

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>

Pioneer Elementary School

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Vancouver, WA 98682
360.604.3300
www.evergreenps.org

Principal
Jenny Roberts

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

	Pioneer	District	State
Enrollment	651	26,191	1,038,345
Gender (October 2008)			
Male	51.8%	51.5%	51.5%
Female	48.2%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	0.5%	1.2%	2.6%
Asian	6.9%	7.6%	7.9%
Pacific Islander	1.4%	1.2%	0.7%
Asian/Pacific Islander	8.3%	8.9%	8.6%
Black	2.9%	3.8%	5.5%
Hispanic	10.9%	8.8%	15.3%
White	70.7%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	38.7%	39.7%	40.4%
Special Education (May 2009)	12.5%	13.0%	12.7%
Transitional Bilingual (May 2009)	16.6%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.0%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	41	1,441	59,562
Average Years of Teacher Experience	10.1	11.4	12.5
Teachers with at least a Master's Degree	80.5%	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.

Third 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	107	69.4%	30.6%
American Indian	1	0.0%	100.0%
Asian	11	54.5%	45.5%
Asian / Pacific Islander	13	53.8%	46.2%
Black	2	N<required	N<required
Female	48	78.0%	22.0%
Hispanic	6	N<required	N<required
Male	59	62.3%	37.7%
Pacific Islander	2	N<required	N<required
White	76	72.2%	27.8%
Limited English	13	38.5%	61.5%
Low Income	44	59.6%	40.4%
Special Education	12	18.8%	81.2%
Continuously Enrolled	101	70.3%	29.7%

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	109	64.0%	36.0%
American Indian	1	N<required	N<required
Asian	11	54.5%	45.5%
Asian / Pacific Islander	13	53.8%	46.2%
Black	2	N<required	N<required
Female	48	70.0%	30.0%
Hispanic	7		100.0%
Male	61	59.0%	41.0%
Pacific Islander	2	N<required	N<required
White	77	69.6%	30.4%
Limited English	13	30.8%	69.2%
Low Income	45	57.4%	42.6%
Special Education	14	25.0%	75.0%
Continuously Enrolled	101	66.3%	33.7%

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	134	56.8%	43.2%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	10	70.0%	30.0%
Black	5	N<required	N<required
Female	60	61.9%	38.1%
Hispanic	14	71.4%	28.6%
Male	74	52.6%	47.4%
Pacific Islander	2	N<required	N<required
White	99	54.8%	45.2%
Limited English	9	N<required	N<required
Low Income	50	53.8%	46.2%
Special Education	18	31.8%	68.2%
Continuously Enrolled	126	55.6%	44.4%

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	135	29.5%	70.5%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	10	30.0%	70.0%
Black	5	N<required	N<required
Female	61	25.4%	74.6%
Hispanic	14	35.7%	64.3%
Male	74	32.9%	67.1%
Pacific Islander	2	N<required	N<required
White	100	27.9%	72.1%
Limited English	9	N<required	N<required
Low Income	50	23.1%	76.9%
Special Education	18	0.0%	100.0%
Continuously Enrolled	126	31.0%	69.0%

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	123	54.0%	46.0%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	10	70.0%	30.0%
Black	5	N<required	N<required
Female	58	65.1%	34.9%
Hispanic	13	57.1%	42.9%
Male	65	44.7%	55.3%
Pacific Islander	2	N<required	N<required
White	90	51.9%	48.1%
Limited English	9	N<required	N<required
Low Income	46	48.1%	51.9%
Special Education	13	22.7%	77.3%
Continuously Enrolled	126	53.2%	46.8%

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	123	67.2%	32.8%
American Indian	N/A	N/A	N/A
Asian	10	50.0%	50.0%
Asian / Pacific Islander	11	54.5%	45.5%
Black	5	N<required	N<required
Female	65	68.2%	31.8%
Hispanic	12	58.3%	41.7%
Male	58	66.1%	33.9%
Pacific Islander	1	N<required	N<required
White	92	73.1%	26.9%
Limited English	12	16.7%	83.3%
Low Income	38	50.0%	50.0%
Special Education	12	7.1%	92.9%
Continuously Enrolled	120	68.3%	31.7%

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	123	57.6%	42.4%
American Indian	N/A	N/A	N/A
Asian	10	30.0%	70.0%
Asian / Pacific Islander	11	36.4%	63.6%
Black	5	N<required	N<required
Female	65	62.1%	37.9%
Hispanic	12	50.0%	50.0%
Male	58	52.5%	47.5%
Pacific Islander	1	N<required	N<required
White	92	65.6%	34.4%
Limited English	12	33.3%	66.7%
Low Income	38	37.5%	62.5%
Special Education	12	0.0%	100.0%
Continuously Enrolled	120	59.2%	40.8%

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	124	40.8%	59.2%
American Indian	N/A	N/A	N/A
Asian	10	30.0%	70.0%
Asian / Pacific Islander	11	36.4%	63.6%
Black	5	N<required	N<required
Female	65	48.5%	51.5%
Hispanic	12	41.7%	58.3%
Male	59	32.2%	67.8%
Pacific Islander	1	N<required	N<required
White	92	41.9%	58.1%
Limited English	12	8.3%	91.7%
Low Income	39	25.0%	75.0%
Special Education	13	0.0%	100.0%
Continuously Enrolled	120	42.5%	57.5%

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/>

