

DOCUMENT RESUME

ED 394 618

PS 022 852

TITLE U.S. Virgin Islands Department of Education 1993 Annual Report.  
 INSTITUTION Virgin Islands of the United States Dept. of Education, St. Thomas.  
 PUB DATE 93  
 NOTE 79p.  
 PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.  
 DESCRIPTORS Adult Education; \*Annual Reports; \*Boards of Education; Consolidated Schools; Construction Programs; Dropouts; \*Educational Finance; Elementary Secondary Education; Enrollment; Parent Participation; Partnerships in Education; Public Education; \*School Administration; Scores; Statistics; Technical Education; Vocational Education  
 IDENTIFIERS Networking; \*Virgin Islands; Virgin Islands (Saint Croix); Virgin Islands (Saint Thomas)

ABSTRACT

The Virgin Islands Department of Education represents one of the largest consolidated school districts in America, with 34 public schools serving 23,000 students. This annual report is designed to illustrate the many programs under the umbrella of the Virgin Islands Department of Education. The theme for 1993 is "The Year of Assessment," reflecting an awareness of the importance of standards and achievement measures. The Virgin Islands Department of Education operates under a comprehensive strategic plan which includes a holistic educational approach; collaboration between agencies and the public sector; partnerships and alliances with parents, teachers, and students; and networks with national organizations. The report uses photos, news clippings, and statistical tables and charts to present the information. Sections include (1) "Scope, Overview, Mission, Goals, and Objectives"; (2) "Achievements," including the seven goals of structure, learning outcomes, human resources, facility management, marketing and communications, networking and partnerships, and financial management; (3) "School Monitoring Survey"; (4) "Department Organizational Chart"; (5) "State Agency Profiles"; (6) "District Organizational Chart"; (7) "District Agency Profiles"; (8) "Exemplary/Innovative Programs"; and (9) "Statistical Data," including appropriations and grants, school enrollment, MAT6 scores, SAT scores, dropout statistics, adult enrollment, and vocational-technical enrollment. Also included is a listing and short description of projects undertaken and completed in 1993. (BGC)

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# 1993

## Annual Report

**U.S. Virgin Islands  
Department of Education**

### *Year of Assessment*



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**Linda Creque, Ph.D.  
Commissioner**

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Rupert W. Ross, Jr.  
Assistant Commissioner  
of Education



His Excellency,  
Governor  
Alexander A.  
Farrelly, and  
Commissioner of  
Education  
Dr. Linda Creque



St. Croix Insular  
Superintendent James Sealey



St. Thomas/St. John Insular  
Superintendent Yvonne Bowsky

# **19 ANNUAL REPORT 93**

U.S. VIRGIN ISLANDS DEPARTMENT OF EDUCATION

"THERE IS ALWAYS ONE MOMENT IN CHILDHOOD  
WHEN THE DOOR OPENS AND LETS THE FUTURE  
IN. THE SECRET FOR US AS EDUCATORS IS HOW  
TO KEEP THAT DOOR FROM EVER CLOSING."

-anonymous

## PREFACE

The Caribbean basin, with a population greater than any of the 50 states, often focuses on the U.S. Virgin Islands as a model of political freedom, economic development and educational excellence. Over eighty percent of the territory's 105,000 people relate directly to the educational process on a day-to-day basis, either as students, employees, parents, volunteers or community-based organization members, school bus drivers, food vendors, crossing guards, news media, business partners and trainers. The need for teamwork and multiple-funding sources is imperative. The results have been overwhelmingly positive. Over 1,000 public high school seniors graduated in 1993. Our test scores have moved close to the mainstream levels of the southeastern areas of the United States. Our dropout rate is lower than nearly all U. S. urban areas, despite our high-density population per square mile. Alumni of V.I. schools have risen to great prominence not only in the Caribbean region and U.S.A. as a whole, but also worldwide. A Who's Who would include top-ranking U.S. State Department officials, prominent politicians of the eastern Caribbean, world-recognized scientists, musicians, athletes, engineers, tourism officials, educators, resort developers, agriculturists, deep-sea fisherman, scuba divers, artists and many others. Among the most renowned are career diplomat Terrence Todman, Tammany Hall Leader, J. Raymond Jones, world boxing champions Emile Griffith and Julian Jackson, impressionist Camille Pissarro, Pan-Africanist Edward Wilmot Blyden and Alexander Hamilton.

It is with this background that the U.S.V.I. Department of Education maintains upward direction in a positive atmosphere as it pursues academic excellence in its 34 public schools for 23,000 students, its "Generation at Promise."



# Government of the Virgin Islands of the United States

—o—

## DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

44-46 Kongens Gade

St. Thomas, V.I. 00802

### GREETINGS FROM THE COMMISSIONER

On behalf of the members of the Department of Education I welcome all readers of our 1993 Annual Report. The department continues to fulfill its mission of educating a Generation at Promise by insuring that that every student can, will and must learn.

The Virgin Islands Department of Education is one of the largest consolidated school districts under the American flag, with 34 public schools serving 23,000 students. The major emphasis is on teamwork inspired by the African proverb, "It Takes A Whole Village To Raise A Child."

This report is organized according to the seven goal areas and reflects those aspects of our mission that have been accomplished during fiscal year 1993. Accenting this data are photos, news clippings and statistics that we hope will generate continued enthusiasm and support from the Virgin Islands community and abroad. We must always keep in mind that we are on a journey to educational excellence and this is but a point along the road.

Linda Creque, Ph.D.

## INTRODUCTION

The Department of Education is the largest division of the executive branch of the Virgin Islands government. It is headed by a commissioner appointed by the governor, with separate insular superintendents for St. Thomas/St. John and St. Croix districts. While this structure has always been in effect, a major reorganization in 1987 was designed to maximize services to the overall school system in an effort to improve the quality of education being delivered to all Virgin Islands public school students.

The reorganization, mandated by Executive Order No. 289-1987, specifically tasked each insular superintendent with the daily operations of schools and activity centers to enhance the delivery of services to clients in their respective districts. The General Fund Budget as well as Federal Budgets were adjusted to reflect this change. At the time of development of the 1993 Annual Report, approximately 80% of local funds and 80% of federal funds were apportioned to the Districts of St. Thomas, St. John, and St. Croix. Additionally, individual schools were receiving funds from local and federal resources to be administered by the principal, or school improvement teams, from 5,000 to 50,000 thousand dollars.

The Department of Education operates under a comprehensive strategic plan, utilizes a holistic approach to education; an all-inclusive partnership approach to management; a collaborative approach through interagency cooperation and coordination; alliances with the private sector; partnerships with parents, teachers and students; and networks with national organizations. The plan is reviewed and updated yearly, and action plans are formulated based on the overall plan. This year's plan reflected the full integration of the six national goals

Many initiatives were designed to bring about positive changes, including new testing and health programs, along with the development of school improvement teams and school-based budgeting. New curriculum standards and disciplinary codes are in effect. And comprehensive technological advances including computerization are ongoing in both management and instructional areas. The annual report is designed to illustrate the many programs and their impact on Virgin Islands education. This year's theme, "The Year of Assessment," was chosen to heighten awareness of the importance of setting standards and measuring achievement using various forms of assessment.

This report for FY 1993 features accomplishments categorized by our seven strategic goals in conjunction with the GOALS 2000 of President Clinton. It illustrates the Department of Education structure, several exemplary programs, statistics and news clippings in order to add to the reader's enjoyment as well as to allow him/her to obtain a comprehensive understanding of the overall education program.

# 1993 Annual Report of the Virgin Islands Department of Education

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Produced by the Office of the Commissioner

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**U.S. Virgin Islands Department of Education**

**Commissioner: Linda Creque, Ph.D.**

**AN EQUAL OPPORTUNITY EMPLOYER/EQUAL OPPORTUNITY EDUCATOR**

The very spring and root of honesty  
and virtue lie in good education.

-Plutarch

**Department of Education**  
**Executive Staff**  
**1993**

Linda Creque, Ph.D.	Commissioner
Rupert Ross, Jr.	Assistant Commissioner
Yvonne Bowsky	Insular Superintendent
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Yvonne Wells	Asst. Supt. - Instruction
James Sealey	Insular Superintendent, St. Croix
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Patricia Nathan	State Director, Testing, Planning, Research & Evaluation
Priscilla Stridiron	State Director, Special Education
Anna L. Lewis	State Director, Adult, Vocational & Technical Education
Gail S. Rivera	State Director, Special Nutrition
Hugh Smith, Jr.	State Director, Federal Programs
Edmond Blaize	State Director, Engineering



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V.I. Delegate Ron de Lugo hosted the members of the Bertha C. Boschulte Junior High School Honor Society and their chaperones during their recent visit to Washington, D.C. and Capitol Hill. They are seen during a break in Statuary Hall during their tour of the U.S. Congress.

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## DEPARTMENT OF EDUCATION

### SCOPE AND OVERVIEW

The Department of Education functions as both a district and a departmental (state) educational agency. In general, the purpose of the Department of Education is to administer and operate all publicly supported elementary and secondary schools, vocational-technical education, and adult educational programs and facilities.

As mandated by the Virgin Islands Code, the department exercises control over the enforcement of laws pertaining to education in the territory. These duties include the maintenance and operation of all publicly supported elementary and secondary education facilities and programs; adult, vocational, technical, gifted and talented, and exemplary programs; and supportive services such as pupil transportation, special nutrition, and library services to both public and non-public schools. The Virgin Islands Board of Vocational-Technical Education functions administratively within the department.

### MISSION

Pursuant to Title 3 of the V.I. Code, the department's mission is to administer and improve its instructional program, achievement and employability levels and health of all students in the system; and to foster life-long learning by adopting a team approach to program planning and problem solving within a management by objective (MBO) structure.

### GOALS AND OBJECTIVES

The seven goals of the department's strategic plan, as extended to 1995, incorporate the six national Goals 2000 plan. Those six are: By the year 2000....(1) All children will start school ready to learn... (2) The graduation rate will increase to at least 90%...(3) Students will leave grades 4, 8 and 12 competent in English, math, history and geography, and every school will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy....(4) U.S. students will be first in the world in math and science achievement....(5) Every adult will be literate and will possess the knowledge and skills necessary to compete in global economy, and exercise the rights and responsibilities of citizenship....(6) Every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.

## ACHIEVEMENTS/IMPACT

The following section, pages 11-23, presents the seven strategic goal areas for the department, what has been accomplished, and the implication of the achievement on attaining educational excellence.

“When you can do the common things of life in an uncommon way, you will command the attention of the world.”

George Washington Carver

# VIRGIN ISLANDS DEPARTMENT OF EDUCATION

## Achievements/Impact

### Goal I: Structure

To organize the Department of Education into state and district divisions comprised of offices and activity centers with designated responsibilities to formulate or implement policies, and establish priorities and programs that respond to the needs, interests and abilities of the people.

Accomplishments	Impact
Completed video tele-conferencing centers	Increased productivity, reduced travel cost, travel time and fuel consumption, improved communication between districts and programs
Completed integration of district offices and schools in Education Management Information System (EDMIS)	Increased efficiency in data collection and retrieval. Information available to make meaningful program and policy decisions  Enhanced program planning and decision making on all levels.
Revision of five-year strategic plan and establishment of Strategic Plan 1993-1995	Detailed priorities and use of resources during period of fiscal restraint
Expanded computer system throughout the department and elementary/secondary schools	Improved productivity Enhanced data accessibility Increased services to student - made computer assisted instruction a reality. Research capability with Dynix
Telephone devices for the deaf were installed at numerous schools and central offices	Permitted instant communication to outside world by deaf students
PhoneMaster system was installed at secondary schools to take absentee student data and call parents via computer	Immediate reduction in student absenteeism and class cutting
Installation of telephone lines linking Dynix Project at Curriculum Center with Media Library Services State Office	Allows quick access of information
Formulated cost-cutting attrition plan and redeployment of personnel	More effective and efficient. Complies with Governor's directed use of resources and management of funds
Hosted the first state data conference in each district	Improved planning and dissemination of management information
Maintained and kept current 22,500 student records electronically	Sustained the ongoing use of computerization of records
Implementation of the School Improvement Act began after Governor signed bill Oct. 9	Assured increase in the quality of teachers coming into the department  Provides privacy rights over student records, local foods in meals, proficiency exams for teachers, more frequent bus inspections, private school mandatory licensing

## Goal II: Learning Outcomes

To provide instructional programs which result in rewarding levels of achievement, employability and physical and mental health for all students throughout a life-long learning process.

Accomplishments	Impact
Completion and implementation of student performance standards for 3rd, 6th, and 8th grades	Alignment with new national standards enabled measurement of student performance, raised level of expectation; enhanced accountability for student outcomes
Development of 20 performance standards for vocational students	Improved vocational education program. Brought standards into 21st Century and supported the needs of the Virgin Islands and global economy
Completion of kindergarten handbook and guide; K-6 foreign language curriculum; health curriculum; and revision of K-6 science curriculum	Improved instruction and better informed students. Supports National Goals #1, 3, & 4
Increased services provided to special education students. Tri-Interagency agreement implemented	Fulfilled compliance requests under PL.94-142: Law suit dropped (Nadine Jones case - 1986-1993) because of increased service and establishment of impartial hearing officer
Adult education programs have been extended to special groups - ESL (English as a Second Language), limited English speakers, the disadvantaged, and the disabled	Broader outreach into the community; greater self-esteem; fulfilled V.I. mission for lifelong learning for all persons, "Everyone can, will, and must learn"
Increased achievement as measured by MAT-7, NAEP	Students continued to increase skills and knowledge to deal with requirement of a global societies
Implementation of restructured alternative education program for junior high school level	Maximized the learning experience for disaffected students
Implementation of Alternative Education Program in elementary schools	Decreased dropout rate; decreased the number of potential dropout
Increased application of computer technology in the instructional process data	Enhanced instruction and learning
Initiation of Governor's School for forty (40) public and private school students from grades 9-11	Enabled gifted V.I. youth to develop and expand their ability to conceptualize, theorize, and explore the fields of arts and sciences. Students validate the positive traits of intelligence, cooperation, commitment, communication
Juvenile Obesity Prevention Initiative expanded to schools on all three islands, focusing on "Weight Control," "Low-fat Living," and the "Eating Right Pyramid"	Broader, more comprehensive outreach of nutritional education and obesity pre-prevention
Continued restructuring strategies to facilitate full inclusion of all students in least-restrictive setting	Further strengthening of special education programs
Even Start Family Literacy programs began for pregnant and parenting young adults and teenagers in late afternoons at CAHS and Central High	Young mothers-to-be and fathers-to-be within and outside the school setting began preparation for responsible parenthood. They received vocational training and counseling

Goal II (Continued) Accomplishments	Impact
<p>A minority male conference featuring national scholars was co-sponsored in both districts, entitled "Project Impact: Empowering Virgin Islands Males "</p>	<p>Coincided with several forums tackling the teenage dropout, drug-use and violence rate. Fostered understanding of dynamics of V.I. male students and their needs in our present society</p>
<p>Peer Leadership and Generation at Promise grants provided after-school and weekend enrichment programs</p>	<p>Developed student self confidence and critical thinking skills. Provided after-school programs for youth</p>
<p>A six-week junior high entrepreneurial project, "I may just be your boss someday," ran six Saturday mornings</p>	<p>Introduced marketing, financial reports and the internal structure of business of 11-14 age group. Prepared students for world of work.</p>
<p>Skill Center training of public housing tenants to assist in repairs to their community began with stipends for students, who later will be hired by Housing</p>	<p>School-to-work transition strategies strengthened by this pilot program</p>
<p>National Shining Star accolades were afforded Arthur Richards and Addelita Cancryn Junior High alternative programs by SE region Drug Free Schools</p>	<p>National recognition will encourage other schools and support groups to expand their in-and-after school programs</p>
<p>Student Achievement Day celebrations were held in each district to recognize over 7,000 students above national percentile in MAT6, PSAT and SAT exams</p>	<p>New legions of exemplary role models returned to individual schools to motivate other students. Demonstrated reward for those who accomplish</p>
<p>Pilot 3rd &amp; 4th grade summer prevention and intervention/enrichment program paved the way for upcoming NAEP testing</p>	<p>Greater preparation for NAEP tests and opening of school. Students focused on math and science</p>
<p>Fulfilled legislative mandate to infuse steelband program into elementary and secondary-school music curriculum through Arts and Culture</p>	<p>Extended steelband program to all grade levels for first time</p>
<p>Mocked "Banned Books Week" in school libraries in defiance of old tradition</p>	<p>Increased student awareness of freedom to read and right to know</p>
<p>Number of students participating and books circulating in Books and Beyond reading programs increased dramatically</p>	<p>Broader outreach resulted in improved reading habits</p>
<p>"Project Living Light and Loving It" was formulated to utilize school cafeterias as learning laboratories for nutrition messages, expansion of salad bars</p>	<p>Supported and supplemented Comprehensive School Health and Drug Free Schools Initiatives. Students participating in school lunch program increased</p>
<p>20,000 students provided with health and physical education program</p>	<p>Healthier student population</p>

### Goal III: Human Resources

To plan, organize and maintain department personnel policies and practices which will attract, retain, develop and reward highly qualified individuals who will with great efficiency discharge the responsibilities of the department's instructional, administrative, and support staffs.

Accomplishments	Impacts
<p>No-cost master's degree program in specific learning disabilities implemented by joint DOE/UVI effort</p>	<p>Enables more teachers to remain in territory and teach while acquiring advanced degrees. Provides needed personnel for Special Education classes</p>
<p>Implementation of new, weighted, teacher and administrator evaluation instrument</p>	<p>Improves accountability system and instructional process</p>
<p>Provided training opportunities locally and nationally for school professionals and other personnel in the areas of conflict resolution, cooperative learning, problem-solving, math and science instruction, cognitive strategies, computer technology, drug prevention high risk health issues, nutrition and special education</p>	<p>Increases skills and knowledge base of staff. Prepares staff to deal with change in family, increased violence and the goals of America 2000 and the Virgin Islands Department of Education's goals in its Strategic Plan</p>
<p>Third phase of Title VII math/language teacher training project (National Faculty) completed</p>	<p>Exemplary National Diffusion Network (NDN) program assists teachers</p>
<p>Implementation of collaborative effort between the University of Truabo, PR and the VDOE for a master's degree program for teachers of limited english proficiency (LEP) students</p>	<p>More qualified teachers, and more informed students</p>
<p>Updated data collection (via-software training) was provided to 16 adult education administrators for use in their new computers by Pelavin Associates following assessment</p>	<p>Assurance of quality data collection from each adult program participant</p>
<p>Finalized plans for a comprehensive Afro-centric curriculum in grades K-6</p>	<p>Helps develop greater self-esteem at an early age</p>
<p>Initiated Tech Prep Consortium, to reform secondary education programs and provide school to work opportunities and phase out the general track</p>	<p>Brought territory in line with latest changes in vocational and technical education in U.S.A.</p>
<p>Labor relations skills of administrators, faculties and staff were strengthened by workshops conducted by the Federal Mediation and Conciliation Service (FMSC), emphasizing compromise, synergy &amp; consensus</p>	<p>Greater insight into labor problems and conflict resolution was provided to management &amp; work force</p>
<p>A statewide action team was formed to respond to assistance offers from the Regional Alliance for the Northeast and Islands</p>	<p>Enhances mathematics and science instruction in the classroom</p>
<p>AIDS workshops for secondary teachers expanded to include other sexually transmitted diseases (STD's), focusing on risk-reduction behavior skills</p>	<p>Students will become more aware of syphilis, herpes, gonorrhea, chlamydia and chancroid risk</p>
<p>Semi-annual inspection of school buses and closer monitoring of bus drivers' performances became effective in compliance with Education Improvement Act</p>	<p>Greater safety for students and public at large</p>

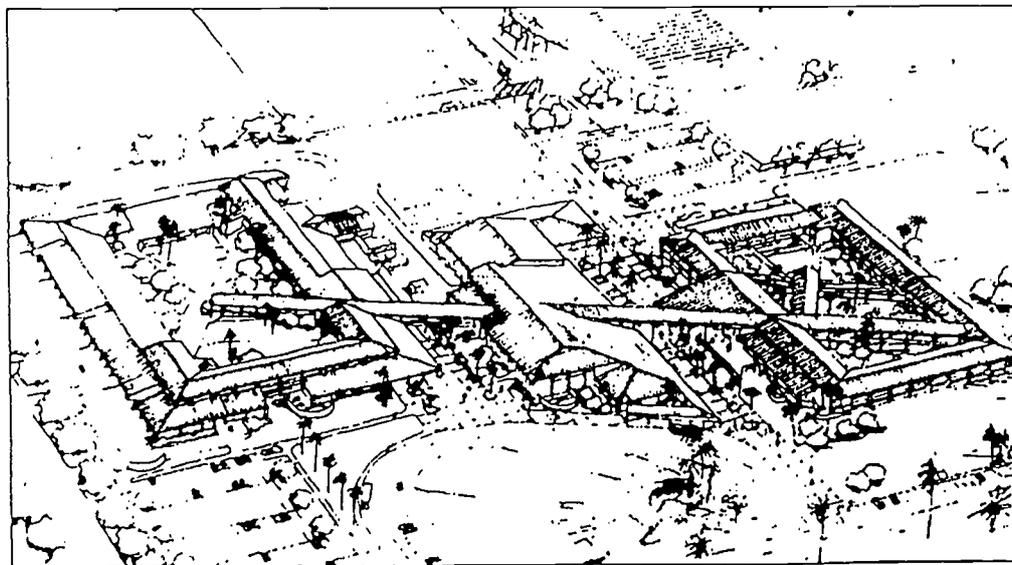
Goal III con't Accomplishments	Impact
Initiated staff training for Renzulli Schoolwide Enrichment Model for Gifted and Talented students	Broadened inclusion of gifted students; holds premise that all students have gifts and talents; teachers will be trained to bring out gifts in all students
Continued implementation of vocational-special education career and transitional model in both districts	Increased career options for handicapped and specially gifted and talented
Dropout Prediction Survey completed by TPPE with intervention plan put in place immediately by administrators	More understanding and preparation expected to reverse increase in school dropouts
Held workshops on NDN exemplary program "Social Problem Solving" for teachers and parents to equip K-6 children with decision-making and social problem-solving skills	Supported goals of Drug-Free Schools project to prevent children from becoming psychological casualties
Introduced "Eating Right Pyramid" to 134 nutrition education contacts one-to-one and to 326 teachers via workshops	Supported healthy nutrition goals for all students
Participated for first time in the U.S. Drug Free Recognition Program, with first site visit by federal officials to local schools (Arthur Richards Jr. H.S.)	Began national recognition of local DOE exemplary drug-free programs
VITEMS (Virgin Islands Teacher Enhancement in Math and Science) introduced new approaches to motivating students including Saturday academies to provide hands-on experience for students	Strengthened math and science instruction, and acceptance by students
1,657 personnel requisitions and notices of personnel action were certified	Timely movement of documents
Provided training to professionals who relate to parents of special education children and the children themselves.	Continued improvement and effectiveness of special education programs

# Builders stress security at new high school



Daily News Photo by DIANE BUTLER

Sen. Almando 'Rocky' Liburd, left, and Ken East, project manager for Abamar-BB Construction, discuss building plans on the site of the new St. Croix high school. Below, an artist's drawing shows the finished school.



By KAY JOHNSON  
Daily News Staff

ST. CROIX — Security is on the minds of the designers and builders of the island's second high school, its construction manager told senators Wednesday.

The school also is within budget and should be ready by its June 1994 completion date, said Ken East, project manager for Abamar-BB Construction.

The school will have reinforced louvered windows, sprinkler systems and other built-in security measures, East said.

"We tried to pay particular attention to that area," he told senators touring the construction site.

But Sen. Gerard Luz James II said the school grounds should have better lighting than is planned and he'll propose more funding to get it.

"I believe the lack of proper lighting will diminish visibility and affect the security of the area," James said. It also would mean football, track and tennis areas could not be used at night.

James did not say how much the lighting would cost.

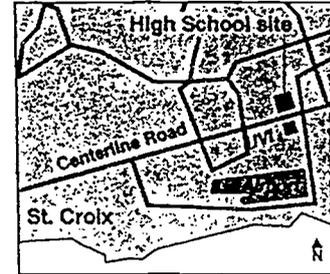
About 25 public officials toured the classrooms, cafeteria, auditorium, laboratories and sports facilities under construction.

Senators and others were especially conscious of the school's security because of last weekend's attacks by vandals who smashed windows and torched the cafeteria at Central High School. The damage was estimated in the hundreds of thousands of dollars.

East said school officials asked for a vandal-resistant school from the beginning because theft and vandalism are recurring problems. Since March, 13 major break-ins, some including theft and vandalism, have been logged at schools.

Education Board member David Jones said he was especially concerned because the new school will be next to the public housing community in Estate Castle Burke.

"We all know the history of vandalism at schools," Jones said. "I



Daily News Map

### School facts

The school:

- ✓ Will hold 1,200 students.
- ✓ Will cost \$21.7 million.
- ✓ Is set to open in June 1994.

“ I believe the lack of proper lighting will diminish visibility and affect the security of the area. ”

— Sen. Gerard Luz James II

think we need to always be thinking of security concerns.”

While the new school may not be vandal-proof, architects did include such items as special windows in the design, East said.

The windows have reinforced aluminum louvers. And even if a potential thief or vandal gets a louver off, the framework acts as a horizontal bar.

"It's a pretty secure type of window," East said.

East also assured the tour-takers that Abamar-BB is a good corporate citizen.

Of the 120 construction workers on the site, "virtually every one of them was hired here," he said.

A \$14.1 million vocational school will be built adjacent to the high school. Construction is under way — managed by Centex Rooney Tharmac Inc. — and should be complete by fall 1994.

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## Goal IV: Facility Management

To develop comprehensive plans for new facilities and capital improvement.

Accomplishments	Impact
Finalized preparations for accreditation team evaluations of all three public high schools	Continued momentum for re-accreditation of CAHS and CHS and accreditation of IEKHS
Acquisition of Properties adjoining the Dober and Jarvis Schools	Enabled the expansion of the physical facilities to relieve congestion and overcrowding
Installation of security lighting and fences at E. Benjamin Oliver and Bertha C. Boschulte schools	Deterred vandalism to physical plants, equipment, materials and supplies
Wheatley Skill Center access road and parking area paved through adult-voc-ed funding	Improved access for day and night students & faculty
Completion of OCR handicap accessibility renovations at Lockhart School	Compliance with Civil Rights requirements
Renovation of science/math labs at Ulla F. Muller School	Enhanced instruction and learning
Completion of repairs to science lab at Central High	Provided state of the art facility. Provided support for science and math programs, and supported National Goal #4. Also supported accreditation requirement.
Expansion and upgrading of administration and vocational classrooms, Julius Sprauve school	Provided environment conducive to learning. Provided space to expand academic and vocational program. Expanded educational opportunities.
Completion of emergency repairs to collapsed 2nd floor walkway, Lew Muckle School	Provided safe environment for students
Ceiling repair of 10 English classrooms, CAHS	Ensured safety of students
Completing last phase of Central High's Music Suite, Personnel Building, and Eulalie Rivera School	Provided space and programs needed for reaccreditation of Central High  Provided adequate work space in order to enhance productivity of employees and better serve public.
Completion of renovation of Gladise Gabriel facility	Relocated Special education students from Paul M. Pearson Project Ensured safety of students
Completion of new administration building at Peace Corp School	Created additional space for Special Education classes
Completion of repairs/renovations to School Lunch Program Offices and Warehouses in both districts. Completion of repairs to walk-in freezers at the Laga Building and at CAHS.	Provided safe, sanitary facilities. Complied with USDA food storage standards. Ensured continued funding.
All public school buildings were reinspected and found asbestos-free	Complied with Asbestos Hazard Emergency Response Act (AHERA)
New St. Croix high school and vocational school forged ahead of schedule with expected May readiness	Enabled administrators to begin definite planning for 1994 occupancy

# Vocational school construction starts

By CATHY McNAMARA  
Avis Staff Writer

Gov. Alexander A. Farrelly announced Monday the beginning of construction of the vocational school on St. Croix.

The vocational school, to be located in a complex in Estate Steiburke next to the new high school, will teach Virgin Islanders everything from cosmetology and upholstery to marine technology and welding, improving their skills and employment outlook. Centex Rooney Tharmac was awarded the \$40 million contract several weeks ago.

V.I. Capital Improvement Program Director Bob Mathes said the high school/vocational complex is targeted for completion by fall of '94. The high school is being built by Abamar BB.

"The Educational Complex represents a \$40 million investment in St. Croix and the Virgin Islands' future. It also signifies the fulfillment of a commitment made by this administration," Farrelly said.

The V.I.'s District Coordinator for Vocational and Technical Education, Roy Pemberton, said meanwhile the curriculum list is being compiled and, although it has been released in part, it may be expanded or altered.

DOE officials as well as representatives from other government agencies and private industries are providing input into what the school will offer.

So far, the school, a two-floor building divided into labs, class-

rooms and large shops, will provide a wide range of classes in business education; home economics; textiles; health occupations; beauty; agriculture; marine and auto mechanics; industrial occupations; graphic arts/printing; tourism and marketing; Pemberton said.

In business education, for example, the school will teach classes in office occupations such as accounting/bookkeeping and secretarial. This department will also include marketing and distributive education courses.

In home economics, classes will focus on food preparation and child care, to name a few. There will also be a clothing textile lab and an upholstery-related course.

The school will teach students how to be a nurse's assistant, Pemberton said, adding the University of the Virgin Islands may sponsor a course periodically in practical nurses training as well.

Cosmetology and barbering will be two classes offered in the beauty section.

There will be three sections in agriculture - possibly production, marketing and horticulture or floristry - but there's nothing definite on this yet.

A marine technology department will offer classes in boat building with both wood and fiberglass; sailmaking; and engine repair - good news for those seeking training to work at sea.

Auto repair - body and engine - will be offered as well.

Hess Oil refinery, the V.I. Water and Power Authority and VIALCC

See SCHOOL Page 19

may reap benefits from shops, which will train students in plumbing, pipefitting, industrial operators training, masonry, tilesetting, welding and machinery. Air conditioning and refrigerator repair is also expected to be offered.

Graphic arts and printing classes could prepare students for work at printing shops, newspapers or other media-related jobs.

Pemberton said the department is considering including a module on tourism to educate students in this industry.

The school will be two floors with the top floor being smaller than the first since the first will include several large shops with high ceilings. It will be comprised of several labs and contain an opening in the middle, like a courtyard.



Eudora Kean High School's new \$5.5 million gymnasium neared completion in September 1993

## Goal V: Marketing, Perceptions, Aesthetics, Communications

To improve communications in order to establish a positive image of the department and foster wide community awareness and participation in education activities through effective public information programs.

Accomplishments	Impact
Produced and distributed Virgin Islands 2000, the V.I. response to America's Goals 2000	Correlated strategic plan with national in layman's language. Demonstrate to the public and nation strides made by USVI in achieving national goals
Produced local school violence perspective as companion piece to PBS' Merrow Report on WTJX	Presented balanced information local-national involving local students and administrators
Production of one-hour television student panel discussion on School Violence: A Virgin Islands Perspective	Enabled candid dialogue among V.I. students regarding the causes of and possible solutions to school violence
Aired 48 additional half hour instructional, staff, and community enhancement programs on WTJX channel 12 that included: The Effective Teacher: The First Year Teacher: Caring for Very Special Children: Eleven and Ready English and Eleven and Ready Math.	Provided opportunity for staff to view and adopt new techniques.
Continued production and airing of three weekly radio programs featuring administrators, educators and students	Informed community and fostered support for programs and initiatives.
Saturday Morning Rap Session radio program was launched to improve lives of students involved in negative behavior	Numerous student commitments
The Public Information Office issued 358 press releases, 9 public service announcements, 30 radio and 58 television broadcasts	Maintained flow of information to the media and public throughout entire fiscal year
Produced printed communications on Parent Pledge; Parent Checklist; student performance standards, drug free workplace policy, certificates of recognition, and Feddy Awards ad	Broadens outreach of important data and public relation matters
Advertising contract was awarded for the promotion of vocational and technical, skill center and adult programs	Increased enrollment and job skills for community

Island Life



Daily News Photos by BRENDA THOMPSON

Central High School Scuba Diving Club members Anthony Ferris, Angel Guzman and Hector Garcia prepare to dive. Below right, Milpha Florence checks equipment.

# Club of opportunity

A club at Central High School is opening windows on the deep-sea world as well as doors of opportunity for students.

The Central Scuba Diving Club wound up its activities for this school year Wednesday with 11 students diving off the reef of Frederiksted. The students are now certified by the National Association of Underwater Instructors.

"I like the sea. My father is a fisherman. I guess you can say it's in my blood," said Milpha Florence, the only female member of the club.

At the start of the year, the club had 25 members, including several more girls.

"I guess they got scared. I was frightened, too, but once you do it once or twice, you get used to it," said Florence, 19, a senior living in Estate Grove Place. She's planning a career as a marine biologist.

The club, begun five years ago, grew out of the marine biology club started by then-Central educator Jim Schuck.

Dan Odell, marine biology instructor, became involved and added scuba diving to the club's activities. Scuba diving has been the club's concentration ever since. Odell even secured a national grant for the club.

Tom Fickel, a special education teacher, also works with club members.

Scuba diving instruction lasts the school year. Before they dive, students learn how to float and swim and how to use the equipment. They also learn water safety.

Students dive five times before they receive their certificates. They go down to about 62 feet, students said.

A similar commercial course would run more than 30 hours and cost about \$200, Odell said.

"Down there is very beautiful," said Don Clercien, 17, a senior who lives in Estate William's Delight. "I think people should see it."

Some students have used the club as a springboard to careers with the National Park Service and the military.

Over the years about 40 students have learned scuba diving.

"A couple have gone on to become marine biologists," Odell said.

Odell said he wants to train more locals to own dive shops, operate boats and teach tourists water sports.

"We don't have any divers from here yet."

Cruzan Divers gives the club a special rate for use of its boat Afternoon Delight and equipment. Expenses are shared among the students.

The club is open to all students; it has no restrictions on size.

"You just have to be calm in the water and be able to swim. Anyone can learn to scuba dive. It's not difficult," Fickel said.

Clercien, who plans to join the Navy, said he joined the club to dive the safe way.

"I like the ocean and sailing and traveling," said Hector Garcia, 17, a senior. "I want to do some other type of sailing."

The club's membership this year was the largest ever — an indication that more students are hearing about the club.

"Central has a lot of good programs. Students don't know about them," Clercien said.

— Brenda Thompson



## Goal VI: Networking and Partnerships

To establish a system of networking and partnerships among government, business, private agencies, non-profit organizations and universities that will substantially support the department's goal of providing a meaningful lifelong learning experience for the people.

Accomplishments	Impact
Established inter-agency task force with Human Services, Police, and Department of Education to address mutual concerns	Facilitated resolutions to mutual concerns with expanded enhanced services to students
Recruited business, community organizations and others through volunteer services	Expanded cooperative effort to meet the needs of education business and the community
Inter-agency collaboration with the Departments of Health for practical nursing program; and Housing Authority for program maintenance	Provided training opportunities to meet critical needs of health care and maintenance of public housing while providing clients with required skills for employment
Developed agreements with WAPA and VIALCO to train students	Increased employability, career choices
Collaborated with both TV cable systems to air drug free and holiday greeting Public Service Announcements (PSA's)	Increased public awareness and contact
Trained 30 students in aviation mechanics in both districts	Extended aviation awareness classes to both districts
Central High Scuba Diving Club produced 11 certified members of National Association of Underwater Instructors (NAUI)	Enhanced marine industry opportunities for students
Established collaboration with WWI on weekly program, "Education Matters"	Keeps public continually informed of department and school activities
More than 3,000 school volunteers, 60 school adopters and 30 district wide partners contributed over 25,000 hours of service; and 1,000 students paid back 15,000 hours to the community	Brought community individuals and businesses into close involvement with all K-12 students

# Cable conference draws big crowd

By JANE NDUNGU  
Avis Staff Writer

The turnout for the Cable in the Classroom Conference held Monday at the Buccaneer Hotel was much larger than expected.

Rosalyn Doaks, Director of Special Marketing and Educational Services for Black Entertainment Network (BET) expressed surprise at the response of the St. Croix teaching community.

"I have been to conferences of this nature all over the country and I have never seen so many teachers and administrators show up. Normally attendance is in the twenties. The organizers have done an excellent job in creating interest and awareness," stated an impressed Doaks.

Patricia Platt, director of Educational Programming at St. Croix Cable TV had anticipated 70 educators. Almost 120 participated.

Cable in the Classroom is a project inspired by a group of 47 networks, cable companies and other interested parties. The goal of the program was to find methods of successfully using the medium of television as an educational tool.

Kids are going to watch television no matter what you do, was the message reiterated by numerous speakers, so let us try to ensure that they learn something during the process.

After opening statements from John Klindworth, President of St. Croix Cable TV and James Rodgers, Assistant Superinten-

dent of Schools, the conference kicked off with presentations from network representatives.

According to sources, St. Croix Cable TV is probably the first cable company in the nation to engage a full time executive to work solely on the development of educational viewing.

Rodgers has also been very innovative in bringing a positive influence into educational viewing in school children. Almost four years ago he and his students at John H. Woodson were creating shows for cable viewers.

Commissioner of Education Dr. Linda Creque expressed enthusiasm and a deep interest in the possibilities offered by the program.

In an address to participants, Creque mentioned the effects that technology is having in classrooms in the Virgin Islands.

"We are working closely with the Department of Energy. We have instituted video-conferencing between the St. Croix and St. Thomas campuses of the University of the Virgin Islands and have installed modems in many of our computer centers so that students can be in touch with each other and the world," said Creque.

According to Creque, the Department of Education has come a long way since she was brought in to deal with a system in crisis in 1987. Hugo slowed the pace of improving the physical plant aspects of many of the schools but computer use has increased 450 per cent and it seems as if the Virgin Islands is finally getting back on track.

This year a number of teachers have been nominated for inclusion in the "Who's Who Among American Teachers." One student came sixth on a national Spanish exam and scores on other examinations seem to be rising, albeit slowly.

The use of closed captioned TV

who do not speak English as a first language was also explored. Material from a study conducted by the National Captioning Institute Inc. and funded by a grant from the Pew Charitable Trusts was presented to Commissioner Creque.

Presentations of the various educational offerings on cable television were made by representatives from major networks. These included ESPN, CNN, C-SPAN, BET, HBO, PBS, the Arts and Entertainment Network, the Discovery Channel, the Learning Channel and the Weather Channel.

The offerings ranged from early education programs such as Sesame Street and Professor Iris, through to current events offerings aimed at middle school.

The uses are varied. Susanna Smith, a counselor at Central high uses the programs to reach out to her students. Reporting back, Smith dubbed the Cable in the Classroom project a success in its impact on the lives of students who have been exposed to it.

Representatives warned against using the services as "electronic babysitters" stressing the need for discussion and written exercises on the material presented.

Over 25 million American adults are functionally illiterate having less than a fourth grade ability to communicate in the written word.

Out of these, almost 40 per cent are minorities.

Another problem that teachers are facing is the "abdication of tremendous responsibility on the part of the parents."

Pat Connors, the HBO representative emphasized the need for teachers to encourage the parents to return as partners in the educational process of their children.

To assist in this process, HBO is offering, at cost, a large library of videos on issues that are killing our children, destroying our families and wrecking the educational process. These come in the form of "after school specials" and prize winning documentaries.

Since HBO does not fully own many of its programs, it cannot offer them free unlike most other networks participating the Cable in the Classroom project.

Platt is willing to assist any school on St. Croix in the setting up and implementation of the Cable in the Classroom. The conference was held to mark the end of the first complete year of the program and can be reached by contacting the St. Croix Cable TV.

By all accounts the program is an overwhelming success.

## Goal VII: Financial Management

To maintain a financial management system that is totally compatible with the governor's overall financial plan and that will achieve maximum efficiency in use with explicit accountability for all funds received by the Department of Education from local and federal governments and all other public and private sources.

Accomplishments	Impact
Implementation of requisition tracking policy to ensure regular monitoring of orders	Ensures goods and services are received Ensures liquidation of federal funds
Acquisition of software for Buy - Track System	Reduces steps for processing of requisitions in compliance with audit recommendation
Implementation of cost cutting measures with movement towards attrition and redeployment of existing personnel	Avoids layoffs while continuing to provide adequate service
Developed fiscal policy for processing receiving reports	Increases fiscal credibility of department and government Enhances the ability to claim discounts Provides information to increase timely expenditure of funds and reallocation of resources to sustain programs
Development of major financial reports and monitoring system for major mandatory cost of utilities, telephone rental, off-island placement of handicapped (physically impaired) and pupil transportation.	Provides for more effective management of resources to support educational programs
Prepared unexpended balance report to monitor breakdown of Federal Funds	Provides for more effective use of Federal Funds. Enhances expenditures in a timely manner
Worked with Financial Management System (FMS) consultants to develop payroll expenditure module down to option level	Allows the department to obtain actual payroll expenses so that federal funds budgets can be revised and not lost
Maximized the use of local funds with successful passage of annual appropriation transfer	Funds are made available for supplies, mandatory cost and augmentation of summer maintenance program
Installed new computerized digital phone switch at main complex, with auto attendant, voice mail, modem pooling, and multiplex access	Streamlines communications within and outside the complex; eliminates need for full-time switchboard
Centralized responsibility of tracking vendor payments, managing accounts payable, and facilitating inquiries	Prevents loss of funds and restores service, credit rating and good standing with vendors
Prepared, reviewed and implemented over \$30 million in federal grant programs in compliance with agreements, rules and regulations	Assures completion of expenditure of grants and subsequent renewal or replacement
Streamlined internal accounting system and added new grouping for mandatory costs and capital improvements	Continues the development of new applications in administration and technology

## EDUCATION DEPARTMENT MANAGEMENT INFORMATION SYSTEM

The need for accurate, consistent and timely data has led to the design of the Education Department Management Information System, or the EDMIS. The need for an electronic means of collecting, processing and reporting of data within the Virgin Islands Department of Education became overwhelmingly clear as the department attempted to implement its strategic planning program. The limitations of the still manual data collection process were even more pronounced as we recovered from Hurricane Hugo. Resources were made available to design, develop and implement a centralized clearinghouse for data in the Office of Testing, Planning, Research & Evaluation. EDMIS will collect, process and report the following: student registration, special populations (voc ed, special ed., bilingual ed and American College Test (ACT)), enrollment, demographics, school nutrition, quality indicators, assessment, staffing assignment, etc.

The EDMIS was implemented in September, 1993 after the opening of public schools. When the system is fully operational, EDMIS is designed to allow data collection of students and staff data, as it is entered at the school level. This information is then processed and reported by the Office of Testing, Planning, Research and Evaluation.

## VIRGIN ISLANDS EDUCATION IMPROVEMENT ACT IMPLEMENTED

The school improvement act passed in Oct. 1992 by the legislature was signed into law at the beginning of the 1993 fiscal year, as described in the article below. The signing of the School Improvement Act was the culmination of a five year odyssey that started with an analysis of the needs within the department; a complete review of existing educational laws and policies; and the drafting of legislation by the Department of Education's legal counsel. The draft document was shared with union leaders, parents, and others so that it represented the support of all stakeholders.

Daily News, October 9, 1992

**Education improvements:** Gov. Alexander A. Farrelly Thursday signed the Virgin Islands Education Improvements Act of 1992 into law.

Features of the new bill include privacy rights over student records, a nutrition program encouraging use of local foods, establishing a V.I. teacher's proficiency exam, bus inspections twice a year and mandatory licensing of non-public schools with standards for accreditation.

V. I. DEPARTMENT OF EDUCATION  
School Monitoring Survey

A. SCHOOL NEEDS AND SERVICES

Results of the school monitoring survey for 1992-93 school year, conducted by Special Assistant Esther Cowell and Testing, Planning, Research and Evaluation Director Patricia Nathan: administrators from all (34) public schools were surveyed, 27 responded. This helped determine school needs and services:

1. PROGRAMS

- a. Twenty-one of twenty-seven responding administrators, or 78 percent, reported that their schools have active tutorial programs.
  - b. All schools (100%) reported having at least one Drug Free school program.
  - c. Eight (27%) elementary schools have the "Reading Is Fundamental" program.
2. Some thirty (30) "Student Achievement Programs" were listed among the twenty-seven (27) schools. These include:

VITEMS  
Books and Beyond  
Test Taking Skills  
Recreational Reading Program  
Mentoring  
Model Schools Project  
Project Intercept

3. Self-esteem programs:  
Fourteen schools had at least two such programs.

B. EDUCATION STATISTICS

Teacher/Pupil ratio

1990-91 13.8

1991-92 14.1

\*1992-93 13.5 (Estimated ratio is based on reduced expenditures for teacher hiring)

There was an estimated 6.78% increase in teachers for the territory between the 1990-91 and 1991-92 school years.

Per pupil expenditure

1990-91 \$6,058.00

1991-92 \$5,820.00

\*1992-93 \$6,212.00 (Estimate based on need to keep services at the present level.)

NOTE: \* If all things remain equal, given the multiplier effect, inflation, etc.

Dropouts

Secondary school dropouts are at their lowest point since 1985-86, from 1.82 down to 1.56.

Retention

Overall retention rate is down to 17.01% in 1991-92 from 19% in 1985-86.

Graduates

Graduates from public schools are up 7.1% in 1991-92 from 1990-91.

### C. STUDENT OUTCOME

Although students performed below standards set by NAEP as did most of the fifty states, Virgin Islands pupils showed improvement in those areas that were targeted for instructional improvement. The Virgin Islands was one of only six states and territories nationwide that showed significant gains in data, analysis, statistics and probability.

It should be noted that the dramatic increases observed in Data Analysis, Statistics and Probability is due to targeting by the territory. This gain of eighteen (18) points is a thirteen (13) point greater than five (5) point gain nationally for the same content area.

MAT6

Academic Gains in the 1991 and 1992 school years.

St. Croix District:

Eight (8) percentile - point gains in Science for 7th, 8th and 9th grades.

Five (5) percentile - point gains for 4th, 7th, 8th, and 9th grades in Math Problem Solving.

Five (5) and six (6) point gains in Math Concepts for 6th and 9th grades, respectively.

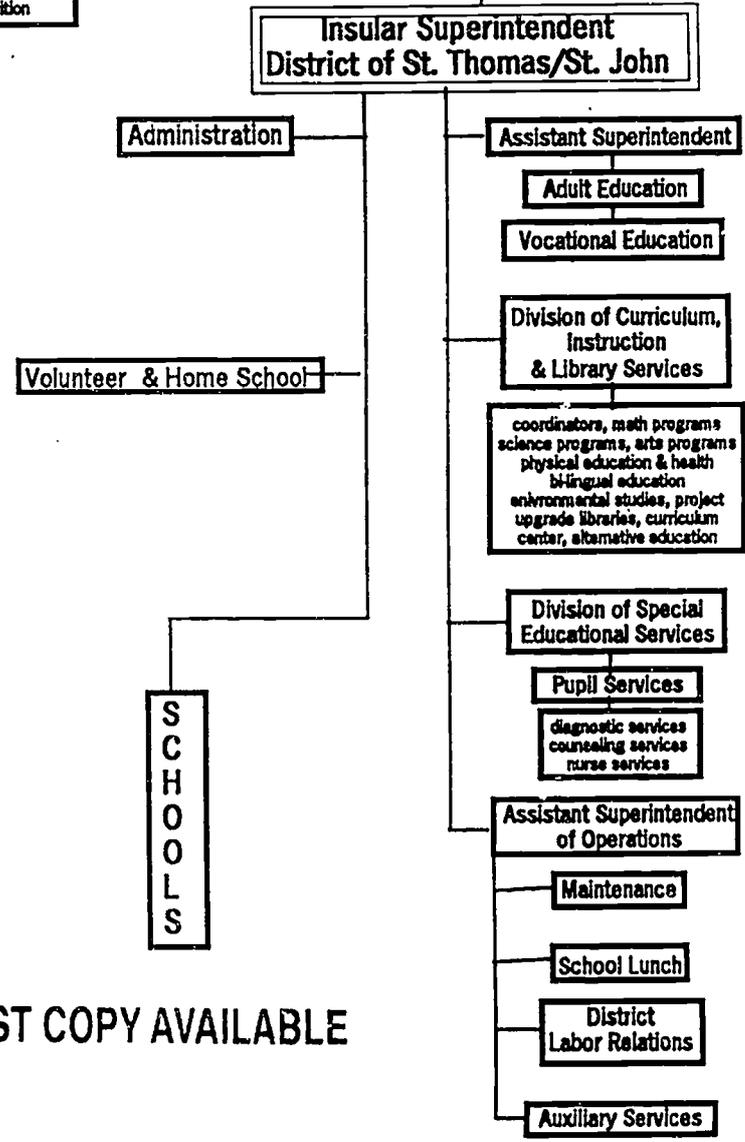
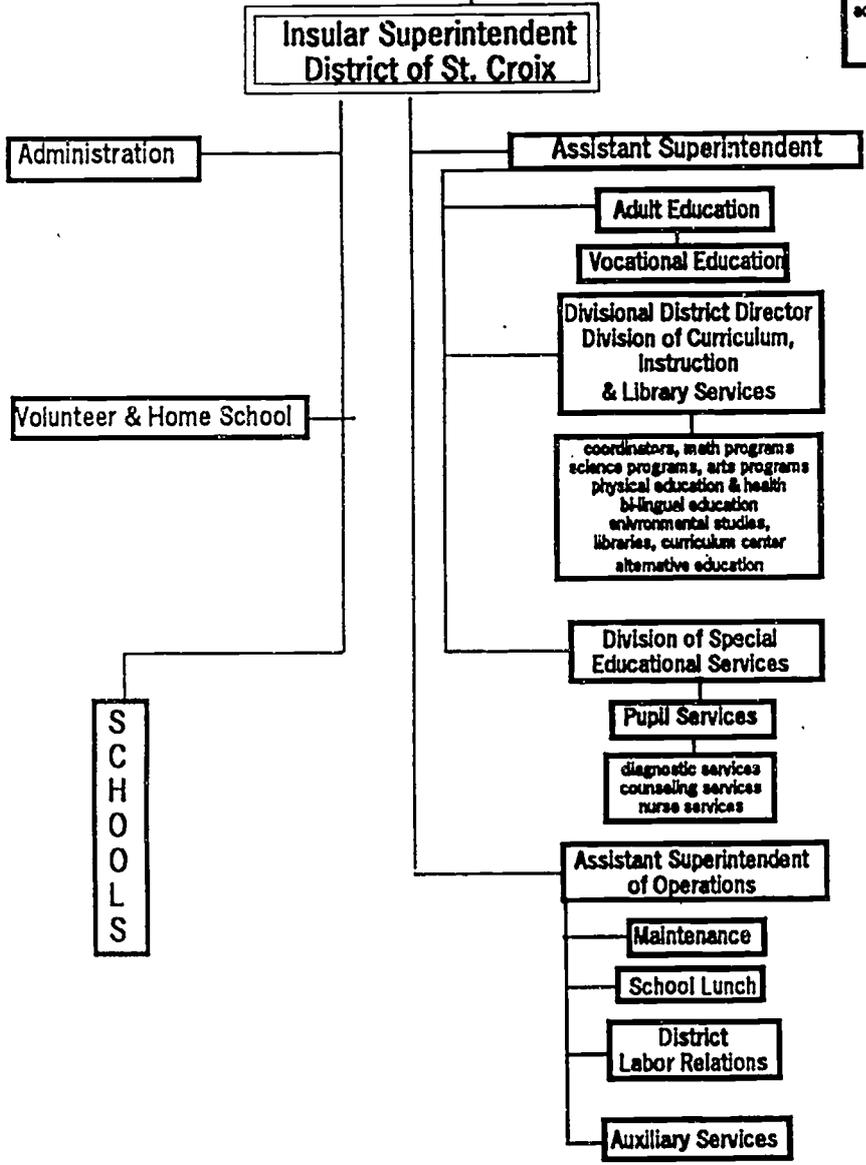
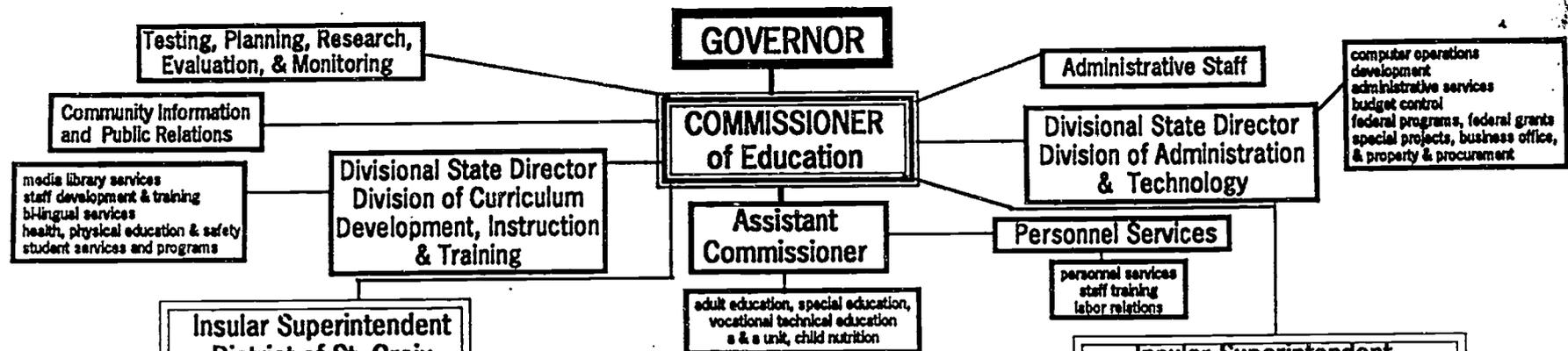
St. Thomas/St. John District:

Five (5) percentile - point gains in Reading Comprehension for 9th graders.

Eight (8) percentile - point gains in Math Concepts for 5th graders.

Seven (7) percentile - point gains in Science for 3rd graders.

Eight (8) percentile - point gains in Spelling for 3rd and 11th graders, respectively.



28

33

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34

## STATE AGENCY PROFILES

### **OFFICE OF THE COMMISSIONER**

The Office of the Commissioner provides the necessary leadership of the educational system and administrative guidance to division and program heads. It formulates and executes departmental policies, and designs and implements related educational activities. Additionally, this office administers the state level functions of federal programs; testing, planning, research and evaluation; adult and vocational-technical education and business partnership; special nutrition; media library services; student services and programs; legal counsel; public relations and community information; special education; and architectural/engineering services.

### **INSULAR SUPERINTENDENTS**

The organizational structure of the two districts was established in accordance with Executive Order 89-1987, 3(e). The responsibility of the Office of the Insular Superintendent includes supervision, direction, and coordination of administrative, instructional, and support-ive services provided by district level personnel. Overall, the superintendents ensure that all schools in their respective districts function effectively to provide the maximum educational benefit possible to students.

### **ADMINISTRATION AND TECHNOLOGY**

The Division of Administration and Technology is the financial unit for departmental fiscal policies and provision of financial, budgetary, technological and management services essential to the delivery of public education in the territory. The other components of the unit include budget control and computer operations development, administrative services, financial reporting and audits, and payroll operations.

### **CURRICULUM, INSTRUCTION AND TRAINING**

The Division of Curriculum, Instruction and Training was established pursuant to Executive Order 287-1987 and is responsible for the state-level functions of arts and culture; bilingual education/ESL; health, physical education and safety; early childhood initiative; and staff development and training.

### **SPECIAL EDUCATION**

Pursuant to Executive Order 289-1987, programs for handicapped persons 3 to 21 years of age are decentralized as follows: (1) a state office of special education to be responsible for policy development, planning, overseeing and monitoring programs; and (2) two district level divisions responsible for day-to-day operations and services.

## **OFFICE OF FEDERAL PROGRAMS**

The Office of Federal Programs is responsible for overseeing grant management activities for the department, including grant preparation, compliance monitoring, and evaluation of program effectiveness. The Federal Programs Office functions as the liaison between the Virgin Islands Department of Education and local and federal agencies for federal grant activities. This office identifies applicable grants and programs in which the department can participate and oversees the development and processing of all departmental applications.

## **MEDIA LIBRARY SERVICES**

Media Library Services as an integral component of the total educational program encourages and promotes the development of information collecting, processing, and evaluating skills of students, teachers, and administrators by providing quality library media services, resources, equipment, technology, and programs in both elementary and secondary schools in the U.S. Virgin Islands.

## **BI-LINGUAL EDUCATION**

The mission of the V.I. Bilingual Education Program State Office is to ensure that non- and limited English proficient students are afforded equal educational opportunities through Bilingual Education programs/services.

## **ADULT-VOCATIONAL-TECHNICAL EDUCATION**

Provides adults 16 years and over with literacy tutoring, basic skills, high school diploma courses and life-coping skills. Also responsible for overseeing all vocational and technical education programs in secondary schools, skill centers and adult classes, and business partnerships.

## **PUBLIC RELATIONS/COMMUNITY INFORMATION**

The overall purpose of the Public Relations/Community Information Office is to keep the internal and external public informed of activities, programs and policies of the Department of Education.

## **STAFF DEVELOPMENT AND TRAINING**

The office is responsible for coordinating, planning, overseeing, and organizing staff development and training activities for administration, instructional and support personnel of the V.I. Department of Education and instructional personnel of the non-public schools of the territory.

## **SPECIAL NUTRITION PROGRAMS**

Administers eight programs which share the common goal of providing nutritional benefits to children from public and private non-profit schools, residential and non-residential child care institutions, adults in charitable institutions and to the needy and elderly of the territory. Provides nutrition education, meals, federal funding and technical assistance.

## **TESTING, PLANNING, RESEARCH AND EVALUATION (TPRE)**

Conducts department-wide testing, planning, research, evaluation and management information activities to support the development of effective schools; uses student data to improve curriculum and instruction; conducts staff development and technical activities and provides data for planning and decision making within the department.

## **HEALTH, PHYSICAL EDUCATION AND SAFETY**

Provides a comprehensive school health education program to increase the abilities of students to make informed decisions in matters concerning their mental and emotional health, fitness, and safety so that each youth may obtain optimum well being and improved quality of life. It also encourages activities which are essential to growth, development, and maintenance of physical fitness. Supports interscholastic athletic program, the school health services examination program and teacher training. Incorporates AIDS and Drug-Free Schools Programs into curriculum.

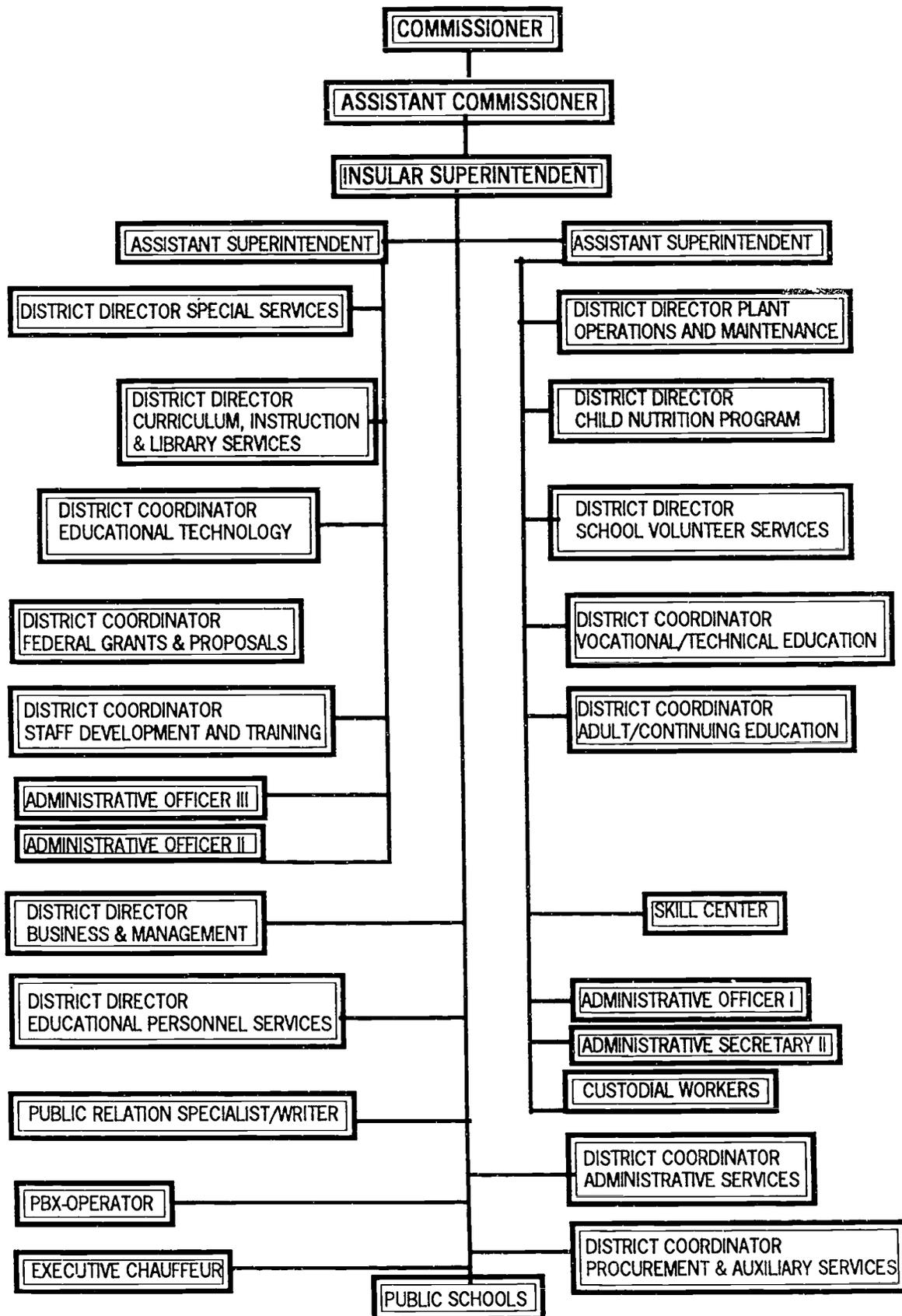
## **ARTS AND CULTURE**

Produces an understanding and appreciation of arts, history, cultural values and traditional folkways of local and other cultures to enhance and develop self-confidence, and extend the boundaries of student experience.

## **STUDENT SERVICES AND PROGRAMS**

Provides support services for students, Generation At Promise mini-grant programs, peer leadership training, programs for at-risk and homeless students, equity and civil rights coordination.

**ORGANIZATIONAL CHART  
FOR  
OFFICE OF THE INSULAR SUPERINTENDENT**



## OFFICE OF THE INSULAR SUPERINTENDENT

### **ADMINISTRATION**

Reviews and monitors district activities; develops and introduces changes to improve services for efficiency; and operates the district's schools, annexes, activity centers and numerous programs; provides construction-renovation, repairs and maintenance of grounds and personnel, supplies and equipment; and operates the school lunch program for both public and private school children.

### **PERSONNEL**

Administers all personnel-related functions including recruitment, selection and placement of personnel; maintains personnel files, evaluates credentials, and recommends certification of professional and instructional staff; prepares all documents necessary for appointments, transfers, leaves of absence, salary changes, verification of employment/income forms; and researches and completes data and reports on employee-related matters and other personnel actions. State-level personnel matters are handled by the St. Thomas/St. John District personnel office.

### **ELEMENTARY PROGRAMS**

Provides a meaningful program of instruction and experience for public school children in grades K-6. The program and activities in this center are expected to enrich the lives of the target group and to serve as the foundation upon which other meaningful life experiences will be built and good citizenship will evolve.

### **SECONDARY PROGRAM**

Provides a program of public education for students in grades 7 - 12, aimed at preparing the target group with skills, abilities and talents as a requisite for living in the marketplace of society at large. General academic, vocational, and college preparatory programs are offered at the senior high level to reinforce the exploratory and introductory programs of the junior high.

### **ADULT EDUCATION**

Provides adults 16 years and older with skills in diploma and self-improvement courses that will enable them to function better in the community. The program enables adults to continue their education to at least the completion of secondary school; provides the skills necessary for adults to become more employable, productive and responsible citizens; and also serves as an alternative education program.

## **VOCATIONAL & TECHNICAL EDUCATION**

Administers, supervises and coordinates all instruction-based, public vocational-technical education programs, except higher education, in the territory.

## **EDUCATIONALLY HANDICAPPED CHILDREN**

Provides a free appropriate education in the least restrictive environment to all students with disabilities 5-21 who reside in this district; responsible for creating administering and supervising all special education programs, maintenance care, transportation, counseling and diagnostic services, and training of staff and parents. Also provides rehabilitative services necessary to implement student individual educational programs (IEP's).

## **EDUCATION DIAGNOSTIC SERVICE CENTER**

Provides comprehensive psychological, educational and social evaluation for all school-aged youngsters presenting behavioral and academic problems and youngsters who may have physical and intellectual handicaps which cause an impediment to learning; also serves as a resource agency in terms of assessment materials and provides strategies and techniques for remediation to be utilized by classroom teachers; and supports the services of social workers and psychologists in the form of counseling and parenting skills.

## **CURRICULUM, INSTRUCTION, AND LIBRARY SERVICES**

Provides leadership in curriculum development and improvement of instruction; supervises instruction; organizes and implements staff development; formulates educational goals and objectives; evaluates pupil achievement; coordinates the review and selection of textbooks and other relevant instructional materials; reviews and updates report cards and promotional policies; serves as a clearinghouse for all instructional programs and activities; and provides support to district programs.

## **CURRICULUM CENTER**

Provides to state and district educators of public and non-public schools reference and instructional materials, instructional services, duplicating facilities, printing and graphic arts services, a computer lab, production facilities and supplies, audio and video production and duplication, equipment loan and repair, and conference facilities; supports the use of instructional technology in the district schools.

## **MEDIA LIBRARY SERVICES**

Provides program leadership and administrative support for library media centers in elementary and secondary public schools, with emphasis on support and enhancement of the curriculum; administers the expenditure of local and federal funds for the centers.

## **PUPIL SERVICES**

Provides leadership and assistance in developing, implementing, improving, and expanding attendance, guidance, social work, and school health services for all public school students; and refers students to other government and community agencies for services not provided by the school system.

## **SCHOOL LUNCH**

Prepares and serves nutritious meals to all eligible students enrolled in schools, both public and non-public; provides summer-school lunch to all needy children and young adults, and technical assistance and commodities to camps, correctional facilities, disaster victims and outreach programs. Also provides technical assistance and training to administrators and employees of all participating schools.

## **BUSINESS OFFICE**

The business office is responsible for the financial management of all funds allotted to the St. Thomas/St. John school district including certification of funds, pre-audit/post audit function, payroll and operating expenses and reconciliation, provision of controls over mandatory cost expenses, and issuance of monthly reports to account for specific expenditures of schools, activity centers, and programs.

## **PROPERTY, PROCUREMENT, AND AUXILIARY SERVICES**

Manages department's properties; oversees procurement of all materials, supplies and equipment; monitors the inventory and distribution of supplies, monitors maintenance and supply contracts; and serves as a purchasing unit for all emergency purchases \$500.00 and under.

## **PLANT OPERATIONS**

Plans and administers maintenance and preventative maintenance for buildings, equipment, utilities, and grounds; and performs emergency repairs, minor renovations and maintenance.

"We have a great work before us... let us show ourselves equal to the task."

-Edward Wilmot Blyden

# **Newsprint Highlights of EXEMPLARY/INNOVATIVE PROGRAMS**

Teen troupe's art imitates life, providing . . .

# SOLUTIONS

Under  
25



Daily News Photo by KAY JOHNSON

Solutions Improvisations acting group leader Cordia Smith, left, poses with 10 of the 16 St. Croix troupe members. There are another 10 members on St. Thomas. The teen-age troupe performs at schools and community forums across the Virgin Islands in hopes of helping fellow teens deal with their problems.

## Aretha and Tiffany are fighting again.

Aretha wants to borrow \$5 from her sister, but Tiffany doesn't want to give it. Their arguing grows louder and louder, but Tiffany won't give in.

"Everybody knows what your going to do with it," she finally says.

"What, Tiffany?" Aretha challenges, chin up and hands on hips. "You know so much — what am I going to do?"

The other girl's voice drops. "You go and you buy drugs."

It's a tragic, all-too-common scene that could be played out anywhere. But this time, it's a scene that might heal instead of hurt.

Tiffany Pennick, 13, and Aretha Franklin, 17, aren't fighting at home. They are on stage.

Both are members of Solutions Improvisation, an acting group that performs at schools and community forums across the Virgin Islands in hopes of

helping fellow teens deal with their problems.

Formed in 1992, the group has 16 members on St. Croix and 10 on St. Thomas. It has performed in over 60 places since then.

Group leader Cordia Smith, employed by The Village: Partners in Recovery, says the program is designed as a drug- and crime-prevention tool, as well as a way to help teens cope in situations they have no control over.

"We deal with rape, incest, drug abuse, peer pressure," Smith said. "It all comes from the group. They come up with all the ideas and develop them."

The program is modeled after one

**"It gives us new ways of dealing with pressures . . . and prepares us for future situations."**

— Kevin Creese, 18, a member of Solutions Improvisations

developed in Salt Lake City, Utah. This is the first Caribbean branch, Smith said.

"It's a different approach besides just lecturing," Smith said.

The scenes are powerful, perhaps because they come from the heart. After each performance, the players remain in character while the audience asks them questions and tries to come up with solutions to the conflicts shown.

"It gives us new ways of dealing with pressures . . . and prepares us for future situations," said Kevin Creese, 18, a Country Day School graduate.

"It teaches you how people think and why people do the stuff they do," agreed

Samer Cornwall, 18, a Central High School student.

The teens in the group are nearly as different as the parts they play. They were selected from islandwide auditions, some for their acting ability but also with an eye toward diversity.

"We wanted people from different socio-economic backgrounds, from different racial and ethnic backgrounds," Smith explained.

The teens agree. "One of the best things about the group is that we're like one big family. we lean on each other," Creese said.

Cornwall said he remembers thinking "I don't want to meet no one from Good Hope (School). They're all snobs."

"And then when you meet them, they are nice."

Smith takes each group on a two-week retreat every year to bond and discuss youth oriented issues. "A lot of them realized they are facing some of the same problems."

— Kay Johnson



Daily News Photo by EDWARD C. JONES

Members of the Virgin Islands Marching 100 band near the end of their Sunday afternoon parade from Contant to Emancipation Garden on St. Thomas.

## V.I. Marching 100 band gets timely boost of funds

By BARRINGTON SALMON  
Daily News Staff

In two days, band director Georgia Francis, band boosters, parents and 158 members of the Virgin Islands Marching 100 will jet to the nation's capital to play in President-elect Clinton's inaugural parade next week.

Provic Roebuck, a longtime band booster, said the young people are more than ready to go.

"They're all very, very excited," Roebuck said. "I went to Jimmy Carter's inauguration, and I know this is something the kids will never forget."

While feverishly tying up loose ends and preparing for the big event, the band got a much-needed financial boost from the community Thursday.

Aware that the group needed \$53,000 to pay the remainder of hotel and transportation costs during the weeklong trip, WSTA radio personality Athnial "Addie" Outley used his morning radio program to prime the fund-raising pumps.

Donors called into the program in droves to contribute to the effort.

"I'm surprised and pleased by the outpouring," said Francis, Charlotte Amalie High School band director and director of the V.I. band. "It seems like we're more than close to the goal, and we're

### Home parade

The V.I. Marching 100 will parade for the home crowd Sunday, starting at 3 p.m. at the University of the Virgin Islands campus and proceeding to Emancipation Garden.

The group will leave Cyril E. King Airport on a chartered flight at 9 p.m. Sunday. They will arrive in Washington, D.C., at 2 a.m.

band supporters fanned out all over the community, soliciting donations. And businesses took part in a daylong marathon called "Dollar Days" in which owners and employees were challenged to dig deep into their pockets.

Thursday morning, a group of Methodist churches donated \$2,000 and V.I. Port Authority employees came up with \$5,000.

Band members, their families and boosters also joined in the fund-raising.

"We have boxes all over the place," Francis said. "I even put my mother down by the post office." Francis' mother, Eulalie Lopez, was stationed at the Emancipation Garden branch.

Francis said the V.I. Housing Authority chipped in \$100 for each student who lives in a public housing community, and people have

airline tickets, Francis said. The department originally planned to give the band \$150,000 but was unable to come up with the additional \$75,000.

The band already has paid \$31,000 for hotel and ground transportation, and the \$53,000 the group is trying to raise will take care of the rest of the expenses.

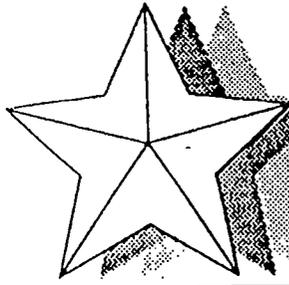
Francis said the last few weeks have been particularly harrowing, what with trying to juggle rehearsals, the itinerary, travel arrangements and also make sure each band member has uniforms, shoes and thermal underwear.

"It has been very stressful," said Francis. "This morning's outpouring made the effort worth it, but it will be a long time before I do anything like this again."

Francis said she is comfortable with where the band is musically, but financial difficulties continue to nibble at the group.

Fourteen high school students from St. Croix will be in the group but because four others couldn't raise the \$400 necessary to pay for their portion of the trip, they dropped out.

Francis said she was sorry students encountered such problems. That was a low point, but it was balanced by high points.



Fredricksted, St. Croix, Virgin Islands  
**Arthur Richards After-School  
Program**

**Target Population**  
Grades 7-9

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**Feature**  
An after-school prevention program

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At Arthur Richards School, the message that alcohol and other drugs are dangerous doesn't end with the final class period of the day. The dedicated staff has also developed a strong after-school program to get students involved in activities that teach a no-use message and provide a healthy alternative to substance use. Rap sessions, video presentations, anti-drug marches, guest speakers from law enforcement and other segments of the community, and writing activities on the topic of drug use all come together in a program designed to create norms against use for youth at the school.

The activities at Arthur Richards include something for everyone. The program, created with an eye toward diversity, includes segments that interest students and challenge them to learn new skills. Basketball, softball, cooking, sewing, tae kwon do, computer literacy, music and creative movement, drama, a steel orchestra, journalism, art, and crafts are just some of the activities students can look forward to at the end of the day.

The after-school program aims to give students fun things to do, but it does not stop there. Realizing the value of alternative activities, the staff at Arthur Richards adopted specific objectives for the program that include their vision of healthy youth:

- Help students stay free from drugs and become involved in constructive activities
- Improve social skills of students as they interact with others

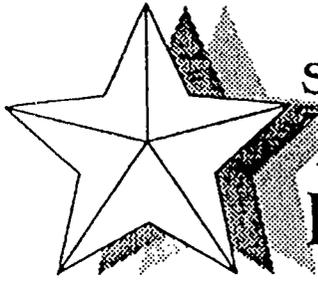
- Reduce truancy and drop-out rates
- Provide acceptable alternatives to violence
- Develop positive role models for students through mentoring
- Help students develop positive regard for school and community property
- Provide invitational experiences that encourage bonding between students and their classmates, and between students and the school system

The after-school program serves over a thousand youth with a budget of \$10,000.

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**Contact**

Mr. Terrance Joseph  
Principal  
Arthur Richards School  
20-21 Estate Stoney Ground  
Fredericksted, St. Croix, VI 00841  
(809) 772-1500



# St. Thomas, Virgin Islands The Cancryn Alternative Program

**Target population**  
Grades 7 & 8

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**Feature**  
An alternative school program for eligible students

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The Cancryn Alternative Program (CAP) was created using the school-within-a-school model. Planners from Addelita Cancryn Junior High designed it to meet the needs of students who were performing below their social and/or academic potential and to reinforce decisions about healthy, drug-free lifestyles.

The CAP program aims to improve students' attitudes toward learning and themselves, develop their awareness of career opportunities, and improve their self-concepts and self-discipline, making it possible for them to function successfully in learning and training situations while avoiding destructive behaviors like drug use.

Instructors in the CAP program use a variety of creative, non-traditional approaches to education to teach the full range of courses offered in "regular" schools. Smaller class sizes and strong collaborative partnerships with parents and other educators allow them to reach students who are sometimes overlooked in traditional school settings.

The primary features of the program are:

- **The House System:** Every student is assigned to a "house" or team. Each house is awarded or penalized points based on several factors such as student and parent attendance, suspension, grades, and extracurricular involvement. House members learn to cooperate with one another to earn the points needed for special incentives.

- **Academic Instructional Teams:** Four major academic teachers per team in the CAP program share a common planning period to address the specific needs of students.
- **Parent Involvement:** A strong PTA and other efforts to get parents involved in the program have contributed to a growing number of parents who participate in their children's education.
- **Tuancy/Phone Master:** The school has developed a computerized system that calls CAP parents every night to inform them of their child's attendance and other school matters.
- **Steelband:** One of the most popular after-school programs is a steelband class that teaches students the cultural significance of steelband music.
- **Occupational Relations Course:** This class, offered only to CAP students, focuses on career exploration and job skills. It includes such exercises as job simulations, mock interviews, and field trips to typical workplace settings, exposing students to the world of work.

Between 1987 and 1991, CAP received referrals for 631 students, a testament to the program's success and the community's need. The program accepts 60 youth per year with an annual budget of \$16,275.

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## Contact

Joe Trunk  
Principal  
Addelita Cancryn Jr. High School  
44-46 Kongens Gade  
St. Thomas, VI 00802  
(809) 774-4540 or (809) 776-4224

# Students attend Eco-Camps

Seventeen St. Thomas and St. John youngsters in third and fourth grades spent a recent weekend learning about ecology and the environment.

They attended the first in a series of three Eco-Camps held at the University of the Virgin Islands Environmental Resource Station on St. John.

The program is directed by the Virgin Islands Marine Advisory Service and is sponsored by the Environmental Association of St. Thomas and St. John.

The two-and-one-half-day, two-night camps take campers on explorations of various locally important and sensitive environments such as a salt pond, mangroves and the sea shore.

The programs and activities are led by VIERS staff members Cynthia Grippaldi and Donna Roberts, VIMAS adviser Lynne MacDonald and UVI marine science students, who share their time and knowledge with the campers as counselors.

"Our activities are aimed at demonstrating that we're all in this together — people, plants, animals, air, soil and water," said MacDonald, director of the Eco-

Camps.

In camp evaluations, campers responded that they most enjoyed the hikes, the beach and sleeping in the cabins. Kenneth Berry, a fourth-grader from Joseph Sibilly School on St. Thomas, wrote that he learned "about what plastic can do to animals." Jalani Phillips, a fourth-grader at J. Antonio Jarvis on St. Thomas, enjoyed learning about food chains and "catching crabs in the mangroves."

Other memorable experiences noted by the campers included snorkeling and learning about plants, flowers and corals. All said they'd like to return for future Eco-Camps.

Eco-Camps for fifth- and sixth-graders will be held Oct. 16-18, and for seventh- and eighth-graders Oct. 23-25.

For more information and applications, call Lynne MacDonald at 774-3004, Kathy Harsch at 774-1400 or Donna Roberts at 776-6721.

## Just 300 great kids!

Dear editor:

Several weeks ago Charlotte Amalie High School held its senior prom at Sugar Bay Resort. To a member of the community who does not have very much contact with our teenagers, the results were remarkable: 300 students, whose school has a public relations problem associated with violence, were among the best behaved Virgin Islanders imaginable.

It was obvious that all were there with a single purpose: to simply enjoy their prom night.

There was not a single incident of drugs, violence, alcohol, theft, or destruction of property — nothing except 300 great kids dressed impeccably (with some dresses made by loving parents), dining, having fun and dancing

for five hours.

This was definitely due in part to excellent supervision by advisers Sinclair Wilkinson and Barbara Isaac and principal Linton Davis, among others.

Since negative news tends to make headlines more often than stories like this, we need to remember that students who reflect poorly on our educational system are a minority.

Thankfully, we have wonderful kids, parents and educators as the majority, caring for the future of the Virgin Islands — ask anyone who was present at Sugar Bay for the 1993 CAHS senior prom.

Lex Hollender  
Sugar Bay Resort  
St. Thomas

## Educators inducted into honor fraternity

Phi Delta Kappa, St. Croix, Virgin Islands Chapter, recently inducted 11 outstanding educators and scholars into one of the world's most prestigious professional fraternities.

The induction ceremony was led by Dr. Yvonne Williams, Rosa White, Prospero Lewis, Otis Alexander and Dr. Robert Vaughn.

This team initiated Lydia Marrero Dennis, Velma Phillips, Frieda Farrow, Carver Farrow, Lawrence Lewis, Debara Sealey, Dinal Birbahadur, Shirley Highfield, Angel Morales, Mary Ann Pickard and Harinder Dhillon.

The St. Croix Central High School chorus, accompanied by Kappans Phyllis Leach and Daryl Richards, performed.

Other Kappans present were Maurice M. Thomas, Norma Demund, Phyllis Kramar, Violet

Connor, Janet Bass, Loraine A. Gibbs, Ferne Joseph McAlpin, Sen. Lilliana Bolardo de O'Neal, Claudette Christian, John Abramson Jr., Vaughn Hewitt, Dr. Catherine Milligan Terrell, Cheryl Mason, Helena Stevens Pemberton, Nartel Green, Laughton Pemberton and Kofi Avoke.

Phi Delta Kappa is the result of the 1910 amalgamation of three organizations, Phi Kappa Mu of Indiana University (1908), Phi Delta Kappa of Columbia University (1908) and Nu Rho Beta of the University of Missouri (1909). The St. Croix, Virgin Islands chapter was chartered in 1985.

The fraternity is dedicated to the promotion and improvement of publicly supported and universally available education.

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Travis Park, National Future Farmers of America President, and Kenneth Springer, Virgin Islands Regional President, meet in the courtyard of the Elena Christian Junior High School.

Avis photo by Jeanne Fraser Brooks

## Junior farmers see future in agriculture

By JEANNE FRASER  
BROOKS  
Avis Staff Writer

The Virgin Islands Association - Future Farmers of America held its annual state convention at the Elena Christian Junior High School this weekend.

More than 150 FFA members and their guests attended an

awards banquet Friday night and heard Travis Park, National FFA President, make the keynote address.

Park has taken a one-year leave of absence from Purdue University where he is a sophomore pursuing a degree in agricultural education.

During his year of service, Park will travel more than 200,000 miles to promote and enhance agricultural education and the FFA. Part of his travels will take him abroad to participate in an international experience program designed to strengthen relations overseas, and will discuss global agriculture and trade issues.

"I can remember FFA members coming to my kindergarten class," said Park. "They were from the high school and they taught us about fire safety. In the first grade we learned about bus safety from some more FFA members, and about farm animals in the third grade.

"I knew I wanted to be in the FFA as soon as I was old enough," Kenneth Springer, former

president of the Central High School chapter of the Virgin Islands FFA, and now Regional President, has been a member of FFA since he was in junior high school.

"I used to grow beans in cups when I was little. In junior high I had to take an elective and picked agriculture, and that's how I got started," said Springer.

Last summer Springer was awarded an internship at the University of the Virgin Islands to study hydroponic agriculture. That experience led to him being put in charge of a hydroponic project at Central High School during the '92-'93 school year.

The Central High School FFA Chapter runs an ornamental plant business and a landscaping business employing students interested in agriculture and landscaping. Business and home owners are encouraged to call the students for a quote to beautify their property. Call Springer at 778-1038 or leave a message for the students on 778-2274. "I can achieve greatness," said Springer. "That's what I've seen. And that's what I'm going to have."

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# Davis totes bullhorn, tough love

## Principal called V.I.'s Joe Clark

By BARRINGTON SALMON  
Daily News Staff

Liston A. Davis has earned a reputation as a fair but strict principal.

Several of his students at Charlotte Amalie High School call him the "Joe Clark of the Virgin Islands" after the famed New Jersey educator.

Clark gained notoriety for enforcing discipline by patrolling the halls of Paterson's Eastside High School with a baseball bat and bullhorn.

Davis doesn't carry a bat but is known to tote a bullhorn and embraces the same tough love Clark espouses.

An example of that no-nonsense attitude will play itself out this week. Davis is following through on his promise to suspend students whose parents or guardians failed to show up at the meetings two weeks ago. Over two days, administrators and teachers explained to parents how they plan to curb school violence with "Operation Sweep and Enforcement."

Among other things, the new guidelines detail proper conduct, dress code and behavior and offer swift action against disruptive behavior and disrespect to adults.

Starting this week, these students will be served suspension notices because of their parents' or guardians' absence. Davis said a list of affected students was being prepared late last week.

He couldn't say how many students will find themselves with free time on their hands, but said he didn't think the list was extensive.

That's because "many homes at the meeting had 100 percent attendance," he said.

The suspensions will be in effect

See DAVIS, page 2

# DAVIS: There will be students who'll be weeded out



Daily News File Photo

Principal Liston A. Davis has his hands full as he keeps abreast of running Charlotte Amalie High School on St.

(Continued from page 1)

until Davis schedules another meeting.

"We haven't set a date yet, but students will be suspended until parents come," Davis said. "You could surmise that those parents who didn't show up are the parents of those causing trouble."

"I'm looking forward to meeting these parents."

Davis appears to be perfectly at ease enforcing the suspensions because he wants to underscore to parents and students that he and other administrators are serious about turning the violence problem around.

He reiterated his intention to suspend any student who fights or breaks the other rules established two weeks ago.

Most students questioned admit that the result of the tightening of rules at CAHS has been a more orderly school and a virtual absence of unrest. But not a few of them are chafing under the tighter restrictions.

"I think the rules are too strict," said a senior who calls himself "Timba." "How I see it, I need to wear a hat because the sun is too hot. Ninety-nine percent of students disagree with the new rules."

"These rules are crazy," a ninth-grader added. "How can they say that boys shouldn't wear hats or earrings? What they should do is eliminate troublemakers altogether."

But Davis is focusing on one unsolved problem.

"The question is what to do with students who are constantly disruptive or incorrigible," he said. "They can't stay here. They're being recommended for other alternative educational programs such as the Youth Multi-Service Center, Adult Education and the Skills Center."

Davis promised "there will be students who'll be weeded out."

"We have 18- and 19-year-olds in ninth and 10th grade," he said. "I have no problem with students staying here until they are the age of Methuselah if they work hard and are willing to accept assistance."

We're still demonstrating care and love for these students.

— Liston A. Davis

Dealing with a student's disruptive behavior must take on a holistic approach, he said. "It must involve other agencies in the community."

The test of a student's desire to continue school will be his or her willingness to continue studying in an alternative program, he said.

Davis said there must be a parent-teacher-Education Department coalition to bring about quality education and urged parents to become more involved in the learning process.

Even with the emphasis on re-imposing discipline, Davis said his mission and that of his peers remains unchanged.

"We've not lost the focus," he said. "Our main interests are the students. We're still demonstrating care and love for these students."



## High-flying dreams

Trevor Homer, 12, a student at Addelita Cancryn Junior High School, gets a flying lesson Friday from helicopter pilot Joseph E. Lanclos, left, a first lieutenant with the V.I. Army National Guard. Recruiter and Staff Sgt. Trevor Joseph looks on during the career education visit to the St. Thomas school.

*Daily News Photos by HILLARY HODGE*



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*Daily News Photo by HILLARY HODGE*

**It's time for giving:** Students from Ivanna Eudora Kean High School's senior peer leadership class give toys and candy to children in St. Thomas Hospital's pediatric ward. The ward's head nurse Melon Gumbs thanks the students, who raised money with bake sales and personal donations to bring joy to the children.

# STATISTICAL DATA

Compiled by the Office of Testing, Planning, Research & Evaluation

**Department of Education  
Summary of Appropriations and Federal Grants  
Fiscal Year 1993**

<u>FY 1993 Local Appropriation</u>		\$113,214,834
Personal Services	\$81,576,049	
Fringe Benefits	20,360,076	
Supplies	496,413	
Other Services and Charges	8,277,125	
Utilities	2,332,130	
Capital Outlay	173,041	
	\$113,214,834	
 <u>FY 1993 Special Local Appropriations</u>		 \$5,416,750
St. Croix Educational Complex	\$4,152,200	
Repairs, Central High School	100,000	
School Bus Transportation/St. John	100,000	
Internal Revenue Matching Fund	1,000,000	
Miscellaneous/Scholarships	64,550	
	\$5,416,750	
 <u>FY 1993 Federal Grants</u>		 \$28,498,658
Consolidation/Chapter II	\$12,497,271	
Education of Handicapped	4,628,685	
Special Education Grants	103,000	
Special Nutrition Programs	5,239,522	
General Assistance	4,500,000	
Miscellaneous Grants	1,530,180	
	\$28,498,658	
 <u>GRAND TOTAL</u>		 <u>\$147,130,242</u>

**UNITED STATES VIRGIN ISLANDS  
DEPARTMENT OF EDUCATION**

Linda A Creque Ph.D., Commissioner

Office of Testing, Planning, Research, & Evaluation  
Patricia Nathan, Director

44-46 Kongens Gade  
Charlotte Amalie, U.S. Virgin Islands 00802

**1992-93**

**EDUCATIONAL STATISTICS**

**PUPIL ENROLLMENT 1992-93**

	K-6	7-8	9-12	Total	Percent
Public	12,974	3,742	6,171	22,887	7.2
Non Public	4,176	1,004	1,585	6,765	22.8
<b>Total</b>	<b>17,150</b>	<b>4,746</b>	<b>7,756</b>	<b>29,652</b>	<b>100.0</b>
<b>Percent</b>	<b>57.8</b>	<b>16.0</b>	<b>26.2</b>	<b>---</b>	<b>100.0</b>

**NUMBER OF SCHOOLS 1992-93**

	Public	NonPublic	Total	Percent
	33	40	73	100.0
Elementary	24	16	40	54.8
Secondary	8	2	10	13.7
Combined	1	22	23	31.5

**12th GRADE PUBLIC GRADUATES 1992-93**

	Graduates	12th Enrollment	Percent
Public	914	1,117	81.8

**ADULT EDUCATION COMPLETERS 1992-93**

	Completers	Percent
Adult Basic Education	67	20.8
Adult Continuing Education	145	45.0
GED High School Diploma	110	34.2
<b>Total</b>	<b>322</b>	<b>100.0</b>

**PUBLIC SCHOOL DROPOUTS 1992-93**

	Enrollment	Dropouts	Dropout Rate
Secondary (7-12)	9,913	479	4.8

**PUBLIC SCHOOL RETAINEES 1992-93\***

	Enrollment	Retainees	Percent
Elementary	12,974	1,113	30.2
Secondary	9,913	2,567	69.8
<b>Total</b>	<b>22,887</b>	<b>3,680</b>	<b>100.0</b>

\* A secondary student is retained if he/she has failed 2 or more full credit courses (academic). However, he will progress to his next courses in their given sequence to which he is eligible.

**RACIAL / ETHNIC DISTRIBUTION OF PUBLIC SCHOOLS STUDENTS**

	Enrollment	Percent
Black	19,009	84.7
Hispanic	3,057	3.6
White	262	1.2
Asia/Pacific	102	0.5
American Indian/ Alaskan Native	5	---
<b>Total</b>	<b>22,435</b>	<b>100.00</b>

**PUBLIC SCHOOL PUPIL-TEACHER RATIO 1989-1992\*\***

	Enrollment	Teacher Population	Ratio
1992-93	22,887	1,882	12.2
1991-92	22,346	1,857	12.0
1990-91	21,759	1,829	11.9
1989-90	21,463	1,813	11.8

**PUBLIC SCHOOL PERSONNEL 1992-93**

	Personnel	Percent
Elementary Teachers	772	31.8
Secondary Teachers	529	21.8
Vocational Education Teachers	114	4.7
Special Education Teachers	126	5.2
Special Resource Teachers	3	0.1
Bilingual Resources Teachers	3	0.1
Phys.Ed/Drivers Ed Teachers	107	4.4
Paraprofessionals	335	13.8
Guidance Counselors	75	3.1
Attendance Counselors	12	0.5
Librarian & A-V Specialists	56	3.3
School Nurses	33	1.4
School Lunch Personnel	263	10.8
<b>Total</b>	<b>2,428</b>	<b>100.0</b>

**MEAN SALARIES FOR TEACHERS 1989-1992**

	Salaries	Percent Increase
1992-93	31,326	---
1991-92	31,326	7.8
1990-91	29,048	9.3
1989-90	26,572	---

**DEGREE LEVEL OF PUBLIC SCHOOL INSTRUCTORS\*\***

	Total	Percent
Doctorate	15	0.8
Ed. Specialist	15	0.8
Masters	721	38.3
Baccalaureate	1,018	54.1
Non Degree	113	6.0
<b>Total</b>	<b>1,882</b>	<b>100.0</b>

\*\* Figures include Teachers, Paraprofessionals, Academic Supervisors and Coordinators.

" No Person Shall Be Discriminated Against in Employment or any Educational Program or Activity Offered by the V.I. Dept. of Ed. Because of Race, Color, Creed, National Origin, Sex, Disability or Age."

VIRGIN ISLANDS PUBLIC SCHOOL ENROLLMENT  
ST. THOMAS, ST. JOHN & ST. CROIX  
As of June 7, 1993

ST. CROIX	K	I	II	III	IV	V	VI	SP.		ELEM.												SP.		SEC.			
								ED.	ACT	UNG	TOTAL	VII	VIII	IX	X	XI	XII	ED.	ACT	UNG	ALT	TOTAL	TOTAL				
Andrews	77	95	103	79	89	86	106	12	18	0	665	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	665
Central	0	0	0	0	0	0	0	0	0	0	0	0	0	0	689	599	593	68	0	0	0	0	0	0	0	1949	1949
Christian	0	0	0	0	0	0	0	0	0	0	0	307	215	222	0	0	0	40	0	14	0	0	0	0	0	798	798
Emmanuel	108	107	86	101	86	75	98	24	0	12	697	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	697
Gardine	111	105	120	106	112	121	82	44	0	0	801	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	801
Henderson	74	99	123	103	101	90	87	0	29	0	706	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	706
Lipsie	79	93	84	93	94	85	88	9	0	0	625	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	625
Martez	61	82	107	84	82	91	88	0	0	0	595	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	595
Muckle	76	79	84	77	93	79	83	7	0	0	578	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	578
A. Richards	0	0	0	0	0	0	0	0	0	0	0	381	308	280	0	0	0	43	0	0	0	0	0	0	0	1012	1012
B. Richards	74	86	88	89	83	79	90	0	23	0	612	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	612
Rivera	83	94	83	78	96	91	76	0	0	0	606	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	606
Williams	88	117	104	110	125	105	128	39	18	0	823	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	823
Wrightson	0	0	0	0	0	0	0	0	0	0	0	397	338	273	0	0	0	0	0	0	0	0	0	59	1067	1067	
<b>TOTAL ST. CROIX</b>	<b>836</b>	<b>957</b>	<b>982</b>	<b>920</b>	<b>961</b>	<b>902</b>	<b>924</b>	<b>126</b>	<b>88</b>	<b>12</b>	<b>6708</b>	<b>1085</b>	<b>861</b>	<b>775</b>	<b>689</b>	<b>599</b>	<b>593</b>	<b>151</b>	<b>0</b>	<b>14</b>	<b>59</b>	<b>4828</b>	<b>11534</b>				

As of June 7, 1993

ST. Thomas/St. John & St. Croix

ST. THOMAS/ST. JOHN & ST. CROIX	K	I	II	III	IV	V	VI	SP.		ELEM.												SP.		SEC.	
								ED.	ACT	UNG	TOTAL	VII	VIII	IX	X	XI	XII	ED.	ACT	UNG	ALT	TOTAL	TOTAL		
<b>TOTAL</b>	<b>1592</b>	<b>1855</b>	<b>1760</b>	<b>1719</b>	<b>1884</b>	<b>1748</b>	<b>1734</b>	<b>309</b>	<b>183</b>	<b>141</b>	<b>13023</b>	<b>2133</b>	<b>1546</b>	<b>1750</b>	<b>1402</b>	<b>1139</b>	<b>1112</b>	<b>421</b>	<b>52</b>	<b>14</b>	<b>9628</b>	<b>22851</b>			

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VIRGIN ISLANDS PUBLIC SCHOOL ENROLLMENT  
ST. THOMAS, ST. JOHN & ST. CROIX

As of June 7, 1993

ST. THOMAS	K	I	II	III	IV	V	VI	SP.	ELEM.			VII	VIII	IX	X	XI	XII	SP.			SEC.	
								ED.	ACT	UNG	TOTAL							ED.	ACT.	UNG	TOTAL	TOTAL
Boschulte	0	0	0	0	0	0	0	0	0	0	0	445	266	0	0	0	0	59	0	0	770	770
Cancryn	0	0	0	0	0	0	0	0	0	0	0	537	381	0	0	0	0	60	52	0	1030	1030
CAHS	0	0	0	0	0	0	0	0	0	0	0	0	0	561	460	358	352	111	0	0	1842	1842
Dober	48	53	25	30	30	29	28	0	0	0	243	0	0	0	0	0	0	0	0	0	0	243
Gomez	124	135	129	119	152	138	128	0	14	31	970	0	0	0	0	0	0	0	0	0	0	970
Jarvis	50	43	45	52	57	59	51	0	0	0	357	0	0	0	0	0	0	0	0	0	0	357
Jeff, Anne/J Gabriel	25	37	21	23	0	0	0	0	0	0	106	0	0	0	0	0	0	0	0	0	0	106
Kean	0	0	0	0	0	0	0	0	0	0	0	0	0	391	253	182	167	40	0	0	1033	1033
Kirwan	69	73	65	60	66	33	58	21	11	12	468	0	0	0	0	0	0	0	0	0	0	468
Lockhart	100	116	86	108	144	148	149	16	0	0	867	0	0	0	0	0	0	0	0	0	0	867
Marcella	48	54	45	50	51	54	54	7	0	33	396	0	0	0	0	0	0	0	0	0	0	396
Muller	50	57	67	62	79	90	87	18	14	21	545	0	0	0	0	0	0	0	0	0	0	545
Oliver	119	118	92	111	119	110	94	15	13	15	806	0	0	0	0	0	0	0	0	0	0	806
Peace Corps	47	49	43	50	58	60	34	90	12	0	443	0	0	0	0	0	0	0	0	0	0	443
S. billy	40	46	38	26	29	27	30	0	19	0	255	0	0	0	0	0	0	0	0	0	0	255
Tuitt	49	38	38	38	54	30	36	0	0	0	283	0	0	0	0	0	0	0	0	0	0	283
Williams	25	20	19	28	26	30	24	0	0	0	172	11	0	0	0	0	0	0	0	0	11	183
~~~~~																						
TOTAL:STT	794	839	713	757	865	808	771	167	83	112	5909	993	647	952	713	540	519	270	52	0	4888	10595
~~~~~																						
ST. JOHN																						
Benjamin	21	16	18	15	20	13	10	0	0	5	118	0	0	0	0	0	0	0	0	0	0	118
Sprauve	41	43	47	27	38	23	29	16	12	12	288	55	38	23	0	0	0	0	0	0	116	404
~~~~~																						
TOTAL	62	59	65	42	58	36	39	16	12	17	406	55	38	23	0	0	0	0	0	0	116	522
~~~~~																						
TOTAL:STT/STJ	856	898	778	799	923	844	810	183	95	129	6315	1048	685	975	713	540	519	270	52	0	4802	11117
~~~~~																						

RACIAL ETHNIC COMPOSITION DISTRIBUTION by SCHOOL and GENDER  
Public Schools: Virgin Islands  
1992-93

	BLACK		WHITE		HISPANIC		ASIAN/PACIFIC		AMERIND/A L		TOTAL		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
ELEMENTARY	3005	2849	85	89	98	94	7	14	0	1	3195	3047	6242
Dober	108	115	2	0	6	5	0	0	0	0	116	120	236
Gomez	502	458	1	2	6	7	0	0	0	0	509	467	976
Jarvis	173	174	0	1	5	3	0	0	0	0	178	178	356
Jeff. Anex/G.G	59	46	0	0	1	0	0	0	0	0	60	46	106
Kirwan	202	225	0	1	10	9	0	0	0	0	212	235	447
Lockhart	440	395	4	4	10	19	3	2	0	0	457	420	877
Marcelli	186	199	1	0	2	4	1	0	0	1	190	204	394
Muller	251	247	1	4	21	14	0	0	0	0	273	265	538
Oliver	388	356	0	0	6	10	0	0	0	0	394	366	760
Peace Corps	199	181	21	19	3	1	0	1	0	0	223	202	425
Sibility	66	55	47	48	13	10	3	10	0	0	129	123	252
Tuitt	150	136	0	0	2	4	0	0	0	0	152	140	292
Williams	89	73	0	0	9	7	0	0	0	0	98	80	178
ST. JOHN													
Benjamin	51	48	5	6	0	0	0	0	0	0	56	54	110
Sprauve	141	141	3	4	4	1	0	1	0	0	148	147	295
SECONDARY	2284	2348	24	18	52	48	2	3	0	0	2362	2417	4779
Boschulte	378	370	2	3	16	4	1	0	0	0	397	377	774
Cancryn	490	403	5	4	13	16	1	0	0	0	509	423	932
C.A.H.S.	853	1020	15	10	16	17	0	3	0	0	884	1050	1934
Kean	516	492	0	0	7	10	0	0	0	0	523	502	1025
ST. JOHN													
Sprauve	47	63	2	1	0	1	0	0	0	0	49	65	114
St. Thomas Elem/Sec.	5289	5197	109	107	150	142	9	17	0	1	5557	5464	11021
St. Thomas	BLACK		WHITE		HISPANIC		ASIAN/ PACIFIC		AMERIND/A L		TOTAL		
	10486		216		292		26		1		11021		

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RACIAL ETHNIC COMPOSITION DISTRIBUTION by SCHOOL and GENDER  
 Public Schools: Virgin Islands  
 1992-93

	BLACK		WHITE		HISPANIC		ASIAN/PACIFIC		AMERIND/A L		TOTAL		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
ELEMENTARY	2438	2316	17	15	904	844	45	25	0	0	3404	3200	6604
Andrews	222	204	0	1	84	112	1	0	0	0	307	317	624
Emmanuel	177	168	0	0	172	151	0	0	0	0	349	319	668
Gardine	295	280	0	0	109	85	0	0	0	0	404	365	769
Henderson	211	244	2	0	119	126	9	9	0	0	341	379	720
Larson	278	231	7	8	52	33	2	1	0	0	339	273	612
Markoe	240	249	0	2	52	34	13	0	0	0	305	285	590
Muckle	202	198	0	1	85	85	9	4	0	0	296	288	584
R. Richards	228	207	7	3	74	80	10	11	0	0	319	301	620
Rivera	301	284	0	0	3	3	1	0	0	0	305	287	592
Williams	284	251	1	0	154	135	0	0	0	0	439	386	825
SECONDARY	1871	1898	9	5	588	451	3	3	2	2	2451	2359	4810
A. Richards	411	407	1	1	95	70	0	0	0	0	507	478	985
Central	739	831	0	2	213	156	2	0	0	0	954	989	1943
Christian	318	273	3	2	101	100	1	3	0	0	423	378	801
Woodson	403	387	5	0	157	125	0	0	2	2	567	514	1081
St. Croix Elem/Sec.	4309	4214	26	20	1470	1295	48	28	2	2	5855	5559	11414
St. Croix	BLACK		WHITE		HISPANIC		ASIAN/ PACIFIC		AMERIND/ALASKN		TOTAL		
	8523		48		2765		78		4		11414		

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# VIRGIN ISLANDS DEPARTMENT OF EDUCATION

## MAT6 SCORES FOR ST. CROIX

NATIONAL PERCENTILE RANKS – 1991, 1992 & 1993

GRADE	READ. COMP.			TOTAL READING			TOTAL MATH.			TOTAL LANGUAGE			TOTAL BASIC		
	'91	'92	'93	'91	'92	'93	'91	'92	'93	'91	'92	'93	'91	'92	'93
3	15	19	17	13	16	15	16	17	18	12	18	19	12	15	14
4	17	21	20	15	18	19	20	22	20	21	25	28	15	18	21
5	19	19	19	19	18	18	21	23	17	26	28	21	18	19	15
6	20	21	24	20	21	23	21	24	23	25	29	24	20	22	20
7	18	19	20	19	19	21	20	24	25	21	22	21	18	20	18
8	20	19	23	20	19	22	21	24	24	23	23	24	19	19	19
9	29	32	26	28	30	25	26	29	24	31	29	36	26	28	21
10	26	31	28	24	28	24	21	21	31	30	32	28	22	25	20
11	30	23	34	31	23	30	20	17	27	32	27	31	24	20	22
12	29	24	27	27	23	26	22	19	27	31	27	36	24	20	22

Source: Generated from MAT6, 1991 and 1992 scores, and MAT7 1993 scores derived by the Psychological Corporation.

Note: The 1993 scores are the equivalent MAT6 scores.

# VIRGIN ISLANDS DEPARTMENT OF EDUCATION

## MAT6 SCORES FOR ST. THOMAS/ST. JOHN

NATIONAL PERCENTILE RANKS – 1991, 1992 & 1993

GRADE	READ. COMP.			TOTAL READING			TOTAL MATH.			TOTAL LANGUAGE			TOTAL BASIC		
	'91	'92	'93	'91	'92	'93	'91	'92	'93	'91	'92	'93	'91	'92	'93
3	22	23	23	20	22	23	23	23	26	24	28	26	20	21	23
4	24	28	30	23	26	31	30	25	34	36	33	41	26	24	35
5	28	25	26	29	26	25	29	33	27	40	39	32	29	29	25
6	29	28	33	31	29	33	32	32	36	42	42	39	32	32	32
7	24	26	29	26	26	29	29	28	30	30	30	34	26	27	28
8	26	30	29	27	29	28	30	28	35	31	30	39	26	27	28
9	34	37	31	33	35	29	29	28	25	34	32	35	30	30	23
10	36	33	36	34	32	32	33	28	35	39	35	36	33	30	27
11	32	33	39	32	33	35	32	30	28	37	38	34	31	32	26
12	33	36	37	33	34	35	34	31	31	40	35	46	33	31	31

Source: Generated from MAT6, 1991 and 1992 scores, and MAT7 1993 scores derived by the Psychological Corporation.

Note: The 1993 scores are the equivalent MAT6 scores.

**VIRGIN ISLANDS PUBLIC SCHOOLS SAT SCORES  
1992-93**

SCHOOL YEAR	STUDENTS	MATH	VERBAL	AVERAGE		
				V.I.	U.S.	U.S. BLACKS
1992-93	537	337	309	646	902	741

\*Includes Public and Private School Students

**VIRGIN ISLANDS SAT SCORES BY SCHOOL  
1992-93**

YEAR	CAHS				EUDORA KEAN				CENTRAL			
	MATH	VERBAL	AVER.	#	MATH	VERBAL	AVER.	#	MATH	VERBAL	AVER.	#
1992-93	360	323	683	184	327	301	628	99	323	303	626	254

**COLLEGE BOUND GRADUATES**

SCHOOL	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
CAHS	NA	NA	NA	238 (64%)	NA	238 (71%)	NA
KEAN	55 (22%)	107 (56%)	95 (46%)	68 (34%)	77 (45%)	76 (50%)	98 (50%)
CENTRAL	368 (65%)	364 (75%)	NA	365 (90%)	NA	INC	326 (96%)

1992-93 VIRGIN ISLANDS PUBLIC SCHOOL DROPOUTS

SECONDARY SCHOOL ENROLLMENT	-	9913
SECONDARY SCHOOL DROPOUTS	-	479
%	-	4.83%

BY DISTRICT

	#	% TERRITORY	% DISTRICT
ST. THOMAS/ ST. JOHN	295	61.59	5.84
ST. CROIX	184	38.41	3.78

ETHNIC BREAKDOWN

	#	%
BLACK	406	84.76
HISPANIC	61	12.73
ASIAN	2	.42
WHITE	10	2.09

GENDER BREAKDOWN

MALE	300	62.63
FEMALE	179	37.37

BY GRADE

SEVENTH	57	11.90
EIGHTH	42	8.77
NINTH	168	35.07
TENTH	99	20.67
ELEVENTH	77	16.08
TWELFTH	36	7.51

1992-93 PUBLIC SCHOOL DROPOUTS BY SCHOOL & GENDER

SCHOOL	ENROLLMENT	DROPOUTS	%	MALE	%	FEMALE	%
CAHS	2075	215	10.36	140	65.11	75	34.88
KEAN	1032	38	3.68	21	55.26	17	44.74
CANCRYN	1063	21	1.98	14	66.67	7	33.33
BCB	762	19	2.49	13	68.42	6	31.58
SPRAUVE	412	2	.48	2	100.00	0	0
CENTRAL	1952	101	5.17	50	49.50	51	51.50
WOODSON	1089	58	5.32	40	68.96	18	31.03
CHRISTIAN	806	18	2.23	13	72.22	5	27.78
RICHARDS	1016	7	.69	7	100.00	0	0

DROPOUT PREDICTION SURVEY  
CONDUCTED IN 7TH, 8TH AND 9TH GRADES  
OF ALL PUBLIC SCHOOLS

SCHOOL	POTENTIAL DROPOUTS	NO. OF RESPONSES	POTENTIAL DROPOUT %	PARTICIPATION
BOSCHULTE	23	401	5.73	60%
CANCRYN	49	579	8.46	61%
C.A.H.S	39	412	9.46	53%
KEAN	6	121	4.95	32%
SPRAUVE	5	91	5.49	75%
CHRISTIAN	24	342	7.01	45%
RICHARDS	53	829	6.39	87%
WOODSON	51	819	6.22	79%
TOTAL	250	3594	6.95	63%

N.B. It is highly probable that the more cooperative students were the ones who responded. One coordinator noted that there were six "chronically absent" students, and two students who overtly refused to participate.

"I DO NOT LIKE TO WORK HARD IN SCHOOL"

PERCENTAGES OF RESPONDENTS FROM  
7TH, 8TH, AND 9TH GRADES

SCHOOL	TOTAL PERCENT	MALE PERCENT	FEMALE PERCENT
ELENA CHRISTIAN	33	41	27
ARTHUR RICHARDS	28	39	17
JOHN H. WOODSON	28	31	17
BER'THA C. BOSCHULTE	35	41	25
CHARLOTTE AMALIE	30	30	25
ADDELITA CANCRYN	32	39	20
EUDORA KEAN	40	45	27
JULIUS SPRAUVE	30	38	22

## ADULT EDUCATION PROGRAM ENROLLMENT

ADULT BASIC EDUCATION		977
ADULT CONTINUING EDUCATION		828
LITERACY PROGRAM	VOLUNTEERS	57
	STUDENTS	60
JOBS (HUMAN SERVICES)		13
SPECIAL ADULT EDUCATION PROJECT (SPADEP)		81
EVEN START-FAMILY LITERACY		60
GENERAL EDUCATIONAL DEVELOPMENT (GED) INSTRUCTIONAL		269
PRE-GED COUNSELING EXAM		638
ENGLISH AS SECOND LANGUAGE		460
TOTAL NUMBER SERVED		3,443

## Vocational Education Programs

During the 1993 School Year, students were able to enroll in a variety of Vocational Education Training programs:

<u>Schools</u>	<u>Students in School</u>	<u>No. Served in Voc. Ed.</u>
<b>St. Croix</b>		
Elena Christian	833	617
Woodson	1,117	712
Richards	1,051	655
Central High School	2,056	_____
SubTotal	<u>5,132</u>	
Voc. Ed. Skill Center	75	
Total	5,207	
<b>St. Thomas/St. John</b>		
Addelita Cancyrn	1,103	566
B.C. Boschulte	708	390
Sprauve	400	220
Charlotte Amalie	1,965	1,591
I. Eudora Kean	1,037	542
SubTotal	<u>5,213</u>	
Voc. Ed. Skill Center	119	
Total	5,332	
<b>TOTAL VOCATIONAL EDUCATION STUDENTS (IN-SCHOOL AND SKILL CENTERS)</b>		
<b>OTHER STATE INITIATIVES</b>		
1993 Seafarers Applicants		250
Formal Applications Pending		20
Seafarers School Acceptance		4
Program for Pregnant, Parenting Young Adults		60
1993 Summer School AVIATION Program		
St. Croix		6
St. Thomas		15
1993 Plumbing Course for V.I. Licensing Examination		14
 <b>TOTAL NUMBER SERVED IN VOCATIONAL EDUCATION</b>		 <u>5,662</u>

The in-school program totals reflect grades 7 through 12. Several students enrolled in the 5th and 6th grades received keyboarding skills, under the discipline of the Business Education Program. Career education information was also presented to the elementary school children in both school districts.

# APPENDIX

PUBLIC AND NON-PUBLIC SCHOOLS  
IN THE U.S. VIRGIN ISLANDS

PUBLIC ELEMENTARY SCHOOLS - ST. THOMAS

J. Antonio Jarvis Elementary, Kindergarten-6th Katherine Grover, Principal	774-0036
Emanuel Benjamin Oliver Elementary, Kindergarten-6th Valeria Wheatley, Principal	775-2000
Leonard Dober Elementary, Kindergarten-6th Lola V. Richards, Principal	774-5874
Edith Williams Elementary, Kindergarten-6th Allan Harrigan, Principal	775-0820
Evelyn Marcelli Elementary, Kindergarten-6th Jeanne Richards, Principal	774-2966
Jane E. Tuitt Elementary, Kindergarten-6th Unah Turnbull, Principal	774-0520
Joseph A. Gomez Elementary, Kindergarten-6th George Newton, Principal Special Program: Academically Talented	775-4490
Joseph Sibilly Elementary, Kindergarten-6th Rosalia Payne, Principal Special Program: Academically Talented Classroom	774-5465
Kirwan Terrace Elementary, Kindergarten-6th Arthurlyn Thomas, Principal	774-7385
Lockhart Elementary, Kindergarten-6th Christine Thomas-Hodge, Principal Special Programs: Speech, Learning Disabilities, Educationally Handicapped	774-2133
Peace Corps Elementary, Kindergarten-6th Elizabeth Shortt, Principal Special Programs: Educationally Handicapped, Emotionally Disturbed, Deaf, Learning Disabilities, Special Education	775-3220
Ulla Muller Elementary, Kindergarten-6th Ivy Williams, Principal Special Program: Academically Talented Classroom	774-0059
Thomas Jefferson Annex, Kindergarten-3rd Carmen Lake, Principal	774-5975

PUBLIC SECONDARY SCHOOLS - ST. THOMAS

Charlotte Amalie High, 9th-12th Liston Davis, Principal Special Programs: Vocational and Technical Education	774-0237/0780/1907/6568
Ivanna Eudora Kean High, 9th-12th Sara Connell, Principal Special Programs: Vocational and Technical Education, Business, Occupational Clothing, Special Education	775-6208
Addelita Cancryn Jr. High, 7th-8th Joseph Trunk, Principal Special Programs: Vocational and Technical Education, Self Contained Classroom, Special Education	774-4540
Bertha C. Boschulte Jr. High, 7th-8th Carver Farrow, Principal Special Programs: Vocational and Technical Education	775-4222
Raphael O. Wheatley Skills Center Enoch Rogers, Director	774-6277

PRIVATE & PAROCHIAL SCHOOLS - ST. THOMAS

All Saints, Junior Kindergarten - 12th Louise S. Brady, Principal	774-0231
Antilles School, Pre-Kindergarten - 12th Mark C. Marin, Headmaster	774-1966
Bethel Baptist Day School, 1st - 3rd Pastor Bentley Thomas, Principal	774-1378
Tutu Church of God (Holiness) Academy, Kindergarten-6th Pastor Kenrick O. Bukle, Principal	775-1252
Lutheran Parish School, Pre-Kindergarten - 6th Dr. Robert Skinner, Administrator	774-1741
Memorial Moravian School, Kindergarten-7th Pastor Charles Peters, Principal	774-2670
Saints Peter and Paul Catholic School, Kindergarten-12th Barbara Kenny, Principal, Elementary School Anna Mae Brown Comment, Principal, High School	774-5662 774-2199
Seventh Day Adventist School, Kindergarten-12th Marva Tyrell, Principal	775-3525
Virgin Islands Montessori School Inc., Ungraded Shournagh McWeeney, Principal	775-6360
Wesleyan Academy, Kindergarten-12th Tessa Joseph, Principal	774-5438

PUBLIC ELEMENTARY SCHOOLS - ST. JOHN

Guy Benjamin Elementary, Kindergarten-6th Gwenaviere Hyndman, Principal	776-6242
Julius E. Sprauve School, Kindergarten-9th Yvonne Wells, Principal	776-6336

NON-PUBLIC SCHOOLS - ST. JOHN

Pine Peace School, Pre-Kindergarten-6th Katharine Hilliard, Principal	776-6595
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PUBLIC ELEMENTARY SCHOOLS-ST. CROIX

Alfredo Andrews School, Kindergarten - 12th Sofronio Navarette, Principal Special Programs: Bilingual classes, Special Education	778-1925
Theodora Dunbavin (Gardine) Special Education Hilma Booth, Principal	773-0015
Charles H. Emanuel School, Kindergarten - 6th Rehina Rodriguez, Principal Special Program: Special Education	778-0511
Juanita Gardine Public Elementary School, Kindergarten - 6th Hilma Booth, Principal	773-0040
Alexander Henderson School, Kindergarten - 6th Deborah Rodgers, Principal Special Program: Academically Talented Classroom	772-1330
Pearl B. Larsen School, Kindergarten - 6th George Hampson, Principal	772-4210
Claude O. Markoe School, Kindergarten - 6th Donald Richards, Principal Special Programs: Speech, Hearing Therapy, Special Education	772-4510
Lew Muckle School, Kindergarten - 6th Winona Hendricks, Principal	778-5286
Ricardo A. Richards School, Kindergarten - 6th Maria C. Grigg, Principal	778-0612
Eulalie R. Rivera School, Kindergarten - 6th Clifford Christian, Principal Special Program: Academically Talented Classroom	778-0841
Evelyn M. Williams School, Kindergarten - 6th Antonio Steele, Principal Special Program: Academically Talented Classroom	772-2844

PUBLIC SECONDARY SCHOOLS - ST. CROIX

St. Croix Central High School, 9th - 12th Kent Moorehead, Acting Principal Special Programs: Vocational and Technical Education, Special Education	778-0123
Elena L. Christian Junior High School, 7th - 8th Carolyn Y. Brown, Principal Special Programs: Vocational and Technical Education, Special Education	773-4445
Arthur A. Richards Junior High School, 7th - 8th Terrence Joseph, Principal Special Programs: Special Education, Vocational and Technical Education	772-1500
John H. Woodson Junior High School, 7th - 9th Basil Williams, Principal Special Programs: Vocational, Fine Arts	778-2710
St. Croix Skills Center Willard John, Director	773-6401

PRIVATE & PAROCHIAL SCHOOLS - ST. CROIX

Caribbean Community School, Kindergarten - 12th Marine Joseph, Principal	773-5620/772-3284
Community United Methodist School, Pre-care Kindergarten - 3rd Valeria Bryson, Director	772-1923
Good Hope School, Pre-Kindergarten - 12th Tanya Nichols, Headmistress	772-0022
Manor School, Primary Montessori - starts at age 2 1/2, Kindergarten - 12th Judith C. Gadd, Principal	773-1448
St. Croix Christian Academy, Kindergarten - 2nd Rev. Randolph Lockhart, Principal	773-4974
St. Croix Country Day, Nursery - 12th Margarey Boulanger, Headmistress	778-1974
St. Croix Seventh Day Adventist, Kindergarten - 12th Dr. Ernest Wright, Principal	773-6350
St. Dunstan's Episcopal School, Pre-Kindergarten - 12th William Verstraete, Headmaster	773-2650
St. Joseph's High School, 9th - 12th Kevin J. Marin, Principal	772-0455
St. Mary's School, Kindergarten - 8th Denis Griffith, Principal	773-0117
St. Patrick School, Pre-Kindergarten - 8th Juliette S. Clark, Principal	772-2553

**FY 1993 CONSTRUCTION PROJECTS  
DISTRICT: ST. THOMAS/ ST. JOHN**

<u>NO.</u>	<u>PROJECT</u>	<u>STATUS</u>
1.0	Installation of Security Lighting E. Benjamin Oliver Elementary School Contractor: Eric' Construction	Completed
2.0	Construction of Office of Civil Rights Handicap Accessibility Renovations Lockhart Elementary School Contractor: Small Axe Construction	Completed
3.0	Installation of New Flashing and Guttering, Building "C", Department of Education Complex, Contractor: Small Axe Construction	Completion
4.0	Construction Surfacing and Lining new Multi-purpose Courts, Ulla F. Muller Elementary School Contractor: Island Roads Corp.	Completed
5.0	Installation of Security Fencing, Bertha C. Boschulte Junior High School Contractor: Vanterpool Enterprises	70% Completed
6.0	Construction of Special Education Classrooms, Charlotte Amalie High School Contractor: Vanterpool Enterprises	70% Completed
7.0	Completion of Freezer Installation at Laga Building Contractor: Vitronics Inc.	85% Completed
8.0	Renovation of Science/ Math Lab Ulla F. Muller Elementary School Contractor: H and M Systems	Completed
9.0	Construction of New Asphalt Driveway, Raphael O. Wheatley Skill Center Contractor: Island Roads Corp.	Completed
10.0	Renovations to Tennis and Basketball Courts, Addelita Cancryn Junior High School and Charlotte Amalie High School Contractor: To be selected	Out on Bid

FY 1993 PROJECTS  
DISTRICT: ST. THOMAS/ ST. JOHN  
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11.0	Cafetorium Expansion and Upgrading of Administration Area at, Julius Sprauve School Contractor: In House	Completed
12.0	Vocational Classroom Expansion, Julius Sprauve School Contractor: In House	Completed
13.0	Renovations and Upgrading of Auditorium Charlotte Amalie High School Contractor: To Be Selected	Out on Bid
14.0	Rebuilding of Fire Damaged Music Classrooms, Addelita Cancryn Junior High School Contractor: To be Selected	Out on Bid
15.0	Restroom Renovations Gladys Gabriel School Contractor: D.O.E Maintenance	Completed

## FY 1993 PROJECTS

DISTRICT: ST. CROIX

<u>NO.</u>	<u>PROJECT</u>	<u>STATUS</u>
1.0	"New" Old Personnel Building Department of Education Complex Contractor: Unique Construction	40% Completed
2.0	Completion of Second Floor Music Suite Central High School Contractor: Apple Construction	48% Completed
3.0	Science Laboratory Repairs Central High School Contractor: Apple Construction	Completed
4.0	Security Grill Installation Theodora Dunbavin School Contractor: Tex Welding	Awaiting requisition processing to begin project
5.0	Public Address and Fire Alarm System Central High School Contractor: G.E.C.	Establishing Reduction in Scope of Work to equal monies available before work can begin.
6.0	Emergency Repairs to Collapsed Second Floor Walkway at Lew Muckle School Contractor: Unique Construction	Completed
7.0	Construction of Administration / Libraries Building Eulalie Rivera Elementary School Contractor:	95% Completed

"He who writes the history of modern civilization will be culpably negligent if he omits to observe and to describe the black stream of humanity that has poured forth into America...and has been the means of transforming European colonies into a great nationality."

-Edward Wilmot Blyden