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	College Park Elementary	**District Name**	Newport-Mesa Unified
Principal	Patricia Insley, Ed.D.	**Superintendent**	Dr. Robert Barbot
Street	2380 Notre Dame Road	**Street**	2985A Bear Street
City, State, Zip	Costa Mesa, CA 92626-6400	**City, State, Zip**	Costa Mesa, CA 92626
Phone Number	714-424-7960	**Phone Number**	714-424-5000
FAX Number	714-424-4721	**FAX Number**	714-424-8925
Web Site		**Web Site**	www.nmusd.k12.ca.us
E-mail Address	pinsley@nmusd.k12.ca.us	**E-mail Address**	webmaster@nmusd.k12.ca.us
CDS Code	30-66597-6029300	**SARC Contact**	Peggy Anatol

School Description and Mission Statement

College Park staff wholeheartedly concurs with Herbert Hoover's observation that, "*Children are our most valuable natural resource.*" As such, we work diligently to create a safe, nurturing learning environment and provide a rigorous academic program to allow each child the opportunity to reach his or her full potential. A special emphasis is placed on creating stimulating experiences that promote and encourage the acquisition of basic literacy and mathematics skills in tandem with critical thinking and problem-solving skills.

College Park Elementary School is located at 2380 Notre Dame Road in Costa Mesa. Our school serves approximately 420 students in kindergarten through third grade. Our students move to Davis Education Center when they begin fourth grade.

Opportunities for Parental Involvement

Contact Person Name	Pat Insley	**Contact Person Phone Number**	714-424-7960

Parent volunteers are invaluable and make a real difference in the lives of students. We welcome and appreciate all of our parent volunteers. Four main areas for parental involvement include School Site Council, English Learner Advisory Committee, PTA, and classroom/library volunteers.

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
Kindergarten	96
Grade 1	121
Grade 2	105
Grade 3	107
Total Enrollment	434

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	5	1.2	Hispanic or Latino	310	71.4
American Indian or Alaska Native	1	0.2	Pacific Islander	4	0.9
Asian	12	2.8	White (Not Hispanic)	99	22.8
Filipino	3	0.7	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

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

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have an employee safety committee. Our safety plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, and College Park's physical and social environment. Our school safety committee meets to address safety issues for students and employees. College Park participates in school-wide fire drills every month, and intruder and earthquake drills at least once each year.

School Programs and Practices that Promote a Positive Learning Environment

College Park Elementary'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/achievement on a regular basis. "Cougar Kudos," awarded daily culminating with a reward for each ten "Kudos'" earned and regular Awards Assemblies are two such examples. All classrooms participate in our Just Read! reading incentive program and we celebrate as a learning community when major milestones are reached. To further enhance our school climate, parents participate in Back-to-School-Night, Open House, Cultural Diversity dance celebration, School Site Council, English Learners Advisory Committee, and PTA. Along with parent activities, College Park has entered into a business partnership with Orange County Fairgrounds and Vanguard University.

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	7	9	7	218	271	275
Rate of Suspensions	1.5	2.0	1.6	1.8	2.3	2.3
Number of Expulsions	0	0	0	0	5	2
Rate of Expulsions	0.0	0.0	0.0	0.0	0.04	0.02

School Facilities

College Park Elementary was constructed in 1958. There are 19 regular classrooms and 10 portables. Two custodians, along with the students and staff, help keep the campus clean. The campus is inspected regularly to ensure safe conditions.

On June 6, 2000, Measure A was passed, authorizing issuance of $110 million in bonded indebtedness to pay for the renovation of aging school facilities. Combined with an estimated $53 million in eligibility for matching funds from the State School Facilities Program, the total budget is $163 million. Measure A implementation at College Park began during Fall 2003 and is scheduled to end in Fall 2004.

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	22	27	24	43	43	44	30	32	35
Mathematics		40	38		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					16		36
Mathematics					32		47
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	21	28	14	18	34		24	
Mathematics	40	36	27	32	48		39	
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	42	46	33	56	57	52	44	45	43
Mathematics	52	65	49	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					23		56
Mathematics					41		64

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	31	36	15	26	45		33	
Mathematics	56	41	33	41	61		49	

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
K		63	61					72	66
1		43	37					64	89
2		49	60					71	68
3		43	60					76	61

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.*

No data are available for this section

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	96	100	99	Percent Tested	100	99	100
API Base Score	590	627	703	API Growth Score	635	711	682
Growth Target	11	9	5	Actual Growth	45	84	-21
Statewide Rank	3	4	6				
Similar Schools Rank	5	6	10				

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	531	582	668	API Growth Score	588	673	647
Growth Target	9	7	4	Actual Growth	57	91	-21
Pacific Islander				**Pacific Islander**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				**White (Not Hispanic)**			
API Base Score	729	754	789	API Growth Score	769	797	759
Growth Target	9	7	4	Actual Growth	40	43	-30

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
	2000	2001	2002					
API Base Score	537	586	676	API Growth Score		594	683	644
Growth Target	9	7	4	Actual Growth		57	97	-32

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	Yes	No				
Years Identified for Program Improvement	5						
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)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	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+
K	19.00	7			20.00	6			19.00	5		
1	19.60	5			19.80	5			17.71	7		
2	18.71	7			18.86	7			20.00	5		
3	18.80	5			20.00	5			19.80	5		
K-3	19.00	1			20.00	1						
3-4									18.00	1		
Other									3.00	1		

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

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

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	25	25	29
Teachers with Full Credential (full credential and teaching in subject area)	23	24	28
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	1	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

All teachers are evaluated yearly by the principal who is trained in evaluation techniques and methods. All principals are evaluated annually by the Director of Elementary Education. 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 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.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1
Other	

Academic Counselors
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. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

College Park Elementary's instructional program assists students to become active, lifelong learners, skilled in reading, writing, listening, speaking, mathematics, and critical thinking. Phonics is an integral part of our reading instruction. Math computation skills are taught throughout all grades, as are problem solving skills. Our curriculum strives for balance, and includes science, social studies, the arts, and physical fitness.

All staff members are involved in the school decision-making process. Our active School Site Council oversees the School Improvement Plan and the related budget. Our English Learners Advisory Committee offers valuable insight and suggestions for meeting the needs of our English language learners. Our Child Study Team, which includes the principal, psychologist, special education teacher(s), and classroom teacher(s), meets regularly to assess the needs of students referred for special assistance. The PTA is an active and contributing organization. Parents are informed about the school program through school newsletters, weekly bulletins, PTA newsletters, and a Parent Handbook.

Professional Development

Professional development, aligned with the NCLB goals, provides training for teachers, principal, and paraprofessionals to assist them in deepening and refining their knowledge and skills in improving student achievement in relation to the state-adopted academic content standards. Both formal and informal student achievement data is used to establish a baseline with ongoing assessment to measure and evaluate student achievement in relation to this baseline.

A comprehensive school needs assessment involving teachers, paraprofessionals, principal, and parents assisted us in identifying two focus areas for teacher professional development— Language Arts and English Language Development. All staff participated in two days of training related to the new State-adopted language arts materials. Another day of training was related to improving language arts achievement through technology. In addition, implementation issues and the impact of the training on student achievement are the focus of study groups during our Wednesday staff development sessions. State standardized tests, District multiple measures, and site-based assessments are regularly used to evaluate the training's impact on student achievement.

All teachers at College Park are qualified for their teaching assignment. Paraprofessional professional development is provided through our classified Human Resource Department.

Quality and Currency of Textbooks and Other Instructional Materials

Basic instructional materials are replaced every seven years to align our instructional program with the 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 10,000 volume school library for research and pleasure reading but also classroom book collections at each grade level which 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**
K	36,000	36,000
1	51,450	50,400
2	51,450	50,400
3	51,450	50,400

Total Number of Minimum Days

Our elementary school calendar provides for 11 "minimum days": 8 during fall and spring conference week, and 1 each for Back-to-School Night, Open House, and the last day of school. As well, students in grades 1—3 are dismissed at 1:15 p.m. on Wednesdays to provide time for staff planning and professional development. The instructional minutes lost on "early-out" days are not lost—they are added to the other four days each week, resulting in no reduction in weekly learning time for students.

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	
Average Principal Salary (Middle)	86690	100810
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:

- 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.