

Newhope Elementary School

Garden Grove Unified
School District

2007-2008 School Accountability Report Card

4419 West Regent Drive
Santa Ana, CA 92704
Phone: (714) 663-6581
Website: www.ggusd.us

Mike Ingalls
Principal

Laura Schwalm, Ph.D.
Superintendent

School Description

Newhope Elementary School is a school having grades K-6; it is one of 70 schools in the GGUSD and serves students from the cities of Santa Ana, Fountain Valley, and Garden Grove.

Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

Parents at the school participate in such activities as the School Site Council, English Learner Advisory Committee, District Bilingual Advisory Committee, PTO, 10 Educational Commandments and Active Parenting Now! classes, ESL classes, Student Success Team meetings, Fall Carnival, Santa Store, Bunny Breakfast, book fairs, skate nights, field trips, various fundraisers and end-of-year activities.

Please contact the school principal at (714) 663-6581 for specific information regarding such activities.

School Leadership and Support Personnel

Strong leadership is essential in a quality school and is provided at Newhope Elementary School by Mike Ingalls, the principal, a professional educator for 17 years. He was appointed principal of Newhope Elementary School in 2005.

Along with the principal, the school's leadership team is composed of Mary Jane Sherman, the student programs facilitator, and our teachers. Among its responsibilities, the leadership team advises on academic and extra-curricular programs.

In addition to administrators, teachers, and classified staff, specially trained support personnel are also available to students. They include:

- Community Liaison Worker
- School Testing Clerk
- Community Outreach Specialist
- Vocal Music Teacher
- Instructional Aides
- Instrumental Music Teacher
- Library Aide
- Psychologist
- Adapted P.E. Teacher
- Resource Specialist Teacher
- Special Day Class Teacher
- Speech and Language Pathologist
- Straight Talk Counselor
- Title I Teacher
- Noon Duty Supervisors
- Nurse/Health Assistant
- Student Programs Facilitator
- Part-Time Categorical Teacher (Title I 44%)
- Technology Intervention Teacher

Our Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

Our Goal

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.



School Programs and Instruction

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- GATE (Gifted and Talented Education)
- Alcohol and Tobacco Prevention Education
- Programs for English Language Learners
 - ▶ Economic Impact Aid
 - ▶ English Language Acquisition Programs
 - ▶ Title III
- Reading is Fundamental (RIF)
- Special Education
- School Library Improvement Program
- EETT School Technology Grant
- Title I
- Extended Day and Year Programs
 - ▶ After School Intervention Classes
 - ▶ After School English Language Development Classes
 - ▶ Summer School and ELD Academy
- Title IV (Safe and Drug Free Schools and Communities)
- State Preschool/AB 172
- After School Education and Safety Program (ASES)
- K-6 Pathways Program

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents in the district are involved in decision-making through such organizations as school site councils, parent-teacher organizations, the district English Learner Advisory Committee, grade level or department chair meetings, and other parent or school advisory committees. At the high schools, parents and staff also participate in various booster clubs.

For a comprehensive profile of individual student performance, CAT6, California Standards Test, and district benchmark assessment results are combined with other achievement measures including teacher and publisher-made tests, homework, writing assignments, portfolios, classroom observation, special projects and reports, and class participation. The CELDT (California English Development Test) is given to all English Learners.

Report cards are sent home three times a year in GGUSD elementary schools and progress reports are sent home each trimester, as appropriate. Elementary schools schedule parent conferences twice a year.

Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. See below for library contact information for your community.

Anaheim Public Library

Tel: (714) 765-1880

Internet: www2.anaheim.net/custom.cfm?name=welcome_library.cfm

Orange County Public Library

Tel: (714) 566-3000

Internet: www.ocpl.org

Serving the following cities within the GGUSD:

- Cypress
- Garden Grove
- Fountain Valley
- Stanton
- Westminster

Santa Ana Public Library

Tel: (714) 647-5250

Internet: www.ci.santa-ana.ca.us/library/

Quality, Currency, and Availability of Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English-language arts, mathematics, history-social science, health, foreign language, visual-performing arts, and science have been adopted from those approved by the state Board of Education. The Garden Grove Unified School District Board of Education has adopted district 9-12 textbooks in the subjects listed above. K-12 textbooks for mathematics, history-social science, science, English-language arts including reading, and foreign language are aligned with state adopted content standards and state or national frameworks following the state adoption schedule.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

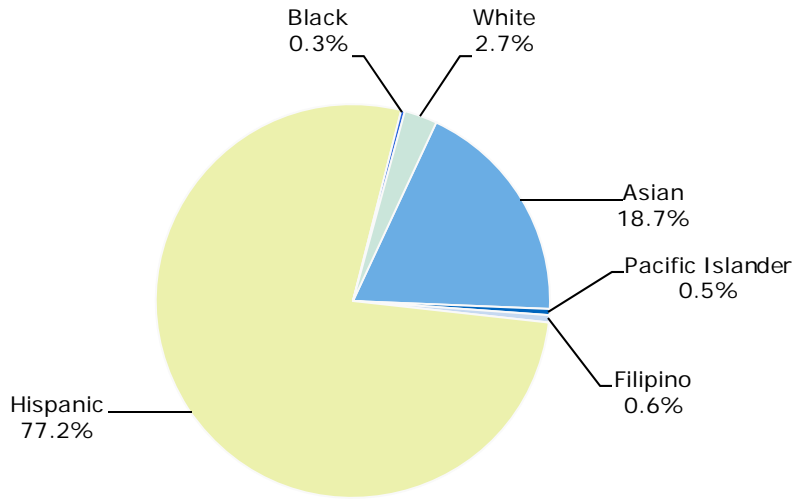
The current core subject textbooks used at the school and the year adopted:

Subject	Year Adopted
Reading-Language Arts	2002-03
Math	2000-01
History-Social Science	2007-08
Science	2007-08
Visual-Performing Arts	1998-99
Health (Positive Action, Life Skills)	2004-05

* This data was collected and verified by the district in November 2007.

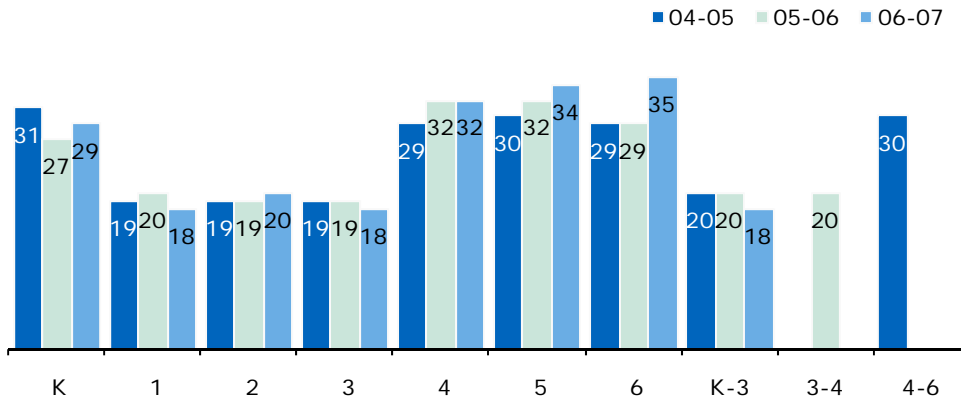
School Enrollment and Demographics

The total enrollment at Newhope Elementary School is 635 students for the 2007-08 school year.



Class Size by Grade Level

The three-year data for average class size is displayed below.



Class Size Distribution — Number of Classrooms by Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1	4			5			5		
2	5			4			4		
3	6			4			4		
4		3			3			2	1
5		3			2	1			3
6		3			4				3
K-3	2			1			2		
3-4				1					
4-6		2							

School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers, and other school staff.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. The safety plans include such elements as emergency plans and procedures, homeland security alert precautions, school rules, and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety brochures are distributed to all students at the beginning of the school year. Fire drills are conducted monthly at each elementary school, not fewer than four times per year at each intermediate school, and not fewer than twice a year at each high school. Drop drills (earthquake and emergency) are held quarterly at each elementary school and at least once each semester at intermediate and high schools.



School Facility Conditions – Results of Inspection and Evaluation

The table below summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in “good repair” at the school. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		✓		

School inspection and the FIT completion date: November 2007

Professional Development

The professional development program of the GGUSD focuses on research-based strategy instruction through a four-part series: initial training, demonstrations, coaching, and second-level training. The use of student achievement data also assists in providing clear goals and expectations for planning inservices for teachers and paraprofessionals.

Five consecutive days of intensive workshops are conducted in late August to provide teachers with new knowledge and enhanced skills for the upcoming school year, while staff development opportunities are offered after school and by release time throughout the school year. Training in district curriculum, technology, and research-based strategy instruction are continuously offered. Along with these inservice opportunities, one non-student day is set aside each year for staff development involving all high school teachers in the district.

New teachers are provided an extensive BTSA-Induction training program. Classroom management, the district’s base program, report cards, parent-teacher conferences, and research-based strategy instruction are just a few of the subjects of training for new teachers.

School Facility Conditions – General Information

The GGUSD prides itself on maintaining quality facilities conducive to teaching and learning. School custodial and district maintenance staff operate an inspection system to ensure all sites are clean, safe, well maintained, and in good repair. All classrooms, playground areas, and working space for staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site improvement projects are approved annually as needed. A district graffiti removal team helps to keep schools looking attractive.

Newhope Elementary School first opened in 1952. The school has 20 permanent classrooms and 10 portable classrooms in use on the campus. The school also has a computer lab-library, multi-purpose room, and teacher lounge.

Projects recently completed at the school include painting of the school exterior, refurbishing of the stage, renovation of the kindergarten bathroom facilities, new LCD projectors for each classroom, laser printers networked for each grade, and the purchase of new classroom bulletin and white boards, a new copier and duplicator, and library bookcases.

Suspensions and Expulsions

Suspension and Expulsion Rates						
	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.014	0.018	0.026	0.031	0.026	0.025
Expulsion Rate	0.000	0.000	0.000	0.0002	0.0001	0.000

Suspensions and Expulsions

The adjacent table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

California Standards Tests

Percentage of Students Scoring at Proficient or Advanced Levels									
	School			District			California		
Year Tested	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	34%	38%	38%	40%	43%	45%	40%	42%	43%
Mathematics	47%	53%	54%	47%	49%	47%	38%	40%	40%
Science	13%	36%	36%	30%	41%	46%	27%	35%	38%

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds state standards*)
- **Proficient** (*meets standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet state standards in that content area.

The tables at left show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels			
	Spring 2007 Results		
Subgroup	English-Language Arts	Mathematics	Science
Male	37%	58%	40%
Female	38%	50%	32%
Economically Disadvantaged	35%	52%	29%
English Learners	25%	44%	20%
Students with Disabilities	25%	34%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	63%	86%	65%
Filipino	❖	❖	❖
Hispanic or Latino	32%	48%	32%
Pacific Islander	❖	❖	❖
White	44%	44%	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy

Norm-Referenced Tests Results (third-grade only)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and state for the last three years. The second table is disaggregated and lists test results for the 2006-07 school year.

Percentage of Students Scoring at or above the 50th Percentile						
	Reading			Mathematics		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
School	22%	33%	30%	46%	46%	58%
District	39%	40%	42%	56%	58%	57%
California	41%	42%	42%	52%	53%	53%

NRT Subgroup Results: Reading and Math (third-grade only)

Percentage of Students Scoring at or above the 50th Percentile		
	Spring 2007 Results	
Subgroup	Reading	Mathematics
Male	27%	56%
Female	33%	60%
Economically Disadvantaged	25%	56%
English Learners	22%	49%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	69%	88%
Filipino	❖	❖
Hispanic or Latino	22%	50%
Pacific Islander	❖	❖
White	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 20.9% of students in the fifth-grade from this school scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Adequate Yearly Progress (2006-07)

Adequate Yearly Progress Criteria				
	School		District	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	5	5	5
Similar Schools API Rank	8	7	8

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	4	20	14	760
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	24	34	40	885
Filipino	■	■	■	■
Hispanic or Latino	2	12	12	731
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	-9	30	11	748
English Learners	✧	22	16	752
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables at left show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the California Department of Education's website at www.cde.ca.gov/nclb/sr/tq/.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%



Teacher Qualifications

This table below displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education's website at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	District	School		
Teachers	2006-07	2004-05	2005-06	2006-07
With Full Credential	2,161	32	29	30
Without Full Credential	41	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Teacher Misassignments and Vacant Teacher Positions			
	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) at the school. Total teacher misassignments include the number of misassignments of teachers of English learners.

Federal Intervention Program

Federal Intervention Program		
	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		5
Percent of Schools Identified for Program Improvement		7.5%

◇ n/a Not applicable. This school is not a Program Improvement School.

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they do not reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). The level of intervention increases with each additional year a school fails to meet the AYP target. For more information, please visit www.cde.ca.gov/ta/ac/ay.

2005-06 District Salary Information*

District Salary Information		
Range	District	Similar Sized District
Beginning Teacher Salary	\$44,747	\$38,937
Mid-Range Teacher Salary	\$72,426	\$61,080
Highest Teacher Salary	\$87,410	\$76,443
Average Principal Salary	\$103,140	\$99,694
Superintendent Salary	\$220,004	\$195,054
% of Budget for Teacher Salaries	43.57%	40.13%
% of Budget for Administrative Salaries	4.12%	5.379%

* The most recent fiscal information provided by the state.

2005-06 Financial Information*

School Financial Data		
Total Expenditures Per Pupil	Expenditures Per Pupil from Restricted Sources	Expenditures Per Pupil from Unrestricted Sources
\$6,940	\$2,037	\$4,904

Financial Comparison Data		
	Expenditures Per Pupil from Unrestricted Sources	Average Teacher Salary
School	\$4,904	\$73,508
District	\$4,970	\$69,861
State	\$4,943	\$60,032
% Difference between School and District	-1.35%	4.96%
% Difference between School and State	-0.80%	18.33%

* The most recent fiscal information provided by the state.



SARC: For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of: January 2008.