



1013 South U.S. 27, Suite A · St. Johns, Michigan 48879-2423
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Superintendent
Wayne Petroelje

Director of Special Education
Dr. Robert Fall

Business Manager
Lee Kleinjans

Innovative Projects Director
Christine M. Callahan

Associate Superintendent – Educational Services
John VanWagoner

Career Education Director
Patricia K. Jackson

August 15, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Clinton County Turning Point Youth Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Deb Nowland at (989) 244-1177 for assistance.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not received any of these designations.

State law requires that we also report additional information.

Our School and Process:

The Clinton County Turning Point Youth Center is a facility for adjudicated youth serving 60 boys between the ages of 12 and 21. Students placed into the facility by the courts also have diagnosed emotional and learning challenges. The primary focus of instruction is based on Michigan's Grade Level Content Expectations and the Michigan Merit Curriculum/High School Content Expectations. The goal is for all students to be proficient in all content areas and successfully meet graduation requirements.

Students are placed at Turning Point Youth Center by the courts. Individualized student and/or educational plans (IEP)s are developed to address the unique needs of each student so that areas of academic challenge can be appropriately addressed, and core skills improved based on student need(s).

School Improvement Plan Status:

Teaching staff reviewed the State Assessment data from 2011-2012 to analyze student achievement in Math and ELA. From that analysis, ELA, Math and Curriculum specific goals were added to the School Improvement Plan.

The School Improvement Plan will be reviewed annually, with updates and adjustments of goals as indicated by student data.

It is the policy of the Clinton County Regional Educational Service Agency (RESA) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Director of Special Education, 1013 South US-27, St. Johns, MI 48879, or call 989-224-6831.



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Curriculum:

Our ELA and Math Curriculum is based on Grade Level Content Expectations, High School Content Expectations, and state standards.

All students are assessed and based on assessments, an individual plan is developed for students to maximize learning and proficiency. Students will be progress monitored and appropriate intervention strategies implemented. The St. Johns Public Schools curriculum is utilized to achieve graduation status. Curriculum can be accessed on the St. Johns Public Schools website (www.sjredwings.org).

AIMSWeb, a research-based, normed assessment is utilized to determine the current grade level of all students. This data is used to determine appropriate interventions and progress monitoring.

Our goals are: all students will be proficient in English Language Arts, Math, and Writing.

Extended Learning Opportunities:

One hundred percent of the students participate in Extended Learning Opportunities through development of an Educational Development Plan and a Transition Planning Inventory.

Parent Teacher Conferences:

CCRESA TPYC staff is available for parent-teacher conferences by request based on parent needs. For the 2012-2013 school year, of the 60 enrolled students 98% of the parents participated in parent-teacher conferences.

Teacher Qualifications:

One hundred percent of the teachers are Highly Qualified in the Core Academic subject areas. One hundred percent of the paraprofessionals meet the NCLB Highly Qualified criteria.

The Clinton County RESA staff at Turning Point Youth Center would like to thank the students and families for striving to successfully achieve their full potential. Our mission is to equip all students with the knowledge, skills and motivation that will enable them to generously serve others in society, lead purposefully, live responsibly, and become individuals who think critically. Thank you for your continued support.

Sincerely,

Deb Nowland

Deb Nowland
Principal/Supervisor of Special Education
Clinton County RESA

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Annual Education Report
Turning Point Youth Center

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	6th Grade	All Students	2012-13	100	40.2	0	0	0	0	0	100
Mathematics	6th Grade	African American	2012-13	100	15.9	0	0	0	0	0	100
Mathematics	6th Grade	Male	2012-13	100	41.4	0	0	0	0	0	100
Mathematics	6th Grade	Economically Disadvantaged	2012-13	100	24.6	0	0	0	0	0	100
Mathematics	6th Grade	Students With Disabilities	2012-13	100	13.2	0	0	0	0	0	100
Mathematics	7th Grade	All Students	2012-13	100	38.1	0	0	0	0	0	100
Mathematics	7th Grade	American Indian	2012-13	100	26.4	0	0	0	0	0	100
Mathematics	7th Grade	White	2012-13	100	44.2	0	0	0	0	0	100
Mathematics	7th Grade	Male	2012-13	100	37.5	0	0	0	0	0	100
Mathematics	7th Grade	Economically Disadvantaged	2012-13	100	22.5	0	0	0	0	0	100
Mathematics	7th Grade	Students With Disabilities	2012-13	100	9.8	0	0	0	0	0	100
Mathematics	8th Grade	All Students	2011-12	100	29.4	25	33.3	0	33.3	0	66.7
Mathematics	8th Grade	White	2011-12	100	34.6	25	33.3	0	33.3	0	66.7
Mathematics	8th Grade	Male	2011-12	100	30.7	25	33.3	0	33.3	0	66.7
Mathematics	8th Grade	Students With Disabilities	2011-12	100	5.7	25	33.3	0	33.3	0	66.7
Reading	6th Grade	All Students	2012-13	100	68.2	0	0	0	0	0	100



Annual Education Report
Turning Point Youth Center

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	6th Grade	African American	2012-13	100	46.4	0	0	0	0	0	100
Reading	6th Grade	Male	2012-13	100	65.4	0	0	0	0	0	100
Reading	6th Grade	Economically Disadvantaged	2012-13	100	56.4	0	0	0	0	0	100
Reading	6th Grade	Students With Disabilities	2012-13	100	32.8	0	0	0	0	0	100
Reading	7th Grade	All Students	2012-13	100	62	0	0	0	0	0	100
Reading	7th Grade	American Indian	2012-13	100	53.1	0	0	0	0	0	100
Reading	7th Grade	White	2012-13	100	69.5	0	0	0	0	0	100
Reading	7th Grade	Male	2012-13	100	58.8	0	0	0	0	0	100
Reading	7th Grade	Economically Disadvantaged	2012-13	100	47.4	0	0	0	0	0	100
Reading	7th Grade	Students With Disabilities	2012-13	100	23	0	0	0	0	0	100
Reading	8th Grade	All Students	2011-12	100	60.5	33.3	33.3	0	33.3	66.7	0
Reading	8th Grade	White	2011-12	100	66.5	33.3	33.3	0	33.3	66.7	0
Reading	8th Grade	Male	2011-12	100	55.9	33.3	33.3	0	33.3	66.7	0
Reading	8th Grade	Students With Disabilities	2011-12	100	20.3	33.3	33.3	0	33.3	66.7	0
Science	8th Grade	All Students	2011-12	100	16.5	0	0	0	0	33.3	66.7
Science	8th Grade	White	2011-12	100	20.1	0	0	0	0	33.3	66.7
Science	8th Grade	Male	2011-12	100	19	0	0	0	0	33.3	66.7



Annual Education Report
Turning Point Youth Center

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Students With Disabilities	2011-12	100	3.5	0	0	0	0	33.3	66.7



Annual Education Report
Turning Point Youth Center

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	100	29.1	0	0	0	0	18.2	81.8
Mathematics	11th Grade	All Students	2012-13	100	28.6	0	0	0	0	30.8	69.2
Mathematics	11th Grade	African American	2011-12	100	6.1	0	0	0	0	0	100
Mathematics	11th Grade	African American	2012-13	100	5.7	0	0	0	0	0	100
Mathematics	11th Grade	Asian	2011-12	100	60.2	0	0	0	0	0	100
Mathematics	11th Grade	Hispanic of Any Race	2011-12	100	15.9	0	0	0	0	100	0
Mathematics	11th Grade	White	2011-12	100	33.6	0	0	0	0	20	80
Mathematics	11th Grade	White	2012-13	100	33.3	0	0	0	0	50	50
Mathematics	11th Grade	Male	2011-12	100	31.2	0	0	0	0	18.2	81.8
Mathematics	11th Grade	Male	2012-13	100	30.3	0	0	0	0	30.8	69.2
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100	13.4	0	0	0	0	50	50
Mathematics	11th Grade	Economically Disadvantaged	2012-13	100	13	0	0	0	0	27.3	72.7
Mathematics	11th Grade	Students With Disabilities	2011-12	100	3.9	0	0	0	0	18.2	81.8
Mathematics	11th Grade	Students With Disabilities	2012-13	100	3.7	0	0	0	0	27.3	72.7
Reading	11th Grade	All Students	2011-12	100	55.9	25	27.3	9.1	18.2	9.1	63.6
Reading	11th Grade	All Students	2012-13	100	53.5	21.4	23.1	7.7	15.4	23.1	53.8



Annual Education Report
Turning Point Youth Center

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	African American	2011-12	100	27.1	33.3	33.3	0	33.3	0	66.7
Reading	11th Grade	African American	2012-13	100	28.9	0	0	0	0	20	80
Reading	11th Grade	Asian	2011-12	100	65.5	0	0	0	0	0	100
Reading	11th Grade	Hispanic of Any Race	2011-12	100	41.6	100	100	100	0	0	0
Reading	11th Grade	White	2011-12	100	62.4	16.7	20	0	20	20	60
Reading	11th Grade	White	2012-13	100	59.1	33.3	37.5	12.5	25	25	37.5
Reading	11th Grade	Male	2011-12	100	51.4	25	27.3	9.1	18.2	9.1	63.6
Reading	11th Grade	Male	2012-13	100	51	23.1	23.1	7.7	15.4	23.1	53.8
Reading	11th Grade	Economically Disadvantaged	2011-12	100	39.9	50	50	0	50	0	50
Reading	11th Grade	Economically Disadvantaged	2012-13	100	37.9	27.3	27.3	9.1	18.2	18.2	54.5
Reading	11th Grade	Students With Disabilities	2011-12	100	19.4	25	27.3	9.1	18.2	9.1	63.6
Reading	11th Grade	Students With Disabilities	2012-13	100	19	25	27.3	9.1	18.2	18.2	54.5
Science	11th Grade	All Students	2011-12	100	25.8	8.3	9.1	0	9.1	0	90.9
Science	11th Grade	All Students	2012-13	100	25.7	14.3	15.4	0	15.4	0	84.6
Science	11th Grade	African American	2011-12	100	4.4	0	0	0	0	0	100
Science	11th Grade	African American	2012-13	100	3.9	0	0	0	0	0	100

**Annual Education Report
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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Asian	2011-12	100	44.7	0	0	0	0	0	100
Science	11th Grade	Hispanic of Any Race	2011-12	100	12.8	100	100	0	100	0	0
Science	11th Grade	White	2011-12	100	30.4	0	0	0	0	0	100
Science	11th Grade	White	2012-13	100	30.4	22.2	25	0	25	0	75
Science	11th Grade	Male	2011-12	100	28.7	8.3	9.1	0	9.1	0	90.9
Science	11th Grade	Male	2012-13	100	28.9	15.4	15.4	0	15.4	0	84.6
Science	11th Grade	Economically Disadvantaged	2011-12	100	12	0	0	0	0	0	100
Science	11th Grade	Economically Disadvantaged	2012-13	100	11.5	18.2	18.2	0	18.2	0	81.8
Science	11th Grade	Students With Disabilities	2011-12	100	5.5	8.3	9.1	0	9.1	0	90.9
Science	11th Grade	Students With Disabilities	2012-13	100	5.1	16.7	18.2	0	18.2	0	81.8



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Turning Point Youth Center

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
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No Data to Display

**Annual Education Report
Turning Point Youth Center**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	8th Grade	All Students	2011-12	100	78.9	100	100	0	100	0
Reading	8th Grade	All Students	2011-12	100	92.5	0	0	0	0	100
Science	8th Grade	All Students	2011-12	100	50.7	100	100	0	100	0
Mathematics	8th Grade	African American	2011-12	100	71.2	100	100	0	100	0
Reading	8th Grade	African American	2011-12	100	89.1	0	0	0	0	100
Science	8th Grade	African American	2011-12	100	38.7	100	100	0	100	0
Mathematics	8th Grade	White	2011-12	100	82.8	100	100	0	100	0
Reading	8th Grade	White	2011-12	100	94.1	0	0	0	0	100
Science	8th Grade	White	2011-12	100	57.5	100	100	0	100	0
Mathematics	8th Grade	Male	2011-12	100	79.8	100	100	0	100	0
Reading	8th Grade	Male	2011-12	100	92.1	0	0	0	0	100
Science	8th Grade	Male	2011-12	100	53.1	100	100	0	100	0
Mathematics	11th Grade	All Students	2012-13	100	65.8	66.7	100	0	100	0
Reading	11th Grade	All Students	2012-13	100	91.9	100	100	100	0	0
Science	11th Grade	All Students	2012-13	100	59	100	100	50	50	0
Mathematics	11th Grade	White	2012-13	100	72	66.7	100	0	100	0
Reading	11th Grade	White	2012-13	100	94.2	100	100	100	0	0
Science	11th Grade	White	2012-13	100	66.5	100	100	50	50	0
Mathematics	11th Grade	Male	2012-13	100	69.7	66.7	100	0	100	0
Reading	11th Grade	Male	2012-13	100	91.3	100	100	100	0	0
Science	11th Grade	Male	2012-13	100	61.3	100	100	50	50	0

Annual Education Report
Turning Point Youth Center

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	Economically Disadvantaged	2012-13	100	63.6	100	100	0	100	0
Reading	11th Grade	Economically Disadvantaged	2012-13	100	91.2	100	100	100	0	0
Science	11th Grade	Economically Disadvantaged	2012-13	100	57.2	100	100	50	50	0



Annual Education Report
Turning Point Youth Center

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display



Annual Education Report
Turning Point Youth Center

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report
Turning Point Youth Center

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	77.3%	22.7%
Bottom 30%	District	Mathematics		14.3%
African American	District	Mathematics	66.7%	0%
American Indian	District	Mathematics	50.0%	
Asian	District	Mathematics		
Hispanic of Any Race	District	Mathematics	100.0%	0%
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Two or More Races	District	Mathematics		
White	District	Mathematics	80.0%	25.0%
Economically Disadvantaged	District	Mathematics	84.0%	30.0%
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	77.3%	22.7%
All Students	School	Mathematics	85.0%	33.3%
Bottom 30%	School	Mathematics		0%
African American	School	Mathematics	80.0%	0%
American Indian	School	Mathematics	50.0%	
White	School	Mathematics	92.3%	40.0%
Economically Disadvantaged	School	Mathematics	85.0%	33.3%

Annual Education Report
Turning Point Youth Center

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Mathematics	85.0%	33.3%
All Students	Statewide	Reading	99.0%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77.0%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	77.3%	40.9%
Bottom 30%	District	Reading		14.3%
African American	District	Reading	66.7%	100.0%
American Indian	District	Reading	50.0%	
Asian	District	Reading		
Hispanic of Any Race	District	Reading	100.0%	0%
Native Hawaiian or Other Pacific Islander	District	Reading		
Two or More Races	District	Reading		
White	District	Reading	80.0%	40.0%
Economically Disadvantaged	District	Reading	84.0%	60.0%
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	77.3%	40.9%
All Students	School	Reading	85.0%	50.0%
Bottom 30%	School	Reading		50.0%
African American	School	Reading	80.0%	100.0%
American Indian	School	Reading	50.0%	
White	School	Reading	92.3%	40.0%

Annual Education Report
Turning Point Youth Center

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Reading	85.0%	50.0%
Students With Disabilities	School	Reading	85.0%	50.0%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1.0%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45.0%
Economically Disadvantaged	Statewide	Science	97.0%	22.9%
English Language Learners	Statewide	Science	98.0%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	75.0%	16.7%
Bottom 30%	District	Science		0%
African American	District	Science	60.0%	0%
American Indian	District	Science		
Asian	District	Science		
Hispanic of Any Race	District	Science	100.0%	0%
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science		
White	District	Science	80.0%	18.8%
Economically Disadvantaged	District	Science	80.0%	30.0%
English Language Learners	District	Science		
Students With Disabilities	District	Science	75.0%	16.7%
All Students	School	Science	81.3%	16.7%
Bottom 30%	School	Science		0%
African American	School	Science	75.0%	0%
White	School	Science	90.9%	20.0%

Annual Education Report
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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Science	81.3%	16.7%
Students With Disabilities	School	Science	81.3%	16.7%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99.0%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43.0%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98.0%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	61.8%	42.9%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	75.0%	0%
American Indian	District	Social Studies		
Asian	District	Social Studies		
Hispanic of Any Race	District	Social Studies	66.7%	0%
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies		
White	District	Social Studies	59.1%	60.0%
Economically Disadvantaged	District	Social Studies	66.7%	60.0%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	61.8%	50.0%
All Students	School	Social Studies	69.2%	50.0%
Bottom 30%	School	Social Studies		0%
African American	School	Social Studies	75.0%	0%
Hispanic of Any Race	School	Social Studies	66.7%	0%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Social Studies	71.4%	75.0%
Economically Disadvantaged	School	Social Studies	69.2%	60.0%
Students With Disabilities	School	Social Studies	69.2%	60.0%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98.0%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	75.0%	25.0%
Bottom 30%	District	Writing		0%
African American	District	Writing	75.0%	0%
American Indian	District	Writing	50.0%	
Asian	District	Writing		
Hispanic of Any Race	District	Writing		
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing		
White	District	Writing	77.8%	28.6%
Economically Disadvantaged	District	Writing	84.2%	33.3%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	75.0%	25.0%
All Students	School	Writing	84.2%	33.3%
Bottom 30%	School	Writing		0%
African American	School	Writing	75.0%	0%



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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Writing	50.0%	
White	School	Writing	92.3%	40.0%
Economically Disadvantaged	School	Writing	84.2%	33.3%
Students With Disabilities	School	Writing	84.2%	33.3%

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72.0%
Economically Disadvantaged	Statewide	64.0%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%

* All data based on students enrolled for a full academic year.



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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.0%
All Students	District	96.0%
All Students	School	99.0%

* All data based on students enrolled for a full academic year.



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Clinton County RESA - District created from ISD	Turning Point Youth Center		Green	2	Green	2	Green	2	Green	2	Green	2	Green	14

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	3	2	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility					
Eligible	42	35	46	18	0
Not Eligible	58	14	44	37	4
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	67	27	6	0
Not SD	88	19	46	31	3
Student is an English Language Learner					
ELL	2	52	40	8	0
Not ELL	98	22	45	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
		75	3.1	93	2.4
8	Math	73	2.5	83	4.7
		63	3.3	79	4.5