



SCHOOL PERFORMANCE REPORT CARD SY 2014-2015

Agana Heights Elementary School
Superintendent of Education: Jon J.P. Fernandez
School Principal: Hannah M. Gutierrez



SCHOOL CHARACTERISTICS

ENROLLMENT Female: 215 Male: 198	413
AVERAGE DAILY ATTENDANCE	373.3
AVERAGE DAILY MEMBERSHIP	400.2
AVERAGE DAILY RATES	93.3%

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
64	78	73	64	61	73

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION*

American Indian Alaskan Native	0	Native Hawaiian or Other Pacific Islander	
Asian		NHPI – Chamorro, Rota, Tinian, Saipan	300
Asian – Chinese	0	NHPI – Chuukese	50
Asian – Filipino	19	NHPI – Fijian, etc.	0
Asian – Indonesian	0	NHPI – Hawaiian	1
Asian – Japanese	1	NHPI – Kosraean	3
Asian – Korean	2	NHPI – Marshallese	0
Asian – Vietnamese	1	NHPI – Palauan	3
African American	0	NHPI – Pohnpeian	13
Hispanic/Latino	2	NHPI – Samoan	0
White, Non-Hispanic	6	NHPI – Yapese	8
Other Ethnic/Mixed	4	Total	413

*aligned with EDFacts ethnicity categorization

ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH LEARNERS	29%
STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	3%
STUDENT SUSPENSION RATE	Unduplicated 1% Incidents 1%

RESOURCES INFORMATION

School Personnel Resources

POSITION	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATORS	2	4%
TEACHERS	39	72%
HEALTH COUNSELORS	1	2%
GUIDANCE COUNSELORS	1	2%
LIBRARY STAFF	2	4%
PROF ESSIONAL / ANCILLARY	0	0%
INSTRUCTIONAL AIDES	6	11%
OTHER STUDENT SUPPORT	0	0%
ADMINISTRATIVE SUPPORT	2	4%
CUSTODIAL / MAINTENANCE / CAFETERIA	1	2%
TOTAL	54	100%

FROM THE PRINCIPAL

EXEMPLARY PROGRAMS

- ❖ **SAT 10 AWARDS CEREMONY** -- An Awards Ceremony was held a month before the District-Wide Assessment was administered to recognize students who scored at the Advance or Proficient Level in Reading, Math, and Language Arts in the SAT10 Test held the previous year; 101 students were recognized. Four Platinum Awards - Scores are Advanced in all three areas: Reading, Language Arts, Math; Thirty-two Gold Awards - Scores are Proficient or Advanced in 3 areas: LARM; Thirty-seven Silver Awards - Scores are Proficient or Advanced in 2 areas: LARM; Twenty-eight Bronze Awards - Scores are Proficient or Advanced in one area: LARM
- ❖ **SUCCESS FOR ALL REFORM PROGRAM - SFA (Reading)**
AHES blends the SFA program with the CCCC Reading Standards. All through SY 2014-2015 AHES had

SPECIAL AWARDS

- ❖ Teachers were awarded five interactive White Boards based on two grants submissions; Top five in the I-Recycle Guam Program; Third place in the 2014-15 Box Tops for Education Program.

ACCOMPLISHMENTS

- ❖ AHES students participated in the PBS Read-athon and IRA Read-athon.
- ❖ AHES participated in the many events of Red Ribbon Week.
- ❖ Kindergarten and 4th grade students participated in the 16th Annual Art of Healing Art Display at the Agana Shopping Center in April 2015.
- ❖ Twenty-one students from grades 1st through 5th grade participated in the Math Kangaroo Competition in March 2015.
- ❖ Four 4th and 5th grade students participated in the Guam Math Olympiad in April 2015.

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 Curriculum Coordinator observed classroom for the identified achievement plan interventions and collection of data.

Reading: Baseline data showed that 78.91% of our students were reading at or above grade level as reported on the Grade Summary Form. By the end of the school year 83.10% of students were reading at or above grade level. That is an increase of 4.19% school wide.

- ❖ **POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)** -- The school implemented PBIS 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 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.

- ❖ **COMMON CORE STATE STANDARDS (CCSS)** -- The Common Core Leadership Team coordinated the school level trainings throughout the school year. Teachers participated in unpacking the standards, created grade level curriculum binders with Lesson Plans and Resources. They analyzed SAT10 data and identified priority skills that grade levels needed to focus on. In addition, the after school program, ASPIRE, allowed for at-risk students to be tutored in the area of weakness. Teacher Evaluation and Classroom Observations (PTEP) also focused on monitoring the teaching of the CCSS.

- ❖ GATE Students participated in a school wide Science Fair in May 2015.
- ❖ Various classroom/ grade level presentations from outside agencies: Guardians of the Reef, BankPacific, Bank of Guam, Department of Agriculture, Department of Public Health.
- ❖ Twenty-two 4th and 5th grade students participated in the Judiciary of Guam Mock Trial during the last week of April.
- ❖ Student of the Month Program implemented this school year for students displaying the three school-wide expectations.
- ❖ Two 5th grade students participated in a cultural visit to Japan through the Mimasaka University Friendship Club in conjunction with Innoshu Elementary during June 2015.

COMMUNITY PARTNERSHIPS

- ❖ AHES teamed up with the Guam Customs and Quarantine to prepare the school for opening.
- ❖ AHES and its PTO strongly support the I-Recycle Program to assist with the collection of aluminum cans.
- ❖ Continuous yearly partnership with Agana Heights Mayor's Office.
- ❖ For almost 10 years, AHES has kept an active partnership with Mimaska University, Kanseigakuin University, Chuou University, Syujitu University and Okayama University for friendship, cultural, student exchange and the Rhythm Jump Program.
- ❖ Partnership with Guam Girl Scouts (Troop 406).
- ❖ Partnership with Project Karinu by Promoting Positive Behaviors through monthly professional development with support staff.
- ❖ Guam Baseball Association – Promoting Health & Wellness through Baseball Clinics.
- ❖ AHES partnership with DPW and GPD in May to support the “Click It or Ticket” Initiative.

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?

By the end of the school year, AHES will increase the % of students reaching grade level proficiency in Reading, Language Arts and Math as addressed by our School Improvement Plan's Measurable Objectives. By 2016, 80% of our students will meet or exceed grade level proficiency in Reading, Language Arts and Math.

READING:

The data collected shows how students are progressing in the primary areas of oral language development, vocabulary, phonemic awareness, phonics, comprehension, and fluency. Our data shows the following:

Kindergarten: By the end of the school year **97%** of the Kindergarten students were proficient in those skills.

First Grade: By the end of the school year **75%** of the 1st Grade students were proficient in those skills.

Second Grade: By the end of the school year **87%** of the 2nd students were proficient in those skills.

Third Grade: By the end of the school year **79%** of the 3rd students were proficient in those skills.

Fourth Grade: By the end of the school year **86%** of the 4th students were proficient in those skills.

Fifth Grade: By the end of the school year **89%** of the 5th students were proficient in those skills.

Only 1st and 3rd grade students did not meet our school's goal of 80% of students meeting or exceeding mastery. School-wide 83% of students met goal of 80% of students meeting or exceeding mastery.

LANGUAGE ARTS: The following data is indicative of multiple classroom measures e.g. class assignments, observations, formative and summative assessments.

First Grade: By the end of the school year **83%** of the 1st Grade students were proficient in those skills.

Second Grade: By the end of the school year **88%** of the 2nd students were proficient in those skills.

Third Grade: By the end of the school year **74%** of the 3rd students were proficient in those skills.

Fourth Grade: By the end of the school year **81%** of the 4th students were proficient in those skills.

Fifth Grade: By the end of the school year **85%** of the 5th students were proficient in those skills.

Only 3rd grade students did not meet our school's goal of 80% of students meeting or exceeding mastery. School-wide 81% of students met goal of 80% of students meeting or exceeding mastery.

MATH: The following data is indicative of multiple classroom measures e.g. class assignments, observations, formative and summative assessments.

First Grade: By the end of the school year **87%** of the 1st Grade students were proficient in those skills.

Second Grade: By the end of the school year **87%** of the 2nd students were proficient in those skills.

Third Grade: By the end of the school year **69%** of the 3rd students were proficient in those skills.

Fourth Grade: By the end of the school year **75%** of the 4th students were proficient in those skills.

Fifth Grade: By the end of the school year **76%** of the 5th students were proficient in those skills.

Our 3rd, 4th, and 5th grade students did not meet our school's goal of 80% of students meeting or exceeding mastery. School-wide 77% of students met goal of 80% of students meeting or exceeding mastery.

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 2014-2015, AHES concentrated on meeting GDOE's District Goals:

- Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department's State-wide summative assessment.
- Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department's Interim assessments.

Teachers used CITW Strategies and Best Practices in the classroom, collected data and analyzed their data at PLC/CPT meetings and implemented academic interventions.

Reading: Baseline data showed that **78.91%** of our students were reading at or above grade level as reported on the Grade Summary Form. By the end of the school year **83.10%** of students were reading at or above grade level. That is an increase of **4.19%** school wide.

Language Arts: Baseline data showed that **74%** of our students were mastering Language Arts skills as reported on the LA Mastery Database. By the end of the year, **81%** of students were mastering Writing as reported on the LA Mastery Database. That is an increase of **7%** school-wide.

Math: Baseline data showed that **68%** of our students were mastering Math Skills as reported on the Math Mastery Database. By the end of the year, **77%** of students were mastering Writing as reported on the Writing Mastery Database. That is an increase of **9%** school-wide.

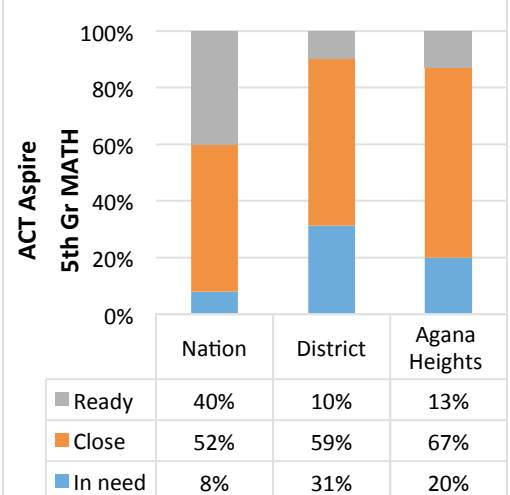
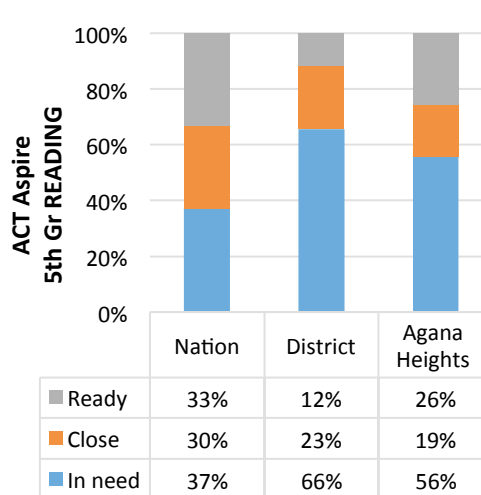
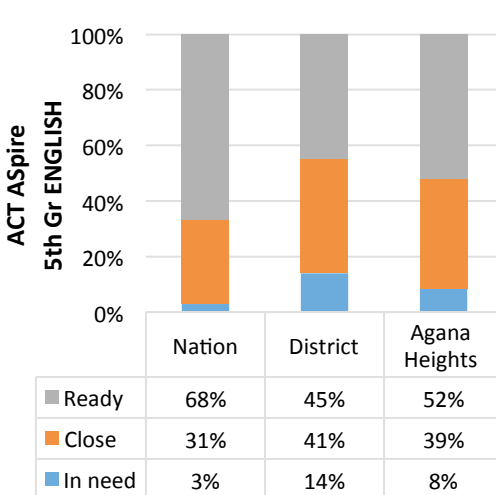
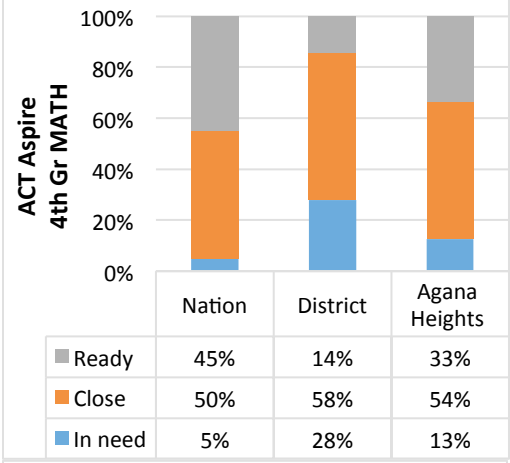
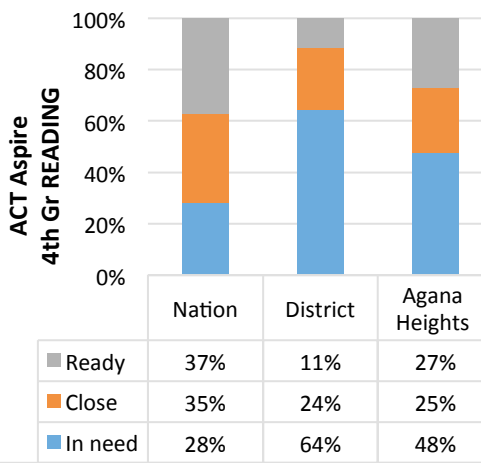
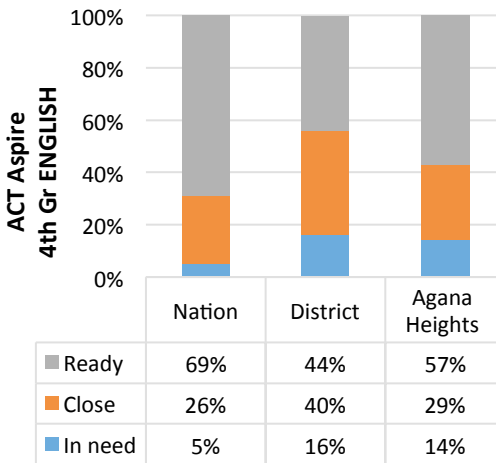
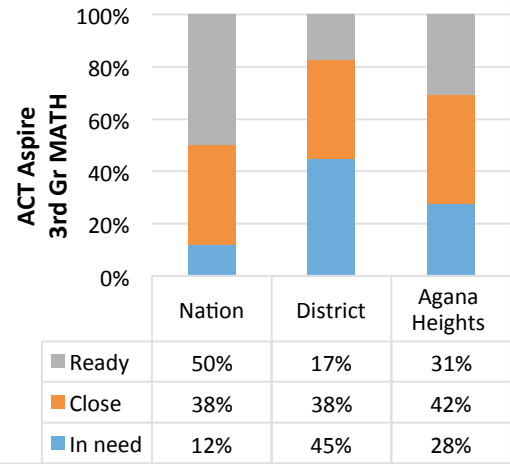
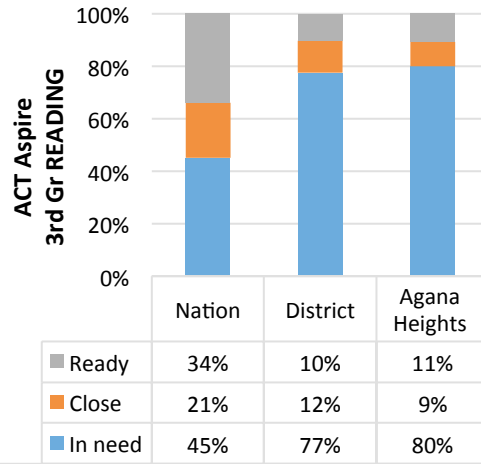
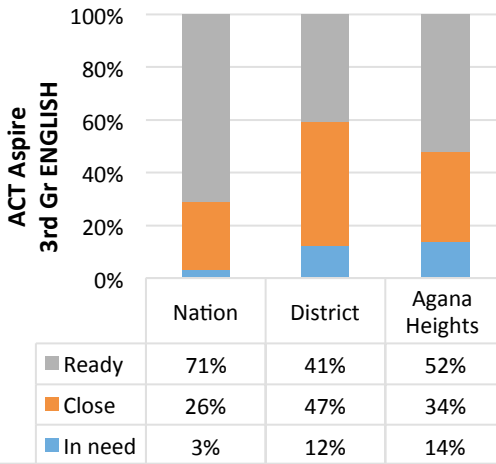
ACT Aspire* Performance Levels

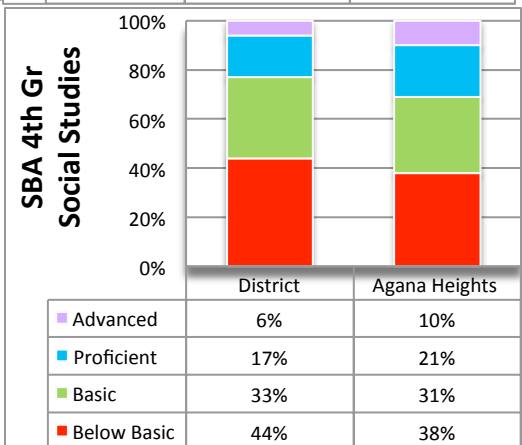
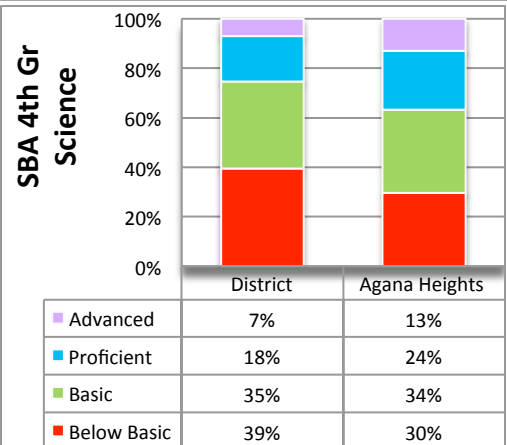
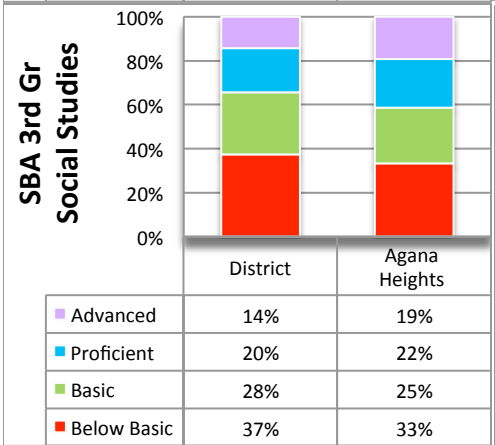
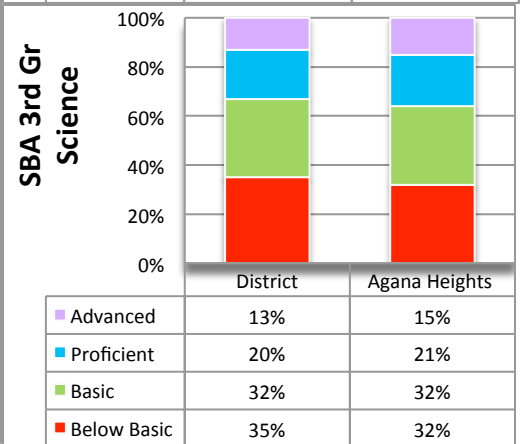
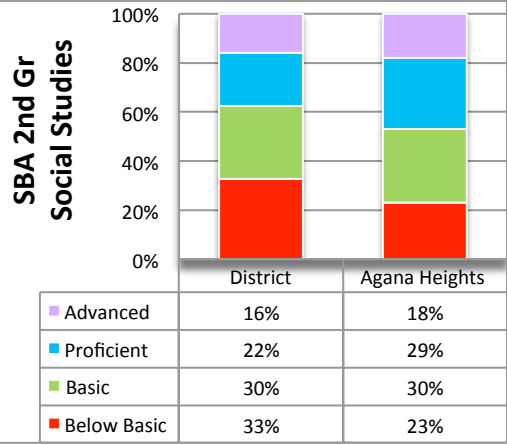
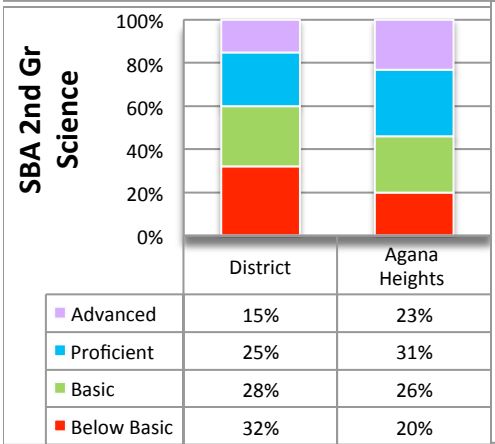
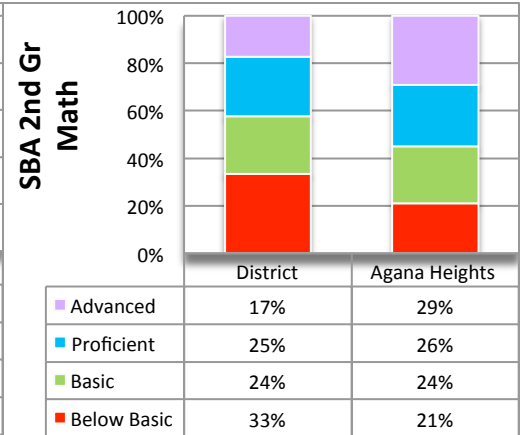
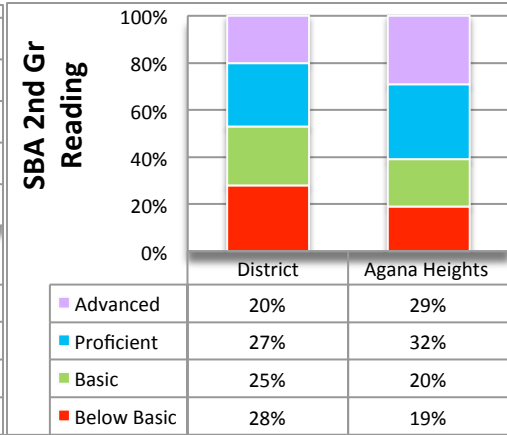
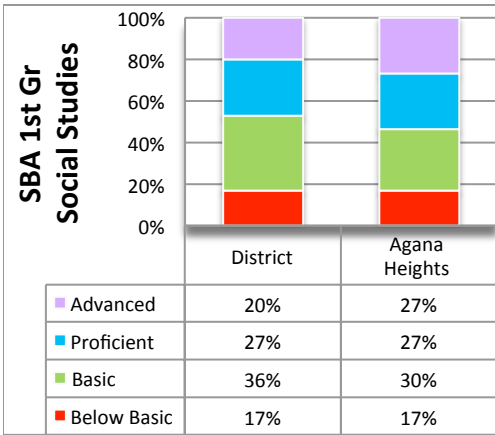
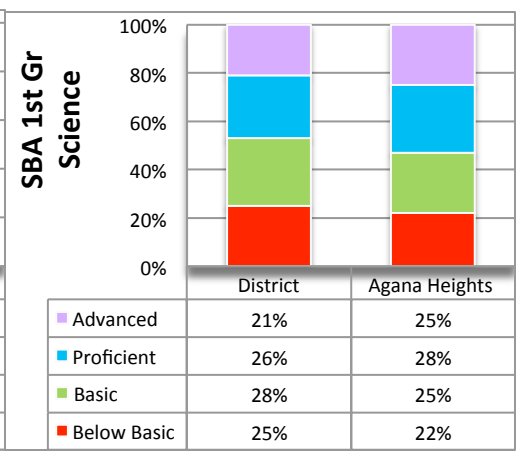
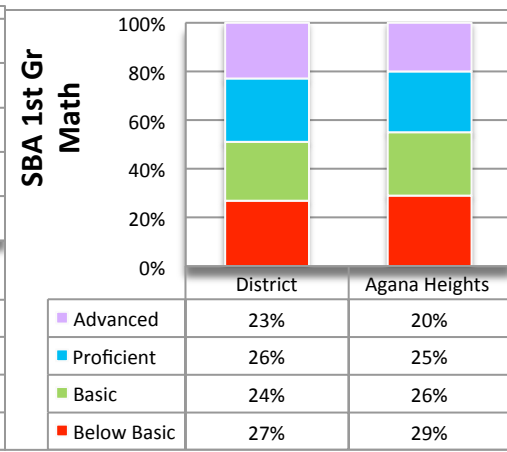
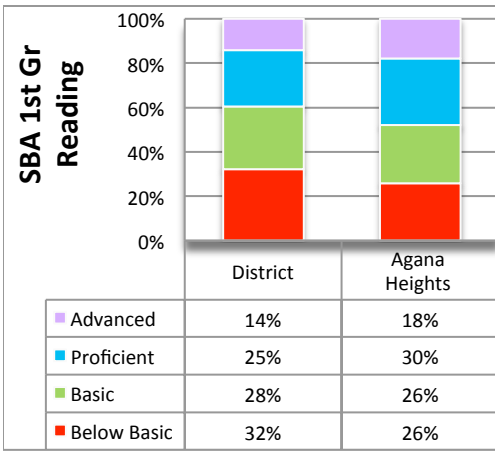
In Need of Support Students scored substantially below the ACT Readiness Benchmark
Close Students scored below but near the ACT Readiness Benchmark
Ready Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11

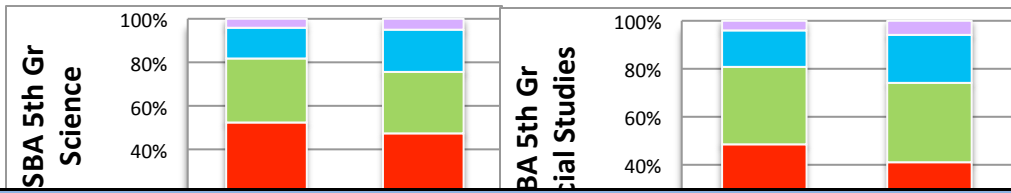
Standards Based Assessment (SBA) Performance Levels

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

*administered to Grades 3-10 only







AGANA HEIGHTS ELEMENTARY SCHOOL - Growth Model

	SBA 5th Gr Science		SBA 5th Gr Social Studies	
	District	Agana Heights	District	Agana Heights
Advanced	4%	5%	4%	6%
Proficient	14%	19%	15%	20%
Basic	29%	28%	32%	33%
Below Basic	52%	47%	48%	41%

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

Grade 3: Math, % Ready	51		
Grade 4: English, % Ready	57		
Grade 4: Reading, % Ready	27		
Grade 4: Math, % Ready	33		
Grade 5: English, % Ready	52		
Grade 5: Reading, % Ready	26		
Grade 5: Math, % Ready	13		
SBA Test Results - % of Students at 'ADVANCED' or 'PROFICIENT' level			
Grade 1: Reading % Proficient or Advanced	48		
Grade 1: Math % Proficient or Advanced	45		
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%		

School Administrators

Principal	Hannah M. Gutierrez
Assistant Principal	Dr. Eileen M. Gofigan

PTO Officers

President	Ramona Nelson
Vice President	Dr. Michelle Santo
Secretary	Sheena Hernande
Treasurer	Genedine Calvi
Parent Representatives	David Taitano and Genny Reye
Teacher Representatives	Neldie Pendon-Limtiaco and Ignacia Gumataota

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) 477-8040



School Colors:
Blue & Yellow

Mascot:
Bumble Bee