Virgin Islands Department of Education

2014-2015 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					% of Prof Students
	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Exceeded Standard	2014-2015
11	97.4 269	262	17.2 45	30.9 81	37.0 97	14.9 39	51.9 136
All Grades	**97.4 269**	**262**	**17.2 45**	**30.9 81**	**37.0 97**	**14.9 39**	**51.9 136**

GRADES	Mathematics						
		Percent of Students tested who scored in each performance level					% of Prof Students
	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Exceeded Standard	2014-2015
11	96.6 267	258	51.9 134	26.0 67	16.3 42	5.8 15	22.1 57
All Grades	**96.6 267**	**258**	**51.9 134**	**26.0 67**	**16.3 42**	**5.8 15**	**22.1 57**

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.