# Virgin Islands Department of Education

## 2014-2015 Assessment Proficiency Rate

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

### Saint Croix School District: Arthur A. Richards Junior High School

| Student Groups | | English Language Arts/Literacy | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | | Percentage of students tested who sc |
| | | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2014-2015 |
| ALL Students | ALL Students | 96.5<br>400 | 386 | 58.5<br>226 | 24.6<br>95 | 15.3<br>59 | 1.6<br>6 | 16.8<br>65 |
| Ethnicity | Black or African America | 97.0<br>296 | 287 | 57.5<br>165 | 25.1<br>72 | 15.3<br>44 | 2.1<br>6 | 17.4<br>50 |
| | Hispanic | 95.0<br>101 | 96 | 63.5<br>61 | 22.9<br>22 | 13.5<br>13 | 0.0<br>0 | 13.5<br>13 |
| | Other | 100.0<br>3 | 3 | 0.0<br>0 | 33.3<br>1 | 66.7<br>2 | 0.0<br>0 | 66.7<br>2 |
| Gender | Female | 97.2<br>177 | 172 | 51.2<br>88 | 26.7<br>46 | 20.3<br>35 | 1.7<br>3 | 22.1<br>38 |
| | Male | 96.0<br>223 | 214 | 64.5<br>138 | 22.9<br>49 | 11.2<br>24 | 1.4<br>3 | 12.6<br>27 |
| LEP | Limited English Proficien | 100.0<br>6 | 6 | 100.0<br>6 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 |
| | Tested with Accommodat | 100.0<br>6 | 6 | 100.0<br>6 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 |
| SWD | Students with Disabiliti | 90.4<br>52 | 47 | 76.6<br>36 | 21.3<br>10 | 2.1<br>1 | 0.0<br>0 | 2.1<br>1 |
| | Tested with Accommodat | 75.0<br>16 | 12 | 100.0<br>12 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 |
| | Alternate Assessment | 100.0<br>11 | 11 | 36.4<br>4 | 54.5<br>6 | 9.1<br>1 | 0.0<br>0 | 9.1<br>1 |
| SWND | Students with No Disabili | 97.4<br>348 | 339 | 56.0<br>190 | 25.1<br>85 | 17.1<br>58 | 1.8<br>6 | 18.9<br>64 |

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

## 2014-2015 Assessment Proficiency Rate

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

### Saint Croix School District: Arthur A. Richards Junior High School

| Student Groups | | Mathematics | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Percent of Students tested who scored in each performance level | | | | | | Percentage of students tested who sc |
| | | Participation Rate | Students Tested | Below Standard | Near Standard | Met Standard | Exceeded Standard | 2014-2015 |
| ALL Students | ALL Students | 96.5<br>402 | 388 | 75.5<br>293 | 16.0<br>62 | 6.2<br>24 | 2.3<br>9 | 8.5<br>33 |
| Ethnicity | Black or African America | 95.7<br>299 | 286 | 77.3<br>221 | 14.0<br>40 | 6.3<br>18 | 2.4<br>7 | 8.7<br>25 |
| | Hispanic | 99.0<br>101 | 100 | 72.0<br>72 | 21.0<br>21 | 6.0<br>6 | 1.0<br>1 | 7.0<br>7 |
| | Other | 100.0<br>2 | 2 | 0.0<br>0 | 50.0<br>1 | 0.0<br>0 | 50.0<br>1 | 50.0<br>1 |
| Gender | Female | 96.6<br>178 | 172 | 70.9<br>122 | 19.8<br>34 | 7.6<br>13 | 1.7<br>3 | 9.3<br>16 |
| | Male | 96.4<br>224 | 216 | 79.2<br>171 | 13.0<br>28 | 5.1<br>11 | 2.8<br>6 | 7.9<br>17 |
| LEP | Limited English Proficien | 100.0<br>6 | 6 | 100.0<br>6 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 |
| | Tested with Accommodat | 100.0<br>6 | 6 | 100.0<br>6 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 |
| SWD | Students with Disabiliti | 94.3<br>53 | 50 | 90.0<br>45 | 6.0<br>3 | 4.0<br>2 | 0.0<br>0 | 4.0<br>2 |
| | Tested with Accommodat | 90.3<br>31 | 28 | 100.0<br>28 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 | 0.0<br>0 |
| | Alternate Assessment | 100.0<br>11 | 11 | 54.5<br>6 | 27.3<br>3 | 18.2<br>2 | 0.0<br>0 | 18.2<br>2 |
| SWND | Students with No Disabili | 96.8<br>349 | 338 | 73.4<br>248 | 17.5<br>59 | 6.5<br>22 | 2.7<br>9 | 9.2<br>31 |

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.