

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Mrs. Dianne McWain
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name K. J. Clark (Clark School of Mathematics, Science, and Technology)
(As it should appear in the official records)

School Mailing Address 50 Twelfth Avenue
(If address is P.O. Box, also include street address.)

Chickasaw Alabama 36611-2700
City State Zip Code+4 (9 digits total)

County Mobile State School Code Number* 049

Telephone (251) 221-2106 Fax (251) 221-2108

Web site/URL http://clark.mcm.schoolinsites.com/ E-mail dmcwain@mcpss.com

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Harold Dodge
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mobile County Public Schools Tel. (251) 221-4003

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Dr. Judy Stout
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 school, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 60 Elementary schools
 21 Middle schools
 0 Junior high schools
 14 High schools
 7 Other

 102 TOTAL
2. District Per Pupil Expenditure: \$ 6340

 Average State Per Pupil Expenditure: \$ 6482

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
 NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| Pre K | | | | 7 | 86 | 73 | 159 |
| K | | | | 8 | 56 | 87 | 143 |
| 1 | | | | 9 | | | |
| 2 | | | | 10 | | | |
| 3 | | | | 11 | | | |
| 4 | 43 | 36 | 79 | 12 | | | |
| 5 | 40 | 47 | 87 | Other | | | |
| 6 | 102 | 115 | 217 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 685 |

6. Racial/ethnic composition of the school:
- 41 % White
 - 55 % Black or African American
 - 1 % Hispanic or Latino
 - 3 % Asian/Pacific Islander
 - .2 % American Indian/Alaskan Native
 - 100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11%
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

| | | |
|-----|---|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year | 1 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 81 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 82 |
| (4) | Total number of students in the school as of October 1 | 728 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .1 |
| (6) | Amount in row (5) multiplied by 100 | 11 |

* Withdrawal data from 2005-2006 includes students who enrolled in September after being displaced in Hurricane Katrina but withdrew before the end of the year to return home.

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: n/a
 Specify languages: n/a

9. Students eligible for free/reduced-priced meals: 58%

Total number students who qualify: 393

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %
15 Total Number of Students Served

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

| | |
|-----------------------------------|---|
| <u>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>2</u> | <u> </u> |
| Classroom teachers | <u>34</u> | <u> </u> |
| Special resource teachers/specialists | <u>6</u> | <u>2</u> |
| Paraprofessionals | <u>3</u> | <u> </u> |
| Support staff | <u>34</u> | <u> </u> |
| Total number | <u>79</u> | <u>2</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96 % | 96 % | 97 % | 94 % | % |
| Daily teacher attendance | 99 % | 99 % | 98 % | % | % |
| Teacher turnover rate | 3 % | 20* % | 3 % | % | % |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

*The 2004-05-teacher turnover rate was due to a decrease in enrollment; therefore, teacher units were lost.

PART III - SUMMARY

Clark School of Mathematics, Science and Technology, located in Chickasaw, Alabama, is a magnet school in the Mobile County Public School System accredited by the Southern Association of Colleges and Schools. Originally built in the 1950's as K.J. Clark Junior High, it was converted to a magnet school in 1991 for students in grades 4-8. As a magnet school, Clark attracts students from throughout Mobile County, a large area encompassing 1,644 square miles. The student body of 685 comes from a cross section of the population in terms of socioeconomic background, race, religion, cultural heritage and educational experiences. Mobile County magnet schools, created in the settlement of a desegregation lawsuit, are required to maintain the 50-50 black to non-black racial ratio found at Clark. Clark is in its third year as a Title I school with 58% of the students qualifying for free or reduced lunch.

The mission statement of Clark School is “to prepare an academically, socially, physically and emotionally productive student and to promote that student’s character development. We will accomplish this through cooperation and interaction between school and community. We will provide a competent, motivated staff with a challenging, technological curriculum in a safe, nurturing and clean environment conducive to learning.” Our motto is “Motivate Students to be Successful”.

Clark’s advanced curriculum in the areas of math and science challenge each student to excel. There is an emphasis on incorporating technology across the curriculum and a focus on hands-on, experiential instruction. Teachers of all disciplines are required to incorporate the teaching and use of computer skills into their subject area. In addition to an accelerated curriculum, Clark sets the bar above system standards by requiring that students maintain an academic average of 70% or higher in mathematics and science for promotion to the next grade. Starting in 2007-2008, the 70% grade requirement will apply to all subjects in all grade levels.

Magnet School policy provides for a random selection of students within each racial pool of applicants by use of a computer lottery system. There are no academic requirements for application other than passing the grade the student is in at the time of application; therefore, students come to Clark from any of the 60 public elementary schools in the county, from parochial or private schools, and arrive with very different educational backgrounds and levels of academic ability. A dedicated instructional staff works hard to bring a wide range of student experiences and levels of ability up to the level of proficiency required by our magnet school standards for promotion. There is a mistaken public perception that all magnet school students are “smart kids” which is unfortunate when school-to-school achievement levels are compared or published because the success of Clark Magnet School students is downplayed as the expected result.

Clark employs a total faculty of 43, with 24 of those holding higher degrees and all deemed “highly qualified” by NCLB guidelines. The school utilizes a rotating daily schedule comprised of six periods including two periods that are 75 minutes long as opposed to the other 50-minute periods. The rotation of long periods allows all teachers equal opportunity to schedule science, math or computer labs where additional class time is beneficial to the students’ involvement in and understanding of the lesson. Clark is fortunate to have four very well equipped science labs, two math labs, a computer lab, two mobile labs of 30 wireless laptop computers, and two sets of 30 writers that teachers may use in their classrooms. Hands-on learning is a vital part of Clark School.

As part of a balanced curriculum, Clark offers study in the fine and applied arts, music (band), and foreign language. Students in seventh and eighth grade are able to select one academic elective, which follows the same grading system as any other class. Enrichment classes in French, art and music are incorporated into the curriculum in grades 4-6. Clark also offers a wide variety of extra-curricular activities such as sports, clubs and competitive academic teams to meet the needs and interests of the students. We encourage all students to take an active part in our school community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Students at Clark School of Mathematics, Science and Technology participate in statewide testing which includes the Stanford Achievement Test (Tenth Edition), the Otis-Lennon School Ability Test, the Alabama Reading and Mathematics Test (ARMT), and the Alabama Direct Assessment of Writing (ADAW). Students in all grades 4-8 take the SAT-10 with Otis-Lennon, and the ARMT while the ADAW is administered only in grades five and seven. Quarterly Criterion Reference Tests (CRT's) are administered at every grade level as part of the Mobile County Public School System's assessment program. Elementary students take CRT's in Reading, Mathematics and Science while middle school students take CRT's in those areas as well as Social Studies and Language Arts.

The state of Alabama's assessment process uses achievement levels to determine proficiency. Level I indicates that the participant did not meet academic content standards. Level II indicates partial meeting of academic content standards. Level III meets academic content standards and Level IV exceeds academic content standards. Information about the state's assessment system along with school specific data can be found at www.alsde.edu by clicking on "accountability reporting". Each school's state report card can be downloaded as well as data results from all required state assessments.

ARMT data from April 2006 reveals that 100% of Clark's fourth graders met or exceeded state standards in both reading and math. Fifth grade scores show 100% meeting or exceeding standards in reading and 98% in math. Sixth grade scores were 99% meeting or exceeding standards in both reading and math. Seventh grade scores were 99% in reading and 98% in math meeting or exceeding state standards. In eighth grade, 98% met or exceeded standards in reading as well as math. As compared to state set proficiency goals, students at Clark have done exceedingly well in far surpassing those goals at every grade level in reading and math. Our school received state recognition and a monetary award from the Alabama State Board of Education in September 2006 for "distinguishing itself academically."

ADAW scores from 2006 indicate that 100% of Clark seventh graders met or exceeded the proficiency standards set by the state by scoring a Level III or Level IV. Fifth grade scores show 99% of students meeting or exceeding standards with only one fifth-grade student not meeting proficiency.

Beginning in 2003 with the No Child Left Behind legislation and the ability to disaggregate data, Clark was able to identify subgroups that were not performing as well as the school average and implement strategies detailed in the school's Title I School Improvement Plan to close the achievement gap. Subgroups under-performing at that time were black students and students of poverty. Clark faculty members have worked diligently to address the educational needs of those students. We have shown success in decreasing the achievement gap to the extent that Clark was one of four schools in the state featured in an article entitled "Schools That Beat the Gap" in the Journal of the Alabama Best Practices Center. Data from 2006 SAT-10 and ARMT testing shows very little difference between the scores of students in the "black" and "free and reduced lunch" subgroups and students in any other subgroup. In some instances, students in the "Free/Reduced lunch" subgroup outperformed students in the "Paid lunch" group and black students outperformed non-black students.

The School Action for Excellence Team (SAE) conducts quarterly data review meetings with the school's Title I School Improvement Specialist to study CRT results and determine if students have mastered the objectives taught during that grading period. The Division of Federal and Special Programs develops comparative graphs representing the level of achievement at each school in the district for each of the CRT tests. Based on those graphs, Clark students consistently score among the highest in the district.

2. **Using Assessment Results:** System-wide criterion referenced tests (CRT's) mandated quarterly are preceded by set objectives that are to be taught by all teachers in the Mobile County Public School

System. These CRT objectives are aligned with the county's pacing guide as well as the state course of study for the skills to be mastered as measured by the Alabama Reading and Mathematics Test (ARMT) administered annually. Both the CRT objectives and those of the ARMT are aligned to the Stanford 10 Achievement Tests, also administered system-wide along with the ARMT. The use of CRT's ensures that each content area of curriculum includes a set of essential knowledge and skills.

Clark teachers at every grade level are involved in monthly departmental and grade level meetings as a collaborative effort to gather, analyze and use data and research to evaluate student progress. Quarterly CRT data review meetings are conducted by the School Action for Excellence Team, which includes the principal, and the information from those meetings is shared in departmental data meetings. The Plus-Delta forms used by the Title I School Improvement Specialist at the data review meetings reflect successes (pluses), areas of focus (deltas), and prescriptions for improvement in each discipline based on the data presented.

At the onset of each school year, the professional staff analyzes the previous year's ARMT and SAT-10 scores and disaggregated data at professional development meetings to identify strengths and weaknesses and make curriculum decisions. Prescriptions to strengthen any weaknesses or address any learning gaps that are detected are written at those meetings as a collaborative effort involving the entire faculty.

All teachers have received training in the use of TestTrax and QuizTrax, copyrighted and licensed services of EduTrax, Inc., contracted through the school system to provide schools and teachers the ability to retrieve disaggregated assessment information. Teachers can download and review their students' test scores and use the data tools to drill down and evaluate subgroup performance.

3. Communicating Assessment Results: During the fall of each year, faculty members engage in Parent-Student-Teacher conferences using a format outlined by the MCPSS during which an individual teacher meets with a student and his or her parent and explains assessments given the previous spring. After an explanation of the data included in the testing report, the teacher, student and parent discuss the student's strengths and areas for improvement and set personal educational goals that the student will try to achieve during the current school year. These conferences serve as timely communication of assessment results to parents.

School-by-school test results are published in the local newspapers when they are released to the press by the Alabama State Department of Education, thereby giving parents as well as community stakeholders access to the school's achievement as measured by those statewide testing instruments. Assessment data is also available to parents and community members on the system's website (www.mcpss.com) as well as on the Alabama State Department of Education's website (www.alsde.edu). The state issues a yearly report card for each school system and each school that contains, among other important information, the school's Adequate Yearly Progress status. School progress is also posted on the school's website and included in parent bulletins. A dashboard in the front hall of the school displays assessment results for state as well as local assessments and attendance information.

4. Sharing Success: Clark shares its success with other schools in many ways. During the magnet school application period in January and February of every year, Clark counselors visit elementary schools all over the county to talk to fifth grade students about our programs. The school holds a "See and Sign" open house during magnet school recruiting to showcase the school. Because of the academic success of our school, Clark students are sought after by selective high school programs such as the International Baccalaureate Program at Murphy High School, the Center for International Studies at Murphy High School, the EPIC (Engineering Pathways Integrated Curriculum) Program at Davidson High School, and LeFlore Preparatory Academy magnet school. These high school programs allow students countywide to apply for admission.

Clark's principal was selected this year to be a mentor to principals of low performing schools to show Clark Magnet School

them how Clark has excelled academically. Every department of the school has had at least one member selected to participate in curriculum writing for the county. Teachers trained in “Boys and Girls Learn Differently” have taught workshops for educators in other schools and shared our successes with gender specific classes instituted three years ago. The principal and teachers have presented at the Alabama Best Practices Conference on “Closing the Gap”.

The school hosts the Mobile and Baldwin counties’ elementary math competition every year which is open to public, private and parochial teams of fifth grade students in both counties. We also serve as hosts for the district Science Fair and in 2007 hosted the county scholar’s bowl.

In addition to these activities, we serve as a host for many school system meetings, workshops and training sessions, giving teachers from other schools exposure to our school, faculty and programs. MCPSS New Teacher Academy is held at Clark every week, system-wide technology workshops and school administrator “Boot Camp” are held on our campus during the summer.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Clark School of Mathematics, Science and Technology offers a research-based curriculum that supports best practices and clearly defines expectations for student learning. The Mobile County Public School System’s objectives and pacing guide are aligned with the state of Alabama’s course of study as the basis for instruction.

At Clark, all students are a grade ahead of the system’s curriculum in the field of science. Fourth grade students study general science, fifth graders study Earth and Space Science, sixth grade students study Life Science; and the seventh grade course is Physical Science. Eighth grade students may elect to take Honors Biology I, a rigorous course taught for high school credit, or a course unique to Clark called Introduction to Biology. All science teachers make frequent use of the four well-equipped labs available at Clark.

Mathematics at Clark is a “core plus” curriculum in grades 4-6 wherein the instructors teach the grade level MCPSS curriculum but add skills from the next grade level to the study. By accelerating the instruction, all seventh grade students are prepared to take Pre-Algebra and all eighth grade students are taught Algebra I for high school credit. Clark also offers Geometry for more advanced eighth graders.

Alabama History is the social studies curriculum for fourth grade while fifth graders take early American History, which continues into the sixth grade with the study of the Civil War to modern America. Seventh grade students spend one semester studying World Geography and the other semester learning about Civics. Ancient World History is the course of study in eighth grade.

Language Arts classes in the seventh and eighth grades include literature, grammar and writing. Focused instruction in grammar and writing are taught in language arts in grades 4-6 since reading is a separate class in those grades. All language arts teachers are trained in the Six Traits of Writing and incorporate those techniques into their writing instruction. Vocabulary is taught in context rather than as isolated vocabulary words and lists. Students use technology for research, presentations and word processing.

Reading (4-6) is taught independently from language arts in grades 4-6 to build stronger comprehension and decoding skills. Reading instruction focuses on the various elements of literature and poetry while practicing essential comprehension skills.

The foreign language offered as part of the core curriculum at Clark is French. Since many Clark students apply and are accepted into the local high school International Baccalaureate Programs where foreign language is a requirement in middle school, French is a particularly significant and academically challenging part of the Clark curriculum. Twenty-four percent of our middle school students are currently enrolled in our foreign language program. The foreign language program is a key facet of our curriculum and the success of the program is a clear indication that the percentage of students enrolled in the year-long foreign language program will continue to grow in the future. To pique interest in the study of foreign language, our elementary students have French enrichment classes incorporated into their reading curriculum to broaden their knowledge of French language and culture and to give them a foundation for year-long study in seventh and eighth grade.

Seventh and eighth grade students are required to take a sixth core class from a diverse and interesting selection. Seventh graders may choose Planetary Science/Technology (one semester of each), French, Techtronics, Intermediate Band, or Art I. Eighth graders choose French, Computer Applications, Advanced Band, Art II, or Techtronics, a course unique to Clark which allows students in the gifted education program to study the principles of engineering. This sixth class has the same academic requirements and grading scale as the other core classes and counts equally in each student’s GPA.

2a. Elementary Reading: Clark School's elementary classes incorporate reading across the curriculum as reading is essential for learning to take place. Word walls post new and frequently used terminology from math, science, and social studies as well as from reading texts. Our library/media specialist researches and orders high interest fiction and more notably, non-fiction books to meet the needs of our students. Students voluntarily participate in the Accelerated Reading program, which allows them to choose from a wide variety of books and then test their comprehension skills through a computer-administered test. The students receive immediate feedback on their assessment. Students set personal goals each quarter and receive rewards when those goals are met. A bulletin board outside the library charts the success of individual students as well as grade level classes. New publications are quickly ordered to add to our Accelerated Reading program in order to keep our reading materials relevant to our students.

Reading should be a personal experience on some level, so teachers use in-class novel studies as an opportunity for students to make connections to themselves, to the reading text, and to the outside world. Reading classes host student-led literary discussions during and upon completion of the reading of their novels. Students form reading panels and openly discuss their novels with their classmates while the teacher serves as the facilitator/moderator. A literary discussion may also be held in the format of a talk show. Students represent authors and characters of the novels they have read and are then interviewed by a "host." Questions posed by the host are formulated by the students themselves. Another strategy used to make reading a real connection for students is to recreate settings in the classroom. While reading a story in which the main character camps in the wilderness, an all boys' fourth grade class brought their sleeping bags from home, piled up comfortably on the floor, and transported themselves through reading to that campsite in the wilderness.

2b. Secondary English: In order to reach the varying needs of all of our reading students, middle school teachers also incorporate the use of novel studies. To adolescents and preteens, reading without any kind of personal connection becomes pointless reading, so making those connections to self, text, and the outside world are strongly encouraged when reading. Allowing students in the sixth and seventh grades to create commonplace books with their novels provides the opportunity to make those connections. Students highlight important events, circle unfamiliar vocabulary words, and jot thoughts, predictions, and questions in the high interest paperback books they purchase and read in class. When reading a book set in the 1950's, students interviewed family members or acquaintances who grew up during that time period in order to get a better understanding of the characters' speech, actions, and needs. Students have traveled to the local movie theater to view movies of the books they have read and created Venn diagrams to compare and contrast the two. (Interestingly, they always prefer the novel.) They may track evidence of "big ideas" in the story as they read, so they are better prepared to write literary analysis papers in the eighth grade as preparation for high school. Book reports may be presented in a three dimensional icosahedron to allow for different learning modalities.

Middle school students need to express their personal thoughts and feelings and we have found poetry to be a perfect venue. Sixth and seventh grade language arts classes study poetry units, but the poetry experience truly culminates for Clark students in the eighth grade. Students voluntarily enter a weekly classroom contest entitled "The Golden Pen." A subject is prompted first by the teacher, then by the weekly winner. Winning poems are published and shared. In the spring, our eighth graders participate in the annual Poetry Slam! In a coffee shop style setting, students perform for each other and a panel of judges for monetary awards and of course, peer recognition.

3. Additional Curriculum Area: At Clark we are excited about Science! All Middle School students are required to participate in the school science fair by following scientific method procedures taught by their science instructors to create a comprehensive experimental science project. Inquiry based learning, data collection, and experiment design challenge our students to expand their minds. Many instructional units involve hands-on learning opportunities where the assessment might be a finished product such as a

replica of a vacuole in a sixth grade science class rather than a paper and pencil test.

Teachers look outside of the school to immerse their students in science. Fourth graders travel to Columbiana, Alabama to participate in an environmental field trip while the fifth grade study of earth and space culminates in a trip to NASA's Space Camp in Huntsville. Seventh grade physical science students wore explorer probes to measure acceleration, gravity and altitude on amusement park rides during a recent trip to Walt Disney World. Data gathered on the rides was transferred by students onto laptop computers to create graphs of that data. Eighth graders are exposed to the daily work of marine biologists by working side-by-side with those scientists to collect water samples and marine creatures for study during a two-day field trip to the Dauphin Island Sea Lab. Planetary science students have worked closely with NASA scientists using a NASA remote control airplane to collect data about the Mobile River Delta wetlands. The Exploreum Museum of Mobile frequently offers interesting exhibits that Clark science teachers take advantage of- the most recent being "The Physics of Football" which was enjoyed by seventh grade students. Middle School girls are encouraged to participate in the Women in Science career mentoring program at the University of South Alabama and all eighth graders spend a day every year with engineering students at that university taking part in demonstrations of the day-to-day work of scientists in different fields of engineering.

Students compete in the local Science Olympiad and Science Bowl and participate in after-school clubs such as SECME and Robotics Club. We believe that developing an inquiring mind is part of our mission of "providing... a challenging, technological curriculum" and teaching students to take an interest in and respect the world around them is part of preparing them for a productive future in our community.

4. Instructional Methods: Clark teachers employ instructional strategies and activities that are research-based and reflective of best practices. They vary their teaching strategies to promote active involvement of students in the learning process. Cooperative learning, student-led discussions, and hands-on experiences such as Robotics class, computer labs, math labs and science labs provide students with opportunities to acquire higher order thinking skills and to apply the skills in diverse ways. Projects, both short term and long term, done at school or at home, involve students in decision-making, inquiry-based learning, and the development of organization and time management skills. In addition to employing a variety of instructional strategies, teachers utilize learning activities that accommodate diverse learning styles. Some instruction is step-by-step while other instruction involves limited directions allowing the student to reach the final objective or goal through higher order thinking. Each teacher has designated after school tutoring sessions to assist students who need remediation or additional assistance.

In keeping with our focus on technology, Clark has two mobile labs of 30 wireless laptop computers that teachers may use in their classrooms for research or learning activities. The school also has two sets of 30 writers, which language arts teachers often use for writing assignments so that they can incorporate the teaching of technology skills into the writing lesson. A stationary computer lab is also available as well as 11 computers for student use in the library.

5. Professional Development: As a community of learners, we at Clark embrace the importance of continually growing professionally in order to provide the most meaningful and effective learning experiences for our students. One important facet of the school's professional development program is a yearly book study that engages the entire faculty in an ongoing dialogue. Classroom Instruction that Works (Robert Marzano, 2001), Boys and Girls Learn Differently (Michael Gurian, 2001), The Essential 55 (Ron Clark, 2003), and Understanding and Educating African American Children (William Jenkins, 2004) are a few of the titles studied by teachers in the past few years. Often these book studies are the impetus for important curricular changes such as Clark's implementation of gender specific classes in 2003-2004, a practice that continues today with at least one all boys or all girls class at each grade level.

Since technology is one of our areas of focus, workshops are provided on a regular basis to keep Clark teachers on the cutting edge of the use of technology in the classroom. Training in Smart Board use, Clark Magnet School

United Streaming, Classroom Performance System implementation and the incorporation of technology programs such as Learning.com and Understanding Math enhance student performance and impact achievement

Professional development programs presented at Clark for day long training such as “The Bully, the Bullied and Beyond” by nationally known speaker, Esther Williams, LPC, have assisted teachers in maintaining a safe learning environment to enable students to achieve. Other programs such as (Hurricane Katrina) Trauma Intervention Training by local professional Ellen Odom, LPC have impacted student achievement by giving teachers strategies to understand and assist students traumatized by disaster.

Teachers regularly attend various workshops, seminars, and in-service presentations that teach research-based methods and share the knowledge gained in those professional development experiences with their peers. Professional development is an ongoing and vital part of our mission at Clark.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth, sixth and eighth grades in the spring of 2004. In the spring of 2005 testing was added for grades five and seven.

Subject: Reading Grade 4 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 100 | 100 | 98 | | |
| % at Level IV | 87 | 92 | 59 | | |
| Number of students tested | 82 | 68 | 99 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | | | | | |
| % at Level III plus Level IV | 100 | 100 | 96 | | |
| % at Level IV | 80 | 88 | 50 | | |
| Number of students tested | 45 | 42 | 56 | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 100 | 100 | 97 | | |
| % at Level IV | 83 | 87 | 54 | | |
| Number of students tested | 46 | 38 | 59 | | |

Subject: Math Grade 4 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 100 | 100 | 95 | | |
| % at Level IV | 85 | 94 | 75 | | |
| Number of students tested | 82 | 68 | 99 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | | | | | |
| % at Level III plus Level IV | 100 | 100 | 95 | | |
| % at Level IV | 84 | 90 | 70 | | |
| Number of students tested | 45 | 42 | 56 | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 100 | 100 | 97 | | |
| % at Level IV | 83 | 89 | 76 | | |
| Number of students tested | 46 | 38 | 59 | | |

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth, sixth and eighth grades in the spring of 2004. In the spring of 2005 testing was added for grades five and seven.

Subject: Reading Grade 5 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 100 | 100 | | | |
| % at Level IV | 79 | 80 | | | |
| Number of students tested | 79 | 87 | | | |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | 100 | 100 | | | |
| % at Level III plus Level IV | 81 | 70 | | | |
| % at Level IV | 53 | 47 | | | |
| Number of students tested | | | | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 98 | 100 | | | |
| % at Level IV | 77 | 75 | | | |
| Number of students tested | 52 | 49 | | | |

Subject: Math Grade 5 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 98 | 100 | | | |
| % at Level IV | 61 | 78 | | | |
| Number of students tested | 87 | 87 | | | |
| Percent of total students tested | 97 | 97 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 96 | 100 | | | |
| % at Level IV | 55 | 66 | | | |
| Number of students tested | 53 | 47 | | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 96 | 100 | | | |
| % at Level IV | 60 | 78 | | | |
| Number of students tested | 52 | 49 | | | |

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth, sixth and eighth grades in the spring of 2004. In the spring of 2005 testing was added for grades five and seven.

Subject: Reading Grade 6 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 98 | 99 | 98 | | |
| % at Level IV | 90 | 89 | 88 | | |
| Number of students tested | 180 | 189 | 169 | | |
| Percent of total students tested | 98 | 99 | 98 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 99 | 99 | 96 | | |
| % at Level IV | 87 | 87 | 84 | | |
| Number of students tested | 85 | 115 | 81 | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 100 | 100 | 99 | | |
| % at Level IV | 92 | 86 | 81 | | |
| Number of students tested | 98 | 125 | 81 | | |

Subject: Math Grade 6 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 99 | 94 | 88 | | |
| % at Level IV | 81 | 53 | 55 | | |
| Number of students tested | 182 | 189 | 170 | | |
| Percent of total students tested | 99 | 99 | 98 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 100 | 91 | 85 | | |
| % at Level IV | 78 | 43 | 41 | | |
| Number of students tested | 86 | 115 | 82 | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 100 | 92 | 85 | | |
| % at Level IV | 84 | 48 | 41 | | |
| Number of students tested | 99 | 125 | 82 | | |

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth, sixth and eighth grades in the spring of 2004. In the spring of 2005 testing was added for grades five and seven.

Subject: Reading Grade 7 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 99 | 98 | | | |
| % at Level IV | 80 | 74 | | | |
| Number of students tested | 165 | 144 | | | |
| Percent of total students tested | 98 | 98 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 98 | 96 | | | |
| % at Level IV | 72 | 64 | | | |
| Number of students tested | 98 | 69 | | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 98 | 96 | | | |
| % at Level IV | 77 | 67 | | | |
| Number of students tested | 108 | 73 | | | |

Subject: Math Grade 7 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 98 | 93 | | | |
| % at Level IV | 65 | 54 | | | |
| Number of students tested | 168 | 145 | | | |
| Percent of total students tested | 99 | 98 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 97 | 93 | | | |
| % at Level IV | 58 | 45 | | | |
| Number of students tested | 98 | 69 | | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 98 | 95 | | | |
| % at Level IV | 61 | 49 | | | |
| Number of students tested | 109 | 74 | | | |

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth, sixth and eighth grades in the spring of 2004. In the spring of 2005 testing was added for grades five and seven.

Subject: Reading Grade 8 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 98 | 96 | 88 | | |
| % at Level IV | 68 | 76 | 40 | | |
| Number of students tested | 127 | 131 | 124 | | |
| Percent of total students tested | 98 | 97 | 97 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 98 | 91 | 83 | | |
| % at Level IV | 60 | 62 | 30 | | |
| Number of students tested | 62 | 53 | 70 | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 100 | 96 | 81 | | |
| % at Level IV | 62 | 75 | 31 | | |
| Number of students tested | 65 | 57 | 59 | | |

Subject: Math Grade 8 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year 2004 Publisher: Harcourt & Brace, Inc.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES* | | | | | |
| % at Level III plus Level IV | 98 | 97 | 48 | | |
| % at Level IV | 47 | 44 | 11 | | |
| Number of students tested | 126 | 131 | 124 | | |
| Percent of total students tested | 97 | 97 | 97 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1Black | | | | | |
| % at Level III plus Level IV | 97 | 98 | 41 | | |
| % at Level IV | 36 | 26 | 1 | | |
| Number of students tested | 61 | 53 | 70 | | |
| 2 Free and Reduced | | | | | |
| % at Level III plus Level IV | 98 | 96 | 43 | | |
| % at Level IV | 38 | 35 | 1 | | |
| Number of students tested | 65 | 57 | 60 | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade 4 Test: Stanford Achievement Test

Edition/Publication Year 10th Ed. Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ____ Scaled scores ____ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 83 | 81 | 73 | | |
| Number of students tested | 79 | 68 | 99 | | |
| Percent of total students tested | 98 | 97 | 98 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 74 | 73 | 60 | | |
| Number of students tested | 45 | 42 | 56 | | |
| 2 Free | 76 | 71 | 63 | | |
| Number of students tested | 31 | 28 | 39 | | |
| 3 Reduced | 69 | 68 | 65 | | |
| Number of students tested | 15 | 10 | 20 | | |

Subject: Math Grade 4 Test: Stanford Achievement Test

Edition/Publication Year 10th Ed. Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ____ Scaled scores ____ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 83 | 81 | 73 | | |
| Number of students tested | 80 | 68 | 99 | | |
| Percent of total students tested | 98 | 98 | 98 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 79 | 73 | 60 | | |
| Number of students tested | 45 | 42 | 56 | | |
| 2 Free | 80 | 71 | 63 | | |
| Number of students tested | 32 | 28 | 39 | | |
| 3 Reduced | 69 | 68 | 65 | | |
| Number of students tested | 15 | 10 | 20 | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade 5 Test: Stanford Achievement Test

Edition/Publication Year 10th Ed. Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ____ Scaled scores ____ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 73 | 77 | 65 | | |
| Number of students tested | 89 | 87 | 113 | | |
| Percent of total students tested | 98 | 98 | 97 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 70 | 62 | 53 | | |
| Number of students tested | 53 | 47 | 65 | | |
| 2 Free | 68 | 66 | 53 | | |
| Number of students tested | 41 | 39 | 50 | | |
| 3 Reduced | 71 | 68 | 62 | | |
| Number of students tested | 11 | 10 | 20 | | |

Subject: Math Grade 5 Test: Stanford Achievement Test

Edition/Publication Year 10th Ed. Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ____ Scaled scores ____ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 76 | 83 | 71 | | |
| Number of students tested | 90 | 87 | 109 | | |
| Percent of total students tested | 97 | 98 | 98 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 71 | 74 | 60 | | |
| Number of students tested | 53 | 47 | 65 | | |
| 2 Free | 69 | 78 | 60 | | |
| Number of students tested | 41 | 39 | 49 | | |
| 3 Reduced | 75 | 81 | 67 | | |
| Number of students tested | 11 | 10 | 19 | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade 6 Test: Stanford Achievement Test

Edition/Publication Year 10th Ed. Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ___ Scaled scores ___ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 73 | 69 | 68 | | |
| Number of students tested | 180 | 189 | 169 | | |
| Percent of total students tested | 97 | 95 | 95 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 63 | 62 | 59 | | |
| Number of students tested | 85 | 115 | 81 | | |
| 2 Free | 64 | 61 | 58 | | |
| Number of students tested | 78 | 99 | 55 | | |
| 3 Reduced | 69 | 68 | 60 | | |
| Number of students tested | 20 | 26 | 26 | | |

Subject: Math Grade 6 Test: Stanford Achievement Test

Edition/Publication Year 10th Ed. Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ___ Scaled scores ___ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 84 | 78 | 73 | | |
| Number of students tested | 180 | 189 | 170 | | |
| Percent of total students tested | 97 | 95 | 96 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 77 | 70 | 63 | | |
| Number of students tested | 86 | 115 | 82 | | |
| 2 Free | 79 | 70 | 64 | | |
| Number of students tested | 78 | 99 | 56 | | |
| 3 Reduced | 79 | 77 | 59 | | |
| Number of students tested | 21 | 26 | 26 | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade 7 Test: Stanford Achievement Test

Edition/Publication Year 10th Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ___ Scaled scores ___ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 73 | 76 | 76 | | |
| Number of students tested | 166 | 144 | 178 | | |
| Percent of total students tested | 98 | 97 | 97 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 65 | 66 | 65 | | |
| Number of students tested | 98 | 69 | 82 | | |
| 2 Free | 67 | 71 | 65 | | |
| Number of students tested | 85 | 46 | 73 | | |
| 3 Reduced | 67 | 62 | 75 | | |
| Number of students tested | 23 | 27 | 18 | | |

Subject: Math Grade 7 Test: Stanford Achievement Test

Edition/Publication Year 10th Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ___ Scaled scores ___ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 76 | 77 | 74 | | |
| Number of students tested | 168 | 145 | 174 | | |
| Percent of total students tested | 99 | 97 | 95 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 69 | 67 | 61 | | |
| Number of students tested | 98 | 69 | 80 | | |
| 2 Free | 69 | 72 | 64 | | |
| Number of students tested | 85 | 47 | 71 | | |
| 3 Reduced | 76 | 67 | 70 | | |
| Number of students tested | 24 | 27 | 19 | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade 8 Test: Stanford Achievement Test

Edition/Publication Year 10th Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ___ Scaled scores ___ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 73 | 78 | 68 | | |
| Number of students tested | 127 | 131 | 124 | | |
| Percent of total students tested | 96 | 95 | 94 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 66 | 64 | 62 | | |
| Number of students tested | 62 | 53 | 70 | | |
| 2 Free | 70 | 66 | 63 | | |
| Number of students tested | 42 | 45 | 36 | | |
| 3 Reduced | 63 | 81 | 59 | | |
| Number of students tested | 23 | 12 | 23 | | |

Subject: Math Grade 8 Test: Stanford Achievement Test

Edition/Publication Year 10th Publisher: Harcourt Brace Inc.

Scores are reported here as (check one): NCE's ___ Scaled scores ___ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 81 | 84 | 77 | | |
| Number of students tested | 127 | 131 | 125 | | |
| Percent of total students tested | 96 | 95 | 95 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1 Black | 73 | 75 | 72 | | |
| Number of students tested | 62 | 53 | 70 | | |
| 2 Free | 75 | 72 | 69 | | |
| Number of students tested | 42 | 45 | 37 | | |
| 3 Reduced | 71 | 83 | 74 | | |
| Number of students tested | 23 | 12 | 23 | | |