

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Mr. Joe Toomey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Clark-Shaw Magnet School

(As it should appear in the official records)

School Mailing Address 5960 Arlberg Street

(If address is P.O. Box, also include street address.)

City Mobile State AL Zip Code+4 (9 digits total) 36608-3677

County Mobile County State School Code Number* 049

Telephone 251-221-2103 Fax 251-221-2108

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

Twitter Handle Facebook Page
@clarkshaweagles https://www.facebook.com/pages/Clark-Shaw-Magnet/298310700351101 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Mrs. Martha
(Specify: Ms., Miss, Mrs., Dr., Mr., E-mail: mpeek@mcpss.com
Other)

District Name Mobile County Public Schools Tel. 251-221-4000

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

Date _____
(Superintendent's Signature)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 56 Elementary schools (includes K-8)
 - 20 Middle/Junior high schools
 - 13 High schools
 - 0 K-12 schools
- 89 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	171	179	350
7	111	148	259
8	93	118	211
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	375	445	820

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 47 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 0 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 17%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	151
(3) Total of all transferred students [sum of rows (1) and (2)]	151
(4) Total number of students in the school as of October 1	902
(5) Total transferred students in row (3) divided by total students in row (4)	0.167
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 51 %
 Total number students who qualify: 395

Information for Public Schools Only - Data Provided by the State

The state has reported that 52 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 3 %
22 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>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2007

15. Please summarize your school mission in 25 words or less: Clark-Shaw produces college and career ready students through a rigorous and engaging Math, Science, and Technology based curriculum.

PART III – SUMMARY

Clark-Shaw is a magnet middle school of Math, Science and Technology in the Mobile County Public School System. Originally built in the 1950's as K.J. Clark Junior High in the city limits of the small town of Chickasaw, adjacent to Mobile, it was converted to a magnet school in 1991 for students in grades 4-8. It was subsequently relocated in 2010 to the campus of the defunct John Shaw High School in the city of Mobile. As the school began to grow due to a more central location, the fourth then the fifth grades were moved back to the elementary magnet feeder school so that by 2012 the school served only grades 6-8 as it does today.

As a magnet school, Clark-Shaw attracts students from throughout Mobile County, a large area encompassing 1,644 square miles. The student body of 790 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 balance found at Clark-Shaw. A Title I school, approximately 51% of the students are deemed to be economically disadvantaged.

Magnet School policy provides for the 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-Shaw from the various 56 public elementary schools in the county or from private, parochial or home school settings and arrive with very different educational backgrounds and levels of academic ability. There is a widely held misperception that students selected for magnet school are already high-performing, especially when achievement levels are published in our community. The success of Clark-Shaw students is downplayed as an "expected" result rather than being the noteworthy accomplishment that it is. Our dedicated instructional staff works diligently to bring a wide array of student experiences and levels of ability up to the level of proficiency required by our magnet school standards of promotion.

Clark-Shaw's advanced curriculum in the areas of math and science with an emphasis on incorporating technology across the curriculum challenges each student to excel in an atmosphere of hands-on, experiential instruction. Additionally, Clark-Shaw sets the bar above system standards by requiring students to maintain an academic average of 70% or higher in every subject for promotion to the next grade and to remain in the magnet program.

Clark-Shaw employs a total faculty of 46 with 25 holding advanced degrees and all deemed "highly qualified" by NCLB guidelines. The school utilizes a rotating daily schedule comprised of six periods with a 30 minute sustained silent reading period at the end of the day built into the schedule two years ago to bolster vocabulary skills and reading comprehension. The move to the current campus, with a large scale renovation project, put the school in the fortunate position of having four well-equipped science labs, three computer labs and a math lab. Hands-on inquiry learning is a vital part of Clark-Shaw, and in that vein we not only incorporate STEM units into our classes but also have pre-engineering, robotics, and Girls in Engineering, Math and Science (GEMS) electives, among other unique offerings.

As part of a balanced curriculum, the school offers study in the fine and applied arts, music, band and foreign language. Students in the seventh and eighth grades are able to select one elective course which follows the same grading system as any other class. Clark-Shaw 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.

The 2007 NBR award has benefitted the school by earning it local recognition and elevating it from being something of a "hidden gem" in an obscure area of the county to a larger, more modern campus with excellent facilities in a central location in the county. Due in great part to the Blue Ribbon recognition, Clark-Shaw is able to offer its challenging, rigorous program to more students in the MCPSS.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Clark-Shaw 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-Shaw, all students are a grade ahead of the system’s curriculum in the field of science. Sixth graders study Life Science which is MCPSS’s typical seventh grade course of study, while the seventh grade course is Physical Science, which is taught in other MCPSS schools in eighth grade. Eighth grade students may elect (based on grades, achievement test scores, and teacher recommendation) to take Honors Biology I, a rigorous course taught for high school credit, or a course unique to Clark-Shaw called Introduction to Biology. All science teachers make frequent use of the four well-equipped labs to bring hands-on relevance to their curriculum. All students in grades 6-8 are required to do a semester long experimental science project as part of learning the scientific method and the school science fair is a big part of our school’s annual activities.

Mathematics at Clark-Shaw is also an advanced program with only advanced sixth grade math (seventh grade MCPSS curriculum) being offered. By accelerating the curriculum, seventh grade students are prepared to take either Math 7 Plus or Advanced Math 7 while eighth grade students take Math 8 Advanced or Honors Algebra I for high school credit. Teachers make use of whiteboards, smartboards and students’ personal devices to incorporate technology and check for understanding. A math lab as well as a math intervention teacher are available as resources for teachers and students.

Social Studies is a required part of the curriculum with sixth graders continuing the study of American History begun in fifth grade with the study of the Civil War to modern America. Seventh grade students spend one semester in Civics and the second semester in World Geography. Ancient World History is the course of study in the eighth grade. Teachers incorporate map skills as well as understanding graphs, charts and tables to bring real life relevance to their classes.

Language Arts classes in grades 6-8 incorporate grammar, literature and critical thinking skills with an emphasis on writing. All language arts classes have bi-monthly library classes where the media specialist provides collaborative lessons with the language arts teacher in topics such as digital citizenship and research techniques. Reading is encouraged by use of incentive programs such as Accelerated Reader, Battle of the Books competitions, and a Millionaires’ Club for students who read a million words during the first three quarters of the school year. The last 25 minutes of the school schedule for all students is a required silent sustained reading period where students return to their homeroom to read books of their choice.

Because our students come to us with a wide range of abilities and achievement, we recognize that not all students learn in the same way or at the same pace. In order to assist students who may be performing below grade level, we have three intervention teachers – one whose focus is math, one whose area of expertise is reading and language arts, and one generalist who is able to assist students in most academic areas. Students identified as needing extra assistance may work with these teachers during enrichment periods (6th grade) or elective or SSR periods (7th and 8th graders). Classroom teachers provide after school tutoring and often team with the math intervention teacher for second presentation or re-teaching to reinforce understanding. Additionally, we offer a Saturday School free of charge for intensive remediation in math and reading in which students who are in academic difficulty may choose to participate.

A gifted teacher provides guidance in the way of small group meetings as well as monitored independent study for gifted students who may need additional challenges above and beyond the accelerated curriculum.

The state of Alabama’s College and Career Planning System is in place to assist our middle school students in beginning to look towards high school and beyond with purpose. ACPS utilizes Kuder Navigator, an

online educational and career system for middle and high school students. Sixth graders begin with the Kuder Interest Checklist to learn about their interests in the six career fields. Seventh and eighth graders evaluate their interests and skills and select the desired education level/degree they plan to attain. Eighth grade students also take the ACT Explore test and participate with their counselor in extensive post-test evaluation of the career guidance component of that assessment. Additionally, all eighth grade students attend the Worlds of Opportunity Career Fair presented as a collaborative effort by the MCPSS and Workforce Development.

2. Other Curriculum Areas:

As part of a balanced curriculum, Clark-Shaw offers study in the fine and applied arts, music, band, physical education and foreign language. Students may also choose from science and technology electives.

Physical Education and Health are part of the required daily curriculum for all students in grades 6-8 where not only a variety of team sports are taught but emphasis is also placed on character education as part of good sportsmanship. Health and nutrition are part of a focus on lifelong wellness that instructors hope to ingrain in their students at this critical age when they are learning good decision making skills.

In seventh and eighth grades, students must select one elective to add to their four core subjects and physical education to round out their six period day. Elective classes meet daily as part of the student's regular schedule. Foreign language (French or Spanish) is offered as an elective in seventh and eighth grades. Many Clark-Shaw students apply and are accepted into the International Baccalaureate Programs in two of the local high schools. Since an IB diploma requires five units of the same foreign language, it is beneficial for students to earn a credit for Spanish I or French I in middle school, something they are able to do here. Art I, II and III are also offered to interested seventh and eighth graders. Drawing, painting, and pottery are just a few of the areas of focus.

Students who are interested in learning to play a musical instrument may begin that journey in the sixth grade by choosing to take beginning band. An intermediate band is made up of seventh grade students who are divided into percussion or woodwinds classes in preparation for advanced band in eighth grade. A small specialized group of eighth grade students comprises a separate jazz band. Advanced band students and the jazz band participate in local band competitions and perform at special local holiday venues. Students interested in music but not in playing an instrument may choose to take a chorus elective offered to seventh and eighth graders. The singers perform at school assemblies and special programs throughout the year.

Science and Technology in many forms provides several elective options for seventh and eighth graders. We offer both a seventh grade Robotics class as well as an Advanced Robotics class in eighth grade. The seventh grade Robotics/Engineering course is an introduction to programming graphical code. They create video games and apps, engineer CO2 dragsters and other hands-on projects. Project Lead the Way (Engineering and Robotics) is another elective class where the students learn and create with 3D CAD Inventor Program to build and program vex robots with robot C (C++) programming. Yet another elective STEM class studies the Engineering Design Process (ask, imagine, plan, create, improve) and uses team-building activities and communication for real-world problem solving. Eighth grade robotics students go through a project-based engineering design-build course that takes students through all phases of the engineering cycle from concept to testing and re-design. These students examine Engineering Circuit Analysis and learn and put into use soldering electronics. They learn, then apply, the Refrigeration Cycle, Simple Machines, Reverse Engineering, Newton's Laws, Thermodynamics, Rocketry, Robotics, Sea and Air Navigation, Automotive Safety Engineering, and much more.

A Forensics elective builds observation skills, hypothesis development, investigation and problem-solving along with hypothetical "crime scene" analysis such as that of footprints, hair, fiber and blood in our own version of CSI-Clark which is a popular class. A Marine Science elective provides students interested in our local area of delta, salt marsh, and bay to gulf environment the opportunity to study that biome and its inhabitants in more detail. Offering varied electives is just one more way in which we encourage students to explore their interests and talents and see the potential for real world career paths.

3. Instructional Methods and Interventions:

Clark-Shaw teachers employ instructional strategies and activities that are research-based and reflective of best practices. All teachers at Clark-Shaw Magnet School follow the Cycle of Instruction in their daily teaching which includes direct instruction, guided practice, and independent practice, as well as multiple checks for understanding and formative assessment. Teachers vary their teaching strategies to promote active involvement of all students in the learning process and to infuse instructional activities with rigor, relevance, and engagement. Cooperative learning, student-led discussions, problem-based learning, and hands-on experiences such as STEM units, computer labs, and math and science labs provide students with opportunities to acquire higher order thinking skills and to apply those skills in diverse ways. Projects, both short term and long term, completed at school or at home, involve students in decision-making, inquiry-based learning and the development of organizational and time management skills. The semester-long Science Fair project, in particular, utilizes cross-curricular components in math and language arts. 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 students to reach the final objective or goal through higher order thinking.

In keeping with our focus on technology, Clark-Shaw has three computer labs which are regularly utilized by general education classes as well as two specialized labs for robotics and engineering classes. Teachers may also reserve a class set of 30 I-pads and a classroom Android tablet for research or learning activities. The Bring Your Own Device (BYOD)/miDevice initiative allows students to register and make use of their own laptops, tablets, or other approved devices during the school day. Teachers receive on-going professional development on the use of technology in the classroom.

To meet the individual and diverse needs of students, teachers also serve as members of Problem Solving Teams to employ the Response to Instruction (RtI) framework for both academic and non-academic student concerns. Teachers have designated during-school and after school tutoring sessions to assist students who need additional assistance. The district-wide Reteach-Retest policy allows for additional opportunities for students to master content beyond the initial delivery and assessment. Additionally, the school employs three intervention teachers who are available to work with students individually or in small groups as needed to reteach or reinforce learning. Intensive instruction in small group settings is also offered during Saturday School.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

As part of the Mobile County Public School System, students at Clark-Shaw Magnet School participate in Alabama state-wide testing which has included the ACT Aspire (beginning 2013), Alabama Reading and Mathematics Test –ARMT (through 2012), the Alabama Science Assessment (7th grade only), and the ACT Explore (8th grade only). In addition, quarterly End of Quarter Tests (EQTs) are administered at every grade level and in the core subjects of math, language arts, social studies, and science.

Prior to the 2013-2014 school year, the Alabama Reading and Mathematics Test (ARMT) was given to all students in April of each year. The attached data tables show the performance of our 6th, 7th, and 8th grade students in Math and Reading for five consecutive years. In all years, students at all grade levels demonstrated a consistently strong achievement in Reading and Math. From 2008 – 2013, 96% - 100% of our students achieved at least level three (proficient) in both math and reading. These strong achievements coincide with the physical relocation of our school and the subsequent phasing out of elementary grades.

An analysis of our most recent year of standardized data revealed no significant achievement gap between all students and the scores of any subgroup with regard to achieving proficiency (level 3) in either math or reading in any grade. However, the percentage of students achieving the highest level of achievement (level 4 – advanced) in 6th grade Math did reveal a distinct gap between subgroups. While 78% of white students attained level 4 (advanced), only 53% of economically disadvantaged students and 40% of African American students did so. This shows that while there are no significant differences among subgroups in achieving proficient status, there is a need to support more students in moving from proficient to advanced achievement.

Clark-Shaw's Continuous Improvement Team meets with a School Improvement Specialist to analyze such data, determine needs, and design improvements for instruction. One improvement suggested by the team was to increase the amount of Extended Day learning opportunities for students to help move them to higher levels of achievement. Since implementing a Saturday School and increasing intervention and tutoring activities, we have seen improved scores and decreased course failures among all of our subgroups.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Clark-Shaw teachers at every grade level are involved in monthly departmental and grade level meetings in a collaborative effort to gather, analyze and use data and research to evaluate student progress. Quarterly data review meetings are conducted by the Continuous Improvement Plan (ACIP) committee, which includes the principal, representatives from each department, and the school's Title I coordinator. The data review meetings reflect successes, areas of focus, and prescriptions for improvement in each discipline based on the data presented.

All teachers have received training in the use of Edu-Trax and Assess Trax, a copyrighted and licensed service contracted through MCPSS to provide schools and teachers the ability to retrieve disaggregated assessment information. Teachers are able to download and review their students' test scores and use the data tools to drill down and evaluate subgroup performance.

STAR Reading and STAR Math assessments are given to all students three times per school year in order to set a benchmark for each student and then monitor progress. Students in need of intervention are identified, given additional tutoring, and re-tested more frequently to check for progress. Parents receive a home report for the STAR testing that shows their student's score and information for interpreting those scores.

During the fall of each school year, faculty members engage in Parent-Student-Teacher conferences with every student and parent using a format outlined by the MCPSS to explain the statewide 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 as well as areas for improvement and set personal educational goals

that the student will work to achieve in the current school year. School-by-school test results are published in the local newspaper when they are released to the press by the Alabama State Department of Education, thereby giving parents and stakeholders access to the school's achievement as measured by statewide testing instruments.

Part VI School Support

1. School Climate/Culture

At Clark-Shaw Magnet School, we strive to sustain a climate that is conducive to teaching and learning. A school-wide Positive Behavior Support plan and student Code of Conduct are in place which guide and direct school-wide and individual classroom behavior. To reduce discipline concerns, faculty members are assigned to duty stations in the mornings at take-in time and in the afternoons at dismissal time to maintain orderly ingress and egress. Monitors in the gym, cafeteria, carpool areas, halls and bus areas supervise students to prevent discipline infractions that would keep students out of class during instructional time. Teachers stand in their classroom doors or in the hallways in the morning and during class changes to provide adult supervision and informal interaction with students. Our successful and consistent school discipline plan enforces a safe learning environment as well as setting magnet school standards for behavior. Counselors, coaches and teachers strive to teach and model the pillars of character.

Our students enjoy a rich academic, cultural, and social experience at all grade levels. Educational field trips, school-wide assemblies, student reward activities, spirit weeks, pep rallies, teacher-student activities, social events, and other activities all contribute to a vibrant student life at Clark-Shaw. Additionally, students are regularly involved with student organizations to develop leadership skills and perform service. Student centered groups such as the Principal's Leadership Team, the Student Ambassadors, and National Junior Honor Society support the social and emotional growth of students while strengthening team building and cooperation skills. Other organizations include the Scholastic Challenge team, Math Team, Science Team, Chess Club, and Robotics team, among others.

The leadership of the school protects student learning by minimizing interruptions during instructional time. Daily announcements for students and staff are made during two designated times daily. The principal makes the morning announcements during homeroom class and includes a daily message about treating fellow students and teachers with courtesy and respect. The pre-dismissal afternoon announcement time is a student-led televised news show broadcast to all rooms electronically for viewing on smart boards. The principal further demonstrates the value he places on educators' time by charging grade level chairs, department chairs and committee chairs with some decision-making authority to ensure the smooth operation of the school and to foster a sense of participation in and ownership of the day-to-day functioning of the school.

2. Engaging Families and Community

At Clark-Shaw, we promote the idea of education as a partnership between the school, students, and their parents/families. Each fall, school-wide compacts are developed, distributed, and signed by all parties which serve to reinforce the responsibilities each has to improved educational outcomes. We operate a Parenting Room which serves as a central place for resources and planning for parent activities. During the annual Statewide Parenting Day, Title I meeting, Open House, and other parent information meetings, teachers and counselors work with parents to help them understand the importance of being actively involved in their children's education.

Clark-Shaw Magnet School is fortunate to have a dedicated and hard-working group of parent volunteers who, under the direction of the PTA, work to enlist more parents to participate in events on campus. Some examples of family involvement include things such as assisting teachers in science labs, creating scenery and decorations for school dances, selling dance tickets, chaperoning field trips, setting up and serving as hostesses at the school science fair and many other things. PTA leaders are also active on the school continuous improvement team as well as coordinating Honor's Day recognition events, student behavior reward activities, and staff appreciation luncheons. The PTA also helps to promote communication between our school and parents/guardians of our students. They have an active Facebook page and email list to communicate with parents and send regular school-wide parent emails to inform parents of opportunities to participate in school events.

We also value the relationships we have with businesses in our community. A business-education partnership called “Partners in Education” pairs willing local businesses with schools as partners. Our partners contribute goods and services as they are able and are helpful in providing incentives and small rewards (such as coupons for free Chick Filet or Chill yogurt) for our honor roll students each quarter.

We are fortunate also to have two four- year universities in our community. One of them, the University of South Alabama, provides our eighth graders with a wonderful learning opportunity each year when they invite our science classes to attend their School of Engineering Open House expo. The students gain invaluable insight into the many types of engineering that could be possible career paths for them. Employees of USA are also involved, along with local chemical companies and Alabama Power, in judging the school science fair.

3. Professional Development

Clark-Shaw Magnet School faculty, administrators, and staff exemplify the concept of life-long learning and continually seek to expand their knowledge and skills to impact student achievement, improve school culture, and remain at the forefront of emerging technologies and research-based strategies. Professional development and collaboration is encouraged and expected among teachers, departments, and other professional learning communities.

As a school of math, science, and technology, Clark-Shaw continually seeks to arm its faculty with the latest innovations in these areas. Science and math teachers have undergone rigorous training with Engaging Youth in Engineering (EYE), Alabama Math, Science, and Technology Initiative (AMSTI), and Science, Technology, Engineering, and Math (STEM) initiatives as well as targeted Robotics Teacher Training at Carnegie Mellon University. Increasing the use of digital tools in all content areas is also a school-wide priority, and several faculty members serve as district-certified SMART 14/Office 365 trainers for our staff. On-site training efforts have included on-line course development, Google Docs, iPad, SMART technologies, and a Bring Your Own Device (BYOD) initiative to allow students to utilize technology for learning. Our state-of-the-art collaborative classroom is the first of its kind in the district and serves as a model for collaborative learning and technology integration into the curriculum.

Our teachers and administrators regularly participate in training which comprises research-based methods to impact student achievement. Faculty members have undergone training specific to their content area in aligning instruction to the common core, literacy strategies, writing across the curriculum, and preparing students for AP courses. Several teachers have served on district-wide curriculum writing teams or textbook adoption committees for their content areas. All faculty participate in monthly collaboration and training to increase the use of rigor, relevance, and engagement through a collaborative instructional review process.

Our professional development also focuses on the needs of diverse learners, differentiating instruction, and engaging English Language Learners. Our faculty are trained on Response to Instruction (RtI), Review 360, and Positive Behavior Support (PBS) strategies to maximize student achievement and to reduce discipline issues. In addition, a core group of faculty experienced the Capturing Kids’ Hearts training and will help bring this intensive 3-day training to the entire faculty in the fall.

Our ongoing professional development efforts directly support the district-wide goal of developing College and Career Ready students. Professional learning continues to be a vital aspect of our school-wide mission, and it drives the innovation that typifies the Clark-Shaw experience.

4. School Leadership

The principal at Clark-Shaw Magnet School has a very simple philosophy: Put the needs of children first in any discussion. Whether we talk about finances, professional development, academic programs, or resources, our first question is “does this help the students?” The school maintains a structure predicated upon procedures. Each class, hall, or general area has its own specific procedures. These procedures take

all the guesswork out of the students' day, thereby freeing them up to focus on academics. There are procedures for walking in the hallways, sitting in the cafeteria, going to the restroom, dressing out in physical education and several other school wide procedures. Each class has its own procedures in connection with the school wide plan. Students have procedures for entering, sitting, sharpening pencils, makeup work, turning in assignments, emergency drills, getting into groups, and many others. These procedures are practiced early and often until they are mastered.

The roles of the principal are many. He is an instructional leader, disciplinarian, motivator, communicator, and overall positive role model. The principal handles public relations, recruitment, budgeting, personnel, facilities, and any crisis situation. Relationships are key to the principal and he makes it a point to go in every class during the day as well as to be on car duty in the morning and the evening. The assistant principal's role is to support the vision of the principal by ensuring lessons contain rigor and engagement, observing teachers, maintaining order, handling busses and field trips, and helping manage day to day operations. Stakeholders play a huge role at Clark-Shaw. Our parents and business community are both very involved in our daily operations. We have parents working at the school on a daily basis and our PTA has sponsored several after school activities as well. Our business partners provide incentives for student achievement, resources for the school, field trips, and funding for projects.

The school has always allocated its resources toward student achievement, but never more so than this year. There are many examples of this. For instance, the school added an outdoor classroom this year complete with a stage, arbor, and benches. The classroom has been utilized for science experiments, plays, silent reading, and general class work. Another example is committing funds to help transform school climate. The principal and four teachers attended "Capturing Kids Hearts" training provided by the Flippen Group, and the entire faculty will be trained in a three day in-service in August.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alabama Reading and Mathematics Test (ARMT)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Harcourt & Brace, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	99	96	99	98	97
Level IV	63	57	69	66	47
Number of students tested	305	341	225	161	170
Percent of total students tested	100	99	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level III and above	98	94	99	98	96
Level IV	53	49	63	60	38
Number of students tested	150	172	105	101	104
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	99	92	99	96	95
Level IV	40	43	59	54	33
Number of students tested	126	134	94	78	81
6. Asian Students					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	99	98	100	100	100
Level IV	78	68	76	77	71
Number of students tested	160	185	124	74	82
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alabama Reading and Mathematics Test (ARMT)</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Harcourt & Brace, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	100	97	99	99
Level IV	90	74	57	52	51
Number of students tested	271	211	151	143	143
Percent of total students tested	100	98	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level III and above	100	100	98	99	100
Level IV	86	67	54	46	48
Number of students tested	125	97	91	82	81
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100	100	97	97	99
Level IV	83	62	48	47	47
Number of students tested	104	90	76	79	69
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	100	97	100	100
Level IV	95	83	65	58	48
Number of students tested	148	110	67	59	67
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alabama Reading and Mathematics Test (ARMT)</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Harcourt & Brace, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	100	100	98	100
Level IV	94	81	64	47	63
Number of students tested	146	118	109	107	102
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level III and above	100	100	100	100	100
Level IV	93	80	64	44	51
Number of students tested	68	65	53	66	50
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100	100	100	100	100
Level IV	94	76	58	44	48
Number of students tested	67	56	55	57	49
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	100	100	96	100
Level IV	93	85	68	47	74
Number of students tested	74	56	47	47	51
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alabama Reading and Mathematics Test (ARMT)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Harcourt & Brace, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	99	100	100	100
Level IV	99	96	97	90	91
Number of students tested	305	341	227	160	170
Percent of total students tested	100	98	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level III and above	100	100	100	100	100
Level IV	99	96	96	87	88
Number of students tested	150	172	106	100	104
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100	99	100	100	100
Level IV	98	93	96	86	87
Number of students tested	126	134	95	78	81
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	100	100	100	100
Level IV	100	97	98	93	97
Number of students tested	160	185	125	73	82
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alabama Reading and Mathematics Test (ARMT)</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Harcourt & Brace, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	99	99	100	100	100
Level IV	94	92	90	85	91
Number of students tested	271	211	153	143	143
Percent of total students tested	100	98	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level III and above	99	99	100	100	100
Level IV	94	92	90	84	88
Number of students tested	125	97	93	83	81
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	99	99	100	100	100
Level IV	91	90	86	84	91
Number of students tested	104	90	77	79	69
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	99	100	100	100
Level IV	97	93	94	86	90
Number of students tested	148	110	68	59	67
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alabama Reading and Mathematics Test (ARMT)</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Harcourt & Brace, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	100	100	98	99
Level IV	91	87	84	64	80
Number of students tested	146	118	109	107	102
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level III and above	100	100	100	100	98
Level IV	85	88	85	61	71
Number of students tested	68	65	53	66	50
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above					
Level IV					
Number of students tested					
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	100	100	96	100
Level IV	99	89	89	72	92
Number of students tested	74	56	47	47	51
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES: