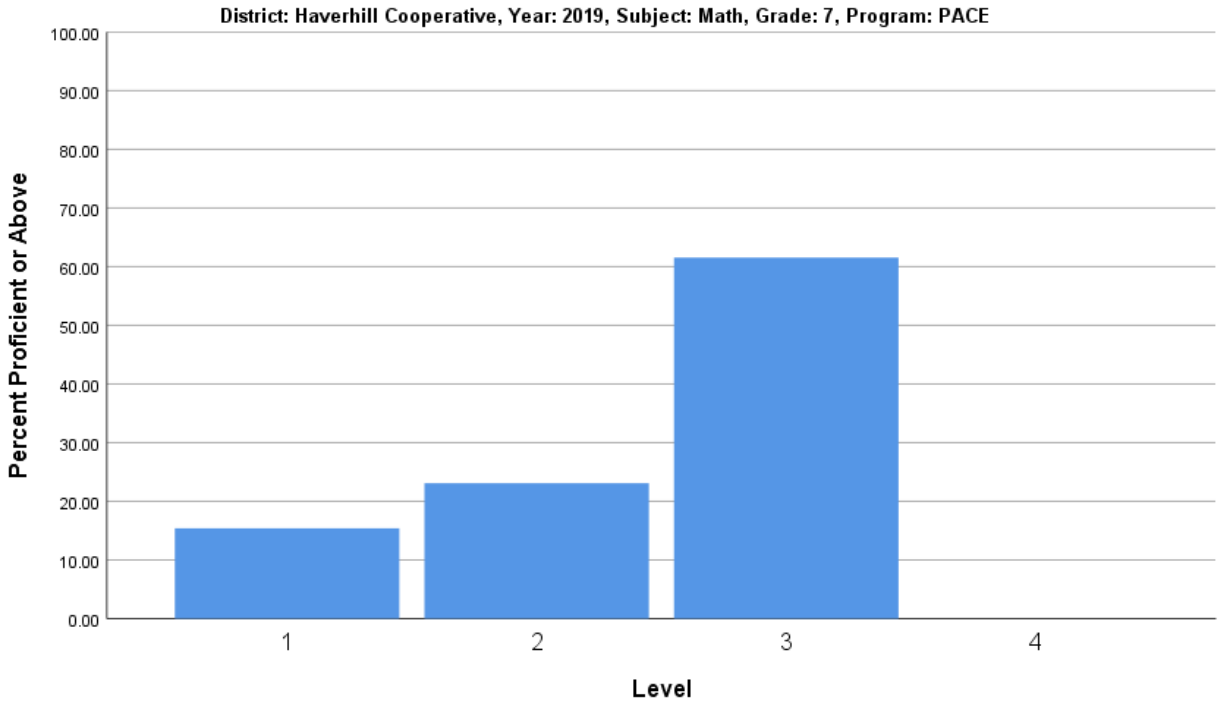
Level


District: Haverhill Cooperative, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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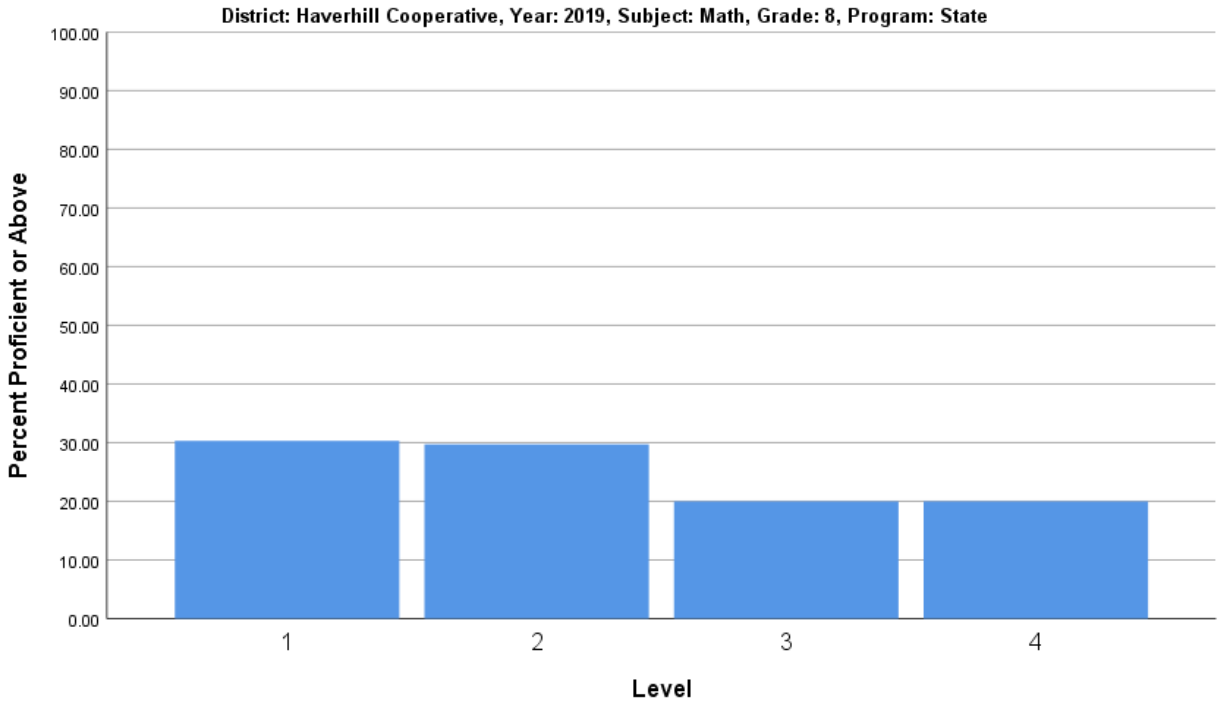
Level


District: Haverhill Cooperative, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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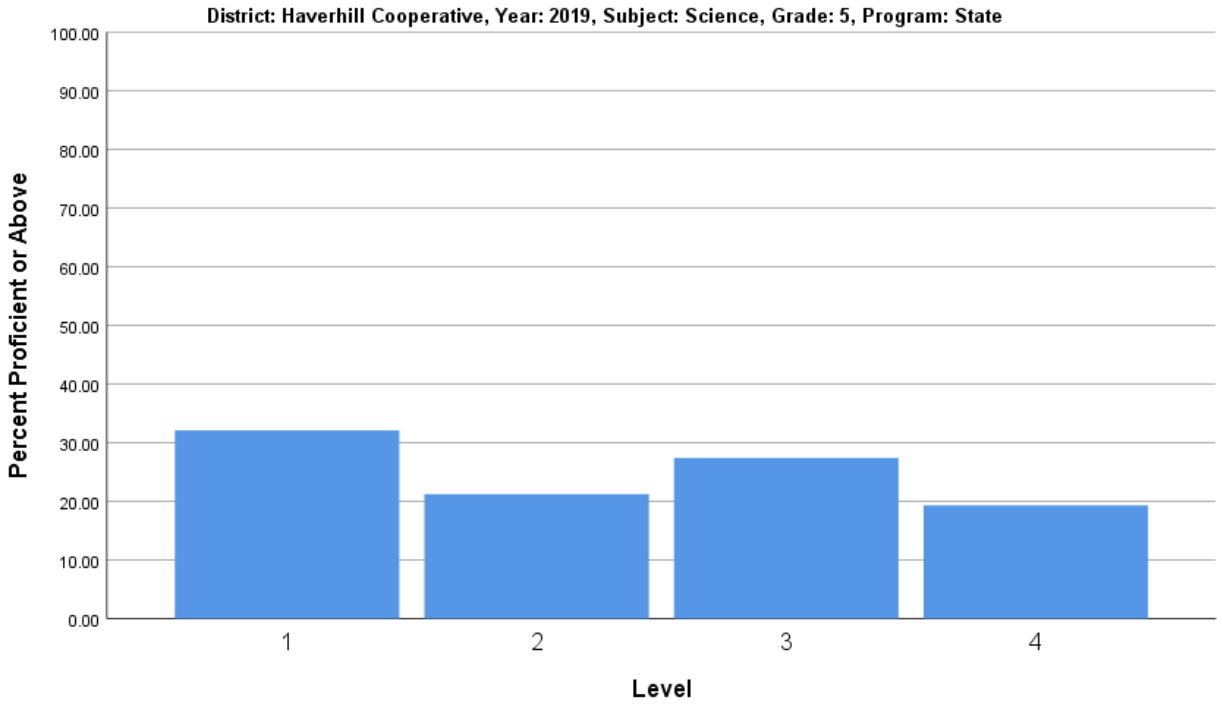
District: Haverhill Cooperative, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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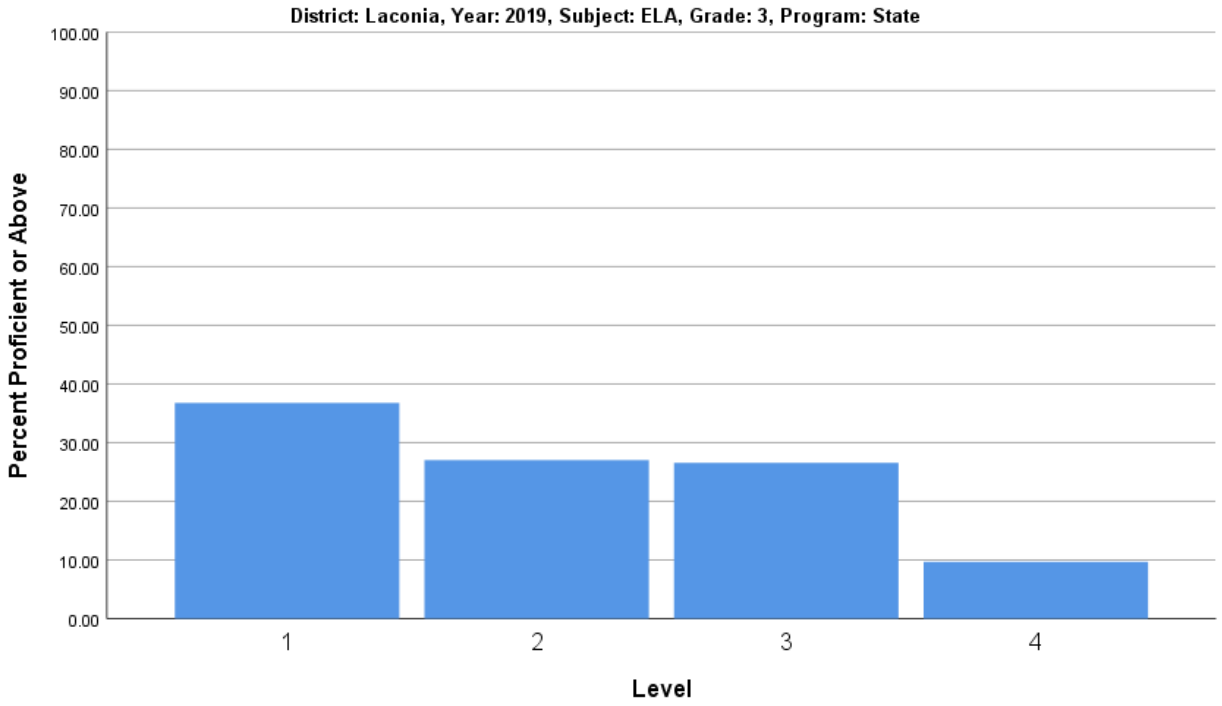
Level


District: Laconia, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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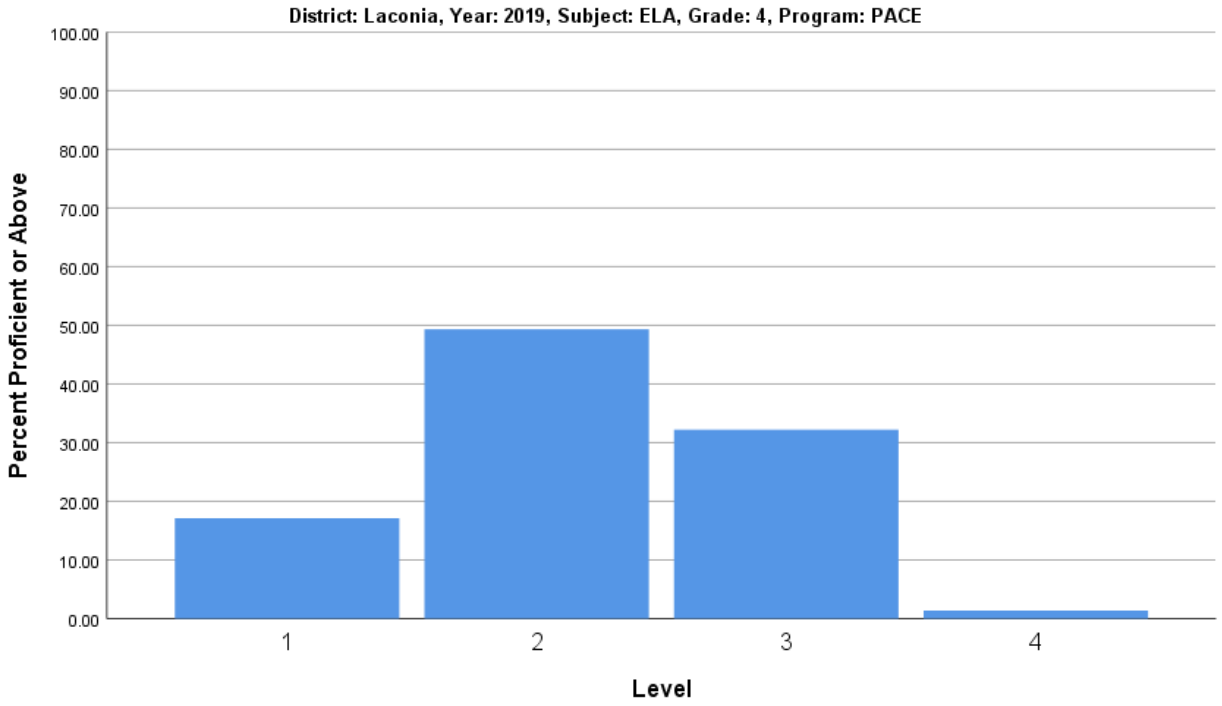
District: Laconia, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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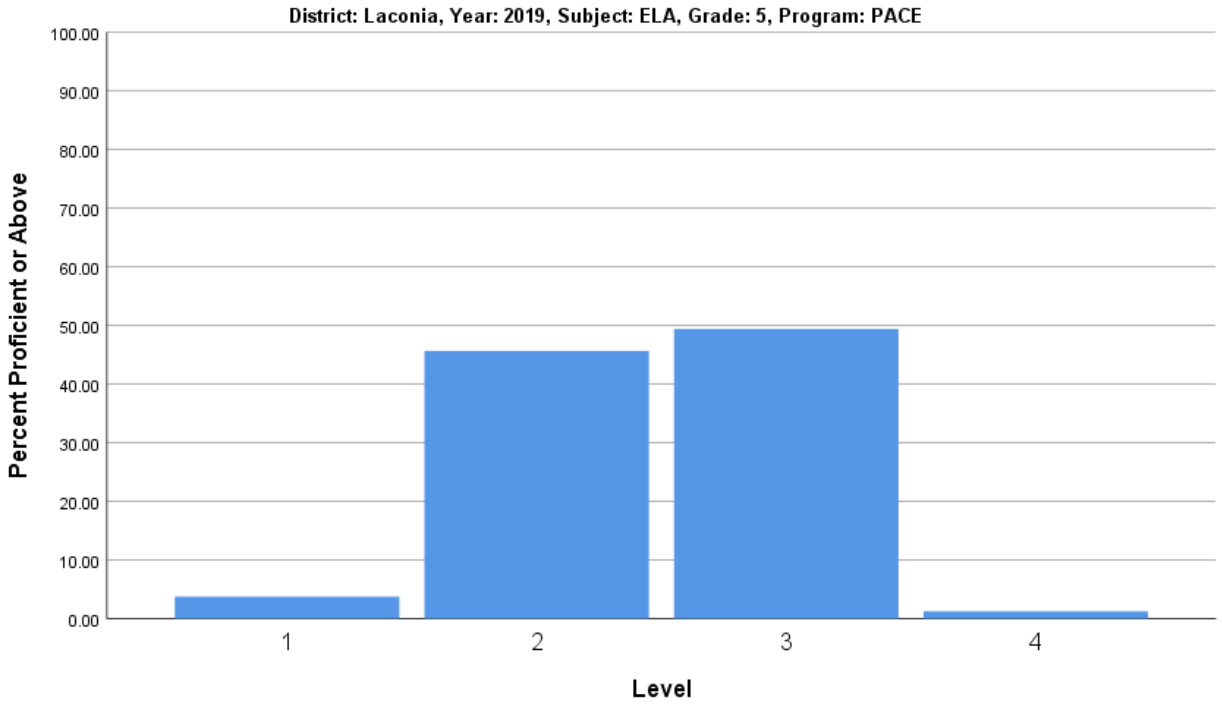
4
Level


District: Laconia, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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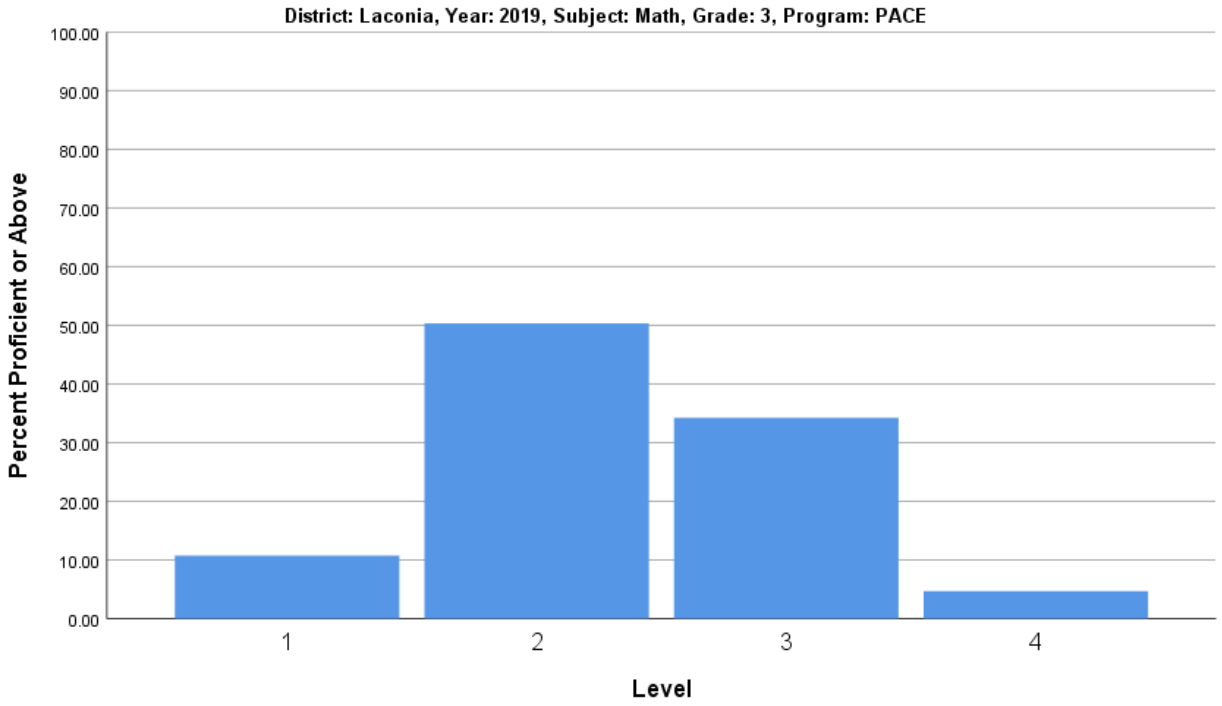
Level


District: Laconia, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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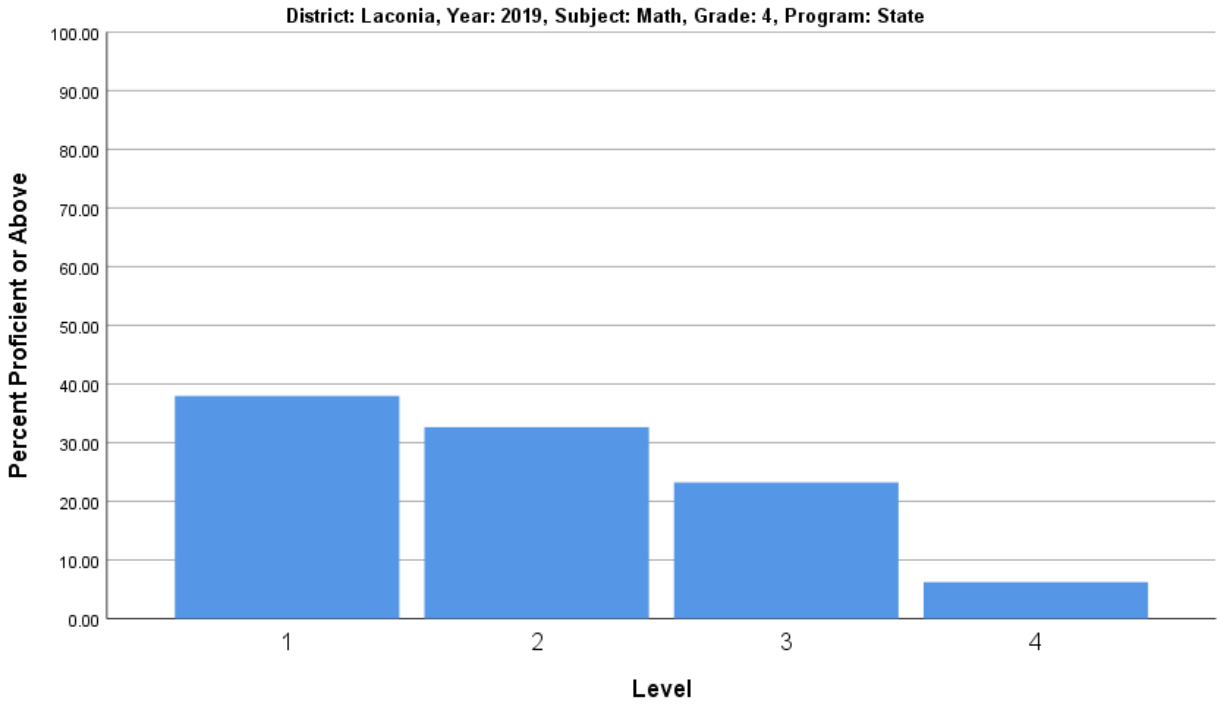
Level


District: Laconia, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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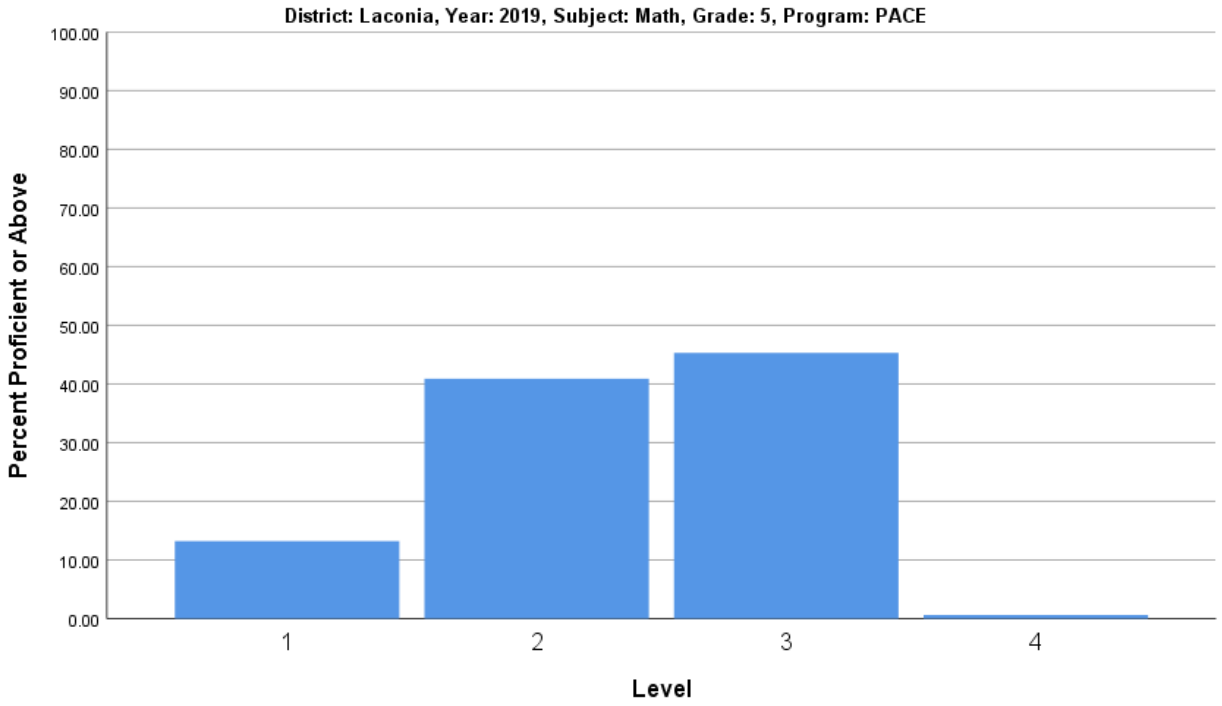
District: Laconia, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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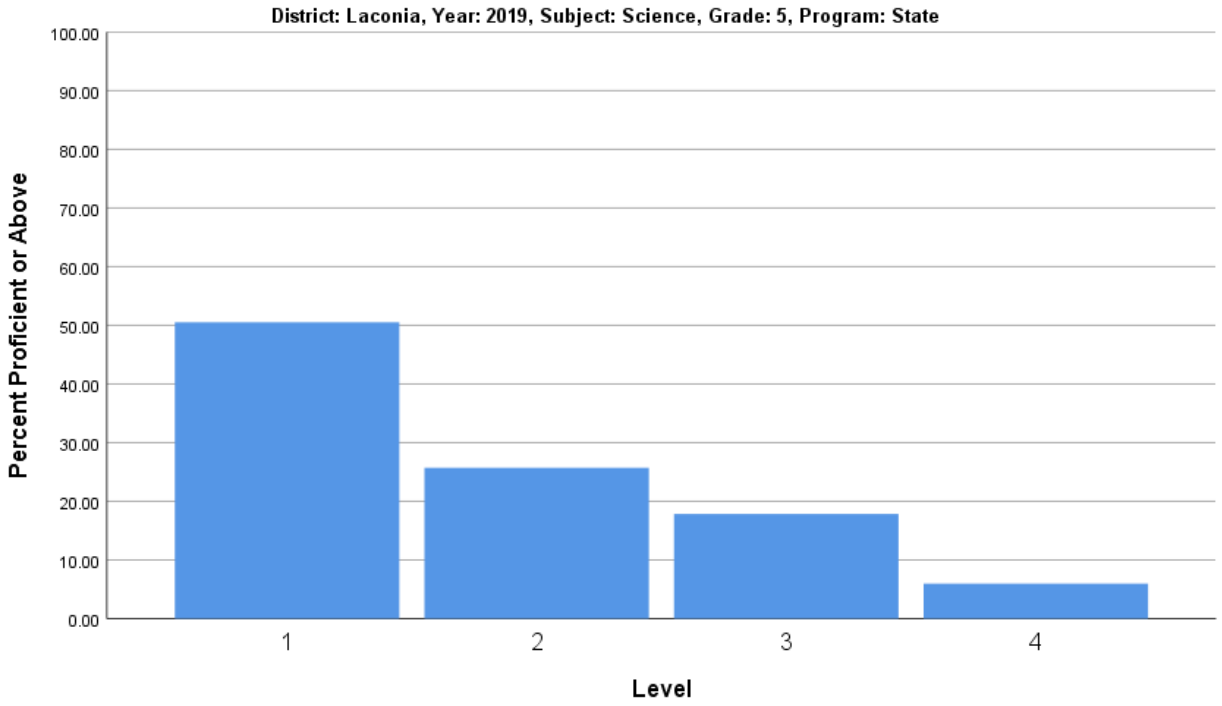
District: Laconia, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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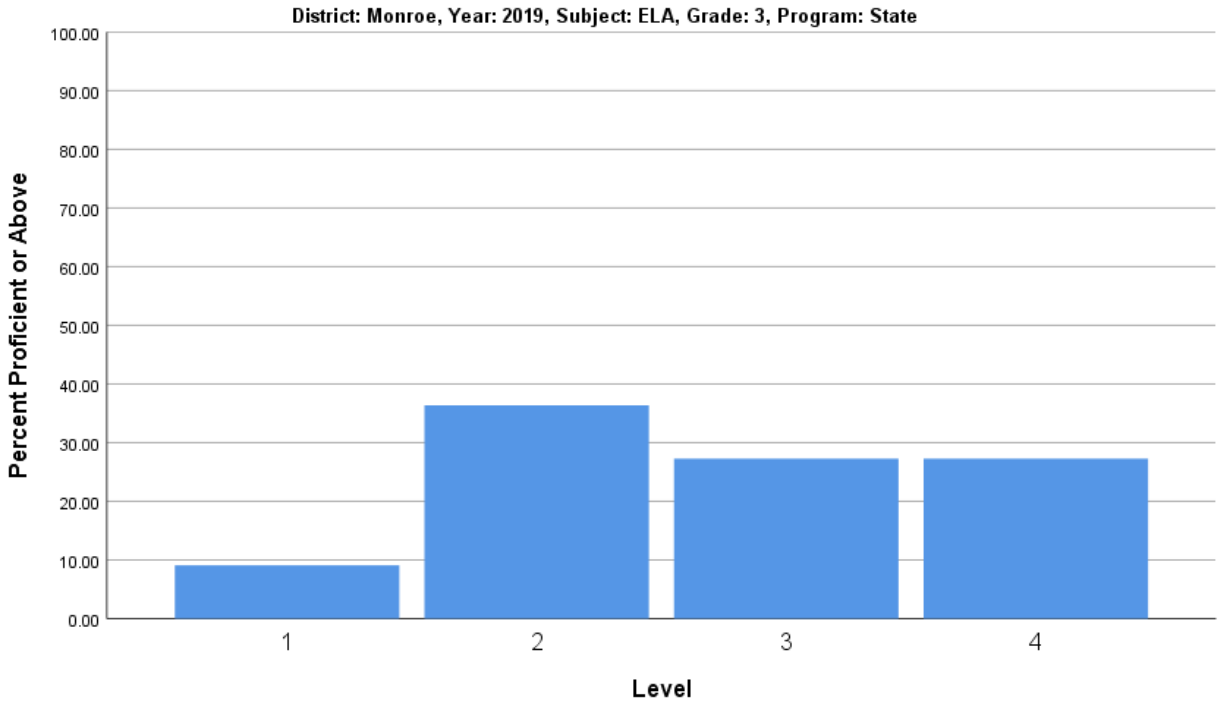
District: Monroe, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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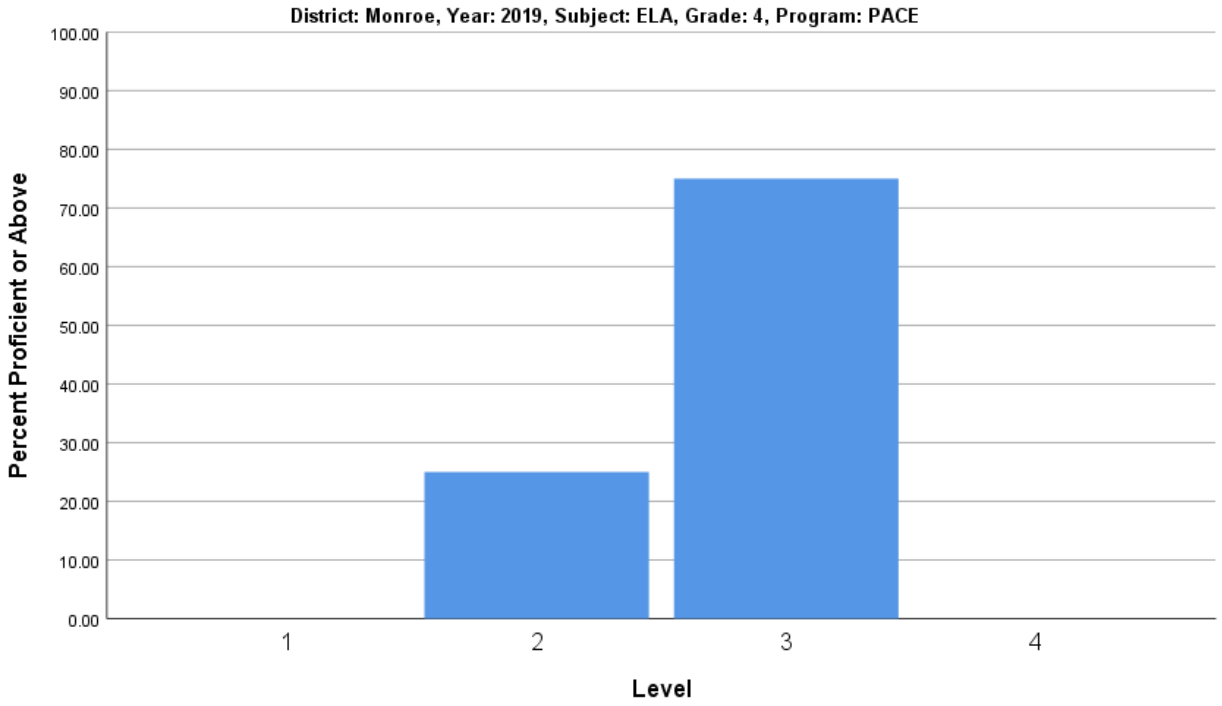
District: Monroe, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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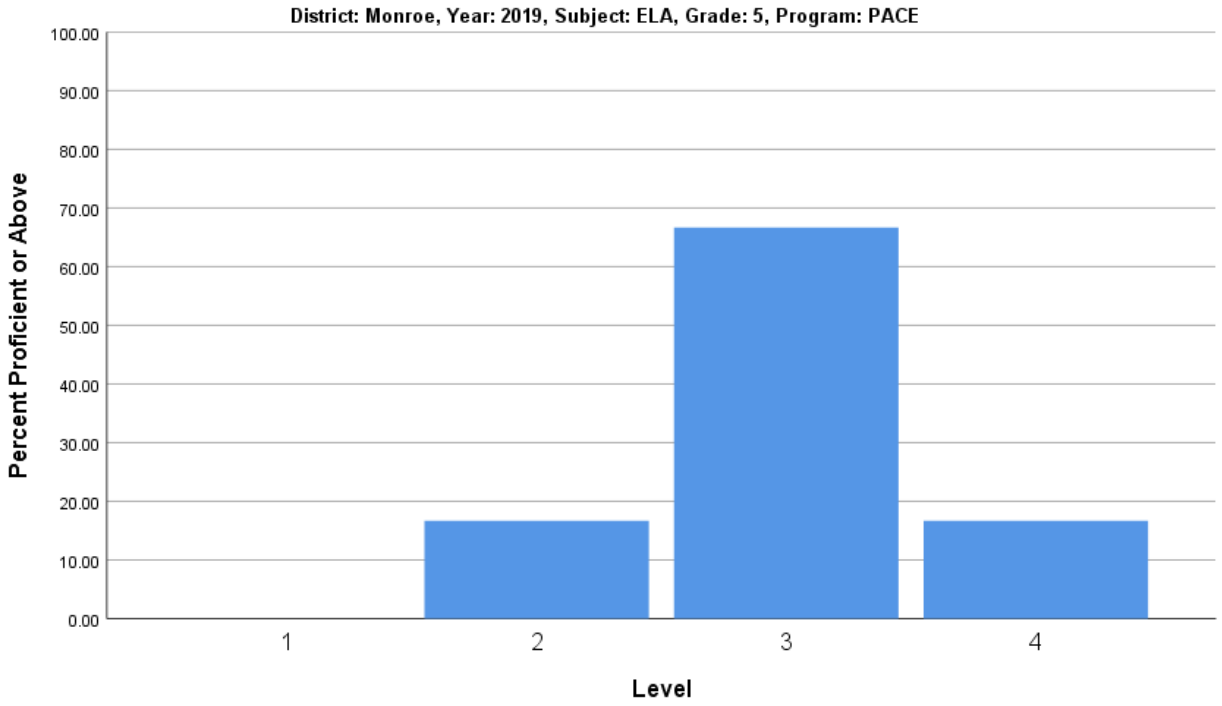
District: Monroe, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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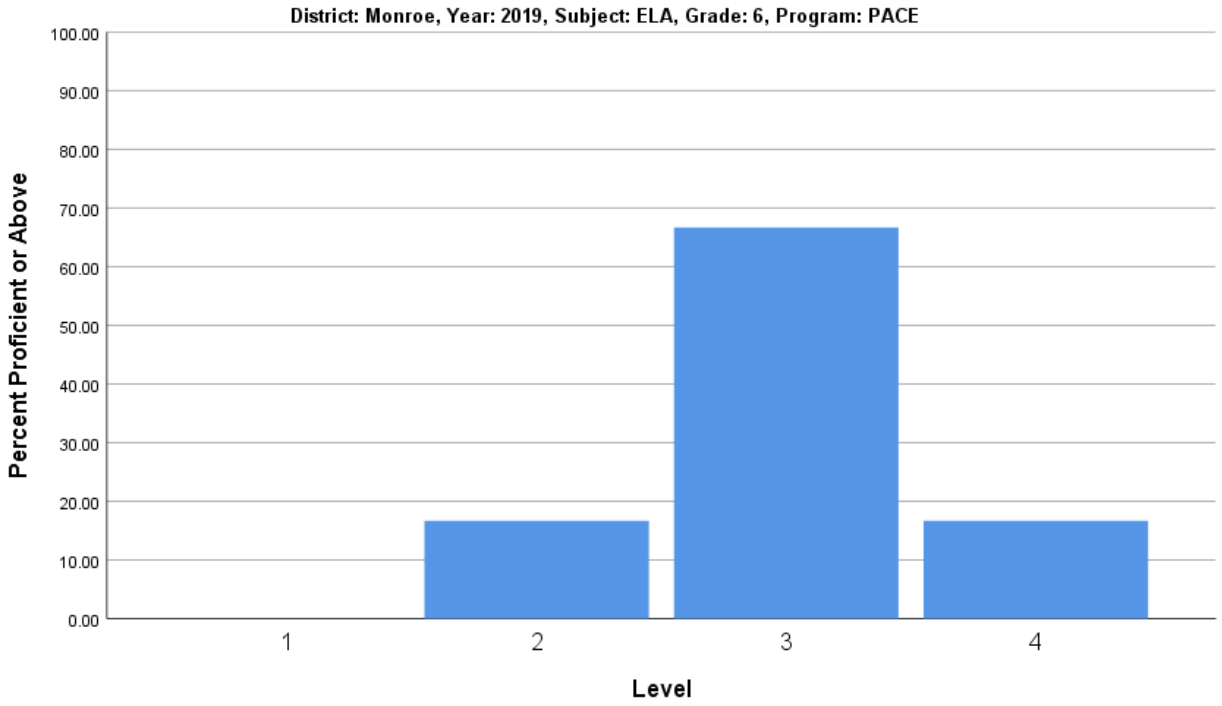
District: Monroe, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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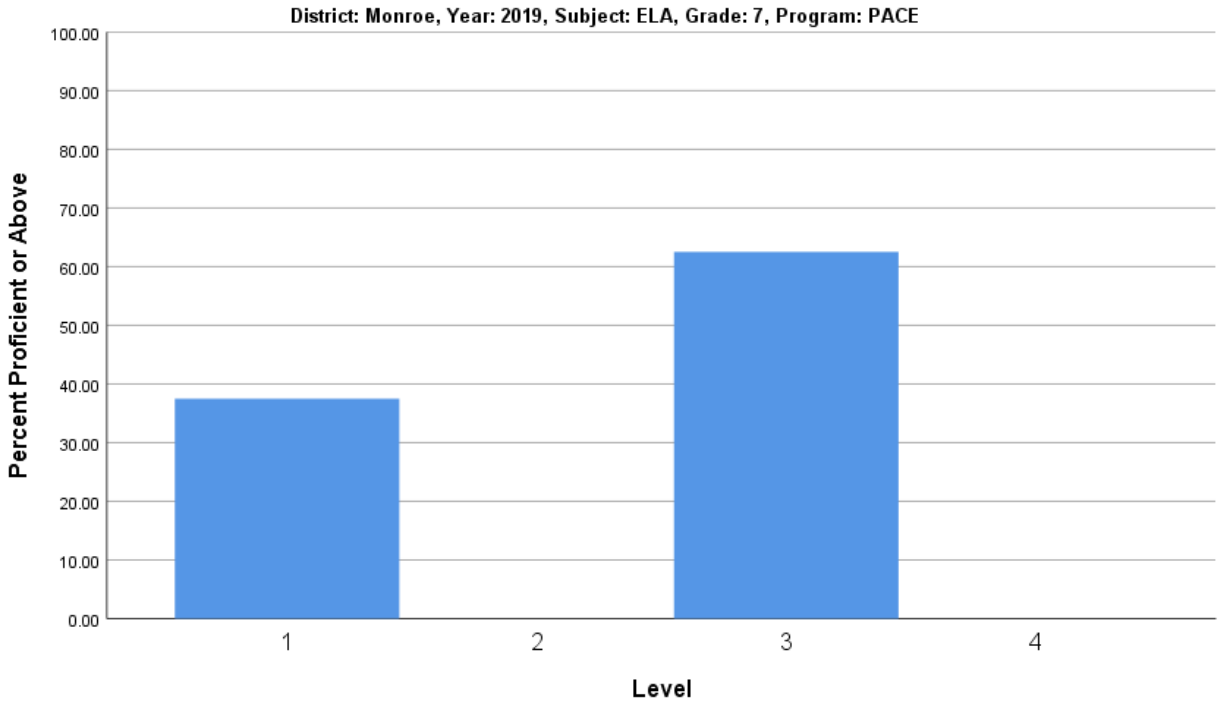
District: Monroe, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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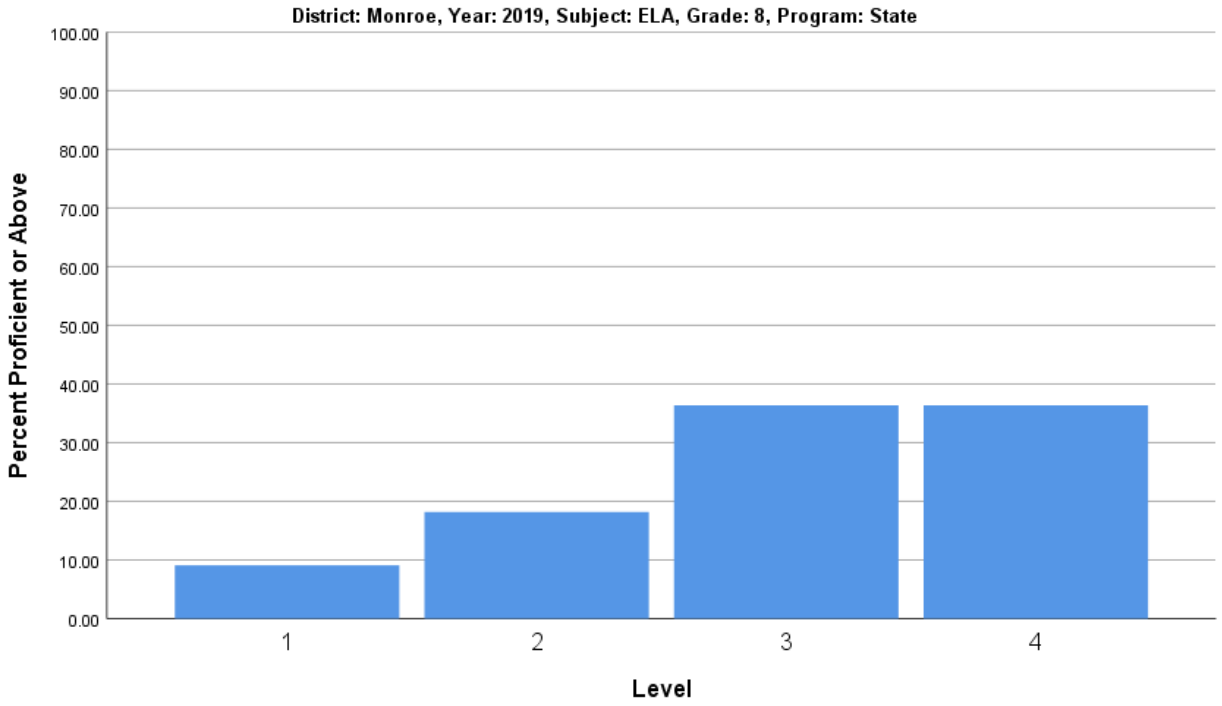
District: Monroe, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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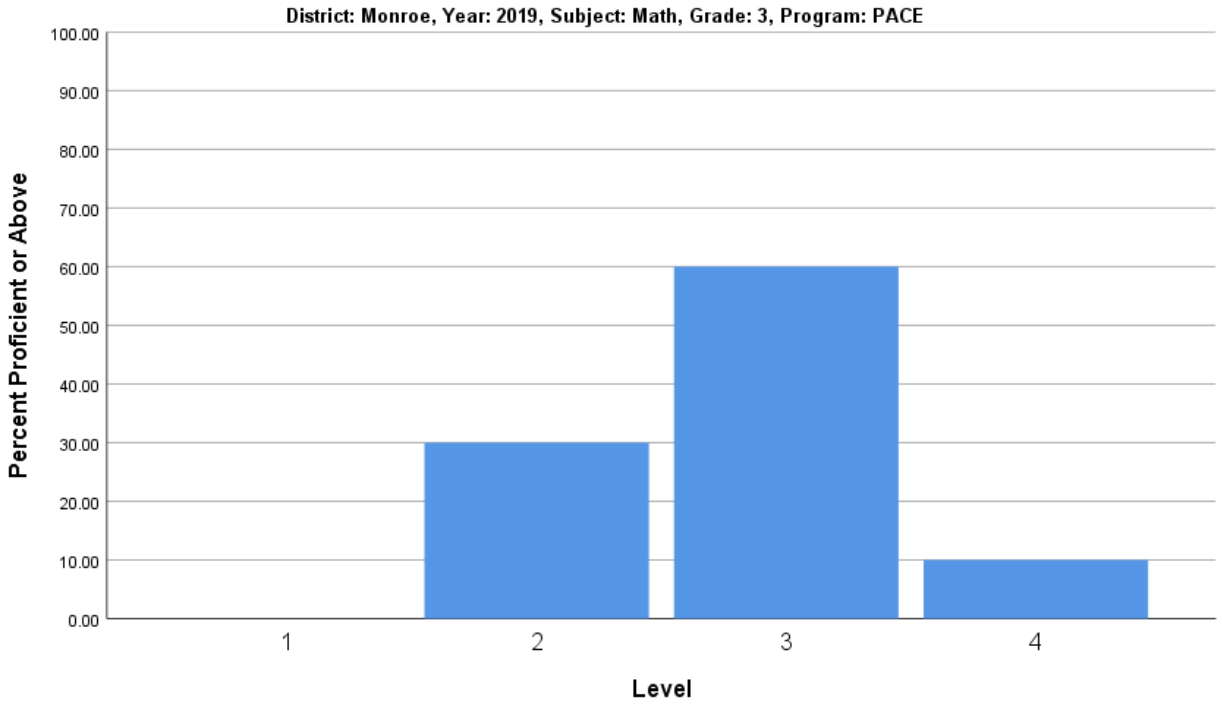
District: Monroe, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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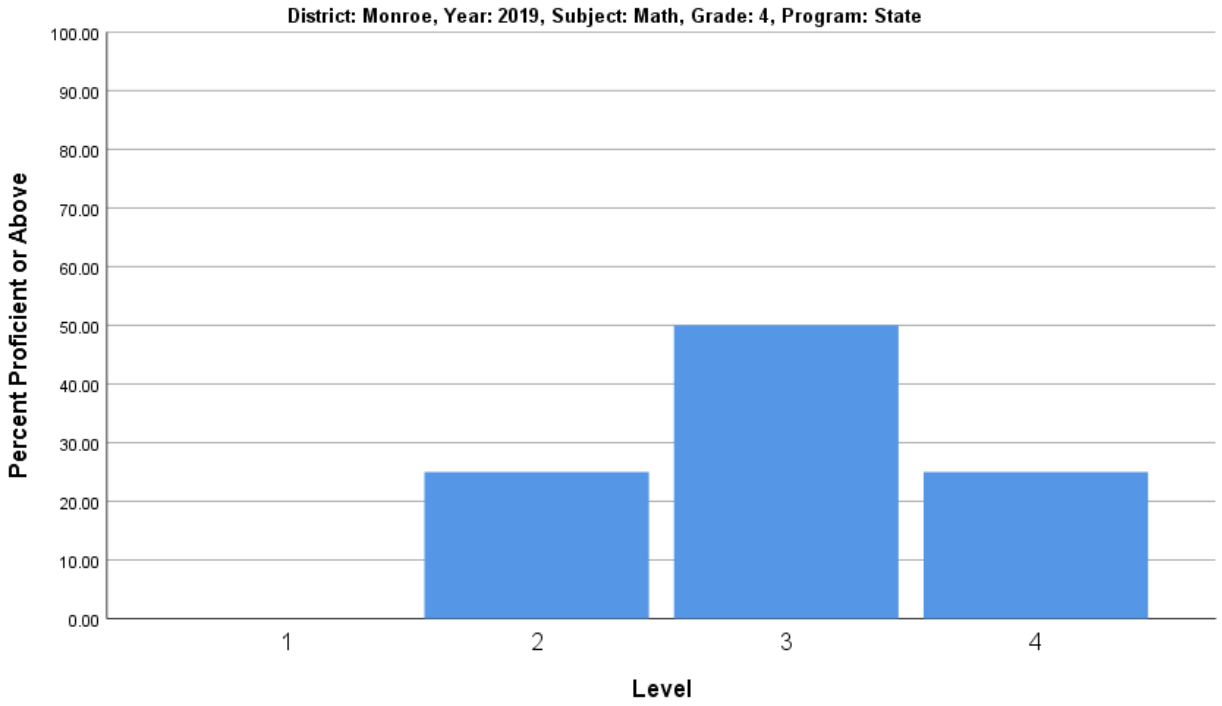
District: Monroe, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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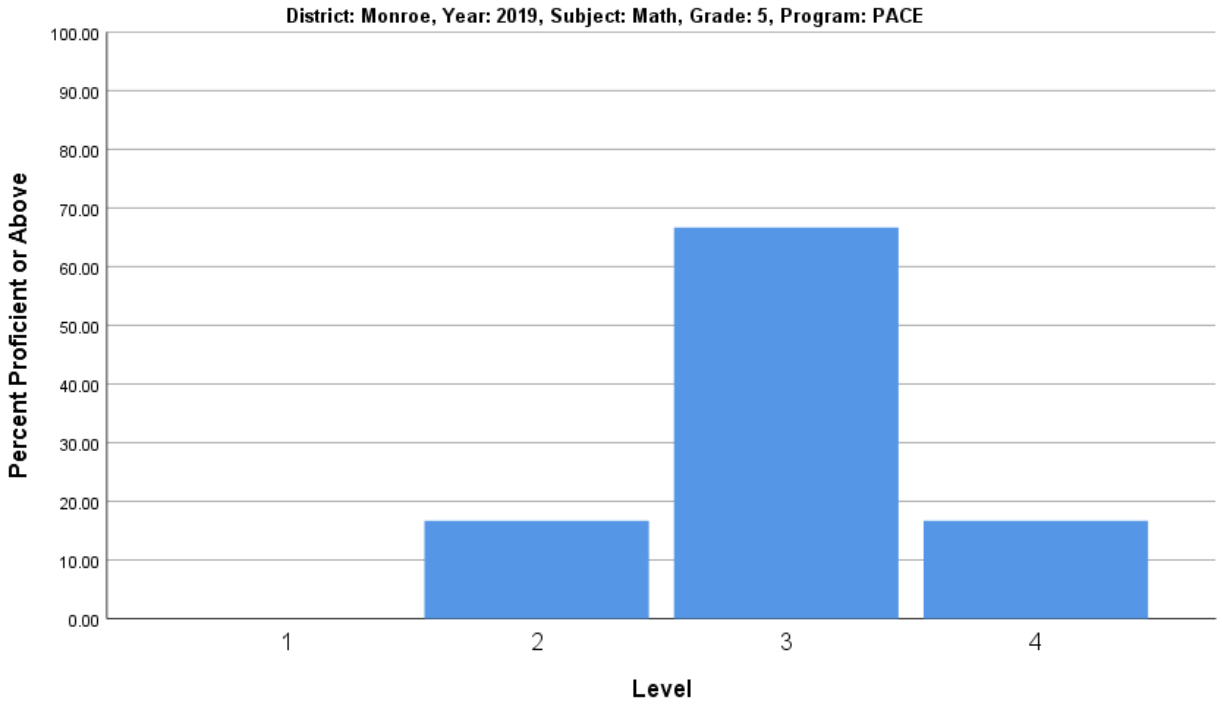
Level


District: Monroe, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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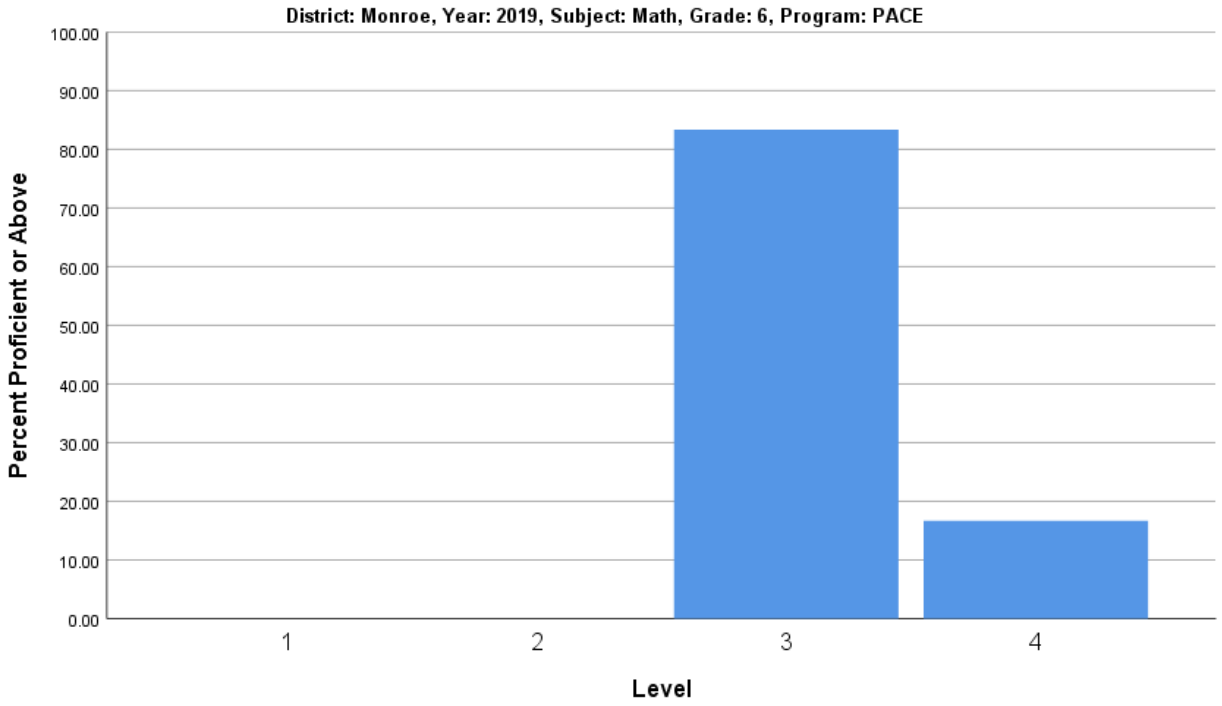
District: Monroe, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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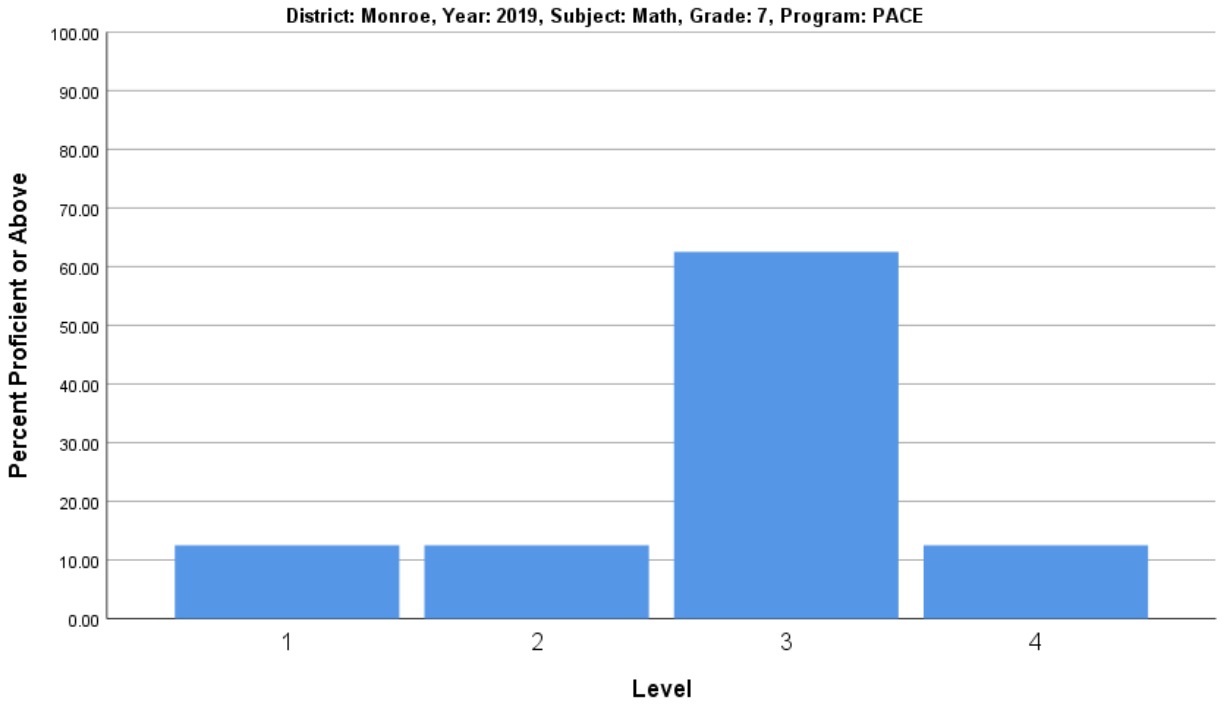
District: Monroe, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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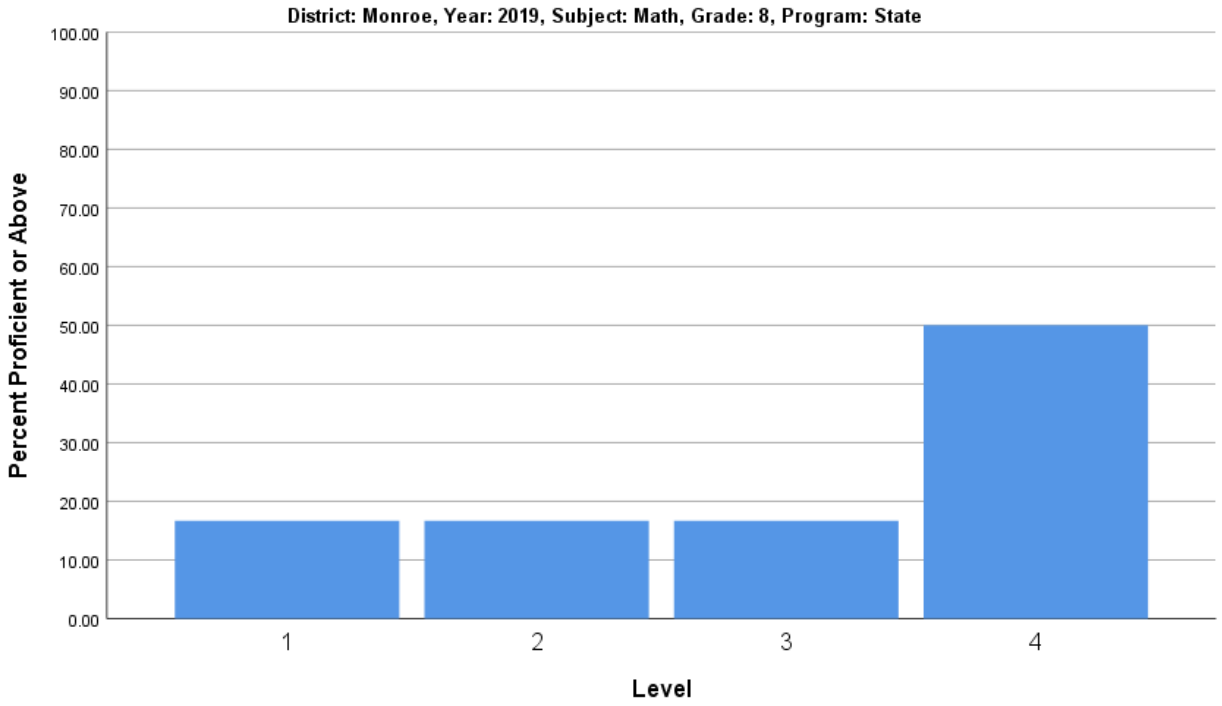
District: Monroe, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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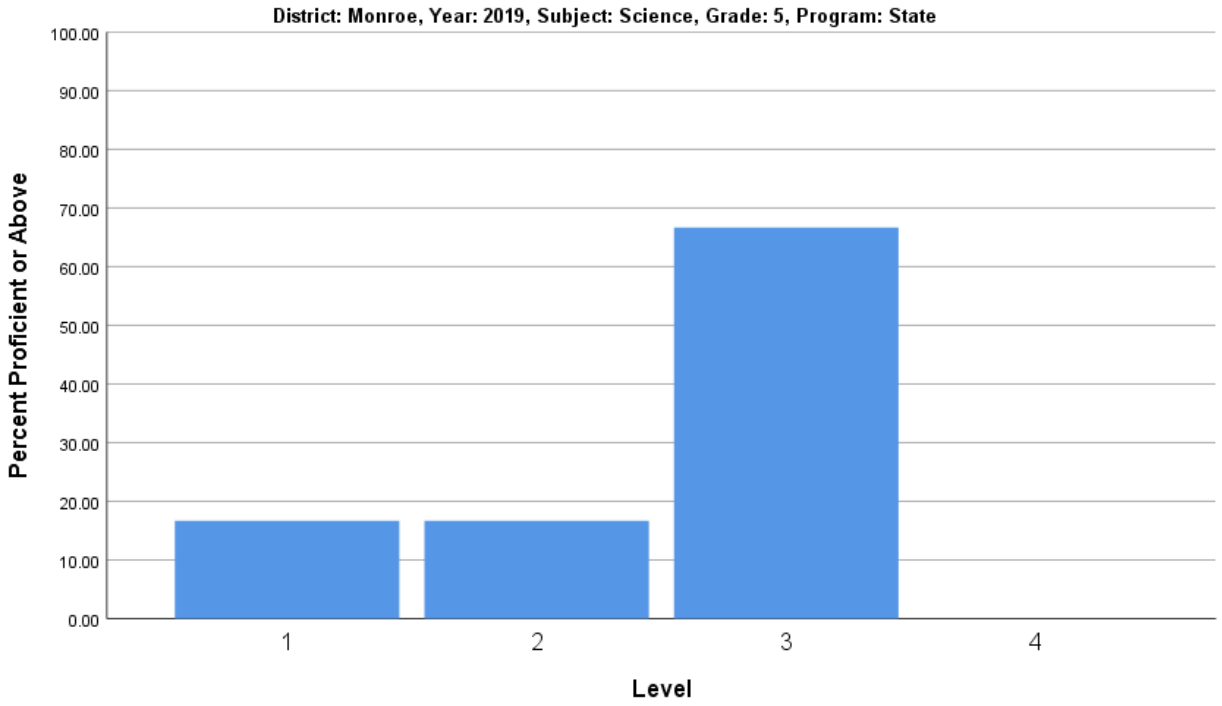
3
4
Level


District: Monroe, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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90.00
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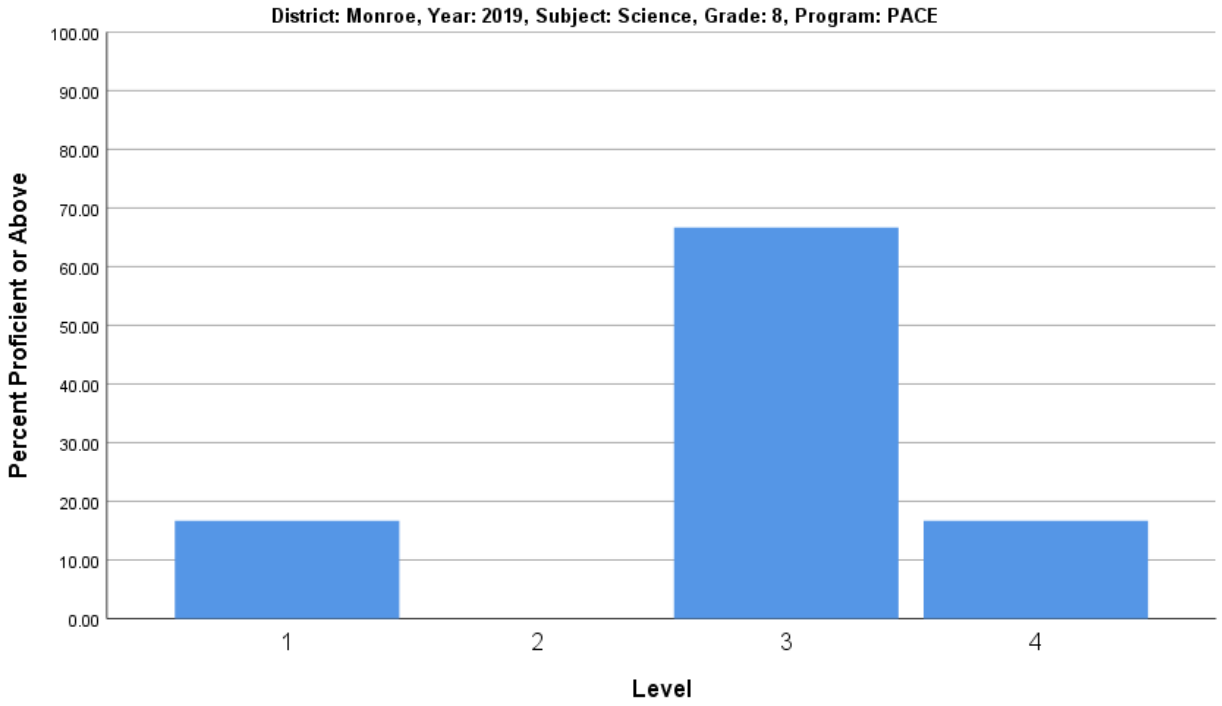
District: Monroe, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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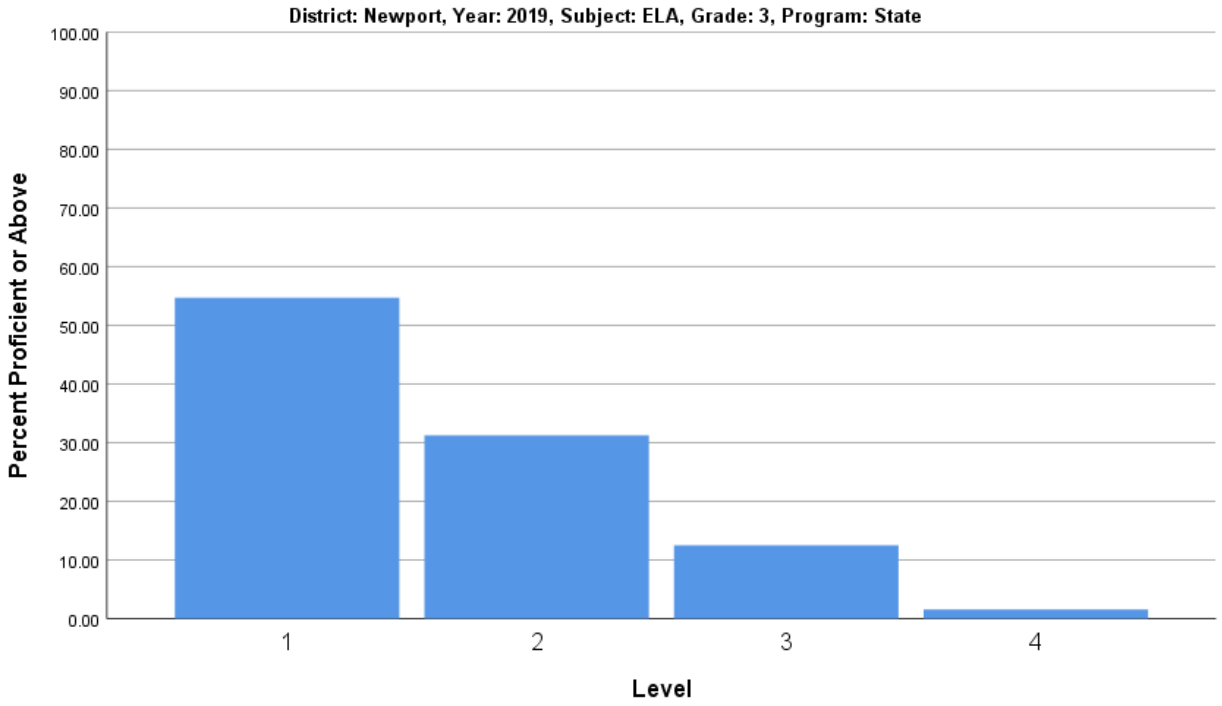
District: Newport, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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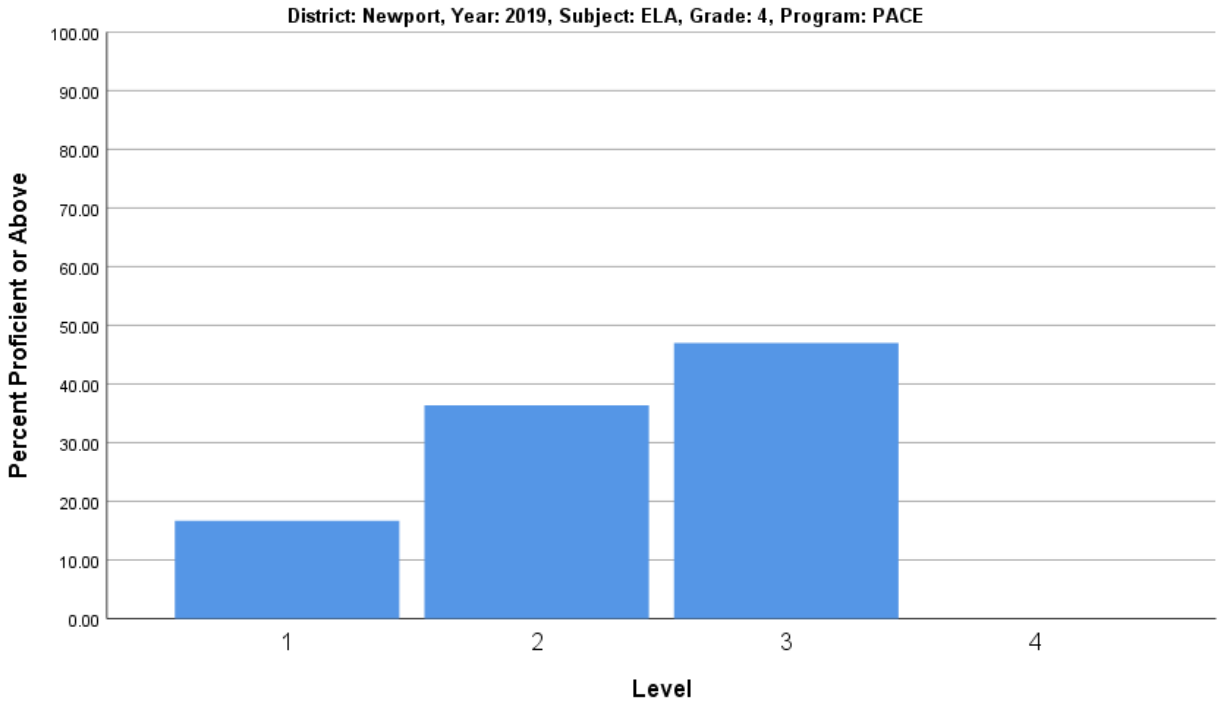
District: Newport, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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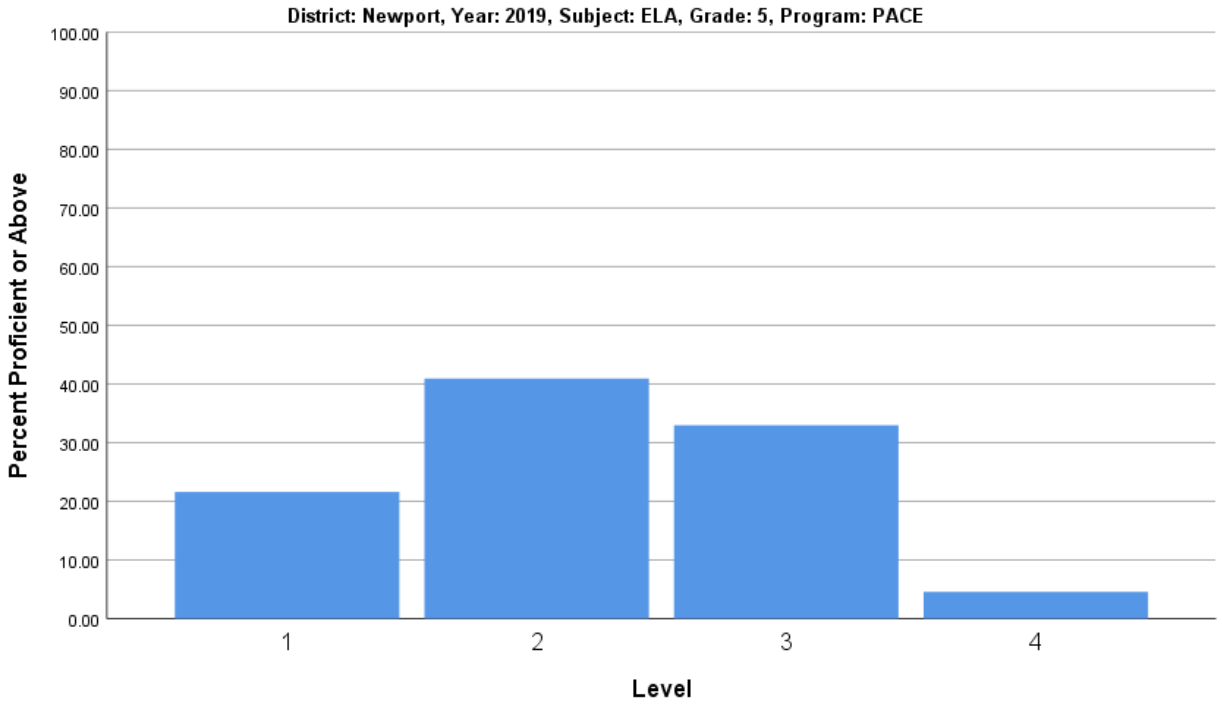
District: Newport, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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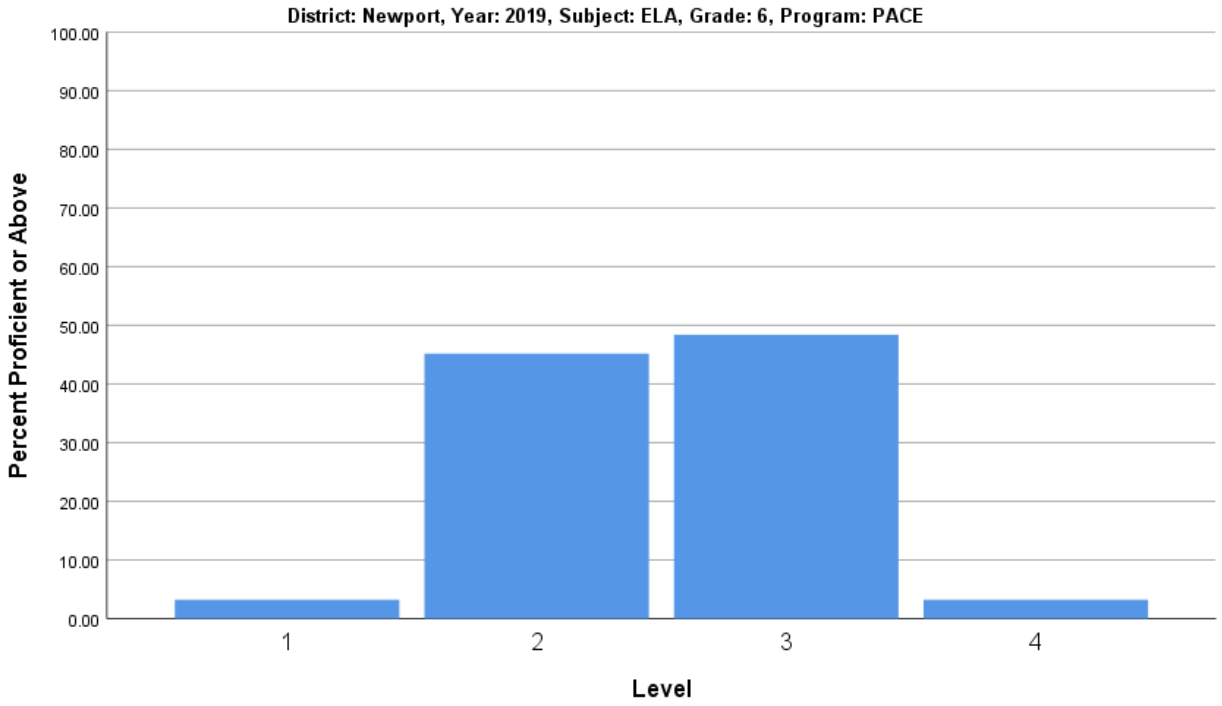
District: Newport, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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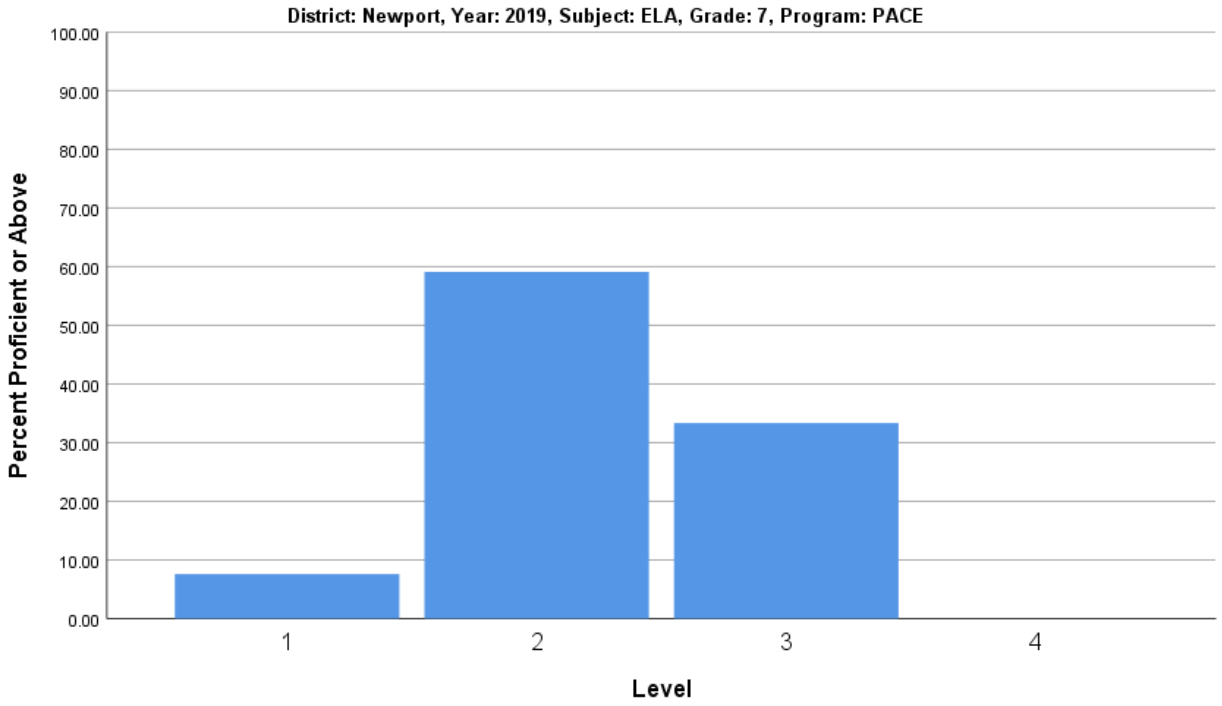
District: Newport, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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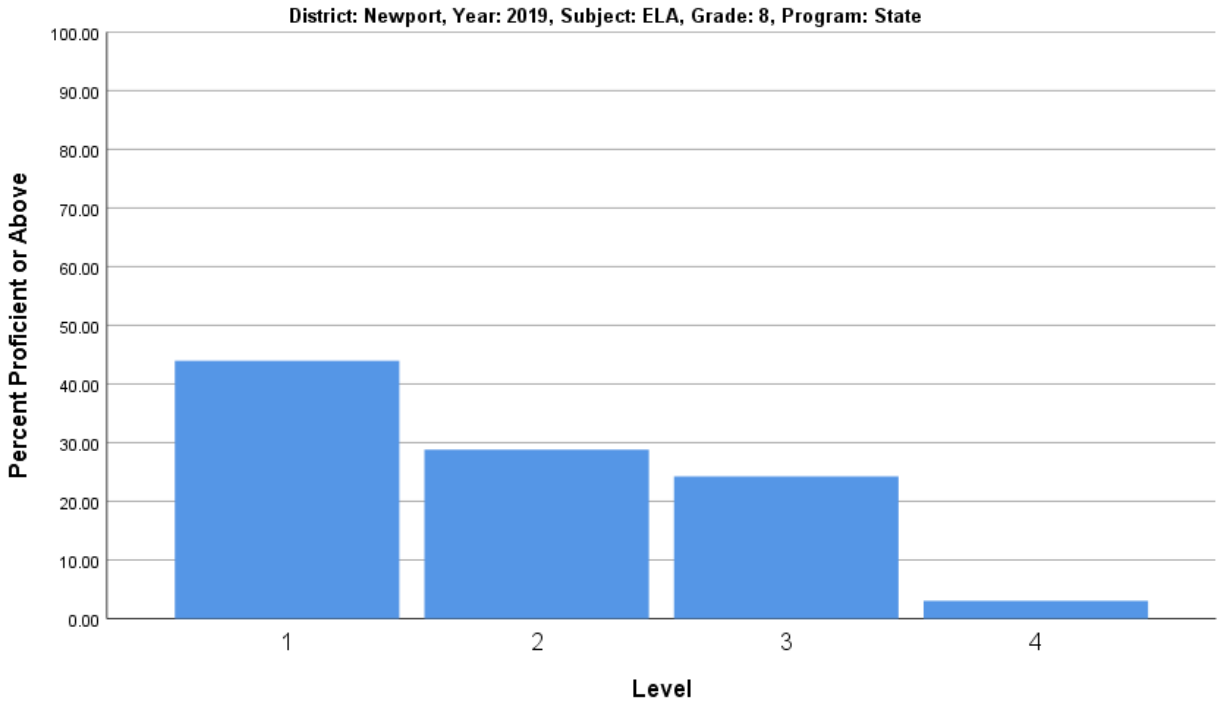
District: Newport, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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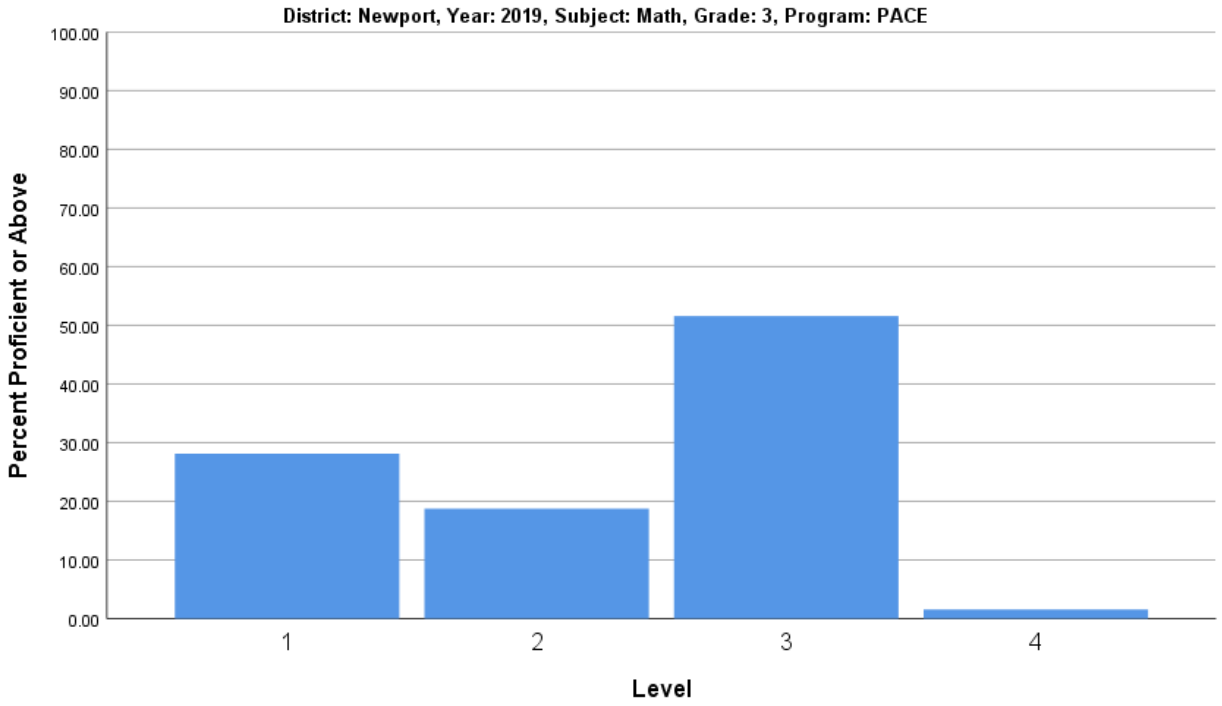
District: Newport, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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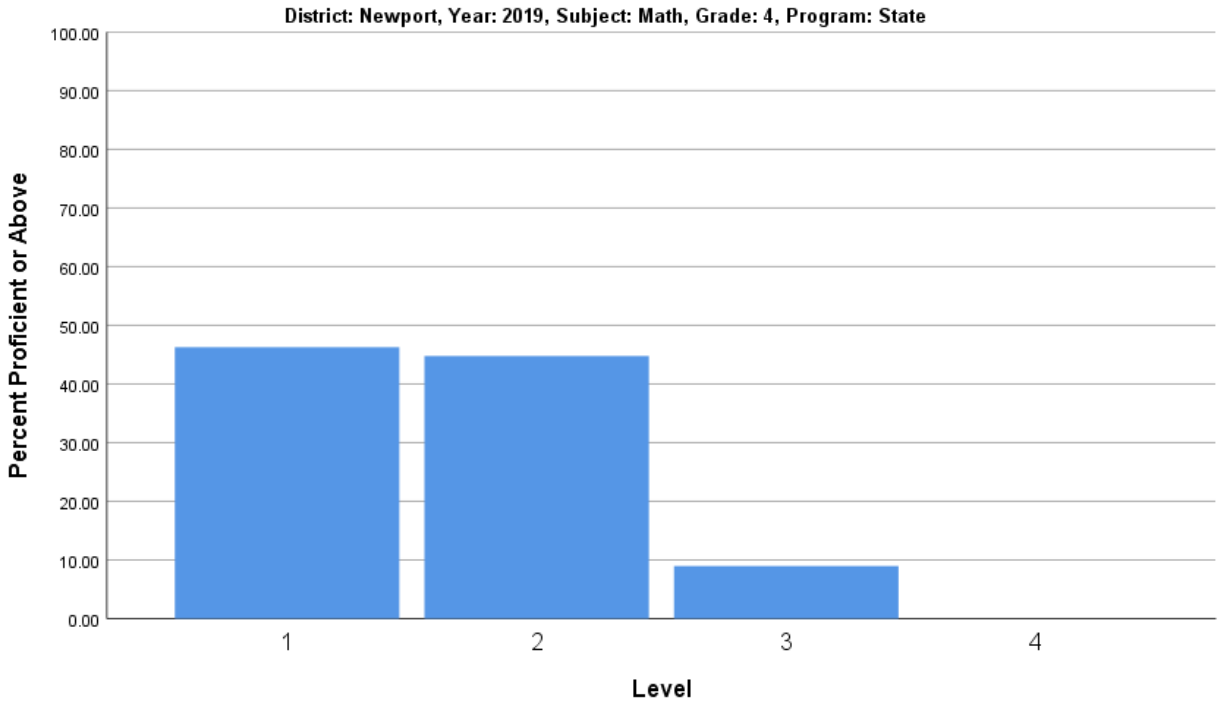
District: Newport, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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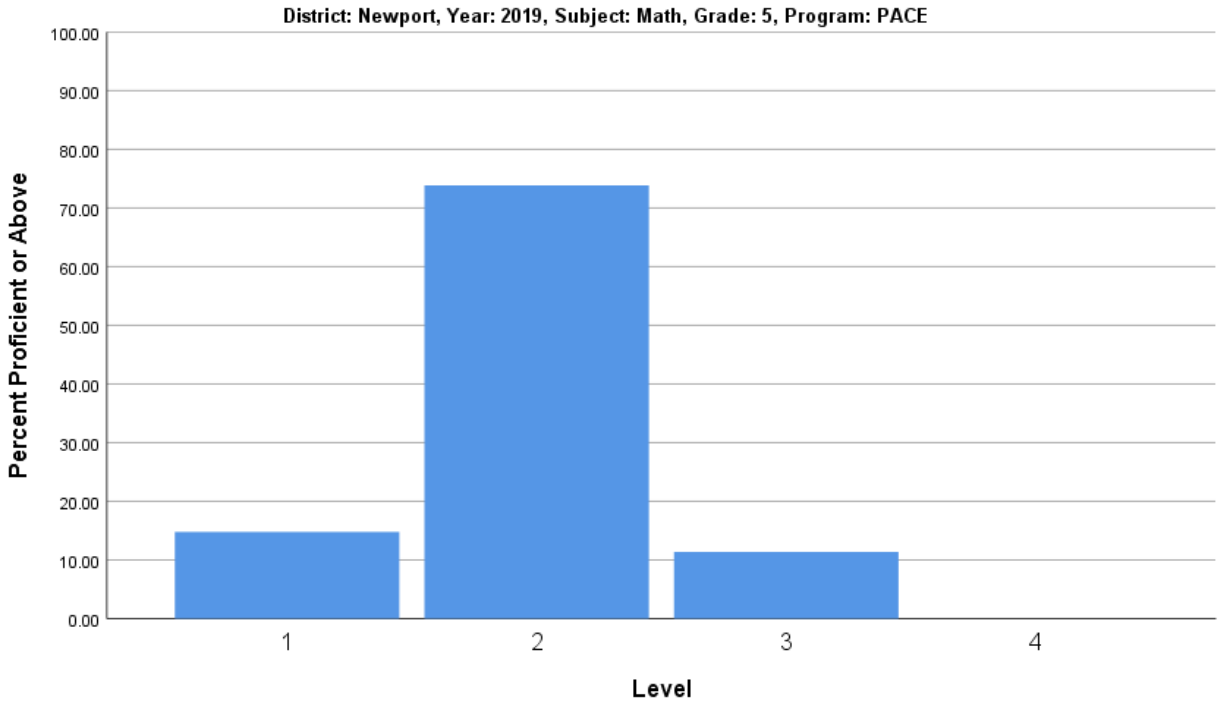
Level


District: Newport, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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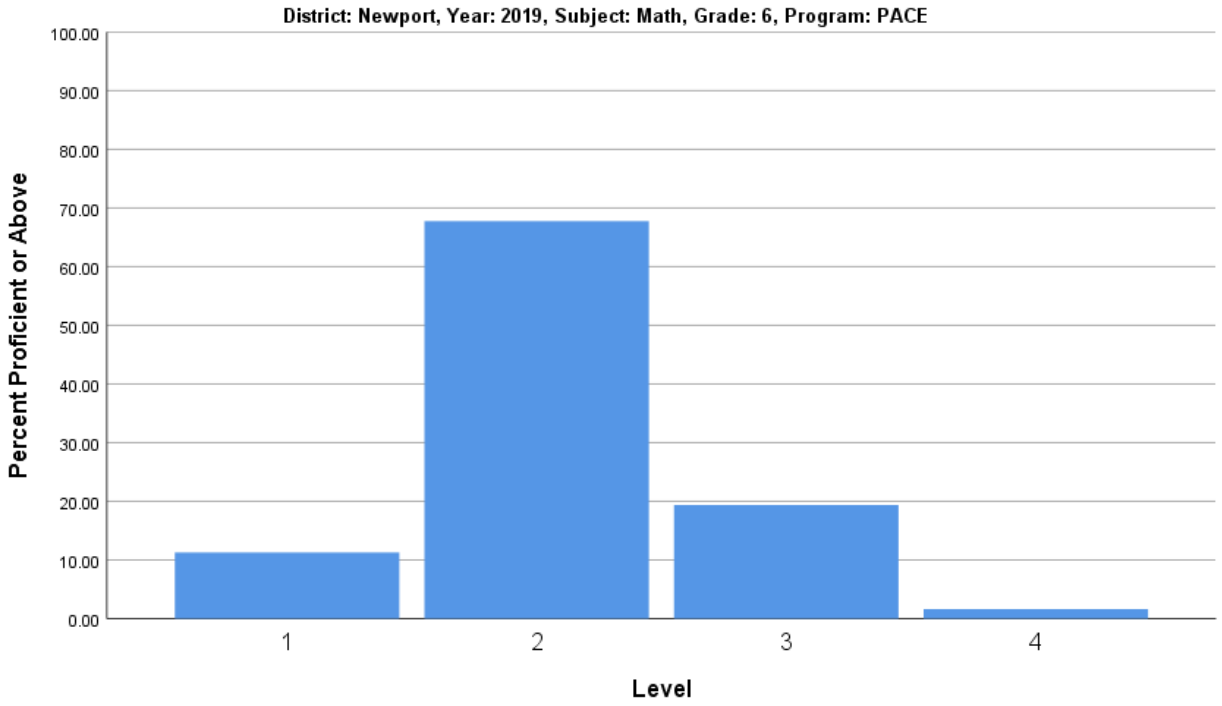
District: Newport, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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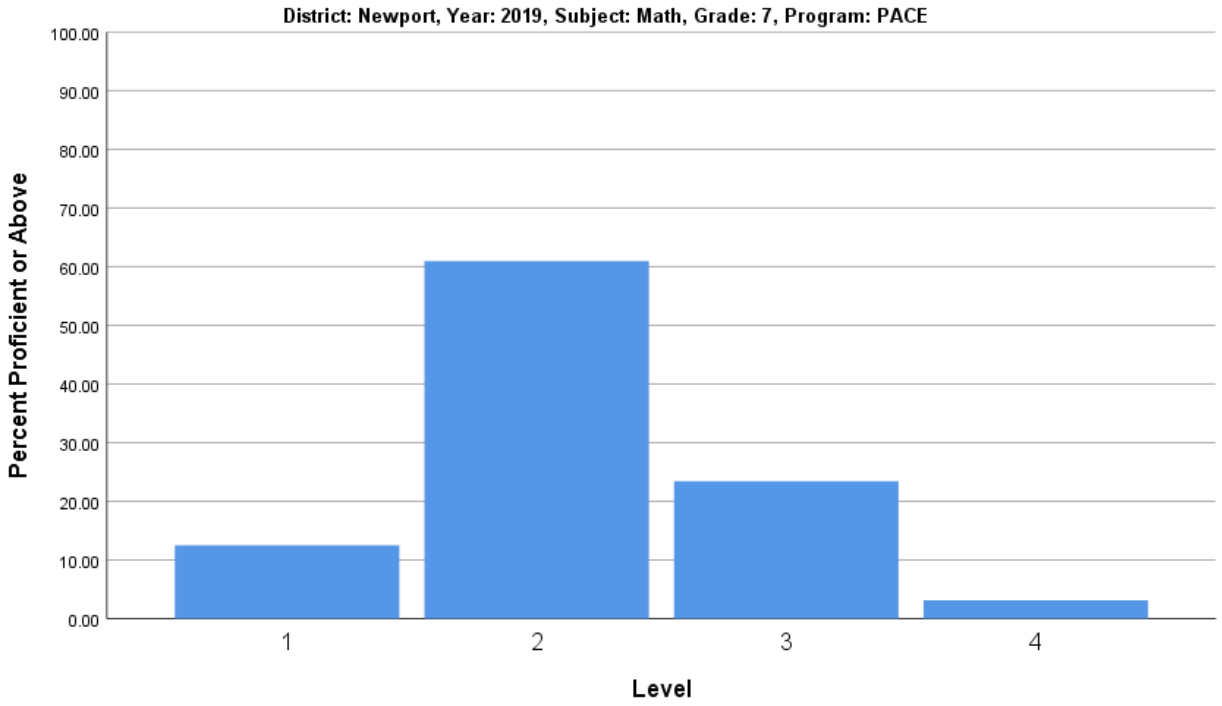
District: Newport, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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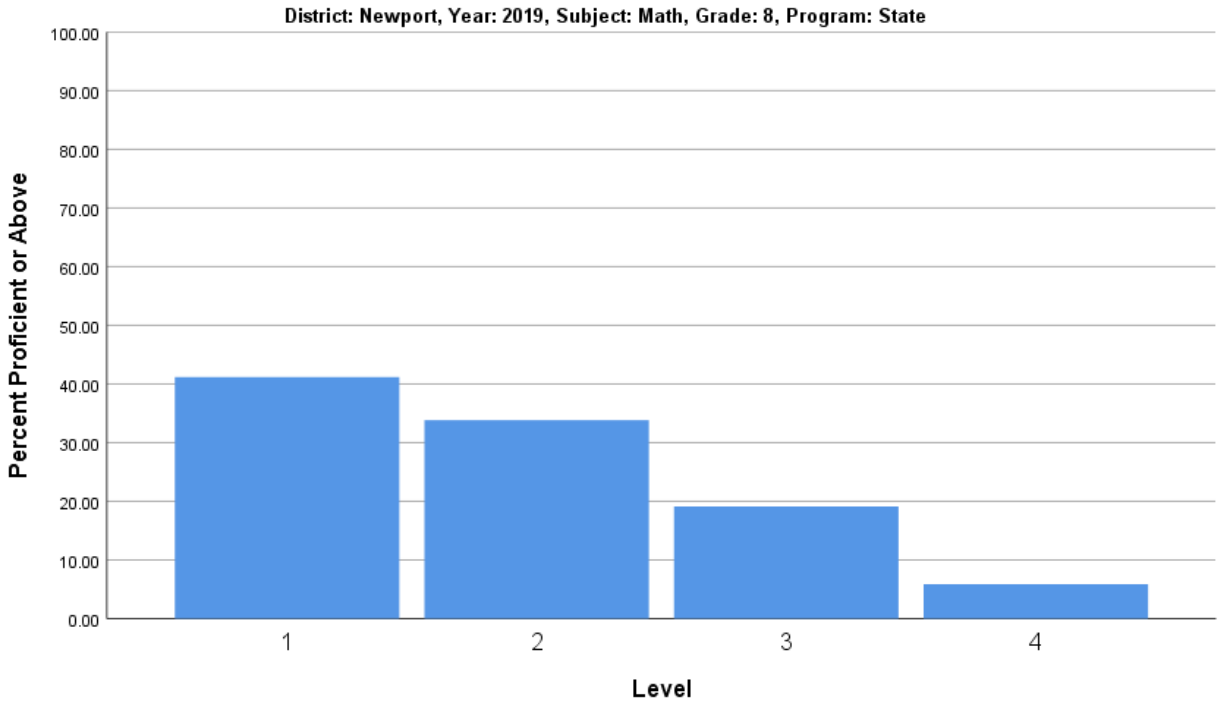
District: Newport, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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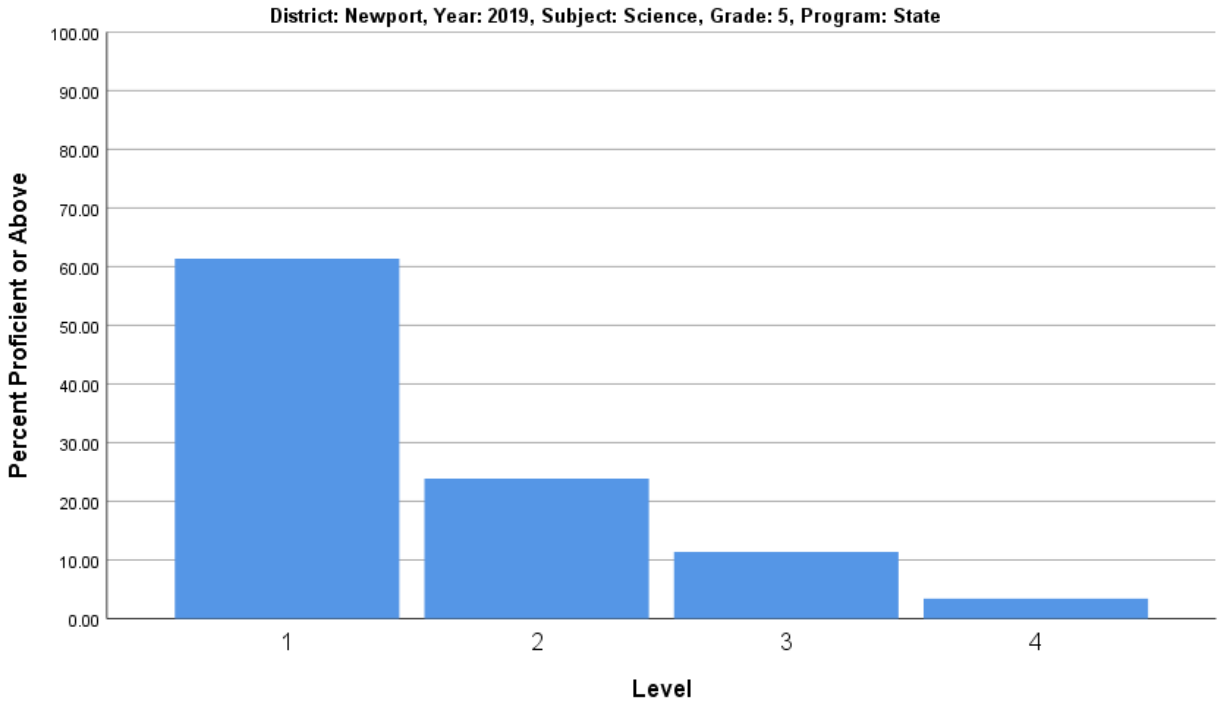
District: Newport, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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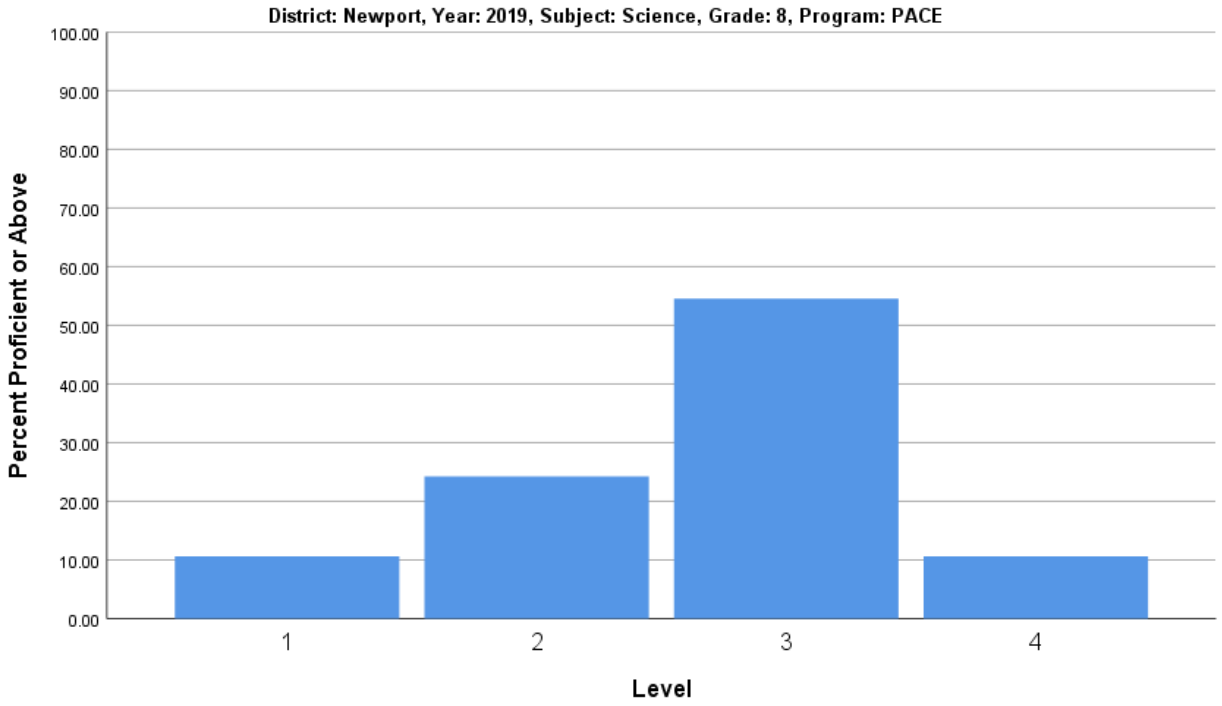
Level


District: Newport, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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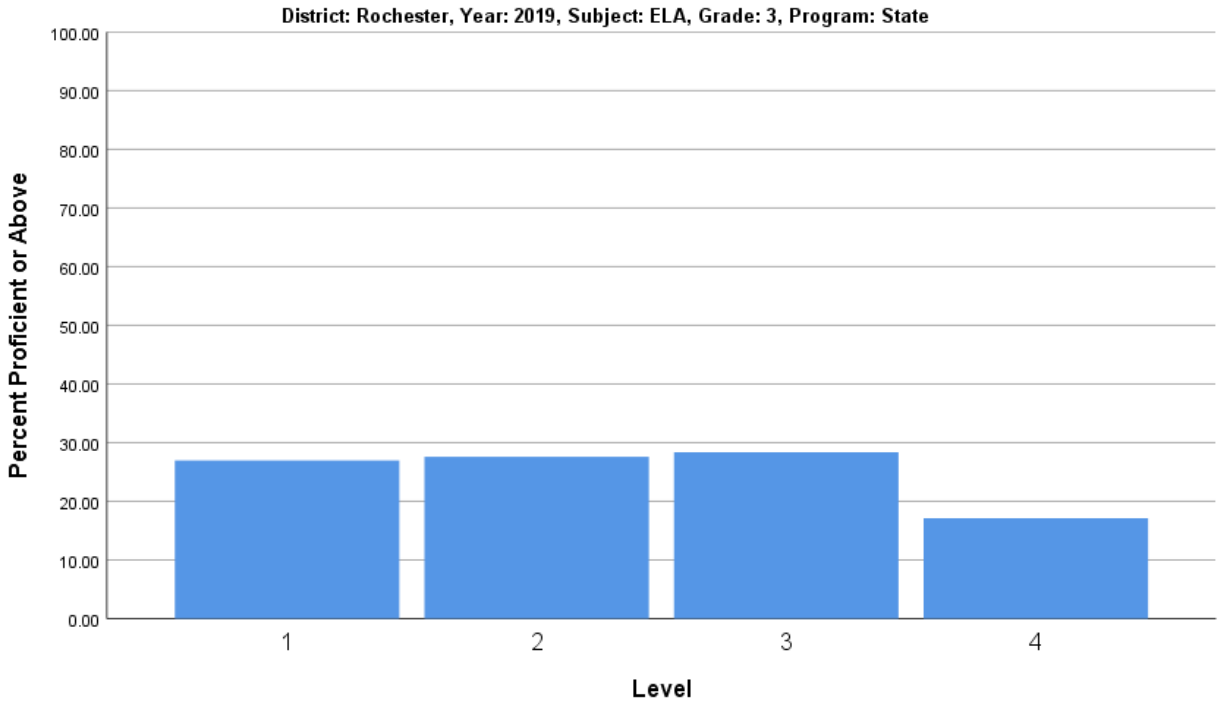
District: Rochester, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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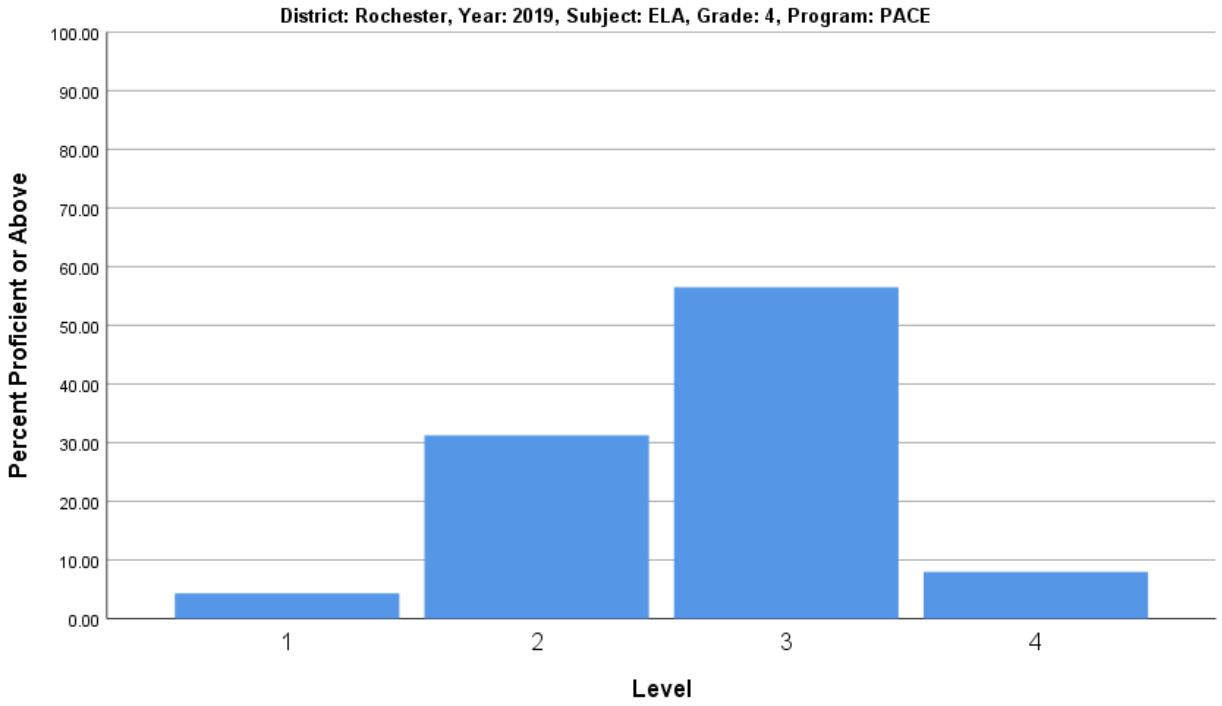
Level


District: Rochester, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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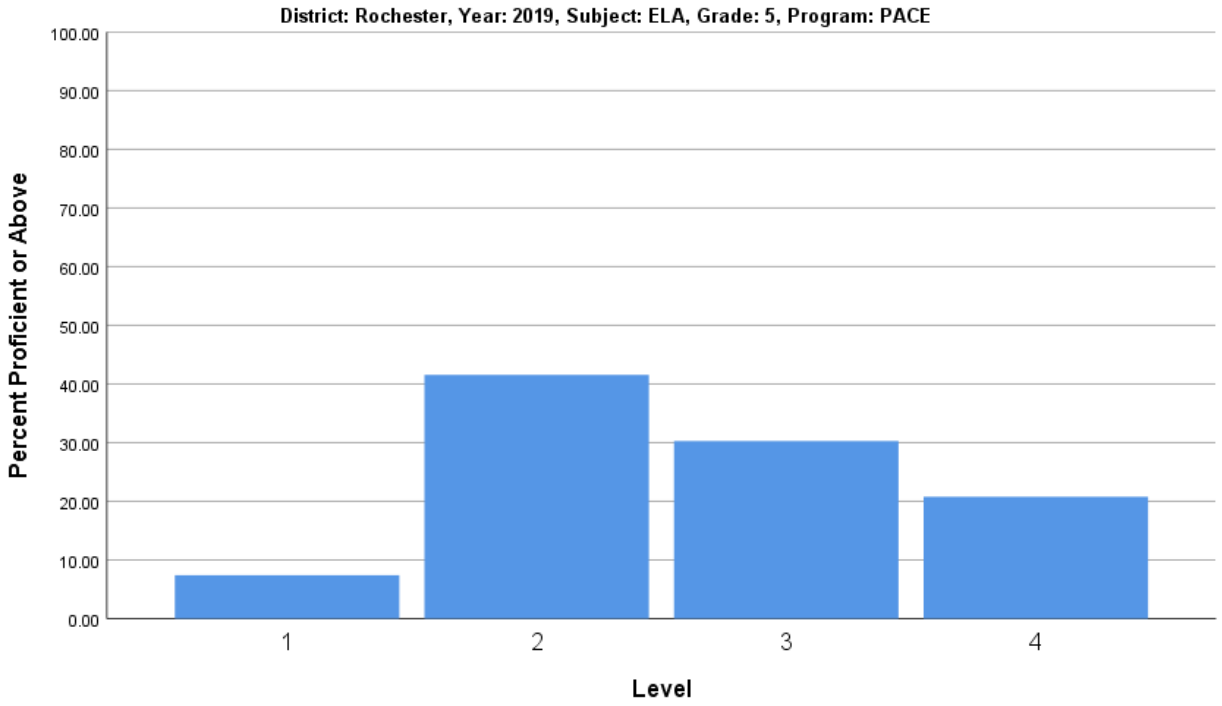
Level


District: Rochester, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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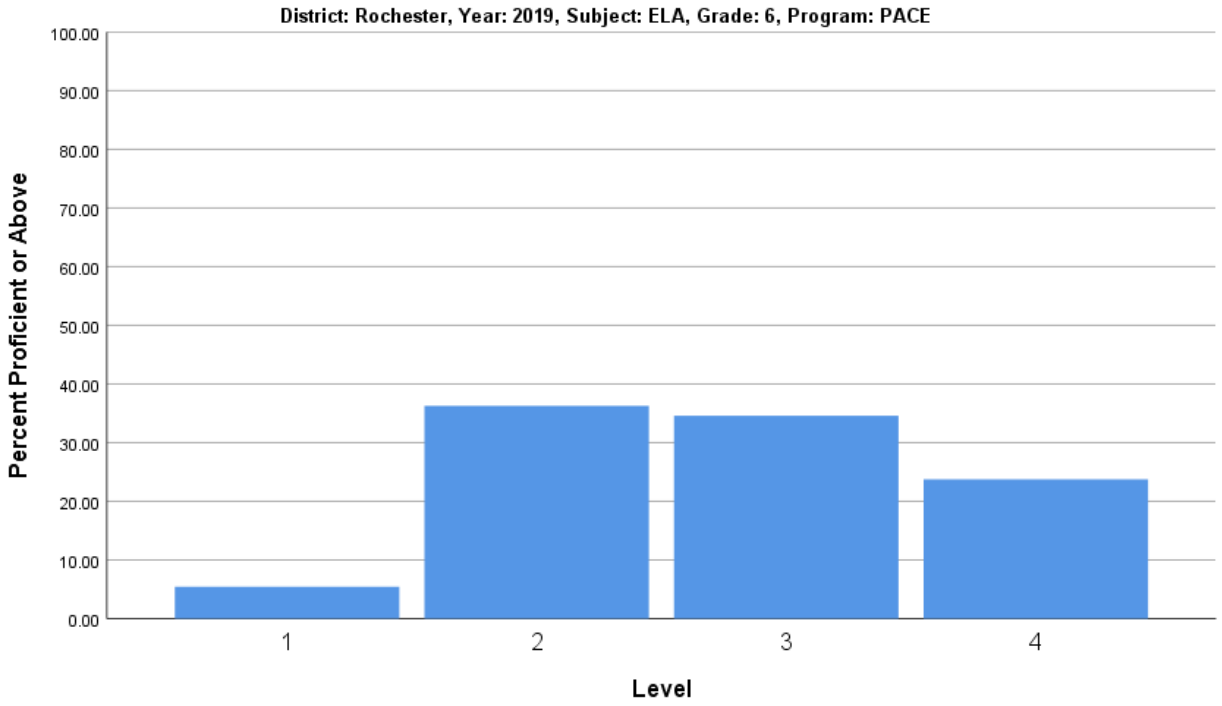
District: Rochester, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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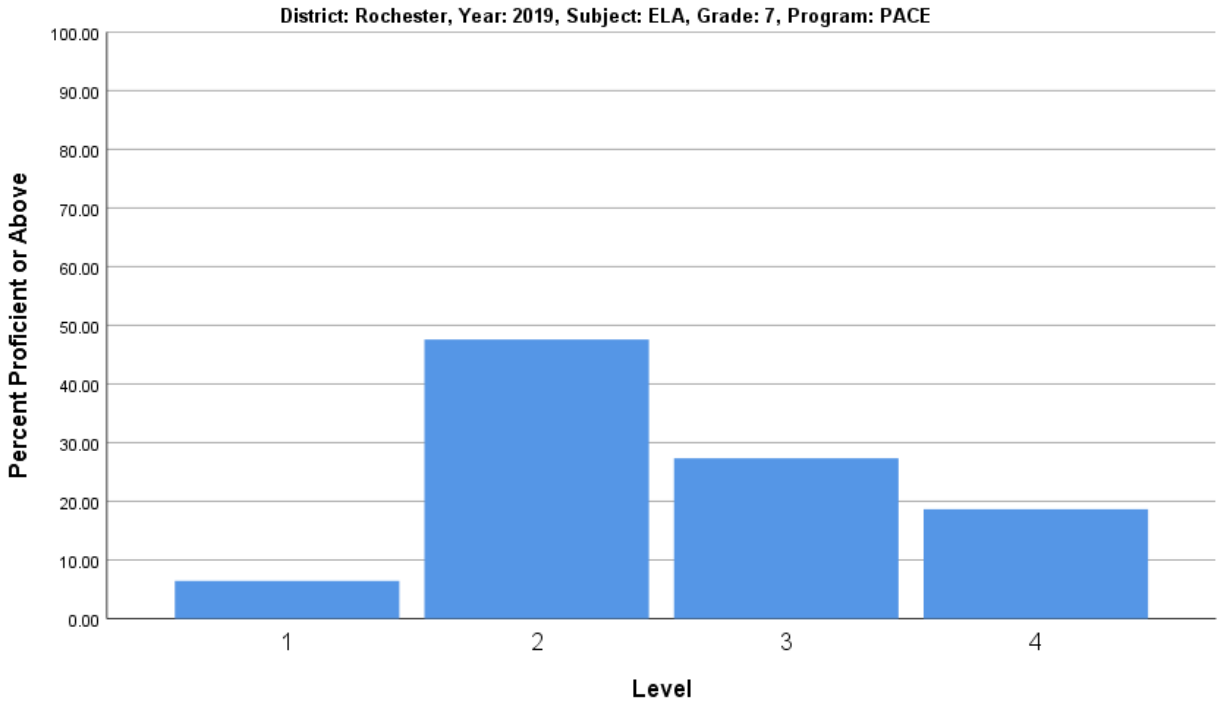
Level


District: Rochester, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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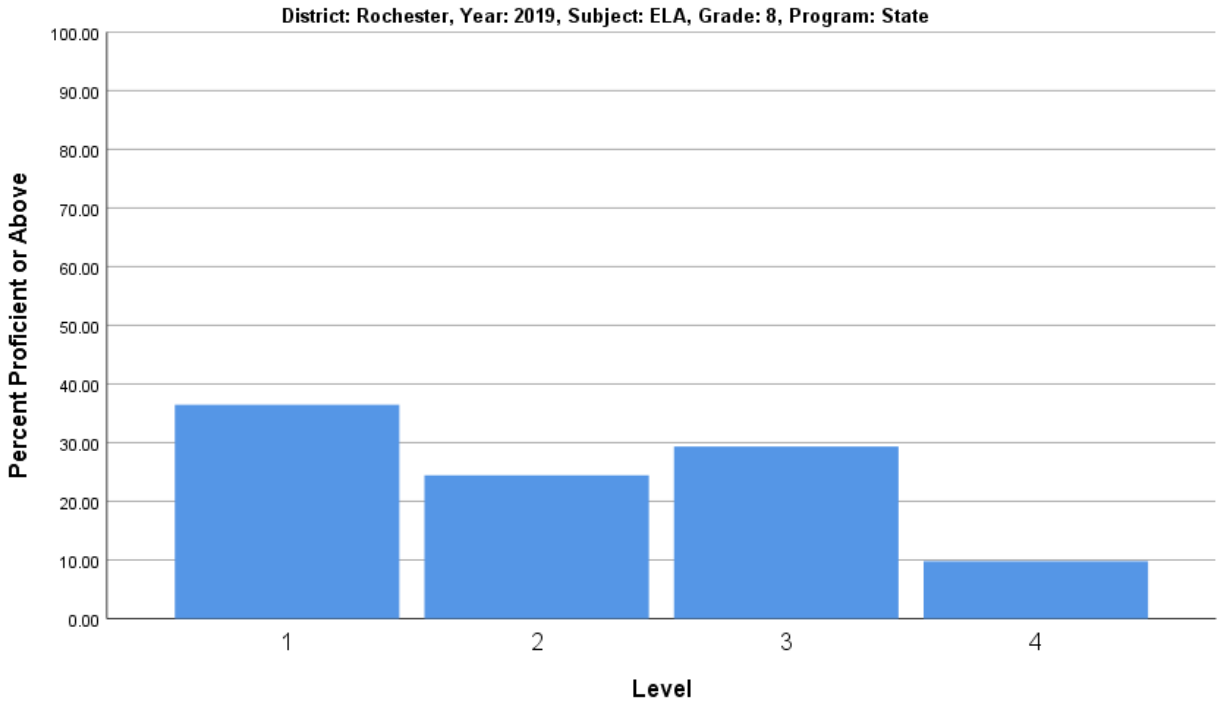
District: Rochester, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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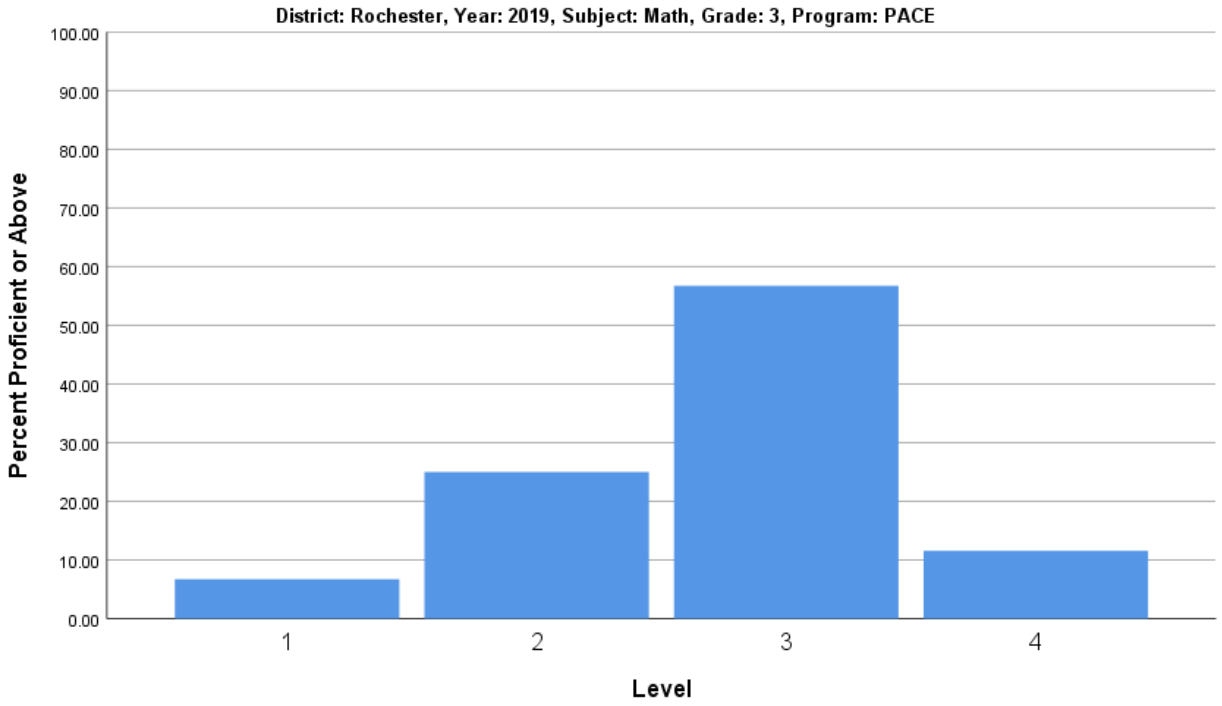
District: Rochester, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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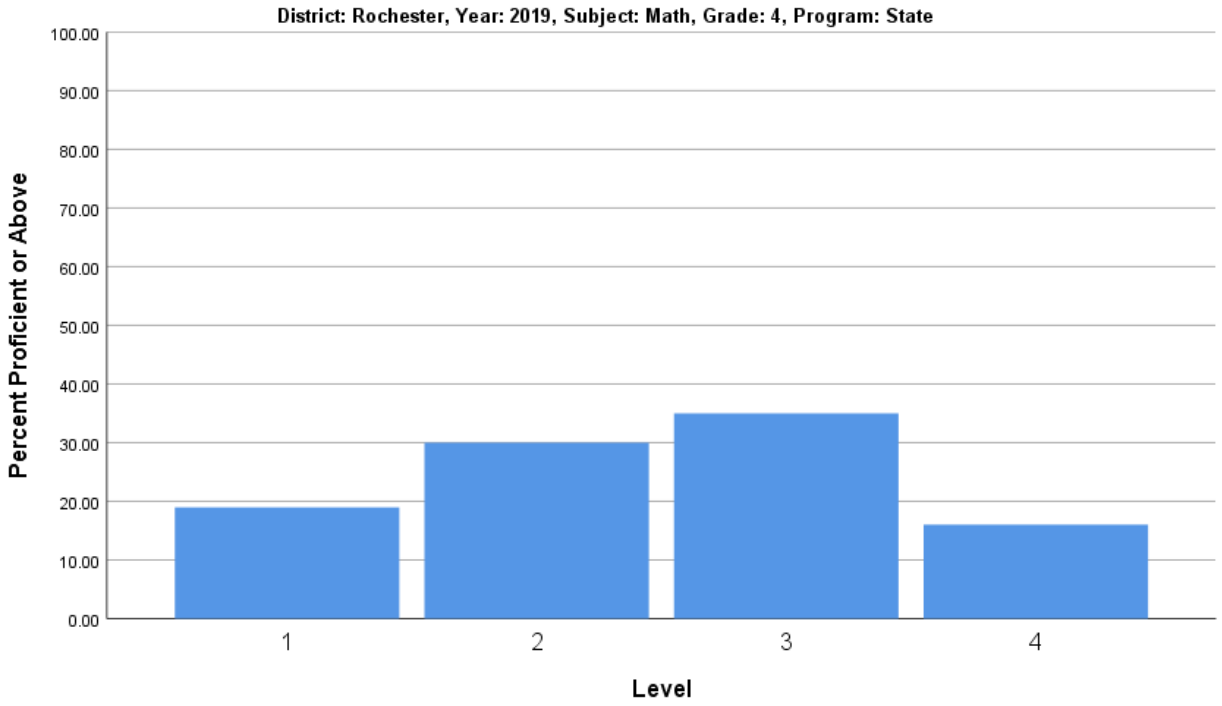
Level


District: Rochester, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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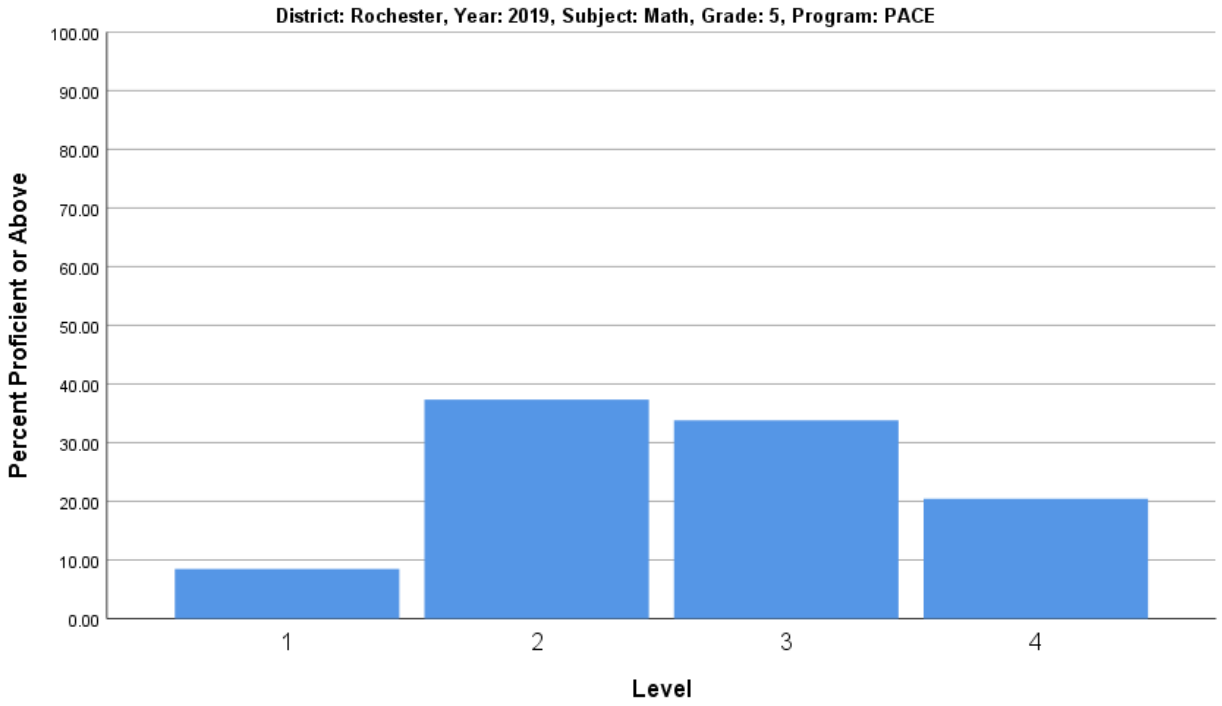
District: Rochester, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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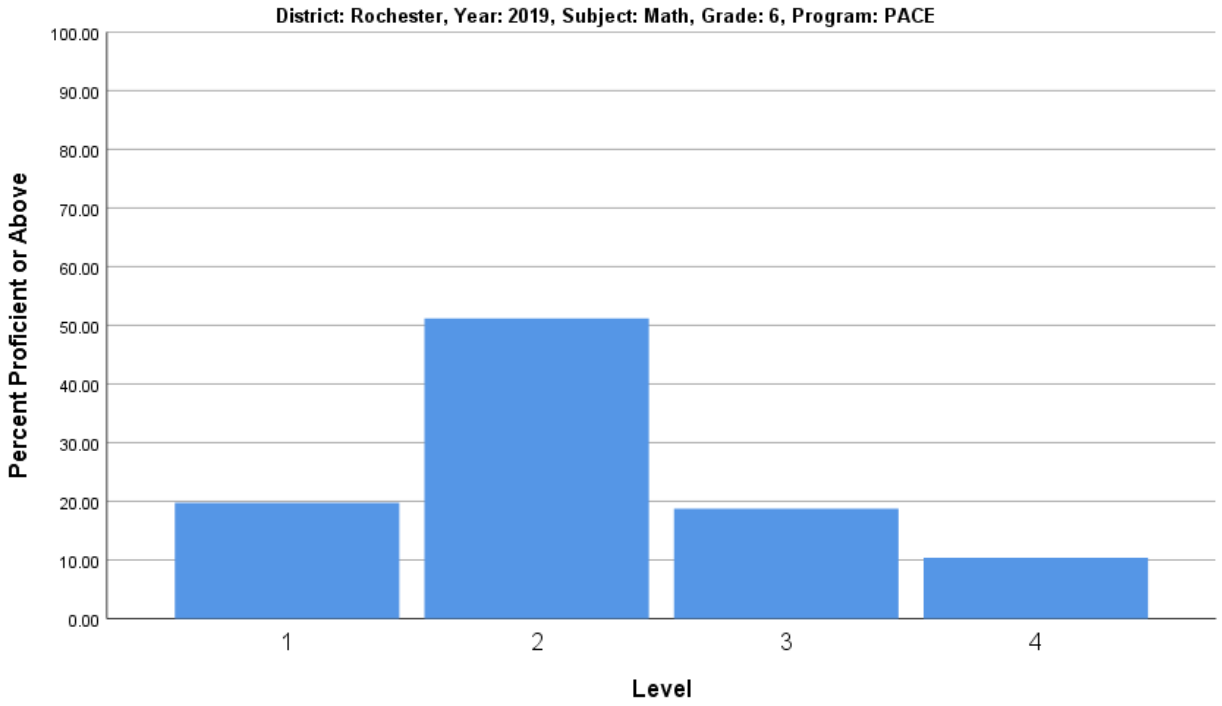
District: Rochester, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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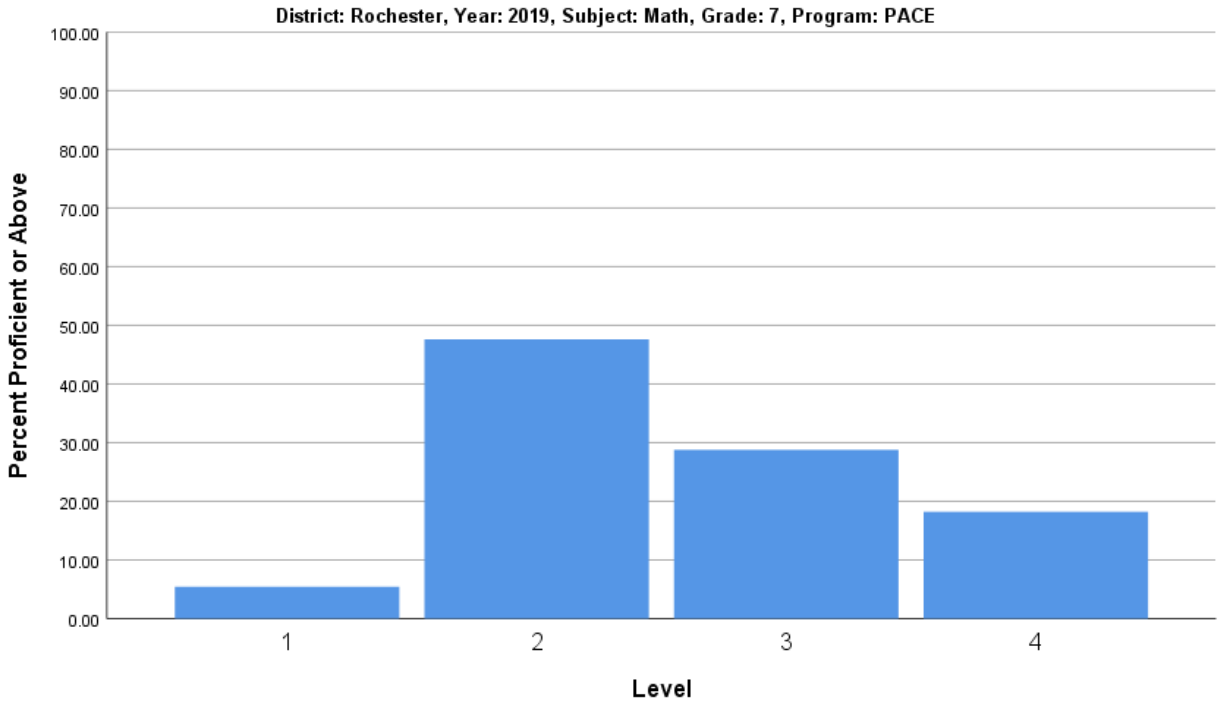
Level


District: Rochester, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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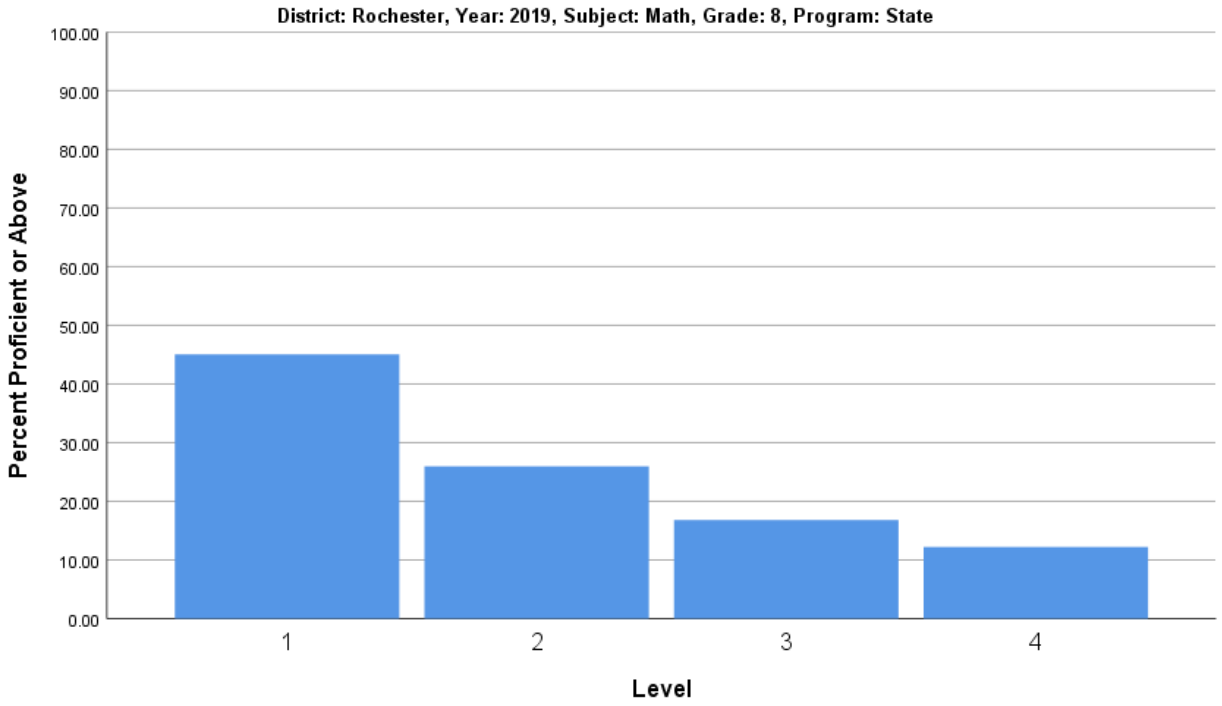
Level


District: Rochester, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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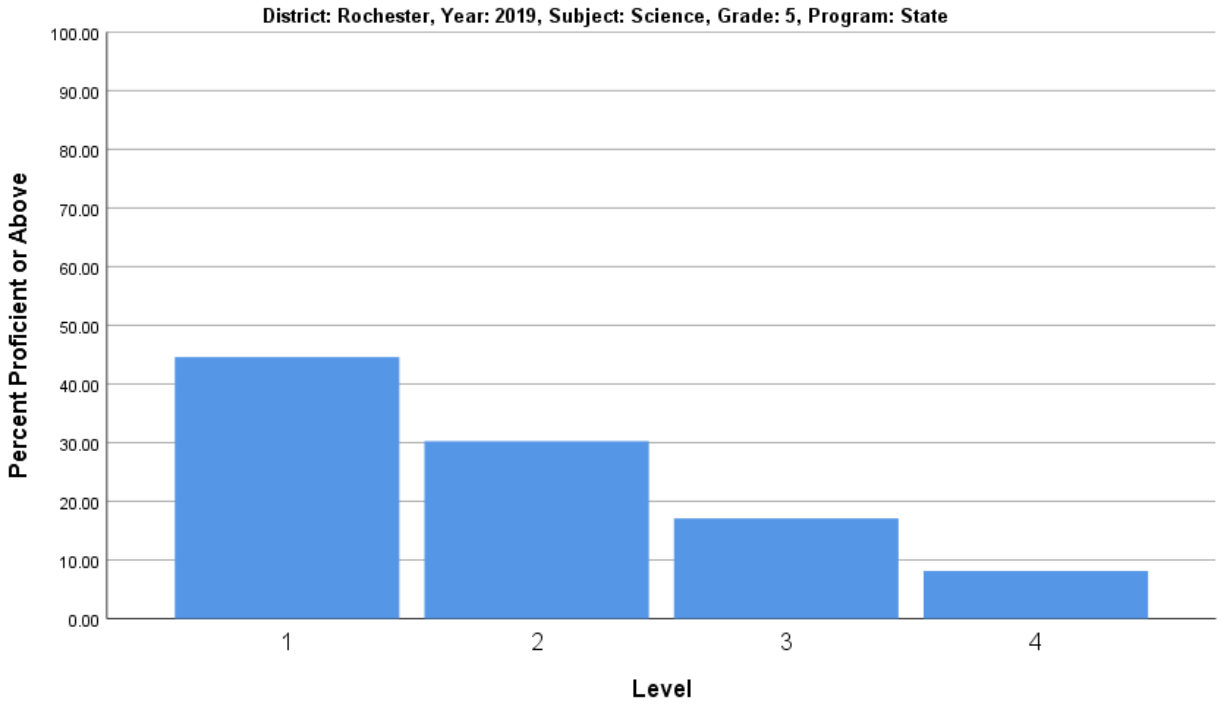
District: Rochester, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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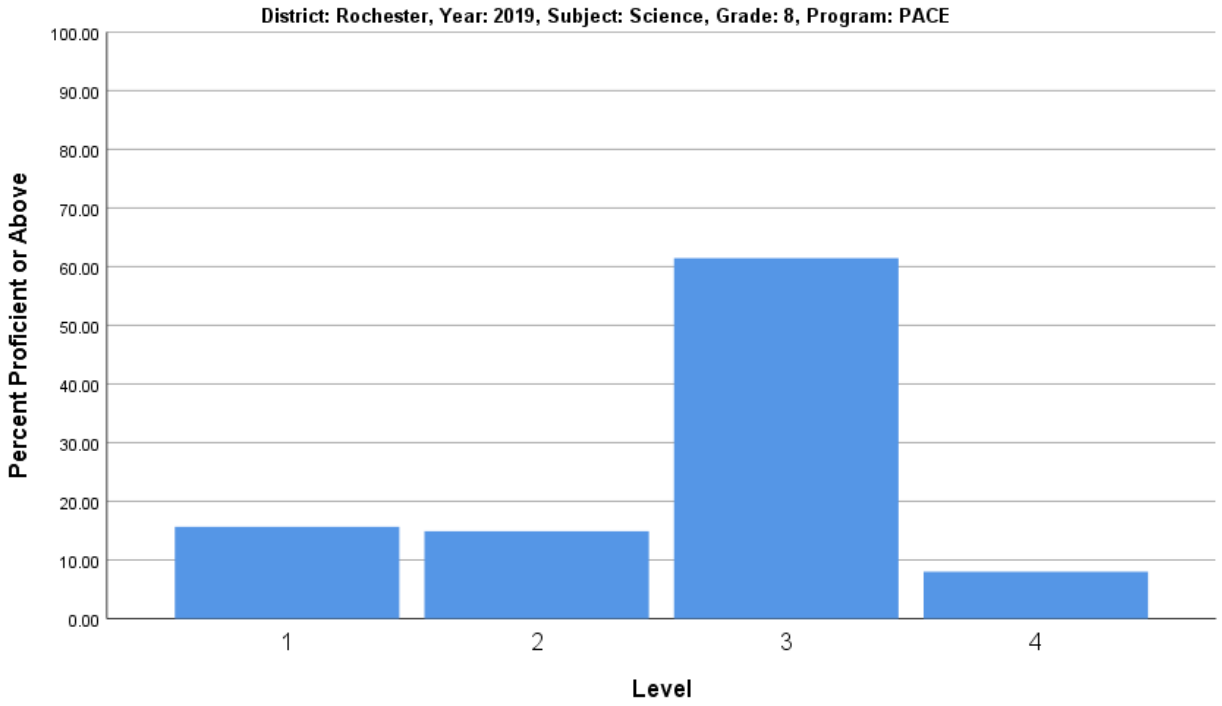
District: Rochester, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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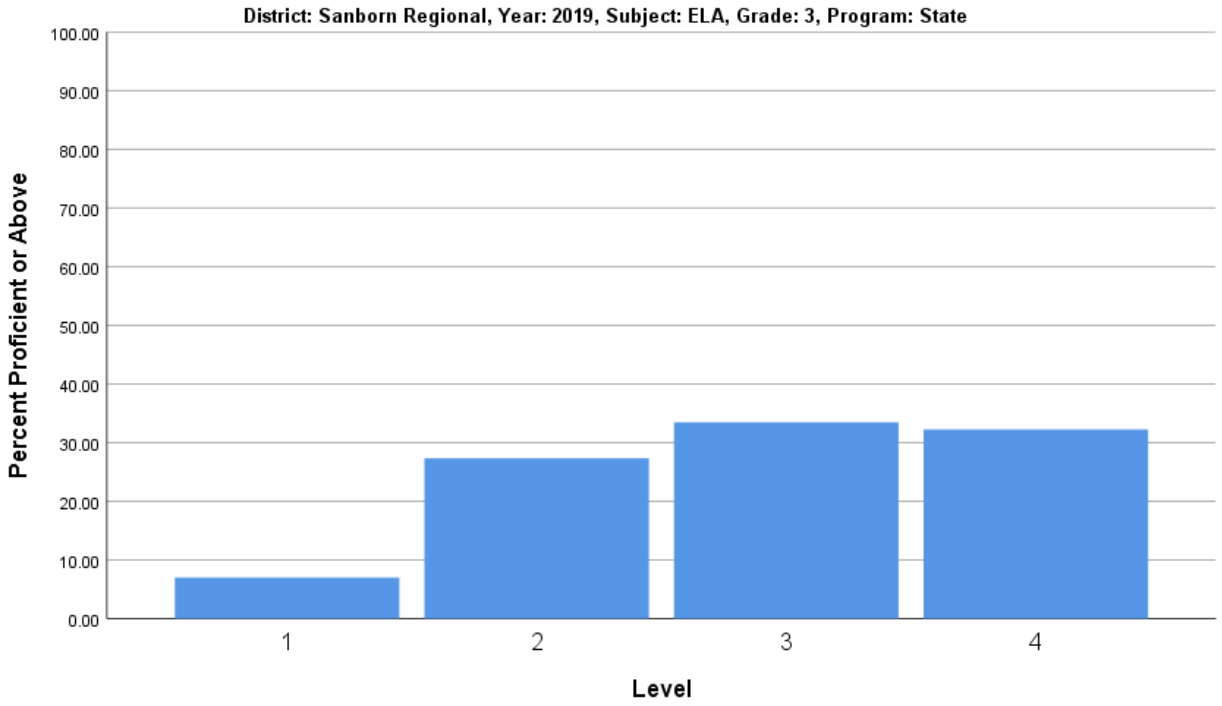
District: Sanborn Regional, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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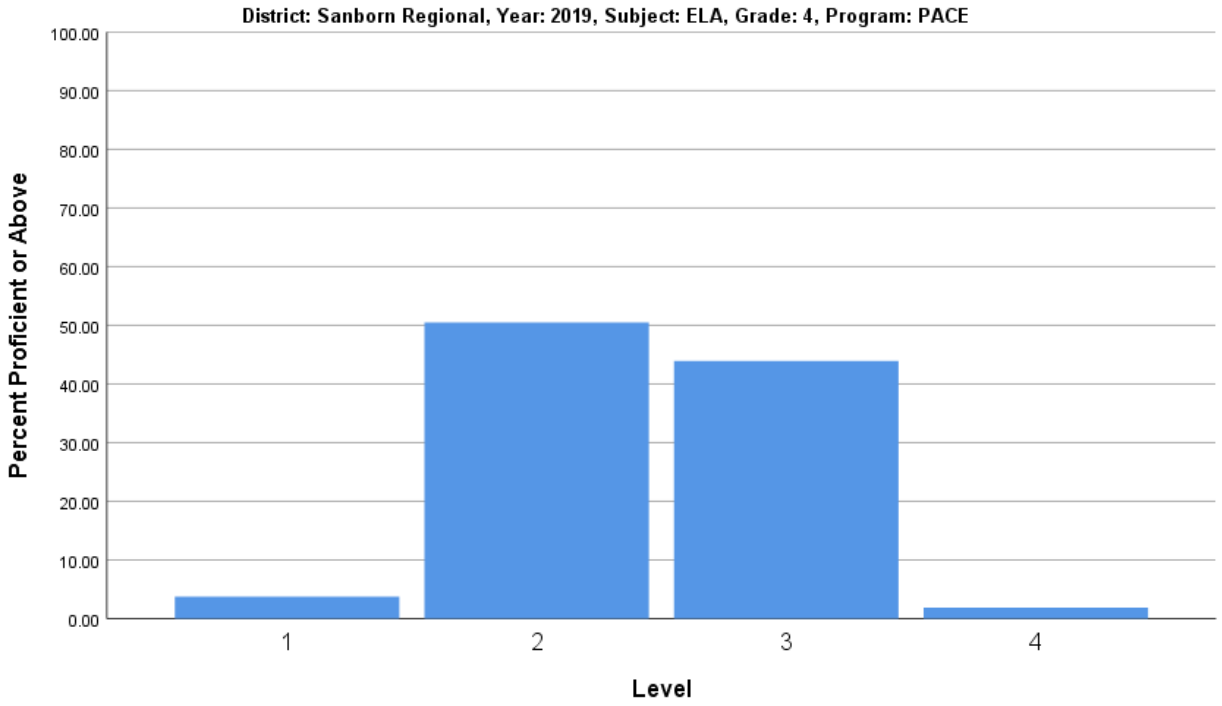
Level


District: Sanborn Regional, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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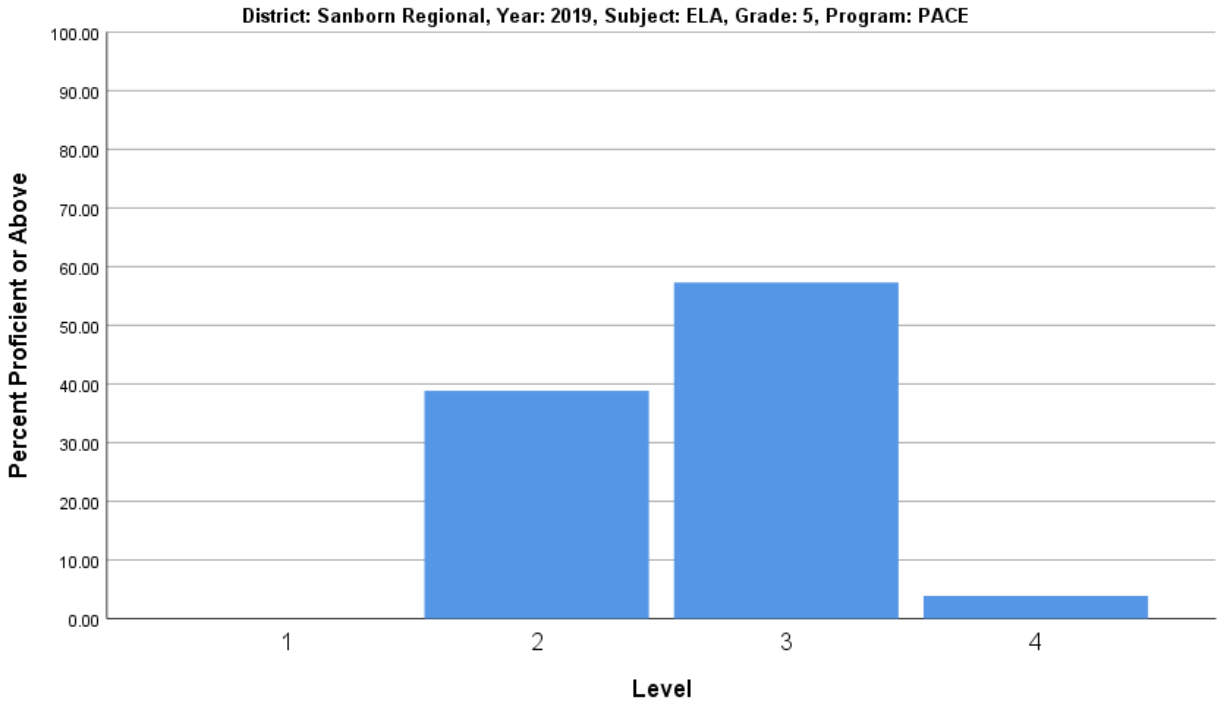
4
Level


District: Sanborn Regional, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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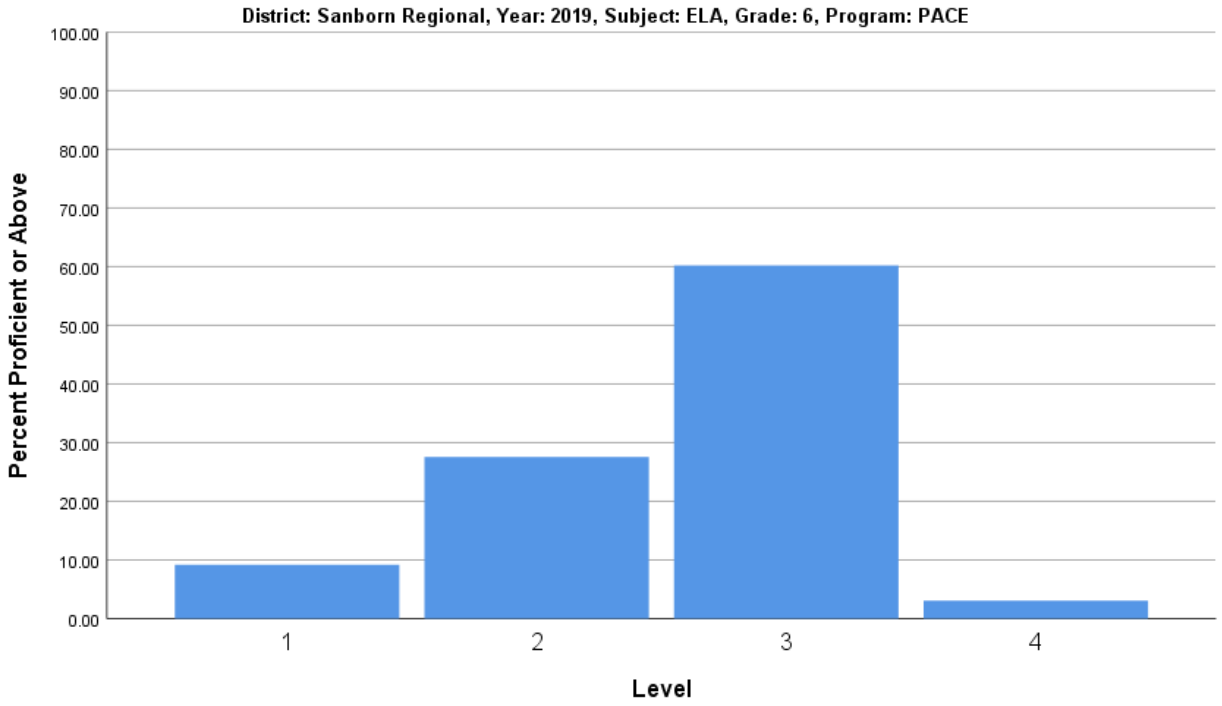
District: Sanborn Regional, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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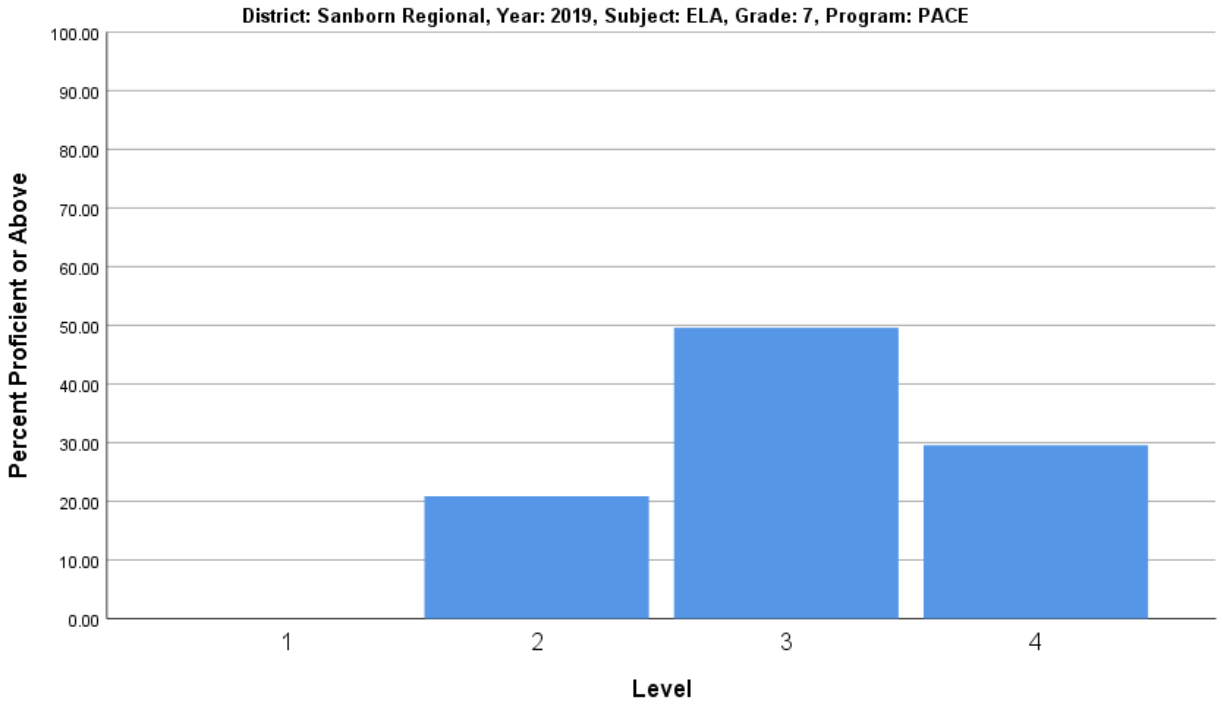
District: Sanborn Regional, Year: 2019, Subject: ELA, Grade: 7, Program: PACE
Percent Proficient or Above
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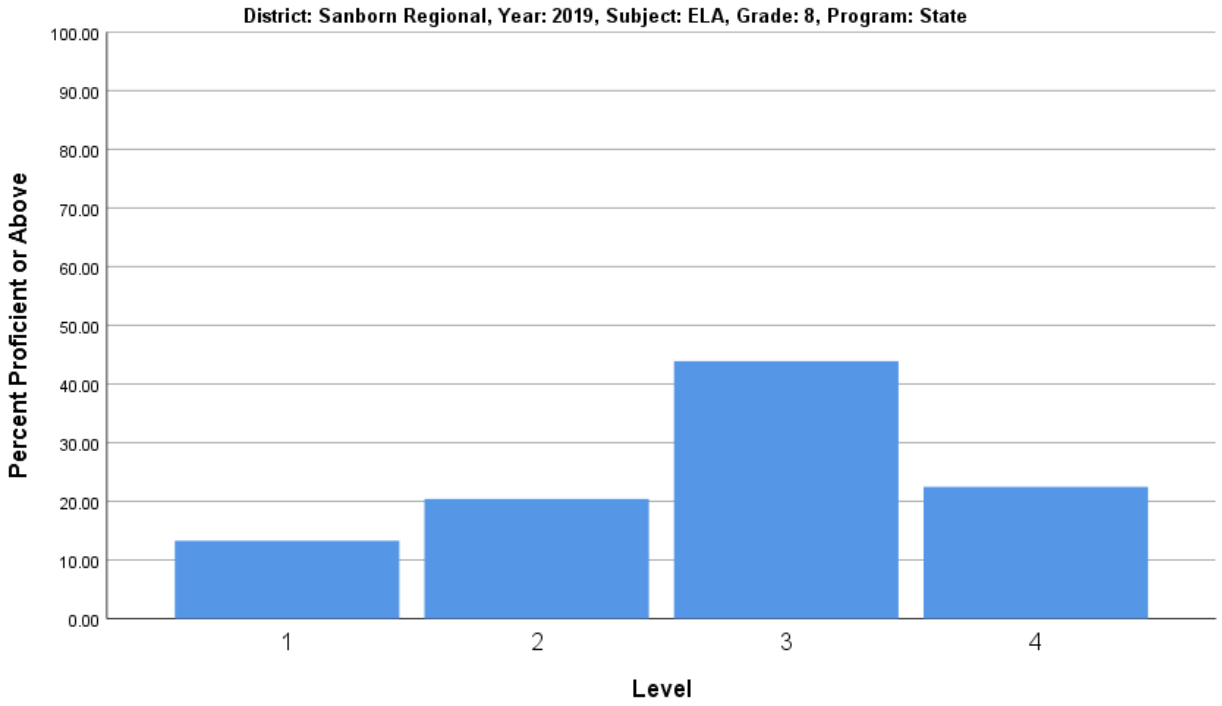
2
3
4
Level


District: Sanborn Regional, Year: 2019, Subject: ELA, Grade: 8, Program: State
Percent Proficient or Above
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90.00
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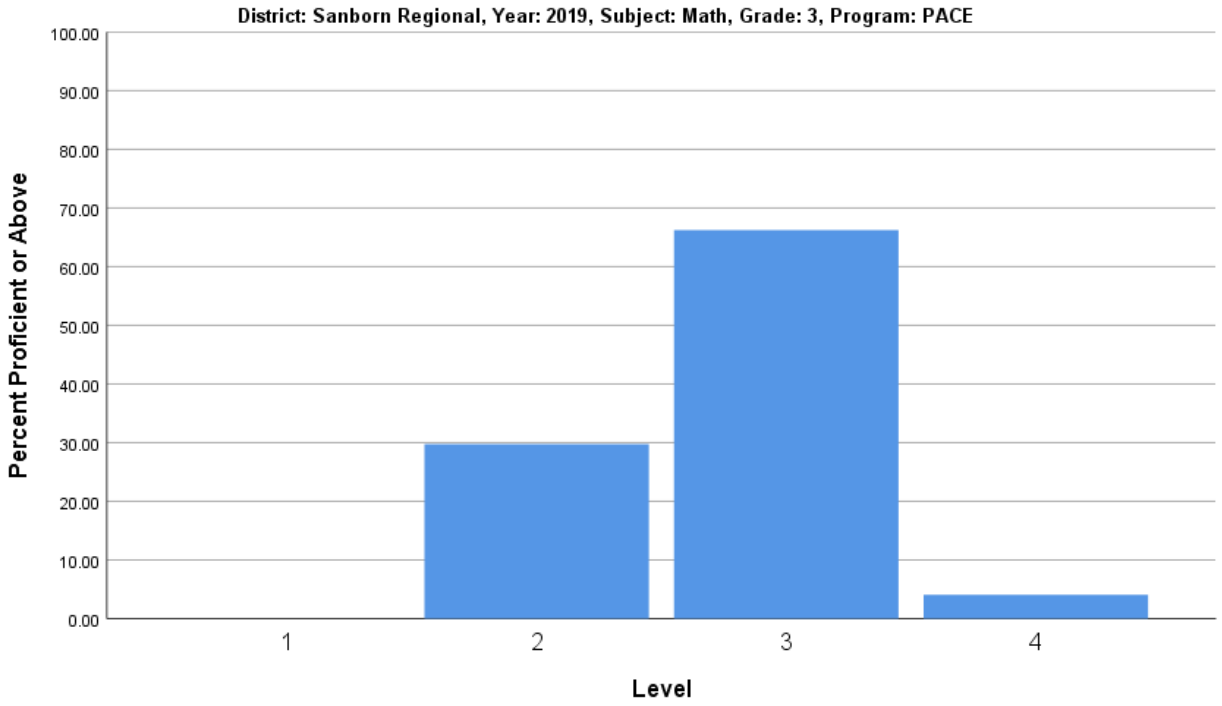
4
Level


District: Sanborn Regional, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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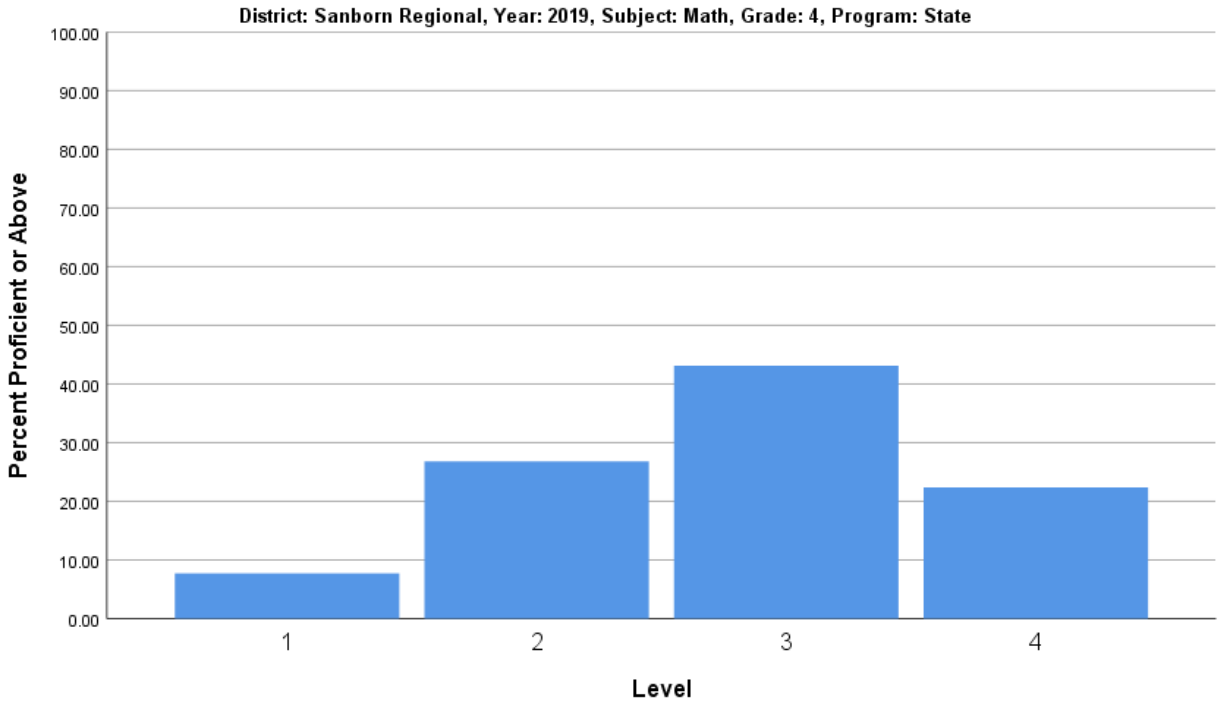
4
Level


District: Sanborn Regional, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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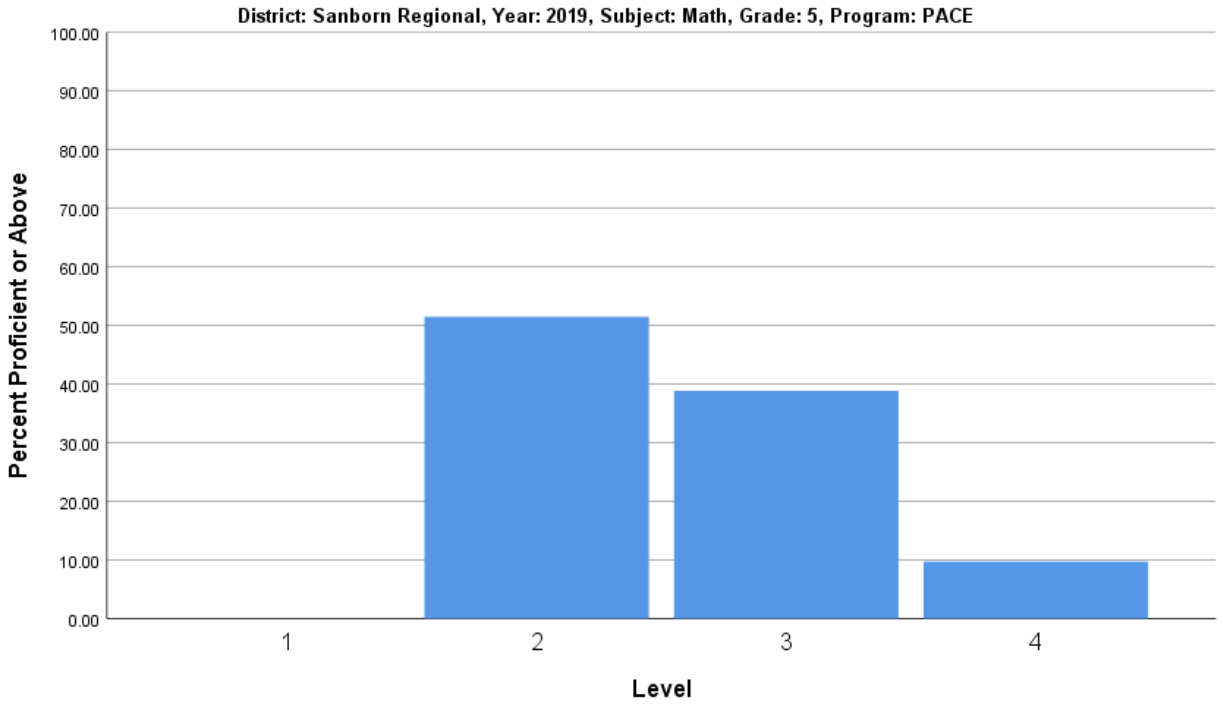
Level


District: Sanborn Regional, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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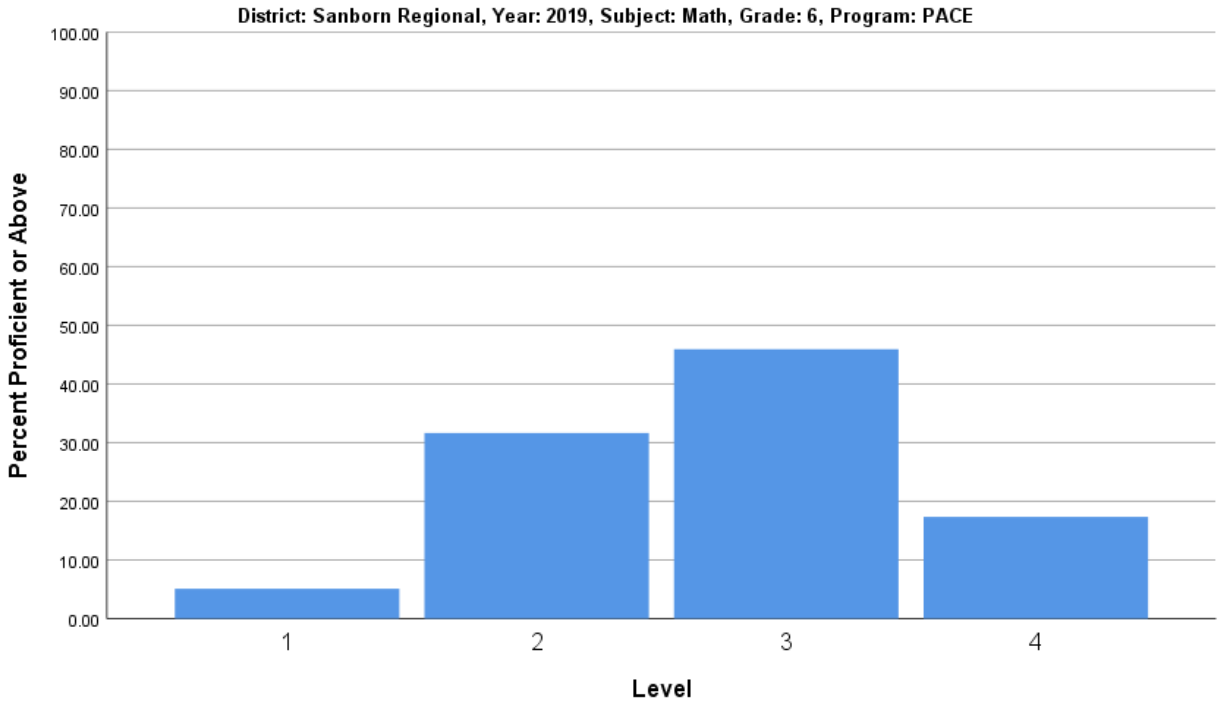
Level


District: Sanborn Regional, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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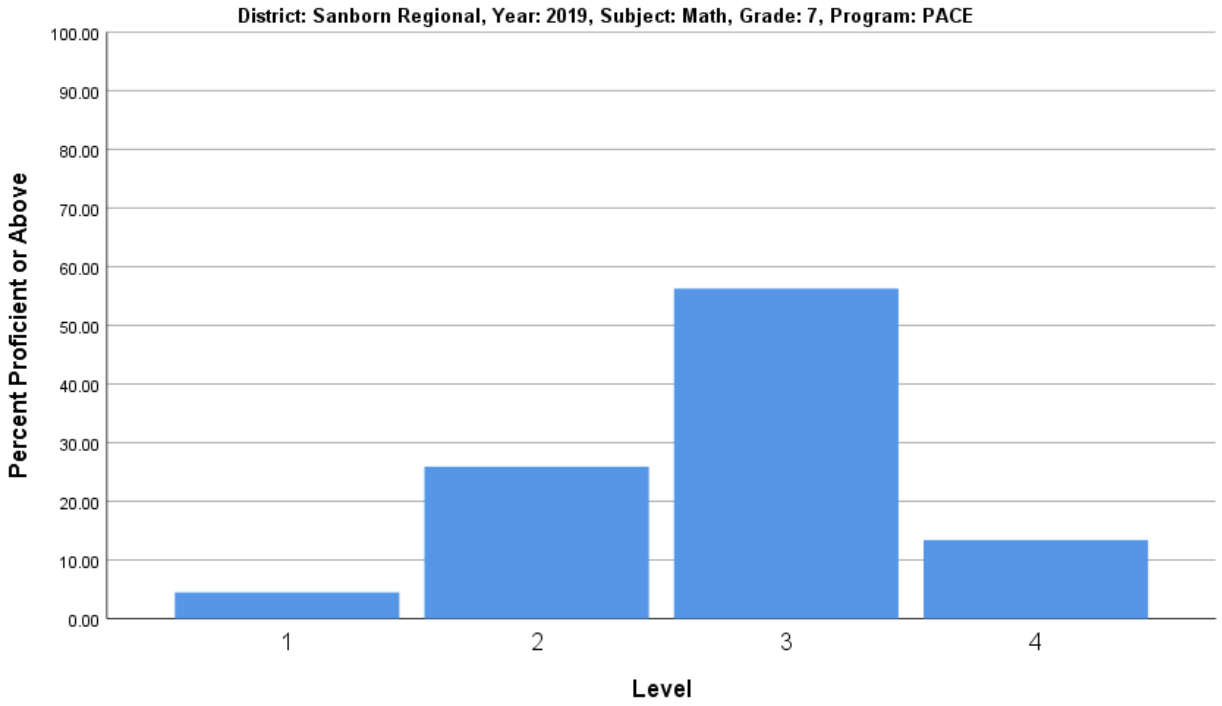
Level


District: Sanborn Regional, Year: 2019, Subject: Math, Grade: 7, Program: PACE
Percent Proficient or Above
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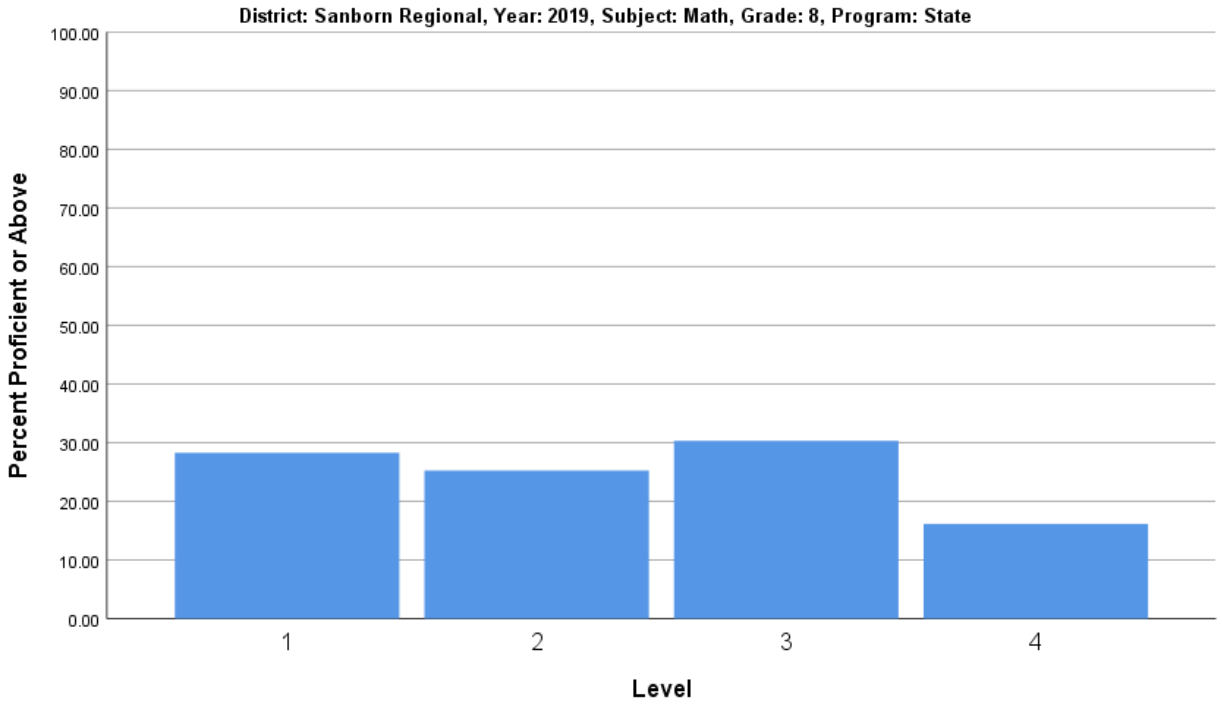
Level


District: Sanborn Regional, Year: 2019, Subject: Math, Grade: 8, Program: State
Percent Proficient or Above
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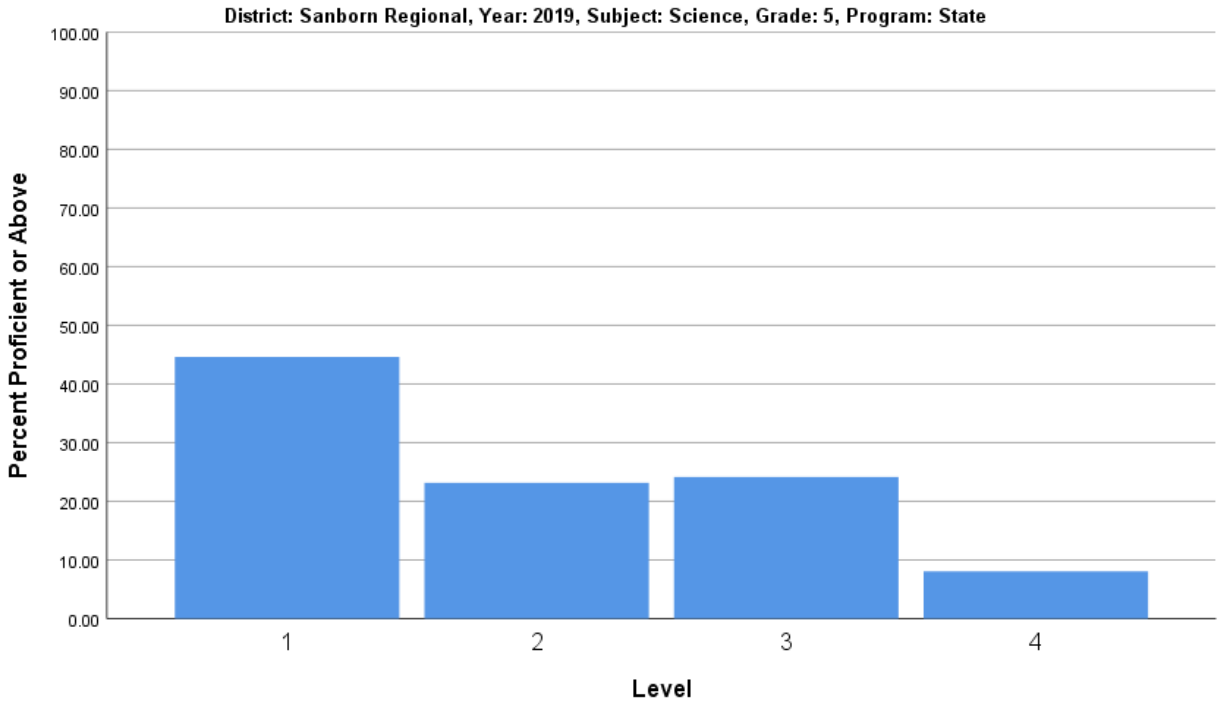
Level


District: Sanborn Regional, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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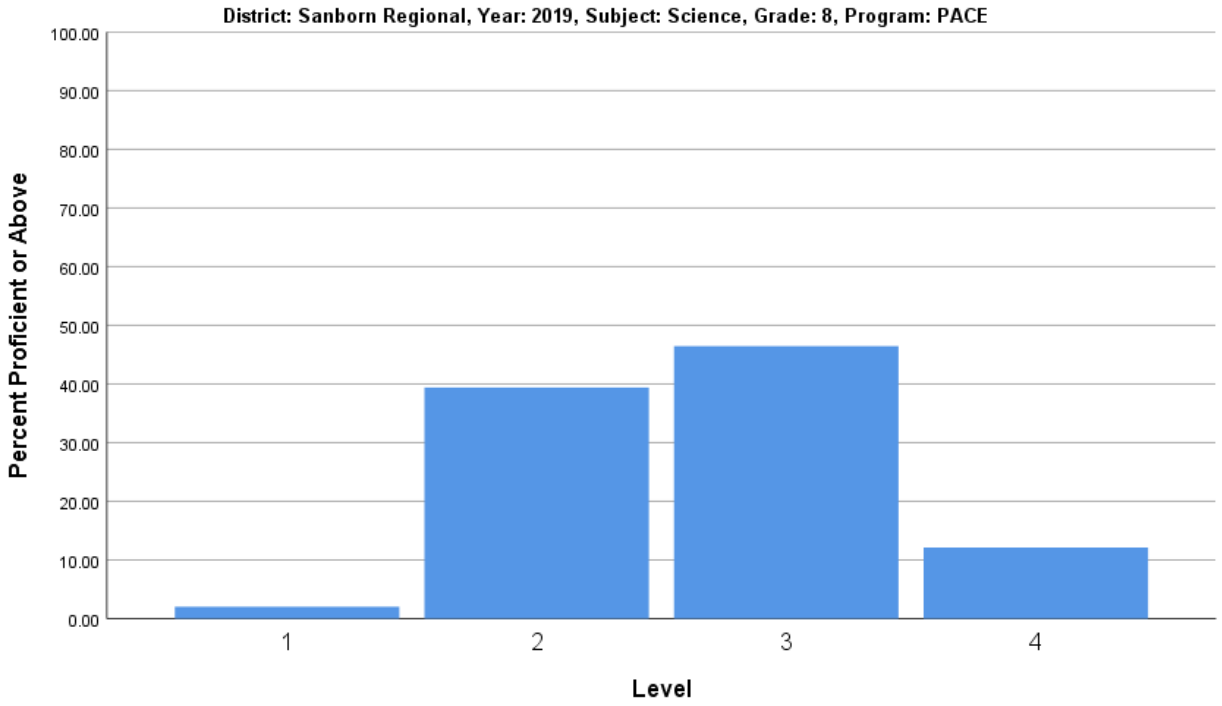
Level


District: Sanborn Regional, Year: 2019, Subject: Science, Grade: 8, Program: PACE
Percent Proficient or Above
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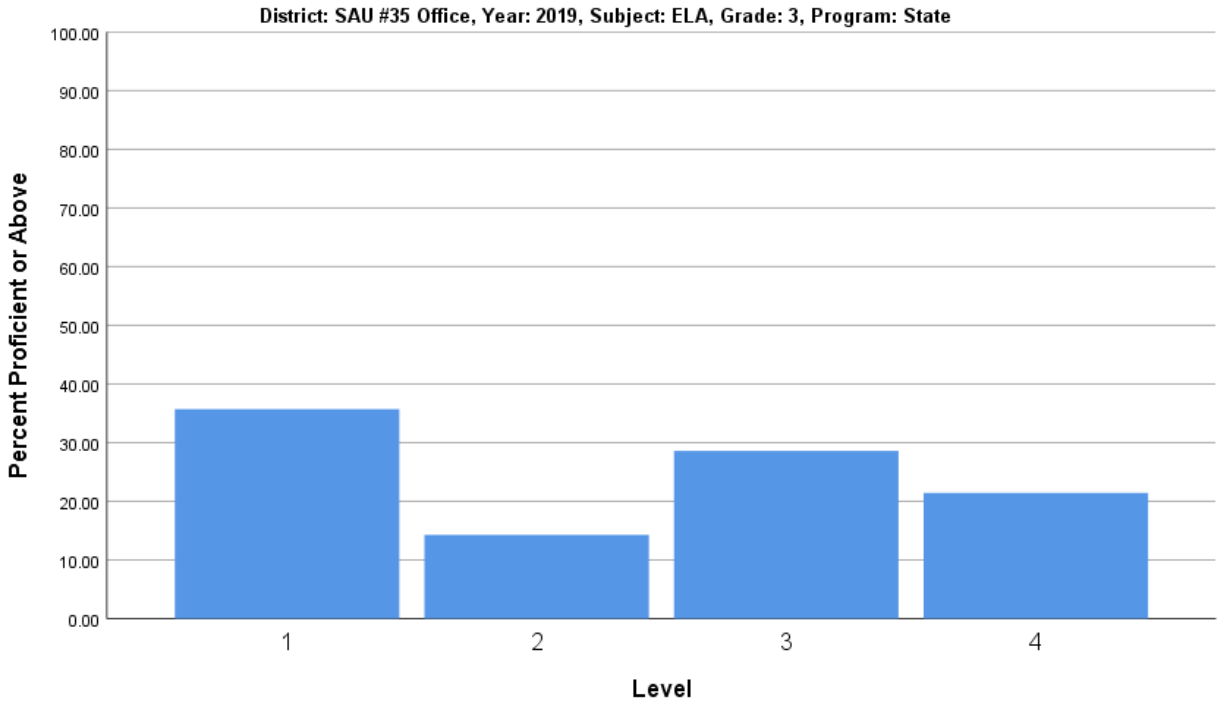
Level


District: SAU #35 Office, Year: 2019, Subject: ELA, Grade: 3, Program: State
Percent Proficient or Above
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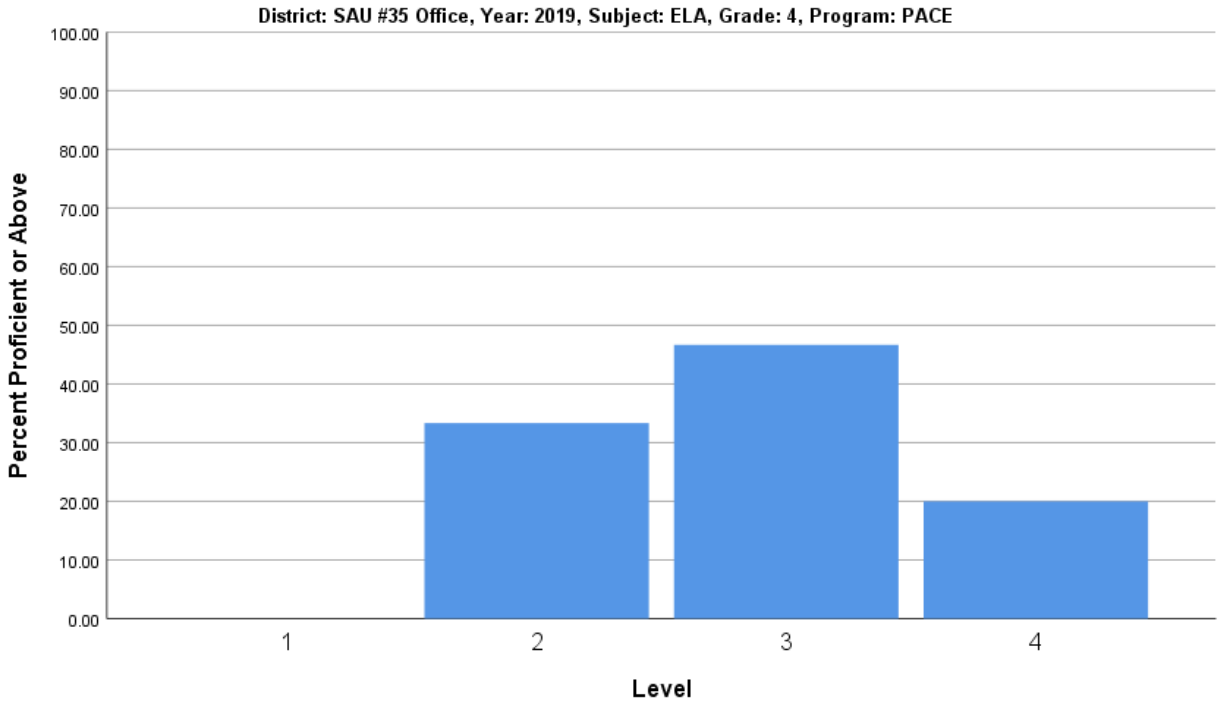
4
Level


District: SAU #35 Office, Year: 2019, Subject: ELA, Grade: 4, Program: PACE
Percent Proficient or Above
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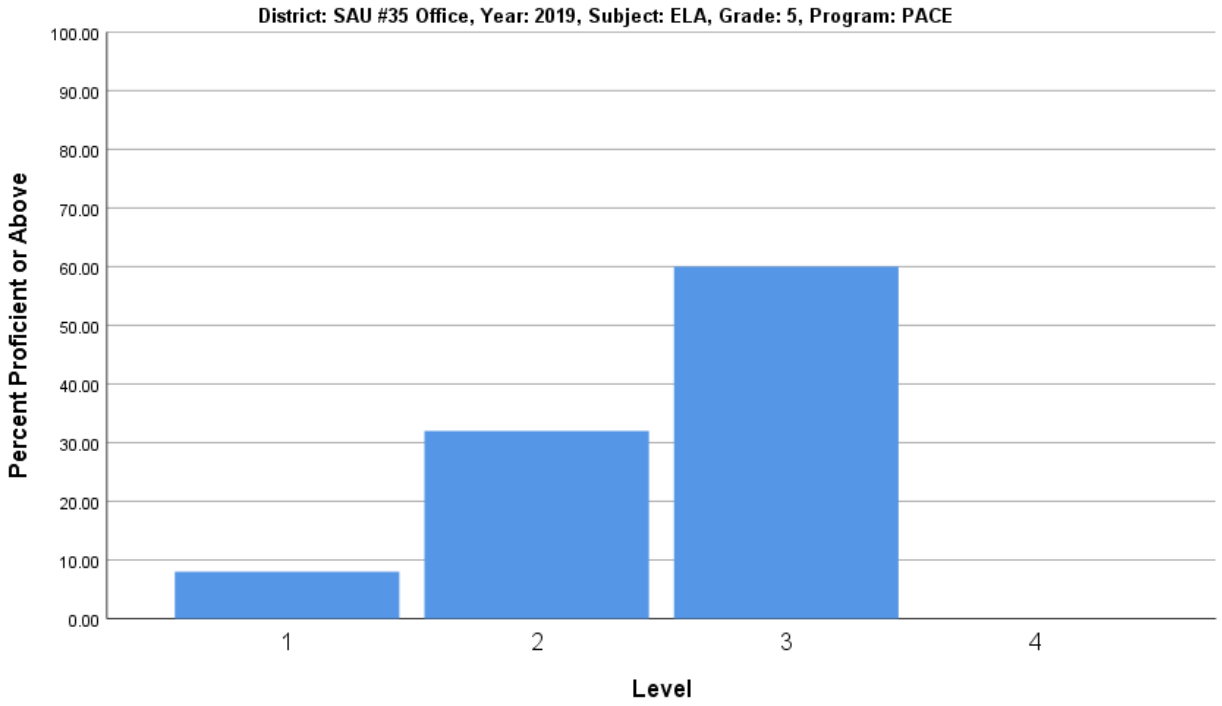
3
4
Level


District: SAU #35 Office, Year: 2019, Subject: ELA, Grade: 5, Program: PACE
Percent Proficient or Above
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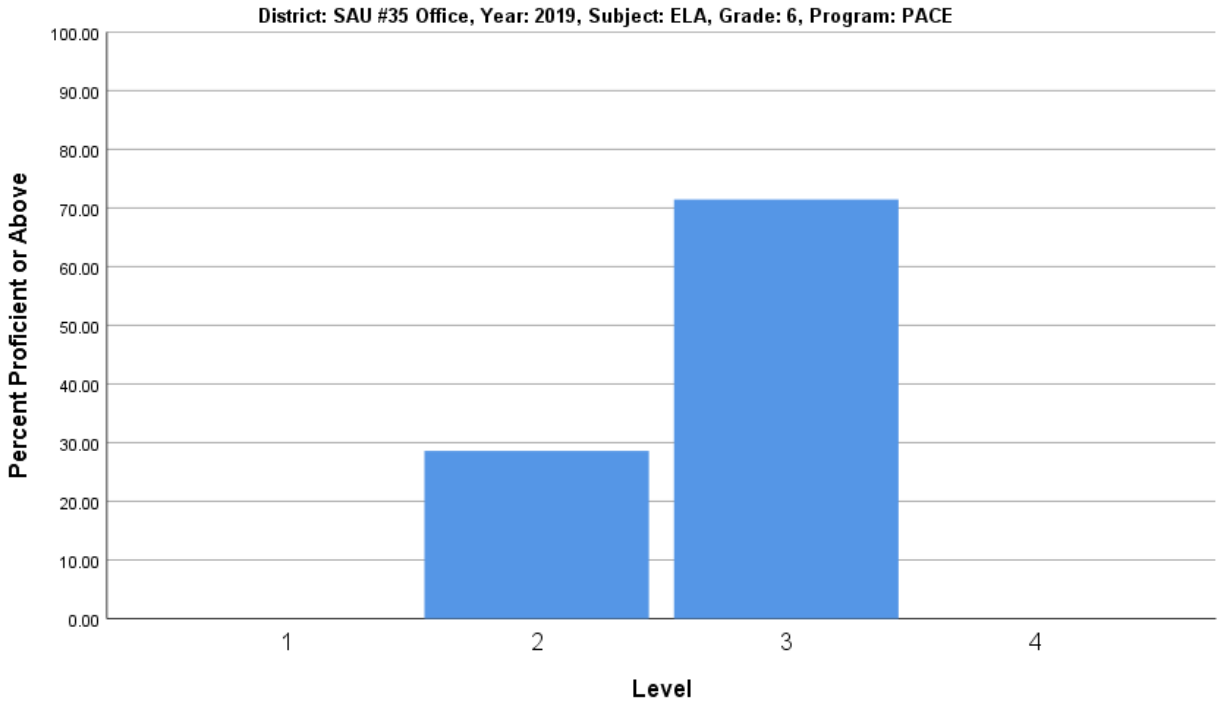
Level


District: SAU #35 Office, Year: 2019, Subject: ELA, Grade: 6, Program: PACE
Percent Proficient or Above
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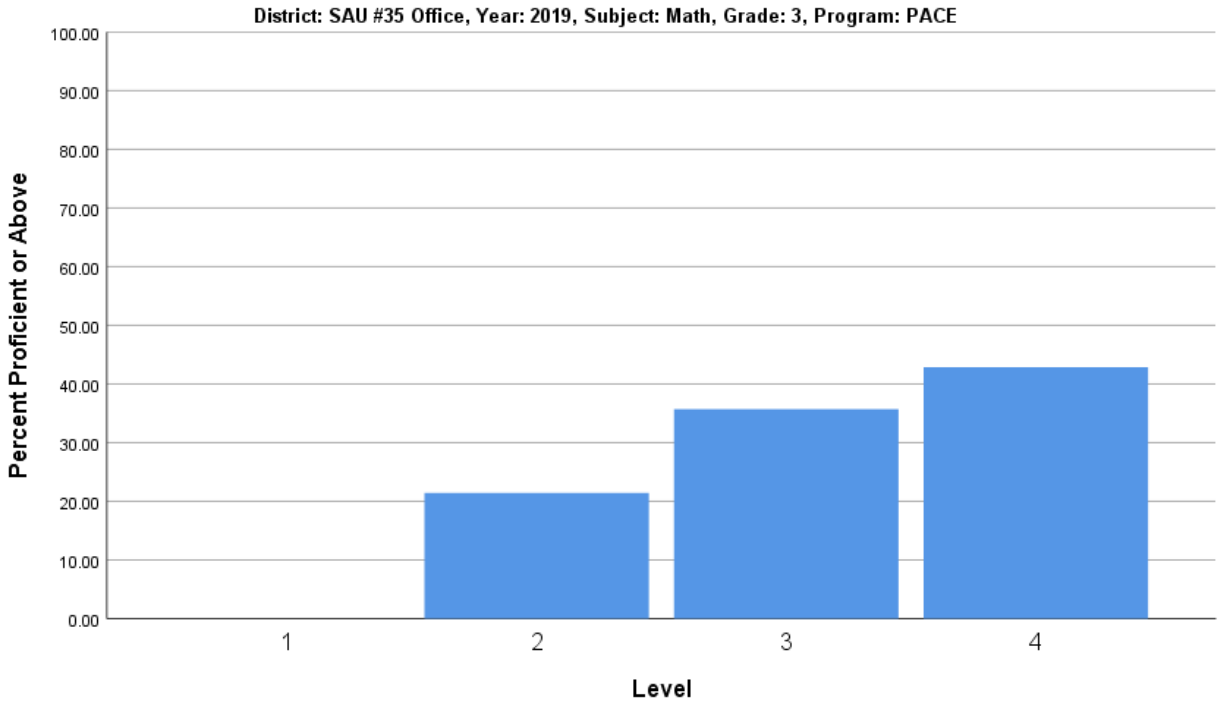
Level


District: SAU #35 Office, Year: 2019, Subject: Math, Grade: 3, Program: PACE
Percent Proficient or Above
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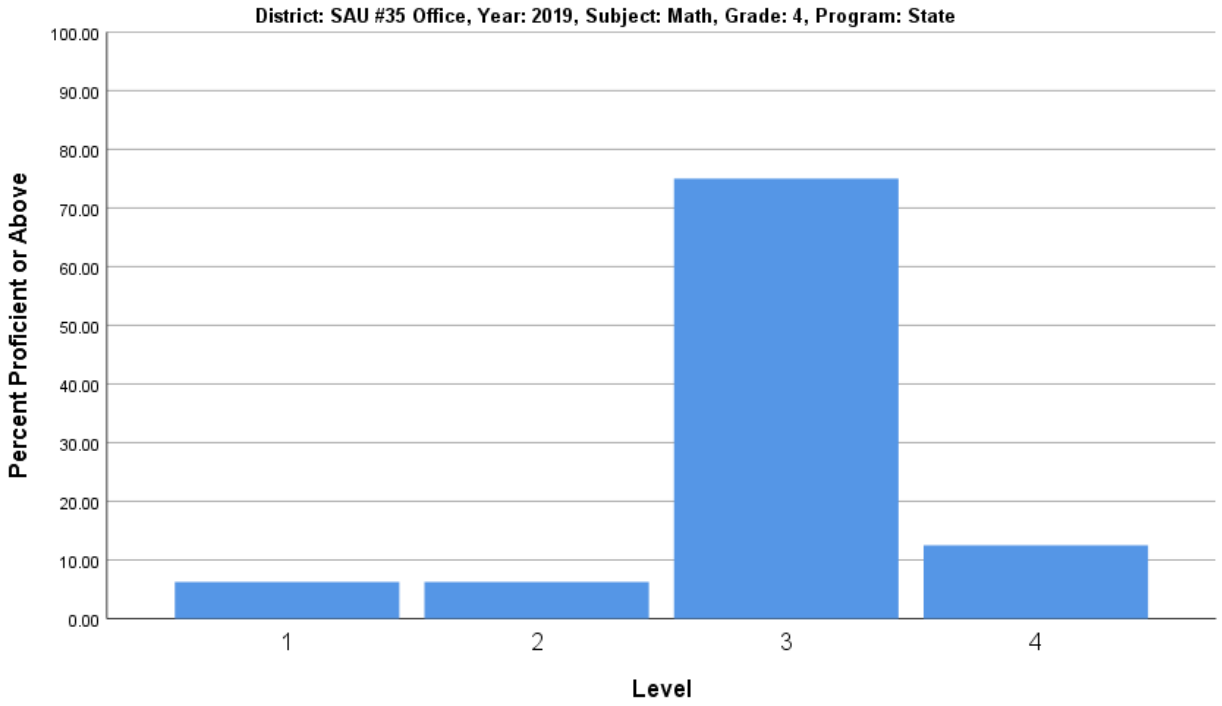
Level


District: SAU #35 Office, Year: 2019, Subject: Math, Grade: 4, Program: State
Percent Proficient or Above
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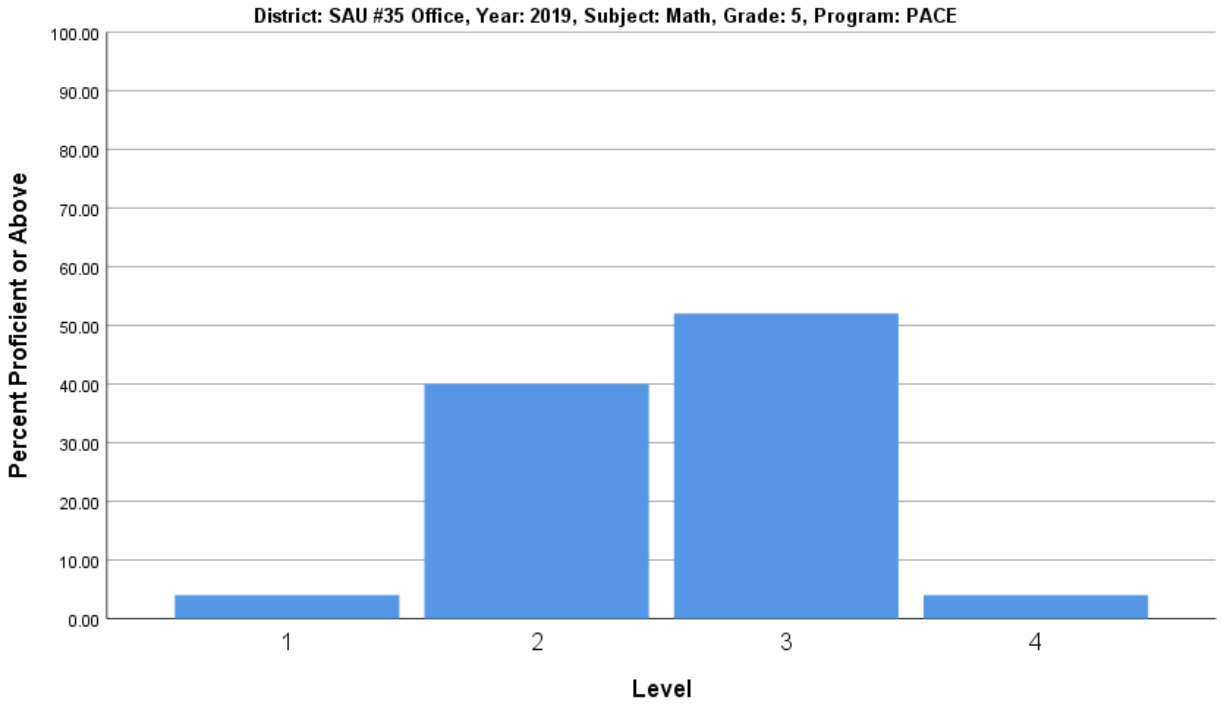
District: SAU #35 Office, Year: 2019, Subject: Math, Grade: 5, Program: PACE
Percent Proficient or Above
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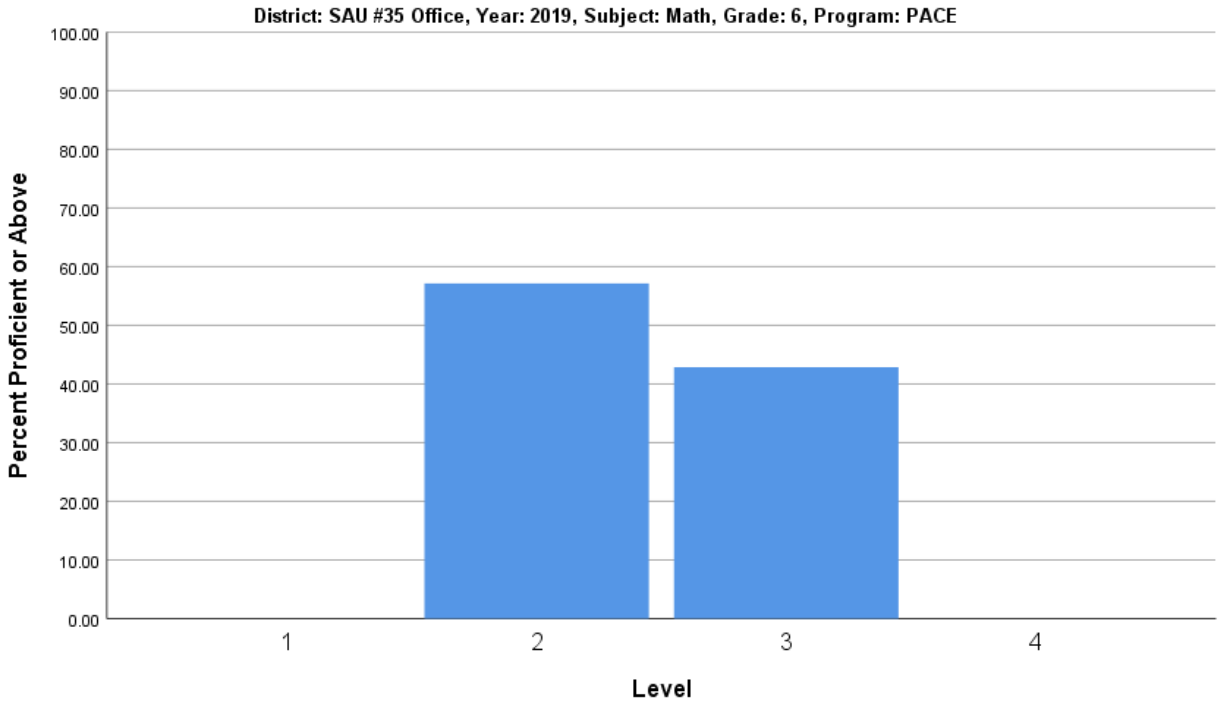
District: SAU #35 Office, Year: 2019, Subject: Math, Grade: 6, Program: PACE
Percent Proficient or Above
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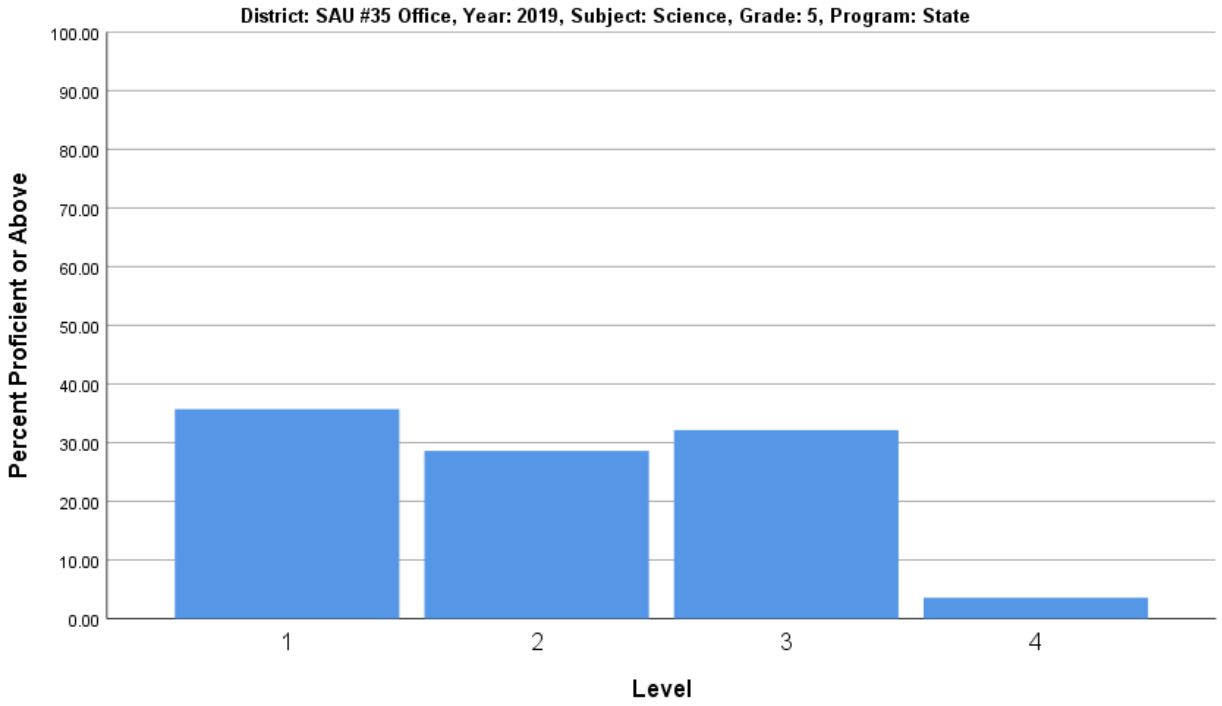
District: SAU #35 Office, Year: 2019, Subject: Science, Grade: 5, Program: State
Percent Proficient or Above
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10.00
0.00
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Level