

This study investigates the effect on academic achievement of block scheduling implemented at the beginning of the 1998-99 academic year in the Virgin Islands' public high schools. Directly, the research question investigated is "what is the impact of block scheduling on the SAT scores of Virgin Islands' public high school students who take the SAT?" Student SAT test scores are used as the proxy for academic achievement. OLS regression analysis is the method of estimation employed with the dependent variables being individualized SAT scores and corresponding answers on the Student Voluntary Questionnaire for the 1995-96, 1996-97, 1997-98, 1998-99, and 1999-00 academic years. The main question variable is a dichotomous indicator of whether a student was taught under a block scheduling regime or not. Students who took the SAT in the first three academic years are used as the comparison group and students who took the SAT in the final two years were identified as the treatment group.