



SCHOOL PERFORMANCE REPORT CARD

SY 2012-2013

Agana Heights Elementary School

Superintendent of Education: Jon J.P. Fernandez

Principal: Evangeline Q. San Nicolas



SCHOOL CHARACTERISTICS

ENROLLMENT **505**

AVERAGE DAILY ATTENDANCE **479.04**

AVERAGE DAILY MEMBERSHIP **505.62**

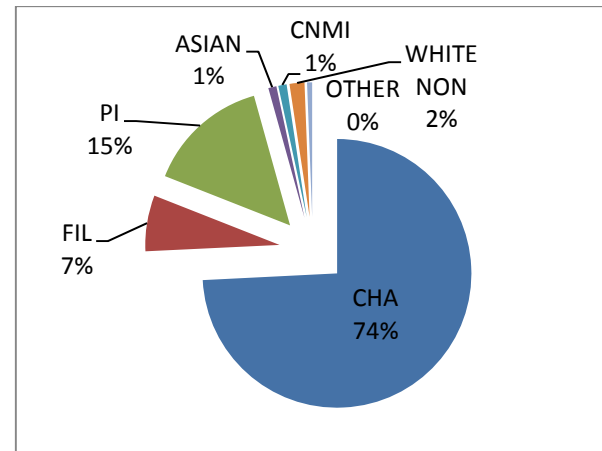
AVERAGE DAILY RATES **94.74%**

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
70	81	77	101	112	64

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION



ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH LEARNERS **27%**

FREE & REDUCED LUNCH **58%**

STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES **5%**

STUDENT SUSPENSION RATE **.79%**

CURRICULUM/RESOURCES INFORMATION

School Personnel Resources

POSITION	NO. OF EMPLOYEES	% OF TOTAL	ATTENDANCE RATE	ABSENTEE RATE
ADMINISTRATORS	2	4.4	90%	10%
TEACHERS	37	82.2	92%	8%
SUPPORT/STAFF	2	4.4	80%	20%
SHC	1	2.2	90%	10%
PROFESSIONAL / ANC	0	0	0%	0%
CUSTODIAL	1	2.2	100%	0%
INST. AIDES	2	4.4	86%	14%
TOTAL	45	100	88%	12%

ACCOMPLISHMENTS

- 73% of our students were reading at or above grade level
- 62% of students were mastering mathematics
- 93% of students were mastering writing
- Implementation of PBIS to improve student discipline
- 100% of teachers were evaluated using GDOE Professional Teacher Evaluation Program
- 140 were recognized at the SAT10 Awards Ceremony for scoring proficient and advanced
- Professional Learning Communities was implemented

ACTIVITIES

- SAT 10 Awards Ceremony
- Quarterly Awards Ceremony
- Spelling Bee
- Big Bird Read-A-Thon
- SFA Parent and Family Involvement – Quarterly 2nd Cup of Coffee
- Isla Art-A-Thon
- BMI (Body Mass Index)
- PTO Fundraiser
- Rainbows for All Children
- Adopt a School Program
- SFA Council Meetings
- SFA “Getting Along Together” Program

SPECIAL PROJECTS

- SFA Reform Program
- SPED
- English as a Second Language (ESL)
- Gifted And Talented Education (GATE)
- Chamorro

AWARDS

SCHOOL- WIDE EXPENDITURES

Salaries	\$2,103,692.25
Benefits	\$811,634.07
Travel	\$0
Contractual	\$0
Supplies / Materials	186,600.83
Equipment	\$0
Utilities	\$222,860.84
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 schedule 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?

- POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) Program** – The school implemented PBIS this school year to improve student discipline. The School Climate Cadre developed School Wide Behavior Expectations for all students to follow. These Behavior Expectations were posted throughout the campus to help remind students of appropriate behaviors. Lesson Plans to teach these positive behaviors were also developed and implemented school wide. The school held assemblies to recognize students and celebrate the decline of discipline referrals to the office.

This program is aligned with the SFA Getting Along Together Model which teaches students to apply strategies they learned when dealing with conflict.

- MATH COMMON CORE PROGRAM** – The Math Common Core Team coordinated the school level trainings throughout the school year. Teachers participated in unpacking the math standards and creating grade level curriculum maps. They analyzed SAT 10 data and identified the priority math skills that teachers needed to focus on. In addition, the after school tutoring program allowed for at-risk students to be tutored in Math. Teacher Evaluation and Classroom Observations (PTEP) also focused on monitoring the teaching of Common Core Math.

OUTCOMES: WHAT STUDENTS ARE ACCOMPLISHING?

All through SY 2012-2013, 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 and analyzed their data at scheduled PLC meetings and put classroom interventions in place. The principal and facilitator observed classrooms for the identified achievement plan, interventions and collection of data.

READING: The results of that data at Baseline showed **70%** 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, **73%** of students were reading at or above grade level as reported on the SFA Grade Summary Form.

There was an increase of **3%** school wide.

MATH: The results of that data at Baseline showed **57%** of our students were mastering mathematics as reported on the SFA Mathematics Mastery Database. By the end of the school year, **62%** of students were mastering mathematics as reported on the SFA Mathematics Mastery Database.

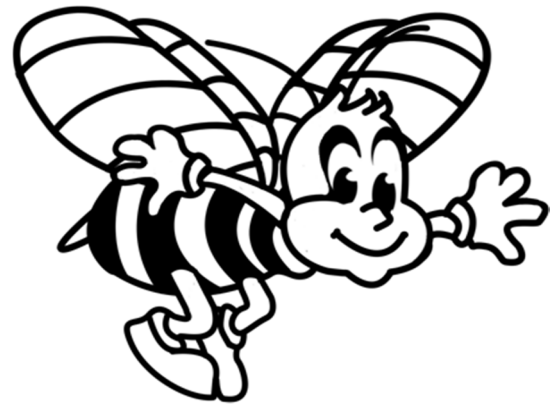
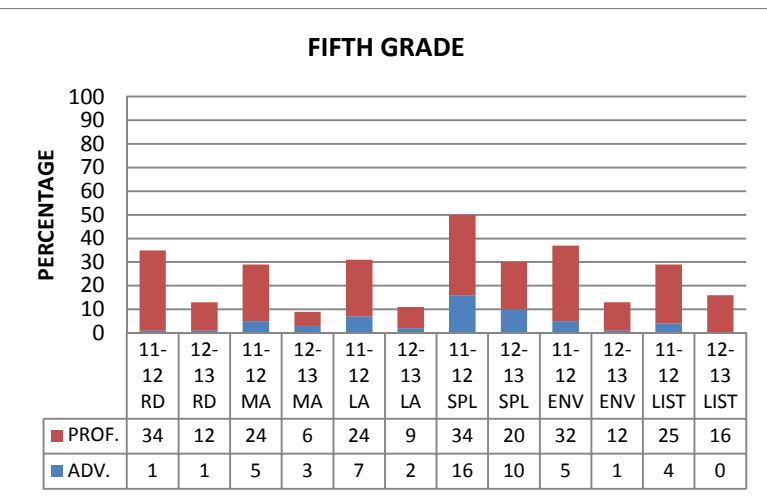
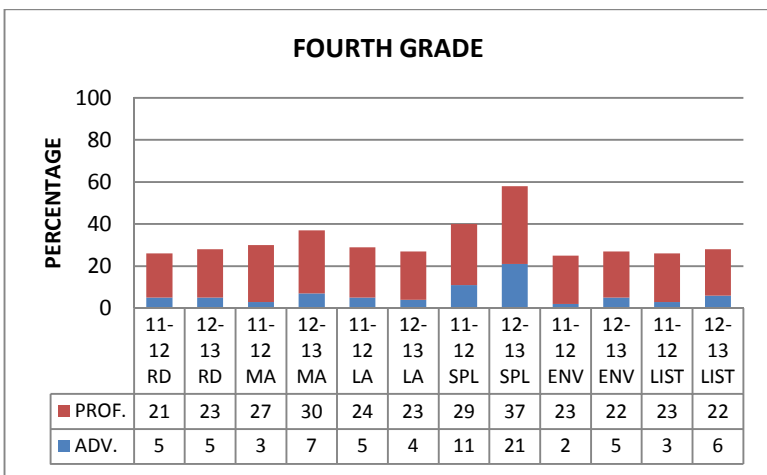
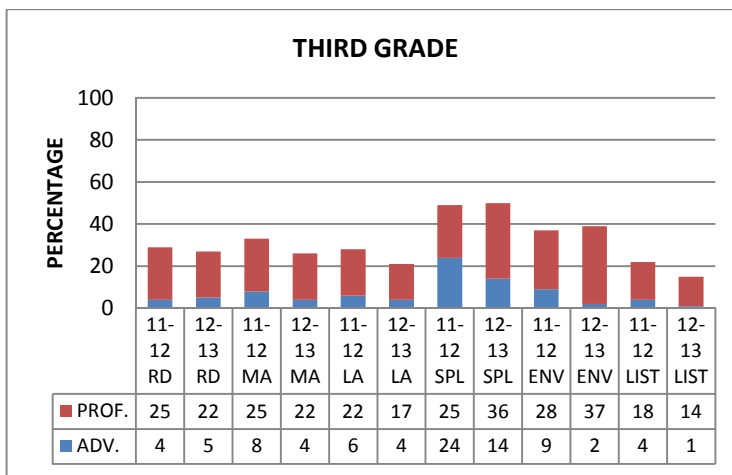
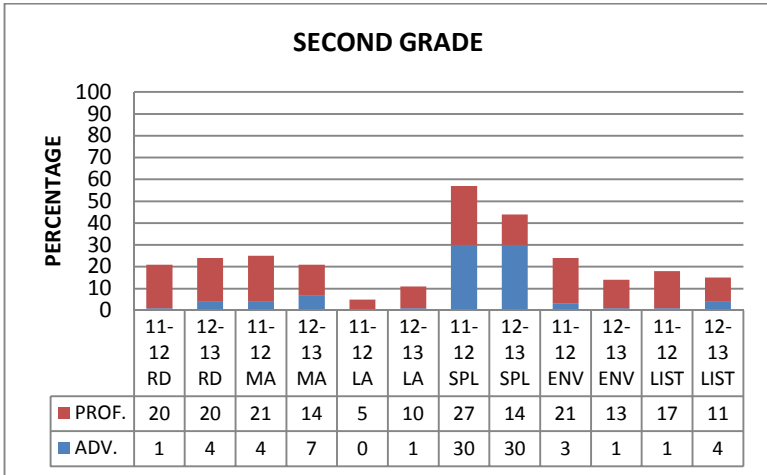
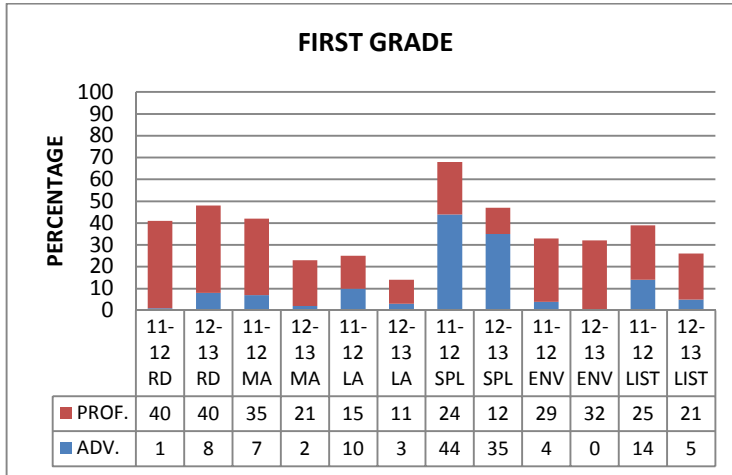
There was an increase of **5%** school wide.

LANGUAGE ARTS: The result 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, **93%** of students were mastering writing as reported on the SFA Writing Mastery Database. There was an increase of **21%** school wide.

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 1, Below Basic	Indicates little or no mastery of fundamental knowledge and skills
Level 2, Basic	Indicates partial mastery of the knowledge and skills fundamental for satisfactory work
Level 3, Proficient	Represents solid academic performance indicating students are prepared for the next grade
Level 4, Advanced	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	48	Low
SAT10 Grade 1 – Math	23	Low
SAT10 Grade 1 – Language	14	Low
SAT10 Grade 2 – Reading	24	Low
SAT10 Grade 2 – Math	21	Low
SAT10 Grade 2 – Language	11	Low
SAT10 Grade 3 – Reading	27	Low
SAT10 Grade 3 – Math	26	Low
SAT10 Grade 3 – Language	21	Low
SAT10 Grade 4 – Reading	28	Low
SAT10 Grade 4 – Math	37	Low
SAT10 Grade 4 – Language	27	Low
SAT10 Grade 5 – Reading	13	Low
SAT10 Grade 5 – Math	9	Unacceptable
SAT10 Grade 5 – Language	11	Low
Passing Rate	100%	Exceptional
5th grade Promotion Rate	100%	Exceptional
Student Discipline/ Suspension Rate	.79%	Exceptional
Employee Attendance Rate	88%	Low
School Improvement Plan	100%	Exceptional
COMPOSITE SCORE / GRADE	55%	Satisfactory

School Administrators

Principal	Evangeline Q. San Nicolas
Assistant Principal	Eileen Gofigan

PTO Officers

President	Mark Mendiola
Vice President	Ben Leon Guerrero
Secretary	Vanessa Santos
Treasurer	Glori Guerrero
PIO	

Assures that all students are granted the fullest possible educational opportunities;
Hightens 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