

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>

Image Elementary School

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Principal
Kathleen Keller

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

	Image	District	State
Enrollment	651	26,191	1,038,345
Gender (October 2008)			
Male	49.8%	51.5%	51.5%
Female	50.2%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.5%	1.2%	2.6%
Asian	7.5%	7.6%	7.9%
Pacific Islander	2.0%	1.2%	0.7%
Asian/Pacific Islander	9.5%	8.9%	8.6%
Black	4.3%	3.8%	5.5%
Hispanic	9.7%	8.8%	15.3%
White	68.7%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	51.9%	39.7%	40.4%
Special Education (May 2009)	13.2%	13.0%	12.7%
Transitional Bilingual (May 2009)	16.7%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.0%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	34	1,441	59,562
Average Years of Teacher Experience	9.6	11.4	12.5
Teachers with at least a Master's Degree	61.8%	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	102	70.6%	29.4%
American Indian	2	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	6	N<required	N<required
Black	4	N<required	N<required
Female	47	72.3%	27.7%
Hispanic	11	36.4%	63.6%
Male	55	69.1%	30.9%
Pacific Islander	2	N<required	N<required
White	71	73.2%	26.8%
Limited English	12	25.0%	75.0%
Low Income	57	59.6%	40.4%
Special Education	11	36.4%	63.6%
Title 1 Targeted Reading	26	30.8%	69.2%
Continuously Enrolled	94	71.3%	28.7%

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	102	67.6%	32.4%
American Indian	2	N<required	N<required
Asian	4	N<required	N<required
Asian / Pacific Islander	6	N<required	N<required
Black	4	N<required	N<required
Female	47	68.1%	31.9%
Hispanic	11	27.3%	72.7%
Male	55	67.3%	32.7%
Pacific Islander	2	N<required	N<required
White	71	69.0%	31.0%
Limited English	12	33.3%	66.7%
Low Income	57	57.9%	42.1%
Special Education	11	27.3%	72.7%
Title 1 Targeted Reading	26	38.5%	61.5%
Continuously Enrolled	94	68.1%	31.9%

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	109	76.1%	23.9%
American Indian	1	N<required	N<required
Asian	10	80.0%	20.0%
Asian / Pacific Islander	11	72.7%	27.3%
Black	3	N<required	N<required
Female	56	78.6%	21.4%
Hispanic	13	69.2%	30.8%
Male	53	73.6%	26.4%
Pacific Islander	1	N<required	N<required
White	74	79.7%	20.3%
Limited English	13	23.1%	76.9%
Low Income	51	64.7%	35.3%
Special Education	15	40.0%	60.0%
Title 1 Targeted Reading	12	8.3%	91.7%
Continuously Enrolled	102	77.5%	22.5%

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	109	56.9%	43.1%
American Indian	1	N<required	N<required
Asian	10	80.0%	20.0%
Asian / Pacific Islander	11	72.7%	27.3%
Black	3	N<required	N<required
Female	56	60.7%	39.3%
Hispanic	13	69.2%	30.8%
Male	53	52.8%	47.2%
Pacific Islander	1	N<required	N<required
White	74	54.1%	45.9%
Limited English	13	23.1%	76.9%
Low Income	51	33.3%	66.7%
Special Education	15	20.0%	80.0%
Title 1 Targeted Reading	12	8.3%	91.7%
Continuously Enrolled	102	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	106	69.7%	30.3%
American Indian	1	N<required	N<required
Asian	10	80.0%	20.0%
Asian / Pacific Islander	11	81.8%	18.2%
Black	2	N<required	N<required
Female	54	78.6%	21.4%
Hispanic	12	76.9%	23.1%
Male	52	60.4%	39.6%
Pacific Islander	1	N<required	N<required
White	73	66.2%	33.8%
Limited English	13	23.1%	76.9%
Low Income	49	56.9%	43.1%
Special Education	14	33.3%	66.7%
Title 1 Targeted Reading	12	16.7%	83.3%
Continuously Enrolled	102	71.6%	28.4%

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	129	80.6%	19.4%
American Indian	2	N<required	N<required
Asian	10	100.0%	0.0%
Asian / Pacific Islander	12	100.0%	0.0%
Black	5	N<required	N<required
Female	70	81.4%	18.6%
Hispanic	14	78.6%	21.4%
Male	59	79.7%	20.3%
Pacific Islander	2	N<required	N<required
White	89	83.1%	16.9%
Limited English	10	80.0%	20.0%
Low Income	62	71.0%	29.0%
Special Education	20	50.0%	50.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	123	81.3%	18.7%

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	129	72.1%	27.9%
American Indian	2	N<required	N<required
Asian	10	90.0%	10.0%
Asian / Pacific Islander	12	83.3%	16.7%
Black	5	N<required	N<required
Female	70	70.0%	30.0%
Hispanic	14	85.7%	14.3%
Male	59	74.6%	25.4%
Pacific Islander	2	N<required	N<required
White	89	70.8%	29.2%
Limited English	10	40.0%	60.0%
Low Income	62	61.3%	38.7%
Special Education	20	40.0%	60.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	123	72.4%	27.6%

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	129	60.0%	40.0%
American Indian	2	N<required	N<required
Asian	10	90.0%	10.0%
Asian / Pacific Islander	12	91.7%	8.3%
Black	5	N<required	N<required
Female	70	61.0%	39.0%
Hispanic	14	42.9%	57.1%
Male	59	61.0%	39.0%
Pacific Islander	2	N<required	N<required
White	88	59.6%	40.4%
Limited English	11	45.5%	54.5%
Low Income	63	44.4%	55.6%
Special Education	20	25.0%	75.0%
Title 1 Targeted Reading	N/A	N/A	N/A
Continuously Enrolled	124	60.5%	39.5%

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/>

