

VITAL SIGNS

NEW HAMPSHIRE

Business leaders in New Hampshire cannot find the science, technology, engineering and mathematics (STEM) talent they need to stay competitive. Students' lagging performance in K-12 is a critical reason why. The good news is that the nation's most effective STEM education programs can help turn the tide.

New Hampshire students have made some progress in math over the past decade. Yet too few eighth graders have teachers with an undergraduate major in math, especially in low-income communities. The state should pay special attention to improving science education. Elementary schools spend precious little time on the subject, and schools lack resources for the subject.

NEW HAMPSHIRE NEEDS MORE STEM TALENT

STEM fields are growing in New Hampshire

Between 2017 and 2027:

STEM jobs will grow

Non-STEM jobs will grow

10%

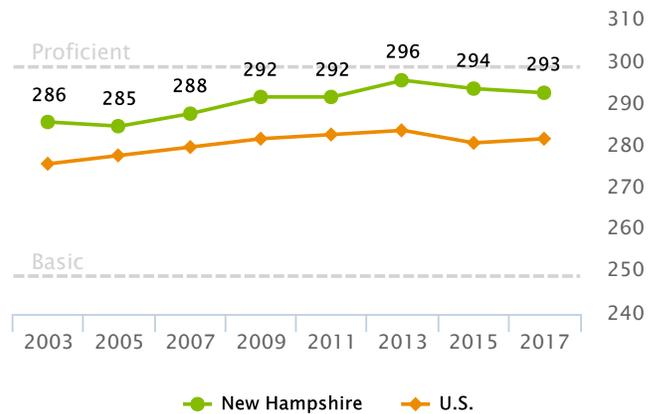
5%

THE NEW HAMPSHIRE STEM SKILLS SHORTAGE STARTS EARLY

The state has made progress in math

That said, scores in eighth-grade math have stalled since 2013.

Trends in 8th grade math scores, 2003-2017

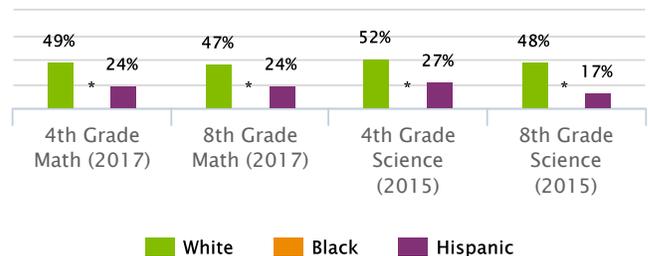


SOURCE: U.S. Department of Education, 2003-2017

Students of color lag farthest behind

Closing achievement gaps must remain a priority.

Percentage of New Hampshire students at or above proficient, by race/ethnicity



SOURCE: U.S. Department of Education, 2015-2017

*Data not available or reporting requirements not met.

The state must plug the gaps in the STEM pipeline

The New Hampshire STEM pipeline loses young people at every level of the education system. Some fail to graduate from high school and many do not finish college, which narrows the pipeline of students who can gain advanced STEM skills. Of those students who do graduate, few get a post-secondary degree in STEM.

What percentage of high school students graduate? (2014-2015)



New Hampshire



United States

Of high school graduates who enter a 4-year degree program, what percentage graduate? (2012-2013)



New Hampshire



United States

Of high school graduates who enter a 2-year associate's degrees program, what percentage graduate? (2012-2013)



New Hampshire



United States

What percentage of certificates and degrees is in STEM fields? (2014-2015)



New Hampshire



United States

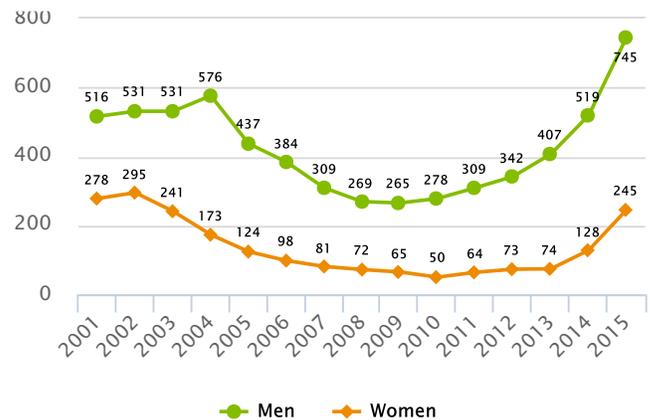
TAP NEW HAMPSHIRE'S FEMALE AND MINORITY TALENT

Together, females and minorities make up more than half of New Hampshire's population, yet they are much less likely to earn STEM degrees or become STEM professionals. Closing these gaps can pay big dividends in the state.

Women have lost ground in computing

The available talent in computer science would rise dramatically if the state simply closed the gender gap in these subjects.

Number of computing degrees/certificates in New Hampshire

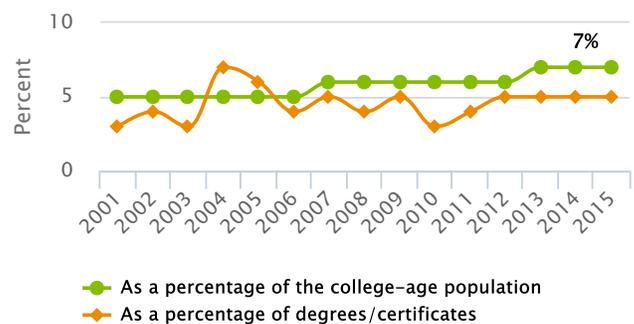


SOURCE: U.S. Department of Education, 2001-2015

People of color are underrepresented among engineering graduates

It is critical to prepare and inspire many more students of color to pursue STEM subjects such as computer science and engineering.

Underrepresented minorities in New Hampshire earning engineering degrees/certificates



SOURCE: U.S. Department of Education, 2001-2015

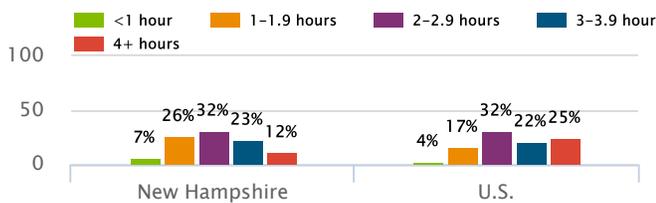
*Data not available or reporting requirements not met.

GIVE NEW HAMPSHIRE STUDENTS ACCESS TO BETTER STEM LEARNING OPPORTUNITIES

Lack of access to such opportunities severely limits young people's college and career prospects.

The state should make time for elementary science

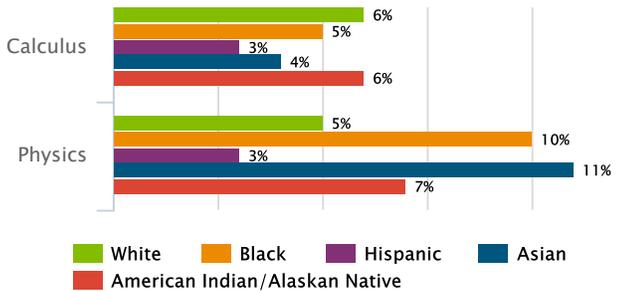
Hours per week spent on science, grades 1-4, 2015



The state should improve access to advanced courses

Many students lack access to such courses.

Students in New Hampshire high schools that do not offer challenging math and science courses, 2013/14



Success in Advanced Placement courses can put more students on a path to STEM careers.

Of the high school graduating class of 2015 in New Hampshire:

	Took AP Math Exam	Scored 3+ on AP Math Exam
All Students	11%	8%
White	11%	8%
Black	1%	0%
Hispanic	7%	6%
Asian	26%	20%
American Indian/Alaskan Native	13%	4%

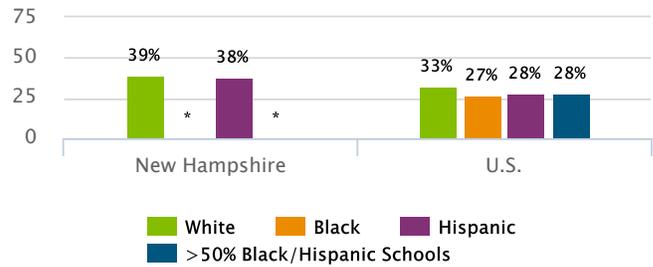


DEVELOP AND RETAIN TALENTED STEM TEACHERS IN NEW HAMPSHIRE

Research shows that teachers' content knowledge and teaching experience can affect student performance

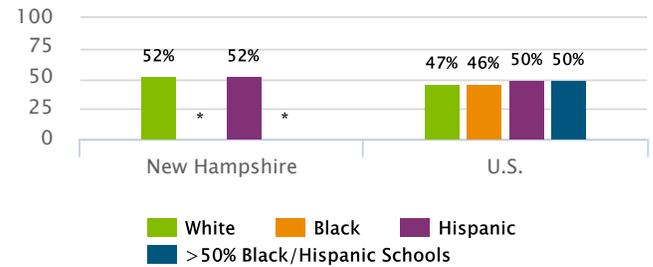
Boost teachers' content knowledge

Eighth-graders whose math teachers have an undergraduate major in math, 2017



SOURCE: U.S. Department of Education 2017

Eighth-graders whose science teachers have an undergraduate major in science, 2015

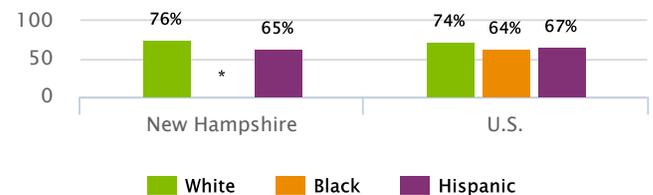


SOURCE: U.S. Department of Education 2015

Retain excellent teachers

Some fail to graduate from high school and many do not finish college, which narrows the pipeline of students who can gain advanced STEM skills. Of those students who do graduate, few get a post-secondary degree in STEM.

Eighth-graders whose math teachers have 6+ years of experience teaching their subject



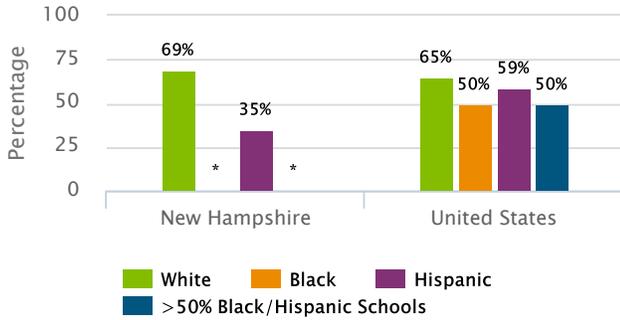
SOURCE: Data not available or reporting requirements not met.

GIVE NEW HAMPSHIRE SCHOOLS AND TEACHERS THE RESOURCES THEY NEED

Teachers in New Hampshire need better resources, facilities, and teaching materials to succeed.

Too many teachers lack the tools of their trade

Eighth-graders whose science teachers say they have all or most of the resources they need, 2015

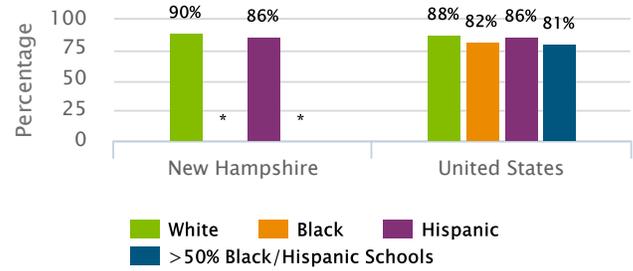


SOURCE: U.S. Department of Education, 2015

*Data not available or reporting requirements not met.

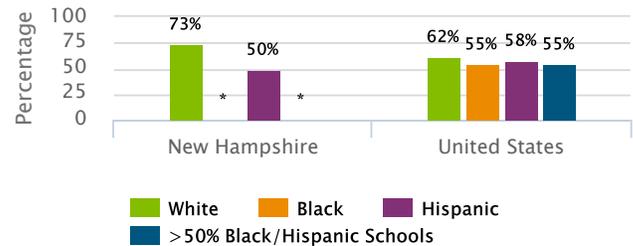
The state should improve access to science resources

Eighth-graders whose schools have science labs, 2015



SOURCE: U.S. Department of Education, 2015

Eighth-graders whose schools report that supplies or materials for science labs are available "to a large extent," 2015



SOURCE: U.S. Department of Education, 2015

For the complete state report, methodology, and sources, see vitalsigns.ecs.org (vitalsigns.ecs.org)

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