



SCHOOL PERFORMANCE REPORT CARD

SY 2012-2013

Marcial A. Sablan Elementary School

Superintendent of Education: Jon J.P. Fernandez  
Principal: Agnes T. Camacho



SCHOOL CHARACTERISTICS

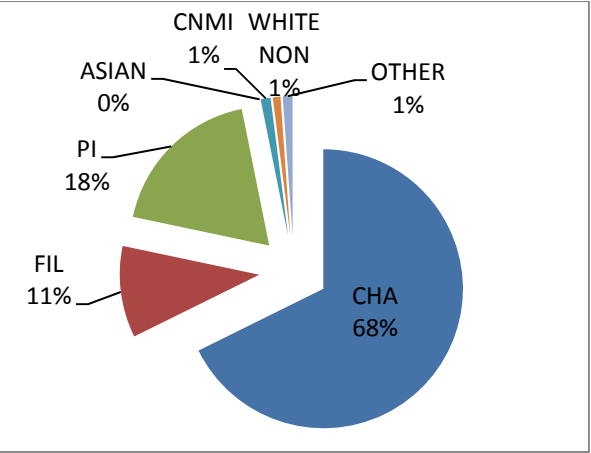
ENROLLMENT	443
AVERAGE DAILY ATTENDANCE	412.59
AVERAGE DAILY MEMBERSHIP	443.72
AVERAGE DAILY RATES	92.98%

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
72	74	76	83	54	84

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION



ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH LEARNERS	35%
FREE & REDUCED LUNCH	86%
STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	7%
STUDENT SUSPENSION RATE	1.51%

CURRICULUM/RESOURCES INFORMATION

School Personnel Resources

POSITION	NO. OF EMPLOYEES	% OF TOTAL	ATTENDANCE RATE	ABSENTEE RATE
ADMINISTRATORS	1	2.4	74%	26%
TEACHERS	30	71.4	92%	8%
SUPPORT/STAFF	3	7.1	82%	18%
SHC	1	2.4	94%	6%
PROFESSIONAL / ANC	0	0	0%	0%
CUSTODIAL	2	4.8	74%	26%
INST. AIDES	5	11.9	83%	17%
TOTAL	42	100	89%	11%

FROM THE PRINCIPAL

ACCOMPLISHMENTS	ACTIVITIES
<ul style="list-style-type: none"><li>Math Response To Intervention ( RTI)</li><li>Weekly Professional Learning Communities (PLC)</li><li>Pocus Groups / SFA Solutions Network Committees</li><li>Professional Developments</li><li>Tutorial Programs – Math and Reading</li><li>“I Love Math” Club</li><li>First In Math Online Program</li></ul>	<ul style="list-style-type: none"><li>Raising Readers Workshop</li><li>Open House/Family Literacy Night</li><li>Spring Carnival</li><li>Healing Hearts</li><li>“T” Recycle Incentive Program</li><li>Weekly Class Council and Character / Positive Behavior</li><li>Bi-Weekly Intervention Committee Meetings</li><li>Special Olympics</li><li>School-wide Appreciation Week</li><li>School Level and Island-wide Science Fair</li><li>Christmas Program</li><li>“Mighty Stars” Book Club</li><li>IRA Floyd Cooper (Author / Illustrator) Visit</li><li>Chamorro Week Activities</li></ul>
SPECIAL PROJECTS	AWARDS
<ul style="list-style-type: none"><li>Department of Education Extended Day (DEED)</li><li>HEADSTART</li><li>Gifted And Talented Education (GATE)</li><li>Geography Bee</li><li>SLIK Summer School</li><li>OLWEUS</li><li>Spelling Bee</li><li>Science Fair</li></ul>	<ul style="list-style-type: none"><li>Red Ribbon Wall Decorating</li><li>PBS Guam Family Read-a-thon</li><li>IRA Read-a-thon</li><li>Guam Coastal Clean Up</li></ul>

SCHOOL- WIDE EXPENDITURES

OBJECT CATEGORY	Salaries	\$1,746,777.55
	Benefits	\$693,077.31
	Travel	\$0
	Contractual	\$215,339.46
	Supplies / Materials	\$0
	Equipment	\$0
	Utilities	\$291,070.11
	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?

- Professional Learning Community (PLC) – Teachers meet on a weekly basis, for at least an hour, to work collaboratively to examine student progress and address implementation quality for each of the academic components. They also create school wide and individual goals through academic planning, data reviews, and program monitoring. It also serves as a tool to assist teachers to look at their instruction and student’s results, which will help to ensure that student’s outcomes, remain central to implementation of SFA.
- Solutions Network:
  - The Solutions Network consists of different committees that are linked in supporting each other and works to improve academics, and behavior in our school. The committees include, Parent Involvement, Community Connections, Cooperative Culture/Behavior, Attendance, and Intervention.
  - The Parent Involvement committee organized events at the school to increase the participation of families. One the events include our Open House, and Literacy Workshops. This committee also tracks data on Read and Respond homework.
  - The Community Connections committee works on recruiting volunteers, and support from government agencies and or businesses that would benefit our students. Some volunteers would assist in listening to students read.
  - The Cooperative Culture committee analyzes data and created different interventions on improving behavior at our school. This committee is in charge of the Star of the Month, promotes the PBIS program, the Olweus bullying prevention program, and class council meetings.
  - The Intervention committee works and discusses different ways to improve the academic skills of the students who are not doing well in subject areas. The committee sets up meeting with parents, to discuss strengths, and creates a plan for the students. This committee uses this plan. Prior to making a referral to special education testing.
  - The Attendance Committee is usually combined with the Cooperative Culture committee. The attendance group usually keeps track of our school attendance and identifies students, grade levels, or classes who may be having many absences. This committee recognizes students who have perfect attendance quarterly. They also strategize ways to improve attendance in each classroom, or with a student.

OUTCOMES: WHAT STUDENTS ARE ACCOMPLISHING?

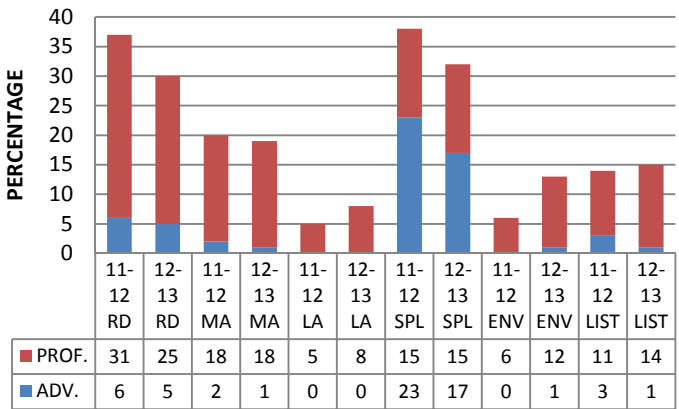
- Response To Intervention (RTI) – Response To Intervention is an educational approach which allows teachers to succeed with all students. Our goal is to help students for 15 minutes daily. Accurate student’s assessment is the starting point and continuous progress. Teachers have the flexibility to make educational decisions and or plan instructions for all three tiers – (all, small, or individual students) to reach students at different developmental levels and with different learning styles.

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.

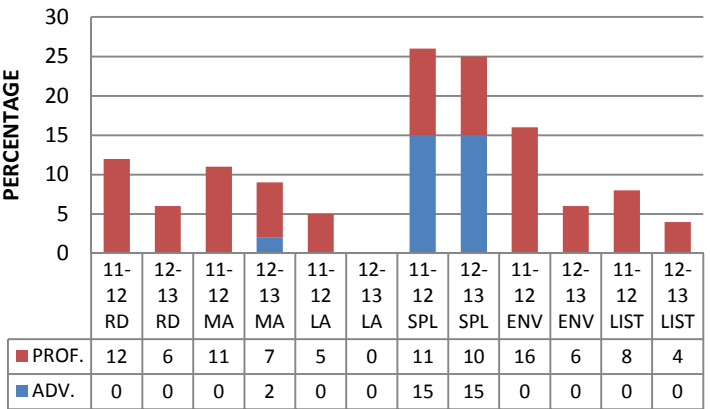
**Performance Levels**

Level 1, Below Basic	Indicates <b>little or no mastery</b> of fundamental knowledge and skills
Level 2, Basic	Indicates <b>partial mastery</b> of the knowledge and skills fundamental for satisfactory work
Level 3, Proficient	Represents <b>solid academic performance</b> indicating students are prepared for the next grade
Level 4, Advanced	Signifies <b>superior performance</b> beyond grade-level mastery

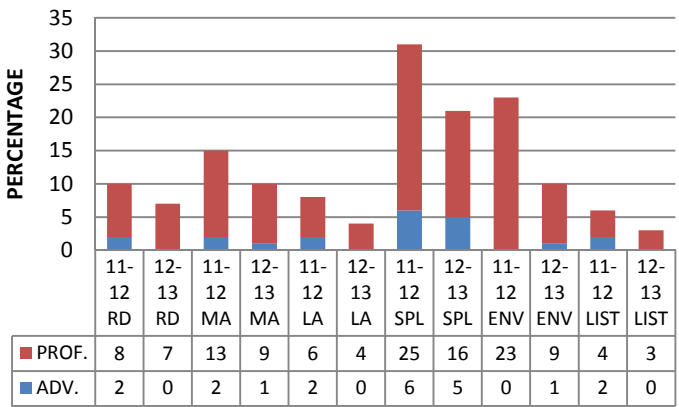
**FIRST GRADE**



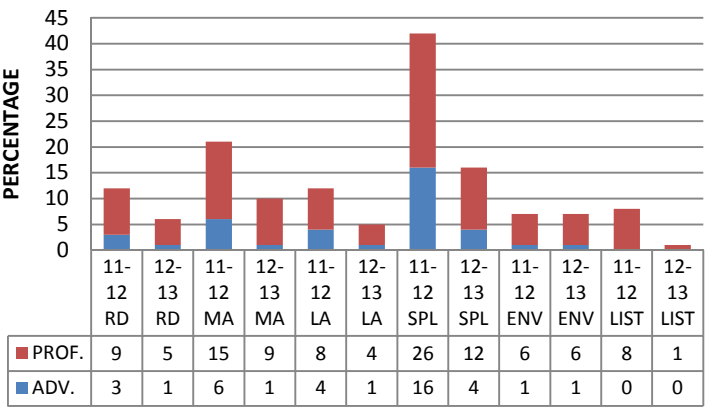
**SECOND GRADE**



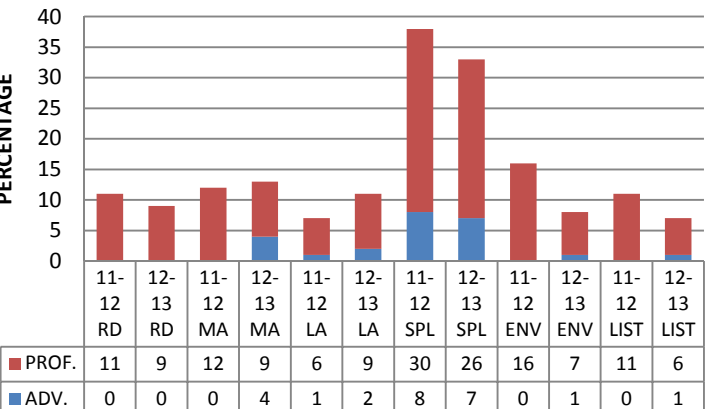
**THIRD GRADE**



**FOURTH GRADE**



**FIFTH GRADE**



**S** – Self disciplined,  
**T** – Team workers,  
**A** – Academically accountable,  
**R** – Responsible leaders,  
**S** – Self-assured citizens

**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	30	Low
SAT10 Grade 1 – Math	19	Low
SAT10 Grade 1 – Language	8	Unacceptable
SAT10 Grade 2 – Reading	6	Unacceptable
SAT10 Grade 2 – Math	9	Unacceptable
SAT10 Grade 2 – Language	0	Unacceptable
SAT10 Grade 3 – Reading	7	Unacceptable
SAT10 Grade 3 – Math	10	Low
SAT10 Grade 3 – Language	4	Unacceptable
SAT10 Grade 4 – Reading	6	Unacceptable
SAT10 Grade 4 – Math	10	Low
SAT10 Grade 4 – Language	5	Unacceptable
SAT10 Grade 5 – Reading	9	Unacceptable
SAT10 Grade 5 – Math	13	Low
SAT10 Grade 5 – Language	11	Low
Passing Rate	100%	Exceptional
5th grade Promotion Rate	100%	Exceptional
Student Discipline/ Suspension Rate	1.51%	Exceptional
Employee Attendance Rate	89%	Low
School Improvement Plan	100%	Exceptional
COMPOSITE SCORE / GRADE	47%	Low

**School Administrators**

Principal	Agnes T. Camacho
Assistant Principal	

**PTO Officers**

President	Kevin Susuico
Vice President	Cheryl De Guzman
Secretary	Arcelita Franchino
Treasurer	Sonia Fonseca
PIO	



All students at Marcial A. Sablan will learn to achieve success in life.

Accreditation Status:

School Colors:  
Blue and White

Mascot:  
Star