

# 2023

## SCHOOL MANAGEMENT ACCOUNTABILITY REPORT



# Members of the 21<sup>st</sup> Virgin Islands Board of Education



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**GOVERNMENT OF THE VIRGIN ISLANDS  
VIRGIN ISLANDS BOARD OF EDUCATION**



June 15, 2023

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Honorable Novelle E. Francis, Jr.  
Senate President  
35<sup>th</sup> Legislature of the Virgin Islands  
Capital Building  
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St. Thomas, VI 00804

Dear Governor Bryan and Senate President Francis:

Pursuant to 17 VIC §24, please find enclosed the 21st Virgin Islands Board of Education's ("VIBE" "BOARD") School Management Accountability Report (SMAR) for the 2022 – 2023 Academic year for your review and advocacy to address many pressing and continued public education issues. Thank you in advance for reviewing the document presented in its entirety.

VIBE's School Plants and Facilities Committee, which led the generation of the SMAR report, is charged with overseeing all Department of Education buildings, inclusive of all schools and administrative office buildings in the Territory and conducting regular site visits to provide recommendations for repairs and improvements to name a few. Schools must be managed adequately to achieve learning goals and take advantage of digitalization, career, and college readiness skills, plan for students' curriculum, record students' attendance, engage parents and the community, address structural spaces, and identify students' related needs promptly without delay.

The Board emphasized student achievement this year, but our alarming and ongoing concern for the Territory's public school's myriad of specific and systematic facilities issues persist. VIBE has placed the information within the context of its school and district for two essential purposes: 1. Educational Accountability – to hold the system accountable for the objectives of public

**MISSION STATEMENT**

The mission of the Virgin Islands Board of Education is to provide leadership and oversight, set policy and advocate for continuous improvement of the Public Education System of the Virgin Islands of the United States.

**VISION STATEMENT**

Each child is provided with the best quality education which guarantees academic excellence, promotes our history and culture, and builds strong local and global communities.



education; and 2. Instructional Decision-making – to make use of the data gathered to boost student development, progress, and proficiency in the classroom. The VIBE reviewed school profiles, site-based data presentations, and remedial data submitted by the Virgin Islands Department of Education (VIDE) and the University of the Virgin Islands (UVI) concerning this report during the reporting period. The VIBE also reviewed reports developed by the coordinating agencies as the code mandates based on walk-throughs conducted. All public school administrators, faculty, staff, students, parents, and our School Plants and Facilities committee and VIBE staff are to be commended for their enduring contributions to providing relevant and accurate information throughout the reporting period. We ask for your support to advocate for the prompt repair and maintenance of public schools in the Territory prior to the August 2023 school reopening date in light of the VIBE's observations made during school visits and the data presented in this report.

More than ever before, we must acknowledge that the rise and fall of public education are motivated by the collective responsibility taken and contributions made through leadership, dedication, and strategically-driven commitment and governance by all stakeholders, including students, teachers, parents, administrators, public officials, unions, and community partners. Each group of persons must analyze the recommendations provided by VIBE and help us carry the torch to make significant, positive, and required changes in structural deficiencies and collaboratively reduce the challenges that diminish opportunities for our student greatness.

Sincerely,

A handwritten signature in black ink, reading "Kyza A. Callwood". The signature is fluid and cursive, with the first name "Kyza" being more prominent.

Dr. Kyza A. Callwood, Chairman  
21st Board of Education

Enclosure

cc: Honorable Tregenza A. Roach, Esquire, Lieutenant Governor of the USVI  
Members of the 35<sup>th</sup> Legislature of the Virgin Islands  
Members of the 21st Virgin Islands Board of Education  
Sandra Bess, Interim Executive Director

## LEGISLATIVE MANDATE

### 17 V.I.C. § 24

#### School Management Accountability

#### GOVERNMENT OF THE VIRGIN ISLANDS VIRGIN ISLANDS BOARD OF EDUCATION

- a) The Board of Education shall:
  - 1) in consultation with the Department of Education, conduct a thorough annual assessment and evaluation of all public-school facilities, school guidance division, and school administration in the territory.
  - 2) (A) in consultation with the Commissioner of Education, develop and adopt the standards and guidelines for conducting a comprehensive annual inspection, assessment and evaluation of all public-school facilities, school administrations and school guidance divisions in the Territory; and  
  
(B) in consultation with the Department of Health - Environment Division, the Department of Labor (OSHA) and the Department of Planning and Natural Resources make the decision via certification prior to the commencing of every school year that all public schools inspected are environmentally safe.
  - 3) utilize the services of the Departments of Planning and Natural Resources, Public Works, Health, Environmental Health Division, Occupational Health and Safety (OSHA) and Fire Service to carry out the provisions of this section. These departments shall submit a report as provided in subsection (d) of this section which shall include:
    - (A) the identification of the maintenance needs of the school;
    - (B) the schedule for completing maintenance; and
    - (C) the cost estimates for major maintenance.
- b) The Board of Education and the Commissioner of Education shall develop a schedule and proposed timeline for addressing areas of concern identified through the inspection, assessment, and evaluation process.
- c) The Board of Education, based upon the assessments made under the provisions of this section, shall make recommendations to the Legislature and the Governor, and seek and secure funding for the timely and expeditious repair and maintenance of public schools in the Territory.
- d) The Board of Education, in consultation with the Commissioner of Education, shall make recommendations to the Legislature and the Governor through an annual report of its findings and recommendations based on the inspections conducted under the provisions of this section no later than June 15 after the close of the school academic year. The report shall include:
  - 1) findings of administrative deficiencies and the recommendations for addressing the deficiencies;
  - 2) findings of guidance and counseling deficiencies and recommendations for addressing the



- deficiencies; and
- 3) identification of strengths and weaknesses of each school to include achievement and standardized test scores and statistics for dropouts, attendance, college entrance and vocation program entrance.

## ***SCHOOL MANAGEMENT ACCOUNTABILITY REPORT***



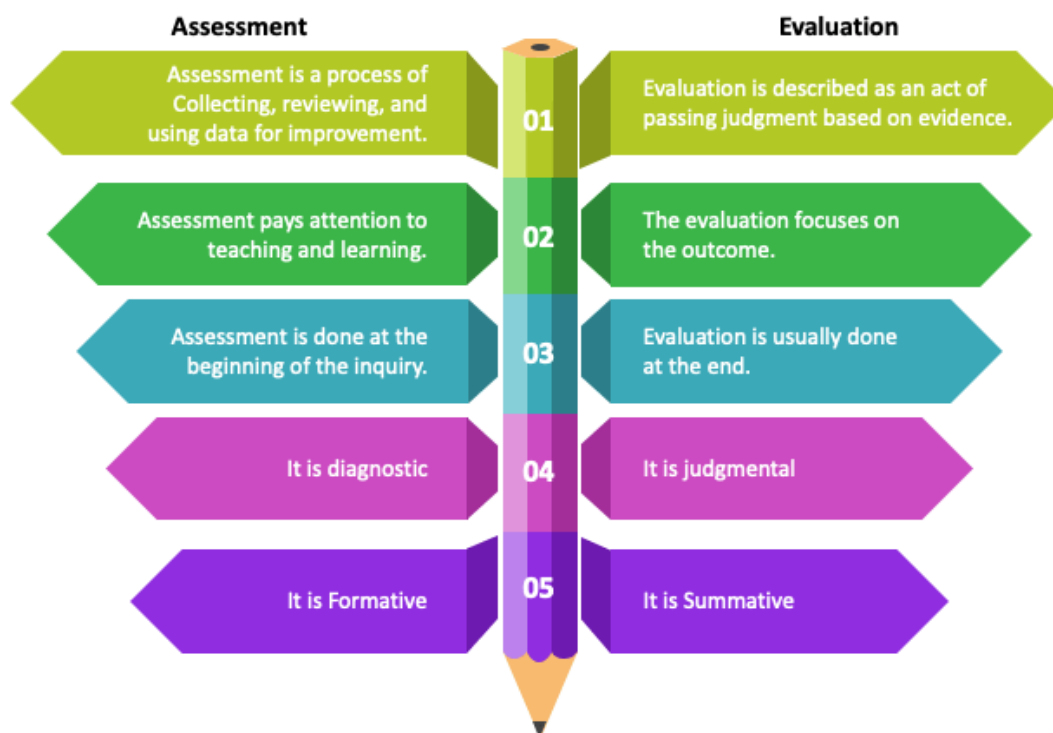
The legislatively mandated School Management Accountability Report (SMAR) represents the Virgin Islands Board of Education's (The Board) comprehensive evaluation of the Department of Education's public-school facilities, administrative leadership, instruction, guidance and counseling services for academic years 2020 through 2023. The focus and scope of the report specifically relates to the Board's school walkthrough inspections and assessment information derived from ancillary agencies, such as the Department of Health, Virgin Islands Fire & Emergency Medical Services, the Division of the Occupational Safety and Health of the Department of Labor, Department of Planning & Natural Resources, and Department of Public Works. The SMAR highlights each school's critical infrastructure and maintenance needs, recommendation and progress of capital improvement projects, the capability of each school's administrative team to effectively shape our future leaders, and the role of the school's counselors to assist with grade-level performance, and graduation requirements, as well as mental health and social emotional services.

For many years, while the Board has consistently reported its findings on the state of public schools, there has not been the resultant and necessary investment in public school facilities and infrastructure. This report represents a marked shift from previous submissions, which primarily focused on the Department's building facilities. Instead, the SMAR fully explores the direct impact of systemic neglect of public-school facilities and learning environment on student achievement.

The analysis of the Smarter Balance and I-Ready assessment of each elementary, middle, and high school further indicates a public school system in crisis. These profiles are metrics of student performance in the public education system and typically inform instructional changes. The findings in this report are expected to spur the Executive and Legislative branches and the Department of Education in making decisions to support educational choices for early childhood, middle school, and high school learners by increasing infrastructure and maintenance investments, leadership and counseling directions for academic achievement, college and work force preparation, and citizenship responsibilities.

Overall, actions must ameliorate curriculum and educational standards for the success of public education. The responsibility of the Governor of the Virgin Islands, Legislature of the Virgin Islands, and all community stakeholders is to review the SMAR to monitor educational progress and commit to the efforts to improve Public Education.

## ASSESSMENT & EVALUATION OF PUBLIC SCHOOLS





## ***ASSESSMENT AND EVALUATION OF PUBLIC SCHOOLS***

To educate students effectively is to provide students with the opportunity to reach their full potential and positively contribute to society. This can only happen if school administration, teachers and other stakeholders obtain data and information regarding each student's academic and social progress, standing, and potential to further encourage and support students' educational development. Student assessments and evaluations help all who are engaged in the educational process make more informed decisions.

### ***Analysis of VIDE SMART Reports 2020-2021 & 2021-2022***

The Virgin Islands Department of Education (VIDE) conducted state assessment tests to determine the knowledge and ability of Virgin Islands students in key curriculum areas. Public education and the world at large are facing learning barriers due to the COVID-19 pandemic which further compounded set-backs due to experiencing two catastrophic hurricanes. Evaluation of curriculum, grade-level competencies, and student proficiency in English, Math, and Science required assessment data to predict learning gains or losses.

Local concerns about excessive assessment testing and lost instructional time to test preparation mirror those on the mainland. Stakeholders are calling for a streamlined assessment process that allows time for the rigorous and relevant instruction needed for academic success. This balanced approach is seen as a responsible response to meeting academic goals and student expectations in light of learning disruptions caused by hurricanes, COVID-19, and infrastructure and facility failings.

The Smarter Balance Test is an online assessment related to Common Core Standards in English/Literature Arts (ELA), Mathematics, and Science for Grades 3 through 8<sup>th</sup>, and 11th grades. The I-Ready test is a diagnostic assessment that is issued three times a year in 12 to 18-week intervals which takes approximately 45 minutes to complete. The assessments also track student learning and measure the Virgin Islands' academic standards by testing students' ability to listen, read complex texts, conduct research, problem solve, and apply knowledge.

The spring 2021 assessments were administered remotely, meaning that students completed the online assessments from home and were monitored by an educator virtually. On the other hand, students had a typical testing experience in classrooms in spring 2022. Additionally, the percentage of students that participated in the last two administrations of the assessments were lower than in pre-pandemic years. Low participation rates present challenges interpreting results as some student groups are overrepresented and others underrepresented. It is important to take these factors into consideration when reviewing results.

Spring 2022 marked the first administration of the VIDE Science Assessment which is aligned to the Next Generation Science Standards. The Science assessment requires students to think critically, analyze information, and solve complex problems. Students take the science assessment in the fifth grade, eighth grade, and eleventh grade.

School Profiles are secured through the Virgin Islands Department of Education (VIDE). VIDE compiles assessment results to produce the "Self-Monitoring Analyst & Reporting Technology" (SMART) Reports.

VIBE utilizes SMART Reports to fulfill SMAR legislative requirements in accordance with 17. V.I.C. §24 paragraph (d) sub-paragraph (3) to “identify strengths and weaknesses of each school to include achievement and standardized test scores and statistics for dropouts, attendance, college entrance and vocational program entrance.”

*The state assessment test results available for the instructional periods 2020-2021 and 2021-2022 were critically reviewed by the Board. The 2022-2023 results will not be available until the fall 2023 school year.*

### School Presentations

Members of the 21st Virgin Islands Board of Education received electronic copies of the 2020-2021 and 2021-2022 SMART Report, which contained quantifiable and eligibility data based on “I-Ready” and “Smarter Balance” assessment scores of the twenty-one (21) public schools in the territory.

Additionally, members were invited to the Virgin Islands Department of Education’s in-person School Data Review presentations. School administrative teams provided formal information and school plans on:

- Instructional grade levels and school enrollment
- Number of certified, non- certified personnel, and non-instructional personnel
- School performance comparison with district and state results
- School achievement profiles
- High schools report also included:
  - **Intentional Data** - *students with college, career & work force, or military goals. Intentional data was not secured for elementary and junior high school students.*
  - **Graduation Cohort** - The adjusted cohort graduation rate (ACGR) is the percentage of high school students who graduate with a regular diploma in four years. Specifically, the ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die (National Center for Education Statistics, 2017). The “Every Student Succeeds Act” requires that any high school with a cohort graduation rate of less than 67 percent be labeled as low performing. Based on the cohort graduation percentages presented in the school profiles, none of the high schools in the Virgin Islands are low performing.
  - **Progress Tests** – college tests, early, dual, or advance placement test results were attained at the high school level. *These tests were not secured for elementary or junior high school students.*

*The strategic plans developed by each school permitted educational decision makers opportunities to provide corrective, remediation, and intervention recommendations. VIDE has identified a school accountability rating system that will link each school’s rating system to the Department’s strategic plan.*

### Enrollment

School Enrollment – The number of students enrolled in elementary, middle, junior and high schools vary by school composition. Elementary schools vary with the addition of Pre-Kindergarten and seventh and eighth grade levels. The composition of high schools remains consistent with 9-12 grades. Students enrolled in alternative programs were included with their homeschool campus (original school designation).



## *School Attendance Rates*

The U.S. Department of Education states, “Chronic absenteeism is defined as being absent from school for at least 10% of school days in a year for any reason.” It is important to note that the number of school days varies by school district/state. For example, a student enrolled for the entire school year or 180 days is chronically absent if they miss 18 or more days. Students are expected to attend schools in the Virgin Islands for 180 days.

Chronic absenteeism has the following negative effects on students: decreased grades, lack of school participation, course failure, and increased risk of dropping out of school. “Chronic absenteeism can be caused by health conditions such as chronic illness, fever, flu, toothache, vision problems, mental health and anxiety issues.” The School SMART report used the Grade Level - Attendance - Chronic Absence table to provide clear patterns and highlight student habits of absenteeism from school (justified and unjustified). Some schools have primary school patterns above the specified 25%, indicating concern for attendance or chronic absenteeism. These patterns at the early childhood level: pre-kindergarten (Pre-K), kindergarten (Kg), first (1st), and second (2nd) forecasted that students will have difficulty developing their reading comprehension skills and may not have sufficient knowledge of English Language Arts by the third grade. Students who frequently miss school develop less social skills and are more likely to miss learning opportunities. These growing concerns, obstacles, and lags in instruction should alert decision-makers of grade retention complications.

Absence rates were recognizable in elementary, junior high, and high schools. The chronic absenteeism rate is the lowest at the high school level. In the 2021-2022 school year, ninth graders had the highest chronic absenteeism rate at 16 percent. Schools and districts should address chronic absenteeism in all grades by developing support programs that engage families and children, track patterns, and apply compulsory practices and compliant responses.

### **Sample Rates from various schools:**

	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>PRE – K</b>	29.8	35.2	32.0
<b>KG</b>	31.3	42.1	35.01
<b>1<sup>st</sup></b>	41.7	18.3	23.0
<b>2<sup>nd</sup></b>	12.2	48.5	51.2
<b>3<sup>rd</sup></b>	28.1	31.0	25.3
<b>4<sup>th</sup></b>	38.9	42.0	0.0
<b>5<sup>th</sup></b>	28.1	46.2	27.1
<b>6<sup>th</sup></b>	25.7	17.5	13.4

## *School Achievement Profiles*

The SMART report looks at the performance of students in several ways:

### **1) By School, Grade Level, by District, and by State /Territory performance**

The reader has an opportunity to compare the grade level performance in English Language Arts, Mathematics and Science

### **2) Comparisons can be made:**

Each school’s grade enrollment 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> can compare its performance to another similar grade in the district or compare and evaluate its performance against all similar grade levels in the state/territory.

### **Randomly selected charts**

English Lang. Arts	Grade Level	2020-2021			2021-2022			
		School	District	State	School	District	State	
	3 <sup>rd</sup>	31.0	21.6	22.3	6.1	10.9	13.8	
	4 <sup>th</sup>	16.3	13.2	16.3	10.8	12.9	13.4	
	5 <sup>th</sup>	44.4	14.1	17.4	9.1	12.4	16.0	
	6 <sup>th</sup>	17.3	14.7	16.7	13.6	12.8	17.8	
	All Grades	27.6	18.4	20.7	9.9	15.1	17.5	
MATH	3 <sup>rd</sup>	11.8	14.0	17.4	3.1	6.4	8.9	
	4 <sup>th</sup>	19.6	15.0	14.4	3.1	5.9	5.7	
	5 <sup>th</sup>	19.0	9.1	7.4	2.6	4.7	4.3	
	6 <sup>th</sup>	13.0	8.5	6.6	9.1	7.1	7.4	
	All Grades	15.3	11.0	11.3	4.4	5.3	6.1	
SCI	5 <sup>th</sup>				18.6	27.8	30.4	
	All Grades				18.6	27.4	27.3	

### Sample comparisons

- English Language Arts - 3<sup>rd</sup> grade /school level 31.0 did better than district 21.6 or state 22.3 in 2020-2021
- 2021-2022 English Language Arts State did better than 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> 6<sup>th</sup> and all grades 3<sup>rd</sup> 13.8, 4<sup>th</sup> 13.4, 5<sup>th</sup> 16.0, 6<sup>th</sup> 17.8, all grades 17.5
- Math 2021-2022 grade 4 District 5.9 did better than school 3.1 or state 5.7

The SMART Balance assessment showed little or no significant increase in performance scores. Most schools have a gradual decrease or slight increases in percentage points in English Language Arts (ex. 2020-2021 (67.4) to 2021-2022 (65.5) and Mathematics (ex. 2020-2021 (69.9) to (65.0)). There was variability between declines and increases in performance scores.

Student performance scores were consistently Below standards level I [red] for the English Language Arts and Mathematics. Most of the test takers were below that level. There were slight increases for some grades and slight decreases for other grades. The largest number of test-takers were below level I [red] and near level II [yellow]. The majority of learners fell below standards but there is hope and a silver lining. They met standards level III [green] and exceeded standards level IV [blue] indicated small groups of students that met and exceeded standards.

[red]	Red	Below Standard	Level I
[yellow]	Yellow	Near Standard	Level II
[green]	Green	Met Standard	Level III
[blue]	Blue	Exceeds	Level IV

### Random sample.

		BELOW	NEAR	MET	EXCEEDED
English Lang. Art.	2021-2022	65.9	21.1	8.9	4.1
	2021-2020	67.4	20.5	7.4	4.7

<b>Math</b>	<b>2021-2022</b>	81.3	11.6	4.9	2.2
	<b>2021-2020</b>	71.5	21.0	5.9	1.6

Information relating to the 2021-2022 SMART Report allows the reader to preview evidence and data from 2020-2023 for the following areas:

- Grade levels and enrollment
- Gender classification
- Race & Ethnicity
- School attendance rate

The English Language Arts (ELA) and Mathematics test results are for 2020-2021 & 2021-2022. Science results reflect the first year the test has been given 2021-2022. *The VIDE will report the 2022-2023 ELA, MATH & SCIENCE test results in the fall of the 2023-2024 school year.*

### ***Impact on Student Learning Outcomes***

*Compounded by the pandemic, schools have faced severe staff shortages, decrease in professional certification, high rates of absenteeism, technology challenges, school closures and consolidation, and increased misbehavior and school violence.*

### **Pandemic**

Student experiences during the COVID-19 pandemic changed student behavior, attendance, socio-emotional and academic performance. Due to the disruptions caused by Hurricanes Irma and Maria (two Category 5 hurricanes) and COVID-19, students generally performed inadequately on English and math assessment tests. Deviations in individual areas led to lower or decreased systemic performance.

### **Staff Shortages**

Pre-existing staff shortages made worse by the pandemic pushed the Virgin Islands Public School System to its limit. Teacher relocation, retirement, and career change forced paraprofessionals to lead classrooms, often leaving some students without critical services. There is consensus amongst educators that factors surrounding staff shortages are attributed to the need for higher pay, better working conditions, and the constant change in curriculum mandates. Other critical staff shortages include nurses, truancy officers, and dean of students.

### **Professional Certification**

The Virgin Islands Board of Education reviews the teaching credentials of educators in the public school system. This process includes conducting background and medical checks, reviewing continuing education courses and university or college degrees. Praxis tests are required through Educational Testing Service (ETS) and certification must be continually renewed.

Studies show that non-certified teachers are considered “work-based learners,” unable to address behavioral problems, address curricular goals, and prepare students for state assessment tests. The VIBE evaluated each SMART report to verify the number of certified and non-certified professionals employed during this reporting period. Individual school certifications by number are identified in each school Smart report. The results revealed significant information on the percentage of professionals employed by VIDE and certified by VIBE.

***The overall number of certified professionals working in Virgin Islands public schools during the 2022-2023 school year is 228, and the number of non-certified professionals is 610.***

Certification requirements may vary by state. Some state (Texas) laws require schools to notify parents in writing after 30 consecutive days that a non-certified teacher is assigned to a classroom. When the SMART reports were evaluated for the number of certified and non-certified teachers, the numbers revealed significant and disturbing information. The SMART report provides the following data for certified and non-certified teachers.

Information randomly shared for 21 schools: Example school #1, 10 teachers on staff certified and 23 are non certified teachers.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>Certified</b>	10	12	17	25	11	13	14	9	12	11	4	16	12	17	4	15	7	8	5	5	3
<b>Non-Certified</b>	23	52	32	61	23	29	41	27	20	15	16	22	46	57	31	36	22	20	13	11	13

### **Attendance/Truancy Rates**

***Distinct patterns of early learner attendance require focused attention.*** Pre-K, KG, 1st and 2nd grade attendance patterns on the SMART report indicate predictable problems during early childhood. School attendance is a factor that affects assessment test results. Chronic absenteeism is a measure of the number of times a student is absent from school for any reason.

Specific methods and targeted truancy programs can address the problem of chronic absenteeism. Schools should employ strategies such as sending emails to parents and students to encourage school attendance. Truancy officers should be supported by the Virgin Islands Police Department, the Department of Human Services, and school nursing programs. Students should also be encouraged to ride the bus since bus riders show better attendance than students who are driven or walk to school.

### **Internet**

Internet services and resources needed to connect students to learning opportunities require consistent connectivity. Principals reported unintended issues such as dropped connections, network service failures, slow speeds, and student anxiety which were problematic to assessment testing. The impact of inadequate internet services negatively affected standardized performance.

### **Misbehavior and School Violence**

After two years of virtual learning, students returned to campuses emotionally unprepared and unable to acclimate to normal social environments. The loss of social skills led to increased behavioral issues. In that time, The Virgin Islands Department of Education closed schools across the Territory citing dwindling enrollment, major structural problems, potential safety hazards, financial constraints, and teacher shortages, among other factors. Closure of schools resulted in the consolidation of schools and blending of students from different demographics and diverse backgrounds which have added to the increase in aggression and fighting.



## *Comparison Test Results*

### *English Language Arts*

A comparison of English Language Arts test results revealed systematic reading, writing, listening, research and language gaps. The ELA test focuses on complex reading comprehension, assessment of vocabulary knowledge, deriving evidence from texts, emphasis on story/argument and information/description production, etc. The majority of students were below or near the competency range.

### *Mathematics*

Mathematics test scores and comparisons revealed systematic gaps in mathematics concepts and procedures, problem solving/modeling, and data analysis. Mathematics performance scores on the senior high school levels were astonishing. Review of the school profiles revealed that the percentage of senior high school students that did not demonstrate sufficient knowledge increased from previous years. The substandard performance scores places their academic, professional career, military and job opportunities at risk. Student Profiles identified a greater need for academic intervention in Math.

#### **Sample: performance of high school students in Mathematics**

<b>2021-2022</b>	74.8	82.0	82.8	83.1
<b>2020-2021</b>	54.6	69.8	67.8	72.8

ELA and math test scores are available from state, school district and school offices. When examining test results, the assumption is that no test is perfect, completely correct, or reliable.

### *New Direction and Improved School Performance*

The Virgin Islands Board of Education acknowledges the Department of Education's realistic perception of negative state assessment test results. The public and Virgin Islands community looks forward to accountable changes in:

- School leadership preparation and achievement based focus
- School learning goals and curriculum framework
- Increase in testing methodology and strategies
- Assessment test performance preparation & procedures
- Adequate scheduling and equitable resources
- Support services from guidance departments
- Reliable technological and internet services





# THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION

## *SCHOOL PROFILES*

School Profiles are produced by the Virgin Islands Department of Education and provided to various stakeholders to evaluate overall academic performance, attendance, school site staff logistics, demographic, and ranking of achievement per school by district and territory.

### *St. Croix District*

### *St. Thomas – St. John District*

#### *Elementary*

Alfredo Andrews Elementary School  
Claude O. Markoe Elementary School  
Eulalie Rivera Elementary School  
Juanita Gardine Elementary School  
Lew Muckle Elementary School  
Pearl B. Larsen Elementary School  
Ricardo Richards Elementary School

Jane E. Tuitt Elementary School  
Joseph Gomez Elementary School  
Joseph Sibilly Elementary School  
Julius Sprauve Elementary School  
Lockhart Elementary School  
Ulla F. Muller Elementary School  
Yvonne Milner-Bowsky Elementary

#### *Junior High*

John Woodson, Jr. High School

Addelita Cancryn, Jr. High School  
Bertha C. Boschulte Middle School

#### *Senior High*

St. Croix Central High School  
St. Croix Educational Complex

Charlotte Amalie High School  
Ivanna E. Kean High School

*\*Schools are listed alphabetically from elementary through high school*



## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Alfredo Andrews Elementary School**

Location: **RFD 1 KINGSHILL, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **ANDREA HOBSON**

Assistant Principal(s): **MARINE JOSEPH, CHERU ROSS**

Total: 3

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **SHERYL FINCH, BEVERLY PEMBERTON-BRANDY**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: 2

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: 0

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK		6	13
KG	60	68	69
01	69	51	68
02	72	65	53
03	54	67	65
04	64	49	72
05	73	58	62
06	86	75	58
<b>Total</b>	<b>478</b>	<b>439</b>	<b>460</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	435	378	409
Students with Disabilities	17	19	17
Limited English Proficiency	24	39	33
Students with Disabilities & Limited English Proficiency	2	3	1
<b>Total</b>	<b>478</b>	<b>439</b>	<b>460</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	226	198	215
Male	252	241	245
<b>Total</b>	<b>478</b>	<b>439</b>	<b>460</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian	5	4	4
Black or African American	265	247	282
Hispanic	206	183	168
Multi-Racial		1	
White	2	4	6
<b>Total</b>	<b>478</b>	<b>439</b>	<b>460</b>

- Number of Non -Instructional personnel : **43**
- Number of Certified personnel: **16**
- Number of Non -Certified personnel: **22**
- Number of Dropout: **0**
- School Chronic Absent Rate: **35.9**

Grade Level	2020-2021	2021-2022	2022-2023
KG	25.4	50.6	50.7
PK		50.0	42.9
01	25.0	31.7	35.0
02	35.7	51.4	30.4
03	25.9	19.4	39.7
04	20.0	45.5	33.3
05	29.4	31.3	31.7
06	39.8	34.6	24.6



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	15.9	23.1	22.3	9.0	16.6	13.8
	04	22.4	19.2	16.3	5.5	14.1	13.4
	05	2.4	19.8	17.4	23.6	19.6	16.0
	06	7.1	18.3	16.7	14.5	21.6	17.8
	All Grades	12.1	22.7	20.7	13.0	19.8	17.5
Mathematics	03	6.3	20.8	17.4	9.0	11.3	8.9
	04	22.7	13.8	14.4	3.6	5.6	5.7
	05	0.0	6.1	7.4	10.3	3.8	4.3
	06	1.9	5.0	6.6	6.3	7.5	7.4
	All Grades	7.5	11.5	11.3	7.1	6.9	6.1
Science	05				41.1	33.0	30.4
	All Grades				41.1	27.1	27.3

### SCHOOL ACHIEVEMENT







## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Claude O. Markoe Elementary School**

Location: **PLOTS 71 75 MARSHILL, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **WENDY GONZALES**

Assistant Principal(s): **CHERYL JEREMIAH-AMBROSE**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **EDWARD BROWNE, CATHERINE ADAMS**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **2**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK	11	11	13
KG	57	53	61
01	79	58	47
02	43	72	51
03	60	43	63
04	49	65	44
05	65	51	60
06	65	61	44
<b>Total</b>	<b>429</b>	<b>414</b>	<b>383</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	408	379	350
Students with Disabilities	7	13	11
Limited English Proficiency	13	17	17
Students with Disabilities & Limited English Proficiency	1	5	5
<b>Total</b>	<b>429</b>	<b>414</b>	<b>383</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	223	209	194
Male	206	205	189
<b>Total</b>	<b>429</b>	<b>414</b>	<b>383</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Black or African American	314	295	267
Hispanic	114	119	116
White	1		
<b>Total</b>	<b>429</b>	<b>414</b>	<b>383</b>

- Number of Non -Instructional personnel : **41**
- Number of Certified personnel: **10**
- Number of Non -Certified personnel: **23**
- Number of Dropout: **0**
- School Chronic Absent Rate: **32.9**

Grade Level	2020-2021	2021-2022	2022-2023
KG	0.0	33.3	32.2
PK	0.0	20.0	35.7
01	15.4	29.0	39.5
02	11.9	25.4	32.0
03	19.7	31.8	26.6
04	32.7	41.5	31.0
05	28.1	46.2	27.1
06	10.9	23.0	40.9



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	32.6	23.1	22.3	11.9	16.6	13.8
	04	13.8	19.2	16.3	10.4	14.1	13.4
	05	18.2	19.8	17.4	10.3	19.6	16.0
	06	12.8	18.3	16.7	3.6	21.6	17.8
	All Grades	20.0	22.7	20.7	8.7	19.8	17.5
Mathematics	03	28.9	20.8	17.4	7.0	11.3	8.9
	04	10.7	13.8	14.4	4.2	5.6	5.7
	05	7.5	6.1	7.4	0.0	3.8	4.3
	06	0.0	5.0	6.6	1.9	7.5	7.4
	All Grades	13.0	11.5	11.3	3.3	6.9	6.1
Science	05				15.9	33.0	30.4
	All Grades				15.9	27.1	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Elementary/Jr**

Site Name: **Eulalie Rivera**

Location: **ROUTE 1 GROVE PLACE, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **JOANNA BROW**

Assistant Principal(s): **DEBBIE COLBOURNE-THOMAS, MARION CROMWELL, JOSEPH SCHRADER**

Total: **4**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **AMERICA AYALA-PEREZ, DORIS BURTON, JAMES HOWELL**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **3**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK			10
KG	32	50	67
01	51	68	59
02	36	69	69
03	47	64	71
04	40	67	54
05	55	66	64
06	51	87	72
07	56	60	93
08	44	56	60
<b>Total</b>	<b>412</b>	<b>587</b>	<b>619</b>



## 2022-2023 SMART Report

Programs	2020-2021	2021-2022	2022-2023
General Education	377	525	561
Students with Disabilities	11	37	35
Limited English Proficiency	23	23	21
Students with Disabilities & Limited English Proficiency	1	2	2
<b>Total</b>	<b>412</b>	<b>587</b>	<b>619</b>

Gender	2020-2021	2021-2022	2022-2023
Female	202	291	305
Male	210	296	314
<b>Total</b>	<b>412</b>	<b>587</b>	<b>619</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Black or African American	333	485	499
Hispanic	75	101	118
Multi-Racial			2
White	4	1	
<b>Total</b>	<b>412</b>	<b>587</b>	<b>619</b>

- Number of Non -Instructional personnel : 53
- Number of Certified personnel: 15
- Number of Non -Certified personnel: 36
- Number of Dropout: **4**
- School Chronic Absent Rate: **32.4**

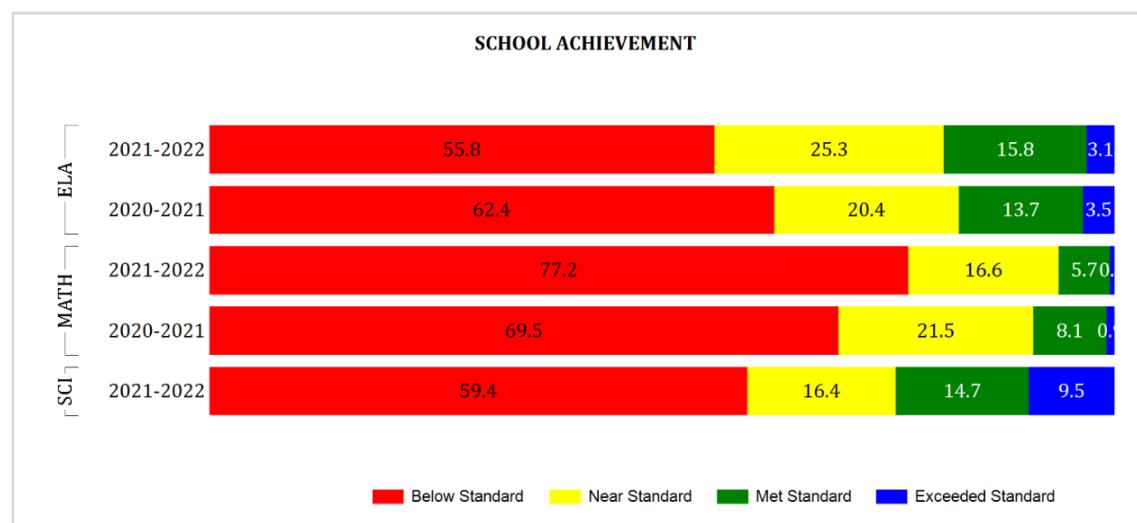
Grade Level	2020-2021	2021-2022	2022-2023
KG	65.8	21.7	45.8
PK			20.0
01	41.7	18.3	23.0
02	23.5	9.7	30.1
03	23.8	21.2	23.3
04	7.5	6.1	40.0
05	29.6	14.3	29.6
06	23.5	57.6	28.2
07	27.3	38.7	34.5
08	30.4	23.2	33.3





## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	8.6	23.1	22.3	11.1	16.6	13.8
	04	11.1	19.2	16.3	21.3	14.1	13.4
	05	13.7	19.8	17.4	27.3	19.6	16.0
	06	27.3	18.3	16.7	20.5	21.6	17.8
	07	21.4	25.9	23.4	20.3	18.3	16.2
	08	21.1	19.7	19.9	10.9	20.5	18.7
	All Grades	17.3	22.7	20.7	18.9	19.8	17.5
Mathematics	03	19.4	20.8	17.4	6.3	11.3	8.9
	04	14.8	13.8	14.4	8.2	5.6	5.7
	05	4.2	6.1	7.4	3.0	3.8	4.3
	06	5.6	5.0	6.6	3.7	7.5	7.4
	07	7.1	14.2	11.8	6.8	6.1	5.2
	08	7.7	8.5	9.2	10.9	8.7	6.6
	All Grades	9.0	11.5	11.3	6.2	6.9	6.1
Science	05				33.3	33.0	30.4
	08				12.0	23.1	24.9
	All Grades				24.1	27.1	27.3





## 2022-2023 SMART Report

School Level: Elementary/Jr

Site Name: Inanita Gardine

Location: ESTATE RICHMOND, Saint Croix, VI

School Year: 2022-2023

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **BARBARA MCGREGOR**

Assistant Principal(s): **SHERNA CONCEPCION, ANNA GORDON**

Total: 3

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **ESTHER GORDON · DAVID, LAURISE OLIVER, HAZEL PHILLIP · TITUS**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: 3

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: 0

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK			7
KG	31	44	35
01	35	35	32
02	34	33	37
03	47	34	24
04	30	39	35
05	46	38	37
06	57	33	29
07	46	54	39
08	45	38	46
<b>Total</b>	<b>371</b>	<b>348</b>	<b>321</b>



## 2022-2023 SMART Report

Programs	2020-2021	2021-2022	2022-2023
General Education	350	298	270
Students with Disabilities	19	48	48
Limited English Proficiency	2	1	2
Students with Disabilities & Limited English Proficiency		1	1
<b>Total</b>	<b>371</b>	<b>348</b>	<b>321</b>

Gender	2020-2021	2021-2022	2022-2023
Female	197	188	165
Male	174	160	156
<b>Total</b>	<b>371</b>	<b>348</b>	<b>321</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Black or African American	259	241	234
Hispanic	108	105	87
White	4	2	
<b>Total</b>	<b>371</b>	<b>348</b>	<b>321</b>

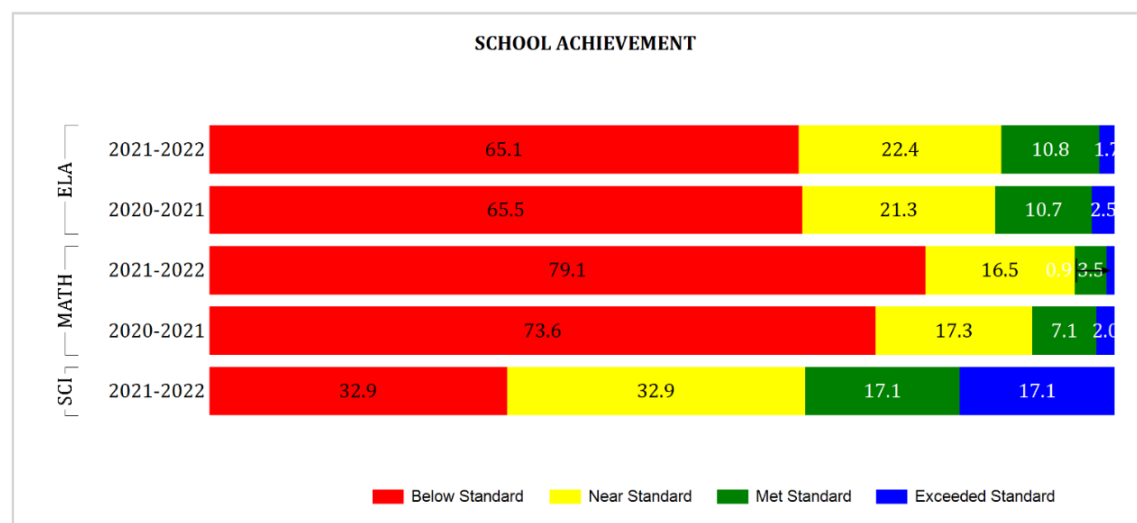
- Number of Non -Instructional personnel : **44**
- Number of Certified personnel: **11**
- Number of Non -Certified personnel: 23
- Number of Dropout: **0**
- School Chronic Absent Rate: **41.0**

Grade Level	2020-2021	2021-2022	2022-2023
KG	39.1	62.5	48.6
PK			87.5
01	31.4	57.1	62.2
02	12.1	48.5	51.2
03	0.0	40.5	37.0
04	0.0	38.5	26.5
05	0.0	28.2	30.6
06	0.0	35.3	29.0
07	15.9	18.2	28.2
08	20.5	33.3	40.9



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	15.2	23.1	22.3	17.1	16.6	13.8
	04	9.1	19.2	16.3	0.0	14.1	13.4
	05	10.0	19.8	17.4	13.9	19.6	16.0
	06	2.4	18.3	16.7	15.2	21.6	17.8
	07	20.6	25.9	23.4	13.2	18.3	16.2
	08	21.6	19.7	19.9	15.4	20.5	18.7
	All Grades	13.2	22.7	20.7	12.5	19.8	17.5
Mathematics	03	23.5	20.8	17.4	5.7	11.3	8.9
	04	10.0	13.8	14.4	0.0	5.6	5.7
	05	0.0	6.1	7.4	0.0	3.8	4.3
	06	2.4	5.0	6.6	6.3	7.5	7.4
	07	20.0	14.2	11.8	1.9	6.1	5.2
	08	2.7	8.5	9.2	12.8	8.7	6.6
	All Grades	9.1	11.5	11.3	4.3	6.9	6.1
Science	05				34.3	33.0	30.4
	08				34.3	23.1	24.9
	All Grades				34.3	27.1	27.3





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Lew Muckle Elementary School**

Location: **317 SLON FARM, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **LILI CORNELIUS**

Assistant Principal(s): **SHANET ALEXANDER**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **JANINE CRUMP, RASHIDA LESTER**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **2**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK		3	14
KG	49	36	36
01	36	50	44
02	51	35	55
03	52	43	42
04	66	48	45
05	45	70	46
06	56	39	60
<b>Total</b>	<b>355</b>	<b>324</b>	<b>342</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	342	311	327
Students with Disabilities	9	13	14
Limited English Proficiency	3		1
Students with Disabilities & Limited English Proficiency	1		
<b>Total</b>	<b>355</b>	<b>324</b>	<b>342</b>





## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	188	161	167
Male	167	163	175
<b>Total</b>	<b>355</b>	<b>324</b>	<b>342</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Black or African American	264	248	266
Hispanic	86	74	74
White	5	2	2
<b>Total</b>	<b>355</b>	<b>324</b>	<b>342</b>

- Number of Non -Instructional personnel : 32
- Number of Certified personnel: 8
- Number of Non -Certified personnel: 20
- Number of Dropout: 0
- School Chronic Absent Rate: 20.1

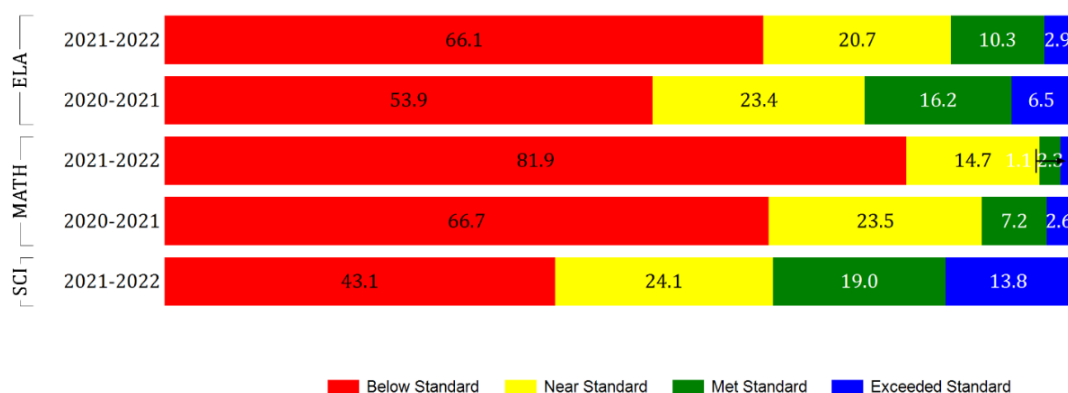
Grade Level	2020-2021	2021-2022	2022-2023
KG	15.6	26.8	10.3
PK		0.0	25.0
01	2.9	34.7	33.3
02	10.9	38.5	29.6
03	10.4	31.9	12.2
04	6.3	24.0	23.9
05	9.1	20.3	20.4
06	7.9	19.0	10.0



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	25.0	23.1	22.3	2.6	16.6	13.8
	04	30.6	19.2	16.3	17.1	14.1	13.4
	05	14.3	19.8	17.4	13.3	19.6	16.0
	06	18.4	18.3	16.7	20.0	21.6	17.8
	All Grades	22.7	22.7	20.7	13.2	19.8	17.5
Mathematics	03	17.9	20.8	17.4	5.1	11.3	8.9
	04	14.6	13.8	14.4	2.4	5.6	5.7
	05	0.0	6.1	7.4	3.3	3.8	4.3
	06	6.3	5.0	6.6	2.8	7.5	7.4
	All Grades	9.8	11.5	11.3	3.4	6.9	6.1
Science	05				32.8	33.0	30.4
	All Grades				32.8	27.1	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Elementary/Jr**

Site Name: **Pearl B. Larsen**

Location: **ESTATE ST PETERS, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **LORETTA MOOREHEAD**

Assistant Principal(s): **JULIETTE HEDDAD MILLER, ETTA PICKERING-MITCHELL**

Total: 3

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **STACY LEWIS HEWITT, KAREN MAYNARD**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: 2

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: 0

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK	12	19	15
KG	45	25	47
01	38	45	37
02	52	38	52
03	36	54	43
04	39	37	53
05	54	36	43
06	42	55	43
07	51	51	49
08	49	50	61
<b>Total</b>	<b>418</b>	<b>410</b>	<b>443</b>



## 2022-2023 SMART Report

Programs	2020-2021	2021-2022	2022-2023
General Education	377	292	326
Students with Disabilities	15	47	43
Limited English Proficiency	23	67	69
Students with Disabilities & Limited English Proficiency	3	4	5
<b>Total</b>	<b>418</b>	<b>410</b>	<b>443</b>

Gender	2020-2021	2021-2022	2022-2023
Female	195	182	192
Male	223	228	251
<b>Total</b>	<b>418</b>	<b>410</b>	<b>443</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian	3	3	5
Black or African American	251	250	272
Hispanic	143	137	144
Multi-Racial	4	3	3
White	17	17	19
<b>Total</b>	<b>418</b>	<b>410</b>	<b>443</b>

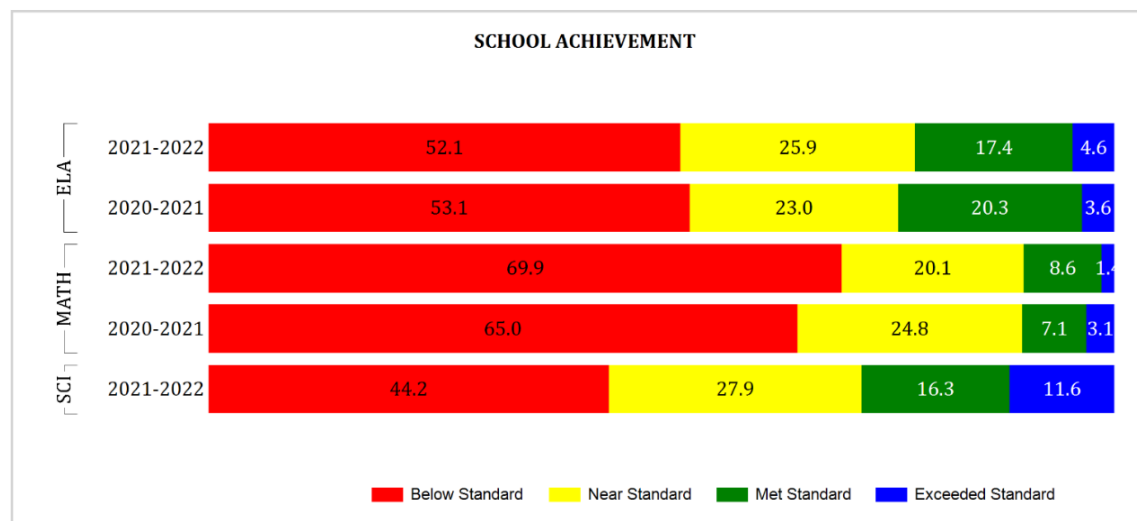
- Number of Non -Instructional personnel : **48**
- Number of Certified personnel: **9**
- Number of Non -Certified personnel: **27**
- Number of Dropout: **0**
- School Chronic Absent Rate: **15.0**

Grade Level	2020-2021	2021-2022	2022-2023
KG	7.0	17.6	38.3
PK	0.0	52.6	14.3
01	0.0	30.8	25.0
02	0.0	22.7	13.5
03	0.0	5.4	24.4
04	0.0	9.8	9.6
05	0.0	5.4	12.2
06	0.0	1.9	7.1
07	1.9	0.0	10.6
08	2.1	0.0	0.0



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	29.6	23.1	22.3	16.7	16.6	13.8
	04	9.7	19.2	16.3	15.8	14.1	13.4
	05	21.6	19.8	17.4	13.2	19.6	16.0
	06	28.9	18.3	16.7	20.0	21.6	17.8
	07	31.4	25.9	23.4	32.7	18.3	16.2
	08	18.4	19.7	19.9	30.0	20.5	18.7
	All Grades	23.9	22.7	20.7	22.0	19.8	17.5
Mathematics	03	11.5	20.8	17.4	15.1	11.3	8.9
	04	12.1	13.8	14.4	0.0	5.6	5.7
	05	13.5	6.1	7.4	0.0	3.8	4.3
	06	15.8	5.0	6.6	10.2	7.5	7.4
	07	9.6	14.2	11.8	19.2	6.1	5.2
	08	0.0	8.5	9.2	10.0	8.7	6.6
	All Grades	10.2	11.5	11.3	10.0	6.9	6.1
Science	05				26.3	33.0	30.4
	08				29.2	23.1	24.9
	All Grades				27.9	27.1	27.3





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Ricardo Richards Elementary School**

Location: **491 BARREN SPOT, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **NATASHA O'HALLORAN-SMITH**

Assistant Principal(s): **DELICIA ESPINOSA**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **KHEMA LOVING, LEANA TIMOTHY**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **2**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK	15	11	12
KG	36	43	41
01	48	39	53
02	64	38	51
03	67	61	50
04	67	64	71
05	70	69	69
06	60	55	60
<b>Total</b>	<b>427</b>	<b>380</b>	<b>407</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	422	374	389
Students with Disabilities	4	6	14
Limited English Proficiency	1		4
<b>Total</b>	<b>427</b>	<b>380</b>	<b>407</b>





## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	214	174	193
Male	213	206	214
<b>Total</b>	<b>427</b>	<b>380</b>	<b>407</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	1	1
Asian			4
Black or African American	327	287	318
Hispanic	89	84	73
Multi-Racial	2		1
White	8	8	10
<b>Total</b>	<b>427</b>	<b>380</b>	<b>407</b>

- Number of Non -Instructional personnel : **38**
- Number of Certified personnel: **11**
- Number of Non -Certified personnel: **15**
- Number of Dropout: **0**
- School Chronic Absent Rate: **24.3**

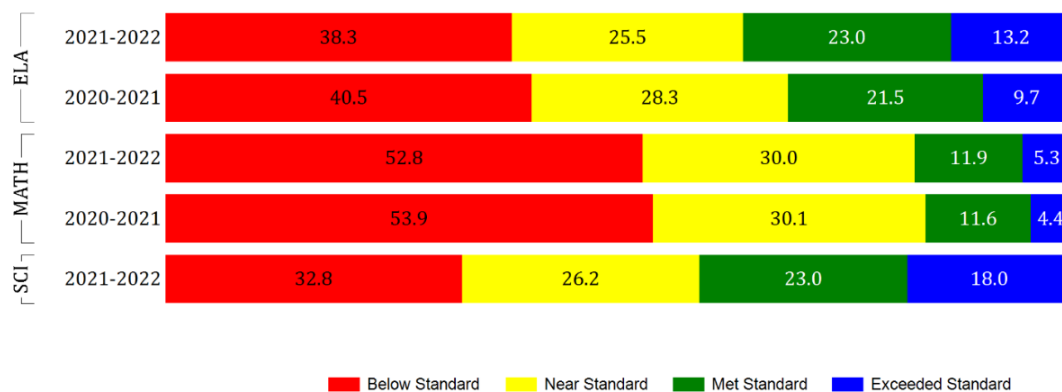
Grade Level	2020-2021	2021-2022	2022-2023
KG	11.4	24.4	46.2
PK	6.7	8.3	16.7
01	30.4	15.8	30.2
02	10.9	26.8	13.5
03	11.4	19.1	37.3
04	15.2	28.4	21.9
05	8.3	32.9	16.7
06	19.4	11.5	15.8



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	27.7	23.1	22.3	41.3	16.6	13.8
	04	18.0	19.2	16.3	22.6	14.1	13.4
	05	42.2	19.8	17.4	27.0	19.6	16.0
	06	36.8	18.3	16.7	56.4	21.6	17.8
	07	0.0	25.9	23.4			
	All Grades	31.2	22.7	20.7	36.2	19.8	17.5
Mathematics	03	29.2	20.8	17.4	25.4	11.3	8.9
	04	11.5	13.8	14.4	14.5	5.6	5.7
	05	13.8	6.1	7.4	7.9	3.8	4.3
	06	8.6	5.0	6.6	21.8	7.5	7.4
	07	0.0	14.2	11.8			
	All Grades	16.1	11.5	11.3	17.3	6.9	6.1
Science	05				41.0	33.0	30.4
	All Grades				41.0	27.1	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Jr High**

Site Name: **John H. Woodson Junior High School**

Location: **RURAL ROUTE 1 KINGSHILL, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **HENRY MARK**

Assistant Principal(s): **MARGARET BURNETT, LORRAINE CADET, NATASHA LIBURD**

Total: **4**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **MERLE DURAND, CORALIE GRAHAM-SCHMIDT, PREDENCIA MILLER, KISHA WILLIAMS**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **4**

C. Name and Number of Dean of Students

Dean of Students: **VALARIE JACKSON**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
07	211	321	280
08	190	258	258
<b>Total</b>	<b>401</b>	<b>579</b>	<b>538</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	340	492	452
Students with Disabilities	27	47	41
Limited English Proficiency	31	33	39
Students with Disabilities & Limited English Proficiency	3	7	6
<b>Total</b>	<b>401</b>	<b>579</b>	<b>538</b>

Gender	2020-2021	2021-2022	2022-2023
Female	191	299	279
Male	210	280	259
<b>Total</b>	<b>401</b>	<b>579</b>	<b>538</b>



## 2022-2023 SMART Report

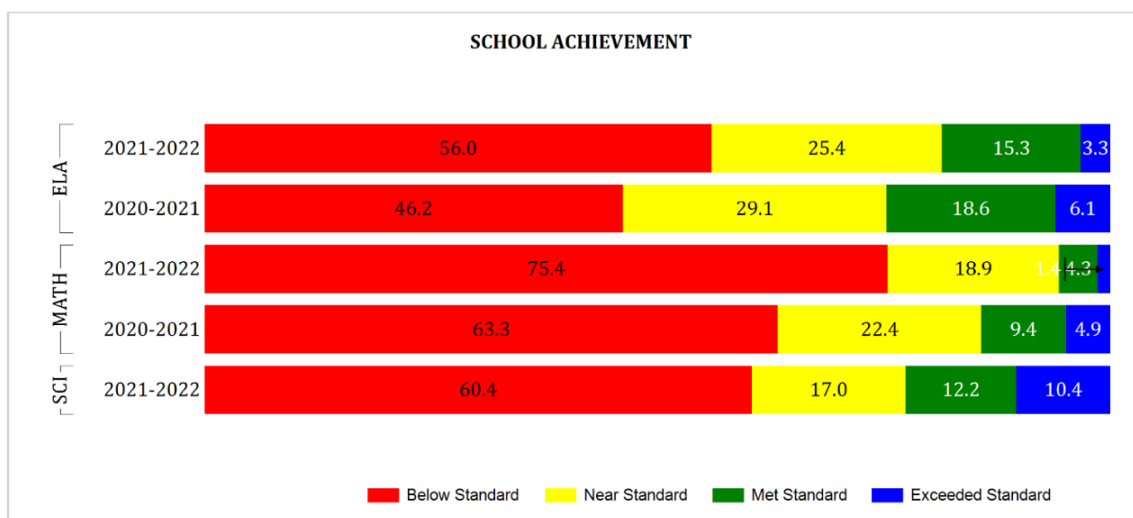
Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian	4	5	5
Black or African American	269	409	359
Hispanic	124	160	170
Multi-Racial	1	3	3
White	3	2	1
<b>Total</b>	<b>401</b>	<b>579</b>	<b>538</b>

- Number of Non -Instructional personnel : 53
- Number of Certified personnel: 11
- Number of Non -Certified personnel: 29
- Number of Dropout: 2
- School Chronic Absent Rate: 14.6

Grade Level	2020-2021	2021-2022	2022-2023
07	12.9	25.2	12.7
08	6.4	17.5	16.1

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	07	30.2	25.9	23.4	16.1	18.3	16.2
	08	19.0	19.7	19.9	21.6	20.5	18.7
	All Grades	24.7	22.7	20.7	18.6	19.8	17.5
Mathematics	07	18.9	14.2	11.8	4.3	6.1	5.2
	08	8.8	8.5	9.2	7.3	8.7	6.6
	All Grades	14.3	11.5	11.3	5.7	6.9	6.1
Science	08				22.6	23.1	24.9
	All Grades				22.6	27.1	27.3

## 2022-2023 SMART Report





## 2022-2023 SMART Report

School Level: **Sr High**

Site Name: **St. Croix Central High School**

Location: **RSD 2 KINGSHILL, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **YVES ABRAHAM**

Assistant Principal(s): **DINAH BROWNE, MINERVA DELAUNEY, DUREAMA MOOREHEAD, GWENHILDA PHILLIPS**

Total: **5**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **VALDA AUSTRIE, ANCELMA ELLIOTT, YOLANDE GREENE, NAIELLA JAMES**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **4**

C. Name and Number of Dean of Students

Dean of Students: **RAMEEK CROSKEY**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
09	248	252	216
10	197	198	207
11	175	148	173
12	176	166	130
<b>Total</b>	<b>796</b>	<b>764</b>	<b>726</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	670	598	571
Students with Disabilities	71	101	98
Limited English Proficiency	45	51	45
Students with Disabilities & Limited English Proficiency	10	14	12
<b>Total</b>	<b>796</b>	<b>764</b>	<b>726</b>

Gender	2020-2021	2021-2022	2022-2023
Female	377	367	339
Male	419	397	387
<b>Total</b>	<b>796</b>	<b>764</b>	<b>726</b>



## 2022-2023 SMART Report

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native			1
Asian	4	3	2
Black or African American	505	514	509
Hispanic	277	234	202
Multi-Racial	5	4	3
Native Hawaiian / Other Pac Islander	1	1	1
White	4	8	8
<b>Total</b>	<b>796</b>	<b>764</b>	<b>726</b>

- Number of Non -Instructional personnel : 52
- Number of Certified personnel: 17
- Number of Non -Certified personnel: 57
- Number of Dropout: 27
- School Chronic Absent Rate: 20.3

Grade Level	2020-2021	2021-2022	2022-2023
09	17.6	21.6	22.7
10	14.2	16.0	23.1
11	4.5	15.1	16.4
12	4.6	10.0	15.7

### • Intention data (2022-2023)

- College: Coming Soon
- Trade School: Coming Soon
- Military: Coming Soon
- Workforce: Coming Soon
- Other: Coming Soon
- Unknown: Coming Soon

### • Cohort Graduation (2021-2022)

- Total Student: 195
- Number of Graduates: 150
- Percentage: 76.9
- Number of Career & Technical Students: 186

### • Tests taken by Students (2022-2023)

- Scholastic Aptitude Test(SAT): Coming Soon
- Preliminary Scholastic Aptitude Test (PSAT ): Coming Soon
- American College Testing (ACT): Coming Soon
- Advanced Placement (AP): Coming Soon



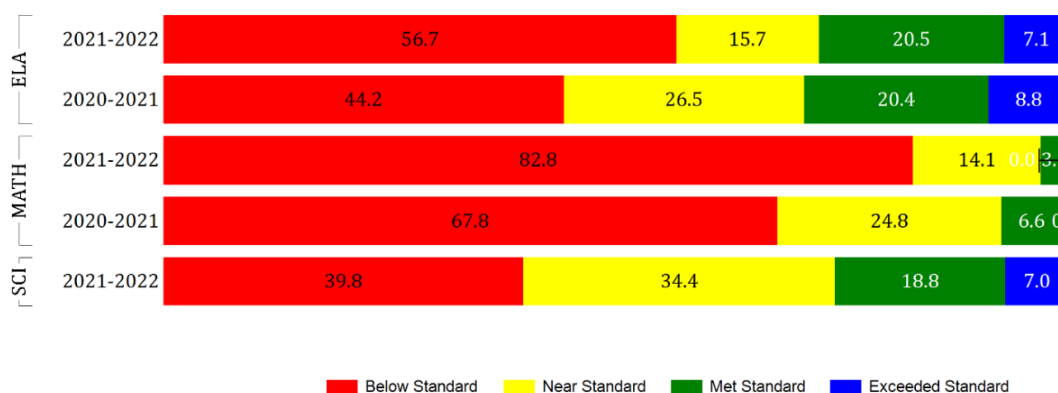


## 2022-2023 SMART Report

- Dual Enrollment: **Coming Soon**
- Early Admission: **Coming Soon**
- Armed Services Vocational Aptitude Battery (ASVAB): **Not Available**
- School Status: Accredited

Subject Area	Grade Level	2020-2021			2021-2022		
		School	District	State	School	District	State
English Language Arts	11	29.2	35.5	29.3	27.6	31.4	29.2
	All Grades	29.2	22.7	20.7	27.6	19.8	17.5
Mathematics	11	7.4	13.4	12.2	3.1	4.5	4.7
	All Grades	7.4	11.5	11.3	3.1	6.9	6.1
Science	11				25.8	24.5	26.2
	All Grades				25.8	27.1	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Sr High**

Site Name: **St. Croix Educational Complex High School**

Location: **RR2 KINGSHILL, Saint Croix, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **RODNEY MOOREHEAD**

Assistant Principal(s): **CHERYL GEORGE, NICOLE GIRARD, VERNE LANSQUOT GRAHAM, ERICK WILLIE**

Total: **5**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **SHERMA ALBERT-FERDINAND, LEOBA JOHN-BAPTISTE-PELLE, ARVERILLE MAILLARD, KEAN THOMPSON-SLOCOMBE**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **4**

C. Name and Number of Dean of Students

Dean of Students: **CLAUNJEL MULLEY**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
09	236	267	281
10	232	181	199
11	214	201	173
12	195	197	180
<b>Total</b>	<b>877</b>	<b>846</b>	<b>833</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	795	752	744
Students with Disabilities	72	93	82
Limited English Proficiency	7		6
Students with Disabilities & Limited English Proficiency	3	1	1
<b>Total</b>	<b>877</b>	<b>846</b>	<b>833</b>

Gender	2020-2021	2021-2022	2022-2023
Female	447	427	420
Male	430	419	413
<b>Total</b>	<b>877</b>	<b>846</b>	<b>833</b>

Source: U.S. Virgin Islands Department of Education

2022



## 2022-2023 SMART Report

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1		
Asian	3	2	3
Black or African American	681	665	670
Hispanic	183	168	154
Multi-Racial	1	2	2
Native Hawaiian / Other Pac Islander	2	2	
White	6	7	4
<b>Total</b>	<b>877</b>	<b>846</b>	<b>833</b>

- Number of Non -Instructional personnel : **58**
- Number of Certified personnel: **12**
- Number of Non -Certified personnel: **46**
- Number of Dropout: **42**
- School Chronic Absent Rate: **10.3**

Grade Level	2020-2021	2021-2022	2022-2023
09	11.5	16.0	12.5
10	12.7	12.0	8.6
11	9.6	6.4	6.8
12	6.2	6.9	11.7

### • Intention data (2022-2023)

- College: **Coming Soon**
- Trade School: **Coming Soon**
- Military: **Coming Soon**
- Workforce: **Coming Soon**
- Other: **Coming Soon**
- Unknown: **Coming Soon**

### • Cohort Graduation (2021-2022)

- Total Student: **238**
- Number of Graduates: **184**
- Percentage: **77.3**
- Number of Career & Technical Students: **228**

### • Tests taken by Students (2022-2023)

- Scholastic Aptitude Test (SAT): **Coming Soon**
- Preliminary Scholastic Aptitude Test (PSAT ): **Coming Soon**
- American College Testing (ACT): **Coming Soon**
- Advanced Placement (AP): **Coming Soon**



## 2022-2023 SMART Report

- Dual Enrollment: **Coming Soon**
- Early Admission: **Coming Soon**
- Armed Services Vocational Aptitude Battery (ASVAB): **Not Available**
- School Status: Accredited

Subject Area	Grade Level	2020-2021			2021-2022		
		School	District	State	School	District	State
English Language Arts	11	40.4	35.5	29.3	35.6	31.4	29.2
	All Grades	40.4	22.7	20.7	35.6	19.8	17.5
Mathematics	11	18.2	13.4	12.2	6.1	4.5	4.7
	All Grades	18.2	11.5	11.3	6.1	6.9	6.1
Science	11				22.9	24.5	26.2
	All Grades				22.9	27.1	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Jane E. Tuitt Elementary School**

Location: **19 LEVOKI STRAEDE, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **THELCA BEDMINSTER**

Assistant Principal(s): **NO ASSISTANT PRINCIPAL**

Total: **1**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **LATISHA RAMSEY**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **1**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
KG	38	40	44
01	41	26	38
02	40	39	20
03	53	32	40
04	26	41	27
05	27		
<b>Total</b>	<b>225</b>	<b>178</b>	<b>169</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	189	81	73
Students with Disabilities	4	7	3
Limited English Proficiency	31	88	92
Students with Disabilities & Limited English Proficiency	1	2	1
<b>Total</b>	<b>225</b>	<b>178</b>	<b>169</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	90	70	72
Male	135	108	97
<b>Total</b>	<b>225</b>	<b>178</b>	<b>169</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1		
Asian	1	1	2
Black or African American	154	127	120
Hispanic	68	50	47
White	1		
<b>Total</b>	<b>225</b>	<b>178</b>	<b>169</b>

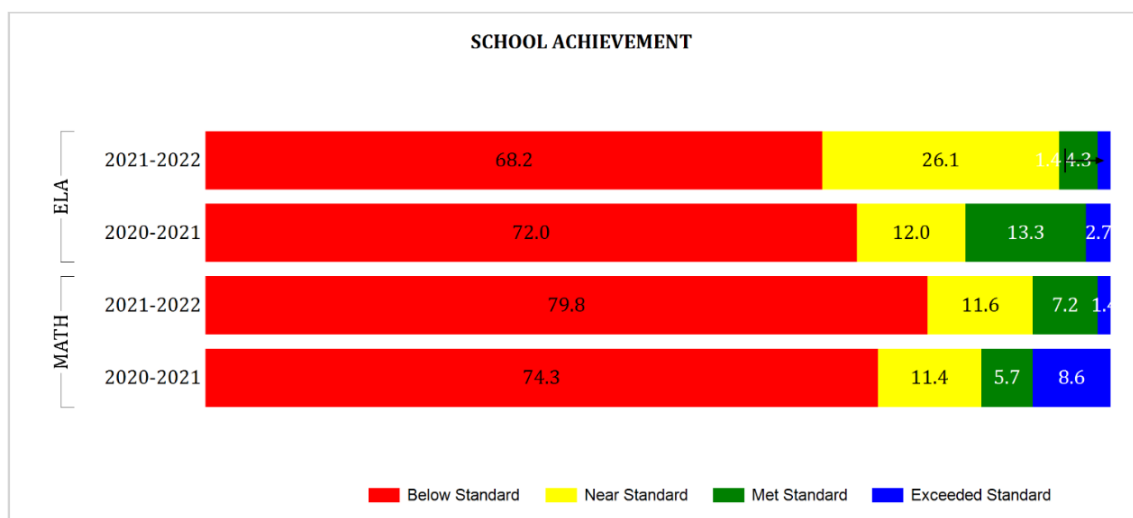
- Number of Non -Instructional personnel : 16
- Number of Certified personnel: 3
- Number of Non -Certified personnel: 13
- Number of Dropout: 0
- School Chronic Absent Rate: 23.3

Grade Level	2020-2021	2021-2022	2022-2023
KG	53.5	43.8	22.7
01	34.1	20.7	21.6
02	30.6	23.1	17.4
03	22.6	31.4	28.6
04	20.8	28.9	23.1
05	24.0		

Subject Area	Grade Level	2020-2021			2021-2022		
		School	District	State	School	District	State
English Language Arts	03	20.0	21.6	22.3	13.3	10.9	13.8
	04	12.5	13.2	16.3	0.0	12.9	13.4
	05	10.5	14.1	17.4			
	All Grades	16.0	18.4	20.7	5.8	15.1	17.5
Mathematics	03	13.5	14.0	17.4	16.7	6.4	8.9
	04	23.5	15.0	14.4	2.6	5.9	5.7
	05	6.3	9.1	7.4			
	All Grades	14.3	11.0	11.3	8.7	5.3	6.1



## 2022-2023 SMART Report







## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Joseph Gomez Elementary School**

Location: **142 ANNAS RETREAT, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **ERMA SKELTON**

Assistant Principal(s): **TASHINA ROGERS, PATRICIA MAYNARD**

Total: 3

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **ANNETTE SMITH, KIRI CATT**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: 2

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: 0

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
KG	88	77	63
01	94	72	67
02	84	78	74
03	86	72	65
04	77	74	72
05	102	86	79
<b>Total</b>	<b>531</b>	<b>459</b>	<b>420</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	497	382	336
Students with Disabilities	10	12	10
Limited English Proficiency	23	65	74
Students with Disabilities & Limited English Proficiency	1		
<b>Total</b>	<b>531</b>	<b>459</b>	<b>420</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	265	209	202
Male	266	250	218
<b>Total</b>	<b>531</b>	<b>459</b>	<b>420</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian		2	
Black or African American	486	406	379
Hispanic	43	49	40
Multi-Racial	1	1	1
White	1	1	
<b>Total</b>	<b>531</b>	<b>459</b>	<b>420</b>

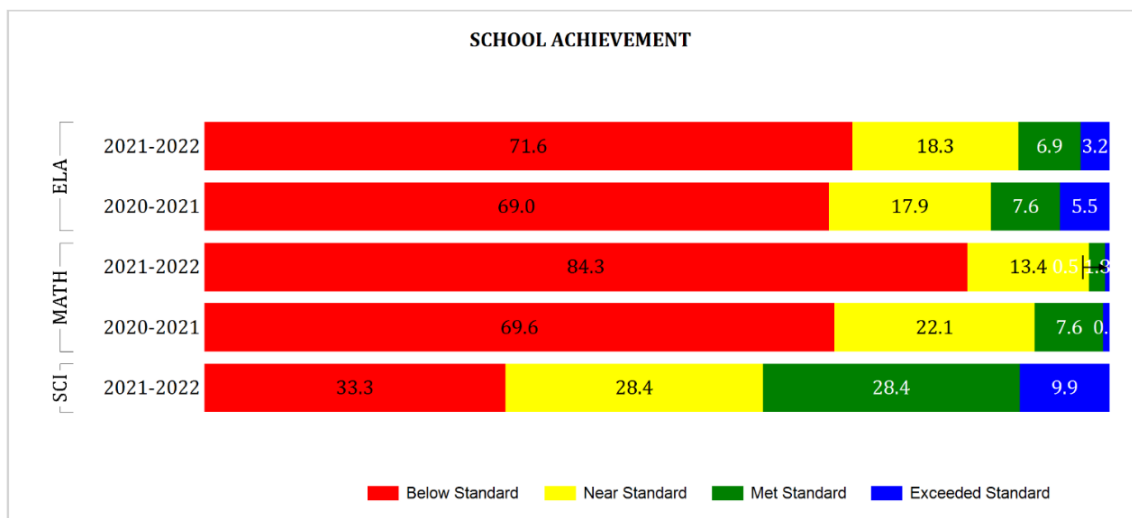
- Number of Non -Instructional personnel : **41**
- Number of Certified personnel: **12**
- Number of Non -Certified personnel: **20**
- Number of Dropout: **0**
- School Chronic Absent Rate: **1.5**

Grade Level	2020-2021	2021-2022	2022-2023
KG	41.1	31.3	0.0
01	31.2	29.4	1.5
02	24.4	13.6	0.0
03	26.5	12.7	7.9
04	18.4	20.7	0.0
05	29.9	22.1	0.0

Subject Area	Grade Level	2020-2021			2021-2022		
		School	District	State	School	District	State
English Language Arts	03	16.1	21.6	22.3	9.7	10.9	13.8
	04	6.8	13.2	16.3	9.3	12.9	13.4
	05	18.2	14.1	17.4	11.1	12.4	16.0
	All Grades	13.1	18.4	20.7	10.1	15.1	17.5
Mathematics	03	3.1	14.0	17.4	1.6	6.4	8.9
	04	11.7	15.0	14.4	4.0	5.9	5.7
	05	7.5	9.1	7.4	1.2	4.7	4.3
	All Grades	8.3	11.0	11.3	2.3	5.3	6.1
Science	05				38.3	27.8	30.4
	All Grades				38.3	27.4	27.3



## 2022-2023 SMART Report





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Joseph Sibilly Elementary School**

Location: **14 15 16 ESTATE ELIZABETH, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **MERLENE JONES**

Assistant Principal(s): **KALAMIS MADURO**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **SCHERILETTE SMITH**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **1**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK		20	19
KG	25	24	25
01	28	26	25
02	28	27	25
03	34	33	31
04	39	32	34
05	43	39	34
06	40	38	38
<b>Total</b>	<b>237</b>	<b>239</b>	<b>231</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	227	227	221
Students with Disabilities	1	5	3
Limited English Proficiency	9	7	7
<b>Total</b>	<b>237</b>	<b>239</b>	<b>231</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	107	116	110
Male	130	123	121
<b>Total</b>	<b>237</b>	<b>239</b>	<b>231</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian	9	6	4
Black or African American	191	195	192
Hispanic	13	15	13
Multi-Racial	4	3	3
White	20	20	19
<b>Total</b>	<b>237</b>	<b>239</b>	<b>231</b>

- Number of Non -Instructional personnel : 22
- Number of Certified personnel: 5
- Number of Non -Certified personnel: 11
- Number of Dropout: 0
- School Chronic Absent Rate: 9.1

Grade Level	2020-2021	2021-2022	2022-2023
KG	4.2	17.4	0.0
PK		5.0	19.0
01	3.8	21.4	16.0
02	3.7	17.9	7.7
03	6.9	11.8	9.7
04	2.9	13.5	12.1
05	5.0	11.9	14.7
06	5.9	10.0	2.7



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	37.9	21.6	22.3	35.5	10.9	13.8
	04	29.4	13.2	16.3	46.7	12.9	13.4
	05	12.5	14.1	17.4	34.2	12.4	16.0
	06	20.6	14.7	16.7	17.1	12.8	17.8
	All Grades	24.1	18.4	20.7	32.8	15.1	17.5
Mathematics	03	31.0	14.0	17.4	25.8	6.4	8.9
	04	14.7	15.0	14.4	40.0	5.9	5.7
	05	7.5	9.1	7.4	18.4	4.7	4.3
	06	17.6	8.5	6.6	11.4	7.1	7.4
	All Grades	16.8	11.0	11.3	23.1	5.3	6.1
Science	05				51.4	27.8	30.4
	All Grades				51.4	27.4	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Elementary/Jr**

Site Name: **Julius E. Sprauve School**

Location: **1418 ESTATE ENIGHED, Saint John, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **MICHELLE ROGERS-BULLY**

Assistant Principal(s): **CLIFTON BOYD**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **NO GUIDANCE COUNSELOR**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **0**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK	9	5	8
KG	14	12	21
01	26	20	16
02	20	17	21
03	22	17	14
04	25	22	24
05	28	27	20
06	35	26	26
07	25	29	27
08	20	24	25
<b>Total</b>	<b>224</b>	<b>199</b>	<b>202</b>



## 2022-2023 SMART Report

Programs	2020-2021	2021-2022	2022-2023
General Education	188	150	145
Students with Disabilities	9	12	12
Limited English Proficiency	27	36	45
Students with Disabilities & Limited English Proficiency		1	
<b>Total</b>	<b>224</b>	<b>199</b>	<b>202</b>

Gender	2020-2021	2021-2022	2022-2023
Female	112	99	99
Male	112	100	103
<b>Total</b>	<b>224</b>	<b>199</b>	<b>202</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	1	1
Black or African American	169	152	147
Hispanic	50	43	51
Multi-Racial	1	1	
White	3	2	3
<b>Total</b>	<b>224</b>	<b>199</b>	<b>202</b>

- Number of Non -Instructional personnel : 22
- Number of Certified personnel: 4
- Number of Non -Certified personnel: 16
- Number of Dropout: 0
- School Chronic Absent Rate: 10.1

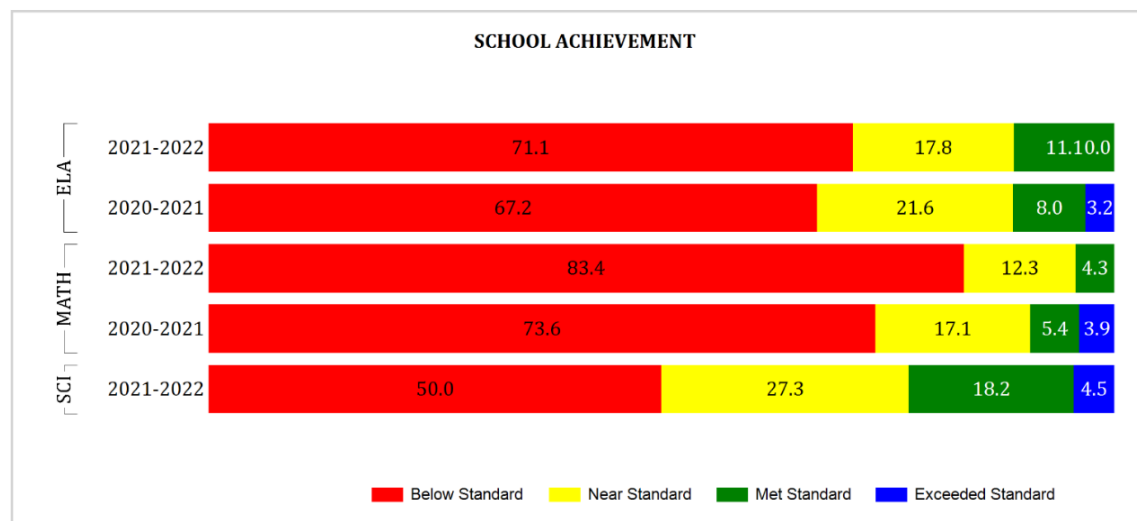
Grade Level	2020-2021	2021-2022	2022-2023
KG	31.3	42.1	35.0
PK	22.2	20.0	0.0
01	18.2	0.0	31.3
02	0.0	5.6	12.0
03	27.3	35.0	0.0
04	12.5	41.7	15.4
05	14.3	0.0	0.0
06	11.4	0.0	
07	25.0	6.1	0.0
08	21.1	4.2	0.0





## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	18.2	21.6	22.3	5.3	10.9	13.8
	04	8.7	13.2	16.3	11.1	12.9	13.4
	05	5.9	14.1	17.4	4.5	12.4	16.0
	06	7.4	14.7	16.7	12.0	12.8	17.8
	07	4.8	20.5	23.4	16.7	13.2	16.2
	08	26.7	20.1	19.9	14.3	16.6	18.7
	All Grades	11.2	18.4	20.7	11.1	15.1	17.5
Mathematics	03	27.3	14.0	17.4	0.0	6.4	8.9
	04	12.0	15.0	14.4	5.3	5.9	5.7
	05	5.3	9.1	7.4	0.0	4.7	4.3
	06	3.7	8.5	6.6	8.0	7.1	7.4
	07	4.8	8.8	11.8	6.7	4.0	5.2
	08	0.0	10.0	9.2	4.3	4.0	6.6
	All Grades	9.3	11.0	11.3	4.3	5.3	6.1
Science	05				21.7	27.8	30.4
	08				23.8	26.8	24.9
	All Grades				22.7	27.4	27.3





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Lockhart Elementary School**

Location: **41 ESTATE THOMAS, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **AUDREY BOWRY**

Assistant Principal(s): **SHERMAINE SMITH**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **MARIA LEWIS**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **1**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
KG	71	71	77
01	75	67	75
02	73	71	69
03	109	75	77
<b>Total</b>	<b>328</b>	<b>284</b>	<b>298</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	299	192	220
Students with Disabilities	16	21	16
Limited English Proficiency	12	68	62
Students with Disabilities & Limited English Proficiency	1	3	
<b>Total</b>	<b>328</b>	<b>284</b>	<b>298</b>

Gender	2020-2021	2021-2022	2022-2023
Female	148	121	127
Male	180	163	171
<b>Total</b>	<b>328</b>	<b>284</b>	<b>298</b>



## 2022-2023 SMART Report

Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian	7	8	7
Black or African American	254	213	224
Hispanic	59	59	63
Multi-Racial	2	2	3
White	6	2	1
<b>Total</b>	<b>328</b>	<b>284</b>	<b>298</b>

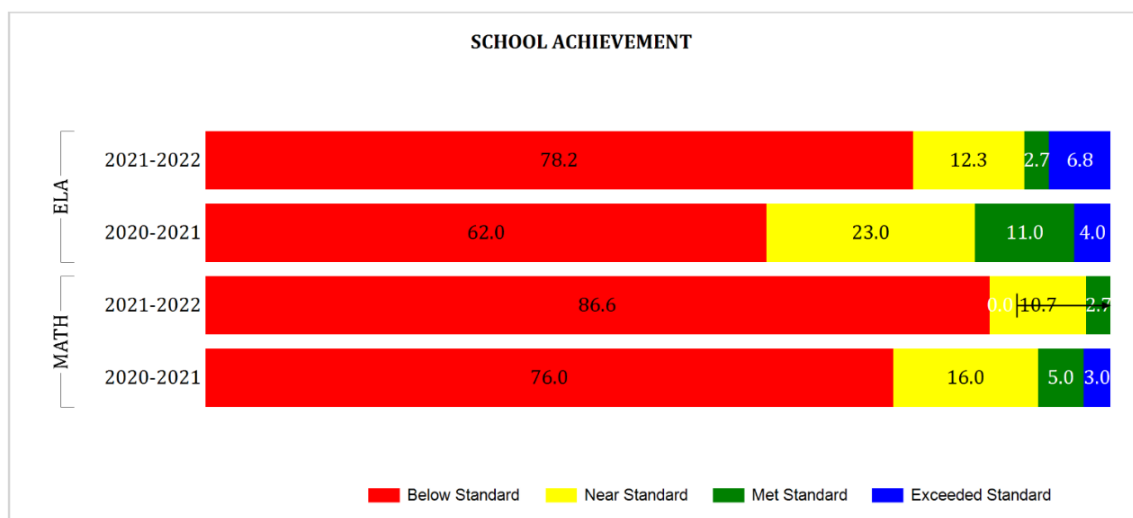
- Number of Non -Instructional personnel : 23
- Number of Certified personnel: 5
- Number of Non -Certified personnel: 13
- Number of Dropout: 0
- School Chronic Absent Rate: 18.9

Grade Level	2020-2021	2021-2022	2022-2023
KG	47.9	31.7	36.4
01	49.3	39.7	0.0
02	38.4	36.3	7.1
03	31.8	21.5	28.6

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	15.0	21.6	22.3	9.6	10.9	13.8
	All Grades	15.0	18.4	20.7	9.6	15.1	17.5
Mathematics	03	8.0	14.0	17.4	2.7	6.4	8.9
	All Grades	8.0	11.0	11.3	2.7	5.3	6.1



## 2022-2023 SMART Report





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Ulla F. Muller Elementary School**

Location: **7B ESTATE CONTANT, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **CAROLYN ARCHER**

Assistant Principal(s): **KIMBOLIE LLOYD TORRES, JENNIFER NORFORD**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **MARVA THOMAS**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **1**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
KG	50	47	52
01	59	48	53
02	72	50	51
03	73	71	47
04	79	68	70
05	72	82	79
06	72	71	68
<b>Total</b>	<b>477</b>	<b>437</b>	<b>420</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	437	371	351
Students with Disabilities	16	28	26
Limited English Proficiency	23	36	41
Students with Disabilities & Limited English Proficiency	1	2	2
<b>Total</b>	<b>477</b>	<b>437</b>	<b>420</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	237	215	220
Male	240	222	200
<b>Total</b>	<b>477</b>	<b>437</b>	<b>420</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	2	2
Asian	4	6	6
Black or African American	394	348	349
Hispanic	64	67	54
Multi-Racial	3	3	2
Native Hawaiian / Other Pac Islander	2		
White	9	11	7
<b>Total</b>	<b>477</b>	<b>437</b>	<b>420</b>

- Number of Non -Instructional personnel : 35
- Number of Certified personnel: 7
- Number of Non -Certified personnel: 22
- Number of Dropout: 0
- School Chronic Absent Rate: 14.2

Grade Level	2020-2021	2021-2022	2022-2023
KG	29.8	35.2	32.0
01	28.1	22.8	13.5
02	14.1	42.1	21.2
03	17.8	12.8	20.0
04	5.1	18.8	12.3
05	19.4	27.8	6.2
06	22.2	17.3	3.0



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	31.0	21.6	22.3	6.1	10.9	13.8
	04	16.3	13.2	16.3	10.8	12.9	13.4
	05	44.4	14.1	17.4	9.1	12.4	16.0
	06	17.3	14.7	16.7	13.6	12.8	17.8
	All Grades	22.6	18.4	20.7	9.9	15.1	17.5
Mathematics	03	11.8	14.0	17.4	3.1	6.4	8.9
	04	19.6	15.0	14.4	3.1	5.9	5.7
	05	19.0	9.1	7.4	2.6	4.7	4.3
	06	13.0	8.5	6.6	9.1	7.1	7.4
	All Grades	15.3	11.0	11.3	4.4	5.3	6.1
Science	05				18.6	27.8	30.4
	All Grades				18.6	27.4	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Elementary**

Site Name: **Yvonne E. Milliner-Bowsky Elementary School**

Location: **15B and 16 ESTATE MANDAHIL, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **DAPHNE GONZALEZ-THOMAS**

Assistant Principal(s): **SANDRA REED**

Total: **2**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **ONIKA HODGE-SMITH, MYROON HOSEIN**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **2**

C. Name and Number of Dean of Students

Dean of Students: **NO DEAN OF STUDENTS**

Total: **0**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
PK	17	14	22
KG	66	64	62
01	66	68	67
02	61	57	66
03	65	63	75
04	60	60	68
05	62	55	68
<b>Total</b>	<b>397</b>	<b>381</b>	<b>428</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	352	274	315
Students with Disabilities	17	40	41
Limited English Proficiency	27	63	69
Students with Disabilities & Limited English Proficiency	1	4	3
<b>Total</b>	<b>397</b>	<b>381</b>	<b>428</b>





## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	170	157	176
Male	227	224	252
<b>Total</b>	<b>397</b>	<b>381</b>	<b>428</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	2	2
Asian	7	7	9
Black or African American	322	300	345
Hispanic	57	60	59
Multi-Racial			1
Native Hawaiian / Other Pac Islander	1	1	
White	9	11	12
<b>Total</b>	<b>397</b>	<b>381</b>	<b>428</b>

- Number of Non -Instructional personnel : **42**
- Number of Certified personnel: **4**
- Number of Non -Certified personnel: **31**
- Number of Dropout: **0**
- School Chronic Absent Rate: **25.5**

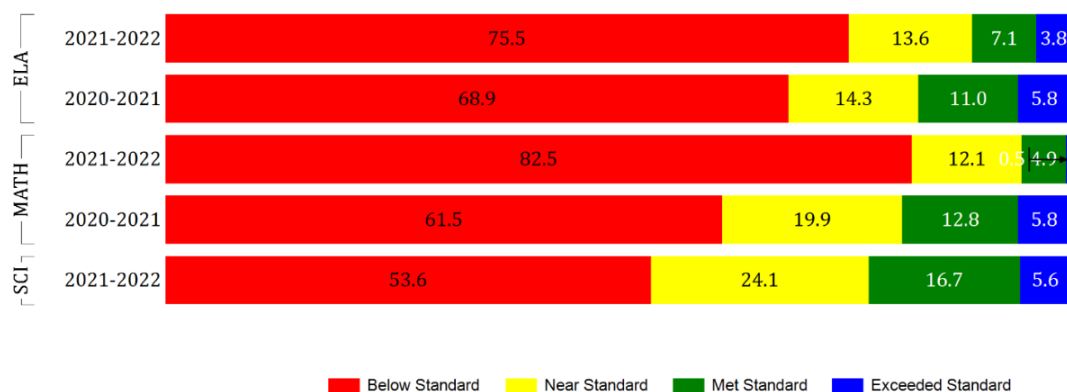
Grade Level	2020-2021	2021-2022	2022-2023
KG	30.9	36.8	41.3
PK	20.0	0.0	26.9
01	21.2	22.4	21.5
02	40.7	29.5	20.6
03	28.1	31.0	25.3
04	20.3	21.0	25.8
05	6.2	24.6	16.4



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	03	23.8	21.6	22.3	7.5	10.9	13.8
	04	20.0	13.2	16.3	15.0	12.9	13.4
	05	9.7	14.1	17.4	10.5	12.4	16.0
	All Grades	16.9	18.4	20.7	10.9	15.1	17.5
Mathematics	03	20.9	14.0	17.4	6.2	6.4	8.9
	04	26.0	15.0	14.4	1.7	5.9	5.7
	05	11.1	9.1	7.4	8.6	4.7	4.3
	All Grades	18.6	11.0	11.3	5.5	5.3	6.1
Science	05				22.2	27.8	30.4
	All Grades				22.2	27.4	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Elementary/Jr**

Site Name: **Addelita Cancryn School**

Location: **1 CROWN BAY, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **LISA HASSELL-FORDE**

Assistant Principal(s): **PHYLLIS BRYAN, JUDY KING-EDMEADE, ELVIS RICHARDSON**

Total: **4**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **YOUVILLE LEATHAM, SHERNELLE SMITH**

Counselor(s): **BRITTANY REDD**

Total: **3**

C. Name and Number of Dean of Students

Dean of Students: **GERMAINE CLENDINEN**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
04	94	113	77
05	75	94	119
06	120	102	96
07	269	213	189
08	205	222	205
<b>Total</b>	<b>763</b>	<b>744</b>	<b>686</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	580	530	472
Students with Disabilities	35	46	39
Limited English Proficiency	142	162	167
Students with Disabilities & Limited English Proficiency	6	6	8
<b>Total</b>	<b>763</b>	<b>744</b>	<b>686</b>



## 2022-2023 SMART Report

Gender	2020-2021	2021-2022	2022-2023
Female	369	362	325
Male	394	382	361
<b>Total</b>	<b>763</b>	<b>744</b>	<b>686</b>

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	1	
Asian	7	11	4
Black or African American	583	573	529
Hispanic	153	140	136
Multi-Racial	1	1	1
White	18	18	16
<b>Total</b>	<b>763</b>	<b>744</b>	<b>686</b>

- Number of Non -Instructional personnel : **51**
- Number of Certified personnel: **12**
- Number of Non -Certified personnel: **52**
- Number of Dropout: **11**
- School Chronic Absent Rate: **13.4**

Grade Level	2020-2021	2021-2022	2022-2023
04	38.9	42.0	0.0
05	32.9	30.3	3.4
06	27.0	20.8	7.3
07	24.1	26.8	22.1
08	11.4	12.1	18.7



## 2022-2023 SMART Report

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	04	2.1	13.2	16.3	10.8	12.9	13.4
	05	15.2	14.1	17.4	10.3	12.4	16.0
	06	9.1	14.7	16.7	11.1	12.8	17.8
	07	23.2	20.5	23.4	11.7	13.2	16.2
	08	16.7	20.1	19.9	16.0	16.6	18.7
	All Grades	16.2	18.4	20.7	12.6	15.1	17.5
Mathematics	04	2.0	15.0	14.4	2.9	5.9	5.7
	05	7.1	9.1	7.4	2.3	4.7	4.3
	06	1.6	8.5	6.6	2.2	7.1	7.4
	07	9.0	8.8	11.8	1.5	4.0	5.2
	08	8.6	10.0	9.2	2.4	4.0	6.6
	All Grades	6.9	11.0	11.3	2.1	5.3	6.1
Science	05				20.7	27.8	30.4
	08				27.5	26.8	24.9
	All Grades				25.5	27.4	27.3

### SCHOOL ACHIEVEMENT





## 2022-2023 SMART Report

School Level: **Middle**

Site Name: **Bertha C. Boschulte Middle School**

Location: **91 and 12A ROYONI, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **TERENCE CORBETT**

Assistant Principal(s): **ALENIA BUNCOME-MURRAINE, KIFANI HENDRICKS-CAREY, DIANA TYSON**

Total: **4**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **TAMEKA DEWINDT-VAN TERPOOL, VANIQUEA GUMBS-SMITH**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **2**

C. Name and Number of Dean of Students

Dean of Students: **DERRICK VENZEN**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
06	190	152	145
07	191	178	169
08	196	185	193
<b>Total</b>	<b>577</b>	<b>515</b>	<b>507</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	464	376	349
Students with Disabilities	39	57	59
Limited English Proficiency	69	79	93
Students with Disabilities & Limited English Proficiency	5	3	6
<b>Total</b>	<b>577</b>	<b>515</b>	<b>507</b>

Gender	2020-2021	2021-2022	2022-2023
Female	278	254	228
Male	299	261	279
<b>Total</b>	<b>577</b>	<b>515</b>	<b>507</b>



## 2022-2023 SMART Report

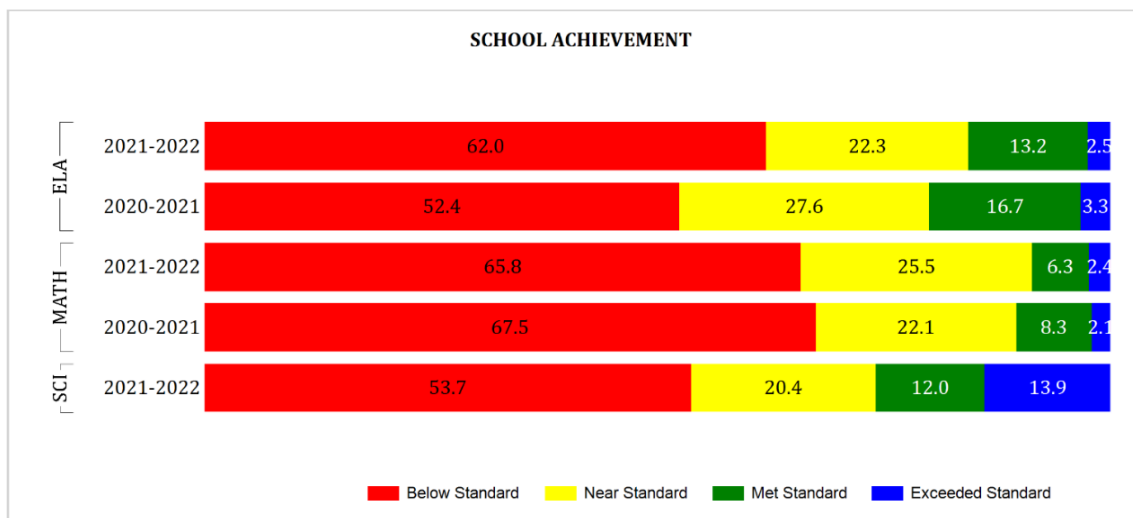
Race/Ethnic	2020-2021	2021-2022	2022-2023
Asian	4	2	3
Black or African American	516	468	454
Hispanic	55	43	48
White	2	2	2
<b>Total</b>	<b>577</b>	<b>515</b>	<b>507</b>

- Number of Non -Instructional personnel : **41**
- Number of Certified personnel: **17**
- Number of Non -Certified personnel: **32**
- Number of Dropout: **6**
- School Chronic Absent Rate: **12.3**

Grade Level	2020-2021	2021-2022	2022-2023
06	25.7	24.9	10.2
07	15.8	17.5	13.4
08	16.4	20.7	13.4

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	06	16.4	14.7	16.7	12.2	12.8	17.8
	07	19.8	20.5	23.4	15.9	13.2	16.2
	08	23.9	20.1	19.9	18.6	16.6	18.7
	All Grades	20.0	18.4	20.7	15.7	15.1	17.5
Mathematics	06	8.6	8.5	6.6	8.9	7.1	7.4
	07	9.3	8.8	11.8	9.0	4.0	5.2
	08	13.2	10.0	9.2	8.0	4.0	6.6
	All Grades	10.4	11.0	11.3	8.6	5.3	6.1
Science	08				25.9	26.8	24.9
	All Grades				25.9	27.4	27.3

## 2022-2023 SMART Report







## 2022-2023 SMART Report

School Level: **Sr High**

Site Name: **Charlotte Amalie High School**

Location: **Band 9 ESTATE THOMAS, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **APRIL PETRUS**

Assistant Principal(s): **NJANYA BOYD, JOEL BUCHANAN, NNEKA HOWARD-SIBILLY, SHARON RICHARDSON**

Total: **5**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **LORNA DANIEL, MELRONA GEORGE-EDWARDS, CELESTINA LAPENNA, CYNTHIA NICHOLAS-DESOUZA**

Counselor(s): **NO ATTENDANCE COUNSELOR**

Total: **4**

C. Name and Number of Dean of Students

Dean of Students: **CELESTE JACOBS**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
09	308	284	329
10	280	251	248
11	236	252	229
12	239	213	225
<b>Total</b>	<b>1,063</b>	<b>1,000</b>	<b>1,031</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	886	756	778
Students with Disabilities	59	61	61
Limited English Proficiency	110	169	182
Students with Disabilities & Limited English Proficiency	8	14	10
<b>Total</b>	<b>1,063</b>	<b>1,000</b>	<b>1,031</b>

Gender	2020-2021	2021-2022	2022-2023
Female	529	505	514
Male	534	495	517
<b>Total</b>	<b>1,063</b>	<b>1,000</b>	<b>1,031</b>



## 2022-2023 SMART Report

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	1	2
Asian	9	14	10
Black or African American	855	793	833
Hispanic	170	168	165
Multi-Racial	7	5	3
White	21	19	18
<b>Total</b>	<b>1,063</b>	<b>1,000</b>	<b>1,031</b>

- Number of Non -Instructional personnel : **58**
- Number of Certified personnel: **25**
- Number of Non -Certified personnel: **61**
- Number of Dropout: **51**
- School Chronic Absent Rate: **20.7**

Grade Level	2020-2021	2021-2022	2022-2023
09	22.4	22.8	19.6
10	14.7	16.1	22.5
11	15.6	20.9	22.6
12	9.0	14.7	17.6

### • Intention data (2022-2023)

- College: **Coming Soon**
- Trade School: **Coming Soon**
- Military: **Coming Soon**
- Workforce: **Coming Soon**
- Other: **Coming Soon**
- Unknown: **Coming Soon**

### • Cohort Graduation (2021-2022)

- Total Student: **265**
- Number of Graduates: **191**
- Percentage: **72.1**
- Number of Career & Technical Students: **345**

### • Tests taken by Students (2022-2023)

- Scholastic Aptitude Test(SAT): **Coming Soon**
- Preliminary Scholastic Aptitude Test (PSAT ): **Coming Soon**
- American College Testing (ACT): **Coming Soon**
- Advanced Placement (AP): **Coming Soon**
- Dual Enrollment: **Coming Soon**

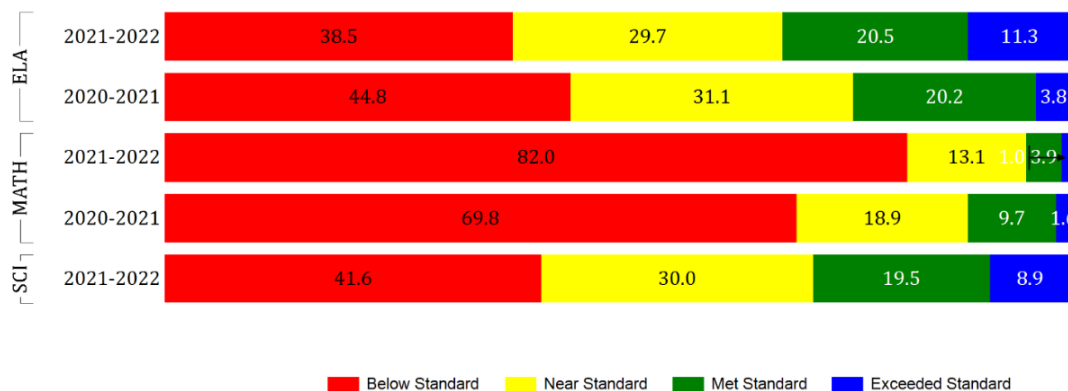


## 2022-2023 SMART Report

- Early Admission: **Coming Soon**
- Armed Services Vocational Aptitude Battery (ASVAB): **Not Available**
- School Status: Accredited

Subject Area	Grade Level	2020-2021			2021-2022		
		<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
English Language Arts	11	24.0	23.7	29.3	31.8	27.6	29.2
	All Grades	24.0	18.4	20.7	31.8	15.1	17.5
Mathematics	11	11.4	11.1	12.2	4.9	4.8	4.7
	All Grades	11.4	11.0	11.3	4.9	5.3	6.1
Science	11				28.4	27.5	26.2
	All Grades				28.4	27.4	27.3

### SCHOOL ACHIEVEMENT





## 2021-2022 SMART Report

School Level: **Sr High**

SiteName: **Ivanna Eudora Kean High School**

Location: **1 and 2 EState NAZARETH, Saint Thomas, VI**

School Year: **2021-2022**

### LEADERSHIP

A. Name and Number of Administrative personnel

Principal: **Ms. Alicia Leerdam**

Assist Principal(s): **Work in Progress**

Total: **Work in Progress**

### GUIDANCE & COUNSELING

B. Name and Number of Guidance & Counseling personnel

Guidance(s): **Work in Progress**

Counselor(s): **Work in Progress**

Total: **Work in Progress**

C. Name and Number of Dean of Students

Dean of Students: **Work in Progress**

Total: **Work in Progress**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	Grade Count
09	221
10	190
11	156
12	140
<b>Total</b>	<b>707</b>

- Number of Non -Instructional personnel : **Work in Progress**
- Number of Certified personnel: **Work in Progress**
- Number of Non -Certified personnel: **Work in Progress**
- Number of Dropout: **42**

Grade Level	Attendance Rate	Chronic Abs Rate
09	94.9	87.1
10	93.5	86.3
11	95.8	91.0
12	95.8	95.1

### Intention data

- College: **Work in Progress**
- Trade School: **Work in Progress**
- Military: **Work in Progress**
- Workforce: **Work in Progress**
- Other: **Work in Progress**
- Unknown: **Work in Progress**

### Cohort Graduation

- Total Student: **169**
- Number of Graduates: **122**
- Percentage: **72.2**
- Number of Career & Technical Students: **171**

### Tests taken by Students

- Scholastic Aptitude Test(SAT): **Work in Progress**
- Preliminary Scholastic Aptitude Test (PSAT ): **Work in Progress**

### Progress

- American College Testing (ACT): **Work in Progress**
- Advanced Placement (AP): **Work in Progress**
- Dual Enrollment: **Work in Progress**
- Early Admission: **Work in Progress**

- Armed Services Vocational Aptitude Battery (ASVAB): **Work in Progress**

### Progress

- School Status:

### SCHOOL ACHIEVEMENT PROFILE

- Overall Reading proficiency: **22.8**
- Overall Mathematics proficiency: **8.3**
- Overall Mathematics proficiency: **25.6**

Subject Area	Grade Level	Proficiency
Mathematics	10	11.5
	11	4.7
English Language Arts	10	24.5
	11	20.9
Science	11	25.6



## 2022-2023 SMART Report

School Level: **Sr High**

Site Name: **Ivanna Eudora Kean High School**

Location: **1 and 2 Estate NAZARETH, Saint Thomas, VI**

School Year: **2022-2023**

### LEADERSHIP

#### A. Name and Number of Administrative personnel

Principal: **SALLY PETTY**

Assistant Principal(s): **JUELIS HODGE, JESSICA JOHN-BAPTISTE, SARAAN SAUNDERS-ARNOLD, MICHELLE WILKINSON**

Total: **5**

### GUIDANCE & COUNSELING

#### B. Name and Number of Guidance & Counseling personnel

Guidance(s): **SHENEEN BRADSHAW, TOVA GREENE, MONIQUE MATTHIAS, DONNA PARSONS, TIANA WILSON**

Counselor(s): **JACQUELYN MAYNARD**

Total: **6**

#### C. Name and Number of Dean of Students

Dean of Students: **TAUSHA THOMAS-DAVID**

Total: **1**

### ORIENTATION

Instructional grades, levels and enrollment

Grade Level	2020-2021	2021-2022	2022-2023
09	239	221	201
10	195	190	179
11	137	156	177
12	149	140	145
<b>Total</b>	<b>720</b>	<b>707</b>	<b>702</b>

Programs	2020-2021	2021-2022	2022-2023
General Education	598	582	584
Students with Disabilities	55	57	47
Limited English Proficiency	65	67	71
Students with Disabilities & Limited English Proficiency	2	1	
<b>Total</b>	<b>720</b>	<b>707</b>	<b>702</b>

Gender	2020-2021	2021-2022	2022-2023
Female	330	326	354
Male	390	381	348
<b>Total</b>	<b>720</b>	<b>707</b>	<b>702</b>



## 2022-2023 SMART Report

Race/Ethnic	2020-2021	2021-2022	2022-2023
American Indian or Alaska Native	1	1	1
Asian		2	2
Black or African American	655	652	644
Hispanic	57	46	50
Multi-Racial	4	2	1
White	3	4	4
<b>Total</b>	<b>720</b>	<b>707</b>	<b>702</b>

- Number of Non -Instructional personnel : **50**
- Number of Certified personnel: **14**
- Number of Non -Certified personnel: **41**
- Number of Dropout: **42**
- School Chronic Absent Rate: **11.7**

Grade Level	2020-2021	2021-2022	2022-2023
09	13.1	12.9	12.2
10	13.6	13.7	14.5
11	14.8	9.0	8.2
12	6.0	4.9	10.7

### • Intention data (2022-2023)

- College: **Coming Soon**
- Trade School: **Coming Soon**
- Military: **Coming Soon**
- Workforce: **Coming Soon**
- Other: **Coming Soon**
- Unknown: **Coming Soon**

### • Cohort Graduation (2021-2022)

- Total Student: **169**
- Number of Graduates: **122**
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- American College Testing (ACT): **Coming Soon**
- Advanced Placement (AP): **Coming Soon**
- Dual Enrollment: **Coming Soon**

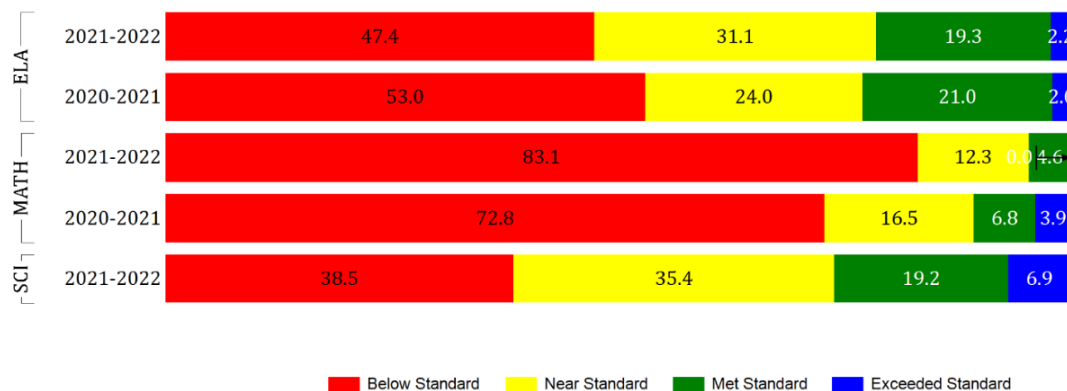


## 2022-2023 SMART Report

- Early Admission: **Coming Soon**
- Armed Services Vocational Aptitude Battery (ASVAB): **Not Available**
- School Status: Accredited

Subject Area	Grade Level	2020-2021			2021-2022		
		School	District	State	School	District	State
English Language Arts	11	23.0	23.7	29.3	21.5	27.6	29.2
	All Grades	23.0	18.4	20.7	21.5	15.1	17.5
Mathematics	11	10.7	11.1	12.2	4.6	4.8	4.7
	All Grades	10.7	11.0	11.3	4.6	5.3	6.1
Science	11				26.2	27.5	26.2
	All Grades				26.2	27.4	27.3

### SCHOOL ACHIEVEMENT



## *Analysis Of Academic Readiness For First Year UVI Students*

The Virgin Islands Board of Education (“VIBE” “Board”) requested the assistance of the University of the Virgin Islands to provide data relative to the impact of academic readiness on college performance, precisely the number of public schools first-year students entering UVI and the number of those students who took skills courses or remedial classes to prepare for the intellectual rigor of university classes for the academic year 2022-2023.



### *Enrollment By School*

A review of data provided by the University of the Virgin Islands indicates that a significant number of high school graduates are underprepared for post-secondary education and require remedial and developmental courses to achieve college-level academic performance. For example, during the 2021 admissions period, one of four high schools in the Virgin Islands (Ivanna Eudora Kean High School) was in the 65th percentile of first-year students enrolled in remedial classes. In contrast, the other three high schools (St. Croix Educational Complex, Charlotte Amalie High School, and St. Croix Central High School) ranked in the 80th–90th percentile. The Board encourages preparatory classes designed to enable students to acquire sufficient skills for entry and development for post-secondary education, the labor market, and improved quality of life.

High School	Headcount	Headcount enrolled in Remedial Classes	% Enrolled in Remedial
St. Croix Educational Complex	52	42	81%
Charlotte Amalie High School	59	47	80%
St. Croix Central High School	31	28	90%
Ivanna Eudora Kean High School	34	22	65%
<b>Total</b>	<b>176</b>	<b>139</b>	<b>79%</b>

### *Enrollment By Gender*

The Board looked more closely at remedial enrollment according to gender by grouping the dataset (139). The data shows that 93 female students (67%) had a higher enrollment rate than the 46 male students (33%).

VI High School	Gender	Remedial Enrollment
St. Croix Educational Complex	Women	30
	Men	12
<b>Total</b>		<b>42</b>
Charlotte Amalie High School	Women	30
	Men	17
<b>Total</b>		<b>47</b>



<b>St. Croix Central High School</b>	Women	19
	Men	9
<b>Total</b>		<b>28</b>
<b>Ivanna Eudora Kean High School</b>	Women	14
	Men	8
<b>Total</b>		<b>22</b>

### *Enrollment By Race/Ethnicity*

There are five racial/ethnic demographics included in the dataset. Of the ethnic groups represented, non-Hispanic Blacks (59%) had the highest number of enrollment, followed by Hispanic/Latino (17%), other (2%), non-Hispanic whites (1%), and non-resident aliens (1%). A significant percentage of students required to attend these remedial courses are African American (Center for American Progress, 2016).

<b>VI High School</b>	<b>Race/Ethnicity</b>	<b>Remedial Enrollment</b>
<b>St. Croix Edu Complex High School</b>	Other Races	2
	Hispanic/Latino	9
	Black, non-Hispanic	31
<b>Total</b>		<b>42</b>
<b>Charlotte Amalie High School</b>	Other Races	2
	Hispanic/Latino	10
	Black, non-Hispanic	34
	White, non-Hispanic	1
		<b>47</b>
<b>St. Croix Central High School</b>	Hispanic/Latino	10
	Black, non-Hispanic	18
<b>Total</b>		<b>28</b>
<b>Ivanna Eudora Kean High School</b>	Hispanic/Latino	1
	Non-Resident Alien	1
	Black, non-Hispanic	20
<b>Total</b>		<b>22</b>

### *Enrollment By Subject*

In terms of enrollment by subject, MAT-023 had the highest student enrollment rate of 64%, followed by ENG-101 (36%), ENG-100 (26%), and MAT-024 (11%). More than one-third of tertiary education students must take remedial courses in reading, writing, and mathematics (National Center for Education Statistics [NCES], 2003). Nationally, 59% of community college students are enrolled in remedial mathematics courses. Of these, only 49% completed remediation and have access to college-level courses.

<b>VI High School</b>	<b>Duplicated Count</b>
<b>Charlotte Amalie High School</b>	
ENG-100	10
ENG-101	26
MAT-023	38
MAT-024	7
<b>Ivanna Eudora Kean High School</b>	
ENG-100	8
ENG-101	11
MAT-023	17
MAT-024	2
<b>St. Croix Educational Complex</b>	
<b>ENG-100</b>	15
<b>ENG-101</b>	15
<b>MAT-023</b>	32
<b>MAT-024</b>	9
<b>St. Croix Central High School</b>	
<b>ENG-100</b>	12
<b>ENG-101</b>	12
<b>MAT-023</b>	26
<b>MAT-024</b>	2

### **Remedial Course Count**

Data on remedial courses/student numbers showed that 57% of students who needed to take 2 courses had a high enrollment rate, followed by 21% for 1 course, and 1% for 3 courses. Federal data shows that 68% of community college students and 40% of public four-year college students take at least one remedial course (Community College Research Center, 2014).

<b>High School</b>	<b>Remedial course count/students</b>
<b>Charlotte Amalie High School</b>	47
1 course	13
2 courses	34
<b>Ivanna Eudora Kean High School</b>	22
1 course	6
2 courses	16
<b>St. Croix Educational Complex</b>	42
1 course	13
2 courses	29
<b>St. Croix Central High School</b>	28

1 course	5
2 courses	22
3 courses	1
<b>Grand Total</b>	<b>139</b>

### Conclusion

While there is now a need for remedial courses, more than ever before, states, institutions of higher education, and the K-12 education system must do more to better prepare students for college degrees and eliminate this need entirely (Center for American Progress, 2016). Based on research, the Board can conclude that conventional systems of developmental education have not achieved their intended purpose of improving outcomes for underprepared students. The data presented does not imply that one person can be held accountable, but that all educational stakeholders must collectively take responsibility to make the appropriate changes for academic success. However, the results suggest that thoughtful reform could benefit the current system.

### References

Center for American Progress. (2016). Remedial Education Is a “Black Hole From Which Many African Americans Won’t Emerge”. The Journal of Blacks in Higher Education.

Community College Research Center. (2014). What We Know About Developmental Education Outcomes. Teachers College, Columbia University.

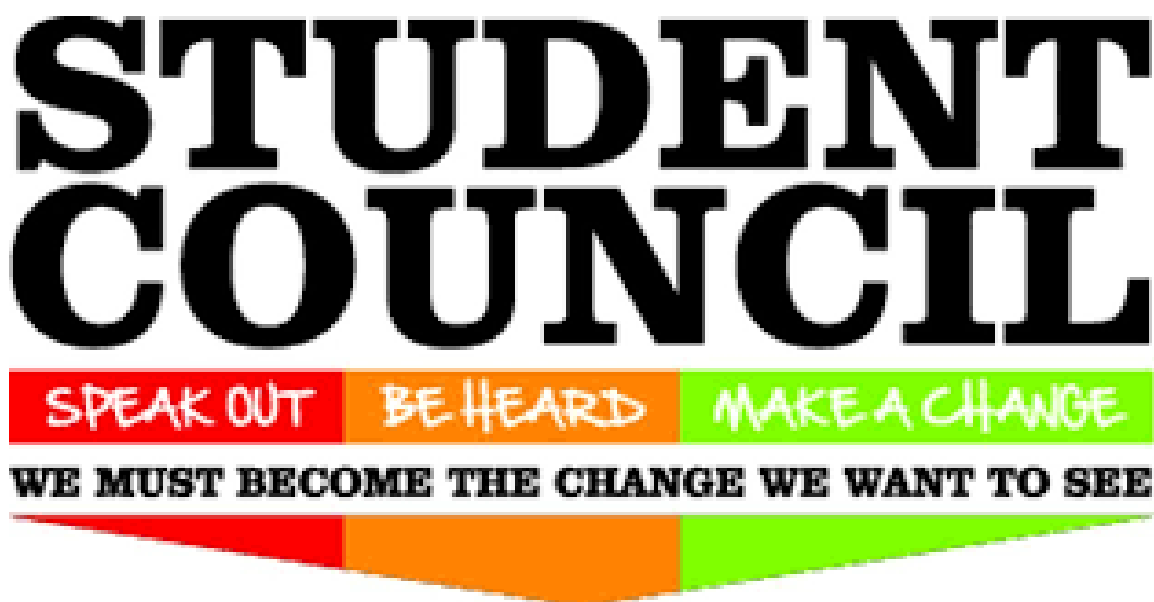
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National Center for Education Statistics [NCES]. (2003). Remedial education at degree-granting postsecondary institutions in fall 2000. Washington, DC: Department of Education.

Source: University of the Virgin Islands, Office of the Provost

### ***STUDENT EDUCATIONAL ACCOUNT PERSPECTIVE (SEAP)***

It is important to include the voice of our youth on academic programs, conditions of facilities, learning environment, and services provided to students in the Virgin Islands during the 2021-2023 school years. As a result, the Board solicited the perspective of high school student councils on their experience in Virgin Islands Public Schools and recommendations on how to improve the experience. Topics for discussion included 1) teaching and learning in public schools, 2) counseling services & preparation for future options, 3) school leadership and, 4) maintenance services provided to schools. This was an opportunity for students to discuss and collaborate with peers to submit an opinion on key services and programs at schools. The Board received SEAP submissions from Charlotte Amalie High School and St. Croix Educational Complex



Saint Croix Educational Complex High School

RR #1 , Box 10360, Kingshill, VI 00850

Student Education Account Perspective (SEAP)

12 Friday May 2023



Prepared by:

DéMario Obeius

Alani Arnold

Azariah Providence

Here at the St. Croix Educational Complex, we admire the dedication and hard work our faculty exudes on a daily basis. As proud students who attend this prestigious institution, we have first-hand seen the countless sacrifices made each day to ensure that students are given the opportunity to acquire knowledge that is vital for future success. Throughout the 2021–2023 school years, the faculty, staff, and students at this institution have faced tremendous obstacles that hindered the development process as a school community, such as academics, school leadership, and maintenance issues.

At the educational complex, we students are extremely grateful and fortunate to receive assistance in terms of learning equipment such as laptops and MI-FIs. However, several factors affect the quality of education, which includes teaching and learning. Both are critical aspects of education, and these aspects have a significant impact on a student's learning experience. Teachers should be provided with the tools necessary to create a more hands-on learning environment for students. These tools can be learned through training, where teachers can understand how to connect with their students and impart knowledge to them. In addition, in order for us as students to get the best education possible, it is important for us to possess up-to-date textbooks for each subject that is taught. This includes advanced placement books, as students in AP classes are forced to use books from a decade ago that don't align with the school curriculum.

Here at the St. Croix Educational Complex, we are recognized for being the only magnet school in the territory. However, the Magnet Program can be very restrictive, and students may feel compelled to follow a particular career path. While it is essential to provide students with specialized programs, schools should also provide students with the opportunity to explore other fields of study. The educational complex should implement programs that aren't centered around

specific subjects but target a variety of subjects. Allowing students to take classes that align with their interests and future careers. By creating programs that are centered around social sciences, STEM, and the fine arts, students are given the opportunity to learn more about their future endeavors. Students should always be supported academically, emotionally, and socially.

At the Educational Complex, we pride ourselves on having one of the best and most reliable counseling departments. Each grade level has a counselor who supports students academically and emotionally. Counseling services are an integral part of education. Each counselor refrains from dictating a student's path but supports them in creating their own. It is crucial for the counselors to be welcoming and supportive of students, and SCEC counselors exceed this standard. However, high schools should also have college counselors to assist both counselors and students in the college application process. Counselors at SCEC are already occupied with assisting the students at their grade level, which makes it a tedious task to assist in the college application process. By implementing college counselors to assist in the process of writing college essays, applying for financial aid, and having successful interviews, it will take a heavy burden off our counselors.

Here at the St. Croix Educational Complex, we admire our school leadership and the countless sacrifices they make on behalf of their students. Our school's leadership is a crucial and vital factor that affects the quality of education and lends itself to what happens in the classroom. The administration here at the Educational Complex is a cohesive team that works to establish a safe and productive school culture. In addition, they are always present and very accessible; in the morning, you are greeted at the gate; they are also accessible during the lunch period; and they are always a message away. The school administration works to ensure that students' success is highlighted and rewarded each marking period. As students, we recognize that they

use the data regarding standardized test scores as a guide to improve instruction. However, we, the students, would like them to spend more time in the classroom. We students understand the constant workload they have to face on a daily basis, which indeed prevents them from being active in the classrooms. However, by having administrators be more present in the classroom, it helps improve the classroom environment for both teachers and students.

Maintenance services at the Educational Complex are also critical to the safety and well-being of the students and staff. In light of the importance of maintenance services to the safety and well-being of those within the Educational Complex, it is crucial for the department to take proactive measures to ensure that all facilities are operating smoothly, including the proper functioning of the water pipeline. Faced with this recurring issue, we are often sent home, which interrupts our already-disrupted learning experience. With us losing so much time, we find it difficult to catch up. Furthermore, proper heating and ventilation systems should be in place. By adding AC or restoring the ceiling fans in the classroom, we will ensure that our environment is conducive to learning. Adequate installation of ceiling tiles would prevent issues such as leakages. Water fountains should also be available to ensure students remain hydrated. After all, we live on an island where temperatures are warm most of the year. The most efficient way to cope with our climate is to have access to water at all times. Although we face many issues, our maintenance department does its utmost to rectify them. Also, we are fortunate to have custodians who take pride in ensuring we have a clean and orderly environment to strive in. Our administration has done its best to tackle these ongoing issues; however, there is only so much they can achieve without the department's assistance. By addressing these issues, educational hours will not be disrupted as often.



According to *Dictionary.com*, *education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for a mature life*. The impact education has on our society is undeniable. It is a necessity that helps us grow as individuals and an important tool that helps us, as young adolescents, mature and acquire new skills and knowledge. However, the act of acquiring knowledge and developing powers of reasoning and judgment is now a challenging task to complete due to both internal and external factors that prevent students from learning in an environment that is safe and comfortable. Therefore, we ask that all the information previously stated be taken into consideration to ensure that the students of the Virgin Islands are given the education they deserve.



**CHARLOTTE AMALIE HIGH SCHOOL**

**STUDENT COUNCIL**

Authored & Edited by:

Ajeuné Willett-Tyson, Brianna Lawrence,

Daniel Nganga, Maleah Davis,

Micah Crawford, & Safiah Wharton

*Student Education Account Perspective (SEAP)*

*Teaching & Learning in Public Schools (Ajeuné Willett-Tyson)*

Education plays a significant role in every individual's life. According to statistics, "students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability." However, at Charlotte Amalie High School, there are several learning barriers affecting the development of students today. There are a limited number of classes at this school to satisfy a variety of learning interests. Let's say a student is deeply interested in law or zoology, the student cannot explore that because of the limited number of classes provided.

Access to teachers is an important standard in children's education. ESL students lack access to classes. A student who was placed in an ESL class stated, "There are not enough ESL teachers currently at CAHS, and they should start training more teachers to be translators because in the absence of translators, students are forced to translate for other students who speak no English." They further stated, "This negatively impacts my education as I have to go back and forth to translate for other students, which interferes with my own learning." The lack of ESL teachers for students is very damaging, not only to the student but to the school's academic success rate. The Department of Education can resolve this issue by providing ESL students with better learning opportunities, whether that be virtually or through better teacher placements. These issues are not being taken seriously and not enough individuals are shining light on the problems experienced at this school. These are a few of the major problems we are currently facing at Charlotte Amalie High School.

*Counseling Services & Preparation for Future Options (Brianna Lawrence)*

A counselor is a person trained to give guidance on personal, social, or psychological problems. A counselor is expected to represent a safe place, such as playing a motherly role for students on campus. However, many times, we students feel our counselors are performing too many tasks like registrars. Our counselors complete tasks such as informing us about classes, scholarship opportunities, and schedule modifications to name a few. Although these are all great, we strongly believe we need more emotional and mental health support from our counselors. At times, many students truly just need an extra shoulder, an extra ear, an extra push, and extra words of encouragement. A small gesture, a small conversation, or even a small hug, can change one's mood immediately. The Student Council believes all counselors should undergo constant training workshops. In these workshops, counselors will learn ways to help students cope during challenging times, how to give effective and honest advice, recognize and address distress and disruptive behaviors, understand signs of mental health illness and disruptions, create bi-weekly student moods checkups, and orchestrate social and emotional development projects. We believe these workshops will assist counselors improve the well-being of our students, providing more emotional guidance.

The introduction of Flex Block seems like an awesome idea on paper. However, this introduction is something that students find very harmful to their GPAs. Flex Block is a visible grade on a student's academic transcript, and it is applied to a student's cumulative GPA score. An educational app called Edmentum is used to decipher the grades placed in power school for the Flex Block period. On Edmentum the scoring of assignments is out of five. Meaning that if a student gets one question wrong out of five that will bring their grade to 80%, if the student gets two questions wrong out of five it'll bring them to 60% and the trend continues. This leaves little room for students to make mistakes. Flex Block already needs massive reform. Grade levels 9-11

complete Edmentum and I-Ready assignments during their Flex Block period, while 12<sup>th</sup> grade students focus on areas such as resume building, dinner etiquette, money management, and social vs. emotional intelligence. The Student Council believes all students should complete world preparation classes such as 12<sup>th</sup> graders. It is statistically more beneficial, and it will genuinely assist students with life skills. Placing children in front of computer screens and being taught by animated characters online does not fit learning styles and is something that many people find morally wrong. This is something that both students and teachers agree on, and our input should be taken seriously. Additionally, students should be permitted to do some form of training in their field of interest during Flex Block. Giving students this exposure helps them learn more about their field of interest, workplace norms, introduction to the financial world, as well as working with other individuals. This is something that both students and teachers agree on, and our input should be taken seriously.

*School Leadership (Micah Crawford)*

School leadership has many ideal factors. All these factors fall under these 4 main categories; they include school administration, student leadership, guidance and mentorship, and adult/faculty leadership. The school administration is trying its best, however, there are many different personalities that make-up school administration. These personalities influence the operation of our school. It negatively affects opportunities that could be presented to the student body, it causes last-minute decision-making or unclear communication between administration and others, and it puts a major dent in school pride that is commonly expected of us students. There is no school pride if our administration does not accurately instill that in us, and that pride will not be instilled if there is a fight between the school and the administration all the time. In many cases, these fights are also caused by the lack of resources provided to us by the

Department of Education and other outside executives. There needs to be better outside and inside support, and communication, and a family-orientated environment needs to be established.

Furthermore, student leadership is still in its hurricane and COVID recovery phase, however, we are getting on our feet. Resources such as better commuting areas for students and our student leaders will be extremely useful in rebuilding student leadership's performance and articulation. I believe that the same concept could be applied to our school's guidance and mentorship. The guidance and mentorship at Charlotte Amalie High School are not terrible. Often you see students seek these things from teachers or faculty that are always around the children, and that is great. Additionally, you tend to find better influence among the adult/faculty than in other areas around the school. The leadership influence they give the children is realistic, relatable, and feels reliable; something the children can work with.

*Maintenance Services Provided to School (Maleah Davis & Safiah Wharton)*

The campus of Charlotte Amalie High School was severely reduced due to the condemnation of the main buildings. Although adjustments were made to house the large school population, the current campus's functionality is gradually declining. Remnants of the former campus — about as old as the condemned buildings — are experiencing an array of problems, including electrical failures, leaking, and faulty air conditioning. The more recent parts of the campus, the modular classrooms, and the Ninth Grade Academy are likewise encountering various issues. The campus conditions are diminishing the classroom's effectiveness.

Teachers and students are steadily fighting the growth of mold within the classroom. Complaints about peculiar smells and frequent sneezing and coughing in certain classrooms are increasingly common. However, the eradication of mold is far beyond the control of the

occupants of the classrooms as well as the janitors of the campus. This is becoming evident as teachers continually lose their classrooms to mold. While some were moved rather quickly, others struggled to find a classroom of their own, resulting in a loss of instructional time for their students. Unfortunately, the poor conditions and increasing deterioration of the Charlotte Amalie High School are impacting its students' well-being and education.

## FINDINGS







### ***AREAS OF STRENGTHS AND BEST PRACTICES 2020-2023***

*Schools demonstrated varied ways of planning, thinking, using evidence and data collection to support innovation, learning, monitoring improvement and making changes for their populations.*

***Administrative, Instructional, Guidance & Counseling Areas  
State Education Trends for 2023 - National Governors Association (nga.org)***

### ***Virgin Islands Educational Trends***

The Virgin Islands Department of Education promoted and followed national trends in education such as: Early Childhood Learning; Workforce Development and Career & Technical Education; Academic Supports; Socio-Emotional Support; College and Postsecondary Education; Curriculum Revisions and Standards; Data Collection and Evaluation; and Maintenance Work Plans to correct problems at school facilities to ensure a safe and healthy learning environment.

### ***Positive School Leadership***

***School leaders had meaningful discussions with their school teams to address the mediocre results of the I-Ready and Smarter Balance assessment tests.***

*There was consensus amongst principals that the performance standards results were “improvable.”*

School leaders all implemented strategies, practices, resources and evidenced -based intervention programs targeting English Language Arts and Mathematics standards. School leaders exhibited efforts to enhance *positive school climate, build trust and improve school community relationships* among instructional staff, school monitors, custodians, and parents. In general, school environments were positive and all persons “provided input” on data, resources, and instructional intent.

### ***Use of Assessment Tests***

2015-16-summative-technical-report.pdf (smarterbalanced.org)

The Virgin Islands Department of Education used assessment tests as an effective way to determine the overall performance of our students including gaps in learning. It allowed them to view stages of learning, revise instructional goals, and prepare standards for individual and specific target groups of students.

The Commissioner of Education prioritized school performance by providing school profile presentations to community stakeholders. Schools shared results about English Language Arts and Mathematics proficiency, and their strategies for ameliorating learning deficits. The Department acknowledged a dilemma, in literary and numerical achievement, which needed to be addressed by research-based and intensive plans of action.

### *Use of Data to Improve Student Learning and Achievement*

Principals at schools used data to support the school's instructional programs. The data was shared with parents, students, and other stakeholders to facilitate a clear understanding of the test results from I-Ready and Smarter Balance in English Language Arts and Mathematics. Data boards were posted around schools to demonstrate plans and strategies for the school's remediation process.

### *Student Success Specialists*

Designated Student Success Specialists were available at a few schools. This promising alternative was utilized with other school team members to address skills acquisition and provide high-level tutoring in the English Language Arts and Mathematics curriculum areas.

### *AMIRA web-based program*

#### *Amira Learning | Amira Learning*

A promising literacy program called Amira (approximate cost for implementation \$10,000 – 12,000) was showcased at selected schools. Amira is an intervention program for kindergarten to third grade students. It assists with phonics, decoding and comprehension. The program was easy to implement and allowed for small group rotation work or independent practice. It was an excellent tutorial aid for students who speak a second language such as Spanish. Administrators shared the quality and effectiveness of the program's impact on student progress.

### *School Collaboration*

Efforts at team collaboration to address standardized test results were evident. Inclusive school plans to support and serve students who needed intensive instructional assistance at school or through distance learning opportunities were also noticed. Intervention and prevention strategies for students below standard, near proficiency "bubble groups" were openly discussed and targeted for academic attention.

### *The Arts in Schools*

#### *arts in the public schools - Search (bing.com)*

Many schools had some ARTS initiatives. They clearly understood the connection and benefits of: steel orchestras, choirs, instrumental programs, quadrille dancing, photography, and other creative mediums. Student artistic expressions were displayed in hallways, on bulletin boards, in cafeterias, and on the exterior of school buildings.

### *Structured Schedules*

Flexible Blocks of time (40 minutes) were provided at schools to facilitate specific intervention sessions. Flexible Blocks were used to support academic plans for low performance in English Language Arts and Mathematics. Schools also offered after-school sessions and Saturday Academies with incentives, as structured periods for timely intervention.

### *Library Programs*

Some school libraries facilitated literacy goals and school academic development. Their appearance projected emphasis on learning materials, equipment, media devices and internet connection. Materials were on display to support curriculum standards and lesson planning.

### *Morning Assemblies*

The practice of opening the school day with literacy-based programs, which included: positive greetings, shared oral, written, listening, and reading experiences were good models of the Language Arts Communication Block.

### *Use of Holiday Recognition or Celebratory displays*

The displays of students' Honor rolls, cultural boards, and core subject exhibits fostered individual student and school accomplishments. The displays showed pride, positive relationships and the valuing of teacher and school performance. It underlined academic and social recognition. Visitors were drawn to displays to check quality of work, grade level and classes being recognized.

### *Use of Lunch Menu Board*

Some schools used decorative meal announcement boards to create awareness of the daily meal and to promote child nutrition participation. Daily menu items were listed, for example: Stewed turkey, mash potatoes, vegetables, strawberry milk, dessert etc.

### *Team Counseling*

School counselors supported each other in their approach to guiding students, parents, and administrators with actions aligned to better academic and social expression. Their programs included services related to earning credit, behavior modification, test scores, and career determination. Community connections, exposure to wrap around services, drug and substance abuse awareness, career-work assignments, and college options, were general practices and strategies being utilized on and off campus.

### *Middle School Teams*

Some Middle Schools had faculty-student teams. They met regularly to address achievements and behavioral goals, as well as identified challenges requiring resolution. The teams were competitive with t-shirts and proud advisors who supported learning performance. Various activities were planned to celebrate accomplishments.

### *School Monitors*

At the entrance of some school campuses, school monitors were easily identifiable in uniforms. They directed and advised incoming students and visitors regarding in-school sign in procedures and other requirements. These individuals performed the dual role of addressing disorderly behavior and ensuring that campuses maintained a safe and healthy environment.

### *Maintenance Services*

The Department of Education's School Maintenance Division is staffed with knowledgeable and responsive employees. The maintenance teams which assisted with walkthroughs answered questions about a variety of problems, materials, school construction designs, and budget. They were helpful in explaining maintenance procedures, processes, and challenges which impacted their delivery of services at each school.

## ***DEFICIENCIES***



### ***Definitions***

- ***Instructional gaps*** – inadequate knowledge and skills to meet curriculum standards and attain grade level proficiency; insufficient materials and resources to support learning activities and programs; inadequate teacher training and licensure; limited staff/paraprofessional assignments, training, and scheduling to maximize intervention goals.
- ***Administrative gaps*** - The duties, responsibilities and goals of school principals must be clearly delineated and focused on academic success. Principals must be held accountable for curriculum standards by developing benchmarks for each grade level and subject area(s) which are measured frequently.
  - Principals performing as “solo” agent should be encouraged to work as a team, solving problems as a unit promoting positive school climate and morale
  - Principals must shift away from administrative “busy” work to more classroom observations, review of school data, and professional development tailored for their school
  - Principals need to utilize research and evidence-based strategies to address short- and long-term issues such as – instructional achievement, poor classroom management, best practices and discipline problems

- **Guidance & Counseling gap** - increase efforts for data driven programs connected to district standards for achievement; greater effort to eliminate academic barriers, poor attendance, social emotional issues and disruptive behavior; shortage of qualified personnel; high caseloads with inadequate work space for larger groups, smaller group counseling; small or nonexistent data and library space; limited professional and student privacy areas; insufficient parent and student engagement; need for expanded research & evidence – based strategies to provide students with educational, vocational, career – related, college/advance and military planning; a need for social skills programs and mental health assessment, surveys, coping and functional treatment plans.
- **Maintenance gaps** - Lack of funding to address accumulated years of disrepairs and damage; insufficient materials, equipment and corrective services to adequately handle the problems with rundown, outdated and substandard buildings; inability to consistently meet compliance for established code requirements for buildings, grounds, and services; limited visible or “hard “ plans for day to day, long range priorities, and completion of projects; need for technological information system which shows path of problem-notification; emergency, routine, preventative, predictive, corrective actions and referred maintenance plans. **Need for additional workers, training opportunities and resources to maintain environmentally safe, hygienic, and healthy facilities.**
- **External factor deficit (gap)** - factors outside the education system’s control that may have a positive or negative impact on services, performance, or results required by the Department of Education. These factors may be attributed to; weather or natural disasters, power outages, water pressure, eroded water lines, chemical smells and pungent odors, political influence, cultural mores, poor technological connections, environmental, regulatory, legal, or social issues which directly alter the school’s scheduling, programs, nutritional offerings, bus operations and student -teacher – parent engagement. Students need school nurse services to identify medical, dental and vision care.
- **Internet Connectivity** – limited or non-continuous access to high-speed internet at school or home environment through mobile devices or a fixed line broadband. Unreliable access creates inequitable learning opportunities for content and curricula knowledge, technological expertise, and lack of connection to global information.

### *Administrative, Instructional and Guidance & Counseling Deficiencies*

#### *Identification of Learning Loss*

***“Mind the gap: COVID-19 is widening racial disparities in learning, so students need help and a chance to catch up | McKinsey”***

The period between 2017 through the 2022 school years created significant educational disruptions and interruptions, including but not limited to: curriculum standards implementation, continuous learning adaptations due to technological-internet service challenges, teacher shortages, learn from home adjustments etc. all of which collectively had a negative impact on the entire educational structure and system.

In addition to the impact of the major hurricanes and the Covid pandemic, pre-existing inequitable practices, scarcity of resources, home and environmental disparities presented severe challenges for administrative and instructional personnel which contributed to significant learning loss for our student learners.

***This period created learning deficiencies or gaps, the difference between what a student is expected to know and be able to perform.*** Like students in other geographical locations Virgin Islands learners were

notably affected. Virgin Islands students participated in assessment indicators which determined whether educational programs and goals were being met.

I-Ready is an online program which assesses reading and mathematics proficiency. Virgin Islands students in grades kindergarten to eighth (8<sup>th</sup>) grade take the I-Ready assessment. Students in high school with lower reading levels may also be required to take the test. This option differs by district. The test is administered three times a year. Participation and timing may differ.

Smarter Balance is a computer-based test administered to third through eighth grade students. Tenth (10) and Eleventh (11) graders also took the test. The test measured English Language Arts and Mathematics standards.

### *School Response and Reactions*

- Some underperforming schools exhibited signs of discontentment in facing the unprecedented challenges and accountability requirements to improve test assessment results.
- Administrative hostility and belligerence towards “the system”, and other negative behaviors stifled academic accomplishments, and affected the motivation, teambuilding efforts, and innovative designs for students, their families and school personnel.
- Lack of awareness regarding laws and services for students with disabilities stigmatizes and creates negative attitudes toward students who participate in special programs.
- "Inclusivity and equity" are not exercised to allow students fair and greater access to all aspects of school programs & events.

### *School Data & Outcomes from Assessment Test Findings*

- Sufficient feedback and data from assessments were not available for parents and community members to understand and meaningfully participate in decision making.
- Inadequate progress in English Language Arts and Mathematics core subjects
- Limited in-depth professional development for teachers and school personnel
- Teaching and learning programs for individual students and groups need significant modifications to improve progress in English Language Arts and Mathematic skills
- There is a critical need for acceleration approaches for students in advance groups
- Too many variances in completing unfinished tests and hurried tests schedules
- Inconsistent internet service connections during testing
- Varying testing environment adjustments, proctoring and procedures
- *Absence of best practice test taking strategies*

### *Systemic Apathy & Oppositional Disorders*

delivery.php (ssrn.com)

Student Apathy: The Downfall of Education

Schools were faced with prevalent and challenging responses to the system's effort to instruct students. Principals, school personnel, parents, and students faced educational disengagement, conflicted feelings, decrease in efforts to collaborate and threats to a safe learning environment.

Feelings of dissatisfaction with disruptive students, lack of resources, workplace support, high stakes test, poor classroom management and punitive reactions were critical deterrents to academic and social goals.

Observable behaviors among students included: lack of interest in school, indifference, poor attendance patterns, ignorance, or manipulation of school rules & regulations.

- Some middle and high school students showed no regard for their school environment by disregarding; uniform policy (hoodies, dark glasses); dismissed attention to bell system; challenged supervisory adults; lacked courteous interactions e.g. “excuse me, good morning, or good afternoon.”
- Some students demonstrated “verbal” back and forth, uncooperativeness, defiant and hostile behaviors towards teachers, personnel, or peers.
- These types of occurrences are unacceptable. Persons in leadership roles, including Dean of Students and personnel should not ignore defiance and apathy which undermined the education process. These factors may have increased due to social and school distancing caused by hurricanes and the unparalleled pandemic period.
- Efforts to address negative behaviors, improve relationships, make positive connections with adults, develop peer affiliations, and expand feelings of trust and safety on campus were difficult.

### *Youth Rehabilitation Center and Edith Williams Alternative Academy Programs*

- Students assigned to the Youth Rehabilitation Center and Edith Williams Alternative Academy Programs have problems associated with age, truancy, drug involvement, delinquent or criminal act/s and non-compliance with school requirements. Some assignments to the alternate learning environments were assigned by the juvenile court system.
- Both programs need immediate operational and structural overhaul. Clear program goals were not consistent, equitable, and academically tied to individualized instructional needs. Services were not comparable to other middle and high school programs
- Substandard administrative support and planning was provided for a school in a prison facility and for the other school in close proximity to the superintendent’s office.

### *Internet Service*

Inconsistent high speed Internet service remained a challenge for school assessment testing. The school’s infrastructure and access to resources were deficient.

### *Emergency Preparedness & Response Drills*

Essential emergency and preparedness drills demonstrating actions to take during and after emergency situations were not routine procedures in some schools. Communication mediums to facilitate notification to entire schools were also a deterring factor. Lack of practice negatively impact students’ ability to be safe.

### *Diminishing Emphasis on the ARTS*

New evidence of the benefits of arts education ([brookings.edu](http://brookings.edu))



- Curtailment of arts programs and activities in some schools reduced the engagement, coping social skills and emotional development of students.
- Arts education programs were compromised due to insufficient funding, lack of teachers and scheduling of classes.
- Some students were not provided exposure to music, dance, drama, performing arts, design and media studies.
- Some schools had instruments which were stored “untouched,” due to reduction of electives courses, “squeezing out the arts” and lack of instructors and classroom facilities.

### **Teacher Certification**

The percentage of certified teachers at each school was extremely concerning. Some teachers lacked the basic required courses - educational foundation, educational psychology, education technology, student teaching, History of the Virgin Islands, Curriculum & Methods, Introduction to Special Education, Praxis I or Praxis II to meet certification standards.

### **Shortage or Lack of Critical Personnel**

***School Nurses - Many schools did not have dedicated full-time nurses to address identifiable health conditions, such as diabetes, obesity, asthma, food allergies, seizure disorder, poor oral or visual health issues.*** All schools did not have a school nurse to help educate parents/guardians on health care services, monitor school attendance, academic achievement, or age-appropriate growth and development.

Other positions needed to support safe and healthy environments that promote academic achievement were: School crossing guards, core subject instructors, counselors, Art teachers, librarians, custodians and other critical school personnel. School resource officers (SROs) were inadequate to address today’s security standards.

### **Mental Health & Trauma Disorders**

Mental Health In Schools: A Hidden Crisis Affecting Millions Of Students: NPR Ed : NPR

The American Academy of Child & Adolescent Psychiatry in 2021 declared a national emergency in child and adolescent mental health. Students were faced with profound risks as a result of hurricanes and Covid isolation to include depression, low self-esteem, lack of sleep, anxiety, loneliness and poor cognitive development.

- There is no formal territorial mental health or trauma alert concerning students who needed assistance with monumental issues.
- Direct communication and collaboration needs to occur with the Department of Health, the Department of Education, the Board of Education and other service organizations concerning awareness, treatments and school services for students with increasing mental health challenges.
- There is no direct training for guidance counselors, school monitors or other school personnel with researched specific interventions and trauma-based approaches available for school teams.
- Schools currently have limited or no screening to assist students who may be affected by anxiety, stress, suicidal thoughts, trauma, and socio- emotional challenges.
- Some schools showed limited or reduced visual reminders and contact information for administrators, teachers, nurses, counselors or social workers regarding mandatory reporting of child abuse, neglect, other unsafe and threatening behaviors towards children & juveniles.



### **DRUG Prevention**

Limited high school and middle school programs had certified plans to address alcohol and drug use; including trends towards fentanyl, opioids and edible substances usage. Programs to discourage Vaping and smoking were not visible.

### **School Monitor Training**

There were insufficient professional development and training for school monitors which focused on de-escalating disruptive behavior, resolving conflicts, improving relationships, and proposed actions to utilize during crisis situations. .

### **School Closures - External & Internal**

*“Electricity and Education: How Power Outages Affect Education - Children First America”*

The Virgin Islands Board of Education vociferated the loss of instructional time through Water & Power Authority, other service interruptions, and external/internal factors which impacted the quality, quantity and frequency of in school attendance.

***Please note: A formal response from the Virgin Islands Department of Education concerning school closures, makeup options and opportunities for lost instruction is still pending submittal to the Board of Education.***

### **Maintenance Services:**

#### **External & Internal Appearance of Schools**

The initial presentation of a school is its fencing, building appearance and campus condition. It sets the tone for students, personnel, and visitors. Some schools showed a need to address falling and dilapidated gates, tree roots that destroyed walkways, overgrown grass, and paint touch up for buildings. Flagpoles and flags flown were not consistent from school to school.

A significant amount of safety and standard equipment was destroyed by students. Bathrooms for administrators, staff and students had observable problems “out of order signs”, hanging wires, standing water puddles and graffiti writing. The sanitary and hygienic standards for restrooms were impacted by destroyed or damaged soap dispensers, toilet paper holders and sanitizer receptacles. Students without soap and paper towels cleaned and dried their hands on their clothing. Some Fire alarm levers were damaged.

#### ***School Maintenance is a Complex Operation***

### **School Walkthroughs**

The absence of consistent maintenance services critically impacts the physical, educational, and financial health of the school facilities.

Additionally, financial constraints negatively impacted school maintenance's efforts for safe and healthy environments. Fiscal issues include changes in revenues, capital improvement, school enrollments, price increases, prolonged procurement processes and asset management.

As a result of these deficiencies principals frequently resorted to using personal monies, neighborhood partnerships, "MacGyvering" and other options to assist, remediate or correct maintenance problems.

***Simple Maintenance should be routinely corrected:***

- Sails needed to cover walkways
- "Out of Service" bathrooms (male, female, and staff bathrooms)
- Unkempt campus environment – need for grass cutting
- Need for gate welding
- Rodents and termites in kindergarten classroom and kitchen areas were environmental, health and safety hazards.

**Career and Technical Facilities**

Programs which provided career and technical skills did not allow for meeting competencies requirements due to the severe lack of specific personnel, resources and equipment to address standardized services.

- A cosmetology classroom lacked plumbing and water access for client services
- An electricity classroom was condemned due to water leaks
- Lack of personnel forced combining food nutrition classes so students could meet graduation requirements

Inadequate personnel for key programs were deficient: e.g., auto mechanic, architectural drafting, carpentry, health & childcare, air conditioning, plumbing, phlebotomy, aviation, electricity, masonry, etc. seriously undermined career pathways and entry level workforce options for numerous students.

Vocational programs need reliable career focused hands-on opportunities for developing the local workforce. No tracking of completion rates or job attainment statistics were available to justify expansion of programs.



The VIBE recommendations stem from specific information and evidence obtained through the school walkthrough process and supported by educational best practices. The intended rationale to expand direct services is to improve student achievement, create positive school climate, boost morale, develop social skills, support mental health challenges, and prepare for school occupancy in appropriately maintained educational structures. Execution of innovative action plans are needed to close the learning gaps by expanding data-based services, investments, and equitable benefits. Critical curriculum standards and instructional initiatives must be promoted by administrative leadership and guidance counseling programs. Well-maintained and upgraded learning facilities should enhance the safety, health, and social experiences of students and staff.

***Guiding Comments from Secretary of Education - Miguel Cardona***

*“...Secretary of Education Cardona testified before the House Apportionment Subcommittee on Labor, Health and Human Services, and Education on the President’s Fiscal Year 2024 budget request for the Department of Education.*

*In his testimony he stated, “My time in front of you today is about choices... The choice to invest in America’s children, or the choice to protect the status quo of under-achievement. The choice to come together on behalf of the students, parents, and educators who are looking to us to serve and “RAISE THE BAR” for education in this country, versus the choice to break down in partisanship or divisive culture wars.*

*He indicated the need to “focus on the importance of developing high-quality learning environments and experiences that are grounded in the latest research findings on adolescent learning and development, featuring evidence-based strategies for strengthening student voice and agency and enhancing connections between students in middle grades and high school and their school, family, and program partners.”*

*“The latest data from the NAEP further affirms the profound impact the pandemic had on student learning in subjects beyond math and reading,” Secretary Cardona emphasized ... “It tells us that now is not the time for politicians to try to extract double-digit cuts to education funding, nor is it the time to limit what students learn. “*

### **Administrative, Instructional or Guidance & Counseling Recommendations**

The Virgin Islands Board of Education recommends a “CALL TO ACTION” to accelerate the English Language Arts, Mathematics and Science Performance in public education.

Department of Education Commissioner and Superintendent-level personnel must prioritize ongoing evaluation and training for school-based leadership teams to ensure educational programs and site maintenance meet VIBE standards.

The VIDE must present a corrective academic action plan to the community annually, which notifies parents, guardians, businesses, legislators, and other stakeholders of efforts to strengthen the performance of Virgin Islands students in English Language Arts, Mathematics, and the Science curriculum areas. Administrators and school counselors are encouraged to collaborate in implementing the academic plan to assist each school in preparing all Virgin Islands students to meet high academic standards and become productive and contributing members of society in the 21<sup>st</sup> century.

School Administration and Guidance Counselors must develop a school plan that;

- Utilize research and practices aligned with “The Science of Reading”
- Support newly hired, highly qualified, effective teachers and school-base personnel
- Increase teacher professional development opportunities
- Increase investment in educational research
- Promote an understanding and appreciation for diverse populations and cultures
- Monitor and advise students and parents of progress toward promotion/graduation requirements
- Utilize evidence and data-based decision-making processes
- Prepare students to transition to the next level: middle, high, and post-high through school activities
- Increase student access to technological options in identified pathways

### **Effective Principals**

research-brief-leadership-qualities-effective-principals.pdf (compcenternetwork.org)

***The Virgin Islands educational system must require school leaders to implement innovative and relevant age-appropriate instructional goals. VIBE recommends using surveys and school-based feedback to determine the school-based team’s knowledge and understanding of the department’s goals and school instructional direction.***

- School responsibilities should be divided into components. The principal should not “shoulder” most responsibilities: assistant principals and school teams should be assigned tasks directly related to their roles.
- Written reports must include evidence and data-based practice and documentation.
- School leaders must work towards positive, productive, and collaborative school environments with personnel and other community stakeholders.
- Business owners in the immediate proximity should know the profile, (achievements and weaknesses) of the school.
- Students and parents’ voices should be heard in decision making

- Administrators and staff members who are hostile or belligerent need clear and decisive actions from the Superintendent or the Commissioner's level.
- School leaders who are not assertive, flexible and who do not monitor instructional programs and maintenance projects in a satisfactory manner should be addressed.

### *Curriculum Framework Support*

Virgin Islands Department of Education curriculum coordinators must increase efforts to support teachers' ability to deliver knowledge and skills to diverse learners. Options will allow school-based personnel flexibility to focus on areas of development. Recommended training topics include:

- Curriculum framework planning that correlates with I-Ready and Smarter balance assessment outcomes
- Substantially increase presentations to PTA(s) on English Language Arts, Mathematics and Science standards
- Intensify support with coaching, professional development options, and webinars
- Disseminate new and current research for English Language Arts, Mathematics and Science to all school-base personnel
- Create surveys and feedback tools to determine community understanding of curriculum goals and instructional efforts
- Review quarterly progress reports with teachers and parents on specific curriculum area strengths and weaknesses

### *The I-READY and Smarter Balance Tests*

The current approach utilized by VIDE to assess and evaluate students in the Virgin Islands necessitates reliable, stable, and consistent internet connectivity to monitor and improve student performance effectively.

Schools need more reliable access to VIDE's bandwidth connections throughout the school day. Current school-based intervention programs rely heavily on internet connection. However, VIDE's existing internet infrastructure struggles to support the intervention needs of students throughout the school day. VIBE recommends that VIDE review the current intervention model to encompass more project-based and problem-solving activities that involve hands-on learning activities until bandwidth connectivity challenges are rectified. To benefit test-taking outcomes, VIBE recommends increasing equitable opportunities for student engagement in critical thinking, solving authentic problems, and developing realistic solutions beyond digital intervention.

The VIBE highly recommends consistently expanding programs to recognize gifted and talented children with exceptional academic, artistic, athletic, and/or leadership abilities in each school district. Programming for students should match the strengths and interests of the student. Data should measure and monitor student growth and achievement and drive instructional programming decisions.

### *Increase School Business Partnerships*

EJ1123994.pdf (ed.gov)

*Schools need to develop partnerships with businesses* - Elementary, Middle, and High Schools need compatible and visible career and entrepreneurial networks operating on a daily basis not merely for career fairs or special events.

### *Reinforced Alternative Schools Services*

Alternative programs should offer reform, educational opportunities, and service/support options for the individual needs of students. The use of alternative programs is a productive way to assist by decreasing negative responses such as school to prison consequences. School administrators should not be assigned to alternative schools as punishment but have the capability to make critical changes.

Alternative programs need more essential components to help students succeed:

1. Screening and assessment tools
2. Trained personnel for age-appropriate education
3. Substance abuse education and counseling services
4. Job skills training & career awareness
5. Mental health treatment
6. Family counseling and support
7. Support for crisis situations
8. Viable recreation and organized sports or Arts programs

Educational programs offered must include rehabilitative counseling, distance or virtual learning and technology options to rebuild and motivate students toward success. Parent engagement and communication should be facilitated.

### *Positive Discipline Approaches*

[www.naesp.org/resource/a-positive-approach-to-school-discipline](http://www.naesp.org/resource/a-positive-approach-to-school-discipline)

- Schools need environments where rules and regulations are clearly posted
- Rules need to address safety, school climate and equitable consequences
- Restorative justice approaches, positive alternatives, and problem-solving strategies with designated personnel should be widely known on campuses
- School monitors and school resources officers should be agents for effective campus discipline policies
- These individuals need training in CPR, Prevention & Preparedness for emergencies, basic child law, planning for safe environment, rotation schedules, youth and juvenile awareness alternatives
- Zero tolerance should be applied in severe, threatening and weapons related situations
- The school environment should not be comparable to or contribute to the school-to-prison pipeline

### *Utilization of Wraparound Services*

- Wraparound services is a team approach which moves to identify the root cause of problems through monitoring, setting priorities and establishing a plan
- Wraparound services should be provided to support students' needs throughout their day whether the support is academic, social, or behavioral
- Services should be connected to multiple community agencies.
- Measurable action goals can be put in place for bullying, sexual harassment, fighting, student apathy, etc. to target services needed

- More personnel (specialists, paraprofessionals, mentors, etc.) should be taught intervention methods, tutoring, behavior approaches or other adaptive options.

### **VIBE – Policies, Intervention, Prevention**

www.myviboe.com

- Most VIDE staff members were not familiar with, have not read thoroughly, or discussed the rules and policies of the Board of Education.
- Better interpretation and compliance with VIBE policies are needed.
- Schools should submit, participate, and assist in drafting Board policies.
- ***District level policies need to align with Board of Education policies.***
- School Dean of Students – must be part of the decision-making process that results in the best outcomes for students.
- Schools need to utilize more discipline and intervention approaches that focus on restorative practices to support students' mental, emotional, traumatic and crisis behaviors.

### **Re-invent Innovative Arts Initiatives**

***Why Arts Education Is Crucial, and Who's Doing It Best | Edutopia***

***Why are Schools Cutting Music Programs? - Save The Music Foundation***

Research findings in brain and cognitive development indicate that ARTs should be used as a learning tool to integrate curriculum subjects such as English Language Arts, Mathematics, Science etc....

More ARTs correlate with better standardized test results.

- Schools with NO ARTs programs should offer after school or Saturday academies
- Schools can use a lottery system to select participants based on the school population
- Schools can hire personnel on a contractual basis to teach: Violin, dance, music, gymnastics, tennis, archery, fencing, theater, visual arts, pottery, etc.
- Students from diverse family backgrounds need equal exposure and numerous choices for a balanced education

***Students participating in Magnet programs, while enrolled in college bound or academic pathways should not be denied opportunities to take ARTS courses.***

### **Teacher Shortages and Attrition**

National, state, and local trends show the Virgin Islands is subject to teacher shortages in critical subject areas like; mathematics, science, foreign language, music, art, special education, and other subjects required for promotion or graduation.

Various reasons were purported for drastic shortages: teacher burnout, low salary, challenging workloads, out of pocket expenses, class size, effects of pandemic, inequitable administrative practices, working environments, lack of opportunities to advance professionally, loss of respect for teaching profession, etc.

Methods to address teacher shortage can include:

- Utilizing information from high school Graduation Exit Plans to identify students interested in teaching areas



- Connecting students with University of the Virgin Islands and the early admissions program
- Offering four (4) year VIBE program scholarships (similar to nursing) with agreement to provide reciprocal years of service to the Department of Education
- Raising the pay scale
- Using alternative certification methods such as fast tracking, micro-credentialing for certification

### **School Nurses**

The American Academy of Pediatrics and the National Association of School Nurses critically recommends that all schools should have a “full-time” nurse in its facility. The Virgin Islands Department of Education, the American Federation of Teachers Local 1825 & 1826, The Department of Health, the Board of Education, the Legislature’s Education & Workforce Development Committee and organizations affiliated with child and adolescent development must meet to discuss health services in schools. The discussion must include evaluation of school healthcare services, identification of qualified personnel and the need for conditional, contractual, and unionized agreements to ensure safety and health standards are appropriate at schools.

The long-standing issue of school nursing personnel needs to be analyzed and resolved for the benefit of children’s health and academic progress. The Legislature of the Virgin Islands appropriates \$200,000.00 annually to the Board of Education to educate persons interested in nursing. These educated nurses must also be of benefit to the education system.

### **Collaboration & Professional Development with Professional Organizations**

*More pedagogical and theoretical discussions about teaching, learning, and best practices should be facilitated with organizations such as:*

**UNIVERSITY OF THE VIRGIN ISLANDS** – The School of Education is one of six academic areas and the primary authority and responsibility for preparing high quality teachers, school administrators, and counselors at the undergraduate and graduate levels.

**REGIONAL EDUCATIONAL Laboratory Northeast & Islands-** works with educators and policymakers in the northeastern region to support meaningful local, regional, or state decisions about education policies, programs, and practices designed to improve education.

**EDUCATION COMMISSION OF THE STATES** – serves as a partner to state policymakers by providing personalized support and helping education leaders come together to learn from one another.

**NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN** – Promotes high - quality learning by connecting practice, policy, and research.

- Professional Development for teachers to expand their knowledge and skills must correlate with student outcomes.
- Professional development topics must include formative and summative assessment; Critical thinking and solving real world problems; curriculum content & standards; early childhood development; the science of reading, the extension of teacher best practices and adaptability to changes.
- Virgin Islands Department of Education needs to facilitate more conferences, meeting opportunities, distribution of publications, linked websites, open chatrooms articles and professional networks about education.



5 Ways to Make Teacher Professional Development Effective [With Examples] | Prodigy Education (prodigygame.com)

***School libraries should make students consumers and creators of information providing multiple chances for academic achievement, lifelong reading, research, and beneficial choices.***

Invest in Librarians and Library Services:

- School libraries need to be operational and functional at all levels
- Each school needs flexible schedules, so students visit the library on a weekly basis
- Each school should have 15-20 books per student
- Each school should have access to internet and technology devices.
- An increase in audible tapes and other assistive devices should be available for hearing, practicing, seeing and accurate representation in English Language Arts, Mathematics and other curriculum areas.

### **School Monitor Security and Training**

School and campus security is paramount to the delivery of educational services. Generally, the first person that interacts with the public is the school monitor.

The Board recommends stronger training and course requirements for school monitors, that includes but is not limited to the following:

- School laws, disciplinary procedures, and liability, FERPA and HIPPA
- Mediation & Conflict resolution
- Emergency & disaster preparation (shootings, stabbings, kidnappings, rape, fights, weapon confiscation, securing evidence, etc.)
- School security threats related to bombs, shooters, cyber/technology threats, adult threats
- School climate & culture; building relationships,
- Uniform attire
- CPR for children and adults
- Dynamics of Student behaviors
- Recognition of Service

### **Functional Student Councils at High Schools**

School leadership teams should facilitate student leadership, peer courts, mentoring and alternative ways to encourage student civic rights, responsibilities, and democratic participation as a citizen.

### **School Video Security System**

- School safety and security for students, personnel, and visitors is a top priority for learning environments.
- ***Acquisition of security cameras would help with clarification, investigation, and prevention of school incidences.***
- Cameras can assist with communication about emergencies, lockdowns and other responses to alerts (active shooter).

- Cameras can be placed in distant or remote areas to maintain coverage of the school campus

### **Timely Distribution of Imprest Funds**

Timely distributions of Imprest funds to assist schools in addressing fundamental instructional and maintenance resolutions is critical. Lack of information regarding disbursement schedule “ties the hands” of school administrators. Money is “theoretically “on paper but not expendable, practical, or effective in solving school issues. ***Distribution of School allotments totaling \$250,000.00 are significantly delayed.*** The distribution timeline is inadequate to meet the needs of schools.

### **Maintenance Management Information**

New and innovative procedures with a systemic approach for delivering corrective services need to be put in place for maintenance. A centralized information system needs to be developed with names of major supervisors, their role and responsibilities and contact numbers distributed to all public education sites.

<b><i>NAME</i></b>	<b><i>TITLE</i></b>	<b><i>RESPONSIBILITIES</i></b>	<b><i>CONTACT</i></b>
	<b><i>Chief Operations Officer</i></b>		
	<b><i>Territorial Facilities Manager</i></b>		
	<b><i>District Director of Maintenance – STX</i></b>		
	<b><i>District Director of Maintenance – STT/STJ</i></b>		
	<b><i>Director of School Security</i></b>		

1. VIDE maintenance repairs must begin and end with a work order which:
  - a) identifies job or project
  - b) urgency
  - c) vendor or maintenance staff to address work
  - d) funding source
  - e) completion date
  - f) supervisor responsible
2. Maintenance Protocol- the techniques or strategies that categorize and address maintenance problems should be shared.
3. Maintenance data needs to be collected to determine effectiveness of programs
4. Maintenance walkthroughs need to be completed before June and revisited in August to check corrections and completed projects
5. BEFORE and AFTER pictures of jobs need to be taken to show completion and quality of work
6. A report indicating projects completed over summer and other projects to be addressed during the current school year needs to be submitted to the Virgin Islands Board before schools open.

### **Territorial Maintenance Funding**

Additional funding and investment in school maintenance is critical for reasonable and targeted responses for mold remediation, termite infestation, air condition units and parts, removal of copper piping, installation of kitchen equipment, intercoms for basic school communication, sinking buildings, faulty electrical wiring, low water pressure for sanitary needs and other consistent problems. Lack of funding cause numerous delays in instructional hours and days, delayed payment to vendors, faculty and staff frustration and leadership duress.

### **Problems Severely Affecting the Quality of Student Learning**

- **Mold** – caused allergic symptoms like runny nose, coughing, irritated eyes, headaches, and fatigue in students and personnel
- **Water retention** – caused water damage, burst or leaking pipes and risks of falls
- **Air conditioners** – compromised air environments affect student and teacher performance
- **Recurring internet problems** – caused delays and reduced learning opportunities
- **Communication problems** – caused unnecessary safety risks for schools without intercoms, cameras or emergency equipment
- **Recurring sewerage or contaminated materials** – caused odor, bad air circulation, unsanitary and health risks

Routine repairs or purchase of parts is essential to maintenance productivity:

- Air conditioners, filters, compressors, fans or other maintenance necessities should not be ignored or bypassed
- Sprung area with multiple use need retractable dividers to separate - classrooms, PE classes, cafeteria etc. (the noise and open area disrupts classes in session )
- Retractable and non-permanent dividers/shutters for convenient and easy divisions of space should be on hand

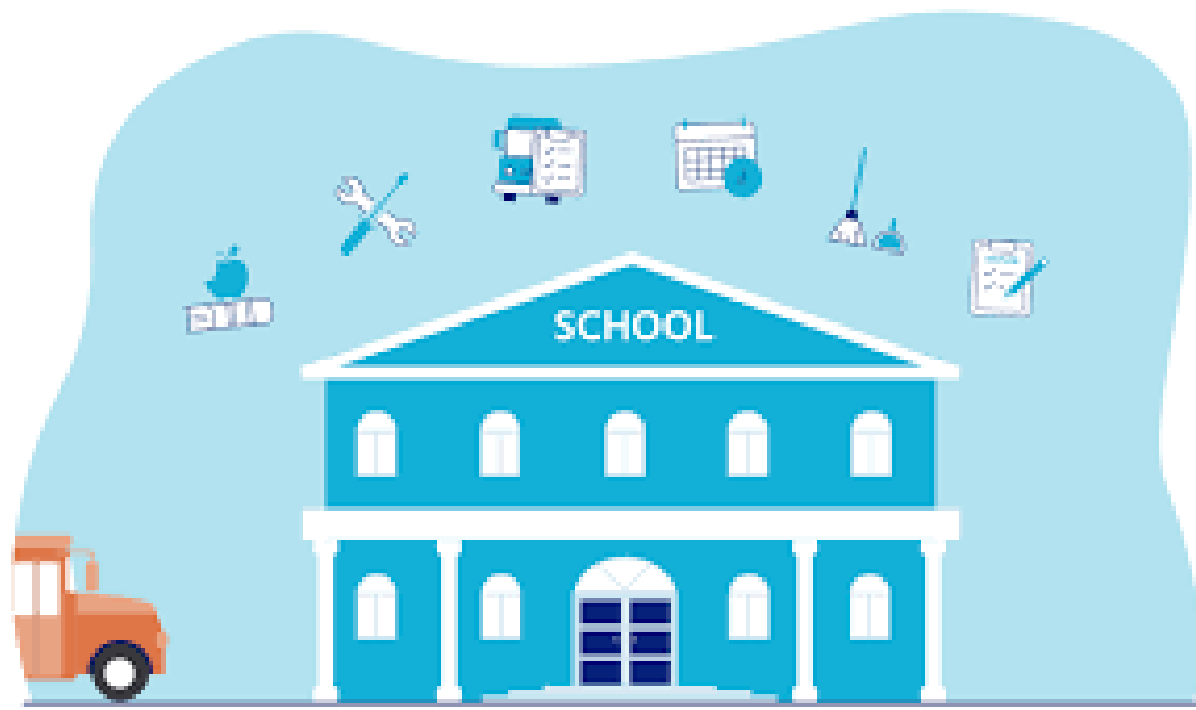
School external image should include erect, sturdy gates: enhanced landscaping free of branches, trees, or debris; upgraded painting and functional exterior; flag poles with flown American and VI Flag: welcome signs with name of school

**Review of land boundaries** – school engineers should review school properties to predict future use & design for vast open spaces

### ***Abandoned School Sites should be evaluated, and ideas submitted to the Government***

1. Lumber at Alexander Henderson School needs to be sold and monies used for mold remediation and corrective action to restore the school for use or distributed to operational schools by formula
2. Public Libraries under DPNR needs to be renovated and ready for fall usage
3. Lew Muckle School site needs to be considered as a museum site. A new school needs to be built near the Rudy Krieger Park in Sion Farm
4. A recommended name for the school in Paradise is *Evelyn Williams - Arthur A. Richards Kg through 8<sup>th</sup> Academy* to honor the two renown educators

## ***SCHOOL FACILITIES***



### ***Walkthroughs***

The Virgin Islands Board of Education (VIBE) School Plants and Facilities committee conducts annual inspections of Virgin Islands public school plants and facilities annually. The information collected allows the VIBE to assess and evaluate all public-school facilities, school administrations and school guidance divisions in the Territory. It may also be used to determine school environmental safety standards for certifying the opening of public-school plants and facilities and ensuring they are safe for employees, students, and visitors.

The safety standards are tailored to individual sites and include the input of partner government agencies such as the Department of Education, Department of Health - Environmental Health Division, Department of Planning and Natural Resources, Department of Labor - OSHA, and Fire Services. These standards are intended to offer the Department of Education a baseline for what is expected by the VIBE during its assessment prior to school openings and annual inspections based on policies, procedures, and legislative mandates.

### ***WHAT IS THE WALKTHROUGH STANDARD?***

The Walkthrough standard is a coordinated walk-through of the school facilities to identify hazards, evaluate fire safety preparation procedures, and verify compliance with environmental agencies' safety and health requirements to include air and water quality.

### ***WHY IS IT IMPORTANT?***

School walkthrough inspections ensure all Virgin Islands educational stakeholders promptly correct hazardous conditions discovered before each school year reopening. It communicates to employees,

students, and guardians that VIBE is serious about preventing situations that may cause harm to individuals and ensuring school plants and facilities are clean and safe.

### **WHAT IS REQUIRED?**

- Established process for inter-agency walkthroughs
- Develop a walkthrough checklist as an aid
- Be committed to timely correction of nonconformance found during the walk-through process
- Complete timely agency reporting

**The following areas need outside agency reporting inspection to be reported out before school reopening.**

1. Air and Water quality (annual)
2. Health Clearance certificate (annual)
3. Fire Safety (annual)

### **Annual walkthrough team and responsibilities**

The inspection team shall include the VIDE maintenance district supervisor and host school administration, along with representatives from VIBE, AFT, PTA, VIFEMS, DOH, DPNR, and OSHA.

### **Inspection checklist and performance**

The team should utilize a checklist while inspecting all facets (administration guidance division and school site infrastructure). The checklist is to aid the inspection process, and a means to document what has already been covered. The completion of the inspection process is the actual correction of nonconformances found during the inspection.

The checklists are developed to be easy to follow and understand. The list is broken down into the following general categories:

- **Administration:** This includes but is not limited to school progress/culture and point-of-operation school emergency preparedness, training records, accident reports, and safety postings.
- **Guidance Division:** Overview of student services/supports, graduation exit plans, and academic deficiencies interventions. Review tracking tools being used and check the condition and care of students with special needs.
- **School Site infrastructure:** Include but not limited to Fire/OSHA/DPNR reports, outlet box covers, circuits, lighting, etc. Housekeeping/maintenance: Inspect restrooms. Look for obstructions, tripping hazards, grounds grooming, exterior fencing, maintenance schedules, and records, etc. Personal protective equipment in classrooms/offices

### **Agency follow through after walk-through inspections**

After an inspection is completed, a written report should be provided by VIBE, FD, DOH, OSHA, and DPNR for each individual site. The report should list the school site name, time and date, a recap of corrective actions taken from the last account, and all non-conformance found during the current inspection, along with recommended corrective actions and timetables for completion. Communicate the inspection findings (good and bad) to all walk-through team participants.



# V.I. PUBLIC SCHOOL INSPECTION

## APPENDIX A: School Site Inspection Checklist

<b>Housekeeping/Grounds/Safety</b>	<b>Check if action required</b>	<b>Comments/Action required</b>
Classrooms maintained and in orderly conditions		
Storages, floors, hallways, office areas free of slip, trip, and fall hazards		
Tools, supplies, and equipment stored properly		
Student bathrooms clean and maintained		
Staff bathrooms clean and maintained		
Passageways properly illuminated		
Fencing, Gates, Doors, and Safes in proper working condition		
Fire extinguishers charged and updated, fire exits marked, fire safety evacuation procedures marked in hallways		
Fire drill completed		
Other:		



# V.I. PUBLIC SCHOOL INSPECTION

## APPENDIX B: Guidance Division Checklist

School Guidance Division	Check if action required	Comments/Action required
School site adequately staffed with certified personnel		
Guidance plan that meets students' social, emotional, and academic development		
Report out procedure established		
Student outreach services		
Staff tracking tools reviewed		
Graduation tracking and exit plans completed		
Other:		



# V.I. PUBLIC SCHOOL INSPECTION

## APPENDIX C: Administration Inspection Checklist

Administration Inspection	Check if action required	Comments/Action required
VIBE Principal school report completed		
Annual review of wrap-around programs available		
Training available for school Teachers, support staff, guidance division		
Emergency procedures written and known		
Accident/incident reports received		
Teacher/staff evaluations completed		
Emergency preparedness plan established (site specific)		
Other		



## ANCILLARY AGENCY REPORTS

In accordance with Legislative Mandate, Virgin Islands Code Title 17, § 24, paragraph 3, prior to the opening of school each academic year, all public school facilities are inspected to ensure that the environment is conducive to learning. Certifying agencies include the Department of Health (Environment Division), Department of Labor (OSHA), Department of Planning & Natural Resources, Fire Service, and Public Works. School opening safety & occupancy reports are then submitted by each agency for each school which includes major maintenance needs, cost estimates, and a schedule of completion.

While reviewing reports and reflecting on the prior academic year's school opening processes, the Board noted Ancillary Agency inspections occurred at the end of the summer break (late July/early August). However, **more time is needed** to address many of the safety issues, legal standards, and regulatory codes. The current process does not allow adequate time for warnings and the implementation of corrective measures prior to the opening of school. As a result, the School Plant and Facilities Committee recommends conducting beginning-of-year school inspections utilizing a twofold approach:

**Phase I: Initial School Walkthrough** to identify target areas - Early Summer (June 19 - June 30, 2023). These walkthroughs will focus on health, safety, security, and facilities' readiness for occupancy. Safety and repair and maintenance issues such as: fire detectors, kitchen hoods, exposed wires, light fixtures, A.C. filters, generators, cisterns, and other violations can be identified. Preliminary findings and recommendations for immediate corrective action should then be expeditiously (within 5-7 days of inspection) issued to the Virgin Islands Department of Education (VIDE). Consequently, VIDE will be provided adequate time to purchase materials, equipment, assign maintenance teams, and procure vendor services to address problems and inspection concerns to ensure that facilities are safe, healthy, and environmentally sound for occupancy upon school opening.

**Phase II: Final Walkthrough** to review corrective actions and issue final report - Late summer (July 24 - August 4, 2023). These walkthroughs will focus on recommended Phase I corrective action for repairs and maintenance, compliance of OSHA, Fire EMS, and other code regulations as well as health and safety guidelines implemented to make schools compliant for students, personnel, and the public.



This will assist in guiding schools to be more compliant, safe, secure, and healthy facilities. The VIBE is also suggesting that each agency provide each school with a certificate of compliance to be displayed in the main office or other visible, public space upon the implementation of corrective measures.



**GOVERNMENT OF  
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◆  
**VIRGIN ISLANDS DEPARTMENT OF HEALTH  
DIVISION OF ENVIRONMENTAL HEALTH**

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**To:** Justa E. Encarnacion, RN, BSN, MBA/HCM  
Commissioner, Virgin Islands Department of Health

**From:** Wanson S. Harris Jr., CIH, COHC

**DATE:** August 8, 2022

**SUBJECT:** REV-Virgin Islands Department of Education School Inspection-St. Croix  
District with outstanding two schools.

The Division of Environmental Health conducted a joint inspection with other regulatory agencies to include the Virgin Islands Fire Service, Department of Planning and Natural Resources, and Public Works. The inspection conducted by the division was to determine the readiness for opening and operating in a safe, and healthy environment. The Division of Environmental Health conduct these inspections to support to the Virgin Islands Department of Education and act in a consultant role, as well as identifying and recommending mitigation measures for an environment conducive to learning and free from environmental health hazards.

**Pearl B. Larsen PreK-8:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. The kitchen is in operation and in compliance. Repairs were in progress to a Chilling Station that used for storage. The new hood system in the kitchen will be installed as it arrives to island. Progress is evident regarding the changing out of new kitchen equipment that were inoperable during the last inspection. Code upgrades and installations are on the ongoing maintenance task list. **RECOMMENDED FOR OPENING**

**Juanita Gardine K-8:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. The kitchen is in operation and in compliance. New Steam kettles and tables were installed which indicates progress regarding the changing out of new kitchen equipment that were inoperable during the last inspection. Code upgrades and installations are on the ongoing maintenance task list. **RECOMMENDED FOR OPENING**

**Lew Muckle:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. The kitchen is slated for a complete upgrade. Meals will be satellited from another kitchen in the district. **RECOMMENDED FOR OPENING**

**Ricardo Richards:** During the inspection of the school, inspectors observed classrooms equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. The kitchen complies and is already in operation. Progress is evident regarding the changing out of new kitchen equipment that were inoperable during the last inspection. Code upgrades and installations are on the ongoing maintenance task list. **RECOMMENDED FOR OPENING**

**Alfredo Andrews:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers and implemented the two feet distance rules. Trifold plexiglasses for students and teachers' desk are in place. Handwash stations are in place throughout the campus with adequate resources on campus. The kitchen complies and is already in operation. Progress is evident regarding the changing out of new kitchen equipment that were inoperable during the last inspection. Code upgrades and installations are on the ongoing maintenance task list. **RECOMMENDED FOR OPENING**

**St. Croix Educational Complex:** During the inspection of the school, inspectors observed classrooms equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. Kitchen has a current exterminating contract. The kitchen complies and is already in operation. Progress is evident regarding the changing out of new kitchen equipment that were inoperable during the last inspection. Code upgrades and installations are on the ongoing maintenance task list. **RECOMMENDED FOR OPENING**

**Central High:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. The kitchen is in operation and in compliance. Repairs were in progress to a Chilling Station that used for storage. The new hood system in the kitchen will be installed as it arrives to island. Progress is evident regarding the changing out of new kitchen equipment that were inoperable during the last inspection. Code upgrades and installations are on the ongoing maintenance task list. **RECOMMENDED FOR OPENING**

**St. Croix Career and Tech:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. Major air conditioning and water repairs were in progress. Laborers were changing ceiling tiles across the campus. **RECOMMENDED FOR OPENING**

**Eulalie Rivera K-8:** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. VIDE informed that the school will not utilize the kitchen until equipment is installed. The kitchen is currently out to Bid. Meals will be satellited from another kitchen in the district. **RECOMMENDED FOR OPENING**



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**Claude O. Markoe** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. VIDE informed that the school will not utilize the kitchen until equipment is installed. The kitchen is currently going through the procurement process. Meals will be satellited from another kitchen in the district. Improved ventilation in cafeteria. New fans were installed, and area is cool. **RECOMMENDED FOR OPENING**

**Arthur A Richards** During the inspection of the cooking site inspectors observed areas equipped with the necessary hand sanitizers, soap dispensers and running water. Handwash stations are in place throughout the campus and has adequate resources in the area. The kitchen complies and is already in operation. **RECOMMENDED FOR OPENING**

**\*\*Youth Rehabilitation Center (YRC)** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. New fans were installed, and area is cool. Drinking water bubblers are on site. The students are residents of the Youth Rehabilitation Detention Center (YRC). Students return to the Human Services' facility for meals. **RECOMMENDED FOR OPENING**

**\*\*Alternative Education Program** Classrooms are equipped with the necessary hand sanitizers and soap dispensers. Handwash stations are in place throughout the campus with adequate resources on campus. Meals are packaged and satellited from Juanita Gardine's kitchen in the district. **RECOMMENDED FOR OPENING**

**VIDE** conducts routine water testing process at sites internally and has a current contract with Oceans Systems, LLC to conduct monthly testing of all school sites. There are currently no hazard cases or reports that were presented by the Division of Occupational Safety and Health (VIDOSH).

WANSON S. HARRIS  
Director, Division of Environmental Health



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August 5, 2022

**To:** Justa E. Encarnacion, RN, BSN, MBA/HCM  
Commissioner, Virgin Islands Department of Health

**FROM:** Juanita Johannes, Assistant Director  
Division of Environmental Health

**CC:** Wanson Harris, Director  
Division of Environmental Health

**SUBJECT: Virgin Islands Department of Education School Assessments for 2022-2023 St. Thomas –  
St. John District**

The Division of Environmental Health conducted follow-up assessments at the district schools to determine compliance and school readiness pending the opening of August 8, 2022. DOH-DEH team conducted inspections in support of the Virgin Islands Department of Education and functioned as a consultant, as well as identifying and recommending mitigation measures for an environment conducive for learning and free from environmental health hazards.

**Julius E. Sprauve School:** Classrooms and hallways are equipped with hand sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all students and teachers' desk. The kitchen is fully operational and in full compliance. Installation of new equipment is ongoing. Establishment health permit is current, and all kitchen employees have valid health cards. Upgrade of the equipment in the kitchen is ongoing.  
**APPROVAL RECOMMENDED**

**Joseph Sibilly Elementary School:** Observation of minor deficiencies were observed during the assessment of July 26. As of today August 5, 2022, the corrective measures were implemented. Classrooms and hallways are equipped with hand sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all student and teachers' desk. The kitchen is *not* operational; however, food will be satellited in for Charlotte Amalie High School kitchen. It is the Department of Education intent to bring the facility kitchen back online in a week or two. Upgrading of equipment in the kitchen is ongoing. Establishment health permit is current and all employee's health cards are valid. **APPROVAL RECOMMENDED**

**Yvonne E. Milliner Bowsky Elementary School:** Classrooms and hallways are equipped with hand sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all student and teachers' desk. The kitchen is *not* operational; however, food will be satellited in from Bertha C. Boschulte Junior High School kitchen. Upgrade and installation of equipment in the kitchen is ongoing. **APPROVAL RECOMMENDED**

**Lockhart Elementary School:** Classrooms and hallways are equipped with hard sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all student and teachers' desk. The kitchen is *not* operational; however, food would be satellited in from Charlotte Amalie High School kitchen. The Department of Education intention is to bring the facility kitchen back online at the end of the week or next week. DEH team will monitor progress for compliance. **APPROVAL RECOMMENDED**

**Ulla F. Muller Elementary School:** Classrooms and hallways are equipped with hard sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all student and teachers' desk. The kitchen is fully operational and in compliance therefor, food will be prepared at the school. **APPROVAL RECOMMENDED**

**Jane E. Tuitt Elementary School:** Department of Education Maintenance staff is on site making the final repairs. It has been conveyed, all repairs are scheduled for completion at the end of the day on Friday, August 5. Classrooms and hallways are equipped with hard sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all student and teachers' desk. The kitchen is *not* operational; however, food will be satellited in from Ulla Muller Elementary School kitchen. **APPROVAL RECOMMENDED**

**Joseph Gomez Elementary School:** Classrooms and hallways are equipped with hard sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all student and teachers' desk. The kitchen is *not* operational; however, food will be satellited in from Bertha C. Boschulte Junior High School kitchen. **APPROVAL RECOMMENDED**

**Bertha C. Boschulte Middle School:** Classrooms and hallways are equipped with hard sanitizers, restrooms are equipped with soap dispensers, toilet paper and hand towel, and the three-foot distance rules per students and teachers have been implemented. Trifold plexiglass is positioned on top of all students and teachers' desk. The kitchen is fully operational and in full compliance. Installation of new equipment and repair is ongoing. Establishment health permit is current, and all kitchen employees have valid health cards. **APPROVAL RECOMMENDED**

All the above school were inspected for compliance and readiness pending the opening of schools on Monday, August 8, 2022. DOH-DEH will continue to monitor the upgrades to the various kitchen and assist the Department of Education when deemed necessary. If you have any questions, please do not hesitate to contact me.



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Date: April 6, 2022

To: Ms. Emmanuella Perez- Cassius

From: Arson Prevention and Investigation Unit  
Virgin Islands Fire Service  
St. Croix District  
Phone: 773-8050 Fax: 773-8032

Re: **2021-2022 Schools Inspection Fire and Life Safety Plan Report**

Dear Ms. Emmanuella Perez-Cassius

The Virgin Islands Fire Service, Arson Investigation and Prevention Unit report on life and fire safety inspection for schools, 2020- 2021 is as follows.

**St. Croix Educational Complex:** Auditorium Occupancy count is at 320 persons; The Gym is at 735 persons. Exit lights in the gym works, but the emergency lights did not illuminate during testing. Smoke detectors are still needed throughout the facility. Those that are there are currently in place are outdated and not functioning. Fire standpipes cabinets does not have any hose lines with nozzles. We also found classrooms with missing light switch, and outlet covers.

E-100 hallway still does not have any emergency lighting. No generator still has not been placed at the facility in anticipation for power failures. Reports on the status of the fire extinguishers are saying that they were all serviced but they are not at their designated locations. The double exit doors at hallway E-100 was found locked, we spoke to the maintenance representative on why this was happening, and he directed us to a gym teacher that had the keys, and his reply to us was " It's not his job or responsibility for making sure those doors are unlocked during operational hours"( NFPA 101, 7.2.1.5.2 and OSHA) Code Violations.

Exit signage and smoke detectors are still needed at rooms E-100 through E-104. We also found the western doors for E-100 hall away was completely locked during school hours, which violates all applicable codes that pertain to Means of Egress. Section 1008.1.8 (IBC), and NFPA (101) 7.2.1.5.1

The entire facility has copper pipes leaking, with patch work all over the ceiling of the structure. Exposed wires and holes dug within the concrete walls in the male locker/rest rooms. Three out of four shower are working with only one flushing toilet in that E-100 area. Doors that were found locked, was because of the panic bar system on the left double door is not operable. The down spouts, and spout systems are damaged which creates flooding at the school hallways at the vocational section of nursing.

The library and Room D-02 and 03 have updated fire extinguishers but no functioning smoke detectors. Cafeteria has the correct amount and types of extinguishers. Two five-pound dry chemical ABC, One CO2 Extinguisher, and One Class K Fire Extinguisher. Kitchen also has new exit lights and emergency lights.

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Plan Review Cont.

**St. Croix Central High School:** was inspected by Principal Yves Abraham, Deputy Fire Chief, Paul Christian and I, Fire Marshal Henry P. Joseph. At that time, we inspected the office for smoke detectors, emergency lights, and fire extinguishers. The extinguishers are properly placed, and are in good working conditions, but they all require servicing. The smoke detectors are outdated and needs to be replaced, they also should be interconnected, supplied by hard wire power source with a battery back-up system. (NFPA 72)

We then inspected the campus wings for fire extinguisher placements, fire extinguishers signage is clearly posted, but no extinguishers were at the designated location, due to a report of them being out for servicing. We checked the intercom system, which works on the campus, but not at the modulars or the sprung buildings, which by NFPA 72 Sec.9.6.3. Audible communications must cover all occupied areas. The cafeteria was inspected, and it passed the Life and Fire Safety inspection as it pertains to fire extinguishers, smoke detectors, exit signage and emergency lights. The exhaust hood system in the kitchen does not work and has reached its outdated status. The hood systems must be automatic, or emergency pull station capability. (NFPA 1, NFPA 96) I also noticed that the kitchen walls are covered with tiles, based on health safety codes for all kitchens must have stainless steel or easily cleaned coverings on the walls, especially in the food prep areas.

As for the campus itself while it pertains to down spouts, and drainage systems, along with a leaking roof system at the corridors the campus floods at certain locations, which creates a fall hazard. Principal Abraham did confirm that evacuation drills are done on a quarterly basis.

**Claude O. Markoe Elementary School:** The Auditorium occupancy count is at 312 individuals seated, with sufficient Means of Egress. The school does not have a working generator and does not have smoke detectors or emergency exit lights. The kitchen has one outdated fire extinguisher, with others throughout the campus, and classrooms.

**Juanita Gardine Elementary School:** The auditorium occupancy is 537 fixed seating, with the correct Means of Egress. They are no smoke detectors within that assembly area, the emergency exit lights are on stand-by but could not be evaluated due to placement height of them. The fire extinguishers are all pending inspection and servicing in the kitchen and throughout the school campus. The kitchen does not have the necessary fire extinguishers, emergency lights, signs, and smoke detectors. The exhaust hood systems do not work, which creates a heat exhaustion hazard for kitchen personnel. The kitchen roof has major leaks which creates another life safety hazards. The propane supply tank must be protected by a concrete retaining structure, with a shut off valve on the outside of the building, currently they are none. The appliances in the kitchen also need shut off valves, those that are currently there are not operational.

The gym has an occupancy of 616 persons, with the correct Means of Egress. Exit signs area in place but they do not illuminate, emergency lights are also in place but was mounted too high for testing. It was reported that the roof of the gym has major leaks.

**Ricardo Richards Elementary School:** Smoke detectors, exit signs, and emergency lights are working, fire extinguishers are also pending inspection and servicing at this campus. Emergency alarm strobes are needed in the interior hallway. Audible alarm alerting system can be heard throughout school campus. Fire drills are conducted on quarterly basis, for which they have passed. (Last Drill 3-18-22) We were presented with an emergency evacuation plan which is rehearsed with the faculty and staff. The kitchen exhaust system works, makes a lot of noise, and is of old design. The hood system that is required must be automatic or manual activated by an emergency pull station. The kitchen has a retrofitted water drain, and water supply line that crosses a path of travel, which is definite trip and fall hazard. Exit sign and emergency light does not work at the cafeteria south exit. Fire extinguisher sign is in place, but the extinguisher is not placed. AC electrical boxes outside of cafeteria are not locked, shock or electrocution hazard. Gas supply tank has no protective concrete barricade, which has the proper safety warning signs. There is also no outside of the building gas shut off valve.

**Alfredo Andrews Elementary School:** Emergency lights in the kitchen, hallways, classrooms, and main office, are not working, there was a power outage while I was there doing my inspection and none of them came on. Electrical junction boxes on kitchen walls must be covered. Fire extinguishers need servicing and site placement. I was showed an exposed electrical outlet with its wires laying out of its conduit box on the floor at the food



Plan Review Cont.

serving appliance. (See power point) The fire alarm system does not work, during my inspection multiple pull stations was already pulled into the activated position.

A kitchen worker showed me a six-burner stove, where only three of the burners are working, while the oven of that stove does not work. They showed me a commercial kettle that whenever its being used, their eye, nose, and throat burns from the smell of propane gas. They have all decided not to use it after making reports on that kettle issue, and nothing was done about it. I checked the piping to the kettles with soap water and found leaks at the galvanize pipe joints. (See Power Point). The commercial type of fridge that you enter, does not have any panic button system on the inside of the door, "it's usually wedged open while we retrieve items". (Life safety Hazard) While doing my inspection, I kept smelling the odor of kitchen sewer, which is when I asked, "where is that smell coming from"? A kitchen worker then called me around to the most eastern wall where the sinks are located, and to no avail there was a sewer drain filled to the top of the flange in the floor with kitchen waste. (See power point). It is evident that the kitchen sewer backing up has been a long-term issue due the water and grease has caused the floor tiles in that area to become loose, which is also a slip and fall hazard. (OSHA, Health, and Life Safety Violation)

There are two pizza type ovens, that the kitchen staff has reported to me of being very unsafe. They reported that whenever the ovens are used, and it is time to take the food product out, it shoots flames out at you as you open the doors. They have reported it, and nothing has been done.

The exhaust hood system is old and not working, there is one other kettle that is being used to cook starches (rice, pasta,) of food products, its then emptied and recleaned to cook the meat kind products which in my understanding is not the way those kitchen appliances should be used. On the outside of the kitchen slightly to the north, there is a rectangular type of maintenance hole, which is only partially covered by a plywood and a metal plate. The propane gas lines to the appliances need new shut off valves. There also must have a second shut off valve on the outside of the building, the only other valve found, was at the supply tank. (NFPA 58)

**Pearl B. Larson Elementary School:** Kitchen Hood system is of an old design and not working. Fire extinguishers needs to be serviced. The propane tank retaining structure is damaged, and the coper supply line is just exposed and ran underground to the kitchen. Improper gas line application. (NFPA 54:7.1.2.1)

**Eulalie Rivera Elementary School:** New light fixtures are needed at cafeteria entrance building. The fire extinguishers are also out for servicing. The school does not have any emergency lights or exit signs in the cafeteria or kitchen. The utility room has a leaking roof which damages items in storage. There is an all-in-one freezer/fridge that has two separate doors, the door at the freezer side has no panic button on the inside Exhaust Kitchen hood, dish washing machine, and ovens does not work. The propane gas lines to the appliances need new valves, and on the outside of the kitchen also need the correct gas line piping, regulators, and clearly marked by its color or signage, and shut off valve, not only at the tank. (NFPA 58)

**John H. Woodson Jr. High School:** Primary office has one five-pound ABC fire extinguisher that will become outdated this July 2022, in fact all the others found throughout the school campus has that expiration date. Intercom alerting systems works throughout the school, except at the Sprung Gym building. Communication is made through hand radio for that site to the teacher responsible for that area. Library does not have any fire extinguishers, and no working smoke detectors. The AC cabinet in the library needs a door to safeguard against electrical shock. The computer server room in the library needs a CO2 fire extinguisher and smoke detection alerting system. Exit signs and emergency lights also needed in the library. The stairs to the upstairs need to be repaired, the non-skid edges have worn away creating a trip or skid hazard. Fire extinguisher upstairs in the library is dated and stamped June 2017

The fire alarm system clearly does not work, multiple pull stations are already pulled in the down position. They are areas on the campus where the emergency strobe lights, and alarm boxes are hanging by the wires. (NFPA 72). At hallway column post (B) that enters the courtyard from the library are AC unit breaker boxes that needs to be locked to avoid electrical shock to students, I also found that all the AC units that are in the courtyard does not

Plan Review Cont.

have locks on the boxes. Fire extinguisher cabinets that were built into the walls and column post was removed and painted over to match the interior of the school. (NFPA 10) That change should not be made without the notification and authorization from the Fire Marshal. (Authority Having Jurisdiction)

Classroom B-112 AC units runs but does not produce any frigid air. That classroom is too humid and uncomfortable and does not have any working smoke detectors or fire extinguishers in proximity. There is an atrium type area at the second-floor eastern and western stairwell, which should be protected by metal cage system that goes from the 36-inch wall height that surrounds the staircase to the ceiling, while doing my safety inspection of those steps I saw that need for a vertical opening protection. (Authority Having Jurisdiction)

The science labs have no smoke detectors or fire extinguishers, the male restrooms upstairs at (B 202) have an uncovered hole in the ceiling where the vent grill should be located, and that male restroom has an electrical outlet that is not GFCI or protected by a safety cover. (NEC) National Electrical Code. Within that hallway downstairs to the courtyard has an exits sign that is not illuminated and has no emergency lights attached to it, in case of a power failure.

The wood working classroom has an expired extinguisher, no smoke detectors, wires hanging from an electrical box, Flammable liquids, solvents, and paints that are just left exposed on top of worktables without the supervision of anyone. (NFPA 30). That wood working class also has medium to substantial number of wooden products that are not properly stored, there is a need for storage racks that would safely guard against any wood toppling over accidents. Based on the square footage of that one classroom and electrical equipment which brings that area into a high hazard occupancy. High hazards contents are "those that are likely to burn with extreme rapidity or from which explosions are likely" That type of hazard requires an automatic sprinkler system. (NFPA 13) I inspected that class on different occasions because of its hazard content, and to no avail extension cords left plugged into the outlets, and smaller gage extension cords are plugged into that first extension cord was also left unattended. (NEC 400.8)

The kitchen needs immediate attention, fire extinguisher there is outdated, with only one Class K extinguisher in place, while the others are out for servicing. The exhaust hood works but is outdated by design and safety features. Gas supply lines shut off valves are either blocked in by the appliance, with others that was never installed or later removed, its currently missing (NFPA54). There should be another shut off valve on the outside of the kitchen, but the only other one found, is at the supply tank. The supply line from the tank, which is made of galvanized runs under ground to the building. The propane tank is placed on concrete floor with a chain link fence and gate around its perimeter, that area should be a concrete floor, and concrete or block wall securing its perimeter, and displaying the necessary safety warning signs and colors.

The food storage room needs smoke detectors, or a fire alarm alerting system. The freezer interior doors side have panic button safety hardware for safety of personnel. The new kitchen appliances are at the school in the auditorium just waiting for the installation process. The auditorium needs exit signs that illuminate and emergency lights that can be assessed, those that are in proximity are placed too high in elevation. (NFPA101 Sec7.10.1.9 and 7.10.1.6)

The cafeteria has an occupancy of 108 fixed seating pre-covid, while the auditorium has an occupancy of 756 fixed seating, Means of Egress is correct for both. The band room has no smoke detectors, or fire extinguishers. The clock on the east wall has exposed wires. The water-stained ceiling tiles shows signs of roof leakage, which creates a health hazard of mold.

The Maintenance building is a complete hazard, the roof leaks, and that building houses high voltage panel boxes. Items removed from the campus is thrown all over, nothing is organized. Wall mount fire alarm system strobes and alerting alarms are hanging on the wires. High voltage panel boxes are missing doors that secure them shut. Huge amount of paint buckets is piled up in a corner to the north entrance. (NFPA 30)

In closing of this report, I will now bring to your attention that violation orders and reports were issued in the past to Department of Education Representatives on our findings of these previously mentioned schools code violations. We gave a report and notice to the Department of Education on a six-month period granted for the

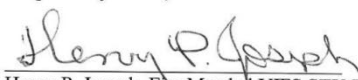
Plan Review Cont.

repairs which was signed by me, Fire Marshal Henry P. Joseph. It was brought to my attention that another report was generated, but to assure the necessary parties involved that report did not come from the Arson and Fire Prevention Office.

Our schools are in deplorable condition, with multiple code violations, in my honest and professional suggestion, along with the Authority Having Jurisdiction as it pertains to Fire and Life Safety, I would recommend the demolishing of all these schools in violations and build new ones to the most recent Health, Fire Life Safety, and National Electrical Codes that are set forth.

As it pertains to cost that is requested by the email from VIBE dating March 11, 2022, we are not authorized on calculating or explaining the possible cost, I would suspect that there are other agencies that are responsible for that task.

Respectfully Yours,

A handwritten signature in cursive script that reads "Henry P. Joseph".

Henry P. Joseph, Fire Marshal VIFS STX District



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To: Whom it may concern,

From: Assistant Director, Antonio O. Stevens

Subject: VI Schools and Classrooms

Date: 07/13/2022

This correspondence serves as notice that the VI Schools and Classrooms are included in the "Fire Safety Inspection". Fire Safety Inspections are conducted on an annual basis at all educational facilities. The Virgin Island Fire Service is tasked with inspecting all school and activity buildings within the Virgin Islands Department of Education. Our main focus when performing these inspections is Life Safety. The goal of the inspections is to have safe spaces and to provide risk reduction to administration, faculty, staff, student, visitors, and firefighters in case of a fire or emergency in a building. These goals are achieved by observing code compliance of applicable fire codes.

All nine (9) facilities were inspected as per code requirement.

Pearl B. Larsen Elementary School  
Ricardo Richards Elementary School  
Claude O'Markoe Elementary School  
Alfredo Andrews Elementary School  
Lew Muckle Elementary School  
Juanita Gardine Elementary School  
Eulalie R. Rivera Elementary School  
Youth Rehabilitation Center (YRC)  
Alternative Education Program

If there are any questions or concerns, please contact me at [Antonio.stevens@vifs.vi.gov](mailto:Antonio.stevens@vifs.vi.gov) or 340-773 8050.

Antonio O. Stevens

Assistant Director VIFS





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April 12, 2022

Kyza A. Callwood  
Chairman of the Board  
Board of Education  
St. Thomas, USVI 00801

Dear Mr. Callwood;

On April 12 & 13, 2022, representatives from the Virgin Islands Fire Service, Fire Marshal Leon Battiste, Fire Inspector Craig Wade, and Deputy Fire Inspector Jeffrey Joseph, Deputy Fire Inspector Edwin Danet and Deputy Fire Inspector Serena E. Williams conducted inspections of the public schools in the St. Thomas/St. John District. The inspections were requested by the Board of Education. The objective was to determine if the schools had any Fire Code deficiencies and a course for correction.

The following are the deficiencies found and associated recommendations:

**Lockhart Elementary School**

Main Office –

- ABC extinguishers exist but are in need of servicing;
- Smoke detectors exist but need to be tested;
- Pull stations, horns & strobes exist but need to be tested;
- Exit signs exist;
- Emergency lights exist and are functional;
- A Fire Alarm Control Panel is installed but not connected locally; in need of testing.

Classrooms – In General

- ABC extinguishers exist but are in need of servicing;
- Smoke detectors exist but need to be tested;
- Pull stations, horns & strobes exist but need to be tested;
- Exit signs exist;
- Emergency lights exist and are functional.

Sprung – (being used as Gymnasium, Dining Hall, & Storage)

- ABC extinguishers exist but are in need of servicing;
- Smoke detectors exist but need to be tested;
- An additional set of smoke alarms exist separate from initial system and are functional, but they are set too low;
- Pull stations, horns & strobes exist but need to be tested;
- Exit signs exist;
- Emergency lights exist and are functional.

Restrooms –

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- Pull stations, horns & strobes exist but need to be tested;
- Computer Lab –
  - Hanging surge protector/power strip needs to be adjusted to lay flat on ground or mounted to wall.
- Teacher's Lounge –
  - ABC extinguishers exist but are in need of servicing;
  - Smoke detectors exist but need to be tested;
  - Pull stations, horns & strobes exist but need to be tested;
  - Exit signs exist;
  - Emergency lights exist and are functional.
- Along Walkways –
  - Need to remove or cover outlets near water-refill and hand washing stations;
  - Outlet near Teacher's Lounge needs to be covered;
  - Power junction needs to be covered.
- Gates –
  - Gates connecting Lockhart to Charlotte Amalie High stay locked. This is not ideal but we are told it is a safety precaution (protecting the little ones from the older children). We were also told there are multiple key holders;
  - Gates on Hospital side of school, 3 out of 4 remain locked (unlocked gate is monitored). Again, multiple key holders;
  - Width of gates are 5 to 8 feet (which is acceptable for the quantity).
- School's Alarm System needs to be tested.
- School's Intercom System needs to be replaced.

#### **Addelita Cancryn Jr. High School**

- Main Office –
  - ABC extinguishers exist but are in need of servicing;
  - In need of smoke detectors;
  - Pull stations, horns & strobes exist but need to be tested;
  - Exit signs exist;
  - No emergency lights exist;
  - An Fire Alarm Control Panel is installed but unmonitored; in need of testing.
- Classrooms – In General
  - ABC extinguishers exist but are in need of servicing;
  - In need of smoke detectors;
  - Horns & strobes exist but need to be tested;
  - Exit signs exist;
  - No emergency lights exist.
- Bathroom –
  - Horns & strobes exist but need to be tested.
- In Walkway –
  - Exposed wiring in overhead lighting.
- Fire Pump –
  - One exists on premises. Condition unknown.
- Gates –
  - One gate remains locked for safety;

One gate has stairs which must be clearly marked for safety;  
Some routes of escape must be clearly marked for direction of escape.

**Joseph Gomez Elementary School**

Main Office –

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested (also need additional ones);  
No pull stations, horns & strobes;  
No exit signs exist;  
No emergency lights exist;  
Second exit inaccessible during work hours;  
A Fire Alarm Control Panel not noted.

Lounge –

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested;  
No pull stations, horns & strobes exist;  
Exit signs exist;  
No emergency lights exist;  
Ceiling tiles need to be replaced.

Classrooms In OB Section – In General

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested;  
No pull stations, horns & strobes exist;  
Exit signs exist;  
No emergency lights exist;  
Some areas need covers on electrical boxes;  
Some areas leak.

Cafeteria/ Kitchen –

ABC extinguishers exist but are in need of servicing;  
2 working smoke detectors exist (in need of additional ones);  
No pull stations, horns & strobes exist;  
Exit signs exist;  
No emergency lights exist;  
Broken outlet covers need to be replaced;  
A kitchen Hood System exists.

Classrooms In TB Section – In General

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested;  
Pull stations, horns & strobes exist but need to be tested;  
Exit signs exist;  
Emergency lights exist and are functional;  
A Remote Fire Alarm Control Panel is installed; in need of testing.

**Ulla F. Muller Elementary School**

## Main Office –

ABC extinguishers exist but are in need of servicing;  
 Smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist but need to be tested;  
 Exit signs exist;  
 No emergency lights exist and are functional.

## Nurse's Office –

No ABC extinguishers;  
 No smoke detectors exist;  
 No pull stations, horns & strobes exist;  
 No exit signs exist;  
 No emergency lights exist and are functional.

## Classrooms – In General

ABC extinguishers exist in some classrooms but are in need of servicing;  
 Smoke detectors exist in some classrooms but need to be tested;  
 No pull stations, horns & strobes exist;  
 No exit signs exist;  
 No emergency lights exist and are functional;  
 Leaking in some areas;  
 Electrical wires hanging from ceiling in some areas.

## Outdoor Areas –

Structural damage noted on beam attaching upper level stairs to building;  
 Second floor walkway appears to have a structural crack running along the center;  
 Structural straps attached to building near restroom area.

**Jane E. Tuitt Elementary School**

## Main Office –

ABC extinguishers exist but are in need of servicing;  
 Smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist and are functional;  
 A Fire Alarm Control Panel is installed but not operable.

## Classrooms – In General

ABC extinguishers exist in some classrooms but are in need of servicing;  
 Smoke detectors exist in some classrooms but need to be tested;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;  
 No emergency lights exist and are functional;  
 Exposed wiring in ceiling in some areas;  
 Ceiling leaks in some areas;  
 Pieces of ceiling fell out in some areas;  
 Outlet covers need replacing in some areas;  
 Noted electrical issues in parts of school.

## Computer Lab (Room 5) –

ABC extinguishers exist but are in need of servicing;  
 Smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;



No emergency lights exist;  
Possible overload to wall outlets by the excessive use surge protectors/power strips.

Library –

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested;  
No pull stations, horns & strobes exist;  
Exit signs exist;  
No emergency lights exist;  
Above light switch should have dummy plate covering wires;  
Combination of surge protector to extension cord to surge protector is inappropriate.

Cafeteria/ Kitchen –

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested;  
No pull stations, horns & strobes exist;  
Exit signs exist;  
No emergency lights exist and are functional;  
A Kitchen Hood exist;  
Outlets sit on cracks on wall;  
Missing ceiling tiles need replacing;  
Signs of leaking.

Gates –

Remain unlocked during school hours;  
Approximately 10 feet wide.

**Berta C. Boschulte Jr. High**

Main Office –

ABC extinguishers exist but are in need of servicing;  
Smoke detectors exist but need to be tested; additional detectors need;  
Pull stations, horns & strobes exist but need to be tested;  
Exit signs exist;  
Emergency lights exist and are functional;  
A Fire Alarm Control Panel is installed but no power runs to it.

Classrooms – In General

ABC extinguishers exist in some rooms but are in need of servicing;  
No smoke detectors exist;  
No pull stations;  
Horns & strobes exist but need to be tested; some need to be replaced;  
No exit signs exist;  
No emergency lights exist;  
Some areas need outlet covers.

Computer Lab –

No ABC extinguishers exist;  
No smoke detectors exist;  
No pull stations;  
Horns & strobes exist but need to be tested;  
No exit signs exist;  
No emergency lights exist;  
Possible overloading of outlet due to plugging surge protector into surge protector.

Cafeteria/ Kitchen –

ABC extinguishers exist but are in need of servicing;

K-extinguisher exist but is in need of servicing;  
 Smoke detectors exist but need to be tested;  
 Pull stations, horns & strobes exist but need to be tested;  
 Exit signs exist;  
 Emergency lights exist and need to be tested;  
 Sprinkled;  
 Kitchen Hood System with nozzles but system must be tested;  
 Ansul Kitchen System not tagged;  
 Vent in Hood System not functional;  
 Riser exist (pipe for Fire Hose connection).  
 Hallway –  
 Light fixture wiring exposed in some areas;  
 Horns & strobes exist but must be tested;  
 Pull stations not noted.  
 Intercom system inoperable.  
 Fire Hydrant at rear of school inaccessible (practically buried).  
 Fire Pump –  
 Was not seen during inspection, however, do to sprinkler system and stand pipes, one must exist.  
 Pump must be tested.

#### **Joseph Sibilly Elementary School**

Main Office –  
 ABC extinguishers exist but are in need of servicing;  
 No smoke detectors exist;  
 No pull stations, horns & strobes exist;  
 No exit signs exist;  
 No emergency lights exist;  
 Ceiling tiles need replacing;  
 No Fire Alarm Control Panel is installed.  
 Classrooms – In General  
 ABC extinguishers exist in some areas but are in need of servicing;  
 No smoke detectors exist;  
 No pull stations, horns & strobes exist;  
 No exit signs exist in some areas;  
 No emergency lights exist;  
 Exposed electrical wiring in some areas need covering;  
 Tripping hazards at entrances in some areas need correcting;  
 Issue with mold in some areas.  
 Teacher's Lounge –  
 No ABC extinguishers exist;  
 No smoke detectors exist;  
 No pull stations, horns & strobes exist;  
 No exit signs exist;  
 No emergency lights exist.  
 Nurse's Office –  
 No ABC extinguishers exist but are in need of servicing;  
 No smoke detectors exist;  
 No pull stations, horns & strobes exist;  
 No exit signs exist;

No emergency lights exist.  
 Cafeteria/ Kitchen –  
 ABC extinguishers exist but are in need of servicing;  
 No smoke detectors exist;  
 No pull stations, horns & strobes exist;  
 No exit signs exist;  
 No emergency lights exist;  
 Outlet covers need replacing in some areas.

#### **Joseph Sibilly Monroe Annex**

Main Office –  
 ABC extinguishers exist and are serviced;  
 Smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;  
 No emergency lights exist;  
 No Fire Alarm Control Panel is installed;  
 Panel box needs to be labeled.  
 Classrooms – In General  
 ABC extinguishers exist and are serviced;  
 Smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;  
 No emergency lights exist;  
 Playground in good condition.

#### **Yvonne Milliner Bowsky Elementary**

Classrooms – In General  
 ABC extinguishers exist in some areas but need servicing;  
 Smoke detectors exist in most areas;  
 Pull stations, horns & strobes exist;  
 No exit signs exist;  
 No emergency lights exist and are functional;  
 Electrical outlets need to be replaced in some areas;  
 Ceiling tiles need to be replaced in some areas;  
 Cafeteria/ Kitchen –  
 ABC extinguishers exist but are in need of servicing;  
 Class-K extinguisher needs servicing;  
 Ansul system needs servicing;  
 Smoke detectors exist but need to be tested;  
 Pull stations, horns & strobes exist but need to be tested;  
 Exit signs exist;  
 Emergency lights exist but are not functional;  
 Cistern cover is a trip hazard;  
 Restrooms –  
 Light shade missing in some areas.  
 Playground no safety hazard.  
 Standpipe in inappropriate location (outside a doorway).

#### **Charlotte Amalie High School**

Main Office –

ABC extinguishers exist;  
 Smoke detectors exist;  
 Pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist;  
 A Fire Alarm Control Panel is installed.

Classrooms – In General

ABC extinguishers exist;  
 Smoke detectors exist;  
 Pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist.

Sprung –

ABC extinguishers exist;  
 Smoke detectors exist;  
 Pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist.

Restrooms –

Pull stations, horns & strobes exist;

Teacher's Lounge –

ABC extinguishers exist;  
 Smoke detectors exist;  
 Pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist.

**Ivanna Eudora Kean High**

**Julius Sprauve Elementary**

Main Office –

ABC extinguishers exist;  
 Smoke detectors exist;  
 Pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist;  
 An Fire Alarm Control Panel is installed.

Classrooms – In General

ABC extinguishers exist;  
 Smoke detectors exist;  
 Pull stations, horns & strobes exist;  
 Exit signs exist;  
 Emergency lights exist.

Restrooms –

Pull stations, horns & strobes exist;

Teacher's Lounge –

ABC extinguishers exist;

Smoke detectors exist;  
Pull stations, horns & strobes exist;  
Exit signs exist;  
Emergency lights exist.

NOTE: Condemned structures were not a part of our inspections.

If you have any questions you can contact me at (340) 774-7610.  
Thank you for your attention in this matter.

---

Leon Battiste  
Fire Marshal



GOVERNMENT OF  
THE UNITED STATES VIRGIN ISLANDS  
OFFICE OF THE GOVERNOR  
**VIRGIN ISLANDS FIRE SERVICE**  
"Providing Safety, Service and Satisfaction"



St. Thomas/St. John: 385 William G. Lewis Drive, Estate Taarneberg, St. Thomas, VI 00802 ~ Tel: (340) 774-7610 ~ Fax: (340) 774-4630  
St. Croix: No. 3019 Orange Grove, St. Croix, VI 00820 ~ Tel: (340) 773-8050 ~ Fax: (340) 773-8032

July 29, 2022

Symra Dee Brown-Gumbs, Ph.D.  
Deputy Superintendent  
St. Thomas, St John District  
The Virgin Island Department of Education  
St. Thomas, USVI 00801

Dear Dr. Brown-Gumbs;

On July 26, 2022, representatives from the Virgin Islands Fire Service, Fire Inspector Sherise Smith, Deputy Fire Inspector Edwin Danet and Deputy Fire Inspector Serena E. Williams conducted inspections of the public schools in the St. Thomas/St. John District. The objective was to determine if the schools had any Fire Code deficiencies and recommended course for correction.

The following are the deficiencies found and associated recommendations:

**Julius Sprauve Elementary School**

School in General –

- ABC extinguishers exist but are in need of servicing;
- Smoke detectors exist (should be tested);
- Pull stations, horns & strobes exist (should be tested);
- Exit signs exist;
- Emergency lights exist and are functional;
- A Fire Alarm Control Panel is installed (should be tested).

Kitchen –

- No Fire Suppression System

**Addelita Cancryn Jr. High School**

Cafeteria –

- ABC extinguishers exist and are serviced;
- In need of smoke detectors;
- Pull stations, horns & strobes exist but need to be tested;
- Exit signs exist;
- No emergency lights exist;

Classrooms – In General

- ABC extinguishers exist but are in need of servicing;
- In need of smoke detectors;

*"WE EXIST TO PROTECT, CARE FOR, AND SERVE"*



Horns & strobes exist but need to be tested;  
 No Exit signs exist;  
 No emergency lights exist.  
 Computer Lab 1092 –  
 Trip hazard at doorway;  
 Too many items plugged into a single outlet;  
 Extension cord running across floor for extended use;  
 Bathroom –  
 Horns & strobes exist but need to be tested.

#### **Joseph Gomez Elementary School**

Nurse Office –  
 ABC extinguisher exist but in need of servicing;  
 Exit signs exist;  
 Electrical hook up in vicinity of microwave requires revamping.  
 Classrooms In OB Section – In General  
 ABC extinguishers exist but are in need of servicing;  
 Some smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;  
 No emergency lights exist.  
 Cafeteria/ Kitchen –  
 1 ABC extinguisher exist and it is serviced;  
 2 working smoke detectors exist in main hall (in need of additional ones);  
 Need smoke alarms in kitchen prep room and water heater room;  
 No pull stations, horns & strobes exist;  
 Exit signs exist;  
 No emergency lights exist;  
 A kitchen Hood System exists but needs cleaning.  
 Computer Lab – In General  
 Electrical hook up requires revamping.

#### **Ulla F. Muller Elementary School**

School In General –  
 ABC extinguishers exist but are in need of servicing;  
 Smoke detectors exist but need to be tested;  
 No pull stations, horns & strobes exist but need to be tested;  
 Exit signs exist;  
 No emergency lights exist and are functional.  
 Kitchen –  
 Needs fuel (L.P.G.) shut-off valve.

#### **Jane E. Tuitt Elementary School**

Classrooms – In General  
 ABC extinguishers exist in some classrooms (expire November 2022);  
 Smoke detectors exist in some classrooms but need to be tested;

No pull stations, horns & strobes exist;  
Exit signs exist;  
No emergency lights exist and are functional;

#### **Berta C. Boschulte Jr. High**

##### **Cafeteria/ Kitchen –**

ABC extinguishers exist but are in need of servicing;  
K-extinguisher exist but is in need of servicing;  
Smoke detectors exist but need to be tested;  
Pull stations, horns & strobes exist but need to be tested;  
Exit signs exist;  
Emergency lights exist and need to be tested;  
Sprinkled;  
Kitchen Hood System with nozzles but system must be tested;  
Ansul Kitchen System not tagged;  
Vent in Hood System not functional;  
Riser exist (pipe for Fire Hose connection).

##### **Hallway –**

Trip hazard on some of the stairs (broken).

#### **Joseph Sibilly Elementary School**

##### **Classrooms – In General**

ABC extinguishers exist in some areas but are in need of servicing;  
Smoke detectors exist but need to be tested (and change batteries);  
No pull stations, horns & strobes exist;  
No exit signs exist in some areas;  
No emergency lights exist;  
Tripping hazards at entrances in some areas need correcting;

##### **Cafeteria/Kitchen –**

Tripping hazards in kitchen (tiles);  
Missing outlet covers.

#### **Yvonne Milliner Bowsky Elementary**

##### **Classrooms – In General**

ABC extinguishers exist in some areas but need servicing;  
Smoke detectors exist in most areas but need to be tested;  
Pull stations, horns & strobes exist;  
No exit signs exist;  
No emergency lights exist that are functional;

##### **Cafeteria/ Kitchen –**

ABC extinguishers exist but are in need of servicing;  
Class-K extinguisher needs servicing;  
Ansul system needs servicing;  
Smoke detectors exist but need to be tested;  
Pull stations, horns & strobes exist but need to be tested;  
Exit signs exist;  
Emergency lights exist but are not functional;

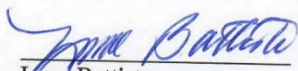


Cistern cover is a trip hazard;  
Standpipe in inappropriate location (outside a doorway).

The inspected facilities have met the minimal safety requirements. The schools can be occupied by students, faculty and staff.

NOTE: Condemned structures were not a part of our inspections.

If you have any questions you can contact me at (340) 774-7610.  
Thank you for your attention in this matter.



Leon Battiste  
Fire Marshal



GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS  
-----0-----  
DEPARTMENT OF PLANNING AND NATURAL RESOURCES

4611 Tutu Park Mall  
Suite 300, 2<sup>nd</sup> Floor  
St. Thomas, VI 00802  
(340) 774-3320

45 Mars Hill, Frederiksted  
St. Croix, VI 00840  
(340) 773-1082  
dpnr.vi.gov



August 5, 2022

Virgin Islands Department of Education  
2133 Hospital Street  
Christiansted, VI 00820

To Whom It May Concern:

The Department of Planning and Natural Resources, Division of Permits have completed inspections of the following schools:

- Pearl B. Larsen K-8
- Juanita Gardine K-8
- Lew Muckle Elementary
- Ricardo Richards Elementary
- Alfredo Andrews Elementary
- St. Croix Central High
- St. Croix Career & Technical Ctr
- Eulalie Rivera K-8
- Claude O. Markoe Elementary

The Division of Permits has determined that said schools have met minimal requirements for continued use of the facilities.

Sincerely,

Amanda Jackson Acosta  
Director  
Division of Permits



GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS  
-----0-----  
DEPARTMENT OF PLANNING AND NATURAL RESOURCES

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**Division of Permits**

August 5, 2022

Dr. Symra T. Brown  
Deputy Superintendent  
VI Department of Education  
1834 Kongens Gade  
St. Thomas, VI 00802


Dear Dr. Brown:

The Department of Planning & Natural Resources, Division of Permits has completed inspections of the following schools:

- Addelita Cancryn Junior High School
- Bertha C. Boschulte Middle School
- Charlotte Amalie High School
- Edith Williams Alternative Academy
- Ivanna Eudora Kean High School
- Jane E. Tuitt Elementary School
- Joseph E. Gomez Elementary School
- Joseph Sibilly Elementary School
- Julius E. Sprauve Elementary/Middle School
- Lockhart Elementary School
- Ulla F. Muller Elementary School
- Yvonne E. Milliner Bowsky Elementary School

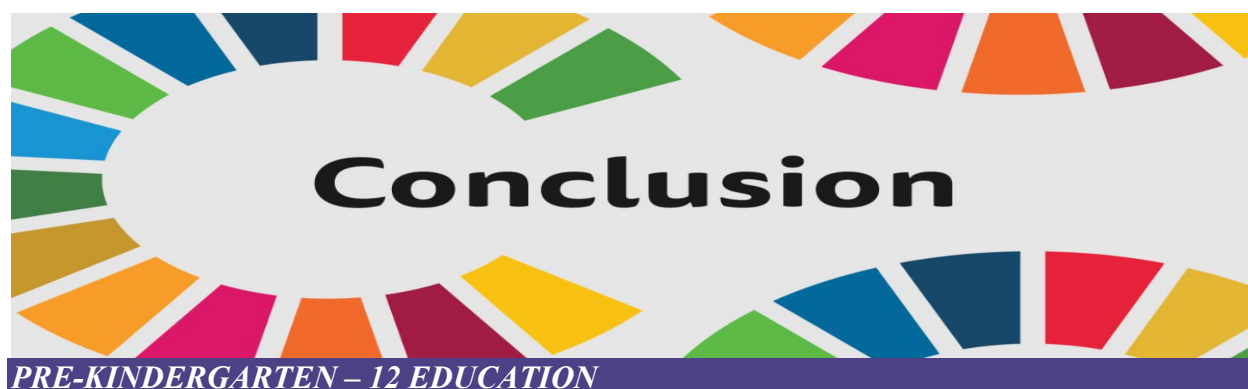
The Division of Permits has determined that said schools meet the minimum requirements for continued use of the facilities.

Sincerely,

  
Amanda Jackson-Acosta  
Director

cc: Alvin Newton, Unit Chief

## CONCLUSION



The 2022-2023 School Management Accountability Report accomplished the following: it presented a descriptive look of public education in the Virgin Islands, through the eyes of the Virgin Islands Board of Education based on its walkthrough of schools, with auxiliary agencies. These agencies were responsible for indicating whether schools were safe, healthy, and environmentally fit for occupancy.

The Virgin Islands Board of Education, The Virgin Islands Department of Education and auxiliary agencies through collaboration are accountable for learning in: “brick and mortar” sites connected to virtual learning with elevated academic and social goals. These goals must be corroborated through effective administrative leadership, guidance and counseling services, and a consistently reliable maintenance program to confirm success as students and citizens.

The SMART School profiles conveyed pictures or “snap shots” of schools’ leadership teams, counselors, attendance patterns, and more importantly reading, mathematics, and science knowledge and skills proficiency levels.

This report is not a final or exact determinant of school success. It is a picture of a year’s performance, considering the effects of tropical hurricanes, the impact of the Covid pandemic, and the quality of resources and services provided.

The readers of this report must answer the call for a good, better, and the best education system for children. The collaboration between the Department of Education and the Board of Education with other crucial stakeholders should improve student, parent, and teacher relationships, promote high academic achievement standards and create an environment that is conducive to effective communication and education.

*“The pathway to educational excellence lies within each school.”* Terrence Deal

## *APPENDIX*

National Governors Association / K-12 Education  
<http://w.w.w.nga.org>

### ***What is a Learning Gap?***

[www.learninggapssphero.com](http://www.learninggapssphero.com)

A learning gap is a discrepancy between what a student has learned and what a student was expected to learn by a specific point in their education. While some learning gaps can be minor and relatively easy to remedy (such as a student missing a single lesson due to illness), others can be significant and cause major learning losses or academic setbacks.

### **The 5 Types of Learning Gaps**

I've identified five core types of learning gaps that students can experience, including:

- **Knowledge gaps:** Students do not know or were not exposed to the correct information.
- **Skills gaps:** Students have not had the practice necessary to develop common skills.
- **Motivation gaps:** Students lack the motivation to advance their knowledge or skills.
- **Environmental gaps:** Students lack an environment conducive to learning.
- **Communication gaps:** Students experience breakdown in communication.

What is FERPA?

Family Educational Rights and Privacy Act (FERPA) [20 U.S.C. § 1232g – 34 C.F.R. Part 99]

- Applies to all educational agencies (i.e., school districts) and institutions (i.e., schools) that receive funds under any program administered by the U.S. Secretary of Education.

In K–12, FERPA applies to most public schools. In postsecondary, FERPA applies to nearly all postsecondary institutions.

- Gives parents the right to access the student's education records (and to seek to amend any information in the student's education record that is inaccurate, misleading, or in violation of the student's right of privacy).
- Requires written parental consent before personally identifiable information (PII) from the student's education record may be disclosed, subject to certain exceptions.
- When a student turns 18 years of age or enrolls in a postsecondary institution (at any age), the student becomes an "eligible student" and all parental rights transfer to the student.

### **Education**

### **Acronym**

### **Guide**

40+ Education Acronyms Every Elementary Teacher Needs to Know | Teach Starter

## EDUCATIONAL ACRONYMS GUIDE

**ACCESS for ELLs** – Testing program used with ELL students (see ELL below on the alphabetical acronym list!) to determine the need for continuance of ELL services.

**ADA** – Americans with Disabilities Act, a federal act that provides discrimination protections for Americans with a variety of disabilities, the ADA mandates special accommodations not just for students with “substantial impairment” but for teachers too. The ADA ensures rights for school staff with disabilities such as access to a service dog or a modified work schedule.

**ADD/ADHD** – attention deficit disorder or attention deficit hyperactivity disorder, a disorder that affects more than 6 million American children.

**APE** – Adaptive Physical Education or Adapted Physical Education, this form of education is federally mandated by the ADA for students with certain disabilities.

**ASD** – autism spectrum disorder, a group of developmental disabilities that can cause social, communication, and behavioral challenges for students.

**BIP** – Behavior Intervention Plan, typically formulated by the Committee on Special Education at a district for students with disabilities that impact their behavior in the classroom and includes information on the causes of the behavior and plans and positive behavioral supports to address the behavior.

**BOY** – Beginning of school year

**CBA/CBM** – Curriculum-Based Assessment/Curriculum-Based Measurement, is any form of assessment based on the curriculum that a child is studying.

**CSE** – Committee on Special Education, a team of multidisciplinary educators appointed to address students’ special education needs.

**CPS** – Child Protective Services, a government agency charged with responding to reports of child abuse and neglect. The acronym CPS is used in some states as the specific name of the agency while in others it’s a general acronym that may be used to refer to an agency that goes by a different (albeit similar) name.

**CST** – Child Study Team, a team of multidisciplinary educators that works with parents to establish a plan to get children on a path to academic success. Often a CST is called in before a special education assessment.

**DARE** – Drug Abuse Resistance Education, a drug and alcohol education program typically run by a police agency in partnership with the school district.

**EIP** – Early Intervention Program, a program designed to help students who are at risk of not reaching or maintaining academic grade level.

**EIS** – Early Intervention Services, services provided to infants and toddlers with developmental delays.

**ELA/ELAR** – English Language Arts or English Language Arts and Reading, the study of the English language, including speaking, reading, writing, and listening skills.

**EL/ELL** – English Learner or English Language Learner, this term applies to students whose first language is not English.

**EOY** – End of school year

**EQ** – Emotional Quotient, another term for emotional intelligence, this refers to a person’s ability to recognize their own emotions.

**ESL** – English as a Second Language, a designation that means the student’s native language is not English. Typically, ESL refers to the act of learning English as a second language, while the students themselves may be referred to as ESOL (see below).

**ESEA/ESSA** – The Elementary and Secondary Education Act is a federal act from the 1960s that was later amended by the No Child Left Behind (NCLB) Act of 2001 and then replaced by the Every Student Succeeds Act (ESSA) in 2015.

**ESOL** – English Speakers of Other Languages, this refers to students whose native language is not English.

**FAPE** – Free and Appropriate Public Education, what students are supposed to get under IDEA (see below!), at no cost to their parents.

**FERPA** – Federal Educational Rights and Privacy Act, a federal law that protects students' right to privacy.

**FTE** – Full-Time Equivalent, an employee who is employed in a full-time capacity.

**GATE** – Gifted and Talented Education, enrichment and acceleration services provided to students who have been identified as gifted or talented.

**GPA** – Grade Point Average, the average value of a student's accumulated grades.

**IDEA** – Individuals with Disabilities Education Act, like the ADA, this federal act ensures that students with disabilities are protected from discrimination in the classroom.

**IDEA 97** – The reauthorization and revisions of IDEA made in 1997.

**IEP** – Individualized Education Plan. A legal document that maps out the services available to a student with disabilities, including what goals the student should be meeting and the supports required to help the student achieve those goals. This document includes input from the IEP Team (see below).

**IEPT** – IEP Team, a team of folks who work together to create a child's IEP, the team typically includes parents, teachers, and other members of the school staff such as school counselors, occupational therapists, etc.

**LMS** – Learning Management System, this software is used to provide educational courses, track student progress, and more. Popular examples include Schoology and Google Classroom.

**LRE** – Least Restrictive Environment, the type of educational setting in which kids are supposed to receive FAPE under IDEA.

**MEP** – Migrant Education Program, a federal program that provides supplemental support to eligible migrant children and youth.

**MOY** – Middle of school year

**NCLB** – No Child Left Behind, a federal reauthorization of the Elementary and Secondary Education Act passed in 2001 and replaced by the "Every Student Succeeds Act" in 2015.

**NGSS** – Next Generation Science Standards, a multi-state effort to align science standards.

**OER** – Open Educational Resources, these teaching resources are considered public domain – they have been released under an intellectual property license that allows teachers to use them for free in the classroom.

**OHI** – Other Health Impairment, a term that refers to a range of diseases and disorders that cause limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that can have an effect on a student's education.

**OT** – Occupational Therapy/Occupational Therapist, a treatment to improve motor skills, balance, and coordination.

**PBIS** – Positive Behavior Intervention and Support, a program that establishes the behavioral expectations of a student body.

**PD** – Professional Development, courses and training undertaken by teachers to enhance their skills (also referred to as continuing education).

**PE** – Physical Education, a term that has replaced "gym" in modern education.



**RTI** – Response to Intervention, an educational strategy that involves monitoring student progress and providing intervention (aka additional support) to help students succeed.

**SEL** – Social and emotional learning, a set of skills, knowledge, and behaviors involved in understanding and managing emotions, setting positive goals, feeling empathy for others, engaging in positive relationships, and solving problems effectively.

**SIP** – School Improvement Plan, a plan detailing school-wide strategies for improving student performance, typically mandated by the state department of education.

**SIS** – Student Information System, software that includes information on a student, including methods for contacting parents/guardians, demographic data, discipline records, etc.

**SLDS** – Statewide Longitudinal Data Systems, a system to collect student data to be used for research and evaluation of programs to improve student services.

**SLP** – Speech language pathologist, a professional who works with students who have speech and language problems.

**SPED** – Special Education, a practice providing academic accommodations to address kids' individual differences, disabilities, and special needs.

**SRO** – School Resource Officer, a police officer assigned by your local police agency to your school building or district.

**STEM/STEAM** – Science, Technology, Engineering, and Mathematics or Science, Technology, Engineering, Art and Mathematics, a curriculum that integrates the skills of the subjects to help students think creatively and learn to innovate.

**TK** – Transitional Kindergarten, a year of school often serving as a bridge between pre-school and kindergarten.

**TPC** – Testing Participation Committee, a team that meets to review any testing accommodations for ELL students who have been in the country for less than two years. Migrant students/non-English speakers are given a TPC plan, providing read-aloud or other modifications during state testing and in-class testing situations.

**USED** – United States Education Department, the federal government agency that provides assistance to state and local agencies primarily responsible for education.





## Acknowledgements

The Virgin Islands Board of Education thanks everyone that contributed to the creation of SMAR 2023. Special appreciation is extended to the following persons and agencies for their assistance and support.

***Virgin Islands Department of Education:***

Dionne Wells Hedrington, EdD, Commissioner  
 Victor Somme, Assistant Commissioner  
 Renee Charleswell, PhD, Deputy Commissioner of Curriculum & Instruction  
 Ericilda Ottley – Herman, Insular Superintendent – St. Croix District  
 Stefan V. Jurgen, PhD, Insular Superintendent – St. Thomas/St. John District  
 Symra Dee Brown-Gumbs, PhD, Deputy Superintendent – St. Thomas/St. John District  
 Desha Powell, PhD, Deputy Superintendent – St. Thomas/St. John District  
 Carla Bastian, EdD, Deputy Superintendent – St. Croix District  
 Karen Chancellor, Acting Deputy Superintendent – St. Croix District  
 Alexandria Baltimore – Hookfin, State Assessment Director  
 James Richardson, Director of Planning, Research & Evaluation  
 Student Councils – St. Croix Educational Complex and Charlotte Amalie High School  
 Alan Fleming, Chief Operations Officer  
 Davidson Charlamagne, Territorial Facilities Manager  
 Yancy Milligan, District Director of Maintenance – St. Croix  
 Gene Weeks, District Director of Maintenance – St. Thomas/St. John  
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 Operations Staff

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 Shequise Williams, Computer Production Designer, Division of Printing

***Virgin Islands Department of Health & Division of Environmental Health***

***Virgin Islands Fire & Emergency Medical Services***

***Virgin Islands Department of Labor /OSHA***

***Virgin Islands Department of Planning & Natural Resources***

***Virgin Islands Department of Public Works***

***University of the Virgin Islands***

***21<sup>st</sup> Virgin Islands Board of Education and Staff***



*Photos are random pictures of high school level students*





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