

# ▶ Turning Point Academy



## A Message from the Principal

To our Turning Point Academy families:

This is the first School Progress Report for Turning Point Academy, formerly known as Derita Alternative School. The report is part of our efforts to keep families fully informed about our students' academic progress and our school environment.

Earlier this year, we changed the name of our school to more accurately reflect our vision. Our emphasis is on correcting behavioral and academic problems using prevention and intervention programs that provide rigor and relevance and help to build positive relationships.

Turning Point Academy is a diverse school that serves students who have received long-term suspensions. Students are assigned to our school for a minimum of 180 days.

As you will see, we had a composite proficiency rate on the state End-of-Course tests of 12.7 percent. Proficiency rate on the End-of-Grade math test was 16.4 percent. We also did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS. Since the new test covers different material from that covered in the previous test, direct year-over-year comparisons are not necessarily accurate.

So what are we doing to improve our students' academic progress? Our academic program now includes common school-wide instructional strategies such as diagnostic testing, the use of effective teaching objectives, Essential Questions (a critical-thinking strategy),

*(Principal's message continued on back.)*

## KEY FACTS

### Principal

Valoria Burch

email: [valoria.burch@cms.k12.nc.us](mailto:valoria.burch@cms.k12.nc.us)

### Grades

6 - 12

### School Population

- 548 Students  
(Elementary 2, Middle 205, High 341)
- 31 Teachers
- 3 Counselors
- 29 Support Staff

### Student Demographics

- 80.7% African American
- 6.2% White
- 9.9% Hispanic
- 3.3% Other
- 72.3% of students qualify for free or reduced-price lunch

### Learning Community

Northeast

Area Superintendent: Scott Muri  
2750 E. W.T. Harris Boulevard  
Suite 101  
Charlotte, NC 28213  
980-343-1459  
email: [scott.muri@cms.k12.nc.us](mailto:scott.muri@cms.k12.nc.us)

*Data effective as of spring 2008.*

## Turning Point Academy

2300 W. Sugar Creek Road  
Charlotte, NC 28262  
980-343-5231

<http://pages.cms.k12.nc.us/turningpoint>



# Turning Point Academy Middle School

## PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<b>High Academic Achievement</b>  <i>Disparity between socioeconomic groups is shown as a positive percentage when non-economically-disadvantaged students outscore economically-disadvantaged students; a negative percentage indicates the reverse.</i>	Students performing at or above grade level overall <sup>1</sup>	—	<b>14.6%</b>
	Students performing at or above grade level in Reading	95%	<b>15.9%</b>
	Students performing at or above grade level in Math	88%	<b>16.4%</b>
	Students performing at or above grade level in Writing	80%	<b>24.3%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>22.1%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>34.3%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>11.5%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>11.9%</b>
	Disparity between socioeconomic groups in Math	10%	<b>6.1%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>-3.0%</b>
<b>Effective Educators</b>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	<b>89%</b>
	National Board-certified teachers	9%	<b>0%</b>
	Teachers with graduate degrees	38%	<b>21%</b>
	Teachers’ average years of experience	13.4	<b>12.4</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>4:1</b>
<b>Safe &amp; Orderly Schools</b>	Passed the CMS “safe school audit”	YES	<b>YES</b>
	Parents perceive the school as safe <sup>2</sup>	70%	NOT COLLECTED
	Students perceive the school as safe <sup>3</sup>	80%	<b>42.9%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>85.7%</b>
	Number of incidents resulting in in-school suspensions <sup>1,5</sup>	—	<b>0</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,5</sup>	—	<b>237.0</b>
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>NO</b>
<b>World-Class Service</b>	Parents perceive the school as responsive <sup>2</sup>	80%	NOT COLLECTED
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	NOT COLLECTED
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>0</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>0</b>

<sup>1</sup>Not a Strategic Plan goal

<sup>2</sup>Based on completed parent surveys

<sup>3</sup>Based on completed student surveys

<sup>4</sup>Based on completed teacher surveys

<sup>5</sup>Incidents per 100 students

<sup>6</sup>Per 100 students

# CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

## ► Adequate Yearly Progress (AYP)

Our school **DID NOT** make AYP  
(0 of 9 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

For a more complete overview of AYP, visit [www.dpi.state.nc.us/nclb/abcayp/overview/ayp](http://www.dpi.state.nc.us/nclb/abcayp/overview/ayp)

For details of AYP results for our school and its student groups, visit <http://ayp.ncpublicschools.org>

## ► ABC Designation

Our school's designation: **NA**  
Proficiency: **NA**

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

## ► Average Growth

State Standard: 80%  
**Our School: 71.6%**

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Grade (EOG) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *expected* performance and then averaging the difference across all students and all subjects. The score above reflects the combined growth rate of all of our students. A school classified as making expected growth would have a score of 80% or higher.

## ► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%  
**Our School: 27.0%**

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

## ► Amount of Growth for Students in the Lowest Achieving Group

**Our School: 72.3%**

Narrowing the achievement gap is widely recognized as one of the biggest challenges in public education. The lowest achieving group for CMS includes certain minority groups and those receiving free or reduced-price lunch. If lower-achieving students grow at a faster rate than better-achieving students, the achievement gap is narrowed. When the above percentage is higher than the Average Growth for the school (see Average Growth above), the school is closing the achievement gap.

## ► Positive Responses to Student Surveys

**Our School: 43.3%**

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

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*(Principal's message continued.)*

differentiated instruction (a flexible teaching approach that adapts the curriculum to individual learning needs) and word walls.

We are using a number of other tools to help boost achievement: flexible scheduling with remediation, tutoring and creating student-success plans based on individual needs. In addition, we analyze data because this is important to the success of our entire school program.

Most of our faculty is certified, and our teachers participate in regular training to help increase student achievement.

Students must meet four goals in order to be successful upon exiting Turning Point Academy: improvement in behavior, academics, attendance and attitude. We use several research-based intervention and prevention programs to help meet these goals.

Some of these programs are Positive Behavioral Interventions and Supports, group and individual counseling, service learning, parent and community involvement and character education.

I am confident we will see a vast improvement in student achievement. The staff of Turning Point Academy has a renewed excitement and commitment to promoting student academic and behavioral success. It is our pledge to provide a safe and supportive environment that fosters respect, responsibility and pride in all students and staff.

Sincerely,  
Valoria Burch  
*Principal*

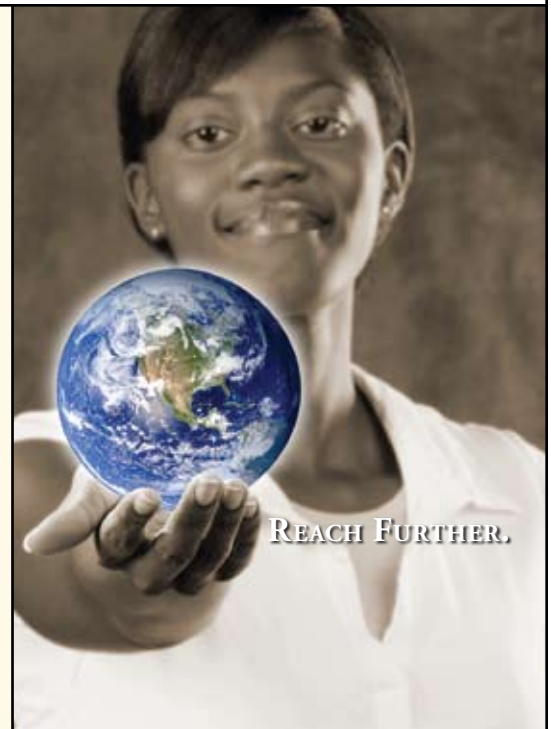
## What is the School Progress Report?

In 2006, we introduced the *Charlotte-Mecklenburg Schools Strategic Plan 2010* outlining our vision and strategy to educate our students to compete locally, nationally and internationally.

The plan outlines seven areas of concentration: high academic achievement; effective educators; adequate resources and facilities; safe and orderly schools; freedom and flexibility with accountability; world-class service, and strong parent and community connections.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.



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