

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal: Mrs. Irene G. Stern  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address: 200 South Elm Drive  
(If address is P.O. Box, also include street address)

Beverly Hills CA 90212-4011  
City State Zip Code+4 (9 digits total)

County: Los Angeles School Code Number\* 19-64311-6011746

Telephone: ( 310 )229-3669 Fax ( 310 )275-3532

Website/URL http://bv.bhusd.org E-mail istern@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 X2210

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 Mrs. Alissa Roston ( 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)

\*Private Schools: If the information requested is not applicable, write N/A in the space.

## **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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
1 High schools  
4 Other (K-8 schools)
- 5 TOTAL
2. District Per Pupil Expenditure: \$8588 (2003-2004)
- Average State Per Pupil Expenditure: \$6,881

**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. 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	58	57	115
K	20	17	37	8	62	57	119
1	30	23	53	9	0	0	0
2	33	29	62	10	0	0	0
3	40	22	62	11	0	0	0
4	41	41	82	12	0	0	0
5	36	42	78	Other	0	0	0
6	58	56	114				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>722</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 76                | % White                          |
| 5                 | % Black or African American      |
| 4                 | % Hispanic or Latino             |
| 15                | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	56
<b>(4)</b>	Total number of students in the school as of October 1	719
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.08
<b>(6)</b>	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 9%  
68 Total Number Limited English Proficient

Number of languages represented: 9  
 Specify languages:

- |          |            |
|----------|------------|
| English  | Korean     |
| Farsi    | Portuguese |
| German   | Russian    |
| Hebrew   | Tagalog    |
| Japanese |            |

9. Students eligible for free/reduced-priced meals: 6%

Total number students who qualify: 41

If this method does not produce an 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: 13%

\_\_\_\_\_94 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>  0</u> Autism <u>  0</u> Deafness <u>  0</u> Deaf-Blindness <u>  6</u> Emotional Disturbance <u>  1</u> Hearing Impairment <u>  0</u> Mental Retardation <u>  2</u> Multiple Disabilities	<u>  7</u> Orthopedic Impairment <u> 18</u> Other Health Impaired <u> 28</u> Specific Learning Disability <u> 32</u> Speech or Language Impairment <u>  0</u> Traumatic Brain Injury <u>  0</u> Visual Impairment Including Blindness
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11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2</u>	<u>  0</u>
Classroom teachers	<u> 32</u>	<u>  7</u>
Special resource teachers/specialists	<u>  4</u>	<u> 10</u>
Paraprofessionals	<u>  0</u>	<u> 20</u>
Support staff	<u> 11</u>	<u>  2</u>
Total number	<u> 49</u>	<u> 39</u>

12. Average school student-“classroom teacher” ratio:  17 

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	98%	98%	96%
Daily teacher attendance	97%	98%	98%	98%	98%
Teacher turnover rate	20%	4%	13%	16%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

The high teacher turnover rate at the end of 2003-2004 was unusual. Two teachers obtained promotional appointments on the District’s administrative Team. Six teachers left the state: three married partners with well-established positions in other locales; one pursued a different career in another state; and a husband and wife left due to the high cost of living in Southern California and their desire to own a home which they could not afford here. Two withdrew to deliver babies and one to complete his credential.

### **PART III - SUMMARY**

Beverly Vista's motto, "BelieVe in your country, in your school, in yourself," exemplifies our values and traditions. Caring relationships exist between students, parents, staff and community. High academic standards, student-centered programs, citizenship and a warm family atmosphere – these are the essential elements of our school.

Located in the southern section of Beverly Hills, Beverly Vista School, affectionately known as "BV", is truly a neighborhood school. Parents who attended Beverly Vista many years ago return to the area so that their children may also attend BV. Alumni always regard themselves as part of the Beverly Vista family. Our once homogeneous student population has changed dramatically in the last two decades. Our students come from 20 countries with Iran, Korea, and Israel being the largest non-US groups. English Language Learners constitute 45% of our students. The LEP population averaged around 9% over the last few years. Our families represent a cross section of socio-economic levels and include many single-parent households and families who receive free and reduced price lunches. As a result, we are designated a targeted assistance Title I school. There are a significant number of Special Education and GATE students. This diversity has become our strength.

"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 committee 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 community developed the central mission. Specific action plans created in 1995 were evaluated in 1999 and updated in 2002.

Exceptional Title I, ELL (English Language Learners), Special Education and GATE (Gifted and Talented Education) programs address the individual needs of our students. Our Student Study Team deals with learning disabilities and with the social and emotional problems of students as well. From high test scores, (an API of 884 in October 2004, an increase of 16 points from the previous year), speech and math contest winners to numerous awards and a successful character education program, our students distinguished themselves. As a result, we enjoy both national and international reputations. One of our immigrant mothers recently said, "I came to this country with the name of this school in my pocket".

We faced major challenges during the last decade, one of which was the closure of three of our five buildings owing to a high risk danger in the event of a major earthquake. The entire student body was housed in 48 bungalows on our playground and parking lot. Evacuating our beautiful 1927-vintage brick building marked the beginning of a physically challenging and emotional journey. We labored for seven years without an auditorium, a cafeteria, an adequate playground, a parking lot, art or music facilities. In spite of this, our programs thrived and our spirit soared. In September 2002, we were able to occupy one brand new building and a renovated one, leaving only our kindergarten in bungalows. We still lack an auditorium and rooms specifically designed for band and choral music but these programs continue to function effectively. We proved that the essence of our school is not the buildings, but its people.

We confirm continuously our commitment to high educational standards in spite of budget cuts which require curtailment of some programs. Through the Joint Powers Agreement, the City of Beverly Hills provides \$6.6 million annually to the schools. Partnerships with the Beverly Hills Educational Foundation and Maple Counseling Center also provide invaluable support services for student success. Together with our PTA and School Site Council, who offer leadership and support, we provide clear goals for students. We seek to educate and to inspire every student to be all that he or she can be. Our Middle School Advisory Program not only enables teachers and students to develop more personal associations, but also provides a structure in which the academic, social and emotional needs of children of this age are addressed. *The Beverly Hills Way*, a program devoted to student responsibility and character development, complements our efforts to develop humane, thinking productive citizens with a sense of community and commitment.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. The meaning of the school's assessment results:**

The State of California's Standardized Testing and Reporting (STAR) program consists of both norm-referenced testing (CAT/6) and criterion-referenced testing (California Standards Tests, or CST's). The CAT/6 ranks students and measures their achievement against students across the nation in reading, language (written expression), and mathematics. Students in grades 2-8 are also tested in spelling. The CST's measure how well students are doing in relation to the State's content standards. Student scores are reported as performance levels – Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students at Beverly Vista in grades 2-8 were tested in the areas of English/Language Arts and Mathematics. Students in grade 5 were also tested in Science, while 8<sup>th</sup> grade students were assessed in History/Social Science.

Another component of the California STAR program is the Academic Performance Index (API). The API measures both the academic performance and the ongoing growth of the school. It is a numeric index that ranges from a low of 200 to a high of 1,000. The statewide API target for all schools is 800. Although California schools scoring over 800 are expected merely to maintain this level of performance, in 2004, Beverly Vista's API score climbed 16 points to a four-year high of 884.

English/Language Arts California Standards Test (CST) assessment results from 2001-2004, show a steady increase in the percentage of students who scored at the Advanced level for each grade 2 through 7. A continual rise in the percentage of students who scored at or above the Proficient level is also evident in the majority of the grade levels. While the grade 8 English/Language Arts CST result show a somewhat large initial drop in the percentage of students who scored Advanced, the final percentage of Advanced scores shows a slight increase at the end of the four year analysis. It should also be noted that the 2004 scores in grade 8 demonstrate that 50% of the students scored at the Advanced level (more than four times the State percentage), and that nearly 100% of the students scored at or above Basic. Beverly Vista's English/Language Arts assessment results reveal significant growth at each grade level, whereas State scores, as a whole, remained relatively static.

Within the significant subgroup scores, (White and Asian ethnicities), Beverly Vista's data reflects a continued escalation of the number of students scoring at the Advanced and Proficient levels. A year-to-year analysis is not possible for the Asian subgroup owing to two factors: the small number of students who were tested at some grade levels, and the fact that the Asian ethnic group was not considered quantitatively significant by the State in 2001 and 2002. However, where data is available, the Asian subgroup has consistently scored well above State percentages for each performance level and, in most cases, better than the school as a whole.

Mathematics California Standards Test (CST) assessment results reveal that Beverly Vista students continue to achieve at a dramatically higher rate than the State average. In 2004, the percentage of students scoring at or above Proficient ranged from 69 to 78 percent. The results of the grade 8 Algebra I test are even more impressive, with 97 percent of the students scoring at the Proficient or above level. The significant subgroup scores reflect outstanding achievement levels set by the school as a whole, and in many cases surpass them. For example, the percentage of White students scoring at or above Proficient ranges from 67 to 79 percent. The results of the grade 8 Algebra I test again reveal that between 95 to 100 percent of the Asian and White students scored at or above the Proficient level. These scores are nearly three times as high as the State percentage. We are also quite proud of the increase in students tested on the Algebra I subtest: from 18 students in 2002 to 71 students in 2004.

The federal No Child Left Behind law requires that all students perform at or above the Proficient level on the State standards-based assessments by 2014. To achieve this goal and meet annual performance objectives, schools must improve each year according to set requirements. We are proud to have exceeded all 2004 Adequate Yearly Progress (AYP) criteria. In fact, on the Annual Measurable Objectives (AMO's), Beverly Vista students are already scoring at the level projected for the year 2011. Assessment data for Beverly Vista can be found at the following web address: <http://star.cde.ca.gov/>

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

The teaching staff at Beverly Vista is involved actively in evaluating data and determining trends with regard to student performance. We anticipate that the standards-based education provided by every teacher will produce consistent results on state, school and classroom assessments. Noted disparities in assessments trigger an analysis to determine the source of and remedy for the differences.

Utilizing the Longitudinal Assessment Reporting System (LARS), our grade-level teams disaggregate data to determine relative strengths and weaknesses in academic performance by evaluating norm-referenced test results according to student characteristics (e.g. gender, economic status, ELL and Title I participation). Local assessments including benchmark tests, leveled math tests, student portfolios, quarterly writing assessments, classroom tests and quiz results help determine areas requiring review and re-teaching. Initial kindergarten assessment is used as a starting point to determine what skills need to be re-taught or introduced and which ones were mastered prior to school attendance.

In the fall, teachers receive lists designating their GATE, 504, Special Education, ELL and Title I students. Special Education teachers meet with classroom teachers to discuss IEP goals and modifications to instruction and assessment for their students. Administrators do likewise for 504 students. The Reading Plus classes for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students were established to help students with low STAR reading test results. Students in grades 2-5 who are below basic and far below basic are recommended for Title I and Special Reading assistance. CELDT test results determine proficiency level of ELL students. LEP students receive additional English support within their classroom or in a pullout program. Middle School students attend designated classes daily. We provide after-school tutoring for students in all curricular areas

End of the year exams, STAR results and teacher recommendations are used to determine student placements for the next year's classes especially in Language Arts and Mathematics. Fourth and fifth grades have flexible grouping in math; Middle School has honors and regular math classes. The same opportunities exist for Middle School Language Arts classes.

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

The Beverly Vista staff communicates individual test results and grades to parents by mail, individual parent-teacher conferences, student notification, and administrator and counselor conferences. The Superintendent and Assistant Superintendent for Educational Services explain aggregated and disaggregated STAR Test results in televised Board of Education meetings and at local PTA meetings. Itemized STAR results are mailed home as are Physical Fitness test results. The local TV station (KBV), local newspapers and the School Accountability Report Card (SARC) all report our test scores which are also viewed on our web site. 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. The ELL specialist sends all CELDT test result to parents and teachers and communicates student progress in one-on-one meetings with parents, including mandatory re-designation meetings and ELAC (English Learners Advisory Committee). Forms are available in Farsi, Hebrew, Russian, Korean and Spanish as well as English, and translators are provided when requested.

Back-to-School Night and Open House are evenings when parents and the community can visit the classrooms, speak with the teachers and learn about the curriculum and performance of students. Report cards are sent home quarterly in grades 1-8. Grades 6-8 send home progress reports in between each report card to keep parents apprised of student performance. Parent-teacher conferences, phone calls, e-mails, and class materials and tests that are sent home requiring parent signatures, provide other avenues of communication between the school and the community. Awards Assemblies enable us to recognize academic excellence for Middle School students four times per year.

#### **4. Sharing successes with other schools:**

Beverly Vista continually shares information about the school via our web site. We provide telephone or e-mail responses to inquiries from other schools. District grade-level and departmental articulation meetings and intra-district meetings are additional avenues of communication. Presentations of our successful programs are offered at Beverly Hills School Board meetings and are televised on the local channel. Some of these programs have included our Middle School Advisory Program and Conflict Resolution/Peer Mediation Program. Another successful endeavor is our Character Education Curriculum, which includes the “The Beverly Hills Way.”

Staff presentations and attendance at conferences, seminars and summer workshops provides opportunities for members of the BV community to share our exemplary programs, innovations, success stories and opportunities. Teachers and administrators attend professional organizations such as CTA (California Teachers’ Association, ACSA (Association of California School Administrators and ASCD Association for Supervision and Curriculum Development). At these meetings, academic and non-academic issues such as school safety, financial and legal issues and leadership techniques are discussed. Ideas are exchanged.

The principal has personal interactions with other administrators who call and ask, “How can I do this?” or “How did you make that program work?” Teachers and administrators from other schools come to Beverly Vista to observe effective teaching techniques and programs. We often receive phone calls and e-mails from parents throughout the United States and abroad asking for information about what makes BV such an outstanding educational institution. They are eager to have their children matriculate here. Educator teams from Korea and Saudi Arabia have visited us on several occasions to see first-hand what we do that is known to be working so well. We are very pleased to show off our new physical plant as well as our exceptional academic and social programs that merit our fine reputation.

### **PART V – CURRICULUM AND INSTRUCTION**

#### **1. School’s curriculum with significant content based on high standards:**

Beverly Vista School offers all students a broad standards-based, balanced curriculum that challenges the higher order thinking skills of all students including GATE, ELL and Special Needs. All elementary grades and middle school departments have teacher designed curriculum guides which outline rigorous, comprehensive programs.

At the elementary level, the standards-based English/Language Arts Curriculum emphasizes a phonics and sight word approach. Upper grades focus on the development and application of critical thinking skills. “Print rich” classrooms highlight the importance of reading, literature-based writing and vocabulary. Each grade level specifies sequential vocabulary and reading units, as well as comprehensive writing based on various domains.

The Houghton Mifflin Mathematics Series has been adopted for Grade K-5 with Harcourt Brace and Glencoe Series for the Middle School in order to address State standards and math strands. The curriculum begins with number concepts, math facts, and computational skills, and then to problem solving and math reasoning. In fourth and fifth grade, we have flexible accelerated, intermediate and basic math groups to accommodate the learning styles and capabilities of our students. Students who excel in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades are placed into honors classes the following year. The 8<sup>th</sup> grade honors class covers the Algebra I curriculum, equivalent to a high school math class. Our entire mathematics program contains multiple components for enrichment and intervention.

In social studies, the kindergarten to fifth grade curriculum progresses from the study of local areas, to neighborhood, community, state and nation. Middle School addresses the Ancient and Medieval Worlds and US History, with emphasis on the US Constitution. Middle School teachers use Teacher’s Curriculum Institute’s *History Alive!* to enhance the curriculum and to meet the diverse needs of all learners. All students are exposed to the core curriculum with differentiated activities provided for advanced and GATE students as well as Special Education and ELL students.

Our science program exposes students to materials and processes which are needed in order to be scientifically literate in the 21<sup>st</sup> century. Through the use of scientific method, investigation and experimentation, students study physical, life and earth science. Fourth and fifth graders meet with a middle school science teacher for weekly hands-on lab activities. Middle school students use our three state-of-the art labs daily. The science experience is expanded by taking our sixth graders to Astro Camp in Idyllwild, CA to study the earth. Seventh grade students study biology and life sciences for three days at Catalina Island Marine Institute. The physical science is the area of concentration in 8<sup>th</sup> grade. In addition, students study geologic formations and environmental preservation during a six-day outdoor education program at the Yosemite Institute in Yosemite National Park.

All seventh grade students take one semester of Spanish or French. Students acquire the skills necessary for advanced study. They learn to listen, speak, read, and write in a foreign language. Cultures of French and Hispanic countries are studied and students make connections through directed readings. This one-semester course gives students an opportunity to appreciate other cultures. Students who perform well in seventh grade are recommended for the 8<sup>th</sup> grade honors program. Completion of these courses enables students to enter the second year language courses at the high school.

The Physical Education program is a sequential, developmental and age-appropriate curriculum with emphasis on movement skills and motor development. Instructors are physical education specialists who promote fitness and a healthy life style. Elementary students participate 100 minutes per week; middle school participates 200 minutes per week.

Visual and performing arts include vocal music and art in first through fifth grade. Students are exposed to creative expression, historical and cultural context, aesthetics and application. Elementary students view great art through our Art Docent Program. Sixth graders study one third of the year in music and the same in art. Computer study fills out the year. Some may elect to take band instead of vocal music. In 7<sup>th</sup> and 8<sup>th</sup> grade, students take two electives, with band, vocal music, ceramics and art as four of their choices. There is also an opportunity to enjoy participation in the lunchtime jazz band.

## **2a. The school's reading curriculum for elementary grades:**

The elementary language arts curriculum emphasizes reading but includes liberal amounts of writing and oral language development appropriate to the grade and individual achievement. In 2002-2003, our Board of Education adopted rigorous content standards which equal or exceed state requirements. That same year, a group of K-5 teachers piloted the Houghton Mifflin *Reading-California* reading series as elementary core instructional material and the District adopted these texts for that use. Houghton Mifflin materials are appropriate for our school because they balance early explicit phonics with development of comprehension and higher order thinking skills.

Oral language development and listening skills are emphasized in lower grades. Children hear and read quality literature. Students are provided with a variety of learning activities: word wall, student writing dictionaries, SRA, and Daily Language Reviews. Elements of good writing are emphasized. Shared group reading and writing, guided reading and writing, journaling, literature circles and thematic units involving outside reading all enhance student reading and language development. Nightly reading of 10 minutes in early grades to 30 minutes in grade 5 is part of students' daily homework.

Independent reading is encouraged in all grades. In the early grades they read with an adult to help learn recognition of the elements of language and comprehension of literature: letter and word formation, spelling patterns, syllabication, sentence structure, correlation of written, heard and spoken words, plot and character, separation of fantasy from reality and relationship of stories to life experience. Fourth and fifth graders read more independently up to one-half million words annually and at least 10 books during the school year.

The ELL teacher uses the Addison-Wesley Series to help students learn to speak, understand and read English. They use the extra support handbooks from Houghton Mifflin to assist ELL students to understand the regular classroom reading. Our library provides books to supplement the curriculum at the levels that ELL students can comprehend.

While the current program is literature centered, the curriculum strives to achieve a balanced program integrating reading, writing, speaking and listening. These activities groom our students to become effective communicators of the English language.

## **2b. The Middle School (grades 6-8) English language curriculum:**

The Middle School English/Language Arts curriculum consists of vocabulary development, reading, literature-based writing and integration of written and oral skills appropriate to the grade and individual achievement. In 2002-2003, our Board of Education adopted standards which equal or exceed the State's specific content standards. For each grade level course, the curriculum specifies required core instructional materials. The Prentice Hall *Timeless Voices, Timeless Themes and Writing and Grammar Handbook* are used throughout the three grade levels. Reading selections in *Recommended Readings in Literature, Kindergarten Through Eighth Grade* illustrate the quality and complexity of the materials to be read by students. English/Language Arts classes also focus on grammar, usage, mechanics, vocabulary and spelling. Examples of literature-based writing adorn the bulletin boards of English classrooms.

By grade eight, students read one million words annually on their own including a good representation of grade-level-appropriate texts. Students write clear, coherent, and focused essays which demonstrate stylistic command of Standard English.

Students who score at or below basic on the STAR Test are placed in the Reading Plus Program where their reading comprehension skills improve after mastering twelve reading strategies including finding main idea, recognizing cause and effect, comparing and contrasting, interpreting figurative language, and summarizing. Students graduate from this program based upon satisfactory standardized test results, improved course grades and teacher recommendation. Part of this effort includes implementing high-interest reading materials at the students' current reading level so they can become "hooked on books". Prentice Hall Literature *Adapted Reader's Companion* is used to help reluctant readers preview literary selections, review required skills, maintain a written dialog with the text, and then undertake a writing, speaking or listening activity to check for understanding. Reading comprehension skills improve across the curriculum.

## **3. One other curriculum area and how it relates to our mission statement:**

Our Character Education curriculum was developed from our mission statement which says, in part, "... to ensure that our students are humane, thinking, productive students taught by a professional staff who nurture the affective, cognitive and physical development of our children..." Each year, we focus on a different character-building theme through classroom-based instruction and outreach opportunities. The five alternating themes are Respect, Responsibility, Integrity, Caring and Citizenship. The curriculum includes lessons about positive character traits we seek to develop in the students such as sharing and working together. Source materials are drawn from age-appropriate literature and expose the students to a broad range of models in art, music, science and philosophy. Our goal of producing responsible, caring students who will lead productive lives in a diverse, global society is accomplished through the Character Education curriculum.

The Maple Counseling Center provides "Community Circle" giving elementary students opportunities to discuss concerns about bullying, harassment, getting along with peers and issues of right vs. wrong and fair vs. unfair. Middle School students attend weekly Advisory classes which address the character education curriculum and provide opportunities to speak openly about daily life situations and reactions to them. Students can speak freely without feeling judged and reflect on issues of importance to their age group. We have added the outstanding "Go Program" to our Eighth Grade Advisory class. This activity is based upon Sean Covey's *Seven Habits of Highly Effective Teens* which emphasizes that positive behavioral change is achieved through demonstration of positive character traits and habits in daily routines and leisure pursuits. Students learn values through deeds rather than just words. Service Learning activities address the five themes and facilitate connections between the academic content and

the real-world lives of the children. Activities include People Aiding the Homeless (P.A.T.H.), UNICEF, Whale Adoption and Jump Rope for your Heart. Leadership class and Student Council contribute to our goal of developing high self-esteem and improving school success.

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

Teachers employ a variety of creative instructional methods which incorporate a multi-sensory approach to facilitate learning. Lessons include discussion sessions which reinforce new concepts. Instruction that focuses on the individual, small groups and the whole class provides opportunities for performance observation and feedback. Differentiated teaching strategies aid struggling students and enrich advanced learners with more challenging assignments. Extensive use of charts, graphs, diagrams and manipulatives assists students in relating abstract concepts with concrete ideas. Homework, laboratory activities, computer use and field trips are utilized routinely to facilitate learning.

Teachers also use flexible groupings, cross-age buddies, and interactive notebooks to provide growth opportunities to lagging students. In reading, mathematics, and social studies, cooperative learning groups are used successfully. Likewise, literature circles help to meet the needs of diverse learners. In both approaches, we find that combining students of varying abilities consistently works to the advantage of all. In many classes, subject material is explored by the students in sessions involving brainstorming, jig-sawing and/or clusters. This encourages reticent children to participate and to expand the breadth of their conceptual thinking. Considerable effort is directed at study skills to improve the learning process: note taking, material organization, time management, and vocabulary enhancement. Our new "I-carts," which house thirty laptop computers, provide all students in the regular classroom setting with access to programs which enhance their technological expertise. Computer use allows gifted students opportunities to enrich their learning, while learning disabled students have additional practice in visual motor integration.

Instructional techniques such as SDAIE (Specially Designed Academic Instruction in English), TPR (Total Physical Response) and KWLQ (Know, Want-to-Know, Learn and Question) help our diverse student population progress be they ELL, GATE or learning disabled. Our middle school Prentice Hall literature anthology designates special strategies and assignments for students with special needs. They are also supplied with consumable workbooks which address their individual needs. In short, our comprehensive approach ensures that the curriculum is accessible to all students and so that they can enjoy academic success.

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

Staff development activities emphasize the needs of students in light of current research, child development and best instructional practices. Teacher assessment surveys concluded that professional development needed to focus on writing, math, differentiated instruction, service learning and technology. As a result, we have participated in a variety of professional development activities including the San Diego Office of Education Writing Program (SDCOE), UCLA Writing Project, UC Irvine Writing Project, National Council for Teachers of Math Conferences, UC Irvine Master Certificate in GATE, multiple intelligences training and Brain Gym. Evidence of these professional development activities is seen in classrooms as teachers employ differentiated instructional strategies such as cluster grouping of GATE students. It is also reflected in improved student achievement. Technology is integrated throughout the curriculum to enhance student learning. Most of what our teachers know about computer use and its application to educational processes was learned during staff development. Research reports, Internet use, student power point projects, use of i-book laptop computers for in class writing assignments and use of digital cameras are the result of this training. Teachers increasingly engage in team-teaching, flexible grouping and cooperative learning activities.

Educators from UCLA facilitate professional development seminars for our K-3 and 6-8 math teachers through LUCI (Local School District UCLA, CA County Offices of Education Institutes in

Mathematics). The AB1331 Grant gave BV teachers more than 30 hours of math training aligned with state standards, twelve hours of GATE identification and differentiation training. As a result, our programs were strengthened in this area. All teachers receive CTAP on line courses at no cost and one free adult school course per session. The Beverly Hills Fire Department offers CPR and First Aid Training to ensure competency in emergencies. Teachers have been SDAIE and/or CLAD trained. Training is provided to teacher assistants at a comparable level. The District also offers BTSA (Beginning Teacher Support and Assistance) and PAR (Peer Assistance and Review) training sessions to help teachers improve their skills. Staff development successes have impacted student learning significantly and have yielded improved student achievement.

Our ongoing goal is to deliver staff development increasing each teacher's ability to implement our standards-based curriculum, improve technology skills, facilitate inclusion of technology into the curriculum and provide for educational needs of students. Site Council, PTA and Title I funds finance teacher conferences and seminars exposing them to new ideas, approaches and materials. These activities directly affect progress toward the goal of no child being left behind.

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 2 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	92	94	84	89
% At or Above Proficient	71	77	60	76
% At Advanced	39	31	26	30
Number of students tested	57	59	50	56
Percent of total students tested	100%	98%	93%	98%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	N/A	100	*	*
% At or Above Proficient	N/A	100	*	*
% At Advanced	N/A	50	*	*
Number of Students Tested	6	10	*	*
2. White				
% At or Above Basic	94	92	88	N/A
% At or Above Proficient	72	72	61	N/A
% At Advanced	40	27	24	N/A
Number of Students Tested	47	44	41	N/A
<b>STATE SCORES</b>				
% At or Above Basic	65	68	63	61
% At or Above Proficient	35	36	32	32
% At Advanced	12	12	9	10

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 3 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	84	90	90	93
% At or Above Proficient	65	73	68	64
% At Advanced	23	21	33	16
Number of students tested	77	58	60	69
Percent of total students tested	100%	98%	100%	99%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	95	N/A	*	*
% At or Above Proficient	75	N/A	*	*
% At Advanced	33	N/A	*	*
Number of Students Tested	12	6	*	*
2. White				
% At or Above Basic	84	89	92	N/A
% At or Above Proficient	63	72	71	N/A
% At Advanced	23	21	31	N/A
Number of Students Tested	57	47	48	N/A
<b>STATE SCORES</b>				
% At or Above Basic	61	63	62	59
% At or Above Proficient	30	33	34	30
% At Advanced	9	10	11	9

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 4 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	94	89	93	89
% At or Above Proficient	74	61	64	60
% At Advanced	42	35	26	33
Number of students tested	59	80	73	85
Percent of total students tested	100%	99%	95%	91%
Number of students alternatively assessed	0	0	1	0
Percent of students alternatively assessed	0%	0%	1%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	N/A	N/A	*	*
% At or Above Proficient	N/A	N/A	*	*
% At Advanced	N/A	N/A	*	*
Number of Students Tested	6	9	*	*
2. White				
% At or Above Basic	96	95	92	N/A
% At or Above Proficient	77	69	69	N/A
% At Advanced	44	38	29	N/A
Number of Students Tested	48	61	52	N/A
<b>STATE SCORES</b>				
% At or Above Basic	73	74	71	66
% At or Above Proficient	39	39	36	33
% At Advanced	16	15	14	11

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 5 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	87	95	88	90
% At or Above Proficient	68	61	54	57
% At Advanced	35	22	19	20
Number of students tested	85	79	86	86
Percent of total students tested	98%	99%	95%	100%
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0%	1%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	90	82	*	*
% At or Above Proficient	70	53	*	*
% At Advanced	30	29	*	*
Number of Students Tested	10	17	*	*
2. White				
% At or Above Basic	92	98	86	N/A
% At or Above Proficient	76	64	57	N/A
% At Advanced	38	21	19	N/A
Number of Students Tested	63	56	69	N/A
<b>STATE SCORES</b>				
% At or Above Basic	71	72	71	66
% At or Above Proficient	40	36	31	28
% At Advanced	16	10	9	7

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 6 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	92	91	93	85
% At or Above Proficient	67	61	63	60
% At Advanced	35	28	30	22
Number of students tested	110	115	104	102
Percent of total students tested	100%	100%	97%	98%
Number of students alternatively assessed	0	0	1	0
Percent of students alternatively assessed	0%	0%	1%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	78	100	*	*
% At or Above Proficient	61	69	*	*
% At Advanced	26	38	*	*
Number of Students Tested	23	13	*	*
2. White				
% At or Above Basic	95	91	94	N/A
% At or Above Proficient	69	62	63	N/A
% At Advanced	38	29	33	N/A
Number of Students Tested	78	91	70	N/A
<b>STATE SCORES</b>				
% At or Above Basic	72	71	66	67
% At or Above Proficient	36	36	30	31
% At Advanced	12	13	9	8

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 7 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	93	90	91	85
% At or Above Proficient	76	72	66	62
% At Advanced	37	31	23	26
Number of students tested	115	113	97	95
Percent of total students tested	100%	99%	92%	91%
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0%	1%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	100	86	*	*
% At or Above Proficient	100	65	*	*
% At Advanced	30	36	*	*
Number of Students Tested	10	28	*	*
2. White				
% At or Above Basic	91	90	90	N/A
% At or Above Proficient	75	73	66	N/A
% At Advanced	40	29	25	N/A
Number of Students Tested	96	77	76	N/A
<b>STATE SCORES</b>				
% At or Above Basic	69	69	55	65
% At or Above Proficient	36	36	33	32
% At Advanced	11	10	7	9

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 8 English/Language Arts

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% At or Above Basic	99	92	96	94
% At or Above Proficient	87	70	74	80
% At Advanced	50	38	38	49
Number of students tested	115	109	105	108
Percent of total students tested	99%	100%	100%	96%
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	1%	0%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)				
1. Asian				
% At or Above Basic	100	77	*	*
% At or Above Proficient	90	59	*	*
% At Advanced	59	41	*	*
Number of Students Tested	29	17	*	*
2. White				
% At or Above Basic	98	95	95	N/A
% At or Above Proficient	84	73	76	N/A
% At Advanced	45	40	43	N/A
Number of Students Tested	77	83	72	N/A
<b>STATE SCORES</b>				
% At or Above Basic	69	64	66	67
% At or Above Proficient	33	30	32	32
% At Advanced	11	8	10	9

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 2 Mathematics

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	97	98	90
% At or Above Proficient	78	85	58
% At Advanced	60	56	30
Number of students tested	57	59	53
Percent of total students tested	100%	98%	98%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	N/A	100	*
% At or Above Proficient	N/A	100	*
% At Advanced	N/A	100	*
Number of Students Tested	6	10	*
2. White			
% At or Above Basic	98	95	98
% At or Above Proficient	79	84	60
% At Advanced	60	50	31
Number of Students Tested	47	44	42
<b>STATE SCORES</b>			
% At or Above Basic	76	76	68
% At or Above Proficient	51	53	43
% At Advanced	23	24	16

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 3 Mathematics

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	92	93	92
% At or Above Proficient	73	64	75
% At Advanced	39	38	41
Number of students tested	77	58	59
Percent of total students tested	100%	98%	98%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	83	N/A	*
% At or Above Proficient	75	N/A	*
% At Advanced	67	N/A	*
Number of Students Tested	12	6	*
2. White			
% At or Above Basic	95	96	96
% At or Above Proficient	74	66	79
% At Advanced	37	43	45
Number of Students Tested	57	47	47
<b>STATE SCORES</b>			
% At or Above Basic	73	71	65
% At or Above Proficient	48	46	38
% At Advanced	21	19	12

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 4 Mathematics

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	98	89	96
% At or Above Proficient	73	71	73
% At Advanced	37	33	18
Number of students tested	59	80	76
Percent of total students tested	100%	99%	99%
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0%	0%	1%
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	N/A	N/A	*
% At or Above Proficient	N/A	N/A	*
% At Advanced	N/A	N/A	*
Number of Students Tested	6	9	*
2. White			
% At or Above Basic	100	95	97
% At or Above Proficient	76	77	79
% At Advanced	38	34	18
Number of Students Tested	48	61	51
<b>STATE SCORES</b>			
% At or Above Basic	73	72	80
% At or Above Proficient	45	45	54
% At Advanced	18	18	24

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 5 Mathematics

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	78	89	81
% At or Above Proficient	70	73	54
% At Advanced	36	30	8
Number of students tested	85	79	85
Percent of total students tested	98%	99%	99%
Number of students alternatively assessed	0	1	0
Percent of students alternatively assessed	0	1%	0
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	100	88	*
% At or Above Proficient	90	70	*
% At Advanced	20	41	*
Number of Students Tested	10	17	*
2. White			
% At or Above Basic	86	89	80
% At or Above Proficient	78	80	54
% At Advanced	43	30	9
Number of Students Tested	63	56	69
<b>STATE SCORES</b>			
% At or Above Basic	65	61	59
% At or Above Proficient	38	35	29
% At Advanced	12	10	7

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 6 Mathematics

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	94	93	97
% At or Above Proficient	69	71	60
% At Advanced	34	30	29
Number of students tested	110	115	106
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	1%
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	87	100	*
% At or Above Proficient	65	92	*
% At Advanced	35	46	*
Number of Students Tested	23	13	*
2. White			
% At or Above Basic	95	92	94
% At or Above Proficient	72	71	58
% At Advanced	35	29	27
Number of Students Tested	78	92	70
<b>STATE SCORES</b>			
% At or Above Basic	66	64	62
% At or Above Proficient	35	34	32
% At Advanced	12	10	10

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 7 Mathematics

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	91	98	91
% At or Above Proficient	74	74	63
% At Advanced	29	27	16
Number of students tested	115	113	104
Percent of total students tested	100%	99%	99%
Number of students alternatively assessed	0	1	0
Percent of students alternatively assessed	0	1%	0
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	100	100	*
% At or Above Proficient	100	86	*
% At Advanced	80	36	*
Number of Students Tested	10	28	*
2. White			
% At or Above Basic	91	97	91
% At or Above Proficient	75	70	64
% At Advanced	26	27	17
Number of Students Tested	96	77	75
<b>STATE SCORES</b>			
% At or Above Basic	63	62	61
% At or Above Proficient	33	30	30
% At Advanced	10	7	6

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 8 Mathematics – General Math

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	98	83	93
% At or Above Proficient	72	55	69
% At Advanced	12	4	19
Number of students tested	43	47	78
Percent of total students tested	37%	43%	74%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1%	0	0
<b>SUBGROUP SCORES</b> (Significant Groups)			
1. Asian			
% At or Above Basic	N/A	N/A	*
% At or Above Proficient	N/A	N/A	*
% At Advanced	N/A	N/A	*
Number of Students Tested	6	1	*
2. White			
% At or Above Basic	97	83	92
% At or Above Proficient	67	53	63
% At Advanced	12	5	19
Number of Students Tested	33	40	52
<b>STATE SCORES</b>			
% At or Above Basic	57	56	54
% At or Above Proficient	24	24	20
% At Advanced	4	3	2

N/A = Data is not available

\* = Subgroup was not significant for the reported year

## Assessment Results

### Beverly Vista School Beverly Hills Unified School District Grade 8 Mathematics – Algebra I

#### State Test – STAR – California Standards Test

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Basic	100	100	100
% At or Above Proficient	97	77	100
% At Advanced	51	40	89
Number of students tested	71	62	18
Percent of total students tested	61%	57%	17%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES (Significant Groups)</b>			
1. Asian			
% At or Above Basic	100	100	*
% At or Above Proficient	100	81	*
% At Advanced	48	50	*
Number of Students Tested	23	16	*
2. White			
% At or Above Basic	100	100	100
% At or Above Proficient	95	77	100
% At Advanced	53	40	83
Number of Students Tested	43	43	12
<b>STATE SCORES</b>			
% At or Above Basic	62	67	69
% At or Above Proficient	35	39	39
% At Advanced	8	10	11

N/A = Data is not available

\* = Subgroup was not significant for the reported year

In 2004, 1 student was tested on the geometry subtest which comprised 0.9% of the total students tested. No data is available, as this does not constitute a significant number tested.

In 2002, 9 students were tested on the geometry subtest which comprised 8.6% of the total students tested. No data is available, as this does not constitute a significant number tested.

## 2004 NCLB BLUE RIBBON SCHOOLS PROGRAM DATA REQUIREMENTS

<b>GRADE 8 MATH ONLY</b>									
Row	Year: <b>2003</b>	General Math	Algebra	Geometry	Integrated Math I	Integrated Math II			Totals
a	Percent of Students Proficient and Advanced	55	77	*	*	*			*
b	Number of Students Tested (from STAR website)	47	62	*	*	*			109
c	<b>Number</b> of Student Proficient and Above (a x b)	26	48	*	*	*			74
d	Percentage of student Proficient and Advanced (calculate by dividing the sum of row 'c' by sum of row 'b').								68

<b>GRADE 8 MATH ONLY</b>									
Row	Year: <b>2004</b>	General Math	Algebra	Geometry	Integrated Math I	Integrated Math II			Totals
a	Percent of Students Proficient and Advanced	72	97	100	*	*			*
b	Number of Students Tested (from STAR website)	43	71	1	*	*			115
c	<b>Number</b> of Student Proficient and Above (a x b)	31	69	1	*	*			101
d	Percentage of student Proficient and Advanced (calculate by dividing the sum of row 'c' by sum of row 'b').								88

