



# Clovis Point Intermediate School Report for 2019-20

*FTE = Full-time Equivalent Students/Staff, F & R = Free & Reduced, H = Hispanic, ELL = English Language Learners, M = Migrant, Sp Ed = Special Education; A = Students with <2 Absences & Month, MB = Mobility, HL = Homeless, D = Discipline Rate, E1 = excluded 1 day; E2 = 2-3 days; E4 = 4-5 days; E6 = 6-10 days; E10 = >10 days*

Year	Student Totals (School% / District %)															Staff Totals					
	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2014-15	591	71/57	53/44		15/11	14/12	88/85			3/3						60	36	15	4	3	2
2015-16	603	68/56	57/46		17/11	12/12	85/85			3/3						57	36.5	12	4	3	2
2016-17	619	66/56	56/46		16/17	12/12	85/85			5/3						59.5	36.5	14	4	3	2
2017-18	644	66/55	55/47		15/10	12/12	90/85			7/4						58.5	37.5	12	4	3	2
2018-19	704	66/56	54/44	15/17	14/11	12/13	89/86	2/3	4/4	8/4	16/19	40/30	13/17	16/16	15/18	58.5	37.5	12	4	3	2

**Budget using prior year numbers:** \$116,586 + prior year end balance of \$15,219 – expenditures of \$131,289 = year-end balance of \$516

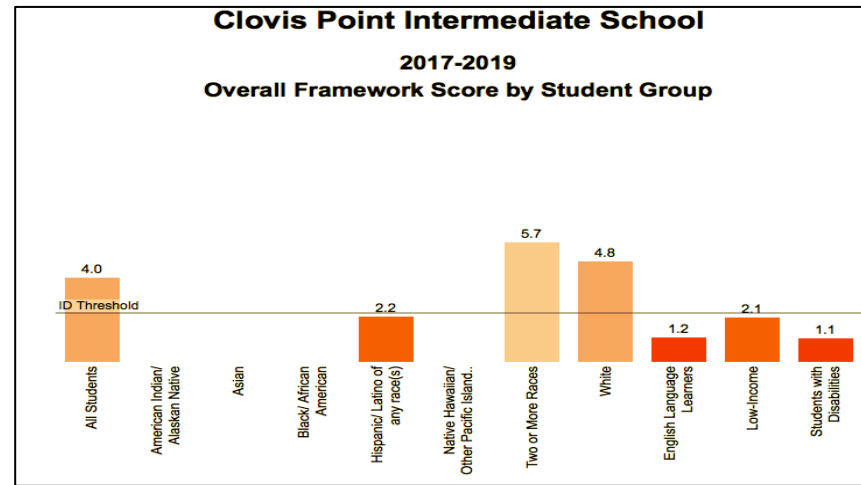
The school improvement framework below combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts.) Data is from the prior three years and is scored from 1 – 10, with 10 being the highest possible.

**Clovis Point Intermediate School**  
**2017-2019**  
**Measures by Student Group**

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	52.5%				6.6%	40.6%	40.4%		13.0%	66.7%	67.0%
Math Proficiency Rate	40.4%				4.1%	29.2%	28.9%		7.0%	50.0%	54.3%
ELA Median SGP	43				37.5	41.5	42		37	55	44
Math Median SGP	42				38	40	41		39	44	45
Graduation Rate											
EL Progress Rate*	53.1%										
Regular Attendance Rate	87.9%				85.7%	87.8%	85.3%		80.5%	79.1%	89.1%
Ninth Grade On Track Rate											
Dual Credit Rate											

\*The EL Progress measure only applies to students who are English Learners

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District or Building Goal and Supporting Activity	Progress/Data
(2000B-1) Develop interventions by RTI tier in reading, math and special education services	Implemented full inclusion in Tier 1 for special education students. Implemented one co-teaching team at each grade level to serve and support our most impacted special education students in Tier 1. Applied for and was awarded UW Haring Center for Inclusionary Practices Grant for 2020-21 in order to provide professional development in the areas of co-teaching and Universal Design for Learning.