

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Clement Middle School	District Name	Redlands Unified School District
Street	501 E. Pennsylvania Avenue	Phone Number	(909) 307-5300
City, State, Zip	Redlands, CA 92374	Web Site	www.redlands.k12.ca.us
Phone Number	(909) 307-5400	Superintendent	Lori Rhodes
Principal	Robert Clarey	E-mail Address	lori_rhodes@redlands.k12.ca.us
E-mail Address	robert_clarey@redlands.k12.ca.us	CDS Code	36-67843-6059414

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

As a result of California voters passing Proposition 98 in November 1988, school districts received additional funding from the State and school sites became responsible for providing a report card to their communities. This report card is intended to describe Clement in the present and to state our future goals. Let me begin with our mission statement, the philosophy which guides both our policies and programs.

School Summary

Clement is one of four middle schools in the Redlands Unified School District and serves the north end of the city and part of Mentone. Clement opened in 1964 and consists of 21 buildings spread over 28 acres. From 1993-1997, the facility served as the Redlands High School Freshman Campus. As of November 2008, 1,004 students in Grades 6, 7, and 8 attended Clement Middle School.

We believe that Clement Middle School should be a place where students welcome and respect diversity. Students will develop their potentials through a variety of learning experiences. Our school should be a place where students want to come, and everyone, including parents and the community, is involved in the education of children.

We believe that it is our responsibility to provide a safe and positive learning environment with a variety of opportunities to achieve success. It is our responsibility to motivate students, to promote wise choices, and to develop character. We believe that we must be role models who exemplify the excellence we encourage in students.

We believe that students want to feel that they belong and are accepted, that they want to be respected and treated fairly, and that they want to be recognized for their successes. We believe that students need rules, boundaries, structure, and consistency. We believe that students need to develop from dependent 6th graders in a nurturing, sheltered, protected environment, to independent 7th graders who are aware of their value as individuals, to responsible 8th graders who set long-term goals, assume leadership roles, and leave middle school prepared for high school.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parents can become involved at Clement in many ways. There are formal groups like School Site Council, English Language Advisory Committee and PTSA. There are support groups like Band, Choir, Drama, and Race Team boosters. Many parents chaperone fieldtrips and volunteer in the classroom as well.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	353
Grade 7	351
Grade 8	384
Total Enrollment	1088

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	7.17%	White (not Hispanic)	26.84%
American Indian or Alaska Native	0.83%	Multiple or No Response	5.24%
Asian	3.86%	Socioeconomically Disadvantaged	56%
Filipino	2.21%	English Learners	9%
Hispanic or Latino	52.94%	Students with Disabilities	12%
Pacific Islander	0.92%		

[Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8	13	22	11	27.3	9	30	8	26.6	15	31	7
Mathematics	31.8	1	14	17	29.5	3	20	12	28.7	4	22	9
Science	33.2		10	22	30.9	1	18	16	31.4		22	11
Social Science	32.9		10	23	31.6	2	19	16	31	1	20	14

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Clement Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Clement's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Additionally, a Redlands Police Department School Resource Officer is available (as of January 2009) to provide counseling, education, and law enforcement activities for students.

To ensure student safety before school, counselors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and quad area. During the school day, all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass.

After school, teachers, counselors, and administrators supervise the areas until all students have left the campus for home.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	19.6	15.6	22.5	9.8	10.5	9.2
Expulsions	1.2	0.2	1.0	0.7	0.6	0.4

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Students and staff work hard to keep the campus clean and safe. The 3 night custodians do a remarkable job of cleaning 60 classrooms, the auditorium, kitchen, library, and offices daily. Our two daytime custodians maintain the grounds, set up for special events, and keep the campus litter-free. When 1,004 students have lunch, we depend heavily on their willingness to clean up after themselves.

The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Clement and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency.

The majority of the Clement campus underwent modernization in 2004-2006, with new paint, carpet, and lighting. If present, graffiti is removed immediately by site or District staff.

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

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	11/08
Mechanical Systems	[X]	[]	[]	11/08
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	11/08
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	11/08
Hazardous Materials (interior and exterior)	[X]	[]	[]	11/08
Structural Damage	[X]	[]	[]	11/08
Fire Safety	[X]	[]	[]	11/08
Electrical (interior and exterior)	[X]	[]	[]	11/08
Pest/Vermin Infestation	[X]	[]	[]	11/08
Drinking Fountains (inside and outside)	[X]	[]	[]	11/08
Restrooms	[X]	[]	[]	11/08
Sewer	[X]	[]	[]	11/08
Playground/School Grounds	[X]	[]	[]	11/08
Roofs	[X]	[]	[]	11/08
Overall Cleanliness	[X]	[]	[]	Facility is inspected monthly by the lead custodian on campus.

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In 2008-2009, approximately \$17,228 has been allocated by the Clement School Site Council to be spent on staff development to include conferences, in servicing teachers to use technology and teach reading skills, as well as release days to allow teachers to meet and plan as a department. Teachers may also use the staff development funds to attend English Learner training conferences or peer observations. In addition, teachers will meet on two staff development days prior to school starting and eight minimum days.

[Teacher Credentials](#)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	43	48	44	954
Without Full Credential	2	1	1	55
Teaching Outside Subject Area of Competence	0	2	2	N/A

[Teacher Misassignments and Vacant Teacher Positions](#)

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	7	0	1
Total Teacher Misassignments	7	1	3
Vacant Teacher Positions	0	0	0

[Core Academic Classes Taught by No Child Left Behind Compliant Teachers \(School Year 2006-07\)](#)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.3%	3.7%
All Schools in District	94.2%	5.8%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	98.9%	1.1%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	310
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	See above.	0%
Mathematics	See above.	0%
Science	See above.	0%
History-Social Science	See above.	0%
Foreign Language	See above.	0%
Health	See above.	0%
Visual and Performing Arts		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,443	\$892	\$3,551	\$61,184
District	---	---	\$4,529	\$67,444
Percent Difference – School Site and District	---	---	-28%	-10%
State	---	---	\$5,300	\$62,157
Percent Difference – School Site and State	---	---	-49%	-2%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The Redlands Unified School District spends \$4,439 per student annually to educate its students. The amount includes the cost of transportation, food services, instructional materials, health screening, maintenance, and salaries.

Clement Middle School receives special funds for supplementary educational programs. The following are some special funding resources available to the school: (see next page)

Gifted and Talented Education: \$1,305
Limited English Proficient: \$45,335
Title III – Language Instructional Support: \$7,355
State School Improvement Program: \$182,289
English Language Acquisition Funds: \$9,257
Total: \$245,541

Clement's general fund, which provides supplies, equipment, curriculum support, etc., is approximately \$30,000.

Summary of Strengths

Enrichment Opportunities

Students have many opportunities to participate in assemblies, field trips, camping and cycling expeditions, and special events which extend their classroom experience, teach appropriate behavior and leadership skills, and motivate improved performance and the desire to pursue higher education.

Parent Involvement

The PTA has 4-6 parents who meet monthly to organize support activities for staff and students and numerous parents assist in student activities and dances. Most importantly, in daily contacts, parents are supportive of school and teacher goals.

Staff Dedication

Both certificated and classified staff members take pride in the fact that they make a conscientious effort to work together in the best interests of students. Limited resources do not limit the willingness of staff to spend the time necessary to improve our delivery system and the services provided to students. CLEMENT ALL STARS is a theme which expresses the staff's goal of working together to provide a school environment which reinforces behavioral, social, and academic expectations.

2008-2009 Student Objectives

Increasing the number of students scoring at or above proficient on the State standards-based exams.
Improving the quality and variety of services offered to students, to increase the already positive school culture of Clement.

Critical Needs/State Standards

Clement's critical needs include:

- Providing adequate staff in the classroom, in the library, and in the offices.
- Earning the support and respect of the community, and especially parents.

Three Year Student Objectives

Clement's long-range plan includes:

- Making technology an integral teaching tool and assuring that all students have equal access to technology as a means of demonstrating what they can do.
- Maintaining an integrated student body so that all students feel safe and respect one another.
- Selecting and integrating the 3-4 new teachers hired each year.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,135	\$40,721
Mid-Range Teacher Salary	\$69,202	\$65,190
Highest Teacher Salary	\$84,701	\$84,151
Average Principal Salary (Elementary)	\$107,174	\$104,476
Average Principal Salary (Middle)	\$114,548	\$108,527
Average Principal Salary (High)	\$124,362	\$119,210
Superintendent Salary	\$166,464	\$210,769
Percent of Budget for Teacher Salaries	43.1%	39.9%
Percent of Budget for Administrative Salaries	4.9%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	42	41	46	48	50	52	42	43	46
Mathematics	41	37	38	43	44	45	40	40	43
Science	33	42	55	42	44	52	35	38	46
History-Social Science	34	34	41	40	41	42	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	43	25	52	30
American Indian or Alaska Native	*	*	*	*
Asian	60	64	54	54
Filipino	62	50	64	36
Hispanic or Latino	36	32	49	32
Pacific Islander	60	47	*	*
White (not Hispanic)	59	46	66	57
Male	42	40	57	43
Female	49	35	54	39
Economically Disadvantaged	38	31	48	
English Learners	4	14	12	4
Students with Disabilities	5	7	15	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
7	31.5

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	6	6	6
Similar Schools	9	9	8

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	26	-1	9	753
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	25	-3	14	715
Pacific Islander				
White (not Hispanic)	26	7	0	804
Socioeconomically Disadvantaged	21	0	11	711
English Learners	3			
Students with Disabilities	9	-8	14	554

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	4.3