

# New Hampshire

<http://www.ed.state.nh.us>

## School and Teacher Demographics

Per pupil expenditures  
(CCD, 1999-2000) \$6,860

Number of Districts  
(CCD, 2000-01) 179

Number of Charter Schools  
(CCD, 2000-01) 0

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### Number of Public Schools (CCD)

	<b>1993-94</b>	<b>2000-01</b>
Elementary	293	351
Middle	91	94
High	77	77
Combined	-	1
Total	461	523

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### Number of FTE Teachers (CCD)

	<b>1993-94</b>	<b>2000-01</b>
Elementary	5,767	6,550
Middle	2,711	3,511
High	3,493	4,250
Combined	-	10
Total	11,971	14,321

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### Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

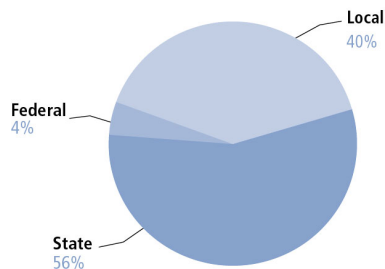
	<b>1994</b>	<b>2000</b>
English	90%	73%
Math	76	69
Science	91	90
Social Studies	90	88

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### Sources of Funding

#### District Average

(CCD, 1999-2000)



## Student Demographics

### Public school enrollment

(CCD)

	1993-94	2000-01
Pre-K	1,292	1,879
K-8	134,367	144,487
9-12	49,098	61,254
Total (K-12)	183,465	205,741

### Race/ethnicity

(CCD)

	1993-94	2000-01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	1	1
Hispanic	1	2
White	97	96
Other	-	-

### Students with disabilities

(OSEP)

	1993-94	2000-01
	11%	12%

### Students with limited

English proficiency

(ED/NCBE)

	1993-94	2000-01
	1%	1%

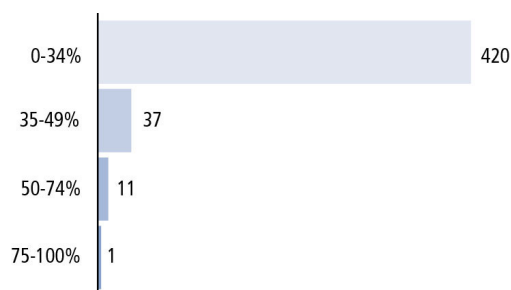
### Migratory students

(OME)

	1993-94	2000-01
	*	*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program\*

(CCD, 2000-01)



\*55 schools did not report.

#### Key

\* = Less than 0.5 percent  
 — = Not applicable

n/a = Not available

# = Sample size too small to calculate

High Poverty Schools = 75-100% of students qualify for lunch subsidies

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## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

### Statewide Goal for Schools on State Assessment

No state-established goals.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Improvement or stability on three-year weighted average of students at Basic, Proficient, Advanced levels (all subjects).

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## Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	21 8%	237 92%	258 100%
Schools meeting AYP Goal	20 95%	234 99%	254 98%
Schools identified for Improvement	1 5%	3 1%	4 2%

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Title I Allocation \$21,099,851

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

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## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 2002</b>		
Proficient level and above	-	-
Basic level and above	-	-
<b>Math, 2000</b>		
Proficient level and above	-	-
Basic level and above	-	-

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## New Hampshire Student Achievement 2000-01

Assessment:

Educational Improvement and Assessment Program.

State Definition of Proficient:

Grade 3 Reading/Language Arts: Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

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**Grade 3 Mathematics: Proficient:** Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: Demonstrate and understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

**Grade 6 Reading/Language Arts: Proficient:** Students at this level demonstrate an overall understanding of literacy, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

**Grade 6 Mathematics: Proficient:** Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

**Grade 10 Reading/Language Arts: Proficient:** Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

**Grade 10 Mathematics: Proficient:** Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

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### Elementary School

#### Grade 3 English Language Arts

Students in:	Novice	Basic	Proficient	Advanced
All schools	28%	34%	29%	9%
Title I schools	30	34	27	8
High poverty Schools				

Students with limited  
English proficiency  
Migratory students  
Students with Disabilities

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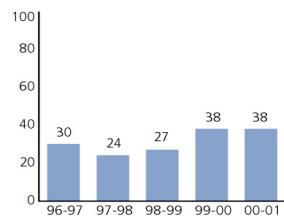
**Grade 3  
Mathematics**

Students in:	Novice	Basic	Proficient	Advanced
All schools	21%	39%	31%	8%
Title I schools	24	40	29	7
High poverty Schools				

Students with limited English proficiency  
Migratory students  
Students with Disabilities

**Student Achievement Trend**

English Language Arts 3<sup>rd</sup> grade meets or exceeds Proficient



**Middle School**

**Grade 6  
English Language Arts**

Students in:	Novice	Basic	Proficient	Advanced
All schools	31%	42%	22%	5%
Title I schools	31	42	22	5
High poverty Schools				

Students with limited English proficiency  
Migratory students  
Students with Disabilities

**Grade 6  
Mathematics**

Students in:	Novice	Basic	Proficient	Advanced
All schools	32%	42%	22%	4%
Title I schools	32	43	22	4
High poverty Schools				

Students with limited English proficiency  
Migratory students  
Students with Disabilities

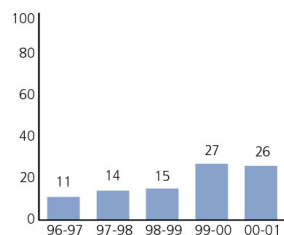
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**Student Achievement Trend**

Mathematics 6<sup>th</sup> grade meets or exceeds Proficient



**High School**

**Grade 10 English Language Arts**

Students in:	Novice	Basic	Proficient	Advanced
All schools	30%	36%	27%	7%
Title I schools	25	36	30	9
High poverty Schools				

Students with limited English proficiency  
Migratory students  
Students with Disabilities

**Grade 10 Mathematics**

Students in:	Novice	Basic	Proficient	Advanced
All schools	38%	35%	19%	7%
Title I schools	34	36	22	8
High poverty Schools				

Students with limited English proficiency  
Migratory students  
Students with Disabilities

High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	n/a	5%
Postsecondary enrollment (NCES, High school grads enrolled in college)	56%	59%

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