New Hampshire

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

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

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

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

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

<table>
<thead>
<tr>
<th>State</th>
<th>Mandate Identify</th>
<th>Mandate Services</th>
<th>Gifted Identified</th>
<th>Identified by Gender</th>
<th>Identified by Ethnicity</th>
<th>GT Funding</th>
<th>GT Funding per Identified</th>
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</table>
New Hampshire NAEP Grade 4 and 8 Reading

Grade 4 W-H Gap shows no overall change

- **Hispanic**
- **Black**
- **White**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3 10</td>
<td>4 7</td>
</tr>
<tr>
<td>2005</td>
<td>4 7</td>
<td>3 4</td>
</tr>
<tr>
<td>2007</td>
<td>7 11</td>
<td>2 4</td>
</tr>
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</table>

% At the Advanced Level

New Hampshire NAEP Grade 4 and 8 Reading

Grade 4 N-R Gap narrows by 2pts and N-F Gap widens by 1pt
Grade 8 N-R and N-F Gaps show no overall change

- **Free**
- **Reduced-Priced**
- **Not Eligible**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2007</td>
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% At the Advanced Level

New Hampshire NAEP Grade 4 and 8 Math

Grade 4 W-H Gap widens by 4pts

<table>
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<td>3 3</td>
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<tr>
<td>2007</td>
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<td>2 4</td>
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% At the Advanced Level

New Hampshire NAEP Grade 4 and 8 Math

Grade 4 N-R Gap widens by 4pts and N-F Gap widens by 2pts
Grade 8 N-R Gap widens by 3pts and N-F Gap widens by 2pts

<table>
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% At the Advanced Level
## NAEP Scores at the 90th Percentile

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<td>Math 4 NonFARM</td>
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<td>Reading 8 Hispanic</td>
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### Excellence Gap State Profiles: New Hampshire

#### NH NECAP Grade 3, 6, 10 in Reading Excellence Achievement Gaps on Race

<table>
<thead>
<tr>
<th>% At the Advanced Level</th>
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<th>Grade 6</th>
<th>Grade 10</th>
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<td>H</td>
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<tr>
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<td>W-B</td>
<td>W-H</td>
<td>W-B</td>
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<td>7</td>
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<tr>
<td>2008</td>
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<td>6</td>
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#### NH NECAP Grade 3, 6, 10 in Mathematics Excellence Achievement Gaps on Race

<table>
<thead>
<tr>
<th>% At the Advanced Level</th>
<th>Grade 3</th>
<th>Grade 6</th>
<th>Grade 10</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>W</td>
<td>B</td>
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</tr>
<tr>
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<tr>
<td>2008</td>
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#### NH NECAP Grade 4, 7, 11 Reading Excellence Achievement Gaps on SES

<table>
<thead>
<tr>
<th>% At the Advanced Level</th>
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<th>Grade 7</th>
<th>Grade 11</th>
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<tbody>
<tr>
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<td>N</td>
<td>P</td>
<td>Gap</td>
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<td>Gap</td>
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<td>Gap</td>
</tr>
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<td>15</td>
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<tr>
<td>2007</td>
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<td>13</td>
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<td>2008</td>
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#### NH NECAP Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on SES

<table>
<thead>
<tr>
<th>% At the Advanced Level</th>
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<th>Grade 7</th>
<th>Grade 11</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>P</td>
<td>Gap</td>
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<tr>
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<td>7</td>
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Data is not Available when not available.
Excellence Gap State Profiles:
New Hampshire

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>M-F Gap</th>
<th>W-B Gap</th>
<th>W-H Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>19.00%</td>
<td>14.15%</td>
<td>13.79%</td>
<td>0.00%</td>
<td>28.00%</td>
<td>4.85%</td>
<td>-13.79%</td>
<td>-14.21%</td>
</tr>
<tr>
<td>1998</td>
<td>21.40%</td>
<td>15.45%</td>
<td>17.00%</td>
<td>9.09%</td>
<td>25.35%</td>
<td>5.95%</td>
<td>-7.91%</td>
<td>-8.35%</td>
</tr>
<tr>
<td>1999</td>
<td>18.62%</td>
<td>13.70%</td>
<td>14.15%</td>
<td>21.21%</td>
<td>23.33%</td>
<td>4.92%</td>
<td>-7.06%</td>
<td>-9.18%</td>
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<tr>
<td>2000</td>
<td>19.15%</td>
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<td>16.09%</td>
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<tr>
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<tr>
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<td>23.91%</td>
<td>6.43%</td>
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<td>5.49%</td>
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</table>

Gaps in Mean AP Scores

<table>
<thead>
<tr>
<th>Year</th>
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<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>M-F Gap</th>
<th>W-B Gap</th>
<th>W-H Gap</th>
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</thead>
<tbody>
<tr>
<td>1997</td>
<td>3.45%</td>
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<td>1.97%</td>
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<tr>
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<td>2.56%</td>
<td>4.26%</td>
<td>4.13%</td>
<td>1.32%</td>
<td>-1.69%</td>
<td>-1.57%</td>
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<tr>
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<td>-1.11%</td>
<td>-0.56%</td>
</tr>
<tr>
<td>2007</td>
<td>5.57%</td>
<td>4.33%</td>
<td>4.10%</td>
<td>4.08%</td>
<td>4.08%</td>
<td>1.23%</td>
<td>-1.11%</td>
<td>-0.56%</td>
</tr>
</tbody>
</table>
*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.