

School Accountability Report Card School Year 2001-2002

School Information		District Information	
School Name	Rea (Everett A.) Elementary	District Name	Newport-Mesa Unified
Principal	Kenneth D. Killian	Superintendent	Dr. Robert Barbot
Street	661 Hamilton St.	Street	2985A Bear Street
City, State, Zip	Costa Mesa, CA	City, State, Zip	Costa Mesa, CA 92626
Phone Number	949-515-6905	Phone Number	714-424-5000
FAX Number	949-515-6835	FAX Number	714-424-8925
Web Site	rea.echalk.com	Web Site	http://www.nmusd.k12.ca.us
Email Address	kkillian@nmusd.k12.ca.us	Email Address	webmaster@nmusd.k12.ca.us
CDS Code	30-66597-6029326	SARC Contact	Peggy Anatol

School Description and Mission Statement

The mission of Rea Elementary School is to develop responsible self-motivated students who make a positive, lifelong contribution to their family, school and community.

The Rea School community believes:

1. Learning is a lifelong process.
2. With high expectations for all students, there is no limit to what they can achieve.
3. All students can contribute to the success of the classroom.
4. Education is a community effort affected by the global society in which we live.
5. All students are capable and have the right to learn in a safe and nurturing environment.
6. Every student is an inherently good individual.
7. Democracy is best served when citizens are literate, informed and responsible.

Vision Statements:

1. The success of the school is measured by the achievement of all students, including our most needy students.
2. All students are expected to graduate from high school and to be lifelong learners (college, careers, self-learning)
as productive members of society.
3. All students exit sixth grade at grade level fluent in English.
4. Students are encouraged to value their bilingual skills.
5. Students understand and appreciate diversity in our society and in our culture.
6. Students and staff use technology to strengthen learning.
7. Parents participate in and value adult education.
8. Rea Elementary School is defined as a "community of learners".
9. Teachers and staff are committed to providing effective instruction.

Opportunities for Parental Involvement

Contact Person Name	Rosa Rochin	Contact Person Phone Number	949-515-6905
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Rea Elementary School has an active and supportive Parent-Teacher Association which assists the school financially and with parent volunteers. Numerous parent councils and committees exist which include: School Site Council, English Learners Advisory Committee, Measure A Implementation Committee, and PTA Board. Volunteers are solicited and encouraged.

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 4	279
Grade 5	268
Grade 6	244
Total	791

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	3	0.4	Hispanic or Latino	755	95.4
American Indian or Alaska Native	1	0.1	Pacific Islander	0	0.0
Asian-American	3	0.4	White (Not Hispanic)	26	3.3
Filipino-American	3	0.4	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September, 2001	Date Last Discussed with Staff	April, 2002
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Two and a half custodians, along with the students, help keep the campus clean. The campus is inspected regularly to ensure safe conditions. The school has a Disaster Preparedness Plan and materials on hand in case of an emergency. The school conducts regular emergency fire, intruder, and disaster drills.

School Programs and Practices that Promote a Positive Learning Environment

Rea Elementary School's staff is committed to providing a quality education for students of all backgrounds and abilities. The staff maintains a positive learning environment that enables students to acquire basic skills, think critically and apply knowledge. Students receive awards for positive behavior and outstanding effort on a regular basis. Students are expected to understand and follow school rules in order to maintain an environment in which all children can learn.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	68	28	22	282	218	271
Suspensions (rate)	10.2	3.8	2.8	2.4	1.8	2.3
Expulsions (number)	0	0	1	1	0	5
Expulsions (rate)	0.0	0.0	0.1	0.01	0.0	0.04

School Facilities

Rea Elementary School was constructed in 1953. There are 26 regular classrooms and 5 portable classrooms. Two portables are used for before and after school programs and three portables are regular classrooms. The school has a computer lab, TV-media studio, multi-purpose room, large library, nature center, classroom support center.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
4	---	14	17	---	47	47	---	33	36
5	---	10	12	---	42	42	---	28	31
6	---	11	16	---	44	43	---	31	30

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
4	---	---	19	---	---	43	---	---	37
5	---	---	23	---	---	38	---	---	29
6	---	---	18	---	---	42	---	---	32

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
4	19	14	12	39	17		25
5	10	14	5	36	12		30
6	14	18	5	37	15		0

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
4	22	17	15	40	19		0
5	23	23	15	49	23		18
6	21	16	12	31	18		0

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
4					15		40	
5					12		18	
6					15		43	

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
4					18		50	
5					23		17	
6					18		25	

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
4	21	25	32	56	60	60	45	47	49
5	18	22	26	57	57	60	44	45	46
6	18	19	31	59	60	62	46	47	48

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
4	39	45	50	64	66	67	51	54	58
5	35	49	53	62	64	69	50	54	57
6	40	43	63	69	71	75	55	57	60

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
4	32	31	24	61	32		
5	23	28	16	55	26		
6	26	34	16	59	30	39	

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
4	49	51	44	75	50		
5	49	57	44	81	53		60
6	61	65	52	88	63	67	

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
4					30			
5					25		27	
6					30			

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
4					49			
5					53		58	
6					63			

Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
4			39						51
5			24						52
6			30						56

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	21.8	23.8	19.8	25.8	27.7	24.0	22.2	23.4	21.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	99	99	99	Percentage Tested	99	99	98
API Base Score	472	555	589	API Growth Score	555	577	633
Growth Target	16	12	11	Actual Growth	83	22	44
Statewide Rank	2	3	3				
Similar Schools Rank	8	10	9				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	463	549	587	API Growth Score	549	574	633
Growth Target	13	10	9	Actual Growth	86	25	46
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	471	554	590	API Growth Score	554	578	632
Growth Target	13	10	9	Actual Growth	83	24	42

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	29	33	36
Full Credential (full credential and teaching in subject area)	25	31	34
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	4	2	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Teacher Evaluations

Tenured teachers are evaluated every other year, and probationary teachers are evaluated each year by the principal who is trained in evaluation techniques and methods. All principals are evaluated annually by the assistant superintendent. The evaluation process includes development of goals and objectives and regular classroom observations.

Substitute Teachers

When a teacher is absent, a qualified substitute is assigned by the District Office to fill the position temporarily. When the District is unable to obtain a qualified replacement, the teacher's class is covered by either an on site administrator or another certificated employee without a regular classroom assignment.

VII. Curriculum and Instruction

School Instruction and Leadership

Rea Elementary School's instructional program assists students to become active, lifelong learners, skilled in reading, writing, listening, speaking, mathematics and critical thinking. Phonics, as needed for upper grade students, is an integral part of instruction. Math computation skills are taught throughout all grades as are problem solving skills. The school's curriculum strives for balance, and includes science, social studies, the arts and physical fitness. Renaissance Learning programs are used schoolwide: Accelerated Reader, Accelerated Math, Star Reading, Star Math, Perfect Copy, Surpass.

All staff members are involved in the school decision making process. The active School Site Council oversees the School Improvement Plan and the related budget. The Student Study Team, which includes the principal, psychologist, special education teacher(s), and classroom teachers, meets regularly to assess needs of students referred for special assistance. The PTA is active and a contributing organization as well as the English Learners Advisory Committee. Parents are informed and assessed about the school program through surveys, school newsletters/special bulletins and a handbook.

Professional Development

All staff members are committed to modeling lifelong learning. College/university classes, advanced degrees, workshops, seminars and conferences are encouraged. Professional development throughout the school year for both certificated and classified employees is provided at school and in the District. Professional development day agendas are determined by staff, consistent with School Improvement Plan and approved by the School Site Council.

Quality and Currency of Textbooks and Other Instructional Materials

Basic instructional materials are replaced every seven years to align the instructional program with current state curriculum goals. All textbooks being considered for adoption are made available for review by the community at the District Office and are approved by the Board of Education before adoption.

Students use not only the 20,000 volume school library for research and pleasure reading but classroom book collections at each grade level stimulate children to read and discuss outstanding books. Current maps, literature books, globes, dictionaries, atlases, calculators, math manipulatives, and science kits are provided.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
4	55,930	54,000
5	55,930	54,000
6	55,930	54,000

Total Number of Minimum Days

11 minimum days are used to provide conference time and parent involvement time.
Early dismissal occurs on Wednesdays also for teacher staff development and planning time.

VIII. Postsecondary Preparation (Secondary Schools)

Not Applicable

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34000	35490
Mid-Range Teacher Salary	54078	56244
Highest Teacher Salary	70728	69568
Average Principal Salary (Elementary)	87075	93094
Average Principal Salary (Middle)	87745	
Average Principal Salary (High)	101863	
Superintendent Salary	153920	160607
Percentage of Budget for Teacher Salaries	43.26	42.73
Percentage of Budget for Administrative Salaries	4.99	5.00

Expenditures (Fiscal Year 2000-2001)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$134,167,372	\$6,611	\$6,412	\$6,360

Types of Services Funded

Supplemental Services:

Each district school receives categorical funding to provide supplemental services to assist students:

- in reaching academic proficiency
- in mastering grade level content standards and
- in successfully graduating from high school.

Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts, ELD, science and social science
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling

Please check with your child's principal to receive information regarding the services that are specific to your child's school.