# COMMITTEE ON EDUCATION & WORKFORCE DEVELOPMENT

## VIRGIN ISLANDS DEPARTMENT OF EDUCATION

## SENATE HEARING TESTIMONY

**PREPARED BY:**
**Dionne Wells-Hedrington, Ed. D**
Commissioner

August 29, 2025

**Dionne Wells-Hedrington, Ed.D.**
**Commissioner**

GOVERNMENT OF THE VIRGIN ISLANDS
DEPARTMENT OF
EDUCATION

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August 27, 2025

Honorable Kurt Vialet, Chairperson
Committee on Education and Workforce Development
Capitol Building
Post Office Box 1690
St. Thomas, Virgin Islands 00804

*Sent electronically via senatorkurtvialet@legvi.org*

Dear Senator Vialet:

Thank you for the opportunity to present testimony on staffing per school to include separations; updates on summer initiative to address special education backlogs; updates on expired ARPA funds dedicated to operating supplies, janitorial supplies, repairs and maintenance supplies; school lunch, and overall readiness of public schools for the 2025-2026 academic year for the Virgin Islands Department of Education before the Senate Committee on Education and Workforce Development.

Additionally, I have included a comprehensive plan to mitigate violence in schools, with particular focus on high schools.

Enclosed with this letter is our comprehensive handbook, which includes detailed testimony and supporting documentation. I sincerely appreciate your continued support and commitment to addressing the needs of the Virgin Islands Department of Education.

Sincerely,

Dionne Wells-Hedrington, Ed.D.
Commissioner

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# Introduction

## Commissioner's Statement

Good afternoon, Committee Chair, Senator Kurt A. Vialet; Vice-chair, Senator Avery L. Lewis; other committee members: Senator Marise C. James, Senator Dwayne M. DeGraff, Senator Franklin D. Johnson, and Senator Carla J. Joseph; other members of the 36th legislature; listening and viewing audience. I am Dr. Dionne Wells-Hedrington, privileged to serve as the Commissioner of Education for the Virgin Islands. Thank you for this opportunity to provide updates on staffing, summer initiatives to address special education backlogs, expired ARPA funds dedicated to operating supplies, janitorial supplies, repairs and maintenance supplies, school lunch, and overall readiness of public schools for the 2025-2026 academic year for the Virgin Islands Department of Education before this committee.

The doors of our schools are open, and the energy of a new school year is alive across the Virgin Islands! It has been inspiring to see our students filling classrooms once again, eager to learn, reconnect with friends, and embrace the opportunities that this year holds. Our theme, "Igniting Innovation, Elevating Excellence," is already taking shape as teachers, staff, and families come together to create vibrant learning environments where every child can succeed.

Walking through our schools the first week, my leadership team witnessed the spark of innovation in action, teachers introducing new strategies, students engaging with fresh ideas, and communities rallying to support their schools. At the same time, I see excellence being elevated through high expectations, strong leadership, and a shared determination to give our students the very best.

To our educators, thank you for the energy and creativity you have brought into this new year. To our families, your partnership is vital and deeply appreciated. And to our students, you are off to a strong start, and I encourage you to keep pushing forward, keep asking questions, and keep striving for greatness.

Together, we have begun a journey that promises growth, progress, and achievement. This school year is not just about opening classrooms; it is about igniting innovation and elevating excellence in everything we do.

Joining me today are members of my leadership team:

- Mr. Victor Somme III, Assistant Commissioner
- Ms. Hasina Harris, Deputy Commissioner of Fiscal and Administrative Services
- Dr. Renee Charleswell, Deputy Commissioner of Curriculum and Instruction
- Dr. Stefan Jürgen, Insular Superintendent, St. Thomas-St. John District
- Dr. Carla A. Bastian-Knight, Insular Superintendent, St. Croix District
- Ms. Khadila D. Joseph, Territorial Director of Procurement
- Ms. Kathleen Merchant, Director, State Office of Special Education
- Ms. Nicole Jacobs, Director, Human Resources



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Additional VIDE personnel are on standby to provide detailed insights into specific areas if needed. Again, thank you for your unwavering support and the opportunity to testify today.

## Staffing Summary

At the Virgin Islands Department of Education (VIDE) we recognize that a stable and well-prepared workforce is essential to improving student outcomes, as such, recruitment and retention remaining one of our top priorities. Our focus extends beyond simply filling vacancies, it is also about strengthening and creating long-term work stability**.**

Recruiting teachers to the territory remains a significant challenge. We are still competing with states and districts that offer attractive incentive packages, lower cost-of-living environments, and in some cases, relocation assistance. Currently the cost of living to include the limited availability of specialized services in the territory, makes it increasingly difficult to attract and retain new talent, as many of our educators face economic and personal pressures that have led to turnover. It is also important to note that the department continues to receive teacher separations with today for today as their effective dates.

To create stability, the HR division along with the Superintendent teams in both districts and I led right sizing sessions where we were able to realign district staff to schools to cover vacancies. The team continues to be flexible as needed, to ensure their participation in the interview process when a qualified board approved individual is available. We have also prioritized pipeline development through partnerships and innovative approaches. In collaboration with the Department of Labor, the Governor's Office, and the University of the Virgin Islands (UVI) School of Education, we launched our first cohort of 20 paraprofessionals who are now enrolled in teacher preparation programs. This initiative represents an investment not only in the individuals currently serving our students but also in the long-term stability of our workforce. A second group of interested employees is already in development, and we are encouraged by the enthusiasm and commitment shown by our staff who are eager to advance their careers in education.

**Table 10:** *Employee Count by Class*

| Employee Count as of 8/3/2025 | | | |
|---|---|---|---|
| **Class** | **STTJ** | **STX** | **Grand Total** |
| Administrators | 49 | 52 | 101 |
| Counselors | 21 | 26 | 47 |
| JROTC Teachers | 7 | 4 | 11 |
| Librarian | 6 | 8 | 14 |
| Nurses | 4 | 7 | 11 |
| Other Support Staff | 340 | 313 | 653 |
| School Monitors | 46 | 61 | 107 |
| Paraprofessionals | 109 | 146 | 255 |
| Teachers | 406 | 417 | 823 |
| **Grand Total** | **988** | **1034** | **2022** |



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**Table 11**: *Personnel Funding*

| Federal vs General as of 8/3/2025 | | | |
|---|---|---|---|
| **Funding** | **STTJ** | **STX** | **Grand Total** |
| Federal | 86 | 94 | 180 |
| General | 902 | 940 | 1842 |
| **Grand Total** | **988** | **1034** | **2022** |

**Table 12:** *Separations by Class*

| Separations 08/1/2024 to 8/1/2025 | | | |
|---|---|---|---|
| **Class** | **STTJ** | **STX** | **Grand Total** |
| Administrators | 6 | 7 | 13 |
| Nurses | 3 | 1 | 4 |
| Other Support Staff | 61 | 43 | 104 |
| Paraprofessionals | 7 | 8 | 15 |
| Teachers | 34 | 39 | 73 |
| School Monitors | 1 | 3 | 4 |
| **Grand Total** | **112** | **101** | **213** |

**Table 13:** *Separations by Action*

| Separations 08/1/2024 to 8/1/2025 | | | |
|---|---|---|---|
| **Action** | **STTJ** | **STX** | **Grand Total** |
| Deceased | 2 | 1 | 3 |
| Dismissal | 18 | 9 | 27 |
| Resignation | 51 | 36 | 87 |
| Retirement | 38 | 48 | 86 |
| Appointment Ended | 3 | 7 | 10 |
| **Grand Total** | **112** | **101** | **213** |

**Table 14** *Eligible for Retirement*

| Eligible for Retirement (on 9/1/2025) | | | |
|---|---|---|---|
| **Class** | **Eligible** | **Not Eligible** | **Grand Total** |
| Administrators | 48 | 53 | 101 |
| Counselors | 34 | 13 | 47 |
| JROTC Teachers | 0 | 11 | 11 |
| Librarian | 6 | 8 | 14 |
| Nurses | 0 | 11 | 11 |
| Other Support Staff | 2 | 651 | 653 |
| Paraprofessionals | 0 | 255 | 255 |
| School Monitor | 3 | 104 | 107 |
| Teachers | 172 | 651 | 823 |
| **Grand Total** | **265** | **1757** | **2022** |



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**Table 15:** *Certification*

| Teacher Certification Status | | | |
|---|---|---|---|
| **Island** | **STTJ** | **STX** | **Grand Total** |
| Conditional Certification or Full Certification | 198 | 187 | 385 |
| Expired Conditional or Not Certified | 208 | 230 | 438 |
| **Grand Total** | **406** | **417** | **823** |
| **Administrator Certification Status** | | | |
| **Island** | **STTJ** | **STX** | **Grand Total** |
| Conditional Certification or Full Certification | 26 | 27 | 53 |
| Expired Conditional or Not Certified | 23 | 25 | 48 |
| **Grand Total** | **49** | **52** | **101** |

**Table 16:** *2025-2026 New Hires (as of August 3, 2025)*

| New Hires | | |
|---|---|---|
| **Subject Area** | **STTJ** | **STX** |
| New Hires | 34 | 31 |
| Teachers | 14 | 10 |

To date, the department has onboarded **65** employees.

# Special Education

In addressing the Child Find obligations outlined in the Individuals with Disabilities Education Act (IDEA), it is essential for each district to establish a systematic approach to ensure that all children with disabilities are identified, evaluated, and provided with the appropriate services. The initial evaluation process is a critical component of this effort, as it lays the foundation for understanding each child's unique needs and developing tailored educational plans. As such, this section outlines the key steps taken by districts to fulfill their responsibilities under IDEA, emphasizing the importance of timely identification and comprehensive evaluation in fostering inclusive educational environments. By strategically implementing these procedures/steps, each district can effectively meet the legal requirements while supporting the diverse needs of children and youth identified as needing special education and related services under Part B of the IDEA.

## Breakdown of Current Timeline for Testing, Diagnosing, and Placing Students

### St. Thomas-St. John District:

- **Summer 2025:** One contracted psychologist completed approximately 11 evaluations for students, while the district attempted to complete 17. This discrepancy is attributed to no-



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shows and failures in vision or hearing screenings. The staffing meetings will be held once school resumes for the 2025-2026 school year.

- **August 2025:** Eligibility Determinations- For evaluations conducted over the summer, eligibility meetings will be scheduled upon the school's resumption for the 2025-26 school year.
- **August 2025**: Placement- Students found eligible will be placed in appropriate programs immediately following the development of their Individualized Education Plans (IEPs).
- **August 2025:** At the start of the 2025-2026 school year, no psychologists from Orange Tree will be returning. Currently, Orange Tree contracted services does not have any candidates available for the St. Thomas-St. John District.
- **August 2025:** Referrals-Student referrals are currently being logged/tracked and prioritized.
- **August 2025:** Evaluation Initiation-Evaluations are currently dependent on the availability of contracted staff. At present, evaluations are being scheduled on a case-by-case basis with Insight Psychology.

### St. Croix District:

- **Summer 2025:** The St. Croix District completed approximately 60 evaluations during the Extended School Year (ESY) Program, known as the Summer Intensive Evaluation Initiative.
- **August 2025:** Each evaluation team will be assigned a minimum of 60 students, with 30 from each school, for the timeline of August to December 2025 (2025-2026 school year). The evaluation team will consist of a school psychologist, a social worker, and a related service provider.
- **August 2025:** To alleviate the counseling workload for school psychologists, school social workers will be temporarily assigned to conduct psychological counseling, with completion expected by December. This reassignment approach will allow school psychologists to focus solely on initial and emergency evaluations.

## Steps Taken to Reduce Delays

### St. Thomas-St. John District:

- **Contracted Services:** The St. Thomas-St. John District will continue to collaborate with Orange Tree for psychology services and will include additional providers to enhance evaluation capacity.
- **August 2025:** Prioritization Protocol- Evaluations will be prioritized for incoming kindergarten students, students transitioning to new schools, and those with urgent behavioral needs for the 2025-2026 school year.

### St. Croix District:

The St. Croix District's objective is to maintain the same pace as the Summer 2025 ESY initiative, with each team receiving a list of 60 students to evaluate. To ensure consistent progress, the St. Croix District plans to hold weekly check-in meetings with the Educational Diagnostic Center (EDC) Team, which includes school psychologists, social workers, and related services providers.

Starting in the 2025-26 school year, the district will continue to heighten and promote transparency, accountability, and real-time updates on referral data through an internal SharePoint file. This shared resource will allow the EDC Coordinator and team members to access essential documents, including parental consent forms, testing start dates, staffing information, initial meeting details, and any challenges that arise. This process will enable the District Team to brainstorm and determine the most effective strategies.

## Expired ARPA Funding

I would now like to provide a detailed update on the status of our American Rescue Plan (ARPA) funds, specifically addressing the unliquidated allocations across all our projects. The Virgin Islands Department of Education (VIDE) was awarded the ARPA-OA SEA Grant to mitigate the devastating impacts of the COVID-19 pandemic. Our comprehensive plan was designed to address learning loss, enhance school safety, and ensure operational continuity. As part of this plan, we properly obligated a significant portion of our grant funds by September 30, 2024, deadline. The total unliquidated balance remaining across all our projects is approximately $34.9 million.

A portion of obligated funds remains in the process of liquidation, with significant balances tied to priority projects that will directly enhance student learning environments and support staff development. These include over $1.9 million for Educators Training, approximately $1.5 million for Computer & Technology Equipment, and more than $4.3 million for Classroom Enhancements. Additional projects underway include approximately $3.1 million for Social Emotional Wellness, over $3.2 million for Electrical Upgrades, and approximately $1.6 million for Kitchen Equipment Upgrades. Major investments also remain in progress, such as approximately $6.5 million for Generators and AC Installation, and more than $3.4 million for School Maintenance. Other allocations still being liquidated include Playground & Recreational Enhancement (approximately $955,703.00), Electric Signage Boards (approximately $137,475.00), Safe School Infrastructure (approximately $3.5 million), and ARP Administration (approximately $943,975.00).

Several initiatives, such as After School Programs and Learning Acceleration, have already received extensions from the U.S. Department of Education (USDOE). Importantly, as of June 26, 2025, the USDOE authorized States and Territories to resume the liquidation process that was in place prior to March 28, 2025. This decision reopens the opportunity for the Department to move forward with the liquidation of funds that had not previously been extended. As a result, we are

actively advancing the completion of these investments, ensuring resources continue to flow into schools to strengthen teaching, learning, and safe, supportive environments for students and staff.

## Current Status and Readiness

In response to the USDOE's decision to shift to a reimbursement-only payment structure, the Department has taken proactive steps to ensure we can meet these obligations and maintain the momentum of our ARPA projects. We proactively requested and were granted a $5 million Line of Credit (LOC) with the Office of Disaster Recovery (ODR) to serve as a revolving fund. This money is crucial to cover expenditures in our local Munis environment before federal reimbursement is received from the USDOE. As the GVI is reimbursed, we will promptly replenish the $5M, allowing it to be continuously utilized for the next cycle of local payments. This advance supports payments to multiple vendors across various ARP projects.

I am pleased to report to this Committee that these processes are already operational and yielding significant results. We received the line of credit, established the necessary local fund and expenditure budget, and have since processed multiple payment runs, beginning with the first on August 15, 2025. We are on track to fully expend the initial $5 million Line of Credit through these disbursements. These check runs have included payments to numerous vendors for essential goods and services directly related to the projects we have appealed, such as school maintenance, classroom enhancements, and technology equipment. We have already begun the process of preparing and submitting our initial federal reimbursement requests to the USDOE for these payment runs and will continue to do so in a timely and consistent manner.

To ensure the long-term sustainability and transparency of this new approach, we have also developed a comprehensive process flow chart in collaboration with the Department of Finance (DOF) and the Third-Party Fiduciary Agent (TPFA). This documented process outlines every step from local payment to federal reimbursement and will serve as our standard operating procedure to guarantee fiscal compliance and accountability.

In conclusion, while the funds for these specific items may have "expired" in the federal system, the obligations are still valid, and the work is completed or in progress. We have a clear path to both liquidate these funds and ensure the readiness of our schools for the 2025–2026 academic year. We are fully committed to meeting our obligations to our vendors and our students, and we have the financial and administrative processes in place to do so.



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## ARP Project Vendor and Expenditure Report

| Vendor Name | ARP Project |
|---|---|
| B20 MAINTENANCE LLC | School Maintenance |
| B20 MAINTENANCE LLC | School Maintenance |
| B20 MAINTENANCE LLC | School Maintenance |
| CHARLES ELECTRICAL SERVICES LLC | Generators & AC Installation |
| CHARLES ELECTRICAL SERVICES LLC | Generators & AC Installation |
| CONTINENTAL CONSTRUCTION & ENGINEERING, LLC | Safe School Infrastructure |
| CONTINENTAL CONSTRUCTION & ENGINEERING, LLC | Safe School Infrastructure |
| CONTINENTAL CONSTRUCTION & ENGINEERING, LLC | Safe School Infrastructure |
| CONTINENTAL CONSTRUCTION & ENGINEERING, LLC | Safe School Infrastructure |
| CURRICULUM ASSOCIATES LLC | Educators Training |
| DIONISIO ENTERPRISES LLC | Kitchen Equipment Upgrades |
| DIONISIO ENTERPRISES LLC | School Maintenance |
| DOMINION GLOBAL CORPORATION | Educators Training |
| DVD CONSTRUCTION, INC. | Kitchen Equipment Upgrades |
| DVD CONSTRUCTION, INC. | Kitchen Equipment Upgrades |
| FITNESS SUPERSTORE, INC. | Social Emotional Well-Being |
| HAUGLAND VIRGIN ISLANDS, INC. | Generators & AC Installation |
| HAUGLAND VIRGIN ISLANDS, INC. | Electrical Upgrades |
| HAUGLAND VIRGIN ISLANDS, INC. | Electrical Upgrades |
| HAUGLAND VIRGIN ISLANDS, INC. | Generators & AC Installation |
| HOUGHTON-MIFFLIN HARCOURT PUBLISHING COMPANY | Supplemental Learning Materials |
| HOUGHTON-MIFFLIN HARCOURT PUBLISHING COMPANY | Supplemental Learning Materials |
| HOUGHTON-MIFFLIN HARCOURT PUBLISHING COMPANY | Supplemental Learning Materials |
| J&P CONSTRUCTION | Safe School Infrastructure |
| J&P CONSTRUCTION | Safe School Infrastructure |
| LOTUS LOGISTICS LLC | Supplemental Learning Materials |
| LOTUS LOGISTICS LLC | Classroom Enhancements |
| LOTUS LOGISTICS LLC | Generators & AC Installation |
| LOTUS LOGISTICS LLC | Supplemental Learning Materials |



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| | |
|---|---|
| LOTUS LOGISTICS LLC | Supplemental Learning Materials |
| LOTUS LOGISTICS LLC | Classroom Enhancements |
| LOTUS LOGISTICS LLC | Classroom Enhancements |
| LOTUS LOGISTICS LLC | Supplemental Learning Materials |
| LOTUS LOGISTICS LLC | Supplemental Learning Materials |
| LOTUS LOGISTICS LLC | Classroom Enhancements |
| LOTUS LOGISTICS LLC | Classroom Enhancements |
| LOTUS LOGISTICS LLC | Classroom Enhancements |
| PHANTOM EYEZ, LLC | School Maintenance |
| PROFESSIONAL DESIGN/BUILDERS, INC | School Maintenance |
| PROFESSIONAL DESIGN/BUILDERS, INC | School Maintenance |
| PROMETHEAN, INC. | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Social Emotional Well-Being |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Computer & Technology Equipment |
| QUIRE OFFICE PRODUCT LLC | Supplemental Learning Materials |
| QUIRE OFFICE PRODUCT LLC | Supplemental Learning Materials |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| QUIRE OFFICE PRODUCT LLC | Classroom Enhancements |
| ROYAL MEDIA NETWORK, INC | Classroom Enhancements |
| ROYAL MEDIA NETWORK, INC | Classroom Enhancements |
| ROYAL MEDIA NETWORK, INC | Classroom Enhancements |
| SMARTNET, LLC | Safe School Infrastructure |
| SMARTNET, LLC | Safe School Infrastructure |
| SMARTNET, LLC | Safe School Infrastructure |
| SMARTNET, LLC | Safe School Infrastructure |
| SMARTNET, LLC | Safe School Infrastructure |
| SRA OFFICE SOLUTIONS LLC | Supplemental Learning Materials |
| SRA OFFICE SOLUTIONS LLC | Computer & Technology Equipment |
| SRA OFFICE SOLUTIONS LLC | Supplemental Learning Materials |
| SRA OFFICE SOLUTIONS LLC | Supplemental Learning Materials |
| SRA OFFICE SOLUTIONS LLC | Computer & Technology Equipment |

| | |
|---|---|
| SRA OFFICE SOLUTIONS LLC | Computer & Technology Equipment |
| SRA OFFICE SOLUTIONS LLC | Computer & Technology Equipment |
| SRA OFFICE SOLUTIONS LLC | Computer & Technology Equipment |
| SUPPLY ON THE GO LLC | Classroom Enhancements |
| THE INTERNATIONAL SOLUTIONS FOR GROWTH GROUP LLC | Educators Training |
| TOP LINE RECREATION INC | Playground & Recreational Enhancement |
| UNITED SUPPLY ALLIANCE, LLC (USA) | Supplemental Learning Materials |

# School Readiness

## School Food Authorities and School Kitchens

As the 2025–2026 school year has begun, the School Food Authorities (SFA) in both districts remain steadfast in their commitment to operational excellence, full program compliance, and student-centered service. While acknowledging existing challenges, the SFAs are actively implementing solutions, streamlining workflows, and fostering a culture of teamwork across all kitchens and administrative operations. They are confident in their ability to deliver high-quality meal service from the very first day of school to the last day.

## SFA/School Kitchen Staffing

| CURRENT SCHOOL KITCHEN STAFF | | | | | | | |
|---|---|---|---|---|---|---|---|
| School | STX SFA | | | School | STTJ SFA | | |
| | Kitchen Manager | Cook | FSW | | Kitchen Manager | Cook | FSW |
| Pearl B. Larsen | 1 | 1 | 4 | Ulla F. Muller | +0 | 2 | 4 |
| Juanita Gardine | 1 | 2 | 4 | Jane E. Tuitt | NA | NA | 2 |
| Safe and Healthy | NA | NA | 1 | Charlotte Amalie HS | 1 | 2 | 5 |
| Lew Muckle | 1 | 1 | 4 | Lockhart K-8 | 1 | 2 | 5 |
| Ricardo Richards | 1 | 1 | 4 | Joseph Sibilly | NA | NA | 3 |
| STX CHS | 1 | 1 | 4 | Joseph Gomez | 1 | 2 | 6 |
| Alfredo Andrews | 1 | 2 | 4 | Bertha C. Boschulte | 1 | 2 | 4 |
| John H. Woodson | 1 | 2 | 4 | Yvonne Millner-Bowsky | 1 | 1 | 3 |
| SCEC | 1 | 1 | 4 | Ivanna Eudora Kean | 1 | 2 | 4 |
| Eulalie Rivera | 1 | 1 | 4 | Julius Sprauve | 1 | 1 | 3 |
| Claude O. Markoe (AAR) | 1 | 2 | 5 | | | | |
| TOTALS: | 10 | 14 | 42 | TOTALS: | 7 | 14 | 39 |
| | | GRAND TOTAL: | 66 | | GRAND TOTAL: | | 60 |
| NOTES: | • +Certified to be filled<br>• Meals for the Claude O. Markoe Elementary School are prepared at the Arthur A. Richards Modular sprung kitchen | | | | | | |



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The SFAs are very happy to report that vacancies are at a minimum and being proactively addressed and resolved. The St. Croix SFA reports only six (6) vacancies: four (4) cooks of which two (2) are currently being onboarded; and two (2) FSWs currently being onboarded. The St. Thomas-St. John SFA has no vacancies in any school kitchen.

## School Kitchen Readiness

After extensive site inspections by the Bureau of School Construction and Maintenance (BSCM), Building Permits, Environmental Health, and Fire Services of all school kitchens, and intensive meetings with school kitchen managers, the SFAs rated school kitchen preparedness and readiness as fair. This means that despite the need for additional updated kitchen equipment (necessitating electrical improvements), school kitchens were prepared and have begun food service (breakfast and lunch) for students.

In the St. Croix SFA, all kitchens were exterminated and were stocked with food commodities for the first two weeks of school; inventory inspections were completed to ensure compliance with food safety standards; kitchen carts were reviewed to reduce waste and over-ordering; all kitchen gas tanks have been filled; and grease trap cleaning were completed with ongoing monthly service required. The goal of the St. Thomas-St. John SFA was to ensure that all school kitchens were operational by August 12, 2025. Maintenance requests were submitted to the BSCM, and weekly follow-ups are being conducted.

Both SFAs also received three (3) refrigerated shipping containers each due to the need for additional storage. The USDA, on a visit to the Territory in July 2023, determined that current storage was inadequate. Thus, the Department procured, through the BSCM, refrigerated shipping containers using ARPA funds. The St. Thomas-St. John SFA has received their containers located at their Subbase Headquarters and an electrical connection is 70 percent finalized and should be completed by the end of August 2025 pending receipt of a transformer, Building Permits permitting, and WAPA connection. The BSCM informed the St. Croix SFA that a contractor was selected for electrical connection for its three (3) containers and work will begin the week of August 18, 2025.

## Salad Bar Relaunch and Menus

Both SFAs will relaunch a salad bar option. The St. Thomas-St. John SFA will relaunch salad bars as follows: High Schools - September 3, 2025; Intermediate Schools - September 17, 2025; and Elementary Schools (East and West) - October 1, 2025, and October 15, 2025. All schools in that district have salad bars. The St. Croix SFA will institute the salad bar option at the secondary schools as follows: St. Croix Central High School, St. Croix Educational Complex High School and the John H. Woodson Junior High School by September 2025.

Breakfast and lunch menus for August and September 2025 are attached in the appendices.

## School Readiness – STTJ District

On Tuesday, August 12, the St. Thomas/St. John School District welcomed administrators, teachers, paraprofessionals, and support staff back to school for the 2025/2026 school year in an opening assembly that was electric, fired up, and full of energy. The session began in Prayer led by Pastor Gerald Impacting Your World Christian Ministries. Pastor McDonald and Pastor Gladstone Hazell were the organizers of the 3rd Annual Back to School Prayer, Praise and Inspirational Rally, held in the Emancipation Garden on August 3, 2025. The opening session was used to highlight noteworthy accomplishments and make presentations to individuals in the district for exemplary service. Presentations were made to the following:

- 2024/2025 Teacher of the Year, Mr. Cornel Hanley
- Dr. Desha Powell, Former Deputy Superintendent
- Ms. Astrid Hypolite – Current Deputy Superintendent
- Mrs. Michaelrose Ravalier – Presenter at 2025 Model Schools Conference
- Principal Audrey Bowry on behalf of Joseph A. Sibilly Elementary School – for outstanding academic achievement during the 2024/2025 School Year. The Superintendent also shared pertinent data with the entire district and established the goals that will guide the work to be achieved this academic year.

The keynote speaker, Dr. Eric Thomas, spoke passionately and presented a message that resonated with the audience. He shared personal stories about his own journey and reminded teachers to always hold themselves in the highest regards because they are professionals. The audience willingly participated and left the auditorium in a lively spirit to begin the new school year. The rest of the day was filled with meaningful professional development opportunities in a host of areas to include:

- Model lessons in all core disciplines, PE, Music, and CTE
- Differentiated Instruction
- Effective Grouping
- Multi-tiered system of support & Interventions
- Grading & Effective Teaching Protocols and Practices

School began successfully on Wednesday, August 13, 2025. As we travelled from school to school and engaged with students and members of the faculty, it was obvious that all schools were on the same page following the theme “Igniting Innovation and Embracing Excellence. Schools were adorned with new murals, balloons, posters, and greenery on campus. It was easy to acknowledge that efforts were made to beautify the campuses in accordance with the theme. This year’s theme emphasizes creating an atmosphere where creativity and curiosity thrive and encourage standards of above average demonstrations.

Challenges that impacted the first week that have since been addressed:

- Connectivity Issues

Kudos to the IT department for working diligently to address issues with the internet and ensure that all campuses were up and running by day 4.

## SY 2025–2026 Intervention Implementation Plan and MTSS Rollout for ELA and Math

During the 2024-2025 school year the St. Thomas/St. John district embarked on developing a comprehensive intervention implementation plan for English Language Arts (ELA) and Mathematics as part of the MTSS framework. The ELA plan was completed during the summer of 2025 and was shared with the principals as of August 2025. The mathematics plan is 90% complete and will be shared with principals shortly. Simultaneously, a comprehensive Virgin Islands and Caribbean History course implementation plan was worked on and submitted to the Board of Education.

For the 2025–2026 school year, our district will launch a comprehensive **Multi-Tiered System of Supports (MTSS)** framework designed to strengthen outcomes in **English Language Arts (ELA) and Mathematics**. The plan prioritizes early identification of student needs, consistent use of high-quality interventions, and progress monitoring to ensure all students receive the level of support necessary for success.

### Key Components:

- **Tiered Supports:** Universal, targeted, and intensive interventions was clearly defined to address varying student needs.
- **ELA & Math Focus:** Evidence-based instructional strategies and interventions aligned with state standards will be implemented across all grade levels.
- **Progress Monitoring:** Data-driven decision-making will guide adjustments to interventions, with scheduled benchmark assessments and ongoing formative checks.
- **Professional Development:** Teachers and staff will receive ongoing training in intervention strategies, differentiation, and effective use of progress monitoring tools.
- **Collaboration & Communication:** Regular team meetings will support data analysis, intervention planning, and family engagement to foster shared responsibility for student growth.

### Rollout Timeline:

- **Spring 2025:** Elementary schedules were revised to include a dedicated intervention block.
- **Summer 2025:** Professional Development for all schools was conducted with administrators, teachers, and staff, May of 2025.
- **Fall 2025:** Initial universal screenings (i-Ready and Exact Path) and Tier 1 implementation across classrooms.
- **Winter 2025:** Data review and targeted Tier 2/Tier 3 support initiated.

- **Spring 2026:** Program evaluation and refinement to inform future adjustments.

This rollout ensures that every student has equitable access to strong core instruction and targeted support in both ELA and Math, reinforcing our district's commitment to academic achievement and growth for all learners.

### St. Thomas-St. John District Personnel Needs

| School | Elementary Ed & Content Area Teachers | Para-professionals | SPED Teachers | SPED Para-professionals | Monitor |
|---|---|---|---|---|---|
| Bertha C. Boschulte Middle School | 0 | 1 | 0 | 1 | 0 |
| Charlotte Amalie High School | 6<br>Math, Spanish, French, Electricity Carpentry, Cosmetology | 1 | 0 | 1 | 0 |
| Edith Williams Alternative Academy | 0 | 0 | 0 | 0 | 0 |
| Eudora Kean High School | 2<br>English, Social Studies | 2 | 0 | 0 | 0 |
| Jane E. Tuitt Elementary | 2<br>Librarian, Nurse | 0 | 0 | 0 | 0 |
| Joseph Gomez Elementary | 2<br>Music , Art | 2 | 1<br>SPED Behavior Room | 1 | 0 |
| Joseph Sibilly Elementary | 2<br>Art, Music | 1 | 0 | 0 | 0 |
| Julius Sprauve | 4<br>Pre K, Second Grade, Seventh Grade Librarian | 1 | 1 | 1 | 0 |
| Lockhart K-8 | 0 | 0 | 2 | 2 | 1 |
| Ulla F. Muller Elementary | 5 | 1 | 1 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| | First Grade, Third Grade, Fourth Grade, Music, Art | | | | |
| Yvonne E. Milliner-Bowsky | 2 Nurse, First Grade | 0 | 2 | 2 | 0 |

## School Readiness - St. Croix District

As we begin the 2025–2026 school year, the St. Croix District is grounded in a clear leadership plan designed to elevate teaching, learning, and leadership across all schools. Guided by four strategic pillars Multi-Tiered Systems of Support (MTSS), Attendance, Accountability, and Leadership Coaching we are aligning our work with data from our recent school report cards and the promising start of the new school year.

In the St. Croix District student experiences are shaped by the interconnected actions and processes that schools implement every day. High-quality instruction, supported by professional development and aligned curriculum, ensures students are engaged and academically challenged. A Multi-Tiered System of Support (MTSS) provides tailored interventions that meet academic, behavioral, and social-emotional needs, fostering equity and belonging. Strong leadership and a positive school culture set clear expectations while promoting safety, motivation, and professional collaboration. Family and community engagement extends learning beyond the classroom, creating trust and cultural relevance that reinforces student success. Access to technology and digital tools expands opportunities for personalized learning and builds essential 21st-century skills.

Meanwhile, well-maintained facilities, safe environments, and operational support such as transportation and nutrition programs ensure students are physically and emotionally ready to learn. Social-emotional learning and restorative practices strengthen relationships, resilience, and positive school climates, while data-driven decision making empowers teachers and leaders to personalize instruction and strategically allocate resources. Together, these actions create a cohesive system that leads to academic growth, student well-being, engagement, and readiness for college, career, and life.

Together, these efforts reflect our commitment to continuous improvement and equity for every student. The energy felt on the first day of school is the foundation on which we will build a year of progress, accountability, and lasting results for the St. Croix District.

The first day, and week of school in the St. Croix District was filled with energy, anticipation, and the unmistakable joy that comes with new beginnings. Principals, teachers, and support staff

greeted students with open arms and bright smiles, setting the tone for a year rooted in high expectations, academic growth, and community connection. Our school leaders did their part and worked tirelessly over the summer to ensure that classrooms were ready, materials were in place, and every child felt welcomed and valued from the moment they arrived.

The week was not without its small adjustments common in any district but what stood out most was the spirit of resilience, teamwork, and dedication demonstrated across our schools. From Pre-K to 12th grade, our students stepped into their learning environments with curiosity and hope. While we recognize that staffing shortages remain a challenge across the nation, the St. Croix District is working closely with the Division of Human Resources to address critical vacancies as they arise. Recruitment and retention remain top priority, and we are committed to ensuring that every classroom has the qualified and dedicated educators our students deserve.

As a district, all administrators have recommitted driving student achievement. This commitment requires intentional actions across multiple areas:

1. Ensuring effective teaching involves regular classroom walkthroughs, clear expectations, and consistent feedback to strengthen instruction.
2. Through assessment, leaders establish data review cycles and promote the use of standards-aligned, accessible measures to monitor progress.
3. Strong curriculum alignment is achieved by leading curriculum mapping, pacing, and planning that ensure vertical and horizontal consistency across grade levels.
4. Supporting teachers with professional development means tailoring training to identified needs, promoting coaching, and fostering peer collaboration. Leaders also encourage collaboration by building professional learning communities and modeling cross-functional teamwork.
5. Finally, parental involvement strengthened through family engagement initiatives and transparent communication systems that keep parents informed and connected.

Together, these actions create a cohesive system that advances student achievement. The current school improvement plans reflect goals and action steps aim at meeting each of the areas with success. Our district directors and coordinators developed a tiered system of interventions to provide comprehensive school wide support. The ten subject area coordinators will assist all schools, all grade levels and one another. We have established Pre-K programs at all eight of our Pre-K to 6$^{th}$ and Pre-K to 8th school sites, which will also receive support.

We have begun shifting our actions and services reflective of our accountability report card for each school, which serves as the foundation for each school's improvement plan. To support students in achieving curriculum goals and meeting proficiency standards, all decisions will be data driven. District personnel will serve as liaisons for each of our schools. Those individuals will be tasked with frequently reviewing that schools' data and will collaborate with schools to identify areas where targeted support is needed. They are tasked with assisting the implementation of personalized instructional strategies while analyzing school-wide trends to pinpoint areas that may

require adjustment. Subject-area coordinators will provide ongoing professional development to new and seasoned teachers to include curriculum standards, pacing guides and resource implementation.

To build the capacity of our schools, we will be providing in-service coaching for our entire faculty and staff. During the year we will have virtual coordinator support sessions at grade levels to allow teachers to share and provide support to colleagues (some of whom may be experiencing the same things).

For our New Teachers we will provide ongoing professional development and support.

In the first semester:

- Classroom Management strategies
- Importance of establishing rules and procedures in the classroom
- Student engagement
- Building a Classroom Community
- Lesson Planning
- Cultural Diversity (SEL)

This will include practice scenarios and role playing to enhance direct learning as well as evidence-based strategies to execute systematic standards-based instruction.

Our Paraprofessionals will receive professional development and support in:

- Evidence based classroom management techniques.
- Effective use of instructional technology
- Collaborative strategies for co-teaching and classroom support

Early Childhood Educators will participate in professional development that focuses on:

- Modes of Differential Instruction
- Utilizing data to differentiate
- Conducting data chats
- Data collection and interpretation
- Utilizing ongoing assessments for flex groups

Our School Administrators will participate in a tiered system of leadership coaching, and our entire faculty will also be able to engage in asynchronous, self-paced training through the district's professional development planform known as Professional learning. Allowing them to also obtain credit hours for certification.

The district leadership is proud of the collective effort from educators, families, and community partners who made this opening day a success. The St. Croix District is committed to building on this strong start, ensuring that every day this school year is an opportunity for growth, achievement,

and the celebration of our students' potential. School Year 2025-2026 is more than just the start of a new academic calendar, it was a reminder of why we do this work: to inspire, to educate, and to prepare our students to thrive.

### St. Croix District Needs

| School | Elementary Ed & Content Area Teachers | Para-professionals | SPED Teachers | SPED Para-professionals | Monitor |
|---|---|---|---|---|---|
| St. Croix Educational Complex HS | 4 | 0 | 0 | 0 | 2 |
| St. Croix Central HS | 3 | 1 | 0 | 0 | 2 |
| CTEC | 4 | 0 | 0 | 0 | 0 |
| Lew Muckle ES | 0 | 0 | 2 | 2 | 1 |
| Ricardo Richards ES | 1 | 0 | 2 | 2 | 0 |
| Claude O. Markoe ES | 0 | 0 | 2 | 2 | 1 |
| Alfredo Andrews ES | 0 | 0 | 0 | 0 | 0 |
| Eulalie Rivera PK-8 | 1 | 0 | 2 | 2 | 1 |
| Juanita Gardine PK-8 | 2 | 0 | 2 | 2 | 0 |
| Pearl B. Larsen Pk-8 | 1 | 0 | 2 | 2 | 0 |
| John H. Woodson Jr. High | 3 | 2 | 1 | 0 | 1 |
| Alternative Education | 3 | 0 | 2 | 2 | 0 |
| Adult Education | 2 | 1 | 0 | 0 | 0 |
| YRC | 2 | 1 | 1 | 0 | 0 |

## Special Education St. Croix District

In the past ten months, the Division of Special Education, St. Croix District, has achieved a 38% reduction in our special education evaluation backlog through comprehensive reform initiatives and enhanced evaluation processes. This summer alone, sixty students were evaluated, with 51 initial evaluations and four reevaluations completed, bringing us closer to our commitment to complete all outstanding evaluations by June 2026.

Currently, our backlog is distributed across 11 schools, with the largest concentration at Pearl B. Larsen (25.5% of remaining cases), Juanita Gardine (20.6%), and Ricardo Richards (19.1%). This targeted data allows us to prioritize resources and deploy our diagnostic teams strategically.

As detailed in the accompanying St. Croix District Special Education Data Summary, this represents not just progress, but a decisive shift toward compliance and accountability for our students and families, directly supporting our district's commitment to transparency and data-driven decision making.

## Systems of Support

Reform must extend beyond backlog reduction. To that end, the district is implementing Multi-Tiered Systems of Support (MTSS) for all students. This framework ensures that academic and behavioral challenges are addressed through timely, evidence-based interventions before a referral to special education is considered.

Under MTSS: Tier 3 interventions must be implemented and progress monitored with fidelity

- Teachers are receiving training to deliver interventions consistently
- The mindset is shifting from "a struggling student equals a referral" to "a struggling student deserves targeted, documented support."

This system strengthens instructional equity while reducing unnecessary referrals to special education. We are actively tracking 59 new referrals received so far in 2025 to ensure our reform efforts prevent future backlogs while maintaining access for students who truly need specialized services.

## Service Delivery and Staffing

We are currently conducting service delivery audits across schools to ensure that students with disabilities receive services in their least restrictive environments. These audits also inform us how we address vacancies and staffing challenges across our 11 affected schools.

Staffing remains a critical issue. Currently, we continue to rely heavily on contracted psychologists and social workers, incurring significant costs. Our December clearance plan includes strategic use of additional contractors, but our long-term solution is to recruit, train, and retain local professionals so that these essential services are both sustainable and cost-effective.

In the meantime, we are investing in comprehensive training for both special education and general education teachers. These trainings focus on academic best practices, de-escalation strategies, and behavioral support so teachers are equipped to meet student needs in every setting.

## Accountability and Progress Monitoring

As part of our commitment to systematic reform, we provide:

- Monthly progress updates to principals with school-specific data
- Regular reporting to the superintendent
- Data-driven resource allocation based on school-specific needs



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This ensures that our reform efforts remain focused and that stakeholders receive consistent updates on progress toward our goals.

## Facilities and Work Environment

While our special education office building is under repair, we have created a solution that supports staff collaboration and productivity. A large conference room in that facility has been deep cleaned and repurposed into a centralized workspace for the diagnostic team and supervisors. This space now serves as a hub for evaluation planning, service coordination, and reform initiatives, ensuring that momentum is not lost during construction.

### June 2026 Completion Target

We have developed a comprehensive completion plan through June 2026:

- Continued systematic evaluation of backlog cases with strategic resource deployment
- Enhanced staffing support through contractor partnerships as needed
- Priority-based scheduling focusing on the longest-waiting and highest-need students
- Monthly progress monitoring to ensure we meet our commitment to complete all outstanding evaluations before June 2026

This plan includes regular monitoring and adaptive strategies to ensure we meet our commitment to full backlog clearance.

## Commitment to Reform

This year, we are rolling out a comprehensive training agenda for teachers, administrators, and service providers. The goal is to ensure every adult who touches the lives of our students is equipped with the knowledge, skills, and resources to deliver high-quality services while supporting our broader district reform initiatives.

We are proud of the progress made, including reducing the backlog by 38%, evaluating 60 students over the summer, and establishing sustainable systems of support. But we recognize that true reform requires continued commitment: building local capacity, addressing vacancies, ensuring equity in service delivery, and maintaining the transparency and accountability that the 25/26 Pillars demand.

Our data-driven approach ensures that principals receive monthly updates on their school-specific cases, and the office of the superintendent and the commissioner receive comprehensive progress reports as we work toward full compliance by May 2026.



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With your partnership, we will ensure that special education in the Virgin Islands is not only compliant but also responsive, equitable, and transformative for the children and families we serve.

## St. Croix District - Special Education Evaluation Data Summary

Outstanding Referrals and Completed Summer Evaluations - August 2025

*Backlog reduced by 38% through special education reform initiatives and enhanced evaluation processes*

Summary Overview | Summer Completions | New Referrals 2025

| 38% | 60 | 59 |
|---|---|---|
| Backlog Reduction Achieved | Summer 2025 Completions | New Referrals (2025) |

**Current Backlog Distribution by School**

| School | Percentage of Total Backlog |
|---|---|
| Pearl B. Larsen | 25.5% |
| Juanita Gardine | 20.6% |
| Ricardo Richards | 19.1% |
| Alfredo Andrews | 13.1% |
| John H. Woodson | 12.0% |
| Eulalie Rivera Elementary School (EERS) | 6.7% |
| Claude O. Markoe | 3.7% |
| St. Croix Educational Complex (SCEC) | 3.0% |
| Lew Muckle Elementary | 1.9% |
| St. Croix Central High | 0.7% |

**New Referrals 2025 (Separate from Backlog)**

| Month | New Referrals | Status |
|---|---|---|
| Dec 2024 - Aug 2025 | 59 | Being processed separately |

## Every Student Succeeds Act Report Card Process

Under Every **Student Succeeds Act (ESSA)**, the Virgin Islands Department of Education (VIDE) developed an accountability system that evaluates schools using multiple measures to provide a clear picture of student performance and school quality.

Each school receives a **composite index score**, which is calculated from several weighted indicators:

- **Academic Achievement** (ELA and Math performance) – 40%
- **Academic Progress** (growth from year to year for ES/MS only) – 50%
- **Graduation Rate** (HS only) – 40%
- **English Language Proficiency (ELP) Progress** – up to ±10% adjustment *(only schools with the ELL students)*

- **School Quality and Student Success (SQSS)** – includes chronic absenteeism ("persistent presence") for all schools, and AP/CTE coursework for high schools.

These measures are combined into a total index score. Schools are then classified into **five performance levels (1–5 stars)** using established cut scores.

### Elementary and Middle Schools

- **Five Star**: 94.95 and above
- **Four Star**: 85.82 to 94.94
- **Three Star**: 73.17 to 85.81
- **Two Star**: From the first non-CSI school up to 73.16
- **One Star (CSI)**: Bottom two schools by index value

### High Schools

- **Five Star**: 82.28 and above
- **Four Star**: 72.56 to 82.27
- **Three Star**: 63.15 to 72.55
- **Two Star**: From the first non-CSI school up to 63.14
- **One Star (CSI)**: Schools with ACGR ≤ 67%

The two lowest performing schools would then be designated as requiring Comprehensive Support and Improvement (CSI).

This process ensures **transparency, comparability, and accountability**, while also identifying schools that need targeted or comprehensive support.

I am honored to present the 2024–2025 Every Student Succeeds Act (ESSA) Report Cards for **Joseph Sibilly Elementary School** and **St. Croix Educational Complex High School**. Joseph Sibilly Elementary has been rated a **4-Star School**, reflecting its success in meeting expectations for both academic achievement and student growth, with strong overall school quality indicators. St. Croix Educational Complex High School has earned a **3-Star rating**, demonstrating adequate performance while also highlighting key areas for continued growth. Together, these schools represent both the progress we are making and the important work that still lies ahead. Ratings for all other schools will be shared with stakeholders in **October 2025**.

## Joseph Sibilly Elementary School

Joseph Sibilly Elementary School earned an overall **score of 88.44 points**, placing it solidly in the **4-Star category**. This achievement reflects strong academic outcomes, consistent growth across grade levels, and a school culture where students are present and ready to learn.



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## Academic Achievement

Achievement accounts for 40% of the total score. At Joseph Sibilly:

- **ELA proficiency** stands at **50.5%,** meaning more than half of students are meeting grade-level standards.
- **Math proficiency** is **51.6%,** showing similar strength in mathematics performance.
- Distribution of student scores reveals a balanced performance:
    - In ELA, **25.8% of students scored at the advanced Level 4**, while another 24.7% scored proficient.
    - In Math, **34.4% scored proficient**, with 17.2% at the advanced level.

These numbers tell us that the majority of our students are achieving at or near proficiency, but they also remind us that one in four students in ELA and one in six students in Math remain at the lowest levels.

### Academic Growth

The largest portion of the ESSA calculation, at 50%, is student growth. This is where Joseph Sibilly shines.

### ELA growth:

- 42.9% of students maintained their performance
- 26.8% improved from the prior year
- 30.4% declined

### Math growth:

- 46.4% maintained
- 30.4% improved
- 23.2% declined

Taken together, this shows that more than three-quarters of students are either maintaining or improving year over year. That reflects strong classroom instruction and effective use of intervention strategies.

### School Quality & Student Success

The final 10% of the ESSA score looks at factors beyond test scores. For Joseph Sibilly, the standout indicator is **chronic absenteeism at just 4%**. This is exceptionally low compared to national and territorial averages, and it demonstrates that families and students are deeply committed to being present and engaged.

**Strengths and Next Steps**

Joseph Sibilly's performance highlights three clear strengths:

- **High overall score (88.44 points)**, positioning the school on the cusp of 5-Star status.
- **Strong growth trajectory**, with the majority of students stable or improving.
- **Exceptional attendance**, ensuring students are consistently in school.

At the same time, there are areas where targeted effort will accelerate progress:

- Reducing the proportion of students at Level 1 and Level 2, particularly in ELA where nearly 24% are still below basic.
- Addressing the share of students who declined in performance from last year; 30% in ELA and 23% in Math.
- Expanding opportunities for advanced learners, especially in Math, where the percentage at the highest-level trails behind ELA.

Joseph Sibilly Elementary is a success story in motion. With strong attendance, solid proficiency, and robust student growth, it stands as an example of what is possible when students, teachers, and families work together. The school is poised not only to sustain its 4-Star status but to reach the 5-Star distinction in the near future through targeted interventions and enrichment programs (See report card below).

Virgin Islands Department of EDUCATION

Saint Thomas - Saint John School District
Joseph Sibilly Elementary School
Grade Levels: PK - 5

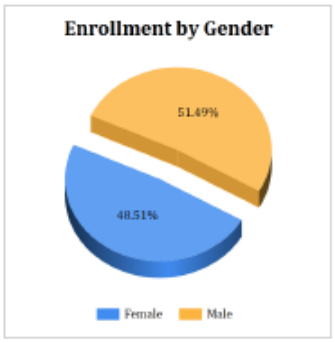
# 2024-2025 Every Student Succeed Act Report Card

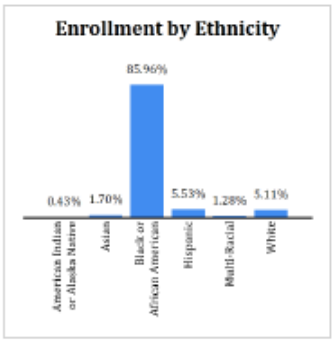
★ ★ ★ ★ ☆

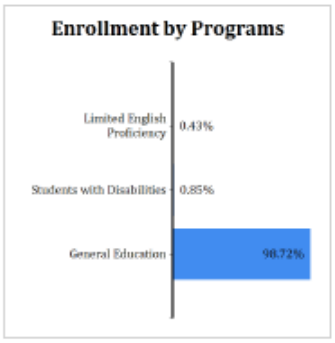
| Total Points |
|---|
| 88.44 |

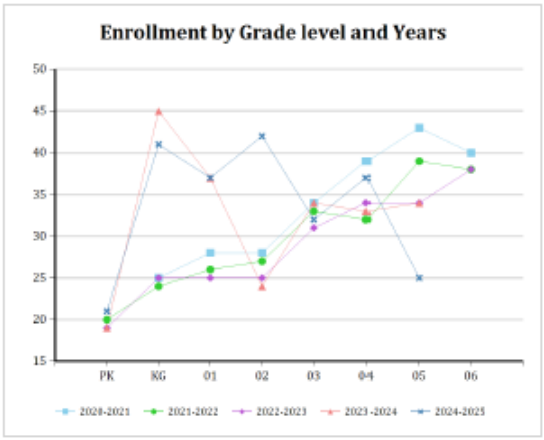
| Indicator | Achievement | Growth | School Quality and Student Success |
|---|---|---|---|
| Weights | 40% | 50% | 10% |
| Earn Points | 28.28 | 50.56 | 9.60 |

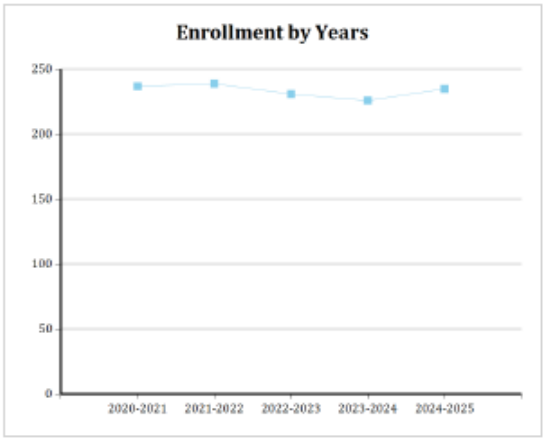
| Indicator | Achievement | | Growth | | School Quality and Student Success | | |
|---|---|---|---|---|---|---|---|
| Component | ELA | MAT | ELA | MAT | ATT | AP | CTE |
| Raw Points | 69.9 | 71.5 | 100.4 | 101.9 | 96.0 | N/A | N/A |
| Weighted Points | 13.98 | 14.30 | 25.09 | 25.47 | 9.60 | N/A | N/A |

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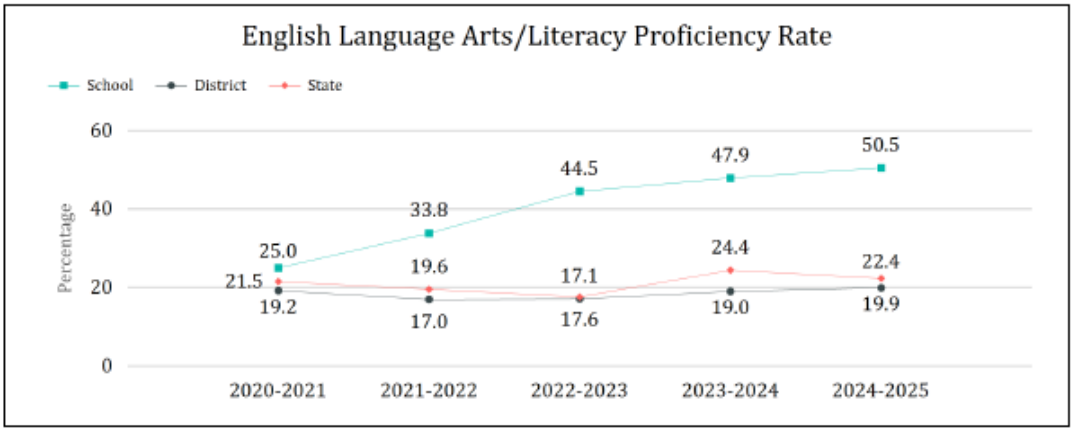
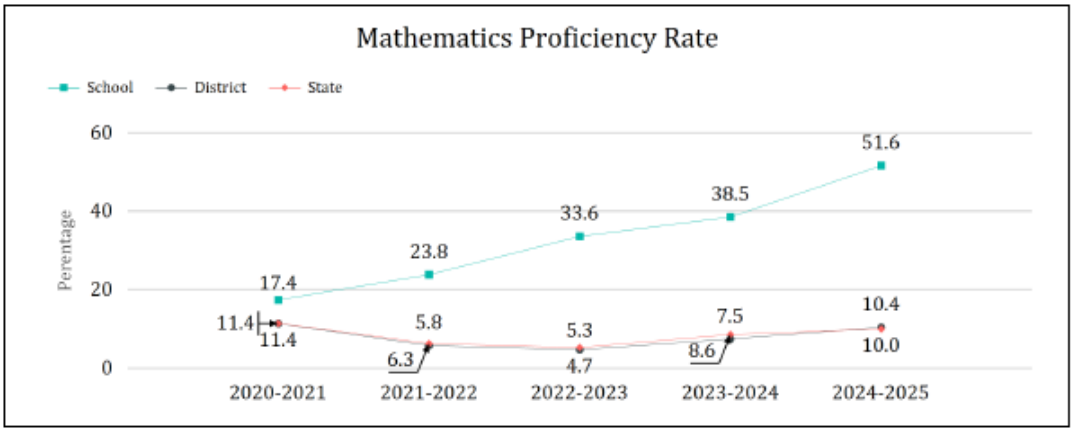
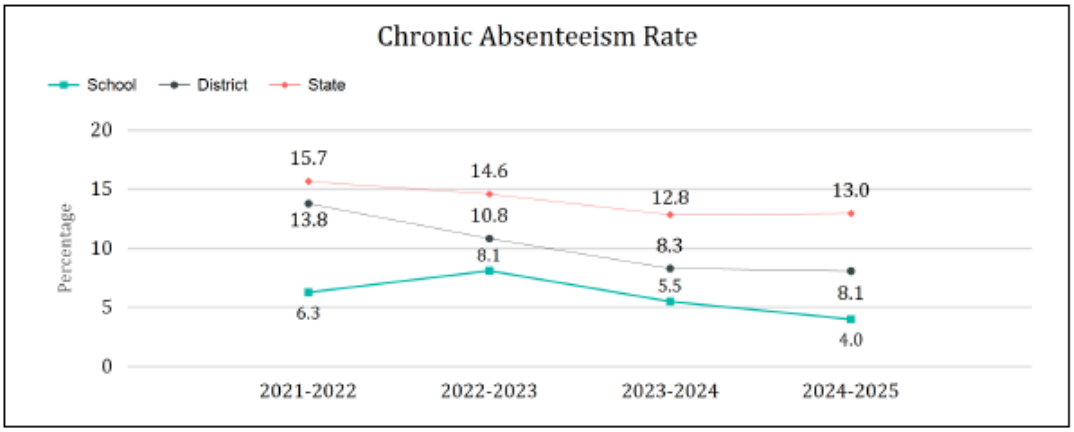
Virgin Islands Department of EDUCATION

Saint Thomas - Saint John School District
Joseph Sibilly Elementary School
Grade Levels: PK - 5

# 2024-2025 Every Student Succeed Act Report Card

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Virgin Islands Department of EDUCATION

Saint Thomas - Saint John School District
Joseph Sibilly Elementary School
Grade Levels: PK - 5

# 2024-2025 Every Student Succeed Act Report Card

| ELA Proficiency Rate | MAT Proficiency Rate | Chronic Absent Rate |
|---|---|---|
| 50.5 % | 51.6 % | 4.0 % |

| ELA Growth Tested |
|---|
| Grade students tested: 03 to 05 |
| Growth grades |
| Count of students for growth grade 4: 9 |
| Count of students for growth grade 5: 6 |
| Count of students for growth grade 6: |
| Count of students for growth grade 7: |
| Count of students for growth grade 8: |

| MAT Growth Tested |
|---|
| Grade students tested: 03 to 05 |
| Growth grades |
| Count of students for growth grade 4: 8 |
| Count of students for growth grade 5: 9 |
| Count of students for growth grade 6: |
| Count of students for growth grade 7: |
| Count of students for growth grade 8: |

| ELA Growth | | |
|---|---|---|
| | Count | Percent |
| Students who maintain | 24 | 42.9 % |
| Students who improve | 15 | 26.8 % |
| Students who decline | 17 | 30.4 % |

| MAT Growth | | |
|---|---|---|
| | Count | Percent |
| Students who maintain | 26 | 46.4 % |
| Students who improve | 17 | 30.4 % |
| Students who decline | 13 | 23.2 % |

ELA Growth

| Previous Year \ Current Year | 1L | 1H | 2L | 2H | 3L | 3H | 4L | 4H |
|---|---|---|---|---|---|---|---|---|
| 4H | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 |
| 4L | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 1 |
| 3H | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 1 |
| 3L | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 |
| 2H | 1 | 1 | 2 | 2 | 2 | 1 | 0 | 0 |
| 2L | 0 | 1 | 0 | 1 | 2 | 1 | 0 | 0 |
| 1H | 2 | 9 | 1 | 0 | 1 | 0 | 0 | 0 |
| 1L | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

MAT Growth

| Previous Year \ Current Year | 1L | 1H | 2L | 2H | 3L | 3H | 4L | 4H |
|---|---|---|---|---|---|---|---|---|
| 4H | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 4L | 0 | 0 | 0 | 1 | 1 | 0 | 3 | 2 |
| 3H | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| 3L | 0 | 0 | 0 | 3 | 6 | 3 | 0 | 1 |
| 2H | 0 | 2 | 3 | 3 | 2 | 2 | 0 | 0 |
| 2L | 0 | 2 | 4 | 2 | 1 | 0 | 0 | 0 |
| 1H | 0 | 5 | 1 | 1 | 0 | 1 | 0 | 0 |
| 1L | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Source: U.S. Virgin Islands Department of Education

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Virgin Islands Department of Education
1834 Kongens Gade
St. Thomas, USVI 00802

Virgin Islands Department of EDUCATION

Saint Thomas - Saint John School District
Joseph Sibilly Elementary School
Grade Levels: PK - 5

**2024-2025 Every Student Succeed Act Report Card**

**ELA Achievement and Points**

| | Number | Percent | Points |
|---|---|---|---|
| 4 | 24 | 25.8 | 32.3 |
| 3 | 23 | 24.7 | 24.7 |
| 2 | 24 | 25.8 | 12.9 |
| 1 | 22 | 23.7 | 0.0 |

**Math Achievement and Points**

| | Number | Percent | Points |
|---|---|---|---|
| 4 | 16 | 17.2 | 21.5 |
| 3 | 32 | 34.4 | 34.4 |
| 2 | 29 | 31.2 | 15.6 |
| 1 | 16 | 17.2 | 0.0 |

## St. Croix Educational Complex High School

St. Croix Educational Complex High School earned a **total of 65.69 points**, which places the school in the **3-Star category** under the ESSA accountability system. A 3-star rating means the school partially meets expectations for academic achievement and postsecondary readiness, with adequate but not strong school quality characteristics.

### Academic Achievement

Achievement carries a **40% weight** in the overall index. The school earned **14.73 points** in this category.

- **ELA Proficiency Rate:** 36.6%
- **Math Proficiency Rate:** 11.4%

These results indicate that while just over one-third of students are meeting expectations in English Language Arts, math proficiency is a significant area for improvement.

### Graduation Rate

Graduation outcomes are also weighted at **40%** of the overall score. The school earned **34.62 points** in this category.

- **4-Year Graduation Rate:** 50.5%
- **5-Year Graduation Rate:** 36.1%
- **Overall Graduation Rate:** 86.5%

This indicates that while many students ultimately graduate within five years, the 4-year graduation rate shows challenges with on-time completion.

**School Quality and Student Success (SQSS)**

This category accounts for **20%** of the total score, and the school earned **16.34 points**. Key measures include:

- **Chronic Absenteeism Rate:** 8.1% (indicating a majority of students are persistently present)
- **Advanced Placement (AP) Participation/Performance:** 51.4%
- **Career & Technical Education (CTE) Participation/Completion:** 91.7%

These results suggest strengths in CTE programming and AP opportunities, along with a relatively low rate of chronic absenteeism.

The St. Croix Educational Complex High School's ESSA results highlight **strengths in CTE and student presence** but also reveal **gaps in math proficiency and on-time graduation**. While the school is recognized as a **3-Star school**, targeted strategies in academic achievement, particularly in mathematics, and improving the 4-year graduation rate are essential to move closer to a 4- or 5-star designation (See report card below).

Virgin Islands Department of EDUCATION

Saint Croix School District
St. Croix Educational Complex High School
Grade Levels: 9 - 12

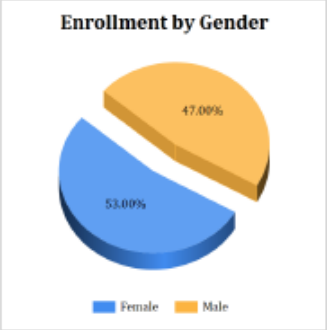
# 2024-2025 Every Student Succeed Act Report Card

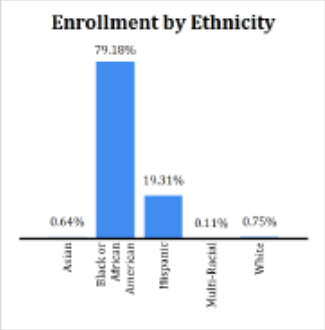
★ ★ ★ ☆ ☆

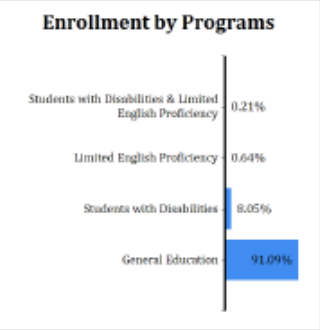
| Total Points |
|---|
| 65.69 |

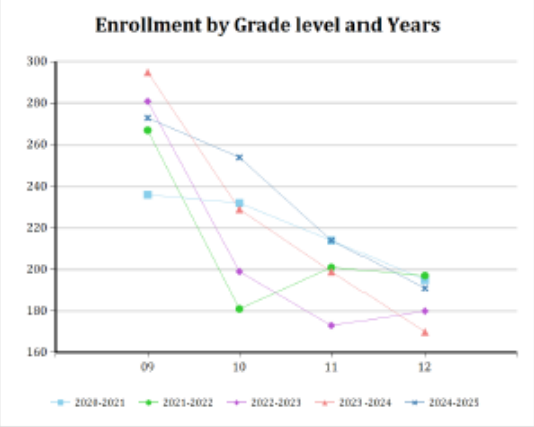
| Indicator | Achievement | Graduation | School Quality and Student Success |
|---|---|---|---|
| Weights | 40% | 40% | 20% |
| Earn Points | 14.73 | 34.62 | 16.34 |

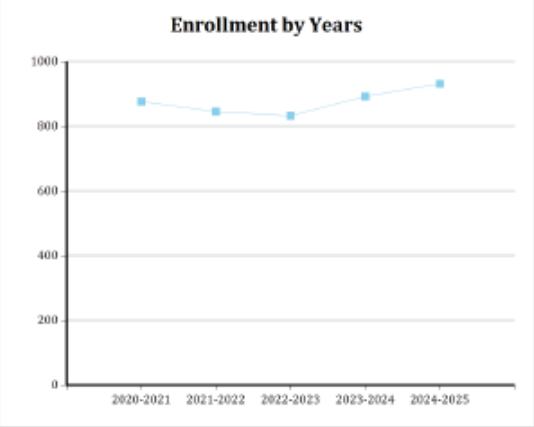
| Indicator | Achievement | | Graduation | | School Quality and Student Success | | |
|---|---|---|---|---|---|---|---|
| Component | ELA | MAT | 4 YEAR | 5 YEAR | ATT | AP | CTE |
| Raw Points | 54.2 | 19.4 | 50.5 | 36.1 | 91.9 | 51.4 | 91.7 |
| Weighted Points | 10.85 | 3.89 | 20.18 | 14.43 | 9.19 | 2.57 | 4.58 |




Source: U.S. Virgin Islands Department of Education

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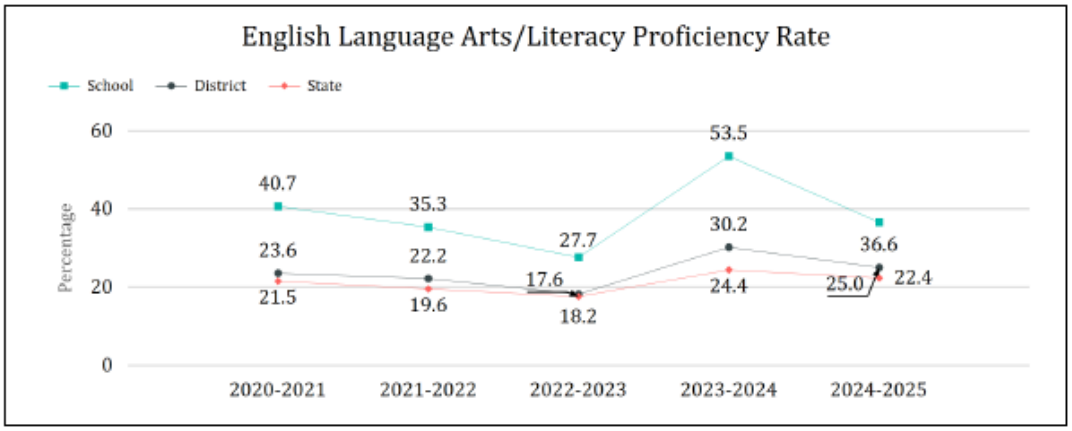
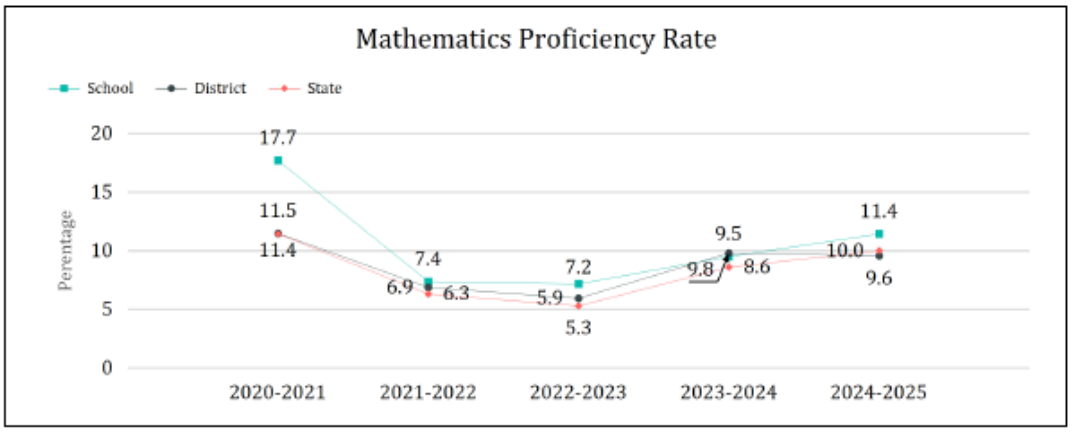
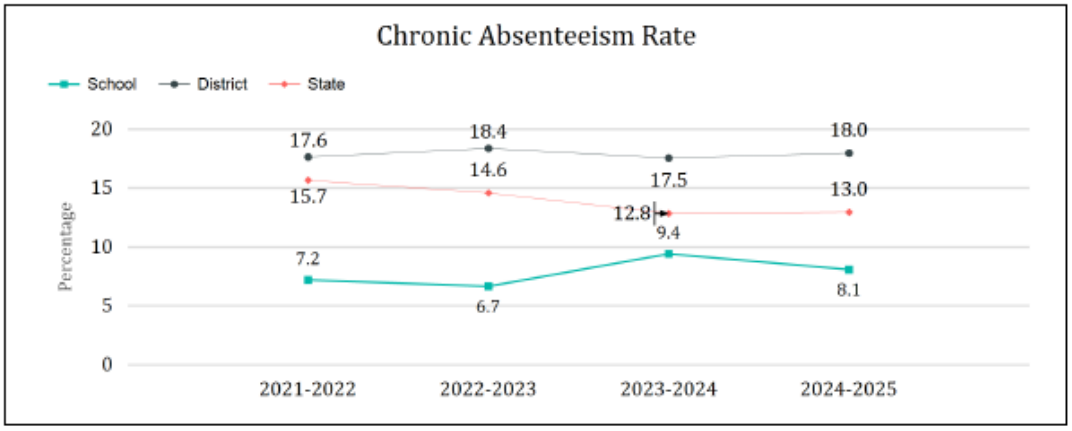
# 2024-2025 Every Student Succeed Act Report Card




Source: U.S. Virgin Islands Department of Education

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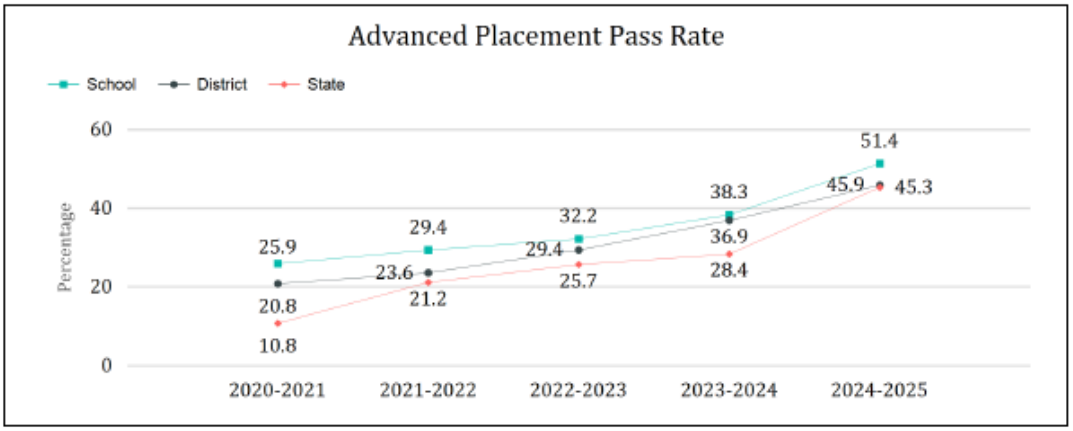
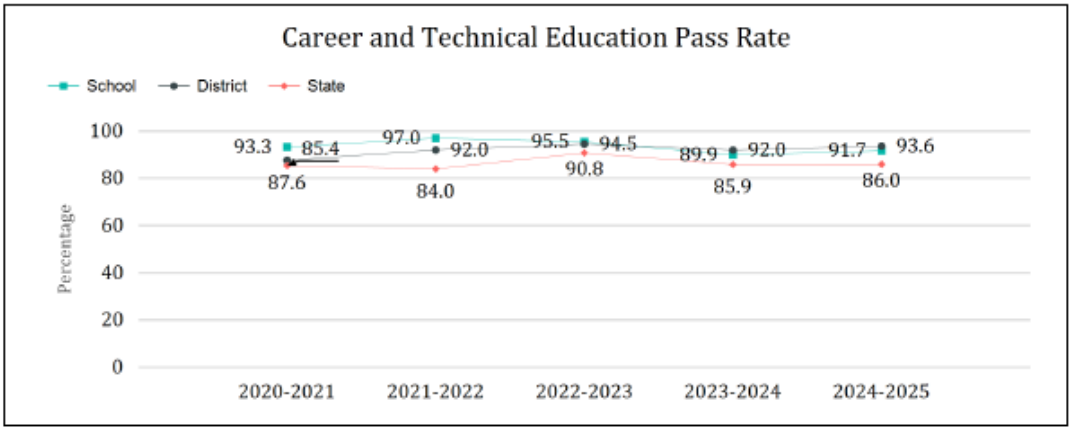
Virgin Islands Department of Education
1834 Kongens Gade
St. Thomas, USVI 00802

Virgin Islands Department of EDUCATION

Saint Croix School District
St. Croix Educational Complex High School
Grade Levels: 9 - 12

## 2024-2025 Every Student Succeed Act Report Card




| ELA Proficiency Rate | MAT Proficiency Rate | Chronic Absent Rate | Advanced Placement | Career & Technical Education | Graduation Rate |
|---|---|---|---|---|---|
| 36.6 % | 11.4 % | 8.1 % | 51.4 % | 91.7 % | 86.5 % |

This report card process is not the finish line but a roadmap. It shows us where we are, where we are strong, and where we must focus next to ensure every child in the Virgin Islands has access to an excellent education.

## School Violence Comprehensive Plan

Violence in the Virgin Islands Public School System has been a constant albatross on the necks of schools, especially at the secondary level, and the Virgin Islands Community as a whole. Addressing this albatross is not the sole responsibility of the Virgin Islands Department of Education (VIDE/the Department). It requires intensification of engagement with our critical stakeholders: students, parents, the Virgin Island Police Department, the Department of Human Services, the Office of Gun Violence Prevention, Virgin Islands Housing Authority, etc.

The following data on school suspensions makes the point for the need for evidence-based, strategic, and a structured consistent approach to address student behavior across the Territory. Between the 2015-2016 to 2020-2021 school years, VIDE reported 5,716 infractions of the Virgin Islands Student Discipline Policy. Fifty-nine percent (59%) were consistent with aggressive behaviors (Level IV infractions) to include fighting, nonsexual harassment, and intimidation. The reported disciplinary responses to these infractions were twenty-two expulsions, 142 in-school suspensions, and 2,524 out of school suspensions. Despite nearly equal enrollment between districts, 68 percent of infractions were reported in the St. Croix District. Of the twenty-two expulsions reported, all but one occurred in the St. Croix District. Students were less likely to be given in-school suspension by a staggering one in five chances compared to student in the St. Thomas-St. John District. Out of school suspensions were 55 percent in the St. Croix District.

The following table offers a comparative view of student infractions across the Territory for the 2023-2024 and 2024-2025 school year.

| STUDENT DISCIPLINE POLICY LEVEL III AND IV INFRACTIONS RESULTING IN SUSPENSIONS | | | | | | | |
|---|---|---|---|---|---|---|---|
| ST. THOMAS-ST. JOHN DISTRICT | | | | ST. CROIX DISTRICT | | | |
| SCHOOL | 23-24 SY | 24-25 SY | +/- | SCHOOL | 23-24 SY | 24-25 SY | +/- |
| Charlotte Amalie High School | 65 | 22 | 43- | St. Croix Central High School | 48 | 56 | 8+ |
| Ivanna Eudora Kean High School | 92 | 134 | 42+ | St. Croix Educational Complex High School | 66 | 28 | 38- |
| Bertha C. Boschulte Middle School | 82 | 100 | 18+ | St. Croix Career and Technical Center | 7 | 3 | 4- |
| | | | | John H. Woodson Junior High School | 63 | 67 | 3+ |
| | | | | | | | |
| Julius E. Sprauve School | 2 | 0 | 2- | Eulalie Rivera Pre K-8 School | 31 | 34 | 3+ |
| Lockhart K-8 School | 38 | 64 | 26+ | Pearl B. Larsen Pre K-8 School | 12 | 1 | 11- |
| | | | | Juanita Gardine Pre K-8 School | 20 | 31 | 9+ |
| | | | | | | | |
| Jane E. Tuitt Elementary School | 2 | 0 | 2- | Alfredo Andrews Elementary School | 6 | NIS | NA |
| Joseph Gomez Elementary School | 2 | 1 | 1- | Claude O. Markoe Elementary School | 29 | 16 | 13- |
| Yvonne E. Milliner Bowsky Elementary School | 10 | 0 | 10- | Ricardo Richards Elementary School | 5 | 10 | 5+ |
| Ulla F. Muller Elementary School | 12 | 10 | 2- | Lew Muckle Elementary School | 1 | 1 | 0 |
| Joseph Sibilly Elementary School | 3 | 0 | 3- | | | | |
| St. Thomas-St. John District | 238 | 328 | 90+ | St. Croix District Total | 288 | 246 | 42- |



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The Department's comprehensive plan to mitigate school violence is ambitious and is not meant to be static. Implementation of the plan will employ as many strategies as necessary to prevent and reduce acts of student violence. It has 10 strategic points that include:

- Stand up an Interagency School Safety Council (ISSC)
- School-Based Threat Assessment and Case Management
- Climate and Behavior Framework (PBIS + Restorative Practices)
- Parent Partnership Hubs and Family Accountability
- Youth Voice, Mediation and Leadership
- Law Enforcement Integration with Youth-Centric Training
- Mental Health, Substance Use and Wraparound Services
- After-School Activities, Sports, Arts and Workforce Pathways
- Digital Risk, Rumor Control and Anonymous Reporting
- Facilities, Procedures and Drills

**Interagency School Safety Council**

**Purpose:** One round table for decisions, data-sharing, and rapid problem-solving by stakeholders
**Leads:** VIDE and Virgin Islands Board of Education (VIBE)

**Measures:** MOU signed; attendance @ ISSC ≥90%; joint decisions issued within 10 business days; quarterly public brief

**Actions:**

- Expand the existing MOU between VIDE and VIPD to include the departments of Health, Justice, Human Services, Office of Gun Violence Prevention, and the Governor's Children and Families Council
- The Director Disaster Planning and School Security (DPSS) to chair weekly ISSC Ops meetings (to include public and non-public stakeholders) and a monthly Commissioner/Director-level executive meeting
- Create and approve a common confidentiality/data-sharing protocol (FERPA/HIPAA-compatible)

**School-Based Threat Assessment and Case Management**

**Purpose:** Catch problems before they explode; manage individuals of concern

**Leads:** Deans of Students (as chair), VIPD School Resource Officers (SROs), School Safety Managers, school monitors

**Measures:** Percent of referrals seen within 48 hours; percent of cases with documented plan (functional behavioral plans-FBP); reduction in repeat incidents for students on plans

**Actions:**

- Create a Multidisciplinary Threat Assessment Team (MTAT) in each secondary school (school administrators/Deans, guidance counselors, school nurse, SRO, teacher representative)
- Adopt a standardized tool and workflow (intake → triage → intervention plan → follow-up).
- Weekly MTAT huddles; complex cases escalated to ISSC

**Climate and Behavior Framework**

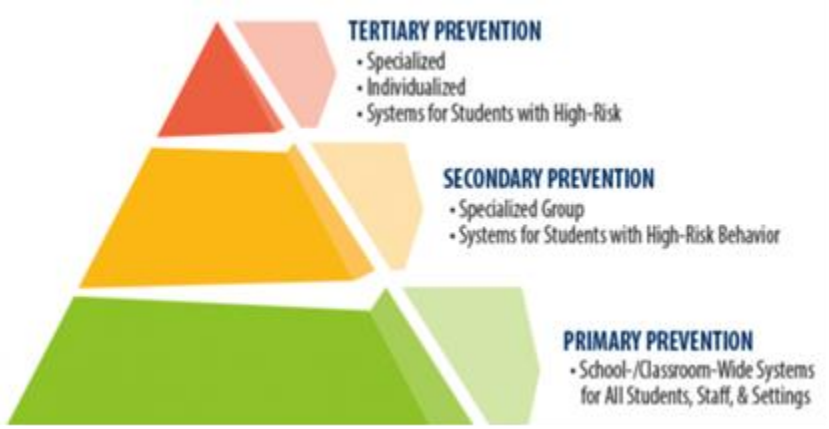
**Purpose:** Reduce everyday aggression that feeds serious incidents

**Leads:** PBIS Program Manager, DPSS Director, School Safety Managers

**Measures:** 20–30 percent reduction in office referrals in first year; student survey gains in "sense of belonging" and "adult respect"; fewer suspensions for defiance/fighting

**Actions:**

- Re-implement and strengthen Tier 1–3 Positive Behavioral Intervention Supports (PBIS) and Restorative Conferences in all secondary schools; train Deans of Students and teachers. (PBIS refers to a systems change process for an entire school or district with the underlying theme being to teach behavioral expectations in the same manner as any core curriculum subject using a three-tiered model)
- Standardize classroom-managed vs. office-managed behaviors to reduce inconsistent referrals
- Add 1–2 restorative coordinators per district to coach schools



**Parent Partnership Hubs and Family Accountability**

**Purpose:** Make parents part of the solution with clear duties and real support.

**Leads:** School Administrators, School and Community Relations/Engagement directors, PTO/PTA and faith-based partners

**Measures:** Parent workshop/Parent University attendance; reimplementation of the "Strengthening Families Project," percent of re-entry meetings completed within 72 hours; improved attendance/behavior for students whose families participate

**Actions:**

- Establish Parent Hubs at each secondary campus: weekly evening workshops on conflict de-escalation, social media, vaping, weapon laws, attendance, and re-entry after suspension
- Launch a Family Engagement Compact (expectations and resources); require parent participation for re-entry and diversion plans
- Provide transportation/childcare stipends and virtual options to boost attendance (Parent University and Strengthening Families Project)

**Youth Voice, Mediation and Leadership**

**Purpose:** Utilize students as the early warning system and conflict diffusers

**Leads:** School Administrators, Deans of Students, Student Council Officers

**Measures:** No. of mediations completed; activation of student councils at secondary level

**Actions:**

- Train peer mediators (Women's and Men's Coalitions of St. Croix)
- Stand up student councils and student courts per campus to review hot spots and propose fixes
- Micro-Grants for student-led anti-violence campaigns (music, arts, social media) (possibly from the Office of Gun Violence Prevention, Women's and Men's Coalitions, Caribbean Museum Center for the Arts, Inc., St. John School of the Arts, Etc.)

**Law Enforcement Integration with Youth-Centric Training**

**Purpose**: Right presence, right skills, right moments

**Leads:** VIPD and VIDE

**Measures:** MOU expands on specific duties, Crisis Alert System, and incident command; response time to calls; reduction in off-campus incidents linked to school; student perception of officer helpfulness (COPS)

**Actions:**

- Deploy specially trained SROs to each secondary school with clear role limits (education, prevention, response—not routine discipline). The SROs are mission critical to develop the best safety procedures for potential threats in schools and programs, conduct safety and security drills with students and staff, break up fights, and de-escalate aggression between students and/or adults. Specially trained SROs will act as law enforcement officers, informal counselors, and law-related presenters. As law enforcement officers, the primary purpose of the SROs is to "keep the peace." As informal counselors, the SROs will provide resource guidance to students, parents, teachers, staff, and act as a link to support services both inside and outside the school. As law-related presenters, the SROs will share special law enforcement expertise by presentations in the classroom to promote a better understanding of our laws
- Scenario-based training in adolescent development, bias awareness, de-escalation, and special education
- Expand police cadet programs in all high schools to increase the Auxiliary Police Force

**Mental Health, Substance Use and Wraparound Services**

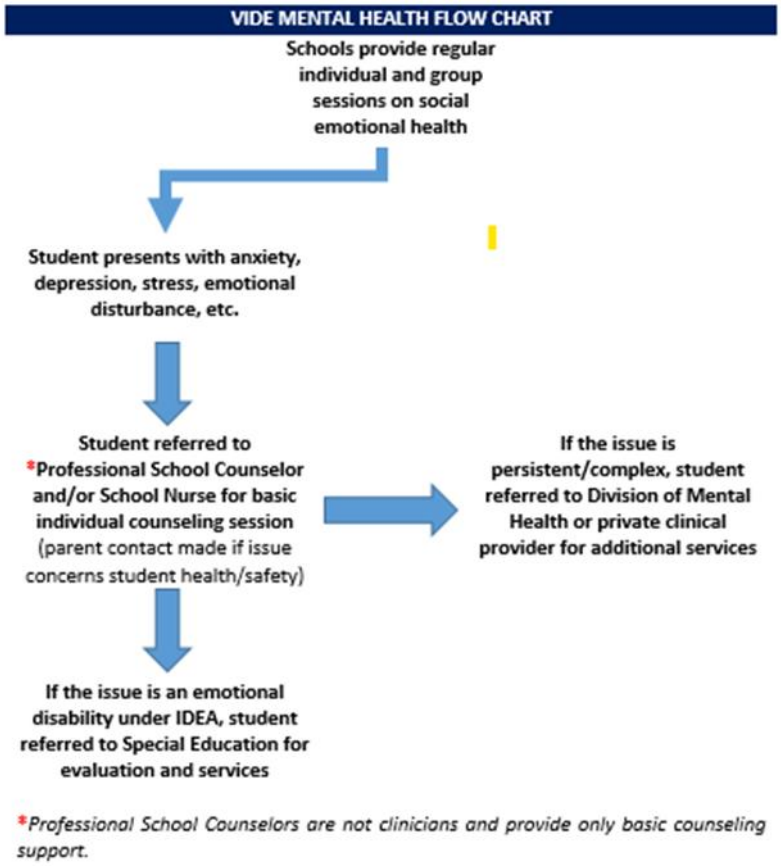
**Purpose:** Treat root causes—trauma, grief, anxiety, drug use

**Leads:** DOH Behavioral Health and DHS; Deans of Students and school counselors' coordinate

**Measures:** Crisis stabilization; No. of functional behavioral plans; reduction in fights among participants

**Actions:**

- Rotating placement of a mobile crisis team (VIDOH/VIDHS) on secondary campuses
- Streamlined referral to therapy, mentoring, and family stabilization; fast-track for youth exposed to violence
- On-site small-group sessions (anger management, coping skills, grief) by school counselors




## After-school Activities, Sports, Arts and Workforce Pathways

**Purpose:** Keep teens engaged during peak incident hours (3 p.m. – 6 p.m.) and connect to futures

**Leads:** VIDE-CTE, DSPR, Workforce Investment Board (WIB), VIDOL-local employers

**Measures:** After-school participation; drop in incidents (3 p.m. – 6 p.m.); credit/certification attainment; improved attendance

**Actions:**

- Guaranteed daily after-school programming (athletics, music, maritime/STEM, eSports, culinary)
- Expand internships, apprenticeships and workforce certification (tourism, marine trades, healthcare, IT) via VIDOL-WIB, Chamber of Commerce, etc.
- Attendance incentives tied to eligibility for trips, stipends, or certifications

## Digital Risk, Rumor Control and Anonymous Reporting

**Purpose:** Stop conflicts that start online from spilling onto campus

**Leads:** VIDE IT and Compliance Line, school administrators, VIPD Cyber/Intel

**Measures:** No. of credible tips; time from tip to action; percent of incidents averted due to tips; fewer group-chat fueled fights

**Actions:**

- Expand the roll of the VIDE Compliance Line and route tips to DPSS and VIPD for imminent threats
- Digital citizenship curriculum (VIBE) and parent clinics on monitoring, privacy, and platform reporting (directors of School and Community Relations/Engagements)
- Clear protocol for capturing screenshots, preserving evidence, and lawful information-sharing with VIDE, VIPD, VIDOJ

**Facilities, Procedures and Drills**

Purpose: Make campuses predictable, supervised, and resilient

Leads: DPSS, School Administrators, VIPD

Measures: Completion of audit items; installation of school security cameras; procurement of Crisis Alert Systems; drill after-action improvements; reduction in incidents at identified hot spots; No. of annual professional development for school monitors

**Actions:**

- Installation and functionality of security cameras on all school campuses
- Procurement of Crisis Alert System wherein all designated employees will be able to activate an alert notification system using a wearable alert badge or some type of non-cellular device and be equipped with visual beacons or strobes. The system will trigger emergency notifications to VIPD, the Virgin Islands Fire and Emergency Medical Services, and other first responders
- Security audits (lighting, fencing, camera coverage, single-point entry, visitor management, radio dead zones) with prioritized fixes by DPSS and the Bureau of School Construction and Maintenance (BSCM)Standard Crisis Management Plan (CMP) per school (roles, reunification sites, family notification scripts) with quarterly drills—not just fire, but lockdown/hold/evacuate/reunify
- Dismissal redesign (staggered release, bus staging, clear zones for taxis/parents), and staff presence at hot spots
- Pilot contraband detection (randomized, dignified, policy-driven) with legal review and parent communication
- Professionalization of school monitors includes: developing, coordinating, scheduling and/or conducting professional development training for school monitors collectively and individually (and school administrators as needed); coordinating procurement of uniforms

and equipment for school monitors; assisting school administrators in supervision of school monitors; liaison with external stakeholders, primarily VIPD and VITEMA, on school security issues and disaster preparedness; conducting monthly meetings with VIPD-School Security Bureau; monitoring and evaluating all school safety drills (evacuation, fire, active threat, etc.); and participation in school monitor interviews, selection and assignment/reassignment

## Conclusion

If we truly believe that our children are our greatest investment, then we must be unwavering in our resolve to provide them with the strongest foundation possible. As we enter this academic year under the theme *"Igniting Innovation and Elevating Excellence,"* we are reminded that our commitment to students goes beyond the classroom, it is about inspiring creativity, fostering growth, and setting the standard for excellence in everything we do. The work ahead is significant, but the rewards, measured in the success, well-being, and potential of our students, are immeasurable.

Thank you for this opportunity to share the priorities of the Department. My team and I stand ready to answer any questions regarding my testimony and to provide any additional information or clarification as needed.



Virgin Islands Department of Education
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# Addendums

2024-2025 Assessment Proficiency Rates



Virgin Islands Department of Education
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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Alfredo Andrews Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>61 | 61 | 67.2<br>41 | 19.7<br>12 | 11.5<br>7 | 1.6<br>1 | 9.7 | 19.4 | 13.1<br>8 |
| 04 | 100.0<br>62 | 62 | 45.2<br>28 | 24.2<br>15 | 17.7<br>11 | 12.9<br>8 | 17.4 | 13.8 | 30.6<br>19 |
| 05 | 100.0<br>55 | 55 | 56.4<br>31 | 21.8<br>12 | 20.0<br>11 | 1.8<br>1 | 13.6 | 26.5 | 21.8<br>12 |
| 06 | 100.0<br>86 | 86 | 58.1<br>50 | 24.4<br>21 | 15.1<br>13 | 2.3<br>2 | 28.6 | 17.8 | 17.4<br>15 |
| **All Grades** | **100.0<br>264** | **264** | **56.8<br>150** | **22.7<br>60** | **15.9<br>42** | **4.5<br>12** | **17.1** | **19.8** | **20.5<br>54** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>61 | 61 | 72.1<br>44 | 23.0<br>14 | 3.3<br>2 | 1.6<br>1 | 4.8 | 14.5 | 4.9<br>3 |
| 04 | 98.4<br>62 | 61 | 68.9<br>42 | 23.0<br>14 | 8.2<br>5 | 0.0<br>0 | 2.9 | 7.6 | 8.2<br>5 |
| 05 | 100.0<br>55 | 55 | 92.7<br>51 | 1.8<br>1 | 5.5<br>3 | 0.0<br>0 | 3.4 | 7.2 | 5.5<br>3 |
| 06 | 100.0<br>86 | 86 | 83.7<br>72 | 12.8<br>11 | 2.3<br>2 | 1.2<br>1 | 10.7 | 4.2 | 3.5<br>3 |
| **All Grades** | **99.6<br>264** | **263** | **79.5<br>209** | **15.2<br>40** | **4.6<br>12** | **0.8<br>2** | **5.3** | **8.1** | **5.3<br>14** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>54 | 54 | 53.7<br>29 | 14.8<br>8 | 18.5<br>10 | 13.0<br>7 | 40.7 | 42.2 | 31.5<br>17 |
| **All Grades** | **100.0<br>54** | **54** | **53.7<br>29** | **14.8<br>8** | **18.5<br>10** | **13.0<br>7** | **40.7** | **42.2** | **31.5<br>17** |

Note : "...": N<10, therefore data are not reported for confidentially concerns and are included at higher levels." " : No Data to report on. " N/A " : Test not given or not applicable to this school year. " ** " : Data not available.

**2020-2021 Note:** The administration of Spring 2021 Smarter Balanced and Multi-State Alternate Assessments is one of several strategies that the VIDE is employing to better understand how students are performing academically as part of our COVID-19 academic recovery efforts. Direct comparisons with assessment data from previous years may not be appropriate because of participation rates, length of test, changes in learning opportunities, impact of trauma, shifts in access to services due to quarantine, and test impropriety differences.

**2017-18 Note:** The VIDE requested a waiver from standardized testing for the `17-'18 school year due to the damages caused to the technological infrastructure and loss of instructional time because of Hurricane Irma and Hurricane Maria. The VIDE administered the summative assessments in the fall of 2018 to measure the impact of the hurricanes on student achievement. Direct comparisons with assessment data from previous years may not be appropriate because of the loss of instructional time, disruption of services, impact of trauma, mode of administration, and test impropriety differences.

# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Claude O. Markoe Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>49 | 49 | 73.5<br>36 | 16.3<br>8 | 10.2<br>5 | 0.0<br>0 | 14.1 | 14.1 | 10.2<br>5 |
| 04 | 98.5<br>65 | 64 | 73.4<br>47 | 18.8<br>12 | 3.1<br>2 | 4.7<br>3 | 4.8 | 20.6 | 7.8<br>5 |
| 05 | 100.0<br>68 | 68 | 66.2<br>45 | 14.7<br>10 | 16.2<br>11 | 2.9<br>2 | 15.3 | 17.9 | 19.1<br>13 |
| 06 | 100.0<br>43 | 43 | 62.8<br>27 | 23.3<br>10 | 9.3<br>4 | 4.7<br>2 | 7.0 | 19.0 | 14.0<br>6 |
| **All Grades** | **99.6<br>225** | **224** | **69.2<br>155** | **17.9<br>40** | **9.8<br>22** | **3.1<br>7** | **11.1** | **17.9** | **12.9<br>29** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>49 | 49 | 89.8<br>44 | 6.1<br>3 | 4.1<br>2 | 0.0<br>0 | 6.3 | 12.5 | 4.1<br>2 |
| 04 | 100.0<br>63 | 63 | 87.3<br>55 | 7.9<br>5 | 4.8<br>3 | 0.0<br>0 | 2.4 | 8.3 | 4.8<br>3 |
| 05 | 100.0<br>68 | 68 | 83.8<br>57 | 10.3<br>7 | 2.9<br>2 | 2.9<br>2 | 3.4 | 0.0 | 5.9<br>4 |
| 06 | 100.0<br>43 | 43 | 88.4<br>38 | 9.3<br>4 | 2.3<br>1 | 0.0<br>0 | 0.0 | 12.3 | 2.3<br>1 |
| **All Grades** | **100.0<br>223** | **223** | **87.0<br>194** | **8.5<br>19** | **3.6<br>8** | **0.9<br>2** | **3.4** | **9.1** | **4.5<br>10** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>67 | 67 | 44.8<br>30 | 17.9<br>12 | 20.9<br>14 | 16.4<br>11 | 28.3 | 33.3 | 37.3<br>25 |
| **All Grades** | **100.0<br>67** | **67** | **44.8<br>30** | **17.9<br>12** | **20.9<br>14** | **16.4<br>11** | **28.3** | **33.3** | **37.3<br>25** |

Note : "...": N<10, therefore data are not reported for confidentially concerns and are included at higher levels." " : No Data to report on. " N/A " : Test not given or not applicable to this school year. " ** " : Data not available.

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**2017-18 Note:** The VIDE requested a waiver from standardized testing for the '17-'18 school year due to the damages caused to the technological infrastructure and loss of instructional time because of Hurricane Irma and Hurricane Maria. The VIDE administered the summative assessments in the fall of 2018 to measure the impact of the hurricanes on student achievement. Direct comparisons with assessment data from previous years may not be appropriate because of the loss of instructional time, disruption of services, impact of trauma, mode of administration, and test impropriety differences.

# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Eulalie Rivera

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>58 | 58 | 75.9<br>44 | 17.2<br>10 | 5.2<br>3 | 1.7<br>1 | 8.2 | 17.6 | 6.9<br>4 |
| 04 | 100.0<br>66 | 66 | 71.2<br>47 | 16.7<br>11 | 9.1<br>6 | 3.0<br>2 | 9.4 | 19.2 | 12.1<br>8 |
| 05 | 100.0<br>65 | 65 | 67.7<br>44 | 15.4<br>10 | 13.8<br>9 | 3.1<br>2 | 18.6 | 25.5 | 16.9<br>11 |
| 06 | 100.0<br>59 | 59 | 42.4<br>25 | 28.8<br>17 | 25.4<br>15 | 3.4<br>2 | 30.4 | 31.9 | 28.8<br>17 |
| 07 | 98.6<br>74 | 73 | 57.5<br>42 | 15.1<br>11 | 13.7<br>10 | 13.7<br>10 | 25.6 | 35.8 | 27.4<br>20 |
| 08 | 100.0<br>74 | 74 | 47.3<br>35 | 24.3<br>18 | 24.3<br>18 | 4.1<br>3 | 27.6 | 41.8 | 28.4<br>21 |
| **All Grades** | **99.7<br>396** | **395** | **60.0<br>237** | **19.5<br>77** | **15.4<br>61** | **5.1<br>20** | **20.3** | **29.0** | **20.5<br>81** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>57 | 57 | 70.2<br>40 | 19.3<br>11 | 8.8<br>5 | 1.8<br>1 | 6.8 | 19.1 | 10.5<br>6 |
| 04 | 98.5<br>67 | 66 | 63.6<br>42 | 28.8<br>19 | 7.6<br>5 | 0.0<br>0 | 5.7 | 10.8 | 7.6<br>5 |
| 05 | 100.0<br>65 | 65 | 76.9<br>50 | 15.4<br>10 | 3.1<br>2 | 4.6<br>3 | 8.6 | 5.6 | 7.7<br>5 |
| 06 | 98.3<br>60 | 59 | 81.4<br>48 | 11.9<br>7 | 5.1<br>3 | 1.7<br>1 | 5.9 | 18.6 | 6.8<br>4 |
| 07 | 100.0<br>74 | 74 | 74.3<br>55 | 9.5<br>7 | 9.5<br>7 | 6.8<br>5 | 7.1 | 7.0 | 16.2<br>12 |
| 08 | 100.0<br>74 | 74 | 81.1<br>60 | 14.9<br>11 | 2.7<br>2 | 1.4<br>1 | 13.8 | 7.6 | 4.1<br>3 |
| **All Grades** | **99.5<br>397** | **395** | **74.7<br>295** | **16.5<br>65** | **6.1<br>24** | **2.8<br>11** | **7.9** | **11.5** | **8.9<br>35** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>61 | 61 | 45.9<br>28 | 14.8<br>9 | 26.2<br>16 | 13.1<br>8 | 32.4 | 26.4 | 39.3<br>24 |
| 08 | 100.0<br>73 | 73 | 35.6<br>26 | 26.0<br>19 | 13.7<br>10 | 24.7<br>18 | 36.4 | 34.6 | 38.4<br>28 |
| **All Grades** | **100.0<br>134** | **134** | **40.3<br>54** | **20.9<br>28** | **19.4<br>26** | **19.4<br>26** | **34.1** | **31.3** | **38.8<br>52** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:John H. Woodson Junior High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 07 | 99.2<br>237 | 235 | 62.1<br>146 | 24.3<br>57 | 11.1<br>26 | 2.6<br>6 | 12.2 | 25.4 | 13.6<br>32 |
| 08 | 100.0<br>186 | 186 | 48.4<br>90 | 33.3<br>62 | 16.7<br>31 | 1.6<br>3 | 10.8 | 23.3 | 18.3<br>34 |
| **All Grades** | **99.5<br>423** | **421** | **56.1<br>236** | **28.3<br>119** | **13.5<br>57** | **2.1<br>9** | **11.5** | **24.3** | **15.7<br>66** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 07 | 99.6<br>236 | 235 | 82.6<br>194 | 13.2<br>31 | 2.6<br>6 | 1.7<br>4 | 4.6 | 6.2 | 4.3<br>10 |
| 08 | 100.0<br>186 | 186 | 75.3<br>140 | 15.6<br>29 | 5.4<br>10 | 3.8<br>7 | 2.8 | 5.0 | 9.1<br>17 |
| **All Grades** | **99.8<br>422** | **421** | **79.3<br>334** | **14.3<br>60** | **3.8<br>16** | **2.6<br>11** | **3.7** | **5.6** | **6.4<br>27** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 08 | 100.0<br>184 | 184 | 58.2<br>107 | 20.1<br>37 | 16.8<br>31 | 4.9<br>9 | 23.9 | 21.3 | 21.7<br>40 |
| **All Grades** | **100.0<br>184** | **184** | **58.2<br>107** | **20.1<br>37** | **16.8<br>31** | **4.9<br>9** | **23.9** | **21.3** | **21.7<br>40** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Juanita Gardine

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 96.7<br>30 | 29 | 44.8<br>13 | 37.9<br>11 | 3.4<br>1 | 13.8<br>4 | 12.0 | 22.0 | 17.2<br>5 |
| 04 | 83.8<br>37 | 31 | 61.3<br>19 | 19.4<br>6 | 16.1<br>5 | 3.2<br>1 | 15.2 | 23.3 | 19.4<br>6 |
| 05 | 96.3<br>27 | 26 | 53.8<br>14 | 26.9<br>7 | 15.4<br>4 | 3.8<br>1 | 2.8 | 18.8 | 19.2<br>5 |
| 06 | 97.1<br>35 | 34 | 38.2<br>13 | 38.2<br>13 | 17.6<br>6 | 5.9<br>2 | 3.2 | 17.2 | 23.5<br>8 |
| 07 | 97.5<br>40 | 39 | 53.8<br>21 | 33.3<br>13 | 7.7<br>3 | 5.1<br>2 | 13.2 | 31.4 | 12.8<br>5 |
| 08 | 100.0<br>33 | 33 | 48.5<br>16 | 24.2<br>8 | 24.2<br>8 | 3.0<br>1 | 9.3 | 34.4 | 27.3<br>9 |
| **All Grades** | **95.0<br>202** | **192** | **50.0<br>96** | **30.2<br>58** | **14.1<br>27** | **5.7<br>11** | **9.2** | **24.6** | **19.8<br>38** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>30 | 30 | 60.0<br>18 | 23.3<br>7 | 16.7<br>5 | 0.0<br>0 | 8.0 | 17.1 | 16.7<br>5 |
| 04 | 100.0<br>37 | 37 | 59.5<br>22 | 29.7<br>11 | 8.1<br>3 | 2.7<br>1 | 3.0 | 10.0 | 10.8<br>4 |
| 05 | 96.3<br>27 | 26 | 76.9<br>20 | 19.2<br>5 | 3.8<br>1 | 0.0<br>0 | 2.8 | 12.5 | 3.8<br>1 |
| 06 | 100.0<br>34 | 34 | 61.8<br>21 | 17.6<br>6 | 17.6<br>6 | 2.9<br>1 | 0.0 | 10.3 | 20.6<br>7 |
| 07 | 97.5<br>40 | 39 | 76.9<br>30 | 15.4<br>6 | 5.1<br>2 | 2.6<br>1 | 0.0 | 0.0 | 7.7<br>3 |
| 08 | 97.0<br>33 | 32 | 81.3<br>26 | 12.5<br>4 | 3.1<br>1 | 3.1<br>1 | 2.3 | 9.4 | 6.3<br>2 |
| **All Grades** | **98.5<br>201** | **198** | **69.2<br>137** | **19.7<br>39** | **9.1<br>18** | **2.0<br>4** | **2.4** | **10.1** | **11.1<br>22** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>25 | 25 | 36.0<br>9 | 16.0<br>4 | 36.0<br>9 | 12.0<br>3 | 26.5 | 54.8 | 48.0<br>12 |
| 08 | 100.0<br>31 | 31 | 54.8<br>17 | 22.6<br>7 | 16.1<br>5 | 6.5<br>2 | 9.3 | 30.0 | 22.6<br>7 |
| **All Grades** | **100.0<br>56** | **56** | **46.4<br>26** | **19.6<br>11** | **25.0<br>14** | **8.9<br>5** | **16.9** | **42.6** | **33.9<br>19** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Lew Muckle Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 98.0<br>49 | 48 | 62.5<br>30 | 25.0<br>12 | 10.4<br>5 | 2.1<br>1 | 15.4 | 20.7 | 12.5<br>6 |
| 04 | 94.8<br>58 | 55 | 60.0<br>33 | 23.6<br>13 | 12.7<br>7 | 3.6<br>2 | 15.2 | 29.2 | 16.4<br>9 |
| 05 | 98.1<br>52 | 51 | 68.6<br>35 | 13.7<br>7 | 13.7<br>7 | 3.9<br>2 | 12.2 | 26.2 | 17.6<br>9 |
| 06 | 97.1<br>34 | 33 | 27.3<br>9 | 45.5<br>15 | 18.2<br>6 | 9.1<br>3 | 13.6 | 14.5 | 27.3<br>9 |
| **All Grades** | **96.9<br>193** | **187** | **57.2<br>107** | **25.1<br>47** | **13.4<br>25** | **4.3<br>8** | **14.0** | **22.2** | **17.6<br>33** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 97.9<br>48 | 47 | 72.3<br>34 | 21.3<br>10 | 4.3<br>2 | 2.1<br>1 | 7.7 | 10.2 | 6.4<br>3 |
| 04 | 100.0<br>58 | 58 | 55.2<br>32 | 43.1<br>25 | 1.7<br>1 | 0.0<br>0 | 2.2 | 6.3 | 1.7<br>1 |
| 05 | 96.2<br>52 | 50 | 80.0<br>40 | 16.0<br>8 | 4.0<br>2 | 0.0<br>0 | 4.1 | 2.4 | 4.0<br>2 |
| 06 | 97.1<br>34 | 33 | 57.6<br>19 | 33.3<br>11 | 6.1<br>2 | 3.0<br>1 | 5.1 | 1.8 | 9.1<br>3 |
| **All Grades** | **97.9<br>192** | **188** | **66.5<br>125** | **28.7<br>54** | **3.7<br>7** | **1.1<br>2** | **4.7** | **5.4** | **4.8<br>9** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>51 | 51 | 51.0<br>26 | 21.6<br>11 | 9.8<br>5 | 17.6<br>9 | 32.7 | 53.8 | 27.5<br>14 |
| **All Grades** | **100.0<br>51** | **51** | **51.0<br>26** | **21.6<br>11** | **9.8<br>5** | **17.6<br>9** | **32.7** | **53.8** | **27.5<br>14** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Pearl B. Larsen

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 97.8<br>45 | 44 | 61.4<br>27 | 13.6<br>6 | 15.9<br>7 | 9.1<br>4 | 9.3 | 21.1 | 25.0<br>11 |
| 04 | 96.6<br>59 | 57 | 75.4<br>43 | 10.5<br>6 | 10.5<br>6 | 3.5<br>2 | 13.7 | 20.0 | 14.0<br>8 |
| 05 | 100.0<br>38 | 38 | 52.6<br>20 | 15.8<br>6 | 21.1<br>8 | 10.5<br>4 | 7.3 | 25.9 | 31.6<br>12 |
| 06 | 100.0<br>54 | 54 | 40.7<br>22 | 20.4<br>11 | 27.8<br>15 | 11.1<br>6 | 7.3 | 20.5 | 38.9<br>21 |
| 07 | 97.9<br>48 | 47 | 31.9<br>15 | 34.0<br>16 | 25.5<br>12 | 8.5<br>4 | 20.8 | 36.6 | 34.0<br>16 |
| 08 | 100.0<br>41 | 41 | 29.3<br>12 | 48.8<br>20 | 19.5<br>8 | 2.4<br>1 | 16.9 | 36.2 | 22.0<br>9 |
| **All Grades** | **98.6<br>285** | **281** | **49.5<br>139** | **23.1<br>65** | **19.9<br>56** | **7.5<br>21** | **13.1** | **26.6** | **27.4<br>77** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 95.6<br>45 | 43 | 46.5<br>20 | 25.6<br>11 | 20.9<br>9 | 7.0<br>3 | 11.4 | 12.5 | 27.9<br>12 |
| 04 | 91.5<br>59 | 54 | 70.4<br>38 | 25.9<br>14 | 1.9<br>1 | 1.9<br>1 | 9.6 | 20.0 | 3.7<br>2 |
| 05 | 100.0<br>38 | 38 | 60.5<br>23 | 15.8<br>6 | 7.9<br>3 | 15.8<br>6 | 2.4 | 7.1 | 23.7<br>9 |
| 06 | 98.1<br>54 | 53 | 56.6<br>30 | 32.1<br>17 | 7.5<br>4 | 3.8<br>2 | 7.1 | 7.7 | 11.3<br>6 |
| 07 | 97.9<br>48 | 47 | 72.3<br>34 | 23.4<br>11 | 4.3<br>2 | 0.0<br>0 | 8.3 | 9.8 | 4.3<br>2 |
| 08 | 97.6<br>42 | 41 | 70.7<br>29 | 22.0<br>9 | 7.3<br>3 | 0.0<br>0 | 3.4 | 6.4 | 7.3<br>3 |
| **All Grades** | **96.5<br>286** | **276** | **63.0<br>174** | **24.6<br>68** | **8.0<br>22** | **4.3<br>12** | **7.0** | **10.4** | **12.3<br>34** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>35 | 35 | 25.7<br>9 | 8.6<br>3 | 34.3<br>12 | 31.4<br>11 | 15.0 | 54.5 | 65.7<br>23 |
| 08 | 100.0<br>41 | 41 | 31.7<br>13 | 34.1<br>14 | 22.0<br>9 | 12.2<br>5 | 35.6 | 40.9 | 34.1<br>14 |
| **All Grades** | **100.0<br>76** | **76** | **28.9<br>22** | **22.4<br>17** | **27.6<br>21** | **21.1<br>16** | **27.3** | **48.5** | **48.7<br>37** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Ricardo Richards Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>68 | 68 | 25.0<br>17 | 35.3<br>24 | 14.7<br>10 | 25.0<br>17 | 29.4 | 41.1 | 39.7<br>27 |
| 04 | 100.0<br>57 | 57 | 36.8<br>21 | 15.8<br>9 | 19.3<br>11 | 28.1<br>16 | 30.1 | 40.4 | 47.4<br>27 |
| 05 | 100.0<br>56 | 56 | 32.1<br>18 | 19.6<br>11 | 19.6<br>11 | 28.6<br>16 | 33.8 | 42.9 | 48.2<br>27 |
| 06 | 100.0<br>73 | 73 | 23.3<br>17 | 27.4<br>20 | 34.2<br>25 | 15.1<br>11 | 48.2 | 41.0 | 49.3<br>36 |
| **All Grades** | **100.0<br>254** | **254** | **28.7<br>73** | **25.2<br>64** | **22.4<br>57** | **23.6<br>60** | **35.1** | **41.4** | **46.1<br>117** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>68 | 68 | 44.1<br>30 | 29.4<br>20 | 16.2<br>11 | 10.3<br>7 | 15.7 | 17.9 | 26.5<br>18 |
| 04 | 100.0<br>57 | 57 | 33.3<br>19 | 35.1<br>20 | 28.1<br>16 | 3.5<br>2 | 21.9 | 29.8 | 31.6<br>18 |
| 05 | 100.0<br>56 | 56 | 41.1<br>23 | 32.1<br>18 | 12.5<br>7 | 14.3<br>8 | 13.8 | 15.5 | 26.8<br>15 |
| 06 | 100.0<br>73 | 73 | 47.9<br>35 | 27.4<br>20 | 13.7<br>10 | 11.0<br>8 | 17.9 | 26.2 | 24.7<br>18 |
| **All Grades** | **100.0<br>254** | **254** | **42.1<br>107** | **30.7<br>78** | **17.3<br>44** | **9.8<br>25** | **17.6** | **22.0** | **27.2<br>69** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>56 | 56 | 21.4<br>12 | 10.7<br>6 | 28.6<br>16 | 39.3<br>22 | 56.9 | 64.3 | 67.9<br>38 |
| **All Grades** | **100.0<br>56** | **56** | **21.4<br>12** | **10.7<br>6** | **28.6<br>16** | **39.3<br>22** | **56.9** | **64.3** | **67.9<br>38** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:St. Croix Central High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>141 | 141 | 31.2<br>44 | 31.9<br>45 | 27.7<br>39 | 9.2<br>13 | 26.1 | 35.5 | 36.9<br>52 |
| **All Grades** | **100.0<br>141** | **141** | **31.2<br>44** | **31.9<br>45** | **27.7<br>39** | **9.2<br>13** | **26.1** | **35.5** | **36.9<br>52** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>141 | 141 | 83.0<br>117 | 14.9<br>21 | 2.1<br>3 | 0.0<br>0 | 2.9 | 0.6 | 2.1<br>3 |
| **All Grades** | **100.0<br>141** | **141** | **83.0<br>117** | **14.9<br>21** | **2.1<br>3** | **0.0<br>0** | **2.9** | **0.6** | **2.1<br>3** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>136 | 136 | 28.7<br>39 | 43.4<br>59 | 19.1<br>26 | 8.8<br>12 | 34.3 | 28.8 | 27.9<br>38 |
| **All Grades** | **100.0<br>136** | **136** | **28.7<br>39** | **43.4<br>59** | **19.1<br>26** | **8.8<br>12** | **34.3** | **28.8** | **27.9<br>38** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:St. Croix Educational Complex High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 97.4<br>195 | 190 | 36.3<br>69 | 27.4<br>52 | 20.5<br>39 | 15.8<br>30 | 33.9 | 52.4 | 36.3<br>69 |
| **All Grades** | **97.4<br>195** | **190** | **36.3<br>69** | **27.4<br>52** | **20.5<br>39** | **15.8<br>30** | **33.9** | **52.4** | **36.3<br>69** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 94.2<br>191 | 180 | 73.9<br>133 | 14.4<br>26 | 8.3<br>15 | 3.3<br>6 | 8.1 | 8.8 | 11.7<br>21 |
| **All Grades** | **94.2<br>191** | **180** | **73.9<br>133** | **14.4<br>26** | **8.3<br>15** | **3.3<br>6** | **8.1** | **8.8** | **11.7<br>21** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>126 | 126 | 38.1<br>48 | 31.0<br>39 | 16.7<br>21 | 14.3<br>18 | 34.5 | 44.3 | 31.0<br>39 |
| **All Grades** | **100.0<br>126** | **126** | **38.1<br>48** | **31.0<br>39** | **16.7<br>21** | **14.3<br>18** | **34.5** | **44.3** | **31.0<br>39** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Alfredo Andrews Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>61 | 61 | 67.2<br>41 | 19.7<br>12 | 11.5<br>7 | 1.6<br>1 | 9.7 | 19.4 | 13.1<br>8 |
| 04 | 100.0<br>62 | 62 | 45.2<br>28 | 24.2<br>15 | 17.7<br>11 | 12.9<br>8 | 17.4 | 13.8 | 30.6<br>19 |
| 05 | 100.0<br>55 | 55 | 56.4<br>31 | 21.8<br>12 | 20.0<br>11 | 1.8<br>1 | 13.6 | 26.5 | 21.8<br>12 |
| 06 | 100.0<br>86 | 86 | 58.1<br>50 | 24.4<br>21 | 15.1<br>13 | 2.3<br>2 | 28.6 | 17.8 | 17.4<br>15 |
| **All Grades** | **100.0<br>264** | **264** | **56.8<br>150** | **22.7<br>60** | **15.9<br>42** | **4.5<br>12** | **17.1** | **19.8** | **20.5<br>54** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>61 | 61 | 72.1<br>44 | 23.0<br>14 | 3.3<br>2 | 1.6<br>1 | 4.8 | 14.5 | 4.9<br>3 |
| 04 | 98.4<br>62 | 61 | 68.9<br>42 | 23.0<br>14 | 8.2<br>5 | 0.0<br>0 | 2.9 | 7.6 | 8.2<br>5 |
| 05 | 100.0<br>55 | 55 | 92.7<br>51 | 1.8<br>1 | 5.5<br>3 | 0.0<br>0 | 3.4 | 7.2 | 5.5<br>3 |
| 06 | 100.0<br>86 | 86 | 83.7<br>72 | 12.8<br>11 | 2.3<br>2 | 1.2<br>1 | 10.7 | 4.2 | 3.5<br>3 |
| **All Grades** | **99.6<br>264** | **263** | **79.5<br>209** | **15.2<br>40** | **4.6<br>12** | **0.8<br>2** | **5.3** | **8.1** | **5.3<br>14** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>54 | 54 | 53.7<br>29 | 14.8<br>8 | 18.5<br>10 | 13.0<br>7 | 40.7 | 42.2 | 31.5<br>17 |
| **All Grades** | **100.0<br>54** | **54** | **53.7<br>29** | **14.8<br>8** | **18.5<br>10** | **13.0<br>7** | **40.7** | **42.2** | **31.5<br>17** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Claude O. Markoe Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>49 | 49 | 73.5<br>36 | 16.3<br>8 | 10.2<br>5 | 0.0<br>0 | 14.1 | 14.1 | 10.2<br>5 |
| 04 | 98.5<br>65 | 64 | 73.4<br>47 | 18.8<br>12 | 3.1<br>2 | 4.7<br>3 | 4.8 | 20.6 | 7.8<br>5 |
| 05 | 100.0<br>68 | 68 | 66.2<br>45 | 14.7<br>10 | 16.2<br>11 | 2.9<br>2 | 15.3 | 17.9 | 19.1<br>13 |
| 06 | 100.0<br>43 | 43 | 62.8<br>27 | 23.3<br>10 | 9.3<br>4 | 4.7<br>2 | 7.0 | 19.0 | 14.0<br>6 |
| **All Grades** | **99.6<br>225** | **224** | **69.2<br>155** | **17.9<br>40** | **9.8<br>22** | **3.1<br>7** | **11.1** | **17.9** | **12.9<br>29** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>49 | 49 | 89.8<br>44 | 6.1<br>3 | 4.1<br>2 | 0.0<br>0 | 6.3 | 12.5 | 4.1<br>2 |
| 04 | 100.0<br>63 | 63 | 87.3<br>55 | 7.9<br>5 | 4.8<br>3 | 0.0<br>0 | 2.4 | 8.3 | 4.8<br>3 |
| 05 | 100.0<br>68 | 68 | 83.8<br>57 | 10.3<br>7 | 2.9<br>2 | 2.9<br>2 | 3.4 | 0.0 | 5.9<br>4 |
| 06 | 100.0<br>43 | 43 | 88.4<br>38 | 9.3<br>4 | 2.3<br>1 | 0.0<br>0 | 0.0 | 12.3 | 2.3<br>1 |
| **All Grades** | **100.0<br>223** | **223** | **87.0<br>194** | **8.5<br>19** | **3.6<br>8** | **0.9<br>2** | **3.4** | **9.1** | **4.5<br>10** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>67 | 67 | 44.8<br>30 | 17.9<br>12 | 20.9<br>14 | 16.4<br>11 | 28.3 | 33.3 | 37.3<br>25 |
| **All Grades** | **100.0<br>67** | **67** | **44.8<br>30** | **17.9<br>12** | **20.9<br>14** | **16.4<br>11** | **28.3** | **33.3** | **37.3<br>25** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Eulalie Rivera

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>58 | 58 | 75.9<br>44 | 17.2<br>10 | 5.2<br>3 | 1.7<br>1 | 8.2 | 17.6 | 6.9<br>4 |
| 04 | 100.0<br>66 | 66 | 71.2<br>47 | 16.7<br>11 | 9.1<br>6 | 3.0<br>2 | 9.4 | 19.2 | 12.1<br>8 |
| 05 | 100.0<br>65 | 65 | 67.7<br>44 | 15.4<br>10 | 13.8<br>9 | 3.1<br>2 | 18.6 | 25.5 | 16.9<br>11 |
| 06 | 100.0<br>59 | 59 | 42.4<br>25 | 28.8<br>17 | 25.4<br>15 | 3.4<br>2 | 30.4 | 31.9 | 28.8<br>17 |
| 07 | 98.6<br>74 | 73 | 57.5<br>42 | 15.1<br>11 | 13.7<br>10 | 13.7<br>10 | 25.6 | 35.8 | 27.4<br>20 |
| 08 | 100.0<br>74 | 74 | 47.3<br>35 | 24.3<br>18 | 24.3<br>18 | 4.1<br>3 | 27.6 | 41.8 | 28.4<br>21 |
| **All Grades** | **99.7<br>396** | **395** | **60.0<br>237** | **19.5<br>77** | **15.4<br>61** | **5.1<br>20** | **20.3** | **29.0** | **20.5<br>81** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>57 | 57 | 70.2<br>40 | 19.3<br>11 | 8.8<br>5 | 1.8<br>1 | 6.8 | 19.1 | 10.5<br>6 |
| 04 | 98.5<br>67 | 66 | 63.6<br>42 | 28.8<br>19 | 7.6<br>5 | 0.0<br>0 | 5.7 | 10.8 | 7.6<br>5 |
| 05 | 100.0<br>65 | 65 | 76.9<br>50 | 15.4<br>10 | 3.1<br>2 | 4.6<br>3 | 8.6 | 5.6 | 7.7<br>5 |
| 06 | 98.3<br>60 | 59 | 81.4<br>48 | 11.9<br>7 | 5.1<br>3 | 1.7<br>1 | 5.9 | 18.6 | 6.8<br>4 |
| 07 | 100.0<br>74 | 74 | 74.3<br>55 | 9.5<br>7 | 9.5<br>7 | 6.8<br>5 | 7.1 | 7.0 | 16.2<br>12 |
| 08 | 100.0<br>74 | 74 | 81.1<br>60 | 14.9<br>11 | 2.7<br>2 | 1.4<br>1 | 13.8 | 7.6 | 4.1<br>3 |
| **All Grades** | **99.5<br>397** | **395** | **74.7<br>295** | **16.5<br>65** | **6.1<br>24** | **2.8<br>11** | **7.9** | **11.5** | **8.9<br>35** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>61 | 61 | 45.9<br>28 | 14.8<br>9 | 26.2<br>16 | 13.1<br>8 | 32.4 | 26.4 | 39.3<br>24 |
| 08 | 100.0<br>73 | 73 | 35.6<br>26 | 26.0<br>19 | 13.7<br>10 | 24.7<br>18 | 36.4 | 34.6 | 38.4<br>28 |
| **All Grades** | **100.0<br>134** | **134** | **40.3<br>54** | **20.9<br>28** | **19.4<br>26** | **19.4<br>26** | **34.1** | **31.3** | **38.8<br>52** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:John H. Woodson Junior High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 07 | 99.2<br>237 | 235 | 62.1<br>146 | 24.3<br>57 | 11.1<br>26 | 2.6<br>6 | 12.2 | 25.4 | 13.6<br>32 |
| 08 | 100.0<br>186 | 186 | 48.4<br>90 | 33.3<br>62 | 16.7<br>31 | 1.6<br>3 | 10.8 | 23.3 | 18.3<br>34 |
| **All Grades** | **99.5<br>423** | **421** | **56.1<br>236** | **28.3<br>119** | **13.5<br>57** | **2.1<br>9** | **11.5** | **24.3** | **15.7<br>66** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 07 | 99.6<br>236 | 235 | 82.6<br>194 | 13.2<br>31 | 2.6<br>6 | 1.7<br>4 | 4.6 | 6.2 | 4.3<br>10 |
| 08 | 100.0<br>186 | 186 | 75.3<br>140 | 15.6<br>29 | 5.4<br>10 | 3.8<br>7 | 2.8 | 5.0 | 9.1<br>17 |
| **All Grades** | **99.8<br>422** | **421** | **79.3<br>334** | **14.3<br>60** | **3.8<br>16** | **2.6<br>11** | **3.7** | **5.6** | **6.4<br>27** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 08 | 100.0<br>184 | 184 | 58.2<br>107 | 20.1<br>37 | 16.8<br>31 | 4.9<br>9 | 23.9 | 21.3 | 21.7<br>40 |
| **All Grades** | **100.0<br>184** | **184** | **58.2<br>107** | **20.1<br>37** | **16.8<br>31** | **4.9<br>9** | **23.9** | **21.3** | **21.7<br>40** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Juanita Gardine

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 96.7<br>30 | 29 | 44.8<br>13 | 37.9<br>11 | 3.4<br>1 | 13.8<br>4 | 12.0 | 22.0 | 17.2<br>5 |
| 04 | 83.8<br>37 | 31 | 61.3<br>19 | 19.4<br>6 | 16.1<br>5 | 3.2<br>1 | 15.2 | 23.3 | 19.4<br>6 |
| 05 | 96.3<br>27 | 26 | 53.8<br>14 | 26.9<br>7 | 15.4<br>4 | 3.8<br>1 | 2.8 | 18.8 | 19.2<br>5 |
| 06 | 97.1<br>35 | 34 | 38.2<br>13 | 38.2<br>13 | 17.6<br>6 | 5.9<br>2 | 3.2 | 17.2 | 23.5<br>8 |
| 07 | 97.5<br>40 | 39 | 53.8<br>21 | 33.3<br>13 | 7.7<br>3 | 5.1<br>2 | 13.2 | 31.4 | 12.8<br>5 |
| 08 | 100.0<br>33 | 33 | 48.5<br>16 | 24.2<br>8 | 24.2<br>8 | 3.0<br>1 | 9.3 | 34.4 | 27.3<br>9 |
| **All Grades** | **95.0<br>202** | **192** | **50.0<br>96** | **30.2<br>58** | **14.1<br>27** | **5.7<br>11** | **9.2** | **24.6** | **19.8<br>38** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>30 | 30 | 60.0<br>18 | 23.3<br>7 | 16.7<br>5 | 0.0<br>0 | 8.0 | 17.1 | 16.7<br>5 |
| 04 | 100.0<br>37 | 37 | 59.5<br>22 | 29.7<br>11 | 8.1<br>3 | 2.7<br>1 | 3.0 | 10.0 | 10.8<br>4 |
| 05 | 96.3<br>27 | 26 | 76.9<br>20 | 19.2<br>5 | 3.8<br>1 | 0.0<br>0 | 2.8 | 12.5 | 3.8<br>1 |
| 06 | 100.0<br>34 | 34 | 61.8<br>21 | 17.6<br>6 | 17.6<br>6 | 2.9<br>1 | 0.0 | 10.3 | 20.6<br>7 |
| 07 | 97.5<br>40 | 39 | 76.9<br>30 | 15.4<br>6 | 5.1<br>2 | 2.6<br>1 | 0.0 | 0.0 | 7.7<br>3 |
| 08 | 97.0<br>33 | 32 | 81.3<br>26 | 12.5<br>4 | 3.1<br>1 | 3.1<br>1 | 2.3 | 9.4 | 6.3<br>2 |
| **All Grades** | **98.5<br>201** | **198** | **69.2<br>137** | **19.7<br>39** | **9.1<br>18** | **2.0<br>4** | **2.4** | **10.1** | **11.1<br>22** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>25 | 25 | 36.0<br>9 | 16.0<br>4 | 36.0<br>9 | 12.0<br>3 | 26.5 | 54.8 | 48.0<br>12 |
| 08 | 100.0<br>31 | 31 | 54.8<br>17 | 22.6<br>7 | 16.1<br>5 | 6.5<br>2 | 9.3 | 30.0 | 22.6<br>7 |
| **All Grades** | **100.0<br>56** | **56** | **46.4<br>26** | **19.6<br>11** | **25.0<br>14** | **8.9<br>5** | **16.9** | **42.6** | **33.9<br>19** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Lew Muckle Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 98.0<br>49 | 48 | 62.5<br>30 | 25.0<br>12 | 10.4<br>5 | 2.1<br>1 | 15.4 | 20.7 | 12.5<br>6 |
| 04 | 94.8<br>58 | 55 | 60.0<br>33 | 23.6<br>13 | 12.7<br>7 | 3.6<br>2 | 15.2 | 29.2 | 16.4<br>9 |
| 05 | 98.1<br>52 | 51 | 68.6<br>35 | 13.7<br>7 | 13.7<br>7 | 3.9<br>2 | 12.2 | 26.2 | 17.6<br>9 |
| 06 | 97.1<br>34 | 33 | 27.3<br>9 | 45.5<br>15 | 18.2<br>6 | 9.1<br>3 | 13.6 | 14.5 | 27.3<br>9 |
| **All Grades** | **96.9<br>193** | **187** | **57.2<br>107** | **25.1<br>47** | **13.4<br>25** | **4.3<br>8** | **14.0** | **22.2** | **17.6<br>33** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 97.9<br>48 | 47 | 72.3<br>34 | 21.3<br>10 | 4.3<br>2 | 2.1<br>1 | 7.7 | 10.2 | 6.4<br>3 |
| 04 | 100.0<br>58 | 58 | 55.2<br>32 | 43.1<br>25 | 1.7<br>1 | 0.0<br>0 | 2.2 | 6.3 | 1.7<br>1 |
| 05 | 96.2<br>52 | 50 | 80.0<br>40 | 16.0<br>8 | 4.0<br>2 | 0.0<br>0 | 4.1 | 2.4 | 4.0<br>2 |
| 06 | 97.1<br>34 | 33 | 57.6<br>19 | 33.3<br>11 | 6.1<br>2 | 3.0<br>1 | 5.1 | 1.8 | 9.1<br>3 |
| **All Grades** | **97.9<br>192** | **188** | **66.5<br>125** | **28.7<br>54** | **3.7<br>7** | **1.1<br>2** | **4.7** | **5.4** | **4.8<br>9** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>51 | 51 | 51.0<br>26 | 21.6<br>11 | 9.8<br>5 | 17.6<br>9 | 32.7 | 53.8 | 27.5<br>14 |
| **All Grades** | **100.0<br>51** | **51** | **51.0<br>26** | **21.6<br>11** | **9.8<br>5** | **17.6<br>9** | **32.7** | **53.8** | **27.5<br>14** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Pearl B. Larsen

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 97.8<br>45 | 44 | 61.4<br>27 | 13.6<br>6 | 15.9<br>7 | 9.1<br>4 | 9.3 | 21.1 | 25.0<br>11 |
| 04 | 96.6<br>59 | 57 | 75.4<br>43 | 10.5<br>6 | 10.5<br>6 | 3.5<br>2 | 13.7 | 20.0 | 14.0<br>8 |
| 05 | 100.0<br>38 | 38 | 52.6<br>20 | 15.8<br>6 | 21.1<br>8 | 10.5<br>4 | 7.3 | 25.9 | 31.6<br>12 |
| 06 | 100.0<br>54 | 54 | 40.7<br>22 | 20.4<br>11 | 27.8<br>15 | 11.1<br>6 | 7.3 | 20.5 | 38.9<br>21 |
| 07 | 97.9<br>48 | 47 | 31.9<br>15 | 34.0<br>16 | 25.5<br>12 | 8.5<br>4 | 20.8 | 36.6 | 34.0<br>16 |
| 08 | 100.0<br>41 | 41 | 29.3<br>12 | 48.8<br>20 | 19.5<br>8 | 2.4<br>1 | 16.9 | 36.2 | 22.0<br>9 |
| **All Grades** | **98.6<br>285** | **281** | **49.5<br>139** | **23.1<br>65** | **19.9<br>56** | **7.5<br>21** | **13.1** | **26.6** | **27.4<br>77** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 95.6<br>45 | 43 | 46.5<br>20 | 25.6<br>11 | 20.9<br>9 | 7.0<br>3 | 11.4 | 12.5 | 27.9<br>12 |
| 04 | 91.5<br>59 | 54 | 70.4<br>38 | 25.9<br>14 | 1.9<br>1 | 1.9<br>1 | 9.6 | 20.0 | 3.7<br>2 |
| 05 | 100.0<br>38 | 38 | 60.5<br>23 | 15.8<br>6 | 7.9<br>3 | 15.8<br>6 | 2.4 | 7.1 | 23.7<br>9 |
| 06 | 98.1<br>54 | 53 | 56.6<br>30 | 32.1<br>17 | 7.5<br>4 | 3.8<br>2 | 7.1 | 7.7 | 11.3<br>6 |
| 07 | 97.9<br>48 | 47 | 72.3<br>34 | 23.4<br>11 | 4.3<br>2 | 0.0<br>0 | 8.3 | 9.8 | 4.3<br>2 |
| 08 | 97.6<br>42 | 41 | 70.7<br>29 | 22.0<br>9 | 7.3<br>3 | 0.0<br>0 | 3.4 | 6.4 | 7.3<br>3 |
| **All Grades** | **96.5<br>286** | **276** | **63.0<br>174** | **24.6<br>68** | **8.0<br>22** | **4.3<br>12** | **7.0** | **10.4** | **12.3<br>34** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>35 | 35 | 25.7<br>9 | 8.6<br>3 | 34.3<br>12 | 31.4<br>11 | 15.0 | 54.5 | 65.7<br>23 |
| 08 | 100.0<br>41 | 41 | 31.7<br>13 | 34.1<br>14 | 22.0<br>9 | 12.2<br>5 | 35.6 | 40.9 | 34.1<br>14 |
| **All Grades** | **100.0<br>76** | **76** | **28.9<br>22** | **22.4<br>17** | **27.6<br>21** | **21.1<br>16** | **27.3** | **48.5** | **48.7<br>37** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:Ricardo Richards Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>68 | 68 | 25.0<br>17 | 35.3<br>24 | 14.7<br>10 | 25.0<br>17 | 29.4 | 41.1 | 39.7<br>27 |
| 04 | 100.0<br>57 | 57 | 36.8<br>21 | 15.8<br>9 | 19.3<br>11 | 28.1<br>16 | 30.1 | 40.4 | 47.4<br>27 |
| 05 | 100.0<br>56 | 56 | 32.1<br>18 | 19.6<br>11 | 19.6<br>11 | 28.6<br>16 | 33.8 | 42.9 | 48.2<br>27 |
| 06 | 100.0<br>73 | 73 | 23.3<br>17 | 27.4<br>20 | 34.2<br>25 | 15.1<br>11 | 48.2 | 41.0 | 49.3<br>36 |
| **All Grades** | **100.0<br>254** | **254** | **28.7<br>73** | **25.2<br>64** | **22.4<br>57** | **23.6<br>60** | **35.1** | **41.4** | **46.1<br>117** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>68 | 68 | 44.1<br>30 | 29.4<br>20 | 16.2<br>11 | 10.3<br>7 | 15.7 | 17.9 | 26.5<br>18 |
| 04 | 100.0<br>57 | 57 | 33.3<br>19 | 35.1<br>20 | 28.1<br>16 | 3.5<br>2 | 21.9 | 29.8 | 31.6<br>18 |
| 05 | 100.0<br>56 | 56 | 41.1<br>23 | 32.1<br>18 | 12.5<br>7 | 14.3<br>8 | 13.8 | 15.5 | 26.8<br>15 |
| 06 | 100.0<br>73 | 73 | 47.9<br>35 | 27.4<br>20 | 13.7<br>10 | 11.0<br>8 | 17.9 | 26.2 | 24.7<br>18 |
| **All Grades** | **100.0<br>254** | **254** | **42.1<br>107** | **30.7<br>78** | **17.3<br>44** | **9.8<br>25** | **17.6** | **22.0** | **27.2<br>69** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>56 | 56 | 21.4<br>12 | 10.7<br>6 | 28.6<br>16 | 39.3<br>22 | 56.9 | 64.3 | 67.9<br>38 |
| **All Grades** | **100.0<br>56** | **56** | **21.4<br>12** | **10.7<br>6** | **28.6<br>16** | **39.3<br>22** | **56.9** | **64.3** | **67.9<br>38** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:St. Croix Central High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>141 | 141 | 31.2<br>44 | 31.9<br>45 | 27.7<br>39 | 9.2<br>13 | 26.1 | 35.5 | 36.9<br>52 |
| **All Grades** | **100.0<br>141** | **141** | **31.2<br>44** | **31.9<br>45** | **27.7<br>39** | **9.2<br>13** | **26.1** | **35.5** | **36.9<br>52** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>141 | 141 | 83.0<br>117 | 14.9<br>21 | 2.1<br>3 | 0.0<br>0 | 2.9 | 0.6 | 2.1<br>3 |
| **All Grades** | **100.0<br>141** | **141** | **83.0<br>117** | **14.9<br>21** | **2.1<br>3** | **0.0<br>0** | **2.9** | **0.6** | **2.1<br>3** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>136 | 136 | 28.7<br>39 | 43.4<br>59 | 19.1<br>26 | 8.8<br>12 | 34.3 | 28.8 | 27.9<br>38 |
| **All Grades** | **100.0<br>136** | **136** | **28.7<br>39** | **43.4<br>59** | **19.1<br>26** | **8.8<br>12** | **34.3** | **28.8** | **27.9<br>38** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Croix School District:St. Croix Educational Complex High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 97.4<br>195 | 190 | 36.3<br>69 | 27.4<br>52 | 20.5<br>39 | 15.8<br>30 | 33.9 | 52.4 | 36.3<br>69 |
| **All Grades** | **97.4<br>195** | **190** | **36.3<br>69** | **27.4<br>52** | **20.5<br>39** | **15.8<br>30** | **33.9** | **52.4** | **36.3<br>69** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 94.2<br>191 | 180 | 73.9<br>133 | 14.4<br>26 | 8.3<br>15 | 3.3<br>6 | 8.1 | 8.8 | 11.7<br>21 |
| **All Grades** | **94.2<br>191** | **180** | **73.9<br>133** | **14.4<br>26** | **8.3<br>15** | **3.3<br>6** | **8.1** | **8.8** | **11.7<br>21** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>126 | 126 | 38.1<br>48 | 31.0<br>39 | 16.7<br>21 | 14.3<br>18 | 34.5 | 44.3 | 31.0<br>39 |
| **All Grades** | **100.0<br>126** | **126** | **38.1<br>48** | **31.0<br>39** | **16.7<br>21** | **14.3<br>18** | **34.5** | **44.3** | **31.0<br>39** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Bertha C. Boschulte Middle School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 06 | 99.0<br>194 | 192 | 64.6<br>124 | 24.5<br>47 | 10.4<br>20 | 0.5<br>1 | 13.1 | 12.9 | 10.9<br>21 |
| 07 | 95.5<br>201 | 192 | 63.0<br>121 | 22.9<br>44 | 10.4<br>20 | 3.6<br>7 | 14.7 | 13.5 | 14.1<br>27 |
| 08 | 90.5<br>190 | 172 | 59.3<br>102 | 23.8<br>41 | 15.1<br>26 | 1.7<br>3 | 13.5 | 13.5 | 16.9<br>29 |
| **All Grades** | **95.0<br>585** | **556** | **62.4<br>347** | **23.7<br>132** | **11.9<br>66** | **2.0<br>11** | **13.8** | **13.3** | **13.8<br>77** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 06 | 94.4<br>195 | 184 | 71.7<br>132 | 21.7<br>40 | 4.9<br>9 | 1.6<br>3 | 6.5 | 4.1 | 6.5<br>12 |
| 07 | 90.6<br>203 | 184 | 78.8<br>145 | 16.8<br>31 | 2.7<br>5 | 1.6<br>3 | 5.9 | 7.9 | 4.3<br>8 |
| 08 | 98.4<br>191 | 188 | 80.9<br>152 | 10.6<br>20 | 5.3<br>10 | 3.2<br>6 | 1.6 | 4.7 | 8.5<br>16 |
| **All Grades** | **94.4<br>589** | **556** | **77.2<br>429** | **16.4<br>91** | **4.3<br>24** | **2.2<br>12** | **4.5** | **5.6** | **6.5<br>36** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 08 | 100.0<br>183 | 183 | 59.6<br>109 | 19.7<br>36 | 11.5<br>21 | 9.3<br>17 | 23.8 | 20.9 | 20.8<br>38 |
| **All Grades** | **100.0<br>183** | **183** | **59.6<br>109** | **19.7<br>36** | **11.5<br>21** | **9.3<br>17** | **23.8** | **20.9** | **20.8<br>38** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Charlotte Amalie High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 99.1<br>234 | 232 | 40.1<br>93 | 22.8<br>53 | 24.6<br>57 | 12.5<br>29 | 29.7 | 31.6 | 37.1<br>86 |
| **All Grades** | **99.1<br>234** | **232** | **40.1<br>93** | **22.8<br>53** | **24.6<br>57** | **12.5<br>29** | **29.7** | **31.6** | **37.1<br>86** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>234 | 234 | 82.5<br>193 | 12.4<br>29 | 4.7<br>11 | 0.4<br>1 | 3.0 | 4.2 | 5.1<br>12 |
| **All Grades** | **100.0<br>234** | **234** | **82.5<br>193** | **12.4<br>29** | **4.7<br>11** | **0.4<br>1** | **3.0** | **4.2** | **5.1<br>12** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>233 | 233 | 30.0<br>70 | 33.9<br>79 | 23.6<br>55 | 12.4<br>29 | 37.1 | 39.8 | 36.1<br>84 |
| **All Grades** | **100.0<br>233** | **233** | **30.0<br>70** | **33.9<br>79** | **23.6<br>55** | **12.4<br>29** | **37.1** | **39.8** | **36.1<br>84** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Ivanna Eudora Kean High School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>171 | 171 | 31.6<br>54 | 38.6<br>66 | 21.6<br>37 | 8.2<br>14 | 35.7 | 37.7 | 29.8<br>51 |
| **All Grades** | **100.0<br>171** | **171** | **31.6<br>54** | **38.6<br>66** | **21.6<br>37** | **8.2<br>14** | **35.7** | **37.7** | **29.8<br>51** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 99.4<br>171 | 170 | 80.0<br>136 | 14.1<br>24 | 4.7<br>8 | 1.2<br>2 | 8.4 | 5.4 | 5.9<br>10 |
| **All Grades** | **99.4<br>171** | **170** | **80.0<br>136** | **14.1<br>24** | **4.7<br>8** | **1.2<br>2** | **8.4** | **5.4** | **5.9<br>10** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 11 | 100.0<br>170 | 170 | 27.6<br>47 | 33.5<br>57 | 29.4<br>50 | 9.4<br>16 | 44.8 | 41.3 | 38.8<br>66 |
| **All Grades** | **100.0<br>170** | **170** | **27.6<br>47** | **33.5<br>57** | **29.4<br>50** | **9.4<br>16** | **44.8** | **41.3** | **38.8<br>66** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Jane E. Tuitt Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>33 | 33 | 60.6<br>20 | 33.3<br>11 | 0.0<br>0 | 6.1<br>2 | 11.9 | 13.8 | 6.1<br>2 |
| 04 | 100.0<br>30 | 30 | 76.7<br>23 | 10.0<br>3 | 10.0<br>3 | 3.3<br>1 | 11.5 | 0.0 | 13.3<br>4 |
| 05 | 100.0<br>22 | 22 | 59.1<br>13 | 13.6<br>3 | 27.3<br>6 | 0.0<br>0 | NaN | NaN | 27.3<br>6 |
| **All Grades** | **100.0<br>85** | **85** | **65.9<br>56** | **20.0<br>17** | **10.6<br>9** | **3.5<br>3** | **11.8** | **6.2** | **14.1<br>12** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>33 | 33 | 60.6<br>20 | 27.3<br>9 | 12.1<br>4 | 0.0<br>0 | 7.1 | 3.4 | 12.1<br>4 |
| 04 | 100.0<br>30 | 30 | 80.0<br>24 | 13.3<br>4 | 6.7<br>2 | 0.0<br>0 | 7.7 | 0.0 | 6.7<br>2 |
| 05 | 100.0<br>22 | 22 | 72.7<br>16 | 22.7<br>5 | 4.5<br>1 | 0.0<br>0 | NaN | NaN | 4.5<br>1 |
| **All Grades** | **100.0<br>85** | **85** | **70.6<br>60** | **21.2<br>18** | **8.2<br>7** | **0.0<br>0** | **7.4** | **1.5** | **8.2<br>7** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Joseph Gomez Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>79 | 79 | 63.3<br>50 | 25.3<br>20 | 10.1<br>8 | 1.3<br>1 | 10.7 | 4.4 | 11.4<br>9 |
| 04 | 100.0<br>76 | 76 | 59.2<br>45 | 19.7<br>15 | 13.2<br>10 | 7.9<br>6 | 7.4 | 21.1 | 21.1<br>16 |
| 05 | 100.0<br>77 | 77 | 44.2<br>34 | 22.1<br>17 | 27.3<br>21 | 6.5<br>5 | 15.5 | 15.5 | 33.8<br>26 |
| **All Grades** | **100.0<br>232** | **232** | **55.6<br>129** | **22.4<br>52** | **16.8<br>39** | **5.2<br>12** | **11.3** | **13.2** | **22.0<br>51** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>79 | 79 | 72.2<br>57 | 22.8<br>18 | 5.1<br>4 | 0.0<br>0 | 2.7 | 3.3 | 5.1<br>4 |
| 04 | 100.0<br>76 | 76 | 53.9<br>41 | 40.8<br>31 | 5.3<br>4 | 0.0<br>0 | 7.4 | 7.9 | 5.3<br>4 |
| 05 | 100.0<br>77 | 77 | 59.7<br>46 | 27.3<br>21 | 10.4<br>8 | 2.6<br>2 | 2.4 | 1.2 | 13.0<br>10 |
| **All Grades** | **100.0<br>232** | **232** | **62.1<br>144** | **30.2<br>70** | **6.9<br>16** | **0.9<br>2** | **4.2** | **4.0** | **7.8<br>18** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>77 | 77 | 22.1<br>17 | 22.1<br>17 | 31.2<br>24 | 24.7<br>19 | 41.7 | 41.7 | 55.8<br>43 |
| **All Grades** | **100.0<br>77** | 77 | **22.1<br>17** | **22.1<br>17** | **31.2<br>24** | **24.7<br>19** | 41.7 | 41.7 | **55.8<br>43** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Joseph Sibilly Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>32 | 32 | 18.8<br>6 | 25.0<br>8 | 25.0<br>8 | 31.3<br>10 | 54.8 | 50.0 | 56.3<br>18 |
| 04 | 100.0<br>38 | 38 | 34.2<br>13 | 26.3<br>10 | 13.2<br>5 | 26.3<br>10 | 48.5 | 53.1 | 39.5<br>15 |
| 05 | 100.0<br>27 | 27 | 18.5<br>5 | 22.2<br>6 | 37.0<br>10 | 22.2<br>6 | 26.5 | 41.2 | 59.3<br>16 |
| 06 | NaN | | 0.0 | 0.0 | 0.0 | 0.0 | 48.6 | NaN | 0.0 |
| **All Grades** | **100.0<br>97** | **97** | **24.7<br>24** | **24.7<br>24** | **23.7<br>23** | **26.8<br>26** | **44.4** | **48.0** | **50.5<br>49** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>32 | 32 | 18.8<br>6 | 21.9<br>7 | 43.8<br>14 | 15.6<br>5 | 32.3 | 44.1 | 59.4<br>19 |
| 04 | 100.0<br>38 | 38 | 7.9<br>3 | 39.5<br>15 | 36.8<br>14 | 15.8<br>6 | 24.2 | 53.1 | 52.6<br>20 |
| 05 | 100.0<br>27 | 27 | 25.9<br>7 | 33.3<br>9 | 18.5<br>5 | 22.2<br>6 | 35.3 | 20.6 | 40.7<br>11 |
| 06 | NaN | | 0.0 | 0.0 | 0.0 | 0.0 | 37.8 | NaN | 0.0 |
| **All Grades** | **100.0<br>97** | **97** | **16.5<br>16** | **32.0<br>31** | **34.0<br>33** | **17.5<br>17** | **32.6** | **39.0** | **51.5<br>50** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>27 | 27 | 11.1<br>3 | 14.8<br>4 | 29.6<br>8 | 44.4<br>12 | 50.0 | 73.5 | 74.1<br>20 |
| **All Grades** | **100.0<br>27** | **27** | **11.1<br>3** | **14.8<br>4** | **29.6<br>8** | **44.4<br>12** | **50.0** | **73.5** | **74.1<br>20** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Julius E. Sprauve School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>19 | 19 | 63.2<br>12 | 15.8<br>3 | 15.8<br>3 | 5.3<br>1 | 0.0 | 4.3 | 21.1<br>4 |
| 04 | 100.0<br>22 | 22 | 100.0<br>22 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 3.8 | 5.9 | 0.0<br>0 |
| 05 | 100.0<br>19 | 19 | 78.9<br>15 | 21.1<br>4 | 0.0<br>0 | 0.0<br>0 | 0.0 | 23.1 | 0.0<br>0 |
| 06 | 100.0<br>22 | 22 | 72.7<br>16 | 18.2<br>4 | 9.1<br>2 | 0.0<br>0 | 7.1 | 16.0 | 9.1<br>2 |
| 07 | 100.0<br>27 | 27 | 51.9<br>14 | 33.3<br>9 | 14.8<br>4 | 0.0<br>0 | 19.2 | 14.3 | 14.8<br>4 |
| 08 | 100.0<br>24 | 24 | 50.0<br>12 | 29.2<br>7 | 16.7<br>4 | 4.2<br>1 | 20.0 | 20.7 | 20.8<br>5 |
| **All Grades** | **100.0<br>133** | **133** | **68.4<br>91** | **20.3<br>27** | **9.8<br>13** | **1.5<br>2** | **9.0** | **14.9** | **11.3<br>15** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>19 | 19 | 42.1<br>8 | 31.6<br>6 | 21.1<br>4 | 5.3<br>1 | 0.0 | 0.0 | 26.3<br>5 |
| 04 | 100.0<br>22 | 22 | 86.4<br>19 | 13.6<br>3 | 0.0<br>0 | 0.0<br>0 | 0.0 | 0.0 | 0.0<br>0 |
| 05 | 100.0<br>19 | 19 | 89.5<br>17 | 10.5<br>2 | 0.0<br>0 | 0.0<br>0 | 0.0 | 3.8 | 0.0<br>0 |
| 06 | 100.0<br>22 | 22 | 77.3<br>17 | 22.7<br>5 | 0.0<br>0 | 0.0<br>0 | 7.1 | 8.0 | 0.0<br>0 |
| 07 | 100.0<br>27 | 27 | 59.3<br>16 | 29.6<br>8 | 11.1<br>3 | 0.0<br>0 | 7.7 | 7.1 | 11.1<br>3 |
| 08 | 100.0<br>24 | 24 | 58.3<br>14 | 20.8<br>5 | 16.7<br>4 | 4.2<br>1 | 0.0 | 6.9 | 20.8<br>5 |
| **All Grades** | **100.0<br>133** | **133** | **68.4<br>91** | **21.8<br>29** | **8.3<br>11** | **1.5<br>2** | **2.8** | **4.7** | **9.8<br>13** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>19 | 19 | 36.8<br>7 | 36.8<br>7 | 21.1<br>4 | 5.3<br>1 | 27.3 | 26.9 | 26.3<br>5 |
| 08 | 100.0<br>24 | 24 | 45.8<br>11 | 16.7<br>4 | 25.0<br>6 | 12.5<br>3 | 40.0 | 27.6 | 37.5<br>9 |
| **All Grades** | **100.0<br>43** | **43** | **41.9<br>18** | **25.6<br>11** | **23.3<br>10** | **9.3<br>4** | **34.0** | **27.3** | **32.6<br>14** |

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## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Lockhart Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>72 | 72 | 75.0<br>54 | 13.9<br>10 | 9.7<br>7 | 1.4<br>1 | 11.7 | 15.3 | 11.1<br>8 |
| 04 | 100.0<br>76 | 76 | 73.7<br>56 | 17.1<br>13 | 6.6<br>5 | 2.6<br>2 | NaN | 10.1 | 9.2<br>7 |
| 05 | 100.0<br>66 | 66 | 54.5<br>36 | 22.7<br>15 | 15.2<br>10 | 7.6<br>5 | NaN | 8.8 | 22.7<br>15 |
| 06 | 98.6<br>142 | 140 | 70.7<br>99 | 22.9<br>32 | 6.4<br>9 | 0.0<br>0 | NaN | 16.8 | 6.4<br>9 |
| 07 | 99.4<br>172 | 171 | 52.6<br>90 | 20.5<br>35 | 16.4<br>28 | 10.5<br>18 | NaN | 23.0 | 26.9<br>46 |
| 08 | 96.4<br>167 | 161 | 53.4<br>86 | 26.1<br>42 | 18.0<br>29 | 2.5<br>4 | NaN | 20.3 | 20.5<br>33 |
| **All Grades** | **98.7<br>695** | **686** | **61.4<br>421** | **21.4<br>147** | **12.8<br>88** | **4.4<br>30** | **11.7** | **17.3** | **17.2<br>118** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>72 | 72 | 75.0<br>54 | 16.7<br>12 | 8.3<br>6 | 0.0<br>0 | 3.9 | 11.1 | 8.3<br>6 |
| 04 | 100.0<br>76 | 76 | 68.4<br>52 | 23.7<br>18 | 6.6<br>5 | 1.3<br>1 | NaN | 5.9 | 7.9<br>6 |
| 05 | 100.0<br>66 | 66 | 69.7<br>46 | 16.7<br>11 | 3.0<br>2 | 10.6<br>7 | NaN | 1.1 | 13.6<br>9 |
| 06 | 99.3<br>142 | 141 | 85.1<br>120 | 12.1<br>17 | 2.8<br>4 | 0.0<br>0 | NaN | 15.1 | 2.8<br>4 |
| 07 | 95.4<br>174 | 166 | 62.7<br>104 | 18.1<br>30 | 15.1<br>25 | 4.2<br>7 | NaN | 5.8 | 19.3<br>32 |
| 08 | 95.2<br>168 | 160 | 78.8<br>126 | 13.8<br>22 | 5.0<br>8 | 2.5<br>4 | NaN | 4.9 | 7.5<br>12 |
| **All Grades** | **97.6<br>698** | **681** | **73.7<br>502** | **16.2<br>110** | **7.3<br>50** | **2.8<br>19** | **3.9** | **7.7** | **10.1<br>69** |

| GRADES | Science | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>66 | 66 | 33.3<br>22 | 24.2<br>16 | 18.2<br>12 | 24.2<br>16 | 30.8 | 42.4<br>28 |
| 08 | 100.0<br>166 | 166 | 45.2<br>75 | 25.9<br>43 | 13.3<br>22 | 15.7<br>26 | 37.2 | 28.9<br>48 |
| **All Grades** | **100.0<br>232** | **232** | **41.8<br>97** | **25.4<br>59** | **14.7<br>34** | **18.1<br>42** | **34.7** | **32.8<br>76** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Saint Thomas - Saint John School District:Ulla F. Muller Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 98.6<br>71 | 70 | 65.7<br>46 | 21.4<br>15 | 11.4<br>8 | 1.4<br>1 | 8.0 | 16.4 | 12.9<br>9 |
| 04 | 100.0<br>75 | 75 | 56.0<br>42 | 25.3<br>19 | 13.3<br>10 | 5.3<br>4 | 6.9 | 13.8 | 18.7<br>14 |
| 05 | 98.6<br>73 | 72 | 70.8<br>51 | 12.5<br>9 | 12.5<br>9 | 4.2<br>3 | 12.5 | 14.5 | 16.7<br>12 |
| 06 | NaN | | 0.0 | 0.0 | 0.0 | 0.0 | 13.6 | NaN | 0.0 |
| **All Grades** | **99.1<br>219** | **217** | **64.1<br>139** | **19.8<br>43** | **12.4<br>27** | **3.7<br>8** | **10.4** | **14.9** | **16.1<br>35** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>71 | 71 | 53.5<br>38 | 29.6<br>21 | 14.1<br>10 | 2.8<br>2 | 8.0 | 16.2 | 16.9<br>12 |
| 04 | 100.0<br>76 | 76 | 51.3<br>39 | 30.3<br>23 | 15.8<br>12 | 2.6<br>2 | 1.4 | 5.2 | 18.4<br>14 |
| 05 | 100.0<br>73 | 73 | 68.5<br>50 | 19.2<br>14 | 9.6<br>7 | 2.7<br>2 | 2.5 | 9.2 | 12.3<br>9 |
| 06 | NaN | | 0.0 | 0.0 | 0.0 | 0.0 | 1.5 | NaN | 0.0 |
| **All Grades** | **100.0<br>220** | **220** | **57.7<br>127** | **26.4<br>58** | **13.2<br>29** | **2.7<br>6** | **3.0** | **10.4** | **15.9<br>35** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>73 | 73 | 35.6<br>26 | 17.8<br>13 | 24.7<br>18 | 21.9<br>16 | 30.4 | 45.3 | 46.6<br>34 |
| **All Grades** | **100.0<br>73** | **73** | **35.6<br>26** | **17.8<br>13** | **24.7<br>18** | **21.9<br>16** | **30.4** | **45.3** | **46.6<br>34** |

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# Virgin Islands Department of Education

## 2024-2025 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment
Saint Thomas - Saint John School District:Yvonne E. Milliner-Bowsky Elementary School

| GRADES | English Language Arts/Literacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 98.3<br>58 | 57 | 70.2<br>40 | 17.5<br>10 | 8.8<br>5 | 3.5<br>2 | 5.3 | 13.4 | 12.3<br>7 |
| 04 | 95.7<br>70 | 67 | 74.6<br>50 | 14.9<br>10 | 7.5<br>5 | 3.0<br>2 | 19.7 | 10.1 | 10.4<br>7 |
| 05 | 100.0<br>77 | 77 | 68.8<br>53 | 18.2<br>14 | 10.4<br>8 | 2.6<br>2 | 12.5 | 14.5 | 13.0<br>10 |
| 06 | 100.0<br>4 | 4 | 0.0<br>0 | 0.0<br>0 | 100.0<br>4 | 0.0<br>0 | NaN | NaN | 100.0<br>4 |
| **All Grades** | **98.1<br>209** | **205** | **69.8<br>143** | **16.6<br>34** | **10.7<br>22** | **2.9<br>6** | **12.2** | **12.6** | **13.7<br>28** |

| GRADES | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 03 | 100.0<br>58 | 58 | 63.8<br>37 | 25.9<br>15 | 8.6<br>5 | 1.7<br>1 | 4.0 | 12.1 | 10.3<br>6 |
| 04 | 100.0<br>70 | 70 | 41.4<br>29 | 37.1<br>26 | 18.6<br>13 | 2.9<br>2 | 10.6 | 12.7 | 21.4<br>15 |
| 05 | 97.4<br>78 | 76 | 67.1<br>51 | 27.6<br>21 | 3.9<br>3 | 1.3<br>1 | 5.5 | 13.0 | 5.3<br>4 |
| 06 | 100.0<br>4 | 4 | 0.0<br>0 | 50.0<br>2 | 0.0<br>0 | 50.0<br>2 | NaN | NaN | 50.0<br>2 |
| **All Grades** | **99.0<br>210** | **208** | **56.3<br>117** | **30.8<br>64** | **10.1<br>21** | **2.9<br>6** | **6.5** | **12.6** | **13.0<br>27** |

| GRADES | Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | Percentage of Proficient students | | |
| | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2022-2023 | 2023-2024 | 2024-2025 |
| 05 | 100.0<br>78 | 78 | 39.7<br>31 | 25.6<br>20 | 23.1<br>18 | 11.5<br>9 | 30.6 | 27.9 | 34.6<br>27 |
| **All Grades** | **100.0<br>78** | **78** | **39.7<br>31** | **25.6<br>20** | **23.1<br>18** | **11.5<br>9** | **30.6** | **27.9** | **34.6<br>27** |

Note : "...": N<10, therefore data are not reported for confidentially concerns and are included at higher levels." " : No Data to report on. " N/A " : Test not given or not applicable to this school year. " ** " : Data not available.

**2020-2021 Note:** The administration of Spring 2021 Smarter Balanced and Multi-State Alternate Assessments is one of several strategies that the VIDE is employing to better understand how students are performing academically as part of our COVID-19 academic recovery efforts. Direct comparisons with assessment data from previous years may not be appropriate because of participation rates, length of test, changes in learning opportunities, impact of trauma, shifts in access to services due to quarantine, and test impropriety differences.

**2017-18 Note:** The VIDE requested a waiver from standardized testing for the '17-'18 school year due to the damages caused to the technological infrastructure and loss of instructional time because of Hurricane Irma and Hurricane Maria. The VIDE administered the summative assessments in the fall of 2018 to measure the impact of the hurricanes on student achievement. Direct comparisons with assessment data from previous years may not be appropriate because of the loss of instructional time, disruption of services, impact of trauma, mode of administration, and test impropriety differences.



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