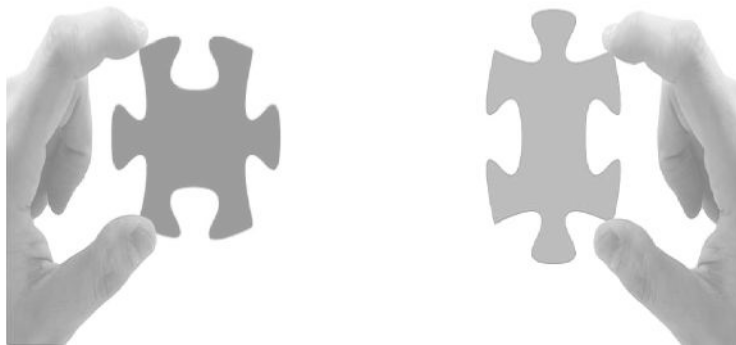


Pitt County Schools

2018–19 Performance and Growth Executive Summary



Celebrating Every Child, Challenging Every Learner

2018–19 Performance and Growth of Pitt County Schools

Executive Summary

Statistical Summary of Results

This report provides performance and growth data for the 2018–19 school year based on analysis of all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading (ELA/Reading) and Mathematics and the Essential Standards in Science, for all public schools in Pitt County.

The following data are presented:

1. **District Test Data:** *The percentage of students that scored Level 3 and above (Grade Level Proficient) or Level 4 and above (Career and College Readiness) on the EOG and EOC assessments.*
2. **School Level Test Data**
3. **District Growth Results:** *Based on student performance on the EOG and EOC assessments; and the percentage of schools that exceeded, met, or did not meet growth expectations for the school and for each applicable subgroup within a school as defined and calculated in EVAAS.*
4. **School Level Growth Results**
5. **District School Performance Grades:** *An A–F designation for each school and for each student subgroup within a school.*
6. **School Level School Performance Grades:**
7. **Federal Designation**
 - *Low Performing - Number of schools with North Carolina low performing designations.*
 - *Targeted Support and Improvement-Additional Targeted Support (TSI-AT) schools - Number of schools with federal designations of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).*

Accountability performance results for all schools included in this report are available on the North Carolina Department of Public Instruction's Accountability Services website. The data is also available in the North Carolina School Report Cards.

Section 1: District Test Data

The academic achievement standards are reported as (1) Level 4 and above: on track for being prepared for career and college at the end of high school and (2) Level 3 and above: demonstrating preparedness to be successful at the next grade level.

In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparisons to previous years' data is limited. This report does not address the change in mathematics from the previous years. The changes in reading and science data are noted.

District Test Data:

As shown in Figure 1 and Figure 2, compared to the previous year, grades 3–8 district-level performance in reading increased for Level 4 and above and Level 3 and above. Grades 3–8 district-level performance in math decreased for Level 4 and above and increased for Level 3 and above.

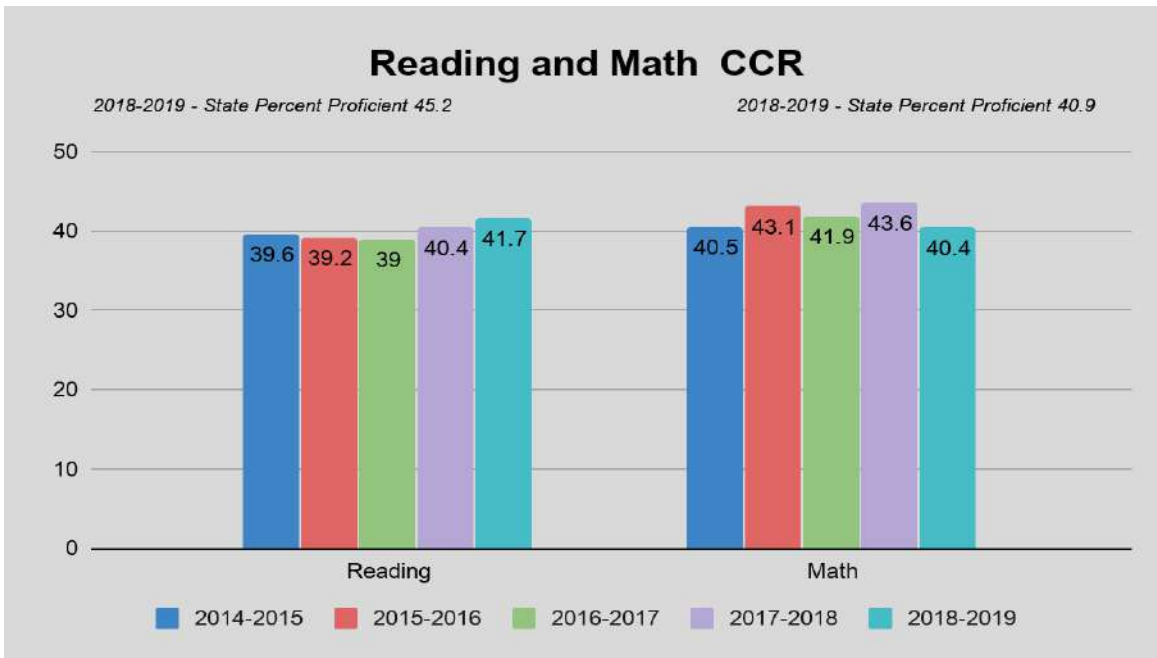


Figure 1. Grades 3–8 state-level performance results in both reading and mathematics, (Level 4 and above—Career and College Readiness [CCR] Standard)

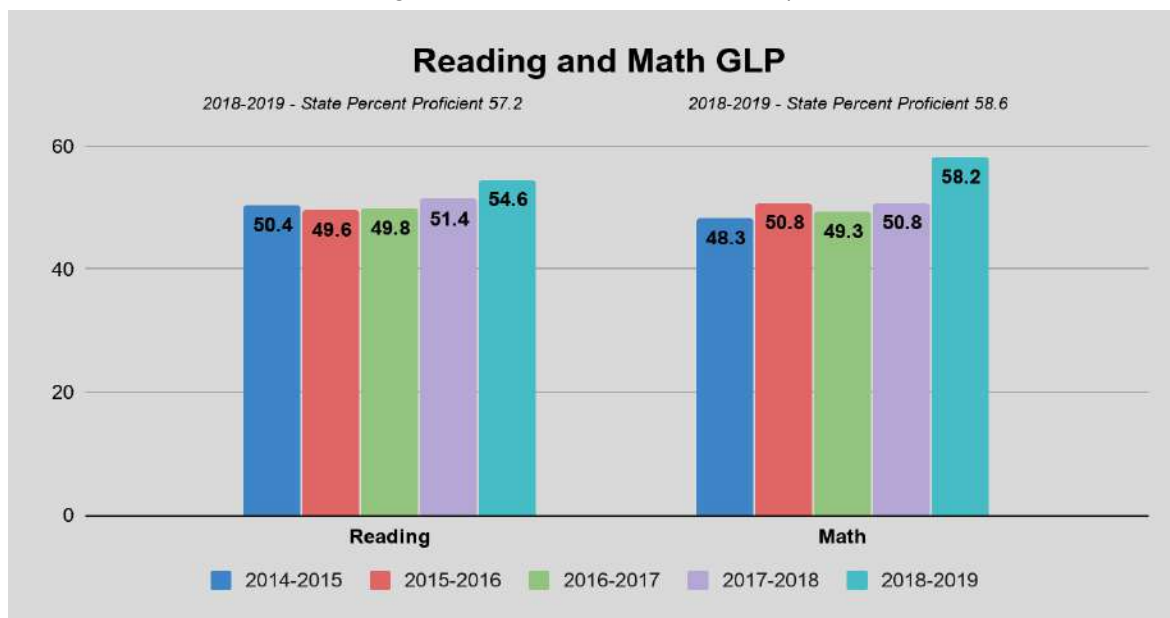


Figure 2. Grades 3–8 state-level performance results in both reading and mathematics, (Level 3 and above—Grade Level Proficiency [GLP] Standard)

Figures 3 through 12 show current year data and previous years' data for CCR (Level 4 and above) and for GLP (Level 3 and above) for each grade and subject. As with recent years for reading EOG, some grade levels have an increase in student performance and other grade levels have a decrease in student performance. For the science EOG, there continues to be an increase in student performance both for Level 4 and above and Level 3 and above. For the end-of-course tests, with the exception of English II that decreased slightly for the percentage of students at Levels 3 and above, the biology and English II EOCs show consistent increases from the previous year. State level student performance is included for comparison.

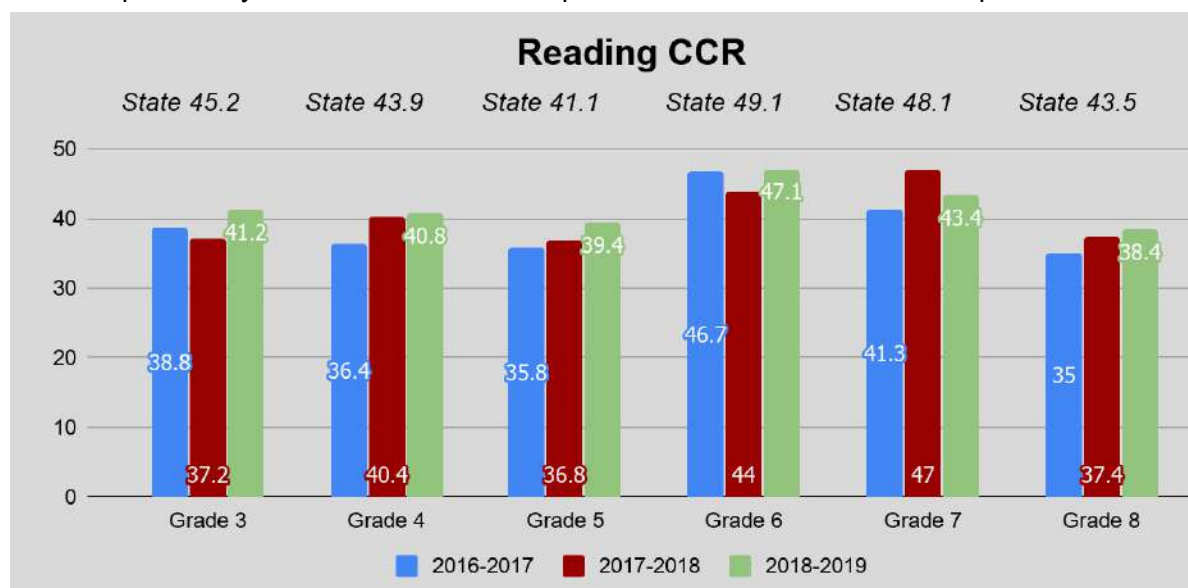


Figure 3. End-of-grade reading performance by grade (Level 4 and above—CCR Standard)

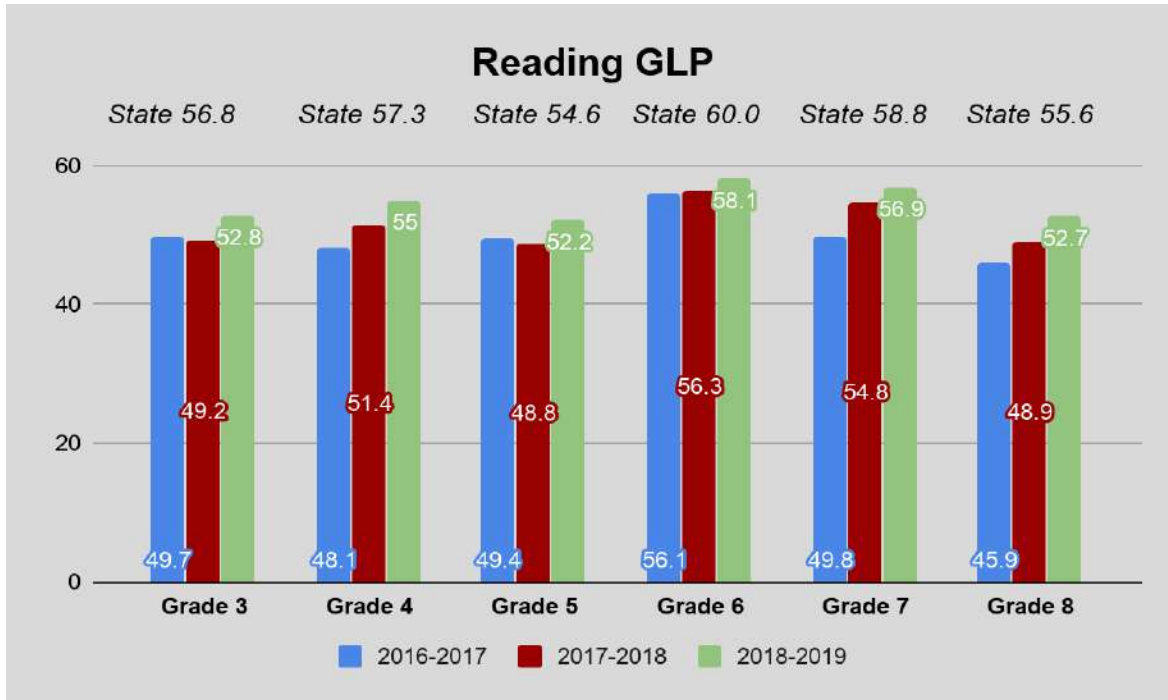


Figure 4. End-of-grade reading performance by grade (Level 3 and above—GLP Standard)

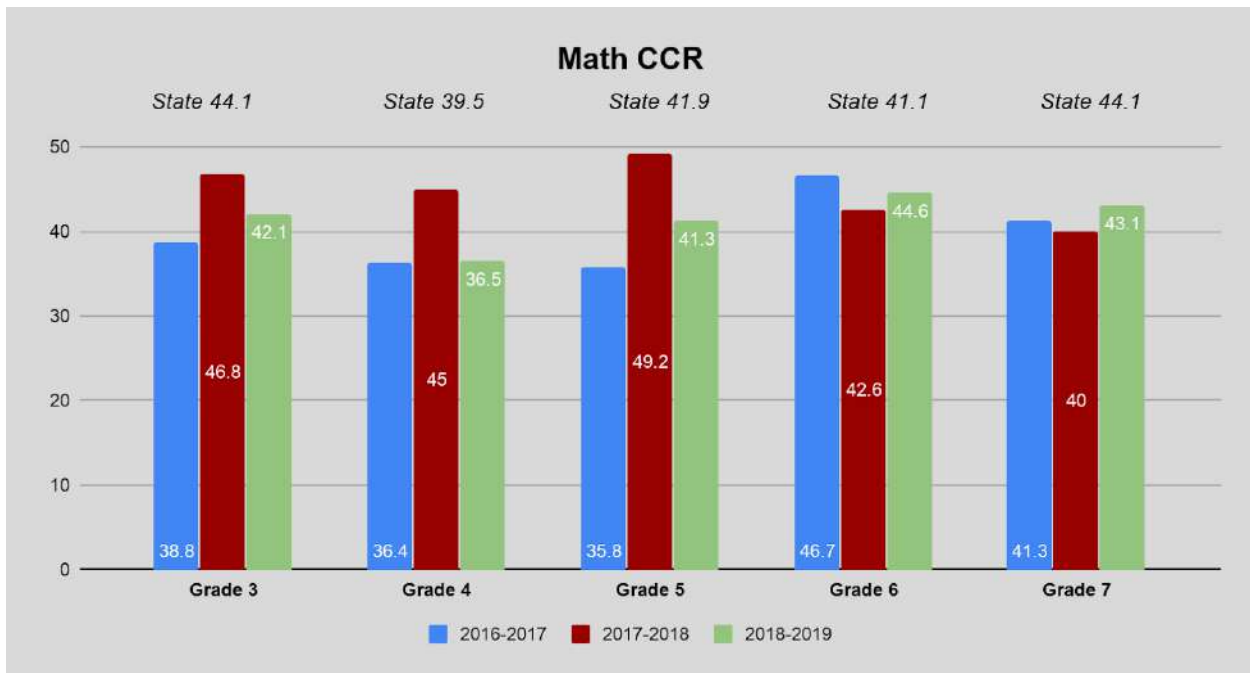


Figure 5. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard)

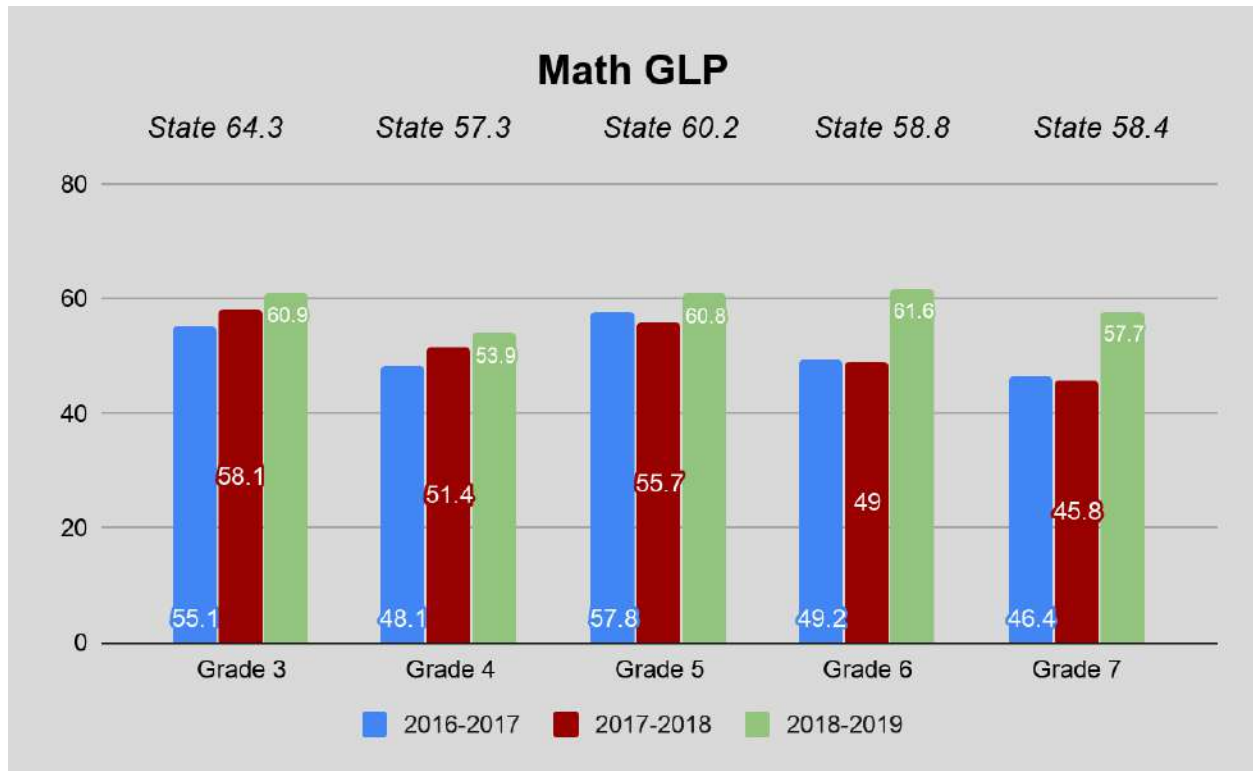


Figure 6. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard)

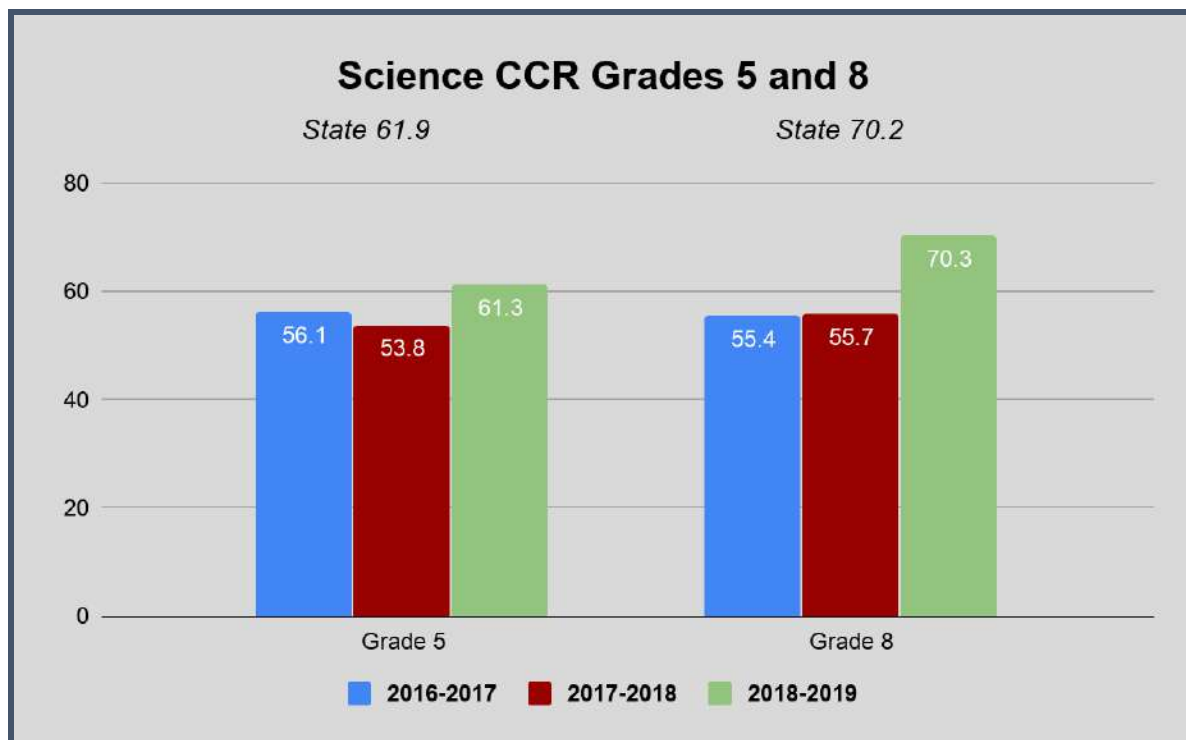


Figure 7. End-of-grade science performance by grade CCR Standard

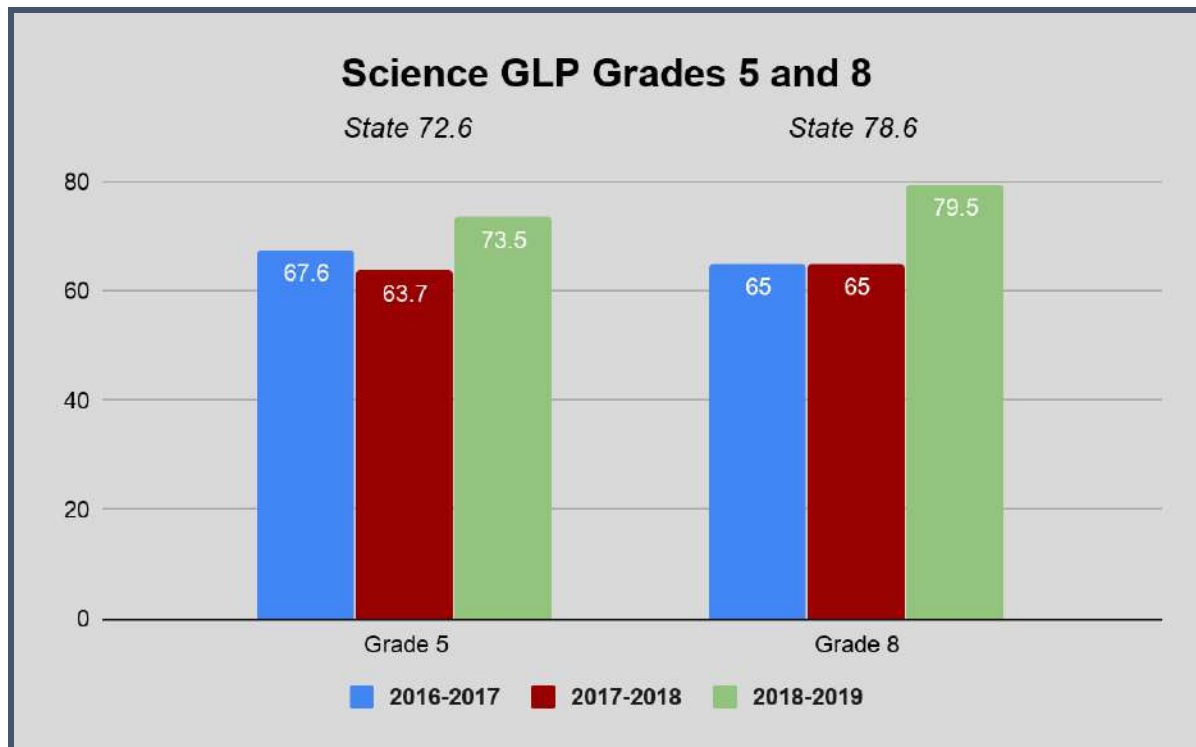


Figure 8. End-of-grade science performance by grade GLP Standard

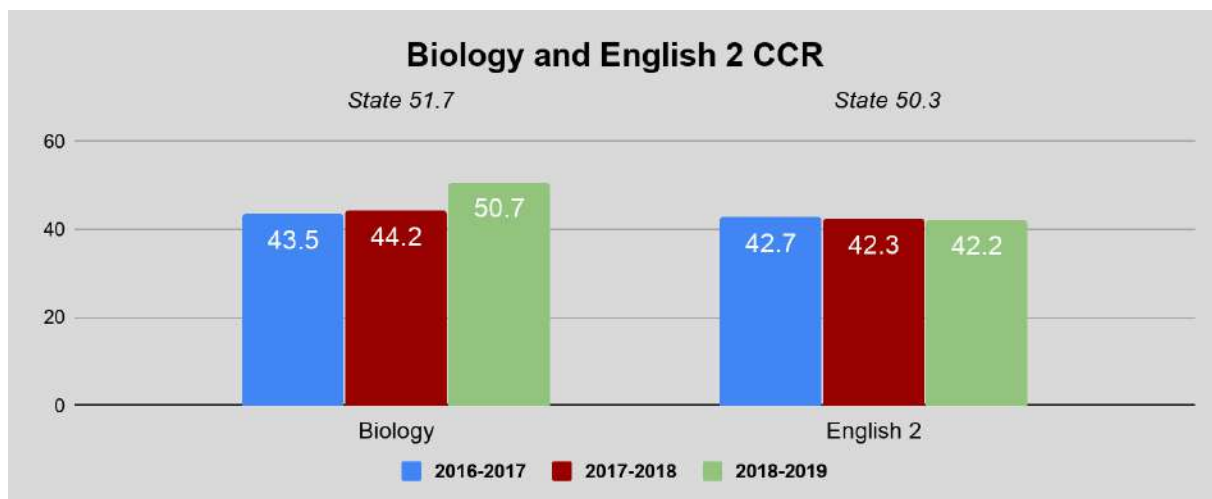


Figure 9. End-of-course performance by subject CCR Standard

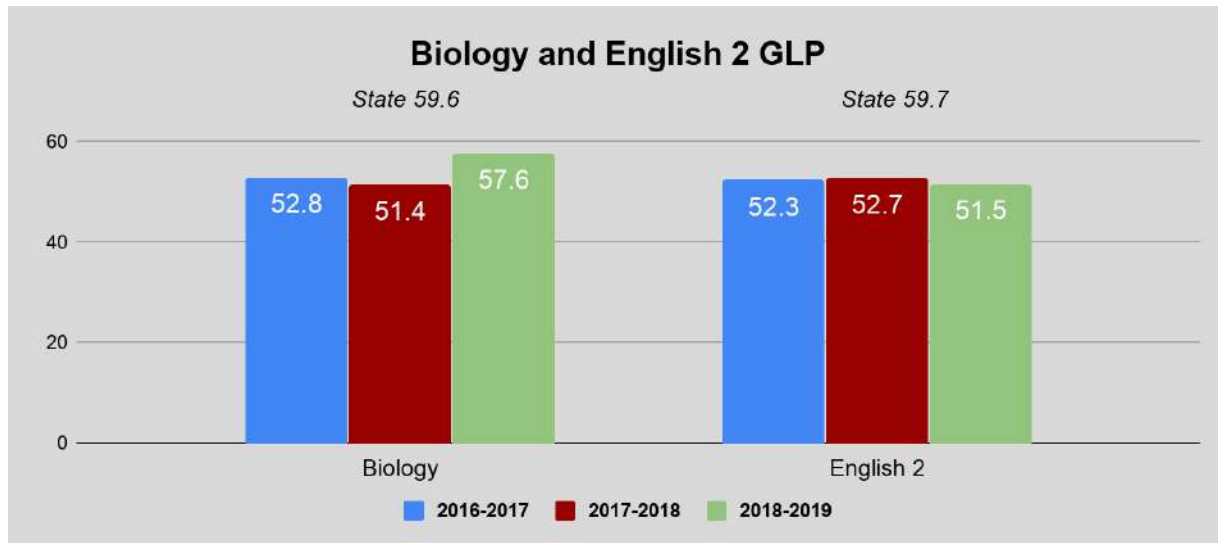


Figure 10. End-of-course performance by subject GLP Standard

Beginning in 2017–18, students who took an NC Math 1 course during or prior to grade 8 do not take the Grade 8 Mathematics EOG. In reviewing the following data, note:

1. Grade 8 Math EOG is not all students in grade 8 but only those students who did not take NC Math 1 in grade 8.
2. Grade 8 NC Math 1 is the students who did not take grade 8 mathematics but took NC Math 1 instead.
3. All NC Math 1 is all students who took NC Math 1 in 2018–19, regardless of whether it was in middle school or high school.
4. Grades 9–12 NC Math 1 is students who took NC Math 1 in high school this school year.
5. All NC Math 3 is students who took NC Math 3 this school year.

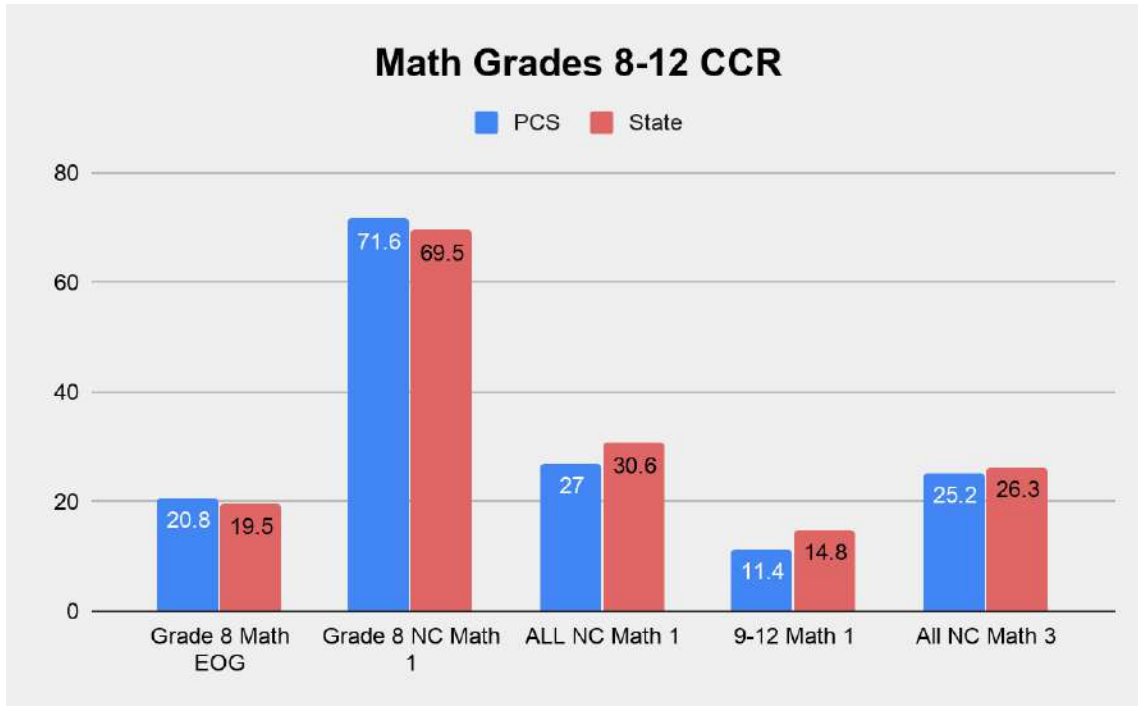


Figure 11. Mathematics end-of-grade and end-of-course performance information at grades 8–12 CCR Standard

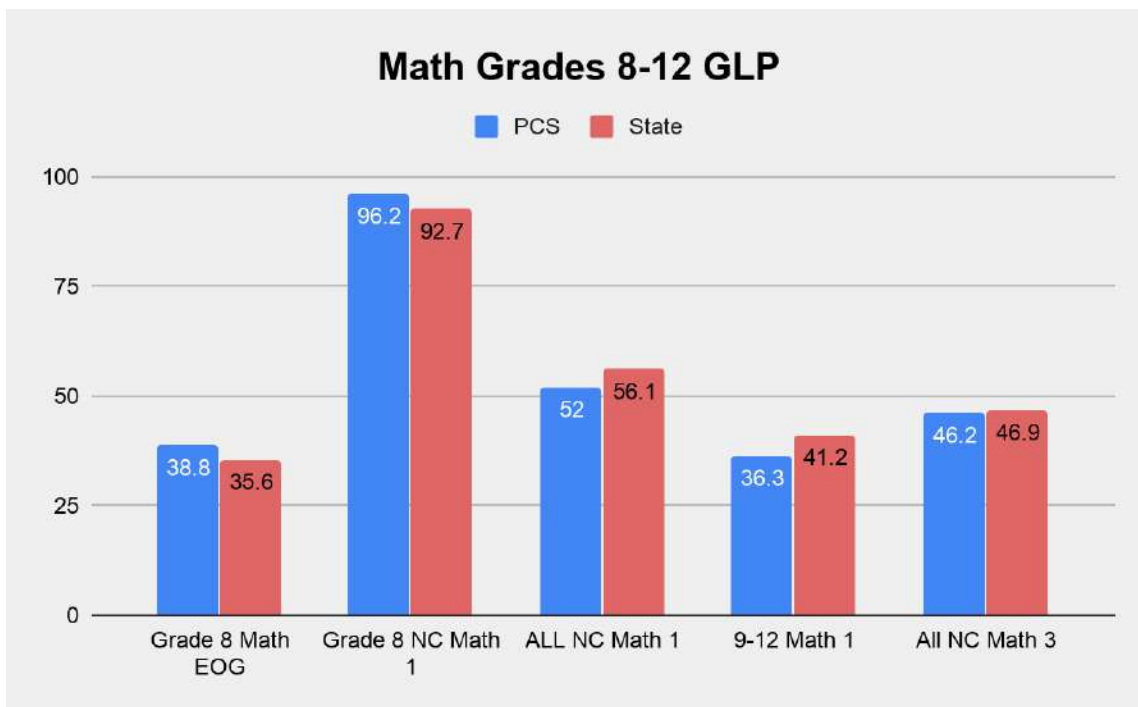


Figure 12. Mathematics end-of-grade and end-of-course performance information at grades 8–12 GLP Standard

Table 1 shows the district-level performance on end-of-grade and end-of-course tests disaggregated by student subgroups for the 2018–19 school year. The Math 3–8 includes students who took NC Math 1 prior to high school, and NC Math 1 includes only those students who took NC Math 1 in high school.

Table 1 *Summary subgroup performance by subject (Level 3 and above—GLP Standard)*

Subgroup	Reading 3-8	Math 3-8	Science 5 and 8	English II	Biology	Math 1	Math 3
ALL	54.6	58.2	76.3	51.5	57.6	36.3	46.2
American Indian	54.5	72.7	90.0	*	*	*	*
Asian	84.9	94.8	88.5	73.3	73.0	41.7	82.6
Black	37.9	41.2	63.9	33.6	36.2	26.7	27.7
Hispanic	49.4	59.2	76.9	52.4	58.4	36.5	42.0
Two or More Races	63.8	59.4	76.4	55.7	59.2	40.0	50.0
White	75.8	78.5	90.5	70.7	77.9	53.2	53.2
Economically Disadvantaged	39.8	43.9	64.8	33.9	38.2	29.1	29.1
English Learners	25.1	44.0	53.2	<5	17.4	21.4	13.7
Students with Disabilities	22.3	22.1	36.8	12.6	24.4	11.6	11.6

* <10 scores reported

The following tables (2–3) provide student performance data by cohort over time. For example, previous grade level performance (grades 3–7) is provided for the 2018–19 grade 8 cohort. However, student cohorts are not absolute as changes due to student mobility or other factors are not considered.

With the implementation of new mathematics tests in the 2018–19 school year, the trend line for mathematics performance is reset and the cohort trend data are not provided.

Table 2. End-of-Grade Reading Performance Cohort Trend (Level 4 and Above— Career and College Readiness [CCR] Standard)

	Reading EOG/EOC College and Career Ready				
	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 3	38.8	41.5	38.8	37.2	41.2
Grade 4	42.5	39.2	36.4	40.4	40.8
Grade 5	33.9	37.3	35.8	36.8	39.3
Grade 6		41.8	46.7	44.0	47.1
Grade 7			41.3	47.0	43.4
Grade 8				37.4	38.4

Table 3. End-of-Grade Reading Performance Cohort Trend (Level 3 and Above— Grade Level Proficiency [GLP] Standard)

	Reading EOG/EOC Grade Level Proficient				
	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 3	51.2	51.8	49.7	49.2	55.9
Grade 4	53.3	49.8	48.1	50.4	55.0
Grade 5	44.1	48.2	49.4	48.8	52.5
Grade 6		49.8	56.1	56.3	58.1
Grade 7			49.8	54.8	56.9
Grade 8				48.9	55.8

Pitt County Schools results for other high school indicators: ACT, WorkKeys, Students Passing NC Math 3, and the Graduation Project are presented in Table 4. Beginning in 2017–18, the ACT/WorkKeys are combined into one indicator for the calculation of the School Performance Grades.

Indicator	Benchmark Definition	2016-17 Percent Meeting Benchmark	2017-18 Percent Meeting Benchmark	2018-19 Percent Meeting Benchmark
ACT	Percent of 11th grade participating students who meet the UNC System minimum admission requirement of a composite score of 17	PCS = 53.1 State = 58.8	PCS = 50.5 State = 57.9	PCS = 51.9 State = 55.8
WorkKeys	Percent of 12th grade Career and Technical Education (CTE) concentrators who earned a Silver Certificate or higher *	PCS = 63.2 State = 73.3	PCS = 66 State = 68.3	PCS = 57.5 State = 65.5
ACT/ WorkKeys Indicator	Percent of 12th graders who met either the ACT benchmark or the WorkKeys benchmark	N/A	PCS = 64.9 State = 66.5	PCS = 60.3 State = 65.0
Math Course Rigor	Percent of 12th graders who completed NC Math 3 or Math III with a passing grade (Used for calculation of School Performance Grades)	PCS = 92.4 State >95	PCS = 90.6 State = 92.9	PCS = 89.9 State = 93.0
Cohort Graduation Rate	The percentage of students who graduate within four years of entering (9th grade) high school (Standard [4-Year] Cohort Graduation Rate)	PCS = 86.2 State = 87.9	PCS = 84.7 State = 86.3	PCS = 83.3 State = 86.5

* Prior to 2017–18, WorkKeys was calculated using CTE concentrator graduates only. Beginning in the 2017–18 school year, WorkKeys is calculated using CTE concentrators in Grade 12 membership

Section 2: School Level Test Data

This report section provides performance and growth data by school for the 2018–19 school year based on analysis of all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading (ELA/Reading) and Mathematics and the Essential Standards in Science.

School Level Test Data:

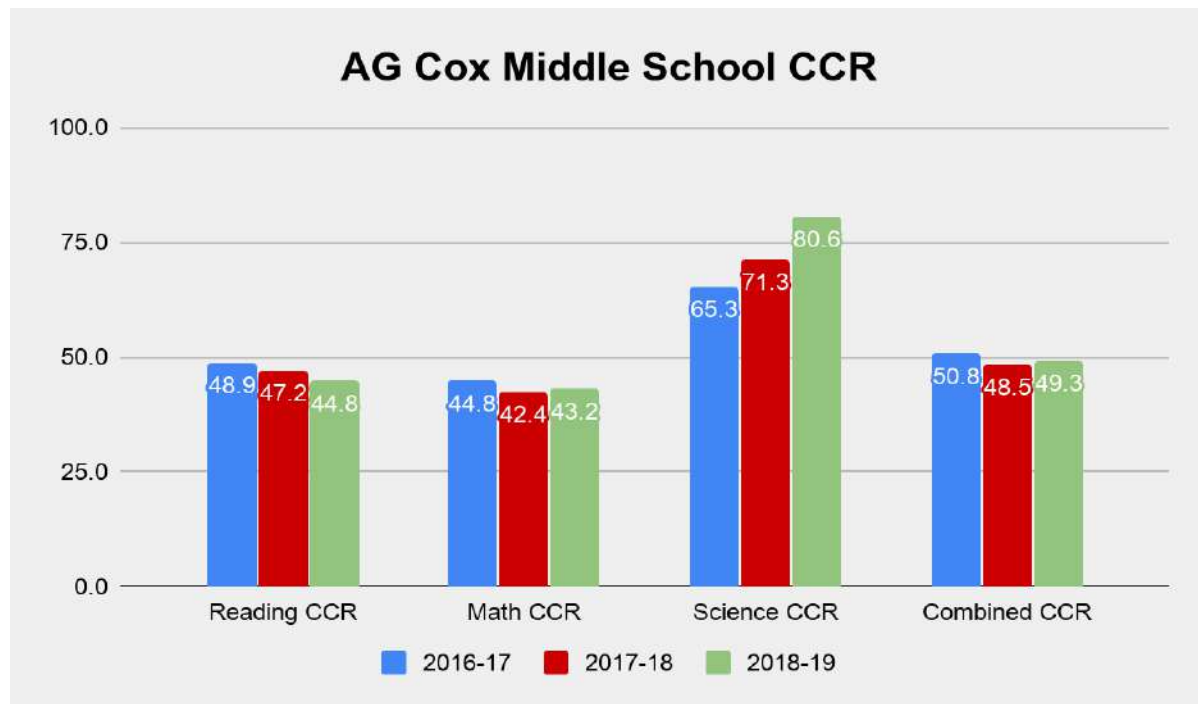


Figure 1. AG Cox Middle School Grades 6–8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

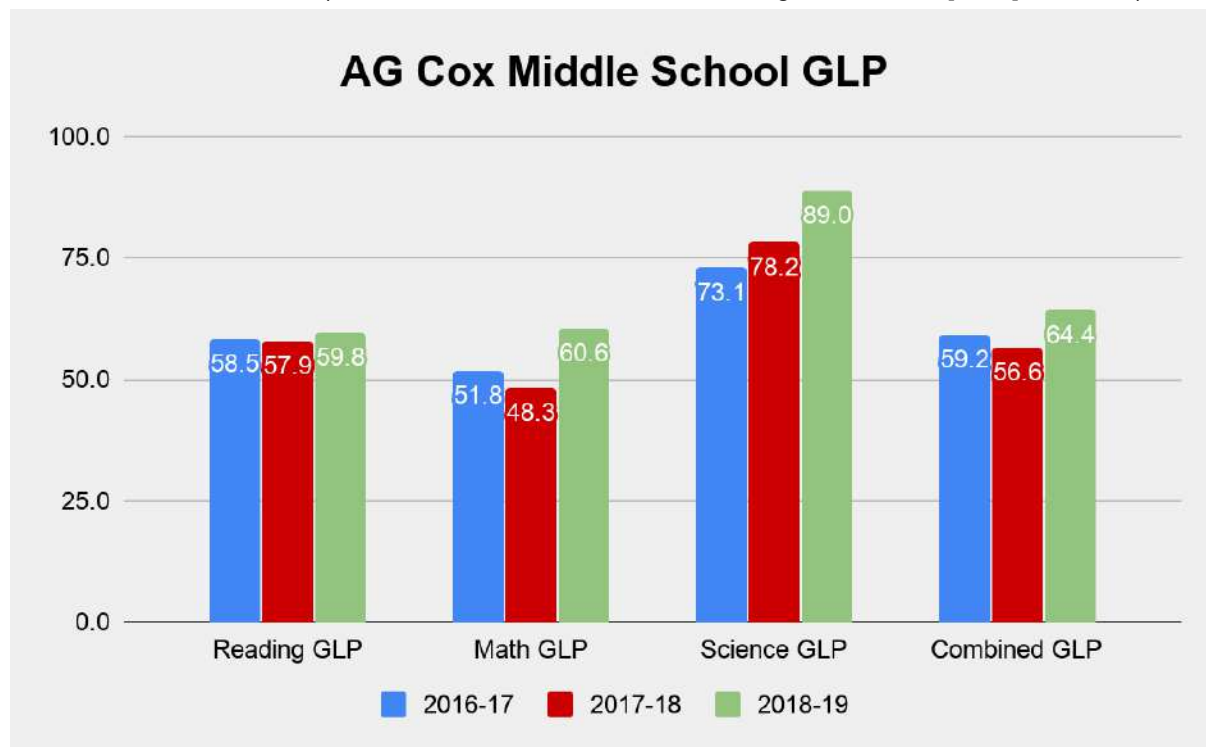


Figure 2. AG Cox Middle School Grades 6–8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

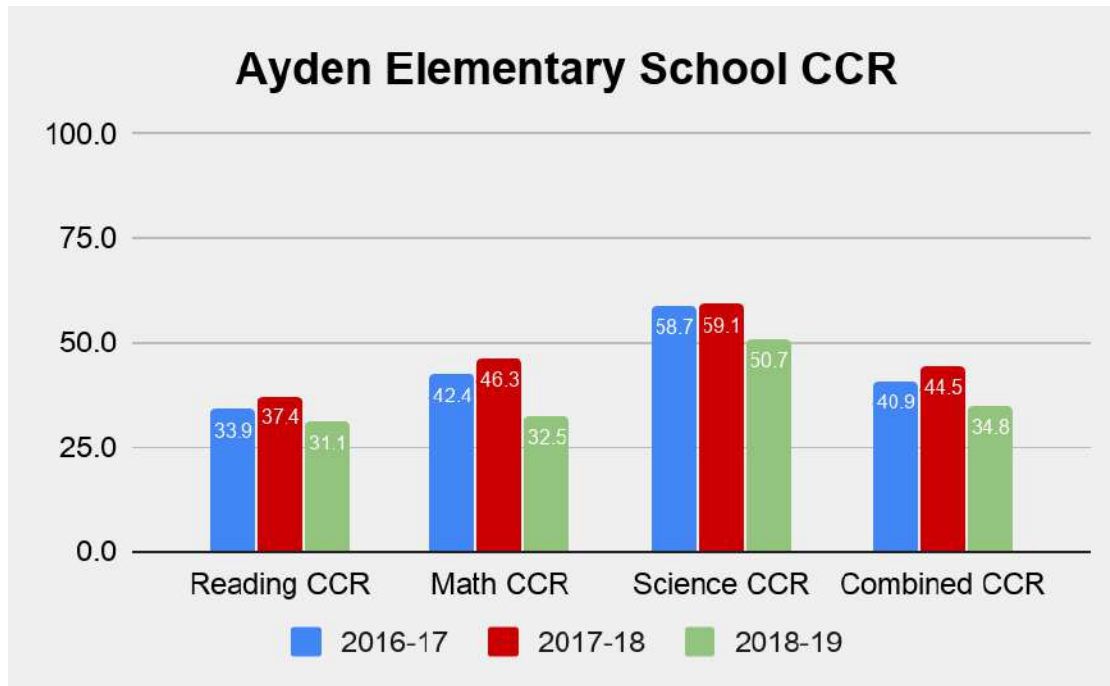


Figure 3. Ayden Elementary Grades 3–5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

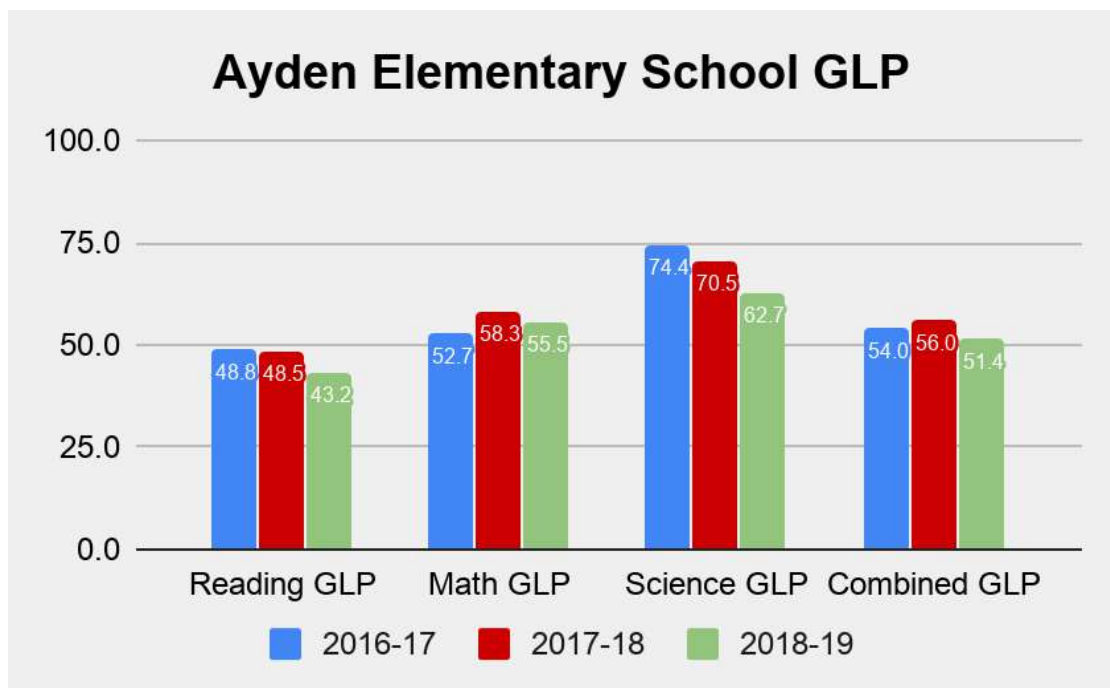


Figure 4. Ayden Elementary Grades 3–5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

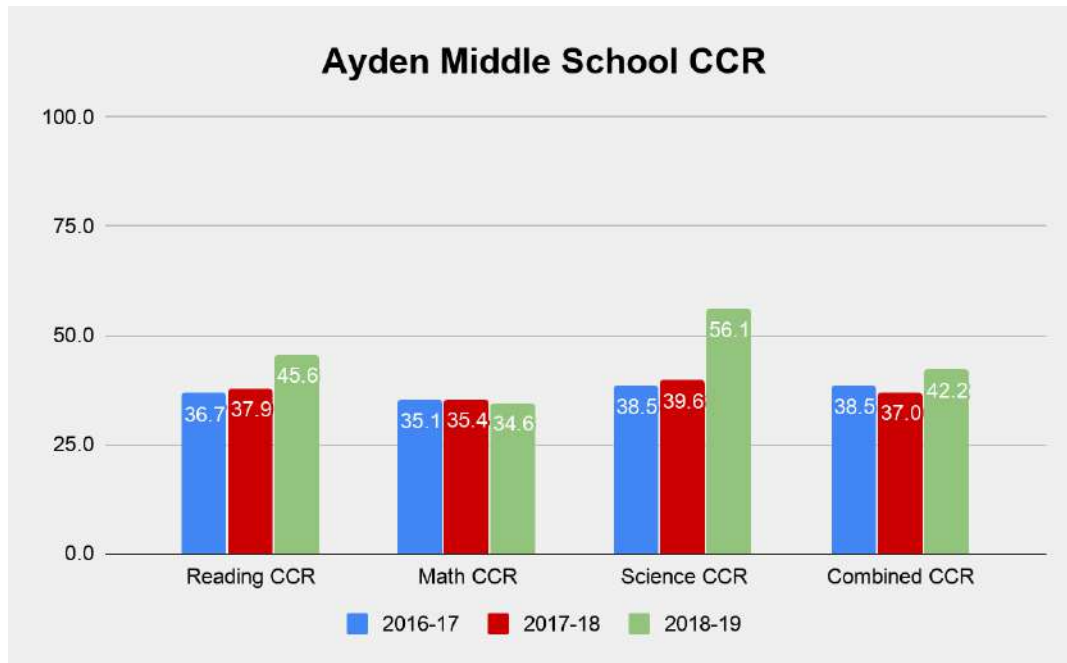


Figure 5. Ayden Middle Grades 6–8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

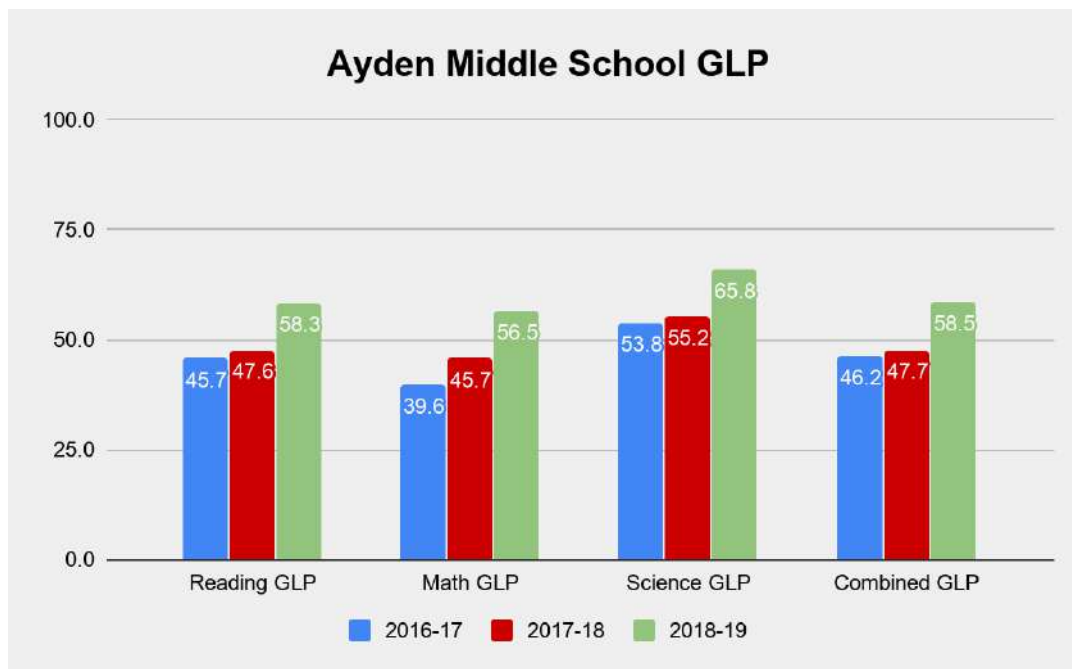


Figure 6. Ayden Middle Grades 6–8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

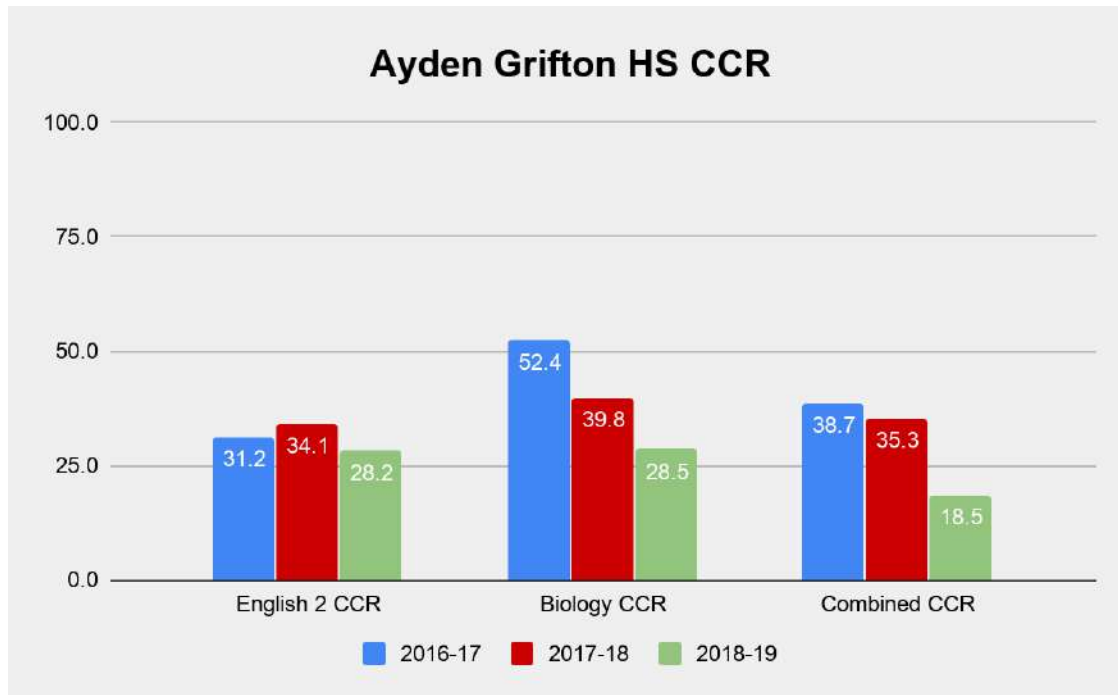


Figure 7. Ayden Grifton Grades 9–12 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

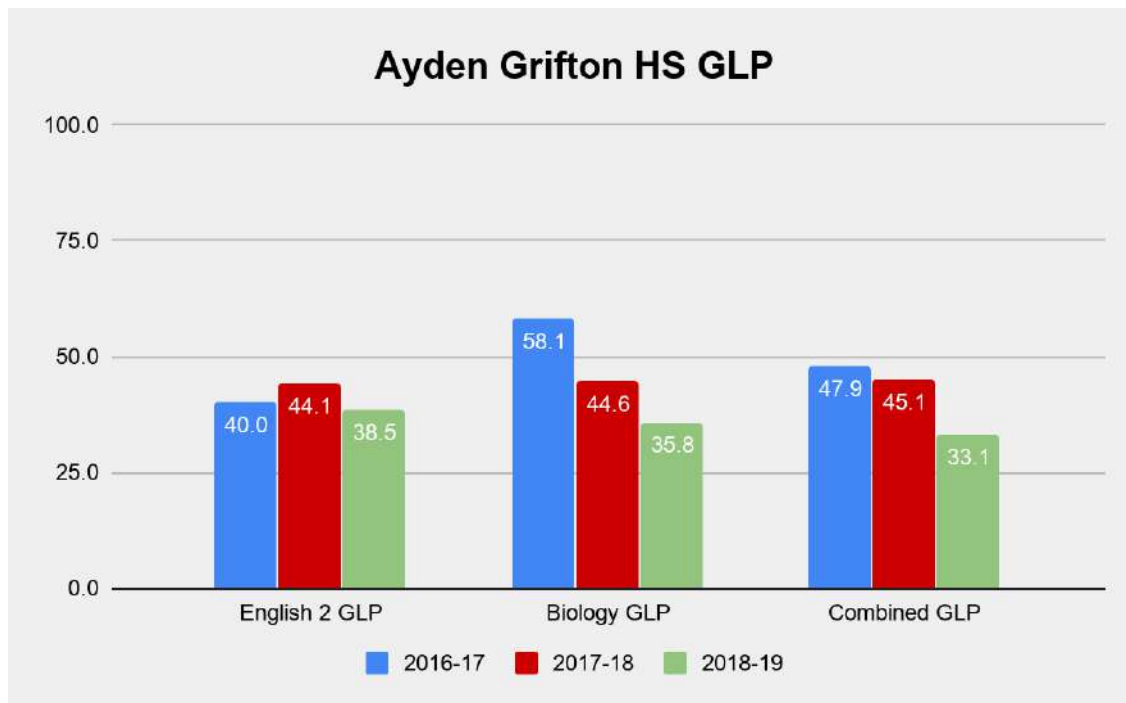


Figure 8. Ayden Grifton Grades 9–12 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

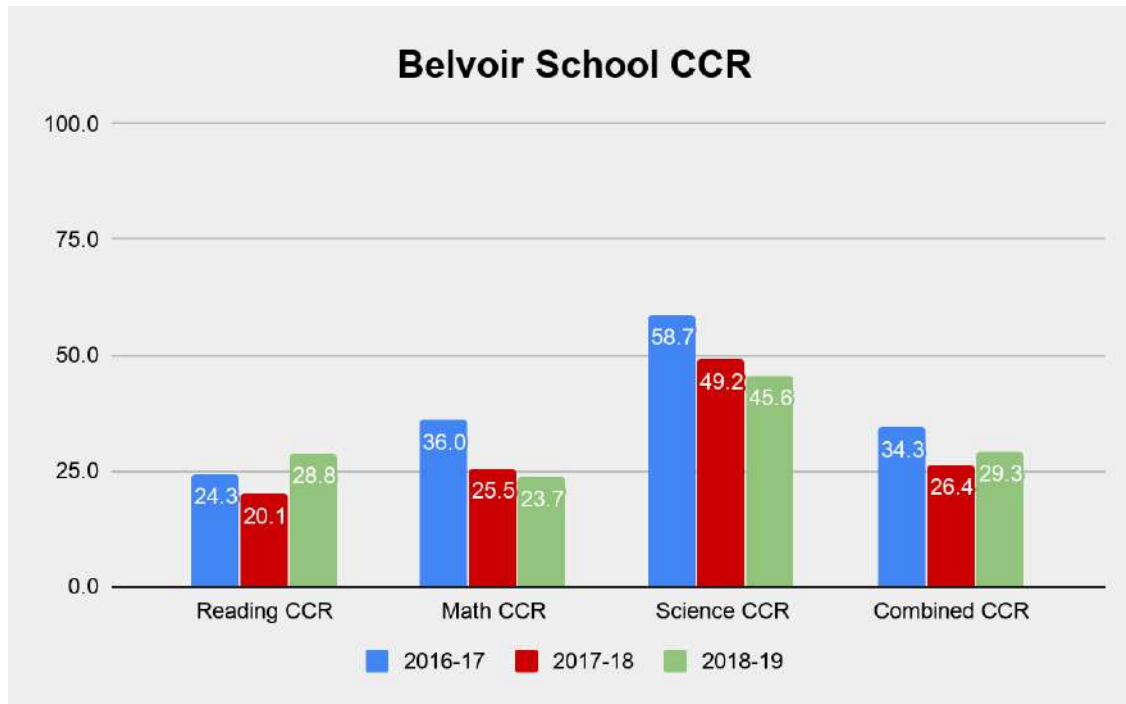


Figure 9. Belvoir School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

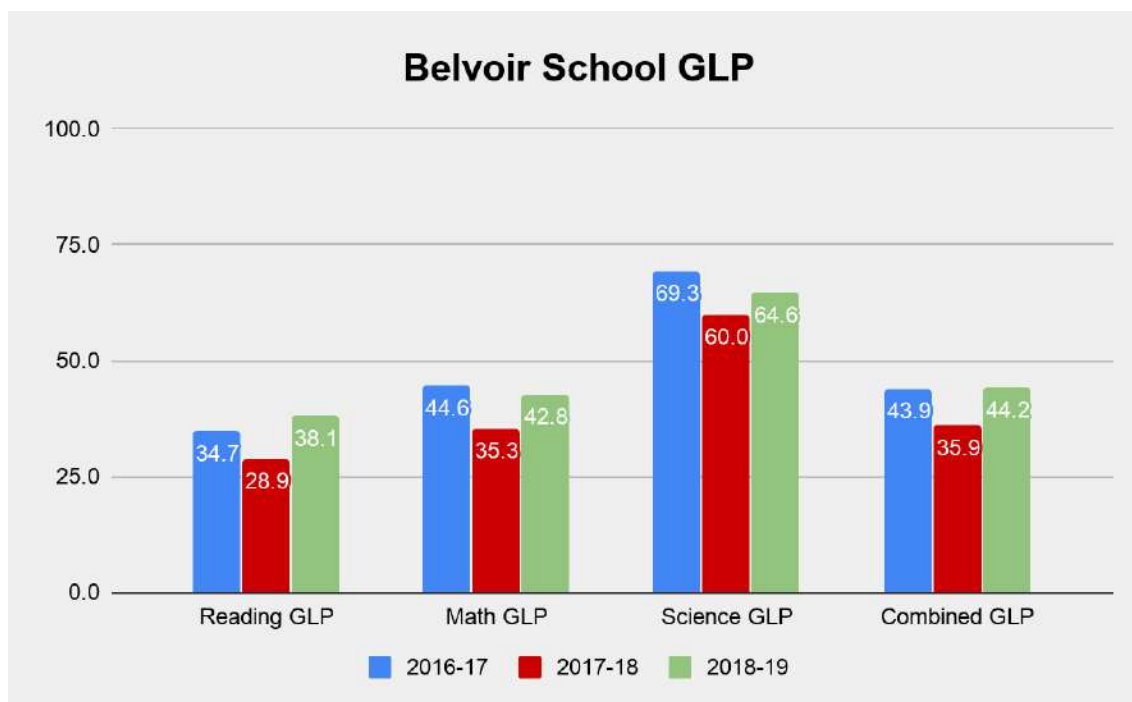


Figure 10. Belvoir School Grades 3–5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

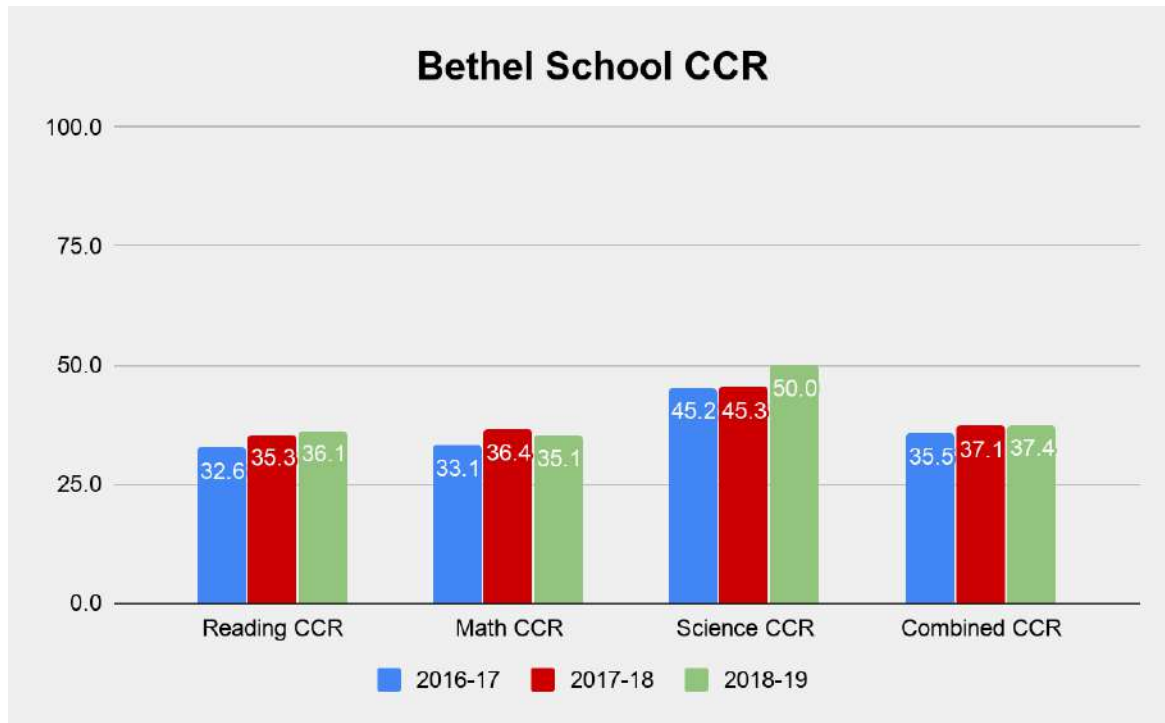


Figure 11. Bethel School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

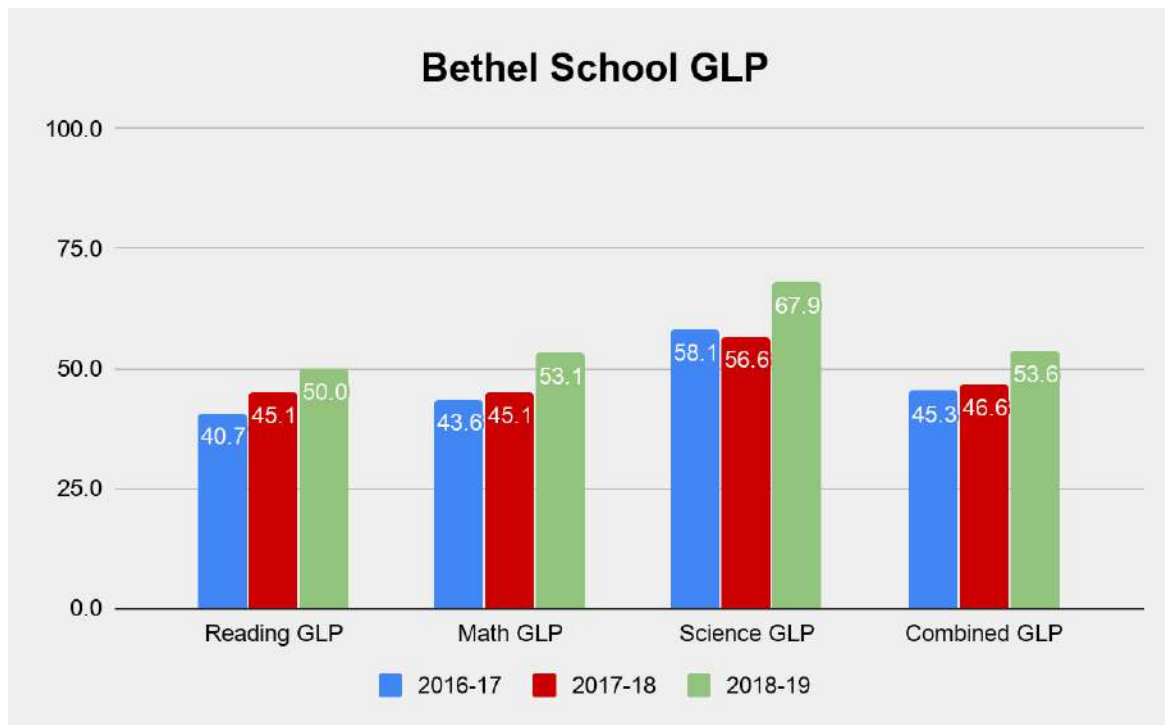


Figure 12. Bethel School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

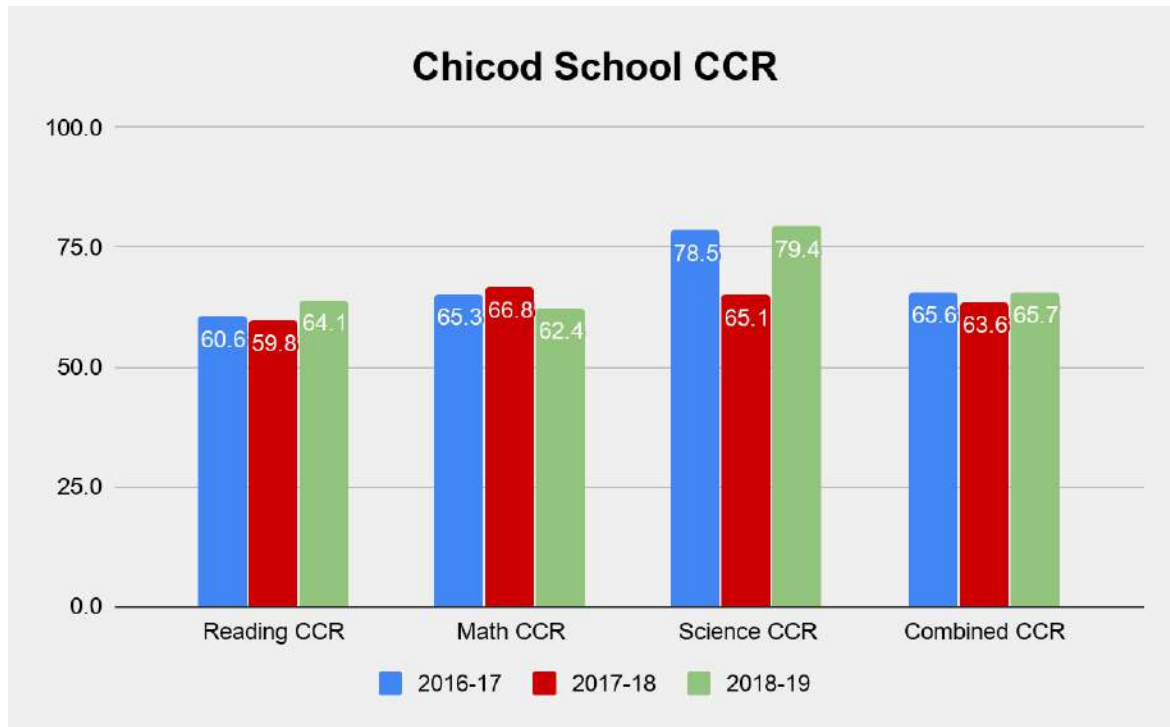


Figure 13. Chicod School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

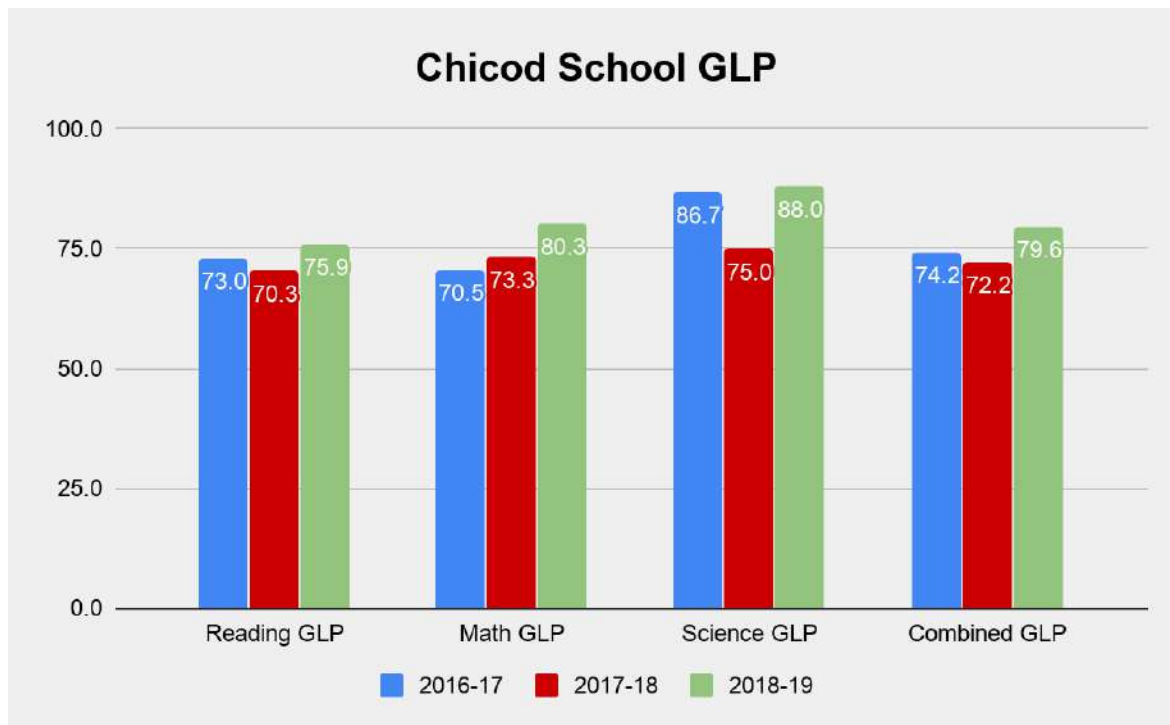


Figure 14. Chicod School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

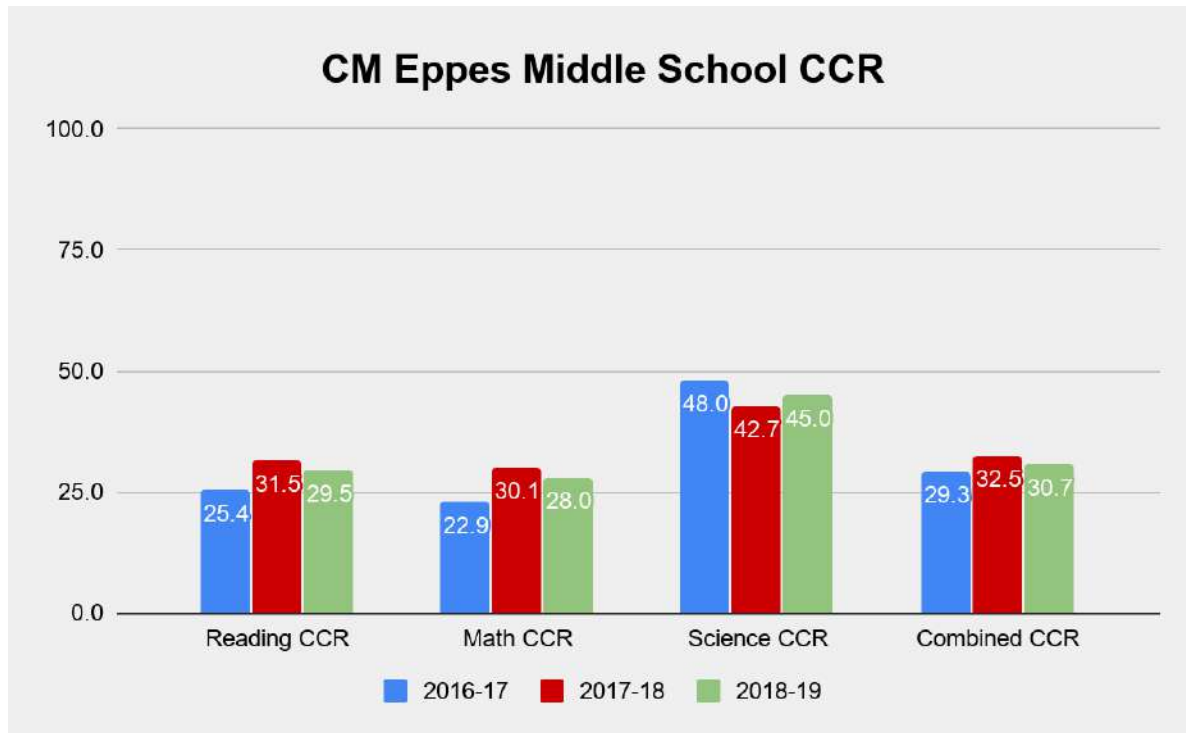


Figure 15. CM Eppes Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

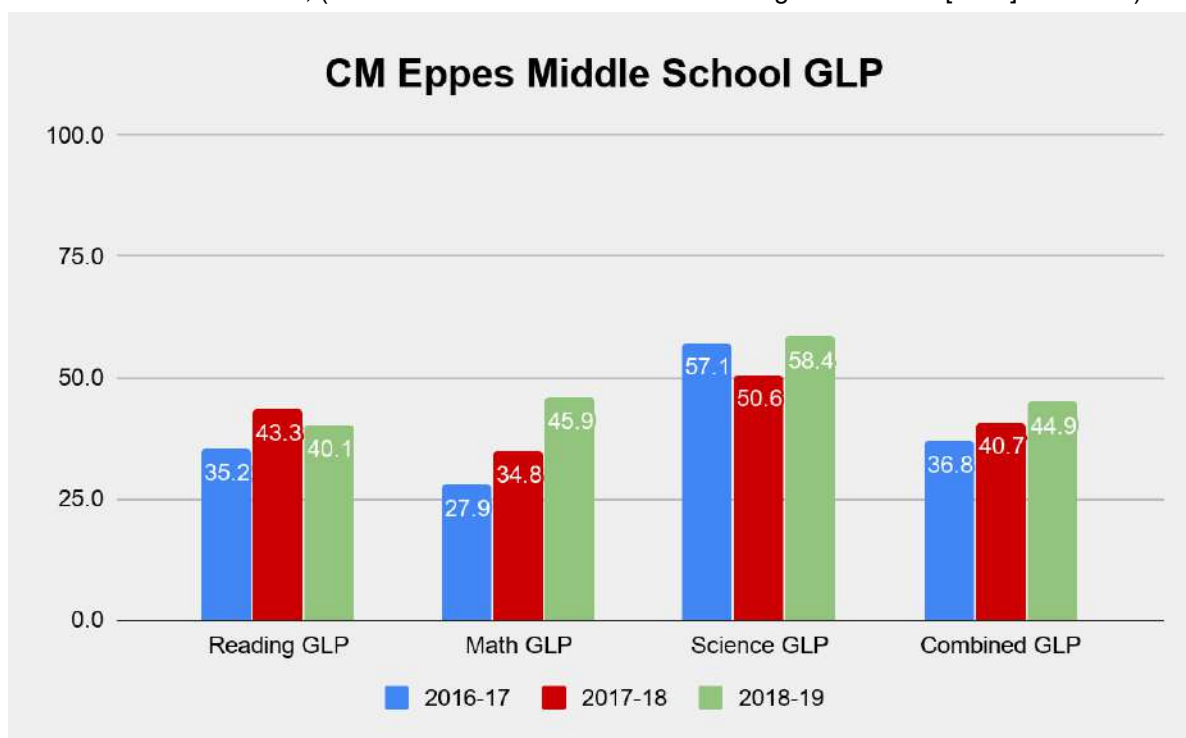


Figure 16. CM Eppes Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

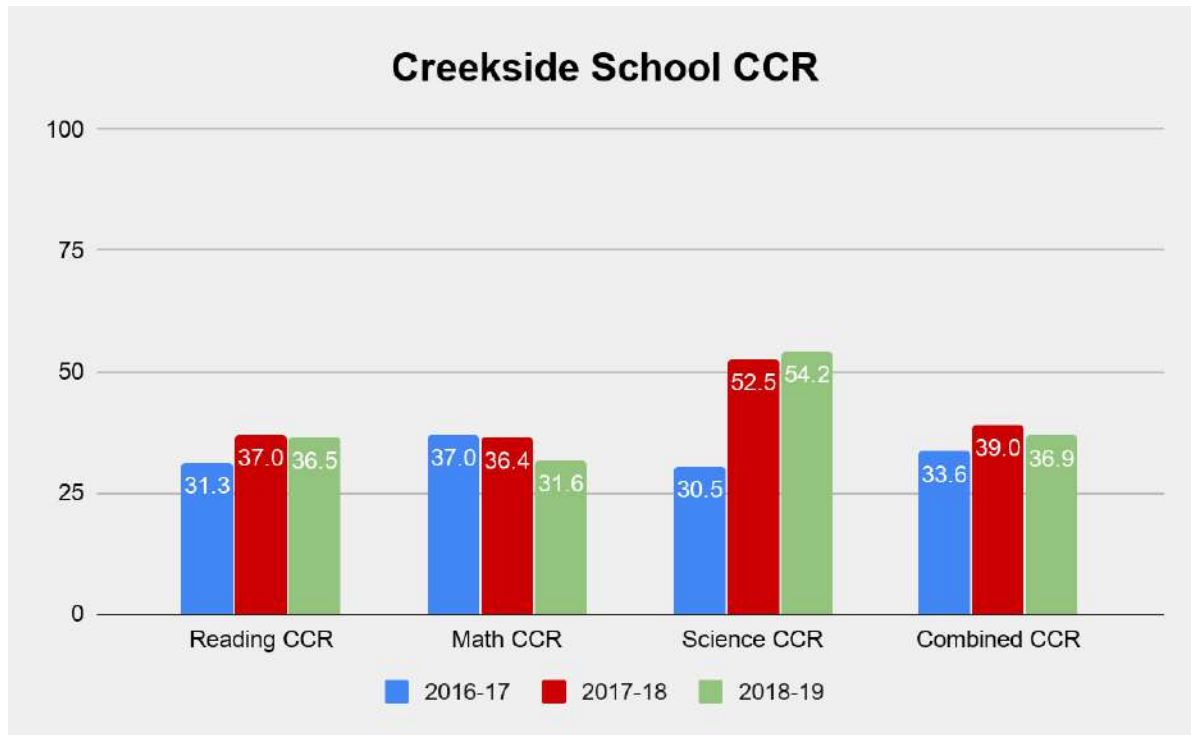


Figure 17. Creekside School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

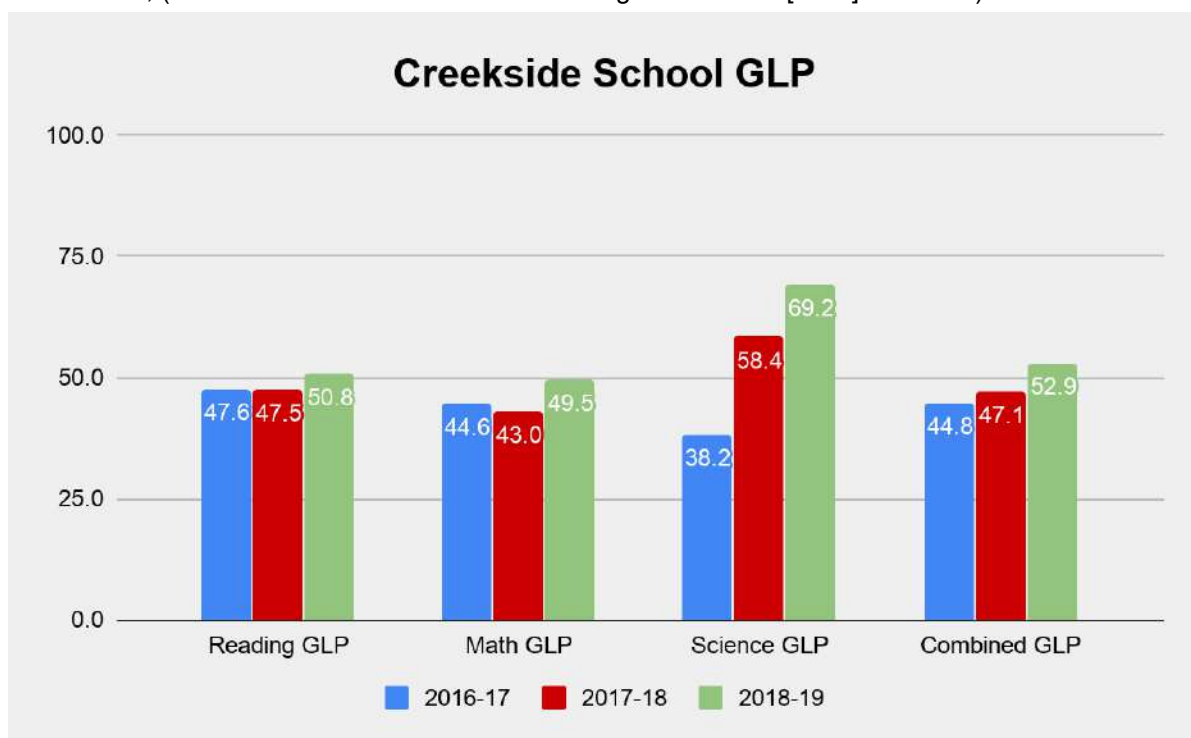


Figure 18. Creekside School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

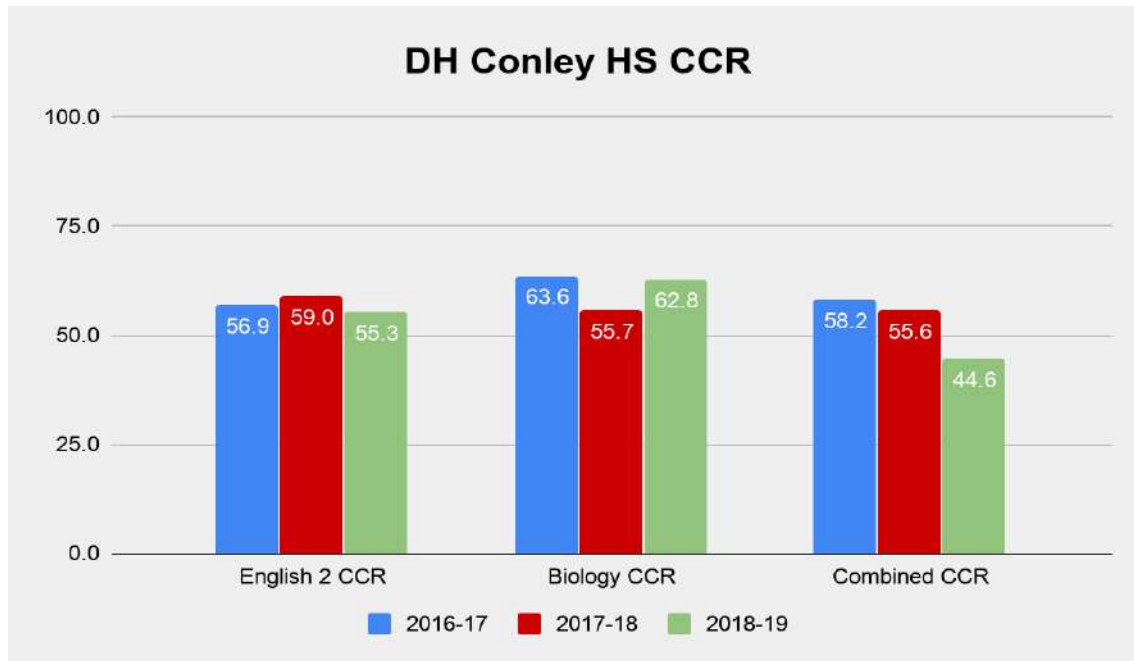


Figure 19. DH Conley Grades 9–12 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

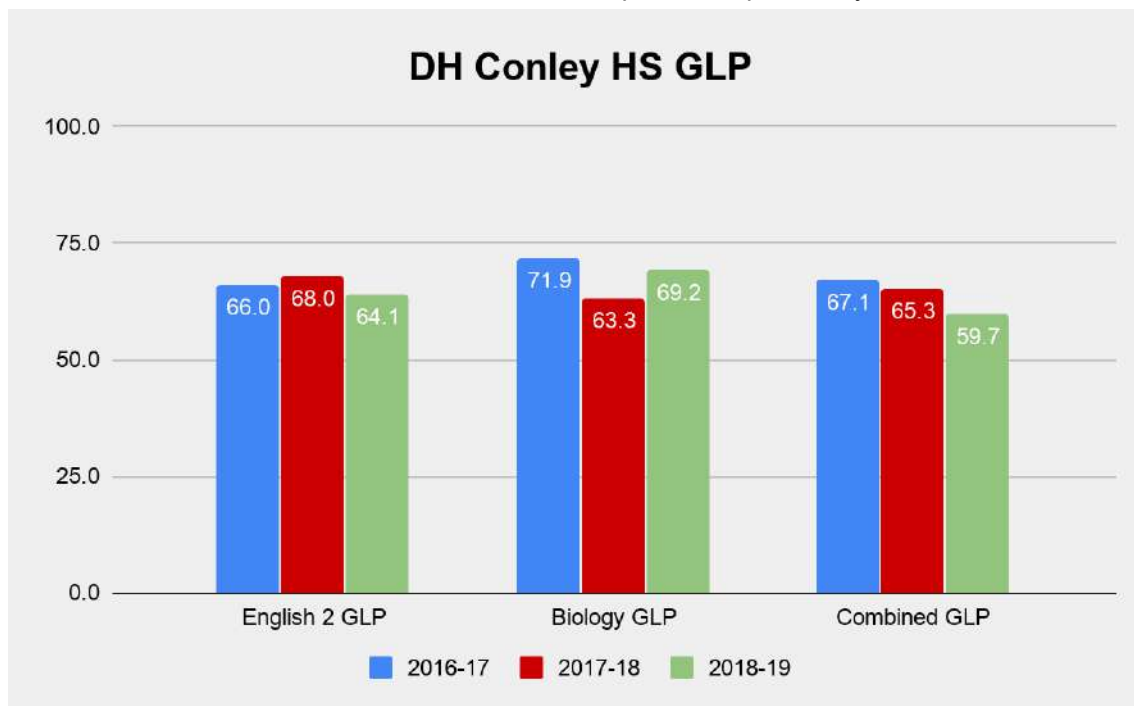


Figure 20. DH Conley Grades 9–12 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

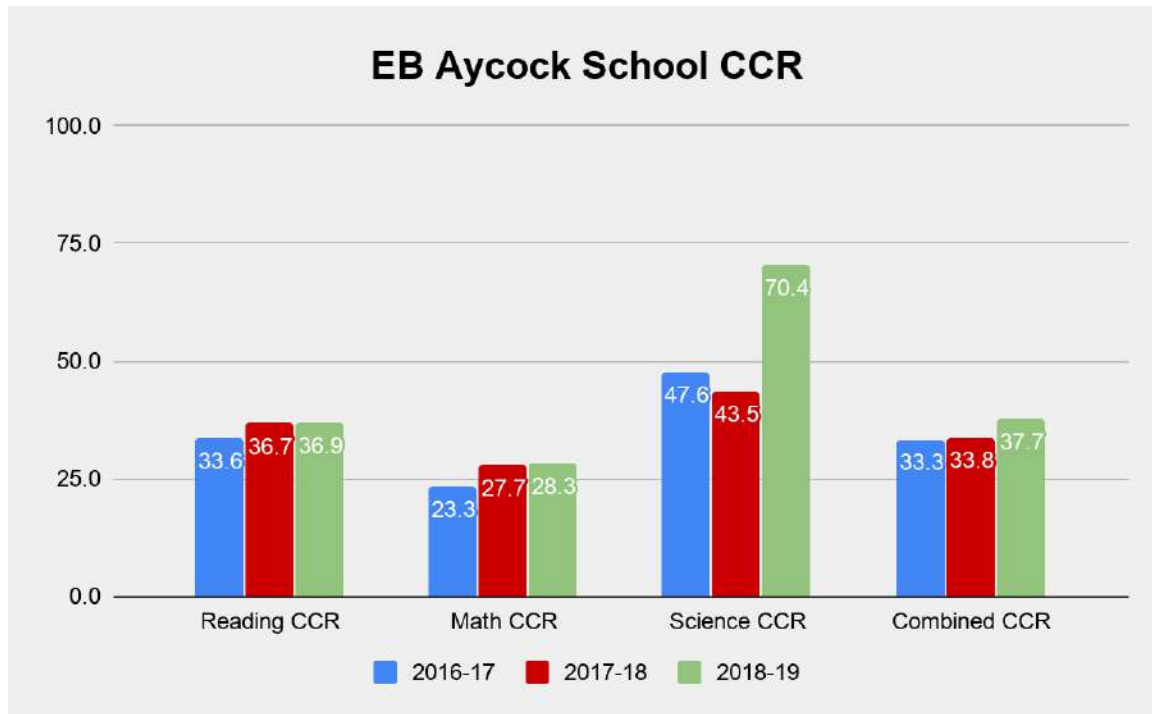


Figure 21. EB Aycock School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

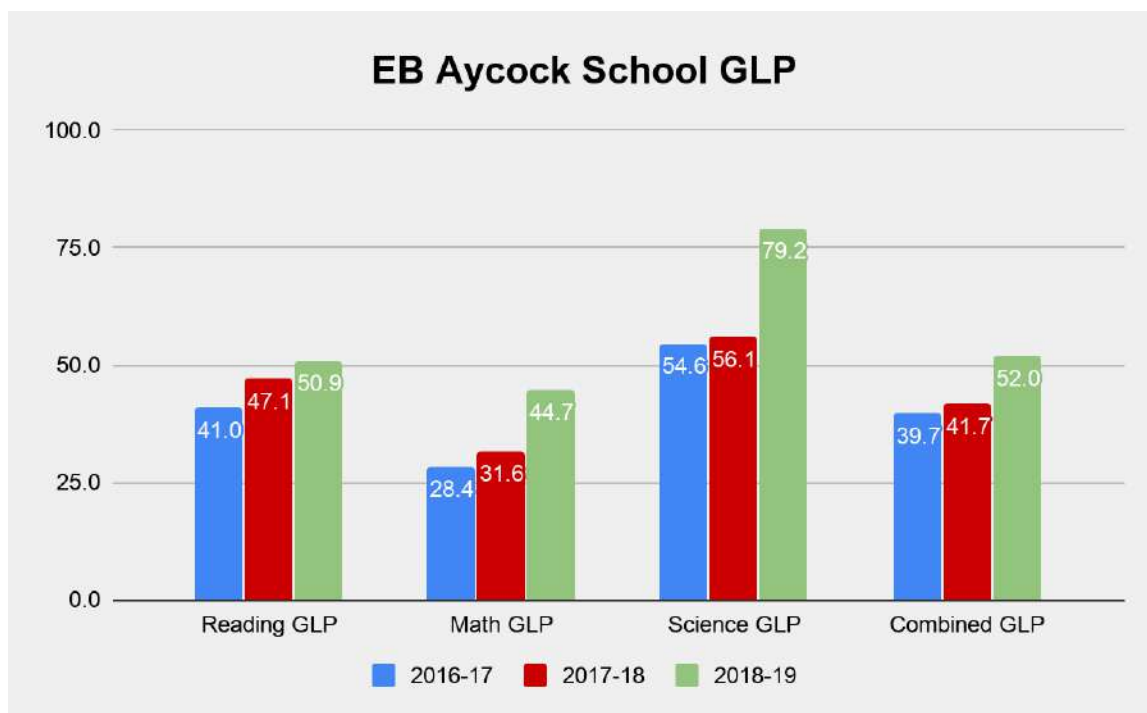


Figure 22. EB Aycock School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

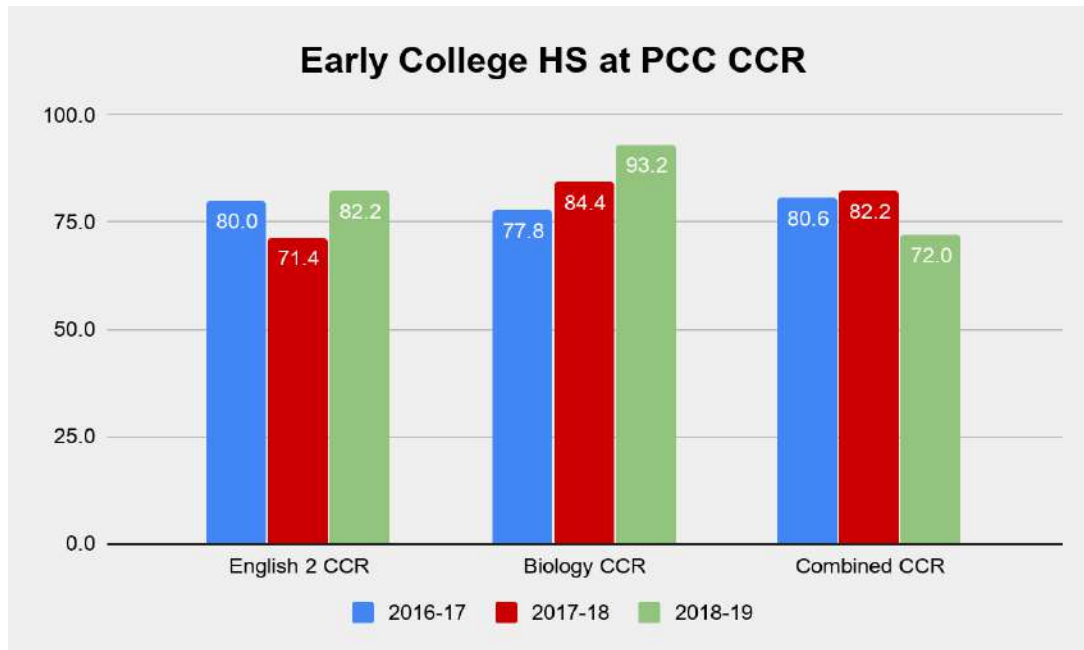


Figure 23. Early College at PCC Grades 9–13 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

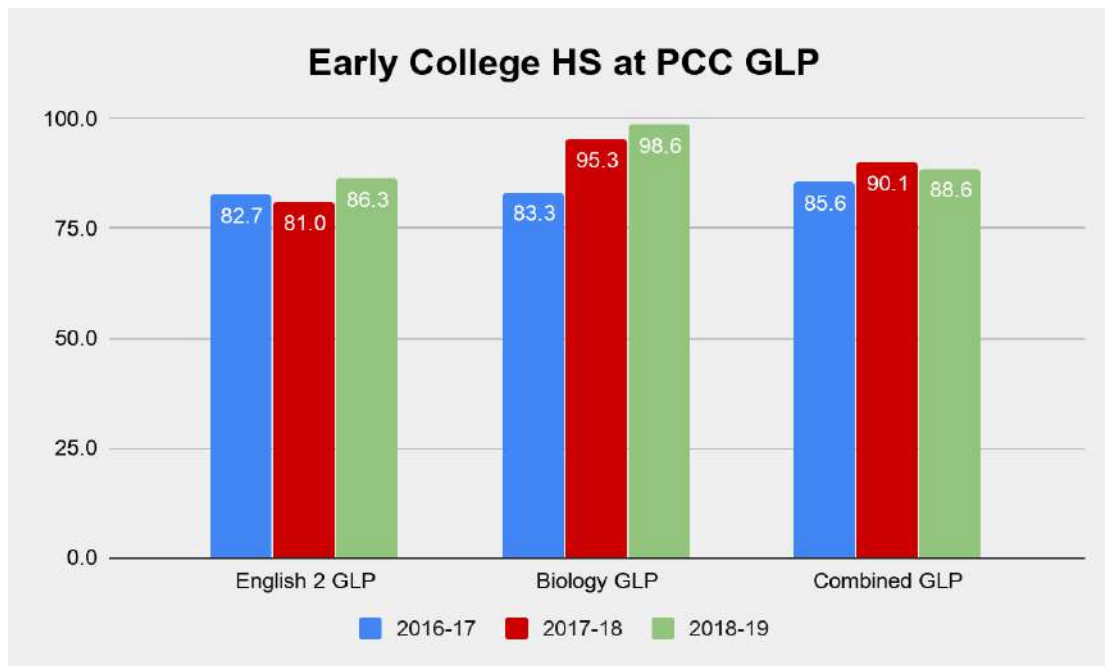


Figure 24. Early College at PCC Grades 9–13 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

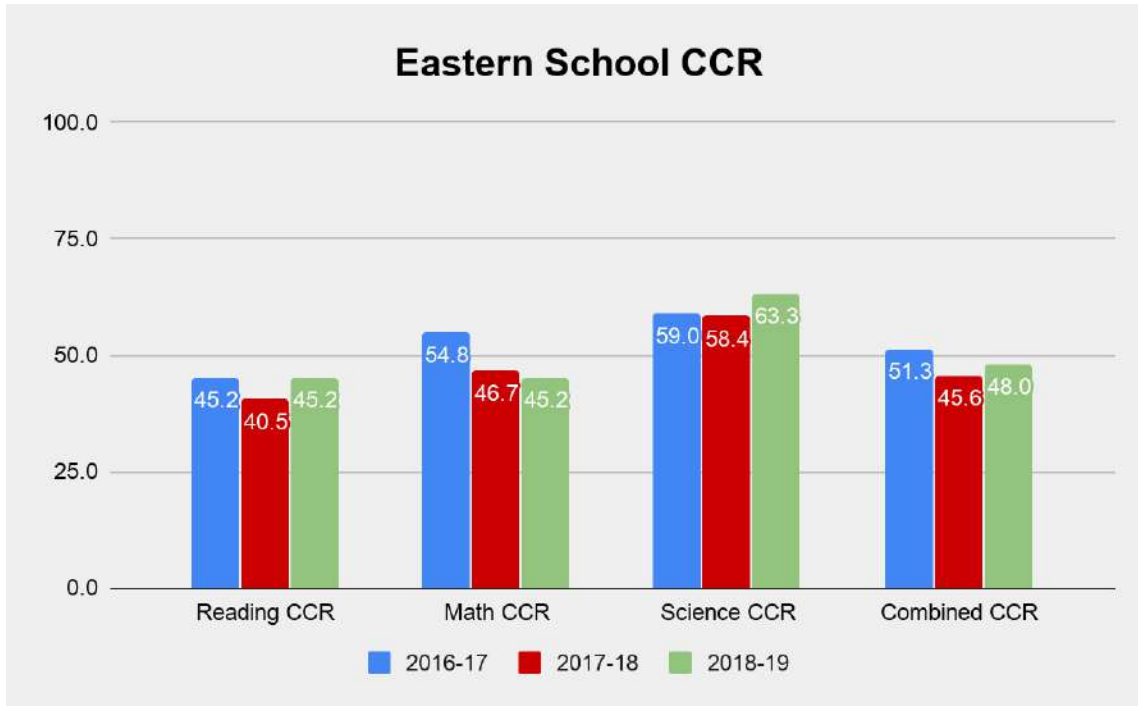


Figure 25. Eastern School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

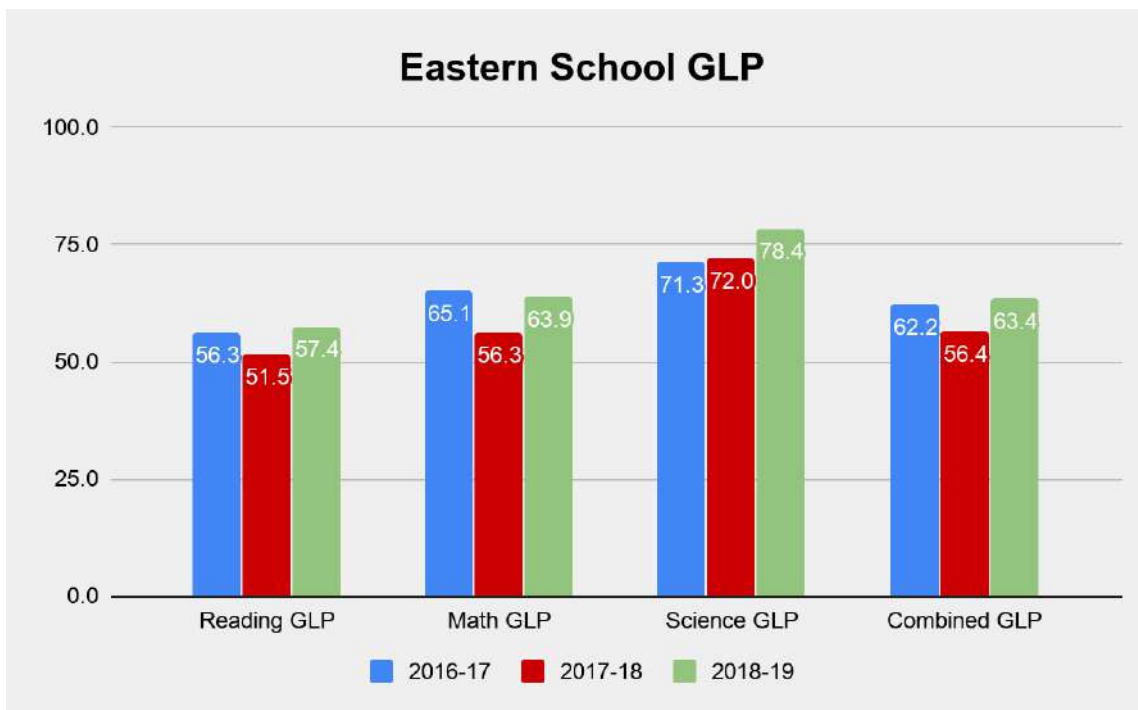


Figure 26. Eastern School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

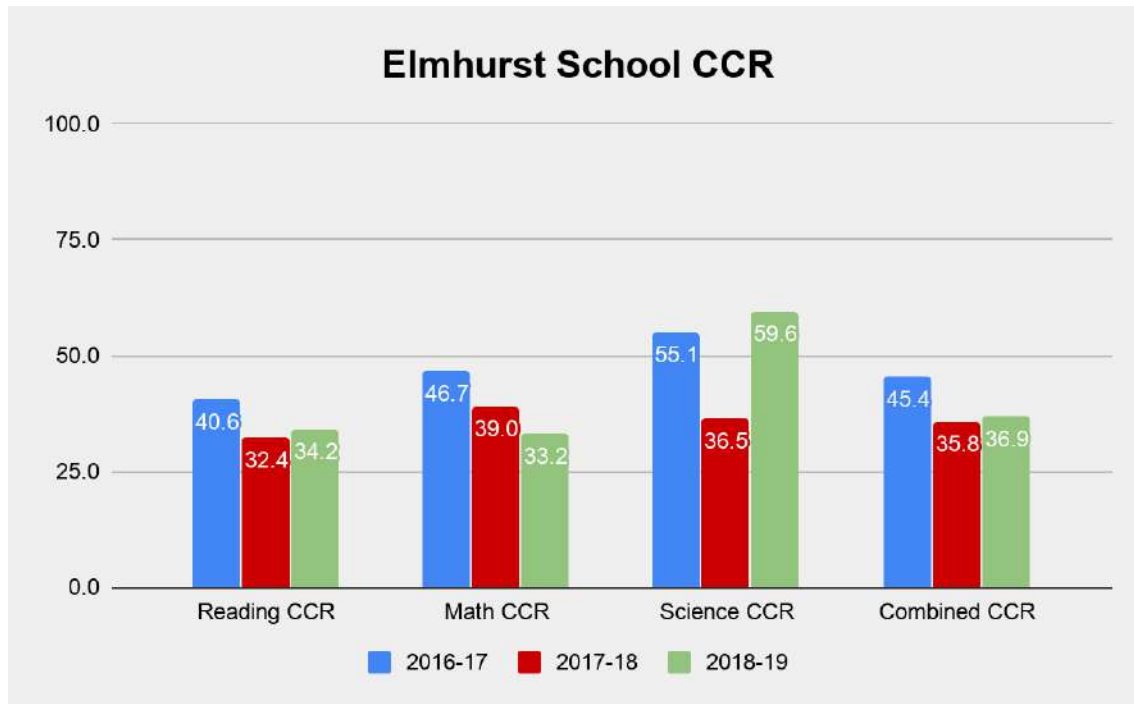


Figure 27. Elmhurst School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

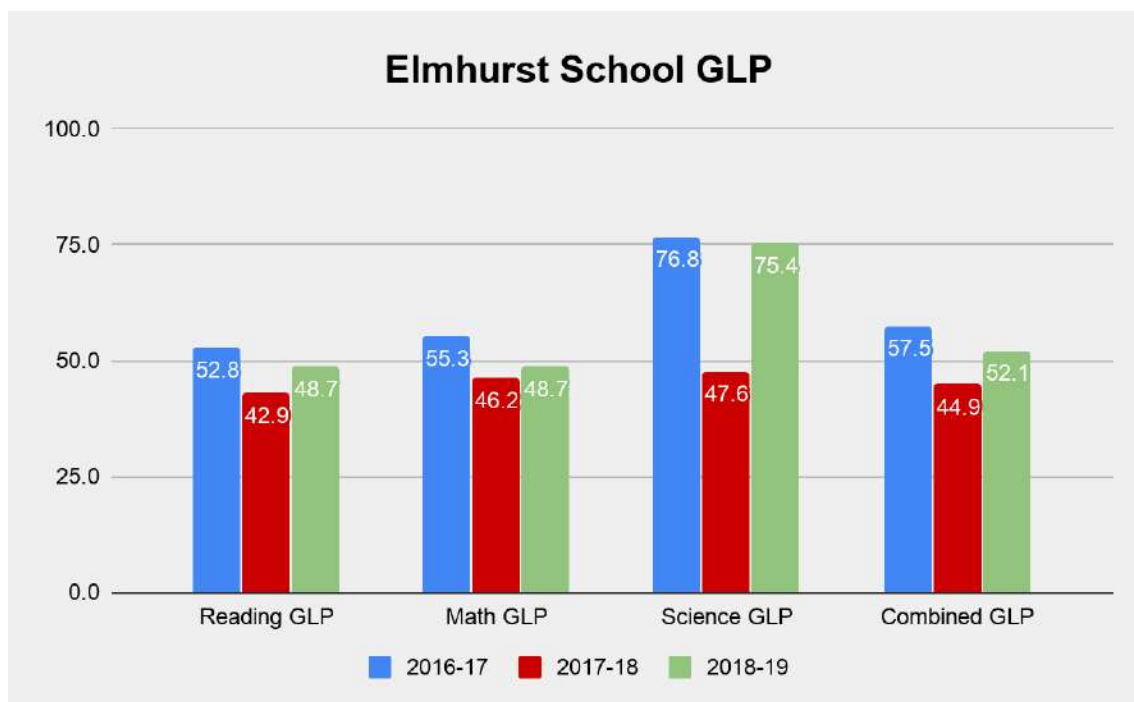


Figure 28. Elmhurst School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

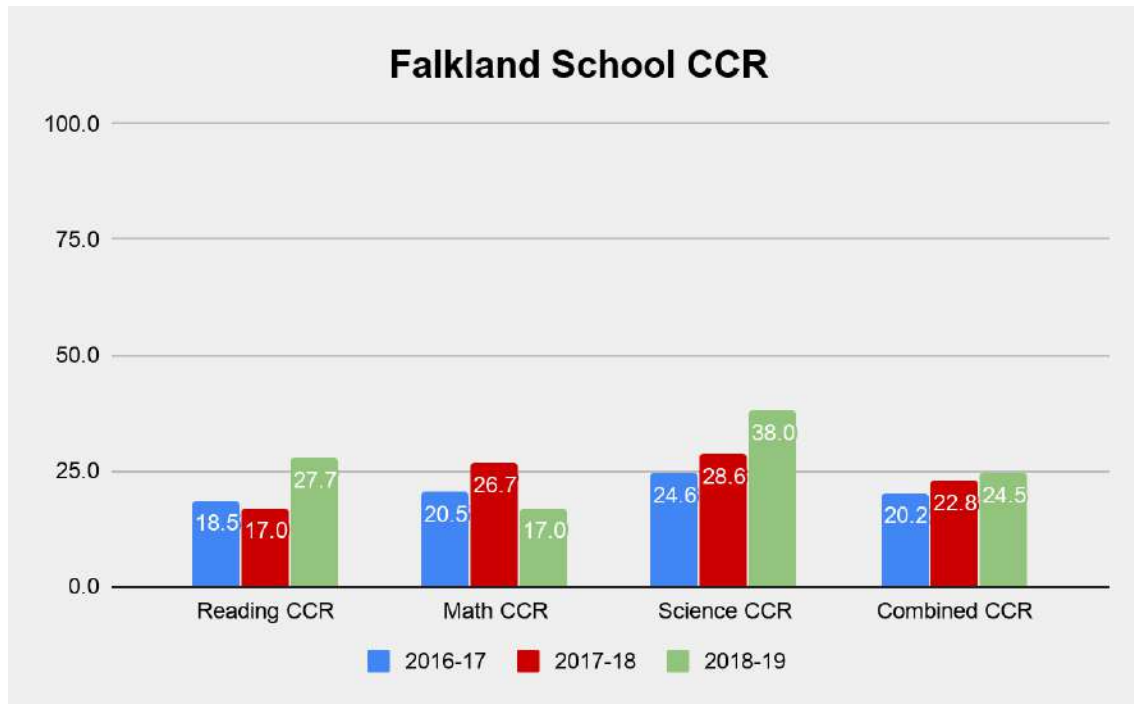


Figure 29. Falkland School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

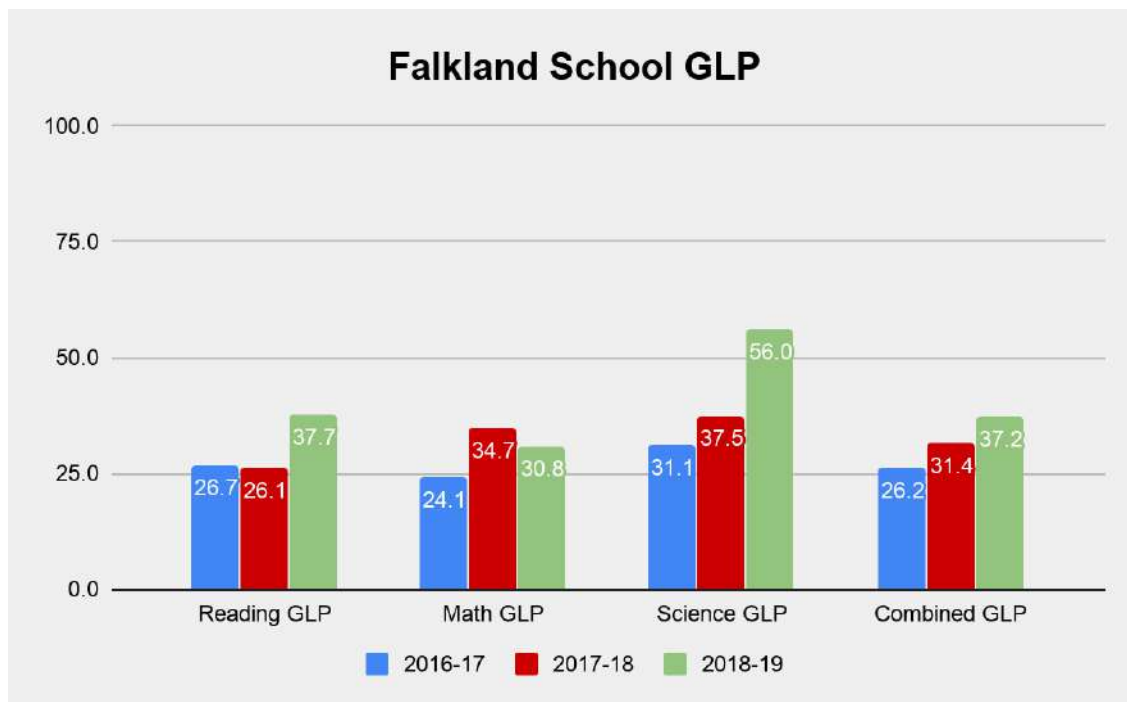


Figure 30. Falkland School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

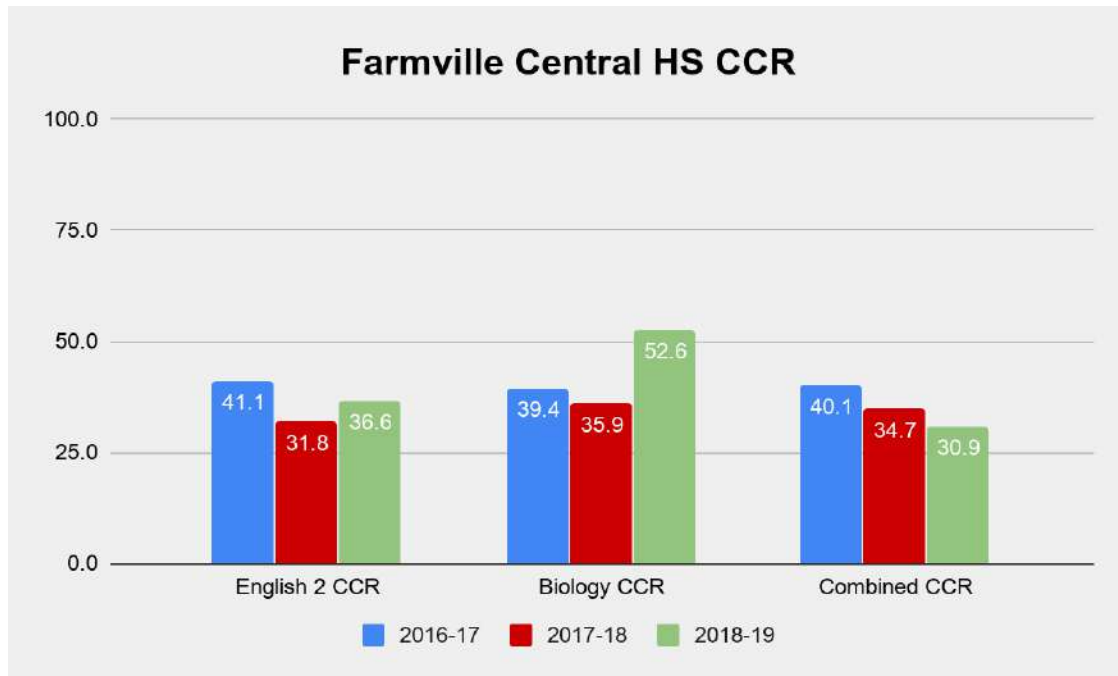


Figure 31. Farmville Central Grades 9–12 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

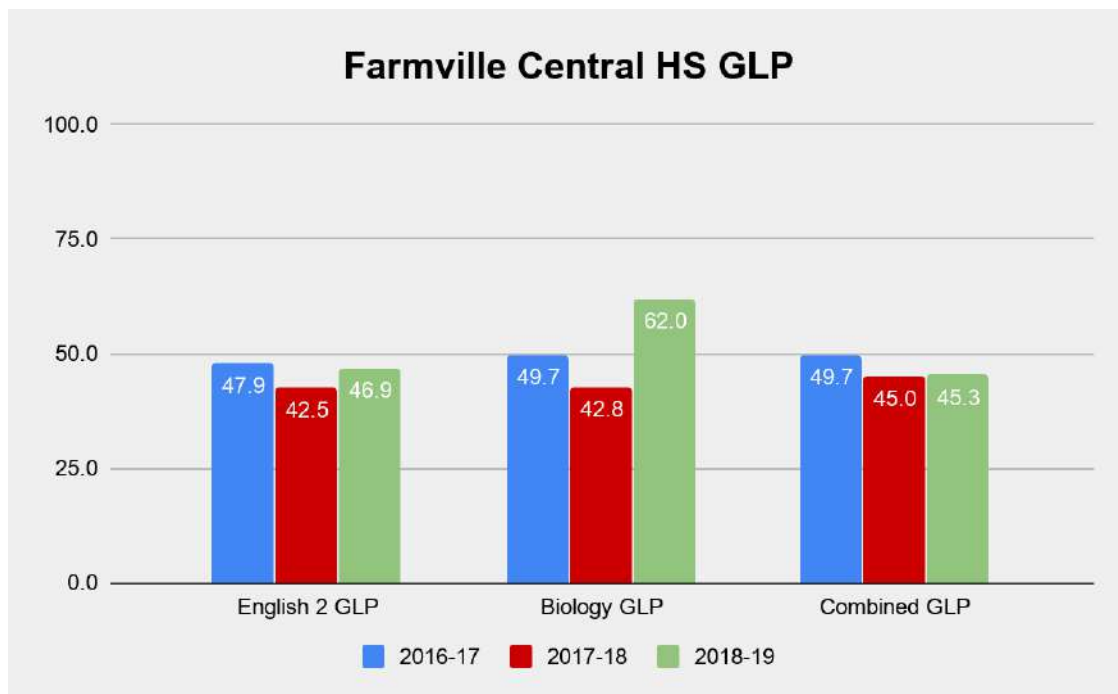


Figure 32. Farmville Central Grades 9–12 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

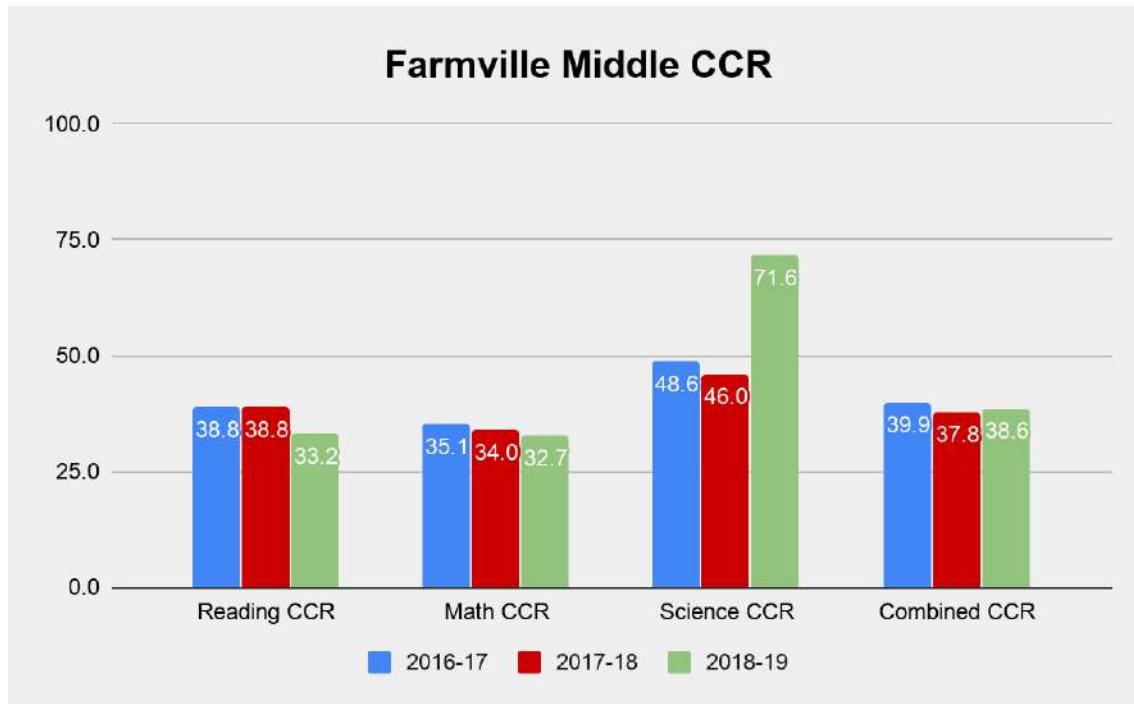


Figure 33. Farmville Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

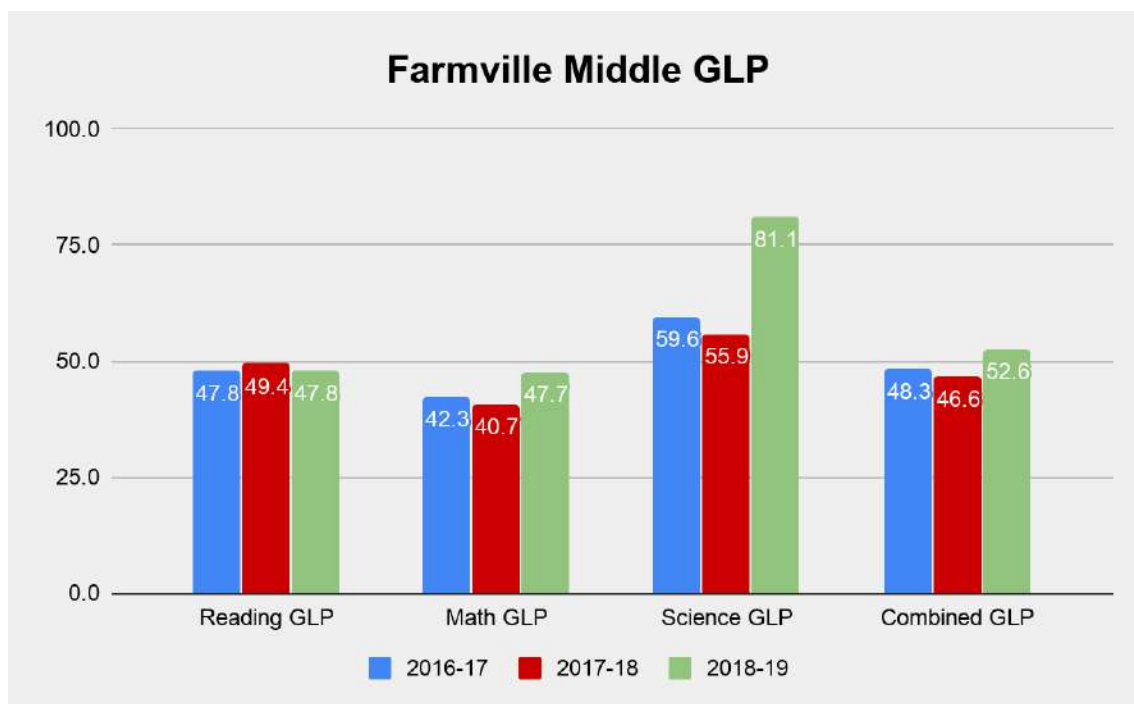


Figure 34. Farmville Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

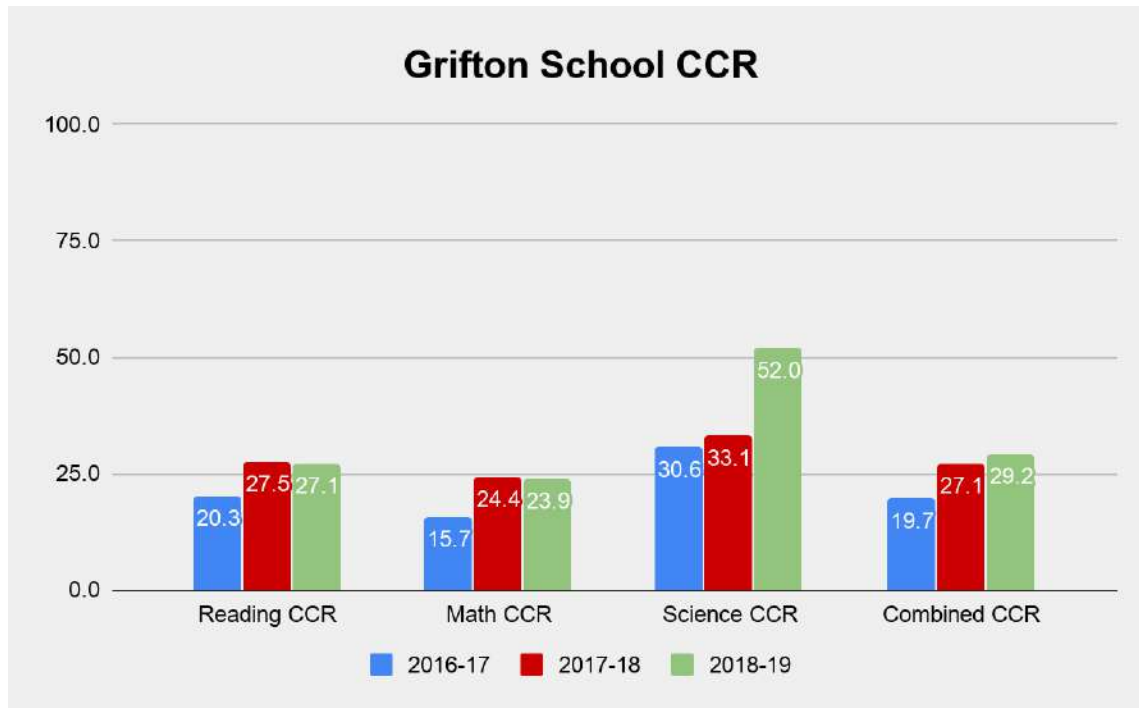


Figure 35. Grifton School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

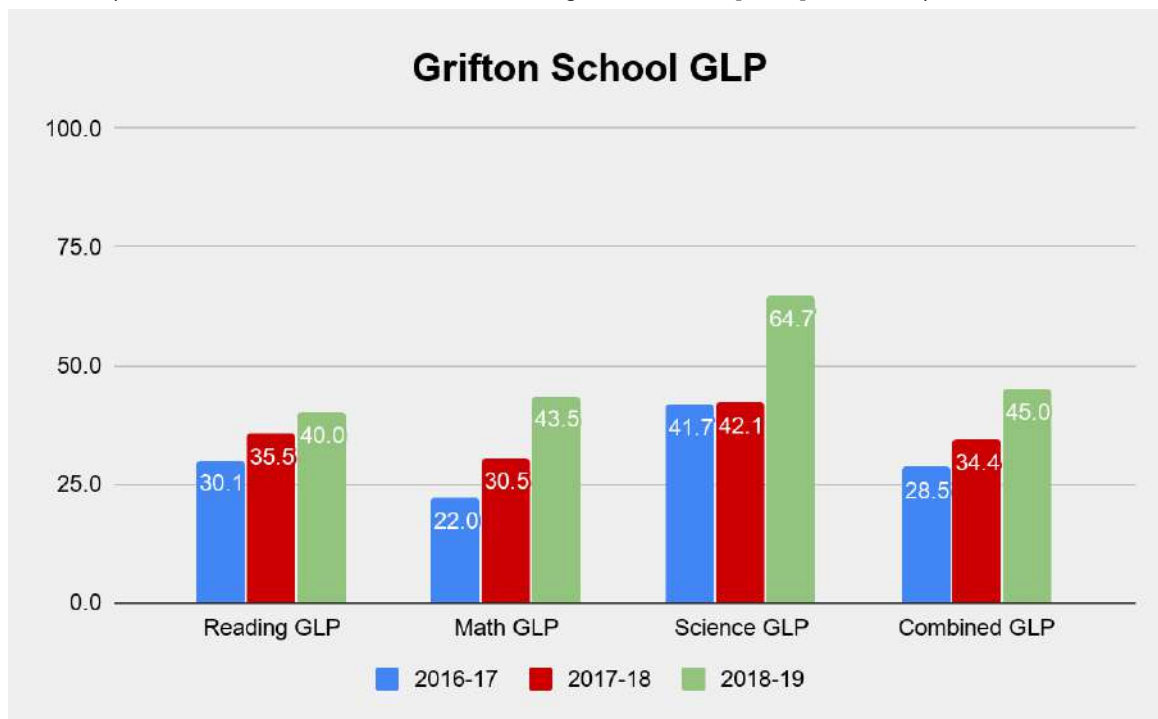


Figure 36. Grifton School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

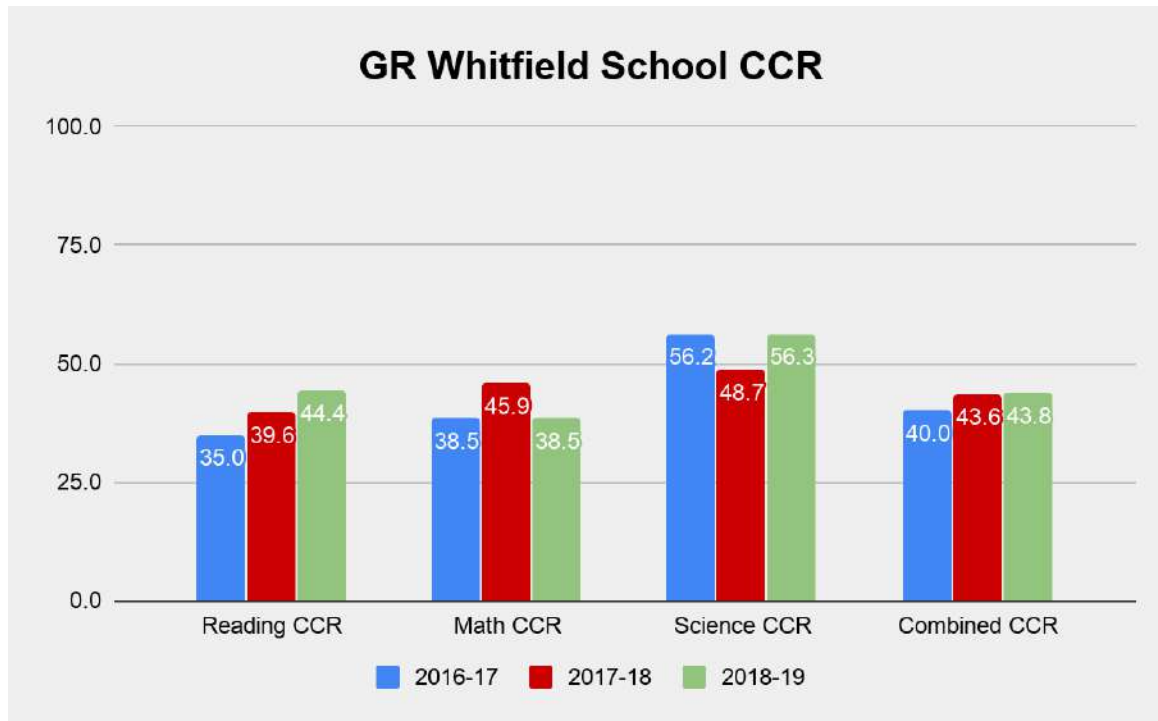


Figure 37. GR Whitfield School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

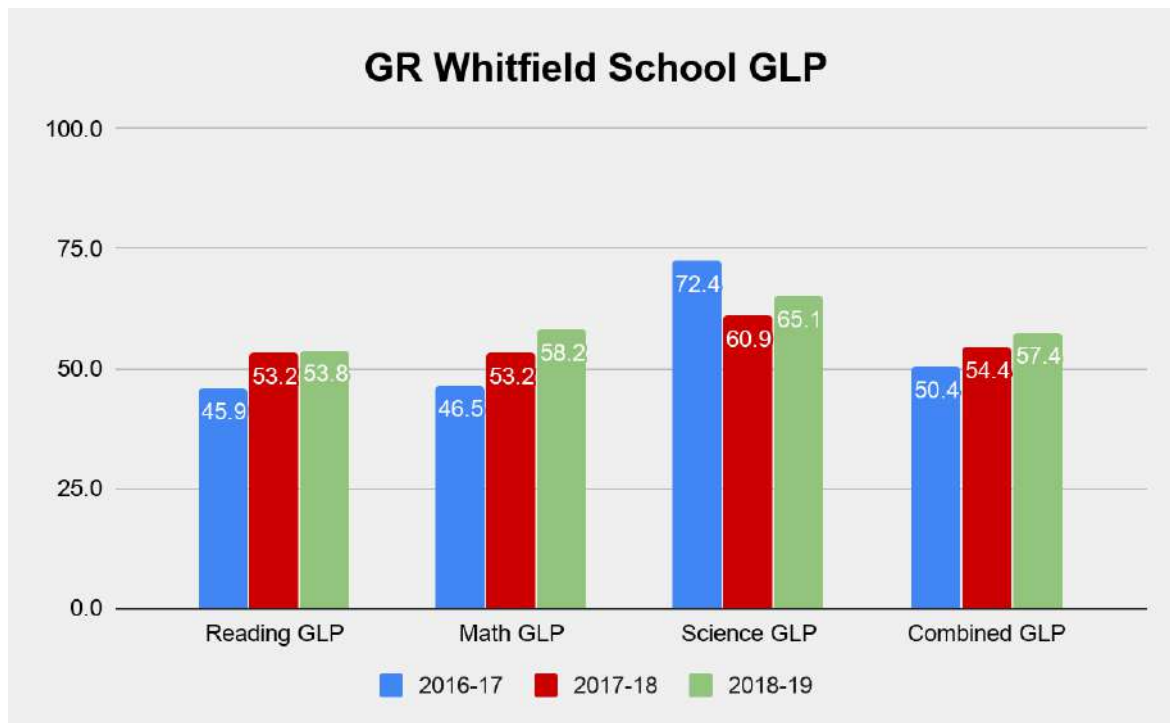


Figure 38. GR Whitfield School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

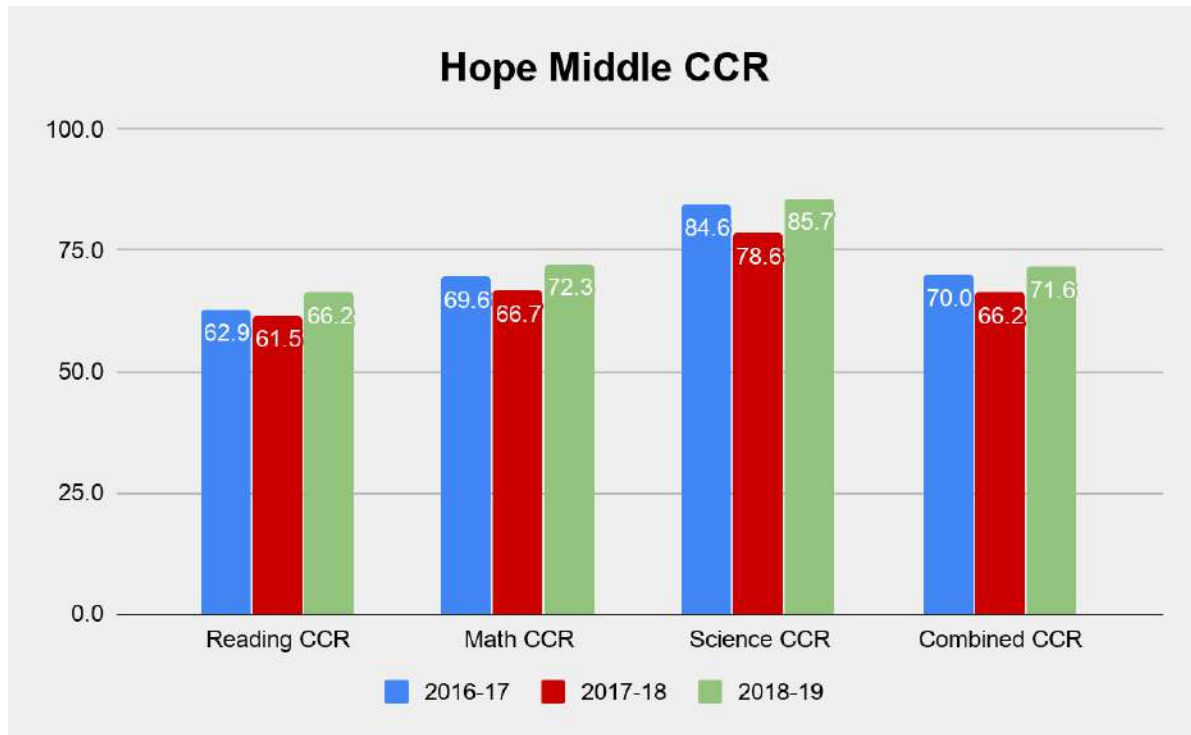


Figure 39. Hope Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

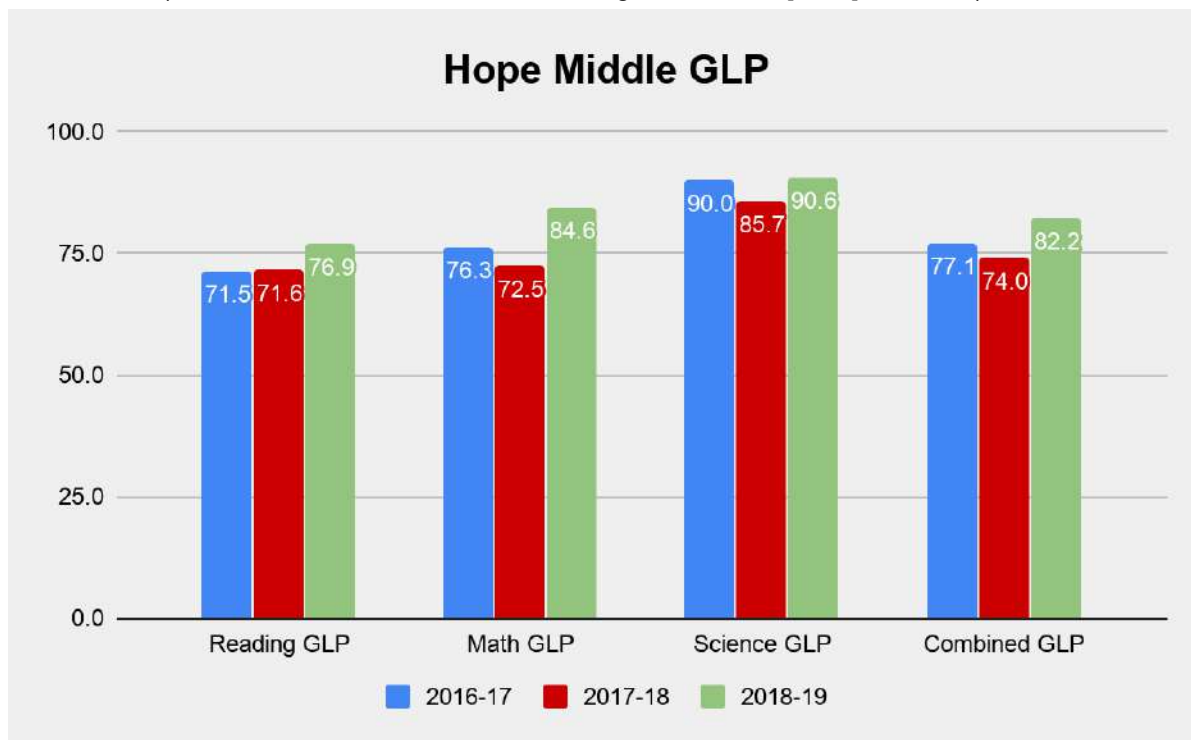


Figure 40. Hope Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

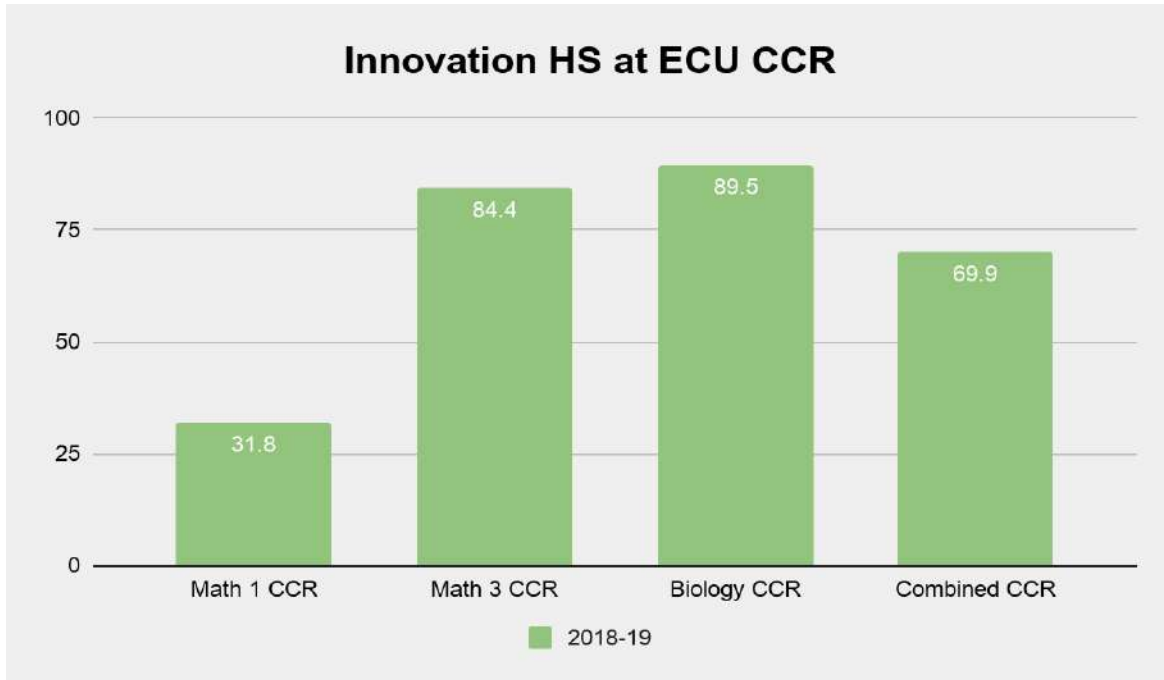


Figure 41. Innovation HS at ECU Grade state-level performance results in both math and science, (Level 4 and above—Career and College Readiness [CCR] Standard). The 2018–19 school year was the first year for school operation.

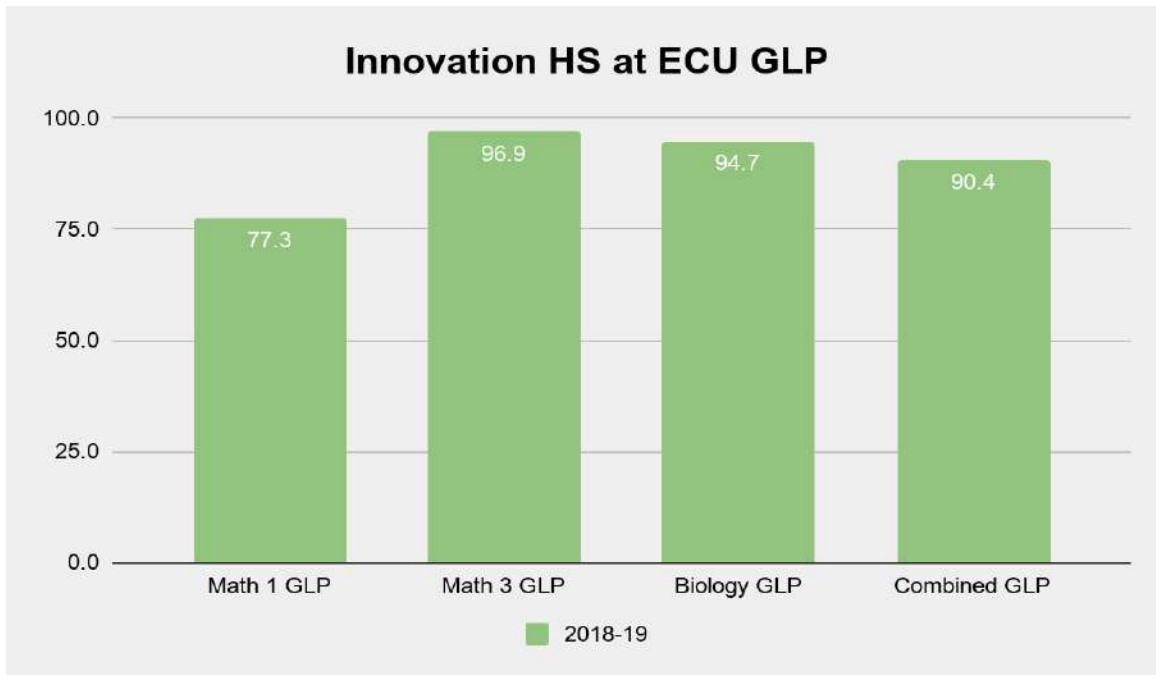


Figure 42. Innovation HS at ECU Grade 9 state-level performance results in both math and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). The 2018–19 school year was the first year for school operation.

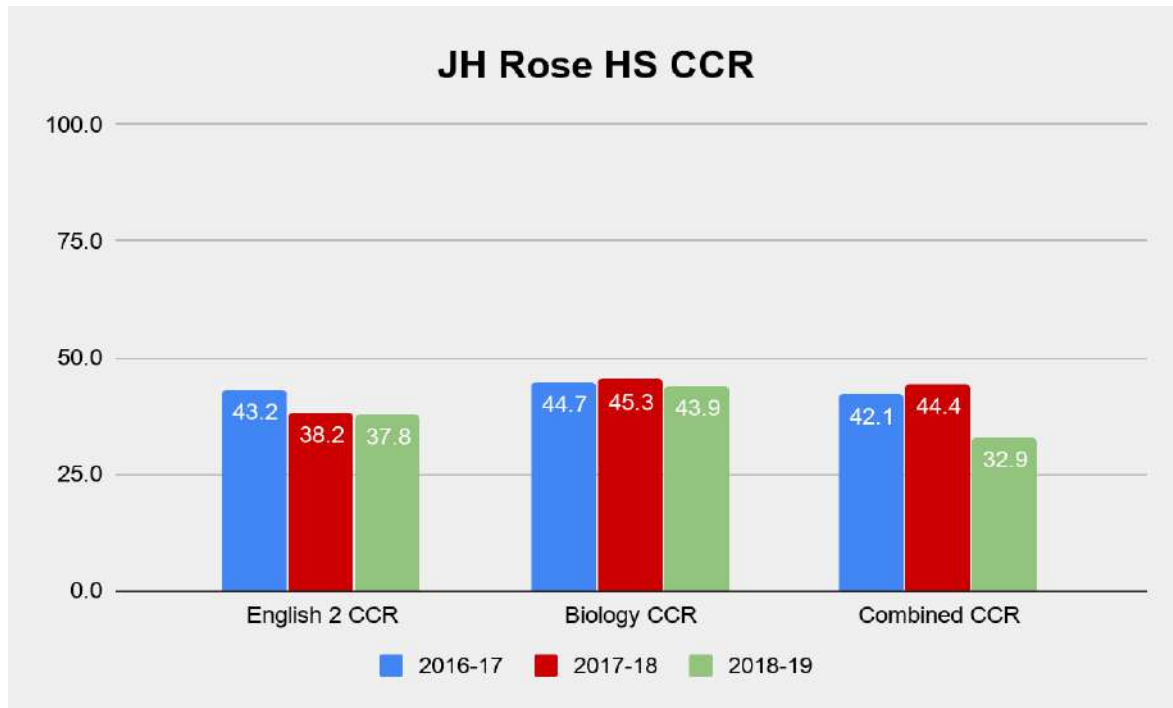


Figure 43. JH Rose HS Grades 9–12 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

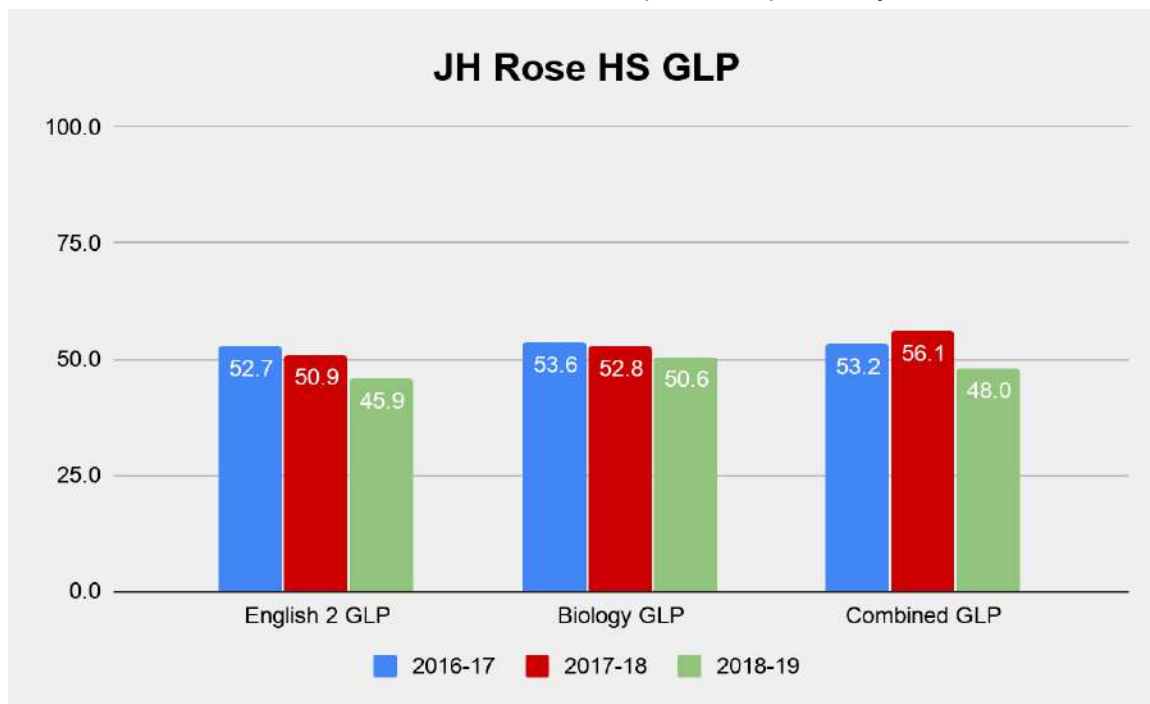


Figure 44. JH Rose HS Grades 9–12 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

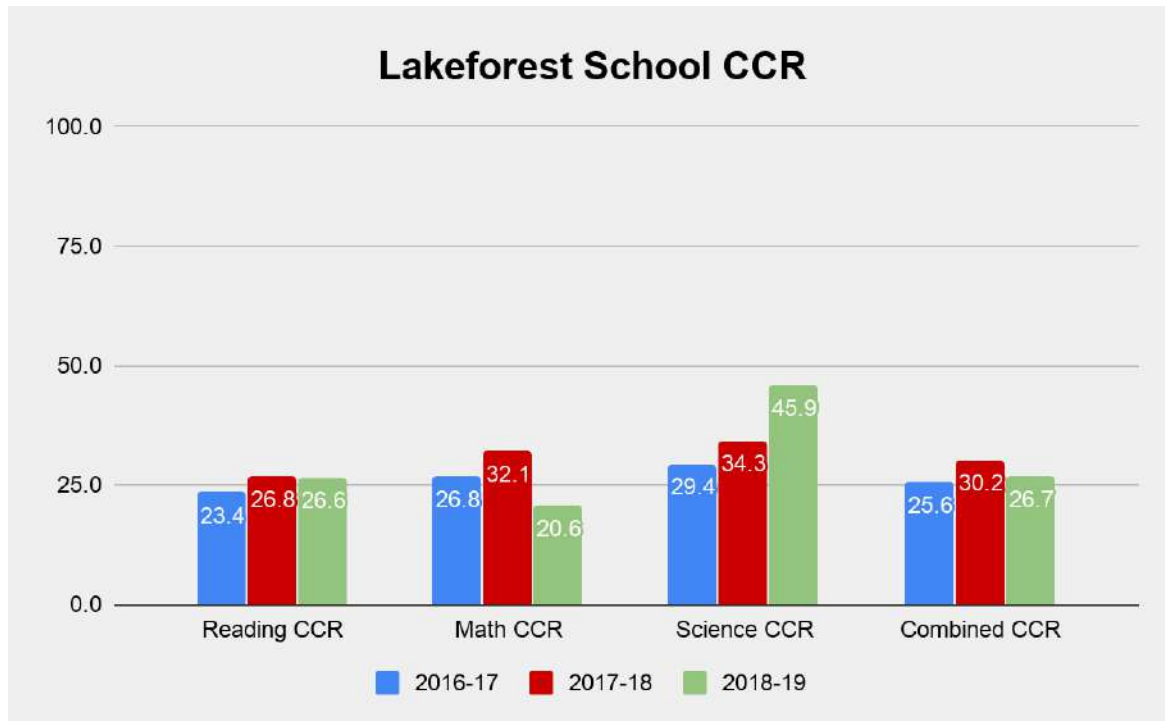


Figure 45. Lakeforest School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

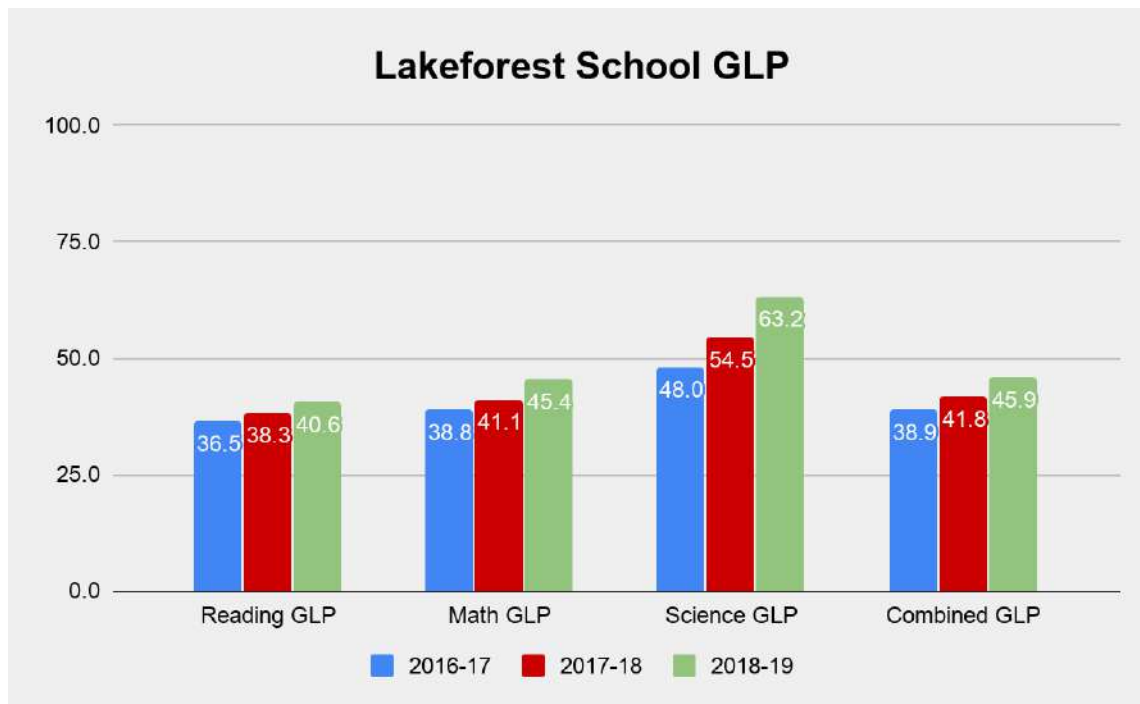


Figure 46. Lakeforest School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

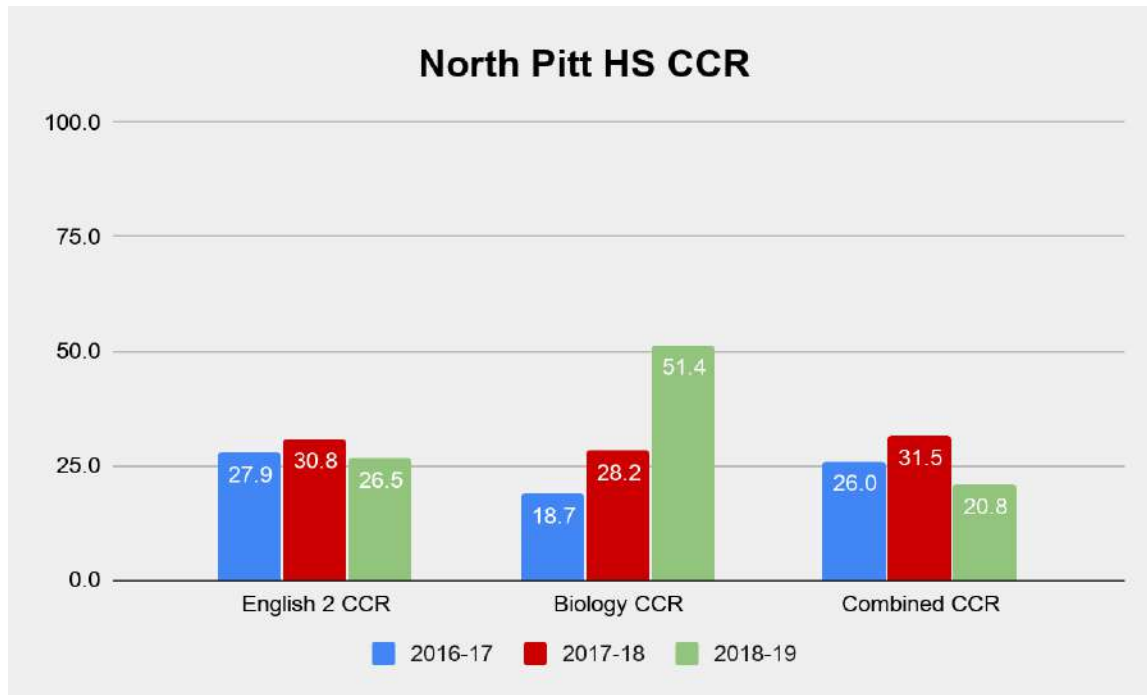


Figure 47. North Pitt HS Grades 9–12 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

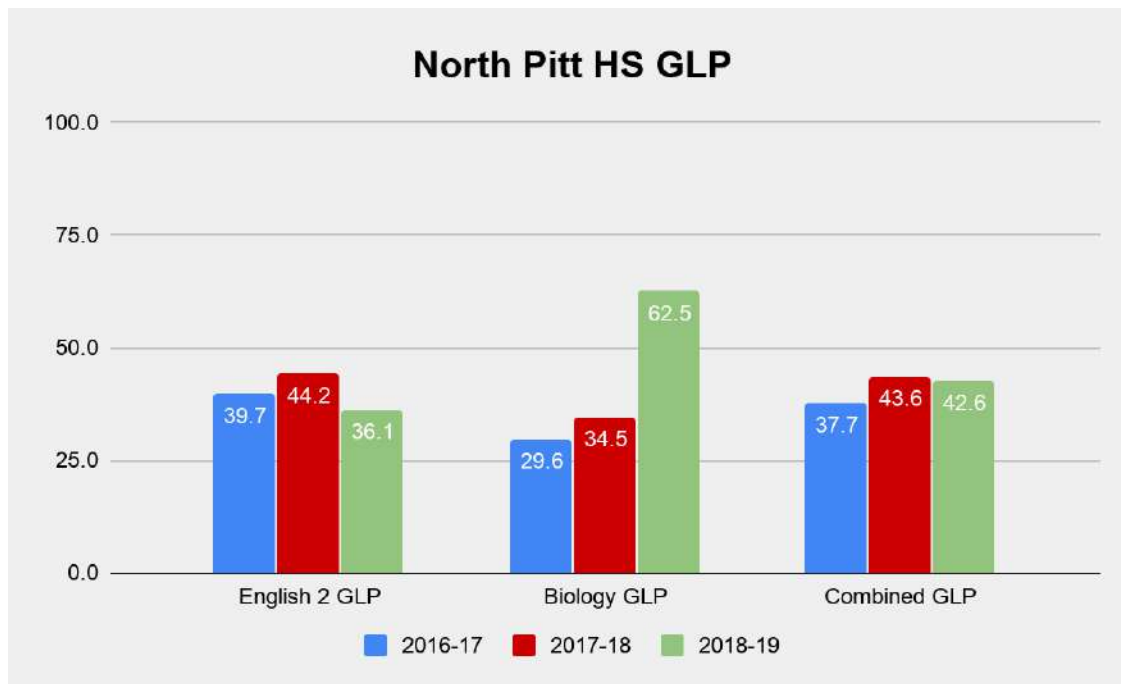


Figure 48. North Pitt HS Grades 9–12 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

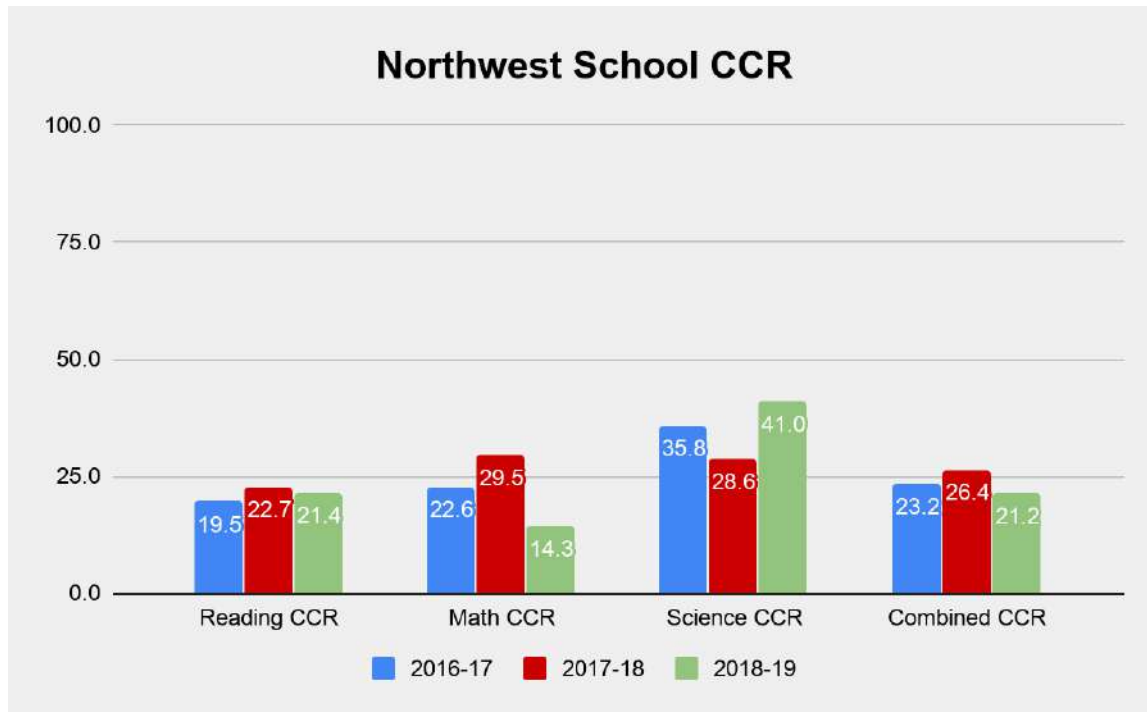


Figure 49. Northwest School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

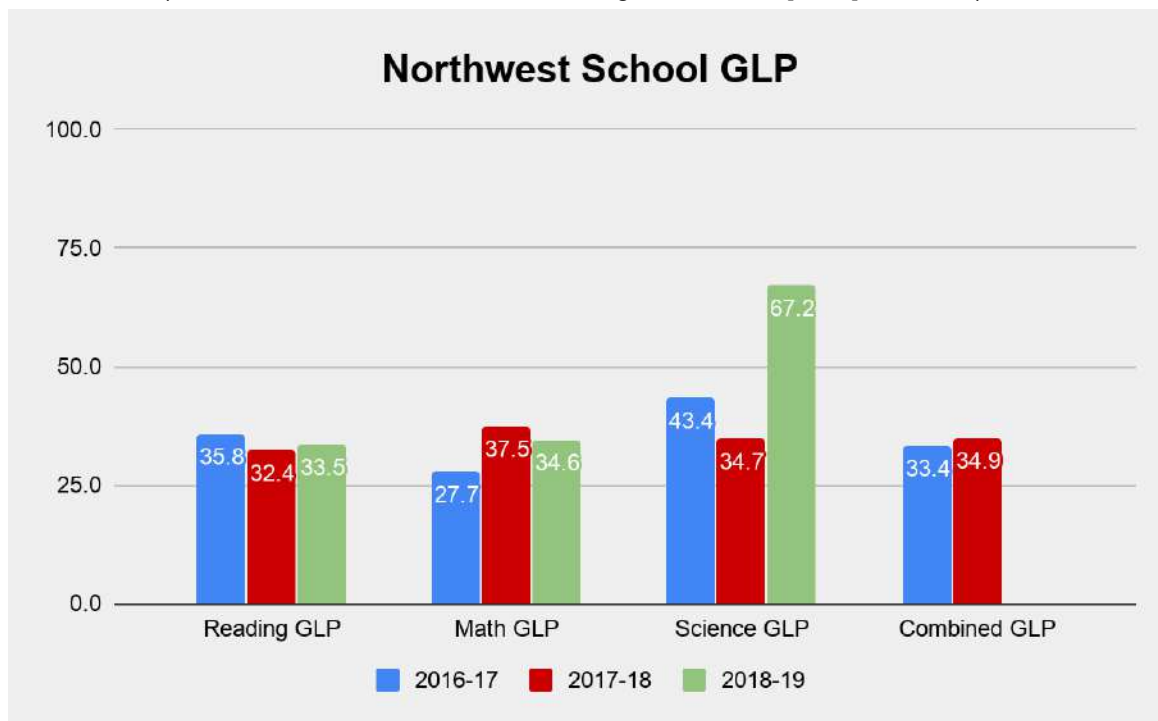


Figure 50. Northwest School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

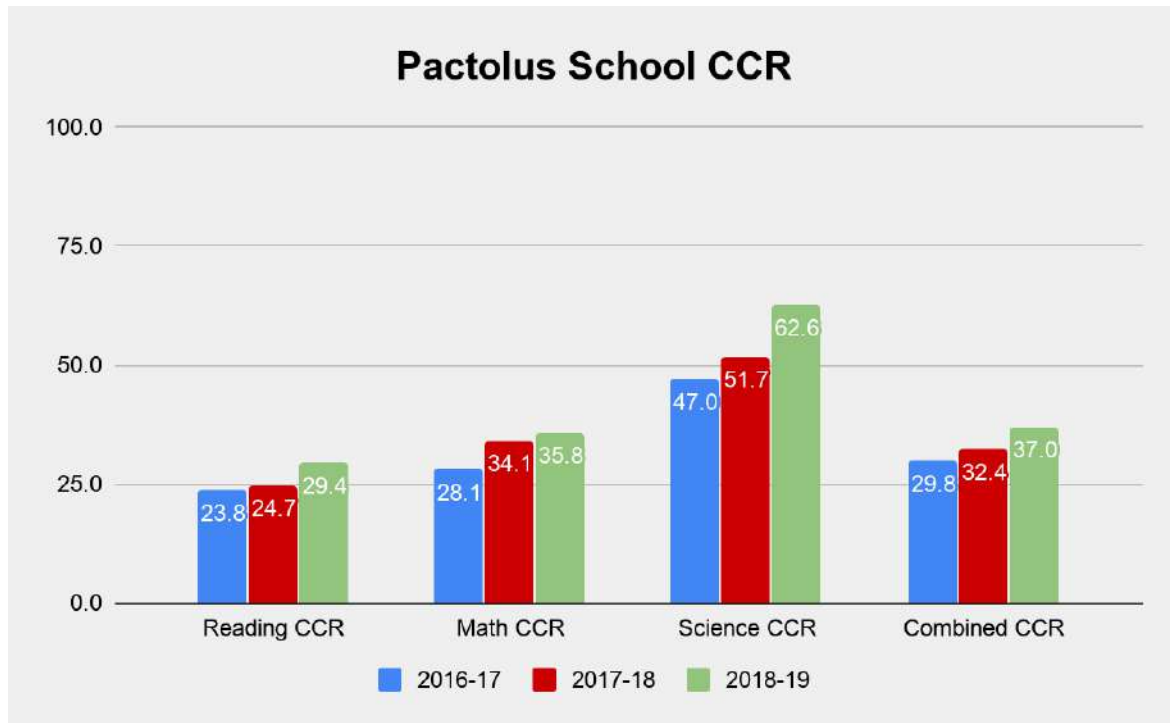


Figure 51. Pactolus School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

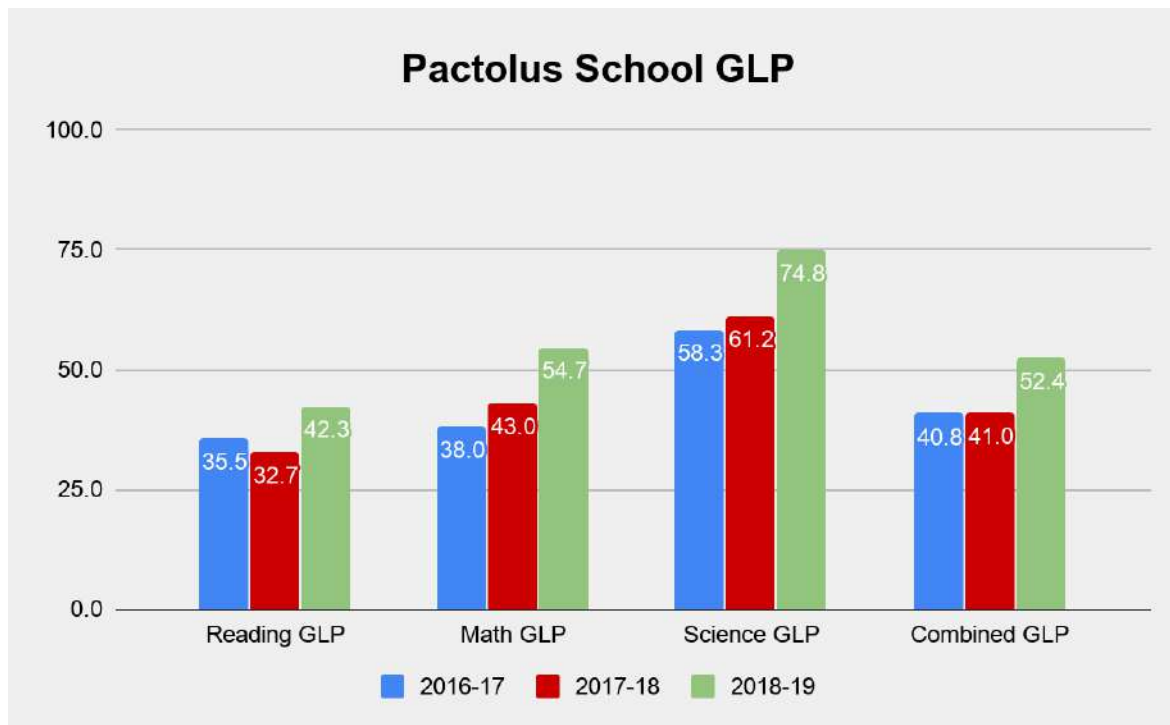


Figure 52. Pactolus School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

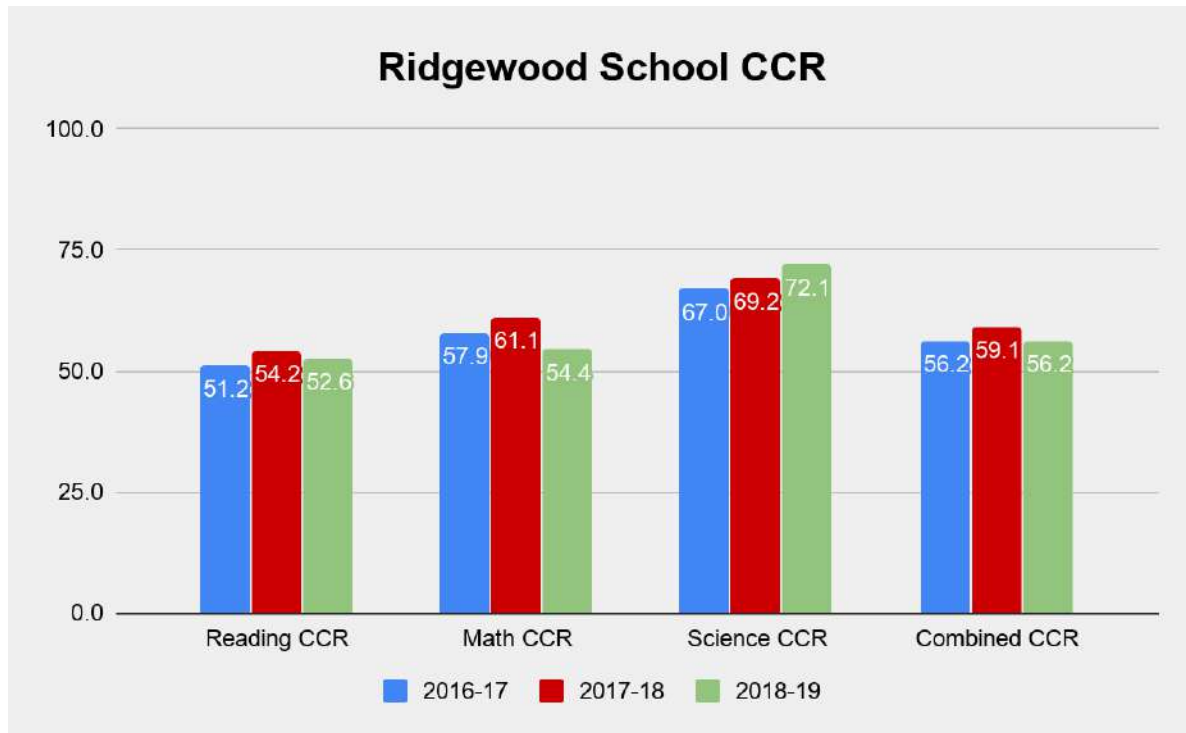


Figure 53. Ridgewood School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

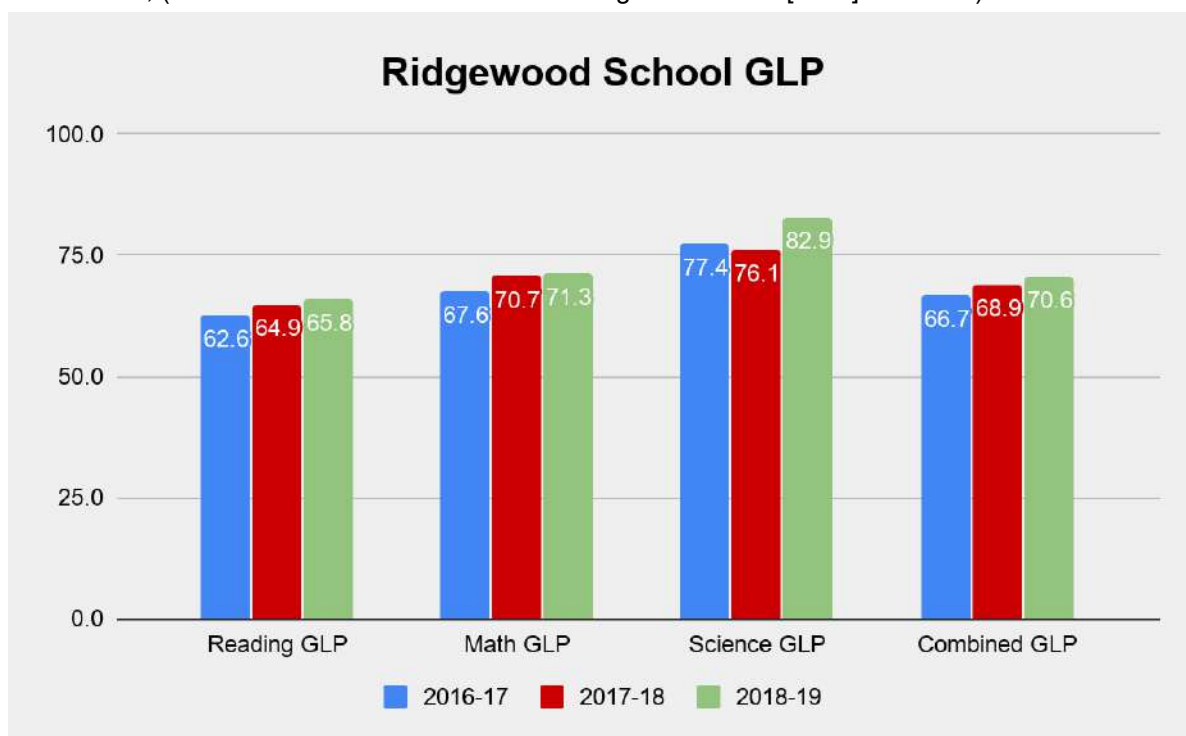


Figure 54. Ridgewood School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

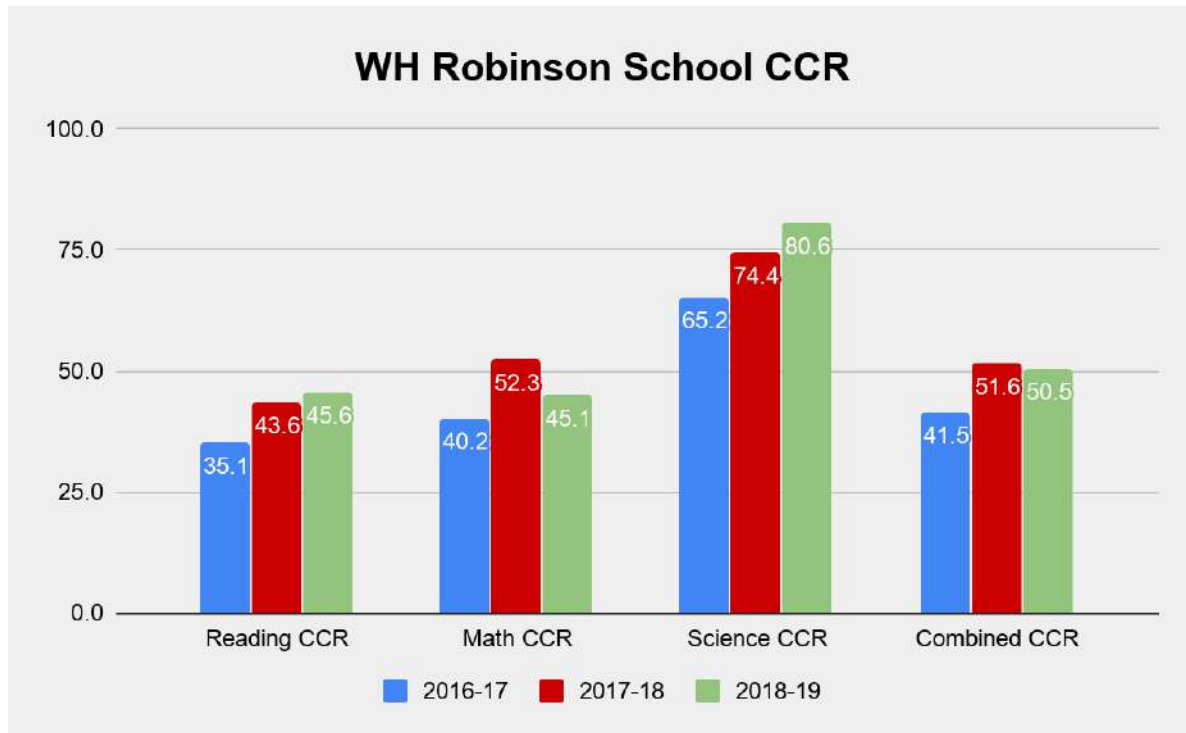


Figure 55. WH Robinson School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

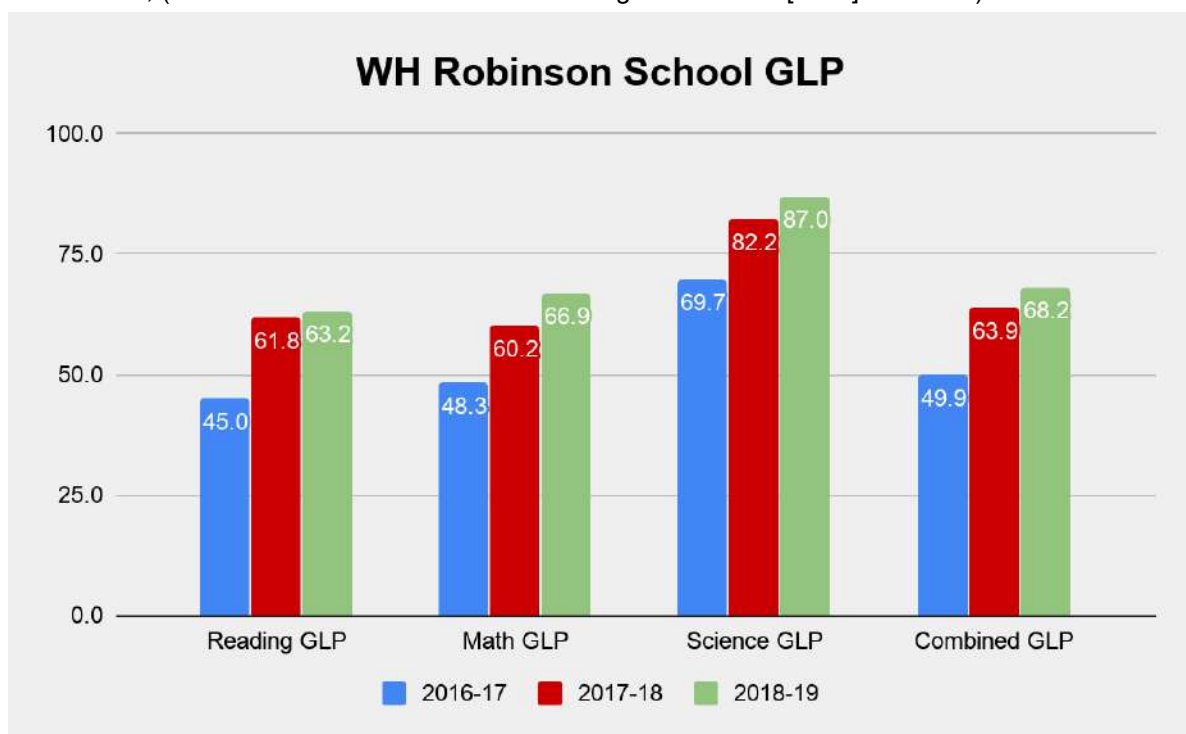


Figure 56. WH Robinson School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

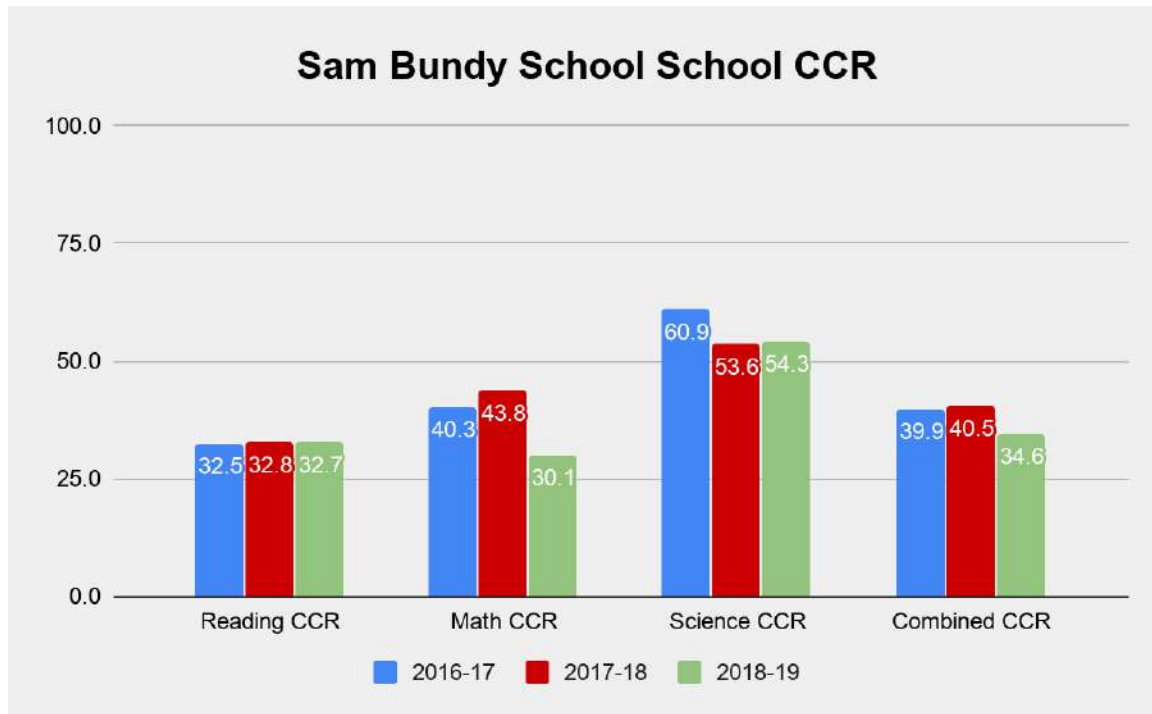


Figure 57. Sam Bundy School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

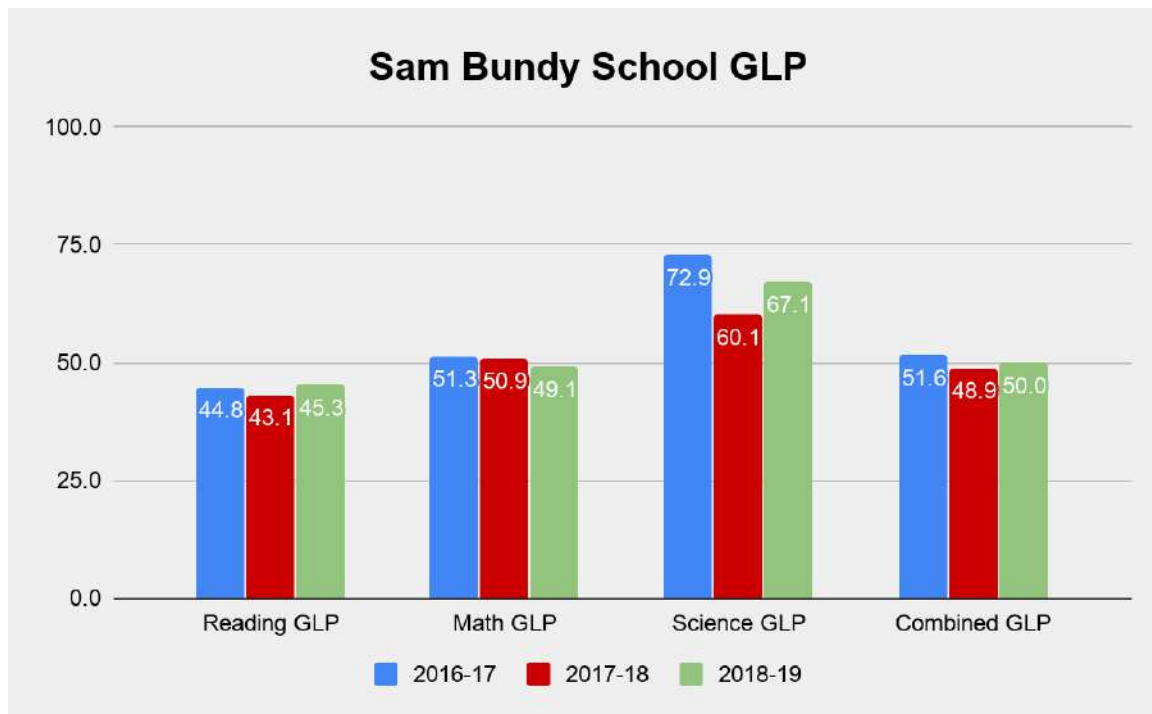


Figure 58. Sam Bundy School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

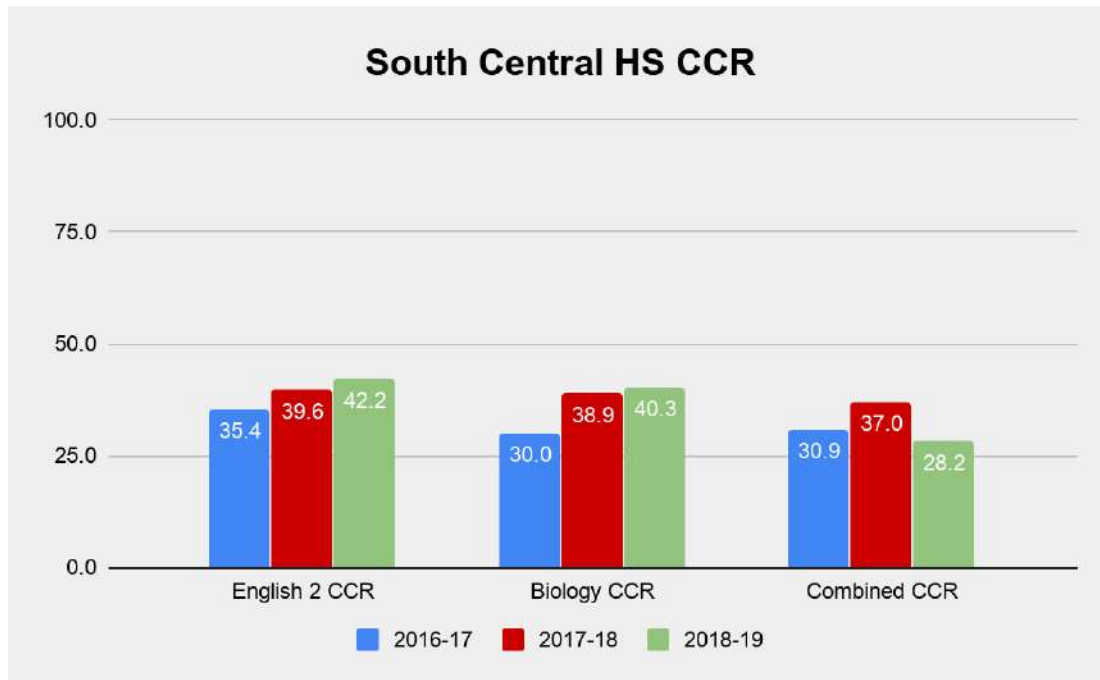


Figure 59. South Central HS Grades 9–12 state-level performance results in both reading and science, (Level 4 and above—Career and College Readiness [CCR] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

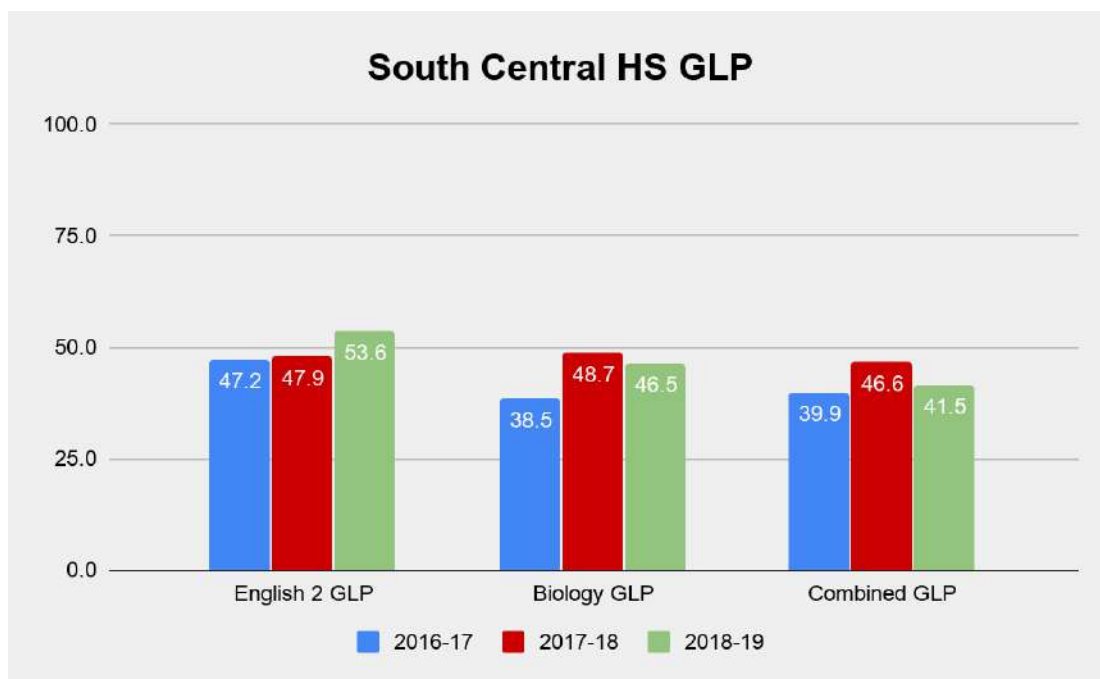


Figure 60. South Central HS Grades 9–12 state-level performance results in both reading and science, (Level 3 and above—Grade Level Proficient [GLP] Standard). In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparison to previous years data is not addressed.

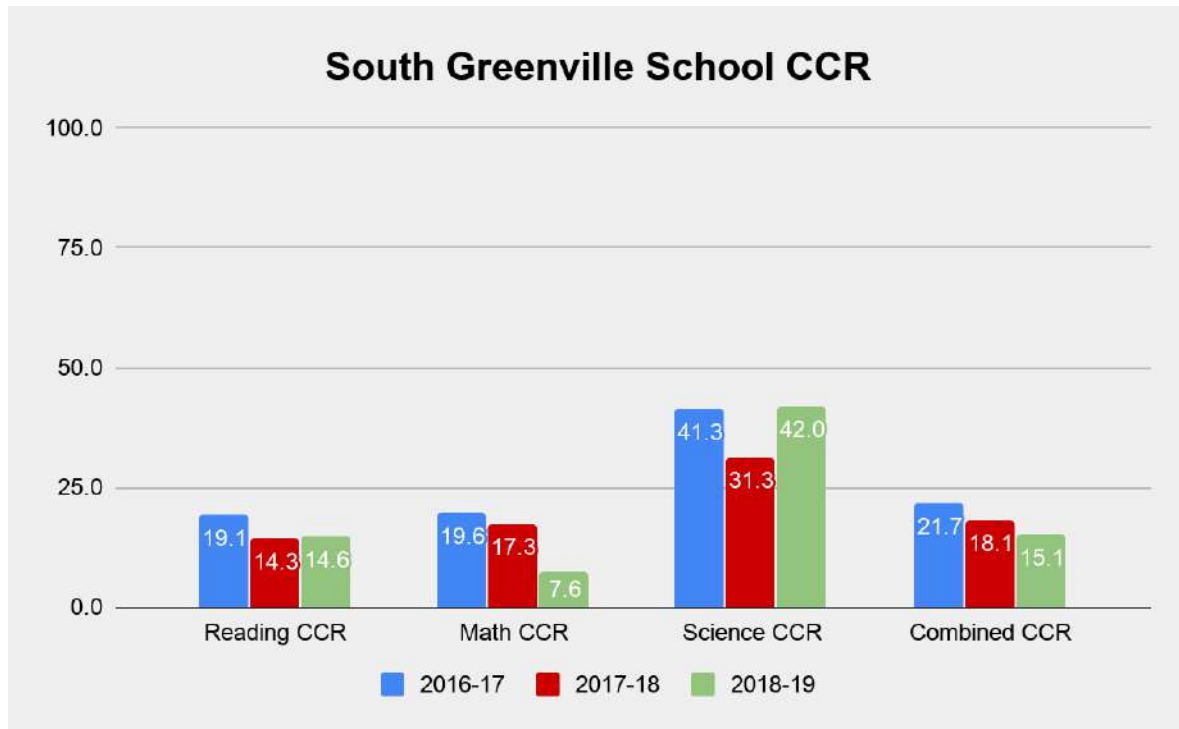


Figure 61. S Greenville School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

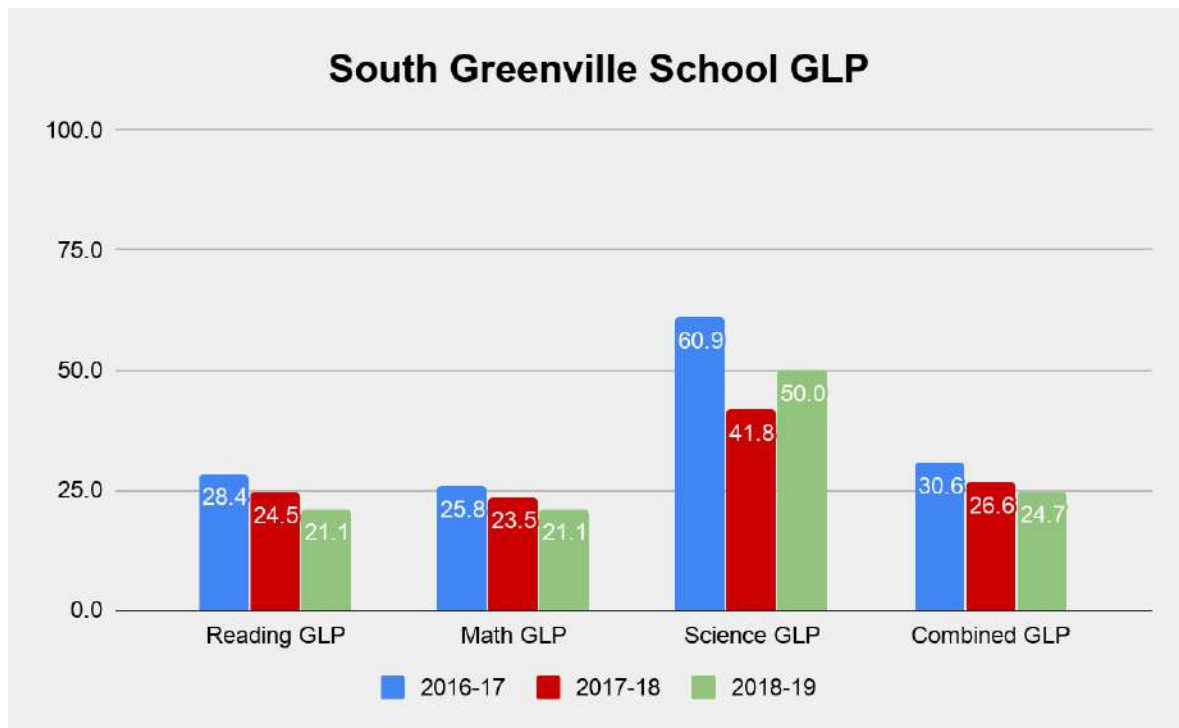


Figure 62. S Greenville School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

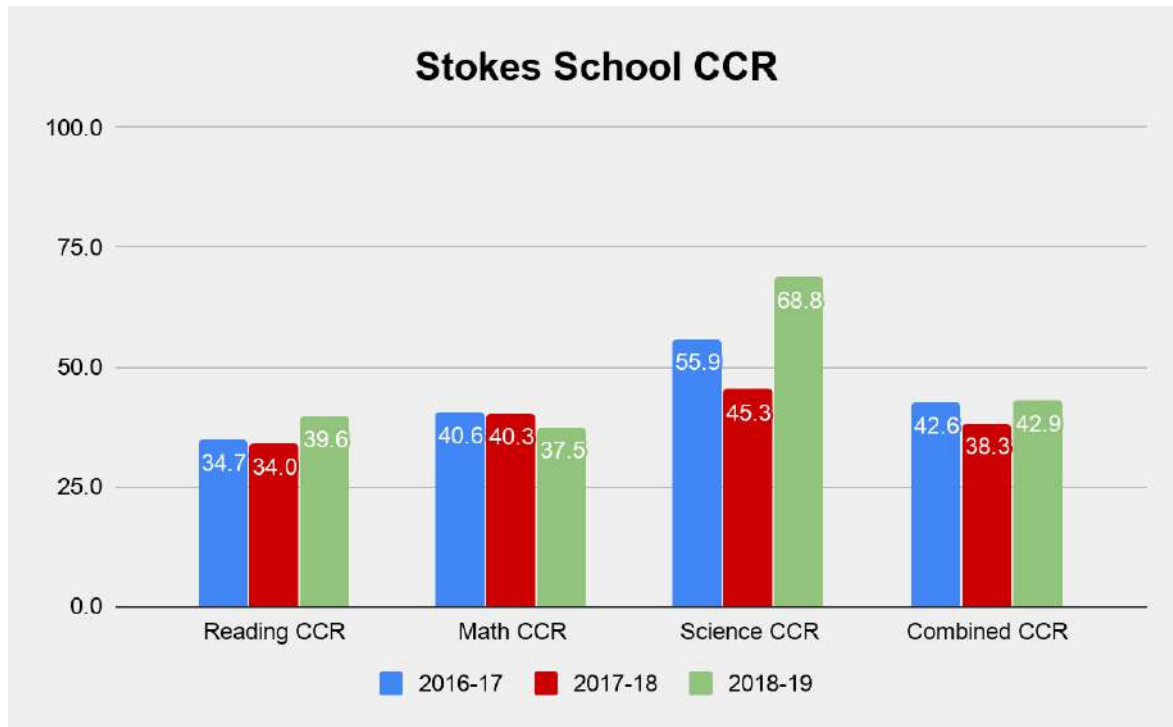


Figure 63. Stokes School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

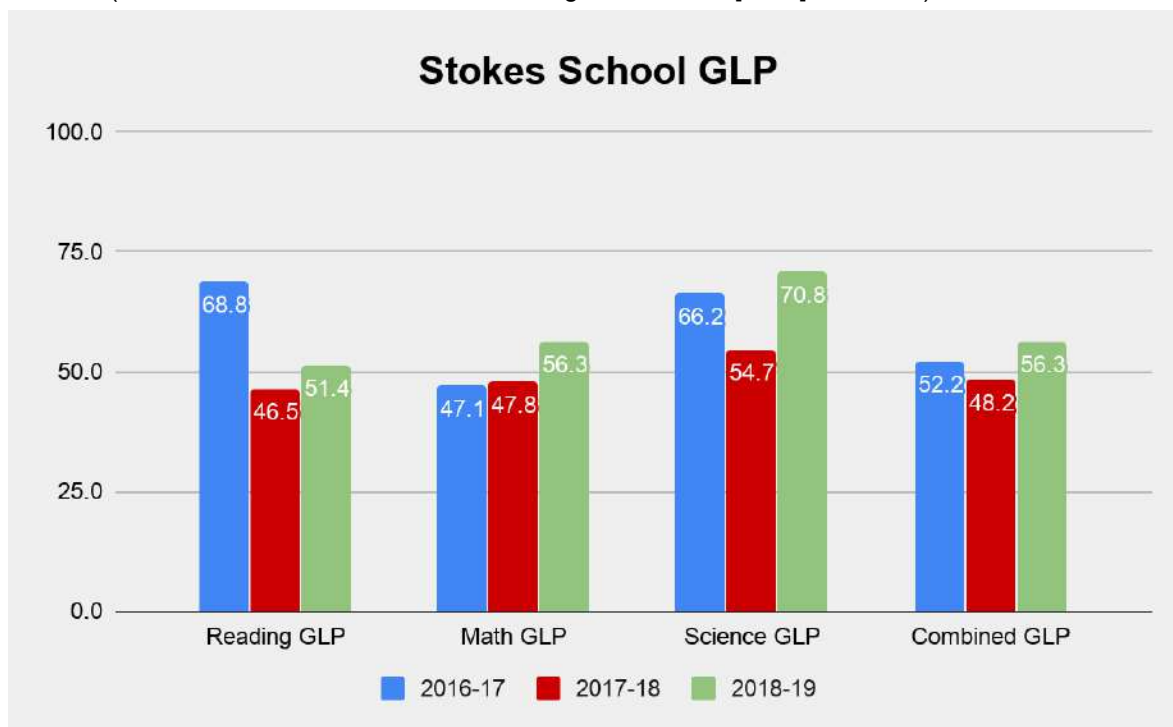


Figure 64. Stokes School Grades 3-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

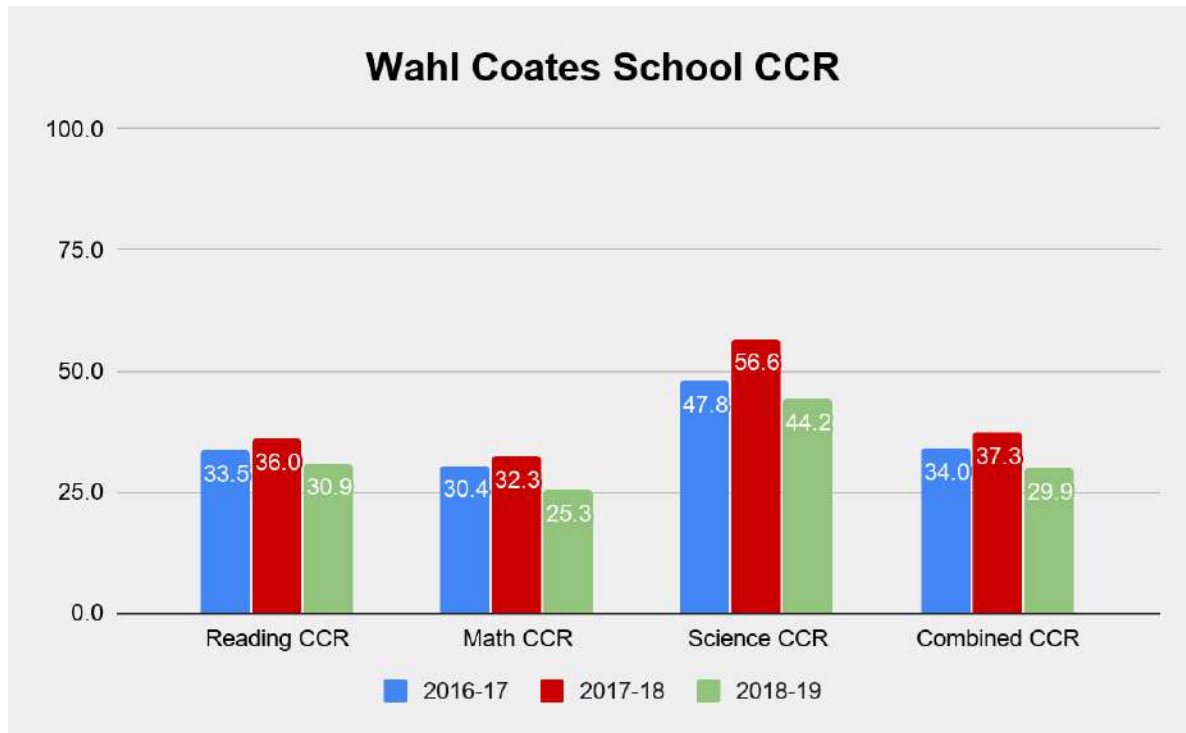


Figure 65. Wahl Coates School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

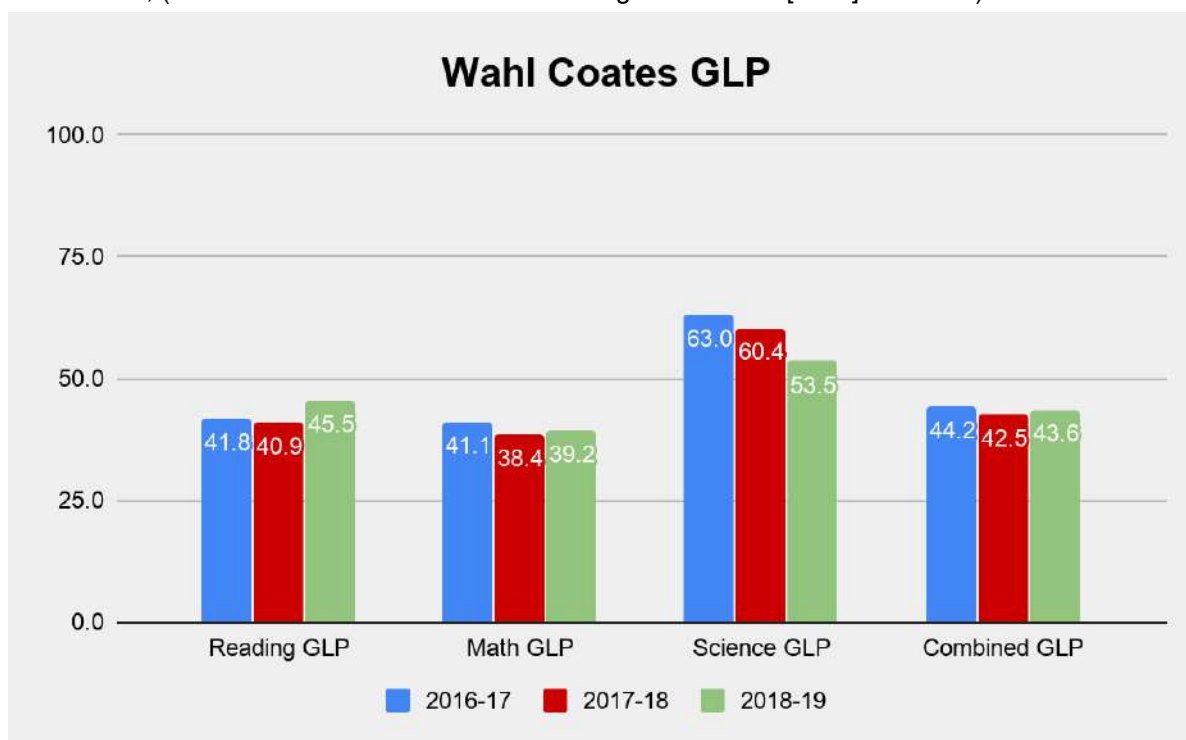


Figure 66. Wahl Coates School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

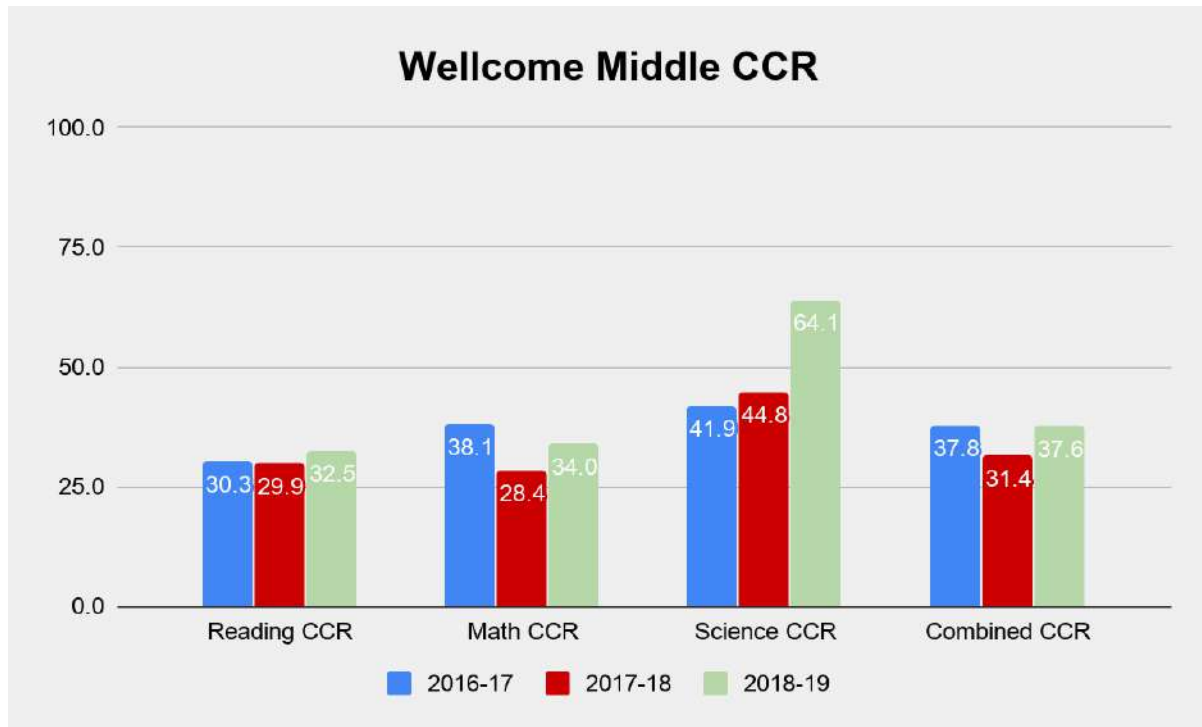


Figure 67. Wellcome Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

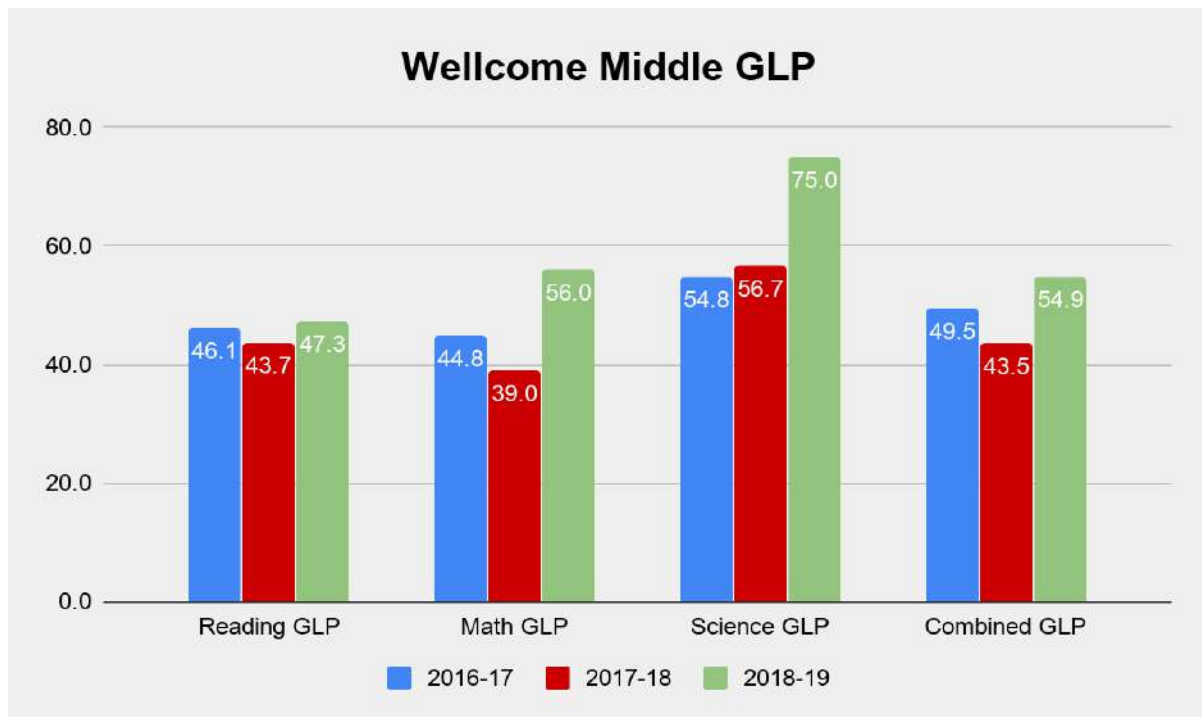


Figure 68. Wellcome Middle School Grades 6-8 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

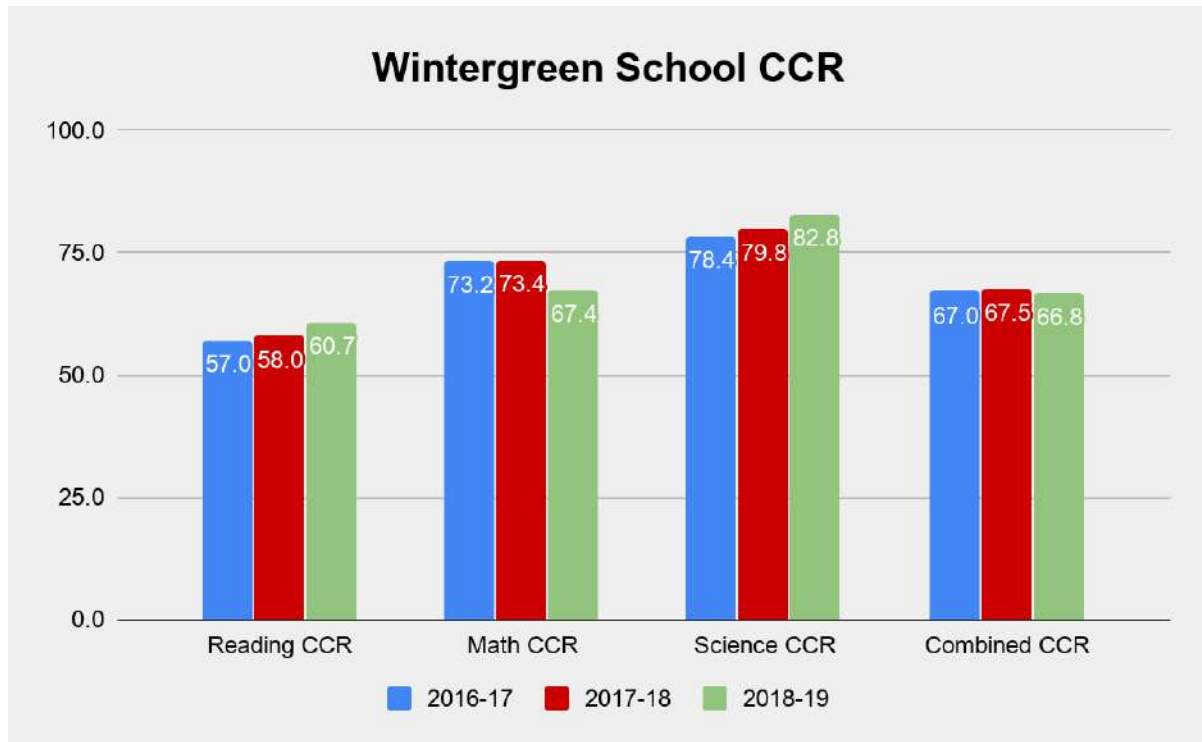


Figure 69. Wintergreen School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 4 and above—Career and College Readiness [CCR] Standard)

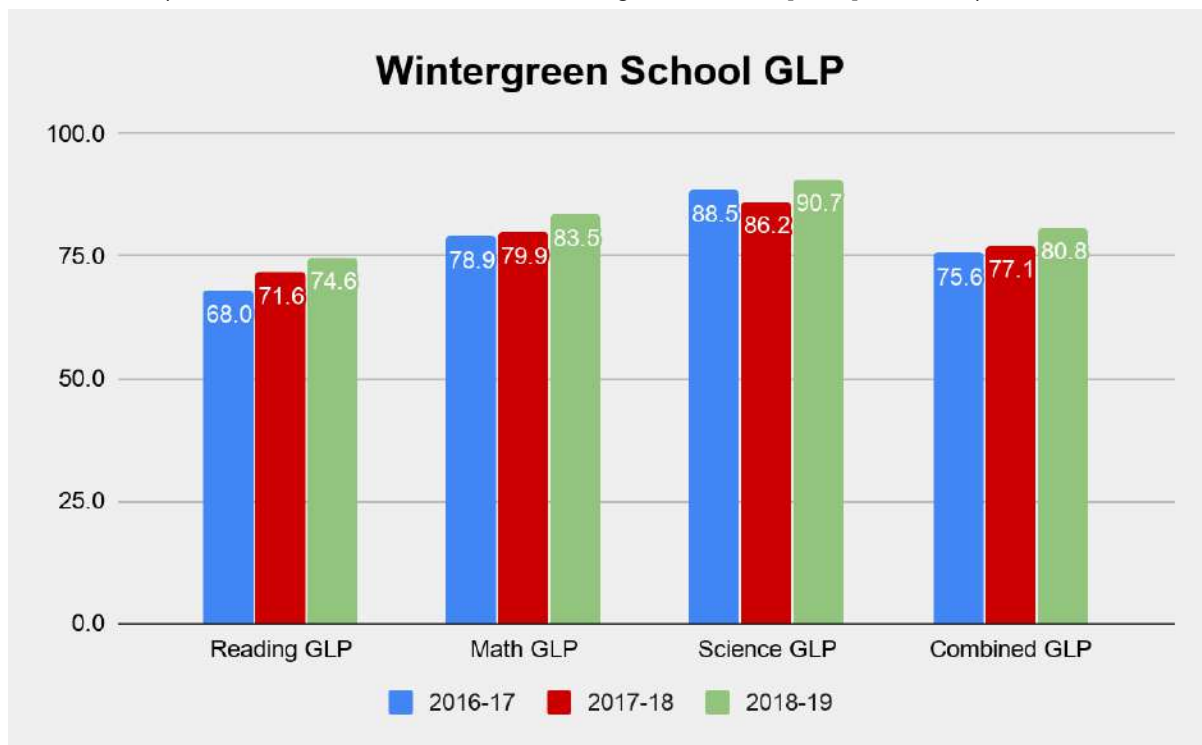


Figure 70. Wintergreen School Grades 3-5 state-level performance results in both reading, mathematics and science, (Level 3 and above—Grade Level Proficient [GLP] Standard)

Section 3: District Growth Results

For the 2018–19 school year, school accountability growth results are presented for all schools in Pitt County. Using all EOG, English II EOC, NC Math 1 EOC and NC Math 3 EOC (for students who took NC Math 1 in grade 8 or prior) test scores, school accountability growth is calculated using EVAAS, a value-added growth modeling tool. Each school with the required data is designated as having exceeded expected growth, met expected growth, or did not meet growth.

District Growth Results:

As shown in Table 5, for the 2018–19 school year, 89% of all schools in Pitt County met or exceeded growth expectations, an increase from the previous year.

Table 5. District Accountability Growth

Growth Category	2017-2018 Number	2017-2018 Percent	2018-2019 Number	2018-2019 Percent
Exceeded Expected Growth	11	30%	12	32%
Met Expected Growth	18	49%	21	57%
Did Not Meet Growth	7	19%	4	11%
Total	37		37	

Table 6 and Figure 71 provide the percent of schools at each growth designation by school type. School type is defined as follows: elementary (any school with a grade configuration up to grade 5), middle (any school with a grade configuration from 6-8), K-8 (any school with a grade configuration from K-8) and high (any school with a grade configuration from 9-12).

Table 6. Growth Status of Schools by School Type

Growth Status	Elementary School		Middle School		K-8 School		High School	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Exceeded Expected Growth	6	38%	2	29%	2	33%	2	25%
Met Expected Growth	9	56%	3	43%	4	67%	5	63%
Did Not Meet Growth	1	6%	2	29%	0	0	1	12%
Total	16		7		6		8	

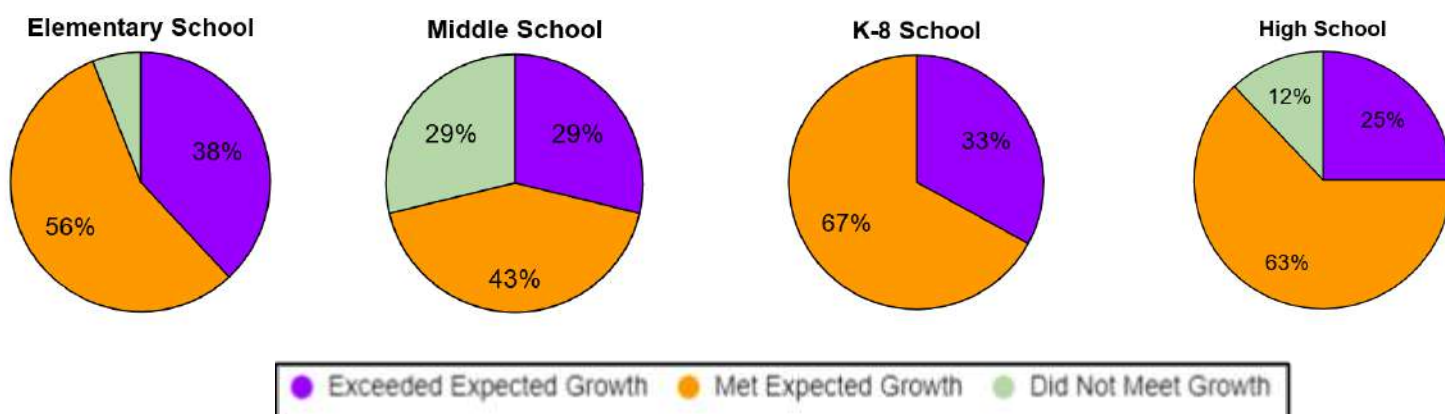


Figure 71 Growth status by school type.

As with school-wide accountability growth, subgroup growth is calculated using EVAAS, a value-added growth modeling tool. Within a school, each subgroup that meets data requirements is designated as having exceeded expected growth, met expected growth, or did not meet growth.

For example, as presented in Table 7, there are 5 school-level Asian subgroups that met the data requirements for reporting growth. Not all schools' subgroups met the data requirements for reporting.

Table 7: Subgroup growth Designations

Subgroups	Exceeded Expected Growth		Met Expected Growth		Did Not Meet Expected Growth		Total Number of Subgroups
	Number	Percent	Number	Percent	Number	Percent	
American Indian							
Asian	3	60%	2	40%			5
Black	6	17%	27	77%	2	6%	35
Hispanic	6	20%	24	80%			30
Two or More Races	2	12.5%	13	81%	1	6%	16
White	7	23%	21	66%	4	12%	32
Economically Disadvantaged	10	40%	16	64%	9	36%	25
English Learner	3	15%	17	35%			20
Students with Disabilities	3	6%	25	78%	4	15%	32

**Due to rounding, the percent of subgroups may not total 100%.*

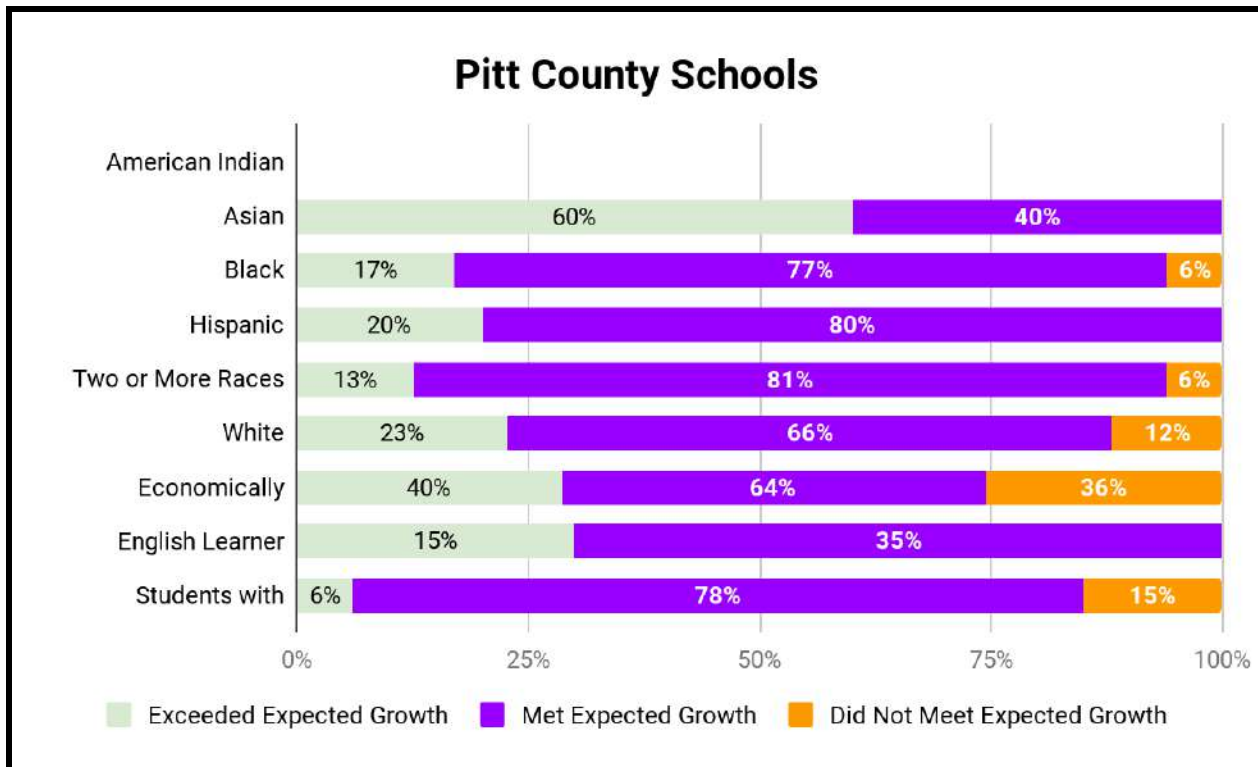


Figure 72. Subgroup Growth Designations

Section 4: School Growth Results

As with school-wide accountability growth, subgroup growth is calculated using EVAAS, a value-added growth modeling tool. Within a school, each subgroup that meets data requirements is designated as having exceeded expected growth, met expected growth, or did not meet growth. EVAAS growth calculations are as follows:

< 70	Does not meet growth
71-84.9	Meets growth
85-100	Exceeds expected growth

School Growth Results:

For example, as presented in the chart 1 below, there are 9 state reported subgroups (*AIG is not a state reported subgroup*). Out of the 10 subgroups all met expected growth based on EVAAS, a value-added growth modeling tool.

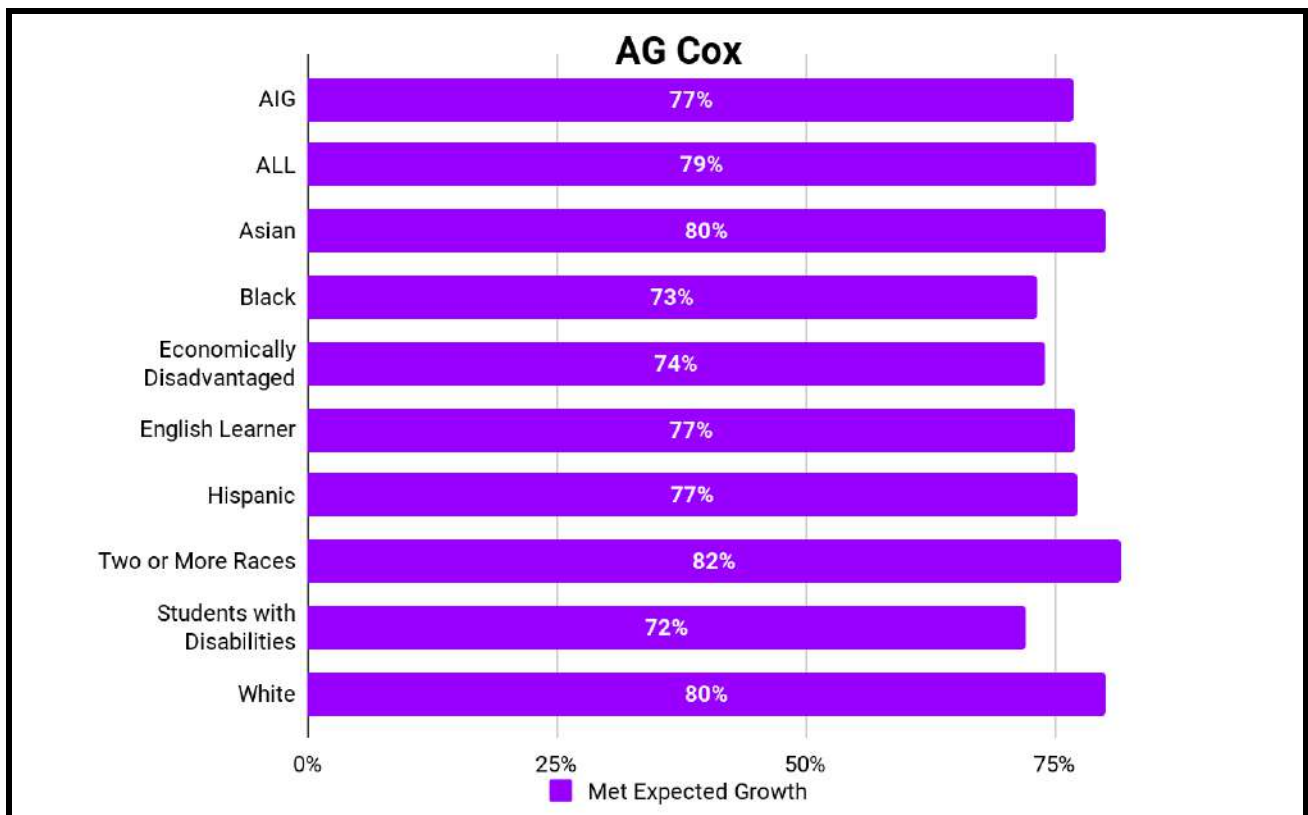


Chart 1 AG Cox Middle School subgroup growth status for the 2018-2019 school year grades 6-8

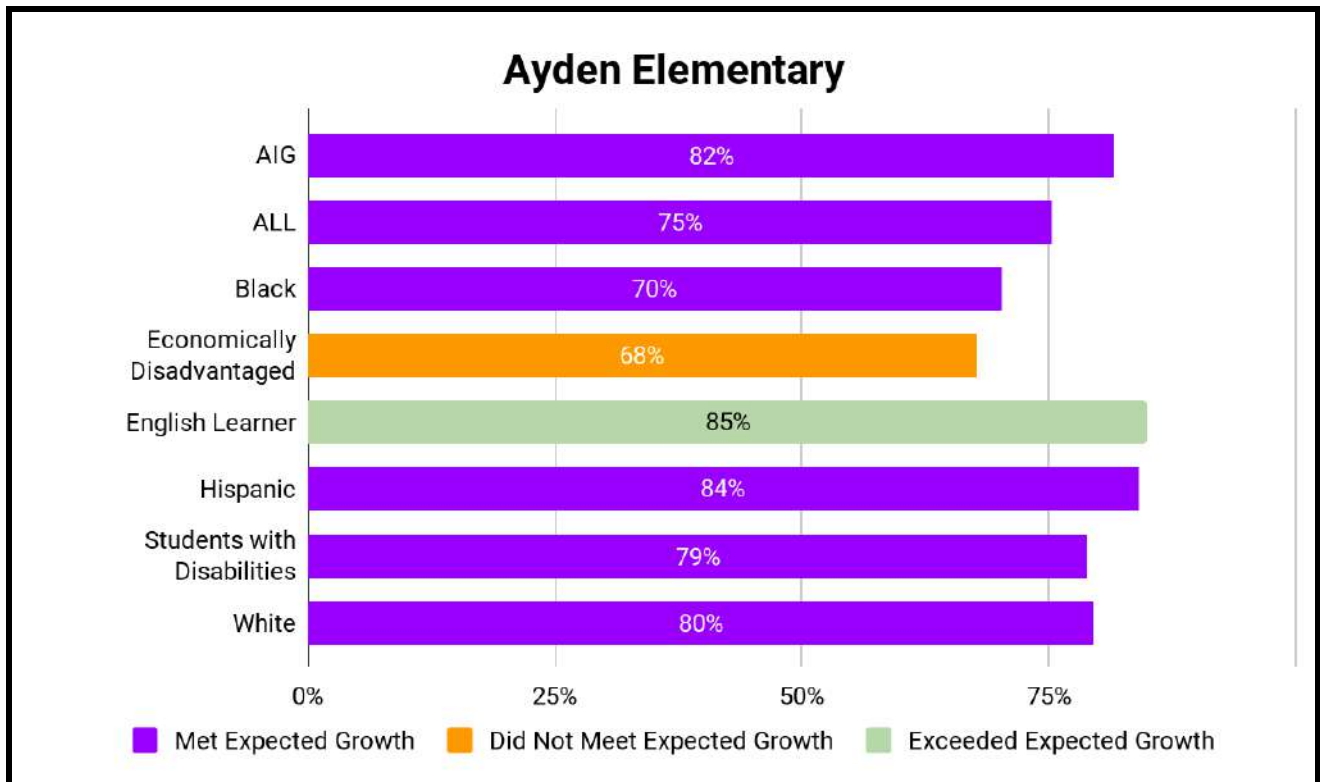


Chart 2 Ayden Elementary School subgroup growth status for the 2018-2019 school year grades 3-5

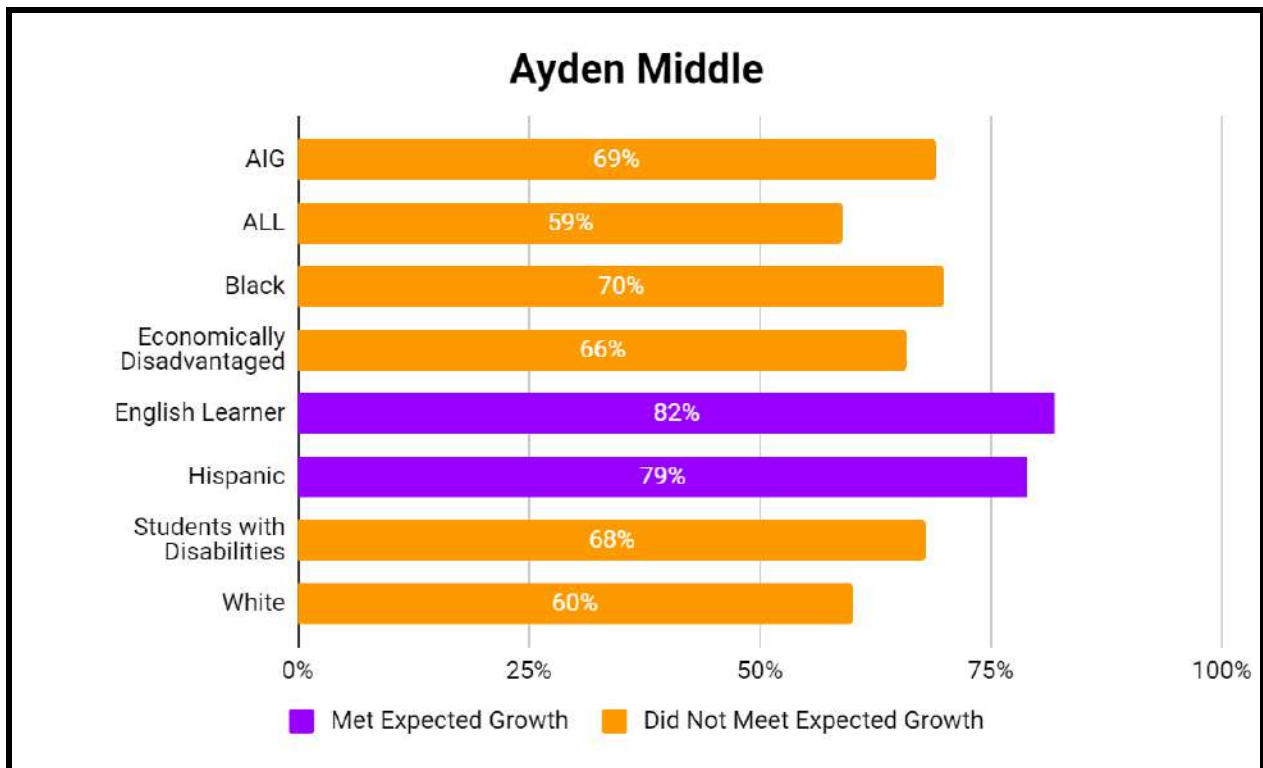


Chart 3 Ayden Middle School subgroup growth status for the 2018-2019 school year grades 6-8

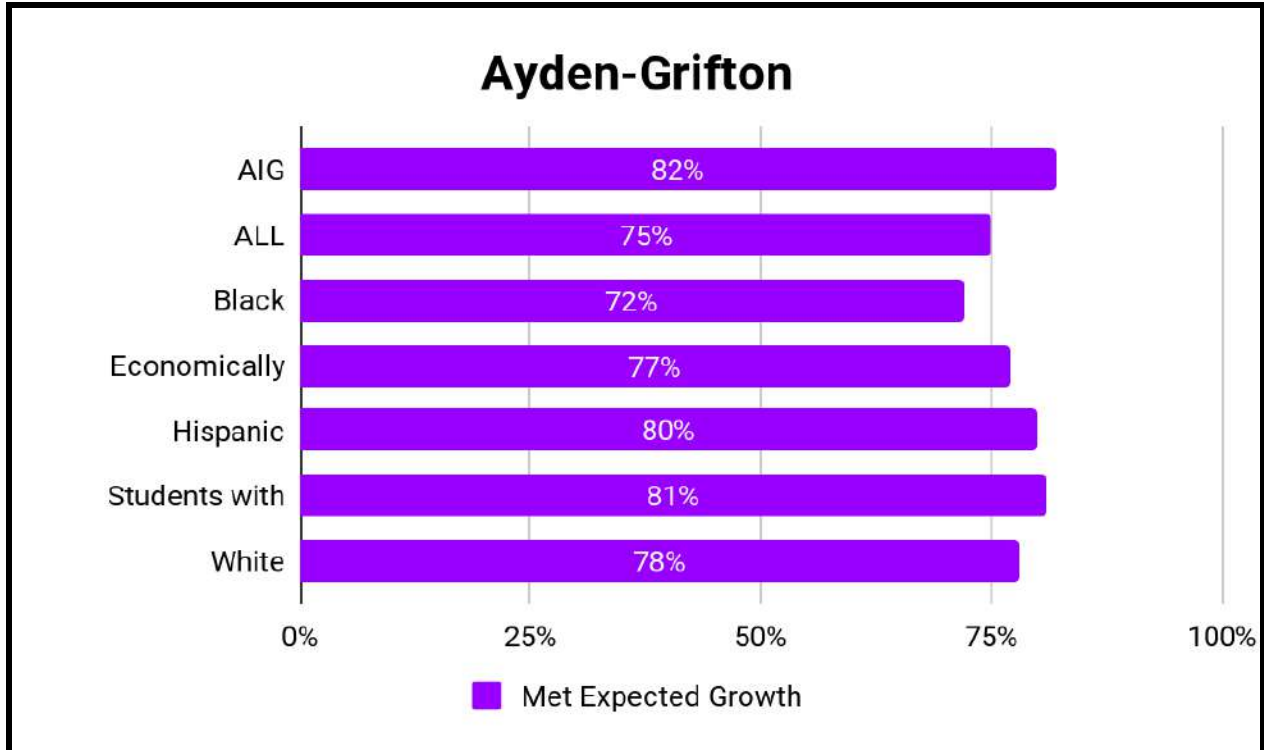


Chart 4 Ayden-Grifton High School subgroup growth status for the 2018-2019 school year grades 9-12

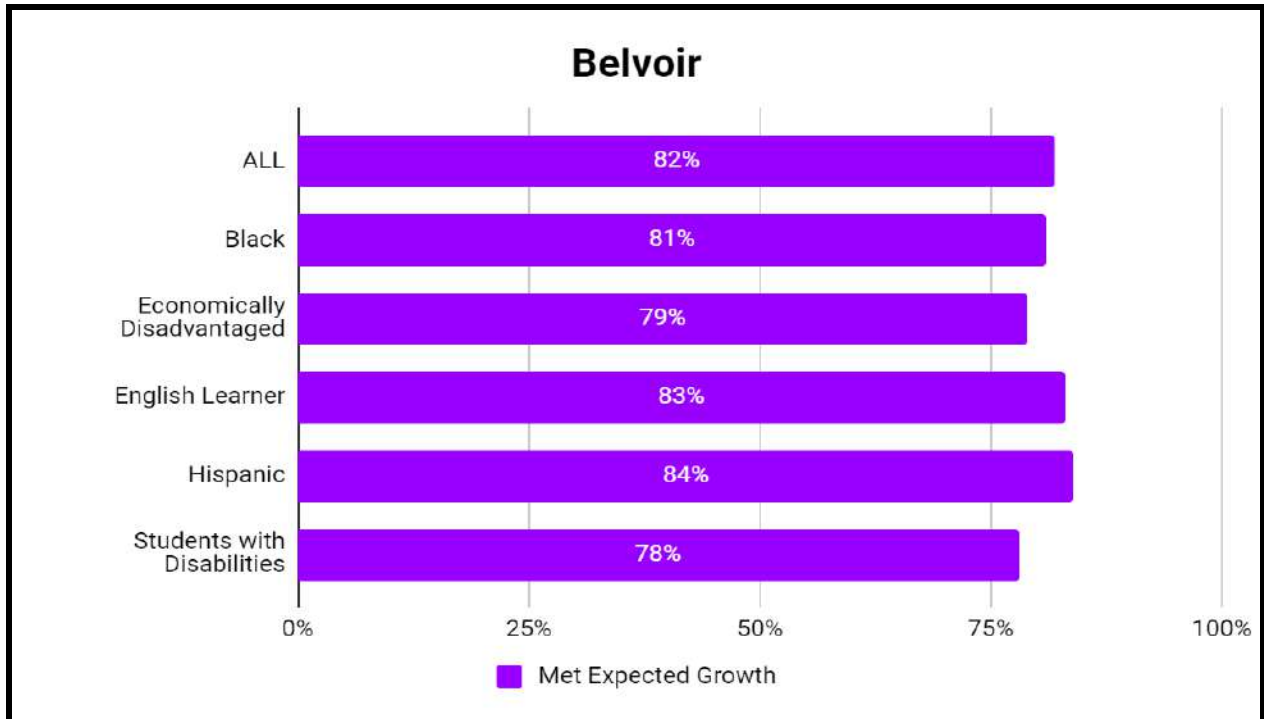


Chart 5 Belvoir School subgroup growth status for the 2018-2019 school year grades 3-5

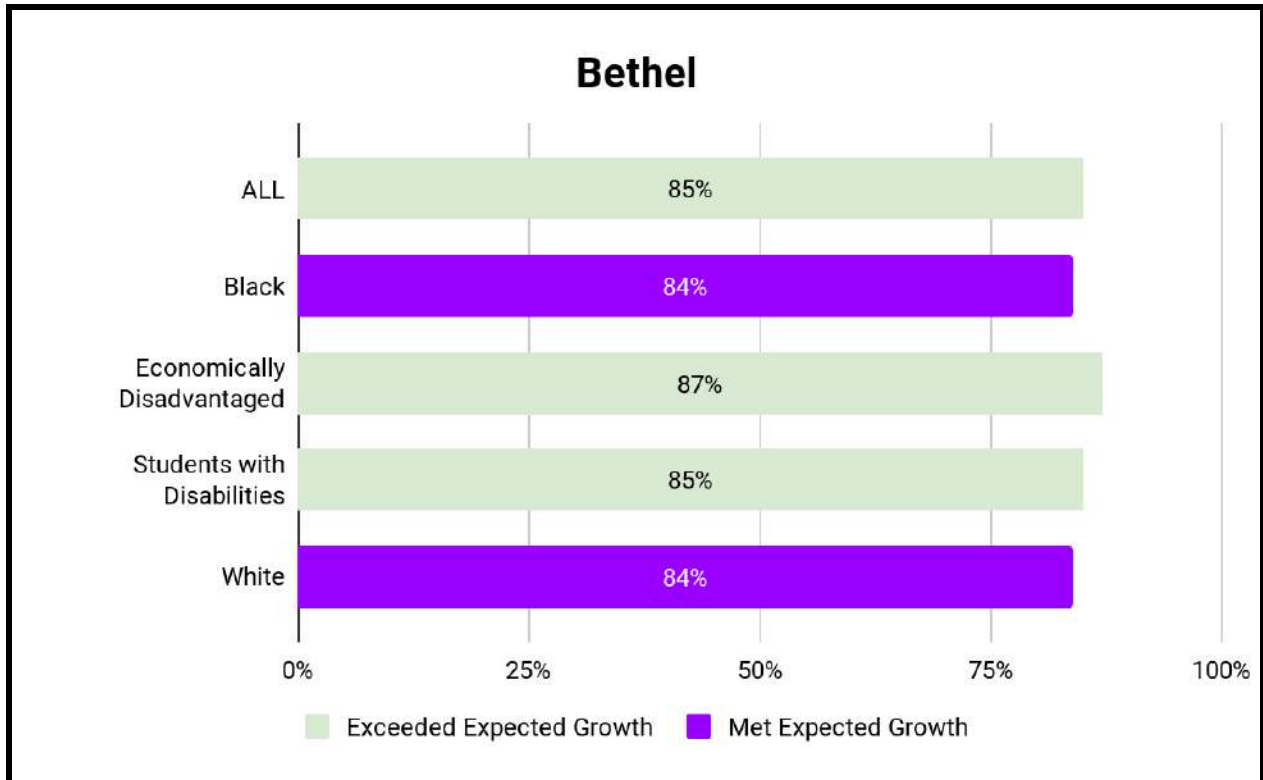


Chart 6 Bethel School subgroup growth status for the 2018-2019 school year grades 3-8

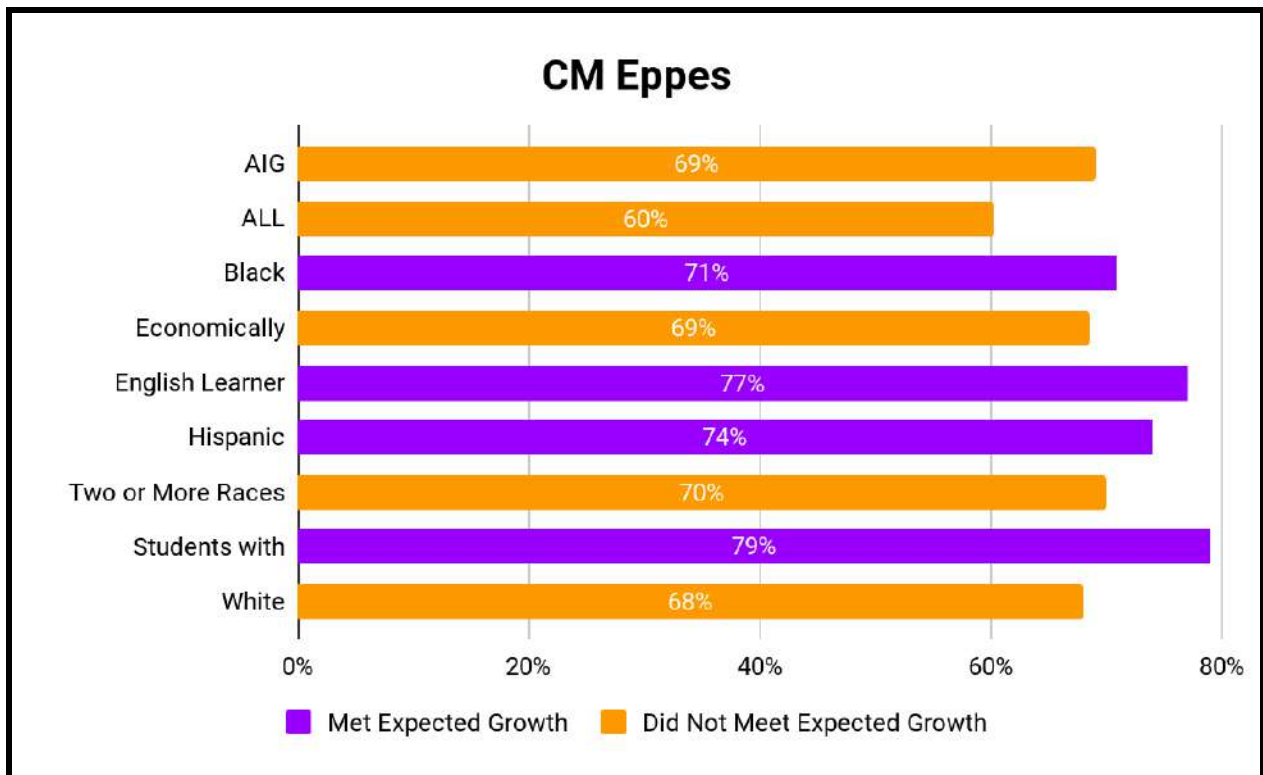


Chart 7 CM Eppes Middle School subgroup growth status for the 2018-2019 school year grades 6-8

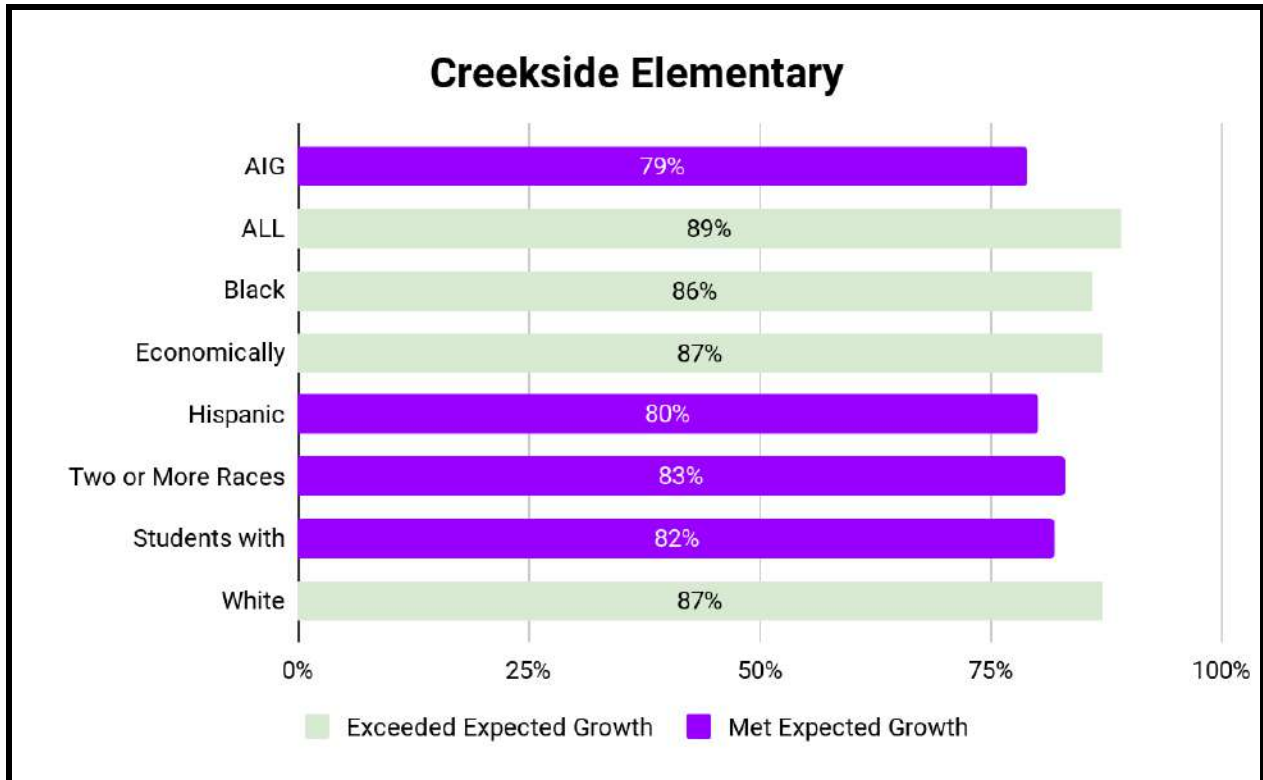


Chart 8 Creekside School subgroup growth status for the 2018-2019 school year grades 3-5

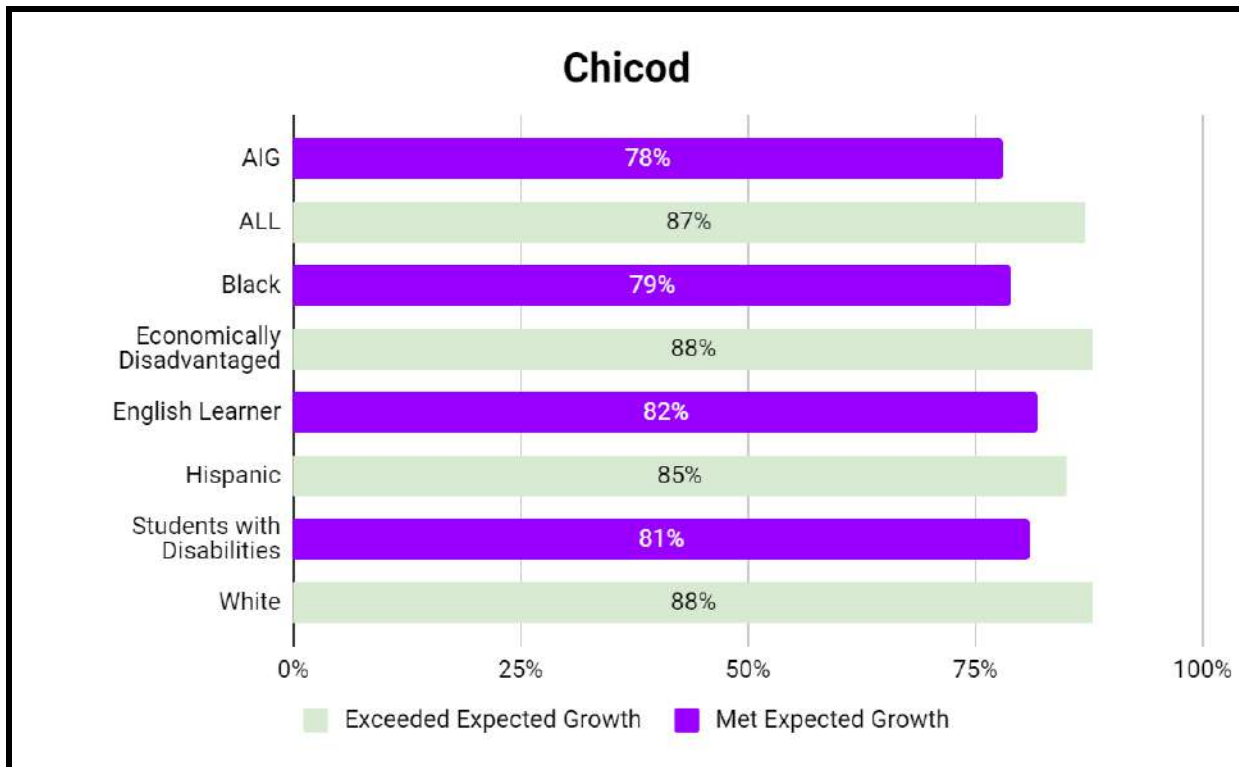


Chart 9 Chicod School subgroup growth status for the 2018-2019 school year grades 3-8

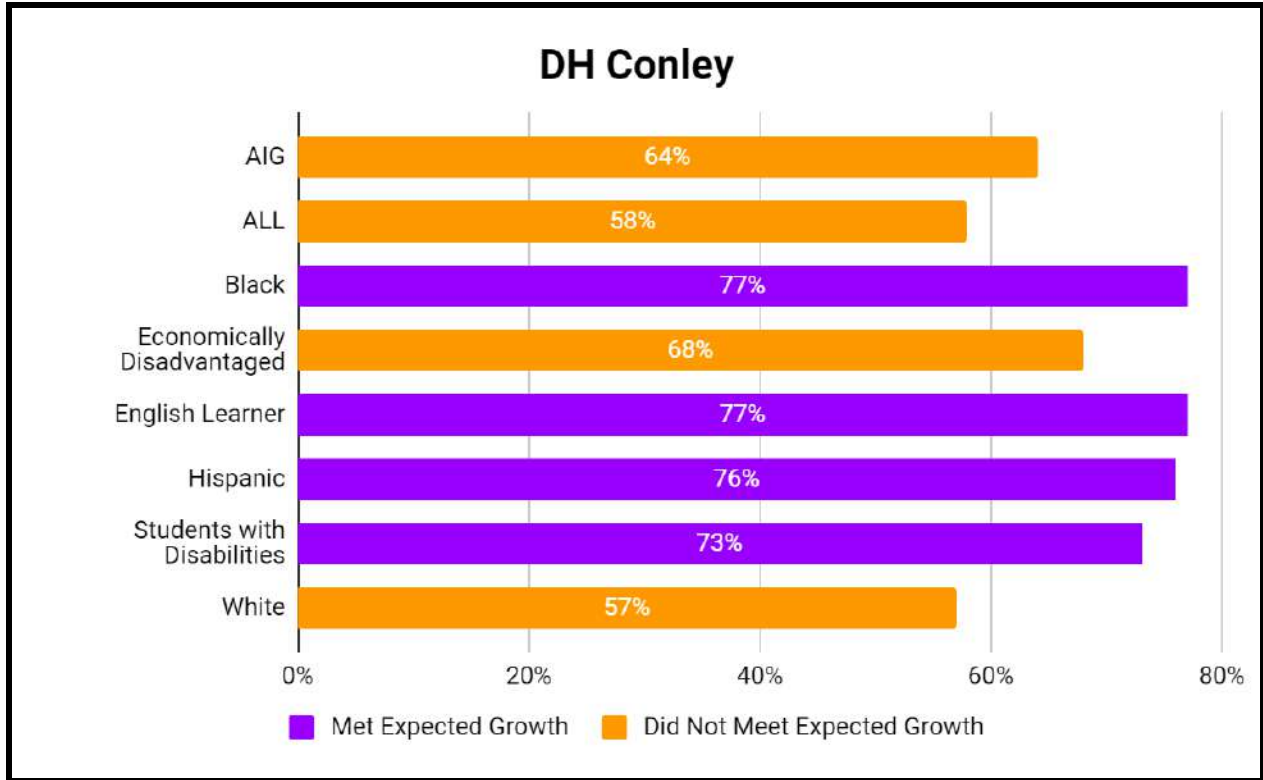


Chart 10 DH Conley High School subgroup growth status for the 2018-2019 school year grades 9-12

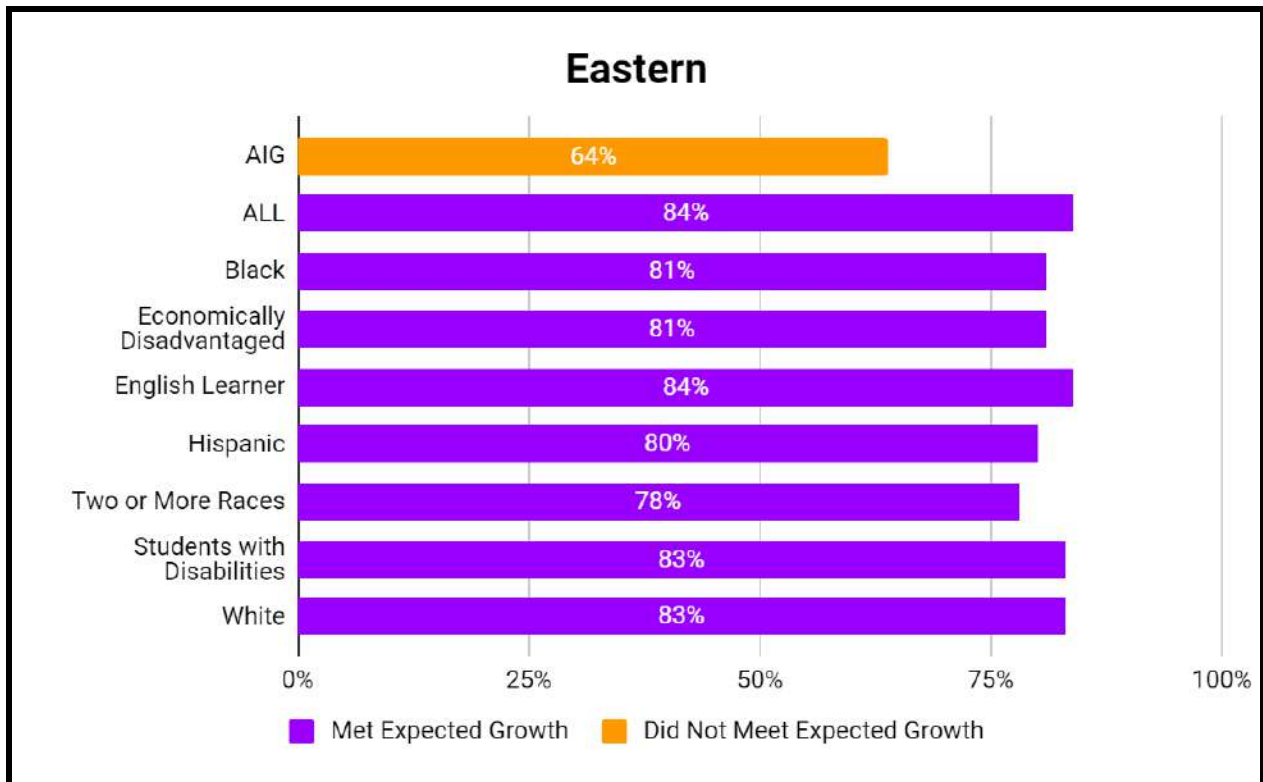


Chart 11 Eastern School subgroup growth status for the 2018-2019 school year grades 3-5

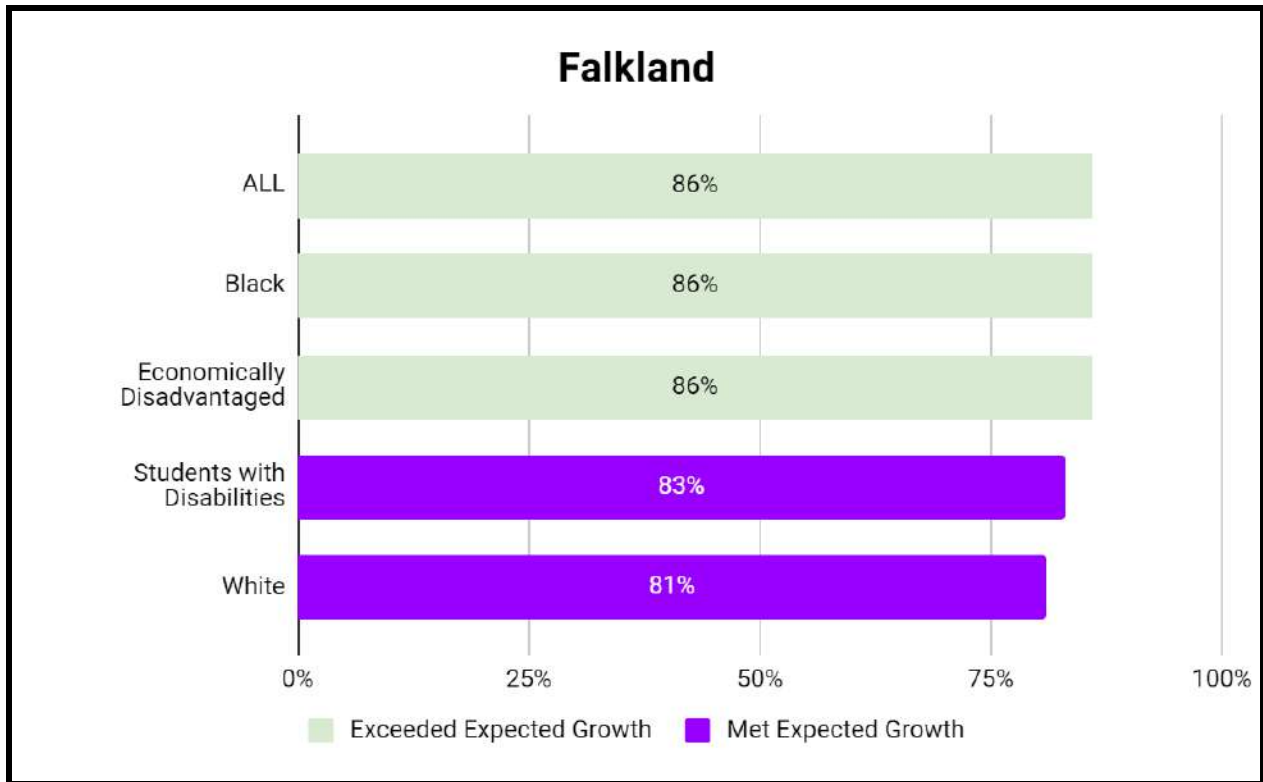


Chart 12 Falkland School subgroup growth status for the 2018-2019 school year grades 3-5

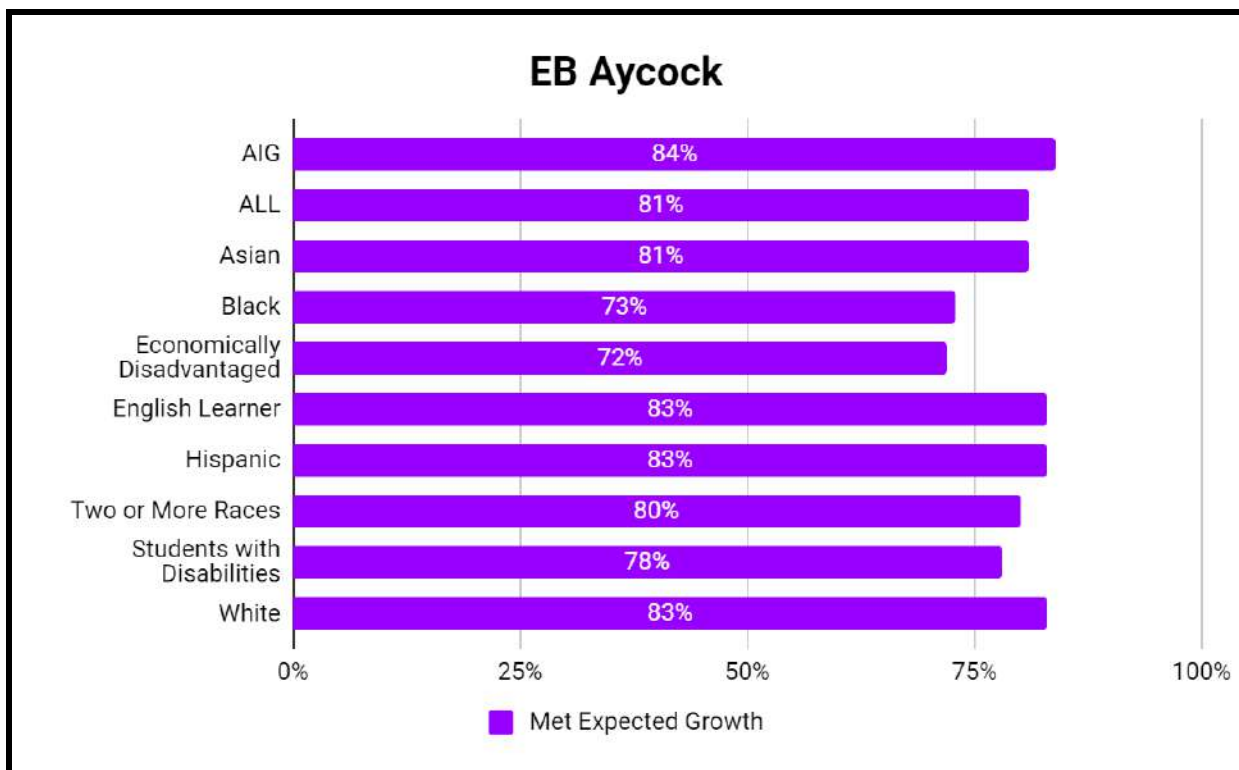


Chart 13 EB Aycock Middle School subgroup growth status for the 2018-2019 school year grades 6-8

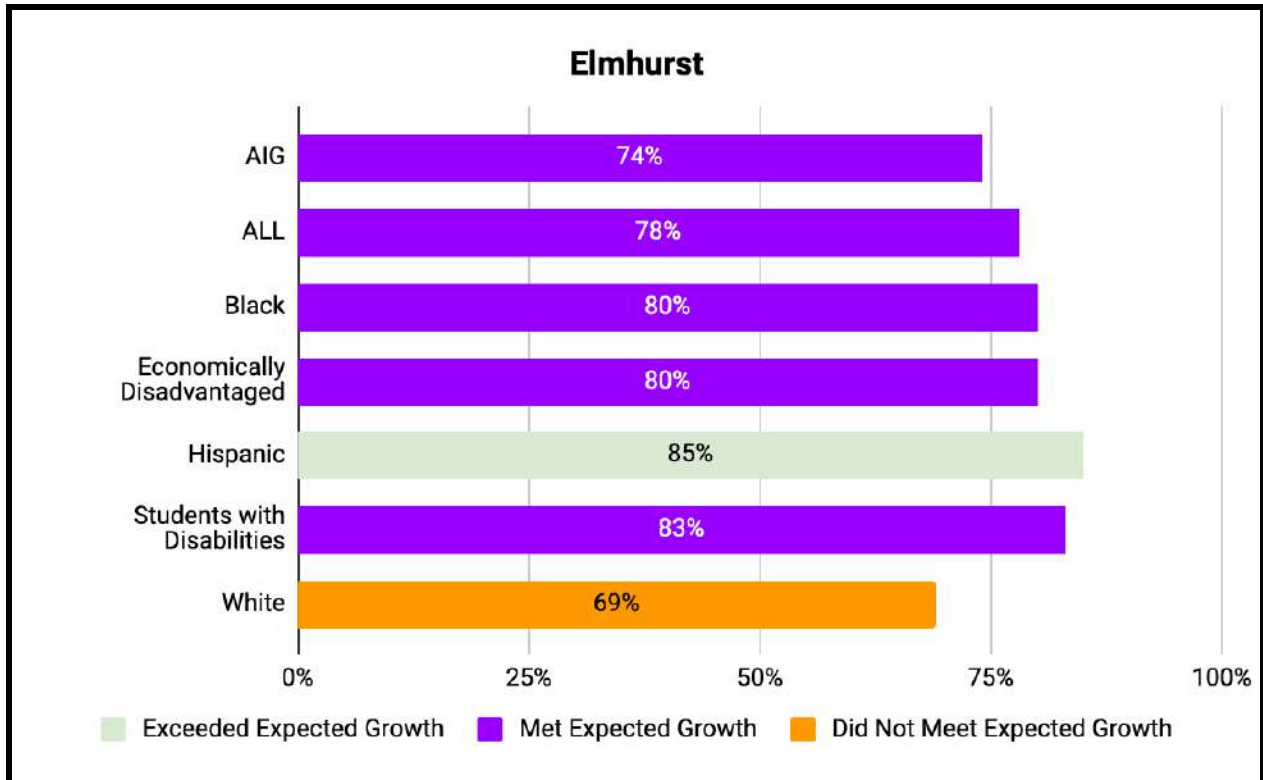


Chart 14 Elmhurst School subgroup growth status for the 2018-2019 school year grades 3-5.

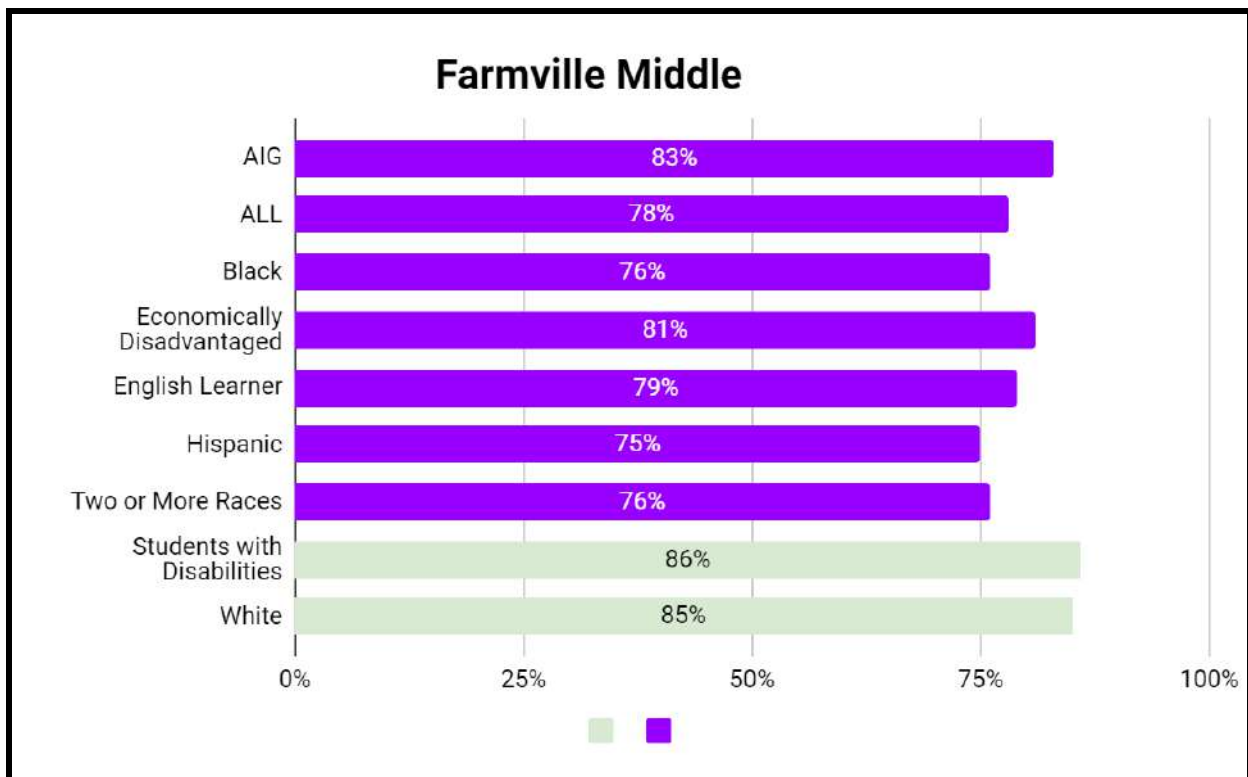


Chart 15 Farmville Middle School subgroup growth status for the 2018-2019 school year grades 6-8.

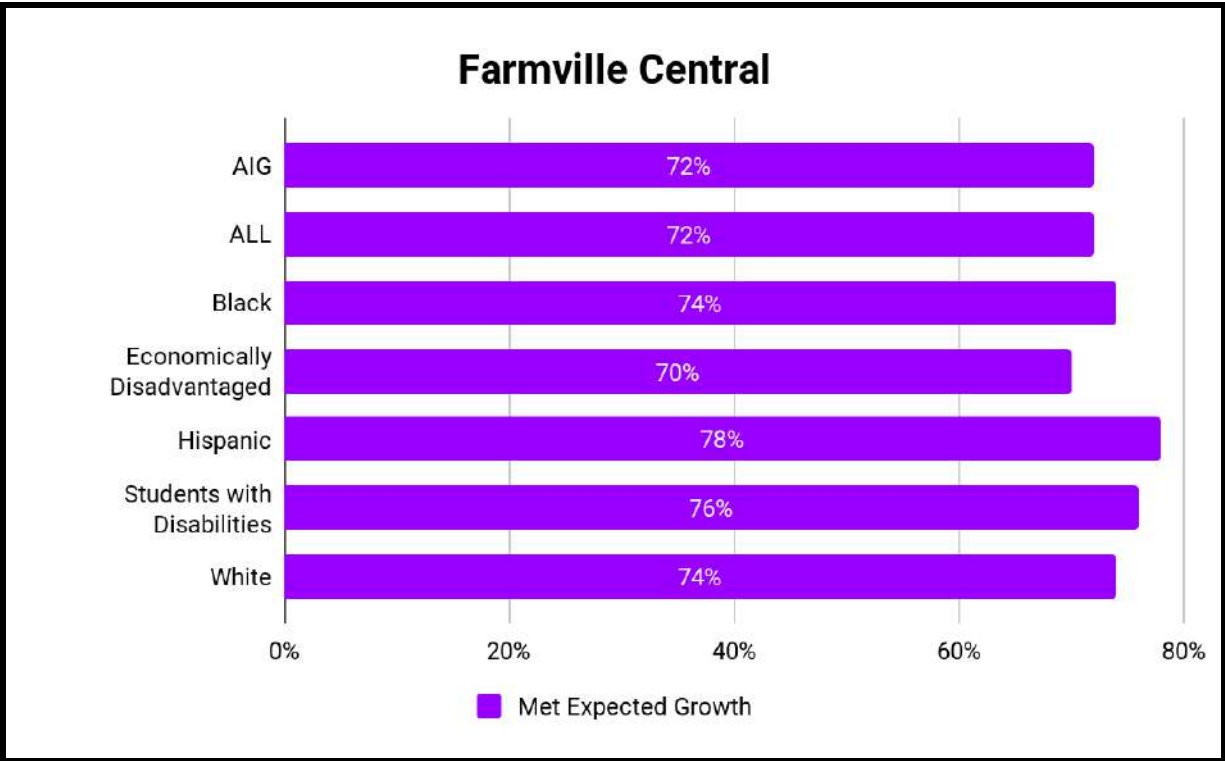


Chart 16 Farmville Central School subgroup growth status for the 2018-2019 school year grades 9-12.

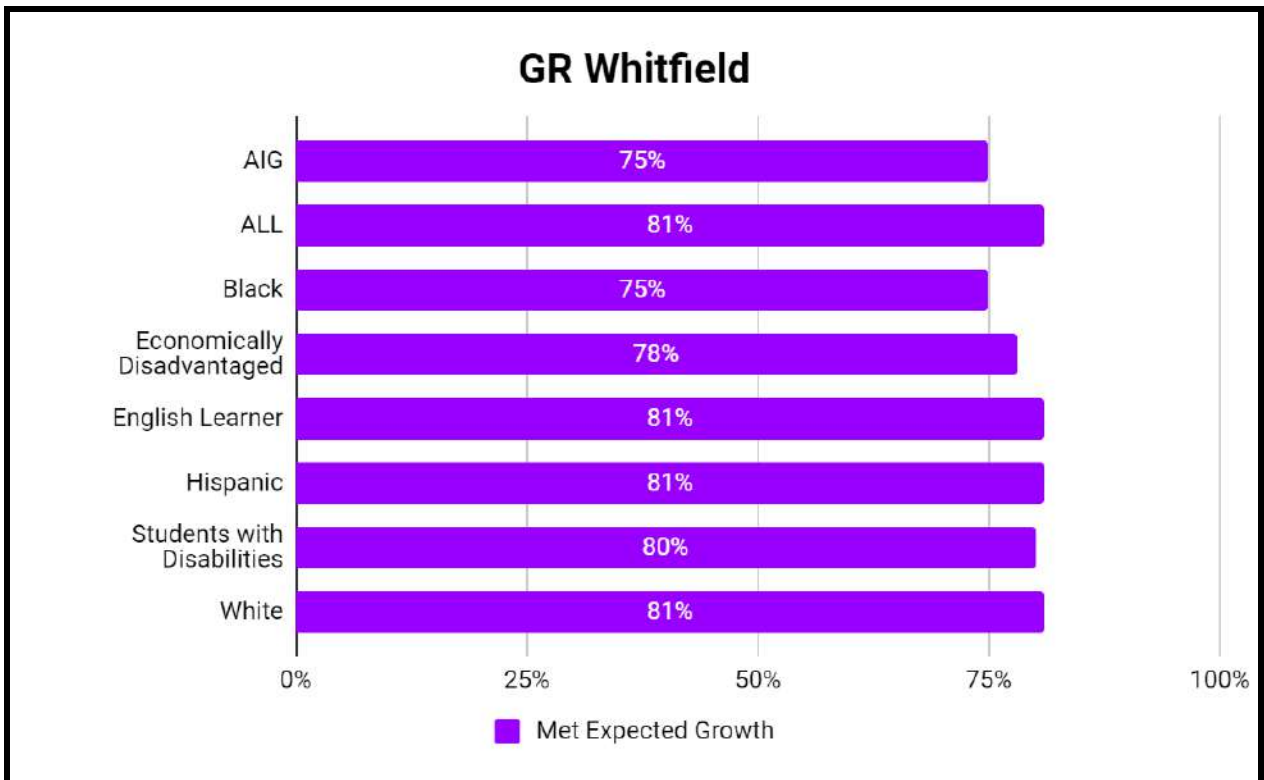


Chart 17 GR Whitfield School subgroup growth status for the 2018-2019 school year grades 3-8.

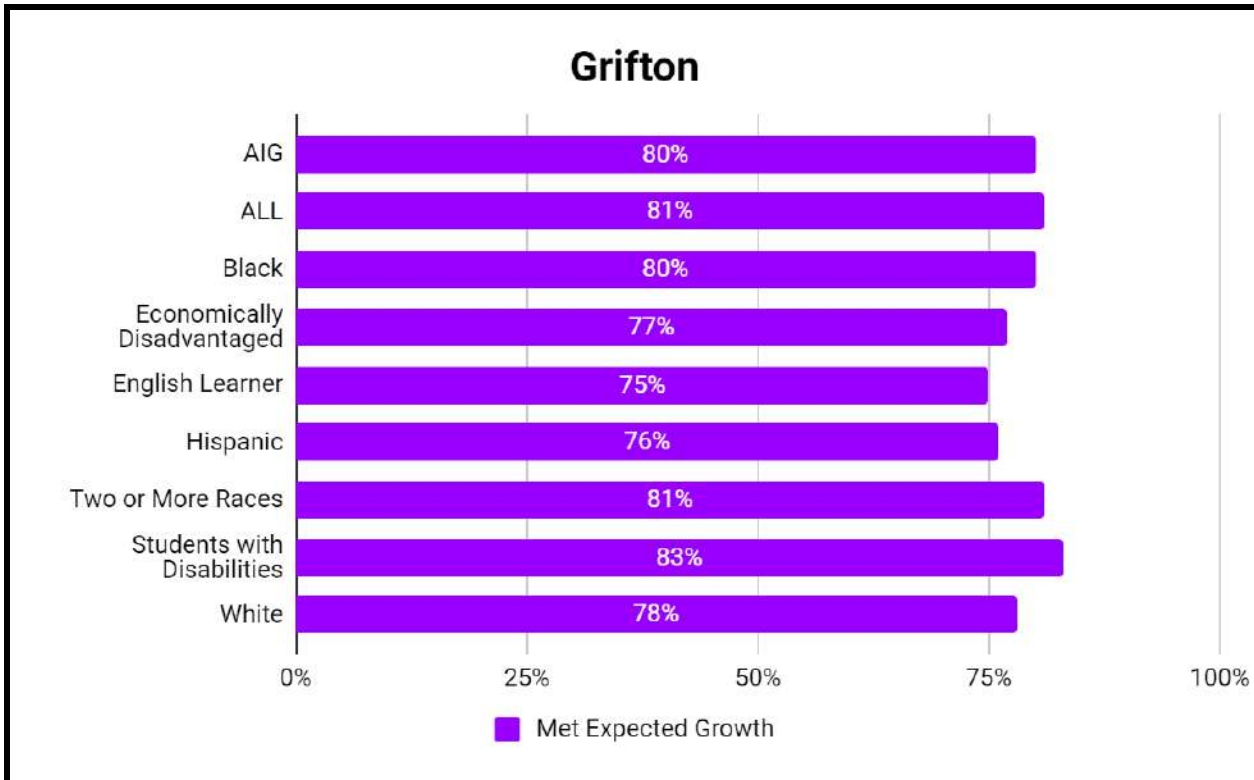


Chart 18 Grifton School subgroup growth status for the 2018-2019 school year grades 3-8.

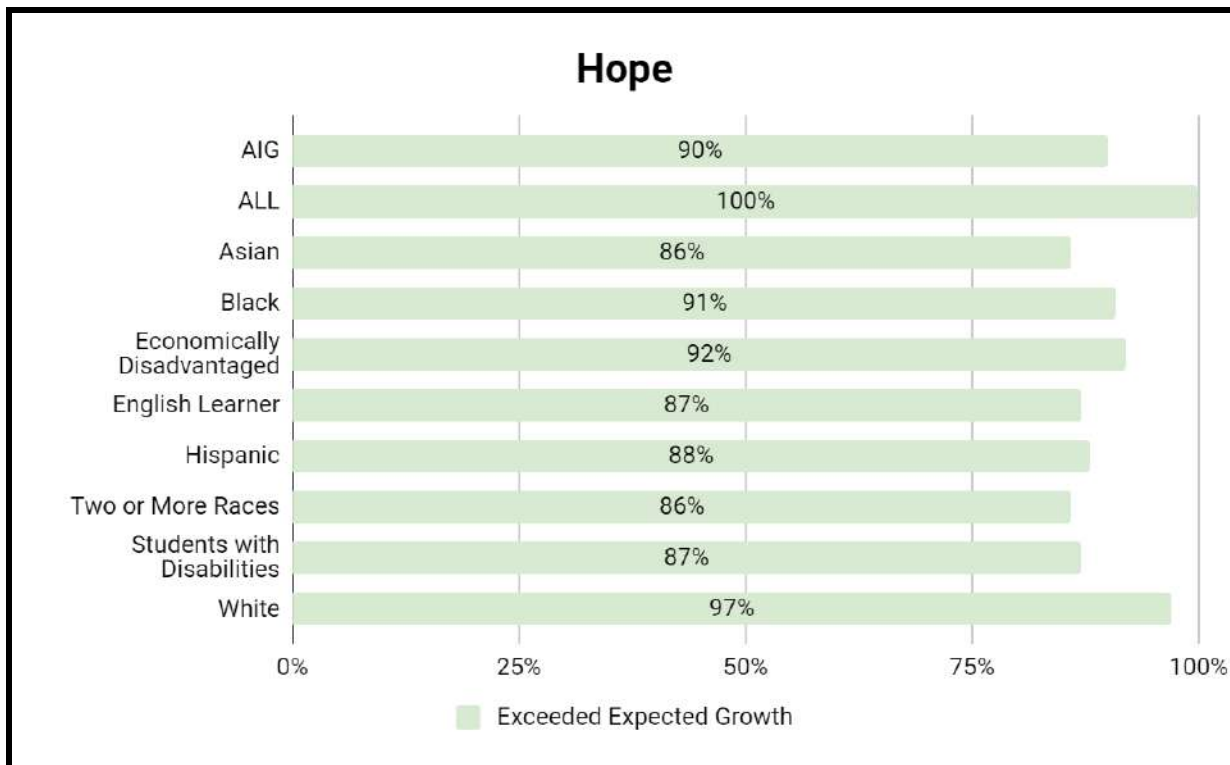


Chart 19 Hope Middle School subgroup growth status for the 2018-2019 school year grades 6-8.

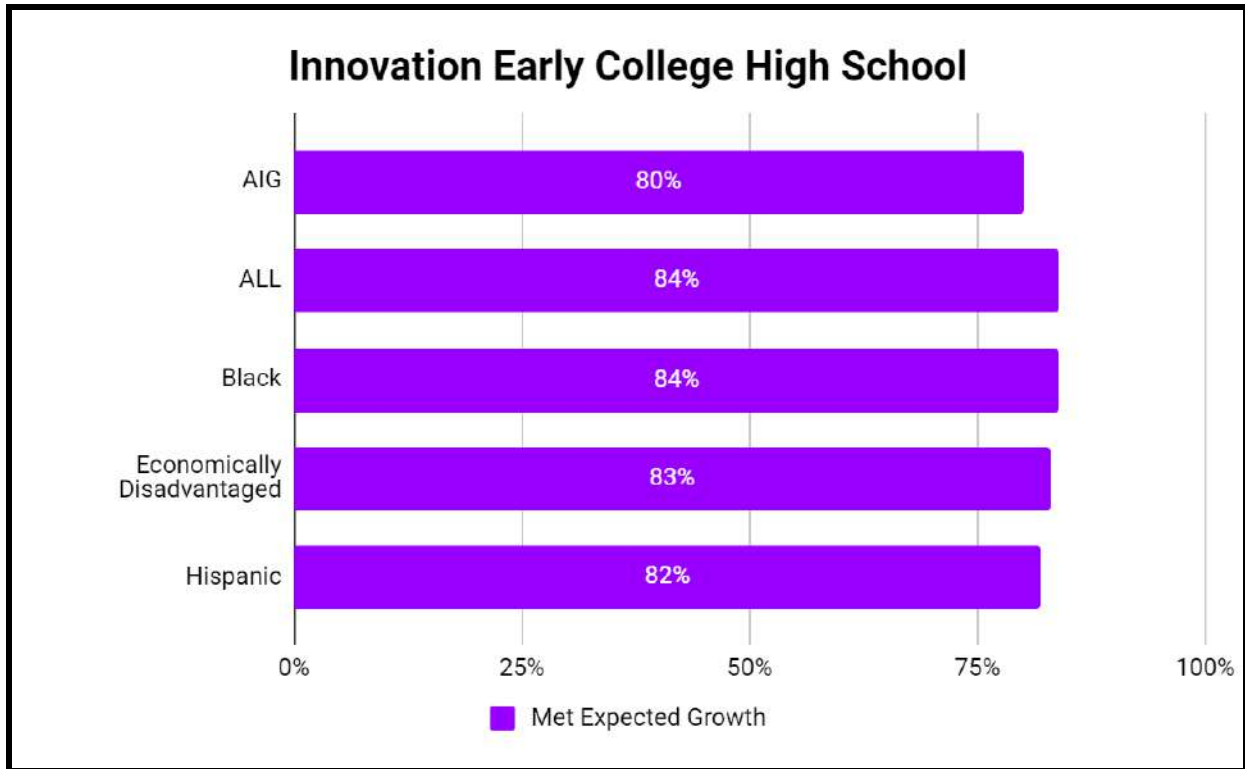


Chart 20 Innovation School subgroup growth status for the 2018-2019 school year grades 9-13

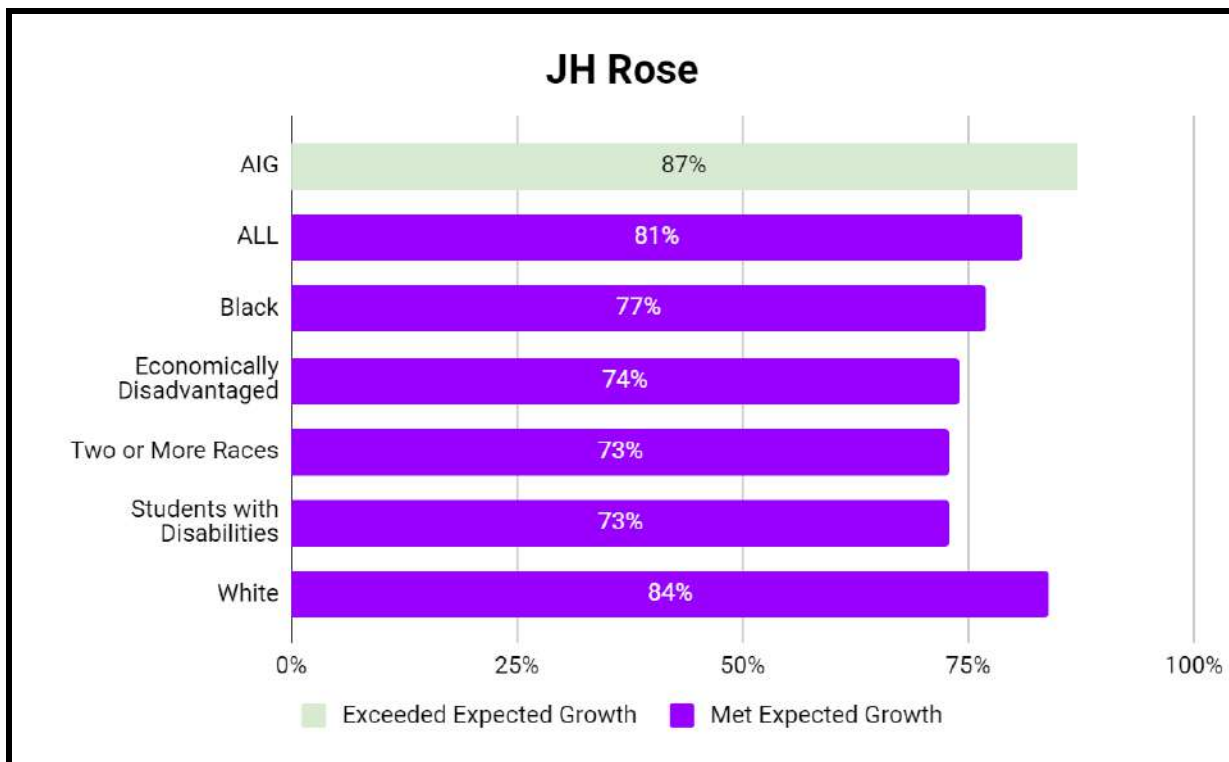


Chart 21 JH Rose School subgroup growth status for the 2018-2019 school year grades 9-12.

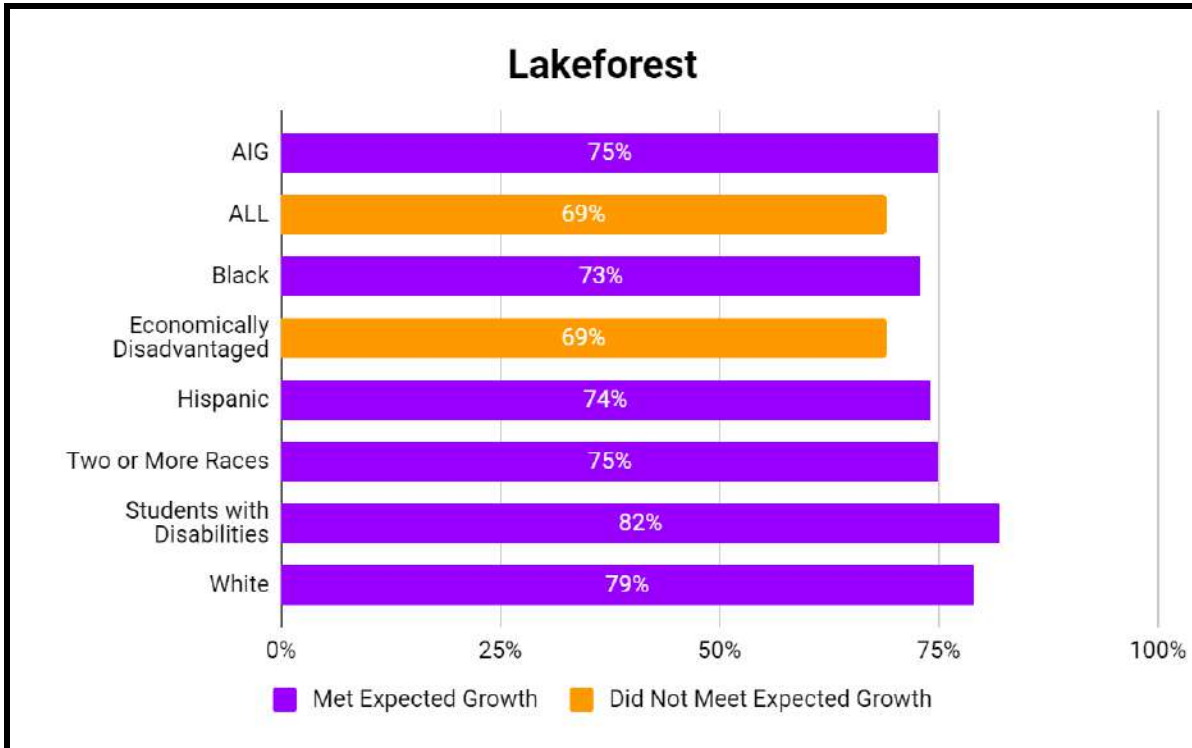


Chart 22 Lakeforest School subgroup growth status for the 2018-2019 school year grades 3-5

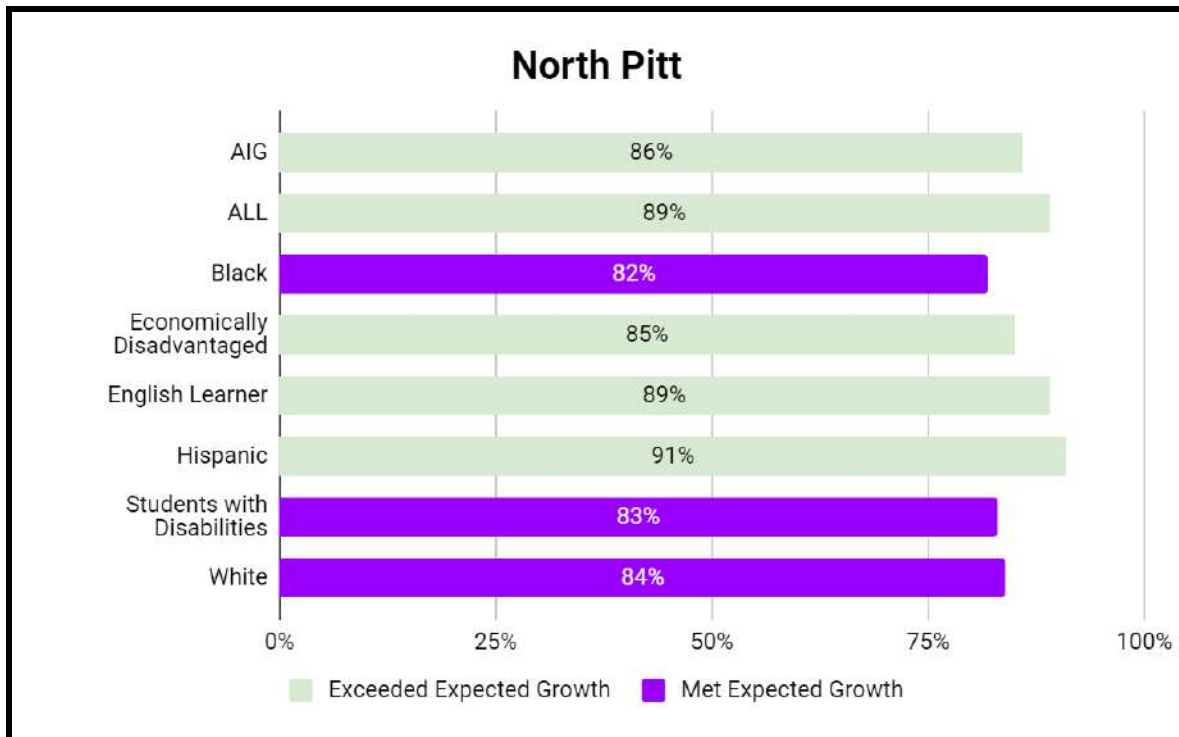


Chart 23 North Pitt High School subgroup growth status for the 2018-2019 school year grades 9-12

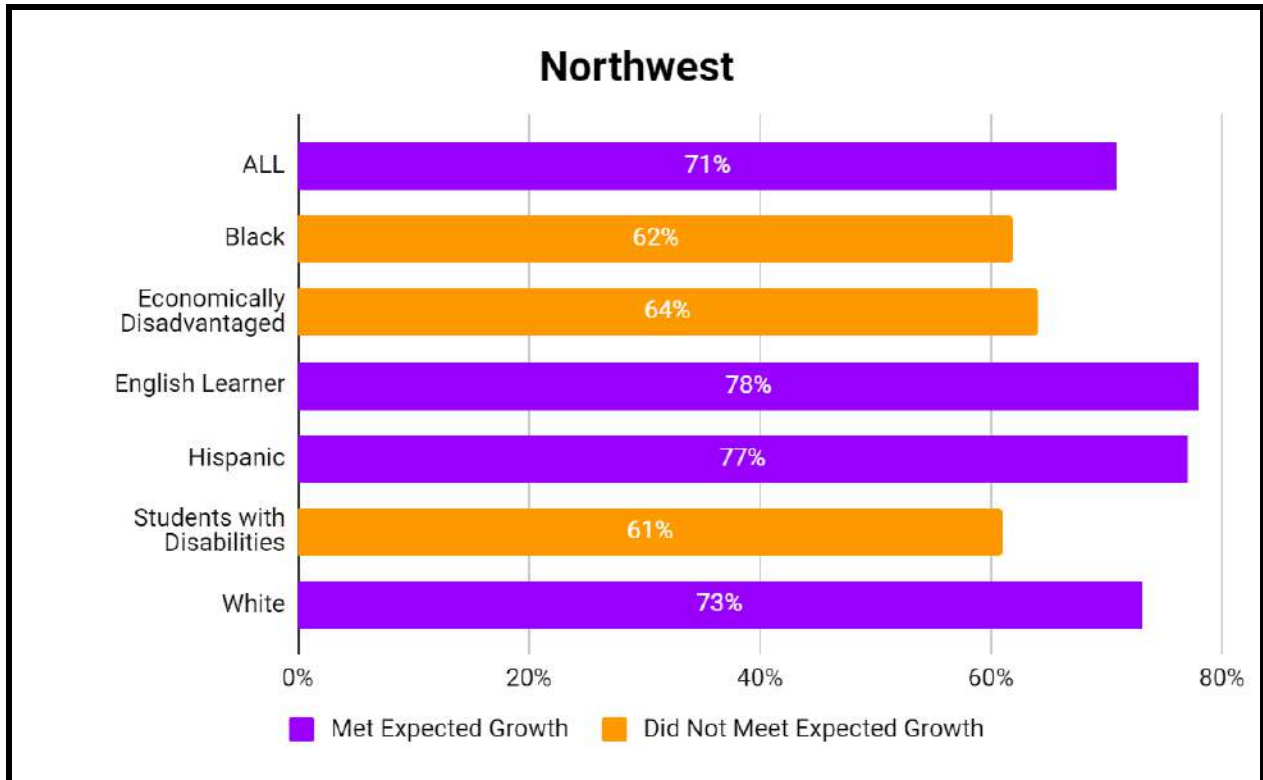


Chart 24 Northwest School subgroup growth status for the 2018-2019 school year grades 3-5

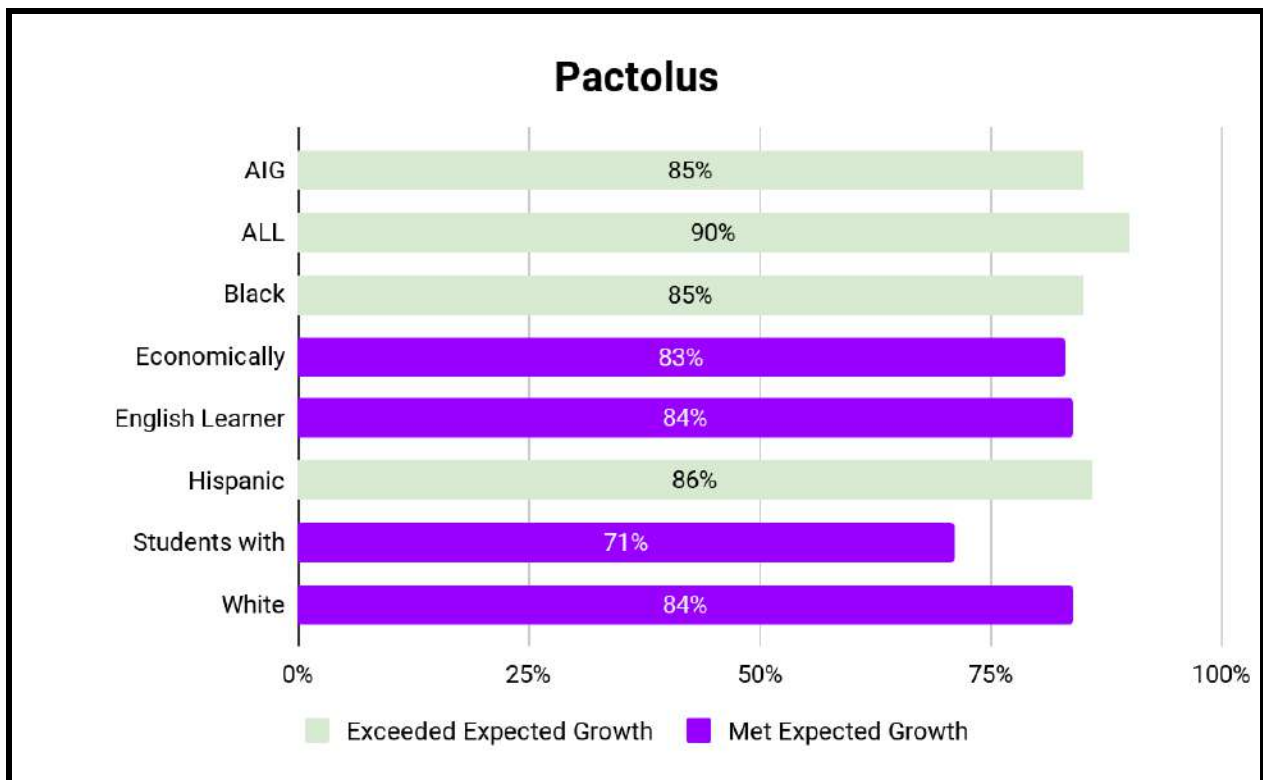


Chart 25 Pactolus School subgroup growth status for the 2018-2019 school year grades 3-8

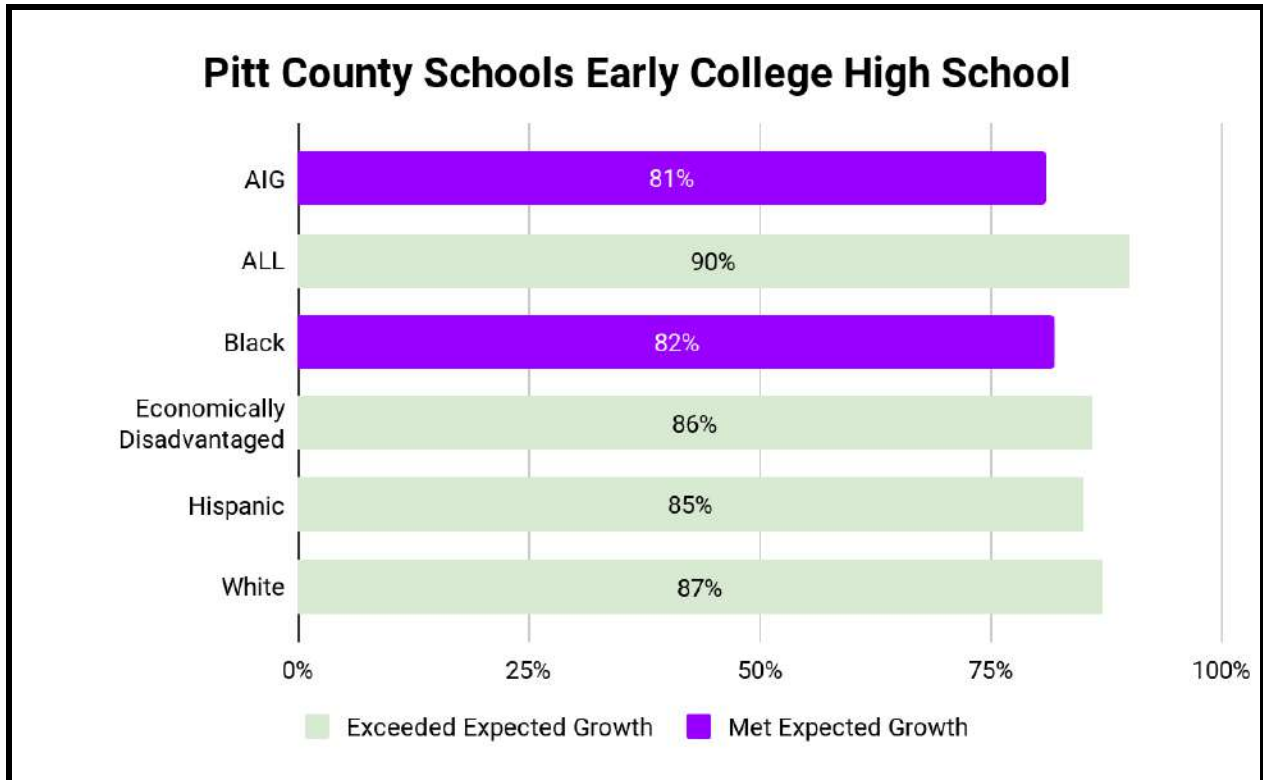


Chart 26 Pitt County Early College HS subgroup growth status for the 2018-2019 school year grades 9-13

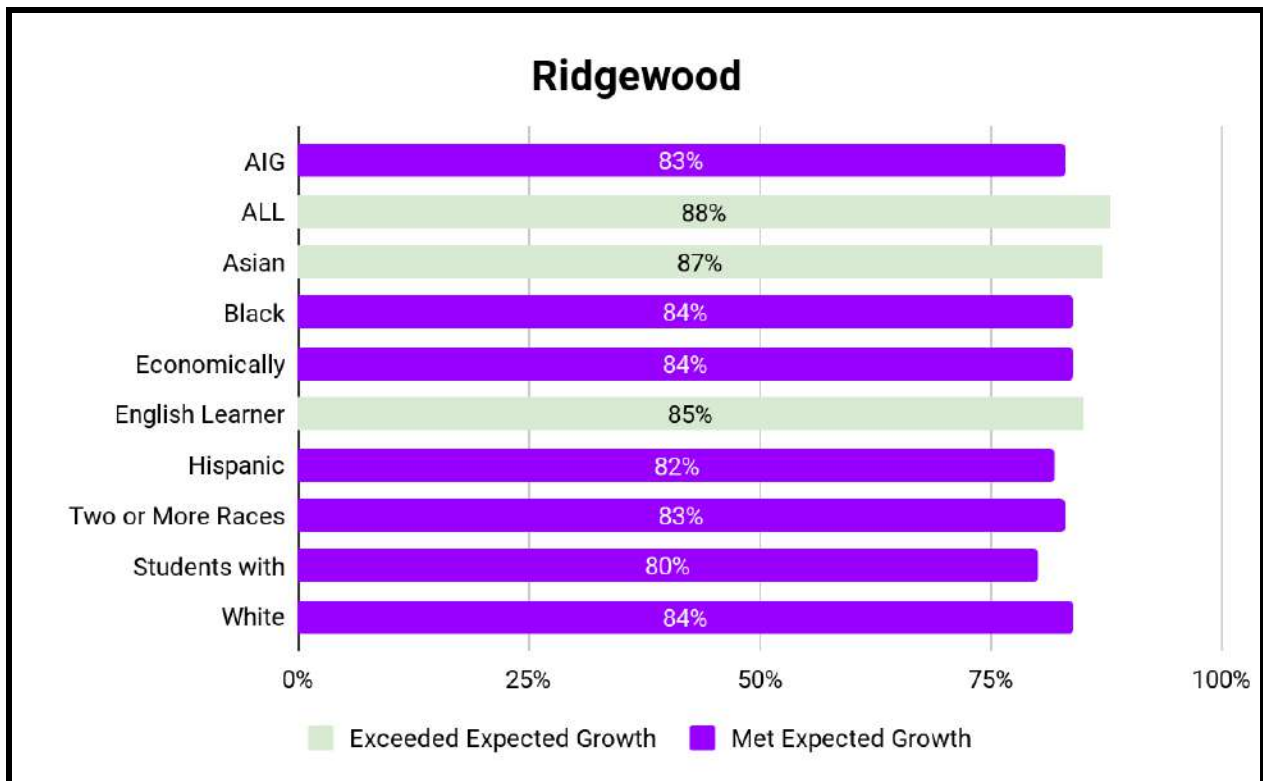


Chart 27 Ridgewood School subgroup growth status for the 2018-2019 school year grades 3-8

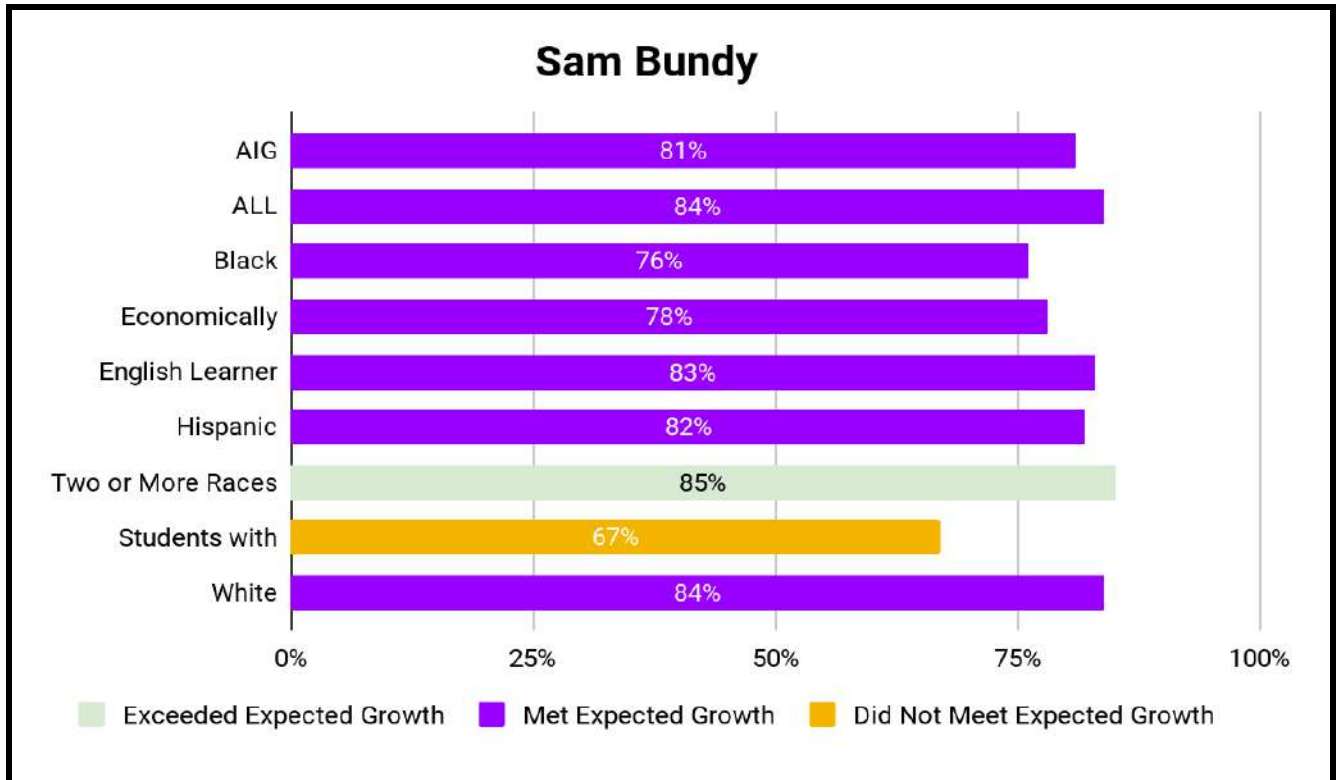


Chart 28 Sam Bundy School subgroup growth status for the 2018-2019 school year grades 3-8

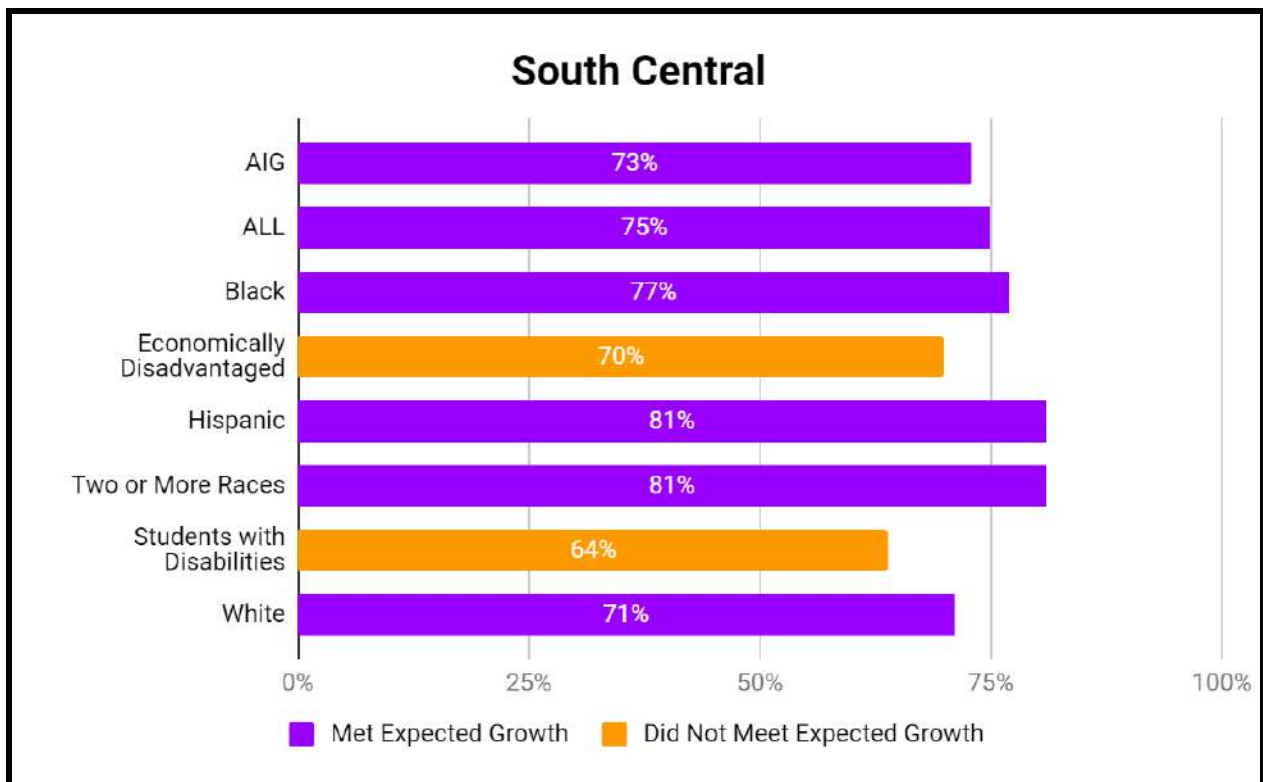


Chart 29 South Central High School subgroup growth status for the 2018-2019 school year grades 9-12

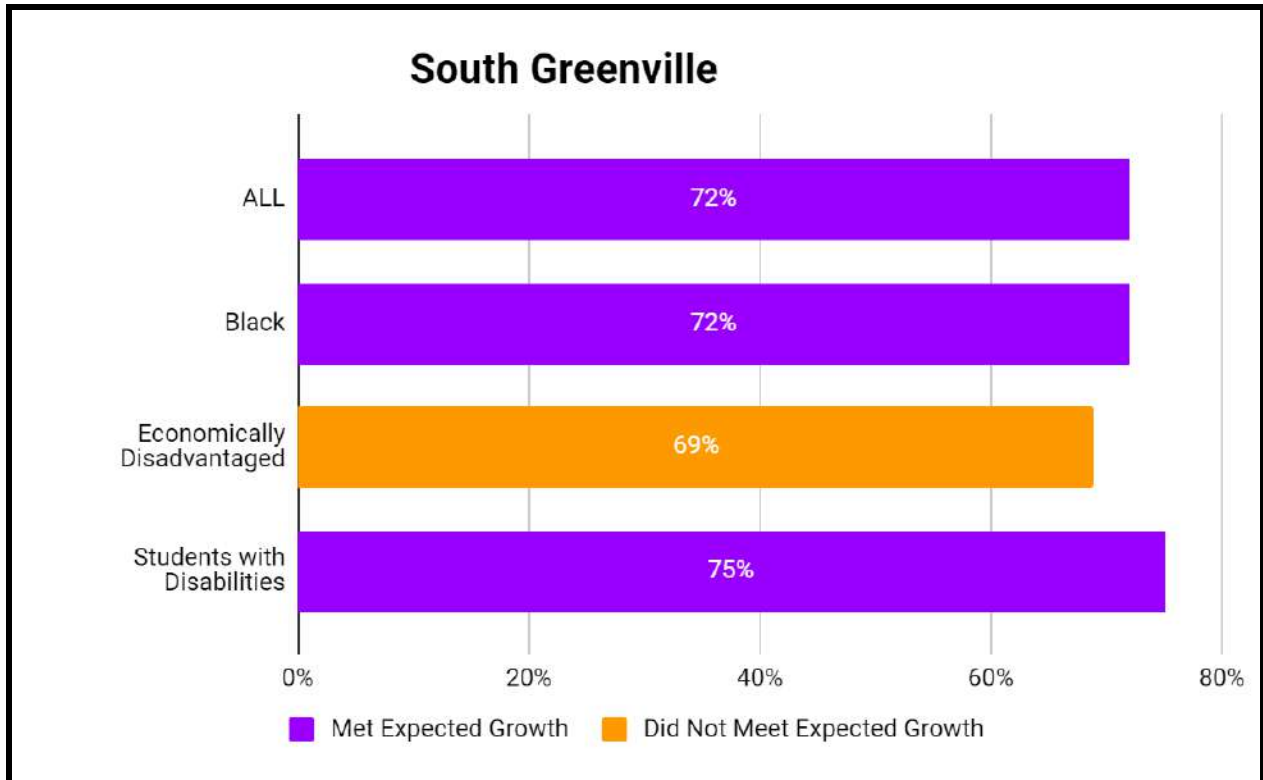


Chart 30 South Greenville School subgroup growth status for the 2018-2019 school year grades 3-5

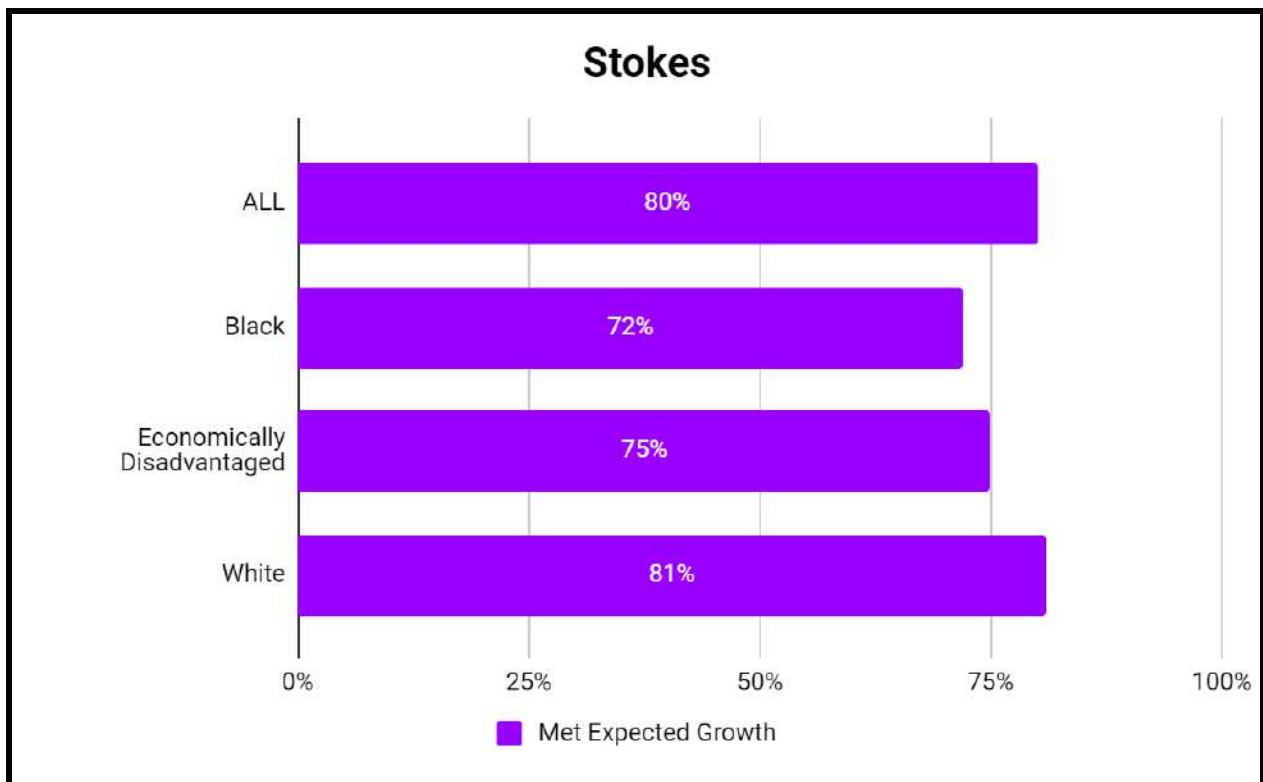


Chart 31 School subgroup growth status for the 2018-2019 school year grades 3-8

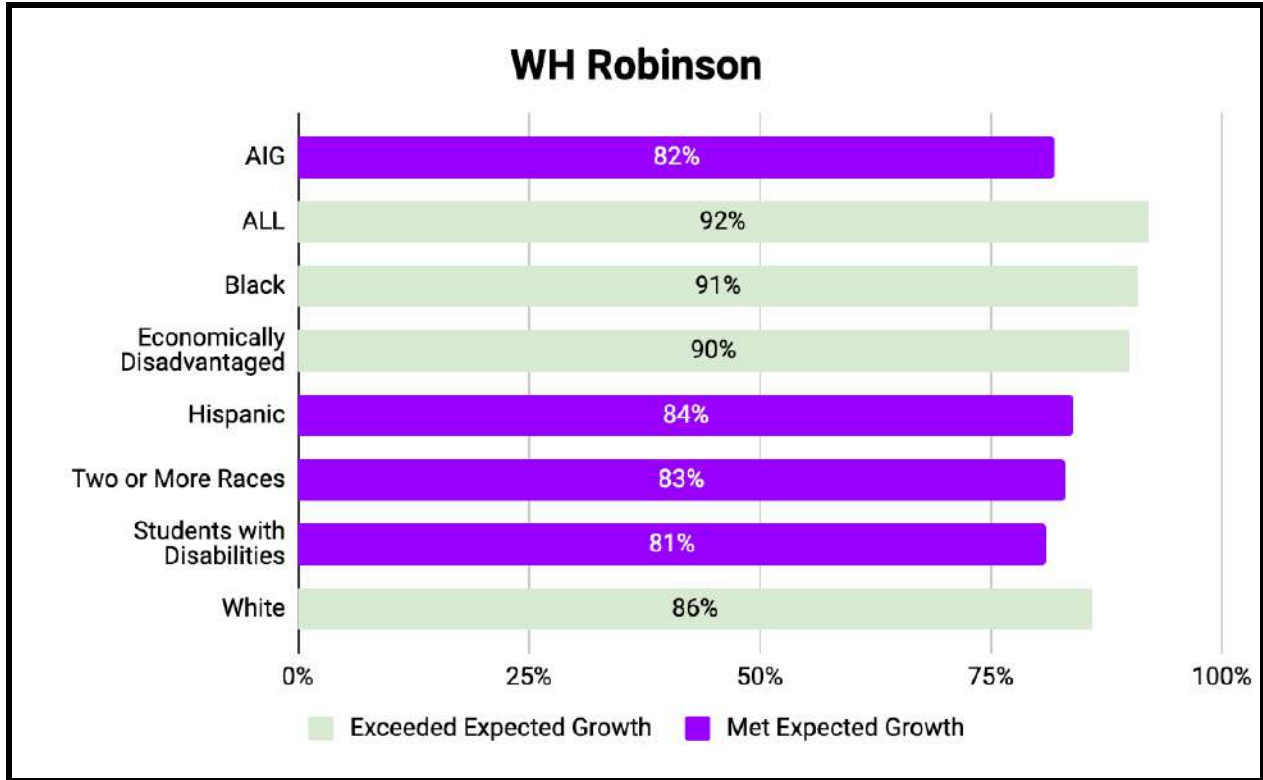


Chart 32 WH Robinson School subgroup growth status for the 2018-2019 school year grades 3-5

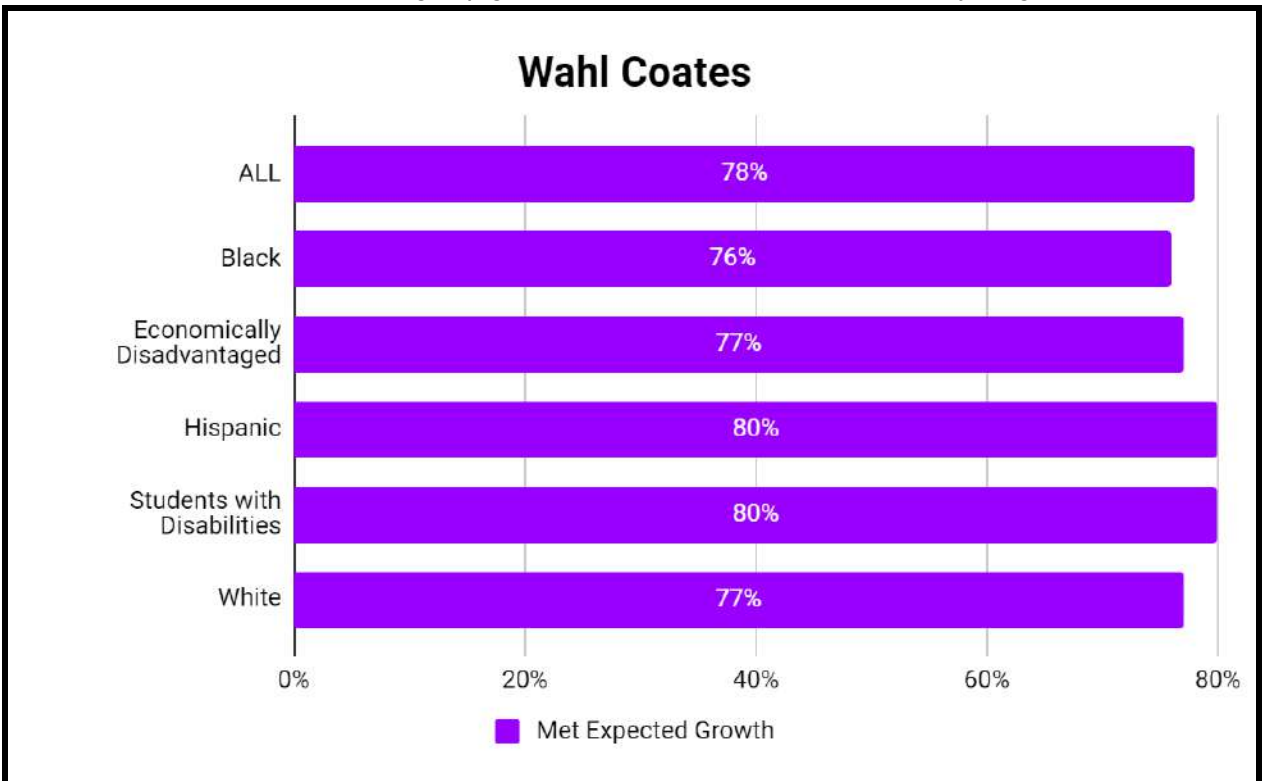


Chart 33 Wahl Coates School subgroup growth status for the 2018-2019 school year grades 3-5

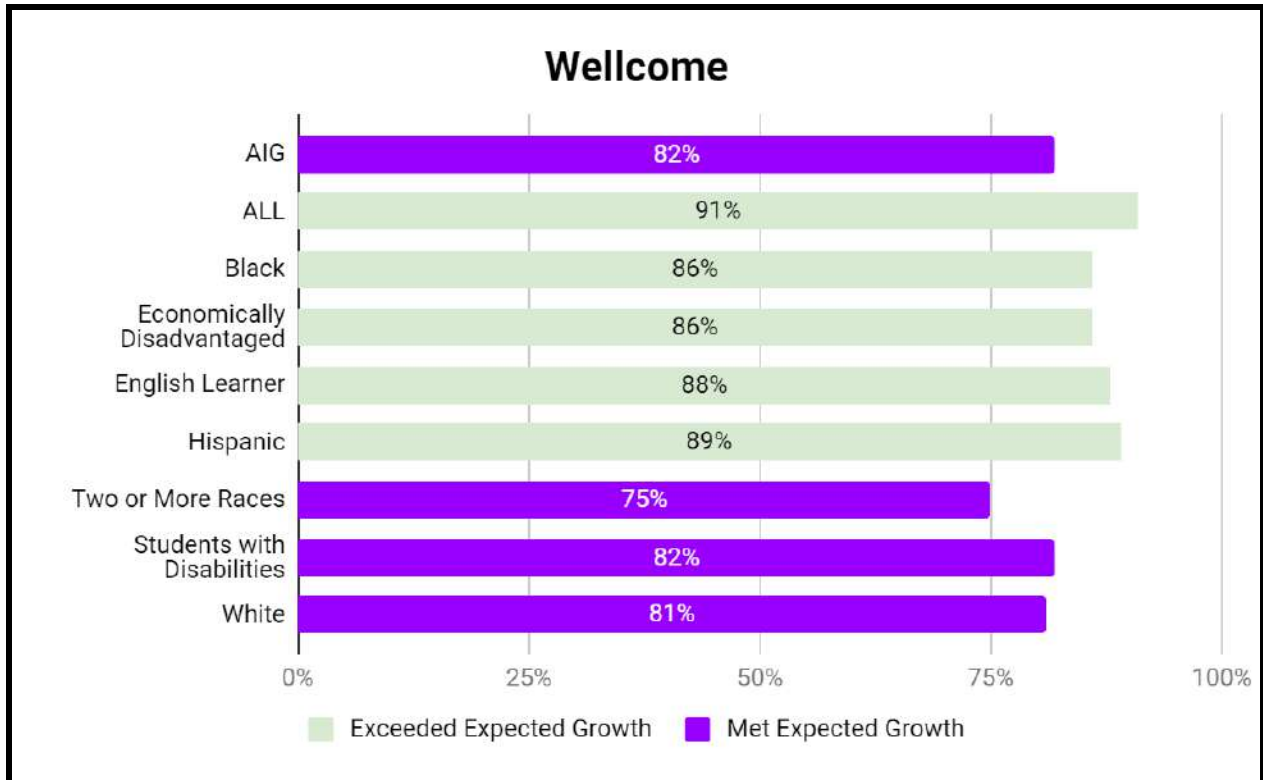


Chart 34 Wellcome School subgroup growth status for the 2018-2019 school year grades 6-8

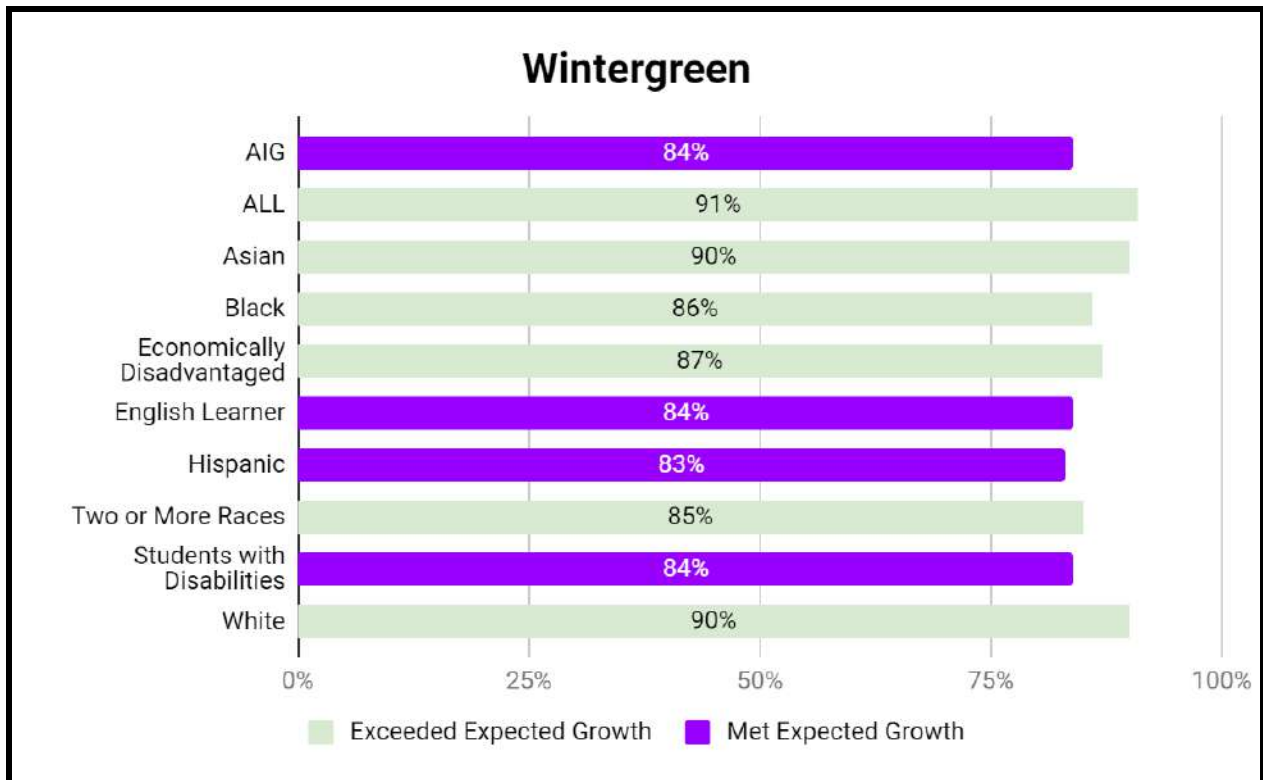


Chart 35 Wintergreen School subgroup growth status for the 2018-2019 school year grades 3-5

Section 5: School Performance Grades (A-F)

As required by G.S. §115C-83.15, School Performance Grades (A–F) have been reported for all schools since the 2013–14 school year. Effective with the 2017–18 school year, and to align with the requirements of the Every Student Succeeds Act (ESSA), the calculation of English Learners (ELs) Progress, a measure of English language attainment for ELs is now included. As in the previous year, test scores, EVAAS growth, and for high schools, additional indicators that measure career-and college-readiness, are included in the School Performance Grades calculation.

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standards or benchmarks used for achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual EOC assessments in NC Math 1 or NC Math 3 (for students who took NC Math 1 in grade 8 or prior) and English II (Level 3 and above), includes achievement and growth
3. The percent of students identified as ELs who meet the progress standard on the English Proficiency assessment
4. The percentage of students who graduate within four years of entering (9th grade) high school (Standard [4-Year] Cohort Graduation Rate)

As required by ESSA, the following are School Quality or Student Success indicators:

1. Growth for elementary and middle schools (mathematics, reading and science); high school growth is included in the achievement indicator
2. Annual EOC assessment in biology for high schools (schools with grade 9 or higher)
3. The percentage of 12th grade students who complete NC Math 3 or Math III with a passing grade
4. The percentage of 12th grade students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on the ACT (composite score of 17) or who meet the Silver Certificate or higher on the WorkKeys assessment

The EVAAS model, which provides the growth measure, uses current and previous student test scores to determine whether schools are maintaining or increasing student achievement from one year to the next. If a school does not have a Growth Score, only the School Achievement Score is used to calculate the Performance Score.

For an indicator to be included in the School Performance Grade calculation, there must be 30 scores or data points. If a school has only one indicator, the School Performance Grade is calculated on that indicator.

The grade designations are set on a 15-point scale as follows:

- A = 85–100
- B = 70–84
- C = 55–69
- D = 40–54
- F = 39 or Less

School Performance Grades - District

Table 8: Performance grades for all schools

Grade	2017-18 Number of Schools	2018-19 Number of Schools
A	1	3
B	6	5
C	12	18
D	14	7
F	1	1
Total	34	35

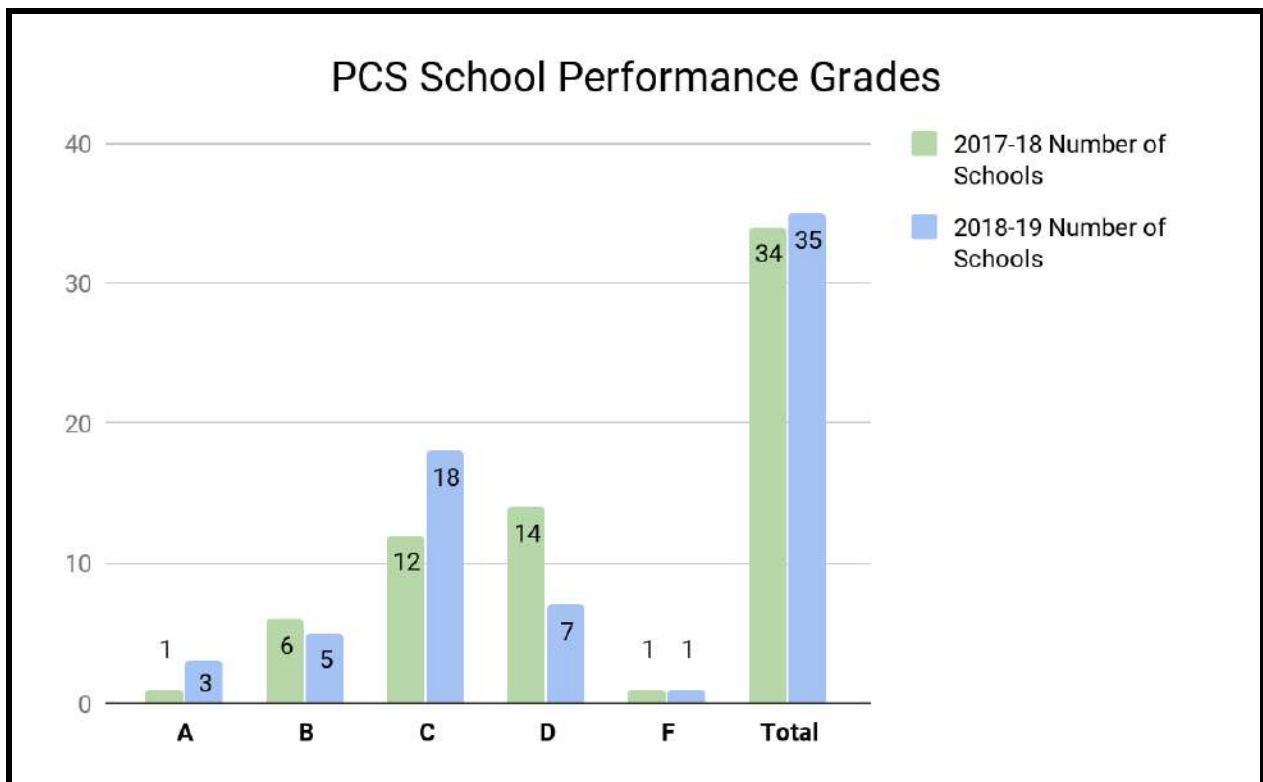


Figure 73: Performance grades for all schools

School Performance Grades - School Level

Table 9: Pitt County Schools School Performance Grade for elementary schools grade K-5 and K-8.

Achievement Level = 80% of School Performance Grade				
Growth = 20% of School Performance Grade				
	2019			
	AL	Growth	SPG	Grade
Ayden Elementary	52.4	75.3	57	C
Belvoir	46.7	82.2	54	D
Bethel	54.1	84.9	60	C
Creekside	55.0	88.8	62	C
Chicod	80.4	87.2	82	B
Falkland	37.8	86.1	47	D
Eastern	63.7	83.8	68	C
Elmhurst	52.5	78.2	58	C
Grifton	46.8	80.7	54	D
GR Whitfield	57.8	80.6	62	C
LakeForest	46.0	68.6	51	D
Northwest	40.1	70.8	46	D
Pactolus	53.3	89.9	61	C
Ridgewood	71.7	87.7	75	B
WH Robinson	69.1	92.0	74	B
Sam Bundy	51.3	84.0	58	C
South Greenville	25.0	71.6	34	F
Stokes	56.8	80.0	61	C
Wahl Coates	43.9	78.3	51	D
Wintergreen	81.2	90.9	83	B

Does not meet growth	Exceeds expected growth
Meets Growth	

Table 10: Pitt County Schools School Performance Grade for middle schools grades 6-8.

Achievement Level = 80% of School Performance Grade				
Growth = 20 % of School Performance Grade	2019			
	AL	Growth	SPG	Grade
AG Cox	64.7	79.2	68	C
Ayden Middle	60.0	58.5	60	C
CM Eppes	45.2	60.3	48	D
EB Aycock	53.7	80.9	59	C
Farmville	53.2	77.6	58	C
Hope	82.9	100	86	A
Wellcome	56.5	90.5	63	C

Table 11: Pitt County Schools School Performance Grade for high schools grades 9-13.

Achievement Level = 80% of School Performance Grade				
Growth = 20 % of School Performance Grade	2019			
	AL	Growth	SPG	Grade
Ayden-Grifton	58.6	74.6	62	C
DH Conley	73.7	58.1	71	B
Farmville Central	62.1	71.6	64	C
JH Rose	64.8	80.5	68	C
North Pitt	60.6	89.4	66	C
South Central	61.7	74.5	64	C
Early College	89.7	89.7	90	A
Innovation	88.9	84.0	88	A

Does not meet growth	Exceeds expected growth
Meets Growth	

Section 7: Federal Designations

Low-Performing Schools

The North Carolina General Assembly has enacted requirements to identify low-performing schools, low-performing districts, and recurring low-performing schools based on legislative requirements. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth". The identification of these schools require them to develop plans for improvement.

Low-Performing Schools

The overall number of low-performing schools in the Pitt County Schools District decreased by 8 schools from the prior school year.

	2017-18	2018-19	Difference
Low Performing Schools	15	7	-8

Table 12 displays the overall changes from 2017–18 to 2018–19.

Table 13 lists the schools designated as Low Performing in Pitt County Schools for the 2018-19 school year.

School	AL	Growth	SPG	Grade
Belvoir	46.7	82.2	54	D
CM Eppes	45.2	60.3	48	D
Grifton	46.8	80.7	54	D
Lakeforest	46.0	68.6	51	D
Northwest	40.1	70.8	46	D
South Greenville	25.0	71.6	34	F
Wahl-Coates	43.9	78.3	51	D

Targeted Support and Improvement-Additional Targeted Support (TSI-AT) schools

North Carolina's Every Student Succeeds Act (ESSA) State Plan identifies schools for targeted support and improvement when schools have student subgroups that are underperforming. For 2018–19, any school with one or more subgroups receiving a subgroup letter grade score at or below the highest performing Comprehensive Support and Improvement Low Performing (CSI-LP) school's School Performance Grade score, based on the 2017–18 data, is identified as Targeted Support and Improvement-Additional Targeted Support (TSI-AT) schools.

For the 2018–19 identification, 29 schools are TSI-AT. TSI-AT schools receive support from the district specifically focused on improving the performance of the identified subgroup(s). Identified schools are eligible to exit TSI-AT status at the end of the 2020–2021 school year by having either a three-year average growth index greater than 1.0 or by meeting the interim progress targets in reading and math for the identified subgroups. Title I served schools unable to exit TSI-AT at the end of the 2020–21 school year will become Comprehensive Support and Improvement (CSI) schools.

School Name	Grade Span	Qualifying Subgroups for TSI - AT EDS = Economically Disadvantaged Students ELS = English Learners SWD = Students with Disabilities
A G Cox Middle	06-08	SWD
Ayden Elementary	PK-05	ELS,SWD
Ayden Middle	06-08	ELS,SWD
Ayden-Grifton High	09-12	SWD
Belvoir Elementary	PK-05	BLCK,SWD
Bethel Elementary	PK-08	BLCK,SWD
C M Eppes Middle	06-08	SWD
Creekside Elementary	PK-05	SWD
Falkland Elementary	0K-05	HISP,SWD
Eastern Elementary	0K-05	SWD
E B Aycock Middle	06-08	BLCK,EDS,SWD
Elmhurst Elementary	0K-05	SWD
Farmville Middle	06-08	ELS,SWD
Farmville Central High	09-12	SWD
Grifton	PK-08	BLCK,ELS,SWD
G R Whitfield	PK-08	SWD

H B Sugg Elementary	PK-02	SWD
Hope Middle	06-08	SWD
Junius H Rose High	09-12	SWD
Lakeforest Elementary	PK-05	SWD
North Pitt High	09-12	SWD
Northwest Elementary	PK-05	SWD
Pactolus	PK-08	SWD
Vidant Health	PK-12	SWD
W H Robinson Elementary	PK-05	SWD
Sam D Bundy Elementary	03-05	SWD
South Greenville Elementary	0K-05	BLCK,EDS,SWD
Stokes	PK-08	BLCK,SWD
Wellcome Middle	06-08	SWD

Table 14 lists all TSI-AT schools in Pitt County Schools for the 2018-19 school year and their qualifying subgroup.