

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>

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Principal
Mike Meloy

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

	Mountain View	District	State
Enrollment	1,716	26,191	1,038,345
Gender (October 2008)			
Male	50.8%	51.5%	51.5%
Female	49.2%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.3%	1.2%	2.6%
Asian	10.4%	7.6%	7.9%
Pacific Islander	0.7%	1.2%	0.7%
Asian/Pacific Islander	11.1%	8.9%	8.6%
Black	4.4%	3.8%	5.5%
Hispanic	7.7%	8.8%	15.3%
White	74.0%	73.1%	64.8%
Special Programs (May 2009)			
Free or Reduced-Price Meals	28.4%	39.7%	40.4%
Special Education	10.8%	13.0%	12.7%
Transitional Bilingual	2.6%	8.0%	8.0%
Other Information (2007-08)			
Annual Dropout Rate (2007-08)	5.9%	6.8%	5.6%
On-Time Graduation Rate (2007-08)	77.1%	70.5%	72.0%
Extended Graduation Rate (2007-08)	79.0%	75.4%	77.0%
Teacher Information (2008-09)			
Classroom Teachers	85	1,441	59,562
Average Years of Teacher Experience	13.2	11.4	12.5
Teachers with at least a Master's Degree	70.6%	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	305	85.4%	14.6%
American Indian	3	N<required	N<required
Asian	37	94.6%	5.4%
Asian / Pacific Islander	41	90.2%	9.8%
Black	13	71.4%	28.6%
Female	152	90.3%	9.7%
Hispanic	30	76.7%	23.3%
Male	153	80.7%	19.3%
Pacific Islander	4	N<required	N<required
White	211	87.3%	12.7%
Limited English	8	N<required	N<required
Low Income	91	67.7%	32.3%
Special Education	28	51.6%	48.4%
Continuously Enrolled	286	90.6%	9.4%

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	315	46.6%	53.4%
American Indian	2	N<required	N<required
Asian	40	72.5%	27.5%
Asian / Pacific Islander	44	68.2%	31.8%
Black	16	37.5%	62.5%
Female	152	43.7%	56.3%
Hispanic	28	23.3%	76.7%
Male	163	49.4%	50.6%
Pacific Islander	4	N<required	N<required
White	220	47.6%	52.4%
Limited English	8	N<required	N<required
Low Income	95	31.0%	69.0%
Special Education	29	19.4%	80.6%
Continuously Enrolled	297	54.3%	45.7%

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	304	91.1%	8.9%
American Indian	2	N<required	N<required
Asian	37	100.0%	0.0%
Asian / Pacific Islander	41	95.1%	4.9%
Black	13	100.0%	0.0%
Female	149	96.0%	4.0%
Hispanic	28	82.8%	17.2%
Male	155	86.5%	13.5%
Pacific Islander	4	N<required	N<required
White	213	91.8%	8.2%
Limited English	8	N<required	N<required
Low Income	89	82.3%	17.7%
Special Education	25	72.4%	27.6%
Continuously Enrolled	286	94.4%	5.6%

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	347	50.9%	49.1%
American Indian	2	N<required	N<required
Asian	53	74.1%	25.9%
Asian / Pacific Islander	57	69.0%	31.0%
Black	15	47.1%	52.9%
Female	162	52.0%	48.0%
Hispanic	28	24.2%	75.8%
Male	185	50.0%	50.0%
Pacific Islander	4	N<required	N<required
White	239	51.6%	48.4%
Limited English	9	N<required	N<required
Low Income	95	33.6%	66.4%
Special Education	27	9.7%	90.3%
Continuously Enrolled	334	53.0%	47.0%

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/>