



ANDERSON W. CLARK MAGNET HIGH SCHOOL

4747 New York Ave., La Crescenta, CA 91214 • (818) 248-8324 • Ninth through Twelfth Grade
Douglas Dall, Principal • Dr. Joan Shoff, Assistant Principal
www.glendale.k12.ca.us

2003-2004 School Accountability Report Card

Tenets

- A small, caring school environment maximizes interaction among students, teachers, staff, and parents.
- A school of choice, the dress standard, the dedication and bonding of staff and students, and high expectation of all, promote school pride.
- The cultural diversity of the student and staff population augments and enhances the learning of all members.
- Infusion of technology enhances instruction across the curriculum.
- Collaborative instructional strategies promote successful collaborative workers and learners.
- Unique curriculum strategies such as interdisciplinary instruction, project-based learning, physics in the ninth grade, and technology literacy, results in state-of-the-art learning.
- Block scheduling and the tutorial enrichment format increase student understanding and the application of time management skills.
- Participation in the variety of academic teaching strategies will create or encourage Clark students to be life-long learners.
- Involvement in the School-to-Career program promotes development of job skills for the 21st Century in market-ready students.

Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The Clark Magnet campus serves over 1,064 ninth through twelfth grades students from throughout the city of Glendale. Operating on a traditional calendar system, the school provides educational programs that are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Mission Statement

The mission of Clark Magnet is to provide ethnically diverse students with the knowledge and skills necessary to succeed in a highly competitive technological world. Clark Magnet 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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.1
American Indian	0.0
Asian	14.7
Caucasian	73.0
Filipino	5.1
Hispanic	7.0
Pacific Islander	0.1
Other	0.0

Discipline & Climate for Learning

Students at Clark Magnet are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Clark Magnet's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, school assemblies, and individual student handbooks.

Suspensions & Expulsions						
	Clark Magnet High			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	101	137	10	3425	5489	4903
Suspension (%)	9.59%	13.11%	0.94%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

Building a positive self-image, as well as respect for others, is important to a student's success. Clark supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches students to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, clubs, and programs include: Associated Student Body, Sci-Tech Innovations, California Scholarship Federation, Engineering Club, Chess Club, Young Republicans Club, Christian Club, American Muslim Youth, Debate Club, Dance Club, Driver Training, Drama Club, Science Club, Spanish Club, Music Club, Political Science Club, Key Club, K.A.T.S., Literary Magazine, Intramural Sports Teams, Mock Trial Competition, Web Page Club and Poetry.

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

Academic Support

The District offers assistance and specialized instruction to students with special needs. The District uses research-based programs to provide targeted assistance to students falling below grade level. Intervention programs give students the opportunity to enhance their understanding and mastery of core subject matter.

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2003-2004 school year was 1,064 students.

Regular attendance at Clark Magnet is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2003-2004 school year, the actual attendance rate for all grade levels for Clark Magnet was 97.22%.

Dropout & Graduation Rates

Clark Magnet had two dropouts during the last three years.

Graduation & Dropout Rates			
	01-02	02-03	03-04
Graduates (#)	248	231	
Graduation Rate (%)	98.4%	100.0%	100.0%
Dropouts (#)	0	0	0
Dropout Rate (%)	0.00%	0.00%	0.00%

Class Size

Clark Magnet High School maintained a schoolwide average class size of 31 students and a pupil-to-teacher ratio of 24:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Teaching Load Distribution											
	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	27	28	28	15	3	4	14	30	27	12	6	6
Math	27	29	31	13	4	1	9	14	14	11	12	14
Science	30	27	32	2	7	1	15	8	8	12	17	20
Social Science	32	32	33	1	1	0	8	11	10	22	15	29

School Facilities

Clark Magnet provides a safe, clean environment for students, staff, and volunteers. The campus includes 41 classrooms, an amphitheater, gymnasium, an auditoria, a library, playing fields, and administrative offices. Facilities encompass more than 118,000 square feet of the 12.06-acre site. School facilities are up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of seven custodians (including a lead custodian) ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. At the time of publication in April 2005, 100% of the restrooms were fully functional.

Clark Magnet is a closed campus. All visitors and guest teachers are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Before and after school and during lunch, staff members monitor campus activities and ensure student safety.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional time requirements at Clark Magnet either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Clark Magnet offered 65,465 minutes of instructional time.

For the 2003-2004 school year, Clark Magnet offered 180 days of instruction comprised of 162 regular days, 14 modified days, and 4 minimum days. Minimum and modified days integrated into the Clark Magnet schedule allowed for enhanced staff development activities and student finals.

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Library & Computer Resources

With the recent technological improvements in the school, 42 computers have been installed in the cybrary (library/computer lab) and 387 computers are also available throughout the campus of Clark Magnet. The school's library is stocked with thousands of books that are available for students to check out as well as a large collection of videos and audio tapes, also available for classroom use, that tie into curricular areas of study. Computers in the library are connected to the Internet and to CD-based reference materials so students are able to access resources and information.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	300	314	387
Students per computer	3.5	3.3	2.7
Classrooms connected to Internet	50	50	50

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. The school provides eight computer labs, including two mobile, wireless labs with 30 laptop computers. Each lab is geared to a specific focus, from business applications to computer animation and web page design. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

A variety of resources and information for parents, staff, students and community members can be accessed through Glendale Unified's website at: www.glendale.k12.ca.us, where you can find a link for Clark Magnet High School.

Curriculum Development

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

Advanced Placement Classes

Clark Magnet offers 14 advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2003-2004 school year, Clark Magnet's AP courses had a total course enrollment of 477.

Advanced Placement Classes		
	# Classes	Enrollment
Computer Science	1	27
English	5	126
Foreign Language	3	65
Mathematics	4	85
Science	3	80
Social Science	3	94

Advanced Placement Exam

Advanced Placement Exam						
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of		
	11th	12th		3	4	5
2001-02	244	249	134	65	10	13
2002-03	255	236	142	85	38	10
2003-04	236	247	128	86	24	9

Vocational Education

It is the goal of Clark Magnet that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Academic and Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Clark Magnet offers a variety of career-path related classes. Among the pathways offered are Multimedia Programming and Network Management. A staff member coordinates career exploration, internships, and job shadowing.

During the 2003-2004 school year, Clark Magnet continued to implement academic programs that enrich the growth of career-related learning. The following is a list of the instructional strands available to Clark students:

Math/Science Engineering- This strand emphasizes in-depth non-biological sciences and their related math courses, physics, and engineering.

Technology Systems- Computer hardware, programming, network infrastructure, including microcomputer operating systems, maintenance and support, computer repair, computer science, technical report writing local area network (LAN) administration, electronics, applied physics, and internships.

Computer Applications-Product oriented, emphasized the results of technology use, including computerized business applications, robotics, computer assisted design (CAD) and presentation skills.

Technology Literacy- Requirement for 9th graders. A sampling of the four major strands, including Business Applications, Media applications, Computer Hardware and Technology Careers, and finally, Internet and Web Design.

Digital Arts-For those who plan a career in fields of animation, programming, graphic design, web site design and development and skills needed to obtain entry level positions, and/or placement in career development programs at the community college and university level.

In addition, the following Regional Occupation Program (ROP) courses are available on-campus, in addition to those available to students through the county at various locations:

- Animation
- Digital Electronics
- Photo
- Computer Repair

Speakers from the community, job-shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available for the students, to heighten student awareness of options for education, training, and employment beyond high school.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, Burbank. Grants from this group fund work-related programs at local schools. The goal is to provide students with the skills employers are seeking in their workforce. Using surveys and evaluations, Glendale Unified School District monitors the success of the programs and reports to the Verdugo School-to-Career Advisory board of directors. Through this partnership, Clark Magnet was able to offer a grant program in robotics, and CISCO certification.

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Clark Magnet High School. These assessments measure student progress, as well as the effectiveness of the instructional program. These assessments, which include student performance on state standardized testing, performance on district administered Language Arts tests, and report card grades allow teachers to determine which students are meeting or exceeding the district's grade level standards.

SAT-1

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

SAT I Test Results					
	Grade 12 Enrollment	%Seniors Tested	Average Verbal	Average Math	Average Total
Clark Magnet High					
2001-02	249	65.1%	517	583	1,100
2002-03	236	68.2%	513	572	1,085
2003-04	247	59.9%	506	573	1,079
Glendale Unified					
2001-02	2,538	39.8%	493	547	1,040
2002-03	2,635	39.8%	497	546	1,043
2003-04	2,622	40.8%	494	548	1,042
California					
2001-02	365,907	37.3%	490	516	1,006
2002-03	385,181	36.7%	494	518	1,012
2003-04	395,194	35.2%	496	519	1,015

CAT/6

The CAT/6 is a norm referenced test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. CAT/6 results are available at the end of this report.

California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. API results are available at the end of this report.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

Physical Fitness

In the spring of each year, Clark Magnet High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
9th Grade	
Clark Magnet High	
School Overall	38.3%
School (Boys)	32.6%
School (Girls)	47.4%
Glendale Unified	
GUSD Overall	28.6%
GUSD (Boys)	28.0%
GUSD (Girls)	29.2%
California	
State Overall	26.3%
State (Boys)	27.2%
State (Girls)	25.3%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Clark Magnet High School had 41 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	36	41	41
Emergency Credentials	8	3	2
Interns	0	2	2
Waivers	2	1	1
Total Teachers	44	45	45
Average Years Teaching	12.6	13.4	16.2
Average Years in District	10.2	11.1	13.7
Working Outside Subject	0	0	6
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning

- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor’s degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute’s first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale’s schools.

Counseling & Support Staff

It is the goal of Clark Magnet High School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	2
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	1	1

The district offers a variety of programs, training, activities, and services to provide for students’ emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state’s Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

School Leadership

Leadership at Clark Magnet is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The School Leadership Committee, comprised of the principal, assistant principal, teachers, parents, students, and other school community representative, meets quarterly to address schoolwide issues and communicate regarding matters of educational programs and operations.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with district goals.

- School Site Council
- School Leadership Committee
- Staff Development Committee
- School Safety Committee
- Parent Teacher Student Association
- ELAC (English Language Acquisition Committee)

The School Site Council, consisting of school staff and parents, is a major governing body that meets quarterly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Contact Information

Parents who wish to participate in Clark Magnet's leadership teams, school committees, school activities, or become volunteers may contact Douglas Dall, Principal, at (818) 248-8324.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

Since it does not receive Title I federal funding, Clark Magnet High School is not affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Clark Magnet High has met all AYP criteria; therefore, it has not been identified for program improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 30.1% of core academic classes at Clark Magnet High School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 96.9% of core academic classes at Clark Magnet High School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Clark Magnet High	GUSD
Doctorate	2.2%	1.1%
Master's Degree +30*	60.0%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	28.9%	41.5%
Bachelor's Degree	8.9%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%
*Indicates additional hours above and beyond degree.		

Individualized Instruction

Glendale Unified School District's emphasis is on a well balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Clark Magnet High School is able to offer programs to meet the individual needs of its students.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility. While Clark Magnet receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

English Language Learners

For English-learning students, tiered English Language Development (ELD) courses are offered to meet students' various levels of English acquisition. The school monitors student progress so students may be redesignated as their English mastery improves.

GATE

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms.

Special Education

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

CAHSEE

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all three components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the three portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test again. Administration of the test initiated in the 2001-2002 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card. Clark Magnet offers a support class to prepare students to take the CAHSEE.

Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Clark Magnet High School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on improving math skills for lower achieving students, and literacy across the curricula.

Clark Magnet High School's staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Clark Magnet High School further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

Safe School Plan

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2004 and reviewed with school staff at the beginning of the 2003-2004 school year. A copy of the plan is available to the public at the district office.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified \$6,639	All Unified School Districts \$6,987	All Districts \$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading									Math								
	9 03	9 04	9 05	10 03	10 04	10 05	11 03	11 04	11 05	9 03	9 04	8 05	10 03	10 04	10 05	11 03	11 04	11 05
All Students																		
Clark Magnet High	80	83		78	82		75	78		85	89		91	89		85	89	
GUSD	63	62		64	65		57	62		67	70		74	75		62	69	
California	50	48		49	49		47	47		46	46		51	52		46	46	
Subgroups																		
Gender																		
Females	88	89		80	82		72	74		81	87		87	82		78	83	
Males	76	80		77	82		77	80		88	91		94	93		90	94	
Socioeconomic Status																		
Non SED	90	89		85	90		77	83		90	92		94	90		90	91	
SED^	64	75		67	69		72	68		78	84		86	87		71	86	
Language Fluency																		
English Learners	48	44		30	41		29	38		61	83		91	72		43	79	
Non English Learners	91	90		85	90		78	82		93	90		91	92		87	90	
Special Programs																		
ESEA Title 1 Targeted																		
Indian Education																		
Migrant Education																		
Special Education	*	*		*	*		*	*		*	*		*	*		*	*	
Title 1																		
Ethnicity																		
African American	*			*	*					*			*	*				
American Indian																		
Asian	94	93		86	100		84	89		98	97		98	95		96	97	
Caucasian	73	81		74	78		74	73		81	89		90	88		85	88	
Filipino	100	87		100	86		75	100		100	88		93	100		92	100	
Hispanic or Latino	93	87		*	83		57	92		81	83		*	83		43	75	
Pacific Islander	*			*						*			*					

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Clark Magnet High

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Ninth Grade															
All Students	60	69	71		*										
Females	66	72	75												
Males	55	68	68		*										
English Learners	10	29	40												
Non English Learners	70	82	75		*										
R-FEP†	63	77	73		*										
SED^	43	52	60												
Non SED	69	80	77		*										
Special Education		*	*												
African American	**	*													
Asian	75	92	81												
Caucasian	53	61	68		*										
Filipino	80	86	81												
Hispanic or Latino	82	70	71												
Pacific Islander	**	*													
Tenth Grade															
All Students	62	62	67	91	91	80				33	47	49			
Females	63	59	75	**	*	*				24	32	40			
Males	61	64	63	**	*	76				39	59	55			
English Learners	15	12	18								15	20			
Non English Learners	67	70	77	**	91	80				59	53	55			
R-FEP†	60	62	68	**	*	*				30	43	47			
SED^	41	47	53		*	*				27	32	32			
Non SED	69	72	76		*	80					57	59			
Special Education		*	*								*	*			
African American		*	*								*	*			
Asian	79	73	84	**	*	*				43	57	70			
Caucasian	57	56	62	**	*	82				32	43	44			
Filipino	92	100	86		*	*				42	57	64			
Hispanic or Latino	50	*	74							13	*	48			
Pacific Islander		*									*				
Eleventh Grade															
All Students	61	63	58	59	67	60							46	54	58
Females	58	61	57	45	63	53							31	43	49
Males	63	64	59	68	69	65							58	61	65
English Learners		0	29		*	*								7	33
Non English Learners	62	67	61	**	68	59							71	56	61
R-FEP†	55	63	56	61	74	53							37	48	54
SED^	48	47	42	50	76	45							35	46	40
Non SED	63	69	67		65	64								56	68
Special Education		*	*		*									*	*
Asian	77	76	78	70	73	85							53	69	83
Caucasian	53	61	52	56	64	50							40	52	52
Filipino	45	83	83	**	*	*							55	58	67
Hispanic or Latino	79	36	58	**	*	*							68	14	67

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results

Base		Growth					
All Students	2001	2002	2003		2002	2003	2004
Percent Tested	100	100	100	Percent Tested	100	100	100
API Score	791	796	831	API Growth Score	779	809	841
Growth Target	1	1	A	Actual Growth	-12	13	10
Statewide Rank	10	10	10	Eligible for Awards	No	Yes	Yes
Similar Schools Rank	7	8	10	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	709	750	790	API Growth Score	714	768	797
Growth Target	1	1	1	Actual Growth	5	18	7
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score	853	852	895	API Growth Score	845	868	901
Growth Target	A	A	A	Actual Growth	-8	16	6
Caucasian							
Base API Score	768	779	813	API Growth Score	758	792	825
Growth Target	1	1	A	Actual Growth	-10	13	12
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

	California High School Exit Examination (CAHSEE)															
	English/Language Arts															
	<u>Clark Magnet High</u>								<u>GUSD</u>							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		11.2%		11.2%		95%		95%		11.2%		11.2%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	98	Yes	100	Yes	80.9	Yes	85.9	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	97	*	100	Yes	74.5	*	72.6	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	99	Yes	100	Yes	76.7	Yes	77.2	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	97.6			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	*	*	*	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	100	*	100	*	84.0	*	97.6	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	86	*	100	*	91.6	*	100.0	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	99	Yes	100	Yes	78.6	Yes	82.1	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	100	*	*	*	86.9	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

	<u>Clark Magnet High</u>								<u>GUSD</u>							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		9.6%		9.6%		95%		95%		9.6%		9.6%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	99	Yes	81.9	Yes	89.4	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	98	*	98	Yes	78.4	*	82.4	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	98	Yes	75.2	Yes	83.3	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	97.6			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	*	*	*	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	100	*	100	*	95.4	*	97.6	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	93	*	100	*	100.0	*	100.0	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	98	Yes	77.1	Yes	88.1	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	100	*	*	*	78.2	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

	<u>Clark Magnet High</u>								<u>GUSD</u>							
Target	03				04				03				04			
	Minimum score of 560 or 1 point increase															
Scores	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
	Yes	809	Yes	840	Yes	767	Yes	779	Yes	767	Yes	779	Yes	779	Yes	779

Graduation Rate

	<u>Clark Magnet High</u>								<u>GUSD</u>							
Target	03				04				03				04			
	82.8% or 0.2% increase over a two-year period															
Scores	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	Yes	100.0	Yes	100.0	Yes	94.7	Yes	95.0	Yes	94.7	Yes	95.0	Yes	95.0	Yes	95.0

^SED = Socioeconomically Disadvantaged

***Only numerically significant subgroups are required to be reported**

California HS Exit Exam

Schoolwide Cumulative Results

	English/Language Arts		Math	
	# of Students Tested	% Passing	# of Students Tested	% Passing
All Students	277	98	275	99
Females	104	99	104	98
Males	173	97	171	99
English Learners	44	89	43	93
R-FEP†	142	99	141	99
SED^	110	96	108	98
Non SED	164	99	164	99
Special Education	*	*	*	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	43	100	43	100
Caucasian	196	97	194	98
Filipino	14	100	14	100
Hispanic or Latino	23	100	23	96
Pacific Islander	*	*	*	*
California				
All Students	449,804	75	447,010	74
Females	220,772	79	220,095	74
Males	228,630	70	226,511	73
English Learners	81,274	39	80,853	49
R-FEP†	48,372	87	48,609	83
SED^	180,678	60	179,542	61
Non SED	200,814	87	199,772	85
Special Education	39,425	30	35,109	30
African American	35,939	62	35,472	54
American Indian	4,090	73	4,016	69
Asian	42,336	85	42,234	91
Caucasian	163,083	88	161,670	87
Filipino	13,247	87	13,234	87
Hispanic or Latino	183,676	62	182,944	61
Pacific Islander	3,037	71	3,028	71