SECTION 12

NEW HOPE HIGH SCHOOL

INTRODUCTION

New Hope High School is located at 2920 New Hope Road in Columbus, Mississippi. In 2018-2019, it houses seven hundred fifty-one (751) students in ninth through twelfth grades (9-12). New Hope was started in 1923 with grades 1– 12. Five schools – McCrary, Little Hope, Dunbar, Windham, and Mt. Vernon consolidated to form New Hope High School. Since each of the schools thought that it should be named for their school, choosing a name proved to be quite a problem. Finally, it was decided that the new consolidation would be named New Hope Depot, and thus it became New Hope High School. Today, New Hope High School offers students the opportunity to excel in academics through its Advanced Placement courses in Art, English, Mathematics, Science, and Social Studies. New Hope High School is also proud to offer dual enrollment classes on site. New Hope High School is also home to state championship sports teams and a superior-rated band program. The school moved into a new state-of-the-art facility at the beginning of the 2018-2019 school year. The old building is slated to house the middle school.

ACCOUNTABILTY

2016 NEW HOPE HIGH SCHOOL Accountability

Grade: **B** Total Points: 658	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	46.3%	48.7%	52.9%	49.4%	44.5%
Points Possible	100	100	50	50	50
GROWTH ALL STUDENTS	67.1%	69.9%	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Points Possible	100	100			
GROWTH LOW 25%	88.3%	76.6%	85.6%	99.1%	32.6%
Points Possible	100	100	200		50

Figure 87: 2016 New Hope High School Accountability

2017 New Hope High School Accountability

2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**;
Former Baseline Grade: **B**; New Baseline Grade: **B**

Grade: **B** Total Points: 692	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	51.2%	22.9%	61.5%	43.6%	63.5%
Possible points	100	100	50	50	50
GROWTH ALL STUDENTS	85.7%	57.2%	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Possible points	100	100			
GROWTH LOW 25%	97.4%	98.1%	88.5%	99.0%	36.7%
Possible points	100	100	200		50

Figure 88: 2017 New Hope High School Accountability

2018 NEW HOPE HIGH SCHOOL ACCOUNTABILITY

2018 New Hope High School Accountability

2018 Accountability Rating: **B**; 2018 Accountability Rating with EL: **B**
Total Points: **699**; Total Points with EL: **699**

Grade: **B**	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	43.6%	45.9%	65.8%	39.9%	62.0%
Possible 2018/2019	100/95	100/95	50/47.5	50/47.5	50/47.5
GROWTH ALL STUDENTS	77.0%	67.2%	**Graduation Rate**	**EL Progress**	**College and Career Readiness**
Possible 2018/2019	100/95	100/95			
GROWTH LOW 25%	97.9%	84.7%	91.2%	N/A	33.8%
Possible 2018/2019	100/95	100/95	200/190	NA/50	50/47.5

Figure 89: 2018 New Hope High School Accountability

2018 New Hope High School ELA Accountability Demographics

New Hope High School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
All	0-10%	11-20%	41-50%	21-30%	11-20%	99.6%
Female	0-10%	11-20%	41-50%	21-30%	11-20%	100.0%
Male	0-10%	11-20%	41-50%	31-40%	0-10%	99.0%
Asian					91-100%	<5%
Black or African American	0-10%	21-30%	51-60%	11-20%	0-10%	100.0%
Hispanic or Latino					91-100%	<5%
Two or More Races			61-70%	31-40%		<5%
White		0-10%	31-40%	31-40%	11-20%	99.2%
Economically Disadvantaged	0-10%	11-20%	41-50%	21-30%	0-10%	99.0%
Non-Economically Disadvantaged	0-10%	0-10%	41-50%	31-40%	11-20%	100.0%
Students with Disabilities		28.0%	60.0%	12.0%		100.0%
Students without Disabilities	0-10%	0-10%	41-50%	31-40%	11-20%	99.5%

Table 111: New Hope High School 2018 ELA Accountability by Demographic Group

2018 New Hope High School Math Accountability Demographics

New Hope High School 2018 Math Accountability by Demographic Group

Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All		21.8%	55.1%	23.1%		100.0%
Female		19.1%	52.9%	27.9%		100.0%
Male		23.9%	56.8%	19.3%		100.0%
Alaskan Native or Native American				91-100%		<5%
Black or African American		28.2%	56.5%	15.3%		100.0%
Hispanic or Latino		41-50%	41-50%			<5%
Native Hawaiian or Pacific Islander				91-100%		<5%
White		13.4%	55.2%	31.3%		100.0%
Economically Disadvantaged		25.3%	62.0%	12.7%		100.0%
Non-Economically Disadvantaged		18.2%	48.1%	33.8%		100.0%
Students with Disabilities		19.2%	42.3%	38.5%		100.0%
Students without Disabilities		22.3%	57.7%	20.0%		100.0%
English Learners			91-100%			<5%
Non-English Learners		21.9%	54.8%	23.2%		100.0%
Military Connected		91-100%				

Table 112: New Hope High School 2018 Math Accountability by Demographic Group

2018 New Hope High School Science Accountability Demographics

New Hope High School 2018 Science Accountability by Demographic Group

Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	0-10%	21-30%	51-60%	11-20%	98.9%
Female	0-10%	31-40%	41-50%	0-10%	98.9%
Male	0-10%	11-20%	51-60%	11-20%	98.9%
Black or African American	0-10%	41-50%	41-50%	0-10%	97.4%
Hispanic or Latino		91-100%			<5%
Native Hawaiian or Pacific Islander				91-100%	<5%
Two or More Races		31-40%	31-40%	31-40%	<5%
White		18.6%	63.9%	17.5%	100.0%
Economically Disadvantaged	0-10%	41-50%	41-50%	0-10%	97.4%
Non-Economically Disadvantaged	0-10%	21-30%	51-60%	11-20%	100.0%
Students with Disabilities	7.7%	53.9%	38.5%		96.3%
Students without Disabilities	0-10%	21-30%	51-60%	11-20%	99.3%

Table 113: New Hope High School 2018 Science Accountability by Demographic Group

2018 NEW HOPE HIGH SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

New Hope High School Accountability Progress Toward Goals

Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	45.9%	44.1%	57.0%	70.0%	55.2%	43.2%
Female	45.7%				56.7%	44.8%
Male	46.1%				53.7%	41.5%
Black or African American	27.7%	35.0%	52.5%	70.0%	37.7%	28.6%
White	58.9%	53.5%	61.7%	70.0%	65.7%	57.9%
Economically Disadvantaged	35.0%	38.7%	54.4%	70.0%	42.5%	33.3%
Non-Economically Disadvantaged	53.5%				66.3%	64.8%
Students with Disabilities	42.9%	29.4%	49.7%	70.0%	21.9%	17.6%
Students without Disabilities	46.20%				60.80%	47.00%
ELA						
All	43.6%	45.1%	57.5%	70.0%	48.5%	39.8%
Female	43.5%				53.6%	43.9%
Male	43.6%				43.5%	35.8%
Black or African American	22.7%				29.3%	25.8%
White	59.1%	55.0%	62.5%	70.0%	60.5%	54.6%
Economically Disadvantaged	33.7%	39.6%	54.8%	70.0%	34.0%	30.4%
Non-Economically Disadvantaged	51.3%				61.1%	60.3%
Students with Disabilities	13.6%	29.3%	49.6%	70.0%	17.0%	15.8%
Students without Disabilities	47.2%				53.7%	43.4%

Table 114: 2018 New Hope High School Accountability Progress Toward Goals
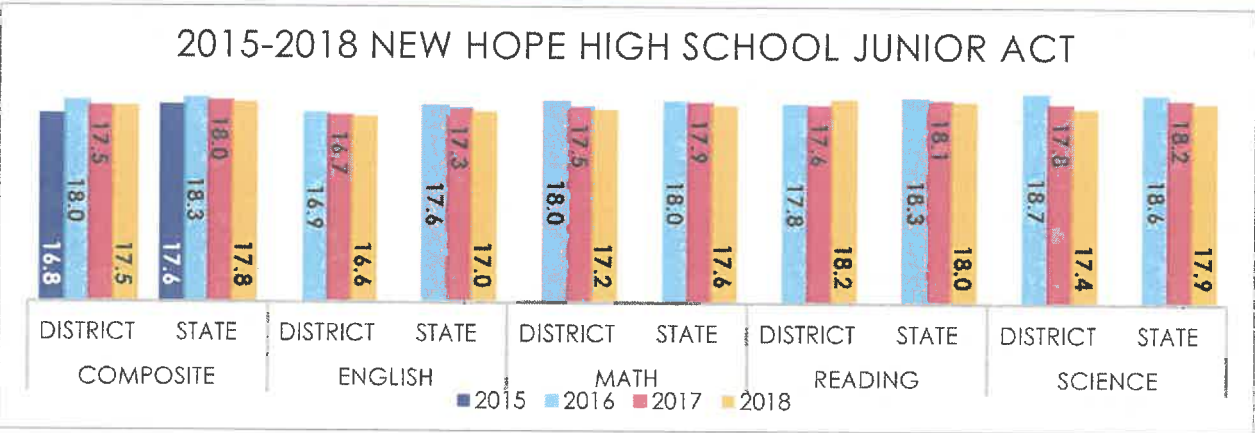
ASSESSMENT

NEW HOPE HIGH SCHOOL ACT

Figure 90: 2015-2018 New Hope High School Junior ACT

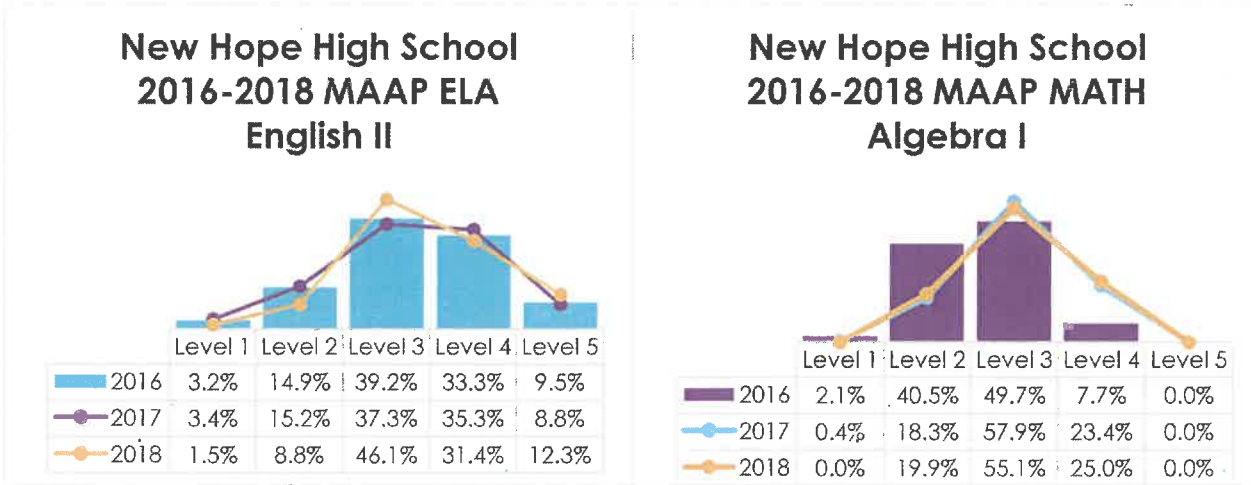## NEW HOPE HIGH SCHOOL MAAP

New Hope High School MAAP ELA and MATH

New Hope High School 2016-2018 MAAP ELA English II

	Level 1	Level 2	Level 3	Level 4	Level 5
2016	3.2%	14.9%	39.2%	33.3%	9.5%
2017	3.4%	15.2%	37.3%	35.3%	8.8%
2018	1.5%	8.8%	46.1%	31.4%	12.3%

New Hope High School 2016-2018 MAAP MATH Algebra I

	Level 1	Level 2	Level 3	Level 4	Level 5
2016	2.1%	40.5%	49.7%	7.7%	0.0%
2017	0.4%	18.3%	57.9%	23.4%	0.0%
2018	0.0%	19.9%	55.1%	25.0%	0.0%

Figure 91: 2016-2018 New Hope High School MAAP ELA and MATH English II and Algebra I

New Hope High School MAAP-EOC

2016-2018 NEW HOPE HIGH SCHOOL MAAP-EOC % Proficient and Advanced

U. S. HISTORY
- 39.9%
- 42.6%
- 52.8%

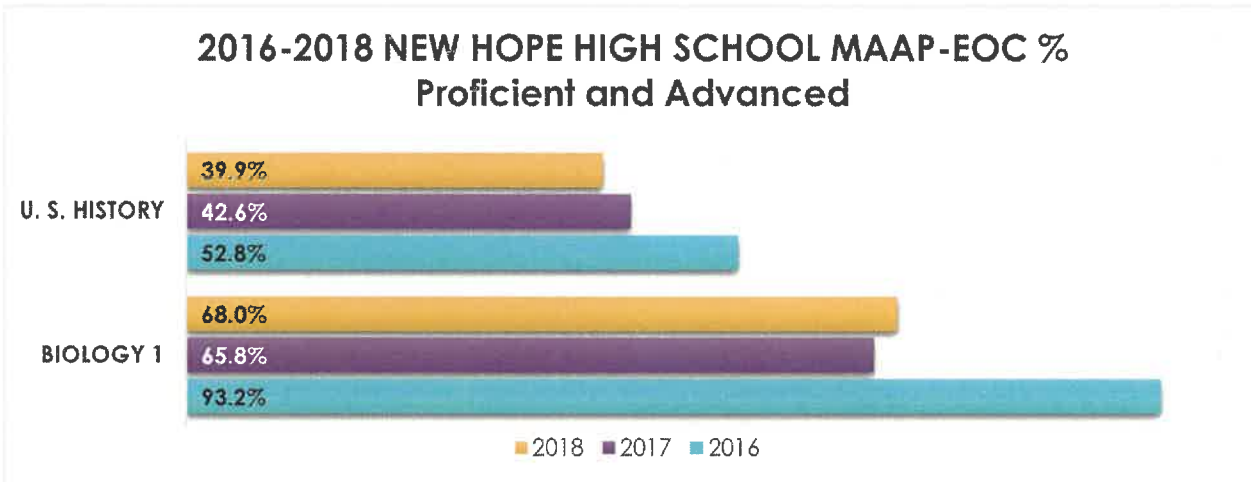BIOLOGY 1
- 68.0%
- 65.8%
- 93.2%

■2018 ■2017 ■2016

Figure 92: 2016-2018 New Hope High School MAAP-EOC% Proficient and Advanced

2018 NEW HOPE HIGH SCHOOL MAAP DEMOGRAPHICS

2018 New Hope High School MAAP ELA Demographic

New Hope High School 2018 MAAP ELA by Demographic Group

Group	Participation Rate SCHOOL	Participation Rate STATE	% Minimal SCHOOL	% Minimal STATE	% Basic SCHOOL	% Basic STATE	% Passing SCHOOL	% Passing STATE	% Proficient SCHOOL	% Proficient STATE	% Advanced SCHOOL	% Advanced STATE
All	99.55	99.04	0-10%	7.44	11-20%	20.44	41-50%	33.68	21-30%	29.03	11-20%	9.41
Female	100	99.27	0-10%	5.1	11-20%	17.74	41-50%	34.33	21-30%	31.82	11-20%	11
Male	99	98.85	0-10%	9.67	11-20%	23.01	41-50%	33.05	31-40%	26.37	0-10%	7.89
Asian	<5%	99.36		6.82		10.64		20.63		37.33	91-100	24.59
Black or African American	100	98.97	0-10%	11-20%	21-30%	21-30%	51-60%	31-40%	11-20%	21-30%	0-10%	0-10%
Hispanic or Latino	<5%	98.98		9.08		20.85		35.13		27.45	91-100	7.48
Two or More Races	<5%	98.55		5.4		15.48	61-70%	32.64	31-40%	36.49		9.99
White	99.15	99.18		0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.01	98.91	0-10%	9.63	11-20%	25.29	41-50%	36.13	21-30%	23.84	0-10%	5.11
Non-Economically Disadvantaged	100	99.33	0-10%	0-10%	0-10%	0-10%	41-50%	21-30%	31-40%	41-50%	11-20%	11-20%
Students without Disabilities	99.49	99.29	0-10%	0-10%	0-10%	11-20%	41-50%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	100	97.44	21-30%	28	31-40%	60	21-30%	12	0-10%			0-10%

Table 115: 2018 New Hope High School MAAP ELA by Demographic Group

2018 New Hope High School MAAP MATH Demographic

New Hope High School 2018 MAAP MATH by Demographic Group

Group	Participation Rate SCHOOL	Participation Rate STATE	% Minimal SCHOOL	% Minimal STATE	% Basic SCHOOL	% Basic STATE	% Passing SCHOOL	% Passing STATE	% Proficient SCHOOL	% Proficient STATE	% Advanced SCHOOL	% Advanced STATE
All	100	98.81		6.79	21.79	20.9	55.13	30.52	23.08	29.87		11.92
Female	100	99.09		5.45	19.12	19.36	52.94	31.3	27.94	31.67		12.23
Male	100	98.56		8.06	23.86	22.36	56.82	29.79	19.32	28.17		11.62
Black or African American	100	98.72	0-10%		28.24	21-30%	56.47	31-40%	15.29	21-30%		0-10%
Hispanic or Latino	<5%	98.57		6.37	41-50%	18.38	41-50%	30.46		33.03		11.77
Alaskan Native or Native American	<5%	97.91	0-10%		11-20%		31-40%		91-100	31-40%		11-20%
Pacific Islander	<5%	98.72		5.84		12.99		24.68	91-100	31.17		25.32

E R

New Hope High School 2018 MAAP MATH by Demographic Group

Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
White	100	98.96	0-10%		13.43	11-20%	55.22	21-30%	31.34	31-40%		11-20%
Economically Disadvantaged	100	98.69		8.74	25.32	25.97	62.03	33.3	12.66	25.29		6.69
Non-Economically Disadvantaged	100	99.07	0-10%		18.18	0-10%	48.05	21-30%	33.77	31-40%		21-30%
Students without Disabilities	100	99.05	0-10%		22.31	11-20%	57.69	31-40%	20	31-40%		11-20%
Students with Disabilities	100	97.28	21-30%		19.23	31-40%	42.31	21-30%	38.46	0-10%		0-10%
English Learners	<5%	98.84		8.86		22.18	91-100	30.79		28.58		9.59
Non-English Learners	100	98.8		6.72	21.94	20.86	54.84	30.51	23.23	29.91		11.99
Military Connected		98.81	0-10%	91-100	0-10%			21-30%		31-40%		21-30%

Table 116: 2018 New Hope High School MAAP MATH by Demographic Group

2018 New Hope High School MAAP-SCI Demographic

New Hope High School 2018 MAAP-SCI by Demographic Group

Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.88	98.74	0-10%	13.57	21-30%	24.04	51-60%	41.68	11-20%	20.71
Female	98.85	99.02	0-10%	12.3	31-40%	24	41-50%	44.07	0-10%	19.63
Male	98.91	98.5	0-10%	14.78	11-20%	24.08	51-60%	39.42	11-20%	21.73
Black or African American	97.4	98.54	0-10%	20.88	41-50%	32.28	41-50%	37.44	0-10%	9.4
Hispanic or Latino	<5%	98.98		15.02	91-100	24.63		41.72		18.63
Pacific Islander	<5%	98.63		9.72		15.28		34.72	91-100	40.28
Two or More Races	<5%	98.83		8.53	31-40%	18.79	31-40%	43.68	31-40%	29
White	100	98.98		5.34	18.56	15.01	63.92	46.65	17.53	33.01
Economically Disadvantaged	97.4	98.51	0-10%	17.77	41-50%	29.26	41-50%	39.66	0-10%	13.31
Non-Economically Disadvantaged	100	99.22	0-10%	0-10%	21-30%	11-20%	51-60%	41-50%	11-20%	31-40%
Students without Disabilities	99.34	98.93	0-10%	10.3	21-30%	22.47	51-60%	44.31	11-20%	22.92
Students with Disabilities	96.3	97.45	7.69	36.1	53.85	34.84	38.46	23.58		5.48

Table 117: 2018 New Hope High School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at New Hope High School from 2016-2017 to 2018-2019 are shown in *Table 118*. New Hope High School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have shifted slightly. *Table 119* illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

NEW HOPE HIGH ENROLLMENT BY GRADE

	2017	2018	2019
Grade 9	195	188	207
Grade 10	169	205	183
Grade 11	181	149	170
Grade 12	177	205	180
SEC. SPED	12	12	11
SEC. GED	*	*	N/A
Total	**735**	**759**	**751**

Table 118: New Hope High School Enrollment by Grade

NEW HOPE HIGH ENROLLMENT BY DEMOGRAPHIC GROUP

	2017		2018		2019	
	#	%	#	%	#	%
Female	372	50.6%	381	50.2%	358	47.7%
Male	363	49.4%	378	49.8%	393	52.3%
Asian	*	0.0%	*	0.0%	*	0.0%
African American	314	42.7%	331	43.6%	324	43.1%
Hispanic or Latino	*	0.0%	*	0.0%	*	0.0%
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	0.0%
White	406	55.2%	412	54.3%	407	54.2%
Two or More Races	*	0.0%	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%	*	0.0%
Total	**735**	**100%**	**759**	**100%**	**751**	**100%**

Table 119: New Hope High School Enrollment by Demographic Group

ATTENDANCE

2016-2018 NEW HOPE HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2016	2017	2018
GRADE 09	170.22	187.5	175.76
GRADE 10	197.23	159.39	186.93
GRADE 11	144.24	167.24	137.98
GRADE 12	187.92	160.15	179.00
SEC. SPED	13.61	10.24	9.77
SEC. GED	0.64	0.59	0
TOTAL	**713.85**	**685.1**	**689.44**

Table 120: 2016-2018 New Hope High School Average Daily Attendance

2017 AND 2018 NEW HOPE HIGH SCHOOL CHRONIC ABSENTEE RATE

2016-2017	
ALL	23.1%
2017-2018	
ALL	32.9%
FEMALE	32.6%
MALE	33.3%
ASIAN	<5%
BLACK OR AFRICAN AMERICAN	28.8%
HISPANIC OR LATINO	<5%
NATIVE AMERICAN	<5%
PACIFIC ISLANDER	<5%
TWO OR MORE RACES	<5%
WHITE	35.8%
STUDENTS WITHOUT DISABILITIES	32.5%
STUDENTS WITH DISABILITIES	35.9%
ENGLISH LEARNERS	<5%

Table 121: 2017 and 2018 New Hope High School Chronic Absentee Rate

PERSONNEL

2018 NEW HOPE HIGH SCHOOL FULL-TIME EQUIVALENT TEACHERS

	#	%	#	%	#	%
TOTAL FTE TEACHERS: 53.19	All		High Poverty		Low Poverty	
EXPERIENCED	48.44	91.1%			48.44	91.1%
EMERGENCY PROVISIONAL	1.64	3.1%			1.64	3.1%
TEACHING IN FIELD	53.2	100.0%			53.2	100.0%

Table 122: 2018 New Hope High School Full-time Equivalent Teachers

ACCELERATION

2018 New Hope High School Advanced Courses/Post-Secondary

Subgroup	Advanced Course Participation	· Post-Secondary
	#	%	Enrollment %
All	124	34.0%	78.5%
Female	84	43.1%	
Male	40	23.5%	
Alaskan Native or Native American			<5%
Asian	<10	<5%	<5%
Black or African American	31	18.6%	75.9%
Hispanic or Latino	<10	<5%	<5%
White	89	46.4%	82.0%
Economically Disadvantaged			78.5%
Students with Disabilities	<10	5.6%	58.8%
Students without Disabilities	122	37.1%	
English Learners	<10	<5%	<5%
Non-English Learners	124	34.1%	

Table 123: 2018 New Hope High School Advanced Course Participation and Post-Secondary Enrollment

DISCIPLINE

2017-2018 NEW HOPE HIGH SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS

Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female		<5%	<5%	<10
Male		<5%	<5%	<10
Black or African American		<5%	<5%	<10
White		<5%	<5%	<10

2017-2018 NEW HOPE HIGH SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
Students with Disabilities		<5%	<5%	
Students without Disabilities		<5%		<10
Non-English Learners		<5%	<5%	<10

Table 124: 2017-2018 New Hope High School MSIS Reported Disciplinary Incidents

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at New Hope High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; and Professional Development.* **Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-seven (57) faculty and staff members, seventy-one (71) parents and one hundred eighteen (118) students responded to the survey.**

NEW HOPE HIGH SCHOOL FACULTY/STAFF SURVEY

DEMOGRAPHICS

Summary for I8

Please indicate your certification status.

	Count	Percentage
Certified	53	93.0%
Non--certified	4	7.0%

Summary for I9

Please indicate your completed years of experience as an educator. (Do not count the current year.)

	Count	Percentage
1-3 years	1	1.8%
4-10 years	12	21.1%
11-20 years	28	49.1%
21+ years	16	28.1%

FEDERAL PROGRAMS

Summary for FP1

The aspects of the Title I instructional program I feel are most beneficial are:

	Count	Percentage
Smaller class sizes	44	77.2%
Emphasis on cooperation between home and school	12	21.1%
Professional development activities	12	21.1%
Access to computers and individualized instruction	21	36.8%
Teacher resources	24	42.1%
Support staff	25	43.9%
Tutoring service	20	35.1%

Summary for FP9

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	23	40.4%
Agree	29	50.9%
Disagree	4	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for FP15

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	24	42.1%
Agree	31	54.4%
Disagree	2	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP19

I have input into how federal dollars are spent in my school.

	Count	Percentage
Strongly Agree	6	10.5%
Agree	26	45.6%
Disagree	17	29.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	7	12.3%

Summary for FP20

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.

	Count	Percentage
Strongly Agree	13	22.8%
Agree	26	45.6%
Disagree	6	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	21.1%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	18	31.6%
Supporting college and career counseling	27	47.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	22	38.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	22	38.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	23	40.4%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	24	42.1%
Providing school-based mental health services and counseling	29	50.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	16	28.1%
Establishing or improving dropout prevention	12	21.1%
Supporting re-entry programs and transition services for Justice-involved youth	4	7.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	22	38.6%
Implementing systems and practices to prevent bullying and harassment	16	28.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	26	45.6%
Establishing community partnerships	12	21.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	23	40.4%
Building technological capacity and infrastructure	18	31.6%
Carrying out innovative blended learning projects	15	26.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	19	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	22	38.6%

Field summary for TFP10

I use effective, research-based strategies for

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	37.7%	58.5%	1.9%	0.0%	1.9%
Closing the achievement gap between diverse groups of students.	22.6%	62.3%	7.6%	0.0%	7.6%
Successful classroom management.	32.1%	54.7%	9.4%	3.8%	0.0%
Teaching special needs students.	35.9%	52.8%	5.7%	1.9%	3.8%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	26.4%	56.6%	9.4%	1.9%	5.7%

Summary for TFP17

Please rank the following issues by their impact on student achievement and growth.

	RANK 1	RANK 2	RANK 3	RANK 4	RANK 5	OVERALL RANK
Off-task behavior	21	17	10	8	0	1
Truancy	24	10	13	9	0	2
Minor disruptions that steal instructional time	6	16	20	10	3	3
Major classroom disruptions	5	10	10	27	3	4
Other	0	3	3	0	31	5

CURRICULUM AND INSTRUCTION

Summary for CI10

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	22.8%	22.8%
Agree	66.7%	66.7%
Disagree	5.3%	5.3%
Strongly Disagree	5.3%	5.3%
Not Applicable or No Information	0.0%	0.0%

Summary for CI44

The programs of this school (district) meet the requirement of students with special needs.

	Percentage	Percentage
Strongly Agree	24.6%	24.6%
Agree	66.7%	66.7%
Disagree	3.5%	3.5%
Strongly Disagree	0.0%	0.0%
Not Applicable or No Information	3.5%	3.5%

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	43.9%	50.9%	1.8%	0.0%	3.5%
Mathematics	28.1%	52.6%	10.5%	1.8%	7.0%
Science	42.1%	47.4%	1.8%	0.0%	8.8%
Social Studies	24.6%	57.9%	12.3%	1.8%	3.5%
Fine Arts	36.8%	50.9%	3.5%	0.0%	8.8%
Physical Education	21.1%	54.4%	17.5%	1.8%	5.3%
Health Education	28.1%	61.4%	1.8%	1.8%	7.0%
Foreign Languages	31.6%	47.4%	5.3%	5.3%	10.5%
Career/Vocational Education	52.6%	38.6%	1.8%	0.0%	7.0%

Summary for TCI11

Our faculty frequently use the results of student learning assessments to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	14	26.4%
Agree	35	66.0%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%

Summary for TCI15

Our faculty use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	26	45.6%
Agree	29	50.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for LCC12

Please evaluate the impact of the following factors on the English/Language Arts program in meeting state standards of student proficiency and growth:

	Strength	Making progress	Not a factor	Still a challenge	Weakness	No information
CLIMATE						
Class Size	18.9%	30.2%	1.9%	13.2%	13.2%	22.6%
Discipline	22.6%	35.9%	1.9%	11.3%	7.6%	20.8%
Classroom culture	35.9%	30.2%	3.8%	3.8%	0.0%	26.4%
School culture	22.6%	34.0%	3.8%	9.4%	3.8%	26.4%
PBIS	20.8%	28.3%	15.1%	1.9%	5.7%	28.3%

Summary for LCC12

Please evaluate the impact of the following factors on the English/Language Arts program in meeting state standards of student proficiency and growth:

	Strength	Making progress	Not a factor	Still a challenge	Weakness	No information
ATTENDANCE						
Student mobility	22.6%	30.2%	3.8%	7.6%	3.8%	32.1%
Student attendance	7.6%	35.9%	1.9%	17.0%	13.2%	24.5%
Teacher attendance	58.5%	15.1%	0.0%	0.0%	1.9%	24.5%
Scheduling	43.4%	15.1%	1.9%	3.8%	1.9%	34.0%
TEACHING						
Teacher knowledge of standards	64.2%	11.3%	0.0%	0.0%	0.0%	24.5%
Differentiation	50.9%	20.8%	0.0%	1.9%	1.9%	24.5%
Shared responsibility for state test results	39.6%	24.5%	3.8%	5.7%	1.9%	24.5%
Teacher input	41.5%	24.5%	1.9%	7.6%	0.0%	24.5%
Common planning	28.3%	20.8%	11.3%	5.7%	3.8%	30.2%
STUDENT CHARACTERISTICS						
The number of Tier 2 and Tier 3 students	9.4%	41.5%	3.8%	15.1%	3.8%	26.4%
Student prerequisite knowledge	5.7%	35.9%	3.8%	11.3%	15.1%	28.3%
ASSESSMENT						
Analyzing test data	35.9%	32.1%	1.9%	0.0%	0.0%	30.2%
Student progress monitoring	37.7%	28.3%	1.9%	1.9%	0.0%	30.2%
STAR screening	43.4%	17.0%	5.7%	1.9%	1.9%	30.2%
SUPPORT SERVICES						
Professional Development	37.7%	24.5%	1.9%	5.7%	3.8%	26.4%
Tutoring services	30.2%	37.7%	0.0%	1.9%	0.0%	30.2%
Intervention services	37.7%	37.7%	0.0%	0.0%	0.0%	24.5%
Inclusion	41.5%	20.8%	0.0%	5.7%	3.8%	28.3%
Gifted education services	22.6%	17.0%	3.8%	3.8%	1.9%	50.9%
Teacher resources	45.3%	24.5%	0.0%	1.9%	0.0%	28.3%
Leadership team	49.1%	18.9%	0.0%	1.9%	0.0%	30.2%
TECHNOLOGY						
Technology skills	56.6%	17.0%	1.9%	0.0%	0.0%	24.5%
1:1	56.6%	13.2%	3.8%	1.9%	0.0%	24.5%

Summary for LCC13

Please evaluate the impact of the following factors on the mathematics program in meeting state standards of student proficiency and growth:

	Strength	Making progress	Not a factor	Still a challenge	Weakness	No information
CLIMATE						
Class Size	15.1%	24.5%	0.0%	13.2%	11.3%	35.9%
Discipline	13.2%	28.3%	0.0%	11.3%	15.1%	32.1%
Classroom culture	22.6%	32.1%	0.0%	7.6%	3.8%	34.0%
School culture	22.6%	35.9%	0.0%	3.8%	3.8%	34.0%

Summary for LCC13

Please evaluate the impact of the following factors on the mathematics program in meeting state standards of student proficiency and growth:

	Strength	Making progress	Not a factor	Still a challenge	Weakness	No information
PBIS	26.4%	22.6%	11.3%	1.9%	5.7%	32.1%
ATTENDANCE						
Student mobility	28.3%	24.5%	5.7%	3.8%	0.0%	37.7%
Student attendance	15.1%	28.3%	0.0%	11.3%	11.3%	34.0%
Teacher attendance	45.3%	18.9%	0.0%	1.9%	0.0%	34.0%
Scheduling	34.0%	22.6%	0.0%	0.0%	1.9%	41.5%
TEACHING						
Teacher knowledge of standards	45.3%	18.9%	0.0%	0.0%	3.8%	32.1%
Differentiation	30.2%	24.5%	1.9%	3.8%	3.8%	35.9%
Shared responsibility for state test results	30.2%	24.5%	1.9%	1.9%	5.7%	35.9%
Teacher input	37.7%	17.0%	1.9%	5.7%	0.0%	37.7%
Common planning	26.4%	20.8%	7.6%	5.7%	3.8%	35.9%
STUDENT CHARACTERISTICS						
The number of Tier 2 and Tier 3 students	15.1%	34.0%	0.0%	5.7%	5.7%	39.6%
Student prerequisite knowledge	11.3%	22.6%	0.0%	7.6%	18.9%	39.6%
ASSESSMENT						
Analyzing test data	37.7%	22.6%	0.0%	1.9%	1.9%	35.9%
Student progress monitoring	34.0%	26.4%	1.9%	0.0%	1.9%	35.9%
STAR screening	39.6%	26.4%	0.0%	3.8%	0.0%	30.2%
SUPPORT SERVICES						
Professional Development	37.7%	24.5%	0.0%	1.9%	7.6%	28.3%
Tutoring services	41.5%	26.4%	0.0%	1.9%	1.9%	28.3%
Intervention services	39.6%	30.2%	0.0%	1.9%	0.0%	28.3%
Inclusion	43.4%	20.8%	0.0%	1.9%	0.0%	34.0%
Gifted education services	22.6%	20.8%	1.9%	1.9%	3.8%	49.1%
Teacher resources	37.7%	26.4%	0.0%	3.8%	0.0%	32.1%
Leadership team	43.4%	18.9%	0.0%	1.9%	0.0%	35.9%
TECHNOLOGY						
Technology skills	43.4%	24.5%	1.9%	0.0%	0.0%	30.2%
1:1	52.8%	13.2%	1.9%	1.9%	0.0%	30.2%

Summary for LCC14

Please evaluate the impact of the following factors on the science program in meeting state standards of student proficiency and growth:

	Strength	Making progress	Not a factor	Still a challenge	Weakness	No information
CLIMATE						
Class Size	20.8%	26.4%	0.0%	11.3%	9.4%	32.1%
Discipline	26.4%	34.0%	1.9%	3.8%	1.9%	32.1%
Classroom culture	32.1%	30.2%	0.0%	3.8%	0.0%	34.0%

Summary for LCC14

Please evaluate the impact of the following factors on the science program in meeting state standards of student proficiency and growth:

	Strength	Making progress	Not a factor	Still a challenge	Weakness	No information
School culture	22.6%	32.1%	3.8%	5.7%	3.8%	32.1%
PBIS	22.6%	30.2%	7.6%	1.9%	5.7%	32.1%
ATTENDANCE						
Student mobility	22.6%	28.3%	1.9%	3.8%	1.9%	41.5%
Student attendance	9.4%	28.3%	0.0%	15.1%	11.3%	35.9%
Teacher attendance	49.1%	15.1%	0.0%	0.0%	0.0%	35.9%
Scheduling	39.6%	17.0%	0.0%	0.0%	1.9%	41.5%
TEACHING						
Teacher knowledge of standards	50.9%	17.0%	0.0%	0.0%	1.9%	30.2%
Differentiation	37.7%	22.6%	0.0%	1.9%	3.8%	34.0%
Shared responsibility for state test results	34.0%	24.5%	1.9%	3.8%	1.9%	34.0%
Teacher input	39.6%	24.5%	1.9%	0.0%	0.0%	34.0%
Common planning	34.0%	17.0%	3.8%	0.0%	7.6%	37.7%
STUDENT CHARACTERISTICS						
The number of Tier 2 and Tier 3 students	13.2%	32.1%	3.8%	5.7%	5.7%	39.6%
Student prerequisite knowledge	15.1%	20.8%	1.9%	5.7%	11.3%	45.3%
ASSESSMENT						
Analyzing test data	37.7%	20.8%	0.0%	0.0%	0.0%	41.5%
Student progress monitoring	34.0%	22.6%	3.8%	1.9%	0.0%	37.7%
STAR screening	32.1%	15.1%	9.4%	1.9%	0.0%	41.5%
SUPPORT SERVICES						
Professional Development	32.1%	18.9%	5.7%	0.0%	7.6%	35.9%
Tutoring services	35.9%	20.8%	1.9%	1.9%	1.9%	37.7%
Intervention services	34.0%	22.6%	0.0%	1.9%	1.9%	39.6%
Inclusion	30.2%	28.3%	3.8%	0.0%	0.0%	37.7%
Gifted education services	20.8%	20.8%	1.9%	0.0%	1.9%	54.7%
Teacher resources	35.9%	22.6%	0.0%	0.0%	1.9%	39.6%
Leadership team	45.3%	9.4%	1.9%	0.0%	0.0%	43.4%
TECHNOLOGY						
Technology skills	47.2%	17.0%	0.0%	0.0%	0.0%	35.9%
1:1	52.8%	17.0%	0.0%	0.0%	0.0%	30.2%

Summary for LCCI5

Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school through their involvement in:

	Yes	No	Uncertain
Tier placement	96.2%	0.0%	3.8%
Scheduling	58.5%	13.2%	28.3%

Summary for LCCI5

Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school through their involvement in:

	Yes	No	Uncertain
Planning	75.5%	1.9%	22.6%
Grouping	62.3%	9.4%	28.3%
Remediation	79.3%	1.9%	18.9%
Enrichment	73.6%	9.4%	17.0%
Pacing guides	56.6%	11.3%	32.1%
Common assessment	56.6%	18.9%	24.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for LCFC92

What are the strengths and challenges of our parental, family, & community involvement program?

	Mostly a strength of the program	Mostly a challenge for the program	Not sure/No information
Meeting times	42.1%	31.6%	26.3%
Meeting topics	54.4%	15.8%	29.8%
Athletics	71.9%	8.8%	19.3%
Parent communication	56.1%	29.8%	14.0%
Schoology	94.7%	3.5%	1.8%
Parent All-Calls	82.5%	8.8%	8.8%
Parent participation	22.8%	64.9%	12.3%

SCHOOL CLIMATE AND CULTURE

Summary for SC46

Teachers and administrators in our school (district) consistently enforce school rules.

	Count	Percentage
Strongly Agree	9	16.1%
Agree	32	57.1%
Disagree	14	25.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Summary for SC48

Our school (district) provides students and teachers with a safe & orderly environment for learning.

	Count	Percentage
Strongly Agree	24	42.9%
Agree	29	51.8%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC133
This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	40	71.4%
Agree	16	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC68
For the most part, the size of classes here does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	9	16.1%
Agree	22	39.3%
Disagree	20	35.7%
Strongly Disagree	4	7.1%
Not Applicable or No Information	1	1.8%

Summary for TSC69
Teachers are provided adequate time each day to prepare for teaching.

	Count	Percentage
Strongly Agree	34	65.4%
Agree	16	30.8%
Disagree	1	1.9%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%

Summary for TSC72
If I have a discipline problem, the administration gives me the support I need.

	Count	Percentage
Strongly Agree	20	35.7%
Agree	31	55.4%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for TSC74
The principal is appropriately in contact with teachers and their classroom activities.

	Count	Percentage
Strongly Agree	30	53.6%
Agree	25	44.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

TECHNOLOGY

Summary for LCTEC1

Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	15	26.3%
Agree	26	45.6%
Disagree	12	21.1%
Strongly Disagree	2	3.5%
Not Applicable or No Information	2	3.5%

Summary for LCTEC2

Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	13	22.8%
Agree	28	49.1%
Disagree	12	21.1%
Strongly Disagree	2	3.5%
Not Applicable or No Information	2	3.5%

Summary for TEC4

The district technology staff works to update and maintain the classroom technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	24	42.1%
Agree	31	54.4%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for TTEC6

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.

	Count	Percentage
Strongly Agree	26	45.6%
Agree	27	47.4%
Disagree	3	5.3%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

Summary for LCPK4

Due to increasing standards, we should increase the number of Title I Pre-K classes offered.

	Count	Percentage
Strongly Agree	18	31.6%
Agree	22	38.6%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	15	26.3%

Summary for LCPK5

The greatest benefits of having a preschool at my school are (or would be):

	Count	Percentage
Helps boost student achievement	31	54.4%
Reduces the achievement gap between low-income children and their more affluent peers	36	63.2%
Reduces placement of children in special education	16	28.1%
Reduces need to retain students in the primary grades	25	43.9%
Accelerates children's social, emotional, and cognitive development to become school ready	37	64.9%
Increases student interest in school and learning	26	45.6%
Provides a safe place for children during the day	25	43.9%
Saves district expenses in the long-term by decreasing remediation and special education costs	14	24.6%
Increases United States international competitiveness	12	21.1%
Other	1	1.8%

PROFESSIONAL DEVELOPMENT

Field summary for TPD1

Rank your top ten choices for professional development topics.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	OVERALL
Classroom management	12	5	3	4	8	4	8	4	8	4	1
My specific content area	16	10	1	2	1	2	1	2	1	2	2
Differentiated instruction	1	7	4	7	4	7	4	7	4	7	3
College- and Career-Ready Standards	2	2	8	5	6	5	6	5	6	5	4
Using technology to enhance instruction	3	4	3	5	6	5	6	5	6	5	5
Teaching and understanding students in poverty	2	4	7	2	5	2	5	2	5	2	6
Reading for at-risk students	3	3	6	5	1	5	1	5	1	5	7
Successful inclusion strategies	1	6	3	2	2	2	2	2	2	2	8
Conflict resolution	1	1	4	4	2	4	2	4	2	4	9
Writing strategies	2	2	4	3	1	3	1	3	1	3	10

Field summary for TPD1

Rank your top ten choices for professional development topics.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	OVERALL
Reading and writing across the curriculum	4	3	3	2	0	2	0	2	0	2	**11**
Depth of Knowledge	2	2	2	2	3	2	3	2	3	2	**12**
Developing quality assessments	0	0	1	3	5	3	5	3	5	3	**13**
Response to Intervention/Multi-tiered System of Support (RTI/MTSS)	0	1	1	3	4	3	4	3	4	3	**14**
Interpreting and analyzing student data	1	0	2	2	2	2	2	2	2	2	**15**
Homeless Education	2	2	0	1	1	1	1	1	1	1	**16**
English Language Learners	1	1	1	1	1	1	1	1	1	1	**17**

Summary for TPD5

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.

	Count	Percentage
Strongly Agree	13	24.5%
Agree	31	58.5%
Disagree	4	7.6%
Strongly Disagree	2	3.8%
Not Applicable or No Information	3	5.7%

Summary for TPD9

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	16	28.1%
Agree	33	57.9%
Disagree	6	10.5%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%

Summary for TPD63

Teachers play a meaningful role in the design and selection of staff development programs.

	Count	Percentage
Strongly Agree	7	12.3%
Agree	33	57.9%
Disagree	8	14.0%
Strongly Disagree	3	5.3%
Not Applicable or No Information	6	10.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

aculty and staff from New Hope High School feel that the school does a good job in providing quality professional development, collaborating between all levels, and utilizing technology within the district. One faculty member said, "I think our district does a good job of implementing programs and staying ahead of the curve." Respondents expressed concerns about budget expenditures, cafeteria options, and maintenance needs. Another faculty member stated, ""Central office needs to treat teachers with professional respect and communicate with teachers on policies that affect the classroom."

NEW HOPE HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP1

The aspects of the Title I instructional program I feel are most beneficial are:

	Count	Percentage
Smaller class sizes	87	52.7%
Emphasis on cooperation between home and school	44	26.7%
Professional development activities	39	23.6%
Access to computers and individualized instruction	71	43.0%
Teacher resources	51	30.9%
Support staff	38	23.0%
Tutoring service	79	47.9%

Summary for FP9

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	54	32.7%
Agree	72	43.6%
Disagree	14	8.5%
Strongly Disagree	4	2.4%
Not Applicable or No Information	20	12.1%

Summary for FP15

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	57	34.6%
Agree	91	55.2%
Disagree	9	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	4.9%

Summary for FP19

I have input into how federal dollars are spent in my school.

	Count	Percentage
Strongly Agree	9	5.5%
Agree	65	39.4%
Disagree	39	23.6%
Strongly Disagree	13	7.9%
Not Applicable or No Information	39	23.6%

Summary for FP20

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.

	Count	Percentage
Strongly Agree	13	7.9%
Agree	88	53.3%
Disagree	16	9.7%
Strongly Disagree	1	0.6%
Not Applicable or No Information	45	27.3%

Summary for PFP3

I have read and understood the Title I School-Parent Compact.

	Count	Percentage
Yes	110	66.7%
No	32	19.4%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	52	31.5%
Supporting college and career counseling	89	53.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	72	43.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	73	44.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	44	26.7%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	63	38.2%
Providing school-based mental health services and counseling	80	48.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	28	17.0%
Establishing or improving dropout prevention	48	29.1%
Supporting re-entry programs and transition services for Justice-involved youth	16	9.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	48	29.1%
Implementing systems and practices to prevent bullying and harassment	78	47.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	73	44.2%
Establishing community partnerships	29	17.6%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	75	45.5%
Building technological capacity and infrastructure	47	28.5%
Carrying out innovative blended learning projects	49	29.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	66	40.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies & assistive technology	71	43.0%

Summary for PFP24

Please indicate ways in which you would like to see Title I Parental Involvement funds spent at the school and/or district level.

	Count	Percentage
District and/or school newsletters	63	38.2%
Resource materials for parental training	59	35.8%
Training for parents to work with other parents on becoming involved in the schools	64	38.8%
Travel expenses for staff to attend parent and family engagement/PTA workshops and conferences	53	32.1%
Other [Better, more current resources for SPED teachers and parents, Offer parenting can be fun workshops: financial planning/budgeting with families of high schoolers, family adventures to encourage family time, family conflict resolution/problem solving ideas, luncheons with topics like Parenting a difficult child/ADHD child]	3	1.8%

CURRICULUM AND INSTRUCTION

Summary for CI10

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	29	17.6%
Agree	111	67.3%
Disagree	14	8.5%
Strongly Disagree	6	3.6%
Not Applicable or No Information	5	3.0%

Summary for CI44

The programs of this school (district) meet the requirement of students with special needs.

	Count	Percentage
Strongly Agree	30	18.2%
Agree	82	49.7%
Disagree	15	9.1%
Strongly Disagree	4	2.4%
Not Applicable or No Information	34	20.6%

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	30.3%	56.4%	9.7%	1.8%	1.8%
Mathematics	28.5%	60.6%	7.3%	1.8%	1.8%
Science	27.3%	66.1%	4.2%	0.0%	1.8%
Social Studies	23.0%	61.2%	10.9%	1.2%	2.4%
Fine Arts	18.8%	63.0%	10.3%	1.8%	6.1%
Physical Education	19.4%	55.2%	13.3%	3.0%	8.5%
Health Education	18.8%	60.6%	11.5%	1.2%	7.9%
Foreign Languages	16.4%	50.9%	17.6%	1.2%	13.3%
Career/Vocational Education	24.9%	54.6%	7.9%	1.2%	10.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for LCFC92

What are the strengths and challenges of our parental, family, and community involvement program?

	Mostly a strength of the program	Mostly a challenge for the program	Not sure/No information
Meeting times	37.0%	21.2%	41.8%
Meeting topics	38.8%	20.0%	41.2%
Athletics	52.1%	19.4%	28.5%

Summary for LCFC92

What are the strengths and challenges of our parental, family, and community involvement program?

	Mostly a strength of the program	Mostly a challenge for the program	Not sure/No information
Parent communication	52.7%	25.5%	21.8%
Schoology	82.4%	11.5%	6.1%
Parent All-Calls	72.1%	13.9%	13.9%
Parent participation	46.1%	35.8%	18.2%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	31	18.8%
Agree	97	58.8%
Disagree	25	15.2%
Strongly Disagree	6	3.6%
Not Applicable or No Information	6	3.6%

Summary for PFC81

Parents are informed of the school's policies.

	Count	Percentage
Strongly Agree	48	29.1%
Agree	99	60.0%
Disagree	8	4.9%
Strongly Disagree	5	3.0%
Not Applicable or No Information	3	1.8%

Summary for PFC82

The concerns of parents are reflected in decisions affecting our school.

	Count	Percentage
Strongly Agree	29	17.6%
Agree	76	46.1%
Disagree	37	22.4%
Strongly Disagree	3	1.8%
Not Applicable or No Information	19	11.5%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	31	18.8%
Agree	76	46.1%
Disagree	41	24.9%
Strongly Disagree	9	5.5%
Not Applicable or No Information	7	4.2%

Summary for PFC85

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.

	Count	Percentage
Strongly Agree	48	29.1%
Agree	99	60.0%
Disagree	14	8.5%
Strongly Disagree	2	1.2%
Not Applicable or No Information	2	1.2%

Summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	86	52.1%
Checked my child's grades/assignments online	144	87.3%
Been in contact with my child's teacher	115	69.7%
Received a newsletter from the district, school, or teacher	62	37.6%
Worked with a committee or group on school or district policies	14	8.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	36	21.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	94	57.0%
Volunteered at my child's school	41	24.8%

SCHOOL CLIMATE AND CULTURE

Summary for SC46

Teachers and administrators in our school (district) consistently enforce school rules.

	Count	Percentage
Strongly Agree	35	21.2%
Agree	96	58.2%
Disagree	17	10.3%
Strongly Disagree	7	4.2%
Not Applicable or No Information	8	4.9%

Summary for SC48

Our school (district) provides students and teachers with a safe & orderly environment for learning.

	Count	Percentage
Strongly Agree	47	28.5%
Agree	105	63.6%
Disagree	10	6.1%
Strongly Disagree	1	0.6%
Not Applicable or No Information	2	1.2%

Summary for SC133

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	68	41.2%
Agree	89	53.9%
Disagree	4	2.4%
Strongly Disagree	2	1.2%
Not Applicable or No Information	2	1.2%

TECHNOLOGY

Summary for LCTEC1

Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	56	33.9%
Agree	87	52.7%
Disagree	11	6.7%
Strongly Disagree	5	3.0%
Not Applicable or No Information	6	3.6%

Summary for LCTEC2

Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	56	33.9%
Agree	78	47.3%
Disagree	17	10.3%
Strongly Disagree	6	3.6%
Not Applicable or No Information	8	4.9%

PREKINDERGARTEN AND KINDERGARTEN

Summary for LCPK4

Due to increasing standards, we should increase the number of Title I Pre-K classes offered.

	Count	Percentage
Strongly Agree	47	28.5%
Agree	67	40.6%
Disagree	6	3.6%
Strongly Disagree	4	2.4%
Not Applicable or No Information	41	24.9%

Summary for LCPK5

The greatest benefits of having a preschool at my school are (or would be):

	Count	Percentage
Helps boost student achievement	90	54.5%
Reduces the achievement gap between low-income children and their more affluent peers	61	37.0%
Reduces placement of children in special education	38	23.0%

Summary for LCPK5

The greatest benefits of having a preschool at my school are (or would be):

	Count	Percentage
Reduces need to retain students in the primary grades	59	35.8%
Accelerates children's social, emotional, and cognitive development to become school ready	96	58.2%
Increases student interest in school and learning	62	37.6%
Provides a safe place for children during the day	56	33.9%
Saves district expenses in the long-term by decreasing remediation and special education costs	42	25.5%
Increases United States international competitiveness	23	13.9%
Other	1	0.6%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students at New Hope High School feel that the school does a good job in caring for student needs, ensuring student safety, and keeping parents informed of school activities. One parent said, "Excellent, well-prepared teachers. Administration does a good job enforcing rules and backing their teachers." Respondents expressed concerns in relation to student recognition, lunch options, and a desire for more social learning experiences. One parent believes, ""Consistent rules/discipline in the high school is needed. Drugs are a serious issue in the high school; this needs to be addressed and handled."

NEW HOPE HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP9

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	51	8.5%
Agree	186	31.0%
Disagree	164	27.3%
Strongly Disagree	78	13.0%
Not Applicable or No Information	121	20.1%

Summary for FP15

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	160	26.6%
Agree	370	61.6%
Disagree	49	8.2%
Strongly Disagree	5	0.8%
Not Applicable or No Information	17	2.8%

CURRICULUM AND INSTRUCTION

Summary for CI10

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	144	24.0%
Agree	363	60.4%
Disagree ·	60	10.0%
Strongly Disagree	18	3.0%
Not Applicable or No Information	15	2.5%

Summary for CI44

The programs of this school (district) meet the requirement of students with special needs.

	Count	Percentage
Strongly Agree	194	32.3%
Agree	281	46.8%
Disagree	13	2.2%
Strongly Disagree	10	1.7%
Not Applicable or No Information	102	17.0%

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	39.6%	50.8%	4.5%	2.2%	1.7%
Mathematics	35.3%	52.8%	7.3%	2.3%	1.5%
Science	39.3%	51.6%	5.3%	1.0%	1.7%
Social Studies	32.5%	54.2%	7.2%	1.7%	3.0%
Fine Arts	32.6%	45.9%	6.8%	2.0%	11.5%
Physical Education	28.5%	46.9%	10.8%	5.0%	8.0%
Health Education	30.8%	51.4%	6.3%	2.3%	8.3%
Foreign Languages	27.6%	47.3%	8.3%	3.3%	12.3%
Career/Vocational Education	33.3%	44.3%	3.7%	1.5%	16.1%

Summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	99	22.9%
Agree	248	57.3%
Disagree	59	13.6%
Strongly Disagree	20	4.6%
Not Applicable or No Information	5	1.2%

Summary for SCI153

I use additional resources, beyond the textbooks for my classes, to help me with my school work.

	Count	Percentage
Strongly Agree	141	32.6%
Agree	225	52.0%
Disagree	39	9.0%
Strongly Disagree	19	4.4%
Not Applicable or No Information	8	1.9%

Summary for SCI159

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	78	18.0%
Agree	273	63.1%
Disagree	53	12.2%
Strongly Disagree	20	4.6%
Not Applicable or No Information	9	2.1%

Summary for SCI165

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	190	31.6%
Agree	324	53.9%
Disagree	48	8.0%
Strongly Disagree	16	2.7%
Not Applicable or No Information	19	3.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for LCFC92

What are the strengths and challenges of our parental, family, & community involvement program?

	Mostly a strength of the program	Mostly a challenge for the program	Not sure/No information
Meeting times	38.9%	20.6%	40.4%
Meeting topics	41.8%	19.6%	38.6%
Athletics	59.9%	15.5%	24.6%
Parent communication	52.1%	20.1%	27.8%
Schoology	69.2%	15.1%	15.6%
Parent All-Calls	55.6%	20.0%	24.5%
Parent participation	41.8%	25.0%	33.3%

SCHOOL CLIMATE AND CULTURE

Summary for SC46

Teachers and administrators in our school (district) consistently enforce school rules.

	Count	Percentage
Strongly Agree	194	32.3%
Agree	323	53.7%
Disagree	46	7.7%
Strongly Disagree	22	3.7%
Not Applicable or No Information	15	2.5%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	193	32.1%
Agree	352	58.6%
Disagree	28	4.7%
Strongly Disagree	10	1.7%
Not Applicable or No Information	17	2.8%

Summary for SC133

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	188	31.3%
Agree	339	56.4%
Disagree	46	7.7%
Strongly Disagree	15	2.5%
Not Applicable or No Information	10	1.7%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	237	39.4%
Agree	309	51.4%
Disagree	17	2.8%
Strongly Disagree	10	1.7%
Not Applicable or No Information	20	3.3%

Summary for SSC170

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	199	33.1%
Agree	297	49.4%
Disagree	31	5.2%
Strongly Disagree	18	3.0%
Not Applicable or No Information	54	9.0%

Summary for SSC171

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	168	28.0%
Agree	329	54.7%
Disagree	38	6.3%
Strongly Disagree	14	2.3%
Not Applicable or No Information	49	8.2%

TECHNOLOGY

Summary for LCTEC1

Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	201	33.4%
Agree	293	48.8%
Disagree	66	11.0%
Strongly Disagree	17	2.8%
Not Applicable or No Information	22	3.7%

Summary for LCTEC2

Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	187	31.1%
Agree	303	50.4%
Disagree	62	10.3%
Strongly Disagree	14	2.3%
Not Applicable or No Information	35	5.8%

Summary for TEC4

The district technology staff works to update and maintain the classroom technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	140	23.3%
Agree	340	56.6%
Disagree	49	8.2%
Strongly Disagree	29	4.8%
Not Applicable or No Information	43	7.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from New Hope High School feel that the school does a good job in teaching core subjects, enforcing school rules and policies, and preparing students for the next level. One student said, "New Hope High School does an exemplary job in promoting and fostering an attitude of learning at any point in the day from mathematics to band." Respondents expressed concerns in relation to lunch options, dress code restrictions, and behavior management and discipline policies. Another student stated, "The school should allow students to have more say in programs made for them."