

▶ 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's 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 a 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 the 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 1:6 and individual monitoring and direct instruction are provided for each student.

Students excelled in several areas last school year: more than 95 percent of our students were proficient in Algebra 1 and 2, and Geometry (with retests). We made significant gains in all areas, including a 16.2-point increase in biology and a 16.5-point increase in physical science (before retests). Our composite proficiency rate

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

10 - 12

School Population

- Students: **139**
- Classroom Teachers: **9**
- Support Staff:
 - 1 Counselor
 - 4 Other

Student Demographics

- African-American.....**32.3%**
- White.....**54.5%**
- Hispanic.....**6.1%**
- Asian.....**4%**
- Other.....**3%**
- Economically.....**38.8%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$8,613**
- Teacher-to-pupil ratio **1:6**
- Student-mobility rate **34%**

**Click here for more information.*

CONTACT INFORMATION

Principal

Sherry G. Sigmon
email: s.sigmon@cms.k12.nc.us

Zone: East

Zone Superintendent: Joel Ritchie
9601 E. Independence Boulevard
Matthews, NC 28105
980-343-1461
email: j.ritchie@cms.k12.nc.us

Performance Learning Center

1400 N. Graham Street
Charlotte, NC 28206
980-343-1118

<http://schools.cms.k12.nc.us/plcHS>



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(Principal's message continued)

rose 17.3 points last year to 75.4 percent (without retests). As a result of these achievements, the PLC was named a School of Distinction. For the current school year, our focus is on each student making one year of growth in each subject.

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 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 mentoring partnerships with

elementary and middle school students from several area schools. 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 a stronger belief in themselves.

Sincerely,
Sherry G. Sigmon
Principal

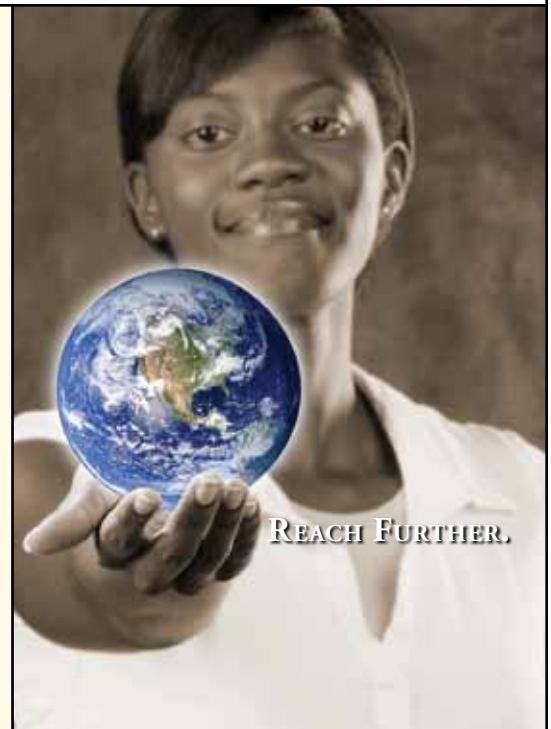
[– Click to view our School Improvement Plan](#)

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 2009-10 school year in making progress on these seven goals. On the final page, 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.



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PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS High Schools 2009 - 2010	Our School 2008 - 2009	Our School 2009 - 2010
<p>High Academic Achievement</p> <p>▶ Because of federal privacy regulations, the actual values for these measures are not shown if the percentage is greater than 95 percent or less than 5 percent.</p> <p>Students who do not pass the End-of-Course tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2009-2010. Comparing the 2008-2009 scores and the 2009-2010 scores is therefore not valid, because the scores were not calculated the same way.</p> <p>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.</p> <p><i>Data effective as of 8/27/10</i></p>	▶ Students performing at or above standard on EOC composite tests	80%	84%	57.1%	81.7%
	▶ Students performing at or above standard in English 1 ^{1,2}	—	84.7%	NA	NA
	▶ Students performing at or above standard in Algebra 1 ^{1,2}	—	83.7%	NA	NA
	▶ Students performing at or above standard in Civics & Economics ^{1,2}	—	83.1%	81.3%	88.9%
	▶ Students performing at or above standard in U.S. History ^{1,2}	—	88.7%	39.1%	67.5%
	▶ Students performing at or above standard in Biology ^{1,2}	—	84.4%	47.4%	66.7%
	Disparity between racial/ethnic groups in English 1 ¹	—	17.9%	NA	NA
	Disparity between racial/ethnic groups in Algebra 1 ¹	—	19%	NA	0%
	Disparity between racial/ethnic groups in Civics & Economics ¹	—	19.3%	NA	NA
	Disparity between racial/ethnic groups in U.S. History ¹	—	14%	32.7%	35.6%
	Disparity between racial/ethnic groups in Biology ¹	—	19.4%	63.5%	NA
	Disparity between socioeconomic groups in English 1 ¹	—	16.1%	NA	NA
	Disparity between socioeconomic groups in Algebra 1 ¹	—	14.8%	NA	0%
	Disparity between socioeconomic groups in Civics & Economics ¹	—	16.8%	NA	NA
	Disparity between socioeconomic groups in U.S. History ¹	—	9.8%	28.9%	10.7%
	Disparity between socioeconomic groups in Biology ¹	—	14.5%	20.5%	NA
<p>Effective Educators</p> <p>Click to view teacher survey results</p>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	98%	99%	100%	100%
	National Board-certified teachers	11%	10%	0%	0%
	Teachers with graduate degrees	52%	39%	11%	50%
	Teachers' average years of experience	15.1	11.7	11.1	10.5
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	3:1	1:1	1:1
	Teachers who indicate satisfaction with school facilities	—	61.7%	—	88.1%
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	100%	100%	YES	YES
	Parents who indicate this is a safe school ³	70%	91.6%	100%	96.4%
	Students who indicate this is a safe school ³	80%	85.3%	97.2%	94.8%
	Teachers who indicate this is a safe school ^{1,3}	—	87%	72.3%	92.2%
	Number of incidents resulting in in-school suspensions ^{1,4}	—	27.8	0	0
	Number of incidents resulting in out-of-school suspensions ^{1,4}	—	45.5	46.3	12.1
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	65%	YES	YES
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ³	80%	78%	100%	100%
<p>Strong Parent & Community Connections</p> <p>Click to view parent survey results</p>	Parents who indicate satisfaction overall with this school ^{1,3}	—	75.1%	98.6%	97.1%
	Number of volunteer hours ⁵	Increase by 25% district-wide	69	722	576
	Number of business and community partnerships	Increase by 25% district-wide	101	4	20

¹ Not a CMS 2010 goal

³ Based on responses to surveys;

⁴ Incidents per 100 students

² Required for graduation

multiple survey items may have been used to create a composite

⁵ Per 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: **School of Distinction (DID meet high growth expectations)**

Proficiency 2008-09: 58.1% **2009-10: 81.9%**

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	Our School:	2008-09	2009-10
80		73.2	80.7

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-Course 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	Our School:	2008-09	2009-10
60%		33.9%	50%

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	Our School:	2008-09	2009-10
100%		NA	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, not all scores are included in this measurement.

► Participation Rate in Weighted Courses

Expectation	Our School:	2008-09	2009-10
100%		71.4%	58%

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	Our School:	2008-09	2009-10
100%		NA	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

	2008-09	2009-10
State Comparison:	71.8%	74.2%
Our School:	87.8%	88%

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:	2008-09	2009-10
Nation	46%	47%
State	63%	63%
Our School	17.6%	32.3%

Average SAT score:	2008-09	2009-10
Nation	1509	1509
State	1486	1485
Our School	1443	1502

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 Student Survey Items

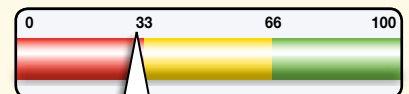
Our School's Results:	2008-09	2009-10
Safety	97.2%	94.8%
Encouragement	98.5%	100%
Engagement	95%	94.4%

Is our school environment conducive to learning? This measure is subjective—it is taken from a student survey.

[Click to view student survey results.](#)

► Return-on-Investment Index

CMS High School Index: 56.7
Our School Index: 31.3



Return on Investment is calculated by comparing students' academic growth to the per-pupil expenditure. This measure is intended to help parents and community members understand how money is spent in our schools.

[Click here for more information.](#)