



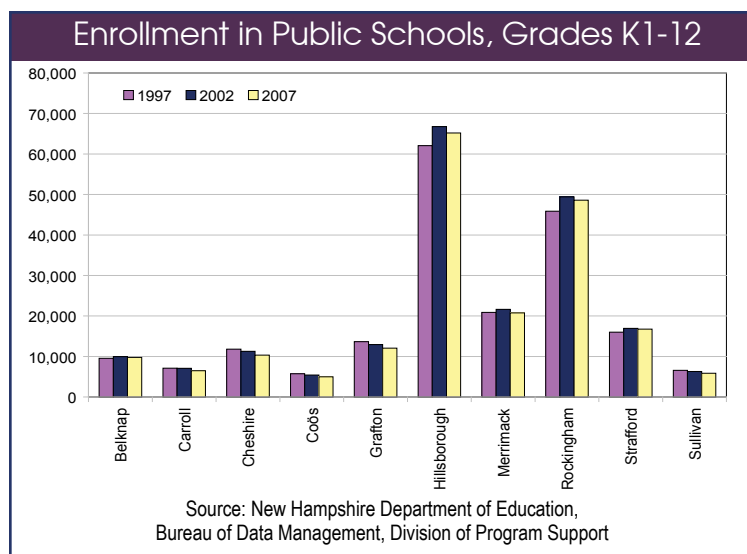
14. Education

The total number of students (public, private, and home schooled) in New Hampshire has decreased over the last five years. The number of students enrolled in New Hampshire schools peaked in the 2000-2001 school year with 236,801 students, as the echo boomers reached their teenage years. In the 2007-2008 school year, the number of students enrolled receded to the 1998-99 level, of about 225,000. Enrollment data by county shows that student enrollment in all ten counties declined over the last five years. In four of the counties, Cheshire, Coös, Grafton and Sullivan, there has been a steady decline as far back as the last ten years. The shrinking enrollment numbers have school districts considering whether or not to consolidate schools.

In more densely populated areas of the state, consolidation of schools is a possibility. But with the high cost of transportation and the inconvenience of long traveling time on the bus for the children,

smaller isolated school districts might require a different solution. A special legislative committee charged with recommending changes to the school aid formula has generally agreed to the statement that smaller schools cost more to operate but recommend that more time and information is needed to study the issue.¹ The New Hampshire School Administrators Association stated that schools in the western and northern areas of New Hampshire could benefit from regional arrangements.²

Regional cooperation is already taking place between many of the school districts in the state. The advantage of consolidations is that a bigger school can offer specialized staff positions such as music and art teachers. On the other hand smaller schools might offer a more intimate learning experience. For some remote areas of the state re-inventing the one-classroom schoolhouse might be a solution. Teachers in such a school need to teach a wide span of subjects to a broader range of age groups. With a continued decline in the number of students in remote rural areas, the idea of collapsed classrooms may take on more merit as time goes on.³



¹ "Chapter 173, SB 539-FN-LOCAL – FINAL VERSION." New Hampshire General Court 2008. Accessed January 2, 2009. <www.gencourt.state.nh.us/legislation/2008/SB0539.html>.

² Love, Norma. "Small schools may get more aid." *Concord Monitor*. October 23, 2008. Accessed October 23, 2008 <www.concordmonitor.com/apps/pbcs.dll/article?AID=/20081022/NEWS01/810220404>.

³ Education Resources information Center. ED018312 - PATTERNS OF EXPENDITURES AMONG RURAL NEW HAMPSHIRE SCHOOL DISTRICTS. <http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED018312>.

14. Education

Despite the decline in total enrollment over the last five years, data show that the number of children enrolled in public pre-school and kindergarten has grown. Over the last ten years the number of students enrolled in public pre-school has increased by 66 percent and kindergarten enrollment went up 20 percent to 1,530. The steep increase in the pre-school enrollment was mirrored by a 70 percent decline of 525 students enrolled in readiness.

County data show that the increase in kindergarten enrollment is mainly due to an increase in kindergarten enrollment in Strafford County, from 307 in 1997 to more than 1,000 students in 2002. There is no data available to determine if this increase was driven by a shift from newly instituted kindergarten programs or from changes in population.

One of the results of the educational lawsuits in the state has been a focus on the availability of equitable educational services in all New Hampshire school districts. The legislature has since been required to determine what is necessary for an adequate education. This pressure culminated in June 2007 when the law defining a constitutionally adequate education in New Hampshire included "substantive education programs from kindergarten through twelfth grade."⁴ In summer 2008, a bill was signed extending the kindergarten

construction aid program and providing transition grants as well as requiring all school districts to provide public kindergarten no later than the beginning of the 2009-2010 school year.⁵ As part of this legislation, school districts that were not providing a public kindergarten program should submit a timeline for implementation of such a program to the Commissioner of Education no later than December 1, 2008. Instead of meeting the deadline, Hudson School District sued the state, alleging that the law requiring school districts to offer kindergarten violates the state constitution because it is an unfunded mandate. The school district has informed the Education Commissioner that if the lawsuit fails, they intend to petition for an extension to 2010.⁶

As of October 1, 2007 there were only 11 school districts not offering public kindergarten and 141 school districts that did. Two of the school districts not offering public kindergarten as of October 1, 2007 (Auburn and Derry), opened their doors to public kindergarten in September 2008.

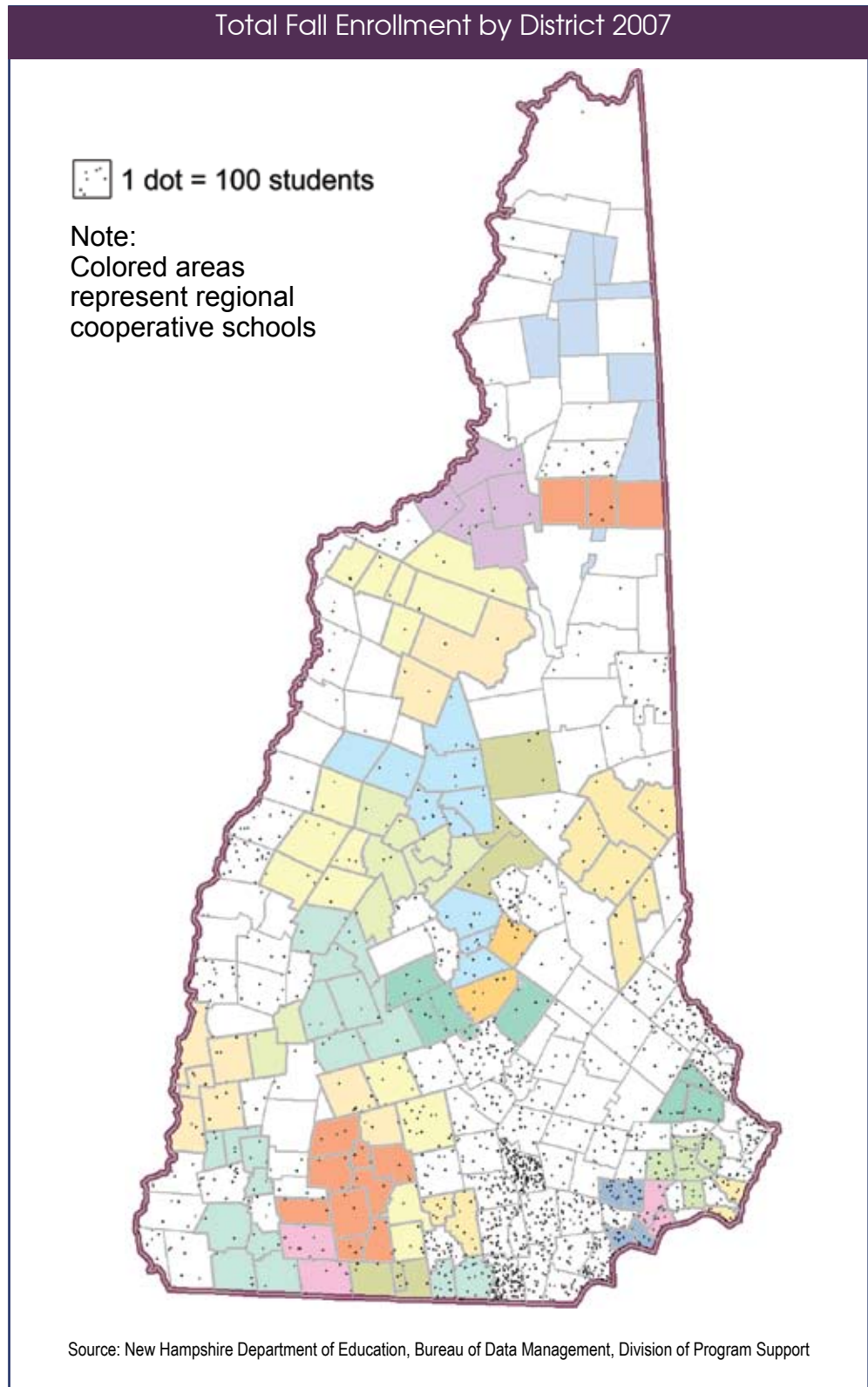
During the 2007 session, the legislature passed a bill to change the age of compulsory school attendance from 16 to 18 years. It was subsequently signed by the Governor, and will go into effect

⁴ [House Bill 927](http://www.gencourt.state.nh.us/legislation/2007/HB0927.html). Accessed December 15, 2008. <www.gencourt.state.nh.us/legislation/2007/HB0927.html>.

⁵ [Senate Bill 530](http://www.gencourt.state.nh.us/legislation/2008/SB0530.html). Accessed December 15, 2008. <www.gencourt.state.nh.us/legislation/2008/SB0530.html>.

⁶ Cote, Joseph G. "Hudson pushes ahead with kindergarten suit." *Nashua Telegraph*. December 9, 2008. Accessed December 9, 2008. <www.nashuatelegraph.com/apps/pbcs.dll/article?AID=/20081209/NEWS01/312099152>.

14. Education



14. Education

NH Elementary and Secondary Education

(school year)

2003-04 2004-05 2005-06 2006-07 Source

	2003-04	2004-05	2005-06	2006-07	Source
Enrollment					
Enrollment, fall, public and private (includes preschool) ^a	230,887	229,588	228,004	225,233	DE
Total Home Schooled	4,343	4,503	4,506	4,599	DE
Total all enrollments	235,230	234,091	232,510	229,832	DE/NHES
Growth rates, all enrollments	-0.2%	-0.5%	-0.7%	-1.2%	DE/NHES
First grade, public and private	16,411	16,244	15,960	15,765	DE
First grade Home Schooled	352	347	338	335	DE
Total all first grade enrollments	16,763	16,591	16,298	16,100	DE/NHES
Growth rate, first grade	-1.2%	-1.0%	-1.8%	-1.2%	DE/NHES
Twelfth grade, public and private	16,502	16,854	17,096	17,543	DE
Twelfth grade home schooled	55	69	78	48	DE
Total all twelfth grade enrollments	16,557	16,923	17,174	17,591	DE/NHES
Growth rate, twelfth grade	1.2%	2.2%	1.5%	2.4%	DE/NHES
Career Technology Education Enrollment	11,109	12,321	12,782	12,311	DE
Percent of 9th & 10th grade	5.7%	6.4%	8.2%	6.8%	DE
Percent of 11th & 12th grade	29.2%	31.9%	30.8%	30.3%	DE
High School Career Tech. Education Completers	2,904	3,144	3,286	2,775	DE
Average Salary of Instructional Staff (public schools)	\$42,689	\$43,941	\$45,263	n/a	UED
United States rank	25	24	24	n/a	UED/NHES
Post Graduation					
Total number of New Hampshire public school completers ^a	13,428	13,847	14,062	14,550	DE
Entering a four-year college or university	52.0%	51.4%	51.4%	53.1%	DE
Entering other than a four year college	20.7%	20.9%	21.0%	21.6%	DE
Total Non-College (includes status unknown)	27.3%	27.7%	27.6%	25.3%	DE
Scholastic Assessment Test (SAT) ^b	1,043	1,050	1,553	1,554	DE
National average	1,026	1,028	1,518	1,511	DE
Percent of high school graduates taking test	80.0%	81.0%	82.0%	83.0%	DE

^a Includes those graduating the summer following their class' graduation.

^b SAT expanded in 2006 to include writing section.

14. Education

July 1, 2009. This should have an impact on school enrollment.⁷

Testing

The results of the first New England Common Assessment Program (NECAP) science test scores were released in September 2008. This test was administered to students in grades 4, 8 and 11 and measured students' knowledge and ability in the areas of Earth & Space Science, Physical Science, Life Science and Inquiry. The NECAP science test was developed in response to requirements established under the federal No Child Left Behind Act. Annual assessments

of students in reading and mathematics have been required since 2005 but the assessment of the students' knowledge of science was not required prior to 2008. New Hampshire's students did not score very well on this new test. Only 22 percent of students in eleventh grade and 26 percent of students in eighth grade demonstrated proficiency in science. In comparison, students in fourth grade showed much better results with 51 percent scoring at the proficient level or higher. One of the reasons given for these somewhat disappointing science test scores was that the state had not tested students in science during the last five years. Another factor is that the state revised its science framework curriculum

⁷ Senate Bill 18. Accessed December 15, 2008. <www.gencourt.state.nh.us/legislation/2007/SB0018.html>.

NH Education Expenditures and Revenue 2003-04 2004-05 2005-06 2006-07 Source

	2003-04	2004-05	2005-06	2006-07	Source
Expenditures per pupil (average)					
Net Total, all purposes (school year) ^a	\$8,496	\$9,099	\$9,710	\$10,305	DE
Annual percent change	8.8%	7.1%	6.7%	6.1%	DE/NHES
Current expenditures per pupil in average daily attendance, public, elementary, and secondary schools (unadjusted dollars)	\$9,391	\$10,043	n/a	n/a	UED
Revenue sources, percent of total school revenues:					
State funds	45.8%	39.2%	n/a	n/a	UED
National average	47.1%	46.9%	n/a	n/a	UED
United States rank (District of Columbia not included)	29	39	n/a	n/a	UED
Local and other funds ^b	48.5%	53.7%	n/a	n/a	UED
National average	43.9%	41.7%	n/a	n/a	UED
United States rank (District of Columbia not included)	18	7	n/a	n/a	UED
Federal funds	5.7%	5.7%	n/a	n/a	UED
National average	9.1%	9.2%	n/a	n/a	UED
United States rank (District of Columbia not included)	50	48	n/a	n/a	UED

^a Prior to 2004, home schooled students were included in Average Daily Attendance, so approximately \$200 of the 2003 to 2004 increase is attributable to this change.

^b Includes gifts, tuition, and fees from patrons.

14. Education

in 2006 and the school districts are still in the process of aligning their science curriculum to that of the state.⁸ The Commissioner of Education cautioned against using a single annual assessment as a way to measure the overall student success and stated that this first time NECAP science test score should be viewed as baseline information.⁹

The Transition to Higher Education

Assessment of New Hampshire students begs the question of how American students will be better able to compete in the global economy. A new report, published by the National Center on Education and the Economy and authored by the Commission on the Skills of the American Workforce, entitled "Tough Choices or Tough Times" discusses the issue of how the next generation of workers can better compete. This is a follow up to the report "America's Choice: high skills or low wages" that was released by the Commission in 1990. One of the main assumptions presented in the new report is that 16-year-olds in many other countries are ready to enter college. According to the authors, an examination at the 10th-grade level would be used to determine the qualification of a student to continue in the Upper Secondary Program (similar to Advanced

Placement or International Baccalaureate exams) or to pursue a career-oriented path at a community college.¹⁰

New Hampshire was the first state recruited to test the theory presented by the Commission. State education officials are in the beginning phase of designing an examination for 10th-graders to determine if a student qualifies to graduate early and move on to a community or technical college, or to continue academic coursework in preparation for a university program. This project is still in its very early phase, and there are plenty of questions to be addressed. Even though most do agree with the concept of flexibility and choice, educators in New Hampshire believe that the option of graduating early in order to pursue a career will only be beneficial to a small niche of children.¹¹

In this context, it should be mentioned that New Hampshire students already have some opportunities to start their college education while still in high school. For example, Running Start is a partnership enabling high school students to enroll in college courses at a significant reduction in tuition. These college courses are offered during the daytime currently at 70 high schools and Career and Technical Education Centers throughout the state.

8 Brindley, Michael. "NH students score low on science exam" *Nashua Telegraph*. September 19, 2008. Accessed September 23, 2008 <www.nashuatelegraph.com>

9 "New England Common Assessment Program Science Test Results Released." *News & Events*. New Hampshire Department of Education. September 18, 2008. Accessed September 24, 2008 <www.ed.state.nh.us/education/News/NECAP_Science.htm>.

10 "Tough Choices or Tough Times." *The New Commission on the Skills of the American Workforce*. National Center on Education and the Economy. Accessed December 3, 2008. <www.skillscommission.org/study.htm>.

11 Heckman, Meg. "State plans pilot program for early graduation." *Concord Monitor*. November 24, 2008. Accessed November 24, 2008. <www.concordmonitor.com/apps/pbcs.dll/article?AID=/20081124/Frontpage/811240302>.

14. Education

Higher Education

A report released in early December by the National Center for Public Policy and Higher Education revealed that college tuition in New Hampshire is growing less affordable. The report, "Measuring Up 2008" is a series of report cards that evaluates states on different measures related to access and quality of higher education. To determine affordability, incomes of state populations were broken out into five groups, ranging from low to high incomes. Affordability was then measured as the average of family incomes from the two lowest income groups in relation to college expenses including tuition, room, and board. New Hampshire scored an "F" on affordability, along with all other states with the exception of California, which received a "C". And like most other states, New Hampshire has become less affordable when comparing 1999 to 2007 data, according to the organization.

The report compared states on four additional performance categories. New Hampshire received "B" in preparation, "C-" in participation, "A" in completion, and "B" in benefits. New Hampshire showed improvement since the early 1990s.¹²

In October 2008, the presidents of Franklin Pierce Law Center and University of New Hampshire announced that their institutions had formed working groups to explore the feasibility of merging the only law school in the state with the state's largest university. The working group will examine the benefits and barriers for merging the two schools. From the perspective of University of New Hampshire, the advantage is the integration of the law school's expertise in intellectual property with the outcomes of the research produced at the university. For Franklin Pierce the benefit of the merger is the University's breadth of knowledge. For faculty and students at the law school, being part of a full-scale university will expand their opportunities for interdisciplinary research and degrees (such as a joint MBA-JD).¹³ One of the challenges will be to figure out how to merge a private school with a public institution. The recommendations from the working groups will go to the University President and the Law Center's Board of Trustees in early spring. In the case of University of New Hampshire, both the University System of New Hampshire and the Legislature may have to be involved in the final decision.

¹² "Performance Categories." *Measuring Up 2008 – New Hampshire*. The National Center for Public Policy and Higher Education. Accessed December 12, 2008 <http://measuringup2008.highereducation.org/states/report_cards/index.php?state=NH>

¹³ Namuo, Clynton. "UNH, Franklin Pierce Law eye merger." *Union Leader*. October 10, 2008. Accessed on October 29, 2008. <www.unionleader.com>.

14. Education

New Hampshire Postsecondary Education	2003-04	2004-05	2005-06	2006-07	Source
Community College System of New Hampshire Graduates	1,747	1,772	n/a	n/a	CTC
Number employed full-time after six months	921	992	n/a	n/a	CTC
Percent working full-time after six months ^a	52.7%	56.0%	n/a	n/a	CTC
Percent of those working in New Hampshire ^a	68.3%	71.0%	n/a	n/a	CTC
Percent continuing education ^a	42.9%	39.0%	n/a	n/a	CTC
College and University Enrollment – Fall (two & four-year institutions)	69,848	69,864	69,962	70,249	PEC
Full-time	45,523	46,546	47,714	47,923	PEC
Part-time	24,325	23,318	22,248	22,326	PEC
Degrees Granted by NH Colleges	14,331	14,724	14,729	15,065	PEC
Associate degrees	3,289	3,498	3,239	3,346	PEC
Bachelor degrees	7,918	8,125	8,041	8,306	PEC
Postgraduate degrees including first professional degrees ^b	3,124	3,101	3,449	3,413	PEC
By Selected Concentration: ^c					
Biological and Biomedical Sciences	401	331	354	378	PEC
Business Management and Sciences	3,386	3,437	3,500	3,714	PEC
Communications and Journalism	421	375	344	321	PEC
Computer and Information Sciences	611	479	436	385	PEC
Education	1,209	1,317	1,385	1,426	PEC
Engineering and Engineering Related	304	295	294	304	PEC
English Language and Literature	495	500	487	511	PEC
History	231	251	233	267	PEC
Health Professions	1,207	1,497	1,510	1,613	PEC
Psychology	726	780	725	803	PEC
Social Sciences	965	959	1,109	1,071	PEC
Visual and Performing Arts	601	685	636	673	PEC

^a Percentages are based on a survey.

^b Tables from 2002 - 2004 revised by PEC

^c Degrees granted totals include Associate, Bachelor, Masters, Doctoral, and First Professional degrees.