

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>

Sifton Elementary School
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Vancouver, WA 98682
360.604.6675
www.evergreenps.org

Principal
Angie Mitchell

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

	Sifton	District	State
Enrollment	599	26,191	1,038,345
Gender (October 2008)			
Male	55.8%	51.5%	51.5%
Female	44.2%	48.5%	48.5%
Ethnicity (October 2008)			
American Indian/Alaskan Native	0.8%	1.2%	2.6%
Asian	7.3%	7.6%	7.9%
Pacific Islander	2.3%	1.2%	0.7%
Asian/Pacific Islander	9.7%	8.9%	8.6%
Black	1.7%	3.8%	5.5%
Hispanic	16.5%	8.8%	15.3%
White	66.4%	73.1%	64.8%
Special Programs			
Free or Reduced-Price Meals (May 2009)	51.6%	39.7%	40.4%
Special Education (May 2009)	14.5%	13.0%	12.7%
Transitional Bilingual (May 2009)	23.0%	8.0%	8.0%
Other Information			
Unexcused Absence Rate (2008-09)	0.3%	0.4%	0.4%
Teacher Information (2008-09)			
Classroom Teachers	39	1,441	59,562
Average Years of Teacher Experience	10.3	11.4	12.5
Teachers with at least a Master's Degree	76.9%	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	110	58.2%	41.8%
American Indian	1	N<required	N<required
Asian	10	40.0%	60.0%
Asian / Pacific Islander	15	46.7%	53.3%
Black	2	N<required	N<required
Female	42	66.7%	33.3%
Hispanic	15	13.3%	86.7%
Male	68	52.9%	47.1%
Pacific Islander	5	N<required	N<required
White	71	73.2%	26.8%
Limited English	22	36.4%	63.6%
Low Income	59	52.5%	47.5%
Special Education	20	45.0%	55.0%
Title 1 Targeted Reading	20	20.0%	80.0%
Continuously Enrolled	105	59.0%	41.0%

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	110	49.1%	50.9%
American Indian	1	N<required	N<required
Asian	10	30.0%	70.0%
Asian / Pacific Islander	15	46.7%	53.3%
Black	2	N<required	N<required
Female	42	57.1%	42.9%
Hispanic	15	0.0%	100.0%
Male	68	44.1%	55.9%
Pacific Islander	5	N<required	N<required
White	71	59.2%	40.8%
Limited English	22	18.2%	81.8%
Low Income	59	40.7%	59.3%
Special Education	20	25.0%	75.0%
Title 1 Targeted Reading	20	10.0%	90.0%
Continuously Enrolled	105	50.5%	49.5%

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	98	69.4%	30.6%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	4	N<required	N<required
Female	42	78.6%	21.4%
Hispanic	19	63.2%	36.8%
Male	56	62.5%	37.5%
Pacific Islander	N/A	N/A	N/A
White	65	67.7%	32.3%
Limited English	11	54.5%	45.5%
Low Income	45	62.2%	37.8%
Special Education	7	N<required	N<required
Title 1 Targeted Reading	15	40.0%	60.0%
Continuously Enrolled	91	72.5%	27.5%

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	98	40.8%	59.2%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	4	N<required	N<required
Female	42	35.7%	64.3%
Hispanic	19	21.1%	78.9%
Male	56	44.6%	55.4%
Pacific Islander	N/A	N/A	N/A
White	65	44.6%	55.4%
Limited English	11	18.2%	81.8%
Low Income	45	31.1%	68.9%
Special Education	7	N<required	N<required
Title 1 Targeted Reading	15	13.3%	86.7%
Continuously Enrolled	91	42.9%	57.1%

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	93	58.2%	41.8%
American Indian	1	N<required	N<required
Asian	8	N<required	N<required
Asian / Pacific Islander	8	N<required	N<required
Black	4	N<required	N<required
Female	41	76.2%	23.8%
Hispanic	19	52.6%	47.4%
Male	52	44.6%	55.4%
Pacific Islander	N/A	N/A	N/A
White	60	53.8%	46.2%
Limited English	10	54.5%	45.5%
Low Income	43	46.7%	53.3%
Special Education	7	N<required	N<required
Title 1 Targeted Reading	15	20.0%	80.0%
Continuously Enrolled	91	59.3%	40.7%

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	114	59.6%	40.4%
American Indian	1	N<required	N<required
Asian	12	66.7%	33.3%
Asian / Pacific Islander	15	66.7%	33.3%
Black	2	N<required	N<required
Female	60	58.3%	41.7%
Hispanic	15	53.3%	46.7%
Male	54	61.1%	38.9%
Pacific Islander	3	N<required	N<required
White	81	60.5%	39.5%
Limited English	13	23.1%	76.9%
Low Income	62	54.8%	45.2%
Special Education	23	30.4%	69.6%
Title 1 Targeted Reading	10	0.0%	100.0%
Continuously Enrolled	109	61.5%	38.5%

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	114	55.3%	44.7%
American Indian	1	N<required	N<required
Asian	12	41.7%	58.3%
Asian / Pacific Islander	15	33.3%	66.7%
Black	2	N<required	N<required
Female	60	55.0%	45.0%
Hispanic	15	33.3%	66.7%
Male	54	55.6%	44.4%
Pacific Islander	3	N<required	N<required
White	81	64.2%	35.8%
Limited English	13	23.1%	76.9%
Low Income	62	46.8%	53.2%
Special Education	23	30.4%	69.6%
Title 1 Targeted Reading	10	30.0%	70.0%
Continuously Enrolled	109	56.9%	43.1%

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	114	43.0%	57.0%
American Indian	1	N<required	N<required
Asian	12	33.3%	66.7%
Asian / Pacific Islander	15	33.3%	66.7%
Black	2	N<required	N<required
Female	60	38.3%	61.7%
Hispanic	15	20.0%	80.0%
Male	54	48.1%	51.9%
Pacific Islander	3	N<required	N<required
White	81	49.4%	50.6%
Limited English	13	7.7%	92.3%
Low Income	62	38.7%	61.3%
Special Education	23	26.1%	73.9%
Title 1 Targeted Reading	10	20.0%	80.0%
Continuously Enrolled	109	44.0%	56.0%

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/>

