

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Colleen Mae Williams

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ricardo Richards Elementary School

(As it should appear in the official records)

School Mailing Address 491 Barren Spot Rural Route 1 Box 11000 Kingshill

(If address is P.O. Box, also include street address.)

City Saint Croix State VI Zip Code+4 (9 digits total) 00850-9610

County \_\_\_\_\_ State School Code Number\* 14VI102PU

Telephone 340-778-0612 Fax 340-778-7500

Web site/URL http://www.facebook.com/.../Ricardo-Richards-Elementary-School/206898772 E-mail cwilliams2@stx.k12.vi

Facebook Page https://www.facebook.com/pages/Ricardo-Richards-Elementary-School/ Google+ \_\_\_\_\_

Twitter Handle \_\_\_\_\_ YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Gary Molloy, N/A E-mail: gmolloy@stx.k12.vi  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Croix Tel. 340-773-1095

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Oswin Sewer, Sr.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 15 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	27	48
1	30	34	64
2	27	30	57
3	33	25	58
4	25	43	68
5	40	42	82
6	43	42	85
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	219	243	462

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 77 % Black or African American
  - 18 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 18%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	59
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	84
(4) Total number of students in the school as of October 1	463
(5) Total transferred students in row (3) divided by total students in row (4)	0.181
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 100 %  
 Total number students who qualify: 463

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 6 %  
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                         |   |
|-------------------------|---|
| 2 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 2 Other Health Impaired                 |
| 0 Deaf-Blindness        | 16 Specific Learning Disability         |
| 1 Emotional Disturbance | 2 Speech or Language Impairment         |
| 1 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 2 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	99%	99%	99%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes\_                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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The Vision of Ricardo Richards Elementary School is to be a place where high standards are encouraged, ideas are developed and opportunities are created. Our Mission is to provide a nurturing and stimulating environment which will foster and enhance learning

Our school is a K-6 public school servicing four hundred sixty-two (462) students in the St. Croix district of the United States Virgin Islands Department of Education. Located at #491 Estate Barren's Spot, our school district includes the neighborhoods of Estates Strawberry, Barren's Spot, Ginger Thomas, Hope, Pepper Tree Terrace, Blessing, Mary's Fancy, Sunny Acres and Diamond Ruby; all of which are comprised of single and multiple family homes. Each grade level consists of three classes, with 48 students in Kindergarten. The average kindergarten class size is 16. There are 64 students in first grade (avg. class size 21); 57 students in second grade (avg. class size 19); 58 students in third grade (avg. class size 19); 68 students in fourth grade (avg. class 23); 82 students in fifth grade (avg. class size 27); and 85 students in sixth grade (avg. class size 28). Seventy-seven percent (77%) of our students are of African- American descent and 18% are of Hispanic descent. Students from Caucasian, Asian and Middle Eastern descent make up the remaining 5%.

All of our students are entitled to participate in our federally funded breakfast and lunch programs sponsored by the U.S. Department of Education.

One of our greatest strengths is that we have a committed and professional staff at Ricardo Richards. Our school continues to have a low turnover rate of less than 4%. Approximately 95% of our faculty and staff volunteer on a regular basis for school activities. This is demonstrated by the teachers who facilitate school-wide activities, the chess club, music programs, interscholastic sports, tutorials, and cultural and community service oriented programs. Our next greatest strength is that Ricardo Richards has maintained its classification as a "green school" for the past seven years. The distinction of being classified as a green school in the Virgin Islands means that our students have met or exceeded the annual measurable objectives/proficiency rates on our state assessment test, and have also met or exceeded the required participation and attendance rates. Because our school is located in an area of St. Croix that is in close proximity to the largest commercial center, and a rapidly expanding real estate division, it is a popular choice of schools. Additionally, our parent surveys have indicated that 96% of parents whose children attend this school are satisfied with the overall education their children are receiving and 91% know that the school has a challenging curricula that develops problem solving and critical thinking skills, and they are pleased with the intra- and extra- curricular programs that are offered at the school.

Gifted and Talented, Multiage and Modified Instruction opportunities are also provided for our students. These programs provide opportunities for individualized instruction, whereby students work at their own pace in a climate that encourages a variety of learning styles. The 14 students in the Gifted and Talented Program (grades 4-6) have been selected by grade level teacher recommendations, parental approval and students' performance on the ITBS Standardized tests. The Special Education Program at our school serves the needs of 28 students with a wide range of special needs. This program provides the following services: Resource, Occupational Therapy, Speech and Language Therapy, Vision Services, Modified Instruction and Inclusion. An Individualized Educational Plan is prepared for each student based on the general curriculum/content standards, students' strengths and weaknesses and students' disabilities

Our school is a community conscious, action-oriented school. We hold annual fundraisers for the St. Jude's Children's Hospital for Cancer Research, The American Red, and the Lighthouse Mission in Christiansted, St. Croix. Between the 2008-09 school year to the 2012-13 school year our students have raised over \$35,000.00 for the St. Jude's Children's Hospital. They participate annually in the St. Jude's Math-a-ton for cancer research. Our 6th grade students focused their Christmas Community Service Project on the Tsunami victims in the Philippines, since we have students and staff members from the Philippines at our school. The 6th grade classes raised \$460.00 which was donated to the local chapter of the American Red Cross. Our entire student body collected 405 pounds on non-perishable items, which was donated to the

Lighthouse Mission. Our students, parents and staff participate annually in the Crucian Christmas Festival Children's Parade and are annual first place winners in the floupe (float and troupe) category of over 100 participants.

We strongly believe that our footprints in our community, as both a school of excellence and community consciousness, is what the National Blue Ribbon Program is about.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. The performance levels for our State Standardized Assessment (VITALs), administered at all public schools in the U.S. Virgin Islands, are based on the goal of all students being at or above proficiency in the respective subject areas by the 2016-2017 school year. The Virgin Islands Department of Education (VIDE) Policy Committee adopted a trajectory model in which the target would be adjusted from the starting point of 100% proficiency in five increments. The amount of increase is constant for each of these increments, but the number of years between the increments will range from three years to one year. For the school years 2008-09 and 2009-2010 the annual measurable objectives (AMO) for Reading was 37.7% and 38.4% in Mathematics. In 2010-11, 2011-12 and 2012-13 the AMOs changed to 53.3% in Reading, an increase of 15.6%, and 53.8% in Mathematics, an increase of 15.4%. At Ricardo Richards Elementary School, our AMOs were set higher than those of the state, based on our own trajectory of student growth and data on the state assessment. For the year 2008-09 and 2009-10, the school's AMO was set 5 percentage points (42.7) higher than the state in Reading and 10 percentage points (48.4) higher in Mathematics. In 2010-11, the school's AMO was set at 58.3% in Reading and 65.8% in Mathematics. Based on our school's data, the AMO for Reading and Mathematics was increased to 70%. During the 2012-2013 school year, 85% was the proficiency rate that all grade levels were expected to achieve in standardized testing at our school.

#### B. Reading Proficiency Results by School in Reading

Data Source: Overall AYP section of the 2011-2012, 2010-2011, 2009-2010 and 2008-2009 NCLB Report Card

SY	School	District	Territory
2012-2013	71.0	x	x
2011-2012	73.5	53.3	51.6
2010-2011	73.1	50.6	49.6
2009-2010	57.8	41.1	42.7
2008-2009	53.7	39.1	40.8

As we reviewed our student data to determine performance trends found in our data tables, one significant observation was made - our school's total percentile rank in our tested grades was above the total percentile rank for our district and state. Our Reading and Mathematics scores showed that our students outscored both the District and Territory.

#### MATHEMATICS RESULTS Mathematics Proficiency Results by School

Data Source: Overall AYP section of the 2011-2012, 2010-2011, 2009-2010 and 2008-2009 NCLB Report Card

SY	School	District	Territory
2012-2013	76.6	X	X
2011-2012	74.6	57.4	55.9
2010-2011	71.2	58.2	55.4
2009-2010	63.0	54.5	52.8
2008-2009	61.7	49.8	47.8

As we drilled down deeper into our school data, we found patterns of challenges in both Reading and Mathematics that we needed to address. Based on the challenges identified in the areas of Genre, Reading Operations – character traits and motives, Determine Main Idea, Follow Directions, Predict and Draw Conclusion, Understand Explicitly Stated Questions, Understand Implied Information and Word Analysis, we implemented the strategic components ( schema, monitoring, clarifying, determining importance, inferring, questioning and synthesizing) of the balanced literacy framework.

Based on the challenges identified in the areas of Mathematics, we will use the writing process and critical thinking strategies to create and solve work problems that address computation, number sense and numeration, data, probability, statistics and measurement. Vocabulary is a key feature in helping student understand and utilize mathematical terms. Teachers will use graphic organizers and word walls to explicitly teach vocabulary.

The use of digital tools will help us meet curriculum goals, integrate content areas and link them with real world experiences. Users gain accessibility to inform and are provided opportunities to analyze synthesize and evaluate information in new ways. Digital media tools will help users think critically, communicate, collaborate, and create- the skills essential for 21st century learning.

Implementation of the Literacy Leadership team will address disjointed practices and uneven expectations. Literacy Leadership teams will allow us the opportunity to develop common language and understanding about literacy processes that are needed to motivate and engage learners. Our vertical teams will address teacher assumptions and teacher isolation, and will enhance collaborative activity, shared purpose, practice and dialogue. Building a professional learning community through the implementation of the Leadership and Vertical teams will boost student learning in an environment that is characterized by collective responsibility among staff.

## **2. Using Assessment Results:**

At the start of each academic year, students at Ricardo Richards Elementary School are pre-tested in Reading and Mathematics using the state assigned universal screener, CoreK12. CoreK12 prescriptions are then used to address areas of intervention and areas for enrichment for each student. Students are leveled in Reading a minimum of two times each marking period with frequency increasing as students are progress monitored. Additional assessments used are components in the adopted Reading and Mathematics curriculum series.

The Ricardo Richards Success Model: Keeping Track of Our Students is the mechanism that is used to systematically improve instruction and student learning, and inform parents and students of students' academic achievement. The process starts with the gathering of all available data. Administrators, grade level teachers, academic coaches, interventionist and the school's Improvement Team (eSIP) meet to analyze student data. The next step involves identifying struggling students and their needs, as well as proficient and advanced students who needs individualized instructions. Grade level strategic planning sessions are held to determine next steps and grouping of students for differentiation. Data interviews are held with struggling students and parents by grade level teachers so that data is clearly understood and next steps and expectations are clear. Prescriptions from the universal screener are shared and resources for students are identified. Students are then assigned during their grade level intervention/enrichment period to key staff members to assist and monitor their gains and losses. Progress monitoring is ongoing as students review their academic goal on their individual data charts and classroom charts.

Systematically, revisions are made to the students' intervention/enrichment plans when necessary. At key point in each marking period, student data chats are held with students and parents to reinforce best practices, strategies and to inform both of the current status of academic progress. Grade level strategic evaluations meetings are held so that all school based stakeholders are cognizant of current information on students' progress. More data is collected on struggling students and the Success Model, because of it cyclical nature, begins again until struggling students experience growth; and it is celebrated.

The extended community is informed of overall student growth through the school's PTA, data chats on the government public access channel and through the School Administrators participation in the district weekly education radio program.

### **3. Sharing Lessons Learned:**

Ricardo Richards Elementary School has had several opportunities to share successful strategies with other schools in our district. Because our school district and Superintendent are data driven, the majority of our sharing opportunities have occurred in scheduled Professional Learning Communities (PLCs) activities. Most recently, our school's data chat with the Superintendent of Schools and the District Team was televised on the local government's public access channel. So, it was not only viewed by schools in the district, but it was also viewed by the general public.

Our School Improvement Team (eSIP) has had several opportunities at district PLCs to discuss and present information to other elementary and secondary school teams on "Using Data to Plan for Student Instruction." Our PowerPoint presentations have emphasized our school's use of the Balanced Literacy Framework (read a-louds, shared reading and writing, guided reading and writing and independent reading and writing), and our Ricardo Richards Elementary School Student Success Model. Schools learned that our Student Success Model's focus is student data driven, and involves sharing data with students and parents, systematically monitoring students' gains and losses, using data charts and planning for students' enrichment and intervention. Our presentations further explained why specific assessments were used, how grade levels aligned vertically and how they collaborated to help students experience success.

Our school-wide, grade level curriculum mapping project, which included English/Language Arts, Mathematics, Science, Social Studies, and Fine Arts along with content standards and thematic units, was shared with three public schools in our district, and assisted them with meeting adequate yearly progress on the established annual measurable objectives. Our school's eSIP team has also had the opportunity to share our data story and our process of student assessment, intervention and enrichment.

### **4. Engaging Families and Community:**

Effective and frequent communication with families and the community has been the overriding strategy that guides the school's efforts to promote positive interactions and engagement. Several initiatives have been implemented to create a culture of positive interactions. During school year 2008-2009, the Administration of the school unveiled the Parent Passport Program to recognize the participation and involvement of parents at our school. Parents received points for their participation in a variety of school activities, and were recognized at the school's annual awards night for their involvement. As part of this initiative, parents received family memberships at a local learn to swim summer program. This initiative continues to be an ongoing activity at our school.

The Administration also funded the cost of the Home-Learning Agendas to provide another opportunity for parental involvement and communication with the school. Each child, at the beginning of the school year, received a grade-level appropriate agenda with learning activities and character development passages to support reading fluency and comprehension. Ample space is provided for students to log their assignments and organize their tasks for student success. Parents are encouraged to refer to this resource to monitor student documentation of assignments and teacher notes. This initiative continues to be an ongoing activity at our school.

The Administration sponsors quarterly opportunities for parents to engage with the faculty and staff at morning teas and coffee chats, and dessert chats. As parents drop off their children in the mornings, they can enjoy a hot beverage and dessert while chatting with school personnel. Our Family Support Program provides gently worn used school uniforms for needy families.

Throughout the school year there are many opportunities for families to visit and spend time in our students' classrooms: Grandparents' Day, Fathers/Step Fathers' Day, Mothers'/Step Mothers' Day, and Godparents' Day. American Education Week Parent workshops in Literacy and Mathematics, Family Math and Literacy Nights, Parents as Presenters during American Education Week, Black History Month, Read to My Classroom activities, and Virgin Islands Month cultural presenters are examples of engagement activities held at our school.

The involvement of community members has helped to enrich the learning experiences of our students. Partnerships with Community Foundations, Governmental Agencies, Fraternal Organizations, American Legion Post and the local University have provided valuable resources for students, teachers and parents annually. Time Magazine for Kids continues to be provided for our K-6 students based on a Literacy partnership with the Women's Initiative (Grassroots Organization) and the St. Croix Foundation. This partnership is also ongoing.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

A rigorous and relevant core curriculum provides opportunities for teachers and students to integrate content across all areas, so that students can experience the relevancy of what they are learning. The core curriculum is as strong as the standards that are identified for students to make real world connections. Our core Reading and Mathematics programs are aligned to the Common Core State Standards (CCSS). Both provide CCSS based instructions that are integrated in every unit and lesson.

In Reading, our core program provides comprehension and vocabulary instruction, interactive whiteboard activities, guided reading, reading intervention, assessment, performance tasks and Teacher Model Lessons. The organization of the core reading program features ready-made work stations that allow for the individualization of student work. Resources in the core program include higher order and critical thinking skills activities. The on-line component of the program reinforces the major strategy, The Balance Literacy Framework, that supports student achievement goal in our school improvement plan. In our core reading program, there are many opportunities for teachers to scaffold and differentiate instruction in every lesson.

In Mathematics, the core program builds a strong foundation for data work and analysis as students move across the grade levels. Hands-on manipulative provide concrete tools that help students to acquire the abstract concepts in Mathematics. It helps students to make connections between Mathematics and their everyday world. Our core program supports number sense, algebra, geometry, data analysis, statistics, and vocabulary, and exposes our student to the various branches of Mathematics instruction. The spiraling component of the core program allows for students to continuously strengthen their understanding of mathematics concepts taught. The key goal of our core curriculum is to connect Mathematics and English Language Arts to Science, Social Studies and other disciplines. The options for individualization allows for all learners to be successful in accessing the curriculum. The core curriculum in Reading and Mathematics provides a coherent, challenging framework for what students need to learn in the 21st century.

Both the National Science Teachers Association and the Common Core State Standards agree that elementary Science programs must provide opportunities for students to develop understanding and skills necessary to function productively as problem-solvers in a scientific and technological world. For grades K-5, the Common Core State Standards propose that Science technology subjects, History and Social Studies are integrated into the Reading Standards. While our grade level teachers focus heavily on the teaching of Science content through Reading, the Science lab teacher, who visits each class once every two weeks, aims at building on those skills in all Science classrooms. During the Science lab sessions, students are engaged in the following activities: first hand exploration which involves the creation of models, manipulation of materials classifying objects, and the application of all the process Science skills; making connections between Science and Mathematics; integrating Math in Science class by involving students in measuring, estimating, calculating, etc.; building on students' language skills such as reading, writing, speaking, listening through research methods, collaboration/group cooperative learning, individual/group presentation, questioning, and vocabulary building; scientific research involving the steps of the scientific method; participating in the annual school-wide Science, Technology, Engineering and Mathematics(STEM) Fair; and field trips to points of interest to include local mangroves and the Marine Park on St. Croix.

Where technology is concerned, we put the tools in our students' hands. Our students use technology everyday. In their grade level classrooms, technology is used to introduce, reinforce, extend, enrich, assess and remediate students' mastery of curricular targets. Promethean boards are in every classroom, the library and computer labs. Students use Activ-expressions to participate in teacher made assessments, and get immediate feedback on their progress. A variety of intervention and enrichment on-line programs are used to improve students' skills in Reading, Mathematics, Science and Social Studies. Our multi-age classroom students Geo-cache on field trips to points of interest on the island using global positioning devices, and integrate Social Studies, Science, English Language Arts and Mathematics skills to locate a cache, record their findings and replace the cache with items for another participant to find. Many of our teachers also use an on-line classroom management system which is viewed on their interactive boards. This system also

allows parents to check in remotely during the school day to see how their children are behaving and achieving. Our parents also have a parent portal in the Department's student information system which gives them daily access to see their children's progress on assignments, projects and attendance. At our school, technology is in everyone's hands.

As they use the core curriculum, our teachers expose our students to the overlapping nature of all content areas. In turn, common vocabulary words are reinforced, and students gain a greater understanding of the seamless connections between each content area. In Health and Physical Education our students learn about the mechanics of the body and its systems. Knowing this information allows them through teacher guidance and instruction to understand for example, that their posture and etiquette during the fall and spring music recitals is correlated to their lessons on the mechanics of the body. Additionally, time signatures learned in piano instruction have a bases in mathematical instruction received on fractions. Rhythm and beat are key components in ELA poetry instruction as well as in the performing arts. Students in our school's music program experience a developmental approach to instruction. The key goal is for students to be able to "read" music so that they can perform it. Initially, students are trained to play the musical recorder as a progression to playing musical notes on the piano.

As our school continues its community based and governmental agency partnerships around Farm to School, Fresh Fruits and Vegetables and tilapia farming. Our students will integrate CCSS in ELA, Mathematics, Science, Social Studies, Physical Education and Health just from their interactions with these school based programs. Students will be able to write marketing plans for the produce and fish products that are harvested. They will inventory resources and supplies, using available technologies. Our students will be able to collaborate with and create presentations for their peers, parents, community partners and district personnel that show how all our core learning standards are integrated. So as our students interact with each of these school based programs, they are developing 21st century skills required for the workplace. Finally, through the core curriculum and the interaction with all content areas, students will be able to perform more critically because of their exposure to real life activities across grade levels.

## **2. Reading/English:**

During the weeks and months of the school year, the faculty, staff and students have a focused vision for the year ahead, which includes conscious decisions and deliberate actions. This begins with thorough formative and personal assessment of children that gives us a 360 degree view of what our children want and need. Teachers' explicit core beliefs, close ties between teaching and standards, assessment for and of learning, and student self-assessment guide literacy instruction. Constant reading, examination of literature, research, reflection and collaboration are major processes involved in classroom literacy practices and student progress and achievement.

Student progress and achievement are marinated in: effective classroom environments that foster community, and where reading and writing are purposeful and authentic; reading and writing instruction that is engaging, relevant, rigorous and reflective; a balance of strategic literacy instruction infused with the optional learning model and gradual release of responsibility; whole group, small group, individual strategic instruction and; reading and writing workshop formats which involve guidance, time, choice, response and active teaching and learning.

At Ricardo Richards Elementary School we listen to what children have to say literally, as we confer with them as we assess them for instruction. The school has a data wall, all classrooms have data walls and students have individual data folders which assist us in differentiating and aligning instruction, as well as knowing if children are learning and what to do if they aren't.

Each class has a diverse classroom library for whole class, small class and individual reading. Independent reading time and literacy stations that provide group and individual opportunities to extend the learning are common in all classrooms. "We have a strategy for that" is one of our literacy mantras, as we emphasize the use of the "Magnificent Seven" strategies as a key to improving reading comprehension.

Our K-6 balanced literacy instruction includes read aloud, shared reading and writing; interactive writing, guided reading and writing, independent reading and writing, word study and literature study. School-wide reading and writing activities focus on areas of concern highlighted in students' data analysis. In addition to classroom libraries, our school has a leveled reading library and a genre-rich, interest-centered library which hosts lunchtime diverse reading clubs. Students are progress monitored regularly. Our school has a daily intervention/enrichment period for each grade level. Additional intervention and enrichment are provided by school based interventionists and literacy coach.

### **3. Mathematics:**

The Ricardo Richards Elementary School's goal for Mathematics instruction is to teach meaningful, conceptually rich Mathematics, and to actively involve our students in Mathematics instruction to increase their enjoyment and achievement. School district adopted texts are the EveryDay Mathematics Program for Kindergarten through Grade 5, and Connected Mathematics for Grade 6. These district resources assist our students to become thinker and doers.

At the beginning of each school year, our students are given a diagnostic test in Mathematics to discover their strengths and weaknesses. Students are grouped and regrouped as their needs are identified. Teachers on each grade level collaborate and focus on content standards and objectives to provide our students with a rich and challenging curriculum for mathematical growth. During this period of assessing and planning for instruction, Administrators, Mathematics Teacher Leader, Grade Level Teachers and Academic Team Leaders collaborate to analyze test result from standardized tests. Progress monitoring and data analysis are done frequently to guide instructions, and to group students for Mathematics enrichment and interventions. This process has been successful in helping students to see their progress and to become a responsible partner with their teachers for their learning. Our school implemented a continuous Student Success Model. The RRES Success Model is deeply grounded in data. It begins with a thorough review of our collected student data. Below Basic, Basic, Proficient and Advanced students are identified on each grade level. Grade level strategic planning includes data chats and interviews with students and their parents to share data. Prescriptions for intervention and enrichment are shared with students, teacher and parents. Resources are then identified to assist students. Students participate in daily interventions and enrichment as part of their grade level schedule. Students are progress monitored so that gains and losses can be monitored. Our children are actively involved in monitoring their progress through individual data charts, classroom data charts and I Can Statements. Student intervention plans are revised based on continuous progress monitoring and these plans are shared with students and parents. Grade level teachers meet weekly to evaluate strategic plans, to hold data chats, plan lessons and review new student data. Our entire school has learned how to use and analyze data to impact students' learning.

The Ricardo Richards Elementary School's Mathematics curriculum standards are intended to communicate to students, parents and teachers what our students should know and be able to do.

### **4. Additional Curriculum Area:**

At the Ricardo Richards Elementary School, the Science Program provides opportunities for students to develop understanding and skills necessary to function productively as problem-solvers in an ever changing scientific and technological world. It also provides students with a stimulating environment which fosters and enhances their learning. Our data shows that our students learn best from first-hand exploration, investigation and inquiry in Science. Science instruction builds on students' conceptual framework, and the content is organized on themes common to all Science disciplines. Mathematics and communication skills are an integral part of our Science instruction.

Instruction for K-6 students involves a two-pronged approach, where grade level teachers focus heavily on the teaching of the Science content through Reading, and the Science Lab Teacher aims at building on those skills in all the Science classrooms. During the science lab sessions, students are engaged in first hand exploration which involves the creation of models, manipulation of materials, classifying objects, and the

application of all the process Science skills. Mathematics is integrated into Science instruction, as students continuously measure, estimate and calculate.

During Science Lab sessions, students continue to build on Language skills such as reading, writing, speaking and listening. Students learn through conducting individual and group research, individual/group presentations, collaborative group activities and vocabulary building. School-wide activities such as the annual Science, Technology, Engineering and Mathematics (STEM) Fair allow students to utilize the scientific method to conduct experiments and present their findings in an intellectual and competitive setting. Field trips to local mangroves and the Marine Park give students hands-on opportunities to observe and interact with unique physical environments. The continuation of the school's Farm to School Program will give students the additional opportunities to incorporate skills learned in Science, Mathematics and English Language Arts, as they conduct research on crop cultivation, grow food items for direct use in the school's cafeteria and establish a marketing program for the sale of harvested fruits and vegetables to other schools in the district. The school's Fresh Fruits and Vegetables Program introduce students to a variety of fruits and vegetables that they have researched in Science. The piloting of a sustainable tilapia fish farm at Ricardo Richards Elementary School will give students additional hands-on opportunities to conduct first-hand exploration, investigation and inquiry as they cultivate tilapia for use in the school's cafeteria and sales to the general public.

## **5. Instructional Methods:**

Our goal at Ricardo Richards Elementary School is to have our students performing at a high level of complexity in order to be successful. However, they are not going to get there on their own. That is why we have decided to implement the optimal learning model across the curriculum, which is the gradual release of responsibility of what the students bring with them as they access their core and special subjects.

It begins with the teacher demonstration, moves into a shared demonstration between teacher and student, blends into guided practice, and eventually becomes independent practice for students. This is commonly known as the "I do, we do, you do" method. This model is continually used as more complex activities and more rigorous performance tasks are introduced. We continue to scaffold students towards independence at all points in their education, and release the students little by little as they progress through the grades and strive to achieve educational independence.

With the adoption of the Common Core State Standards, we are paying attention to the fact that we must address this rigorous demand within a framework that allows for intervention and enrichment. Our weekly formative assessments and attention to data determine whether we must re-teach for intervention and/or revisit for enrichment. Within the whole, small, and I/E blocks of time, students work with the technology-based programs of Achieve 3000, Reading Plus and Core K-12 which are level-set based on their initial or baseline performance, and work on their assigned activities at least three times a week. Students conference with their teachers to monitor their progress toward goals that have been established by the students. The Optimal Learning Model, use of technology-programs aligned to the Common Core State Standards, and keen data analysis allows for targeted bell to bell learning whereby students are working on their specific areas of concern based on the standards that require mastery.

## **6. Professional Development:**

Our Professional development opportunities are designed to build the capacity of our teachers and administrators to further develop their teaching of literacy and numeracy that focus on effective evidence-based instruction, strong leadership, school-wide engagement in literacy and numeracy processes, and to effectively monitor student performance to identify when support is needed.

All efforts undertaken to professionally develop our staff at Ricardo Richards, is pivoted on improved student outcomes in the areas of reading and numeracy. Through our school's improvement plan, which addresses teacher/leader effectiveness, our literacy and math leadership teams serve as the basis to ensure that teachers draw on a flexible repertoire of skills, resources and professional knowledge to meet the needs

of each student through the use of school and district-sponsored workshops. We strategically position teachers from each grade level to sit on these teams, attend professional development sessions, and build capacity on the grade level by sharing research-based strategies with their colleagues.

We know that there are several barriers to attending one-shot training sessions, and realize that teachers learn a lot more by doing and reflecting. It is, therefore, the strategy of our school to continuously support teachers with ongoing sessions that are carried out over time. The sessions are delivered in the context of the teacher's subject area and interventionists/coaches help teachers implement and reflect on the new practice. The school administrators have strategically carved out time within the school day to accommodate professional learning opportunities. Our Faculty meetings are now referred to as Focus Meetings, and we have dedicated alternating weeks to address academic standards in math and reading that support student achievement during our weekly Grade level Meetings. These shifts have allowed us to use time more efficiently to address best practices, the newly adopted and implementation of CCSS, and Curriculum and assessment designs that will accompany these rigorous benchmarks.

Technology has played a significant role in providing access to effective professional development experiences, while helping us scale down the cost of purchasing resources at our school. In addition to our teachers being able to capitalize on our on-site professional library, we have also provided access to digital books via assigned laptops, and Common Core State Standard Advisory Team members have been provided tablets to continuously develop their knowledge on Rigorous Curriculum Designs. Moreover, our teachers regularly sign on to webinars through PD 360, and other reputable educational internet-based sites.

## **7. School Leadership**

At the beginning of the school year, we invite faculty and staff members to sign up and chair the various committees that make our school a vibrant place to work and learn. Every member, including the administrators, commits to at least one, with many committing to at least three committees of their choice. In our school community, this starts at the top in working with others to develop their leadership in every position and level of school. By focusing on an individual's strengths, we show that we value their expertise first, before we look to help them develop in other areas. This strength-based focus helps to build a relationship with each individual, pushing them to be better every day. Our door is always open (literally) and we believe that by having this philosophy, it trickles down to students in the classroom, and students are entrusted to become leaders as well.

Through our Literacy Leadership Teams, our teachers have engaged in ongoing data analysis, and have designed theme-based and issues-based activities to address academic concerns. Our New Teacher Induction Program and Common Core State Standard Advisory Committees are just some of the school improvement committees led by our teaching staff. We also have committees that focus on student athletics, academic, career and cultural awareness. Through this value on developing leadership, our school is more open not only to navigate but to lead change as well.

One of those changes in our world is a shift to an open and transparent environment. As administrators, we have the opportunity to become better by continuously being able to visit classrooms and see what the most effective teachers in our building do. We have allowed teachers to also gain access to this knowledge by allowing them to observe their peers and learn from each other. We are also proud to know that three of our para-educators are now teachers, the District and State Teacher of the Year teaches 4th grade at our school, and we are highly sought out by the University of the Virgin Islands to provide cooperating teachers to their Elementary Education majors.

In summary, building relationships, developing leadership, and focusing on school as the "hub" of our community are some of the ways in which we are more likely to create an environment where our students are getting first-hand knowledge of how to become the leaders of both today and tomorrow.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	88	78	70	67	64
% Advanced	45	40	36	22	22
Number of students tested	67	76	76	79	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	88	78	70	67	64
% Advanced	45	40	36	22	22
Number of students tested	67	76	76	53	77
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	50	75	20	100	0
% Advanced	0	25	20	0	0
Number of students tested	2	4	5	1	1
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	85	89	60	56	48
% Advanced	39	37	40	11	18
Number of students tested	13	19	10	9	9
<b>5. African- American Students</b>					
% Proficient plus % Advanced	88	75	70	67	63
% Advanced	44	42	34	22	24
Number of students tested	52	55	64	67	68
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	50	100	100	0
% Advanced	100	0	50	50	0
Number of students tested	2	2	2	2	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	0	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	69	71	68	61	49
% Advanced	35	31	24	22	17
Number of students tested	77	85	75	85	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	69	71	68	61	49
% Advanced	35	31	24	22	17
Number of students tested	77	85	75	85	78
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	22	100	0	100
% Advanced	0	11	0	0	0
Number of students tested	4	9	1	0	1
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	100
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	82	63	60	58	40
% Advanced	41	25	10	17	0
Number of students tested	17	8	10	12	10
<b>5. African- American Students</b>					
% Proficient plus % Advanced	64	71	72	61	52
% Advanced	32	32	26	24	25
Number of students tested	59	76	61	71	68
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	0	25	0	0
% Advanced	100	0	25	0	0
Number of students tested	1	0	4	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	100	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	2	2
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	77	74	75	63	64
% Advanced	33	45	44	25	31
Number of students tested	84	73	84	80	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	77	74	75	63	64
% Advanced	33	45	44	25	31
Number of students tested	84	73	84	80	81
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	44	50	0	0	33
% Advanced	22	50	0	0	0
Number of students tested	9	4	0	3	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	88	79	92	44	40
% Advanced	50	56	46	22	0
Number of students tested	8	9	13	9	10
<b>5. African- American Students</b>					
% Proficient plus % Advanced	76	74	72	66	68
% Advanced	32	44	43	27	28
Number of students tested	76	62	70	68	71
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	100	100	33	0
% Advanced	0	50	100	0	0
Number of students tested	2	1	3	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	73	76	75	61	73
% Advanced	23	27	44	18	21
Number of students tested	73	84	84	85	86
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	73	76	75	61	73
% Advanced	23	27	44	18	21
Number of students tested	73	84	84	85	86
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	40	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	5	4	3	7	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	1
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	70	75	73	22	40
% Advanced	0	25	18	11	0
Number of students tested	10	12	11	9	8
<b>5. African- American Students</b>					
% Proficient plus % Advanced	73	76	67	66	72
% Advanced	26	28	27	18	15
Number of students tested	61	72	70	74	78
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	0	0	100	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	1	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	1	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	72	76	75	65	58
% Advanced	45	49	40	20	20
Number of students tested	67	76	76	78	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	72	76	75	65	58
% Advanced	45	49	40	20	20
Number of students tested	67	76	76	79	77
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	75	60	100	100
% Advanced	0	25	20	0	0
Number of students tested	2	4	5	1	1
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	100	0	0
Number of students tested	0	0	1	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	85	79	70	44	39
% Advanced	54	42	30	22	18
Number of students tested	13	19	10	9	9
<b>5. African- American Students</b>					
% Proficient plus % Advanced	67	78	75	67	63
% Advanced	40	53	42	19	26
Number of students tested	52	55	64	67	68
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	0	100	100	0
% Advanced	100	0	0	50	0
Number of students tested	2	2	2	2	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	61	66	71	55	47
% Advanced	35	35	27	25	17
Number of students tested	77	85	75	85	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	61	66	71	55	47
% Advanced	35	35	27	25	17
Number of students tested	77	85	75	85	78
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	22	100	0	0
% Advanced	0	22	0	0	0
Number of students tested	4	9	1	0	1
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	65	75	50	50	50
% Advanced	29	25	0	8	0
Number of students tested	17	8	10	12	10
<b>5. African- American Students</b>					
% Proficient plus % Advanced	59	64	77	58	48
% Advanced	36	37	31	28	26
Number of students tested	59	76	61	71	68
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	100	0	0
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	3	0	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2002

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	74	86	82	63	53
% Advanced	32	30	38	18	10
Number of students tested	84	73	84	80	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	74	86	82	63	53
% Advanced	32	30	38	18	10
Number of students tested	84	73	84	80	81
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	22	25	0	0	17
% Advanced	22	0	0	0	0
Number of students tested	9	4	0	3	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	100	0
% Advanced	0	0	0	100	0
Number of students tested	0	0	0	1	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	75	78	85	56	50
% Advanced	13	0	39	11	0
Number of students tested	8	9	13	9	10
<b>5. African- American Students</b>					
% Proficient plus % Advanced	74	89	81	66	54
% Advanced	34	34	37	19	15
Number of students tested	76	62	70	68	71
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0		0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	100	100	0	0
% Advanced	0	100	100	0	0
Number of students tested	0	2	1	3	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Virgin Islands Territorial Assessment of Learning

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2001

**Publisher:** The Riverside Publishing Company

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	75	65	65	51	62
% Advanced	29	32	16	14	21
Number of students tested	73	84	82	85	86
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	75	65	65	51	62
% Advanced	29	32	16	14	21
Number of students tested	73	84	82	85	86
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	14	0
% Advanced	0	0	0	0	0
Number of students tested	5	4	3	7	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	1
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	80	50	73	22	20
% Advanced	10	17	18	11	0
Number of students tested	10	12	11	9	8
<b>5. African- American Students</b>					
% Proficient plus % Advanced	74	68	63	54	59
% Advanced	31	35	16	15	13
Number of students tested	62	72	70	77	78
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	0	0	100	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	2	0
<b>9. White Students</b>					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**