2005-2006 No Child Left Behind - Blue Ribbon Schools Program REVISED 3/7/06

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __ Elementary __ Middle _X_ High __ K-12 __Charter

Name of Principal Mr. Douglas Dall

Official School Name Clark (Anderson W.) Magnet High School

School MailingAddress 4747 New York Avenue
La Crescenta, CA 91214-1841

County: Los Angeles State School Code Number* 19-64568/1996131

Telephone (818) 248-8324 Fax (818) 957-2934 E:mail ddall@gusd.net

Website/URL www.clarkmag.net

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* Dr. Michael F. Escalante
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
District Name Glendale Unified School District Tel. (818)241-3111

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. Mary W. Boger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____School Board President's/Chairperson's Signature
Date_ _____

PART I - ELIGIBILITY CERTIFICATION

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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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

All data are the most recent year available.

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

1. Number of schools in the district:
   __20_ Elementary schools
   __ 4_ Middle schools
   ___0_ Junior high schools
   ___5_ High schools
   ___4__ Other

   __33_ TOTAL

2. District Per Pupil Expenditure: ___$7,388____

   Average State Per Pupil Expenditure: ___$6,500____

SCHOOL (To be completed by all schools)

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

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

4. 8_____ 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
PreK					**7**			
K					**8**			
1					**9**	161	145	306
2					**10**	163	108	271
3					**11**	152	101	253
4					**12**	148	100	248
5					**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						1078

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

6. Racial/ethnic composition of the students in the school:

75% White
0 % Black or African American
7 % Hispanic or Latino
18 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

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: _____1%

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	1070
(5)	Total transferred students in row (3) divided by total students in row (4)	.009
(6)	Amount in row (5) multiplied by 100	.9

8. Limited English Proficient students in the school: _____13%
___139 Total Number Limited English Proficient
Number of languages represented: ___7_____
Specify languages: Armenian, Spanish, Korean, Tagalog, Russian, Persian, Bengali,

9. Students eligible for free/reduced-priced meals: _____42%

Total number students who qualify: ___451___

Note: Clark's total for this subgroup is based on the California definition of Socio-Economically Disadvantaged. This group of students consists of one or both of the following: Students who qualify for free/reduced national lunch program and/or students whose primary parent did not graduate from high school.

10. Students receiving special education services: _____2%
    ____20 Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

__1_Autism	__1_Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__8_Specific Learning Disability
__1_Emotional Disturbance	__6_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
__3_Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___2____	_____
Classroom teachers	___43__	____3__
Special resource teachers/specialists	____1__	_____
Paraprofessionals	____1_	_____
Support staff	___21_	_____
Total number	___68__	___3_____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __25:1_

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.

This is a magnet school that draws students from throughout the Glendale Unified School District. A small number of students move out of the area or decide to return to their neighborhood high school at the end of a school year. They are replaced the following year

by other students in their graduating class cohort who wish to transfer to Clark from the comprehensive high schools of the District. In the five graduating classes since Clark's first one in 2001, only one student did not graduate. She left the country and returned to Thailand before the end of her 12th grade year with her family.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	95%	N/A	N/A
Teacher turnover rate	5%	5%	5%	5%	17%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_230___
Enrolled in a 4-year college or university	__50%
Enrolled in a community college	__44%
Enrolled in vocational training	___3%
Found employment	___2%
Military service	___1%
Other (travel, staying home, etc.)	___0%
Unknown	___0%
Total	100 %

PART III SUMMARY

Clark Magnet High School was founded with the mission to promote excellence in both academic success and career preparation for all students. From the first stages of planning the new school, the Magnet School Planning Taskforce, including 80 volunteers from the District, community, businesses and institutions of higher education, envisioned a school where the emphasis would be on two instructional themes: science and advanced technology. The vision for the new school was based on the State of California's plan for secondary schools, *Second to No*ne, as well as the *SCANS Report*, *Aiming High*, *Breaking Ranks*: *Changing an American Insti*tution, and the Governor's School-to-Career Task Force. Following a $15 million renovation project, the Anderson W. Clark Magnet High School with Emphasis on Science and Technology opened in September 1998.

Clark admits 9th grade students from the Glendale Unified School District's four middle schools as well as students from private schools in the area. Entering 9th graders are introduced to Clark's unique curriculum through three foundation courses. The College and Career Prep course allows students to start planning their high school, higher education and future career paths. The Technology Literacy course provides Clark's students with introductory skills that prepare them to undertake more advanced courses in their chosen curricular strand. Based on school reform research, most 9th grade students also take a Conceptual Physics course that prepares them for future science classes. Clark's students are guided in their choice of high school courses by following one of four curricular strands: Science/Engineering, Technology Applications (including business applications and computer programming), Digital Arts, and Technology Systems (computer repair and networking). The mandatory Senior Project that encourages Clark's students to explore potential careers, to engage in service learning opportunities, and to form beneficial working relationships with mentors in their chosen fields of interest.

The block schedule at Clark Magnet increases instructional time and encourages educational efficiency. Teaching and learning across content areas and a project-based focus helps to create connections where students see the relevance of education for their future. The diversity of Clark Magnet High School students provides a rich and meaningful education preparing them for similar diversities they will find in college and in the "real world." The school's dress standard sets the tone for a businesslike working environment and prepares students for the working domain. The school's culture fosters respect for people, equipment, and the physical facilities that are free from damage, graffiti, or rubbish.

Clark, with its unique curriculum and safe, clean environment, attracts students with a wide range of abilities from all backgrounds. It is not an "elitist" or "gifted" magnet school in admission requirements. It offers the advantages of a small, specialized learning environment supported by the business, educational and technical resources of a sizable suburban community. Students who graduate from Clark possess the knowledge and skills necessary to pursue their academic and career goals, compete successfully in the world market, and to be creative, critical and analytical lifelong learner, as stated in school's Mission Statement. On the California Academic Performance Index, a metric that evaluates school performance on a range from 200 to 1000, Clark's 2005 API score is 861 due to the students' outstanding academic performance. In 2004, Clark was chosen, by the International Center for Leadership in Education, the Council of State Chief School Officers, and the California Department of Education, as one of America's thirty most successful high schools. Clark currently participates as a national model site for the Successful Practices Network of the International Center for Leadership in Education

PART IV, No. 1 Assessment Results
THE CALIFORNIA HIGH SCHOOL EXIT EXAM

In the State of California since 2002, the indicator of Adequate Yearly Progress for purposes of the No Child Left Behind legislation is the California High School Exit Exam or CAHSEE. The primary purpose of this exam is to significantly improve achievement in public high schools and to ensure that pupils who graduate from public high schools have grade level competency in reading, writing,, and mathematics. The web site describing the CAHSEE is at http://www.cde.ca.gov/ta/tg/hs/overview.asp.

ADEQUATE YEARLY PROGRESS (AYP) – Clark Magnet High School
School As a Whole

In the three school years for which AYP data is available, the percent of Clark students performing at or above grade level (Proficient or Above) on the English part of the CAHSEE has increased from 81% in 2003 to 87% in 2005. This increase reflects the staff's focus on increasing literacy skills for all students during that time period. All subject content teachers emphasized reading and writing assignments during this time period. Students in need of particular help were directed to the Literacy for Success classes where remedial help was given. The continuing success of the school as a whole on the ELA tests is especially impressive since 15% of the students speak only English at home.

Mathematics test results during the same period improved from 82% to 87% of Clark's students at Proficient or Above. Intervention was directed to the students most at risk of not passing this portion of the test and math teachers collaborated on providing test prep intervention where necessary.

White (Not of Hispanic Origin) Subgroup

This group is a somewhat misleading indicator since the majority of the subgroup are actually recent immigrants from the Middle East or South Asia who primarily speak Armenian, Persian, Arabic and various languages from India in their homes. Nonetheless, this subgroup has shown steady growth in AYP scores since the subgroup went from 79% Proficient or Above in 2003 to 85% in 2005.

On the Mathematics portion of the CAHSEE, this subgroup increased its math scores from 77% in 2003 to 87% Proficient or Above in 2005 which represents slightly better performance than the school as a whole in the same time period.

Socio-Economically Disadvantaged Subgroup

This group, which is defined by eligibility for the free/reduced lunch program, has also shown growth from 79% in 2003 to 80% Proficient or Above in 2005. There is still a slight lag in proficiency between this group and the school as a whole but it has been closing due to identification of at risk students and the use of remediation where necessary.

Mathematics scores for this subgroup improved from 75% to 84% Proficient or Above during the time period of 2003 through 2005. The performance of these students is outstanding but efforts continue to be made to reach the 16% of students in this subgroup who need some math remediation in order to be successful in Algebra and Geometry.

English Learner Subgroup

In the 2002-03 school year, when this was a reportable subgroup, 73% of English Learners scored at Proficient or Above on the ELA part of the CAHSEE while 74% of this group did so on the math portion of the test. This constituted an 8% gap on ELA and math scores with the school as a whole.

PART IV, No. 2: Using Assessment Results.

Staff development time is allocated at the start of each school year for analysis of student achievement data and for staff input to the annual revision of the School Plan. Teachers in each subject content area draft summaries of student performance strengths and weaknesses, after analyzing the data. The District's Assessment and Testing department provides each school site with test data presented in a variety of formats. Recommendations are made for appropriate interventions and adjustment of classroom lesson sequences

Clark Magnet H.S. teachers use a variety of assessment strategies to continuously evaluate student learning. Methods range from traditional standards-based, textbook-company produced exams to teacher-designed performance assessments. Assessments are designed to help students to master state standards and school-wide Expected School-wide Learning Results. All Clark teachers are well versed on state standards in their subject disciplines. As new state tests such as the California High School Exit Exam (CAHSEE) and Standardized Testing and Reporting (STAR) tests have been introduced, the District's Assessment and Evaluation department have explained the intricacies of these state tests and deciphered the means of calculating the Academic Performance Index (API) and Adequate Yearly Progress scores.

Most assessment, however, occurs in the academic classroom on an on-going basis. Math teachers have access to multiple choice and free response exams in their instructional materials. English assessments include literary response essays and district-generated benchmark exams. Clark's school-wide focus on project based learning fosters alternative assessments including portfolios and oral presentations. Writing Benchmark exams are read and evaluated collaboratively by the entire English department on a release day. This improves instruction and articulation across grade levels. The entire Clark staff meets annually to read all of the Senior Project research papers. This process helps all teachers to evaluate student understanding of subject content as well as progress in literacy skills.

PART IV, No. 3: Communicating Assessment Results

Since opening its doors in 1998, Clark has communicated in a variety of ways with its stakeholder groups. Along with Clark staff, parents and members of the business community have participated in the annual meetings that reevaluate the school's performance and vision. Parents and community members have been included in discussions of student data, the development of Expected School-wide Learning Results, and in the WASC accreditation process. Insights obtained at these meetings are included in the annual consolidated School Plan. This is then submitted to the Board of Education for inclusion in the District's Local Educational Agency Plan.

The School Accountability Report Card is updated annually and is posted on the District web site at www.gusd.net. Families for whom English is not the primary language are aided by the translation of school communications into the three most common languages spoken by Clark students: Armenian, Korean, and Spanish. The large number of students who speak the Armenian, Korean and Spanish languages are supported by the Clark teachers and other staff members who can communicate with parents in their native languages. Student performance data is presented at Parent Teacher Student Association meetings. English Language Advisory Committee meetings are also held for parents of English learners where presentations and discussions are shared with translation regarding school programs, progress and outcomes. The

Glendale Unified School District Office of Public Information sends press releases about school performance to the local newspapers, such as the Glendale *News Press*. The District's Assessment and Evaluation department supplies data notebooks containing disaggregated data analysis to each school site. This department has also sent representatives to school site meetings for the purpose of explaining test methodologies and the interpretation of results.

PART IV, No. 4: Sharing Success

Clark Magnet High School's innovative educational programs and state-of-the-art technology infrastructure have made it a popular destination for visiting educators. Clark's principal and teachers have shared the school's programs through a number of state and national conferences and publications that focused on high school reform. The Los Angeles County Technology Assistance Program office used Clark as a demonstration site for schools submitting applications for the California Digital High School Grant Program. With business partnerships including a number of computer hardware and software vendors, Clark has served as a beta test site and demonstration site for new educational technology products. One of these partnerships included Clark receiving the Compaq Honor Roll School award for use of technology in education

In 2003 Clark was named one of America's Thirty Most Successful High Schools by the International Center for Leadership in Education, the Council of Chief State School Officers and the California Department of Education. Since 2004, Clark is now a Reference Site for the Successful Practices Network of the International Center for Leadership in Education. This membership has thus far included presentations at a national conference as well as interviews published in the Center's publications. Since receiving California's Distinguished School and Exemplary Career Technical Education awards in 2005 Clark continues to welcome many visitors from school districts throughout the State of California, as well as graduate students in doctoral and master's programs from local universities. Clark is currently working with researchers at California's Sonoma State University who are developing the State's new plan for high school education.

PART V, No. 1: Curriculum

Clark's graduation requirements are set by the Glendale Unified School District but have been implemented at Clark in a unique way that reflects high expectations for all students. Four years of English are required for all students and all English courses are based on State standards. All GUSD students must take algebra and geometry to graduate. At Clark, most students go beyond that requirement to at least take second year algebra and many take the Math Analysis (pre-calculus) and AP Calculus courses. Most Clark students take at least two years of college prep science, including a conceptual physics class in 9^{th} grade. This is followed by 10^{th} grade Biology, 11^{th} grade Chemistry, and often by a 12^{th} grade AP science class.

Three years of social science are required of all students. The 10^{th} grade world history/geography course is combined with 10^{th} grade English into a humanities course. In 11^{th} grade, students take one year of U.S. history. One semester each of economics and government are required of all seniors. Spanish is the language other than English taught at Clark and students take at least two years of it, with many of them going on to third and fourth year Spanish. Students can satisfy one year of visual arts credit by taking a course in art, design,

digital photography, cinematography and animation classes. Honors and advanced placement courses are available to all students and a large percentage of students attempt them..

Clark's curriculum is designed to provide every student with the preparation necessary to succeed in college and in future careers. In the 9th grade, Clark students take three courses as a foundation for advanced study. These classes are Conceptual Physics, College and Career Prep**,** and Technology Literacy. The Conceptual Physics course serves as a foundation course for future study in other physical science classes. Students are able to learn the concepts of physics without having to wait to take a class requiring higher mathematics skills such as trigonometry. The College and Career Prep course helps students to plan their course of study in high school and beyond. Students explore career fields as well as institutions of higher education where they can pursue college majors in their chosen field. Students in Technology Literacy rotate between four different quarter-long short courses taught by four different teachers. The sequence introduces students to the following skills: (1.) Computer business applications such as Microsoft Word, Excel and PowerPoint: (2.) Internet history and usage. (3) "Media Appreciation" and computer graphic design. (4.) Introduction to electronics and computer hardware. .

Clark's students follow one of four curricular strands: (including business applications and computer programming), Digital Arts, and Technology Systems (computer repair and networking) The following is a description of each of these curricular strands:

Science/Engineering Strand: This strand emphasizes in-depth non-biological sciences and their related regular and AP courses in math physics, chemistry, robotics and engineering.

Technology Applications Strand**:** This sequence emphasizes technology use such as computerized business applications, computer programming, AP Computer Science, computer-assisted design (CAD), entrepreneurship and eCommerce.

Digital Arts Strand: This strand equips those who plan a career in animation, graphic design, and web design with the skills needed to obtain entry-level positions, and or placement in career development programs at the community college and four year university level.

Technology Systems Strand: This hardware-oriented strand includes study in computer hardware, programming, network infrastructure, including microcomputer operating systems, maintenance and support, computer repair, computer science, technical report writing, computer network administration, electronics, and applied physics.

PART V, No. 2b: Secondary School English

Clark's English department provides a variety of learning experiences for students at all ability levels through implementation of the standards. English students maintain journals or so-called "commonplace books" which help to develop "voice" in writing. Free reading books are encouraged for all students as a way to increase student reading ability. For those students in need of additional help in the area of reading, a special Literacy for Success class has been established. Using a variety of innovative techniques, including reciprocal teaching and the Accelerated Reader book collections and software, this class is designed to help both English language learners as well as native speakers of English who need help in the area of literacy enhancement.

Selection of instructional materials comes from the District's subject area Curriculum Study Committees as well as from the English department at Clark. The English department may approve a new text on an experimental basis when student need, interest, and curricular standards suggest the use of these books. In the area of English and Language Arts, the Glendale Unified School District has worked diligently to align state standards to the local school curricula. Clark has the additional benefit of employing a teaching staff with prior experience in elementary schools and middle schools. These teachers bring extensive experience in teaching reading and project based learning. This experience helps fill in the educational gaps for our second language students. Other staff members bring years of experience in high schools teaching American, British and world literature as well as critical thinking. This teaching staff has a clear understanding of the interdependency of all levels of schools in insuring student success in reading and writing. Reading lists, including a state-mandated push for a greater emphasis on non-fiction titles, have been standardized throughout the District's secondary schools.

PART V, No. 3: ART (One other curriculum area of the school's choice)

The mission of Clark Magnet High School is to provide ethnically diverse students with the knowledge and skills necessary to succeed in a highly competitive technological world. The Digital Arts curriculum has supported this mission statement and is one of Clark's most successful curricular strands. The thematic, interdisciplinary, career-oriented instructional program at Clark grew out of a collaboration of stakeholders in the City of Glendale including Walt Disney Studios and Dreamworks. Instructors have been hired who are highly qualified in teaching technology and digital arts including several staff members who have prior work experience in related industries. Clark offers a number of ROP funded courses in technology and digital arts, and has hosted after school ROP courses in animation and multimedia that have been open to students from throughout the Glendale community. Clark's digital arts classes have also been supported by excellence in traditional art and design courses that take students from the introductory level through Advanced Placement Studio Art..

Since the school opened in 1998, the popularity of digital arts and multimedia courses has steadily increased. An example of this is the growth in multiple-year sequences in digital photography, cinematography, animation, and design classes. Many students from underrepresented groups including Hispanic students, female students, as well as the socio-economically-disadvantaged subgroup have particularly found these courses appealing. The artists within the Clark student body enter and win contests at a significantly higher proportion than students from schools in the surrounding area, an indicator that the students' work does meet and exceed California's academic standards. Those who take the AP Studio Art exam mostly earn fours and fives. In addition, students have won significant scholarships to the Art Center College of Design, the California Summer School of the Arts, the California Institute of the Arts, and the Ryman Foundation for the Arts.

PART V, No. 4: Instructional Methods

All of the Clark staff members take an active role focusing on successful student learning. Teachers use a variety of instructional strategies to help all students to develop thinking, reasoning, and problem solving abilities. Literacy is promoted in a number of ways

including the Literacy for Success class. This class is designed to meet the needs of students who have not performed well on the California English Language Arts Standards Test. The class is also ideal for students who have done poorly in English classes in the past or for English Learners who have been recently reclassified as fluent. One strategy utilized by teachers in every content area is Reciprocal Teaching. This is a method for enhancing reading comprehension that can be applied to not only literature, but also to science, history, and even math.

Clark Magnet High School is a school where students learn technology and technology is used as a tool in support of excellent teaching. With an emphasis on project based learning at the school, students engage in creative thinking in social studies, visual arts, and technology classes. The application of math in the Conceptual Physics class helps students to understand why they need to study algebra. In the Technology Literacy classes, students design magazine covers using a variety of technologies and design skills. Problem solving is a regular feature of laboratory science classes where students construct knowledge from experimental evidence. English classes at Clark endeavor to teach critical thinking through expository writing, the study of literary criticism, and the development of discernment in the use of research sources. In some 9th grade English classes, students become proficient at the English standards for writing by producing class projects such as a "tabloid newspaper" with stories based on ancient Greek myths. Spanish language classes hone research and writing skills while producing travel brochures that highlight the historic and cultural attractions of Latin American countries.

PART V, No. 5: Professional Development

When Clark Magnet High School opened in September of 1998, a comprehensive *School Improvement and Professional Staff Development Program Plan* was developed in accordance with the requirements from California's Senate Bill 1882 legislation. Analysis of student performance data has led the staff to a consensus that the two most critical academic needs of Clark students are 1. Improved literacy skills and 2. Improved problem solving skills for students scoring below the proficient level in math standardized tests. Because the staff decided to focus first on literacy skills, staff development days have included Reciprocal Teaching techniques and the teaching of reading in subject content areas. This effort has been rewarded by a steady increase in the number of students scoring in the Proficient range on the California English Language Arts Standards Test.

At the time the school opened in 1998, precedent was established for professional development training focused on improvement of instruction and technology in the classroom. The charter staff attended a weeklong "Technology Boot Camp" taught by an outside consultant to familiarize all teachers with classroom use of the Microsoft *Office* software. Subsequent staff development seminars included web page design for facilitating communication between teachers, students, and parents. Most recently there was a staff development day that featured two Clark teachers instructing the faculty in the use of video editing software and Adobe Photoshop software for use in classroom assignments or presentations.

Teachers are carefully selected on the basis of subject content knowledge that meets the No Child Left Behind guidelines for highly qualified teachers. The District supports teachers new to the profession with support from the Beginning Teachers Support A office in the Professional Development department. Consulting Teachers are provided as mentors for new

teachers, and Clark's English, math, science and social science teachers receive support from "curriculum coaches" who help them develop more effective lessons in their content area.

Clark Magnet High School
No Child Left Behind—Blue Ribbon School
AYP Progress: 2002-2005
Based on California High School Exit Exam, Grade 10
TABLE 1

PART VII, No. 1
ENGLISH/LANGUAGE ARTS

School wide Scores	**2004-05**	**2003-04**	**2002-03**
% Proficient or Above *	87 %	86%	81%
Number of Students Tested	274	277	297
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Significant Subgroup Scores			
1. White (not of Hispanic Origin)			
% Proficient or Above *	85%	82%	79%
Number of Students Tested	212	196	210
2. Socio-Economically Disadvantaged			
% Proficient or Above *	80%	77%	77%
Number of Students Tested	102	110	131
3. English Learners			
% Proficient or Above *	76%**	82%**	73%
Number of Students Tested	34**	43**	33

NOTES:

- Data supplied by the State of California is presented as "Proficient or Above." This designation means that the students are performing at or above grade level on the exams. Note that according to the California State Department of Education, the percentage scoring at or above the proficient level ranks the school at or above the 90th percentile when compared to other schools in the state.

****** Refers to data elements for groups that are not currently statistically significant subgroups for AYP purposes. Due to changing demographics in the school population, the English Learner subgroup dropped off the list of significant subgroups after their percentage in the student body dropped in 2004.

Clark Magnet High School
No Child Left Behind—Blue Ribbon School
AYP Progress: 2002-2005
Based on California High School Exit Exam, Grade 10
TABLE 2

PART VII, No. 2
MATHEMATICS

School wide Scores	**2004-05 ****	**2003-04**	**2002-03**
% Proficient or Above *	87%	89%	82%
Number of Students Tested	274	275	291
Percent of Total Students Tested	100%	99%	97.9%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Significant Subgroup Scores			
1. White (not of Hispanic Origin)			
% Proficient or Above *	87%	88%	77%
Number of Students Tested	212	194	207
2. Socio-Economically Disadvantaged			
% Proficient or Above *	84.3%	83%	75%
Number of Students Tested	102	108	120
3. English Learners			
% Proficient or Above *	76%**	82%**	74%
Number of Students Tested	34	42	33

NOTES:

- Data supplied by the State of California is presented as "Proficient or Above." This designation means that the students are performing at or above grade level on the exams. Note that according to the California State Department of Education, the percentage scoring at or above the proficient level ranks the school at or above the 90th percentile when compared to other schools in the state.

****** Refers to data elements for groups that are not currently statistically significant subgroups for AYP purposes. Due to changing demographics in the school population, the English Learner subgroup dropped off the list of significant subgroups after their percentage in the student body dropped in 2004.