

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>

Ilahaee Elementary School

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Vancouver, WA 98607
360.604.3350
www.evergreenps.org

Principal
Joel Hauge

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

	Ilahaee	District	State
Enrollment	713	26,191	1,038,345
Gender (October 2008)			
Male	50.2%	51.5%	51.5%
Female	49.8%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	0.4%	1.2%	2.6%
Asian	17.8%	7.6%	7.9%
Pacific Islander	0.7%	1.2%	0.7%
Asian/Pacific Islander	18.5%	8.9%	8.6%
Black	2.0%	3.8%	5.5%
Hispanic	4.1%	8.8%	15.3%
White	67.5%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	20.9%	39.7%	40.4%
Special Education (May 2009)	8.2%	13.0%	12.7%
Transitional Bilingual (May 2009)	8.3%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.0%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	38	1,441	59,562
Average Years of Teacher Experience	9.1	11.4	12.5
Teachers with at least a Master's Degree	84.2%	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	110	82.9%	17.1%
American Indian	N/A	N/A	N/A
Asian	23	91.3%	8.7%
Asian / Pacific Islander	24	87.5%	12.5%
Black	3	N<required	N<required
Female	52	81.1%	18.9%
Hispanic	4	N<required	N<required
Male	58	84.5%	15.5%
Pacific Islander	1	N<required	N<required
White	71	80.6%	19.4%
Limited English	5	N<required	N<required
Low Income	22	63.6%	36.4%
Special Education	7	N<required	N<required
Continuously Enrolled	111	82.9%	17.1%

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	112	74.3%	25.7%
American Indian	N/A	N/A	N/A
Asian	24	87.5%	12.5%
Asian / Pacific Islander	25	84.0%	16.0%
Black	3	N<required	N<required
Female	53	68.5%	31.5%
Hispanic	4	N<required	N<required
Male	59	79.7%	20.3%
Pacific Islander	1	N<required	N<required
White	72	72.6%	27.4%
Limited English	6	N<required	N<required
Low Income	22	50.0%	50.0%
Special Education	7	N<required	N<required
Continuously Enrolled	113	74.3%	25.7%

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	126	84.9%	15.1%
American Indian	N/A	N/A	N/A
Asian	33	90.9%	9.1%
Asian / Pacific Islander	34	91.2%	8.8%
Black	3	N<required	N<required
Female	72	86.1%	13.9%
Hispanic	6	N<required	N<required
Male	54	83.3%	16.7%
Pacific Islander	1	N<required	N<required
White	79	84.8%	15.2%
Limited English	6	N<required	N<required
Low Income	28	75.0%	25.0%
Special Education	8	N<required	N<required
Continuously Enrolled	124	84.7%	15.3%

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	126	63.5%	36.5%
American Indian	N/A	N/A	N/A
Asian	33	66.7%	33.3%
Asian / Pacific Islander	34	64.7%	35.3%
Black	3	N<required	N<required
Female	72	66.7%	33.3%
Hispanic	6	N<required	N<required
Male	54	59.3%	40.7%
Pacific Islander	1	N<required	N<required
White	79	63.3%	36.7%
Limited English	6	N<required	N<required
Low Income	28	42.9%	57.1%
Special Education	8	N<required	N<required
Continuously Enrolled	124	62.9%	37.1%

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	118	72.2%	27.8%
American Indian	N/A	N/A	N/A
Asian	32	81.8%	18.2%
Asian / Pacific Islander	33	79.4%	20.6%
Black	3	N<required	N<required
Female	69	83.3%	16.7%
Hispanic	5	N<required	N<required
Male	49	57.4%	42.6%
Pacific Islander	1	N<required	N<required
White	73	70.9%	29.1%
Limited English	5	N<required	N<required
Low Income	24	64.3%	35.7%
Special Education	7	N<required	N<required
Continuously Enrolled	124	71.8%	28.2%

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	137	84.8%	15.2%
American Indian	N/A	N/A	N/A
Asian	25	96.0%	4.0%
Asian / Pacific Islander	26	92.3%	7.7%
Black	5	N<required	N<required
Female	67	86.6%	13.4%
Hispanic	4	N<required	N<required
Male	70	83.1%	16.9%
Pacific Islander	1	N<required	N<required
White	97	85.7%	14.3%
Limited English	3	N<required	N<required
Low Income	28	65.5%	34.5%
Special Education	4	N<required	N<required
Continuously Enrolled	138	84.8%	15.2%

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	137	74.6%	25.4%
American Indian	N/A	N/A	N/A
Asian	25	100.0%	0.0%
Asian / Pacific Islander	26	96.2%	3.8%
Black	5	N<required	N<required
Female	67	79.1%	20.9%
Hispanic	4	N<required	N<required
Male	70	70.4%	29.6%
Pacific Islander	1	N<required	N<required
White	97	73.5%	26.5%
Limited English	3	N<required	N<required
Low Income	28	48.3%	51.7%
Special Education	4	N<required	N<required
Continuously Enrolled	138	74.6%	25.4%

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	137	77.5%	22.5%
American Indian	N/A	N/A	N/A
Asian	25	96.0%	4.0%
Asian / Pacific Islander	26	92.3%	7.7%
Black	5	N<required	N<required
Female	67	80.6%	19.4%
Hispanic	4	N<required	N<required
Male	70	74.6%	25.4%
Pacific Islander	1	N<required	N<required
White	97	77.6%	22.4%
Limited English	3	N<required	N<required
Low Income	28	55.2%	44.8%
Special Education	4	N<required	N<required
Continuously Enrolled	138	77.5%	22.5%

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/>

