

Introduction to SchoolInsite

Prepared for:	Newport Mesa Unified School District
Study area:	School: College Park ES
Base State:	CA
Current Year Estimate:	2013
5 Year Projection:	2018
10 Year Projection:	2023
Date:	1/8/2014
Semi-Annual Projection:	Fall

About the SchoolInsite Report

The SchoolInsite Report is specifically designed to assist a school better understand the demographic story of the students and parents they serve.

The variables included are intentionally selected for the light they might shine on three areas.

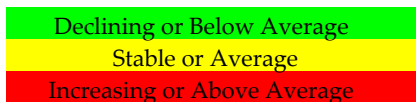
1. Student Achievement
2. Parental Participation
3. Fund Raising Support

Intended Audience:

1. School Principal
2. School Staff
3. Parent Leaders

Color Coding on the Report

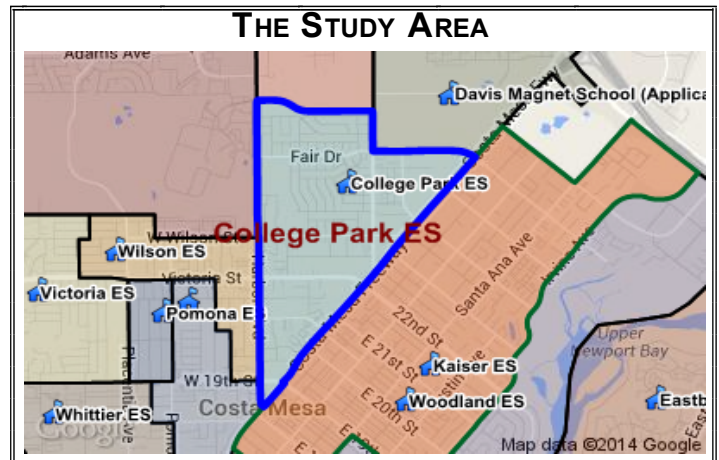
Some cells are color coded to facilitate interpretation.



Two Reports

Two reports are provided on the following pages.

- The **QuickView** Report presents 10 demographic indicators of your study area.
- The **DetailView** Report presents greater detail about those 10 indicators. This report is organized around six "themes."



NOTES

1. This report may be useful for providing the demographic data required by National Blue Ribbon applications, Accrediting Agencies, grants and other state program improvement programs.
2. Not all of the demographic variables available in the DI System are found in this report. The FullInsite Report will give a more comprehensive view of an area's demographics and ViewPoint a fuller view of its beliefs and practices.
3. For more information on interpreting the various data on this report, please refer to the Supporting Information on the final page.

QuickView

Educationally Significant Demographic Indicators of Your School Community

<p>1</p>	<p>Population Change</p> <p>In the 10 year future, how is this area expected to change?</p> <p>(See Population and Families Theme)</p>	<table border="1"> <tr> <td>Significant Decline</td> <td>Moderate Decline</td> <td>Little Change</td> <td>Moderate Growth</td> <td>Significant Growth</td> </tr> </table>	Significant Decline	Moderate Decline	Little Change	Moderate Growth	Significant Growth
Significant Decline	Moderate Decline	Little Change	Moderate Growth	Significant Growth			
<p>2</p>	<p>School Age Change</p> <p>In the 10 year future, how is the population of school age children in this area expected to change?</p> <p>(See Age Theme)</p>	<table border="1"> <tr> <td>Significant Decline</td> <td>Moderate Decline</td> <td>Little Change</td> <td>Moderate Increase</td> <td>Significant Increase</td> </tr> </table>	Significant Decline	Moderate Decline	Little Change	Moderate Increase	Significant Increase
Significant Decline	Moderate Decline	Little Change	Moderate Increase	Significant Increase			
<p>3</p>	<p>Family Structures: Single Parent Families</p> <p>Compared to the state, is the number of single parent families greater than or less than the state average?</p> <p>(See Population and Families Theme)</p>	<table border="1"> <tr> <td>Significantly Less</td> <td>Somewhat Less</td> <td>About the Same</td> <td>Somewhat Greater</td> <td>Significantly Greater</td> </tr> </table>	Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater
Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater			
<p>4</p>	<p>Adult Educational Attainment</p> <p>For this area, what is the general level of education of the adults 25 and older?</p> <p>(See Education and Career Status Theme)</p>	<table border="1"> <tr> <td>Very Low</td> <td>Low</td> <td>Mixed</td> <td>High</td> <td>Very High</td> </tr> </table>	Very Low	Low	Mixed	High	Very High
Very Low	Low	Mixed	High	Very High			
<p>5</p>	<p>Community Diversity Index</p> <p>How diverse is the racial/ethnic mix of this area?</p> <p>(See Community Diversity Theme)</p>	<table border="1"> <tr> <td>Very Homogeneous</td> <td>Homogeneous</td> <td>Moderately Diverse</td> <td>Very Diverse</td> <td>Extremely Diverse</td> </tr> </table>	Very Homogeneous	Homogeneous	Moderately Diverse	Very Diverse	Extremely Diverse
Very Homogeneous	Homogeneous	Moderately Diverse	Very Diverse	Extremely Diverse			
<p>6</p>	<p>Median Family Income</p> <p>How does the median family income compare to the state for this area?</p> <p>(See Financial Resources Theme)</p>	<table border="1"> <tr> <td>Significantly Less</td> <td>Somewhat Less</td> <td>About the Same</td> <td>Somewhat Greater</td> <td>Significantly Greater</td> </tr> </table>	Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater
Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater			
<p>7</p>	<p>Poverty</p> <p>Compared to the state, is the number of families in poverty above or below the state average?</p> <p>(See Financial Resources Theme)</p>	<table border="1"> <tr> <td>Significantly Below</td> <td>Somewhat Below</td> <td>About the Same</td> <td>Somewhat Above</td> <td>Significantly Above</td> </tr> </table>	Significantly Below	Somewhat Below	About the Same	Somewhat Above	Significantly Above
Significantly Below	Somewhat Below	About the Same	Somewhat Above	Significantly Above			
<p>8</p>	<p>Blue to White Collar Occupations</p> <p>On a continuum between blue collar and white collar occupations, where does this area fall?</p> <p>(See Education and Career Status Theme)</p>	<table border="1"> <tr> <td>Very Blue Collar</td> <td>Somewhat Blue</td> <td>Closely Split</td> <td>Somewhat White</td> <td>Very White Collar</td> </tr> </table>	Very Blue Collar	Somewhat Blue	Closely Split	Somewhat White	Very White Collar
Very Blue Collar	Somewhat Blue	Closely Split	Somewhat White	Very White Collar			
<p>9</p>	<p>Primary Home Language</p> <p>In this area, is the primary language spoken at home more likely to be English or non-English?</p> <p>(See Community Diversity Theme)</p>	<table border="1"> <tr> <td>Mostly Non-English</td> <td>More Non-English than English</td> <td>Mixed</td> <td>More English than Non-English</td> <td>Mostly English</td> </tr> </table>	Mostly Non-English	More Non-English than English	Mixed	More English than Non-English	Mostly English
Mostly Non-English	More Non-English than English	Mixed	More English than Non-English	Mostly English			
<p>10</p>	<p>School Support</p> <p>How likely is this area to contribute time and financial resources to schools compared to the state?</p> <p>(See School Support Theme)</p>	<table border="1"> <tr> <td>Very Unlikely</td> <td>Somewhat Unlikely</td> <td>Somewhat Likely</td> <td>Very Likely</td> <td>Extremely Likely</td> </tr> </table>	Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	Extremely Likely
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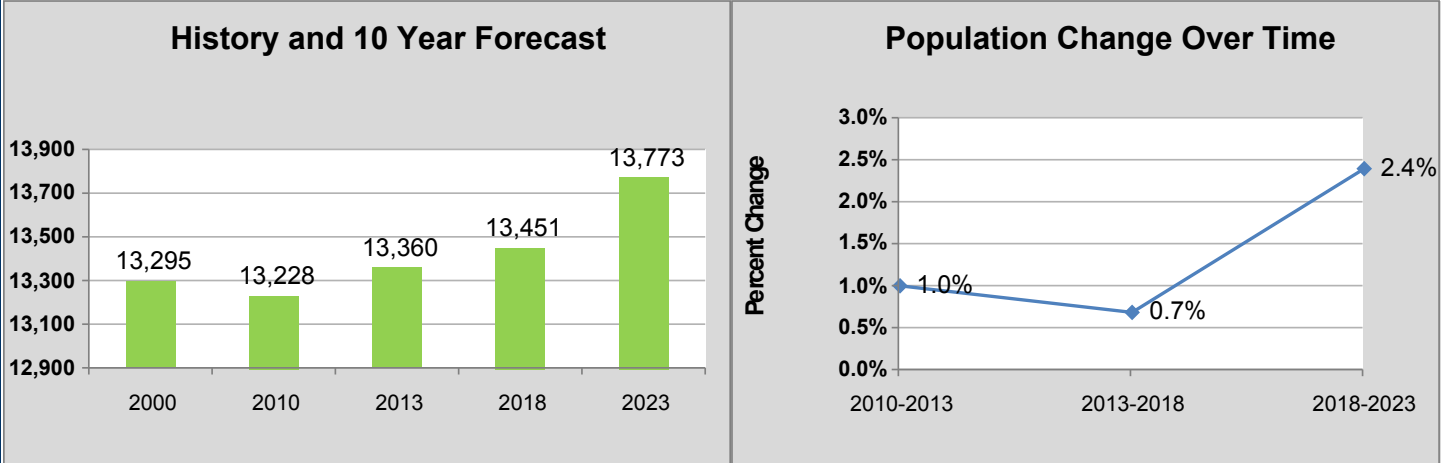
Educationally Significant Demographic Variables of Your School Community

1. Population and Families

POPULATION AND FAMILIES THEME

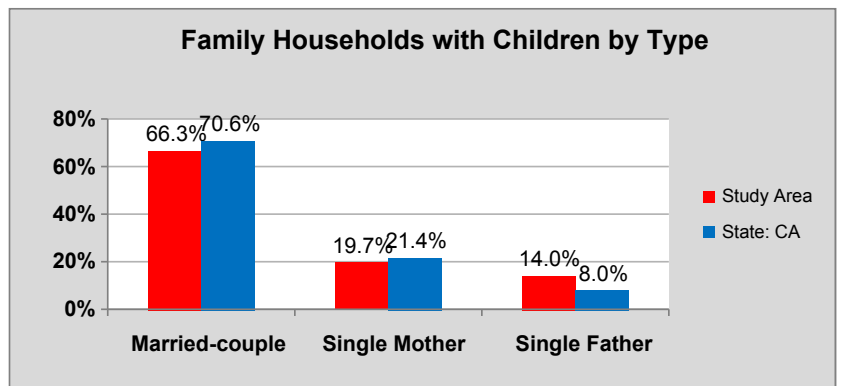
Population is the most basic demographic characteristic. It indicates how many persons reside within an area and how that total changes over time. In addition, future population is forecasted looking out 10 years.

Population History with 5 and 10 Year Projected Change



Family Households

The 'Family Households with Children by Type' graph reflects family households with children by type. The study area is compared to the state



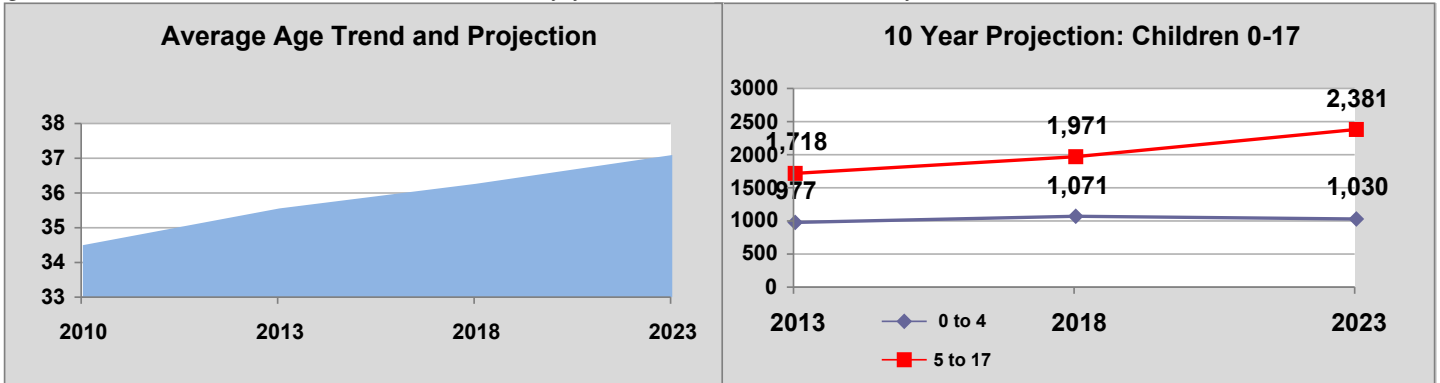
This table presents both the history and projections for family structures in the study area. Take note of the change column to discern how these family structures have changed and are projected to change in the future.

Households with Children Detail by Type	Actual Hhlds by Year			Net Chng Expected	Percent of all Hhlds by Year			% Chng Expected
	2010	2013	2018		2010%	2013%	2018%	
Family: Married-couple	931	759	713	-218	66.5%	66.3%	64.3%	-2.3%
Family: Single Mother	304	225	220	-84	21.7%	19.7%	19.8%	-1.9%
Family: Single Father	164	160	176	12	11.7%	14.0%	15.9%	4.1%
Total:	1,399	1,144	1,109	-290	100.0%	100.0%	100.0%	

AGE THEME

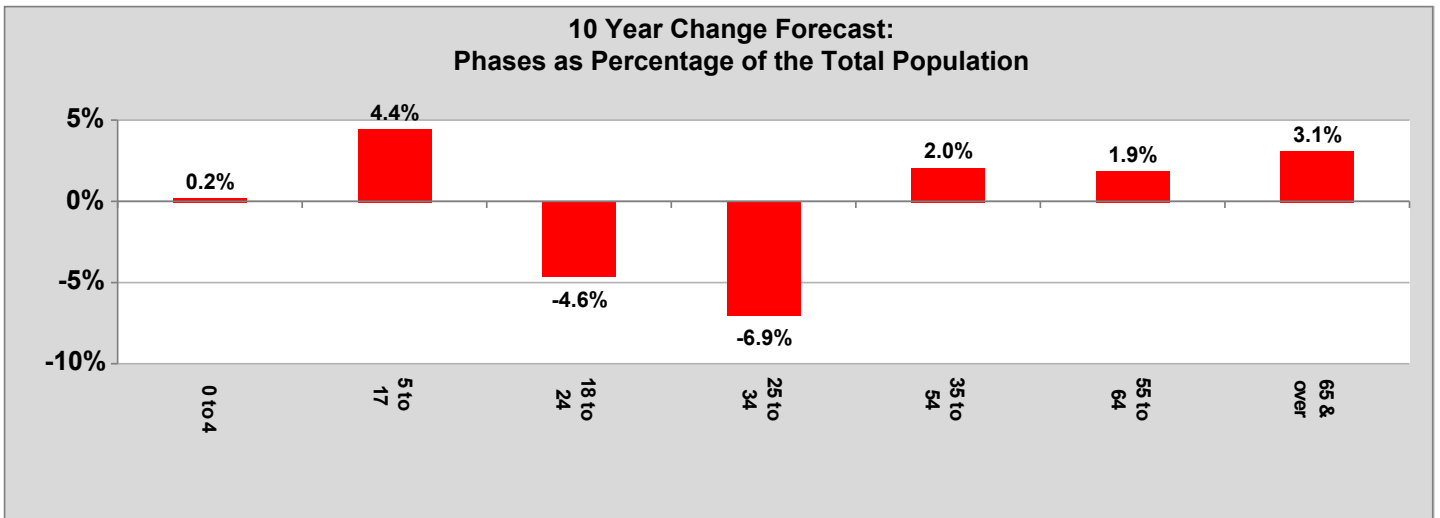
Average Age and Projection Children 0 to 18

The age history and forecast reflects change in a community. Many are aging as a consequence of the aging Baby Boom generation and the decline in live births for many years in the late 20th and early 21st centuries.



Phase of Life

The Phase of Life 10 Year Change graph highlights life phases that will increase or decrease as a percentage of the total population in the forecasted 10 year future.



Phase of Life presents how a community changes and people age through their various life phases.

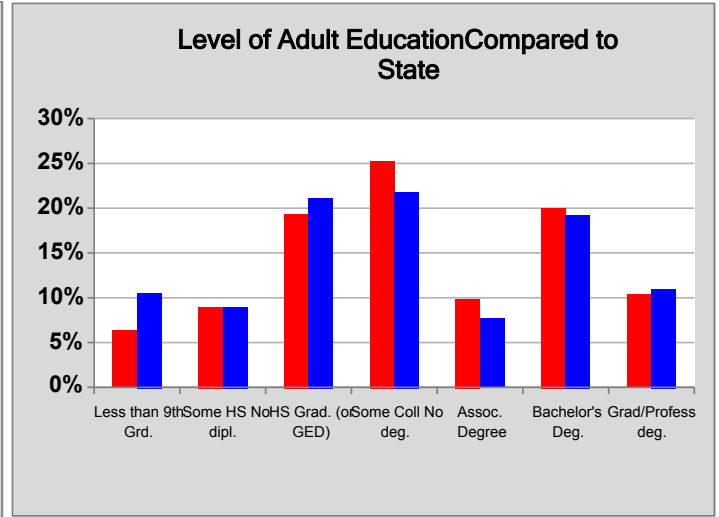
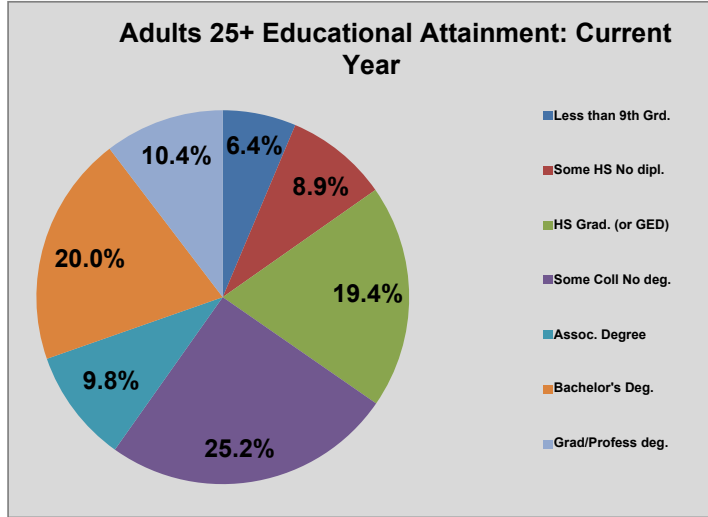
Phase of Life Detail	Actual Population by Year & Phase				Percent of Pop by Year & Phase			
	2010	2013	2018	2023	2010%	2013%	2018%	2023%
Before Formal Schooling: 0 to 4	783	977	1,071	1,030	5.9%	7.3%	8.0%	7.5%
Required Formal Schooling: 5 to 17	1,711	1,718	1,971	2,381	12.9%	12.9%	14.7%	17.3%
College/Career Starts: 18 to 24	2,135	1,709	1,256	1,133	16.1%	12.8%	9.3%	8.2%
Singles & Young Families: 25 to 34	2,628	2,649	2,309	1,774	19.9%	19.8%	17.2%	12.9%
Families & Empty Nesters: 35 to 54	3,724	3,860	4,069	4,256	28.2%	28.9%	30.3%	30.9%
Enrichment Years Singles/Cpls: 55 to 64	1,137	1,254	1,401	1,548	8.6%	9.4%	10.4%	11.2%
Retirement Opportunities: Age 65 & over	1,110	1,193	1,374	1,651	8.4%	8.9%	10.2%	12.0%
Total:	13,228	13,360	13,451	13,773	100.0%	100.0%	100.0%	100.0%

EDUCATION /CAREER STATUS THEME

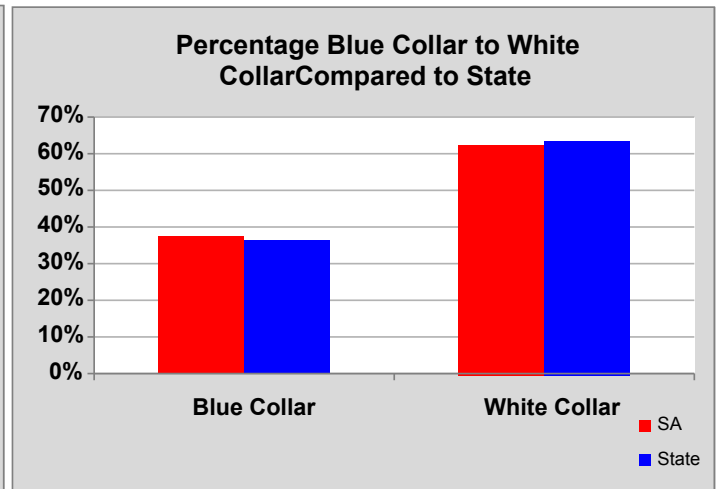
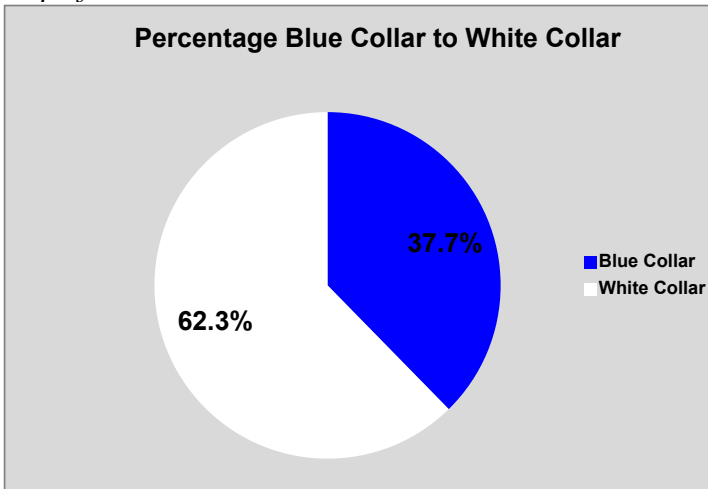
The Education/Career Status theme portrays the level of education and the types of careers pursued in the study area.

Adult Educational Attainment

The following graphs present the adult population within the study area 25 years of age and older by the level of education completed. The "Adult Educational Attainment " charts present the levels of education and how similar or different this study area is compared to the state of CA in 2013.



Employment Status

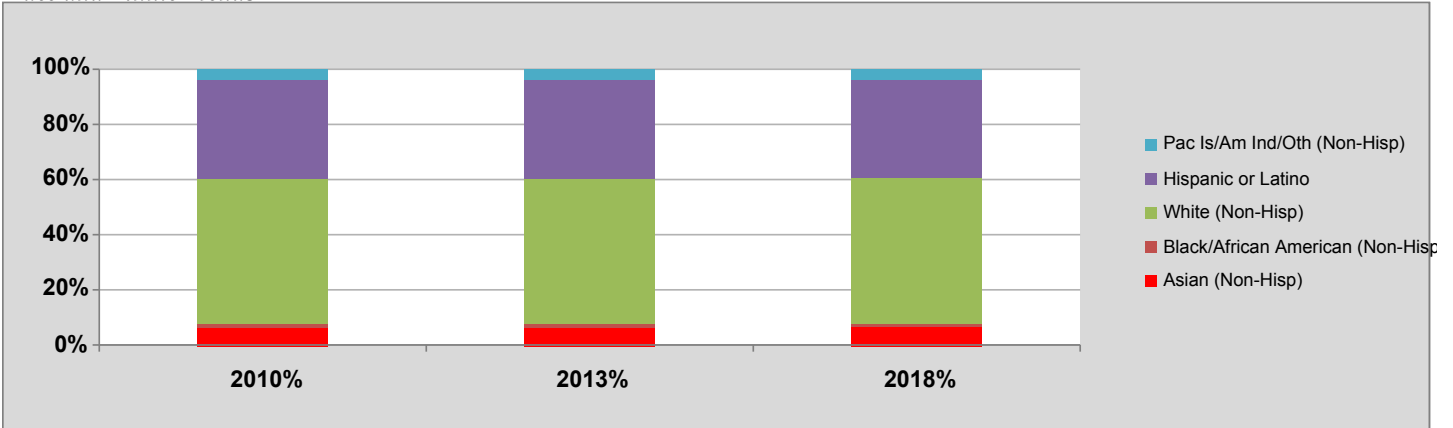


Education of Adults Detail	Actual Hhlds by Year		Net Chng Expected	Percent of all Hhlds by Year		% Chng Expected
	2013	2018		2013%	2018%	
Less than 9th Grade	484	570	86	5.6%	6.4%	0.7%
Some High School, No diploma	766	798	32	8.9%	8.9%	0.0%
High School Graduate (or GED)	1,743	1,733	-10	20.3%	19.4%	-0.9%
Some College, No degree	2,051	2,257	206	23.9%	25.2%	1.3%
Associate Degree	865	880	15	10.1%	9.8%	-0.2%
Bachelor's Degree	1,803	1,788	-15	21.0%	20.0%	-1.0%
Graduate or Professional school degree	887	930	43	10.3%	10.4%	0.1%
Total:	8,599	8,956	357	100.0%	100.0%	

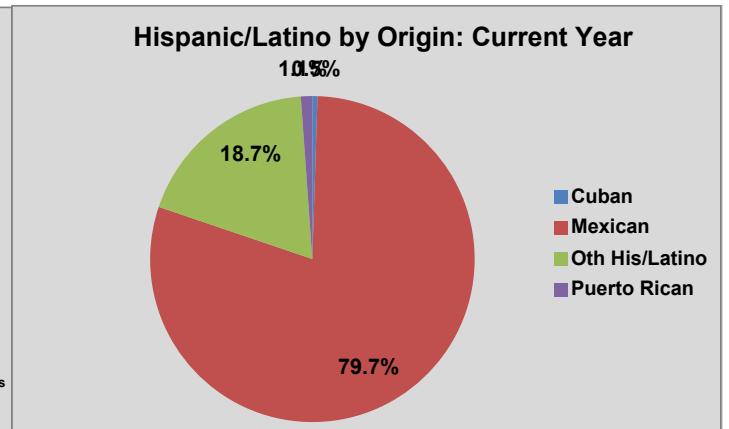
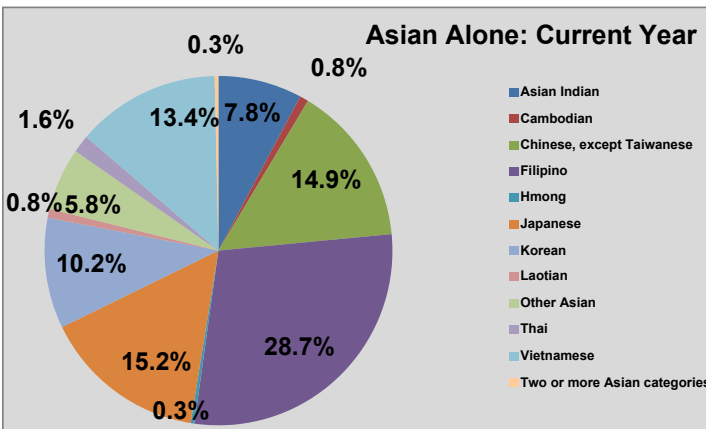
COMMUNITY DIVERSITY THEME

The diversity of a community is shaped by the racial/ethnicity of the people who reside in it but also people's ancestry and country of origin.

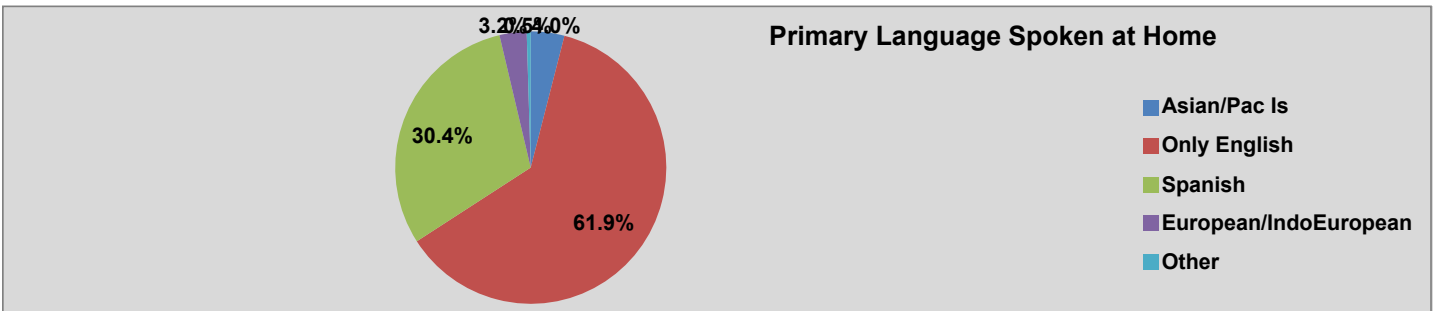
Race and Ethnic Trends



NOTE: Race and ethnicity breakouts are based upon Census Bureau categories. Only those groups for which the Bureau provides extended detail can be reported.



Primary Language Spoken at Home



Racial/Ethnic by Year Detail	Actual Population by Year			Net Chng Expected	Percent of all Pop by Year			% Chng Expected
	2010	2013	2018		2010%	2013%	2018%	
Asian (Non-Hisp)	849	860	868	19	6.4%	6.4%	6.5%	0.0%
Black/African American (Non-Hisp)	164	166	167	3	1.2%	1.2%	1.2%	0.0%
White (Non-Hisp)	6,968	7,046	7,101	133	52.7%	52.7%	52.8%	0.1%
Hispanic or Latino	4,749	4,787	4,812	63	35.9%	35.8%	35.8%	-0.1%
Pac Is/Am Ind/Oth (Non-Hisp)	498	501	503	5	3.8%	3.8%	3.7%	0.0%
Total:	13,228	13,360	13,451	223	100.0%	100.0%	100.0%	

FINANCIAL RESOURCES THEME

Financial resources available is an indicator of community opportunity or distress. Two variables are presented in this category:

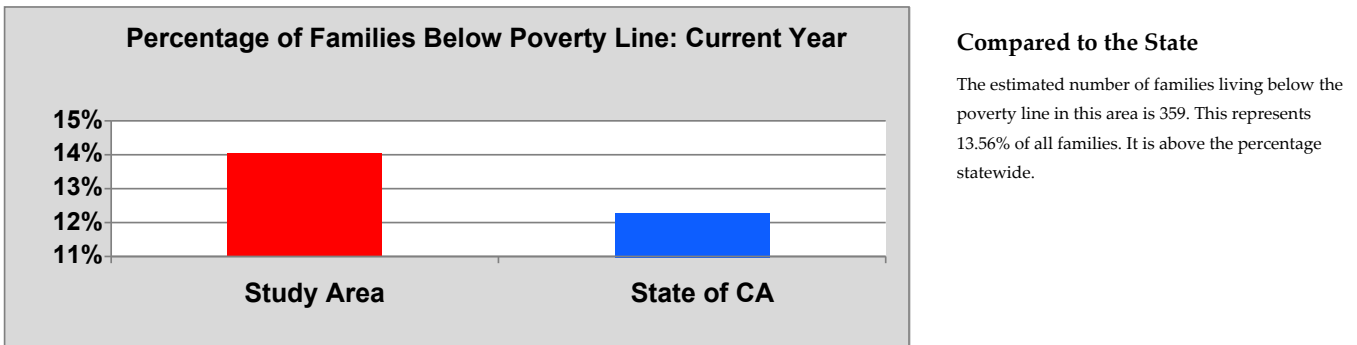
The average household income for this study area is 73,707.77. It is projected to increase by 7.57% over the next five years. Household income includes both family and non-family households. The following graphs focus exclusively on family household income.

Family Household Income



The median family household income for the current year is 66,021.10. The median is the point where there are as many whose family household income is above this amount as below it. The state of CA median family income is 70,046.76.

Poverty



Poverty Level	Actual Pop by Year	% Pop by Year
Detail	2013	2013%
Above poverty level	2,289	86.4%
Below poverty level	359	13.6%
Total:	2,648	100%

SCHOOL SUPPORT THEME

The School Support theme aims to provide insight into what one might expect from the community in terms of support for schools. Two variables are reported: 1) likelihood to volunteer time and 2) likelihood to make a financial contribution to education.

	Estimated Percent in this Area		Estimated Percent of the State of CA	Comparative Index*
Willing To Volunteer My Time for a Good Cause	Adults	18.7%	15.0%	125
Made Charitable Contribution to Education	Hholds	9.4%	14.0%	67

In this study area, the adults are more likely to volunteer their time than what is true on average across the state.

In this study area, households are less likely to make a financial contribution to Education than what is true on average across the state.

* Please see the final page for an explanation of a comparative index under “Interpreting the Report: Indexes”.