



# HORACE MANN SCHOOL

## 2004-05 Annual School Accountability Report Card

A Report of 2004-05 Activity Published in November 2006

### Horace Mann School

Grades K-8  
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*The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities information was acquired in November 2006.*

### PRINCIPAL'S MESSAGE

Welcome to Horace Mann School! Our school is a place to be proud of. We have a long tradition of academic excellence, with consistently high achievement levels as demonstrated by our Academic Performance Index (API), which places us among the top schools in California. Moreover, our students understand that their success is measured through their character and leadership as much as it is by their grades and test scores.

In this report card, we present our progress in fulfilling our responsibility to provide a stimulating, standards-based program in a safe and secure setting. Information about the quality of our instructional program and teaching staff will demonstrate our ability to prepare your children for future success.

Together, all of us help to make Horace Mann a rich, diverse, and inspiring place to be. It is a pleasure being a part of the Horace Mann Family, and I welcome your feedback and insights about ways we can continue to improve and to make this school all that it can be.

Sincerely,

Dawnalyn Murakawa-Leopard, Principal

### DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica Mountains and next door to West Hollywood. More than 5,200 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2004-05 school year, Horace Mann School served 711 students in grades K-8. Student enrollment included 12.6% receiving special education services, 6.8% qualifying for English Language Learner support, and 8.3% qualifying for free or reduced-price lunch. Middle school students (grades 6-8) are in a "school within a school" setting, rotating between classes for individual subject area lessons.

As a California Distinguished School, Horace Mann School offers students in the surrounding community the best in standards-based curriculum, family, support, and technology, enabling students to become leaders in the new millennium. Every staff member is dedicated to academic excellence and personally committed to meeting the learning needs of each student.

The instructional program challenges students to achieve their highest potential, discover their talents, and develop their unique abilities.



### DISTRICT MISSION

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; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

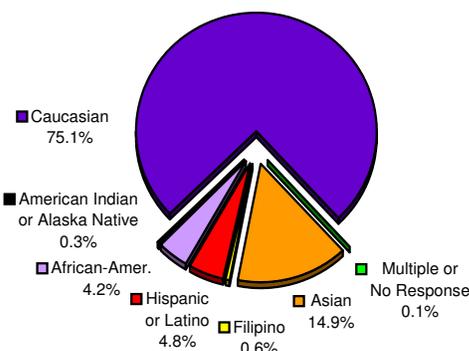
### SCHOOL MISSION

Our mission at Horace Mann School is to empower students to become independent, self-motivated learners who function productively in society and who are prepared to continue on into higher education.

### PARENT INVOLVEMENT

Horace Mann School 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 by volunteering their time, attending school events, or sharing in the decision-making process. Staff welcome parents to help out in the classroom and with community service projects. Fundraising activities, organizing school activities, School Safety Week, Banking Day, and the Lunch Bunch provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about becoming an active member in the school

Percentage of Students by Ethnicity  
2004-05 Enrollment: 711



community may contact the school office or PTA president at (310) 551-5104.

Horace Mann School sponsors three parent education workshops each year. Once a month for three months, a team of certificated teachers works with parents to provide the tools, skills, and strategies to support the learning process at home. Topics of each workshop are driven by the needs and interests expressed by participating parents.

School-to-home communication takes place in a variety of formats. The "Wednesday Packet" is distributed weekly and includes important information about school activities, the school bulletin, PTA newsletter, special announcements, and a calendar of events. Parents may access Horace Mann School's website at [www.beverlyhills.k12.ca.us](http://www.beverlyhills.k12.ca.us) for general information about the school, staff e-mail, activities, homework, schedules, and school news. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, Horace Mann School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of Horace Mann School's instructional programs. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

### ADEQUATE YEARLY PROGRESS

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 assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2004-05 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### CALIFORNIA ENGLISH LANGUAGE

#### DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test

Overall School Results	Adequate Yearly Progress (AYP)					
	Horace Mann			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	Yes	Yes	Yes	Yes	Yes	Yes
Subgroup Results	Subgroup Results					
	Horace Mann			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Special Education	N/A	N/A	N/A	Yes	Yes	Yes

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

All Students	CAT/6 Test Results								
	Percentage of Students Scoring At or Above Average (50th Percentile Rank)								
	Results for third and seventh grade students only*								
	Horace Mann			BHUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	65	64	62	71	71	64	43	43	41
Math	78	76	78	79	81	78	50	51	52

\*Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

Numerically Significant Ethnic Subgroups	CAT/6 Test Results							
	Percentage of Students Scoring At or Above Average (50th Percentile Rank)							
	2004-05							
	Results for third and seventh grade students only							
	Horace Mann							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
	Reading	*	*	65	*	58		
Math	*	*	92	*	67			79

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area..

Other Numerically Significant Subgroups	CAT/6 Test Results					
	Percentage of Students Scoring At or Above Average (50th Percentile Rank)					
	2004-05					
	Results for third and seventh grade students only					
	Horace Mann					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	Reading	65	60	*	50	19
Math	80	76	8	67	43	

All Students	California Standards Test Results								
	Percentage of Students Scoring at Proficient & Advanced Levels								
	Horace Mann			BHUSD			California		
Subject Area & Grades Tested	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts - gr. 2-8	64	67	69	66	70	72	35	36	40
Math - gr. 2-8	70	64	69	66	67	69	35	34	38
Science - gr. 5		46	46	63	58	61	27	25	27
History - gr. 8		76	71	60	64	64	28	29	32

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

**California Standards Test Results  
Numerically Significant Ethnic Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2004-05**

Subject Area & Grades Tested	Horace Mann						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts - gr. 2-8	56	*	83	*	48		69
Math - gr. 2-8	44	*	82	*	55		68
Science - gr. 5	*		43	*	*		51
History - gr. 8	*		84	*	*		58

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.  
In cases where a % is not provided, no students were tested in the subgroup or subject area.

**California Standards Test Results  
Other Numerically Significant Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2004-05**

Subject Area & Grades Tested	Horace Mann					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts - gr. 2-8	66	73	29	47	32	
Math - gr. 2-8	72	65	52	55	34	
Science - gr. 5	56	39	*	27	*	
History - gr. 8	51	71	*	*	*	

identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

**STANDARDIZED STATE ASSESSMENTS**

Students at Horace Mann School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**CAT/6**

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

**CALIFORNIA STANDARDS TESTS (CST)**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Horace Mann School students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

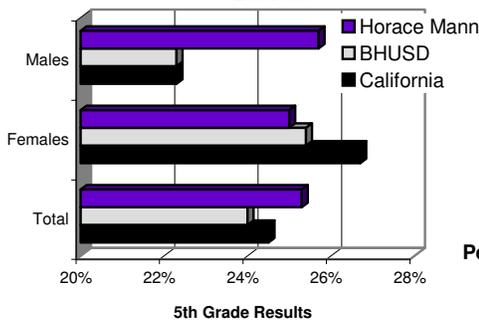
**PHYSICAL FITNESS**

In the spring of each year, Horace Mann School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

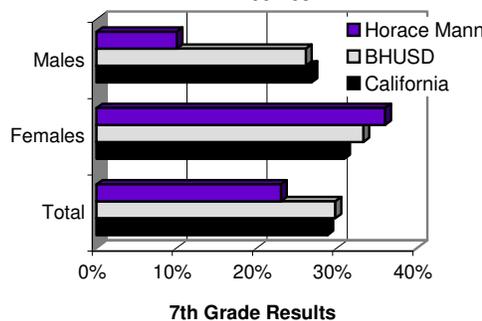
**ACADEMIC PERFORMANCE INDEX**

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the

**Physical Fitness Test Results  
Percentage of Students in "Healthy Fitness Zone"  
2004-05**



**Physical Fitness Test Results  
Percentage of Students in "Healthy Fitness Zone"  
2004-05**



**Academic Performance Index (API)**

API Base				API Growth			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	99	100	Percent Tested	99	100	99
API Base Score	852	860	861	API Growth Score	853	862	863
Growth Target	*	*	*	Actual Growth	1	2	2
Statewide Rank	10	9	9				
Similar Schools Rank	4	2	2				

**API Significant Subgroup Results**

Caucasian							
	2002	2003	2004		2002	2003	2004
API Base Score	848	855	858	API Growth Score	848	859	860
Growth Target	*	*	*	Actual Growth	0	4	2

\*The school scored at or above the statewide performance target of 800.

California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Horace Mann School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

#### Title I Program Improvement (PI) Status

PI Status	Horace Mann BHUSD	
	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Horace Mann School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1929; the primary kindergarten, auditorium, three-story tower, classrooms, and a 25,000 square-foot playground were added between 1934 and 1976. During the 2003-04 school year, a full-scale playground and landscaping project was

#### Campus Description

Year Built	1929
Acreage	5.16 ac
Square Footage	69,929 sq. ft.
Total Number of Buildings	5
	<b>Qty.</b>
# of Permanent Classrooms	45
# of Portable Classrooms	4
# of Restrooms (student use)	5 sets
Library	1
Computer Lab	2
Locker Rooms	1 set
Science Lab	1
Counseling Office	1
Health Office	1
Staff Lunch Room	1
Teacher Work Area	1
Cafeteria	1
Auditorium	1

completed and included the installation of an artificial turf field, new playground equipment, asphalt surface and striping, and vinyl coated fencing around the playground's perimeter. In the fall of 2005, all interior/exterior lighting fixtures were retrofitted to maximize energy efficiency. Presently, over 4.5 million dollars of Measure K funds have been allocated for modernization and upgrades to facilities and operating systems; a completion date has not been scheduled.

### SUPERVISION & SAFETY

The Beverly Hills Police Department provides police officers for traffic control in the morning and after school. Crossing guards are on duty at the nearest major intersection as students travel to and from school. One school resource officer is on campus to help with supervision, drug abuse prevention education, and minor discipline issues. Each morning as students arrive on campus, two playground aides monitor the K-5 playground areas. During recesses and lunch, playground aides, the principal and assistant principal, and the school resource officer share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, playground aides monitor exit areas to ensure students depart in a safe and orderly manner. A representative from the city's parks and recreation department remains on the playground from 2:30 p.m. to 6:00 p.m., offering supervision for students who enjoy playground facilities and organized activities after school. The principal, assistant principal, custodians, school office, school resource officer, groundskeeper, and playground aides carry hand-held radios to facilitate routine and emergency communications concerning student safety.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Horace Mann School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's site safety plan was discussed with school staff on September 26, 2005, December 12, 2005, January 9, 2006, and February 27, 2006. The safety plan was later reviewed by administrators on March 7, 2006, and updated on March 18, 2006. Updates were shared with staff on April 3, 2006.

### FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review the district's policies may contact the Maintenance & Operations Department or Horace Mann School's office.

Maintenance & Operations (M&O) employs a work order process enabling Horace Mann School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and

staff submit requests to the school's office manager who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians, and one groundskeeper are assigned to Horace Mann School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian and groundskeeper inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodian is responsible for general custodial functions, supervision of evening custodians, and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms at least four times a day to ensure they are in sanitary condition and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

Horace Mann School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O performs a comprehensive school inspection every year during the summer months before classes begin in the fall. During the winter recess, M&O revisits the restrooms, classrooms, and common areas to evaluate the current condition of facilities and identify unsafe situations that require immediate resolution. Extensive and routine measures have been established by the district to ensure facilities remain in good working order at all times. The following measures have been established by M&O to ensure Horace Mann School remains safe and fully operational:

- The school's custodial manager checks restrooms on a rotational schedule throughout the school year to identify and report deficiencies.
- Work orders and corrective actions are prioritized based upon the severity and nature of circumstances. Unsafe conditions and poor air quality issues are quickly identified and immediately corrected. If a situation cannot be corrected quickly, it is "safed off" and remedied within a three-day period.
- In September of each year, a professional contractor inspects existing roofing systems and performs preventative maintenance. During the year, reported leaks are repaired in two days or less.
- Graffiti and property damage due to vandalism is addressed within a two-day period.

Schools are required by state law to report the condition of their facilities. M&O and Horace Mann School will begin inspections in compliance with new requirements during the 2005-06 school year. The new School Site Inspection report will itemize the state-required inspection areas and require Horace Mann School to disclose the operational status in each of those areas.

## DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Horace Mann School received \$6,352 of deferred maintenance funds for repairs and campus upkeep.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Horace Mann School provides a disciplined, stimulating learning environment and takes pride in its high standards of scholarship and citizenship, setting a positive tone for the 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.

Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship – taught through the curriculum over a five-year period. Each year, one of the five character traits is emphasized in themed activities and class discussions. Character trait instruction is embedded in daily classroom lessons and referenced throughout the day in a variety of settings. All school staff encourage students to practice the *Beverly Hills Way* behavior while at school and at home.

Teachers have established grade-appropriate classroom management and incentive programs based on Horace Mann's Student Responsibilities Contract to maintain an effective learning environment; parents and students are required to sign the contract's acknowledgement form to confirm receipt and understanding. School and classroom rules are posted in each classroom. At the beginning of the school year, each student receives a copy of the Student Responsibilities Contract. Students in grades 3-8 also receive an "Agenda" which may be used for recording lesson assignments and two-way communication between parents and teachers. During the first week of school, the assistant principal conducts

a discipline assembly to discuss school rules, safety procedures, consequences for poor behavior, and academic expectations; teachers reinforce student responsibilities in class discussions. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, assemblies, and in-class discussions with their teacher, the counselor, or principal.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to school administrators; consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Responsible students in grades 4-5 may participate in the school's peer mediation program. The school counselor and one teacher train participating students on how to resolve minor playground issues and identify situations that require adult intervention. Peer mediators are responsible for setting an example and minimizing conflicts on the playground during recesses.

Eighth grade students may be nominated by their teachers to join the Spartans service club; a student-to-student mentoring program. Selected students serve as role models, provide leadership, and help patrol hallways during transition periods.

Horace Mann School's classroom and schoolwide recognition programs reinforce behaviors associated with the *Beverly Hills Way* and Student Responsibilities Contract. Students who engage in positive behavior are rewarded through the Purple Power Card program; students receive acknowledgement for their good deeds and earn the opportunity every two weeks to adopt the school Huskie mascot (stuffed animal) for their classroom. Students demonstrating *Beverly Hills Way* behaviors, outstanding citizenship, and meeting academic goals are honored at awards assemblies held throughout the year. Honors include:

- Academic Achievement (grades 1-5, quarterly)
- Character Traits (grades 1-5, quarterly)
- Summer Reading (medals for reading progress)
- Academic Achievement & Leadership (grades 6-8, semester)
- Citizenship Award (Optimist Club, annually)
- 8th Grade Breakfast (city-sponsored character trait award, annually)
- Speech Contest (grades 6-8)
- Student Athlete Award (1 boy/1 girl, annually)
- Positive Leadership (8th grade, annually)

### ENRICHMENT ACTIVITIES

Students are encouraged to participate in Horace Mann School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. The city's parks and recreation department offers a variety of classes after school. The chess club meets every day at lunch. Horace Mann School supports a vibrant fine and performing arts program through special assemblies, the Reflections art contest, and field trips to theaters, high school performances, and the music center. The PTA sponsors science activities once a month in the science lab; activities support class lessons. The district sponsors after-school intramural sports programs for basketball, softball, volleyball, and soccer to promote teamwork and good sportsmanship.

## CLASS SIZE

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Class Size Distribution Self-Contained Classes

Grade	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.3	3		
1	20.3	2	1	
2	20.0	3		
3	19.5	4		
4	28.3		3	
5	28.3		3	

Grade	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.7	3		
1	19.7	3		
2	19.7	3		
3	19.0	3		
4	28.3		3	
5	28.7		3	

Grade	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	3		
1	17.7	3		
2	19.7	3		
3	20.0	3		
4	25.0		3	
5	26.7		3	

### Teaching Load Distribution Departmentalized Instruction (Grade 6-8)

Subject	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.0	4	14	1
Math	24.1	4	8	
Science	25.2	3	10	
Social Science	25.7	2	10	

Subject	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.9	1	14	
Math	24.8	3	7	
Science	27.1	2	11	
Social Science	26.4	2	11	

Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.2	1	14	
Math	25.6	3	8	
Science	27.3	1	11	
Social Science	27.4		14	

### Suspensions & Expulsions

	Horace Mann		
	03-04	04-05	05-06
	Suspensions (#)	63	60
Suspensions (%)	8.71%	84.51%	6.33%
Expulsions (#)	1	0	0
Expulsions (%)	0.14%	0.00%	0.00%

	BHUSD Elementary Schools		
	03-04	04-05	05-06
	Suspensions (#)	217	224
Suspensions (%)	7.14%	7.54%	5.67%
Expulsions (#)	1	0	0
Expulsions (%)	0.03%	0.00%	0.00%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

Horace Mann School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of K-3 classes at Horace Mann School participated in the CSR Program.

### Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

### INSTRUCTIONAL TIME

During the 2004-05 school year, Horace Mann School offered 180 days of instruction. For grades 1-5, instructional days were comprised of 168 regular days and 12 minimum days which were used for parent conferences. Grades 6-8 were provided 164 regular day, 9 minimum days, and 7 late start days; minimum days were used for parent conferences and late start days provide time for teacher collaborate concerning middle school issues and instructional strategies.

All instructional minutes offered at Horace Mann School during the 2004-05 school year met or exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

### Instructional Minutes

Grade Level	2004-05	
	Actual Minutes Offered	State Requirement
K	37,800	36,000
1-3	50,400	50,400
4-5	54,000	54,000
6-8	68,580	54,000

### STUDENT ATTENDANCE

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Horace Mann School's annual rate of attendance for the 2004-05 school year reached 97.31%. The annual attendance rate for all elementary schools in Beverly Hills Unified School District was 96.96%.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of teacher surveys, leadership team input, and districtwide goals. During the 2004-05 school year, Horace Mann School offered three site-based staff development days; activities focused on emergency preparedness, evaluating student achievement, grade/subject area team planning, and curriculum development.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2004-05 school year included:

- Rubrics (ongoing)
- Power Standards (ongoing)
- Benchmark Assessments (ongoing)
- Standards-based Report Card for Elementary Grades (ongoing)
- Six Traits of Writing Series (elementary grades)
- Differentiated Instruction (elementary grades)

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Long-term substitutes are invited to participate in district staff development activities. All instructional aides were included in the DART training and invited to special workshops emphasizing classroom management skills, content knowledge, and instructional strategies to improve their effectiveness when providing academic intervention and support. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On November 16, 2004, at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2004-2005-013 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district office to the extent that each pupil has a textbook or instructional materials, or

both, to use in class and to take home to complete required homework assignments, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

### SCHOOL LEADERSHIP

Leadership at Horace Mann School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principal ensures both curricular and operational components of Horace Mann function properly. The principal is responsible for day-to-day operations and the overall instructional program; the assistant principal oversees student discipline, school safety, assemblies, and positive reinforcement programs.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through the leadership team, grade level teams, and department teams are used to guide curricular programs. The school's leadership team is comprised of the principal, assistant principal, grade level representatives, and department representatives. Every six weeks the leadership team collaborates to identify ways to improve student learning, discuss current issues on campus, resolve concerns, plan agendas for teacher planning time, plan staff development activities, and implement programs aligned to school goals and student achievement. Grade level and department representatives serve as a liaison

### District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
Math			
2001	Houghton Mifflin	<i>Mathematics</i>	K-5
2001	McDougal Littell	<i>Mathematics: Concepts &amp; Skills</i>	6-8
2001	McDougal Littell	<i>Mathematics; Structure &amp; Method</i>	7-8
Language Arts			
2002	Houghton Mifflin	<i>Complete Set</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless Themes</i>	6-8
Science			
2001	Harcourt	<i>Harcourt Science</i>	K-5
2001	Prentice Hall	<i>Focus on Earth Science</i>	6
2001	Prentice Hall	<i>Focus on Life Science</i>	7
2001	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
Social Science			
2001	Harcourt Brace	<i>My World and My Kindergarten Program</i>	K
2001	Harcourt Brace	<i>A Child's Place</i>	1
2001	Harcourt Brace	<i>Making a Difference</i>	2
2001	Harcourt Brace	<i>Communities</i>	3
2001	Harcourt Brace	<i>California</i>	4
2001	Harcourt Brace	<i>Early United States</i>	5
2001	Houghton Mifflin	<i>A Message of Ancient Days</i>	4
2001	Houghton Mifflin	<i>Across the Centuries</i>	7
2001	Houghton Mifflin	<i>A More Perfect Union</i>	8

between school administrators and their grade level teams and departments.

Dr. Dawnalyn Murakawa-Leopard has been the principal of Horace Mann School for the past three years. She has served in the educational field for 15 years and has been with the Beverly Hills Unified School District for the most recent four years. Professional certifications include a doctorate in education, a master's degree in education, a bachelor's degree in American Studies, and a Professional Clear Administrative Services Credential.

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Horace Mann School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to a Student Study Team (SST). Each team is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Horace Mann School's special education program is supported by highly qualified, caring staff. Special education teachers and aides provide full-day instruction in two special day classes. One speech therapist and one psychologist provide designated services based upon student needs. Two resource specialists provide individual and small group instruction for special education students either in their general education classroom or in the resource room. All special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. EL students are provided differentiated instruction in the general education classroom. One EL teacher collaborates with general education teachers to support classroom instruction for beginning level English Learners; individual and small group

tutoring is provided outside the general education classroom and focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, Horace Mann School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Horace Mann School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 receive differentiated instruction by their class teachers; GATE students in grades 6-8 are placed in honors or advanced classes. Students are invited to participate in district-sponsored educational field trips and GATE workshops held after school, on weekends, or during regular school hours.

Horace Mann School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Horace Mann School's intervention programs typically comes from by the Student Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Students placed in mandatory intervention courses in lieu of an elective must score at the proficient or advanced level on state assessments to exit the course. Intervention strategies may include:

- Morning Math, grades 4-8: before-school math tutoring five days a week for 30 minutes a day to help students reach grade level proficiency standards.
- Math Elective, grades 6-8: during school mandatory class for students performing below grade level standards.

- AVID, grades 7-8: elective course for college-bound students; program teaches notetaking skills, organizational strategies, and study skills.

- Reading Plus, grades 6-8: mandatory elective for students reading below grade level standards.

- Read 180, grades 4-5: during school computer-based instruction as a supplement to English/language arts instruction. Students scoring below grade level standards are recommended for participation; instruction is provided five days a week for 100 minutes a day.

- Reading Specialist, grades K-3: struggling readers receive in-class assistance five days a week for 30 minutes day; instruction focuses on increasing reading fluency.

- Study Skills, grades 6-8: elective course teaches organization and time management skills for English language arts and math.

- Maple Center, grades K-8: after-school tutoring provided by community volunteers. Parents contact the center directly to arrange for tutoring sessions.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Horace Mann School recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, the school employed 44 fully credentialed teachers.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### Teacher Credentials & Assignments

	Horace Mann			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	48	45	44	298	290	283
Teachers with Full Credential	45	44	44	272	278	275
Teachers without Full Credential	3	1	0	26	12	8
Teachers in Alternative Routes to Certification	0	0	0	0.6	4	5
Pre-Internship	0	0	0	0	0	0
Teachers with Emergency Permits	3	1	0	28	8	3
Teachers with Waivers	0	0	0	1	0	0
Teachers Teaching Outside Subject Area	*	0	0	*	9	9
Teacher Misassignments - Total	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

\*Data unavailable at the time this report was published.

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2004-05	
Horace Mann	97.6	2.4
District Totals	94.4	5.6
High-Poverty Sch.	0.0	0.0
Low-Poverty Sch.	94.4	5.6

### Teacher Education Levels

	2004-05	
	Horace Mann %	BHUSD %
Doctorate	0.0	1.8
Master's Degree plus 30 or more semester hours	43.2	36.0
Master's Degree	11.4	22.3
Bachelor's Degree plus 30 or more semester hours	36.4	33.2
Bachelor's Degree	9.1	6.7
Less than a Bachelor's Degree	0.0	0.0

## TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- 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
- Developing as a Professional Educator

Temporary and probationary teachers are formally evaluated annually, permanent (tenured) teachers are evaluated once every two years. Evaluations begin with a preconference followed by the preparation of a professional assessment plan and a formal classroom observation and evaluation; the evaluation process is concluded with a post-conference feedback session between the teacher and evaluator. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop a needs improvement plan. Corrective measures in the needs improvement plan may include ongoing participation in BTSAs, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue needs improvement obligations when a "satisfactory" rating is acquired in future evaluations.

## SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 125 qualified substitute teachers during the 2004-05 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Horace Mann School rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal or other available certificated personnel will fill the role of the substitute.

## SUPPORT SERVICES STAFF

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE*
Counselor	1	0.5
School Resource Officer	1	1.0
Psychologist	1	1.0
School Nurse	1	0.2
Health Technician	1	0.5

\*Full-time Equivalent

School counselors provide academic guidance, conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school

resource officer meets with fifth and eighth grade students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

Horace Mann School welcomes volunteers from the city's Maple Center, a regional counseling center, that sponsors activities with the students and discussions on social and conflict resolution skills. School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid as well as provide consistent, comprehensive health care services.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2004-05 school year, Beverly Hills Unified School District spent an average of \$8,518 of total general funds to educate each student (based on 2004-05 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2004-05		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,153	\$37,730
Mid-Range Teacher Salary	\$62,825	\$59,397
Highest Teacher Salary	\$73,073	\$72,979
Average Principal Salaries:		
Elementary School	\$106,559	\$90,266
High School	\$117,715	\$103,395
Superintendent Salary	\$150,000	\$143,489
Percentage of General Fund Expenditures For:		
Teacher Salaries	39.5%	41.5%
Administrative Salaries	4.4%	5.6%

### Current Expense of Education per Pupil

2004-05

Expenditures Per Pupil	Dollars Spent per Student				
	Horace Mann	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
ADA (Average Daily Attendance)	689	5,101			
Total Restricted and Unrestricted	\$6,155	\$9,715	63.4%	N/A	N/A
Restricted (Supplemental)	\$458	\$3,053	15.0%	N/A	N/A
Unrestricted (Basic)	\$5,697	\$6,662	85.5%	\$4,743	120.1%
Average Teacher Salary	\$56,984	\$69,131	82.4%	\$63,694	89.5%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$4,213 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction (federal and state)
- Peer Assistance & Review
- Economic Impact Aid
- Eisenhower Math & Science
- Gifted & Talented Education
- Innovative Strategies (Title VI)
- Instructional Materials
- Safe and Drug Free Schools (Title IV)
- Special Education
- School Library Block Grant
- School Improvement Program
- Tenth Grade Counseling
- Title I
- Title III
- Title V
- Tobacco Use Prevention Education (TUPE)