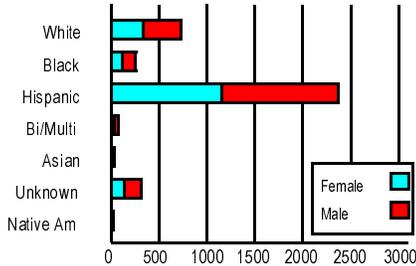


**Department of Defense Education Activity
Antilles Consolidated School System (PK-12)
1998/99 District Profile
Richard Saddlemire, Superintendent**

District Characteristics

Student Enrollment - 3,729



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	360	10%
K-8	TAG	134	5%
K-12	ESL	746	20%
AP Courses Offered		16	
Students Taking AP Courses		103	27%

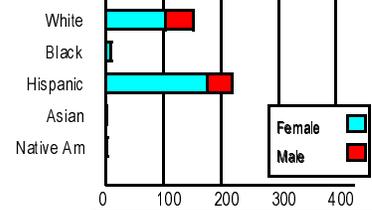
Grade	#
PreK	217
K	309
1	306
2	312
3	312
4	315
5	287
6	281
7	285
8	252
9	252
10	213
11	188
12	200
Total	3729

Sponsor Affiliation	
Marine	<.5%
Army	19%
Navy	33%
Air Force	2%
Coast Guard	7%
Non-US Military	<.5%
US Civilians	38%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1 - 2	13
3 - 9	14
10 - 20	144
> 20	124

Mobility Rate
20% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	228.5
Special Education	30
Other Professionals	68.9

Teacher Education	
Degree	% Teachers
BA/BS	33 %
MA/MS	64 %
Doctorate	4 %

Superintendent's Highlights

For the Antilles Consolidated School System in SY 1998-1999, student achievement improved due to the efforts of the students, teachers, and School Improvement Teams. All schools improved on TerraNova standardized tests and all the schools in the district met Benchmark 3.3 of the Community Strategic Community Plan that establishes the standard that 75% of the students will perform at the proficient or distinguished levels.

Three district employees, including the superintendent, were recognized on Fort Buchanan by the Staff Vulnerability Assessment team for outstanding contributions to establishing a safe environment for staff and students. A Pentagon team inspected the Special Education program throughout the district and gave the program six commendations.

Much of the year was spent preparing for USARSO and SOCSOUTH students from Panama who will arrive at the beginning of next year. A successful student leadership conference was held at Ramey School for students from Fort Buchanan, Roosevelt Roads and the Panama/Cuba district. A team of students from Antilles High School won the science and math competitions hosted by the University of Puerto Rico.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students in elementary grades develop an electronic portfolio of their work which they continue to add to as they progress through their school years. The Integrated Learning System (ILS LAB) from Computer Curriculum Corporation demonstrated an increase in student scores in the targeted grades.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Student scores in math on the CTBS TerraNova improved through an emphasis in problem solving. Local assessments show an increase of two rubric points for more than 70% of the students participating. Continued participation in the ILS Lab supported and extended student learning in the targeted grades.

Goal 7: Teacher Education and Professional Development

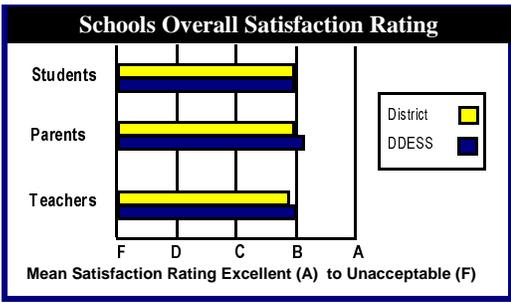
Benchmark 7.1: Provide professional development structure for educators.

Professional development focused on Work Sampling training for all of the district's second grade teachers. A training plan to enhance school improvement structures and assessment was provided by Educational Development Corp. Staff training was continued on all software applications.

Goal 10: Organizational Development

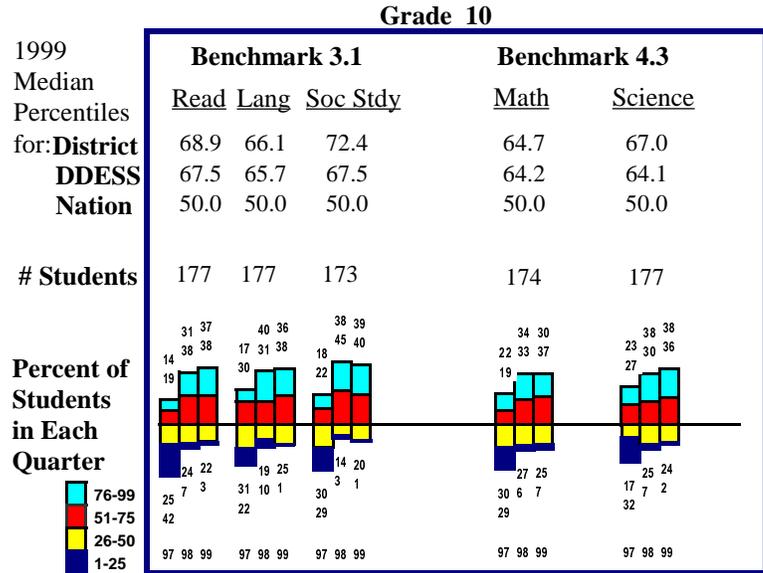
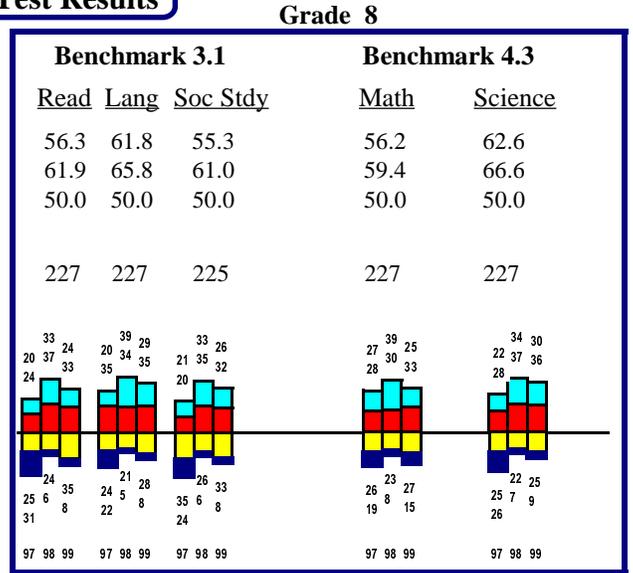
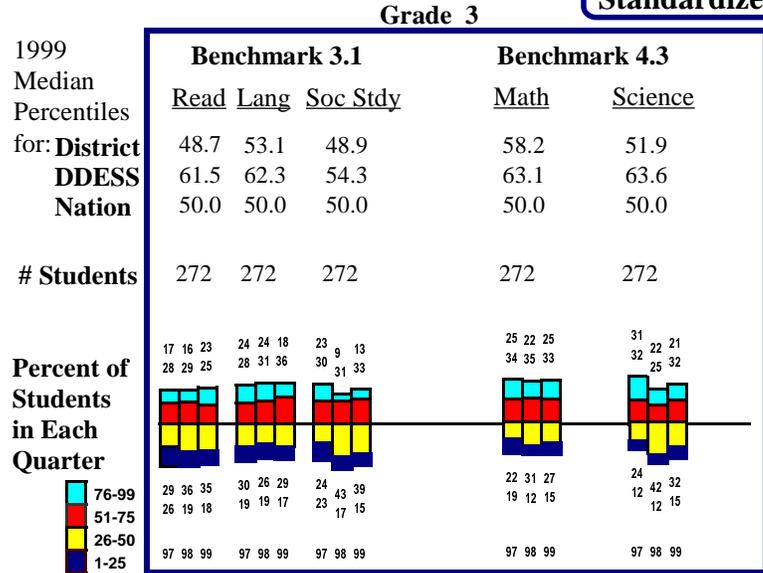
Benchmark 10.8: Establish technology for teachers and administrators.

WIN School was installed for all schools as their management system. Training was provided for system administrators with training for the school personnel planned for the summer. DSAMMS was implemented and supply clerks were trained on the system.



Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
 ACSS focused on the co-communication tier by implementing a district calendar of events and instituting web pages at each school and for the district. A School Cabinet and Community Town Hall meetings were held at all the military sites to promote greater communication and participation in making district improvements.

Standardized Test Results



SAT Results

	District	DDESS	Nation
% Participating	98	59%	40%
	99	50%	34%
Math Avg Score	98	434	481
	99	451	474
Verbal Avg Score	98	440	483
	99	452	483

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

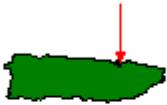
College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

Antilles Consolidated School System
Building #19
Fort Buchanan, PR 00934

DSN Phone: 740-3590/3391
Fax Number: (787) 273-0573
Commercial Phone:
(787) 792-7690/7555

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	99	252	Met	22%	72%	4%	0%	2%
8	99	222	Not Met	28%	44%	23%	5%	0%
10	99	177	Met	27%	50%	21%	1%	1%

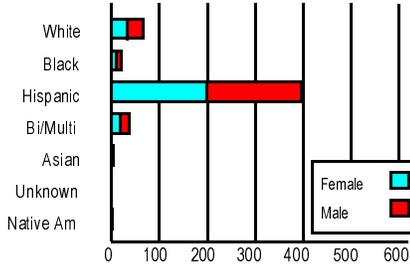


Fort Buchanan, PR

**Department of Defense Education Activity
Antilles Elementary School (PK-2)
1998/99 School Profile
Chris Coxon, Principal**

School Characteristics

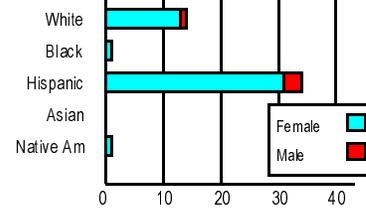
Student Enrollment - 525



Grade	#
PreK	90
K	150
1	134
2	151
Total	525

Sponsor Affiliation	
Marine	<.5%
Army	33%
Navy	10%
Air Force	2%
Coast Guard	10%
Non-US Military	<.5%
US Civilians	44%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	51	10%
K-8	TAG	N/A	N/A
K-12	ESL	104	20%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1 - 2	0
3 - 9	0
10 - 20	12
> 20	11

Mobility Rate
23% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	4
Other Professionals	16

Teacher Education	
Degree	% Teachers
BA/BS	23 %
MA/MS	75 %
Doctorate	2 %

Principal's Highlights

Antilles Elementary School completed its transition into an Early Childhood School. Second grade began implementation of developmentally appropriate practices including the highly effective strategies for working with children – Workshops and Plan-Do-Review. Student achievement in Prek-2 is now measured by the performance based assessment, Work Sampling System.

Through the school improvement process, all classrooms and specialists incorporated journal writing into their curriculum. The results were outstanding which was exemplified by the art journals on display at the Art Exhibit.

AES accepts the challenge to be a model in early childhood education. Teachers are committed to continuing education for personal growth and through a mentoring system, teachers collaborate with each other which strengthens the program and promotes student achievement. Also we are very honored to have the District Teacher of the Year who, as a teacher leader in developmentally appropriate practices, leads staff development throughout the district and serves on the DoDEA Early Childhood Task Force.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students in grades one and two used the networked computer lab to do research for factual and creative writing. This multi-media technology is developmentally appropriate as it allows all students to view, collect and use information at their individual levels.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Gains in math were excellent as a result of reinforcing math skills on a consistent basis with the Daily Math Ritual. The Ritual is a strategy implemented by the whole school for increasing achievement in math. Science was integrated into the curriculum through Enrichment mini lessons.

Goal 7: Teacher Education and Professional Development

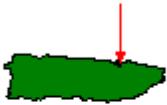
Benchmark 7.1: Provide professional development structure for educators.

A Mentor Program was established to support the implementation of developmentally appropriate practices and the Work Sampling System. Second grade teachers selected a colleague to work with them in classroom environment, workshops, Work Sampling summary reports, etc.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Through the site-based Mentor Program, all teachers have been trained and are using the computerized Work Sampling System. Administrators and office staff are currently being trained in WinSchool which is the new school information management system.

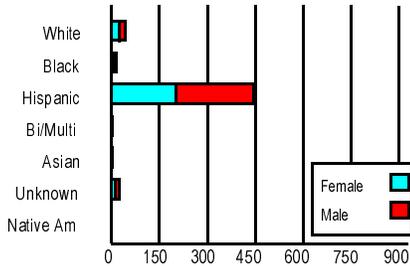


Fort Buchanan, PR

**Department of Defense Education Activity
Antilles High School (9-12)
1998/99 School Profile
Carmen Arroyo, Principal**

School Characteristics

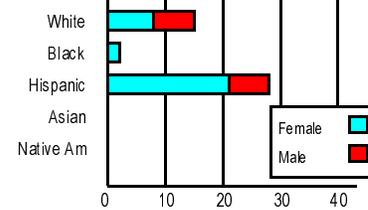
Student Enrollment - 548



Grade	#
9	158
10	129
11	129
12	132
Total	548

Sponsor Affiliation	
Marine	<.5%
Army	18%
Navy	4%
Air Force	<.5%
Coast Guard	3%
Non-US Military	<.5%
US Civilians	74%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	72	13%
K-8	TAG	38	N/A
K-12	ESL	135	25%
AP Courses Offered		9	
Students Taking AP Courses		68	26%

Teacher Experience	
Years	Teachers
New	0
1 - 2	0
3 - 9	2
10 - 20	44
> 20	0

Mobility Rate
12% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	39.5
Special Education	4.5
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	58 %
Doctorate	8 %

Principal's Highlights

Antilles High School has continued with steady progress in the areas of mathematics, language arts, school-home partnership and technology.

Mathematics staff members have reorganized their classrooms to provide for active learning within their lessons. They have increased the use of graphing calculators to enhance their instruction.

The data from CTB TerraNova, DoDEA Writing Assessment and a local writing assessment provided the focus to help students increase their competency in language arts. Courses in reading and the use of the CCC lab provided additional support to students.

Parents have become an integral part of the decision making process. Participation in committees, PTSA and surveys has resulted in an effective involvement in academic related issues.

Students and teachers have utilized multimedia as part of their teaching and learning. The school home page became a well-visited site providing useful information to families.

The contribution of the AHS faculty, parents and students is apparent in all aspects of our school improvement efforts.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The use of the Internet for research and oral presentations using PowerPoint was evident in all subject areas. A rubric for assessing web pages, developed by students was used in conjunction with the school-wide implementation of rubrics. Innovative technology classes were added to the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The full implementation of the newly restructured curriculum for math & science according to NCTM and NSTA began this fall. Hands-on inquiry based activities, collection and analysis of data using the GOALS Performance Test and TerraNova, and the integration of technology have been fully implemented throughout the year.

Goal 7: Teacher Education and Professional Development

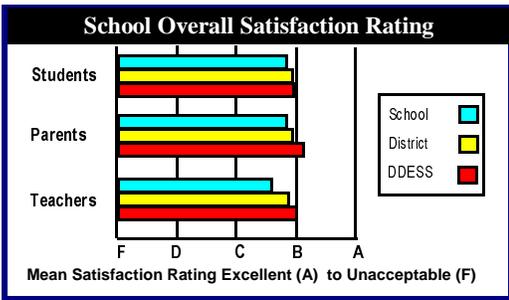
Benchmark 7.1: Provide professional development structure for educators.

The professional development component was developed to include training related to our school-wide goals and the area of technology. The faculty received training in the following areas: active learning as a strategy for classroom management, the use of rubrics, organizational skills, and writing and reading strategies.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The faculty received technology training/staff development in Power Point, Internet searches and Grade A+ Machine. Networking of the school was completed. Training on the use of Win School software for class record keeping is planned for next year.

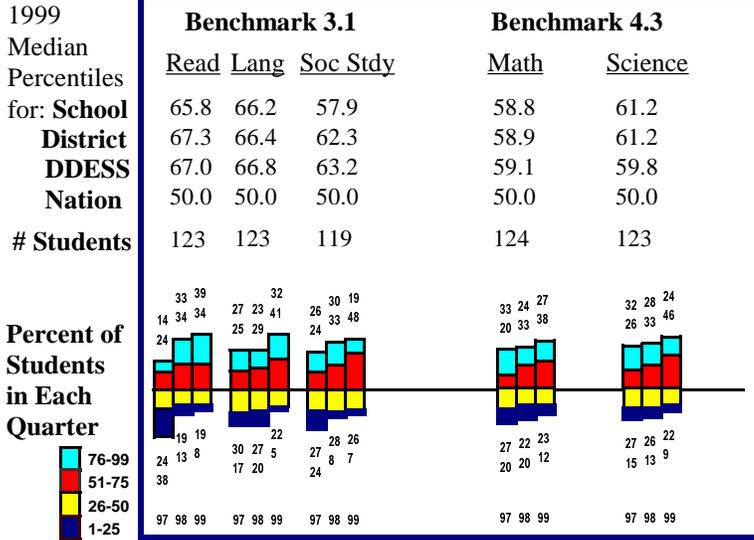


Goal 8: Parental Participation

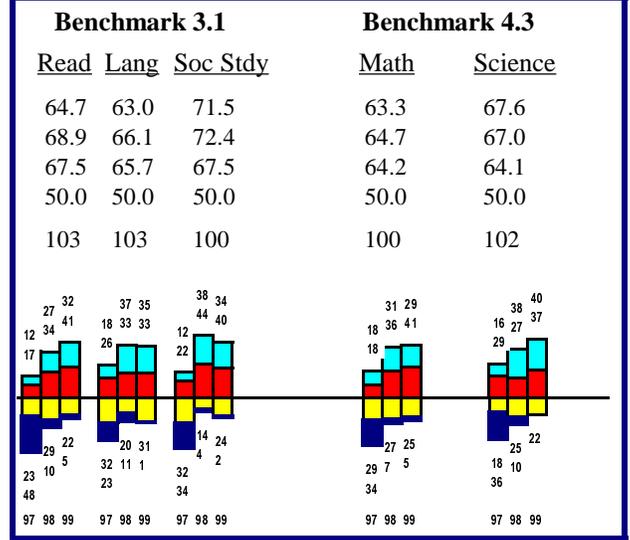
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
 The PTSA was reorganized after 3 yrs of inactivity. Their projects included the funding and implementation student organizers and a school uniform. A monthly activity calendar and newsletter was mailed to every home. Parental input was achieved through the use of surveys, PTSA and town meetings.

Standardized Test Results

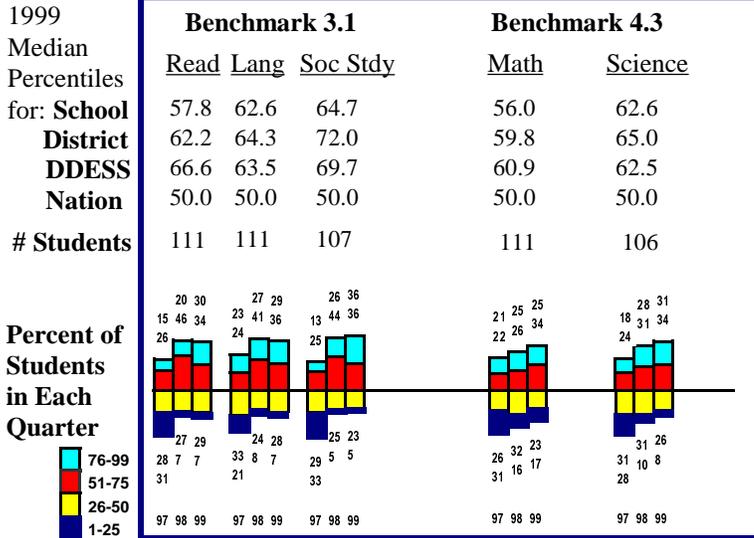
Grade 9



Grade 10



Grade 11



	SAT Results			
	School	District	DDESS	Nation
% Participating	98	72%	59%	40%
	99	64%	50%	34%
Math Avg Score	98	426	434	481
	99	449	451	474
Verbal Avg Score	98	429	440	483
	99	446	452	483

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

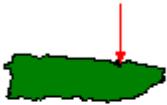
Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

Antilles H S
 Fort Buchanan, PR 00934

DSN Phone:
 Fax Number: (787) 792-5288
 Commercial Phone:
 (787) 792-5286/2736

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	99	96	Not Met	26%	48%	25%	0%	1%

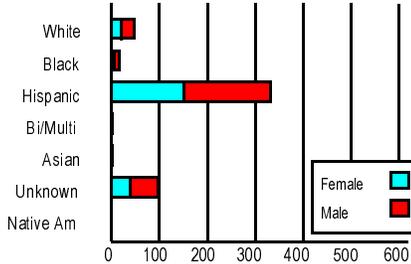


Fort Buchanan, PR

**Department of Defense Education Activity
Antilles Intermediate School (3-5)
1998/99 School Profile
Joseph Motolenich, Principal**

School Characteristics

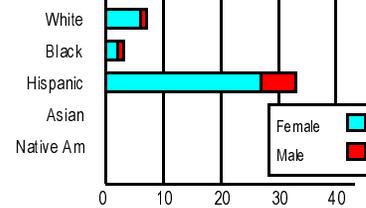
Student Enrollment - 512



Grade	#
3	157
4	182
5	173
Total	512

Sponsor Affiliation	
Marine	<.5%
Army	25%
Navy	9%
Air Force	2%
Coast Guard	13%
Non-US Military	<.5%
US Civilians	50%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	46	9%
K-8	TAG	25	5%
K-12	ESL	223	44%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1 - 2	0
3 - 9	3
10 - 20	26
> 20	0

Mobility Rate
20% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	5
Other Professionals	16.9

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	65 %
Doctorate	1 %

Principal's Highlights

Antilles Intermediate School is the model intermediate school for ACSS. The staff is committed to implementing strategies focused on improving student achievement.

The AIS School Improvement Initiative for restructuring is a team concept for developing a community of learners. By teaming to teach specific subjects, the teachers are able to focus more on their specific areas. The parent end-of-year surveys indicate this initiative has been successful in its first year.

Entering the new millennium technologically proficient is a goal of the AIS faculty. They are working diligently to improve their competence in this area.

The school provides many opportunities for the students in the technological area. The students sometimes teach their teachers!

Parents feel strongly that our school provides a solid educational experience for children as described in the "Customer Satisfaction and School Survey." Parent involvement through PTO, SIT, and the volunteer program supports the research that students achieve more when their school and their homes work together for the students' benefit.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The technological proficiency of AIS students was enhanced through classroom computers, the CCC Lab, the Accelerated Reader program, the core computer lab, after-school CCC programs in reading and math, and Internet access. Future plans include an additional CCC Lab and an Accelerated Math program.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Concentrated effort in basic math fact drills has provided AIS students with the basic tools for math success. Support for the at-risk population has been provided with the addition of a Math Resource teacher and lab. The FOSS program in science has increased student enthusiasm and achievement in that subject.

Goal 7: Teacher Education and Professional Development

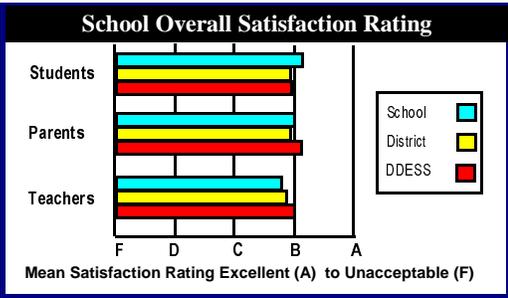
Benchmark 7.1: Provide professional development structure for educators.

The faculty has collaboration time built into their daily schedules so that they might continuously share thoughts and ideas. They have had several in-service workshops, including E. Pumarín (math manipulatives) and The Focus Group (looking at students' work). Training next year will focus on Literacy Place.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

School secretaries and clerks have received in-service training in a new automation system. Teachers have been trained in the use of Internet, and the System is moving toward electronic grading.



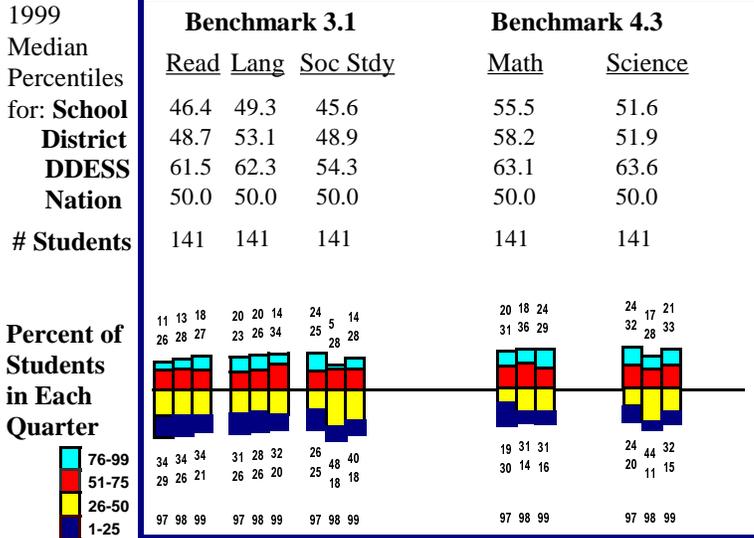
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

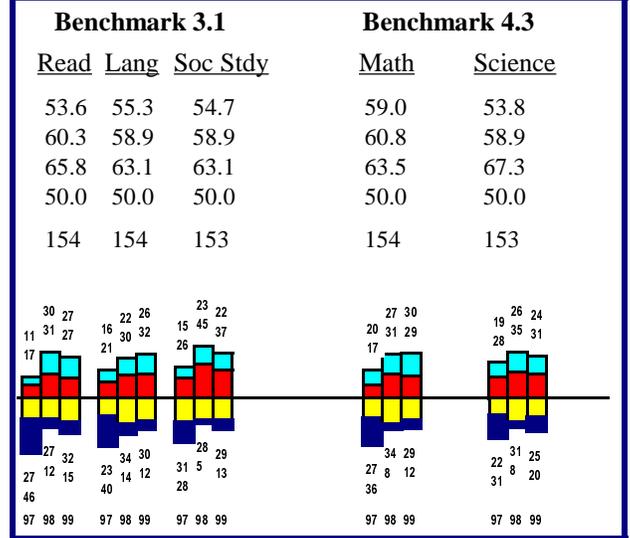
A Volunteer Coordinator was tasked with generating a master list of volunteers. The emphasis for the 1998-99 school year was on improving school-home communication. The year-end SIT parent survey (75% response) indicated overall satisfaction with communication about school activities and events.

Standardized Test Results

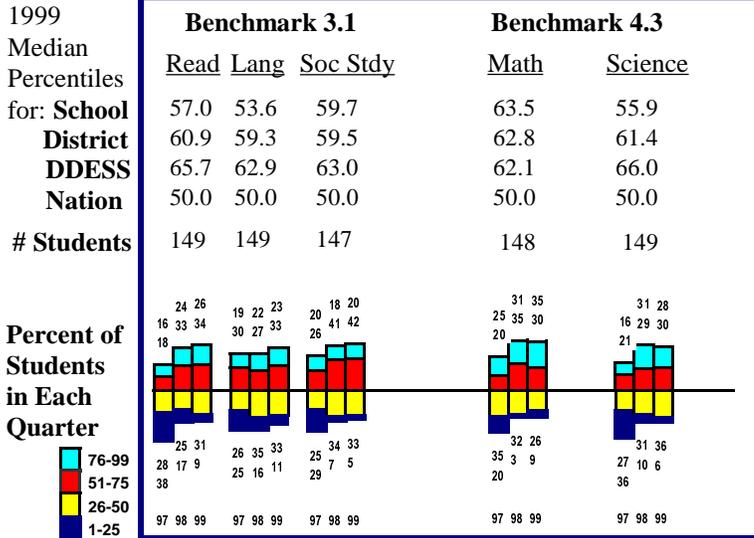
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	98	NA	59%	40%
	99	NA	50%	34%
Math Avg Score	98	NA	434	481
	99	NA	451	474
Verbal Avg Score	98	NA	440	483
	99	NA	452	483

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

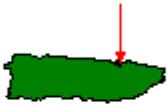
College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

Antilles I S
Fort Buchanan, PR 00934

DSN Phone:
Fax Number: (787) 792-7747
Commercial Phone:
(787) 792-7615

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	99	151	Met	24%	69%	5%	1%	1%

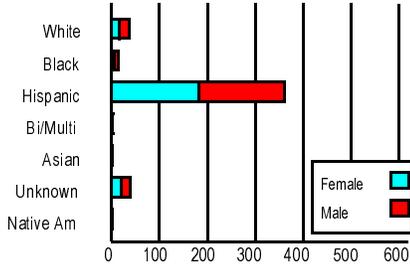


Fort Buchanan, PR

**Department of Defense Education Activity
Antilles Middle School (6-8)
1998/99 School Profile
Nancy Maldonado, Principal**

School Characteristics

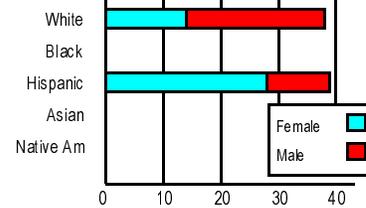
Student Enrollment - 461



Grade	#
6	162
7	162
8	137
Total	461

Sponsor Affiliation	
Marine	<.5%
Army	32%
Navy	6%
Air Force	2%
Coast Guard	7%
Non-US Military	<.5%
US Civilians	52%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	56	12%
K-8	TAG	19	4%
K-12	ESL	117	25%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1 - 2	2
3 - 9	0
10 - 20	48
> 20	0

Mobility Rate
10% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32
Special Education	5
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	18 %
MA/MS	80 %
Doctorate	2 %

Principal's Highlights

AMS continues to strive for students' academic achievement through the school improvement process. Using data as our baseline coupled with current research, we identified "Writing Across the Curriculum" (WAC) as the driving force of the school. One hundred percent of the teachers implemented writing in their classes and one hundred percent of the students have a showcase portfolio that contains a minimum of three writing samples from all their subjects. Staff development geared around the writing process, cooperative structures and collaborative problem solving.

An increase in the area of Language on the TerraNova Test for two grades and a slight decrease in one grade is evidence of successful the implementation of WAC.

Our instructional focus for school year 99-2000 will be to increase the time for student academic instruction; therefore a new block scheduling will be implemented. This decision was based after a thorough analysis of the school data in the areas of reading and math along with research on block scheduling.

AMS continues to be data driven and research based in order to help our students succeed.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Ninety-eight percent of the students developed a portfolio. Students included exemplars of their work written in each subject area during the school year using a word processor, presentation software, and research from the Internet. The other two percent have picture portfolios.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teachers aligned the curriculum with the standards and the standardized test scores. This alignment helped the teachers focus on the students' needs. Students integrated writing in their subject areas and utilized reflection to explain the process they used while solving problems and completing their work.

Goal 7: Teacher Education and Professional Development

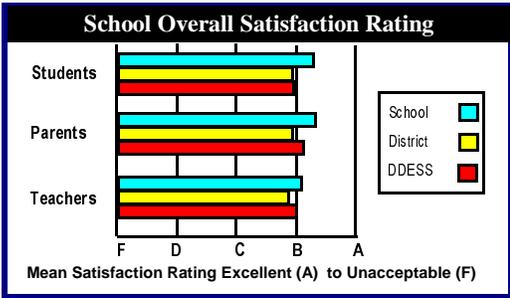
Benchmark 7.1: Provide professional development structure for educators.

Training has been an intensive focus this year to help teacher incorporate the strategies. Teachers took part in staff development in reading and writing strategies, portfolios, multiple intelligences, cooperative structures, and the use of mani-

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

An additional twenty-five computers have been connected to the Internet. An intranet is being developed which includes the school web page newsletter and a virtual museum of student work. Winschool and DSAMS have been installed for implementation in the coming school year.

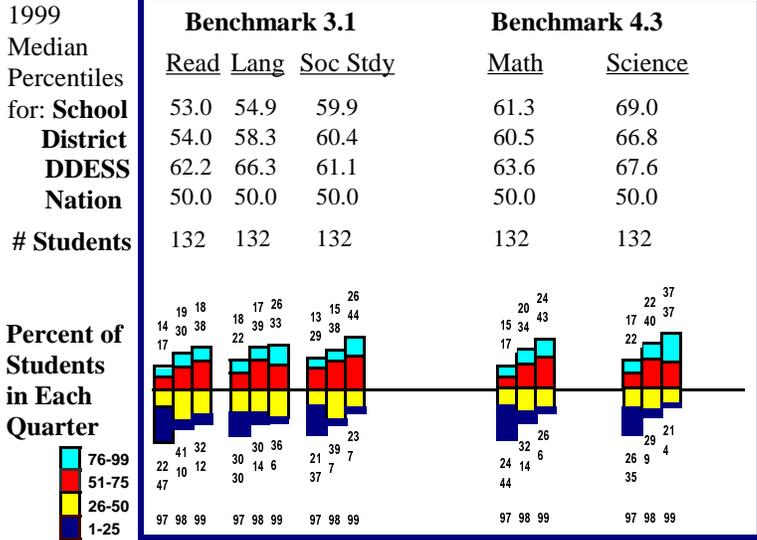


Goal 8: Parental Participation

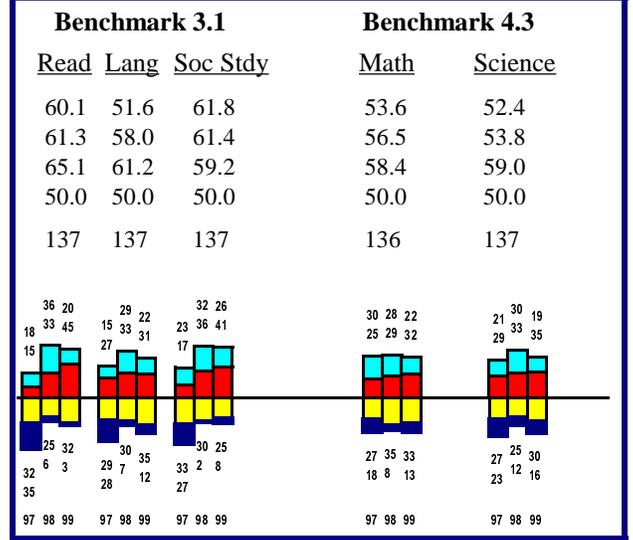
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership. Parents participated in four of our seven committees, which were math, reading, school-home partnership, scheduling, and school improvement. Parents were provided with school news and educational information through a school newsletter, psychologist newsletter, student newspaper, monthly calendar and school web site.

Standardized Test Results

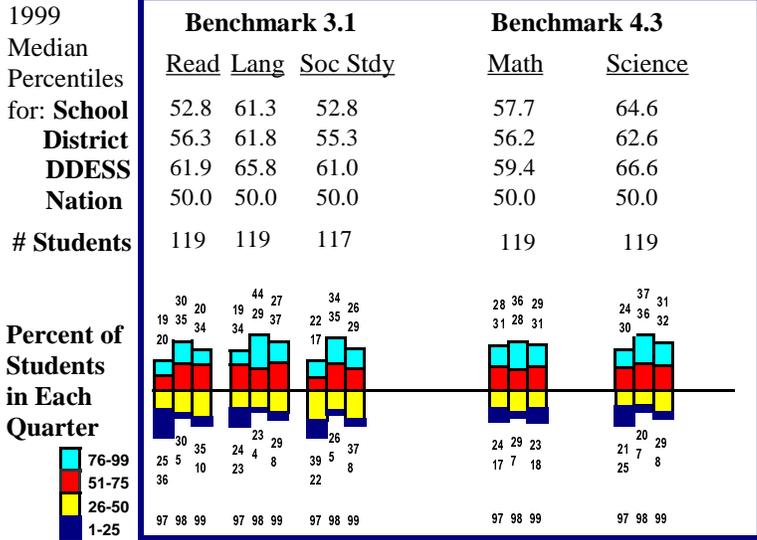
Grade 6



Grade 7



Grade 8



	SAT Results			
	School	District	DDESS	Nation
% Participating	98	NA	59%	40%
	99	NA	50%	34%
Math Avg Score	98	NA	434	481
	99	NA	451	474
Verbal Avg Score	98	NA	440	483
	99	NA	452	483

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

Antilles M S
Fort Buchanan, PR 00934

DSN Phone:
Fax Number: (787) 273-6030
Commercial Phone:
(787) 273-6960

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	99	113	Met	30%	45%	18%	7%	0%

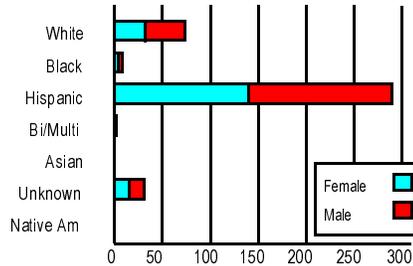


Ramey, PR

**Department of Defense Education Activity
Ramey School (PK-12)
1998/99 School Profile
Joan Campbell, Principal**

School Characteristics

Student Enrollment - 414



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	30	7%
K-8	TAG	16	5%
K-12	ESL	45	11%
AP Courses Offered		2	
Students Taking AP Courses		6	18%

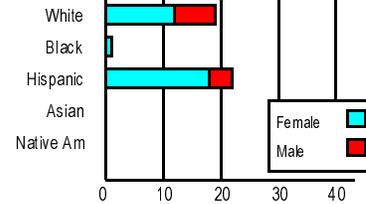
Grade	#
PreK	18
K	33
1	35
2	40
3	35
4	35
5	28
6	27
7	33
8	41
9	24
10	32
11	12
12	21
Total	414

Sponsor Affiliation	
Marine	<.5%
Army	24%
Navy	1%
Air Force	4%
Coast Guard	21%
Non-US Military	5%
US Civilians	45%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1 - 2	1
3 - 9	0
10 - 20	1
> 20	36

**Mobility Rate
20% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	34
Special Education	2
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	44 %
MA/MS	50 %
Doctorate	6 %

Principal's Highlights

SY 98-99 was marked with impacting benchmark progress at Ramey School. Standardized test scores remained high, while documenting a significant decrease in the at-risk student population. The school's accommodated test population scored significantly higher in the target areas of math and science, when compared to the last two school years.

Technology continued to gain hold of all school related areas, and was a vital resource in school-home partnership training sessions. The SIT continued to be a catalyst for all improvement efforts and researched-based curricular modifications. The identified strategies for enhanced skills in problem-solving proved to be on-target and yielded positive gains in the targeted objectives. The needs of special students were effectively addressed via school-level interventions by the Teacher Assistance Team, a support group which is designed to ensure equity.

Ramey's School Improvement Team now looks forward to the new challenges of the next Strategic Plan.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Seniors utilized PowerPoint in a presentation to the School Board. Classes integrated subject matter and technology with electronic portfolios. Students taught community computer courses. All students participated in either Writing to Read, Integrated Learning Systems Labs, Keyboard, or Computer Integration.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

SY 98-99 test scores for accommodated students are significantly higher. There are no at-risk-accommodated students in grades 4 and 11, and only 1 in grade 8. Students in grade 4 had no accommodations. Test scores for SY 98-99 for target grades: 4th- 72 Math 62 Science 8th- 60 Math 66 Science 11th- 73 Math 77 Science.

Goal 7: Teacher Education and Professional Development

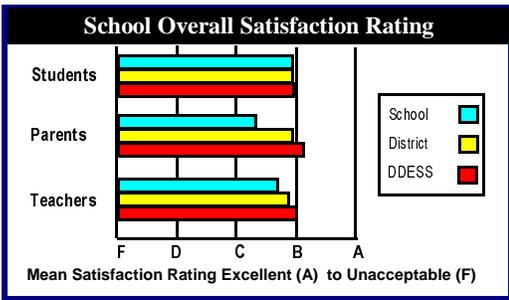
Benchmark 7.1: Provide professional development structure for educators.

Teachers attended training in Special Education, Teacher Assistance Team, Technology, English as a Second Language, Reading Strategies, Curriculum, Early Childhood, Extended Learning Programs, FOSS, Technology, and Language Assessment.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

School fiberoptic networking was completed. Teachers received training in Microsoft Outlook, allowing internal mail. A dedicated line allowing classroom Internet access is being provided. WinSchool software has been installed for SY 1999-2000. All classrooms have two or more school-networked computers.



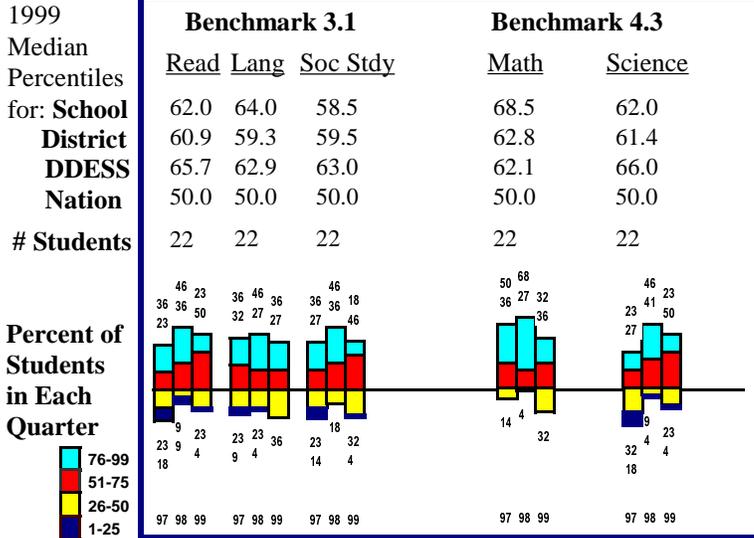
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

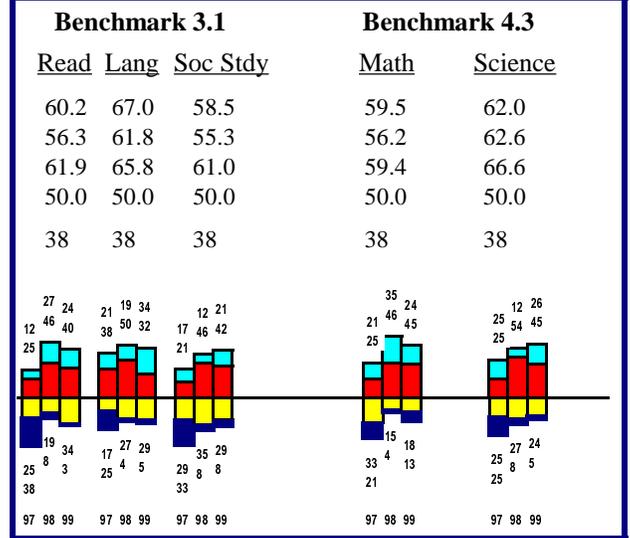
School-Home Partnership was evident in all aspects of campus life. Parents participated in committees for School Improvement, scholarships, and school uniform implementation. The Parent/Student/Teacher Organization's membership increased substantially, as well as their support for classes and organizations.

Standardized Test Results

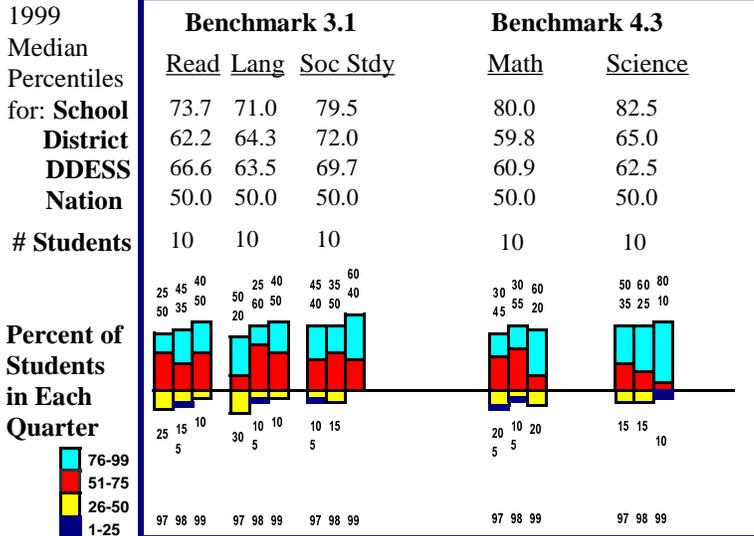
Grade 5



Grade 8



Grade 11



SAT Results

	School	District	DDESS	Nation
% Participating	98	76%	59%	40%
	99	71%	50%	34%
Math Avg Score	98	481	434	481
	99	458	451	474
Verbal Avg Score	98	501	440	483
	99	481	452	483

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

Ramey School
Arch Road
Ramey, PR 00604

DSN Phone:
Fax Number: (787) 890-2180
Commercial Phone:
(787) 890-4145/4147

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				Not Scoreable
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	
5	99	22	Met	27%	73%	0%	0%	0%
8	99	36	Not Met	25%	42%	25%	8%	0%
10	99	27	Not Met	26%	37%	33%	4%	0%

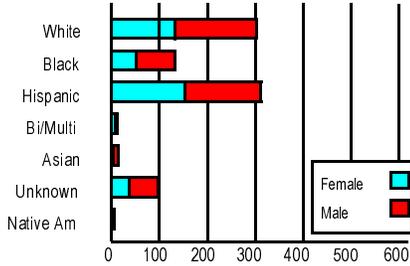


Ceiba, PR

**Department of Defense Education Activity
Roosevelt Roads Elementary School (PK-5)
1998/99 School Profile
Lane Gutsche, Principal**

School Characteristics

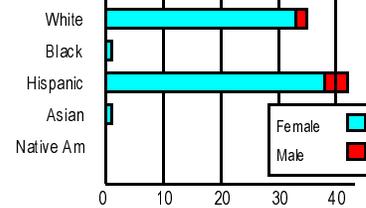
Student Enrollment - 797



Grade	#
PreK	109
K	126
1	137
2	121
3	120
4	98
5	86
Total	797

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	82%
Air Force	<.5%
Coast Guard	2%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	62	8%
K-8	TAG	36	5%
K-12	ESL	80	10%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1 - 2	8
3 - 9	8
10 - 20	10
> 20	43

**Mobility Rate
31% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	44
Special Education	6
Other Professionals	12

Teacher Education	
Degree	% Teachers
BA/BS	41 %
MA/MS	57 %
Doctorate	2 %

Principal's Highlights

The School Improvement Team continued to target improvement in reading by emphasizing vocabulary development in all academic subjects; specifically, every home-room teacher dedicated a twenty minute period daily toward this goal. Three Teacher Assistance Teams helped teachers meet the needs of at-risk students by suggesting new strategies and methods for the classroom. All homerooms in grade 2 through grade 5 have 2-3 computers; students use them throughout the day, for both enrichment and remediation in math, reading, social studies. The computers are also used for written reports and essays. Culture teachers have augmented the curriculum by teaching Hispanic music, customs, dance, and the Spanish language to all students. Instructional Support teachers targeted low achieving students with needs. The Talented and Gifted Program provided students with enrichment in reading, writing, language, science, and math. Fifth grade students have the opportunity to learn to play an instrument in band. After school clubs included Science, Chorus, Spanish, and Art. Teachers made excellent use of the nearby El Yunque National Forest to study various aspects of a tropical rain forest.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students in all grades used the Computer Curriculum Corporation (CCC) Lab with a series of programs that target reading and math development. The lab was available after school for additional support. Developmentally Appropriate Practice programs were also installed. The Media Center was networked.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

RRES focused on written explanations of math word problems. Grades Pre-K-2 focused on the use of manipulatives. Efforts to increase math scores through the Computer lab, Math-A-Rama, and the Gifted Program were successful. Problem of the Day activity helped students with communication.

Goal 7: Teacher Education and Professional Development

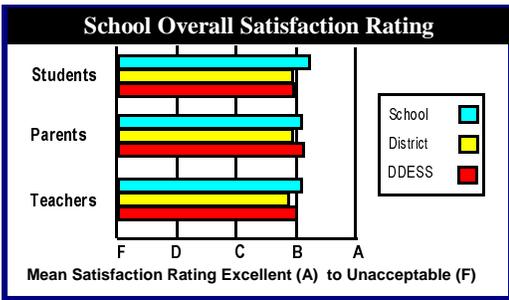
Benchmark 7.1: Provide professional development structure for educators.

The school had ongoing training for Pre-K to 2 teachers in Work Sampling, Developmentally Appropriate Practices, and High Scope. Training on vocabulary strategies for the classroom; strategies to reinforce language acquisition, and problem solving workshops were held.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Every classroom has at least two computers for student use. Internet access is available to all students. Inservice training on Work Sampling, MicroWorlds, Electronic Research, Intro to Computers, and Computer Aid Instruction Software Training. Educational Technologist is on hand to help.



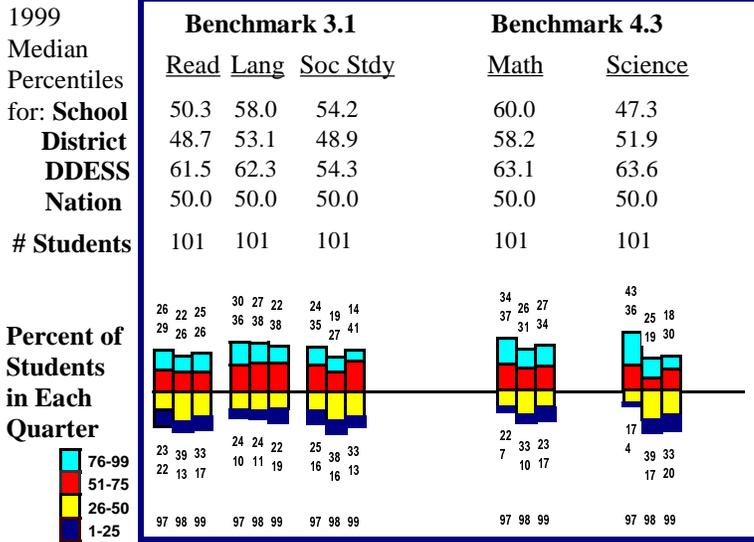
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

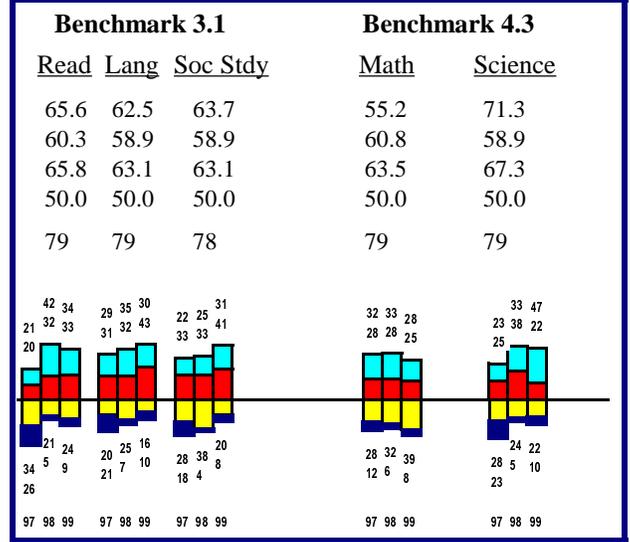
A partnership was implemented with activities sponsored by the School-Home Partnership Committee. Workshops for parents were provided in Developmentally Appropriate Practices, Homework Strategies and Study Habits. Family Fun Night, Family Reading and Math Nights were held as well as a Family Fun Day.

Standardized Test Results

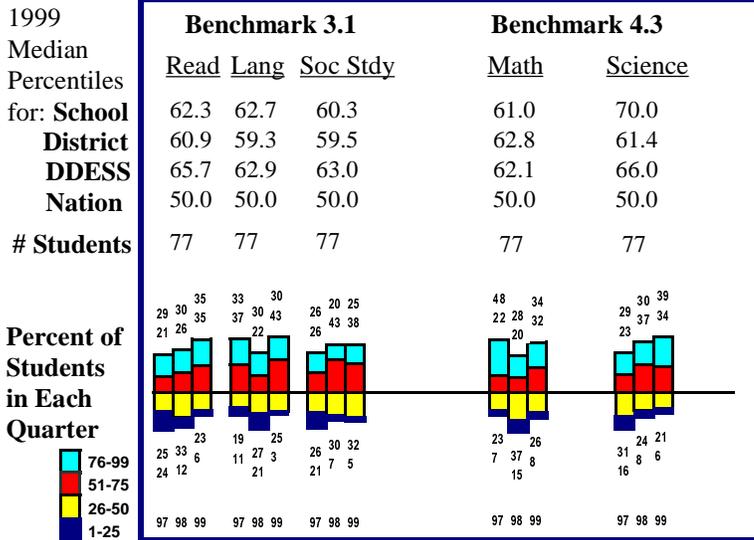
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	98	NA	59%	40%
	99	NA	50%	34%
Math Avg Score	98	NA	434	481
	99	NA	451	474
Verbal Avg Score	98	NA	440	483
	99	NA	452	483

Notes

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Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

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Roosevelt Roads, PR 00742-0131

DSN Phone:
Fax Number: (787) 865-4322
Commercial Phone:
(787) 865-4434/4891

DoDEA Writing Assessment

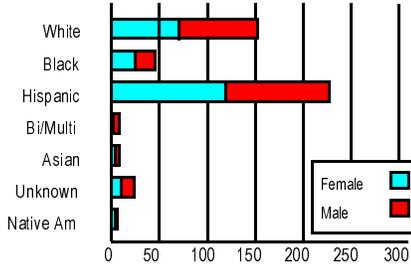
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	99	79	Met	16%	77%	2%	0%	4%



**Department of Defense Education Activity
Roosevelt Roads Middle/High School (6-12)
1998/99 School Profile
Wayna James, Principal**

School Characteristics

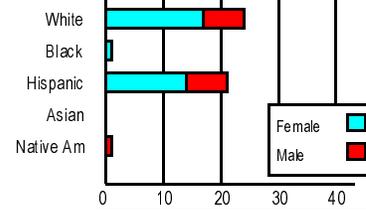
Student Enrollment - 472



Grade	#
6	92
7	90
8	74
9	70
10	52
11	47
12	47
Total	472

Sponsor Affiliation	
Marine	<.5%
Army	8%
Navy	72%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	43	9%
K-8	TAG	N/A	N/A
K-12	ESL	42	9%
AP Courses Offered		5	
Students Taking AP Courses		29	31%

Teacher Experience	
Years	Teachers
New	1
1 - 2	2
3 - 9	1
10 - 20	3
> 20	34

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	3.5
Other Professionals	5

**Mobility Rate
25% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	64 %
Doctorate	2 %

Principal's Highlights

Roosevelt Roads Middle High School continues to integrate the use of technology by students and teachers into the curriculum. This year we adopted Distance Learning to provide a wider selection of in-depth, high level courses for high school students. Twenty-two students took advantage of the course offerings added to the regular curriculum. Because of the success of the program, over eighty students have signed up for courses for school year 99-00. To the original four Distance Learning courses we have added many new course selections, several of which are advanced placement courses. Distance learning provides new opportunities for our students.

Students and their teachers made another pioneering move into the use of technology by using digital technology to produce the school yearbook in printed, CD ROM and video forms and to publish the school newspaper.

We continue to look for ways to use technology in support of education.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In addition to the extensive use of the multi-media lab for remedial instruction, the lab has been expanded to include instructional programs in science and math. This technology combined with laser disk labs, internet connections and graphing calculators have done much to enhance the science and math program.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and Science departments are focused on alternative strategies to improve instruction in problem solving, reasoning, and inquiry skills. The Middle School has demonstrated their ability by placing first or second in Baldwin's Annual Math Bowl in grades 6, 7, and 8.

Goal 7: Teacher Education and Professional Development

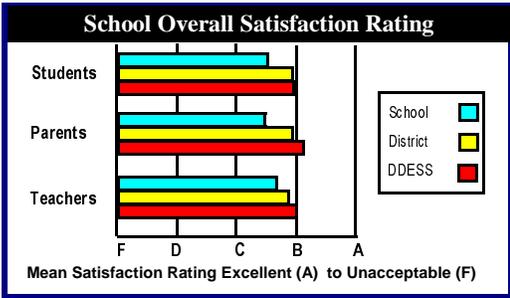
Benchmark 7.1: Provide professional development structure for educators.

This year we provided many opportunities for staff development at our school. Some of the training provided included these topics: Making Rubrics, Constructivism, Assessment Methods, Active Learning and Inquiry-Based Teaching Methods, and problem solving Across the Curriculum.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

All teachers have computer access to a variety of databases (electronic mail, grade machine, card catalog, and word processing, accelerated reading program and multi-media lab). Computer assisted lab is available for students and the school attendance system facilitates student data collection for administration.



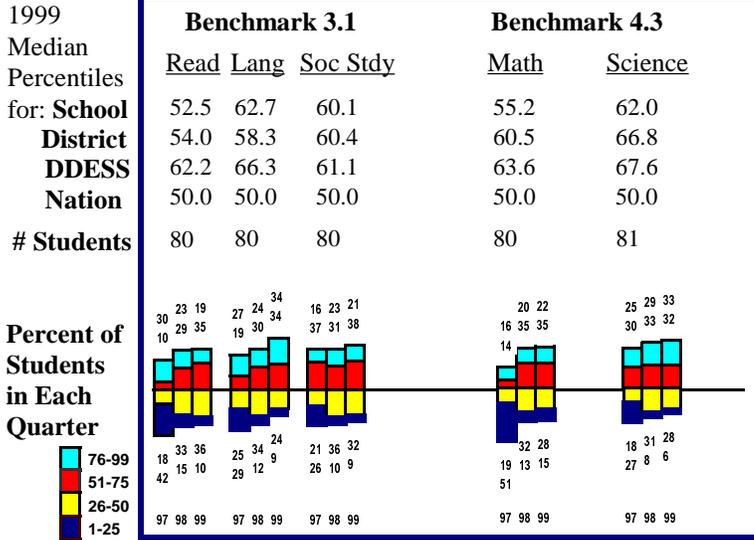
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

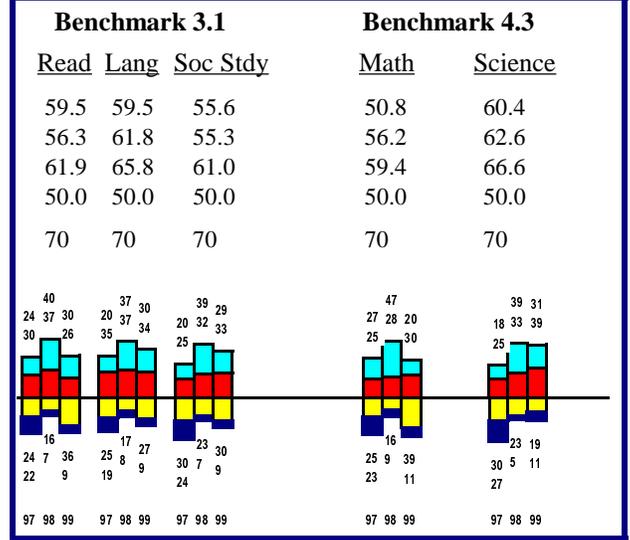
Conducted Parent Volunteer Training and Five Tier School-Home Partnership training for parents and staff. Provided orientation meeting for parents of 5th grade students. Recruited/trained parent volunteers to proctor Terra-Nova.

Standardized Test Results

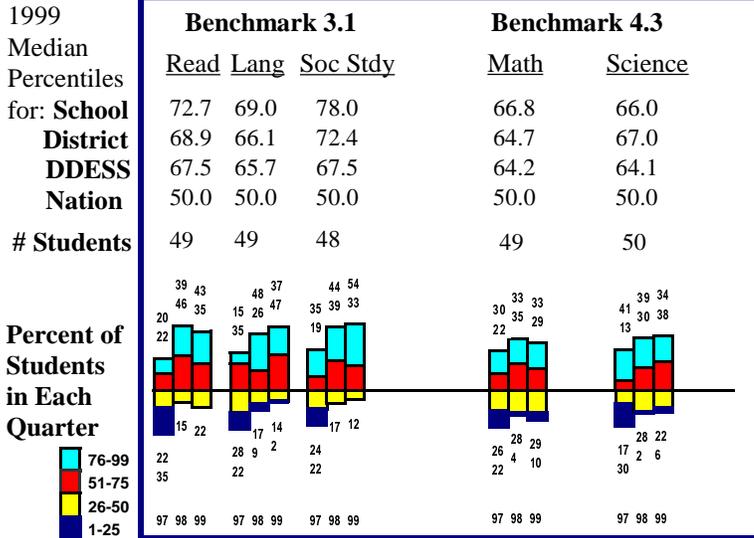
Grade 6



Grade 8



Grade 10



SAT Results

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% Participating	98	44%	59%	40%
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College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

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DSN Phone:
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Commercial Phone:
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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	99	73	Not Met	26%	44%	30%	0%	0%
10	99	54	Met	30%	61%	7%	2%	0%