

2008-2009



Evergreen Public Schools

SCHOOL REPORT CARD



Evergreen Public Schools is committed to providing a quality education for every student in our district. We believe that educational excellence can only be achieved through collaboration between the school district and the community.

Standardized tests such as the Washington Assessment of Student Learning (WASL) provide valuable snapshots of how our students are doing. It is important to remember, however, that these test results are only one measure of what our students know and are able to do on one test on one particular day. In Evergreen Public Schools we believe that all students can achieve when we provide them with a supportive learning environment with teachers and staff who take the time to know them and challenge them to reach their full potential. We strive to encourage the unique talents and skills of each individual student, not just their ability to pass standardized testing.

If you have questions or would like additional information regarding these results, please speak to your child's school administration or visit the website of the Office of the Superintendent of Public Instruction at: <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2008-09>

Ellsworth Elementary School
512 SE Ellsworth Road
Vancouver, WA 98664
360.604.6950
www.evergreenps.org

Principal
Jerry Evans

Evergreen Public Schools' Declaration and Beliefs

We declare that all students in the Evergreen Public Schools will have the opportunity to attain the skills necessary to be world-competitive upon graduation.

Our Beliefs

In Evergreen Public Schools . . .

- ❖ We believe in a school system where no child is expendable. Every student, without exception, has the potential for growth, improvement and success in life.
- ❖ We believe all students, given the right environment, will learn and excel when provided with authentically engaging work based on high standards.
- ❖ We believe that students are our priority and decisions must be made on the basis of what is best for each child.
- ❖ We believe that a world-competitive school system is dependent on utilizing the unique talents and perspectives of staff, parents, and community members.
- ❖ We believe all students, given the right environment and unwavering guidance, will develop the skills needed to face moral and ethical life challenges with integrity, honesty and self-respect.

Student Demographics

	Ellsworth	District	State
Enrollment	401	26,191	1,038,345
Gender (October 2008)			
Male	49.6%	51.5%	51.5%
Female	50.4%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.5%	1.2%	2.6%
Asian	4.0%	7.6%	7.9%
Pacific Islander	1.2%	1.2%	0.7%
Asian/Pacific Islander	5.2%	8.9%	8.6%
Black	3.7%	3.8%	5.5%
Hispanic	9.2%	8.8%	15.3%
White	70.3%	73.1%	64.8%

Special Programs

Free or Reduced-Price Meals (May 2009)	48.4%	39.7%	40.4%
Special Education (May 2009)	16.5%	13.0%	12.7%
Transitional Bilingual (May 2009)	13.0%	8.0%	8.0%

Other Information

Unexcused Absence Rate (2008-09)	0.7%	0.4%	0.4%
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Teacher Information (2008-09)

Classroom Teachers	27	1,441	59,562
Average Years of Teacher Experience	13.4	11.4	12.5
Teachers with at least a Master's Degree	74.1%	72.2%	64.1%

Washington Assessment of Student Learning (WASL) detail 2008-2009

This report card provides information on Washington's assessment system. Student performance on the Washington Assessment of Student Learning (WASL) reflects what students know and are able to do based on the state's Essential Academic Learning Requirements (EALRS). Students are tested in the areas of reading, writing, mathematics and science where applicable. The WASL measures the specific academic skills and knowledge Washington state students are required to meet in the classroom.

3rd Grade Reading

	Number tested	% who met standard	% who did not meet standard
State	75,688	71.4%	28.6%
District	1,920	68.8%	31.2%
School	69	77.1%	22.9%
American Indian	2	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	3	N<required	N<required
Female	32	78.1%	21.9%
Hispanic	5	N<required	N<required
Male	37	76.3%	23.7%
Pacific Islander	3	N<required	N<required
White	52	77.4%	22.6%
Limited English	5	N<required	N<required
Low Income	33	67.6%	32.4%
Special Education	12	46.2%	53.8%
Title 1 Targeted Reading	16	56.3%	43.7%
Continuously Enrolled	64	78.1%	21.9%

3rd Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	75,803	66.3%	33.7%
District	1,924	64.6%	35.4%
School	69	74.3%	25.7%
American Indian	2	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	5	N<required	N<required
Black	3	N<required	N<required
Female	32	71.9%	28.1%
Hispanic	5	N<required	N<required
Male	37	76.3%	23.7%
Pacific Islander	3	N<required	N<required
White	52	71.7%	28.3%
Limited English	5	N<required	N<required
Low Income	33	58.5%	41.5%
Special Education	12	69.2%	30.8%
Title 1 Targeted Reading	16	50.0%	50.0%
Continuously Enrolled	64	75.0%	25.0%

4th Grade Reading

	Number Tested	% who met standard	% who did not meet standard
State	75,742	73.6%	26.4%
District	1,984	70.4%	29.6%
School	75	80.0%	20.0%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	5	N<required	N<required
Female	32	84.4%	15.6%
Hispanic	14	71.4%	28.6%
Male	43	76.7%	23.3%
Pacific Islander	N/A	N/A	N/A
White	46	80.4%	19.6%
Limited English	9	N<required	N<required
Low Income	36	72.2%	27.8%
Special Education	14	85.7%	14.3%
Title 1 Targeted Reading	9	N<required	N<required
Continuously Enrolled	68	82.4%	17.6%

4th Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	75,803	52.3%	47.7%
District	1,979	48.7%	51.3%
School	75	57.3%	42.7%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	5	N<required	N<required
Female	32	62.5%	37.5%
Hispanic	14	50.0%	50.0%
Male	43	53.5%	46.5%
Pacific Islander	N/A	N/A	N/A
White	46	58.7%	41.3%
Limited English	9	N<required	N<required
Low Income	36	52.8%	47.2%
Special Education	14	28.6%	71.4%
Title 1 Targeted Reading	9	N<required	N<required
Continuously Enrolled	68	58.8%	41.2%

4th Grade Writing

	Number Tested	% who met standard	% who did not meet standard
State	74,281	60.4%	39.6%
District	1,929	63.2%	36.8%
School	74	80.0%	20.0%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	5	N<required	N<required
Female	31	93.8%	6.2%
Hispanic	14	71.4%	28.6%
Male	43	69.8%	30.2%
Pacific Islander	N/A	N/A	N/A
White	46	78.3%	21.7%
Limited English	9	N<required	N<required
Low Income	36	80.6%	19.4%
Special Education	14	64.3%	35.7%
Title 1 Targeted Reading	9	N<required	N<required
Continuously Enrolled	68	83.8%	16.2%

5th Grade Reading

	Number Tested	% who met standard	% who did not meet standard
State	75,627	74.0%	26.0%
District	2,012	72.8%	27.2%
School	76	73.7%	26.3%
American Indian	1	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	2	N<required	N<required
Black	4	N<required	N<required
Female	35	71.4%	28.6%
Hispanic	8	N<required	N<required
Male	41	75.6%	24.4%
Pacific Islander	N/A	N/A	N/A
White	59	78.0%	22.0%
Limited English	5	N<required	N<required
Low Income	38	63.2%	36.8%
Special Education	20	60.0%	40.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	69	75.4%	24.6%

5th Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	75,681	61.9%	38.1%
District	2,012	64.4%	35.6%
School	76	57.9%	42.1%
American Indian	1	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	2	N<required	N<required
Black	4	N<required	N<required
Female	35	57.1%	42.9%
Hispanic	8	N<required	N<required
Male	41	58.5%	41.5%
Pacific Islander	N/A	N/A	N/A
White	59	59.3%	40.7%
Limited English	5	N<required	N<required
Low Income	38	52.6%	47.4%
Special Education	20	25.0%	75.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	69	56.5%	43.5%

5th Grade Science

	Number Tested	% who met standard	% who did not meet standard
State	75,532	44.9%	55.1%
District	2,011	49.6%	50.4%
School	74	25.3%	74.7%
American Indian	1	N<required	N<required
Asian	2	N<required	N<required
Asian / Pacific Islander	2	N<required	N<required
Black	4	N<required	N<required
Female	34	23.5%	76.5%
Hispanic	8	N<required	N<required
Male	40	26.8%	73.2%
Pacific Islander	N/A	N/A	N/A
White	57	29.3%	70.7%
Limited English	5	N<required	N<required
Low Income	37	18.9%	81.1%
Special Education	19	5.0%	95.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	68	26.5%	73.5%

Report on Annual Yearly Progress (AYP)

Schools and districts that received Title 1 funding and have not made “adequate yearly progress” for two consecutive years, are identified for Title 1 school improvement. This means schools and/or districts were unsuccessful in meeting or exceeding the state’s prescribed AYP criteria in any of 37 subcategories at the elementary, middle and high school levels and 111 categories district-wide. The criteria reflects state reading and mathematics goals as measured by the WASL. Once identified, schools and districts must demonstrate AYP for two consecutive years in order to be removed from school improvement.

All students, including Special Education students and English Language Learners, are expected to meet the same AYP goals. This is the third consecutive year that the district has not made AYP, thus the district is in improvement though individual schools may not be.

Made AYP Overall: No

In Improvement: Yes

*Data reported by Office of Superintendent of Public Instruction -10/1/2009 for more information please go to <http://www.k12.wa.us/>