



A Quick Guide to the 2013 School Report Cards

There are two types of School Report Cards: the AMO Summary and the Accountability Summary.

The AMO Summary

This report shows if a school has met its yearly targets. RIDE has set targets for each school in both reading and math on the state tests. The tests, called the New England Common Assessment Program or NECAP, were given in October 2011. There are targets for all students and for up to ten student groups. RIDE has also set an annual target for each high school for the overall graduation rate.

Target	Subgroup (if there are 20 or more students)
Reading	All Students
Math	African American
	Asian
	Pacific Islander
	Hispanic
	Native American
	White
	Multi-Racial
	Students with Disabilities
	English Language Learners
	Economically Disadvantaged Students
	Minority Super-subgroup
	Program Super-subgroup
Graduation rate (High School only)	All Students

For each group, the AMO Summary shows the percent of students who were proficient or better on the NECAP. Being proficient basically means having the knowledge and skills needed to succeed at one's grade level. The AMO Summary also displays the Error bands. Error bands show how much scores may vary due to random chance or measurement errors. These values are added to the proficiency rate for any subgroup before checking if it has met the target. In some instances, a school has met a target even though the proficiency plus the error are *below* the target. This is because, under federal guidelines for "Safe Harbor," schools may get credit for making rapid progress.

RIDE also requires that 95% of students in each group take the state tests. If a school did not test enough students in a group, then it did not meet the target for that group, no matter how well students who took the tests did.

RIDE calculates several graduation rates. The 4-year rate is based on the students who entered 9th grade 4 years ago. The 5- and 6-year rates are based on students who entered 9th grade one or two years earlier. The Composite rate is based on a combination of the 4-, 5-, and 6-year rates. This is calculated to give schools credit for helping students who needed extra time to graduate. The “Final” rate is either the 4-year rate or the Composite rate, whichever is higher. The Final rate – plus the error band – is what is compared to the target.

The bottom right corner shows how many targets were measured and how many were met.

The Accountability Summary

This report shows how a school did in several key areas. It also shows how the Rhode Island Department of Elementary and Secondary Education (RIDE) has classified the school. Each school earns an index score between 20 and 100. This is shown in the box on the bottom of the page under “School.” Points can be earned or lost based on several different areas.

Measure	Definition	Elementary & Middle	High Schools
Proficiency	How many students have attained proficiency or better?	30 points	30 points
Progress	Is the school approaching its targets?	10 points	10 points
Gap Closure	Is the school serving all students, including those with disabilities and English Learners?	30 points	30 points
Distinction	How many students have attained distinction?	5 points	5 points
Growth	Are all students making progress?	25 points	--
Graduation Rates	Is the school reaching graduation rate goals?	--	20 points
HS Score Change	Is the school improving annually?	--	5 points
TOTAL		100 possible points	100 possible points

Each of these measures is based on several different calculations. The points are added up to create the index score. Based mainly on that score, each school is placed in one of six classifications.

Classification	Description
Commended	The strongest performance across measures and serving all students well
Leading	Strong achievement in reading and math, small or no gaps between groups of students, and/or are improving student achievement
Typical	Performance at or near the state average, sometimes with pockets of strength and/or challenges in one or more areas
Warning	A combination of low achievement in reading and math, unacceptable gaps, little or no improvement in achievement or graduation rates, and/or failure to test enough students
Focus	Substandard achievement in reading and math and/or unacceptable achievement gaps
Priority	The lowest achievement in reading and math, intolerable gaps in student performance, and little or no progress in improving student outcomes

For additional information, please go to the RIDE Website (www.ride.ri.gov) and click on, “School Report Cards” under the “Public Schools” heading.