

# APPENDIX

## FAMILY AND COMMUNITY

### LIMITED ENGLISH PROFICIENCY

We calculated county-level statistics for Limited English Proficiency (LEP) by adding district-level statistics for districts lying within the borders of a single county, and weighting statistics for districts that cross county lines based on enrollment by town for a given year as follows:

- 1 - We identified which county each school district lay in for the 2009-2010 school year.
- 2 - For districts that enroll students from more than one county, LEP enrollment was weighted by town enrollment to estimate LEP enrollment attributable to each county in the district.
- 3 - We totaled the number of LEP students in each district or town to arrive at a county total then divided the total number of LEP students in the county by total October 2009 enrollment to produce an estimate of the share of LEP students in each county.

## ECONOMIC OPPORTUNITY

### FOOD STAMP RECIPIENTS

Household income for food stamp or SNAP benefits must not exceed limits for gross monthly income or net monthly income and households may not have “countable resources” such as cash or bank accounts in excess of \$2,000. While gross monthly income limits range from \$1,579 for a family of two, to \$4,010 for a family of eight with an allowance of \$406 for each additional family member; net income limits range from \$1,215 for a two-person family, to \$3,085 for an eight-person family with an allowance of \$312 for each additional family member.

Net income is calculated by deducting 20 percent of earned income, a standard deduction of \$142 for households with up to three people and \$153 for larger households, as well as certain costs for shelter, utilities, child care, child support, self-employment expenses, and medical expenses for elderly and disabled family members.

In 2009, New Hampshire adopted “broad-based categorical eligibility” so households with all members receiving Temporary Assistance for Needy Families are automatically eligible and are not subject to income limits. This also applies to households with all members receiving social security benefits.

### FREE AND REDUCED-PRICE (FRL) LUNCH ELIGIBILITY

We estimated the share of FRL-eligible students in each county from district-level statistics as follows:

- 1 - We identified the county each school district lay in for the 2009-2010 school year.
- 2 - Eight school districts cross county lines. For each of these school districts the Fall 2009 enrollment figures and FRL counts were weighted for each county using 2008-09 town-level enrollment counts.
- 3 - We totaled the number of FRL-eligible students in each district or town to arrive at a county total then divided the total number of FRL students in the county by total Fall 2009 enrollment for grades 1 to 12 to produce an estimate of the share of FRL-eligible students in each county.

## EDUCATION

### CHILD CARE CAPACITY

The New Hampshire Department of Health and Human Services (DHHS) provided the number of available childcare slots for 91 percent of licensed child care facilities that accept children on scholarship (children receiving state subsidy for child care). County totals are the number of slots available in each town in a given county.

We calculated the number of available slots for children under age 6 by eliminating programs accepting children at a minimum age of six or greater. In order to calculate the number of slots available per 100 infants and young children requiring child care, programs were sorted by town, the total number of slots available for each county was derived by adding up the slots for each town in the county, then the total number of slots available for each county was compared to the number of children under age 6 requiring child care. This report estimates the number of infants and young children requiring child care by multiplying the number of children ages 0 to 6 with all caregiving parents in the labor force by .53, the percentage of New Hampshire working parents who reported using non-relative child care in a recent survey by the Carsey Institute.

### PUBLIC SCHOOL ENROLLMENT IN KINDERGARTEN AND PRESCHOOL

The NH Department of Education (NH DOE) provided a list of districts with full-day kindergarten and some detail, including the number of classes or schools in the district with full-day programs when the district provides both full-day and half-day programs. Of the 53 districts that offered full-day kindergarten in the 2008-09 school year, 12 districts offered some full-day and some half-day programs or included both schools providing full-day programs and schools providing half-day programs. We estimated the number of New Hampshire children in full day kindergarten as follows:

- 1 - For each district with full-day kindergarten and no half-day programs, we counted the district's total kindergarten enrollment as full-day kindergarten students.

- 2 - For districts with a mix of full-day and half-day schools or programs, we applied the ratio of full-day to half-day programs or schools to the district's total kindergarten enrollment. For example, if a district provided three kindergarten programs and one was full-day (or if a district had three schools providing kindergarten, and only one provided full-day kindergarten), we multiplied the district's total kindergarten enrollment by .33 to estimate a count of full-day kindergarten students.
- 3 - We calculated the share of kindergarten students in public schools enrolled in full-day kindergarten programs by dividing the total number of full-day kindergarten students for each county (estimated as described above) by total county kindergarten enrollment for October 2008.

#### FOURTH GRADE MATH AND READING ASSESSMENT

County-level achievement levels were estimated from district-level statistics as follows:

- 1 - We identified which county each school district with grade 4 students lay in for the 2009-2010 school year using the Department of Education District Code List.
- 2 - Seven districts with 4th grade students crossed county borders: Contoocook Valley, Fall Mountain Regional, Governor Wentworth Regional, Inter-Lakes Cooperative, Newfound Area, Shaker Regional and Winnisquam Regional.
- 3 - For six of the seven districts, students outside of the district's primary county attended a dedicated elementary school within town borders. The enrollment for the dedicated elementary school was applied to the district average score percentage to calculate a weighted average for the district and the county of residence. This enrollment was subtracted from total district enrollment used to weight the district's test score in the primary county.
- 4 - Northfield (in Merrimack County), part of Winnisquam Regional School District (primarily in Belknap County) does not have a dedicated elementary school, so a weight was determined based on Northfield's elementary enrollment for 2008-2009 as a percent of elementary enrollment in the district.

#### EIGHTH GRADE MATH AND READING ASSESSMENT

County-level achievement levels were estimated from district-level statistics as follows:

- 1 - We identified which county each school district with grade 8 students lay in for the 2009-2010 school year using the Department of Education District Code List.
- 2 - Enrollment for each town was used to weight the test scores for each district in the county to determine a weighted average for percent of students scoring at or above proficient for each county.

- 3 - Seven districts with eighth grade students crossed county borders: Contoocook Valley, Fall Mountain Regional, Governor Wentworth Regional, Inter-Lakes Cooperative, Newfound Area, Shaker Regional and Winnisquam Regional.
- 4 - For these districts, we divided the number of middle school students from each town in the district by total middle school enrollment for the district. This ratio was then applied to the October 2009 Grade 8 enrollment to estimate grade 8 enrollment for each town. We then used the grade 8 town-level enrollment estimates to weight the district's average test score and used weighted district test scores and estimated enrollment to calculate a weighted county average for percentage of students scoring at or above proficient in each subject area.

#### HIGH SCHOOL DROPOUT RATE

The NH Department of Education reports dropout rates by district. County-level dropout rates were estimated as follows:

- 1 - We identified which county each school district with high school students lay in for the 2008-2009 school year using the Department of Education District Code List.
- 2 - Eight school districts crossed county lines in the 2008-09 school year: Contoocook Valley, Fall Mountain Regional, Governor Wentworth Regional, Inter-Lakes Cooperative, John Stark Regional, Newfound Area, Shaker Regional and Winnisquam Regional. For these districts, weights were assigned by dividing the high school enrollment for towns in each county represented in the district by total high school enrollment for the district.
- 3 - We applied the resulting weights to district level high school enrollment and dropout counts.
- 4 - We calculated annual county-level dropout rates by dividing the total weighted dropout count for each county by the total weighted enrollment count for each county. The four-year cumulative dropout rate was calculated as  $1 - (1 - \text{annual rate})^4$ .

#### SPECIAL EDUCATION

County-level special education enrollment was estimated from district-level enrollment as follows:

- 1 - We identified which county each school district with special education students lay in for the 2009-2010 school year using the Department of Education District Code List.
- 2 - For districts which enrolled students from more than one county, special education enrollment was weighted by town enrollment to estimate special education

enrollment attributable to each county in the district.

- 3 - We estimated total special education enrollment for each county by adding special education enrollment or estimated special education enrollment for all districts in each county.

## HEALTH AND WELLNESS

### TEEN SMOKING, TEEN ALCOHOL USE AND TEEN ILLEGAL DRUG USE

We calculated county-level statistics for teen smoking, alcohol use and drug use by adding district-level statistics for districts lying within the borders of a single county, and weighting statistics for districts that cross county lines based on enrollment by town for a given year as follows:

- 1 - We identified which county each high school lay in for the 2009-2010 school year.
- 2 - For three high schools – ConVal, InterLakes and Fall Mountain – students were enrolled from two different counties. For these schools, the survey results were weighted based on the percentage of the school's high school enrollment from each county.
- 3 - We calculated weighted average rates for smoking, alcohol use and drug use for each county based on high school enrollment.

## SAFETY AND WELL-BEING

### HOMELESS CHILDREN AND YOUTH

We calculated county-level statistics for homeless enrollment by adding district-level statistics for districts lying within the borders of a single county, and weighting statistics for districts that cross county lines based on enrollment by town for a given year as follows:

- 1 - We identified which county each district with homeless students lay in for the 2010-2011 school year.
- 2 - For districts which enrolled students from more than one county, homeless enrollment was weighted by town enrollment to estimate homeless enrollment attributable to each county in the district.
- 3 - We estimated total homeless enrollment for each county by adding homeless enrollment or estimated homeless enrollment (as described above) for all districts in each county.

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