

April 2009
SCHOOL REPORT CARD
JOHN GLENN MIDDLE SCHOOL
Grades 6, 7, 8
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School Profile:

The John Glenn Middle School serves students in grades six through eight. In the last four years, the major focus for the middle school has been on comprehensive school restructuring and the implementation of middle grade reform. As part of that effort, the staff at JGMS has been working on the implementation of *Turning Points*. Dedicated to finding ways to improve student achievement, the school selected *Turning Points* from twenty-three other school reform models. The effort in this fifth year of implementation has focused on the development of Understanding by Design units of study, differentiated instruction, and the continued development of a school advisory program, which focuses on building positive relationships. In addition, the faculty and administration are identifying ways to continue fostering strong parent-school relationships.

In addition to teaching a comprehensive curriculum, JGMS continues to make technology a high priority. Two computer labs are available as well as three mobile wireless laptop labs. A mobile Dana lab is currently in use, and virtually all classrooms have been outfitted with SmartBoards. Seven Project MEET (Massachusetts Educators Empowering Technology) teams have successfully infused technology into the curriculum during the past seven years. Consistent with goals set in the JGMS school improvement plan, district strategic plan and the district's technology plan, Vision 2011, the middle school community uses online technology (Aspen) to broaden communication between school and home.

Though, overall students at the John Glenn Middle School have consistently scored high in MCAS testing, the 2008 MCAS achievement data indicated that some students on Special Education plans had not yet met the math benchmarks as set under NCLB guidelines. Extensive curriculum and staff development within the math and special education departments, as well as the creation of a Math Academy enrichment program, have continued to help students develop greater skills and confidence.

Report Card:

This report includes information on the school's performance on the 2008 Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2007 are also provided. In addition this report includes other information as required by the federal *No Child Left Behind* act.

Massachusetts School and District Profiles John Glenn Middle

John Glenn Middle - 2008 Adequate Yearly Progress (AYP) Data

District: Bedford (00230000)
School: John Glenn Middle (00230305)
School Title I Status: Title I School (TA)
NCLB School Choice Required: Yes
Supplemental Educational Services Required: No

2008 AYP Data - Summary

[Summary Data](#) | [Detailed Data](#)

| | NCLB Accountability Status | Performance Rating | Improvement Rating |
|------------------------------|--|------------------------------------|------------------------------------|
| ENGLISH LANGUAGE ARTS | No Status | Very High | No Change |
| MATHEMATICS | Improvement Year 1 - Subgroups | High | No Change |

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

| Student Group | (A) Participation | | (B) Performance | | (C) Improvement | | (D) Attendance | | AYP 2008 |
|------------------------------|---|--------|--|--------|--|------------------|---|--------|----------|
| | Did at least 95% of students participate in MCAS? | | Did student group meet or exceed state performance target? | | Did student group meet or exceed its own improvement target? | | Did student group meet 92% attendance (G1-8) or 60% graduation rate target (G9-12)? | | |
| | Met Target | Actual | Met Target (85.4) | Actual | Met Target | Change from 2007 | Met Target | Actual | |
| ENGLISH LANGUAGE ARTS | | | | | | | | | |
| Aggregate | Yes | 100 | Yes | 95.8 | No | -1.8 | Yes | 97.3 | Yes |
| Lim. English Prof. | - | - | - | - | - | - | - | - | - |
| Special Education | Yes | 99 | No | 84.7 | No | -4.5 | Yes | 96.6 | No |
| Low Income | - | - | - | 83.8 | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | 90.5 | - | - | - | - | - |
| Asian or Pacif. Isl. | Yes | 100 | Yes | 95.6 | No | -1.9 | Yes | 98.3 | Yes |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | Yes | 96.7 | No | -1.7 | Yes | 97.2 | Yes |
| MATHEMATICS | | | | | | | | | |
| Aggregate | Yes | 100 | Yes | 86.3 | No | -1.0 | Yes | 97.3 | Yes |
| Lim. English Prof. | - | - | - | - | - | - | - | - | - |
| Special Education | Yes | 100 | No | 62.3 | No | 1.2 | Yes | 96.6 | No |
| Low Income | - | - | - | 62.5 | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | 66.7 | - | - | - | - | - |
| Asian or Pacif. Isl. | Yes | 100 | Yes | 91.1 | Yes | 1.6 | Yes | 98.3 | Yes |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | Yes | 87.4 | No | -1.2 | Yes | 97.2 | Yes |

| Adequate Yearly Progress History | | | | | | | | | | | NCLB Accountability Status |
|----------------------------------|---------------|------|------|------|------|------|------|------|------|------|--------------------------------|
| | | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | |
| ELA | Aggregate | Yes | No Status |
| | All Subgroups | - | - | - | Yes | Yes | Yes | Yes | Yes | No | |
| MATH | Aggregate | Yes | Improvement Year 1 - Subgroups |
| | All Subgroups | - | - | - | No | Yes | No | Yes | No | No | |

-  [2008 Glossary of AYP Reporting Terms \(pop-up window\)](#)
-  [2008 AYP Explanatory Materials](#)