

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>

Shahala Middle School
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Vancouver, WA 98683
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www.evergreenps.org

Principal
Renee Bernazzani

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

	Shahala	District	State
Enrollment	1,046	26,191	1,038,345
Gender (October 2008)			
Male	50.4%	51.5%	51.5%
Female	49.6%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	1.0%	1.2%	2.6%
Asian	17.1%	7.6%	7.9%
Pacific Islander	0.9%	1.2%	0.7%
Asian/Pacific Islander	18.0%	8.9%	8.6%
Black	3.2%	3.8%	5.5%
Hispanic	5.0%	8.8%	15.3%
White	70.5%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2008)	23.9%	39.7%	40.4%
Special Education (May 2008)	9.3%	13.0%	12.7%
Transitional Bilingual (May 2008)	2.1%	8.0%	8.0%
Other Information			
Unexcused Absence Rate	0.3%	0.4%	0.4%

Teacher Information (2008-09)

Classroom Teachers	58	1,441	59,562
Average Years of Teacher Experience	8.1	11.4	12.5
Teachers with at least a Master's Degree	77.6%	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.

6th Grade Reading			
	Number Tested	% who met standard	% who did not meet standard
State	74,967	72.0%	28.0%
District	2,006	70.2%	29.8%
School	366	80.6%	19.4%
American Indian	5	N<required	N<required
Asian	61	85.2%	14.8%
Asian / Pacific Islander	63	85.7%	14.3%
Black	8	N<required	N<required
Female	179	85.5%	14.5%
Hispanic	17	76.5%	23.5%
Male	187	75.9%	24.1%
Pacific Islander	2	N<required	N<required
White	262	81.7%	18.3%
Limited English	15	26.7%	73.3%
Low Income	85	62.4%	37.6%
Special Education	43	30.2%	69.8%
Continuously Enrolled	347	82.4%	17.6%

6th Grade Math			
	Number Tested	% who met standard	% who did not meet standard
State	74,987	50.9%	49.1%
District	2,008	48.1%	51.9%
School	366	64.2%	35.8%
American Indian	5	N<required	N<required
Asian	61	78.7%	21.3%
Asian / Pacific Islander	63	77.8%	22.2%
Black	8	N<required	N<required
Female	179	67.6%	32.4%
Hispanic	17	35.3%	64.7%
Male	187	61.0%	39.0%
Pacific Islander	2	N<required	N<required
White	262	65.3%	34.7%
Limited English	15	33.3%	66.7%
Low Income	85	42.4%	57.6%
Special Education	43	18.6%	81.4%
Continuously Enrolled	347	65.7%	34.3%

7th Grade Reading

	Number Tested	% who met standard	% who did not meet standard
State	74,363	59.3%	40.7%
District	2,002	66.0%	34.0%
School	314	66.7%	33.3%
American Indian	4	N<required	N<required
Asian	55	82.1%	17.9%
Asian / Pacific Islander	57	81.0%	19.0%
Black	14	57.1%	42.9%
Female	153	71.6%	28.4%
Hispanic	16	50.0%	50.0%
Male	161	62.0%	38.0%
Pacific Islander	2	N<required	N<required
White	216	65.3%	34.7%
Limited English	4	N<required	N<required
Low Income	77	43.6%	56.4%
Special Education	23	33.3%	66.7%
Continuously Enrolled	308	67.2%	32.8%

7th Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	74,508	51.8%	48.2%
District	2,005	50.2%	49.8%
School	314	70.8%	29.2%
American Indian	4	N<required	N<required
Asian	55	91.1%	8.9%
Asian / Pacific Islander	57	89.7%	10.3%
Black	14	42.9%	57.1%
Female	153	72.3%	27.7%
Hispanic	16	37.5%	62.5%
Male	161	69.3%	30.7%
Pacific Islander	2	N<required	N<required
White	216	72.1%	27.9%
Limited English	4	N<required	N<required
Low Income	77	48.7%	51.3%
Special Education	23	25.0%	75.0%
Continuously Enrolled	308	71.4%	28.6%

7th Grade Writing

	Number Tested	% who met standard	% who did not meet standard
State	73,721	69.8%	30.2%
District	1,974	69.0%	31.0%
School	312	80.5%	19.5%
American Indian	4	N<required	N<required
Asian	55	94.6%	5.4%
Asian / Pacific Islander	57	94.8%	5.2%
Black	14	78.6%	21.4%
Female	153	90.3%	9.7%
Hispanic	16	50.0%	50.0%
Male	159	71.2%	28.8%
Pacific Islander	2	N<required	N<required
White	214	80.4%	19.6%
Limited English	4	N<required	N<required
Low Income	76	56.4%	43.6%
Special Education	22	20.8%	79.2%
Continuously Enrolled	308	80.8%	19.2%

8th Grade Reading

	Number Tested	% who met standard	% who did not meet standard
State	75,654	67.5%	32.5%
District	2,009	66.0%	34.0%
School	333	80.6%	19.4%
American Indian	3	N<required	N<required
Asian	59	93.2%	6.8%
Asian / Pacific Islander	63	88.9%	11.1%
Black	12	83.3%	16.7%
Female	171	82.1%	17.9%
Hispanic	18	83.3%	16.7%
Male	162	79.0%	21.0%
Pacific Islander	4	N<required	N<required
White	233	78.3%	21.7%
Limited English	4	N<required	N<required
Low Income	78	63.8%	36.2%
Special Education	21	9.1%	90.9%
Continuously Enrolled	318	81.8%	18.2%

8th Grade Math

	Number Tested	% who met standard	% who did not meet standard
State	75,669	50.8%	49.2%
District	2,005	50.2%	49.8%
School	332	70.7%	29.3%
American Indian	2	N<required	N<required
Asian	59	88.1%	11.9%
Asian / Pacific Islander	63	82.5%	17.5%
Black	12	58.3%	41.7%
Female	170	70.9%	29.1%
Hispanic	18	55.6%	44.4%
Male	162	70.4%	29.6%
Pacific Islander	4	N<required	N<required
White	233	69.8%	30.2%
Limited English	4	N<required	N<required
Low Income	78	50.0%	50.0%
Special Education	21	18.2%	81.8%
Continuously Enrolled	318	72.0%	28.0%

8th Grade Science

	Number Tested	% who met standard	% who did not meet standard
State	75,489	51.1%	48.9%
District	2,014	55.9%	44.1%
School	333	77.6%	22.4%
American Indian	3	N<required	N<required
Asian	59	88.1%	11.9%
Asian / Pacific Islander	63	84.1%	15.9%
Black	12	58.3%	41.7%
Female	171	77.5%	22.5%
Hispanic	18	77.8%	22.2%
Male	162	77.8%	22.2%
Pacific Islander	4	N<required	N<required
White	233	77.0%	23.0%
Limited English	4	N<required	N<required
Low Income	78	53.8%	46.2%
Special Education	21	27.3%	72.7%
Continuously Enrolled	318	79.2%	20.80%

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/>

