

**December 2008**

**Our School**

- Center for English Language Learners
- Sheltered English Instruction and ESL classes
- Programs for Students with Special Needs
- Performing Arts classes
- Student Support Team
- School-based counseling
- K1 program for four-year old students

Uniform Policy: Mandatory - Light blue top & navy blue bottom.

**Our Partners**

- Arts Academy-McCormack-Dever Strings Program
- Big Brothers Big Sisters
- Community Music Center
- Dever Arts: (Drama, Band, Chorus, Dance)
- Geiger-Gibson Health Clinic
- Wediko Children's Services

**Awards, Honors and Distinctions**

- "Side by Side" Mental Health Initiative Grant, Edvestors, 2007
- Dee Boreth Memorial Fund for Dever Arts, Oscar Boreth, 2007

**Our Students (SY 2007-2008)**

Total enrollment:	486 students		
Black	37.2%	Regular Education	61.9%
Hispanic	47.7%	Special Education	21.3%
White	6.6%	Bilingual Education	16.6%
Asian	6.4%		
Other	2.1%		

Average daily student attendance:	94.4%
Students promoted to next grade:	95.0%
Student mobility rate:	21.2%
Annual student dropout rate:	N/A
Students suspended:	35

**Our Staff (SY 2007-2008)**

Total staff:	54	Black	11.1%
Staff-to-student ratio:	1:13	Hispanic	13.0%
Average daily staff attendance:	96.5%	White	75.9%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	38
"Highly qualified" teachers:	100.0%
Teachers licensed in Mass.:	97.3%
Core academic courses taught by "highly qualified" teachers:	100.0%

**2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)**

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

	All Students (Aggregate)	Limited English Proficient	Special Education	Free/Reduced Priced Lunch	Black	Asian/Pacific Islander	Hispanic	White
ELA	No	No	No	No	No	NA	No	NA
Math	No	No	No	No	No	NA	No	NA

Our school is in the following NCLB category for **ELA**:

No Status	Needs Improvement	Corrective Action	<b>Restructuring</b> ✓
-----------	-------------------	-------------------	---------------------------

Our school is in the following NCLB category for **Mathematics**:

No Status	<b>Needs Improvement</b> ✓	Corrective Action	Restructuring
-----------	-------------------------------	-------------------	---------------

**Under this NCLB designation, families in our school are entitled to the following services:**

- Option to transfer to another school in the district under the BPS student assignment policy
- Supplemental Education Services (tutoring) for low-income students

The information on this page is provided by the school.

### **What Makes Our School Special?**

The mission of the Paul A. Dever Elementary School is, "The Dever School provides a supportive and safe learning environment in which parents, teachers, and the larger school community collaborate to ensure the well-rounded education of all our students. Through a variety of enrichment programs, social/emotional programs and innovative learning experiences, our students will be motivated to learn and able to achieve academic excellence."

The Dever School has a vibrant performing arts program. Students sing, dance, act, and play musical instruments. "Friends of the Dever" have provided long-standing support for performing arts at the school.

### **What Kinds of Parent Support and Resources Does Our School Provide?**

The school has an identified Family & Community Outreach Coordinator (FCOC) who is responsible for developing family engagement systems and activities that create strong support for teaching, learning and student achievement. There are many opportunities for families to be involved in school. These include Saturday Family Fun Days, morning and afterschool parent workshops, and other schoolwide events. Teachers also welcome parents to other evening classroom events. The school encourages families to participate in the Parent Council & School Site Council.

### **How are We Preparing Our Students for Educational Success?**

Faculty at the Dever Elementary School work in small teams to examine data from multiple assessments as they help prepare students for educational success. In addition to evaluating the results from formal and informal assessments, the faculty work collaboratively "Looking at Student Work". Teachers use the results of these analyses to establish goals for individual students that are tailored to their specific needs and to guide instruction.

Results from benchmark testing in reading indicate which students need supplemental instruction in addition to the Harcourt Trophies program, which is used throughout the school. Children, who are identified at some risk or as having more intensive needs, are provided additional

instruction.

Dever Elementary School faculty have participated in professional development on reciprocal teaching. Children are taught to use the four strategies of questioning, summarizing, predicting, and clarifying while they are reading. Research has shown that readers who use these strategies independently have deeper levels of comprehension.

When faculty have concerns about individual students' progress, they can receive feedback and suggestions from their colleagues at the school's Student Support Team. Ideas are generated, plans are developed, and interventions are tried. Support is provided; resources are secured; progress is monitored.

Explicit teaching of critical thinking skills is another way the Dever School community is preparing students for academic success. Children are encouraged to move beyond remembering and understanding to applying, analyzing, evaluating, and synthesizing information.

One way that the Dever Elementary School faculty helps students to develop critical thinking skills is by using discourse questions at all grade levels during math classes. After these questions are modeled by teachers, students work with their peers asking questions about their thinking. Use of the discourse questions provides a structure, which holds children accountable for talking about their learning.

In addition to instruction during the school day, children who need additional support are invited to participate in the school's Supplemental Educational Services (SES) program. Additional instruction tailored to students' needs is offered after school.

### **Directions to the School**

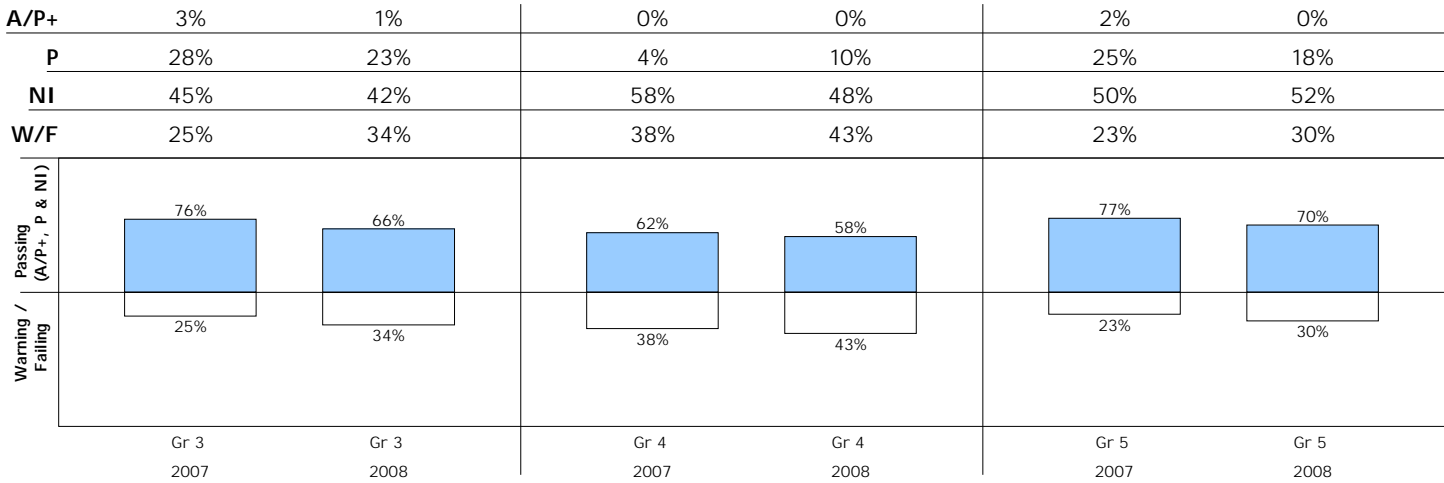
Take the MBTA Red Line train to JFK/UMass station. Walk 1/4 mile on Mt. Vernon Street to the Dever. If driving, take the JFK/UMass or Columbia Road Exit and head East. At the rotary take the second right. Turn left at bottom of ramp onto Mt. Vernon Street. The school is across from the Harbor Point community at 325 Mt. Vernon St., next to the McCormack Middle School.

# Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

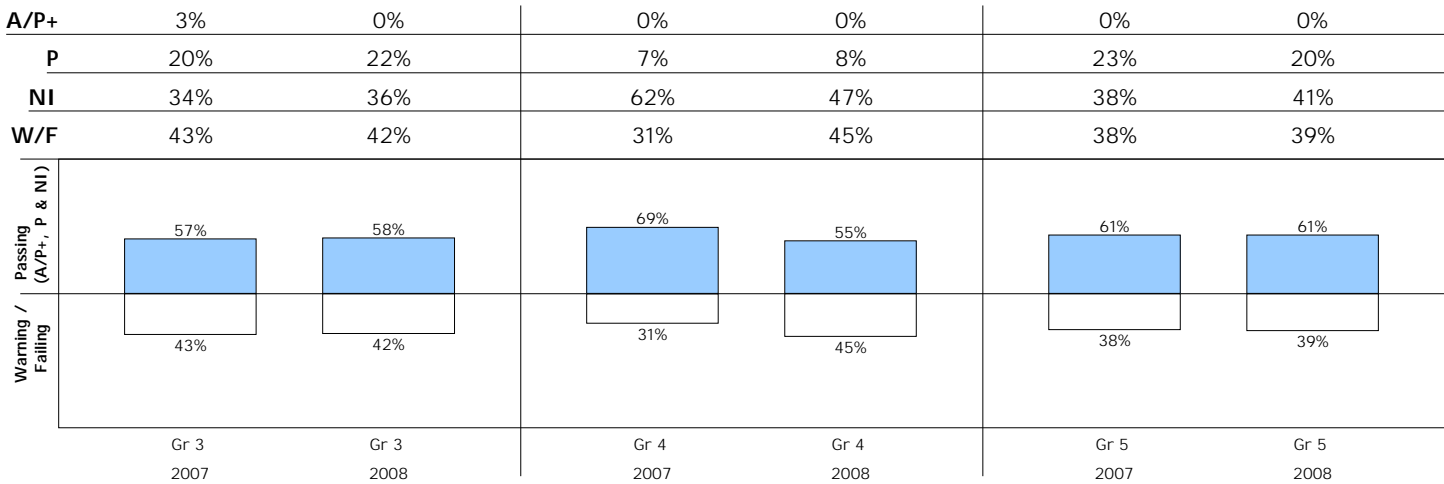
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

A/P+ = Advanced/Above Proficient P=Proficient NI = Needs Improvement W/F = Warning/Failing

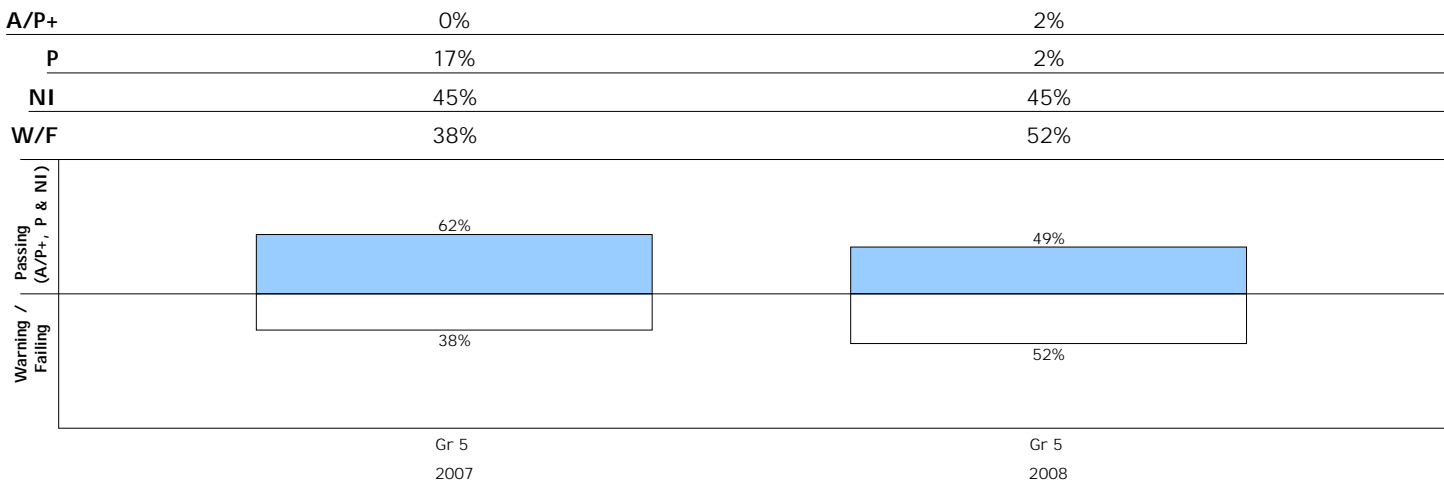
## English Language Arts



## Mathematics



## Science



## Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

**A/P+** = Advanced/Above Proficient **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

ELA	Grade 03					Grade 04					Grade 05				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	15	0	0	40	60	17	0	0	12	88	12	0	17	8	75
ELL	17	6	29	41	24	14	0	0	43	57	15	0	7	40	53
RACE/ETHNICITY															
Afr.Am./Black	31	0	3	48	48	26	0	0	54	46	21	0	14	57	29
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	28	4	43	32	21	29	0	17	41	41	28	0	18	54	29
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	65	2	25	40	34	53	0	11	49	40	53	0	17	53	30
SCHOOL	71	1	23	42	34	63	0	10	48	43	56	0	18	52	30
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	15	0	7	27	67	17	0	0	24	76	12	0	0	25	75
ELL	18	0	22	33	44	14	0	0	29	71	15	0	0	47	53
RACE/ETHNICITY															
Afr.Am./Black	31	0	10	39	52	26	0	4	54	42	21	0	14	38	48
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	28	0	29	39	32	28	0	11	43	46	28	0	14	54	32
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	66	0	24	35	41	52	0	8	48	44	53	0	21	42	38
SCHOOL	72	0	22	36	42	62	0	8	47	45	56	0	20	41	39
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17

NA: Fewer than 10 students

**Science**

**Grade 05**

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
<b>STUDENT STATUS</b>					
W/ Disabilities	12	8	0	8	83
ELL	15	0	0	20	80
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	21	0	5	38	57
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	28	4	0	46	50
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	53	2	2	45	51
SCHOOL	56	2	2	45	52
DISTRICT	3525	3	14	46	37
STATE	70689	17	33	38	12

NA: Fewer than 10 students

**Additional Performance Indicators**

**Individual Student Success Plans (ISSP) Spring 2008**

Students eligible for ISSP: 110      88.0% of school  
 Students receiving ISSP: 61      55.5% of eligible students

**Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:**  
 Our school has met this district goal.