

**DEPARTMENT OF SCHOOL ADMINISTRATION**

**PCI  
FORM 4-1**

Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction



**Plan for Continuous Improvement**

**SCHOOL: Princess Anne Middle School**

**DATE: 10/30/06**

**SCHOOL MISSION STATEMENT**

*Our mission is to educate and to nurture during the middle school experience.*

Princess Anne Middle School, valuing the individual's unique developmental needs and the importance of positive self-concept, is committed to fostering a student-centered, success oriented program dedicated to the academic needs and personal fulfillment of early adolescents.

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> SACS           | <input type="checkbox"/> TITLE I     |
| <input checked="" type="checkbox"/> SOA | <input type="checkbox"/> OTHER GRANT |
| <input type="checkbox"/> HSTW           | <input type="checkbox"/> Other _____ |

**Virginia SOA Requirements**

1. Student Achievement
2. Student / staff Attendance
3. Drop-out Rate
4. Staff Development

**Virginia Beach City Public Schools values** Youth, Commitment, Compassion, Integrity, Positivity, Respect, Wisdom, and Work Ethic.

**VBCPS Goals for 2001 – 2007  
Framework for the Future of Schools**

- |   |   |   |   |
|---|---|---|---|
| Expanded Instructional Opportunities Through Data-Driven Curriculum | Effective, Efficient Use of Resources to Create Quality Educational Opportunities | Quality Work Force: Trained and Accountable for Performance | Recognition of Our Diversity – Respect for All People |
| Safe Schools and Effective, Well-Disciplined Environment            | Technology Integrated Into Our Curriculum and Instruction                         | Meaningful Involvement of Community, Parents, and Partners  |   |

**PLAN**

**Demographic Overview (Attach School Report Card and School Profile Sheet)**

Princess Anne Middle School has the opportunity to serve over 1520 students who represent the varied communities in Virginia Beach. Our large geographic area in a growth zone begins at the North Carolina border and moves through the Pungo and Blackwater communities to the ocean and bay front at Sandbridge. From these sandy areas, the boundaries run to the south side of Culver Lane and London Bridge Road through Pine Ridge. With the 1997 boundary adjustment, students living on Holland Road through Christopher Farms also have the opportunity to attend PAMS. Our diverse geographic areas provide our students with the opportunity to learn about Virginia Beach. PAMS' ethnicity ratio is below the city ratio; PAMS' minority students represent 14.9% of the student body. A dynamic staff, concerned parents, and outstanding students work to meet our school's mission and vision statements.

The Princess Anne Middle School family is extremely proud of student performance and the excellence that was evident in Standards of Learning testing. The school has been consistently recognized as SOL fully accredited status and has earned AYP designation. In October 1999, Princess Anne Middle School was recognized by the Virginia Department of Education as one of the top 25 performing middle schools in the Commonwealth based on improvements in Standards of Learning testing. Outstanding teaching and instruction helps to continue this high level of achievement. PAMS was the first non-magnet VBCPS middle school to receive full accreditation from the Virginia Department of Education.

Membership in the school's PTA continues to increase. Our current PTA membership is above last year's total. The school earned the Cardinal Membership Award last year. Panther Parent Day continues to be a success.

The Princess Anne Middle School family is proud of student performance and the excellence shown in scholastic achievement and SOL testing. With over two-thirds of the students earning Honor Roll/Principal's List designation, our school exhibits an intense commitment to excellence in education. We continue to be SOL/AYP accredited. In interscholastic competition we proved our excellence. PAMS won City Championships in Girls Soccer, Wrestling, and Softball. PAMS won the division championships in Academic Challenge, Volleyball, Baseball, and Field Hockey. Students served on committees, won numerous awards in various categories: PTA Reflections contest, Regional Science Fair, 4-H, music, art, national athletic awards, and state media/computer recognitions.

**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: Princess Anne Middle School

DATE: 10/30/06

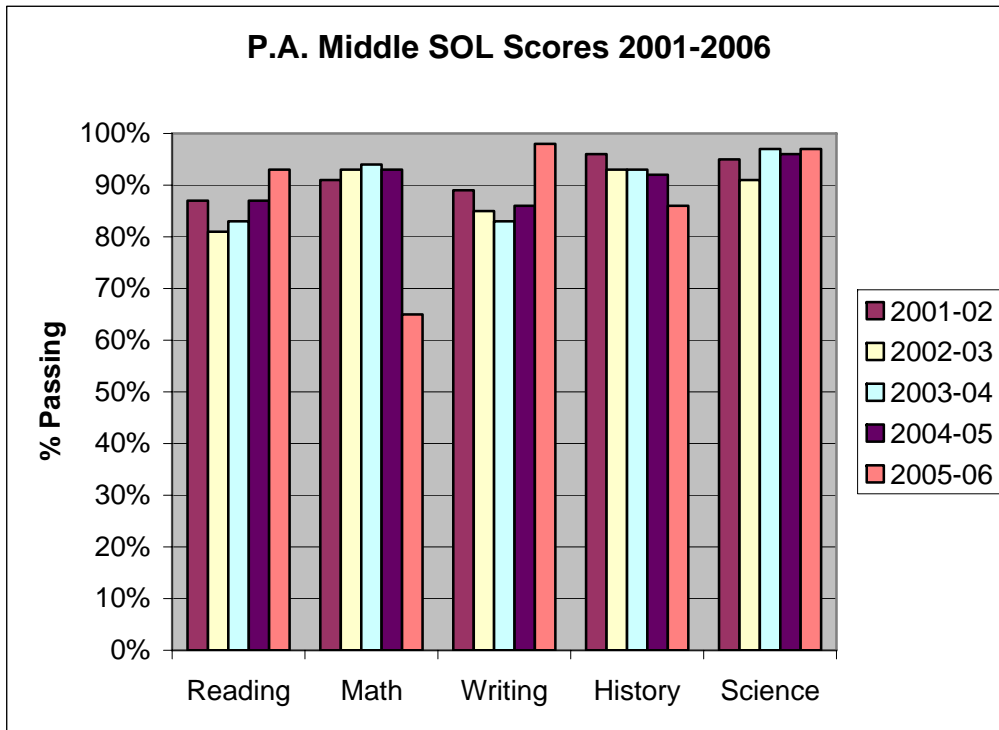
**Review**

(Objective data, qualitative indicators, trends and comparisons)

**Analysis**

(Identify gaps and list priorities)

**P.A. Middle SOL Scores 2001-2006**



**Summary of 2006 SOL Scores**

- Math 8: 5% decrease to 89.92% pass rate
- Science: 1.7 % increase to 96.65% pass rate
- Reading 8: 2.49 increase to 89.92 % pass rate
- Reading 7: 94.36 % pass rate
- Reading 6: 94.77% pass rate
- Writing: 11.01% increase to 98.4 % passing
- History 8: <1% decrease to 90.83% passing
- History 7: <1% increase to 94.11 % pass rate
- History 6: 4.45% increase to 74.41 % pass rate

**Analysis**

Not all scores increased in 2006; however we did maintain a pass rate above 95 % for Science and Writing, and History 8 and Reading above 86% The greatest increases were in Social Studies 6, Reading 8 and Writing. Algebra and Geometry pass rates were above 98%. The new grade 6 and 7 math tests pass rates are areas in need of improvement.

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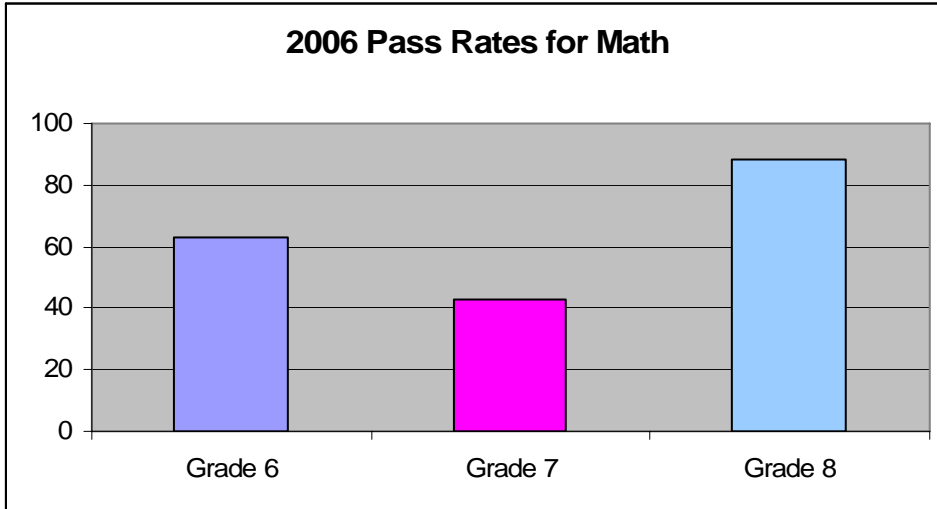
**Review**

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**Math, 2006**

This was the first year students were tested in 6<sup>th</sup> and 7<sup>th</sup> grade math. 8<sup>th</sup> grade pass rates dropped by 5 percentage points from 2005 pass rates. Geometry had a 100% pass rate and Algebra had a 98.88 % pass rate.

**2006 Pass Rates for Math**

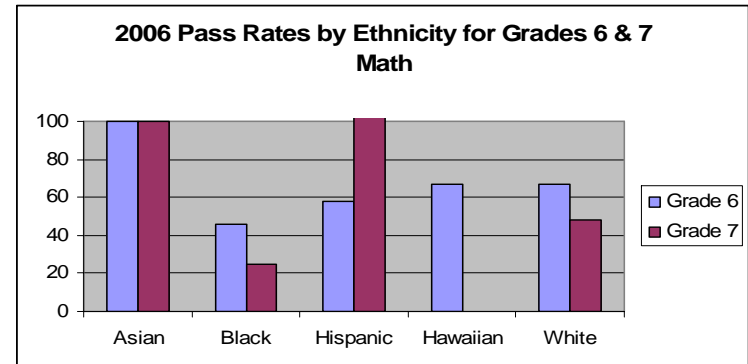


**Analysis**

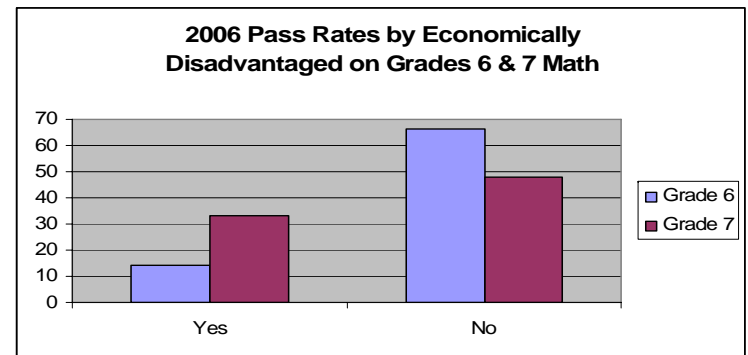
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Grades 6 and 7 pass rates need to improve.

**2006 Pass Rates by Ethnicity for Grades 6 & 7 Math**



**2006 Pass Rates by Economically Disadvantaged on Grades 6 & 7 Math**



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**Ethnicity Differences for 2006**

**Reading:** There was less than 8 percentage points difference between ethnic groups with White students earning the highest pass rate of 94%. Asian and Black students earned 87% pass rate.

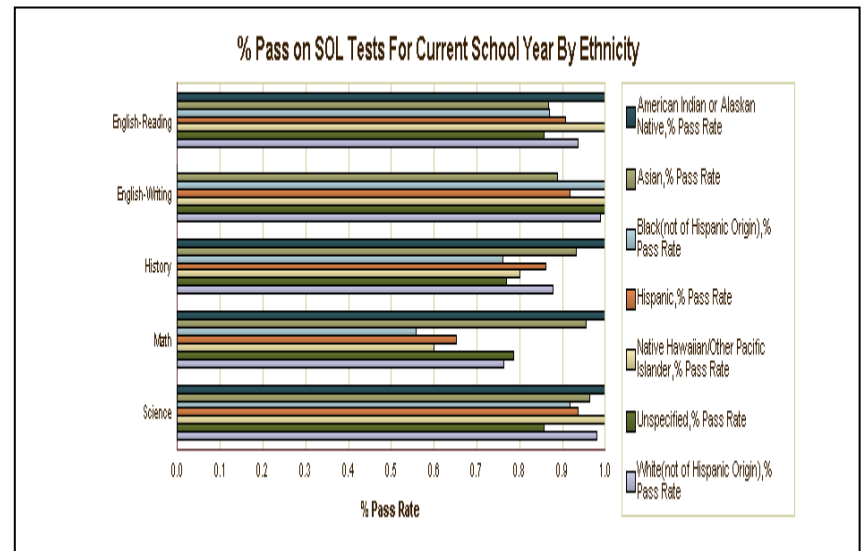
**Writing:** Black students scored the highest pass rate of any ethnic group with a 100% pass rate. Asian students earned the lowest pass rate of 89%.

**History:** Asian students scored the highest pass rate in this category with a 93% pass rate. Black students scored the lowest with a 17 percentage point difference of 76% pass rate. There were 2 percentage points difference between White and Hispanic students.

**Math:** Asian students scored the highest pass rate of 96% pass rate. There were 40 percentage points less for Black students, 31 percentage points less for Hispanic students, and 20 percentage points less for White students with a pass rate of 76%.

**Science:** There was less than 6 percentage points difference in any ethnic group.

History and math show the biggest gaps between ethnic groups. Areas of focus will be on improving their SOL scores.



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Disability Differences for 2006

**Reading:** Students with disabilities earned a 67.46% pass rate compared to 95.10 % pass rate for students with no disabilities. The pass rate for students with disabilities in 2005 was 37.5%.

**Writing:** Students with disabilities earned a 84.62 % pass rate compared to 99.16 % pass rate for students with no disabilities. The pass rate for students with disabilities in 2005 was 37.9%.

**History:** Students with disabilities earned a 67.48 % pass rate compared to 88.52 % pass rate for students with no disabilities. The pass rate for students with disabilities in 2005 was 70.6% in 8<sup>th</sup> grade, 83% in 7<sup>th</sup> grade, and 30.5% in 6<sup>th</sup> grade.

**Math:** Students with disabilities earned a 33.07 % pass rate compared to 78.69 % pass rate for students with no disabilities. The pass rate for students with disabilities in 2005 was 75.0% on the 8<sup>th</sup> grade test. 6<sup>th</sup> and 7<sup>th</sup> grades were not tested in 2005.

**Science:** Students with disabilities earned a 76.09 % pass rate compared to 98.74 % pass rate for students with no disabilities. The pass rate for students with disabilities in 2005 was 75%.

Analysis

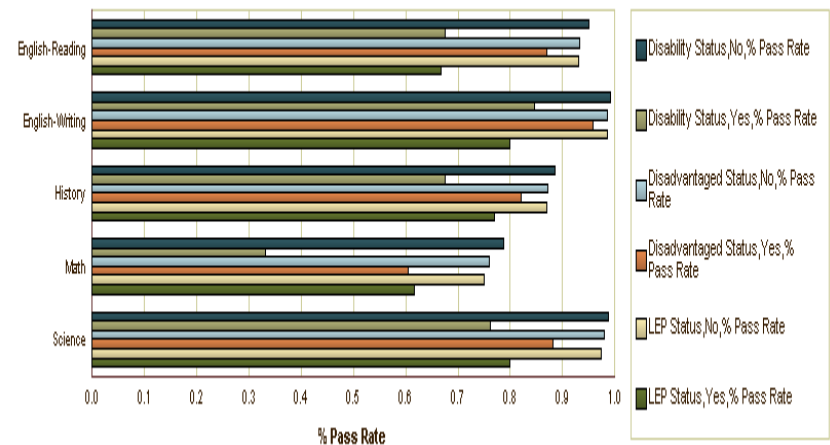
(Identify gaps and list priorities)

This was the first year that students were tested in English Reading and Math in grades 6 and 7.

The pass rate for English Reading for students with disabilities for 2006 showed significant gains. There was less of a gap in English Writing between groups in 2006. There was a vast improvement in English Writing scores for disabled students between 2005 and 2006.

The areas of focus must be in improving the math scores for all groups.

% Pass on SOL Tests For Current School Year By Disability, Disadvantaged & LEP



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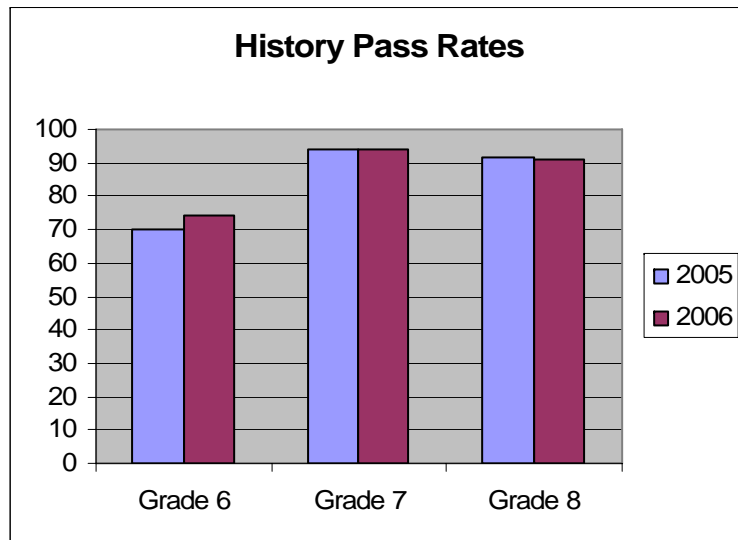
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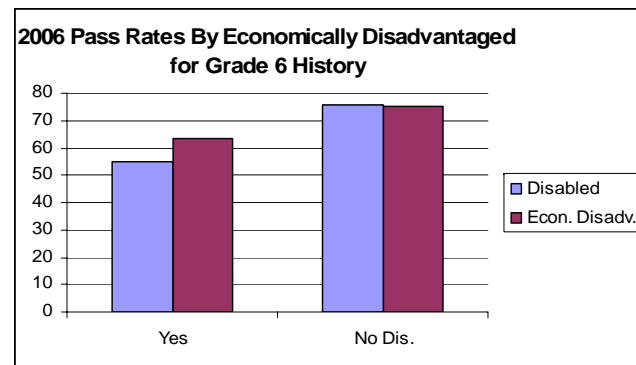
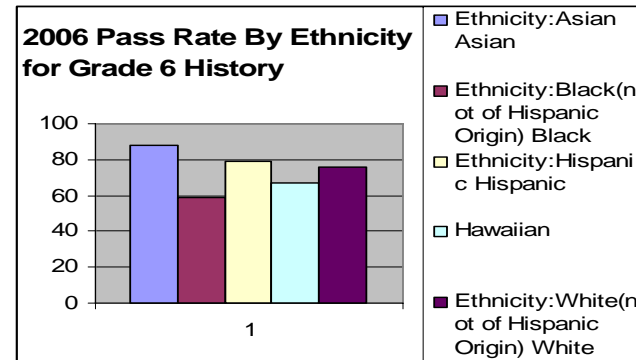
(Identify gaps and list priorities)

**Social Studies Differences for 2006**

All grades showed improvements in 2006 compared to 2005. 6<sup>th</sup> grade students increased their pass rate by nearly 5 percentage points from 2005.



6<sup>th</sup> grade still needs to improve the pass rate on the SOL test, especially between ethnic groups and the general population and disabled groups and the general population



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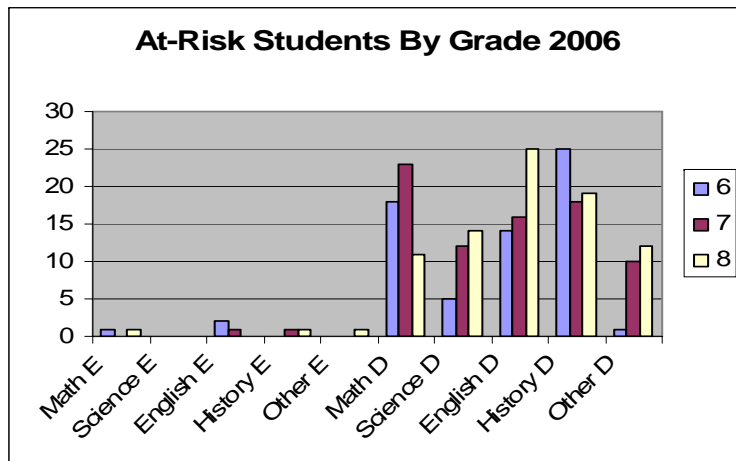
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At-Risk Students

Identify at-risk students using the following:

- SASI Data for
  - ~grades: 2005-06 students who earned below a C on end-of-the-year report card
  - ~progress reports: 2006-07 students who earned below a C on 1<sup>st</sup> and 2<sup>nd</sup> 9 weeks progress reports
  - ~grades: 2006-07 students who earned below C on 1<sup>st</sup> and 2<sup>nd</sup> 9 weeks report cards
- SOL Data and Stanford 10 for:
  - ~students who did not earn passing rates
- Teacher recommendation through observation and assessments such as STAR Math and STAR Reading

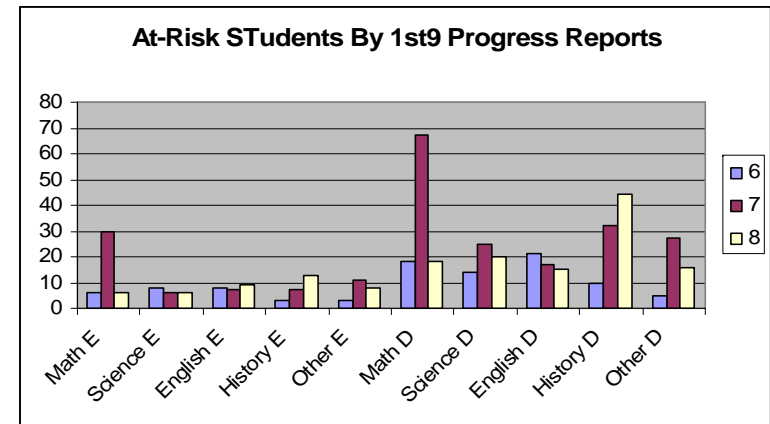
At-Risk Students By Grade 2006



Analysis

(Identify gaps and list priorities)

At-Risk STudents By 1st9 Progress Reports



Math continues to be an area that students struggle with, especially in grade 7. These are the students who were earning D's and E's in the 6<sup>th</sup> grade chart for At-Risk students by Grade 2006.

English students and history students have improved from the end of the year until this year's first progress reports.

Overall, 2006 6<sup>th</sup> grade students did poorly on end of the year report cards and continue to struggle as evidenced by the 1<sup>st</sup> 9 progress reports.

As indicated in SOL reports, grades 6, 7, and 8 need to improve grades and pass rates for SOL in math history.

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- Decrease the failure rate on Math 6<sup>th</sup> and 7<sup>th</sup> grade yearly by 10% until school scores are above AYP measures
- Decrease the AYP performance gaps between ethnic / economic/ disabled students and students in the general population by 3% on Spring 2007 SOL tests
- Enhance performance on the SOL Social Studies 6 test by at least 3% on Spring 2007 SOL tests
- Decrease by at least 10% the number of students at-risk of failure by the end of the year

- Measurement and Geometry; (6, 7)
- Computations and Estimation; (6, 7)
- Probability and Statistics (6, 7)
- Number and Number Sense (7)
- Reading, math, science SOL objectives
- Exploration to Revolution
- Revolution and the New Nation
- All instructional areas

**Analysis**

(Identify gaps and list priorities)

- 2007 6<sup>th</sup> and 7<sup>th</sup> grade SOL scores for math
- 2006 SOL scores for math and Social studies
- 2006 6<sup>th</sup> grade SOL scores for social studies
- Annual grade report
- Action Team: 6/7 math Curriculum leaders, all 6/7 math teachers
- Action Team: all curriculum leaders, SIS, all APs
- Action Team: SIS. AP, 6<sup>th</sup> grade social studies teachers
- AP for grade level, teachers and counselor of identified student