

Annual Elementary School Report Card

ISSUED 2008-2009



Dear Parents or Guardian:

We are pleased to provide you with the eleventh 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, 99 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 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 71 of our schools made AYP for the 2008-2009 school year based on 2007-2008 data. It is important to note that the AYP benchmarks increase each year.

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 Elementary (K-5)

Home of the Timberwolves

2025 Kempsville Road
Virginia Beach, VA 23464
757-648-3840 (phone)
757-502-0308 (fax)
tallwes@vbschools.com
<http://www.tallwoodes.vbschools.com>

2008-2009

Mr. Thomas H. Chowns, III, Principal
Mrs. Anne Glenn-Zeljeznjak, Assistant Principal
Ms. Vickie Storm, PTA 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 2008-2009 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

Title I School:	No
Student Mobility:	18%

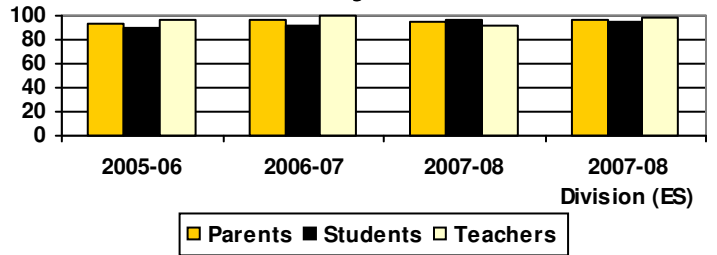
Pupil-Teacher Ratio (without resource personnel)

K	1	2	3	4	5
23:1	24:1	21:1	19:1	20:1	24:1

Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
19:1	19:1	17:1	16:1	16:1	18:1

Overall Quality of Education



The bar chart displays the percentage of each group agreeing that the school provides a high-quality education.

Attendance 2007-2008

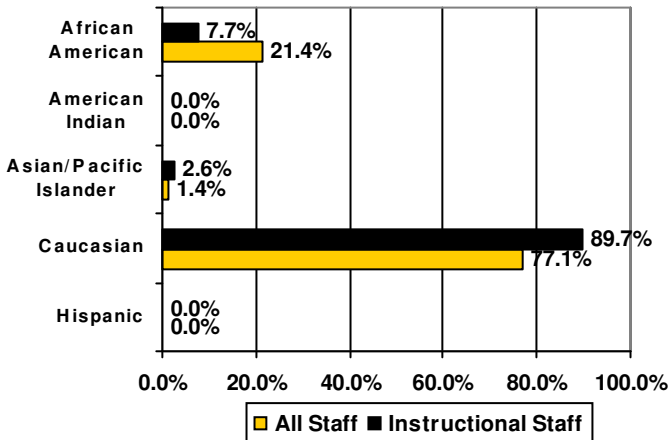
School Average Daily Attendance:	96.4%
Division (ES) Average Daily Attendance:	96.2%
AYP Attendance Target:	94.0%

Attendance as of March 31 is reported because it is used by the state to calculate AYP.

STAFF CHARACTERISTICS

Administrative/Intern:	2	Instructional:	39
Classified:	28	Other:	1

Fall 2008 Staff Characteristics



Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	92.3%	92.1%	*
Male	7.7%	7.9%	*
Average years of teaching experience	16.8	14.5	*
Percentage with graduate degrees	53.8	48.3	*
Percentage new to the system	2.6	7.9	*
Percentage of core courses not taught by highly qualified teachers 07-08	0	1^	2
Percentage of teachers with provisional credentials 07-08	2	4^	7

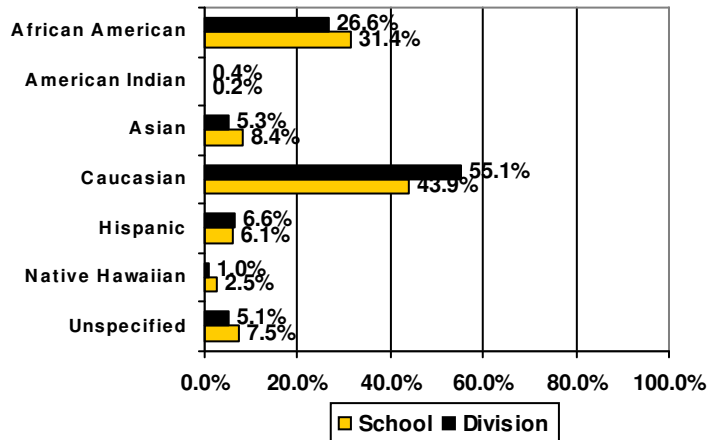
* Not Available

^ Entire Division

STUDENT CHARACTERISTICS

School Membership:	570	Division Membership (ES):	30,993
(excluding preschool)			

Fall 2008 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	48.8%	48.7%
Male	51.2%	51.3%
Economically Disadvantaged	29.2%	34.5%
Gifted	5.8%	7.9%
Limited English Proficiency	1.1%	2.2%
Migrant	0.0%	<0.1%
Special Education	7.9%	11.0%

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.

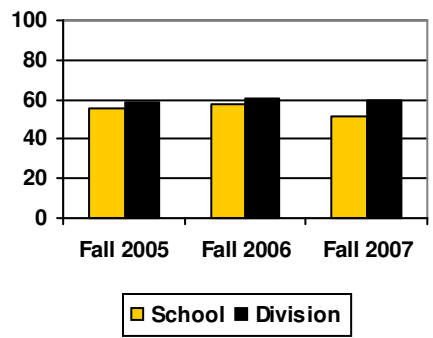
STANFORD 10

GRADE 4		Fall 2005		Fall 2006		Fall 2007	
		School	Division	School	Division	School	Division
Total Reading	All Students	56	59	58	61	52	60
	Female	62	62	61	64	56	63
	Male	48	57	53	57	47	56
	African American	45	44	47	45	38	44
	American Indian	<	39	<	58	<	37
	Asian	46	66	63	67	<	68
	Caucasian	69	66	63	67	56	67
	Hispanic	<	54	<	57	<	53
	Native Hawaiian	<	54	<	72	<	60
	Unspecified Ethnicity	<	60	<	67	<	60
	Economically Disadvantaged	51	47	53	48	43	46
	Limited English Proficiency	<	<	<	37	<	33
Special Education	<	26	<	26	<	25	
Total Mathematics	All Students	49	59	49	60	54	58
	Female	50	59	52	60	53	59
	Male	48	59	45	59	53	57
	African American	33	44	39	45	41	44
	American Indian	<	40	<	57	<	38
	Asian	44	71	66	70	<	70
	Caucasian	66	65	50	65	57	64
	Hispanic	<	53	<	57	<	55
	Native Hawaiian	<	53	<	70	<	58
	Unspecified Ethnicity	<	61	<	65	<	57
	Economically Disadvantaged	37	48	41	48	52	45
	Limited English Proficiency	<	<	<	47	<	42
Special Education	<	34	<	32	<	32	
Total Language	All Students	65	69	67	64	59	62
	Female	72	72	72	70	64	67
	Male	57	65	60	59	52	57
	African American	55	56	59	50	45	47
	American Indian	<	43	<	62	<	34
	Asian	56	78	72	75	<	73
	Caucasian	76	74	65	70	66	69
	Hispanic	<	63	<	61	<	57
	Native Hawaiian	<	55	<	73	<	58
	Unspecified Ethnicity	<	68	<	67	<	61
	Economically Disadvantaged	63	57	69	52	52	49
	Limited English Proficiency	<	<	<	44	<	38
Special Education	<	42	<	36	<	34	

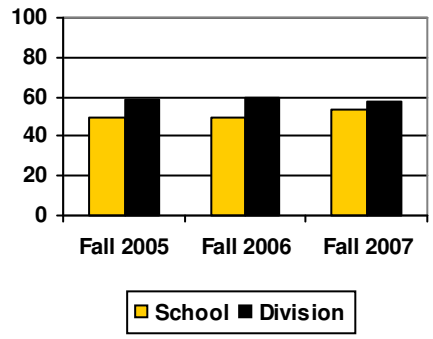
< Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

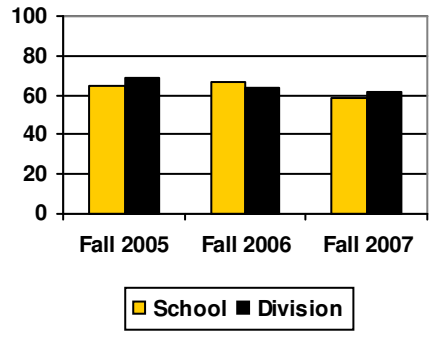
**Total Reading
Percentile Ranks**



**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 2007-2008 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://t1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level.

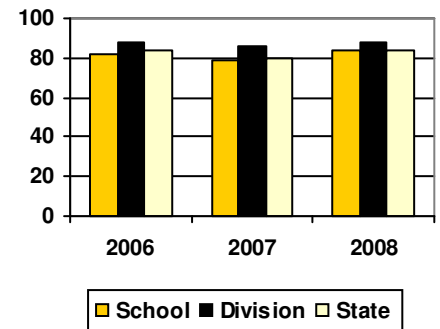
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	31	53	16	84	88	84
	Female	38	53	9	91	90	87
	Male	25	52	22	78	85	81
	African American	10	59	31	69	79	74
	American Indian	<	<	<	<	83	84
	Asian	36	57	7	93	89	91
	Caucasian	37	54	9	91	92	88
	Hispanic	40	50	10	90	84	79
	Other Ethnicity	<	<	<	<	87	86
	Economically Disadvantaged	21	61	18	82	81	75
	Limited English Proficiency	<	<	<	<	72	79
	Migrant	<	<	<	<	<	70
	Special Education	<	<	<	<	67	67
Mathematics	All Students	45	35	20	80	91	89
	Female	50	35	15	85	91	89
	Male	42	34	23	77	90	89
	African American	20	43	37	63	83	81
	American Indian	<	<	<	<	92	89
	Asian	57	29	14	86	95	95
	Caucasian	54	28	17	83	94	93
	Hispanic	<	<	<	<	89	82
	Other Ethnicity	<	<	<	<	88	90
	Economically Disadvantaged	31	41	28	72	84	81
	Limited English Proficiency	<	<	<	<	87	82
	Migrant	<	<	<	<	<	79
	Special Education	<	<	<	<	72	74
Science	All Students	34	49	17	83	91	88
	Female	42	51	7	93	92	89
	Male	29	48	24	76	90	88
	African American	17	50	33	67	82	78
	American Indian	<	<	<	<	100	90
	Asian	38	54	8	92	94	93
	Caucasian	41	48	11	89	95	93
	Hispanic	<	<	<	<	91	80
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	28	50	22	78	84	79
	Limited English Proficiency	<	<	<	<	88	80
	Migrant	<	<	<	<	<	84
	Special Education	<	<	<	<	73	73

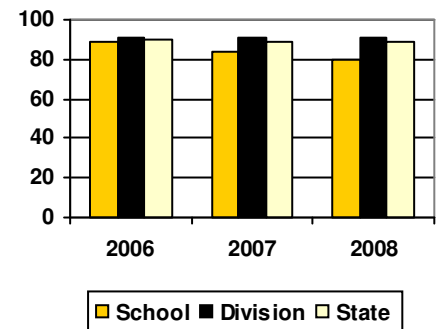
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Three-Year Trend SOL Passing Rates

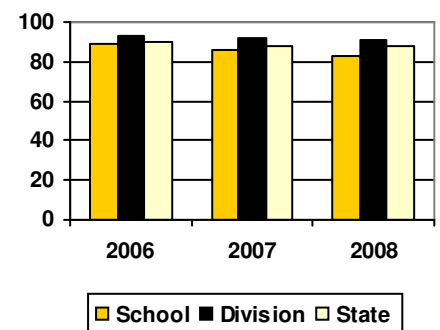
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



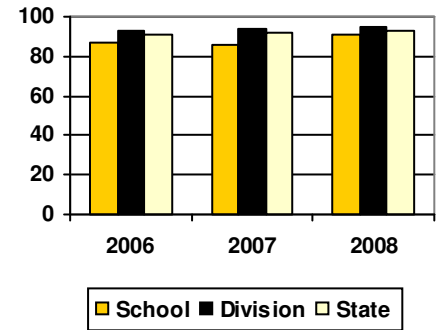
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	56	34	9	91	95	93
	Female	59	39	2	98	95	93
	Male	55	31	15	85	95	92
	African American	31	45	24	76	90	87
	American Indian	<	<	<	<	100	90
	Asian	62	38	0	100	97	97
	Caucasian	70	28	2	98	97	95
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	94	94
	Economically Disadvantaged	39	42	18	82	91	86
	Limited English Proficiency	<	<	<	<	92	88
	Migrant	<	<	<	<	<	89
Special Education	<	<	<	<	81	79	
GRADE 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	37	57	6	94	92	88
	Female	38	58	4	96	94	90
	Male	35	56	9	91	90	87
	African American	25	64	11	89	85	81
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	96	94
	Caucasian	40	55	5	95	96	92
	Hispanic	<	<	<	<	91	84
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	22	61	17	83	86	81
	Limited English Proficiency	<	<	<	<	88	84
	Migrant	<	<	<	<	<	86
Special Education	<	<	<	<	76	73	
Mathematics	All Students	40	44	16	84	88	84
	Female	41	51	8	92	88	84
	Male	38	36	26	74	88	84
	African American	31	44	25	75	78	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	96	93
	Caucasian	45	40	14	86	93	89
	Hispanic	<	<	<	<	87	76
	Other Ethnicity	<	<	<	<	85	85
	Economically Disadvantaged	21	50	29	71	80	74
	Limited English Proficiency	<	<	<	<	88	77
	Migrant	<	<	<	<	<	83
Special Education	<	<	<	<	70	69	

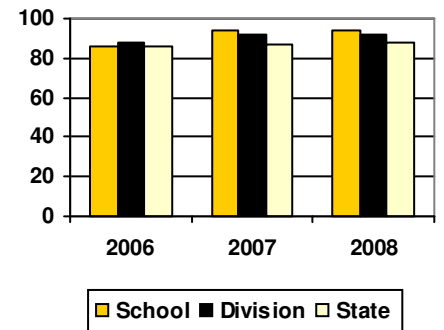
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

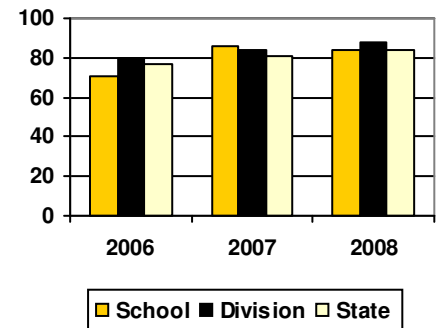
**Grade 3 History
and Social Science
Percent Passing**



**Grade 4 English: Reading,
Literature, and Research
Percent Passing**



**Grade 4 Mathematics
Percent Passing**



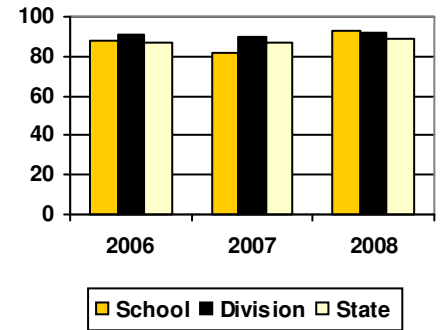
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	36	58	7	93	92	89
	Female	36	58	6	94	94	91
	Male	35	57	7	93	91	88
	African American	30	57	14	86	85	82
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	94	94
	Caucasian	36	62	2	98	96	93
	Hispanic	<	<	<	<	89	84
	Other Ethnicity	<	<	<	<	95	91
	Economically Disadvantaged	44	50	6	94	86	82
	Limited English Proficiency	<	<	<	<	83	83
	Migrant	<	<	<	<	<	81
	Special Education	<	<	<	<	76	73
English: Writing	All Students	16	74	10	90	92	87
	Female	17	80	4	96	95	91
	Male	15	69	16	84	88	83
	African American	21	63	16	84	85	79
	American Indian	<	<	<	<	83	89
	Asian	<	<	<	<	95	94
	Caucasian	13	80	7	93	94	90
	Hispanic	<	<	<	<	93	81
	Other Ethnicity	<	<	<	<	95	90
	Economically Disadvantaged	15	70	15	85	84	77
	Limited English Proficiency	<	<	<	<	92	80
	Migrant	<	<	<	<	<	96
	Special Education	<	<	<	<	63	59
Mathematics	All Students	56	35	9	91	89	88
	Female	62	32	6	94	89	89
	Male	51	38	11	89	89	87
	African American	50	39	11	89	80	81
	American Indian	<	<	<	<	83	87
	Asian	<	<	<	<	95	94
	Caucasian	60	33	7	93	94	92
	Hispanic	<	<	<	<	83	81
	Other Ethnicity	<	<	<	<	91	90
	Economically Disadvantaged	56	33	11	89	79	81
	Limited English Proficiency	<	<	<	<	79	80
	Migrant	<	<	<	<	<	88
	Special Education	<	<	<	<	72	73

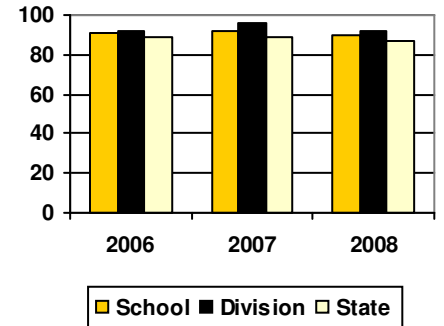
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

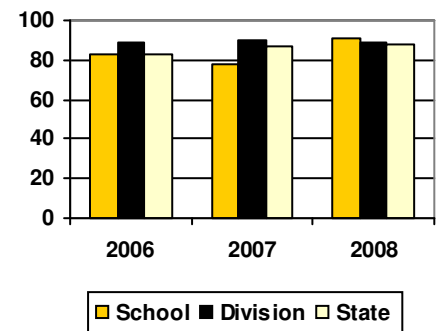
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



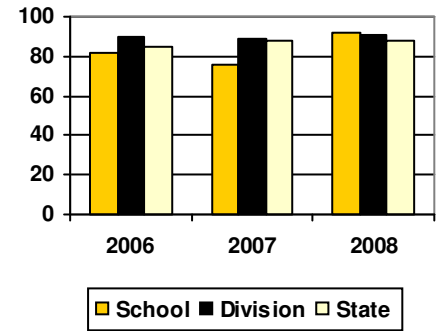
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	State	Division
Science	<i>All Students</i>	27	65	8	92	91	88
	<i>Female</i>	26	66	8	92	91	87
	<i>Male</i>	28	65	7	93	92	89
	<i>African American</i>	16	68	16	84	81	80
	<i>American Indian</i>	<	<	<	<	92	92
	<i>Asian</i>	<	<	<	<	94	91
	<i>Caucasian</i>	31	69	0	100	96	93
	<i>Hispanic</i>	<	<	<	<	87	77
	<i>Other Ethnicity</i>	<	<	<	<	95	91
	<i>Economically Disadvantaged</i>	22	72	6	94	82	79
	<i>Limited English Proficiency</i>	<	<	<	<	77	72
	<i>Migrant</i>	<	<	<	<	<	82
<i>Special Education</i>	<	<	<	<	73	71	
Virginia Studies	<i>All Students</i>	15	75	10	90	84	83
	<i>Female</i>	10	82	8	92	83	82
	<i>Male</i>	21	68	11	89	86	84
	<i>African American</i>	11	70	19	81	71	73
	<i>American Indian</i>	<	<	<	<	96	85
	<i>Asian</i>	<	<	<	<	93	90
	<i>Caucasian</i>	21	76	2	98	89	88
	<i>Hispanic</i>	<	<	<	<	81	71
	<i>Other Ethnicity</i>	<	<	<	<	88	84
	<i>Economically Disadvantaged</i>	11	79	11	89	70	71
	<i>Limited English Proficiency</i>	<	<	<	<	82	70
	<i>Migrant</i>	<	<	<	<	<	76
<i>Special Education</i>	<	<	<	<	58	61	

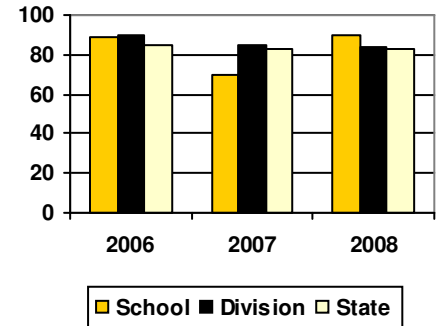
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

**Grade 5 Science
Percent Passing**



**Grade 5 Virginia Studies
Percent Passing**



Mission

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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.

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Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0809/index.asp.

SCHOOL BOARD MEMBERS

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

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

Mr. William J. "Bill" Brunke, IV
(District 7 - Princess Anne)

Mr. Todd C. Davidson
(At-Large)

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

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

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

Mr. Brent N. McKenzie
(District 3 - Rose Hall)

Mr. Patrick S. Salyer
(At-Large)

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

Mrs. Carolyn D. Weems
(At-Large)