

**NORTH HAMPTON SCHOOL
PARENT SURVEY**

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University of New Hampshire
Survey Center

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Survey Center

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Executive Summary

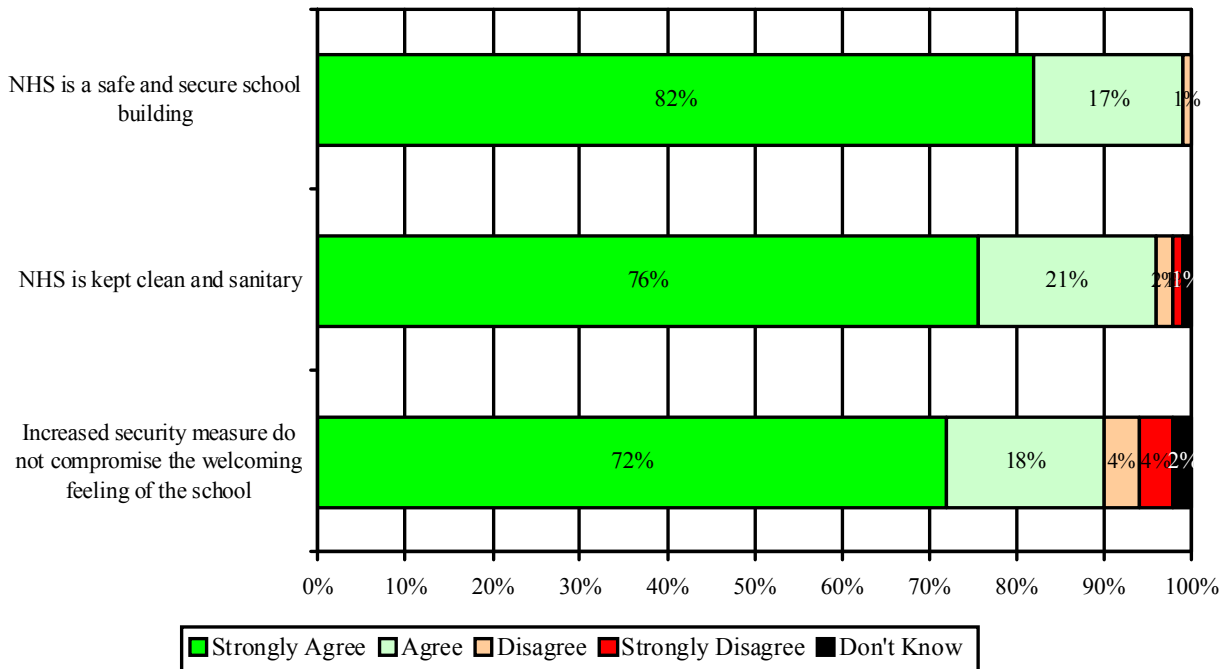
The University of New Hampshire Survey Center conducted a survey for North Hampton School (NHS). The specific areas of interest were parents' opinion of the school in regards to subjects including communication, the curriculum, and school safety. Two hundred and thirty-seven parents were interviewed by phone between January 6 and January 10, 2010. The response rate for this survey was 86%.

The following figures display survey results, detailed tabular results can be found in Appendix A, Appendix B contains the open-ended responses, and Appendix C includes the survey instrument.

Safety and Security

A strong majority of NHS parents (82%) strongly agree that NHS is a safe and secure school building, 76 percent strongly agree that NHS is kept clean and sanitary, and 72 percent strongly agree that increased security measures do not compromise the welcoming feeling of the school.

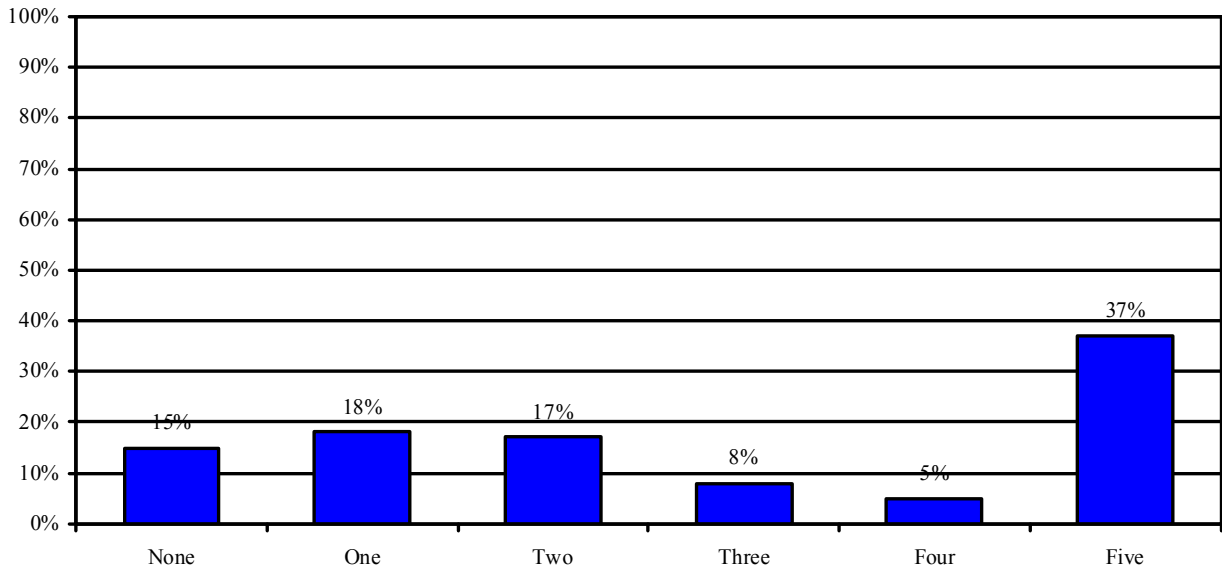
- Parents who have lived in North Hampton for 11 to 20 years are most likely to say that NHS is kept clean and sanitary.



School Lunch Program

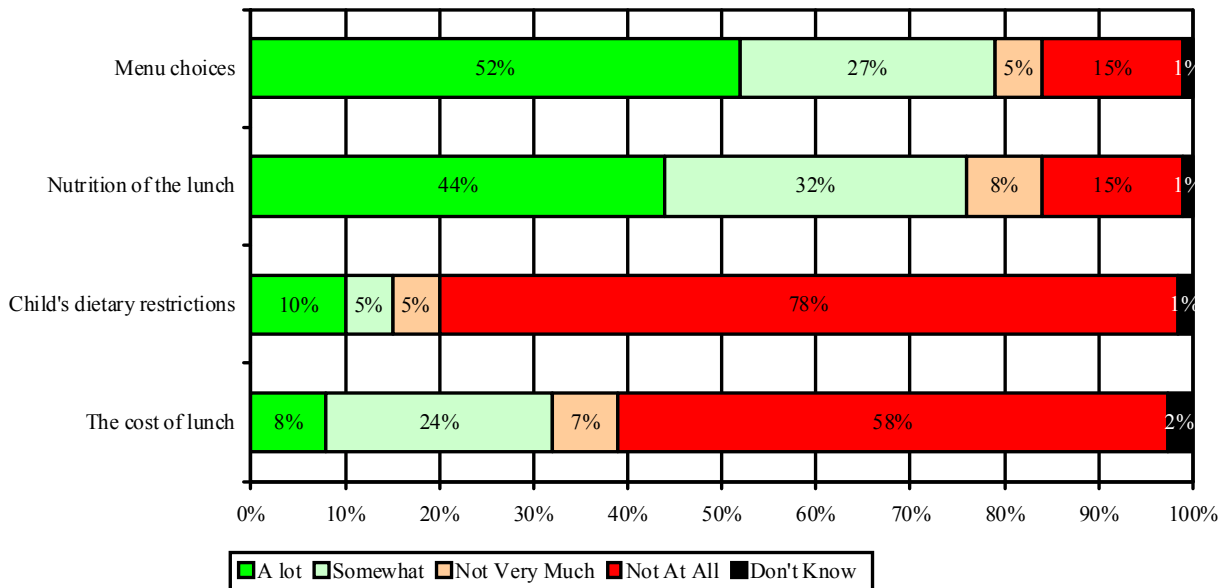
More than one third of NH parents (37%) say their child buys lunch from the school cafeteria five days a week, 5 percent four days a week, 8 percent 3 days a week, 17 percent two days a week, 18 percent 1 day a week, and 15 percent none.

- Parents who have lived in North Hampton for more than 20 years are most likely to have their children buy school lunch from the cafeteria five days a week.



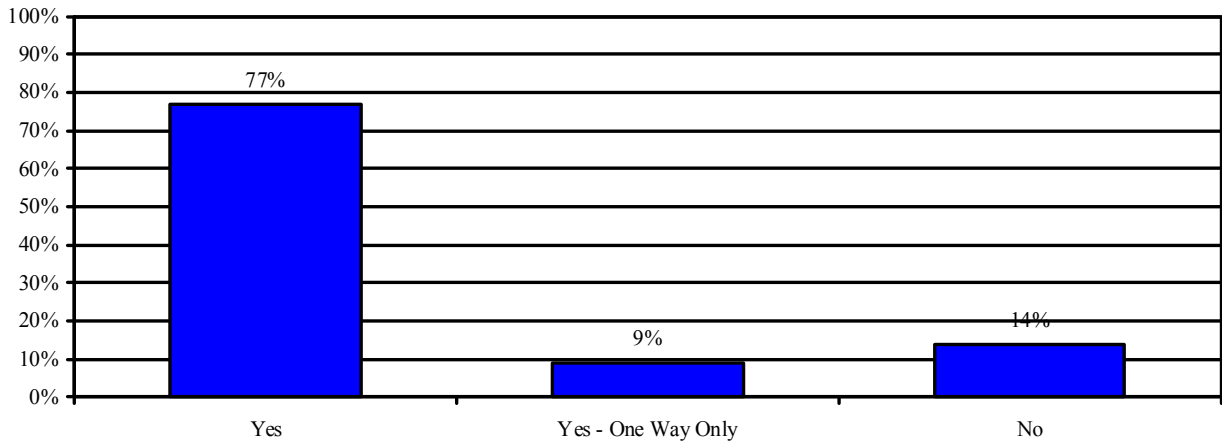
Half of NHS parents (52%) say that the menu choices influence their decision to participate in the school lunch program “a lot,” followed by the nutrition of the lunch (44%), their child’s dietary restrictions (10%) and the cost of lunch (8%).

- Parents with three or more children at NHS are most likely to say that menu choices affect their decision to participate in the school lunch program a lot.
- Parents who have lived in North Hampton for more than 20 years are most likely to say that the cost of lunch affect their decision to participate in the school lunch program a lot.

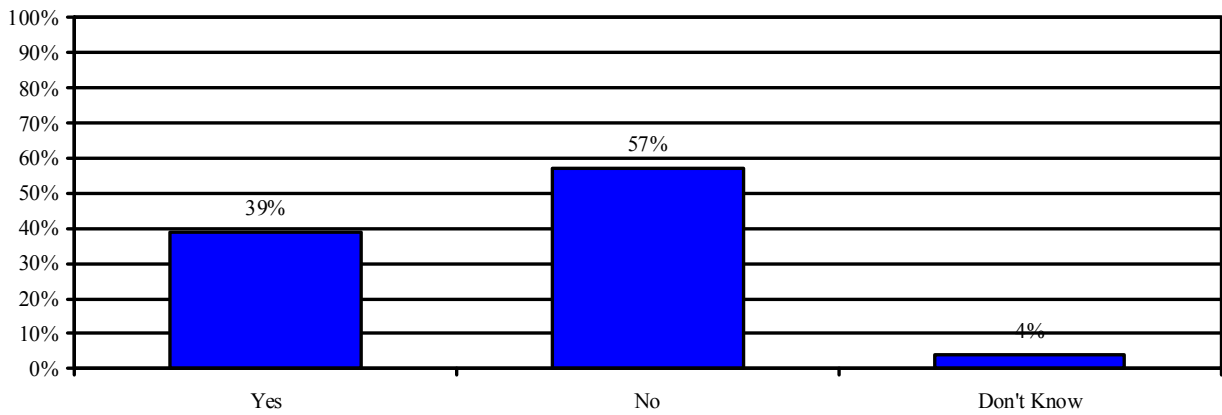


Transportation

Three-quarters of NHS parents (77%) say their child regularly takes the bus to and from school, 9 percent say their child takes the bus only one way, and 14 percent say they do not utilize the bus at all. **(Figure 4)**



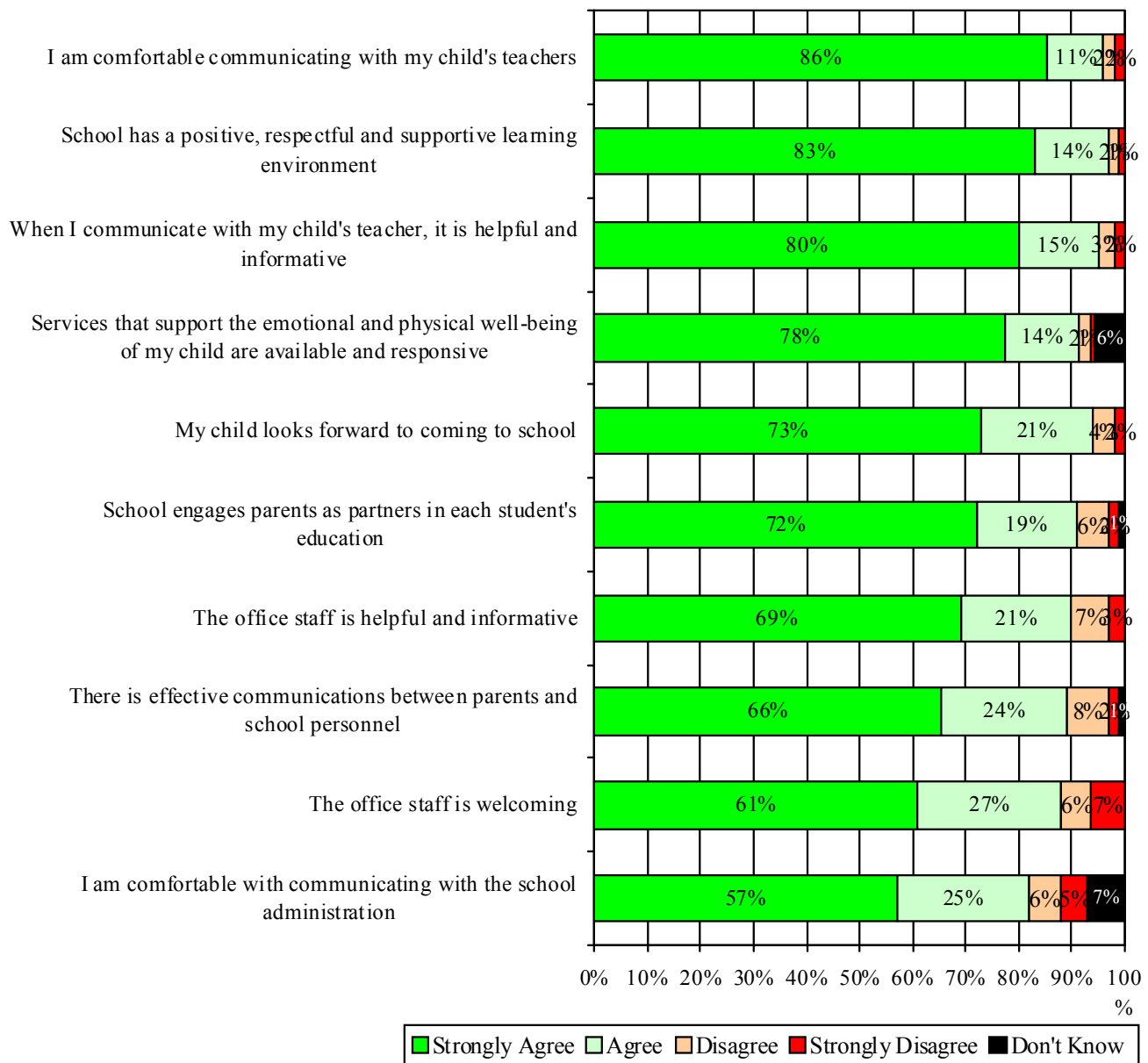
A majority of NHS parents (57%) would not support a reduction in the number of bus stops, 39 percent would support it, and 4 percent don't know.



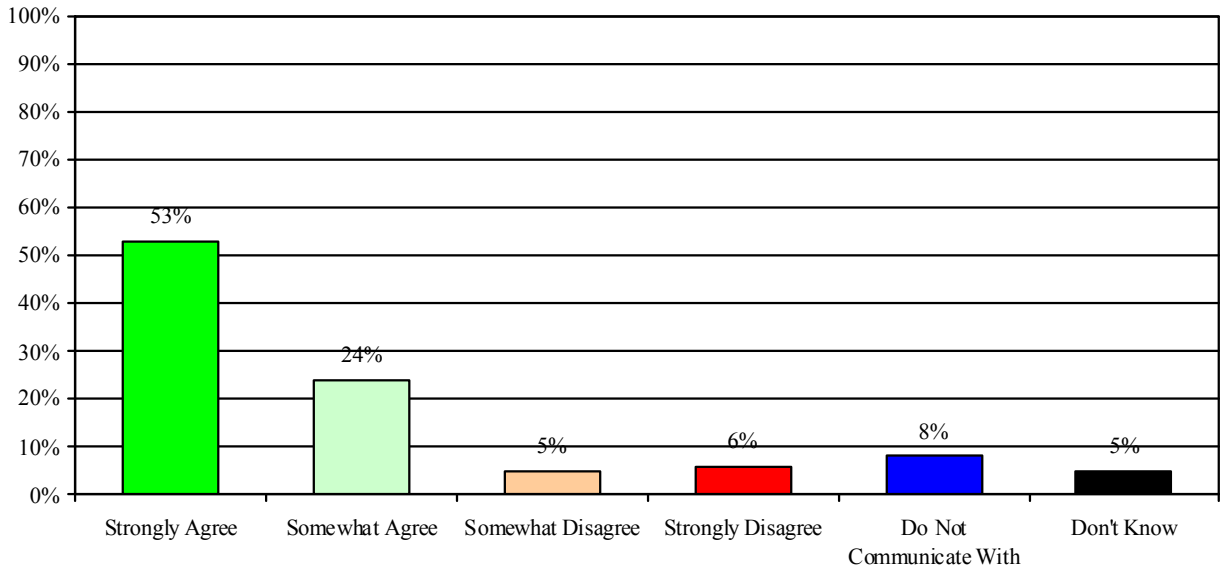
Communication

Parents are satisfied overall with the communication between teachers and themselves, but some feel that more could be done to make the administration more approachable.

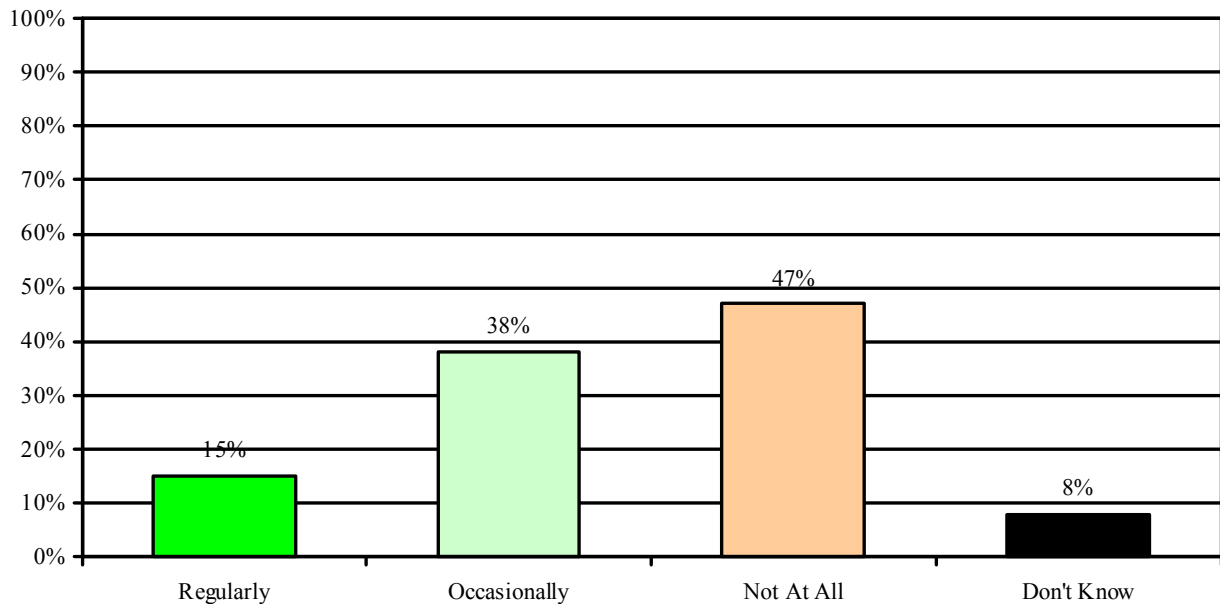
Most NHS parents (86%) strongly agree that they are comfortable communicating with their child’s teachers, 83 percent strongly agree the school has a positive, respectful and supportive learning environment, 80 percent strongly agree that when they communicate with their child’s teacher, it is helpful and informative, 78 percent strongly agree that services that support the emotional and physical well-being of their child are available and responsive, 73 percent strongly agree their child looks forward to coming to school, 72 percent strongly agree the school engages parents as partners in each student’s education, 69 percent strongly agree the office staff is helpful and informative, 66 percent strongly agree there is effective communications between parents and school personnel, 61 percent strongly agree that the office staff is welcoming, and 57 percent strongly agree that they are comfortable with the school administration.



About half of NHS parents (53%) strongly agree that when they communicate with school administration, it is helpful and informative, 24 percent somewhat agree, 5 percent somewhat disagree, 6 percent strongly disagree, 8 percent do not communicate with school administration, and 5 percent don't know.



About one in ten NHS parents (15%) regularly participate in the “People Active in Learning” (PAL) organization, 38 percent occasionally, 47 percent not at all, and 8 percent don't know. **(Figure 8)**

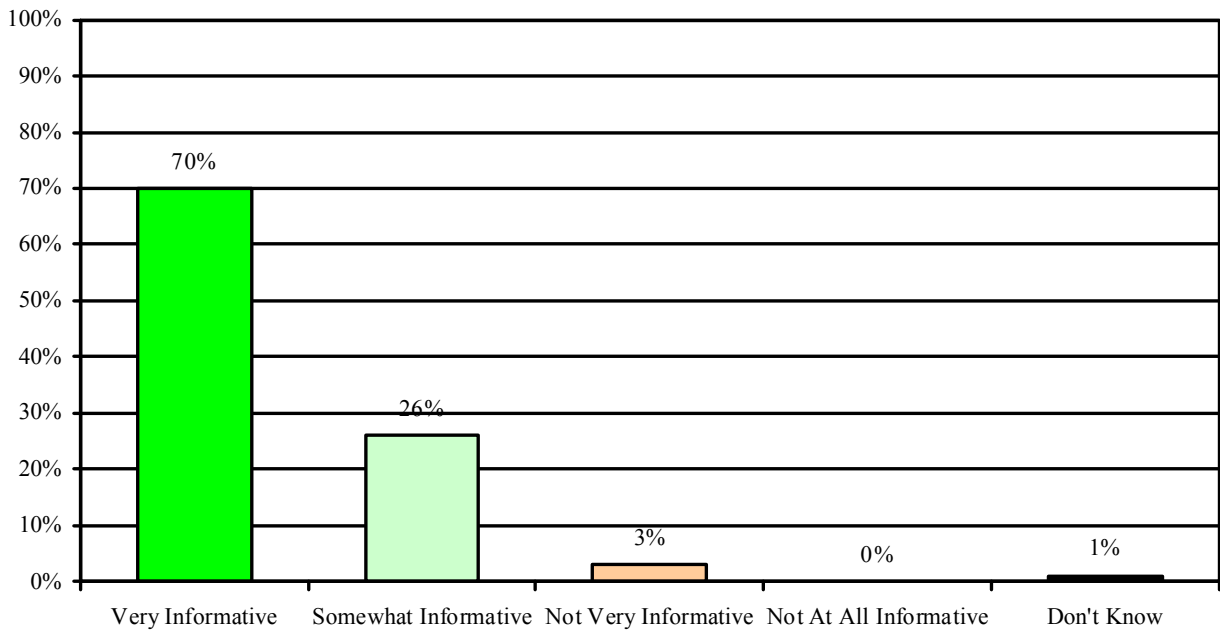


Curriculum and Instruction

Parents agree that their children are getting opportunities to demonstrate their learning, but there is some concern that they are not learning some study skills and organizational habits.

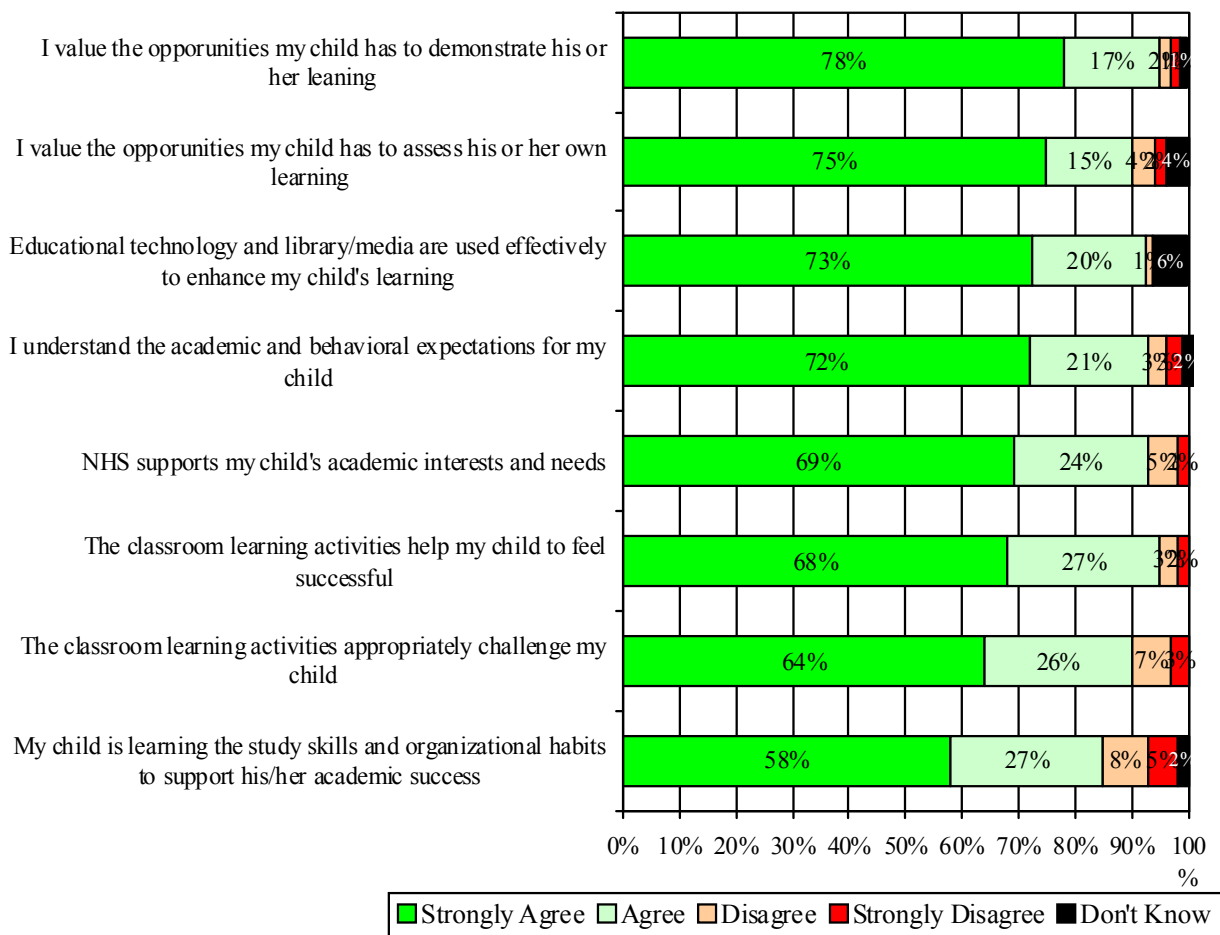
A majority of NHS parents (70%) find the multiple methods used to keep parents informed about the curriculum very informative, 26 percent somewhat informative, 3 percent not very informative, and 1 percent don't know.

- Parents who have lived in North Hampton for more than 20 years are most likely to find the multiple methods of keeping parents informed very informative.



More than three quarters of NHS parents (78%) strongly agree that they value the opportunities their child has to demonstrate his or her learning, 75 percent strongly agree they value the opportunities their child has to assess his or her own learning, 73 percent strongly agree that educational technology are used effectively to enhance their child’s learning, 72 percent strongly agree they understand the academic and behavioral expectations for their child, 69 percent strongly agree that NHS supports their child’s academic interests and needs, 68 percent strongly agree that the classroom learning activities help their child to feel successful, 64 percent agree that the classroom learning activities appropriately challenge their child, and 58 percent strongly agree that their child is learning the study skills and organizational habits to support their academic success.

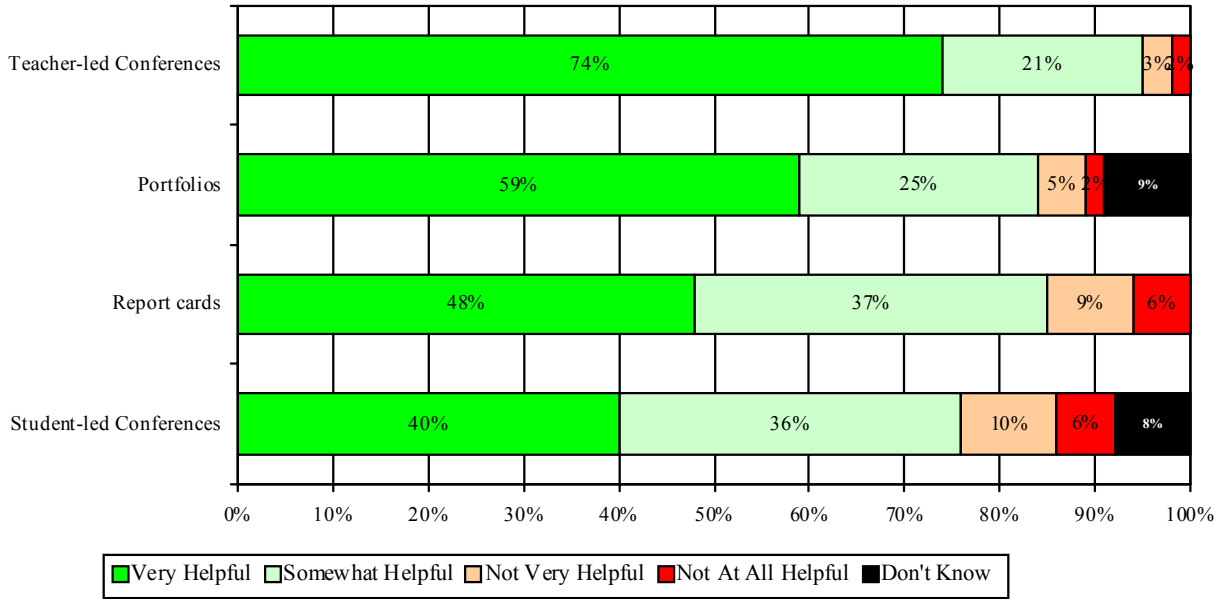
- Parents whose oldest child is in third to fifth grade are most likely to strongly agree that they value the opportunities their child has to demonstrate his or her own learning.
- Parents who have lived in North Hampton for more than 20 years are most likely to strongly agree that they value the opportunities for their child to assess his or her own learning.
- Parents with three or more children in NHS are most likely to strongly agree that the classroom learning activities help their child feel successful.
- Parents who have lived in North Hampton for 11 to 20 years are most likely to strongly agree that they understand the academic and behavioral expectations for their child.
- Parents whose oldest child is in kindergarten to second grade and those who have lived in North Hampton for more than 20 years are most likely to strongly agree that the classroom learning activities appropriately challenge their child.
- Parents whose oldest child is in kindergarten to second grade are most likely to strongly agree that their child is learning the study skills to support their academic success.



Assessment

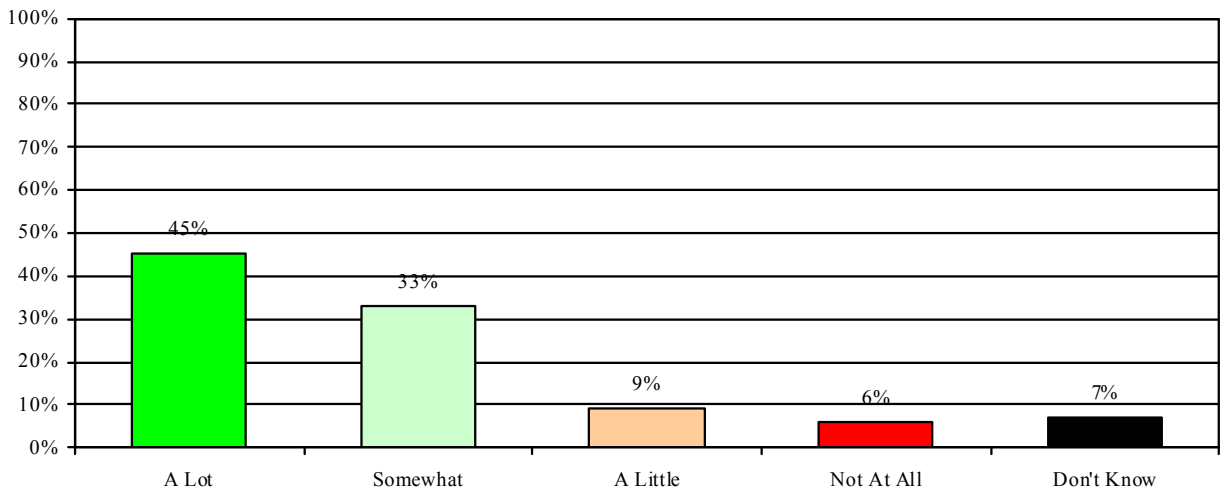
Three quarters of NH parents (74%) find teacher-led conferences very helpful as an assessment method, followed by 59 percent find portfolios very helpful, 48 percent find report cards very helpful, and 40 percent find student-led conferences very helpful.

- Parents with three or more children at NHS and those who have lived in North Hampton for five years or less are most likely to say that teacher-led conferences are very helpful.
- Parents with three or more children at NHS and those whose oldest child is in third to fifth grade are most likely to say that portfolios are very helpful.
- Parents whose oldest child is in third to fifth grade and those who have lived in North Hampton for 11 to 20 years are most likely to say that student-led conferences are very helpful.



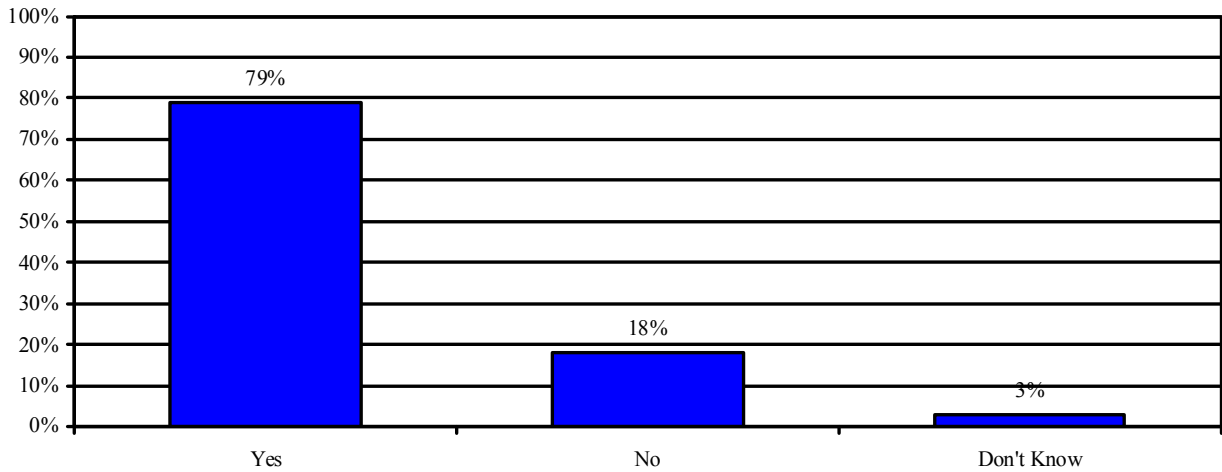
Slightly less than half of NHS parents (45%) say their child benefits a lot from student-led conferences, 33 percent somewhat, 9 percent a little, 6 percent not at all, and 7 percent don't know.

- Parents whose oldest child is in third to fifth grade and those who have lived in North Hampton for more than 20 years are most likely to say their child benefits a lot from student-led conferences.



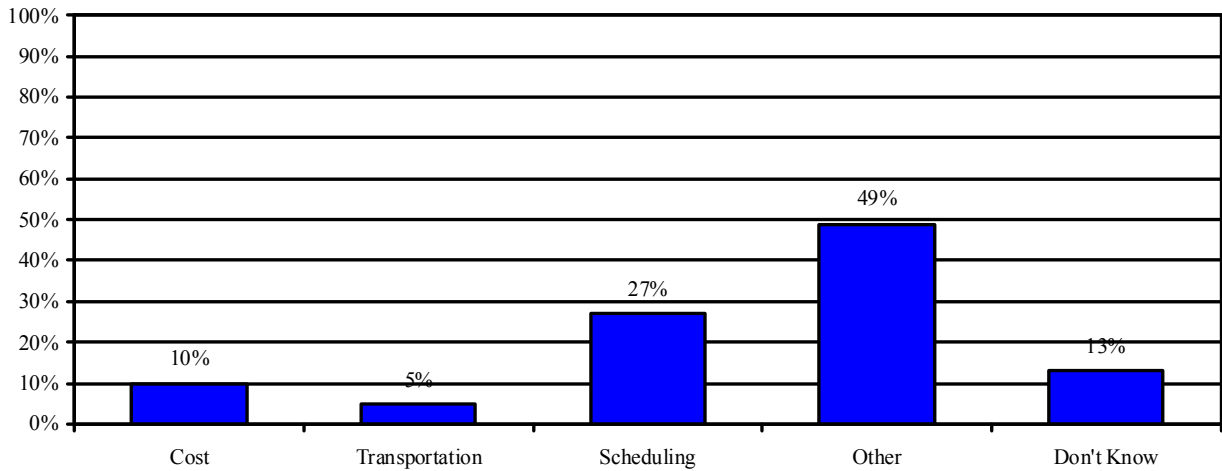
Extracurricular Activities

Four out of five NHS parents (79%) say that there are enough extracurricular opportunities available, 18 percent don't think there are enough, and 3 percent don't know. (Figure 14)



A quarter of NHS parents (27%) say scheduling is a factor that prevents their child from participating in extracurricular activities, 10 percent say cost, 5 percent say transportation, 49 percent say some other reason, and 13 percent don't know.

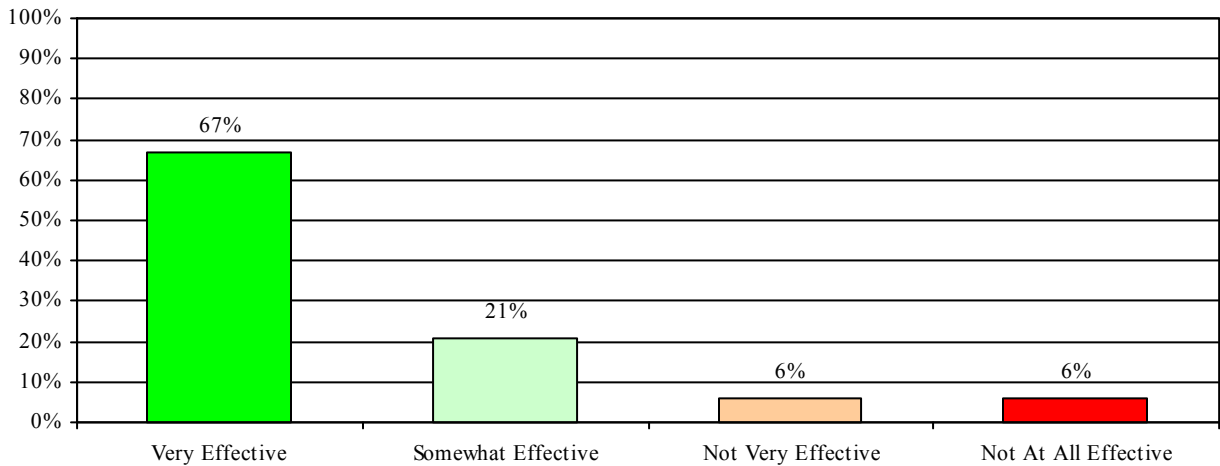
- Parents with three or more children at NHS are most likely to say cost is a factor preventing their child from participating in an extracurricular activity.



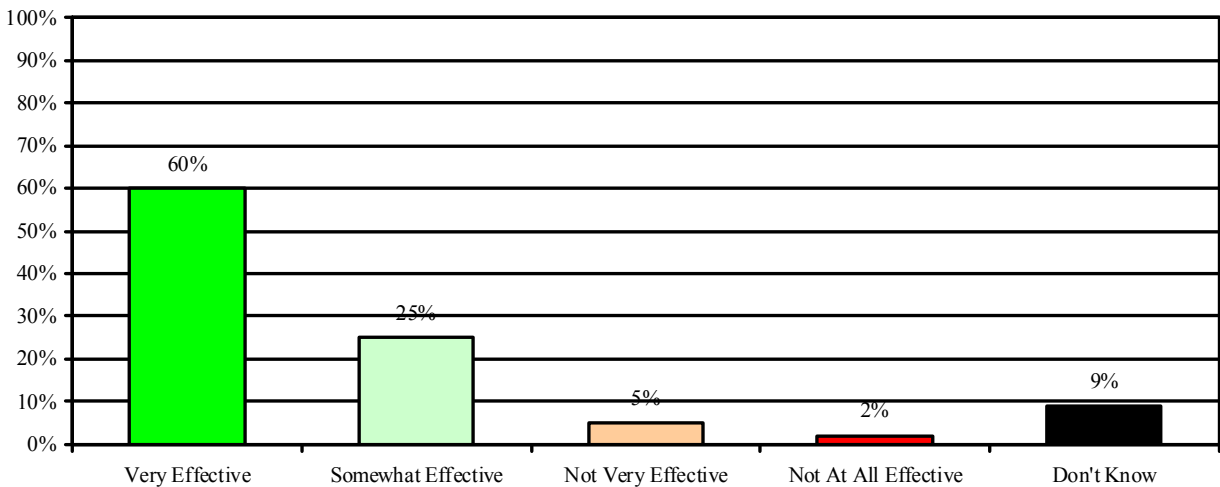
Transition

One in five NHS parents (20%) say their child transferred into NHS from another school in the past two years. Among those whose children transitioned into NHS (n=48) 67 percent say the transition was very effective, 21 percent somewhat effective, 6 percent not very effective, and 6 percent not effective at all.

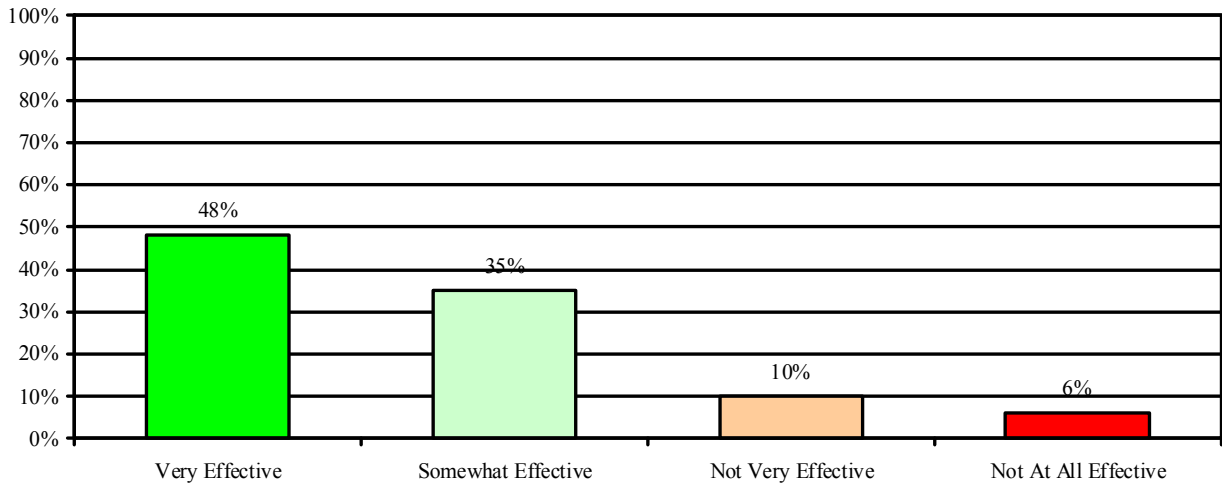
- Parents whose oldest child is in kindergarten to second grade and those who have lived in North Hampton for five years or less are most likely to have had a child transition to NHS in that last two years.



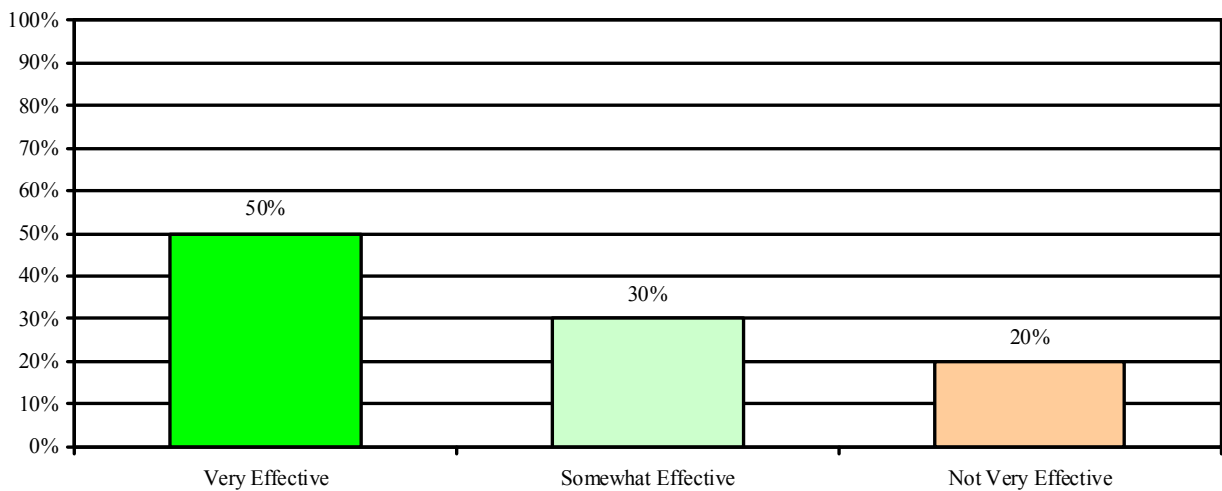
A majority of NHS parents (60%) say the transition from grade to grade at NHS is very effective, 25 percent somewhat effective, 5 percent not very effective, 2 percent not at all effective, and 9 percent don't know.



One in ten NHS parents (13%) say their child has transitioned from NHS to Winnacunnet High School in the past two years. Among those parents (n=31) 48 percent say the transition process was very effective, 35 percent somewhat effective, 10 percent not very effective, and 6 percent not at all effective.



Less than one in ten NHS parents (8%) say their child has transitioned from NHS to another high school in the past two years. Among those parents (n=20) 50 percent found the transition very effective, 30 percent somewhat effective, and 20 percent not effective at all.



APPENDIX A
TABULAR RESULTS

Q1a: "NHS is a safe and secure school building"

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	82%	17%	1%	0%	0%	238
Sex						
Male	84%	13%	0%	2%	2%	55
Female	81%	18%	1%	0%	0%	183
Children at NHS						
One	82%	15%	2%	1%	1%	121
Two	78%	22%	0%	0%	0%	87
Three or more	90%	10%	0%	0%	0%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	73%	27%	0%	0%	0%	22
Second grade	80%	15%	0%	5%	0%	20
Third grade	73%	27%	0%	0%	0%	22
Fourth grade	92%	8%	0%	0%	0%	24
Fifth grade	85%	10%	0%	0%	5%	20
Sixth grade	69%	26%	5%	0%	0%	39
Seventh grade	84%	16%	0%	0%	0%	37
Eighth grade	91%	9%	0%	0%	0%	43
Grade range of oldest child						
Kindergarten to Second grade	79%	19%	0%	2%	0%	53
Third to Fifth grade	83%	15%	0%	0%	2%	66
Sixth to Eighth grade	82%	17%	2%	0%	0%	119
Years lived in North Hampton						
5 years or less	80%	19%	0%	0%	1%	70
6 to 10 years	76%	23%	0%	1%	0%	75
11 to 20 years	88%	9%	3%	0%	0%	68
More than 20 years	84%	16%	0%	0%	0%	25

Q1b: "The increased security measures do not compromise the welcoming feeling of the school"

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	72%	18%	4%	4%	2%	239
Sex						
Male	69%	20%	4%	4%	4%	55
Female	73%	17%	4%	4%	2%	184
Children at NHS						
One	71%	20%	4%	2%	2%	121
Two	76%	15%	3%	5%	1%	88
Three or more	63%	20%	7%	7%	3%	30
Grade oldest child is in						
Kindergarten	82%	18%	0%	0%	0%	11
First grade	48%	17%	13%	13%	9%	23
Second grade	85%	15%	0%	0%	0%	20
Third grade	82%	5%	5%	0%	9%	22
Fourth grade	79%	13%	0%	4%	4%	24
Fifth grade	65%	25%	0%	10%	0%	20
Sixth grade	69%	26%	3%	3%	0%	39
Seventh grade	65%	27%	5%	3%	0%	37
Eighth grade	79%	12%	7%	2%	0%	43
Grade range of oldest child						
Kindergarten to Second grade	69%	17%	6%	6%	4%	54
Third to Fifth grade	76%	14%	2%	5%	5%	66
Sixth to Eighth grade	71%	21%	5%	3%	0%	119
Years lived in North Hampton						
5 years or less	69%	18%	4%	4%	4%	71
6 to 10 years	72%	15%	4%	7%	3%	75
11 to 20 years	72%	22%	6%	0%	0%	68
More than 20 years	80%	16%	0%	4%	0%	25

Q1c: "NHS is kept clean and sanitary."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	76%	21%	2%	1%	1%	239
Sex						
Male	80%	18%	2%	0%	0%	55
Female	74%	21%	2%	1%	2%	184
Children at NHS						
One	74%	21%	2%	1%	2%	121
Two	77%	20%	1%	0%	1%	88
Three or more	80%	17%	0%	3%	0%	30
Grade oldest child is in						
Kindergarten	64%	27%	0%	0%	9%	11
First grade	78%	22%	0%	0%	0%	23
Second grade	70%	30%	0%	0%	0%	20
Third grade	82%	18%	0%	0%	0%	22
Fourth grade	83%	13%	4%	0%	0%	24
Fifth grade	90%	10%	0%	0%	0%	20
Sixth grade	72%	18%	5%	0%	5%	39
Seventh grade	70%	27%	0%	3%	0%	37
Eighth grade	74%	21%	2%	2%	0%	43
Grade range of oldest child						
Kindergarten to Second grade	72%	26%	0%	0%	2%	54
Third to Fifth grade	85%	14%	2%	0%	0%	66
Sixth to Eighth grade	72%	22%	3%	2%	2%	119
Years lived in North Hampton						
5 years or less	77%	18%	1%	1%	1%	71
6 to 10 years	64%	31%	4%	0%	1%	75
11 to 20 years	88%	10%	0%	1%	0%	68
More than 20 years	72%	24%	0%	0%	4%	25

Q2: "On another topic, how many days per week does your child buy lunch from the school cafeteria?"

	None	One	Two	Three	Four	Five	Number Responded
North Hampton Parents	15%	18%	17%	8%	5%	37%	239
Sex							
Male	9%	20%	20%	11%	4%	36%	55
Female	17%	17%	16%	7%	6%	37%	184
Children at NHS							
One	19%	21%	14%	7%	7%	32%	121
Two	11%	17%	19%	6%	3%	43%	88
Three or more	13%	10%	20%	13%	7%	37%	30
Grade oldest child is in							
Kindergarten	18%	82%	0%	0%	0%	0%	11
First grade	17%	13%	22%	13%	17%	17%	23
Second grade	0%	25%	10%	10%	5%	50%	20
Third grade	14%	27%	18%	9%	5%	27%	22
Fourth grade	25%	17%	13%	21%	0%	25%	24
Fifth grade	5%	15%	20%	5%	0%	55%	20
Sixth grade	18%	10%	13%	8%	3%	49%	39
Seventh grade	19%	11%	22%	3%	11%	35%	37
Eighth grade	16%	12%	21%	2%	5%	44%	43
Grade range of oldest child							
Kindergarten to Second grade	11%	31%	13%	9%	9%	26%	54
Third to Fifth grade	15%	20%	17%	12%	2%	35%	66
Sixth to Eighth grade	18%	11%	18%	4%	6%	43%	119
Years lived in North Hampton							
5 years or less	11%	23%	20%	4%	7%	35%	71
6 to 10 years	16%	19%	13%	11%	8%	33%	75
11 to 20 years	18%	15%	18%	9%	3%	38%	68
More than 20 years	20%	12%	16%	4%	0%	48%	25

Q3a: "To what extent does each of these factors influence your family's decision about participating in the school lunch program ... Menu choices"

	A Lot	Somewhat	Not Very Much	Not At All	Don't Know	Number Responded
North Hampton Parents	52%	27%	5%	15%	1%	237
Sex						
Male	55%	22%	7%	15%	2%	55
Female	51%	29%	4%	15%	1%	182
Children at NHS						
One	55%	27%	3%	14%	1%	121
Two	43%	30%	7%	19%	1%	86
Three or more	67%	17%	7%	10%	0%	30
Grade oldest child is in						
Kindergarten	55%	18%	9%	18%	0%	11
First grade	48%	26%	0%	26%	0%	23
Second grade	55%	30%	5%	10%	0%	20
Third grade	59%	23%	0%	18%	0%	22
Fourth grade	50%	25%	4%	17%	4%	24
Fifth grade	63%	37%	0%	0%	0%	19
Sixth grade	54%	33%	5%	8%	0%	39
Seventh grade	38%	27%	11%	24%	0%	37
Eighth grade	55%	21%	7%	14%	2%	42
Grade range of oldest child						
Kindergarten to Second grade	52%	26%	4%	19%	0%	54
Third to Fifth grade	57%	28%	2%	12%	2%	65
Sixth to Eighth grade	49%	27%	8%	15%	1%	118
Years lived in North Hampton						
5 years or less	51%	27%	3%	17%	1%	70
6 to 10 years	49%	31%	7%	13%	0%	75
11 to 20 years	56%	25%	6%	12%	1%	68
More than 20 years	50%	21%	4%	25%	0%	24

Q3b: "To what extent does each of these factors influence your family's decision about participating in the school lunch program ... The nutrition of the lunch"

	A Lot	Somewhat	Not Very Much	Not At All	Don't Know	Number Responded
North Hampton Parents	44%	32%	8%	15%	1%	236
Sex						
Male	42%	33%	7%	16%	2%	55
Female	45%	31%	8%	14%	1%	181
Children at NHS						
One	50%	27%	8%	14%	2%	120
Two	36%	36%	9%	17%	1%	86
Three or more	43%	40%	7%	10%	0%	30
Grade oldest child is in						
Kindergarten	45%	18%	0%	36%	0%	11
First grade	35%	39%	0%	22%	4%	23
Second grade	40%	35%	15%	10%	0%	20
Third grade	41%	27%	5%	27%	0%	22
Fourth grade	50%	38%	4%	4%	4%	24
Fifth grade	74%	21%	5%	0%	0%	19
Sixth grade	49%	26%	13%	13%	0%	39
Seventh grade	33%	39%	8%	19%	0%	36
Eighth grade	40%	33%	12%	12%	2%	42
Grade range of oldest child						
Kindergarten to Second grade	39%	33%	6%	20%	2%	54
Third to Fifth grade	54%	29%	5%	11%	2%	65
Sixth to Eighth grade	41%	32%	11%	15%	1%	117
Years lived in North Hampton						
5 years or less	44%	31%	6%	17%	1%	70
6 to 10 years	43%	36%	11%	9%	1%	75
11 to 20 years	43%	30%	7%	18%	1%	67
More than 20 years	50%	25%	8%	17%	0%	24

Q3c: "To what extent does each of these factors influence your family's decision about participating in the school lunch program ... My child's dietary restrictions"

	A Lot	Somewhat	Not Very Much	Not At All	Don't Know	Number Responded
North Hampton Parents	10%	5%	5%	78%	1%	237
Sex						
Male	7%	4%	5%	82%	2%	55
Female	11%	6%	5%	77%	1%	182
Children at NHS						
One	13%	4%	7%	74%	2%	121
Two	7%	5%	5%	83%	1%	86
Three or more	7%	13%	0%	80%	0%	30
Grade oldest child is in						
Kindergarten	27%	0%	9%	64%	0%	11
First grade	13%	0%	9%	78%	0%	23
Second grade	10%	5%	5%	80%	0%	20
Third grade	5%	0%	5%	91%	0%	22
Fourth grade	8%	8%	4%	75%	4%	24
Fifth grade	11%	5%	5%	79%	0%	19
Sixth grade	10%	8%	3%	79%	0%	39
Seventh grade	11%	8%	5%	76%	0%	37
Eighth grade	7%	7%	5%	76%	5%	42
Grade range of oldest child						
Kindergarten to Second grade	15%	2%	7%	76%	0%	54
Third to Fifth grade	8%	5%	5%	82%	2%	65
Sixth to Eighth grade	9%	8%	4%	77%	2%	118
Years lived in North Hampton						
5 years or less	10%	7%	0%	81%	1%	70
6 to 10 years	13%	4%	9%	73%	0%	75
11 to 20 years	6%	6%	1%	84%	3%	68
More than 20 years	13%	4%	17%	67%	0%	24

Q3d: "To what extent does each of these factors influence your family's decision about participating in the school lunch program ... The cost of lunch"

	A Lot	Somewhat	Not Very Much	Not At All	Don't Know	Number Responded
North Hampton Parents	8%	24%	7%	58%	2%	236
Sex						
Male	13%	18%	9%	58%	2%	55
Female	7%	26%	7%	58%	2%	181
Children at NHS						
One	10%	21%	8%	58%	3%	120
Two	7%	27%	6%	59%	1%	86
Three or more	7%	30%	7%	57%	0%	30
Grade oldest child is in						
Kindergarten	27%	9%	0%	64%	0%	11
First grade	4%	26%	9%	61%	0%	23
Second grade	10%	15%	0%	75%	0%	20
Third grade	9%	23%	0%	64%	5%	22
Fourth grade	8%	33%	8%	46%	4%	24
Fifth grade	0%	42%	21%	37%	0%	19
Sixth grade	5%	15%	10%	67%	3%	39
Seventh grade	11%	25%	11%	53%	0%	36
Eighth grade	10%	26%	2%	57%	5%	42
Grade range of oldest child						
Kindergarten to Second grade	11%	19%	4%	67%	0%	54
Third to Fifth grade	6%	32%	9%	49%	3%	65
Sixth to Eighth grade	9%	22%	8%	59%	3%	117
Years lived in North Hampton						
5 years or less	3%	24%	3%	69%	1%	70
6 to 10 years	11%	27%	11%	51%	1%	75
11 to 20 years	7%	25%	4%	60%	3%	67
More than 20 years	21%	13%	17%	46%	4%	24

Q4: "Next, does your child regularly take the bus to and from school?"

	Yes	Yes - One Way	No	Number Responded
North Hampton Parents	77%	9%	14%	238
Sex				
Male	87%	4%	9%	55
Female	74%	10%	15%	183
Children at NHS				
One	76%	9%	15%	121
Two	77%	11%	11%	87
Three or more	83%	0%	17%	30
Grade oldest child is in				
Kindergarten	82%	9%	9%	11
First grade	70%	9%	22%	23
Second grade	95%	5%	0%	20
Third grade	77%	5%	18%	22
Fourth grade	79%	13%	8%	24
Fifth grade	95%	5%	0%	20
Sixth grade	69%	8%	23%	39
Seventh grade	68%	16%	16%	37
Eighth grade	79%	7%	14%	42
Grade range of oldest child				
Kindergarten to Second grade	81%	7%	11%	54
Third to Fifth grade	83%	8%	9%	66
Sixth to Eighth grade	72%	10%	18%	118
Years lived in North Hampton				
5 years or less	79%	7%	14%	70
6 to 10 years	77%	7%	16%	75
11 to 20 years	78%	10%	12%	68
More than 20 years	72%	16%	12%	25

Q5: "Would you support a reduction in the number of bus stops, resulting in your child walking to a group bus stop within easy walking distance of your home?"

	Yes	No	Don't Know	Number Responded
North Hampton Parents	39%	57%	4%	232
Sex				
Male	34%	62%	4%	53
Female	40%	56%	4%	179
Children at NHS				
One	37%	60%	3%	119
Two	41%	54%	5%	85
Three or more	39%	57%	4%	28
Grade oldest child is in				
Kindergarten	36%	64%	0%	11
First grade	30%	61%	9%	23
Second grade	30%	70%	0%	20
Third grade	30%	65%	5%	20
Fourth grade	55%	41%	5%	22
Fifth grade	30%	70%	0%	20
Sixth grade	45%	45%	11%	38
Seventh grade	32%	65%	3%	37
Eighth grade	49%	51%	0%	41
Grade range of oldest child				
Kindergarten to Second grade	31%	65%	4%	54
Third to Fifth grade	39%	58%	3%	62
Sixth to Eighth grade	42%	53%	4%	116
Years lived in North Hampton				
5 years or less	33%	63%	4%	67
6 to 10 years	40%	55%	5%	75
11 to 20 years	42%	55%	3%	65
More than 20 years	44%	56%	0%	25

Q6a: "There is effective and ongoing communication between parents or guardians and school personnel."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	66%	24%	8%	2%	1%	238
Sex						
Male	75%	20%	2%	2%	2%	55
Female	63%	25%	9%	2%	1%	183
Children at NHS						
One	64%	23%	9%	2%	2%	121
Two	66%	26%	6%	1%	1%	87
Three or more	70%	20%	7%	3%	0%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	65%	13%	17%	4%	0%	23
Second grade	65%	25%	10%	0%	0%	20
Third grade	64%	18%	14%	0%	5%	22
Fourth grade	88%	13%	0%	0%	0%	24
Fifth grade	60%	40%	0%	0%	0%	20
Sixth grade	49%	41%	5%	3%	3%	39
Seventh grade	65%	19%	11%	3%	3%	37
Eighth grade	67%	24%	7%	2%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	70%	17%	11%	2%	0%	54
Third to Fifth grade	71%	23%	5%	0%	2%	66
Sixth to Eighth grade	60%	28%	8%	3%	2%	118
Years lived in North Hampton						
5 years or less	73%	19%	4%	1%	3%	70
6 to 10 years	59%	27%	13%	1%	0%	75
11 to 20 years	65%	25%	7%	1%	1%	68
More than 20 years	68%	28%	0%	4%	0%	25

Q6b: "The school engages parents or guardians as partners in each student's education."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	72%	19%	6%	2%	1%	238
Sex						
Male	75%	16%	5%	2%	2%	55
Female	71%	20%	7%	2%	1%	183
Children at NHS						
One	67%	23%	7%	2%	1%	121
Two	78%	13%	6%	2%	1%	87
Three or more	73%	20%	7%	0%	0%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	65%	13%	9%	9%	4%	23
Second grade	75%	25%	0%	0%	0%	20
Third grade	82%	14%	0%	5%	0%	22
Fourth grade	88%	13%	0%	0%	0%	24
Fifth grade	65%	30%	5%	0%	0%	20
Sixth grade	54%	36%	8%	3%	0%	39
Seventh grade	68%	16%	11%	3%	3%	37
Eighth grade	79%	10%	12%	0%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	74%	17%	4%	4%	2%	54
Third to Fifth grade	79%	18%	2%	2%	0%	66
Sixth to Eighth grade	67%	20%	10%	2%	1%	118
Years lived in North Hampton						
5 years or less	76%	19%	1%	3%	1%	70
6 to 10 years	65%	21%	9%	3%	1%	75
11 to 20 years	74%	18%	7%	1%	0%	68
More than 20 years	76%	16%	8%	0%	0%	25

Q6c: "The school has a positive, respectful and supportive learning environment."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Number Responded
North Hampton Parents	83%	14%	2%	1%	238
Sex					
Male	87%	13%	0%	0%	55
Female	81%	15%	3%	1%	183
Children at NHS					
One	83%	12%	3%	2%	121
Two	80%	20%	0%	0%	87
Three or more	87%	10%	3%	0%	30
Grade oldest child is in					
Kindergarten	100%	0%	0%	0%	11
First grade	83%	13%	4%	0%	23
Second grade	95%	5%	0%	0%	20
Third grade	77%	18%	0%	5%	22
Fourth grade	92%	8%	0%	0%	24
Fifth grade	85%	15%	0%	0%	20
Sixth grade	82%	13%	5%	0%	39
Seventh grade	76%	19%	3%	3%	37
Eighth grade	76%	21%	2%	0%	42
Grade range of oldest child					
Kindergarten to Second grade	91%	7%	2%	0%	54
Third to Fifth grade	85%	14%	0%	2%	66
Sixth to Eighth grade	78%	18%	3%	1%	118
Years lived in North Hampton					
5 years or less	86%	14%	0%	0%	70
6 to 10 years	85%	12%	0%	3%	75
11 to 20 years	79%	16%	4%	0%	68
More than 20 years	76%	16%	8%	0%	25

Q6d: "Services that support the emotional and physical well-being of my child such as ... the nurse, psychologist, and guidance counselors ... are available and responsive to my child's needs."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	78%	14%	2%	1%	6%	235
Sex						
Male	73%	13%	4%	0%	10%	52
Female	80%	14%	1%	1%	4%	183
Children at NHS						
One	74%	17%	2%	1%	6%	121
Two	85%	7%	1%	1%	6%	84
Three or more	77%	20%	0%	0%	3%	30
Grade oldest child is in						
Kindergarten	80%	0%	0%	0%	20%	10
First grade	70%	17%	0%	4%	9%	23
Second grade	90%	0%	0%	0%	10%	20
Third grade	73%	14%	5%	0%	9%	22
Fourth grade	96%	4%	0%	0%	0%	23
Fifth grade	85%	10%	0%	0%	5%	20
Sixth grade	69%	28%	0%	0%	3%	39
Seventh grade	76%	14%	5%	3%	3%	37
Eighth grade	78%	15%	2%	0%	5%	41
Grade range of oldest child						
Kindergarten to Second grade	79%	8%	0%	2%	11%	53
Third to Fifth grade	85%	9%	2%	0%	5%	65
Sixth to Eighth grade	74%	19%	3%	1%	3%	117
Years lived in North Hampton						
5 years or less	79%	9%	1%	0%	10%	68
6 to 10 years	77%	18%	0%	0%	5%	74
11 to 20 years	82%	12%	4%	1%	0%	68
More than 20 years	68%	20%	0%	4%	8%	25

Q6e: "My child looks forward to coming to school."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Number Responded
North Hampton Parents	73%	21%	4%	2%	238
Sex					
Male	73%	22%	4%	2%	55
Female	73%	21%	4%	2%	183
Children at NHS					
One	70%	21%	6%	2%	121
Two	70%	26%	1%	2%	87
Three or more	93%	3%	3%	0%	30
Grade oldest child is in					
Kindergarten	100%	0%	0%	0%	11
First grade	74%	22%	4%	0%	23
Second grade	70%	15%	10%	5%	20
Third grade	64%	27%	5%	5%	22
Fourth grade	83%	17%	0%	0%	24
Fifth grade	75%	15%	10%	0%	20
Sixth grade	79%	13%	5%	3%	39
Seventh grade	65%	32%	0%	3%	37
Eighth grade	67%	29%	2%	2%	42
Grade range of oldest child					
Kindergarten to Second grade	78%	15%	6%	2%	54
Third to Fifth grade	74%	20%	5%	2%	66
Sixth to Eighth grade	70%	25%	3%	3%	118
Years lived in North Hampton					
5 years or less	80%	19%	0%	1%	70
6 to 10 years	71%	24%	4%	1%	75
11 to 20 years	66%	21%	9%	4%	68
More than 20 years	80%	20%	0%	0%	25

Q6f: "I am comfortable communicating with my child's teachers."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Number Responded
North Hampton Parents	86%	11%	2%	2%	238
Sex					
Male	87%	7%	5%	0%	55
Female	85%	11%	1%	3%	183
Children at NHS					
One	82%	12%	2%	4%	121
Two	89%	10%	1%	0%	87
Three or more	93%	7%	0%	0%	30
Grade oldest child is in					
Kindergarten	91%	0%	0%	9%	11
First grade	78%	13%	4%	4%	23
Second grade	90%	5%	5%	0%	20
Third grade	77%	18%	0%	5%	22
Fourth grade	100%	0%	0%	0%	24
Fifth grade	95%	5%	0%	0%	20
Sixth grade	77%	21%	0%	3%	39
Seventh grade	86%	8%	3%	3%	37
Eighth grade	86%	12%	2%	0%	42
Grade range of oldest child					
Kindergarten to Second grade	85%	7%	4%	4%	54
Third to Fifth grade	91%	8%	0%	2%	66
Sixth to Eighth grade	83%	14%	2%	2%	118
Years lived in North Hampton					
5 years or less	90%	7%	0%	3%	70
6 to 10 years	85%	12%	1%	1%	75
11 to 20 years	85%	9%	4%	1%	68
More than 20 years	76%	20%	0%	4%	25

Q6g: "When I communicate with my child's teacher, it is helpful and informative."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Number When Responded
North Hampton Parents	80%	15%	3%	2%	238
Sex					
Male	82%	18%	0%	0%	55
Female	80%	14%	4%	2%	183
Children at NHS					
One	78%	15%	4%	3%	121
Two	83%	15%	2%	0%	87
Three or more	83%	17%	0%	0%	30
Grade oldest child is in					
Kindergarten	100%	0%	0%	0%	11
First grade	78%	9%	9%	4%	23
Second grade	90%	10%	0%	0%	20
Third grade	77%	18%	0%	5%	22
Fourth grade	96%	4%	0%	0%	24
Fifth grade	90%	10%	0%	0%	20
Sixth grade	77%	15%	5%	3%	39
Seventh grade	76%	14%	8%	3%	37
Eighth grade	67%	33%	0%	0%	42
Grade range of oldest child					
Kindergarten to Second grade	87%	7%	4%	2%	54
Third to Fifth grade	88%	11%	0%	2%	66
Sixth to Eighth grade	73%	21%	4%	2%	118
Years lived in North Hampton					
5 years or less	89%	9%	1%	1%	70
6 to 10 years	79%	16%	4%	1%	75
11 to 20 years	76%	18%	4%	1%	68
More than 20 years	72%	24%	0%	4%	25

Q6h: "I am comfortable communicating with the school administration, that is ... the principal, the curriculum coordinator and the director of pupil services."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	57%	25%	6%	5%	7%	231
Sex						
Male	72%	13%	2%	2%	11%	54
Female	53%	29%	7%	6%	6%	177
Children at NHS						
One	56%	25%	4%	6%	9%	117
Two	60%	25%	7%	4%	5%	85
Three or more	55%	28%	7%	3%	7%	29
Grade oldest child is in						
Kindergarten	60%	20%	0%	10%	10%	10
First grade	50%	23%	5%	5%	18%	22
Second grade	65%	15%	5%	0%	15%	20
Third grade	50%	23%	18%	0%	9%	22
Fourth grade	75%	17%	8%	0%	0%	24
Fifth grade	37%	53%	5%	0%	5%	19
Sixth grade	57%	19%	11%	8%	5%	37
Seventh grade	51%	32%	0%	14%	3%	37
Eighth grade	65%	25%	0%	3%	8%	40
Grade range of oldest child						
Kindergarten to Second grade	58%	19%	4%	4%	15%	52
Third to Fifth grade	55%	29%	11%	0%	5%	65
Sixth to Eighth grade	58%	25%	4%	8%	5%	114
Years lived in North Hampton						
5 years or less	53%	16%	12%	4%	15%	68
6 to 10 years	59%	25%	7%	4%	5%	73
11 to 20 years	59%	30%	0%	6%	5%	66
More than 20 years	58%	38%	0%	4%	0%	24

Q6i: "When I communicate with school administration, it is helpful and informative."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Do Not Communicate With	Don't Know	Number Responded
North Hampton Parents	53%	24%	5%	6%	8%	5%	236
Sex							
Male	64%	16%	5%	0%	7%	7%	55
Female	50%	27%	4%	7%	8%	4%	181
Children at NHS							
One	51%	25%	3%	7%	9%	5%	119
Two	54%	25%	5%	5%	8%	3%	87
Three or more	57%	17%	13%	3%	3%	7%	30
Grade oldest child is in							
Kindergarten	55%	9%	0%	9%	27%	0%	11
First grade	43%	22%	0%	0%	26%	9%	23
Second grade	50%	30%	0%	0%	5%	15%	20
Third grade	50%	18%	14%	5%	9%	5%	22
Fourth grade	79%	8%	4%	4%	4%	0%	24
Fifth grade	55%	30%	10%	0%	0%	5%	20
Sixth grade	41%	30%	5%	14%	5%	5%	37
Seventh grade	49%	32%	3%	14%	0%	3%	37
Eighth grade	60%	24%	5%	0%	10%	2%	42
Grade range of oldest child							
Kindergarten to Second grade	48%	22%	0%	2%	19%	9%	54
Third to Fifth grade	62%	18%	9%	3%	5%	3%	66
Sixth to Eighth grade	50%	28%	4%	9%	5%	3%	116
Years lived in North Hampton							
5 years or less	54%	13%	6%	4%	16%	7%	69
6 to 10 years	54%	22%	8%	8%	4%	4%	74
11 to 20 years	51%	35%	0%	6%	3%	4%	68
More than 20 years	52%	32%	4%	0%	12%	0%	25

Q6j: "The office staff is welcoming."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Number Responded
North Hampton Parents	61%	27%	6%	7%	238
The Sex					
Male	73%	22%	2%	4%	55
Female	57%	28%	7%	8%	183
Children at NHS					
One	61%	27%	3%	8%	121
Two	62%	23%	8%	7%	87
Three or more	53%	37%	10%	0%	30
Grade oldest child is in					
Kindergarten	82%	9%	0%	9%	11
First grade	39%	43%	4%	13%	23
Second grade	65%	15%	15%	5%	20
Third grade	55%	36%	5%	5%	22
Fourth grade	67%	21%	4%	8%	24
Fifth grade	65%	25%	5%	5%	20
Sixth grade	69%	21%	3%	8%	39
Seventh grade	62%	24%	3%	11%	37
Eighth grade	52%	36%	12%	0%	42
Grade range of oldest child					
Kindergarten to Second grade	57%	26%	7%	9%	54
Third to Fifth grade	62%	27%	5%	6%	66
Sixth to Eighth grade	61%	27%	6%	6%	118
Years lived in North Hampton					
5 years or less	57%	27%	4%	11%	70
6 to 10 years	60%	31%	3%	7%	75
11 to 20 years	60%	26%	9%	4%	68
More than 20 years	72%	16%	12%	0%	25

Q6k: "The office staff is helpful and informative."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Number Responded
North Hampton Parents	69%	21%	7%	3%	236
Sex					
Male	76%	20%	4%	0%	55
Female	67%	22%	8%	3%	181
Children at NHS					
One	68%	22%	6%	4%	119
Two	72%	20%	7%	1%	87
Three or more	67%	23%	10%	0%	30
Grade oldest child is in					
Kindergarten	91%	0%	9%	0%	11
First grade	48%	35%	9%	9%	23
Second grade	80%	5%	10%	5%	20
Third grade	64%	27%	9%	0%	22
Fourth grade	87%	4%	4%	4%	23
Fifth grade	75%	25%	0%	0%	20
Sixth grade	74%	18%	5%	3%	38
Seventh grade	70%	19%	8%	3%	37
Eighth grade	57%	36%	7%	0%	42
Grade range of oldest child					
Kindergarten to Second grade	69%	17%	9%	6%	54
Third to Fifth grade	75%	18%	5%	2%	65
Sixth to Eighth grade	67%	25%	7%	2%	117
Years lived in North Hampton					
5 years or less	72%	16%	6%	6%	69
6 to 10 years	64%	27%	8%	1%	74
11 to 20 years	72%	19%	7%	1%	68
More than 20 years	72%	24%	4%	0%	25

Q7: "How often do you participate in the North Hampton School organization "People Active in Learning", or PAL, would you say you participate?"

	Regularly	Occasionally	Not At All	Don't Know	Number Responded
North Hampton Parents	15%	38%	47%	0%	238
Sex					
Male	9%	31%	58%	2%	55
Female	17%	40%	43%	0%	183
Children at NHS					
One	9%	37%	54%	0%	121
Two	17%	40%	41%	1%	87
Three or more	33%	33%	33%	0%	30
Grade oldest child is in					
Kindergarten	9%	27%	64%	0%	11
First grade	0%	39%	61%	0%	23
Second grade	15%	20%	65%	0%	20
Third grade	9%	41%	50%	0%	22
Fourth grade	38%	25%	38%	0%	24
Fifth grade	20%	45%	35%	0%	20
Sixth grade	15%	41%	44%	0%	39
Seventh grade	19%	43%	35%	3%	37
Eighth grade	10%	43%	48%	0%	42
Grade range of oldest child					
Kindergarten to Second grade	7%	30%	63%	0%	54
Third to Fifth grade	23%	36%	41%	0%	66
Sixth to Eighth grade	14%	42%	42%	1%	118
Years lived in North Hampton					
5 years or less	21%	30%	47%	1%	70
6 to 10 years	11%	39%	51%	0%	75
11 to 20 years	18%	40%	43%	0%	68
More than 20 years	4%	52%	44%	0%	25

Q9: "Currently NHS uses multiple methods to inform parents about curriculum...such as ... curriculum nights ... curriculum sections on the website ... Unified Arts brochures ... classroom newsletters and blogs ... and special events like PE nights, Math nights, and concerts. How informative do you find these methods of communication?"

	Very Informative	Somewhat Informative	Not Very Informative	Not At All Informative	Don't Know	Number Responded
North Hampton Parents	70%	26%	3%	0%	1%	238
Sex						
Male	75%	22%	2%	0%	2%	55
Female	68%	27%	3%	1%	1%	183
Children at NHS						
One	69%	24%	5%	0%	2%	121
Two	70%	30%	0%	0%	0%	87
Three or more	73%	20%	3%	3%	0%	30
Grade oldest child is in						
Kindergarten	82%	18%	0%	0%	0%	11
First grade	48%	43%	4%	0%	4%	23
Second grade	80%	20%	0%	0%	0%	20
Third grade	73%	18%	9%	0%	0%	22
Fourth grade	79%	17%	0%	0%	4%	24
Fifth grade	55%	40%	0%	0%	5%	20
Sixth grade	67%	28%	3%	3%	0%	39
Seventh grade	70%	27%	3%	0%	0%	37
Eighth grade	76%	19%	5%	0%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	67%	30%	2%	0%	2%	54
Third to Fifth grade	70%	24%	3%	0%	3%	66
Sixth to Eighth grade	71%	25%	3%	1%	0%	118
Years lived in North Hampton						
5 years or less	63%	33%	0%	1%	3%	70
6 to 10 years	64%	28%	7%	0%	1%	75
11 to 20 years	79%	19%	1%	0%	0%	68
More than 20 years	80%	16%	4%	0%	0%	25

Q9a: "Do you have any suggestions of other methods for informing you about the curriculum?"

	Yes	No	Number Responded
North Hampton Parents	23%	77%	238
Sex			
Male	20%	80%	55
Female	23%	77%	183
Children at NHS			
One	22%	78%	121
Two	23%	77%	87
Three or more	23%	77%	30
Grade oldest child is in			
Kindergarten	18%	82%	11
First grade	22%	78%	23
Second grade	25%	75%	20
Third grade	27%	73%	22
Fourth grade	17%	83%	24
Fifth grade	25%	75%	20
Sixth grade	28%	72%	39
Seventh grade	16%	84%	37
Eighth grade	24%	76%	42
Grade range of oldest child			
Kindergarten to Second grade	22%	78%	54
Third to Fifth grade	23%	77%	66
Sixth to Eighth grade	23%	77%	118
Years lived in North Hampton			
5 years or less	26%	74%	70
6 to 10 years	24%	76%	75
11 to 20 years	21%	79%	68
More than 20 years	16%	84%	25

Q10a: "I understand the academic and behavioral expectations for my child."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	72%	21%	3%	3%	2%	238
Sex						
Male	78%	13%	4%	4%	2%	55
Female	70%	23%	3%	2%	2%	183
Children at NHS						
One	76%	17%	2%	4%	2%	121
Two	69%	23%	5%	1%	2%	87
Three or more	67%	30%	3%	0%	0%	30
Grade oldest child is in						
Kindergarten	100%	0%	0%	0%	0%	11
First grade	65%	26%	0%	4%	4%	23
Second grade	80%	15%	0%	0%	5%	20
Third grade	64%	23%	14%	0%	0%	22
Fourth grade	83%	17%	0%	0%	0%	24
Fifth grade	75%	15%	5%	5%	0%	20
Sixth grade	67%	23%	3%	5%	3%	39
Seventh grade	65%	30%	3%	3%	0%	37
Eighth grade	74%	19%	2%	2%	2%	42
Grade range of oldest child						
Kindergarten to Second grade	78%	17%	0%	2%	4%	54
Third to Fifth grade	74%	18%	6%	2%	0%	66
Sixth to Eighth grade	69%	24%	3%	3%	2%	118
Years lived in North Hampton						
5 years or less	71%	23%	1%	3%	1%	70
6 to 10 years	64%	28%	4%	3%	1%	75
11 to 20 years	82%	12%	3%	3%	0%	68
More than 20 years	72%	16%	4%	0%	8%	25

Q10b: "NHS supports my child's academic interests and needs."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	69%	24%	5%	2%	0%	237
Sex						
Male	75%	20%	5%	0%	0%	55
Female	67%	25%	5%	2%	1%	182
Children at NHS						
One	67%	24%	7%	2%	1%	120
Two	69%	25%	3%	2%	0%	87
Three or more	77%	20%	3%	0%	0%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	74%	17%	4%	4%	0%	23
Second grade	75%	15%	5%	0%	5%	20
Third grade	55%	36%	5%	5%	0%	22
Fourth grade	92%	8%	0%	0%	0%	24
Fifth grade	60%	35%	5%	0%	0%	20
Sixth grade	64%	31%	5%	0%	0%	39
Seventh grade	53%	36%	6%	6%	0%	36
Eighth grade	74%	17%	10%	0%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	78%	15%	4%	2%	2%	54
Third to Fifth grade	70%	26%	3%	2%	0%	66
Sixth to Eighth grade	64%	27%	7%	2%	0%	117
Years lived in North Hampton						
5 years or less	70%	24%	4%	0%	1%	70
6 to 10 years	71%	17%	9%	3%	0%	75
11 to 20 years	63%	33%	3%	1%	0%	67
More than 20 years	76%	20%	0%	4%	0%	25

Q10c: "The classroom learning activities appropriately challenge my child."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	64%	26%	7%	3%	0%	237
Sex						
Male	67%	20%	11%	2%	0%	55
Female	63%	27%	6%	3%	1%	182
Children at NHS						
One	62%	24%	10%	3%	1%	120
Two	68%	24%	6%	2%	0%	87
Three or more	63%	37%	0%	0%	0%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	61%	26%	9%	4%	0%	23
Second grade	90%	5%	5%	0%	0%	20
Third grade	64%	27%	5%	5%	0%	22
Fourth grade	79%	13%	4%	0%	4%	24
Fifth grade	70%	25%	0%	5%	0%	20
Sixth grade	51%	36%	13%	0%	0%	39
Seventh grade	44%	42%	6%	8%	0%	36
Eighth grade	64%	24%	12%	0%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	78%	15%	6%	2%	0%	54
Third to Fifth grade	71%	21%	3%	3%	2%	66
Sixth to Eighth grade	54%	33%	10%	3%	0%	117
Years lived in North Hampton						
5 years or less	67%	26%	1%	6%	0%	70
6 to 10 years	64%	20%	13%	1%	1%	75
11 to 20 years	57%	37%	4%	1%	0%	67
More than 20 years	76%	12%	12%	0%	0%	25

Q10d: "The classroom learning activities help my child to feel successful."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	68%	27%	3%	2%	0%	237
Sex						
Male	67%	27%	4%	2%	0%	55
Female	68%	27%	2%	2%	1%	182
Children at NHS						
One	67%	25%	5%	3%	0%	120
Two	66%	33%	0%	1%	0%	87
Three or more	80%	17%	0%	0%	3%	30
Grade oldest child is in						
Kindergarten	100%	0%	0%	0%	0%	11
First grade	61%	26%	13%	0%	0%	23
Second grade	80%	20%	0%	0%	0%	20
Third grade	59%	41%	0%	0%	0%	22
Fourth grade	83%	17%	0%	0%	0%	24
Fifth grade	70%	25%	0%	5%	0%	20
Sixth grade	54%	38%	0%	5%	3%	39
Seventh grade	67%	28%	0%	6%	0%	36
Eighth grade	67%	26%	7%	0%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	76%	19%	6%	0%	0%	54
Third to Fifth grade	71%	27%	0%	2%	0%	66
Sixth to Eighth grade	62%	31%	3%	3%	1%	117
Years lived in North Hampton						
5 years or less	71%	26%	0%	3%	0%	70
6 to 10 years	69%	27%	3%	1%	0%	75
11 to 20 years	63%	31%	1%	3%	1%	67
More than 20 years	68%	20%	12%	0%	0%	25

Q10e: "My child is learning the study skills and organizational habits to support his/her academic success."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	58%	27%	8%	5%	2%	235
Sex						
Male	69%	25%	4%	0%	2%	55
Female	55%	28%	9%	7%	2%	180
Children at NHS						
One	55%	27%	9%	7%	2%	118
Two	61%	28%	7%	5%	0%	87
Three or more	63%	27%	3%	0%	7%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	68%	18%	5%	9%	0%	22
Second grade	65%	20%	5%	0%	10%	20
Third grade	50%	32%	18%	0%	0%	22
Fourth grade	83%	17%	0%	0%	0%	24
Fifth grade	55%	30%	10%	5%	0%	20
Sixth grade	51%	33%	8%	8%	0%	39
Seventh grade	49%	26%	9%	11%	6%	35
Eighth grade	48%	38%	10%	5%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	72%	17%	4%	4%	4%	53
Third to Fifth grade	64%	26%	9%	2%	0%	66
Sixth to Eighth grade	49%	33%	9%	8%	2%	116
Years lived in North Hampton						
5 years or less	61%	29%	3%	3%	4%	70
6 to 10 years	59%	22%	11%	7%	1%	74
11 to 20 years	50%	35%	9%	6%	0%	66
More than 20 years	68%	20%	8%	4%	0%	25

Q10f: "Educational Technology and Library/Media are used effectively to enhance my child's learning."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	73%	20%	1%	0%	6%	236
Sex						
Male	73%	16%	2%	0%	9%	55
Female	73%	21%	1%	1%	4%	181
Children at NHS						
One	70%	22%	1%	0%	8%	119
Two	79%	15%	1%	1%	3%	87
Three or more	70%	27%	0%	0%	3%	30
Grade oldest child is in						
Kindergarten	64%	9%	0%	0%	27%	11
First grade	77%	18%	0%	0%	5%	22
Second grade	85%	5%	0%	0%	10%	20
Third grade	82%	9%	5%	0%	5%	22
Fourth grade	83%	8%	0%	4%	4%	24
Fifth grade	70%	30%	0%	0%	0%	20
Sixth grade	67%	28%	0%	0%	5%	39
Seventh grade	78%	22%	0%	0%	0%	36
Eighth grade	62%	29%	2%	0%	7%	42
Grade range of oldest child						
Kindergarten to Second grade	77%	11%	0%	0%	11%	53
Third to Fifth grade	79%	15%	2%	2%	3%	66
Sixth to Eighth grade	68%	26%	1%	0%	4%	117
Years lived in North Hampton						
5 years or less	77%	16%	1%	0%	6%	70
6 to 10 years	69%	22%	0%	1%	8%	74
11 to 20 years	78%	19%	0%	0%	3%	67
More than 20 years	64%	28%	4%	0%	4%	25

Q10g: "I value the opportunities my child has to assess his or her own learning."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	75%	15%	4%	2%	4%	235
Sex						
Male	75%	15%	7%	0%	4%	55
Female	76%	15%	3%	2%	4%	180
Children at NHS						
One	75%	14%	3%	3%	4%	118
Two	76%	15%	7%	0%	2%	87
Three or more	73%	17%	3%	0%	7%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	64%	18%	5%	0%	14%	22
Second grade	90%	10%	0%	0%	0%	20
Third grade	77%	5%	18%	0%	0%	22
Fourth grade	88%	8%	4%	0%	0%	24
Fifth grade	85%	15%	0%	0%	0%	20
Sixth grade	74%	18%	0%	3%	5%	38
Seventh grade	61%	25%	6%	8%	0%	36
Eighth grade	71%	14%	5%	0%	10%	42
Grade range of oldest child						
Kindergarten to Second grade	79%	13%	2%	0%	6%	53
Third to Fifth grade	83%	9%	8%	0%	0%	66
Sixth to Eighth grade	69%	19%	3%	3%	5%	116
Years lived in North Hampton						
5 years or less	69%	23%	4%	0%	4%	70
6 to 10 years	77%	12%	5%	1%	4%	74
11 to 20 years	76%	12%	3%	5%	5%	66
More than 20 years	88%	8%	4%	0%	0%	25

Q10h: "I value the opportunities my child has to demonstrate his or her learning."

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Number Responded
North Hampton Parents	78%	17%	2%	1%	1%	237
Sex						
Male	80%	20%	0%	0%	0%	55
Female	78%	16%	3%	2%	2%	182
Children at NHS						
One	79%	14%	3%	3%	2%	120
Two	78%	20%	1%	0%	1%	87
Three or more	77%	20%	3%	0%	0%	30
Grade oldest child is in						
Kindergarten	91%	9%	0%	0%	0%	11
First grade	70%	17%	4%	0%	9%	23
Second grade	100%	0%	0%	0%	0%	20
Third grade	82%	9%	5%	5%	0%	22
Fourth grade	96%	4%	0%	0%	0%	24
Fifth grade	85%	15%	0%	0%	0%	20
Sixth grade	72%	23%	0%	3%	3%	39
Seventh grade	67%	22%	8%	3%	0%	36
Eighth grade	71%	29%	0%	0%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	85%	9%	2%	0%	4%	54
Third to Fifth grade	88%	9%	2%	2%	0%	66
Sixth to Eighth grade	70%	25%	3%	2%	1%	117
Years lived in North Hampton						
5 years or less	80%	17%	1%	0%	1%	70
6 to 10 years	72%	21%	3%	1%	3%	75
11 to 20 years	82%	13%	1%	3%	0%	67
More than 20 years	84%	12%	4%	0%	0%	25

Q11a: "For each of the following assessment methods used at NHS please indicate how helpful these methods are in your understanding of your child's progress ... Teacher-led Conferences"

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	Don't Know	Number Responded
North Hampton Parents	74%	21%	3%	2%	0%	237
Sex						
Male	73%	22%	4%	2%	0%	55
Female	75%	20%	2%	2%	1%	182
Children at NHS						
One	68%	23%	5%	3%	1%	120
Two	75%	23%	0%	2%	0%	87
Three or more	97%	3%	0%	0%	0%	30
Grade oldest child is in						
Kindergarten	82%	18%	0%	0%	0%	11
First grade	78%	17%	4%	0%	0%	23
Second grade	80%	15%	0%	0%	5%	20
Third grade	77%	18%	0%	5%	0%	22
Fourth grade	96%	4%	0%	0%	0%	24
Fifth grade	65%	30%	5%	0%	0%	20
Sixth grade	74%	21%	3%	3%	0%	39
Seventh grade	61%	28%	6%	6%	0%	36
Eighth grade	69%	26%	2%	2%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	80%	17%	2%	0%	2%	54
Third to Fifth grade	80%	17%	2%	2%	0%	66
Sixth to Eighth grade	68%	25%	3%	3%	0%	117
Years lived in North Hampton						
5 years or less	84%	11%	3%	0%	1%	70
6 to 10 years	69%	25%	1%	4%	0%	75
11 to 20 years	72%	22%	3%	3%	0%	67
More than 20 years	68%	28%	4%	0%	0%	25

Q11b: "For each of the following assessment methods used at NHS please indicate how helpful these methods are in your understanding of your child's progress ... Student-led conferences"

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	Don't Know	Number Responded
North Hampton Parents	40%	36%	10%	6%	8%	232
Sex						
Male	43%	45%	8%	2%	2%	53
Female	39%	33%	11%	7%	9%	179
Children at NHS						
One	36%	34%	12%	6%	12%	116
Two	43%	37%	8%	8%	3%	86
Three or more	47%	40%	10%	0%	3%	30
Grade oldest child is in						
Kindergarten	30%	10%	0%	0%	60%	10
First grade	16%	21%	5%	5%	53%	19
Second grade	55%	30%	10%	0%	5%	20
Third grade	32%	50%	14%	0%	5%	22
Fourth grade	75%	13%	8%	4%	0%	24
Fifth grade	50%	40%	5%	5%	0%	20
Sixth grade	41%	38%	15%	5%	0%	39
Seventh grade	31%	44%	8%	17%	0%	36
Eighth grade	33%	45%	14%	7%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	35%	22%	6%	2%	35%	49
Third to Fifth grade	53%	33%	9%	3%	2%	66
Sixth to Eighth grade	35%	43%	13%	9%	0%	117
Years lived in North Hampton						
5 years or less	31%	41%	7%	3%	18%	68
6 to 10 years	37%	38%	11%	7%	7%	73
11 to 20 years	52%	26%	12%	11%	0%	66
More than 20 years	44%	40%	12%	0%	4%	25

Q11c: "For each of the following assessment methods used at NHS please indicate how helpful these methods are in your understanding of your child's progress ... Report cards"

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	Don't Know	Number Responded
North Hampton Parents	48%	37%	9%	6%	0%	237
Sex						
Male	49%	42%	4%	5%	0%	55
Female	48%	35%	10%	6%	1%	182
Children at NHS						
One	45%	39%	8%	8%	1%	120
Two	49%	33%	11%	6%	0%	87
Three or more	57%	37%	7%	0%	0%	30
Grade oldest child is in						
Kindergarten	64%	18%	9%	9%	0%	11
First grade	35%	43%	13%	9%	0%	23
Second grade	55%	30%	10%	0%	5%	20
Third grade	36%	36%	18%	9%	0%	22
Fourth grade	50%	38%	8%	4%	0%	24
Fifth grade	60%	30%	5%	5%	0%	20
Sixth grade	49%	44%	5%	3%	0%	39
Seventh grade	33%	44%	8%	14%	0%	36
Eighth grade	60%	31%	7%	2%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	48%	33%	11%	6%	2%	54
Third to Fifth grade	48%	35%	11%	6%	0%	66
Sixth to Eighth grade	48%	39%	7%	6%	0%	117
Years lived in North Hampton						
5 years or less	51%	27%	13%	7%	1%	70
6 to 10 years	41%	39%	12%	8%	0%	75
11 to 20 years	49%	45%	3%	3%	0%	67
More than 20 years	56%	36%	4%	4%	0%	25

Q11d: "For each of the following assessment methods used at NHS please indicate how helpful these methods are in your understanding of your child's progress ... Portfolios"

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	Don't Know	Number Responded
North Hampton Parents	59%	25%	5%	2%	9%	235
Sex						
Male	56%	39%	4%	0%	2%	54
Female	60%	21%	6%	3%	11%	181
Children at NHS						
One	55%	25%	5%	4%	10%	118
Two	57%	26%	7%	0%	9%	87
Three or more	77%	20%	0%	0%	3%	30
Grade oldest child is in						
Kindergarten	55%	9%	0%	0%	36%	11
First grade	50%	18%	0%	5%	27%	22
Second grade	58%	26%	5%	0%	11%	19
Third grade	55%	32%	9%	5%	0%	22
Fourth grade	75%	8%	0%	0%	17%	24
Fifth grade	80%	10%	10%	0%	0%	20
Sixth grade	54%	33%	5%	0%	8%	39
Seventh grade	53%	33%	3%	8%	3%	36
Eighth grade	57%	31%	10%	0%	2%	42
Grade range of oldest child						
Kindergarten to Second grade	54%	19%	2%	2%	23%	52
Third to Fifth grade	70%	17%	6%	2%	6%	66
Sixth to Eighth grade	55%	32%	6%	3%	4%	117
Years lived in North Hampton						
5 years or less	63%	14%	3%	1%	19%	70
6 to 10 years	52%	27%	9%	3%	9%	75
11 to 20 years	62%	32%	2%	3%	2%	66
More than 20 years	58%	33%	8%	0%	0%	24

Q11e: Now I would like to ask you how much your child benefits overall from student-led conferences?"

	A Lot	Somewhat	A Little	Not At All	Don't Know	Number Responded
North Hampton Parents	45%	33%	9%	6%	7%	229
Sex						
Male	46%	42%	8%	4%	0%	52
Female	44%	30%	10%	7%	10%	177
Children at NHS						
One	43%	27%	11%	9%	11%	114
Two	46%	36%	11%	2%	5%	85
Three or more	47%	43%	0%	7%	3%	30
Grade oldest child is in						
Kindergarten	25%	13%	0%	0%	63%	8
First grade	22%	17%	6%	6%	50%	18
Second grade	60%	30%	5%	5%	0%	20
Third grade	50%	23%	18%	5%	5%	22
Fourth grade	63%	33%	4%	0%	0%	24
Fifth grade	65%	20%	0%	15%	0%	20
Sixth grade	41%	44%	13%	3%	0%	39
Seventh grade	33%	42%	6%	14%	6%	36
Eighth grade	40%	38%	17%	5%	0%	42
Grade range of oldest child						
Kindergarten to Second grade	39%	22%	4%	4%	30%	46
Third to Fifth grade	59%	26%	8%	6%	2%	66
Sixth to Eighth grade	38%	41%	12%	7%	2%	117
Years lived in North Hampton						
5 years or less	41%	36%	5%	5%	14%	66
6 to 10 years	36%	38%	15%	4%	7%	72
11 to 20 years	53%	29%	8%	8%	3%	66
More than 20 years	56%	20%	8%	12%	4%	25

Q12: "Do you feel that there are enough extracurricular opportunities available to your child at NHS?"

	Yes	No	Don't Know	Number Responded
North Hampton Parents	79%	18%	3%	234
Sex				
Male	85%	13%	2%	54
Female	78%	19%	3%	180
Children at NHS				
One	84%	12%	4%	119
Two	73%	24%	2%	86
Three or more	79%	21%	0%	29
Grade oldest child is in				
Kindergarten	56%	22%	22%	9
First grade	78%	17%	4%	23
Second grade	80%	15%	5%	20
Third grade	62%	29%	10%	21
Fourth grade	88%	13%	0%	24
Fifth grade	75%	25%	0%	20
Sixth grade	82%	15%	3%	39
Seventh grade	83%	17%	0%	36
Eighth grade	86%	14%	0%	42
Grade range of oldest child				
Kindergarten to Second grade	75%	17%	8%	52
Third to Fifth grade	75%	22%	3%	65
Sixth to Eighth grade	84%	15%	1%	117
Years lived in North Hampton				
5 years or less	72%	24%	4%	68
6 to 10 years	82%	15%	3%	74
11 to 20 years	82%	18%	0%	67
More than 20 years	84%	8%	8%	25

Q13: "Are there any particular factors that prevent your child from participating in a desired extracurricular activity?" [Multiple responses possible, results may add up to more than 100%]

	Cost	Transportation	Scheduling	Other	Don't Know	Count
North Hampton Parents	10%	5%	27%	49%	13%	96
Sex						
Male	0%	14%	38%	38%	10%	21
Female	13%	3%	24%	52%	13%	75
Children at NHS						
One	8%	6%	30%	42%	16%	50
Two	11%	3%	27%	57%	11%	37
Three or more	22%	11%	11%	56%	0%	9
Grade oldest child is in						
Kindergarten	0%	0%	29%	71%	0%	7
First grade	0%	0%	33%	56%	11%	9
Second grade	11%	0%	22%	33%	33%	9
Third grade	29%	7%	29%	43%	14%	14
Fourth grade	14%	0%	29%	57%	14%	7
Fifth grade	0%	0%	50%	38%	13%	8
Sixth grade	20%	10%	0%	40%	30%	10
Seventh grade	11%	6%	28%	50%	6%	18
Eighth grade	0%	14%	29%	57%	0%	14
Grade range of oldest child						
Kindergarten to Second grade	4%	0%	28%	52%	16%	25
Third to Fifth grade	17%	3%	34%	45%	14%	29
Sixth to Eighth grade	10%	10%	21%	50%	10%	42
Years lived in North Hampton						
5 years or less	6%	6%	27%	64%	6%	33
6 to 10 years	15%	4%	33%	37%	11%	27
11 to 20 years	12%	8%	31%	42%	12%	26
More than 20 years	10%	0%	0%	50%	40%	10

Q14: "In the past two years, did any of your children transition into NHS from another school?"

	Yes	No	Count
North Hampton Parents	20%	80%	236
Sex			
Male	18%	82%	55
Female	21%	79%	181
Children at NHS			
One	19%	81%	120
Two	20%	80%	86
Three or more	27%	73%	30
Grade oldest child is in			
Kindergarten	10%	90%	10
First grade	43%	57%	23
Second grade	40%	60%	20
Third grade	27%	73%	22
Fourth grade	38%	63%	24
Fifth grade	20%	80%	20
Sixth grade	10%	90%	39
Seventh grade	8%	92%	36
Eighth grade	7%	93%	42
Grade range of oldest child			
Kindergarten to Second grade	36%	64%	53
Third to Fifth grade	29%	71%	66
Sixth to Eighth grade	9%	91%	117
Years lived in North Hampton			
5 years or less	43%	57%	70
6 to 10 years	18%	82%	74
11 to 20 years	7%	93%	67
More than 20 years	0%	100%	25

Q14a: "How effective was their transition?"

	Very Effective	Somewhat Effective	Not Very Effective	Not At All Effective	Number Responded
North Hampton Parents	67%	21%	6%	6%	48
Sex					
Male	60%	30%	0%	10%	10
Female	68%	18%	8%	5%	38
Children at NHS					
One	65%	17%	4%	13%	23
Two	65%	24%	12%	0%	17
Three or more	75%	25%	0%	0%	8
Grade oldest child is in					
Kindergarten	100%	0%	0%	0%	1
First grade	80%	10%	10%	0%	10
Second grade	75%	0%	13%	13%	8
Third grade	67%	33%	0%	0%	6
Fourth grade	67%	22%	11%	0%	9
Fifth grade	25%	50%	0%	25%	4
Sixth grade	75%	0%	0%	25%	4
Seventh grade	33%	67%	0%	0%	3
Eighth grade	67%	33%	0%	0%	3
Grade range of oldest child					
Kindergarten to Second grade	79%	5%	11%	5%	19
Third to Fifth grade	58%	32%	5%	5%	19
Sixth to Eighth grade	60%	30%	0%	10%	10
Years lived in North Hampton					
5 years or less	70%	17%	3%	10%	30
6 to 10 years	54%	38%	8%	0%	13
11 to 20 years	80%	0%	20%	0%	5

Q15: "How effective is the transition process from grade to grade at NHS?"

	Very Effective	Somewhat Effective	Not Very Effective	Not At All Effective	Don't Know	Number Responded
North Hampton Parents	60%	25%	5%	2%	9%	233
Sex						
Male	69%	20%	0%	2%	9%	54
Female	57%	27%	6%	2%	8%	179
Children at NHS						
One	53%	29%	4%	3%	11%	117
Two	66%	21%	6%	1%	6%	86
Three or more	67%	23%	3%	0%	7%	30
Grade oldest child is in						
Kindergarten	56%	0%	0%	0%	44%	9
First grade	33%	33%	10%	5%	19%	21
Second grade	55%	35%	0%	5%	5%	20
Third grade	59%	14%	14%	9%	5%	22
Fourth grade	75%	17%	0%	0%	8%	24
Fifth grade	65%	30%	0%	0%	5%	20
Sixth grade	56%	28%	5%	0%	10%	39
Seventh grade	67%	22%	11%	0%	0%	36
Eighth grade	62%	31%	0%	0%	7%	42
Grade range of oldest child						
Kindergarten to Second grade	46%	28%	4%	4%	18%	50
Third to Fifth grade	67%	20%	5%	3%	6%	66
Sixth to Eighth grade	62%	27%	5%	0%	6%	117
Years lived in North Hampton						
5 years or less	56%	22%	3%	0%	19%	68
6 to 10 years	66%	22%	7%	3%	3%	73
11 to 20 years	52%	37%	4%	1%	4%	67
More than 20 years	72%	12%	4%	4%	8%	25

Q16: "In the past two years, have any of your children transitioned from NHS to Winnacunnet High School?"

	Yes	No	Don't Know	Number Responded
North Hampton Parents	13%	86%	0%	236
Sex				
Male	7%	93%	0%	55
Female	15%	85%	1%	181
Children at NHS				
One	17%	83%	1%	120
Two	9%	91%	0%	86
Three or more	10%	90%	0%	30
Grade oldest child is in				
Kindergarten	10%	80%	10%	10
First grade	0%	100%	0%	23
Second grade	5%	95%	0%	20
Third grade	9%	91%	0%	22
Fourth grade	4%	96%	0%	24
Fifth grade	0%	100%	0%	20
Sixth grade	15%	85%	0%	39
Seventh grade	28%	72%	0%	36
Eighth grade	24%	76%	0%	42
Grade range of oldest child				
Kindergarten to Second grade	4%	94%	2%	53
Third to Fifth grade	5%	95%	0%	66
Sixth to Eighth grade	22%	78%	0%	117
Years lived in North Hampton				
5 years or less	6%	93%	1%	70
6 to 10 years	9%	91%	0%	74
11 to 20 years	25%	75%	0%	67
More than 20 years	12%	88%	0%	25

Q16a: "How effective was their transition?"

	Very Effective	Somewhat Effective	Not Very Effective	Not At All Effective	Number Responded
North Hampton Parents	48%	35%	10%	6%	31
Sex					
Male	75%	25%	0%	0%	4
Female	44%	37%	11%	7%	27
Children at NHS					
One	45%	35%	15%	5%	20
Two	50%	38%	0%	13%	8
Three or more	67%	33%	0%	0%	3
Grade oldest child is in					
Kindergarten	100%	0%	0%	0%	1
Second grade	0%	0%	0%	100%	1
Third grade	50%	50%	0%	0%	2
Fourth grade	100%	0%	0%	0%	1
Sixth grade	17%	67%	17%	0%	6
Seventh grade	50%	20%	20%	10%	10
Eighth grade	60%	40%	0%	0%	10
Grade range of oldest child					
Kindergarten to Second grade	50%	0%	0%	50%	2
Third to Fifth grade	67%	33%	0%	0%	3
Sixth to Eighth grade	46%	38%	12%	4%	26
Years lived in North Hampton					
5 years or less	100%	0%	0%	0%	4
6 to 10 years	43%	43%	0%	14%	7
11 to 20 years	47%	35%	12%	6%	17
More than 20 years	0%	67%	33%	0%	3

Q17: "In the past two years, have any of your children transitioned from NHS to another high school?"

	Yes	No	Don't Know	Number Responded
North Hampton Parents	8%	91%	0%	236
Sex				
Male	7%	93%	0%	55
Female	9%	91%	1%	181
Children at NHS				
One	13%	86%	1%	120
Two	5%	95%	0%	86
Three or more	0%	100%	0%	30
Grade oldest child is in				
Kindergarten	0%	90%	10%	10
First grade	0%	100%	0%	23
Second grade	10%	90%	0%	20
Third grade	5%	95%	0%	22
Fourth grade	4%	96%	0%	24
Fifth grade	0%	100%	0%	20
Sixth grade	15%	85%	0%	39
Seventh grade	14%	86%	0%	36
Eighth grade	12%	88%	0%	42
Grade range of oldest child				
Kindergarten to Second grade	4%	94%	2%	53
Third to Fifth grade	3%	97%	0%	66
Sixth to Eighth grade	14%	86%	0%	117
Years lived in North Hampton				
5 years or less	4%	94%	1%	70
6 to 10 years	15%	85%	0%	74
11 to 20 years	6%	94%	0%	67
More than 20 years	8%	92%	0%	25

Q17a: "How effective was their transition?"

	Very Effective	Somewhat Effective	Not Very Effective	Number Responded
North Hampton Parents	50%	30%	20%	20
Sex				
Male	75%	25%	0%	4
Female	44%	31%	25%	16
Children at NHS				
One	38%	38%	25%	16
Two	100%	0%	0%	4
Grade oldest child is in				
Second grade	100%	0%	0%	2
Third grade	100%	0%	0%	1
Fourth grade	100%	0%	0%	1
Sixth grade	67%	17%	17%	6
Seventh grade	20%	40%	40%	5
Eighth grade	20%	60%	20%	5
Grade range of oldest child				
Kindergarten to Second grade	100%	0%	0%	2
Third to Fifth grade	100%	0%	0%	2
Sixth to Eighth grade	38%	38%	25%	16
Years lived in North Hampton				
5 years or less	67%	33%	0%	3
6 to 10 years	45%	36%	18%	11
11 to 20 years	50%	0%	50%	4
More than 20 years	50%	50%	0%	2

APPENDIX B

OPEN-ENDED RESPONSES

Q3E: "Do you have any comments that will help us improve the food service program for your child?"

- A few more healthier choices
- As a parent it would be important to know the source of the meat, is it organic or natural? If the meat was then I would let my child buy the lunch. What is the content in the food?
- Better secondary choices, healthier
- Cant think of any
- Child doesn't feel like carrying anything
- Child wont make the best decisions about food at school, compared to home food given by parents
- Choices are not healthy choices that they offer the students there all processed foods
- Considered discontinuing as kids get older...they say food is cold, some of the food is similar to fast food
- Daughter says the food is horrible... Should get microwave for students to warm up food from home
- Discontinue the lasagna. They do a very good job.
- Doesn't like the food. Cost-wise it's cheaper than bringing own lunch. It would be nice to see them listening to students about food more.
- Excellent program
- Fewer days with pizza, more nutrition
- Food isn't very appealing
- Fresh food, local produce.
- Fresher vegetables. It seems a lot of the meals are frozen, processed or whatever. It would be nice to have fresh fruits and vegetables.
- Get the kids involved because they are the ones that complain about it
- Good variety
- Have more options for those who have allergies
- Have more wholegrain and more natural foods.
- He is only in one full day a week right now so nothing at the moment.
- Healthier food, but no problems at this point
- Healthier foods
- Healthy choices - fresh food rather than processed food that has a lot of fat content, deep fried and unhealthy. A fresh sandwich bar would be nice.
- Healthy food. She cooks for her daughter.
- I believe that the school should be working to not only buy local grown produce, I think we need to be sustainable. I think the garden club is great, and I'd like to see the children more involved with that. I'd like to see them stop using hydrogenated oils and high fructose corn syrup.
- I buy as many organic foods as I can, if I were going to allow her to participate in the lunch program I would want organic food available.
- I don't
- I don't because he only eats once a week at NHS
- I don't think so.
- I don't think that bagels and cream cheese should qualify as a lunch.
- I don't think the choices are healthy, and appealing to children. Too much pizza.
- I don't think there's the most nutritious foods, and the way the food is prepared. I would like to see improvement in that.
- I just think they need to try to make choices more appealing
- I think it could definitely be more nutritious, but I understand they're trying to feed a lot of students. I also disagree somewhat with higher grades having more choices. Again I understand the reason for doing this, but it would be good to see more choices for lower grades.
- I think that limiting choices is better than giving them too many choices
- I think the water bottles should be free.
- I think they do an excellent job
- I wish the had better choices and more healthy decisions
- I wish they had more healthy choices

- I would do it everyday but its convenient but its to expensive.
- I would like to see it be healthier. Bigger portions. My children complain that they are still hungry after lunch. And if they could go back for a second helping.
- I would like to see more organic and natural products served. I'd like to see them utilize local products, to use the school gardens, and maybe to somehow have parents and students more involved in the choices.
- I would like too see more alternative things - like whole grain or full nutrition options
- I would suggest less pizza. Open up more salads to the younger kids. More soups. Better health choices to be made.
- If it seemed a little healthier. Not sure how they would do that.
- If there is a better way for parents to monitor the lunch account program like lunch account statements or on line accounts. Something easier
- I'm not that familiar with it, so no
- Improve food quality and variety
- Improve the nutrition, use more whole grains, less fat and sodium, more vegetables
- Include breakfast
- It awful... Nutritionally inappropriate
- It has come to light that my children are not too thrilled with the food, but I think that is the way it is with all schools.
- It is what it is
- It seems like a lot of fast food things. That's why my child doesn't buy the food a lot. It's not very nutritional.
- It would be nice if they didn't do so much pizza
- It's very reasonable, but it's just cheaper for me to make them lunch than to buy lunch.
- Just some newer choices; the kids go there for a lot of years, and the kids just get tired of it.
- Keep the prices as low as possible including snacks that kids buy
- Kids don't like a lot of what they get, and also I'm very suspicious of beef, specifically they do not take school lunch on any day they're served anything with ground beef in it.
- Kids like lunches that are not served such as mozzarella & bread sticks
- Lady is happy
- Lady wouldn't serve school lunch menu at home, no junk food please
- Less fried stuff. more nutrition
- Less garlic
- Less pizza - once a week only. More vegetables, child friendly. American chop suey is not child friendly. More simple lunches that have fresh fruits and vegetables.
- Less processed food. Healthier foods would be better for her
- Like to see more whole grains, and fruits and vegetables
- Limited snack foods. More nutrition.
- Little bit more variety in the menu
- Make it healthier.
- Make the peas not hard and chalky
- Maybe the salad bar option having more choices, its limited
- More diversity maybe
- More fresh fruits and veggies.
- More fruit choices.
- More grilled food, less fried food
- More healthy choices
- More healthy choices, including fresh fruit, more vegetables. More sandwich options, less fatty foods.
- More healthy food
- More healthy meals. Fruits vegetables
- More nutritional ...healthier options
- More nutritional choices
- More nutritional. Veggies and stuff. Whole grain. Protein.
- More nutritious, I would also like to see the younger grades to also be allowed to use the salad bar.
- More options

- More variety
- More vegetarian options on the lunch menu (e.g., veggie burgers, non-meat options)
- More vegetarian options.
- N/a
- No
- No
- No
- No
- No
- No
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- No comments
- No comments
- No comments
- No comments
- No comments
- No he's just a picky eater.
- No I don't
- No its fine

- No just for allergies
- No no complaints
- No not really
- No not really.
- No, better food!
- No, no complaints.
- No, they do a good job.
- No.
- No.
- No.
- No. Hot lunches are great, we have a picky eater.
- No. I think they do fine, our son is just really picky.
- None
- None
- None
- None
- None
- None
- None
- None
- None
- None
- None.
- Nope
- Nope
- Nope
- Nope
- Nope
- Nope
- Nope.
- Nope.
- Not processed food.
- Not to serve godfather pizza
- Not too familiar with the lunch program.
- Nothing
- Notices should be sent home telling lunch "money" is low.. Not out.. Email is a good option
- Now that she's in the third grade, she gets to buy from the salad bar, and I think that's great.
- Nutrition get better
- Offer more whole grain/fresh vegetables
- Only that since we moved there that is the one difference we noticed. My kids would come home from school in NJ and all they would talk about was how wonderful the lunch was. Here they say that the food doesn't taste as good,.
- Over the years she has noticed an increase in variety.
- Prefer freshly made food
- Prefer to buy good organic food...healthier options
- Prefer to see less breakfast type items on the lunch menu.
- Really liked the bagel option that was given with the salad bar at one point. Needs more of a selection
- Room for improvement on the nutrition scale
- Salad bar is great, healthy choices are great
- Stop serving breakfast food for lunch...too much pasta and pizza.
- Stop using canned and processed food.
- Take away all the junk food
- Taste isn't too good
- The food choices are at a low quality. she rather pay more for better quality. More nutrition

- The food could be better quality and better tasting. Needs to be clean. The area they cook in is not very clean at all.
- The food quality is substandard. if there more organic foods
- The food seems very packaged and processed
- The lunch could be more nutritious.
- The only thing we'd say that we are very happy with it over all. Food choices, payment plans, the options.
- The school needs a way of showing the students that they need to put more money in the cafeteria funds for kids.
- The taste- more diverse menu better cooking and more options
- There alternate, one of my kids doesn't like pizzas. Maybe a different variety.
- There's a lot of processed foods that are used for lunch like chicken fingers, all prepackaged, I don't know where it comes from, not fresh ingredients
- They need more nutritious choices. They have a lot of precooked food, and I'm sure they're not very nutritious, and doesn't taste very good, and the kids end up getting snacks because they are hungry. Nutritious and tasty food.
- They need to have less carbs.
- They only eat pizza there 2 times a week.
- They should start serving local and organic ingredients more creativity in preparation. A lot of gov't issued food basic unappetizing food. High in salt and fat content.
- To be allowed to have microwaves in school cafeteria
- Variation, mixed it up. Too much pizza.
- We could do a lot better job providing more nutritious meals. Having fruits and veggies. Less pizza

Q4A: "Next, does your child regularly take the bus to and from school?" IF NO: "Why not?"

- 3 kids go to school, cannot take bus yet, parents go there anyway
- B/c it doesn't work with my schedule
- Because I like to drive them and it keeps me in contact with the school and teachers.
- Because there are issues with the bus driver. Always given him a hard time also the bus driver reported many behavioral issues about him.
- Bus driver will not stop at her house
- Busy, and cant make times
- Chosen not to use the bus option.
- Daughter has food allergies, mother wants to be really involved, also with driving
- Don't feel safe with buses
- Gets a ride from a neighbor
- He walks. We're very close.
- Husband teaches there. Just brings them along.
- I drive her.
- I had a bad experience.
- It is a conflict with work. I wouldn't see them before work and sometimes the bus comes earlier than it is supposed to.
- Live really close - walk.
- Live too close
- Mother doesn't like the bus
- Nothing wrong with bus, they prefer to drive.
- Parents drive them
- Parents work there.
- She actually works there, child rides with parent
- She chooses walks there
- She doesn't take the bus because we live at a busy intersection and the only way to get her dropped off would be to at the end of the route so it would take about 50 minutes and we live 5 minutes away
- The family lives really close so it only takes 5 minutes to drop her off
- The length of the bus ride
- Their daughter has a lot of after school activities.
- There are some children that are on his bus room that she doesn't care for, they use bad language, bus drivers not drug tested
- They are driven to school, and then they sometimes take the bus home.
- They live close
- Walks to school. They live close enough
- We don't like the quality of the bus care
- We live about 4 minutes from the school, and the bus route is longer, and sometimes sports

Q5A:

- A lot of parents depend on the bus stop location and schedule
- Already do that
- Already walk to stop
- At this point my children are still young, I feel better seeing them get on the bus.
- Because the bus stop is right in front of house! It's safer
- Because don't want kids walking to further stops in the weather
- Because first of all he is just a little kid. I live on a busy road and I have to walk with him and I have a little one too. If they lived in a more residential area.
- Because I might not be able to see my child get on the bus from my house
- Because it's good to know that your child is getting dropped off at your house and safe at their young ages
- Because of safety concerns
- Because the bus stop has always been in front of the house, so it may not be that convenient if it moved
- Because the one they already have is too far.
- Because there are no sidewalks for the kids to walk on
- Because they live in a very busy area and its not safe to walk on their street
- Because we have a very busy road by our home, also there's no sidewalks
- Bus stop at end of street...not safe to walk to far. Like where bus stops right now.
- Busy road.
- Busy state road, in a neighborhood yes.
- Busy street with no sidewalks.
- Child doesn't take bus.
- Child is currently picked up right outside of house
- Convenience. The bus stop is in front of our house. I feel safe. We live on a very busy street. For the protection of our children, it is important to continue the way it's been.
- Because he gets picked up right outside the house
- Depends where they would have to walk to
- Doesn't effect them. not a priority
- Doesn't matter
- Due to the way the neighborhood has been laid out, I don't see why not. It's been working well.
- Family lives on a busy road
- Family lives on a busy state road, not safe at all
- Family lives on a busy streets, no sidewalk
- Family lives very far from other children/stops
- Far enough away as it is
- For safety its better if they drop kids off at the house
- He walks to school when he doesn't take the bus
- Her children are kindergarteners.. To young
- Honestly, because with the system the way it is now, fewer bus stops will create a place where more children are in fewer places. It will cause an atmosphere where there will be more disruptions amongst children, and more arguments amongst parents. Smaller groups are ideal.
- I don't think it would be more effective.
- I feel that the roads are too busy. I live on Atlantic ave as it is. People don't pay attention. There's no waiting space along the street.
- I have three children so they are getting the most bang for their buck.
- I like the bus stop where it's at.
- I like the fact he dropped off at the end of her drive way and that's enough walk and its for safety she can see him
- I like to be able to see my child getting on and off the bus.
- I live on a busy road
- I live on a very busy street.

- I live on the main road, its dangerous and no sidewalks
- I think for the safety for the children and north Hampton doesn't have many sidewalks
- I think its safe that they come to the drive way so you can see your child get on the bus it works out very well for our family
- I wouldn't be comfortable the roads too busy
- I wouldn't want my child walking to a bus stop.
- I'd like to see him get on the bus. Also, in the winter time, our property line is so big, and we live on a curve, so it's dangerous to walk.
- If he did take the bus we just have a very long and busy street
- It is fine the way it is
- It seems like most of the kids are picked up on a busy road.
- It would depend on how far they would have to walk. I wouldn't want them to walk very far. The adjacent road is busy with fast driving cars.
- It would mean that I would have to monitor them more closely, and it would interrupt my daily schedule more. For other bus stops, then yes, because they are condensed together. We already have three houses in this area where kids get on the bus, so it wouldn't be necessary to reduce the number of buses. I have five children.
- Its a safety issues if that's wasn't a factor then she would agree
- Its compromises the safety of the kids walking on the roads
- Lady likes to be able to see where child is at all times
- Lady wouldn't like that, not safe
- Lafayette road is too busy.
- Live on a busy road and child is in kindergarten
- Live on a busy road, no sidewalk
- Live on a main road.
- Live on a very busy road
- Live on a very busy road, want kids dropped off at driveway
- Live on a very busy street
- Live on busy road. Safety
- Live on busy street and safety
- Main road. Dangerous
- Maybe when he gets older.
- More isolated. No where to walk to No development
- Morning traffic is busy
- NH streets far apart ..not safe anymore ... 2 plus acre in between each house
- No sidewalks and so no safety
- North Hampton does not have many sidewalks
- Not at this age level.
- Not enough sidewalks in town, not safe for kids
- Not many kids on road ...concerned about distance and safety
- Not that many kids
- Only because he's very young and its nice in the winter that he doesn't have to walk far
- Our bus stops is one of the last to get off, and the last to drop off, so it's convenient for us.
- Our road is very busy, and I don't feel it would be safe. On quieter streets I wouldn't have a problem, but here people go 50mph and I'd have to walk them down the street.
- People drive poorly on these streets
- Safety
- Safety issue.
- Safety of the kids
- Safety rather in front of house
- Safety reasons
- Safety.
- Safety.

- Safety
- She doesn't want to have to walk to a bus stop and wait in the cold.
- She has a kindergartener as well.
- She is in first grade! She is 6. Safety issues
- She is young and a long walk to the bus stop already.
- She's only in first grade and I have two little ones in the house and it would be tough to walk her to the stop
- Some of the bus stops are way to far from where kids live, bad weather it is a problem
- State road. Cant walk on it.
- Takes long enough as it is
- Temperature too colds in the winter time. 1st and 2nd graders going on the bus should be closer to the parents
- The closest student to us would be too far away the stops are too far away
- The further kids walk, the less supervision there will be
- The location of area; so the bus stop relocation would probably be on a busy
- The road that I live on is very is very heavily driven, and the cars travel really fast.
- The road we live on is very heavily traveled and in winter its not very safe to walk on
- The walking distance is too long, they live on a busy street.
- Their street is a cul-de-sac and they would have to walk a lot more to get to the bus stop
- There isn't an easy place to walk to.
- There's a sex offender down the road and no side walks
- There's enough people at the bus stop as it is
- There's not too many houses in our area
- They are far apart - we live in a rural area, and with the cold, and waiting outside.
- They don't use the bus
- They live in a mobile home park so they already have a group one.
- Too many things that could happen to younger kids walking a distance
- Two very small children, their safety is important. If my kids were in older grades I would feel differently.
- Um, because, its very convenient that they get the bus at the bottom of the drive way.
- Very busy road, dangerous (especially in winter)
- Very high traffic area, not safe for walking.
- Walking anywhere from my home would be dangerous. Busy road
- We don't have a personalized bus stop. We live in a mobile home.
- We don't have sidewalks in our streets. The cars come around the corner really fast. Kind of a dangerous street to be walking on.
- We have a long winter, and its too cold. And weather.
- We live on a busy road
- We live on a major state route, not a good place to be walking.
- We live on a rural road, there's no sidewalk
- We live on a very busy road and if my children had to walk they would be in danger. And I don't want that.
- We live on a very busy road. Wouldn't be comfortable.
- Weather.
- Well, for us we have a really long driveway. It would be a safety issue to have him walking anywhere else. If it happened, we would have to drive him there and park, waiting to get him on the bus. This is already occurring in other areas, with cars lined up at the bus stop.
- Wouldn't want him walking on main road

Q8: "What would make you more interested in participating in PAL?"

- A babysitter
- A more welcoming environment, better meeting hours
- Availability for people who work
- Awareness. If I knew more I would get more involved.
- Bad meeting times.
- Better meeting time
- Better meeting times
- Better times for the meetings. The time is not convenient.
- Better meeting times
- Cant think of anything
- Convenience of meetings and volunteer meets.
- Different hours.
- Different hours. He is busy most of the time at work
- Doesn't have the time.
- Done my share
- Don't have a lot of time.
- Free ice cream
- Fresh and new people and ideas
- Getting comfortable with school/new people
- Having a time for a working person to be appropriate
- Having more time
- Having more time
- Having more time in a day
- Having more time on her hands
- Having the time to do so
- Having younger children and not working
- He said that he would need more time.
- Honestly I'm not sure, the hours aren't good for me.
- Hours are not convenient.
- I am not sure
- I attend very rarely (maybe once or twice a year) due to work. Would not enjoy working with the group of people.
- I can't because of my kids
- I don't care for the way it's structured. The people that are typically in charge are not the type of people I like to deal with.
- I don't have extra time
- I don't have the availability to participate at a higher level.
- I don't know, I help at activities, but don't go to the meetings.
- I don't know.
- I don't know..
- I feel that the way my wife and I raise my children that pal is an important part of the school, but that we don't personally need to be a part of it.
- I have already done it and don't want to do it anymore
- I have other children I take care of at home. So I can't attend mornings and my husband does get home to attend evenings
- I have two younger kids so I don't have much time.
- I just don't have the time
- I participate more on the class room. When my youngest son starts school I will have more availability to participate
- I walk a lot I don't have the time. And my husband isn't home.
- I work 65 hours a week. I don't have enough time
- I would be more apt to participate in pal if the work was spread among many, many volunteers rather than just a few who seem to run the whole thing.

- If he had more time
- If he knew what was happening at the meetings in advance would be more helpful
- If I didn't already participate in girl scouts or have a full time job
- If I had more free time
- If I had more free time.
- If I had more time
- If I had more time I would do it
- If I had more time to spend'
- If I had time
- If I was unemployed- if I had time
- If it was effective. I feel that the concept behind NHS is not based on education, but on money and boosting child emotional state, which is fine, but it is not fundamentally based on education. They flaunt this "no child left behind", but the reason for that is that they push them along, I don't feel that they are addressing their needs, and it is effective if you're in the mid-range. The school is too concerned with their image, and money, than the individuals. If I had different financial means I wouldn't be going to this school.
- If lady did not have a job
- If lady has more time, no babysitters available
- If pal didn't have a structured agenda, so that people could just come in with an idea
- If she had more time on her hands
- If she made more money
- If she was younger.
- If the meetings were immediately after school and after she's off work
- If the meetings were not in the morning. The meetings are also held on Fridays (my youngest child is in kindergarten, and he does not have school then).
- If the other parents were friendly. It seems very clicky.
- If the people who were in pal weren't so scary. They're a bunch of scary women who are scary to even approach.
- If they had better time for working parents.
- If they paid me
- If they would send home information as to when the meetings are. I don't really hear too much about it.
- If we had been staying here for longer it would be more appealing however we don't know too many people around here
- If we were more informed more about the meeting times, and if they provide sibling baby sitting services.
- I'm a single parent and its harder for me to participate.
- I'm busy because of work right now, but I would like to be more involved in the future
- I'm not sure
- It's a click. I don't think they're very welcoming to outsiders.
- Its a time issue because I'm a girl scout leader I work and volunteer in the class room
- It's just because we just moved here, have three kids, and they all have special needs, so I'm too busy.
- It's just scheduling problems. I work second shift.
- Its more a time factor for her
- Its more of a time thing I have family problems right now as well as working 12 hrs a day
- I've noticed that the meetings are on Saturday mornings, and that isn't good for my schedule.
- Job wasn't so demanding
- Just don't have the time.
- Just having more time
- Just my schedule
- Just not enough personal time. Used to be active.
- Lack of availability
- Lady doesn't have much time to participate
- Lady is restricted by time, if pal sent out electronic opportunities for participation and electronic notes about what happened in meetings
- Lady participated for several years, she "put her time in"

- Lady works two jobs fulltime, no time whatsoever
- Lady's schedule with work interferes, meetings are held in mornings, an online discussion board would be helpful for parents to engage in
- Make organization more visible
- Maybe if they had meeting that people who work can go to them
- More availability
- More capabilities
- More convenient meeting times
- More efficient use of time
- More free time. It's not an issue with the organization.
- More free time. More available hours.
- More friendly parents
- More time
- More time
- More time
- More time efficiency.
- More time efficient
- More time. Nothing to do with them.
- More variety of meeting times. Schedule.
- More versatile hours
- More time in my life
- Need a different role rather than fundraisers.
- New to area only here for 6 months
- Night times and weekends
- No
- No
- No comment. I think they do a pretty good job.
- No idea
- No time
- No.
- Not enough time right now.
- Not off the top of my head.
- Not really.
- Not sure exactly
- Not sure.
- Not the lack of interest, the timing is difficult. I have a timing issue
- Nothing
- Nothing
- Nothing
- Nothing
- Nothing
- Nothing
- Nothing
- Nothing at all
- Nothing I just don't do that
- Nothing I'm just too busy
- Nothing maybe different people
- Nothing, I am too busy
- Nothing.
- Nothing.
- Nothing.
- Nothing.

- Nothing.
- Nothing. I was very interested during his whole time at the school and he is out of there in a few months.
- Nothing. Time issue.
- Other people running it
- Participates as much as she can
- Possibly some stuff
- Probably if they did less fundraising activities and more community volunteering. Not always based on getting money.
- Programs that were important to lady's kids
- Right I have my own time restrictions
- Right now it is a closed group that is not welcoming
- Schedule
- Selling my business and having more time
- She doesn't have the time.
- She feels as though it is not a very people friendly group, not welcoming to newcomers.
- Single parent no time to do it
- Some of the drives they have for the school, it is too direct, like they're trying to push it on you. For example; made a gift for a teacher at school. Wife gave it to teacher, two weeks later a letter was sent home asking to send a present to the teacher again. It became annoying, and was very pushy.
- The first meeting was a lot of wasted time. Time is a precious commodity. Some content was superfluous. Have helped out with activities, but have not gone to meetings.
- The schedule. A lot of the parent groups are during standard working hours.
- The time and day of the week.
- The time that I have is limited. If I had more time I would do it
- They are too involved in the school. They have too much control. Parents shouldn't be there all the time its too much.
- They meet during a work day, working parents can't attend. It's a luxury for non-working women.
- Time
- Time constraint
- Time constraint
- Time constraint
- Time constraints
- Time constraints
- Time constriction
- Time efficiency
- Time efficiency
- Time restriction
- Time that are available to participate
- Time.
- Timing
- Too busy
- Too busy. Work hours. But would like to! Night hours would be helpful
- Um, working it into my schedule
- Ummm...hmmm... I'm kind of busy. I go to work and I kind of don't have the time right now.
- We are not interested. We don't have time.
- We have an English speaking problem a little bit
- Were too new to her being in school and getting involved. But were planning on being involved
- Work full time. Time restriction

Q90: "Do you have any suggestions of other methods for informing you about the curriculum?"

- A great deal more detail on the website about each grade level. The curriculum nights are a over view and the middle school grades its mostly about field trips and not about the learning.
- Be more detailed.. Don't be so secretive.
- Curriculum night at the beginning of the year is an overload, maybe spacing it out better would help.
- Email
- Email
- E-mail
- Email.
- E-mail.
- Emails
- Emails would be nice.
- Emails.
- Flyers should be sent out more than a few days in advance of events
- Get rid of the paper! Too much! Move online! 2 kids in school ..don't need double the paper
- I believe that each of the teachers should have an advising system.'
- I just think there needs to be a more in depth look at what they do. Everything is very general, and not very descriptive.
- If the teachers would send something weekly...they have weekly review but something more detailed they did this when they were younger so they should continue
- In class room examples of how the teachers will be following the guideline set by the state.
- In kindergarten they do amazing, I'm not sure about the other grades.
- Internet based - such as on the webpage
- Kind of wish the website was a little easier to access, had a few problems finding information she's looking for
- Less flyers home
- Less PowerPoint presentations and more emails from teachers.
- Mail information
- Math games for 1st graders; we didn't know about the games until later in the year. It would be nice to know things in advance
- Meeting in each teachers class room. Speaking specifically with each teacher and know exactly what the semester will bring and what their plans are.
- More blogs for us who travel and aren't always here. But the other ways are very good.
- More detailed curriculum nights
- More with email, and less with paper.
- More written curriculum at each grade level
- More written things coming home.
- Not so much other methods, but to do the curriculum review with parents maybe a week before school so that parents can have a better idea of what is going on and help out, so that it becomes a team effort.
- Only given report cards at conferences. I have believe that they should go home first. If the report cards were given first, it would help a lot, so that parents will know how the child is doing before hand and parents can ask questions at the conference!
- Periodic e-mail
- Regular updates
- Rss feed on the blog. It would nice to be updated more regularly, and not just once a year. Give feedback about knowing what the kids are about to do so that parents can help with child - what they will be working on during the next week is good. The blog is about what they've done already, but it would help more to know what they will do.
- School needs to communicate better, they should take more initiative
- Send something in Friday folders
- She said that this year's teacher for their child is not doing a good job at informing them on time.
- So much information comes home its too much information we're being bombarded with this information so some of the information is being overlooked. Spots and tails being all inclusive and minimizes the paper

- Teacher to be more informative, and forth coming with information via phone calls/emails
- Teachers could be more active in using classroom websites, which could interact with parents more effectively
- Teachers emailing more
- The only drawback I've seen, is that my son will bring the stuff home in the Friday folder. If he forgets about it, they don't know what's going on. So an alternate method to get it in our hands would be better.
- The school channel station should have more information about the school.
- They could have more curriculum nights
- They need to continue the online curriculum.
- They need to make us aware more ahead of time of meetings (what is going on in those meetings) it would also be nice to have time to respond and ask questions (get more involved).
- They need to update their blog. Some teachers don't do that very frequently.
- Too overwhelming with everything that is sent
- Update on the main website page more often.
- We have too many of these types of things. Limit them rather than increase them. E.g. If curriculum and open night are one night, it would be better for scheduling.
- Workshop

Q120: "What would you suggest for extracurricular activities?"

- Additional activities for pay for the children...if necessary
- Anything for her child's age
- Art program
- Art, music lessons
- Arts and crafts...after school art club
- Challenging children on the spectrum of gifted learner, challenges for someone who is bright
- Clubs
- Different variety of sports. Tennis or a swim team. Different clubs.
- Don't know, don't know any offerings that they do have
- Enrichment. Academic clubs....only for enrichment not for extra help
- For lower age levels NHS does not have enough. Floor hockey to continue through winter. Arts - sculptures, drawings, etc.
- Gifted and talented program
- I guess most of them are done through rec. Department. I would like more after school physical activities
- I would like to see more. I think that they should try and get structured outdoor activities in general, and also creative arts.
- I would suggest things that expand on academic strengths like math club, spelling bee, geography bee... something academically based.
- It would be great if there's an art class after class.
- Learning teams, homework teams
- Less school sponsored programs
- Less sport oriented activities. More science based activities... more outdoor stuff.
- Math or reading or art classes
- More after school sports or creative arts programs for the younger grades
- More art extracurricular activities.
- More intramural sports and unified arts
- More music, and there are no sports programs offered specifically at the school.
- More school sports for younger ages (like 5th grade on)
- More sports
- More sports
- More sports at a younger level
- Nothing there, not enough to offer in terms of clubs or events
- Offer other languages
- Open to more inclusive student, the bar children with special needs. .
- Organized afterschool clubs and sports.
- Reading group, something to help with reading skills.
- School sports for the lower grades but there town sports but not school sports
- She said its not for their ages, the elementary kids cant do drama, band, sports, concerts.
- Small school, sports opportunities, math club science clubs
- Some after school homework help sessions for 1st, 2nd, and third graders. A lot of things are geared for higher grades.
- The timing of the current activities is inconvenient
- Track for younger kids

Q13: “Are there any particular factors that prevent your child from participating in a desired extracurricular activity?” [OTHER]

- Age
- Amount of activity has scaled back significantly in the last 8-10 years in the younger grades
- Communication (lack of)
- His young age
- I find that it seems like the teachers do favor certain types of students to do particular activities. They stereotype students. E.g. more popular kids get chosen more than an ordinary child.
- It would be nice if there were some theater or music program offered for earlier ages
- Its difficult to do more than one extracurricular activities. The quality of coaching is not competitive enough.
- More extra-curricular drama and art. The visual arts program would be great for the students to be able to access after school as an extracurricular activity.
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No. Important: more recess time, more time to rewind.
- None
- None
- None
- Nope
- Nope
- Not any for his age
- Not available
- Not interested.
- Not knowing what they offer
- Not with the school, some town activities are expensive. The school does a nice job.
- Nothing that interests him.
- One is lazy and one is too young.
- Other commitments
- Philosophy of coaches on the athletic side
- Some of the town activities are intimidating because they don't know who's participating.
- Special needs
- There aren't as many opportunities in kindergarten. This is not a bad thing though, they are young.
- They are not offered for the younger kids.
- They are not offering what he needs.
- Time

D4: "In this survey we have reviewed the following categories ... safety and security, transportation, communication, school climate, curriculum, assessment, extracurricular activities and the transition process ... Do you have any additional comments on these or any other areas regarding NHS?"

- "Case managers" should have more room! Not enough space for students and teachers. The small rooms are not good for learning or concentration. There is no reason for three teachers to be sharing a "tiny bedroom" school is overcrowded!!! The nurses office should be more accessible to students...they shouldn't have to go through the office! There should be more funding for special needs children to include better equipment for physical therapy, speech therapy and occupational therapy. Also, pre-schoolers are allowed to go outside yet, they have to walk by playground because it isn't "age-appropriate" the drop off and pickup situation is mayhem.
- 1) I think the principal should be more visible. Greeting kids at bus when coming to school. Introducing nightly programs, extracurricular activities. 2) more accelerated programming for top performers at the school. 3) in the middle school there should be a class on study and organizational skills to help prepare them for high school 4) I think there should be a stronger emphasis on the mechanics of writing- like spelling and grammar. The basics of language arts. 5) I think there should be a preschool through 8 guidance program. Right now we have life skills that only covers 5th through 8th.
- 1. Great school, does a lot to promote confidence however, report cards don't report accurately enough... Grades shouldn't be based on "effort". Grading system is "fluffy" (not reality) ...students not tested enough especially at older levels 2. Give kids more challenges who can be challenged. School is small enough to individualize work loads
- A comment on the curriculum - I wish there's more individualism in the curriculum, so that if your child needs to be more challenged in an area, or an area of interest, the curriculum hasn't been able to do that. Different grade levels are seeing different levels of successful, but I think that that has been a challenge that I have seen.
- Add a few more minutes to the drop off time slot to make it less congested...better orientation for new families
- Administration is great and the staff does a great job with students. There paying very close attention to every student. Everyone is doing a fantastic job
- All the processed food; that's why we don't buy lunch- I know that's tough. I don't they're effectively prepared for study skills and tests, which is a huge jump from the project-based stuff to prep schools.
- Allow more direct consequences and put a little more academic meat on.
- Assessment area - by third grade, they should be getting letter grades. The number system is not very helpful and the comments are generic. For non core subjects, there's no personal comments. It's just sort of a pat on the back, and not very informative. Overall, the school has done a good job with security, police and fire talks and such. They have a good way of communicating with the parents, such as with the television channel.
- Be more in tune to individually challenging each student more in the classroom environment
- Better support systems for children that need extra help
- Better understanding in organization in the curriculum for the student and the parent. More concrete and visible plans for success and to have the students and parents understand these equally. Also a good understanding of the basics before moving onto other subjects i.e. Algebra may not be suitable for every 6th grade student if they don't understand the basics first. Expectations should be more black and white they should know what is expected for..
- Bullies
- Cant think of any
- Child who transitioned to high school is having hard time taking tests; NHS doesn't have enough tests or methods of teaching kids how to do tests. NHS can work more on classroom testing
- Drivers are caring safe and trustworthy. Reports cards are in another language.
- Faculty is doing an awesome job. Hope to see it continue.
- Family moved to area especially for the school, is quite pleased and very happy, has met needs of two very different children, size of school is a great asset
- Feels bless to have the school...glad children are always safe and cared for
- For conferences, I, in the past, had one teacher lead conference and one student lead conference. I would prefer it to be two or more teacher lead conferences, and just the one student lead conference. Other than that, very happy with the school.
- From a communications standpoint: 1st grade class (60+) it's huge! Board of director's communication and decision making process is awful. Not proactive! Horrible at planning. Very disappointed in board meeting(s) ...focused more on politics rather than children. Too much "red tape" it is a school not a government.
- Generally unfriendly front office. Sometimes even uncomfortable.
- Give parents an outline of what are the expectations for each grade level

- Giving more notice of the meetings, flyers. Everything is computerized. And we don't have time to look on the computer all the time so just send us a Friday flyer.
- Grading system is new at school (between 1 and 4), is based on how well the teacher thinks the child is doing, not objectively done and consistent/correlated with grades. Lady doesn't agree with this system and her child is very discouraged by it, not helpful
- Great school
- Great school, best you can possibly find, very happy so far, wish they had an option of a fulltime kindergarten
- He likes it and his kids enjoy and there succeeding
- Highly satisfied. I think it's a wonderful school. The staff and administration are highly energized, and I trust the school completely in the care of my children
- I believe that the first student bus service or the school is not being responsible enough to make sure that the children are safe. It is not the best for them. Maybe have monitors on the bus during certain times of the year just to evaluate what riding the bus is like, and how safe and supervised it is.
- I don't
- I don't
- I don't think I have anything else
- I feel that NHS is one of the top schools in our SAU. The students are better prepared to go to winnacunnet than any other school.
- I have been very disappointed in terms of placement (from year to year). It is supposed to be done fairly and be balanced, and I have not seen that. I love the school, and I love that we are able to focus on the child and their self-confidence. Sometimes I feel that they need to focus on the fundamentals. My fourth grader doesn't have good handwriting, and that disappoints me because I feel that that's something that he should perform well.
- I love the nurse but the psychologist leaves a little to be desired. The teachers are awesome; this is one of the finest schools I could imagine.
- I really strongly disagree with the methodologies that they put in place for their teaching. I have been continually trying to work with the teachers in resolving a method for finding a method that would work for my son, but they have continued to roadblock me. They can't even tell me what level he reads at. I feel that he will be left behind. I got strong armed even by the local law enforcement. The small town is trying to preserve their image, but sacrificed my son's education for it. They are wonderful for the average student, but they are not for the exceptional and the ones that need extra help.
- I really would strongly want to communicate the transition from NHS to winnacunnet. There's a negative connotation unspoken regarding winnacunnet. Winnacunnet has amazing teachers, curriculum, but there's no bridge, and the connotation make students and parents feel that it's not as good as it really is. I have been disappointed with the lack of enthusiasm about the school, and it would be very helpful if a bridge can be "built" to support students going to WHS
- I think its a great school. My daughter loves school. The teachers are thought full towards my daughter. I am very pleased. Overall its a remarkable place.
- I think it's odd that in third grade, they don't sit at desks, and they're sitting in clusters. It makes it hard for my son to concentrate. I don't think academically the school is as challenging as where he transitioned from.
- I think that NHS does an incredible job of continuity and communication between the teachers between the grades, and they communicate well to the teacher in the next grade. This is very helpful, and the communication is incredible.
- I think that NHS is a great school because it's small, the parents are involved, and the teachers seem happy.
- I think that there should be a conflict resolution program would be great at all grades to prevent bullying and to teach kids to effectively communicate with each other.
- I think they could stop the flow of traffic from being too busy. It's crazy in the morning in the afternoon, and maybe let the preschoolers take the school.
- I think transportation question only applies to kids older than 3rd grade
- I was shocked to see how easy it was to get in and out of the school in terms of security.
- I wish that there were more opportunities for the kids to be chosen to do special field trips because it seems as though the same kids are always picked for anything special.
- I wish we had more of a choice for the selection of the teachers.
- I would like to say that I am completely blown away by how much help we were able to get with our child's special needs. We've gotten terrific assistance and I am very pleased with all the work they have done to help us out.
- I would like to see a program for accelerated students. Also a kindergarten program with an opportunity with either full day or most of the day programs. Also that the teachers do an amazing job with communication and keeping the kids interested in learning

- I would like to see NHS focus on more individual accomplishment vs. group accomplishment.
- I would say in general more attention needs to be paid to challenging the good students. The kids who are better students are left out on their own and not given the appropriate challenges. I would like to see enrichment coordinator make it educational and not social.
- Improve the upper grades to better prepare them for high school.
- In regard to communication in administration, I think it would be better if administration, specifically the principal was more visible to parents and to students, and I value that they work as an administrative team, but I'd like to see the principal take that administrative role. Transition process from grade to grade, somewhat for kindergarten transition. Our school might want to look into a kindergarten screening for kids before they enter kindergarten and early enrollment for kindergarten. In terms of transition from grade to grade, I sometimes feel like even though they say they don't give preference to certain parents, it seems obvious to some class make ups that it is occurring. On grade to grade, it might be helpful if they send out the letter if when they say teacher send classmate
- In the 7th and 8th grade, she feels the students should get more time to spend outside and fresh air.
- In the past they have worked more collaboratively and now it's different.
- It would be nicer if the teacher were more accountable for what they do. She's heard the teachers swear and call the students losers.
- It'd be good to separate the administration questions relating principal and curriculum coordinator, great hiring, phenomenal staff, would like a little more transparency with the administration, excellent school board
- It's a good school but not a great school. He doesn't believe that it is academically rigorous enough. T
- It's good to have the dare program with an officer at the school.
- Just that I am extremely happy with Mrs. Cauldwell and Mrs. Ivey. The teachers that my 2 children have in particular Mrs. Cauldwell goes above and beyond to keep parents informed as what happens in the class and what each child needs.
- Keep up with educational goals
- Kids need more experience with test taking. Not prepared enough when entering high school.
- Kindergarten schedule is terrible, difficult to follow (daycare, no consistency of days) surrounding communities
- Lady has gifted child, NHS is making an attempt to assist him but it isn't that effective, lady wants programs for advanced children
- Lady would support and be interested in additional technology in the classroom (vs. going to a lab), i.e., smartboards and promethian boards
- Love the summer BBQ. Wonderful school. Dedicated staff/teachers
- Major concerns about the math curriculum. Concern - not doing things that are elementary, such as the basics. Skipping basic things, and trying to get ahead of things. Assessment problems. Report card hard to read. 1-4 scale is arbitrary, random. Spelling tests are concrete and good, but missing in our assessments today. Unmotivating system. Meeting with the teachers before a student goes into the school or getting a tour to familiarize would help. Receptionist not helpful and welcoming. Communications needs to be better, for example, having classes with both grade 1 and 2 - it was handled poorly.
- Most of the mothers of NHS students went to NHS as a child, and they are not working mothers. So this woman is not sure if there is a long work ethic for women being taught at this school.
- Move to area for school and very happy with it
- My daughter spent 3 years at the preschool, and the transition was wonderful and very supportive. I was very happy with the preschool program.
- My one comment is on the curriculum. We have a lot of friends who live in town with kids of their own going to NHS and on to high school. The curriculum is based on the best of the child's ability, not on a standard, which is not true of the high school. A lot of students have a hard time with this, because they aren't graded against the other students in the class. Doesn't say how much the child is actually getting out of the effort he/she puts in.
- My only comment would be that I feel as though the children aren't quite prepared for high school when they leave NHS in the way of independence
- My only complain is: my son received speech services and there was a change in his speech pathologist and I was never notified until I asked how things were going. It bothers me that I wasn't made aware
- N/a
- Need to improve the way they challenge kids in the upper level of their grade. Focus too much on worrying about the confidence of the kids and the grade the kids to easily. Reflect reality more.
- Needs to be a balance between student and teacher led conferences. The curriculum night was very weak, talked too much about social.
- NHS can use better parking, lady lives in town because of the school despite high costs of living

- No comments
- No comments
- No comments
- No comments
- No comments
- No I don't
- No they do a good job.
- No, we've been very happy with the school.
- No.
- No.
- No.
- No.
- No. I don't.
- No. We're very happy there.
- No3
- None
- None
- None
- None.
- None. Very good school for a public school.
- Nope
- Nope
- Nope
- Nope
- Nope.
- Not at this time
- Nothing specific.
- Positive comment about the school nurse- she is outstanding part of the school. The cleanliness of the school- the school is crowded with stuff. I would like to see some kind of improvement in the time it takes the 6th grade to get into a regular schedule once school starts.
- Recess time should be longer for the students to relax - especially for the older students. Liberal arts are wonderful. Music program is great, such as the band and the chorus. Take a look at the bus routes - they don't seem to make sense. Drama program is really great to have at the school. Online resources are very good. Spanish is really good.
- Reports cards... the way they use the grading systems is a tad confusing. They should use letter grades instead of number of grades because with number grades we don't know were they're fully at.
- School bus issues with following policies correctly need to be addressed properly
- Seat belts on school buses. Consistency of bus drivers.
- Security measures are ample
- She has a child that has a language based learning disorder problem and learning challenges. And they do have classes for language based disorder classes, dyslexia. But the administration restricts them and the programs they choose are not helping these children overcome their language based learning disorder. They are not listening, and were not helping her child overcome her disorder, so she had to pull her child from NHS.
- She thinks the school is excellent. She noticed a positive difference from North Hampton school compared to previous school. 'Enjoyable learning'.
- She would like to see the climate allow more opportunities for competitive situations.
- Something needs to be done about the traffic in front of the school.
- Sometimes the availability of help contradicts the school's mission statements in the sense that there is sometimes not enough staff to achieve what the school wants to do.
- Staff & teachers really care compared to other schools, curriculum is challenging in a good way compared to Massachusetts or Texas
- Sum up: the student body is too big. Administration does not address issue. Admin. Acts surprise when registration comes around and there is no room. She said she would not speak up at a school board meeting with fear of less favorable treatment

to her child while in school. Principal is manipulating the school board and is not being completely honest with s.b. the teachers are genuine and act in best interest of the kids.

- Teachers give his child a hard time
- The communication with the report cards could use improvement; they should always have comments... The special classes such as gym and art should have individual comments. More communication prior to when report cards come out. Additional programs to challenge kids who are ahead of the grade level.
- The interns and aids should be credited for their hard work, they do a great job
- The office ladies could be more welcoming. One lady is always wonderful however everyone else seems very miserable but they've been there forever and it just always gets worse.
- The office staff should be more friendly, they are not very welcoming at all.
- The one thing that my husband and I both have a comment about is the field trips. Short notice so we cant join them on the trip.
- The parking is absolutely horrible. But that is the only complaint I have. Everything else is awesome.
- The quality and the caring from the teachers my children have had is very impressive. They have all been good. 9/10 have been outstanding.
- The reading, they teaching them to read they aren't teaching them any phonics, not confident in reading, have to get tutoring outside of school, site reading not effective
- The school should assess a gifted program the children in the lower end, need a lot and missing out as well as kids in the higher end
- The survey
- They need to look better at the staff and their effects on the children, regardless of tenure. Better reviews of staff. Fantastic kindergarten program
- They're preparedness for winnacunnet is not as good as it should be for certain things, test taking for example. It can be very stressful. Student-led conferences are the biggest waste of time for both the students and parents. There are some good teachers, and some other teachers that should not be there. Extra-curricular activities can be very stressful for families. Communication about what teachers decide on without what parents want is a problem, e.g. 7th grade trip to NY - the decision was not very kosher.
- Transition for my fourth grader has been difficult - I feel like we're starting over again each new year, and spending a long time for the teacher to understand the needs of my child, and it takes time for the teacher to be in tune with the child. The learning style of my fourth grader needs to be understood - outside of his second and third grade teacher, the teaching mode is not reaching him. I feel that for both the children, experiential learning has been very helpful for them - it would be nice to see more of that. Numeric system is somewhat helpful, and the comments are very helpful. Overall, extremely pleased to attend NHS. Extra-curricular - children participate in after school activities sponsored by the town that are held in the school - they are happy that it is provided.
- Transition process not teaching the students good study skills.
- Value teacher one on ones, prefer better learning milestone definitions
- Very pleased with the school the teachers are awesome the faculty is caring, and professional. They are creative in how they execute the teachings. I'd like to see more improvement in the clarity of report cards, and objectives for the student led conferences.
- Walking to school is too dangerous because of the lack of sidewalks.
- We are very happy with the teaching staff. They are genuine and caring.
- We feel that the parents have too much involvement. The parents are up the butt of the school. Its controlled by the parents more than the school. Because the school goes through 8th grade the younger children loss out.
- We moved here for the school system and we are very happy with it. My older son has some medical issues and the school treats him very well.
- We think its a good survey.
- When I compare my daughter with children from other her previous school her reading and writing is not as good as the other children. If there is a transfer from NHS to another school, it would be tough because of the philosophy the school has. They don't learn how to write etc.. As quickly.
- Worked more on grammar and vocabulary
- Yes. The school board needs to let the administrators to do their job without micro managing or interfering.

APPENDIX C

QUESTIONNAIRE

NORTH HAMPTON SCHOOL - PARENT SURVEY

FINAL

1/4/10

INTRO:

“Good evening / afternoon. My name is _____ and I’m calling on behalf of the North Hampton School from the University of New Hampshire Survey Center. This month, the University is conducting a confidential study of North Hampton School parents, and we'd really appreciate your help and cooperation.”

BIR1

“In order to determine who to interview, could you tell me who in your household is MOST responsible for the decisions involving the schooling of your children?”

- 1 INFORMANT →SKIP TO SEX
- 2 SOMEONE ELSE (SPECIFY): _____ → SKIP TO INT2

* 99 REFUSED -- ENTER NON-RESPONSE INFORMATION

INT2

ASK TO SPEAK TO THAT PERSON

“Hello, this is _____ calling on behalf of the North Hampton School from the University of New Hampshire Survey Center. This month the University is conducting a confidential study of North Hampton school parents, and we'd really appreciate your help and cooperation. You have been identified as the adult in your household who is most responsible for the decisions involving the schooling of your child. Is this correct?”

- 1 YES
- 2 APPOINTMENT
- * 99 REFUSAL

UNHSC

SEX

“Thank you very much for helping us with this important study. We really appreciate your help. Before we begin I want to assure you that all of your answers are strictly confidential. They will be combined with answers from other North Hampton School parents. This call may be monitored for quality assurance.”

“Participation is voluntary. If you decide to participate, you may decline to answer any question or end the interview at any time.”

IF ASKED: “This survey will take about 15 minutes to complete.”

RECORD SEX OF RESPONDENT

1 MALE
2 FEMALE

* 99 NA

D1

“First I have a few questions about you and your family. How many of your children currently attend NHS?”

1 ONE
2 TWO
3 THREE
4 FOUR
5 FIVE
6 SIX
7 SEVEN OR MORE

* 98 DON'T KNOW
99 NA/REFUSED

D2

“Thinking of your children who currently attend NHS, what grade is the oldest child in?”

ENTER GRADE LEVEL 0 – 8
0 = kindergarten

* 98 DON'T KNOW
99 NA/REFUSED

D3

“How many years have you lived in North Hampton?”

ENTER NUMBER OF YEARS

- 98 DON'T KNOW
- * 99 NA/REFUSED

Q1

“For the following questions, please think about the oldest child currently attending North Hampton School”

“First I will read some statements about safety and security, please tell me if you agree or disagree with each of the following statements, or if you don't know enough about this to say.”

PRESS “1” TO CONTINUE

Q1a

“NHS is a safe and secure school building”

- 1 STRONGLY AGREE
- 2 SOMEWHAT AGREE
- 3 SOMEWHAT DISAGREE
- 4 STRONGLY DISAGREE

- 98 DON'T KNOW
- 99 NA/REFUSED

Q1b

“The increased security measures do not compromise the welcoming feeling of the school”

Q1c

“NHS is kept clean and sanitary.”

Q2

“On another topic, how many days per week does your child buy lunch from the school cafeteria?”

- 0 NONE
- 1 ONE
- 2 TWO
- 3 THREE
- 4 FOUR
- 5 FIVE

- 98 DON'T KNOW – PROBE: “Just approximately?”
- 99 NA/REFUSED

Q3

“To what extent does each of these factors influence your family's decision about participating in the school lunch program? For each item tell me if it influences your decision a lot ... somewhat... not very much ... or, not at all?”

PRESS “1” TO CONTINUE

Q3a

“Menu choices”

- | | |
|----|---------------|
| 1 | A LOT |
| 2 | SOMEWHAT |
| 3 | NOT VERY MUCH |
| 4 | NOT AT ALL |
| 98 | DON'T KNOW |
| 99 | NA/REFUSED |

Q3b

“The nutrition of the lunch”

Q3c

“My child's dietary restrictions”

Q3d

“The cost of lunch”

Q3e

“Do you have any comments that will help us improve the food service program for your child?”

RECORD VERBATIM RESPONSES

Q4

“Next, does your child regularly take the bus to and from school?”

- 1 YES
- 2 YES – BUT ONLY ONE WAY
- 3 NO – IF NO: “Why not?”

- 98 DON’T KNOW
- 99 NA/REFUSED

Q5

“Would you support a reduction in the number of bus stops, resulting in your child walking to a group bus stop within easy walking distance of your home?”

- 1 YES
- 2 NO – IF NO: “Why not?”

- 98 DON’T KNOW
- 99 NA/REFUSED

Q6

“Next, please tell me if you agree or disagree with each of the following statements about communication, or if you don’t know enough about this to say.”

PRESS “1” TO CONTINUE

Q6a

“There is effective and ongoing communication between parents or guardians and school personnel.”

“Is that strongly or just somewhat?”

- 1 STRONGLY AGREE
- 2 SOMEWHAT AGREE
- 3 SOMEWHAT DISAGREE
- 4 STRONGLY DISAGREE

- 98 DON’T KNOW
- 99 NA/REFUSED

Q6b

“The school engages parents or guardians as partners in each student's education.”

“Is that strongly or just somewhat?”

Q6c

“The school has a positive, respectful and supportive learning environment.”

“Is that strongly or just somewhat?”

Q6d

“Services that support the emotional and physical well-being of my child such as ... the nurse, psychologist, and guidance counselors ... are available and responsive to my child's needs.”

“Is that strongly or just somewhat?”

Q6e

“My child looks forward to coming to school.”

“Is that strongly or just somewhat?”

Q6f

“I am comfortable communicating with my child’s teachers.”

“Is that strongly or just somewhat?”

Q6g

“When I communicate with my child’s teacher, it is helpful and informative.”

“Is that strongly or just somewhat?”

Q6h

“I am comfortable communicating with the school administration, that is ... the principal, the curriculum coordinator and the director of pupil services.”

“Is that strongly or just somewhat?”

Q6i

“When I communicate with school administration, it is helpful and informative.”

“Is that strongly or just somewhat?”

Q6j

“The office staff is welcoming.”

“Is that strongly or just somewhat?”

Q6k

“The office staff is helpful and informative.”

“Is that strongly or just somewhat?”

Q7

“How often do you participate in the North Hampton School organization "People Active in Learning", or PAL, would you say you participate ... regularly ...occasionally ... or, not at all?”

- 1 REGULARLY → SKIPTO Q9
- 2 OCCASIONALLY
- 3 NOT AT ALL

- 98 DON'T KNOW
- * 99 NA/REFUSED

Q8

“What would make you more interested in participating in PAL?”

ENTER RESPONSE VERBATIM

Q9

“Currently NHS uses multiple methods to inform parents about curriculum...such as ... curriculum nights ... curriculum sections on the website ... Unified Arts brochures ... classroom newsletters and blogs ... and special events like PE nights, Math nights, and concerts. How informative do you find these methods of communication? Would you say these are very informative... somewhat informative ... not very informative... not at all informative or do you not know enough about them to say?”

- 1 VERY INFORMATIVE
- 2 SOMEWHAT INFORMATIVE
- 3 NOT VERY INFORMATIVE
- 4 NOT AT ALL INFORMATIVE

- 98 DON'T KNOW
- 99 NA/REFUSED

Q9a

“Do you have any suggestions of other methods for informing you about the curriculum?”

- 1 YES → Record suggestions
- 2 NO

- 98 DON'T KNOW
- 99 NA/REFUSED

Q10

“Next, please tell me if you agree or disagree with each of the following statements about curriculum, instruction and assessment, or if you don’t know enough about them to say.”

PRESS “1” TO CONTINUE

Q10a

“I understand the academic and behavioral expectations for my child.”

“Is that strongly or just somewhat?”

- 1 STRONGLY AGREE
- 2 SOMEWHAT AGREE
- 3 SOMEWHAT DISAGREE
- 4 STRONGLY DISAGREE

98 DON’T KNOW

99 NA/REFUSED

Q10b

“NHS supports my child’s academic interests and needs.”

Q10c

“The classroom learning activities appropriately challenge my child.”

Q10d

“The classroom learning activities help my child to feel successful.”

Q10e

“My child is learning the study skills and organizational habits to support his/her academic success.”

Q10f

“Educational Technology and Library/Media are used effectively to enhance my child's learning.”

Q10g

“I value the opportunities my child has to assess his or her own learning.”

Q10h

“I value the opportunities my child has to demonstrate his or her learning.”

Q11

"For each of the following assessment methods used at NHS please indicate how helpful these methods are in your understanding of your child's progress.

PRESS "1" TO CONTINUE

Q11

"Teacher-led Conferences"

"Would you say they are very helpful ... somewhat helpful ... not very helpful ... or, not helpful at all?"

- | | |
|----|--------------------|
| 1 | VERY HELPFUL |
| 2 | SOMEWHAT HELPFUL |
| 3 | NOT VERY HELPFUL |
| 4 | NOT AT ALL HELPFUL |
| 98 | DON'T KNOW |
| 99 | NA/REFUSED |

Q11b

"Student-led conferences"

IF NECESSARY: "Would you say they are very helpful ... somewhat helpful ... not very helpful ... or, not helpful at all?"

Q11c

"Report cards"

IF NECESSARY: "Would you say they are very helpful ... somewhat helpful ... not very helpful ... or, not helpful at all?"

Q11d

"Portfolios"

IF NECESSARY: "Would you say they are very helpful ... somewhat helpful ... not very helpful ... or, not helpful at all?"

Q11e

"Now I would like to ask you how much your child benefits overall from student-led conferences ... Would you say it benefits them ... a lot ... somewhat ... a little ... or not at all?"

- | | |
|----|------------|
| 1 | A LOT |
| 2 | SOMEWHAT |
| 3 | A LITTLE |
| 4 | NOT AT ALL |
| 98 | DON'T KNOW |
| 99 | NA/REFUSED |

Q12

“Do you feel that there are enough extracurricular opportunities available to your child at NHS?”

- 1 YES
- 2 NO → “What would you suggest for extracurricular activities?”

- 98 DON’T KNOW
- 99 NA/REFUSED

Q13

“Are there any particular factors that prevent your child from participating in a desired extracurricular activity?” CHECK ALL THAT APPLY

- 1 COST
- 2 TRANSPORTATION
- 3 SCHEDULING
- 4 OTHER - SPECIFY

- 98 DON’T KNOW
- 99 NA/REFUSED

Q14

“In the past two years, did any of your children transition into NHS from another school?”

- 1 YES
- 2 NO → SKIPTO Q15

- 98 DON’T KNOW → SKIPTO Q15
- 99 NA/REFUSED → SKIPTO Q15

Q14a

“How effective was their transition... very effective ... somewhat effective ... not very effective ... not at all effective, or don’t you know enough about this to say?”

- 1 VERY EFFECTIVE
- 2 SOMEWHAT EFFECTIVE
- 3 NOT VERY EFFECTIVE
- 4 NOT AT ALL EFFECTIVE

- 98 DON’T KNOW
- 99 NA/REFUSED

Q15

“How effective is the transition process from grade to grade at NHS? ... very effective ... somewhat effective ... not very effective ... not at all effective, or don’t you know enough about this to say?”

- 1 VERY EFFECTIVE
- 2 SOMEWHAT EFFECTIVE
- 3 NOT VERY EFFECTIVE
- 4 NOT AT ALL EFFECTIVE

- 98 DON’T KNOW
- 99 NA/REFUSED

Q16

“In the past two years, have any of your children transitioned from NHS to Winnacunnet High School?”

- 1 YES
- 2 NO → SKIPTO Q17

- 98 DON’T KNOW → SKIPTO Q17
- 99 NA/REFUSED → SKIPTO Q17

Q16a

“How effective was their transition... very effective ... somewhat effective ... not very effective ... not at all effective, or don’t you know enough about this to say?”

- 1 VERY EFFECTIVE
- 2 SOMEWHAT EFFECTIVE
- 3 NOT VERY EFFECTIVE
- 4 NOT AT ALL EFFECTIVE

- 98 DON’T KNOW
- 99 NA/REFUSED

Q17

“In the past two years, have any of your children transitioned from NHS to another high school?”

- 1 YES
- 2 NO → SKIPTO D4

- 98 DON’T KNOW → SKIPTO D4
- 99 NA/REFUSED → SKIPTO D4

Q17a

“How effective was their transition... very effective ... somewhat effective ... not very effective ... not at all effective, or don’t you know enough about this to say?”

- | | |
|----|----------------------|
| 1 | VERY EFFECTIVE |
| 2 | SOMEWHAT EFFECTIVE |
| 3 | NOT VERY EFFECTIVE |
| 4 | NOT AT ALL EFFECTIVE |
| 98 | DON’T KNOW |
| 99 | NA/REFUSED |

D4

“In this survey we have reviewed the following categories ... safety and security, transportation, communication, school climate, curriculum, assessment, extracurricular activities and the transition process ... Do you have any additional comments on these or any other areas regarding NHS?”

RECORD VERBATIM

END

“Thank you for you time. Your input has been very valuable. Goodbye.”