

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

High School Report Card

ISSUED 2007-2008



Dear Parents or Guardian:

We are pleased to provide you with the tenth annual School Report Card containing important information about your child's school. This report card is an important part of educational accountability designed to help you assess many aspects of your child's school and evaluate its success over time. In addition to school and staff characteristics for the current school year and student performance for previous years, you will find information related to the school's progress toward meeting state and federal standards. I am pleased to indicate that for the current year, 100 percent of our schools earned full state accreditation.

Schools are also expected to make Adequate Yearly Progress (AYP) based on criteria required by the *No Child Left Behind (NCLB) Act of 2001*. A school's AYP status is based on Standards of Learning (SOL) test results and other factors such as attendance rates or science performance for elementary and middle schools and graduation rates for high schools. Criteria for meeting AYP are set for all students and for subgroups of students, including economically disadvantaged, limited English proficient, and students with disabilities, as well as for major racial and ethnic groups. Each student subgroup within a school must achieve all of the annual objectives for the school to be classified as making AYP. We are proud that 73 of our schools made AYP for the 2007-2008 school year based on 2006-2007 data.

However, maintaining our school division's excellent record of continuous improvement depends on our students, teachers, staff, community, and family members like you. We hope that you will continue to help us succeed through your commitment to your child's education and by taking an active role at your child's school.

Sincerely,

James G. Merrill, Ed.D.
Superintendent

TALLWOOD High (9-12)

Home of the Lions

1668 Kempsville Road
Virginia Beach, VA 23464
757-474-8555 (phone)
757-479-5534 (fax)
tallwhs@vbschools.com
<http://www.tallwoodhs.vbschools.com>

2007-2008

Mrs. Jobynia G. Caldwell, Principal
Mr. Daniel F. Keever, Assistant Principal
Ms. Sharon J. Mims, Assistant Principal
Mrs. Robin L. Reese, Assistant Principal
Mr. Patrick I. Wroton, Assistant Principal
Ms. Rebecca Gurley, Global Studies and
World Languages Academy Coordinator
Mr. Cornell Fuller, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school, staff, and student characteristics in addition to student performance measures. Unless otherwise noted, the information provided is for the 2007-2008 school year. The student subgroups reported for each performance measure were designed to allow for comparisons to the state. Additional information about your child's school and all other schools in the division is available at www.vbschools.com and www.doe.virginia.gov.

SCHOOL INFORMATION

Student Mobility: 17%

Average Class Size

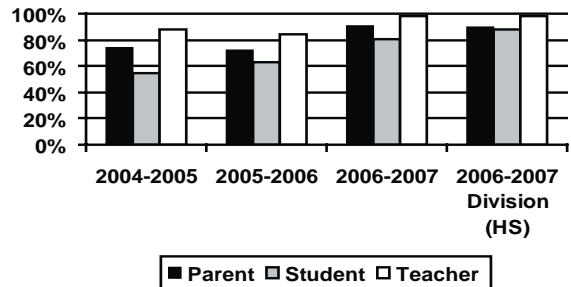
English	Mathematics	Science	Social Studies
21.3	21.9	23.0	23.2

Attendance 2006-2007

School Average Daily Attendance: 94.8%

Division (HS) Average Daily Attendance: 94.5%

Overall Quality of Education

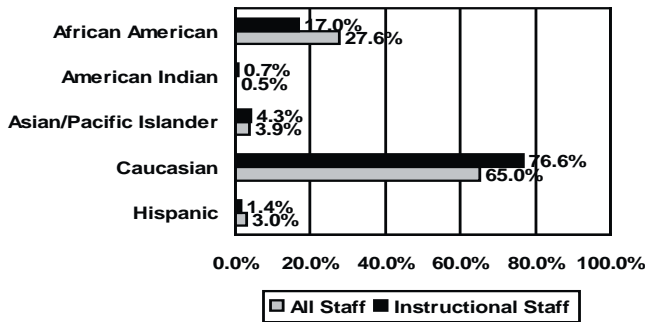


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 6 Instructional: 141
 Classified: 52 Other: 4

Fall 2007 Staff Characteristics



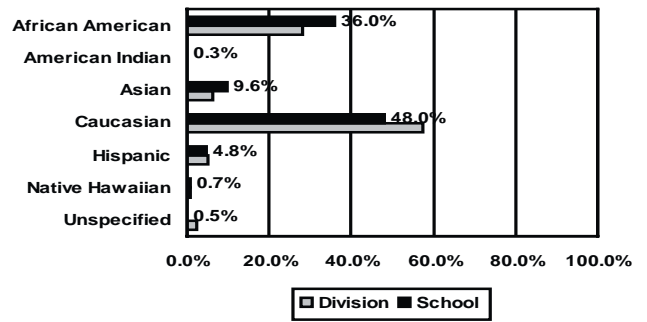
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	68.8%	65.1%	*
Male	31.2%	34.9%	*
Average years of teaching experience	13.7	14.1	*
Percentage with graduate degrees	47.5	47.3	*
Percentage new to the system	7.1	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	6	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	5	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,003 Division Membership (HS): 22,909

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
Female	50.8%	49.3%
Male	49.2%	50.7%
Economically Disadvantaged	18.1%	19.9%
Gifted	10.6%	14.4%
Limited English Proficiency	1.0%	0.9%
Migrant	0.1%	<0.1%
Special Education	9.6%	11.1%

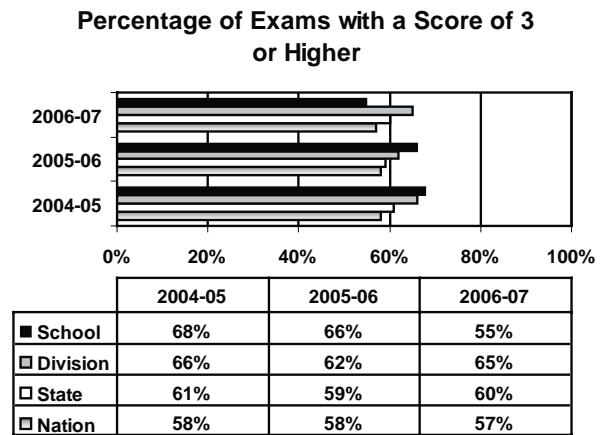
*Not Available

STUDENT PERFORMANCE MEASURES

ADVANCED PLACEMENT

The Advanced Placement (AP) Program is administered by the College Board and provides students with an opportunity to earn college credit for courses taken in high school if they receive a score of 3, 4, or 5 on the AP exams given in the spring.

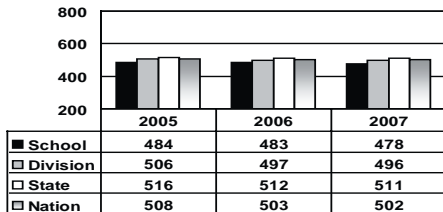
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	507	293
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	519	283
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	479	282
	Division	7,038	5,504
	State	*	90,264



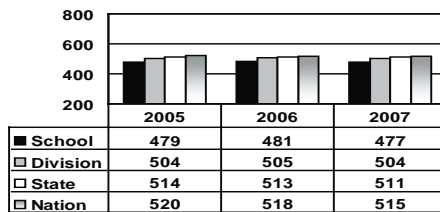
SAT REASONING TEST

The SAT Reasoning Test is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. The test includes a mathematics, critical reading, and writing section. Scores on each section range from 200 to 800.

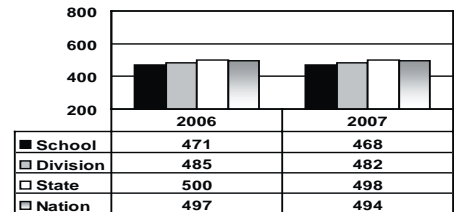
Average Critical Reading Score



Average Math Score



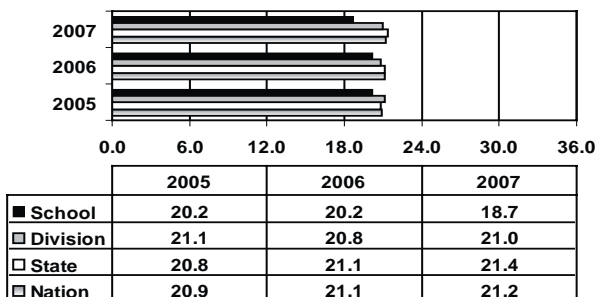
Average Writing Score



ACT

The ACT is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. It includes multiple-choice tests that cover English, mathematics, reading, and science. Scores on each section range from 1 to 36. The composite score is the average of the four test scores.

ACT Composite Score



SCHOLARSHIPS ACCEPTED

The table below shows the dollar value of the scholarships accepted by students in this school and the division. The amount of renewable scholarships is multiplied by four and the dollar value of ROTC and military academy appointments is included. Pell grants, work study, and student loans are not included in the reported amounts.

Year	School	Division
2004-2005	\$981,014	\$13,630,720
2005-2006	\$2,096,864	\$22,129,536
2006-2007	\$1,236,090	\$19,648,113

*Not Available

STUDENT PERFORMANCE MEASURES

DIPLOMAS AWARDED

The table below shows the percent of each diploma type awarded by the school and division for the 2006-2007 school year. The Other Category includes Certificate of Program Completion, General Educational Development Certificate, Individual Student Alternative Education Plan Certificate, and General Achievement, Special, and Modified Standard diplomas.

	School	Division
Advanced	56%	51%
Standard	37%	40%
Other	7%	10%

Number of Diplomas Awarded at This School: 443

CAREER AND TECHNICAL EDUCATION

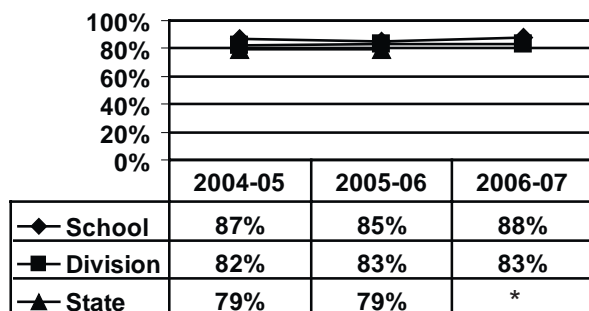
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed and the number of state licenses and industry certifications earned by students in the school, division, and state in 2006-2007.

	School	Division	State
NOCTI Assessments	53	431	1,917
State Licensures	2	33	1,039
Industry Certification	113	1,380	10,369
CTE Completers	208	2,090	31,043

GRADUATION RATE

The graduation rate is one measure used to determine NCLB Adequate Yearly Progress. The graph displays the graduation rates for all students at the school, division, and state levels for the past three years. The table contains graduation rates for the school, division, and state by student subgroup.

Graduation Rate (All Students)



Graduation Rate		African American	Caucasian	Hispanic
2004-2005	School	85%	84%	100%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	83%	83%	83%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	86%	87%	91%
	Division	75%	85%	81%
	State	*	*	*

AYP Graduation Target: 61%

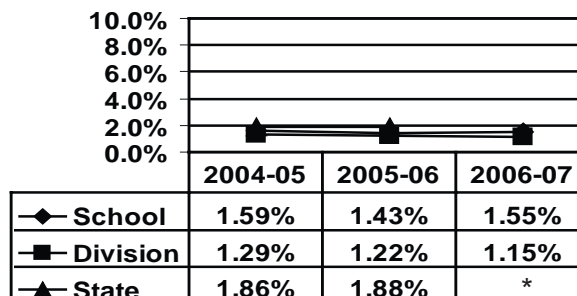
DROPOUT RATE

The table below shows the dropout rates for the school, division, and state. The graph displays the dropout rates for all students at the school, division, and state levels for the past three years.

Dropout Rate		Female	Male	African American	Asian	Caucasian	Hispanic
2004-2005	School	1.45%	1.71%	1.46%	<	1.85%	<
	Division	1.12%	1.45%	1.76%	0.69%	1.07%	2.09%
	State	1.58%	2.13%	2.44%	1.47%	1.31%	5.28%
2005-2006	School	<	2.06%	1.50%	<	1.51%	<
	Division	0.99%	1.44%	1.72%	0.66%	1.02%	1.36%
	State	1.55%	2.2%	2.65%	1.15%	1.34%	4.32%
2006-2007	School	*	*	*	*	*	*
	Division	*	*	*	*	*	*
	State	*	*	*	*	*	*

*Not Available <Data not reported for less than 10 students

Dropout Rate (All Students)



STUDENT PERFORMANCE INFORMATION

The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this case, the percentile rank represents the group's relative standing compared to the nationally representative sample. For example, if the group of students has a percentile rank of 50, it means that the group of students performed as well as or better on the test than 50 percent of the national sample of students.

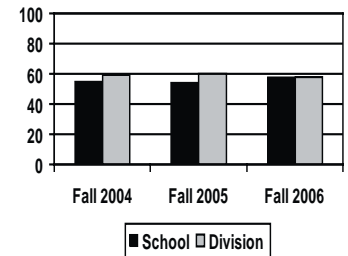
STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	55	59	54	60	58	58
	Female	57	62	53	62	61	60
	Male	53	57	55	59	55	57
	African American	43	43	42	45	45	42
	American Indian	<	67	<	60	<	54
	Asian	63	65	60	66	67	64
	Caucasian	64	67	63	67	66	66
	Hispanic	48	51	<	55	46	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	<	61	<	65	<	64
	Economically Disadvantaged	47	43	40	46	46	42
	Limited English Proficiency	20	20	<	<	<	23
	Special Education	24	27	22	28	28	24
Total Mathematics	All Students	54	60	52	58	57	59
	Female	56	62	51	59	59	59
	Male	52	59	53	58	55	58
	African American	39	44	41	43	44	43
	American Indian	<	67	<	61	<	48
	Asian	72	76	61	73	70	73
	Caucasian	61	67	61	64	64	65
	Hispanic	51	53	47	54	50	54
	Native Hawaiian	<	<	<	65	<	63
	Unspecified Ethnicity	<	63	<	63	<	60
	Economically Disadvantaged	43	46	41	45	42	43
	Limited English Proficiency	48	47	<	<	<	50
	Special Education	24	31	26	29	25	27
Total Language	All Students	54	61	50	61	58	60
	Female	59	69	56	68	65	67
	Male	49	52	44	54	51	54
	African American	41	46	38	47	51	46
	American Indian	<	67	<	56	<	60
	Asian	72	72	63	72	65	70
	Caucasian	59	67	58	66	63	67
	Hispanic	53	56	52	59	47	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	<	57	<	65	<	63
	Economically Disadvantaged	43	45	36	49	45	43
	Limited English Proficiency	36	33	<	<	<	44
	Special Education	26	27	18	27	23	24

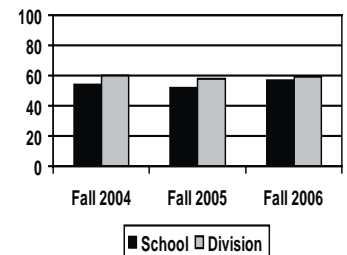
<Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

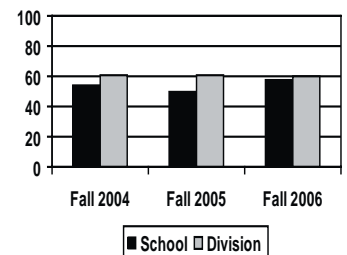
Total Reading Percentile Ranks



Total Mathematics Percentile Ranks



Total Language Percentile Ranks



STUDENT PERFORMANCE INFORMATION

The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2006-2007 SOL performance shown in the following tables and graphs are based on the data in the individual school report cards provided by the Virginia Department of Education at <https://l1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level.

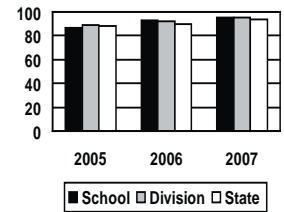
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	41	53	5	95	95	94
	Female	41	53	6	94	96	95
	Male	41	53	5	95	95	93
	African American	28	62	11	89	91	88
	American Indian	<	<	<	<	93	91
	Asian	39	57	4	96	96	96
	Caucasian	52	46	2	98	98	96
	Hispanic	57	43	0	100	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	22	68	10	90	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	27	49	24	76	78	74
English: Writing	All Students	29	64	7	93	94	92
	Female	35	60	5	95	96	95
	Male	23	68	9	91	93	90
	African American	20	68	12	88	90	87
	American Indian	<	<	<	<	100	93
	Asian	37	61	2	98	96	95
	Caucasian	35	61	4	96	96	95
	Hispanic	29	62	10	90	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	13	71	16	84	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	2	63	34	66	74	67
Algebra I	All Students	16	74	10	90	96	92
	Female	16	74	10	90	97	93
	Male	16	75	9	91	95	90
	African American	11	75	14	86	93	87
	American Indian	<	<	<	<	100	90
	Asian	39	55	6	94	98	97
	Caucasian	18	75	7	93	97	94
	Hispanic	8	88	4	96	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	15	69	16	84	92	86
	Limited English Proficiency	20	70	10	90	97	88
	Migrant	<	<	<	<	<	93
	Special Education	0	63	37	63	84	75

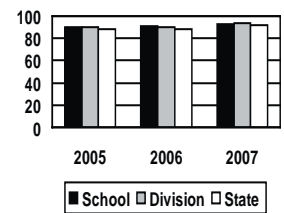
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

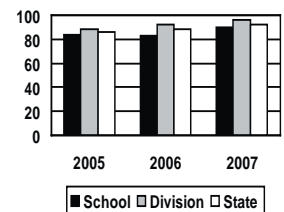
**High School End-of-Course
English: Reading, Literature,
and Research
Percent Passing**



**High School End-of-Course
English: Writing
Percent Passing**



**High School End-of-Course
Algebra I
Percent Passing**



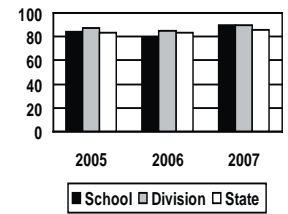
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	17	73	10	90	90	86
	Female	16	72	12	88	89	85
	Male	18	74	9	91	91	87
	African American	9	69	21	79	78	72
	American Indian	<	<	<	<	95	82
	Asian	19	79	2	98	96	93
	Caucasian	21	74	4	96	94	91
	Hispanic	19	73	8	92	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	11	68	20	80	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	6	59	34	66	69	62
	Algebra II	All Students	11	74	14	86	92
Female		13	75	13	87	93	89
Male		9	74	16	84	90	87
African American		5	77	18	82	90	82
American Indian		<	<	<	<	83	85
Asian		7	80	13	87	93	93
Caucasian		15	71	14	86	93	90
Hispanic		11	83	6	94	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		8	76	16	84	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		<	<	<	<	83	73
Biology		All Students	7	83	9	91	91
	Female	5	86	9	91	91	87
	Male	10	81	9	91	91	87
	African American	3	78	19	81	82	76
	American Indian	<	<	<	<	94	92
	Asian	4	93	2	98	92	90
	Caucasian	11	86	3	97	96	93
	Hispanic	7	86	7	93	87	75
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	4	77	19	81	80	75
	Limited English Proficiency	0	100	0	100	70	68
	Migrant	<	<	<	<	<	67
	Special Education	2	64	34	66	71	64

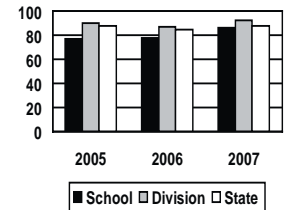
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

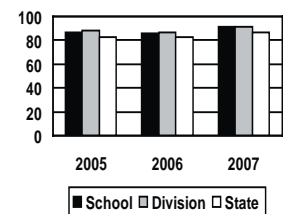
**High School End-of-Course
Geometry
Percent Passing**



**High School End-of-Course
Algebra II
Percent Passing**



**High School End-of-Course
Biology
Percent Passing**



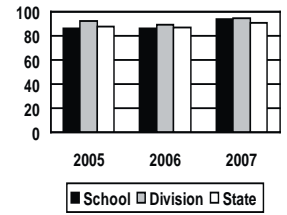
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	9	85	6	94	95	91
	Female	5	87	7	93	94	90
	Male	14	82	5	95	95	92
	African American	8	82	10	90	90	83
	American Indian	<	<	<	<	85	92
	Asian	3	92	5	95	97	93
	Caucasian	12	84	5	95	96	94
	Hispanic	5	89	5	95	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	7	81	11	89	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	9	76	14	86	87
Female		5	81	15	85	86	83
Male		13	72	14	86	89	86
African American		6	70	24	76	76	72
American Indian		<	<	<	<	84	86
Asian		15	70	15	85	91	89
Caucasian		11	82	7	93	93	91
Hispanic		5	86	9	91	84	74
Other Ethnicity		<	<	<	<	85	80
Economically Disadvantaged		5	68	27	73	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		0	70	30	70	62	61
Virginia and United States History		All Students	23	69	9	91	94
	Female	14	76	10	90	92	92
	Male	33	61	7	93	95	94
	African American	13	73	14	86	88	87
	American Indian	<	<	<	<	94	93
	Asian	26	71	3	97	97	96
	Caucasian	30	65	4	96	97	96
	Hispanic	27	55	18	82	90	89
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	13	67	20	80	87	86
	Limited English Proficiency	0	70	30	70	82	84
	Migrant	<	<	<	<	<	84
	Special Education	15	54	31	69	78	77

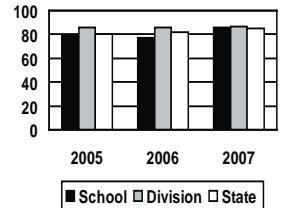
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

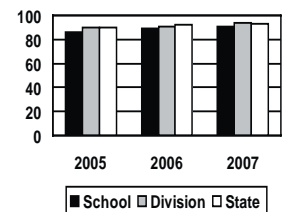
**High School End-of-Course
Chemistry
Percent Passing**



**High School End-of-Course
Earth Science
Percent Passing**



**High School End-of-Course
Virginia and United States
History
Percent Passing**



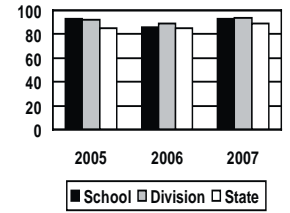
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	28	65	7	93	94	89
	Female	21	70	9	91	93	89
	Male	36	58	5	95	95	90
	African American	11	75	15	85	87	80
	American Indian	<	<	<	<	100	93
	Asian	38	56	6	94	97	96
	Caucasian	35	61	4	96	97	93
	Hispanic	23	69	8	92	92	84
	Other Ethnicity	<	<	<	<	91	86
	Economically Disadvantaged	16	64	20	80	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	10	55	35	65	78	69
	World History II	All Students	23	67	10	90	94
Female		17	72	11	89	92	91
Male		31	60	9	91	95	93
African American		9	74	17	83	85	84
American Indian		<	<	<	<	100	95
Asian		33	62	5	95	98	97
Caucasian		34	60	6	94	97	95
Hispanic		15	75	10	90	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		5	66	29	71	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	13	62	25	75	79
	Female	10	60	30	70	76	80
	Male	15	64	21	79	83	85
	African American	7	56	37	63	67	71
	American Indian	<	<	<	<	91	86
	Asian	18	71	11	89	85	88
	Caucasian	17	65	18	82	86	88
	Hispanic	13	63	25	75	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	8	59	32	68	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	2	62	36	64	56	57

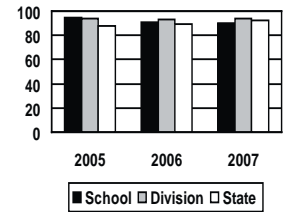
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

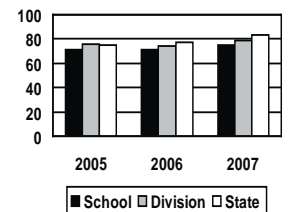
High School End-of-Course World History I Percent Passing



High School End-of-Course World History II Percent Passing



High School End-of-Course World Geography Percent Passing



vbschools.com - your virtual link to Hampton Roads' largest school system

The Virginia Beach City Public Schools prohibits discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities. Violations of these policies should be reported to the Director of Student Leadership at 263-2020 or the Assistant Superintendent of Human Resources at 263-1133.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Mary Ann Morrill, Virginia Beach City Public Schools, 2512 George Mason Drive, P. O. Box 6038, Virginia Beach, Virginia 23456-0038. Telephone 263-1199; fax 263-1131; 263-1240 (TDD) or e-mail maryann.morrill@vbschools.com.

The mission of the Virginia Beach City Public Schools, in partnership with our entire community, is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future.

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0708/index.asp.

SCHOOL BOARD MEMBERS

Mr. Daniel D. "Dan" Edwards, Chairman
(District 1 - Centerville)

Mrs. Rita Sweet Bellitto, Vice-Chairman
(At-Large)

Mr. Todd C. Davidson
(At-Large)

Mrs. Emma L. "Em" Davis
(District 5 - Lynnhaven)

Mrs. Patricia G. Edmonson
(District 6 - Beach)

Mr. Edward F. Fissinger, Sr.
(At-Large)

Mr. Dan R. Lowe
(District 4 - Bayside)

Mr. Lyndon S. Remias
(District 7 - Princess Anne)

Ms. Sandra Smith-Jones
(District 2 - Kempsville)

Mr. Michael W. Stewart
(District 3 - Rose Hall)

Mrs. Carolyn D. Weems
(At-Large)