

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>

**Hearthwood Elementary School**  
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Vancouver, WA 98684  
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[www.evergreenps.org](http://www.evergreenps.org)

Principal  
Scott Munro

## 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

	Hearthwood	District	State
<b>Enrollment</b>	491	26,191	1,038,345
<b>Gender (October 2008)</b>			
Male	52.7%	51.5%	51.5%
Female	47.3%	48.5%	48.5%
<b>Ethnicity (October 2008)</b>			
American Indian/Alaskan Native	1.0%	1.2%	2.6%
Asian	3.9%	7.6%	7.9%
Pacific Islander	1.0%	1.2%	0.7%
Asian/Pacific Islander	4.9%	8.9%	8.6%
Black	5.5%	3.8%	5.5%
Hispanic	7.7%	8.8%	15.3%
White	74.5%	73.1%	64.8%
<b>Special Programs</b>			
Free or Reduced-Price Meals (May 2009)	50.6%	39.7%	40.4%
Special Education (May 2009)	11.4%	13.0%	12.7%
Transitional Bilingual (May 2009)	9.9%	8.0%	8.0%
<b>Other Information</b>			
Unexcused Absence Rate (2008-09)	0.2%	0.4%	0.4%
<b>Teacher Information (2008-09)</b>			
Classroom Teachers	29	1,441	59,562
Average Years of Teacher Experience	14.3	11.4	12.5
Teachers with at least a Master's Degree	69.0%	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	88	58.9%	41.1%
American Indian	1	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	2	N<required	N<required
Female	43	75.6%	24.4%
Hispanic	7	N<required	N<required
Male	45	42.2%	57.8%
Pacific Islander	N/A	N/A	N/A
White	69	60.6%	39.4%
Limited English	11	27.3%	72.7%
Low Income	41	48.8%	51.2%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	27	29.6%	70.4%
Continuously Enrolled	87	58.6%	41.4%

### 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	88	58.9%	41.1%
American Indian	1	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	2	N<required	N<required
Female	43	64.4%	35.6%
Hispanic	7	N<required	N<required
Male	45	53.3%	46.7%
Pacific Islander	N/A	N/A	N/A
White	69	62.0%	38.0%
Limited English	11	27.3%	72.7%
Low Income	41	55.8%	44.2%
Special Education	8	N<required	N<required
Title 1 Targeted Reading	27	25.9%	74.1%
Continuously Enrolled	87	58.6%	41.4%

**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	71.1%	28.9%
American Indian	3	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	3	N<required	N<required
Female	30	76.7%	23.3%
Hispanic	3	N<required	N<required
Male	45	67.4%	32.6%
Pacific Islander	N/A	N/A	N/A
White	60	75.0%	25.0%
Limited English	1	N<required	N<required
Low Income	41	58.5%	41.5%
Special Education	10	27.3%	72.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	73	72.6%	27.4%

**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	74	60.5%	39.5%
American Indian	3	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	3	N<required	N<required
Female	30	66.7%	33.3%
Hispanic	3	N<required	N<required
Male	44	56.5%	43.5%
Pacific Islander	N/A	N/A	N/A
White	59	65.0%	35.0%
Limited English	1	N<required	N<required
Low Income	40	46.3%	53.7%
Special Education	10	18.2%	81.8%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	73	60.3%	39.7%

**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	75	71.1%	28.9%
American Indian	3	N<required	N<required
Asian	3	N<required	N<required
Asian / Pacific Islander	3	N<required	N<required
Black	3	N<required	N<required
Female	30	80.0%	20.0%
Hispanic	3	N<required	N<required
Male	45	65.2%	34.8%
Pacific Islander	N/A	N/A	N/A
White	60	71.7%	28.3%
Limited English	1	N<required	N<required
Low Income	41	63.4%	36.6%
Special Education	10	27.3%	72.7%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	73	71.2%	28.8%

### 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	81	85.4%	14.6%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	4	N<required	N<required
Female	41	87.8%	12.2%
Hispanic	8	N<required	N<required
Male	40	82.9%	17.1%
Pacific Islander	1	N<required	N<required
White	62	85.7%	14.3%
Limited English	3	N<required	N<required
Low Income	46	76.6%	23.4%
Special Education	5	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	80	86.3%	13.7%

### 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	81	76.5%	23.5%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	4	N<required	N<required
Female	41	73.2%	26.8%
Hispanic	8	N<required	N<required
Male	40	78.0%	22.0%
Pacific Islander	1	N<required	N<required
White	62	74.6%	25.4%
Limited English	3	N<required	N<required
Low Income	46	68.1%	31.9%
Special Education	5	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	80	76.3%	23.7%

### 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	81	63.4%	36.6%
American Indian	N/A	N/A	N/A
Asian	3	N<required	N<required
Asian / Pacific Islander	4	N<required	N<required
Black	4	N<required	N<required
Female	41	70.7%	29.3%
Hispanic	8	N<required	N<required
Male	40	56.1%	43.9%
Pacific Islander	1	N<required	N<required
White	62	65.1%	34.9%
Limited English	3	N<required	N<required
Low Income	46	51.1%	48.9%
Special Education	5	N<required	N<required
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	80	76.3%	23.7%

## 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: Yes**

**In Improvement: No**

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

