### New Hampshire

#### Districts and schools

<table>
<thead>
<tr>
<th>Number of districts</th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD</td>
<td>178</td>
<td>178</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of public schools</th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>293</td>
<td>298</td>
</tr>
<tr>
<td>Middle</td>
<td>91</td>
<td>96</td>
</tr>
<tr>
<td>High</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>Combined</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>461</td>
<td>473</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of charter schools</th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Finances

**Total current expenditures**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD, adjusted for inflation to 2001-02, in thousands</td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td>$827,873</td>
</tr>
<tr>
<td>Noninstructional</td>
<td>45,576</td>
</tr>
<tr>
<td>Support</td>
<td>415,900</td>
</tr>
<tr>
<td>Total</td>
<td>1,289,349</td>
</tr>
</tbody>
</table>

**Per-pupil expenditures**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD, adjusted for inflation to 2001-02</td>
<td></td>
</tr>
<tr>
<td>$6,955</td>
<td>$7,935</td>
</tr>
</tbody>
</table>

#### Sources of funding

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD, 2001-02</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>5%</td>
</tr>
<tr>
<td>Local</td>
<td>43%</td>
</tr>
<tr>
<td>State</td>
<td>52%</td>
</tr>
</tbody>
</table>

**Title I allocation 2001-02**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD, Includes Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>$29,733,465</td>
<td></td>
</tr>
</tbody>
</table>

#### Students

**Public school enrollment**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD, Pre-K</td>
<td>1,292</td>
</tr>
<tr>
<td>K-8</td>
<td>134,367</td>
</tr>
<tr>
<td>9-12</td>
<td>49,098</td>
</tr>
<tr>
<td>Total (K-12)</td>
<td>183,465</td>
</tr>
</tbody>
</table>

**Race/ethnicity**

| American Indian/Alaskan Native | 1% | 2% |
| Asian/Pacific Islander | 1% | 1% |
| Black, non-Hispanic | 1% | 2% |
| Hispanic | 1% | 2% |
| White, non-Hispanic | 97% | 94% |

**Students with disabilities (OSEP)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Students with limited English proficiency (NCELA)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Migrant students**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Eighth-grade students enrolled in Algebra I for high school credit (NAEP)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>32,132</td>
<td>0</td>
</tr>
</tbody>
</table>

**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)**

<table>
<thead>
<tr>
<th>0-34%</th>
<th>35-49%</th>
<th>50-74%</th>
<th>75-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

+15 schools did not report.

#### Staff

**Number of FTE teachers (CCD)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>5,767</td>
</tr>
<tr>
<td>Middle</td>
<td>2,711</td>
</tr>
<tr>
<td>High</td>
<td>3,493</td>
</tr>
<tr>
<td>Combined</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td>11,971</td>
</tr>
</tbody>
</table>

**Number of FTE non-teacher staff (CCD)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional aides</td>
<td>2,902</td>
</tr>
<tr>
<td>Instructional coordinators</td>
<td>128</td>
</tr>
<tr>
<td>Administrators</td>
<td>807</td>
</tr>
<tr>
<td>Other</td>
<td>6,093</td>
</tr>
<tr>
<td>Total</td>
<td>9,930</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1994</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>90%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76</td>
</tr>
<tr>
<td>Science</td>
<td>91</td>
</tr>
<tr>
<td>Social studies</td>
<td>90</td>
</tr>
</tbody>
</table>

**Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)**

| All schools | 86% |
| High-poverty schools | 84% |
| Low-poverty schools | 88% |

#### Outcomes

**High school dropout rate (NCES)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Avg. freshman graduation rate (NCES)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>5%</td>
</tr>
</tbody>
</table>

**College-going rate (IPEDS/NCES)**

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**NAEP state results (NCES)**

**Reading, Grade 4**

<table>
<thead>
<tr>
<th>1994</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient level or above</td>
<td>36%</td>
</tr>
<tr>
<td>Basic level or above</td>
<td>70</td>
</tr>
</tbody>
</table>

**Math, Grade 8**

<table>
<thead>
<tr>
<th>1996</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient level or above</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic level or above</td>
<td>n/a</td>
</tr>
</tbody>
</table>

#### Sources of funding (ED, Includes Title I, Part A)

- Title I allocation 2001-02
  - Federals: $827,873
  - NCELA: $1,064,917
  - State: $45,576
  - Support: $415,900
  - Total: $1,289,349

- Per-pupil expenditures
  - 1993-94: $6,955
  - 2001-02: $7,935

- Sources of funding
  - Federal: 5%
  - State: 52%
  - Local: 43%

- Title I allocation 2001-02: $29,733,465

#### Title I allocation 2001-02

- $29,733,465

- Federal: 5%
- State: 52%
- Local: 43%

- New Hampshire: http://www.ed.state.nh.us
- $29,733,465
### Statewide Accountability Information

See Appendix B for New Hampshire’s definitions of basic for reading and mathematics for grades 3, 6, and high school.

See [http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/materials04.htm](http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/materials04.htm) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** New Hampshire Educational Improvement Assessment Program

**State student achievement levels:** Novice, Basic, Proficient, Advanced

### NCLB Accountability Goals

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Objective</th>
<th>Mathematics Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>60%</td>
<td>64</td>
</tr>
<tr>
<td>Grade 6</td>
<td>60%</td>
<td>64</td>
</tr>
<tr>
<td>High School</td>
<td>70</td>
<td>52</td>
</tr>
</tbody>
</table>

### 2002-03 NCLB accountability results, applied to 2003-04 school year

#### AYP outcomes and consequences

<table>
<thead>
<tr>
<th></th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP</td>
<td>201 (75%)</td>
<td>321 (69%)</td>
<td>118 (73%)</td>
</tr>
</tbody>
</table>

#### Identified for improvement:

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading (*)</th>
<th>Mathematics (*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>4</td>
<td>4 (*)</td>
</tr>
<tr>
<td>Year 2</td>
<td>2 (*)</td>
<td>2 (*)</td>
</tr>
<tr>
<td>Corrective action</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Restructuring</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Exit improvement status (made AYP twice after missing twice or more, includes total “made” above)

<table>
<thead>
<tr>
<th></th>
<th>Reading (*)</th>
<th>Mathematics (*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit</td>
<td>3</td>
<td>3 (*)</td>
</tr>
</tbody>
</table>

### Other indicator, 2002-03

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary indicator: Attendance</td>
<td>Meet or progress toward 90%</td>
</tr>
<tr>
<td>Middle indicator: Attendance</td>
<td>Meet or progress toward 90%</td>
</tr>
<tr>
<td>High school indicator: Graduation rate</td>
<td>Meet or progress toward 75%</td>
</tr>
</tbody>
</table>

### NCLB choice participation

<table>
<thead>
<tr>
<th>Title I school choice:</th>
<th>Percentage of eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental educational services:</th>
<th>Percentage of eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>*</td>
</tr>
</tbody>
</table>

---

### Student Achievement 2002-03

#### New Hampshire Educational Improvement Assessment Program, used for NCLB accountability

**Reading**

- **Proficient level or above for:**
  - Grade 3: 77%
  - Grade 6: 72%
  - High school: 70%

**Mathematics**

- **Proficient level or above for:**
  - Grade 3: 80%
  - Grade 6: 74%
  - High school: 63%

#### Student achievement trend: Reading percent proficient level or above

- **2001-02 Annual measurable objective starting point**
  - Grade 3: 60%
  - Grade 6: 64%
  - High school: 70%

#### Student achievement trend: Mathematics percent proficient level or above

- **2001-02 Annual measurable objective starting point**
  - Grade 3: 80%
  - Grade 6: 74%
  - High school: 63%