# Where are the charter school deserts in New Hampshire?

We detail the distribution of schools in New Hampshire in order to provide educators and policymakers with information about communities that provide no access to charter schools. Many families lack the financial means to move out of neighborhoods when dissatisfied with their schooling options, so the location of schools is key to ensuring access and equity for all students. Policymakers and parents can use this information to better understand the supply of schooling options in their states and cities—and to press for changes that would improve that supply. Charter operators and authorizers may also find this analysis helpful as they consider where to establish new schools.

#### What is a charter school desert?

The following maps display where elementary charter schools are located in New Hampshire. A **charter school desert** is three or more contiguous census tracts that have poverty rates greater than 20 percent but that have no charter schools.

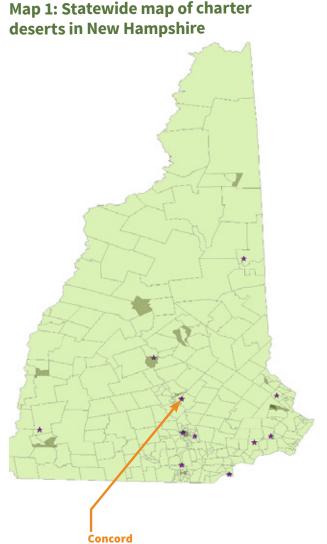
#### **Results**

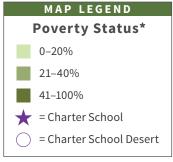
New Hampshire has 318 total public elementary schools, of which ten are charter schools. The state as a whole has a 7.6 percent poverty rate. New Hampshire has no charter school deserts.<sup>1</sup>

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<sup>1.</sup> New Hampshire has few census tracts with 20 percent or more of the population living at or below the poverty line, thus not meeting our definition of charter school deserts—despite the fact that it had only ten charter schools at the time of the study.

Map 1 shows the census tracts and charter schools in New Hampshire. Darker green highlights indicate areas in which more than 20 percent of the population lives in poverty. The statewide map depicts no charter school deserts.





\*Percentage of the population within each tract that lives at or below the poverty line.

### Five Things to Keep in Mind

Readers should note several points. First, we have not tried to describe, analyze, or infer how state policies may impact the distribution of charter schools in New Hampshire—simply to show which high-poverty areas lack such schools. Second, although we focus on school locations, location alone is insufficient to ensure that families have viable access to schools. Nearby schools may not be available to families if they're filled to capacity, if policies prohibit transfer, or if transportation is unavailable. Third, some rural areas may lack charter schools simply because the population is too thin to support them. Fourth, our report does not address school quality, but the companion website allows users to view schools' math and English language arts proficiency data. Finally, visually identifying charter school deserts is inevitably vulnerable to human error, as they may be identified differently based on how contiguous census tracts are positioned and how "desert circles" are drawn.