

District and School Employee Survey

Facilitated and compiled by New Hampshire Listens and Carsey School of Public Policy staff for the Commission to Study School Funding to promote further discussion and understanding of community perspectives and voices. Report Date: August 31, 2020, Contact Information for the Commission and copy of this report available at: <https://carsey.unh.edu/school-funding>.



Part I: Summary Report of Demographics and Closed-Ended Questions (DRAFT)

Overview

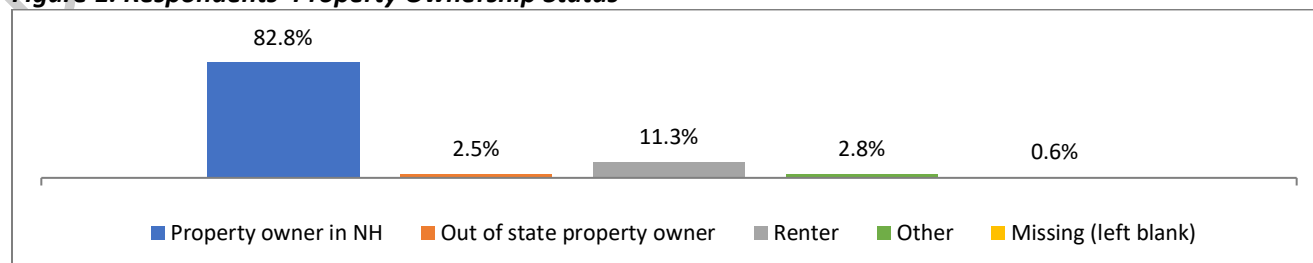
This document is Part I of a summary report describing the findings from the School and District Employee survey constructed and distributed by New Hampshire Listens on behalf of the Commission's public engagement work. This analysis and summary was prepared by New Hampshire Listens and Carsey School of Public Policy staff. It offers an analysis of the demographics and closed-ended questions in the survey. The closed-ended questions focused on employees' opinions about the current school funding system and their satisfaction with the resources available to them in the district they work and the district they live. The survey was distributed via school leadership and association contacts throughout the state. Overall, this descriptive analysis illustrates patterns in respondents' opinions to inform the Commission members' thinking and discussions. These responses have been analyzed by the Equalized Property Valuation Per Pupil (EVPP) of the districts that respondents live and work. When reading this summary, Commission members may want to note what stands out to them, and what findings connect to the fiscal policy and adequacy presentations and conversations taking place thus far. What else may be interesting to analyze if possible? The findings shared in this report and in Part II (forthcoming) are for the purpose of discussion. This survey is one of many public engagement activities (see August 31st engagement resources on the School Funding website) taking place.

Demographics of Respondents

The total number of responses to the School and District Employee Survey was 1,768. Although the survey was distributed widely across New Hampshire and an exceptional number of responses were collected, it is important to note that there was no formal sampling design. *As such, these respondents are not a representative sample of New Hampshire school and district employees' thinking about school funding* (see Appendix for respondents by district).

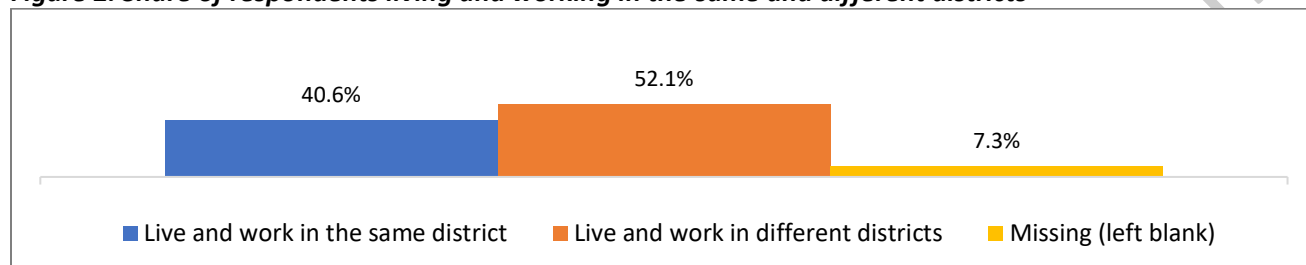
Overwhelmingly, the majority of respondents are property owners in New Hampshire (82.8 percent, as shown in Figure 1). Another 11.3 percent identified as renters and only 2.5 percent identified as an out of state property owner. A little less than 3 percent selected "other" and had space to add text. Most described renting out-of-state, living in another state like Vermont or Massachusetts, or living with a partner or family member. Less than one percent of respondents left this question blank.

Figure 1. Respondents' Property Ownership Status



Respondents were also asked to select the school district that they live in and then, separately, to select the school district they work in. Respondents selected 137 different school districts that they work in and 149 different school districts that they live in. Interestingly, a slight majority of respondents live and work in different school districts (52.1 percent, as shown in Figure 2), and 40.6 percent of respondents live and work in the same school district. A number of respondents (129 or 7.3 percent) left either the district they live in or the district they work in blank.

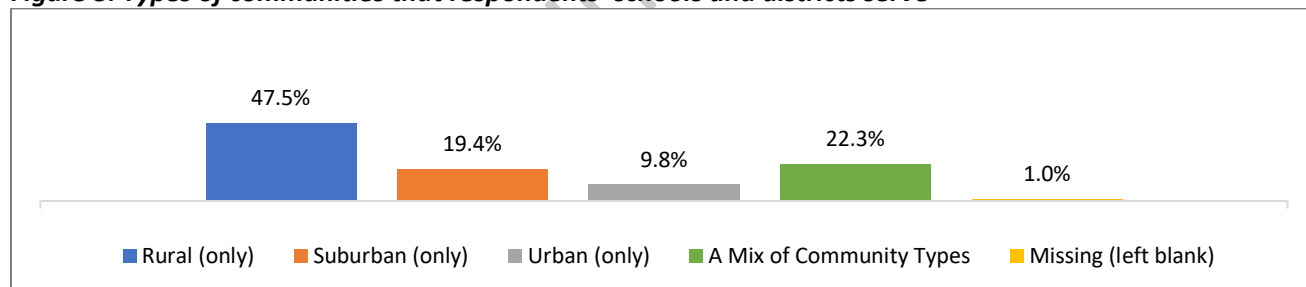
Figure 2. Share of respondents living and working in the same and different districts



Note: Many of the “missing” responses may have been left blank because the district they live in is the same they work in. However, since we do not know for sure, we leave them as “missing”.

Almost half of respondents reported that their school or district serves only rural communities (see Figure 3). Nearly 20 percent reported serving only suburban communities and almost 10 percent serve only urban communities. Another 22.3 percent reported that their school or district serve a mix of communities (a combination of rural, suburban, and/or urban communities). One percent of respondents left this question blank.

Figure 3. Types of communities that respondents’ schools and districts serve



Survey respondents were also asked to select all applicable levels of students that they serve. The most common level was elementary only, with 31.8 percent of respondents (as shown in Table 1). Also common were high school only and middle school only (with 20.8 percent and 18.9 percent, respectively). Almost 8 percent selected that they work at the district or School Administrative Unit (SAU) level. A small share work in preschool/pre-k (only 2.1 percent). Less than one percent of respondents did not answer this question. The remaining respondents worked in districts or schools with a combination of levels (further details in Table 1).

Respondents work in a variety of positions at schools or districts, as shown in Table 2. The most common position is “classroom teacher/educator”, followed by “special educator or student/pupil services”. Over 200 respondents work in administration or leadership. Though in much smaller numbers, some respondents work in positions such as health services, technology, food service, facilities, and transportation. Only 9 respondents left this question blank and 11 preferred not to answer.

Table 1. The level(s) of students that respondents serve

	Number of Respondents	Percent
Elementary (only)	563	31.8%
High School (only)	368	20.8%
Middle School (only)	334	18.9%
All – District or SAU (only)	134	7.6%
Middle School & High School	78	4.4%
Elementary & Middle School	77	4.4%
Preschool/Pre-K & Elementary	61	3.5%
Preschool/Pre-K	37	2.1%
Other combinations	96	5.4%
Prefer not to answer	11	0.6%
Missing	9	0.5%
Total	1,768	100%

Table 2. Positions of respondents

	Number of Respondents
Classroom teacher/educator	743
Special educator or student/pupil services	257
Administration or leadership	215
Classroom or student support staff	194
Other not listed	79
Related arts	49
Office staff	42
Guidance	39
Career and technical education	25
Health Services	23
Technology	22
Prefer not to answer	17
Food service	14
Facilities	14
English as a second language	10
Transportation	7
Enrichment or afterschool	5
Athletics	2
Family liaison/parent coordinator	1
Missing (left blank)	10
Total	1,768

Opinions of the Current Funding System by the Types of Districts Respondents Live and Work

To categorize these districts further, they were classified by Equalized Property Valuation Per Pupil (EVPP). EVPP is a measure of wealth in a community and is calculated by taking the total value of property in a community divided by the number of students in a district. Information on the EVPP of each school district is publicly available from the state of New Hampshire (see <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/financial-reports>). Since the EVPP is a dollar amount, categories were created to designate “high”, “medium”, and “low” EVPP or community wealth (cutoffs are shown below in Table 3).

Table 3. Description of how school districts were classified by EVPP

Classification of School District	Equalized Property Valuation Per Pupil
Low	<\$800K
Medium	\$800k – \$1.2 million
High	\$1.2 million+
Charter Schools	EVPP not available
Other Districts	Other districts for which EVPP is not available (includes Dresden, Prospect Mountain JMA, Coe-Brown Northwood Academy, and Pinkerton Academy)

EVPP Levels of the Districts Respondents WORK in		
	Count	Percent
Low EVPP	465	26.3%
Medium EVPP	880	49.8%
High EVPP	319	18.0%
Charter Schools	27	1.5%
Other Districts	7	0.4%
Missing (left blank)	70	4.0%
Total	1,768	100%

EVPP Levels of the Districts Respondents LIVE in		
	Count	Percent
Low EVPP	443	25.1%
Medium EVPP	908	51.4%
High EVPP	313	17.7%
Charter Schools	0	0.0%
Other Districts	4	0.2%
Missing (left blank)	100	5.6%
Total	1,768	100%

**Note: many “missing” responses may have been left blank because the district respondents live in was the same they work in. However, since we do not know for sure, so they were marked “missing”.*

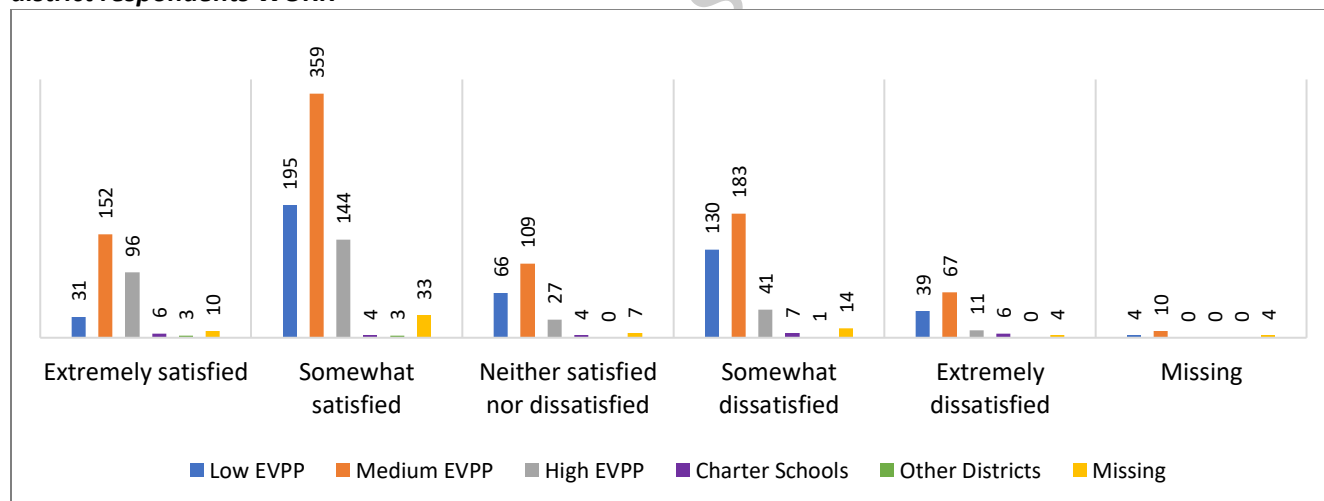
Satisfaction with Resources Available in Districts

Respondents were asked to rate how satisfied or dissatisfied they are with the resources available in their district. In our analysis, we considered these responses both by the EVPP of the district respondents work in (Figure 4) and by the EVPP of the district the respondents live in (Figure 5). *For additional details, see Tables 4 and 5 in the Appendix.*

As Figure 4 shows, respondents across all EVPP types lean more towards being “extremely satisfied” and “somewhat satisfied” with the resources available in their district. However, around 20 percent of those working in low EVPP districts, medium EVPP districts, and charter schools reported being “somewhat dissatisfied” with the resources available in their district. Relatively small numbers of respondents working in high EVPP districts—the wealthiest districts—reported being “somewhat dissatisfied” or “extremely dissatisfied” with available resources (41 respondents and 11 respondents, respectively).

In contrast, among those working in low EVPP districts, 130 respondents (28 percent) were “somewhat dissatisfied” and 39 respondents (8.4 percent) were “extremely dissatisfied” with available resources. Though there were only 27 respondents who work in charter schools, 6 of them (22.2 percent) were “extremely dissatisfied” and another 7 (26 percent) were “somewhat dissatisfied” with the resources available. As might be expected, a higher share of respondents working in high EVPP districts reported being “extremely satisfied” with available resources (30.1 percent, 96 respondents) compared to those working in low EVPP districts where only 31 respondents (6.7 percent) were “extremely satisfied”.

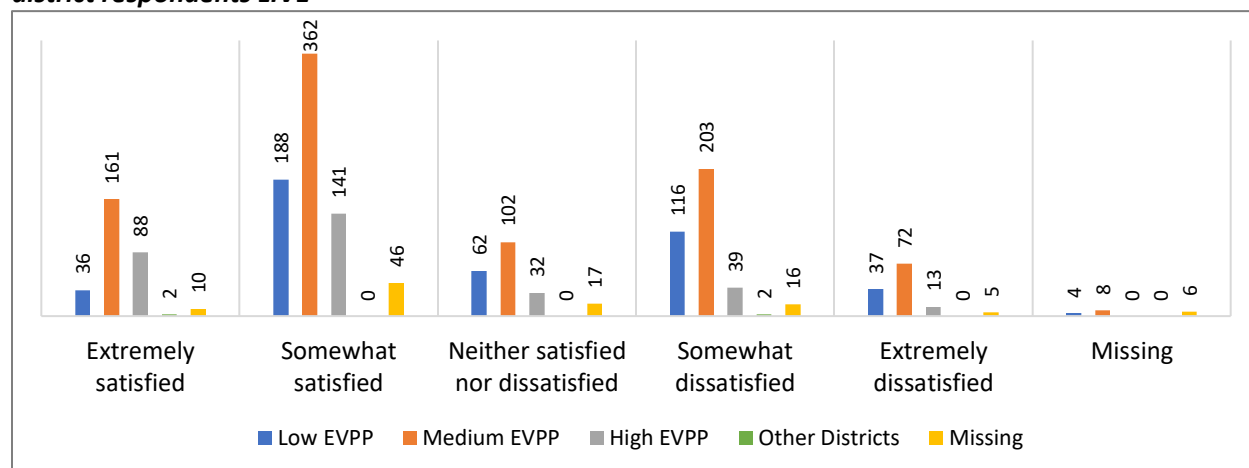
Figure 4. Level of satisfaction with the resources available in respondents’ district by the EVPP of the district respondents WORK



Note: “Other Districts” refers to those for which EVPP is not available and includes Dresden, Prospect Mountain JMA, Coe-Brown Northwood Academy, and Pinkerton Academy.

When considering this same question about level of satisfaction with available resources by the EVPP levels of the districts respondents live in, the results are quite similar (as shown Figure 5). Again, respondents overall skew more towards being “somewhat satisfied” and “extremely satisfied” with resources available in the district they live in. **NOTE:** Charter schools are only included in WORK figures.

Figure 5. Level of satisfaction with the resources available in respondents' district by the EVPP of the district respondents LIVE



Note: "Other Districts" refers to those for which EVPP is not available and includes Dresden, Prospect Mountain JMA, Coe-Brown Northwood Academy, and Pinkerton Academy.

However, there are a significant share of respondents also reporting that they are "somewhat dissatisfied" (203 respondents or 22.4 percent of those in medium EVPP districts and 116 respondents or 26.2 percent of those in low EVPP districts). Again, we see the expected pattern that a smaller share of those living in high EVPP districts report being "somewhat dissatisfied" (only 12.5 percent or 13 respondents). Also, a larger share of those living in high EVPP districts were "extremely satisfied" than those in low EVPP districts (28.1 percent compared to just 8.1 percent, respectively).

Many respondents commented upon the disparities and inequities in resources in their communities and across the state. A selection of examples from the open-ended questions include:

"We need to recognize that all of our students do not come in to the district with the same resources and backgrounds. There have to be additional resources for kids who start out with fewer. Otherwise they are behind from the beginning. All kids in New Hampshire should have equal access to higher education, and advanced study. But if they start out behind how will they ever catch up?" (Contoocook Valley employee and resident)

"There is so much that goes into quality education but what I think is most important is equity between districts. Children do not choose where they live and there are some schools that provide many more resources to their students than others simply because they can afford them. I understand there is no easy solution to this but it's how I feel." (Concord resident)

"The most important factor is looking honestly at ourselves and the disparities throughout the state. The hard truth of the matter is that I speak from a perspective of privilege. I am a white, upper-middle class educator who works in a wealthy, fairly homogeneous district. When we need something, we are able to get it. A few towns over, though, that is not the case. We are at a moment of great change right now, and it is time to seize that opportunity. We have to decide if ALL of our children deserve the same opportunities, or if it will continue to come down to the luck of being born on the seacoast." (Exeter Region Cooperative employee, Newfields resident)

"Students in our poorer communities do not have the same access to programs and supports that our more affluent communities do. More equitable funding could help students change their prospects in life (White Mountains Regional employee and resident)

Students across the state are receiving different educations. Children in my town do not have access to the resources the students in our neighboring town have. Our special education teachers have large caseloads with many students who need a great deal of specialized instruction and related services. Our class sizes are manageable but the socio-economic status of many of our families and the trauma many of our children have experienced call for more resources we do not have. Our school needs the ability to provide on-site counseling, to train and employ behavior interventionists, etc. (Newport employee and resident)

"The district I live offers base-adequate. The district I work in goes above and beyond meeting students' needs (Henniker employee, Goffstown resident)"

Opportunity for all. Higher needs students, at all academic levels should come by more resources without fear of tax burden. Poor areas should not have minimal options (Berlin employee, Milan resident).

"I work in a public charter school in Manchester. The funding we get per student is inadequate to say the least. We work with a population that is considered highest risk in the state. The district gives up on them, sends them to us (people who never give up on a child) for not even half the money they are collecting for that child (Charter school employee, Manchester resident).

I have lived in worked in varying districts. I spent 20 years in school districts that meet criteria for the schools to meet Title 1 school wide access. This was a huge support to the resources needed in property poor towns. Currently I work in a district that has a higher economic demographic, that said due to high property taxes there are limits to what can be raised to support education which those of us who left low income districts are surprised by. The inequity is wide. The effect of largely relying on property taxes is hard on all communities (Bow employee, Interlakes Cooperative resident)

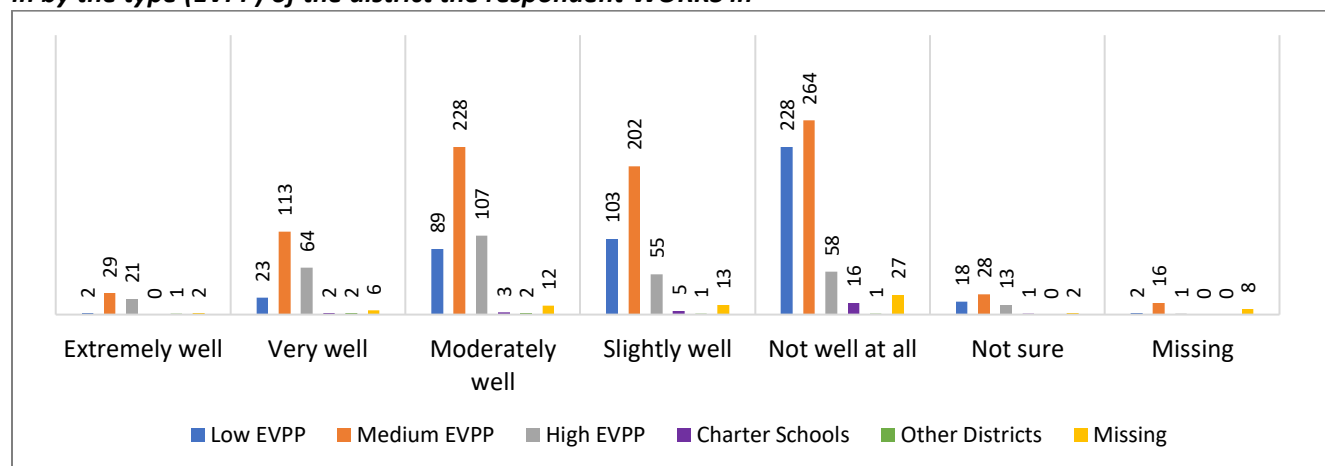
The most important factors are that school districts be funded the same. It should not be lower in property poor towns and higher in property rich towns. The state has failed in adequate funding and now the state is cutting the short the very districts that need it the most. My district is losing \$86,000/yr. Do you know what that could pay for? (Pittsfield employee and resident)

People's incomes here are smaller than south of the state but that does not mean that opportunities and access to programs should be less for the students that live here. However, that is often the case. Salaries are smaller here as well often resulting in well qualified individuals seeking employment elsewhere. Opportunities for improvement are usually driven by the vote in the spring and fear of property taxes going up to the point of losing homes takes precedent over the schools. I believe funding needs to come from other sources (White Mountains Regional employee and resident)

How the Current Funding System Works for Communities

Respondents were then asked to rate how well the current funding system for public education works for the community they work in (Figure 6). As Figure 6 shows, across EVPP levels respondents lean more towards "moderately well", "slightly well", and "not well at all".

Figure 6. Opinion of how well the current funding system works for the community respondents work in by the type (EVPP) of the district the respondent WORKS in



Note: "Other Districts" refers to those for which EVPP is not available and includes Dresden, Prospect Mountain JMA, Coe-Brown Northwood Academy, and Pinkerton Academy.

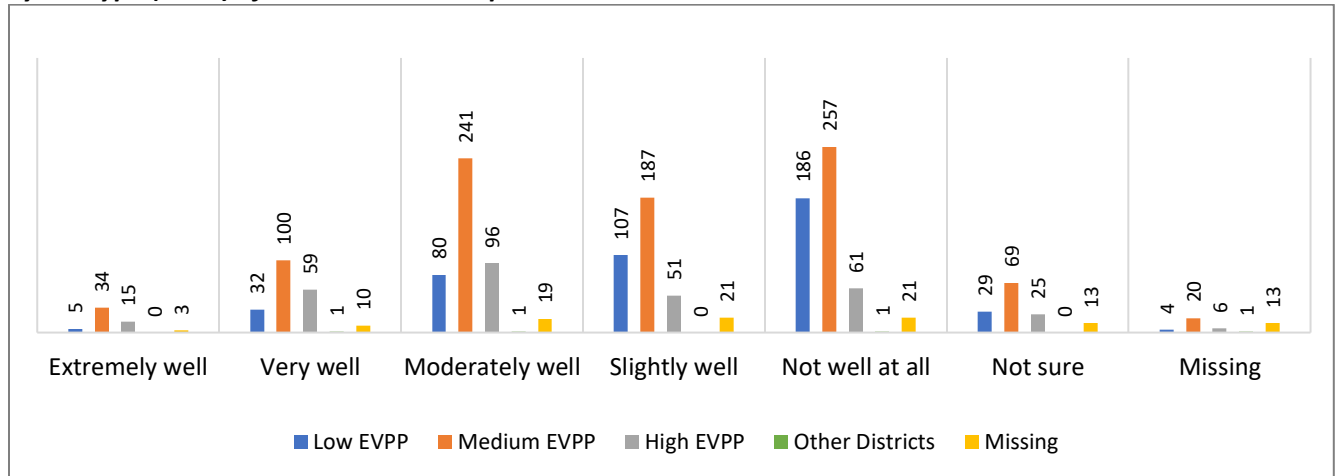
Fewer respondents from low EVPP districts rated the current funding system as working "extremely well" (only 2 respondents) than those from medium EVPP (29 respondents or 3.3 percent) or high EVPP (21 respondents or 6.6 percent) districts. Figure 6 makes it especially clear that "not well at all" responses represent a substantial share of responses across all EVPP types. In fact, 49.0 percent of those working in a low EVPP district (228 respondents) reported that the current funding system for public education works "not well at all" for the community they work in. A much lower share—18.2 percent or 58 respondents—of those working in high EVPP districts responded that the current system works "not well at all". Of respondents working in medium EVPP districts, 264 respondents (30 percent) said the current system works "not well at all". The majority of those working for a charter school—59.3 percent or 16 respondents—reported the current system works "not well at all". *Table 6, found in the Appendix, includes additional details.*

Respondents were also asked to rate how well the current funding system for public education works for the community they live in. Across all EVPP levels, responses lean more towards "moderately well", "slightly well", and "not well at all" (as shown in Figure 7). Note that there are no respondents who report living in a charter school district, which is expected.

Again, similar patterns emerge. Of those living in low EVPP districts, 186 respondents (42.0 percent) reported that the current funding system works "not well at all". Among those living in medium EVPP districts, 257 respondents (28.3 percent) said the system works "not well at all". A smaller, but still substantial, share of those living in high EVPP districts reported the system works "not well at all" (19.5 percent or 61 respondents).

While less than 5 percent of any type of district reported that the current funding system works "extremely well", the highest share was among those living in high EVPP districts (4.8 percent or 15 respondents). While the highest number of those rating the current system as working "extremely well" live in medium EVPP districts, note that these 34 respondents only represent 3.7 percent of those living in medium EVPP districts. Only 1.1 percent (5 respondents) of those living in low EVPP districts said that the current funding system works "extremely well". *Table 7 in the Appendix includes additional details.*

Figure 7. Opinion of how well the current funding system works for the community respondents live in by the type (EVPP) of the district the respondent LIVES in



Note: "Other Districts" refers to those for which EVPP is not available and includes Dresden, Prospect Mountain JMA, Coe-Brown Northwood Academy, and Pinkerton Academy.

Many respondents also commented upon the disparities and inequities in the current funding system. A few examples of these concerns from the opened-ended questions included:

"Consistency in the funding model. The past few years where the adequacy funding was reduced was incredibly unfair! Our city is committed to a strong education. The taxpayers will support our schools. But when the state reduces its support arbitrarily and with the greatest impact on the poorest cities, that is impossible to plan for. As a result, we cut programs, teachers, staffing, investments to manage our tax rate and make up for the reduction in adequacy funding." (Claremont employee and resident)

"Funding should be determined by using a formula that provides school districts with a certain amount of money per student, regardless of the town(s) that they reside in. There should be an overhaul of the funding formula that doesn't place such an enormous burden on property owners and be filtered through the state system rather than the at the local level." (Dunbarton employee and resident)

"The State of NH desperately needs an income tax because the wealthy districts provide a much better education. This includes, # of students in a class. Salaries for all employees, maintenance for the buildings, technology for staff and students, etc." (Portsmouth employee and resident).

"The districts I work at had a high tax rate yet fewer home owners. 60% of the kids I serve are poverty level And we get much less funding than the district I live in." (Somersworth employee, Hampton resident)

"Property-rich" towns, such as lakefront towns, have much lower taxes; and therefore, this inhibits an equal opportunity for an adequate education because residents in those towns would pay less in property taxes than those in poorer (not property-rich) towns. In our small community, there is little revenue coming in from any type of commerce, so the residents have to foot the entire bill for education via property taxes. If there was a more equitable funding solution, everyone could benefit because then "property-poor" towns wouldn't have to pay so much." (Andover employee and resident)

"Schools that have students who are somewhat disproportionately served in their school districts end up attending Charter Schools. As such, Charter Schools deserve the same amount of funding

as do public schools. Often we are working with much less money and are having greater success with that population of student.” (Salem employee, Henniker resident).

“Providing an equal educational opportunity to every NH child, regardless of the community they live in, that community's economic situation, or the family's financial position. Basing school funding on property taxes does not address the students’ needs at all.” (Fall Mountain Regional employee, Mascoma Valley Regional resident)

“Opportunity shouldn't be tied to zip code. The current system fails students in towns with a weak property tax base.” (Oyster River Coop employee, Rye resident)

Appendix

Table 4. Level of satisfaction with the resources available in respondents’ district by the EVPP of the district respondents work in

	“Are you satisfied with the resources available in your district?”						
EVPP of District Respondent works in	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied	Missing	Total
Low EVPP	31	195	66	130	39	4	465
Medium EVPP	152	359	109	183	67	10	880
High EVPP	96	144	27	41	11	0	319
Charter Schools	6	4	4	7	6	0	27
Other Districts	3	3	0	1	0	0	7
Missing	10	33	7	14	4	4	70
Total	297	737	213	376	127	18	1,768

Table 5. Level of satisfaction with the resources available in respondents’ district by the EVPP of the district respondents live in

	“Are you satisfied with the resources available in your district?”						
EVPP of District Respondent lives in	Extremely Satisfied	Somewhat Satisfied	Neither satisfied nor dissatisfied	Somewhat Dissatisfied	Extremely Dissatisfied	Missing	Total
Low EVPP	36	188	62	116	37	4	443
Medium EVPP	161	362	102	203	72	8	908
High EVPP	88	141	32	39	13	0	313
Charter Schools	0	0	0	0	0	0	0
Other Districts	2	0	0	2	0	0	4
Missing	10	46	17	16	5	6	100
Total	297	737	213	376	127	18	1,768

Table 6. Opinion of how well the current funding system works for the community respondents work in by the type (EVPP) of the district the respondent works in

	How well does the current funding system for public education work for the community you work in?							
EVPP of District Respondent works in	Extremely well	Very well	Moderately well	Slightly well	Not well at all	Not Sure	Missing	Total
Low EVPP	2	23	89	103	228	18	2	465
Medium EVPP	29	113	228	202	264	28	16	880
High EVPP	21	64	107	55	58	13	1	319
Charter Schools	0	2	3	5	16	1	0	27
Other Districts	1	2	2	1	1	0	0	7
Missing	2	6	12	13	27	2	8	70
Total	55	210	441	379	594	62	27	1,768

Table 7. Opinion of how well the current funding system works for the community respondents live in by the type (EVPP) of the district the respondent lives in

	“How well does the current funding system work for the community you live in?”							
EVPP of District Respondent lives in	Extremely well	Very well	Moderately well	Slightly well	Not well at all	Not Sure	Missing	Total
Low EVPP	5	32	80	107	186	29	4	443
Medium EVPP	34	100	241	187	257	69	20	908
High EVPP	15	59	96	51	61	25	6	313
Charter Schools	0	0	0	0	0	0	0	0
Other Districts	0	1	1	0	1	0	1	4
Missing	3	10	19	21	21	13	13	100
Total	57	202	437	366	526	136	44	1,768

Table 8. School District Respondent Works (137 districts represented)

	Number of Respondents	Percent
Nashua	183	10.4%
Contoocook Valley	75	4.2%
Kearsarge Regional	70	4.0%
Oyster River Coop	55	3.1%
Litchfield	55	3.1%
Manchester	50	2.8%
Weare	49	2.8%
Newport	45	2.6%
Bow	40	2.3%
Exeter Region Cooperative	40	2.3%
Exeter	39	2.2%
Hampton	37	2.1%
White Mountains Regional	31	1.8%
Monadnock Regional	30	1.7%

Merrimack Valley	29	1.6%
Charter Schools	27	1.5%
Dover	26	1.5%
Hinsdale	25	1.4%
Mascenic Regional	24	1.4%
Keene	23	1.3%
Merrimack	22	1.2%
Portsmouth	22	1.2%
Chester	20	1.1%
Henniker	20	1.1%
Lebanon	20	1.1%
Nottingham	20	1.1%
Salem	20	1.1%
Claremont	19	1.1%
Concord	19	1.1%
Conway	19	1.1%
Newfound Area	18	1.0%
Grantham	17	1.0%
Hudson	17	1.0%
Berlin	16	0.9%
Jaffrey-Rindge Cooperative	16	0.9%
Northumberland	15	0.9%
Wakefield	15	0.9%
Littleton	14	0.8%
Gilmanton	13	0.7%
Pittsfield	13	0.7%
Stratham	12	0.7%
Raymond	12	0.7%
Derry Cooperative	11	0.6%
John Stark Regional	11	0.6%
Somersworth	11	0.6%
Winnisquam Regional	11	0.6%
Fall Mountain Regional	10	0.6%
Lisbon Regional	10	0.6%
Brentwood	9	0.5%
Gorham Randolph Shelburne Cooperative	8	0.5%
Governor Wentworth Regional	8	0.5%
Lincoln-Woodstock Cooperative	8	0.5%
Mascoma Valley Regional	8	0.5%
Dunbarton	7	0.4%
East Kingston	7	0.4%
Hillsboro-Deering Cooperative	7	0.4%
Hopkinton	7	0.4%
Londonderry	7	0.4%
Madison	7	0.4%
Rochester	7	0.4%
Sanborn Regional	7	0.4%
Farmington	6	0.3%
Goffstown	6	0.3%
Bedford	5	0.3%

Bethlehem	5	0.3%
Haverhill Cooperative	5	0.3%
Inter-Lakes Cooperative	5	0.3%
Lafayette Regional	5	0.3%
Milford	5	0.3%
Pembroke	5	0.3%
Westmoreland	5	0.3%
Amherst	4	0.2%
Barrington	4	0.2%
Epsom	4	0.2%
Freedom	4	0.2%
Laconia	4	0.2%
Marlborough	4	0.2%
Milton	4	0.2%
New Boston	4	0.2%
Newmarket	4	0.2%
Pittsburg	4	0.2%
Plymouth	4	0.2%
Windham	4	0.2%
Allenstown	3	0.2%
Alton	3	0.2%
Auburn	3	0.2%
Candia	3	0.2%
Epping	3	0.2%
Franklin	3	0.2%
Hampstead	3	0.2%
Hollis-Brookline Cooperative	3	0.2%
Pelham	3	0.2%
Plainfield	3	0.2%
Prospect Mountain JMA	3	0.2%
Rye	3	0.2%
Sunapee	3	0.2%
Wilton-Lyndeborough Cooperative	3	0.2%
Winchester	3	0.2%
Andover	2	0.1%
Cornish	2	0.1%
Croydon	2	0.1%
Dresden	2	0.1%
Fremont	2	0.1%
Hanover	2	0.1%
Hollis	2	0.1%
Kensington	2	0.1%
Marlow	2	0.1%
Newfields	2	0.1%
North Hampton	2	0.1%
Pinkerton Academy	2	0.1%
Seabrook	2	0.1%
Shaker Regional	2	0.1%
Souhegan Cooperative	2	0.1%
South Hampton	2	0.1%

Stark	2	0.1%
Stoddard	2	0.1%
Strafford	2	0.1%
Stratford	2	0.1%
Tamworth	2	0.1%
Bartlett	1	0.05%
Chesterfield	1	0.05%
Colebrook	1	0.05%
Gilford	1	0.05%
Goshen	1	0.05%
Greenland	1	0.05%
Harrisville	1	0.05%
Lempster	1	0.05%
Mason	1	0.05%
Monroe	1	0.05%
Mont Vernon	1	0.05%
Moultonborough	1	0.05%
Northwood	1	0.05%
Pemi-Baker Regional	1	0.05%
Profile	1	0.05%
Rumney	1	0.05%
Timberlane Regional	1	0.05%
Warren	1	0.05%
Missing	70	4.0%
Total	1,768	100% (100.20%)

Table 8. School District Respondent Lives (149 Districts Represented)

	Number of Respondents	Percent
Nashua	107	6.1%
Kearsarge Regional	69	3.9%
Manchester	65	3.7%
Concord	59	3.3%
Contoocook Valley	55	3.1%
Keene	46	2.6%
Oyster River Coop	40	2.3%
Merrimack	34	1.9%
Dover	33	1.9%
White Mountains Regional	31	1.8%
Litchfield	30	1.7%
Newport	28	1.6%
Weare	28	1.6%
Merrimack Valley	26	1.5%
Monadnock Regional	25	1.4%
Bow	23	1.3%
Hampton	23	1.3%
Bedford	22	1.2%
Exeter	21	1.2%
Portsmouth	21	1.2%
Exeter Region Cooperative	20	1.1%
Hudson	20	1.1%

Henniker	19	1.1%
Hopkinton	19	1.1%
Barrington	18	1.0%
Governor Wentworth Regional	18	1.0%
Rochester	18	1.0%
Jaffrey-Rindge Cooperative	17	1.0%
Newfound Area	17	1.0%
Goffstown	16	0.9%
Milford	16	0.9%
Claremont	15	0.9%
Derry Cooperative	15	0.9%
Mascenic Regional	15	0.9%
New Boston	15	0.9%
Newmarket	15	0.9%
Lebanon	14	0.8%
Conway	13	0.7%
Fall Mountain Regional	13	0.7%
Littleton	13	0.7%
Nottingham	13	0.7%
Salem	13	0.7%
Windham	13	0.7%
Amherst	12	0.7%
Grantham	12	0.7%
Hampstead	12	0.7%
Hillsboro-Deering Cooperative	12	0.7%
Londonderry	12	0.7%
Timberlane Regional	12	0.7%
Berlin	11	0.6%
Hinsdale	11	0.6%
Gilmanton	10	0.6%
Northumberland	10	0.6%
Pembroke	10	0.6%
Somersworth	10	0.6%
Winnisquam Regional	10	0.6%
Chester	9	0.5%
Epping	9	0.5%
Hooksett	9	0.5%
Mascoma Valley Regional	9	0.5%
Andover	8	0.5%
Gorham Randolph Shelburne Cooperative	8	0.5%
Northwood	8	0.5%
Plymouth	8	0.5%
Stratham	8	0.5%
Wakefield	8	0.5%
Chichester	7	0.4%
Inter-Lakes Cooperative	7	0.4%
Lisbon Regional	7	0.4%
North Hampton	7	0.4%
Strafford	7	0.4%
Tamworth	7	0.4%

Wilton-Lyndeborough Cooperative	7	0.4%
Brentwood	6	0.3%
East Kingston	6	0.3%
Laconia	6	0.3%
Madison	6	0.3%
Raymond	6	0.3%
Rye	6	0.3%
Shaker Regional	6	0.3%
Sunapee	6	0.3%
Campton	5	0.3%
Candia	5	0.3%
Deerfield	5	0.3%
Dunbarton	5	0.3%
Harrisville	5	0.3%
Lafayette Regional	5	0.3%
Milton	5	0.3%
Pittsfield	5	0.3%
Sanborn Regional	5	0.3%
Stoddard	5	0.3%
Winchester	5	0.3%
Allenstown	4	0.2%
Barnstead	4	0.2%
Colebrook	4	0.2%
Farmington	4	0.2%
Franklin	4	0.2%
Gilford	4	0.2%
Haverhill Cooperative	4	0.2%
Holderness	4	0.2%
John Stark Regional	4	0.2%
Lincoln-Woodstock Cooperative	4	0.2%
Marlborough	4	0.2%
Milan	4	0.2%
Mont Vernon	4	0.2%
Newfields	4	0.2%
Seabrook	4	0.2%
Ashland	3	0.2%
Bartlett	3	0.2%
Bethlehem	3	0.2%
Brookline	3	0.2%
Freedom	3	0.2%
Fremont	3	0.2%
Hollis-Brookline Cooperative	3	0.2%
Pelham	3	0.2%
Profile	3	0.2%
Chesterfield	2	0.1%
Croydon	2	0.1%
Dresden	2	0.1%
Goshen	2	0.1%
Greenland	2	0.1%
Hampton Falls	2	0.1%

Hollis	2	0.1%
Kensington	2	0.1%
Lempster	2	0.1%
Mason	2	0.1%
Moultonborough	2	0.1%
Nelson	2	0.1%
Pittsburg	2	0.1%
Souhegan Cooperative	2	0.1%
Washington	2	0.1%
Westmoreland	2	0.1%
Alton	1	0.05%
Auburn	1	0.05%
Coe-Brown Northwood Academy	1	0.05%
Epsom	1	0.05%
Hanover	1	0.05%
Jackson	1	0.05%
Landaff	1	0.05%
Lyme	1	0.05%
Marlow	1	0.05%
Piermont	1	0.05%
Plainfield	1	0.05%
Prospect Mountain JMA	1	0.05%
Rollinsford	1	0.05%
Rumney	1	0.05%
Stratford	1	0.05%
Unity	1	0.05%
Warren	1	0.05%
Wentworth	1	0.05%
Missing	100	5.7%
Total	1,768	100% (100.2%)

NH Listens

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