



SCHOOL PERFORMANCE REPORT CARD
SY 2013-2014
Agana Heights Elementary School
 Superintendent of Education: Jon J.P. Fernandez
 School Principal: Evangeline Q. San Nicolas

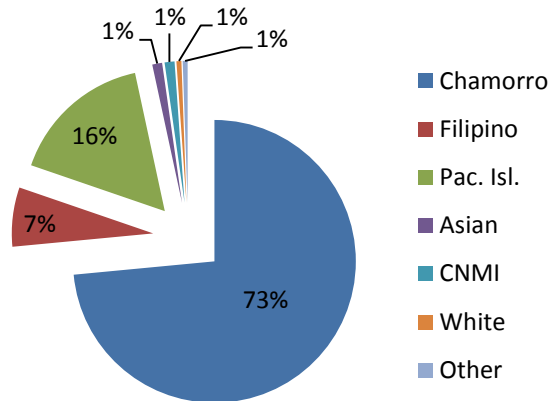


SCHOOL CHARACTERISTICS

ENROLLMENT	532				
AVERAGE DAILY ATTENDANCE	498.79				
AVERAGE DAILY MEMBERSHIP	529.31				
AVERAGE DAILY RATES	94%				
STUDENT ENROLLMENT BY GRADE					
KINDER	1ST	2ND	3RD	4TH	5TH
93	81	81	74	96	107

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION



ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH LEARNERS	26%
FREE & REDUCED LUNCH	54%
STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	3%
STUDENT SUSPENSION RATE	.38%

RESOURCES INFORMATION

School Personnel Resources				
POSITION	NO. OF EMPLOYEES	% OF TOTAL	ATTENDANCE RATE	ABSENTEE RATE
ADMINISTRATORS	2	3%	92%	8%
TEACHERS	49	80%	95%	5%
HEALTH COUNSELORS	1	2%	95%	5%
PROF. / ANCILLARY	1	2%	100%	0%
INSTRUCTIONAL AIDES	6	10%	96%	4%
SUPPORT STAFF	0	0%	0	0
CUSTODIAL/MAINT.	2	3%	79%	21%
TOTAL	61	100%	94%	6%

FROM THE PRINCIPAL

EXEMPLARY PROGRAMS

- ❖ 83% of students were reading at or above grade level
- ❖ 87% of students mastering Writing
- ❖ 105 students recognized at SAT10 Awards Ceremony for scoring proficient & advanced
- ❖ Professional Learning Communities (PLC) established
- ❖ Common Core States Standards (CCSS) and Classroom Instruction That Works (CITW) implemented
- ❖ 100% of teachers participated in the PTEP Program. Support was provided to teacher needing assistance in implementing their Lesson Plans effectively.
- ❖ Quarterly Awards Ceremony for Principal's List, "A" & "B" Honor Rolls, & Perfect Attendance.
- ❖ To promote reading we encourage our students to participate in the Big Bird and IRA Read-a-thons. Guest Reader and Authors were invited to promote reading and support these events.
- ❖ Body Mass Index (BMI) School Health Counselor collected weight and height of the school's student population.
- ❖ The school's PTO was active with Rai and Raina Royal Court, I-Recycle Program, Box Top for Education, etc.

AWARDS

- ❖ SAT 10 Awards Ceremony

ACCOMPLISHMENTS

- ❖ SAT 10 Awards Ceremony
- ❖ Spelling Bee
- ❖ Success For All Reform Program (Reading)
- ❖ Positive Behavioral Interventions and Supports (PBIS)
- ❖ Common Core States Standards (CCSS)

COMMUNITY PARTNERS

- ❖ AHES teamed up with Guam Customs & Quarantine to clean up school campus for opening of school year.
- ❖ I-Recycle Program to assist with the collection of aluminum cans.
- ❖ Donated care packages to the Guam Army National Guard HHC during their deployment.
- ❖ Partnerships with Mimasaka University, Kanseigakuin University, Chuou University, Syujitu University and Okayama University for cultural exchange and Rhythm Jump program.

SCHOOL- WIDE EXPENDITURES

OBJECT CATEGORY		
	Salaries	2,129,995.68
	Benefits	777,116.50
	Travel	0
	Contractual	187,285.70
	Supplies / Materials	5,561.03
	Equipment	10,320.14
	Utilities	175,368.94
	Capital Outlay	0

PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

1. 83% of students were reading at or above grade level
2. 87% of students mastering Writing
3. 105 students were recognized at SAT10 Awards Ceremony for scoring proficient and advanced

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

Positive Behavioral Interventions and Supports (PBIS) – The school implemented PBIS to teach school-wide expectations and 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 the positive behaviors were also developed and implemented school-wide. The school also held assemblies to recognize students and celebrate the decline of discipline referrals.

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

Implementation of the Common Core State Standards – The Common Core Leadership Team coordinated the school level trainings throughout the school year. Teachers participated in unpacking the standards, creating grade level curriculum binders with lesson plans and resources. Additionally, they analyzed SAT10 data to prioritize skills per grade level. Other assessments were also used to identify at-risk students to attend the ASPIRE Program after school for further assistance.

OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

During SY 2013-2014, AHES concentrated on increasing the number of students reading at or above grade level from Baseline Data to the End of the Year. Teachers collected data and analyzed their data at PLC meetings and implemented academic interventions.

READING: By the end of the SY, AHES will increase the % of students reading at or above grade level by 3% based on SFA Program assessments. The results of that data at Baseline showed **75.22%** 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 **82.92%** of students were reading at or above grade level. That is an increase of **7.70%** school wide.

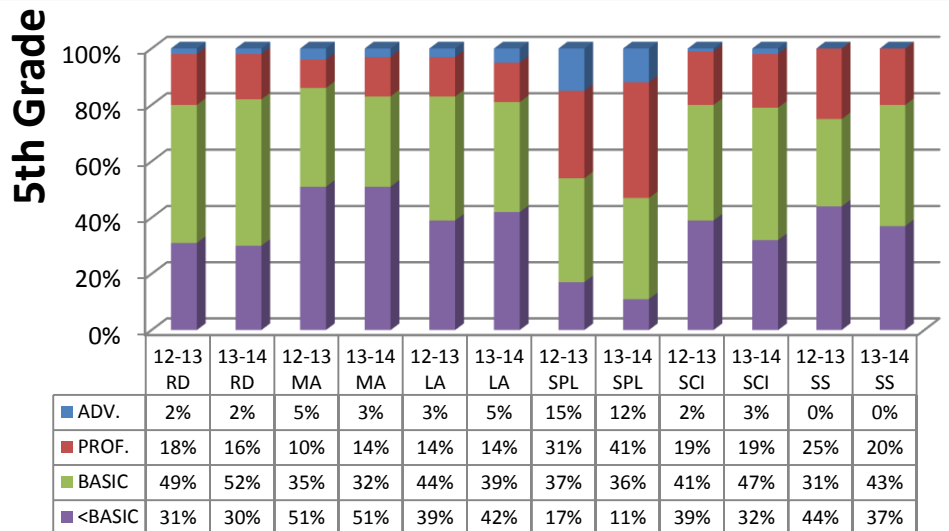
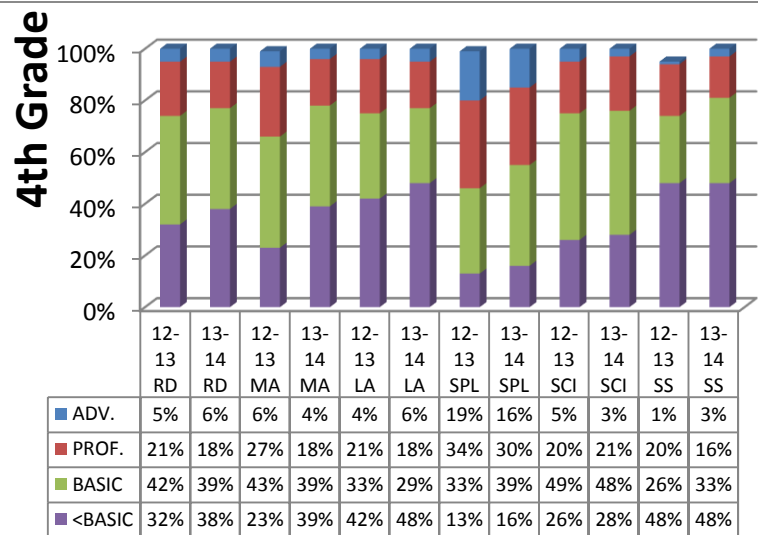
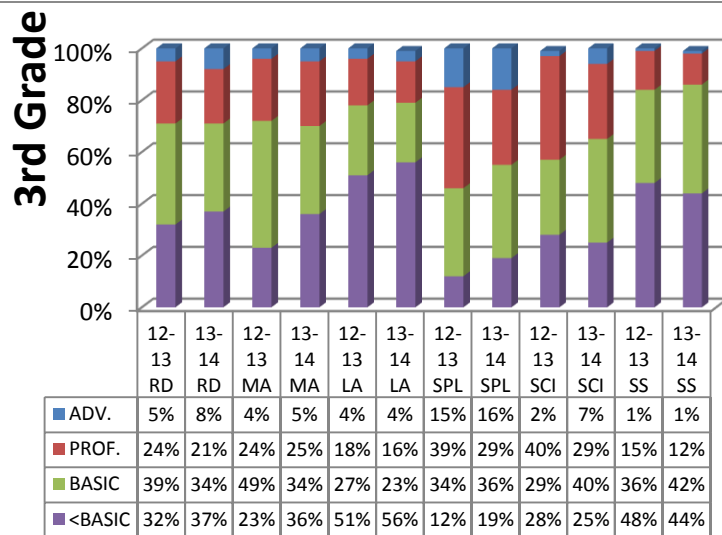
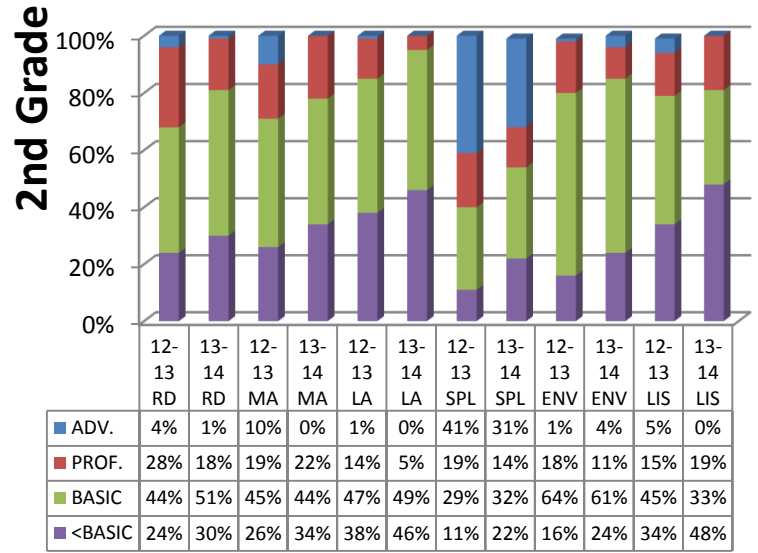
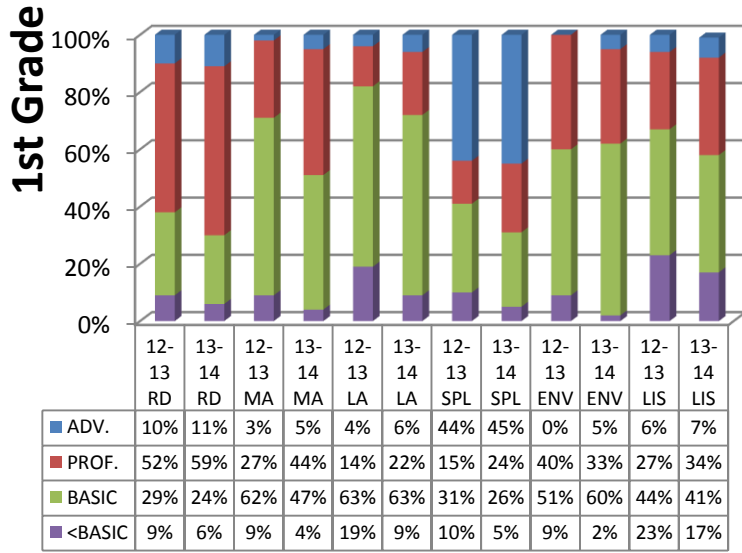
WRITING: By the end of the SY, AHES will increase the % of students scoring 80% or higher on the Quarterly Cycle Test by 10%. Baseline data showed that 70% of our students were mastering Writing as reported on the SFA Writing Mastery Database. By the end of the year, **87%** of students were mastering Writing as reported on the SFA Writing Mastery Database. There was an increase of **17%** 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

Source: SAT 10



PERFORMANCE CLASSIFICATION

SAT10 Proficient & Advanced Levels	School Data	P.L. 26-26 Grade Classification
SAT10 Grade 1 – Reading	70%	Strong
SAT10 Grade 1 – Math	49%	Low
SAT10 Grade 1 – Language	28%	Low
SAT10 Grade 2 – Reading	19%	Low
SAT10 Grade 2 – Math	22%	Low
SAT10 Grade 2 – Language	5%	Unacceptable
SAT10 Grade 3 – Reading	29%	Low
SAT10 Grade 3 – Math	30%	Low
SAT10 Grade 3 – Language	20%	Low
SAT10 Grade 4 – Reading	24%	Low
SAT10 Grade 4 – Math	22%	Low
SAT10 Grade 4 – Language	24%	Low
SAT10 Grade 5 – Reading	18%	Low
SAT10 Grade 5 – Math	17%	Low
SAT10 Grade 5 – Language	19%	Low
5th grade Promotion Rate	100%	Exceptional
Student Discipline/ Suspension Rate	.38%	Exceptional
Employee Attendance Rate	94%	Satisfactory
School Improvement Plan	100%	Exceptional
COMPOSITE SCORE / GRADE	60%	Satisfactory

School Administrators

Principal	Evangeline Q. San Nicolas, Ed.D.
Assistant Principal	Eileen M. Gofigan

PTO Officers

President	Benjamin Leon Guerrero
Vice President	
Secretary	Heather Leon Guerrero
Treasurer	Glori M. Guerrero
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.

Agana Heights Elementary School
 350 Joseph Cruz Avenue
 Agana Heights, Guam 96910
 (671) 477-8340



School Colors:
 Blue & Yellow

Mascot:
 Bumble Bee