

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2009-10

NEW HAMPSHIRE



PART I DUE FRIDAY, DECEMBER 17, 2010
PART II DUE FRIDAY, FEBRUARY 18, 2011

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)* provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2009-10 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning
- **Performance Goal 5:** All students will graduate from high school

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2009-10 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2009-10 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001</p>		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2009-10 <input type="checkbox"/> Part II, 2009-10		
Name of State Educational Agency (SEA) Submitting This Report: New Hampshire		
Address: 101 Pleasant St. Concord, NH 03301		
Person to contact about this report:		
Name: Deborah Connell		
Telephone: 603-271-3769		
Fax: 603-271-2760		
e-mail: dconnell@ed.state.nh.us		
Name of Authorizing State Official: (Print or Type): Virginia Barry		
		Wednesday, March 16, 2011, 12:39:08 PM
Signature _____		

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2009-10



**PART I DUE DECEMBER 17, 2010
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

STANDARDS OF ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

1.1.1 Academic Content Standards

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Responses should focus on actions taken or planned since the State's content standards were approved through ED's peer review process for State assessment systems. Indicate specifically in what school year your State expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards made or planned."

The response is limited to 4,000 characters.

NH adopted the Common Core State Standards in July 2010, but will make no changes to the approved standards until new assessments are in place for the 2014-15 school year. NH is a Governing State in the Smarter Balanced Assessment Consortium.

Source – Manual input by the SEA using the online collection tool.

1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in mathematics, reading/language arts and/or science required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA as well as alternate achievement standards for students with the most significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of ESEA. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

The response is limited to 8,000 characters.

NH is part of the Smarter Balanced Assessment Consortium and will be working toward new assessments for the 2014-15 school year. Until then, NECAP assessments in reading, writing, mathematics and science remain in place. The NH Alternate Assessment, based on alternate achievement standards is still in the transition stages as we work to meet the terms of our Compliance Agreement with USED. Two sets of field trials have taken place, and in the spring of 2011, the first administration of the new assessment will take place. Peer review is scheduled for the 2011-2012 school year.

Source – Manual input by the SEA using the online collection tool.

1.1.3 Grants for State Assessments and Related Activities**1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under ESEA section 6111 (Grants for State Assessments and Related Activities) during SY 2009-10, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by section 1111(b)	35.0
To administer assessments required by section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	65.0
Comments:	

1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under ESEA 6111 (Grants for State Assessments and Related Activities) during SY 2009-10 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by section 1111(b)	Yes
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b)	Yes
Developing or improving assessments of English language proficiency necessary to comply with section 1111(b)(7)	Yes
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	Yes
Developing multiple measures to increase the reliability and validity of State assessment systems	Yes
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	Yes
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (IDEA) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	Yes
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	Yes
Other	No
Comments:	

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "limited English proficient (*LEP*) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	105,169		>97
American Indian or Alaska Native	353		>97
Asian or Pacific Islander	2,659		>97
Black, non-Hispanic	2,175		>97
Hispanic	3,676		>97
White, non-Hispanic	95,662		>97
Children with disabilities (<i>IDEA</i>)	16,965		>97
Limited English proficient (<i>LEP</i>) students	2,357		>97
Economically disadvantaged students	22,394		>97
Migratory students	N<11	N<11	
Male	54,547		>97
Female	50,622		>97
Comments:			

1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	3,821	23.0
Regular Assessment with Accommodations	11,699	70.4
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,105	6.6
Total	16,625	
Comments:		

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	105,174		>97
American Indian or Alaska Native	353		>97
Asian or Pacific Islander	2,659	2,532	95.2
Black, non-Hispanic	2,175		>97
Hispanic	3,675	3,561	96.9
White, non-Hispanic	95,668		>97
Children with disabilities (<i>IDEA</i>)	16,965		>97
Limited English proficient (LEP) students	2,356	2,155	91.5
Economically disadvantaged students	22,396		>97
Migratory students	N<11	N<11	
Male	54,547		>97
Female	50,627		>97

Comments: There are 160 first year LEP students that have been in the US less than 12 months. These students did not participate in the reading assessment.

1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	3,800	22.9
Regular Assessment with Accommodations	11,700	70.5
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,107	6.7
Total	16,607	

Comments:

1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	45,201		>97
American Indian or Alaska Native	142		>97
Asian or Pacific Islander	1,081		>97
Black, non-Hispanic	916		>97
Hispanic	1,463		>97
White, non-Hispanic	41,324		>97
Children with disabilities (<i>IDEA</i>)	7,567		>97
Limited English proficient (LEP) students	951		>97
Economically disadvantaged students	10,034		>97
Migratory students	N<11	N<11	
Male	23,014		>97
Female	22,187		>97
Comments:			

Source – Manual input by the SEA using the online collection tool.

1.2.6 Participation of Students with Disabilities in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	2,390	32.2
Regular Assessment with Accommodations	4,637	62.6
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	386	5.2
Total	7,413	
Comments: Comment:Data revised		

1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on the State assessments.

1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (*LEP*) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,227	10,884	76.5
American Indian or Alaska Native	38	24	63.2
Asian or Pacific Islander	455	368	80.9
Black, non-Hispanic	291	154	52.9
Hispanic	532	310	58.3
White, non-Hispanic	12,799	9,947	77.7
Children with disabilities (<i>IDEA</i>)	1,950	924	47.4
Limited English proficient (LEP) students	516	271	52.5
Economically disadvantaged students	3,269	2,059	63.0
Migratory students			
Male	7,330	5,627	76.8
Female	6,897	5,257	76.2
Comments:			

1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,192	11,491	81.0
American Indian or Alaska Native	38	25	65.8
Asian or Pacific Islander	441	367	83.2
Black, non-Hispanic	290	181	62.4
Hispanic	524	353	67.4
White, non-Hispanic	12,787	10,473	81.9
Children with disabilities (<i>IDEA</i>)	1,939	897	46.3
Limited English proficient (LEP) students	489	285	58.3
Economically disadvantaged students	3,263	2,228	68.3
Migratory students			
Male	7,309	5,699	78.0
Female	6,883	5,792	84.1
Comments:			

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: Grade 3 does not participate in a science assessment			

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,502	10,773	74.3
American Indian or Alaska Native	45	29	64.4
Asian or Pacific Islander	407	339	83.3
Black, non-Hispanic	318	160	50.3
Hispanic	528	299	56.6
White, non-Hispanic	13,116	9,888	75.4
Children with disabilities (<i>IDEA</i>)	2,196	933	42.5
Limited English proficient (LEP) students	430	200	46.5
Economically disadvantaged students	3,361	1,978	58.9
Migratory students			
Male	7,680	5,699	74.2
Female	6,822	5,074	74.4
Comments:			

1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,473	11,003	76.0
American Indian or Alaska Native	45	30	66.7
Asian or Pacific Islander	391	331	84.7
Black, non-Hispanic	315	178	56.5
Hispanic	519	296	57.0
White, non-Hispanic	13,115	10,105	77.0
Children with disabilities (<i>IDEA</i>)	2,192	860	39.2
Limited English proficient (LEP) students	402	182	45.3
Economically disadvantaged students	3,358	2,004	59.7
Migratory students			
Male	7,659	5,573	72.8
Female	6,814	5,430	79.7
Comments:			

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,518	7,933	54.6
American Indian or Alaska Native	47	22	46.8
Asian or Pacific Islander	410	240	58.5
Black, non-Hispanic	319	82	25.7
Hispanic	524	145	27.7
White, non-Hispanic	13,120	7,390	56.3
Children with disabilities (<i>IDEA</i>)	2,455	666	27.1
Limited English proficient (LEP) students	430	87	20.2
Economically disadvantaged students	3,877	1,422	36.7
Migratory students			
Male	7,562	4,135	54.7
Female	6,956	3,798	54.6
Comments:			

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,665	10,910	74.4
American Indian or Alaska Native	55	32	58.2
Asian or Pacific Islander	398	330	82.9
Black, non-Hispanic	283	154	54.4
Hispanic	556	303	54.5
White, non-Hispanic	13,269	10,018	75.5
Children with disabilities (<i>IDEA</i>)	2,353	976	41.5
Limited English proficient (LEP) students	345	137	39.7
Economically disadvantaged students	3,342	1,947	58.3
Migratory students			
Male	7,620	5,642	74.0
Female	7,045	5,268	74.8
Comments:			

1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,650	11,516	78.6
American Indian or Alaska Native	55	33	60.0
Asian or Pacific Islander	385	327	84.9
Black, non-Hispanic	281	185	65.8
Hispanic	550	341	62.0
White, non-Hispanic	13,275	10,555	79.5
Children with disabilities (<i>IDEA</i>)	2,356	969	41.1
Limited English proficient (LEP) students	323	137	42.4
Economically disadvantaged students	3,344	2,126	63.6
Migratory students			
Male	7,612	5,628	73.9
Female	7,038	5,888	83.7
Comments:			

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments:			

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,045	10,858	72.2
American Indian or Alaska Native	59	34	57.6
Asian or Pacific Islander	364	296	81.3
Black, non-Hispanic	335	151	45.1
Hispanic	565	271	48.0
White, non-Hispanic	13,610	10,027	73.7
Children with disabilities (<i>IDEA</i>)	2,551	892	35.0
Limited English proficient (LEP) students	295	74	25.1
Economically disadvantaged students	3,424	1,805	52.7
Migratory students	N<11	N<11	
Male	7,763	5,659	72.9
Female	7,282	5,199	71.4
Comments:			

1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,018	11,343	75.5
American Indian or Alaska Native	59	38	64.4
Asian or Pacific Islander	351	293	83.5
Black, non-Hispanic	334	178	53.3
Hispanic	554	300	54.2
White, non-Hispanic	13,608	10,451	76.8
Children with disabilities (<i>IDEA</i>)	2,551	896	35.1
Limited English proficient (LEP) students	266	88	33.1
Economically disadvantaged students	3,425	1,945	56.8
Migratory students	N<11	N<11	
Male	7,748	5,490	70.9
Female	7,270	5,853	80.5
Comments:			

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments:			

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,315	10,165	66.4
American Indian or Alaska Native	55	32	58.2
Asian or Pacific Islander	367	267	72.8
Black, non-Hispanic	340	123	36.2
Hispanic	492	200	40.7
White, non-Hispanic	13,985	9,492	67.9
Children with disabilities (<i>IDEA</i>)	2,637	742	28.1
Limited English proficient (LEP) students	249	53	21.3
Economically disadvantaged students	3,228	1,501	46.5
Migratory students			
Male	7,860	5,253	66.8
Female	7,455	4,912	65.9
Comments:			

1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,282	11,700	76.6
American Indian or Alaska Native	55	38	69.1
Asian or Pacific Islander	351	290	82.6
Black, non-Hispanic	338	192	56.8
Hispanic	480	266	55.4
White, non-Hispanic	13,982	10,853	77.6
Children with disabilities (<i>IDEA</i>)	2,634	1,032	39.2
Limited English proficient (LEP) students	225	71	31.6
Economically disadvantaged students	3,222	1,862	57.8
Migratory students			
Male	7,840	5,555	70.9
Female	7,442	6,145	82.6
Comments:			

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments:			

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,494	10,206	65.9
American Indian or Alaska Native	52	20	38.5
Asian or Pacific Islander	364	274	75.3
Black, non-Hispanic	323	126	39.0
Hispanic	491	196	39.9
White, non-Hispanic	14,164	9,528	67.3
Children with disabilities (<i>IDEA</i>)	2,639	700	26.5
Limited English proficient (LEP) students	308	71	23.1
Economically disadvantaged students	3,201	1,422	44.4
Migratory students	N<11	N<11	
Male	8,101	5,356	66.1
Female	7,393	4,850	65.6
Comments:			

1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,458	11,739	75.9
American Indian or Alaska Native	51	35	68.6
Asian or Pacific Islander	348	284	81.6
Black, non-Hispanic	317	176	55.5
Hispanic	485	258	53.2
White, non-Hispanic	14,156	10,907	77.0
Children with disabilities (<i>IDEA</i>)	2,628	976	37.1
Limited English proficient (LEP) students	274	84	30.7
Economically disadvantaged students	3,203	1,802	56.3
Migratory students	N<11	N<11	
Male	8,080	5,742	71.1
Female	7,378	5,997	81.3
Comments:			

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,414	4,241	27.5
American Indian or Alaska Native	52	11	21.2
Asian or Pacific Islander	375	128	34.1
Black, non-Hispanic	327	35	10.7
Hispanic	470	52	11.1
White, non-Hispanic	14,081	3,984	28.3
Children with disabilities (<i>IDEA</i>)	2,702	207	7.7
Limited English proficient (LEP) students	306	15	4.9
Economically disadvantaged students	3,508	400	11.4
Migratory students	N<11	N<11	
Male	7,889	2,173	27.5
Female	7,525	2,068	27.5
Comments:			

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,074	5,167	34.3
American Indian or Alaska Native	43	13	30.2
Asian or Pacific Islander	275	130	47.3
Black, non-Hispanic	256	24	9.4
Hispanic	455	80	17.6
White, non-Hispanic	13,999	4,908	35.1
Children with disabilities (<i>IDEA</i>)	2,299	178	7.7
Limited English proficient (LEP) students	192	N<11	
Economically disadvantaged students	2,336	401	17.2
Migratory students			
Male	7,693	2,752	35.8
Female	7,381	2,415	32.7
Comments:			

1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	15,081	11,146	73.9
American Indian or Alaska Native	43	34	79.1
Asian or Pacific Islander	265	202	76.2
Black, non-Hispanic	256	128	50.0
Hispanic	449	272	60.6
White, non-Hispanic	14,022	10,472	74.7
Children with disabilities (<i>IDEA</i>)	2,307	756	32.8
Limited English proficient (LEP) students	176	45	25.6
Economically disadvantaged students	2,336	1,292	55.3
Migratory students			
Male	7,700	5,084	66.0
Female	7,381	6,062	82.1
Comments:			

1.3.3.7 Student Academic Achievement in Science- High School

High School	#Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	#Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	14,864	3,600	24.2
American Indian or Alaska Native	42	12	28.6
Asian or Pacific Islander	293	96	32.8
Black, non-Hispanic	259	17	6.6
Hispanic	439	52	11.8
White, non-Hispanic	13,768	3,407	24.7
Children with disabilities (<i>IDEA</i>)	2,256	129	5.7
Limited English proficient (LEP) students	208	N<11	
Economically disadvantaged students	2,493	274	11.0
Migratory students			
Male	7,379	1,835	24.9
Female	7,485	1,765	23.6
Comments:			

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

1.4.1 All Schools and Districts Accountability

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for the SY 2009-10. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2009-10	Percentage that Made AYP in SY 2009-10
Schools	467	146	31.3
Districts	163	66	40.5
Comments: Data is accurate			

1.4.2 Title I School Accountability

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2009-10 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2009-10	Percentage of Title I Schools that Made AYP in SY 2009-10
All Title I schools	254	77	30.3
Schoolwide (SWP) Title I schools	44	11	25.0
Targeted assistance (TAS) Title I schools	210	66	31.4
Comments: Data is accurate			

1.4.3 Accountability of Districts That Received Title I Funds

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2009-10. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2009-10	# Districts That Received Title I Funds and Made AYP in SY 2009-10	Percentage of Districts That Received Title I Funds and Made AYP in SY 2009-10
142	53	37.3
Comments: The list of NH Title I districts that was sent in October was incorrect because it included several districts which were eligible for Title funds but did not accept Title I funds during the SY 2009-2010. The corrected spreadsheet has been uploaded.		

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2010-11 based on the data from SY 2009-10. For each school on the list, provide the following:

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: School Improvement - Year 1, School Improvement - Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)¹
- Whether (yes or no) the school is or is not a Title I school (*This column **must be completed** by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

See attached for blank template that can be used to enter school data.

Download template: [Question 1.4.4.1 \(Get MS Excel Viewer\)](#).

¹ The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2009-10
Required implementation of a new research-based curriculum or instructional program	13
Extension of the school year or school day	9
Replacement of staff members relevant to the school's low performance	3
Significant decrease in management authority at the school level	
Replacement of the principal	3
Restructuring the internal organization of the school	7
Appointment of an outside expert to advise the school	12
Comments: Data is accurate	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	2
Comments: Data is accurate	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

A new governance structure with clear roles, responsibilities and a chain of command to all constituencies.

1.4.5 Districts That Received Title I Funds Identified for Improvement

1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2010-11 based on the data from SY 2009-10. For each district on the list, provide the following:

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: Improvement or Corrective Action²)
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (**This column must be completed by States that choose to list all districts or all districts in improvement.** This column is optional for States that list only districts in improvement that receive Title I funds.)

See attached for blank template that can be used to enter district data.

Download template: [Question 1.4.5.1 \(Get MS Excel Viewer\)](#).

² The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Due to the limited amount of School Improvement funds available, all School Improvement funds (1003a) are issued to Title I Schools in Need of Improvement. Each newly-identified school receives \$4,000 to help in developing their School Improvement Plan and \$14,000 to help in the implementation of the first year of their School Improvement Plan. Schools continuing the designation as In Need of Improvement (Yr 1 - 3) receive \$10,000 and Yr 4 and beyond receive \$15,000, to plan and implement restructuring goals and objectives. The only districts receiving 1003(a) funds are those which are single-school, school districts.

Based on the state assessment/AYP data for SY 2009-10, the total number of Title I Districts in Need of Improvement is 62. Of these, 47 were previously identified and therefore completed a District Improvement Progress Report for SY 2009-10 and Action Plan for SY 2010-11. The remaining 15 newly identified Districts in Need of Improvement completed a two-phase district improvement planning process, designed by the Title I and Accountability offices, to develop their improvement plan for SY 2010-11 and 2011-12:

Phase I - Root Cause Analysis

District data teams participated in a series of structured activities to identify and prioritize the core issues, or possible root causes, of low student achievement.

Phase II - Designing the Plan

This phase is divided into two parts. The first part consists of teams identifying research-based practices and strategies most likely to impact their needs. The second part involves finalizing the implementation plan for Title I review and approval.

In all cases districts are required by the Department to identify a district improvement coordinator to monitor the district improvement plan. The NH Department of Education facilitates regular meetings for district improvement coordinators to share best practices and to broker resources to support their work. Common areas in which districts are focusing include:

- curriculum alignment;
- data analysis;
- instructional models that incorporate research-based practices that have been proven to be effective in improving student achievement;
- professional development aligned with district improvement goals;
- external support and resource based on their effectiveness and alignment with the district's improvement plan; and
- shared leadership structures.

In SY 2009-10, there were 12 Districts in Corrective Action, five continuing and seven new to this phase. To assist the districts in developing or revising their Corrective Action Plan and Memorandum of Understanding, the NHDOE assigned a department liaison to each district. Once the Memorandum of Understanding is agreed to by the District and the NHDOE Commissioner, the liaison conducts a minimum of quarterly meetings with the District's Monitoring Team to monitor implementation of the plan.

Through support from the statewide activity fund in Title IIA district teams were invited to participate in a multi-day conference focused on RtI implementation. Priority was given to schools and districts in need of improvement.

Statewide Local Education Improvement Funds are used to contract with content experts who are assigned to support both Title I and non-Title I schools and districts in need of improvement. These School Improvement Coaches supported the schools and districts by:

- Providing assistance in the implementation of the New Hampshire Curriculum Frameworks, Literacy and Numeracy Plans.
- Serving as a literacy, mathematics, or leadership coaches to teachers and/or administrators within the district.
- Guiding districts or schools in the analysis and use of assessment results and other data.
- Assisting in developing a plan for professional development activities with district/school leadership.
- Working with curriculum committees or district/school instructional leadership teams.
- Providing professional development activities based on time available and expertise.
- Teaching model lessons and/or providing coaching sessions.
- Providing assistance in curriculum audits.

Corrective Action Districts are also given priority for discretionary grant opportunities, professional development conferences, and technical assistance providers that may be available through the NHDOE.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2009-10
Implemented a new curriculum based on State standards	8
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	2
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	2
Abolished the district (list the number of districts abolished between the end of SY 2008-09 and beginning of SY 2009-10 as a corrective action)	0
Comments:	

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2009-10 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	4	3
Schools	11	7
Comments:		

Date (MM/DD/YY) that processing appeals based on SY 2009-10 data was complete	06/09/10
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1.4.8 School Improvement Status

In the section below, "Schools in Improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA* for SY 2009-10.

Note: With the exception of 1.4.8.5.3, in section 1.4.8 references to 1003(g) mean refers to FY 2008 and/or FY 2007 1003(g) funds that may have been used to assist schools during SY 2009-10.

1.4.8.1 Student Proficiency for Schools Receiving Assistance Through Section 1003(a) and 1003(g) Funds

The table below pertains only to schools that received assistance through section 1003(a) and/or 1003(g) funds during SY 2009-10.

Note: In section 1.4.8 references to 1003(g) mean FY 2008 and/or FY 2007 1003(g) funds that may have been used to assist schools during SY 2009-10

Instructions for States that during SY 2009-10 administered assessments required under section 1116 of ESEA after fall 2009 (i.e., non fall-testing states):

- In the **SY 2009-10 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2009-10 who were:
 - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in SY 2009-10.
 - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of *ESEA* in SY 2009-10.
 - In SY 2008-09 column, provide the requested data for the same schools whose student proficiency data are reported for SY 2009-10.

States that in SY 2009-10 administered assessments required under section 1116 of ESEA during fall 2009 (i.e., fall-testing states):

- In the **SY 2009-10 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2009-10 who were:
 - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in fall 2010.
 - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in fall 2010.
 - In the **SY 2008-09 column**, provide the requested data for the same schools whose student proficiency data are reported in the SY 2009-10 column.

Category	SY 2009-10	SY 2008-09
Total number of students who completed the mathematics assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	21,976	22,627
Total number of students who were proficient or above in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	14,915	14,521
Percentage of students who were proficient or above in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	67.9	64.2
Total number of students who completed the reading/language arts assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	21,940	22,577
Total number of students who were proficient or above in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	16,465	16,215
Percentage of students who were proficient in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	75.0	71.8
Comments:		

1.4.8.2 School Improvement Status and School Improvement Assistance

In the table below, indicate the number of schools receiving assistance through section 1003(a) and/or 1003(g) funds during SY 2009-10 that:

- Made adequate yearly progress
- Exited improvement status
- Did not make adequate yearly progress

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that made adequate yearly progress based on testing in SY 2009-10	23
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that exited improvement status based on testing in SY 2009-10	4

Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that did not make adequate yearly progress based on testing in SY 2009-10	80
Comments:	

1.4.8.3 Effective School Improvement Strategies

In the table below, indicate the effective school improvement strategies used that were supported through Section 1003(a) and/or 1003(g) funds.

For fall-testing States, responses for this item would be based on assessments administered in fall 2010. For all other States the responses would be based on assessments administered during SY 2009-10.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Effective Strategy or Combination of Strategies Used (See response options in "Column 1 Response Options Box" below.) If your State's response includes a "5" (other strategies), identify the specific strategy(s) in Column 2.	Description of "Other Strategies" This response is limited to 500 characters.	Number of schools in which the strategy (strategies) was(were) used	Number of schools that used the strategy(strategies) and exited improvement status based on testing after the schools received this assistance	Number of schools that used the strategy (strategies), made AYP based on testing after the schools received this assistance, but did not exit improvement status	Most common other Positive Outcome from the strategy (strategies) (See response options in "Column 6 Response Options Box" below)	Description of "Other Positive Outcome" if Response for Column 6 is "D" This response is limited to 500 characters.
1		109	10	50	A	
2		118	10	45	A	
3		54	7	24	A	
4		60	6	28	A	
5	Parent communication Sam Redding Indicators Realign Curriculum Culture and Climate Increase Instructional Time Extended Learning Opportunities Improved Vertical and Horizontal Articulation	80	6	28	C	
Comments:						

Column 1 Response Options Box
1 = Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.
2 = Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.
3 = Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical assistance, professional development, and management advice.
4 = Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the Statewide system of support and that is informed by student achievement and other outcome-related measures.
5 = Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.
6 = Combination 1: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

7=Combination 2: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

8=Combination 3: Schools Using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

Column 6 Response Options Box

A= Improvement by at least five percentage points in two or more AYP reporting cells

B = Increased teacher retention

C =Improved parental involvement

D =Other

1.4.8.4 Sharing of Effective Strategies

In the space below, describe how your State shared the effective strategies identified in item 1.4.8.3 with its LEAs and schools. Please exclude newsletters and handouts in your description.

This response is limited to 8,000 characters.

As part of the state's support to Districts in Need of Improvement, regular meetings were held with district improvement coordinators to discuss successes and challenges in implementing the district improvement plan. A variety of professional development opportunities were offered to districts and schools in need of improvement such as: how to effectively use the data analysis tool purchased by the state to assist districts with analyzing their state assessment data and following the progress of each child, and professional development focused on showcasing schools effectively using the RtI model. These strategies were most often offered at face to face meetings, an approach that schools and districts in our small state prefer.

1.4.8.5 Use of Section 1003(a) and (g) School Improvement Funds**1.4.8.5.1 Section 1003(a) State Reservations**

In the space provided, enter the percentage of the FY 2009 (SY 2009-10) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of ESEA and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of ESEA: 4.0%

Comments:

1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools

For SY 2009-10 there is no need to upload a spreadsheet to answer this question in the CSPR.

1.4.8.5.2 will be answered automatically using data submitted to ED Facts in Data Group 694, School improvement funds allocation table, from File Specification N/X132. You may review data submitted to ED Facts using the report named "Section 1003(a) and 1003(g) Allocations to LEAs and Schools- CSPR 1.4.8.5.2 (EDEN012)" from the ED Facts Reporting System.

1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2009-10.

This response is limited to 8,000 characters.

A progress report was required for schools, including a review of accomplishments, challenges, and refinements needed for continuing the work. Whole group conference calls and individual meetings/conference calls were held to monitor progress and provide technical assistance. The Title I Annual evaluation required 1003(g) participating schools to report data displayed within the CSPR report.

1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Section 1003(a) and 1003(g).

In the space below, describe actions (if any) taken by your State in SY 2009-10 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

1. Through support from the statewide activity fund in Title IIA district teams were invited to participate in a multi-day conference focused on RtI implementation. Priority was given to schools and districts in need of improvement.
2. Statewide Local Education Improvement Funds are used to contract with content experts who are assigned to support both Title I and non-Title I schools and districts in need of improvement. These School Improvement Coaches supported the schools and districts by:
 - Providing assistance in the implementation of the New Hampshire Curriculum Frameworks, Literacy and Numeracy Plans.
 - Serving as a literacy, mathematics, or leadership coaches to teachers and/or administrators within the district.
 - Guiding districts or schools in the analysis and use of assessment results and other data.
 - Assisting in developing a plan for professional development activities with district/school leadership.
 - Working with curriculum committees or district/school instructional leadership teams.
 - Providing professional development activities based on time available and expertise.
 - oTeaching model lessons and/or providing coaching sessions.
 - oProviding assistance in curriculum audits.

1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a school Title I identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

	# Students
Eligible for public school choice	15,234
Applied to transfer	268
Transferred to another school under the Title I public school choice provisions	225
Comments:	

1.4.9.1.3 Funds Spent on Public School Choice

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of ESEA.

	Amount
Dollars spent by LEAs on transportation for public school choice	\$ 371,808

1.4.9.1.4 Availability of Public School Choice Options

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

	# LEAs
LEAs Unable to Provide Public School Choice	57

FAQs about public school choice:

- a. How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs? For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:

- Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
- Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
- Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. How should States report on public school choice for those LEAs that are not able to offer public school choice? In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

Comments:

³ Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of *ESEA*.

	# Students
Eligible for supplemental educational services	12,572
Applied for supplemental educational services	1,675
Received supplemental educational services	1,625
Comments:	

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of *ESEA*.

	Amount
Dollars spent by LEAs on supplemental educational services	\$ 3,217,467
Comments: Data will be uploaded when CSPR opens in February.	

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of ESEA.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes	38,074	37,817	99.3	257	0.7
All elementary classes	11,460	11,374	99.2	86	0.8
All secondary classes	26,614	26,443	99.4	171	0.6

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<input checked="" type="checkbox"/> Yes
---	---

If the answer above is no, please explain below. The response is limited to 8,000 characters.

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

The State counts elementary classes so that a full day self-contained class equals one class.

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	19.8
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	80.2
Other (please explain in comment box below)	0.0
Total	100.0

The response is limited to 8,000 characters.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	0.0
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	39.8
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	60.2
Other (please explain in comment box below)	0.0
Total	100.0

The response is limited to 8,000 characters.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in different category in 1.5.3 than it would be in 1.5.1.

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	2,382	2,324	97.6
Low-poverty Elementary Schools	3,631	3,619	99.7
Secondary Schools			
High Poverty secondary Schools	5,206	5,139	98.7
Low-Poverty secondary Schools	6,726	6,707	99.7

1.5.4 In the table below, provide the poverty quartiles breaks used in determining high and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	42.5	15.7
Poverty metric used	Free and Reduced Lunch Eligibility	
Secondary schools	35.0	14.5
Poverty metric used	Free and Reduced Lunch Eligibility	

FAQs on poverty quartiles and metrics used to determine poverty

- What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.6.1 Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

Table 1.6.1 Definitions:

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.
2. **Other Language** = Name of the language of instruction, other than English, used in the program.

Check Types of Programs	Type of Program	Other Language
<input type="checkbox"/> No	Dual language	
<input type="checkbox"/> No	Two-way immersion	
<input type="checkbox"/> No	Transitional bilingual programs	
<input type="checkbox"/> No	Developmental bilingual	
<input type="checkbox"/> No	Heritage language	
<input type="checkbox"/> Yes	Sheltered English instruction	
<input type="checkbox"/> No	Structured English immersion	
<input type="checkbox"/> No	Specially designed academic instruction delivered in English (SDAIE)	
<input type="checkbox"/> Yes	Content-based ESL	
<input type="checkbox"/> Yes	Pull-out ESL	
<input type="checkbox"/> No	Other (explain in comment box below)	

The response is limited to 8,000 characters.

1.6.2 Student Demographic Data**1.6.2.1 Number of ALL LEP Students in the State**

In the table below, provide the unduplicated number of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program
- Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	4,840
Comments:	

1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the unduplicated number of LEP students who received services in Title III language instructional education programs.

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	3,662
Comments:	

1.6.2.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III Services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	1,824
Nepali	289
Chinese	246
Arabic	204
Vietnamese	179

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

Additional languages with more than 100 speakers: Portugese, Maay (Somali), Indonsian, Bosnian, and Russian

1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	4,620
Number not tested on State annual ELP assessment	219
Total	4,839
Comments:	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number attained proficiency on State annual ELP assessment	740
Percent attained proficiency on State annual ELP assessment	16.0
Comments:	

1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency (ELP) Assessment

In the table below, provide the number of Title III LEP students tested on annual State English language proficiency assessment.

	#
Number tested on State annual ELP assessment	3,509
Number not tested on State annual ELP assessment	152
Total	3,661
Comments:	
In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO1. Report this number ONLY if the State did not include these students in establishing AMAO1/ making progress target and did not include them in the calculations for AMAO1/ making progress (# and % making progress).	
	#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.	979

1.6.3.2.2

Table 1.6.3.2.2 Definitions:

- Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the State Consolidated Application (CSA), or as amended.
- ELP Attainment** = Number and percent of Title III LEP students that meet the State definition of "Attainment" of English language proficiency submitted to ED in the State Consolidated Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percentage of States making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

	Results		Targets	
	#	%	#	%
Making progress	1,750	69.2	1,626	55.00
Attained proficiency	479	13.7	409	10.00
Comments:				

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

1.6.3.5.1 LEP Students Assessed in Native Language

In the table below, check "yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	No
State offers the State mathematics content tests in the students' native language(s).	No
State offers the State science content tests in the students' native language(s).	No
Comments:	

1.6.3.5.2 Native Language of Mathematics Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

Language(s)
Comments:

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Monitored Former LEP students include:

- Students who have transitioned out of a language instruction educational program.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
236	185	421
Comments:		

1.6.3.6.2 In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State NCLB mathematics assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
325	225	69.2	100
Comments:			

1.6.3.6.3 Monitored Former LEP (MFLEP) Students Results for Reading/Language Arts

In the table below, report results MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students in grades used for NCLB accountability determinations(3 through 8 and once in high school) who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
325	264	81.2	61
Comments:			

1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science

In the table below, report results for monitored former LEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
118	49	41.5	69
Comments:			

1.6.4 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.6.4.1 Title III Subgrantee Performance

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

Note: Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

	#
# - Total number of subgrantees for the year	12
# - Number of subgrantees that met all three Title III AMAOs	9
# - Number of subgrantees who met AMAO 1	12
# - Number of subgrantees who met AMAO 2	10
# - Number of subgrantees who met AMAO 3	10
# - Number of subgrantees that did not meet any Title III AMAOs	0
# - Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2008-09 and 2009-10)	1
# - Number of subgrantees implementing an improvement plan in SY 2009-10 for not meeting Title III AMAOs for two consecutive years	3
# - Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2006-07, 2007-08, 2008-09, and 2009-10)	2

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1.

The response is limited to 4,000 characters.

Comments: Each consortium as a whole is counted as a subgrantee

Additional comments

a. One subgrantee did not meet AMAOs for three consecutive years (SYs 2007-08, 2008-09, and 2009-10).

b. Three subgrantees did not meet AMAOs for two consecutive years (SYs 2007-08 and 2009-09). They planned and implemented an improvement plan in 2009-10. An additional three subgrantees did not meet AMAOs for four consecutive years (SYs 2005-06, 2006-07, 2007-08, and 2008-09); they, too, planned and implemented an improvement plan in 2009-10.

c. Two subgrantees did not meet AMAOs for five consecutive years (Sys 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10).

1.6.4.2 State Accountability

In the table below, indicate whether the State met all three Title III AMAOs.

Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup. This section collects data that will be used to determine State AYP, as required under Section 6161.

State met <u>all</u> three Title III AMAOs	<u> </u> No
Comments: 75% of subgrantees met all three AMAOs	

1.6.4.3 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u> </u> N
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	0
Comments:	

1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
1,096	91	3

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education programs as required under Section 3123(b)(5).

1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

Note: Section 3301(8) The term 'Language instruction educational program' means an instruction course: (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language.

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	130
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	31

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

Table 1.6.6.2 Definitions:

1. **Professional Development Topics** = Subgrantee activities for professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	12	
Understanding and implementation of assessment of LEP students	12	
Understanding and implementation of ELP standards and academic content standards for LEP students	11	
Alignment of the curriculum in language instruction educational programs to ELP standards	10	
Subject matter knowledge for teachers	10	
Other (Explain in comment box)	0	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	7	200
PD provided to LEP classroom teachers	11	57
PD provided to principals	1	1
PD provided to administrators/other than principals	1	8
PD provided to other school personnel/non-administrative	5	12
PD provided to community based organization personnel	0	0
Total	11	278

The response is limited to 8,000 characters.

Paraprofessionals were included in professional development opportunities

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be in the format MM/DD/YY.

Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2009-10 funds July 1, 2009, and then made these funds available to subgrantees on August 1, 2009, for SY 2009-10 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/15/10	8/1/10	15
Comments:		

1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

New Hampshire's new on-line grant application system will shorten the process of distributing funds.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

	#
Persistently Dangerous Schools	
Comments: New Hampshire's count for Persistently Dangerous Schools is "ZERO". FAQs indicates that a blank field is equivalent to "ZERO".	

1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2008-09). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	90.2
American Indian or Alaska Native	82.2
Asian or Pacific Islander	95.1
Black, non-Hispanic	83.2
Hispanic	84.1
White, non-Hispanic	90.5
Children with disabilities (<i>IDEA</i>)	
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	
Female	
Comments: Data is accurate	

FAQs on graduation rates:

- a. *What is the graduation rate?* Section 200.19 of the Title I regulations issued under the *No Child Left Behind Act* on December 2, 2002, defines graduation rate to mean:
 - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
 - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
 - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates?* For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

The response is limited to 8,000 characters.

--

1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2008-09). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	<3
American Indian or Alaska Native	<3
Asian or Pacific Islander	<3
Black, non-Hispanic	<3
Hispanic	3.1
White, non-Hispanic	<3
Children with disabilities (<i>IDEA</i>)	
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	<3
Female	<3
Comments: Revised 3/15/2011. Data is not collected to populate the blank cells.	

FAQ on dropout rates:

What is a dropout? A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths and the McKinney- Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be will be automatically calculated.

	#	#LEAs Reporting Data
LEAs without subgrants	183	183
LEAs with subgrants	14	14
Total	197	197
Comments:		

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youths in the State.

1.9.1.1 Homeless Children And Youths

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)	N<11	N<11
K	77	153
1	118	144
2	107	162
3	76	126
4	94	129
5	75	128
6	58	113
7	76	100
8	63	100
9	56	109
10	51	74
11	58	85
12	93	138
Ungraded	N<11	N<11
Total	1,012	1,561
Comments:		

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care	57	249
Doubled-up (e.g., living with another family)	825	1,156
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	24	30
Hotels/Motels	106	126
Total	1,012	1,561
Comments:		

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	N<11
K	153
1	144
2	162
3	126
4	129
5	128
6	113
7	100
8	100
9	109
10	74
11	85
12	138
Ungraded	N<11
Total	1,561
Comments:	

1.9.2.2 Subgroups of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

	# Homeless Students Served
Unaccompanied youth	117
Migratory children/youth	11
Children with disabilities (<i>IDEA</i>)	411
Limited English proficient students	227
Comments:	

1.9.2.3 Educational Support Services Provided by Subgrantees

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
Tutoring or other instructional support	9
Expedited evaluations	2
Staff professional development and awareness	7
Referrals for medical, dental, and other health services	8
Transportation	9
Early childhood programs	5
Assistance with participation in school programs	7
Before-, after-school, mentoring, summer programs	8
Obtaining or transferring records necessary for enrollment	4
Parent education related to rights and resources for children	6
Coordination between schools and agencies	7
Counseling	3
Addressing needs related to domestic violence	2
Clothing to meet a school requirement	9
School supplies	11
Referral to other programs and services	9
Emergency assistance related to school attendance	4
Other (optional – in comment box below)	1
Other (optional – in comment box below)	
Other (optional – in comment box below)	

The response is limited to 8,000 characters.

Outreach in the community through trained school personnel during vacation breaks.

1.9.2.4 Barriers To The Education Of Homeless Children And Youth

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	# Subgrantees Reporting
Eligibility for homeless services	2
School Selection	1
Transportation	4
School records	2
Immunizations	3
Other medical records	1
Other Barriers – in comment box below	2

The response is limited to 8,000 characters.

1 Having student/parent identify what they need
1 Language barriers, self identification as homeless, unaccompanied youth

1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

1.9.2.5.1 Reading Assessment

In the table below, provide the number of homeless children and youths served who were tested on the State *ESEA* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *ESEA*.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or Above Proficient
3	46	21
4	46	19
5	42	24
6	33	19
7	53	24
8	38	11
High School	17	N<11
Comments:		

1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State *ESEA* mathematics assessment.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or Above Proficient
3	46	18
4	46	23
5	43	17
6	32	17
7	53	15
8	40	N<11
High School	17	N<11
Comments:		

1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2009 through August 31, 2010. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them under Section 1.10.3.4 Quality Control Processes.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:

a. How is "out-of-school" defined? Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

b. How is "ungraded" defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

1.10.1 Category 1 Child Count

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2009 through August 31, 2010. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	12-Month Count of Eligible Migrant Children Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	N<11
K	N<11
1	N<11
2	N<11
3	N<11
4	N<11
5	N<11
6	N<11
7	N<11
8	N<11
9	N<11
10	N<11
11	N<11
12	N<11
Ungraded	N<11
Out-of-school	28
Total	40
Comments: NH saw virtually no change.	

1.10.1.1 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

NH saw virtually no change.

1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2009 through August 31, 2010. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	N<11
K	N<11
1	N<11
2	N<11
3	N<11
4	N<11
5	N<11
6	N<11
7	N<11
8	N<11
9	N<11
10	N<11
11	N<11
12	N<11
Ungraded	N<11
Out-of-school	N<11
Total	21
Comments:	

1.10.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

Last year NH made a concentrated effort to serve all students eligible during the summer term. This year NH served all but 1 eligible student (who moved out of NH the first week of July). The decrease of 25% is due to fewer students being eligible during the summer session.

1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

New Hampshire used MIS 2000 to compile and generate its 2009-2010 category 1 and category 2 child counts. Information was verified and/or updated using a manual system. Last year's (2008-2009) child counts were also generated using the MIS 2000 system and verified with a manual count.

1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

*NH adopted the national Certificate of Eligibility (COE). It is completed during a home visit and all COEs are kept at the state office. Data from the COEs are entered into MIS 2000. Student lists are generated by the MIS 2000 and are maintained by the MEP staff. Reports from part-time staff are collected periodically during the school year. Similarly, the data for the category 2 count was collected from the part-time staff and the two full-time MEP staff. The MEP staff document their contacts with families and students on time record sheets, and/or end of term reports.

*The NHMEP functions both as an SEA and an LEA. All records are maintained at the state office where the full-time MEP staff is based. The full-time MEP staff is responsible for completing the COEs. Contacts with families including recruiting, tutoring, and provision of other services are documented on time record sheets and/or reporting forms. These are collected by the SEA. The full-time staff supervise the entry of this data, summarize the information and complete the reporting to OME.

*COEs are collected and stored at the state office. Reports from other part-time staff are collected periodically during the school year and at the end of the summer.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

The full-time MEP staff either enter the data into MIS 2000 or supervise a support person when she enters the data. When we are notified of a change in the COE information, a note is attached to the COE and the information in the database is updated. MIS 2000 reports are run periodically from the system and then a manual check is conducted.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

NH Category 2 count was collected and maintained the same as the Category 1 count.

1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- Children who were between age 3 through 21;
- Children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- Children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- Children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term;
- Children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

*Each child count was calculated using both the MIS 2000 system and a manual check. Reports are run from the MIS 2000 system which are created to sort by QAD and include date of birth. These reports are then checked against the COE information to verify accuracy and insure that only children between the ages of three through 21 are counted, and to verify whether two year olds have turned three during the relevant time period. The full-time MEP staff regularly check QAD and age information as they conduct program planning during the school year and summer.

*New Hampshire MEP staff conduct home visits, or make telephone contact with the school or family, at least once during the relevant time period for each child and/or family included in the count.

*New Hampshire has a small number of children enrolled in the program in the course of the year. Alphabetized student lists are generated by MIS2000. In the rare case where two students have the same name, we check COEs, DOB, and parent information to verify that they are two different students.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

For the category 2 count, the NHMEP includes any child who received any MEP funded summer service, whether it is an instructional or a support service. As the full time MEP staff conduct summer planning, they review QAD information and student ages. From this information, they create a list of those students eligible for summer services and the type of services that will be offered. Part-time tutors and family service providers submit reports at the end of the summer term to the SEA listing the type of service provided. These are given an "S" coding for summer and then manually rechecked. The MEP staff does not include migrant children who received only non-MEP funded summer services in the category 2 count. Neither does the program include any migrant child who resided in the state, but did not receive MEP summer services. Children whose eligibility ended during the regular school year were included in the category 1 count and were not included in the category 2 count. Children whose eligibility ended during the summer term were included in the summer count only if they received MEP funded services.

1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

*Verification of the eligibility data is the responsibility of the current NHMEP Director. She has over 25 years of experience in recruiting and has attended many training sessions provided by OME or other states. If, after review she still is uncertain about a child's eligibility, she contacts recruiting staff from other states.

*All records are maintained at the SEA. The full-time MEP staff either enter the data or supervise the support staff person who does so. COE data are inputted approximately once a month. When we are notified that a family has moved, changed telephone numbers, etc. a note is attached to the COE and updates are entered into the system. Reports are run by the MIS 2000 system as described above and independently crosschecked by the full-time MEP staff.

*Extensive efforts are made to verify the accuracy of information submitted to ED. The full-time staff manually compare COE information and reports submitted from part-time staff with student lists that MIS2000 generates. MEP program staff only include students in the Category 1 count who have been verified to be in NH by the family, the employer or the school system. As stated in collection methods, only eligible students who received an MEP funded service during the summer term are included in the category 2 count.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

All COE's were reviewed by a different full time NHMEP staff person than the one who had filled out the COE originally. All were found eligible. NH requested an independent recruiting specialist (Maine recruiter/ESCORT Staff) to conduct a re-interviewing process with 20% of our population. A random selection process was used and all COEs were accurate and the students were found eligible.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

It is explained in the quality control process above. The full-time staff are responsible for recruiting and submitting data.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

It is explained in the quality control process above. NHMEP State Director is ultimately responsible for all of the steps including verifying the migrant portion of this data.

In the space below, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

NHMEP staff will continue to be informed of the most recent eligibility requirements from OME and other states by participating in OME's Webinars, ID&R training from other states, and the National MEP Conference. The NHMEP staff will continue their conservative interpretation of the law which resulted in all students being found eligible in our internal and external COE verification process. No issues came out of the re-interviewing process described above.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

No concern.