



Eastmont School District #206 Relationships, Relevance, Rigor, and Results

Clovis Point Intermediate School Report for 2018-19

School Demographics: FTE = Full-time Equivalent Students/Staff, F & R = Free and Reduced, AA = Avg. Attendance, UAR = Unexcused Absence Rate, H = Hispanic; B = Bilingual; Sp Ed = Special Ed; M = Migrant; MO = Mobility.

Student Totals (School% / District %)												Staff Totals					
Year	FTE	F & R	H	B	M	Sp Ed	AA	UAR	MO	Stu. STS	Days	FTE	Cert	Para	Office	Maint	Adm
2013-14	662	61/58	44/43	14/18	13/11	13/12	94%	.2%	10/15			59	36	15	3	3	2
2014-15	591	71/57	53/44	15/19	15/11	14/12	94%	.3%	11/14			60	36	15	4	3	2
2015-16	603	68/56	57/46	22/19	17/11	12/12	94/93	.3/3	12/19			57	36.5	12	4	3	2
2016-17	619	66/56	56/46	23/19	16/17	12/12	94/92	.5/1.3	13/17	343	629	59.5	36.5	14	4	3	2
2017-18	644	66/55	55/47	20/18	15/10	12/12	/94	/22	/18			58.5	37.5	12	4	3	2

Budget using prior year numbers: \$106,392 + prior year end balance of \$(1,813) – expenditures of \$(89,360) = year-end balance of \$15,258

Required Test Results (School/State) Yellow (6/24) indicates score improved, bold (2/24) met or exceeded State avg. for that area. Empty = not a test year

Year	5 th Reading All Students	5 th Reading Hispanic	5 th Reading Low Income	5 th Reading ELL Students	5 th Math All Students	5 th Math Hispanic	5 th Math Low Income	5 th Math ELL Students	6 th Reading All Students	6 th Reading Hispanic	6 th Reading Low Income	6 th Reading ELL Students	6 th Math All Students	6 th Math Hispanic	6 th Math Low Income	6 th Math ELL Students	7 th Reading All Students	7 th Reading Hispanic	7 th Reading Low Income	7 th Reading ELL Students	7 th Math All Students	7 th Math Hispanic	7 th Math Low Income	7 th Math ELL Students
13/14														48/46	51/49	27/20		61/50	59/54	25/17		50/39	48/42	11/15
14/15	47/58	35/39	37/41	18/16	29/48	23/29	21/31	5/13	47/54	38/36	41/37	11/10	34/46	23/26	30/29	14/9	54/57	38/38	44/41	9/10	41/48	26/29	31/31	0/10
15/16	45/60	40/42	34/44	8/19	37/49	31/30	26/33	3/15	53/57	43/38	42/39	7/11	49/48	41/29	38/31	7/9	48/59	35/41	40/42	4/10	36/50	30/31	30/33	4/11
16/17	51/59	37/40	38/41	4/13	35/49	22/30	19/31	2/12	48/56	38/37	35/37	4/11	43/48	37/30	34/30	6/12	54/60	44/42	41/43	12/10	40/50	32/32	29/32	5/10
17/18	51/60	37/41	NA	5/12	33/49	18/31	NA	2/12	50/56	36/39	NA	9/9	50/56	38/31	NA	9/10	47/61	42/43	NA	2/11	36/60	29/31	NA	0/10

District/Building Goal	Progress/Data
(2000B-1) Develop interventions by RTI tier in reading, math and special education services	Implemented schoolwide RTI. All students have a 45-minute RTI class Tuesday-Friday called "Enrichment." Students are placed in RTI based on their STAR and CORE diagnostic reading assessments. At each grade level, we offer Enrichment classes for basic and multisyllabic decoding, reading fluency, reading comprehension, English language development, advanced ELA, advanced math and Tier 2 math support. Students can move Enrichment classes based on meeting performance criteria. We implemented a co-taught math class for our special education students this year and began a "Coffee Cart" class for our students with functional academic needs. We designed a co-taught team model for full inclusion of all 5 th -7 th special education students for 2019-2020.
(3000A-4) Recognize appropriate behavior, improvement and academic success.	Developed and implemented schoolwide PBIS Tier 1 behavior expectations and instruction. Positive behaviors are recognized with Coyote Cash, weekly raffle drawings, Coyote Market and activity hours. On Mondays, we implemented weekly schoolwide Social-Emotional learning using Sanford-Harmony curriculum, community building, and character trait instruction. We recognize students at our Student-of-the-Month with awards and pizza with their parents; Quarterly Awards Assembly for improvement in behavior and academics; Academic Achievement Awards are personally signed by the principal and sent home with students each quarter.