

2003-2004 No Child Left Behind—Blue Ribbon Schools Program

Cover Sheet

Name of Principal: Dr. Daniel Stepenosky
(Specify: Ms., Miss, Mrs., Dr., Mr., other, as it should appear in the official records)

Official School Name: Beverly Hills High School
(As it should appear in the official records)

School Mailing Address: 241 Moreno Drive
(If address is P.O. Box, also include street address)

Beverly Hills CA 90212-3698
City State Zip Code+4 (9 digits total)

Tel. (310) 551-5100 X 8300 Fax (310) 551-5129

Website/URL www.bhhs.beverlyhills.k12.ca.us E-mail: dstepenosky@bhusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent: Mr. Jeffrey Hubbard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Beverly Hills Unified School District Tel. (310) 551-5100 X 2210

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Dr. Myra Demeter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ 1 High schools
 _____ 4 Other (Briefly explain) (K-8)
 _____ 5 TOTAL
2. District Per Pupil Expenditure: \$8,649.59 (2002-2003)
 Average State Per Pupil Expenditure: \$6,770.00 (2001-2002 - latest version on CDE website)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. _____ 1 Number of years the principal has been in his position at this school.
 _____ 14 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
				9	269	258	527
				10	277	301	578
				11	258	296	554
				12	234	241	475
				Other	1		1
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2,135

6. Racial/ethnic composition of the students in the school:	<u>73 %</u> White
	<u>5 %</u> Black or African American
	<u>4 %</u> Hispanic or Latino
	<u>16 %</u> Asian/Pacific Islander
	<u>0 %</u> American Indian/Alaskan Native
	<u>1 %</u> Filipino
	<u>1 %</u> Multiple or No Response
	<u>100 %</u> Total

7. Student turnover, or mobility rate, during the past year: 7%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	60
(2)	Number of students who transferred from the school after October 1 until the end of the year.	94
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	154
(4)	Total number of students in the school as of October 1	2176
(5)	Subtotal in row (3) divided by total in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school 5%
115 Total Number Limited English Proficient

Number of languages represented: 16

Specify languages: Cantonese Korean
 Croatian Mandarin
 Farsi Mongolian
 French Russian
 Hebrew Spanish
 Indonesian Tagalog
 Italian Thai
 Japanese Vietnamese

9. Students eligible for free/reduced-priced meals: 4 %
85 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
158 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>5</u> Orthopedic Impairment
<u>1</u> Deafness	<u>50</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>64</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>23</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>8</u> Multiple Disabilities	<u>0</u> Visual Impairment/Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	Part-Time
Administrator(s)	<u>4</u>	<u>4</u>
Classroom teachers	<u>93</u>	<u>20</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>15</u>
Support staff	<u>39</u>	<u>9</u>
Total number	<u>149</u>	<u>49</u>

12. Average school student-“classroom teacher” ratio: 26.5

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.29%	96.12%	96.42%	96.25%	97.73%
Daily teacher attendance	97.01%	96.05%	96.50%	96.20%	96.67%
Teacher turnover rate	11.90%	13.6%	21.10%	12.60%	13.00%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	*6.86%	3.60%	2.27%	4.48%	3.38%

Disparity between the drop-out and the drop-off rates: Students enrolled in BHHS the last day of each school year were subtracted from the students registered for enrollment on the first day of school in September of that school year. The September number includes pre-registered BHUSD middle school students and out-of-district students who never actually enrolled. It generally requires about a month to check with those families and delete the students from our records. The remainder of the difference is a result of students who were enrolled in BHHS but left to attend school elsewhere.

* The increase in 2002-2003 was probably attributable to the highly publicized lawsuit and enormous adverse publicity surrounding air quality issues related to the oil well on the BHHS campus. In spite of extensive testing by the AQMD and other agencies that verified safe air quality conditions, it was a very difficult issue for the community, resulting in fewer than anticipated middle school enrollees and the withdrawal of some families who had intended to enroll from other districts.

14. (High Schools Only) Show what the students who graduated in spring 2003 are doing as of September 2003.

Graduating class size	489
Enrolled in a 4-year college or university	53 %
Enrolled in a community college	45 %
Enrolled in vocational training	1 %
Found employment	1 %
Military service	0 %
Other (travel, staying home, etc.)	1 %
Unknown	0 %
Total	100 %

PART III – SUMMARY

Beverly Hills High School, nestled in the western section of Los Angeles, California, is located in a suburban, residential community of 32,000 people. Within a ten-mile radius, the city is surrounded by a large cosmopolitan area offering an extensive array of cultural events, academic institutions, athletic venues, and entertainment choices. Founded in 1928, BHHS is a four-year, college-oriented public high school serving 2,135 students who represent a rich diversity of backgrounds and experiences. In 2003-2004, approximately 22.6% of our students are foreign born. These students come to us from 49 foreign countries, most heavily represented by 141 from Iran; 84 from Korea; 53 from Israel, and 38 from Russia and the Ukraine. Approximately 47% of our students have a home language other than English. In addition, in agreement with the Los Angeles Unified School District, BHHS accepts up to 150 out-of-district, ethnically diverse students as part of our Diversity Program. Multiculturalism in our student body is represented throughout the academic and extra-curricular programs.

“The mission of the Beverly Hills Unified School District, the heart of our city’s pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy of learning.” In 1993, a Planning Team of 29 members representing the schools and the larger community developed a Strategic Plan that articulated the above mission statement, along with its defining beliefs, objectives, policies, and strategies. Over 200 people from all segments of the schools and community then developed the central mission. Specific action plans created in 1995 were evaluated in 1999 and updated in 2002.

In addition to these district actions, the 2000-2001 WASC accreditation cycle engaged the entire high school staff, along with approximately 25 community members and 45 students, in the development of 3 Expected Schoolwide Learning Results (ESLR’s) and 5 action plans embodying all of the identified reform components in Strategic Plan 2000 Plus. These 3 ESLR’s and 5 action plans have focused the actions of the entire school community on what students should know and be able to do upon graduation.

Community support for education has been a long-standing tradition that has enabled Beverly Hills High School to maintain excellent academic and extra-curricular programs. The Joint Powers Agreement between the city of Beverly Hills and the school district provides \$6.6 million annually to the schools. Community partners, such as the Beverly Hills Education Foundation and the Maple Counseling Center, also provide invaluable support services for student success.

Outstanding and widely honored programs such as Advanced Placement, English Learners, Special Education, Performing Arts, Technical Arts, Athletics, and ROP combine with an exemplary core curriculum and reflect the training and talents of the teachers, as well as the remarkable facilities and resources available on campus. Our students have access to hands-on training and performance opportunities in performing arts, architecture, broadcasting, journalism, and athletics.

With a student-counselor ratio of 267-1, the Guidance Department at BHHS facilitates an integrated program that consists of academic counseling, guidance curriculum, individualized student planning, and support systems designed to help students steer an appropriate path through high school.

In addition to high achievement on the California STAR tests, BHHS students have excelled in other nationally-normed tests. In 2003, 20% of our students took Advanced Placement exams; 80% of the 436 students who took 961 AP tests scored 3 or higher compared to the national average of 62%. AP scholar awards were presented to 37.4% of the class of 2003 compared to 14.3% nationally. In 2003 the average SAT I math score was 606, compared to 519 for California and the nation, with 58% of our students scoring in the 600-800 range. Average SAT I verbal scores were 557 for BHHS, compared to 489 for California and 507 for the nation, with 36% of our students scoring in the 600-800 range. Approximately 74% of all seniors take the SAT I.

Both the school and the Beverly Hills community understand the connection between the actions of today and the results of tomorrow. Continual self-assessment ensures that “Today Well Lived,” the motto of BHHS, applies to every student in our school, and we are aggressively committed to the idea that meeting the needs of every child is our guarantee of a better tomorrow for the entire community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Explanation of school assessment results:

The assessment results for English reading on the California Standards Test (pages 14-15) reveal that over the past three years the number of students proficient or above at Beverly Hills High School has continued to increase from 63 percent to 64 percent to 70 percent, while the number of students proficient or above in the State as a whole has remained fairly constant at 31 percent, 33 percent, and 33 percent. Within the special program subgroups, students at Beverly Hills High School (Economically Disadvantaged, Special Education, and English Learners) continue to score significantly higher than students in comparable programs in the State. Although the data for the students in the ethnic subgroups is inconsistent, it generally reflects an increasing number of students being tested and an improvement in the number of students scoring at proficient or above proficient, with the exception of Asian students who dropped from 76 percent to 71 percent, a figure still placing them higher than the 70 percent for the school as a whole.

The assessment results on the California High School Exit Exam (CAHSEE) in mathematics (page 16) reveal that the students at Beverly Hills High School continue to make progress in their achievement by advancing from below proficient to proficient (below proficient decreasing from 31.3 percent to 22.2 percent) and from proficient to advanced (advanced increasing from 20.9 percent to 35 percent). In addition to this progressive growth pattern, there has also been an increase in the number of students tested and in the percentage of students passing. In the year 2002 Beverly Hills High School tested 94 students with 79 percent passing compared to a pass rate of 54 percent for the students in the State. These 94 students represented 10th grade students who had not taken or had not passed the test as 9th graders. All other 10th grade students had already passed the previous year. In the following year (2003) Beverly Hills High School tested 532 students with 93 percent passing compared to a pass rate of 59 percent for the students in the State. The mean scale score (average student score) for Beverly Hills students has also increased from 380 in 2002 to 402 in 2003, with 350 representing the passing score.

Program and ethnic subgroup data is only available for CAHSEE for the year 2003. That data reveals that Beverly Hills High School students consistently pass at a dramatically higher rate than students from those same subgroups in the State as a whole. The pass rate for students from Beverly Hills exceeds the pass rate for students from California in every subgroup by anywhere from 22 percent to 55 percent, indicating that courses at Beverly Hills High School are effectively aligned to the State standards.

Three years of data from the Stanford 9 Achievement Test (SAT 9) (pages 17-18) and two years of data from the CAHSEE Test in mathematics reveal that Beverly Hills students scoring at or above the 50th percentile have been relatively consistent, except for English Learners, Special Education, and African American students. Although the tests are not comparable, the gap between the percentage of successful students at Beverly Hills and successful students statewide continues to expand. In 2000-2001, 57 percent of Beverly Hills African American students scored at or above the 50th percentile on the SAT 9 test compared to 45 percent of all students statewide; by 2003, 73 percent of this same population passed the CAHSEE compared to 26 percent of African American students statewide and 59 percent of all students statewide. In 2000-2001, 44 percent of English Learners scored at or above the 50th NPR on the SAT 9, compared with 45 percent of all students statewide. In 2003, 77 percent of the English Learners passed the CAHSEE, compared to 22 percent of English Learners statewide and 59 percent of all students statewide. In 2000-2001, 50 percent of Special Education students scored at or above the 50th NPR on the SAT 9, compared with 45 percent of all students statewide; in 2003, 61 percent of the Special Education students passed the CAHSEE, compared to 14 percent of special education students statewide and 59 percent of all students statewide. The data supports a strong standards aligned curriculum for all students at BHHS, including students in program and ethnic subgroups compared to other programs in the State.

Overall, the school's assessment data validates the content alignment of the instructional program as well as the effectiveness of the intervention programs designed to address the needs of underachieving students.

2. Use of assessment data to understand and improve student and school performance:

The high school consciously engages in data-driven decision-making to improve student and school performance. Assessment data is regularly collected, disseminated, analyzed, and integrated into discussions and planning surrounding improvement of the educational process. This data includes grades, results from the California STAR Tests, PSAT's, SAT I's, SAT II's, Golden State Exams, AP Exams, and departmental placement and final exams. The administration distributes a school wide report of student grades by department and generates an underachievers' report each semester for counselors, who contact students and parents to determine appropriate remedies. These reports were the impetus for the creation of a Guidance class to assist at-risk students. In addition, teachers have access to individual STAR test results to evaluate the effectiveness of teaching methodologies and to determine individual student needs. There is a general expectation that the standards-based education provided by every department will produce consistent results on state, school, and classroom assessment. Noted disparities in those assessments trigger an analysis to determine the source of and remedy for the differences.

Teachers also regularly use a wide range of assessment information to improve student achievement of standards. The administration annually advises teachers of student GATE, 504, Special Education, Reading Plus, and EL designations that may affect the student's achievement level. All teachers meet with special education service providers in October to read their students' IEP's and to discuss modifications to instruction and assessment. An EL world history and an EL U.S. history class were created for students in the EL program. Low STAR reading test results led to the creation of a Reading Plus class to help students improve their reading comprehension. A two-year algebra program was designed for students with undeveloped math skills, and a Functions, Statistics, and Trigonometry course was designed to give another opportunity for entrance into Pre-Calculus to students who are strong but did not qualify for the advanced math level. In math, the course grade, final exam grade, and teacher recommendations are used to determine student placements. Algebra and Algebra A teachers use the UCLA Math Diagnostic Test to verify appropriate course placement. English teachers utilize the STAR test as a component of the honors placement process and the STAR test and the district Sophomore Writing Proficiency Exam to identify students requiring remediation in reading and writing.

3. Communication of student performance/assessment data to parents, students, and community:

The school staff communicates individual student test results and grades to families by mail, through guidance conferences, on secure web sites, and through personal student notification. The Assistant Superintendent explains aggregated and disaggregated STAR test results in a televised Board of Education meeting. This testing data is also printed in the local newspapers, reported on the district website and in the School Accountability Report Card, and presented to parents at PTSA and 8th grade orientation meetings. Itemized STAR and CAHSEE test results are mailed home to parents and students. Special education teachers review student grade reports, and as part of each year's IEP meeting, examine goals, administer tests to measure growth, and discuss results with parents and students. CELDT, STAR, CAHSEE, and proficiency writing tests results are discussed at EL Advisory Committee meetings. The EL coordinator personally reviews all grades and test results with parents and discusses individual EL student results and proficiency standards in one-on-one meetings with parents, including mandatory re-designation meetings. Forms are available in Russian, Spanish, Hebrew, Farsi, and Korean, as well as English, and translators are provided whenever requested. All new-to-district EL families receive important school documents and re-designation criteria in home languages. Teachers also communicate assessment data for all subjects to parents through information posted to the Micro Grade web site, parent phone calls and/or conferences, and/or through materials sent home requiring a parent signature.

4. Sharing successes with other schools:

Beverly Hills High School continually shares information about our school through our website, through telephone and email responses to inquiries from schools worldwide, and through administrative and staff contacts with other schools. On a national level, BHHS has a special relationship and maintains frequent email communication with Council Rock High School in Pennsylvania, Columbine High School in Colorado, and Thurston High School in Oregon. The principal and Director of Guidance regularly visit other schools both inside and outside of the district to share information about programs, innovations, success stories and opportunities. A significant component of our Diversity Program is visiting and hosting counselors, administrators and teachers from LAUSD schools to discuss effective strategies and opportunities at BHHS. The site leadership team is currently working on plans to produce a DVD that will showcase the school's exemplary programs and achievements. In addition, the principal is a member of a Principal's Consortium that meets every two months to share information, assessment data, instructional strategies, and curriculum innovations. Further, the consortium hosts other educators, college admission officers, and local officials for roundtable style discussions. Our assistant principals are beginning to formulate a similar consortium with counterparts from local secondary schools, with the goal of sharing information, providing resources and creating a support network. The principal is also part of an educational leadership cohort program at UCLA, comprised of two hundred and fifty members from a variety of careers, including secondary school administrators, community college administrators, and private corporations. Members share information on a variety of educational issues including, but not limited to, school safety, equity issues in education, effective instructional strategies, legal issues, financial issues, and leadership techniques. BHHS is in the final planning stages of a twenty million dollar science building that will house a large multipurpose room and a stadium-style theater with a large connecting courtyard. The design will provide a flexible space conducive to collaboration. Plans are to host events that will facilitate the sharing of information, including Advanced Placement and Academic Decathlon conferences, BTSA training sessions, and community meetings and orientation sessions.

PART V – CURRICULUM AND INSTRUCTION

1. The core of each curriculum area and how all students are engaged with significant content based on high standards, including art and foreign languages:

Beverly High High School offers all students a broad standards-based curriculum that provides various levels of complexity that engage all students with significant content.

The 4-year English department curriculum is literature based and sequenced from developmental reading through advanced placement. Vocabulary and standard written English conventions are integrated into the literature and studied as discrete units. Each grade level the course of study specifies sequential vocabulary units and standard written English concepts, literary selections, collateral reading requirements, and a variety of writing domains. A comprehensive writing curriculum includes mastery of the thesis paragraph essay at 10th grade, research papers at 10th and 11th grades, and creative writing across all grade levels. Tenth and 11th graders take a writing assessment placement test.

The standards-based Mathematics program offers a full range of courses for students of varying ability levels. The college prep sequence offers 2 paths. Both begin with Algebra. The liberal arts student continues with Basic Geometry, Intermediate Algebra Trig; and either Probability/ Statistics and Finite Math; or Functions, Statistics, and Trig. Math/science students take Geometry; Advanced Algebra Trig; Math Analysis, and AP calculus AB or BC. Students from either path may take AP Statistics. Non-college-bound students take Math Workshop or Math A, and Algebra in a 1 or 2-year program. Understanding Mathematical relationships, logical reasoning, and problem solving are the department's focus.

In the standards-based Science program, all students take one semester of Health and a minimum of 1 year of life science, and 1 year of physical science from Life Science, Biology, Honors Biology, Physiology, Physical Science, Chemistry, Physics, AP Biology, AP Chemistry, AP Environmental Science, and AP Physics. Science classes are lab-based and include numerous hands on projects, such as Amgen recombinant DNA labs related to research on gene therapy, production of Factor 8, and DNA

finger printing; circuitry labs; projectile motion labs; oxidation reduction; and acid-base titrations.

In the standards-based Social Science program, all students take World History, U.S. History, American Government, and Economics. A 9th grade Humanities class combines the study of World History and English and integrates literature with historical topics. AP European History is offered as a 10th grade elective. Courses are provided for all levels and abilities, including Developmental, EL, and AP. The developmental and EL curriculum is parallel to that of regular classes.

Our extensive Arts curriculum, aligned with the State Standards, emphasizes technique, performance, appreciation, history, and professionalism. Performing Arts courses include Concert Choir, Minnesingers, Madrigals, Band, Beginning Instruments, Symphony Orchestra, Music Appreciation, Piano Workshop, Intro to Theater Arts, Drama Lab, Screen Acting, Theater Arts Workshop, Film/Cinema, and Technical Theater. Visual Arts course offerings include Art 1-2, Contemporary Crafts, Drawing and Painting, Graphic Design, AP Art History, Life Drawing, Studio Art/Studio Art AP. Both the Performing and Visual Arts students successfully participate in festivals, fairs, and competitions throughout the year.

Foreign language courses, aligned with State Challenge Standards, include 7 levels of Spanish, 5 of French, and 4 of Hebrew, all with an organized system of instruction by levels. One year of foreign language is required, but in 2004, 46 percent of the student body is enrolled in higher level courses. In each of the languages, students learn to speak, read, write, and appreciate the culture of native speakers.

Technical Arts courses, aligned to State Challenge Standards, provide a rich diversity of courses in media, journalism, architecture, creative woods, and photography, including Residential and Advanced Architecture and Commercial Building Design; Beginning and Advanced Creative Woods; Beginning and Advanced Computer Graphics; Beginning, Advanced, and Broadcast Journalism; Yearbook; Beginning and Advanced Photography; and five media classes, including beginning, advanced, and field courses.

The Special Education department enables all students to have access to the core curriculum, provides transitions into the adult community, and meets state and federal regulations that are consistent with the District mission statement. The subject areas addressed in the RSP program are U.S. History; Government; Economics; and 9th, 10th, and 11th grade English. The SDC program includes all academics required for graduation. To help students transition from the high school environment to the demands of adult life, transition is addressed in the IEP at age 14 with an individual transition plan at age 16.

Physical Education has a 3 year requirement; course content is aligned to the State Challenge Standards; and students progress from beginning to advanced skill levels to enhance health and fitness.

2. English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level:

The English curriculum is literature based and divided into developmental reading, writing remediation, regular, and honors/advanced placement levels. For each grade level course the curriculum designates required core literary selections along with additional optional choices. Grade level literature focus is on foundational genres at the 9th grade, British and European literature at the 10th grade, American literature at the 11th grade, and world literature at the 12th grade. A designated Shakespeare play is covered at each grade level. Students read whole works of this core literature, including drama, novels, short stories, poetry, nonfiction, biographies, autobiographies and essays, all of which are used extensively to develop listening, speaking, reading, writing, and critical thinking skills, as well as deeper insight into human and world affairs, cultural values, and ethical standards. A designated vocabulary and standardized written English sequence derived from the State Standards also promotes improvement in students' reading comprehension and interpretation skills. Students not achieving identified learning potential or not meeting the school's performance standards receive special placements within the academic program. In the English department, students reading 2 or more years below grade level are placed in a developmental reading class where they receive a modification of the core curriculum. For example, all students read a Shakespeare play in grades 9-12. Through vertical teaching methods, students in developmental English have more support through a text with Shakespearean English on one side of the page and modern English on the other, a workbook with guided questions and activities, and more

time devoted to the literature through additional teacher-designed activities. Students receive instruction in vocabulary and standard written English skills appropriate to advancing each student and exit these specialized classes based on standardized test results, course grade, and teacher recommendation. Between 9th grade and 11th grade, there is an average reduction of approximately 50 % in the number of students in the developmental reading classes.

3. Technical Arts and how it relates to essential skills and knowledge based on the school's mission:

In keeping with our school mission and objectives, the Technical Arts department prepares students for higher education and/or employment, teaches critical problem-solving skills, and affords students the opportunity to explore areas of personal interest. Career awareness and employability skills are interwoven throughout the entire Technical Arts curriculum via cooperative learning, role-playing, simulations of the work place, and extensive use of product-oriented assignments. For example, in architecture, the student becomes the architect and designs and creates a model of the house for a particular client and lot. Using a state-of-the-art computer lab and software, students in computer graphics form companies that bid on projects and design and produce various products, including T-shirts, brochures, and posters. They also recently revamped the masthead for the school newspaper and are currently creating the graphics for Norman-Aid stations that will be stationed around campus to hold important school and community resource information for students. Woods and photography classes tap students' creativity, while honing their technical skills, enabling them to produce exceptional, award-winning end projects. Journalism students become the editor and staff writers of the school paper. The student-run TV station, KBEV, is aired on local cable. Students function as writers, producers, directors, video editors, engineers, camera operators, graphic designers, announcers, or reporters, depending on their interests and skill levels. A Broadcast Journalism class integrates both areas as journalism students write and deliver the news on KBEV. Math, reading, and writing are integral components of all Technical Arts classes. Math skills are reinforced in calculating measurements, developing a budget, calculating amounts of wood, and producing scale drawings and models. Writing skills are developed in every course through assignments such as writing TV production scripts, news and yearbook articles, technical reports, architectural critiques, photographer reports, and captions for scripts and ads. Teachers emphasize the development of reading skills through texts, supplemental readings, articles, and written directions. The practical nature of all assignments requires critical thinking, analysis, evaluation, problem solving, and creativity. Technical Arts students leave Beverly Hills High School well prepared for college level course work and /or the workplace.

4. Different instructional methods the school uses to improve student learning:

Teachers use many instructional methods to facilitate learning, including coaching, collaboration, field trips, instructional drills, homework, independent research projects, portfolios, service learning, career applications and connections, integrating interdisciplinary concepts, integrating lecture/discussion sessions, lab opportunities, sheltering strategies, and technology delivery systems. Understanding that not all students learn in exactly the same way, BHHS teachers also employ the simultaneous use of verbal, visual, auditory, and kinesthetic strategies where appropriate.

Career learning experiences include an Amgen lab in honors biology, water and air testing activities in Environmental and AP Environmental Science, and building activities in Physical Science, all of which connect students to problem-solving skills. Applications to the physical and social sciences are explored in Finite Math, Math Analysis, and Probability/ Statistics. Hi-Map units are used in Finite Math group projects. Student learning is also improved through creating end products: journalism students are editors and staff writers of the school paper. Broadcast Journalism (combining journalism and media) students produce weekly cable newscasts. Architecture students, utilizing MicroStation 2D and 3D CAD and MicroStation Triforma, design and create houses for particular clients. Service Learning projects illustrate

the application of science to the “real world.” In one case, Life Science students studied the immune system, researched vaccines, and then raised over \$900.00 for UNICEF to help eradicate polio worldwide.

Technology applications, another integral tool in the learning process, include library technology; graphing calculators in math; film and audio tapes in foreign language; equipment for TV broadcasting, woodworking, photography, and architecture; a piano keyboarding lab in performing arts; word processing and research for essays, research papers, and projects in English, foreign language, and social studies; lab equipment for science; and computers for instructional delivery. Special Education students in LI Fine Arts, Physical Science, and Life Science use campus computers extensively. LI Fine Arts students have taken virtual tours of the many museums, used word processing to create biographical sketches of artists, and learned to download graphics for insertion into reports. Students in Life Science participate in the GLOBE Project, submitting weather data from BHHS via the Internet to the GLOBE Project website online. EL students also use technology to increase their learning through an expanded curriculum.

5. Professional development program and its impact on improving student achievement:

Professional development within the high school incorporates both formal and informal support and monitoring to empower teachers to become a community of learners who facilitate student learning and achievement of rigorous content standards and expected school wide learning results across the curriculum. Comprehensive High School Staff Development is drawn from standards-based instruction, student outcome data, Strategic Plan 2000 Plus, the Technology Use Plan, and staff surveys. The major components of the professional development plan are implementing standards based curriculum that is aligned with the State standards, improving staff technology skills, facilitating the integration of technology into the curriculum, articulation on curriculum with the middle school teachers, and addressing the *Focus on Learning* action plans developed during the 2000-2001 WASC. All teachers are expected to participate in some form of staff development, including conference attendance, content-area workshops, school site and community resource visits, speakers, site-based individual and/or small group instruction sessions, college course work, and cafeteria-style mini-course presentations. Individual teachers, departments, the high school staff development committee, and district personnel select appropriate activities. While each teacher is not required to have a written plan, there is a clear expectation that every teacher at this school is a professional with expertise in his/her subject area (content and standards) and the ability to convey that expertise effectively to students.

All teachers receive CTAP online courses at no cost and one free adult school course per session. The district also provides BTSA (Beginning Teacher Support and Assessment) and PAR (Peer Assistance Review) training sessions. Teachers who participate in these programs have a professional development plan, a personal support provider, and funds for conference attendance and materials and supplies.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Beverly Hills High School

Data Display Table for

**CALIFORNIA STANDARDS TEST
ENGLISH LANGUAGE ARTS GRADE 10**

	2002-2003	2001-2002	2000-2001
Testing month	April	April	May
SCHOOL SCORES			
% Far Below Basic	2	4	3
% Below Basic	6	7	8
% Basic	21	25	26
% Proficient	39	32	30
% Advanced	31	32	33
Mean Scaled Score	367.2	364.2	N/A
Number of students tested	557	500	553
Percent of total students tested	98.6	98.2	95.2
Number of students excluded	8	9	28
Percent of students excluded	1.4	1.8	4.8
SUBGROUP SCORES			
1A. Economically Disadvantaged			
% At or Above Proficient	46	29	44
Mean Scaled Score	343.8	332.4	N/A
Number of students tested	24	32	41
1B. Non-Economically Disadvantaged			
% At or Above Proficient	71	66	65
Mean Scaled Score	368.3	367	N/A
Number of students tested	533	461	505
2A. English Learners			
% At or Above Proficient	13	20	6
Mean Scaled Score	308.5	306	N/A
Number of students tested	32	35	34
2B. Fluent - English Proficient & English Only			
% At or Above Proficient	74	67	67
Mean Scaled Score	370.8	369.1	N/A
Number of students tested	525	459	516
3A. Special Education			
% At or Above Proficient	16	18	30
Mean Scaled Score	300.4	307.5	N/A
Number of students tested	44	34	33
3B. No Reported Disability			
% At or Above Proficient	75	67	65
Mean Scaled Score	373	369	N/A
Number of students tested	512	459	519

STATE CRITERION-REFERENCED TESTS

Beverly Hills High School

Data Display Table for

**CALIFORNIA STANDARDS TEST
ENGLISH LANGUAGE ARTS GRADE 10**

	2002-2003	2001-2002	2000-2001
ETHNICITY SUBGROUP SCORES			
4. Asian			
% At or Above Proficient	71	76	N/A
Mean Scaled Score	376.9	375.7	N/A
Number of students tested	80	59	N/A
5. Hispanic or Latino			
% At or Above Proficient	38	38	N/A
Mean Scaled Score	331.8	344.8	N/A
Number of students tested	22	13	N/A
6. Black or African American			
% At or Above Proficient	63	57	N/A
Mean Scaled Score	353.5	346.8	N/A
Number of students tested	40	30	N/A
7. White-Non-Hispanic			
% At or Above Proficient	72	62	N/A
Mean Scaled Score	368.4	364.4	N/A
Number of students tested	409	389	N/A
STATE SCORES			
% Far Below Basic	14	16	15
% Below Basic	22	21	23
% Basic	30	30	31
% Proficient	22	21	20
% Advanced	11	12	11
State Mean Score	324	322.4	N/A

STATE CRITERION-REFERENCED TESTS
Beverly Hills High School
CALIFORNIA HIGH SCHOOL EXIT EXAM
MATHEMATICS GRADE 10

Data Display Table for

2001-02			2003		
Mathematics			Mathematics		
Below Proficient	Proficient	Advanced	Below Proficient	Proficient	Advanced
31.3	47.8	20.9	22.2	42.9	35.0

2002 School-State Comparisons *These 94 students did not take or pass the test as 9th graders

	# Tested	# Passed	% Passed	# not Passed	Mean Scaled Score
Beverly Hills HS	*94	74	79%	20	380
California	180,261	96,942	54%	83,319	355

2003 School-State Comparison

	# Tested	# Passed	% Passed	# not Passed	Mean Scaled Score
Beverly Hills HS	532	496	93%	36	402
California	411,912	244,692	59%	167,220	364

Program and Subgroup Comparisons

2003 Economic Status

	# Tested	# Passed	% Passed	# not Passed	Mean Scaled Score
BH Econ Disadvantaged	32	22	69%	10	379
CA Econ Disadvantaged	263,529	81,447	31%	182,082	339
BH Non Econ Disadvantaged	586	517	88%	69	397
CA Non Econ Disadvantaged	443,963	227,842	51%	216,121	358

2003 Language Fluency

	# Tested	# Passed	% Passed	# not Passed	Mean Scaled Score
BH English Learner	43	33	77%	10	381
CA English Learner	156,753	34,897	22%	121,856	332
BH English Only	232	202	87%	30	397
CA English Only	427,079	210,614	49%	216,465	355

2003 Special Education

	# Tested	# Passed	% Passed	# not Passed	Mean Scaled Score
BH Receiving Services	61	37	61%	24	364
CA Receiving Services	76,352	11,040	14%	65,312	322
BH Not Receiving Services	557	502	90%	55	400
CA Not Receiving Services	648,771	303,500	47%	345,271	353

2003 Ethnicity

	# Tested	# Passed	% Passed	# not Passed	Mean Scaled Score
BH Asian	89	87	98%	2	417
CA Asian	52,688	36,788	70%	15,900	380
BH Hispanic/Latino	27	14	52%	13	359
CA Hispanic/Latino	336,411	100,313	30%	236,098	338
BH African American	51	37	73%	14	374
CA African American	69,468	17,916	26%	51,552	334
BH White, Non-Hispanic	444	395	89%	49	397
CA White, Non-Hispanic	220,753	138,978	63%	81,775	367

NATIONALLY NORMED-REFERENCE TEST

Beverly Hills High School

Data Display Table for

STANFORD 9 ACHIEVEMENT TEST
 PUBLISHER: Harcourt Brace & Company
MATHEMATICS GRADE 10

Scores here are presented as (check one): NCE's _____ Scaled Scores Percentiles
 Scores are based on normative data copyright © 1996 by Harcourt Brace & Company

	2000-2001	1999-2000	1998-1999
Testing month	May	May	April
SCHOOL SCORES			
% Scoring Above 75 th NPR	53	49	52
% Scoring At or Above 50 th NPR	82	82	83
% Scoring Above 25 th NPR	95	95	95
Mean Scaled Score	733.9	728.4	732.3
Number of students tested	506	524	473
SUBGROUP SCORES			
1A. Economically Disadvantaged			
% Scoring Above 75 th NPR	46	41	37
% Scoring At or Above 50 th NPR	68	79	76
% Scoring Above 25 th NPR	89	91	95
Mean Scaled Score	724.8	720.7	719.5
Number of students tested	37	34	62
1B. Non-Economically Disadvantaged			
% Scoring Above 75 th NPR	54	50	54
% Scoring At or Above 50 th NPR	83	82	84
% Scoring Above 25 th NPR	95	95	95
Mean Scaled Score	734.8	728.9	734.2
Number of students tested	464	485	411
2A. English Learners			
% Scoring Above 75 th NPR	22	22	24
% Scoring At or Above 50 th NPR	44	65	68
% Scoring Above 25 th NPR	89	78	85
Mean Scaled Score	703.7	712.2	711.1
Number of students tested	18	23	34
2B. Fluent -- English Proficient and English Only			
% Scoring Above 75 th NPR	54	51	54
% Scoring At or Above 50 th NPR	83	82	84
% Scoring Above 25 th NPR	95	95	96
Mean Scaled Score	735.2	729.1	733.9
Number of students tested	485	501	439

	2000-2001	1999-2000	1998-1999
3A. Special Education			
% Scoring Above 75 th NPR	32	21	12
% Scoring At or Above 50 th NPR	50	63	41
% Scoring Above 25 th NPR	82	87	76
Mean Scaled Score	710.7	707.8	701.5
Number of students tested	38	38	17
3B. No Reported Disability			
% Scoring Above 75 th NPR	54	51	53
% Scoring At or Above 50 th NPR	83	83	84
% Scoring Above 25 th NPR	95	95	96
Mean Scaled Score	735.1	729.7	733.5
Number of students tested	491	500	456
ETHNICITY SUBGROUP SCORES			
4. Asian			
% Scoring Above 75 th NPR	70	62	70
% Scoring At or Above 50 th NPR	97	93	94
% Scoring Above 25 th NPR	99	99	99
Mean Scaled Score	760.1	745.9	751
Number of students tested	73	74	64
5. Hispanic or Latino			
% Scoring Above 75 th NPR	19	35	19
% Scoring At or Above 50 th NPR	57	60	52
% Scoring Above 25 th NPR	90	80	81
Mean Scaled Score	714.5	714.5	704.8
Number of students tested	21	20	21
6. Black or African American			
% Scoring Above 75 th NPR	19	27	31
% Scoring At or Above 50 th NPR	57	77	62
% Scoring Above 25 th NPR	86	92	77
Mean Scaled Score	706.8	715.5	714.7
Number of students tested	37	26	26
7. White--Non-Hispanic			
% Scoring Above 75 th NPR	56	50	52
% Scoring At or Above 50 th NPR	83	81	84
% Scoring Above 25 th NPR	96	95	96
Mean Scaled Score	733.4	727.4	732.1
Number of students tested	345	379	358
STATE SCORES			
% Scoring Above 75 th NPR	20	20	19
% Scoring At or Above 50 th NPR	45	46	44
% Scoring Above 25 th NPR	71	71	70
State Mean Score	698.7	698.2	698.9