

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Rea (Everett A.) Elementary	District Name	Newport-Mesa Unified
Principal	Kurt Suhr	Superintendent	Dr. Robert Barbot
Street	661 Hamilton St.	Street	2985A Bear Street
City, State, Zip	Costa Mesa, CA 92627	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
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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

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 4	233
Grade 5	266
Grade 6	264
Total Enrollment	763

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	2	0.3	Hispanic or Latino	737	96.6
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	2	0.3	White (Not Hispanic)	20	2.6
Filipino	2	0.3	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	4/ 2004	Date Last Discussed with Staff	4/ 2004
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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

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	28	22	53	218	271	275
Rate of Suspensions	3.8	2.8	6.9	1.8	2.3	2.3
Number of Expulsions	0	1	2	0	5	2
Rate of Expulsions	0.0	0.1	0.26	0.0	0.04	0.02

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, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	12	15	15	43	43	44	30	32	35
Mathematics		20	24		38	41		31	35
Science					50	42		30	27
History/Social Science					38	40		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts					14		28
Mathematics					24		17
Science							
History/Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	13	17	6	14	30		15	
Mathematics	25	23	15	23	31		24	
Science								
History/Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	23	29	21	56	57	52	44	45	43
Mathematics	46	55	41	64	65	59	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					21		39
Mathematics					41		50

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	18	25	10	20	33		21	
Mathematics	41	41	29	41	46		41	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
4		39	73					51	52
5		24	61					52	60
6		30	53					56	57

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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	44.2	56.1	34.3	30.9	34.0	27.8	23.8	25.2	22.3

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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	99	99	98	Percent Tested	99	98	100
API Base Score	555	589	627	API Growth Score	577	633	633
Growth Target	12	11	9	Actual Growth	22	44	6
Statewide Rank	3	3	3				
Similar Schools Rank	10	9	9				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
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				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	549	587	625	API Growth Score	574	633	631
Growth Target	10	9	7	Actual Growth	25	46	6
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			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	554	590	625	API Growth Score	578	632	627
Growth Target	10	9	7	Actual Growth	24	42	2

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	3
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	9.7
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	No	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	Yes

IV. School Completion (Secondary Schools)

Not Applicable

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4	28.78		9		31.00		9		29.13		8	
5	27.67		9		30.00		9		29.56		9	
6	29.00		7		30.63		8		33.00		3	5

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data are available for this section

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
Total Teachers	33	36	37
Teachers with Full Credential (full credential and teaching in subject area)	31	34	37
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	2	2	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

The District hires teachers based on the parameters set by the California Commission on Teacher Credentialing. These parameters meet the Standards for Educator Preparation and the Standards for Educator Competence.

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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

No data are available for this section

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.

School Instruction and Leadership (continued)

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 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	37000	35980
Mid-Range Teacher Salary	56388	57139
Highest Teacher Salary	75777	73953
Average Principal Salary (Elementary)	81735	100810
Average Principal Salary (Middle)	86690	
Average Principal Salary (High)	95637	
Superintendent Salary	182720	171096
Percent of Budget for Teacher Salaries	41.83	43.28
Percent of Budget for Administrative Salaries	5.48	5.20

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/fiscal/financial/>.

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)
\$143885401	\$7065	\$6770	\$6719

Types of Services Funded

Supplemental Services:

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

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

Services throughout the district include:

1. Class Size Reduction
2. Tutoring
3. Supplemental instructional materials and books in mathematics, reading/language arts, ELD, science and social science
4. Extended Day/Year/Summer School
5. Enrichment Programs
6. Access to Technology
7. AVID/MESA Programs
8. Parent Education/Family Nights
9. Social Services (Healthy Start)
10. Student/Family Primary Language Support
11. Translation for Home-School Communication
12. Counseling (Academic and Career)
13. Gifted and Talented Education (GATE)
14. Special Education
15. 10th Grade Counseling

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