

**Katy Independent School District**  
**Fielder Elementary**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

Fielder Elementary provides a safe, caring, and positive environment empowering students to grow academically, socially, and emotionally. As a unified community, we embrace individuality and cultivate a love of learning.

# Core Beliefs

Power of One.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fielder Elementary is a twenty-three year old campus serving PreK-5th Grade students. Although this improvement plan focuses on the 2016-2017 school year, the demographic information is derived from Spring 2016 as reported through PEIMS. This year our bilingual program is approximately half the size of the 15/16 school year due to boundary modifications and the opening of a new bilingual elementary campus which reduced our bilingual enrollment by approximately 200 students. This year we continue to see growth and as of September 2016 have 1008 students enrolled.

Fielder continues to be diverse in students demographics.

See Addendum for Demographic Breakdown

### Demographics Strengths

Fielder Elementary has many demographic strengths. Some of the most important include:

1. Many families moving into the Cinco Ranch High School feeder pattern state they buy houses in the area in order to attend Fielder Elementary.
2. Staff member diversity closely matches the diversity of students.
3. Staff and students alike are welcoming to new students regardless of specific demographics.

### Demographics Needs

Demographic needs are as follows:

1. Special ed numbers (look for disparity of male vs. female), district and state numbers
2. Increased AT-Risk.
3. Increased Economically Disadvantaged.

## **Student Achievement**

### **Student Achievement Summary**

See CIP Addendum for Achievement and Goals

### **Student Achievement Strengths**

See CIP Ammendment for Achievment and Goals

### **Student Achievement Needs**

See CIP Ammendment for Achievment and Goals

## **School Culture and Climate**

### **School Culture and Climate Summary**

Our vision is to provide a safe, caring, and positive environment empowering students to grow academically, socially, and emotionally. As a unified community, we embrace individuality and cultivate a love of learning. This vision helps guide all work on campus to ensure that student-centered instruction and learning occurs daily.

### **School Culture and Climate Strengths**

Half day planning scheduled for teams three times during the school year- substitutes provided.  
Weekly Leadership and Instructional Coach meetings.  
Weekly calendar meetings between administrators and twice per month with PTA President.  
Efficient and effective budget expenditures to increase technology usage and workshop model development within the classrooms.

### **School Culture and Climate Needs**

Edna Mae Fielder Elementary will continue to be good stewards of finances.  
\*Alignment of all campus finances to support campus goals and objectives.  
\*Refine process of math and science manipulative inventory.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Fielder Elementary has a diverse teaching staff of monolingual and bilingual teachers and assistants. We screen and interview through a panel approach and seek the most highly qualified applicants. As a school we participate in the Katy ISD job fair as well as participate in recruiting trips as asked.

### **Staff Quality, Recruitment, and Retention Strengths**

Professional Learning is provided on the campus in addition to what is offered at the district level. This year paraprofessionals are receiving specific staff development to help provide support in the role as classroom assistants. Also, teachers are completing learning walks during planning periods twice per year.

### **Staff Quality, Recruitment, and Retention Needs**

Refinement of the interview process once school has ended and teachers are off contract. Interview panels during the summer need to be established for late hires.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Strengths**

Reading, Writing, Math, and Science STAAR results were “Met Standard” at Level II Phase-In (Highest Ranking Available from TEA)

Successful Data Meetings in which student data is discussed and needed interventions assigned.

Increased awareness among teachers of student needs and accountability.

Continued focus and implementation of small group instruction and workshop in reading and math.

Continued focus and implementation of Guided Math instruction.

### **Curriculum, Instruction, and Assessment Needs**

Edna Mae Fielder Elementary will utilize on-going analysis of student data using Common Assessments, District-Level Assessments, and Lead4Ward program analysis.

Writing instruction will be targeted in all grade levels in order to increase the passing rate on the 4th grade Writing STAAR Exam.

\*More rigorous grading with higher standards is expected of all teachers in order to accurately portray student progress.

\*All grade levels will continue to transition into a full-implementation of the Writer's Workshop model.

\*Utilization of the Language Arts Instructional coach will be embedded in the grade level planning sessions (Collaboratives) in order to strengthen implementation of best practices in writing.

Science instruction will be targeted in all grade levels in order to increase the passing rate on the 5th grade Science STAAR Exam.

\*More rigorous grading with higher standards is expected of all teachers in order to accurately portray student progress.

\*3rd-5th grade implementation of fully-developed science lab lessons using the 5-E model. Stemscores will be utilized in each grade level.

\*Utilization of the Science Instructional coach will be embedded in the grade level planning sessions (Collaboratives) in order to strengthen implementation of best practices in science content delivery.

## **Family and Community Involvement**

### **Family and Community Involvement Strengths**

Grade level Curriculum Nights held virtually instead of on one evening, allowing increased access to information.  
Administrators attended PTA Board meetings.  
Weekly e-News with Principal Message.  
Parent Link Phone messenger and delivery system used.  
Successful Implementation of Watch D.O.G.S. (Dads of Great Students)  
Continued high-levels of PTA and FE Staff support and interaction through a variety of special events.

### **Family and Community Involvement Needs**

Edna Mae Fielder Elementary will continue to strengthen bonds with community members.  
\*Continued use of weekly E-News with Principal message.  
\*Continued use of Parent Link phone messenger on an as-needed basis  
\*Continued Implementation of regular Facebook postings to send reminders to parents about upcoming events.  
\*Greater implementation of Fielder Twitter to deliver short messages and pictures to tell the "Fielder Story."  
\*Increased use of Keep Empowering youth towards Success mentors (KEYS) for at-risk students.  
\*Continued partnership with CRHS PALS

## **School Context and Organization**

### **School Context and Organization Strengths**

Successful monthly safety drills including unobstructed and obstructed fire drills, lock down and shelter and place drills, and severe weather drills.

Safety training for all staff members

Annual fire marshal inspection passed.

Designated staff members trained in Crisis Prevention Institute (CPI), CPR, AED, and first aid.

Core Essential Character Traits successfully implemented and taught each month.

Improved and continued implementation of Positive Behavioral Intervention & Supports (PBIS) System

### **School Context and Organization Needs**

Edna Mae Fielder Elementary will strive for the safest environment for all students on campus.

\*Continuation of fire/safety drills.

\*Continuation of district-wide safety flip chart.

\*Teacher implementation of CHAMPS to teach safe and orderly conduct with Love and Logic and reinforced with PBIS.

\*Continued implementation of the go-bag system

\*Encourage more staff to be officially trained in CPR, AED, and first aid.

\*Entire staff training of administration of Epi-Pen device.

\*Continue PBIS strategies for rewarding positive behavior.

# **Technology**

## **Technology Summary**

Recently, wireless access points were upgraded for both student and community access to internet. All teachers use technology throughout the day. We have access to a technology designer who helps teachers and admin grow in technology implementation.

## **Technology Strengths**

We have added 4 connected learners during the last year. These teachers have motivated other staff members to more fully integrate technology. Our Bright Bytes Survey shows that most teachers are implementing growing amounts of technology within the classroom.

## **Technology Needs**

Our Bright Bytes survey shows that teachers need help in the following areas:

1. Learning more publication apps that they can use in the classroom with students.
2. The need for deeper training in excel and Google Doc useage.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals




## Goal 1: Student Growth and Success

**Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.**

**Performance Objective 1:** Fielder Elementary will provide meaningful, engaging, relevant learning experiences which align with the KISD Cornerstone Skills and TEKS.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Mobile Lab where students can access technology to enhance their learning experience.	Teachers and staff	Teacher assessments, benchmark data, report cards and progress reports STAAR test, progress reports and report cards				
2) Campus Extension To enhance science through science tubs, journals, Brainpop, MAD LAB, inquiry based learning via hands-on learning.	Lesson Plans, anchor charts, sign-in sheets, student products- journals. Spring 2016 Science STAAR test, end of year DLA, and report cards	Teachers, Instructional Coach, and Administrators.				
3) Implement Daily 5, Cafe and Math Workshop	Instructional Coaches & Administration Teaching and Learning.	Lesson plans, small group instruction and student products- journals Spring 2016 STAAR scores, end of year DLA data, report cards				



4) Use Title III Immigrant funds to supplement instruction provided to Immigrant students.	Principal, Asst. Principal, Instructional Coordinator.	PEIMS Identified Immigrant Students Student Achievement Data Sources: Student Engagement Subjective data: Walkthroughs/Observations Grades				
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue						








## Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

**Performance Objective 1:** The Fielder Community will foster and nurture relationships between students, staff, and community through open communication

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train and implement the staff on CHAMPS behavior management and implement PBIS focusing on positive student behaviors.	Campus Administrators, teachers, counselor LSSP, Campus Administrators, counselor	Fewer discipline referrals, progress reports, report cards Fewer discipline referrals, progress reports, report cards, improved STAAR Scores.				
2) Implementation of Restorative School discipline procedures	Campus Administrators, teachers, counselor LSSP, Campus Administrators, counselor	Fewer discipline referrals, progress reports, report cards Fewer discipline referrals, progress reports, report cards, improved STAAR Scores.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Community Engagement**

**Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.**

**Performance Objective 1:** Fielder Elementary will openly communicate and invite community and parents to participate in school-wide activities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct Math Lunch and Learn sessions for parents in K-2 and 3-5	Administration, Math Instructional Coach	Flyers, Sing-up genius reservations.				
2) Identify parent perceptions and concerns through feedback surveys and devise a plan to address the perceptions/questions.	Administration	Survey feedback				
3) Continue joint partnership with PTA to provide Parent Programs and Parent involvement	Administration, IC's, teachers	PTA events held (flyers/newsletter)				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						







**Goal 4: Effective and Efficient Operations**

**Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.**

**Performance Objective 1:** Fielder Elementary allocates resources that support campus initiatives, programs, and professional learning opportunities that are directly related to our campus and district mission.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff development budget and school business days are equally distributed to grade levels and departments.	Administration	Registration for professional learning and attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








## Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

**Performance Objective 1:** Fielder Elementary will utilize resources to support professional growth for all staff members.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide a feedback link for all staff members to identify concerns or suggestions so that the campus can be the best it can be.	Administration	Newsletter link for staff members.				
2) Support new teachers to Katy ISD with mentoring, mentor activities, and professional development.	Administration, IC's, Lead Mentor	Sign In Sheets, planning documents.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

# State Compensatory

## Personnel for Fielder Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Graciela Soriano	Teacher	Academic Support	1
Lynn Margolis	Teacher	Academic Support	1
Ronda Meldrum	Teacher	Academic Support	1

## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Scott Greene	
Administrator	Lindsay O'Leary	
Administrator	William H.	
Administrator	Kari Torres	
Business Representative	Samira Tchamanzan	Fall 2016-Spring 2018
Certified Teaching	Lily Alvarez	Fall 2015-Spring 2017
Certified Teaching	Tanya Arnold	Fall 2016-Spring 2018
Certified Teaching	Ann Lee	Fall 2016-Spring 2018
Certified Teaching	Monica Cupp	Fall 2016-Spring 2018
Certified Teaching	Sally Gillespie	Fall 2016-Spring 2018
Certified Teaching	William Tellez	Fall 2016-Spring 2018
Community Representative	Sharon Hayes	Fall 2016-Spring 2018
District-level Professional	Liza Garza	Fall 2016-Spring 2018
Non-classroom Professional	Kathy Counterman	Fall 2015-Spring 2017
Non-classroom Professional	Gracie Soriano	Fall 2016-Spring 2018
Parent	Alejandra Boza	Fall 2015-Spring 2017
Parent	Bethany Freund	Fall 2016-Spring 2018
Parent	Flor Hidalgo	Fall 2016-Spring 2018
Parent	Kyonij Jeon	Fall 2016-Spring 2018
Parent	Angie Leggett	Fall 2015-Spring 2017
Parent	Ellen Moss	Fall 2015-Spring 2017
Parent	Chinyere Ukomadu	Fall 2015-Spring 2017

# Addendums

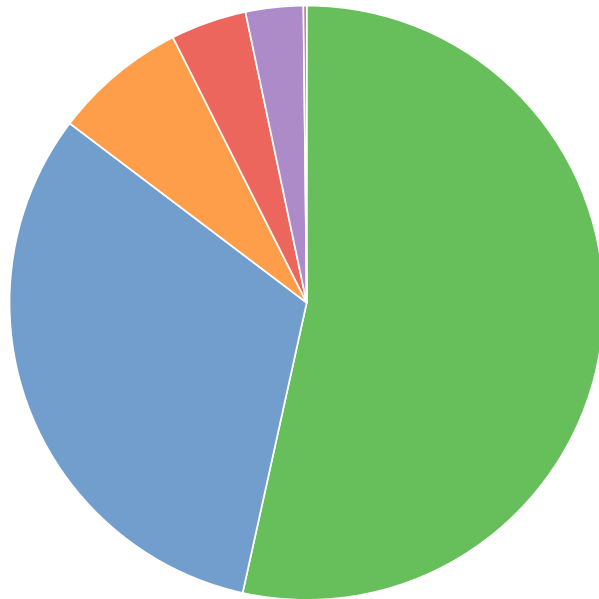


## **CIP Timeline 2016-2017**

September 20, 2016-	Develop Needs Assessment
October 20, 2016-	CAT Meeting
November 3, 2016-	Revise CIP with input from staff and CAT
January 5, 2017-	CAT Meeting
January 31, 2017-	Review CIP Progress
March 10, 2017-	Review CIP Progress
April 27, 2017-	CAT Meeting
May 18, 2017-	Review and Assess implementation of CIP, Review data.
May 25, 2017-	CAT Meeting

# Fielder Elementary

## Student Profile



## Student Statistics

Total Enrollment	1,186
At-Risk	55.9%
Low Income	17.3%
Limited English Proficient	47.1%
Special Education	8.3%
Career Technology Education	-
Bil/English as a Second Language	56.6%
Gifted/Talented	5.6%
Title I	*
Attendance Rate (2013-14)	97.1%

\* \* \* indicates the number was masked by TEA. ' - ' indicates zero students.  
 Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
Hispanic	634	53.5%
White	378	31.9%
Asian	86	7.3%
Black or African American	49	4.1%
Two or More Races	37	3.1%
Other	2	0.2%

Other includes student groups whose counts were masked by TEA, where applicable.

**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 EDNA MAE FIELDER EL (101914114) - KATY ISD

**Accountability Rating**

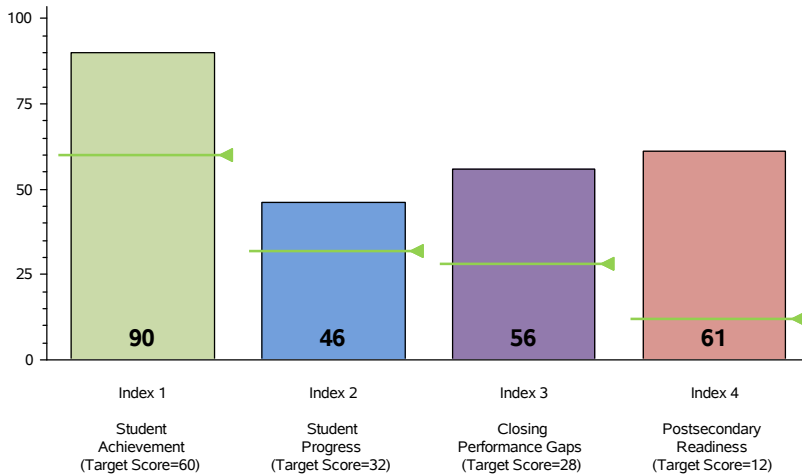
**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**

Academic Achievement in ELA/Reading	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	1,178 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	17.4
Percent English Language Learners	47.5
Mobility Rate	10.0

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,273	1,417	90
2 - Student Progress	637	1,400	46
3 - Closing Performance Gaps	1,336	2,400	56
4 - Postsecondary Readiness			
STAAR Score	60.6		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		61

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	25 out of 25 = 100%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>41 out of 41 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

## Fielder Elementary - Math

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	584	513	88%	340	58%	181	31%	94%
Black/African American	28	19	68%	11	39%	4	14%	85%
Am Indian/Alaskan Native	1	*	*	*	*	*	*	100%
Asian	49	44	90%	35	71%	25	51%	100%
Hispanic	298	255	86%	151	51%	76	26%	95%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	100%
White	191	177	93%	128	67%	68	36%	97%
Two or More Races	17	17	100%	14	82%	8	47%	100%
Economically Disadvantaged	121	85	70%	45	37%	18	15%	85%
Special Education	38	24	63%	13	34%	9	24%	80%
English Language Learner	234	189	81%	104	44%	46	20%	90%

## Field Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	582	518	89%	367	63%	218	37%	95%
Black/African American	27	22	81%	8	30%	4	15%	90%
Am Indian/Alaskan Native	1	*	*	*	*	*	*	100%
Asian	49	44	90%	32	65%	23	47%	100%
Hispanic	297	258	87%	170	57%	97	33%	95%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	100%
White	191	176	92%	142	74%	86	45%	98%
Two or More Races	17	17	100%	14	82%	8	47%	100%
Economically Disadvantaged	121	95	79%	54	45%	22	18%	90%
Special Education	38	23	61%	12	32%	6	16%	80%
English Language Learner	233	191	82%	116	50%	65	28%	92%

## Fielder Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	218	173	79%	92	42%	34	16%	90%
Black/African American	13	10	77%	4	31%	2	15%	87%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	100%
Asian	19	17	89%	14	74%	8	42%	100%
Hispanic	110	74	67%	32	29%	9	8%	85%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	100%
White	70	66	94%	39	56%	14	20%	98%
Two or More Races	6	6	100%	3	50%	1	17%	100%
Economically Disadvantaged	54	29	54%	9	17%	3	6%	75%
Special Education	16	10	63%	4	25%	1	6%	80%
English Language Learner	70	40	57%	11	16%	4	6%	75%

## Fielder Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	183	158	86%	112	61%	59	32%	95%
Black/African American	9	7	78%	5	56%	3	33%	90%
Am Indian/Alaskan Native	1	*	*	*	*	*	*	100%
Asian	17	16	94%	11	65%	5	29%	100%
Hispanic	97	79	81%	52	54%	24	25%	91%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	100%
White	56	52	93%	41	73%	25	45%	98%
Two or More Races	3	*	*	*	*	*	*	100%
Economically Disadvantaged	38	27	71%	16	42%	5	13%	88%
Special Education	15	8	53%	4	27%	2	13%	75%
English Language Learner	83	67	81%	42	51%	20	24%	90%