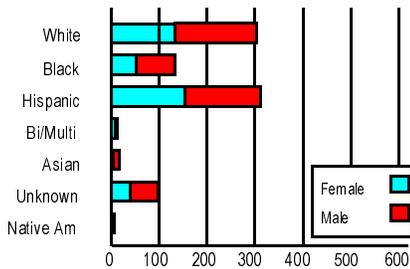




**Department of Defense Education Activity
Roosevelt Roads Elementary School (PK-5)
1997/98 School Profile
Lane Gutsche, Principal**

School Characteristics

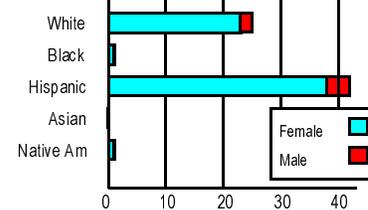
Student Enrollment - 899



Grade	#
PreK	118
K	163
1	146
2	147
3	107
4	115
5	103
Total	899

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	52	6%
K-8	TAG	68	8%
K-12	ESL	75	8%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	10
7-10	5
> 10	48

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	55
Special Education	3
Other Professionals	8.2

Mobility Rate
34% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	48 %
MA/MS	49 %
Doctorate	3 %

Principal's Highlights

RRES continued to build upon programs which had significantly contributed to it being selected as a Blue Ribbon School of Excellence last year. The School Improvement Team targeted growth in vocabulary to increase student achievement in reading. Each day started with a twenty-minute period dedicated to vocabulary building. A second Teacher Assistance Team was added to meet the needs of students experiencing difficulties in learning. Each team consisted of peers who volunteer their time to help students. In addition to the two computer labs previously established, placing at least one computer and printer in each classroom extended the technology goal. Seventeen new computers have been networked in the Media Center in order to permit large groups of students to work on related projects and use word processing program for writing reports.

Parents and military volunteers have donated numerous hours assisting teachers in the classroom.

All students in grades two through five use the hands-on Foss Science Program. The bottom quartile students receive small group instruction (Targeted Remedial Instruction) throughout the school through Teacher Tutoring and remedial classes offered after school.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Utilization of ILS Lab by all grade levels with a series of programs that target reading development. Hot seats and after school programs are also available to accommodate additional students. Computers were placed with a variety of DAP programs. Computer programs, such as, the Accelerator Reader, and Storybook Weaver were installed in classrooms for students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math/Science vocabulary included in Vocabulary Program. Emphasis on written explanations of math problems. Rubrics and sample problems created for pre and post test (Grades 1-5) Use of manipulatives in K-2. Effort to increase math scores through ILS lab and school-wide math-a-rama.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

There was ongoing training for Pre-K to 2nd grade teachers in Work Sampling, DAP, and High Scope. There was training on: Diversity, Terra Nova, Inclusion, Autism, and teacher technology; in-service on Teacher Assistance Team, Multiple Intelligence, Writing Assessment, Learning Centers in the Classroom and EEO.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Each classroom has a least one computer. A variety of software was installed, including a virus protection program. Internet access is available. Inservice was provided on Excel, Windows 95, Grade Machine and computer station usage. Technology related vocabulary was introduced in classrooms as part of our reading goal.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.8	3.8	4.2
Co-Supporters	3.4	3.5	3.8
Co-Learners	3.1	3.2	3.4
Co-Teachers	3.4	3.6	3.8
Co-Advisors	2.9	3.1	3.5

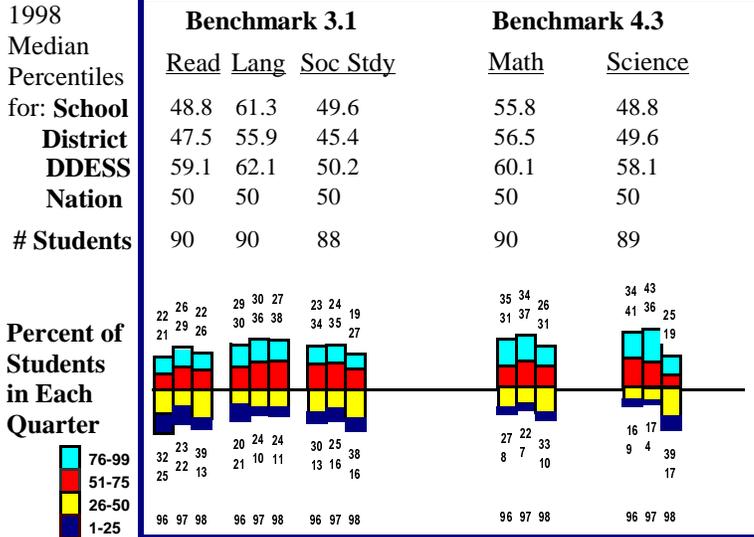
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

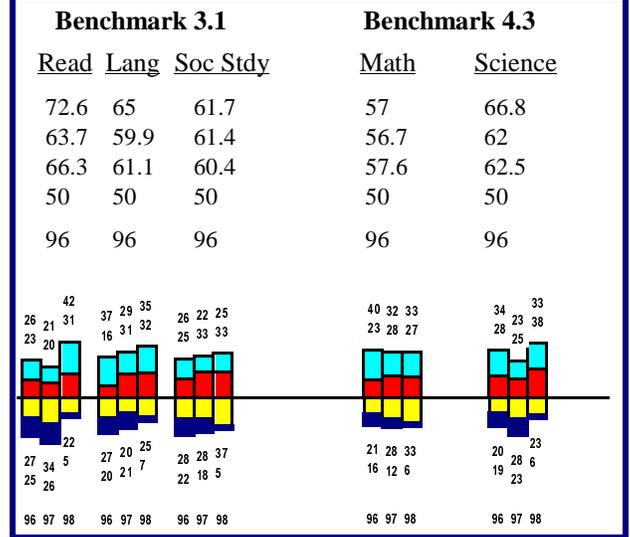
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Some selected practices with parents involved in home school partnerships are monthly calendars, activity calendars, newsletters, parent workshops, Family Fun Night, Spelling Bee, Science Fair judges, Writers Fair . Fine Arts Fair, PTSO. Adopt-a grade, PE parent/student runs, Field Day activities , as well as, parental surveys including one on the Mission and Vision statement.

Standardized Test Results

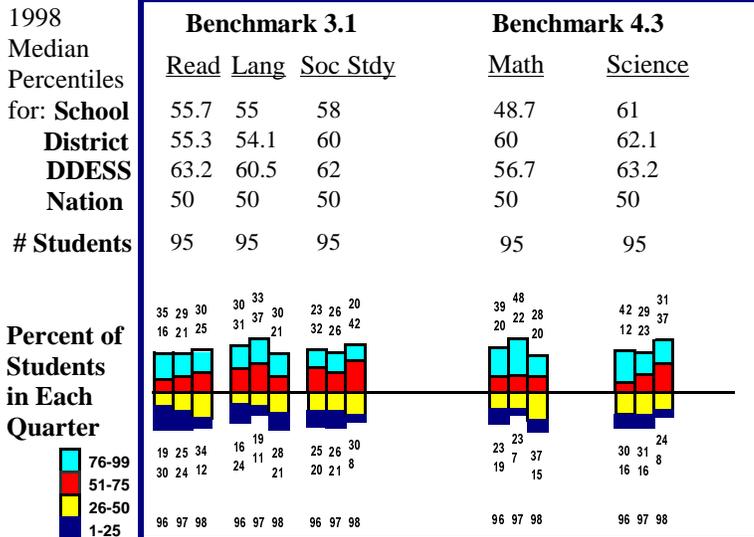
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	68%	49%
	98	NA	59%	74%
Math Avg Score	97	NA	454	481
	98	NA	434	481
Verbal Avg Score	97	NA	483	495
	98	NA	440	483

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

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.

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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
5	98	90	Met	18.9%	73.3%	6.7%	0%	1%