

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Horace Mann School	District Name	Beverly Hills Unified
Principal	Dr. Dawnalyn Murakawa-Leopard	Superintendent	Jeffrey Hubbard
Street	8701 Charleville Blvd.	Street	255 South Lasky Dr.
City, State, Zip	Beverly Hills, CA 90211-2805	City, State, Zip	Beverly Hills, CA 90212-3644
Phone Number	(310) 551-5104	Phone Number	(310) 551-5100
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School Description and Mission Statement

Horace Mann School was opened in the fall of 1929 as one of four schools in the Beverly Hills Unified School District dedicated to serving the students of Beverly Hills for grades kindergarten through eight. It has since been named with the prestigious honor of California Distinguished School. During the 2002-2003 school year 723 students were enrolled on a traditional semester schedule. In addition to the core curriculum, K-5 students receive enrichment in art, music, physical education, and technology. The middle school (grades 6-8) is a “school within a school,” and students receive instruction in individual subject areas and choose from a variety of elective classes to supplement core instruction.

The school was named in honor of Horace Mann, commonly known as the “father of public education.” Mann worked tirelessly to improve education for all students, calling education “the greatest equalizer of the conditions of men – the balance-wheel of the social machinery.” Today at Horace Mann School, we offer our students and the surrounding community the best in standards based curriculum, family support, and technology, thus enabling our students to become leaders in the new millennium. We are dedicated to academic excellence and have a faculty that is extremely qualified, professionally skilled, and personally committed to meeting the learning needs of all students. Our school program challenges all students to achieve their highest potential, discover their talents, and develop their abilities.

The vision for Horace Mann School is in concert with the mission of the Beverly Hills Unified School District. We have created a school family that includes students, teachers, parents and community members to promote the welfare, skills, knowledge and understanding of all students. We want all students to achieve academic excellence through a challenging learning experience providing students with the necessary skills to become positive role models in our democratic society.

Opportunities for Parental Involvement

Contact Person Name	Dawnalyn Murakawa-Leopard	Contact Person Phone Number	(310) 551-5104
<p>Horace Mann is very proud of the extraordinary support of its parents and its strong connection to the Beverly Hills community. Parents are encouraged to participate fully at Horace Mann School. The PTA plays an active role in the community and at the school site through fundraising and sponsorship and coordination of special activities, including events such as Safety Week, Multicultural Week, community service days, and community celebrations. Parents also participate in the school by serving as members of the PTA and its subcommittees, the School Site Council, and various advisory committees, and by volunteering in classrooms, the library, and other places on campus. Parents and community members (including special populations such as EL, Title I, Homeless, Special Education, GATE, Migrant, Refugee or Immigrant) who wish to participate in Horace Mann School's leadership teams, school committees, school activities, or volunteer program may contact the school office.</p>			

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 Level	Enrollment
Kindergarten	56	Grade 9	0
Grade 1	59	Grade 10	0
Grade 2	59	Grade 11	0
Grade 3	57	Grade 12	0
Grade 4	85	Ungraded Secondary	0
Grade 5	86		
Grade 6	85		
Grade 7	112		
Grade 8	114		
Ungraded Elementary	0	Total Enrollment	713

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	32	4.5	Hispanic or Latino	31	4.3
American Indian or Alaska Native	2	0.3	Pacific Islander	0	0.0
Asian	103	14.4	White (Not Hispanic)	541	75.9
Filipino	4	0.6	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	March 4, 2004	Date Last Discussed with Staff	Feb. 25, 2004
<p>Safety of students and staff is a primary concern of Horace Mann School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The disaster preparedness plan,</p>			

developed in conjunction with local police and fire departments, includes steps for ensuring student and staff safety during a disaster, and complete disaster drills are held once a month throughout the year. Horace Mann School's Safety Plan has been implemented and is revised annually by the School Site Safety Committee, comprised of School Site Council members, parents, teachers, community members, and students. It is approved annually by the School Site Council. Local police and fire agencies are also consulted regarding disaster plans.

School Programs and Practices that Promote a Positive Learning Environment

Horace Mann School provides a disciplined, stimulating learning environment, and we take pride in our high standards of scholarship and citizenship, which set a positive tone for our school. One of the school's major goals is to develop a sense of responsibility, both personal and social, and to enhance each individual's capacity for self-discipline. Each year, students receive a Student Responsibility Contract that outlines our expectations for their behavior. It is signed by both the parent and the student. The school rules, consequences, and rewards are listed in the contract. School-wide discipline assemblies are held each year, and the principal and assistant principal meet with students to ensure that they are properly informed of school rules.

It is the goal of Horace Mann School to assist students in their social and personal development as well as academics. The counseling team and the Child Study Team provide special attention to those who experience achievement problems, difficulty coping with personal and family situations, or challenges with decision making or handling peer pressure. They are devoted to helping students to reach positive goals. Horace Mann students participate in the school's Character Education program and in the school's Service Learning program. Students who engage in positive behavior are rewarded through our Purple Power Card program, in which students receive acknowledgement for their good deeds and earn chances to adopt our school Huskie mascot (a stuffed animal) for their classroom every two weeks. Student leaders participate in Student Government, the Spartan school service club, the Science Olympiad, and Youth in Government.

A School Resource Officer is on campus full time four days per week, and he teaches all fifth and eighth grade students through the DARE program. Lunchtime activities include a popular chess club and regular visits from Beverly Hills Recreation and Parks Department staff members who bring activities to engage students and interest them in participating in the school's vibrant after-school program. Tutoring is available for students requiring additional support in academics. The library is open for an extra 2.5 hours of studying time on Wednesdays. All students may also take advantage of additional programs offered through the Maple Center.

Qualifying students in grades four through eight may participate in the district's Gifted and Talented Education (GATE) program, where academically advanced students are challenged in an enrichment program. Students at Horace Mann School are also provided assistance through our Title I, English Language and Special Education programs as needed.

In addition to the core curriculum, students in grades one through five receive specialized instruction in art, music, computers, and physical education. Students in grades six through eight participate in a variety of exploratory and elective classes to supplement their core classes of English, Mathematics, Science, and Social Science. These classes include art, chorus, current events, instrumental music, foreign language, journalism, media and society, study skills, and yearbook.

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
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	2002	2003	2004	2002	2003	2004
Number of Suspensions	44	106	60	273	323	298
Rate of Suspensions	.060	.147	.084	.052	.106	0.060
Number of Expulsions	1	1	1	6	2	5
Rate of Expulsions	.001	.001	.001	.001	.0006	.001

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Horace Mann provides a safe, clean environment for students, staff, and volunteers. A team of four full-time custodians ensure that all facilities are well maintained and a scheduled maintenance program is administered by the Beverly Hills Unified School District. Horace Mann School completed its renovation project during the summer of 2001. A playground and landscaping project was completed during the 2003-2004 school year, including the installation of an artificial turf field, completely new playground equipment, surfacing and striping, and a new vinyl-coated fence around the perimeter of the playground. Additional modernization projects are being planned for the 2004-2005 school year.

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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	66	64	67	64	66	70	32	35	36
Mathematics	67	70	64	64	66	67	31	35	34
Science			46	68	63	58	30	27	25
History-Social Science		76	71	52	60	64	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	46		77		44		68
Mathematics	33		81		52		62
Science							48
History-Social Science			89				71

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	60	74	27	49	68	28	72	
Mathematics	62	65	52	57	64	32	68	
Science	42	50			48	8	53	
History-Social Science	70	71		55	73	45	74	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	65	64	---	71	71	---	43	43
Mathematics	---	78	76	---	79	81	---	50	51

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	38		74		44		65
Mathematics	54		89		70		75

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	59	70	27	51	65	32	68	
Mathematics	74	78	58	74	76	38	81	

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/ta/tg/pfi/>. 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	45.2	56.5	31.6	21.9	29.2	15.3	24.8	26.7	22.9
7	50.9	60.0	43.3	26.8	29.3	24.1	29.1	31.3	27.0
9				34.4	34.5	34.4	26.3	25.3	27.2

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/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	98	99	Percent Tested	98	99	100
API Base Score	870	852	860	API Growth Score	866	853	862
Growth Target	A	A	A	Actual Growth	-4	1	2
Statewide Rank	10	10	9				
Similar Schools Rank	8	4	2				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Asian				Asian			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Filipino				Filipino			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Hispanic or Latino				Hispanic or Latino			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Pacific Islander				Pacific Islander			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	867	848	855	API Growth Score	859	848	859
Growth Target	A	A	A	Actual Growth	-8	0	4

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			

Growth Target				Actual Growth			
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State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes

	Size				Size				Size			
English	26.9	5	14	1	24.0	4	14	1	26.9	1	14	
Mathematics	24.3	4	8		24.1	4	8		24.8	3	7	
Science	26.8	2	9	1	25.2	3	10		27.1	2	11	
Social Science	26.9	2	9		25.7	2	10		26.4	2	11	

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		
	2002	2003	2004
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	5.0	---
All Schools in District	---	10.8
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	10.8

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. 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.

	2002	2003	2004
Total Teachers	51	48	45
Teachers with Full Credential	46	45	44
Teachers Teaching Outside Subject Area			

(full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	3	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	
Total Teacher Misassignments	---	---	

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	2.2	2.1
Master's Degree plus 30 or more semester hours	46.7	37.6
Master's Degree	13.3	23.4
Bachelor's Degree plus 30 or more semester hours	33.3	31.7
Bachelor's Degree	4.4	5.2
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	

Teacher Evaluations

A constructive assessment process promotes quality instruction and is a fundamental element in a sound educational program. Assessments and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Assessments are conducted by the principal and assistant principal; these administrators have been trained and certified for competency to perform teacher assessments. Assessment criteria are based on the California Standards for the Teaching Profession and emphasize the following areas: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student

Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for all Students Assessing Student Learning, and Developing as a Professional Educator.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and has an adequate pool of fully credentialed substitutes. In the event that a substitute cannot be found, teachers will fill in during their prep periods, or an administrator will fill in for the absent teacher.

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 equal one FTE.

Title	FTE
Counselor	0.5
Librarian	0.5
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
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 equal 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
1.0	713.0

VII. Curriculum and Instruction

School Instruction and Leadership

Leadership at Horace Mann School is a responsibility shared among district administration, the principal, instructional staff, students and parents. The district’s emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district academic content standards. Leadership teams at Horace Mann School include the Coordinated Compliance Review (CCR) Team, the Leadership Team, the Character Education Leadership Team and the School Site Council

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Topics for staff development for the 2003-2004 school year included:

- | | |
|--|---|
| Character Education | Standards-Based Reporting |
| Curriculum and Content Standards Alignment | Mathematics Assessment and Benchmarks |
| Assessment Review and Goals | Visual Arts Standards-Based Lesson Design |
| UCLA Mathematics Project | Reading Assessment Program |
| Physical Best/CPRT Training | Service Learning |
| Grade Level/Department Articulation Meetings | Technology |
| HIV/AIDS Training | Writing |
| MS/HS Articulation Meetings | |

Beverly Hills Unified School District participates in both Beginning Teachers Support and Assessment (BTSA), which is a mentoring program for new teachers, and Peer Assistance and Review (PAR), a program that pairs exemplary teachers with others to assist in teaching strategies. Middle school teachers also meet twice monthly during late start days to collaborate as an entire group and by grade level or subject area. This collaboration assists the teachers in meeting the instructional needs of every middle school student

Quality and Currency of Textbooks and Other Instructional Materials

Horace Mann School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. Horace Mann School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. A committee consisting of administrators and teachers establishes selection criteria based on state academic content standards, reviews instructional materials on the state adoption list and makes recommendations to the Board of Education for final adoption.

During the 2003-2004 school year, grades K-5 continued use of the Harcourt Brace Social Science textbook series, and the Houghton Mifflin Mathematics textbook series, and grades 6-8 continued use of the McDougal Littell Mathematics textbook series. The Houghton Mifflin Reading/ Language Arts textbook series (grades K-5) and the Prentice Hall English textbook series (grades 6-8) were fully implemented following last year's pilot program.

Horace Mann's comprehensive library/multimedia center is stocked with over 10,000 textbooks, reference and recreational reading materials. During the 2003-2004 school year, the library collection was digitally inventoried, and an electronic circulation and reference system was put in place. The librarian and library assistant have been trained in this software, and the librarian is working to develop curricular plans to support students' use of the system and associated software in the research process. Through this system, students will be able to use an online library card catalog to search for books at the school library and Beverly Hills public library beginning in 2004-2005. The library is equipped with computers with Internet access, available to students to help them improve their research skills. The library is staffed by a half-time librarian and, a full time library assistant. In-classroom mini-libraries provide students with a wide array of reading materials. State and local funds have been used to continue to upgrade the library resources.

Computer skills and concepts, integrated throughout standard curriculum, prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, including self-paced instructional programs in reading and math. Horace Mann's campus wide student-to-computer ratio is 3.33 to 1. All computers on campus have Internet connections, reference and productivity tools. The school houses 2 servers. Currently, Horace Mann is part of a LAN and WAN and has a T1 data connection. Horace Mann has 2 computer laboratories which are accessible to students at various times throughout the day. One lab is dedicated to Apple iMac computers and employs software which enhances instruction in the classroom and helps instructors meet the California Content Standards. Classes which currently meet in the iMac lab are grades K-3, Journalism, French, Spanish and 6th grade Social Studies. The second lab is a dedicated PC lab which serves grades 4-5, 6th grade technology elective, 8th grade multimedia production and 7th and 8th grade productivity tools electives as well as 6th grade Social Studies classes. In addition, the school houses two smaller labs used to support reading intervention software, as well as a mobile laptop cart housing 19 laptops, which is used for a math intervention program and is also available for teacher checkout for classroom use. The school also has 34 televisions, 35 VCR units, and 9DVD units that are shared among and between grade

levels.

Instructional Minutes

The California *Education Code* establishes a 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	40,500	36,000
1	50,640	50,400
2	50,640	50,400
3	50,640	50,400
4	54,180	54,000
5	54,180	54,000
6	67,254	54,000
7	67,254	54,000
8	67,254	54,000
9	N/A	64,800
10	N/A	64,800
11	N/A	64,800
12	N/A	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	N/A	180 days
10	N/A	180 days
11	N/A	180 days
12	N/A	180 days

Total Number of Minimum Days

For the 2003-2004 school year, Horace Mann offered 180 days of instruction comprised of 174 regular days and six minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science	1	1	3

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. 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

College Admission Test Preparation Course Program

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Degree to Which Students are Prepared to Enter Workforce

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Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,153	\$36,096
Mid-Range Teacher Salary	\$62,825	\$56,626
Highest Teacher Salary	\$73,073	\$70,684
Average Principal Salary (Elementary)	\$107,089	\$88,337
Average Principal Salary (Middle)		\$93,252
Average Principal Salary (High)	\$116,215	\$100,430
Superintendent Salary	\$163,348	\$136,519
Percent of Budget for Teacher Salaries	35.0	42.6
Percent of Budget for Administrative Salaries	4.5	5.8

Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$43,872,544	\$8,488	\$6,882	\$6,822

Types of Services Funded

Beverly Hills Unified School District spent an average of \$8,611 to educate each student. The figures shown in the following table reflect the direct cost of educational services per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide. In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for the following categorical, special education, and support programs:

- Title I
- Teacher Quality (Title II)
- Safe and Drug-Free Schools (Title IV)
- Innovative Strategies (Title V)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- ELAP
- Gifted and Talented Education (GATE)
- IMFRP
- Safety and Violence Prevention (Grades 8-12)
- School Improvement Program (SIP)
- Federal & State Class Size Reduction
- Instructional Materials
- State Lottery
- Tobacco Use Prevention Education (TUPE)