

Glendale Unified School District

"Excellence is Worth the Effort"

Anderson W. Clark Magnet High School

2004-2005 School Accountability Report Card

4747 New York Avenue, La Crescenta, CA 91214

(818) 248-8324

Ninth through Twelfth Grade

www.gusd.net



School Administration

Douglas Dall
Principal

Dr. Joan Shoff
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent

Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



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.

School 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.

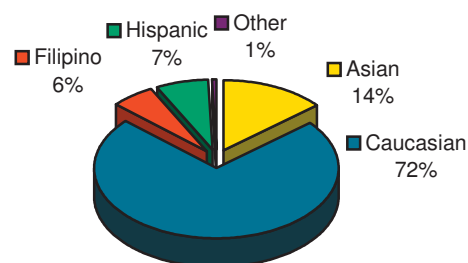
Community & School Profile

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 nearly 29,000 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 1,073 ninth through twelfth grades students from throughout the city of Glendale. The school is proud of its academic achievement. Clark Magnet High School was named a 2005 California Distinguished School and is a National Blue Ribbon Nominee for 2006. The school is also one of twelve schools to receive an Exemplary Career/Technical Education Program Award. 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.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

Students at Clark Magnet High 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 and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Glendale'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 and individual student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The District 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the District participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Clark Magnet HS			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	137	94	149	5489	4903	4882
Suspension (%)	13.11	8.83	13.89	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and Enrichment Activities

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: American Muslim Youth, Associated Student Body, California Scholarship Federation, Chess Club, Christian Club, Dance Club, Debate Club, Drama Club, Driver Training, Engineering Club, Intramural Sports Teams, K.A.T.S., Key Club, Literary Magazine, Mock Trial Competition, Music Club, Political Science Club, Sci-Tech Innovations, Science Club, Spanish Club, Web Page Club and Poetry, and Young Republicans Club.

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 1,073 students. Regular attendance at Clark Magnet High School 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 who 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.

Dropout & Graduation Rates

Glendale had a significant decrease in the number of dropouts over the past two years, compared to prior years. Intervention programs that promote attendance and reduce dropout rates include:

Teacher Intervention

- Clear presentation of expectations
- Verbal warnings

- Notes and phone calls home
- Administration referral

School Administration Intervention

- Student conference
- Phone call home
- Five-day letter
- Parent conference
- Ten-day letter
- Student Support Services referral
- Pre-SARB
- SARB

District Intervention

- Twenty-day letter
- Weekly/monthly attendance monitoring
- Student interview
- Parent/home visit

	Graduation & Dropout Rates		
	01-02	02-03	03-04
Graduates (#)	248	231	241
Graduation Rate (%)	100.0	100.0	100.0
Dropouts (#)	0	0	1
Dropout Rate (%)	0.0	0.0	0.4

Class Size

Clark Magnet High School maintained a schoolwide average class size of 32 students in the 2004-05 school year. The "Teaching Load Distribution" table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size	Classrooms containing:										
		1-22			23-32			33+				
		Students	Students	Students	Students	Students	Students	Students	Students	Students		
	03	04	05	03	04	05	03	04	05	03	04	05
English	29	28	29	3	4	5	30	27	19	6	6	14
Math	30	32	32	4	1	0	14	14	13	12	14	16
Science	28	33	33	7	1	0	8	8	13	17	20	16
Social Science	33	33	33	1	0	1	11	10	10	15	29	25

Instructional Time

During the 2004-05 school year, all instructional minute requirements at Glendale 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 High School offered 65,460 minutes of instructional time. For the 2004-05 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.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & Winston	2003
9-12	Language Arts	Longman	2003
11	Language Arts	Prentice Hall	2002
11-12	Language Arts	McDougal Littell	2004
9-12	Math	McDougal Littell	2003
9-12	Math	Houghton Mifflin	2001
9-12	Math	McDougal Littell	2003
11-12	Math	Houghton Mifflin	2000
11-12	Math	John Wiley & Sons	2000
11-12	Math	ITP	2000
10	History	Harper Collins	2000
10	History	Prentice Hall	2001
10-11	History	Glencoe-McGraw Hill	1999
10-11	History	AGS	1999
9-12	Science	Scott Foresman	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McGraw Hill	2001
10-12	Science	Addison Wesley	2000
11-12	Science	Houghton Mifflin	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McDougal Littell	2005
11-12	Science	Prentice Hall	2000

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 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.

School Facilities & Safety

Clark Magnet High School facilities were completely renovated from 1997 to 2000. The school is situated on 12.06 acres. School facilities encompass more than 118,000 square feet and consist of 41 classrooms, a library, gymnasium, an auditoria, an amphitheater, administrative offices, and playing fields. The facility strongly supports teaching and learning through its ample classroom and athletic facilities space. Facility information was current as of October 24, 2005.

Safety

Clark Magnet High School has a closed campus. All visitors 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. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous

pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and reviewed with school staff in March 2005. A copy of the plan is available to the public at the district office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. 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. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in repaired or replaced stadium lighting, new asphalt, new paint in stadium walkways, and roof repairs. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions

Facilities information current as of: October 24, 2005

Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Clark Magnet High School met all of the 2005 AYP criteria. Because Clark Magnet High School does not receive Title I funding, it is not subject to Program Improvement requirements. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress				
California High School Exit Examination (CAHSEE)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		22.3%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		20.9%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	100	100	100	Percent Tested	100	100	
API Score	796	831	843	API Growth Score	809	841	
Growth Target	1	*	*	Actual Growth	13	10	
Statewide Rank	10	10	10	Eligible for Awards	Not funded		
Similar Schools Rank	8	10	10	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	750	790	802	API Growth Score	768	797	
Growth Target	1	1	*	Actual Growth	18	7	
Asian							
Base API Score	852	895	905	API Growth Score	868	901	
Growth Target	*	*	*	Actual Growth	16	6	
Caucasian							
Base API Score	779	813	825	API Growth Score	792	825	
Growth Target	1	*	*	Actual Growth	13	12	

***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.

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	n/a	n/a	n/a
Identified for Program Improvement	n/a	n/a	n/a
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

California High School Exit Exam

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 both 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 two 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 in that area again. Administration of the test initiated in the 2001-02 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.

California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Achievement Test (CAT/6)

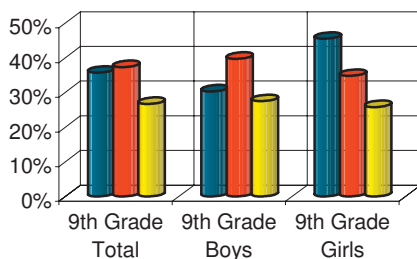
The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

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).

% of Students in Healthy Fitness Zone 2004-05

Legend: Clark Magnet HS (Blue), GUSD (Red), California (Yellow)



California Standards Test (CST)

2003, 2004, 2005

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Algebra I			Geometry			Algebra II		
	03	04	05	03	04	05	03	04	05	03	04	05
Ninth Grade												
All Students	69	71	82	36	38	46	63	69	64	83	82	91
Females	72	75	84	32	34	35	66	57	59		73	
Males	68	68	82	40	40	52	61	75	68	80	88	94
English Learners	29	40	63	25	36	61	77		36			
Non English Learners	82	75	86	44	38	42	61	69	67	86	82	95
SED [^]	52	60	73	33	30	46	43	68	50			
Asian	92	81	98	82	62	50	77	92	77	82		
Caucasian	61	68	76	32	38	46	53	65	56	82	80	92
Filipino	86	81	95			58						
Hispanic or Latino	70	71	90	42	27							
Tenth Grade												
All Students	62	67	74	21	6	24	25	24	34	59	53	61
Females	59	75	75		0	14	20	23	24	58	47	53
Males	64	63	73		10	32	29	25	41	59	57	65
English Learners	12	18	47		0		19	21	27			
Non English Learners	70	77	78		11	30	26	25	35	58	52	59
SED [^]	47	53	71		6	33	30	27	32	53	53	65
Asian	73	84	89				50			62	57	73
Caucasian	56	62	72	21	6	26	21	21	32	56	49	58
Filipino	100	86	93									
Hispanic or Latino		74	62					21				
Eleventh Grade												
All Students	63	58	69				7	23	13	37	14	27
Females	61	57	73				7	20	4	33	8	19
Males	64	59	66				7	25	18	40	19	31
English Learners	0	29	22						9			27
Non English Learners	67	61	76				8	22	15	36	16	27
SED [^]	47	42	54				8	26	14	36	8	19
Asian	76	78	81									
Caucasian	61	52	62				9	20	14	38	13	26
Filipino	83	83	92									
Hispanic or Latino	36	58	82									25

[^]SED - Socioeconomically Disadvantaged

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

CAT/6 Norm Referenced Test

2003, 2004

% At or Above 50th Percentile

Subject Area Grade Level Year Ending	Reading						Math					
	9		10		11		9		10		11	
	03	04	03	04	03	04	03	04	03	04	03	04
All Students												
Clark Magnet HS	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												
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
SED [^]	64	75	67	69	72	68	78	84	86	87	71	86
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
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

[^]SED - Socioeconomically Disadvantaged

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

College Preparation

Clark Magnet offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and Glendale Community College. Clark Magnet maintains educational partnerships with Glendale Community College and California State University of Los Angeles in support of academic and technical programs. All ninth grade students participate in a college and careers class in which they develop plans and portfolios to prepare them for post-secondary education and/or careers.

Students at Clark Magnet are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The most recent data available is from the 2003-04 school year.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
241	152	5028	6822
	63.1%	73.7%	

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes

Clark Magnet offers 16 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 2004-05 school year, Clark Magnet's AP courses had a total course enrollment of 452.

Advanced Placement Classes		
	# Classes	Enrollment
English	4	117
Foreign Language	2	43
Mathematics	4	111
Science	3	83
Social Science	3	98
Totals	16	452

Scholastic Aptitude Test (SAT)

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		
	2002-03	2003-04	2004-05
Grade 12 Enrollment			
Clark Magnet HS	236	247	232
GUSD	2,635	2,622	2,569
California	385,181	395,194	409,576
%Seniors Tested			
Clark Magnet HS	68.2%	59.9%	68.1%
GUSD	39.8%	40.8%	43.9%
California	36.7%	35.2%	35.7%
Average Verbal			
Clark Magnet HS	513	506	504
GUSD	497	494	505
California	494	496	500
Average Math			
Clark Magnet HS	572	573	557
GUSD	546	548	557
California	518	519	522
Average Total			
Clark Magnet HS	1,085	1,079	1,061
GUSD	1,043	1,042	1,062
California	1,012	1,015	1,022

Work Force Preparation

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. The "Career/Technical Education" chart shows districtwide data.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)			
CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Number of Concentrators	Number of Completers	Completion Rate
Total Course Enrollment = 1939	1603	47	3%
Grade 12 CTE Students			
	Number of Completers	Number Earning Diploma	Graduation Rate
	26	23	88%

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. 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.

During the 2004-05 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, website 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 in the following areas: Animation, Cinematography, Computer Repair, Digital Electronics, E-Marketing, Photo, and Webpage Design.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, and 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.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Clark Magnet High School had 41 fully credentialed teachers.

Teacher Credential Status			
	03	04	05
Fully Credentialed	41	41	41
Emergency Credentials	3	2	0
Interns	2	2	2
Waivers	1	1	1
Total Teachers	45	45	42
Average Years Teaching	13.4	16.2	17.0
Average Years in District	11.1	13.7	14.6
Working Outside Subject	0	6	6

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	8	*
Vacant Teacher Positions	0	0	*

**2005-06 data was unavailable at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 96.9% of core academic classes at Clark Magnet High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Clark Magnet HS
Doctorate	0.0%
Master's Degree +30*	57.1%
Master's Degree	0.0%
Bachelor's Degree +30*	35.7%
Bachelor's Degree	7.1%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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.

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 2004-05 school year, staff development focused on improving math skills for lower achieving students, literacy across the curricula, and writing development and improvement.

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. The AB75 Principal Training Program is available to site administrators.

Counseling & Other Support Services

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. The academic counselor to pupil ratio is 1:537.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	2.0
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	1	1.0

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 the Pacific Avenue Center, 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.

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.

For English-learning students, tiered English Language Development (ELD) courses are offered to meet students' various levels of English acquisition. Students receive core instruction in all content areas, including ELD. The school monitors student progress and tests students annually with the CELDT so students may be redesignated as their English mastery improves.

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. In addition to District-sponsored GATE activities, Clark Magnet High School offers Advanced Placement courses for GATE students.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

School Leadership

Leadership at Clark Magnet High School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Douglas Dall has led the school since it opened eight years ago. He brings to the school more than 25 years of educational experience. The School Leadership Committee, comprised of the principal, assistant principal, teachers, parents, students, and other school community representatives, 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. These committees include: School Site Council, School Leadership Committee, Staff Development Committee, School Safety Committee, Parent Teacher Student Association, and English Language Acquisition Committee (ELAC).

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04

GUSD	Statewide Average	
	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund State funding, Glendale Unified School 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

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