

*U.S. Department of Education*  
**2012 National Blue Ribbon Schools Program**  
*A Public School - 12CA11*

School Type (Public Schools):                                                          
(Check all that apply, if any)     Charter             Title 1             Magnet             Choice

Name of Principal: Mr. Douglas Dall

Official School Name: Anderson W. Clark Magnet High School

School Mailing Address:     4747 New York Avenue  
                                      La Crescenta, CA 91214-1841

County: Los Angeles             State School Code Number\*: 19645681996131

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

Fax: (818) 957-2954             Web site/URL: http://www.clarkmagnet.net/clarkmagnet/site/default.asp

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Richard Sheehan     Superintendent e-mail: rsheehan@gusd.net

District Name: Glendale Unified     District Phone: (818) 241-3111

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Joylene Wagner

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

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12CA11

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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

12CA11

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 20 Elementary schools (includes K-8)  
 (per district designation): 4 Middle/Junior high schools  
5 High schools  
1 K-12 schools  
30 Total schools in district
2. District per-pupil expenditure: 8381

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 15
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	179	147	326
3	0	0	0		<b>10</b>	137	147	284
4	0	0	0		<b>11</b>	132	134	266
5	0	0	0		<b>12</b>	146	108	254
<b>Total in Applying School:</b>								1130

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
0 % Black or African American  
6 % Hispanic or Latino  
7 % Native Hawaiian or Other Pacific Islander  
84 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2010	1130
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 9%  
Total number of ELL students in the school: 112  
Number of non-English languages represented: 18  
Specify non-English languages:

Arabic, Armenian, Assyrian, Cantonese, Farsi, French, Indonesian, Korean, Mandarin, Pilipino (Tagalog), Russian, Spanish, Taiwanese, Tamil, Thai, Ukranian, Urdu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 49%

Total number of students who qualify: 551

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 14

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

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>18</u>	<u>0</u>
Total number	<u>60</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

37:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	98%	96%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>245</u>
Enrolled in a 4-year college or university	<u>27%</u>
Enrolled in a community college	<u>68%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>5%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Before 2007

Anderson W. Clark Magnet High School is designed for learners who want a challenging and rigorous curriculum to prepare them for advanced education and the highly skilled, technology-oriented jobs of the Twenty-first Century. From the first stages of planning the new school, the Magnet School Planning Task Force, including eighty 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 1992 plan for secondary schools, Second to None, as well as other school reform research. Following a \$15 million renovation project at a former junior high campus, the Anderson W. Clark Magnet High School with Emphasis on Science and Technology opened in September 1998. The Glendale Unified School District reflects the diversity of the City of Glendale. Formerly a largely Anglo and Hispanic suburb of the Los Angeles metropolitan area, twenty years of immigration from the Middle East and Asia has transformed Glendale into a densely populated and multi-ethnic urban community. An interesting distinction of this ethnic mix is the large percentage of the Glendale's immigrants since the 1980's are ethnic Armenians fleeing wars, oppression and natural disasters in the former Soviet Republic of Armenia as well as in such countries as Iran, Iraq, Syria, Jordan, Lebanon, etc.

Clark admits ninth grade students from the Glendale Unified School District's four middle schools as well as students from private schools in the area. These students are randomly selected by lottery and the minimum requirements for admission include a 2.0 grade point average plus the ability to take at least Algebra I in the freshman year. Entering ninth graders are introduced to Clark's unique curriculum through three foundation courses: A College and Career Preparation course, a Conceptual Physics course, and a Technology Literacy course that introduces Clark's students to the school's curricular strands: Science/Mathematics, Technology Applications, Digital Arts, and Technology Systems. Clark's mandatory Senior Project also encourages twelfth grade students to explore potential careers, to engage in service learning opportunities, and to form working relationships with mentors in their chosen fields of interest.

In the years since Clark opened in 1998, the student population has increasingly come from economically disadvantaged, immigrant families, 85% of the students speak a primary language other than English, and nearly 50% are eligible for free or reduced lunch benefits. Despite these facts, the California Academic Performance Index for Clark has steadily increased to a score of 909 for the 2010-11 school year, along with a 100% passing rate on both the English and Math portions of the California High School Exit Exams. The school is remarkably free from ethnic tensions and all students, including English Learners and those with disabilities are integrated into all academic and extracurricular programs. Over the years, Clark has developed a culture of high academic achievement for all students. By taking seven classes per semester, instead of the more typical six class schedule, Clark students have the opportunity to explore a wider variety of courses in their interest areas. Clark has a tradition of successful teams entering the First Robotics competitions, underwater robot competitions, District Scholastic Bowl teams, and in 2011 a grand prize winning team in the nationwide, Toyota/Lexus Eco Challenge. After graduation, Clark's students now attend many of the best colleges, universities, as well as medical and law schools, in California and throughout the nation. By attending Clark, students receive an education that prepares them for higher education in an academically rigorous but relevant learning environment that includes successful implementation of project-based learning and career/technical education as evident from the Mission Statement:

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. Clark graduates will possess the knowledge and skills necessary to pursue their academic and career goals, to compete successfully in the world market, and to be creative, critical, analytic lifelong learners.

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. Since then, Clark received State and Federal awards including California Distinguished School in 2005 and 2009, California Exemplary Career/Technical Education in 2005, and National Blue Ribbon School in 2006. In 2007, Clark received the Steve Allen Excellence in Education Award from the Economic Alliance of the San Fernando Valley. In addition to these awards, Clark has also received the Title I High Achieving School Award each year from 2008 through 2011. With its focus on rigor and relevance, Clark currently serves as a national model school site for excellence in Science, Technology, Engineering, Arts and Mathematics (STEAM).



## 1. Assessment Results:

### Part A

California Education Code (EC) Section 60850(a), enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE). The CAHSEE has two parts: English-language arts (ELA) and mathematics. By law, each part is aligned with California's academic content standards adopted by the State Board of Education (SBE). All students in California public schools must satisfy the CAHSEE requirement, as well as all other state and local graduation requirements, to receive a high school diploma. The primary purpose of the CAHSEE is to: (1) significantly improve student achievement in public high schools and (2) to ensure that students who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. For purposes of calculating the Annual Yearly Progress (AYP) a student must have a passing score of 350 points on each part of the test, but a score of 380 correlates with the Proficient level of achievement desired by the State of California, the Glendale Unified District and the staff and administration of Clark Magnet High School. The Proficient level indicates that a student is achieving grade level work in each of the subject area exams that are a part of the annual California Standards Tests and the CAHSEE exams.

Districts and schools must meet four sets of requirements to make AYP. The requirements reflect minimum statewide performance levels and are the same for all Local Educational Agencies and schools of the same type. The requirements include: (1) ninety-five percent student participation rate on statewide tests, (2) the percentage of students scoring at the proficient or advanced level in ELA and mathematics on statewide tests, (3) Academic Performance Index growth, and (4) graduation rate. In addition to the school as a whole, numerically significant subgroups at a school also must meet participation rate and percent proficient requirements.

### Part B

Since the introduction of the California High School Exit Exam in 2006, 100% of Clark's students have passed both English and math tests before high school graduation, with only one exception. One student failed to pass the English/Language Arts portion of the CAHSEE before finishing high school with a Certificate of Completion instead of a diploma.

During the first years of administering the CAHSEE, reports focused primarily on the number of students passing the exams with a score of 350. This was the basis for meeting the AYP growth targets for the school as a whole and for significant subgroups. As time went by, interest focused on the number of students scoring in the Proficient level which begins with the score of 380. In the 2006-07 school year, 82% of Clark's students taking the CAHSEE tests scored in the Proficient plus Advanced categories on the English test.. Also in 2006-07, 44% of Clark's students scored in the Advanced percentile band. In 2011, the most recent year for which test data is available, these scores had improved so that 95% of Clark's 10<sup>th</sup> grade students scored at the Proficient plus Advanced level in English, with 77% of them actually scoring in the Advanced level.

In the most recent 2010-2011 school year, only one subgroup had a 19% gap with the school as a whole in the English CAHSEE test. In 2011, 77% of the English Language Learner Students scored at Proficient or Advanced on the English CAHSEE, while 46% of them were in the Advanced performance band. Concern about these scores led to a variety of interventions including mandatory tutoring sessions coordinated by the ELD teacher specialist. All 10<sup>th</sup> grade students prepare for the CAHSEE by working on released test questions and improving their English skills. The school's decision to have a school wide

instructional focus on improving student literacy skills is also a product of observations of the needs of English Learners and disadvantaged students. This Free/Reduced Lunch subgroup closed its achievement gap with an increase from 78% Proficient or Advanced in 2007 to 92% in 2011.

On the CAHSEE Math tests, Clark's scores have been consistently high over the years. In the most recent year, 2011, 96% of Clark's students scored in the Proficient or Advanced band, with 63% of them in the Advanced percentile rank. In 2011, 84% of English Learners were Proficient or higher, and 42% of them were Advanced. This gap did concern the staff and tenth grade students struggling with math have been directed to CSF peer tutoring, mandatory group tutoring, and in some cases to a remedial extra math class using ALEKS software to improve their understanding of past and present mathematics standards with which they had difficulties.

In addition to success with the CAHSEE tests, the most important trend in Clark's academic performance can be found in the steady increases in the Academic Performance Index (API) totals. The API is the cornerstone of California's Public Schools Accountability Act of 1999, and it measures the academic performance and growth of schools on a variety of academic measures, including California Standards tests. In the past thirteen years, the achievement gap between "socio-economically disadvantaged" students, and the student body as a whole, has closed significantly. In 2000, the economically disadvantaged subgroup had an API score of 701. The school as a whole had an API of 786, which represented an 85 point gap. In 2011, disadvantaged students had an API of 894, while the school as a whole had an API of 909, which represents a 15 point gap. Efforts continue to close that gap as well.

## **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 content area draft summaries of student performance strengths and weaknesses, after analyzing the data. The district provides each school site with test data presented in a variety of formats. After examining this data, the staff makes recommendations for appropriate interventions. The district's Writing Benchmark exams are read and evaluated collaboratively by the entire English department on a release day to improve 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 evaluate student understanding of subject content as well as progress in literacy skills.

Clark Magnet High School teachers use a variety of assessment strategies to evaluate student learning, and help students to master state standards and the school's Expected School-wide Learning Results. Methods include textbook, traditional standards-based exams, teacher-designed tests, plus common interim assessments developed by faculty departments. These common assessments have been created using Data Director, a software application, that provides classroom teachers with a wide variety of test bank questions and tools for analyzing the performance of students currently in their classrooms. Math teachers have access to multiple choice and free response exams in their standards-based instructional materials. English assessments include literary response essays and district-generated benchmark exams.

One aspect of Clark's academic culture is the fact that a larger percentage of Clark students enroll in advanced placement courses, and college preparatory courses in mathematics and science than is typical in many comprehensive high schools. Nearly all entering ninth grade students take a conceptual physics course with the result that more than three hundred Clark students take the California State Test for Physics compared to thirty or forty students taking the test at the other, much larger high schools of the Glendale district. Clark's students score better than the district and state averages for proficiency on Thesis Tests. In a similar manner, nearly all Clark 11th graders take high school chemistry, whereas many of these students would have probably taken a non-college prep class in earth science at another district high school.

Alternative assessments, including portfolios and oral presentations, are commonly used in conjunction

with Clark's cultural practice of project-based learning. This practice combines collaborative, group work with authentic acquisition of knowledge through applications, career/technical education, and cross-curricular collaboration. From the beginning of the school in 1998, there has been a commitment to provide students with authentic, hands-on, project-based learning opportunities. These authentic learning opportunities reinforce standards-based instruction and assessment across the curriculum. The emphasis on project-based learning, application of knowledge, and service learning opportunities has alternative means of assessment that go beyond the limitations of standardized tests. Clark's commitment to students goes beyond standardized testing. A case in point is Clark's application of the Senior Project concept. Seniors who are not included in the annual standardized tests have the opportunity to continue their academic growth while completing the multi-faceted Senior Project. Using the model presented by the Senior Project Institute in Oregon, Clark has evolved the Senior Project. Rubrics have been adapted to Clark's needs. As part of the Senior Project, students complete a research paper, engage in internships, and produce an oral presentation that describes their learning experiences in the project. Multiple teachers, including those in disciplines other than English, have been trained in the Senior Project process. The end result of these efforts has been many positive, life changing experiences for Clark's students.

Students, parents, and the community are kept informed of student performance through a variety of means including grade reports every five weeks per semester. Grade reporting software makes it possible for teachers to give students, and parents, periodic reports about the student's work progress. Standardized test scores are sent to each individual student after the tabulation of results. Students with low scores then work with counselors to co-create an academic improvement plan and timeline. The district posts information about district-wide test results on its website. On the School Accountability Report Card, Clark presents the school's summarized test performance data to the larger community. Also, summaries of this data are presented at public meetings including the PTSA and the School Site Council. Student performance data has also been reported to the students by means of graphic displays which were designed and produced by students enrolled in Technology Literacy classes. The most notable of these displays was the presentation of the data in the format of a menu or placemat in a diner, using graphics reminiscent of traditional restaurant menus. This project enabled students to learn more about their school while simultaneously learning the tools and techniques of graphic design.

### **3. Sharing Lessons Learned:**

Clark Magnet High School has developed a personalized instructional approach that begins by providing a solid STEM foundation for ninth grade students in conceptual physics, college and career planning and development of technology knowledge and skills that are applied throughout their high school years. Clark Magnet defies the conventional wisdom that poor and minority students cannot achieve at high levels.

Eighty-five percent of the school's students are not native English speakers and nearly fifty percent of them live in poverty. These students achieve through a deliberate and strategic program that features individualized instruction structured around high engagement strategies with a personalized approach to learning.

After four years of work by the Clark staff to improve student literacy skills in every subject content area, Clark in 2007 became part of a District-wide initiative called Focus on Results. This program is aided by the district wide emphasis on common assessments, and the use of Data Director software to analyze data areas for school-wide and individual student improvement. As part of this process, the staff selected the improvement of student literacy skills as a school-wide Instructional Focus. This led to the best practice of teaching academic vocabulary in every Clark course, including both core subjects and elective courses. The implementation included the development of academic "power vocabulary" word lists that were then used to generate test questions that could be given in every subject area. The tests were generated using Data Director software so multiple choice test papers could be printed, questions could be established in a database test bank, and reports including graphs were then generated for each teacher's class periods. Analysis of the results led to decisions about what material needed to be re-taught and which students

were in greatest need of the teacher's interventions.

It is believed that the focus on literacy skills, and the academic vocabulary program have contributed to Clark's success in closing the achievement between economically disadvantaged students and the school as a whole on annual California Standards Tests, as well as a twenty-point increase in Clark's Academic Performance Index between 2010-2011. Building on Clark's success with the academic vocabulary program, the development of academic vocabulary lists and assessments have now spread to a number of other Glendale campuses.

#### **4. Engaging Families and Communities:**

Since Clark transports students from throughout the City of Glendale, and since approximately 50% of Clark students come from economically disadvantaged households, it has been a challenge to get large parent turnout at PTSA meetings. The meetings are held in the evening since most of these parents would find it difficult to attend meetings in the afternoon. Special efforts have been made to have PTSA programs on subjects of interest to parents such as college financial aid or talent show performances by Clark students.

The ELD department has had successful outreach to the families of English learners by scheduling special meetings, with primary language support, in which students do presentations of their class autobiography projects. Other families of English Learners have participated in school and district English Learner Advisory Council (ELAC) meetings. Representatives from PTSA as well as the ELAC groups have served as members of the School Site Council. Parents have assisted with Senior Projects Oral Board's Day by helping with refreshments and by serving as judges for projects. Clark's competitive Robotics Team also benefits from financial support and volunteer help from parents who have skills in such areas as manufacturing and engineering.

Parents and the community are able to visit the school for special events such as the annual Back to School Night and the Clark Expo, which is a unique, Saturday morning variation on the traditional Open House event held at most schools. This event showcases student clubs, academic departments, and unique programs on the Clark campus. The Clark Expo draws a number of families from throughout the community who might be contemplating sending their children to Clark in the 9th grade. Because Clark is a school of choice, the principal, teacher specialist, counselors, classroom teachers, and current students attend a number of informational meetings for prospective students that are held on the Clark campus and at the district's feeder middle schools.

With a large population of students with Middle Eastern ancestry, an effort has been made to invite parents from these cultural groups to participate in all of Clark's activities. The district provides a program, called Parent University, that includes classes with titles such as "Home and School Discipline," "Safety at Home/What Parents Need to Know About Drugs,," and "How to Help Kids Succeed in School Academically and Socially." These classes are held at district offices as well as at school sites located throughout the community.

## 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. All Clark students take at least two years of college prep science, including a conceptual physics class in 9th grade. This is followed by 10th grade Biology, 11th grade Chemistry, and often by a 12th grade AP science class.

Three years of social science are required of all students. The 10th grade world history/geography course is combined with 10th grade English into a humanities course. In 11th 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 most 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 high percentage of students enroll in them. Clark students take two years of physical education focusing on sports and fitness. Through the use of video, photographic analysis, and computerized graphics students' strengths and weaknesses are monitored and improvement is charted. Students are required to take one semester of health including curriculum on human body and development, diet, nutrition, and substance abuse.

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, a 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 usage and web design; (3) "Media Appreciation" and computer graphic design using Adobe Photoshop. (4.) Introduction to electronics, computer hardware and engineering principles.

Clark's students follow one of four curricular strands, although many students combine courses from multiple strands into their academic programs:

- Science/Mathematics Strand: This emphasizes regular and AP courses in math, physics, chemistry, biology and a Marine Science Research course.
- Technology Applications Strand: This includes computerized business applications, computer programming, AP Computer Science, computer-assisted design and drafting (CADD), and entrepreneurship.
- Digital Arts Strand: This prepares students for careers in animation, graphic design, and cinematography. Included are industry-based certification skills needed to obtain entry-level positions, and/or placement in programs at the community college and four year university level.

- Technology Systems Strand: This hardware-oriented strand includes study in electronics, engineering, robotics, CADD, and Geographic Information Systems.

## **2. Reading/English:**

The 9th -12th grade English curriculum targets state standards by using literature to integrate reading, writing and speaking through inter-disciplinary project based learning. History, drama, visual arts, psychology, political science, technology, philosophy and economics are woven into the lesson plans of an English teacher. The 10th grade curriculum is a Humanities approach where collaborative teachers team teach history and English together seamlessly. The school library is used for research-based learning starting in 9th grade, reinforced in 10th and 11th grades so that seniors can confidently research and write their senior project papers. The senior project is a culmination of research and field experience which students prepare and present in front of a panel of judges from the community. In addition, Advanced Placement classes are offered in English Literature, with honors classes offered in 9th-11th.

Grade level English teachers are able to dialogue and plan units together through collaborative prep periods, to create formative and interim assessments, and to share peer observations. In addition, a freshman English class is designated to incorporate students from the Special Education department in the mainstream population. Both the Special Education teacher and the mainstream English teacher work together in planning, implementing and assessing students.

The English Learners (EL) are placed in Reading and Writing classes which are taught as two separate classes with common units. These classes consist of smaller learning environments where teachers can work more closely with individual students. Though these classes are taught with great emphasis on differentiated instruction, the objective is to mainstream these students as soon as possible. The success of the program is reflected in the CAHSEE results of 2010/2011 where each EL contributed to the 100% passing rate.

Clark has a school-wide focus on improving literacy skills, which includes various interventions, differentiated instruction, and staff development to increase reading and writing proficiency. Teachers use the Enterprise version of Accelerated Reader and Star Reading test software, and the library circulates a large collection of AR books. Sheltered Reading and Writing classes have been established for English Learners. A 30 minute Enrichment period is used for individual instruction, peer tutoring and cooperative learning communities. The teacher specialist organizes Language Assessment Teams for those students who have been struggling for longer periods of time. Teachers strive to maintain a Language Arts program that stresses improvement of student learning. Students are encouraged to be involved and productive individuals who become empowered life-long learners.

## **3. Mathematics:**

The Clark Magnet High School curriculum for mathematics is designed to help students meet the following goals:

1. Course sequences are designed with college readiness in mind. Students who complete courses we offer can meet the “a-g” requirements set forth by the University of California and the California State University. In 2010, 63% of Clark’s graduating seniors completed the “a-g” requirements necessary for enrollment in post-secondary education programs including the California State Universities and the University of California campuses.
2. Courses are designed to provide both rigor and relevance, so that students can see the applications of what they are learning in a variety of disciplines in academic, technical and career fields. The student has an opportunity to be both college and career ready.

Clark offers a traditional sequence of courses that will take the student through two years of algebra, geometry (including deductive and inductive reasoning), pre-calculus and calculus. These courses deliver content aligned to the standards adopted by the State of California in each of these areas. Though the content is traditional, Clark teachers make use of available technology to deliver content in novel ways, check for understanding and assess student progress to calibrate instruction. Additionally, Clark offers courses in applied computer programming and statistics, which allow students to explore mathematical concepts in various applied settings.

Clark uses interim assessments, standardized test scores, and teacher-designed measurements as well as a variety of re-teaching strategies to assist students who require remediation. An example of this is our ALEKS lab. ALEKS is a software package that assesses students' skill sets, provides practice and instruction and tailors that practice to the individual student based on their responses to previous problems. Also, Clark's seven period block schedule provides a daily enrichment period where students can have additional time with their teachers to complete assignments, and get questions answered. During this enrichment period, students can also receive peer tutoring from student members of the California Scholarship Federation

#### **4. Additional Curriculum Area:**

Clark's mission to prepare students for the technologically sophisticated careers of the 21st Century is reflected in its Digital Arts program. This has significantly developed over the years from the school's beginning when a collaboration of stakeholders in the City of Glendale, which included representatives from Disney Studios and Dreamworks SKG, designed Clark's academic programs. Clark Magnet is a model school in the national movement to integrate Science, Technology, Engineering, Art, and Mathematics (STEAM) through the digital arts and technology courses.

The highly skilled technology and digital arts faculty includes several staff members who have prior professional work experience in related industries. Clark offers a number of courses funded through the Regional Occupational Program (ROP) including Cinematography, Graphic Design, Digital Photography, Engineering, Marine Science, and Robotics. These courses seamlessly integrate technology with the elements and principles of art. In 9th grade all Clark students are introduced to these programs through the Technology Literacy course. With these foundational skills, students are able to move into the more advanced courses in their curricular strand. They can then synthesize form and function to produce competent, professional projects.

Clark students often work in teams while gaining a variety of the "soft skills" so valued in today's workplace: time management, communication skills, working effectively with others, solving problems creatively, and learning to work well under deadlines. Within the Technology/Arts strands students are learning to think visually both in the ways they learn and the ways they demonstrate their learning. The high tech world demands graphic clarity and Clark's students are well prepared for full participation.

Courses in the Digital Arts include the opportunity for professional certification in their fields; several students in the past two years have earned Apple's professional certification in Final Cut Pro digital editing software. Also, digital arts students continue to win top prizes in competitions in southern California. This past spring, Clark digital artists took all three top prizes, while demonstrating their art and technology skills via Adobe Illustrator, in a contest sponsored by Brand Library. So competent have the Cinematography classes at Clark demonstrated themselves to be that repeatedly they are asked to produce videos to showcase major commitments and successes of both the school district and the wider community. Graduates of the cinematography program go on to film schools to further their professional preparation and one found his feature-length film entry accepted into the Berlin Film Festival.

## **5. Instructional Methods:**

Teachers use a variety of instructional strategies to help all students to develop thinking, reasoning and problem solving abilities. With 85% of Clark's students speaking a primary language other than English, differentiated instruction is used across the curriculum to support English Learners who have access to the full range of core and elective courses taught at the school. The quest to improve instructional methods led Clark's teachers to identify best practices including Smart Boards, cross-curricular lesson design, and graphic organizers. One additional best practice is the use of "Smart Bikes," which are exercise bicycles used by students in PE classes to become physically fit while reviewing core subject content displayed on attached, computer screens.

Because Clark is a magnet school emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM), the school has a culture that favors project-based learning. Using the Rigor and Relevance Framework from Willard Daggett's International Center for Leadership in Education, Clark teachers design lessons that combine higher level critical thinking with application to real world situations. The large number of Career Technical Classes (CTE) that are integrated into Clark's master schedule of courses exemplify the tangible benefits students are receiving as they undertake collaborative learning projects that include the application of cross-disciplinary, core academic standards.

In 2007, Clark became part of a District-wide initiative called Focus on Results (FOR). One of the features of FOR has been the opportunity for the Clark staff to visit classrooms both at Clark and at other district schools for "walkthroughs." This led to the best practice of teaching academic vocabulary in every Clark course, including both core subjects and elective courses. The implementation included the development of academic "power vocabulary" word lists that were then used to generate test questions that could be given in every subject area. Analysis of the results using Data Director software led to decisions about material that needed to be re-taught. As a result of the school's Instructional Focus on improving literacy skills, from 2006 to 2008, the achievement gap between 9th grade members of the Socio-Economically Disadvantaged subgroup and the 9th grade class as a whole, was decreased from 10% to 1% with 84% of Clark 9th graders scoring at Proficient or Advanced on the ELA CST and 83% of 9th graders from the SED subgroup scoring in the Proficient or Advanced performance bands on this test.

## **6. 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 State legislation. Clark has developed a culture that intensively and willingly uses data to improve student performance and to modify lesson and unit planning. The first professional development meeting of the school year takes place every year on the day before school starts. Staff members analyze student data in small groups and this analysis provides the basis of accreditation reports and the comprehensive School Plan.

In the school's early years, professional development featured "technology boot camps" that enabled every teacher to learn computer software applications that they could use in their classrooms. Since then, there have been staff development days devoted to Data Director software for use in generating common interim assessments and analyzing student progress on mastering State standards. Since the earliest days, Clark's area of critical academic need has involved reading comprehension, academic vocabulary, and writing skills. After regularly analyzing student data, the staff has chosen the improvement of literacy as the school-wide instructional focus. A variety of professional development training meetings have been held on topics related to literacy. These have included the technique of Reciprocal Teaching, which is used in classes such as the 10th grade Humanities courses. District trainers and outside consultants have conducted sessions on improving the reading of textbooks, and techniques for helping students with limited English proficiency. Clark staff members identified academic vocabulary words that appear in the released questions from standardized tests in all subject areas. These "Power Word" lists then became the catalyst for an academic vocabulary professional development program in which teachers in all subject areas created academic vocabulary tests, devised lessons to promote the understanding of these words,



and used the results of the assessments to make decisions about subject matter that needed re-teaching.

Since Clark has been a part of the district-wide program, Focus on Results, the Instructional Leadership Team (ILT) of the school has taken an active role in planning professional development activities. Members of the ILT are periodically released to attend district-wide training meetings and to do walkthroughs to observe teaching and problems of practice at secondary schools throughout the district. Internal walkthroughs are also held periodically for interested faculty members who would like to observe best practices in the classrooms of their teaching colleagues.

## **7. School Leadership:**

Clark Magnet High School has had a clearly articulated vision since its design and inception in 1998. As a specialized “magnet” high school with emphasis on science and technology, the school has regularly re-examined the implementation of the vision through meetings with representatives of all stakeholder groups. Since the principal has been at Clark beginning with the construction of the school, he has guided the development and implementation of the Clark vision throughout the school’s existence. The school’s administrators and governing board have supported the school’s vision by providing opportunities for targeted professional development, common preparation periods and any materials, technology or equipment necessary to meet student needs.

The School Site Council has members representing all stakeholder groups. Parent members of the SSC include PTSA officers and members of the school and district level English Learner Advisory Committees. Teachers and administrators are represented along with classified staff members. The SSC oversees expenditures related to categorical funds such as Title I as well as State grant funds.

The school’s instructional focus, which emphasizes the improvement of student literacy skills, is implemented by a multi-disciplinary Instructional Leadership Team (ILT) that meets regularly. The ILT members attend training and planning meetings that are held at District headquarters as part of a district program called Focus on Results. At these meetings, ILT members plan professional development activities that help the entire Clark staff to improve teaching techniques to better serve the needs of Clark’s students.

All courses have district-approved course descriptions. Course descriptions in core academic subject areas have been adapted by district Curriculum Study Committees (CSC) to reflect State standards frameworks. The subject area CSCs also make decisions regarding textbook adoptions in accordance with district and state policies. In addition, the process has begun to rewrite Career Technical Education elective course descriptions while incorporating CTE standards.

A single consolidated school plan is produced every year with input from teachers, administrators, and members of the School Site Council. This annual plan contains goals, recommended interventions, and a summary of the student data performance from various standardized tests in the previous school year. This body of data then supports the list of recommended expenditures for equipment, supplies, extra-hourly work, and other costs associated with meeting the stated goals for improving student achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: California High School Exit Exam

Edition/Publication Year: published 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	96	90	90	91	93
Advanced	63	43	45	46	51
Number of students tested	292	287	287	274	277
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	96	90	89	91	92
Advanced	55	39	37	42	44
Number of students tested	136	151	130	119	133
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	81	90	90	82	93
Advanced	50	71	35	36	62
Number of students tested	15	21	20	11	12
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	6	9	2
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	84	65	77	79	91
Advanced	42	21	20	10	36
Number of students tested	25	38	29	31	41
<b>6.</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: California High School Exit Exam

Edition/Publication Year: published 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	95	85	82	90	82
Advanced	77	58	51	25	44
Number of students tested	292	288	287	275	277
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	92	82	77	85	78
Advanced	68	49	40	25	34
Number of students tested	136	152	130	120	133
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	87	90	80	100	100
Advanced	75	71	60	27	38
Number of students tested	16	21	20	11	12
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	4	3	6	9	2
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	77	65	60	79	69
Advanced	46	21	27	10	22
Number of students tested	54	38	30	31	41
<b>6.</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: California High School Exit Exam

Edition/Publication Year: published 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: California High School Exit Exam

Edition/Publication Year: published 2007-2009 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: California High School Exit Exam

Edition/Publication Year: published 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: California High School Exit Exam

Edition/Publication Year: published 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	96	90	90	91	93
Advanced	63	43	45	46	51
Number of students tested	292	287	287	274	277
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	96	90	89	91	92
Advanced	55	39	37	42	44
Number of students tested	136	151	130	119	133
<b>2. African American Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested	0	1	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced	81	90	90	82	93
Advanced	50	71	35	36	62
Number of students tested	15	21	20	11	12
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested	4	4	6	9	2
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced	84	65	77	79	91
Advanced	42	21	20	10	36
Number of students tested	25	38	29	31	41
<b>6. White</b>					
Proficient Plus Advanced	97	83	89	91	93
Advanced	63	54	46	43	49
Number of students tested	246	241	242	231	228
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11



# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	95	85	82	90	82
Advanced	77	58	51	25	44
Number of students tested	292	288	287	275	277
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	92	82	77	85	78
Advanced	68	49	40	25	34
Number of students tested	136	152	130	120	133
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	0	1	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	87	90	80	100	100
Advanced	75	71	60	27	38
Number of students tested	16	21	20	11	12
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	4	3	6	9	2
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	77	65	60	79	69
Advanced	46	21	27	10	22
Number of students tested	54	38	30	31	41
<b>6.</b>					
Proficient plus Advanced	96	83	81	88	80
Advanced	76	54	49	25	42
Number of students tested	244	242	242	232	228
<b>NOTES:</b>					
Clark is a California high school and data is presented for the 10th grade which is the year in which the California High School Exit Exam is given. There is no data for grades 9 or 11.					

12CA11