



**SCHOOL PERFORMANCE REPORT CARD**  
**SY 2015-2016**  
**Agana Heights Elementary School**  
 Superintendent of Education: Jon J.P. Fernandez  
 School Principal: Hannah M. Gutierrez



**SCHOOL CHARACTERISTICS**

ENROLLMENT Female: 214 Male: 199	<b>413</b>
AVERAGE DAILY ATTENDANCE	<b>388.9</b>
AVERAGE DAILY MEMBERSHIP	<b>412.5</b>
AVERAGE DAILY RATES	<b>94.3%</b>

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
61	75	78	70	64	65

**STUDENT DEMOGRAPHICS**

STUDENT ETHNIC DISTRIBUTION*		
American Indian Alaskan Native	0	Native Hawaiian or Other Pacific Islander
Asian		NHPI - Chamorro, Rota, Tinian, Saipan
Asian - Chinese	0	NHPI - Chuukese
Asian - Filipino	17	NHPI - Hawaiian
Asian - Indonesian	0	NHPI - Kosraean
Asian - Japanese	1	NHPI - Marshallese
Asian - Korean	2	NHPI - Palauan
Asian - Vietnamese	1	NHPI - Pohnpeian
African American	0	NHPI - Samoan
Hispanic/Latino	1	NHPI - Yapese
White, Non-Hispanic	8	NHPI - Other PI
Other Ethnic/Mixed	4	Total
		413

\*aligned with ED Facts ethnicity categorization

ADDITIONAL DEMOGRAPHIC INFORMATION	
ENGLISH LEARNERS	30%
STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	5%
STUDENT SUSPENSION RATE	Unduplicated 0.73% Incidents 0.73%

**RESOURCES INFORMATION**

School Personnel Resources		
POSITION	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATORS	1	1.8%
TEACHERS	38	69%
HEALTH COUNSELORS	1	1.8%
GUIDANCE COUNSELORS	1	1.8%
LIBRARY STAFF	2	3.6%
PROF ESSIONAL / ANCILLARY	1	1.8%
INSTRUCTIONAL AIDES	7	12.7%
OTHER STUDENT SUPPORT	0	0%
ADMINISTRATIVE SUPPORT	3	5.5%
CUSTODIAL / MAINTENANCE / CAFETERIA	1	1.8%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**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. This year, 21 students were recognized at the Platinum Level, 26 students at the Gold Level, 43 students at the Silver Level, and 4 at the Bronze Level.
- ❖ **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

**SPECIAL AWARDS**

- ❖ *Sanctuary's Youth Fest Gate Decorating Contest*, 1<sup>st</sup> place-- Ms. Charity Catunao's 2<sup>nd</sup> grade class
- ❖ *Jump Rope for Heart*, 3<sup>rd</sup> place – AHES raised \$1,760
- ❖ *Island-wide Science Fair*, 3<sup>rd</sup> place in Physical Science, Division 2 – Sara Rekdahl, (5<sup>th</sup> grade) for her experiment on Columns and Pillars
- ❖ *Island-wide Science Fair*, 2<sup>nd</sup> place in Physical Science, Division 1 – Lily Ulloa (Kindergarten) for her experiment on the Egg Challenge.
- ❖ *Foundation for Public Education/DOE Annual 2K/5K*, 4<sup>th</sup> place Elementary
- ❖ *Judiciary of Guam Law Week 2016 Coloring Contest*, 3<sup>rd</sup> place – Sophia Taitano (2<sup>nd</sup> grade)
- ❖ *ISLA 18th Art-a-Thon Exhibit* - Mina Bunten (1<sup>st</sup> grade), Sophia Taitano (2<sup>nd</sup> grade), and Chloe Gault (3<sup>rd</sup> grade) artwork displayed
- ❖ *Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)*, Nominee – Angella Lujan, GATE Teacher

positive behaviors. Students have a chance to win weekly prizes at the Bee Hive through their Honey Tickets. Students are also recognized as the Student of the Month for their display of the three Behavior Expectations.

- ❖ **Mimisaka University Cultural and Learning Exchange --** This marked the 6th 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 awaiting approval.
- ❖ **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 was 3rd place overall fundraiser for the territory--raising \$1,760.
- ❖ **Success in Reading --** AHES blends the Success For All Program with the Common Core State Standards in Reading. All through SY 2015-2016, we concentrated on a Goal Focused Achievement plan 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 Grade Level / PLCs meetings and put classrooms interventions in place. The principal and Curriculum Coordinator observed classroom for the identified achievement plan interventions and collection of data.

- ❖ *Maisa, The Chamoru Girl Who Saves Guåhan*, an animated movie in the Chamorro language, featured the voice of two AHES students – Maria Calvo (5<sup>th</sup> grade) and Zachariah Calvo (3<sup>rd</sup> grade)

## ACCOMPLISHMENTS

- ❖ Teachers and staff trained in the SPARK Program in order to increase physical activities in students and reduce child obesity.
- ❖ AHES PTO continues their strong support of the environment through the *i-Recycle Program*.
- ❖ In SY15-16, AHES was the first elementary school to train 5<sup>th</sup> grade students and teachers how to perform *Hands-Only Adult CPR* through the American Heart Association (AHA) video-based training program.
- ❖ AHES supports *Box Top for Education* which allows for the purchase of school resources for our students and teachers.
- ❖ *PBIS Spirit Week* and *PBIS Student of the Month* 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.
- ❖ *Chamoru Month* activities of guest speakers, cultural dancers, and fieldtrips to historical sites foster knowledge and respect for the island and our culture.
- ❖ GATE Students participated in the *AHES and Island-wide Science Fair* to promote STEM.
- ❖ Fifth grade students participated in *the Judiciary of Guam Annual Mock Trial* where they learn about court proceedings and their Miranda Rights.
- ❖ *Career Week* held for 5<sup>th</sup> 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.

## COMMUNITY PARTNERSHIPS

- ❖ Mayor’s Offices of Agana Heights, Piti, Sinajana, and Hagatna
- ❖ Mimaska University, Japan
- ❖ Bank Pacific and Bank of Guam – *Teach the Children to Save Day*
- ❖ SKIP Entertainment Dance Company
- ❖ Andersen AirForce Base – *Make a Difference Day*
- ❖ I Can Resources
- ❖ Pacific Islands Club
- ❖ Department of Public Health and Social Services
- ❖ University of Guam, Guam Community College, and John F. Kennedy High School
- ❖ Rotary Club of Guam

## SCHOOL-WIDE EXPENDITURES

OBJECT CATEGORY		
	Salaries	\$2,056,859.20
	Benefits	\$730,131.56
	Travel	0
	Contractual/Lease Rental	\$332,842.76
	Supplies	\$14,512.28
	Text & Library Books	(\$163.90)
	Equipment/Technology	\$9,587.67
	Utilities	\$171,748.20
	Capital Outlay	0
	Other Expenditures	0

**Note:** Sourced from the Finance and Administrative Services (FAS) Division of the Guam Department of Education (GDOE), the above data cover a 12-month period. Due to alignment with the National Public Education Financial Survey (NPEFS), they are significantly different from the SY 14-15 SPRC expenditure figures.

## 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; 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. This year, 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.

Based on AimsWeb assessment data, teachers agreed to focus on increasing student Math scores. **Professional Learning Communities** meet bi-monthly with the Principal and Curriculum Coordinator to review assessment data, 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 with 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. The process will continue school year 2016-2017, with a visit from WASC in Spring 2017.

The **PBIS Student of the Month** and **Student of the Year** just completed its first full 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 Year and win a summer gift package. AHES endorses a safe learning environment for all and student discipline is less than 1%.

## OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

SY 2014-2015 **ACT Aspire and SBA** summative evaluation results are the baseline data to be used based on our **State Strategic Plan**. The intent is to have 80% of the students perform at ‘Proficient/Ready’ on the yearly **District-Wide Assessment (DWA)**.

- Baseline data showed that 54% of our 3<sup>rd</sup> – 5<sup>th</sup> grade students scored at the ‘Ready’ level in **English** based on the ACT Aspire summative evaluation.
- Baseline data showed that 21% of our 3<sup>rd</sup> – 5<sup>th</sup> grade student scored at the ‘Ready’ level in **Reading** based on the ACT Aspire summative evaluation.
- Baseline data showed that 25% of our 3<sup>rd</sup> – 5<sup>th</sup> grade student scored at the ‘Ready’ level in **Math** based on the ACT Aspire summative evaluation.
- Baseline data showed that 55% of our 1<sup>st</sup> – 2<sup>nd</sup> grade student scored at the ‘Proficient/Advanced’ levels in **Reading** based on the SBA summative evaluation.
- Baseline data showed that 50% of our 1<sup>st</sup> – 2<sup>nd</sup> grade student scored at the ‘Proficient/Advanced’ levels in **Math** based on the SBA summative evaluation.

During SY 2015-2016, 100% of students were promoted to the next grade level.

In SY 2015-2016, 3<sup>rd</sup> graders showed a 16% increase in **English**, with 68% of students scoring at the ‘Ready’ level on the ACT Aspire assessment.

In SY 2015-2016, 3<sup>rd</sup> graders showed a 2% increase in **Math**, with 33% of students scoring at the ‘Ready’ level on the ACT Aspire assessment.

In SY 2015-2016, 5<sup>th</sup> graders showed a 3% increase in **Math**, with 16% of students scoring at the ‘Ready’ level on the ACT Aspire assessment.

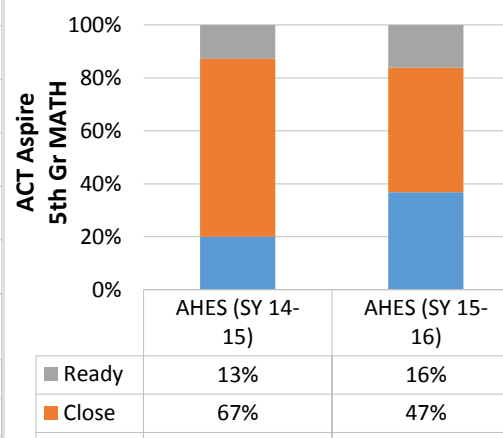
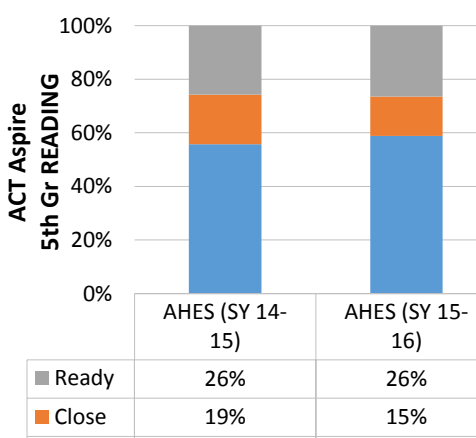
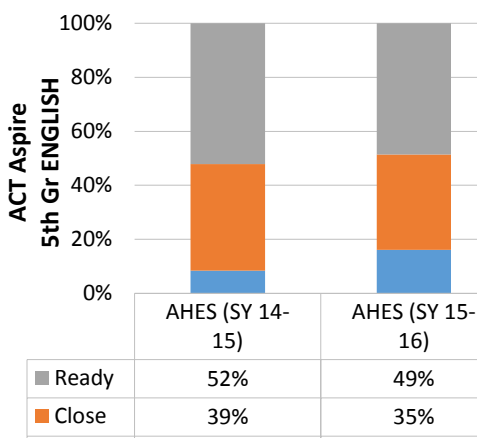
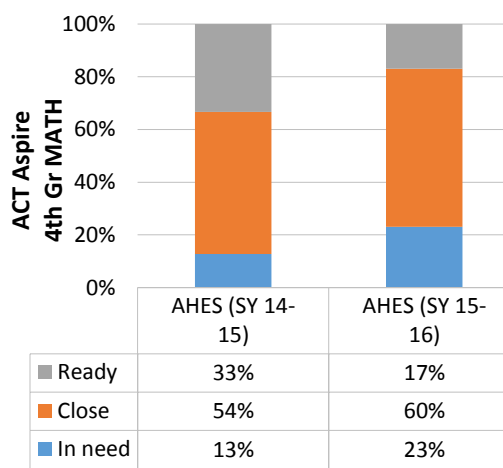
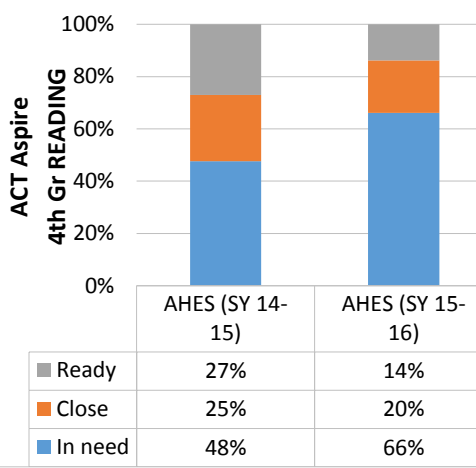
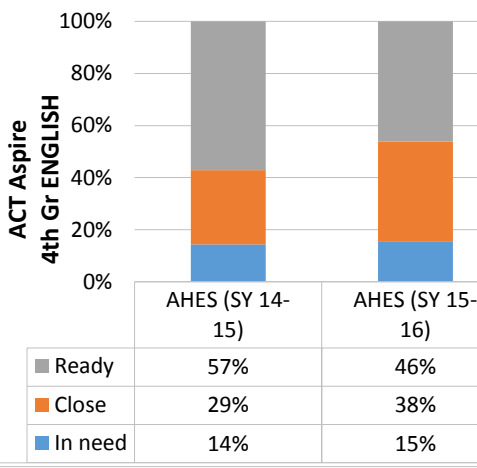
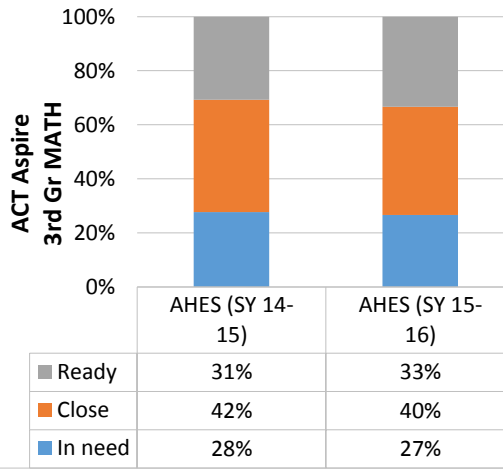
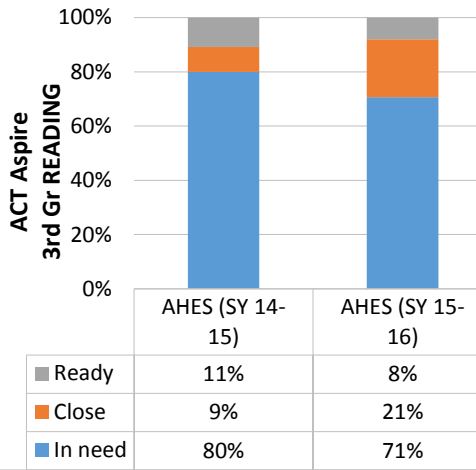
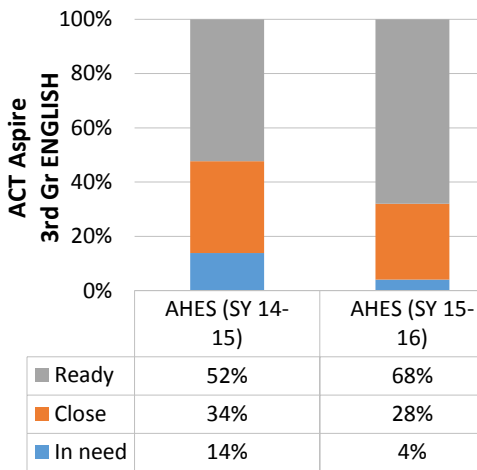
### ACT Aspire\* Performance Levels

**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  
 \*\*to be provided upon availability



## School Composite Score

The Composite Score cannot be calculated at this time because of the unavailability of the test results on the Standards Based Assessment (SBA) which is currently being scored at the time of the mandated submission of this report per Guam P.L. 26-26. This School Composite Score Table will be updated when the SBA test results become available.

### ELEMENTARY SCHOOLS COMPOSITE SCORE (GROWTH MODEL)

SY 2015-16 (Base Year: SY 2014-15)

PERFORMANCE Indicator	Base Year	Current Year	Gain/ Loss	Performance Category	Performance Description	Indicator Weight	Indicator Score
<b>ACT Aspire Test Results (Total weight = 45%)</b>							
Grade 3: English, % Ready	52%	68%	16%	1.0	Exceptional	5.0%	5.0%
Grade 3: Reading, % Ready	11%	8%	-3%	0.2	Unacceptable	5.0%	1.0%
Grade 3: Math, % Ready	31%	33%	2%	0.6	Satisfactory	5.0%	3.0%
Grade 4: English, % Ready	57%	46%	-11%	0.2	Unacceptable	5.0%	1.0%
Grade 4: Reading, % Ready	27%	14%	-13%	0.2	Unacceptable	5.0%	1.0%
Grade 4: Math, % Ready	33%	17%	-16%	0.2	Unacceptable	5.0%	1.0%
Grade 5: English, % Ready	52%	49%	-3%	0.2	Unacceptable	5.0%	1.0%
Grade 5: Reading, % Ready	26%	26%	0%	0.2	Unacceptable	5.0%	1.0%
Grade 5: Math, % Ready	13%	16%	3%	0.6	Satisfactory	5.0%	3.0%
<b>SBA Test Results (Total weight = 42%)</b>							
Reading % Grade 1 Proficient or Advanced	48%			0.2		3.0%	0.6%
Math % Grade 1 Proficient or Advanced	45%			0.2		3.0%	0.6%
Social Studies % Grade 1 Prof or Advanced	54%			0.2		3.0%	0.6%
Science % Grade 1 Proficient or Advanced	53%			0.2		3.0%	0.6%
Reading % Grade 2 Proficient or Advanced	61%			0.2		3.0%	0.6%
Math % Grade 2 Proficient or Advanced	55%			0.2		3.0%	0.6%
Social Studies % Grade 2 Prof. or Advanced	47%			0.2		3.0%	0.6%
Science % Grade 2 Proficient or Advanced	54%			0.2		3.0%	0.6%
Social Studies % Grade 3 Prof. or Advanced	41%			0.2		3.0%	0.6%
Science % Grade 3 Proficient or Advanced	36%			0.2		3.0%	0.6%
Social Studies % Grade 4 Prof. or Advanced	31%			0.2		3.0%	0.6%
Science % Grade 4 Proficient or Advanced	37%			0.2		3.0%	0.6%
Social Studies % Grade 5 Prof. or Advanced	26%			0.2		3.0%	0.6%
Science % Grade 5 Proficient or Advanced	24%			0.2		3.0%	0.6%
<b>Other school indicators (Total weight = 13%)</b>							
Student Average Daily Attendance Rate	93.3%	94.3%		0.6	Satisfactory	6.5%	3.9%
Student Discipline (Unduplicated)	1.0%	0.7%		1.0	Exceptional	6.5%	6.5%
<b>Credit for greater than 5% gain in any test</b>				<b>Composite Score</b>			
<b>Summative Rating Description</b>							



Summative Rating Categories:

90% or more = EXCEPTIONAL

70% to 89.9% = STRONG

50% to 69.9% = SATISFACTORY

10% to 49.9% = LOW

Less than 10% = UNACCEPTABLE

School Administrators	
Principal	Hannah M. Gutierrez

PTO Officers	
President	Ignacia Gumataotao
Vice President	Marie Tenorio
Secretary	Tricia Lizama
Treasurer	Maurissa Rosario

**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



<b>School Colors:</b> Blue & Yellow	<b>Mascot:</b> Bumble Bee
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