

STOKES SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2014-2016

Tab Legend

Yellow - All Schools
Green - K-8 Schools Only
Purple - 9-12 Schools Only
Gray - District Completed
Orange - Title 1 Schools
Blue - Low Performing Schools Information

Vision and Mission Statements

PCS Vision:

A model rural/urban school system that has high expectations, challenging programs, and total community support. It is a place where education is not just about making a living but also where the individual becomes a productive and contributing member of the community.

PCS Mission Statement:

The Pitt County Schools, through high expectations, excellence in teaching and a safe, orderly environment, will ensure that all students master the skills necessary for success as life-long learners in a rapidly changing world.

School Vision Statement:

To build leadership skills that will inspire lifelong learners to be global thinkers who are accountable to themselves and others.

School Mission Statement:

Building a community of lifelong learners and leaders.

Low Performance Goals

Goal: By June 2016, Stokes School will increase overall End-of-Grade Reading proficiency from 46% to 60%.				
Strategy 1: Improve Lesson Planning				
Action Steps	<p>Professional development will be provided to all teachers in the following areas: guided reading (how to plan and implement), academic vocabulary, essential questions, collaborative pairs, 12 power words, Unraavels. These areas will be monitored on a weekly basis by administration and instructional coach through using our teacher walkthrough monitoring template.</p> <p>Teachers will implement instructional strategies in lesson plans: Guided Reading, READ 3D interventions, Academic Vocabulary, Essential Questions, Collaborative Pairs, 12 Power Words, Unraavels.</p> <p>Teachers will include learning targets, essential questions and academic vocabulary in daily lesson plans and submit through Google Drive. Lesson plans will be checked by administration and feedback will be provided as needed.</p>			
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Professional Development for Certified Staff Agenda/Sign In, Teacher Lesson Plans, Walkthru Monitoring Data & Feedback	Person(s) Responsible: Classroom Teachers, Instructional Coach, District Curriculum Coaches, and Administration
Strategy 2: Improve Instructional Strategies				
Action Steps	<p>Designate an instructional team, five teachers/one instructional coach/one reading specialist/principal, that will be responsible for developing data tracking measures, training teachers in usage of data tracking, and monitoring data tracking success for 2015-2016 school year. The instructional team is also responsible for developing instructional rounds specifications and schedules for teachers. Instructional rounds will provide modeling of implemented teaching strategies for all teachers at Stokes School.</p> <p>Professional development will be provided to all teachers in the following areas: guided reading (how to plan and implement), academic vocabulary, essential questions, collaborative pairs, 12 power words. These areas will be monitored on a weekly basis by administration and instructional coach through using our teacher walkthrough monitoring template.</p> <p>Teachers work in PLC's to create SchoolNet Assessments for CFA's.</p> <p>Teachers will implement the following instructional strategies: Guided Reading, READ 3D interventions, Academic Vocabulary, Essential Questions, Collaborative Pairs, 12 Power Words, Unraavels.</p> <p>County level ELA curriculum coaches will provide training and monitoring on guided reading, and academic vocabulary. Ongoing monitoring will be provided throughout the school year to help teachers identify gaps in teaching.</p> <p>Use extended passages to increase stamina and perseverance on End-of-Grade (EOG) tests to provide students with strategies to complete the EOG tests. Extended passages start with one passage early in the school year and increase in the length and number of passages as the school year progresses.</p> <p>K-3 teachers attend Reading 3D Refresher training and Progress Monitoring/Data-Driven Decision-Making training.</p> <p>K-3 teachers will plan and implement guided reading and literacy stations daily, including rigorous relevant activities for all students.</p> <p>Utilize the following resources for reading support: Accelerated Reader, STAR AR, iStation, READ 3D Interventions, Achieve The Core</p> <p>K-3 students will be progress monitored using mClass and areas of need will be addressed through mClass interventions.</p> <p>Incorporate MTSS strategies to enhance core instruction to meet the needs of struggling learners, with support from school MTSS team.</p>			
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Progress Monitoring Documentation, Instructional Team Agendas/Minutes, Professional Development for Certified Staff Agenda/Sign In, Teacher Lesson Plans Including Guided Reading, Walkthru Monitoring Data & Feedback, MTSS Intervention Data	Person(s) Responsible: Classroom Teachers, Instructional Coach, District Curriculum Coaches, MTSS Team, and Administration
Strategy 3: Disaggregating Data Analysis				
Action Steps	All teachers will participate in monthly data meetings with administration and the instructional coach. During these meetings the team will analyze student data that is tracked on a data tracking spreadsheet. The team will problem solve ways to ensure student growth based on the data.			

Schedule weekly PLC meetings and develop Data Walls to track and monitor student progress on major benchmark/9 week testing for K-8.

Data Conferencing with Students - Teachers meet with students at least twice each quarter to set goals for improvement using data available from EVAAS, benchmark assessments, progress monitoring, and classroom grades and revisit goals to document growth.

Teachers in grades 6-8 participate in county level ELA PLC to create and analyze common formative assessments and to increase knowledge of instructional strategies

Comprehensive, formative benchmark assessments will be administered to students in grades 4, 7, 8 in reading 3 times during the year. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction

Formative nine week assessments will be administered to students in grades 3, 5, 6 in reading 4 times during the year. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Monthly Data Meeting Minutes, Data Tracking Templates, SchoolNet Data, PLC Minutes, Data Wall	Person(s) Responsible:	Classroom Teachers, Instructional Coach, and Administration
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Strategy 4: Increase Student Growth

Action Steps
 Students in grades 5-8 buddy read with students in grades K-4. Students work together to building reading confidence and reading comprehension skills. AR scores have shown an increase for students being mentored.
 Implement after school homework club for students who need extra assistance and tutoring for Reading.
 Word study program (understanding how words are developed: roots/suffixes/prefixes) implemented for low performing students in grades 6-8.
 Remediation/Interventions (iStation, READ 3D interventions, FCRR) for students in grades 3-5 who demonstrate low performance in READ 3D, iStation.

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Student Mentor Reading Logs, Homework Club Attendance Log, Lesson Plans, Intervention Plans	Person(s) Responsible:	Remediation Teacher, Exceptional Childrens Teacher, Instructional Coach, Media Coordinator, and Administration
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Goal: By June 2016, Stokes School will increase overall End-of-Grade Math proficiency from 43% to 60%.

Strategy 1: Improve Lesson Planning

Action Steps
 Professional development will be provided to all teachers in the following areas: academic vocabulary, essential questions, collaborative pairs, 12 power words, Unraavel. These areas will be monitored on a weekly basis by administration and instructional coach through using our teacher walkthrough monitoring template.
 Teachers will implement instructional strategies in lesson plans: Academic Vocabulary, Essential Questions, Collaborative Pairs, 12 Power Words, Unraavel.
 Teachers will include learning targets, essential questions and academic vocabulary in daily lesson plans and submit through Google Drive. Lesson plans will be checked by administration and feedback will be provided as needed.

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Professional Development for Certified Staff Agenda/Sign In, Teacher Lesson Plans, Walkthru Monitoring Data & Feedback	Person(s) Responsible:	Classroom Teachers, Instructional Coach, and Administration
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Strategy 2: Improve Instructional Strategies

Action Steps
 Designate an instructional team, five teachers/one instructional coach/one reading specialist/principal, that will be responsible for developing data tracking measures, training teachers in usage of data tracking, and monitoring data tracking success for 2015-2016 school year. The instructional team is also responsible for developing instructional rounds specifications and schedules for teachers. Instructional rounds will provide modeling of implemented teaching strategies for all teachers at Stokes School.
 Teachers work in PLC's to create SchoolNet Assessments for CFA's.
 Professional development will be provided to all teachers in the following areas: academic vocabulary, essential questions, collaborative pairs, 12 power words. These areas will be monitored on a weekly basis by administration and instructional coach through using our teacher walkthrough monitoring template.

Teachers will implement the following instructional strategies: Academic Vocabulary, Essential Questions, Collaborative Pairs, 12 Power Words, Unraavel (3-8)/Cubes (K-2).

County level Math curriculum coach will provide training and monitoring on properly teaching Math with rigor, and academic vocabulary. Ongoing monitoring will be provided throughout the school year to help teachers identify gaps in teaching.

Incorporate MTSS strategies to enhance core instruction to meet the needs of struggling learners, with support from school MTSS team.

Progress Monitoring Status/Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Instrucional Team Meeting Agenda/Minutes, Professional Development for Certified Staff Agenda/Sign In, Walkthru Monitoring Data & Feedback, MTSS Intervention Data	Person(s) Responsible:	Classroom Teachers, Instructional Coach, District Curriculum Coaches, MTSS Team, and Administration
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Strategy 3: Disaggregating Data Analysis

Action Steps

All teachers will participate in monthly data meetings with administration and the instructional coach. During these meetings the team will analyze student data that is tracked on a data tracking spreadsheet. The team will problem solve ways to ensure student growth based on the data.

Schedule weekly PLC meetings to track and monitor student progress on formative asesments, major benchmark/9 week testing for K-8.

Develop dessergerated Data Walls in order to monitor and track student growth. K-3 data wall disaggregates data into dibels and TRC based on BOY, MOY and EOY for each grade level. 3-8 data wall disaggregates data based on last years EOG, BOY, MOY, EOY.

Data Conferencing with Students - Teachers meet with students at least twice each quarter to set goals for improvement using data available from EVAAS, benchmark assessments, progress monitoring, and classroom grades and revisit goals to document growth.

Teachers in grades 6-8 participate in county level Math PLC to create and analyze common formative assessments and to increase knowledge of instructional strategies.

Comprehensive, formative benchmark assessments will be administered to students in grades 4, 7, 8 in math 3 times during the year. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction.

Formative nine week assessments will be administered to students in grades 3, 5, 6 in math 4 times during the year. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction.

Progress Monitoring Status/Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Monthly Data Meeting Minutes, Data Tracking Templates, SchoolNet Data, PLC Minutes, Data Wall	Person(s) Responsible:	Classroom Teachers, Instructional Coach, and Administration
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Strategy 4: Increase Student Growth

Action Steps

Utilize targeted weekly Math remediation for students who are identified to score level 2's on Math EOG. Math teachers will use small groups during instruction for targeted instruction for Low, Middle, High groups of students.

Implement error analysis in lesson plans to assist with students obtaining higher order thinking in Math.

Impliment math lesson acceleration/previewing for students in grades 3-5.

Implement after school homework club for students who need extra assistance and tutoring for Math.

Progress Monitoring Status/Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	EVAAS Data Analysis During Data Meetings/Data Meeting Minutes, Lesson Plans documenting Error Analysis, Documentation of Small Groups, Homework Club Attendance Data	Person(s) Responsible:	Classroom Teachers, Instructional Coach, District Curriculum Coaches, and Administration
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Goal: By June 2016, Stokes School will increase overall Science growth from -1.8 to +2.1.

Strategy 1: Improve Lesson Planning

Action Steps

Professional development will be provided to all teachers in the following areas: academic vocabulary, essential questions, collaborative pairs, 12 power words, Unraavel. These areas will be monitored on a weekly basis by administration and instructional coach through using our teacher walkthrough monitoring template.

Teachers will implement instructional strategies in lesson plans: Academic Vocabulary, Essential Questions, Collaborative Pairs, 12 Power Words, Unraavel.

Teachers will include learning targets, essential questions and academic vocabulary in daily lesson plans and submit through Google Drive. Lesson plans will be checked by administration and feedback will be provided as needed.

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Professional Development for Certified Staff, Teacher Lesson Plans, Walkthru Monitoring Data	Person(s) Responsible:	Classroom Teachers, Instructional Coach, District Curriculum Coaches, and Administration
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Strategy 2: Improve Instructional Strategies

Action Steps

Designate an instructional team, five teachers/one instructional coach/one reading specialist/principal, that will be responsible for developing data tracking measures, training teachers in usage of data tracking, and monitoring data tracking success for 2015-2016 school year. The instructional team is also responsible for developing instructional rounds specifications and schedules for teachers. Instructional rounds will provide modeling of implemented teaching strategies for all teachers at Stokes School.

Teachers work in PLC's to create SchoolNet Assessments for CFA's.

Professional development will be provided to all teachers in the following areas: academic vocabulary, essential questions, collaborative pairs, 12 power words, unraavel. These areas will be monitored on a weekly basis by administration and instructional coach through using our teacher walkthrough monitoring template.

Teachers will implement the following instructional strategies: Academic Vocabulary, Essential Questions, Collaborative Pairs, 12 Power Words, Unraavel.

County level Science curriculum coach will provide training and monitoring for 5, 6, 8 grade on using Science Probes, and academic vocabulary. Ongoing monitoring will be provided throughout the school year.

Increase usage of hands on Science experiments in the classrooms. This will include Science Fair projects for grades 4, 5, 7, & 8.

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Instructional Team Agendas/Minutes, Professional Development for Certified Staff, Teacher Lesson Plans, Walkthru Monitoring Data	Person(s) Responsible:	Classroom Teachers, Instructional Coach, District Curriculum Coaches, and Administration
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Strategy 3: Disaggregating Data Analysis

Action Steps

All teachers will participate in monthly data meetings with administration and the instructional coach. During these meetings the team will analyze student data that is tracked on a data tracking spreadsheet. The team will problem solve ways to ensure student growth based on the data.

Schedule weekly PLC meetings and develop Data Walls to track and monitor student progress on major benchmark/9 week testing.

Formative nine week assessments will be administered to students in grades 5, 6, 8 in Science 4 times during the year. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction.

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Monthly Data Meeting Minutes, Data Tracking Templates, SchoolNet Data, PLC Minutes, Data Wall	Person(s) Responsible:	Classroom Teachers, Instructional Coach, and Administration
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Goal: By June 2016, Stokes School will increase overall attendance from 96% to 98%.

Strategy 1: Improve Attendance Tracking Process

Action Steps

Guidance counselor will work with data manager and school social worker to develop an attendance tracking system.

Attendance letters will be sent and phone calls will be made to parents whose students have 3, 6, 8, 10 unexcused absences. Counselor and social worker will work with families to address needs that may keep students from coming to school.

Display daily attendance data at the front entrance of the school.

Attendance mediation with administration and social worker will be held prior to student receiving the tenth unexcused absence.

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Attendance Tracking Notebook, Attendance Letters, Parent Contact Log, Attendance Display, Mediation Documents	Person(s) Responsible:	Guidance Counselor, Social Worker, Data Manager, and Administration
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Strategy 2: Improve School Offerings for Students					
Action Steps	Implement an after school homework club that will help students to understand and complete homework.				
	Implement The Leader in Me. The Leader in Me teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.				
	Offer after school activities that interest students: Cheerleading, Science Olympiad, First Lego League, Student Lighthouse Team				
Offer leadership opportunities that interest students: Flag Crew, Reading Mentor Program, Morning News Team, Safety Patrol, Student Lighthouse Team, Student Ambassadors					
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015-June 2016	Evidence: (Identify documents and artifacts)	Homework Club Attendance Data, The Leader in Me Online System, Club Attendance, Leadership Roles for Students	Person(s) Responsible:	Club Sponsors (Teachers), Guidance Counselor, Media Coordinator and Administration

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Percentage Proficient (Green and Blue)					
	2013-14	All	Black	Hispanic	White	SWD
Read 3D	K	76	75	100	75	n/a
	1	40	28	n/a	45	34
	2	54	25	50	69	n/a
	3	63	33	60	75	50

	Percentage Proficient (Green and Blue)					
	2014-15	All	Black	Hispanic	White	SWD
Read 3D	K	57	83	75	68	0
	1	61	60	100	73	n/a
	2	63	62	0	69	0
	3	68	75	80	86	0

	Percentage Proficient (Green and Blue)					
	2015-16	All	Black	Hispanic	White	SWD
Read 3D	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
Reading	3	MG	0.4
	4	EG	5.7
	5	MG	-3.6
	6	EG	4.6
	7	MG	2.1
	8	MG	-1.9

	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain

3	MG	0.1
4	MG	-2.2
5	DNM	-7.7
6	MG	-0.3
7	MG	-3.3
8	MG	-3.8

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4			
5			
6			
7			
8			

Reading

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2013-14	All	Black	Hispanic	White	AIG	SWD	
3	63	50	40	75	n/a	n/a	
4	37.5	14.3	n/a	50	n/a	n/a	
5	39.5	31.3	n/a	41.7	70	n/a	
6	48.7	44.4	44.4	52.4	95	33.3	
7	54.1	45.5	n/a	56.5	95	n/a	
8	68	50	n/a	78.6	n/a	n/a	

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2014-15	All	Black	Hispanic	White	AIG	SWD	
3	54.8	12.5	80	68.8	n/a	n/a	
4	53.8	33.3	60	64.3	n/a	n/a	
5	33.3	28.6	n/a	42.9	n/a	n/a	
6	47.6	37.5	n/a	54.5	80	n/a	
7	35.9	37.5	33.3	36.4	83.3	40	
8	47.4	50	n/a	41.7	>95	n/a	

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2015-16	All	Black	Hispanic	White	AIG	SWD	
3							

Reading

Reading

4						
5						
6						
7						
8						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4	MG	0.6	
5	MG	0.1	
6	EG	4.9	
7	MG	-2.5	
8	MG	-0.1	

Math

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4	MG	-1.2	
5	MG	-4.9	
6	MG	-3.4	
7	MG	-2.5	
8	MG	-2.7	

Math

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4			
5			
6			
7			
8			

Math

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2013-14	Growth - MG, DNM, EG	School Effect Number	
5	MG	-0.2	

Science

8	MG	0.1
2014-15		
5	MG	-1.8
8	MG	-1.5
2015-16		
5		
8		

Math I	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)	
		Growth - MG, DNM, EG
		School Effect Number
	2013-14	MG 1
	2014-15	MG 1.2
2015-16		

K-8 Student Achievement Data							
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	3	55.6	33.3	40	68.5	n/a	n/a
	4	45.8	14.3	n/a	64.3	n/a	n/a
	5	55.8	43.8	n/a	66.7	80	n/a
	6	48.7	33.3	44.4	57.1	95	50
	7	59.5	54.5	n/a	56.5	95	n/a
	8	32	20	n/a	42.9	n/a	n/a
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2014-15	All	Black	Hispanic	White	AIG	SWD
	3	58.1	25	>95	62.5	89.3	n/a
	4	42.3	33.3	40	50	n/a	n/a
	5	41.7	14.3	n/a	57.1	n/a	n/a
	6	31	12.5	n/a	45.5	70	n/a
	7	46.2	37.5	44.4	50	>95	40
8	42.1	40	n/a	37.5	>95	n/a	
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
7							

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

8							
Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2013-14	All	Black	Hispanic	White	AIG	SWD	
5	60.5	37.5	n/a	75	90	n/a	
8	76	70	n/a	78.6	n/a	n/a	
2014-15							
5	50	28.6	n/a	64.3	n/a	n/a	
8	76.3	60	n/a	79.2	>95	n/a	
2015-16							
5							
8							
Science							
Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
	All	Black	Hispanic	White	AIG	SWD	
2013-14	83.3	n/a	n/a	87.5	n/a	n/a	
2014-15	94.4	>95	n/a	90.9	>95	n/a	
2015-16							
Math I							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences

	2011	2012	2013	2014	2015
K	2	1	1	3	0
1	0	0	1	3	3
2	1	0	0	0	5
3	1	0	1	1	1
4	0	0	0	2	4
5	1	0	0	1	2
6	3	0	0	2	2
7	1	0	1	3	2
8	0	0	0	0	3

Total 9 1 4 15 22

Promotion Retention Data

Promotion Rate:

	2012	2013	2014	2015	2016
K	97.10%	100%	94	92	

Subgroup Attendance Rate: Number of students with > 10 unexcused absences

	2011	2012	2013	2014	2015
All	9	1	4	15	22
African Am.	3	0	1	0	2
Hispanic	2	0	0	5	3
White	3	1	2	10	15
MultiRacial	0	0	1	0	2

Subgroup Retention Rate: Number of students retained

	2012	2013	2014	2015
All	6	0	7	6

District Goals for Pitt County

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

Supports SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

District Goal 2:

Every student in Pitt County Schools has a personalized education.

Supports SBE Goal 2: Every student has a personalized education.

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

Supports SBE Goal 3: Every student, every day has excellent educators.

District Goal 4:

Every school in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Supports SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

Supports SBE Goal 5: Every student is healthy, safe, and responsible.