## 2008-2009 No Child Left Behind (NCLB) Report Card

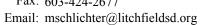
#### **Griffin Memorial School**



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Grades: P 1-4



New Hampshire Department of Education

Litchfield, NH 03051-2399

Website: www.nh.gov/residents/k12.html

Accountability Information								ion							Status	-			
Status for Content Area   2008-2009 School Year Content Area				Met AYP Requirements					~~~~~~~~~~~			ar	READING	Scho	ols	Dis	tricts		
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												vel 4	Acceptable	310	65.0	137	84.6		
													SINI/DINI Year 1	67	14.0	10	6.2		
									_				of	SINI/DINI Year 2			12	7.4	
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Improvement (SINI) data.						(AYP	) data.			Improvement (SINI) data.			<u>ata.</u>						
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	Ĥ						<u> </u>	J			S	ch.	Dist.						100
Sch.	Dist.	State	Sch.	Dist.	State	1							<u> </u>		More accountability and Tit	le I stat	us info	ormatio	<u>on.</u>
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104	104	14243	17	17	18			U	2		Ŷ	0	0.3	0.7	- Statewide NCLB Accountability Status-			Ш	
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	137																		72.2
	135						Employed Under Emergency			ncy or	3.7/1		3.7/4	0.3				29	17.9
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						Bach	Bachelor's Degree						47.7	48.6				10	6.2
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Substantially Dalam Drafiniant (0/)											Scn.			Total Number of Incidents					
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Proficient (%)											-				students				
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	009 Scho ive Action Acceptab Acceptab School In ement (SI Octob Sch. 109 104 125 101 125 101 104 105 101 104 105 101 104 105 101 104 105 101 101 101 101 101 101 101 101 101	ive Action/Level 3 Acceptable Acceptable School In Need of ement (SINI) data. October 1 Enr Sch. Dist. 109 109 104 104 125 125 101 101 146 137 135 144 151 146 131 129 al Enrollment/Class ssessment Inforr the May 2008 N ent Level (%) tially Below Profici Proficient (%) mt (%)	009 School Year   ive Action/Level 3   Acceptable   Acceptable   Acceptable   Acceptable   Acceptable   Acceptable   Att   School In Need of   ement (SINI) data.   October 1 Enrollment   Sch.   Dist.   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State     109   109   14209   18   18   17     104   104   14243   17   17   18     125   125   14476   21   21 pl   19     101   101   14618   20 20   19   In Low-Poverty Schools     135   15454   22   22   Employed Under Emergency or Provisional Credentials   Bachelor's Degree     131   15987  </td> <td>Status for 009 School YearContent AreaMet AYP Requirements2009-<math>009</math> AcceptableReadingNoRestructAcceptableMathematicsNoRestructAcceptableAtten./Grad. RateYesImproving the second secon</td> <td>Status for 009 School YearContent AreaMet AYP RequirementsStatus 2009-2010 SWe Action/Level 3ReadingNoRestructure Pla AcceptableAcceptableMathematicsNoSINI Y Y AcceptableAcceptableAtten//Grad. RateYesAcceptableAcceptableAtten//Grad. RateYesAcceptableAcceptableAtten//Grad. 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Rate     Yes     More Acceptable     More Acceptable     ShN/DINI Year 2     ShN/DINI Year 2     Corrective Action/Level 3     Restructuring/Level 4     ShN/DINI Year 2     ShN/DINI Year 3     ShN/DINI Year 3     ShN/DINI Year 3     ShN/DINI Year 4     ShN/DINI Year</td><td>Status for 009 School Year     Content Area     Met AYP Requirements     Status for 2009-2010 School Year     READING       ve Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     More Adequate Yearly Progress     More School In Need of Improvement (SINI) data     Corrective Action/Level 3     28       Cotober 1 Enrollment     Average Class Size     Teacher Quality Information     Scho     N     %     %     %       104     104     14209     18     18     17     17     18     Core Classes Taught by non-HQT     0     0     0.3     0.7       101     101     14618     15019     24     20     in Low-Powerty Schools     0.1     Statewide NCLB Accountability SIN//DINI Year 1     103       1137     15172     21     11     11     110     Acceptable     47.7     48.6       129     1331     15854     222</td><td>Status for 0009 School Year     Content Area     Met AYP Requirements     Status for 2009-2010 School Year     READING       we Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable</td><td>Status for 009 School Year     Content Area     Met AYP Requirements 2009-2010 School Year     Status for 2009-2010 School Year     READING       We Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Alten/Grad     310     650     137       Acceptable     Atten/Grad     More Adequate Yearly Progress (AYP) data     More School In Need of (AYP) data     More Adequate Yearly Progress     More School In Need of     Sch.     Sixit Sixit     Sch     Sch     Sixit Sixit     Sch     Sixit Sixit     Sch     Sch     Sch     Sixit Sixit     Sch     Sch</td></td>	Status for 009 School YearContent AreaMet AYP Requiren009 School YearReadingNoAcceptableMathematicsNoAcceptableAtten./Grad. 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Rate     Yes     More Acceptable     More Acceptable     ShN/DINI Year 2     ShN/DINI Year 2     Corrective Action/Level 3     Restructuring/Level 4     ShN/DINI Year 2     ShN/DINI Year 3     ShN/DINI Year 3     ShN/DINI Year 3     ShN/DINI Year 4     ShN/DINI Year</td> <td>Status for 009 School Year     Content Area     Met AYP Requirements     Status for 2009-2010 School Year     READING       ve Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     More Adequate Yearly Progress     More School In Need of Improvement (SINI) data     Corrective Action/Level 3     28       Cotober 1 Enrollment     Average Class Size     Teacher Quality Information     Scho     N     %     %     %       104     104     14209     18     18     17     17     18     Core Classes Taught by non-HQT     0     0     0.3     0.7       101     101     14618     15019     24     20     in Low-Powerty Schools     0.1     Statewide NCLB Accountability SIN//DINI Year 1     103       1137     15172     21     11     11     110     Acceptable     47.7     48.6       129     1331     15854     222</td> <td>Status for 0009 School Year     Content Area     Met AYP Requirements     Status for 2009-2010 School Year     READING       we Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable</td> <td>Status for 009 School Year     Content Area     Met AYP Requirements 2009-2010 School Year     Status for 2009-2010 School Year     READING       We Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Alten/Grad     310     650     137       Acceptable     Atten/Grad     More Adequate Yearly Progress (AYP) data     More School In Need of (AYP) data     More Adequate Yearly Progress     More School In Need of     Sch.     Sixit Sixit     Sch     Sch     Sixit Sixit     Sch     Sixit Sixit     Sch     Sch     Sch     Sixit Sixit     Sch     Sch</td>	Status for 009 School YearContent AreaMet AYP RequirementsStatus for 2009-2010 School Ye 2009-2010 School Ye 2009-2010 School Ye Restructure Planning/Le AcceptableAcceptableMathematicsNoRestructure Planning/Le AcceptableAcceptableAtten/Grad. RateYesAcceptableAcceptableAtten/Grad. RateYesAcceptableAcceptableAtten/Grad. 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Rate     Yes     More Acceptable     More Acceptable     ShN/DINI Year 2     ShN/DINI Year 2     Corrective Action/Level 3     Restructuring/Level 4     ShN/DINI Year 2     ShN/DINI Year 3     ShN/DINI Year 3     ShN/DINI Year 3     ShN/DINI Year 4     ShN/DINI Year	Status for 009 School Year     Content Area     Met AYP Requirements     Status for 2009-2010 School Year     READING       ve Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     Acceptable     Atten/Grad. Rate     Yes     Acceptable     More Adequate Yearly Progress     More School In Need of Improvement (SINI) data     Corrective Action/Level 3     28       Cotober 1 Enrollment     Average Class Size     Teacher Quality Information     Scho     N     %     %     %       104     104     14209     18     18     17     17     18     Core Classes Taught by non-HQT     0     0     0.3     0.7       101     101     14618     15019     24     20     in Low-Powerty Schools     0.1     Statewide NCLB Accountability SIN//DINI Year 1     103       1137     15172     21     11     11     110     Acceptable     47.7     48.6       129     1331     15854     222	Status for 0009 School Year     Content Area     Met AYP Requirements     Status for 2009-2010 School Year     READING       we Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable     Acceptable     Atten./Grad. Rate     Yes     Acceptable     Acceptable	Status for 009 School Year     Content Area     Met AYP Requirements 2009-2010 School Year     Status for 2009-2010 School Year     READING       We Action/Level 3     Reading     No     Restructure Planning/Level 4     Acceptable     Alten/Grad     310     650     137       Acceptable     Atten/Grad     More Adequate Yearly Progress (AYP) data     More School In Need of (AYP) data     More Adequate Yearly Progress     More School In Need of     Sch.     Sixit Sixit     Sch     Sch     Sixit Sixit     Sch     Sixit Sixit     Sch     Sch     Sch     Sixit Sixit     Sch     Sch

one of the links to the right.	Reading	Mathematics	Writing	Attendance/Graduation Ra	nte		
For rankings, click on a link to the right or access this	School Ranking List-	School Ranking List-	School Ranking List-		Sch.	Dist.	State
corresponding <u>E/M School Ranking Data File</u> (xls format)	Reading	Mathematics	Writing	Elem/Middle Attendance			
and Data Layout (xls).	(Grades 3-8)	(Grades 3-8)	(Grades 5,8)	Rate (Target: 90%)			
For rankings, click on a link to the right or access this	~	a		High School Graduation			
			Grade 11 writing is a	1 itute (Tuiget: 7570)			
corresponding High School Ranking Data File (xls format)	<u>Reading</u>	wintinematics	one-item assessment and	Additional attendance rate da	ta. Addit	ional dro	pout
and Data Layout (xls).	<u>(Grade 11)</u>	<u>(Grade 11)</u>	therefore is not ranked.	and completer rate data.			

### 2008-2009 No Child Left Behind (NCLB) Report Card (Cont.)



#### **Griffin Memorial School**



Science Assessment Information							
(Based on the May 2009 NH-Alt and NECAP Science Assessments)							
		Science					
Achievement Level (%)	Sch.	Dist.	State				
Substantially Below Proficient (%)	0	15	20				
Partially Proficient (%)	29	47	46				
Proficient (%)	71	38	33				
Proficient with Distinction (%)	0	0	1				
Testing Participation (%)	100	100	99				
For detailed information, click on the link to the right.		Science	•				
For rankings, click on a link to the right or access this							
corresponding E/M School Science Ranking Data File (xls	School Ranking List - Science						
format) and Data Layout (xls).		( <u>Grades 4,8</u> )					
For rankings, click on a link to the right or access this							
corresponding High School Science Ranking Data File (xls	School	<u>cience</u>					
format) and Data Layout (xls).	<u>(Grade 11)</u>						

Student Achievement Trend Data in Science										
Number and Percent of Students Scoring Proficient or Above										
(Based on the May 2009 NH-Alt and NECAP Science Assessment)										
Grade	2007	-2008	2008-2009							
Graut	N	%	N	%						
4	143	57	99	71						

Note: Grade indicates the student's grade level in May of the school year listed at the top of the column.

Note: The data represent results from the NECAP Science and NH-Alt administrations. The NECAP Science assessment is administered in May of each school year. NH-Alt portfolios are assembled throughout the school year.

Note: Data are not shown for groups with fewer than ten (10) students.

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Student Achievement Trend Data–Number and Percent of Students Scoring Proficient or Above										
(Current Year Data is Based on the May 2008 NH-Alt and October 2008 NECAP Assessments)										
Grade	<b>Content Area</b>	2005	-2006	2006-	-2007	2007	-2008	2008-2009		
Graue	Content Area	N	%	Ν	%	Ν	%	Ν	%	
3	Reading	139	72	143	78	102	83	126	87	
5	Mathematics	139	74	143	69	102	73	126	75	
4	Reading	142	78	134	81	146	80	101	87	
4	Mathematics	142	71	134	75	146	76	101	82	
	Reading									
5	Mathematics									
	Writing									
6	Reading									
0	Mathematics									
7	Reading									
/	Mathematics									
	Reading									
8	Mathematics									
	Writing									
	Reading									
11	Mathematics									
	Writing									
<u> </u>	1 1 1 1 1 1 1		1. 0 . 1	0.1 1 1		0.1 1	1		L	

Note: Grade indicates the student's grade level in October of the school year listed at the top of the column.

Note: The number and percent of students who scored Proficient or better combines data from the NECAP and the NH-Alt assessments. The NECAP is administered in October of each school year and NH-Alt portfolios are assembled during the prior school year.

Note: Data are not shown for groups with fewer than ten (10) students.

Note: The high school NECAP and NH-Alt assessment data was combined for the first time in 2007-2008.

Note: "N" is the number of students enrolled during testing minus the number of state-approved nonparticipants.

# **Description of the School District Report Card Page**

#### **Accountability Information**

Public school students in Grades 3-8 and one high school grade participate annually in the state testing program. Results from this assessment are used to calculate each school and school district's performance in the tested subject areas, Reading and Mathematics, together with the school and school district's performance in a third indicator (attendance rate for elementary/middle schools and graduation rate for high schools). This information is used to produce annual reports on the status of each school and school district, as well as the state as a whole, in making Adequate Yearly Progress (AYP) towards the state's performance targets for Reading, Mathematics, and the third indicator.

The Accountability Information section of the School or District Report Card is organized to display the following:

- *Status for Selected School Year.* This box displays the school or district's AYP status for the selected school year.
- *Content Area/Met AYP Requirements.* These boxes display the school or district's AYP results from the state assessment for each content area and the other indicator (attendance rate for elementary/middle schools and graduation rate for high schools).
- *Status for Upcoming School Year*. This box displays the school or district's AYP status for the upcoming school year, based upon the AYP results.

#### School In Need of Improvement (SINI) Designation

A school is designated as in need of improvement when it does not make AYP for two consecutive years in the same performance indicator (i.e. Reading, Mathematics, Attendance Rate/Graduation Rate). A school can be designated for multiple areas at the same time. The school in need of improvement (SINI) designation is removed once the school has made AYP for two consecutive years in the same indicator that caused the designation.

#### District In Need of Improvement (DINI) Designation

District AYP is based upon aggregate student performance across the district, not on individual school performance. Data is aggregated at the elementary/middle level as well as at the high school level. A school district is designated as in need of improvement when it does not make AYP for two consecutive years in the same performance indicator at both the elementary/middle and high school levels. A district can be designated for multiple areas at the same time. The district in need of improvement (DINI) designation is removed once the district has made AYP for two consecutive years in the same indicator that caused the designation.

#### Statewide NCLB Accountability Status—Reading and Mathematics

The Statewide Accountability section of the School or District Report Card shows the Accountability Status, by Content Area, of all schools and school districts in the state.

- Acceptable. A school or district not designated as in need of improvement.
- *SINI/DINI Year 1*. The status of a school or school district not making AYP for two consecutive years in the same performance indicator. The term "Year 1"

does not indicate the number of years the school or district may have been in need of improvement; the term indicates the sanction level of the school or district.

- *SINI/DINI Year 2*. The status of a school or district in need of improvement that has not made AYP for the third time in the indicator causing the original designation.
- *Corrective Action/Level 3.* The status of a school or district in need of improvement that has not made AYP for the fourth time in the indicator causing the original designation. Note: Title I schools and districts are subject to federal sanctions under the No Child Left Behind Act as well as state sanctions; non-Title I schools and districts are subject to only state sanctions. At this sanction level, Title I schools and districts enter Corrective Action.
- *Restructure Planning/Level 4*. The restructuring (planning year) sanction applies only to Title I schools that have not made AYP for the fifth year in the indicator causing the original designation.
- *Restructuring/Level 5*. The restructuring (implementation year) sanction applies only to Title I schools that have not made AYP for the sixth year in the indicator causing the original designation.
- *Total Number in State.* The AYP status of several schools cannot be calculated annually due to the very small numbers of students enrolled. The Total Number in State therefore may not total 100 percent.

#### **October 1 Enrollment**

This data is an October 1 head count of students attending NH public schools each year. Home schooled students are not included.

#### Average Class Size

The number of students reported in each grade from 1st through 8th is divided by the number of classrooms reported for that grade. Averages for each grade range are based on one or more grades within the range. Not all districts operate all grades. A grade has been excluded (blank) if course options available to the students result in classes of varying size throughout the day (i.e. middle school) or if that grade is not contained in that school. Readiness and Special Education classes have not been included in the averages.

#### Student Assessment Information

The State of New Hampshire has implemented an on-going, academically-centered statewide educational assessment program. This is a tri-state effort among Rhode Island, Vermont and New Hampshire. The New England Common Assessment Program (NECAP) tests reading & mathematics in grades 3-8 & 11, writing in grades 5, 8, and 11 & science in grades 4, 8, and 11. The purpose of this program is to establish what students should know and be able to do in core-content areas at certain grade levels. The results from the assessment portion of this program are used to produce individual student achievement reports as well as reports at the school, district, and state level. The NHEIAP, a NH-only assessment program, was used through May 2004 for grades 3 & 6, and through May 2006 for grade 10; the historical NHEIAP data can be found linked to this website.

#### Testing Participation

State assessment program participation rate is based on the number of students who took part or the entire state assessment test compared to the number of students enrolled on the first day of the October test administration. This data is reported only for schools or districts with 40 or more students enrolled in the grade(s) tested on the first day of the October test administration.

Each year, New Hampshire publishes the combined results of all statewide assessment administered to NH publicly funded students who were enrolled as of the beginning of the test administration period. This report presents academic performance results and assessment participation data for all NH students who took either the general NECAP Assessment or the NH-Alternate Assessment. High school students were included beginning with the 2007 assessment. The combined report provided data summarized across all grades within an entire school, an entire district, and across the state. Data are presented in disaggregated form for various demographic subgroups at the level of the whole school, district, and state. For each subgroup, academic performance is reported as number and percent of students testing in each achievement level. This allows summarization of results across the two different assessments, general and alternate. Participation data are reported by the number of students: enrolled, tested, not tested but for state approved reasons (medical emergenices, first year LEP, enrollment after the start of testing, and withdrawal before testing was completed), and not tested for other (non-approved) reasons (NT Other). A data file spreadsheet is available to the public in .csv format containing all data from the combined report. The report itself is provided in .pdf format.

#### Ranking Lists

The data on these ranking lists are based on the performance index scores that are calculated during Adequate Yearly Progress (AYP) reporting. Schools and districts receive two rankings--one based on index score and one based on improvement from the prior year. A rank of "1" represents the best performance. Rankings are assigned by content area. The rankings are sorted in three ways: alphabetically, by index score ranking, and by improvement ranking.

#### New Hampshire Alternate Assessment

The participation of all students in large-scale assessment programs, such as the NECAP and the New Hampshire Alternate Assessment (NH-ALT), is important to ensure that all students are provided an opportunity to learn the academic skills identified as being most critical for NH students. These skills are described in the NH Grade Level and Grade Span Expectation documents.

Federal and state education laws require that students with disabilities have access to the general academic curriculum, with appropriate accommodations and supports, and that they be assessed on the same general curriculum standards as all other students. In addition, for the small number of students who cannot participate in the paper and pencil general state assessment based on grade-level achievement standards, even with the best instruction and with accommodations, NH provides a statewide Alternate Assessment based on alternate academic achievement standards. These alternate achievement standards are designed to meet the needs of students with severe cognitive disabilities. For further information, please see the NH-ALT Test Manual and General Information for Parents.

#### **School Safety**

School Safety is aggregate information for all school safety issues as related to the school safety survey. This survey is required by state and federal legislation: the Unsafe School choice Option (SB 114 of 2003), the No Child Left Behind Act of 2001, and NH RSA 193-E:3.

This chart shows the number of school safety-related incidents (bullying, bomb threats, robberies, etc) at the school and district level. In line 2, the total number of incidents that also include student discipline incidents (expulsions/suspensions) combined with safety related incidents from line 1. The number of total incidents per 1000 students is also shown.

#### **Attendance/Graduation Rate**

For accountability purposes, elementary and middle schools are required to have an attendance rate of 90% or better or to show improvement over the previous year. This data is submitted with the end-of-year files and is reported to the nearest 0.1%. Similarly, high schools are required to have a graduation rate of 75% or better or to show improvement over the previous year.

#### **Teacher Quality Information**

Beginning in the spring of 2003, schools submitted this data using the High Quality Teacher Questionnaire. Teachers can be considered highly qualified for the content they are teaching by demonstrating competency through several alternatives. The teacher can be certified in New Hampshire in each of the core academic content area(s) he or she teaches. Or, the teacher can hold an intern license with a bachelor's degree and the equivalence of a content major in the core academic content area(s) taught. Or, the teacher can be certified but not in the core academic content area(s) taught. Or, the teacher must have demonstrated content knowledege in additional content area(s) through the use of High Objective Uniform State Standard of Evolution(HOUSSE) or a content test. These options and further clarifications of these rules can be found on the state website http:// www.ed.state.nh.us/education/hqt.

#### National Assessment of Educational Progress (NAEP)

NAEP is also commonly known as "the Nation's Report Card," and is conducted biennially at the state (odd-numbered years) and the national level (even-numbered years). This assessment focuses on what America's students know and are capable of doing in various subject areas by testing representative samples of students in grades 4, 8, and 12 in public and nonpublic schools, or NH districts; rather it offers results regarding subjectmatter achievement, instructional experiences and school environment for populations of students (e.g., fourth graders) and subgroups of those populations (e.g. female students, Hispanic students). The assessment consists of multiple-choice and constructed-response questions. The NAEP scale ranges from 0 to 500. NAEP achievement levels are reported as Basic or above, Proficient or above, and Advanced.