

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>

Heritage High School
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Vancouver, WA 98682
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www.evergreenps.org

Principal
Anne Sosky

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

	Heritage	District	State
Enrollment	2,116	26,191	1,038,345
Gender (October 2008)			
Male	48.5%	51.5%	51.5%
Female	51.5%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	2.0%	1.2%	2.6%
Asian	5.7%	7.6%	7.9%
Pacific Islander	0.5%	1.2%	0.7%
Asian/Pacific Islander	6.2%	8.9%	8.6%
Black	3.7%	3.8%	5.5%
Hispanic	8.7%	8.8%	15.3%
White	77.6%	73.1%	64.8%
Special Programs (May 2009)			
Free or Reduced-Price Meals	42.9%	39.7%	40.4%
Special Education	13.3%	13.0%	12.7%
Transitional Bilingual	4.1%	8.0%	8.0%
Other Information (2007-08)			
Annual Dropout Rate (2007-08)	7.6%	6.8%	5.6%
On-Time Graduation Rate (2007-08)	68.9%	70.5%	72.0%
Extended Graduation Rate (2007-08)	75.0%	75.4%	77.0%

Teacher Information (2008-09)

Classroom Teachers	101	1,441	59,562
Average Years of Teacher Experience	10.8	11.4	12.5
Teachers with at least a Master's Degree	62.4%	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.

10 Grade Reading			
	Number Tested	% who met standard	% who did not meet standard
State	55,096	75.2%	24.8%
District	839	62.3%	37.7%
School	246	52.2%	47.8%
American Indian	3	N<required	N<required
Asian	10	58.3%	41.7%
Asian / Pacific Islander	15	58.8%	41.2%
Black	6	N<required	N<required
Female	119	58.2%	41.8%
Hispanic	26	37.1%	62.9%
Male	127	47.7%	52.3%
Pacific Islander	5	N<required	N<required
White	192	54.3%	45.7%
Limited English	23	7.7%	92.3%
Low Income	127	43.0%	57.0%
Special Education	38	39.1%	60.9%
Continuously Enrolled	291	71.7%	28.3%

10th Grade Math			
	Number Tested	% who met standard	% who did not meet standard
State	61,232	36.7%	63.3%
District	1,136	25.0%	75.0%
School	339	20.8%	79.2%
American Indian	5	N<required	N<required
Asian	16	41.2%	58.8%
Asian / Pacific Islander	20	31.8%	68.2%
Black	13	15.4%	84.6%
Female	176	17.6%	82.4%
Hispanic	35	7.3%	92.7%
Male	162	24.3%	75.7%
Pacific Islander	4	N<required	N<required
White	258	22.6%	77.4%
Limited English	21	0.0%	100.0%
Low Income	161	15.4%	84.6%
Special Education	42	4.3%	95.7%
Continuously Enrolled	380	37.6%	62.4%

10th Grade Writing

	Number Tested	% who met standard	% who did not meet standard
State	53,164	81.9%	18.1%
District	744	74.2%	25.8%
School	205	66.3%	33.7%
American Indian	3	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	7	N<required	N<required
Black	7	N<required	N<required
Female	94	74.5%	25.5%
Hispanic	20	44.8%	55.2%
Male	111	60.7%	39.3%
Pacific Islander	3	N<required	N<required
White	162	69.9%	30.1%
Limited English	20	25.0%	75.0%
Low Income	107	63.2%	36.8%
Special Education	37	64.4%	35.6%
Continuously Enrolled	252	82.6%	17.4%

10th Grade Science

	Number Tested	% who met standard	% who did not meet standard
State	64,008	38.6%	61.4%
District	1,244	35.6%	64.4%
School	276	19.5%	80.5%
American Indian	2	N<required	N<required
Asian	11	15.4%	84.6%
Asian / Pacific Islander	13	12.9%	87.1%
Black	7	N<required	N<required
Female	151	21.4%	78.6%
Hispanic	22	6.8%	93.2%
Male	125	17.6%	82.4%
Pacific Islander	2	N<required	N<required
White	227	22.7%	77.3%
Limited English	17	0.0%	100.0%
Low Income	107	12.5%	87.5%
Special Education	24	4.3%	95.7%
Continuously Enrolled	477	19.5%	80.5%

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/>