



SCHOOL PERFORMANCE REPORT CARD
SY 2016-2017
Agana Heights Elementary School
 Superintendent of Education: Jon J.P. Fernandez
 School Principal: Hannah M. Gutierrez



SCHOOL CHARACTERISTICS

ENROLLMENT	420
Female: 200	
Male: 220	
AVERAGE DAILY ATTENDANCE	402.46
AVERAGE DAILY MEMBERSHIP	418.47
AVERAGE DAILY RATES	96.2%

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
55	73	70	82	72	68

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION*			
American Indian Alaskan Native	0	Native Hawaiian or Other Pacific Islander	
Asian		NHPI – Chamorro, Rota, Tinian, Saipan	296
Asian – Chinese	0	NHPI – Chuukese	50
Asian – Filipino	16	NHPI – Fijian, etc.	0
Asian – Indonesian	0	NHPI – Hawaiian	0
Asian – Japanese	1	NHPI – Kosraean	2
Asian – Korean	4	NHPI – Marshallese	1
Asian – Vietnamese	1	NHPI – Palauan	4
African American	0	NHPI – Polynesian	13
Hispanic/Latino	1	NHPI – Samoan	0
White, Non-Hispanic	15	NHPI – Yapese	8
Other Ethnic/Mixed	8	Total	420

ADDITIONAL DEMOGRAPHIC INFORMATION	
ENGLISH LEARNERS	28%
STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	19 Students or 3.80%
STUDENT SUSPENSION RATE	Unduplicated Suspension Count 7 or 1.67%
	Duplicated Suspension Count 8 or 1.90%

*aligned with EDFacts ethnicity categorization

RESOURCES INFORMATION

School Personnel Resources		
POSITIONS	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATOR	1	1.82%
TEACHER	37	67.27%
SCHOOL HEALTH COUNSELOR	1	1.82%
LIBRARY STAFF	2	3.64%
SCHOOL GUIDANCE COUNSELOR	1	1.82%
ADMINISTRATIVE SUPPORT STAFF	3	5.45%
INSTRUCTIONAL AIDES	9	16.36%
CUSTODIAL/MAINTENANCE/CAFETERIA	1	1.82%
TOTAL	55	100.00%

FROM THE PRINCIPAL

EXEMPLARY PROGRAMS

❖ **Star Student Award** -- Every year, students are recognized for their achievement of meeting the benchmark or better on the District-Wide Assessments in the areas of Language Arts, Reading, and Math. Based on the ACT Aspire results, 11 students were recognized at the Platinum Level which means the student scored at the Ready or Exceeding Level for ALL 3 areas,

SPECIAL AWARDS

❖ Mina Bunten, 2nd Grade Student in the GATE Program, won 2nd Place in the Human Medical Division 1 Category at the 2017 Island-wide Science Fair.

❖ Xavier Baza, 5th Grade Student in the GATE Program, won 3rd Place in the Energy Invention Division 2 Category at the 2017 Island-wide Science Fair.

17 students at the Gold Level – scoring at Ready or Exceeding Level for 2 areas, 40 students at the Silver Level – scoring at Ready or Exceeding for 1 area, and 42 at the Bronze Level which means student has scored close in all three areas.

- ❖ John Ryan Fowler and Brett Cruz won Gold in the Special Olympics.
- ❖ Ana Luisa Garcia, Brett Cruz, John Ryan Fowler and Takumi Ogo won Silver in the Special Olympics.
- ❖ Ana Luisa Garcia and Brett Cruz won Bronze in the Special Olympics.

❖ **Positive Behavioral Interventions and Supports (PBIS)** -- PBIS is implemented to improve school climate and decrease student discipline. This program is aligned with the SFA Getting Along Together Model which teaches students to apply strategies they learned when dealing with conflict. The School Climate Cadre developed School Wide Behavior Expectations and Lesson Plans to teach the identified positive behaviors. Students have a chance to win weekly prizes at the Bee Hive through their Honey Tickets which is rewarded on meeting the three behavior expectations of being safe, respectful, and responsible. Students are also recognized as the Student of the Month for their display of the three Behavior Expectations. Twice a school year, two students from every grade level are also awarded prizes for receiving the most Honey Tickets for the semester.

❖ **Mimisaka University Cultural and Learning Exchange** -- This marked the 7th year partnership with Mimasaka University in Japan. University students studying to be elementary teachers observe classrooms and interact with our students while cultivating an exchange of culture, friendship, and learning. Yearly, two students and one teacher is invited to Japan to experience a home stay program with them. An approval for a Rhythm Jump Training Study with Mimasaka University is approved and being conducted.

❖ **Jump Rope for Heart / Sports Week** -- A school wide community service project through the American Heart Association that promotes heart health education—nutrition, exercises like jump roping, living tobacco-free, and CPR awareness—while raising life-saving funds to promote research and the development of educational materials to decrease heart disease and stroke nationwide. Students participated in exercise stations, dancing and other sports activities during the week. AHES surpassed their monetary goal and raised over \$3,400!

❖ **Implementation of Research-Based Teaching Strategies** -- AHES blends the Success for All Program and CITW strategies with the Common Core State Standards in ELA. All through SY 2016-17, we concentrated on a Goal Focused Achievement plan to increase the number of students performing at or above grade level from Baseline Data to the End of the School Year. Teachers collected data, analyzed their data at

ACCOMPLISHMENTS

- ❖ AHES awarded Initial accreditation by the Western Association of Schools and Colleges in June 2017.
- ❖ AHES PTO continues their strong support of the environment through the i-Recycle Program.
- ❖ AHES supports Box Top for Education which allows for the purchase of school resources for our students and teachers.
- ❖ PBIS Spirit Week, PBIS Student of the Month, and PBIS Student of the Semester to celebrate positive behavior at AHES.
- ❖ AHES participated in Red Ribbon Week which is a nationwide campaign that promotes drug awareness and prevention by encouraging the school community to participate in various drug-free activities and discussions.
- ❖ Second grade students participated in the Judiciary of Guam Annual Mock Trial where they learn about court proceedings and the 14th Amendment.
- ❖ Agana Heights GATE Honor Choir and Drama Club organized and performed at the SHS auditorium after a 10 year absence.
- ❖ Career Exploration Presentations held for 3rd, 4th, and 5th graders who were exposed to various careers in the community and visited by such companies and organizations as Guam Power Authority, Jamaican Grill, Pacific Islands, and Department of Youth Affairs.
- ❖ AHES 3rd, 4th, and 5th Graders were undefeated in the OCPES Spring Break 2017 Friendship Hoop Tournament.
- ❖ AHES organized a Special Olympics Team for the 2017 Track and Field Events.

COMMUNITY PARTNERSHIPS

- ❖ Mayor’s Offices of Agana Heights, Piti, Sinajana, and Hagatna
- ❖ Mimaska University, Japan
- ❖ Sylvan Learning Center
- ❖ Bank Pacific and Bank of Guam – *Teach the Children to Save Day*
- ❖ Department of Public Health and Social Services
- ❖ University of Guam, Guam Community College, and George Washington High School
- ❖ Guam Police Department
- ❖ T-Factory

scheduled Grade Level / PLCs meetings to create proficiency scales and CFAs along with the implementation of classrooms interventions. The principal and Instructional Coach observed classroom for the identified achievement plan interventions and collection of data

❖ Kentucky Fried Chicken

SCHOOL-WIDE EXPENDITURES

OBJECT CATEGORY	Salaries	\$500,797.32
	Benefits	\$183,659.00
	Travel	\$0.00
	Contractual	\$167,486.57
	Supplies	\$14,514.28
	Text & Library Books	\$6,936.66
	Equipment	\$5,210.90
	Utilities	\$36,722.68
	Capital Outlay	\$0.00
	Other Expenditures	\$2,239.94

PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

Agana Heights Elementary School continues to focus on Professional Development (PD) in order to meet high standards for qualifications and to increase student achievement. Year-long PD Plans again focused on the implementation of best practices for teaching strategies with fidelity; SIOP, STEM and CITW were emphasized throughout the year. PDs also focused on mastery of skills through proficiency scales in order to create Common Formative Assessments in order to gauge mastery of the CCSS being taught.

AHES started using the AimsWeb assessment SY2014-2015 for Math. In SY2015-2016, the Reading assessments were introduced to both teachers and students. The Success for All (SFA) Reading assessments are also utilized to give us another type of data for student performance. This school year, the writing portion was phased in.

Based on AimsWeb assessment data, teachers agreed to focus on increasing student Math scores. Professional Learning Communities meet bi-monthly with the Principal and Instructional Coach to review assessment data, create proficiency scales and CFAs, and plan for interventions and progress monitor students performing at tier 3. Teachers shared teaching and intervention strategies in order to better facilitate the learning of their students.

ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS, TEACHERS, & FAMILIES?

AHES began the initial Accreditation Process for the Western Association of Schools and Colleges in September 2015. The school community—teachers, students, parents—looked at our purpose as a means to re-visit our school mission. In April 2016, the community agreed on a new mission statement, “Agana Heights Elementary School provides quality education to develop respectful and responsible lifelong learners in a safe environment.” The process has given the entire school community the opportunity to examine and reflect on school curriculum, instruction, and assessment as well as school leadership and support to students. This school year, we also adopted student learner outcomes for the first time—Academically Successful Learners, Helpful and Respectful Citizens, Effective Communicators, Savvy and Responsible Technology Users. We had our initial visit from WASC in March 2017 and was granted initial accreditation with our first full self-study visit to take place in Spring 2020.

The PBIS Student of the Month and Student of the Semester completed its second year of implementation. With the Student of the Month, students win the opportunity to take a friend to the front of the line and sit at a special table during lunch for their recognition of displaying the three school wide behavior expectations of being respectful, responsible and safe. Students strived hard to earn Honey Tickets in order to collect as many to win the overall Student of the Semester and win an activity gift package. AHES endorses a safe learning environment for all and student discipline is less than 1% for over five years.

OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

In SY 2016-2017, 3rd graders showed a 9% increase in Reading, with 17% scoring at the “Exceeding” and “Ready” levels on the ACT Aspire Assessment.

In SY 2016-2017, 3rd graders showed a 6% increase in Math, with 39% scoring at the “Exceeding” and “Ready” levels on the ACT Aspire Assessment.

In SY 2016-2017, 4th graders showed a 7% increase in English, with 53% scoring at the “Exceeding” and “Ready” levels on the ACT Aspire Assessment.

In SY 2016-2017, 4th graders showed a 5% increase in Math, with 22% scoring at the “Exceeding” and “Ready” levels on the ACT Aspire Assessment.

In SY 2016-2017, 5th graders showed a 6% increase in English, with 55% scoring at the “Exceeding” and “Ready” levels on the ACT Aspire Assessment.

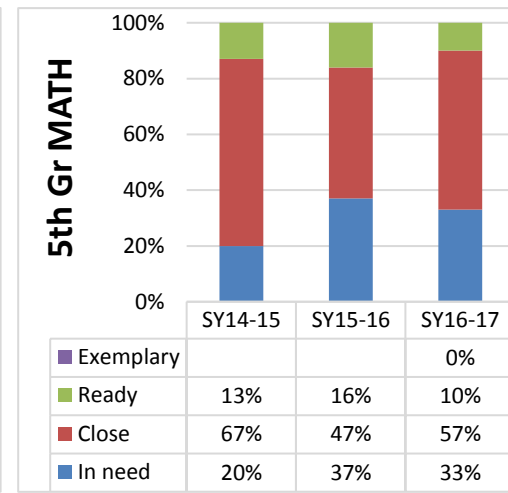
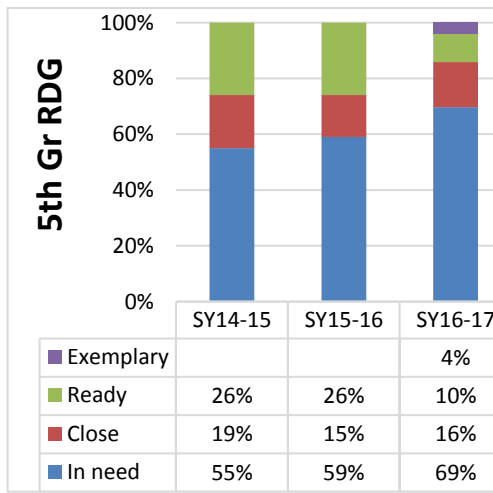
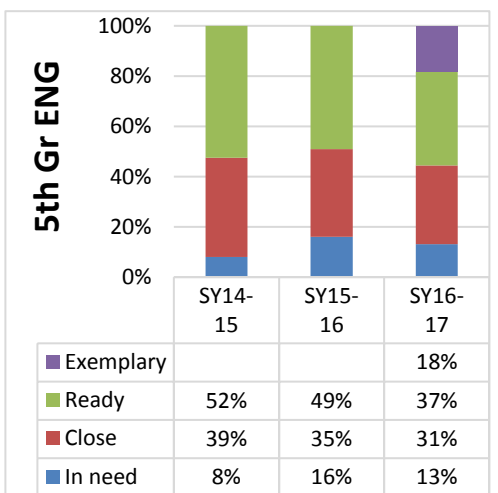
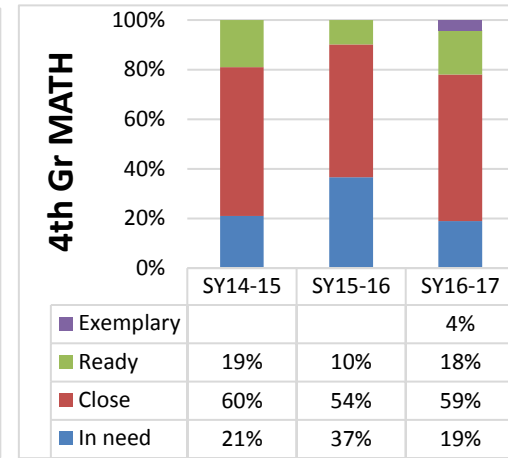
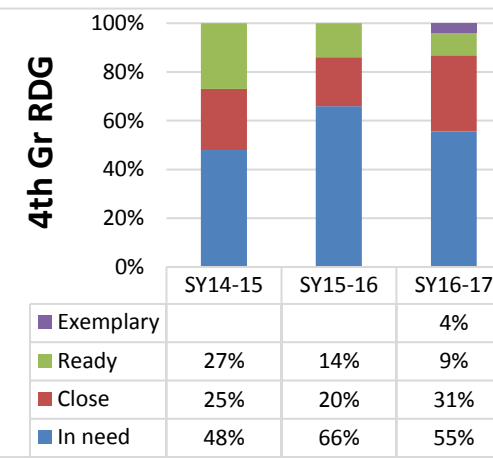
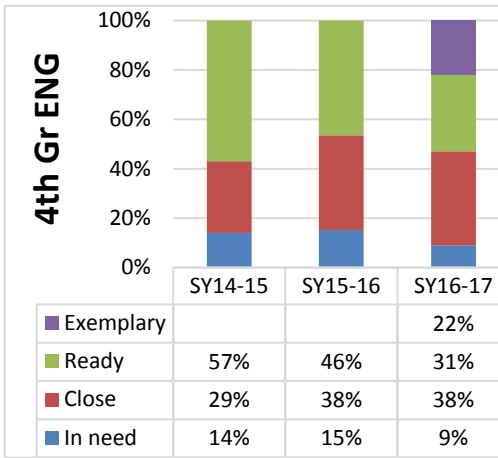
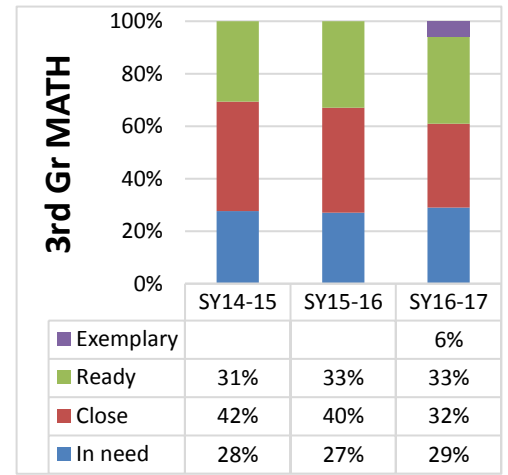
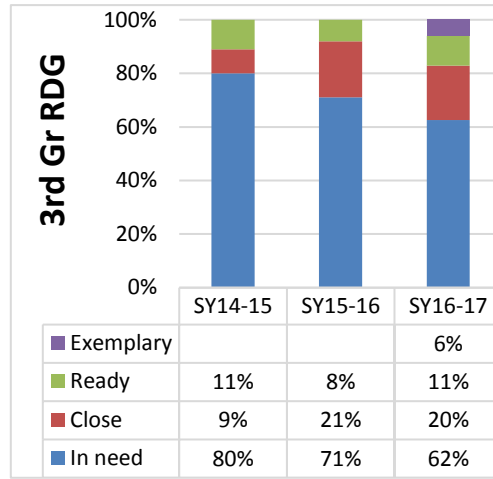
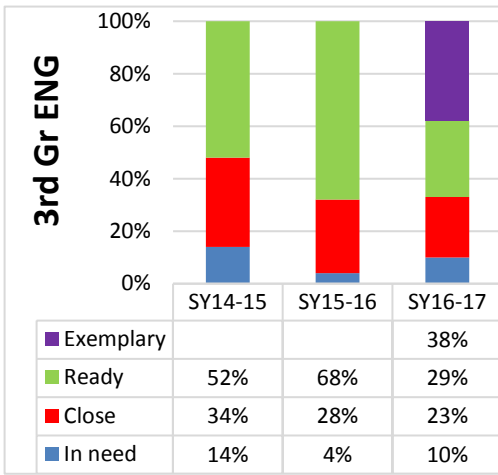
ACT Aspire* Performance Levels

In Need of Support
Close
Ready

Students scored substantially below the ACT Readiness Benchmark

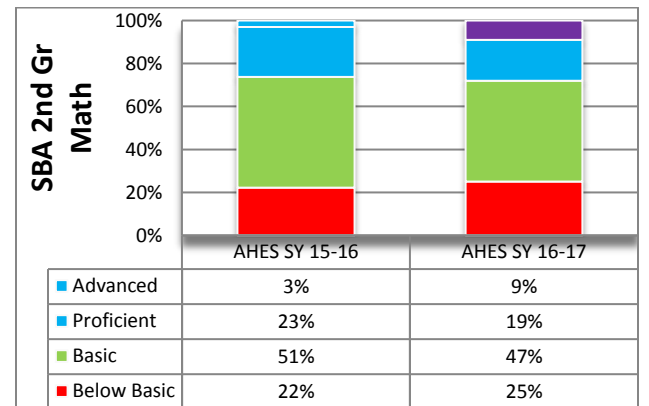
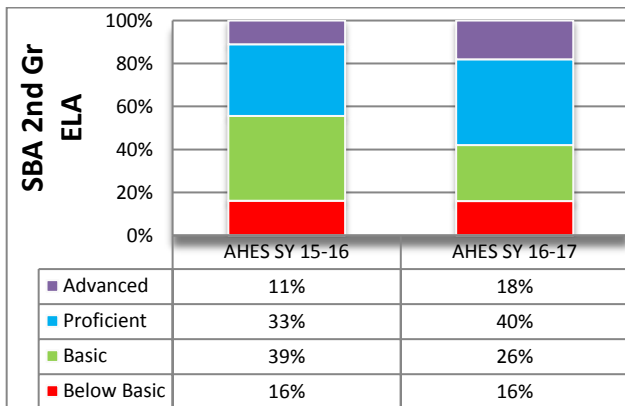
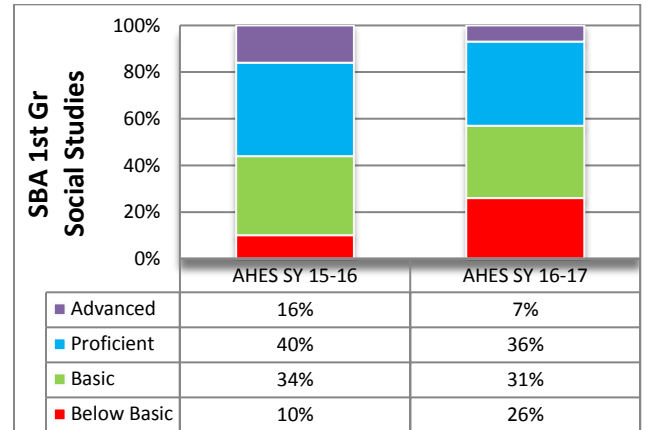
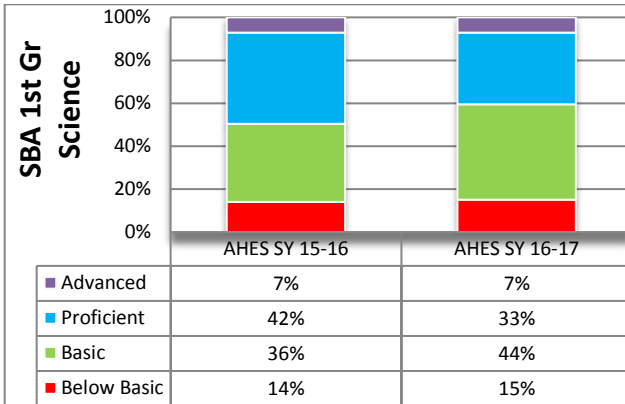
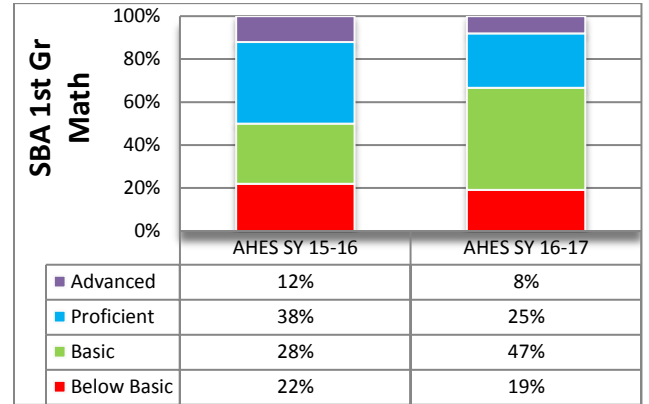
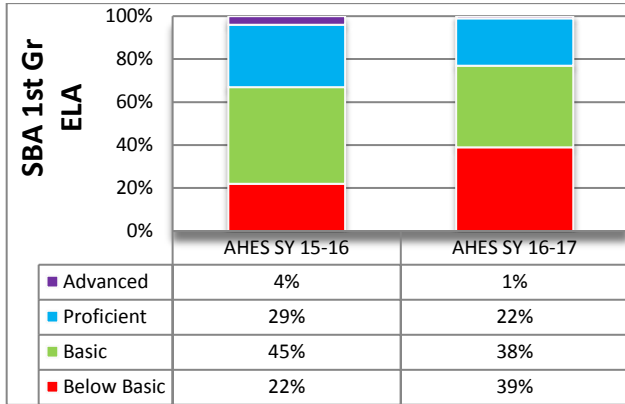
Students scored below but near the ACT Readiness Benchmark

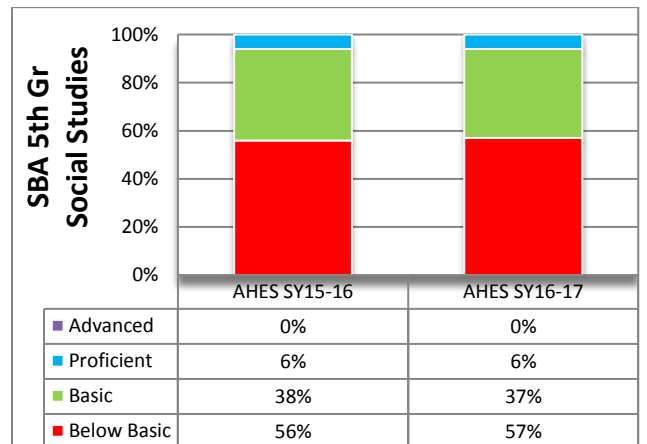
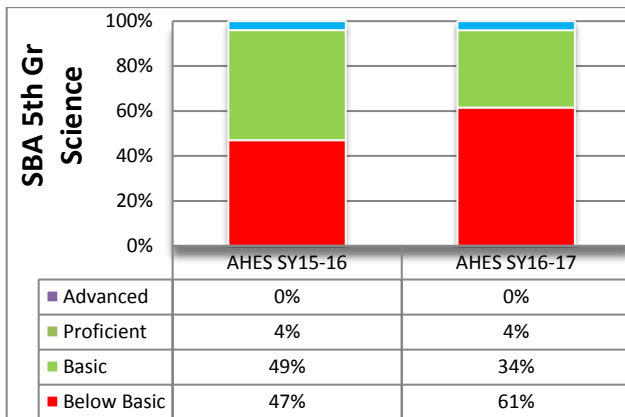
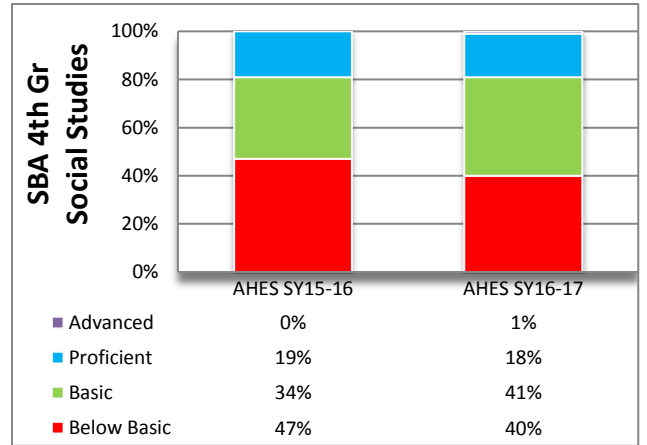
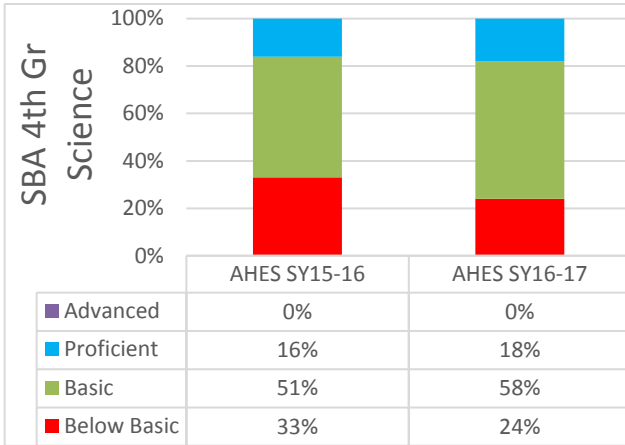
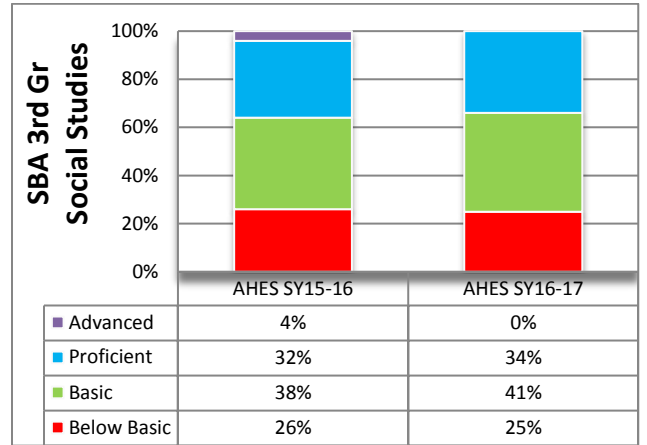
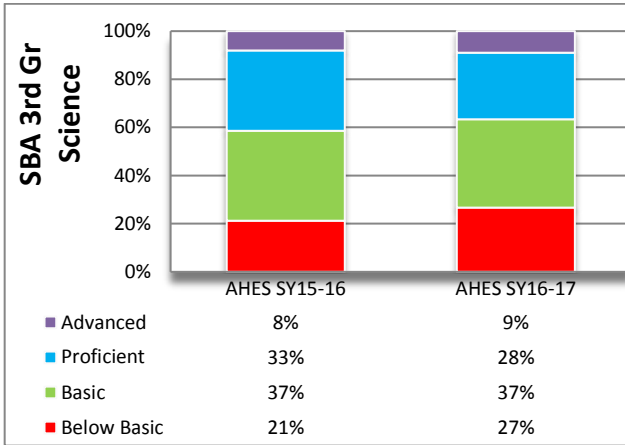
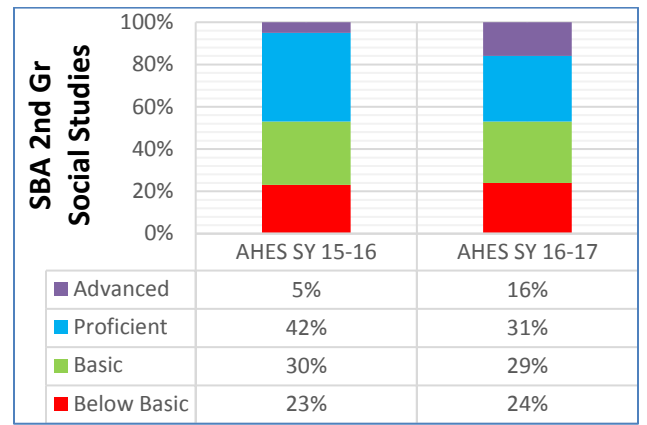
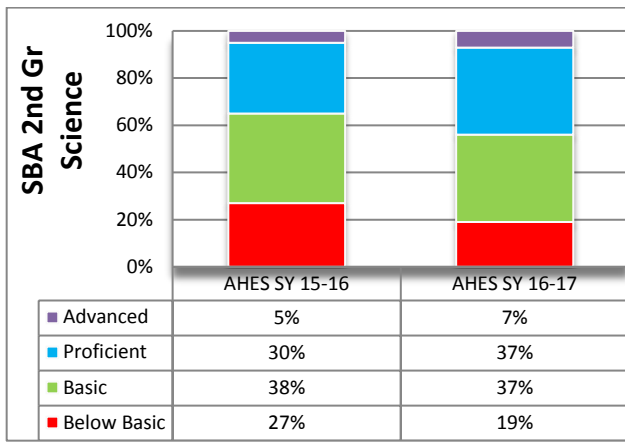
Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11



Standards Based Assessment (SBA) Performance Levels

- Below Basic** Indicates little or no mastery of fundamental knowledge and skills
- Basic** Indicates partial mastery or the knowledge and skills fundamental for satisfactory work
- Proficient** Represents solid academic performance indicating students are prepared for the next grade
- Advanced** Signifies superior performance beyond grade-level mastery





School Performance Grading Guide

This year's grading guide will not reflect the usual descriptive categories for "Exemplary", "Strong", "Satisfactory", "Low", and "Unacceptable". The district will shift to another grading approach that focuses on growth and which requires prior year and current year data. Given that the district administered two new summative assessments last spring, no prior year data is available to apply this new approach. Below are SY 2014-15 data on student assessment and other school indicators that will be used for next year's growth calculation.

AGANA HEIGHTS ELEMENTARY SCHOOL - Growth Model

Performance Indicator	SY 2014-15	SY 2015-17	change
ACT Aspire Test Results - % of Students at 'READY' level + "EXCEEDING" level			
Grade 3: English, % Ready and Exceeding	63%	67%	-1%
Grade 3: Reading, % Ready and Exceeding	8%	17%	+9%
Grade 3: Math, % Ready and Exceeding	33%	39%	+6%
Grade 4: English, % Ready and Exceeding	46%	53%	+7%
Grade 4: Reading, % Ready and Exceeding	1%	1%	-1%
Grade 4: Math, % Ready and Exceeding	7%	2%	+5%
Grade 5: English, % Ready and Exceeding	19%	55%	+6%
Grade 5: Reading, % Ready and Exceeding	26%	14%	-12%
Grade 5: Math, % Ready and Exceeding	16%	10%	-6%
SBA Test Results - % of Students at 'ADVANCED' or 'PROFICIENT' level			
Grade 1: Reading % Proficient or Advanced	8		
Grade 1: Math % Proficient or Advanced	43		
Grade 1: Social Studies % Proficient or Advanced	54		
Grade 1: Science % Proficient or Advanced	53		
Grade 2: Reading % Proficient or Advanced	61		
Grade 2: Math % Proficient or Advanced	55		
Grade 2: Social Studies % Proficient or Advanced	47		
Grade 2: Science % Proficient or Advanced	54		
Grade 3: Social Studies % Proficient or Advanced	41		
Grade 3: Science % Proficient or Advanced	36		
Grade 4: Social Studies % Proficient or Advanced	31		
Grade 4: Science % Proficient or Advanced	37		
Grade 5: Social Studies % Proficient or Advanced	N/A		
Grade 5: Science % Proficient or Advanced	24		
Other school indicators			
Student Average Daily Attendance Rate	93.3%		
Student Discipline (Unduplicated Rate)	1%		

For this reporting period, the composite score is not computed.

School Administrators	
Principal	Hannah M. Gutierrez

PTO Officers	
President	Lisa Terlaje
Vice President	JohnRic Mendiola
Secretary	Ramona Nelson
Treasurer	Genny Reyes
Teacher Representative	Barbara Campbell
Parent Representative	Ken San Agustin
Parent Representative	Marie Tenorio

Agana Heights Elementary School provides quality education to develop respectful and responsible lifelong learners in a safe environment.



Agana Heights Elementary School

350 Joseph Cruz Avenue
 Agana Heights, Guam 96910
 (671) 477-8040

School's Accreditation Status Initial; expiration 6/30/2020	School Colors: Blue & Yellow	Mascot: Bumble Bee
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