Intellectual entrepreneurs with a SOCIAL CONSCIENCE
We look back on 2003 as a year of outstanding student achievement, unprecedented challenge, and a collaborative effort that truly defines the meaning of the word community.

The year 2003 was the year that we celebrated the grand opening of our state-of-the-art Middle School, coinciding with the welcoming of nine outstanding alumni into our Gallery of Success. We congratulated the highest number of National Merit Scholarship-honored students in the history of our District—14 percent of the graduating class. For the second year in a row, we enjoyed the distinction of being named to the top 100 in the country for music education by the American Music Conference. We cheered our Bison athletes for a year of triumph, with two state championships and state qualifiers in five sports, as well as four MAC-8 championships.

The list of 2003 student achievements continues with two national Advanced Placement Scholars; two National Council of Teachers of English writing awards; dozens of math awards at the local, state and national levels; regional 1st place awards for High School newspaper, yearbook and Model United Nations debate; and a record-breaking 97 awards for vocal, band and strings from the Ohio Music Educators Association.
As we continue along the Malcolm Baldrige Ohio Award for Excellence quality journey, our schools have made significant progress in improvement efforts in areas identified by a series of stakeholder surveys in our community.

With revisions of the college guidance process for student support, planning and application, Beachwood High School has seen, in just one year, an 11 percent increase in students accepted to selective colleges, to 53 percent. The Class of 2003 also earned more than $2.8 million in scholarships.

Beachwood High School’s Library Information Center again was honored for excellence by Ohio Leadership for School Libraries, the Ohio Educational Library Media Association, and INFOhio, the information network for Ohio schools.

Offering an extensive and demanding curriculum that includes 14 Advanced Placement courses, 10 honors classes and opportunities for post-secondary enrollment, Beachwood High School supplements its commitment to excellence in the classroom with nearly 50 award-winning cocurricular activities.
With a complete integration of wireless technology into curriculum, including a laptop computer for every student and staff member, our flagship Middle School has become a model for best practices in education. The $15 million Middle School, built in one year and at $1 million under budget, utilizes a true team-teaching concept designed to meet the unique needs of middle school students in an atmosphere of academic excellence and respect.

Hilltop Elementary School implemented a new block schedule this past year for grade 6. Block scheduling offers greater opportunities for in-depth, integrated learning and has increased both classroom and intervention time. Schoolwide, teachers focused on increasing nonfiction reading in every subject area at every grade level and differentiated instruction to accommodate all learning styles.

At Bryden Elementary School, expansion of the Junior Great Books program in all three grade levels enriched reading curricula and helped students develop skills in critical listening and thinking. Bryden also focused on further integration of technology into the classroom, updating software programs and teaching students to become more familiar with email and the Internet.
Finally, at Fairmount Early Childhood Center, kindergartners achieved significant growth both in basic literacy skills and letter-naming fluency. Preschool curriculum was redesigned to align with state content standards in math and language arts.

In 2003, Beachwood again earned the highest rating of Excellent on the Ohio Department of Education report card, meeting all 22 proficiency performance indicators. Only 13 percent of Ohio School Districts earned this distinction.

This year, both the Ohio and U.S. Departments of Education made a huge change in testing that impacted the test results of every school district in this country—we now are required to test and include the scores of special needs students and those for whom English is a second language (ESL). *Figure 1* shows that even though scores for 1998 through 2002 do not include special needs and ESL students and 2003 scores do include these students, 4th grade scores remained well above the 75th percentile passing grade.

*Figure 2* illustrates growth of student achievement in nearly every area in the same class of students when they were in 4th grade and then later in 6th grade. 2003 6th grade scores include those of special needs and English as a second language students, while the scores from 2001 do not.
If we compare 4th, 6th and 9th grade proficiency passage rates between Beachwood and similar Ohio school districts as defined by the state, we see that Beachwood students are clearly above District benchmarks (Figure 3).

In the area of national testing, the District uses SAT and ACT scores to help evaluate teaching and learning. While Beachwood ACT test scores have fluctuated over a ten-year period, Figures 4 and 5 show that SAT math scores have increased 30 to 50 points, and verbal SAT scores have increased about 80 points.

These test scores collectively show a commitment to academic excellence that permeates the learning process in our classrooms. But perhaps the most telling of our accomplishments in 2003 lies in the area of stakeholder satisfaction.
Last school year, we conducted a series of three opinion surveys of our students, parents and staff to determine your views of our performance and to provide a baseline from which we can move forward.

We were delighted to learn that of every program and service this School District provides to students, parents are most satisfied with what truly is the heart and soul of classroom learning: quality of teaching and curriculum. And, in fact, your satisfaction with our teaching and curriculum increased from fall 2002 to fall 2003.

The areas that received the lowest marks—food service and transportation—improved from fall to spring of the 2002-03 school year.

And, in a continual effort to meet new challenges and continuously improve the teaching and learning process, your Board this year revised the goals that serve as a framework for the academic and administrative operations of this District.

The 2003-04 Board Goals reflect our new District slogan, “Learning for Life.” These goals further define and support the mission statement and core values of this District.

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**Board of Education Goals**

- To use a continuous improvement process in support of systems and programs that promote high standards of performance and high expectations for learning.
- To develop a culture of accountability that relies on data, research, evaluation and assessment as tools to measure the effectiveness of programs and the satisfaction of stakeholders.
- To continue to develop and support systems, programs, instructional standards and professional development to enhance students’ knowledge, skills and performance in every curriculum area.
- To maintain open and effective communication with the public, staff and students in order to be aware of attitudes, opinions and ideas.
- To continue to integrate advanced technology into all phases of the educational and administrative processes.
- To provide the necessary financial resources for the support of our instructional programs through prudent management and fiscal responsibility.
- To ensure that students and staff have a safe and appropriate place to learn and work.
Finally, when faced in October with an unexpected and unprecedented loss in personal property tax revenues caused by a serious statewide economic downturn, your District staff came together in an act of altruism and selfless dedication to resolve our fiscal challenges for the year and move forward.

To address a $934,000 shortfall that resulted from a $13 million loss in personal property tax valuation, the District made $505,000 in personnel-related reductions including the elimination of overtime, travel, substitute costs and summer curriculum writing; eliminated $80,000 in Board funding for various student and staff activities; cut $70,000 in discretionary purchases; and achieved $39,000 in athletic-related savings, including charging for admission for sports events.

Thanks to voluntary 1-1/2 day furloughs without pay by teachers and classified staff, the District was able to meet its budget for the year. We truly are indebted to our finest of staff for their sacrifice and commitment to the students of this District. They showed, through their extreme act of generosity, their determination to preserve every valued program and service that we offer to the young citizens of this District. They did this because they care so deeply about your children and grandchildren.

Mission Statement
To develop intellectual entrepreneurs with a social conscience

Core Values
Contribute to society and community
Respect individuality and diversity
Expect quality
Encourage risk-taking, innovation and leadership
Develop lifelong learners

High School Library Information Center honored for excellence by Ohio Leadership for School Libraries, the Ohio Educational Library Media Association program at Bryden and Fairmount, teaching critical thinking skills…Beachwood joins Chagrin Valley Conference, effective Fall 2005… 6th grade im
We also would like to extend our deepest appreciation to this exceptional community for your support during this past year. There is a valued tradition here in Beachwood of spirit, of passion to do what is best and what is right, taking care of our own and then taking on the world around us. It is this tradition, this spirit, this passion that serve as the foundation of Beachwood, and create in us a community of lifelong learners.

Dr. Scott Peters, President, Board of Education

Paul R. Williams, Ph.D., Superintendent
How do you define social conscience?

Is it a responsibility to society… a commitment to living outside yourself and your needs… knowing right from wrong? Being a good citizen in your school and your community? Giving of your time and yourself to help others who are less fortunate? Bridging the gap between cultures? Resisting peer pressure? Collecting cans?

Social conscience is all this, and more.

Here in the Beachwood Schools, social conscience is who we are and what we do. Our mission statement—the philosophy that guides every thought process, every lesson, every step of the way—is to develop intellectual entrepreneurs with a social conscience. These carefully chosen eight words mean the District is centered on the development of creative, knowledge-seeking members of the community who will take risks and see the big picture; young men and women who will become the responsible global leaders of tomorrow.
We are further guided by our core values, the principles that govern us. Contribute to society and community. Respect individuality and diversity. Expect quality. Encourage risk-taking, innovation and leadership. Develop lifelong learners.

Teaching social conscience is no easy task. It begins at home, reinforced in school by formal lessons, kind words, respect, encouragement and high expectations.

At the elementary level, our students learn the concept of social conscience. The language, the behaviors, the choices.

Then, in our Middle and High Schools, we take social conscience to the next level by applying what we have learned to promote a greater good.
Learning social conscience.

Learning social conscience in Beachwood elementary schools is part of a formalized process called Character Education.

Through classroom lessons, friendship groups and school assemblies at Fairmount, Bryden and Hilltop, children learn the tools they can use to connect with others. They learn to choose words that display kindness and concern, tolerance and trust. They learn to practice generosity, to be patient, to anticipate, to put themselves in others’ shoes.

A “word of the month” program at Bryden and Hilltop is integrated into classroom curriculum and reinforced by teacher and guidance counselor lessons, bulletin boards, posters and assemblies. Children learn words like compassion, communication, perseverance, respect—first, what the word means; and then, how to make it part of their lives in school, on the playground, on the bus, and at home.
A major component of Character Education is the District-wide anti-bullying program—teaching children the words they can use to stop a bully from hurting themselves and others, strategies for self-control, and when the best choice is to tell an adult.

As the children grow, they learn more about making good decisions, taking responsibility for their actions, and learning from their mistakes.

And by the time they reach 6th grade, they are ready to apply their social conscience to the greater Cleveland community in a formal volunteer program called “Kids Care.” Students choose to give up part of their recess time all year to volunteer at Heights Emergency Food Center, Meals on Wheels, the Greens Adult Living Community and Fairmount Early Childhood Center. Assembling and distributing food and meals to the hungry, visiting with senior citizens, reading to our youngest school citizens.

All part of learning what it means to be a caring, contributing member of society.
“If you did know me, you would think I am a typical high school student. The fact that I have a disability could have made my school memories very different. If I had attended a high school in another city, I might not have had the chance to live a normal life.

“Because of the good experiences I had at Beachwood, I have opportunities I never dreamed of.

“Please remember what a difference acceptance can make in someone’s life. We have the ability to change the world. You helped change mine.”

Excerpt from 2003 commencement speech by Alyssa Peplowski

Now, we apply what we’ve learned.

The social conscience learning process continues into Middle and High School. But now, as our children age into adolescence, it becomes time to take our lessons and apply what we’ve learned to help make our community, our country, our world a better place.

The Advisory Program at Beachwood Middle School—small groups of students assigned to one teacher/mentor who meet every day year-round—helps students build new friendships, tackle school issues, and reach out to serve those in need. During these sometimes tumultuous years, kids bond with kids they may not have known before to develop social awareness and help make their school a community.

A big part of Advisory is interacting, talking, communicating. Bonding through thought-provoking discussions, sharing your feelings, or a rousing game of kickball.

But Advisory also means making a difference. The Middle School has taken on world hunger as its cause. To benefit the worldwide non-profit organization Empty Bowls, Middle School students each year create pottery bowls and sell them, with proceeds going to help feed the hungry. Students visit the Hunger Center to help organize and pack grocery bags. They sponsor school-wide canned food drives. Each year culminates
in a school auction that benefits the Greater Cleveland Hunger Network—in 2003, raising $2,200 to help stamp out hunger right here in our own backyard.

Other Middle School activities like Student Council and Students Against Destructive Decisions (SADD) teach our students how they can become a positive force for change. Through a school-wide book drive, Student Council members collected more than 2,000 books for fellow middle school students in the City of Cleveland. SADD sponsored a different kind of collection—students’ pledges, through their signatures, that they will commit to responsible behavior and appropriate decisions.

Integrated throughout curriculum and activities outside the classroom, social conscience becomes a way of life at Beachwood High School.

Through elective courses like Human Rights and Conflicts and Comparative Cultures, students learn moral, ethical and spiritual behavior; tolerance, equity and equality; thoughts and theories that have helped shape our world. English classes explore great literature with universal human issues. Science classes teach the interdependence of Earth’s natural resources, human population dynamics, global changes. Foreign language study enhances understanding of cultures that no longer seem so far away.
Beachwood High School students participate in dozens of cocurricular activities that underscore and define our District’s social conscience. Like Amnesty International, where students tackle international human rights abuses and work to bring them to a halt. Council for Exceptional Children, which brings together students of all learning styles to grow and learn from each other. Multicultural Club, promoting an understanding and acceptance of all cultures and sponsoring an annual visit from Beachwood High School’s sister school in Takatori, Japan. The Ecology Club, working with the Beachwood community to help preserve our natural resources. The Leadership Conference, which each year, trains student leaders off-site to take active roles in shaping their school.

Through organizations like Student Council and Library Club, BHS students collect thousands of donations to help those who are less fortunate. Annual canned food drives and “Pasta for Pennies” during the traditional Spirit Week benefits Harvest for Hunger and the Leukemia and Lymphoma Society—last year, netting more than $7,000. Holiday food drives help families celebrate with all the trimmings. To get books into the homes of inner-city children, the Library Club each year sponsors a book drive; in 2003, students collected enough books to fill a mini school bus.

The Beachwood School District has offered educational programming for Deaf and Hard of Hearing students ages 0 to 22 since 1977. This program is part of the Cooperative Hearing Impaired Program, serving more than 15 eastern suburban Cleveland school districts.

Students in the program are provided a variety of educational options, including a self-contained classroom at each grade level and inclusion in the general classroom with an interpreter.

The Hilltop Elementary sign choir includes more than 100 deaf, hard of hearing and hearing students. The sign choir—the largest of its kind in the country—performs throughout Northeast Ohio, including sign performances of the national anthem at Cleveland Browns, Cavaliers and Indians games.

A course in sign language now is offered at the High School for hearing students.
The work of SADD, begun in the Middle School, culminates in a “mock crash” at the High School, where students watch the dramatic unfolding of an alcohol-induced “crash” that “kills” two of their friends, with one more rushed away in a Life Flight helicopter. This year, the student driver will be arraigned in a mock courtroom trial for underage drinking and murder.

But perhaps the most telling example of the integration of social conscience into the teachings of our District lies in our expectations for graduation. Along with all of the academic requirements, Beachwood High School students must complete 50 hours of community service to graduate.

It is our greatest hope that our students leave our District armed not only with knowledge and a love of learning, but a strong moral compass that will guide their way throughout their lives.

— That they learn and practice tolerance and respect, empathy and generosity.
— That they embrace social justice and abhor violence.
— That they live as intellectual entrepreneurs with a social conscience.
**District Profile**

Enrollment: 1,555

Average class size: 20 in elementary, fewer in secondary schools

Faculty: 70% with Master’s degrees and/or PhDs

Average teaching experience: 13 years

Class of 2003

- Class size: 131
- Graduation rate: 98%
- Graduated with honors: 45%
- Graduating class college enrollment: 100%
- Attending “Highly Selective Colleges and Universities”: 53%

**National Merit Scholar Recognition**

- Finalists: 4; Semi-finalists: 2; Commended: 13
- 14 percent of the Class of 2004

**Advanced Placement:** 14 courses

- 155 students took 305 AP tests
- 230 tests (75%) scored 3, 4 or 5
- 19 AP Scholars
- 5 AP Scholars with Honor
- 11 AP Scholars with Distinction
- 2 National Scholars

**Counseling service:** K-12

**Athletics:**

- 19 varsity sports
- 75% of High School and Middle School students play one or more sports
- 70% scholar athletes maintain a B average or better

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**General operating fund**

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<td>Other expenses*</td>
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**Revenues**

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<td>Other**</td>
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*Advances, transfers, dues and fees (the largest portion charged by the county auditor for tax collections)
**State, rollback taxes, interest
Special programs for gifted education grades 4-8, accelerated learning in math and science grades 1-3, specific learning disability services grades 1-12

The Beachwood School District serves consortium students in a Vocational Education consortium grades 9-12, a Total Communication program for the Deaf and Hard of Hearing for preschool through grade 12, and multi-handicapped High School students.

This Annual Report covering the 2003 calendar year has been prepared for the information of citizens of the Beachwood City School District as required by Section 3313.94, Ohio Revised Code.

It is the policy of the Beachwood City School District that educational activities, employment, programs and services are offered without regard to race, color, national origin, gender, religion, handicap or age.

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Senate Building
Ground Floor, Room #049
Columbus, Ohio 43215

Ohio House of Representatives – Lance Mason (District 8)
77 South High Street, 10th Floor
Columbus, Ohio 43215

State Board of Education – Virgil E. Brown, Jr. (District 11)
The Brown Building
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