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>SKILLS</th>
<th>PROBLEM SOLVING</th>
<th>CONCEPTS</th>
<th>READING: BASIC UNDERSTANDING</th>
<th>READING: ANALYSIS &amp; INTERPRETATION</th>
<th>WRITING: EFFECTIVENESS</th>
<th>WRITING: CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>22</td>
<td>25</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total percent proficient in each subtest**

This School / The State

**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.ri doe.net.

### 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.

### 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 making progress and is in need of improvement.

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