

► Performance Learning Center



A Message from the Principal

To our Performance Learning Center families:

This is the annual School Progress Report for the Performance Learning Center (PLC). It is our intention that all current and future families stay fully informed about our students' academic progress, the PLC connection to the community and the Think College program.

The PLC is a small, non-traditional high school and was the first of its kind in North Carolina. Communities in Schools of Georgia developed the PLC model in 2003, and today there are more than 38 sites in Georgia, North Carolina, Virginia, Pennsylvania and Washington. The PLC is a student-centered environment that features computer-assisted instruction, a small-school setting, a mentoring program and activities designed to build life skills. Serving as our major partner, Communities in Schools works hand in hand with us to help our students succeed in school and prepare for the future.

The PLC targets students who have fallen behind in traditional high school and offers them the opportunity to work at an accelerated pace to complete credits. Our instructional delivery is unique: Teachers serve as learning facilitators and students use an online curriculum to complete coursework. Our seat-time waiver allows students to take End-of-Course tests four times a year, making it possible for students to move into a new course upon completion, rather than waiting until the next semester. Our teacher-student ratio is 1:15 and individual monitoring and direct instruction are provided for each student.

Students excelled in several areas last school year: 92.3 percent of our students were proficient in Algebra 2, and 83.8 percent were proficient in business education. We made significant gains in all areas, including a 29-point increase in biology. Our graduation rate was 88 percent.

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Sherry Sigmon

email: s.sigmon@cms.k12.nc.us

Grades

10 - 12

School Population

- 95 Students
- 8.5 Teachers
- 1 Counselor
- 5 Support Staff

Student Demographics

- 32.6% African American
- 51.6% White
- 7.4% Hispanic
- 5.3% Asian
- 3.2% Other
- 33.7% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie

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Charlotte, NC 28204

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Performance Learning Center

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CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
High Academic Achievement <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> <i>Data effective as of 7/14/09</i>	Students performing at or above standard on EOC composite tests	80%	76%	57.1%
	Students performing at or above standard in English 1 ^{1,2}	—	76%	NA
	Students performing at or above standard in Algebra 1 ^{1,2}	—	79%	NA
	Students performing at or above standard in Civics & Economics ^{1,2}	—	77%	81.3%
	Students performing at or above standard in U.S. History ^{1,2}	—	79%	39.1%
	Students performing at or above standard in Biology ^{1,2}	—	78%	47.4%
	Disparity between racial/ethnic groups in English 1 ¹	—	25%	NA
	Disparity between racial/ethnic groups in Algebra 1 ¹	—	24%	NA
	Disparity between racial/ethnic groups in Civics & Economics ¹	—	25%	NA
	Disparity between racial/ethnic groups in U.S. History ¹	—	24%	32.7%
	Disparity between racial/ethnic groups in Biology ¹	—	24%	63.5%
	Disparity between socioeconomic groups in English 1 ¹	—	21%	NA
	Disparity between socioeconomic groups in Algebra 1 ¹	—	16%	NA
	Disparity between socioeconomic groups in Civics & Economics ¹	—	20%	NA
	Disparity between socioeconomic groups in U.S. History ¹	—	19%	28.9%
	Disparity between socioeconomic groups in Biology ¹	—	17%	20.5%
Effective Educators	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	96%	100%
	National Board-certified teachers	10%	7%	0%
	Teachers with graduate degrees	46%	35%	11%
	Teachers' average years of experience	14.9	11.2	11.1
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	1:1
Safe & Orderly Schools	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ³	70%	96%	100%
	Students who indicate this is a safe school ³	80%	85%	97.2%
	Teachers who indicate this is a safe school ^{1,3}	—	89%	72.3%
	Number of incidents resulting in in-school suspensions ^{1,4}	—	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,4}	—	—	46.3
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	—	YES
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ³	80%	88%	100%
Strong Parent & Community Connections	Parents who indicate satisfaction overall with this school ^{1,3}	—	86%	98.6%
	Number of volunteer hours ⁵	Increase by 25% district-wide	—	722
	Number of business and community partnerships	Increase by 25% district-wide	—	4

¹Not a CMS 2010 goal

²Required for graduation

³Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

⁴Incidents per 100 students

⁵Per 100 students

CMS Accountability Measures

The learning of students in public education is measured in multiple ways. There are assessments given at regular intervals by CMS—tests that we use to measure how students are learning as the school year progresses. Other tests are required by the state and given once or twice a year, such as End-of-Course and End-of-Grade tests. Some of the state test results are also used to calculate district progress on the federal standard of Adequate Yearly Progress for each student. This page provides brief explanations of some of the measures and tests used in CMS.

► Adequate Yearly Progress (AYP)

Our school **DID** make AYP.

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). AYP is an all-or-nothing standard: Every target must be met.

State test results are used to set AYP targets. There are separate targets for the school as a whole and for nine subgroups of students: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. Subgroups of students are measured separately so that an overall score for a class or a school does not mask poor results within a subgroup.

Some schools are more diverse than others, so the number of subgroups varies by school. Therefore, the number of AYP targets varies by school, too. Some schools may have only a few targets to meet; others may have the maximum, which is 41. School attendance and graduation rates are also measured for AYP.

For a more complete overview of AYP, visit 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: **Priority School**
(*DID NOT meet growth expectations*) **Proficiency: 58.1%**

The North Carolina ABCs program was introduced more than a decade ago to help schools improve. It uses two basic measures to assess a school's performance: the Average Growth of students (below); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement.

Schools are given one of seven designations. In descending order, they are: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, No Recognition, Priority School, and Low Performing.

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

► Average Growth

State Standard: 80% **Our School: 73.2%**

Did our students meet the state's expectation for academic growth? Each student is expected to perform as well (or better) on the End-of-Grade assessment as he or she did, on average, during the previous two years. Average Growth for a school is calculated by comparing actual performance to 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. To make expected growth, a school must have a score of 80% or higher.

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

State Standard: 60% **Our School: 33.9%**

Did our students learn as much as they were expected to learn this year? As described above, the state sets expectations for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed this growth expectation. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make expected growth.

► Adjusted Pass Rate on Advanced Placement (AP) Tests

Expectation: 100% **Our School: NA**

AP tests are administered by the College Board and give students the opportunity to earn college credit. Some high school students are predicted to pass AP tests, based on their performance on the Preliminary SAT (PSAT).

This measurement reflects the cumulative AP test success rate among those seniors predicted to pass. It is important to note that all students are encouraged to take AP tests, but in order not to penalize schools for having high expectations for all students, all scores are not included in this measurement.

► Participation Rate in Weighted Courses

Expectation: 100% **Our School: 71.4%**

Students with the skills to be successful are defined as those on grade level when entering high school. We offer weighted courses to those students as a means of challenging them academically and encouraging in-depth study within a single subject. The proportion of students who started high school on grade level, and who take three or more weighted courses by the end of senior year, measures how much a school encourages students to push themselves.

► Participation Rate in Advanced Placement (AP) or International Baccalaureate (IB) Courses

Expectation: 100% **Our School: NA**

AP and IB courses are the most challenging programs available in high school. The International Baccalaureate is a global educational program recognized for its rigor. Some high school students are predicted to be successful in AP courses, based on their performance on the Preliminary SAT (PSAT). This measures how many of these identified seniors have actually enrolled in AP and IB courses.

► Graduation Rate for Students who Enter Ninth Grade

State Comparison: 70.2% **Our School: 87.8%**

Students completing kindergarten through 12th grade is a goal for everyone involved in education. We compare the number of students who start ninth grade with those who earn a diploma within four years, taking into account that some students transfer in from other schools and some transfer out of our school.

► SAT Rates and Results

Percentage of seniors taking the SAT:	Nation	46%
	State	63%
	Our School	17.6%
Average SAT Score:	Nation	1509
	State	1486
	Our School	1443

The SAT is a nationally used assessment of high-level math, reading and writing skills. It is used to assess college readiness and the results are calculated by the state. (*Data provided by the North Carolina Department of Public Instruction.*)

► Positive Responses to Multiple Student Survey Items

Our School's Results:	Safety	97%
	Encouragement	98%
	Engagement	95%

Do our students perceive this school as safe and welcoming?
This measure is subjective—it is taken from a student survey.

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

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

► Performance Learning Center

(Principal's message continued)

Our focus for this new school year is to monitor each student daily to verify progress.

Our teachers are highly qualified and strive to forge strong relationships with each other, students and the total school community. The entire staff is supportive and trained in using the latest educational software to enhance the curriculum and ensure student success.

As one of the 50 principals chosen to participate in a CMS initiative called Freedom and Flexibility with Accountability, I am able to use the additional autonomy to keep our school vision moving forward.

Students at the PLC participate in weekly service-learning projects. Both students and community have benefited from our book-buddy relationship with elementary schools and landscaping projects on campus and in the community. In addition, students attend cultural events, visit college campuses and participate

in weekly programs that include guest speakers and activities with corporate partners.

Our school atmosphere provides a safe, caring setting that is conducive to learning. Mentoring, internships and job shadowing are also part of our program at the PLC. This enables students to graduate with a sense of belonging and stronger belief in themselves.

Sincerely,
Sherry G. Sigmon
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. This report summarizes how our school performed in the 2008-09 school year in making progress on these seven goals. On page 3, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.

