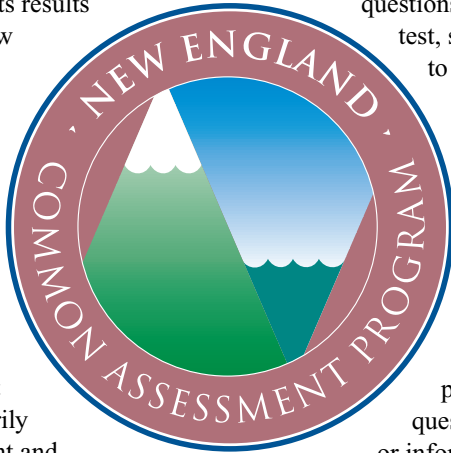


About The New England Common Assessment Program

This report highlights results from the Fall 2009 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 2009 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

School Results

School: Jacqueline M. Walsh School

District: Pawtucket

Code: 26-26109



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Grade Level Summary Report

School: Jacqueline M. Walsh School
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 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, 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	16			567			11,189			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	16	16	16	537	533	531	10,742	10,716	10,679	100	100	100	95	94	94	96	96	95
Students not tested in NECAP																		
State Approved	0	0	0	16	13	16	223	195	221	0	0	0	3	2	3	2	2	2
Alternate Assessment	0	0	0	8	8	8	114	114	114	0	0	0	1	1	1	1	1	1
First Year LEP	0	0	0	4	0	3	48	0	46	0	0	0	1	0	1	0	0	0
Withdrew After October 1	0	0	0	4	5	5	41	46	37	0	0	0	1	1	1	0	0	0
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	33	23	0	0	0	0	0	0	0	0	0
Other	0	0	0	14	21	20	224	278	289	0	0	0	2	4	4	2	2	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	16	0	0	16	5	31	10	63	1	6	0	0	1153	537	12	50	25	13	1143	10,742	23	50	17	9	1146
MATH	16	0	0	16	1	6	7	44	5	31	3	19	1140	533	1	12	26	61	1131	10,716	2	26	28	45	1134
WRITING	16	0	0	16	1	6	12	75	3	19	0	0	7.5	531	3	43	47	7	6.3	10,679	7	48	40	5	6.7

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Reading Results

School: Jacqueline M. Walsh School
 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.

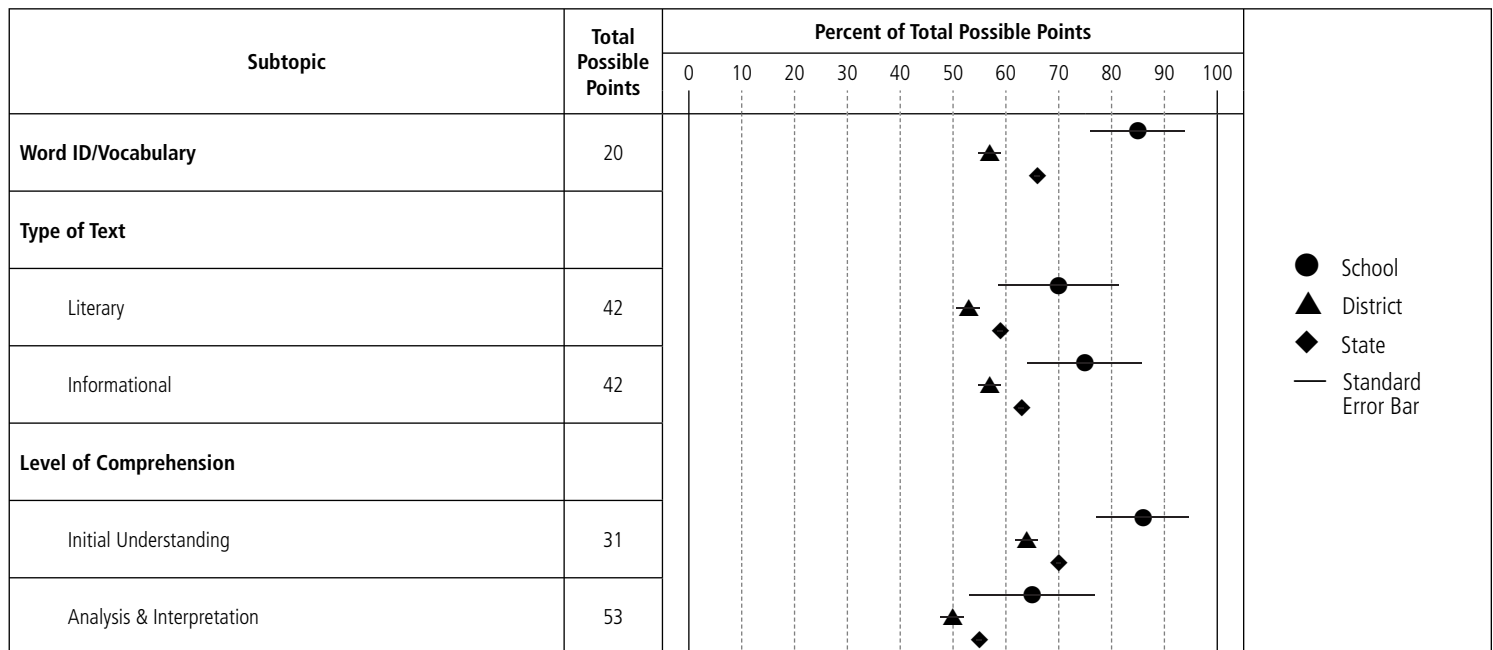
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09	27	0	0	27	7	26	16	59	4	15	0	0	1150
2009-2010	16	0	0	16	5	31	10	63	1	6	0	0	1153
Cumulative Total													
DISTRICT													
2007-08	549	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
2009-2010	567	16	14	537	65	12	270	50	134	25	68	13	1143
Cumulative Total	1,598	50	33	1,515	136	9	686	45	448	30	245	16	1141
STATE													
2007-08	11,661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-2010	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
Cumulative Total	34,053	594	888	32,571	6,202	19	15,970	49	6,726	21	3,673	11	1145

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Reading Results

School: Jacqueline M. Walsh School
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	16	0	0	16	5	31	10	63	1	6	0	0	1153	537	12	50	25	13	1143	10,742	23	50	17	9	1146
Gender																									
Male	3	0	0	3									265	7	46	29	17	1140	5,292	15	51	21	13	1144	
Female	13	0	0	13	5	38	8	62	0	0	0	0	1156	272	17	54	21	8	1145	5,450	30	50	14	6	1149
Not Reported	0	0	0	0									0						0						
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0									2						77	17	44	22	17	1141	
Asian	0	0	0	0									6						339	29	45	18	8	1147	
Black or African American	3	0	0	3									162	11	42	27	20	1140	985	12	48	22	18	1142	
Hispanic or Latino	1	0	0	1									160	9	55	26	11	1143	1,811	12	47	25	15	1142	
Native Hawaiian or Pacific Islander	0	0	0	0									0						0						
White (non-Hispanic)	12	0	0	12	5	42	6	50	1	8	0	0	1154	207	14	54	24	8	1144	7,530	27	52	15	6	1148
No Primary Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	0	0	0	0									44	0	16	39	45	1132	183	0	11	40	49	1130	
Former LEP student - monitoring year 1	0	0	0	0									16	0	75	19	6	1142	72	0	47	35	18	1139	
Former LEP student - monitoring year 2	0	0	0	0									3						45	4	53	33	9	1141	
All Other Students	16	0	0	16	5	31	10	63	1	6	0	0	1153	474	14	53	24	10	1144	10,442	24	51	17	8	1147
IEP																									
Students with an IEP	1	0	0	1									70	0	13	43	44	1130	1,674	2	30	33	35	1134	
All Other Students	15	0	0	15	5	33	10	67	0	0	0	0	1155	467	14	56	22	8	1145	9,068	27	54	15	4	1149
SES																									
Economically Disadvantaged Students	5	0	0	5									370	10	51	25	14	1142	3,744	13	48	24	15	1142	
All Other Students	11	0	0	11	4	36	7	64	0	0	0	0	1154	167	17	48	26	9	1145	6,998	29	52	14	6	1149
Migrant																									
Migrant Students	0	0	0	0									0						0						
All Other Students	16	0	0	16	5	31	10	63	1	6	0	0	1153	537	12	50	25	13	1143	10,742	23	50	17	9	1146
Title I																									
Students Receiving Title I Services	16	0	0	16	5	31	10	63	1	6	0	0	1153	536	12	50	25	13	1143	2,616	14	49	23	14	1143
All Other Students	0	0	0	0									1						8,126	26	51	16	7	1147	
504 Plan																									
Students with a 504 Plan	2	0	0	2									7						230	18	60	17	6	1147	
All Other Students	14	0	0	14	5	36	8	57	1	7	0	0	1155	530	12	50	25	13	1143	10,512	23	50	17	9	1146

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Mathematics Results

School: Jacqueline M. Walsh School
 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.

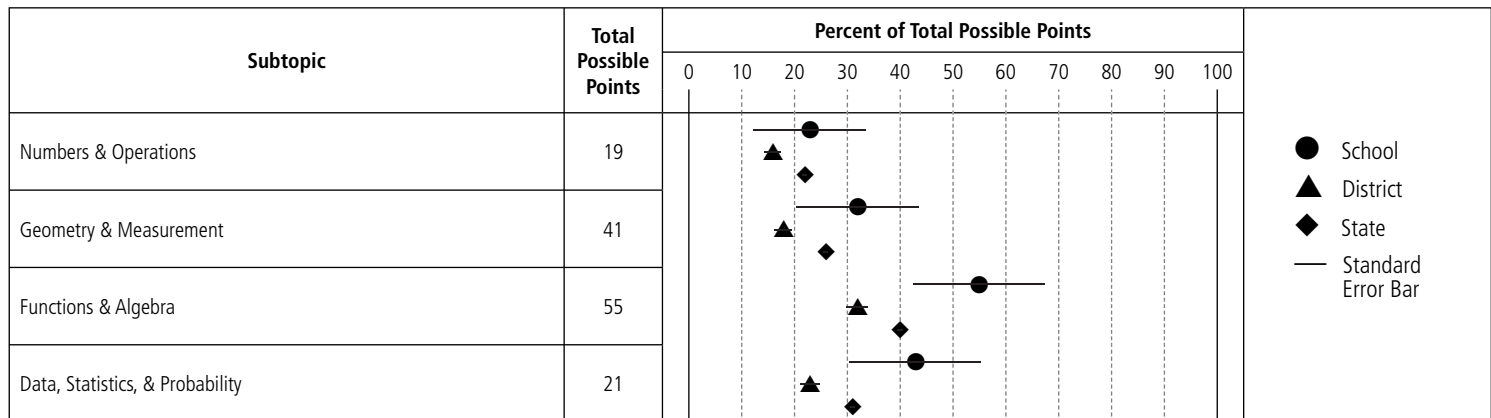
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09	27	0	0	27	0	0	8	30	11	41	8	30	1137
2009-2010	16	0	0	16	1	6	7	44	5	31	3	19	1140
Cumulative Total													
DISTRICT													
2007-08	549	14	12	523	2	<1	59	11	123	24	339	65	1129
2008-09	482	15	10	457	1	<1	63	14	123	27	270	59	1131
2009-2010	567	13	21	533	3	1	65	12	138	26	327	61	1131
Cumulative Total	1,598	42	43	1,513	6	<1	187	12	384	25	936	62	1130
STATE													
2007-08	11,661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-2010	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
Cumulative Total	34,053	503	961	32,589	459	1	7,827	24	8,997	28	15,306	47	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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Mathematics Results

School: Jacqueline M. Walsh School
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	16	0	0	16	1	6	7	44	5	31	3	19	1140	533	1	12	26	61	1131	10,716	2	26	28	45	1134
Gender																									
Male	3	0	0	3									262	<1	13	27	59	1131	5,272	2	28	26	44	1134	
Female	13	0	0	13	1	8	6	46	5	38	1	8	1141	271	1	11	24	64	1130	5,444	1	24	29	46	1134
Not Reported	0	0	0	0									0						0						
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0									2						75	0	16	17	67	1129	
Asian	0	0	0	0									6						336	4	30	26	40	1136	
Black or African American	3	0	0	3									162	0	4	22	74	1129	981	0	7	22	71	1128	
Hispanic or Latino	1	0	0	1									157	0	11	24	65	1130	1,821	<1	9	20	70	1128	
Native Hawaiian or Pacific Islander	0	0	0	0									0						0						
White (non-Hispanic)	12	0	0	12	1	8	5	42	4	33	2	17	1141	206	1	19	31	49	1133	7,503	2	32	30	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	0	0	0	0									47	0	0	4	96	1123	219	0	<1	5	94	1121	
Former LEP student - monitoring year 1	0	0	0	0									16	0	6	31	63	1131	72	0	1	18	81	1128	
Former LEP student - monitoring year 2	0	0	0	0									3						45	0	2	24	73	1127	
All Other Students	16	0	0	16	1	6	7	44	5	31	3	19	1140	467	1	14	28	58	1132	10,380	2	26	28	44	1134
IEP																									
Students with an IEP	1	0	0	1									67	0	0	7	93	1123	1,652	0	4	10	86	1124	
All Other Students	15	0	0	15	1	7	7	47	5	33	2	13	1141	466	1	14	29	57	1132	9,064	2	30	31	38	1136
SES																									
Economically Disadvantaged Students	5	0	0	5									367	1	9	25	66	1130	3,742	<1	12	23	65	1130	
All Other Students	11	0	0	11	1	9	5	45	3	27	2	18	1140	166	1	20	28	52	1133	6,974	2	33	30	34	1136
Migrant																									
Migrant Students	0	0	0	0									0						0						
All Other Students	16	0	0	16	1	6	7	44	5	31	3	19	1140	533	1	12	26	61	1131	10,716	2	26	28	45	1134
Title I																									
Students Receiving Title I Services	16	0	0	16	1	6	7	44	5	31	3	19	1140	532	1	12	26	61	1131	2,625	<1	12	22	66	1129
All Other Students	0	0	0	0									1						8,091	2	30	29	38	1136	
504 Plan																									
Students with a 504 Plan	2	0	0	2									7						228	3	29	32	36	1136	
All Other Students	14	0	0	14	1	7	6	43	5	36	2	14	1141	526	1	12	26	62	1131	10,488	2	26	27	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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Writing Results

School: Jacqueline M. Walsh School
 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.

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.

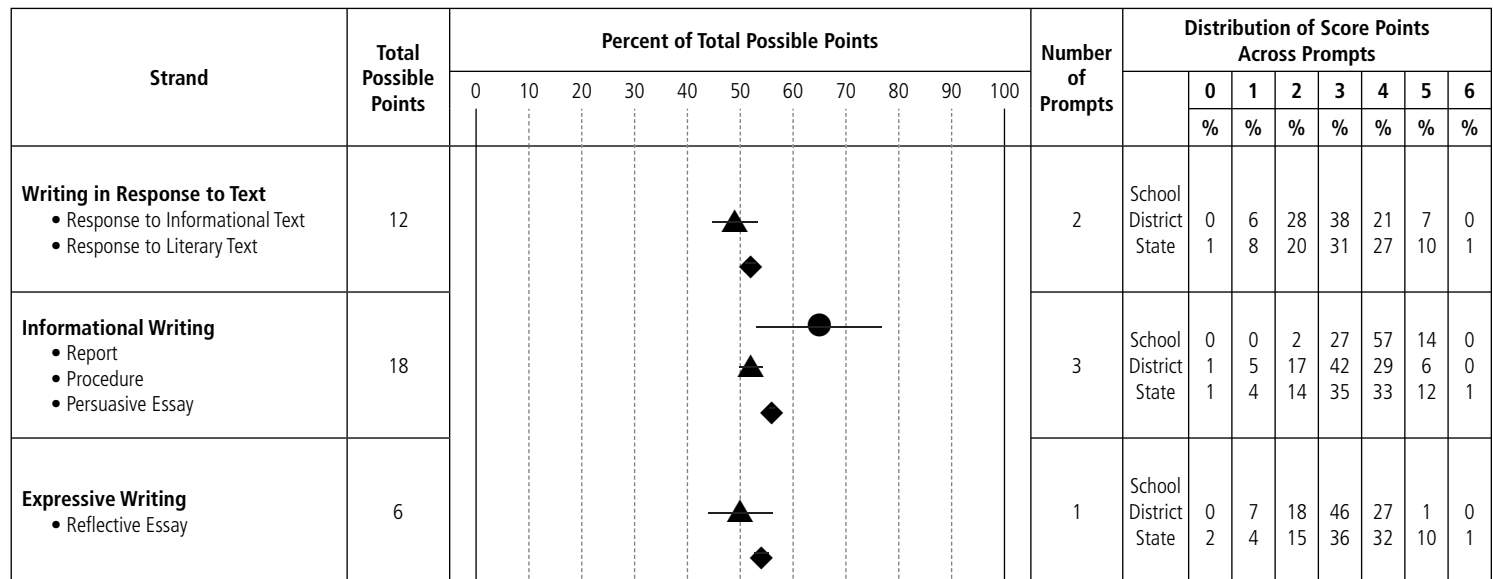
Partially Proficient (Level 2)

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.

	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
2009-2010	16	0	0	16	1	6	12	75	3	19	0	0	7.5
Cumulative Total													
DISTRICT													
2007-08	549	17	22	510	5	1	135	26	295	58	75	15	5.4
2008-09	482	12	9	461	7	2	143	31	268	58	43	9	5.8
2009-2010	567	16	20	531	14	3	230	43	251	47	36	7	6.3
Cumulative Total	1,598	45	51	1,502	26	2	508	34	814	54	154	10	6.0
STATE													
2007-08	11,661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-2010	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
Cumulative Total	34,053	542	1,032	32,479	1,502	5	12,891	40	15,070	46	3,016	9	6.0



● School ▲ District ◆ State — Standard Error Bar



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Writing Results

School: Jacqueline M. Walsh School
 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	16	0	0	16	1	6	12	75	3	19	0	0	7.5	531	3	43	47	7	6.3	10,679	7	48	40	5	6.7
Gender																									
Male	3	0	0	3										259	2	39	51	8	6.0	5,248	5	43	45	7	6.4
Female	13	0	0	13	1	8	11	85	1	8	0	0	7.7	272	4	47	43	6	6.5	5,431	9	53	35	3	7.0
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										2						76	7	34	49	11	6.2
Asian	0	0	0	0										6						340	9	54	35	3	7.0
Black or African American	3	0	0	3										159	2	40	47	11	5.9	972	3	38	49	10	6.0
Hispanic or Latino	1	0	0	1										158	3	40	52	5	6.3	1,790	4	38	50	9	6.1
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	12	0	0	12	1	8	8	67	3	25	0	0	7.3	206	3	48	45	5	6.6	7,501	8	52	36	4	7.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										44	0	11	55	34	4.2	181	0	10	57	32	4.2
Former LEP student - monitoring year 1	0	0	0	0										16	0	25	75	0	5.8	72	0	26	68	6	5.7
Former LEP student - monitoring year 2	0	0	0	0										3						43	2	33	58	7	5.9
All Other Students	16	0	0	16	1	6	12	75	3	19	0	0	7.5	468	3	47	46	4	6.5	10,383	7	49	39	5	6.8
IEP																									
Students with an IEP	1	0	0	1										65	0	25	60	15	5.2	1,637	<1	20	61	19	5.0
All Other Students	15	0	0	15	1	7	12	80	2	13	0	0	7.7	466	3	46	45	6	6.4	9,042	8	53	36	3	7.0
SES																									
Economically Disadvantaged Students	5	0	0	5										365	2	41	49	8	6.1	3,710	4	39	49	8	6.2
All Other Students	11	0	0	11	1	9	8	73	2	18	0	0	7.7	166	4	49	43	5	6.5	6,969	9	53	35	4	7.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	16	0	0	16	1	6	12	75	3	19	0	0	7.5	531	3	43	47	7	6.3	10,679	7	48	40	5	6.7
Title I																									
Students Receiving Title I Services	16	0	0	16	1	6	12	75	3	19	0	0	7.5	530	3	43	47	7	6.3	2,588	4	40	47	9	6.2
All Other Students	0	0	0	0										1						8,091	8	51	37	4	6.9
504 Plan																									
Students with a 504 Plan	2	0	0	2										7						227	4	47	47	3	6.6
All Other Students	14	0	0	14	1	7	11	79	2	14	0	0	7.6	524	3	44	47	7	6.3	10,452	7	48	40	5	6.7

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.