Learning and Achievement

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>Total percent proficient in each subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS and Targets</td>
<td>66/70</td>
</tr>
<tr>
<td>CONCEPTS and Targets</td>
<td>68/70</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>70/70</td>
</tr>
<tr>
<td>READING: BASIC UNDERSTANDING</td>
<td>73/70</td>
</tr>
<tr>
<td>READING: ANALYSIS &amp; INTERPRETATION</td>
<td>75/70</td>
</tr>
<tr>
<td>WRITING: EFFECTIVENESS</td>
<td>58/70</td>
</tr>
<tr>
<td>WRITING: CONVENTIONS</td>
<td>58/70</td>
</tr>
</tbody>
</table>

### School Classification Indicators

#### Index Scores and Targets

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.

#### Participation Rates and Targets

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

#### Attendance Rate and Target

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

### Performance Progress

#### Student achievement over the past four years

- **This school**
- **The state**

**Base:**
- School years 2001-2003

**Current:**
- School years 2002-2004

### Classification

- This school is high performing and sustaining.

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