

# NEW HOPE ELEMENTARY SCHOOL

New Hope Elementary School District



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-8

26675 North Sacramento Blvd. Thornton, CA 95686  
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Joanne Oien  
Superintendent/Principal

## Parental Involvement

Welcome Parents! New Hope Elementary School encourages parents to be active in their child's education. Parents can volunteer by participating in the following programs and activities:

- Monthly parent workshops
- Parent conferences
- Book Fair
- Science Camp
- Read Across America
- Family Science Night
- Classroom volunteers
- School Site Council
- Parent Club
- Migrant Advisory Committee
- Thornton Community Collaborative
- After-school program
- Monthly award assemblies
- Graduation planning

For more information on how to become involved: contact Rebecca Gallo or Berta Ponce, Parent Club Coordinators, at (209) 794-2376.

## School Safety

New Hope Elementary School has developed a School Safety Plan that is updated and reviewed on an annual basis. Our plan primarily addresses issues of school safety pertaining to day-to-day activities, such as general rules for maintaining our safe and positive school environment.

Regular evacuation drills are practiced in case of fire and other unexpected events. Individual safety issues are part of our health curriculum including facts and awareness of the hazards of involvement with controlled substances and tobacco. Also reflected in the District Safety Plan is a discrimination and harassment policy and a hate crime reporting procedure. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2009.

## Professional Development

Professional development is regularly scheduled for teachers during the instructional year on approximately 19 minimum days. The primary focus for staff development is to provide teachers with timely, well-researched, standards-based instructional methodologies and information. Teachers are also provided with opportunities to attend various workshops addressing specific instructional issues relevant to individual teacher needs and interests. Three days each school year are devoted to staff development.

## Public Internet Access

Internet access is available at the public library. Access to the Internet at the library is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



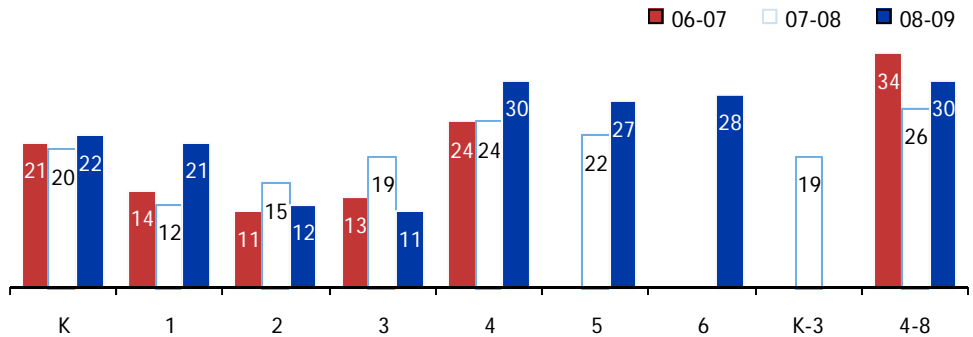
*"The primary focus for staff development is to provide teachers with timely, well-researched, standards-based instructional methodologies and information."*



*"New Hope Elementary School encourages parents to be active in their child's education."*

### Class Size

The bar graph displays the three-year data for average class size.



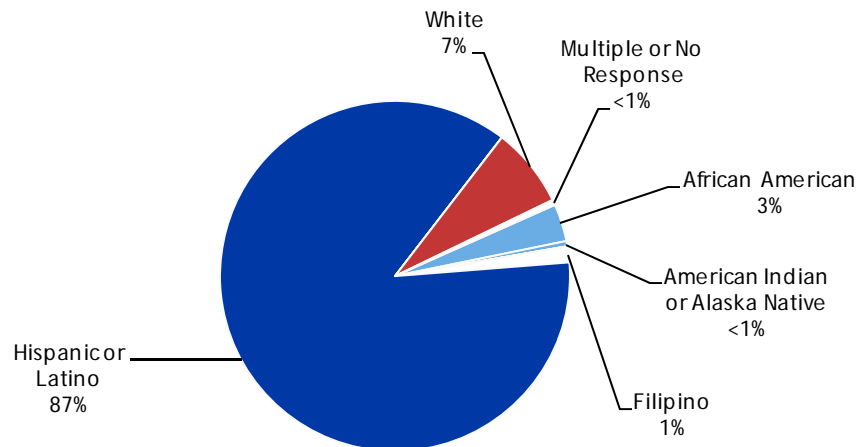
Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		1				1	
1	2			1				1	
2	2			2			2		
3	2			1			2		
4		1			1			1	
5					1			1	
6								1	
K-3				1					
4-8			1		2			1	

*"New Hope Elementary School District takes great efforts to ensure that grounds are clean, safe, and functional."*

### Enrollment and Demographics

The total enrollment at the school was 203 students for the 2008-09 school year.



### Textbooks and Instructional Materials

We have current, State-approved text adoptions for all New Hope Elementary School students in all content areas. Each student is assigned a textbook and textbooks are available to be taken home as well as used in class.

Every student, including English Learners, is provided with a copy of the adopted curriculum in all four content areas, English/language arts, math, history/social science and science.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Legacy of Literacy (K-6), Houghton Mifflin	2003
English-Language Arts	Reading and Language Arts (7-8), McDougall Littell	2003
Mathematics	California Mathematics (K-6), Scott Foresman	2004
Mathematics	Pre/Algebra Ca. Edition (7-8), Prentice Hall	2004
Science	California Science (K-5), McMillan McGraw-Hill	2008
Science	California Science (6-8), McMillan McGraw-Hill	2008
History-Social Science	Scott Foresman (K-6)	2006
History-Social Science	McDougall Littell (7-8)	2006

### Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in September 2009.

✧ Not applicable.

### 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 State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	17.2%
Five of Six Standards	41.4%
Six of Six Standards	17.2%
Grade 7	
Four of Six Standards	27.3%
Five of Six Standards	36.4%
Six of Six Standards	0.0%



## School Facilities

New Hope Elementary School is very proud of the pleasant and clean environment made available to its students and community. Visitors to our school find our grounds some of the best kept and attractive they have seen anywhere. A dedicated maintenance staff works very hard to ensure graffiti-free and litter-free grounds.

New Hope Elementary School District takes great efforts to ensure that grounds are clean, safe, and functional. To assist in this effort, we used an interim facility survey instrument developed by the State of California Office of Public School construction to determine that our school is in good repair.

The present school was built in 1950. The school has 11 regular classrooms a multipurpose room, and one Special Education room.

District maintenance staff ensures that the necessary repairs to keep the school in good repair and working order are completed in a timely manner. Emergency repairs are always given the highest priority. A cleaning schedule has been developed and is followed daily to ensure a clean and safe school.

It is the goal of the New Hope Elementary School Board to ensure that students have the opportunity to learn with the assistance of state-of-the-art equipment and facilities that allow for safe, fun, and meaningful learning. Though small, New Hope Elementary School has a broad and expansive vision of the future for all its students.



## School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs <u>Repair Needed and Action Taken or Planned:</u> Safety railings separating the main walkways next to the classrooms are loose and show evidence of severe dry rot in some places. They are not safe because their function is to protect the walk from a 12-18 inch drop. Walkway concrete east of exterior door has large crack. All windows are not safety glass and are a safety hazard. Funds have been applied for through the ERF. We are waiting for funding results to be announced. Repairs will be made when funding is allocated.		✓		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on August 19, 2009, and the inspection form was most recently completed on August 19, 2009.

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	New Hope ES			New Hope ESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.077	0.076	0.074	0.077	0.076	0.074
Expulsion Rate	0.000	0.005	0.000	0.000	0.005	0.000

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tq/nr/](http://www.cde.ca.gov/ta/tq/nr/).



## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	New Hope ES			New Hope ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	39%	40%	39%	39%	40%	39%	43%	46%	50%
Mathematics	38%	38%	33%	38%	38%	33%	40%	43%	46%
Science	7%	23%	35%	7%	23%	35%	38%	46%	50%
History-Social Science	5%	5%	29%	5%	5%	29%	33%	36%	41%

## STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	29%	26%	40%	❖
Female	51%	41%	29%	36%
Economically Disadvantaged	39%	34%	36%	30%
English Learners	28%	26%	28%	❖
Students with Disabilities	29%	12%	❖	❖
Students Receiving Migrant Education Services	27%	33%	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	36%	30%	32%	32%
Pacific Islander	❖	❖	❖	❖
White	67%	67%	❖	❖

❖ 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.

### Adequate Yearly Progress

The No Child Left Behind (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 in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	New Hope ES		New Hope ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

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

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	New Hope ES	New Hope ESD
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	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.



### Types of Services Funded

Through an ASES grant, students at all grade levels are offered tutoring, homework assistance, healthy snacks, recreation, arts, and technology opportunities both before and after school. New Hope Elementary School also provides students with additional opportunities through funding from Title I, Peer Assistance and Review program for teachers (PAR) and Class Size Reduction (CSR).





### Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## 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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

### Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	2	4	4
Similar Schools API Rank	9	10	9

### Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	54	6	-9	732
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	54	14	-10	722
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	57	9	-6	735
English Learners	56	2	-16	711
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	New Hope ESD	New Hope ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	12	12	11	12
Without Full Credential	1	2	1	1
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This 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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	New Hope ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
New Hope ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



### Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.0
Other (Outreach Consultant, Counselor, Reading Specialist, Physical Education Specialist)	2.4

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

**SARC:** Data provided by the California Department of Education (CDE), school and the district office. 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 December 2009.

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## District Financial Data

### District Salary Data

Category	New Hope ESD	Similar Sized District
Beginning Teacher Salary	\$33,211	\$38,481
Mid-Range Teacher Salary	\$48,909	\$55,789
Highest Teacher Salary	\$57,212	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	\$90,347	\$110,994
Teacher Salaries – Percent of Budget	28.6%	37.2%
Administrative Salaries – Percent of Budget	5.4%	6.6%

✱ The Principal and Superintendent are combined as one position for New Hope ESD.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

### School Financial Data

	New Hope ES
Total Expenditures Per Pupil	\$8,458
Expenditures Per Pupil From Restricted Sources	\$3,211
Expenditures Per Pupil From Unrestricted Sources	\$5,247
Average Teacher Salary	\$44,784

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

### Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
New Hope ES	\$5,247	\$44,784
New Hope ESD	\$5,247	\$44,784
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	-5.1%	-25.7%

◆ Because New Hope ESD is a single-site district, the percent difference does not apply.