

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Perquimans County School	Perquimans County Middle School	720320	2015-2016
Principal Name	Laura Moreland	Principal Email	lauramoreland@pcs.k12.nc.us
School Mission	Perquimans County Middle School is committed to educating, inspiring, and creating lifelong learners and leaders.		
School Vision	Perquimans County Middle School is a collaborative community of global leaders engaging in 21st Century learning skills.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p><i>The school leadership team (Principal, Assistant Principal, Instructional Facilitator, Media Coordinator, Beginning Teacher Director, Technology Director, CTE Director, and Assistant Superintendent) analyzed:</i></p> <ul style="list-style-type: none"> <i>*PCMS departmental and grade level student proficiency (2012-2013, 2013-2014, 2014-2015)</i> <i>*Subgroups Annual Measurable Objective performance (2012-2013, 2013-2014, 2014-2015)</i> <i>*Teacher Working Conditions Survey (TWC-2014)</i> <i>*Teacher EVAAS growth index and goal summary data from 2014-2015</i> <i>* Historical test data (2012-2013, 2013-2014, 2014-2015) including NC Math EOG, NC 8th Grade Science EOG, NC Reading EOG, and the NC Math I EOC assessments</i> <i>*Analysis of student cumulative ADA/ADM (2012-2013, 2013-2014, 2014-2015)</i> <i>*PCMS teacher turnover rates (2013-2014, 2014-2015)</i> <i>*NCDPI Comprehensive Needs Assessment School Rubric</i> <p><i>Thorough analysis of these data sources resulted in the school leadership team identifying the following root causes for students performing 16% below the state's average proficiency and not achieving expected growth status:</i></p> <ul style="list-style-type: none"> <i>• Curriculum and Instructional Alignment is a critical need (steady decline in math and reading scores over a three year period)- Goal 1, Goal 2</i> <i>• Lack of adequate academic interventions program- Goal 1, Goal 2</i> <i>• High teacher turnover rate (above state average) Goal 3</i> <p><i>Please find attached, the Perquimans County Middle School Historical Data which includes information on testing, attendance, and demographics.</i></p>			

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Perquimans County Schools	Perquimans County Middle School	720320	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, at least 45% of Perquimans County Middle School students will demonstrate cumulative proficiency on Common Core ELA/Reading and Math as measured by the End of Grade & End of Course Assessments (Current: Reading-30.5% CCR & 41.2% GLP, Math-20.1% CCR & 28.5% GLP)</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every student in the Perquimans County Schools (PCS) graduates from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>y January 2016, a system of academic interventions will be implemented with students who are not meeting grade level standards.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every student in the Perquimans County Schools (PCS) graduates from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, the teacher turnover rate will be reduced from 20% to 10%.</i>		
	SBE Goal Alignment:	Goal 3: Every student, every day has excellent educators.	
	LEA Goal Alignment:	Every student, every day has excellent educators.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	

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GOAL #1:	<i>By June 2016, at least 45% of Perquimans County Middle School students will demonstrate cumulative proficiency on Common Core ELA/Reading and Math as measured by the End of Grade & End of Course Assessments (Current: Reading-30.5% CCR & 41.2% GLP, Math-20.1% CCR & 28.5% GLP)</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Use released EOG/EOC tests for benchmark testing to identify focus areas for targeted intervention.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Implement benchmark testing every 9 weeks aligned with the Common Core and Essential Standards. Analyze data to determine focus areas and conference with subject area teachers. Identify research-based strategies to support student learning. Design lessons aligned to the Rigor/Relevance Framework.</i>		
	Evidence: (Identify documents and artifacts)	Instructional analysis data reports, PLT & PLC Minutes, administrative review of lesson plans/pacing guides	
	Person(s) Responsible:	Principal/Instructional Facilitator	
	Timeline:	Jun-16	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Implement collaborative planning sessions, both vertically and horizontally, to identify strategies and resources for teaching and intervention.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to	<i>Schedule collaborative planning sessions aligned to state standards, research-based and designed to have a substantial, measurable impact on student achievement. Identify personnel and instructional resources.</i>		
	Evidence: (Identify documents and artifacts)	Benchmark Testing results and EVAAS data, and intervention schedule	

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support this strategy.	Person(s) Responsible:	Principal/Assistant Principal/Instructional Facilitator		
	Timeline:	Jun-16		
	Budge Amount: (if applicable)	12,000	Budget Source: (if applicable)	69/024
Strategy #3: Describe the strategy that will support this goal				
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.				
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:	School Name:	School Code:	Year:
Perquimans County Schools	Perquimans County Middle School	720320	2015-2016
GOAL #2:	<i>By January 2016, a system of academic interventions will be implemented with students who are not meeting grade level standards.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Identify students who are not meeting grade level standards. Implement a tutoring/academic intervention program both during school and after school hours.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Identify students requiring tutoring/academic intervention as measured by Benchmark testing and EVAAS data. Determine scheduling needs on an individual basis. Assign tutors as needed. Monitor student performance in the targeted areas.</i>		
	Evidence: (Identify documents and artifacts)	Lessons/Unit Plans, professional development agendas, sign-in rosters, Pacing Guides	
	Person(s) Responsible:	Principal, Instructional Facilitator, Media Specialist	
	Timeline:	Jun-16	
	Budget Amount: (if applicable)	4,000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Implement literacy strategies across the curriculum.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Identify best practices for middle school reading and writing intervention. Administrative team establishes literacy as a school-wide priority. Media Specialist will host family literacy events.</i>		
	Evidence: (Identify documents and artifacts)	PLC & PLT Meeting Minutes, Lesson Plan Review & Feedback, Formative Assessment Data, Benchmark Testing results, Reading and Writing strategies across all subject matters, project-	
	Person(s) Responsible:	Principal, Instructional Facilitator, Media Specialist, MTAC	

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	Timeline:	Jun-16		
	Budge Amount: (if applicable)	2,000	Budget Source: (if applicable)	multiple sources
Strategy #3: Describe the strategy that will support this goal				
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>[Enter Tasks/Action Steps for Goal #2 Strategy #3]</i>			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:	School Name:	School Code:	Year:
Perquimans County Schools	Perquimans County Middle School	720320	2015-2016
GOAL #3:	<i>By June 2016, the teacher turnover rate will be reduced from 20% to 10%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Implement beginning teacher development programs and support to retain teachers and improve the quality of the teaching force.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Implement program/activities designed to improve the quality of the teaching force. (Beginning Teacher Induction Program, Mentoring Program, Northeast Collaborative to Support Beginning Teachers, and Beginning Teacher GEAR UP grant)</i>		
	Evidence: (Identify documents and artifacts)	Mentor Logs, Teacher Talk Session Agendas and Sign-In Rosters, Self Reflection Sheets, Professional Development Plans, Observations, Summatives	
	Person(s) Responsible:	Principal/ Beginning Teacher Director	
	Timeline:	Jun-16	
	Budge Amount: (if applicable)	5,000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Provide professional development activities for teachers, in content knowledge, instructional practices, and use of state content standards, data, and assessments.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan professional development activities based on teacher need and as indicated on student academic performance and teacher surveys (Teacher Working Conditions Survey, School Technology Needs Assessment, Title II Needs Assessment).</i>		
	Evidence: (Identify documents and artifacts)	Agendas, sign-in rosters, survey results, Benchmark testing results	
	Person(s) Responsible:	Principal/ Beginning Teacher Director /Instructional Facilitator/Media Specialist	

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	Timeline:	Jun-16		
	Budge Amount: (if applicable)	3,000	Budget Source: (if applicable)	multiple sources
Strategy #3: Describe the strategy that will support this goal	<i>[Enter Goal Goal #3 Strategy #3]</i>			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>[Enter Tasks/Action Steps for Goal #3 Strategy #3]</i>			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	



Perquimans County Schools	Perquimans County Middle School	720-320	2015-2016
Principal Name	Laura Moreland	Principal Email	lauramoreland@pcs.k12.nc.us

Central Office Support Plan

1. The beginning teacher support program will collaborate with the North Carolina New Teacher Support Program to improve the effectiveness of beginning teachers through intensive inductive support aligned to each teacher's individual needs, teaching assignment and school environment. The key features of the program include: instructional coaching, professional development and the Instructional Skills Institute.
2. The school district has contracted with Dr. Kathy Spencer, a retired superintendent and current educational consultant to provide a curriculum and instructional analysis of Perquimans County Middle School.
3. The school district will provide funding for academic tutors at Perquimans County Middle school to work with students on an individual and small group basis in the areas of math, science, English and social studies.
4. Collaboration with GEAR UP NC and the North Carolina Principal's and Assistant Principal's Association (NCPAPA) to provide Future-Ready Leadership (FRL) training for Perquimans County Middle School administrators. Participants will gain an awareness/understanding of leadership competencies necessary for effective school leadership and identify their strengths and areas for growth. EVAAS training will be included to provide participants an understanding of how to use EVAAS as a strategic instructional improvement tool.
5. The district Media and Technology Advisory Committee has surveyed PCMS teachers to determine professional development priorities for this school year. Consultants from NCDPI and the Friday Institute will lead professional development sessions. Release time will be provided for teachers to attend collaborative planning sessions by subject area.
6. Classroom Walk-Throughs. Central office staff will be gathering data on instructional practices, learning targets/objectives, classroom engagement and management, differentiation, academic rigor and technology integration. Perquimans County Middle School staff will be notified of the purpose of these visits, which is the connection to academic improvement efforts. Data will be used to implement new approaches and/or refine teaching practices.
7. Administer the Panorama Student Survey, which will provide teachers with specific feedback on how students view their instructional practices.

Perquimans County Middle School Historical Test Data

Grade	2011/12			2012/13			2013/14						2014/15					
	76.8			36.6			34.2 CCR / 44.9 GLP						30.5 CCR / 41.3 GLP					
	School of Progress			Met EVAAS Growth			School Performance Grade = D Reading Performance Grade = D Math Performance Grade = D						School Performance Grade = D Reading Performance Grade = D Math Performance Grade = F					
	Met Expected Growth			Met EVAAS Growth			Met EVAAS Growth (-1.89)						EVAAS Growth Not Met (-10.97)					
AMO Not Met 13 of 21 (61.9%) FED			AMO Not Met 13 of 21 (61.9%) FED			AMO Not Met Met 20 of 36 (55.6%)						AMO Not Met Met 19 of 35 (54.3%)						
	Reading	Math	Science	Reading	Math	Science	ELA/Reading		Math		Gr. 8 Science		ELA/Reading		Math		Gr. 8 Science	
							CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP
6	68.8	66.7		32.1	27.1		40.3	50.8	36.8	46.3			35.9	43.6	23.1	29.9		
7	63.0	81.2		36.8	28.5		35.5	47.6	28.8	33.9			30.0	43.1	23.8	33.8		
8	71.4	87.2	88.0	32.6	20.8	72.9	27.9	39.7	18.4	25.7	44.9	54.4	26.2	36.9	15.6	21.3	48.4	63.1
Totals	67.7	78.2	88.0	33.9	25.5	72.9	34.5	45.9	28.0	35.3	44.9	54.4	30.6	41.2	20.1	28.5	48.4	63.1
Algebra I / Math I	100.00			47.00					44.21	67.37					53.40	77.60		
Attendance Rate	96.8			>95			>95						>95					
AMO	Missed by			Missed by			Missed by						Missed by					
	All	All		All	All		All	All	All	All	All	All	All	All	All	All	All	All
	Black	White		Black	Black		Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black
	White	EDS		White	White		White	White	White	White	White	White	White	White	White	White	White	White
	SWD	SWD			EDS		EDS	EDS	EDS	EDS	EDS	EDS	EDS	EDS	EDS	EDS	EDS	EDS
					SWD		SWD	SWD	SWD	SWD	SWD	SWD	SWD	SWD	SWD	SWD	SWD	SWD
						AIG	AIG	AIG	AIG	AIG	AIG	AIG	AIG	AIG	AIG	AIG	AIG	

Five achievement levels effective 2013/14..

Achievement Levels IV and V - College and Career Ready (CCR)

Achievement Levels III, IV, and V - Grade Level Proficient (GLP).

Month 1 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	419	325	96.12%	456	272	97.01%	450	247	97.23%	437	274	96.84%
HGS	400	284	96.39%	394	251	96.82%	400	169	97.88%	393	224	97.16%
PCMS	417	245	97.04%	422	216	97.44%	411	249	96.98%	369	260	96.48%
PCHS	493	536	94.56%	518	510	95.08%	514	413	95.98%	522	474	95.45%
Monthly Total	1729	1390	95.96%	1790	1249	96.51%	1775	1078	96.96%	1721	1232	96.41%
Cumulative Total		1390	95.96%		1249	96.51%		1078	96.96%		1232	96.41%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8659	8385	274	96.84%	8659	8385	274	
HGS	7877	7653	224	97.16%	7877	7653	224	
PCMS	7382	7122	260	96.48%	7382	7122	260	
PCHS	10413	9939	474	95.45%	10413	9939	474	
Total	34331	33099	1232	96.41%	34331	33099	1232	

Month 2 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	415	331	96.07%	457	462	95.98%	451	366	96.38%	435	424	95.98%
HGS	400	261	96.56%	396	311	96.45%	403	341	96.43%	392	320	96.54%
PCMS	412	267	96.91%	423	243	97.28%	414	322	96.34%	368	240	96.61%
PCHS	492	560	94.44%	518	698	94.17%	512	541	95.04%	524	659	94.57%
Monthly Total	1719	1419	95.88%	1794	1714	95.23%	1780	1570	95.59%	1719	1643	95.22%
Cumulative Total		2809	95.92%		2963	95.23%		2648	95.98%		2875	95.82%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8714	8290	424	95.13%	17373	16675	698	
HGS	7844	7524	320	95.92%	15721	15177	544	
PCMS	7380	7140	240	96.75%	14762	14262	500	
PCHS	10457	9798	659	93.70%	20870	19737	1133	
Total	34395	32752	1643	95.22%	68726	65851	2875	

Month 3 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	409	355	95.94%	459	490	95.53%	454	367	96.23%	433	469	95.52%
HGS	400	307	96.43%	397	371	96.07%	400	345	96.19%	390	286	96.47%
PCMS	417	307	96.71%	423	292	97.04%	414	189	96.81%	370	262	96.56%
PCHS	499	668	94.05%	513	735	93.73%	514	517	95.01%	522	683	94.20%
Monthly Total	1725	1637	95.25%	1792	1888	94.73%	1782	1418	96.02%	1715	1700	95.05%
Cumulative Total		4446	95.70%		4851	95.49%		4066	95.99%		4575	95.56%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8686	8217	469	94.60%	26059	24892	1167	
HGS	7815	7529	286	96.34%	23536	22706	830	
PCMS	7383	7121	262	96.45%	22145	21383	762	
PCHS	10446	9763	683	93.46%	31316	29500	1816	
Total	34330	32630	1700	95.05%	103056	98481	4575	

Month 4 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	410	364	95.84%	455	515	95.24%	448	540	95.67%	436	678	94.69%
HGS	396	400	96.07%	403	395	95.82%	398	426	95.81%	392	476	95.84%
PCMS	410	342	96.50%	422	363	96.70%	410	353	96.53%	370	343	96.26%
PCHS	491	728	93.70%	512	825	93.29%	519	692	94.59%	524	818	93.70%
Monthly Total	1707	1834	94.66%	1792	2098	94.14%	1775	2011	94.36%	1722	2315	93.27%
Cumulative Total		6280	95.44%		6164	95.15%		6077	95.58%		6890	94.99%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8657	7979	678	92.17%	34716	32871	1845	
HGS	7827	7351	476	93.92%	31363	30057	1306	
PCMS	7419	7076	343	95.38%	29564	28459	1105	
PCHS	10477	9659	818	92.19%	41793	39159	2634	
Total	34380	32065	2315	93.27%	137436	130546	6890	

Month 5 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	415	441	95.58%	459	594	94.89%	448	536	95.34%	443	541	94.52%
HGS	394	396	95.83%	407	435	95.58%	401	478	95.45%	387	446	95.52%
PCMS	409	281	96.57%	429	426	96.36%	407	396	96.26%	370	330	96.12%
PCHS	475	852	93.10%	494	659	93.32%	516	513	94.68%	516	572	93.86%
Monthly Total	1693	1970	94.20%	1789	2114	94.09%	1772	1923	94.59%	1716	1889	94.50%
Cumulative Total		8250	95.16%		8191	94.94%		8000	95.38%		8779	94.89%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8813	8272	541	93.86%	43529	41143	2386	
HGS	7776	7330	446	94.26%	39139	37387	1752	
PCMS	7385	7055	330	95.53%	36949	35514	1435	
PCHS	10392	9820	572	94.50%	52185	48979	3206	
Total	34366	32477	1889	94.50%	171802	163023	8779	

Month 6 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	418	505	95.31%	458	506	94.82%	449	768	94.69%	447	570	94.26%
HGS	396	438	95.60%	404	544	95.19%	404	626	94.91%	388	492	95.13%
PCMS	408	299	96.53%	433	419	96.16%	408	474	95.91%	371	404	95.78%
PCHS	473	754	92.93%	490	802	93.08%	515	874	94.15%	516	773	93.53%
Monthly Total	1695	1996	94.11%	1785	2271	93.65%	1776	2742	92.27%	1722	2239	92.76%
Cumulative Total		10246	94.99%		10271	94.73%		10742	94.86%		11018	94.57%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	7986	7416	570	92.86%	51515	48559	2956	
HGS	6964	6472	492	92.94%	46103	43859	2244	
PCMS	6679	6275	404	93.95%	43628	41789	1839	
PCHS	9305	8532	773	91.69%	61490	57511	3979	
Total	30934	28695	2239	92.76%	202736	191718	11018	

Month 7 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	421	379	95.34%	459	601	94.63%	448	456	94.72%	450	564	94.18%
HGS	393	338	95.62%	404	429	95.12%	406	403	94.93%	390	477	94.95%
PCMS	408	240	96.61%	431	498	95.88%	400	368	95.84%	370	368	95.68%
PCHS	473	639	92.98%	490	716	93.03%	514	774	93.92%	517	754	93.41%
Monthly Total	1695	1596	95.30%	1784	2244	93.71%	1768	2001	94.36%	1727	2163	93.72%
Cumulative Total		11842	95.03%		12986	94.58%		12743	94.79%		13181	94.44%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8953	8389	564	93.70%	60468	56948	3520	
HGS	7739	7262	477	93.84%	53842	51121	2721	
PCMS	7406	7038	368	95.03%	51034	48827	2207	
PCHS	10324	9570	754	92.70%	71814	67081	4733	
Total	34422	32259	2163	93.72%	237158	223977	13181	

Month 8 (Revised)												
Student Monthly Enrollment and Absences / Cumulative ADA/ADM												
	11/12			12/13			13/14			14/15		
	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present	Enrolled	Absent	% Present
PCS	422	424	95.30%	460	501	94.62%	449	460	94.74%	447	481	94.24%
HGS	397	327	95.65%	403	422	95.08%	406	399	94.95%	389	370	94.98%
PCMS	409	257	96.64%	430	388	95.83%	398	385	95.76%	369	397	95.54%
PCHS	475	700	92.93%	489	756	92.94%	511	693	93.83%	515	836	93.22%
Monthly Total	1703	1708	94.98%	1782	2067	94.20%	1764	1937	94.51%	1720	2084	93.94%
Cumulative Total		13550	95.03%		14810	94.53%		14680	94.76%		15265	94.38%

Percentage of Students in Attendance								
	This Month by School				Cumulative by School			
	Membership	Present	Absent	% Present	Membership	Present	Absent	
PCS	8960	8479	481	94.63%	69428	65427	4001	
HGS	7778	7408	370	95.24%	61620	58529	3091	
PCMS	7377	6980	397	94.62%	58411	55807	2604	
PCHS	10301	9465	836	91.88%	82115	76546	5569	
Total	34416	32332	2084	93.94%	271574	256309	15265	

Perquimans County Schools

Membership by Gender/Ethnic Code

2012/13

Month	9	6/7/2013		AMERICAN INDIAN		HAWAIIAN PACIFIC		ASIA		HISPANIC		BLACK		WHITE		MULT-RACIAL		
		TOTAL	MALE	FEMALE	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PCS	460	215	245	0	0	0	0	1	0	7	6	69	67	127	158	11	14	
HGS	401	197	204	0	0	0	0	0	0	2	6	50	63	135	135	10	0	
PCMS	429	230	199	1	0	0	0	0	2	5	4	66	63	153	124	5	6	
PCHS	488	241	247	1	2	0	0	1	1	4	5	76	82	156	156	3	1	
TOTAL	1778	883	895	4	0	0	0	5	39	536	1144	50	50	50	50	50	50	
PERCENTAGE		0.497	0.503	0.002	0.000	0.000	0.000	0.003	0.022	0.301	0.643	0.028	0.028	0.028	0.028	0.028	0.028	
BLACK	30.1%																	
WHITE	64.3%																	
OTHER	5.5%																	
Perquimans Central	TOTAL	MALE	FEMALE	AMIN	HAPA	ASIA	HISP	BLCK	WHT	MULT			Black	29.6%				
	460	215	245	0	0	1	13	136	285	25			White	62.0%				
														Other	8.5%			
Total Number	460	215	245	0	0	1	13	136	285	25								
Percentage		0.467	0.533	0.000	0.000	0.002	0.0283	0.296	0.620	0.054								
Hertford Grammar	TOTAL	MALE	FEMALE	AMIN	HAPA	ASIA	HISP	BLCK	WHT	MULT			Black	28.2%				
	401	197	204	0	0	0	8	113	270	10			White	67.3%				
														Other	4.5%			
Total Number	401	197	204	0	0	0	8	113	270	10								
Percentage		0.491	0.509	0.000	0.000	0.000	0.020	0.282	0.673	0.025								
Perquimans Middle	TOTAL	MALE	FEMALE	AMIN	HAPA	ASIA	HISP	BLCK	WHT	MULT			Black	30.1%				
	429	230	199	1	0	2	9	129	277	11			White	64.6%				
														Other	5.4%			
Total Number	429	230	199	1	0	2	9	129	277	11								
Percentage		0.536	0.464	0.002	0.000	0.005	0.021	0.301	0.646	0.026								
Perquimans High	TOTAL	MALE	FEMALE	AMIN	HAPA	ASIA	HISP	BLCK	WHT	MULT			Black	32.4%				
	488	241	247	3	0	2	9	158	312	4			White	63.9%				
														Other	3.7%			
Total Number	488	241	247	3	0	2	9	158	312	4								
Percentage		0.494	0.506	0.006	0.000	0.004	0.018	0.324	0.639	0.008								

Perquimans County Schools

Membership by Gender/Ethnic Code

2013/14

Month	6/13/2014		ASIAN		BLACK		HISPANIC		AM INDIAN/ ALASKAN		Two or More		NATIVE HAWAIIAN		WHITE		
	TOTAL	MALE	FEMALE	M	F	M	F	M	F	M	F	M	F	M	F		
PCS	450	225	225	1	0	71	61	10	10	1	0	12	12	0	0	130	142
HGS	404	194	210	0	0	51	66	2	4	0	0	8	4	0	0	133	136
PCMS	396	211	185	0	1	70	54	4	5	1	0	5	2	0	0	131	123
PCHS	509	259	250	2	1	79	85	3	3	0	1	6	4	0	0	169	156
TOTAL	1759	889	870	5		537		41		3		53		0		1120	
PERCENTAGE		50.5%	49.5%	0.3%		30.5%		2.3%		0.2%		3.0%		0.0%		63.7%	
BLACK	30.5%																
WHITE	63.7%																
OTHER	5.8%																
Perquimans Central	TOTAL	MALE	FEMALE	ASIAN	BLACK	HISP	AMIN	2 or More	HAWAII	WHITE		Black	29.3%				
	450	225	225	1	132	20	1	24	0	272		White	60.4%				
												Other	10.2%				
Total Number	450	225	225	1	132	20	1	24	0	272							
Percentage		50.0%	50.0%	0.2%	29.3%	4.4%	0.2%	5.3%	0.0%	60.4%							
Hertford Grammar	TOTAL	MALE	FEMALE	ASIAN	BLACK	HISP	AMIN	2 or More	HAWAII	WHITE		Black	29.0%				
	404	194	210	0	117	6	0	12	0	269		White	66.6%				
												Other	4.5%				
Total Number	404	194	210	0	117	6	0	12	0	269							
Percentage		48.0%	52.0%	0.0%	29.0%	1.5%	0.0%	3.0%	0.0%	66.6%							
Perquimans Middle	TOTAL	MALE	FEMALE	ASIAN	BLACK	HISP	AMIN	2 or More	HAWAII	WHITE		Black	31.3%				
	396	211	185	1	124	9	1	7	0	254		White	64.1%				
												Other	4.5%				
Total Number	396	211	185	1	124	9	1	7	0	254							
Percentage		53.3%	46.7%	0.3%	31.3%	2.3%	0.3%	1.8%	0.0%	64.1%							
Perquimans High	TOTAL	MALE	FEMALE	ASIAN	BLACK	HISP	AMIN	2 or More	HAWAII	WHITE		Black	32.2%				
	509	259	250	3	164	6	1	10	0	325		White	63.9%				
												Other	3.9%				
Total Number	509	259	250	3	164	6	1	10	0	325							
Percentage		50.9%	49.1%	0.6%	32.2%	1.2%	0.2%	2.0%	0.0%	63.9%							

Perquimans County Schools

Membership by Gender/Ethnic Code

2014/15

Month	9	6/12/2015		AMERICAN INDIAN		ASIAN		HISPANIC		BLACK		HAWAIIAN PACIFIC		WHITE		Two or More	
	TOTAL	MALE	FEMALE	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PCS	449	221	228	1	0	0	1	12	10	59	54	0	0	137	151	12	12
HGS	389	204	185	0	0	1	1	3	5	52	58	0	0	143	114	5	7
PCMS	370	176	194	0	0	0	1	7	6	49	54	0	0	112	129	8	4
PCHS	512	272	240	1	1	2	1	1	4	76	84	0	0	186	145	6	5
TOTAL	1720	873	847	3		7		48		486		0		1117		59	
PERCENTAGE		0.508	0.492	0.002		0.004		0.028		0.283		0.000		0.649		0.034	
BLACK	28.3%																
WHITE	64.9%																
OTHER	6.8%																
Perquimans Central	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	25.2%			
	449	221	228	1	1	22	113	0	288	24			White	64.1%			
													Other	10.7%			
	Total Number	449	221	228	1	1	22	113	0	288	24						
Percentage		0.492	0.508	0.002	0.002	0.049	0.2517	0.000	0.641	0.053							
Hertford Grammar	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	28.3%			
	389	204	185	0	2	8	110	0	257	12			White	66.1%			
													Other	5.7%			
	Total Number	389	204	185	0	2	8	110	0	257	12						
Percentage		0.524	0.476	0.000	0.005	0.021	0.283	0.000	0.661	0.031							
Perquimans Middle	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	27.8%			
	370	176	194	0	1	13	103	0	241	12			White	65.1%			
													Other	7.0%			
	Total Number	370	176	194	0	1	13	103	0	241	12						
Percentage		0.476	0.524	0.000	0.003	0.035	0.278	0.000	0.651	0.032							
Perquimans High	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	31.3%			
	512	272	240	2	3	5	160	0	331	11			White	64.6%			
													Other	4.1%			
	Total Number	512	272	240	2	3	5	160	0	331	11						
Percentage		0.531	0.469	0.004	0.006	0.010	0.313	0.000	0.646	0.021							

Perquimans County Schools

Membership by Gender/Ethnic Code

2015/16

Month	4	1/4/2016		AMERICAN INDIAN		ASIAN		HISPANIC		BLACK		HAWAIIAN PACIFIC		WHITE		Two or More		
		TOTAL	MALE	FEMALE	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PCS	407	203	204	0	0	0	1	9	8	54	49	1	0	130	138	9	8	
HGS	401	197	204	0	0	1	1	7	5	49	59	0	0	134	126	6	13	
PCMS	360	192	168	0	0	0	1	8	5	45	46	0	0	131	115	8	1	
PCHS	518	269	249	1	1	1	2	4	7	78	80	0	0	177	153	8	6	
TOTAL	1686	861	825	2		7		53		460		1		1104		59		
PERCENTAGE		0.511	0.489	0.001		0.004		0.031		0.273		0.001		0.655		0.035		
BLACK	27.3%																	
WHITE	65.5%																	
OTHER	7.2%																	
Perquimans Central	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	25.3%				
	407	203	204	0	1	17	103	1	268	17			White	65.8%				
													Other	8.8%				
Total Number	407	203	204	0	1	17	103	1	268	17								
Percentage		0.499	0.501	0.000	0.002	0.042	0.2531	0.002	0.658	0.042								
Hertford Grammar	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	26.9%				
	401	197	204	0	2	12	108	0	260	19			White	64.8%				
													Other	8.2%				
Total Number	401	197	204	0	2	12	108	0	260	19								
Percentage		0.491	0.509	0.000	0.005	0.030	0.269	0.000	0.648	0.047								
Perquimans Middle	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	25.3%				
	360	192	168	0	1	13	91	0	246	9			White	68.3%				
													Other	6.4%				
Total Number	360	192	168	0	1	13	91	0	246	9								
Percentage		0.533	0.467	0.000	0.003	0.036	0.253	0.000	0.683	0.025								
Perquimans High	TOTAL	MALE	FEMALE	AMIN	ASIAN	HISP	BLCK	PACI	WHITE	2 or More			Black	30.5%				
	518	269	249	2	3	11	158	0	330	14			White	63.7%				
													Other	5.8%				
Total Number	518	269	249	2	3	11	158	0	330	14								
Percentage		0.519	0.481	0.004	0.006	0.021	0.305	0.000	0.637	0.027								