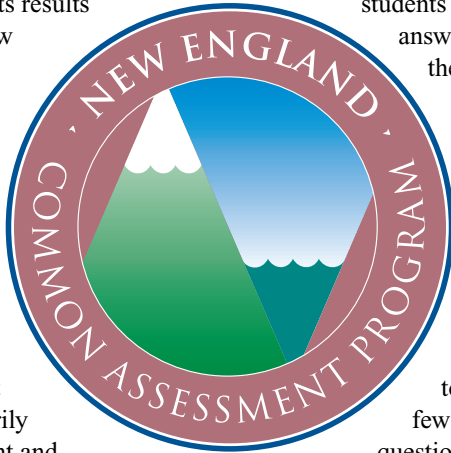


About The New England Common Assessment Program



This report highlights results from the Fall 2008 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require

students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

School Results

School: Walsh Sch for Perf/Visual Arts

District: Pawtucket

Code: 26-26109



Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009

Grade Level Summary Report

School: Walsh Sch for Perf/Visual Arts
District: Pawtucket
State: Rhode Island
Code: 26-26109

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	27			482			11,203			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	27	27	27	459	457	461	10,684	10,699	10,669	100	100	100	95	95	96	95	96	95
Students not tested in NECAP																		
State Approved	0	0	0	15	15	12	179	161	156	0	0	0	3	3	2	2	1	1
Alternate Assessment	0	0	0	6	6	6	76	76	76	0	0	0	1	1	1	1	1	1
First Year LEP	0	0	0	2	0	2	23	0	23	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	3	5	0	46	52	37	0	0	0	1	1	0	0	0	0
Enrolled After October 1	0	0	0	3	3	3	9	7	7	0	0	0	1	1	1	0	0	0
Special Consideration	0	0	0	1	1	1	25	26	13	0	0	0	0	0	0	0	0	0
Other	0	0	0	8	10	9	340	343	378	0	0	0	2	2	2	3	3	3

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	27	0	0	27	7	26	16	59	4	15	0	0	1150	459	8	46	29	17	1141	10,684	18	51	20	11	1145
MATH	27	0	0	27	0	0	8	30	11	41	8	30	1137	457	0	14	27	59	1131	10,699	1	26	28	45	1134
WRITING	27	0	0	27	0	0	19	70	8	30	0	0	7.0	461	2	31	58	9	5.8	10,669	4	38	50	9	6.1

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Reading Results

School: Walsh Sch for Perf/Visual Arts
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

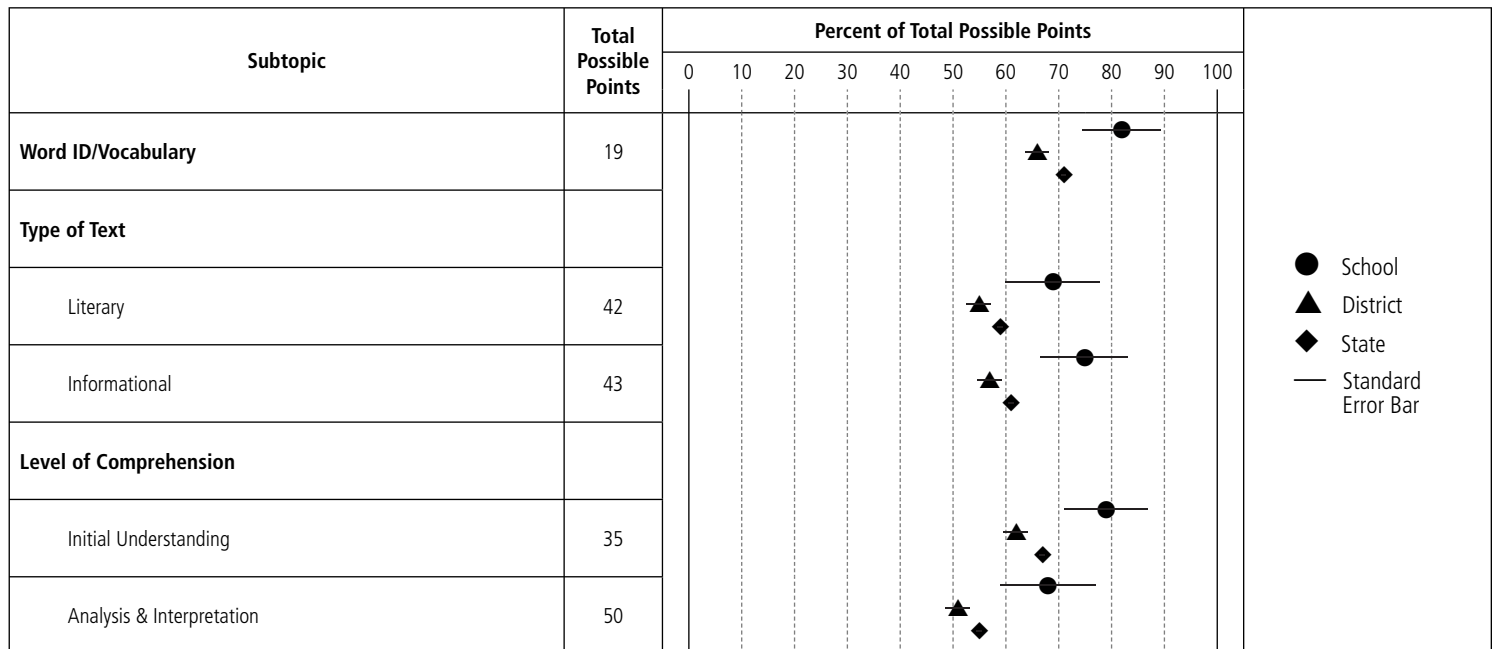
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
2008-09	27	0	0	27	7	26	16	59	4	15	0	0	1150
Cumulative Total													
DISTRICT 2007-08	549	19	11	519	32	6	205	39	182	35	100	19	1139
2008-09	482	15	8	459	39	8	211	46	132	29	77	17	1141
Cumulative Total	1031	34	19	978	71	7	416	43	314	32	177	18	1140
STATE 2007-08	11661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.





Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Reading Results

School: Walsh Sch for Perf/Visual Arts
District: Pawtucket
State: Rhode Island
Code: 26-26109

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	0	0	27	7	26	16	59	4	15	0	0	1150	459	8	46	29	17	1141	10,684	18	51	20	11	1145
Gender																									
Male	7	0	0	7									224	5	44	28	22	1139	5,347	13	52	21	14	1143	
Female	20	0	0	20	6	30	10	50	4	20	0	0	1149	235	11	48	29	11	1143	5,336	23	51	19	8	1146
Not Reported	0	0	0	0									0						1						
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0									2						63	13	46	24	17	1142	
Asian	0	0	0	0									5						328	20	52	19	10	1146	
Black or African American	3	0	0	3									135	5	40	33	21	1138	932	7	43	31	19	1139	
Hispanic or Latino	4	0	0	4									137	9	40	31	20	1140	1,617	7	43	28	21	1139	
Native Hawaiian or Pacific Islander	0	0	0	0									0						0						
White (non-Hispanic)	20	0	0	20	6	30	13	65	1	5	0	0	1151	180	11	55	23	11	1144	7,739	21	54	17	8	1147
No Primary Race/Ethnicity Reported	0	0	0	0									0						5						
LEP Status																									
Currently receiving LEP services	0	0	0	0									32	0	16	16	69	1127	214	0	7	26	66	1126	
Former LEP student - monitoring year 1	0	0	0	0									5						45	0	24	42	33	1135	
Former LEP student - monitoring year 2	0	0	0	0									20	5	25	50	20	1138	73	4	22	49	25	1136	
All Other Students	27	0	0	27	7	26	16	59	4	15	0	0	1150	402	9	50	29	12	1142	10,352	18	53	19	9	1145
IEP																									
Students with an IEP	0	0	0	0									52	0	15	37	48	1130	1,609	2	27	34	36	1133	
All Other Students	27	0	0	27	7	26	16	59	4	15	0	0	1150	407	10	50	28	13	1142	9,075	21	56	17	6	1147
SES																									
Economically Disadvantaged Students	14	0	0	14	2	14	8	57	4	29	0	0	1148	316	7	43	30	20	1140	3,225	8	45	28	19	1140
All Other Students	13	0	0	13	5	38	8	62	0	0	0	0	1152	143	11	52	27	10	1143	7,459	22	54	16	7	1147
Migrant																									
Migrant Students	0	0	0	0									0						0						
All Other Students	27	0	0	27	7	26	16	59	4	15	0	0	1150	459	8	46	29	17	1141	10,684	18	51	20	11	1145
Title I																									
Students Receiving Title I Services	0	0	0	0									211	9	40	26	26	1139	2,224	10	47	25	19	1141	
All Other Students	27	0	0	27	7	26	16	59	4	15	0	0	1150	248	8	51	31	9	1143	8,460	20	53	19	9	1146
504 Plan																									
Students with a 504 Plan	2	0	0	2									9						248	20	60	17	4	1147	
All Other Students	25	0	0	25	7	28	14	56	4	16	0	0	1150	450	8	46	29	17	1141	10,436	18	51	20	11	1145

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Mathematics Results

School: Walsh Sch for Perf/Visual Arts
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

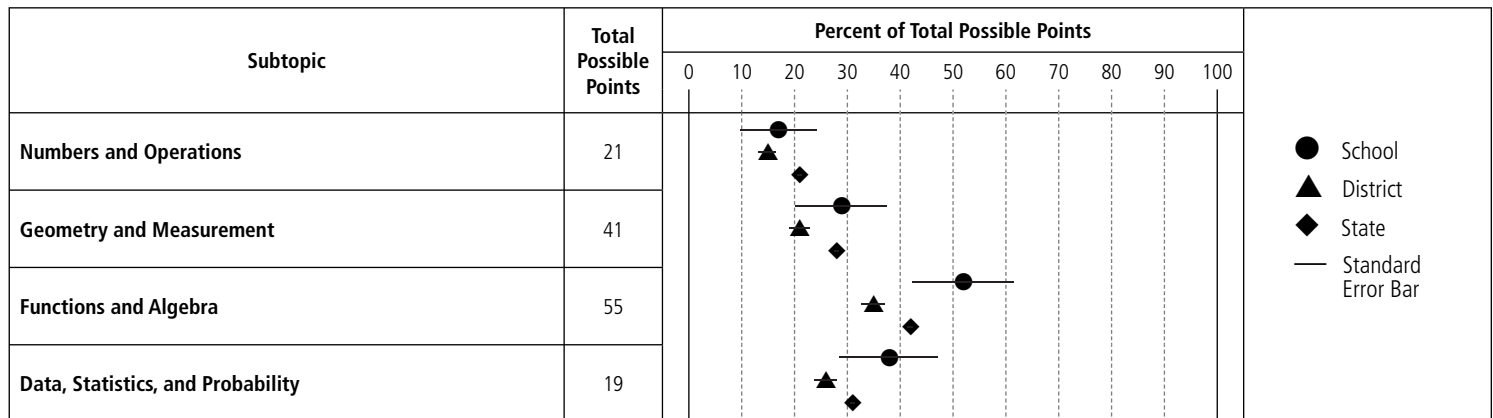
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09	27	0	0	27	0	0	8	30	11	41	8	30	1137
Cumulative Total													
DISTRICT 2007-08 2008-09	549 482	14 15	12 10	523 457	2 1	0 0	59 63	11 14	123 123	24 27	339 270	65 59	1129 1131
Cumulative Total	1031	29	22	980	3	0	122	12	246	25	609	62	1130
STATE 2007-08 2008-09	11661 11203	147 161	340 343	11,174 10,699	123 155	1 1	2,340 2,739	21 26	3,032 3,007	27 28	5,679 4,798	51 45	1132 1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.





Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009

Disaggregated Mathematics Results

School: Walsh Sch for Perf/Visual Arts
District: Pawtucket
State: Rhode Island
Code: 26-26109

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	27	0	0	27	0	0	8	30	11	41	8	30	1137	457	0	14	27	59	1131	10,699	1	26	28	45	1134
Gender																									
Male	7	0	0	7									1134	221	0	18	24	58	1131	5,357	2	28	27	44	1134
Female	20	0	0	20	0	0	5	25	8	40	7	35	1136	236	0	10	30	60	1131	5,341	1	24	29	46	1133
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										2						62	0	11	21	68	1130
Asian	0	0	0	0										5						330	4	28	31	36	1136
Black or African American	3	0	0	3										135	0	7	23	70	1129	928	0	7	19	73	1127
Hispanic or Latino	4	0	0	4										135	0	12	22	66	1130	1,631	0	9	21	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	20	0	0	20	0	0	7	35	10	50	3	15	1139	180	1	20	33	46	1133	7,742	2	31	31	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						6					
LEP Status																									
Currently receiving LEP services	0	0	0	0										33	0	0	12	88	1125	237	0	2	9	89	1121
Former LEP student - monitoring year 1	0	0	0	0										5						45	0	4	24	71	1126
Former LEP student - monitoring year 2	0	0	0	0										20	0	5	30	65	1130	73	0	3	16	81	1127
All Other Students	27	0	0	27	0	0	8	30	11	41	8	30	1137	399	0	16	28	56	1132	10,344	1	26	29	43	1134
IEP																									
Students with an IEP	0	0	0	0										52	0	2	12	87	1122	1,607	0	5	14	81	1125
All Other Students	27	0	0	27	0	0	8	30	11	41	8	30	1137	405	0	15	29	56	1132	9,092	2	29	31	39	1135
SES																									
Economically Disadvantaged Students	14	0	0	14	0	0	1	7	6	43	7	50	1134	313	0	10	25	65	1130	3,237	0	12	22	66	1129
All Other Students	13	0	0	13	0	0	7	54	5	38	1	8	1140	144	1	22	31	47	1133	7,462	2	32	31	36	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	27	0	0	27	0	0	8	30	11	41	8	30	1137	457	0	14	27	59	1131	10,699	1	26	28	45	1134
Title I																									
Students Receiving Title I Services	0	0	0	0										211	0	11	21	68	1129	2,238	0	13	22	64	1129
All Other Students	27	0	0	27	0	0	8	30	11	41	8	30	1137	246	0	16	32	52	1133	8,461	2	29	30	40	1135
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						249	2	28	35	35	1136
All Other Students	25	0	0	25	0	0	8	32	9	36	8	32	1137	448	0	14	27	59	1131	10,450	1	26	28	45	1134

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Writing Results

School: Walsh Sch for Perf/Visual Arts
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09	27	0	0	27	0	0	19	70	8	30	0	0	7.0
Cumulative Total													
DISTRICT 2007-08 2008-09	549 482	17 12	22 9	510 461	5 7	1 2	135 143	26 31	295 268	58 58	75 43	15 9	5.4 5.8
Cumulative Total	1031	29	31	971	12	1	278	29	563	58	118	12	5.6
STATE 2007-08 2008-09	11661 11203	165 156	365 378	11,131 10,669	357 403	3 4	3,744 4,023	34 38	5,495 5,322	49 50	1,535 921	14 9	5.7 6.1
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

Proficient (Level 3)

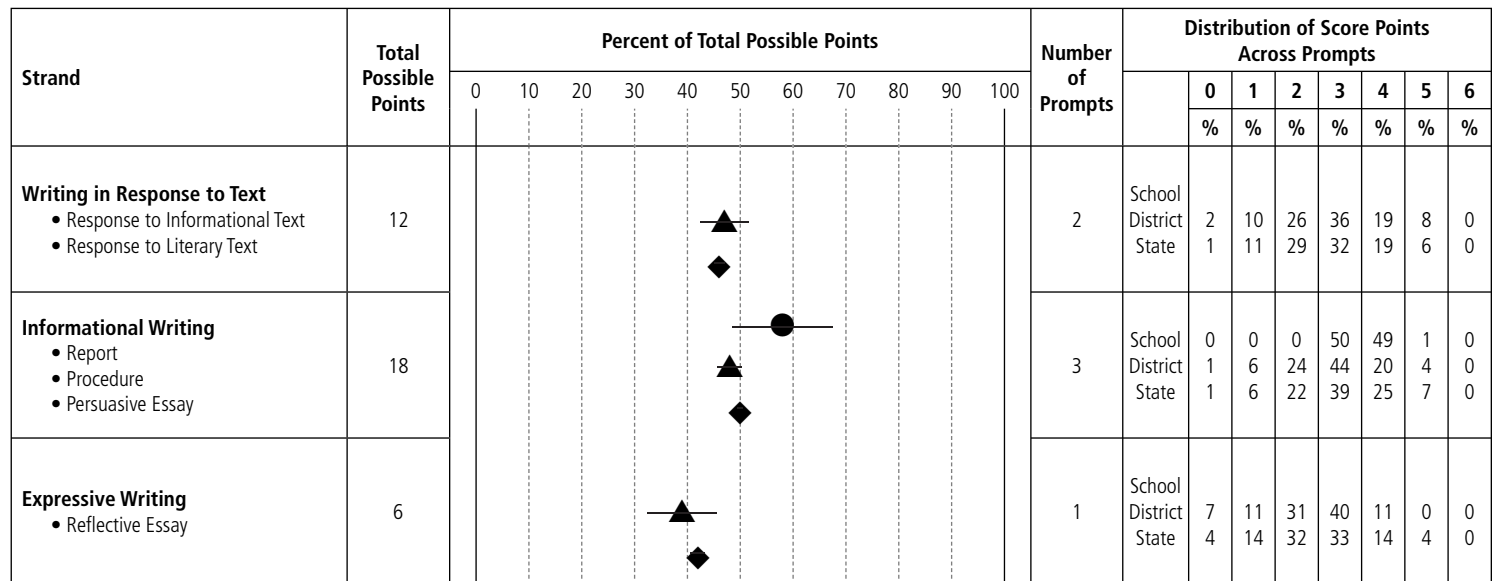
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.



● School ▲ District ◆ State — Standard Error Bar



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Writing Results

School: Walsh Sch for Perf/Visual Arts
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	0	0	27	0	0	19	70	8	30	0	0	7.0	461	2	31	58	9	5.8	10,669	4	38	50	9	6.1
Gender																									
Male	7	0	0	7	0	0	14	70	6	30	0	0	7.0	226	1	26	61	12	5.6	5,334	3	32	53	12	5.8
Female	20	0	0	20	0	0	14	70	6	30	0	0	7.0	235	2	36	56	6	5.9	5,334	4	43	47	5	6.4
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										2						63	0	30	62	8	5.7
Asian	0	0	0	0										5						327	6	39	45	10	6.3
Black or African American	3	0	0	3										136	1	24	64	11	5.4	933	1	26	58	16	5.3
Hispanic or Latino	4	0	0	4										137	1	32	55	11	5.7	1,618	1	25	59	15	5.3
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	20	0	0	20	0	0	15	75	5	25	0	0	7.2	181	2	36	55	7	6.1	7,723	5	42	47	6	6.3
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	0	0	0	0										32	0	3	63	34	3.9	210	0	8	45	47	3.7
Former LEP student - monitoring year 1	0	0	0	0										5						45	0	9	71	20	4.5
Former LEP student - monitoring year 2	0	0	0	0										20	0	15	75	10	5.5	74	0	14	69	18	4.9
All Other Students	27	0	0	27	0	0	19	70	8	30	0	0	7.0	404	2	34	57	7	5.9	10,340	4	39	50	8	6.2
IEP																									
Students with an IEP	0	0	0	0										53	0	2	70	28	4.2	1,593	1	12	59	28	4.5
All Other Students	27	0	0	27	0	0	19	70	8	30	0	0	7.0	408	2	35	57	7	6.0	9,076	4	42	48	5	6.4
SES																									
Economically Disadvantaged Students	14	0	0	14	0	0	9	64	5	36	0	0	6.8	318	2	28	60	10	5.6	3,216	1	26	59	14	5.4
All Other Students	13	0	0	13	0	0	10	77	3	23	0	0	7.3	143	1	38	54	7	6.1	7,453	5	43	46	6	6.4
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	27	0	0	27	0	0	19	70	8	30	0	0	7.0	461	2	31	58	9	5.8	10,669	4	38	50	9	6.1
Title I																									
Students Receiving Title I Services	0	0	0	0										211	1	27	59	13	5.4	2,223	1	27	58	14	5.5
All Other Students	27	0	0	27	0	0	19	70	8	30	0	0	7.0	250	2	34	58	6	6.1	8,446	4	41	48	7	6.3
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						248	3	47	47	4	6.5
All Other Students	25	0	0	25	0	0	18	72	7	28	0	0	7.0	452	2	31	58	9	5.8	10,421	4	37	50	9	6.1

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.