

**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



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
AHEAD OF THE CURVE

**Plan for Continuous Improvement**

SCHOOL: **Pembroke Elementary**

DATE: **10/09/08**

SCHOOL MISSION STATEMENT

- |   |                                      |
|---|--------------------------------------|
| <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 2003 – 2009  
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)**

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A H E A D O F T H E C U R V E

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**Demographic Overview (Attach School Report Card)**

Pembroke Elementary opened in 1962 and was renovated in 2002. The community consists of single family homes and one large apartment complex and is known for its exemplary multicultural harmony. It is multigenerational, as well as, multicultural community with a large military contingent. The school also serves a wide variety of students with disabilities. The school also hosts eight SECEP classes. The school is well known for its high academic standards as shown by our test scores. Pembroke is committed to providing a student-centered, success oriented program dedicated to the academic needs and personal fulfillment of every elementary-age child.

Student Honors, Awards, and Recognition

Quarterly Honor Roll  
 Quarterly Principal's List  
 Bringing Up Grades (BUG Roll)  
 Student of the Month  
 Citizenship Awards  
 Presidential Academic Winners  
 Accelerated Reader Awards  
 All Star Readers  
 Young Author's  
 Admiral's All Star Readers  
 Fifth Grade Graduation  
 Monthly Attendance Winners  
 Summer Reading Award/ Recognition

Educational Services

Early Discoveries  
 Extended Day Kindergarten  
 SOL Remediation Program  
 Writer's Club  
 SECEP  
 Accelerated Reader  
 SCA  
 SPCA Listening Ears  
 Chorus  
 Participated in All City Chorus  
 Strings  
 VIP Program  
 Safety Patrols  
 Rappers (Peer Buddies)  
 Kelso's Choices  
 KLMS Lunch Buddies (Mentoring Program)

Special Education Services

Developmental Delays  
 Language Arts Resource  
 Math Resource  
 Autism (SECEP)  
 Speech and Language  
 Mental Retardation (EMR/TMR)  
 Severe Disabilities  
 Physical Therapy  
 Occupational Therapy  
 Assistive Technology  
 Adaptive PE

Community Partnerships

Bayside Library  
 Lion's Club  
 Harris Teeter  
 Smokey Bones  
 California Pizza  
 Hampton Food Pantries  
 Jason's Deli

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**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis of Results**

School: Pembroke  
Elementary

DATE: 10/09/08

**Review**

(Objective data, qualitative indicators, trends and comparisons)

**Analysis**

(What does the data mean to the school? Identify gaps and list priorities)

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Attachment – Annual Elementary School Report Card 2007-2008

Appendix A – Standards of Learning Fact Sheet Spring 2008

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**Third Grade Spring 2007 SOL Scores/Average Scaled Scores:**

	2004	2005	2006	2007	2008
<b>Reading</b>	73.68 (430.5)	81.15 (452.8)	88.23 (476.8)	82.43 (467.9)	85.14 (470.88)
<b>Math</b>	87.01 (494.1)	94.20 (490.2)	89.55 (477.4)	90.54 (476.1)	82.43 (458.97)
<b>Science</b>	85.33 (464.8)	89.55 (487.6)	89.70 (472.9)	91.89 (491.5)	89.55 (472.19)
<b>History</b>	89.47 (503.8)	95.52 (495.9)	89.70 (508.8)	95.95 (522.2)	94.03 (520.06)

**Analysis:**

- The third grade reading pass rate increased by 2.7% and the average scaled score rose by almost 3 points. Both the pass rate and the average scaled score are above the 5-year average of 82/450.
- Gaps in English performance include African Americans (14.96%), students with disabilities (14.57%), and economically disadvantage students (13.5%). See Appendix A – Standards of Learning Fact Sheet
- The third grade Math pass rate fell by 8.1% and the average scaled score fell by 17.13 points.
- Both the pass rate and average scaled score are below the 5-year average of 89/479.
- Gaps in Math performance include African Americans (10.41%) and students with disabilities (11.40%). Both subgroups scored above the benchmark of 70%. See Appendix A – Standards of Learning Fact Sheet
- The third grade Science pass rate fell 2.34% and the average scaled score fell by 19.31 points. The pass rate is equal to the 5-year average.
- A significant performance gap exists for African American students (17.46%) in Science, although this subgroup scored above the benchmark of 50%. See Appendix A – Standards of Learning Fact Sheet
- The third grade History pass rate fell by 1.92% and the average scaled score fell by 2.14 points. However, these scores are both above the 5-year averages of 93/510 and well above the benchmark of 50%. The average scaled score is in the pass advanced range.

**Priorities:**

- Increase the third grade pass rate in English/Reading from 85% to 90%.
- Identify “best practice” strategies to reduce performance gaps.
- Increase the third grade Math pass rate from 82% to 85%. Focus on all reporting categories for the Plain English Math SOL test.
- Increase the third grade Science pass rate from 89.55% to 92%.

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**Analysis**

(What does the data mean to the school? Identify gaps and list priorities)

**Fourth Grade Spring 2007 SOL Scores/Average Scaled Scores:**

	2006	2007	2008
<b>Reading</b>	88.88 (462.2)	94.23 (486.8)	97.10 (503.10)
<b>Math</b>	79.72 (450.2)	88.24 (478.1)	89.86 (475.04)

**Analysis:**

- The 4<sup>th</sup> grade reading pass rate increased by 2.87% and the average scaled score rose by 16.30 points. The 2008 scores were the highest of the past three years (93/485) and the average scaled score is in the pass advanced range.
- The 4<sup>th</sup> grade math pass rate increased by 1.62%, but the average scaled score fell by 3 points. However, the 2008 pass rate and average scaled score are above the 3 year averages of 86/468 and slightly above the division average.
- A performance gap for Students with Disabilities (18.65) and Economically Disadvantaged (14.87) exists. Both groups scored above the benchmark of 70% respectively. The division gaps were: Students with Disabilities – 16.55 and POV (economically disadvantaged) – 13.67. See Appendix A – Standards of Learning Fact Sheet.

**Priorities:**

- To increase pass advanced rate in both Reading and Math.
- Focus on all reporting categories on the Plain English Math SOL test.

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**Analysis**

(What does the data mean to the school? Identify gaps and list priorities)

**Fifth Grade Spring 2007 SOL Scores/Average Scaled Scores:**

	2004	2005	2006	2007	2008
<b>Reading</b>	88.57 (458.0)	88.23 (452.7)	86.73 (478.9)	85.92 (461.4)	92.45 (497.34)
<b>Writing</b>	77.94 (438.0)	90.16 (469.9)	92.59 (469.9)	98.33 (490.9)	95.92 (469.92)
<b>Math</b>	80.28 (444.0)	85.29 (449.7)	93.87 (499.2)	91.43 (492.8)	90.57 (499.39)
<b>Va. Studies</b>	91.42 (473.1)	77.04 (466.9)	93.68 (512.2)	91.55 (508.4)	80.77 (465.77)
<b>Science</b>	89.74 (455.9)	86.66 (441.0)	93.68 (463.4)	87.32 (458.4)	88.68 (483.64)

**Analysis:**

- The 5<sup>th</sup> grade reading pass rate increased by 6.53% and the average scaled score rose by an outstanding 35.94 points. The 2008 scores exceed the 5 year averages of 88/470.
- A performance gap in Economically Disadvantaged students (12.85) exists; however, these students scored well above the benchmark of 75% at 84.21%. See Appendix A – Standards of Learning Fact Sheet.
- The 5<sup>th</sup> grade writing pass rate dropped by 2.41% and the average scaled score fell by 20.98 points. The 2008 scores are above the 5 year average of 91/468 and the division average of 91.76.
- The 5<sup>th</sup> grade Math pass rate fell by less than 1% and the average scaled score rose by 6.59 points. The 2008 pass rate and average scaled score is well above the 5 year average of 88/477.
- The 5<sup>th</sup> grade Va. Studies pass rate dropped by 10.78% and the average scaled score fell by 42.63 points. The 2008 scores are below the 5 year average of 87/485, but are well above the benchmark of 70%.
- The 5<sup>th</sup> grade Science pass rate increased by 1.36% and the average scaled score rose by 25.24 points. The 2008 pass rates are slightly below the 5 year average of 89, while the scaled score is well over the 5 year average of 460.
- A performance gap exists for the Economically Disadvantaged students in Reading, Writing, History and Science. This subgroup scored above the benchmark in all subjects. Reading and Writing performance gaps are above the division gap, but Pembroke gaps in History and Science were lower than the division. See Appendix A-Standards of Learning Fact Sheet.

**Priorities:**

- Increase the History (Va. Studies) pass rate from 80.77% to 90%.
- Increase Science pass rate to 90%.
- Focus on all reporting categories on the Plain English Math SOL test.
- Decrease the performance gap for the Economically Disadvantaged students in Reading, Writing, History and Science.

**PLAN**

VBCPS Plan for Continuous Improvement

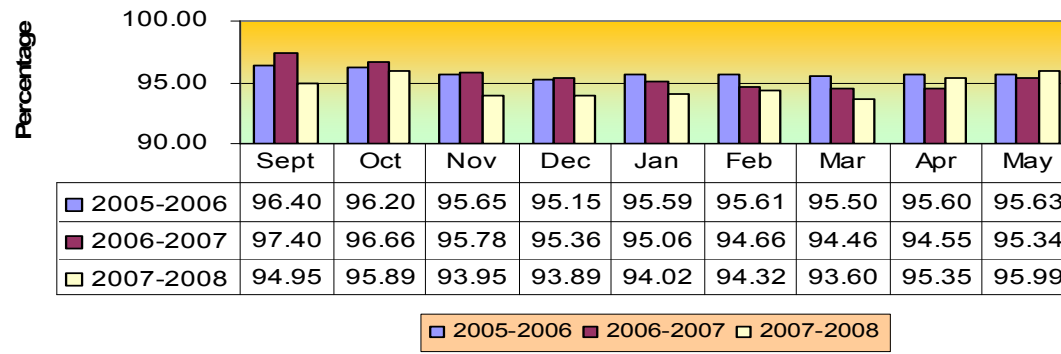
**Review and Analysis of Results**

School: Pembroke  
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**Review**

(Objective data, qualitative indicators, trends and comparisons)



**Analysis**

(What does the data mean to the school? Identify gaps and list priorities)

**Analysis:**

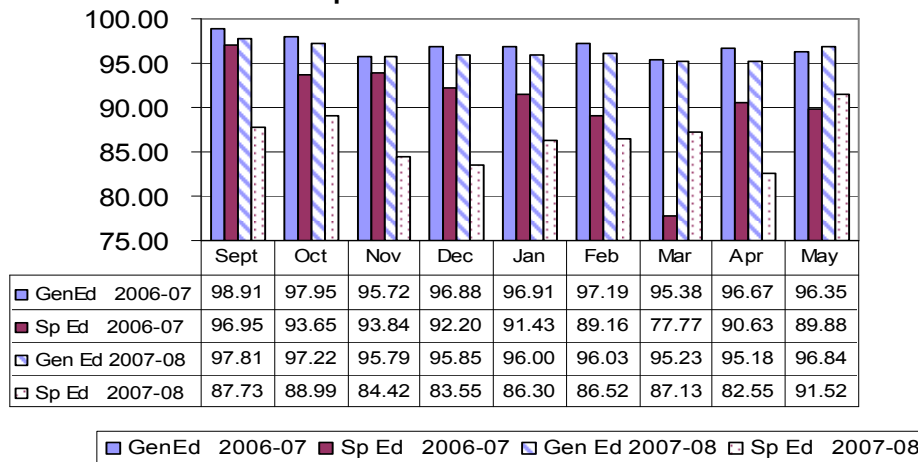
- School-wide student attendance is showing a gradual improvement over the three year period, 2005-2006 through 2007-2008.
- In addition, an analysis of the General Education and the Special Education populations at Pembroke also provides an overall improvement when compared to the previous year as of May 2008. General Education attendance increased slightly from 96.35% to 96.84%; up .49%. Special Education attendance increased from 89.88% to 91.52%; 1.64% up.

**Priorities:**

- To increase overall student attendance to 95% by the end of 2008-2009 school year.
- To increase student attendance in March to 95%.
- To increase student attendance in Special Education to 88% in the lowest attendance month, March.

**Pembroke ES**

**General Ed/Special Ed Attendance 2006-07 and 2007-08**



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**2007-08 Annual Discipline Report**

**Overview of Cumulative Enrollments and Referrals**

	School	Division
Total Cumulative Enrollment	534	33,342
Total Number of Students Referred (Unduplicated)	45	2,387
Percentage of Enrollees Receiving a Referral	8.43%	7.16%
Total Number of Referrals	101	5,163
Average Number of Referrals per Referred Student	2.24	2.16
Ratio of Referrals Rates (African American and Caucasian)	1.76	2.22

**Over-and Under- Representation Calculations by Ethnicity**

Student Group	African American		Asian/PI		Caucasian		Hispanic	
	School	Division	School	Division	School	Division	School	Division
% of Referred	35.6%	46.3%	2.2%	2.0%	46.7%	41.4%	15.6%	5.3%
% Enrolled	25.7%	27.4%	4.9%	6.1%	59.4%	54.6%	7.5%	6.6%
Difference	9.9%	18.9%	-2.7%	-4.1%	-12.7%	-13.2%	8.1%	-1.3%

**Referral Rates by Ethnicity**

Comparison	African American	Asian/PI	Caucasian	Hispanic
School	11.68%	3.85%	6.62%	17.50%
Division	12.08%	2.36%	5.43%	5.75%

Referral Rate Ratio* Five-year Trend	2003-04	2004-05	2005-06	2006-07	2007-08
All Schools	1.87	1.92	1.92	2.45	1.76
All Elementary Schools	2.40	2.54	2.39	1.80	2.22
Pembroke Elementary School	1.09	.90	.90	1.36	1.76

\*Indicates the referral rate for the African American students divided by the referral rate of the Caucasian students.

**Distribution of Referrals by Ethnicity Analysis:**

Pembroke will continue to strive to display an equitable distribution of discipline referrals with regard to ethnicity. The data reflects 35.6% of students referred last year were African American while this ethnic subgroup is only 25.7% of the total Pembroke population. However, our referral rate is 10.7% below the division.

The Caucasian population with 46.7% of referrals and representing 59.4% of the total population is slightly above the division, 5.3%.

The data shows a high referral rate for our Hispanic population as compared to the division with Pembroke at 15.6% and the division reporting only 5.3%.

**Referral Rate Ratio Analysis:**

Pembroke's Referral Rate Ratio of 1.76 remains below that for all Virginia Beach elementary schools of 2.22. Pembroke's African American students have been referred 1.76 times more than our Caucasian students. The division uses the benchmark ratio of 2.00 (2:1) as an indicator to initiate a closer analysis.

The data shows an upward trend in our Referral Rate Ratio, up .40% over last year and .86% above the two previous years; the highest in the five-year period.

**Priorities:**

To maintain a proportionate referral rating of students according to ethnicity, gender, and disability.

To close the achievement gap and improve the behavior of disadvantaged 4<sup>th</sup> and 5<sup>th</sup> grade males.

To increase parental discipline support.

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**2007-2008 FAST Program**

Total Family Participants	Total Family Graduates	Number of Parents	Number of Children
20	16	38	31

**Analysis:**

Families and School Together (FAST) is a free community-based program designed to enhance a child's functioning in school, at home, and in the community. Twenty families participated with a graduation rate of 80% or 16 out of 20 families met all requirements of the program for a successful completion.

An evaluation, based on Pembroke's FAST participating parents' input, reflected a 129% increase in support among each other.

**Priorities:**

Continue to offer the Families and School Together (FAST) this school year.

The long term goal is to prevent high school dropouts while we:

1. Enhance family functioning by:
  - a. strengthening the parent/child relationship in specific ways.
  - b. empowering parents to be the primary prevention agents for their children.
2. Prevent the child from experiencing school failure by:
  - a. improving the child's short-and long- term behavior and performance in school.
  - b. empowering parents to be partners in the educational process.
  - c. increasing the child's and family's feelings of affiliation with the school.
3. Prevent substance abuse by the child and family by:
  - a. increasing family knowledge and awareness of substance abuse and its impact on child developments
  - b. linking the family to appropriate community resources as needed.
4. Reduce the stress that parents and children experience in daily life situations by:
  - a. developing an ongoing support group for parents.
  - b. linking the family to appropriate community resources as needed.
  - c. building self-esteem in individual family members, and within the family as a unit.

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**Measurable Objectives**

School: Pembroke Elementary

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Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Areas of Focus (Specific sub-category areas that need attention)	Performance Measures (What public information is available to measure the objective)	Assigned Action Team
<p>Increase the 3<sup>rd</sup> grade English/Reading pass rate from 85% to 90%.</p> <p>Reduce performance gap pass rates in Reading in grades 3-5 to enable students to meet the 75% benchmark.</p>	<p>Demonstrate comprehension of printed materials.</p>	<p>Monitor progress with District Language Arts tests and unit tests. Spring 2009 SOL test results.</p>	<p>Academic Coordinator Classroom teachers Reading Resource Teacher Title II Reading Teacher Administration Library Media Specialist Computer Resource Specialist Language Arts Committee</p>
<p>Increase the 3<sup>rd</sup> grade Math pass rate from 82% to 85%.</p>	<p>Grade 3 – Computation and Estimation and Measurement and Geometry.</p> <p>Grades K-5 - All reporting categories on the Plain English Math SOL test.</p>	<p>Monitor progress with District Math tests and unit tests. Daily Everyday Math curriculum assessments Parent Survey following Parent Involvement Math Night in November. Parent and student participation in Math Night in April. Spring 2009 SOL test results.</p>	<p>Academic Coordinator Math Lead Teacher Grade level math teachers Gifted Resource Teacher Wanda Brinkac (District Math Specialist) Math Committee Administration Computer Resource Specialist</p>
<p>Increase the History pass rate for 5<sup>th</sup> grade from 80.77% to 90%.</p>	<p>Geography, Civics and Economics</p>	<p>Monitor progress with District History tests, unit and semester tests. Spring 2009 SOL test results.</p>	<p>Academic Coordinator Social Studies Lead Teacher Grade level social studies teachers Gifted Resource Teacher Computer Resource Specialist Library Media Specialist Science/Social Studies Committee</p>

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<p>Increase the 3<sup>rd</sup> grade Science pass rate from 89.55% to 92% and 5<sup>th</sup> grade Science pass rate to 90% (OAI).</p> <p>Decrease the performance gap in 3<sup>rd</sup> and 5<sup>th</sup> grade Science to meet the 50%/70% benchmarks respectively.</p>	<p>Grade 3 - Life Processes and Living Systems and Earth/Space Systems and Cycles.</p> <p>Gr. 5 - Earth/Space Systems and Cycles; Scientific Investigation</p>	<p>Monitor progress with District Science tests and unit tests.</p> <p>Spring 2009 SOL test results.</p>	<p>Academic Coordinator Science Lead Teacher Grade level social studies teachers Gifted Resource Teacher Computer Resource Specialist Science/Social Studies Committee</p>
<p>Improve student attendance to 95% in months where student attendance dropped during the 2007-2008 school year.</p> <p>Increase school-wide attendance in March 2009 to 95%.</p> <p>Increase attendance in Special Education population to 88% in March 2009.</p>	<p>Boost attendance to 95% during March as reflected in the monthly SASI attendance reports.</p>	<p>Monthly attendance statistics for each classroom and the school.</p> <p>General education statistics will be separated from Special Education students.</p>	<p>Attendance Committee Administration Team Data Support Specialist Partners in Education PTA President</p>
<p>Provide consistency within the disciplinary process.</p>	<p>Equity in discipline.</p>	<p>Track discipline referrals including reason (codes) and consequence by grade level, ethnicity, gender and disability (if applicable) of disadvantaged males in club.</p> <p>Monitor attendance, assessments and participation of disadvantaged males in the club</p>	<p>Assistant Principal Guidance Counselor Principal's Advisory Council SASI Manager Data Support Specialist Boys Club Committee Partners in Education Student Support Team School Safety Patrol Program</p>
<p>Motivate children in school in order to decrease the Drop-out Rate in high school.</p>	<p>To enhance a child's functioning in school, at home, and in the community.</p>	<p>Annual report generated by the Virginia Beach City Mental Health Department</p>	<p>Virginia Beach City Coordinator Mental Health Representative Parks and Recreation Representative School Representative Parent Representative Student Development Committee</p>