

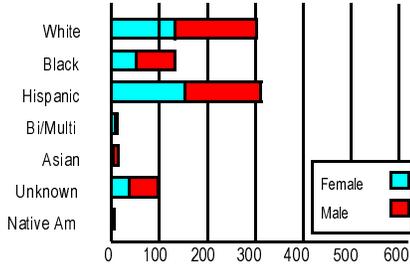


Ceiba, PR

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

**School Characteristics**

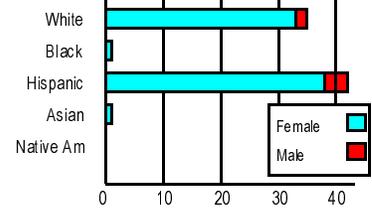
**Student Enrollment - 797**



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

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**

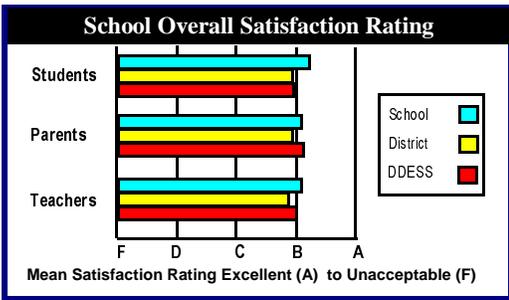
**Benchmark 7.1: Provide professional development structure for educators.**

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.



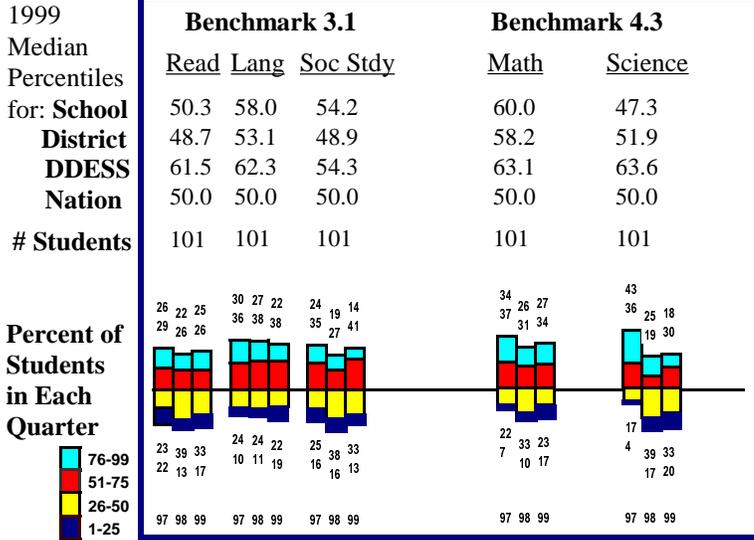
### Goal 8: Parental Participation

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

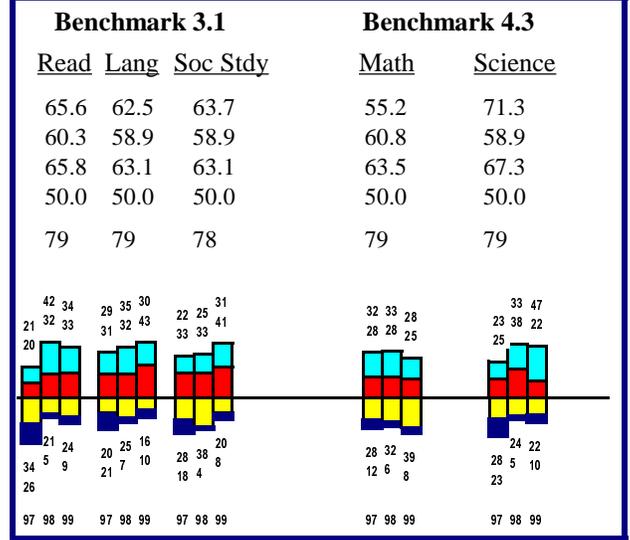
A partnership was implemented with activities sponsored by the School-Home Partnership Committee. Workshops for parents were provided in Developmentally Appropriate Practices, Homework Strategies and Study Habits. Family Fun Night, Family Reading and Math Nights were held as well as a Family Fun Day.

### Standardized Test Results

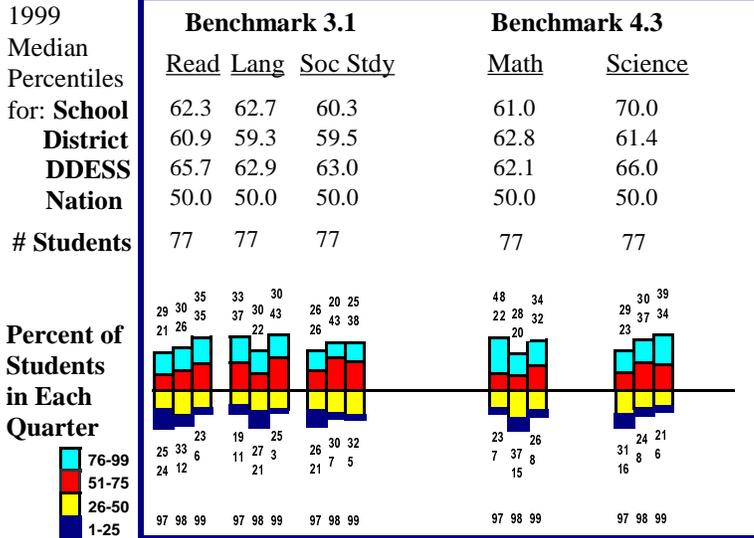
#### Grade 3



#### 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

**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.

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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	99	79	Met	16%	77%	2%	0%	4%