



**Proposed School Locations
for the Commonwealth of Puerto Rico
United States of America**

August 2018

for Silver Wolf Wushu

using SAITO software version 2.2.7.0 08/17/2018

title page image: the state animal of Puerto Rico is the coqui frog (*Eleutherodactylus coqui*). It is an unusual frog in that it does not require water for its eggs – they are laid on land, often in abandoned bird nests. The eggs are guarded by the males which are about an inch long and slightly smaller than the females. Coqui frogs were introduced in Hawaii and have become a serious pest. In general, the higher the elevation the frog lives at the larger it will become. Coquíes are a mottled, muddy-brown on top with rust-tan flanks and a light-gray belly. They are tree frogs and have sticky pads on the tips of their toes but do not have webbed feet and cannot swim.

Geography

Our SAITO software views Puerto Rico as a rectangle 80 miles wide (average east to west) and forty miles high (average north to south). Inside SAITO we have embodied a dislike for obliging people, with or without disabilities, to travel long distances, so the size of Puerto Rico and the seasonal severity of the weather (hurricanes) imposes some constraints on the solution. SAITO treats islands as independent entities. At present, Caja de Muertos, Cayo Icaros, Cordona, Desecheo, Gatas, Isla de Cabras, Isla del Frío, Isla de Jueyes, Isla de Ratones, Maguieyes, Mona, Monito and Morrillito are all uninhabited. The islands of Culebra and Vieques have populations of 1,818 and 9,301 respectively.



Any schools in the United States Virgin Islands would be ignored by SAITO.

There are no (zero) First Peoples administrative areas. Likewise, there are no Federally recognized Indian tribes, but there is one state-recognized tribe: Consejo General de Tainos Borincanos. They have no website and their Facebook page is no longer available, so it is difficult to determine a membership tally. Dr. Juan Martinez-Cruzado, a geneticist from the University of Puerto Rico Mayaguez, designed an island-wide DNA survey funded by the U.S. National Science Foundation. He reported that 61 percent of all Puerto Ricans have Amerindian mitochondrial DNA, 27 percent have African and 12 percent Caucasian. What implications this will eventually have for organizations like Nacion Taina, the Jatibonicu Taino Tribal Nation of Boriken, Taino Timucua Tribal Council, the United Confederation of Taino People remains to be seen. For those populations we are not knowledgeable about the frequencies of the 1400 genes we currently find of interest. Nor do we have any knowledge about education code specifically or special needs generally for those populations.

Demographics

We believe the state population is about 3,50,000 and that it has declined about 10% in recent years. The larger cities, towns and census-defined places are

San Juan	395,326
Bayamón	208,116
Carolina	176,762
Ponce	166,327
Caguas	142,893
Guaynabo	97,924
Arecibo	96,440
Toa Baja	89,609
Mayagüez	89,080

Trujillo Alto	74,842
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It has NOT been established that the medical conditions we find of interest are uniformly distributed, so Puerto Rico could have anywhere between zero and 160,000 people with the disabilities we find of interest. We used 140,000 as a state-wide estimate. The SAITO software reduces that prevalence to compensate for people who are too remote, cannot walk, are not interested, prefer to take vitamin B-13 and so on.

For school locations the SAITO calculated recommendations are

1. San Juan – 3 schools includes Toa Baja
2. Bayamón – 1 school
3. Carolina – 1 school
4. Ponce – 1 school
5. Caguas – 1 school
6. Guaynabo– 1 school
7. Arecibo – 1 school
8. Mayagüez – 1 school
9. Trujillo Alto – 1 school

Probably dependent on subscriptions

10. Culebra
11. Vieques

The SAITO results are



The major determinant for whether a school could or should be built at a smaller town like Culebra or Vieques is whether the tuition can cover rent, utilities and a teacher's salary. If not, it is possible for students to follow an internet broadcast from home, school or day care and send video recordings in to be graded. We would recommend daily filming and grading. Note that if the internet connection for the broadcast is interrupted the student can obtain the class video from the archives. Likewise, winter weather might delay the uploading of daily student videos so some tolerance and patience may be needed.