Virgin Islands Department of Education

2023-2024 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

Student Groups		English Language Arts/Literacy								
		Percent of Students tested who scored in each performance level						Percentage of students tested who scored Met and Exceed Standard		
		Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Exceeded Standard	2021-2022	2022-2023	2023-2024
ALL Students	ALL Students	98.8 169	167	40.7 68	21.6 36	25.1 42	12.6 21	21.5	35.7	37.7 63
Ethnicity	Black or African America	98.7 153	151	39.1 59	23.2 35	25.8 39	11.9 18	23.0	34.0	37.7 57
	Hispanic	100.0 12	12	58.3 7	8.3 1	16.7 2	16.7 2	0.0	33.3	33.3 4
	Other	100.0 4	4	50.0 2	0.0 0	25.0 1	25.0 1	NaN	83.3	50.0 2
Gender	Female	98.9 94	93	25.8 24	30.1 28	26.9 25	17.2 16	29.5	40.2	44.1 41
	Male	98.7 75	74	59.5 44	10.8 8	23.0 17	6.8 5	14.9	30.9	29.7 22
LEP	Limited English Proficien	100.0 23	23	56.5 13	8.7 2	26.1 6	8.7 2	0.0	16.7	34.8 8
SWD	Students with Disabiliti	100.0 10	10	70.0 7	20.0 2	10.0 1	0.0 0	0.0	22.2	10.0 1
	Tested with Accommodat	100.0 6	6	83.3 5	16.7 1	0.0 0	0.0 0	0.0	0.0	0.0 0
	Alternate Assessment	100.0 1	1	0.0 0	0.0 0	100.0 1	0.0 0	0.0	100.0	100.0 1
SWND	Students with No Disabili	98.7 159	157	38.9 61	21.7 34	26.1 41	13.4 21	24.0	36.5	39.5 62

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

2023-2024 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

Student Groups		Mathematics								
		Percent of Students tested who scored in each performance level						Percentage of students tested who scored Met and Exceed Standard		
		Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Exceeded Standard	2021-2022	2022-2023	2023-2024
ALL Students	ALL Students	98.8 169	167	77.8 130	16.8 28	4.2 7	1.2 2	4.6	8.4	5.4 9
Ethnicity	Black or African America	98.7 154	152	77.6 118	17.8 27	3.9 6	0.7 1	4.9	7.2	4.6 7
	Hispanic	100.0 11	11	90.9 10	0.0 0	9.1 1	0.0 0	0.0	11.1	9.1 1
	Other	100.0 4	4	50.0 2	25.0 1	0.0 0	25.0 1	NaN	33.3	25.0 1
Gender	Female	98.9 95	94	75.5 71	18.1 17	5.3 5	1.1 1	4.8	6.9	6.4 6
	Male	98.6 74	73	80.8 59	15.1 11	2.7 2	1.4 1	4.5	10.0	4.1 3
LEP	Limited English Proficien	100.0 22	22	86.4 19	9.1 2	4.5 1	0.0 0	0.0	8.3	4.5 1
SWD	Students with Disabiliti	100.0 10	10	90.0 9	0.0 0	0.0 0	10.0 1	0.0	22.2	10.0 1
	Tested with Accommodat	100.0 8	8	100.0 8	0.0 0	0.0 0	0.0 0	0.0	0.0	0.0 0
	Alternate Assessment	100.0 1	1	0.0 0	0.0 0	0.0 0	100.0 1	0.0	100.0	100.0 1
SWND	Students with No Disabili	98.7 159	157	77.1 121	17.8 28	4.5 7	0.6 1	5.1	7.6	5.1 8

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

2023-2024 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

Student Groups		Science								
		Percent of Students tested who scored in each performance level						Percentage of students tested who scored Met and Exceed Standard		
		Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Exceeded Standard	2021-2022	2022-2023	2023-2024
ALL Students	ALL Students	100.0 167	167	15.6 26	43.1 72	26.9 45	14.4 24	26.2	44.8	41.3 69
Ethnicity	Black or African America	100.0 152	152	13.8 21	44.1 67	27.6 42	14.5 22	25.4	45.4	42.1 64
	Hispanic	100.0 12	12	33.3 4	33.3 4	25.0 3	8.3 1	37.5	22.2	33.3 4
	Other	100.0 3	3	33.3 1	33.3 1	0.0 0	33.3 1	NaN	75.0	33.3 1
Gender	Female	100.0 94	94	7.4 7	46.8 44	30.9 29	14.9 14	30.6	45.3	45.7 43
	Male	100.0 73	73	26.0 19	38.4 28	21.9 16	13.7 10	22.1	44.3	35.6 26
LEP	Limited English Proficien	100.0 23	23	30.4 7	39.1 9	21.7 5	8.7 2	10.0	16.7	30.4 7
SWD	Students with Disabiliti	100.0 9	9	22.2 2	66.7 6	11.1 1	0.0 0	11.1	0.0	11.1 1
	Tested with Accommodat	100.0 4	4	25.0 1	75.0 3	0.0 0	0.0 0	12.5	0.0	0.0 0
SWND	Students with No Disabili	100.0 158	158	15.2 24	41.8 66	27.8 44	15.2 24	27.3	46.5	43.0 68

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.