



SCHOOL PERFORMANCE REPORT CARD

SY 2011-2012

Agana Heights Elementary School

Superintendent of Education Jon J.P. Fernandez
 SY 2011-2012 Interim Superintendent Taling Taitano
 Principal Evangeline Q. San Nicolas



SCHOOL CHARACTERISTICS

ENROLLMENT **539**

AVERAGE DAILY ATTENDANCE **471.05%**

AVERAGE DAILY MEMBERSHIP **503.42%**

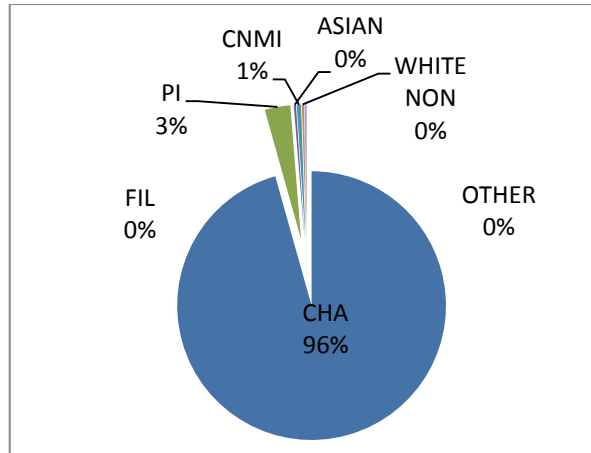
AVERAGE DAILY RATES **93.58%**

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
63	80	94	144	71	87

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION



ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH LEARNERS **26%**

FREE & REDUCED LUNCH **52%**

STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES **6%**

STUDENT SUSPENSION RATE **2.16%**

CURRICULUM/RESOURCES INFORMATION

School Personnel Resources

POSITION	NO. OF EMPLOYEES	% OF TOTAL	ATTENDANCE RATE	ABSENTEE RATE
ADMINISTRATORS	1	2	96	4
TEACHERS	36	69	94	6
SUPPORT/STAFF	12	23	86	14
SHC	1	2	96	4
PROFESSIONAL / ANC	0	0	0	0
CUSTODIAL	2	4	56	44
INST. AIDES	0	0	0	0
TOTAL	52	100	90	10

FROM THE PRINCIPAL

ACCOMPLISHMENTS

- 70% of Reading Wings Students met expected growth
- 47% of Reading Roots Students met expected growth
- 97% of Kinder Students met expected growth
- 83% of 1st Grade students are reading at or above grade level
- 67% of 2nd grade student reading at or above grade level
- 77% of 3rd grade students reading at or above grade level
- 59% of 4th grade students reading at or above grade level
- 74% of 5th grade students reading at or above grade level

ACTIVITIES

- SAT 10 Awards Ceremony
- Quarterly Awards Ceremony
- Spelling Bee
- Big Bird Read-Athon
- SFA Parent and Family Involvement – Quarterly 2nd Cup of Coffee
- Isla Art-Athon
- BMI (Body Mass Index)
- School Spring Carnival
- Rainbows for All Children
- Rai Yan Raina
- Box Top For Education

SPECIAL PROJECTS

- FA Reform Program
- SPED
- ESL
- GATE
- Chamorro
- DEED
- After-School Tutorial

AWARDS

SCHOOL- WIDE EXPENDITURES Note: Unaudited data as of 10.23.12

OBJECT CATEGORY	Salaries	\$2,168,135.08
	Benefits	\$778,234.55
	Travel	-0-
	Contractual	\$102,302.74
	Supplies / Materials	\$6,648.04
	Equipment	-0-
	Utilities	\$246,840.06
	Capital Outlay	-0-

PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

The school continued to monitor and review the effectiveness of the SFA Program during PLCs by analyzing data, and collaborating with colleagues on the strengths and weaknesses of the program to better improve instructional strategies for all students to succeed in the program.

To maximize instructional time and provide common planning time for teachers, PLC was established by the school's Reform Program. To implement the program with fidelity, it was required for the school to have PLCs scheduled throughout the school year. PLC was developed and designed to meet the needs of the Grade Level and Reform Program. Therefore, PLC meets by Grade Levels, SFA Reading Wings and Roots, SFA Writing and Math as scheduled on the school's calendar.

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

- School holds a quarterly "Second Cup of Coffee" a program designed to give the school the opportunity to meet and visit with parents in an informal way when dropping off their children. This program establishes and maintains a positive home-school relationship.
- The Solution's Network Committee is made up of a team of teachers working together to discuss school goals, areas of concern, and plan for accomplishing goals and addressing concerns.
- The Solution's Network Committee is made up of a team of teachers working together to discuss school goals, areas of concern, and plan for accomplishing goals and addressing concerns.
- Getting Along Together is a school-wide program designed to promote and enhance the development of a child's social skills so that the child will develop into a peaceful, productive, and creative thinking individual.
- The Class Council Meetings is a powerful tool in creating an atmosphere where students support and encourage each other in implementing problem-solving strategies and communication skills.

OUTCOMES: WHAT STUDENTS ARE ACCOMPLISHING?

All through SY 2011-2012 AHES had concentrated on a Goal Focused Achievement plan for progress towards a year-end goal to increase the number of students reading at or above grade level from Baseline Data to the End of the School Year. Teachers collected data, analyzed their data at scheduled PLC meetings and put classrooms interventions in place. The principal and facilitator observed classroom for the identified achievement plan interventions and collection of data.

- The results of that data is at Baseline 66.89% of our students were reading at or above grade level as reported on the SFA Grade Summary Form. By the end of the school year 72.47% of students were reading at or above grade level as reported on the SFA Grade Summary Form. That is an increase of 5.58%
- The results of that data is at Baseline 72% of our students were mastering writing as reported on the SFA Writing Mastery Database. By the end of the school year 80% of students were mastering writing as reported on the SFA Writing Mastery Database. That is an increase of 8%

All through SY 2011-2012 AHES had concentrated on a Goal Focused Achievement plan for progress towards a year-end goal to increase the number of students achieving mathematics mastery from Baseline Data to the End of the School Year. Teachers collected data, analyzed their data at scheduled PLC meetings and put classrooms interventions in place. The principal and facilitator observed classroom for the identified achievement plan interventions and collection of data.

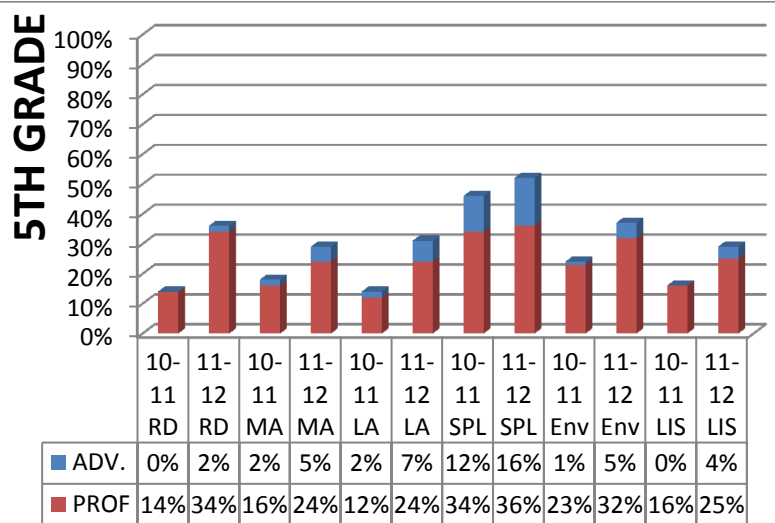
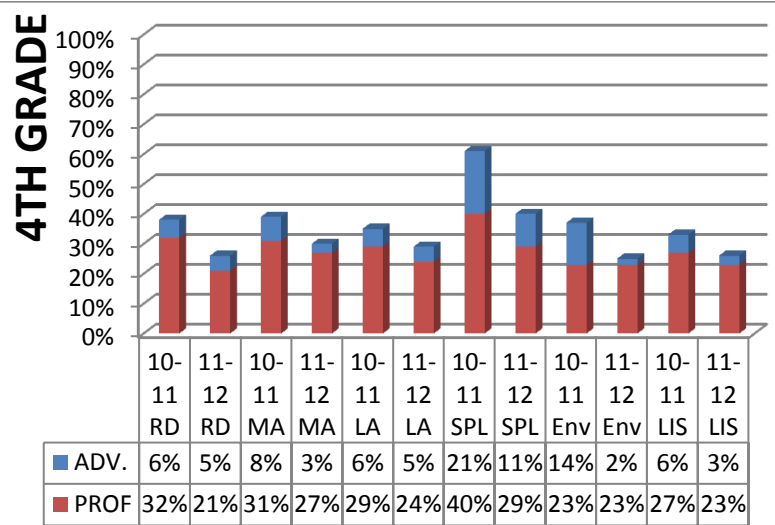
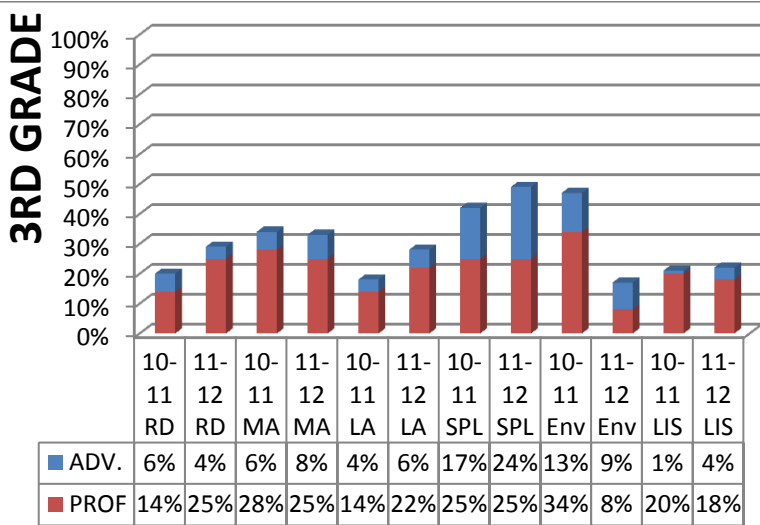
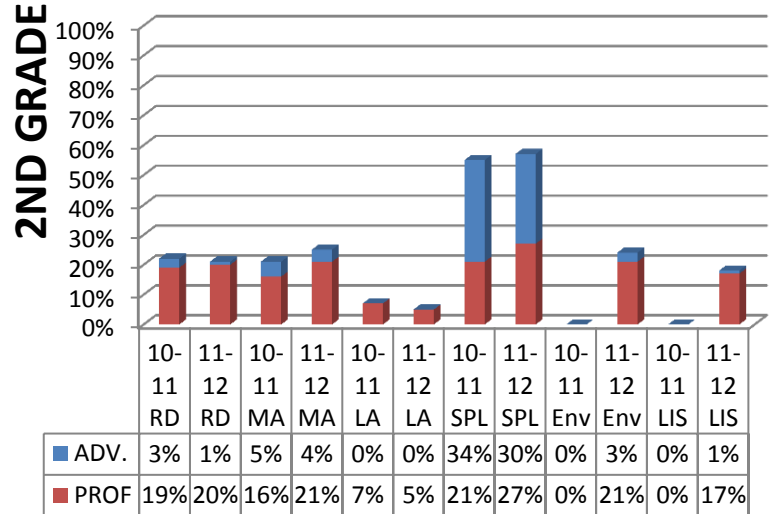
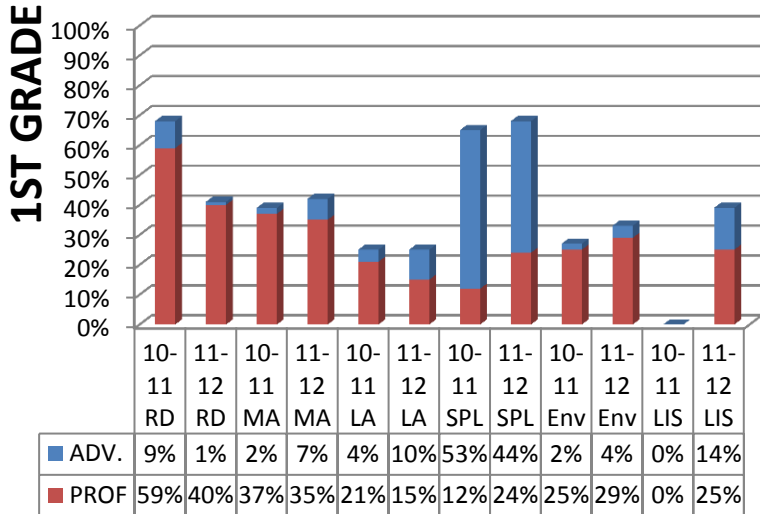
The results of that data is at Baseline 51% of our students were mastering mathematics as reported on the SFA Mathematics Mastery Database. By the end of the school year 65% of students were mastering mathematics as reported on the SFA Mathematics Mastery Database. That is an increase of 14%

The **SAT10** performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas. As a norm-referenced test, student scores are compared to the performance of a norm group, comprised of a national sample.

Performance Levels

Level 3, Proficient
Level 4, Advanced

Represents **solid academic performance** indicating students are prepared for the next grade
Signifies **superior performance** beyond grade-level mastery



STUDENT ACHIEVEMENT 17GCA Chapter 3, §3106(b)(6) Comprehensive Testing Program (CTP)

PERFORMANCE CLASSIFICATION

SAT10 Proficient & Advanced Levels	School Data	P.L. 26-26 Grade Classification
SAT10 Grade 1 – Reading	41%	Low
SAT10 Grade 1 – Math	42%	Low
SAT10 Grade 1 – Language	45%	Low
SAT10 Grade 2 – Reading	21%	Low
SAT10 Grade 2 – Math	25%	Low
SAT10 Grade 2 – Language	5%	Unacceptable
SAT10 Grade 3 – Reading	29%	Low
SAT10 Grade 3 – Math	33%	Low
SAT10 Grade 3 – Language	28%	Low
SAT10 Grade 4 – Reading	26%	Low
SAT10 Grade 4 – Math	30%	Low
SAT10 Grade 4 – Language	29%	Low
SAT10 Grade 5 – Reading	35%	Low
SAT10 Grade 5 – Math	29%	Low
SAT10 Grade 5 – Language	31%	Low
5th grade Promotion Rate	100%	Exceptional
Student Discipline/ Suspension Rate	2.16%	Exceptional
Employee Attendance Rate	90%	Satisfactory
School Improvement Plan	100%	Exceptional
COMPOSITE SCORE / GRADE	60.59%	Satisfactory

School Administrators

Principal Evangeline Q. San Nicolas, Ed. D.

PTO Officers

President	Mark Mendiola
Vice President	
Secretary	Teri Perez
Treasurer	Geri Eclavea
PIO	



Assures that all students are granted the fullest possible educational opportunities;
Heightens the students' concerns and awareness of themselves and others;
Encourages students to strive for excellence and to be productive citizens;
Strives for school, home, and community partnerships.

Accreditation Status –
Not Accredited

School Colors –
Blue & Yellow

Mascot –
Bumble Bee