

Katy Independent School District
Davidson Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps

Mission Statement

Together with our community, the Davidson staff will provide a nurturing environment committed to excellence in achievement for all. Students will be challenged and provided an educational foundation which enables them to become collaborative, creative, productive adults who thrive in an ever-changing global world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keiko Davidson Elementary is neighborhood school with kindergarten through fifth grade students. Our campus that has been open for two years. During our first two years we experienced tremendous growth. We were the largest elementary school in Katy ISD during the 2015-2016 school year. After losing about 350 students to the newly opened Jenks Elementary, we now have 1115 students. Davidson has a diverse population of students from all over the Houston area, Texas, the United States and many countries such as Mexico, India, China, Africa, Canada, Europe and South America. Due to our diverse population, we also have 23.7 English Language Learners on our campus. Davidson has a small population of Economically disadvantaged students. Our mobility rate is 11.4. On October 12, 2016 our current data includes: 35% Asian, 34.5% White/Not Hispanic, 18% Hispanic, 10% African American, 2.5 Native American/Pacific Islander.

Demographics Strengths

Keiko Davidson has many demographic strengths. Families move to Katy ISD and to the Pine Mill Ranch/Cardiff Ranch subdivisions for the schools. Most of our families are extremely supportive of our campus and staff. We have a diverse group of families which bring exciting new ideas and talents to our school.

Demographics Needs

We have a large population of English Language Learner students. These students need additional support in the English language so that they can learn and grow. Our challenge is to assist students in learning the English language and support their content area growth as well.

Enrollment data indicates that we have a need to improve our attendance rate. Davidson scored in the 3rd Quartile on attendance based on our STAAR comparison group. This is due to many families vacationing throughout the school year and taking extended family trips out of the country. Attendance rates in our kindergarten and first grade classrooms need much improvement. In addition, students with special needs often miss due to concerns over disabilities.

Student Achievement

Student Achievement Summary

Davidson Elementary is a two year old campus of kindergarten through fifth grade students in Katy ISD. Last year Davidson's enrollment was 1438 and the largest elementary school in Katy. We are a diverse community of white, asian, african american and hispanic students. Approximately, one-fourth of our students are in the ESL program. We have an involved community which consistently supports student learning and achievement. (ADD DEMOGRAPHIC NUMBERS AND SPED, ELL, GT, ETC.)The current needs at Davidson Elementary are to provide instruction to a very diverse population of students. A fourth of our students are in the ESL program. We are charged with assisting students to become proficient in English at a fast-pace. We have 33 different languages spoken and a large population of students from many different countries and different states in the United States. This provides unique opportunities to fill in learning gaps and teach children from very different academic backgrounds. In addition,we have many academically able students who require enrichment learning opportunities for their continued growth and success. We are continuously growing with a current enrollment of 1258 students in a thriving young neighborhood of families.

Student Achievement Strengths

Davidson Elementary School Met STAAR Standard in Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. We scored a Distinction Designation in Top 25% Student Progress. We scored a 36/37 System Safeguard Indicators for a total of 97%.

Index I 94- Target Score 60

Index 2 57- Target Score 32

Index 3 57- Target Score 28

Index 4 75- Target Score 12

Campus Report Card published ranks Keiko Davidson Elementary School as an A+ School and is ranked 38th in the Houston area and 88th in the state of Texas.

Davidson ranked in Quartile 1 in Greater tahn expected student growth in ELA/reading, third grade reading performance, and fourth grade math performance. We ranked Quartile 2 in third grade reading/math performance, fourth grade reading performance, fifth grade math and science performance. We also scored in Quartile 2 for Post Secondary Readiness.

Student Achievement Needs

Data indicates a need for improvement with our Special Education student achievement and our ELL student achievement. We also notice some discrepancy between female and male scores. Females are out scoring males in all test areas.

Attendance Rate- Quartile 3-in campus comparison groups- must be Quartile 1 for ELA/Reading Distinction Designation, Mathematics Distinction Designation, and Science Distinction Designation

4th Grade Writing Performance (Level III) and 5th Grade Reading Performance (Level III) need improvement- Quartile 3 in campus comparison groups.

We did not meet the System safeguard for Special Education in reading.

Special Education Students scored a 58% passing rate for all STAAR tests, African American students scored 85% passing rate for all STAAR tests, ELL students scored 91% for all STAAR tests passing rate and "All Students" tests passing rate is 94%. We will address with targeted intervention the needs of special education students, African American students and ELL students passing rates on STAAR 2017.

School Culture and Climate

School Culture and Climate Summary

The culture and climate at KDE is one of positive encouragement. We practice PBIS -Positive Behavior Support for our students. Teachers are trained in Love and Logic and Capturing Kids Hearts. We have a staff and community which values high academic achievement:. We support service to others through our Staff Inaitives, Read, Deed, Run Program, Student Council and Core Essential service projects. Our themes include: Ignite the Fire Within, We're Here to Make Good Things Happen and YOU Matter!

School Culture and Climate Strengths

Davidson has established a culture of academic success and committment to service. Campus data indicates that PBIS is effective and used school-wide to make a difference in positive teacher and student interactions. Davidson implements many different oppourtunities for learning and incorporates fun activities for students both during and after the school day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Davidson Elementary has high quality staff members who are eager to work in Katy ISD and at Davidson. We seek out teachers who are called to the profession and who are committed to creating relationships with our students. We support teachers in their professional development and in creating teacher leaders. We can select the highest quality teachers to teach at Davidson due to continued support for growth and a supportive and encouraging community.

Staff Quality, Recruitment, and Retention Strengths

Davidson staff is a highly experienced group of professionals with a commitment to their own and their team's professional growth. We provide Instructional Coaches to support lesson planning and high quality assessments. Our mentor program encourages teachers to continue in the teaching profession. We recruit teachers from all over the Houston area, our state and out of state to create an environment which is diverse. This matches the community in which we live.

Staff Quality, Recruitment, and Retention Needs

Our staff quality remains high but it is important for Katy ISD and Davidson to continue to create leaders amongst the staff that we already have and the new staff that we bring on board. Katy is a high growth and high opportunity district, therefore, our high quality staff members are continually being promoted and often leave our campus for these new jobs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Teachers consistently review data from lessons and assessments to provide instruction based on the students' needs. KDE utilizes the workshop model for instruction incorporating mini-lessons, independent work time, partner/small group work and teacher conferencing.

Curriculum, Instruction, and Assessment Needs

Additional training and resources on workshop model instruction will be utilized to continue professional learning and implementation.

Family and Community Involvement

Family and Community Involvement Summary

Davidson Elementary has a wonderful group of volunteers who assist in the cafeteria, workroom, library, fundraisers, school store, and campus events. Our community is highly involved in after school programs such as Read, Deed, Run, Choir, Robotics, Mad Science and Dragon Academy. Families attend our school events and support the campus initiatives. PTA sponsors a Fall Carnival, Fun Run, Spirit Nights, Parent Speaker Series and Science Week. In addition, we offer a Parent Love and Logic seminar for a six week period. Our staff works to create positive community interactions through newsletters, Meet the Teacher, Grad level orientation meetings, conferences, newsletters and social media (Twitter).

Family and Community Involvement Strengths

Davidson Elementary School has a high degree of parental involvement through a variety of different programs including: carnival, spirit nights, movie nights, watch dog dads, mother and son, father and daughter and many more events.

Family and Community Involvement Needs

KDE is a diverse community and we want to continue to have representation in our family and community in our PTA board and membership.

School Context and Organization

School Context and Organization Summary

Parents, teachers and students at Davidson Elementary take pride in their school and the school's reputation for success. The perception of Davidson is that it is already a school which offers a safe and positive environment with a strong focus on academic excellence. We have a high standard for best instructional practices as well as building social character. Davidson's focus goes far beyond just STAAR scores. Our commitment is to keep students at the center of all of our decisions. As a result, learning is of paramount importance. When our students do not learn, we make adjustments within instruction, the school context and organization. WE work hard to ensure that instructional time is protected. Teachers and students are kept in the classroom as much as possible and are not removed for unnecessary reasons. Teachers value the planning time that they have with their teams and our instructional coaches. They prepare for their individual classroom instruction by using outstanding group plans. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

Davidson is proud of the following strengths:

1. Teachers are aware of the urgency for using best instructional practices and the rigor of the TEKS.
2. Teachers accommodate special populations through IEP's, 504 Accommodations, and RTI accommodations.
3. RTI is utilized for academic and behavior concerns for students.
4. Our master schedule and calendar maximize the amount of time spent on instruction.
5. Safety drills are performed frequently and efficiently.

School Context and Organization Needs

We will continue to monitor and learn and grow from our data and school survey input.

Technology

Technology Summary

Davidson utilizes current technology through computers, lap tops, i-pads and other communication devices students bring from home. Our community receives digital information weekly from our grade levels and school. In addition, we use the REMIND text system to communicate immediately with our families.

Technology Strengths

Our technology strengths include: i-pads, short throw projectors in each classroom and the front row sound systems.

Technology Needs

Davidson needs to continue to grow in current technology and plan for future upgrades to the current technology provided.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (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
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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

Employee Data

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

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

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: By June 2017, 95% of Davidson Elementary students will pass Reading, Writing, Math and Science STAAR tests at Performance Level II Phase-in standard II.

Evaluation Data Source(s) 1: Comparison of 2016 and 2017 Index 1 scores

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of reading, writing and math workshop models to provide engaging and meaningful learning opportunities for students: (a) create grade level team lesson plans which support the workshop model (b) assure teachers are provided with a variety of appropriate reading leveled books for their grade level (c) provide additional support and modeling for teachers needing additional assistance in the workshop model of instruction.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science	All grade level staff members will demonstrate proficiency in the workshop model in reading, writing and math. 1. Implementation 2. Impact				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: Student achievement levels will exceed state and national (where applicable) standards/averages.

Evaluation Data Source(s) 1: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Summative Evaluation 1:

Goal 2: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: Staff will implement the district's curriculum, and utilize a variety of instructional models to create opportunities for students to improve learning and demonstrate the Instructional Cornerstones.

Evaluation Data Source(s) 2: Student performance reports.

Summative Evaluation 2:

Goal 2: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 3: The four focus areas (balanced assessment, leadership development, effective math instruction and positive behavior supports) will be included in campus improvement plans.

Evaluation Data Source(s) 3: Campus improvement plans will include strategies to address the four focus areas, as appropriate.

Summative Evaluation 3:

Goal 2: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 4: Katy ISD will increase the percent of System Safeguards met.

Evaluation Data Source(s) 4: System Safeguards report.

Summative Evaluation 4:

Goal 2: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 5: Davidson Elementary will meet all systems safeguards.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 3: Safe and Orderly Learning and Working Environment

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

Goal 4: 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: Campuses and departments will be provided professional learning to support their implementation of the comprehensive safety program.

Evaluation Data Source(s) 1: Safety and security audits.

Summative Evaluation 1:

Goal 4: 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 2: Support initiatives to increase staff and student engagement by addressing behavioral, social, health and emotional needs to create a positive learning and working environment as evidenced by a decrease in discipline referrals and out of class placements.

Evaluation Data Source(s) 2: Comparison of PEIMS discipline data from previous years, and referrals for differentiated instruction and/or services.

Summative Evaluation 2:

Goal 4: 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 3: Implement prevention/intervention measures for bullying and harassment incidents and investigate and respond to allegations in a timely manner.

Evaluation Data Source(s) 3: Longitudinal bullying/harassment data collected and examined, including response time to allegations.

Summative Evaluation 3:

Goal 5: Community Engagement

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

Goal 6: Community Engagement: Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: Identify and implement increased opportunities to share information and gather input from parents and community members which result in an increase in opportunities over 2016-17.

Evaluation Data Source(s) 1: Parent/community surveys and lists of new information-sharing activities.

Summative Evaluation 1:

Goal 6: Community Engagement: Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 2: Increase the number of volunteer hours by 4% during 2016-17

Evaluation Data Source(s) 2: PIE data on volunteer hours as compared with last year's data

Summative Evaluation 2:

Goal 6: Community Engagement: Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 3: Increase strategies to engage the community as an audience for student performances and events

Evaluation Data Source(s) 3: Analysis of community attendance and advertising strategies for student performances and events

Summative Evaluation 3:

Goal 7: Effective and Efficient Operations

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

Goal 8: 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: Service levels are identified and agreed upon within the resources that are allocated.

Evaluation Data Source(s) 1: Completion of service level standards

Summative Evaluation 1:

Goal 8: 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 2: Provide the best service possible within the resources available.

Evaluation Data Source(s) 2: Adopted budget

Summative Evaluation 2:

Goal 8: 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 3: Recruit, hire and retain high quality staff and embed quality professional learning to build individual capacity and effectiveness.

Evaluation Data Source(s) 3: Retention records, recruiting records and professional development records

Summative Evaluation 3:

Goal 9: Organizational Improvement

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

Goal 10: Organizational Improvement: Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: Develop and implement data portals which allow users to easily access a variety of data sets to assist in the decision making process.

Evaluation Data Source(s) 1: Portals available, trainings offered/number of attendees, user surveys.

Summative Evaluation 1:

State Compensatory

Personnel for Davidson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Wheelis	Teacher	Academic Support	1
Rachel Justice	Teacher	Academic Support	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Lisa Leethem	Principal
Administrator	DeeAnn Larsen	Assistant Principal
Administrator	Clifford Reed	Assistant Principal
Business Representative	Yvonne Kershner	Brazos Valley
Classroom Teacher	Crystal Harvey	2nd Grade Teacher
Classroom Teacher	Brandy Hernandez	3rd Grade Teacher
Classroom Teacher	Rita Hruzek	Special Education Teacher
Classroom Teacher	Brenda Rison	Dyslexia Specialist
Community Representative	Carolyn Bauerschlag	Realtor
District-level Professional	Diana Sarao	District Liaison
Parent	Hugo Aguilar	
Parent	Temitope Ayoola	
Parent	Josef Fonseca	
Parent	Lisa Perry	
Parent	Cathleen Pittman	PTA President
Parent	Alba Villegas	
Retired Principal	Keiko Davidson	Campus Name sake

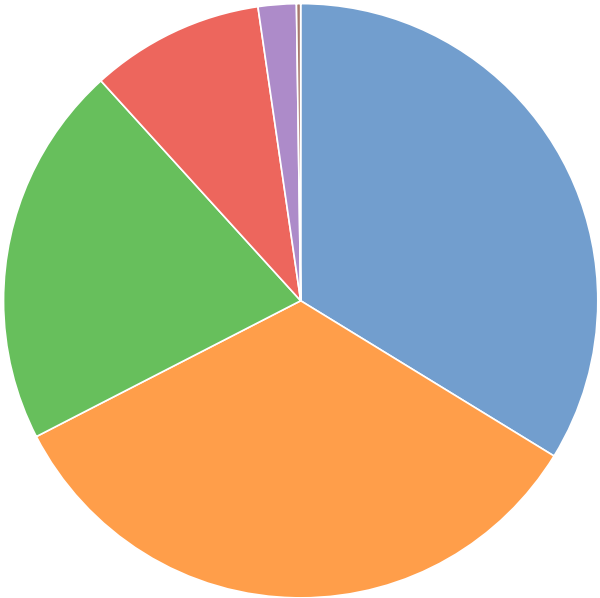
Addendums

Davidson Elementary

Student Profile



Student Statistics



Total Enrollment	1,398
At-Risk	36.4%
Low Income	4.6%
Limited English Proficient	23.5%
Special Education	6.7%
Career Technology Education	-
Bil/English as a Second Language	21.4%
Gifted/Talented	6.9%
Title I	*
Attendance Rate (2013-14)	

' * ' 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	#	%
White	472	33.8%
Asian	471	33.7%
Hispanic	291	20.8%
Black or African American	132	9.4%
Two or More Races	29	2.1%
Other	3	0.2%

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

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 KEIKO DAVIDSON EL (101914138) - KATY ISD

Accountability Rating

Met Standard

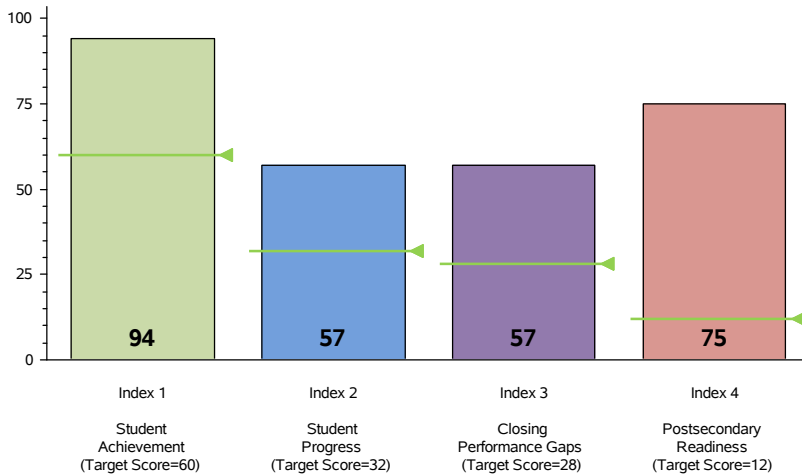
Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index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

Distinction Designation



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

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,390 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	4.7
Percent English Language Learners	23.7
Mobility Rate	11.4

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,554	1,645	94
2 - Student Progress	802	1,400	57
3 - Closing Performance Gaps	1,251	2,200	57
4 - Postsecondary Readiness			
STAAR Score	74.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		75

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	22 out of 23 = 96%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	36 out of 37 = 97%

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

Keiko Davidson 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 %	Level II Satisfactory Performance Target
All	642	619	96%	528	82%	350	55%	100%
Black/African American	68	62	91%	45	66%	21	31%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	213	211	99%	202	95%	164	77%	
Hispanic	146	137	94%	104	71%	64	44%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	203	197	97%	165	81%	92	45%	
Two or More Races	12	12	100%	12	100%	9	75%	
Economically Disadvantaged	22	18	82%	11	50%	6	27%	95%
Special Education	44	29	66%	20	45%	10	23%	85%
English Language Learner	99	94	95%	78	79%	49	49%	

Keiko Davidson 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 %	Level II Satisfactory Target
All	641	597	93%	474	74%	323	50%	97%
Black/African American	68	56	82%	40	59%	27	40%	90%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	212	200	94%	175	83%	137	65%	
Hispanic	146	136	93%	99	68%	62	42%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	203	193	95%	151	74%	90	44%	
Two or More Races	12	12	100%	9	75%	7	58%	
Economically Disadvantaged	22	14	64%	10	45%	7	32%	85%
Special Education	44	25	57%	13	30%	5	11%	80%
English Language Learner	99	86	87%	67	68%	38	38%	

Keiko Davidson 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 %	Level II Satisfactory Target
All	202	191	95%	146	72%	67	33%	98%
Black/African American	19	14	74%	9	47%	5	26%	90%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	67	65	97%	55	82%	34	51%	
Hispanic	50	48	96%	40	80%	12	24%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	62	60	97%	40	65%	14	23%	
Two or More Races	4	*	*	*	*	*	*	
Economically Disadvantaged	3	*	*	*	*	*	*	
Special Education	16	8	50%	6	38%	3	19%	75%
English Language Learner	16	15	94%	11	69%	1	6%	

Keiko Davidson 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 %	Level II Satisfactory Target
All	218	194	89%	138	63%	74	34%	95%
Black/African American	26	22	85%	19	73%	7	27%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	61	56	92%	48	79%	34	56%	
Hispanic	56	47	84%	26	46%	11	20%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	71	66	93%	43	61%	20	28%	
Two or More Races	4	*	*	*	*	*	*	
Economically Disadvantaged	14	8	57%	4	29%	2	14%	75%
Special Education	19	11	58%	5	26%	1	5%	75%
English Language Learner	26	18	69%	7	27%	1	4%	75%