Learning and Achievement

Assessment and Accountability

Each of our schools is expected to meet annual targets in mathematics, reading, and writing - both for the school as a whole and for various groups of students within the school. We measure school performance through annual state assessments.

2004 Assessment Results

Percentage of students at each performance level

<table>
<thead>
<tr>
<th>Skill</th>
<th>This School</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>60 / 58</td>
<td>38 / 39</td>
</tr>
<tr>
<td>Language</td>
<td>33 / 36</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>49 / 49</td>
<td>45 / 45</td>
</tr>
<tr>
<td>Mathematics</td>
<td>51 / 50</td>
<td></td>
</tr>
<tr>
<td>Total percent proficient in each subtest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bar graphs may not sum to 100% due to rounding.

School Classification Indicators (21 Targets)

Mathematics

- This school's index score
- 2004 state target

English Language Arts

- This school's index score
- 2004 state target

Missing data indicates fewer than 45 students in that group over three years.

Index scores range from 0 to 100. They are based on the performance levels of all students in both English language arts and mathematics, for all subtests, over three years. For further detail, see the 2004 School Report Cards at www.ride.net.

Performance Progress

Student achievement over the past four years

Mathematics

- This school
- The state

Base:
School years 2001-2003

Current:
School years 2002-2004

Classification

This school is moderately performing and improving.

This is a Regents’ Commended School.

Schools that miss targets are classified as in need of improvement, as required by federal law.