

**April 2008**  
**SCHOOL REPORT CARD**  
**LT. ELEAZER DAVIS SCHOOL**  
Grades K, 1, 2  
**Jennifer Brown, Principal**  
**Davis School**  
**Bedford, MA 01730**  
**781-275-6804**  
**781-275-7639 (Fax)**



**School Profile:**

Davis School presently serves students in grades K-2. A state of the art facility, Davis prides itself on providing a program that meets individual students needs and learning styles. We include students with many different abilities and challenges and are proud to house a classroom for the CASE Collaborative Program. We are happy to be part of the METCO Program as well.

Parent and community volunteers are active partners in the educational programming. Our teaching staff is comprised of highly skilled professionals who take the whole child into account when designing learning experience for all students.

A visitor to Davis School will find students actively engaged in their learning. Technology is interwoven into the daily program. Our library, the heart of the school, houses a current collection of the best of children's literature which is selected, maintained and presented to students by our full-time librarian.

We enjoy the dedicated support of our parents and work closely with them to build a partnership on behalf of our students.

**Report Card:**

This report includes information on the Bedford's K -12 performance on the 2007 Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the state, and from 2007, are also provided. In addition, this report includes other information, including educator data from Davis School, as required by the federal *No Child Left Behind* (NCLB) Act.

## 2007-2008 NCLB Report Card - Lt Eleazer Davis

### Lt Elezer Davis (00230010)

**Jennifer Brown, Principal**

Mailing Address: 410 Davis Rd

Bedford, MA 01730

Phone: (781) 275-6804

FAX: (781) 275-7639

Website: <http://www.bedford.k12.ma.us/davis>**Overview:**

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment - 2007-08			
	School	District	State
Total Count	504	2,342	962,766
Race/Ethnicity (%)			
African American or Black	5.0	5.6	8.1
Asian	11.9	9.6	4.9
Hispanic or Latino	6.0	3.5	13.9
Multi-race, Non-Hispanic	4.2	2.2	1.9
Native American	0.0	0.4	0.3
Native Hawaiian or Pacific Islander	0.2	0.0	0.1
White	72.8	78.6	70.8
Gender (%)			
Male	51.2	50.0	51.4
Female	48.8	50.0	48.6
Selected Populations (%)			
Limited English Proficiency	2.4	1.1	5.8
Low-Income	7.1	6.7	29.5
Special Education	10.1	19.0	16.9
First Language Not English	8.5	7.3	15.1

	School	District
Total # of Teachers	33	192
Percentage of Teachers Licensed in Teaching Assignment	100.0	98.9
Total Number of Classes in Core Academic Areas	85	743
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	96.9
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	3.1
Student/Teacher Ratio	15.3 to 1	12.2 to 1

**Grades Offered:** PK, K, 01, 02



Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	93.1	Yes	1.8	Yes	96.9	Yes

**Lt Eleazer Davis:**  
**AYP Data Detail**

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	137	137	100	Yes	137	94.7	Yes	91.2	1.1	91.2-94.8	Yes	96.9	0.3	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	21	21	-	-	21	91.7	-	-	-	-	-	-	-	-	-
Low Income	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	113	113	100	Yes	113	96.0	Yes	92.7	0.9	92.7-96.1	Yes	96.9	0.1	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	137	137	100	Yes	137	90.0	Yes	90.9	1.1	90.9-94.5	Yes/SH	96.9	0.3	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	21	21	-	-	21	65.5	-	-	-	-	-	-	-	-	-
Low Income	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	113	113	100	Yes	113	93.1	Yes	91.3	1.1	91.3-94.9	Yes	96.9	0.1	Yes	Yes

Adequate Yearly Progress History											NCLB Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	2007	
ELA	Aggregate	-	-	-	-	-	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	Yes	Yes	
MATH	Aggregate	-	-	-	-	-	-	-	-	Yes	No Status
	All Subgroups	-	-	-	-	-	-	-	-	Yes	

## Lt. Eleazer Davis:

### 2007 MCAS Data – By Grade, Subject and subgroup

Data Under Review or Fewer than 10 students were tested

### About the Data

### Student Groups (as of October 1, 2007)

#### **African American or Black**

A person having origins in any of the black racial groups of Africa.

#### **Asian**

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

#### **Hispanic or Latino**

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

#### **Native American**

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

#### **Native Hawaiian or Other Pacific Islander**

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

#### **Multi-race, Non-Hispanic**

A person selecting more than one racial category and non-Hispanic.

#### **White**

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

#### **Limited English Proficient (LEP)**

A student whose first language is a language other than English who is unable to perform ordinary classroom work in English

#### **Low Income**

An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

#### **Special Education**

A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

#### **First Language Not English**

A student whose first language learned or used by the parent/guardian with the child is not English.

#### **Migrant**

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

#### **Formerly Limited English Proficient**

A student who has transitioned out of LEP status during the current school year or within the past two school years.

#### **Title I**

Student receives Title I services.

### Educator Information (as of October 1, 2007)

#### **Percent of teachers licensed in the area in which they are teaching**

The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. (Charter schools are not required to hire licensed teachers.)

#### **Percentage of core academic classes taught by highly-qualified teachers**

The percentage of core academic classes taught by highly-qualified teachers (defined as teachers holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For more information on the definition and requirements of highly-qualified teachers, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html). Self-contained classroom courses have been weighted to reflect the core academic courses within them.

#### **High-Poverty Schools**

Schools in the bottom quartile statewide by low-income percentage.

#### **Low-Poverty Schools**

Schools in the top quartile statewide by low-income percentage.

### MCAS Data (Spring 2007 Results)

#### **Above Proficient (P+) | (Grade 3)**

Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

#### **Advanced (A) | (Grades 4-8, 10)**

Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

#### **Proficient (P) | (Grades 3-8, 10)**

Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

#### **Needs Improvement (NI) | (Grades 3-8, 10)**

Students demonstrate a partial understanding of subject matter and solve some simple problems.

#### **Warning/Failing (W/F) | (Grades 3-8, 10)**

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

### Notes:

- \* The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the

Massachusetts English Proficiency Assessment (MEPA).

**\*\*** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at [http://www.doe.mass.edu/sda/ayp/2007\\_for\\_details](http://www.doe.mass.edu/sda/ayp/2007_for_details).

## Accountability Data (2007)

### Adequate Yearly Progress

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts/reading (ELA) and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

### Accountability Status Labels

**No Status** - No Accountability Status

**I11-S** - Identified for Improvement Year 1 - Subgroups

**I11-A** - Identified for Improvement Year 1

**I12-S** - Identified for Improvement Year 2 - Subgroups

**I12-A** - Identified for Improvement Year 2

**CA-S** - Identified for Corrective Action - Subgroups

**CA-A** - Identified for Corrective Action

**RST1-S** - Identified for Restructuring Year 1 - Subgroups

**RST1-A** - Identified for Restructuring Year 1

**RST2-A** - Identified for Restructuring Year 2

**UR** - Status Under Review

### For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/nclb/parents.html>

Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=00230010>